

21st CCLC Outside Evaluation
Guided Reflection Documentation – LINC Hickman 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) – Hickman Mills C-1

Local Evaluator: Vicki Stein

Date of Local Context Meeting: May 26, 2015

Attendees at Local Context Meeting: Andrew Weisberg, Danisha Clarkson, Bryan Geddes (Joyce Jennings Kynard submitted information June 3, 2015)

Date of Status of Goals and Objectives Meeting: October 14, 2015

Attendees at Status of Goals and Objectives Meeting: Andrew Weisberg, Dameron Anderson, Bryan Geddes

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:

At Johnson academic time is 3:00 – 3:50. During this time, students participate in literacy activities such as spelling and reading relay races, building short stories and 20 minutes of reading allotting for the younger age groups. Science experiments and Math games

generated from University of MO Extension are done with all age groups appropriately. Staff is trained on these activities. There is good communication between staff, site coordinator, principal and school day teachers to ensure the program is helping support the targeted academic goals. They currently use the University of MO Extension to administer a technology course. There is continued collaboration between LINC staff and school district staff to develop materials that enhance the school curriculum.

Santa Fe has conversations with school staff on suggestions for school aligned materials. The teachers often provide supplemental learning materials for LINC staff to use with students who may be struggling in the areas of math, communication arts, reading and science.

Negative Impact:

At Johnson a more formal format needs to be put in place for all stakeholders involved to have communications and support more efficiently.

Smith-Hale feels students have a hard time with science and reading/communication arts in the community of Smith-Hale. They feel they need more Immersion because it would be helpful for students to be surrounded by these areas consistently. Parents are hard at work and don't have the time to read or be seen reading so their children begin to pick up healthy reading habits from parents. Even harder, the access to consistent science learning experience throughout Smith-Hale community. Missouri Conservation Center and other science facilities often are seen as long voyages from their community. They need to provide Information. A lot of times parents and students are unaware of resources that are available to them in their community. Peer pressure plays a huge role in kids' interest in these subjects at Smith-Hale. Kids are considered "nerds" and "geeks" if they like science, are good in math, and like to read and do it consistently. Because of that, even if they want to do something, they won't because their peers aren't.

- 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:

Johnson has Core Results and the BIG 6 that allows the program guidelines to ensure quality, safety, etc. The site coordinator has monthly staff meetings and meets with the principal bi-weekly. The site coordinator has one on one meetings with parents to establish a partnership and trusted relationship to discuss their child's needs or any family needs. The outcome of all these meeting is to establish and engage communication to find out what the needs are of the school as well as the families we serve. Parents also are involved stakeholders and have input about what goes on within the program. Quarterly events are planned with the community invited. For example, a fashion show was held where children participated in making their wardrobe to be worn.

Santa Fe feels building relationships is a key component of the LINC program. Parents are very supportive of the 21C program activities. They know staff retention is critical to

developing and maintaining a quality program. Students are more responsive when they have a familiar face every day.

The Smith-Hale Caring Communities has begun to make progress in developing a safe and quality program. They have open communication with teachers, families and staff. With that open communication, they are beginning to align ideas of what the program can be with the ideas of teachers and parents and what they want from the program. Staff has been employed that is passionate in the areas they lead.

Negative Impact:

Johnson thinks it is still hard to engage more parental participation when it comes to having a voice and a presence in the school and the community. The time parents pick up students often interferes with activity completion.

- 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:

Johnson continues to offer new ways to engage the children with academics in a fun filled capacity. They bring in speakers, or outside activities to introduce new things. (Science City, Mad Science) They create an environment around the children that speaks success. There is continuous communication with the school partner assuring everyone is on the same page with the same goal.

At Santa Fe, the before/after program has had a positive impact on school attendance. Children who attend before school activities were on time for school. Positive Behavior Intervention Support Program (PBIS) implemented at Santa Fe Elementary provided guidelines for behavior in the hallways, cafeteria restroom and classrooms before, during and after school. School staff and LINC staff used the same rules and vocabulary. There was consistency with the implementation of the PBIS program at all levels, which created a safe environment where students were more responsible for their actions and respectful to others. Students who consistently attend and are heavily involved in the program have high attendance, good program attendance, and usually are in less trouble during school time hours. Through programs such as modeling manhood, children have been taught how to map their career goals and to become more aware on what it takes to go to college. The program consists of activities and clubs that require teamwork, accountability and communication between peers and adults. Parents, Staff, school, and community members are very supportive of these activities.

Negative Impact:

Johnson feels sometimes it's the lack of time during the program to administer programming that connects involved kids with school day programming.

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	NO	Johnson Santa Fe Smith Hale	21 CCLC activities added since January such as reading relay races, reading club, building short stories and 20 minutes of reading should impact these numbers this year. The new site coordinator plans to add a D.E.A.R. program. She will also talk to teachers to see how the program can support reading during the after school program. The program has added two new reading activities and is working with Blue Ridge Library to find books middle school will want to read.
1.5 – Math Efficacy	NO	Smith Hale	A Young Inventors program has been added for this year. Program will continue to work to improve youth involvement to add activities they enjoy that will support math.
1.6 – Science Efficacy	NO	Johnson Smith Hale	The 21 CCLC programs did not start at any of the cohort 8 sites until January. Since that time, STEM program with 4H has been added at all sites. The middle school program has had difficulty engaging students in science. However, the Young Inventors program is seeing success.
2.1 – PQA	NO	Smith Hale	The program has added extra time for homework with a tutor available for students if needed.
2.2 – Organizational Context	Yes		
2.3 – Instructional Context	Yes		
2.4 – External Relationships	NO	Johnson	All sites need to do a better job getting data from the district and the school staff in order to assist specific students. The program does have good family engagement.
3.1 – School Day Attendance	Blank		
3.2 – Program Attendance	Yes		
3.3 – Behavior	Blank		
3.4 – Personal and Social Skills	NO	Smith Hale	The program has added two classes that work on character education and behavior. There is one that focuses on boys and one on girls.
3.5 – Commitment to Learning	NO	Smith Hale	The program staff talks with students on how the work they do now in school will impact their future job opportunities. They discuss how to prepare resumes, conduct themselves during an interview, etc. More time is now provided for homework with tutors available if necessary.

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?

The 21st CCLC programs did not start until January. Program results should be different this year with a full year of programming working toward their goals. All sites were low in reading, but have added a variety of reading activities for youth.

Johnson and Smith Hale were low in STEM. With the addition of the 21st CCLC programming, all have added more STEM programs including the 4H activities. Smith Hale has added the Young Inventors program. Their current project is an Apparatus Challenge.

The Youth Survey data for Smith Hale agrees with the Kids Care data in reading, math and science. Johnson's Youth Survey agrees with Kids Care data in reading and math, but not in science and technology. The Youth Survey data for Santa Fe does not agree with Kids Care data in reading.

Looking at trends across the district, the two elementary programs, Johnson and Santa Fe generally are fairly similar. However, the middle school program is not as strong. All three programs are strong in System Norms. Family Satisfaction is strong for all three possibly due to a strong emphasis for LINC programs to have family advisory boards for each site.

One area for improvement for all sites is School Alignment. While each site reports regular communication with the school staff, more must be done to get data to assist specific students. Another area of concern is Community Resources. Programs are looking at ways to involve their students in the community and share information about the programs in the community. Academic Efficacy is a focus for all three sites. A variety of activities are being added to help support youth in all these areas. All sites scored low on Enrollment Policy, which is due to LINC's policy that the programs are open to all. No one is targeted or excluded.

Information listed in Local Context supports the challenges at Johnson and Smith Hale. It is more positive at Santa Fe.

- 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?

All sites scored above 4.0 for Safe Environment. There is concern that Johnson scored a 1.0 on Lack of Bias. Johnson and Santa Fe, both elementary programs, scored high in Support Environments. The elementary programs scored 5.0 in several areas. The middle school only scored a 5.0 in three areas.

Areas for focus for improvement include Interactions and Engagement at Johnson; Interaction, Engagement, and STEM Skill Building at Smith Hale. All sites scored 1.0 on Reflection. Staff training on this topic is planned for all LINC programs.

The Local Context indicated efforts are being made to improve all these areas.

Note: Would be interesting to know if the national average is middle school only or K-12.

- 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?

All sites rated high Job Satisfaction and Vertical Communication. Levels were consistent for all sites on Continuous Improvement.

Youth Governance is low for all sites. Other concerns include Capacity at Santa Fe and Horizontal Communication and Youth Governance at Johnson. (There is missing Youth Governance data for Santa Fe.) All these will require more staff training before they begin work with youth as well as on-going support.

Scores for Enrollment Policy are low across all LINC sites due to policy of including all who want to attend and not targeting students for inclusion.

For Instructional Context all programs recognize the need to work more with school staff to get data on students in order to specific students in their work. Academic Press is similar for the two elementary programs while the middle school is lower. Smith Hale is doing providing more homework time during the program, however there are other activities (some conducted by the school) that compete for youth interest.

Youth Survey numbers are lower than staff numbers for Instructional Context and Engaging Instruction. More staff training will be required to help support youth in meaningful ways.

The Local Context supports the challenges at Johnson Elementary. All sites indicate they are working with the school staff, but now recognize they need more specific information on youth in order to support in academic areas as required.

- 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?

Attendance is consistent between the two elementary programs, Johnson and Santa Fe. Smith Hale is lower possibly due to other activities at the middle school competing for the interest of the youth.

Question: is Smith Hale being compared to other middle schools or to K-8 programs.

LINC does not track suspension data.

- 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?

Trends across the elementary programs are fairly consistent while the middle school program rated lower. Youth Surveys indicate they are coming to school ready to learn and recognize doing well in school will help them in the future. They are making friends.

This year's programs are focusing more on STEM and science activities. They are helping youth understand the scope of STEM jobs. The programs recognize they will build interest in activities by using reflect and building more engagement. They know this will require more staff training to be successful.

Smith Hale is looking at ways to keep youth involved and interested in the activities provided by the program that will help with their academics. The Local Context supports the challenge for Smith Hale.

Again, the concern the middle school program is being compared to K-8 programs.

- 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)?

Data from Administrators supports the recognition by the programs they need to do more to get specific information from the school staff in order to support youth in their academics. Programs are working with schools to have representatives of the program attend school staff meetings to build program recognition and relationships. At Smith Hale currently staff from the school is invited to after school training and the school invites after school staff to their trainings. Smith Hale want to train staff on how to support STEM activities and make more links to the school day content.

Community Partners do not feel they are not well informed about the programs. Programs understand they must do more to be sure their information is getting to all these partners as well as the school day staff.

Parents reporting their child enjoys the program are higher than the state average. Strengthening Families is also high across the district. The parents report the program has helped families get to know the school day better (higher than state average). These could be a result of the Site Councils at each of the three buildings.

One goal for the year across the district is to add more adult education offerings at all locations. This could include information on offerings provided by other organizations.