

Boys & Girls Club of Greater Houston
Texas Afterschool Centers on Education™
Evaluation Analysis Report
2019-2020 Academic Year



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Executive Summary

The 2019-2020 academic year of Boys & Girls Club of Greater Houston programming has been different from any before it and different than anyone could have expected. Just as the coronavirus pandemic has altered life around the world, it has changed the nature and goals of academic and youth-serving organizations. In many ways, these changes have made organizations like the Boys & Girls Club of Greater Houston all the more critical. Though these changes are still occurring at a rapid pace and final analyses are not appropriate at this moment, a review of the year can help to understand the state of the organization prior to the pandemic, how it has adjusted to this new context, and to plan for the changes to come.

Using data from the Fall 2019 semester, both at the level of individual club members and aggregated information at the level of each of the five clubs, this report describes the second year of Boys & Girls Club of Greater Houston Texas ACE™ programming in the Spring Branch Independent School District. Findings include a high level of program attendance across the five Texas ACE™ clubs, positive associations between program attendance and outcomes, and club-level strengths and concerns for each involved club and the entire program.

Interviews were also conducted with Boys & Girls Club of Greater Houston staff to understand the experience and impact of the transition of the clubs and services provided in response to the coronavirus pandemic. Several key themes, including successes and challenges associated with continuing to serve families, were reiterated in these interviews and are highlighted in the final section of this report. Several process conclusions across all included information, such as the engagement and effort of the staff in implementing previous recommendations, are also described.

In sum, this report details analyses and findings from the Boys & Girls Club of Greater Houston's Fall 2019 academic semester of Texas ACE™ programming and perspectives on their transition to alternate programming in response to the coronavirus pandemic. The most critical conclusions are supportive of the effort and likely impact of this programming and the importance of the Boys & Girls Club of Greater Houston in the communities it serves.

Required Funding Statement: Funded by the 21st CCLC Program administered by the US Department of Education.

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Introduction

The Boys & Girls Club of Greater Houston (BGCGH) was awarded Texas Afterschool Centers on Education (Texas ACETM) grant funding to provide high-quality academic enrichment opportunities for children during non-school hours. BGCGH partnered with Spring Branch Independent School District (SBISD) to provide after school programming during the 2019-2020 academic year at five clubs in SBISD - Spring Branch Elementary, Spring Oaks Middle, Woodview Elementary, The Women's Home, Westwood Elementary - with The Women's Home club serving students from Treasure Forest Elementary School.

The Boys & Girls Club of Greater Houston requested this evaluation analysis to describe services provided and students served under the program (referred to as *members* in the remainder of this report) during the 2019-2020 academic year. Additionally, BGCGH sought to understand the quality of services provided through BGCGH Texas ACETM, the impact of those services on members' academic performance, and how quality improvement efforts could be contextualized and turned into actionable insights.

With these purposes in mind, BGCGH provided three sources of quantitative data for this report. The first source of quantitative data is academic performance records from SBISD for each student who attended at least one day of BGCGH programming. These academic performance records were then matched with BGCGH club attendance records by BGCGH. The second source of quantitative data is the from the Boys & Girls Clubs of America's National Youth Outcomes Initiative (NYOI).¹ The third and final source of quantitative data is from the Youth Program Quality Assessment (YPQA) by the The David P. Weikart Center for Youth Program Quality.²

All three data sources described above were components of the originally planned evaluation analyses for the 2019-2020 academic year of BGCGH Texas ACETM services. Due to the coronavirus pandemic and the public health measures taken in response, services provided during the Spring 2020 academic semester were interrupted for a period of time and drastically altered once resumed. Given this, the originally planned analysis was no longer feasible and, even where data was available, would not provide valuable information to BGCGH or Texas ACETM. As a means of capturing the response of BGCGH to the pandemic and the experience of members, parents, and BGCGH staff, the author conducted interviews with BGCGH staff and synthesized responses into themes describing BGCGH activities and their outcomes from March to July 2020. A timeline of events is also provided to catalogue the events and provide insight to those planning future services.

Analyses, statistics, and conclusions provided here are judged to be the most accurate interpretation of the data by the author, but all reporting rests on the quality of the data provided to the author. While reasonable data quality assurance steps were taken, data collection happened outside of the purview of the author and so data quality cannot be fully guaranteed.

This report would not have been possible without the support of BGCGH. The author is grateful to all staff involved in providing information for this report. Particular thanks are due to Texas ACETM Project Director, Dexter Lockett, who worked tirelessly to coordinate this project and to provide exceptional services for club members.

Required Funding Statement: Funded by the 21st CCLC Program administered by the US Department of Education.

¹<https://clubexperience.blog/2018/02/22/how-do-we-measure-the-club-experience/>

²<http://cypq.org/assessment>

Descriptive Statistics of BGCGH Club Members

Data described in this section comes from academic performance records from SBISD for each student who attended at least one day of BGCGH programming. These academic performance records were then matched with BGCGH club attendance records by BGCGH. This complete data source, composed of one row (i.e., record) for each unique club member, was provided by each of the clubs individually and shared with the author in de-identified form. Club attendance data from the 2018-2019 version of the report is also used as a benchmark for fall 2019 attendance.

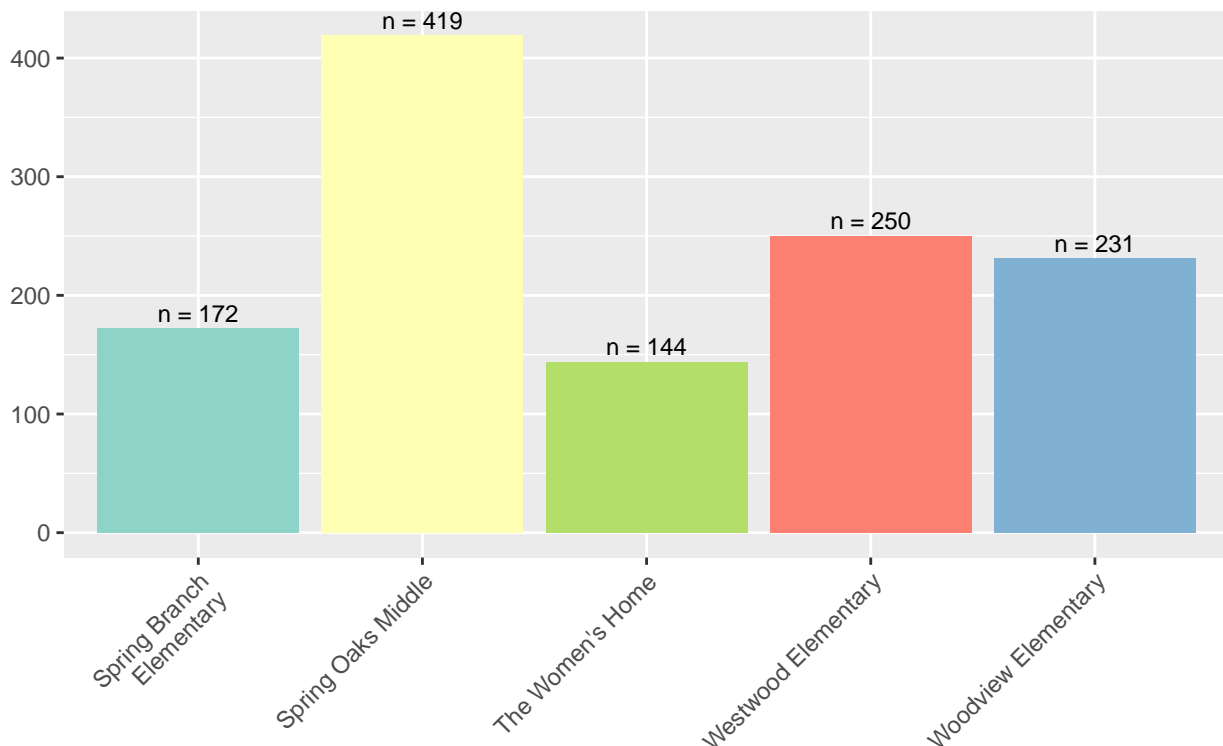
Number of Members

There are 1,216 unique Membership IDs present in provided academic and club attendance data set, each representing a single member who attended at least one day of BGCGH Texas ACE™ programming in the Fall 2019 semester. Please see Appendix A for details on data cleaning and data loss.

Members by BGCGH Club

These 1,216 members were spread across the five Boys & Girls Club of Greater Houston clubs that provided services to students of five Spring Branch Independent School District schools³ during the Fall 2019 semester.

**Number of Members Who Attended At Least One Day of BGCGH
By BGCGH Club in Fall 2019**



³The Women's Home club served students from Treasure Forest Elementary School.

Members by Grade and BGCGH Club

Data provided included students from Pre-Kindergarten to 8th grade.

	Pre-K	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
Spring Branch Elementary	0	0	33	38	36	38	27	0	0	0	172
Spring Oaks Middle	0	0	0	0	0	0	0	180	140	99	419
The Women's Home	0	16	22	30	27	32	14	1	1	1	144
Westwood Elementary	2	41	45	43	46	49	24	0	0	0	250
Woodview Elementary	0	0	0	59	72	72	28	0	0	0	231
Total	2	57	100	170	181	191	93	181	141	100	1216

Member Demographic Details

Demographic data provided included information on the gender and race/ethnicity of club members from the Fall 2019 semester. There were 645 male members and 571 female members. Gender by club is reported in the table to the right.

The vast majority of members served in the Fall 2019 semester were categorized as Hispanic/Latino (88%), distantly followed by Black/African American (6%) and White (5%). Race/ethnicity by club is not presented in this report because the very limited numbers of certain race/ethnicities at certain clubs may allow for identification of individual members.

	Female	Male
Spring Branch Elementary	81	91
Spring Oaks Middle	187	232
The Women's Home	62	82
Westwood Elementary	118	132
Woodview Elementary	123	108

BGCGH Texas ACETM Program Days Attended

Across the 1,216 members present in the data, the average number of days BGCGH Texas ACETM programming attended was 69.22. Program attendance for the Fall 2019 semester by BGCGH club is described in the table below.

BGCGH Club	Average	Minimum	Middle 50%	Maximum
Spring Branch Elementary	72.31	1	23 - 111	115
Spring Oaks Middle	54.24	1	30 - 80	116
The Women's Home	102.78	2	102 - 117	118
Westwood Elementary	78.69	1	52 - 108	115
Woodview Elementary	62.94	1	32 - 95	111

Academic Grades, Attendance, and Referrals

Five measures of academic grades were present in the data and are included in this report. These grades represent member performance in the core courses of reading, math, social studies, and science, as well as a measure of overall grades. The rating of overall grades was assigned at the discretion of BGCCH staff after reviewing both that student's core course grades and other grades not included in this report.

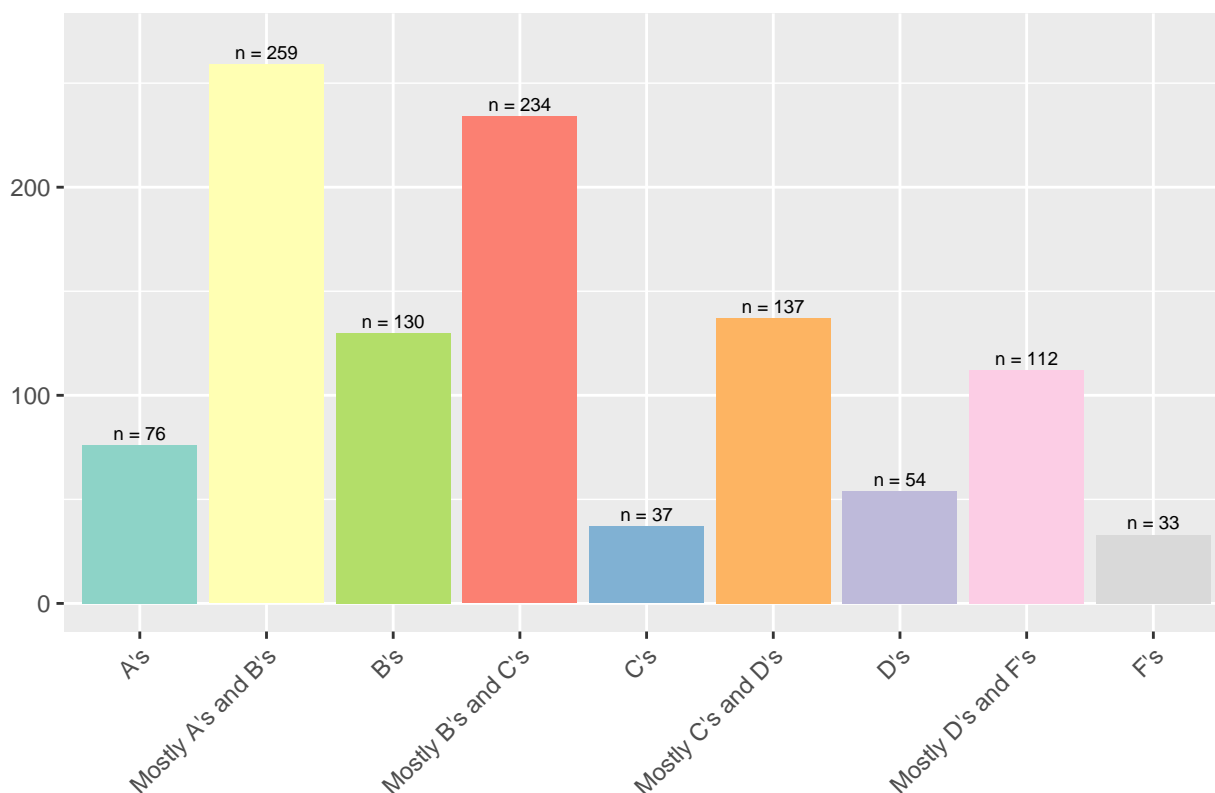
When reporting numeric values for grades, a traditional 0 to 4 grade point scale is utilized in which 0 represents a grade of 'F' and 4 represents a grade of 'A.' In the case of overall grades, which included reporting options of "Mostly A's and B's" and so forth, the middle point between the two grades is assigned where appropriate. For example, "Mostly A's and B's" is scored as 3.5, or halfway between the 4.0 of 'A' and the 3.0 of 'B.'

Pre-Kindergarten or Kindergarten members are not included in any analysis or reporting of grades here due to the small number of members in those grades and a different grading scale for those members.

Overall Grades

The distribution of overall grades is displayed in the plot below. The most common rating assigned was "Mostly A's and B's", followed by "Mostly B's and C's." The least common rating assigned was "F's."

Overall Member Grades



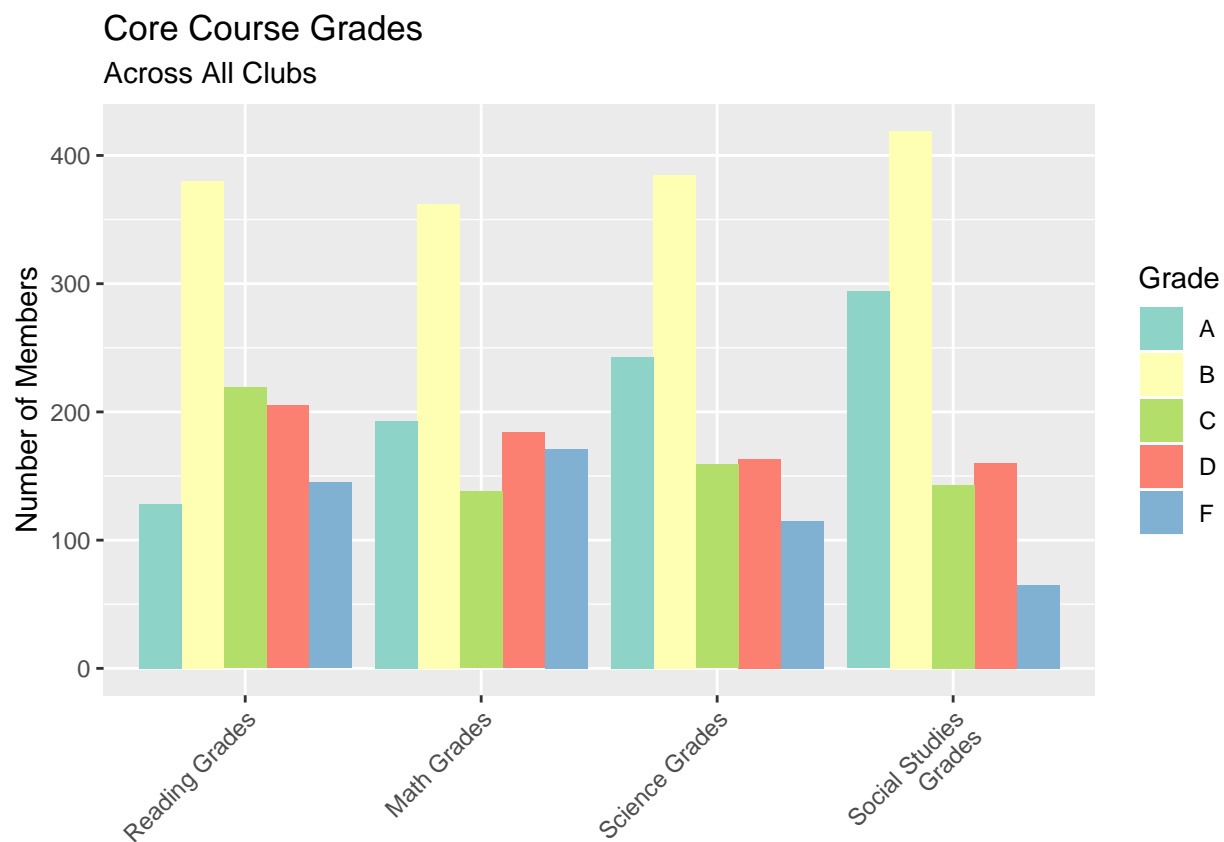
Overall Grades by Member Demographic Characteristics

Member overall grades varied by gender (on average, females members have higher overall grades than males; see the table to the right), but not by race/ethnicity.

Gender	Average (out of 4.0)	Standard Error
Female	2.50	0.05
Male	2.31	0.05

Core Course Grades

The core course grades of members served by BGCCH Texas ACE™ programming is displayed in the plot below. Average grades for each of the four core courses by BGCCH club can be found in Appendix C.



School Days Absent

The average number of school days absent per term was 4. As detailed in the table to the right, members at Spring Oaks Middle School had a higher average number of absences than any of the other campuses. That may be explained by the fact that Spring Oaks was the only middle school in the sample, while all four others

are elementary schools. It is also worth noting that Spring Oaks Middle School had a higher percentage of members with 20 or more days absent in the Fall semester than any other club, with 5.7%, while no other club had a rate higher than 0.7%. School days absent did not vary by gender and race/ethnicity.

BGCGH Club	Average	Median	Middle 50%	Max
Spring Branch Elementary	2.8	2	0 - 4	16
Spring Oaks Middle	6.2	4	2 - 8	79
The Women's Home	1.7	1	0 - 2	25
Westwood Elementary	3.1	2	1 - 4	19
Woodview Elementary	3.2	2	0 - 4	26

Non-Criminal Referrals

There were a total of 48 non-criminal referrals reported in the data set, with 40 members reported to have at least one non-criminal referral. Non-criminal referrals reported did not statistically vary by gender or race/ethnicity (potentially because the vast majority of members were classified as Hispanic/Latino), but different average levels were observed and are displayed in the table to the right.

Ethnicity	Percentage of Member Records with a Non-Criminal Referral
American Indian or Alaska Nat	0%
Asian	0%
Black or African American	6%
Hispanic/Latino	2.9%
Native Hawaiian/Other Pacific	0%
White	8.3%

Criminal Referrals

There was only one member in the data with any criminal referrals reported and so additional analyses of that variable could not be appropriately conducted and no other reporting on the variable is included here.

Analyses Based on Regular Attendance

Defining Regular Attendance

Texas ACETM defines *regular* participation as attending the program 45 days or more during the annual grant period, which includes Fall, Spring, and Summer academic terms. Even though only Fall semester program attendance is counted here, 45 days was judged to still be an appropriate cut point because the majority of members at each club reached that level on Fall semester program attendance alone. For this report, Texas ACETM program participants with 45 or more days of attendance are defined as *regular*; those with 1-44 days of attendance as *non-regular*.

Regular Attendance by Club

Across all clubs, 69.9% of members attended 45 or more program days and so were classified as *regular* attendees, while 30.1% attended fewer than 45 program days and so were classified as *non-regular*. As is displayed in the table to the right, the percentages of *regular* program attendance by BGCGH club varied a great deal, from approximately 56% to nearly 97%. Neither the average number of program days attended nor classification as *regular* attendees varied by gender or race/ethnicity.

BGCGH Club	Percentage of Members Who Attended 45 or More Days of ACE Programming
Spring Branch Elementary	69.77%
Spring Oaks Middle	56.09%
The Women's Home	96.53%
Westwood Elementary	79.2%
Woodview Elementary	68.4%

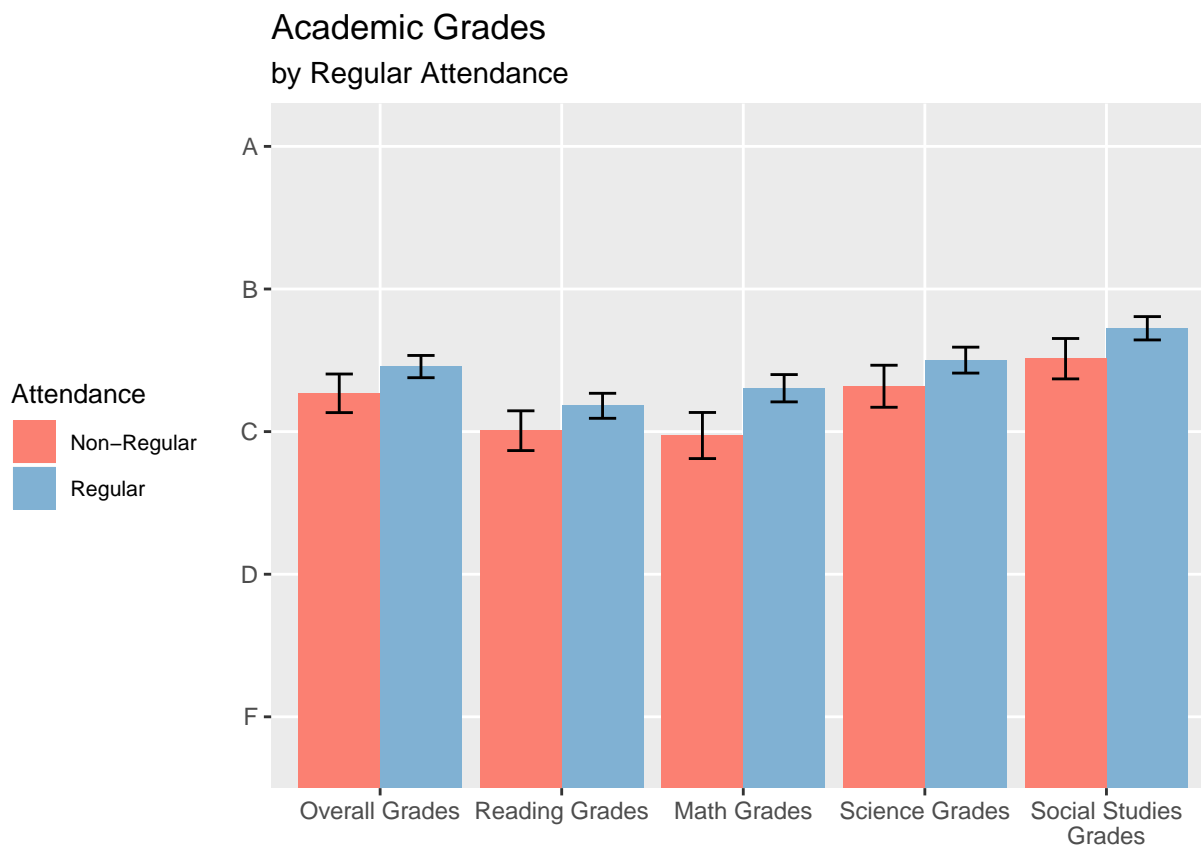
Comparison to 2018-2019 Year

The percentage of all club members classified as *regular* attendees increased from 2018-2019 academic year to the Fall semester of 2019. This is especially impressive given the decreased total number of days that a member could possibly have attended in the Fall 2019 semester. Similarly, the average number of days attended increased at all five BGCGH Texas ACETM SBISD clubs and the percent of members attending at least 45 days increased at four of the five clubs (and the decline at Westwood was less than three percentage points).

Academic Grades by Regular Attendance

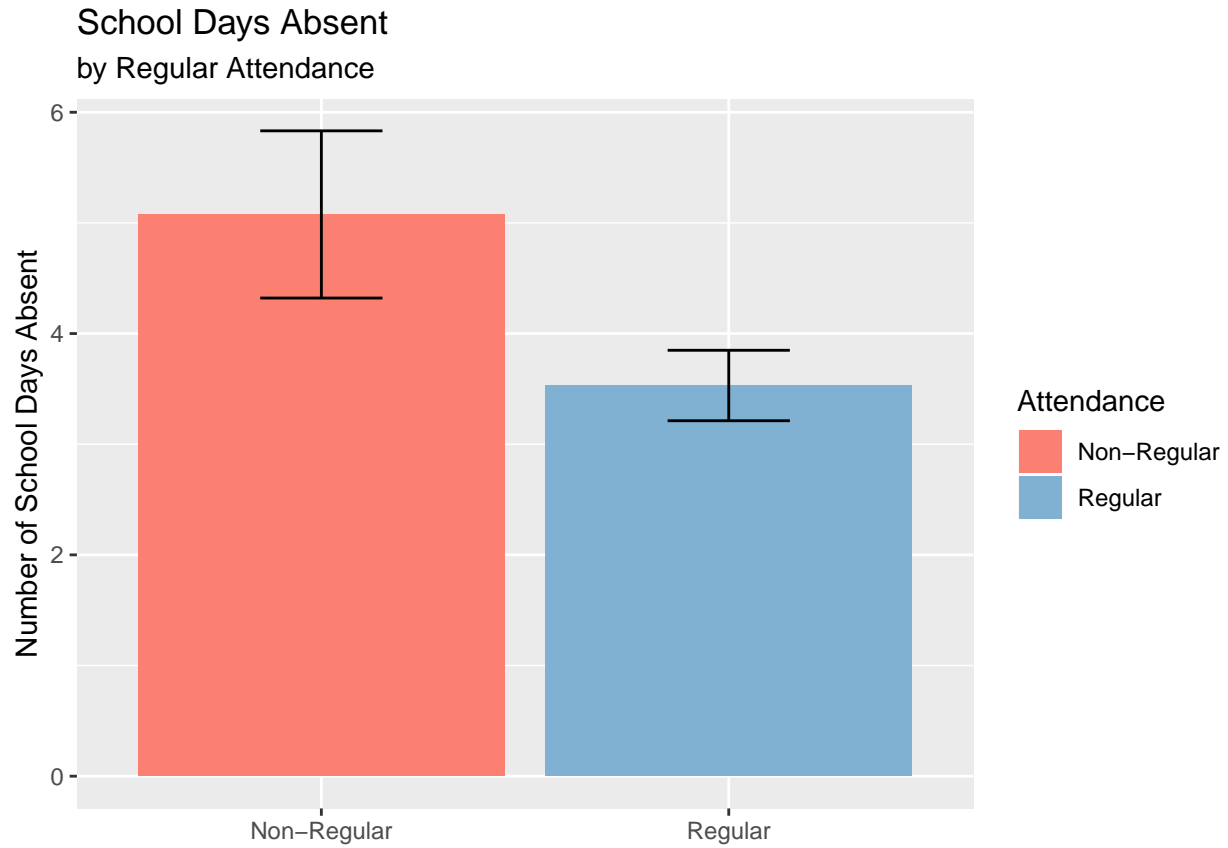
As the plot below and the table to the right depict, members who were classified *regular* attendees (i.e., members who attended 45 or more days) of BGCGH Texas ACE™ programming had, on average, better academic grades in each of the four core courses included here (i.e., reading, math, science, and social studies), as well as the aggregate measure of overall grades. Please note that this cannot be considered a causal effect - that is, we cannot say that regular attendance at BGCGH Texas ACE™ programming caused these members to perform better academically - because study design (based on Texas ACE™ requirement of open program access) does not allow for such an attribution. Furthermore, while all of the differences were statistically significant, the magnitude of the differences, which averaged approximately 0.2 points on a 0 to 4 scale, would generally be considered small to moderate.

Attendance	Non-Regular	Regular
Overall Grades	2.27	2.46
Reading Grades	2.01	2.18
Math Grades	1.97	2.30
Science Grades	2.32	2.50
Social Studies Grades	2.51	2.72



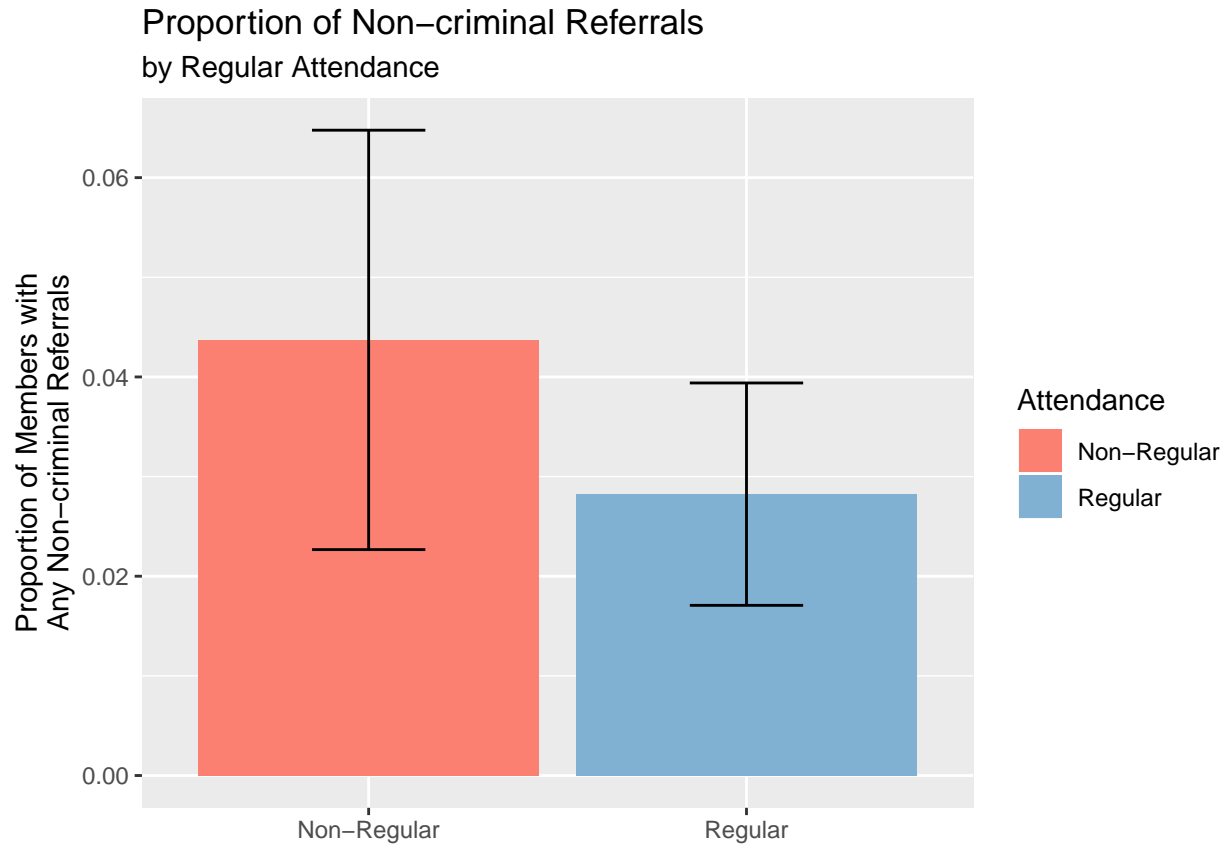
School Days Absent by Regular Attendance

Members classified as *regular* attendees at BGCGH Texas ACE™ programming had, on average, fewer school days absent than members classified as *non-regular* attendees. The difference was statistically significant and is potentially meaningful, with approximately one fewer school absence in the Fall semester for *regular* attendees. There may have been redundancy in this data, however, given that both variables were measures of attendance (albeit, attendance at distinct events), and so interpretation of the association described here should be guarded.



Referrals by Regular Attendance

In contrast to other outcome variables reported here, there was no significant difference in the number of non-criminal referrals between members with *regular* attendance at BCGH Texas ACE™ programming and members with *non-regular* attendance.



Club-level Data

The initial plan for this evaluation analysis called for an examination of quality improvement efforts at the levels of BGCGH and the individual Texas ACETM clubs in SBISD. Though the coronavirus has interrupted those plans, club-level data from the Fall 2019 semester is still examined here as a source of information on club operations.

As described in the introduction, two sources of club-level data were provided for this evaluation analysis and are described in this report. The first is the Boys & Girls Clubs of America's National Youth Outcomes Initiative (NYOI).⁴ The NYOI is a survey of the experiences and perceptions of the club completed by club members.⁵ Individual responses to survey items are compiled into a variety of measures, seven of which make up the The Club Experience Indicator and are detailed in this report: Emotional Safety, Physical Safety, Fun, Sense of Belonging, Adult Connections, Staff Expectations and Recognition. Each of the seven measure is reported in aggregate for each BGCGH club. More information on the NYOI and the application of findings can be found through the Boys & Girls Clubs of America.

The second source of club-level data is the Youth Program Quality Assessment (YPQA) by the The David P. Weikart Center for Youth Program Quality.⁶ The YPQA is an observation and interview-based assessment of program quality that can be completed by staff or an external observer. In this instance, the YPQA was completed by BGCGH staff based on observation of a single club activity at each club. The scored items are grouped into one of 18 scales, which are then compiled into one of four domains: Safe Environment, Supportive Environment, Interaction, Engagement. The scale and domain scores for each club are detailed in this report.

The results of the analysis of these two sources of club-level data are described in the following sections. As with the academic and club attendance data, these data represent the state of the BGCGH clubs in the Fall semester of 2019. Though the context in which the clubs operate, and thus the services they provide, have significantly changed since 2019 due to the coronavirus pandemic, aggregate patterns from the NYOI and YPQA still offer value. Information detailed here can help clubs identify areas where they make significant impact and can hasten the development of new ways to continue to make that positive impact even in the current context. It can also help them direct club staff and leadership to areas where their services could be improved so that they can be updated or redesigned during this necessary interruption to typical club functioning.

⁴<https://clubexperience.blog/2018/02/22/how-do-we-measure-the-club-experience/>

⁵It should be noted that some items included in these measures (particularly the items constituting the measures of Sense of Belonging and Staff Expectations) could have been understood by club members as referring to the host school or the larger community rather than the specifically referring to the BGCGH club and so may need to be interpreted cautiously.

⁶<http://cypq.org/assessment>

National Youth Outcomes Initiative

The NYOI Club Experience Indicator Measures data provided to the author was in the form of percentages of members indicating that their club's performance was *Optimal (Doing Great)*, *Fair (Doing Fine)*, or *Needs Improvement (Room to Grow)* on each of the seven Club Experience Indicator Measures: Emotional Safety, Physical Safety, Fun, Sense of Belonging, Adult Connections, Staff Expectations and Recognition. These measures are derived from club member responses to a survey item or items.

The first insight provided by examination of this data is that patterns of response were markedly different across measures, but generally similar between BGCGH clubs. For example, fewer members at any of the five clubs rated the club's Physical Safety as *Fair* than as either *Needs Improvement* or *Optimal*. Approximately one third of members at any club rating Physical Safety as *Needs Improvement* would merit attention, but this consistency across clubs is interesting and points to a potential need for action at the level of BGCGH. Other Club Experience Indicator Measures were similarly consistent, but with a much more favorable outlook across clubs. For example, a very low percentage of members at any of the clubs indicated that Staff Expectations *Needs Improvement*, while a majority at all clubs indicated that Staff Expectations are *Optimal*.

The second important insight is the overall areas of club experience, as reported by club members, that are performing well or in need of attention. More members at all five clubs reported that Fun and Recognition were *Optimal* than *Fair*, and more reported that those areas were *Fair* than *Needs Improvement*. This positive pattern in these measures, and in Staff Expectations, should be celebrated; club members at all five clubs report that their club is performing well in these areas. Adult Connections, Emotional Safety, and Sense of Belonging all showed minor variation between clubs, but overall and within club patterns all suggest that there is progress still to be made. These areas, along with Physical Safety, can benefit from attention both internally at clubs and from the BGCGH SBISD Texas Ace™ executive team.

NYOI Club Experience Indicator Measures



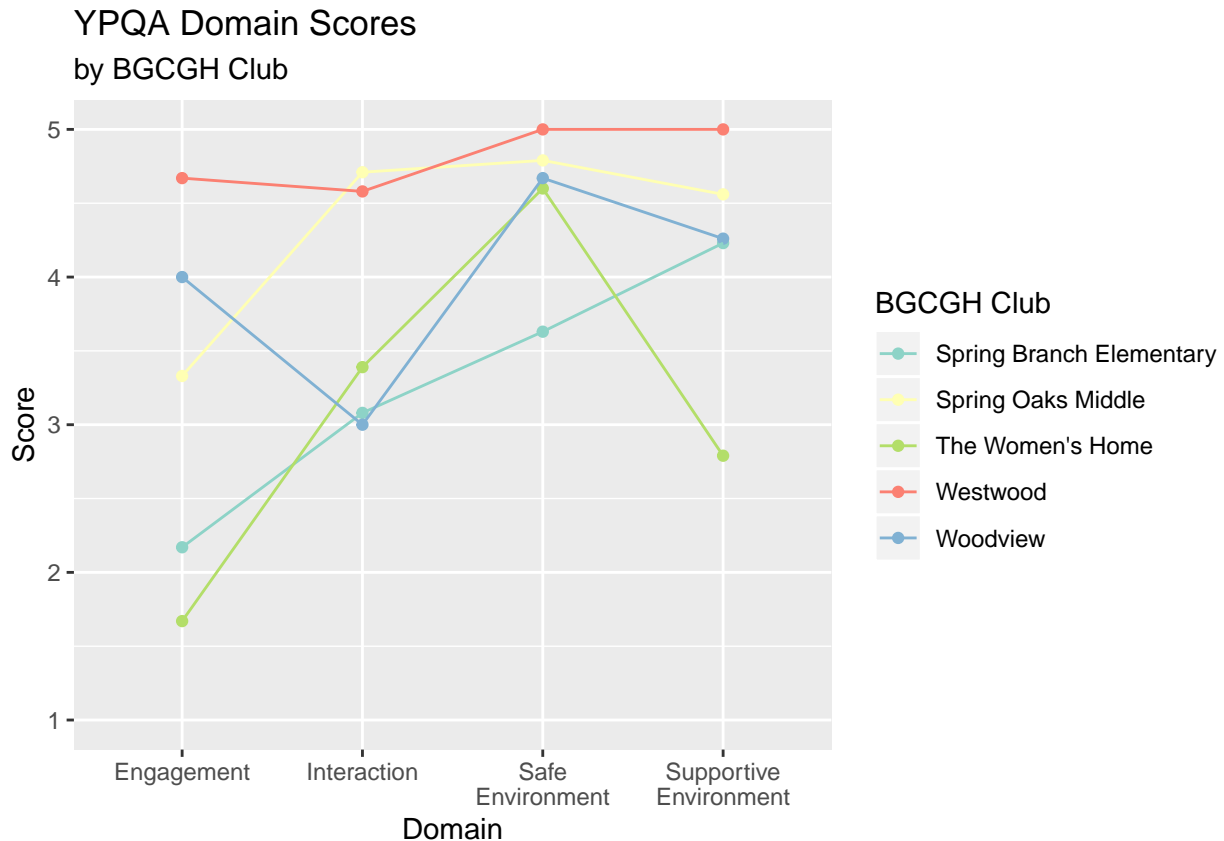
Youth Program Quality Assessment

The YPQA scores for each club were assigned by club staff based on an observation of a single activity at each club. All club observations occurred between October 24 and November 5, 2019 and were completed by between one and four staff members.

The domains of the YPQA are made up the 18 individual scales (see the table below) with each scale made up of two to six individual items. Each individual item is rated by the observer(s) on a scale of 1 to 5, with 1 as the lowest possible rating for that item and 5 as the best. According the YPQA reports, scores can generally be interpreted such a score of 1 means that the practice is not in place, a score of 3 means that the practice is available to a limited extent or in a less advanced form, and a score of 5 means that the practice is widely available and/or with great frequency. These ratings of individual items are then averaged with the other items in that scale to create the scale score, and the scales are then averaged with the other scales in that domain to create the domain score.

Domains	Scales
Engagement	Planning, Choice, Reflection
Interaction	Belonging, Collaboration, Leadership, Adult Partners
Safe Environment	Emotional Safety, Healthy Environment, Emergency Preparedness, Accommodating Environment, Nourishment
Supportive Environment	Warm Welcome, Session Flow, Active Engagement, Staff Support Youth in Skill-Building, Encouragement, Reframing Conflict

Individual item ratings are not detailed in this report, as the scale and domain scores provide the necessary information in a more balanced and complete way than is possible with individual items. The domain and scale scores for each club are displayed on the next two pages. When reviewing these scores, keep in mind that the domain scores are simply the average of the scale scores for all of the scales that make up that domain and so the two plots do not represent unique information from each other; rather, they are two different ways of viewing the same set of information.



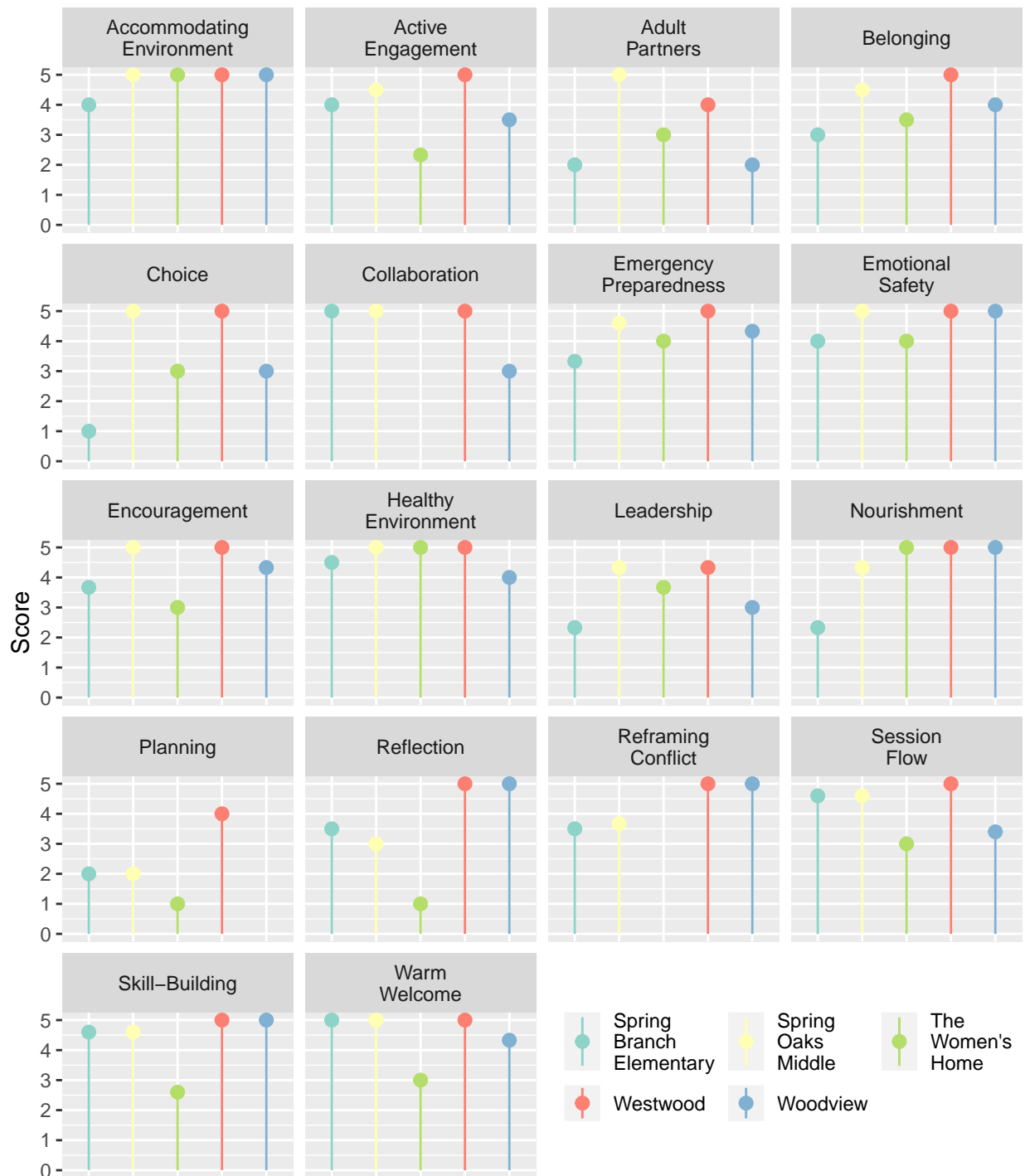
In contrast to the NYOI, YPQA domain scores showed substantial variation both between clubs and between domains within a given club. For example, the individual club scores on the domain of Engagement varied from less than 2 to over 4.5. Likewise, three clubs had a score of below 3.5 on the domain of Interaction, while the other two clubs scored over 4.5. Domain scores in some clubs were consistently excellent (e.g., Westwood), while others varied significantly between domains (e.g., The Women's Home domain scores range from under 2 to over 4.5). Individual scale scores, which are displayed on the following page, similarly vary.

There are several factors to consider when interpreting this variability. The first and most straightforward interpretation is that the observed variation reflects true variation in the quality of these clubs on the measured domains. This interpretation has intuitive appeal, as the quality of the clubs on any given domain are almost certainly not identical - different members, staff, and settings preclude that possibility despite similarities in overarching programming. The use of multiple scales, each made up of multiple items, to derive the domain scores also supports this straightforward interpretation, as that particular methodology should moderate the measurement error of any particular item.

In contrast, the fact that these ratings are based on the observation of a single club activity on a single day (and, at some of the clubs, conducted by a single staff member) introduces a significant amount of potential error to the equation. Further complicating the interpretation of these scores is the fact that the ratings were assigned by a BGCGH staff member. The prior knowledge of and experience with the club would have made it challenging to assign ratings in a purely objective way. Given all of these features, the domain and (particularly) the scale scores should be interpreted cautiously. The overall patterns are likely meaningful, but more precise and independent measurement would yield more useful information.

YPQA Scale Scores

by BGCGH Club



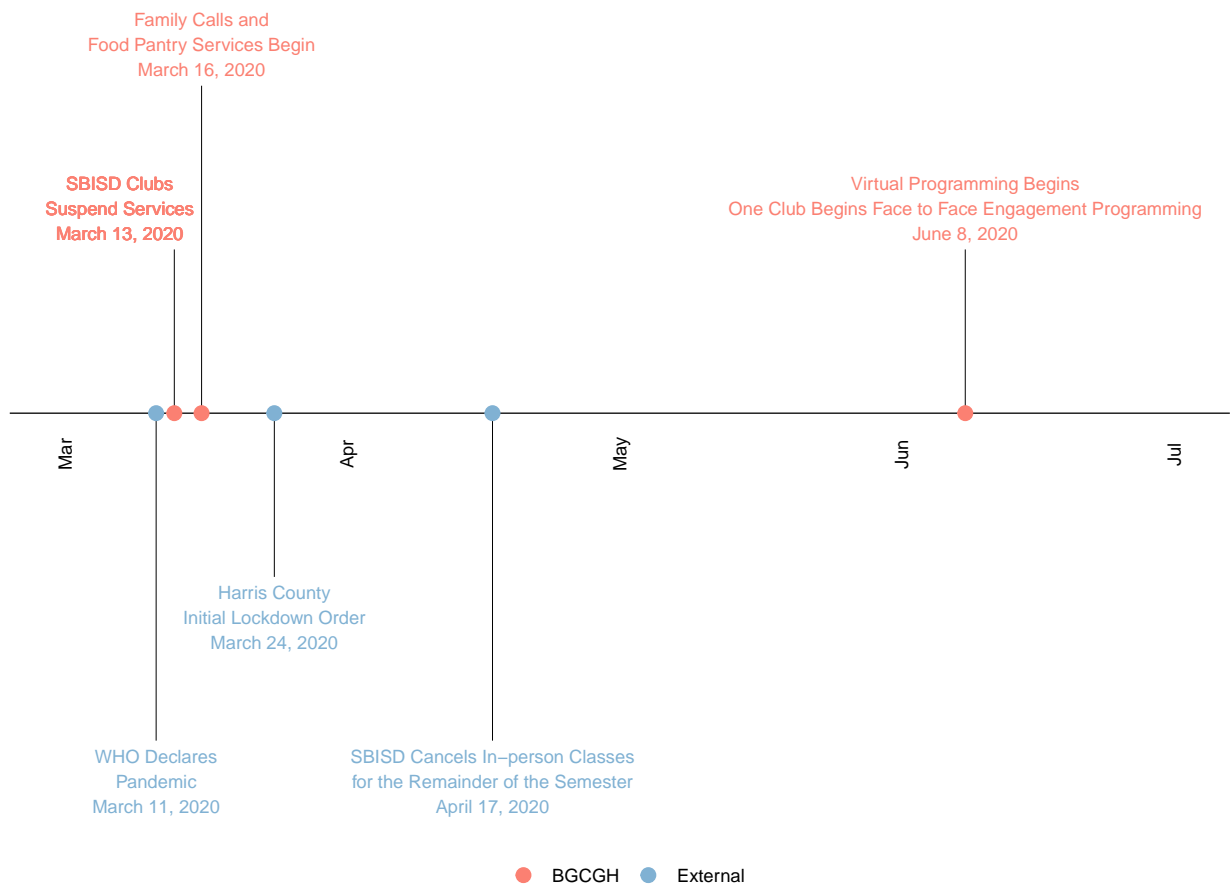
Coronavirus Pandemic

The coronavirus pandemic has affected programming at BGCGH Texas ACE™ clubs, just as it has interrupted plans and operations across sectors throughout the country. BGCGH, though, has continued to support families through the pandemic and related societal changes and so this analysis includes information about those services and the experiences of club members, families, and staff.

Timeline and Services

All five SBISD Texas ACE™ clubs were closed for in-person services due to the pandemic on March 13, 2020, at which point BGCGH staff began to participate in additional virtual professional development. Texas ACE™ clubs also engaged in family “follow-up” phone calls and provision of other services (e.g., food pantries). Exclusively remote program planning and service provision continued through the end of May 2020, during which time BGCGH staff also engaged in professional development. One club opened again for face-to-face programming at a limited capacity in early June 2020 while the remaining clubs offered virtual programming due to campus closures. BGCGH clubs also continued to provide virtual services and remote family engagement, along with provision of activity materials and pantry services.

BGCGH Coronavirus Pandemic Timeline of Events



Interviews

In order to understand the experiences of club members, families, and staff, the author conducted brief, unstructured interviews with several BGCGH staff members. These interviews focused on services and experiences since March 2020, particularly changes due to the coronavirus pandemic and the societal response, but also included more general information on BGCGH services. The author conducted these each of these interviews independently during the third week of July 2020. Notes were taken by the author and common themes were identified. All themes described here were identified in multiple interviews. Particular examples offered may have come from a single interview, but were judged to be representative of the theme.

Before describing particular themes identified, the remarkably consistent overall tone of the interviews should be described. All staff reported, both directly and indirectly (e.g., through their inflection and choice of words), that they were highly engaged in their work and hopeful about having a positive impact on the members and families with whom they worked. Interviewees were realistic about challenges of the situation, but clearly found meaning in being able to provide needed services during such challenges. From this overall context of the interviews, five specific themes were identified.

1. **BGCGH has been both active and responsible:** Interviewees mentioned the challenges at the level of individual clubs and of BGCGH, but also the rapid response and adjustment at both levels. They described evolving procedures and protocols with gratitude for the clear guidance of leadership and emphasis on the focus on both safety and service to their members. Several interviewees described an extremely high rate of contact with families, saying they had connected with a vast majority of members and families from their clubs and that the contact had largely continued throughout the past four months.
2. **Kids and families miss BGCGH programming:** When interviewees were asked what feedback they had received from club members and families since services were interrupted in March, they unanimously reported that members and families they had spoken to were eager to re-engage in services. They reported that the degree of benefit families receive from typical BGCGH services became clear when service was interrupted and that both members and parents had requested a return to normal services as soon as possible. Interviewees also reported that many of the families they serve faced a variety of challenging circumstances before the pandemic (e.g., language barriers, inconsistent or insufficient income), and that those realities compounded the negative impact of the pandemic.
3. **BGCGH clubs have supported SBISD:** Several interviewees reported working closely with their contacts at SBISD schools and that well-established, positive relationships had been key in the transition to remote service provision. They also described several ways that BGCGH has been supporting SBISD since limited in-person programming has resumed, including providing members with a quiet place to work, required technology (e.g., a stable internet connection), and using BGCGH staff to monitor virtual school work. Interviewees also mentioned the critical role that BGCGH has played in support of member development outside of typical academic realms, such as Social and Emotional Learning, which has been increasingly important as the transition to remote learning has (understandably) focused on the success of academic instruction.
4. **Community partners have been critically important:** All interviewees described the importance of external partners during the pandemic. As BGCGH club activities have expanded to include responsibilities outside their traditional scope of work, strong and flexible connections with external partners (e.g., the Houston Food Bank⁷) have enabled their success. Through service such as operating as a food pantry, “grab-and-go” meal centers, and connecting families to health screenings, BGCGH has provided their members and families crucial support during the pandemic, and their close connection to the families they serve has allowed their external partners to reach families who might otherwise go without.
5. **BGCGH staff are dedicated and selfless:** Staff interviewed spoke of a deep generosity, both from themselves and especially their co-workers, to support club members and families. Interviewees

⁷<https://www.houstonfoodbank.org/>

mentioned being members of the communities that they served and feeling a need to help support their neighbors and especially the children who are members at their clubs. They were grateful for the opportunity to support their communities through their work at BGCGH, but also described several examples of support provided to their community above and beyond their professional responsibilities.

These themes, together with the overall tone of the interviews, shed light on how important and central BGCGH is to the families served in SBISD. It is this role in the community that BGCGH plays that is challenging to capture in survey or aggregated data. Hopefully the information collected through these the interviews and provided here leads to additional acknowledgement of and support for this critical role of BGCGH.

Results and Implications

Findings

The analysis of BGCGH Texas ACE™ program data from the 2019 Fall semester and interviews of staff during the coronavirus pandemic yielded four primary findings. The first is that 1,216 SBISD students were served by the program, and a majority were *regular* attendees. On average, they attended 69.22 program days over the course of the year, with 850 members attending at least 45 program days in the Fall semester. That is a larger number of *regular* attendees than there were in the entire 2018-2019 academic year. Though the number of members reached by a given program needs to be compared to a pre-determined, meaningful benchmark to determine relative success of the program, the fact that over 1,200 members were served and a high percentage regularly returned to the program is meaningful in its own right.

The second is that there were clear and significant associations between *regular* program attendance and academic performance and the number of school days absent. Though caution in these interpretations is warranted, if accepted on their face, the positive association between *regular* program attendance and academic performance and the negative association between *regular* program attendance and school days absent represent trends that suggest that BGCGH Texas ACE™ programming had a positive effect on members who attended at least 45 program days. That a similar pattern was registered in 2018-2019 academic year further supports the idea that there are meaningful differences between members who attend regularly and those who do not.

The third primary finding comes from the analysis of NYOI and YPQA, both of which capture information at the level of the individual BGCGH club. Though these reports gather data from different sources (the NYOI from member survey responses and the YPQA from staff observations of club activities), they offer similar results. Both indicate that BGCGH Texas ACE™ clubs are performing admirably in a variety of areas, and that there are areas that could be improved. Though the areas measured do not perfectly align between the measures, taken together they can inform a robust plan for quality improvement for individual clubs and for BGCGH services overall.

The fourth and final primary finding comes from the interviews and discussions with BGCGH about club responses to the coronavirus pandemic. Though the challenges of the present reality were acknowledged, the overall tone of the discussions was remarkably engaged, positive, and hopeful. BGCGH staff should be applauded for their efforts during the pandemic and the contribution they make to their communities. Their strong connections to club members and community partners have doubtlessly helped their community to weather the pandemic. Though the immediate and more distant future is currently unclear, this recognition of the vital importance of BGCGH clubs should yield support for them whatever changes may come.

Limitations

There are several limitations to study design and data availability that hinder the potential utility of this analysis and report. For example, academic data was only provided for members that attended at least one day of BGCGH Texas ACE™ programming. Because a sample of students who did not attend any BGCGH Texas ACE™ programming was not available, a truly suitable comparison group did not exist in the data and comparisons on outcomes of interest (e.g., academic performance) could be based only on *regular* versus *non-regular* program attendance. Though differences were identified, all members included in the data attended at least one day of BGCGH Texas ACE™ programming and so were similar to each other in that important fashion. It must again be noted that causal interpretation of this data is not possible because of the lack of random assignment to program participation. Though this aspect of the data is unlikely to change, as it is a result of the laudable BGCGH policy to serve any and all eligible students, it should be acknowledged because this methodical constraint does limit the performance of true impact analysis.

The use of aggregated, club-level data (i.e., NYOI and YPQA data) to determine club properties is also problematic, but in different ways. Attempting to make judgements about the experience of individual members from such aggregated data is not recommended (as that would be example of committing the

ecological fallacy). Aligning those measures with each other, or with club member attendance and academic performance data, is also problematic because of the different forms and aims of the measures, and so those analyses are not reported here. It should be stated, however, that the variety of measures available for the 2019 Fall semester allow for triangulation of club impact that would not be possible with any single data source and so should be considered a very positive development.

Conclusions and Recommendations

The first half of 2020 has been unprecedented in countless ways, but there has been consistency in the service of BGCGH. This consistency exists not in the type of service, as societal changes have necessarily changed the kind of services offered and the manner in which they have been provided, but in value to club members, families, and communities. This continuation of valuable service provision, from the 2018-2019 academic year into the Fall 2019 semester and then into the coronavirus pandemic, is the most important conclusion of this report.

BGCGH Texas ACETM club attendance, measured by the number of members served or the number of days members attended, increased from the 2018-2019 academic year to the Fall 2019 semester and can be taken as an affirmation of the value that members and their families receive. Additional evidence of the efforts from BGCGH Texas ACETM staff are visible in the changes made in response to recommendations from the 2018-2019 version of this report. Namely, data quality issues appear to have been largely addressed (with some minor exceptions, such as the data reported on courses passed) and additional data sources (NYOI and YPQA) were developed and shared for this report. This responsiveness to recommendations is a sign of an engaged staff and healthy leadership - another reason to be hopeful about the continued impact of BGCGH Texas ACETM programming.

Recommendations for the entire BGCGH Texas ACETM program can be succinctly summarized: continue to support BGCGH Texas ACETM staff and the excellent and meaningful work happening in SBISD communities. At the level of individual clubs, following the recommendations offered in the YPQA for each club is a reasonable first step, but building a more robust system of internal and external assessment of club services is also appropriate. That will likely entail including multiple observations across different days and activities, along with the continued member surveys of the NYOI. Additional staff training on supporting club members through these challenging times, including their academic, social, and emotional development, is appropriate and BGCGH should continue their focus on staff professional development. Finally, continuing to build and maintain positive relationships with community members and partners is a worthwhile activity (as the coronavirus pandemic has so clearly demonstrated) and such investment should continue.

The high degree of uncertainty about the Fall 2020 semester and broader, societal level changes, make the stability of BGCGH in their communities all the more necessary. Whatever changes may come, BGCGH appears positioned to be a meaningful support for their members and communities.

Appendices

Appendix A: Member-level Data Cleaning Notes

There were 1,227 member records in the member-level data set after combining the five separate data files. Eleven records were removed for the following reasons:

- Four records were removed because of duplicate IDs with different information reported and no way to distinguish which was accurate.
- Three records were removed because, according to the data file, they transferred away from the school mid-term.
- Four records were removed from the data set because they reported 0 days of ACE programming attended, which should have excluded them from the original data set.

One additional alteration was made to the member-level data:

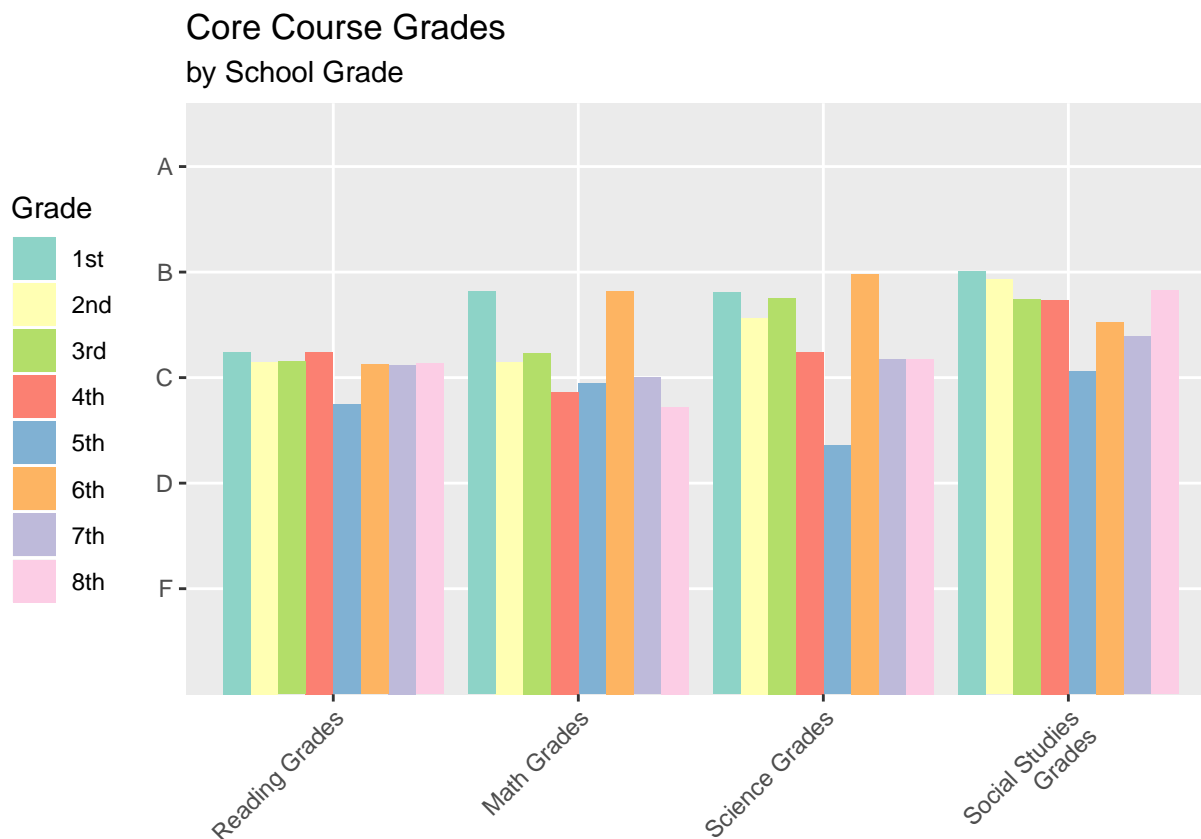
- One record indicated that the member had attended 177 days of club programming. The highest number of days of club programming reported anywhere else in the data set was 118, so 177 was understood as a typo of 117 and the data was altered accordingly.

These changes yielded the data file with 1,216 member records used in the member-level analyses reported here.

Appendix B: Additional Member-level Details

Core Course Grades by Member Grade

The distribution of core course grades by member academic grade is displayed in the plot below. There are only slight overall patterns to academic grades by member grade in school, both within and between core courses. Though that absence of pattern may be intuitively surprising, it should be noted that the overall range of average academic grades in these core courses is relatively small - that is, average academic grade in core courses is between a grade of 'C' and a grade of 'B' in a majority of course by member grade combinations.



Student-Level Proportion of Classes Passed

Descriptive statistics of the proportion of all classes passed for members at three BGCGH sites are reported in the table below. Only three sites are included in this table because the data for the other two sites was either not included or was identifiably incorrect. For the three schools with sufficient data, the large disparity in the average proportion of classes passed is striking, as is the relatively low proportion of classes passed at certain sites. For example, on average at Woodview Elementary, a club member passed slightly less than three quarters of their classes. Data quality here is a concern but, if accurate, this would indicate a need a need for additional attention to academic success of club members.

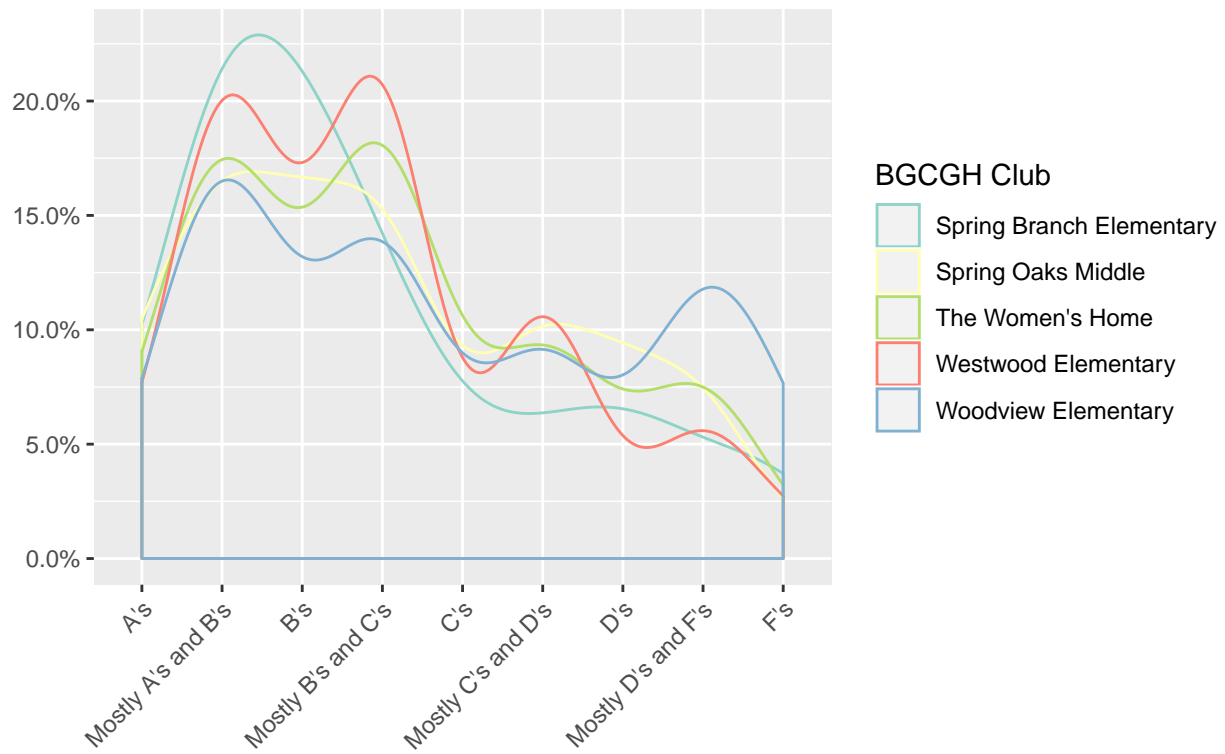
BGCGH Club	Average	Minimum	Middle 50%	Maximum
Spring Branch Elementary	0.89	0.125	0.88 - 1	1
Westwood Elementary	0.80	0.000	0.67 - 1	1
Woodview Elementary	0.73	0.000	0.62 - 1	1

Appendix C: Additional Club-level Details

Overall Grades by Club

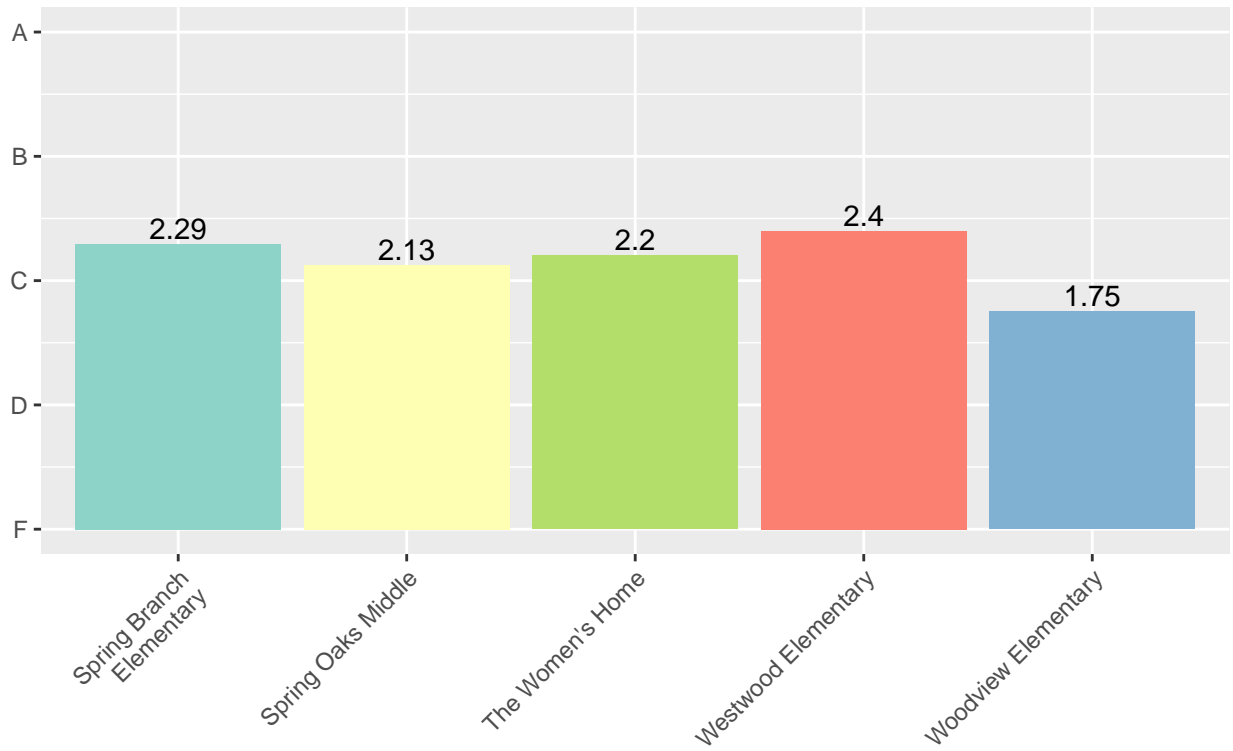
The plot below details the distribution of grades at each of the five BGCGH clubs. Spring Branch Elementary had the highest percentage of members receiving high overall grades, while Woodview Elementary had the highest percentage of members receiving low overall grades.

**Overall Member Grades
by BGCGH Club**



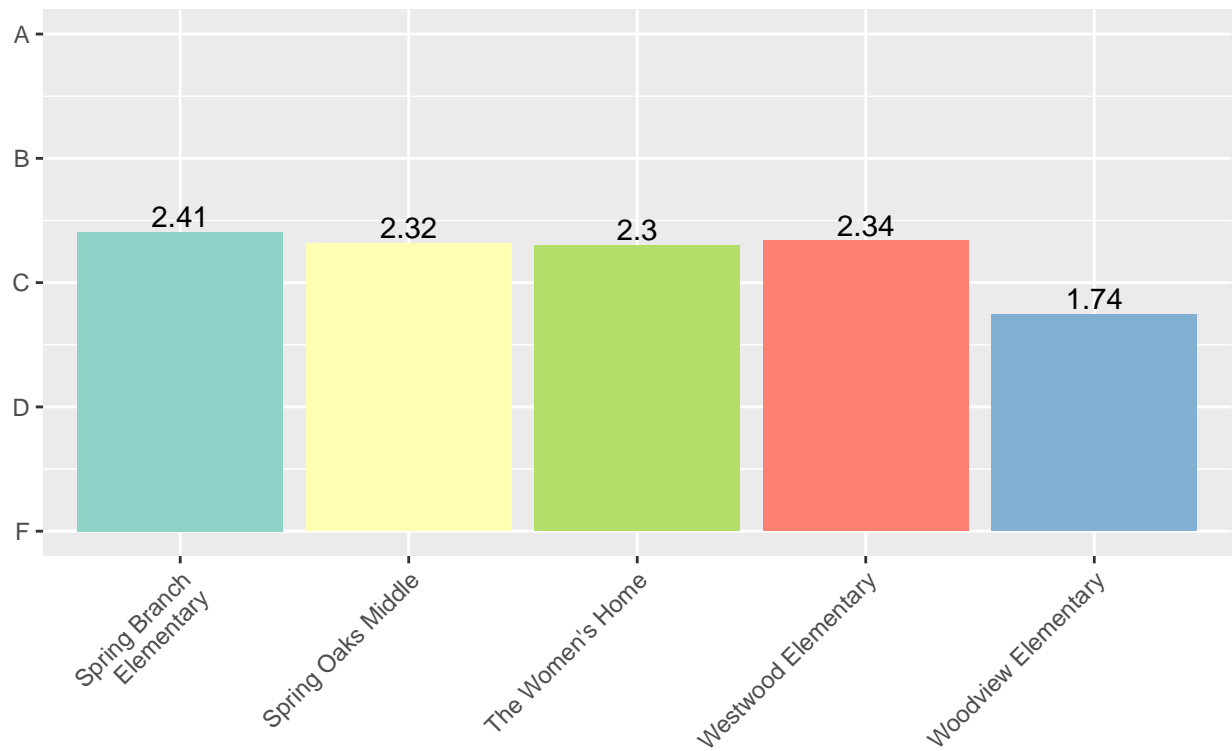
Reading Grades by Club

Average Reading Grade
by BGCGH Club



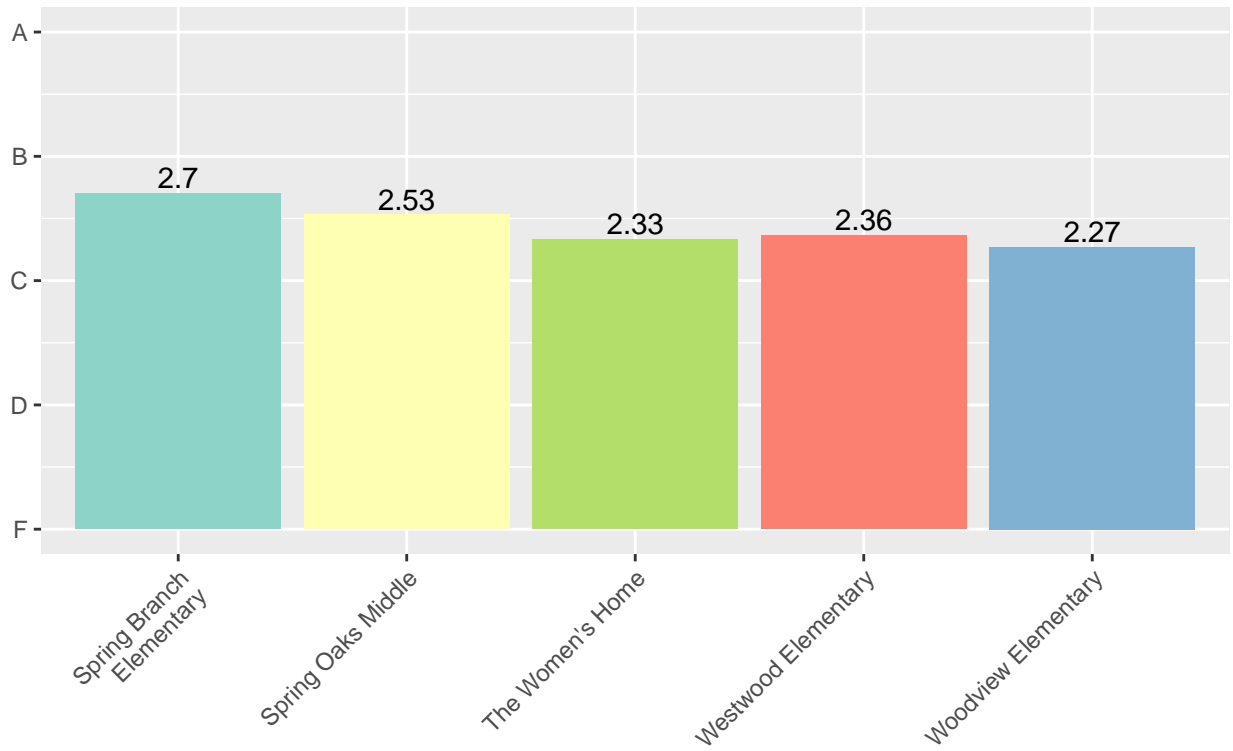
Math Grades by Club

Average Math Grade
by BGCGH Club



Science Grades by Club

Average Science Grade
by BGCGH Club



Social Studies Grades by Club

Average Social Studies Grade
by BGCGH club

