



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"



Georgia Department of Education - 21st Century Community Learning Centers (21st CCLC)

2019 Summer Evaluation

Please complete and email to your ERES on or before August 30, 2019

Please complete one evaluation per subgrant – not per site. For example, if your organization receives two subgrants, then please complete two evaluations. The evaluation is based on the 2019 summer term (i.e., June – August 2019).

Name of 21st CCLC Program: Coffee County Boys & Girls Club 21st CCLC Program

Person completing form: Catherine Hendrix, Program Evaluator

Date: August 6, 2019

1. Duration of Program (Number of weeks, days, and hours/day)						
Name of Site(s)	Grade Level(s) Served	Average Daily Attendance	Total Students Registered	Number of Days for entire program	Days of Operation (e.g., M-F, M-Th, etc.)	Hours of Operation (e.g., 8:00-3:00, 7:30-2:00, etc.)
Boys & Girls Club of Coffee County	K-8	77	107	29	Monday - Friday	8:00am-2:00pm
2. Describe and assess how the summer program supported the grant's goals and objectives.						
Program Activities		Goals and Objectives addressed			Results (qualitative and/or quantitative)	

<p>Academic Enrichment Activity - Instruction</p>	<p>Goal 1: Increase student learning in reading, mathematics, and science</p> <p>1.1: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their reading grades.</p> <p>1.2: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their mathematics grades.</p> <p>1.3: A minimum of 50% of students actively participating (attending at least 30 sessions) in the program will improve or maintain an "A" or "B" average in their science grades.</p> <p>1.4: The percentage of actively participating students meeting or exceeding the state standard on the reading section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%</p> <p>1.5: The percentage of actively participating students meeting or exceeding the state standard on the mathematics section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%</p> <p>1.6: The percentage of actively participating students meeting or exceeding the state standard on the science section of the Georgia Milestones Georgia Milestone Assessment System will be a minimum of 65%</p>	<p>Students participated in academic focused strategies focused on developing foundational skills, remediation, reinforcement or acceleration in as review of the 2018-2019 school year and in preparation for the 2019-2020 school year.</p> <p><i>The summer program complemented the 2018-2019 academic year. The program will continue tracking progress for Goal 1 (objectives modified) with the implementation of a new (cohort FY20) grant beginning Fall 2019.</i></p>
<p>College & Career Readiness</p>		<p>Students were exposed to new opportunities in enriching environments that provided hands on education, encouraged creativity while reinforcing critical thinking skills. Fifth – middle school students attended Wiregrass Technical College for a week long program allowing them to rotate through various academic areas, participating in hands-on activities from Criminal Justice to Cosmetology, and more, facilitating the discovery of a variety of careers. ADA: 35</p>
<p>STEM</p>		<p>Students were provided with a dosage of STEM concepts and a saturation of activities across all academic domains to help</p>

		reinforce and prepare students for the academic year. <i>Spotlight:</i> 5 th – middle school students participated in the Rocket Science Camp program for 5 days, culminating with a rocket launch – putting science into practice (ADA: 24)
Support Services Activity Youth Leadership		Students were exposed to civic engagement and leadership activities that promoted personal growth and enhanced social and emotional learning.
Physical Activities	<p>Goal 2: Improve student attendance, behavior, and active participation in the classroom</p> <p>2.1: A minimum of 85% of the students actively participating in the program will be absent from school for 10 days or less.</p> <p>2.2: A minimum of 65% of students actively participating in the program will demonstrate improvement in behavior.</p> <p>2.3: A minimum of 65% of students actively participating in the program will demonstrate improvement in class participation.</p>	Physical and wellness activities gave students opportunities to work together to support team building and improving social and emotional behavior. One of the favorite activities during summer, the opportunity to go swimming (4 days) over the summer. 106 students went swimming at least one session. Research shows, <i>“Swimming boosts a child’s self-confidence and makes them eager to take on further challenges, which is good preparation for the being successful in school and preparing for adult life.”</i>
Literacy		Students participated in literacy activities that helped reinforce skills learned the previous school year and gave them practice with new vocabulary in preparation for the new academic year. Students participated in numerous literacy activities while visiting the library on a regular basis.
Parent Involvement / Enrichment Activity	<p>Goal 3: Provide opportunities for families of participating students to improve literacy, language and parenting skills.</p> <p>3.1: A minimum of 50% of CLC students' families will participate in at least two family night sessions.</p> <p>3.2: Parents who need English language instruction will be identified and 75% of those identified will participate in sessions to improve English usage.</p>	One parent session was held for the summer. Fifty-seven parents attended. The program will continue tracking progress for Goal 3 (objectives modified) with the implementation of a new (cohort FY20) grant.

	3.3: A minimum of 80% of the parents who attend at least one PASS session will state that they have gained increased knowledge regarding encouraging and supporting their child's academic success.	
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3. Describe the general purpose and/or focus of the summer program.

The summer program implemented a program for 29 days. Qualitative data in regards to dosage and participation was tracked through the Cayen database. The summer program complemented the 2018-2019 academic year while helping to prepare students for 2019-2020.

The Boys & Girls Club Coffee County 21st CCLC summer program is designed to expose students to highly engaging activities and environments that compliment and strengthen academic skills, promote and support social and emotional learning, enhance critical thinking skills and provide a FUN hands-on ACTIVE program design. Academic skill building and remediation strategies are implemented to reinforce foundational skills so that students are better prepared for the 2019-2020 school with limited learning loss. Engaging enrichment activities are implemented that expose students to arts, STEM, nutrition, literature, career exploration, technology and physical activity. Numerous off-campus field trips are implemented to expose students to cultural and STEM focused environments along with fun locations for physical activity.

The overall theme for the 2019 summer program was “Around the World”. Students participated in a variety of activities focused on exploring places around the world. The following represents a **sample** of activities:

Mexico – a parent facilitated sessions exposing students to Mexican currency, dress, toys, jewelry, art, purses, and cultural lifestyles. During the week, students tried different types of Mexican food, did research, play games (piñata), and made art projects focused on Mexican culture (dead masks and sombreros).

Italy – middle school students conducted research and developed PowerPoint presentations about the history and culture of Italy. Younger students discovered and made different art projects representing Italy. Students also played traditional Italian games and tried different types of food from Italy.

France – students did research and were assigned famous landmarks to share interesting facts with their classmates. Students also discovered famous artwork to share with their peers. These activities promoting peer to peer learning.

China – students learned how to write their name in Chinese, made Chinese lanterns, tried Chinese cuisine and discovered customs and learned about culture.

Embedded throughout the summer activities and programs continued to be lessons in character, service and giving back. At the conclusion of the summer program, BGC held a party to thank the numerous volunteers that provided summer service. Students helped with cooking food and presented a cake that said “thank you for your service, we love you” to the volunteers that attended the party. Fellowship among the students and adults also occurred.

4. Describe how the summer program addressed the academic needs of the target population.

A variety of strategies were used to address the academic needs of our students during the summer. Weekly vocabulary words complemented the Around the World theme and was used as a prominent strategy with the implementation of age appropriate activities using the vocabulary. Students participate in conducting research, writing activities, verbal expression using vocabulary words and academic games. Remediation and skill building strategies were implemented daily to prevent summer learning loss. Activities included Brain Gain, STEM, Technology, Peer to Peer learning and peer reading. Hands-on activities were implemented to improve critical thinking skills and provide opportunities for students to work together as a team and enhance self-management skills. The following represents an example of a program that complemented the regular school year lessons and provided hands on and creative reinforcement during the summer:

Middle school students participated in a week long session of Rocket Science Camp. Students learned about Newton’s law

and the science behind rockets. Students spent the week building individual rockets while learning concepts. At the end of the week students had a rocket launch of their rockets and participated in a follow up of outcomes. The program was a success in reinforcing Math, Science and Literacy skills along with promoting cooperation, teamwork and leadership.

5. Describe any special events (e.g. speakers, field trips, etc.) that were unique to the summer program.

Learning based field trips were implemented during the summer program. The purpose of the field trips was to expose students to cultural and science environments where they could tie the lessons they learn during the summer and the school year to real life. Field trips fill the gaps for students with limited travel experience and helps students see communities outside of which they live. The summer program allows students to experience a “new world”, often creating a new spark of interest in learning. The following represents learning based field trips for Summer 2019.

ECO boat tour on Jekyll Island - Students were taken out into the coastal marshlands and rivers on boat. During the tour different topics on ecology and environmental issues that impact the coastal estuary were presented. Trawl nets were placed in the water and pulled along the bottom with the boat. Then after a brief instruction, the students became participants in the experience by pulling the trawl net into the boat. A bounty of species were pulled up with the net and placed into containers. ECO tour staff gave a presentation of the species caught, and then an opportunity was given to students to personally examine the catch before it is returned to the water. Students also saw dolphins while on the tour and were very excited to watch them swimming next to the boat.

Georgia Museum of Agriculture and Historic Village (formally Georgia Agrirama) – Following the study of the state of Georgia in many BGC activities (map identification, making clay pots, history), students had the privilege of attending the living history museum which represents the states wiregrass region from 1870 to 1910. Students dressed in traditional costumes from the time period to help bring south Georgia’s rural culture to life and participated in hands-on experiences of the traditional farm community, an 1890’s progressive farmstead and life and culture of a reconstructed rural town.

Jacksonville Zoo – following up with the study and activities of animals from all over the world at BGC, students had the opportunity to visit the Jacksonville Zoo which is home to over 1,400 species of animal and 2,000 species of plants from around the world. This was a perfect learning trip for students who participated in the excavation of their animal pods as they learned about excavation and animals around the world. For example, chimpanzees and elephants were both animals students learned about in the structured activity at the BGC and then students actually got to see chimpanzees and elephants at the zoo providing linkage to learning.

Students also had the opportunity to attend learning field trips to the Georgia Aquarium and The World of Coca-Cola.

Summer 2019 offered a unique and new initiative to BGC programming with the opportunity to connect with another summer program utilizing Empatico, which connects classrooms with other classrooms around the world through live video. Students and instructors from a summer program in Alabama were able to interact with Coffee County BGC students and share activities.

BB&T volunteers facilitated a financial literacy sessions with the students and taught them how to write a check and balance a check book.

6. Describe and assess the overall outcomes of your summer program.

The high participation rate is one success measure of the Boys & Girls Club Coffee County 21st CCLC summer program. The summer program had an average daily attendance of 77 students. Sixty students attended the summer program for more than 20 days and 9 students had perfect attendance. Students had an abundance of opportunities to reinforce academic skills, practice critical thinking skills and improve their social and emotional behavior in an enriching, hands-on, safe and educational environment. The community provided numerous in-kind services enhancing the summer program, such as Wiregrass Technical College providing a career focused camp for the middle school students. The program had 12 direct program volunteers, serving an average of 219.7 hours per month (June and July).

“Today was the best trip ever! The look on their faces with everything was priceless! I am so proud of all of them, they took knowledge and left their footprints! Hats off to all who made this trip possible!” (summer staff member reflecting on ECO boat tour)

7. Please provide a description of the parent engagement activities offered during the summer program.

Name of Event/Activity	Purpose of Event/Activity	Number of Parents
Summer Program Orientation (5/30/19)	Share information about the summer program with parents including handbook review and field trip protocol	57

8. Describe community partner support for the summer program

Partner Name	Support Provided (e.g. volunteer, in-kind, food/snacks, program/enrichment services, etc.)	Amount of Contribution
Wiregrass Georgia Technical College	In-Kind – Program : students rotated though various academic areas, participating in hands-on activities from Criminal Justice to Cosmetology, and more to explore a variety of careers and were provided a tour of Wiregrass facilities and labs (45.00 per student)	1,800.00
Boys & Girls Club	In- Kind - Food – end of summer volunteer appreciation Party (\$200) -	200.00
Satilla Regional Library	In-Kind -Program: Library programming and crafts (8.00 per student)	320.00
City of Douglas	In-kind – facilities – gym, swimming pool	500.00

9. Please provide additional information or details, including recommendations, changing needs, or other future improvements.

The Boys & Girls Club of Coffee County 21st CCLC implemented a quality summer program students found engaging and fun. Staff and students liked the summer theme and the field trips were a huge success. Attendance remained consistent. Swimming was great physical activity for the students. The Rocket Science Camp was well received by middle school students and the culmination of the rocket launch was exciting for all. STEM activities were daily and the academic focus of skill building continued throughout the summer.

Summer 2019 was the conclusion of the FY15 21st CCLC cohort cycle. The summer program has continued to grow each year and the staff implements unique programs without losing focus of the summer program purpose. The Director should be commended for implementing a quality and engaging summer program. No recommendations are being made.