

# 2013 Program Report

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## EXECUTIVE SUMMARY

In 138 years of continuous operation, The Boys' Club of New York (BCNY) has positively influenced the lives of nearly a million young men. In 1876, philanthropist and entrepreneur E. H. Harriman founded New York City's first Boys' Club with the goal of getting boys off the streets of the Lower East Side and into a safe place where they would engage in more productive activities. While our purpose has remained constant, our vision and range of programs have considerably expanded. Today, BCNY offers engaging out-of-school time programs in the areas of Academic Support and Enrichment, Character Development and Life Skills, Music, Art, and Performing Arts, Physical and Mental Health, and Sports and Recreation. We seek to fulfill our mission to empower boys and young men by providing effective programs and a supportive community through our evidence-based youth development practices and commitment to continuous improvement.

2013 was a transformational year for BCNY's programs and services. We opened our doors on Saturdays for the first time in decades, and we expanded and improved upon programs across all areas. In total, we served 3,432 boys and young men aged 6 to 21, 2.4% higher than the year prior, in our three New York City clubhouses (East Village, East Harlem, and Flushing) and our camp in New Jersey. We are pleased to present a detailed report on our program activities and outcomes in the following pages and highlights of our accomplishments in the summary below.

### **BCNY is helping to address the epidemic of childhood obesity and build long-term healthy habits and skills in new and exciting ways.**

In 2013, our Social Work team grew into a Mental Health department and now includes psychotherapy; in total we provided 1214 individual counseling hours. Our bullying prevention and awareness event, Steps to Respect, became a clubhouse mainstay with 726 members participating. In the area of physical health, we expanded our cooking program, Teen Battle Chef, to include our youngest members in a program called Look Who's Cooking<sup>1</sup>. BCNY is now teaching twice as many members about nutrition, the seasonality of food and how to cook a healthy meal. Furthermore, 262 members participated in Yoga for the first time, and 552 members participated in our new fitness circuits program.

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### **BCNY is making concrete strides in preparing members for their future in new and diverse ways.**

Building on the longstanding success of academic preparation programs like the Independent School Placement program, BCNY introduced **Make it Happen!** a comprehensive college and post-secondary preparation program. An additional 77 members are served annually, allowing eighth through twelfth

<sup>1</sup> Teen Battle Chef and Look Who's Cooking are programs run in collaboration with Family Cook Productions.

graders to realize their goals with “future-mapping” activities, individual counselling, SAT preparation courses, and assistance with the FAFSA and their college applications. For 122 members, career preparation started at BCNY, and we added a Counselor-in-Training program to our menu of internship placement and work readiness programs. BCNY also joined the nationwide movement to prepare members with 21<sup>st</sup> century skills by introducing hands-on STEM programs, teaching 814 members science, technology, engineering and math.

**BCNY is building members’ skills in areas that are not currently offered in most New York City public schools.** We expanded our arts programs and added a drama program, increasing the reach of our arts programs by 60 percent. And, we taught 50 percent more members how to swim than in prior years. BCNY also solidified recently-added evidence-based programs like Youth Council. We developed Thrive, a program that builds positive character, and Street Wise, which develops skills to address tough situations that may lead to risky behaviors. These programs build key life skills like confidence, communication, and decision-making.

**BCNY charted a clear direction for the next five years with a new strategic plan, intent on elevating our programs and deepening our impact with a focus on fostering members who are capable, confident, and competent, and who contribute to the world around them.** A key strength of BCNY is our diversity of programs, and we are very pleased to report on our accomplishments from 2013, showing what members learn and achieve by participating at BCNY.

## EVALUATION APPROACH

Program monitoring and evaluation at BCNY are integrated with continuous quality control and program improvement. Following data collection and analysis, program leaders and executive staff hold discussions and offer interpretations that inform the evaluation with lessons learned from daily program operations. In turn, the Program Development and Evaluation team utilizes the resulting recommendations and conclusions toward program improvement, to ensure that we offer the most engaging, current and beneficial programs to our members.

We track attendance in the clubhouses overall and in each individual activity through the use of 60 attendance scanners. This data is reviewed on a weekly basis by executive staff, as well as clubhouse and program leadership, to inform staffing and resource allocation.

The Academic Support and Enrichment programs utilize standardized, common-core-aligned diagnostics to assess participants' instructional levels as well as their growth. In several of our other program areas, instructors employ age- and level-appropriate structured observation tools to assess members' instructional needs and achievements. These baseline and post-program indicators allow us to understand the outcomes of each of BCNY's program areas and to make data-based decisions.

We have recently embarked on a process to assess our members in terms of social-emotional learning, taking a longitudinal view. As a whole, our evaluation approach centers on conducting systematic, feasible data collection and analysis to better understand the short-term, medium-term, and long-term outcomes of our work.

## PROGRAM OUTCOMES

### Attendance and Demographics

BCNY's membership has been steadily growing over the past several years. We served a total of 3,432 members over the course of the year, a 2.4% increase over the previous year. An average of 575 members attended daily across our three sites. Three out of four members were elementary and middle-school aged:

Age group	Number	Percent
Explorers (ages 6-9)	972	28.3%
Juniors (ages 10-13)	1594	46.4%
Seniors (ages 14-20)	866	25.2%

Among our members in the 2012-13 program year, 42.3% identified as Black/African-American, 40.1% identified as Latino/Hispanic, and 14.0% identified as Asian. In terms of economic status, 48.3% have an annual family income of less than \$25,000, and 78.1% have an annual family income of less than \$50,000. These figures suggest that we are reaching families with the greatest need of our services.

## Academic Support and Enrichment

At BCNY, educational success is more than basic skills; our comprehensive academic programs foster a love of learning, the mastery of skills, and the impetus to plan for the future. Our members participate in activities targeted to combat challenges and increase opportunities in the area of academic performance at each level of elementary, middle school, and high school, as well as in preparation for post-secondary achievement. Participation in academic support and enrichment programs was as follows:

Academic support	Target age group	Number of participants
<b>Drop-in Support</b>	All	1442
<b>Science, Technology, Engineering, Math (STEM)</b>	All	814
<b>Independent School Placement</b>	Juniors, Seniors	291
<b>Academic Clubs</b>	All	223
<b>Individual Tutoring</b>	All	147
<b>Literacy</b>	Explorers	145
<b>Robert M. Gardiner School</b>	Juniors	132
<b>College Access</b>	Seniors	77
<b>SAT/PSAT Preparation</b>	Seniors	27

Learning Centers in each clubhouse further facilitate academic achievement. Each Learning Center includes a leveled library and numerous educational enrichment materials that all of our members, regardless of enrollment in academic support programs, can use.

**Literacy.** Two signature programs serve our youngest members – in grades 1 through 4 – who are struggling with literacy skills. Both utilize the common core-aligned Fountas and Pinnell literacy assessment system to ascertain each participant’s instructional level and track growth.

Our **AdventuREAD** program uses a themed literacy curriculum to engage early readers while building reading skills at this critical time in their academic development. We served a total of 109 AdventuREAD participants, divided evenly among our three clubhouses, the majority of whom started the program below grade level. Among the 80% who completed the program, 91.8% increased their reading ability,

demonstrating average growth of 0.57<sup>\*\*\*</sup> of a grade level. And, according to our literacy specialists' structured observations, 64.3%<sup>\*\*\*</sup> of participants improved in their ability to read aloud fluently, understand the text, and read independently for sustained periods of time; as well, 40.5%<sup>\*\*</sup> demonstrated growth in their listening and speaking skills during class discussions, and 45.8%<sup>\*\*\*</sup> demonstrated personal and social growth in terms of completing classwork and acting respectfully.

During the summer, our **Summer Superheroes** program provided intensive literacy support to 36 first through fourth graders, who worked hard to improve their reading for the following school year. The Summer Superheroes curriculum combines targeted lessons on the skills that comprise reading, such as phonics and sight words; one-on-one reading practice with trained mentors; and fun outdoor activities to reinforce the learning taking place in the classroom. One particularly successful aspect of the program was the relationships built between the 18

Senior (14- to 20-year-old) mentors and the younger (6- to 9-year-old) participants. Our Education Directors agree that working closely with the older boys truly made the participants excited about learning and de-stigmatized summertime instruction; the connections among the boys have continued past the summer months.

Summer Superheroes participants exceeded expectations. In just one month, they demonstrated growth of 0.37 grade level in reading, with a full 90% (27 participants) showing an increase in their reading ability.

In terms of academic growth, Summer Superheroes participants exceeded expectations. In just one month of the program's duration, they demonstrated growth of 0.37 of a grade level<sup>\*\*\*</sup> in reading, with a full 90.0% (27 participants) showing an increase in their reading ability. Almost half (46.2%) ended the summer reading on or above grade level. Additionally, they increased in phonograms reading accuracy by an average of 14.1%<sup>\*\*\*</sup>, with 78.6% showing growth, and they accurately read 92.8% of sight words at the end of the program on which they previously made mistakes.

**Tutoring.** Our tutors worked with a total of 147 members during the 2012-13 year. The tutoring on Math, English Language Arts (ELA), and Writing aimed to support members' improvement in those subject areas in school and to increase their confidence with standardized tests. Some high school-aged members also received tutoring in science, social studies, and other subjects in preparation for Regents exams. On average, members stayed in tutoring for 4.5 out of 8 months of the tutoring program year. Diagnostic tests calibrated to grade levels tracked participants' improvement in the core tutoring subject areas:

<sup>\*\*\*</sup> This growth represented a statistically significant difference of average scores on the Fountas and Pinnell assessment between pre and post-tests, at the  $p < .0005$  level. Throughout the document <sup>\*\*\*</sup> will represent statistically significant differences at the  $p < .0005$  level, <sup>\*\*</sup> will represent statistically significant differences at the  $p < .01$  level, and <sup>\*</sup> will represent statistically significant differences at the  $p < .05$  level for all assessments described, with the exception of summed results across categories. Detailed results are available upon request.

Subject	Number of members tutored	Percent of tutoring completers showing growth
ELA	74	84.4%***
Writing	20	66.7%
Math	89	62.9%*
<b>Total (unduplicated)</b>	<b>147</b>	<b>72.6%</b>

**STEM.** Our Science, Technology, Engineering, and Math (STEM) program expanded in 2012-13 to include a wide range of exciting enrichment activities, following the model of project-based learning. We developed well-equipped STEM labs in all three of our sites, as well as offering activities in our camp facility during the summer and during the school year through overnight trips. In its second year, our **Nature in the City** program, headed by a full-time Naturalist, continued to grow in popularity. Members explored the natural sciences in activities that included dissection, experiments, and gardening within the clubhouses, as well as field trips and camping activities. Another particularly successful STEM area was our **Robotics** program. Members built working robots and held a robotics competition among participants in our three sites. A total of 814 unduplicated participants attended the following STEM activities:

STEM Activity	Number of participants
Science Exploration for All Ages	607
Nature in the City	253
Design & Building	223
Robotics	138
Woodshop	97
Science Club	97
Math Club	59
Math Enrichment	41
Electronics	15
<b>Total (unduplicated)</b>	<b>814</b>

We examined outcomes in the AdventuREAD program among the 56 boys who also participated in STEM activities. Our findings indicated that for those concurrently in STEM, reading level increased an average of 0.62 of a grade level, compared to 0.50 of a grade level among those only in the literacy program; 97.5% of concurrent STEM participants demonstrated at least some increase in reading ability, compared with 84.8% of those who did not participate in STEM. These results represent a strong relationship between participation in STEM and literacy achievement among our youngest members. While a causal link cannot be established, it is encouraging to see the connection emerge between these two sets of crucial skills.

**The Robert M. Gardiner School.** The Gardiner School is a six-week residential summer program providing academic enrichment and leadership development for boys entering the sixth, seventh, and eighth grades. Gardiner School students commit to a three-year curriculum, beginning the summer before they enter sixth grade. Last summer at the Gardiner School, we implemented our comprehensive project-based curriculum with 132 participants, 97.7% of whom completed the six weeks. Forty-two eighth graders successfully graduated from the program.

Each morning, Gardiner School teachers led the academic development component of the program, which is intended to prepare its participants for the coming year in middle school, and eventually for successful transition to high school. Participants took classes in Math, Science, and Humanities, and an elective consisting of two-week rotations of Drama, Visual Art, and Leadership Development. The majority of participants who completed the pre- and post-participation diagnostic assessments demonstrated growth in Humanities and Math. Furthermore, participants rated each of the classes highly in an end-of-summer survey of their learning experiences and engagement.

Subject	Number showing growth	Percent showing growth	Percent rated highly
<b>Humanities</b>	91	85.8%***	76.9%
<b>Math</b>	87	82.4%***	79.0%
<b>Science</b>	54	49.5%	88.5%
<b>Total (any subject)</b>	<b>97</b>	<b>83.6%</b>	<b>89.1%</b>

Each afternoon at the Gardiner School, participants practiced and played sports including basketball, soccer, swimming, and baseball. Participants were also exposed to fitness training, goal setting, and new sports, such as archery. The lead Sports and Fitness instructor completed pre- and post-participation observations for each participant that examined three core competencies of fitness and team play:

Sports core competency <sup>2</sup>	Number showing growth	Percent showing growth
<b>Motor fitness</b>	74	63.8%***
<b>Cognitive</b>	56	48.7%***
<b>Social</b>	34	29.6%***
<b>Total (any competency)</b>	<b>86</b>	<b>74.1%</b>

<sup>2</sup> Motor fitness includes elements such as dribbling, kicking, striking a moving ball with an implement, and overall physical activity. The Cognitive competency includes understanding the game/activity rules, and decision-making and problem-solving skills involved in play. The Social competency includes having a positive attitude during play and respecting one's peers.



Part of each afternoon at Gardiner School was devoted to leadership development; the activities and cabin competitions were designed to foster confidence, self-awareness, self-respect, communication skills, and decision-making. With support from a grant from the Robert Wood Johnson Foundation, we expanded the healthy living component of the program. The emphasis on health and fitness was further elaborated through day and overnight hikes and through nutrition education in conjunction with growing and harvesting food from the camp’s garden. To assess growth in the areas of character development and healthy living, participants were asked to complete surveys upon entering and upon completing the summer session:

Character development and healthy living	Number showing growth	Percent showing growth
<b>Character</b>	58	63.7%***
<b>Healthy living</b>	57	63.3%**
<b>Confidence</b>	53	58.2%*
<b>Total (any competency)</b>	<b>66</b>	<b>72.5%</b>

In the end-of-summer survey, participants were asked to write in requests they had for the following summer. Responses included the following:

*“All my old friends to be in the same cabin as me”*

*“The same counselors”*

*“All of my friends come back”*

*“Everyone getting along”*

*“Camp-wide cooperation and respect for all staff/teachers. I love and enjoy it here.”*

These open-ended comments clearly indicated the participants’ appreciation of the staff, the friends they made, and the community they built at Gardiner School.

**Independent School Placement (ISP).** Last year, 291 members (including applicants and current independent school students) participated in this intensive, long-running program, which supports members in preparing for and gaining admission to independent schools; in securing tuition assistance; and in succeeding once enrolled. The program fosters mentoring relationships among older and younger participants through its ISP Youth Council. The individual stories of ISP participants demonstrate the multiple pathways to success that young men create through the program. Last summer, several ISP participants attended Summerfuel college preparatory programs in Florence, Italy, or at Tufts University. Another participant has been drafted by the Kansas City Royals baseball team and will attend Boston College next year. In addition, one student

**58 ISP participants were admitted to independent schools. 51 ISP high school seniors graduated, and 49 (representing 96%) enrolled in college.**

became the first ISP participant accepted to attend the rigorous McCallie School in Chattanooga, Tennessee. As these young men travel, pursue their education, and attain their ambitious goals, they do so knowing they can always return to BCNY for guidance, academic support, and letters of reference.

In 2012-13, ISP exceeded its goals: placing 60 members and supporting 233 participants already in boarding school, 98% of whom completed their grade and advanced to the next year. Fifty-one out of 52 ISP high school seniors graduated, and 49 (representing 96%) enrolled in college.

**College Access.** For the first time, we offered **Make it Happen!**, a comprehensive college readiness and access program. Make it Happen! is built upon BCNY's academic, social, and extra-curricular support systems. The curriculum is divided into three stages: *Ready*, focused on knowledge, aspiration and goal-setting; *Set*, building on earlier work and identified needs to support academic achievement, secure letters of recommendation, make a short list of schools and create a financing strategy; and *Go*, offering guidance through the application and financial aid processes—and beyond, to support alumni in post-secondary programs. As part of the program, participants take trips to visit colleges and universities to learn more about student life; they are encouraged to participate in our **SAT/PSAT Preparation** class as well. Make it Happen! served 77 participants in the eighth through twelfth grades. Nineteen completed the FAFSA financial aid application; and 8 participants went off to college, representing 75% of college applicants. We look forward to building upon last year's accomplishments as we further enhance this program model.

## Character Development and Life Skills

During their time in the clubhouses, BCNY members' "home base" is their age group's Game Room. The Game Room is a place to play, to meet friends, and to create strong bonds with the staff, who specialize in the particular developmental stages of each age group. Each of our nine Game Rooms provides a range of recreational activities and tournaments (board games, pool, foosball, video games). Moreover, the Game Rooms house our core character development and life skills programs. These include:

**Thrive:** an asset-building and character development program, which focuses around twelve BCNY Character Words, such as Compassion, Optimism, and Honor.

**Street Wise:** a healthy alternatives program that addresses gang involvement, substance abuse, and developing healthy relationships through guided conversations.

**Youth Council:** an opportunity for members to develop leadership skills and learn about governance. Each clubhouse has a council of six peer-elected officers who hold Town Hall meetings and coordinate clubhouse-wide service learning projects.

**Group Clubs:** a program that incorporates sports, drama, and academics with leadership development and team building by involving members in intra-clubhouse and cross-clubhouse team competitions.

**Look Who's Cooking & Teen Battle Chef:** a nutrition and cooking skills building program in which members gain knowledge about seasonality and locality of foods, knife skills, and cooking techniques.

**Financial Literacy:** a workshop-based program that provides Senior members with skills and knowledge on money management and financial self-sufficiency.

**iCouldBe:** an online mentoring program that connects members with an online community that empowers them to plan for their future in school and thereafter.

In addition, Game Rooms offered their own unique activities to support members in developing crucial life skills; for example, 39 members participated in a driver’s education course, in preparation for taking the written exam. Almost all of our members participated in character development and life skills activities during the 2012-13 program year:

Character development and life skills programs	Explorer participants	Junior participants	Senior participants
Recreation	972	936	755
Game Room Association (competitions)	n/a	157	n/a
Thrive	385	231	n/a
Street Wise	n/a	301	135
Youth Council	284	189	92
Group Clubs	162	316	42
Look Who’s Cooking / Teen Battle Chef	80	27	30
Financial Literacy	n/a	n/a	137
iCouldBe	n/a	75	78
Other Character Development	370	276	26
Other Life Skills	108	n/a	69

Based on the success of these programs and our members’ feedback, we have developed and launched several new Character Development and Life Skills curriculum-based programs during the 2013-14 program year.

**Camp Cromwell.** Members visited our 110-acre Camp Cromwell for day camping and overnight trips, primarily during the summer months, and also during the academic year. The camp’s extensive sports facilities, performing arts center, and science lab complement the forest trails and challenging ropes course. Over the course of the year, 655 members

Members reported being fascinated with the opportunity to experience the outdoors. For many, the camping trips were their first experience of this kind.

visited Camp Cromwell, engaging in leadership development, team building, and nature discovery activities. A total of 990 visits were made to the camp, some of which were organized by the Game Rooms, and others as an extension of the Nature in the City program. Furthermore, our Naturalist led three hiking trips to the Delaware Water Gap. In trip follow-up activities, members reported being fascinated with the opportunity to experience the outdoors in this way. For many of them, the camping trips were their first experience of this kind.

**Work Experience.** Recognizing the interests and needs of older members, BCNY provides practical, paid hands-on work experience and concurrent professional development lessons to support their transition into the workforce. Three of our work experience programs, Project Coach, Summer Superheroes, and Counselors in Training, engaged Senior members in mentorship with younger members. Staff who supervised the Seniors were extremely impressed with their work ethic, commitment, and professionalism. They also agreed that the relationships that the older and younger members formed in these programs and have continued into the current program year were a key to the older boys' success.

Funded for the second year by the New York City Center for Economic Opportunity, the **Work Progress Program (WPP)** expanded in 2012-13 to offer vocational experience and professional development support to 44 of our members. Through this program, the participants held internships in a variety of positions at BCNY and externally. They received close supervision, took part in workshops and presentations on career planning, received support with building resumes and submitting applications, and held mock interviews with our Human Resources staff. The experience culminated in thorough performance reviews, with supervisors providing feedback to the participants on how they could improve their on-the-job skills and professionalism as they move further into the workforce. Of the 14 WPP participants assessed at the program's start and end, 71.4% demonstrated growth in their communications and interpersonal skills; 64.3% demonstrated increased learning and potential; 57.1% showed improved planning and organization; and 57.1% came to work more prepared.

As mentioned above, **Summer Superheroes** was a very successful month-long summer literacy program in which 36 Explorers struggling with reading on grade level made the equivalent of one-third of a school year of progress. They were mentored in this process by 18 Seniors, who each worked with two participants, providing one-on-one coaching as they practiced reading. The mentors received specialized professional development coaching, focusing on literacy acquisition as well as job application skills. In a culminating survey, the mentors rated their learning experience an average of 2.7 on a 0 to 3 scale, giving particularly high ratings to having learned techniques to work with younger kids. Satisfaction with the professional development aspects of the program was rated 2.8, and mentors' perceptions of how their participation in Summer Superheroes influenced their confidence in future job experiences was rated 2.7. On the whole, the ratings suggest that the mentors drew much from the program in terms of their own development while contributing to the Explorers' success.

Last summer, for the first time in the history of the Robert M. Gardiner School, we employed 6 **Counselors-in-Training** (CIT). The CITs – Senior members between the ages of 16 and 18 – joined the six-week residential program. They helped coach, mentor, and guide the Gardiner School participants through their daily activities. Gardiner School staff found the CITs skilled and always ready to lend a hand. Following its first successful year, the CIT program is slated to continue in the coming summer.

BCNY’s **Project Coach** follows an evidence-based national model of engaging older members to help coordinate activities in our Sports and Recreation program, while helping them gain job skills. Throughout the program year, 36 Seniors provided support to younger members in our gyms. Specifically, they helped coach Mini-Sports – soccer, basketball, and field hockey – where they introduced Explorers to the rules and strategies of each game. Importantly, Project Coach mentors incorporated short debriefing sessions following sports activities, in which the Explorers discussed with the coach how the activity went and traded ideas about teamwork. Our Physical Education Directors mentioned that this process facilitates both older and younger participants’ learning of the cognitive and social skills inherent in athletic development.

## Visual and Performing Arts

BCNY views self-expression through art-making as a crucial aspect of youth development. The great variety of our offerings in the Josie Robertson School of Music and Art afford our members the chance to experiment widely. Teaching artists who instruct all of the lessons and classes support members in gaining skills, increasing exposure to the arts, and developing their individual artistic styles.

**Music.** Housed in state-of-the art music studios in each of our clubhouses, professional musicians offer individual and group lessons in a variety of instruments. Our music school served 524 individual students last year, a 30% increase over the previous year. Of these, 286 studied more than one instrument. In all, we provided 11,775 lessons totaling approximately 566 hours. Courses offered by instrument were as follows:

Instrument	Number of participants	Number of lessons
Guitar	198	3322
Piano	176	3232
Drums	139	2408
Violin	66	1254
Alto Saxophone	40	603
Vibraphone	30	515
Clarinet	17	247
Bass	10	136
Flute	5	45
Recorder	1	13
<b>Total (unduplicated)</b>	<b>524</b>	<b>11,775</b>

Our music students’ growth was assessed using structured observations. Of those who completed their courses, 84.7%\*\*\* showed growth in music skills (e.g., sight-reading, timing, music theory) and 63.5%\*\*\* demonstrated greater commitment to music (e.g., determination, practice consistency, enthusiasm). And, approximately 16.0% completed a music level.

Across a variety of recitals and concerts, music students had many opportunities to perform in ensembles and as soloists; 150 unduplicated students performed throughout the year. The culminating BCNY Music Concert took place at El Museo del Barrio and included works by Billy Joel, Prince, Jason Mraz, Coldplay, Bruno Mars, Maroon 5, Michael Bubl , Jimi Hendrix, and The Rolling Stones, with 38 music students performing.

**Studio Arts.** Taught by professional artists, arts classes at BCNY provide our members with an opportunity for self-expression and development of one’s artistic style. In the past year, our arts program has expanded its offerings in dance, drama, and digital media, which now includes stop animation, graphic design, and digital video. As well, one of our Art Directors began a visiting artists speaker series, featuring artists from the community who speak with the members about their work, and about careers in the arts. This initiative goes a long way toward exposing our members to the arts. Furthermore, parents, staff, alumni, Trustees, members, and others in our community had the opportunity to enjoy members’ diverse artworks – drawings, paintings, photographs, videos, sculptures, and dance performances – at art shows in each of our clubhouses.

The Studio Arts program has seen increasing numbers of members, with a total of 1,597 unduplicated participants during 2012-13. Arts participation was as follows:

Art Subject	Number of participants
Visual Arts	1593
Digital Media & Animation	1097
Open Art Studio	708
Cultural Arts	511
Photography	494
Theater	205
Dance	67
<b>Total (unduplicated)</b>	<b>1597</b>

In the current year, we are further expanding the dance program across our clubhouses, featuring flex, a form of breakdancing. Moreover, we are revising our structured observation tool to better reflect members' growth in the program.

## Mental Health

BCNY's mental health team consists of three Social Workers and one Psychologist who work with our community to help establish a positive environment throughout our clubhouses, address behavioral incidents, and support members' cognitive, behavioral, and social needs. Together, they provided individual and family psychotherapy as well as consultations with teachers and outside mental health providers to 53 members over the course of the year, serving a combined total of 1,214 hours. Of these, 36 cases were discharged<sup>3</sup>.

The mental health team's collaborations with the Game Room staff have resulted in truly integrated programming that de-stigmatizes mental health service provision.

The Social Workers have been involved in our Character Development and Life Skills programs, co-facilitating group discussions on topics ranging from inclusion to gang involvement, as part of the Street Wise and Thrive curricula. In addition, the Social Workers spearhead our agency-wide bullying prevention programming, which culminates in Steps to Respect Week each October. Their collaborations with the Game Room staff have resulted in truly integrated programming that de-stigmatizes mental health service provision in general. Furthermore, the Psychologist has trained staff in implementing members' behavior plans; provided staff trainings related to specific mental health issues and to positive behavior management; and trained the Social Workers on utilizing our updated referral and assessment tools. Since its establishment in 2011, the mental health team has become an integral component of BCNY's model.

## Sports and Recreation

**In the Gym.** From star student-athletes to boys who are simply looking to stay healthy and fit, BCNY's members benefit from the range of Sports and Recreation activities, which provides options for fitness and fun. In the clubhouses and outdoors, members participate in recreational games, weight training, martial arts, and yoga. They also advance their skills in intramural and representative sports teams: baseball, basketball, flag football, rugby, and track. To prepare our youngest members for team sports, we offer a

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<sup>3</sup> Of these, 12 achieved their therapy goals; 3 were referred to more intensive outside services; 1 was discharged by his parent's request; and the rest were dismissed from the caseload because they no longer consistently come to BCNY.

popular Mini-Sports series, which includes soccer, basketball, and floor hockey. The majority of our members, 2,059, took part in our gym activities. Participation in specific sports was as follows:

Sport	Number of participants
Mini-Sports	652
Fitness Circuits	552
Basketball	506
Flag Football	365
Yoga	262
Rugby	251
Martial Arts	202
Baseball	193
Soccer	83
Track	80
<b>Total (unduplicated)</b>	<b>2059</b>

Gains in fitness, athletic skills, sportsmanship, and understanding of game strategy were measured through structured observations of frequent program participants, along the same core competencies described above. The results were as follows:

Sports core competency	Number showing growth	Percent showing growth
Social	151	50.2%***
Cognitive	144	47.8%***
Motor fitness	136	45.2%***
<b>Total (any competency)</b>	<b>144</b>	<b>47.7%</b>

**Aquatics.** Much like the gym, the pool in each of our facilities is the site of both fun and the learning of key life skills. One agency-wide goal is to teach all our members how to swim by age 10. Last year, we made progress toward this through our implementation of the American Red Cross (ARC) Learn to Swim program: 317 participants learned how to swim for the first time, comprising 67.6% of those who did not previously know how to swim. And, 83.0%\*\*\* of Learn to Swim participants advanced by at least one swimming competency level.

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For more advanced swimmers, each of our clubhouses fielded a competitive Swim Team. Additionally, those interested in becoming lifeguards participated in pre-certification or certification training, depending on their age; 11 members received certifications, which opened the door for them to work as lifeguards. The pools were also open to members at designated hours for fitness swimming, water polo, and other aquatic games. Participation in all our Aquatics activities was as follows:

<b>Aquatics Program</b>	<b>Number of participants</b>
<b>ARC Learn to Swim</b>	602
<b>Fitness Swim/Pool Games</b>	581
<b>Swim Teams</b>	96
<b>Junior Lifeguard Training (ages 11-14)</b>	49
<b>Lifeguard Training (ages 15 &amp; up)</b>	16
<b>Total (unduplicated)</b>	<b>1160</b>

## CONCLUSION

The smiles, excitement, and multi-year membership of members have always given BCNY a strong sense that our programs are making a difference. As one of our Seniors said, *"I feel rich in here. What place can you go to that has a pool, a gym, computers, ping pong? [You can] sit on the couch! You can get food! And there [is] Wi-Fi in here!"* From the results and outcomes presented in this report we also have evidence that BCNY's members find much more than enjoyment; they are learning in a multitude of areas from participating in our effective programs. In 2014, BCNY will continue to build upon these successes and focus on serving a greater diversity of needs to make our programs even more effective.