



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



Subgrantee: FY24 Great Futures Thomson					5/19/2024					
1. Attendance										
Total Number of Students Targeted		Registered Students Attending at least 1 day or 1 hour		# of Students Attending ≥ 30 days or 90 hours)	Total Number of Parent Opportunities		Cumulative Total Number of Parents Attending			
Number: 75		Number: 171		Number: 26	Number: 12		Number: 26			
2. Objectives										
Total Objectives		Met		Not Met		Other				
Number: 11		Number: 9		Number: 0		Number: 2				
3. GTID										
Number of Student GTIDs Reported in Transact/Cayen					102					
4. Report Card Grades										
4A. English Language Arts										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester ELA Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester ELA Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
157	8	3	2	1	148	7	6	7	3	
Identify the preferred if it is not letter grades						%				
4B. Math										
Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 1st Semester Math Grade				Students without Grades	Students in grade levels 7,8,10,11,&12 Attending at least 1 day or 1 hour 2nd Semester Math Grade				
Number	A	B	C	D or F	Number	A	B	C	D or F	
157	5	3	5	1	147	8	9	4	3	
Identify the preferred if it is not letter grades						%				
5. Teacher Reported Engagement in Learning Survey for Students in grades 1-5										
Total Number of Surveys Completed	Survey Question #1: Satisfactorily completes homework or assignments?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant	
	%	2	%	10	%	39	%	43	%	6
	Survey Question #2: Participates in class and is attentive?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant	
	%	0	%	9	%	31	%	55	%	6
	Survey Question #3: Demonstrates a motivation to learn?									
	Significant Decline		Slight Decline		Did not need to improve		Slight Improvement		Significant	
88	%	0	%	5	%	25	%	64	%	7
6. Partners										
Number of Partners		Total Amount of Contributions								
13		39,760.00								

% Calculation Tool	Totals
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Attendance			
% of Regular Attendees Met			
15%			
Objectives %			
Met	82%	Not met	0%
GTID Collection %			
0			

Report Card Grades ELA				
	1st Semester Total Grades	14	2nd Semester Total Grades	23
	% A	% B	% C	% D or F
1st Semester	57%	21%	14%	7%
2nd Semester	30%	26%	30%	13%
Report Card Grades Math				
	1st Semester Total Grades	14	2nd Semester Total Grades	24
	% A	% B	% C	% D or F
1st Semester	36%	21%	36%	7%
2nd Semester	33%	38%	17%	13%

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

21st Century Community Learning Centers
Summative Evaluation Report
Boys & Girls Clubs of Greater Augusta
GREAT Futures Thomson
Grant Year 5
2023-2024



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

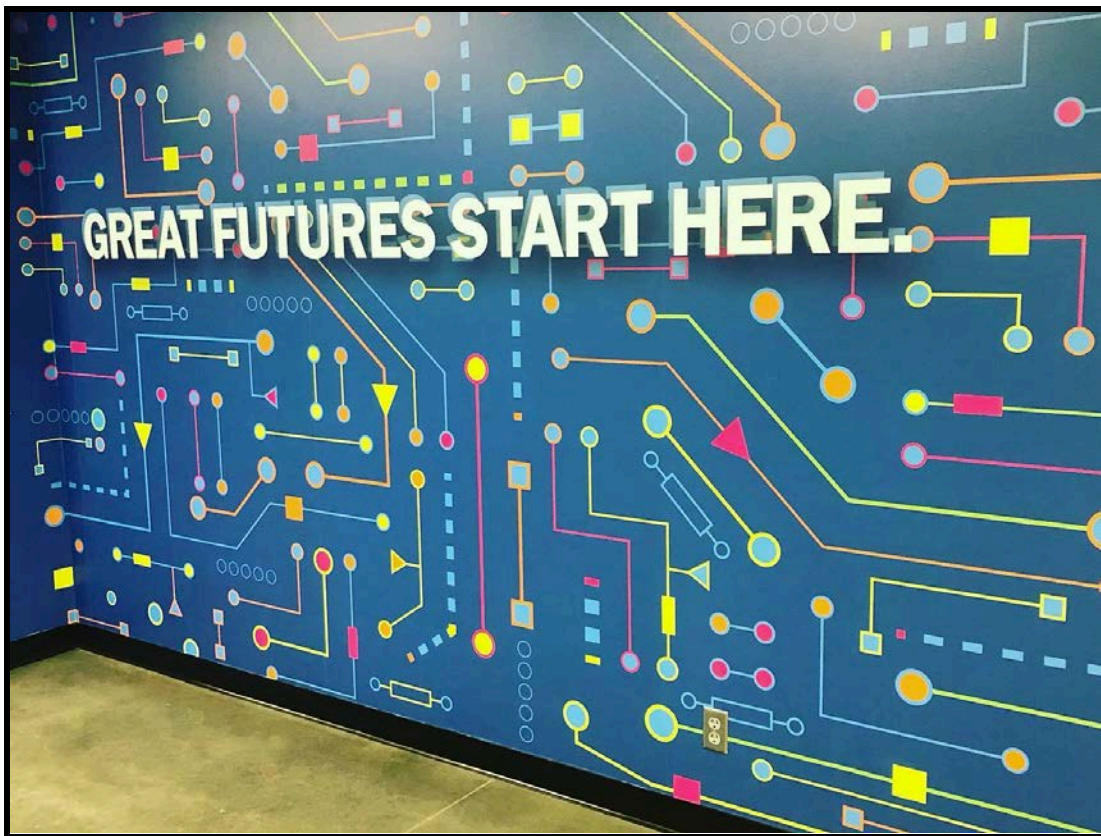


An Independent Evaluation

Prepared by Andra Syms

Submitted: June 20, 2024

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



21st Century Community Learning Centers Evaluation Report

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 (BGCGA) implemented the 21st Community Learning Centers (21st CCLC) grant program as designed. The program director and BGCGA staff worked exceptionally well with principals and school day teachers at local schools to maintain a high quality program. The curriculum consists of hands-on, relevant activities and programs. That includes a variety of STEM activities, Legos, K-NEX, and Robotics to name a few. There is also a Book of the Month program.

Overall, BGC successfully implemented two of the four academic achievement objectives (two are still pending), both of the healthy lifestyles objectives, the three good character and citizenship objectives and both of the parental involvement objectives. Overall, all eleven objectives were met. This is the first time in five years that all objectives were met.

Looking Forward

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



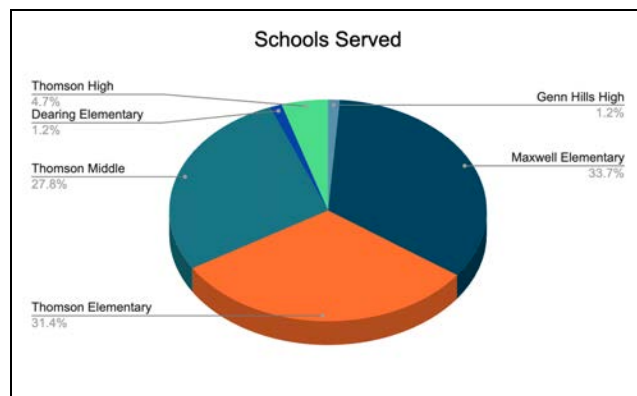
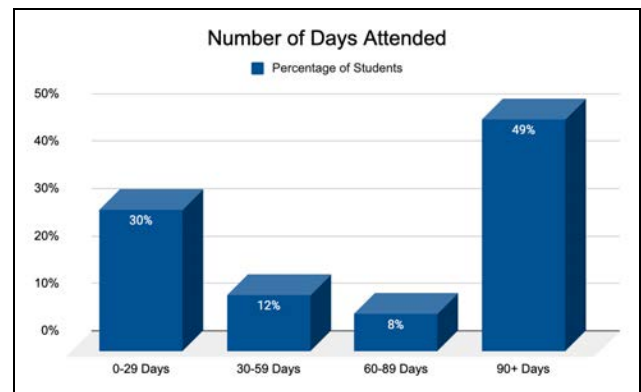
Program Impact

75% of regularly attending participants maintained an A or B or improved their grade in reading.

65% of regularly attending participants maintained an A or B or improved their grade in math.

Partners contributed \$39,760.00 to program sustainability!

*More Participation
Equals
Greater Outcomes*
64% of Participants
attended 30+ Days!



- ★ 76% of students live with a single mother.
- ★ 5% students live with a single father.
- ★ 11% of students live with both parents.
- ★ 4% Live with a grandparent or guardian.

What Students Are Saying!

“It (Homework time) helps us so we don’t have to do it at home and we can play with our dolls or our cousins.” - 1st grade female

“I feel like this is a safe place. I can be myself here. Some places you have to be careful and maybe act a certain way, but here I feel like people care. I can be me.” - 9th grade female

“Everyone is good here. They treat me nice.” - 7th grade male

“The best part of my day is hanging around my friends and learning new things.” - 7th grade female

“I like the dinners we get. My favorite is mac and cheese and spaghetti.” - 3rd grade male

“Three words that describe BGCGA are Fun, Silly (when Mr. Ward makes jokes), and Cool.” - 3rd grade female

“Dodgeball is really fun. Sometimes we get out our anger.” - 4th grade male

“My mom sends me here to do my homework and have fun.” - 4th grade female

What Parents Are Saying!

“I like that they get a snack and a nutritious meal. I don’t have to worry about it during the week.”

“It’s safe here. They would just be at home and they could get in trouble. I like knowing they are safe and learning things.”

What BGCGA Staff are Saying!

“I enjoy kids. I like making a difference.”

“When I help the kids I’m helping their future. That feels good.”

“I was one of these kids and I know what it’s like. It feels good to give back.”

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Introduction

Program History

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

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

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

BGCGA has successfully administered 21st Century Community Learning Centers funded programs since 2009. The organization currently manages 6 separate grants targeting 570 youth and totalling \$1,684,624.00 in Federal 21st CCLC funding. This is the fifth year of the FY20 grant and the 13th year that Thomson BGCGA has received 21st CCLC program funding.



Program Overview

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

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

The Boys & Girls Clubs Great Futures program is a comprehensive after school and summer youth development program that is focused on improving academic achievement. The Great Futures program is designed as a comprehensive youth development program utilizing Boys & Girls Clubs programs with the addition of intensive academic support. Program components include daily homework help, individual and group tutoring, supplemental instruction, academic enrichment, career and entrepreneurial exploration, technology, economic literacy, youth leadership, character education, life skills, drug and alcohol prevention, pregnancy prevention, fitness and recreation, mentoring, the arts, and family involvement activities. The Great Futures program also provides family involvement activities. Fun, educational field trips that are coordinated with academic topics are also a component of both the afterschool and summer programs. All activities are aligned to the Georgia Standards of Excellence, have evaluations demonstrating improved student achievement, and utilize evidence based practices.

The Great Futures Program meets the educational needs of at-risk students by assessing each student's academic strengths and weaknesses and developing a plan for improvement by collaborating with parents, regular school day teachers, and academic after school professionals. Certified teachers are responsible for implementing the instructional academic activities. The program addresses the core academic areas of Reading, Math, and Science using the following curricula: DIY Stem, 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. Boys & Girls 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

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



Program Implementation

Student Attendance and Enrollment

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

Grant Enrollment Goal: 75 Students

Total Number Enrolled: 171 Students

BGCGA Thomson
Exceeded Student
Enrollment Goal By 28%

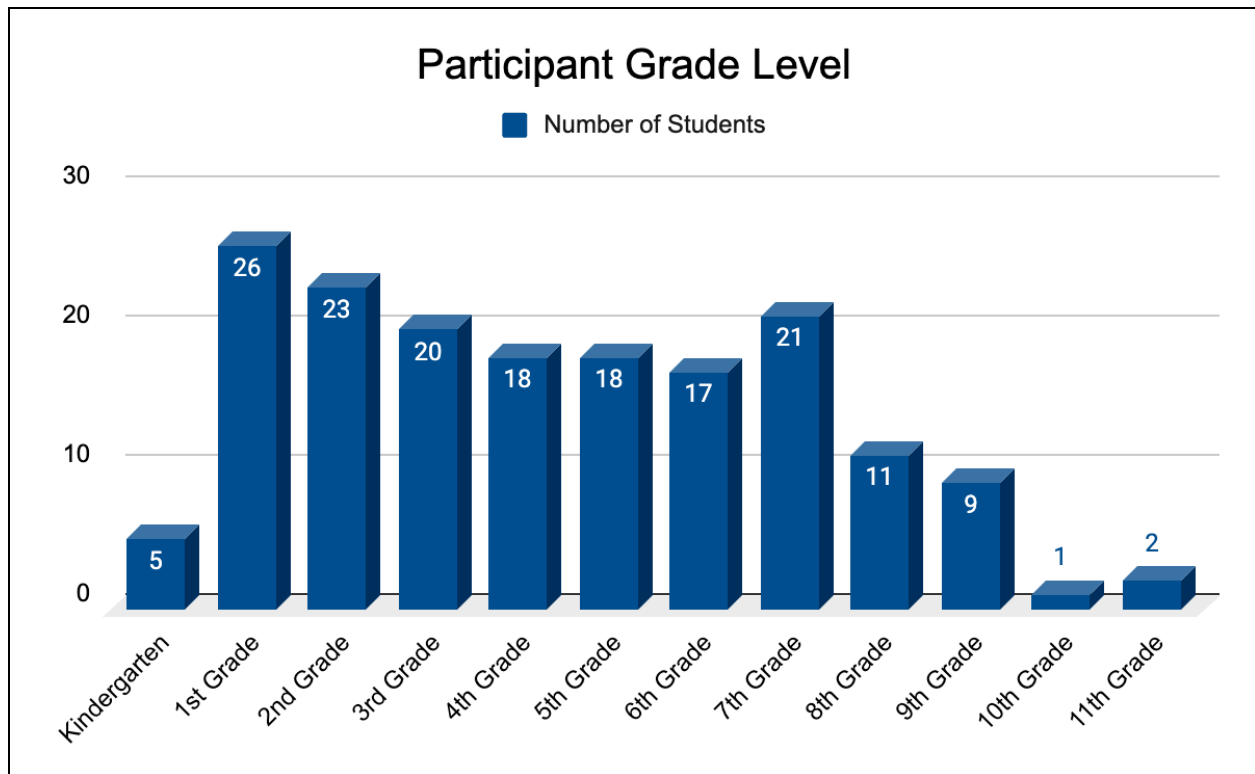
Participant Demographics

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

- 94% of students are African-American, 2% White, and 2% identify as more than one race.
- The program serves 53% males and 47% females.



Participant Grade Level



Student Recruitment Strategies

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

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

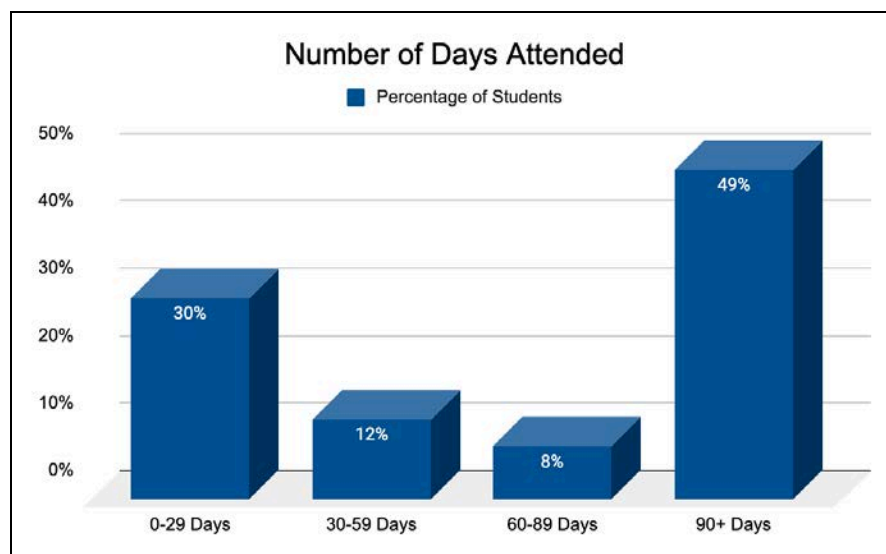
64% of Participants
Attended 30+ Days

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). BGCGA experienced similar results with the Great Futures Program.



Retention Strategies

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

Average Daily Attendance

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

After School Program Dates: August 15, 2023 - May 28, 2024

21st CCLC Total Enrollment: 171
21st CCLC Enrollment Goal: 75
21st CCLC Average Daily Attendance: 78

Summer Program Dates: June 3, 2024 - July 19, 2024

21st CCLC Total Enrollment: 126
21st CCLC Enrollment Goal: 75
21st CCLC Average Daily Attendance: 86

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 6-week summer program offers adapted program components using a weekly thematic approach.

After School Program Hours of Operation

Monday - Friday 3:15 - 6:15 pm

Summer Program Hours of Operation

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

Quality of Staffing

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

Observations

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

Staff Demographics

Total # of Club Staff: 11

Club Director: 1

Certified Lead Teachers: 2

Family Liaison: 1

Enrichment Staff: 7

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

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

During club observations the grant evaluator consistently found:

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

BGCGA staff consistently reported to the grant evaluator:

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



Professional Development

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

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



Professional Development and Training Topics

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

- New and Continuing Sug-Grantee Training (21st CCLC)
- County Staff Training Georgia Alliance (BGCGA)
- Mandated Reporter Training (BGCGA)
- Lead Teacher Training (BGCGA)
- Driver Training (BGCGA)
- Membership Clerk Training (BGCGA)
- Family Liaison Training (BGCGA)
- SMART Moves Curriculum Training (BGCGA)
- BGC Southeastern Leadership Training (BGCGA)
- BGC National Conference (BGC of America)
- Summer Camp Training (BGCGA)
- Building Community Training (BGCGA)
- Active Learning Training (BGCGA)
- Cooperative Learning Training (BGCGA)
- Child Safety Training (BGCGA)
- Infectious Disease Training (BGCGA)
- Structure and Clear Limits Training (BGCGA)
- Re-framing Conflict Training (BGCGA)
- Program Basics Training (BGCGA)
- Beyond School Hours (21st CCLC)
- Club Directors Academy Training (BGC of America)
- Classroom Management (BGCGA)
- Trauma Informed Practices (BGCGA)
- De-escalating Concerning Behaviors (BGCGA)
- Field Trip 101 (BGCGA)

Objective Assessments

Evaluation Design

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



Data Collected

<i>Indicator</i>	<i>Frequency</i>	<i>Source</i>
Report Cards	Twice a Year	Collected from students/Requested from School District
Georgia Milestones Test Scores	Annually	Requested from School District
Pacer Test	Beginning and End of Program	BGCGA Administered
Nutrition Survey	Beginning and End of Program	BGCGA Administered
SMART Moves Assessment	Beginning and End of Program	BGCGA Administered
Parent Involvement	Monthly	BGCGA Sign-In Sheets
Parent Volunteers	Daily	BGCGA Sign-In Sheets
Teacher Survey	Annually	School Day Teachers
Student Survey	Annually	Students
Parent Survey	Annually	Parents
Program Attendance	Daily	TransACT Data Management Systems
Member Demographics	Annually	Membership Application

Response Rate

A total of 171 students were enrolled in the program. Students attending the program 30 days or more are considered regularly attending. Out of the 171 students, 109 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, BGCGA has surpassed response rate numbers across all programs, surveys and report cards.

The collection rate for report card grades for regularly participating students was 41% (n=71) in reading and 42% (n=72) in math. Although the percentage has decreased over the past three years, the number of report cards collected has increased compared to the students enrolled each year. The FY23 collection rate was 47% (n=66) in reading and 48% (n=68) in math; FY22 collection rate was 62% (n=48) in reading and 53% (n=41) in math; and the FY21 collection rate was 51% (n=25) in reading and 47% (n=23) in math. Report cards were collected from participants as well as requested from schools. Report card grades from the fall and spring semesters were compared.

BGCGA administered the required 21st CCLC teacher, parent and student surveys. The response rate from the teacher surveys has increased for the first time since the beginning of the grant. The FY24 results show that 35% (n=88) of the 248 teachers gave feedback through the survey. The FY23 results show that only 17% (n=49) of the teachers participated and the results from FY22 were 109% (n=77), FY21 was 57%, and FY20 was 56%. The response rate from the FY24 parent surveys was 100% (n=92) which is a significant increase from FY23 at 42% (n=37) and FY22 at 47% (n=36). The response rate from the student surveys was 63% (n=69) which is an increase from FY 23 at 26% (n=37) but lower than FY22 which showed 74% (n=57) participation.

A pre/post test assessment method was utilized to track participant progress toward meeting the objectives under the Healthy Lifestyles Goal. For the increased knowledge of risk taking behaviors and increased knowledge of healthy eating habits students took a pre-assessment (knowledge checklist) at the beginning of the course and a post assessment (knowledge checklist) after completion of the course. The PACER test, used to measure physical fitness levels, was administered in the fall (2023) and again in the spring (2024).

Recommendations for Increasing Response Rates Include:

- Continue working with school day teachers by reaching out to let them know about the end of the year survey and the program. Provide a list of students and a copy of the survey so that they know what to focus on.
- Check in with the teachers periodically to keep them familiar with the program, the students in the program and the importance of the survey.
- Begin collecting parent and student surveys at parent events starting in March. Have a laptop available for those who may not have access to the internet at home.
- Have a prize drawing to encourage participation. When parents, students and teachers complete their survey by a specified date, enter their name into a drawing for a prize (gift card, Ipad, gift basket, etc.). Promote this with student created posters and cards.

Limitation of Data

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



Program Impact

Goals and Objectives Overview

Goal 1: Improve Academic Achievement

Objective 1.1: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in reading.	Objective was MET at 67%
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 82%.
Objective 1.3: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in math.	Objective was MET at 81%
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 76%.

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 97%.
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 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.	Objective was Met at 100%.
Objective 3.2: 75% of regularly participating students (attending the program 30 days or more) will increase civic engagement.	Objective was Met at 83%.
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 100%.

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

Objective 4.1: 65% of regularly participating students (attending the program 30 days or more) families participate in at least one parental involvement activity offered monthly.	Objective was MET at 100%
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 78%

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

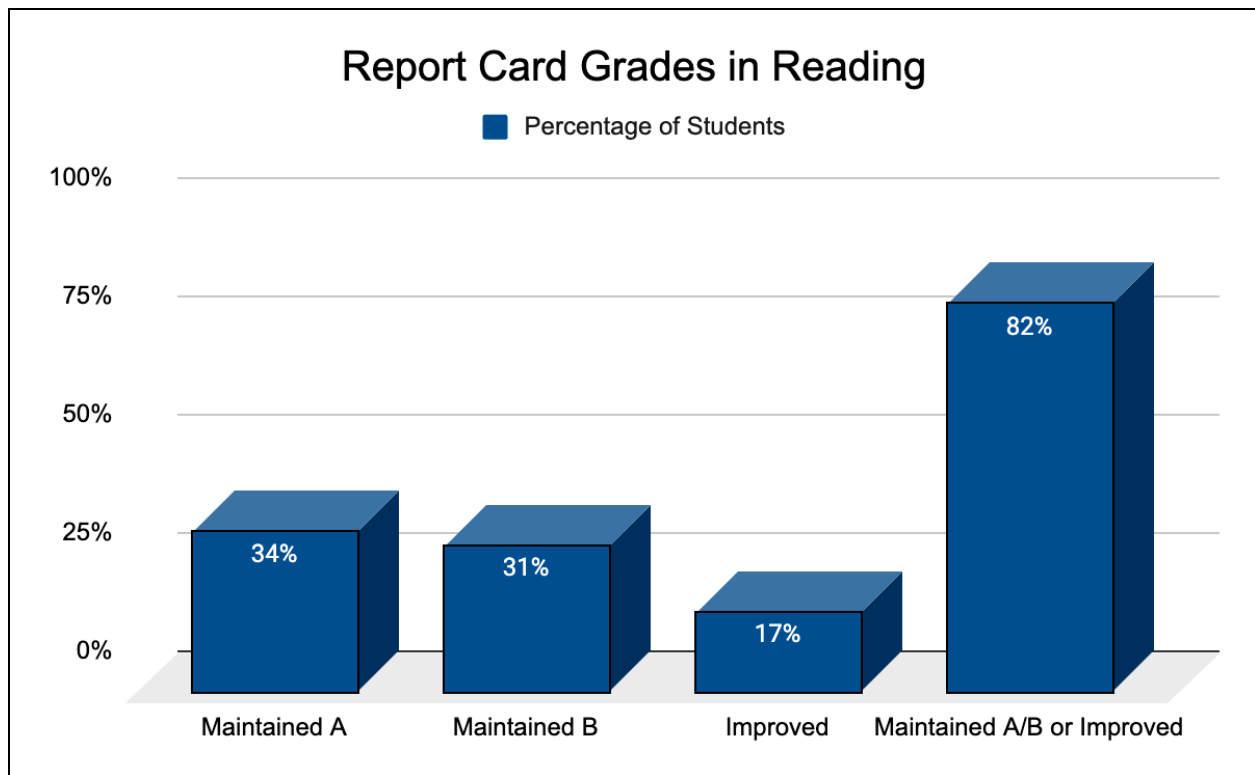
4-Distinguished Learner 92-100



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 67% of regularly participating students scored as Developing, Proficient, or Distinguished Learners in Reading on the Georgia Milestones assessment, $n=48$. This objective was met.

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

The data shows that 65% ($n=48$) of regularly attending students maintained an “A” or “B” grade in reading on their report card, and 17% ($n=12$) improved their grade for a total of 82% maintaining an “A” or “B” or improving their grade in reading. This objective was met.

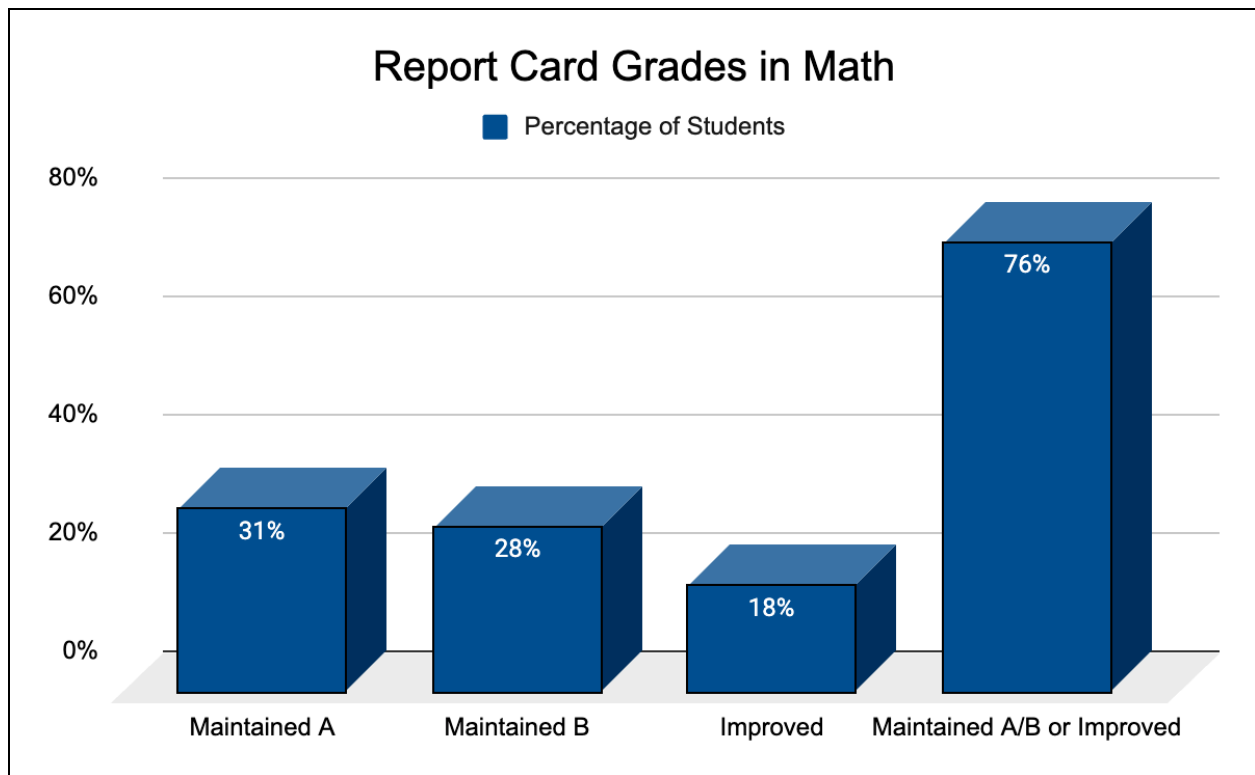


Objective 1.3: 50% of regularly participating students (attending the program 30 days or more) will meet or exceed state standards in math.

The data shows that 81% of regularly participating students scored as Developing, Proficient, or Distinguished Learners in Math on the Georgia Milestones assessment, $n=48$. This objective was met.

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

The data shows that 58% ($n=42$) of regularly attending students maintained an “A” or “B” grade in math on their report card, and 18% ($n=13$) improved their grade for a total of 76% maintaining an “A” or “B” or improving their grade in math. This objective was met.



Goal 1 Findings and Recommendations

The data collected shows that all of the academic objectives were met. This is the 5th year in a row that both report card objectives were met. In addition, this year's percentages were based on a much higher number of report cards collected.

It is recommended that the BGCGA Great Futures Program include students in the report card collection process by teaching them how to graph and monitor their report card results. They should use those results to set personal academic goals for the next 9-weeks. Students who meet their goals should be recognized at the end of each 9-weeks. In addition, the BGCGA Great Futures Program should continue to cultivate the relationship with the school day teachers and continue to strengthen the partnerships with school level and district level administration. It is suggested that the program continue to use the district level pacing guides and teacher communications to guide the afterschool curriculum. Finally, the BGCGA Great Futures Program should continue to assess staff needs to provide quality, relevant professional development.



Goal 2: Increase Knowledge of Healthy Lifestyle Choices

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

The PACER pre-test was administered to all students at the beginning of the school year (fall 2023) 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 (2024). There were 104 regularly attending students that completed both the pre and post Pacet test. The data shows that 86% (n=89) increased their cardiovascular fitness. That is a significant increase from FY23 at 37% (n=31).

A Healthy Habits pre-test was administered to all students at the beginning of the school year (Fall 2023) in order to determine prior nutritional knowledge. Students participated in weekly nutrition education classes in an effort to improve student's knowledge of healthy eating habits. A posttest was given in the Spring (2024). The total number of students that participated in the program was 60 and all were regularly attending. However, two made 100% on both the pre and post test so they were removed from the data leaving a total of 58. Out of the 58 students, 97% (n=56) increased their knowledge of healthy eating habits. This is a slight increase from FY23 at 91% (n=67). This objective was met.

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

A SMART Moves pre-test was administered to all students at the beginning of the school year (Fall 2023) in order to determine prior knowledge of avoidance of risk-taking behaviors. Clubs worked with students to increase their knowledge of risk-taking behaviors through the implementation of SMART programs, Triple Play Mind, Body and Soul activities, and group discussions. A post test was administered in the Spring (2024) to measure knowledge growth. There were 64 students that completed both the pre and post test with 63 of those being regularly attending. The results show that 89% (n=63) 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, BGCGA addresses this issue in order to empower youth to make healthy choices. Pre and post tests are used to determine which students will participate in the programs that address healthy eating habits and knowledge of risk taking behaviors. Students that score low on the pre tests participate in the SMART Moves and Healthy Habits, Too programs. This process allows the students that need more guidance in these areas to get the information they need. Since fitness levels are constantly changing and must be practiced on a regular basis to be beneficial, all students participate in the cardiovascular fitness level activities. Both the PACER test and BMI measurements are used to determine whether students are in a healthy fitness zone (HFZ). The PACER test and BMI measurements were taken at the beginning of the school year (Fall 2023) and again at the end of the school year (Spring 2024).

Both Goal 2 Objectives were met again this year. This is the third year Objective 2.1 was met (FY22, FY23 and FY24) and the 4th year Objective 2.2 was met (FY21, FY22, FY23 and FY24). It is recommended that the BGCGA continue to include training in the area of fitness, healthy eating habits, and healthy lifestyles each year to keep staff updated on changes in curriculum and updated on new findings. When providing training, it is recommended that staff are given the pre and post tests to make sure they understand the information they are teaching. Pre/post data should be reviewed by the staff teaching the curriculum, the data clerk and the program director at the end of each program to make sure there has been a significant increase in knowledge. If not, a plan should be put into place to meet the needs of the students who did not benefit from the first presentation of the curriculum. Pre 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.

BGCGA 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. There were 62 students that participated in the program. However, eight made 100% on both the pre and post test so they were removed from the data leaving a total of 54. The results show that 100% (n=54) of the students increased their knowledge of conflict resolution techniques. This is a significant increase from FY23 at 76% (n=45). 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. Twenty-seven hours of volunteer opportunities were offered. The data shows that 83% (n=91) 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 (2024) with 17 males participating in the Passport to Manhood program and 34 females participating in the SMART Girls program. Out of the 51 students, nine scored a 100% on both the pre and post test so they were not included in the results. The data shows that 100% (n=42) increased their knowledge which is an increase from FY23 at 77% (n=36). This objective was met.

Goal 3 Findings and Recommendations

Empowering students to take control of their emotions and actions can have a long term impact on their future. BGCGA uses the research based Boys & Girls Clubs of America SMART Programs to introduce topics such as assertiveness, resilience and refusal skills, strengthening decision making skills, and analyzing media and peer influence through role-playing and discussion. Assessing everyone at the beginning of the school year helps BGCGA staff to determine the students that will benefit from the program. This allows for small groups to participate in hands-on lessons that encourage positive decision making in tough situations. 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.

The data shows that all three Goal 3 Objectives were met again this year. Objective 3.1 Increase Knowledge of Conflict Resolution Techniques and Objective 3.2 Increase Civic Engagement were both met for the fourth time in five years (FY21, FY22, FY23, and FY24). Finally, Objective 3.3 Increased Knowledge in Self and Social Management was met for the third time in five years (FY22, FY23, and FY24).

It is recommended that the Program Director and Club Director continue to be intentional with the pre and post assessments and the administration of each required curriculum. Pre/post data should be reviewed by the staff teaching the curriculum, the data clerk and the program director at the end of each program to make sure there has been a significant increase in knowledge. If not, a plan should be put into place to meet the needs of the students who did not benefit from the first presentation of the curriculum. Pre and post test dates were determined during the beginning of the year planning session. A color coded calendar showing the pre/post test dates was given to each staff member and displayed in the club. In addition, pre surveys should be included for all programs in the application packet for members that start the program later in the year.

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

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

In an effort to increase parental involvement, a variety of family activities were offered each month. Times and topics were varied in an attempt to accommodate a variety of interests and schedules. The data shows that there were 77 families of regularly attending students and 100% (n=77) 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 77 families of regularly attending students and 78% (n=60) of the families volunteered at the program during the 2023-2024 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 BGCGA works to increase parental engagement on several levels including:

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

The program offered monthly parental engagement activities and actively sought parents to volunteer at the club. In addition, BGCGA hired a part-time family liaison; a designated staff member who communicates directly with caregivers and family members to invite their involvement and participation in the Great Futures program. The data shows that both parent participation and parent volunteering increased from last year. Both of the Goal 4 objectives were met.

Both of the Goal 4 objectives were met. Objective 4.1 Family Participation was met again this year for the 3rd time in five years (FY22, FY23 and FY24) and Objective 4.2 Family Volunteering was met this year for the third time in five years (FY21, FY22 and FY24).

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

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

Observations

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

Club site observations included:

- The students were actively participating in the lessons and appeared to be having a good time learning.
- Lessons that covered academic, social and physical education requirements.
- Lesson plans were posted outside of each classroom and the lessons were in line with the 21st CCLC Great Futures Goals and Objectives.
- The clubs were clean and organized.
- Systems for moving between classes were established and students seamlessly moved to their next activity.
- Classroom management techniques were appropriate for each grade level and students clearly understood what was expected of them.
- A healthy snack and dinner were provided.



Success Story

Member: Zyon

School: Thomson Middle

Grade: 6th Grade

Zyon's Story

Zyon is a 6th grader at Thomson Middle School. He lives with his mother and younger sister. He has been a member of the Thomson Boys & Girls Club for 6 years. In his spare time he enjoys playing basketball and video games. He attends the club daily and is considered a regular attender.

When Zyon first came to the club he struggled with his academics and his behavior. He would complain and refuse to participate in any activity except basketball. If he could not play basketball he would sit angrily on the sidelines with a scowl on his face. He did not like to participate in homework help or extra help from the lead teachers. He spent a lot of his time in a bad mood.

Through mentoring from BGC staff members and assistance from the lead teachers, Zyon has improved in both academics and behavior. He now participates in all activities and even motivates his peers. He willingly participates in academic help and his grades have improved.

Progress Toward Sustainability

The Boys & Girls Clubs of Greater Augusta Great Futures Program has made progress towards sustainability over the 2023-2024 school year. The program has created thirteen partnerships with a variety of agencies such as Amerigroup, Augusta National Golf Club, Augusta State University, Chick-Fil-A, McDuffie County Human Development Center, Paine College, McDuffie County Chamber of Commerce, Arts and Crafts (Dandy), DRJ Ministries, Fleming Mock Tennis, Food Program/CFCAP, Simply Juanita, and McDuffie County Schools. These partners have contributed \$39,760.00 cash and in-kind donations to support ongoing work in the club.

Partners

Amerigroup
Augusta National Golf Club
Arts and Crafts (Dandy)
Augusta State University
Chick-Fil-A
Simply Juanita
McDuffie County Human Development Center
Paine College
DRJ Ministries
Fleming Mock Tennis
Food Program/CFCAP
McDuffie County Chamber of Commerce
McDuffie County Schools

Surveys

Teacher Survey Results

- 49% (n=43) of teachers surveyed reported that the students improved their efforts in completing homework.
- 69% (n=61) of teachers surveyed reported an improvement in class participation and attentiveness.
- 70% (n=62) of teachers surveyed reported an improvement in student's motivation to learn.

Parent Survey Results

- 92% (n=85) of parents surveyed reported that the program helped their child's behavior improve.
- 85% (n=78) of parents surveyed reported that the program helped their child complete and turn in their homework on time.
- 98% (n=90) of parents surveyed are satisfied with the Boys & Girls Club 21st Century Community Learning Centers Program.
- 95% (n=87) of parents surveyed reported that the program helped their child's reading skills improve.
- 92% (n=85) of parents surveyed reported that the program helped their child's math skills improve.

Student Survey Results

- 97% (n=67) of students surveyed like the Boys & Girls Club 21st Century Community Learning Centers Program.
- 90% (n=62) of students surveyed reported that their overall behavior has improved because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 91% (n=63) of the students surveyed reported that the program helped them complete and turn-in their homework on time.
- 93% (n=64) of students surveyed reported that they are doing better in school since they started attending Boys & Girls Club 21st Century Community Learning Centers Program.
- 96% (n=66) of students surveyed reported that they feel better about themselves because of the Boys & Girls Club 21st Century Community Learning Centers Program.
- 97% (n=67) of the students surveyed reported that they have made new friends because of the Boys & Girls Club 21st Century Community Learning Centers Program.

Final Recommendations

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

BGCGA effectively implemented all four Goal 1 Objectives. This is the 5th year in a row that both report card objectives were met and the second time (FY23 and FY24) the Georgia Milestones objectives were met.

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

- Continue to review data every 9 weeks, after report cards are released, with the data team. The data team should include the 21st CCLC Program Director, Club Director and Data Clerk.
- Continue to collaborate with superintendent, principals, and school day teachers to identify current trends in academics and any specific student behaviors that need to be addressed.
- Continue to offer programming that is exciting and fun to the students while at the same time addresses 21st Century skills and trends.

BGCGA effectively implemented both Goal 2 Objectives again this year. This is the third year Objective 2.1 was met (FY22, FY23 and FY24) and the fourth year Objective 2.2 was met (FY21, FY22, FY23 and FY24).

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

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

All three Goal 3 Objectives were met again this year. Objective 3.1 Increase Knowledge of Conflict Resolution Techniques and Objective 3.2 Increase Civic Engagement were both met for the fourth time in five years (FY21, FY22, FY23, and FY24). Finally, Objective 3.3 Increased Knowledge in Self and Social Management was met for the third time in five years (FY22, FY23, and FY24).

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

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

Both of the two Goal 4 objectives were met this year. Objective 4.1 Family Participation was met again this year for the 3rd time in five years (FY22, FY23 and FY24) and Objective 4.2 Family Volunteering was met this year for the third time in five years (FY21, FY22 and FY24).

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

- Continue to survey families at the beginning of the year to find out interests and needs. Use the results to plan activities and volunteer opportunities.
- Invite parents to share a skill or talent during a parent event or with a class.
- Display student's work around the club and invite parents to do a Gallery Walk at an Open House or Holiday event.

