



**BOYS & GIRLS CLUBS**  
OF GREATER ST. LOUIS

## From Indicators to Impact

**Boys & Girls Clubs of Greater St. Louis**  
2013 Outcomes Report



# FORMULA FOR **IMPACT**

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# From Indicators to Impact

## Boys & Girls Clubs of Greater St. Louis 2013 Outcomes Report

**Boys & Girls Clubs of Greater St. Louis is committed to measuring how much our young people are achieving and how effectively our Club Experience is implemented. Our measurement efforts are aimed at demonstrating our impact to stakeholders and uncovering ways to improve our services. BGCSTL is proud to present this second annual outcomes report summarizing our findings for 2013.**

### Collective Learning, Continuous Improvement

As BGCSTL enters the fourth year of the National Youth Outcomes Initiative (NYOI) implementation, our measurement efforts retain their laser focus on how well our Clubs implement the Formula for Impact and how much our young people are achieving as a result. Our team of professionals are in a continuous, collective learning mode, using the data to inform planning and operational decisions and to make improvements to programs and services.

BGCSTL and BGCA are also continuously enhancing and improving the NYOI data collection and reporting tools and processes. We have made strategic changes and additions, based upon the National Outcomes Survey results, to deepen our understanding of how our members are faring in critical areas such as safety, school engagement, concern for community and others, physical well-being and avoidance of high-risk behaviors.

We complement our holistic, ongoing focus on the overall Club Experience by identifying the essential components of high-quality implementation and ensure that program design and content effectively achieve desired outcomes in those targeted programs.

This report highlights important findings from the 2013 National Outcomes Survey. Additionally, it presents findings from evaluations completed by our members who participate in our targeted programs designed specifically for members based upon their age and gender that were conducted or completed in 2013.

### About BGCA's National Youth Outcomes Initiative (NYOI)

In NYOI, individual Boys & Girls Clubs collect data about their members' demographics, attendance and participation. Local data management systems are connected to BGCA's national system, allowing BGCA to compile data on the national population served by Clubs.

NYOI's other primary source of data is the National Outcomes Survey, designed to measure indicators of youth achievement in Academic Success, Good Character and Citizenship, and Healthy Lifestyles. In some cases, survey questions replicate language used by the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance Survey, allowing BGCA to compare Club youth outcomes to national averages. The survey also asks young people about their perceptions of the Club. Their responses allow us to assess how effectively Clubs are implementing the Formula for Impact and delivering an experience that supports positive youth development. 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.

BGCA field-tested NYOI and the National Outcomes Survey in 2011 with just 39 organizations. By the end of 2012, more than 350 of 1,100 Club organizations were participating in NYOI; nearly 43,000 Club members completed the survey in 775 Club sites in that year. By the end of 2013, 877 Club organizations were participating in NYOI. Participation in the Club member survey nearly doubled from 2012: more than 80,000 Club members completed the survey at 1,366 Club sites in 2013.



# About Boys & Girls Clubs of Greater St. Louis

Since 1967, Boys & Girls Clubs of Greater St. Louis has been providing a safe place for children to learn and grow. BGCSTL now serves nearly 5,700 kids, including 3,400 registered Club members and has expanded to 5 locations throughout Greater St. Louis, and operates Mentor St. Louis, a literacy-based mentoring program in five elementary schools.

Our membership fee structure allows any child the opportunity to join and includes free vision and dental care! The Club is open during hours that kids are most likely to need a safe place to go – after school and during summer. Nationally recognized programs led by professional staff are targeted to inspire and enable youth to realize their full potential as productive, responsible and caring citizens.

The Club is a chartered member of the Boys & Girls Clubs of America (BGCA), which has 4,000 chartered locations that serve nearly 4 million youth annually. In 2012, The Chronicle of Philanthropy ranked BGCA as the nation's top youth organization for the 19th consecutive year and 18th among all non-profit organizations. BGCSTL is part of a proud tradition of service to our nations' youth that promotes character and leadership, community and civic involvement, and safety and well-being.



**BOYS & GIRLS CLUBS  
OF GREATER ST. LOUIS**



## Locations

### Herbert Hoover Club

The **Herbert Hoover Club** is our original facility. We currently serve over 2,000 members at this location, with roughly 300 youth attending daily. Located in North City, this site operates at full capacity, 48 weeks a year, five days a week. The 78,000 square-foot facility houses a comprehensive Dental Clinic, Emerson Technology Center, Learning Center, MJL Aquatics Center, All-Star Baseball Field, art room, game room, teen center, performing arts studio, football field, fitness center and the administrative offices of the Club. A mobile vision clinic operated by Eye Care Charity of Mid-America also services all five Club sites.

### Adams Park Club

The **Adams Park Club** began operating in 2007 in South City at the Adams Park Community Center. This site currently serves 400 members with close to 100 attending daily. Located in the Forest Park Southeast neighborhood, the 21,348 square-foot center offers organized sports, fitness and recreation activities as well as teen and education programs.

### Our Shared Club Facility Locations

The Club's first school-based location, the **Southeast Middle School Club**, which is located in the Hazelwood School District in the Spanish Lake area, opened in 2008. This licensed Club operates five days a week and serves 260 members. It is a partnership with Hazelwood School District and St. Louis County and shares a gymnasium, performance stage, library, technology center, cafeteria, art room and game room with the school.

The **O'Fallon Park Club** located in North City opened in February of 2013 and is in partnership with the YMCA of Greater St. Louis and the City of St. Louis Department of Parks, Recreation and Forestry. The Club has offered a select number of programs and now operates at full capacity, 48 weeks a year, five days a week, with complete access and transportation to dental and vision services. The Club services over 400 members with roughly 100 youth attending daily. The 79,000 square foot facility has a full-size double gymnasium – 12 basketball hoops plus volleyball nets, fitness center, elevated running/walking track, Teen Hub/game room, computer lab, 3 wet multipurpose rooms, classroom space, and in-door & out-doors pools.

**Twillman Elementary School Club** opened in the summer of 2013 and strengthens our partnerships with both the Hazelwood School District and the Spanish Lake community. This licensed Club operates five days a week, sharing a library, cafeteria, a computer lab and gymnasium with Twillman Elementary School. This Club has the capacity to serve 125 members. The center provides educational, recreational, and social activities and members have full access to dental and vision services at our other location.

**Mentor St. Louis**, founded in 1995, matches caring adults with elementary school children to enhance literacy and reading skills, trigger discussions, creative thinking and build students' self-esteem. The school-based model operates in five St. Louis public elementary schools, while the after-school model takes place at all five of the Club locations.

## Core Program Areas

### TAYLOR FAMILY CHARACTER & LEADERSHIP DEVELOPMENT PROGRAMS



Helping youth become responsible caring citizens and acquire skills for participating in the democratic process is the main thrust of these programs. They also develop leadership skills and provide opportunities for planning, decision-making, contributing to Club and community and celebrating our national heritage.

### E. DESMOND AND MARY ANN LEE EDUCATION & CAREER DEVELOPMENT PROGRAMS



Programs in Education & Career Development enable youth to become proficient in basic educational disciplines, apply learning to everyday situations and embrace technology to achieve success in a career.

### HEALTH & LIFE SKILLS



These initiatives develop young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self-sufficient adults.

### THE ARTS



Programs in The Arts enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts and creative writing.

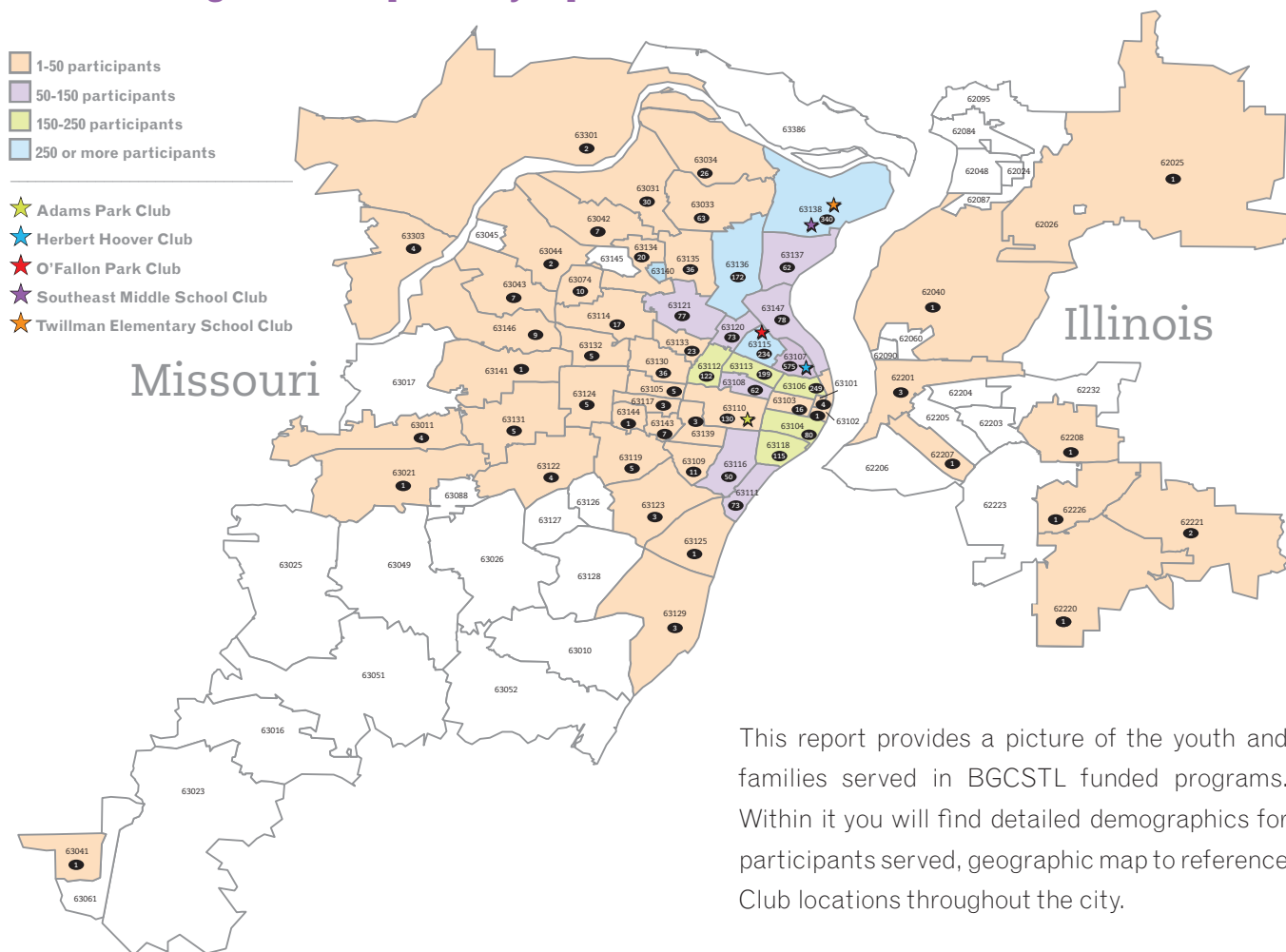
### SPORTS, FITNESS & RECREATION



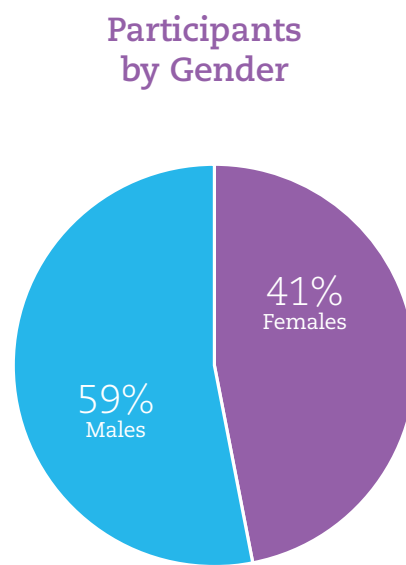
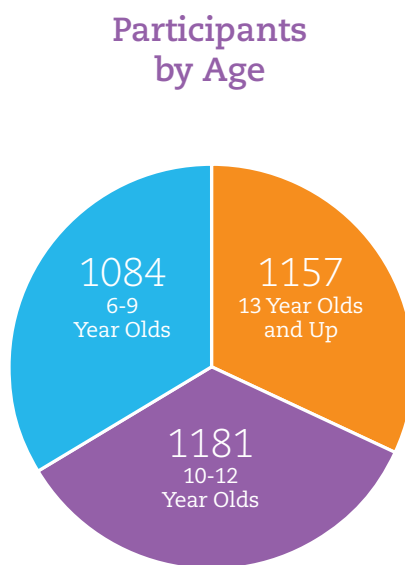
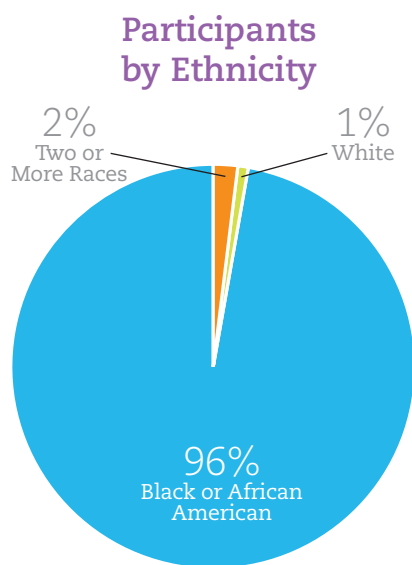
These Club programs help develop fitness, a positive use of leisure time, reduction of stress, appreciation for the environment and social and interpersonal skills.

# Who We Serve

## BGCSTL's Program Participation by Zip Code



This report provides a picture of the youth and families served in BGCSTL funded programs. Within it you will find detailed demographics for participants served, geographic map to reference Club locations throughout the city.





# The Outcome-Driven Club Experience

## The Key to High-Impact Youth Development

**Our Great Futures Vision: Provide a world-class Club Experience that assures success is within reach of every young person who enters our doors, with all members on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle.**



### The 5 Key Elements for Positive Youth Development are:

- Creating a safe, positive environment
- Having fun
- Developing supportive relationships with caring adults
- Offering opportunities for and having high expectations of members
- Recognizing members for who they are and their achievements

The true work of the **Boys & Girls Clubs of Greater St. Louis** – the heart of what we do – lies fittingly at the center of our Formula for Impact. To create the optimal Outcome-Driven Club Experience, we provide high-yield activities and targeted programs, actively encourage young people to attend more frequently, and employ Five Key Elements for Positive Youth Development.

The latter component emerged as critically important in a 2004-05 research effort conducted by the Search Institute and BGCA to identify quality strategies and practices that Clubs use to promote the positive, healthy development of youth. The findings showed that Clubs have the potential to increase their impact on young people when they make concerted efforts to *implement the five key elements in their operations.*<sup>1</sup>

Subsequent research conducted for BGCA highlighted the importance of regular attendance for achieving impact. A 30-month study published in 2009 found that youth were more likely to demonstrate greater positive outcomes related to Academic Success, Good Character and Citizenship, and Healthy Lifestyles when they attended the Club at least 52 times per year. The positive effects were even greater when they attended 104 times per year.<sup>2</sup>



NYOI measures regular attendance by collecting member attendance data from Clubs on a weekly basis. Once a Club has submitted sufficient member attendance data (at least six months' worth), the NYOI system calculates a Frequency of Attendance score for each member. Members who are scored as "Highly Engaged" are those who attend the Club, on average, two or more times per week. ("Engaged" members attend, on average, at least once a week, but less than twice a week; "Occasional Attenders" attend, on average, less than once a week.)

“Club members who are highly engaged and have an optimal Club Experience achieve better outcomes than their peers.”

## Member Participation Frequency and Tenure

Every day, our Club strives to fulfill its mission by growing our membership, while increasing the frequency of attendance and lengthening the participation of all Club members. By growing our membership, while increasing the frequency of attendance and lengthening the long-term participation of all Club members. Research shows the amount of time youth spend at Clubs is a determining factor in the depth of the impact the Club Experience has on young lives.

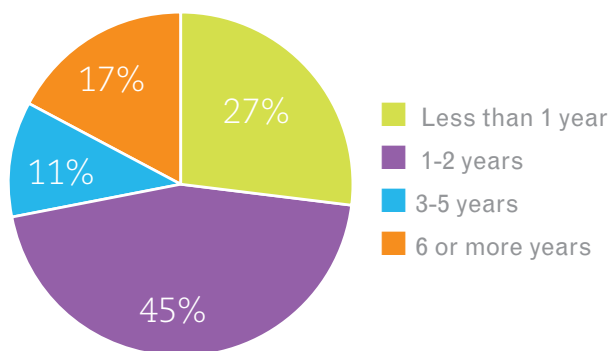
In an effort to ensure that members achieve great futures, BGCSTL has chosen to implement the **More Members, More Often** initiative beginning in 2013. This initiative has three goals: Attract more young people to join the Club; Motivate existing members to increase their participation; Retain youth as members over longer periods of tenure.

### 2013 Attendance Frequency:

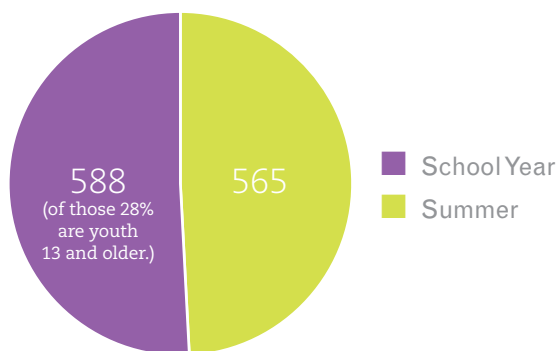
**25%** Members attending 52 days per year

**8%** Members attending 105 days per year

### Registered Member Tenure



### 2013 Average Daily Attendance



# Youth Outcome Highlights In BGCSTL's Priority Areas



## Globally Competitive Graduates

**BGCSTL conducted twenty academic and job readiness programs to foster academic success serving 5,375 youth.**

Despite recent encouraging gains in national graduation rates, every school day in America, some 6,000 young people give up on school. One in four young people will fail to graduate with his or her class this year. And while graduation rates for White and Asian youth hover around 80 percent, the rates for Black, Latino and Native American youth lag considerably and persistently behind.<sup>3</sup> In 2012, among youth ages 16 to 19, about one in 12 was neither in school nor working, a proportion that has changed little over more than two decades.<sup>4</sup>

BGCSTL believes that this is a tragedy, both for the young people who will be unlikely to find stable employment as adults, and for our nation, as the health of our economy and our communities increasingly depends on a well-educated, tech-savvy workforce. In 2013, 83 percent of BGCSTL members completing technology programs demonstrated age-appropriate basic internet safety and computer literacy skills. Over the course of his or her lifetime, a high school dropout will earn significantly less than a high school graduate and will contribute less in taxes. High school dropouts are more likely to be unemployed, more likely to be arrested or incarcerated, and use public assistance subsidies and the public health system at much higher rates than high school graduates.<sup>5</sup>

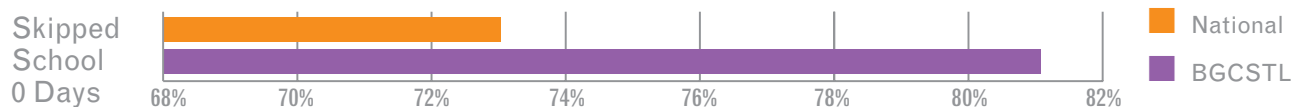
BGCSTL provides young people with support and guidance from caring adult mentors who can help them overcome obstacles to graduation. Clubs offer homework help, tutoring and academic enrichment activities. Programs in this outcome area are designed to emphasize the importance of academics and support youth success. BGCSTL wants to help all members, across the range of ages we serve, stay in school and do well academically.

For these reasons, in 2013, BGCA developed a new NYOI indicator to help us better understand the extent to which Club members are on track to achieve on-time high school graduation. It is calculated using data from existing research-based indicators already collected through NYOI: skipping school, schoolwork grades, expectations of academic success and grade retention.

“ I like to use pencils and crayons to do my math, Ms. Chelsey showed me how to add and subtract with them. ”

Courtney B.  
7 year old first grader

### Academic Success Measures





Research shows that chronic absenteeism negatively impacts student achievement in all grades. Students who perform poorly in their courses are at much higher risk for not graduating. Chronic absenteeism and course failures are particularly strong predictors of eventual dropout.

A young person's expectations of future educational attainment may predict actual attainment and may have a reciprocal relationship with actual academic achievement during the middle and high school years. Retention at anytime in a students school life places him or her at risk of not graduating, with retention in the middle grades found to be particularly problematic.<sup>6</sup>

Boys and Girls Clubs calculate its on-track indicator for Club members in 5th through 12th grades. Members are considered off track to graduate on time if any one of the following is true:

- They reported skipping two days or more in the month prior to the survey (equivalent to 10 percent of school days in an academic year).
- They reported that their grades were mostly Ds or Fs.

- They reported that they did not expect to graduate from high school.
- They were two or more years behind grade level in school.

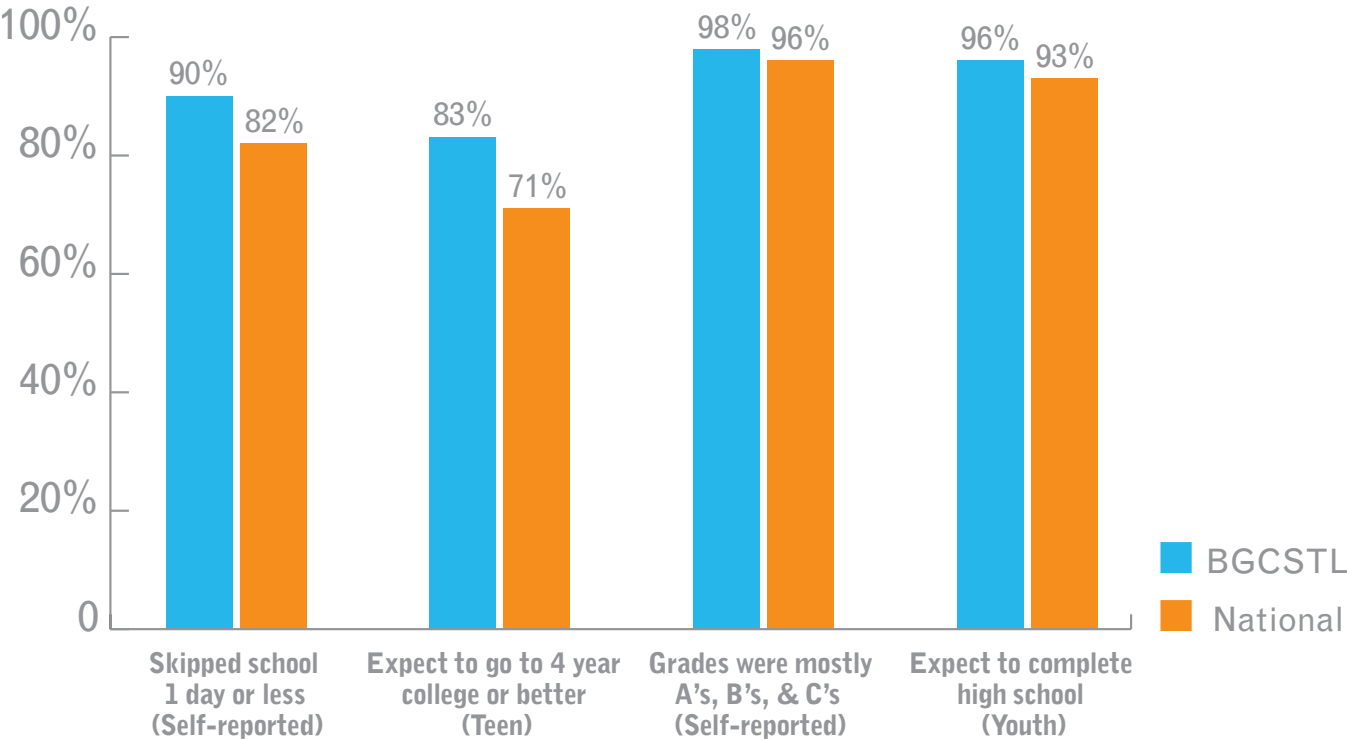
Club members are considered to be on track, but with some risk, if they reported earning mostly Cs in school, or if they reported skipping one day in the month prior to taking the survey.

So, what did BGCSTL's on track indicators show?

### 2013 BGCSTL On-Track Indicators:

- 99%** of teens expect to complete high school.
- 93%** of members expect to go on to post-secondary Education.
- 89%** of members perceive school as being important or very important for their later life.

## On Track for High School Graduation



# Results from Evaluations of Selected: BGCSTL Targeted Programs

**BGCSTL complements its NYOI data with outcome measurement efforts and evaluations of programs to identify the essential components of high-quality program implementation and ensure that their design and content achieves desired outcomes. In 2013, we utilized member surveys to measure knowledge, attitudes, and behavior related to agency outcomes.**

Through **MONEY MATTERS** and **CITI FINANCIAL EDUCATION PROGRAMS**, youth ages 6-18 learn to manage money, open and handle bank accounts establish credit cards and much more.

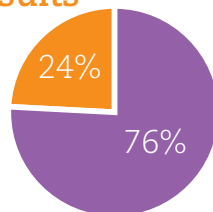
**MEMBERS SERVED IN 2013: 471**

**GOAL:** 70% of youth increase their understanding of the consequences of personal financial decisions

## Financial Literacy Results

260 member surveys

■ Progress or Maintained  
■ Regressed

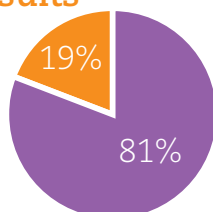


**GOAL:** 60% of youth set individual financial goals

## Financial Literacy Results

260 member surveys

■ Set Goals  
■ No Goals

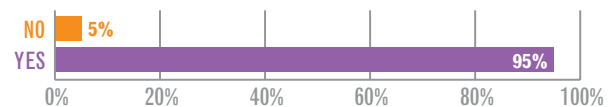


**THE ARTS! MUSIC, OPERA, THEATER, VISUAL & MORE!** Programs in The Arts enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts and creative writing which are often taught by both Club staff and professional artists.

**MEMBERS SERVED IN 2013: 656**

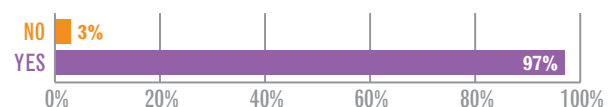
**GOAL:** 80% of youth increase their knowledge of art concepts as related to the individual programs

## Knowledge Gained Results



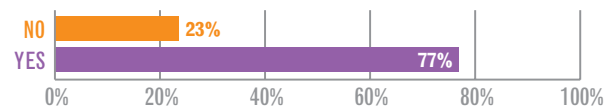
**GOAL:** 70% of youth report increased appreciation for the arts

## Appreciation Results



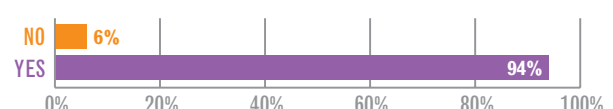
**GOAL:** 60% of youth demonstrate an ability to express themselves

## Ability to Express Results



**GOAL:** 60% of youth demonstrate an increase in creative ability as related to individual arts programs

## Creative Ability Results



## Priority Area:

# On-Track To Graduate Intervention Programs

Research shows that young people's sixth grade and ninth grade years are critical transition times in their educational trajectories. It is during the middle school years that the process of school disengagement, marked by poor attendance, course failure or behavior problems, intensifies for many youth.<sup>7</sup> To reverse this trend, in 2013 BGCSTL launched two new initiatives which were strategically designed to impact youth in grades 4th through 6th and youth in 9th grades.

### Mentor St. Louis – Y-READ Partnership

The first program is the implementation of the Y-READ program with Mentor St. Louis participants – an evidence-based program adapted from the YMCA's Community Literacy initiative. During this pilot program, mentors worked weekly with 4th graders for an entire school year to enhance their literacy skills. Twenty-two members were pre-tested (15 qualified) and if their reading level was at least one grade level below 4th grade, they were paired with a mentor who was trained to meet the unique needs of that particular mentee. As the year progressed, thirteen members met their midyear benchmarks and completed the post-test as designated by the program. The Y-READ participants increased their ability to recognize and comprehend words by two grade levels above where they tested in September. We plan to expand this model to additional 4th grade classes in our program during the 2014-2015 school year. Mentor St. Louis helps members stay academically engaged, attend school regularly, encourages positive behavior and helps Club members successfully transition to middle school.



“When I'm with my mentor, I know all the Math answers without looking at the answer sheet.”

Caden J.

### BE GREAT: GRADUATE – 9th Grade Cohort

The second program implemented in 2013 was the **BE GREAT: GRADUATE – Ninth Grade Cohort** program in partnership with Roosevelt High School. The Ninth Grade Cohort consists of members who have been identified and targeted for intervention based upon specific risk factors (poor attendance, excessive tardiness, failing grades, etc.). This comprehensive strategy is based on the University of Minnesota's evidence-based model, Check and Connect.<sup>7</sup>

In year one, the program targeted youth to participate in one-on-one mentoring and group mentoring sessions (utilizing SMART Moves, Passport to Manhood and SMART Girls curriculum). BGCSTL staff monitored course grades, course placement and school attendance. Additionally, the cohort members had the opportunity to participate in special activities and workshops at BGCSTL Clubs so that they may experience the positive impact we know our Clubs have on youth.

BGCSTL staff conducted weekly assessments to check for the warning signs of withdrawal from school (attendance, behavior and course failure) and worked with the youth to develop an immediate intervention that focused on decreasing the negative risks while increasing the positive factors (i.e., confidence) through the mentor relationship, problem solving and persistence to keep them on track through their crucial transitions years. In year two, we plan to introduce a new cohort group and continue to support the year one cohort through their 10th grade year.



# A Safer, Civil America

**BGCSTL conducted nine programs and provided five agency wide National Signature Service events designed to promote good character and citizenship to 195 youth.**

Helping young people develop a moral compass and the strong character needed to make positive life choices, as well as empowering youth with opportunities to effect positive change in their communities, have long been bedrock principles of Boys & Girls Clubs. As expressed in our mission statement, we are committed to developing our country's next generation of productive, caring, responsible citizens.

In 2013, BGCA added new indicators to the National Outcomes Survey to strengthen our outcome measurement efforts in the Good Character and

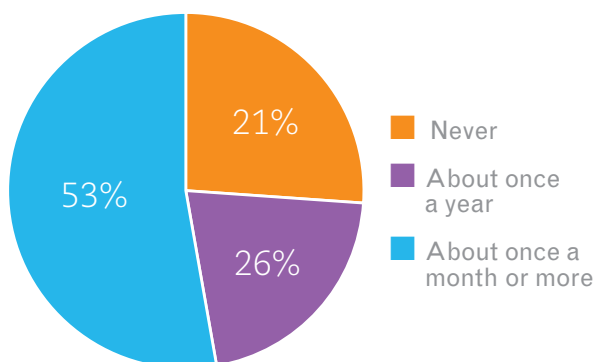
Citizenship area. A civic responsibility survey module was developed that gave Clubs the option to add it to their base surveys. This module, for Club youth ages 9 to 12 and Club teens ages 13 to 18, consists of two multiple-question scales: one on caring for others and another on caring for community. Among those completing the survey, 42 percent expressed optimal concern for others and for their communities. These findings suggest that Club members' attitudes reflect good character and citizenship, but what do we know about their behaviors related to this area?

## Good Character and Citizenship Measures

In the 2013, 79 percent of Club teen members indicated that they volunteer at least once per year compared to 69 percent nationally, while 53 percent said they volunteer at least once per month compared to 46 percent nationally. This is good news, because according to research compiled by Child Trends, volunteering in adolescence is associated with positive outcomes during the teen years and in adulthood. Teens who volunteer are less likely to become pregnant or to use drugs and are

more likely to have positive academic, psychological and occupational well-being. Adolescents who are involved in community service or who volunteer in political activities are more likely as adults to have a strong work ethic, to volunteer and to vote. Volunteering is also associated with the development of greater respect for others, leadership skills and an understanding of citizenship that can carry over into adulthood.<sup>8</sup>

### BGCSTL Teen Volunteering



**“Being a bully isn’t good. I don’t like bullies and I am learning how to say no.”**

**Vaughn A., age 8**





# A Healthy Generation

**BGCSTL conducted ten programs in this area for 5,669 youth. These programs help develop young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self-sufficient adults.**

Nearly one-third of all young people in the United States are either overweight or obese.<sup>8</sup> The 2008 Physical Activity Guidelines for Americans, which have been adopted by First Lady Michelle Obama's Let's Move! initiative and the American Academy of Pediatrics, recommend that youth participate in moderate to vigorous physical activity for at least 60 minutes per day.<sup>9</sup> A recent data brief released by the National Center for Health Statistics (NCHSL) suggests that only about one-quarter of youth in the United States ages 12 to 15 are meeting that recommendation.<sup>10</sup>

With young people increasingly losing opportunities for physical activity in their schools,<sup>11</sup> BGCSTL plays an important role in providing a safe space to exercise,

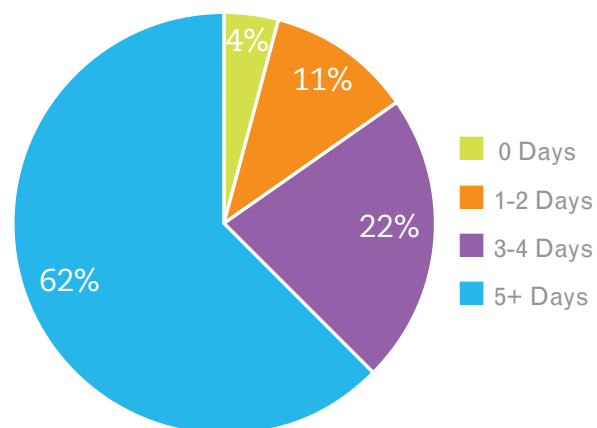
compete in team sports and play with friends by providing fun, creative ways for youth of all skill and fitness levels to get moving.



## BGCSTL Engagement into Physical Activity



### 1 Hour of Physical Activity



“I didn't know how bad Meth was — that is some serious stuff to avoid.”  
Darryon M. (Roosevelt HS)

# Health-Risk Behaviors

The Youth Risk Behavior Surveillance Survey (YRBS) is a national survey created and administered by the Centers for Disease Control and Prevention (CDC). The YRBS monitors priority health-risk behaviors among youth and young adults. The survey is administered every two years to students in 9th through 12th grades in high school classrooms. In the National Outcomes Survey, BGCA used some questions from the YRBS in order to compare Club members' survey results with national YRBS results. At the time of this report, the 2011 YRBS data was the most current information available from the CDC.

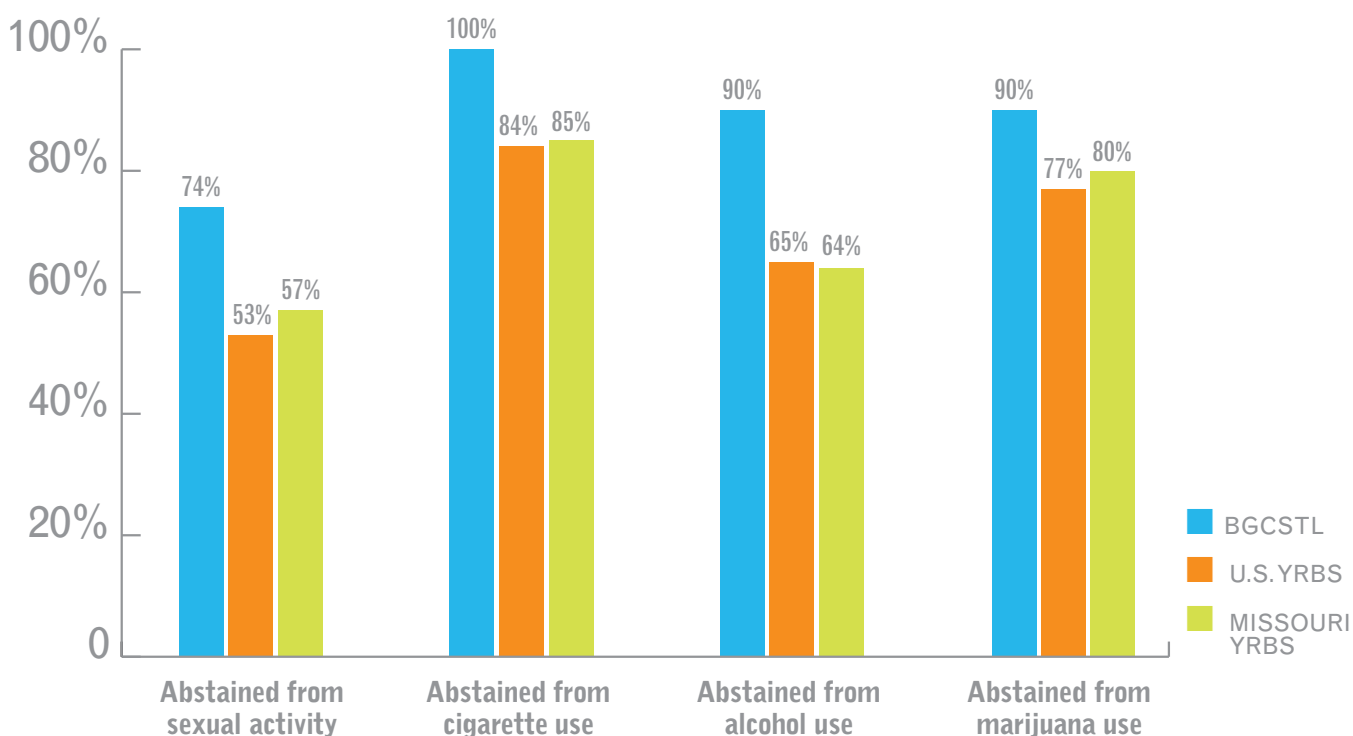
For the past two years (2012 and 2013), BGCSTL members in 9th through 12th grades have consistently scored better than the 2011 national average on a number of health-risk behavior measures, including abstention from alcohol, marijuana and cigarette use.

## Overall BGCSTL Youth Are Making Positive Choices:

- 94% abstained from drinking
- 95% abstained from marijuana use
- 97% abstained from cigarette smoking
- 85% abstained from sexual activity

“I enjoy making the right decisions because it means that I can be right all the time, and I like being right.”  
Trinity M.

## How BGCSTL Teens Compare to Teens Nationally



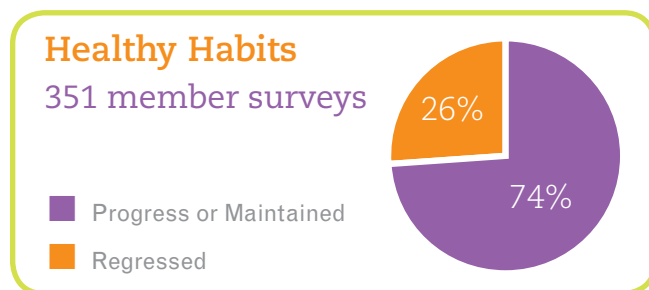
# Results from Evaluations of Selected: BGCSTL Targeted Programs

**Triple Play's Healthy Habits**, for ages 6 to 18 is designed to incorporate healthy living and active learning in every part of the Club experience. Healthy Habits emphasizes good nutrition, regular physical activity and improving overall well-being. Healthy Habits is the "Mind" component of Triple Play: A Game Plan for the Mind, Body and Soul.

**MEMBERS SERVED IN 2013:** 503

**GOAL:** 80% of youth will improve knowledge of nutrition

## RESULTS:



## KEY FINDINGS:

- 74% of members participating in our Triple Play – Healthy Habits programs improved and/or maintained their knowledge of healthy lifestyles.
- 43% of our members also reported eating 3 or more vegetables per day and 66 percent reported eating 2 or more fruits per day.

BGCSTL is focused on helping increase members' regular physical activity, nutrition knowledge and consumption of vegetables and fruits. BGCSTL aims to expand members' access to healthier snacks and meals, and assists members in adopting national healthy eating and physical activity standards.

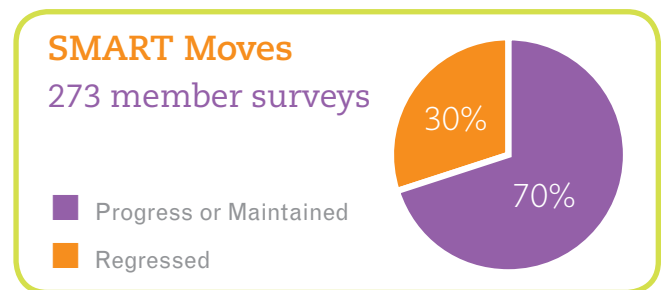
To support these efforts, in 2013 we began offering a healthy afternoon snack during our summer day camps. Additionally, we partnered with the Child and Adult Care Food Program to provide a nutritious, hot dinner during the afterschool program at both of our Hazelwood Clubs. It is our goal to explore the possibility of expanding the dinner program to other Clubs in 2014.

**SMART Moves**, for ages 6 to 18, is a prevention and education program that addresses drug, alcohol and tobacco use and premature sexual activity through discussion with staff and peer leaders.

**MEMBERS SERVED IN 2013:** 589

**GOAL:** 80% of youth report increased knowledge of risky behaviors and can identify the negative healthy impacts of substance abuse

## RESULTS:



## KEY FINDINGS:

- 98% reported that before they make a decision, they think about what might happen because of their decision.
- 85% of BGCSTL teens ages 13-15 participating in the SMART Moves program agree with the statement... "I can say "NO" to people I really like who want me to get high with them."

Further analysis of survey results by grade level revealed that 81% of middle school members grades 6th through 8th felt they could say "NO" to people they really liked who wanted them to get high compared to 92% of high school members in 9th through 12th grades.

This distinction will be taken into consideration as we discuss and strategize ways to restructure our teen programming by developing a new strategic plan which will address the specific programming needs of both teens and tweens.

# BGCSTL Highlights

## Boys & Girls Clubs of Greater St. Louis 2014 Youth of the Year Alex Rucker



The Boys & Girls Clubs of Greater St. Louis 2014 Youth of the Year is Alexandra “Alex” Rucker. Alex was selected among several other outstanding BGCSTL youth, who all displayed exemplary character, leadership, and a willingness to serve their Clubs.

As the Youth of the Year, Alex is a true example of an extraordinary young woman and is being recognized for her good character, leadership skills and sound judgment. Being named Youth of the Year is the highest honor a Boys & Girls Club member can receive. A premier youth recognition program, it celebrates outstanding contributions to a member's family, school, community and Boys & Girls Club, as well as overcoming personal challenges and obstacles.



Honorees are shining examples and living proof that Great Futures start at Boys & Girls Clubs.



A 2014 Lindbergh High School graduate and class Valedictorian, Alex has been awarded a full, four-year scholarship to Southern Illinois University at Carbondale. She was selected because of her extraordinary leadership and Club participation, as well as her academic success and community involvement. She has worked as a Program Assistant at the Herbert Hoover Club, and is committed to building a bright future for herself and others. She has also received additional scholarships from Johnny Londoff Chevrolet and Ross Stores. All will make her dream of becoming a college graduate and school teacher a reality.

**“ I feel truly blessed to have people at the Boys & Girls Clubs of Greater St. Louis supporting and motivating me to do better — it felt nice to be recognized as Youth of the Year and have others know that I was making a difference ”**

**Alex Rucker**



## Boys & Girls Clubs of Greater St. Louis 2014 Alumni Hall of Honor Inductee Anthony Davis, Sr.



Anthony Davis, Sr. was one of the first members of Herbert Hoover Boys Club. He remembers playing “cowboys and indians” on the mounds of dirt leftover after they tore down old Sportsman's Park. He also remembers playing in the “big hole” that would one day

become the swimming pool. For Davis, “The best thing about going to school in those days was being able to go to the Club afterwards. I did most if not all of the activities offered, but my favorite was playing pool.” Anthony is a lifelong resident of St. Louis. Raised and educated in North St. Louis City, he is a product of Beaumont High School. He continued his education at St. Louis Community College and Southern Illinois University – Edwardsville majoring in Business Administration and Human Services.

During college, Anthony took a part-time job at a state operated Group Home for delinquent youth. This launched his 34 year career in the field of juvenile and adult criminal justice. Additionally, Anthony gave back to the Boys & Girls Club by volunteering for eight years as a coach for the Tri-State Khorey League Champion Eagles Baseball Team.

Now retired along with his wife of 32 years, Anthony volunteers with the St. Louis Community Re-Entry Program for Ex-Offenders, and serves as a Community Advisory Board Member for the Regional Health Commission. He enjoys watching his three grandchildren, Anthony III, Brooklyn and Jaylen, grow and have fun. Through all of these accomplishments, Anthony recognizes Boys & Girls Clubs of Greater St. Louis for the very important role it has played in his life both as a child and as an adult. “Being able to expose my sons to the Club was like extending a legacy.”

## Boys & Girls Clubs of Greater St. Louis Alumni – A True Measure of Club Success!

Generations of America's kids have found a better life and brighter future thanks to Boys & Girls Clubs around the world! Statistics show, due to its tested and proven programs, Boys & Girls Clubs have an immediate and long-lasting impact on the lives of Alumni!

**80%** said **Club staff helped them learn right from wrong.**

**95%** said the **Club was the best thing in their community.**

**57%** said the **Clubs “saved my life.”**

# Four St. Louisans Inducted into the Boys & Girls Clubs Alumni Hall of Honor

The Boys & Girls Clubs of Greater St. Louis is proud to announce its 2014 Alumni Hall of Honor Inductees! During the 2014 Annual Recognition Program, where staff, board members, volunteers and other supporters are acknowledged and celebrated for their commitment to children, Timothy Banks, Anthony Davis, Sr., Ashley Gray and Alonzo Shaw were inducted into the Boys & Girls Clubs of Greater St. Louis Alumni Hall of Honor.

The Hall of Honor recognizes outstanding alumni for achievements in their respective fields, for contributions to the Club and for living out the mission of the Club.

Timothy was recognized for his contributions to his community and country; Anthony for his commitment to good citizenship and professional excellence; Ashley for her dedication to diversity and living out the spirit of the Boys & Girls Club movement of equal opportunity for all children; and, Alonzo for his exceptional demonstration

of good character and citizenship and his commitment to excellence.

Boys & Girls Clubs of Greater St. Louis President, Flint Fowler said of the Inductees, "It's a great honor to recognize these outstanding men and women who embody the intent of the Boys and Girls Clubs mission."



(L to R) Dr. Flint Fowler, Boys & Girls Clubs of Greater St. Louis President, Timothy Banks, Anthony Davis, Sr., Ashley Gray and Alonzo Shaw



# Conclusion

BGCSTL is pleased to present our second annual outcomes report, *From Indicators to Impact*, to our many valued partners and supporters. The 2013 report presents many promising, positive findings that help us advance our measurement goals:

- To demonstrate our collective impact on young people;
- To use what we are learning to continue improving our services, thus increasing and deepening our impact on youth.

As mentioned in the Introduction, our goal is to use data for organizational and program performance management and more effective reporting to funding sources and other stakeholders.

Once administration of the 2014 National Outcomes Survey is complete, BGCSTL will have three years' worth of youth outcomes data, providing the opportunity for us to begin analyzing trends on both the agency and individual Club level, over multiple years and mining the data to uncover the practices used by our own high-performing Clubs as well as Clubs across the nation.

We will be able to use this powerful measurement data to inform our longer-term organizational goal setting and strategic planning so that we may continue to grow and more effectively fulfill our mission:

**To inspire and enable youth to realize their full potential as productive, responsible and caring citizens. The Boys & Girls Clubs of Greater St. Louis is dedicated to ensuring that our community's youngsters, particularly those who need us most, have greater access to quality programs and services that will enhance their lives and shape their futures.**

## ENDNOTES

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<sup>8</sup>As cited in "Volunteering," Indicators on Children and Youth (Bethesda, Md.: Child Trends Data Bank, March 2013), <http://www.childtrends.org/?indicators=volunteering>; Learning in Deed: The Power of Service Learning for American Schools (Newton, Mass.: National Commission on Service Learning, 2001), <http://ed253jcu.pbworks.com/f/LearningDeedServiceLearningAmericanSchools.PDF>. Oesterle, S.; Kirkpatrick, M. and Mortimer, J. Volunteerism during the Transition to Adulthood: A Life Course Perspective, Social Forces, Vol. 48, Issue 3, 1123 (2004). Morgan, W. and Streb, M. "Building Citizenship: How Quality Service-Learning Develops Civic Values," Social Science Quarterly, Vol. 82, Issue 1, 154-169 (2001). Zaff, J. and Michelsen, E. Encouraging Civic Engagement: How Teens Are (or Are Not) Becoming Responsible Citizens, Research Brief No. 2002-55 (Washington, D.C. Child Trends, October 2002), <http://www.childtrends.org?publications=encouraging-civic-engagement-how-teens-are-or-are-not-becoming-responsible-citizens>. Morrissey, K. M. and Werner-Wilson, R. "The Relationship between Out of School Time Activities and Positive Youth Development: An Investigation of the Influences of Community and Family," Adolescence, Vol. 40, Issue 157, 67-85 (2005).

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