

Local Evaluation for *Boys & Girls Clubs of Central Iowa 2019-2020*

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 9-13 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 2019-2020>. The form must be completed and submitted in Word format.

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

Required Section	Complete?
1. General Information	X
2. Introduction/Executive Summary	X
3. Demographic Data	X
4. 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	February 4, 2021
Grantee Name	Boys & Girls Clubs of Central Iowa (BGCCI)
Program Director Name	Kristina Cox, Unit Director
Program Director E-mail	kcox@bgcci.org
Program Director Phone	515-577-7160
Evaluator Name	Dr. Mariann Culver
Evaluator E-mail	mhbculver@gmail.com
Evaluator Phone	515-205-2086
Additional Information from Grantee (optional)	Kate Pankey, Grant & Data Coordinator 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 10	
Cohort 11	
Cohort 12	
Cohort 13	
Cohort 14	Callanan Middle School, Harding Middle School
Additional Information from Grantee (optional)	

Note: If you are in Cohort 15, 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	

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 and Harding Middle School as lacking in enrichment programs over the summer months and after school. In order to continually meet the ever-changing and ongoing needs of the students attending each of these 21st Century Community Learning Centers, program staff intermittently met with school administration to review the funded summer program. Teachers and parents supporting students in either school completed surveys to gather a more complete picture of their students' needs. Social/emotional, conflict resolution, and employment skills were among the most frequently identified

areas of growth. The principals 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 attending either school. Grades, MAP Test results, Free and Reduced-Price Lunch, Limited English Proficiency status, Individualized Education Program, and office referral data assisted in driving program offerings, as well. Statistics regarding household income, number of members in the home, and Free & Reduced-Price Lunch rates helped Boys & Girls Clubs of Central Iowa identify the scale of food insecurity within these communities and form partnerships with organizations that provide nutritional support both in and outside of program hours.

Key People Involved

Representatives from our community partners and stakeholders were invited to participate in an **Advisory Committee** for the Cohort 14 21st CCLC Summer Program. 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 this partnership among BGCCI and Callanan and Harding middle schools. Families, teachers, and administrators from both schools, participated in this Advisory Committee. The committee provided vision, goal setting, and general oversight of the program.

The **21st CCLC Program Director**, Marylou Warner, holds a Masters in Business Leadership and worked for BGCCI for 17 years prior to this program. Although Marylou is no longer working for BGCCI, while in the leadership role of the 2019-2020 21st CCLC Summer Program, she managed the staffing and recruitment plans along with our Chief Operations Officer & Interim CEO, Greg Grant. The Program Director supported the 21st CCLC Site Supervisors along with program implementation. Marylou also oversaw program partnerships, scheduled staff development opportunities, and coordinated the Advisory Council.

Site Supervisor Monica Post oversaw the 21st CCLC Summer Program at Callanan Middle School and **Site Supervisor** Jason Jeffries served the same role at Harding Middle School. The Site Supervisors planned, scheduled, and monitored site activities. Monica and Jason maintained staff to youth ratios, provided Youth Specialist supervision, managed the site budget, purchased supplies, tracked program attendance, and planned activities. Upon opening the Gregory and Suzie Glazer Burt Club on the Drake University campus, Kristina Cox was hired as Site Supervisor for this Club. She will oversee the 21st CCLC Summer Program for Cohort 14 going forward.

The part-time **Youth Specialists** worked directly with program attendees with the intent of meeting program objectives. Three Youth Specialists were hired per site to maintain ratio. Youth Specialists also 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 Cohort 14 families with food insecurity, safety planning, hygiene items, and more.

Volunteer Coordinator Elaine Collet, who is also no longer on staff with BGCCI, assisted in recruiting, training, and providing support for program volunteers. Cohort 14 volunteers 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. Elaine recruited volunteers through the BGCCI website, United Way's volunteer page, college fairs, and contacts with local businesses.

Development of Objectives

Through the 21st CCLC Cohort 14 grant, BGCCI sought to achieve the three goals and subsequent objectives listed below, that address the holistic needs of youth and their families. The following focus areas were distilled from conversations with the aforementioned Advisory Committee, input from educated and skilled staff, decades of experience providing high-quality programming for youth, current industry best practices, and research-based programming. The areas of Academic Support, Academic Enrichment, Family Engagement, Health/Well-being, and Social-development skills were those of the greatest need in these two communities.

Goal 1: Increase academic scores

Objective 1.a. 70% of students attending the program three or more days a week will demonstrate a 5% increase in their math and reading scores as evidenced by students' MAP scores

Goal 2: Enrich Learning Experiences for Participants

Objective 2.a. 70% of youth attending the 21st CCLC program will show increases in motivation to learn and school connectedness, as measured by pre- and post-program surveys

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

Objective 3.a. 75% of parents will attend quarterly family engagement nights, as measured by attendance sign-in sheets

Objective 3.b. 75% of parents will report they have increased knowledge as to how to support their child's academic success, as measured by pre-and post-program surveys

Program Description

Program Days and Hours

The 21st CCLC Summer Programs at Callanan and Harding middle schools ran Monday through Friday, 8 am to 2 pm, beginning July 1, 2019 through August 9, 2019. The programs were closed for the holiday weekend on the 4th and 5th of July. BGCCI intended to finish out the 2019-2020 funding cycle by resuming programming on June 1, 2020, but the COVID-19 pandemic prevented BGCCI from doing so. This resulted in a total of 28 days of available programming for attendees.

The Gregory & Suzie Glazer Burt Club opened its doors to K-12 students, including those participating in the 21st CCLC Summer Programs at Callanan and Harding middle schools, on August 23, 2019 to provide after school support for youth near the Drake University Campus. After school hours are from 2:30 pm to 6 pm, Monday through Friday. BGCCI continued to serve the 21st CCLC Summer Program participants

as intended in the original proposal at the Gregory & Suzie Glazer Burt Club, utilizing other non-restricted funding. Through this continuity of care, BGCCI was better able to evaluate program objectives over a longer period of time.

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 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 the activities include, but are not limited to:

- Project Learn – integrating learning into all Club activities, including leisure time
- Summer Brain Gains – offering week-long, evidence-based academic curriculum
- 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
- 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
- Cooking – teaching youth how to follow a recipe, cook with what's available, and utilize kitchen equipment

Location of Centers

21st CCLC Summer Program in 2019

Callanan Middle School is located at 3010 Center Street, Des Moines, Iowa 50312

Harding Middle School is located at 203 E Euclid Avenue, Des Moines, Iowa 50313

BGCCI Supplemental After-School Program and Future Site of 21st CCLC Summer Programs

Gregory and Suzie Glazer Burt Club is located at 2500 Forest Avenue, Des Moines, Iowa 50311

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. The 21st CCLC Summer Program runs from 8 am to 2 pm, Monday through Friday from July 1, 2019 through August 9, 2019 and would have started again on June 1, 2020 through June 30, 2020 with the same hours of operation.

Governance

The chief governing body of BGCCI's 21st CCLC Summer Program at Callanan and Harding Middle Schools 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 of the interim CEO Greg Grant, a team of internal Chief Officers, and external governing board) continues to conduct random site visits to insure program standards are met. NYOY 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

BGCCI and its partners were able to provide two meals and snack, as well as food to take home, for every youth who attended the summer program even once. Beyond that, BGCCI's 14 active partners donated approximately \$25,102.00 worth of goods, services, and/or staff time, in-kind for the youth served by the 21st CCLC Summer Program.

The Gregory and Suzie Glazer Burt Club, located on the Drake University Campus and the future summer Club site for Cohort 14 from Callanan and Harding Middle Schools, opened on August 26, 2019 and began serving those students from Cohort 14 after school. BGCCI was able to allocate unrestricted funds to expand services for Cohort 14 in this way.

Of 21st CCLC "regular" program attendees 64% met growth targets, utilizing MAP test scores in math from fall 2019 to winter 2019. Of those regular program attendees deemed to be "at risk" in reading, 86% met the school district's individualized growth target, in the same manner and in the same

timeframe. Finally, of those students who had one or more office referrals in the fall 2019 term, 80% reduced that number at the end of the winter 2019 term.

CiCi, a 21st CCLC Summer Program attendee, won first place for her artwork inspired by Martin Luther King, Jr. US Cellular hung youth artwork in one of its retail locations and allowed customers to select the winner. CiCi received a \$250 gift card and her artwork professionally framed.

3. Demographic Data

Demographic Data Required Elements	Complete?
2019-2020 School Year Attendance Tables	
• 2019-2020 School Year Attendance Summary Table	X
• 2019-2020 School Year Attendance Ethnicity Table	X
• 2019-2020 School Year Attendance Special Needs Table	X
Summer of 2019 Attendance Tables	
• Summer of 2019 Attendance Summary Table	X
• Summer of 2019 Attendance Ethnicity Table	X
• Summer of 2019 Attendance Special Needs Table	X
Attendance Discussion	X
Partnerships	
• Partnerships Table	X
• Partnerships Discussion	X
Parent Involvement Information and Discussion	X

2019-2020 School Year Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Fall of 2019 and the Spring of 2019. There are separate tables for the Summer of 2019. Leave blank any cohorts that do not apply.*

21 st CCLC Program 2019-2020 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 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	103	58	45
	Regular*	69	41	28

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

21 st CCLC Program 2019-2020 School 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 10	All						
	Regular*						
Cohort 11	All						
	Regular*						
Cohort 12	All						
	Regular*						
Cohort 13	All						
	Regular*						
Cohort 14	All	17	7	0	59	2	18
	Regular*	9	6	0	44	1	9

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

21 st CCLC Program 2019-2020 School 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>
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	Unknown	70 (18 Unknown)	Unknown
	Regular*	Unknown	45 (13 Unknown)	Unknown

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

Summer of 2019 Attendance. *Enter data in the appropriate fields in the tables below. Data will be from the Summer of 2019 ONLY. Leave blank any cohorts that do not apply.*

21 st CCLC Program Summer 2019 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 10	All			
	Regular*			
Cohort 11	All			

	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	57	34	23
	Regular*	29	17	12

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

21 st CCL Program Summer 2019 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>							
Cohort		Enter #	Enter #	Enter #	Enter #	Enter #	Enter #
	All						
Cohort 10	Regular*						
	All						
Cohort 11	Regular*						
	All						
Cohort 12	Regular*						
	All						
Cohort 13	Regular*						
	All						
Cohort 14	All	9	14	1	22	1	10
	Regular*	4	6	1	12	1	5

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

21 st CCLC Program Summer 2019 Attendance <i>Special Needs</i> Table				
Cohort	Attendees	LEP	Free and Reduced Price Lunch (FRPL)	Special Needs
<i>Leave Blank if NA</i>				
Cohort 10	All			
	Regular*			
Cohort 11	All			
	Regular*			
Cohort 12	All			
	Regular*			
Cohort 13	All			
	Regular*			
Cohort 14	All	14	42 (8 unknown)	24
	Regular*	Unknown	19 (5 unknown)	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 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>	
• <i>Explain WHY attendance met or did not meet grant goals.</i>	

Type or copy and paste Attendance Discussion here.

Percentage of 21st CCLC Attendance Compared to Total Population

At the beginning of the 2019-20 school year, Callanan Middle School (from here forward referred to as “Callanan”) enrolled 603 students while Harding Middle School (from here forward referred to as “Harding”) enrolled 784 (publicschoolreview.com). Of this combined 1,387 students, Boys & Girls Clubs of Central Iowa’s (also referred to as BGCCI or “the organization”) goal was to serve 110 youth or 7.9% of the population, evenly divided between the two 21st CCLC funded sites, to create Cohort 14. The original application requested funds for programming between July 1, 2019 to June 30, 2020, by means of both a summer and school-year program.

BGCCI’s Cohort 14 received funding to conduct only summer programming at Callanan and Harding. The funded dates of service were from July 1, 2019 to August 9, 2019 and then would have picked back up on June 1, 2020 through June 30, 2020 (from here forward referred to as the “21st CCLC Summer Program”). Due to the outbreak of COVID-19, BGCCI was unable to operate the 21st CCLC Summer Program in June of 2020. In order to meet the needs of the Callanan and Harding communities, including but not limited to: promoting safety, preventing academic backslide, reducing food insecurity, and promoting social-emotional development, BGCCI elected to allocate unrestricted program dollars to serve these youth in the fall months of 2019 (from here forward referred to as the “BGCCI Supplemental Program”).

21st CCLC Summer Program Tables

In the 21st CCLC Summer Program tables above, the numbers reflect only youth who attended the six-week summer program. Some of these students and their families elected to participate in the BGCCI Supplemental Program beyond the 21st CCLC Summer Program at the newly opened Gregory & Suzie Glazer Burt Club (from here forward referred to as the “Burt Club”), located on the Drake University Campus in the fall of 2019.

A total of 39 students, or 6.5% of Callanan’s student population, enrolled in the 21st CCLC Summer Program. Not all of these students qualified as “regular attendees” due to the 28-day program window and subsequent pandemic. By including the additional days attendees participated in the BGCCI

Supplemental Program, **19 attendees** of the 21st CCLC Cohort 14 were then able to reach the 30-day regular attendee threshold.

At Harding, 18 students were enrolled in Cohort 14, resulting in 2.3% of the student body that participated in the 21st CCLC Summer Program. These students would also not be considered regular attendees due to the 28-day program window and subsequent pandemic. By including the additional days attendees participated in the BGCCI Supplemental Program, **10 attendees** of the 21st CCLC Cohort 14 were then able to reach the 30-day regular attendee threshold.

21st CCLC Program 2019-2020 School Year Tables

The tables labeled 2019-2020 School Year include students who participated in **both the 21st CCLC Summer Program and the BGCCI Supplemental Program or just the BGCCI Supplemental Program** (but not those enrolled in 21st CCLC Summer Program alone). By reporting these additional BGCCI Supplemental Program attendees, BGCCI is better able to collect, analyze, and report academic and behavioral measures that demonstrate longer-range growth.

BGCCI's secure KidTrax database indicates that a total of **103 students** participated in the 21st CCLC Summer Program and/or the BGCCI Supplemental Program at Callanan or Harding. As compared to the originally proposed goal of 110 students served over the course of a summer program and school year, BGCCI nearly achieved the goal at 93.6%.

Percentage of Attendees Who Received Free or Reduced-Price Lunches

Upon submitting a Club Membership application, students' guardians have the option to declare their household income and family size. With these two pieces of information, BGCCI determines the student's Free and Reduced-Price Lunch (FRPL) eligibility in the exact manner used by school districts. BGCCI utilizes the Food and Nutrition Service guidelines from the United States Department of Agriculture to determine annual eligibility.

Some families choose not to disclose their household income or family size, which results in BGCCI's inability to calculate some students' FRPL eligibility. In the FRPL tables above, it is noted in parentheses the number of Members who's FRPL status is unknown due to lack of data. BGCCI could, and will going forward, collect the number of 21st CCLC Summer Program attendees who utilize the FRPL program through Des Moines Public Schools (from here forward referred to as DMPS or the "district"). There are some inherent flaws in each data set. BGCCI's equation leaves several Members' status unknown, and the district's numbers are skewed by the number of students whose families (or the students themselves) choose not to participate in the FRPL program. Going forward it will be BGCCI's goal to request FRPL data from the district in time for the 2020-2021 21st CCLC Summer Program APR and Local Evaluation in order to provide the most complete data set possible.

According the BGCCI's KidTrax database, of the 21st CCLC Summer Program Cohort 14 attendees, 42 students qualified for FRPL and 8 were unknown. This equates to at least 73.7% of all 21st CCLC Summer Program attendees meeting eligibility requirements to receive FRPL in the public-school setting. When looking at regular attendees of the 21st CCLC Summer Program (with additional days of attendance from BGCCI's Supplemental Program to reach regular attendee status), at least 19 Members or 65.5% or

regular attendees met eligibility requirements. Sixty-eight percent of students served through the BGCCI Supplemental Program met eligibility requirements for FRPL.

Efforts to Increase and Keep Attendance High

Increase Attendance

In late August 2019, the Burt Club opened its doors to Cohort 14 students previously attending the 21st CCLC Summer Program at Callanan and Harding. Several Open House events were held to introduce families to the staff and new state-of-the-art facilities, including but not limited to: a gym with three regulation-size basketball courts, dance and music studios, professional-grade teaching kitchen, and on-site food pantry. The intent was to encourage Members to continue to participate in Club during the school year via the BGCCI Supplemental Program and to encourage Members to return for the second half of the funded 21st CCLC Summer Program in June of 2020.

A plan to utilize DMPS busses to transport Members from Callanan and Harding to the Burt Club was put into place for the BGCCI Supplemental Program and the June 2020 21st CCLC Summer Program. The district was unable to provide transportation, so BGCCI funded a bus driver to address this barrier to service. BGCCI's bus would have been available for transport to Burt Club for June 2020.

"Teen Nights" at Burt Club were also held monthly, beginning in September 2019, and open to Members of all BGCCI Clubs. Food from local restaurants was donated, and Members from other sites were able to utilize the facilities and participate in activities. The Halloween party had over 100 BGCCI Members in attendance. These "Teen Nights" encouraged existing Members to reconnect with their Club if their attendance had lapsed and meet new friends from one of BGCCI's other Clubs.

Keep Attendance High

The Adverse Childhood Experiences Study (ACEs) conducted by the CDC and Kaiser Permanente states that without protective factors such as caregivers outside the family who serve as mentors, childhood trauma – including poverty – can lead to negative health outcomes ("Adverse Childhood Experiences (ACEs)." *Centers for Disease Control and Prevention*, www.cdc.gov/violenceprevention/aces/index.html. Accessed 5 Jan. 2021). This can include things like troublesome head and stomach aches, chronic disease, and risky behaviors that can ultimately impact summer program and school attendance.

Appropriate, healthy, and stable relationships between program staff and Club Members (also referred to as just "Members") are high priorities for BGCCI, due to the reasons listed above. As usual, during the 21st CCLC Summer Program and the BGCCI Supplemental Program of 2019, staff not only expressed excitement upon seeing students at Club, but also held them accountable by making phone calls to guardians when the Members were not present for the program. Staff would regularly trouble-shoot barriers to attendance and other hardships with families as they arose.

Staff takes time to get to know each Member by name and learn his/her/their interests, successes, and challenges. According to BGCCI's 2019 NYOY annual Member survey, 88% of middle school Club Members (including those participating in the 21st CCLC Summer Program) reported that staff pay attention to what's going on in their lives. Of those same Members, 93% said that they could go to at least one staff member if they were in crisis. Most importantly, 97% said they felt like they belong at

their designated BGCCI Club site (also referred to as just “Club” – as there are a total of seven BGCCI Clubs). BGCCI ensures, these Members can count on meals and snacks, amazing partner programs, well-equipped and clean facilities, and dedicated staff who care about their wellbeing inside and out of Club.

High quality and engaging programs developed by BGCCI and its partners helped increase attendance as well. Favorites among many were the STEM Challenges and Escape Room simulations. (Exciting partner-lead programs will be discussed further below.) BGCCI also provided incentives to engage Members in Club programming. Prizes and field trips (when health guidelines permit) motivated Members to attend and participate in activities.

To address food insecurities faced by the majority of Members in Cohort 14, BGCCI partnered with DMPS to provide meals for all program attendees from July 8, 2019 through August 9, 2019 (further discussed below in the Partnerships Narrative). DMPS did not provide meals the week leading up to the 4th of July. BGCCI was able to privately fund meals during the week of the 4th of July and snack during the BGCCI Supplemental Program.

Recruitment Efforts

A face-to-face strategy was implemented by program staff attending Orientation Nights at both schools. Booths offered program information for families and staff were available to answer questions. Applications in English and Spanish were on hand for those who were interested. BGCCI never turns away potential Club Members due to inability to pay the nominal membership fee, when this issue comes up in conversation.

Callanan and Harding building personnel promoted the programs. BGCCI staff met with building personnel to inform them of program details and the applications left behind were distributed by school personnel. By purposefully attaching dedicated space to both schools, the facilities attract interest as well.

BGCCI launched a virtual campaign to recruit for the 21st CCLC Summer Program at Callanan and Harding upon notification of the grant award in May of 2019. The organization utilized Facebook and similar social media platforms to promote the summer program. In partnership with Callanan and Harding middle schools as well as the district, a multi-pronged virtual campaign including: e-newsletters, direct email, social media, and school/district websites were used to inform families as well.

Discussion on How Contact Hours Requirement Is Being Met

BGCCI's 21st CCLC Summer Program runs five days per week, six hours per day. With the 28 days that the program was operational in 2019, BGCCI exceeded the 60-contact hour requirement by 280%. Program participants who attended all 28 days received 168 contact hours.

Explain WHY Attendance Met or Did Not Meet Grant Goals

Several factors contributed to why BGCCI did not meet proposed grant attendance goals. The original proposal requested funds for a year-round program that would have served at least 110 students. With approximately 8 months (without the knowledge of COVID-19 closures) to recruit students and still

provide at least 30 days of programming, BGCCI could have easily reached the goal of 110 attendees - the bulk of whom could have achieved regular attendee status.

BGCCI received notice in May of 2019 of an award from 21st CCLC for a summer program. This afforded BGCCI staff two months to recruit students, hire teachers, and prepare for a program that would begin on July 1, 2019. Going forward with Cohort 14, BGCCI will not run into this same obstacle.

The 21st CCLC Summer Program was intended to run from July 1, 2019 to August 9, 2019 (6 weeks), in order to give two weeks to prepare for BGCCI's school year program, and then finish the program from June 1, 2020 to June 30, 2020. Due to COVID-19, the Cohort 14 Members who would have returned on June 1, 2020 were unable. This extra month of programming not only would have given the 21st CCLC Summer Program members the opportunity to reach the 30-day benchmark for regular attendee status, but BGCCI would have inevitably enrolled additional students to reach the 110-attendee goal.

BGCCI demonstrated the ongoing need for summer and year-round programming by surpassing attendance goals through the supplementation of the 21st CCLC funds with unrestricted dollars of its own. Without the obstacles listed above and the addition of the impressive facilities at the new Burt Club, BGCCI will be able to meet the 110-attendee goal in 2020-2021. Going forward with the 21st CCLC Summer Program and Cohort 14, BGCCI will be sure to account for any holidays or closures and extend the program if necessary to ensure attendees are able to achieve regular attendee status with 30 days or more attendance. BGCCI hopes to be able to continue to supplement the 21st CCLC Summer Program throughout the academic school year, so that Members at Callanan and Harding middle schools maintain and improve upon the academic achievement and behavioral outcomes BGCCI helped them accomplish in 2019.

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 st CCLC Program 2019-2020 Partnerships Table					
Name of Partner <i>(Enter name of Partner)</i>	Type*: Full/Partial/ Vendor <i>(descriptions)</i>	Contribution Type <i>(From list above)</i>	Staff Provided <i>(Describe if applicable)</i>	In-kind Value <i>(Monetary Value if)</i>	Number of Centers Served

	<i>below)</i>			<i>unpaid partner)</i>	<i>(Input the number of centers this partner served)</i>
Des Moines Public Schools	Full	1, 3, 6, 8	Data Coordinator	\$13,244	2
Courage League Sports	Vendor	3, 7	Physical Education Teacher	\$0	2
Food Bank of Iowa	Partial	4, 5, 6	Warehouse Staff	\$960	2
Girl Scouts of Greater Iowa	Partial	3, 6	STEM Program staff	\$200	2
CultureALL	Partial	3, 5, 6	Speakers from Various Cultures	\$30	2
Central Iowa Shelter and Services	Vendor	7, 8	Food Bank Delivery Workers	\$0	2
DMARC	Full	3, 4, 5, 6	Mobile Food Pantry Workers	\$6,110	2
Jo Kline "Roy's Writers"	Full	3, 5, 6	Writer/Publisher	\$840	2
Anderson Art Gallery – Drake Affiliate	Full	3, 5, 6	Gallery Curator and Artist	\$1,060	2
Heartland Youth Choir	Full	3, 6	Music Educators	\$250	2
Des Moines Art Center	Full	3, 5, 6	Art Educators	\$388	2
Drake Women's Tennis Team	Full	3, 6	Coaches and Players	\$150	2
Sprouts Garden – Drake Affiliate	Full	3, 5, 6	Horticulture Educators	\$30	2
Price Waterhouse Cooper	Full	3, 5, 6	Employee Volunteers for STEM Day	\$1,302	2
US Cellular	Full	5, 6	Employee Volunteers for Art Contest	\$738	2
Ramsey Village	Full	3, 4, 6	Outreach Coordinator	\$30	2

**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
• Total unpaid and paid partners. (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 and Total Number of Partners

The organization and the youth it serves are stronger as a result of the following 14 active partnerships at Callanan and Harding. Combined they donated approximately \$25,102.00 worth of goods, services, and/or staff time, in-kind. Eleven of these partners provided program expenses free of charge, qualifying them as “Full” partners. One partner offered goods and staff time at a reduced cost, earning it the designating of “Partial” partner. The final two charged BGCCI full-price for goods and services, which classifies it as a “Vendor”. Full and Partial partnerships reduce BGCCI’s costs to run the highest quality programming possible.

As reflected in the table above, 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.

Four of the partners helped BGCCI address food insecurity for attendees. This is a high-priority for Cohort 14 since 73.7% of program attendees qualify for Free or Reduced-Price Lunches during the school year. Not only did attendees receive two full meals and a snack every open day during the 21st CCLC Summer Program, but additional food was sent or delivered to attendees’ homes at no cost to families (further information provided on this program below).

Among other things, nine partners provided unique and engaging programming that BGCCI would not normally offer. 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.

Efforts to Recruit Partners

In the process of opening BGCCI’s Gregory & Suzie Glazer Burt Club (also referred to as the “Burt Club”) on the Drake University Campus, the organization forged several new partnerships affiliated with the University. With the original intent of the 21st CCLC Cohort 14 proposal to serve youth during the summer and school year, BGCCI anticipated transferring the programs from Callanan and Harding middle schools to the Burt Club in August of 2019. Program staff looked to the surrounding facilities and organizations for not only easily accessible partners, but also for the kind of quality partners associated with an elite institution. Three “Full” partners resulted from an introduction through the University or a direct ask via phone call or email in just this first year.

BGCCl also notified current donors of the upcoming 21st CCLC Summer Program via a quarterly e-newsletter. Three current donors reached out to the Resource Development team to offer further support directly to this program. New partners may emerge from the continued practice of informing current donors of upcoming and ongoing programming.

Highlights of Partnerships

Des Moines Public School (also referred to as “the district”) is a critical partner in the 21st CCLC Summer Program, serving Cohort 14. The district provided the facilities at Callanan and Harding, assisted with recruitment, provided meals, managed attendee data, and helped with the program evaluation. The district partnered with BGCCI many years ago by allowing BGCCI to build dedicated space attached to many of its existing schools for summer and after-school programming. This affords families a seamless transition for their child(ren) from the school day to afterschool programming.

DMARC is an established partner of BGCCI but began serving Cohort 14 and its families in an entirely new way in 2019. “Refuel Station”, DMARC’s new mobile food pantry, stopped by BGCCI Clubs weekly to provide free food and supplies for program attendees and other members of the community. By addressing food insecurity through multiple avenues, BGCCI is expanding its reach, destigmatizing free goods, keeping families healthy, preparing students for learning, and supporting program attendance. It is estimated that DMARC provided at least \$6,110.00 worth of food and goods for Cohort 14. Into the pandemic, The Refuel Station continued to serve BGCCI families and the surrounding community by taking orders and delivering food and goods directly to homes. These services are crucial for the families served by BGCCI.

Jo Kline, a writer and publisher, volunteered her time to Cohort 14 in 2019 through her program called “Roy’s Writers”. Jo facilitated a writer’s workshop two times per month for as much as two hours per session. She averaged 10 youth per workshop with most attendees participating at least once. For BGCCI’s annual Talent Show fundraiser, Jo printed excerpts from program attendees’ work on bookmarks and offered them to the organization as an additional and personalize way to raise more money. Attendees were also gifted their own work on a bookmark.

How Partnerships Help Program Serve Students

BGCCl values and utilizes community partnerships to: provide best-practice programming offered by talented volunteers and professionals, reduce costs, utilize resources wisely, engage youth in unique programming, increase the program’s footprint, and provide the community the opportunity to build relationships with area youth. The organization and the youth served through this program are stronger for these partnerships in many ways.

Through our nutrition partners BGCCI is able to ensure 21st CCLC Summer Program Cohort 14 attendees who face food insecurity are able to get the healthy food they and their families need without the stigma or transportation barriers that arise when approaching another provider directly. As American psychologist Abraham Maslow’s Hierarchy of Needs explains, all people need their basic needs, especially food, met before they can ever reach their full personal potential and become productive

members of the community. Many students need a stop-gap to get proper nutrition during the summer months. These summer partners are vital in providing this service.

And finally, by leveraging specialists in subject matter from the community, BGCCI can focus the remaining essential components of running the 21st CCLC Summer Program. Meanwhile, program attendees receive unparalleled mentorship from passionate and knowledgeable volunteers.

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

BGCCI was unable to meet the quarterly parent meeting/event requirement from July 1, 2019 and August 9, 2019. Due to a lack of communication between the then Resource Development Specialist and Site Directors, this grant requirement was overlooked in the summer of 2019.

BGCCI intended to provide parents/guardians with informational meetings, focusing on ways to support their learner(s) during the school year and professional development for their own career. Des Moines Area Community College, an intended program partner, agreed to speak with guardians about degree programs available and financial assistance to improve wages and work-life balance. It is the intent of the organization, with the hiring of a new Grants & Data Coordinator, to better communicate the requirements of the grant and provide these informational meetings in future years for Cohort 14.

Number of Parents at Each Meeting and/or Event

No parent/guardian meetings were held during the 21st CCLC Summer Program in 2019-2020.

Monthly Teen Nights, beginning in September and running through February at Burt Club, brought an average of five parents out to each event. These events were not part of the 21st CCLC Summer Program, but rather supplemental opportunities for attendees of the Callanan and Harding Summer Program during the school year.

Description of Communication with Parents

Weekly printed fliers with program information were made available for families at the front desk of each site at Callanan and Harding and continued at Burt Club in the fall. Upon check-out, families were able watch a brief slideshow with information and pictures of activities from the day on a large TV.

Individualized information was relayed from program staff to families either face-to-face or via phone call. Phone calls were typically made to address behavioral issues, staff concerns, family needs, and to share positive stories and areas of improvement. By varying the methods of communication, staff were able to best meet the unique needs of each family.

Efforts to increase parent involvement

With the opening of the Burt Club in August 2019, parents/guardians were invited to assist with the Teen Nights hosted monthly at Burt Club. With an average of five parents volunteering to assist with each of these events, this demonstrated the type of involvement that was feasible and desirable for parents. Although these events took place during the school year/outside of the 21st CCLC Summer Program, Site Supervisors planned to continue these events into the summer of 2020.

4. GPRA Measures

For 2019-2020, the US DOE has indicated that 21st 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"> Name of Assessment Tools Used for Each Measure. 	X
<ul style="list-style-type: none"> Data Entered for all Applicable Measures. 	X
GPRA Measures Discussion	

GPRA Measures Data Table.

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
GPRA Measures 1-3 – Improvement in Mathematics			
Assessment Tool Used: MAP Test Scores from Fall to Winter *Spring scores not available due to COVID-19			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
1. The number of elementary 21st Century regular program participants who improved in mathematics from fall to spring.			
2. The number of middle/high school 21st Century regular program participants who improved in mathematics from fall to spring*.	33	21	64%
3. The number of all 21st Century regular program participants who improved in mathematics from fall to spring*.	33	21	64%
GPRA Measures 4-6 – Improvement in English			
Assessment Tool Used: MAP Test Scores (in Reading) from Fall to Winter *Spring scores not available due to COVID-19			
4. The number of elementary 21st Century regular program participants who improved in English from fall to spring.			
5. The number of middle/high school 21st Century regular program participants who improved in English (Reading) from fall to spring*.	29	25	86%
6. The number of all 21st Century regular program participants who improved in English from fall to spring*.	29	25	86%
GPRA Measures 7-8 – Improvement in Proficiency			
Assessment Tool Used: MAP Scores from “At Risk” or “Progressing” to “On Track College Readiness”			
7. The number of elementary 21st Century regular program participants who improve from not proficient to proficient or above in reading.			
8. The number of middle/high school 21st Century regular program participants who improve from not proficient to proficient or above in mathematics.	33	2	6%
GPRA Measures 9-11 – Homework and Class Participation			
Assessment Tool Used: Did not collect. Teacher survey was not administered in the 2019 21st CCLC Summer Program.			

GPRA Measures	Number of Regular Student Attendees Needing Improvement	Number of Students Who Improved	Percentage of Students Who Improved
9. The number of elementary 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.			
10. The number of middle/high school 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	No data available	No data available	No data available
11. The number of all 21st Century regular program participants with teacher-reported improvement in homework completion and class participation.	No data available	No data available	No data available
GPRA Measures 12-14 – Student Behavior			
Assessment Tool Used: Number of office referrals from Term 1 to Term 2 during the 2019-2020 school year - provided by Des Moines Public Schools			
12. The number of elementary 21st Century regular program participants with teacher-reported improvements in student behavior.			
13. The number of middle/high school 21st Century regular program participants with teacher-reported improvements in student behavior.	10	8	80%
14. The number of all 21st Century regular program participants with teacher-reported improvements in student behavior.	10	8	80%

GPRA Measures Discussion.

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

Type or copy and paste GPRA Measures Discussion here.

Total or Regular Attendance Used?

In order to best measure the impact of six weeks of programming from July 1, 2019 to August 9, 2019, BGCCI utilized data spanning from July 2019 through the first semester of the school year. As mentioned before, BGCCI supplemented the 21st CCLC Summer Program with other available funds to continue supporting summer program attendees throughout the school year.

The figures reflected in the tables above include “regular” attendee data from those who attended in the summer and/or fall months of 2019. In order to achieve regular attendee status, summer participants had to continue attending Club into the fall in order to reach the 30-day benchmark.

Discussion of high performing and low performing areas

High Performing Areas

GPRA Measure 2: Among regular program attendees in need of improvement in middle school math, 64% “Met the Growth Target” and are therefore reflected in the column labeled “Percentage of Students Who Improved”.

GPRA Measure 5: Of regular program attendees in need of improvement in middle school English (MAP Reading Scores), 86% “Met the Growth Target” and shown in the table above under “Percentage of Students Who Improved”.

GPRA Measure 13: BGCCI utilized the number of office referrals, reported by DMPS, from fall 2019 to winter 2019 to measure improvements in behavior. These numbers only reflect students who participated in the 21st CCLC Summer Program and then continued to attend Burt Club through the BGCCI supplemental afterschool program in the fall and winter of 2019. Of regular program attendees, 80% reduced their number of office referrals from the fall to the winter.

Low Performing Area

GPRA Measure 8: Upon first glance at this portion of the table, it would appear as if very few Cohort 14 21st CCLC Summer Program attendees achieved “On Track” or “proficient” status in math. The table reflects 6% having met the benchmark. When looking at the data further though, one can see that several attendees had already achieved and then maintained “On Track” status. When those students are added to the results, 10 attendees achieved “On Track” or “proficient” status in math in the winter of 2019. This brings the total percent of attendees “On Track” to 30%.

Description of Data Collecting Instrument

MAP Scores

As explained by the NWEA MAP Data Cheat Sheet (made available by DMPS), MAP “Growth Targets” are calculated in a way that projects a maintenance of each student’s current national percentile rank. Students who are deemed “At-Risk” scored at or below the 30th percentile of their peers across the

nation. Those considered “Progressing” scored above the 30th percentile but are not considered “On Track for College and Career Readiness” (also referred to as “On Track”). Ideally students are “On Track for College and Career Readiness” according to their MAP RIT scores. A RIT cut point is set for each subject to determine proficiency, approximately the 60th to 68th percentile. With the ultimate goal of students achieving “On Track for College and Career Readiness” status according to their MAP results, this is an unrealistic goal for all students. The reason this is unrealistic is because students needing improvement initially scored below the 30th percentile and would need to reach the 60th to 68th percentile between the fall and winter assessments. This would be BGCCI has set “Meeting the Growth Target” as the benchmark for “Improvement” for the GPRA measures. Students considered “At-Risk” or “Progressing” are not yet “On Track for College and Career Readiness” and therefore still “In Need of Improvement” in the GPRA tables above. Those who met the growth target despite needing improvement to achieve “On Track” status, are counted as those who improved.

Discussion of difficulties on any GPRA Measure

There was difficulty with all of the GPRA Measures for two reasons. One reason was due to lack of release forms for summer only participants. DMPS was not able to provide BGCCI with any academic or behavioral data for these attendees. BGCCI will insure all necessary paperwork and release forms are signed upon program registration in preparation for future summer programs.

The second reason the GPRA Measure were difficult was because BGCCI’s six-week 21st CCLC Summer Program only ran for 28 days, due to the 4th of July and 5th of July days off. In order to measure “regular” attendees, BGCCI had to include students who continued on with the BGCCI supplemental afterschool program at Burt Club.

GPRA Measure 8 was difficult to measure due to the term “proficient”. DMPS utilized the MAP test during the 2019-2020 school year. BGCCI utilized the term “On Track College and Career Readiness” in place of the term “proficient. The NWEA MAP Data Cheat Sheet loosely equates the two.

GPRA Measure 8 also didn’t reflect the number of students who maintained their “On Track College and Career Readiness” / “proficiency” status in math. Six students were already deemed to be “On Track” after taking the fall MAP assessment and stayed “On Track” according to the winter MAP assessment. Maintaining this “proficiency” is also a measure of academic success.

GPRA Measure 10 was difficult to measure. Due to the nature of the summer program, staff were unable to measure teacher-reported improvements in homework completion and classroom participation when school was not in session. A slight adjustment to the measure wording could help to reflect gains made in program participation. BGCCI could have reached out to teachers of students who participated in summer programming at Callanan and Harding to see how homework and class participation trended from fall to winter, as it did with the other measures. This would again be only for those who participated in the summer program and then continued on into the BGCCI funded school-year program.

Assessment of 21st CCLC Program based solely on GPRA Measures

It is difficult to measure the success of the 21st CCLC Program for Cohort 14 in 2019 from GPRA Measures alone. Since BGCCI did not successfully collect release forms from summer program only attendees, their academic and behavior records are not reflected in the data.

Whether BGCCI's time with youth is funded by 21st CCLC or other resources, those who participate in Club get math and reading support and are likely to improve their assessment scores in these two areas. Reading scores are particularly likely to increase with Club participation.

Without a doubt, the majority of the youth served by BGCCI needed support in math and reading. Although the tables above only account for those students who attended 30 or more days of programming, even those who did not meet that benchmark were predominantly "At Risk" or "Progressing" in math and/or reading. This certainly demonstrates a need for these services in this community.

An interesting finding from the data collected from DMPS was that the overwhelming majority of BGCCI Members (no matter what time of year they attended) never had a single office referral. Of those BGCCI has office referral records for, 71% were not sent to the office in the fall or winter of 2019. And of those needing to improve their number of office referrals, 80% did just that. 21st CCLC Summer Program and BGCCI's after school program may be helping to keep youth out of trouble at school and/or serve youth who work hard to stay out of trouble.

5. 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 2019 and the Spring of 2019.

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 10 Table

Cohort 10 Objectives	Objective Rating	Methodology/Justification for Rating

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
1. 70% of students attending the program three or more days a week will demonstrate a 5% increase in their math and reading scores	Did not meet but made progress toward stated objective.	<p>Methodology: Attendance was kept each day of the summer program. MAP reading and math RIT scores were obtained for each student in the program, if available, and analyzed for an increase in RIT scores.</p> <p>Justification: Both fall and winter RIT scores in both reading and math were available for 2 of the 9 students who met the attendance expectation. No students met the increase in both reading and math. One student increased his/her reading score by greater than 5 percent. This goal will be recommended for change in 2020-2021.</p>
2. 70% of youth attending the program will show increases in motivation to learn and school connectedness	Unable to measure the stated objective	<p>Methodology: Pre- and post-program surveys</p> <p>Justification: Program staff informally spoke with attendees regarding motivation to learn and school connectedness but did not collect formal data. This goal will be recommended for change in 2020-2021.</p>
3.a. 75% of parents will attend quarterly family engagement nights	Unable to measure the stated objective	Methodology: A count of parents attending family engagement nights.

Cohort 14 Objectives	Objective Rating	Methodology/Justification for Rating
		<p>Justification: This goal was written for a school year program with a summer component. The grant was funded for summer, only, July 1 through August 9. No family engagement night was held during the July to August summer program. Once the Burt Club site was opened in late August, Teen Nights were hosted monthly. An average of 5 parents volunteered each month. This goal will be recommended for change in 2020-2021.</p>
<p>3.b. 75% of parents will report they have increased knowledge as to how to support their child's academic success</p>	<p>Unable to measure the stated objective</p>	<p>Methodology: A parent survey administered at the beginning of the summer program and again at the end of the program.</p> <p>Justification: This goal was written for a school year program with a summer component. The grant was funded for summer, only, July 1 through August 9. The family engagement nights were going to be the source of information sharing and data gathering. This goal will be recommended for change in 2020-2021.</p>

Local Objectives Discussion.

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

Plans for statistical analysis will expand with additional data in successive years of the grant. The current year data were counts and percentage increases calculated for local objective 1.

Improvement Over More than One Year as Observed

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

Applicable Graphs, Tables, and/or Charts

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

Details on Methodology and Ratings as Needed

Methodology for the collection of data and subsequent analysis for the 2020-2021 year and beyond will be clarified with BGCCI staff. There is now a single point of contact for directing the programming at Burt Club. This will enhance communication about expectations for the data aspects of this grant.

Clarification for Objectives Not Met

The Local Objective 1 (student achievement) was not met in the summer of 2019. There were nine students who attended three days per week for the 6-week summer program and only two students had complete MAP scores for fall and winter. If the criteria for attendance would have matched that for the 21st CCLC regular attendee, there could have been more students available for the data analysis.

Clarification for Objectives Not Measured

Local Objectives 2, 3a and 3b were unable to be measured as the data were not available in the manner stated in the objective.

Objective 2: Program staff informally spoke with attendees regarding motivation to learn and school connectedness but did not collect formal data. This goal will be recommended for change in 2020-2021.

Objective 3a: This goal was written for a school year program with a summer component. The grant was funded for summer, only, July 1 through August 9. No family engagement night was held during the July

to August summer program. Once the Burt Club site was opened in late August, Teen Nights were hosted monthly and parents were invited to participate. An average of 5 parents volunteered each month. This goal will be recommended for change in 2020-2021.

Objective 3b: This goal was written for a school year program with a summer component. The grant was funded for summer, only, July 1 through August 9. The family engagement nights were going to be the source of information sharing and data gathering. This goal will be recommended for change in 2020-2021.

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)

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.

Karla – 2019, 21st CCLC Summer Program Cohort 14 Attendee and Current Burt Club Member

“Before attending Club as a part of Cohort 14, Karla described herself as a shy person who made poor decisions at school and tended to be disrespectful to teachers and peers. Karla was very insecure and wanted to gain her confidence back. Karla thought if she had to come to the Boys and Girls Club, she would try to make the best of the opportunity and better herself.

“When Karla first began attending Club, she found herself making more connections with people. At first, Karla struggled to make connections with other members, so she built friendships with the 21st CCLC Summer Program Site Director and Youth Specialists. Karla's lack of confidence served as a barrier while trying to make new friends and try new things. After a few weeks, Karla started to participate more in programs and activities, allowing her to express her true personality. Karla began writing and

creating art and was making new friends in the process. Karla said that she met her two best friends at the Boys and Girls Club. New experiences and new friends gave Karla the confidence to become a leader at Club. Karla participated in two of the biggest Boys and Girls Clubs of Central Iowa events, the Youth of the Year event and the Talent Show.

“Throughout the summer, Karla continued to make strides regaining her confidence. Karla is a role model for younger members of the Club and is always looking for opportunities to lend a helping hand. Karla is proud of the changes and progress she has made in regards to her attitude and behavior. Karla's opportunities at Club have made her realize she wants to pursue a helping profession and aspires to be a lawyer. Karla told staff, coming to the Boys and Girls Club was the greatest thing her mom has ever forced her to do.”

BGCCI Staff Member, 2019

Angelo – 2019, 21st CCLC Summer Program Cohort 14 Attendee and Current Burt Club Member

“Before I started coming to Boys and Girls Club, 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 was when 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 Club and took it into school with me. That is where I started the journey of the person I am today.

“I [continued to] participate in Boys and Girls Club because I feel like it is a fun place where you can come hang out with friends and learn at the same time. We get to go to the gym, do educational activities, and then get a choice time where we can play basketball, volleyball, or hang out with your friends. Boys and Girls Club has impacted my life by showing me that I can accomplish anything if I put my mind to it.

“It has also grown me as a better person because of the excellent relationships I have with the Site Director and program staff. For example, every day I walk in the front doors, the first thing Kendra and Chelsie ask me is, “how was your day” and “did you do good in school today?” That makes me feel welcomed, and it tells me that if I ever have a problem at school or club, I have staff that I can talk to about anything. Boys and girls club has made me a leader by teaching me how to be respectful to staff and students. It also made me a leader by being held to a higher standard. Since I am held to a higher standard, that basically means they do not want me to be average - they want me to be above and beyond. They show me I am a leader, because they have enough trust in me to let me help at the front desk with bags and calling students down on the walkie when their ride is here to pick them up.

“If I could advise a kid, who struggled like I did before I started coming to the Club, it would be to always believe in yourself. Know that you can change into a better person whenever you are ready to take that responsibility. I would also encourage them to come to the Club because when you build those excellent relationships as I did at the Club, everyone will believe in you as much as you believe in yourself.”

Angelo, Youth of the Year Application 2019

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

Best Practices

Youth Development Strategy

The Youth development strategy, (Mannes, M., Lewis, S., & Streit, K. (2005). *Deepening Impact through Quality Youth Development Strategies and Practices: Final Report*. Minneapolis, MN. Search Institute) as implemented by Boys & Girls Clubs is grounded in five research-based components: a safe, positive environment; activities that are fun and engaging; supportive relationships with adults; opportunities for skill development; and recognition of growth and achievement.

Description of Practice: Appropriate, healthy, and stable relationships between program staff and Club Members (also referred to as just “Members”) are high priorities for BGCCI, as mentioned in the Keep Attendance High section. Staff expressed excitement upon seeing students at Club, held them accountable to attend, and would trouble-shoot barriers to attendance and other hardships with families. Staff takes time to get to know each Member by name and learn his/her/their interests, successes, and challenges.

Methodology of measuring success of best practice: In BGCCI’s 2019 NYOY annual Member survey, 88% of middle school Club Members (including those participating in the 21st CCLC Summer Program) reported that staff pay attention to what’s going on in their lives. Of those same Members, 93% said that they could go to at least one staff member if they were in crisis. Most importantly, 97% said they felt like they belong at their designated BGCCI Club site (also referred to as just “Club” – as there are a total of seven BGCCI Clubs).

BGCCI ensures, these Members can count on meals and snacks, high quality and engaging partner programs, well-equipped and clean facilities, and dedicated staff who care about their wellbeing inside and out of Club. BGCCI also provided incentives to engage Members in Club programming. Prizes and field trips (when health guidelines permit) motivated Members to attend and participate in activities.

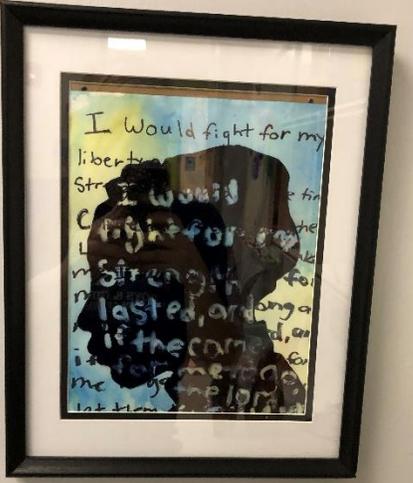
Information on why practice/activity was implemented: The Adverse Childhood Experiences Study (ACEs) conducted by the CDC and Kaiser Permanente states that without protective factors such as caregivers outside the family who serve as mentors, childhood trauma – including poverty – can lead to negative health outcomes (“Adverse Childhood Experiences (ACEs).” *Centers for Disease Control and Prevention*, www.cdc.gov/violenceprevention/aces/index.html. Accessed 5 Jan. 2021). This can include things like troublesome head and stomach aches, chronic disease, and risky behaviors that can ultimately impact summer program and school attendance.

Impact of practices/activity on attendance: Almost 50.9% of Members in the 21st CCLC Summer Program met the regular attendance expectation. Though not as high as desired, with the shortened summer programming this percentage suggests that BGCCI's to increase and keep attendance high has promise for future years of the 21st CCLC Summer Program.

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.

		<p>Cooking – Youth created meals and snacks from recipes and their imaginations with what was available in the pantry and refrigerator. Here youth are making grilled cheese sandwiches.</p>
		<p>Dance Class – Cohort 14 youth participating in Salsa dance lessons for Triple Play.</p>
		<p>Roy's Writers Bookmarks – Jo Kline, the leader of the writers' workshop, took excerpts from Cohort 14 youth's work and printed them and laminated them to create bookmarks. Youth received their own bookmark for free and then Jo made more to sell at BGCCI's annual Talent Show.</p>

	<p>STEM Group – Youth from Cohort 14 learning to create a magnet utilizing a battery.</p>
	<p>Volley Ball – Youth and staff playing volley ball as a Triple Play activity.</p>
	<p>US Cellular Art Contest winner – CiCi, a Cohort 14 21st CCLC Summer Program attendee won first prize and a \$250 Visa gift card for this piece inspired by Martin Luther King, Jr.</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
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Type or copy and paste student, teacher, parent and stakeholder input here.

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 – 21st CCLC Summer Program Attendee

Quote from Stakeholder

“Drake is in one of the most challenging areas of the community. Boys & Girls Clubs are changing kids’ lives, which has an exponential affect. Through these kids you can reach their families, then affect communities. They (BGCCI) helps kids and young adults find a path that leads to success!”

Earl Martin, President of Drake University

Quote from Trustee

"The Boys & Girls Clubs of Central Iowa has a profound impact on our community’s children and families. In the spirit of my late grandfather, Ellis I. Levitt, who was a founding father of Boys & Girls Clubs of Central Iowa, and my mom, Maddie Levitt, who was a Trustee, it is an honor and privilege to support the continued growth of what I believe to be the number one youth advocacy organization in our community”

Suzie Glazer Burt, Boys & Girls Clubs of Central Iowa Trustee

Quote from Partner

“I’m continually surprised at the general ignorance of the condition of our youth in this community. The need is bigger than it ever has been before. People need a better understanding of the challenges kids face and the limited scope of schools. They (BGCCI) are one of the few organizations that understands this and will support kids in realizing their potential.”

Dr. Thomas Ahart, Superintendent Des Moines Public Schools

7. 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

Effective Use of Public Funds

“Additional funding sources for 21st CCLC grants includes our following partners: Meredith Corporation, Wells Fargo, and Principal Financial Group. We will use our resources to make the most effective use of public funds. We will provide dinner for our participants through the Child and Adult Care Food Program (CACFP). Currently, BGCCI uses community partnerships and volunteers to leverage resources for our programming. We will engage our current partners and forge at least 2 new partnerships every year for our 21st CCLC program. Our community partners allow us to use their facilities, collaborate for programs, and partake in field trips.”

Stakeholder Advisory

“Representatives from our community partners and stakeholders from Des Moines Public School Administration, including Heidi Brown, the Before and After-school Coordinator, Allyson Vukovich, the Director of Community Schools, parents, teachers from both schools, and the principals from Harding and Callanan will participate in a 21st CCLC Advisory Committee. This committee will provide vision, goal setting, and management to our program. The committee will meet monthly in the evening to encourage parent participation. They will identify and resolve challenges faced by the program and monitor success. The 21st CCLC Program Director will lead Advisory Committee meetings, along with the Site Coordinator. The 21st CCLC Program Director will oversee mid-year evaluations, end of year evaluation results, and sustainability progress.”

Continuous Improvement and Sustainability Plan

“Our 21st CCLC will continuously improve with each year, as we will use surveys to assess parents, teachers, and students. We will use this feedback to continuously improve the program with guidance from our Advisory Committee. Our Advisory Committee will meet monthly to monitor the program. The evaluator will [support the Grants & Data Coordinator] with reports to help monitor progress towards our goals. These key findings will be used to identify any changes that need to be made to the program to ensure students are improving their attendance, their academic proficiency, and their behavior.

Additionally, the Program Director will survey each of our key stakeholders annually. The feedback will help to make any necessary adjustments to our program and cater to the needs of the students.”

BGCCI 21st CCLC 2019-2020 Cohort 14 Proposal

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 21st CCLC Grant Funding

The Burt Club, where the 21st CCLC Summer Program will continue to be held, 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 in this area.

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.

BGCCI is committed to investing in all seven Clubs' experienced and passionate staff, including the Burt Club, as evidenced by mention of staff retention in Strategy Pillar 2: Compassion, Empathy, Excellence of the BGCCI Board's Strategic Plan. The leadership team at the Burt Club possesses a combined 9 years of experience with Boys & Girls Clubs of Central Iowa in various roles. 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 relationship.

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 brining 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 21st CCLC Summer Program throughout the school year. BGCCI will continue to budget and raise funds to support the school-year program for the foreseeable future.

How Partnership Contributions Will Help the Program Continue

DMPS is BGCCI's most significant partner in the continued success of the program across all seven Clubs, including Burt. The district assists in the recruitment of students, provides meals over the summer months, aggregates data to insure the efficacy of the program, and collaborates with staff to identify areas of growth and need for Club members.

Other partners that assist BGCCI in addressing food insecurity include the Food Bank of Iowa, Central Iowa Shelter and Services, and DMARC. These organizations either provide free or reduced-priced food and other necessary goods for Members and their families. Food assistance is sometimes the main reason for youth to 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 12 enrichment partners, Burt Club Members will receive high-quality programming from professionals and talented individuals that will engage their minds and bodies. STEAM educational programming can be expensive for organizations like BGCCI. Even so, BGCCI is committed to providing its Members the opportunity to practice the 21st Century Skills STEAM programming can deliver. Art and science supplies, provided by partners, saved the organization thousands of dollars last year.

New partnerships on the horizon including water safety and swim lessons, hands-on ecology and agriculture programming, and cultural awareness may 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 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

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 (DMPS), Boys & Girls Clubs of Central Iowa identified Callanan and Harding Middle Schools and the families they serve as areas in need of summer youth enrichment programming. An Advisory Committee comprised of representatives from DMPS, Callanan and Harding Middle School administrators, families, and partnering organizations provided the vision, goal setting, and general oversight of the program.

With the support of 14 partnering organizations and companies, 57 youth who attended the 21st CCLC Summer Program, even once, received high-quality programming aimed at addressing food insecurity, life skills, academic support, community engagement, and a healthy mind and body. These partners saved the organization over \$25,000 in food and program costs, which in turn assisted BGCCI funding and providing after-school support for the same youth during the academic school year.

Due to the COVID-19 pandemic, the number of 21st CCLC Summer Program days was cut short to 28. With the funding cycle running from July 1, 2019 to June 30, 2020, BGCCI was unable to serve students those additional days in June to insure they met the 30-day threshold to be considered “regular attendees”. By providing the supplemental after-school support during the school year, BGCCI was able to assist 69 students in achieving “regular attendee” status.

Showcase Successes of Program

Of Cohort 14 attendees, 42 students qualified for Free or Reduced-Price Lunches in a public-school setting. This equates to 74.7% of all 21st CCLC Summer Program attendees. Program attendees received two full meals and a snack every open day, as well as, additional food and goods sent or delivered to attendees’ homes at no cost to the families.

Program staff worked hard to meet the varied communications styles of families served through the 21st CCLC Summer Program. Weekly printed fliers with program information were made available for families at the check-out desk. A large TV with a slideshow of activities allowed families to glimpse their child(ren)’s day. Face-to-face communications also happened regularly, which allowed staff to learn the needs and lives of the families they served. Regular positive feedback made phone calls and other communications less stressful for families.

By extending services into the academic school year, BGCCI was able to impact and measure most regular attendees’ academic progress up to the new year. In math, 64% of regular attendees met their growth target, and in reading, 86% of regular attendees met their growth target, as evidenced by their winter 2019 MAP scores. Summer Brain Gains, an evidence-based academic curriculum and daily activity during the summer program, and Power Hour, another evidence-based, academic tutoring curriculum, may have played a part in their fall and winter growth.

BGCCCI’s 21st CCLC Summer Program also sought to improve behaviors and attitudes towards school. DMPS provided office referral data in order to measure behavioral improvements as noticed by classroom teachers. What emerged from these data was the overwhelming number of program attendees who were never referred to the office from fall to winter 2019. Of those who needed improvement in this area, 80% did just that. The 21st CCLC Summer Program and BGCCI’s supplemental afterschool program may be helping keep youth out of trouble and/or serving youth who work hard to stay out of trouble.

Highlight Items Contributing to Program Success

School administrators identified opportunities for leadership and positive recognition as two areas of focus for the 21st CCLC Summer Program. As Angelo, a Cohort 14 Club Member, states in his essay that won the Junior Youth of the Year Award, “The summer of me going into 7th grade was when 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 Club and took it into school with me. That is where I started the journey of the person I am today.” He goes on to say, “Boys & Girls Club has made me a leader by teaching me how to be respectful to staff and students. It also made me a leader by being held to a higher standard... The show me I am a leader, because they have enough trust in me to let me help at the front desk with bags and calling students down on the walkie when their ride is here to pick them up.”

CiCi, a Cohort 14 program attendee, won the People’s Choice Award from US Cellular for her artwork, created during Art Club, inspired by Dr. Martin Luther King Jr. She and the other runners-up received Visa gift cards and their artwork framed.

Similarly, Jo Kline who is the founder of Roy’s Writers recognized Cohort 14’s hard work in her writers’ workshops by printing attendees’ work on bookmarks. The program attendees received their own bookmark with their work on it. She also printed more that were sold at a BGCCI fundraiser.

Examples like these where youth put their actions and their work out there for others to see and then receive recognition for it shows how motivating positive reinforcement can be. BGCCI and its partners will continue to provide youth opportunities to lead and display their talents.

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.

BGCCI launched its new website on February 1, 2021. Between receiving the Local Evaluation extension from 21st CCLC and this new website, the exact location of this report has yet to be determined. An approximate date and location can be given at this time and then updated with the specifics in the near future.

A link to the 21st CCLC Summer Program Local Evaluation of Cohort 14 and the 2019-2020 fiscal cycle will most likely be provided at <https://www.bgcci.org/our-programs>. Once questions regarding the report have been answered and any edits have been made, the report link could be posted within one work-week.

This Local Evaluation of the 21st 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.

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 why:

Goal 1: Support Academic Success, Objective 1

Change the local objective for Goal 1 to align the student attendance expectation with 21st CCLC grant expectations and adjust the success criteria to match the support Burt Club provides to students during the summer program.

The changed Local Objective 1 would read, “70 percent of regular program attendees will participate in 6 or more academically-focused activities per week (literacy, mathematics, science, technology, etc.), as evidenced by program and activity attendance.

Goal 2: Enrich Learning Experiences for Participants, Objective 2

Change the local objective for Goal 2 to align the student attendance expectation with 21st CCLC grant expectations and make use of a single-use survey. Given the grant implementation for summer is split, July to August in one year and then June in the next year, the administration of a matched survey is not suitable for the student population.

The changed Local Objective 2 would read, “70 percent of regular program attendees will report being motivated to try something new during the summer Burt Club, as evidenced by an attendee survey or individual interview.

Goal 3: Engage Families to Support Their Child’s Education, Objectives 3.a and 3.b

Change the local objective 3.a for Goal 3 to match the structure of the summer program and adjust the expectation of the percentage of parents/guardians in attendance. Given the grant implementation for

summer is split, July to August in one year and then June in the next year, quarterly events are not suitable.

The changed Local Objective 3.a would read, "50 percent of students will have one or more parent/guardian attend a family engagement event to learn about supporting their student's learning, as evidenced by attendance records.

The Local Objective 3.b would be eliminated. Given the grant implementation for summer is split, July to August in one year and then June in the next year, the administration of a matched survey is not suitable. The intent of this objective is merged into the revised Local Objective 3.a, above.

Objective not met.

The Local Objective 1 (student achievement) was not met in the summer of 2019. Revision provided above.

Objectives not measured.

Local Objectives 2, 3a and 3b were unable to be measured as the data were not available in the manner stated in the objective. Revision of Local Objectives 2 and 3a provided above. Elimination of 3b recommended.

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

Virtual activities for implementation when in-person Club attendance was not safe became a priority in the fall of 2020. With uncertain times ahead, Program Managers are working to develop plans should this happen again. Generally speaking, Program Managers plan for one physical activity, one creative activity, and one academic activity each day. Certain activities could be conducted live online or asynchronously. Several partners, including the Des Moines Art Center, have expressed interest in conducting live activities in quarantine scenarios.

The Program Managers at the Burt Club, where the 21st CCLC Summer Program will take place going forward, indicated an increased desire for youth to go outside and take more field trips. This feedback came straight from current Members through informal conversations.

Youth and staff are also anxious to get volunteers and partners back in the building. BGCCI is working diligently to follow the guidelines set forth by the CDC, the state of Iowa, and DMPS with regards to COVID safety measures. Program Managers are particularly interested bring partners in to Burt Club to improve literacy supports for middle schoolers.

Changes in Recruitment Efforts

With updates to the BGCCI website, navigation to information and registration forms will be improved. The organization is continuing to evaluate and improve its social media presence and gauge the effectiveness of this strategy. Adults and youth are utilizing different platforms and their interest in accessing information about Club is still uncertain. With this said, improvements in communication efforts with current and past Club Members is a priority. Phone calls seem to be the most effective strategy at this point.

As DMPS is the primary driver for students to attend summer programming with BGCCI, the recruitment strategies may not vary much. The number of attendees and conversations about their ability to attend regularly may be what changes. The original proposal for 21st CCLC funding was for a school-year program where BGCCI would have months to recruit 110 regular attendees from both Callanan and Harding Middle Schools. With a revised budget for a summer program, a revised proposal should have been submitted for approval. BGCCI would welcome the opportunity to revise the number of youth served in a summer program.

Changes in Partnerships

BGCCI was never able to connect with Iowa Public Television. At this point it is unlikely that programming will occur with this organization and therefore has been removed from the list of partners.

Changes for Sustainability Plans

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.

COVID-19 prevented BGCCI from serving Cohort 14 Summer Program attendees during June 2020. This not only impacted the total number of youth served, but also the number of youth who achieved “regular attendee” status with 30 days or more attendance. Since BGCCI’s primary partner and the location of six of the organizations seven Clubs are attached to DMPS schools, the organization followed the district’s guidelines for closing.

BGCCI partnered with several organizations to develop a response to food insecurity in time for July 2020. DMARC’s mobile food pantry began taking orders and delivering them directly to homes for free. BGCCI remained closed until late fall 2020 when students were expected to attend school remotely. BGCCI opened its doors to youth for all-day support and programming at this time. This will all be reported in the 2020-2021 report.