

Grantee: Boys & Girls Clubs of Central Iowa
21st CCLC Local Evaluation for 2021-2022

Overview

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 12-16 are to be included for reporting data for the previous school year. Reported data will be from the Summer, Fall, and Spring.

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

(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. GPRA Measures	X
5. Local Objectives	X
6. Anecdotal Data	X
7. Sustainability Plans	X
8. Summary and Recommendations	X

1. General Information

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

Basic Information Table	
Item	Information
Date Form Submitted	12/22/2022
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 12	
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	
Additional Information from Grantee (optional)	

Note: If you are in Cohort 17, 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
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 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

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.

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 - Before and After-school Coordinator 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 Grady Fox (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 Grady are both seasoned youth development professionals and have been with the organization for many years. In May of 2022, Grady left his position to take on the role of Unit Director at another Club site. When he left, Kristin Blair took over at E.T. Meredith Jr. Club. Kristen previously worked for the organization for many years and is the Unit Director for the Bernie & Berniece Baker Club as well.

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 face-to-face check-ins and phone calls. These vital staff helped Cohorts 14 and 15 families with food insecurity, safety planning, and basic needs.

Volunteer Coordinator Jessica Louis assisted in recruiting, training, 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 for two years 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.

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 – developing financial knowledge: budgeting, savings, credit, and leases.

Movies – visiting Jordan Creek theater for discounted ticket prices and concessions.

Escape Room – improving problem-solving skills through hands-on activities.

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

Summer Brain Gains – 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 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, 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.

Program Highlights**Cohort 14 – Gregory & Suzie Glazer Burt Club**

The incredibly talented Ballet Des Moines dancers and choreographer, Stephanie Martinez, taught a ballet workshop at our Gregory & Suzie Glazer Burt Club in October 2021. Our Club members learned new choreography and had the opportunity to make their own routines with the help of the wonderful volunteers. Following the workshop, Ballet Des Moines volunteers provided a free community arts

performance at Evelyn K. Davis Park, where our Club members also had the chance to participate in a dance and share the stage with Ballet Des Moines dancers.

Cohort 15 – E.T. Meredith Jr. Club

In March 2022, E.T. Meredith Jr. Club member, Sierra, was named Boys & Girls Clubs of Central Iowa Youth of the Year. The Youth of the Year program was started by Boys & Girls Clubs of America, and is an honor awarded to an exemplary young person in recognition of leadership, service, academic excellence and dedication to live a healthy lifestyle. Sierra joined Club in middle school, and has grown into a compassionate and outgoing leader. Boys & Girls Clubs of Central Iowa has been a place where Sierra says she learns, grows and feels comfortable in her own skin with continued love and support from her peers, mentors and staff. Sierra says she hopes to continue to empower youth—especially through music—to feel safe and supported on their own personal growth journey.

3. Demographic Data

Demographic Data Required Elements	Complete?
2021-2022 School Year Attendance Tables	X
• 2021-2022 School Year Attendance Summary Table	X
• 2021-2022 School Year Grade Level Table	X
• 2021-2022 School Year Sex Table	X
• 2021-2022 School Year Attendance Population Specific Table	X
• 2021-2022 School Year Attendance Race/Ethnicity Table	X
Summer of 2021 Attendance Tables	X
• Summer of 2021 Attendance Summary Table	X
• Summer of 2021 Grade Level Table	X
• Summer of 2021 Sex Table	X
• Summer of 2021 Population Specific Table	X
• Summer of 2021 Attendance Race/Ethnicity Table	X
Attendance Discussion	X
Partnerships	X
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2021-2022 School Year Attendance. *Enter the number of students in the appropriate fields in the tables below. Data will be from the Fall of 2021 and the Spring of 2022. There are separate tables for the Summer of 2021. Leave blank any cohorts that do not apply.*

21st CCLC Program 2021-2022 School Year Attendance Summary Table						
Reflects Number of Students						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
<i>Less than a week (Less than 15 Hours)</i>				8		8
<i>More than a week (More than 15, Less than 45 Hours)</i>				7		7
<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>				14		14
<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>				7		7
TOTALS				44		44

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

21st CCLC Program 2021-2022 School Year Attendance Grade Level Table						
Reflects Total Number of Students						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
<i>How many Prekindergarten</i>				-		-
<i>How many Kindergarten</i>				-		-
<i>How many 1st Grade</i>				-		-
<i>How many 2nd Grade</i>				-		-
<i>How many 3rd Grade</i>				-		-
<i>How many 4th Grade</i>				-		-
<i>How many 5th Grade</i>				-		-
<i>How many 6th Grade</i>				-		-
<i>How many 7th Grade</i>				-		-
<i>How many 8th Grade</i>				-		-
<i>How many 9th Grade</i>				12		12
<i>How many 10th Grade</i>				12		12
<i>How many 11th Grade</i>				17		17
<i>How many 12th Grade</i>				3		3
TOTALS				44		44

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

21st CCLC Program 2021-2022 School Year Attendance <i>SEX</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Male				25		25
Female				19		19
Not reported in Male or Female (students who are identified as nonbinary or another category that is not listed above)				-		-
Gender Data Not Provided				-		-

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

21st CCLC Program 2021-2022 School Year Attendance <i>Population Specific</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Students who are English Learners (LEP)				-		-
Students who are economically disadvantaged (FRPL)				36		36
Students with disabilities				-		-
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)				41		41

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

21st CCLC Program 2021-2022 School Year Attendance Race/Ethnicity Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
American Indian/Alaska Native				-		-
Asian				4		4
Black or African American				13		13
Hispanic or Latino				15		15
Native Hawaiian or Pacific Islander				-		-
White				7		7
Two or more races				4		4
Data not provided				1		1

Summer of 2021 Attendance. **Enter the number of students in the appropriate fields in the tables below. Data will be from the Summer of 2021 ONLY. Leave blank any cohorts that do not apply.**

21st CCLC Program 2021-2022 Summer 2021 Attendance Summary Table						
Reflects Number of Students						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Less than a week (Less than 15 Hours)			9	5		14
More than a week (More than 15, Less than 45 Hours)			5	9		14
More than a Month (More than 45, Less than 90 Hours)			8	6		14
More than two Months (More than 90, Less than 180 Hours)			11	5		16
More than three Months (More than 180, Less than 270 Hours)			8	2		10
More than four Months (More than 270 Hours)			7	5		12
TOTALS			48	32		80

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

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Grade Level</i> Table						
Reflects Total Number of Students						
Days/Hours	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
How many Prekindergarten			-	-		-
How many Kindergarten			-	-		-
How many 1st Grade			-	-		-
How many 2nd Grade			-	-		-
How many 3rd Grade			-	-		-
How many 4th Grade			-	-		-
How many 5th Grade			-	-		-
How many 6th Grade			10	-		10
How many 7th Grade			21	-		21
How many 8th Grade			17	-		17
How many 9th Grade			-	10		10
How many 10th Grade			-	13		13
How many 11th Grade			-	6		6
How many 12th Grade			-	3		3
TOTALS			48	32		80

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

21st CCLC Program 2021-2022 Summer 2021 Attendance <i>Sex</i> Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Male			23	20		43
Female			25	11		36
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

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

21st CCLC Program 2021-2022 Summer 2021 Attendance Population Specific Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
Students who are English Learners (LEP)			-	-		-
Students who are economically disadvantaged (FRPL)			34	28		62
Students with disabilities			-	-		-
Family members of participants served (Enter the total number of family members of students who participated in activities sponsored by 21st CCLC funds.)			-	-		-

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

21st CCLC Program 2021-2022 Summer 2021 Attendance Race/Ethnicity Table						
Based on Total Attendance						
	Cohort 12	Cohort 13	Cohort 14	Cohort 15	Cohort 16	Total
American Indian/Alaska Native			-	-		-
Asian			2	3		5
Black or African American			21	10		31
Hispanic or Latino			5	11		16
Native Hawaiian or Pacific Islander			-	-		-
White			9	4		13
Two or more races			11	4		15
Data not provided			-	-		-

Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• 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>	

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

By combining the 615 students enrolled at Callanan Middle School and the 781 students enrolled at Harding Middle School, the total possible number of students served was 1,396 at the end of the 2021-2022 school year. Of those 1,396 students, 48 enrolled in Summer Club at Gregory & Suzie Glazer Burt Club. This is 3.4% 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 2021-2022 Summer program. Of the 48 enrolled members during Summer Club, 34 qualified for Free or Reduced-Price lunch. This equates to 70.8% of Summer Club participants.

Cohort 15 – E.T. Meredith Jr. Club

Of the 2,197 students enrolled at East High School at the beginning of the 2021-2022 School Year, 44 students signed up for After-school Club membership at E.T. Meredith Jr. This is 2.0% of the total possible number of participants. The enrollment goal for the program was 50 students, therefore the enrollment goal was not met. Of the 44 enrolled members, 36 qualified for Free or Reduced-Price lunch. This equates to 81.8% of participants.

Of the 2,197 students enrolled at East High School at the beginning of the 2021-2022 school year, 32 students signed up for Summer Club at E.T. Meredith Jr. This is 1.5% of the total possible number of participants. The enrollment goal for the program was 50 students, therefore the enrollment goal was not met. Of the 32 enrolled members, 28 qualified for Free or Reduced-Price lunches. This equates to 87.5% of Summer Club participants.

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

Post-pandemic eagerness to participate in a variety of summer fun (seasonal activities, camps, sports, etc.) as well as staffing shortages, contributed to why we did not meet our goal of 50 students. Post-pandemic staffing shortages have affected almost every non-profit and corporation in the world, for our organization, it has led to a staffing shortage and growing waitlist. Our issue is not finding children, youth, and teens to serve, but finding quality staff to serve them.

Once the organization has hired the appropriate number of staff to meet staff-to-student ratio requirements, we look forward to more 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, activities, and more are also a hindrance to not meeting our attendance goal. Planning field trips, activities, and other Summer Club activities and opportunities in advance to promote does help.

Cohort 15 - E.T. Meredith Jr. Club

Throughout the school year, Career Exploration programs and opportunities were heavily promoted to the DMPS Teen population to get more students interested in coming to Club. Consistent attendance at After-school Club, for this program specifically, demonstrates its efficacy in bringing teens back to Club to continue exploring their next steps 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.

Transportation is a hinderance to low Summer Club attendance. During the school year, students walk across the street after school is dismissed to attend Club. When school is out for the summer, students wanting to participate in Summer Club, must find transportation to the E.T. Meredith Jr. Club site, and that can be hard for those without a license

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 lowers 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

Cohort 14 – Gregory & Suzie Glazer Burt Club

June 1, 2022 – August 12, 2022: Summer Club (CLOSED: July 4, 2022 – July 8, 2022)

8:30 am – 5:00 pm; 48 days x 8.5 hrs. = **408 Total Summer Club Contact Hours**

Gregory & Suzie Glazer Burt Summer Club programming was delivered in June, July, and August of 2022, serving K-12 members. Summer Club programming Contact Hours totaled 187 during the month of June 2022 – surpassing the 60-hour benchmark.

Cohort 15 – E.T. Meredith Jr. Club

June 1, 2022 – August 12, 2022: Summer Club (CLOSED: July 4, 2022 – July 8, 2022)

8:30 am – 5:00 pm; 48 days x 8.5 hrs. = **408 Total Summer Club Contact Hours**

E.T. Meredith Jr. Summer Club programming was delivered in June, July, and August of 2022, serving teen members. Summer Club programming Contact Hours totaled 187 during the month of June 2022 – surpassing the 60-hour benchmark.

August 30, 2021 – May 2, 2022: After-School Club

CLOSED (Total of 15 Days): September 6, 2021

October 28 2021 – October 29, 2021

November 25, 2021 – November 26, 2021

December 24, 2021 – December 31, 2021

January 17, 2022

February 14, 2022

May 30, 2022 – May 31, 2022

8:30 am – 5:00 pm; 180 days x 8.5 hrs. = **1,530 Total After-School Club Contact Hours**

After-School Club contact hours totaled 1,530 – averaging 170 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 2021-2022 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	\$250
Black Excellence	Full	3, 6	Educational Tutoring, Empowerment	\$350
Blank Park Zoo	Partial	3, 7	Outreach Education	\$300
Central College	Partial	3	College and Career Readiness	\$1,800
Des Moines Music Coalition	Full	3, 5, 6	Art, Music, Drama Educators	\$250
Des Moines Public Schools	Full	1, 3, 5, 6	Data Coordinator	\$36,000
Drake University Occupational Therapy	Full	3, 6	Enrichment, Physical Fitness	\$1,300
Drake University Physics & Astronomy	Full	3, 6	Academic Tutoring, STEM	\$1,750
Drake University Sprout Garden	Full	3, 5, 6	Nutrition Education	\$1,000
Employee & Family Resources	Partial	3, 7	Family Enrichment, Therapy	\$2,500
Food Bank of Iowa	Partial	4, 5, 6	Food Pantry Contributions	\$960
Girl Scouts of Iowa	Full	3, 6	Educational Enrichment	\$1,800
Health Tech Association	Full	3, 6	College and Career Readiness	\$1,200
Iowa Cubs	Full	2	BGCCCI Night	\$500
Iowa State 4H	Full	3, 6	Literacy, STEM, Art, Music, Drama	\$1,600
Kum & Go	Full	5, 6	Food Contribution	\$7,000
Science Center of Iowa	Partial	3, 7	STEM Education	\$250
US Cellular	Full	3, 5, 6	STEM, Financial Literacy	\$1,050
Vision to Learn	Full	5, 6	Health Services	\$6,500

**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
• Summary of partnerships table.	X
• Total Partners by Type	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

Partnerships Discussion

The organization and youth served benefited greatly as a result of the 19 active partnerships listed in the table above. Of the active partnerships, 14 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 \$66,360 worth of goods, services, programming, and/or employee time. 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 since 71% of Burt Club members and 84% of E.T. Meredith Jr. Club members (school year and summer, combined) qualified for Free or Reduced-Price Lunches during the 2021 - 2022 school year. Not only did members receive two full meals and a snack while attending all-day Club programming, but additional food was sent home with students to ensure adequate nutrition outside of Club hours.

Several new partners, Des Moines Ballet, Black Excellence, and Health Tech Association provided unique and engaging programming that BGCCI had not previously offered, including dance instruction workshops and introductory certifications in possible future career fields. 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.

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

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

Parent Involvement Information and Discussion.

Parent Involvement Information and Discussion Required Elements	Complete?
Number and description of parent meetings and/or events.	X
Number of parents at each meeting and/or event.	X
Description of communication with parents (flyers, letters, phone calls, personal contact, etc.)	X
Efforts to increase parental involvement.	X

Parent Involvement Discussion**Cohort 14 - Gregory & Suzie Glazer Burt Club**

One family engagement event was held over the Summer of 2021; this event was a Summer Club Orientation. Attendance was not kept for the Summer Club 2021 Orientation, but Gregory & Suzie Glazer Burt Club staff estimates that there were almost 20 families in attendance, close to 45 people. While at the orientation event, attendees were able to tour the Club, meet the staff and other current members, play games, have a snack, and learn all about Boys & Girls Clubs of Central Iowa, as well as what the Gregory & Suzie Glazer Burt Summer Club programming had to offer.

Boys & Girls Clubs of Central Iowa, as well as Gregory & Suzie Glazer Burt Club assures that moving forward, a new process will be in place to gather attendance records for future family engagement events.

Cohort 15 - E.T. Meredith Jr. Club

At the E.T. Meredith Jr. Club, a total of five family engagement events were held over the 2021-2022 school year. These five events included a total of 41 parents:

- 9th Grade Orientation – 9 parents
- Bernie & Berniece Baker Club and E.T. Meredith Jr. Club Orientation – 15 parents
- E.T. Meredith Jr. Club Parent Orientation – 6 parents
- Drake University Family Tour 1 – 5 parents
- Youth of the Year at E.T. Meredith Jr. Club Information Session - 6 parents

All three of the above orientation events provided members, potential members, and their families an inside look the E.T. Meredith Jr. Club. While at the orientation events, attendees were able to tour the Club, meet the staff and other current members, play games, have a snack, and learn about Boys & Girls Clubs of Central Iowa, as well as what the E.T. Meredith Jr. Club programming, both after-school and summer. These orientation events are especially important at the 9th grade level as students make the transition from middle school to high school.

During the Drake University Family Tour, Club members and their families were given the opportunity to tour Drake University. An admissions counselor gave the group a tour around campus, gave insight and overview to the programs Drake had to offer, as well as financial obligations and support.

Youth of the Year is Boys & Girls Clubs of America's premier recognition program. It is our organization's signature effort and scholarship competition to foster a new generation of leaders. This information session was an opportunity for potential participants and their families to gain a better understanding of the program/event through presentation and Q&A, as well as decide whether to participate.

Efforts to Increase Parent Involvement:

In effort to increase parent involvement over 2021-2022, 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/projects to host additional family engagement events around. Staff will budget for additional food, prizes, games, and more to increase participation incentive for parents, members, and families.

Parental Communication:

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

4. GRPA Measures

For 2021-2022, 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 2021-2022 school year. **Please note that the data tables for each GPRA Measure mirror the APR data entry tables. Please do not change any of the tables.**

GPRC Measures Required Elements	Complete?
GPRC Measures Data Tables	
• 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
GPRC Measures Discussion	X

GPRC 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.

GPRC 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.	9	5	8	11	8	7
Number of Attendees who exhibited growth.	7	3	8	9	5	4
Percentage of Attendees who exhibited growth. Calculated for each column.	78%	60%	100%	82%	63%	57%

GPRC 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.

GPRC 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.	9	5	8	11	8	7
Number of Attendees who exhibited growth.	7	4	5	6	5	6
Percentage of Attendees who exhibited growth. Calculated for each column.	78%	80%	63%	55%	63%	86%

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.

	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	1	-	0	2	1
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 who exhibited growth.	0	0	-	0	0	1
Percentage of Attendees who improved their GPA. Calculated for each column.	0%	0%	-	0%	0%	100%

GPRA Measure 3 – School Day Attendance. Percentage of students in **grades 1-12** participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.

	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 (2020-2021)?	4	3	2	8	3	3
Of these students, how many demonstrated an improved attendance rate in the current school year (2021-2022)?	2	0	2	6	1	2
Percentage of Attendees who improved their attendance rate. Calculated for each column.	50%	0%	100%	75%	33%	67%

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 the principal. Thus, there is no narrative or qualification to report an in-school suspension (ISS). The representative indicated that students are sometimes isolated from their classroom or peers to catch up on work, take time to calm down, etc., but it is not labeled as ISS in the district.

	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 (2020-2021)?	0	0	0	0	0	0
Of these students, how many experienced a decrease in in-school suspensions in the current school year (2021-2022)?	0	0	0	0	0	0
Percentage of Attendees with fewer in-school suspensions. Calculated for each column.	0	0	0	0	0	0

GPRA Measure 5 – Teacher Survey. Percentage of students in **grades 1-5** participating in 21st CCLC programming in the school year and/or summer who demonstrated an improvement in teacher-reported engagement in learning.

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

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

GPRA Measures Discussion.

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

High Performing Areas

Gregory & Suzie Glazer Burt Club and E.T. Meredith Jr. Club members participating in the 21st CCLC Program increased the average percentages of students meeting expectations in the reported areas by 55% or more in the following GRPA Measures: 1A – Reading Progress, 2A: Math Progress, 2 – Grade Point Average (GPA), and 3 School-day Attendance. The breakdown is shown below:

- 1A – Reading Progress showed an average percentage of students who exhibited reading growth, in grade 4-8, was 75%. The range of percentages across all Club attendance groups was 57% to 100%.
- 1A – Math Progress showed an average percentage of students who exhibited math growth, in grades 4-8, was 69%. The range of percentages across all Club attendance groups was 55% to 86%.
- 3 – School-day Attendance showed an average percentage of students who improved their school-day attendance rate, in grades 7, 8, 10, and 12, was 57%. The range of percentages across all Club attendance groups we 33% to 100%.

Our organization is proud to see an overall increase in member scores and grades for academics, as well as school-day attendance, from their participation in 21st Century programming. After the Covid-19 pandemic, staff worked hard to rectify the time students lost because of school closers, distanced learning, and hybrid learning.

Low Performing Areas

The lowest performing measure for Gregory & Suzie Glazer Burt Club and E.T. Meredith Jr. Club over the 2021-2022 grant period was GRPA Measure 2 – Grade Point Average (GPA). Data were only provided by Des Moines Public Schools (DMPS) for a total of five students within the measure parameters. Performance levels are low for those students. With a limited data available, this may not be an accurate representation of overall GPA improvement by Club members – especially in comparison to the higher performing reading and math measures for middle school students.

Assessment of 21st CCLC Program based solely on GPRA Measures

Over the 2021-2022 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 increased the average percentages of students meeting

expectations in the reported areas by 55% or more in GRPA Measures: 1A – Reading Progress, 2A: Math Progress, and 3 School-day Attendance.

GRPA Measure 4 – Behavior was reported as all zeros, for 2021-2022 and for the 2020-2021 evaluations 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 building-level with the principal and other school officials. Because there are no district-wide criteria of what an in-school suspension (ISS) is, 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 thus not reported at the district level.

GRPA Measure 5 – Teacher Survey data were not collected by Boys & Girls Clubs of Central Iowa. For this measure, Club site staff and DMPS professionals would be considered the “teacher.” Per the measure description, data are only collected for students in grades 1-5 who demonstrated improvement in teacher-reported engagement in learning. Although this description does not fit the criteria of our members participating in the 21st Century Program, our close partnership with DMPS staff allows for informal communications between DMPS teachers, administration, etc. and Club site directors. This communication typically serves to notify either party of concerns, both personal and academic with youth.

GRPA Measure 2 – GPA was the lowest performing measure over the 2021-2022 grant period. As described above, the parameters of the measure along with a limited student data available from DMPS, it is possible that this is not an accurate representation of overall GPA improvement by Club members—especially in comparison to the higher performing measures for reading and math for middle school students. Overall, the 21st Century Program at Boys & Girls Clubs showed great success over the 2021-2022 Grant period.

5. Local Objectives

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

1. Enter no more than **five** Local Objectives. If you have more than five objectives, enter the top five in the Local Objectives Table and summarize additional objectives in the Local Objectives Discussion Section. Another option is to consolidate two or more objectives into one objective. If you have fewer than five objectives, leave the additional rows blank.
2. Local Objectives should **NOT** mirror GPRA Measures. For example, since Reading and Math achievement are covered by GPRA Measure 1 there is no need to have Local Objectives on Reading or Math achievement.
3. There is a Local Objectives Table for each Cohort. If a Grantee did not participate in a cohort, that cohort table should be left blank.

4. Objectives will be rated as one of four ways. These are the **ONLY** acceptable ratings:
- Met the stated objective. (Must provide methodology on how the objective was measured and justification for meeting the objective.)
 - 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.)
 - 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.)
 - Unable to measure the stated objective. (All objectives should be measured unless extraordinary circumstances prevent doing so. If an objective cannot be measured, complete details on these circumstances must be provided in the Methodology/Justification column.)
5. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

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 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating
1.		
2.		
3.		
4.		
5.		

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
<p>1. 50% of Summer Club participants will attend Club for 30 days or more.</p>	<p>B - did not meet but made progress toward the stated objective.</p>	<p>Methodology – KidTrax Attendance Software and APR Data.</p> <p>Justification – Pandemic and post-pandemic closures did not allow for Club to be open more than more than 18 days during summer 2020.</p> <p>Summer Club 2021 was open the entire summer break (over 30 days), but only 9 of the 48 (18.8%) registered Callanan and Harding middle school students attended Summer Club for 30 days or more. So, though the goal was not met, there was improvement from summer 2020.</p>
<p>2. 50% of families with a child enrolled in Summer Club for the 2021-2022 school year, will attend at least one family engagement event.</p>	<p>C - did not meet, no progress.</p>	<p>Methodology – Sign-in sheet at event.</p> <p>Justification – During summer 2020, 79.2% of Cohort 14 families attended a family engagement event. Attendance was not kept for the Summer Club 2021 Orientation, but Gregory & Suzie Glazer Burt Club staff estimates that there were about 20 families in attendance, close to 45 people.</p>
<p>3.</p>		
<p>4.</p>		
<p>5.</p>		

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
<p>1. 50% of Club participants will attend Club for 30 days or more.</p>	<p>School Year: A – met the stated objective.</p> <p>Summer Club: C – did not meet, no progress.</p>	<p>Methodology – KidTrax Attendance Software and APR data.</p> <p>Justification – During the 2020-2021 school year, 28 of the 44 registered Club members attended Club for 30 days or more, which was 63.6%. In the 2019-2020 school year, 23 of 66 (34.8%) participants attended Club for 30 days or more. The total number of students attending Club decreased from 2019-2020 to 2020- 2021 school years.</p> <p>During Summer Club 2021, only 6 of the 32 registered Club members attended Club for 30 days or more, which is equal to 18.8%. The same attendance was recorded for Summer Club 2020 (only 6 of 32, or 18.8%, of registered Club members attended Club for 30 days or more).</p>
<p>2. 50% of families with a child enrolled in Club for the 2021-2022 school year will attend at least one family engagement event.</p>	<p>A – met the stated objective.</p>	<p>Methodology – Sign-in sheet at events.</p> <p>Justification – By organizing and putting-on five family engagement events over the 2021-2022 school year, with 31 parents in attendance, 62% of families attended at least one family engagement event (12 percentage points over our goal).</p>
<p>3.</p>		
<p>4.</p>		
<p>5.</p>		

Cohort 16 Table

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

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

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 not available, but would have been 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**

Though neither Objective 1, 50% of Summer Club participants will attend Club for 30 days or more, or Objective 2, 50% of families with a child enrolled in Summer Club for the 2021-2022 school year, will

attend at least one family engagement event were met in the 2021-2022 evaluation year, Gregory and Suzie Glazer Burt Club showed improvement through an increased amount of contact hours available to youth (Objective 1).

Cohort 15 – E.T. Meredith Jr. Club

Over the 2021-2022 grant period, E.T. Meredith Jr. Club showed the most improvement in Objective 2, 50% of families with a child enrolled in Club for the 2021-2022 school year will attend at least one family engagement event. This objective was unable to be measured last year, but in 2021-2022, we showed high initiative towards the objective by holding five family engagement events, resulting in 62% family attendance – this increase not only meets the objective but surpasses it by 12 percentage points. E.T. Meredith Jr. Club also saw a 28.8 percentage point increase in After-school Club attendance from the previous year.

Methodologies and Ratings

No additional details are needed at this time.

Applicable Graphs, Tables, and/or Chart

Met or Did Not Meet Local Objectives

	30 or More Days in Attendance	Family Engagement Events
Cohort 14 – Gregory & Suzie Glazer Burt Club		
Summer 2020	Did not meet	Met
Summer 2021	Did not meet	Did not meet
Cohort 15 – E.T. Meredith Jr. Club		
2020-2021	Did not meet	Unable to measure
2021-2022	<i>School Year: Met</i> <i>Summer: Did not meet</i>	Met

Clarification for Objectives Not Met

Cohort 14 – Gregory and Suzie Glazer Burt Club

Objective 1: 50% of Summer Club participants will attend Club for 30 days or more.

- Summer Club 2021 was open the entire summer break (over 30 days), but only 9 of the 48 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 2021-2022 school year, will attend at least one family engagement event.

- During Summer Club 2021, attendance was not kept for the Summer Club 2021 Orientation, but Gregory & Suzie Glazer Burt Club staff estimates that there were about 20 families in attendance, close to 45 people. Only one family engagement event was held each summer, which is an area for improvement at Gregory & Suzie Glazer Burt Club.

Cohort 15 – E.T. Meredith Jr. Club

- Objective 1: 50% of Club participants will attend Club for 30 days or more. During Summer Club 2021, only 6 of the 32 registered Club members attended Club for 30 days or more, which is equal to 18.8%. The same attendance was recorded for Summer Club 2020 (only 6 of the 32, or 18.8%, of registered Club members attended Club for 30 days or more).

Clarifications for Objectives Not Measured

Cohort 14 – Gregory and Suzie Glazer Burt Club

All Cohort 14 objectives were measured, but parent attendance records were not kept for the Summer Club 2021 Orientation/Family Engagement Event. Gregory & Suzie Glazer Burt Club staff estimates that there were about 20 families in attendance, close to 45 people. Boys & Girls Clubs of Central Iowa, as well as Gregory & Suzie Glazer Burt Club assures that moving forward, a new process will be in place to gather attendance records for future events. This process includes an “attendance sheet template” provided by Boys & Girls Clubs of Central Iowa administration office, as well as clear instructions for how and where Unit Directors are to upload the document after an event. Unit Directors will be responsible for tracking attendance at each event.

Cohort 15 – E.T. Meredith Jr. Club

All Cohort 15 objectives were measured for school year and summer.

6. Anecdotal Data

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

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

Success Stories

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

Cohort 14 - Gregory & Suzie Glazer Burt Club

KaShawn is a middle school student at Harding middle school and a member at our Gregory & Suzie Glazer Burt Club. KaShawn was invited to join a cooperative camp offered by the Science Center of Iowa. This camp focused on flight lift off, movement, and incorporating physics principles into art. KaShawn quickly impressed the leaders as he actively combined the newly learned information with his preexisting knowledge and interest. His vocabulary grew and reflected what he learned during the camp. At the end of the camp, KaShawn and the other participants met the artist that created the Li5 (Lift Off) sculpture at the Des Moines International Airport. As with the camp leaders, KaShawn impressed this world-renowned artist with his knowledge and understanding of her art, as well as the physics behind it.

Cohort 15 - E.T. Meredith Jr. Club

Amen, now a Junior at East High School, joined our E.T. Meredith Club as a freshman. Shortly after joining Club, Amen realized all the opportunities BGCCI staff and programming offers to help him learn, grow, and succeed. From hanging out with his friends, to studying and catching up on homework, or even learning new recipes in Cooking Club, Amen knows that everyone who attends Club can find what interests them. For Amen, Club has taught him how to have fun, but most of all, Amen believes Club has taught him to always have respect for others and treat others how you would want to be treated. He hopes to continue to share with other youth why Club is so important because he knows we are always better together.

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.

In a time of extraordinary challenges during the Covid-19 Pandemic, the young people we serve needed Boys and Girls Club of Central Iowa more than ever. Club Staff can continue serving youth by developing, delivering and supporting positive youth development at a distance, the concept was called “Virtual Club.” “Virtual Club,” and the delivery of distance-based programming for members, took many forms. Outlined below are the three primary models for delivering a Virtual Club experience to members. These models are:

Take Home Activities - Club Staff equipped parents, caregivers and members with take-home activities to complete on their own. This model was low-cost and quick to create.

Media-Based Engagement – Club staff recorded conversations, activities, tours and other material to distribute through electronic means. This model was relatively low-cost and helped retain the connection between Club Staff and members.

Live Virtual Engagement - Club staff brought members into a live online environment to deliver programming, conduct activities, play games, and socialize. This was the most sophisticated of models because real-time program instruction allowed for Club members to engage in academic

activities that prevented learning loss, as well as interact with other members and staff to maintain meaningful connections and relationships.

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, 2021 NYOI member survey data showed that 90% of youth reported enjoying coming to Club. 93% reported that people at Club accept them for who they are. Without physical safety, youth will find academics and participation in Club difficult.

NYOI data from 2021 also shows that compared to other places, 81% of middle school participants feel safer at Club. This percentage far exceeds the percentage in 2020, at 65%.

Cohort 15 – E.T. Meredith Jr. Club

2021 NYOI member survey data showed that 89% 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.

NYOI data from 2021 also shows that compared to other places, 63% of high school participants feel safer at Club.

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. 2021 NYOI data from Burt Club middle school students show that 97% expect to graduate from high school on time and 80% believe they will graduate from college, junior college, or a trade school.

Cohort 15 – E.T. Meredith Jr. Club

2021 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.

Pictures

	<p>Ballet Des Moines spent time at Gregory & Suzie Glazer Burt Club as part of the BGCCI healthy lifestyles initiative to get our members moving in fun new ways, while also exploring their talent and passions!</p>
	<p>Vision to Learn Optometrist visited the Gregory & Suzie Glazer Burt Club to offer free vision screening and eye exams to our Club members, ensuring that they were ready to learn and play!</p>
	

	<p>Gregory & Suzie Glazer Burt Club youth and staff learning how to correctly and safely make pasta during Cooking Club! Through Cooking Club, youth engage in hands-on, comprehensive activities that teach them how to cook and learn lifelong skills that impact their health in positive ways.</p>
	<p>To help drive interest and develop understanding of engineering careers, US Cellular associates visited the E.T. Meredith Jr. Club to discuss the importance of STEM in wireless technology. Local US Cellular engineers led an “Ask an Engineer” session for our Teen Robotics Club members to show them how STEM applies in Specific Careers</p>
	<p>Eleven E.T. Meredith Jr. Club members participated in Skip the Trip to earn their driving permits! “Skip the Trip” allows teens to take the driving permit test in a safe and comfortable environment without making the trip to the DOT. Members received copies of the driver’s manual and studied for three weeks at Club before the final exam.</p>
	<p>E.T. Meredith Jr. Club celebrated Latino Heritage Month at Teen Night with Pupusa, Jorritos, and Chamoy Candy. Teens and staff played Loteria, Hispanic Heritage Kahoot, had a hot sauce challenge, and danced to a range of Spanish music.</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:

"I like that we are able to get out into the world and to places, I've never been before, and probably wouldn't have gone without Club." – Callanan Middle School Student and Club Member

"I enjoy coming to Club every day after school for so many different reasons. It provides me with a great opportunity to get my homework done and catch up on studying if I need to. It is a really fun place to hang out with your friends and make new friends you might not know. I highly recommend Club to others students to join and take advantage of all the opportunities we have. Very friendly staff are always open to talk to you, play games, and help with whatever you need. Boys and Girls Clubs has taught me to respect others and treat others how I want to be treated. Most of all, Club has taught me to have fun. "– East High School Student and Club Member

Quotes from Teachers:

"Our youth have faced many struggles after coming back to school and Club after the pandemic. Many of them struggled with their mental health, social interaction, and participating in programs. They pushed themselves to recreate those social ties and reintegrate themselves back into sports, clubs, and after-school activities. Our youth persevered through these hardships and adapted to all the changes around them. They gained valuable life-skills such as adaptability and tenacity that they can carry with them as they move through life." –Gregory & Suzie Glazer Burt Club Unit Director

"This year has been a year of monumental growth for E.T. Meredith Jr. Boys & Girls Club. With the grand opening taking place months before Covid, Club saw the negative repercussions Covid created for the youth, families and community we serve. To combat those struggles, the Club staff set our intentions of building up our teen program, recruiting more youth, creating engaging events, in addition to having a welcoming daily Club experience. The results since then have been impeccable! We have tripled our average daily attendance, increased our total membership enrollment to the highest it has ever been and put on events that have served up to 165 teens within our community. The contributions and support from the 21st Century grant program have helped elevate these positive outcomes with the youth. For that, we are forever grateful!" - E.T. Meredith Jr. and Baker Boys & Girls Club Unit Director

Quotes from Parents:

“Through opportunities and expectations, Boys & Girls Clubs has put our daughter on the path to becoming a productive, caring, and responsible individual. She is now a part of something bigger than what we could have imagined for her a year ago, all with the encouragement of staff and support of Boys & Girls Clubs.” – Middle School Parent

"Boys & Girls Club is a great place for my teens to go. I know they're safe and not sitting at home bored. They get to experience so many new things that they normally are not able to like the career exploration, gardening, and music programs." – High School Parent

Quotes from Partners:

“The Boys & Girls Clubs of Central Iowa is a great organization and has been a great resource for so many kids, teens, and families in our community. They have a proven track record when it comes to working with youth who come from a variety of different backgrounds and circumstances. I have had the pleasure of watching from afar, and now in person, as they for years have built strong relationships with Des Moines youth.” - Community Partner

“We love our partnering with Boys & Girls Club and providing their members with hands-on experiences. They are always energetic and enthusiastic during programming.” – Community Partner

Quotes from other Stakeholders:

“Being involved with the organization for many years, I have been lucky enough to see the impact firsthand. Few organizations provide the holistic support and quality programming that is BGCCI’s expertise. I am proud to help lead this organization and serve as an advocate for this essential mission.” – Board President

“Our Club staff do an amazing job creating a positive environment our youth enjoy coming to everyday. It is a place where youth are comfortable being themselves. Seeing the trusting relationships between the kids, staff, and volunteers, just shows BGCCI has created a community that supports our youth and their futures. I am thankful I can be a small piece of that community.” – Board Member

7. 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

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

to better understand what we do and strengthening our relationships with DMPS and other strategic partnerships that afford us the opportunities to improve what we do.”

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.

8. Summary and Recommendations

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

Summary of Program

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

Introduction

In partnership with Des Moines Public Schools (DMPS), Boys & Girls Clubs of Central Iowa (BGCCI) identified Callanan Middle School, Harding Middle School (Cohort 14), 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

Cohort 14 – Gregory and 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. Staff worked diligently to pack as much programming and donations as possible into Summer Club 2022, knowing how much youth from Callanan and Harding Middle School have missed out on during the last two years due to the pandemic and other natural disasters. Through Club, youth toured the Iowa Cubs stadium, received free eye glasses, went swimming almost daily, received art lessons, and so 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. Most importantly, dedicated and caring staff welcomed members back to a fully-opened Club ready to rebuild and strength both educational short-falls, social skills, and healthy relationships. This intention showed in their NYOI survey results as 83% of Cohort 14 youth felt a sense of fun and

belonging at Summer Club, in addition to 100% agreeing that adults at Club believe they will be successful.

Cohort 15 – E.T. Meredith Jr. Club

Despite some low performance areas on GPRA measures and unmet local objectives last year, the program succeeded in many ways since 2021. Over 10 new and returning partners provided a broad spectrum of services ranging from mental health and social-emotional learning, to free meals, career exploration, and more. After the devastating shooting at East High School in March of 2022, it was more important than ever to provide our members access to services available through our partners. The successes of the past year are captured better by BGCCI's NYOI survey, which highlights that 100% of members feel a sense of emotional safety and adults at the Club encourage them to be their best.

Highlights Contributing to Program Success

The staff at Boys & Girls Clubs of Central Iowa make all the difference. In the last year, not only have our youth gone through traumatic changes, so have our staff. From the pandemic, into hybrid learning, back to school full time, then into Summer Club, staff were consistently present and caring. Though the pandemic has affected the workforce in many ways, for all types of organizations, our group of highly trained and dependable staff remained flexible, passionate, and dedicated to our Clubs and Club members. Club hours changed dramatically throughout the pandemic, and in 2021-2022, we were back to "normal." We are grateful to the staff who adjusted their schedules accordingly, making themselves available to work evening hours at After-school Club and long days at Summer Club to serve the children, youth, and who needed them.

Exemplary Contributions

Staff - Neisa Taylor, Director of Operations, celebrated 10 years being at Boys & Girls Clubs of Central Iowa. Neisa works closely with Club members and staff every day to implement the highest quality of programming. Staff said that, "Neisa is an outstanding member of BGCCI and we are so lucky to have her. She goes above and beyond every single day to ensure that our Club members, staff, and families have a great experience. She is an amazing person to work alongside, and we cannot thank her enough for all that she does!"

Volunteers – At Boys & Girls Clubs of Central Iowa we believe that volunteers are the heart and soul of every community, and it is this spirit of giving that inspires action. A volunteer's investment of time is important, and we appreciate them for making our Club members and families a priority. From kickball to cooking classes, homework assistance and events, there's an opportunity to fit any volunteer's interest or skills. We have a variety of volunteer opportunities at each of our eight Club sites, as well as the administrative office, and are proud to say that there were over 400 combined volunteers at the

Gregory and Suzie Glazer Burt Club & E.T Meredith Jr. Club during the 2021-2022 21st Century Grant period.

Dissemination of Local Evaluation.

Dissemination of Local Evaluation Required Elements	Complete?
Exact URL where your 2021-2022 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

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 general public may access the report through the Boys & Girls Clubs of Central Iowa website at [Programs | Boys & Girls Clubs of Central Iowa \(bgcci.org\)](https://www.bgcci.org/Programs/Boys-Girls-Clubs-of-Central-Iowa) 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

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.

Include Objectives Not Met

Cohort 14 – Gregory and Suzie Glazer Burt Club

50% of Summer Club participants will attend Club for 30 days or more.

- Summer Club 2021 was open the entire summer break (over 30 days), but only 9 of the 48 registered Callanan and Harding middle school students attended Summer Club for 30 days or more.

50% of families with a child enrolled in Summer Club for the 2021-2022 school year, will attend at least one family engagement event.

During summer 2020, 79.2% of Cohort 14 families attended a family engagement event. During Summer Club 2021, attendance was not kept for the Summer Club 2021 Orientation, but Gregory & Suzie Glazer Burt Club staff estimates that there were about 20 families in attendance, close to 45 people. Only one family engagement event was held each summer, which is an area for improvement at Gregory & Suzie Glazer Burt Club

Cohort 15 – E.T. Meredith Jr. Club

50% of Club participants will attend Club for 30 days or more. (Summer)

- During Summer Club 2021, only 6 of the 32 registered Club members attended Club for 30 days or more, which is equal to 18.8%. The same attendance was recorded for Summer Club 2020 (only 6 of the 32, or 18.8%, of registered Club members attended Club for 30 days or more).

Include Objectives Not Measured

Cohort 14 – Gregory and Suzie Glazer Burt Club

All Cohort 14 objectives were measured, but parent attendance records were not kept for the Summer Club 2021 Orientation/Family Engagement Event. Gregory & Suzie Glazer Burt Club staff estimates that there were about 20 families in attendance, close to 45 people. Boys & Girls Clubs of Central Iowa, as well as Gregory & Suzie Glazer Burt Club assures that moving forward, a new process will be in place to gather attendance records for future events. This process includes an “attendance sheet template” provided by Boys & Girls Clubs of Central Iowa administration office, as well as clear instructions for how and where Unit Directors are to upload the document after an event. Unit Directors will be responsible for tracking attendance at each event.

Cohort 15 – E.T. Meredith Jr. Club

All Cohort 15 objectives were measured for school year and summer.

Recommendations on Future Plans for Change.

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

Changes in Activities

Cohort 14 – Gregory and Suzie Glazer Burt Club

Additional parent engagement events, to raise awareness about Club will be a high priority. There will be a minimum of two events over the three-month summer break to encourage more parent involvement and more consistent attendance at Summer Club. Boys & Girls Clubs will continue to invest in staff wages to encourage staffing retention and combat the Gregory & Suzie Glazer Burt Club member waitlist.

Boys & Girls Clubs of Central Iowa, as well as Gregory & Suzie Glazer Burt Club assures that moving forward, a new process will be in place to gather attendance records for future events. This process includes an “attendance sheet template” provided by Boys & Girls Clubs of Central Iowa administration office, as well as clear instructions for how and where Unit Directors need to upload the document after an event.

Cohort 15 – E.T. Meredith Jr. Club

Continued emphasis will be placed on career exploration and workforce readiness programming and opportunities. More chance for members to earn college credit hours over the summer months will be offered, as well as visiting people working in the members’ careers of interest.

Transportation to and from Club over the summer is also something the organization will be looking to change for teen members. For students without a driver’s license, attending Summer Club can be more difficult than attending After-school Club. When After-school Club is running, students/members only have a short walk across the street to Club, whereas in the summer, they are spread across the metro area at home. Continuing the “Skip the Trip” program described in the “Pictures” section of this evaluation will also aide in getting students to and from Summer Club. These changes are suggested to encourage consistent attendance at Club.

Changes in Recruitment Efforts

Cohort 14 – Gregory and Suzie Glazer Burt Club

More opportunities to bring a friend to Gregory and Suzie Glazer Burt Club will happen at 2022-2023 Summer Club. New partnerships are being sought for 2022-2023. The current partnerships are being renewed. This exciting programming and field trip opportunities should increase enrollment numbers as well.

Cohort 15 – E.T. Meredith Jr. Club

Additional Teen Nights will be held at the E.T. Meredith Jr, Club, as well as a minimum of one parent engagement event each quarter. Our goal of one parent engagement event per quarter is not a limitation, and we will continue to host as many family engagements events as we are able.

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

Boys & Girls Clubs of Central Iowa looks to pursue partnerships with new program offerings that are of interest to members. Currently, the organization is looking to further our relationship with Iowa Cubs to form baseball and softball teams at Club.

Cohort 15 – E.T. Meredith Jr. Club

Boys & Girls Clubs of Central Iowa looks to secure more hands-on partners in the coming funding cycle, searching for a greater number of college and workplace partners to provide credit hour, internship, and apprenticeship opportunities.

Changes for Sustainability Plans

There are no changes planned.

Other Changes as Suggested by Governing Body

There are no changes planned.

UNEXPECTED DATA

Following the Covid-19 Global Pandemic, one of the biggest struggles for Boys & Girls Clubs of Central Iowa has been the lack of staff. The workforce shortage has impaired many businesses and organizations in the metro and over the nation, but an unexpected result that surprised our organization most was not meeting attendance objectives. Now that our Clubs are operating fully without Covid restriction, we expected to be at capacity and meeting objectives.

Currently, our Clubs are at the allowed capacity given our staff to member ratio. We were very close to meeting Objective 1, 50% of Summer Club participants will attend Club for 30 days or more, at Gregory and Suzie Glazer Burt Club, but fell short. This was an unexpected downfall because there were almost 40 students on the wait list for Gregory and Suzie Glazer Burt Club during summer 2021.

The organization has concluded that there are no issues in finding children, youth, and teens who need to be served, but the difficulty is finding and hiring a high volume of the required quality staff to host them. In the last year, our organization has invested in increasing staff wages to encourage retention, and providing hiring bonuses to combat this shortcoming. Boys & Girls Clubs of Central Iowa will not hire unqualified employees simply to fill a quota, as that would be highly unprofessional and could put the safety of current Club members and staff in danger.

E.T. Meredith Jr. Club is further behind Gregory & Suzie Glazer Burt Club in regard to attendance. Similarly, post-pandemic eagerness to participate in a variety of summer fun (seasonal activities, camps, sports, etc.) also effected attendance rates. During Summer Club 2021, only 6 of the 32 registered Club members attended Club for 30 days or more.

The organization has concluded that the biggest struggle in recruiting teen students/members is being able to provide programming that they find to be worth-while, especially since they have reached an age where being home alone or participating in school-sanctioned activities is highly appealing. E.T. Meredith Jr. Club staff has done additional extension, outreach, and promotion to provide more Career Exploration programs and opportunities to get teen students interested in coming to Club. In addition, 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. Earning college credit, certifications (including a driver's license), and gaining hands-on experience are rare opportunities that our organization can provide students at this stage in their life; therefore, we will continue to promote and grow the Career Exploration program to positively impact attendance numbers and participating teens.