

City of Lawrence Outside Agency Fund  
2010 Grantee Annual Report

**General Information:**

During 2010, Boys & Girls Club of Lawrence provided a safe place for youth to spend out of school hours in eleven different locations. In July 2010 the Club acquired the East Heights elementary school building as part of a collaborative effort with the Lawrence Public school district. The site served youth in grades kindergarten through six. The building allowed the Club to serve more kids and enabled the organization to convert the Main Site facility into a teen center. This change marked the first time in Boys & Girls Club history where teens were served specifically at a site that wasn't located in a school. The teen site served youth in grades seven through nine from Central, South and West junior highs.

Boys & Girls Club staff planned and carried out programs that focused on 5 core areas. Those core areas include; character & leadership, education & career, health & life skills, fitness & recreation and the arts. The table below contains the programs the youth participated in during 2010 at Boys & Girls Club.

Program	Description
<b>Character &amp; Leadership</b>	
Youth of the Year	Outstanding teen members were recognized for their service to school, the community and the Club.
Member of the Week	Members were recognized each week for following directions, helping others and being good Club members.
Junior Staff	Teen Club members acquired basic job skills while working at elementary after school programs.
Torch Club (Community Service)	Club members learned the importance of participating in service learning activities and complete different projects throughout the year.
<b>Education &amp; Career</b>	
Goals for Graduation	This program introduced academic goal setting to Club members by linking their future aspiration with concrete actions during the year.
Chinese Class	During the summer KU students offered members an opportunity to learn numbers, the alphabet and common phrases in Chinese.
Spelling Bees	Each after school program hosts a spelling bee each year. The winner goes on to compete in the finals during Boys & Girls Club Week.
Power Hour	A 30-45 minute time period where members have the opportunity to complete homework assignments and other academic activities. KU students, volunteers and certified teachers assist with homework help and tutoring.
Project Learn	Project Learn activities took place during Power Hour for students that did not have homework. Project Learn activities included any activity that enhanced the members' basic academic skills.
Money Matters	Working together with Central National Bank, the program promoted financial responsibility and independence among Club members by building their basic money management skills at all ages.
<b>Healthy &amp; Life Skills</b>	
Triple Play	Members participated in physical activities at least twice a week for at least 15 minutes each time. Triple Play consisted of a fitness and nutrition program that used three components: Body- physical fitness/sports leagues Mind- taught proper nutrition Soul- taught good sportsmanship and how to build healthy relationships
NetSmartz	A comprehensive program that taught members Internet safety skills through engaging multimedia activities and offline interaction with Club professionals in age-appropriate modules.

Smart Girls	Female teen members participated in programs and activities that enhanced self esteem by working on health issues, fitness and prevention/education.
Passport to Manhood	Male teen members participated in programs and activities that promoted and taught responsibility, health and self esteem.
Pizza Garden	Members literally received a hands on learning experience. The Club partnered with several community organizations to plant and maintain a garden that produced vegetables and herbs. The harvested products are used to make pizza sauce and the members are treated to a pizza party.
Sports, Fitness & Recreation	
Summer Sports Camps	Members interested in honing their athletic skills attended a one week session of different sporting camps.
Inter-Site Basketball League	Teams of Club members, grades 3 <sup>rd</sup> -6 <sup>th</sup> , were comprised at each Boys & Girls Club site. The sites played each other throughout the year with an emphasis on positive sportsmanship, fundamentals development and knowledge of the game.
Volleyball League	Any 3 <sup>rd</sup> -6 <sup>th</sup> grade member can be a part of the volleyball team. Members learned basic volleyball skills in a positive sport environment. Players were taught the importance of positive sportsmanship and competition.
Kickball League	Club members of all ages were encouraged and welcome to participate in the kickball league. Sites competed against each other in the organized playground game.
The Arts	
Art History	Margaret Springe provided art history to members through different projects and programs.
Image Makers	This program encouraged members to learn and practice black and white, color, digital and alternative process photography.
Kids Art Gallery	Club members got the opportunity to showcase their talents in all forms of art in the annual Boys & Girls Club Week Art Gallery.
Lion's Club Peace Poster Contest	The Lawrence Lion's Club worked closely with Boys & Girls Club staff and members to create peace posters. A winner was chosen and competed in a regional contest with other winners across the state.

Throughout the year exciting programs and activities took place in each one of the core areas. A wide variety of events were planned to ensure that youth were engaged while enhancing what they were learning in the classrooms. Power Hour is a 30-45 minute time period in which all Club members are required to work on their school assignments. If the youth does not have homework that day they participate in an enhanced learning activity planned by trained staff. Boys & Girls Club and the Lawrence Public School district continued to have a strong collaborative partnership. During the school year, Club staff spend a large part of their day in the schools to observe students, learn from teachers and transition the youth from the school day to the after school program. This partnership helped increase the number of training opportunities for staff and assisted in integrating what the students learned during the school day into the after school program, therefore helping the students achieve academic success.

**Demographics:**

In 2010 Boys & Girls Club members consisted of 50.5% males and 49.42 females. The table below indicates the ethnicity breakdown of Boys & Girls Club members. Sixty-one percent of members qualified for free or reduced lunches.

Ethnicity	Percent Served
African American	11.67%
Asian	1.87%
Caucasian	56.4%
Hispanic	7.28%
Multi-Ethnic	15.28%
Native American	7.51%

**Outcomes:**

Below are the process and behavioral outcomes as set in the 2010 proposal.

Process Outcome #1: In 2010, Boys & Girls Club will provide 3,000 (minimum 1,200 per day) with out-of-school programming at eight sites, with transportation from an additional eight schools. These sites will provide 175 days of after-school programming from 7:00am to 6:00pm and 54 days out-of-school programming from 7:30am-6:00pm. Numbers served are tracked through the Boys & Girls Club annual report.

Outcome measurement- In 2010 Boys & Girls Club provided programming to a total of 2,765 youth. Boys & Girls Club served an average daily of 1,430 during the school year and 508 during the summer.

Boys & Girls Club provided after school programming for 175 days at 11 sites from 7:00am to 6:00pm and 54 days of out-of-school programming from 7:30am-6:00pm.

Behavioral Outcome #2: Based on yearly participant evaluations, a minimum 90% of participants will report feeling “safe” in Boys & Girls Club programs, a measure that will reflect their daily connections with supportive adults.

Outcome measurement- In 2010 95% of youth reported feeling safe in the Boys & Girls Club programs.

Behavioral Outcome #3: Based on quarterly staff progress reports, 50% of participants will maintain or improve on three learning behaviors: (a) follows directions, (b) accepts responsibility for behavior, and (c) uses cooperation skills.

Outcome measurement-

	Follow Directions	Responsibility	Cooperation Skills
K-3 <sup>rd</sup> Grades	72%	79%	79%
4 <sup>th</sup> -6 <sup>th</sup> Grades	70%	76%	76%
7 <sup>th</sup> -9 <sup>th</sup> Grades	59.5%	48.9%	70.7%

