

21st Century Community Learning Centers
Summative Evaluation Report
Boys & Girls Clubs of Greater Augusta
GREAT Futures Thomson
Grant Year 3
2021-2022



Boys & Girls Clubs of Greater Augusta
McDuffie County
21 Pecan Ave.
Thomson, GA 30824

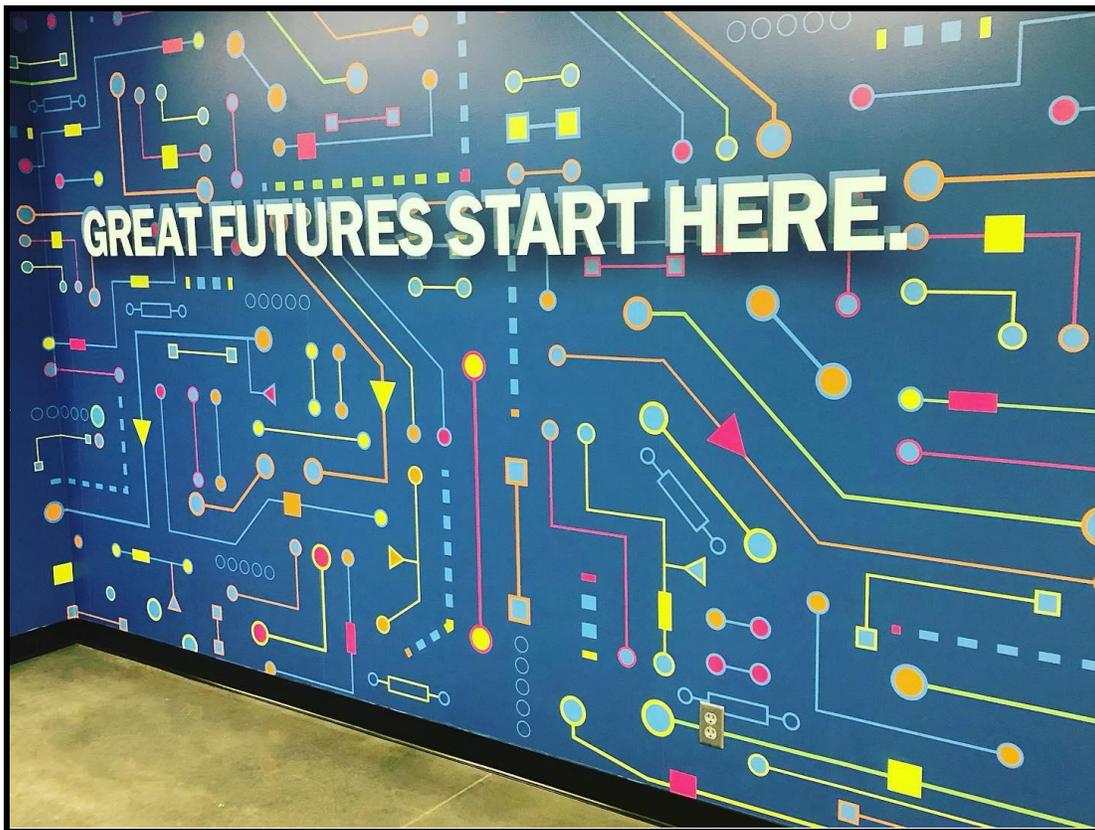


An Independent Evaluation

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

McDuffie County



Executive Summary

Boys & Girls Clubs of Greater Augusta program provides a comprehensive youth development approach to improving academic achievement. Program components include daily homework help, individual and group tutoring, supplemental instruction, academic enrichment, career and entrepreneurial exploration, technology, economic literacy, youth leadership, character education, life skills, drug and alcohol prevention, pregnancy prevention, fitness and recreation, mentoring, the arts, and family involvement activities. The program partners with Thomson Elementary, Maxwell Elementary, Norris Elementary, Thomson-McDuffie Middle, and Thomson High School and targets 75 at-risk youth in grades Pre-K through 12th grade.

Overall Findings

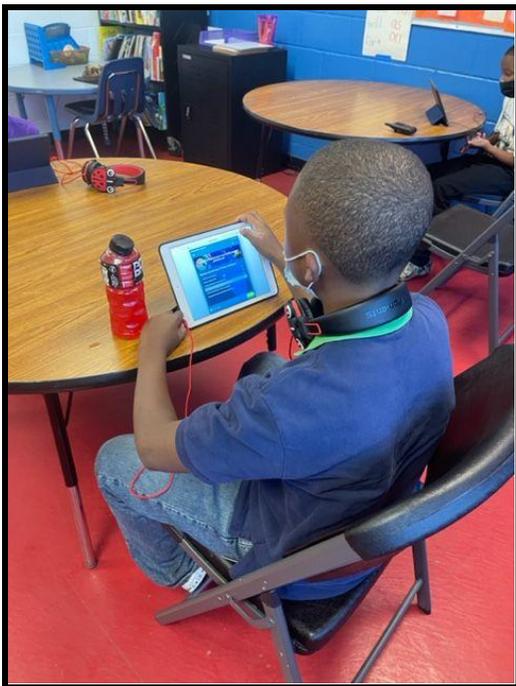
Boys & Girls Clubs of Greater Augusta (BGC) implemented the 21st Community Learning Centers (21st CCLC) grant program as designed. The program director and BGC staff worked exceptionally well with principals and school day teachers at local schools to maintain a high quality program. This year the curriculum was updated to include more hands-on, relevant activities and programs. This includes a variety of hands-on 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 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.

Overall, BGC successfully implemented two out of four academic achievement objectives, both of the healthy lifestyles objectives, the three good character and citizenship objectives and both parental involvement objectives. Please note that at the time of this report Objectives 1.1 and 1.3 were not able to be measured due to pending Georgia Milestones results. Overall, nine objectives were met and two are pending.

Looking Forward

BGC has established a strong program framework for the academic, healthy lifestyle, good character and citizenship, and parental involvement components. This framework was based on a continuous improvement model. Program delivery and staff training was continuously refined based on regular assessments that illuminated the needs of students and opportunities to strengthen the program. Moving forward the program director should continue to monitor and adjust the curriculum assigned to each goal/objective and communicate this to club directors and staff. 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.



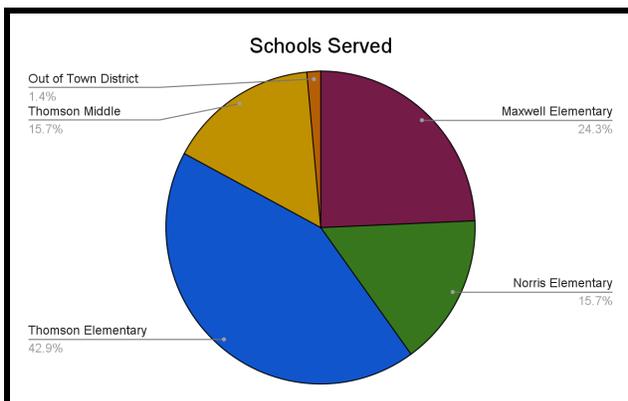
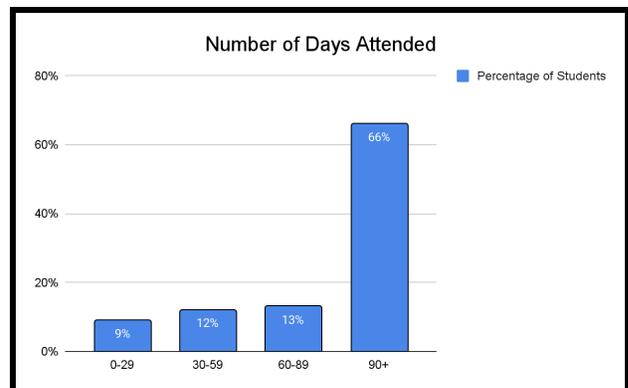
Program Impact

77% of regularly attending participants maintained an A or B or improved their grade in reading.

77% of regularly attending participants maintained an A or B or improved their grade in math.

Partners contributed \$33,000.00 to program sustainability!

*More Participation
Equals
Greater Outcomes
73% of Participants
attended 90+ Days!*



- ★ **81% of students live with a single mother.**
- ★ **4% students live with a single father.**
- ★ **9% of students live with both parents.**
- ★ **4% Live with a grandparent.**

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.”

Table of Contents

Executive Summary	4
Program Impact	6
Table of Contents	8
Introduction	9
Formula for Impact	12
Program Implementation	13
Program Operations	17
Objective Assessments	21
Program Impact	25
Goal 1: Improve Academic Achievement	27
Goal 2: Increase Knowledge of Healthy Lifestyle Choices	31
Goal 3: Improve Social, Emotional, and Life Skills for Positive Youth Development	33
Goal 4: Increase Parental Engagement/Involvement in Students' Educational Process	35
Observations	36
Success Story	38
Progress Toward Sustainability	39
Surveys	40
Final Recommendations	41

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. This is the third year of the FY22 grant and the 11th year that Thomson 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, Image Makers, Money Matters, SMART programming, and Triple Play. Multiple resources are utilized to ensure students' individual needs are met, to offer a variety of fun, experiential approaches, and to address the individual needs of the students. Multiple resources also allow integrated learning throughout the program areas.

Program Model

The challenges faced by children living in low-income neighborhoods are greater than ever. Persistent poverty and crime rates in these areas, combined with factors such as poorly-performing public schools, cuts in education funding, the increasing presence of gangs and their recruitment of younger and younger members create critical barriers to success and quality of life. 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: 75 Students

Total Number Enrolled: 162 Students

66% of students attended the BGC Great Futures Program 90+ days!

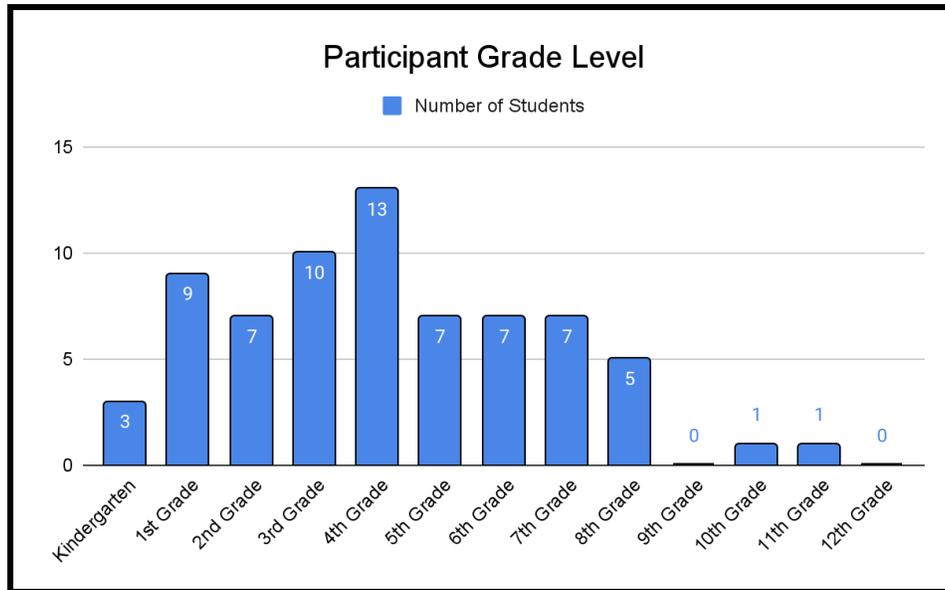
Participant Demographics

BGC McDuffie County Great Futures Thomson is located next door to Thomson-McDuffie Middle School and across the street from Thomson High School.

- 84% of regularly attending students are African-American, 1% White, 1% Hispanic and 13% identify as more than one race.
- The program serves 60% males and 40% 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.



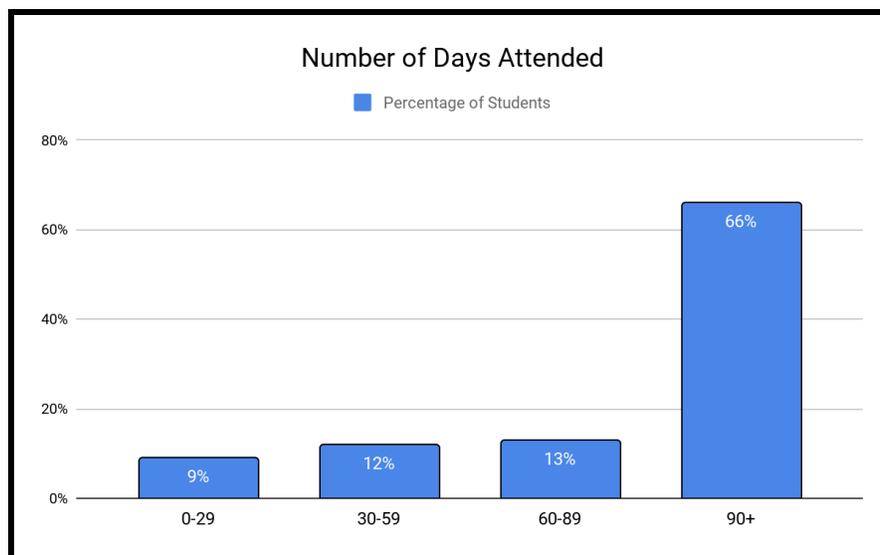
66% of
Participants
Attended
90+ Days

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:
August 16, 2021 - May 24, 2022**

21st CCLC Total Enrollment: 162
21st CCLC Enrollment Goal: 75
21st CCLC Average Daily Attendance: 50

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

21st CCLC Total Enrollment: *
21st CCLC Enrollment Goal: 75
21st CCLC Average Daily Attendance: *

Recommendations for Maintaining High 21st CCLC ADA include:

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



Program Operations

Hours of Operation

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

After School Program Hours of Operation

Monday - Friday 3:15 - 6:15 pm

Summer Program Hours of Operation

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

Quality of Staffing

The staff at 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: 10

Club Director: 1

Certified Lead Teachers: 2

Enrichment Staff: 7

Staff/Student Ratio
Enrichment: 1:15

Staff/Student Ratio
Academic: 1:10

During club observations the grant evaluator consistently found:

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

BGC staff consistently reported to the grant evaluator:

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



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 162 students were enrolled in the program. Students attending the program 30 days or more are considered regularly attending. Out of the 162 students, 77 were regular attendees. 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, 1st and 3rd nine 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 was 62% (n=48) in reading and 53% (n=41) in math. Report cards were collected from participants as well as requested from schools. Report card grades from the 1st and 3rd nine weeks were compared.

BGC administered the required 21st CCLC teacher surveys. The response rate from the surveys was 109% (n=77) . This is lower than the 157% reported last year (FY21) but higher than FY20 which was 56%. However, the response rate for the parent and student surveys was higher this year (FY22). The response rate from the parent surveys was 47% (n=36) and 74% (n=57) 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.
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.	Objective was Met at 79%
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.
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.	Objective was Met at 78%

Goal 2: Increase Knowledge of Healthy Lifestyle Choices

Objective 2.1: 65% of regularly participating students (attending the program 30 days or more) will increase their knowledge of healthy eating habits and cardiovascular fitness.	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.	Objective was Met at 94%.

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.	Objective was Met at 84%.
Objective 3.2: 75% of regularly participating students (attending the program 30 days or more) will increase civic engagement.	Objective was MET at 96%.
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.	Objective was Met at 97%.

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.	Objective was MET at 96%.
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.	Objective was MET at 93%.

Goal 1: Improve Academic Achievement

Beginning in the 2017-2018 school year the McDuffie County School System switched to a standard based report card system for Kindergarten through 3rd Grade. The purpose of the standards based system is to provide parents, teachers, and students a more detailed and accurate report about the student's progress toward meeting standards. The system uses a 1 through 4 grading scale: 1-Beginning Learner, 2-Developing Learner, 3-Proficient Learner, and 4-Distinguished Learner. In order to be promoted to the next grade level a student must have a minimum score of a 2-Developing Learner in both math and ELA. In order to incorporate the standards based report card information into the grant objective a conversion scale developed by the Georgia Department of Education was used.

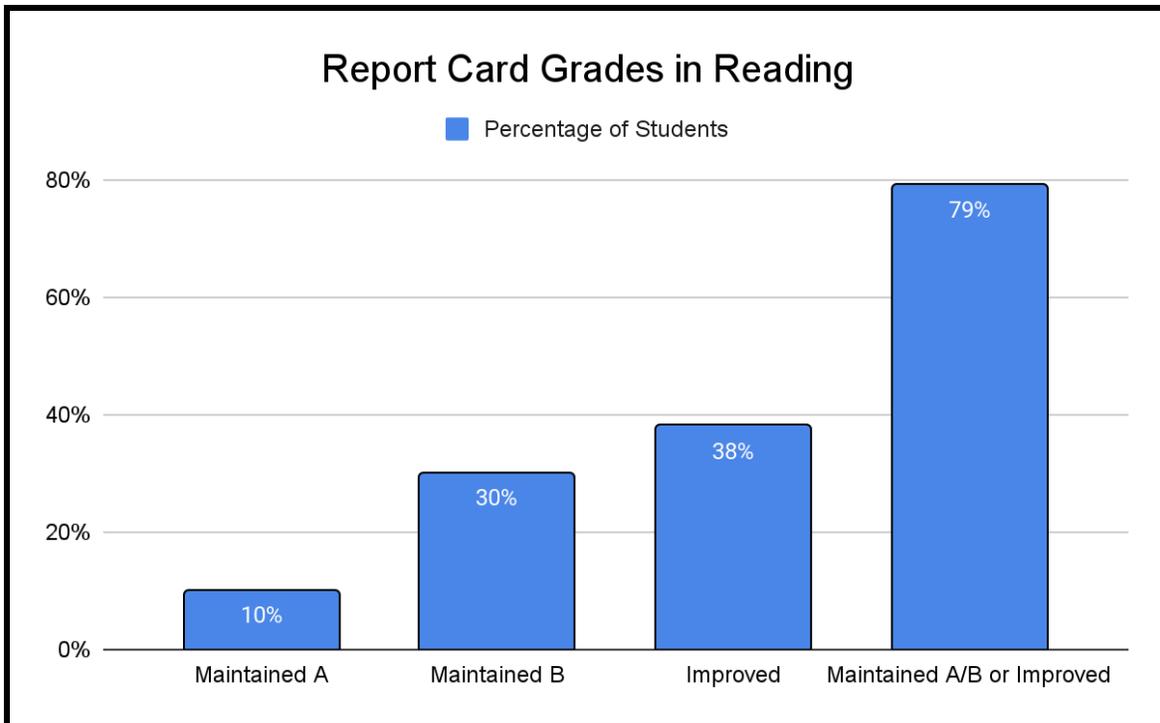
The conversion scale is as follows:

1-Beginning Learner 0-67	2-Developing Learner 68-79
3-Proficient Learner 80-91	4-Distinguished Learner 92-100

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 their report card.

The data shows that 40% (n = 19) of regularly attending students maintained an “A” or “B” grade in reading on their report card, and 38% (n = 18) improved their grade for a total of 79% maintaining an “A” or “B” or improving their grade in reading. This objective was met.

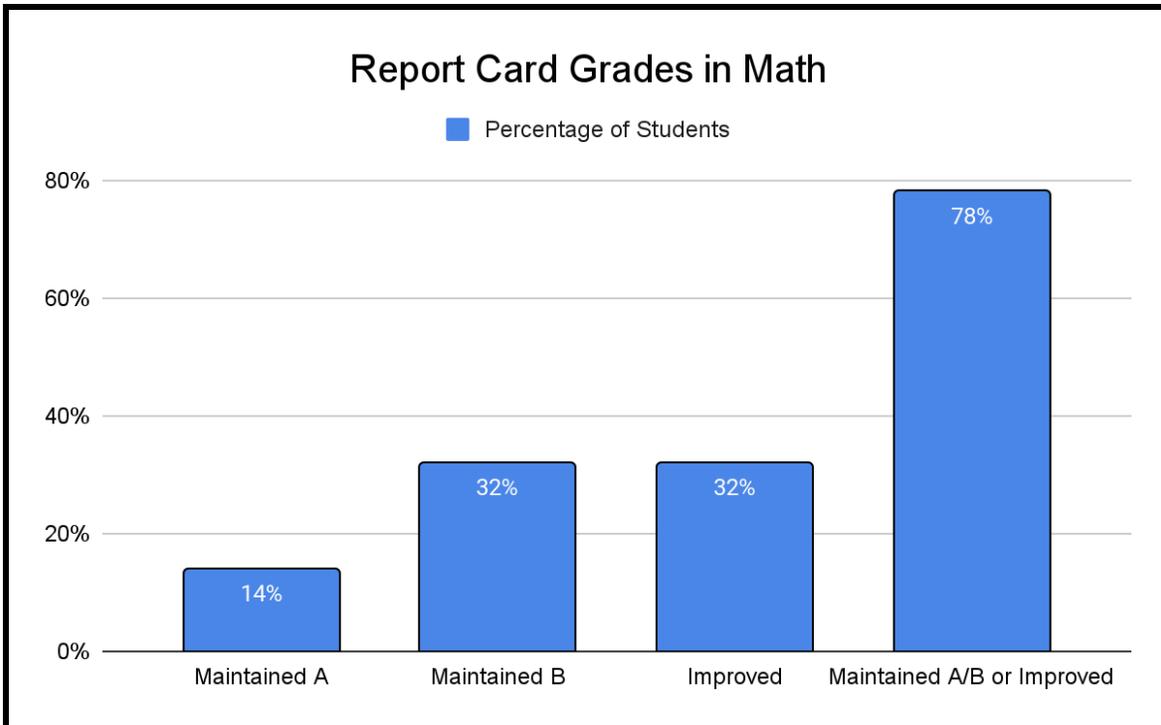


Objective 1.3: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in math.

The data shows that % of regularly participating students scored as Developing, Proficient, or Distinguished Learners in Math on the Georgia Milestones assessment, n=. This 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 46% (n = 19) of regularly attending students maintained an “A” or “B” grade in math on their report card, and 32% (n = 13) improved their grade for a total of 78% maintaining an “A” or “B” or improving their grade in math. This objective was met.



Goal 1 Findings and Recommendations

For objectives 1.1 and 1.3 the Georgia Milestones Test results were not in at the time of this report. The data collected shows that the report card objectives were met. This is the 3rd year in a row that both report card objectives were met. Although the percentage is slightly lower this year for both ELA and Math, this year's percentages were based on a much higher number of report cards collected. 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. 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). Out of the 53 students that participated in the Fitnessgram program there were 53 students that completed both the pre and post test. The results show that 64% increased their cardiovascular fitness (N=34).

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 53. Two of the 53 students scored a 100% on the pre-test and post test so they are not included in the improvement data. Therefore 51 students' pre and post tests were compared. The results show that 92% increased their knowledge of healthy eating habits. 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 32 students that completed both the pre and post test. The results show that 94% (n=30) 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. 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 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 curriculum for conflict resolution because it offers in-depth programming that is full of engaging videos and activities for the students. Out of the 43 students that participated in the B. A. Star Bullying program, 84% (n=36) increased their knowledge of conflict resolution techniques. This objective was met.

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

Each of the students contributed a minimum of 1 hour of volunteering. Thirty hours of volunteer opportunities were offered. The data shows that 96% (n = 74) 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 20 males participating in the Passport to Manhood program and 16 females participating in the SMART Girls program. Out of the 36 students that took the pre and post test, 97% increased their knowledge (n=35). 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 SMART Programs to introduce topics such as assertiveness, resilience and refusal skills, strengthening decision making skills, and analyzing media and peer influence through role-playing and discussion. Assessing everyone at the beginning of the school year helps 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 46 families of regularly attending students and 96% (n = 44) of the students' families participated in an activity. 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 46 families of regularly attending students and 93% (n = 43) of the families volunteered at the program during the 2021-2022 school year. This objective was 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 both parent participation and parent volunteering increased from last year. Both of the Goal 4 objectives were met.

It is recommended that the BGC continue to offer monthly opportunities for parental engagement and volunteering activities. Lower-income families face greater challenges to participation than their middle-income counterparts and have significantly lower rates of participation. It should be noted that 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.

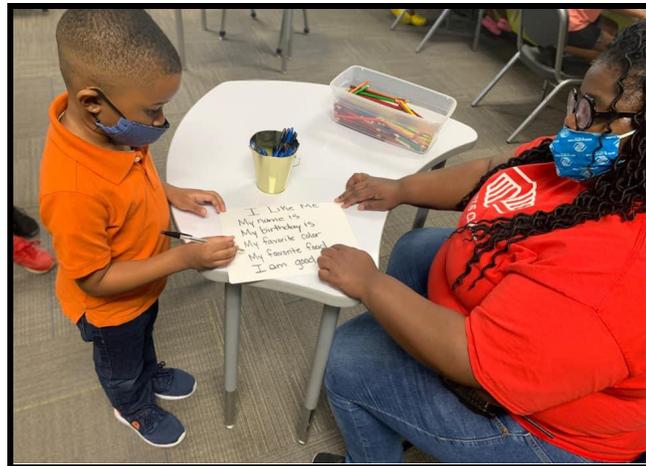
All of the parents interviewed during the evaluation visits were very pleased with the program. It is suggested that the clubs continue to incorporate programs that are relevant and make the parents feel comfortable, welcome, and informed. By administering a survey that inquires about interests and time 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: Preston

School: Thomson Middle School

Grade: 7th Grade

Preston's Story

Preston lives with his mother, father, two brothers and a sister. He attends the club regularly. Although he does well academically, he struggles with his behavior. This was his first year attending the Boys & Girls Club and he found it challenging to follow the rules and expectations. He would play around at inappropriate times, often being loud and boisterous and he would taunt and annoy other club members to get attention. Through the mentoring program at the Boys & Girls Club, Preston's mentor worked with him on his social skills and friendship skills. Now Preston has tools to use to help his behavior. His behavior has improved and he is getting along better with his fellow club members.

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 12 partnerships with a variety of agencies such as Amerigroup, Augusta National Golf Club, Augusta State University, Chick-Fil-A, DRJ Ministries, Fleming Mock Tennis Lessons, Future Successors, McDuffie County Human Development Center, Paine College, Simply Juanita, McDuffie County Chamber of Commerce, and McDuffie County Schools. These partners have contributed \$33,000.00 cash and in-kind donations to support ongoing work in the club.



Surveys

Teacher Survey Results

- 76% (n=64) of teachers surveyed reported that the students improved their efforts in completing homework.
- 65% (n=55) of teachers surveyed reported an improvement in class participation and attentiveness.
- 68% (n=57) of teachers surveyed reported an improvement in student's motivation to learn.

Parent Survey Results

- 83% (n=30) of parents surveyed reported that the program helped their child's behavior improve.
- 69% (n=25) of parents surveyed reported that the program helped their child complete and turn in their homework on time.
- 81% (n=29) of parents surveyed are satisfied with the Boys & Girls Club 21st Century Community Learning Centers Program.
- 97% (n=35) of parents surveyed reported that the program helped their child's reading skills improve.
- 83% (n=30) of parents surveyed reported that the program helped their child's math skills improve.

Student Survey Results

- 86% (n=49) of students surveyed like the Boys & Girls Club 21st Century Community Learning Centers Program.
- 96% (n=55) of students surveyed reported that their overall behavior has improved because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 98% (n=56) of the students surveyed reported that the program helped them complete and turn-in their homework on time.
- 91% (n=52) of students surveyed reported that they are doing better in school since they started attending Boys & Girls Club 21st Century Community Learning Centers Program.
- 91% (n=552) of students surveyed reported that they feel better about themselves because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 95% (n=54) 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 two out of four 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 administered all program pre and post assessments for the Goal 2 objectives. Both Goal 2 objectives were met. This is the first year Objective 2.1 was met (FY22) and the 2nd year Objective 2.2 was met (FY21 and FY22).

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.

All three Goal 3 Objectives were met. For Objective 3.1 the BGC program director created a pre/post test for the Be A Star Curriculum which provided a more accurate measurement of knowledge. This is the first year this pre/post test was used so the results cannot be compared to last year's results which used attendance (5 days or more) to measure increased knowledge. This is the 2nd year this objective was met (FY21 and FY22). Goal 3 Objective 3.2 Increase Civic Engagement was met for the 2nd time in three years (FY21 and FY22). Finally, Objective 3.3 Increased Knowledge in Self and Social Management was met for the first time this year.

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.

Both Goal 4 objectives were met. This is the 1st time in three years that Objective 4.1 Family Participation was met and the 2nd time Objective 4.2 Family Volunteering was met (FY21 and FY22).

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.

