Boys & Girls Club Datasheet

Template created by KCPHD

Instructions: Please provide a brief summary of progress made for each activity below for the CURRENT REPORTING QUARTER. This summary should include key points, stay on topic, and be simple enough for those who arent familiar with your project to understand.

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Hire and Onboard a Behavioral Support Specialist	The Behavioral Support Specialist was hired and onboarded in July 2025 and is currently providing ongoing behavioral support to youth and staff within the program.	The Behavioral Support Specialist who was hired in July of 2025 is still working to provide consistent behavioral support to members in our program and their families.	Our club still has the same Behavior Support Specialist who has continued providing consistent behavioral support to our members since July of 2025.					
Staff Training	Our staff participated in trainings on CACFP snack guidelines and recieved new hire and refresher training on club programming and structured environment practices. These efforts have strengthened staff consistency and improved the overall quality of our program.	As part of our transition from the school year into the summer program, staff participated in two full days of professional development focused on strengthening program quality, safety, and youth support. Trainings covered club policies and procedures, accurate incident and accident documentation, effective communication with members and families, how to be a positive mentor, and trauma-informed practices. Courtney Garza also joined us from KCHN to present a training on Adverse Childhood Experiences (ACEs) and their impact on child development and behavior. Staff also completed required online professional development modules on child abuse prevention and implementing PAX Toolkits to promote positive behavior and supportive program environments. In addition to the trainings, staff collaborated to review summer programming expectations, develop activity plans, and prepare schedules, ensuring they are equipped to provide a consistent and engaging experience for our youth throughout the summer.	At the end of summer programming, staff participated in refresher trainings to reinforce program expectations and prepare for the transition into the school year. These trainings covered updated CACFP guidelines for our meals, revisions to Club policies and procedures, and proper documentation of incident and accidents to ensure accurate and consistent reporting. Staff also participated in school-year program planning, reviewing daily routines, activity expectations, and strategies for providing structured and engaging programming. Additionally, staff have been completing online child abuse prevention training and PAX Toolkit refreshers to strengthen their knowledge of youth safety, positive behavior management, and supportive program practices. These efforts have helped improve staff preparedness, promote consistency across both locations, and support a smooth into the school-year program.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Behavioral Support Services and mentoring	Services and mentorship is ongoing, both helping our members develop coping skills, manage behaviors, and build positive peer interactions. Through consistent support and relationship-building, members are showing improved behavior and engagement in program activities.	Behavioral support services and mentoring continue to be provided through individualized interventions, proactive relationship-building, and collaboration with members, families, and staff. Staff work with members to teach coping skills, emotional regulation, conflict resolution, and positive peer interactions while providing support during challenging situations through de-escalation and behavior coaching. Additional services include developing individualized behavior support plans, maintaining regular communication with parents, and coaching staff on consistent intervention strategies. Through trauma-informed mentorship, members are supported in building resilience, strengthening their social-emotional skills, and experiencing greater at club.	We continue to focus on addressing individual member needs by encouraging positive behaviors and strengthening social-emotional skills. Three individualized behavior support plans have been developed during this period, and reward/sticker charts have also been implemented for four members to reinforce positive choices, improve accountability, and encourage progress toward behavioral goals. Ongoing support has also included one-on-one mentoring, de-escalation, conflict resolution, and teaching members healthy coping and emotional regulation skills. Additionally, continued collaboration with families, school support staff, and Club employees has helped promote more consistent behavioral interventions and individualized support across settings.					
Administer Pre-and Post-Program Surveys	Program feedback was gathered using pulse checks and listening sessions. These included quick yes/no questions and small group conversations, both allowing our members to share input and help guide program improvements.	I developed a structured survey schedule for the 2025-2026 program year that includes monthly member pulse checks, quarterly listening sessions, and biannual parent surveys. The monthly pulse checks provide a quick assessment of member experiences through simple yes/no questions and 1-10 rating scales. Quarterly listening sessions offer members a more in-depth opportunity to share their perspectives in small groups of five to eight participants at a time. During these sessions, the BSS facilitates a guided discussion using a series of questions and then documents participant feedback in a centralized survey database. To gather family input, electronic surveys are distributed to parents via email using Google Forms, providing an accessible way for families to share feedback regarding their experiences, concerns, and suggestions. Collectively, these evaluation efforts provide valuable data that informs program planning, strengthens youth and family engagment, and supports data-driven decision-making throughout year.	We remained consistent with the survey schedule that I established last quarter, completing monthly member pulse checks and a quarterly listening session to gather feedback on members' experiences at Club. Additionally, a brief listening session was conducted at the beginning of the school year, providing an opportunity to check in with members individually and better understand their feelings, needs, and expectations as they transitioned into the school year. These efforts allow us to continue monitoring member satisfaction, identify areas for improvement, and ensure members have opportunities to share their perspectives.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Facilitate events and activities	There was a successful facilitation of key event and activities, such as the annual Auction Night supporting club fundraising efforts. Additionally, spring break field trips to Ginkgo Petrified Forest State Park gave members the opportunity for hands-on learning and enrichment outside of the club setting.	Staff hosted a booth at Cle Elum's Celebration of Student Learning, where families learned information about our club, children participated in games to win prizes, and parents of enrolled members filled out program feedback surveys. Our club also successfully launched its summer program on June 15th and 16th, providing members with full days of structured enrichment, including outdoor recreation, team-building games, arts and crafts, and hands-on activities designed to promote learning, social connection, and positive youth development.	Our club staff participated in Back-to-School Night events at both Kittitas and Cle Elum elementary schools to connect with families and promote awareness of our programs. At each event, staff hosted informational booths where they distributed pamphlets highlighting Club services, answered questions from families, and provided children with school supplies. These events provide valuable opportunities to engage with current and prospective families, strengthen our relationships with local schools, and increase Club visibility within the communities we serve.					
Develop stigma reduction program and campaign	Stigma reduction efforts include ACE lessons that help members build coping skills, improve communication, and understand emotions such as stress, anger, and grief. Staff are trained to respond using trauma-informed practices, and positive messaging is displayed throughout the club. Ongoing conversations with families further support understanding and reduce stigma around behavior and mental health.	We continued our stigma reduction efforts through intentional social-emotional learning, trauma-informed interactions, and increased conversations about mental health. Staff still incorporate ACEs-informed strategies and PAX practices into our daily programming to help members recognize their emotions, build coping skills, and develop positive relationships. Members are encouraged to identify trusted adults, practice healthy communication, and view seeking support as a strength rather than a weakness.	Stigma reduction efforts during this period have focused on promoting empathy, understanding, and inclusivity through weekly ACEs activities and everyday interactions at Club. Activities have addressed topics such as positive affirmations, kindness, and understanding different perspectives. Individual and small-group conversations have also helped members recognize that others may have different experiences, viewpoints, and support needs. We have begun noticing improvements in how some members respond to peers experiencing behavioral challenges, with more constructive and understanding reactions during difficult situations. Additionally, ongoing staff coaching has emphasized trauma-informed crisis responses, nonjudgmental communication, and relationship-building. By incorporating these practices into daily programming, conversations, and redirection, we continue working toward reducing stigma and creating a more supportive and accepting environment for all members.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Implement Curricula	Our clubs use Smart Moves and Positive Action cirricula to help members build healthy decision-making skills, strengthen character, and improve emotional and behavioral outcomes. These programs reinforce the connection between positive actions and overall well-being.	Evidence-based curricula continued to be implemented to promote members' social-emotional growth, positive behavior, and healthy decision-making. Staff continues to incorporate lessons from ACEs, Smart Moves, and Positive Action into daily programming to reinforce healthy skills. Curriculum activities are adapted to be engaging and interactive, allowing members to apply these skills through discussions, games, and hands-on activities during the summer program.	We expanded our focus this quarter on social-emotional learning through weekly ACEs activities and art-based therapeutic programming. ACEs activities have covered topics such as mindfulness, positive affirmations, empathy, kindness, and understanding different perspectives, using interactive lessons, group discussions, and hands-on activities to help members develop healthy coping skills and emotional awareness. Additionally, a designated staff member has been providing art therapy services, offering members a creative outlet for self-expression, emotional exploration, and stress management. These activities have helped diversify our programming while encouraging personal growth, positive peer interactions, and overall emotional well-being.					
Conduct small group sessions	Small group sessions are held to support our members in developing key social-emotional skills through guided worksheets and discussions. Focus areas include emotional awareness, friendship skills, and making safe and responsible choices.	To support our members' development of social-emotional and behavioral skills or address challenges as they arose, we continued holding small group sessions. Groups focused on emotional regulation, coping strategies, communication, conflict resolution, and positive peer relationships through guided discussions and skill-building activities. Small groups were also used to de-escalate peer conflicts, facilitate restorative conversations, and help members practice healthy problem-solving skills in a safe and supportive environment.	Small group sessions continued to provide opportunities for members to strengthen their social-emotional skills and work through challenges with their peers. A particular focus has been supporting groups of friends experiencing age-appropriate disagreements, friendship conflicts, and social challenges. Through guided conversations, members have been encouraged to consider different perspectives, communicate their feelings respectfully, take accountability for their actions, and recognize the importance of being a positive friend and influence on others. These sessions have also reinforced healthy boundaries, problem-solving, and positive decision-making, helping members navigate friendships more constructively and build stronger peer relationships.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Develop and distribute educational materials	Educational materials have been created to support both youth and staff in social-emotional development and behavior management. These include visual aids for identifying emotions, as well as staff guides focused on effective behavior response and de-escalation strategies. Ongoing programming further reinforces healthy coping skills and emotional learning.	We continue to develop and incorporate educational materials into programming to help strengthen social-emotional learning and behavioral skills. Our members participate in structured lessons and activities using worksheets, discussion prompts, and visual resources focused on emotional regulation, healthy coping strategies, conflict resolution, and identifying trusted adults. We also integrated educational materials into summer programming through hands-on activities and interactive projects that reinforce positive decision-making, communication skills, and resilience in an engaging, age-appropriate format.	Developing and incorporating educational materials to support members' social-emotional and behavioral growth is still our goal at the club. During this period, a greater emphasis has been placed on hands-on ACEs and mindfulness activities, including interactive crafts and sensory-based activities that engage members' five senses and encourage participation. I have also incorporated individualized skill sheets into behavior support plans to provide members with visual reminders of the specific skills and goals they are working toward. These materials are shared with families to encourage continued practice and reinforcement at home. Staff have also been provided with skill sheets to help maintain consistency in how behavioral strategies are taught, practiced, and reinforced throughout the club.					
Incorporate suicide prevention programming	Our suicide prevention efforts focus on building protective factors through ACE's lessons, which teach youth to seek help from trusted adults and communicate when they are struggling. Our staff trainings have emphasized relationship-building and recognizing warning signs of distress, helping create a safe and supportive environment for all members.	Suicide prevention efforts continued by strengthening protective factors through trauma-informed programming, positive mentorship, and staff trainings. Staff received additional education on Adverse Childhood Experiences, recognizing signs of emotional distress, and responding with supportive, relationship-based interventions. Members were encouraged to build healthy coping skills, identify trusted adults, and seek help when needed, while ongoing staff observations and behavioral support practices promoted early identification of youth who may benefit from additional intervention or referral.	Suicide prevention efforts remained focused on promoting emotional well-being, strengthening supportive relationships, and helping members develop skills that contribute to resilience. Through the weekly ACEs activities, mindfulness exercises, and individual or small-group mentoring, members have continued practicing healthy ways to manage difficult emotions, navigate challenges, and communicate their needs. Staff also remain attentive to changes in members' behaviors or emotional well-being, providing additional support and connecting with families or appropriate resources when concerns arise.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Implement a parent engagement process	Parent engagement is supported through consistent communication, including check-ins to discuss youth progress, collaborate on behavior strategies, and provide guidance for support at home. Behavior Success Plan meetings actively involve both parents and members, fostering shared understanding and stronger family engagement.	Through proactive communication, collaborative problem-solving, and regular opportunities for families to provide feedback, we have continued parent engagement. The BSS and site director have maintained ongoing contact with parents to discuss member successes, behavioral concerns, and individualized support strategies, while involving families in the development and implementation of behavior support plans when appropriate. Parent surveys also provided families with an opportunity to share their experiences and offer input to help guide program improvements.	We continued strengthening parent engagement through ongoing communication, family collaboration, and increased community outreach. With the addition of new members at both locations, we have had more opportunities to build relationships with families and introduce them to club programming and available resources. Parents have remained involved in conversations regarding their children's progress, behavioral concerns, and individualized support strategies, with skill-building materials provided to encourage consistency between home and club. Staff have also navigated challenging conversations with families while continuing to prioritize positive relationships and collaborative problem-solving. Additionally, participation in school events and connecting families with local healthcare and food resources have helped expand our outreach and support beyond club programming.					
Partner and collaborate with community resources	Ongoing collaboration with school leadership, local businesses, and community organizations has expanded support for youth and families. These partnerships have provided additional resources such as food, donations, and access to community services and workshops.	We have continued to strengthen partnerships with community organizations to expand services and resources available to our members and their families. We collaborate with the Kittitas County Health Network and the Kittitas County Health Department to enhance behavioral health education and staff training, while partnerships with COAL and FISH food banks helped connect families to food assistance when needed. Ongoing collaboration with the local schools supported coordinated behavioral and academic interventions for members, and regular communication with the BnG club in Moses Lake allowed us to share resources, problem-solve challenging situations, and exchange best practices.	Our community partnerships are still being utilized to help address the needs of members and their families beyond club programming. A particular focus during this period has been working with the Kittitas County Public Health Department to identify and connect families with helpful resources, including healthcare services and other forms of family support. We have also continued assisting families in accessing local food resources to help address food insecurity and ensure members have access to essential needs outside of club, such as weekend meals. Ongoing communication with local schools and community partners has allowed us to coordinate support, share information, and better respond to individual member and family needs.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Launch a stigma reduction campaign	Our stigma reduction campaign focuses on normalizing conversations around emotions and behavior through ACE's lessons, staff training, and positive messaging throughout the club. This approach has helped create a more supportive environment where members feel comfortable seeking help and expressing needs.	We continue to implement our stigma reduction campaign by embedding mental health awareness and social-emotional learning into everyday programming. Staff are consistently using trauma-informed, strengths-based approaches to encourage open conversations about emotions, coping strategies, and seeking support. Through positive mentorship, family engagement, and supportive messaging, our campaign reinforces that behavioral and mental health challenges can be addressed with understanding, appropriate resources, and a strong support system.	By encouraging a club environment where individual differences are respected and members feel supported and accepted, our stigma reduction efforts have continued. Through everyday interactions, guided conversations, and positive redirection, members have been encouraged to recognize that their peers may have different perspectives, experiences, and support needs. We have also observed progress in how some members respond to peers experiencing behavioral challenges, with more understanding and constructive interactions. Staff continue to receive guidance on responding to challenging situations with empathy and patience while avoiding negative labels or assumptions.					
Integrate visual and/or creative outlets into programming	Visual and creative outlets have been integrated through crafts, worksheets, and student-created posters focused on emotional expression and social-emotional skills. Tools such as emotion charts, behavior expectations, and calming strategy visuals provide accessible references that support understanding and self-regulation.	We continue to incorporate visual and creative outlets by providing members with daily opportunities to participate in arts and crafts, hands-on projects, and creative enrichment activities during both the school year and our summer program. These activities encourage self-expression, creativity, problem-solving, and collaboration while giving members positive outlets to explore their interests and build confidence. Staff intentionally integrate creative experiences into daily schedules to support social-emotional development, foster peer connections, and create an engaging environment where our members can express themselves in meaningful ways.	We have continued expanding creative opportunities within club programming through interactive projects, sensory-based activities, and art-focused enrichment. Our weekly ACEs and mindfulness lessons have incorporated more hands-on experiences, including crafts and activities that engage members' five senses, making social-emotional learning more enjoyable and accessible. We also have a designated staff member who provides art-based therapeutic activities that allow members to explore their emotions, practice self-expression, and develop healthy coping skills through creativity.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Conduct formal and informal behavioral health screenings	Formal and informal screenings include staff observations, youth check-ins, pulse checks, and behavior tracking systems for members needing additional support. This approach allows for early identification of concerns and informs targeted interventions, such as Behavior Success Plans and external referrals.	Checking in with members, conducting pulse checks, behavior documentation, and staff observations help with formal and informal health screenings. Staff utilize behavior tracking sheets to record observed behaviors, identify patterns, and document members who experienced more challenging days, allowing for early identification of behavioral and emotional concerns. To improve communication and continuity of care, we have implemented a shift communication notebook where morning staff document relevant behavioral updates and support strategies for afternoon staff. Information we gather through these screening efforts informed individualized interventions, behavior support plans, family collaboration, and referrals to school-based or community behavioral health services when appropriate.	One of our top priorities is monitoring members' behavioral and emotional well-being through regular conversations, individual check-ins, monthly surveys, and consistent documentation. Staff continues to complete incident/accident reports while maintaining separate behavior tracking records for members who may require closer monitoring or additional support. We have also increased the use of individualized reward charts to track behavioral progress, identify improvements, and recognize areas where further intervention may be needed. Information gathered through these practices helps us recognize behavioral patterns, evaluate the effectiveness of support strategies, and collaborate with families and school support staff when concerns arise.					
Evidence-based training for staff	Staff have recieved evidence-based training on trauma-informed practices, behavior managment strategies, and creating structured environments, supported by ongoing coaching and refreshers. In addition, the BSS attended a training on current drug trends hosted by a Spokane traffic officer, and some of our staff attended a Grant County Sheriff's training on identifying individuals under the influence and appropriate response procedures.	Staff continue to receive evidence-based training to strengthen their knowledge of child development, behavior support, and positive youth engagement. Professional development focused on trauma-informed care, effective mentorship, understanding the impact of Adverse Child Experiences (ACEs), and implementing PAX strategies to promote positive behavior and supportive environments. These research-informed trainings equip our staff with practical tools to build trusting relationships, respond effectively to challenging behaviors, and better support the social-emotional well-being of members.	We work to ensure staff are continuing to strengthen their knowledge of evidence-based and trauma-informed practices through ongoing development and refresher trainings. Staff have been completing PAX toolkit refreshers to reinforce positive behavior management strategies, establish consistent expectations, and promote supportive interactions with members. They are also working to complete a 17-hour online child abuse prevention training that focuses on strengthening staff awareness of child safety, recognizing potential signs of abuse, and responding appropriately to concerns.					

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Track and evaluate referrals and barriers	Referrals and barriers are tracked through ongoing communication and follow-up with families are connections to school-based counseling and community resources. The community resources have included food banks, doctor visits, and means of transportation. Common barriers such as lack of insurance, transportation, and follow-through are addressed by connecting families to alternavtive resources and providing continued support.	Through regular communication with families, behavioral support meetings, and ongoing follow-ups, we continue to monitor referrals and identify any barriers that may be affecting club members. Families have been connected with school counselors, behavioral health providers, and community resources such as food assistance, healthcare, and transportation supports. The BSS has also worked collaboratively with parents to address barriers to accessing services, provide individualized recommendations, and ensure families remain connected to appropriate resources that support the well-being of our members.	We continue to identify and address any barriers that may prevent members and families from accessing needed services and supports. By staying on top of communication with families, school personnel, and community partners, we have worked to better understand individual needs and connect families with appropriate resources. A particular focus this period has been collaborating with the Kittitas County Public Health Department to help families access healthcare services and caregiver supports, as well as food banks to help with food assistance. We have also maintained communication with school counselors and support staff to coordinate interventions and identify additional resources for members experiencing behavioral or emotional challenges.					

Boys & Girls Club Successes

Template created by KCPHD

Instructions: Please provide a brief summary of successes you've seen during the CURRENT REPORTING PERIOD. This summary should include key points, stay on topic, and be simple enough for those who arent familiar with your project to understand. Each success needs to have its own cell.

Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Several areas of success were demonstrated across programming, youth engagement, and behavioral support efforts. Our annual Auction Night, held in March, exceeded fundraising goals by a significant margin compared to the previous year. This success reflects strong community support and relationships, including generous contributions from local businesses and donors, as well as dedicated staff involvement to ensure the event ran smoothly and provided a positive experience for attendees.	This reporting period was marked by continued growth across both club sites. Memberships increased throughout the quarter, with our Cle Elum site reaching 125 enrolled members. This growth reflects the ongoing efforts to increase community awareness of our club's programming and build stronger relationships with local organizations, schools, and families. Through networking with both local and regional partners, our club has expanded its visibility and strengthened the ability to connect youth and families with high-quality programming and additional resources.	We have continued to see exciting growth across both our Kittitas and Cle Elum club locations. Since the start of the school year, Cle Elum has welcomed 19 new members, while Kittitas has had 9 new sign-ups. Along with the increase in enrollment, we have also seen a noticeable rise in average daily attendance at both locations. This continued growth is an encouraging sign that positive word is spreading throughout the county and that more families are recognizing the value of the services and opportunities we provide for their children.					
Additional success was seen through the completion of listening sessions conducted in collaboration with the Moses Lake BSS. These sessions were held across all club sites and involved small group, conversation-based discussions with youth. This approach created a comfortable and supportive environment for members to share their thoughts openly. As a result, the club gathered valuable and authentic feedback that will be used to inform program improvements and better meet the needs of members.	We successfully concluded the school-year program and transitioned into summer programming with minimal disruption. Following the end of the school year, we dedicated a week to comprehensive professional development, onboarding new employees, reviewing policies and procedures, and planning summer activities. These preparations resulted in a smooth launch of the summer program, allowing members to engage in structured enrichment activities, outdoor recreation, arts and crafts, and social-emotional learning opportunities in a safe and supportive environment.	We have helped connect families with valuable community resources through the Kittitas County Public Health Department and other entities, including assistance with accessing healthcare services and local food resources. Additionally, we were able to provide school supplies to all active club members, ensuring they had materials available for activities and homework while attending club. Some members also received backpacks filled with school supplies to help prepare them for the school year.					

Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Progress was also made in providing targeted behavioral and emotional support to our members. Some of our members were successfully connected to school-based counseling services, increasing their access to additional support. For others, individualized Behavior Success Plans were developed and implemented to address specific behavioral and emotional regulation needs. These plans were created and reviewed in collaboration with both the member and their parent or guardian, ensuring shared understanding, consistency, and accountability across home and club environments.	Collaboration with school personnel continued to grow throughout this reporting period. My relationships with school counselors, MTSS teams, and other educational staff were strengthened to improve communication and coordinate supports for members with behavioral, emotional, and academic needs. These partnerships have allowed for more consistent interventions across school and club settings and have enhanced our ability at club to respond proactively to member needs.	We have increased the use of reward charts and positive reinforcement strategies to support members experiencing behavioral challenges. Since implementing these strategies more consistently, we have seen noticeable improvements in members' behaviors, including their ability to follow expectations and make positive choices.					
	I continued to expand behavioral support services through strong partnerships with families. I worked closely with parents to develop individualized behavior support plans, implement reward systems, identify appropriate accommodations, and monitor member progress. Regular communication with families has helped ensure that intervention strategies remained consistent between home, school, and at club, resulting in improved member success, stronger family engagement, and a more inclusive environment that supports each child's unqiue strengths and needs.	Our focus on social-emotional learning has expanded by incorporating weekly ACEs and mindfulness activities into club programming. These activities help members develop emotional awareness, healthy coping strategies, positive relationships, and skills to better manage their emotions and behaviors.					

Boys & Girls Club Challenges

Template created by KCPHD

Instructions: Please provide a brief summary of challenges you've seen during the CURRENT REPORTING PERIOD. This summary should include key points, stay on topic, and be simple enough for those who arent familiar with your project to understand. Each challenge needs to have its own cell.

Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Several challenges were encountered related to family engagement, safety concerns, and program logistics. One ongoing challenge involved navigating complex parent interactions, particularly in situations where expectations exceeded the scope of services the club is able to provide. In one case, a member was exited from the program following a decision by the Child Club Safety Committee due to needs that went beyond the club's capacity. Despite efforts to support a smooth transition, the situation required multiple meetings with the parent and leadership and presented challenges in maintaining consistent policies and boundaries.	One of the primary challenges during this reporting period was staffing the summer program. Due to seasonal staffing needs, we hired an entirely new team of Youth Development Professionals, requiring all onboarding and training to be completed within a one-week period before summer programming began. While comprehensive training was provided, much of the staff's learning has continued through on-the-job coaching. Since the start of summer, the BSS and Site Director have devoted significant time to mentoring staff, providing feedback, reinforcing trauma-informed practices, and coaching employees on behavior management and effective communication with families. As expected with a new team, staff are still building relationships with members and parents, which has resulted in some members testing boundaries and staff gaining confidence in addressing behavioral concerns and communicating with families.	Navigating difficult conversations with parents and guardians regarding their children's behaviors and support needs has continued to introduce challenges. In some situations, we have experienced a lack of parental cooperation or follow-through, making it difficult to address behavioral concerns consistently between home and club. One particularly challenging situation involved making the difficult decision to temporarily pause a member's enrollment due to behavioral and support needs that exceeded what our program could safely and appropriately accommodate with our available resources. This decision resulted in significant conflict with the parent, including hostile interactions, disputed allegations against the club, and threats of legal action. Situations like this have made it challenging to maintain productive communication and work collaboratively with families to find appropriate solutions. Despite these difficulties, we continue striving to approach these conversations professionally while prioritizing the safety, well-being, and individual needs of all our members.					

Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027
Additional challenges arose related to mandated reporting and child safety concerns. A couple CPS reports were made during this period, which resulted in heightened tension with some families. In one instance, a parent responded with significant frustration, including threats of legal action, which created stress for staff and uncertainty in communication. In another situation, concerns about possible physical punishment at home created difficulty in navigating how to communicate behavioral incidents with guardians while prioritizing member safety. These experiences highlighted the need for clearer protocols and staff guidance when balancing mandated reporting responsibilities with ongoing family communication.	We have had an ongoing challenge of meeting the needs of members with significant behavioral, developmental, or neurodivergent support needs while balancing the safety and well-being of all members in our program. During this reporting period, one prospective member participated in a trial enrollment to determine whether club could appropriately support his needs. After careful observation and collaboration with the family, it was determined that the level of individualized support required exceeded our staffing and resources, making continued enrollment unsafe for both member and others. Additionally, we continue to work closely with several members who require intensive behavioral supports. In some cases, progress has been limited by inconsistent implemenation of strategies outside of club, highlighting the importance of strong partnerships between staff, families, and community providers to best support our members who have complex needs.	Balancing structured programming with the different ages, interests, and developmental needs of our members, particularly in Cle Elum, has been a challenge. With a larger group and an increasing number of younger members, there has been difficulty with planning activities that are engaging and age-appropriate for everyone. Some of our older members have expressed frustration with participating in activities alongside younger children and have occasionally felt that they are being held accountable for behaviors or disruptions caused by the younger group. This has highlighted the need to explore more opportunities for age-specific activities and having a bigger space with enough staff to allow for splitting of the group.					
Program implementation was also impacted by logistical challenges at the Cle Elum site, which operates within a shared space. Frequent scheduling conflicts and space limitations required staff to remain flexible and adjust programming for large groups of members. Efforts to utilize alternative spaces to keep members engaged were sometimes met with concerns from school staff, creating additional barriers to providing a consistent and dynamic program environment.	We also experienced challenges related to participation in the CACFP food grant during the school year. Lack of communication and inconsistent follow-through regarding program expectations resulted in corrective actions related to snack service procedures. After evaluating the situation, we decided to discontinue participation in the CACFP program and explore alternative options that better align with our club's operational capacity and ensures compliance during the next school year.	One significant challenge has been navigating staffing concerns involving new hires who ultimately were not a good fit for the program. Unprofessional conduct, disrespectful interactions with coworkers, and interpersonal conflicts created unnecessary tension during shifts and impacted the overall work environment. Addressing these concerns has required additional time and attention to maintain a positive and supportive atmosphere for both staff and members.					

Boys & Girls Club Output Data

Template created by KCPHD

Instructions: Please provide updated data for each of the following outputs for THE CURRENT QUARTER. Please do not use a year to date count; this will be automatically totalled in column J.

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027	Total to date	Average
Number of unique individuals exposed to public awareness campaigns and messages	60	39	72						171	57
Number of public awareness campaigns and messages	3	4	4						11	3.666666667
Number of unique individuals who have demonstrated improvement in knowledge, attitudes, or beliefs related to prevention and/or promotion	10	12	13						35	11.66666667
Percentage of unique individuals who have demonstrated improvement in knowledge, attitudes, or beliefs related to prevention and/or promotion	16.67%	11.50%	9.50%							12.56%
Number of schools, workplaces, or other institutions that implement stigma-reduction programs	2	2	2						6	2
Number of unique individuals trained in prevention or behavioral health promotion	8	9	9						26	8.666666667
Number of unique individuals trained in trauma-informed care practices	8	9	9						26	8.666666667
Number of unique individuals receiving or participating in evidence-based behavioral health-related services as a result of the grant	4	8	9						21	7

	Q1 2026	Q2 2026	Q3 2026	Q4 2026	Q1 2027	Q2 2027	Q3 2027	Q4 2027	Total to date	Average
Number of unique individuals screened for behavioral health or related interventions	14	12	16						42	14
Number of unique individuals referred to crisis or other behavioral health services for suicide risk, ideation, or behavior	1	0	0						1	0.333333333
Number of unique individuals screened for trauma-related experiences as a result of the grant	8	9	6						23	7.666666667
Number of new staff hired	5	9	2						16	5.333333333
Number of unique individuals trained in prevention or behavioral health promotion	8	9	9						26	8.666666667
Number of unique individuals trained in trauma-informed care practices	8	9	9						26	8.666666667
Number of individuals trained in suicide risk assessment as a result of the grant	8	9	9						26	8.666666667