



# Program Evaluation 2018-2019

## Program Evaluation

### **(a) Program is based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in schools and communities;**

Data shows the majority of BGCGG's service population is moderate- to low-income and at-risk of multiple negative social and health determinants. The City of Garden Grove has the fourth highest rate of children poverty in Orange County (19.7%), which is significantly higher than the county (15.2%) average. Approximately 20% of school-age children in Garden Grove receive Federal Supplemental Nutrition Assistance (CalFresh); the rate of children and youth in Garden Grove receiving CalFresh has experienced an average annual increase of 13% since 2013. Additionally, 71% of students within the Garden Grove Unified School District (GGUSD) are eligible for the Free and Reduced Lunch Program, a Federal indicator used to identify rates of childhood poverty. Academically, GGUSD reports 32.7% of students as English Learners. GGUSD also reported a dropout rate in 2018-19 of 4.4%). Of the total GGUSD high school dropout rate between 2016 and 2019, more than two-thirds (64.1%) were Hispanic or Latino, BGCGG's largest Club member demographic.<sup>1</sup>

BGCGG utilizes internal and external data sources to objectively assess need for before and after school programs as well as additional activities and services to benefit schools and the community. The California Healthy Kids Survey (CHKS) is one of three surveys used by the State to create the most comprehensive effort in the nation to regularly assess students at the local level as well as provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, youth development, health, and well-being. The 2018-19 CHKS for GGUSD reported a decrease (-11.0%) in academic motivation in students between grade 7 and grade 11. The survey also reports that involvement in afterschool decreases from 1 in 5 students (18.0%) in grade 7 to almost 1 in 8 students (12.0%) in grade 11. Overall, over two-thirds (69.0%) of GGUSD high school students report no involvement at all with their school's afterschool program. The reduction of afterschool program involvement simultaneous with declining recognition and use of socio-emotional factors, and falling academic grades suggests a strong correlation between afterschool programs and the healthy intellectual, emotional, and social development youth experience as a result.

Internally, BGCGG annually distributes a parent survey to all parents of Club members. The survey analyzes factors such as student confidence, academic development, and sense of safety, health, and wellness. The survey also reports the ability for parents to work and further their own education as a result of their child's involvement with BGCGG afterschool program. From the 2019 parent survey data, close to 9 in 10 parents reported improvement in their child's grades (87.2%), improved participation at school (89.92%) and continuous enthusiasm in going to school (88.99%). Additionally, 94.2% of parents reported they had the opportunity to work or go to school as a result of their child's involvement with a program, and 97.34% of parents felt BGCGG afterschool

<sup>1</sup> The 21st Annual Report on the Condition of Children in Orange County. OC Children's Partnership. 2015.

program provided a safe environment for their child. BGCGG uses these data to develop academic and community programs and services that (1) foster safe and supportive academic climates, social-emotional competencies, and engagement in learning; (2) prevent youth health-risk behaviors and other barriers to academic achievement; and (3) promote positive youth development, resilience, and well-being.

**(b) Program is based upon an established set of performance measures aimed at ensuring the availability of high-quality academic enrichment activities;**

Students participate in the National Youth Outcomes Initiative (NYOI) an instrument used to measure the impact of Boys & Girls Clubs using a common set of research informed indicators based on the priority outcomes of the Formula for Impact.

2019 NYOI survey results indicated that 56% of teens enrolled in ASSETs felt their Overall Club experience was GREAT, 28% felt the Club was doing fine, and 16% felt the Club had Room to Grow. Additionally, 81% of students felt the program was doing great or fine in regard to overall emotional safety. In the area of academics 98% of students were on grade level during the time of the survey and 75% reported grades of mostly A's and B's. 84% of students in 5th to 12th grade reported being on track to graduate from high school and 89% of teen respondents reported expecting to obtain a 4 year college degree or attend degree from junior college or trade school.

**c) Program is based upon scientifically based research that will help the students meet state and local academic achievement standards (if appropriate);**

Boys & Girls Clubs of Garden Grove's (BGCGG) programs are designed using the Formula for Impact, a Boys & Girls Clubs of America (BGCA) roadmap to achieving three priority outcomes for students: Academic Success, Good Character and Citizenship, and Healthy Lifestyles. The Formula for Impact provides a framework for the overall structure of the after-school program. Based on research conducted in 2005, Boys & Girls Clubs of America has identified five key elements of positive youth development: Safe, Positive Environment, Fun, Supportive Relationships, Opportunities and Expectations, and Recognition. Research has shown that when students are exposed to these key elements, they experience more positive results in the three priority outcomes. The five key elements are imbedded into all program pieces and contribute to the overall development of each student, including academic achievement.

The Formula for Impact also emphasizes the need for programs to be evidence-based and outcome-driven. BGCGG uses the National Youth Outcomes Initiative as a method for determining program impact in the three priority outcome areas. During 2010 and 2011, BGCA and the Commission on Impact worked with experts in the field of youth development to identify valid, reliable measures to quantify the priority outcome areas. BGCA worked with Youth Development Strategies, Inc. and the Institute for Research

and Reform in Education to develop and validate the National Outcomes Survey. Survey items, where possible, came from nationally recognized instruments currently in use with populations similar to BGCA's members and/or with representative samples of youth. BGCGG uses the annual NYOI data to guide the direction of the program and to improve and enhance the after-school experience for students.

BGCGG sites also implement enrichment programs that specifically target academic achievement. Among these are national programs developed by Boys & Girls Clubs of America. All enrichment programs designed by BGCA undergo evaluation through pilot programs and many are written collaboratively with content area specialists.

**Power Hour:** Power Hour is a targeted academic program designed by BGCA to improve homework completion and increase standardized test scores by reinforcing skills learned during the core day. Staff are trained in and implement Advancement Via Individual Determination (AVID) strategies, a research-based instructional framework and activities that help build study skills and improve academic confidence (Lozano, 2009). Grouping strategies are utilized to provide homework assistance, as well as accountability and recognition for completion. Power Hour focuses primarily on English language arts and math, which student performance data show are areas of need.

**Project Learn:** With this BGCA-sponsored program, students participate in high-yield learning activities including writing activities and cognitive skills games to improve academic functioning. The program focuses on each of the five core content areas: English language arts, math, history/social science, science & technology, and the arts. Project Learn was developed based on the research of Dr. Reginald Clark and was summarized in "Building School Achievement: In-School and Out-of-School Factors" (2002). A 30-month evaluation of this program conducted by Columbia University in 2000 verified numerous positive educational outcomes. Project Learn activities are planned using GGUSD academic pacing guides to ensure alignment with the regular day program.

**SMART (Skills Mastery and Resistance Training) Girls:** This girls-only program covers health, fitness, prevention/education and self-esteem enhancement. The program is designed to encourage healthy attitudes, relationships and lifestyles that will enable participants to develop to their full potential. The SMART Girls program is aligned with the Health Framework for California Public Schools and includes a pre- and post-survey measuring change in attitude and behavior, as well as a pre- and post-survey, measuring content knowledge gained over the course of the 12-week program.

**Passport to Manhood:** This boys-only program promotes and teaches responsibility while reinforcing positive behavior. Passport to Manhood consists of 12 small-group sessions, each of which concentrates on a specific aspect of manhood through highly interactive activities. Each participant is issued his own "Passport" to underscore the idea that he is on a journey of maturation and personal growth and culminates in a service project where boys learn the importance of giving back to the community. The Passport to Manhood program

is aligned with the Health Framework for California Public Schools and includes a pre- and post-survey measuring change in attitude and behavior, as well as a pre- and post-survey, measuring content knowledge gained over the course of the 12-week program.

**Youth of the Year:** The Youth of the Year program recognizes Club members, ages 12 to 18, that exemplify the Boys & Girls Club mission and are proof to the impact Clubs make in transforming and saving kids' lives. Youth and teens who demonstrate good character, academic success and healthy lifestyles compete with their peers through a rigorous process that includes essays, letters of recommendation and public speeches. The youth selected to represent Boys & Girls Clubs of Garden Grove moves on to compete with Club members from neighboring Boys & Girls Club organizations. Scholarships are provided annually to youth at the state, regional and national levels. The Youth of the Year program has been in existence for 70 years.

**ImageMakers National Photography Program:** This photography program allows members ages 6 to 18 to learn and practice digital and alternative process photography. The program culminates with an annual photography contest that provides local, regional and national recognition. Individual activities align with the content standards for the visual arts and media and design arts pathway.

**National Fine Arts:** This year-round program encourages artistic expression among members ages 6 to 18 through drawing, painting, collage, mixed media, and sculpture. Artwork is displayed at local and regional exhibits. Using the interactive National Fine Arts Program Guide, staff can guide youth through the various art projects with step-by-step instructions and instructional videos. A panel of distinguished judges selects works for inclusion in the National Fine Arts Exhibit, which is displayed throughout the ensuing year at BGCA events, including the annual National Conference. The fine arts program supports the visual arts content standards.

**Keystone:** Keystone is BGCA's most dynamic teen program. It affords teens an opportunity to gain valuable leadership and service experience through activities in three focus areas: academic success, career exploration and community service. Keystone participants volunteer at the Club and in the community, mentor younger students at Intermediate and Elementary schools, and serve as a student council for the after-school program.

In addition to the BGCA-created programs, Boys & Girls Clubs of Garden Grove develops enrichment programs in house. These programs are designed based on student interest (through focus groups and student feedback) or academic need. Often, these programs fill content gaps not covered by national programs.

**HOPE (Hope and Opportunity through Performing and Entertaining):** Through this performing arts program, participants learn various vocal and dance styles, learn to work together as a team, learn how to put on a staged production and

discover the joy of music and movement. HOPE activities align with content standards for dance, music and theater.

**STEM Matters Initiative:** STEM Matters was developed to provide all Club members the opportunity to experience programming in each of STEM's four component (Science, Technology, Engineering, and Math), with the idea that exposure to STEM will open doors to new opportunities, spark an interest in STEM careers, and guide members down a path toward a bright future. Staff is DoS (Dimensions of Success) certified, a STEM-specific program evaluation tool developed by Program in Education, Afterschool and Resiliency (PEAR). Instructors may choose from a variety of engaging, outcome-driven programs related to engineering and the sciences, including Lego Robotics, Dreams for Schools curricula, Imagine Science, and Maker-spaces. Each program runs a minimum of six weeks and all activities are hands-on to provide maximum member learning and engagement. Annually, all programs participate in the STEM Matters Expo, a culminating showcase of student work.

**Tutoring:** High school programs offer one-to-one and small group tutoring to students in need of additional academic support. Tutors customize their lesson plans based on individual student need and meet twice weekly. The tutoring framework mirrors Garden Grove Unified School District's intervention strategies.

Furthermore, enrichment activities are developed using the BGCA framework, "BLUEprint", which includes essential components such as Warm Welcome, Community Builder, and Reflection. These components are derived from the Weikart Center for Youth Program Quality, a research validated system of quality improvement. The Weikart philosophy is based on the idea that when staff create a positive, safe environment, students' needs are met, learning is encouraged, and they can thrive. The Weikart method includes many SEL components, including relationship skills and self-management. Staff are trained on the BLUEprint methodology prior to the start of each school year, with additional training and coaching offered as needed during the year

**(d) Program undergoes a periodic evaluation to assess progress toward providing high-quality opportunities for academic enrichment;**

Strategic planning occurs yearly to review the after school program plan. Program goals, program content, outcome measures, internal practices and other information requested by the California Department of Education (CDE) are reviewed. Our evaluation is focused on tracking student growth in areas that are related to the accomplishment of the GGUSD Strategic Plan combined with the Boys & Girls Clubs of America's research-based Formula for Impact. GGUSD's academic goals include:

- 1) All learners will develop the academic skills necessary for individual success through continual growth towards mastery of standards in all subject areas and development of scholarly habits

2) All learners will develop the personal skills necessary to achieve academic and social goals, including maintaining high motivation, social and emotional well-being and a positive school climate, and

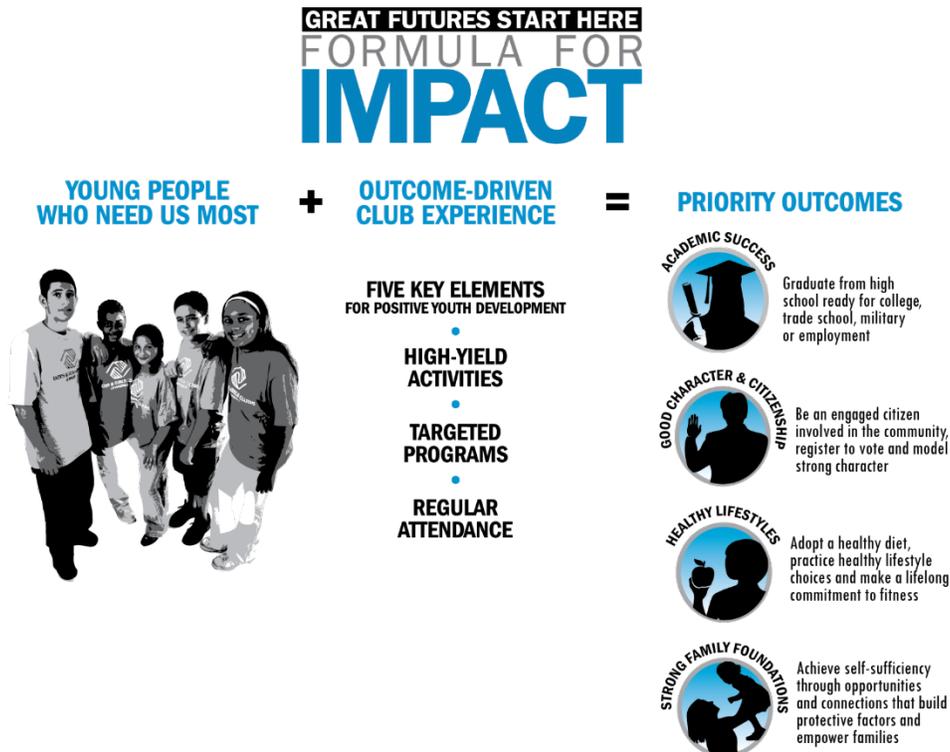
3) All learners will be prepared for lifelong success in their intended career paths.

As a district, we are committed to annually improving college and career success rates for all of our graduates. BGCA's Formula for Impact emphasizes high levels of student participation and retention to increase the impact of the programs on students. To support the aforementioned goals, we have established six main objectives for the after school programs:

The objectives focus on:

- improving academic performance
- improving school behavior
- increasing after school safety
- developing social and emotional skills
- developing positive view of one's personal future
- and increasing parent involvement

During the school year, we gather data on academic indicators such as student attendance, grade progression and disciplinary actions. In addition to these measures, we also utilize surveys of students, parents, and stakeholders, including principals, and teachers. Students participate in the National Youth Outcomes Initiative (NYOI) an instrument used to measure the impact of Boys & Girls Clubs using a common set of research informed indicators based on the priority outcomes of the Formula for Impact.



## 2019 Parent Feedback Results

Program Focus	
<b>Academic performance</b>	<b>87%</b> state their child has shown grade improvement after attending the program <b>90%</b> State their child has greater participation at school
<b>After school safety</b>	<b>97%</b> feel that their child is safe in the program
<b>Social Skills</b>	<b>92%</b> feel their child more confident since joining the program <b>91%</b> feel their child show an increase in their social abilities since joining the program
<b>Positive view of future</b>	<b>86%</b> State their child talks more about furthering their education
<b>Parent involvement</b>	<b>78%</b> State that as a result of their student attending the program, they are more involved in school functions

## 2019 Principal and Teacher Survey Results

BGCGG contributes to...	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
Goal 1C: Scholarly Habits - study skills, including goal setting, time-management, and note taking	11%	58%	27%	4%
Goal 2A: Motivation - a growth mindset in which students pursue academic challenges and believe in their ability to improve over time	14%	64%	17%	6%
Goal 2B: Socio-Emotional - demonstrate a continued growth in attitudes towards self and others	23%	61%	14%	2%
Goal 2C: Climate - demonstrate a positive and safe learning climate	23%	61%	14%	2%
Goal 3A: College/Career - contributes to preparing youth for lifelong success	13%	62%	24%	2%

**(e) The results of evaluations are used to refine, improve, and strengthen the program or activity and to refine performance; and**

The data from the aforementioned surveys and data collection are shared with Site Supervisors who complete the CQI2 site assessment form. The site works together as a team to identify two areas of focus for the school year. The site completes the Quality Standards Commitment Worksheet and agrees to focus on improvement in this area for the entire school year. Site supervisors report progress and specific steps taken to improve their chosen areas monthly.

As the program moves from compliance to quality we are introducing new measurement tools and are slated for an overhaul in our evaluation and data collection procedures. Every summer Site Supervisors and Site Leads meet for a strategic planning meeting. During this meeting site leadership is provided with all relevant site data, including attendance metrics, student grades (intermediate & high school), and survey results to establish goals for the upcoming school year.

**(f) The results of evaluations are made available to the public upon request with public notice of such availability provided.**

An annual IMPACT report summarizing the aggregate data of Boys & Girls Clubs afterschool program is distributed via mail to various stakeholders and in person at each site location. This information is also available on the Boys & Girls Clubs website.

A copy of this report is also made available via the Boys & Girls Clubs of Garden Grove website.