

21st CCLC Outside Evaluation Guided Reflection Documentation

The 21st CCLC grantee's program administrator and certified local evaluator must complete this reflection tool as the official documentation of the 21st CCLC Outside Evaluation. The program administrator and local evaluator should meet twice to reflect on 1) the local context and 2) the data reports in relation to the Cohort 8 Goals and Objectives of the grant. Additional staff may be involved at the discretion of the program administrator and with the agreement of the local evaluator.

Instructions

The local evaluator should complete all sections of this report using the framework and charts provided.

The Review of Data Reports chart should be completed as it is presented. The cells in the Review of Data Reports chart should expand as information is entered.

The Guided Reflection Documentation is due to DESE on 10/15/16. The local evaluator should submit the documentation to the grantee prior to 10/15/16. The grantee will then turn in the Guided Reflection Documentation to their DESE Supervisor.

Grantee/Evaluator Information

21st CCLC Grantee: Local Investment Commission – Grandview

Cohort # 8

Year in the grant: 2

External Evaluator: Vicki Stein

Date of Local Context Meeting: May 26, 2016

Attendees at Local Context Meeting: Andrew Weisberg, Carl Wade, Bennie Avery, DeWayne Bright

Date of Status of Goals and Objectives Meeting:

Attendees at Status of Goals and Objectives Meeting:

Program Overview

Name(s) of sites:

Conn-West Elementary

Belvidere Elementary

Please provide a 2-3 paragraph description of the program that includes at minimum the grades/ages served (Elementary, Middle, High School), how often the youth at each site meet, the types of activities provided, and approximate attendance and enrollments

Conn West provides programs for kindergarten through fifth grade, Monday-Friday, 7:00-9:00 AM and 3:45-6:00 PM. There are 240 enrolled with average daily attendance of 125. Programs offered include 4-H film making, robotics, graphic design, fitness club, chess, and Girl Scouts. The current site coordinator has only been in place for the last five weeks at the end of the school year. The past director was out for much of the year due to illness. Other staff covered until the new site coordinator was hired, but the changes created issues in the program.

Belvidere has 182 enrolled with an average daily attendance of 90-100. The program is open Monday-Friday, 7:00-9:00 AM and 4:00-6:00 PM. Activities include Dash and Dot, aerospace, clothing, disc golf, science, math club, basketball, gardening, chess, dance and engineering. The current director is retiring June 30, 2016.

Local Context

The Local Context section of the Guided Reflection document should be completed by the external evaluator following a face-to-face discussion that takes place before June 30th.

- 1) Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program's ability to successfully increase student achievement and sense of competence in the areas of reading/communication arts, mathematics, and science.

Youth:

At Conn West the youth are excited and very involved in the 4-H programs.

Belvidere worked to support and provide enrichment to activities the school did during the day. They did coding with the older children and Bee Bot Robots for the younger children. They connected with school day tutoring and the students benefited since it was after school. The emphasis during the morning program was on academics and fitness. The emphasis after school is on homework and STEM activities.

Staff:

Conn West has had a lot of staff turnover since the former site coordinator left. The new site coordinator reported the staff does not use lesson planning. However, the 4-H staff are vested in the program.

At Belvedere the staff is made up of individuals with variety of teaching experiences including high school seniors, college students and teachers. This approach has proved to be successful.

School:

There is no communication with the LINC staff from the school. They are not able to use any classrooms, only the gym, cafeteria, LINC office and hallways. This limits what staff is able to do.

Belvidere has good rapport with the school. LINC staff regularly talked with school day staff. They are able to discuss any concern and let each other know about any concerns or problems.

Community:

The new site coordinator has no knowledge of any community involvement at Conn West.

The church across from the school is part of Belvedere Caring Communities. The school district started Bright Futures and the site coordinator has been involved. The LINC staff supported the Lunch Buddy Reading program by stepping in when members of the school staff are not able to attend. The program got a \$1000 grant from Missouri CARE to expand the garden project. The program set up four telescopes and let the community know they could come to observe the Mercury Transit. (Unfortunately, it was a cloudy night and nothing could be seen.) They partnered with Next Step to provide a free tax preparation.

- 2) Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program's ability to develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement (this could include, but is not limited to staffing, continuous improvement, engaging instruction, family communication, and school alignment).

Youth:

The new site coordinator at Conn West had nothing to report.

Belvidere Elementary had many behavior issues so the school established school expectations. These expectations were supported across all parts of the school and LINC program. Staff tried to help youth understand they may have issues before they come to school, but they can control what kind of day they want to have.

Staff:

Conn West has been short on staff and most needed supportive training. Those who did go to training did not take what they had learned back to others on staff.

Belvidere was able to establish a level of respect of the LINC staff as teachers afterschool. During interviews for the job they were informed, if you are just looking for a job, this is not the place for you. If you want to make a difference in the lives of youth, we want you here. Staff models proper behavior, dress, language, etc.

School:

At Conn West there is no true relationship with the school. One of the LINC parents went to the principal to share LINC issues. The principal then came to LINC to discuss these issues.

BIST is used during the school day at Belvidere. Afterschool emphasizes Character Counts and the Big 6. The school is always doing incentives and calls the students scholars. The school always tried to include the LINC program.

Community:

The new site coordinator at Conn West has only been on site for five weeks and not been able to get much community involvement. The PTA does utilize LINC as one of their assets, for funds, etc.

The church across the street takes care of the Belvidere community. The program was able to join with them. There is a strong sense of community in the area. Several faith based organizations volunteer in the program. They also get volunteers from the local Calvary Bible College. They were then able to hire some of these volunteers as staff. Parents often come to the program. The program sponsored a community walk that was well attended. The current PTA president came from the LINC program.

- 3) Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program's ability to enhance youth's college and career readiness skills and behaviors, including positive school behaviors, (attendance, program attendance, out of school suspensions), personal and social skills (communications, team work, accountability), and commitment to learning (initiative, study skills, homework completion).

Youth:

The new site coordinator at Conn West has no knowledge of any conversations about college or career readiness. The Graphic Design class did focus on career possibilities.

Belvidere used A+ students for tutoring which provided a positive example for youth. They had a college day when teachers wore their college apparel. A National Honor Society was started in the building. The school used incentives for positive behavior. Staff reminded youth everything they did was working toward their possible career.

Staff:

Two staff members at Conn West were college students and one just graduated. They talked to the fourth and fifth graders about their experience with college. The program had an artist on staff talk about his work.

The Belvidere staff enjoyed the training and using what they learned with the children in the program. There was turnover when staff found full time jobs. The site coordinator reported the last group of staff was awesome. "They are young and love working with children." She has been very successful getting college students to work in the program. Just their presence in the program has had a good impact on the students.

School:

At Conn West the announcements at the end of the day talked about what it takes to ace the text for college and career readiness. They shared perfect attendance, etc.

When the program started at Belvidere there was a concern of some in the school they would have too many children. They didn't realize what LINC was doing with the children. Gradually the building staff could see the positive things that were being done – it wasn't just babysitting! There were some children who had problems with transitions so the school holds them in the office until things settle down and LINC staff picks them up and takes them to the program. In the morning, LINC staff keeps them until it is OK to walk the child to their classroom.

Community:

The new site coordinator at Conn West has no knowledge of community involvement.

At Belvidere, originally the Girl Scouts would provide a leader for their troop. However, they changed and wanted the leader to come from the community. Parents stepped up to be the leader. The school has exercise equipment on the stage and the program was able to open it up for ladies to use one evening a week.

Review of Progress on Selected Goals and Objectives

- 1) How has the program used the previous years' External Evaluation to improve and refine the afterschool program? What specific areas (use objective numbers 1.1-3.5) did the program work on this year based on last year's data. How did the program try to make changes in that area? Please give specific examples.

Review of Data Reports

The Review of Data section of the Guided Reflection document should be completed by the local evaluator following the release of the data reports and prior to the face-to-face Status of Goals and Objectives discussion.

- 1) Using the data provided, mark the status of this year's goals and objectives and make comments to contextualize the responses.

Objective	Status: Met or Not Met (at all sites)	If Not Met, which site(s)	Data (for all sites) or missing data comments
1.1 – Reading Grades	Not Met	Belvidere	Belvidere 47.7% Conn West 68.4%
1.2 – Math Grades	Met		Belvidere 64.2% Conn West 84.4%
1.3 – Science Grades	Met		Belvidere 66.2% Conn West 72.4%
1.4 – Reading Efficacy	Met	Conn West No Data	Belvidere 76.6% Conn West No Data
1.5 – Math Efficacy	Met	Conn West No Data	Belvidere 83.1% Conn West No Data
1.6 – Science Efficacy	Met	Conn West No Data	Belvidere 70.4% Conn West No Data
2.1 – PQA	Met		Belvidere 4.5 Conn West 3.74
2.2 – Organizational Context	Not Met	Belvidere Conn West	Staffing Model Belvidere 2.85 Conn West 2.87 Continuous Improvement Belvidere 3.85 Conn West 4.67
2.3 –	Met		Academic Press

Instructional Context			Belvidere 4.11 Conn West 4.4 Engaging Instruction Belvidere 3.99 Conn West 4.75
2.4 – External Relationships	Not Met	Belvidere Conn West Incomplete Data	Family Communication Belvidere 3.44 Conn West No Data School Alignment Belvidere 2.73 Conn West 3.35
3.1 – School Day Attendance	FY16 - Not Applicable		
3.2 – Program Attendance	Met		Belvidere 91.5% Conn West 82%
3.3 – Behavior	FY16 - Not Applicable		
3.4 – Personal and Social Skills	Met	Conn West No Data	Belvidere 84.5% Conn West No Data
3.5 – Commitment to Learning	Met	Conn West No Data	Belvidere 86.7% Conn West No Data

2) Using the previous evaluation(s) and this year’s data, fill out the longitudinal chart. Mark items that were “Met” or “Not Met” (with M or N). List the sites that did not meet the objective.

Objective	Year 1 – M/N	Sites Not Met	Year 2 – M/N	Sites Not Met	Year 3 – M/N	Sites Not Met	Year 4 – M/N	Sites Not Met	Year 5 – M/N	Sites Not Met	Comments
1.1 – Reading Grades	Met		Not Met	Belvidere							
1.2 – Math Grades	Met		Met								
1.3 – Science Grades	Met		Met								
1.4 – Reading Efficacy	Met		Met	Conn West No Data							
1.5 – Math Efficacy	Met		Met	Conn West No Data							
1.6 – Science Efficacy	Met		Met	Conn West No Data							

2.1 – PQA	Met		Met								
2.2 – Organizational Context	Met		Not Met	Belvidere Conn West							
2.3 – Instructional Context	Met		Met								
2.4 – External Relationships	Not Met	Belvidere	Not Met	Belvidere Conn West Incomplete Data							
3.1 – School Day Attendance	FY15 - Not Applicable		FY16 - Not Applicable								
3.2 – Program Attendance	Met		Met								
3.3 – Behavior	FY15 - Not Applicable		FY16 - Not Applicable								
3.4 – Personal and Social Skills	Met		Met	Conn West No Data							
3.5 – Commitment to Learning	Met		Met	Conn West No Data							

Status of This Year’s Goals and Objectives

The Status of Goals and Objectives section of the Guided Reflection document should be completed by the local evaluator following a face-to-face discussion with the grantee.

- 1) Goal 1 – Grades (1.1-1.3) and Self-efficacy (1.4-1.6) – What trends can be seen across all sites? In which subjects are youth succeeding? In which subjects do they need more assistance? How does the self-efficacy survey data fit/not fit with the grades data? Are there particular sites that do better/worse than others? How does the local context fit this data?

2) Goal 2 – PQA (2.1) – What trends can be seen across all sites? What are the strengths of the program? What may need to be improved across all sites at the program? What concerns/areas for improvement can be seen for only certain sites? How does the local context fit this data?

3) Goal 2 – Leading Indicators (2.2-2.4)

Organizational Context (Staffing Model and Continuous Improvement) – What does the survey data say across all sites related to the Organizational Context? Are there management trends that surface?

Instructional Context (Academic Press and Engaging Instruction) – Looking at the responses for the Instructional Context, does this match the perception of the program staff? Are there site specific issues?

External Relationships (Family Communication and School Alignment) – What trends are seen in the External Relationships section? How does the survey data in the External Relationships section relate to the local context outlined above?

4) Goal 3 – Attendance (3.1-3.2) and Behavior (3.3) – What are the attendance trends across all sites? Are there particular sites that are doing well/struggling with attendance and school behaviors (out-of-school suspensions)? What factors impact the attendance and

suspension rates? *(Note: Data is only provided for 3.2 – Program Attendance. You may still discuss the program’s impression of school day attendance and school day suspensions, but are not required to do so.)*

- 5) Goal 3 – Personal and Social Skills (3.4) and Commitment to Learning (3.5) – Across all sites, what are the trends on the youth surveys? Which areas might warrant more focus? Are there individual site differences? How does the local context fit this data?

- 6) Additional Family, Staff, School Administrator, and Community Partner data – Does this data support the other data already reviewed? Are there specific concerns (at one site or across all sites) that the program should consider (e.g., families connected, staff supported, school administrators and community partners informed)?

Longitudinal Progress

1. What trends are noted across time related to the specific objectives (1.1-3.5)?

2. For the specific objective(s) that the program identified to work on during the past year, what progress can be seen in the available data? What factors contributed to or detracted from the progress? How does this fit with the local context?

3. For the next year, which objective(s) might the program select for improvement? (Note: Action plans will be developed with the Afterschool Regional Educator.)