



Tulalip Charitable Contributions Funds Distribution Report

NAME OF AGENCY: Boys and Girls Club of King County

ADDRESS: 603 Stewart Street, Suite 300, Seattle, WA 98101

CONTACT: (206) 436-1800; <http://www.positiveplace.org>

GENERAL GOALS: BGCKC engages over 17,000 youth with a safe, inspiring and supportive environment during out-of-school time. Education is the cornerstone of our Club programming and we aim to provide consistent academic support for some of our region's most vulnerable youth.

SPECIFIC USE FOR THIS AWARD:

In recent years, BGCKC has made a tremendous organization-wide impact and investment in education, with a specific commitment to summer learning. Last summer, we launched a summer "Brain Gain" initiative to engage youth throughout the County in daily experiential learning activities that bolster their reading, writing and math skills. This summer we are building on the success of the 2015 Brain Gain which prevented summer learning loss for nearly 1,600 BGCKC members (kindergarten to 10th grade).

For more information, please see the attached report from Boys and Girls Club of King County.



BOYS & GIRLS CLUBS
OF KING COUNTY
CLUB SERVICE CENTER

May 16, 2016

Marilyn Sheldon
Tulalip Tribes Charitable Contributions
msheldon@tulaliptribes-nsn.gov

RE: Final Report for Boys & Girls Clubs of King County - May 2015 Grant Award
Q1 2015 14.2

Dear Ms. Sheldon:

Boys & Girls Clubs of King County (BGCKC) is deeply grateful for the \$10,000 grant from the Tulalip Tribes Charitable Fund. This funding helped enrich our 2015 education programs, with a specific investment in preventing summer learning loss.

In recent years, BGCKC has made a tremendous organization-wide impact and investment in education, with a specific commitment to summer learning. Last summer, we launched a summer “Brain Gain” initiative to engage youth throughout the County in daily experiential learning activities that bolster their reading, writing and math skills. This summer we are building on the success of the 2015 Brain Gain which prevented summer learning loss for nearly 1,600 BGCKC members (kindergarten to 10th grade).

Attached is a full report on our findings from the 2015 program. In essence, Brain Gain effectively engaged hundreds of kids with 90 minutes of targeted learning activities each day, in our safe and nurturing Club environments. As a result, BGCKC youth who participated in pre-program and post-program literacy assessments showed steady or improved scores over the summer on average. BGCKC third grade readers had no dip in literacy scores over the summer—this is significant because the third grade reading benchmark has been linked to likelihood of high school graduation.

Far beyond summer programming, BGCKC engages over 17,000 youth with a safe, inspiring and supportive environment during out-of-school time. Education is the cornerstone of our Club programming and we aim to provide consistent academic support for some of our region’s most vulnerable youth.

BGCKC 2015 Impact

Time frame	# served	Details
Yearlong impact (2015)	17,748 members	Total youth membership
Summer 2015 (academic-specific)	Nearly 1,600 youth	Participated in summer Brain Gain educational programming

GREAT FUTURES START HERE

Club Service Center • 603 Stewart Street #300 • Seattle, WA • 98101
206-436-1800 • bgckc@positiveplace.org • www.positiveplace.org

Support from generous community members like the Tulalip Tribes Charitable Fund is critical to the fulfillment of our mission to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible and caring citizens. Please contact our Grantwriter Kelly Otis (kotis@positiveplace.org, 206.436.1823) if we can provide any additional details about this final grant report, our programs or organization.

Kind Regards,

A handwritten signature in black ink, appearing to read "Calvin L. Lyons". The signature is fluid and cursive, with a large initial "C" and "L".

Calvin L. Lyons
President/CEO

Attachment

*As requested in the Tulalip Tribes grant award letter:
BGCKC summer camps are promoted both on our BGCKC webpage:
(<http://positiveplace.org/programs/Pages/summercamp.aspx>) as well as individual Clubs' summer program page
(<http://positiveplace.org/locations/northseattle/programs/Pages/summercamp.aspx>).

SUMMER BRAIN GAIN OUTCOMES 2015

Research shows that in the summer, youth lose about two months' worth of math skills. Low-income youth also lose more than two months' worth of reading skills, while their middle-class peers make slight gains. Summer Brain Gain is an educational program meant to slow and stop the effects of summer learning loss on BGCKC members. This report details the outcomes of our summer program, using conclusions derived from our Summer Brain Gain program.

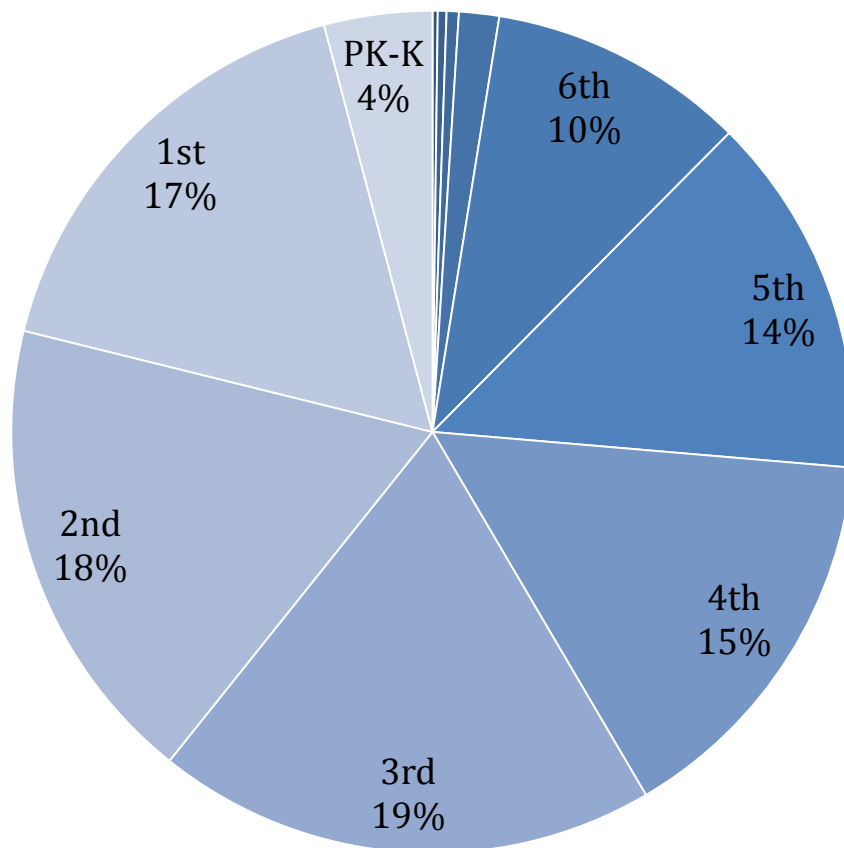


BOYS & GIRLS CLUBS
OF KING COUNTY

*Combating Summer
Learning Loss*

This summer almost **1600** youth across King County participated in Brain Gain!

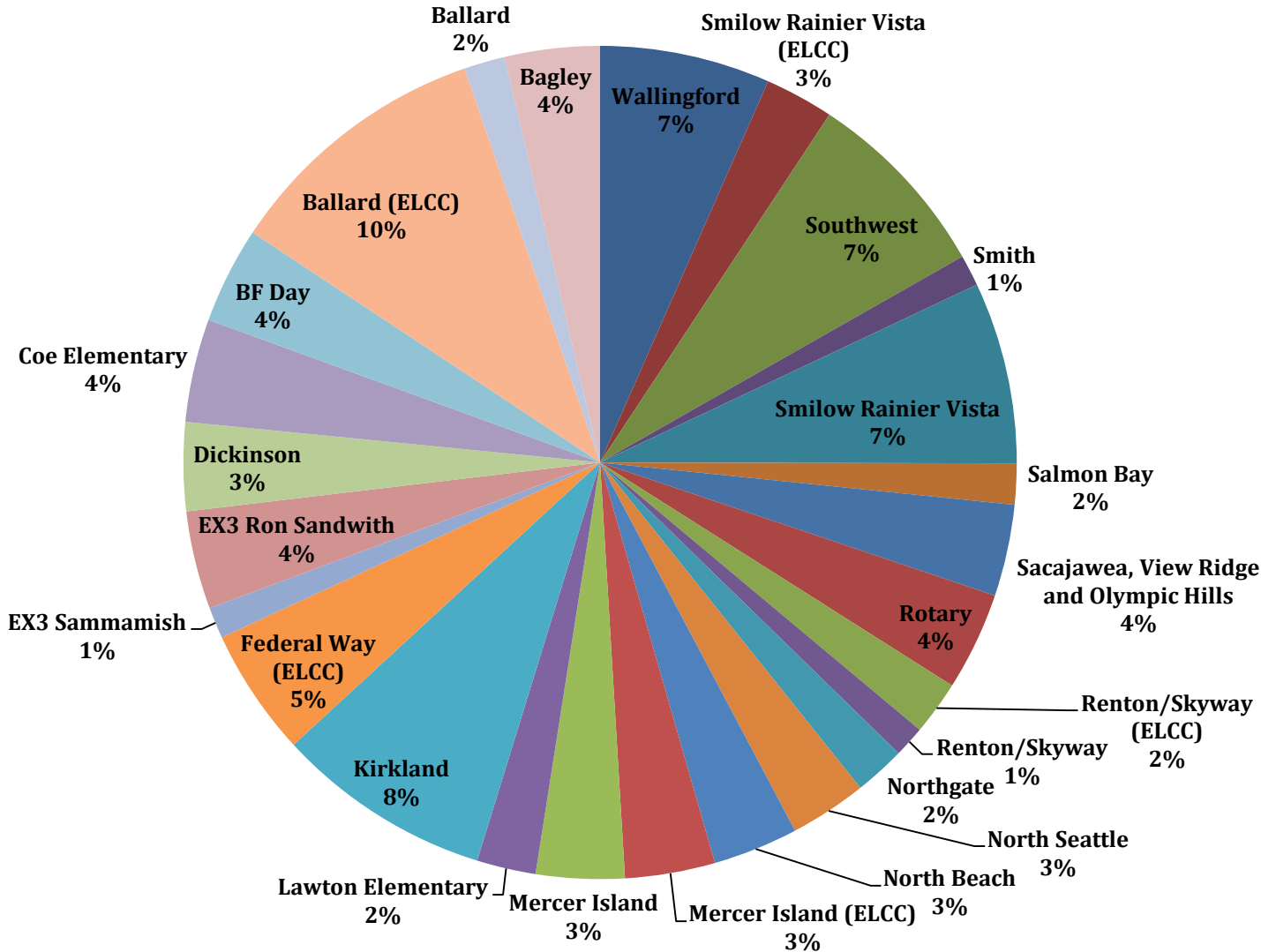
Who Participated?



The above graph shows the BGCKC Brain Gain participants broken down by grade. First through third grade members make up more than half of the total participants, and participants were predominantly distributed among grades 1-6 overall. Eighth, ninth and tenth graders, as well as members in Kindergarten and Pre-K were few and made up a small percentage of Brain Gain participation this summer.

Our Attendance

Brain Gain Participants by Site



“Participants?”

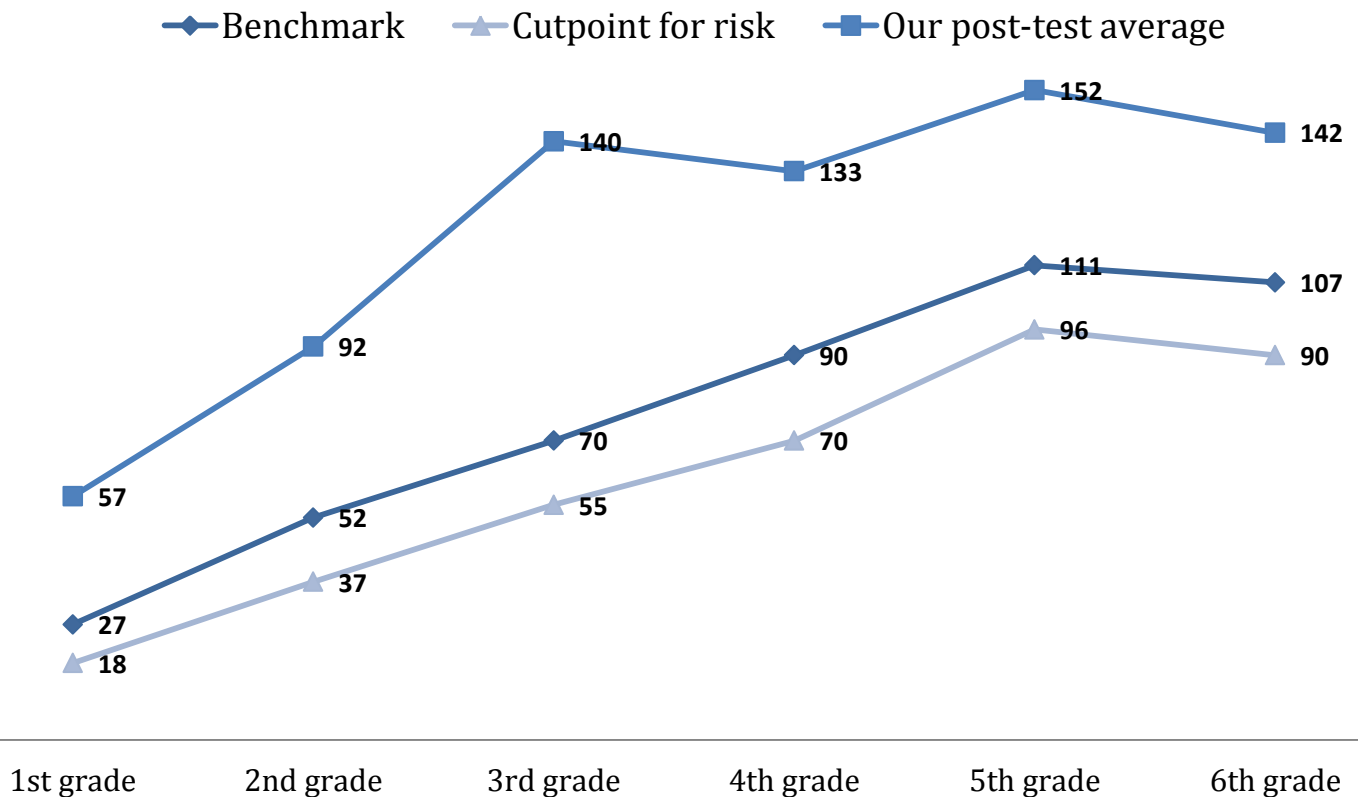
Members qualify as Brain Gain “participants” if they attended at least 25% of Brain Gain programs offered at a BGCKC site. This metric was derived from research-based conclusions about frequency of attendance. Findings show that attending a program two times a week or more increases the impact that a program has on youth. The graph to the left shows what percentage of members at BGCKC sites were Brain Gain “participants.” The more participants, the more impact our programs have in fighting summer learning loss!

Our Assessments

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

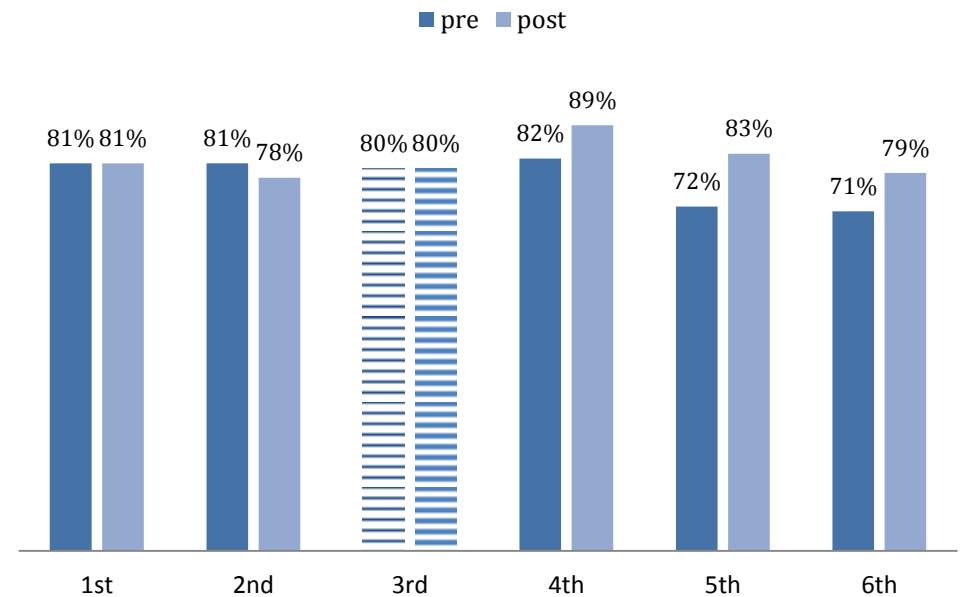
The DIBELS assessment is a fluency measure used to monitor the development of early literacy and reading skills in students from Kindergarten through sixth grade. It is designed to be short (one minute), and the outcome is a student's oral reading fluency (ORF) score.

In order to assess the impact that Brain Gain programs had on summer learning loss, we used DIBELS to assess our members' literacy skills at the start of our summer programs, and again at the conclusion of our summer programs. The chart below shows the ORF benchmark score, recommended by the Dynamic Measurement Group, which indicates that a student is on target for their grade level. Also included in the graph below is the cut point score that flags when a student is at risk. Lastly, BGCKC average post-test scores are included, broken down by grade. These outcomes show BGCKC members scoring well above both the benchmarks goals and cut point for risk, on average.

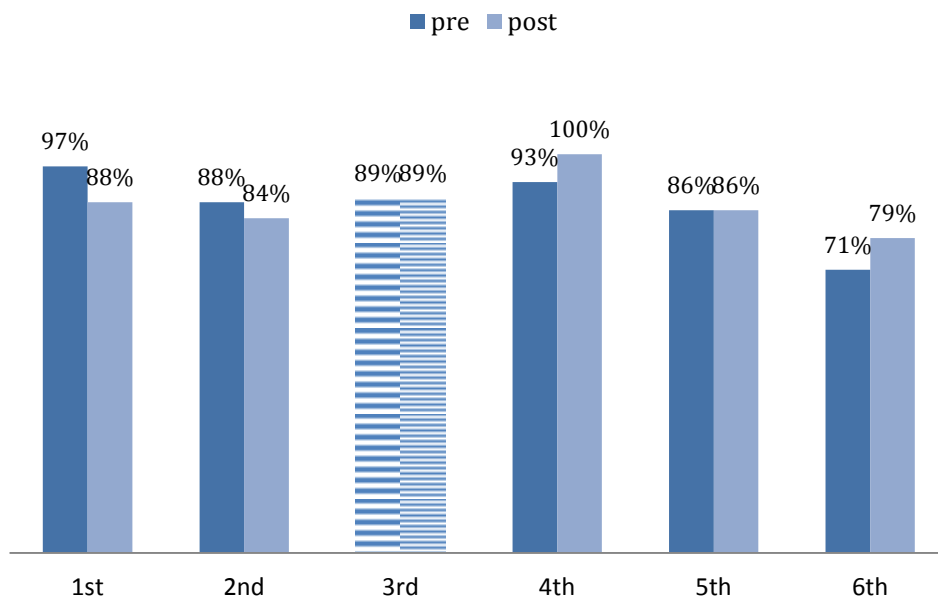


The graph to the right shows the percentage of our members who scored above the recommended benchmark during pre-testing, compared with the percentage of members who scored above the benchmark during post-testing, broken down by grade. This comparison shows that, for most grade groups, the percentage of participants scoring above the benchmark in each grade group either grew or stayed steady throughout the summer.

Participants above Benchmark



Participants above Risk

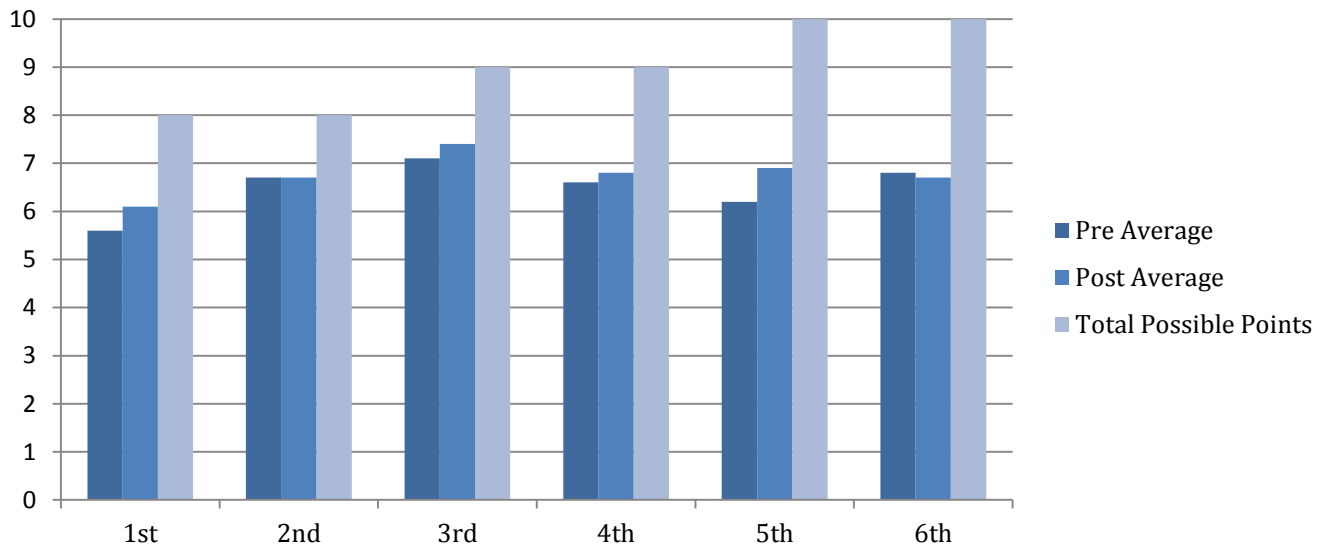


The BGCKC third grade group showed no decrease in participants scoring above the benchmark and risk cut points over the summer. This outcome is significant because third grade reading proficiency has been linked to likelihood of high school graduation by researchers.

Our Assessments Cont'd

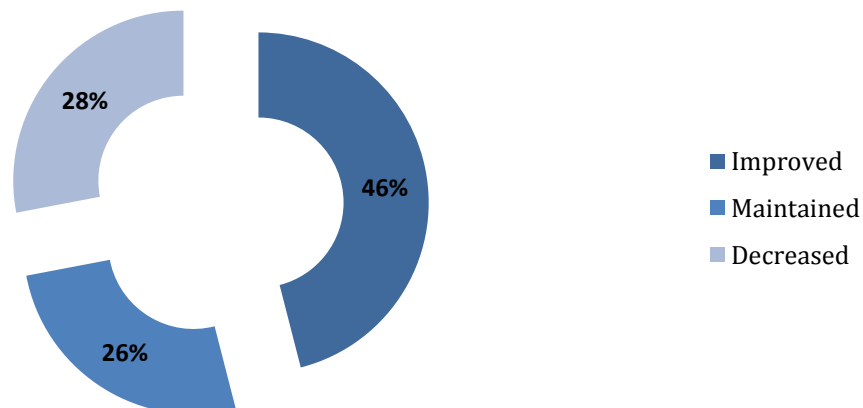
THE OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS (OAKS)

BGCKC used an assessment adapted from the OAKS test, and borrowed from our friends at the Boys & Girls Clubs of Portland. The OAKS assessment was meant to measure grade-level progress in reading and math. The below graph shows our pre-test and post-test averages, compared with total possible points and broken down by grade. These results show that most grade group averages were either maintained or improved over the course of summer programs.



The graph below shows that a majority of our participants either maintained or improved their OAKS scores over the summer.

Percent of Scores



Does Brain Gain Participation Influence DIBELS Scores?



The table below shows BGCKC members grouped by level of participation in Brain Gain programs. The second column in the table shows what percentage of each group made an improvement in ORF scores over the summer. With no clear trend apparent, it is unlikely that level of participation had a direct effect on ORF scores.



Level of Participation	Percent Improved Between Pre- and Post-Test
0-25%	67%
25-50%	64%
50-75%	66%
75-100%	58%

Does Brain Gain Participation Influence OAKS Scores?



The table below shows BGCKC members grouped by level of participation in Brain Gain programs. The second column shows what percentage of each group made an improvement in OAKS assessment scores over the summer. Again, no clear trend is apparent; making it unlikely that level of participation had a direct effect on OAKS scores.



Level of Participation	Percent Improved/Maintained Between Pre- and Post-Test
0-25%	71%
25-50%	73%
50-75%	71%
75-100%	75%

What Conclusions Can We Draw?

- **On average, our Brain Gain participants showed no summer learning loss as measured by OAKS and DIBELS assessments.**

This outcome is significant for our members because research shows the effect of summer learning loss can be compounding over time, causing students to fall further and further behind. Our findings indicate that BGCKC Summer Brain Gain **participants performed just as well or better on pre and post summer assessments.** By this measure, our participants did not demonstrate that they were impacted by summer learning loss.

- **Level of participation in programs does not seem to affect scores.**

There are several possible explanations for this; one explanation is that Brain Gain programs did not influence improvement on OAKS or DIBELS assessments. It is important to note that improvement in scores between pre and post assessments could be due simply to increased familiarity with the test itself. **Although level of participation may not have direct influence on improvement in scores, it is clear that Brain Gain participants were high performing in general, and were not impacted by summer learning loss, on average.**

How Did Our Members Feel about Brain Gain? 

“Team Me”

71% of respondents answered “yes” **I think I am different than everyone else**

This week I learned...

“That it’s okay to share your feelings”

75% of respondents answered “yes” **I have good communication skills**

This week I learned...

“That it’s good to share things about yourself”

“Dream Team from History”

This week I learned...

“About the Underground Railroad”

84% of respondents say “yes” **I can work well in a team**

80% think “yes” **a hero can be an artist or an inventor**

This week I learned...

“That anybody can be a hero”

74% of respondents say “yes” **I have goals for the future**

“Go Global and Represent Yourself”

69% of respondents say “yes” **I am part of the world community**

This week I learned...

“About different cultures”

71% said “**I want to learn more about the world**”

This week I learned...

“That you can celebrate and express yourself and your culture”

69% of respondents said “yes” **I can change the world**

“You’ve got to Move It, Move It!”

This week I learned...

“How to be active and energetic”

91% of respondents say “yes” **it is important to be physically active**

69% say “**I can locate one of my pulse points**”

This week I learned...

“How to do yoga poses”

“You are What You Eat”

87% of respondents said **“I can make healthy snacks at home”**

This week I learned...

“About healthy foods and food groups”

82% of respondents said **“yes” I know where my food comes from.**

62% said **“I want to learn more about healthy foods”**

This week I learned...

“That you can taste different things even when you don’t like them”

“Wacky Weather Watch”

This week I learned...

“About what impacts the environment”

50% of respondents said **“yes” I can teach others about cloud types.**

32% said **“yes” I want to learn more about the weather.**

This week I learned...

“That there are lots of different types of clouds”

“It’s So Easy Being Green”

96% of respondents said **“yes” I know how to recycle.**

This week I learned...

“About being green and being kind to the environment”

87% said **“I care about the environment”**

This week I learned...

“That pollution has a big impact on the environment”

43% of respondents said **“I know the difference between biodegradable and non-biodegradable”**

“Race to the Future”

This week I learned...

“About inventors and the future”

73% answered **“yes” inventors can come from all different backgrounds.**

88% of respondents said **“yes” I am creative.**

This week I learned...

“That there are lots of African-American scientists that don’t get much credit for what they did”

learned...

This week I learned about my friends,

ycle.

Sun

Fall

cattle

rainy | cloudy | foggy |

Summer

Spring

winter

green grass | sunny | rainy | windy | cloudy

snowy | windy | rainy |

cloudy |

