

**Boys & Girls Club of Valdosta
Donald F. Reames Teen
Center 21st Century
Community Learning Centers
Program- **Updated****

FY18 Summative Evaluation

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FY18 SUMMATIVE EVALUATION

BOYS & GIRLS CLUBS OF VALDOSTA DONALD F. REAMES TEEN CENTER 21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

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I. OVERVIEW AND HISTORY OF PROGRAM:

The Boys & Girls Club of Valdosta was initially awarded the 21st Century Community Learning Centers grant in July 2014 on behalf of the Donald F. Reames Teen Center.

Students from the following feeder schools within the Valdosta City School District are eligible to enroll in the Donald F. Reames Teen Center: J.L. Newbern Middle School, M.A. Horne Learning Center, Valdosta Early College, Valdosta High School, and Valdosta Middle School. With a targeted population of 158 youth in grades 6-12, the program surpassed its targeted goal, registering a total of 289 students and consistently serving an average of 111 students each day. The first session for the regular school year was held on Monday, August 7, 2017 and the last session was held on Friday, May 18, 2018. The Donald F. Reames Teen Center also sponsored a summer program which was held Thursday, June 1, 2018 through Friday, July 28, 2018 for a total of 54 summer program days.

This report was generated to satisfy the Georgia Department of Education's 21st Century CLC grant requirement of an annual Summative evaluation of the site's 21st Century Program. This evaluation will describe the subgrantee's progress towards meeting the approved program goals/objectives and offer recommendations for improving the program in subsequent program years. Finally, this report will highlight some of the students whose lives have been touched by his/her participation in the Boys & Girls Club of Valdosta 21st Century Community Learning Centers Program.

II. STUDENT ATTENDANCE AND ENROLLMENT:

Although a total of 289 students were registered, there was a total of only 210 regularly participating students who attended the Donald F. Reames Teen Center for 30 days or more throughout the 2017-2018 school year. Of these, 103 were female and 107 were male. In addition, 97% of those served were African American. Twenty students were identified as Special Needs, and all students qualified for Free/Reduced Meals. See Table I below for the grade levels of all students served.

Enrollment	Grade Level Served
56	6 th Grade
44	7 th Grade
54	8 th Grade
26	9 th Grade
17	10 th Grade
9	11 th Grade
4	12 th Grade

III. PROGRAM OPERATION:

The Donald F. Reames Teen Center operated Monday through Friday from 3:15PM to 6:45PM for approximately 177 days per school year. Unlike many 21st Century Community Learning Centers, the Donald F. Reames Teen Center operates each day that the local school district is in session but is not open during Christmas or Spring Breaks. The 21st Century CLC Program operates for approximately 36 weeks during the regular school year and 9 weeks each summer.

The Boys & Girls Club of Valdosta 21st Century Community Learning Centers Program implemented a variety of activities designed to provide expanded learning opportunities that would complement students' regular academic program. The primary purpose of these activities was to increase students' learning capacity while supporting the opportunity for socialization, exposure to varied interests, and increase academic achievement. Among the activities provided on a weekly basis were mentoring, physical activity, homework assistance, character development, and tutoring services.

IV. QUALITY OF STAFFING:

As the Vice President of Operations, Mr. William “Bill” Holt is an integral component of the program success, serving as a community advocate and liaison between the Boys & Girls Clubs of Valdosta and Valdosta City Schools. Ms. Pam Sherman, Program Director, came onboard in the role of an administrator after serving as a classroom instructor for Boys & Girls Club for 3 years and serving as a teacher in the Valdosta Public School District for over 9 years. Now serving in her second year as 21st CCLC Program Director, Sherman is familiar with the students, staff, and goals of the 21st Century Learning Centers Programs. In addition to Holt and Sherman, the program’s Site Coordinator, Ms. LeThonia Herring initially began working with the Boys & Girls Club of Valdosta as a YDP before transitioning to her current role in February 2018 after graduating from Valdosta State University with a Bachelor’s degree in Middle Grades Education. In addition to Holt, Sherman, and Herring, the program is also staffed with 9 certified teachers, 12 Youth Development Workers, and several other supportive staff members. One of the program’s greatest strengths was its use of certified teachers from local schools to provide academic instruction during the program’s Power Hour. Moreover, the program administrators consistently work to maintain a student-to-staff ratio of 10:1 for academic courses and 15:1 for enrichment courses. This ensures that students are provided with more time for small-group interaction with a responsible adult and allow time for one-on-one discussions when deemed appropriate. The small student-to-staff ratios also enable instructors to provide one-on-one assistance for students, necessary remediation, and even individualized attention when needed.

Among the professional development training provided to improve the capacity of the 21st Century CLC staff was:

- First Aid/CPR
- Weekly Staff Meetings with Site Coordinators and Program Administrators, with a focus on various topics including program implementation, program logistics, and planning for student fieldtrips.
- New Staff Orientation was also held as new staff members were hired.
- The Site Coordinator was provided the opportunity to attend the Beyond School Hours Conference.
- All YDPs/Paraprofessionals participated in an 8-hour training related to the implementation of positive behavior reinforcements and effective classroom management strategies.
- All YDPs/Paraprofessionals also participated in training to help make more effective use of unstructured class time.

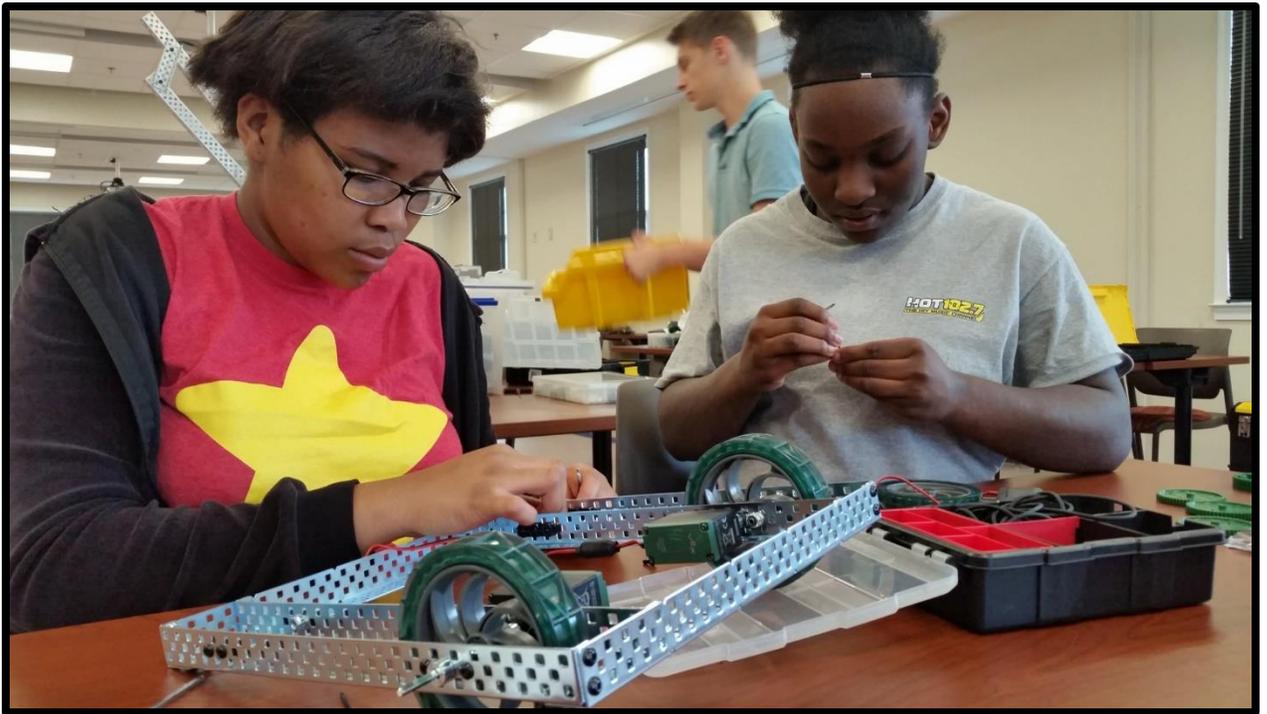
In addition to having committed staff members that are in tune with the students' needs, the Donald F. Reames Teen Center provides the 21st CCLC program participants with exposure to a host of enriching activities to include:

- Game room:** Students participating in the Big or Small Game room could engage in team games or activities using the X-Box or PlayStation. Students activities may range from participating in sports activities such as football, basketball, soccer, or basketball. During this class, students also participate in rock climbing and other related activities. Game room time gives students an opportunity to learn team building, socialize with peers, and develop character. Because the schedule allows for participation in either the big or small Game room, class sizes may range from 5-30 students with varying numbers of supervising adults to ensure that the proposed Teacher-to-Student ratio is maintained.
- Technology Lab:** Students participating in the Technology Lab had the opportunity to use the Boys & Girls' Club of Valdosta computer lab to complete homework

assignments, practice using the computer for word processing, research class assignments, and work to improve technology proficiency in preparation for completion of the Georgia Milestones Assessment System. This class is designed to assist students and parents with Microsoft applications. Students utilize technology applications to create PowerPoint presentations, create charts, graphs, and spreadsheets, and produce written manuscripts.

- c. Club Day:** Each Friday, the Boys' and Girls' Club of Valdosta designates the entire program day to participating in varying clubs that cater to the interests of participating students and/or instructors. Among the clubs that students have had the opportunity to participate in are Chess, Culinary Arts, Chorus, Art, Nail Design, Foreign Language (Spanish and/or French), Fitness, and Hip-Hop Dance. The clubs offered at the Boys & Girls Club of Valdosta alternate each semester giving students an opportunity to participate in a variety of clubs throughout the year.
- d. Georgia Shape (formerly known as Triple Play):** Through the Let's Move Initiative, launched by First Lady Michelle Obama, and the Triple Play Program, a Boys & Girls Clubs of America comprehensive health and wellness initiative, students and their families learn to increase daily physical activity, employ good nutritional practices, and develop healthy relationships. Georgia SHAPE consists of three components: Mind, Body, and Soul. Each component features an age-appropriate module to teach youth about nutrition, healthy living, positive behaviors, promoting physical activity, and social recreation.
- e. Academic Enrichment:** The academic enrichment program uses the Project Learn curriculum to reinforce school-day learning and improve academic performance. The key components of this evidence-based learning framework are high-yield learning activities/ projects, homework help, tutoring, parent involvement, collaboration with school professionals and student incentives developed through community partnerships. Students receive enrichment in English Language Arts/ Literacy, Science, Writing, Social Studies, and Mathematics.
- f. Power Hour: Homework Assistance/ Tutoring:** Power Hour is an engaging homework help and tutoring program that encourages participants at every age to become self-directed learners. Power Hour helps participants develop academic, behavioral and social skills through homework completion, high-yield learning activities, and tutoring. Power Hour offers extended learning opportunities and educational enrichment programming in a fun, engaging out of school time setting and ultimately helps improve youths' academic performance and encourage them to graduate from high school, pursue a post-secondary education and develop a lifelong love of learning. Homework completion is a critical component of the 21st Century participants' academic success.
- g. Healthy Meal/ Nutrition:** All students participating in the Boys & Girls Clubs of Valdosta 21st CCLC Program receive a hot, healthy meal at the culmination of the program each day.

h. Robotics: This course is designed for Boys & Girls Clubs of Valdosta 21st Century participants who have expressed an interest in technology and programming. Each activity enables the participants to build and program customizable LEGO models that are fun to design. This course also enables participants to work either individually, in pairs, or as teams and provides students with the environment, tools, and tasks to complete challenging projects. The projects cover concepts in Science, Informational Technology, Engineering, and Mathematics (STEM) and prepares youth for success in challenging careers.



V. ASSESSMENT OF OBJECTIVES:

As described in the Boys & Girls Club of Valdosta's 21st Century Community Learning Center grant proposal, the objective assessment section is designed to evaluate the progress towards achieving each of the program's identified objectives. The program goals are:

OBJECTIVE 1.1: A minimum of 65% of the students (**who participate in the program for 30 days or more**) will improve their reading/language arts/literacy/English grades or maintain an A in these classes. **The Boys & Girls Club of Valdosta's 21st CCLC Donald F. Reames Program MET Objective 1.1.**

Data obtained from comparing English Language Arts report card grades for Semester I with those from Semester II were used to determine the program's success towards meeting Objective 1.1. There was a total of 126 regularly attending students with both a first and second semester grade in English Language Arts. Of these, 4 students maintained an "A" average in his/her corresponding English Language Arts course throughout the school year. An additional 62 students had an increase of at least 1 point in his/her English Language Arts grade between the first and second semester. Finally, an additional 17 students maintained his/her "A" or "B" GPA from the beginning of the program until its culmination. Thus, a total of 83/126 or 66% of the students participating in the program for 30 days or more improved his/her ELA performance by the end of the school year. Thus, **Objective 1.1 was met.**

OBJECTIVE 1.2: A minimum of 65% of the students (**who participate in the program for 30 days or more**) will score at the Developing Learners level or higher on the Reading/ Language Arts/ Literacy/ English section of the Georgia Milestones Assessment or state selected measurement test. **The Boys & Girls Club of Valdosta's 21st CCLC Program DID NOT MEET Objective 1.2.**

Objectives 1.2 was measured by assessing the Spring 2018 Georgia Milestones Assessment data for English Language Arts. Students in grades 6 through 8 are expected to complete the Georgia Milestones End of Grade Assessment in English Language Arts, while students in grades 9 through 12 are only required to complete the English/ Language Arts End of Course Assessments if they are enrolled in the following courses: 9th Grade American Literature & Composition or American Literature & Composition. As a result, some of the students currently enrolled in the program may have more than one ELA score while others may have no ELA scores at all. The Boys & Girls Club of Valdosta received data for the Spring 2018 Georgia Milestones Assessment in late September 2018, requiring the update of this report to provide the program's status on this objective. Of the 210 students participating in the program, 49 students were not required to participate in the Georgia Milestones Assessment Language Arts Assessment.

Of those completing the Language Arts section of the Georgia Milestones Assessment, 66 students scored at the level of a Beginning Learner, 56 students scored at the level of a Developing Learner, 29 students scored at the level of a Proficient Learner, and 0 students performed at the level of a Distinguished Learner. As a result, 85 of the 151 students or 56% of students scored at the level of a Developing Learner or higher on the initial Georgia Milestones Assessment in Language Arts. A total of 13 students, however, completed the Language Arts GMA Re-test with 5 students still scoring at the level of a Beginning Learner while 6 students scored at the level of a Developing Learner, and 2 students performed at the Level of a Proficient Learner. Thus, once the ELA Re-test GMA scores are included, 62 students performed at the level of a Developing Learner, 31 students scored at the level of a Proficient Learner, and no students scored at the level of a

Distinguished Learner for a total of 93 of 151 students or 62% of students scoring at the level of a Developing Learner or higher. **Objective 1.2 was not met.**

OBJECTIVE 1.3: A minimum of 65% of the students **(who participate in the program for 30 days or more)** will score at the Developing Learners level or higher on the math section of the Georgia Milestones Assessment or state selected measurement test. **The Boys & Girls Club of Valdosta's 21st CCLC Program DID NOT MEET Objective 1.3.**

Similarly, Objective 1.3 was intended to be measured by using the Spring 2018 Georgia Milestones Assessment data for Mathematics. Students in grades 6 through 8 were expected to complete the Georgia Milestones End of Grade Assessment in Mathematics, while students in grades 9 through 12 are only required to complete the Mathematics End of Course Assessments if they are enrolled in the following courses: Algebra I or Geometry. As a result, some of the high school students currently enrolled in the program may have a maximum of two Mathematics scores while others may have no Mathematics scores at all. Of the 210 students participating in the program, 36 students were not required to participate in the Georgia Milestones Assessment Mathematics Assessment because they were not enrolled in either Algebra I or Geometry.

Of those completing the Mathematics section of the Georgia Milestones Assessment, 65 students scored at the level of a Beginning Learner, 69 students scored at the level of a Developing Learner, 27 students scored at the level of a Proficient Learner, and 4 students performed at the level of a Distinguished Learner. As a result, 100 of the 165 students or 61% of students scored at the level of a Developing Learner or higher on the initial administration of the Georgia Milestones Assessment in Mathematics. A total of 9 students, however, completed the Mathematics GMA Re-test with 4 students still scoring at the level

of a Beginning Learner, 4 students scored at the level of a Developing Learner, and 1 student performed at the Level of a Proficient Learner. Thus, once the Mathematics Re-test GMA scores are included, a total of 71 students performed at the level of a Beginning Learner, 73 students performed at the level of a Developing Learner, 28 students scored at the level of the Proficient Learner, and 4 students scored at the level of a Distinguished Learner. Thus, a total of 105 of 165 students or 64% of students scored at the level of a Developing Learner or higher. The level of performance on Objective 1.2 and 1.3 was just shy of the established program goals. **Objective 1.3 was not met.**

OBJECTIVE 2.1: A minimum of 90% of the students **(who participate in the program for 30 days or more)** will be absent for 15 days or less based on school attendance reports. **The Boys & Girls Club of Valdosta's 21st CCLC Donald F. Reames Program MET Objective 2.1.**

To determine whether Objective 2.1 was met, the External Evaluator reviewed the 2017-2018 Attendance Record provided by the Valdosta City School District for all students currently enrolled in the Donald F. Reames Teen Center. There was a total of 22 program participants who missed 15 days or more from their assigned regular day schools. Thus, 89.5% of the students participating in the program missed 15 days or less based on the 2017-2018 School Attendance Report. **Objective 2.1 was met.**

OBJECTIVE 2.2: A minimum of 65% of the students (**who participate in the program for 30 days or more**) will demonstrate improvement or continued consistency in homework completion based on teacher surveys. **The Boys & Girls Club of Valdosta's 21st CCLC Donald F. Reames Program DID NOT MEET Objective 2.2.**

A total of 166 teacher surveys were completed. Of those, teachers indicated that 50 students did not need to improve in his/her completion of homework assignments. In addition, teachers reported that 44 students demonstrated significant, moderate or slight improvement in his/her completion of homework assignments. Thus, 94/166 or 57% of students participating in the Boys & Girls Club of Valdosta 21st Century CLC program demonstrated improvement or continued consistency in homework completion. **Objective 2.2 was not met.**

OBJECTIVE 2.3: A minimum of 65% of the students (**who participate in the program for 30 days or more**) will demonstrate improvement in behavior or maintain exemplary behavior based on school disciplinary records. **The Boys & Girls Club of Valdosta's 21st CCLC Donald F. Reames Program MET Objective 2.3.**

In considering the program participants' ability to successfully meet Objective 2.3, the External Evaluator and program administrators reviewed and analyzed the 2017-2018 Student Discipline Report and found that school personnel had a long range of consequences for disciplinary infractions that ranged from conferencing with the student to expulsion from school. To determine the success of Objective 2.3, the External Evaluator reviewed the discipline record of each Donald F. Reames 21st Century CLC Program participant to determine how many of the 210 regularly attending students had three or more disciplinary infractions resulting in a reprimand throughout the 2017-2018 school year. There were 61 participants of the 210 regularly attending students that had three or more infractions that resulted in one or more of the following consequences: in-school

suspension, student conferences, team time out, morning or afternoon detention, out-of-school suspension, parent contact, loss of privileges, confiscating personal items, school bus suspension, change of assigned homerooms, referral to the school guidance counselor, lunch detention, parent conferences, re-assignment to an alternative school setting, or placement on a behavior contract. Thus, 71% of the students enrolled improved on or maintained an exemplary behavior record. **Objective 2.3 was met.**

OBJECTIVE 3.1: A minimum of 65% of family members of students **(who participate in the program for 30 days or more)** will attend at least one of six parent education/involvement opportunities. **The Boys & Girls Club of Valdosta's 21st CCLC Donald F. Reames Program MET Objective 3.1.**

A total of 64 parent surveys were completed and submitted to the program staff to assist in evaluating the program's success in meeting its Family Engagement goals. Of those, 67% of parents stated that they had attended at least one parent event. This information was corroborated with Parent sign-in sheets from the 14 parent events held at the Donald F. Reames Teen Center. Accordingly, there were 83 duplicated parents in attendance at all events. **Objective 3.1 was met.**

OBJECTIVE 3.2: A minimum of 65% of parents/guardians who have attended at least one family related session will state on satisfaction surveys that they have increased knowledge on how to encourage and support their child's academic success. **The Boys & Girls Club of Valdosta's 21st CCLC Donald F. Reames Program MET Objective 3.2.**

The 2017-2018 Parent Survey results indicated that 100% of the parents attending at least one event had increased knowledge about how to support their child's academic success. More importantly, 100% of the parents surveyed also stated that they were more willing to volunteer in their child's school because of his/her participation in the family related 21st Century CLC session. This could have an overwhelming impact on students' future

academic achievement since research shows that students of parents who are regularly and consistently involved in their child's education perform better, are less likely to drop out of school, and are more likely to enroll in post-secondary institutions of higher learning after graduation (Henderson, A.T. & Mapp, K. L., 2002). **Objective 3.2 was met.**



VI. OTHER OBSERVATIONS (OPTIONAL):

Perhaps one of the most outstanding components of the Boys & Girls Club of Valdosta's Donald F. Reames Teen Center 21st Century CLC Program is its special attention to the success of parents. This year, the program sponsored a 10-week Parent University entitled, *Raising Highly Capable Kids*. This 10-week comprehensive program was designed to empower parents with proven strategies and tools to support the strong academic, social and emotional development of their children. With the primary goal of helping their children attend and graduate college and/or become successful members of society, the program offers methods to lend support at home, in the classroom, and for parents to better interact with their child(ren) about school and future career choices. The program provides pertinent knowledge and information on College Readiness, general parenting skills, academic "best practices," gaining college admission, and navigating financial aid. It also integrates social/emotional skills through neuroscience-based practices and methods designed to improve focus and social intelligence. The program culminates with a parent graduation and dinner banquet. In this program, the focus rests on the 40 Developmental Assets in the areas of Support, Empowerment, Boundaries & Expectations, Constructive Use of Time, Social Competence, Positive Values, Commitment to Learning, and Positive Identify.

A comprehensive list of the parent activities that were held at the Donald F. Reames Teen Center for the 2017-2018 school term are catalogued in the chart below:

	NAME OF EVENT	DATE	Parent Attendance	Student Attendance
1.	Summer Session Orientation -G3	July 20, 2017	23	30
2.	Fall Session Parent Orientation	September 19, 2017	10	15
3.	Lights on Afterschool	October 26, 2017	8	7
4.	Raising Highly Capable Kids: 1 of 10	January 23, 2018	3	6
5.	Raising Highly capable Kids: 2 of 10	January 30, 2018	3	6
6.	Raising Highly Capable Kids: 3 of 10	February 6, 2018	3	6
7.	Raising Highly Capable Kids: 4 of 10	February 13, 2018	2	5
8.	Raising Highly Capable Kids: 5 of 10	February 20, 2018	3	6
9.	Raising Highly Capable Kids: 6 of 10	February 27, 2018	2	5
10.	Black History Program	March 1, 2018	16	25
11.	Raising Highly Capable Kids: 7 of 10	March 6, 2018	3	6
12.	Raising Highly Capable Kids: 8 of 10	March 13, 2018	2	5
13.	Raising Highly Capable Kids: 9 of 10	March 20, 2018	3	6
14.	Raising Highly Capable Kids: 10 of 10	March 27, 2018	2	5
	Total Duplicated Attendance	-----	83	133

VII. PROGRESS TOWARDS SUSTAINABILITY:

The Donald F. Reames Teen Center has made great strides towards establishing greater sustainability for future programs by securing ongoing partnerships with local businesses, agencies, and through the ongoing support provided by the Boys & Girls Club of Valdosta oversight. With a total of twelve recorded partners, the Boys & Girls Clubs of Valdosta Donald F. Reames Teen Center collected a total of \$ 144,509 by partnering with:

- a. AmeriCorps/VISTA
- b. Boys & Girls Clubs Mentoring Youth at Risk (OJP)
- c. Boys & Girls Club Mission Youth Outreach (OJP)
- d. Boys & Girls Clubs of America
- e. Boys & Girls Clubs of Valdosta
- f. The Michael Phelps Foundation
- g. Second Harvest of South Georgia
- h. Senior Corps Foster Grandparents
- i. Turner Center for the Arts
- j. United Way
- k. Valdosta City Schools
- l. Valdosta State University



Moreover, the partnerships that the Boys & Girls Clubs of Valdosta have created act as a supportive interagency collaborative network that provides the 21st Century CLC program participants with a variety of educational opportunities, enhanced learning experiences, and a wealth of access to community resources that they would otherwise not have access to. This fact alone could have an enormous impact on student success upon graduation.

VIII. OVERALL RECOMMENDATIONS:

The external evaluator is pleased with the Boys & Girls Clubs of Valdosta 21st Century CLC

Program's ability to consistently maintain high levels of student participation throughout

the summer and regular school year program. Recommendations that may be able to

improve the program's impact include the following:

- To improve parental participation in the Donald F. Reames Teen Center, it is recommended that the Reames Teen Center administrators develop focus groups to identify plausible activities that increase parents' likelihood of participation throughout the school year.
- It is noteworthy to address the increased professional learning that the Site Coordinator and Youth Development Professionals participated in during the 2017-2018 school year in comparison to the 2016-2017 school year. This is especially important since there is now limited but promising research suggesting that the implementation of targeted professional learning and professional coaching in afterschool programs results in more quality programming when compared with programs that do not place great emphasis on systematic professional learning for its staff (Allen, Pianta, Gregory, Mikami, & Luni, 2011).
- Make efforts to increase the overall awareness of the Reames Teen Center Program's goals and objectives. With the constantly evolving demands staff face when attempting to implement a successful afterschool program, it is often easy for site coordinators, program staff, and parents to lose site of the intents and purposes of the Reames Teen Center's Afterschool 21st Century Community Learning Centers Program. To assist in remedying this, the Program should identify 1 to 2 goals per year to "popularize" on all correspondence and at every event. For example, if parents are aware that is the intent of the program to encourage every parent to attend at least one parent event each year, the Reames Teen Center would benefit from sharing this goal with every student at every program event. This would undoubtedly assist the program in meeting or surpassing Objective 3.1.

FEATURED SUCCESS STORY: Reames student, Marcus Dennis, told the members present at the last Advisory Council meeting that he had fallen in love with the Outdoor Adventures Club. He stated that he had learned how to fish and exclaimed that fishing had become his new favorite hobby! Marcus further remarked that a field trip last summer to the Go Fish Facility in Perry had piqued his interest in fishing and Mr. Ben McGuire, teacher of the Outdoor Adventure Club, had been working with him to hone his skills. -Submitted by Ms. Pam Sherman

SUCCESS STORY: Chevon realized she was not doing well in some classes and chose to go to tutoring. She started attending tutoring sessions at the Teen Center every day without having to be told. She is always open to help and always follows instructions. She has matured so much in her time at the Teen Center. - *6th Grade Girls Youth Development Professional*