

21st CCLC External Evaluation Guided Reflection Documentation (The SoulFisher Ministries)

21st CCLC Grantee Name: The SoulFisher Ministries

Cohort #: 10 Year in the grant: 1st

External Evaluator Name: Marlene Hauser Levine

Name of Program Director participating in evaluation meetings: Shawntelle L. Fisher

List each site included in this evaluation and the name of the site representative that attended each meeting:

	Date of first meeting: 5/10/18	Date of second meeting: 9/18/19
Site 1: Koch Elementary (K-5)	Attendee: Barbara Rieder	Attendee: Sam Jeffery
Site 2: Westview Middle (6-8)	Attendee: Diamond Herron	Attendee: Lorraine Pitcherford
Site 3: St. Stephen's Episcopal Church (K-7)	Attendee: All in attendance a part of this summer program	Attendee: All in attendance a part of this summer program
Program Coordinator	Attendee:	Attendee: Blair Stephenson
Site 5:	Attendee:	Attendee:
Site 6:	Attendee:	Attendee:

To be completed by the 21st CCLC Program Administrator:

I have read the summary provided by the external evaluator regarding our progress on the previous year's identified objective in Part A, Section 4 and Part C, Section 7, Question 2. For the previous school year, our program selected the following objective(s) to work on: [This is Not Applicable because it is the grantee's first year.](#)

___ 1.1 ___ 1.2 ___ 1.3 ___ 1.4 ___ 1.5 ___ 1.6
 ___ 2.1 ___ 2.2 ___ 2.3 ___ 2.4
 ___ 3.1 ___ 3.2 ___ 3.3 ___ 3.4 ___ 3.5

I have read the evaluators recommendation(s) for this year in Part C, Section 7, Question 3. Based on this evaluation, the external evaluator has recommended that our program work on:

___ 1.1 ___ 1.2 ___ 1.3 ___ 1.4 ___ 1.5 ___ 1.6
 ___ 2.1 ___ 2.2 ___ 2.3 ___ 2.4
 ___ 3.1 ___ 3.2 ___ 3.3 ___ 3.4 ___ 3.5

I have read the evaluation and recommendations contained in the Guided Reflection Document.

Program Director Signature

Printed Name

Date

21st Century Community Learning Center Evaluation Summary

Afterschool programs are an evidence-based strategy for helping students meet challenging academic standards, improve attendance and graduation rates, and develop college and career readiness skills and behaviors. The federally funded 21st Century Community Learning Centers (21st CCLC) program provides competitive grant funding to districts to implement before- and after-school and summer enrichment programs that support and enhance student outcomes. The SoulFisher Ministries received a 21st CCLC grant in 2017. The afterschool program operates 3 sites in 1 elementary school (Koch Elementary School served 79 youth), 1 middle school (Westview Middle School served 78 youth), and a summer program in a neighborhood church (St. Stephen's Episcopal Church served 30 youth).

Each year, 21st CCLC grantees undergo an external evaluation process that reviews their progress related to three broad afterschool goals: 1) academic improvement and efficacy, 2) program quality, and 3) youth outcomes. During the 2017-18 school year, each site recorded attendance and grades data, received a Program Quality Assessment (PQA) observation, and completed a series of afterschool surveys with responses from:

- Koch Elementary: 54 youth, 26 families, 1 Director/Coordinator, 11 program staff, and 2 school administrators completed the surveys.
- Westview Middle: 25 youth, 9 families, 7 program staff, 1 Director/Coordinator, and 1 school administrator completed the surveys.
- St. Stephen's Episcopal Church (K-6): This is the first summer of offering this program as a part of the 21st Century Learning Center. The only data available for this program is the PQA.

A certified external evaluator met with the program administrator to review data and complete a Guided Reflection Document. Results from the annual external evaluation ensure grant compliance and influence continuous quality improvement efforts including modifying the program curricula and enrichment activities and planning professional development for staff.

Goal 1: Academic Achievement and Efficacy

Afterschool programs provide a full range of academic support including homework help, tutoring, academic enrichment, and comprehensive integrated units directly tied to the state standards. They provide activities that complement rather than replicate the school day. The SoulFisher Ministries focus is on skill building and content knowledge acquisition and enrichment and homework assistance is not a part of their services.

Both Koch Elementary and Westview Middle School met the objective that 50% of the youth maintained and/or increased their grades in the reading, math, and science subject areas. Math had the lowest percentage (51.6%) of youth maintaining or increasing grades at Koch Elementary. Reading had the lowest percentage (56.9%) of the three subject areas at Westview Middle School.

There is a high degree of consistency between grades and student report of self efficacy at Koch Elementary in reading/communication arts but the grades and student report of self efficacy are inconsistent in math and science. In reading/communication arts 71% maintained or improved grades and 75.9% reported a medium to high interest in this area. In the area of math, 51.6% of the youth at Koch Elementary maintained or increased their grades in math and 79.6% of the youth reported on a survey a medium to high level of math efficacy. In the area of science 72.1% maintained or increased grades and 40.9% reported a medium to high interest in science.

Goal 2: Program Quality: Goal 2 – PQA (2.1)

Research shows that high quality afterschool programs help close the achievement gap and reduce the likelihood of youth participating in risk-taking behaviors. The 21st CCLC grant recipients participate in an ongoing quality improvement process that includes the point-of-service experience of youth, school day linkages, family connections, and community involvement.

Overall each of the sites meets the objective of scoring at least an average 2.9 on the overall Program Quality Assessment (PQA) Tool.

Area	Koch Elementary School	Westview Middle School	Summer Program St. Stephen's Episcopal Church
Overall Average	3.66	3.40	Not Available
Safe Environment	4.19	4.64	4.56
Supportive Environment	4.57	4.02	4.24
Interaction	3.11	3.33	3.94
Engagement	2.75	1.65	4.00
Stem Skill Building	NA	2.17	NA
Extended Observation	3.44	NA	NA

Goal 2 – Leading Indicators – 2.2 Organizational Context (Staffing Model and Continuous Improvement) –

The survey data and local context interview indicated that staff are supported by the administration and experience job satisfaction. The statement that received a 3 out of 5 was “Staff stay at our program for a long time.” Although staff turnover is always challenging, from the local context interview, the staff who leave are those that decide they are not well suited to work with the youth or they need to leave because they are college students and graduate or their school schedule does not allow them to work during the after-school program.

Both sites scored less than a 3 on the Continuous Quality Improvement scale. The scores in response to “Are you currently using the Youth Program Quality Assessment (YPQA) from the Weikart Center as a quality assessment tool at your site?” were 2.09 for Koch Elementary and 2.33 for Westview Middle School. This was the first year of the program and the sites now have a PQA to use in their future planning.

Goal 2 – Leading Indicators – 2.3 Instructional Context (Academic Press and Engaging Instruction) –

The youth and the staff are in agreement regarding homework. The youth surveys from both Koch Elementary and Westview Middle indicate that the youth do not get home work done in the afterschool program (1 out of 5 at Koch, 1.36 out of 5 at Westview Middle) and that the staff do not understand or are not able to help them when they get stuck (1 out of 5 Koch Elementary, 1.24 out of 5 at Westview Middle). The program does not provide assistance with homework.

The scores are low in Academic Press because the program does not provide homework assistance. The program is not planning to add program assistance because it's focus is on reducing the learning

gap while increasing student proficiency and thinks this is best done through tutoring and enrichment activities.

The scores are low in Engaging Instruction because during the first year of the program the youth did not have many opportunities to choose what they did during the program time. In 2018-2019, the staff will be allowing youth to have more choice in what they do each day.

Goal 2 – Leading Indicators – 2.4 External Relationships (Family Communication and School Alignment)

The program has a Parent Liaison whose job is parent and teacher engagement. Both schools met the objective. The program would like staff to meet with teachers and participate in parent conferences but this was not allowed at Koch during the 2017-2018 program year. The program was allowed to have a table in the hallway for parents if they wanted to talk with staff during parent teacher conferences but the after-school staff was not included in the conferences.

There are new principals at both schools and the Parent Liaison has started to work with the principal and teachers so that during the 2018-2019 program year there can be better coordination between the after-school staff and school day staff.

Goal 3: Youth Outcomes

Afterschool program also offer non-academic benefits that support the student's development of college and career readiness skills including positive school behaviors (e.g., regular attendance), personal and social skills (e.g., time management, team work, critical thinking), and commitment to learning (e.g., initiative, homework completion, study skills).

Goal 3 – Program Attendance (3.2) –

59.7% of the youth at Koch Elementary met the Attendance objective.

30.5% of the youth at Westview Middle met the Attendance objective.

At Koch Elementary the program staff was surprised that this percentage was not higher because they report students attend every day and that there is a waiting list to replace students who may not use the program on a regular basis. The Program is going to check their data entry process into Kids Care Center to make sure that it is being accurately reported. The staff thinks the attendance at Koch Elementary is higher because the parents are more engaged and make sure the children are in attendance.

Although attendance is less at the Westview Middle school, the staff does not think that less than 1/3 of the enrollment attends less than 60 days per program year. The staff will check their data entry process into Kids Care Center to see if children who are not in attendance who were enrolled have been unenrolled if they are no longer attending the program.

For more information, contact Shawntelle L. Fisher at 314-705-7547 or shawntelle@thesoulfisherministries.com .

Part A: Additional Data Collection by the External Evaluator

Section 1 – Grantee/Evaluator Information

21st CCLC Grantee Name: The SoulFisher Ministries

Cohort #:10

Year in the grant: 1st

Name of External Evaluator: Marlene Hauser Levine

Name of Program Director participating in evaluation meetings: Shawntelle L. Fisher

List each site included in this evaluation and the name of the site representative that attended each meeting:

	Date of first meeting: 5/10/18	Date of second meeting:	Site Visit? (Y/N)
Site 1: Koch Elementary (K-5)	Attendee: Barbara Rieder	Attendee: Sam Jeffery	N
Site 2:Westview Middle (6-8)	Attendee: Diamond Herron	Attendee: Lorraine Pitcherford	N
Site 3:St. Stephen’s Episcopal Church (K-7)	Attendee: All in attendance a part of this summer program	Attendee: All in attendance a part of this summer program	N
Program Coordinator		Attendee: Blair Stephenson	N
Site 5:		Attendee:	
Site 6:		Attendee:	

Section 2 – Program Overview

Koch Elementary (K-5) – Koch Elementary provides programs for Kindergarten through 5th grade.

The program meets daily Monday – Friday from 3:00 – 5:30 p.m. The daily program includes;

Supper, Snack, Tutoring in Math, Reading, and English Language Arts. The program also provides

Enrichment Programs including but not limited to the following:

- The program offers two robotics programs one is the opportunity to participate on a competitive robotics team and the other opportunity uses the Bricks for Kidz program concepts designed to teach the fundamentals of S.T.E. M. (science, technology, engineering, and mathematics).
- The Science Center provides onsite activities that engage the youth in hands on exploration, discovery, and learning.
- The youth are also involved in a Leadership Group that engages them in Character Education experiences.
- The program uses an Incentive Program called PAID (Participation, Attendance, Involvement and Discipline). The youth earn points for participation, attendance,

involvement, and good behavior that can be used to purchase items from a weekly store. The youth are involved in running the store which provides work and career related opportunities.

The program enrollment is 50 and the average daily attendance is 45. Homework is not a part of the program because the focus is on developing math, reading and language arts skills through tutoring that is based on the ongoing assessment of the youth's knowledge and skills. Science knowledge and skills are built through the hands-on experiences provided by the St. Louis Science Center. The site has two paid supervisors, six paid staff, and fifteen or more volunteers from Ameri-corps and college students earning community service hours.

Westview Middle (6-8) - Westview Middle provides the same program elements as Koch Elementary and the program elements are designed for youth sixth through eighth grade. The program meets daily Monday – Friday from 4:00 – 6:30 p.m. The daily program includes; Supper, Snack, Tutoring in Math, Reading, and English Language Arts. The program also provides Enrichment Programs including but not limited to the following:

- The program offers two robotics programs one is the opportunity to participate on a competitive robotics team and the other opportunity uses the Bricks for Kidz program concepts designed to teach the fundamentals of S.T.E. M.
- The Science Center provides onsite activities that engage the youth in hands on exploration, discovery, and learning.
- The youth are also involved in a Leadership Group that engages them in Character Education experiences.
- The program uses an Incentive Program called PAID (Participation, Attendance, Involvement and Discipline). The youth earn points for participation, attendance, involvement, and good behavior that can be used to purchase items from a weekly store. The youth are involved in running the store which provides work and career related opportunities.

The program enrollment is 30 and the average daily attendance (ADA) is 24. Homework is not a part of the program because the focus is on developing math, reading and language arts skills

through tutoring that is based on the ongoing assessment of the youth's knowledge and skills. Science knowledge and skills are built through the hands-on experiences provided by the St. Louis Science Center. The site has two paid supervisors, six paid staff, and fifteen or more volunteers from Ameri-corps and college students earning community service hours.

St. Stephen's Episcopal Church (K-6) – The St. Stephen's Episcopal Church program is for youth kindergarten through sixth grade and is provided in the summer only. The program keeps youth actively engaged in learning, developing skills, and having fun Monday – Friday. A nutritious breakfast, lunch and a snack are provided each day. Monday – Thursday morning the youth will be involved in math and reading tutoring. Monday – Thursday afternoon enrichment activities including, but not limited to, visits to the library, swim lessons, hands-on science experiences provided on-site by the St. Louis Science Center, and Bricks for Kidz robotics. On Fridays the youth attend a field trip to places in the community e.g., City Museum, the Zoo, the History and Art museum. The summer of 2018 will be the first summer that this program is offered as a part of the 21st Century Community Learning Center so enrollment and average daily attendance numbers are not yet available. Based on the summer program provided by The SoulFisher Ministries in the past the projected enrollment is 30 and the ADA is 30.

Section 3 – Local Context

1) **Goal 1 – Academic** 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.

Koch Elementary (K-5)

Youth: The youth are from the neighborhood of the school which is a Title 1 school. The youth live in families that have limited incomes and youth are impacted by poverty. Some youth are homeless or have experienced homelessness, have been in or are in foster care, have a parent who is incarcerated or has been incarcerated, and/or experienced past trouble at school.

Despite of the environmental challenges faced by the youth and their families, the families support their youth by enrolling them in the program, participating in events, and helping assure their children are at school each day and can attend the after-school program. The youth are interested in the program activities in leadership and those who have experienced trouble at school want to change and do not want to be labeled as a trouble maker.

The majority of the youth when entering the program test below expectations on the pre-test in Math, Reading, and English Language Arts. The program uses this baseline information to

provide tutoring in each of these areas and provides ongoing assessment that determines when the youth is ready to move to the next level of instruction.

Staff: There is a core group of dedicated staff who are in attendance with the youth each day. One member of the leadership team is a certified math teacher and the other member of the leadership team is going to school to become a certified teacher. The members of the core group have a passion for serving this population and they want to make a difference. The staff had the ability to motivate youth and the youth experience the staff's caring.

Although staff turnover is always challenging, from the local context interview, the staff who leave are those that decide they are not well suited to work with the youth, or they need to leave because they are college students and graduate, or their school schedule does not allow them to work during the after-school program.

School: The school provides space, custodial, and security support free of charge. The program has the support of the school principal, administrative support staff, the District Superintendent, and the School Board. The classroom teachers support the program and frequently refer children to the program. Program staff and classroom teachers communicate weekly about the needs of the students.

Although the program has the support described above, there is sometimes a delay in providing the information the program needs for enrollment and reporting requirements.

Community: The community is a low-income community and so does not have a lot of extra resources to provide services for children and families. Students live close to the school and many walk to school each day but the program provides bus transportation to assure safety after dark. The school is located in Ferguson and although there have been some changes in community representation on the police force and on the city council many of the businesses that were impacted by the aftermath of the shooting have closed and not re-opened in the neighborhoods.

The program enjoys the support of the wider community as evidenced in the regular on-site participation of the Science Center.

Westview Middle (6-8)

Youth: The youth are from the neighborhood of the school which is a Title 1 school. The youth live in families that have limited incomes and youth are impacted by poverty. Some youth are homeless or have experienced homelessness, have been in or are in foster care, have a parent who is incarcerated or has been incarcerated, and/or experienced past trouble at school.

Despite of the environmental challenges faced by the youth and their families, the families support their youth by enrolling them in the program, participating in events, and helping assure their children are at school each day and can attend the after-school program. The youth are interested in the program activities in leadership and those who have experienced trouble at school want to change and do not want to be labeled as a trouble maker.

The school offers many other after-school enrichment opportunities and the youth who attend these programs also eat dinner and snack in this program and attend the other offerings of this program when not involved in another enrichment program.

The majority of the youth when entering the program test below expectations on the pre-test in Math, Reading, and English Language Arts. The program uses this baseline information to provide tutoring in each of these areas and provides ongoing assessment that determines when the youth is ready to move to the next level of instruction.

Staff: One of the members of the leadership team is in school to become a certified elementary teacher with an emphasis in special education. The other member of the leadership team is studying Juvenile Criminal justice. There is a core group of staff at the Westview Middle that also has a passion for serving this population and giving the youth the opportunities, they need to be successful today and in the future.

The staff had the ability to motivate youth and the youth experience the staff's caring.

There is a high turnover in those staff who realize this is not the best career choice for them, the challenges faced by some of the youth are too challenging for them, or because this is a part-time job they are not able to work enough hours to meet their financial obligations.

School: The school provides space, custodial, and security support free of charge. The program has the support of the school principal, administrative support staff, the District Superintendent, and the School Board.

There is sometimes a delay in providing the information the program needs for enrollment and reporting requirements.

Westview Middle provides many after-school enrichment programs for the students which provides students with choices in addition to what is offered in the 21st Century Learning Center. Many youth who take advantage of the school's offerings are also enrolled in the 21st Century Learning Center and participate in the dinner and snack.

One teacher who provides similar services as the program i.e., tutoring sees the program as competition. Some of the teachers at the middle school lack interest in sharing information about students and they are ready to leave at the end of the day.

Community: The community is a low-income community and so does not have a lot of extra resources to provide services for children and families. Students live close to the school and many walk to school each day but the program provides bus transportation to assure safety after dark. The school is located in Ferguson and although there have been some changes in community representation on the police force and on the city council many of the businesses that were impacted by the aftermath of the shooting have closed and not re-opened in the neighborhoods.

The program enjoys the support of the wider community as evidenced in the regular on-site participation of the Science Center.

St. Stephen's Episcopal Church (K-6)

Youth: The youth who attend the summer program at St. Stephen's Episcopal Church are the students who attend the 21st Century Learning Center programs at Koch Elementary and Westview Middle. There are more youth that apply for the summer program than the summer program is able

to accept. The youth live in families that have limited incomes and youth are impacted by poverty. Some youth are homeless or have experienced homelessness, have been in or are in foster care, have a parent who is incarcerated or has been incarcerated, and/or experienced past trouble at school.

Despite of the environmental challenges faced by the youth and their families, the families support their youth by enrolling them in the summer program, participating in events, and helping assure their children attend the program each day. The youth are interested in the tutoring services, the afternoon enrichment opportunities, and especially in going on the Friday field trips.

Staff: The summer school staff is made up of the core staff from Koch and Westview Middle and are those who have passion, dedication, and commitment to providing learning experiences and activities that promote the development of life skills.

School: The church provides space for the program at a reasonable fee.

Community: The local YMCA provides swimming lessons at a reduced rate. St. Stephens Episcopal Church is located in a wealthier area of Ferguson than the neighborhoods in Ferguson where Koch Elementary and Westview Middle School are located. Because the church is located in Ferguson and mission groups that are lodged at the churches in the community come to the program to tutor and volunteer on field trips, the youth are exposed to additional successful adults who have been able to move out of poverty conditions. St. Stephens is not in walking distance for the youth who attend the summer program so transportation is provided by First Student Bus services at a reduced rate.

2) **Goal 2 – Program Quality** **Koch Elementary (K-5)**

Youth: The youth know each other from the neighborhood and from being together during the school day and there are many friendships. The knowledge of each other and being together throughout the day sometimes has a negative impact. For example, if students have gotten into a fight or disagreement during the school day it may carry over into the after-school program. This can also occur if the youth is a friend of someone who may not be in the program but the youth who are in the program were involved with a disagreement or fight with someone who is a friend of someone else in the afterschool program. Some youth are using conflict resolution and others see this being effective but do not yet apply these skills for themselves. The youth are Interested in learning and want to do better.

Staff: The core staff are good models of how to peacefully solve conflict and have skills needed to help the youth develop conflict resolution skills. The staff are able to help youth listen to each other and know when it is best to let the youth work out conflict and when to step in. Volunteers can be very helpful but some volunteers (although program provides training) need additional staff support in order to successfully assist the youth in solving conflict.

School: Teachers frequently report to the 21st Century staff concerning youth who have had a particularly good or bad day. This helps the 21st Century staff reinforce youth who have had a good day and be aware of youth who may need additional support to engage and stay on track in the afterschool program. The School/District policy for out of school suspension limits students' ability to be in attendance at school and at the afterschool program. The out of school suspensions take away the youth's learning opportunities at school. Some parents take "after school" attendance away as a punishment if the student has gotten in trouble at home or school even if the student was not suspended.

Community: The community offers limited recreational and sports opportunities during after school hours and on the weekend. A few youth are involved in sports or dance that they are acquiring outside of the immediate community. These opportunities are cost prohibitive for most of the youth and families in the community.

Westview Middle (6-8)

Youth: The youth know each other from the neighborhood and from being together during the school day and there are many friendships. The knowledge of each other and being together throughout the day sometimes has a negative impact. For example, if students have gotten into a fight or disagreement during the school day it may carry over into the after-school program. This can also occur if the youth is a friend of someone who may not be in the program but the youth who are in the program were involved with a disagreement or fight with someone who is a friend of someone else in the afterschool program. Some youth are using conflict resolution and others see this being effective but do not yet apply these skills for themselves. The youth are interested in learning and want to do better.

Staff: The core staff are good models of how to peacefully solve conflict and have skills needed to help the youth develop conflict resolution skills. The staff are able to help youth listen to each other and know when it is best to let the youth work out conflict and when to step in. Some staff are not confident in their ability to help youth resolve conflict and so seek supervisor input and support, sometimes too frequently. Some staff say that they will get the supervisor or call the youth's parent which undermines the staff person's authority.

School: There is no communication daily between classroom teachers and program staff. Program staff are thus not aware of when to reinforce a youth's positive day at school or when a youth is entering the program having had an experience that may interfere with his/her ability to actively engage in the program offerings.

Community: The community offers limited recreational and sports opportunities during after school hours and on the weekend. A few youth are involved in sports or dance that they are acquiring outside of the immediate community. These opportunities are cost prohibitive for most of the youth and families in the community.

St. Stephen's Episcopal Church (K-6)

Youth: The youth are in the summer program each day for six hours providing more time than the afterschool program for the youth to engage in enrichment opportunities. The same youth are also together all day. Sometimes youth have a disagreement in the beginning of the day, which it makes it difficult for them to move beyond the disagreement throughout the day.

Staff: It is the core staff from Koch Elementary and Westview Middle that staff the summer program. These staff are dedicated, passionate, and enjoy being with the youth each day and are able to maintain quality program standards. The staff are committed to improving opportunities for the youth and so seek and use feedback from the youth and others.

School: The schools are not involved in the summer program. The youth who attend the summer program at St. Stephen's Episcopal Church are the students who attend the 21st Century Learning

Center programs at Koch Elementary and Westview Middle. The summer program provides the opportunity for youth to retain and expand on the learning that took place during the school year.

Community: Other churches in the neighborhoods surrounding St. Stephens Episcopal Church provide volunteers to the summer program to help with tutoring and field trips. The local YMCA provides swimming lessons at a reduced rate. St. Stephens Episcopal Church is located in a wealthier area of Ferguson than the neighborhoods in Ferguson where Koch Elementary and Westview Middle School are located. Because the church is located in Ferguson and members of mission trips that are housed at the churches in the community come to the program to tutor and volunteer on field trips, the youth are exposed to additional successful adults who have been able to move out of poverty conditions. St. Stephens is not in walking distance for the youth who attend the summer program so transportation is provided by First Transit services at a reduced rate.

3) **Goal 3 – Youth Outcomes**

Koch Elementary (K-5)

Youth: The youth have a desire to improve their academic and behavioral skills which makes them want to earn academic, behavioral, and attendance points. Academic and behavioral skills and good attendance are necessary for continuing education and future successful work and career success. The youth take advantage of the program's incentive program to progress academically, get along with others, and be in attendance at the program each day. The youth want to earn the opportunity to work at the program's store. Working at the store provides the youth with the ability to develop work ethics, business skills, and to learn about career opportunities in retail and banking.

Staff: The core staff have the vision and skills to help youth learn about college and career opportunities. The staff help the youth connect the skills they learn in tutoring to skills needed in career choices. The staff are people who provide a model of being employed and being in school working toward their career goals. The staff bring in people from different careers and also show how careers can help solve problems. For example, employees from the St. Louis Water Division came to the program to help the youth understand what can be done to maintain and conserve water that is safe to drink and use. Volunteers from Boeing represent different career options and demonstrate the value of giving back. AmeriCorps Volunteers demonstrate how volunteering is a part of learning.

School: The school provides the space for the youth programming and for family members to participate in activities such as financial literacy. Two classroom teachers at Koch Elementary are robotics coaches for the robotics team.

Some parents take "after school" attendance away as a punishment if the student has gotten in trouble at home or school even if the student was not suspended. The program staff encourage families not to do this.

Community: Local businesses and organizations provide information and learning opportunities for the families of the youth involved in the program. The Regions bank provided a workshop on financial literacy. Legal services provided a workshop on legal rights. The families have expressed an interest in home ownership and Habitat for Humanity will be providing a future workshop. A representative from the Science Center and a student and a parent from the community are representatives on the Program's Advisory Council.

Westview Middle (6-8)

Youth: The youth have a desire to improve their academic and behavioral skills which makes them want to earn academic, behavioral, and attendance points. Academic and behavioral skills and good attendance are necessary for continuing education and future successful work and career success. The youth take advantage of the program's incentive program to progress academically, get along with others, and be in attendance at the program each day. The youth want to earn the opportunity to work at the program's store. Working at the store provides the youth with the ability to develop work ethics, business skills, and to learn about career opportunities in retail and banking.

Staff: The core staff have the vision and skills to help youth learn about college and career opportunities. The staff help the youth connect the skills they learn in tutoring to skills needed in career choices. The staff are people who provide a model of being employed and being in school working toward their career goals. The staff bring in people from different careers and also show how careers can help solve problems. For example, employees from the St. Louis Water Division came to the program to help the youth understand what can be done to maintain and conserve water that is safe to drink and use. Volunteers from Boeing represent different career options and demonstrate the value of giving back. AmeriCorps Volunteers demonstrate how volunteering is a part of learning.

School: The school provides the space for the youth programming and for family members to participate in activities such as financial literacy. One classroom teacher at Westview Middle School is a robotics coach for the robotics team. The school's Assistant Principal and a classroom teacher serve on the program's Advisory Council.

The School/District policy for out of school suspension limits students' ability to be in attendance at school and at the afterschool program. The out of school suspensions take away the youth's learning opportunities at school. Some parents take "after school" attendance away as a punishment if the student has gotten in trouble at home or school even if the student was not suspended.

Community: Local businesses and organizations provide information and learning opportunities for the families of the youth involved in the program. The Regions bank provided a workshop on financial literacy. Legal services provided a workshop on legal rights. The families have expressed an interest in home ownership and Habitat for Humanity will be providing a future workshop. A representative from the Science Center and a student and a parent from the community are representatives on the Program's Advisory Council.

St. Stephen's Episcopal Church (K-6) - This is the first summer of offering this program as a part of the 21st Century Learning Center. (The SoulFisher Ministries has provided a summer program in the past and will build upon this program as it is now a part of the 21st Century Learning Center.)

Youth: The youth who will be attending the summer program at St. Stephen's Episcopal Church are the students who attended the 21st Century Learning Center programs at Koch Elementary and Westview Middle. There are more youth that apply for the summer program than the summer program is able to accept. The youth live in families that have limited incomes and youth are impacted by poverty. Some youth are homeless or have experienced homelessness, have been in or

are in foster care, have a parent who is incarcerated or has been incarcerated, and/or experienced past trouble at school.

Despite of the environmental challenges faced by the youth and their families, the families support their youth by enrolling them in the summer program, participating in events, and helping assure their children attend the program each day. The youth are interested in the tutoring services, the afternoon enrichment opportunities, and especially in going on the Friday field trips.

Staff: It is the core staff from Koch Elementary and Westview Middle that staff the summer program. These staff are dedicated, passionate, and enjoy being with the youth each day. The staff help the youth make connections between summer program activities, continuing education, and future careers.

School: The school is not involved in the summer program. The youth who attend the summer program at St. Stephen’s Episcopal Church are the students who attend the 21st Century Learning Center programs at Koch Elementary and Westview Middle. The summer program provides the opportunity for youth to retain and expand on the learning that took place during the school year.

Community: St. Stephens Episcopal Church is located in a wealthier area of Ferguson than the neighborhoods in Ferguson where Koch Elementary and Westview Middle School are located. Because the church is located in Ferguson and members of churches in the community come to the program to tutor and volunteer on field trips, the youth are exposed to additional successful adults who have been able to move out of poverty conditions. These volunteers can inform the youth of college choices and future career paths as well as in the future help the youth make connections with others who can support them in becoming successful contributing members in their communities. These volunteers may also be able to help family members make employment connections. There are plans for Habitat for Humanity to provide information to families on home ownership.

Section 4 – Review of Progress on Previously Selected Objectives

1) Which item(s) was selected from last year’s External Evaluation to be worked on this year?

<input type="checkbox"/> 1.1	<input type="checkbox"/> 1.2	<input type="checkbox"/> 1.3	<input type="checkbox"/> 1.4	<input type="checkbox"/> 1.5
<input type="checkbox"/> 2.1	<input type="checkbox"/> 2.2	<input type="checkbox"/> 2.3	<input type="checkbox"/> 2.4	
<input type="checkbox"/> 3.1	<input type="checkbox"/> 3.2	<input type="checkbox"/> 3.3	<input type="checkbox"/> 3.4	<input type="checkbox"/> 3.5

X Not applicable for new Cohort 10 that did not previously use the Guided Reflection process.

2) How has the program used the previous years’ External Evaluation to improve and refine the afterschool program? What changes did the program try to make in order to make progress on the selected objective(s)? Please give specific examples.

X Not applicable for new Cohort 10 that did not previously use the Guided Reflection process.

Part B: Data Charts

Section 5 – Review of Data Reports

1) 2017-2018 Objective Results

Objective	Status: Met or Not Met (at all sites)	If Not Met, which site(s)	Data (for all sites). If missing data, please provide the reason why.
1.1 – Reading Grades	Met		71% of the youth at Koch Elementary maintained or increased their grades in reading/communication arts 56.9% of the youth at Westview Middle maintained or increased their grades in reading/communication arts
1.2 – Math Grades	Met		51.6% of the youth at Koch Elementary maintained or increased their grades in math 64.7% of the youth at Westview Middle maintained or increased their grades in math
1.3 – Science Grades	Met		72.1% of the youth at Koch Elementary maintained or increased their grades in science 64.7% of the youth at Westview Middle maintained or increased their grades in science
1.4 – Reading Efficacy	Not Met	Westview Middle	75.9% of youth at Koch Elementary reported a medium to high level of reading efficacy 44.0% of youth at Westview Middle reported a medium to high level of reading efficacy
1.5 – Math Efficacy	Not Met	Westview Middle	79.6% of youth at Koch Elementary reported a medium to high level of math efficacy 64.0% of youth at Westview Middle reported a medium to high level of math efficacy
1.6 – Science Efficacy	Not Met	Koch Elementary Westview Middle	40.9% of youth at Koch Elementary reported a medium to high level of science efficacy 40.0% of youth at Westview Middle reported a medium to high level of science efficacy
2.1 – PQA	Met		Overall PQA for Koch Elementary 3.66 Overall PQA for Westview Middle 3.40 An overall score for the summer program held at St. Stephen’s Episcopal Church was not provided but the scores for each section of the PQA show that this site met the PQA objective of a 2.9 or better. The scores for this site are: Safe Environment: 4.56; Supportive Environment: 4.24; Interaction: 3.94; Engagement: 4.00
2.2 – Organizational Context	Met		Staffing Model for Koch Elementary 4.31 Continuous Improvement for Koch Elementary 3.36 Staffing Model for Westview Middle 4.48 Continuous Improvement for Koch Elementary 2.98
2.3 – Instructional Context	Met		Academic Press for Koch Elementary 3.10 Engaging Instruction for Koch Elementary 3.84 Academic Press for Westview Middle 2.89 Engaging Instruction for Westview Middle 3.28
2.4 – External Relationships	Met		Family Communication for Koch Elementary 3.88 School Alignment for Koch Elementary 3.94 Family Communication for Westview Middle 2.63 School Alignment for Westview Middle 3.93
3.1 – School Day Attendance	Not Applicable		
3.2 – Program Attendance	Not Met	Westview Middle	59.7% of the youth at Koch Elementary met the Attendance objective. 30.5% of the youth at Westview Middle met the Attendance objective.
3.3 – Behavior	Not Applicable		
3.4 – Personal and Social Skills	Not Met	Westview Middle	79.6% of the youth at Koch indicate a medium to high level of personal and social skills 40.0% of the youth at Westview Middle indicate a medium to high level of personal and social skills
3.5 – Commitment to Learning	Not Met	Westview Middle	90.7% of the youth at Koch indicate a medium to high level of commitment to learning 40.0% of the youth at Westview Middle indicate a medium to high level of commitment to learning

2) Longitudinal Data

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	M										71% at Koch Elementary 56.9% Westview Middle
1.2 – Math Grades	M										51.6% at Koch Elementary 64.7% Westview Middle
1.3 – Science Grades	M										72.1% at Koch Elementary 64.7% Westview Middle
1.4 – Reading Efficacy	N	Westview Middle									75.9% at Koch Elementary 44.0% Westview Middle
1.5 – Math Efficacy	N	Westview Middle									79.6% at Koch Elementary 64.0% Westview Middle
1.6 – Science Efficacy	N	Koch Elementary Westview Middle									40.9% at Koch Elementary 40.0% Westview Middle
2.1 – PQA	M										3.66 at Koch Elementary 3.40 at Westview Middle
2.2 – Organizational Context	M										Staffing Model for Koch Elementary 4.31 Continuous Improvement for Koch Elementary 3.36 Staffing Model for Westview Middle 4.48 Continuous Improvement for Koch Elementary 2.98
2.3 – Instructional Context	M										Academic Press for Koch Elementary 3.10 Engaging Instruction for Koch Elementary 3.84 Academic Press for Westview Middle 2.89 Engaging Instruction for Westview Middle 3.28
2.4 – External Relationships	M										Family Communication for Koch Elementary 3.88 School Alignment for Koch Elementary 3.94 Family Communication for Westview Middle 2.63 School Alignment for Westview Middle 3.93
3.1 – School Day Attendance	NA										

3.2 – Program Attendance	N	Westview Middle										59.7% at Koch Elementary 30.5% Westview Middle
3.3 – Behavior	NA											
3.4 – Personal and Social Skills	N	Westview Middle										79.6% at Koch Elementary 40.0% Westview Middle
3.5 – Commitment to Learning	N	Westview Middle										90.7% at Koch Elementary 40.0% Westview Middle

Part C: Narrative Responses

Section 6 – Status of Current Year’s Objectives

1) Goal 1 – Grades (1.1-1.3) and Self-efficacy (1.4-1.6) –

Both Koch Elementary and Westview Middle School met the objective that 50% of the youth maintained and/or increased their grades in the reading, math, and science subject areas. Math had the lowest percentage (51.6%) of youth maintaining or increasing grades at Koch Elementary. Reading had the lowest percentage (56.9%) of the three subject areas at Westview Middle School.

Since the majority of the youth when entering the program test below expectations on the pre-test in Math, Reading, and English Language Arts, the program uses this baseline information to provide tutoring and ongoing assessment that determines when the youth is ready to move to the next level of instruction. This practice may have helped the majority of students at both sites.

It is recommended that the program look at the results for the youth who are not maintaining or increasing their grades in the reading/communication arts and math subject areas to review the tutoring and assessment results to see if these results are consistent with the grades the students are earning and determine what changes may be needed to help improve grade outcomes for these students.

There is a high degree of consistency between grades and student report of self efficacy at Koch Elementary in reading/communication arts but the grades and student report of self efficacy are inconsistent in math and science. In reading/communication arts 71% maintained or improved grades and 75.9% reported a medium to high interest in this area. In the area of math, 51.6% of the youth at Koch Elementary maintained or increased their grades in math and 79.6% of the youth reported on a survey a medium to high level of math efficacy. In the area of science 72.1% maintained or increased grades and 40.9% reported a medium to high interest in science.

It may be helpful to talk with youth further about the items that impact their self report in each of the subject areas. It may be helpful to look at the Common Core Science Standards for each grade level and talk with school teachers regarding where they see students may need a better understanding or practice of specific concepts. The robotics program and Bricks for Kidz program may be able to add items that would help strengthen knowledge and skills in the areas that are identified. The program staff could also work with the Science Center to bring specific activities designed to help build knowledge and skills in these identified areas.

The youth surveys from both Koch Elementary and Westview Middle indicate that the youth do not get home work done in the afterschool program (1 out of 5 at Koch, 1.36 out of 5 at Westview Middle) and that the staff do not understand or are not able to help them when they get stuck (1 out of 5 Koch Elementary, 1.24 out of 5 at Westview Middle). The reason for the youth answering these questions in this manner is because no homework is done during the afterschool program.

Koch Elementary (K-5)

Reading: The grade reports and the self-efficacy survey data are consistent in the area of reading. 71% of the youth at Koch Elementary maintained or increased their grades in reading/communication arts and 75.9% of the youth reported on a survey a medium to high level of reading efficacy.

Since the majority of the youth when entering the program test below expectations on the pre-test in Math, Reading, and English Language Arts, the program uses this baseline information to provide tutoring and ongoing assessment that determines when the youth is ready to move to the next level of instruction. The scores stated above indicate that this has been an effective practice for the majority of the youth.

It is recommended that the program look at the results for the youth who are not maintaining or increasing their grades in reading/communication arts and review the tutoring and assessment results to see if these results are consistent with the grades the students are earning and determine what changes may be needed to help improve grade outcomes for these students.

Math: The grade reports and the self-efficacy survey data for Koch Elementary are inconsistent in the area of math. 51.6% of the youth at Koch Elementary maintained or increased their grades in math and 79.6% of the youth reported on a survey a medium to high level of math efficacy.

There were 54 youth who completed the survey and there were grades for 72 youth. It is possible that the youth who did better in math completed the majority of the surveys, but a further analysis of math ability and of grades should be completed to determine the reason(s) for only 51.6% of the youth maintaining or increasing their math grades.

A review of the results of the math tutoring program will help determine if the youth have acquired the skills needed to be at or above grade level math expectations and what changes can be made to help improve math grades.

Science: The grade reports and the self-efficacy survey data are inconsistent in the area of science. 72.1% of the youth at Koch Elementary maintained or increased their grades in science and 40.9% of the youth reported on a survey a medium to high level of science efficacy.

The program offered two robotics programs and used the Bricks for Kidz program concepts designed to teach the fundamentals of S.T.E. M. (science, technology, engineering, and mathematics). The Science Center also provided onsite activities that engaged the youth in hands on exploration, discovery, and learning. The program reports high interest and active involvement of youth in these program aspects. It is somewhat surprising that only 40.9% of the youth reported a medium to high level of science efficacy. It may be helpful to talk with youth further about the items that impact their self report of science efficacy to understand how the program can further support youth in this area.

It may also be helpful to look at the Common Core Science Standards for each grade level and talk with school teachers regarding where they see students may need a better understanding or practice of specific concepts. In the 2018-2019 program year Global Hack is being added in addition to Bricks for Kidz to further engage youth in gaining the skills and knowledge related to S.T.E.M.

The Bricks for Kidz program and the addition of Global Hack will add items that could help strengthen knowledge and skills in the areas that are identified by the youth and school teachers. The program staff could also work with the Science Center to bring specific activities designed to help build knowledge and skills in these identified areas.

Westview Middle (6-8)

Reading: There is some inconsistency in the grade scores and the self efficacy scores for the youth attending the Westview Middle School program. 56.9% of the youth at Westview Middle maintained or increased their grades in reading. 44% of the youth reported a medium to high level of reading efficacy. The survey results showed a 2.9 out of 5 in response to the statement, “ I am interested in reading/language arts.” It may be helpful to introduce reading based on the interests of the youth as a way of helping to improve youth interest in reading.

Since the majority of the youth when entering the program test below expectations on the pre-test in Reading and English Language Arts, the program uses this baseline information to provide tutoring and ongoing assessment that determines when the youth is ready to move to the next level of instruction. The scores stated above indicate that this may have been an effective practice for a little over 50% of the youth and that there is a need to come up with additional ways of promoting an interest in reading and the development of reading and English Language Art skills.

The program staff report that the youth show a high interest in reading during the program time and wonder if the wording of the question on the survey that says “reading/language arts” may be confusing as the youth may not know what “language arts” means.

It is also recommended that the program look at the results for the youth who are not maintaining or increasing their grades in reading/communication arts and review the tutoring and assessment results to see if these results are consistent with the grades the students are earning and determine what changes may be needed to help improve grade outcomes for these students.

Math: The grade reports and the self-efficacy survey data are consistent in the area of math. 64.7% of the youth at Westview Middle maintained or increased their grades in math and 64% of the youth reported a medium to high level of math efficacy.

A review of the results of the math tutoring program will help determine if the youth have acquired the skills needed to be at or above grade level math expectations and what changes can be made to help more students maintain and/or improve their math grades.

Science: The grade reports and the self-efficacy survey data are inconsistent in the area of science. 64.7% of the youth at Westview Middle maintained or increased their grades in science and 40% of the youth reported on a survey a medium to high level of science efficacy.

Like the Koch Elementary program, the Westview Middle School program offered two robotics programs and used the Bricks for Kidz program concepts designed to teach the fundamentals of S.T.E. M. (science, technology, engineering, and mathematics). The Science Center also provided onsite activities that engaged the youth in hands on exploration, discovery, and learning. The program reports high

interest and active involvement of youth in these program aspects. It is somewhat surprising that only 40% of the youth reported a medium to high level of science efficacy.

It may be helpful to talk with youth further about the items that impact their self report of science efficacy to understand how the program can further support youth in this area. It may be helpful to look at the Common Core Science Standards for each grade level and talk with school teachers regarding where they see students may need a better understanding or practice of specific concepts. The program staff could also work with the Science Center to bring specific activities designed to help build knowledge and skills in these identified areas.

In the 2018-2019 program year Bricks for Kidz is being replaced with Global Hack because middle school youth did not find the Bricks for Kidz interesting. The robotics program will not be provided in 2018-2019 because the grant ended at the end of the 2017-2018 program year.

St. Stephen’s Episcopal Church (K-6): This is the first summer of offering this program as a part of the 21st Century Learning Center. The only data available for this program is the PQA.

Why is the program succeeding or struggling in a particular subject area? Why might some sites do better or worse than other sites in a particular domain or scale? (Answer based on the discussion at the second meeting.)

The primary reason for the difference in scores between Koch Elementary and the Westview Middle School is attendance and parent involvement. The children at Koch Elementary attend every day and the families make sure the children are there. In the Westview Middle school some of the families allow the students to decide if they want to attend.

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?

Overall each of the sites meets the objective of scoring at least an average 2.9 on the Program Assessment Tool. The area with the lowest score at Koch Elementary and Westview Middle School is the Engagement Area. The Koch Elementary school scored a 1 in the areas of School-age planning and Reflection. The Westview Middle School score a 1 in planning and reflection, a 2 in choice, and a 2.5 in connections. The lowest area score for the summer program held at the St. Stephen’s Episcopal Church was in Interaction with a 2.33 in School-age leadership. The PQA for the Westview Middle School was the only external assessment that included STEM Skill Building. The item that received a 1 was Scientific Reasoning and the item that received a 2 was observation and measurement.

Area	Koch Elementary School	Westview Middle School	Summer Program St. Stephen’s Episcopal Church
Overall Average	3.66	3.40	Not Available
Safe Environment	4.19	4.64	4.56
Supportive Environment	4.57	4.02	4.24
Interaction	3.11	3.33	3.94
Engagement	2.75	1.65	4.00

Stem Skill Building	NA	2.17	NA
Extended Observation	3.44	NA	NA

Why is the program succeeding or struggling in a particular domains or scales? Why might some sites do better or worse than other sites in a particular domain or scale? (Answer based on the discussion at the second meeting.)

During the 2017-2018 program year the youth at Koch and the Westview Middle School did not have much opportunity for planning or reflection. This was the first year of the program and staff were new to the PQA and their focus was on improving student knowledge and skills. The Program Director is a trainer in Youth Work Methods and in the future will provide professional development in this area to all staff. During the 2018-2019 program year, the youth will be involved in making choices based on the daily lesson plan and reflection will be integrated in to the activities.

All but the area of Interaction at the St. Stephen’s Episcopal Church scored a 4.0 or better. The 3.94 Interaction score was lower because of the 2.33 score in School-age leadership. The program reported that some of the youth who attend are Junior Leaders and thus are actively involved on a daily basis in youth leadership. The observer may not have been aware that these youth were a part of the program.

3) Goal 2 – Leading Indicators – 2.2 Organizational Context (Staffing Model and Continuous Improvement) –

The survey data and local context interview indicated that staff are supported by the administration and experience job satisfaction. The statement that received a 3 out of 5 was “Staff stay at our program for a long time.” Although staff turnover is always challenging, from the local context interview, the staff who leave are those that decide they are not well suited to work with the youth or they need to leave because they are college students and graduate or their school schedule does not allow them to work during the after-school program.

Both sites scored less than a 3 on the Continuous Quality Improvement scale. The scores in response to “Are you currently using the Youth Program Quality Assessment (YPQA) from the Weikart Center as a quality assessment tool at your site?” were 2.09 for Koch Elementary and 2.33 for Westview Middle School. This was the first year of the program and the sites now have a PQA to use in their future planning.

Koch Elementary (K-5)

Staffing Model Capacity Scale: 4.5 out of 5
 Staffing Model Job Satisfaction Scale: 4.13 out of 5

Continuous Improvement Continuous Quality Improvement Scale 2.81 (no=1, yes=5)
 Horizontal Communication Scale 3.36 out of 5
 Vertical Communication Scale 3.91 out of 5

Westview Middle (6-8)

Staffing Model Capacity Scale: 4.67 out of 5

Staffing Model Job Satisfaction Scale: 4.29 out of 5

Continuous Improvement Continuous Quality Improvement Scale 2.45 (no=1, yes=5)

Horizontal Communication Scale 2.93 out of 5

Vertical Communication Scale 3.57 out of 5

St. Stephen's Episcopal Church (K-6) This is the first summer of offering this program as a part of the 21st Century Learning Center. The only data available for this program is the PQA.

Why is the program succeeding or struggling with staffing and continuous improvement? (Answer based on the discussion at the second meeting.)

The program is succeeding in this area because the staff are committed to the agency's mission, committed to supporting student success, and enjoy working with youth. Most staff have education in this area or are currently in school pursuing a degree in this area.

4) **Goal 2 – Leading Indicators – 2.3 Instructional Context (Academic Press and Engaging Instruction) –**

The youth and the staff are in agreement regarding homework. The youth surveys from both Koch Elementary and Westview Middle indicate that the youth do not get home work done in the afterschool program (1 out of 5 at Koch, 1.36 out of 5 at Westview Middle) and that the staff do not understand or are not able to help them when they get stuck (1 out of 5 Koch Elementary, 1.24 out of 5 at Westview Middle). The program does not provide assistance with homework.

Koch Elementary (K-5)

Academic Press Academic Planning Scale: 3.86 out of 5

Academic Press Homework Completion Scale: 2.33 out of 5

Engaging Instruction Youth Engagement and Belonging Scale: 4.81 out of 5

Engaging Instruction Youth Growth and Mastery Skills Scale: 3.25 out of 5

Engaging Instruction Instructional Quality Scale: 3.48 out of 5

- From the youth survey consideration may be given to the following statement as way of improving the program.
 - "I get to help pick the activities at the program." 1.48 out of 5

Westview Middle (6-8)

Academic Press Academic Planning Scale: 3.73 out of 5

Academic Press Homework Completion Scale: 2.05 out of 5

Engaging Instruction Youth Engagement and Belonging Scale: 3.23 out of 5

Engaging Instruction Youth Growth and Mastery Skills Scale: 3.62 out of 5

Engaging Instruction Instructional Quality Scale: 2.99 out of 5

- From the youth survey consideration may be given to the following two statements as ways of improving the program.
 - “I get to help pick the activities at the program.” 1.76 out of 5
 - “I get to help others.” 2.60 out of 5

St. Stephen’s Episcopal Church (K-6) This is the first summer of offering this program as a part of the 21st Century Learning Center. The only data available for this program is the PQA.

Why is the program succeeding or struggling with academic press and engaging instruction? (Answer based on the discussion at the second meeting.)

The scores are low in Academic Press because the program does not provide homework assistance. The program is not planning to add program assistance because it’s focus is on reducing the learning gap while increasing student proficiency and thinks this is best done through tutoring and enrichment activities.

The scores are low in Engaging Instruction because during the first year of the program the youth did not have many opportunities to chose what they did during the program time. In 2018-2019, the staff will be allowing youth to have more choice in what they do each day.

5) **Goal 2 – Leading Indicators – 2.4 External Relationships (Family Communication and School Alignment) –.**

Koch Elementary (K-5)

Family Communication Scale: 3.88 out of 5

- One area that the staff may want to consider improving:
 - An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program 3.08 out of 5

School Alignment Student Data Scale 4.67 out of 5

School Alignment School Day Content Scale 3.21 out of 5

- To improvement School Alignment consider how to improve the following items:
 - I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program 1.30 out of 5

School Alignment is also influenced by the family and school administrators’ perspectives: Consider what can be done to improvement the following items.

- Parent Survey Version of Program Quality: 4.27 out of 5
- School Administrator/Principal Survey 3.11 out of 5
 - The afterschool program has increased parental awareness/involvement in student learning. 2.5 out of 5

Westview Middle (6-8)

Family Communication Scale: 2.63 out of 5

- Two areas that the staff may want to consider improving:

- Each semester an adult in our family talk on the phone or meet in person with afterschool staff to receive detailed information about my child's progress in the program 2.25 out of 5
- An adult in our family has been personally recruited to participate in and/or lead sessions at the afterschool program 2.13 out of 5

School Alignment Student Data Scale 4.67 out of 5

School Alignment School Day Content Scale 3.20 out of 5

- To improve School Alignment consider how to improve the following items:
 - I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program 1.71 out of 5

School Alignment is also influenced by the family and school administrators' perspectives: Consider what can be done to improvement the following items.

- Parent Survey Version of Program Quality: 3.86 out of 5
 - The afterschool program has helped our family get to know the school and the school day teachers better: 2.88 out of 5
- School Administrator/Principal Survey 2.94 out of 5
 - The afterschool program has increased parental awareness/involvement in student learning. 2 out of 5

St. Stephen's Episcopal Church (K-6) This is the first summer of offering this program as a part of the 21st Century Learning Center. The only data available for this program is the PQA.

Why is the program succeeding or struggling with family communication and school alignment? (Answer based on the discussion at the second meeting.)

The program has a Parent Liaison whose job is parent and teacher engagement. Both schools met the objective. The items that are listed above are items that could be improved. The program would like staff to meet with teachers and participate in parent conferences but this was not allowed at Koch during the 2017-2018 program year. The program was allowed to have a table in the hallway for parents if they wanted to talk with staff during parent teacher conferences but the after-school staff was not included in the conferences.

There are new principals at both schools and the Parent Liaison has started to work with the principal and teachers so that during the 2018-2019 program year there can be better coordination between the after-school staff and school day staff.

6) Goal 3 – Program Attendance (3.2) –

The Koch Elementary program met the attendance objective of at least 50% of those enrolled attended for at least 60 days during the program year. The program staff was surprised that this percentage was not higher because they report students attend every day and that there is a waiting list to replace students who may not use the program on a regular basis. The Program is going to check their data entry process into Kids Care Center to make sure that it is being accurately reported. The Westview Middle program did not meet this attendance objective. The Westview Middle School provides many activities to involve youth after school that impact youth attendance at the afterschool program. Although the choice of many

activities in the school outside of the program (extra curricula activities provided by the school) is positive, this impacts the youth attendance in the after-school program.

59.7% of the youth at Koch Elementary met the Attendance objective.

30.5% of the youth at Westview Middle met the Attendance objective.

Why is the program succeeding or struggling with the program attendance objective? Why might some sites do better or worse than other sites? (Answer based on the discussion at the second meeting.)

At Koch Elementary the program staff was surprised that this percentage was not higher because they report students attend every day and that there is a waiting list to replace students who may not use the program on a regular basis. The Program is going to check their data entry process into Kids Care Center to make sure that it is being accurately reported. The staff thinks the attendance at Koch Elementary is higher because the parents are more engaged and make sure the children are in attendance.

Although attendance is less at the Westview Middle school, the staff does not think that less than 1/3 of the enrollment attends less than 60 days per program year. The staff will check their data entry process into Kids Care Center to see if children who are not in attendance who were enrolled have been unenrolled if they are no longer attending the program.

- 7) **Goal 3 – Personal and Social Skills (3.4)** – 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?
The youth at the Westview Middle School (3.40 out of 5) have a lower overall score than the youth at Koch Elementary (4.08 out of 5). To meet the objective at least 70% of the youth must score a 3.5 or higher indicating a medium to high level of personal and social skills. Only 40% of the youth at Westview Middle School met this objective. 79.6% of the youth at Koch met this objective.

At Koch Elementary the score for “I set goals for myself.” was 2.82 out of 5. The program could include more opportunities for the youth to set and work on personal goals.

The Westview Middle School Program has a leadership Group that engages the youth in Character Education experiences. Perhaps this program could help to build personal and social skills.

Why is the program succeeding or struggling with the personal and social skills youth outcomes? (Answer based on the discussion at the second meeting.)

Koch Elementary met the goal. The staff thinks that youth attendance positively influences youth self-report. Both Koch and the Westview Middle School staff plan to have youth participate more in setting their own goals.

- 8) **Goal 3 – 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?

The overall commitment to learning scores at both Koch Elementary (4.17 out of 5) and Westview Middle School (3.40 out of 5) were more heavily affected by the following statements:

- I get my homework done when I come to the afterschool program. (Koch 1 out of 5, Westview Middle 1.36 out of 5)
- I do my homework in the afterschool program or at home (Koch 2.33 out of 5, Westview Middle 2.05 out of 5)

Why is the program succeeding or struggling with the commitment to learning youth outcomes? (Answer based on the discussion at the second meeting.)

The program’s mission and staff are focused on learning and thus are committed to learning. The program does not provide homework assistance and does not plan to provide homework assistance and thus the question related to homework on the youth survey will negatively impact this score.

- 9) **Additional Family, Staff, and School Administrator 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)?

The Family, staff, and school administrator data support the data that has already been reviewed. There is a discrepancy between how the program Director/Coordinator and Staff surveys view Strengthening Families. Communication between afterschool staff and the Program Director/Coordinator will help to clarify these differences.

	Koch Elementary	Westview Middle School
Director/Coordinator Survey Results	4.63 out of 5	4.63 out of 5
Afterschool Staff Survey Results	2.61 out of 5	2.94 out of 5

The discrepancy between the Director/Coordinator Survey Results and Afterschool staff is primarily related to staff knowledge about everything that is offered to families by the program. During the 2018-2019 program year, the director will better inform part time staff of all family activities and encourage their participation in these activities.

Section 7 – Longitudinal Progress

For each item below, the external evaluator should complete the first set of questions prior to the face-to-face meeting with the program director. The second set should be completed following the meeting with the program director.

1. What trends are noted across time related to the specific objectives (1.1-3.5)? **This is the first year for the grantee and so this question is not applicable.**
 - a. Goal 1 – Academic (1.1-1.6):
 - b. Goal 2 – Program Quality (2.1-2.4):
 - c. Goal 3 – Youth Outcomes (3.2, 3.4-3.5):

What factors contributed to or detracted from the progress? How does this fit with the local context? (Answer based on the discussion at the second meeting.)

2. For the specific objective(s) that the program identified to work on during the past year (discussed in Review of Progress on Previously Selected Objectives in Part A, Section 4 above), what progress can be seen in the available data? **This is the first year for the grantee and so this question is not applicable.**

What factors contributed to or detracted from the progress? How does this fit with the local context? (Answer based on the discussion at the second meeting.)

3. For the next year, which objectives do you recommend the program focus on for improvement?

Koch Elementary (K-5)

- a. Select the objective number(s) that you are recommending:

1.1 1.2 1.3 1.4 1.6
 2.1 2.2 2.3 2.4
 3.1 3.2 3.3 3.4 3.5

Westview Middle (6-8)

- a. Select the objective number(s) that you are recommending:

1.1 1.2 1.3 1.4 1.6
 2.1 2.2 2.3 2.4
 3.1 3.2 3.3 3.4 3.5

St. Stephen’s Episcopal Church (K-6) This is the first summer of offering this program as a part of the 21st Century Learning Center. The only data available for this program is the PQA.

- a. Select the objective number(s) that you are recommending:

1.1 1.2 1.3 1.4 1.5
 2.1 2.2 2.3 2.4
 3.1 3.2 3.3 3.4 3.

- b. For each site, indicate the objective number applicable to that site.

	Objective(s) for Improvement
Site 1: Koch Elementary	1.2, 1.6, 2.1
Site 2: Westview Middle School	1.6, 3.2, 3.4
Site 3: Summer Program at St. Stephen’s Episcopal Church	2.1

- c. After selecting the objective number(s), provide a rationale for each recommendation based on the data presented earlier. Include which sites are included in the narrative. (Note: Action plans will be developed with the Afterschool Regional Educator, but this response should be a standalone explanation of why you are recommending this item that can be read to gain a quick, but thorough, understanding of the need, local context, and rationale for selection.)

Koch Elementary (K-5)

1.2: This objective was selected because the objective is at least 50% of the youth will maintain and/or increase their grades in math and this site just exceeded this objective with 51.6% of the youth met this objective. There was also a discrepancy between this score and the math efficacy score. 79.6% of the youth reported a medium to high level of math efficacy. It is recommended that the program look at the results for the youth who are not maintaining or increasing their grades in the math subject area to review the tutoring and assessment results to see if these results are consistent with the grades the students are earning and determine what changes may be needed to help improve grade outcomes for these students.

1.6: This is the only objective not met by Koch Elementary. The efficacy score of 40.9% is also not consistent with the 72.1% of the youth who maintained and/or increased their science grades.

The program offered two robotics programs and used the Bricks for Kidz program concepts designed to teach the fundamentals of S.T.E. M. (science, technology, engineering, and mathematics). The Science Center also provided onsite activities that engaged the youth in hands on exploration, discovery, and learning. The program reports high interest and active involvement of youth in these program aspects. It is somewhat surprising that only 40.9% of the youth reported a medium to high level of science efficacy. It may be helpful to talk with youth further about the items that impact their self report of science efficacy to understand how the program can further support youth in this area.

It may also be helpful to look at the Common Core Science Standards for each grade level and talk with school teachers regarding where they see students may need a better understanding or practice of specific concepts. In the 2018-2019 program year Global Hack is being added in addition to Bricks for Kidz to further engage youth in gaining the skills and knowledge related to S.T.E.M.

The Bricks for Kidz program and the addition of Global Hack will add items that could help strengthen knowledge and skills in the areas that are identified by the youth and school teachers. The program staff could also work with the Science Center to bring specific activities designed to help build knowledge and skills in these identified areas.

2.1: Although the PQA score exceeded the 2.9 requirement with a 3.66, the School Age Planning and Reflection scores were a 1. During the 2017-2018 program year the youth did not have much opportunity for planning or reflection. This was the first year of the program and staff were new to the PQA and their focus was on improving student knowledge and skills. The Program Director is a trainer in Youth Work Methods and in the future will provide professional development in this area to all staff. During the 2018-2019 program year, the youth will be involved in making choices based on the daily lesson plans created by staff and reflection will be integrated in to the learning activities.

Westview Middle (6-8)

1.6: The grade reports and the self-efficacy survey data are inconsistent in the area of science. 64.7% of the youth at Westview Middle maintained or increased their grades in math and 40% of the youth reported on a survey a medium to high level of science efficacy.

Like the Koch Elementary program, the Westview Middle School program offered two robotics programs and used the Bricks for Kidz program concepts designed to teach the fundamentals of S.T.E. M. (science, technology, engineering, and mathematics). The Science Center also provided onsite activities that engaged the youth in hands on exploration, discovery, and learning. The program reports high interest and active involvement of youth in these program aspects. It is somewhat surprising that only 40% of the youth reported a medium to high level of science efficacy.

It may be helpful to talk with youth further about the items that impact their self report of science efficacy to understand how the program can further support youth in this area. It may be helpful to look at the Common Core Science Standards for each grade level and talk with school teachers regarding where they see students may need a better understanding or practice of specific concepts. The program staff could also work with the Science Center to bring specific activities designed to help build knowledge and skills in these identified areas.

In the 2018-2019 program year Bricks for Kidz is being replaced with Global Hack because middle school youth did not find the Bricks for Kidz interesting. The robotics program will not be provided in 2018-2019 because the grant ended at the end of the 2017-2018 program year.

3.2: 30.5% of the youth at Westview Middle met the Attendance objective.

Westview Middle School provides many activities to involve youth after school that impact youth attendance at the afterschool program. Although the choice of many activities in the school outside of the program (extra curricula activities provided by the school) is positive, this impacts the youth attendance in the after-school program.

The staff does not think that less than 1/3 of the enrollment attends less than 60 days per program year. The staff will check their data entry process into Kids Care Center to see if children who are not in attendance who were enrolled have been unenrolled if they are no longer attending the program.

3.4 The youth at the Westview Middle School scored (3.40 out of 5) on the Personal and Social Skills survey. To meet the objective at least 70% of the youth must score a 3.5 or higher indicating a medium to high level of personal and social skills. Only 40% of the youth at Westview Middle School met this objective.

The Westview Middle School Program has a leadership Group that engages the youth in Character Education experiences. Perhaps this program could help to build personal and social skills.

St. Stephen's Episcopal Church (K-6) This is the first summer of offering this program as a part of the 21st Century Learning Center. The only data available for this program is the PQA.

2.1: Since the only data available for this program is the PQA, specific items from the PQA are recommended for improvement.

- Skill Building: 1. Learning focus linked to activity scored a 1. In the future, tell the youth what they will be learning (state the objective for the activity) by participating in the planned activity.
- School-Age Leadership: 2. Opportunities to help another child scored a 1. The Staff reported that youth are encouraged to help others and that in the 2018-2019 program year the staff will consciously set up ways for one youth to help another youth to learn how to do something.
- School-Age Leadership: 3 Structured opportunity to lead group scored a 1. Staff can structure opportunities for youth to lead activities. This was being done and will continue to be done through the Junior Leaders program. The staff will also select youth not involved in the Junior Leaders program to lead an activity or help another student.