

**21<sup>st</sup> CCLC Outside Evaluation**  
**Guided Reflection Documentation – LINC Kansas City Cohort 8**

The 21<sup>st</sup> CCLC grantee’s program administrator and certified local evaluator must complete this reflection tool as the official documentation of the 21<sup>st</sup> 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**

21<sup>st</sup> CCLC Grantee: Local Investment Commission (LINC)

Local Evaluator: Vicki Stein

Date of Local Context Meeting: May 26, 2015

Attendees at Local Context Meeting: Andrew Weisberg, Reginald Hester, Jason Ervin, (Brenda Newsome submitted her information June 12, 2015)

Date of Status of Goals and Objectives Meeting: October 6, 2015

Attendees at Status of Goals and Objectives Meeting: Andrew Weisberg, Jason Ervin, Brenda Newsome

**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 30<sup>th</sup>.

- 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:**

ACCPA feels a positive impact the community has on student achievement is the partnership they have with the Kansas City Missouri Zoo. They come every semester to teach science to the students in the after school program. The school teachers tutor our after school students in math and language arts. The school participates in D.E.A.R. (Drop Everything And

Read) in the morning, before the students start their day. They get in their groups and read one on one, in groups, or by themselves. Staff have seen an increase in the kids enjoying reading and improving their reading scores. 4-H is on-site every week to provide robotic activities to students in the area of science.

Paige tries to offer a variety of programs for students. After we going through small obstacles of helping everyone understand the importance of program components, the students and parents seem to come around and that's when they begin to appreciate what is being done for their students.

**Negative Impact:**

At ACCPA training is offered to only to a few staff.

Melcher is concerned about the lack of exposure, technology and resources available to children and families within urban core communities. In order to increase student achievement students must be built up and feel valued by their instructors and academic leaders. Students have an innate ability to want to prove successful however; because of life circumstances their challenges often out weigh their ability to persevere and accomplish their goals.

One of the major issues faced at Paige when it comes to the reading, mathematics and science components of the program is parent support and students buying in to certain programs. Parents don't always support the programs. They pick students up early on program days. It is difficult to get them to understand the importance of the youth being there during these program times. Certain activities we plan for students gain their interest until the reading aspect of the program comes into play. For instance, Photography is a program that is fine when the students are taking pictures and filming but we have a hard time getting them to understand the learning aspect of the program. Reading and learning the specifics of photography is where we have our difficulties.

- 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:**

For ACCPA a positive impact on the program's ability to develop and maintain a quality program is the relationship between the school and the LINC program. The school is very supportive and provides resources to objectives and goals. As an African-centered school, they have partnered with people in the community to bring in African dance and drumming for the students to help them learn culture, positive engagement and quality program. They have partnered with Boy Scouts of America to work with boys throughout the school year. As part of parent communication, parents go to their classrooms to pick up their child at which time they can communication with staff and staff can communicate with parents.

At Paige once the parents, students and community buy in to the activities and gain a sense of trust that is when the programs begin to really fall into place. It really doesn't take too long if staff learn to build a healthy relationship, be patient and understand the dynamics of the environment the families are dealing with on an everyday basis.

Negative Impact:

- Melcher - One reason programs do not prove sustainable is the lack of meaningful-training, commitment and proper implementation of services being provided to the individuals being served.

- 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:

There is time allotted after school at ACCPA for staff to help the students improve their study skills and help with homework. They partner with the school day teachers to get assignments and communicate with issues that can help after school. They have incorporated boys and girls mentoring groups that focus on behavior, attendance, communication skills and homework. The students in these groups are held to a standard all school year long and the staff helps them reach their goals. Every morning they do harambees with the students. This is a time that all the students come together as one and on one accord to communicate through chants and dances. Students look forward to this time as sporadically they can break out in chants throughout the day. They have choir and drill team that are very structured to help children's behavior, personal and social skills.

At Paige the programs are really structured to make students want to be there and staff also explain the benefits of coming on a regular basis. A variety of different programs are offered that involve parents. They also offer parents and community programs a sense of belonging. The program stresses discipline, hard work, teamwork and mainly respect in all activities they offer in the programs. Even though these are elementary students the program is trying to instill values that they can take with them anywhere and be successful.

Negative Impact:

Melcher is concerned about the lack of experience and/or commitment by the individuals providing services. If one does not have a proper attitude, relationship and display compassion for the individuals they are serving then the services are skewed and could be more damaging in the long run.

## 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	N/A		No Data for Paige
2.1 – PQA	Yes		
2.2 – Organizational Context	N/A		No Data for Melcher
2.3 – Instructional Context	Yes		
2.4 – External Relationships	N/A		No Data for Melcher
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?

These three programs are at or above the state average in all areas.

The ACE (African-Centered Prep Elementary/ACCPA) program reported the reading scores may have been low because the reading activities are held in the morning and attendance is lower in the morning.

Melcher scored 74.4% in Reading, Math and Science and plans to continue programs that support and increase that level.

Paige plans to focus more on Math and Science. Additional supplies are available for staff to conduct activities. Staff at Paige feels they must build parent support of the activities they conduct in order for students to really improve. Currently, parents pick up students before activities are completed. The Self-Efficacy data is higher than grades data. Youth report they are doing more/better than their grades reflect.

- 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 need to focus on Reflection by youth in the program. Both Melcher and Paige are low in School Age Leadership. Additional training for all staff will support both these areas.

All sites are very strong in providing a Safe Environment.

ACE feels the data indicating a “1” for several areas reflects the morning program time when the YPQ was conducted. The program only has the gym available before school and therefore conducts more community activities. After school, they have access to several areas in the school and that is when staffs set up centers and makes more materials available for students.

There is much missing data, that everyone is sure was submitted.

- 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?

Again, the missing data makes it difficult to really determine trends across the district.

Training is needed for all staff, not just 3-4 from a site. This will result in improvement in many areas. When only a few receive the training, not everyone is “on the same page.”

Family Engagement data is above the state average at all sites. This is something they all work on all the time. There are strong external relationships at all three sites.

Paige has difficulty getting information from the school on students. There has been a large turnover in building staff that could contribute to this challenge. Relationships and trust must be built and these take time.

- 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?

Suspension rate is not tracked for LINC sites.

Melcher traditionally has good attendance. Staff in all programs have shown to be a strong positive impact for good attendance. LINC works with parents to ensure attendance through 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.

- 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 report they enjoy the programs, are getting their work done, enjoy working with other students and come to school ready to learn.

There are site-specific differences in this district. You can't really focus on specific items across several programs.

Youth in the programs are showing they are excited about learning and the program. Grades are meeting the goal and are consistent, but it will be interesting data for this year to make comparisons, as some did not really begin strong emphasis on STEM activities until this school year.

- 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)?

Programs are looking at how they work with school day teachers in order to understand how students are struggling and how they can be supported.

This data does match all other data in that there is an over all trend not just across this cohort, but all 21<sup>st</sup> CCLC sites in Engagement, Outside Communication and External Relationships.

One big challenge is sustainability in building relationships with ever changing administration and building staff. The program will continue to work to get buy in by school personnel with the after school program.