

**Local Evaluation for Boys & Girls Club of Central Iowa  
2020-2021**

**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 11-15 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.

The completed form should be saved with the filename <**Grantee Name** 21st CCLC Local Evaluation Form 2020-2021>. The form must be completed and submitted in Word format.

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

Required Section	Complete?
<b>1. General Information</b>	X
<b>2. Introduction/Executive Summary</b>	X
<b>3. Demographic Data</b>	X
<b>4. GPRA Measures</b>	X
<b>5. Local Objectives</b>	X
<b>6. Anecdotal Data</b>	X
<b>7. Sustainability Plans</b>	X
<b>8. Summary and Recommendations</b>	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	12/31/2021
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)	Kate Pankey, Grants Consultant kpankey@bgcci.org 816-916-9006

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)</i>
Cohort 11	
Cohort 12	
Cohort 13	
Cohort 14	Gregory & Suzie Glazer Burt Club (Serving Callanan Middle School and Harding Middle School Youth)
Cohort 15	E.T. Meredith Jr. Club (Serving East High School Youth at the East High School Flex Academy)
Additional Information from Grantee (optional)	

**Note:** If you are in Cohort 16, you will report your data next year (We always report the previous year's data in the local evaluations).

## 2. Introduction/Executive Summary

Introduction/Executive Summary Required Elements	Complete?
Program Implementation	
• Needs Assessment Process	X
• Key People Involved	X
• Development of Objectives	X
Program Description	
• Program days and hours	X
• List of activities	X
• Location of centers	X
• Attendance requirements	X
• Governance (board, director, etc.)	X
Program Highlights	X

Type or copy and paste Introduction/Executive Summary here.

### Program Implementation

#### Needs Assessment Process

In partnership with Des Moines Public Schools, Boys & Girls Clubs of Central Iowa 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, referred to as Burt Club) and E.T. Meredith Jr. Club (Cohort 15 site) ideal locations for 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC).

Burt Club is located on the Drake University Campus and serves K-12<sup>th</sup> grade youth across the entire Des Moines Metro area. Callanan and Harding Middle Schools do not possess the dedicated space for a 21<sup>st</sup> CCLC site/Boys & Girls Club. The plan from the original 21<sup>st</sup> CCLC proposal was to transport these youth to the Burt Club for services. For the purposes of this report, only Callanan and Harding Middle School youth will be reported from 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 these 21<sup>st</sup> 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 Boys & Girls Clubs of Central Iowa solidify its decision to recommend the 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 **21<sup>st</sup> CCLC Program Directors and Club Unit Directors**, Kristina Cox (Burt Club) and Chris Noth (E.T. Meredith Jr. Club), attended the mandatory webinars for the grant, oversaw its execution, managed staff to youth ratios, and provided staff supervision. Kristina is a seasoned youth development professional and has been with the organization for over six years. Chris left the program just prior to the beginning of the summer session 2021. At that point, an experienced staff member, Grady Fox, received the promotion to the position of Unit Director at E.T. Meredith Jr. Club. Grady provided a seamless transition between leadership for this grant and 21<sup>st</sup> CCLC site.

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** Veronica Payne 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 a day-long, volunteer orientation.

### **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 21<sup>st</sup> 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 GPRM measures, the organizations requested permission from 21<sup>st</sup> CCLC leadership to utilize the same objectives for Cohort 15.

**Cohort 14 – Burt Club Objectives**

Objective 1: 50% of summer program participants at 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 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

All-day Club: Focuses on whole child, having fun, and field trips

COVID-19 School Closure Club – Monday through Friday; 7:30 am to 6:00 pm

DMPS was closed but Club was open with a focus on wellbeing

All-Day Remote Learning Support Club – Monday through Friday; 7:30 am to 6:00 pm

DMPS was open but alternating teens in the building and learning remotely. Staff provided academic supports and regular Club programming after the school day.

Afterschool Club – Monday through Friday; 3:30 pm to 6:00 pm

DMPS back in school full-time: Academic support, physical fitness, and special interest activities

***\*Some adjustments to the schedule were made during the course of the school year to accommodate for school closures, families' needs, and staff availability.***

**List of Activities**

Boys & Girls Clubs of Central Iowa utilizes evidence-based programs that align with Des Moines Public Schools' curricula and Iowa State Standards. The 21<sup>st</sup> 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 the activities provided include, but are not limited to:

- Project Learn – integrated learning into all Club activities, including leisure time
- Triple Play – addressing the holistic health of youth with activities for the mind, body, and soul
- Art Club – supporting 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 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 – teaching youth how to follow a recipe, cook with what’s available, and utilize kitchen equipment
- Junior Staff – volunteering Members at Clubs, explore different social services jobs, and develop soft skills for the workplace
- Career Pathways – exploring high demand fields, build employment skills, and meet professionals, visit 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
- Book Club – following a United Way curriculum on the novel *The Hate You Give*
- 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

#### **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 nor the summer.

### Governance

The chief governing body of BGCCI's 21<sup>st</sup> CCLC program is comprised of the Advisory Committee. Des Moines Public Schools 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 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 – Burt Club

- 48 program attendees received 2 meals, a snack, and food to take home, every day of summer Club – this was especially important for the population served, as 56% qualified for free or reduced-price lunches during the 2020-2021 school year
- 14 partners provided \$29,435.00 worth of goods and services in the month of June 2021, alone
- 79% of youth in Cohort 14 had at least one family member attend the family engagement event

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

- 1,732 contact hours were provided at E.T. Meredith Jr. Club during the funding cycle
- 10 key partners provided \$54,525.00 worth of goods and services
- All regular Club Members are on track to graduate

### 3. Demographic Data

Demographic Data Required Elements	Complete?
2020-2021 School Year Attendance Tables	

• 2020-2021 School Year Attendance Summary Table	X
• 2020-2021 School Year Attendance Ethnicity Table	X
• 2020-2021 School Year Attendance Special Needs Table	X
Summer of 2020 Attendance Tables	
• Summer of 2020 Attendance Summary Table	X
• Summer of 2020 Attendance Ethnicity Table	X
• Summer of 2020 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

**2020-2021 School Year Attendance.** *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2020 and the Spring of 2021. There are separate tables for the Summer of 2020. Leave blank any cohorts that do not apply.*

21 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All			
	Regular*			
Cohort 15	All	66 – 1 non-binary	40	25
	Regular*	23	16	7

\*Regular Attendees have attended the program for 30 or more days.

21 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/ Latino	American Indian/ Alaska Native	Black/ African American	Asian/ Pacific Islander	Unknown Race
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All						



	Regular*						
<b>Cohort 14</b>	All						
	Regular*						
<b>Cohort 15</b>	All	15	22	0	16	5	8
	Regular*	2	9	0	3	3	6

\*Regular Attendees have attended the program for 30 or more days.

21 <sup>st</sup> CCLC Program 2020-2021 School Year Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
<b>Cohort 11</b>	All			
	Regular*			
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	All			
	Regular*			
<b>Cohort 15</b>	All	0	39	0
	Regular*	0	16	0

\*Regular Attendees have attended the program for 30 or more days.

**Summer of 2020 Attendance.** *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2020 ONLY. Leave blank any cohorts that do not apply.*

21 <sup>st</sup> CCLC Program Summer 2020 Attendance <i>Summary</i> Table				
Cohort	Attendees	Total Attendance	Male	Female
<i>Leave Blank if NA</i>		<i>Enter #</i>	<i>Enter #</i>	<i>Enter #</i>
<b>Cohort 11</b>	All			
	Regular*			
<b>Cohort 12</b>	All			
	Regular*			
<b>Cohort 13</b>	All			
	Regular*			
<b>Cohort 14</b>	All	48	24	24
	Regular*	0	0	0
<b>Cohort 15</b>	All	32 – 1 non-binary	21	10
	Regular*	6	5	1

\*Regular Attendees have attended the program for 30 or more days.

21 <sup>st</sup> CCL Program Summer 2020 Attendance <i>Ethnicity</i> Table							
Cohort	Attendees	White	Hispanic/Latino	American Indian/	Black/African	Asian/Pacific	Unknown Race

				Alaska Native	American	Islander	
<i>Leave Blank if NA</i>							
Cohort		Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All						
	Regular*						
Cohort 14	Regular*	0	0	0	0	0	0
	All	9	4	0	22	2	11
Cohort 15	Regular*	0	3	0	1	1	1
	All	3	10	0	9	5	5

\*Regular Attendees have attended the program for 30 or more days.

21 <sup>st</sup> CCLC Program Summer 2020 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>		Enter #	Enter #	Enter #
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	Unknown	27	Unknown
	Regular*	0	0	0
Cohort 15	All	Unknown	18	Unknown
	Regular*	Unknown	4	Unknown

\*Regular Attendees have attended the program for 30 or more days.

#### Attendance Discussion.

Attendance Discussion Required Elements	Complete?
General discussion on attendance including	
• Percentage of 21 <sup>st</sup> 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>	X

Type or copy and paste Attendance Discussion here.

## Attendance Discussion

### Percentage of 21<sup>st</sup> CCLC attendance compared to total population

#### Cohort 14 – Burt Club

##### Summer Attendance

By Combining the 611 students enrolled at Callanan Middle School and the 815 enrolled at Harding Middle School, the total possible number of students served was 1,426 in 2020-2021. Of those 1,426 students, 48 students enrolled for Summer Club at 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/attendance goal was not met during the 2020-2021 summer program.

A significant factor in low summer attendance for Cohort 14 was the provision of Summer School by Des Moines Public Schools. The district provided transportation to the youths' regular schools, and provided services free of charge. This unprecedented program offering took place only in June 2021. Many families from Callanan and Harding Middle Schools decided to enroll for summer school to improve their youth's academics in light of COVID-19 school closures and remote learning. Due to the overlap of Summer School hours and Burt Club hours, as well as one bus transport after Summer School, youth and families had to choose whether they would use that bus ride to Club or home.

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

##### School Year Attendance

Of the 2,097 students enrolled at East High School at the beginning of the 2020 school year, 66 students signed up for Club membership at E.T. Meredith Jr. This is 3% of the total possible number of participants. The enrollment goal for the program was 50 students. Therefore, the enrollment/attendance goal was met.

##### Summer Attendance

Of the 2,097 students enrolled at East High School at the beginning of the 2020 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/attendance goal was not met during the summer.

### Percentage of attendees who are FRPL

#### Cohort 14 – Burt Club

##### Summer Program

Of the 48 enrolled members during the summer program, 27 qualified for free or reduced-price lunches. This equates to 56% of summer participants.

**Cohort 15 – E.T. Meredith Jr. Club**School Year Program

Of the 66 enrolled members during the school year, 39 qualified for free or reduced-price lunches. This equates to 59% of participants.

Summer Program

Of the 32 enrolled members during the summer program, 18 qualified for free or reduced-price lunches. This equates to 56% of summer participants.

**Efforts to increase and keep attendance high.**School Year Discussion

In order to increase attendance, staff set up tables during lunch at each of the three schools to promote the Club and hand out applications. Field trips were promoted at these events and resulted in increased interest as well. Finally, a few new high school members were attracted to E.T. Meredith Jr. Club through a partnership with Drake University. Members attending any of the eight BGCCI Clubs qualify for a scholarship that significantly lowers the cost of attending Drake University.

In order to keep attendance high, E.T. Meredith Jr. looked to address many of those lasting effects of COVID-19. Outside partners were brought back into Club to provide services like counseling, and introduce new hobbies/outlets like E-Sports. These partners provided enriching and diverse programs that kept members engaged and having fun while at Club.

Summer Discussion

To increase summer attendance, field trips were scheduled well in advance and promoted. These trips including: the pool, the Art Center, the Des Moines Botanical Garden, Adventureland, and the Blank Park Zoo. Breakfast, lunch, and snack were provided every day, which was a value-add for parents deciding among summer camps.

To keep attendance high, the Career Pathways program was introduced to summer camp members at E.T. Meredith Jr. Club. Those with interest in gaining hands-on work experience received an opportunity to work with people in the construction and engineering fields in June 2021. They built the storage shed located behind E.T. Meredith Jr. Club and built several benches for the Blank Park Zoo. Consistent attendance during this program demonstrated its efficacy in bringing youth back to Club.

**Contact Hours Discussion****Cohort 14 – Burt Club**

June 7, 2021 – June 30, 2021: Summer Program

8:30 am – 5:00 pm; 18 days x 8.5 hrs. = **153 contact hours**

Burt Club was open for summer programming in July 2020 and August 2020, but only served children in grades K-5. This decision was made as a direct result of COVID-19 and the greater need in the community for summer care for youth in this age range. Summer programming contact hours totaled **153 during the month of June 2021 – well surpassing the 60-hour benchmark.**

#### **Cohort 15 – E.T. Meredith Jr. Club**

July 6, 2020 – August 10, 2020: Summer Program

9:00 am – 5:00 pm; 26 days x 8 hrs. = **208 contact hours**

Closed for Derecho August 11, 2020 – September 7, 2020

September 8, 2020 – February 12, 2021: COVID Remote Learning Support Program

7:30 am – 6:00 pm; 104 days x 11.5 hrs. = **1,196 contact hours**

February 15, 2021 – May 28, 2021: Afterschool Program

3:30 pm – 6:00 pm; 70 days x 2.5 hrs. = **175 contact hours**

June 7, 2021 – June 30, 2021: Summer Program

8:30 am – 5:00 pm; 18 days x 8.5 hrs. = **153 contact hours**

School year contact hours totaled **1,371 – averaging 152 contact hours each month.** Each month met and exceeded the 60-hour requirement during the school year, particularly due to all-day Club during school closures and hybrid learning as a result of COVID-19.

Summer programming contact hours totaled **361 – averaging 120 hours each month.** August 2020 fell short of the 60-hour benchmark, however, due to the Derecho closing.

#### **Explain WHY attendance met or did not meet grant goals**

##### **Cohort 14 – Burt Club**

##### Summer Explanation

The strategic decision was made to serve only K-5<sup>th</sup> grade students at Burt Club during the summer of 2020. This means that no students from Callanan or Harding Middle Schools were served in July or August of 2020. This is part of the reason that Burt Club fell just short of the 50 students served goal. No summer program participants in 2020-2021 were able to make the 30 day “Regular Attendee” status, as Club was only open to Callanan and Harding Middle School students for 18 days in June 2021.

##### **Cohort 15 – E.T. Meredith Jr. Club**

##### School Year Explanation

The location of E.T. Meredith Jr. Club makes it easy for East High School students to walk to Club after school. When school is in session, attendance rates are generally higher due to lack of need for transportation.

During COVID-19 remote learning, members attended all-day Club to take advantage of available technology, connectivity, and staff academic support.

#### Summer Explanation

The Grand Opening of E.T. Meredith Jr. Club was February 3, 2020. Club closed on March 13, 2020. This significantly reduced the number of months Staff were able to promote the new summer program.

During the summer months, many Club members also work. This limits their ability to participate in Club throughout these months.

**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*

21 <sup>st</sup> CCLC Program 2020-2021 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/ Partial/ Vendor <i>(descriptions below)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if unpaid partner)</i>	Number of Centers Served <i>(Input the number of centers this partner served)</i>
Des Moines Public Schools	Full	1, 3, 5, 6, 8	Data Coordinator	\$36,000	2
DMARC	Full	3, 4, 5, 6	Mobile Food Pantry Workers	\$16,250	2
Des Moines Art Center	Full	3, 5, 6	Art Educators	\$4,600	2
4-H	Full	3, 6	Outreach Educators	\$1,600	2
US Cellular	Full	5, 6	Employee Volunteers	\$1,050	2

Vision To Learn	Full	5, 6	Eye Specialist	\$6,050	2
Kum & Go	Full	5, 6	Central Office Employees	\$7,000	2
Sprouts Garden – Drake Affiliate	Full	3, 5, 6	Horticulture Educators	\$1,000	1 - Burt
Iowa Cubs	Full	3, 5, 6	Park Staff	\$1,400	1 - Burt
Blank Park Zoo	Partial	3, 7	Outreach Educators	\$300	1 - Burt
Science Center	Partial	3, 7	Outreach Educators	\$250	1 - Burt
Heartland Youth Choir	Full	3, 6	Music Educators	\$250	1 - Burt
Drake University – School of Journalism & Mass Communication	Full	3, 5	Associate Dean Public Relations, Drake Students from the School of Journalism, Assoc. Professor	\$1,750	1 - Burt
Food Bank of Iowa	Partial	4, 5, 6	Warehouse Staff	\$960	1 - Burt
Please Pass the Love (Americorps)	Full	3, 6	Therapists	\$1,200	1 - ETM
Orchard Place	Full	3, 6	Therapists	\$2,500	1 - ETM
Grandview University	Full	3, 6	E-Sports Coach	\$1,800	1 - ETM

*\*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	
• Summary of partnerships table.	X
• All partner types	X
• Efforts to recruit partners.	X
• Highlights of partnerships.	X
• How partnerships help program serve students.	X

Type or copy and paste Partnerships Discussion here.

#### Summary of Partnerships Table

\*ETM – E.T. Meredith Jr. Club partner

\*Burt –Burt Club partner

*Partnerships were limited in 2020-2021 due to COVID-19 visitor restrictions.*

The organization and the youth served benefited greatly as a result of the 17 active partnerships listed in the table above. Combined these partners donated \$83,960.00 worth of goods, services, programming, and/or employee time. BGCCI is fortunate to have partners who offer more than 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.

Three of the partners helped BGCCI address food insecurity for attendees. This is a high-priority for Cohorts 14 and 15 since 77.4% of Callanan Middle School, 91.7% of Harding Middle School, 79.6% of East High School students qualify for Free or Reduced-Price Lunches during the school year. Not only did members receive two full meals and a snack while attending all-day Club during the COVID-19 closures/remote learning and summer programming, but additional food was sent home with students to ensure adequate nutrition outside of Club hours.

Several new partners, Please Pass the Love, the Orchard Place, and Grandview Community College, provided unique and engaging programming that BGCCI would not normally offer. They also offered essential mental health programming when members needed it most. High quality programming is vital to recruitment, attendance, self-esteem, exposure to new interests, and the opportunity to make new connections, to name a few.

The length of partnerships varied among partners. For the purposes of this report, Burt Club only partners provided free or reduced-price goods and/or services during June of 2021, when Callanan and Harding Middle School students were present at Summer Club. DMPS and DMARC were year-round partners, as they provided assistance throughout the pandemic and through the summer. Other partners picked up in early spring, once schools opened again and restrictions on volunteers in Clubs were lifted. Some of the partners stayed on through the summer as well, including: the Des Moines Art Center and Grandview University. Vision to Learn was a one-time visit at both Clubs.

### **All Partner Types**

All but three partners provided all expenses free of charge, qualifying them as "Full" partners. Full partnerships reduce BGCCI's costs to run the highest quality programming possible. The three "Partial" partners, provided significantly reduced-price tickets for field trips or reduced costs for meals and snacks.

### **Efforts to Recruit Partners**

Many of the partners on the list are not new this year, but rather established partners who see the benefits of working with BGCCI youth during the school year and summer months. Please Pass the Love, the Orchard Place, and Grandview Community College are three new partners this funding cycle.

E.T. Meredith Jr. Club members returned from quarantine and remote learning in need of mental health services and opportunities to reconnect with peers. In order to address the mental health needs of Club members, E.T. Meredith Jr. Club Staff called and emailed Orchard Place and Please Pass the Love to



establish regular, small group therapy sessions and a mental wellness program. Both agencies were excited to partner and offer whatever services they could.

### Highlights of Partnerships

#### Cohort 14 – Burt Club

Drake University is a key partner of the organization. In June of 2021, The University offered a Journalism and Mass Communication Camp for middle and high school members at Burt Club. The Club was two days long, for four hours each day. Participants learned what it takes to produce radio programs, news casts, green screen shots, and podcasts. Both industry-specific and soft-skills needed for the field of journalism were discussed during the camp.

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

In light of the immense need for counseling services after months of quarantine, Orchard Place agreed to provide six weeks of counseling sessions at E.T. Meredith Jr. High School. The sessions took place during afterschool Club once students were back in school full time. Two, fully-licensed therapists led small group therapy sessions once each week. They served a combined 12 youth over the course of the six weeks, completely free-of-charge.

To bring something new and likely popular to the Club, the Unit Director reached out to the E-Sports Coach of Grandview University. The Coach was excited to come to Club weekly in the spring of 2021 to introduce youth to E-Sports and how many E-Athletes are using their gaming skills to pay for college.

### How Partnerships Help Program Serve Students

Partnerships like the one forged with the Orchard Place connect licensed professionals with teens without the need for copays or car rides. Partnerships keep costs low for the organization while leveraging funded or charitable programs, looking to help families in need.

### 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

Type or copy and paste Parent Involvement Information and Discussion here.

### Number and Description of Parent Meetings and/or Events

**Cohort 14 – Burt Club**Summer Club

A Summer Orientation was held for families in May, just prior to the start of Summer Club in June 2021. An ALDI gift card was the incentive for attendance. One lucky family received the \$100 gift card. Families toured the Burt Club site, signed release forms for field trips, and learned about the summer programs.

Burt Club also hosted a two-day book fair in June 2021. All Summer Club participants received new books for free. Families were encouraged to attend the fair with their youth to receive updates on behavior and participation from staff.

**Cohort 15 – E.T. Meredith Jr. Club**School Year

A total of ten Parent Engagement Events were offered during the school year. Four of these events were intended for parents to view the space and recruit new families. There were also opportunities for families to serve the community through food pantry clean-up days. And there were at least three “Teen Night” recruitment events aimed at youth inviting friends to check out the Club space.

Summer Club

Normally, recruitment events would have happened before the start of the June 2020 summer session, but COVID prevented those regularly scheduled activities. No Parent Engagement Events were held in July 2020, August 2020, or June 2021.

**Number of Parents at Each Meeting and/or Event****Cohort 14 – Burt Club**

At the Summer Orientation, 22 families were in attendance. The book fair drew 38 families. This information was gathered from sign-in sheets at each event.

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

Due to staff turnover, sign-in sheets could not be located to provide these exact data. Anecdotally from staff, the recruitment events drew an average of six to eight parents each. Pantry clean up days, might attract two or three parents from the community. Teen nights usually saw four parents as chaperones each.

**Description of Communication with Parents**

Staff took extra time to catch parents during pick-up to speak with them about Club matters. Therefore, most communication was done in-person. Flyers were for upcoming events that could be shared with others. Social media was also used as a reminder tool for upcoming events, as well, as a means of recruitment.

### Efforts to Increase Parent Involvement

In the fall of 2021, events will focus on sharing family traditions, recipes, and culture. Families will be approached directly to share holiday traditions. Staff will budget for door prizes and a wider variety of food options. A greater attempt to contact families via phone and email will be made as well.

### GPRA Measures

For 2020-2021, the US DOE has indicated that 21<sup>st</sup> CCLC Programs should measure 14 performance indicators that follow the Government Performance and Results Act (GPRA). Please note the GPRA data intends to measure student improvement based on how many regular attendees needed improvement. If you do not have this number, then enter the total number of Regular Attendees for each grade level instead. Also note that reading scores can be used for GPRA Measures 4-6 – Improvement in English. This is the same data reported online to the APR Data System.

GPRA Measures Required Elements	Complete?
GPRA Measures Data Table	
<ul style="list-style-type: none"> <li>Name of Assessment Tools Used for Each Measure.</li> </ul>	X
<ul style="list-style-type: none"> <li>Data Entered for all Applicable Measures.</li> </ul>	X
GPRA Measures Discussion	X

### GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
<b>GPRA Measures 1-3 – Improvement in Mathematics</b>			
<b>Assessment Tool Used: Local assessments tied to standards</b>			
<b>1. The number of elementary 21<sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.</b>			
<b>2. The number of middle/high school 21<sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.</b>	3 - ETM	0 - ETM	0.0% - ETM
<b>3. The number of all 21<sup>st</sup> Century regular program participants who improved in mathematics from fall to spring.</b>	3 - ETM	0 - ETM	0.0% - ETM
<b>GPRA Measures 4-6 – Improvement in English</b>			
<b>Assessment Tool Used: Local assessments tied to standards</b>			

<b>GPRA Measures</b>	<b>Number of Regular Student Attendees Needing Improvement</b>	<b>Number of Students Who Improved</b>	<b>Percentage of Students Who Improved</b>
<b>4. The number of elementary 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>			
<b>5. The number of middle/high school 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>	4 - ETM	1 - ETM	25.0% - ETM
<b>6. The number of all 21<sup>st</sup> Century regular program participants who improved in English from fall to spring.</b>	4 - ETM	1 - ETM	25.0% - ETM
<b>GPRA Measures 7-8 – Improvement in Proficiency</b>			
<b>Assessment Tool Used: Local assessments tied to standards</b>			
<b>7. The number of elementary 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in reading.</b>			
<b>8. The number of middle/high school 21<sup>st</sup> Century regular program participants who improve from not proficient to proficient or above in mathematics.</b>	3 - ETM	0 - ETM	0.0% - ETM
<b>GPRA Measures 9-11 – Homework and Class Participation</b>			
<b>Assessment Tool Used: Teacher Survey</b>			
<b>9. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>			
<b>10. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	19 - ETM	10 - ETM	52.6% - ETM
<b>11. The number of all 21<sup>st</sup> Century regular program participants with teacher-reported improvement in homework completion and class participation.</b>	19 - ETM	10 - ETM	52.6% - ETM
<b>GPRA Measures 12-14 – Student Behavior</b>			
<b>Assessment Tool Used: Teacher Survey</b>			

<b>GPRA Measures</b>	<b>Number of Regular Student Attendees Needing Improvement</b>	<b>Number of Students Who Improved</b>	<b>Percentage of Students Who Improved</b>
<b>12. The number of elementary 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>			
<b>13. The number of middle/high school 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	2 - ETM	1 - ETM	50.0% - ETM
<b>14. The number of all 21<sup>st</sup> Century regular program participants with teacher-reported improvements in student behavior.</b>	2 - ETM	1 - ETM	50.0% - ETM

**GPRA Measures Discussion.**

<b>GPRA Measures Discussion Required Elements</b>	<b>Complete?</b>
<b>Total or Regular Attendance Used?</b>	X
<b>Discussion of high performing and low performing areas.</b>	X
<b>Description of data collecting instrument.</b>	X
<b>Discussion of difficulties on any GPRA Measure.</b>	X
<b>Assessment of 21<sup>st</sup> CCLC Program based solely on GPRA Measures.</b>	X

Type or copy and paste GPRA Measures Discussion here.

**\*ETM – E.T. Meredith Jr. Club data**

**Total or Regular Attendance Used?**

**Cohort 14 – Burt Club**

No Cohort 14 - Burt Club data are present in the GPRA table above because one month of summer programming in June of 2021 and no contact with these students again before school started would have had no impact on Fall 2020 nor Spring 2021 test scores. 18 days of programming was also not enough time to gather data about improvements in homework completion rates or behavior.

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

Total attendance was used due to high transient population, COVID-19 closures, and Derecho impacts.

**Discussion of High Performing and Low Performing Areas**

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

High Performing Area(s)

Of the 66 school year participants, only 19 were determined to need improvement in homework and participation. Ten of those 19 needing improvement made that progress. This is a significant success and considered a High Performing Area.

Low Performing Area(s)

At 0% improvement in Mathematics, it is the Lowest Performing GPRA Measure. With an overwhelming number of days spent out of the classroom, between closures and hybrid/remote learning, this was expected.

**Description of Data Collecting Instruments****Cohort 15 – E.T. Meredith Jr. Club**Academic Measures

The Des Moines Public School provided local assessment scores from fall 2020 and spring 2021.

Behavior Measures

Program Staff (considered “teachers” in this program) completed a survey regarding each enrolled participant at the beginning of the school year. Staff scored each member’s current behaviors in regards to completing homework and participating in Club activities, as well as, displaying appropriate behaviors in Club. Program staff completed the survey again at the end of the school year to determine if improvements were made in each area.

**Discussion of Difficulties on Any GPRA Measure****Cohort 14 – Burt Club**

No Cohort 14 - Burt Club data are present in the GPRA table above because one month of summer programming in June of 2021 and no contact with these students again before school started would have had no impact on Fall 2020 or Spring 2021 test scores. 18 days of programming was also not enough time to gather data about improvements in homework completion rates or behavior.

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

A great deal of research has been conducted on academic backslide/regression during the summer months. Those same researchers anticipated even more profound learning loss due to COVID-19’s closures and remote learning model. Comparing this year’s academic results with those of previous years, regularly showing gains in Math and Reading, this is a profound change.

Not all students who regularly attend Club for academic support and recreation attended Club during COVID-19 school closures or remote learning models. Teens from East High generally report attending Club due to its proximity to their school. Since students were not getting a ride to school, it would be reasonable to assume they would not be able to make it to Club.

GPRA Measures do not tell the entire story, especially for those in high transient populations. Out of the 66 teens served during the school year, more than four youth were behind in Reading and three in Math, as shown in the tables. In order to make conclusions about the efficacy of the program in academics, each student must have two scores. This was not the case for the vast majority of the students served during this funding cycle. There were so many students who received a Not Proficient score in EITHER the fall OR the spring, but that does not show how BGCCI impacted their scores. There were also plenty of youth who were already Progressing or Proficient. There is no place to celebrate those youth.

### Assessment of 21<sup>st</sup> CCLC Program Based Solely on GPRA Measures

There were not enough GPRA data points (a score for fall and a score for spring) to measure the success of the program with accuracy.

### Local Objectives

ON JULY 1, 2017, GPRA MEASURES BECAME THE OFFICIAL OBJECTIVES. Additional local objectives should be added to help your local organizations better serve your community. However, these local objectives will be considered as additional information since the GPRA Measures will always serve as the official objectives. Data will be from the Summer and Fall of 2020 and the Spring of 2021.

Local Objectives Required Elements	Complete?
Local Objectives Data Tables	
• Rating of each Objective as listed below.	X
• Full Methodology used for measurement.	X
• Justification for Rating	X
Local Objectives Discussion	X

### Local Objectives Data Tables.

For each cohort table, enter the appropriate data. If a Grantee did not participate in a cohort, that cohort table will be left blank. Rows may be added as needed. If desired, all cohorts may be combined into one table (especially helpful if all objectives are the same). If this is done, in the objectives discussion section, note that the table combines more than one cohort. Objectives will be rated as one of four ways:

- 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.*

Cohort 11 Table

Cohort 11 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 12 Table

Cohort 12 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 13 Table

Cohort 13 Objectives	Objective Rating	Methodology/Justification for Rating

Cohort 14 Table

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
50% of summer program participants will attend Club for 30 days or more	Did Not Meet and No Progress was Made Toward the Stated Objective	<p><b>Methodology</b> – KidTrax Attendance Software</p> <p><b>Justification</b> – Due to COVID-19, Summer Club was limited for</p>



Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
		Cohort 14 to only the month of June in 2021. The total number of days open to Cohort 14 youth was just 18 days, therefore, it is impossible for any of the participants to have met the goal. There was not enough data to determine progress.
<b>50% of families with a child enrolled in the 2020-2021 summer program will attend at least one family engagement event</b>	<b>Met the Stated Objective</b>	<p><b>Methodology</b> – Sign-in sheet at event</p> <p><b>Justification</b> – The book fair attracted 38 families with a youth in Cohort 14. Total Cohort 14 enrollment was 48 youth. This means that 79.2% of Cohort 14 families attended a family engagement event.</p>

Cohort 15 Table

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
<b>50% of program participants will attend Club for 30 days or more</b>	<b>School Year – Did Not Meet – and Progress Made Summer – Did Not Meet and No Progress Made</b>	<p><b>Methodology</b> - KidTrax Attendance Software</p> <p><b>Justification</b> - 23 of 66 participants attended Club for 30 days or more. This is 34.8% of participants who met the objective for the school year. Though Club is in close proximity to school, many students did not attend school in-person due to COVID, thus were not able to get to Club due to lack of transportation. 6 of 32 participants attended Club for 30 days or more during the summer. This is 18.8% of participants who met the objective. The summer program was shortened due to COVID and the Derecho.</p>

Cohort 15 Objectives	Objective Rating	Methodology/Justification for Rating
50% of families with a child enrolled in the 2020-2021 program will attend at least one family engagement event	Unable to Measure	<p><b>Methodology</b> - Sign-in Sheets</p> <p><b>Justification</b> - The Unit Director, in charge of attending 21<sup>st</sup> CCLC meetings and operations on site, resigned in May 2021. He either did not collect sign in sheets from those events or pass them along to his replacement.</p>

### Local Objectives Discussion.

Local Objectives Discussion Required Elements	Complete?
• Statistical Analysis as Applicable.	X
• Improvement over more than one year as observed.	X
• Applicable graphs, tables, and/or charts.	X
• Details on methodology and ratings as needed.	X
• Clarification for objectives not met.	X
• Clarification for objectives not measured.	X

### Remember to include a Local Objectives discussion

Type or copy and paste Local Objectives discussion here.

#### Statistical Analysis as Applicable

##### Cohort 14 – Burt Club

The data for the attendance goals was available from the KidTrax Attendance software used by all BGCCI Clubs. Percentages were calculated based on all Callanan and Harding Middle Schools youth who attended Burt Club. Counts and percentages for parent involvement were based on attendance sheets for parents of Cohort 14 members.

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

The data for the attendance goals was available from the KidTrax Attendance software used by all BGCCI Clubs. Percentages were calculated based on all Harding and Callanan youth who attended Burt Club. Counts and percentages for parent involvement were based on attendance sheets for parents of Burt Club members from Harding and Callanan. Plans for statistical analysis will expand with additional data in successive years of the grant.

#### Improvement Over More Than One Year as Observed

**Cohort 14 – Burt Club**

The original 2019-2020 Objective 3.a. stated that 75% of parents would attend quarterly family engagement nights. This objective could not be measured that year, because no family engagement events were held during the summer program.

The 2019-2020 Objective 3.a. could be compared to Objective 2 of 2020-2021, that states that 50% of families with a child enrolled in the 2020-2021 summer program will attend at least one family engagement event. Not only was a family engagement event held in 2020-2021, which is an improvement in itself, but 38 families (79%) of the 48 Cohort 14 participants were present. This exceeds both the 2019-2020 objective of 75% and the 2020-2021 revised objective of 50% attendance.

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

This is the first year of the 21<sup>st</sup> CCLC grant. There are no data for multiple years at this time.

**Details on Methodologies and Ratings as Needed**

No additional details are needed for methodologies and ratings.

**Applicable Graphs, Tables, and/or Charts****Cohort 14 – Burt Club**

This is the first year measuring these two outcomes due to requested revisions to all outcomes in 2019-2020. Graphs, tables, and/or charts will be available in 2021-2022.

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

Given the paucity of data available in the first year of the grant, graphs, tables and charts are not suitable.

**Clarification for Objectives Not Met****Cohort 14 – Burt Club**Objective 1

Burt Club was only open to Cohort 14 students for 18 days in June 2021. The months of July and August 2020 were only open to K-5<sup>th</sup> grade students at Burt Club. This decision was made as a direct result of COVID-19 and the current needs of the community. Therefore, no Cohort 14 participants were able to attend Club for 30 days during the 2020-2021 funding cycle.

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

Seven out of the available 12 months to conduct this program were impacted in some way by either unstable COVID-19 or Derecho conditions.

Objective 1

The 2020 summer enrollment was impacted by COVID-19. There were significantly fewer days available to recruit youth for the summer program. During the school year, with teens not in school as usual, they were unable to walk down the hill to Club after school as usual.

**Clarification for Objectives Not Measured****Cohort 14 – Burt Club**

Both objectives were measured this year, which is a tremendous improvement over last year. Three objectives were not measured in 2019-2020. All objectives from 2019-2020 were submitted for revision, making 2020-2019 the first year measuring these two objectives.

**Cohort 15 – E.T. Meredith Jr. Club**Objective 2

Due to key staff turnover, parent attendance records were lost or not kept.

**4. 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)**

**Success Stories**

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

**Remember to include a student success story**

Type or copy and paste Success Stories here.

**Cohort 14 – Burt Club**

**Diontez** had behavioral issues beginning in June 2021. He attended Summer School through the school district and then rode the bus back to Burt Club afterwards. He developed leadership skills that other members began to emulate. Unhealthy and unproductive behaviors also decreased.

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

**Arina**, a 21<sup>st</sup> Century CCLC Summer and School Year Program attendee, won Boys and Girls Clubs of Central Iowa's Youth of the Year and advanced to the State competition. Arina's mother said, "I noticed a change in her when she started coming to the high school Club. She became very school-oriented and started hanging with the right crowd."

**Saiyar** won 2<sup>nd</sup> place for his artwork inspired by Chadwick Boseman. **US Cellular** hung youth artwork in one of its retail locations and allowed customers to select the winner. Saiyar received a \$100 gift card and his artwork professionally framed.

**Thomas** has been coming to club consistently over the past 2 years. He is very independent and Club gives him a safe space to really express himself. You can always find Thomas dancing in front of one of the TVs to K-Pop songs. Thomas has recently earned a full-ride to Iowa for music. Thomas says, "I feel that Club is a very welcoming space."

**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**

Type or copy and paste Best Practices here.

**Description of the Practice/Activity**

According to Edutopia, "Whole child development empowers [youth] as creative and engaged citizens who can strengthen the wellbeing 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 Club programming was created in a whole-child model before it was popularized in the field of education. Triple Play, a daily program at both Burt Club and E.T. Meredith Jr. Club for all participants,

is a proven health and wellness program that supports the mind, body, and soul of every youth served. Passport to Manhood and SMART Girls teaches character development, self-esteem, and healthy relationships and choices. And Keystone provides leadership development opportunities for youth to participate in activities, both in and out of Club, in three focus areas: 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 address basic needs of students during uncertain times. Youth attending Club could count on at least two meals and a snack every day. They were connected with health resources, like Vision to Learn, to address unmet healthcare needs like vision correction. Youth also received counseling services during Club hours in order to better focus on their wellbeing and academics. Although the best practice is termed “Whole Child”, this approach to youth development is essential throughout young-adult life.

### **Methodology of Measuring Success of Best Practice**

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

### **Information on Why Practice/Activity 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 on.

### **Impact of Practices/Activity on Attendance**

#### **Cohort 14 – Burt Club**

Specific NYOI data for Callanan and Harding Middle School Club members are unavailable for 2020-2021.

Part of a Whole Child development model relies on a sense of belonging. Across all middle school-serving Club sites, 2020 NYOI member survey data showed that 93% report enjoying coming to Club. 95% 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 2020 also show that compared to other places, 65% of middle school participants feel safer at Club.

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

E.T. Meredith Jr. Club NYOI data was not available for this report. It is anticipated that similar data will be available to report next funding cycle.

**Impact of Practice/Activity on Student Achievement**

**Cohort 14 – Burt Club**

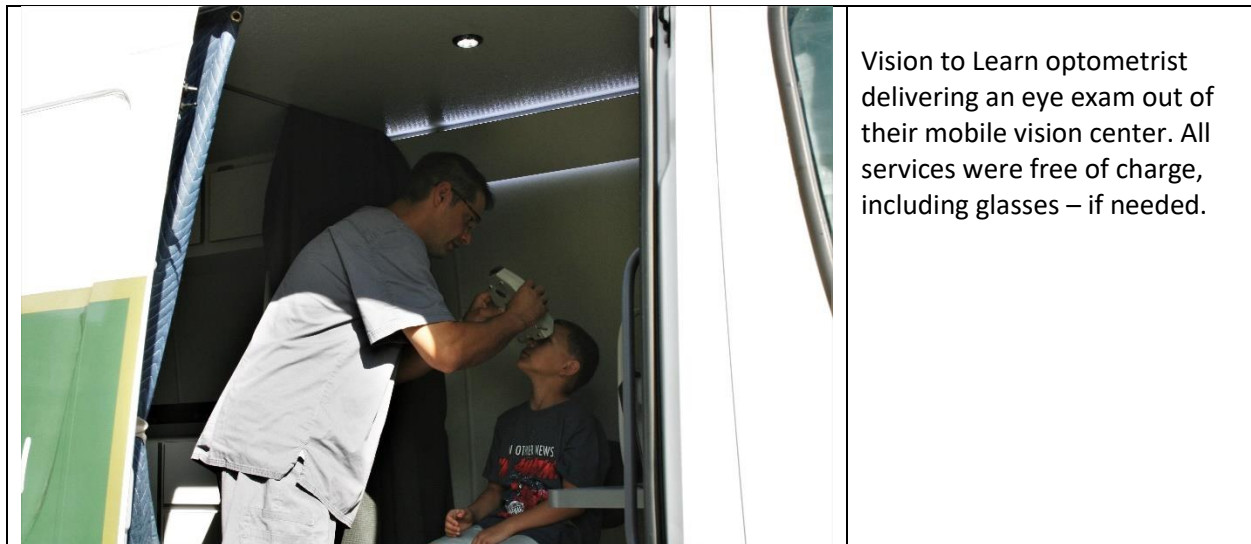
The Whole Child model is central to BGCCI programming and ingrained in nearly all aspects of the Club experience. 2020 NYOI data from Burt Club middle school students show that 93% expect to graduate from high school on time and 73% believe they will graduate from college.

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

E.T. Meredith Jr. Club NYOI data was not available for this report. It is anticipated that similar data will be available to report next funding cycle.

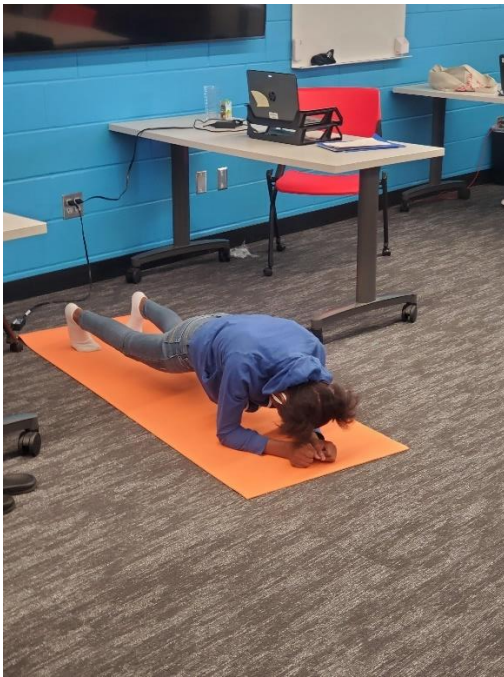
**Pictures**

Insert pictures here. Pictures should showcase students engaged in activities and learning. Do not include posed pictures, take action shots of children reading, participating, smiling and being involved in the activities. Please send 4-8 of your best pictures.



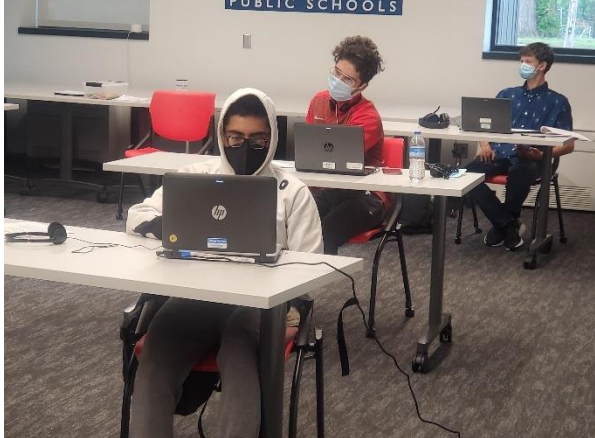



DMARC’s Refuel Station – Youth on the mobile pantry, selecting food and hygiene items to take home.



Brain Break Yoga during all-day Club. Youth participating in remote learning at Club frequently stopped to take care of their physical and mental health needs, like this young lady.



	<p>Virtual/remote learning at E.T. Meredith Jr. Club. Safety precautions were in place to protect those attending class remotely, like masks and social distancing.</p>
	<p>Youth getting fitted with limited edition Kum &amp; Go sneakers for a job well done at school and outside of school.</p>

**Student, teacher, parent, and stakeholder input**

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

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

**Quote from Teacher**

“Our youth persevered through many different changes to their academic and personal lives. They demonstrated a great deal of resilience with remote learning. Our staff did note the challenges that came along with the pandemic for the youth. It took a toll on their mental and physical health. With that said, many life-skills were gained with this increase in independence like: time management, motivation, etc.”

Grady, Unit Director

#### Quote from Partner

“These kids are doing their part both in school and out of school to stay on track academically. We wanted to reward their hard work. Seeing the kids’ reactions was an absolute joy.”

Tanner Krause, Kum & Go CEO

#### Quote from Student

“During school in 6th grade, I was a different person than I am right now. I was disrespectful to teachers, talking back, and getting sent to the office. The summer of me going into 7th grade, that is when I started going to Boys and Girls Club, and that is where I changed as a person. I started respecting peers and working hard. When I got into 7th grade, I took all the positive information I learned at the Club and took it into school with me. Now that is where I started the journey of the person I am today.”

Student, 21<sup>st</sup> CCLC Summer Program Attendee

### Sustainability Plans

Sustainability Plans Required Elements	Complete?
Original plan from grant application summary.	X
Discuss formal sustainability plan if applicable.	X
How program will continue without 21st CCLC grant funding.	X
How partnership contributions will help the program continue (refer to partnership table from section 3).	X

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

Type or copy and paste Sustainability Discussion here.

#### Original Plan from Grant Application Summary

##### Cohort 14 – Burt Club

“Boys & Girls Clubs of Central Iowa (BGCCI) proposes to establish a 21<sup>st</sup> 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 program 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 21<sup>st</sup> CCLC grant require programs to address the needs of a child holistically, we have designed the following areas of focus for our 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC, May 2021.]

“All program components for the 21<sup>st</sup> CCLC program are evidence-based and have been selected to directly align with the school-day programming and Iowa State Standards. 21<sup>st</sup> 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, 9<sup>th</sup>-12<sup>th</sup> 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 socio-emotional 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 21<sup>st</sup> 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

a seamless transition from school day to the after school. To increase Club and school engagement, the 21CCLC will offer enrichment opportunities that spark curiosity, interest and joy, such as career exposure events, college tours, cooking, STEM projects, and art club.

“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.”

### **Discuss Formal Sustainability Plan if Applicable**

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 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 21<sup>st</sup> CCLC Grant Funding**

#### **Cohort 14 – Burt Club**

The Burt Club was paid for and built through a BGCCI capital campaign, thereby guaranteeing the facility for years to come. With BGCCI building 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.

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 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 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 Burt Club, including Callanan and Harding, will continue to receive supportive programming at Burt Club year-round. This is BGCCI’s commitment to sustaining the objectives achieved through the 21<sup>st</sup> 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 E.T. Meredith Jr. Club has been open for an entire year, 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 2021. With youth back at school, attendance rates are increasing. The short walk down the hill and the amazing programs offered are attracting new youth.

BGCCI is committed to investing in all eight Clubs' experienced and passionate staff, including E.T. Meredith Jr. Club, as well as 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 21<sup>st</sup> 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 relationship.

BGCCI employs a team of fundraising professionals in order to keep Clubs open for youth. Fundraising staff work hard to diversify funding sources so that one stream does not make or break a Club. The fundraising 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 Burt Club on the Drake University Campus, the partnership with the University should remain strong. Drake University continues to offer new programs to youth at the Burt Club. This year alone, they provided the Journalism and Mass Communication Camp and the Sprout Garden program to Burt Club free-of-charge.

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.

Other partners that assist BGCCI in addressing food insecurity include the Food Bank of Iowa and DMARC. These organizations either provide free or reduced-priced food and other necessary goods for Club members and their families. 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 that much farther.

With the returning support of enrichment partners, Club members will receive high-quality programming from professionals and talented individuals that will engage their minds and bodies. New partnerships on the horizon ensure long-time members come back to Club and continue 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 21<sup>st</sup> CCLC Summer Program well into the future.

**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

**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

Type or copy and paste Summary of Program here.

**Reference Introduction Section**

In partnership with Des Moines Public Schools, Boys & Girls Clubs of Central Iowa identified Callanan Middle School, Harding Middle School, and East High School 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 the area also made these Clubs ideal 21<sup>st</sup> Century Community Learning Center sites.

The goals of these programs were to encourage at least half of program participants to attend Club for 30 days or more and to attract half of Club members' families to participate in at least one of the engagement events offered. COVID-19, a derecho, staff turnover, and DMPS Summer School made these objectives difficult to accomplish in 2020-2021.

**Showcase Success of Program****Cohort 14 – Burt Club**

A great deal of in-kind support was given through partnerships in just the month of June 2021. Burt Club staff worked very hard to pack as much programming and donations into the summer program in 2021, because they knew youth from Callanan and Harding Middle School were unable to attend the prior summer. Through Club, youth toured the Iowa Cubs stadium, received free glasses, went swimming nearly daily, received art lessons from the best art instructors Des Moines has to offer, and so much more. Their bellies were full every day with two meals, a snack, and food to take home, thanks to DMPS, DMARC, and the Iowa Food Pantry. Most importantly, after everything they had been through with COVID and the Derecho, dedicated and caring staff were eager to welcome them to Club that summer. It showed in their NYOI survey results that Cohort 14 youth felt like they belonged there. In addition, 79% of youth in Cohort 14 had at least one family member attended summer orientation or the book fair.

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

Despite low GPRA measures and unmet objectives, the program succeeded in so many ways. The organization is proud to say that it kept E.T. Meredith Jr. Club open to support students, even when schools could not. The Club continued to offer academic assistance, wellness programs, and food assistance once schools went to a hybrid learning model. Even when students finally returned to school full time, E.T. Meredith Jr. Club was there to provide mental health services for youth in need. There were 10 new and returning key partners that provided this broad spectrum of services. These successes are captured better by BGCCI's NYOI survey, mentioned previously in this report. It's through very high rates of feelings of safety, belonging, and belief that staff care about their well being that members share all that is going right with this program. In addition, all regular Club members are on track to graduate.

**Highlight Items Contributing to Program Success**

The staff made all the difference. Throughout the pandemic, into hybrid learning, back to school full-time, and into the summer, key staff were consistently present and caring. Staff remained flexible even during layoffs and return to work when needed. Club hours changed dramatically throughout this funding cycle, and staff adjusted their schedules and accordingly. This was truly a scary and isolating time for all of us, but particularly for young people. The members at both Clubs had strong Club staff to lean on during this uncertain period.

**Dissemination of Local Evaluation.**

Dissemination of Local Evaluation Required Elements	Complete?
Exact url where local evaluation is posted (required by US DOE).	X
Discussion of other methods of Dissemination (Board reports, community meetings, person to person, e-mail, etc.)	X

Type or copy and paste Dissemination of Local Evaluation here.

<https://www.bgcci.org/our-programs>

This Local Evaluation of the 21<sup>st</sup> CCLC Summer 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 website at <https://www.bgcci.org/our-programs>.

**Recommendations for Local Objectives.**

Recommendations for Local Objectives Required Elements	Complete?
Objectives to be changed and reasons why.	X
Objectives to be added.	X

Include objectives not met.	X
Include objectives not measured.	X

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

Type or copy and paste Recommendations for Local Objectives here.

**Objectives to be Changed and Reasons Why**

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

**Objectives to be Added**

No new objectives are suggested at this time.

**Include Objectives Not Met**

**Cohort 14 – Burt Club**

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

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

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

**Include Objectives Not Measured**

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

Objective 2: 50% of families with at least one 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

**Recommendations on Future Plans for Change.**

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

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



Type or copy and paste Recommendations on Future Plans for Change here.

**Changes in Activities****Cohort 14 – Burt Club**

No changes in activities are anticipated at this time.

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

Additional emphasis will be placed on workforce readiness in the coming year. Opportunities for members to earn college credit hours over the summer months will be offered, as well as trips to see people working in careers of interest.

**Changes in Recruitment Efforts****Cohort 14 – Burt Club**

More opportunities to bring a friend will happen in 2021-2022 Summer Club. New partnerships with exciting programming or trips should entice greater enrollment numbers.

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

Club will open its doors during the school's winter and spring breaks to allow families and youth to invite friends and relatives to see the space and experience Club. Additional Teen Nights will be held, as well as at least one parent engagement event each quarter.

**Changes in Partnerships****Cohort 14 – Burt Club**

Additional partnerships with new program offerings always are pursued.

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

Looking for more hands-on partners in the coming funding cycle. BGCCI always searches for a greater number of college and workplace partners.

**Changes for Sustainability Plans**

None at this time.

**Other Changes as Suggested by Governing Body**

None at this time.

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

Type or copy and paste Unexpected data input here.

Club attendance was unexpectedly low this funding cycle. This was nearly entirely due to COVID-19. Now that school is back in-person, attendance rates are on the rise.

The amount of usable data from the school district, regarding Club member math and reading scores, was unexpectedly low, as well. Again, with school in-person now, hopefully there will be more Club member data points to better assess Club's impact on academics.

The number of Club members with 30 or more days attendance during the summer program was unexpectedly low due to the Derecho in August 2020. Club was closed from August 11, 2020 – September 7, 2020. This significantly cut down the total number of days to participate in Club.

New partnerships and procedures: In light of the immense need for counseling services after months of quarantine, Orchard Place agreed to provide six weeks of counseling sessions at E.T. Meredith Jr. Club. The sessions took place during afterschool Club once students were back in school full time. Two, fully-licensed therapists led small group therapy sessions once each week. They served a combined 12 youth over the course of the six weeks, completely free-of-charge.

The staff of E.T. Meredith Jr. Club made a difference. Throughout the pandemic, into hybrid learning, back to school full-time, and into the summer, staff remained flexible, even during layoffs and returned to work when needed. Club hours changed dramatically (all day to part day to closure) throughout this funding cycle to accommodate student needs, and staff adjusted their schedules accordingly.

Many parents opted-in for Summer School offered by the school district. Some students chose to attend both Summer School and Club, but that number was few. Families had to choose between utilizing after-Summer School transportation to Burt Club or directly home. It is unknown whether this unexpected Summer School service will be provided to families again in June 2022.