

Grantee: Boys & Girls Clubs of Central Iowa
21st CCLC Local Evaluation for 2022-2023

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 13-17 are to be included for reporting data for the previous school year. Reported data will be from the Summer of 2022 and the 2022-2023 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 2022-2023**>. 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	

1. General Information

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

Basic Information Table

Item	Information
Date Form Submitted	11/29/2023
Grantee Name	Boys & Girls Clubs of Central Iowa (BGCCI)
Program Director Name	Neisa Taylor
Program Director E-mail	ntaylor@bgcci.org
Program Director Phone	(515) 242-7925
Evaluator Name	Dr. Mariann Culver
Evaluator E-mail	mhbculver@gmail.com
Evaluator Phone	(515) 205-2086
Additional Information from Grantee (optional)	A.J. Salinas , Director of Corporate & Foundation Engagement asalinas@bgcci.org Macie Huston , Grants Coordinator mhuston@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 13	
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	
Additional Information from Grantee (optional)	

Note: If you are in Cohort 18, 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	X
<ul style="list-style-type: none"> Needs Assessment Process 	X
<ul style="list-style-type: none"> Key People Involved 	X
<ul style="list-style-type: none"> Development of Objectives 	X
Program Description	X
<ul style="list-style-type: none"> Program days and hours 	X
<ul style="list-style-type: none"> List of activities 	X
<ul style="list-style-type: none"> Location of centers 	X
<ul style="list-style-type: none"> Attendance requirements 	X
<ul style="list-style-type: none"> Governance (board, director, etc.) 	X
<ul style="list-style-type: none"> Details on Parent Events and Parent involvement. 	X
<ul style="list-style-type: none"> Details on provided food programs (i.e., snacks, full meals, weekend backpacks, etc.) 	X
Program Highlights	X

Program Implementation

Needs Assessment Process

In partnership with Des Moines Public Schools (DMPS), Boys & Girls Clubs of Central Iowa (BGCCI) identified Callanan Middle School, Harding Middle School (Cohort 14), and East High School (Cohort 15) 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) and E.T. Meredith Jr. Club (Cohort 15 site) ideal locations for 21st Century Community Learning Centers (21st CCLC).

Gregory and Suzie Glazer Burt Club is located on the Drake University Campus and serves K-12th grade youth across the entire 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. The plan from the original 21st CCLC proposal was to transport these youth to the Gregory and Suzie Glazer Burt Club for services. For the purposes of this report, 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.

In order 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. 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 and 15.

Key People Involved

Representatives from our community partners and stakeholders were invited to participate in an Advisory Committee for Cohorts 14 and 15. Representatives from Des Moines Public School Administration: Heidi Brown, Director with the Iowa Afterschool Alliance, and Allyson Vukovich - Director of Community Schools played integral parts in forging partnerships with Callanan Middle School, Harding Middle School, and East High 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, Abby Block (Gregory and Suzie Glazer Burt Club) and Kristen Blair (E.T. Meredith Jr. Club), attended the mandatory webinars for the grant, oversaw its execution, managed staff to youth ratios, and provided staff supervision. Abby and Kristen are both seasoned youth development professionals and have been with the organization for many years.

The part-time Youth Development Professionals, at both sites, worked directly with program attendees with the intent of meeting 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 and 15 families with food insecurity, safety planning, and basic needs.

Volunteer Coordinator, Hailey Johnson, assisted in recruiting, training, retaining, and providing support for program volunteers. Volunteers at both sites provided unique enrichment activities that were 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 GPRA measures, the organizations requested permission from 21st CCLC leadership to utilize the same objectives for Cohort 15. These objectives have been consistent since 2019 for both cohorts.

Cohort 14 – Gregory & Suzie Glazer Burt Club Objectives

Objective 1: 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 30 days or more.

Objective 2: 50% of families with a child enrolled in the summer program at Gregory and Suzie Glazer Burt Club will attend the family engagement event – 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.

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.

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 course of the school year to accommodate for school closures, families' needs, and staff availability.*

Afterschool Club – Monday through Friday; 3:30 pm to 6:00 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 and E.T. Meredith Jr. 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 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 – integrating 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 the 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 health 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's 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 workplace.

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.

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

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 Ave.

Des Moines, IA, 50311

Cohort 15

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

1421 Walker St.

Des Moines, IA, 50316

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 governing body of BGCCI's 21st CCLC program is comprised of 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 not only encouraged to participate in the Advisory Committee, but also to speak with program staff directly regarding perceived areas of improvement.

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 school and club, 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 engagements events, but only as they are able. Opportunities are provided year-round, with varying timeframes, 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, youth, teens, and families in our community who need us most. Our Feeding the Future program ensures that all members are served both a healthy snack and a hot dinner after school, as well as 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 packaged 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 University's Sprout Garden provided nutrition and environmental-based programming to all members at the Gregory & Suzie Glazer Burt Club. Members from Callanan and Harding Middle schools learned about food forests, ecosystems, urban gardening, nutrition, and more through hands-on experience both in the garden and inside Club. This fall, members will continue

learning by helping to clean up the Sprout Garden and get it prepped for winter. When celebrating Dale Larson Family Day of Kindness, members painted rocks with inspirational messages like “Kindness is Key” and “Share the kindness with others”, and placed them around the Drake University Campus, including the Sprout Garden.

Cohort 15 – E.T. Meredith Jr. Club

During the 2022-2023 school year, the E.T. Meredith Jr. Club partnered with Conscious Cash to expand Boys & Girls Clubs of Central Iowa’s Money Matters program. Conscious Cash used a game-based approach to teach members about different spending habits. The team was able to translate complex financial topics in a fun and relatable way, making it easier for teens to understand, appreciate, and learn. The game was entertaining and helped to reinforce the importance of smart spending habits and the consequences of poor financial decisions. Conscious Cash was an excellent initiative and addition to our programming that has had a positive impact our teen members.

3. Demographic Data

Demographic Data Required Elements	Complete?
2022-2023 School Year Attendance Tables	X
• 2022-2023 School Year Attendance Summary Table	X
• 2022-2023 School Year Grade Level Table	X
• 2022-2023 School Year Sex Table	X
• 2022-2023 School Year Attendance Population Specific Table	X
• 2022-2023 School Year Attendance Race/Ethnicity Table	X
Summer of 2022 Attendance Tables	X
• Summer of 2022 Attendance Summary Table	X
• Summer of 2022 Grade Level Table	X
• Summer of 2022 Sex Table	X
• Summer of 2022 Population Specific Table	X
• Summer of 2022 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2022-2023 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2022 and the Spring of 2023. There are separate tables for the Summer of 2022. Leave blank any cohorts that do not apply.*

21st CCLC Program 2022-2023 School Year Attendance Summary Table
Reflects Number of Students

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>Less than a week (Less than 15 Hours)</i>			9			9
<i>More than a week (More than 15, Less than 45 Hours)</i>			13			13
<i>More than a Month (More than 45, Less than 90 Hours)</i>			5			5
<i>More than two Months (More than 90, Less than 180 Hours)</i>			11			11
<i>More than three Months (More than 180, Less than 270 Hours)</i>			3			3
<i>More than four Months (More than 270 Hours)</i>			31			31
TOTALS			72			72

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

21st CCLC Program 2022-2023 School Year Attendance Grade Level Table
Reflects Total Number of Students

<i>Days/Hours</i>	<i>Cohort 13</i>	<i>Cohort 14</i>	<i>Cohort 15</i>	<i>Cohort 16</i>	<i>Cohort 17</i>	<i>Total</i>
<i>How many Prekindergarten</i>			0			0
<i>How many Kindergarten</i>			0			0
<i>How many 1st Grade</i>			0			0
<i>How many 2nd Grade</i>			0			0
<i>How many 3rd Grade</i>			0			0
<i>How many 4th Grade</i>			0			0
<i>How many 5th Grade</i>			0			0
<i>How many 6th Grade</i>			0			0
<i>How many 7th Grade</i>			0			0
<i>How many 8th Grade</i>			4			4
<i>How many 9th Grade</i>			27			27
<i>How many 10th Grade</i>			14			14
<i>How many 11th Grade</i>			13			13
<i>How many 12th Grade</i>			14			14
TOTALS			72			72

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

21st CCLC Program 2022-2023 School Year Attendance Sex Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Male			40			40
Female			31			31
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)			1			1
Gender Data Not Provided			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 2022-2023 School Year Attendance Population Specific Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)			0			0
Students who are economically disadvantaged (FRPL)			72			72
Students with disabilities			0			0
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)			4			4

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

21st CCLC Program 2022-2023 School Year Attendance Race/Ethnicity Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native			0			0
Asian			6			6
Black or African American			25			25
Hispanic or Latino			29			29
Native Hawaiian or Pacific Islander			0			0
White			7			7
Two or more races			4			4
Data not provided			1			1

Summer of 2022 Attendance. Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2022 ONLY. Leave blank any cohorts that do not apply.

21st CCLC Program 2022-2023 Summer 2022 Attendance Summary Table
Reflects Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>Less than a week (Less than 15 Hours)</i>		3	0			3
<i>More than a week (More than 15, Less than 45 Hours)</i>		0	6			6
<i>More than a Month (More than 45, Less than 90 Hours)</i>		4	6			10
<i>More than two Months (More than 90, Less than 180 Hours)</i>		6	2			8
<i>More than three Months (More than 180, Less than 270 Hours)</i>		1	10			11
<i>More than four Months (More than 270 Hours)</i>		2	2			4
TOTALS		16	26			42

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

21st CCLC Program 2022-2023 Summer 2022 Attendance Grade Level Table
Reflects Total Number of Students

Days/Hours	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
<i>How many Prekindergarten</i>		0	0			0
<i>How many Kindergarten</i>		0	0			0
<i>How many 1st Grade</i>		0	0			0
<i>How many 2nd Grade</i>		0	0			0
<i>How many 3rd Grade</i>		0	0			0
<i>How many 4th Grade</i>		0	0			0
<i>How many 5th Grade</i>		0	0			0
<i>How many 6th Grade</i>		5	3			8
<i>How many 7th Grade</i>		7	0			7
<i>How many 8th Grade</i>		4	6			10
<i>How many 9th Grade</i>		0	11			11
<i>How many 10th Grade</i>		0	3			3
<i>How many 11th Grade</i>		0	1			1
<i>How many 12th Grade</i>		0	2			2
TOTALS		16	26			42

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

21st CCLC Program 2022-2023 Summer 2022 Attendance Sex Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Male		11	17			28
Female		5	9			14
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)		0	0			0
Gender Data Not Provided		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 2022-2023 Summer 2022 Attendance Population Specific Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
Students who are English Learners (LEP)		0	0			0
Students who are economically disadvantaged (FRPL)		16	26			42
Students with disabilities		0	0			0
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)		26	0			26

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

21st CCLC Program 2022-2023 Summer 2022 Attendance Race/Ethnicity Table
Based on Total Attendance

	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Cohort 17	Total
American Indian/Alaska Native		0	0			0
Asian		0	1			1
Black or African American		7	13			20
Hispanic or Latino		2	6			8
Native Hawaiian or Pacific Islander		1	0			1
White		3	5			8
Two or more races		3	1			4
Data not provided		0	0			0

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	X
• Percentage of 21 st CCLC attendance compared to total population.	X
• Percentage of attendees who are FRPL.	X
• Efforts to increase and keep attendance high.	X
• Recruitment efforts.	X
• 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>	

Type or copy and paste Attendance Discussion here.

Attendance Discussion**Cohort 14 - Gregory & Suzie Glazer Burt Club**

By 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 to served was 1,162 at the end of the 2022-2023 school year. Of those 1,162 students, 16 enrolled in Summer Club at Gregory & Suzie Glazer Burt Club. This is 1.4% of the total possible number of participants. The enrollment goal for the program was 50 students, therefore the enrollment goal was not met during the 2022-2023 Summer program. Of the 16 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 30 days or more. Four registered members did attend Club for 30 days or more, which equates to 25.0%, therefore the goal was not met.

Cohort 15 – E.T. Meredith Jr. Club

Of the 2,040 students enrolled at East High School at the beginning of the 2022-2023 School Year, 72 students signed up for After-school Club membership at E.T. Meredith Jr. This is 3.5% of the total possible number of participants. The enrollment goal for the program was 50 students, therefore the enrollment goal was met. Of the 72 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 30 days or more. Forty-five registered members did attend Club for 30 days or more, which equates to 62.5%, the goal was met.

Of the 2,040 students enrolled at East High School at the beginning of the 2022-2023 school year, 26 students signed up for Summer Club at E.T. Meredith Jr. This is 1.3% 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 26 enrolled members, 100% qualified for Free or Reduced-Price lunches. The attendance goal for the program was for 50% of program participants at E.T. Meredith Jr. Club will attend Club for 30 days or

more. Eleven registered members did attend Club for 30 days or more, which equates to 42.3%, but the goal was not met.

Explain WHY Attendance Did or Did Not Meet Grant Goals

Cohort 14 – Gregory & Suzie Glazer Burt Club

Post-pandemic staffing shortages are the largest contributor to why we did not meet our goal of 50 students attending Summer Club. Current staffing shortages have affected almost every non-profit and corporation in the world, for our organization, it has led to less members in Club. Once the organization has hired the appropriate number of staff to meet staff-to-student ratio requirements, we look forward to heavily promoting and recruiting participants. We do not want to over-promote Club to potential members, then not be able to serve them.

Summer camps, programs, and activities through other organizations and the school district are also a hindrance to not meeting our attendance goal. Planning field trips, events, and other Summer Club programming activities in advance to promote our organization does help.

Cohort 15 – E.T. Meredith Jr. Club

Transportation is a hinderance to attendance. At E.T. Meredith Jr. Club, students without a driver's license have more difficulty attending Club, especially in the summer, because instead of walking across the street from school, they need to have a ride. The addition of Bus Drivers on our staff has helped to combat transportation barriers for some members.

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, teens 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.

Attendance & Recruitment Efforts

In order to increase attendance, staff set up informational tables during lunch time and attended "Back to School" open house events at Callanan Middle School, Harding Middle School, and East High School to promote Club and hand out applications. Field trip opportunities, programming activities, facilities, and meal programs were promoted at this time to showcase all that Boys & Girls Clubs has to offer. Teen members were attracted to the Career Pathways Program at E.T. Meredith Jr. Club and scholarship opportunities through Drake University. Members attending any of the eight metro Boys & Girls Clubs qualify for a scholarship to significantly lower the cost of attending Drake University.

In order to keep attendance high, our staff looked to address many of those lasting effects of COVID-19. Outside partners were brought back into Club to provide counseling services, Social-Emotional Learning instruction, additional educational enrichment, and new activities/hobbies for members to try. These

partners provided necessary, yet diverse, supplemental programming that kept members engaged and having fun while at Club.

Contact Hours Information

Cohort 14 – Gregory & Suzie Glazer Burt Club

June 5, 2023 – August 11, 2023: Summer Club (CLOSED: July 3, 2023 – July 7, 2023)

8:30 am – 5:00 pm; 47 days x 8.5 hrs. = 399.5 Total Summer Club Contact Hours

Gregory & Suzie Glazer Burt Summer Club programming was delivered in June, July, and August of 2023, serving K-12 members. Summer Club programming Contact Hours totaled 170 (20 days x 8.5 hours) during the month of June 2023 – surpassing the 60-hour benchmark.

Cohort 15 – E.T. Meredith Jr. Club

June 5, 2023 – August 11, 2023: Summer Club (CLOSED: July 3, 2023 – July 7, 2023)

8:30 am – 5:00 pm; 47 days x 8.5 hrs. = 399.5 Total Summer Club Contact Hours

E.T. Meredith Jr. Summer Club programming was delivered in June, July, and August of 2023, serving teen members. Summer Club programming Contact Hours totaled 170 (20 days x 8.5 hours) during the month of June 2023 – surpassing the 60-hour benchmark.

August 24, 2022 – May 26, 2023: After-School Club

CLOSED (Total of 16 Days):

September 5, 2022

November 7, 2022 – November 8, 2022

November 24, 2022 – November 25, 2022

December 23, 2022 – January 3, 2023

January 16, 2023

March 20, 2023 – March 21, 2023

8:30 am – 5:00 pm; 181 days x 8.5 hrs. = 1,538.5 Total After-School Club Contact Hours

After-School Club contact hours totaled 1,538.5 – averaging 170.9 contact hours each month. E.T. Meredith Jr. Club 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.*

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 2022-2023 Partnerships Table

Name of Partner (Enter name of Partner)	Type*: Full/ Partial/ Vendor (descriptions below)	Contribution Type (From list above)	Staff Provided (Describe if applicable)	In-kind Value (Monetary Value if unpaid partner)
Ballet Des Moines	Full	3, 6	Physical Fitness, Dance	\$275
Black Excellence	Full	3, 6	Educational Tutoring and Empowerment	\$385
Blank Park Zoo	Partial	3, 7	Outreach Education	\$330
Conscious Cash	Partial	3	Financial Literacy	\$1,980
Des Moines Music Coalition	Full	3, 5, 6	Art, Music, and Drama Education	\$275
Des Moines Public Schools	Full	1,3,5,6	Data Coordinator	\$36,000
Drake University Occupational Therapy	Full	3, 6	Physical Fitness and Education	\$1,430
Drake University Sprout Garden	Full	3, 5, 6	Nutrition and Nature Education	\$1,000
Employee & Family Resources	Partial	3, 7	Family Enrichment, Therapy, and Social-Emotional Learning	\$2,750
Food Bank of Iowa	Partial	4, 5, 6	Food Pantry Contributions	\$1,056
Scouts (Boys & Girls)	Full	3, 6	Educational Enrichment	\$550
Iowa Cubs	Full	2	BGCC Night	\$550
Kum & Go	Full	5, 6	Food Pantry Contributions	\$7,700
Science Center of Iowa	Partial	3, 7	STEM Education	\$275
US Cellular	Full	3, 5, 6	STEM Education	\$32,000
John Deere	Full	2	Career Pathways	\$25,000
Nationwide	Full	2	Program Support	\$20,000
TOTAL				\$131,556

**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 greatly as a result of the 17 active partnerships listed in the table above. Of the active partnerships, 12 are full and five are partial. Full partnerships/partners work with our Clubs program at no cost to us. Partial partnerships/partners work with our Clubs by providing discounted costs or rates. Combined, these partners donated \$131,556 worth of goods, services, programming, and/or employee time. In-kind value is determined by establishing the fair market value of the good/service provided by hour or item, depending on the what the partner provided. We also consider how much the organization itself typically spends on similar goods/services provided. BGCCI is fortunate to have partners who offer more than just one type of contribution. Nearly 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 address food insecurity for attendees. This is a high priority for Cohorts 14 and 15 considering 100% of Club members qualified for Free or Reduced-Price Lunches. 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 from last year continued their involvement with BGCCI again this year, Des Moines Ballet, Black Excellence, and Employee & Family Services provided unique and engaging programming that BGCCI had not previously offered, including dance instruction workshops, introductory certifications in possible future career fields, and access to mental health resources for both members and their families. High quality programming and experiences are vital to recruitment, attendance, as well as youths' self-esteem, exposure to new interests, and opportunity to make new connections. Two of our continued partners, Nationwide and John Deere, increased their financial contributions this year. We are grateful for both their financial contributions and volunteering to assist with STEM and Career Exploration Programming. These two companies provide funds that allow BGCCI STEM and Career Exploration Programming to continue to evolve through purchasing new equipment, sending staff to trainings, Club member field trips that relate to programming subjects, and Q&A opportunities.

The length of partnerships is varied among partners. Des Moines Public Schools, Food Bank of Iowa, and multiple areas of Drake University are all multi-year and year-round partners, providing a varied list of assistance throughout the school and summer months. A few things these long-term partnerships provide were student academic scores and needs, social-emotional and behavioral incident information, resources to address food insecurity, physical fitness and nature education. All three partners provided both school year and summer support.

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 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 personal one as well, such as tutoring members or taking time to play a few rounds of basketball. We promote volunteer opportunities via BGCCI's social media channels, website, as well as one-on-one in person, via email, or by phone.

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 2022 and the 2022-2023 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.

21st CCLC Program 2022-2023 Parent Involvement Table

Name of Event (Enter name/description of Event)	Cohorts Involved (List which Cohorts participated)	Number of Parents/Family Members attending	Total Attendance (Include staff, students, etc.) *Club members are students	Additional Information if needed
Summer Club Open House	Cohort 14 Gregory & Suzie Glazer Burt Club / Callanan & Harding Middle Schools	20	45 (20 parents, 19 Club members, 6 staff)	
Back-to-School Open House	Cohort 14 Gregory & Suzie Glazer Burt Club / Callanan & Harding Middle Schools	6	17 (6 parents, 8 Club members, 3 staff)	
Back-to-School Open House	Cohort 15 E.T. Meredith Jr. Club / East High School	N/A	28 (25 Club members, 3 staff)	Only Club members completed

				the sign-in sheet.
Hy-Vee & Drake University Partnership	Cohort 15 E.T. Meredith Jr. Club / East High School	4	10 (4 parents, 4 Club members, 2 staff)	Families in attendance received Hy-Vee gift cards.
Drake University Tour	Cohort 15 E.T. Meredith Jr. Club / East High School	8	18 (8 parents, 8 Club members, 2 staff)	Campus informational tour.

Parent Involvement Discussion

Parental Communication

Staff take 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, including 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.

Efforts to Increase Parent Involvement

In effort to increase parent involvement in future years, Club leaders will focus more on creating a sense of community within Club members, staff, and families. Community is defined as “a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.” Our organization can 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. Because our organization is so rooted in the Des Moines Metro community, staff has found community-centered events where they can host additional family engagement opportunities. Staff will budget for additional incentives such as food, prizes, and games to increase participation for parents, members, and families. Parents and/or guardians and families, more often than not, enjoy coming to events when an incentive is provided.

4. Total Academic Improvement. (New state priority).

Total Academic Improvement and Discussion Required Elements	Complete?
Reading/English Improvement Table	X
Mathematics Improvement Table	X
Total Academic Improvement Discussion	X

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.**

Reading/English Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	1	1	100.0%
7	3	3	100.0%
8	5	5	100.0%
9	17	10	58.8%
10	6	6	100.0%
11	3	3	100.0%
12	5	4	80.0%
Totals	40	32	80.0%

Mathematics Improvement

Grade Level	Number of Students Needing Improvement	Number of Students Who Improved	Percentage Improvement
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	1	1	100.0%
7	4	2	50.0%
8	5	3	60.0%
9	12	9	75.0%
10	3	3	100.0%
11	2	1	50.0%
12	5	4	80.0%

Totals	32	23	71.9%
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Total Academic Improvement Discussion.

Total Academic Improvement Discussion Required Elements	Complete?
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

There are no students in grades 1-5 attending Boys & Girls Clubs of Central Iowa 21st CCLC programming during the school year and/or summer. Programming targets students in grades 6 through 12, therefore the Reading/English and Mathematics Improvement tables above reflect school year and/or summer data for grades 6-12, as provided by Des Moines Public Schools.

For members in grades 6 – 12 participating in Boys & Girls Clubs of Central Iowa 21st CCLC programming during the school year and/or summer during the 2022-2023 period, 40 were not proficient in Reading/English, but 32 did improve their performance. This equates to an 80% improvement rate in Reading/English. Iowa Statewide Assessment of Student Progress (ISASP) results were available for grades 6 through 11. Twelfth grade students do not have ISASP scores. Grade Point Averages (GPAs) were used for determining academic improvement for this grade level.

Members in grades 6 – 12 participating in Boys & Girls Clubs of Central Iowa 21st CCLC programming during the school year and/or summer during the 2022-2023 period, 32 were not proficient in Mathematics, but 23 did improve their performance. This equates to an 71.9% improvement rate in Mathematics. Iowa Statewide Assessment of Student Progress (ISASP) results were available for grades 6 through 11. Twelfth grade students do not have ISASP scores. GPAs were used for determining academic improvement for this grade level.

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 to data collection is that seniors do not take the Iowa Statewide Assessment of Student Progress (ISASP). Because seniors do not participate in ISASP testing, we used GPA improvement from 2021-2022 and 2022-2023 as the indicator for improvement in both Reading/English and Mathematics. The 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).

Efforts to Increase Student Performance

Many efforts are made year-round to increase student performance, but the quality and consistency of our programming is a great indicator of if 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. GPRA Measures

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

GPRA Measures Required Elements	Complete?
GPRA 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
GPRA Measures Discussion	X

GPRA 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 GPRA Measure 1A – Reading Progress, provide an explanation here:**

GPRA 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.	3	0	1	6	1	2
Number of Attendees who exhibited growth.	3	0	1	3	1	2

Percentage of Attendees who exhibited growth. Calculated for each column.	100%	N/A	100%	50%	100%	100%
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GPRA 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 GPRA Measure 1B – Math Progress, provide an explanation here:**

GPRA 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.	3	0	1	6	1	2
Number of Attendees who exhibited growth.	3	0	1	2	1	2
Percentage of Attendees who exhibited growth. Calculated for each column.	100%	N/A	100%	33.3%	100%	100%

GPRA 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 GPRA 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?	1	0	0	2	1	5
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?	1	0	0	1	1	3

Percentage of Attendees who improved their GPA. Calculated for each column.	100%	N/A	N/A	50%	100%	60%
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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:**

	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 (2020-2022)?	4	3	2	5	3	8
Of these students, how many demonstrated an improved attendance rate in the current school year (2022-2023)?	4	3	2	5	3	7
Percentage of Attendees who improved their attendance rate. Calculated for each column.	100%	100%	100%	100%	100%	87.5%

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 Public 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 (2021-2022)?	0	0	0	0	0	0
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2022-2023)?	0	0	0	0	0	0

Percentage of Attendees with fewer in-school suspensions. Calculated for each column.	0%	0%	0%	0%	0%	0%
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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, therefore the Teacher Survey data below reflects school year and/or summer for grades 6-12. Teacher Surveys were completed by BGCCI staff.

	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?	0	2	1	7	1	30
Of these students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	1	1	5	1	15
Percentage of Attendees who improved. Calculated for each column.	N/A	50%	100%	71.4%	100%	50%

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.	X
• Discussion of high performing and low performing areas.	X
• Discussion of issues with any GPRA Measure.	X
• Assessment of 21 st CCLC Program based solely on GPRA Measures.	X

Type or copy and paste GPRA Measures Discussion here.

High Performing Areas

A majority of Gregory & Suzie Glazer Burt Club members participating in the 21st CCLC Program met expectations in the following GRPA Measures: 1A – Reading Progress (76.9%), 1B: Math Progress (69.2%).

Gregory & Suzie Glazer Burt Club and ET Meredith Jr. Club members showed an increase in GPRA Measure 2 – Academic Achievement: Grade Point Average (GPA) (66.7%), and 3 – School-day Attendance (96%). These percentages exceed performance in the 2022 evaluation report.

There are no students in grades 1 – 5 attending Boys & Girls Clubs of Central Iowa 21st CCLC programming during the school year and/or summer. Programming targets students in grades 6 – 12, therefore all our data reflect school year and/or summer for grades 6-12. The breakdown is shown below:

1A – Reading Progress showed an average percentage of students in grades 6 – 8 who exhibited reading growth, in grade 4-8, was 76.9%. The percentages across all Club attendance groups were 100%, with the exception of one group at 50%.

1B – Math Progress showed an average percentage of students in grades 6 – 8 who exhibited math growth, in grades 4-8, was 69.2%. The percentages across Club attendance groups were 100%, with the exception of one group at 33.3%.

2 – Academic Achievement – GPA showed an average of 66.7% improvement in grade point average from the previous year for members in grades 7-8 and 10-12. The percentages across all Club attendance groups ranged from 50% to 100%

3 – School-day Attendance showed an average percentage of students grades 1 – 12 who improved their school-day attendance rate was 96.0%. The percentages across Club attendance groups were 100%, with the exception of one group at 87.5%.

Low Performing Areas

5 – Teacher Survey showed an average of students in grades K – 12 summer who demonstrated an improvement in BGCCI staff-reported engagement in learning was 56.1%. This is the lowest performing measure, but still considered a success as a majority of members are showing improvement. We do not have Teacher Surveys for all participating members. We were not able to complete surveys for students who did not attend, or if they were not in attendance on the days when surveys are completed.

Assessment of 21st CCLC Program based solely on GPRA Measures

Over the 2022-2023 21st Century grant period, the 21st Century program was highly successful serving Callanan and Harding Middle School students, as well as East High School students, 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.

GRPA Measure 4 – Behavior was reported as all zeros for the 2022-2023 and 2021-2022 Evaluation reports because neither the Des Moines Public School District (DMPS), nor Boys & Girls Clubs is able to determine whether or not a change in behavior exists. When asked, the Boys & Girls Clubs of Central Iowa contact at 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 single way to report them. The DMPS representative said that she believes 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 an ISS and not reported at the district level.

GRPA Measure 5 – Teacher Survey was the lowest performing measure over the 2022-2023 grant period. An average of students in grades K – 12 summer who demonstrated an improvement in BGCCI staff-reported engagement in learning was 56.1%. In previous years, these data were not reported as the table specifies students in grades 1 – 5. For this reporting year, data were collected for students in grades 6-12, as available. These data, for grades 6 – 12, will continue to be collected 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. **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.**
3. **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.)**

Data will be from the Summer and Fall of 2022 and the Spring of 2023.

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
1. 50% of Summer Club participants will attend Club for 30 days or more.	B – did not meet, but made progress toward the stated objective.	<p>Methodology – KidTrax Attendance Software and APR Data.</p> <p>Justification – There were 16 registered members from Callanan and Harding Middle Schools attending Summer Club for the 2022-2023 school year. Four members attended Summer Club for 30 days or more – this equates to 25% attending for 30 days or more. This percentage is an improvement over the 2021-2022 summer program at 18.8%.</p>
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.	B – did not meet, but made progress toward the stated objective.	<p>Methodology – Sign in sheet at event(s).</p> <p>Justification – There were 16 registered members from Callanan and Harding Middle Schools attending Summer Club for the 2022-2023 school year. Two family engagement events were held within this timeframe, 3 Callanan or Harding students attended these events with a parent and/or guardian, which equates to 18.7% of the total registered members from Callanan and Harding Middle Schools attending Summer Club.</p>

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
1. 50% of Club participants will attend Club for 30 days or more.	<p>School Year: A – met the stated objective.</p> <p>Summer: B – did not meet, but made progress toward the stated objective.</p>	<p>Methodology – KidTrax Attendance Software and APR Data.</p> <p>Justification – School Year: There were 72 registered Club members for the 2022-2023 school year. 45 members attended Club for 30 days or more – this equates to 62.5% attending for 30 days or more.</p> <p>Summer: There were 26 registered members for Summer Club in the 2022-2023 school year. 11 members attended Summer Club for 30 days or more – this equates to 42.3% attending for 30 days or more. This is an increase from last year when 18.8% of participants attended 30 or more days.</p>
2. 50% of families with a child enrolled in Club for the 2022-2023 school year will attend at least one family engagement event.	B – did not meet, but made progress toward the stated objective.	<p>Methodology – Sign in sheet at event(s).</p> <p>Justification – There were 72 registered Club members for the 2022-2023 school year. Three family engagement events were held within this timeframe. 25 members and their guardians were in attendance at least one event – this equates to 34.7% of families attending an engagement event.</p>

Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X

• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Additional Objectives not in Local Objective Tables.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

Remember to include a Local Objectives discussion.

Statistical Analysis as Applicable

Cohort 14 – Gregory and Suzie Glazer Burt Club

The data for the youth attendance goals were available from the KidTrax Attendance software used by all Boys & Girls Clubs of Central Iowa Club sites. Percentages were calculated based on all Callanan and Harding Middle Schools youth who attended Gregory and Suzie Glazer Burt Club. Counts and percentages for parent involvement were 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 available from the KidTrax Attendance software used by all Boys & Girls Clubs of Central Iowa Club sites. Percentages were calculated based on all East High youth who attended E.T. Meredith Jr. Club. Counts and percentages for parent involvement were based on attendance sign-in sheets for parents of E.T. Meredith Jr. Club members.

Improvement Over More than One Year as Observed

Cohort 14 – Gregory and Suzie Glazer Burt Club

Gregory & Suzie Glazer Burt Club showed improvement in both Objective 1 and Objective 2. Last year, the attendance for Objective 1 (50% of Summer Club participants will attend Club for 30 days or more) rose from 18.8% to 25% this year.

Parent participation data in 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) were not formally collected in 2021-2022. In 2022-2023, data were collected and progress was made toward the goal. There were 18.7% of students who had a family member attend. The staff are working toward, but have not yet reached the goal.

Cohort 15 – E.T. Meredith Jr. Club

E.T. Meredith Jr. Club showed improvement for Summer Club by making progress towards Objective 1. Last year, the Summer Club did not meet Objective 1. Attendance for Objective 1 during Summer Club

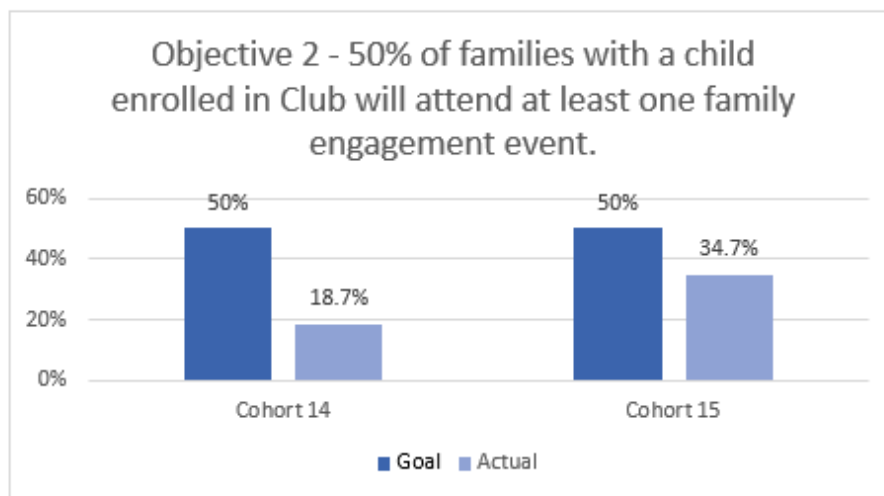
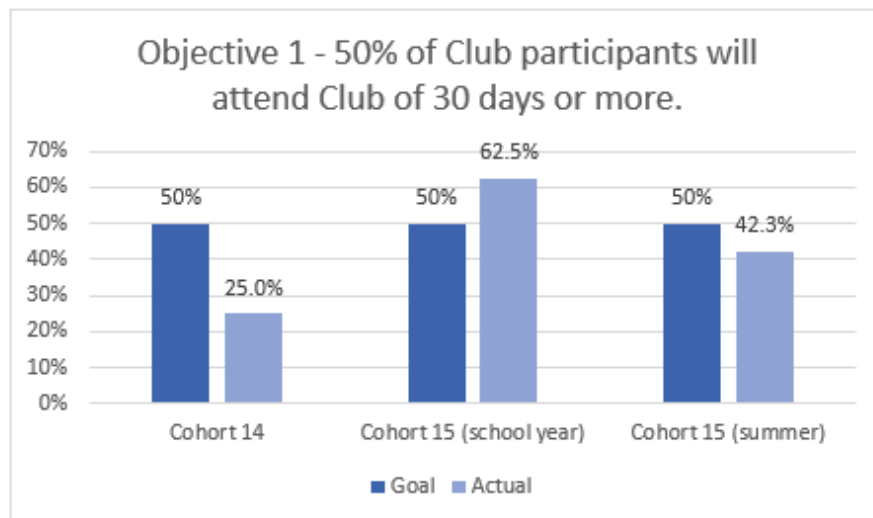
(50% of Club participants will attend Club for 30 days or more) rose from 18.8% last year to 42.3% this year.

Parent participation in Objective 2 (50% of families with a child enrolled in Club for the 2022-2023 school year will attend at least one family engagement event) was not formally collected in 2021-2022. In 2022-2023, data were collected and progress was made toward the goal at 34.7% of students had a family member attend. The staff are working toward, but have not reached the goal.

Methodologies and Ratings

No additional details are needed at this time.

Applicable Graphs, Tables, and/or Chart



Clarification for Objective(s) Not Met**Cohort 14 – Gregory & Suzie Glazer Burt Club**

Objective 1 (50% of Summer Club participants will attend Club for 30 days or more.) was not met, but progress was made. Last year only 18.8% registered Callanan and Harding middle school students attended Summer Club for 30 days or more. This year, 25% of registered Callanan and Harding middle school students attended Summer Club for 30 days or more.

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 not met, but progress was made. Last year, this objective was estimated, not formally collected. This year, 18.7% registered Callanan and Harding middle school students attended a family engagement event with a parent and/or guardian.

Cohort 15 – E.T. Meredith Jr. Club

Objective 1 (50% of Club participants will attend Club for 30 days or more) was not met, but progress was made. There were 26 registered members for Summer Club in the 2022-2023 school year. 11 members attended Summer Club for 30 days or more – this equates to 42.3% attending for 30 days or more. This is an increase of 23.5 percentage points from last year – only 18.8% of last years registered members attended Summer Club for 30 days or more.

Objective 2 (50% of families with a child enrolled in Club for the 2022-2023 school year will attend at least one family engagement event) was not met, but progress was made. Last year, this objective was estimated, not formally collected. This year, 34.7% registered E.T. Meredith Jr. Club students attended a family engagement event with a parent and/or guardian.

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?
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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

TeyVion began attending the Burt Boys & Girls Club in August 2021. When he first began attending, he was a shy 5th grader who was still figuring out who he was. Slowly, he began to open up not only to his staff, but to the members in his group as well. Overtime, TeyVion began to immerse himself into many of the different choice programs and clubs that Boys & Girl Club had to offer. TeyVion began to excel in the art programming provided by the Des Moines Art Center. Soon after, he tried Cooking Club and discovered his love for food and making new dishes.

Next, TeyVion participated in a dance workshop provided by Ballet DSM and discovered a passion for dance and movement. This new-found passion led him to sign up and participate in the 2022 Club Talent Show. TeyVion was not done there. He entered into the 2022 Black History Month Art Contest, and won the first-place ribbon (and the prize money, he would like to add). This year, TeyVion has also began participation in Music Club with the Des Moines Music Coalition and was named BGCCI's 2023 Junior Youth of the Year.

Thanks to Club, TeyVion has discovered his skill and passion for the arts. He has immersed himself in everything including dance, drawing, cooking, and music. He has become a confident and artistic individual. Club helped TeyVion find things he was interested in and turned those interests into deep passions. Going forward, TeyVion hopes to one day become a flight attendant. TeyVion admits these are both feats that he never thought his shy 5th grade self would be able to do. Instead, he is now a confident individual with a deep passion for the arts, and he has a bright future ahead of him.

Cohort 15 – E.T. Meredith Jr. Club

Delanee has attended Club for six years and credits the supportive Club staff, mentorship, and involvement with teen leadership programs as key aspects of her BGCCI Club experience. In the last year, it was BGCCI staff who nudged Delanee out of her comfort zone and encouraged her to apply for the Simpson Youth Academy. Her involvement in the program has led her to write letters to lawmakers that advocate for change, build strong bonds with like-minded individuals, and earn scholarships for her next steps in post-secondary education. In the midst of her busy senior year and accomplishments, Delanee and her family unfortunately suffered two great losses. In her winning Youth of the Year speech, Delanee said that the Club environment, staff, and family she found with other members are what helped her to navigate and work through the grief and sadness she felt.

Delanee has used the 2023 Youth of the Year event and program process as an opportunity to not only grow as an individual, but also to share her story and encourage other young members to find their voice, get involved, and overcome challenging circumstances. She embodies each of the Boys & Girls Clubs values of respect, integrity, compassion, excellence, and safety. She models the importance of

education to others. This spring, Delanee will graduate from East High School and attend Simpson College, where she plans to study the arts. As the 2023 Youth of the Year, Delanee has also earned a spot to compete at the Iowa's state Youth of the Year Competition.

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, to 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 a sense of belonging. Within the Gregory & Suzie Glazer Burt Club site, 2022 NYOI member survey data showed that 92% of youth reported enjoying coming to Club. Ninety percent reported that people at Club accept them for who they are. These percentages are similar to 2021 (90% and 93%, respectively). Without physical safety, youth will find academics and participation in Club difficult. NYOI data from 2022 also shows that compared to other places, 94% of middle school participants feel safer at Club. This percentage exceeds the percentage in 2021, at 81%.

Cohort 15 – E.T. Meredith Jr. Club

2022 NYOI member survey data showed that 84% of E.T. Meredith Jr. high school members report enjoying coming to Club. 100% reported that people at Club accept them for who they are. These percentages are similar to 2021 (89% and 100%, respectively). NYOI data from 2022 also shows that compared to other places, 89% of high school participants feel safer at Club. This percentage exceeds the percentage in 2021 of 63%.

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 nearly all aspects of the Club experience. 2022 NYOI data from Burt Club middle school students show that 88% expect to graduate from high school on time. Though this percentage is lower than last year (97%), 90% believe they will graduate from college, junior college, or a trade school which is higher than last year at 80%. In addition, a majority of students met the GPRA measures for Reading and Mathematics progress.





Cohort 15 – E.T. Meredith Jr. Club

2022 NYOI data from E.T. Meredith Jr. Club high school students show that 100% expect to graduate from high school on time and 89% believe they will graduate from college, junior college, or a trade school. These percentages are the same as in 2021. In addition, approximately three-quarters of E.T. Meredith Jr. Club students who needed to improve Reading/English and Mathematics academic performance from 2021-2022 to 2022-2023, did improve. The percentage of students who improved in Reading/English was 76.5% and in Mathematics was 73.1%.

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.

	<p>Gregory & Suzie Glazer Burt Club members learned how to cook new recipes that included fresh ingredients from the Drake University Sprout Garden.</p>
	<p>Gregory & Suzie Glazer Burt Club members learned and practiced healthy habits by stretching and getting their bodies moving with Drake University Occupational Therapy students.</p>

 A group of students are gathered around a long wooden table in a classroom or activity room. They are focused on painting small rocks with markers. There are several markers and rocks on the table. In the background, there are wooden lockers and a bulletin board.	<p>Gregory & Suzie Glazer Burt Club members painted rocks with inspirational messages and placed them Drake University's campus to celebrate a day of kindness and sharing.</p>
 A group of students are standing in a hallway, engaged in conversation. They are dressed in casual attire. The hallway has a carpeted floor and white walls.	<p>E.T. Meredith Jr. Club members toured NCMIC Insurance Company to learn about careers in the industry of Insurance as part of Career Pathways programming.</p>
 A group of students are sitting at a long table in a room. They appear to be participating in an event or activity. There are various items on the table, including what looks like a game board or a project. The room has a casual, social atmosphere.	<p>E.T. Meredith Jr. Club partnered with East High School to host an "Outdoor Movie Night" with 165 teens in attendance. Attendees decorated spirit apparel for the upcoming sports events, had snacks, and played UNO, foosball, and shuffleboard, then ended the night outside watching the movie, "Coraline."</p>
 A student is getting their hair and makeup done by another student. They are in a room with other people in the background, suggesting a social event or a workshop. The student being styled is wearing a black cape, and the stylist is using various tools and products.	<p>E.T. Meredith Jr. Club members had the opportunity to get their hair, makeup, and nails done, as well as decorate masks for the prom theme of "Masquerade Ball" with the help of community volunteers.</p>

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

Quotes from Students:

“Club has given me the opportunity to develop the best version of myself, by participating in volunteer opportunities, taking part in fun programming and making more friends than I imagined. Club has also encouraged me to get out of my comfort zone and learn the value of mentorship.” – E.T. Meredith Jr. Club member

“Club has taught me how to have fun and to always have respect for others and treat others how you would want to be treated. I want my friends and other kids to come to Club too so I can show them because are always better together.” – Gregory & Suzie Glazer Burt Club member

Quotes from Teachers:

“Most importantly, hearing the word “engagement” is one of the top priorities when working with our youth. From programs to field trips, I want the kids to feel excited and experience learning something new when they head home from Club.” – Full-time Club staff

“For me, working at Boys & Girls Clubs and with the youth means providing support and resources for underserved young people to pursue their interests and build upon their talents.” – Part-Time Club staff

Quotes from Parents:

“Our family has a lot going on at home and our son got distracted from his school work. Club staff realized how important Club is for him. Not only does he get to work on filling the gaps in his behavior and learning, but he also has an outlet after school hours where he can explore, learn, play, and grow. We are grateful for Boys & Girls Clubs.” – Gregory & Suzie Glazer Burt Club family

“Our daughter never feels alone when she is at Club. Her experiences at Club and with encouragement from staff and friends, she has learned to always stand up for what she believes in.” – E.T. Meredith Jr. Club parent

Quotes from Partners & Volunteers

“We chose to volunteer at BGCCI because they are a leading agency in supporting youth. We choose to volunteer with BGCCI because we are assured that our work will support the overall goal, of positively impacting the lives of youth. The staff are some of the most creative, hard-working, and passionate persons in the industry. It is a gift to work with not only the youth, but the staff and we do not take either for granted.” – YMCA of Des Moines

“I love what BGCCI offers kids and their families. I learn so much from the staff and the kids. I appreciate their perspective and innocence in life and hope to be a good influence in their lives. I am so thankful BGCCI lets me volunteer whenever it works in my schedule.” – State Farm Agent Volunteer

Quotes from other Stakeholders:

“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

“Our staff also does an amazing job creating a positive environment for youth to enjoy coming to each day. Seeing the trusting relationships between the kids, staff, and volunteers, shows that we have created a community that supports our youth’s academic futures, and I am thankful to be a piece of that community.” – Board member

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.

Original Plan from Grant Application Summary

Cohort 14 – Gregory & Suzie Glazer Burt Club

“Boys & Girls Clubs of Central Iowa (BGCCI) proposes 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 an 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.

[Goal revision submitted to and approved by 21st CCLC, May 2021.]

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

[*Goal revision submitted to and approved by 21st CCLC, May 2021.]

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."

Formal Sustainability Plan

No changes have been made in either cohort. As stated in BGCCI's 2021, 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 goes on to say, "In addition to monetary engagement, we will seek to engage board members and volunteers more consistently and providing 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 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 and Suzie Glazer Burt Club, including Callanan and Harding,

will continue to receive supportive programming at Gregory and 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 for the foreseeable future.

Cohort 15 – E.T. Meredith Jr. Club

Now that our E.T. Meredith Jr. Club has been open for two years, more students from East High know about it. Without the limitations of COVID-19, regular recruitment efforts are well underway. Staff had a booth at Back-To-School Night at East High School and an Open House event in fall 2022. With youth back at school, attendance rates are increasing. The short walk down the hill, and the amazing programs offered, are attracting more new teen members. BGCCI is committed to investing in all eight Clubs' experienced and passionate staff, including E.T. Meredith Jr. Club, as well as Gregory and Suzie Glazer Burt Club, evidenced by mention of staff retention in Strategy Pillar 2: Compassion, Empathy, Excellence of the BGCCI Board's Strategic Plan. 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.

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. 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 and Suzie Glazer Burt Club members benefit 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.

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 – including the administration building. 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 it, 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 fulfill their needs throughout their lives. With the support of partners like these, BGCCI 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 on the horizon for future years of service, 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.	
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), and East High School (Cohort 15) 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) and E.T. Meredith Jr. Club (Cohort 15 site) 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 and 15.

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

A great deal of in-kind support was given through partnerships to our Gregory and Suzie Glazer Burt Club over the summer of 2022. Through Club, youth toured the Iowa Cubs stadium, received free eye glasses, explored parks and playgrounds across the metro, went swimming almost daily, received STEM programming, and much more. Each day the Gregory and Suzie Glazer Burt Club members were provided two meals, a snack, and food to take home, thanks to DMPS, DMARC, and the Iowa Food Pantry. Dedicated and caring staff welcomed members to summer Club with open arms and full schedules. Summer Club at Gregory & Suzie Glazer Burt Club was a great success as NYOI survey results show that 96% reported enjoying coming to Club every day.

Cohort 15 – E.T. Meredith Jr. Club

After the devastating shooting at East High School in March of 2022, Social-Emotional health and learning has been at the forefront of teen Club programing. Members have opened up to adults about their struggles in life, have created a sense of community with each other, and shared their emotions frequently with our Social- Emotional Learning coordinator, other staff, and each other. According to NYOI 100% of members believe that the people at their Club accept them for who they are. The major increase in improvement across the evaluation show how addressing mental health at Club can contribute to success in many areas.

Highlight Items Contribution to Program Success

The pandemic has affected the workforce in many ways, for all types of organizations, but our group of highly trained and dependable staff remained 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 for those youth who need us most. Whether they're 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, and 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 each day. BGCCI are provided with trainings multiple times a year, ranging in topics from academic success to general and specific safety precautions in order to carry-our programming successfully.

Another big success for both Cohort 14 and Cohort 15 is BGCCI's Feeding the Future Program. Through this food program, 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. 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 so desperately 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 will come from.

Exemplary Contributions

Staff recognized fellow staff member, Sierra, for her leadership in stepping up to run various groups at Club. Sierra is a former Club member, graduating two years ago, and returned as a member of Club staff. One of her fellow staff members said "I can tell that the kids she meets look up to her, value the activities and discussions she leads them through, and talk about what they've learned in her group outside of group time. I think that her contributions at the Gregory Suzie Glazer Burt Club make Club feel even more special and responsive to the member's needs."

UScellular has contributed significantly to the E.T. Meredith Jr. Club through volunteer hours. UScellular volunteers visited our E.T. Meredith Junior Club to discuss the importance of STEM. The volunteers lead an "Ask an Engineer" session for Teen Robotics Club members to show them how STEM can apply to various career fields. This opportunity was unique to 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 2022-2023 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 exact URL where your **2022-2023** local evaluation is/will be posted (**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](#).

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 Summer Club participants will attend Club for 30 days or more.) was not met, but progress was made. Last year only 18.8% of registered Callanan and Harding middle school students attended Summer Club for 30 days or more. This year, 25% of registered Callanan and Harding middle school students attended Summer Club for 30 days or more.

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 not met, but progress was made. Last year, this objective was estimated, not formally collected. This year, 18.7% of registered Callanan and Harding middle school students attended a family engagement event with a parent and/or guardian.

Cohort 15 – E.T. Meredith Jr. Club

Objective 1 (50% of Club participants will attend Club for 30 days or more) was not met, but progress was made. There were 26 registered members for Summer Club in the 2022-2023 school year. 11 members attended Summer Club for 30 days or more – this equates to 42.3% attending for 30 days or more. This is an increase of 23.5 percentage points from last year – only 18.8% of last year’s registered members attended Summer Club for 30 days or more.

Objective 2 (50% of families with a child enrolled in Club for the 2022-2023 school year will attend at least one family engagement event) was not met, but progress was made. Last year, this objective was estimated as data were not formally collected. This year, 34.7% of registered E.T. Meredith Jr. Club students attended a family engagement event with a parent and/or guardian.

Objectives Not Measured

All objectives were measured for both Cohort 14 and Cohort 15.

Recommendations on Future Plans for Change.

Recommendations on Future Plans for Changing Required Elements	Complete?
This should be the most substantial discussion area. Please base your discussion on the data you are submitting. Please include the following elements as a minimum.	X
• 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
• Based on the data, recommendations for improving program quality.	X

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

Changes in Activities**Cohort 14 – Gregory and 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 placed on career exploration and workforce readiness programming and opportunities. BGCCI's newly hired Career Pathways Coordinator will lead programming to find and provide additional opportunities for teen members to get members prepared for life beyond high school. Parent engagement opportunities will continue to be a high priority.

Changes in Recruitment Efforts**Cohort 14 – Gregory and Suzie Glazer Burt Club**

Gregory and Suzie Glazer Burt Club is working towards partnerships with Drake University to recruit new University student staff. At the administration level, BGCCI's Volunteer and Club Support Coordinator is 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 to host a minimum of one parent engagement event each quarter.

Changes in Partnerships

Cohort 14 – Gregory and 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 interest. 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 members with new programming based on their interest. Club member interest is collected informally through conversation with Club staff and Program Coordinators, as well as formally through the annual NYOI survey.

Changes for Sustainability Plans

There are no changes planned.

Other Changes as Suggested by Governing Body

There are no changes planned.

UNEXPECTED DATA (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 due to natural disaster(s).

Now that our Clubs have been operating fully without Covid restriction for over a year, we expected to be at capacity and meeting objectives in 2023-2024. We are not yet serving the same number of members as pre-pandemic. Gregory & Suzie Glazer Burt Club fell short of Objective 1 (50% of Summer Club participants will attend Club for 30 days or more). There were only 16 registered members from Callanan and Harding Middle Schools attending Summer Club for the 2022-2023 school year. Four members attended Summer Club for 30 days or more – this equates to 25% attending for 30 days or more. With over 1,100 students enrolled in Callanan & Harding Middle Schools, it was an unexpected shortfall to only have 16 attending the Gregory & Suzie Glazer Burt Club.

The organization 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. In the last year, our organization has continued to invest time and money towards increasing staff wages to encourage retention, providing hiring bonuses to combat this shortcoming, and extending benefit plans to part-time employees working 20 hours or more. 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.

In the last year, Boys & Girls Clubs of Central Iowa also hired one full-time and one part-time Bus Driver. The addition of Bus Drivers on staff has helped to combat transportation barriers with both Cohort 14 and Cohort 15. At E.T. Meredith Jr. Club students without a driver's license have more difficulty attending Club, especially in the summer, because instead of walking across the street from school, they need to have a ride. At Gregory & Suzie Glazer Burt Club students attending Callanan & Harding Middle Schools will be guaranteed transportation to Club throughout the school year, which will hopefully increase Summer Club attendance. If we can get kids to Club, they will be more likely to stay throughout their educational career.

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. Boys & Girls Clubs of Central Iowa provides safety and support during critical hours of the day when the 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.