21st CCLC Outside Evaluation
Guided Reflection Documentation – LINC Grandview Cohort 8

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 text boxes and charts provided.

The text boxes are place holders for where the local evaluator should type the responses. The text boxes may be deleted so that the evaluator can type the response without dealing with the limitations of a textbox.

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

Grantee/Evaluator Information

21st CCLC Grantee: Local Investment Commission (LINC) - Grandview
Local Evaluator: Vicki Stein
Date of Local Context Meeting: May 26, 2015
Attendees at Local Context Meeting: Andrew Weisberg, Bennie Avery, Shaun Hayes
Date of Status of Goals and Objectives Meeting: October 13, 2015
Attendees at Status of Goals and Objectives Meeting: Andrew Weisberg, Bennie Avery. (Shaun Hayes provided feedback later.)

Local Context

The Local Context section of the Guided Reflection document should be completed by the local 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.

Positive Impact:
Belvidere has good support and partnership with school and the church across the street as a community partner. There is good communication between school day teachers and program staff on needs and concern of students. Teachers share materials with program staff to help give extra support to the students in their class. Teachers also use the

afterschool time as an extra benefit to work with their students. Students in the program receive tutoring support from the A+ program and community partner to help build on the student successes.

Conn West's program works with teachers and administrative staff to monitor student achievement with continuing dialog between staff and teachers. The program is continuing academic programming such as homework help, First 15 reading program, science club and Math First computer program.

Negative Impact:
Conn West struggles with having enough time available to do all the activities.

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).

Positive Impact:
At Belvidere the school provides many opportunities to help maintain high student achievement and competence in all academic areas. The program is proud of student accomplishments.

There is continuous work at Conn West between school administrators and staff to develop a comprehensive youth development program. There is continuous education of staff on youth development principles. They feel they provide adequate training for staff.

Negative Impact:
Belvidere deals with conflict in scheduling and students are pulled from programing activities that they're enrolled in. Student often do not want to leave the program, but parents sign them up for tutoring.

Conn West needs more space and time for their growing 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).

Positive Impact:
At Belvidere the Principal works well with site coordinator to maintain the same building wide expectations for the school day and program. There is good communication support on student and family issues. School day has a system in place to give extra support to students struggling with their behavior and that is continued into the program.

Conn West continues to provide programming (workshops, etc.) that engages youth discussing college majors and career opportunities. They also continue to have program staff discuss their college majors and career goals with youth in the program.

Negative Impact:
Belvidere is challenged by having all grade level students are in the same group. The staff need more training in dealing with children who have behavioral issues. Transition time can be difficult for students coming into the program after a difficult day. The program is not able to a hire a special staff to provide the extra support to struggling students during program time.

At Conn West there is a disconnect (or separation) between the LINC program and the student after elementary school.

Review of Data Reports

Using the data provided, mark the status for each of the objectives and make comments to contextualize the responses.

Objective	Status: Met (at all sites) or Not Met	If Not Met, which site(s)	Comments (e.g., additional context, information, or data) – required for any Not Met items
1.1 – Reading Grades	Yes		
1.2 – Math Grades	Yes		
1.3 – Science Grades	Yes		
1.4 – Reading Efficacy	Yes		
1.5 – Math Efficacy	Yes		
1.6 – Science Efficacy	Yes		
2.1 – PQA	Yes		
2.2 – Organizational Context	Yes		
2.3 – Instructional Context	Yes		
2.4 – External Relationships	NO	Belvidere	Staff plans to spend more time working with the principal and building staff to get data and other information that will help to support youth in the program.
3.1 – School Day Attendance	Blank		
3.2 – Program Attendance	Yes		
3.3 – Behavior	Blank		
3.4 – Personal and Social Skills	Yes		
3.5 – Commitment to Learning	Yes		

Status of 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) Kids Care Center grades and Survey Self-efficacy Data – 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?

Both sites are above the state average in all areas but one (science at Belvidere). The new principal at Belvidere is very much into technology. She has introduced several new clubs and programs for students to support science instruction in the building. The after school program is part of this plan. The program has hired two new staff members (college students) with background, interest and knowledge in STEM. They are implementing more of these activities across the program. Belvidere is trying to do more tutoring to support youth as needed after school. They are working to support youth in math, reading and science.

Both sites show high levels in work habits. This contributes to the high scores in the Academic Efficacy. Mathematics scores are high at Conn West while Technology is high at Belvidere.

The Local Context indicating a strong connection between the school staff and the after school staff is supported by this data.

One challenge across all LINC sites is that youth are very transient. This makes it hard to get pre and post data.

2) PQA – 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?

Both sites scores above the state average in Safe Environment and Supportive Environment. However, both need to focus on youth leadership.

Belvidere recognizes the need to do more for youth engagement. New staff has been hired who is implementing more youth planning and the program is seeing the positive results.

Conn West is working on helping youth feel they belong in the program. Staff is being encouraged to do more to build a sense of community in all activities.

Reflection scores are low for both sites. All agree additional staff training in this method is needed, not just for these sites, but also across all LINC programs.

Conn West continues to work with school administrators to develop a comprehensive youth development program. While there is ongoing training for staff, additional specific training to address items identified in this data should be implemented as possible.

3) Leading Indicators – What does the survey data say across all sites related to the Organizational Context? Are there management trends that surface? Looking at the responses for the Instructional Context, does this match the perception of the program staff? Are there site specific issues? How does the survey data in the External Relationships section relate to the local context outlined above?

Youth Governance and Enrollment Policy are two areas noted for improvement in the data for both sites. Additional staff training on methods to involve youth more in program planning will be required for this to occur successfully. Belvidere did recently receive input from youth in the program when two prospective staff members visited. After the meeting, youth were asked if they thought these two would be a good fit for their program. (They did.) The two potential staff members were asked if they thought they would be a good fit for the program. (They did.) Both were hired and are doing well in the program. Staff are also brainstorming with the youth on what kinds of things they would like to do in the program.

The Enrollment Policy items are a challenge for LINC programs as all youth are welcome. No one is targeted for enrollment.

Note: Leading Indicator 1.4 – the first and last of the four items under Access appear to contradict each other. If you get a "5" on one you will get a "1" on the other.

Under 2.1 Academic Press, Homework Completion, both sites report challenges. At Belvidere, the new staff members (college students) are able to assist students. Both sites report some parents and teachers want students to do homework at home. These students are provided other activities that support the educational day. This concept of Homework at Home seems to be a push across the Grandview district in an attempt to get more parental involvement.

Both sites agree that while there is ongoing communication between the school staff and after school program staff, in the past these conversations have not included data for individual students. In addition, administration at LINC needs to do a better job of sharing Kids Care data with program staff. One discussion was on the possibility of tracking transient students across schools and districts, however privacy issues do not always allow schools to share information that would make this possible.

4) Kids Care Center Attendance and Behavior Data – 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?

Belvidere and Conn West have Attendance levels over 80%. LINC works with parents to ensure attendance by providing low fees, easy access to programs, etc. Parents are pleased to have their children in safe, secure environments. Parents report being more productive at work when their children are in the program. Belvidere reports during the school day, they can see an improved difference in the behavior of children who are in the LINC program. They do not suspend children from the program.

LINC doesn't track suspensions for school or the program.

Belvidere has many children with special needs enrolled in their program. Often the parents do not note this fact at the time of enrollment, but staff has to talk to school day personnel to learn the child's special needs. Many of these children have challenging behavior that is disruptive to the program. While the school day has extra staff to assist these children, the after school program does not. These constant and consistent discipline issues take time away from educational activities.

5) College and Career Readiness Survey Data – 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?

Youth in neither Belvidere nor Conn West rated their interest in Science / STEM items very high. They are all below the state average between 2.91 and 3.44. Belvidere thinks this could change with the introduction more science activities this year.

Youth at both sites averaged over 4.25 on Personal and Social Skills. Belvidere had three items that averaged below 4.0, "I work well with other kids," (3.58) "I can stay friends with other kids," (3.98) and "It is easy for me to stay focused on projects that last more than one week," (3.92). Staff will be providing more activities to develop the sense of community to try to help youth working together and staying friends. They will work on more long-term projects with program participants.

Local Context lists the challenge of parents picking up students before activities are completed. Staff will be exploring ways to allow youth to complete more of the long-term projects.

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)?

All LINC sites, including these in Grandview, need to provide more adult educational opportunities for families in their individual schools or provide information about these opportunities available in their community. Both sites agree they need to do a better job communicating with everyone in the community – parents, school staff and community partners.

The data indicates parents feel the program is a benefit to them and their families. Youth report they enjoy the program and parents are happy. Both Belvidere and Conn West scored high on the Strengthening Family scale.

Identical data for Belvidere and Conn West show a need for better communicating with the school day staff sharing what the program is doing and receiving specific data on individual students.

There is also a need in both programs and the full district to communicate more about the programs with the community at large. This could include a variety of information including data from this report, progress over time, commentary from youth on what they learn in the program, etc. This could also be a method of recognizing partners in the school as well as in the community.