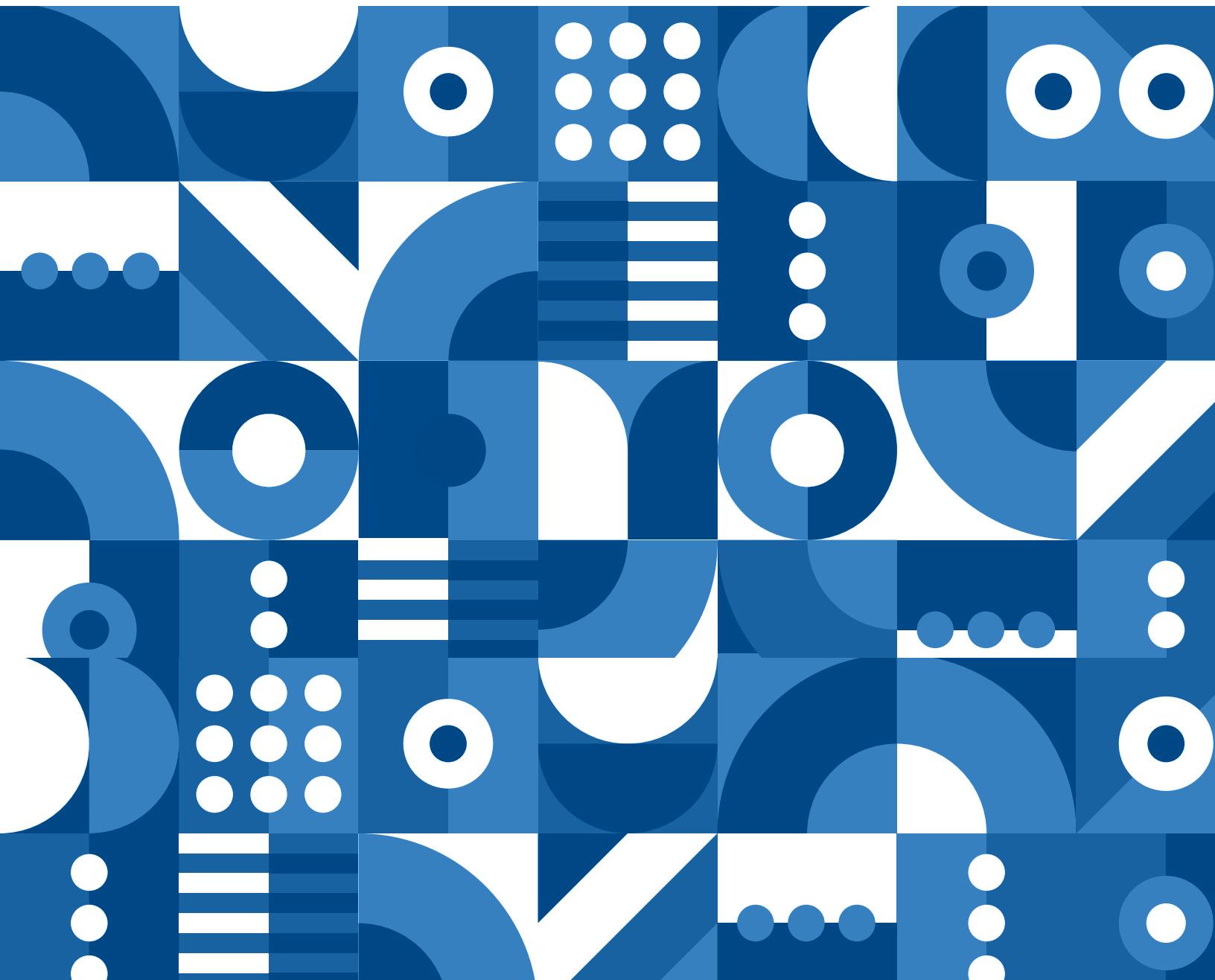


2020 OUTCOMES REPORT



BOYS & GIRLS CLUBS
OF GREATER ST. LOUIS



OUR MISSION

The mission of the Boys & Girls Clubs of Greater St. Louis (BGCSTL) is to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible and caring citizens.

OUR FORMULA FOR IMPACT

BGCSTL's "Formula For Impact" is a research-based theory of change that calls for us to consistently provide the most powerful Club experience possible by implementing the Five Key Elements for Positive Youth Development, offering high-yield activities, providing targeted programs, and encouraging regular attendance – all of which we know help youth achieve priority outcomes.

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.

GREAT FUTURES START HERE FORMULA FOR IMPACT



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

MEASURING THE IMPACT

BGCSTL is committed to measuring how much our young people are achieving and how effectively our Club Experience is implemented. Our outcome measurement strategies are designed to ensure we are delivering high-quality programming and services, implementing continuous quality improvement processes, and demonstrating their positive impact to stakeholders. BGCSTL is proud to present this report summarizing our 2020 youth outcomes findings.

The NYOI (National Youth Outcomes Initiative) Member Survey is an annual survey that captures information on our members in the areas of Academic Success, Good Character & Citizenship, and Healthy Lifestyles. The survey also captures member's perceptions of the Club Experience. The survey helps to identify areas where things are going right – which helps to demonstrate impact and secure resources. It also helps to identify areas where there is room for improvement. Both of these help to tell our story to external partners and to continually improve services so we can do more for members.

Clubs survey a minimum of 100% of the Club's ADA (Average Daily Attendance) among 9 to 18 year olds including members who attend the Club frequently and those who attend infrequently.

In NYOI, BGCSTL collects data about our registered members' demographics, attendance and participation. We feed data into the national system, allowing BGCA to compile data on the overall population served by BGCSTL. NYOI features many tools for Clubs, but the principal tool for gathering outcomes data is a survey administered to members each spring.

The NYOI Member Survey asks young people about their perceptions of the Club. Their responses allow BGCA to assess how well BGCSTL delivers a high-quality Club Experience that promotes positive youth development. The survey also measures indicators of youth achievement in our priority outcome areas. Some survey questions are asked of members of all ages, while others are only asked of teens ages 13 to 18. BGCA processes our member survey responses, furnishes us with our members' survey data, then aggregates and analyzes the data to render national results.

Because of the COVID-19 pandemic, BGCSTL was forced to close in March, significantly disrupting NYOI Member Survey administration. Although the 2020 survey sample is smaller than in the past, its size is still more than ample and well represents BGCSTL and the youth we serve.



SERVING THOSE
WHO NEED US MOST



WHEN THEY
NEEDED US MOST

FACING DOWN A PANDEMIC

For more than 50 years, Boys & Girls Clubs of Greater St. Louis, with a sense of purpose and agency, has navigated times of tragedy and crisis to provide safe places for kids and teens.

Within 24 hours of BGCSTL facilities closing mid-March of 2020 at the recommendation of the Center for Disease Control, World Health Organization, and Federal, State, and Local governments, BGCSTL's Program Team implemented protocols to support staff, youth and their families in a time of crisis. Given the Club maintains up-to-date contact information, this allowed staff to begin immediately checking in with Club families via phone calls.

Through on-demand video postings, social media streams and live on-line meetings, we sought to maintain continuity and connection. Young people took part in virtual activities and cooking lessons; tutoring, dance battles, pop culture and social issues discussions; and presentations on financial literacy, career exploration, empowerment and racial justice.

In June of 2020, BGCSTL re-opened and provided in-person and virtual summer camp experiences to support working families and the community. Youth participated in fun learning and enrichment activities, as well as service learning efforts that included creating personalized thank you notes for front-line workers.

When it became clear that school closures would last longer than expected, the Club made addressing COVID-19 learning loss a top priority. In the fall we opened as virtual learning centers offering school day support, spaces in which young people participated in school on-line in a safe, conducive, supportive environment. **Our dedicated staff members have worked tirelessly to help our youth members fight learning loss. We have created learning hubs where students have their own socially distanced space to learn.** Our Program Leaders are there to offer tech support, assist with daily assignments, and sit with kids during their classes to help them stay focused. Having supportive staff by their side has helped youth stay engaged in their studies and provide a human connection they can rely on in a mostly virtual day.

Although we believe the end of this pandemic is in sight, our efforts to mitigate COVID-19 learning loss and increase school and human connection for our youth has not stopped. The Boys & Girls Clubs of Greater St. Louis will continue to rise to the challenge and innovate to ensure no young people are left behind.



PIVOTING DURING THE PANDEMIC

The Coronavirus Pandemic
Placed Extraordinary Demands
on Club Leadership

SCHOOL DAY SUPPORT

PARTNERED
WITH
SCHOOLS TO
MEET
LEARNING
NEEDS

PROVIDED
VIRTUAL
WORKFORCE
READINESS
SESSIONS
AS PART OF
THE
SCHOOL'S
ACADEMIC
CLASS
SCHEDULE

CLOSED
TECHNOLOGY
GAP

SUPPLIED 20
LAPTOPS TO
MEMBERS

DISTRIBUTED
HOTSPOTS
BASED UPON
NEED

PROVIDED
ESSENTIAL
CARE FOR
WORKING
FAMILIES

OFFERED
IN-PERSON
ACADEMIC
SUPPORT
AND
TUTORING
FOR VIRTUAL
LEARNERS

FAMILY & COMMUNITY SUPPORT

1 CONDUCTED FAMILY WELLNESS CHECK PHONE CALLS

2 ASSESSED NEEDS

3 SHARED RESOURCES ABOUT OPPORTUNITIES TO RECEIVE DIRECT AID

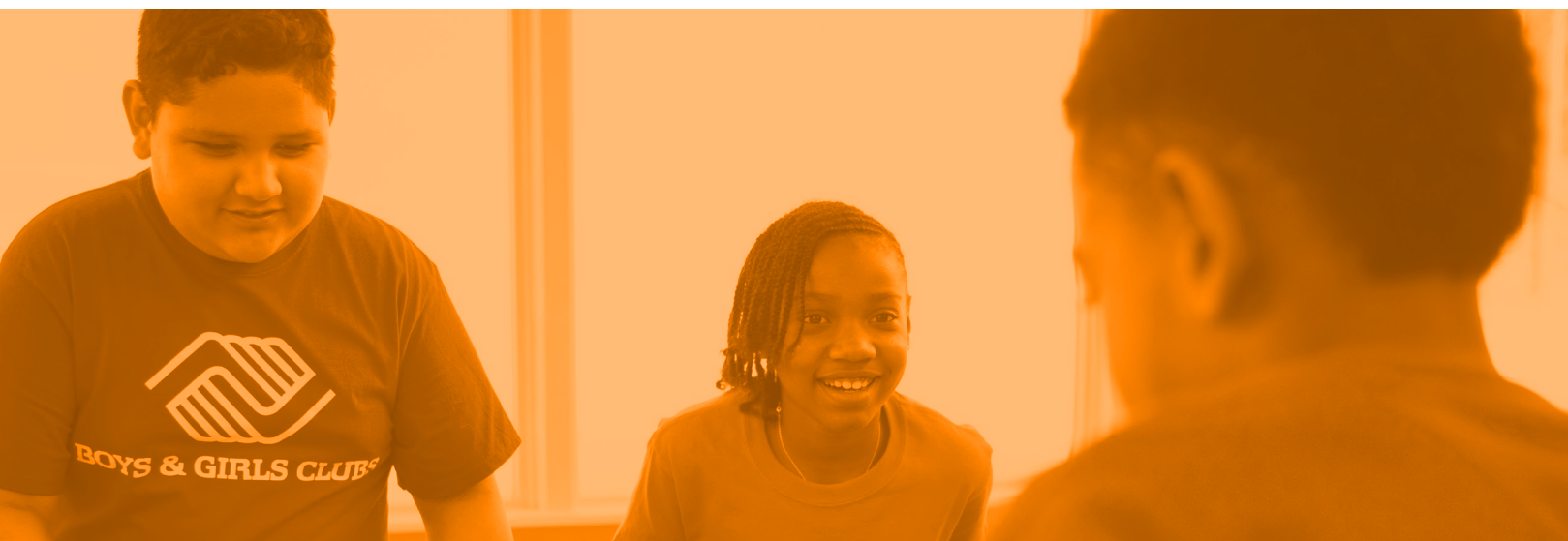
4 PROVIDED PARENT & CAREGIVER EMOTIONAL WELLNESS RESOURCE LISTS

5 PROVIDED EMOTIONAL SUPPORT FOR PANDEMIC RELATED STRESSORS

6 ASSEMBLED AND DELIVERED TAKE HOME/TO-GO PACKETS

7 CONDUCTED HOME VISITS

8 STRATEGICALLY EXPANDED PARTNERSHIPS



VIRTUAL CLUB EXPERIENCE LAUNCH

- | | |
|---|--|
| 1 DEVELOPED 107 ON-DEMAND VIRTUAL PROGRAM VIDEOS | 4 IMPLEMENTED SYNCHRONOUS VIRTUAL SUMMER CAMP |
| 2 REACHED OVER 98,000 PEOPLE VIA SOCIAL MEDIA PLATFORMS | 5 IMPLEMENTED SYNCHRONOUS VIRTUAL EDUCATION PROGRAMS |
| 3 PROVIDED TELEHEALTH MENTORING & COUNSELING SERVICES | 6 IMPLEMENTED SYNCHRONOUS VIRTUAL INTERNSHIPS |

ORGANIZED RESPONSE TO CRISIS



REACH

The virtual programming launch notice was shared with **over 9,600** email addresses - includes families, members, community partners, donors, supporters, etc. We also shared the launch of the virtual programs across all social media platforms.

There were a number of “shares, posts, reposts and retweets” from our community partners and supporters.

During the period when BGCSTL closed (between March 30th and June 13th) **BGCSTL’s Facebook** had **3,191 followers**, reflecting almost a **200%** week-over-week growth rate. Posts reached 2,093 people and **782 people engaged** with the post, clicking on it in some way. Our largest age group was between the ages of 25-54. This likely meant parents/guardians are pulling up the post for kids since Facebook limits the age to join at 13.

BGCSTL’s Twitter had **855** followers. **Over 2,884** people saw our virtual programming videos on Twitter. **Instagram** has **602 followers**. We had **243 views** of virtual programming videos.

YouTube is where our videos were housed and linked to our Facebook page. As of April 10, we had over **5,000 impressions** on YouTube, representing the number of people who received the videos **AND 997 viewed the videos**.

WHO WE SERVE

7750

TOTAL YOUTH SERVED

2929

MEMBERSHIP TOTAL

4821

OTHER YOUTH SERVED

1293

TEENS (13 - 18 YRS.)

1636

YOUTH (6 - 12 YRS.)

FROM SINGLE PARENT HOUSEHOLDS

74%

FROM LOW INCOME HOUSEHOLDS

91%

SCHOOL YEAR AVERAGE DAILY ATTENDANCE

161

SUMMER AVERAGE DAILY ATTENDANCE

157

MEMBERS BY GENDER

MALE 53% - FEMALE 47%

MEMBERS BY AGE

6-9: 26% / 10-12: 29% / 13-18: 45%

MEMBERS BY ETHNICITY

HISPANIC OR LATINO 1%

WHITE 2%

OTHER 2%

TWO OR MORE RACES 5%

BLACK OR AFRICAN AMERICAN 90%

2020 ANNUAL HOUSEHOLD INCOME



28%

\$0 - \$10,000

9%

\$10,001 - \$15,000

9%

\$15,001 - \$20,000



10%

\$20,001 - \$25,000

12%

\$25,001 - \$30,000

14%

\$30,001 - \$40,000



7%

\$40,001 - \$50,000

4%

\$50,001 - \$75,000

3%

\$75,001 - \$100,000



2%

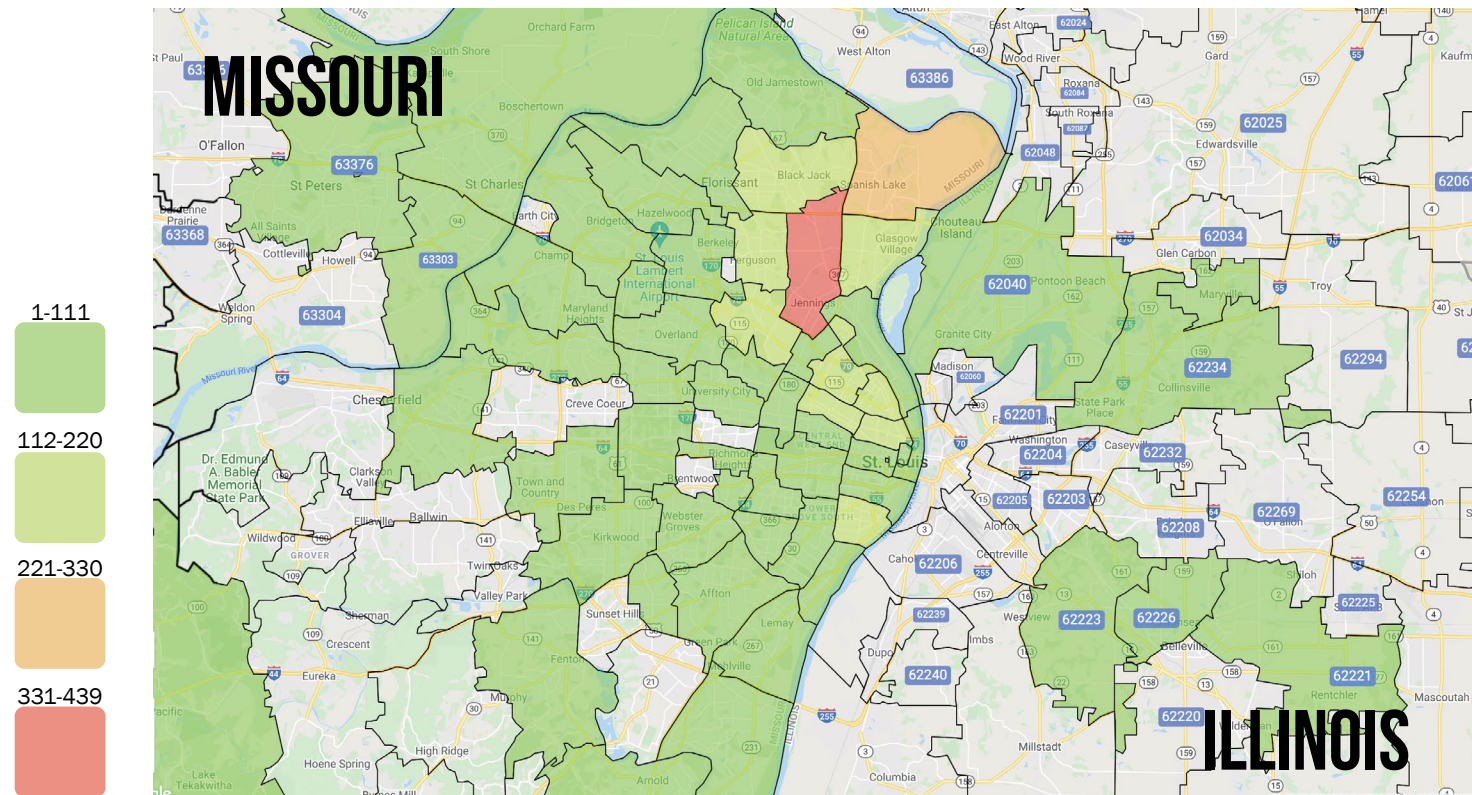
\$100,001 & Greater

2%

Prefer Not to Answer

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.

YOUTH OUTCOMES

3 PRIORITY OUTCOME AREAS: ACADEMIC SUCCESS, GOOD CHARACTER & CITIZENSHIP, AND HEALTHY LIFESTYLES



EDUCATION



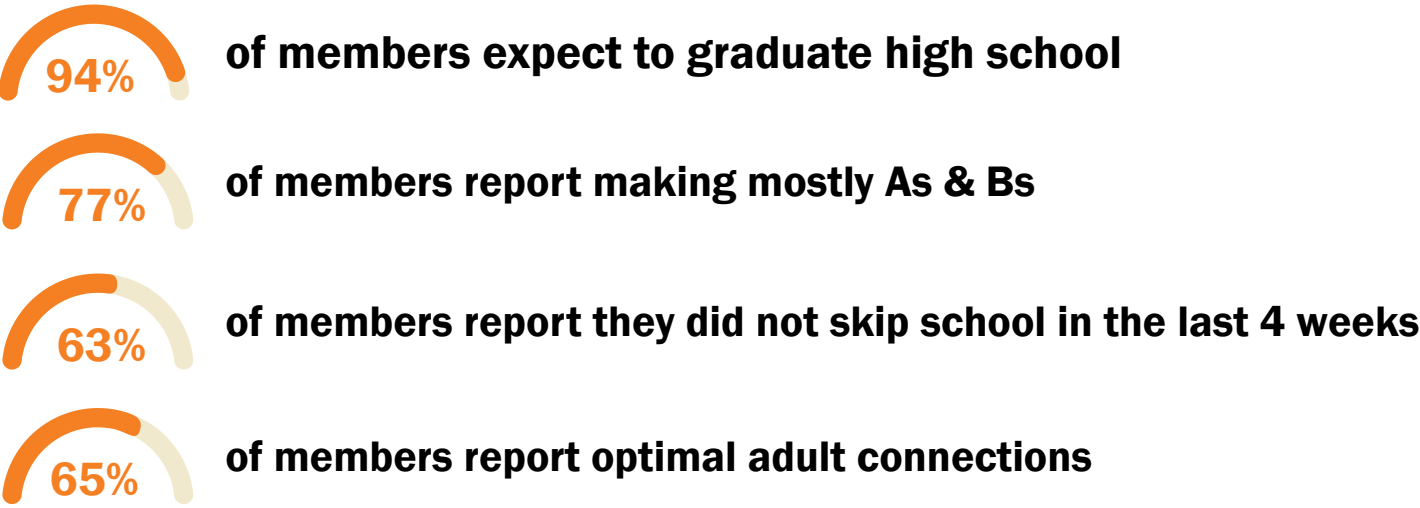
Providing YOUTH WITH ACADEMIC ENRICHMENT AND SUPPORT

BGCSTL supports the academic success of youth by encouraging them to pursue their passions and interests. Encouraging kids to fall in love with learning through activities **such as building and**

programming their own computers and creating aircraft mobiles during virtual STEM Camp. Young people apply problem-solving and perseverance skills as they learn from the process, with their curiosity driving them to succeed.

BGCSTL implements Project Learn, an approach that leverages Club programming, staff practices, environment, and partnerships to reinforce what youth learn during the school day while creating experiences that spark inspiration and discovery. Youth choose to engage with staff and the informal learning opportunities available every day throughout their Club. Youth receive daily homework help and targeted tutoring if needed. They build academic skills by participating in fun activities such as word games with friends, group engineering projects or game room competitions. Club staff use incentives and recognition to encourage and celebrate young people's academic efforts and achievements. We collaborate with families, school personnel and other partners to support the education of youth. This approach has been found to be effective. A BGCA third-party evaluation showed that Project Learn participants had significantly better academic outcomes than Club youth who did not participate in Project Learn and non-Club youth.¹

BGCSTL IMPACT AREA: ACADEMIC SUCCESS



HIGHEST LEVEL OF EXPECTED SCHOOLING



Masters degree, Ph. D., M.D., or equivalent



4 year college degree



1 or 2 years of college



High school graduation



Finish Vocational or Trade School

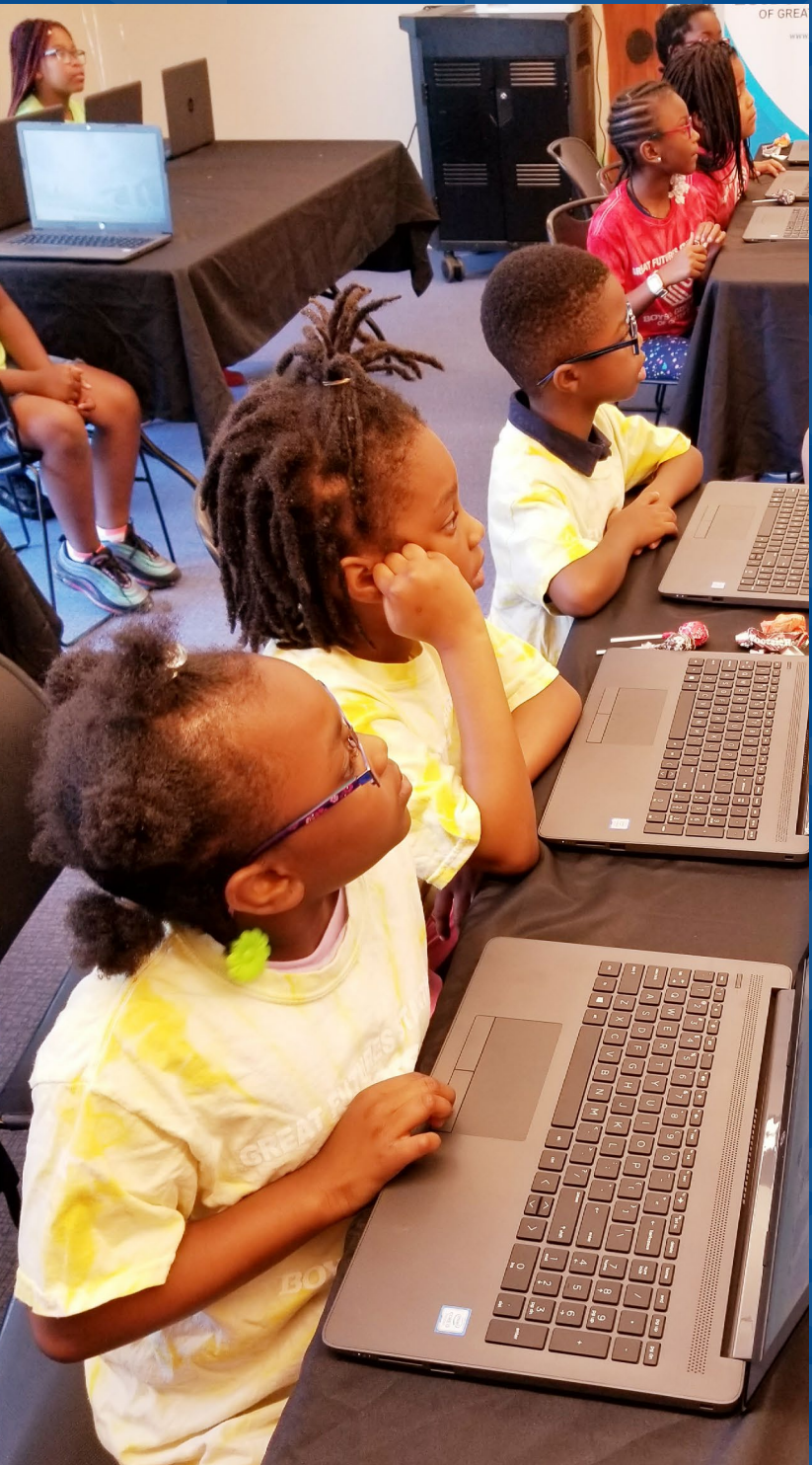


LEVERAGING TECHNOLOGY TO EXPAND CLUB REACH AND IMPACT

The digital world is omnipresent in young people’s lives, their education and the labor market they will enter. BGCSTL’s digital strategy aims to ensure all young people can access and enjoy change-making digital opportunities and experiences at Clubs and beyond, and that its internal systems can evolve rapidly to meet the ever-changing demand.

With a keen focus on digital equity, BGCSTL works to ensure that all young people have the opportunity to build critical digital literacy skills such as online safety, digital etiquette, collaboration and technical know-how. BGCSTL also establishes key partnerships to ensure that young people have access to the technology they need in the Club and at home to thrive in this digital age.

Young people need and enjoy high-quality digital experiences. Members can access fun digital platforms at the Club or at home to learn, play and socialize while participating in activities spanning all three priority outcome areas.



“With a keen focus on digital equity, Clubs work to ensure that all young people have the opportunity to build critical digital literacy skills.”



VIRTUAL MUSIC STUDIO

We brought the Club experience to members through sessions like Virtual Music Studio 2.0 which aimed to combine the real world music studio experience with the virtual digital space. This class was timely in that it mirrored the efforts happening globally as the music studio industry adjusts to the current societal changes. Traditional methods of creating music were combined with modern techniques and necessary platforms to effectively exist in a virtual music studio. Pre-pandemic, the music industry was already revolutionizing the remote recording industry, so this class was based on some of that existing technology and software. Virtual Music Studio falls under the official BGCSTL Music Studio program. The Virtual Music Studio 2.0 was integrated with the existing physical music studio sites within the BGCSTL network as well other summer classes that had special audio studio needs.

MUSIC STUDIO SPOTLIGHT MEMBERS



David H. has been a star member in the Best Buy Teen Tech Center. David showed great interest in technology and arts from the beginning. David was one of the Teen Tech Center ambassadors who helped launch the Grand Opening of the Best Buy Teen Tech Center. David has become the primary audio engineer and runs 90% of the recording sessions. He also now is teaching some of the new members the basics of recording. David helped record the song (Watch Out World) produced by Teen Tech members that served as part of the soundtrack to the On The Set/Netflix movie produced by Carl Payne of the Martin Lawrence Show.

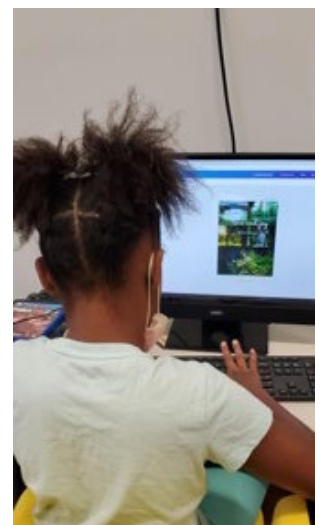
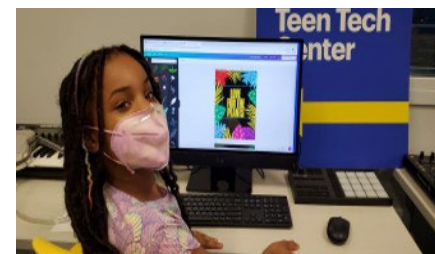


Nyah P. is a rising star in the Music Studio program. She is an accomplished writer, performer and music producer. She is quickly adding “actress” to that growing list. Nyah has written and performed her songs at numerous BGCSTL events and performed in Chicago recently for a BGCA event. Nyah is also working as in the Jr. Staff program as well where she mentors and guides other members. Nyah is also learning about the business aspect of songwriting and about how to monetize her creations. BGCA again asked Nyah to perform at National Association of Manufacturers – Step Ahead Awards Gala at the National Building Museum in Washington, D.C. on May 1, 2020.

STEM IN THE CLUB

High-quality STEM programming in the after-school space is an important strategy for addressing diversity and preparing youth for a future STEM career. More than 70% of students in after-school STEM programs reported positive gains in STEM interest, career knowledge, and social-emotional skills such as perseverance and critical thinking.² Findings were significantly greater for youth participating in programs for four weeks or longer. Social-emotional skills are also important in a field that is not always welcoming to women, Black and Latino people. The ability to solve problems and persevere are especially crucial for youth in overcoming insufficient academic preparation, limited opportunities, and experiences of exclusion and isolation.³

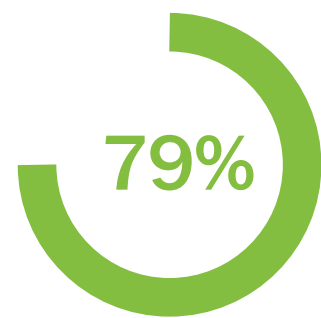
Clubs implement engaging STEM programming that builds skills and encourages youth to see a future in STEM. In the DIY STEM program, youth engage in fun, hands-on activities that introduce them to science concepts with real-world applications. They collaborate and activate problem-solving skills **with projects like building their own terrarium while designing flyers and animations to help raise awareness about how to help save our world from global warming, pollution, and forest destruction.**



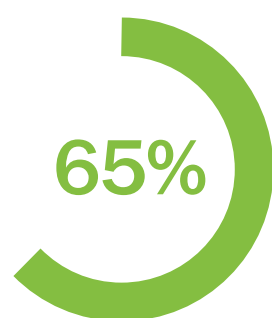
THE IMPACT OF STEM ON CLUB MEMBERS

BGCSTL members show a strong interest in STEM programming.

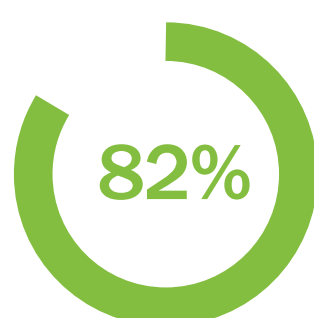
According to NYOI data, members express interest in STEM:



I like to participate in science projects.



Science is something I get excited about



I am curious to learn more about science, computers or technology.

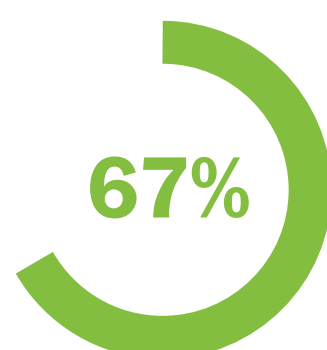


Additionally, more than half of BGCSTL's surveyed high school members intend to take science-related courses after high school and understand the pathway to STEM careers.

High school members are committed to **STEM**.



I intend to take science-related courses after high school (e.g. technology, biology, engineering).



I know the steps a student needs to take if they want to be in a science-related career.



PERCENTAGE OF YOUTH REPORTING POSITIVE CHANGE

2020 BGCSTL 4th-8th grade STEM program participants compared to National Imagine Science STEM program participant data



Program - Percent Positive Change (93 Responses)

STEM Engagement



STEM Identity



STEM Career Interest



National - Percent Positive Change

STEM Engagement



STEM Identity



STEM Career Interest



STEM JOB INTEREST AND POSITIVE CHANGE FOR STEM CURIOSITY

2020 BGCSTL 4th-8th grade STEM program participants compared to National Imagine Science STEM program participant data.



Youth - Reported Change: I want a STEM job in the future. (88 Responses)

Negative Change



No Change



Positive Change



Percent of Youth Reporting Positive Change for STEM Curiosity (87 Responses)

Science



Technology



Engineering



Math



PROMOTING HIGH SCHOOL GRADUATION THE BENEFITS OF AND BARRIERS TO GRADUATION

Youth who graduate from high school are more likely to achieve better financial, social and health outcomes.⁴ A high school diploma is an indicator that a young person is ready for their next step in life, whether that is the workforce, military service or a postsecondary education. High school graduates have increased employment opportunities and higher lifelong earnings compared to those without a diploma. Their families and their communities are better off for their individual success.⁵ Certain key risk factors can contribute to high school students' failure to graduate, including inconsistent school attendance, unsatisfactory behavior or suspension, or failure to pass math or English classes.

ON TRACK TO GRADUATION

BGCA developed an on-track-to-graduate measure made up of several NYOI education-related indicators. A young person is considered to be on track to graduate on time when they:

- 1) Report grades of mostly A's and B's
- 2) Do not skip school
- 3) Expect to graduate from high school
- 4) Progress to the next grade level in school within at least a year of the expected timing

Club members are on track to graduate from high school on time.

9-12 Year Olds 72%

13-15 Year Olds 62%

16 Years and Up 69%

Overall, 67% of Club members are on track to graduate on time.

77% OF MEMBERS BELIEVE WHAT THEY ARE LEARNING IN SCHOOL WILL BE IMPORTANT LATER IN LIFE.

134 YOUTH PARTICIPANTS IN COLLEGE PREPARATION PROGRAMS



Clubs creatively celebrated young people's milestones and accomplishments, especially for teens graduating from high school. BGC-STL staff attended member's graduation parades, shipped graduating gift boxes, hosted a Virtual Graduation ZOOM Party, and published high school graduate profiles in the St. Louis American newspaper.

210 YOUTH PARTICIPANTS IN CAREER EXPLORATION PROGRAMS



POSTSECONDARY EDUCATION READINESS AMONG CLUB MEMBERS



For those who successfully clear the hurdles of preparing, applying and enrolling in postsecondary institutions, the challenges don't stop there. About 33% of first-generation students, the vast majority of whom are students of color, drop out by the third year.⁶ The dropout rate at community colleges is even higher, with less than 40% graduating or transferring within six years.⁷ Financial pressure and academic disqualification are the reasons most cited for dropping out, but many students, especially students of color, also feel unwelcome and unsupported on campus.⁸

PREPARING YOUTH FOR POSTSECONDARY EDUCATION BARRIERS TO CONTINUING EDUCATION AFTER HIGH SCHOOL

In addition to overcoming those hurdles, young people also have to prepare for entrance exams, apply for scholarships and navigate the application process. This can be especially challenging for first-generation students whose caregivers never attended postsecondary school and lack the firsthand experience to guide their children through these complex systems. While guidance counselors are charged with helping students plan for life post-high school, they are often stretched thin and overwhelmed with large caseloads.⁹ Slightly more than half of youth report that their school has helped them to understand the steps they needed to apply to college, and only about half report using support services to prepare them for future goals.¹⁰ Even after being accepted, students need support registering for classes, applying for housing and submitting transcripts. Confused by the process, up to one-third of students with plans to attend college do not make it to classes in the fall, a phenomenon known as “summer melt”.¹¹ The melt rate for students from low-income families and those planning to attend community colleges can be as high as 40%.¹²



WORKFORCE DEVELOPMENT

Equipping young people of all backgrounds, especially those who have been historically underrepresented, with the knowledge, skills and experiences needed to be successful will help close gaps, expand the talent pool and increase productivity.

Traditionally, workforce development programs have targeted adults and high school students needing jobs. However, starting skill development much earlier increases the likelihood that young people will acquire the essential skills needed for workplace success that they can build upon throughout adulthood.¹³ Early exposure to the working world is also vital to future career choices, and young people start building their career expectations as early as 11 years of age.¹⁴

CLUBS PREPARE YOUTH TO BE WORKFORCE READY

BGCSTL's approach features four pillars to guide Clubs in creating a workforce readiness culture in which young people can define and achieve their career plans. From the moment youth enter the Club, programs and experiences that integrate skill building and career exploration provide them with opportunities to connect their passions and talents to careers and apply those skills in real-life work experiences.

A 2017 Business Roundtable survey of employers found that although critical thinking, problem solving and communication skills were highly relevant to positions within their companies, these were also the skills that were challenging to find in qualified job candidates.¹⁵

ST. LOUIS INTERNSHIP PROGRAM

In 2019, Boys & Girls Clubs of Greater St. Louis partnered with the St. Louis Internship Program (SLIP) to support career opportunities and workforce readiness for area teens and to prepare the next generation for jobs in the St. Louis market. SLIP aims to provide hope and opportunities for high school students via paid summer internships, employability training and year-round college and career planning. SLIP also partners with businesses and community organizations to build the St. Louis community by motivating and training youth to be ready for the workforce.



WORKFORCE READINESS PILLARS



DEVELOPING ESSENTIAL SKILLS

BGCSTL provides multiple opportunities for youth to build and practice essential workforce skills. Staff set expectations during program time to teach and reinforce workplace expectations such as punctuality, dependability and teamwork and recognize youth when they are demonstrating these behaviors. **168 Youth Served**



EXPLORING CAREERS

Career exploration takes two forms: exposure and exploration. Exposure activities are for all ages, sparking young people's interest by exposing them to diverse career paths. Club staff integrate career exploration into all programs and activities, bring in guest speakers and take youth on workplace tours and career fairs. Clubs more deeply engage teens by dedicating time for them to discover careers that match their talents and interests and learning what it takes to be successful in those industries. Opportunities include job shadowing, mentorship and interviewing, where teens can view careers firsthand and meet professionals in those careers. **163 Youth Served**



BUILDING EMPLOYABILITY SKILLS AND EARNING CERTIFICATIONS

Clubs help young people gain the skills needed to seek, secure and sustain a job over time, and build job-specific technical skills. Partnerships with local employers, postsecondary and vocational training institutions and government agencies enable Clubs to offer older teens industry-specific training and certification programs in their areas of interest. Teens earn certifications in areas such as ACT National Career Readiness, first aid/CPR, phlebotomy, information technology, welding and warehouse logistics. **49 Youth Served**



APPLYING SKILLS THROUGH WORK-BASED LEARNING

Clubs provide youth with structured learning experiences in which they can apply newly gained skills in real-world work environments. These experiences can include service learning projects, first jobs, internships in the Club or with external companies, and pre-apprenticeships. National partnerships with companies like: **GAP, Old Navy, as well as local partnerships with companies and organizations like: The St. Louis ZOO, COCA, Emerson, Metropolitan St. Louis Sewer District, and Greensfelder, Hemker & Gale, PC.** The program builds a talent pipeline for the company and supports Club teens who traditionally have had barriers to securing their first job. Clubs partner with local Old Navy stores to provide teens with exposure to retail careers, job readiness preparation, opportunities to apply and interview for part-time and seasonal jobs, and coaching through the hiring process. **120 Youth Served**

CLOSING SKILLS AND DIVERSITY GAPS IN THE WORKFORCE

WORKFORCE READINESS PILLARS

AGES 6 TO 18

ESSENTIAL SKILL DEVELOPMENT

Formal and informal learning experiences

AGES 6 TO 18

CAREER EXPLORATION

Diverse, career-focused activities and experiences

AGES 13 TO 18

EMPLOYABILITY SKILLS & CERTIFICATIONS

First-job readiness and job-specific training

AGES 13 TO 18

WORK-BASED LEARNING

Substantial, real-world work experience

WORKFORCE 2020 OUTCOMES

ESSENTIAL SKILL DEVELOPMENT

100% of high school students increased work readiness and career development skills during spring work readiness training and earned a summer internship assignment

CAREER EXPLORATION

99% of high school students progressed to the next grade level

EMPLOYABILITY SKILLS & CERTIFICATIONS

99% of high school students obtained a professional certification

WORK-BASED LEARNING

93% of high school students demonstrated on-the-job skills during summer internships with a satisfactory rating by job site supervisors

HEALTH & WELLNESS DEVELOPING A HEALTHIER GENERATION

When young people live healthy lifestyles, they are able to make decisions that result in their social, emotional and physical well-being. BGCSTL develops a healthier generation through programs, practices and experiences that support overall wellness and enable youth to:

Build Foundational Social-Emotional Skills – Youth practice and build social-emotional skills through participation in Club programming and interactions with caring adult staff. Essential skills include healthy decision-making, stress management and perseverance.

Make Healthy Choices – Youth make healthy choices such as participating in a healthy cooking competition, learning positive ways to manage stress, or preparing campaigns encouraging their peers to avoid unhealthy behaviors such as substance use.

Engage in Physical Activity – Youth have opportunities throughout the Club day to engage in physical activity during check-in, transition times between activities, in the gym or outdoors, and within varied program sessions that encourage movement.



PROMOTING PHYSICAL ACTIVITY AND WELLNESS

YOUTH AND TEENS DON'T GET ENOUGH PHYSICAL ACTIVITY

Regular physical activity is an important part of a healthy lifestyle, offering immediate and short-term health benefits for youth and protecting against long-term chronic health conditions into adulthood. Youth who are physically active have stronger hearts, bones and muscles than their inactive peers and an increased ability to concentrate and pay attention. Being physically active in childhood also protects against developing chronic conditions such as heart disease or Type 2 diabetes as an adult.¹⁶ It can also reduce or even eliminate symptoms of depression and anxiety in teens and adults.^{17, 18, 19} Young people who are physically active are more likely to remain active as they age, compounding these health benefits.²⁰

PHYSICAL ACTIVITY RATES AMONG TEENS HAVE BEEN DECLINING SINCE 2011, ESPECIALLY AMONG OLDER TEENS

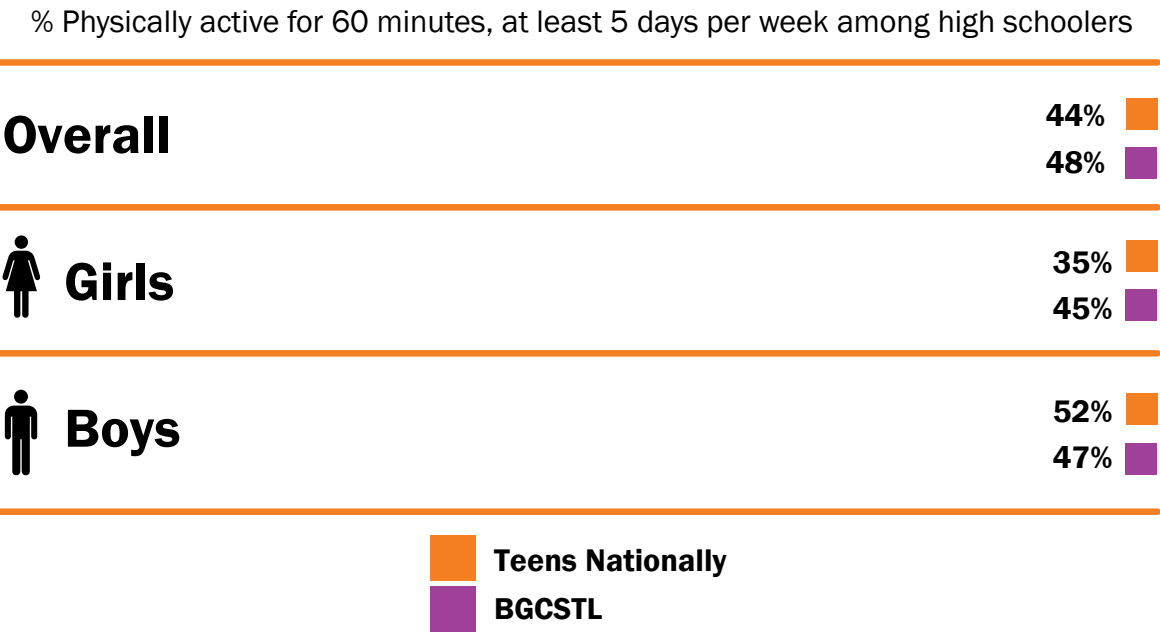
Several factors contribute to the declining rates of physical activity among children and teens such as gender, age and socioeconomic disparities. Youth are spending increasing amounts of time in front of a screen for reasons other than schoolwork.

Additionally, schools are offering fewer physical activity options during the day. Only half of school districts require or recommend daily recess for elementary-age youth, and fewer than one in 10 schools require daily physical education.²¹

CLUB MEMBERS REAP THE BENEFITS OF PHYSICAL ACTIVITY

BGCSTL teens are more physically active than their national peers; 48% report engaging in regular physical activity five days a week, compared to 44% of teens nationally. Additionally, Club teen girls are more active than teen girls nationally, with 45% of Club females reporting regular physical activity, compared to 35% of their peers nationally (see graph below). Participation in physical activity is also linked with stronger social-emotional skills in Club members. Members who report meeting physical activity guidelines have stronger social-emotional skills compared to Club peers who are less active.

OVERALL, BGCSTL TEENS ARE MORE LIKELY TO ENGAGE IN PHYSICAL ACTIVITY REGULARLY COMPARED TO TEENS NATIONALLY.

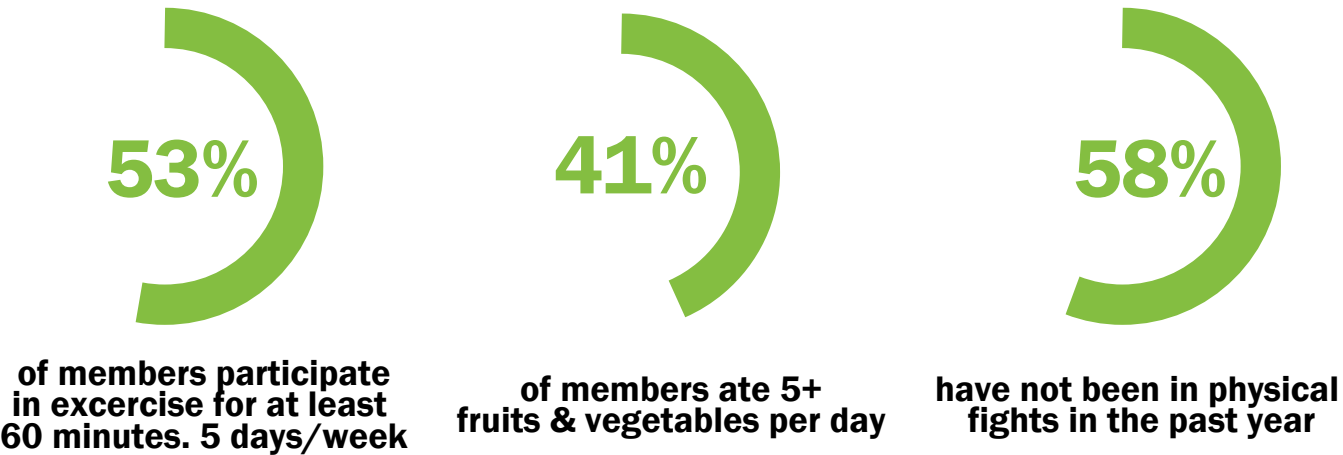


CLUBS REMOVE BARRIERS TO PARTICIPATING IN PHYSICAL ACTIVITY PHYSICAL ACTIVITY SUPPORTS SOCIAL-EMOTIONAL SKILL BUILDING

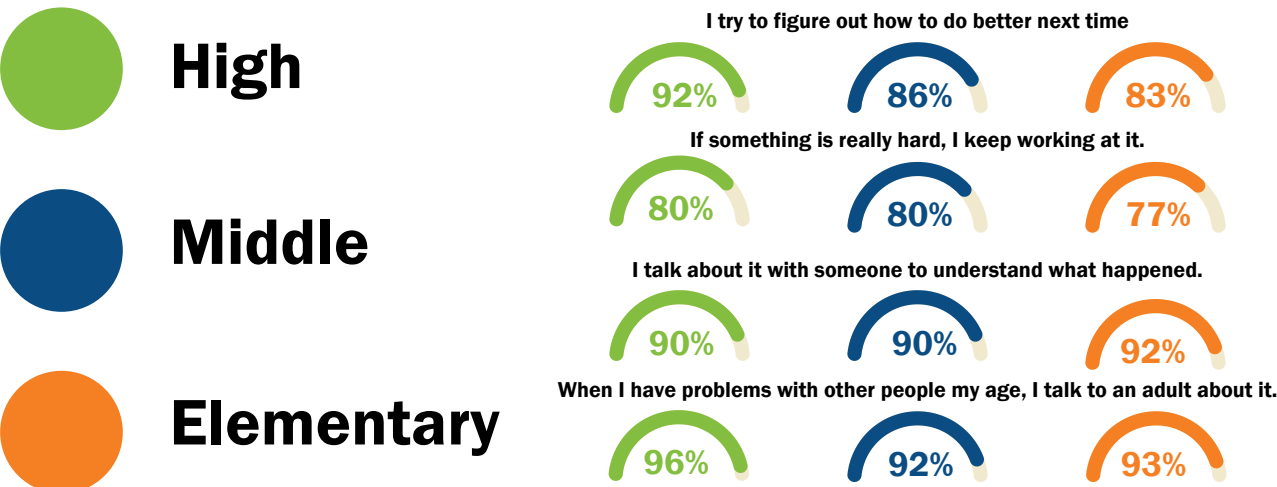
BGCSTL provides youth with opportunities to be physically active throughout the Club day. These include offering fun fitness activities and facilitating interactive community builders as part of programs. The “Play Breaks Guide” and “Transitions Playbook” from BGCA offer a variety of fun movement activities and games that can be implemented in any Club space. All sites also have physical space devoted to physical activity or movement, such as a gym, outdoor field, multipurpose room, dance studio or game room where scheduled activities and events take place. All of these opportunities add up and help youth achieve the recommended amounts of daily physical activity.

Additionally, Clubs provide youth with access to sport leagues and organized sports programs. These programs ensure that all youth, regardless of gender, income or skill level, can experience high-quality youth sports. Partnerships with uniform and equipment suppliers provide free or discounted uniforms and gear required for practices and games. These offerings help decrease financial barriers that may prohibit families from participating in sports.

BGCSTL IMPACT AREA: HEALTHY LIFESTYLES



MEMBERS REPORT USING SOCIAL-EMOTIONAL SKILLS WHEN EXPERIENCING CHALLENGES

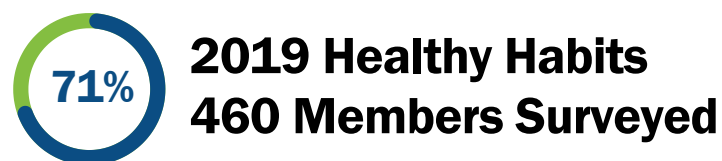




HEALTHY HABITS

During a Triple Play Healthy Habits sessions, members focused on a combination meal that fulfills protein, dairy and vegetable needs in one dish. Members also learned how to create an oven baked Frittata by lowering the fat in our frittata by going easy on the cheese, using fat-free Greek yogurt instead of heavy cream, and using turkey sausage instead of a fattier meat. They discussed different vegetable combinations for frittatas and the fact that it doesn't need meat to be high in protein. Members talked about eating in moderation and not making rich foods frequently. Small substitutions make a big difference over time, as fat and calories add up. Our members loved the frittata. They didn't even realize they were eating a "healthier" version of this dish.

2019-2020 PROGRAM PARTICIPANT SURVEY RESULTS



● Progressed/Maintained ● Regressed

Program Goal: 80% of youth who participate in Healthy Habits will improved knowledge of nutrition



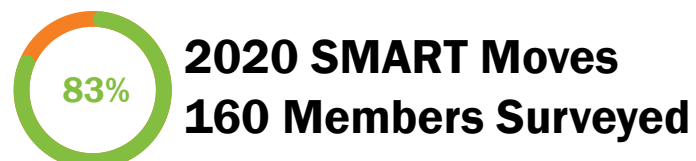
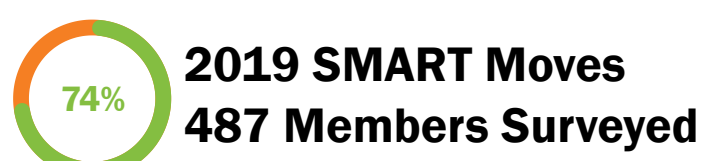
S.M.A.R.T. MOVES

SMART (SKILLS MASTERY AND RESILIENCE TRAINING) MOVES

SMART Moves utilizes a health promotion approach, which is focused on building youth's attitudes and skills that support healthy decision-making. It is asset based, focused on building foundational social-emotional skills, and address youth's agency in healthy decision-making.

In 2020, BGCSTL began implementing the SMART Moves: Emotional Wellness curriculum which focuses on building the social-emotional skills of self-regulation, impulse control and stress management. Participating youth build an effective toolbox for self-management and coping.

2019-2020 PROGRAM PARTICIPANT SURVEY RESULTS



● Progressed/Maintained ● Regressed

Program Goal: 80% of youth report increased knowledge of risky behaviors and can identify the negative health impacts of substance abuse



PASSPORT TO MANHOOD

Passport to Manhood promotes and teaches responsibility in Club boys ages 8-17. Passport to Manhood consists of 14 sessions, each of which concentrates on a specific aspect of manhood through highly interactive activities. Passport to Manhood represents a targeted effort to engage young men in discussions activities that reinforce positive behavior. Passport to Manhood is an excellent complement to SMART Girls.

Male members participate in community service projects and engage in important discussions as they transition into responsible adulthood. BGCSTL provides a safe space for discussions by using innovative methods like creating podcasts about Cooperation and Conflict wherein youth discuss social justice issues, avoiding and resolving conflict in their daily lives. Passport to Manhood sessions provide an opportunity for youth to process their emotions and express how they feel about topics, share their experiences, and perspectives.

2019-2020 PROGRAM PARTICIPANT SURVEY RESULTS



● Progressed/Maintained ● Regressed

Program Goal: 75% of youth report increased knowledge of risky behaviors and responsible adulthood

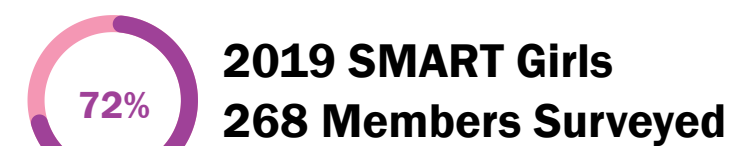


S.M.A.R.T. GIRLS

SMART (SKILLS MASTERY AND RESILIENCE TRAINING) GIRLS

SMART Girls is a small-group health, fitness, prevention/education and self-esteem enhancement program designed to meet the developmental needs of girls in three age groups. Through dynamic sessions, highly participatory activities, field trips and mentoring opportunities with adult women, Club girls explore their own and societal attitudes and values as they build skills for eating right, staying physically fit, getting good health care and developing positive relationships with peers and adults.

2019-2020 PROGRAM PARTICIPANT SURVEY RESULTS



● Progressed/Maintained ● Regressed

Program Goal: 75% of youth report increased knowledge of risky behaviors and responsible adulthood

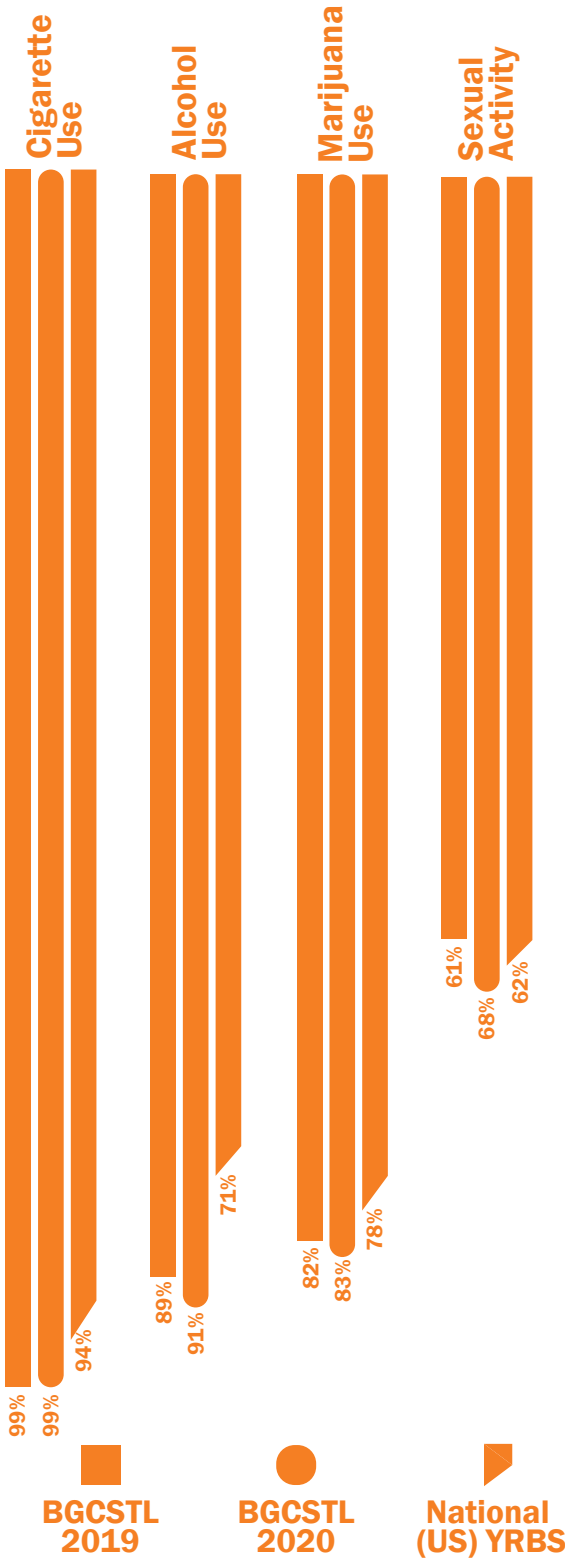
BGCSTL IMPACT AREA: RISKY BEHAVIORS

2019-2020 Program Participant Survey Results



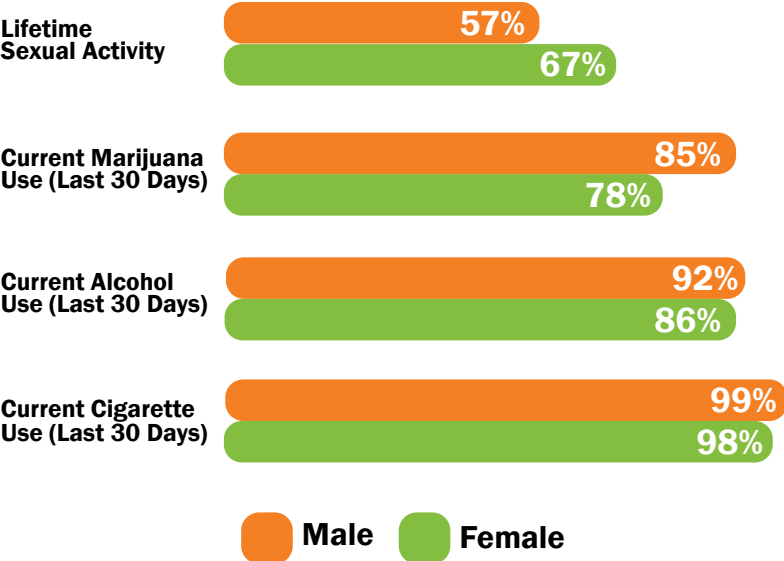
2019-2020 PROGRAM PARTICIPANT SURVEY RESULTS

BGCA members outpaced **YRBS respondents** in all measures of abstinence from risky behaviors. YRBS is Youth Risk Behavior Survey (The Centers for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS) has been used on a biennial basis since 1990 to measure health risk behaviors of high school students nationwide.)



BGCSTL IMPACT AREA:

Risky Behaviors Abstention by Gender *(the percent of kids that abstained from these activities)*



LEADERSHIP & SERVICE

LAYING A CRITICAL CHARACTER DEVELOPMENT FOUNDATION

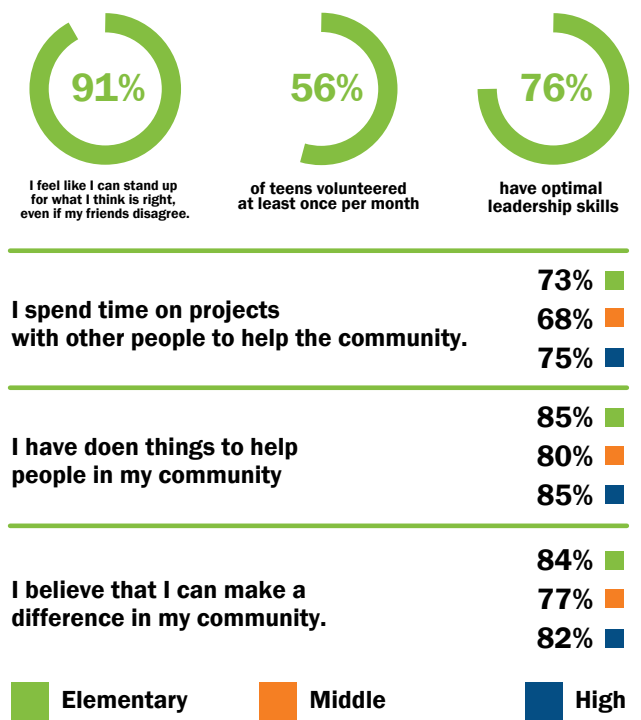


As youth build and practice social-emotional skills, they develop key character traits that are then demonstrated or reflected in their behaviors. For example, when youth are respectful to others, they work together and communicate effectively with one another even when there are disagreements. The social-emotional skills associated with showing respect include empathy, communication, perspective-taking and inclusion. Another example of character development is when youth demonstrate caring. When youth are caring, they appreciate and have compassion for the feelings, experiences and perspectives of others. Youth can better understand that their lived experiences are different from the lived experiences of others. In sharing with each other how they have previously encountered and interacted with police officers or other authority figures, for example, young people who are white might find that their own experiences differ markedly from those of their Black or Latino peers. Youth demonstrate compassion for others through ethically responsible actions. As with the character trait of respect, social

emotional skills form the foundation of these behaviors. One way to facilitate young people's strong character development is by engaging them in service learning. Service learning refers to opportunities that actively engage youth in diverse experiences that aim to benefit others. The key difference between service learning and community service is that the former allows youth to gain a deeper understanding of their efforts, such as volunteering at a community food pantry or neighborhood cleanup, through meaningful reflection and perspective taking. In doing so, youth cultivate solidarity with those who may or may not have a shared lived experience and build compassion and critical social consciousness. For many youth, service learning creates a pathway for moving from involvement in charity or school-mandated community service to social justice and positive change making. As youth become more engaged in the important issues affecting their peers and community, they are more likely to develop a stronger sense of empathy and self-efficacy, in addition to the ability to develop healthy relationships and effectively solve problems.

BGCSTL IMPACT AREA: CHARACTER & LEADERSHIP

Members Believe They Will Make An Impact In Their Community



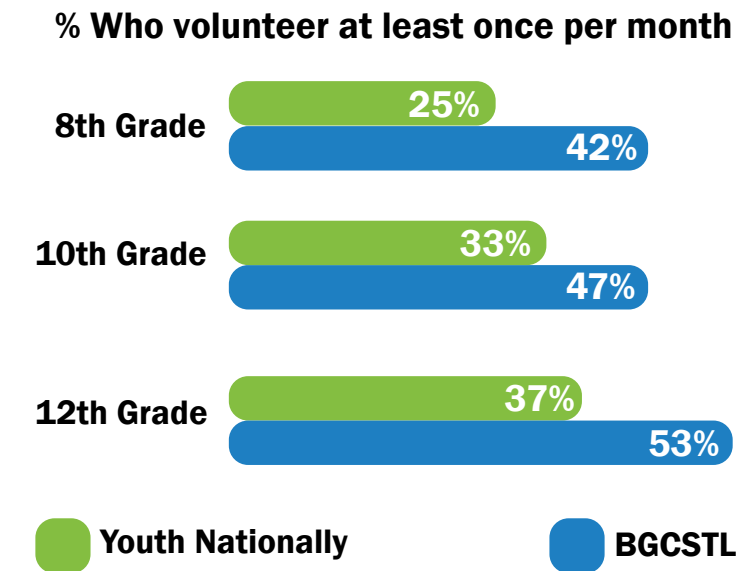
BGCSTL YOUTH LEAD AND MAKE CHANGE

BGCSTL youth demonstrate leadership traits and behaviors

BGCSTL's NYOI survey data shows that members are building the social-emotional skills that lead to strong character and leadership through their Club participation.



More BGCSTL teens volunteer at least monthly compared to teens nationally.



THE CLUB EXPERIENCE

BGCSTL positively impacts youth from the moment they enter the door. What happens for youth inside our Club – building relationships with staff, participating in fun and engaging programs, learning important skills, making new friends, developing their talents – is referred to as the Club Experience. Boys & Girls Club research strongly affirms this core principle: by implementing a high-quality Club Experience, Boys & Girls Clubs can increase positive impact on kids. To sum up, the better the quality of an after-school program, the better the outcomes of youth participants. Youth are more likely to achieve a high-quality Club experience when two things happen. First: program schedules and sessions are planned with quality in mind. Second: staff members utilize youth development best practices with every interaction.

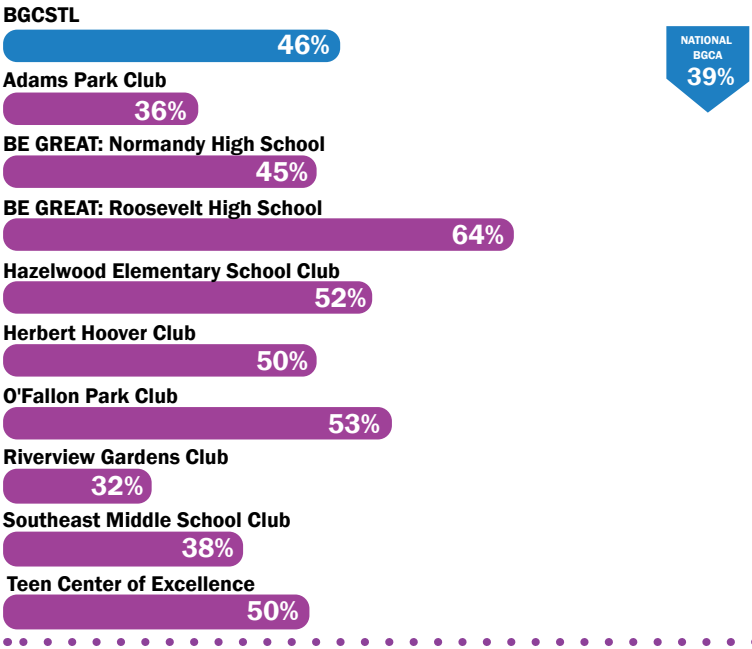
COVID-19 has caused numerous disruptions to the lives of youth. These disruptions make a high-quality Club experience more important than ever. A high-quality Club experience is the first step to overcoming these disruptions. It is the groundwork for improving outcomes. It makes sure a young person has their needs met, so they are able to achieve positive outcomes

OVERALL CLUB EXPERIENCE SCORING

Members' Overall Club Experience Indicator is scored based on their responses to each of the 7 components



CLUB COMPARISON OF OPTIMAL CLUB EXPERIENCE

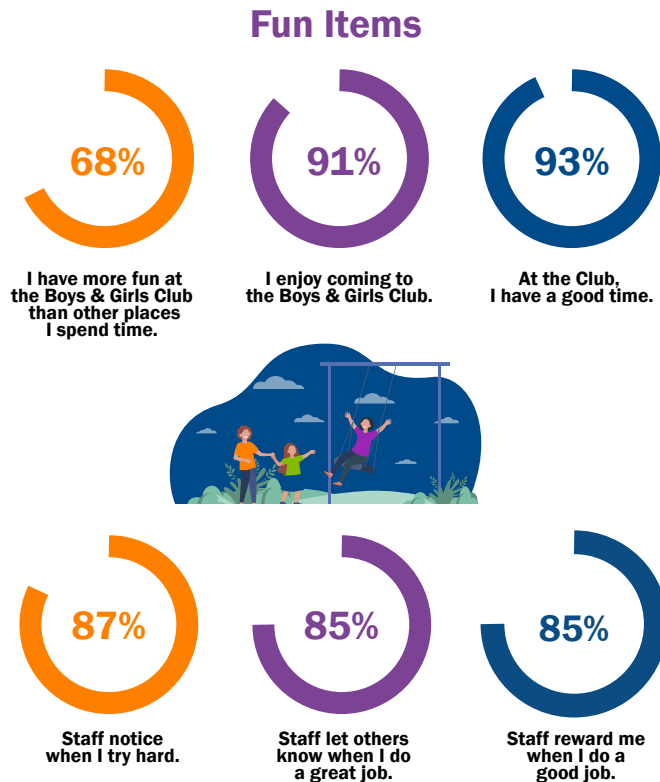


The Percent of Members with an Optimal Club Experience Increases with Age

BGCSTL 2020 NYOI Overall Club Experience by Age Groups

9 to 12 - 39% 13 to 15 - 50% 16 & up - 58%

BGCSTL - PERCENT TRUE OR VERY TRUE RESPONSES



BGCSTL 3-YEAR TREND OF CLUB EXPERIENCE MEASURES

Sense of Belonging		Recognition	
2018	45%	2018	62%
2019	52%	2019	63%
2020	45%	2020	60%
Emotional Safety		Adult Connections	
2018	42%	2018	66%
2019	45%	2019	67%
2020	41%	2020	63%
Physical Safety		Staff Expectations	
2018	62%	2018	77%
2019	62%	2019	76%
2020	59%	2020	77%
Fun			
2018			52%
2019			59%
2020			48%

CLUB COMPARISON 3-YEAR TREND OF OPTIMAL OVERALL CLUB EXPERIENCE

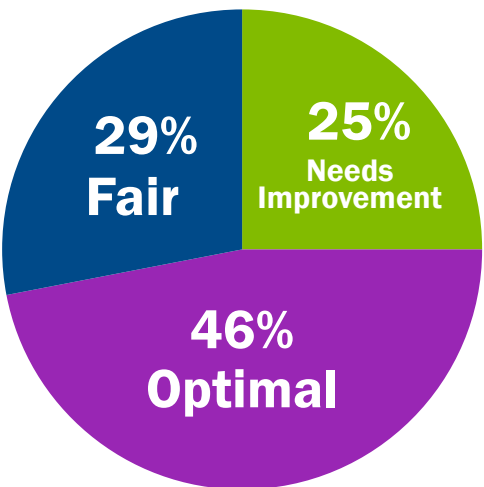
Adams Park Club		BE GREAT Normandy High School	
2018	19%	2018	74%
2019	43%	2019	74%
2020	36%	2020	64%
Hazelwood Elementary School Club		Herbert Hoover Club	
2018	37%	2018	46%
2019	29%	2019	35%
2020	52%	2020	50%
Riverview Gardens Club		Southeast Middle School Club	
2018	16%	2018	34%
2019	41%	2019	50%
2020	32%	2020	38%
BE GREAT Roosevelt High School		O'Fallon Park Club	
2018	70%	2018	43%
2019	70%	2019	61%
2020	64%	2020	53%
Teen Center of Excellence			
2018*			71%
2019*			64%
2020			50%

*2018 and 2019 Teen Center of Excellence trend data represents NYOI data collected from the Ferguson Middle and Elementary School sites operated by BGCSTL prior to the opening of the Teen Center of Excellence.

BGCSTL Overall Club Experience | Demographic Comparison by AGE GROUP

Overall Club Experience	39%
	50%
	58%
Sense of Belonging	44%
	44%
	50%
Emotional Safety	38%
	44%
	42%
Physical Safety	53%
	61%
	73%
Fun	40%
	53%
	61%
Adult Connections	60%
	67%
	62%
Staff Expectations	75%
	76%
	82%
Recognition	57%
	59%
	72%

9 to 12 Years Old
13 to 15 Years Old
16 Years and Older



Inside The Club Experience

How BGCSTL Members Feel



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