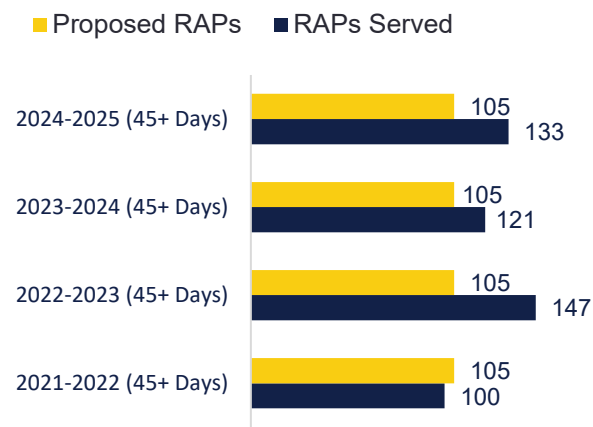




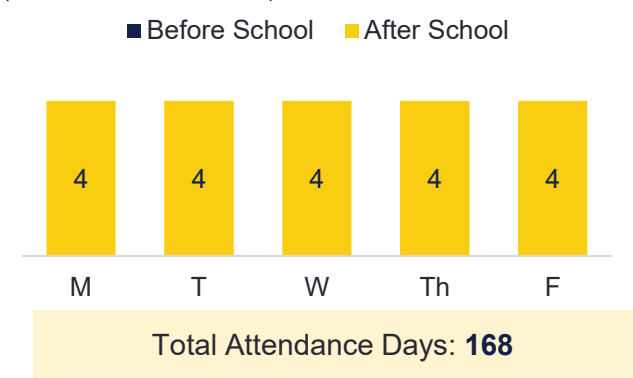
Program Attendance & Participant Characteristics (School-Year Programming)

Annual Program Attendance



Program Hours Offered per Week

(2024-2025 School Year )



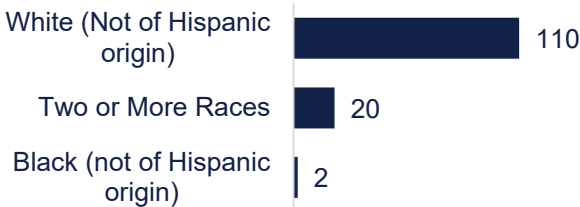
Participant Grade Level

2024-2025 RAPs

- Elementary School: **133**
- Intermediate/Middle School: **0**
- High School: **0**

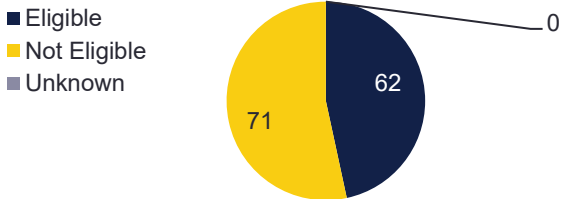
Race

2024-2025 RAPs



Free and Reduced Lunch

2024-2025 RAPs



Building Momentum for Next Year

1. Please choose one of the following prompts to address about this 21<sup>st</sup> CCLC site. Keep the text of the prompt you've selected.

- *Describe one area of programming that went well this year that you'd like to continue next year. Youth advisory programs (member council/youth of the year) were both huge successes this year. Youth choice and youth voice focused on what our students need and what they most want to see be offered during activities. Program staff played a key role in delivering quality programs best aligned with what keeps members engaged and consistently participating, while also aligning with Indiana Academic Standards.*



2024-2025 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
69%	65%	of 1st-5th grade RAPs will earn a 'B or better' or increase their E/LA grade from fall to spring
81%	65%	of 1st-5th grade RAPs will earn a 'B or better' or increase their math grade from fall to spring
94%	65%	of kindergarten RAPs will earn a P (Pass) or increase their E/LA grade from fall to spring
94%	65%	of kindergarten RAPs will earn a P (Pass) or increase their math grade from fall to spring
60%	65%	of 3rd - 5th grade RAPs will maintain at or above grade level performance or achieve typical annual growth on i-Ready reading assessments from fall to spring
44%	65%	of 3rd - 5th grade RAPs will maintain at or above grade level performance or achieve typical annual growth on i-Ready math assessments from fall to spring
84%	65%	of K - 2nd grade RAPs will score at or above benchmark on the Dibels Reading assessment in fall and spring, or improve their composite score relative to benchmark from fall to spring
73%	65%	of K - 2nd grade RAPs will score at or above benchmark on the Dibels Math (Acadience) assessment in fall and spring, or improve their composite score relative to benchmark from fall to spring

Interpersonal/Behavioral Outcomes

Outcome	Target	Performance Measure
56%	60%	of RAPs will score at or above 24 (of 32) on the Self Management: interpersonal strength subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
66%	60%	of RAPs will score at or above 24 (of 32) on the Self Management: intrapersonal strength subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
58%	65%	of RAPs will score at or above 15 (of 20) on the Self Management: School Work subscale of the WCSD Social and Emotional Competency Assessment or improve their score from pre to post
49%	60%	of RAPs will score at or above 32 (of 40) on a survey of STEM Interest and Identity in the spring or increase their score from pre to post*

Family Engagement Outcomes

Outcome	Target	Performance Measure
100%	65%	of parents/guardians of RAPs will be involved in their child's education as evidenced by positive responses to 3 or more measures in the parent survey
36%	25%	of parents/guardians of RAPs will be involved with their child's school as evidenced by positive responses to 2 or more measures in the parent survey

Provide a brief explanation of any missing or incomplete data in the space provided below.



## Building Momentum for Next Year

**If needed, use the space on this page to continue your response for the 'Building Momentum for Next Year' section on page 1.**

2. Provide a detailed response below with at least three bullet points of relevant information.
  - Over 75% of our 21st CCLC members met the RAP goal for attendance with 65% also reaching 120+ days of attendance. Daily activity participation also increased overall. The direct correlation between attendance/participation and activities is the best measure for why these increases occurred. Our youths' voices were heard and they showed us how much that matters by showing up and engaging in program activities consistently throughout the year.
  - Holistic activity programming may also be one of the most influential reasons for youth advisory program success. Holistic programming merges Indiana Academic Standards with College and Career Readiness, Literacy, Academic Success, STEM, and Healthy Lifestyles programming presented in a "hands-on minds-on" fashion that was most appealing to members. Cooking club added a CCR component that connected cooking activities to potential culinary careers. The Animal Allies activity brought live animals into the club for hands-on learning experience directly tied to careers in natural resource conservation, forestry, veterinary science, and zookeeping. The NASA Challenge connected members with real NASA scientists to design their own project to give them the confidence that they too might become a scientist or engineer one day. Gardening activities let members explore agricultural careers.
  - The Hands-on nature of these programs, branded as experiences rather than programming (think Animal Allies rather than Veterinary Careers) is where we see the most impact, participation, and member satisfaction. Simply discussing careers was not cutting it for the students. They wanted real life experiences. While none of these activities were titled College and Career activities in our Club program guides, they delivered exactly what our members had hoped for. We have found that by giving students a bigger voice, they can help us achieve the goals of the 21st CCLC program in meaningful and memorable ways.
  - The 2025 BGCB Youth of the Year winner is an Ellettsville Club member. After competing locally with our other 3 Club sites, she was named our Youth of the Year representative and went on to compete in the State competition where she placed in the top 5. She was the ONLY member across the state who was not a high school student. Her presentation inspired other Boys & Girls Clubs from across the state to listen to what their members are saying and take action. Because of her strong leadership among her peers, her determination for youth voice to be heard, and the willingness of staff to lean into youth choice, a holistic approach to available program activities was broadened which resulted in increased participation, increased attendance, and increased retention overall.