Evaluation Methods:

Boys & Girls Clubs of Pueblo County (BGCPC) uses a variety of methods to assess progress and problems in program delivery.

Each month all program staff members receive a “Power Pack,” a packet that contains average daily attendance, frequency of attendance, program graduation rates, pre/post test results, and progress on program outcomes. Clubhouse staff members review the information as a team and strategize about the best ways to manage challenges and increase effectiveness. Program outcomes are also integrated in annual staff performance reviews.

Pre/post tests are administered to measure changes in knowledge and attitude. Program facilitators record attendance in COMET our online member management system and EZ reports. Facilitators also record program reflections and upload them to Google Docs where they can document and share relevant information about what is or is not working, how members react to the information dispersed, problems encountered, and suggestions for what can be done more effectively in the future. Facilitators are expected to enter all information at least weekly so that it can be reviewed by the appropriate supervisory staff.

Internal member and parent surveys were also administered to assess satisfaction, participation and recommendations.

Utilizing National Youth Outcomes Initiative (NYOI) data, we measure how many Club members are having an Optimal Club Experience. In NYOI, individual Boys & Girls Clubs collect data about their registered members’ demographics, attendance and participation. Local data management systems feed data into BGCA’s national system, allowing BGCA to compile data on the national population served by Clubs. The NYOI member survey asks members about their perceptions of the Club. Their responses allow BGCA to assess how well Clubs deliver a high-quality Club Experience that promotes positive youth development. The survey also measures indicators of youth achievement in BGCA’s priority outcome areas. Some survey questions are asked of members of all ages, while others are only asked of teens ages 13 to 18; this is noted as applicable throughout this report. BGCA processes the responses from surveys completed in Clubs each spring, furnishes each participating Club organization with its members’ survey data, then aggregates and analyzes the data to render national results. When a high-quality Club Experience is combined with regular attendance, Club members thrive. Thus, it is our goal that every young person who enters a Club has the highest-quality Club Experience possible. This data can also been used to assess the overall impact specific programs might be having on the overall Club Climate.
MEMBER DEMOGRAPHICS

- Single Mom (42.59%)
- Foster Parent (3.70%)
- Neither Parent (18.52%)
- Both Parents (35.19%)

- White
- Latino/a
- Black/African American
- Asian
- Native Hawaiian or Pacific Islander
- American Indian or Native American
- Some other Race
- Multi Racial
- Unknown
- Special Education (2.99%)
- Bilingual/ESL (10.45%)
- ESL (11.94%)
- Gifted and Talented (2.99%)
- None (71.64%)

- Live Below Poverty Level
- Live Above Poverty Level

Boys: 60%
Girls: 40%

IMPACT

Regular Club Attendance for Heroes Middle School

Academic Success

Academic & Attendance Data available for regular attendees

- 100% Progressed to the next grade on time
- 73% Improved their English grades
- 24% Improved their Math grades

- 100% of Club attendees report that they expect to graduate high school in the BGCA youth outcomes survey.
- 67% of Club attendees said they plan to attend college.
- 85% of attendees said the things they are learning in school now will be important later in life.

Other progress

- 38% of members participated in Power Hour Homework help regularly
- Members participated in 1315 hours of Academic Success Programming
- 80% of members reported that Club programming helped them understand that setting goals is important.
- 100% of members surveyed reported that that enjoyed participating in STEM activities.
21st CCLC state performance measures

**Individuals Served**
- **Goal**: 70
- **Actual**: 60

**Regular attendees**
- **Goal**: 50
- **Actual**: 33

**Families Served**
- **2018-2019**: 25
- **2019**: 27
ANet English score % that meet or exceeded the network average

Goal | Actual
--- | ---
2018_2019 | 70% | 33%

ANet Math score % that meet or exceeded the network average

Goal | Actual
--- | ---
2018_2019 | 70% | 30%

80% of regular attendees will improve school attendance (13% rated as not needing to improve)

Goal | Actual
--- | ---
Teacher Surveys | 80% | 36%
Attendance improvement from 1st Semester | 80% | 15%

Regular attendees will have a 10% increase in behavior (Teacher Survey data)

Goal | Actual
--- | ---
Behavior in Class | 80% | 24%
Getting along with others | 80% | 44%
The Workforce Development Director has provided career counseling, job readiness and job placement. Members had multiple opportunities for Career exploration including career tours at Vestas Wind Turbine and Black Hills energy as well as a college tour at CSU-Pueblo. Ten members are also completing an Introduction to university studies college course where they are earning a university credit. They also have a CSU-Pueblo school ID. This will help them not only to better understand how college works but also help them to discover areas of study they may be interested in.

The partnership at Pueblo Community College proved to be very popular for our teen participants. Our teens are being introduced a variety of programs as well as information about concurrent enrollment. We have received feedback from the members that they never realized there were so many options available to them at Pueblo Community College and that they have great interest in possibly attending PCC after high school or enrolling in concurrent enrollment.

**Goals**

- Regular attendees will show a 10% increase in improved behavior, resulting in 80% of program graduates showing improved behavior, as measured by teacher, parent/guardian, student and staff surveys and pre- and post-assessment.

Money Matters - This program teaches teens how to make financially positive decisions such as saving and spending their money wisely. It is a program that is required for all teen leaders so that they will have an understanding of financial literacy before they begin making money.

At Heroes Middle School 8 members participated and 6 graduated (76%). The average pre survey was 58% and the average post was 73%. 67% of program graduates improved from pre to post survey.

Conflict Managers- This specialized training for youth ages 13-18 is a prerequisite for any teen applying for a Jr. Staff employment position. The conflict managers program helps teens understand non verbal communication, I-messages, and active listening. As part of the training teen role play using a scripted process to help them prepare to help younger members resolve conflict in the Club.

Two Heroes members and 8 Risley Middle School members completed the program this year. 100% of the graduates improved from pre to post survey.

SMART Leaders- SMART Leaders is a booster program to SMART Moves. This program keeps teens involved in the SMART Moves program after Stay SMART, reinforces skills and knowledge youth learned in SMART Moves and prepares teens as leaders to help their peers resist using alcohol, tobacco and other drugs, as well as postpone sexual activity. Three Risley students and one Heroes Middle School student complete the program and were certified as Peer Leaders. 100% of the program graduates improved from pre to post survey.

**Summer Intensive**

Summer Brain Gain- Developmentally appropriate, project-based learning experiences are designed to keep young people engaged throughout the summer. Club youth can stay on track while having fun with their peers, exploring new topics and ideas, and learning important skills along the way. The first three weeks of summer brain gain programming included group agreements, animal habitats and story telling. Middle Schoolers from Heroes and Risley participated in two weeklong modules have youth exploring fun themes including physics, group agreements and planning and designing an escape room. Members were able to go to a local escape room to participate in the experience and research setup, design and coding. In June, Physics in the Amusement park module was offered to teach Heroes and Risley Middle school members the concepts and application of basic physics principals – force, motion and simple machines. Heroes Middle school students had an average pre survey score of 68% and an average post survey of 77%. 100% of the Heroes Middle School graduates improved from pre to post survey.

Write Brain - Write Brain is a project based learning program for grades K-12. The activities are designed to activate young people's creativity and critical thinking and develop comprehension, communication and collaborative skills. Write brain books are colorfully illustrated, wordless books with lines on the pages for the author’s original story. The activities promote inspiration igniting self-expression and inventive storytelling while developing vital 21st Century Skills.
Draw the Line/Respect the Line is a 3-year evidence-based curriculum that promotes abstinence by providing students in grades 6, 7 and 8 with the knowledge and skills to prevent HIV, other STD and pregnancy. Using an interactive approach, the program shows students how to set personal limits and meet challenges to those limits. Lessons also include the importance of respecting others’ personal limits.

6th Grade – 8 participated, 6 graduated (75%). The average pre survey score was 57% and the average post survey score was 82%. 100% improved from pre to post survey.

7th Grade – 8 participated, 3 graduated (38%). The average pre survey score was 54% and the average post survey score was 80%. 100% improved from pre to post survey.

8th Grade – 9 participated, 5 graduated (56%). The average pre survey score was 57% and the average post survey score was 83%. 100% improved from pre to post survey.

Triple Play Results

Triple Play, BGCA’s comprehensive health and wellness initiative, strives to improve the overall health of members, ages 6-18, by increasing their daily physical activity, teaching them good nutrition and helping them develop healthy relationships. Performance measure is assessed by NYO! survey data. Shown below

Our CSU-Pueblo program has developed a significant partnership with the Outdoor Pursuits program. The students and coordinator have committed to providing specific activities on some Fridays each month. These members were able to participate in a biking program, a hike at Pueblo Mountain Park and a survival skills workshop.

40% of the ADA report consuming 3 or more vegetables/day

68% of the ADA report consuming 2 or more fruits per day.

63% of the ADA report participating in 60 minutes of physical activity, five days or more per week

Girls Rock

Programs like Girls Rock, our dropout prevention through sports program, is just one example of initiatives the Club has to keep members coming to the Club and school regularly. A total of 13 middle school girls participated in the Girls Rock program this year at our Heroes Clubhouse. This was the first year the program was offered at Heroes. The girls not only learn the skills of volleyball and participate in a weekly community league, but they also make a commitment to keeping up their grades and homework as well as participating in crucial programming like Positive Action and Draw the Line/Respect the Line.

Outcomes as a result of the program:

- 100% of the girls progressed to the next grade.
- 100% of the girls reported feeling more confident in their athletic ability.
- Several of the girls that participated this year are now playing high school sports:
  - 2 are playing high school volleyball
- 100% of the girls increased their frequency of Club attendance. Five girls joined Club programming to participate in the program (they are not included in the % of members increasing frequency of attendance).
Good Character and Citizenship Program Highlights

- National Youth Outcomes Initiative Survey-

- Positive Action - 60% of regular attendees will show improved behavior in year 1 as measured by pre and post assessment.

Forty-two students participated in Positive Action. A pre survey was administered in January 2019 and the post survey was administered in May 2019. In this first year there was a decline from an overall pre survey average of 71% and post survey average of 69%. There were missing identifiers on surveys making it impossible to match several pre and post surveys.

93% reported that they could stand up for what they think is right, even if their friends disagree.

61% said that when I have problems with other people my age, I talk things over with them.

- Volunteering and Leadership-

46 Members volunteered 639 hours

39 members participated in the Torch Club, leadership program

59 members participated in restorative justice community circles

- Positive Action-

When asked what the Boys & Girls Clubs could do to support them...

"I think they help out a lot so there really isn't anymore they can do"

"They can't because they support me a lot"
Utilizing National Youth Outcomes Initiative (NYOI) data, we measure how many Club members are having an Optimal Club Experience. In NYOI, individual Boys & Girls Clubs collect data about their registered members’ demographics, attendance and participation. Local data management systems feed data into BGCA’s national system, allowing BGCA to compile data on the national population served by Clubs. The NYOI member survey asks members about their perceptions of the Club. Their responses allow BGCA to assess how well Clubs deliver a high-quality Club Experience that promotes positive youth development.

This was the first year, these students have participated in NYOI. Fourteen middle school students participated in the survey.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Optimal (Doing Great)</th>
<th>Fair (Doing Fine)</th>
<th>Needs Improvement (Room to Grow)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Club Experience</td>
<td>43%</td>
<td>43%</td>
<td>14%</td>
</tr>
<tr>
<td>Sense of Belonging</td>
<td>50%</td>
<td>43%</td>
<td>7%</td>
</tr>
<tr>
<td>Overall Safety</td>
<td>14%</td>
<td>57%</td>
<td>29%</td>
</tr>
<tr>
<td>Emotional Safety</td>
<td>23%</td>
<td>54%</td>
<td>23%</td>
</tr>
<tr>
<td>Physical Safety</td>
<td>64%</td>
<td>21%</td>
<td>14%</td>
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<tr>
<td>Fun</td>
<td>50%</td>
<td>36%</td>
<td>14%</td>
</tr>
<tr>
<td>Adult Connections</td>
<td>67%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Staff Expectations</td>
<td>86%</td>
<td>14%</td>
<td>0%</td>
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<tr>
<td>Recognition</td>
<td>69%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>31%</td>
<td>23%</td>
<td>46%</td>
</tr>
<tr>
<td>Leadership</td>
<td>69%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Integrity</td>
<td>57%</td>
<td>36%</td>
<td>7%</td>
</tr>
<tr>
<td>Goal Pursuit</td>
<td>38%</td>
<td>46%</td>
<td>15%</td>
</tr>
<tr>
<td>Conflict Resolution Skills</td>
<td>7%</td>
<td>36%</td>
<td>57%</td>
</tr>
</tbody>
</table>

This data was released July 10, 2019 and we are still in the process of a deep analysis. This was a new site serving many youth living in challenging circumstances and with many social and emotional challenges as well.

Celebration - 86% of members report feeling the staff have high expectations. 69% felt they were being recognized and 69% reporting feeling that they were a leader.

Areas of concern:
The data supports continued efforts with our Restorative Justice practices as well as increased attention on conflict resolution. This area is significantly low, indicating more work may be needed to understand what is effecting the decline and to make any recommendations to support youth in this area. Particular attention should be taken as both Heroes and Risley demonstrated low in this area.

Unfortunately with the closure of Heroes we will not have a true test of how well we are doing as an individual program.
A member survey was administered in May 2019 to gauge members' feelings about their experience, programming, and what they might like to see in the future. Ten members participated in the survey.

66% definitely - Did you enjoy the activities that the Boys & Girls Club offered? 87% definitely - Did you feel safe at the Boys & Girls Club? 87% definitely - Did the Boys & Girls Club have adults who care about you?

**Did the Boys & Girls Club help you understand...**

- [ ] that setting goals is important
- [ ] How to make career choices?
- [ ] doing drugs is wrong?
- [ ] violence is wrong?

**What programs would you like to see more at the Boys & Girls Club?**

<table>
<thead>
<tr>
<th>Program</th>
<th>No</th>
<th>Maybe</th>
<th>Yes</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Enrichment</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sports &amp; Fitness</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Health Enrichment</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Character Building</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Arts &amp; Crafts</td>
<td>3</td>
<td>0</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Technology Programming</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>3</td>
</tr>
</tbody>
</table>

**Did Boys & Girls Clubs programming help you...**

- [ ] that setting goals is important
- [ ] How to make career choices?
- [ ] doing drugs is wrong?
- [ ] violence is wrong?
- [ ] Improve your grades?
As a result of participating in programs at Boys & Girls Clubs, please rate the level of your child’s improvement in the following areas:

- Reading
- Math
- Academic Performance
- Attitude towards school/learning
- Self-confidence
- Behavior at home
- Behavior at school

Would you be interested in participating in any of the following activities with your child at the Club?

- Family Game Night
- Student Showcase and performance
- Family fitness activities
- Family reading activities
- Nurturing parenting program

If the Club offered any of the workshops below, which topics are you most interested in?

- ESL Classes/GED
- Helping child with school work
- Financial Management
- Job Readiness
- Nutrition and healthy living
- Healthy family relationships
- Other (enrolling in college)
Parent quotes

"They helped my son so much this year."

"Love what the Club is doing already!"

"Satisfied 100%"

Parent survey results

100% reported that their child improved in reading, math, academic performance, self-confidence, behavior at home and behavior at school because they participated in Club programming.

- 100% felt their child was safe at the Club.
- 100% felt the Club offered a wide variety of activities.
- 100% agreed that the Club met their child's specific needs.

Parent engagement activities:

- Holiday Parties: families and members got to participate in the celebration of Halloween and/or Thanksgiving
- Lights on After School Night: families and members had the opportunity for information about our 21st Century Grant and other Club opportunities
- Askable Adult: parents had opportunity to learn about being approachable and open to questions
- Movie Night: Families had opportunity to come enjoy a movie at the Club Advisory Meetings:
- Families had opportunity to hear about updates about our 21st Century grant and Club opportunities
- Parent Meeting:
- Family engagement pertaining school closure
- Job Readiness:
- Families had opportunity to listen about summer/job opportunities within the Club

Parent interest survey for upcoming activities:

- 87% Family Game night
- 62% Healthy family relationships, nurturing parenting
- 75% family reading activities
Club site was prepared for operations.

Staff were hired in August and oriented staff to BGCPC as well as 21st CCLC programming. We were not able to fill all positions until October.

We have one staff on site that is bilingual

We did experience one transition in a position. This effected our progress implementing Healthy Habits and Spark

Individual staff participated in 56 hours of professional development

Professional Development

New Staff Orientation (upon hire)
21st CCLC review and expectations (within 30 days of hire)
First Aid/CPR (within 60 days of hire – offered in June 2019)
Mandatory Reporting (completion within 30 days of hire)

November 2018
Restorative Justice Practices

January 2019
Trauma informed care and adverse childhood experiences
Youth needs and behavior modification strategies
Experiential Learning cycle and giving clear instructions
New activity development and facilitation
Action Planning

Four staff were trained to be facilitators for Nurturing Parenting

June 2019
Standards Precautions
New staff summer orientation
Outcome Driven Club experience
BGCA programming and planning
Summer Brain Gain
Summer Safety
Positive Youth Development

We have identified the need to hire an assistant program director who will specifically help staff identify gaps in performance and create programs/activities that address those gaps.

Professional Development Identified- action planning review of 21st CCLC objectives and actions, literacy, creating activities to align with the school day, iReady, Positive Action and Spark
OUR PLANS

Over the next year, we will continue to serve Heroes Middle School students at Risley Middle School. We will commit to advocate for the unique needs of these students in their new school. Several staff that worked with these students are now relocated to our site at Risley and will continue to support and serve these students and families.

Program participation and Graduation Results

BGCPC has identified specific areas that will strengthen our positive impact on student academic performance and school attendance. Below are the issues identified and initiatives that will be followed in the fall of 2019:

Issues:
- Some graduation rates are lower than goal.
- Some programs are not meeting pre to post increase goals
- Attendance and consistency (low ADA)

Initiatives:
- Hire part-time program director for support of program and alignment to school day programming
- Provide professional development - program planning and assessment
- Schedule regular facilitation observations to assess fidelity of the program as well as address challenges staff may have.
- Continuous Education professional development
- Pulse checks with members and families at least quarterly to ensure the program is safe, fun and meeting their needs.
- Implement feasible suggestions that result from focus groups and surveys
- Integrate member ideas into programming

Social Emotional Wellness

BGCPC is happy to share that we were able to secure funding for an Emotional Wellness Coordinator. This position will increase the ability for the Clubs to be safe, supportive and culturally responsive environments that intentionally work to enhance social-emotional skills and for us to appropriately refer teens who need more services than the club can provide. The Wellness Coordinator and staff will implement the social-emotional curriculum.

The Emotional Wellness Coordinator will:
- Work with the teens one-on-one and in groups, helping them develop social-emotional skills and build positive relationships so they will have greater ability to cope and thrive
- Implement soft skill building curricula and programs.
- Provide case management—a teen-centered, goal-oriented process for assessing the needs of the teen for particular services and obtaining those services either at the Club or local services i.e. in the school system, Health Solutions, etc. Implement Mental Wellness Assessments.
- Plan and facilitate Positive Action programs and Triple Play programs at area Clubhouses

Project Learn/Worforce Development - programs exceed goal collectively with 92% of members graduating and 92% of graduates improving from pre to post.

Consistency of attendance was a challenge to members graduating from programs.

Triple Play - we did not meet our goal for eating fruits and vegetables (68%) and were also under for those members reporting participating in physical fitness activities (57%) 5 days per week (below our goal of 63%)

Positive Action - this first year the results were inconclusive and did not support significant progress in improved behavior.

Parent Experience - in general parents are satisfied with the Club program and feel their children are benefiting. There is a need to diversify offerings and can feedback from parents and members to guide our program calendar.

NYOI/Club experience - There are several areas to focus on include conflict resolution, goal pursuit, team work, fun, adult connections and emotional safety.