



21st Century Community Learning Centers at Boys & Girls Clubs of Larimer County

Dates of Service:

August 26th, 2018- Present



TABLE OF CONTENTS

Program Description

- *Program History*
- *Program Goals*
- *Program Activities*

Evaluation Background

- *Evaluated Components*
- *Purpose of Evaluation*

Evaluation Methods

Results

- *Demographics of Participants*
- *Findings*

Conclusion

Appendix

- *Weikart Center for Youth Development, Youth Program Assessment Tool* •
Family Survey Example
- *Reading Enjoyment Survey Example*

PROGRAM DESCRIPTION

Program History

Boys & Girls Clubs of Larimer County's mission is to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens. Since 1989, we have provided a safe, positive, and enriching environment for youth ages 6-18. In Larimer County, BGCLC is the only comprehensive, facility-based, after-school and school-break program that includes academic support, meals, program enrichment for positive youth development, and mentoring.

In partnership with Thompson School District, Boys & Girls Clubs of Larimer County opened two 21st Century Community Learning Centers in 2018, located at Monroe and Truscott Elementary Schools in Loveland. In 2021, five additional locations opened at Lincoln, Edmondson, Sarah Milner, Winona and BF Kitchen Elementary Schools. The school programs consistently have over 70% of students qualifying for free and reduced lunch. These schools were also either underperforming or nearly under performing in student academic achievement scores according to state report cards. This was especially prevalent among students who qualify for free and reduced lunch, speak English as a second language, or have a diagnosed learning disability according to district scores.

Boys & Girls Clubs of Larimer County, along with Thompson School District, devised a robust plan that gives students at these two targeted schools access to quality out-of-school programming. These sites offer reading literacy and math programming, incorporate robust enrichment activities in conjunction with community partners, and create more family engagement opportunities for parents.

Program Goals

These 21st CCLC Boys & Girls Club sites, have four main goals:

1. To decrease chronic absenteeism,
2. To help students meet the challenging state academic standards,
3. To increase student's essential skills,
4. To increase family involvement in their child's education.

In order to achieve this, BGC offers fun and engaging enrichment activities that students want to participate in. Our attendance policy requires youth to attend school in order to participate in Boys & Girl Club during out of school time. To measure this result we used school attendance records to compare student's attendance at the beginning of the year and end of the year.

Boys & Girls Clubs has the goal of having 20% of students improving their CMAS scores by the third year of the grant. To help students meet the challenging State academics standards, we offered a variety of literacy and math programs and activities in order to support students in these areas. To measure these results, we compare CMAS scores of students from year to year. We also evaluate student's enjoyment of reading by offering pre and post surveys each year.

We aim to increase student's essential skills by offering targeted enrichment programming. This effort was focused on in our Essential Skills or Social Emotional Learning program. Growth in student's essential skills is measured through pre and post surveys as well as staff observation of students.

Boys & Girls Club sites aim to increase active and meaningful engagement of families with their child's education. This was done by offering monthly family nights focused on engaging children in literacy and math skills with their families. This is measured through family surveys offered each semester.

PROGRAM DESCRIPTION

Program Activities

Boys & Girls Club 21st Century Community Learning Centers offer a wide range of academic and enrichment programming for participants. Please see our offerings in the table below. Each of these programs are offered at an age appropriate level.



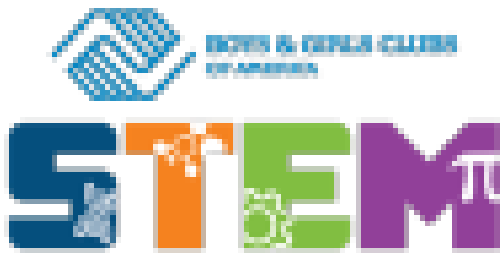
MusicMakers

A music education program. In this program youth will learn basic music making through movement, songs, rhymes and simple instrumental instruction in a group setting. Basic musical concepts are taught by utilizing common playground equipment such as rubber balls and jump ropes in a musical fashion, as well as basic drum and guitar techniques on acoustic instruments.



Triple Play

Triple Play is a comprehensive health and wellness initiative that strives to improve the overall health of youth by increasing their daily physical activity while teaching them good nutrition habits through cooking lessons and interactive activities.



STEM programs focus on building youth's skills in the areas of science, technology, engineering and math. During STEM Time, youth compete in teams and independently in different real-world STEM challenges after learning about a new STEM concept.



Hour of Code

Hour of Code is a program designed to expose youth to coding and computer science. Youth are taught the basics of coding and can earn program advancements by completing different tasks






Homework Help

Power Hour is designed to support youth both completing their homework assignments and skill building based on lessons from school. This program provides resources for incorporating technology, supporting tutoring and making homework fun.

<h1>PROJECT LEARN</h1>	<p><i>Project Learn</i></p> <p>A program designed to bridge knowledge and skill gaps of youth. This program helps support learning by providing educational-based fun and hands-on activities. All activities are age specific and are designed to reinforce what students are working on in the classroom, i.e. Lego robotics, spelling competitions, poetry design and more.</p>
	<p><i>Social & Emotional Learning</i></p> <p>The SMART (Skills Mastery and Resilience) Moves program is a nationally acclaimed prevention program, tailored for all different ages. Participants will be exposed to various activities designed to develop their decision-making and critical-thinking skills, as well as learn how to avoid unhealthy choices such as alcohol, tobacco, other drugs and unhealthy relationships.</p>
	<p><i>Youth for Unity</i></p> <p>A program that supports and promotes diversity and inclusion. Youth for Unity helps youth better understand diversity and combat prejudice, bigotry and discrimination while building empathy and compassion for others.</p>

Our Essential Skills Program focuses on building skills around self awareness, personal responsibility, resiliency, teamwork, civic engagement, and character.

Special Initiatives

	<p><i>Youth of the Year</i></p> <p>The Boys & Girls Clubs of America's premier recognition program since 1947, celebrating the extraordinary achievements of Club youth. Each year, members of the Boys & Girls Clubs of Larimer county compete at the Club and county level for the opportunity to represent our organization at the state, regional and national level.</p>
	<p><i>Million Members, Million Hours of Service</i></p> <p>An initiative to involve youth in community service activities year-round. As a national organization, it is our collective goal that at least 1 million youth will perform 1 million hours of service each year.</p>
	<p>The goal of the LGBTQ Inclusion Initiative and the Safe Zone Project is to increase the capacity of Boys & Girls Clubs to provide a safe, positive and inclusive environment for youth, teens, staff and families of all sexual orientations, gender identities and gender expressions.</p>

EVALUATION BACKGROUND

Evaluated Components

Though our goals center on our 21st CCLC Grant Performance Measurements, we also evaluate the overall program using the Weikart Center for Youth Development Program Quality Assessment. You can learn more about the Weikart assessment tool in the Evaluation Methods section.

Other elements of programming are evaluated based on student and parent feedback collected through surveys or information provided by Thompson School District. These include family engagement, reading enjoyment and social emotional skill surveys. Student attendance and iReady scores are collected through our partnership with Thompson School District.

Purpose of Evaluation

The purpose of evaluating our program is to ensure continuous quality improvement. Continuous quality improvement ideally means that our program will continue to evolve and get better over time. By evaluating the program, we've learned what is currently working and what needs to be changed in order to reach the goals.

EVALUATION METHODS

Boys & Girls Clubs' 21st CCLC sites evaluate the areas of overall program quality, family engagement, student school attendance, essential skill development and academic achievement.

To assess overall program quality, we use the Weikart Center for Youth Development Program Assessment Tool. The Weikart assessment tool is a validated instrument designed to measure the quality of youth programs and identify staff training needs. The assessment includes domains of safe environment, supportive environment, interaction, engagement, youth-centered policies and practices, high expectations for youth and staff, and access. Staff at all sites had the opportunity to observe and assess the implementation of programs. A copy of this tool can be found in the appendix.

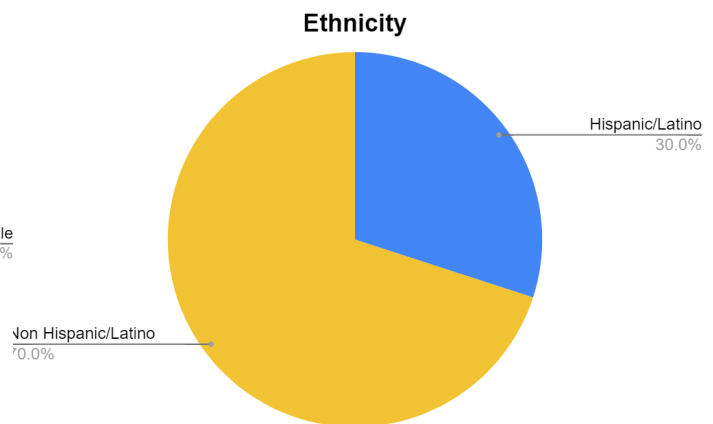
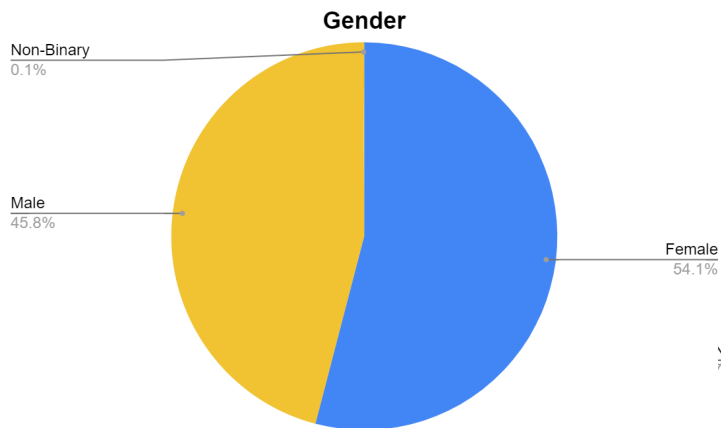
To evaluate family engagement, surveys for youth and families were created by our site coordinators to measure reading enjoyment and essential skill development. Examples of these can be found in the appendix.

To assess student attendance and academic achievement, we partner with Thompson School District to measure the achievement of BGC participants. The data gathered is compared to data collected throughout the year and from years past. iReady scores are compared from fall to spring and year to year, while attendance is collected and analyzed each month.

RESULTS

Below is the breakdown of Age, gender and race of all 173 21st CCLC Participants.

Demographics of Participants



Findings

Program Quality

Using the Weikart assessment tool, we aim to perform two self-assessments as well as one external assessment a year to continually evaluate and improve our program. Through our Weikart assessment we found improvements in our programming within the “youth engagement” and “peer-to-peer-connection” categories with a focus on Youth Voice and Choice after assessments from previous years. In previous years in the collaboration section of the assessment we scored 1 as the activities we were providing were centered

around working having youth work by themselves. After the most recent assessment some sites improved their scores in the collaboration section to a 3 or 5. Showing an increase in youth participation within groups and working with other youth.

Family Engagement

During the reporting period, at all locations, we host regular family engagement activities which are centered around connecting families through literacy based activities. During these family nights, families have reported an increase in parent and child communication, specifically about homework completion and about what they did during the school day.

Across all five of our ESSER II locations we are seeing a 95% increase in family engagement through these family nights as well as through our surveys. Families report that throughout the year they are increasing their engagement with their student's academics. Families report that they engage with their students in academic work on an average of 3-4 times per week.

School Attendance

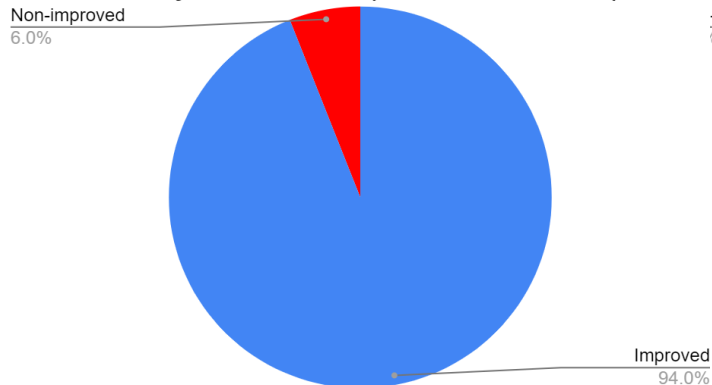
Most of our students have high levels of school attendance. However, school attendance percentages are predictably better, among our youth who attend Club regularly opposed to those with more infrequent attendance.

Out of 173 students enrolled across our five ESSER II programs, 151 are regular 21st CCLC attendees. Of those students, 87% had an average of school day attendance higher than 90%. Of that 90%, 53% had an average of 95% or higher. Of our non-regular attending students, 65% had an average attendance of 90% or higher and only 25% of students had an average of 95% or higher.

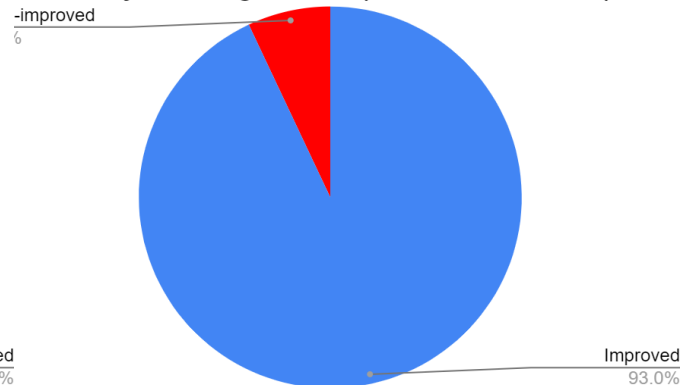
Academic Data

Historically we receive CMAS scores in late August and compare them to the previous year's results. To measure progress and results, we will utilize aggregated iReady data for Math & Reading. This measuring instrument is implemented for a wider range of grades (1st-8th) and is implemented multiple times per year, allowing the option for data collection in the beginning-of-year and end-of-year to better monitor the annual growth, as well as summer learning loss.

iReady Math Scores (Essex II Locations)



iReady Reading Scores (Essex II Locations)



However this year as we have opted out of CMAS testing scores and have moved to measuring students iReady scores. Using their time during Power Hour and other enriching activities that include academic qualities that youth can still enjoy we have seen a 94% increase in Math Scores and 93% increase in Reading Scores for our members who regularly attend. These results exceeded the target of a 80% increase in Math scores and 60% increase in reading scores.

In the fall of each school year, we gather benchmark data for essential skills by administering student self-reporting surveys. The after school programs focus on building skills around self awareness, personal responsibility, resiliency, teamwork, civic engagement, and character. By participating in these OST programs, youth have the opportunity to build skills to self regulate when escalated more frequently. For example, youth that became frustrated during a competitive gym activity were witnessed using five-finger breathing to calm themselves down and reset before reengaging with their peers.

CONCLUSION

Through the Weikart Program Assessment Tool, we found that we need to improve leadership opportunities for students as well as opportunities for reflection. The next step is for both sites to develop action steps for improving in these specific areas. To improve leadership opportunities the sites planned to implement: creating class jobs, assigning group leaders to help explain activities, allow students to lead community builders, and create table captains to help field questions that other students may have. To improve reflection opportunities the sites planned to implement: ensuring staff have adequate time to share students' work and ideas, writing reflection questions on the board so students are prepared and feel comfortable sharing when the time comes, and using multiple techniques to encourage students to share work.

Our goal was to have 80% of regular attendee families report a 10% increase in academic activity engagement. Though we were unable to get some of the data from some sites surveys we found that offering monthly Family Engagement Nights allowed parents and children to participate in hands-on educational activities together. Specifically one mother had been hesitant to participate in our Family Engagement Nights because she speaks only Spanish. She worried about being excluded and not understanding activities. However, she tried it out and spoke with our Site Coordinator about how much fun she had. Our Site Coordinator and Program Lead are both fluent in Spanish and were able to converse with her and explain activities. She then began attending Family Nights regularly. Surveys were also administered in the fall of each school year to seek advice from families. These surveys reflected positively on current programming as well as offering ideas for what families would like to see. In the future, we will be administering quarterly family surveys in order to ensure meeting our performance measures for data collection.

At all sites, the majority of students' attendance is relatively high, with attendance rates between 90% and 100%. This makes decreasing absenteeism by 10% difficult because the majority of students are already doing well. However, there were eight students who began the school year with lower attendance rates that showed an increase once they joined our program. For example, one student began the year with an attendance rate of 68.2% and after joining the 21st CCLC program, his attendance was in the 95-100% range for the remainder of the year. We hope to work with the school to identify students with low attendance and encourage them to join the Boys & Girls Club.

Through our youth and family surveys we do have anecdotal evidence that our essential skills program helps students in our program and is needed. From Fall to Spring we see that by incorporating social emotional learning and help from our Behavioral Health Team and essential skill building our members show growth in problem solving and connections to other youth in the program. Parents continue to look for and ask for support in helping their students develop these skills.

APPENDIX

Weikart Center for Youth Development Youth Program Quality Assessment Tool Fall Family Survey



Family Survey



Your name (Optional)

: _____

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am satisfied with the way Clubstaff interact with my child.					
I am satisfied with the variety of activities at the Club.					

The Club is a safe place for my children to work, learn and have fun.					
At this Club, my child feels they belong.					
My child usually enjoys the time they spend at the Club.					
My child has formed positive relationships with Club staff.					
I feel welcome at the Club.					
I feel well informed of Club activities, programs and events.					
There is someone I can talk to at the Club about my child.					
The Club is helping my child do better in school.					
The Club is helping my child develop appropriate social skills.					
I would recommend the Club to others.					
On average, how many times a week do you engage in literacy or academic activities with your child?					

In the future, what would you like to see...

...for Family nights/activities?

...for activities for your member?

How can we further support your child(ren)?

Ex. Reading support, behavior support, etc.
