



BIG BROTHERS BIG SISTERS OF NORTHEAST INDIANA

21ST COMMUNITY LEARNING CENTERS
EVALUATION REPORT
COHORT 11
2024-2025

Introduction to Big Brothers Big Sisters of Northeast Indiana's 21st CCLC Program Big Futures

Big Futures is an enhanced future-focused variation of the traditional mentoring model provided by Big Brothers Big Sisters. Big Futures (BF) leverages the established mentoring relationship to assist youth, known in the organization as Littles, in planning for early adulthood and post-secondary success. This program focuses on long-term outcomes and successful transition to adulthood with positive emotional development. Big Brothers Big Sisters of Northeast Indiana (BBBS) has an established relationship with hundreds of children who attend Fort Wayne Community Schools. Once children in the BBBS program enter 8th grade, they are transitioned into the BF program concentrating on college and career readiness. This program focuses on long-term outcomes and successful transition to adulthood with positive emotional development.

Big Futures is funded by 21st CLCC and serves youth through their senior year, setting academic, socio-emotional, and life-skill goals while working to minimize risky behaviors. The program provides enhanced support and training focused on students' graduation from high school and progression to independent and productive adulthood. Academically, BF aids in enrolling and completing requirements for 21st Century Scholars; tracking grades, diploma, and GPA requirements; taking Littles on college visits; providing tutoring in specific subjects as well as test-taking skills and standardized test prep; and coordinating with Littles' parents, Bigs, and school guidance counselors to create a clear path to graduate.

Big Futures also provides workshops, enrichment opportunities and fun events to develop soft skills, such as leadership, communication, emotional management, teamwork, growth mindset, and resilience-skills that contribute to future success. These skills are assessed regularly through personality inventories administered to Littles to determine their strengths and weaknesses. Life skills are also addressed with youth participants. Littles are regularly asked about and prepared for life milestones such as driving tests, first resume and job application preparation, and finance/budget-setting.

Big Futures also works with community partners to provide job tours and job-shadowing opportunities to supplement career planning goals.

Partnerships

Partnerships are essential to BBBS' ability to serve their target population. Partners were identified and recruited individually to identify services, potential interest and capacity to expand services to meet the needs of youth. Partners were asked to review the scope of services and identify what level of commitment they would be willing to make. They were also asked how their training and participation would impact the progress of short and long term goals. Each partner contributes a needed element to the overall success of the project. The partnership with Fort Wayne Community Schools is critical in accessing grades, attendance, and behavioral data for each youth to identify early signs of failure and interrupt potential spirals with positive opportunities. The valuable thing about using a mentor and an individualized case plan with many partners is that BBBS can design individualized interest and asset-based approaches for development within the same infrastructure. This is how the organization can produce long-term outcomes at scale for youth and keep them engaged throughout their high school years.

Big Future's Partners	Type of Service
Midcap	Staff Development and Individualized Youth Intervention in cognitive, emotional, and social skills to improve their quality of outcomes in life. This is done through Feuerstein's Instrumental Enrichment, Dweck's Growth Mindset, and/or concepts of neuroplasticity.
IYI	Staff Development and Continuing Education for Mentors on the following topics: ACES: The Biology of Childhood Trauma, Substance Use and the Psychology of Addiction, Self- Esteem and Self-Awareness, Toxic stress, and Trauma- Informed Practices, and Attachment and Motivational Interviewing.
Headwaters Counseling	Counseling services for persons who have behavioral health needs or are at risk of harmful involvement with alcohol or other drugs (one-on-one and/or group setting) to BBBS staff, Mentors, youth, and their families.
TRFCU	Career and Financial Programs to youth and parent/guardian. Sample topics, but are not limited to, Financial Wellness for kids, Loans, Scholarships, FAFSA, Talking Points: How do you get your kids financially ready for the future.
FWCS	Data Sharing Partnership: power school, grades, behavior data and individual meeting with guidance counselors

Business (local STEM)	Job tours, expectations for employment and job placement.
IVY Tech FAFSA	FASFA

Design

BBBS targets youth who are failing third-grade reading, have a parent incarcerated, are raised by someone other than a parent, are in foster care or receive free and reduced lunch. Over 86% of those served have more than three of the above-listed risks identified at the time of intake. The organization's goal is to have a lifelong impact and start this by identifying youth early in their academic career and establishing strong relationships with families and educational support systems. Fort Wayne Community Schools (FWCS) is the largest school district in the state of Indiana. In the 2024-2025 school year, 28,549 students were enrolled. Of this large population of students, FWCS is also the second most diverse school district in the state with a F/R rate of 64%, up 1% over the prior year. This diversity lends itself to a higher level of need as studies show that minority youth and ESL students often trail their non-minority peers in academic pursuits.

BBBS is uniquely designed to build strong positive relationships with parents/guardians. Most Littles are self-referred and by the time they enter 8th grade they have been in a long-term mentor/mentee match. Parent/guardians are accustomed to a well-established routine with their case manager with BBBS. The organization holds monthly birthday parties, support groups, drug and opioid education, ACES training, and family engagement with local law enforcement. Parents attend college visits, FAFSA nights, 21st Century Scholars sign up and financial literacy workshops. They assist parents in accessing POWER SCHOOL to monitor attendance and grades, invite them to attend job tours and facilitate parent involvement in the college transition process. The design of the Big Futures program combines the strength of an existing long-term mentor, strong collaboration and monitoring of existing school supports, progress monitoring and in-person reviews with a parent, mentee, and mentor.

Big Futures guides youth toward a successful transition into adulthood that includes becoming employed, enrolled, or enlisted. The 21st CCLC program, focused on College & Career Readiness, expands on that guidance with regular events and activities that help youth explore the many opportunities that are available to them. Fort Wayne Community Schools high schools dismiss at 4:10 pm. During the school year, the program runs Monday through Thursday from 4:00 pm until 7:30 pm and is held at BBBS headquarters, known as the Center. One room at the Center is dedicated exclusively to tutoring, homework help, and study skills. Upon checking in at the beginning of the week, students set goals for rest of the week. Staff assist students in prioritizing their time while at the Center. When students do not need tutoring and/or homework help, they are offered a variety of rotating enrichment opportunities.

These include:

Center-based Enrichment Opportunities	
Healthy Lifestyles Activities	Yoga Hiking Meditation Volleyball Tennis
Life Skills Activities	Cooking Financial literacy
College/Trade Activities	FAFSA application assistance SAT prep Student loan education/assistance College applications Major explorations Career assessments
Social/Emotional Skills Activities	
Military or Job Shadow Activities	

BBBS has designed a robust weekly schedule to facilitate both academic success and college/career readiness. The Education Room at the Center is staffed with trained and qualified professional tutors as well as a program director. There is strong communication amongst staff and with youth and their families. Staff are committed and trained in developing relationships with students and in creating and maintaining a supportive learning environment. All the necessary elements of a dynamic learning center are present in BBBS Education Room.

Weekly school-year schedule:

	School-year schedule 21 st CCLC Education Room					
	M	T	W	Th	Saturday	
4-4:30	Check-in, goal setting & snack	Check-in & snack	Check-in & snack	Check-in & snack	11:00-1:00	Monthly: College tours Job tours Service learning Other career building opportunities
4:30-5	Tutoring, homework help, study skills	Tutoring, homework help, study skills	Tutoring, homework help, study skills	Tutoring, homework help, study skills		
5-5:30	Dinner, activity, free time	Dinner, activity, free time	Dinner, activity, free time	Dinner, activity, free time		
5:30-7	Tutoring, homework help, study skills	Tutoring, homework help, study skills	Tutoring, homework help, study skills	Tutoring, homework help, study skills		
7-7:30	Wrap-up and dismissal	Wrap-up and dismissal	Wrap-up and dismissal	Wrap-up and dismissal		

Strengths:

BBBS has developed pre-existing relationships with the youth they serve through the 21st CCLC afterschool program. They have a proven track record for engaging youth in out-of-school programming related to college and career readiness. Additionally, they have established relationships with both mentors who are working one-on-one with the youth and their parents/guardians. As these relationships were consciously developed over time, deep trust and confidence has been built between both parties.

BBBS has a history of graduating 98% of the youth they serve on time. The

organization work closely with parents to obtain signed releases (ROI) to access student records. They work with individual school guidance departments and receive transcripts annually to assess if a child is progressing to the next grade level and if they are on track to graduate. Much of the work required to get or keep a youth on track is done over the summer months and the establishment of the 21st CLCC has provided the added resources to ensure that Littles are in line for on-time graduation.

These well-established relationships, built on trust and a common goal of assisting the Little's successful transition from youth to adulthood, create the optimal environment to layer on additional services that are more likely to be utilized by high school-age students, their families, and mentors. This distinguishes this program from those that primarily recruit older youth with no pre-existing relationships to the program provider and no pre-existing parental and mentor participation with the program provider.

BBBS programs are designed to create strong long-term relationships between Big (mentor), Little (youth), and Parent/Guardian, using a casework model. 100% of participants are self-referred and annually recommit to another 12 months of services at their Annual Case Conference (ACC). After the first year, 90% of matches choose to continue into the following year and once a match achieves its third anniversary, nine out of ten last until the youth turns 18 or one of the parties moves out of the area. The average length of the match when a youth is eligible for the Big Futures program is 60.2 months, indicating a long, strong relationship between the Big, Little, parent and BBBS agency.

Successes:

BBBS was awarded a Cohort 11 21st CCLC grant in late summer of 2022. As a new grantee it took a few months to prepare for programming. Days in session for the 3rd and 4th quarters of 2022 were significantly lower than in the 1st and 2nd quarter of 2023.

Activities and programming began in August of 2022. From that point to the end of 2023 program year, BBBS youth in the targeted age range of 8th through 12th grade participated in 150 activities provide by BBBS with 21st CCLC funds. For the 2023-2024 school-year, the program provided 135 tutoring, Safe Zone activities and college tours. For the 2024-2025 program year, 133 activities were recorded. These include tutoring sessions, Safe Zone enrichment activities and college and career events. Data quality has been identified as unreliable by the BBBS administrative team and they are taking corrective measure. Please see page 3 of the executive summary for more details.

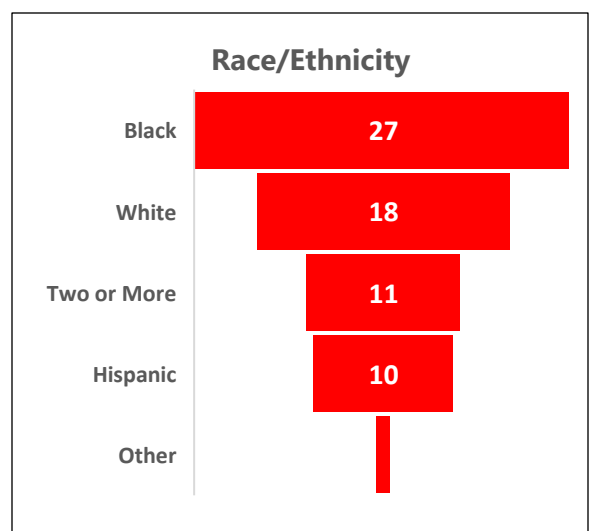
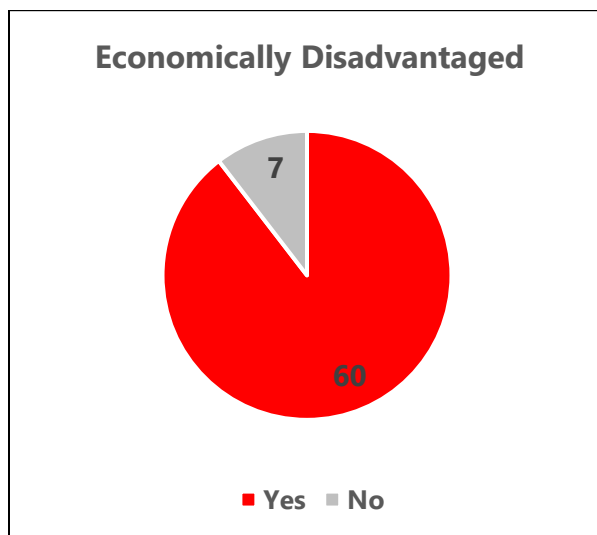
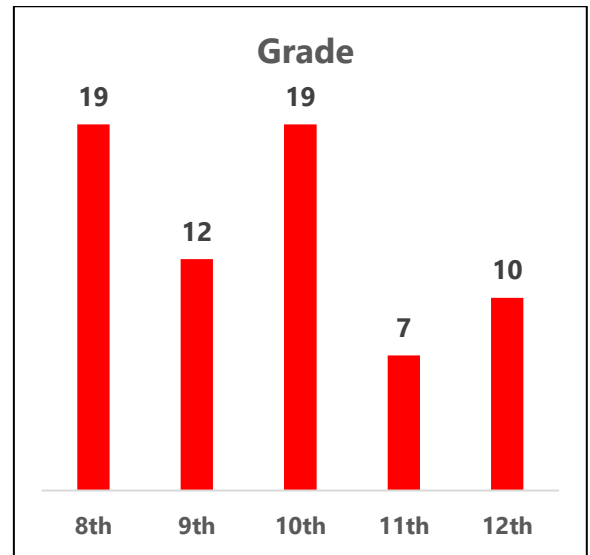
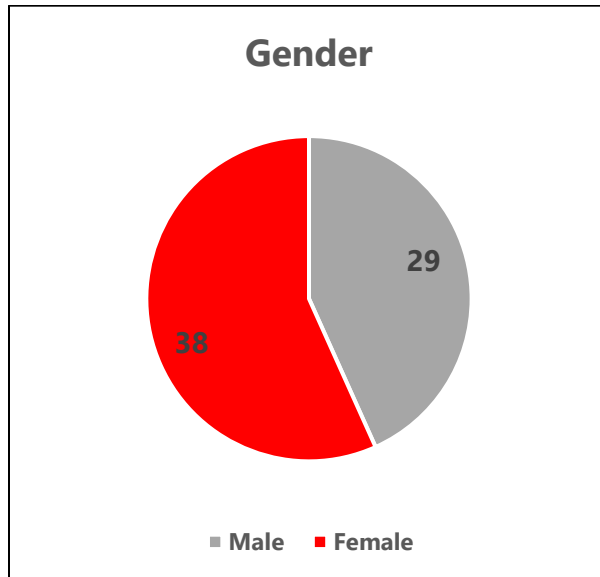
Total days with attendance for all program years:

2022-2023				
Activity	Tutoring	Safe Zone	CCR	
Activity Attendance	41	49	60	
				Total 150

2023-2024				
Activity	Tutoring	Safe Zone	CCR	
Activity Attendance	61	67	7	
				Total 135

2023-2024				
Activity	Tutoring	Safe Zone	CCR	
Activity Attendance	36	82	15	
				Total 133

Program Participant Demographics:



Average Attendance:

Of the 67 participants with attendance data, two youth attended 20 days or more, six youth attended 10 days or more and 51 youth attended five days or less.

2024-2025 Outcomes

Revised Measures:

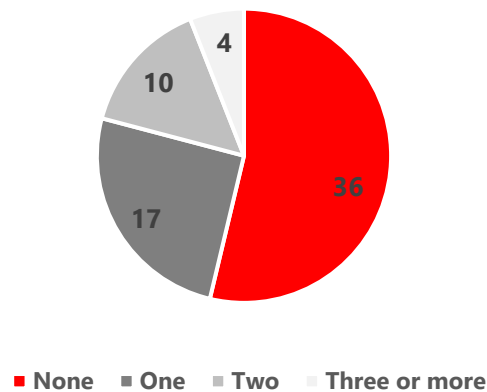
One of the family engagement performance measures was revised prior to the start of the 2024-2025 program year. The current target measures states that 30% of RAP parents will attend a minimum of one family engagement activity per year. The original measure stated that 30% of RAP parents would attend a BBBS case conference annually. Unfortunately, this data was not collected and cannot be reported.

College and Career Focus:

The BBBS 21st CCLC program focuses on college and career readiness. The Big Futures program provides youth mentoring to children in grades 8 through 12. While they focus heavily on creating and professionally supporting the matches at this crucial transition time in the youths' lives, the program has added enhanced programming aimed at college and career readiness. The after-school program prioritizing College & Career Readiness (CCR). This area is most pertinent to the middle school and high school students they serve and those youth are the most difficult to serve through traditional afterschool programming. One of the tools used by BBBS is the LASSI. Learning and Study Strategies Inventory (LASSI) is a research-based assessment designed to help improve academic and study skills based on 10 scales. LASSI is a holistic assessment, which means that LASSI focuses on thoughts, attitudes, behaviors, and beliefs.

The Big Futures program is effective in assisting under-resourced youth prepare for college or careers following high school through job tours and shadowing however, the proposed outcome of 25% of youth attending two or more job tours or shadow opportunities was not met. The data that is available indicates that 21% (14 youth) of youth attending the Big Futures program participated in two or more CCR/STEM activities.

**Number of Youth with Attendance who Participated
in College, Career or STEM Activities**



Classroom grade improvement from fall to spring did not meet the target outcome measure of 25% of youth with attendance data showing an increase in language arts and math. BBBS fell short of their academic performance measures with 21% of all participants with grades recorded showing an increase from fall to spring in ELA and 16% in math.

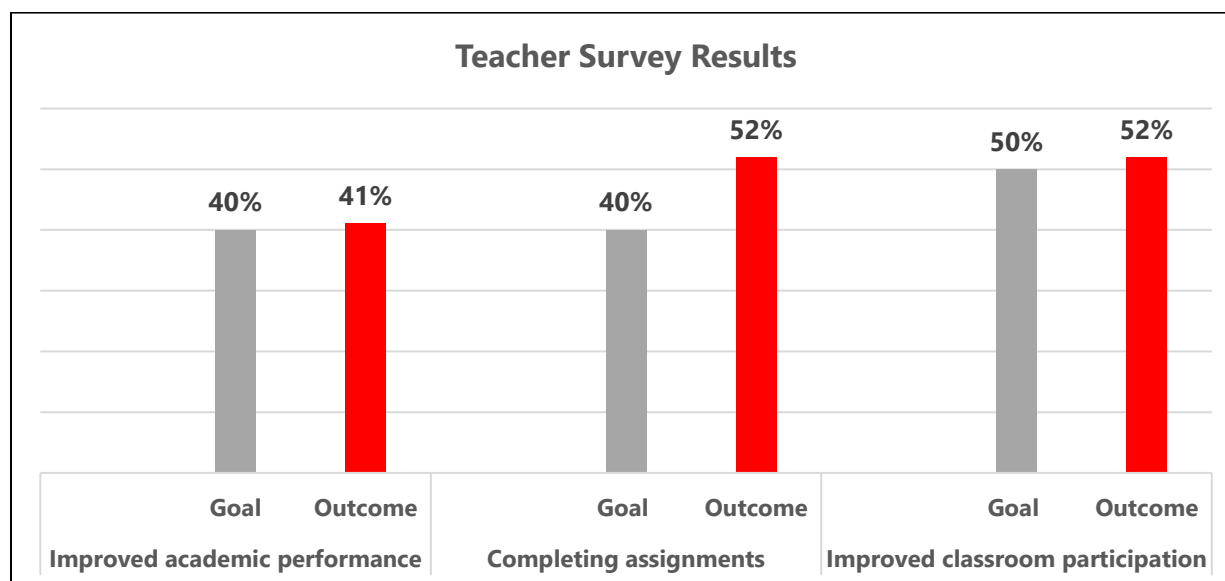
The percentage of students with missing ELA fall and spring grade data is 57% of all students with attendance data and 63% for fall and spring math grades. This missing data should be considered when reviewing academic outcomes. Reaching more youth for academic support is essential for program improvement efforts. Establishing study rooms in community churches, neighborhood clubrooms or in local schools could have a significant impact on the number of youth who attend regularly and ultimately on the number of youth whose grades improved due sustained attendance.

Activities are a focus for BBBS and highly valued by their program participants. The activities include options like Yoga, Canvas and Cupcakes, Equestrian Care and Grooming, Prime Boxing, Financial Literacy and a meet and greet with local law enforcement and their canine unit. This speaks directly to the many partnerships that BBBS has developed in the Fort Wayne community. The Littles attend activities that are held six to ten times per month in the late afternoons, early evenings and on the

occasional Saturdays. Bigs often provide transportation to and from the events. These fun enrichment activities are always designed with an educational component in mind and draw many attendees.

Teacher Survey Results:

Of the eight performance measures identified by BBBS, three are documented by teacher survey response. Two of measure academic performance and one measures interpersonal/behavioral outcomes. Of the 67 participants with attendance data, teacher surveys were returned for 29. This represents a 43% response rate. The chart below shows the survey results.



Monitoring Visit Results

A monitoring site visit was conducted on March 7, 2024. With changes at IDOE, it is important that those reviewing the 21st CCLC evaluation reports for the first time have access to the BBBS monitoring report. Two deficiencies; evacuation drill log and advisory meeting minutes, were identified and immediately corrected. While BBBS struggles to reach their attendance goals and other outcome measures, it is important to note that the organization has many strengths that are employed in their Big Futures 21st CCLC program. The monitoring report follows (please rotate orientation for viewing).



Indiana Department of Education
Dr. Luke Jones, Secretary of Education

On Site Monitoring Report: 2023-2024

Agency Information			
Grant Agreement #	Lead Agency Name		Big Brothers Big Sisters of Northeast Indiana
Servicing School District(s)	County		Allen
Program Director	Date of Visit		3-7-24
Additional Staff	Site Evaluator		Kathy Armstrong
	East Allen County Schools, Fort Wayne Community Schools		
	Mark Buchanan		
	Gina Kostoff, Ashley Firestone, Olivia Kump, Tamara Parker, Abigail Fletcher.		

Evidence Category	Evidence Description	Indicator	Rating	Notes
Safe and Accessible Facilities	Emergency preparedness plans for Fire, Tornado, and Man Made Event	☒ Tornado plan ☒ Fire plan ☒ Man Made Event plan ☐ Evidence of drills for each type of plan	Corrective Action -	No evidence of drills in the DST space were submitted. Please submit a drill log that shows when drills have occurred or, if you have not previously done logs, a blank log that will be used moving forward.
	Student check in and out procedures	☒ Blank sign in/out sheet ☒ Copy of the check-in/out procedures	Meets Expecta...	A detailed set of check-in/out procedures were given in addition to a blank check in and out procedures
	Program space is accessible to all students	☒ Yes ☐ No	Meets Expecta...	Accessibility statement was provided.
	Job descriptions for all staff: CLC, primary staff and supported roles	☒ Program Director ☒ Site Coordinator ☒ Direct Service Staff	Meets Expecta...	All job descriptions were submitted.



Indiana Department of Education

Dr. Kate Austin, Secretary of Education

Staffing	Staff/Volunteer hiring requirements	☒ Other: ☒ Background Check ☒ Education Requirement/ Years of Experience	Meets Expecta...	The job descriptions submitted met the given requirements.
	Staff training calendar or professional development plan	☒ Quarterly Meetings ☒ Out-of-School Time focused PD ☒ Evidence of more than 2 PD opportunities per year	Meets Expecta...	PD plan meets the 2% requirement
	Employee evaluation process	☒ Evaluation occurs at least annually	Meets Expecta...	The annual review process was explained via submitted documentation.
	Volunteer logs (if applicable)	☒ Volunteer Hours are kept on record ☒ Accommodations for Special Needs ☒ Access to Transportation ☒ Required Demographic Information (Grade, Ethnicity, Special Need Status, Limited English Proficiency, Gender, etc.) ☒ Medical Authorization ☒ Media Release ☒ ZTC/CCLC Release ☒ Diversity, Equity, and Inclusion Statement	Meets Expecta...	The registration packet contained all of the required information. The program is making activities ADA accessible by taking them out into the community.
	Blank Registration Packet			
Programming				



	Connection with the school day	☒ Evidence of methods and examples of communication between program and school day personnel	Meets Expecta...	
	Advisory Council	☐ Advisory Council meeting agenda (most recent) ☒ List of Council members	Corrective Action	The program does not currently have an advisory council. A plan was provided regarding how this council will be established and who will be asked to participate.
Data and Evaluation	Self-Check Reports for all sites (Cayen) pulled within one week of the visit	☒ Most recent day of attendance within 30 days of visit ☒ Demographic information is complete for 90% of students ☒ Program has at least 1 staff member, 1 activity, 1 partner, and 1 funding source.	Meets Expecta...	Cayen data meet the requirements listed.
	Staff Time	☒ Time and Effort logs for 2022-2023 ☒ Semi-Annual Certification for 2022-2023	Meets Expecta...	Both documents were submitted
View	Expenses	☒ Payroll report detailing all 21st CCDC staff expenses for the previous nine weeks ☒ Evidence that program coordinates federal, state, and local funds ☒ Written sustainability plan	Meets Expecta...	All fiscal reporting documents were strong and clearly addressed the requirements.



Comments, Recommendations, and Corrective Actions

Comments/Shout Outs: We really enjoyed the presentation at the beginning of the meeting. It was so rewarding to hear the match success stories. You were very well prepared for our visit!

Corrective Actions:

Safe and Accessible Facilities

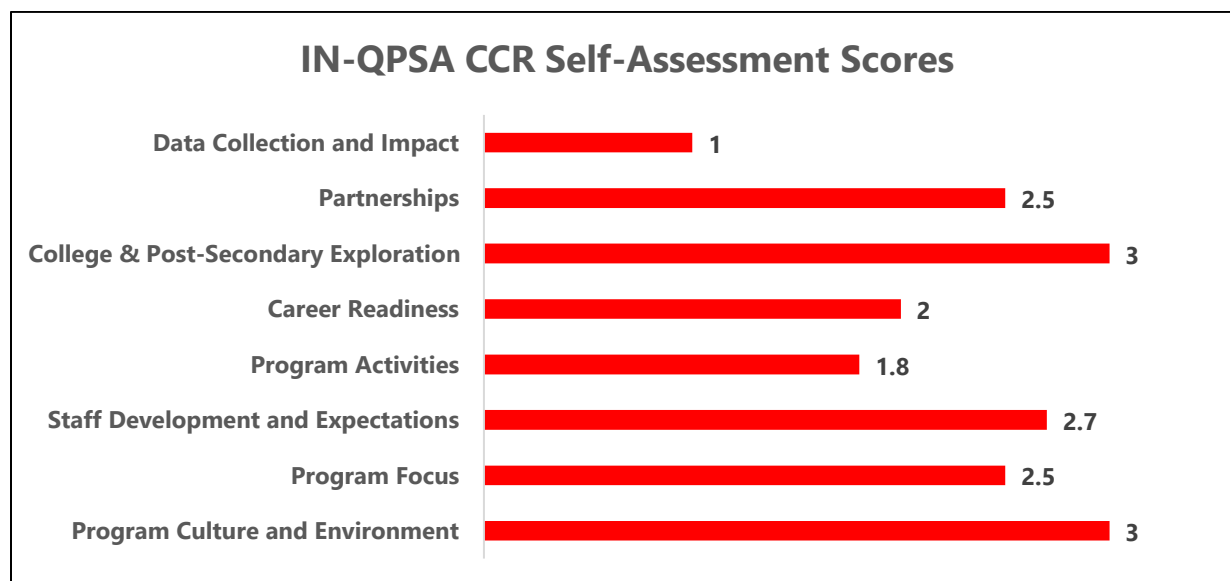
- Please submit a drill log that shows when drills have occurred or, if you have not, previously done logs, a blank log that will be used moving forward.
- Due: April 24th, 2024

Partners/Providers

- Submit an agenda for the first Advisory board meeting that includes a list of the confirmed members
- Due: April 24th, 2024

IN-QPSA

The chart below illustrates the organization's self-assessment results for College and Career specialty standards. The 21st CCLC advisory team for the BBBS Big Future program were convened in February 2025 and after much conversation, thought and deliberation the team provided the scores seen below. These scores will drive program improvement plans for the 2025-2026 school-year. Program activities and data collection are areas for immediate focus.



Opportunities for Improvement

Not only does Big Brothers Big Sisters has tremendous capacity to deliver quality programs, they also have a culture of success. In meetings with BBBS staff, it was stated several times that the 21st CCLC program could not fail. They have expressed deep commitment to the program. 21st CCLC programs can be difficult to administer for new grantees, even for those organizations with experience administering large-scale grant-funded programs. Years 1, 2 and 3 have been an opportunity for the organization and its program administrators to take stock of what worked and what did not. While many performance measures were not met and in particular, the number of regularly attending participants, program administrators have worked closely with the local evaluator to identify areas that warrant improvement efforts. These are the

improvements recommended for the 2025-2026 program year.

- Establishment of satellite tutor/homework help locations;
- Mobile or virtual tutor support;
- Coupling academic support sessions either before or after enrichment activities;
- Increased emphasis on job tours/shadow opportunities
- Greater utilization of TransAct,
- Convene focus groups with *all* stakeholders
- Greater emphasis on the implementation of the IN-QPSA College and Career Specialty Standards.
 - In Year 4, a leadership team including parents, Bigs and Littles, partners and other stakeholders will be convened to monitor the College and Career self-assessment improvements.
- Data quality measures to include:
 - Regular data audits
 - Administrative oversight
 - Data collection training
 - Standard operating procedure documents