

LOCAL EVALUATION FORM FOR 2023-2024

Grantee: Boys & Girls Clubs of Central Iowa

Overview

The U.S. Department of Education provided guidance on Local Evaluations, as stated in Section F-2 of *21st Century Community Learning Centers, Non-Regulatory Guidance: May 2003*.

What are the local evaluation requirements?

Each local subgrantee must conduct a periodic evaluation in conjunction with the SEA's evaluation plan (see F-1) to assess its progress toward achieving the goal of providing high-quality opportunities for academic enrichment and overall student success. (Section 4205(b)(2)(A)). The subgrantee must use the results of its evaluation to refine, improve, and strengthen the program or activity as well as review and refine the performance measures. (Section 4205(b)(2)(B)). A subgrantee may use a reasonable and necessary amount of its grant to conduct this evaluation.

A subgrantee must also collect the necessary data to measure student success as described in the subgrantee's application and to contribute to the SEA's overall evaluation of 21st CCLC programs in the State. (Section 4205(b)(1)(E)). The subgrantee must provide public notice of the availability of its evaluations and make the evaluations available upon request. (Section 4205(b)(2)(B)(ii)).

To assist grantees with meeting the local evaluation requirements, the Iowa DOE provides a standardized form for local evaluations of the 21st CCLC Programs. Each grantee is required to complete the local evaluation form with data from the previous school year. Each grantee must submit **ONE** evaluation that encompasses all centers funded by the grantee. Cohorts 14-18 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2023 and the 2023-2024 School Year.

The table below lists the **nine** required sections of the local evaluation. Each section includes a checklist of required items to include.

The completed form should be saved with the filename <**Grantee Name 21st CCLC Local Evaluation Form 2023-2024**>. The form must be completed and submitted in **Word format**.

(Note: Instructions and clarifications are shown in RED.)

Required Section	Complete?
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. Total Academic Improvement	X
5. GPRA Measures	X
6. Local Objectives	X
7. Anecdotal Data	X
8. Sustainability Plans	X
9. Summary and Recommendations	X

1. General Information

General Information Required Elements	Complete?
Basic Information Table	X
Center Information Table	X

Basic Information Table	
Item	Information
Date Form Submitted	1/14/2025
Grantee Name	Boys & Girls Clubs of Central Iowa
Program Director Name	Neisa Taylor
Program Director E-mail	Ntaylor@bgcci.org
Program Director Phone	515-242-7925
Evaluator Name	Dr. Diane Schnelker
Evaluator E-mail	Dischnelker@earthlink.net
Evaluator Phone	319-325-0946
Additional Information from Grantee (optional)	Madeline Kraft, Grants Coordinator Mkraft@bgcci.org

Center Information Table	
Cohort	Centers
<i>(If not in a cohort, leave that cohort info blank)</i>	<i>(Enter Names of Centers, separated by commas) INCLUDE SCHOOL LEVEL (i.e., Elementary, Middle, High School)</i>
Cohort 14	Gregory & Suzie Glazer Burt Club (Serving Callanan and Harding Middle School Youth)
Cohort 15	E.T. Meredith Jr. Club (Serving East High School Youth at the East High School Flex Academy)
Cohort 16	
Cohort 17	
Cohort 18	Huskies Club (Serving Hoover High School Youth and Meredith Middle School Youth)
Additional Information from Grantee (optional)	

Note: If you are in Cohort 19, you will report your data next year (We always report the previous year's data in the local evaluations).

2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
• Details on Parent Events and Parent involvement.	X
• Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.)	X
Program Highlights	X

Program Implementation

Needs Assessment

In partnership with Des Moines Public Schools (DMPS), Boys & Girls Clubs of Central Iowa (BGCCI) identified Callanan Middle School, Harding Middle School, (Cohort 14), East High School (Cohort 15), Hoover High School, and Meredith Middle School (Cohort 18) as lacking in enrichment programs after school, throughout the school year, and all day during the summer months. The limited number of community resources for students in these areas also made the Gregory and Suzie Glazer Burt Club

(Cohort 14 site), E.T. Meredith Jr. Club (Cohort 15 site), and Huskies Club (Cohort 18 site) ideal locations for 21st Century Community Learning Centers (21st CCLC).

Gregory and Suzie Glazer Burt Club is on the Drake University Campus and serves K-12th-grade youth across the Des Moines Metro area. Callanan and Harding Middle Schools do not possess the dedicated space for a 21st CCLC site or a Boys & Girls Club. Meredith Middle School has a dedicated space for Boys & Girls Clubs serving grades 6-12. The plan from the original 21st CCLC proposal was to transport these youth to the Gregory and Suzie Glazer Burt Club for services. For this report's purposes, only Callanan and Harding Middle School youth will be reported on from Gregory and Suzie Glazer Burt Club to comprise Cohort 14. E.T. Meredith Jr. Club is located inside the East High School FLEX Academy, located adjacent to East High School. Only youth from East High School will be included in this report to form Cohort 15. Huskies Club is located within Meredith Middle School and includes Hoover High School students along with Meredith Middle School students to form Cohort 18.

To continually meet the ever-changing and ongoing needs of the students attending the 21st CCLC sites, program staff intermittently met with school administration to review progress and challenges. Teachers and parents completed surveys to gather a more complete picture of their students' needs. Social-Emotional growth, conflict resolution strategies, and employment skills were among the most frequently identified areas in need of improvement. The faculty also identified leadership opportunities, relationship building with positive role models, and positive recognition as additional needs of these students.

Des Moines Public Schools also aided in identifying needs and areas of growth for students by providing academic information, such as grades, assessment results, and demographic information. Statistics like Free & Reduced-Price Lunch rates helped BGCCI solidify its decision to recommend these sites for Cohorts 14, 15, and 18.

Key People Involved

Representatives from our community partners and stakeholders were invited to participate in an Advisory Committee for Cohorts 14, 15, and 18. Representatives from Des Moines Public School Administration: Heidi Brown, Director with the Iowa Afterschool Alliance, and Jason Allen, Director of District Activities and Community Education played integral parts in forging partnerships with Callanan Middle School, Harding Middle School, East High School, Hoover High School, and Meredith Middle School. Family members, teachers, and administrators participated in this Advisory Committee. The committee provided vision, goal setting, and general oversight for these sites.

The 21st CCLC Program Directors and Club Unit Directors, Kayla Lysinger (Gregory and Suzie Glazer Burt Club, and Huskies Club), Jack Curley (E.T. Meredith Jr. Club), attended the mandatory webinars for the grant, oversaw its execution, managed staff to youth ratios, and provided staff supervision. Kayla and Jack are both seasoned youth development professionals and have been with the organization for many years.

The part-time Youth Development Professionals, at all sites, worked directly with program attendees to meet program objectives. Youth Specialists supported program partners to uphold consistent expectations and assist in program delivery. Youth Specialists developed relationships with attendees

and their families through in person check-ins and phone calls. These vital staff also helped Cohorts 14,15, and 18 families with food insecurity, safety planning, and basic needs.

Volunteer Coordinator, Tiffany Contreras assisted in recruiting, training, retaining, and providing support for program volunteers. Volunteers at both sites provided unique enrichment activities beyond the scope and expertise of the Youth Specialists. Every volunteer passed a criminal background check and attended volunteer orientation training.

Development of Objectives

Through the organization's experience with Cohort 14 in 2019, it became clear that the program objectives were too lofty. The most significant barrier to achieving progress through the Club experience and the 21st CCLC program is attendance. Youth and their families in these areas struggle with transportation, consistent scheduling, and the need for older youth to provide income for the family.

Boys & Girls Clubs of Central Iowa sought approval of amendments to Cohort 14's objectives. Once it was determined that attendance was the greatest barrier to improvements in GRPA measures, the organizations requested permission from 21st CCLC leadership to utilize the same objectives for Cohort 15 and Cohort 18. These objectives have been consistent since 2019.

Cohort 14 – Gregory & Suzie Glazer Burt Club Objectives

Objective 1: 50% of program participants at Gregory & Suzie Glazer Club, enrolled at Callanan or Harding Middle Schools will attend Club for 30 days or more during the school year and 20 days more during the summer.

Objective 2: 50% of families with a teen enrolled at Gregory and Suzie Glazer Club will attend at least one of the four family engagement events – one representative from the family is all that is required to meet this objective.

Cohort 15 – E.T. Meredith Jr. Club Objectives

Objective 1: 50% of program participants at E.T. Meredith Jr. Club will attend Club for 30 days or more during the school year and 20 days more during the summer.

Objective 2: 50% of families with a teen enrolled at E.T. Meredith Jr. Club will attend at least one of the four family engagement events – one representative from the family is all that is required to meet this objective.

Cohort 18 – Huskies Club Objectives

Objective 1: 50% of program participants at Huskies Club will attend Club for 30 days or more during the school year and 20 days more during the summer.

Objective 2: 50% of families with a teen enrolled at Huskies Club will attend at least one of the four family engagement events – one representative from the family is all that is required to meet this objective.

Program Description

Program Days and Hours

Summer Club – Monday through Friday; 8:30 am to 5:00 pm while school is released for Summer Break. Focuses on whole child, having fun, and field trips.

All-Day Club – Monday through Friday; 8:30 am to 5:00 pm. Focuses on whole child, having fun, and field trips.

**NOTE: some adjustments to the schedule were made during the school year to accommodate school closures, families' needs, and staff availability.*

Afterschool Club – Monday through Friday; 3:30 pm to 7:00 pm. Focuses on academic support, physical fitness, and special interest activities.

** NOTE: Summer Club and Afterschool Club are available at both Gregory & Suzie Glazer Burt Club, E.T. Meredith Jr. Club, and Huskies Club. Under the current grant agreement, Gregory & Suzie Glazer Burt Club receives 21st Century funds over the summer months only, while E.T. Meredith Jr. Club and Huskies Club receives funding from 21st Century year-round.*

List of Activities

Boys & Girls Clubs of Central Iowa utilizes evidence-based programs that align with Des Moines Public Schools' curricula and Iowa's state standards. The 21st CCLC Summer Program provided enrichment opportunities for participants that assist in preparing for a post-secondary path and employment by promoting positive decision-making, increased self-esteem, and healthy lifestyles. Some of the activities provided include, but are not limited to:

Project Learn – integrated learning into all Club activities, including leisure time.

Triple Play – addressing the holistic health of youth with activities for the mind, body, and soul.

Art Club – supporting the development of self-expression and creative thinking skills through visual arts and creative writing.

SMART Moves – developing responsible decision-making skills to avoid risky behaviors.

Passport to Manhood – developing responsible young men of character through groups

SMART Girls – working towards better help for young women through prevention education and self-esteem.

STEM – connecting youth with everyday science through hands-on activities and challenges.

Torch Club – developing leadership skills that focus on academic success, career preparation, and community service.

Cooking Club - teaching youth how to follow a recipe, cook with what is available, and utilize kitchen equipment.

Drake University Sprout Garden – an extension of Cooking Club and providing environmental-based programming about food forests, ecosystems, urban gardening, nutrition, and cooking.

Junior Staff - volunteering Members at Clubs, exploring different social services jobs, and developing soft skills for the workforce.

Career Pathways – exploring high-demand fields, building employment skills, meeting working professionals, and visiting colleges and potential employers.

Keystone – leading community service projects to effect change in the community.

Money Matters & Conscious Cash - developing financial knowledge: budgeting, savings, credit, and leases.

Swimming – developing and strengthening swimming skills through the Drake University Bell Center Pool.

Summer Brain Gain – offering week-long, evidence-based academic curriculum.

Power Hour – offering academic support, enrichment, and remediation to drive positive educational outcomes and extend school-day learning.

Social-Emotional Learning (SEL) - providing individual and small group social-emotional learning instruction to teach key skills and competencies with which identified students need additional support.

Location of Centers

Cohort 14

Gregory & Suzie Glazer Burt Club, Drake University Campus

2500 Forest Avenue

Des Moines, IA, 50311

Cohort 15

E.T. Meredith Jr. Club, East High School Flex Academy

1421 Walker Street

Des Moines, IA 50316

Cohort 18

Huskies Club, Meredith Middle School

4827 Madison Avenue

Des Moines, IA 50310

Attendance Requirements

Boys & Girls Clubs of Central Iowa does not require youth to achieve or maintain a minimum number of days of attendance during the school year or the summer.

Governance

The chief body of BGCCI's 21st CCLC program is the Advisory Committee. Des Moines Public School administrators play a key role in identifying attendees in need of greater support, the types of support that would be beneficial, and reviewing progress into the school year. Other program partners are encouraged to participate in the Advisory Committee and to speak with program staff directly regarding perceived improvement areas.

BGCCI's Leadership Team (consisting of CEO Tony Timm, a team of internal Chief Officers, and external governing board) continues to conduct random site visits to ensure program standards are met. National Youth Outcomes Initiatives (NYOI) surveys are conducted annually to collect feedback from Club Members (BGCCI attendees), staff, parents, and teachers. These surveys measure everything from attitudes towards Club and school, to feelings of safety at home, at club, and in school, as well as attitudes and history around risky behaviors. BGCCI Site Directors and administrators utilize this information to improve and tailor programming. Boys & Girls Clubs of America post this information publicly to hold Clubs accountable.

Parent Events & Parent Involvement

Boys & Girls Clubs of Central Iowa does not require parents or guardians to achieve or maintain any level of involvement during the school year or Summer Club. According to the Iowa Afterschool Alliance, 89% of working Iowa parents reported that afterschool programs provide them peace of mind while away from their child, and 79% reported that afterschool care helps them work longer hours and keep their job. Our organization is a vital resource to the parents and guardians of our youth members; therefore, we welcome and encourage them to participate in engagement events, but only as they are able. Opportunities are provided year-round, with varying times, and communicated through social media, in-person, and with flyers in the hopes that parents and/or guardians can be involved when it works best for them.

Food Programs

Aware of the burden hunger plays in the lives of our Club families, BGCCI launched Feeding the Future as a collaborative effort to support the children, teens, youth, and families in our community who need us most. Our Feeding the Future program ensures that all members are served a healthy snack and a hot dinner after school, three meals a day, plus two snacks, during all-day Club. Take-home bags and Club pantries also supplement the meal program during the evenings and weekends. A typical Feeding the Future food package includes nutritional food items such as cereal, granola bars, crackers, apple sauce or other packed fruit, single serving entrees such as macaroni and cheese or ravioli. Once a month, we also include personal hygiene products such as shampoo, deodorant, and dental products that many young people living in severe poverty often do without.

Every week, BGCCI engages community volunteers and local hunger relief organizations to ensure the successful implementation of Feeding the Future. We work with the Food Bank of Iowa, Meals from the Heartland, and local stores and food corporations to purchase or receive donated food to package for our Club members families. BGCCI works to ensure the food we distribute is not only healthy and well balanced, but also child-friendly and appetizing for our Club members and families to eat.

With the comprehensive Feeding the Future plan in place, we have seen an increased quality of life for our Club kids – not only in terms of their physical health, but also in their social-emotional development,

academic performance, and extracurricular engagement. We know that the impact of the Feeding the Future program reaches far beyond health to extend to every aspect of our young people’s lives. With their physical needs met, they can perform better in school, focus on their academics, engage in athletics and the arts, and foster good leadership and character development.

Program Highlights

Cohort 14 – Gregory & Suzie Glazer Burt Club

During Summer Club, Drake Sprout Garden consistently provided new and exciting opportunities to introduce both Gregory & Suzie Glazer Burt Club’s K-5 and Teen members to gardening and healthy living. Members from Callanan and Harding Middle Schools participated in every step of gardening: planting, caring for the plants, harvesting, and even making their own food with what they grew. During the school year Drake’s Occupational Therapy students and faculty provided teen members opportunities to learn relaxation techniques and mindfulness. The members received applicable Social Emotional Learning skills such as breathing exercises and coping skills.

Cohort 15 – E.T. Meredith Jr. Club

During the summer of 2024, one program partner we got to work with was Patrick Hashman. He is a retired archeologist who has worked in flint knapping, making flint into stone tools. Our members got the chance to learn how cultures hundreds of years ago would carefully and skillfully break rock into sharp and precise cutting tools. Using items like deer antlers and metal chipping tools, the members crafted their own arrowheads. Later in the summer, we took a field trip to Ledges State Park where members could see exposed rock faces that would have been ideal spots for searching for flint and chert.

Cohort 18 – Huskies Club

During Summer Club, CHIC Girls provided healthy relationship programming for teens within Huskies Club. Christy (program partner) did an amazing job of engaging the Club girls and making them feel valued and safe in her programs. She got them to open up and asked for her to come back repeatedly. CHIC Girls taught members about self-care and gave them confidence in themselves. One of our members was inspired to lead a healthy relationship program by herself.

3. Demographic Data

Demographic Data Required Elements	Complete?
2023-2024 School Year Attendance Tables	
• 2023-2024 School Year Attendance Summary Table	X
• 2023-2024 School Year Grade Level Table	X
• 2023-2024 School Year Sex Table	X
• 2023-2024 School Year Attendance Population Specific Table	X
• 2023-2024 School Year Attendance Race/Ethnicity Table	X
Summer of 2023 Attendance Tables	
• Summer of 2023 Attendance Summary Table	X

• Summer of 2023 Grade Level Table	X
• Summer of 2023 Sex Table	X
• Summer of 2023 Population Specific Table	X
• Summer of 2023 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2023-2024 School Year Attendance Tables.

Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2023 and the Spring of 2024. There are separate tables for the Summer of 2023. Leave blank any cohorts that do not apply.

The yearly 21st CCLC grant requirement is for the local program to provide at least 60 hours of contact per month. Over the nine months of the program, a minimum of 480 hours of contact would occur. The goal for attendance is that all students would attend more than 270 hours. If this is not occurring for your program, please provide an explanation in the attendance discussion section.

21st CCLC Program 2023-2024 School Year Attendance Summary Table
Reflects Number of Students

<i>Days/Hours</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Less than 15 Hours</i>		22			2	24
<i>More than 15, Less than 45 Hours</i>		9			1	10
<i>More than 45, Less than 90 Hours</i>		7			2	9
<i>More than 90, Less than 180 Hours</i>		9			6	15
<i>More than 180, Less than 270 Hours</i>		7			1	8
<i>More than 270 Hours</i>		2			1	3
TOTALS		56			13	69

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2023-2024 School Year Attendance Grade Level Table
Reflects Total Number of Students

<i>Days/Hours</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>How many Prekindergarten</i>		-			-	
<i>How many Kindergarten</i>		-			-	
<i>How many 1st Grade</i>		-			-	

<i>How many 2nd Grade</i>		-			-	
<i>How many 3rd Grade</i>		-			-	
<i>How many 4th Grade</i>		-			-	
<i>How many 5th Grade</i>		-			-	
<i>How many 6th Grade</i>		-			-	
<i>How many 7th Grade</i>		-			-	
<i>How many 8th Grade</i>		-			-	
<i>How many 9th Grade</i>		16			2	18
<i>How many 10th Grade</i>		22			4	26
<i>How many 11th Grade</i>		11			5	16
<i>How many 12th Grade</i>		7			2	9
TOTALS		56			13	69

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 School Year Attendance Sex Table
Based on Total Attendance**

	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Male</i>		32			5	37
<i>Female</i>		21			8	29
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>		3			0	3
<i>Gender Data Not Provided</i>						

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 School Year Attendance Population Specific Table
Based on Total Attendance**

	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
<i>Students who are English Learners (LEP)</i>		0			0	
<i>Students who are economically disadvantaged (FRPL)</i>		56			13	
<i>Students with disabilities</i>		4			0	

Family members of participants served <i>(Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>					0	
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Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 School Year Attendance Race/Ethnicity Table
Based on Total Attendance**

	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Cohort 18	Total
American Indian/Alaska Native		0			0	0
Asian		7			1	8
Black or African American		15			10	25
Hispanic or Latino		7			0	7
Native Hawaiian or Pacific Islander		0			0	0
White		16			2	18
Two or more races		11			0	11
Data not provided		0			0	0

Summer of 2023 Attendance Tables.

Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2023 **ONLY**. Leave blank any cohorts that do not apply.

Due to the length of a Summer Program, it is not expected that any attendees will exceed more than 90 hours.

21st CCLC Program 2023-2024 Summer 2023 Attendance Summary Table

Reflects Number of Students

<i>Days/Hours</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Less than 15 Hours</i>	0	10			2	12
<i>More than 15, Less than 45 Hours</i>	4	9			3	16
<i>More than 45, Less than 90 Hours</i>	0	5			2	7
<i>More than 90, Less than 180 Hours</i>	2	23			1	26
<i>More than 180, Less than 270 Hours</i>	2	7			0	9
<i>More than 270 Hours</i>	4	4			1	9
TOTALS	12	58			9	79

Note: The Grade Level attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

21st CCLC Program 2023-2024 Summer 2023 Attendance Grade Level Table

Reflects Total Number of Students

<i>Days/Hours</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>How many Prekindergarten</i>	-	-			-	
<i>How many Kindergarten</i>	-	-			-	
<i>How many 1st Grade</i>	-	-			-	
<i>How many 2nd Grade</i>	-	-			-	
<i>How many 3rd Grade</i>	-	-			-	
<i>How many 4th Grade</i>	-	-			-	
<i>How many 5th Grade</i>	-	-			-	
<i>How many 6th Grade</i>	8	-			-	8
<i>How many 7th Grade</i>	2	-			-	2
<i>How many 8th Grade</i>	2	19			-	21
<i>How many 9th Grade</i>	-	18			2	20
<i>How many 10th Grade</i>	-	13			2	15
<i>How many 11th Grade</i>	-	5			4	9
<i>How many 12th Grade</i>	-	3			1	4
TOTALS	12	58			9	79

Note: The Sex Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Sex Table
Based on Total Attendance**

	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Male</i>	7	37			4	48
<i>Female</i>	5	19			5	29
<i>Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)</i>	0	2			0	2
<i>Gender Data Not Provided</i>	0	0			0	0

Note: The Population Specifics Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Population Specific Table
Based on Total Attendance**

	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>Students who are English Learners (LEP)</i>	0	0			0	0
<i>Students who are economically disadvantaged (FRPL)</i>	12	58			9	79
<i>Students with disabilities</i>	0	3			0	3
<i>Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)</i>	0	0			0	0

Note: The Race/Ethnicity Table attendance data is based on Total Attendees. Please fill in the table using TOTAL Attendance.

**21st CCLC Program 2023-2024 Summer 2023 Attendance Race/Ethnicity Table
Based on Total Attendance**

	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Cohort 18</i>	<i>Total</i>
<i>American Indian/Alaska Native</i>	0	0			0	0
<i>Asian</i>	0	1			0	1
<i>Black or African American</i>	7	26			7	40
<i>Hispanic or Latino</i>	4	12			0	16
<i>Native Hawaiian or Pacific Islander</i>	0	0			0	0
<i>White</i>	1	16			1	18
<i>Two or more races</i>	0	3			1	4

<i>Data not provided</i>	0	0			0	0
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Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
<ul style="list-style-type: none"> Percentage of 21st CCLC attendance compared to total population. 	X
<ul style="list-style-type: none"> Percentage of attendees who are FRPL. 	X
<ul style="list-style-type: none"> Efforts to increase and keep attendance high. 	X
<ul style="list-style-type: none"> Recruitment efforts. 	X
<ul style="list-style-type: none"> Discussion on how contact hours requirement is being met. <i>60 hours per month (3 hours per day x 5 days a week) during weeks when school is in session (not counting Christmas or Spring Break)</i> 	X
<i>Explain WHY attendance met or did not meet grant goals.</i>	

Attendance Discussion

Cohort 14 –Gregory & Suzie Glazer Burt Club

Combining the total number of students enrolled at Callanan Middle School and the total number of students enrolled at Harding Middle School, the total possible number of students served was 1,396 at the end of the 2023-2024 school year. Of those 1,396 students, 12 enrolled in Summer Club at Gregory & Suzie Glazer Burt Club. This is 0.09% of the total possible number of participants. The enrollment goal for the program was 50 students, so it was not met during the 2023-2024 Summer program. Of the 12 enrolled members during Summer Club, 100% qualified for Free or Reduced-Price Lunch. The attendance goal for the program was for 50% of summer program participants at Gregory and Suzie Glazer Burt Club, enrolled at Callanan or Harding Middle Schools during the school year, will attend Summer Club for 20 days or more. Eight registered members did attend Club for 20 days or more, which equates to 67%, therefore the goal was met.

Cohort 15 – E.T. Meredith Jr. Club

Of the 2,197 students enrolled at East High School at the beginning of the 2023-2024 School Year, 56 students signed up for After-School Club membership at E.T. Meredith Jr. This is 2.5% of the total possible number of participants. The enrollment goal for the program was 50 students, therefore the enrollment goal was met. Of the 56 enrolled members, 100% qualified for Free or Reduced-Price Lunch. The attendance goal for the program was 50% of program participants at E.T. Meredith Jr. Club will attend Club for 30 days or more. 25 registered members did attend Club for 30 days or more, which equates to 45%, which means that the goal was not met.

Of the 2,197 students enrolled at East High School at the beginning of the 2023-2024 school year, 58 students signed up for Summer Club at E.T. Meredith Jr. Club, this is 2.6% of the total possible number of participants. The enrollment goal for the program was 50 students, so the enrollment was met. Of the 58 enrolled members, 100% qualified for Free or Reduced-Price Lunch. The attendance goal for the program was for 50% of program participants at E.T. Meredith Jr. Club will attend Club for 20 days or more. 39 registered members did attend Club for 20 days or more, which equates to 67%, thus the goal was met.

Cohort 18 – Huskies Club

Of the 1,897 students enrolled at Hoover High School and Meredith Middle School at the beginning of the 2023-2024 school year, 13 students signed up for After-School Club membership at Huskies Club. This is 0.07% of the total possible number of participants. The enrollment goal for the program was 50 students, so the enrollment goal was not met. Of the 13 enrolled members, 100% qualified for Free or Reduced-Price Lunch. The attendance goal for the program was for 50% of program participants at Huskies Club will attend Club for 30 days or more. 10 registered members did attend Club for 30 days or more, which equates to 77%, therefore the goal was met.

Of the 1,897 students enrolled at Hoover High School and Meredith Middle School at the beginning of 2023-2024 school year, 9 students signed up for Summer Club at Huskies. This is 0.5% of the total possible number of participants. Of the 9 enrolled members, 100% qualified for Free or Reduced-Price Lunch. The attendance goal for the program was for 50% of program participants at Huskies Club will attend Club for 20 days or more. 4 registered members did attend Club for 20 days or more, which equates to 44%, therefore the goal was not met.

Explain WHY Attendance Met or Did Not Meet Grant Goals**Cohort 14 – Gregory & Suzie Glazer Burt Club**

Gregory & Suzie Glazer Burt Club was able to meet the grant goals in terms of attendance due to the increase in staffing along with increased programming opportunities. In previous years there has been issues having members stay coming to Club due to summer field trips, events, etc. As part of recruitment and retention of Club members staff have focused on providing field trip opportunities and planning farther ahead to increase awareness for Summer Club.

Cohort 15 – E.T. Meredith Jr. Club

With the update and addition to new technology at E.T. Meredith Club along with increased efforts by staff for participation, there has been an increase in interests by Club members. Due to the efforts of Club staff and the interests of Club members, E.T. Meredith Jr. Club met the set goals for the 2023-2024 school year. Throughout the school year, Career Exploration programs and opportunities were promoted to East High School attendees to get more students interested in coming to Club. Consistent attendance at Club, for this program specifically, demonstrates efficacy in bringing teens back to Club in the summer to continue exploring the next steps in career exploration and receiving credentials. Field trips, teen nights, and more were scheduled in advance to provide members and potential members with a preview of what their summer could look like at Club.

Transportation has continued to be a hinderance during the summer for Club attendance due to student's potentially not having a driver's license and coming from other places than the school. While adding Bus Drivers on our staff has helped combat transportation barriers for some members, there are still location barriers during the summer.

Cohort 18 – Huskies Club

With the addition of Huskies Club within the 21CCLC program there has not been an idea of what attendance goals should be. During the school year while the attendance registration goal was met, the attendance for 30 days or more goal was not met. One reason behind not meeting the attendance goal is the limited space at Huskies Club has for programming and many members are in fall or spring sports, so there is limited number of days they may attend Club. The wintertime is when Club has the most participation but currently this time is when programming activities are at the lowest number of instances.

Additionally, transportation remains a significant barrier to summer attendance across all Cohort sites, including Huskies Club. With both middle and high school students involved, many lack driver's licenses or face transportation challenges due to coming from areas outside the school. Addressing these issues will be crucial for improving participation and meeting our attendance goals.

Attendance & Recruitment Efforts

To increase attendance, staff set up information tables during lunch time and attended "Back to School" open house events at Callanan Middle School, Harding Middle School, Meredith Middle School, Hoover High School, and East High School to promote Club and hand out applications. Field trip opportunities along with programming activities, facilities, and meal programs were promoted to display all that Boys & Girls Clubs can offer. Teen members were spoken to about the Career Pathways program at E.T. Meredith Jr. Club along with Huskies Club and scholarship opportunities through Drake University. Members attending any of the eight Boys & Girls Clubs qualify for a scholarship to significantly lower the cost of attending Drake University.

To keep attendance high, our staff looked at how to address social and emotional learning opportunities through outside partners and through our SEL Coordinator. Outside partners were brought into Club to provide counseling services, additional educational enrichment, and new activities for members to try. These partners provided necessary and diverse programming that kept members engaged and having fun while at Club.

Contact Hours Information

Cohort 14 – Gregory & Suzie Glazer Burt Club

June 1, 2024 – August 16, 2024 (Closed: July 1, 2024 – July 5, 2024)

8:30 am – 5:00pm; 49 days x 8.5 hrs. = **416.5 Total Summer Club Contact Hours**

Gregory & Suzie Glazer Burt Summer Club programming was delivered in June, July, and August of 2024, serving K-12 members. Summer Club programming Contact Hours totaled 161.5 in June 2024 – almost meeting the goal of 270 hours in one month.

Cohort 15 – E.T. Meredith Jr. Club

E.T. Meredith Jr. Summer Club programming was delivered in June, July, and August of 2024, serving K-12 members. Summer Club programming Contact Hours totaled 161.5 in June 2024 – almost meeting the goal of 270 hours in one month.

Cohort 18 – Huskies Club

June 1, 2023 – August 11, 2023 (Closed: July 3, 2023 – July 7, 2023)

8:30 am – 5:00pm; 46 days x 8.5 hrs. = **391 Total Summer Club Contact Hours**

Huskies Summer Club programming was delivered in June, July, and August of 2024, serving K-12 members. Summer Club programming Contact Hours totaled 161.5 during the month of June 2024 – almost meeting the goal of 270 hours in one month.

August 23, 2023 – May 29, 2024: After-School Club

CLOSED (Total of 14 Days):

September 4, 2023

November 23, 2023 – November 24, 2023

December 22, 2023 – December 31, 2023

January 15, 2024

February 14, 2024

May 30, 2024 – May 31, 2024

3:30 pm – 7:00 pm; 184 days x 3.5 hrs. = 644 Total After-School Club Contact Hours

After-School Club contact hours totaled 644– averaging 64.4 contact hours each month. E.T. Meredith Jr. Club and Huskies Club both exceeded the 60-hour monthly benchmark.

Partnerships Table.

*Enter data in the appropriate fields in the table below. Add rows as needed. In-kind value must be reported as a **monetary value** (i.e. \$1,200). Contribution type must be one of the following eight items. The number of each item may be used in the table (i.e., 4 in place of Provide Food). If a partner has more than one contribution type, enter all of them in the Contribution Type cell.*

NOTE: If type 8, Other, is used, please provide details in the Description of Contribution column.

1. *Provide Evaluation Services*
2. *Raise Funds*
3. *Provide Programming / Activity-Related Services*
4. *Provide Food*
5. *Provide Goods*
6. *Provide Volunteer Staffing*
7. *Provide Paid Staffing*
8. *Other*

21st CCLC Program 2023-2024 Partnerships Table

<i>Name of Partner (Enter name of Partner)</i>	<i>Type*: Full/ Partial/ Vendor (descriptions below)</i>	<i>Contribution Type (From list above)</i>	<i>Description of Contribution (Include staff provided)</i>	<i>Total In-kind Value (Monetary Value if unpaid partner)</i>
Black Excellence	Full	3,6	Educational Tutoring, Empowerment	\$300
Ballet Des Moines	Full	3,6	Physical Fitness, Dance	\$400
Blank Park Zoo	Partial	3,7	Outreach Education	\$330
Central Iowa	Partial	3	College and Career Readiness	\$2,000
Conscious Cash	Partial	3	Financial Literacy	\$2,000
Des Moines Music Coalition	Full	3,5,6	Art, Drama Educators, Music	\$300
Des Moines Public Schools	Full	1,3,5,6	Data Coordinator	\$37,000
Drake University Occupational Therapy	Full	3,6	Enrichment, Physical Fitness	\$1,500
Drake University Physics & Astronomy	Full	3,6	Academic Tutoring, STEM	\$1,400
Drake University Sprout Garden	Full	3,5,6	Nutrition Education	\$1,200

CHIC Girls	Partial	3,6	Art, Music, Drama	\$3,000
Employee & Family Resources	Partial	3,7	Family Enrichment, Therapy	\$3,000
Food Bank of Iowa	Partial	4,5,6	Food Pantry Contributions	\$1,150
Girls Scouts of Iowa	Full	3,6	Educational Enrichment	\$600
Health Tech Association	Full	3,6	College and Career Readiness	\$1,500
Iowa Cubs	Full	2	BGCC Night	\$550
Iowa State 4H	Full	3,6	Literacy, STEM, Art, Music, Drama	\$1,750
Kum & Go	Full	5,6	Food Contribution	\$8,000
Science Center of Iowa	Partial	3,7	STEM Education	\$300
US Cellular	Full	3,5,6	STEM, Financial Literacy	\$34,000
Vision to Learn	Full	5,6	Health Services	\$6,750
Nationwide	Full	2	Program Support	\$20,000
John Deere	Full	2	Career Pathways	\$25,000
Visual Art Association at Drake	Partial	3	Art, Music	\$1,200
TOTAL				\$153,230

**Full – partner works with local program at no cost to the program*

Partial – partner works with local program by providing discounted costs/rates

Vendor – services only provided with a cost to the program

Partnerships Discussion.

Make sure to discuss what partners do, length of the partnership and how critical the partnership is to the success of the program.

Partnerships Discussion Required Elements	Complete?
General discussion on Partnerships including	X
<ul style="list-style-type: none"> Summary of partnerships table. 	X
<ul style="list-style-type: none"> Total Partners by Type 	X
<ul style="list-style-type: none"> How in-kind value was determined 	X
<ul style="list-style-type: none"> Efforts to recruit partners. 	X
<ul style="list-style-type: none"> Highlights of partnerships. 	X
<ul style="list-style-type: none"> How partnerships help program serve students. 	X

The organization and youth served benefited from the 20 active partnerships listed in the table above. Of the active partnerships, 16 are full and 8 are partial. Full partnerships/partners work with our Club program at no cost to us. Partial partnerships/partners work with our Clubs by providing discounted costs or rates. Combined, these partners donated \$153,230 worth of goods, services, programming, and/or employee time. In-kind value is determined by establishing the fair market value of the goods/service provided by hour or item, depending on what the partner provided. BGCCI is fortunate to have partners who offer more than just one type of contribution. Every partner provided volunteers in some capacity, which increases the organization's visibility in the community and the community's investment in the organization.

Two of the partners listed above helped BGCCI to address food insecurity for attendees. This is a high priority for Cohorts 14, 15, and 18 since 100% of Club members across the three cohorts qualified for Free or Reduced-Price Lunches during the 2023-2024 school year. Not only did members receive two full meals and a snack while attending all-day Club programming, but additional food was sent home with students to ensure adequate nutrition outside of Club hours.

Several partners, Des Moines Ballet, Black Excellence, CHIC Girls, and Health Tech Association provided unique and engaging programming that BGCCI had not previously offered, such as dance instruction workshops and introductory certifications in future career fields. High quality programming and experience are vital to recruitment, attendance, youth's self-esteem, exposure to new interests, and opportunity to make new connections.

The length of partnership varies among partners. DMPS and Food Bank of Iowa were both multi-year and year-round partners, providing a varied list of assistance throughout the school and summer months. A few things these two long-term partnerships provide us with are student academic scores and needs, social-emotional and behavioral incident information, and resources to address food insecurity. Some partners provide either school or summer support only.

The needs of our Club members, families, and community are ever changing, therefore our organization works to actively recruit new partners year-round. One way we can do this is by including volunteer information within grant requests and applications. Many of our donors enjoy having not only a fiscal impact on our members, but a more personally impactful one as well. We promote volunteer

opportunities via BGCCI’s social media channels, website, as well as one-on-one in person, via email, or by phone.

Be sure and include information on how in-kind value was determined.

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Parent Involvement Table	X
Parent Involvement Discussion. Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Parent Involvement Table.

List all parent events held during the Summer of 2023 and the 2023-2024 School Year. Add extra rows if needed. If data for the Parent Involvement Table is not available, add an explanation in the Parent Involvement Discussion section.

Note that a minimum of four events (one per quarter) is a grant requirement.

21st CCLC Program 2023-2024 Parent Involvement Table

Name of Event <i>(Enter name/description of Event)</i>	Cohorts Involved <i>(List which Cohorts participated)</i>	Number of Parents/Family Members attending	Total Attendance <i>(Include staff, students, etc.)</i>	Short Description of Event
Summer Open House	Cohort 14 <i>Gregory & Suzie Glazer Burt Club/ Callanan & Harding Middle Schools</i>	80	90 members 10 staff Total: 180	Open House to answer questions and sign up for Club
Back-to-School Open House	Cohort 14 <i>Gregory & Suzie Glazer Burt Club/ Callanan & Harding Middle Schools</i>	60	65 members 12 staff Total: 137	Giving information about Club, tour of space, and programming expectations
Back-to-School Open House	Cohort 15 <i>E.T. Meredith Jr. Club/East High School</i>	5	3 staff 4 Club members Total: 12	Club members were the only ones who completed the sign-in sheet
Back-to-School Open House	Cohort 18 <i>Huskies Club/Hoover High School and Meredith Middle School</i>	30	4 staff 25 members Total: 59	Giving information about Club, tour of space, and programming expectations

Summer Open House	Cohort 18 <i>Huskies Club/Hoover High School and Meredith Middle School</i>	10	5 staff 10 members Total: 25	Giving information about Club, tour of space, and programming expectations

Type or copy and paste Parent Involvement Discussion here.

Include a description of the events and how well they were attended.

Include a description of communication with parents (flyers, letters, phone calls, personal contact, etc.) and efforts to increase parental involvement.

Parent Involvement Discussion

Cohort 14 – Gregory & Suzie Glazer Burt Club

One family engagement event was held over the Summer of 2023; this event was a Summer Club Open House. Attendance was not maintained for the Summer Club Open House, but Gregory & Suzie Glazer Burt Club staff estimates that there were almost 80 families in attendance. While at the Open House, attendees were able to tour the Club, meet the staff and other current members, play games, eat snacks, and learn about Boys & Girls Clubs of Central Iowa – as well as what Gregory & Suzie Glazer Burt Club programming has to offer during the summer. A total of two events were held at Gregory & Suzie Glazer Burt Club over the period of the grant. The other family engagement event was held during the school year of 2023-2024, being a Back-to-School Open House with over 60 families attending by Club staff estimates.

Boys & Girls Clubs of Central Iowa, as well as Gregory & Suzie Glazer Burt Club staff recognize the lack of family engagement events that occurred during the 2023-2024 summer and school year. One roadblock to achieving set goals is a change in personnel and vacancies in key positions. Club staff also assure us that there will be increased efforts and a focus on gathering attendee records assures that there will be increased efforts to gather attendance records for future family engagement events.

Cohort 15 – E.T. Meredith Jr. Club

At the E.T. Meredith Jr. Club, a total of one family engagement event was held over the 2023-2024 school year. The event was a Back-to-School Open House with 5 families in attendance. The Open House was utilized as a way for parents, students, and current members to have an inside look at E.T. Meredith Jr. Club. While at the orientation event, attendees were able to tour the Club, meet the staff, and other current members, play games, eat snacks, and learn about Boys & Girls Clubs of Central Iowa, as well as what E.T. Meredith Jr. Club programming, both after-school and summer. This orientation event is important at the 9th grade level due to students making the transition from middle school to high school.

Boys & Girls Clubs of Central Iowa, as well as E.T. Meredith Jr. Club staff recognize the lack of family engagement events that occurred during the 2023-2024 summer and school year. One roadblock to

achieving set goals is a change in personnel and vacancies in key positions. Club staff assure us that there will be increased efforts and focus on gathering attendee records along with providing additional family engagement events.

Cohort 18 – Huskies Club

At Huskies Club, a total of two family engagement events were held during the summer and school year of 2023-2024. Attendance was not kept in paper format for either event, but Club staff estimates 30 families came to the Back-to-School Orientation event, and 10 families came to the Summer Open House. Both open houses were utilized as a way for parents, students, and current members to have an inside look at Huskies Club. While at the orientation event, attendees were able to tour the Club, meet the staff, and other current members, play games, eat snacks, and learn about Boys & Girls Clubs of Central Iowa, as well as what Huskies Club programming, both after school and summer. This orientation event is important at the 9th grade level due to students making the transition from middle school to high school.

Boys & Girls Clubs of Central Iowa, as well as Huskies Club assures that there will be increased efforts to gather attendance records for future family engagement events.

Efforts to Increase Parent Involvement

To increase parent involvement over 2023-2024, Club leaders will focus more on creating a sense of community within Club members, families, and staff. Community is defined as “a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.” Our organization has the chance to foster a sense of community through providing a safe place for families to meet and participate in the sharing of stories, traditions, recipes, and culture. Our organization is rooted in the Des Moines Metro community, staff have found community-centered events/projects to host additional family engagement events around. Staff will budget for additional food, prizes, games, and more to increase participation incentives for parents, members, and families.

Parental Communication

Staff take extra time to speak with parents during pick-up about Club matters. Most communication was in-person. Flyers are posted at Club sites to serve as reminders, announce closures, spotlight events, etc. Social media platforms: Facebook, Instagram, E-newsletters, and LinkedIn were also used as a reminder tool for upcoming events, immediate notices, such as closures, and a means of recruitment. All these methods will continue to be used.

4. Total Academic Improvement

This requirement for the Iowa 21st CCLC Local Evaluations provides the data needed to meet **Section F-1 of 21st Century Community Learning Centers, Non-Regulatory Guidance: May, 2003, which states, These indicators and measures must—**

- **Be able to track student success and improvement over time;**

The Iowa 21st CCLC Program has been tracking progress in reading and math for all 21st CCLC students since 2015. Sub-grantees even provided data on academic progress during the 2019-2020 and 2020-2021 school years affected by the COVID-19 Pandemic. **In order to review academic improvement data over time, The Iowa 21st CCLC Program is adding a state requirement to report ALL reading and math data as a local measure. Please complete the following tables on Reading/English and Mathematics Improvement.**

Note that this data uses the “Number of Students Needing Improvement” in the comparison.

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	-	-	-
1	-	-	-
2	-	-	-
3	-	-	-
4	-	-	-
5	-	-	-
6	6	4	67%
7	1	1	100%
8	2	0	0%
9	4	2	50%
10	5	4	80%
11	5	4	80%
12	3	2	67%
Totals	26	17	65%

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	-	-	-
1	-	-	-
2	-	-	-
3	-	-	-
4	-	-	-
5	-	-	-
6	7	6	86%
7	2	0	0%
8	3	3	100%

9	5	4	80%
10	4	3	75%
11	5	4	80%
12	3	2	67%
Totals	29	22	76%

Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
Include what assessment(s) were used to determine improvement.	X
Please include a discussion of highlights of improvement data, including low and high performing grade levels.	X
Challenges to gathering data.	X
Efforts to increase student performance.	X

Highlights

No students in grades 4-6 attended the Boys & Girls Clubs of Central Iowa 21st CCLC programming during the school year and/or summer. Academic improvement for students in grades 6-11 was measured by the Iowa Statewide Assessment of Student Progress (ISASP). Improvement in GPA from 2022-2023 and 2023-2024 was used for students in grade 12. This process is the same for GRPA Measure 2 (prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA). Programming targets students grades 6-12, therefore the Reading and Mathematics Improvement tables above reflect school year and/or summer data from grades 6 –12, as provided by Des Moines Public Schools.

With the exceptions of grade 8 in reading and grade 7 in mathematics, at least 50% of the students for whom we have data demonstrated improvement.

Challenges to Gathering Data

The biggest challenge to gathering data is obtaining parent and/or guardian consent. As a community partner to Des Moines Public Schools, our organization is only allowed access to our members' academic data if their parent and/or guardian signs a release form. We highly encourage, but do not require the release form to be signed. Because the release is not required, some parents and/or guardians do not grant our Club's access to their child's scores. Another challenge is the change in the way the release forms were given. In previous years BGCCI has been able to obtain the release forms in paper form but for the 2023-2024 school year we transitioned to a software program called Brightwheel which stored the release forms electronically. These forms were lost when we discontinued our contract with Brightwheel in 2024. The impact of our programs on academic improvement, particularly in grades 6-11, is limited by the way this element is reported. The table requests the number of students who moved from the "not-yet proficient" category on the ISASP to at least the "proficient" category. It does not reflect the number of students who made more than expected improvement in any of the ISASP

performance categories. As this information is reported to the school district, it would provide a more accurate reflection of the impact of the programs.

Efforts to Increase Student Performance

Many efforts are made year-round to increase student performance, and the quality and consistency of our programming is a great indicator of whether our Club members will improve their scores. All year long, we aim to promote regular attendance at Clubs and sustained participation in targeted programs to help Club members overcome obstacles in their lives and meet their goals. Weekly, monthly, and yearly retention numbers are a great indicator of success. Throughout each year, we collect and analyze data that helps us to understand how we can tailor our programs and services to have the maximum impact on the students we serve. Specifically, we collect data through the National Youth Outcomes Initiative (NYOI). NYOI data and yearly program measurements help pinpoint specific areas for growth at each Club site. Programming is evaluated quarterly, safety walkthroughs are performed monthly, and program measurements are taken throughout the school year. These measures consistently work to improve the quality of programming.

5. GPRM Measures

Starting in 2022-2023, the US DOE changed the Government Performance and Results Act (GPRM) Measures. This is the same data reported online to the APR Data System. Note that any reference to the current school year is the 2023-2024 school year. **Please note that the data tables for each GPRM Measure mirrors the APR data entry tables. Please do not change any of the tables.**

Note that this data uses the “Number of Attendees for whom you have outcome Data to report” in the comparison. This can result in GPRM data not matching the Total Academic Improvement data.

GPRM Measures Required Elements	Complete?
GPRM Measures Data Tables	X
• GRPA Measure 1A – Reading Progress	X
• GRPA Measure 1B – Math Progress	X
• GRPA Measure 2 – Academic Achievement GPA	X
• GRPA Measure 3 – School Day Attendance	X
• GRPA Measure 4 – Behavior	X
• GRPA Measure 5 – Teacher Survey	X
GPRM Measures Discussion	X

GPRM Measure 1A – Reading Progress.

Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in reading and/or language arts on State Assessments. **If you have no data to report for GPRM Measure 1A – Reading Progress, provide an explanation here:**

GPRM Measure 1A – Reading Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More

Number of Attendees for whom you have outcome Data to report.	1	0	1	5	1	9
Number of Attendees who exhibited growth.	1	0	0	3	0	5
Percentage of Attendees who exhibited growth. Calculated for each column.	100%	n/a	0%	60%	0%	56%

GPR Measure 1B – Math Progress.

Percentage of students in **grades 4-8** participating in 21st CCLC programming during the school year and/or summer who demonstrate growth in mathematics on State Assessments. **If you have no data to report for GPR Measure 1B – Math Progress, provide an explanation here:**

GPR Measure 1B – Math Progress	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report.	1	0	1	5	1	9
Number of Attendees who exhibited growth.	0	0	1	3	1	6
Percentage of Attendees who exhibited growth. Calculated for each column.	0%	n/a	100%	60%	100%	67%

GPR Measure 2 – Academic Achievement - GPA.

Percentage of students in **grades 7-8 and 10-12** attending 21st CCLC programming during the school year and/or summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

- Grade of A = GPA of 4.
- Grade of B = GPA of 3.
- Grade of C = GPA of 2.
- Grade of D = GPA of 1.
- Grade of F = GPA of 0.

If you have no data to report for GPR Measure 2 – Academic Achievement - GPA, provide an explanation here:

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
Number of Attendees for whom you have outcome Data to report and who had a prior year unweighted GPA of less than 3.0?	0	3	1	6	0	2
For how many of these students do you have outcome data to report and who had a prior-year un-weighted GPA of less than 3.0?	0	3	1	6	0	2
Percentage of Attendees who improved their GPA. Calculated for each column.	n/a	100%	100%	100%	n/a	100%

GPRA Measure 3 – School Day Attendance.

Percentage of students in **grades 1-12** participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year. **If you have no data to report for GPRA Measure 3 – School Day Attendance, provide an explanation here:** Tabled figures reflect attendance of students in grades 6-12 only as these are the grade levels targeted in the Boys & Girls Clubs of Central Iowa (BGCCI) 21st CCLC programming during the school year and/or summer. Programming.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
How many students had a school day attendance rate at or below 90% in the prior school year (2022-2023)?	4	3	2	5	3	7
Of these students, how many demonstrated an improved attendance rate in the current school year (2023-2024)?	0	0	1	2	2	7
Percentage of Attendees who improved their attendance rate. Calculated for each column.	0%	0%	50%	40%	67%	100%

GPRA Measure 4 – Behavior.

Percentage of students in **grades 1-12** attending 21st CCLC programming during the school year and/or summer who experienced a decrease in in-school suspensions compared to the previous school year. **If you have no data to report for GPRA Measure 4 – Behavior, provide an explanation here:** For this measure, no data, other than “0” are provided. The Des Moines School representative explained, that “there are other strategies utilized,” but those strategies are determined at the building level and with each principal. Thus, there is no narrative or data to report an in-school suspension (ISS). No data for ISS are collected at the district level.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report and who had in-school suspensions in the previous school year (2022-2023)?	0	0	0	0	0	0
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2023-2024)?	0	0	0	0	0	0
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.	0	0	0	0	0	0

GPRA Measure 5 – Teacher Survey.

Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning. **If you have no data to report for GPRA Measure 5 – Teacher Survey, provide an explanation here:** There are no students in grades 1-5 attending Boys & Girls Clubs of Central Iowa (BGCCI) 21st CCLC programming during the school year and/or summer. Programming targets students in grades 6 through 12.

	Less Than 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270 Hours or More
For how many of these students do you have outcome data to report?	-	-	-	-	-	-
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	-	-	-	-	-	-
Percentage of Attendees who improved. Calculated for each column.	-	-	-	-	-	-

GPRA Measures Discussion.

GPRA Measures Discussion Required Elements	Complete?
Please include, at a minimum, the following on your discussion of GRPA Measures. If you do not have data on any GPRA measure, add information on why those measures were not included.	
Include what assessment(s) were used to determine improvement for Measures 1A and 1B.	X
Discussion of high performing and low performing areas.	X
Discussion of issues with any GPRA Measure.	X

High Performing Areas

No students in grades 1-5 attend Boys & Girls Clubs of Central Iowa 21st CCLC programming during the school year and/or summer. Programming targets students grades 6-12, therefore all our data reflects the school year and/or summer for grades 6-12.

Growth in Reading and Mathematics (GPRA indicators 1A and 1B): More than half of Gregory & Suzie Glazer Burt Club members participating in the 21st CCLC Program met expectations in 1A – Reading Progress (53%) and 1B – Math Progress (65%). Growth percentages in Reading across all Club attendance groups were above 55%. Growth percentages in Mathematics across all Club attendance groups ranged from 60% to 100%.

Academic Achievement (GRPA indicator 2): One hundred percent of the participants in the Gregory & Suzie Glazer Burt Club, E.T. Meredith Jr. Club, and Huskies Club showed an increase Grade Point Average. This exceeded the performance documented in the 2023 evaluation.

Low Performing Areas

School Day Attendance (GRPA indicator 3): Overall, only about 33% of students for whom there are data showed improved attendance. This percentage is lower than that reported in the 2023 evaluation. However, percentages improved with the number of hours of program participation; from 50% among students who participated for 45-89 hours to 100% among students who participated 270 or more hours.

Assessment of 21st CCLC Program based solely on GRPA Measures

Over the 2023-2024 21st Century grant period, the 21st Century program was highly successful serving Callanan and Harding Middle Schools, as well as East and Hoover High Schools, at Boys & Girls Clubs of Central Iowa. Although Boys & Girls Clubs has no requirements tied to Club attendance, members participating in the 21st Century Program improved the percentages of students meeting expectations in the GRPA Measures: 1A – Reading Progress, 1B – Math Progress, 2 – Academic Achievement, and 3 – School-day Attendance at least among students who participate in the program for a minimum of 45 hours.

GRPA Measure 4 – Behavior was reported as all zeros for the 2023-2024 and 2022-2023 Evaluation reports because neither the Des Moines Public School District (DMPS), and Boys & Girls Clubs can determine whether a change in behavior exists. When asked, DMPS said that “there are other strategies utilized,” rather than in-school suspension. In-school suspension, or ISS, strategies are determined at the building-level with each principal and other school officials. Because there are no district-wide criteria for an in-school suspension (ISS), there is no one way to report them. The DMPS representative said that they believe students are sometimes isolated from their classroom or peers when needed, to catch up on work, take time to calm down, etc., but it is not labeled as ISS and not reported at the district level.

GRPA Measure 5 –Although results of surveys administered to grades 6-12 teachers were reported in previous evaluations, we were not able to obtain these data for this reporting cycle due to changes in Boys & Girls Clubs personnel. Surveys will be administered in the future.

6. Local Objectives

GPRA Measures will always serve as the official objectives. However, Local Objectives allow grantees to focus on areas not covered by the GPRA Measures. The following guidelines should be followed when entering the Local Objectives.

1. Enter no more than five Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. Local Objectives should NOT mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1 there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.
4. Objectives will be rated as one of four ways. These are the ONLY acceptable ratings:
 - a. Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - b. Did not meet but made progress toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that progress was made.)
 - c. Did not meet and no progress was made toward the stated objective. (Must provide methodology on how the objective was measured and what criteria was used to determine that no progress was made.)
 - d. Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)
5. Data will be from the Summer and Fall of 2023 and the Spring of 2024.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	X
<ul style="list-style-type: none"> • No more than FIVE Objectives per Cohort. 	X
<ul style="list-style-type: none"> • Rating of each Objective as listed above. 	X
<ul style="list-style-type: none"> • Full Methodology used for measurement. 	X
<ul style="list-style-type: none"> • Justification for Rating 	X
Local Objectives Discussion	X

Local Objectives Data Tables.

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
<p>1. 50% of program participants at Gregory & Suzie Glazer Club, enrolled at Callanan or Harding Middle Schools will attend Club for 30 days or more during the summer.</p>	<p>A – Met the stated objective</p>	<p>Methodology – KidTrax Attendance Software and APR Data.</p> <p>Justification – There were 12 registered members from Callanan and Harding Middle Schools attending Summer Club for the 2023-2024 school year. Eight members attended Summer Club for 30 days or more – this equates to 67% attending for 30 days or more. This represents a 42-percentage point increase over 2022-2023 (24%).</p>
<p>2. 50% of families with a teen enrolled at Gregory and Suzie Glazer Club will attend at least one of the four family engagement events – one representative from the family is all that is required to meet this objective.</p>	<p>A – met/exceeded the stated objective for attendance at the event that was held. Did not hold as many family events as intended.</p>	<p>Methodology – Attendance Tracking</p> <p>Justification – There were 12 registered members from Callanan and Harding Middle Schools attending Summer Club for the 2023-2024 school year. Two family engagement events were held within this time, 90 registered members came to one of the family engagement events which means 100% of registered members came to an event.</p>
<p>3.</p>		
<p>4.</p>		
<p>5.</p>		

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
<p>1. 50% of program participants at E.T. Meredith Jr. Club will attend Club for 30 days or more during the school year and 20 days more during the summer</p>	<p>B– Did not meet the stated objective for the School Year but progress was made towards the stated objective.</p> <p>A– Met/exceeded the stated objective for Summer</p>	<p>Methodology – KidTrax Attendance Software and APR Data.</p> <p>Justification – School Year: There were 56 registered Club members for the 2023-2024 school year. 25 members attended Club for 30 days or more – this equates to 44.6% attending for 30 days or more. This is a decrease from last year when 62.5% of participants attended for 30 days or more.</p> <p>Summer: There were 58 registered members for Summer Club in the 2023-2024 school year. 39 members attended the Summer Club for 20 days or more – this equates to 67.2% attending for 20 days or more. This is an increase from last year when 42.3% of participants attended for 20 or more days.</p>
<p>2. 50% of families with a teen enrolled at E.T. Meredith Jr. Club will attend at least one of the four family engagement events – one representative from the family is all that is required to meet this objective.</p>	<p>C– Did not meet the stated objective, and no progress was made towards the stated objective</p>	<p>Methodology – Sign in sheet and attendance tracking</p> <p>Justification – There were 56 registered Club members for the 2023-2024 school year. There was one family engagement event held within the time. 5 members and their families attended the event, which equals 9%. The objective was for 50% of families to attend one of four events and there was minimal family engagement due to lack of participation.</p>
<p>3.</p>		

4.		
5.		

Cohort 16 Table

Cohort 16 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 17 Table

Cohort 17 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 18 Table

Cohort 18 Objectives	Objective Rating	Methodology/Justification for Rating
1. 50% of program participants at Huskies Club will attend Club for 30 days or more during the school year and 20 days more during the summer	<p>A – Met/exceeded the stated objective for School Year (85%)</p> <p>B – Did not meet the stated objective for Summer but made progress towards the stated objective (44%).</p>	<p>Methodology – KidTrax Attendance Software and APR Data.</p> <p>Justification – School Year: There were 13 registered Club members for the 2023-2024 school year. 11 members attended Club for 30 days or more – this equates to 85% attending for 30 days or more.</p> <p>Summer: There were 9 registered members for Summer Club in the 2023-2024 school year. 4 members attended Summer Club for 20 days or more – this equates to 44% attending for 20 days or more.</p>

<p>2. 50% of families with a teen enrolled at Huskies Club will attend at least one of the four family engagement events – one representative from the family is all that is required to meet this objective.</p>	<p>A – Met/exceeded the stated objective for the events held.</p>	<p>Methodology - Club staff estimates. Justification – There were 13 registered members for the 2023-2024 school year and 9 for the summer program. An estimated 30 family members attended the back-to-school open house, and 10 family members attended the summer open house. This makes it likely that at least 1 family member from each teen enrolled in the program attended the family engagement events.</p>
<p>3.</p>		
<p>4.</p>		
<p>5.</p>		

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
<ul style="list-style-type: none"> • Statistical Analysis as Applicable. 	X
<ul style="list-style-type: none"> • Improvement over more than one year as observed. 	X
<ul style="list-style-type: none"> • Applicable graphs, tables, and/or charts. 	X
<ul style="list-style-type: none"> • Details on methodology and ratings as needed. 	X
<ul style="list-style-type: none"> • Additional Objectives not in Local Objective Tables. 	X
<ul style="list-style-type: none"> • Clarification for objectives not met. 	X
<ul style="list-style-type: none"> • Clarification for objectives not measured. 	X

Statistical Analysis as Applicable

Cohort 14 – Gregory and Suzie Glazer Burt Club

The data for the youth attendance goals were pulled from the BrightWheel Attendance software along with KidTrax Attendance software used by all Girls & Boys Clubs of Central Iowa Club sites. The percentages were calculated based on all Callahan and Harding Middle Schools youth who attended Gregory and Suzie Glazer Burt Club. Counts and percentages for parent involvement were not available but would have been used based on attendance sign-in sheets for parents of Cohort 14 members.

Cohort 15 – E.T. Meredith Jr. Club

The data for the youth attendance goals were pulled from the BrightWheel Attendance software along with KidTrax Attendance software used by all Girls & Boys Clubs of Central Iowa Club sites. Percentages were calculated based on all East High youth who attended E.T. Meredith Jr. Club. The counts and

percentages for parent involvement were based on attendance sign-in sheets for parents of E.T. Meredith Jr. Club members.

Cohort 18 – Huskies Club

The data for the youth attendance goals were pulled from the BrightWheel Attendance software along with KidTrax Attendance software used by all Girls & Boys Clubs of Central Iowa Club sites. Percentages were calculated based on all Hoover High and Meredith Middle youth who attended Huskies Club. The counts and percentages for parent involvement were based on attendance sign-in sheets for parents of Huskies Club members.

Improvement Over More than One Year as Observed

Cohort 14 – Gregory and Suzie Glazer Burt Club

2023-24 thirty-day attendance rates in the Gregory and Suzie Glazer Burt Club showed a 42-percentage point increase over rates for 2022-23 (Objective 1). The improvement can be attributed to the increase in staff focusing on providing bigger incentives and activities for Club members during the summertime. Although the parent engagement criteria (objective 2) was not met in 2022-23, it was met in 2023-24.

Cohort 15 – E.T. Meredith Jr. Club

The 2023-24 attendance rates (Objective 1) for the E.T. Meredith Jr. Club approached the 50% criteria in the school year program (45%) and exceeded the criteria in the summer program (67%). This might reflect a slight improvement over rates in 2022-23 in which rates met expectations in the school year program but not in the summer program. There was increased focus on retaining the members that do go to Club and on providing programming that teens at E.T. Meredith Jr. Club are invested in. E.T. Meredith Jr. Club did not meet objective 2 criteria. Parent involvement rates decreased between 2022-23 and 2023-24 primarily due to a decrease in number of participants and availability of events.

Cohort 18 – Huskies Club

The attendance rates (objective 1) for the Huskies Club exceeded the criterion for the school year program (77%) and approached the criterion in the summer program (44%). Estimated parent engagement rates (objective 2) also met or exceeded criteria for the events that were held. As this year is the first-year reporting on Huskies Club, the results are promising.

Methodologies and Ratings

No more details were needed now.

Applicable Graphs, Tables, and/or Graphs

	30 or More Days in Attendance	Family Engagement Events
Cohort 14 – Gregory and Suzie Glazer Burt Club		
Summer 2022	Did not meet	Did not meet
Summer 2023	Met	Met

Cohort 15 - E.T. Meredith Jr. Club		
2022-2023	School Year: Met Summer: did not meet	Did not meet
2023-2024	School Year: Did not meet Summer: Met	Did not meet
Cohort 18- Huskies Club		
2023-2024	School Year: Did not meet Summer: Did not meet	Met

Clarifications for Objective(s) Not Met

Cohort 14 – Gregory & Suzie Glazer Burt Club

Objective 1 (50% of Club participants will attend Club for 30 days or more) was met.

Objective 2 (50% of families with a child enrolled in Summer Club for the 2022-2023 school year will attend at least one family engagement event) was met and is higher than previous year (18.7%).

Cohort 15 – E.T. Meredith Jr. Club

Objective 1 (50% of Club participants will attend Club for 30 days or more) was not met. There were 56 registered members for the 2023-2024 school year with 25 members attending for 30 days or more. This is a decrease in attendance from the previous year but there has been a bigger focus on locating programming that members are engaged in due to the decrease.

Objective 2 (50% of families with a child enrolled in Club for the 2023-2024 school year will attend at least one family engagement event) was not met, and progress was not made. 7% of registered members at E.T. Meredith Jr. Club attended the singular family event provided. Which is lower than the previous year (37.4%).

Cohort 18 – Huskies Club

Objective 1 (50% of program participants at Huskies Club will attend Club for 30 days or more during the school year and 20 days more during the summer) was met for the school year but not met for the summer, but progress was made. There were 11 members who attended 30 days or more for the school year which equates to 85%.

Objective 2 (50% of families with a teen enrolled at Huskies Club will attend at least one of four family engagement events) was met as 100% of members came to a family event along with multiple other families that had children not currently going to Club.

Clarifications for Objectives Not Measured

All objectives were measured.

7. Anecdotal Data

Anecdotal Data Required Elements	Complete?
Success Stories	X
Best Practices	X
Pictures	X
Student, teacher, parent, and stakeholder input.	X

Remember to include Anecdotal Data (Interviews, Observations, Comments). Be specific. Try to avoid general comments like “Parents seem pleased with the program.”

Success Stories

Success Stories Required Elements	Complete?
Specific Examples.	X
Key People Involved	X
Quotes from participants, teachers, parents, etc.	X
Include objectives showing large increases.	X

Remember to include a student success story. Be as personal as possible.

Cohort 14 – Gregory & Suzie Glazer Burt Club

Hazekiah Miller is a teen who participated in Career Explorations this summer. This program helped him gain knowledge about diverse levels of employment in other industries. We also participated in the Community Service program offered to our teen members this summer. Hazekiah was a leader within the group. He helped produce community service projects and offered suggestions on where in the community could benefit the most.

Cohort 15 – E.T. Meredith Jr. Club

My name is Amen Negash, and I am an 11th grader at East High school who has been a BGCCI kid for 4 years. Throughout those 4 years club has had an incredible impact on my life, I have been provided many resources for educational and just general use. Boys and Girls Club has taught me many things from how to assemble a subwoofer to learning how to save money. BGGCI have provided me with a life changing experience, a trip to Croatia for a week, there I learned the culture of Croatia and the contrast there is there from the US. I am forever grateful for Boys and Girls Club as they have provided me with a space after school to study and receive tutoring while also learning fundamental skills as mentioned before, how to save money and also provided career exploration. Boys and Girls club has prepared me for the world with lifelong memories and skills I will use every day.

Cohort 18 – Huskies Club

The member I would like to point out would be Khoa Thai. Khoa started club when he was a second grader. When he first started at Ross Club he described himself as a bully. He says Club has helped him become nicer to his peers. He also says Club has helped him learn English. He enjoys coming to Club because he gets to participate in programs like Art and Esports. Khoa really has a passion for art. Khoa

also participated in our 2024 Youth of the Year event and will be participating in our 2025 Youth of the Year event.

Best Practices

Best Practices Required Elements	Complete?
Description of the practice/activity.	X
Methodology of measuring success of best practice.	X
Information on why practice/activity was implemented.	X
Impact of practice/activity on attendance.	X
Impact of practice/activity on student achievement.	X

Remember to include a few best practices that you observed or that were reported to you.

Description of the Practice

According to Edutopia, “Whole-Child development empowers [youth] as creative and engaged citizens who can strengthen the well-being of a whole society.” As Kai-lee Berke, former CEO of Teaching Strategies puts it, “A Whole-Child approach transitions away from a focus on narrowly defined academic achievement to one that incorporates a broader view of the skills and knowledge that all children must develop for long-term success.” Boys & Girls Clubs programming was created in a Whole-Child model before it was popularized in the field of education. Four examples of programming that highlight the Whole-Child approach are described below.

Triple Play, a daily program at both Gregory & Suzie Glazer Burt Club and E.T. Meredith Jr. Club for all participants. Prepared by Educational Resource Management Solutions, this program is a proven health and wellness program that supports the mind, body, and soul of every youth served.

Passport to Manhood and **SMART Girls** teach character development, self-esteem, and healthy relationships and choices.

The **Keystone** program provides leadership development opportunities for youth to participate in activities, both in and out of Club. The three focus areas of Keystone are academic success, career preparation, and community service.

Not only did BGCCI provide these “Whole-Child” focused programs during the funding cycle, but the organization also addresses the basic needs of members year-round. Youth attending Club could count on one or two meals and a snack each day. Members connected with health resources, such as Vision to Learn, address unmet healthcare needs, i.e., vision correction. Youth also received Social-Emotional Learning (SEL) counseling services during Club hours to better focus on their well-being and academics. Although the best practice is termed “Whole-Child,” this approach to youth development is essential throughout young-adult life.

Methodology of Measuring Success of Best Practice

BGCCI implements the National Youth Outcomes Initiatives (NYOI) survey annually to all members. It collects data pertaining to “Whole-Child” Best Practices, such as feelings of safety, supportive relationships, fun, recognition, academic support, and a sense of belonging. Youth are asked to rank their feelings regarding their experience at Club from the prior year.

Information on Why Best Practice Was Implemented

Boys & Girls Clubs of America was founded on the principles of Whole-Child Best Practices before educational institutions adopted them. Because BGCCI is an afterschool and summer youth development program, the organization is afforded the time and benefit of addressing youths’ needs beyond academics.

Originally designed to keep young boys off the streets and out of trouble after school, Boys & Girls Clubs developed best practice programs to address the needs of youth outside school. As the mission of the organization is to support youth with the greatest needs, programs to assist with basic needs, health and wellness, and nutrition were implemented early in the creation of Boys & Girls Clubs of America.

Impact of Best Practice on Attendance

Cohort 14 – Gregory & Suzie Glazer Burt Club

Part of the Whole-Child development model relies on members having a sense of belonging. Within Gregory & Suzie Glazer Burt Club site, 2023 NYOI members survey data showed that 91% of youth reported enjoying coming to Club. Ninety-six percent reported that people at Club accept them for who they are. These percentages are close to 2022 (92% and 90% respectively). Without physical safety, youth will find academics and participation in Club difficult. NYOI data from 2023 also shows that compared to other places, 59% of middle school participants feel safer at Club. This percentage is lower than the percentage in 2022, at 94%. One potential reason as to why this percentage dropped in the last year could be the lower number of individuals filling out the membership survey when distributed within the Club sites. There was a decrease in responses from 2022-2023 years which would make the decrease in percentage of individuals who feel safe make more sense.

Cohort 15 – E.T. Meredith Jr. Club

2023 NYOI member survey data showed that 75% of E.T. Meredith Jr. High school members report enjoying coming to Club and 75% reported that people at Club accept them for who they are. These percentages are slightly lower than 2022 (84% and 100%, respectively). NYOU data from 2023 also shows that compared to other places, 66% of high school participants feel safer at Club. This percentage is lower than 2022, at 89%. One potential reasoning could be due to the 2022 East High School shooting that occurred. The violent threat that occurred had a negative impact on the feelings of safety among students as E.T. Meredith Jr. Club is adjacent to East High School.

Cohort 18 – Huskies Club

2023 NYOI member survey data showed that 93% of Huskies members report that they enjoy coming to Club. Ninety-eight percent reported that people at Club accept them for who they are. These percentages are higher than 2022 (89% and 85%, respectively). NYOI data from 2023 also show that

compared to other places, 43% of high school participants feel safer at Club. This percentage is lower than the percentage in 2022 of 61%.

Impact of Best Practice on Student Achievement

Cohort 14 – Gregory & Suzie Glazer Burt Club

The Whole-Child model is central to BGCCI programming and ingrained in all aspects of the Club experience. 2023 NYOI data from Burt Club middle school students show that 60% expect to graduate from high school on time. This percentage is lower than last year (88%), 86% believe that they will graduate college, junior college, or a trade school which is only slightly lower than last year at 90%. In addition, 29% believe that they will pursue a master's degree or PhD.

Cohort 15 – E.T. Meredith Jr. Club

2023 NYOI data from E.T. Meredith Jr. Club high school students show that 63% expect to graduate from high school on time and 63% believe that they will graduate from college, junior college, or a trade school. These percentages are lower than 2022 data.

Cohort 18 – Huskies Club

2023 NYOI data from Huskies Club high school students show that 80% expect to graduate from high school on time and 90% believe that they will graduate from college, junior college, or a trade school. These percentages are similar or slightly higher than 2022 NYOI data (94% and 73%, respectively). In addition, 32% believe that they will pursue a master's degree or PhD.

Pictures

Insert pictures here.

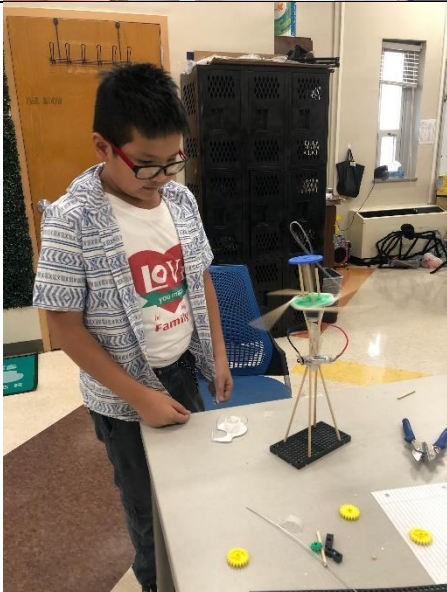
Pictures should showcase students engaged in activities and learning. Do not include posed pictures. Take action shots of children reading, participating, smiling, and being involved in the activities. Please send 4-8 of your best pictures. Pictures need to be individual and not a montage of pictures. Links to social media are not to be used here.



Gregory and Suzie Glazer Burt were part of Drake's Sprout Garden program, where they learned about plants and how to garden. The program teaches participants how to grow and take care of plants, helping them connect with nature and develop gardening skills.



Huskies Club in Summer 2023 took part in Conscious Cash programming and learned about smart ways to spend and save money.



In the fall of 2023, Huskies Club members used a Makers cart to engage in hands-on programming and create their own inventions. The cart, equipped with materials and electronics, allowed participants to build robots, design art, and experiment with coding, fostering creativity and problem-solving in a fun, collaborative environment.



In the summer of 2023, Gregory & Suzie Glazer Burt Club members had the chance to attend a Cubs game, tour the facility, and even walk onto the field, offering a unique behind-scenes experience.

Student, teacher, parent, and stakeholder input

Student, teacher, parent, and stakeholder input Required Elements	Complete?
Quotes from student, teacher, parent, partners, and stakeholders.	X
Quotes should be attributed (titles can be used but names only with permission).	X
Showcase success of the program, especially for student attendance, behavior, and academic success.	X

Type or copy and paste student, teacher, parent, and stakeholder input here.

Quotes from Students:

“Club has given me the opportunities to volunteer, taking part in fun programming and continue making new friends. Club has also encouraged me to get out of my comfort zone and learn the value of mentorship.” – E.T. Meredith Jr. Club member

Quotes from Teachers:

“I started working for BGCCI in 2018 as a Youth Development Professional at Levitt Club – working with kindergarten to 1st grade. I then had the opportunity to transfer to one of our high school sites – E.T. Meredith Jr. Club as the Membership Coordinator in 2022. I love being able to support and help the kids in this organization and having the ability to watch them succeed in life.”- E.T.M Jr. Club Staff

Quotes from Parents:

“Boys & Girls Clubs has not only placed our daughter on the path to becoming a productive and caring individual – but also has taught her to be a responsible citizen too. She has been a part of Boys & Girls Clubs for over two years now starting in middle school and with the encouragement of staff has flourished inside and outside of school” - High School Parent

Quotes from Partners:

“We love our partnership with Boys & Girls Clubs and being able to provide their members with hands-on experiences. They are always so energetic and enthusiastic during programming.” - Community Partner

Quotes from other Stakeholders (Administrators, Counselors, etc.):

Being involved with the organization for many years, I have been lucky to see the impact firsthand. Going to Club and working directly with members is one of my favorite ways to be involved. Helping Club members work towards academic achievements and seeing them be excited about learning, as well as gain confidence in themselves and their educational abilities is what the organization is all about.” – Board President

8. Sustainability Plans

Sustainability Plans Required Elements	Complete?
Discuss formal sustainability plan from your original grant application including how it has changed.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

Discuss the level of sustainability over the life of the grant. Explain how partner contributions can help sustain the program after federal funding ends.

Type or copy and paste Sustainability Discussion here.

Original Plan from Grant Application Summary

Cohort 14 – Gregory & Suzie Glazer Burt Club

Boys & Girls Clubs of Central Iowa (BGCCI) propose to establish a 21st CCLC to serve middle school students who attend Callanan Middle School and Harding Middle School. These schools are both part of the Des Moines Public Schools' District and have student populations with significant academic needs. BGCCI has collaborated with community stakeholders who support our mission; to inspire and enable all young people, especially those who need us most, to reach their full potential as responsible, caring, and productive citizens. The community stakeholders participating will work with us to provide out-of-school programming that addresses the needs of our target population. Meetings and surveys were utilized to carefully design the program to fit the complete needs of the students. As the requirements of the 21st CCLC grant require programs to address the needs of a child holistically, we have designed the following areas of focus for our 21st CCLC program: Academic Support, Academic Enrichment, Family Engagement, Health/Well-being, and Social-development skills. The program will run after-school providing dinner for students, and 60 full days over the summer providing breakfast and lunch to students. All programming will be organized and managed by 21st CCLC highly skilled staff and certified Iowa teachers. Specific goals for the program are:

Goal 1: Increase academic scores.

Goal 2: Enrich learning experiences for participants.

Goal 3: Increase family ability to support their child's education.

All program components for the 21st CCLC program are evidence-based and have been selected to directly align with the school-day programming and Iowa State Standards. 21st CCLC staff working directly with school-day staff will ensure a seamless transition from the school day to after-school programming, with fun enrichment components such as field trips, and family involvement activities."

Cohort 15 – E.T. Meredith Jr. Club

“BGCCI will engage our youth development approach at our new Clubhouse, housed at East High School, serving 50, 9th -12th grade students in the 2020-2021 school year and summer of 2020. We have worked closely with school leadership and instructors to identify those students who could best benefit from our services – those who are not meeting proficiency levels in their core subjects; those who struggle to maintain consistent school attendance, and those who are disengaged in school. BGCCI collaborated with community stakeholders to help us design the new Clubhouse, identify the academic and socioemotional needs of our target population, and seek out local partners who can provide enriching experiences and skill development that address these needs. Meetings and surveys were used to identify the needs of our incoming, inaugural group of participants. 21CCLC programming will focus on developing the academic proficiency and socio-emotional development of our youth, as well as deepening the engagement of family members in their child’s learning. All programming will be designed and implemented by BGCCI and community partners, who will hire highly skilled staff who are experienced youth development professionals and have experience working with our target population. The goals of the 21CCLC are:

Goal 1: To increase our families’ abilities to support their child’s engagement with school and extracurricular activities.

Goal 2: To increase reading and math proficiency among our target populations.

Goal 3: To enrich learning experiences for participants

As stated in the original grant proposal “All program elements are evidence-based and have been selected to align with the school-day programming and Iowa State Standards. 21CCLC staff will collaborate directly with school staff to ensure seamless transition from school day to the after school. To increase Club and school engagement, the 21CCLC will offer enrichment opportunities that spark curiosity, interest and joy, such as career exposure events, college tours, cooking, STEM projects, and art club. Our Advisory Committee, made up of school and community stakeholders, will meet regularly to gauge our successes and progress toward meeting our stated goals. The committee will support sustainability efforts, such as fundraising and membership development, to ensure that the 21CCLC will thrive after grant funds expire.”

Cohort 18 – Huskies Club

Boys & Girls Clubs of Central Iowa (BGCCI) proposes to establish a 21st Century Community Learning Center (21CCLC) to serve the high school students attending Hoover High School. This school is part of the Des Moines Public School District, which has a student population with significant academic and socio-emotional needs.

For almost 60 years, BGCCI has provided a safe, supportive environment to high-risk youth in Central Iowa who could benefit from a dedicated space and caring adults. BGCCI has created a community of professional adults who provide personalized support that utilizes research and evidence-based programming shown to have positively affected our members’ academic success and socio-emotional development. We have a proven record of accomplishment of providing high-quality educational experiences for youth of all ages, using a youth development strategy grounded in five components: a safe, positive environment; activities that are fun and engaging (high yield); opportunities for skill development; supportive relationships; and recognition of growth and achievement.

BGCCl will engage this youth development approach at the new 21CCLC, housed at Hoover High School, serving 60 9-12th grade students starting in the summer of 2023 and in the 2023-2024 school year. We will work closely with school leadership and teachers to identify students' needs and those who could benefit from our services with a focus on those who are not meeting proficiency levels in their core subjects; those who are struggling to maintain consistent school attendance, and who are disengaged in school. BGCCI has collaborated with community stakeholders to help us design the components of the new Clubhouse, identify the academic and socio-emotional needs of our target populations, and seek out local partners who can provide enriching experience and skill development that address these needs. Meetings and surveys were used to identify the needs of our incoming, inaugural group of participants.

The 21CCLC at Hoover High School will focus on supporting academic and socio-emotional development needs of our youth and deepening the engagement of family members in their child's learning. All programming will be designed and implemented by BGCCI and community partners, who will hire highly skilled staff who are experienced youth development professionals and have experience working with our target population. The goals of the 21CCLC are:

Goal 1: To Increase our families' abilities to support their child's engagement with school and extracurricular activities.

Goal 2: To enrich learning experiences for participants.

All program elements are evidence-based and have been selected to align with the school-day programming and Iowa State Standards. 21CCLC staff will collaborate directly with school staff to ensure a seamless transition from school day to the after school. To increase Club and school engagement, the 21CCLC will offer enrichment opportunities that spark curiosity, interest, and joy, such as career exposure events, college tours, cooking, STEM projects, and art club.

Formal Sustainability Plan

No changes have been made in any of the cohorts. As stated in BGCCI's 2023, three-year Strategic Plan, the organization "will establish an endowment, channel resources into cultivating planned giving, and continuing to diversify revenue streams." The plan also states: "in addition to monetary engagement, we will seek to engage board members and volunteers more consistently and provide connection points for those in the community."

How Program will Continue without 21st CCLC Grant Funding

Cohort 14 – Gregory and Suzie Glazer Burt Club

The Gregory and Suzie Glazer Burt Club was paid for and built through a BGCCI capital campaign, thereby guaranteeing the facility for years to come. With BGCCI establishing the Gregory and Suzie Glazer Burt Club as its only free-standing Club and equipping it with state-of-the-art equipment, this demonstrates BGCCI's commitment to serving the youth of Des Moines. Gregory and Suzie Glazer Burt Club is a unique Club for BGCCI in many ways, one of which is the target population served there. Burt Club serves youth from kindergarten through senior high school. This allows families to access care for their children in one facility. This model sustains participation by providing continuation of care. By building the Gregory and Suzie Glazer Burt Club on the Drake University campus, BGCCI is continually

expanding its constituency of prospective donors, through the University. The free-standing location with dedicated signage also increases visibility in the community. The Gregory and Suzie Glazer Burt Club's surviving namesake and BGCCI trustee Suzie Glazer Burt, is constantly bringing new and long-time relationships with donors and prospective donors to support BGCCI's mission. Middle school students in the surrounding communities of the Gregory & Suzie Glazer Burt Club, including Callanan and Harding, will continue to receive supportive programming at Gregory & Suzie Glazer Burt Club year-round. This is BGCCI's commitment to sustaining the objectives achieved through the 21st CCLC Summer Program throughout the school year. BGCCI will continue to budget and raise funds to support the summer program.

Cohort 15 – E.T. Meredith Jr. Club

Our E.T. Meredith Jr. Club has been open for three years, which means that more students from East High School know about it. Regular recruitment efforts have been established and continuous efforts to evaluate recruitment efforts occur each quarter. Staff have a booth at back-to-school night along with an Open House event each year. With youth back to school, attendance rates have started to climb but as members must walk down the street to Club there has been fluctuation in numbers depending on weather etc. BGCCI is committed to investing in all eight Club sites through experienced and passionate staff. Pillar 2: Compassion, Empathy, Excellence of the BGCCI Board's Strategic Plan is utilized through BGCCI's commitment and focus of staff. BGCCI provides ongoing professional development, a generous benefits package with unlimited paid time off, and competitive compensation for staffs' experience, education, and longevity with the organization. BGCCI has always and will continue to prioritize funds in the budget, regardless of 21st CCLC funding, to support its staff. This commitment also goes back to providing continuity of care. Youth look forward to seeing the same staff year after year and maintaining those healthy relationships. The BGCCI Resource Development Team works hard to diversify funding sources so that one stream does not make or break a Club. This team continues to pursue gifts from individuals, corporations, foundations, and the government, year-round.

Cohort 18 – Huskies Club

The Huskies Club has seen steady growth over the past years, with more students from Meredith Middle School and Hoover High School becoming familiar with the Club. Recruitment efforts are consistently evaluated and refined each quarter. Staff participate in community engagement by hosting a booth at back-to-school night and organizing an annual Open House event. Although attendance can fluctuate due to weather, especially since members must walk to the club, participation has increased as students return to school. BGCCI is dedicated to investing in all its sites, including the Huskies Club, by providing experienced and passionate staff. This commitment aligns with BGCCI's strategic plan, particularly Pillar 2: Compassion, Empathy, Excellence, which emphasizes the importance of staff well-being. BGCCI supports its staff with ongoing professional development, a generous benefits package that includes unlimited paid time off, and competitive compensation based on staff experience, education, and tenure. This dedication to staff continuity ensures that youth can build strong, meaningful relationships with consistent, familiar faces year after year. The BGCCI Resource Development Team actively works throughout the year to diversify funding sources, securing gifts from individuals, corporations, foundations, and government grants. This strategy reduces dependency on a single revenue stream and

ensures the continued stability and success of the organization's programs, allowing BGCCI to maintain its commitment to both staff and youth.

How Partnership Contributions will help the Program Continue

By strategically placing the Gregory and Suzie Glazer Burt Club on the Drake University campus, the partnership with the university should remain strong – as it has in the past. The Drake University partnership continues to offer new programs to youth at the Gregory and Suzie Glazer Burt Club through volunteers from various Bulldog athletes and teams. When these athletes and teams volunteer, Gregory & Suzie Glazer Burt Club members benefit greatly from academic assistance, recreational and sport instruction, general operations around the site, and more.

By adjoining E.T. Meredith Jr. Club to the East High School FLEX Academy, the organization's partnership with DMPS will certainly keep the program going strong. With a history of academic and behavioral improvements for Club members across all sites, BGCCI upholds its end of the partnership with the district. Attaching Huskies Club to Meredith Middle School and close to Hoover High School – Boys & Girls Clubs of Central Iowa can maintain a relationship with DMPS like E.T. Meredith Jr. Club.

The main partner in assisting BGCCI in addressing food insecurity is the Food Bank of Iowa. This organization provides free or reduced-priced food and other necessary goods for Club members and their families. All eight Boys & Girls Clubs of Central Iowa Club sites have their own food pantry either through the school or through the Food Bank. Food and other necessary goods can be picked up by the parents/guardian or child when the day is over with no questions asked. At the end of the week, weekend bags are prepared to ensure that our members who need them have enough food to last through the weekend. Food assistance may sometimes be the main reason youth attend Club. While these youth are at Club though, they are not only getting what they need for the next few days, but also skills that will help them fulfill their needs throughout their lives. With the support of partners like these, BGCCI can stretch the program budget farther.

With the returning support of many partners, Club members will receive high-quality programming from professionals and talented individuals that will engage their minds and bodies. There are new partnerships being located and established for future years of service continuously – ensuring long-time partners continue to give back to our Clubs and help to drive down the cost of programming for the organization. As BGCCI saves money on programming, food, goods, and services, it can focus on generating and allocating revenue to support the 21st CCLC Summer Program well into the future.

9. Summary and Recommendations

Summary and Recommendations Required Elements	Complete?
Summary of program.	X
Dissemination of local evaluation.	X
Recommendations for local objectives.	X
Recommendations on future plans for change.	X

Unexpected Data

X

Summary of Program

Summary of Program Required Elements	Complete?
Reference introduction section.	X
Showcase successes of program.	X
Highlight items contributing to program success.	X
Include exemplary contributions from staff, teachers, volunteers, and/or partners.	X

Introduction

In partnership with Des Moines Public Schools (DMPS), Boys & Girls Clubs of Central Iowa (BGCCI) identified Callanan Middle School, Harding Middle School (Cohort 14); East High School (Cohort 15); and Hoover High School and Meredith Middle School (Cohort 18) as lacking in enrichment programs afterschool, throughout the school year, and all-day during the summer months. The limited number of community resources for students in these areas also made the Gregory and Suzie Glazer Burt Club (Cohort 14 site), E.T. Meredith Jr. Club (Cohort 15 site), Huskies Club (Cohort 18) ideal locations for 21st Century Community Learning Centers (21st CCLC).

Des Moines Public Schools aided in identifying needs and areas of growth for students by providing academic information, such as grades, assessment results, and demographic information. Statistics regarding household income, number of members in the home, and Free & Reduced-Price Lunch rates helped BGCCI solidify its decision to recommend these sites for Cohorts 14, 15, and 18.

BGCCI continually meets the ever-changing and ongoing needs of the students attending these 21st CCLC sites. BGCCI program staff intermittently met with school administration to review progress and challenges. Teachers and parents completed surveys to gather a more complete picture of their students' needs. Social/emotional growth, conflict resolution strategies, and employment skills were among the most frequently identified areas in need of improvement. DMPS faculty also identified leadership opportunities, relationship building with positive role models, and positive recognition as additional needs of these students.

Showcase Success of Program

Cohort 14 – Gregory & Suzie Glazer Burt Club

Through the partnership between Gregory & Suzie Glazer Burt Club and Drake University – there have been numerous opportunities for Club members to get out into the community and give value to the surrounding area. Through Club, youth were able to tour the Iowa Cubs stadium, receive free eyeglasses, explore new parks and areas, and receive new STEM programming opportunities. Every day, youth were provided two meals, a snack, and food to take home – thanks to partners such as DMPS, DMARC, and the Iowa Food Pantry during the summer. 83% of Club members reported enjoying coming to Club every day during the summer.

Cohort 15 – E.T. Meredith Jr. Club

Social-Emotional health and learning has continued to be at the forefront of teen Club programming since the shooting in 2022 at East High School. Members have continued to come to Club and can speak about their mental health and life struggles – with our SEL Coordinator and Club staff. According to NYOI data 100% of Club members believe that their physical and emotional safety is protected and focused on at Club. 88% of Club members believe that the adults/Club staff at E.T. Meredith Jr. Club believe in them and care about them.

Cohort 18 – Huskies Club

Since the start of funding for Huskies Club there has been an increase in not only program participation but also in program partner retention and frequency of participation. Club members attendance long term has been steadily increasing in the past few years and Huskies Club has been able to meet their attendance goals consistently that they have set for themselves. Additionally, 93% of Club members reported that they enjoy coming to Club every day.

Highlight Items Contribution to Program Success

Boys & Girls Clubs of Central Iowa staff are highly trained and dependable while remaining flexible, passionate, and dedicated to our Clubs and Club members. We are grateful to our staff who choose to be here, working long hours, to be a positive influence on those young people who need us most. Whether they are keeping young people safe, mentoring them through school and life, facilitating the programs our members love, or building an inclusive space where the experience of every young person is listened to and valued – BGCCI staff juggle multiple responsibilities and roles. We will continue to build an outstanding team of staff who take building a great future for our youth seriously. Club staff are the foundation of everything that happens at BGCCI every day. BGCCI staff are provided with trainings multiple times a year, ranging in topics from academic success to general and specific safety precautions in order to carry out programming successfully.

Another big success for all three cohorts is BGCCI's Feeding the Future Program. Through this food program, we have seen an increased quality of life for our Club kids – through their physical health, but also in their social-emotional development, academic performance, and extracurricular engagement. Faced with challenging home circumstances such as mounting debt, family instability, and limited resources – many of our Club members are forced to go without the consistent, nutritious food they need to grow and develop. We know that the impact of the Feeding the Future program reaches far beyond health to extend to every aspect of our young people's lives. With their physical needs met, they perform better in school, focus on their academics, engage in athletics and the arts, and foster good leadership and character development because they are not worried about where their next meal is coming from.

Exemplary Contributions

MidAmerican has contributed significantly to E.T. Meredith Jr. Club through volunteer hours. MidAmerican volunteers visited our E.T. Meredith Jr. Club to discuss their work and potential career opportunities. This opportunity led to field trip opportunities to go and see the electricity work in action.

This opportunity was a part of Career Pathways Programming and allowed our Club members to make connections with professionals in a potential career field.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2023-2024 local evaluation is posted (required by US DOE). Because this is required by ESSA, we check each URL for accuracy.	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Paste the exact URL where your 2023-2024 local evaluation is/will be posted.

Posting the URL is **required by US DOE. The URL should pull up the Local Evaluation, not just the page where it can be found. The URL should also not download the file. The Local Evaluation should be readable in the browser window.**

This Local Evaluation of the 21st CCLC Program will be shared with the BGCCI Leadership Team, Board, and Advisory Committee shortly after the organization receives approval of the report. The public may access the report through the Boys & Girls Clubs of Central Iowa website under [21st Century Community Learning Centers](#)

Type or copy and paste other methods of Dissemination of Local Evaluation here.

Recommendations for Local Objectives.

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	X
Objectives to be added.	X
Include objectives not met.	X
Include objectives not measured.	X

Remember to include an evaluator discussion on how the program met or did not meet the local objectives.

Objectives to be Changed and Reasons Why

The organization is not recommending any changes to the objectives at this time.

Objectives to be Added

The organization is not recommending any new objectives at this time.

Objectives Not Met

Cohort 14 – Gregory & Suzie Glazer Burt Club

Objective 1 (50% of Club participants will attend Club for 30 days or more) was met.

Objective 2 (50% of families with a child enrolled in Summer Club for the 2022-2023 school year will attend at least one family engagement event) was met and is higher than previous year (18.7%).

Cohort 15 – E.T. Meredith Jr. Club

Objective 1 (50% of Club participants will attend Club for 30 days or more) was not met. There were 56 registered members for the 2023-2024 school year with 25 members attending for 30 days or more. This is a decrease in attendance from the previous year but there has been a bigger focus on locating programming that members are engaged in due to the decrease.

Objective 2 (50% of families with a child enrolled in Club for the 2023-2024 school year will attend at least one family engagement event) was not met, and progress was not made. 7% of registered members at E.T. Meredith Jr. Club attended the singular family event provided. Which is lower than the previous year (37.4%).

Cohort 18 – Huskies Club

Objective 1 (50% of program participants at Huskies Club will attend Club for 30 days or more during the school year and 20 days more during the summer) was met for the school year but not met for the summer, but progress was made. There were 11 members who attended 30 days or more for the school year which equates to 85%.

Objective 2 (50% of families with a teen enrolled at Huskies Club will attend at least one of four family engagement events) was met as 100% of members came to a family event along with multiple other families that had children not currently going to Club.

Objectives Not Measured

All objectives were measured for Cohort 14, Cohort 15, and Cohort 18.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
Changes in activities.	X
Changes in recruitment efforts.	X
Changes in partnerships.	X
Changes for sustainability plans.	X
Other changes as suggested by governing body.	X

Remember to include an evaluator discussion of what can be done to improve the program

Changes in Activities

Cohort 14 – Gregory & Suzie Glazer Burt Club

There are no changes planned. Parent engagement opportunities will continue to be a high priority.

Cohort 15 – E.T. Meredith Jr. Club

There will be continued emphasis on planning parent engagement opportunities and continued efforts to increase Club member participation. A continued emphasis on career development and workforce readiness programming and opportunities will be implemented. BGCCI's Career Pathways Coordinator will lead programming to find and provide additional opportunities for teen members to get members prepared for life beyond high school.

Cohort 18 – Huskies Club

There are no changes planned. Parent engagement opportunities will continue to be a high priority and focus.

Changes in Recruitment

Cohort 14 – Gregory & Suzie Glazer Burt Club

The Gregory & Suzie Glazer Burt Club is working towards continued partnership with Drake University to recruit new University student staff. At the administration level, BGCCI's Pathway Directors and Club staff are expanding efforts inside Callanan and Harding Middle Schools to increase attendance and participation using informational signage and attending school open houses with information about Club for parents and guardians.

Cohort 15 – E.T. Meredith Jr. Club

Teen nights and open houses will continue to be held at the E.T. Meredith Jr. Club to recruit members. We also plan on hosting a minimum of one parent engagement event each quarter under the new Club staff leadership.

Cohort 18 – Huskies Club

Teen nights and open houses will continue to be held at the Huskies Club to recruit members. We also plan on hosting a minimum of one parent engagement event each quarter and actively recruit at tabling and school events.

Changes in Partnerships

Cohort 14- Gregory & Suzie Glazer Burt Club

Boys & Girls Clubs of Central Iowa's leadership actively pursues partnerships year-round. The focus is partnerships that provide Club members with new programming based on their interests. Club member

interest is collected informally through conversation with Club staff and Program Coordinators, as well as formally through the annual NYOI survey.

Cohort 15 – E.T. Meredith Jr. Club

Boys & Girls Clubs of Central Iowa’s leadership actively pursues partnerships year-round. The focus is partnerships that provide Club members with new programming based on their interests. Club member interest is collected informally through conversation with Club staff and Program Coordinators, as well as formally through the annual NYOI survey.

Cohort 18 – Huskies Club

Boys & Girls Clubs of Central Iowa’s leadership actively pursues partnerships year-round. The focus is partnerships that provide Club members with new programming based on their interests. Club member interest is collected informally through conversation with Club staff and Program Coordinators, as well as formally through the annual NYOI survey.

Changes in Sustainability Plans

There are no changes planned.

Other Changes as Suggested by Governing Body

There are no changes planned

Unexpected Data

Unexpected data would include unusual circumstances that occurred during the past school year- Flood, Tornado, Storm, Pandemic or other. Explain how this affected the program and how you responded to continue to serve children. What new procedures did you introduce? How did the Staff, Students and Parents respond? You may include pictures to help illustrate the challenges faced because of natural disaster(s).

We are still not serving the same number of members as pre-pandemic as mentioned in last year's evaluation – but our ADA numbers have steadily increased since previous evaluations. E.T. Meredith Jr. Club fell short in both objectives this year. There were 25 registered members that attended Club for 30 days or longer out of 56 enrolled. With over 2,197 students enrolled at East High School, and 45 members attending for 30 days or more last year (72 total enrolled) it was an unexpected decrease in attendance.

BGCCI has concluded that there are no issues in finding children, youth, and teens who need to be served, but there is difficulty in finding and hiring a high volume of the required quality staff to host them along with retention of such staff. In the last year, our organization has continued to invest time

and money towards increasing staff wages to encourage retention and providing hiring bonuses to combat this shortcoming. Boys & Girls Clubs of Central Iowa will not hire unqualified employees simply to fill a quota, as that would be highly unprofessional and could put the safety of current Club members and staff in danger.

At E.T. Meredith and Huskies Clubs the addition of Bus Drivers on staff has helped combat transportation barriers at both Club/Cohort sites. At Gregory & Suzie Glazer Burt Club – Callanan and Harding middle school students are guaranteed transportation to Club throughout the school year which will help with Summer Club attendance.

Another unexpected roadblock is the change in software utilized from Summer 2023 and School Year 2023-2024. During the school year BGCCI switched from KidsTrax to BrightWheel for all our tracking of attendance and release forms, etc. Due to the switch and then subsequent switch back as BrightWheel was not meeting our organization's needs – the data collected within BrightWheel was lost and there was a problem of obtaining release forms for academic data collection in the end.

Each year, parent engagement numbers are low. While we acknowledge the importance of parents and/or guardians participating in the development of their children, most of the families we serve simply do not have the capacity – or their children take themselves to and from Club and some even sign themselves up when they are 18 years old. Boys & Girls Clubs of Central Iowa provides safety and support during critical hours of the day when adults in our members' lives are hard at work to provide the same safety and support at home. We take pride in being the place parents and/or guardians feel safe sending their children when they cannot physically be there for them.