

The Impact and Usefulness of the Boys and Girls Club of Geneva to Parents

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Introduction

The focus of our particular project is to evaluate the impact and usefulness of the Boys and Girls Club to parents in the Geneva community. The underlying reason for this effort is to improve the overall quality of the program and to create a system of parent evaluation that can be used by the club for the future. Hopefully the implementation and findings of this project will lead to further success for the Club and those whom it seeks to aid. By looking specifically at the parent population, we hope to open a dialogue between the Club and parents to reveal what needs they believe are most urgent in order to inform the Club about the ways in which the organization can cater to their specific needs. This service project primarily focussed on the issue of evaluation methods that could be employed by the club in order to ensure that the most convenient and effective methods are being utilized. One specific goal of our project was to develop some form of assessment that can serve the club in their efforts. Overall, the project aims to examine the current evaluation methods in the program toward the parent population, and then use the feedback to improve the experience of the program for everyone involved.

The Boys and Girls Club of Geneva

The Boys and Girls Club is a nation-wide organization that serves over 4 million youth at more than 4,200 different clubs. The mission of the Boys and Girls Club is to provide children and teens with a safe, affordable place to go after school. Clubs operate in both school and community settings in a wide range of places across the country. The Boys and Girls Clubs take

an academic and non-academic approach to addressing the individual needs of the students they serve, aiming to help kids develop healthy lifestyles, good character and citizenship, and the tools to strive for academic success. A 2015 Harris Poll survey asked Club alumni about their experiences and found that the Clubs provided the students with safety, community service and character development opportunities, and academic support and educational advancement. In addition, over half of all alumni (54%) said that the Club saved their life.

The Boys and Girls Club of Geneva, New York was established in 1995 and is housed at two locations, divided between the Goodman Street Center and the Teen Center. The Goodman Street Center serves first through fourth grade students and focuses primarily on building literacy skills. The Teen Center is housed at the newly built Geneva Community Center and provides a space for students in fifth grade through high school. The Club came under new leadership two years ago and has undergone drastic changes in an attempt to revamp the Club and alleviate the growing amount of issues it faced. This year, the Club introduced a new approach to after school programming, specifically implemented at the sixth grade level. The “Power Hour” is designed to help students with their schoolwork and review upcoming materials that were to be covered in class. In addition, the Geneva City School District was a recipient of the 21st Century Grant and has been working in partnership under the Grant with the local Boys and Girls Club. This has provided the Club with the resources necessary to fund improvements in staff and tutor hiring in an effort to establish a collaborative relationship between the teachers in the school district and the Club staff as they hope to create individual files for every student in the tutoring program- a reflection of the push for individualized education for every student in the school district. The tutoring program has quickly expanded to all grades at the Geneva Boys and Girls Club and

efforts have been made to evaluate the success of the program for students. However, the Club is still in need of a way to get feedback from teachers, staff, and parents in order to further evaluate the nature and design of the specific programs.

The Boys and Girls Club in Geneva has undergone a number of relatively new changes when compared to how the club was previously organized. The most notable has been a shift in the direction of academic support and enrichment. As a smaller and ambitious program focused more on academics, there is a thirst for feedback and suggestions regarding these changes. For example, evaluators seeking to improve the program could look to club staff overseeing the tutors for advice, or even from the tutors themselves. The school teachers who know the students are also a valuable resource since they provide a perspective of the students outside of the club.

We chose to focus on parents as our target population for feedback and assessment because they are seldom recognized as a source of support and guidance. The parents of these children see the impact that both the club staff and teachers might be unaware of, and therefore can provide a strong recognition of tangible results, while also suggesting possible areas in which they might improve. Our research has found that students who have active involvement and support of their parents and guardians often achieve more in the academic sphere, and this is what motivated our interest in parent feedback.

As previously mentioned, our driving question will be addressed through initial interviews and dialogue with staff at the Club, the formulation of a survey or assessment method aimed at the parent population, and reflection on the implications and issues that arise from there. Our sub-questions seek to provide clarity to aid our final goals. These include “What evaluation models for parents are currently being used by the club?” and “How can the Club use

the evaluation results from parents to improve the program in the future?” We will acquire the bulk of our information from interviews and collaboration with the club and the resources which they provide. Ultimately we aim to formulate a strong method of feedback for the Club officials to aid them in gauging where their efforts toward improvement would be best aimed.

Relevant Literature

A majority of the research that has been done on Boys and Girls Clubs, as well as other after-school activities and organizations, focus primarily on the outcomes of the students and how they respond to academic, social, and recreational programs in supervised and formally structured environments.

There is a noticeable lack of research on the impact these organizations such as Boys and Girls Clubs have on the lives of parents, their child’s life, and the impact on the families as a whole. However, we were able to find suggestions made by the Harvard Family Research Project on how to develop a systematic approach to family engagement and felt that we could use these suggestions to the ways in which we developed our methods for parent feedback (Harvard Family Research Project 2017). Although the recommendations apply specifically to parents in school districts, we felt that the suggestions could easily be applied to our situation. According to the Framework of Family Engagement, it is essential to begin by collecting data through a family engagement survey to identify strengths and areas for improvement (Rowland 2016). The second facet is to grow family networks and leadership, followed by the third component which calls for utilizing design thinking to build trust and take action to build collaboration between parents and the Club. Finally, the fourth component is to empower families and schools (in our

case the Club) with high-impact home strategies, including avenues for communication such as online resources (Ibid). These suggestions informed the ways in which we went about designing our methods of evaluation.

We decided to compensate for the overall lack of research on parent populations in afterschool programs with a complementary focus on the demographic of the Geneva community, with a particular focus on parents. The two most significant resources for this topic: the Geneva 2020 Report and the Success for Geneva's Children Report. From these two reports we collected a number of useful insights into who parent's in Geneva are, what challenges they may face, and how the Boys and Girls Club may impact their children and families. Our analysis of these reports focused on the income levels of particular households in order to gain a sense of the socioeconomic background in some degree. We also focused on the state of a child's household and guardianship from an early age to their high school years. In addition, we were able to discover the relative number of households that are single parent, which gave us at least some understanding of how much responsibility these parents have or how busy their daily lives might be.

We took these findings into account when formulating our questions and format for the survey so as to better suit it to the demographics. Ultimately, even though our research was limited in the literature we found, this research served as a foundation for our project through the insights it provided into the population of our project.

Methodology

At the beginning of our project, we met as a group with Boys and Girls Club Executive Director Chris Lavin, Board Member and HWS Professor Pat McGuire, 21st Century Grant external evaluator Ken Fyfe, and Gina Garcia, business manager of the Club. This meeting enabled us to develop an understanding of the problems faced by the Geneva Boys and Girls Club. This dialogue helped us identify which aspect of the club we wanted to explore. Once we identified parents as the focus of our project, we had a follow-up conversation with Gina Garcia and Chris Lavin to discuss our plans to explore parent feedback and to gain an understanding of what methods of feedback that are currently employed by the Club. Our conversations revealed important information about the overall lack of parent feedback and the desire for the Club to engage parents in ways that help the staff to provide better programs and address their the needs of parents more directly. Furthermore, this conversation helped us format our surveys in ways that would be easiest and most convenient for parents.

We created the surveys with the goal of being convenient and easy for parents parents. The main goal of the surveys was to gain an understanding of why parents in Geneva send their children to the Boys and Girls Club and to get general feedback on their overall experience with the Club. The surveys consisted of six questions that assessed the reasons why parents send their children to the Club and asked parents to identify some aspects they hoped to improve to help inform the nature and design of the specific programs offered. The majority of the questions in the survey were quick yes/no or multiple choice questions and two short responses. The survey began with a background question to understand how many children they sent to the Club as well as the child's age, to gather which Boys and Girls Club location they used. Two of the questions had multiple choice options in which parents had to choose from a list of possible reasons why

they sent their child to the Boys and Girls Club as well as identifying some of the aspects of the Club they hoped to improve. The final question of the survey was a short response in which parents were asked to explain the impact of the Boys and Girls Club on their family. Electronic copies of the surveys in both Spanish and English were also created as an option for parents who did not have time to complete the written survey. However, we relied on the use of the written surveys for convenience and consistency.

Figure 1. Questions on Parent Survey

1. How many children do you have enrolled in the Club? How old are they?
2. Are you happy that your child is at the Club? (Yes/No) Do you think your child enjoys being a part of the Club? (Yes/No)
3. What are some of the reasons why you send your child to the Boys and Girls Club?
Please circle all that apply:
 - a. After school supervision
 - b. Sports and recreation
 - c. Homework help
 - d. Opportunity for child to hang out with/meet new friends
 - e. Activities and programs offered
 - f. Safe environment for child
 - g. Positive role models at club
 - h. Other (please explain)
4. Has your overall experience with the Club been good? (Yes/No) Would you recommend it to other parents? (Yes/No)
5. What are some aspects you would suggest to improve the program? Please circle all that apply:
 - a. Staff relationships
 - b. Tutor relationships
 - c. Schoolwork help
 - d. Communication with families
 - e. Hours of operation
 - f. After school activities
 - g. Summer or weekend programs
 - h. Other (please explain)
6. How would you describe the ways the Boys and Girls Club has impacted your family?

The surveys were distributed at the Goodman Street location. We went to the Club beginning at 4pm and stayed for almost two hours. We asked parents to complete the survey after signing their child out as they waited for their child or children to gather their belongings to go home. We sat at the front of the Club near the entrance and once parents finished signing their child out, we would approach them and asked if they would mind completing the survey. The surveys typically took parents less than five minutes to complete and the parents were given the option of English and Spanish language versions.

Following our trip to the Boys and Girls Club to distribute the surveys, we were able to analyze the survey results, looking for possible trends that might arise. We tallied the results of each question and selected a few questions to highlight, which emerged as rather important. An additional step we took was to look at the most common results from questions of that had multiple responses, and then formulate our results from there.

Findings

The driving question of our project looked at the ways in which the club might receive feedback from parents in ways that could inform the nature and design of the specific programs or initiatives at the Boys and Girls Club. Our project began with an interview with Chris Lavin, the executive director of the Geneva Boys and Girls Club (B&G), and Gina Garcia, the business manager of the Club. The interview took the form of an informal discussion about the ways in which the BGCG gathers and uses feedback from the parent populations. The discussion revealed a number of needs that the club has in terms of receiving feedback from the families and parents. Chris Lavin explained that the Boys and Girls Club currently does not employ the use of parent surveys, or any other feedback methods. He emphasized that there is a strong desire

to get feedback from parents. Much of the feedback methods employed by the Club are focused on the students rather than the parent population, such as an annual online survey given to the students by the national Boys and Girls Club organization. As a result of this, the Club realizes how crucial it is to find ways that engage parents with the club in a productive manner.

Meeting With Chris Lavin

Our meeting with Chris Lavin additionally revealed the hope for and possibility of future plans to increase parent involvement with the Boys and Girls Club. Ken Fyfe, an external evaluator of the 21st Century Grant to the Geneva City School District, has plans to hold a meeting with a group of parents at the end of May or the beginning of June to get parent feedback on the success of the programs that have been impacted by the 21st Century Grant. This future evaluative conversation with parents aims to make connections with parents as a way to foster more dialogue, which will hopefully create an avenue for future feedback. In addition, Gina explained that parent feedback is crucial from a business standpoint because it helps to promote the ways in which the Club impacts its families and can be used as a way to attract new families to join. Chris Lavin also emphasized that future plans for different ways to promote parent involvement with the Boys and Girls Club are very welcome suggestions. It was clear from further discussions that the club certainly desires more parent involvement and feedback, however it has a great deal to attend to as it stands. This sparked our interest in searching for parent feedback that could somehow aid in the further development of the club as time goes on, so as to bolster the number of people aiding it and seeking to build communication with Geneva's families.

Geneva 2020 Report

The most recent Geneva 2020 Report published in the Spring of 2017 looked at the progress that has been made through the Geneva 2020 initiative. Started in 2011, the program aims to improve student success in the Geneva City School District in three main areas: building literacy, increasing graduation rates, and improving career and college readiness. The Geneva 2020 initiative brings together various institutions in the Geneva community- including the City School District, the Boys and Girls Club, and Hobart and William Smith Colleges- to help invest in and build the future success for students in the school district. Some of the goals of the project aim to improve the readiness of students as they begin their school careers, provide continued support and engagement throughout a student's educational experience, and prepare students for careers and post-secondary education. The outcomes of these goals are seen through the early childhood successes of younger students as they enter kindergarten, through literacy building and STEAM success, the increased high school graduation rates, and better student readiness for careers or college. Various organizations throughout the Geneva community are working tirelessly together to help increase the success of Geneva's students to not only better their futures, but the future of the community as well.

The Geneva 2020 Annual Report shares important data about the success of the initiative in terms of accomplishing the key goals listed. In relation to our project, the report helped to reveal a lot in regards to the demographic information of students in the Geneva community. The population of Geneva is 16,552, with approximately 20% of the population under the age of 18. In the Geneva, there is a 4.4% unemployment rate and 45.1 percent of students come from a

single parent family. Based on 25 students per classroom, 1 student is Asian, 3 students are black or African American, 6 students are Hispanic or Latino, 3 students are multiracial, and 12 students are white. Furthermore, among those 25 students in a typical classroom, approximately 16 students are economically disadvantaged. These findings reflect a similar population of students that attend the Boys and Girls Club and shed further light on the parent population, which is the focus of this particular study.

The Success for Geneva's Children

The Success for Geneva's Children report is a product of several goals and findings for the area that report on the demographic statistics relevant to educational improvement. Some of these demographics include poverty rates, domestic situation of each family, and graduation rates from the local schools. These particular findings are some of the most key to take into account due to their direct relation to the goals and services of the Boys and Girls Club.

Household income levels are a central factor in understanding the demographics surrounding an educational program. How much a family is earning provides insight into their need for additional help from other programs, or how much they can benefit from certain outlets of aid. According to the Success report, the median household income of Geneva in 2014 was \$40,428- nearly two-thirds of Ontario County's or New York State's. This finding illustrates the status of Geneva households next to the rest of the state. The report also found that the poverty rate of Geneva families was about three times the rest of Ontario County's, and it was nearly one and a half times more than New York State's. Alongside these troubling economic findings, the report discovered that between 2010-2014, about 57% of the children in Geneva under the age of

6 lived in a single parent household. This, the report mentions, is “substantially larger than Ontario County”, which reported about 28% of children living in single parent households, whereas New York State reported more than 34%. Finally the report made it clear that the graduation rates of White students was consistently higher than that of Black students from 2008 to 2015, ranging anywhere from 50% to 20% higher rates.

In addition, it was also apparent that students who come from these economically disadvantaged households have stayed below the 80% graduation rate since 2008, and was only higher than the graduation rates of students with specific disabilities, which did not exceed 70%.

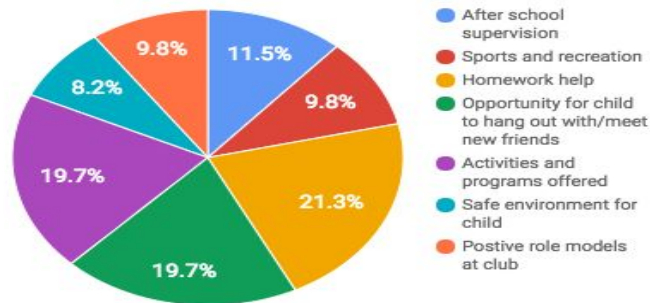
Our surveys took these findings into account and aimed to achieve the best results possible while also being accessible and accommodating to our parent population. In order to accomplish this, we wove seven factors onto the surveys aimed at these goals. First, we designed the articles to be composed primarily of quick responses alongside a few short answer questions. These questions either ask for a “yes or no”, a multiple choice response, or some brief written response. The purpose of this was to make the survey more convenient to the parents as they were at the club, working, or home at some point. The second factor was that we timed the survey to take a maximum of ten minutes to complete, adding an extra layer of convenience for the parents. The third factor was to make the surveys available in Spanish and English to accommodate the Hispanic population. Fourth, we made sure the survey sought the positive and negative perceptions of the club from parents. Fifth, our survey sought the perspective of the parents on how the club affects their children. Our sixth factor for areas the club could improve on in order to complement any negative feedback from previous questions. Finally, we made sure that our surveys took into account the possible reliance of parents on the club due to job

constraints. Here we were looking for the potential dependence that some families could have on the club due to demographic realities.

Survey Results and Findings

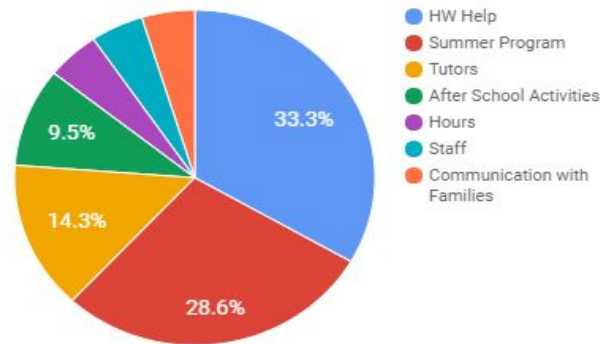
Our surveys yielded five noticeable trends of parent opinions on the B&G Club. There were eighteen surveys completed in total at the Goodman St. location. The first finding relayed further depth the the demographic information. We found that nearly half of the parents at the club have more than one child, ranging from two to three in total. These parents were generally the one's who viewed the club as a positive resource to be utilized and appreciated as well. In conjunction with these findings, every parent indicated that they are happy with the club overall and that their children are as well. Another interesting finding came specifically out of the section regarding the reasons why parents use the club. Thirteen parents indicated that homework help was one of the chief reasons. In addition to this, "supervision" and "activities offered by the club" were dominant reasons. When asked what they would like to see improved, parents showed three general aspects of the club that they would suggest more attention too. The most frequent one was "more aid with homework", and "summer programs" was almost as frequent a response. Behind these two responses was "relationships with tutors", though this response was less frequent than the former two.

What are some of the reasons why you send your child to the B&G Club?



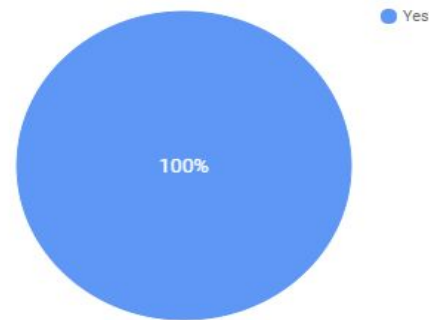
This table depicts the results of why parents generally use the B&G Club. Here there are at least two general trends that can be seen based on the results. The first pertains to the three most common response to the question. The reason that appeared most often was “Homework Help”. This indicated that parents either already desired for the children to gain more assistance with homework, or that they are responding very well to the new shift towards academics within the club. Alongside this response, the two most common responses were for the children to be with their peers and for the activities offered at the club. This shines a light on the strength of the program’s emphasis on not only academics, but also recreation and social interaction. It is easy to see how the two would complement each other and may be almost intuitive, but it seems that parents are responding very well to the focus on both of these aspects.

What are some aspects you would suggest to improve within the club?



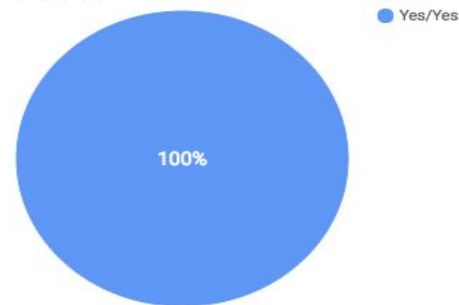
The above chart reveals the results of what parents would like to improve within the club. There are three general themes that can be observed from the results of this specific question. The first is parental concern for the homework aid being given to their children as well as for the availability of the club. This demonstrates that parents are generally looking for more access to the club as a source of supervision and aid for their children. Yet there is almost equal concern for the homework aid that the children may need, and this reveals that parents are responding positively to the shift in academic focus within the club. The second general theme shows that parents hold the quality of the tutors and the activities at the club as a secondary concern; most parents want more availability and help from the club. The third general pattern here is the desire for the staff and parent collaboration and communication. According to our results, this is what parents might call attention to after the others are satisfied. This chart could very well act as a list of things to achieve based on the frequency of their appearance on the survey. It also acts as a prioritized list those items most important to parents.

Has your overall experience with the club been good?



While parents were reflecting and listing things they wanted to improve within the club, they consistently reported that they were satisfied with it overall. This should be a note of significant encouragement to those behind the operation since it reveals that while there are many areas to improve upon, parents are still very satisfied with their efforts thus far.

Are you happy that your child is at the club?
Do you think your child enjoys being part of the club?



In addition to parent satisfaction there is also the question of their perception of their child's happiness and enjoyment of the club. As previously mentioned, it is easy to perceive changes in a child while they are at the club, and it is also very helpful if teachers can report on any change in school, but it is very useful and welcome news if parents notice the their children

is happy at the club. Here it becomes clear that the parents are seeing positive feedback from students, and this provides insight into an often private aspect of a student's life.

Parent Comments on Impact on Families

The final part of the survey provided parents with the opportunity to share how the club has impacted them in a open response formatted question. Overall, the results were overwhelmingly positive. There were no responses that seemed overtly quick and off handed, in fact quite the opposite. Some results had lengthy answers that were filled with praise. One very noteworthy response described the club as a "blessing" for their family. It went on to describe the club as a safe and fun place to have their children come to. The idea of the club as a safe and fun space was a frequently echoed sentiment; parents certainly view the club as a productive and fun place to have their children attend. The results also revealed that parents are taking note of the ways in which helping their children with homework has impacted them very positively. This result in particular adds extra emphasis on the level of positive reactions to the club's academic focus.

In addition to these points, parents have also revealed that they appreciate the club's services since they provide time for parents to "wind down" after work. In light of the results from the demographic research, such a service would certainly be welcome if parents are under a great deal of time strains and other stressful aspects of life. Therefore there is a component of convenience that this club can offer to them. What is particularly useful and attractive is how, in light of how parents require these services, there are very beneficial and valuable services attached to the club that make it quite the local blessing.

Recommendations

The surveys that were administered to the Boys and Girls Club parents at the Goodman Street location were aimed at finding out what the parents hoped to get out of the after school programs offered. Parents were asked to choose some of the main reasons why they send their child or children to the Boys and Girls Club and identify some of the aspects of the program they hope are improved in the future. The results of the surveys indicated that parents most commonly sent their children to the Boys and Girls Club for after-school supervision, homework help, and because of the activities that were offered at the Club. In addition, the surveys found that the most common theme parents wanted to improve about the program was the schoolwork help and the summer programs.

For School Work Help

A certain percentage of parents indicated that they would like their children to receive an even greater amount of help with their schoolwork. Increasing homework help might take one of several possible directions. If students are struggling with completing their schoolwork during the time available, then the tutors could focus on what the students are having the most difficulty with first. This way they could find the work that is taking students the longest to complete and focus their energy there. Additionally, if tutors could be grouped with students to focus on the subjects that the tutor specializes in and the students struggle with, there would be more precise assistance being given to the students. Additionally, there could also be adjustments made to the time and scope of “Power Hour” to continue the focus on academics within the club. Expanding

this focus by having either more time tacked on to finishing schoolwork or having a set goal of work to be completed that day. For example, if a student has a homework assignment that could be completed within a reasonable amount of time, then the tutors could make that the condition of finishing “Power Hour”; students could be free to play after completing their allotted task for the day.

In addition, another added solution for more focus on schoolwork might be an increase in practice material and its distribution. If school teachers could provide students or the B&G Club with materials for practicing a certain subject, this could be utilized in a variety of ways. These materials could not only be used by the tutors for added support, but they could also be used by the students at home with their parents. These materials would have to be multilingual to accommodate ELL families, and they would also have to be available in a very simple format in order to be most accessible to parents or guardians, as well as tutors and students. One potential indirect result of implementing this could be the creation of more relationships between a child’s teachers and their parents. This would add to the formation of not only more dialogue for the Club, but would also provide parents with more outlets of communication and expression.

Summer Programs

The results of the survey question that addressed what aspects of the Boys and Girls Club parents hoped to improve indicated that although the parents loved the summer program in terms of activities offered and supervision of students during the summer months, many parents stated that the \$350 tuition cost for the program was a significant financial challenge, particularly for single parents. If the costs of the summer session could be lowered, it would be less of a

financial burden to many of the parents who depend on the services of the Boys and Girls Club throughout the year. There are various ways the Club might lower the tuition of the summer program, including a wide range funding options such as grant funds, personal donations from businesses or other community members, and fundraisers either tied to the Geneva community or the Hobart and William Smith campus. These alternative funding methods would help ease the financial burden for families who cannot afford the \$350 tuition cost for the summer program.

Another aspect of the summer program that needs to be discussed is whether or not the program will shift towards having an academic focus over the summer months to help maintain students' academic progress that has been made during the school year. If the Club does want to introduce an academic element to the summer camp, the need for tutors, practice worksheets, and other educational resources arise in order to ensure that students are able to practice and refresh their skills from the previous grade and introduce the skills that will be covered in the upcoming school year. By building the academic aspect of the program during the summer, this could help the Club refine and improve their tutoring program and the schoolwork help offered to students, which is an additional element the parents hoped to improve about the overall programs at the Club.

Parent Feedback

Increasing communication with parents will help to ensure that the Boys and Girls Club is able to adapt and improve their programs in ways that benefit parents most. In addition, because many of the parents have to work long hours and rely on the Boys and Girls Club as a safe, supervised place for their child to go to after school until they come home, the Boys and

Girls Club serves as a crucial bridge between the schools and the parents. Many of the parents do not have time in their busy schedules to have direct contact with the schools, which means that opening communication between the three groups is absolutely pivotal to ensure the success of Geneva's children.

To help increase communication between the parents, the Club, and the schools, one change that can be implemented is to designate one staff member at each Boys and Girls Club location to serve as the Parent Coordinator, or a liaison between the three groups. This will help to ensure that there is an open line of communication with one specific person to lessen any current confusion that might occur because of the lack of a designated person for parents and/or teachers to talk to. This parent coordinator could help to update parents on the weekly activities that occur at the Club, including the tutoring program and Power Hour. In addition, by having the parent coordinator helping to bridge the gap between parents and the school teachers, they are further helping to ensure the success of the tutor program by giving both the teachers and parents updates on the progress made by the students.

To further ensure that communication between parents and the Boys and Girls Club remains open and easy for all, the Boys and Girls Club might employ the use of our surveys throughout the school year to get an understanding of why the parents send their children to the Club and what aspects they hope to improve for the future. The quick, convenient, and multilingual format of the surveys allows parents to quickly answer the questions as they wait for their child to grab their backpack and other belongings, as a way to help accommodate for the fact that parents are very pressed for time and after a long day at work. These surveys also have one written response question in which they are asked to describe the ways in which the Boys

and Girls Club has impacted their family. Because the responses were overwhelmingly positive, these responses could be used by the Club for marketing purposes to attract more families in the community to the Boys and Girls Club.

Parent Focus Group

Ken Fyfe, the external evaluator for the 21st Century Grant, is planning on having a conversation with a focus group of parents at the end of May. This conversation will be used to further measure the success of the grant within the organizations throughout the community that have been impacted by its implementation. Through the surveys issued in this service project, some of the major themes that are likely to come up during the conversation will include the reasons why parents send their children to the Boys and Girls Club, including after school supervision, homework help, and the activities offered by the program. In addition, parents are likely to be asked about what they hope the Club improves in the future, which would address their desire for the program to improve the schoolwork help and the summer program that is offered, particularly the cost of such a summer option. These themes that are likely to arise will help to inform the progress of the 21th Century Grant within the Boys and Girls Club and will help give a further understanding of who the parents in the community are as a way to additionally understand as much as possible about the students of Geneva.

One specific recommendation we have for Mr. Fyfe is to explore the impact of the Boys and Girls Club in greater depth. Our last question in the survey asked parents to describe the ways the Boys and Girls Club has impacted their parents. We think it will be very beneficial for Mr. Fyfe to further explore and build on this question by asking the parent focus group to

describe the ways in which the Club has impacted them as parents, their children, their families, and the community as a whole. By gaining an understanding of the impact the Boys and Girls Club has on so many different levels, Mr. Fyfe will be able to evaluate the bigger picture with a fuller understanding of the impact the Boys and Girls Club has in order to improve it in a way that benefits and caters to all groups that it impacts.

Conclusions

The overall feedback from parents at the Geneva Boys and Girls Club was overwhelmingly positive. Parents in Geneva who send their children to the Club are immensely thankful for the opportunities and impact that the Club has had on their families. The hope for the future is to ensure that the Boys and Girls Club open a permanent line of communication with the Geneva parents in order to ensure that the nature and design of the specific programs respond to the particular hopes and needs of the parent population. By establishing an ongoing method for parent evaluation and feedback, the Club would be able to ensure that the program will cater to the specific things the parents hope to get out of the Club for their children.

The Club is already moving in a positive direction towards improving its communication with the Geneva City School District, so it is essential that that dialogue is opened to parents as well. It takes a wide range of people in a community to ensure the success of a child, so in order to best prepare the children of Geneva for the future, it must be a continued effort by all. In addition, as mentioned earlier, the Club serves as a crucial bridge between the school district and parents, so it is paramount that communication between the group functions well to make the greatest impact. Furthermore, it is essential for the Club to keep employing the use of the

surveys as a way to get parent feedback and validation of the success of the changes and programs that have been implemented in recent years. Parents in Geneva are tremendously grateful for the positive impact that the Boys and Girls Club has on their families, so it should be known by the Club and its staff members what a great job they have been doing in the community!

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