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 – Hickman Mills
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, Kelley Hardin, Brian Geddes, Danisha Clarkson

Date of Status of Goals and Objectives Meeting: September 19, 2016
Attendees at Status of Goals and Objectives Meeting:

Program Overview

Name(s) of sites:
  Smith-Hale Middle School
  Johnson Elementary
  Santa Fe 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

Smith Hale Middle School provides programming for seventh and eighth grade students, Monday-Friday 3:30-6:30 PM. Approximately 150 are enrolled with average attendance of 90. Activities offered include robotics, cooking, sewing, Young Inventors, arts and crafts, drill team, drum line, reading club, gardening, chess, graphic design, photography, Young Ladies Union, Modeling Manhood, computer coding, and others for a total of 18 programs.

Johnson Elementary is open Monday-Friday, 6:30-7:30 AM and 2:40-6:00 PM. They serve students first through sixth grades with enrollment of 153, average attendance of 98. Program activities include film making, photography, robotics, science club, fashion, art club, male mentoring, business club and others.

Santa Fe Elementary has 135 enrolled with average daily attendance of 103. Students first through sixth grades attend program Monday-Friday, 6:30-7:30 AM and 2:20-6:00 PM. Programs include Dash and Dots Robotics, sewing, fitness, Boy Scouts, and others. The current director was only there the first six weeks and the last three weeks of school. Other staff covered the position during the remainder of the school year.

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:

Staff at Smith Hale use immersion to get youth involved in activities. They feel if they can get youth immersed in an activity they are more like to learn to like it and continue to participate. Youth are at an age where they are curious and are physically able to do things younger youth couldn't do.

Johnson staff are trying to keep youth focused and interested in STEM activities. They are finding a smaller percentage of students who are really interested in science, however, staff is trying to keep them engaged. This year they have had an increase in students who wanted to do film making and science activities.

At the start of school at Smith Hale staff was able to provide good homework help. One challenge for students was sometimes classroom teachers would come get youth to take them to the classroom during program time to do work. But there is no knowledge of what work they were doing.

Staff:

Smith Hale recognizes staff need to have knowledge of science of math and science to work with youth in middle school to be sure they are giving students proper methods. Staff are eager to learn, but do need more training.

Some of Johnson's staff are afraid science is too hard and are reluctant to try some activities. There is a willingness to learn, but they need more training in order to provide quality programming.

Staff at Santa Fe is not consistent in their attendance. Staffing has been an issue all year. However, there were three staff members who seldom missed all year. Without consistent staff, it is difficult to build relationships with youth. Regular group sizes may be good for quality programming, but when staff do not come to work, those groups have to be split into much larger groups. Often planned activities cannot be adapted for the larger group. Lesson plans were inconsistently created and followed. Many staff didn't understand the concept of STEM.

School:

Smith Hale staff would like to use more tools in projects, but Safe School regulations don't always allow their use. The program wants to be safe and follow school guidelines so this is a challenge. The school is pushing more science related activities.

The biggest challenge at Johnson is that everyone has their own agenda of what they want to achieve. It is hard to help everyone understand we are trying to achieve the same thing. The teachers are good partners, but the principal is a challenge.

At Santa Fe, some teachers did provide tutoring near the end of the first semester. However, teachers were inconsistent in actually picking up the children. They would tell them they were going to pick them up and then not show up.

Community:
Smith Hale location doesn't have many businesses around so it is hard to get their involvement. Some describe the location as a science desert. It is hard to get youth to see relevance of science when there are no businesses in their area as examples. They do feel new infrastructure in the community will help. The Cerner complex under development will include an Innovation Center.

Johnson is in a residential area so there is not a lot around to connect with the program.

The current director at Santa Fe has no knowledge of any community involvement with the program.

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:
Youth at Smith Hale have a variety of opportunities for positive interactions through the LINC site council and PTSA.

Johnson offers a Business Club where business owners came and spoke to youth to help them see what can be done in business. When the school has events, the program encourages youth fourth grade and above to volunteer.

Santa Fe staff reported lots of behavior challenges at the first of the year and mayhem at the end of the year.

Staff:
Smith Hale staff uses programs such as Character Counts, Modeling Manhood and Young Ladies Union, as opportunities for mentoring and modeling proper behavior. Staff hold mock job interviews with discussion on what each aspect of the interview means to help youth learn what to expect in the future. Staff understand the importance showing what stable individuals they are and of building relationships with youth.

Johnson staff understand a part of their charge is to build up opportunities for program involvement for youth and for them to be in leadership positions in various parts of the program.

Santa Fe staff enjoyed the training, but didn't have an opportunity to reflect and share when they got back to the site. Their lack of confidence prevented them from using much of what they learned.

School:
Smith Hale school staff use the Principle that there are eight steps to solving issues in life. They have coaches and mentors to help youth learn the concept and process. They learn it is okay to be mad, but learn how to handle that emotion.

Johnson's principal allows youth to partner with teachers and volunteer. They let youth know if you make the correct choices, there are opportunities. LINC staff understand that by meeting parents every day they can help them understand the program is safe and can help their child grow and learn. They were able to get parents involved with a fashion show youth presented. The Site Coordinator attends PTA meetings to develop and maintain that relationship with families.

At Santa Fe the relationships between school staff and the LINC staff was a challenge. The principal was new this year. He was receptive, but it took almost the full school year for the relationship with the program to really improve. Next year will be a new challenge because the building is changing it's focus to STEAM and about half the staff will be new to the building. And there will be a new Site Coordinator. Everyone understands it will take time to build relationships.

Community:
Smith Hale has the OK program where police mentor youth. They also work with Concorde Church to provide a positive place for youth to go outside of school hours.

Johnson had Round Table discussions with partners in the community to get them to work with the school and program. They have two churches that provide school supplies and a clothing closet to help meet the needs of youth at the school. During the holiday season they provided basket for families. Blue Hills church provides a place for the youth to go play basketball after program hours.

The current director at Santa Fe has no knowledge of any community involvement with the 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).

<u>Youth:</u>
Smith Hale provides a wide array of programs for youth. Staff creates opportunities for youth to learn about activities so they might want to participate in the activities later. Modeling Manhood and Young Ladies Union help youth learn about career readiness. One continuing challenge is helping youth understand that they will need to learn science even though they are not planning to go to college. Many are distracted by social media and have difficulty handling conflict.

Most of the students at Johnson aspire to be in sports or entertainment and are not thinking about college. Staff are teaching they need to work on their Plan B just in case they don't make it to the NBA.

There has been little or no communication about college or careers during the program at Santa Fe as far as the current Site Coordinator knows. At the end of the school year, she did work with older boys and talked to them about other career options beside basketball.

<u>Staff:</u>
Staff at Smith Hale are teaching youth the importance of education. They have developed a template with benchmarks that is completed for youth to help them see how they are progressing. Youth share the template with their teachers for their comments, suggestions, etc. Staff then work with youth with the idea of how can we help put the youth into the position to succeed.

At Johnson, everything they do is structured around working with the school staff to support youth in their education. They did a project with older youth to get to think about what was in their community – to really observe what was around them. They were then taken to other parts of the area to see what is different in different parts of the city. Youth were asked what their house will look like in the future. (Most were huge mansions.) Staff then worked with youth the think about what it will take to get that house. They are always using language of how are preparing for the next level of education. For instance, the older youth discussed the concept of changing classes, etc. when they go to middle school.

Staff at Santa Fe tried to talk to youth regularly about their behavior and how it would impact their future.

<u>School:</u>
Smith Hale teachers work with staff and youth on their template reports. The program is always working to build more links between the program and the school day. They work with the school to make sure youth who need tutoring actually get the tutoring scheduled and the youth get to the tutoring when scheduled.

Johnson has a good rapport with teachers and want to have more documentation of what youth need from the program. They do have Homework Help sheets, but the school wants parents to be involved. The school uses the program as the communication method with families for behavior issues.

Santa Fe did have a Career Day during the school year.

Community:
Hickman Mills school district works with LINC to on Parent University twice a year. They provide basic information on budgeting, how to help youth with homework, etc. However, for the second one this year, even with lots of publicity and personal contacts, more LINC staff was there than parents.

LINC and the PTSA work together at Smith Hale to build a Young Task Force on Community Issues. They spent a Saturday cleaning up the Smith Hale corridor so students have a nice place outside to visit. One local company taught youth how to measure and build a bench for the area. They encourage youth and adults to be engaged in the community to fix problems they see. One challenge is that many community members don't recognize there are problems in the community so are not interest in being involved.

Johnson doesn't have good community involvement, but the district is trying to build more community involvement with the schools.

The current director at Santa Fe has no knowledge of any community involvement with the program.

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	Met		Johnson K-5 81.7% Santa Fe K-5 72.7% Smith Hale 7-9 50.0%
1.2 – Math Grades	Not Met	Smith Hale	Johnson K-5 68.2% Santa Fe K-5 73.0% Smith Hale 7-9 41.4%
1.3 – Science Grades	Met		Johnson K-5 93.1% Santa Fe K-5 81.6% Smith Hale 7-9 56.8%
1.4 – Reading Efficacy	Not Met		Johnson K-5 72.3% Santa Fe K-5 70.2% Smith Hale 7-9 56.8%
1.5 – Math Efficacy	Not Met		Johnson K-5 91.1% Santa Fe K-5 81.0% Smith Hale 7-9 62.2%
1.6 – Science Efficacy	Met		Johnson K-5 70.0% Santa Fe K-5 73.8% Smith Hale 7-9 71.8%
2.1 – PQA	Met		Johnson K-5 3.44 Santa Fe K-5 4.14 Smith Hale 7-9 3.30

2.2 – Organizational Context	Met		Staffing Model
			  Johnson K-5 4.32
			  Santa Fe K-5 3.04
			  Smith Hale 7-9 4.44
			Continuous Improvement
			  Johnson K-5 3.97
			  Santa Fe K-5 3.94
			  Smith Hale 7-9 4.26

2.3 – Instructional Context	Met		Academic Press
			  Johnson K-5 4.48
			  Santa Fe K-5 4.11
			  Smith Hale 7-9 3.61
			Engaging Instruction
			  Johnson K-5 3.93
			  Santa Fe K-5 4.27
			  Smith Hale 7-9 4.12

2.4 – External Relationships	Not Met	Santa Fe
		Smith Hale
			Family Communication
			  Johnson K-5 4.11
			  Santa Fe K-5 2.94
			  Smith Hale 7-9 2.7
			School Alignment
			  Johnson K-5 4.21
			  Santa Fe K-5 3.73
			  Smith Hale 7-9 3.57

3.1 – School Day Attendance	FY16 - Not Applicable		
3.2 – Program Attendance	Met		Johnson K-5 87.7% Santa Fe K-5 77.0% Smith Hale 7-9 68.3%
3.3 – Behavior	FY16 - Not Applicable		
3.4 – Personal and Social Skills	Met		Johnson K-5 90.5% Santa Fe K-5 87.1% Smith Hale 7-9 77.5%
3.5 – Commitment to Learning	Not Met	Smith Hale	Johnson K-5 80.7% Santa Fe K-5 87.8% Smith Hale 7-9 67.5%

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 –	Sites Not Met	Year 2 –	Sites Not Met	Year 3	Sites Not Met	Year 4	Sites Not Met	Year 5	Sites Not Met	Comments

	M/N		M/N		– M/N		– M/N		– M/N		
1.1 – Reading Grades	Met		Met								
1.2 – Math Grades	Met		Not Met	Smith Hale							
1.3 – Science Grades	Met		Met								
1.4 – Reading Efficacy	Not Met	Johnson Santa Fe Smith Hale	Not Met								
1.5 – Math Efficacy	Not Met	Smith Hale	Not Met								
1.6 – Science Efficacy	Not Met	Smith Hale	Met								
2.1 – PQA	Not Met	Smith Hale	Met								
2.2 – Organizational Context	Met		Met								
2.3 – Instructional Context	Met		Met								
2.4 – External Relationships	Not Met	Johnson	Not Met	Santa Fe Smith Hale							
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	Not Met	Smith Hale	Met								
3.5 – Commitment to Learning	Not Met	Smith Hale	Not Met	Smith Hale							

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.)