



PROGRAM OVERVIEW

Since 1961, Boys & Girls Clubs of Metro Denver (BGCMD) has provided kindergarteners through high schoolers with a place to become inspired, build relationships, and learn how big a part they play in their community and their future. As a pillar in the community, we provide a safe, accessible, fun space full of caring adults to ensure kids have what they need to achieve their greatest potential.



BOYS & GIRLS CLUBS
METRO DENVER

Since our founding, we have grown into one of the largest, most accessible and comprehensive youth-serving organizations in the Metro Denver region, operating 27 Clubs (starting July 1, 2024), including our six Clubs as part of Cohort X. Furthermore, we are one of the lowest-cost providers in the state with an annual Club membership fee as low as \$25 per child for each the school-year and summer and free for all students attending 21st CCLCs. This is especially important as 90% of our active members attending a Cohort X-funded Club are eligible for free or reduced priced lunch.

Our mission is to offer Club members a safe, supportive, fun, and enriching environment that inspires and empowers them to reach their full potential. Aligned with this mission, our vision is that all children will have the opportunity to achieve their greatest potential. Organizationally, we aim to achieve this through our strategic goals: Serve More Kids, Invest in Our Team, Set the Standard for Club Excellence, and Ensure Financial Sustainability. We put our work into action through our afterschool and summer programming, which supports the development of school-aged youth across four core program areas:

1. **Academic Success:** Club members receive support to keep learning all year long through programs intentionally designed to foster skill-building and spark passion for learning. Programs focus on reading, science, and problem-solving, giving kids a space to explore, experiment, and expand on the lessons learned during the school day.
2. **Character & Leadership:** Members grow as leaders through programs that develop strong character and community building skills. Leadership programs teach young people to take initiative in ways that are meaningful to them, resulting in Club members demonstrating high levels of responsibility. Clubs regularly facilitate Keystone and Torch Clubs, which provide small groups of members with unique opportunities to plan and lead service-learning projects in their communities. Additionally, the Next Program supports youth in developing a sense of agency to their future selves through post-secondary and career exposure and exploration.
3. **Healthy Lifestyles:** Club members receive the tools they need to envision and build a healthy life, are educated on nutrition, participate in sports, and know how to avoid substance abuse and other risky behaviors. Ultimately young people become informed consumers who use critical thinking skills and a sense of self to identify pathways for a healthy future.
4. **Mental Health:** Boys & Girls Clubs of Metro Denver employs a team of full-time mental health professionals to support the mental health needs of kids in our community. Each of our 27 Clubs has a mental health team member present multiple times each week to facilitate individual connection sessions and small social-emotional learning groups that support a wide range of mental health needs.

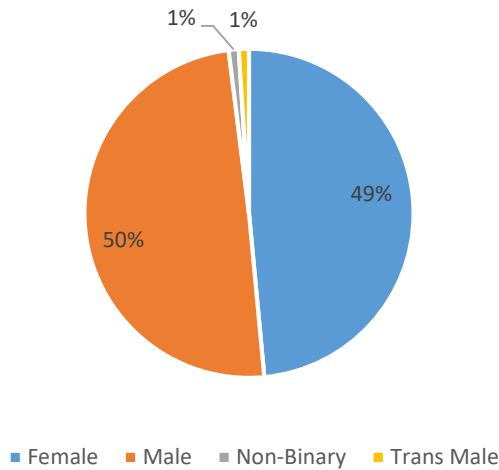
By helping Club members succeed in these areas, they are better equipped to overcome life challenges and lead happy, healthy, and productive lives. This report will focus on how Boys & Girls Clubs of Metro Denver's comprehensive out-of-school time programming supports the foundational academic success of Club members.

PROGRAM EVALUATION

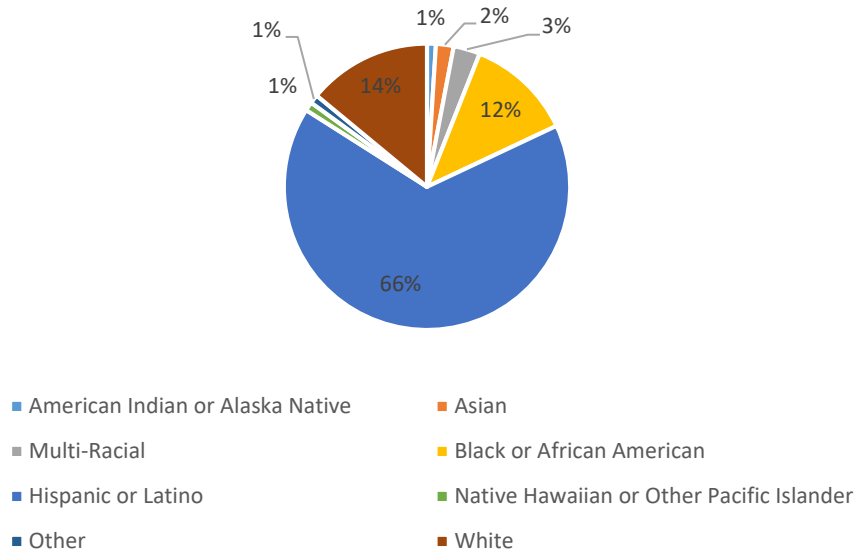
Throughout the year, as we implemented Boys & Girls Clubs of Metro Denver’s core program areas—Academic Success, Character & Leadership, Healthy Lifestyles, and Mental Health—we posed a question to ourselves: **How does the comprehensive and well-rounded support provided by these programs contribute to the foundational academic success of our Club members?**

During the program year, the six Clubs combined served 968 active members where 62% (606 Club members) were frequent attenders, or attending two or more times per week. Overall Club member demographics include:

Cohort X Gender



Cohort X Race/Ethnicity



Boys & Girls Clubs of Metro Denver employed the following tools to evaluate programming offered to participants. Many of these tools are used year over year, which can ultimately provide year-over-year comparison as we continue into year two and beyond for Cohort X Clubs.

1. **National Youth Outcomes Initiative:** This annual research-based survey was developed by Boys & Girls Clubs of America in partnership with 3C Institute, where it provides an in-depth understanding of the Club experience. This survey is administered to students through 3C Institute’s QUEST platform, a research-based, child-friendly online data collection system that uses characters and game-like activities to engage youth and reward them for their progression throughout the survey. NYOI is developmentally appropriate and easy for youth to navigate and is offered in English and Spanish and has audio capabilities to read and replay the presented text. Specifically, NYOI measures: safe, positive environment; supportive relationships; opportunities and expectations; academic expectations; and recognition for ages nine (9) and older.
2. **Kid Perception Data:** BGCMD gathered data on kid perception, allowing for real time understanding of how all youth, even our youngest (K-2nd grade), view our programs. Data was collected through dot voting, verbal and written exit tickets, drawing pictures, virtual polls, and discussion groups. Some examples of questions we asked regarding academic success include: “I am inspired to learn new things at the Club;” and “I am confident about reading.”
3. **Family Satisfaction Survey:** BGCMD administered a family satisfaction survey where families provided feedback on their child’s Club, staff, communication, their child’s behavior, activities offered, overall safety of the Club, and skills their child has learned through BGCMD’s programming.
4. **Teacher Surveys:** Starting March 2024, Cohort X Club staff began collecting teacher surveys for Club members who attended 75+ hours of programming or more. Teacher surveys were conducted on individual Club members to provide valuable insight into the effectiveness of our educational programs and interventions from the perspective of those who interact with students daily. Metrics measured students’ completion of classwork and homework, class participation, attendance, motivation to learn, attentiveness, behavior, and social interactions.
5. **Renaissance Star Reading:** BGCMD operates Project Learn, a nationally recognized, evidence-based program created by Boys & Girls Clubs of America (BGCA) where staff craft activities of high-yield learning while also reinforcing academic enrichment and school engagement. One key element of Project Learn is administering our evidence-based reading program, Renaissance Star Reading (Renaissance). Renaissance is a computerized supplementary reading program which provides guided reading instructions for K-12 students, resulting in improved reading skills through reading practice and frequent feedback on progress. Within Renaissance, Club kids select a book and read it based on their area of interest and specific reading level. Upon completion, students take a computerized quiz based on the book’s content and vocabulary. As students pass these tests, their reading levels increase. BGCMD utilizes data from Renaissance to measure literacy and reading outcomes.
6. **Social & Emotional Learning Program Quality Assessment (SELPQA):** This tool is an efficient and effective research-validated observational tool for assessing adult youth leader practices that support social and emotional learning (SEL) – use of this tool ensures our organization is focused on SEL development for both staff and youth. This practice has been validated through the David P. Weikart Center for Youth Program Quality and through the Collaborative for Academic, Social, and Emotional Learning (CASEL). BGCMD measures several ‘environments;’ specifically in relation to academic success we measure Fostering Growth Mindset meaning staff support youth to have a growth mindset rather than a fixed mindset.

PROGRAM RESULTS

Below, we present our key findings on how the comprehensive and well-rounded support provided by our programs contributes to building the foundational academic success of our Club members.

National Youth Outcomes Initiative (NYOI)

The NYOI assessment was conducted in Spring 2024, and results will be available by Fall 2024. We will incorporate these findings once they are released. The key indicators chosen for this assessment are crucial for evaluating how the comprehensive support provided by the programs contributes to the foundational academic success of Club members. Those indicators include:

1. **Belief in Success** (% of Club members who indicate the adults at their Club believe they will be a success): This metric assesses the level of positive reinforcement and belief in potential that adults provide. Research has shown that when students feel supported and believed in by influential adults, their motivation and self-esteem increase, which are critical factors in academic achievement.
2. **Acceptance** (% of Club members who indicate the people at their Club accept them for who they are): This measures the inclusivity and emotional safety of the environment. A welcoming and accepting atmosphere allows Club members to focus on learning without the distractions of social anxiety or exclusion, fostering better academic outcomes.
3. **Encouragement** (% of Club members who indicate the adults at their Club encourage them to do their best): This metric gauges the extent to which adults in the program foster a culture of striving for excellence. Encouragement can boost students' effort and persistence in their studies, directly impacting their academic performance.
4. **Enjoyment of Learning** (% of Club members who indicate they enjoy learning new things): This assesses intrinsic motivation to learn, which is a significant predictor of academic success. When students enjoy learning, they are more likely to engage deeply with material, pursue challenges, and retain information.
5. **Expectation to Graduate** (% of Club members who indicate they expect to graduate high school): This reflects students' academic goals and their belief in their ability to achieve them. High expectations are often self-fulfilling due to the alignment of student efforts with their goals. Furthermore, expecting to graduate influences persistence in school activities and resilience in overcoming academic challenges.

Each of these metrics provides insight into the emotional and social dimensions of the Club environment and their impact on educational outcomes. They help illustrate not just the direct academic interventions but also how the supportive relationships and positive self-concept fostered by the programs play essential roles in cultivating the conditions necessary for academic success.

Kid Perception Data

During the 2023-2024 program year, Kid Perception Data was collected across the six Club locations where staff collected 507 responses from Club members; results related to student learning included:

| Table 1: 2023-2024 Program Year Kid Perception Data Cohort X Boys & Girls Clubs | | |
|--|-----------------------|--|
| Question Asked | Number of Respondents | Results |
| I enjoy reading at the Club | 323 | 87% of surveyed Club members responded positively to enjoying reading at the Club. |
| I am confident I can learn new things | 103 | 89% of Club members responded positively to feeling confident they learn new things at the Club. |
| The staff supports me with my homework | 50 | 82% of Club members responded positively to staff supporting them with their homework. |
| I am confident about reading. | 31 | 87% of Club members responded positively to feeling confident about reading. |

BGCMD is uniquely positioned to engage students year-round during out-of-school time, which is why we prioritize building confidence in students and providing ongoing learning opportunities to support academic engagement and achievement. Collecting Kid Perception Data allows BGCMD Club staff to gauge how students are responding to programming and where their needs lie in real time. For example, when Club members are asked if they felt confident in reading, Club staff can use this information to create intentional practices around building self-confidence at Club. Confidence and self-esteem are crucial for students to take risks in learning, engage in learning, and feel valuable (American Psychological Association, 2022). For these reasons, BGCMD also approached supporting students' academic success with social-emotional learning (SEL). Further information on how SEL is evaluated in regard to academic achievement can be found in the "Social Emotional Learning Program Quality Assessment" section below.

Family Satisfaction Survey

Late-Spring 2024, Boys & Girls Clubs of Metro Denver conducted a Family Satisfaction Survey to gauge how families perceive our programming. On a scale of 0-100, families were asked to rate their overall satisfaction with Boys & Girls Clubs of Metro Denver. Although we are still awaiting the results from our most recent survey, expected in late July, historical data indicates that families have consistently rated their satisfaction at 91, reflecting consistently high satisfaction with our programs. Additionally, families are asked to identify the top skills their children gained or improved upon during the school year where historically, we have heard: empathy, confidence, and group-speaking.

About 50 years of research have highlighted the significant benefits of partnering with families to enhance children's learning. The COVID-19 pandemic further emphasized the importance of family engagement, as educators realized that families had a deeper understanding of their children's educational needs than previously acknowledged, according to experts from the Harvard Graduate School of Education (2023).

These reasons emphasize the critical importance of Boys & Girls Clubs of Metro Denver in building strong collaborations with families. Such partnerships enable us to better support our members' academic and personal growth, ensure our programs meet their needs, and create a more inclusive and effective learning environment. When families are actively engaged, they can provide essential guidance, encouragement, and reinforcement of learning at home. This collaboration between Boys & Girls Clubs of Metro Denver and families creates a unified and comprehensive approach to supporting students. We are pleased to see that families recognize and appreciate our program's effectiveness and our commitment to creating safe, nurturing environments for learning and growth.

Teacher Survey

The teacher survey data for Cohort X Clubs indicate consistently positive trends in various aspects of students' academic and behavioral performance, affirming our research question that comprehensive out-of-school time programs contribute to foundational academic success for Club members. The specific metrics gathered from 595 Club members across all six Clubs include:

| Table 2: 2023-2024 Program Year Teacher Survey Data Cohort X Boys & Girls Club | |
|---|---|
| Result | Topic |
| 88% | Club members maintained, improved, or did not need to improve in completing classwork and homework on time. |
| 93% | Club members maintained, improved, or did not need to improve in class participation. |
| 94% | Club members maintained, improved, or did not need to improve in attending class regularly. |
| 90% | Club members maintained, improved, or did not need to improve in their motivation to learn. |
| 87% | Club members maintained, improved, or did not need to improve in being attentive in class. |
| 88% | Club members maintained, improved, or did not need to improve in classroom behavior. |
| 93% | Club members maintained, improved, or did not need to improve in getting along well with other students. |

The results indicate consistently positive trends in various aspects of students’ academic and behavioral performance. These metrics suggest well-rounded student development, indicating that our comprehensive support programs are successfully contributing to the foundational academic success of our Club members.

The data indicates that the majority of Club members are performing well in critical academic and behavioral areas. High percentages in class participation (93%) and regular attendance (94%) are particularly noteworthy, demonstrating strong engagement and consistency among students. The metrics for motivation to learn (90%) and classroom behavior (88%) further highlight the positive impact of the comprehensive support provided by these programs.

Overall, these results affirm the effectiveness of the out-of-school time programs in fostering foundational academic success and well-rounded development for Club members. The consistency and improvements reflected in the data underscore the value of continued investment in these programs to maintain and enhance their positive impact.

Renaissance Star Reading

As previously indicated, Renaissance is an evidence-based reading program implemented through Project Learn which provides an assessment as to where Club members need literacy intervention and support. During the program year, Cohort X Clubs engaged Kindergarten through 8th grade Club members in this reading program. Table 2 details the number of members participating in the reading program each semester during the program year, the average reading comprehension rate for students, and the percentage of students considered at-risk and needing intervention.

| Table 3: 2023-2024 Program Year Renaissance Star Data Cohort X Boys & Girls Club | | | |
|--|------------------------|------------------------------------|----------------------------------|
| Semester | Number of Participants | Average Reading Comprehension Rate | # of Books Read and Comprehended |
| Fall 2023 | 291 | 84% | 3,298 |
| Spring 2024 | 348 | 76% | 5,044 |

Reading comprehension is essential as it forms the foundation for academic learning, enabling students to understand and retain information across all subjects, leading to better performance in school. It enhances critical thinking, communication skills, and self-confidence, allowing students to analyze, evaluate, and synthesize information, express their thoughts clearly, and engage actively in their learning. Additionally, it fosters lifelong learning, empathy, and problem-solving abilities, making it a valuable skill in both personal development and the job market.

As seen within Table 3, there was a significant increase in participation within Boys & Girls Clubs of Metro Denver’s reading programs from fall to spring, with the number of participants growing by 57. Despite this increase, the average reading

comprehension rate decreased from 84% to 76%, suggesting a potential need for additional support and resources as more students join the program. However, the number of books read and comprehended saw a substantial rise, from 3,298 in the fall to 5,044 in the spring, demonstrating a strong engagement with the reading material. This continuous monitoring allows us to identify areas for improvement and adjust our strategies to better support at-risk students, ensuring that they develop the critical reading skills necessary for their academic success.

Social Emotional Learning Program Quality Assessment (SELPQA)

Each of the Cohort X Clubs participated in the Social Emotional Learning Program Quality Assessment (SELPQA) in both the fall and spring semesters. Staff were evaluated on several environments such as, Emotion Coaching, Fostering Growth Mindset, Promoting Responsibility & Leadership, and Creating Safe Spaces. A key environment that relates to academic engagement and achievement is “Promoting Responsibility and Leadership” where staff are assessed in how they support youth in taking on responsibilities, carrying out tasks independently, and developing leadership skills.

BGCMD aims for Clubs to score at least 70% (or 3.5 on a 5-point scale) in each environment. On average, the Cohort X Clubs scored 3.48, just under 70% target, in Promoting Responsibility and Leadership. This metric indicates that we are very close to meeting our goal, but there is still room for continued focus and improvement in this crucial area to enhance academic engagement and achievement among Club members.

Building these skills and this mindset offers immense benefits, such as enhancing academic engagement, fostering a sense of responsibility, and developing essential leadership skills that will benefit young people throughout their lives. Implementing "Promoting Responsibility and Leadership" training for staff at Boys & Girls Clubs of Metro Denver will help mentors improve their ability to guide young people in taking on responsibilities, executing tasks independently, and developing leadership skills. This training will enable mentors to create environments that foster growth mindsets, encourage responsible behavior, and provide meaningful leadership opportunities. As a result, staff will be better equipped to mentor youth effectively, helping them build essential life skills, enhancing their academic engagement, and preparing them for future success.

CONCLUSION

What was Learned from the Evaluation:

The evaluation revealed several key insights into the impact of Boys & Girls Clubs of Metro Denver’s programs within Cohort X Clubs. Kid Perception Data showed that a majority of students enjoy reading and feel confident about learning new things. Renaissance Star Reading backed up this data as it shows increased participation and engagement in reading programs, though a decrease in reading comprehension rates suggests a need for additional support.

Next Steps for Program Improvement and Recommendation:

To further enhance our programs, we recommend increasing targeted literacy interventions to address the decline in reading comprehension rates. Additionally, we will provide our staff with enhanced training in social-emotional learning techniques. Successful implementation of these techniques will be evidenced by improved scores from the fall to spring semester, demonstrating the positive impact on our members' academic and emotional development.

Biggest Student Impacts:

The biggest student impacts were seen in increased reading engagement, with a significant rise in the number of books read and comprehended. The most successful part of our program has been the development of key skills such as empathy, confidence, and group speaking, which are crucial for overall personal and academic growth.

Defining Success:

We define success by our ability to create a supportive environment where students can thrive academically and personally. Success is measured by improved academic performance, increased self-confidence, enhanced problem-solving skills, and the development of strong, positive relationships. The results from our evaluation demonstrate that we are on the right path, but continuous improvement and adaptation are essential for sustained success.