

21st Century Community Learning Center Evaluation Summary (BGC Greater St. Louis – Complete summary after Guided Reflection Section 8)

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. Boys and Girls Clubs of Greater St. Louis received a 21st CCLC grant in 2018 in partnership with Hazelwood School District. The afterschool program operates three sites within the school district (one elementary school, one middle school, and one high school) serving a total of 306 students (127 elementary, 163 middle, and 16 high) (September 2018, personal communication).

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. From Grannemann Elementary there were responses from 97 youth for survey responses and 127 youth for grades and attendance, 41 families, and 2 directors/coordinators and 5 program staff, and 2 school administrators. From Southeast Middle there were responses from 43 youth for survey responses and 156 youth for grades and attendance, 16 families, and 2 directors/coordinators and 3 program staff, and 1 school administrator. From East High there were responses from 4 youth for survey responses and 21 youth for grades and attendance, 2 families, and 2 directors/coordinators and 1 program staff, and 2 school administrators. 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.

Goal 1- Overall across all three sites zero of six objectives were met within this goal. All three sites did not meet the objective related to efficacy in science, objective 1.6. Developing strategies aligned with the Common Instrument Science Survey related to efficacy should be a focus for improvement. Specifically, focus should be placed on developing strategies to increase students being excited about science, like participating in science projects, like to see how things are made, being curious to learn more about science, computers, or technology, wanting to understand science, getting excited about learning about new discoveries or inventions, paying attention when people talk about recycling to protect our environment, having a science or computer job in the future or liking online games or computer programs that teach students about science. Additionally, Southeast Middle and East High did not meet efficacy objectives in reading and mathematics. Focus should be placed on increasing students' interest and building confidence so students feel good about his/her performance in reading and mathematics. The efficacy results also show an alignment at Southeast Middle academic performance in the areas of reading, mathematics, and science so emphasis on improving academics should be stressed at this site too. Summer programming did focus on

STEM with a goal of students having at least 15 hours of STEM programming (hopeful that this will show positive impact on Science achievement and efficacy).

Goal 2: Program Quality

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.

Although all objectives were met within this goal at Grannemann Elementary and Southeast Middle School. Only one objective was not met within this goal at East High, 2.4, external relationships leading indicators of family communication and school alignment. Data shows this goal was not met with an overall score of 1.67 Family Communication and 2.90 School Alignment (goal 3.0 for both on the External Relationships Leading Indicators of Family Communication and School Alignment). Average site scores across all grant type sites were 3.28 Family Communication and 3.72 School Alignment and 84.6% of all sites met this objective. Strategies used at Grannemann and Southeast Middle that are developmentally and site appropriate should be considered to be used at East High. Related to the Communication Scale, two survey questions (Each semester an adult in our family talk on the phone or meets in person 1.00 with afterschool staff to receive detailed information about my child's progress in the program and an adult in our family has been personally recruited to participate in 1.00 and/or lead sessions at the afterschool program) mean site scores were 1.0 which should be interpreted as almost never true and should be focused on for improvement. School alignment scale question responses are below the average for all grant sites for 2017 – 2018 for two of the three student data scale questions (Each year we review achievement test scores and or grades from the 3.50 previous year OR have online access to grades and we review diagnostic data from the current school year for individual students (e.g., reading grade level norms, data from tests administered in afterschool, career aptitude test results). School Day Content scale responses were below the average for all grant sites for 2017 – 2018 (1.98 site vs. 3.47 all sites). All questions reported a lower mean score at the site and fell from 1.00 – 2.75 vs. all sites mean scores ranged from 2.63 – 3.86. Content within this scale should be considered as an area for improvement at East High.

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).

Objectives 3.2, Program Attendance, was not met within this goal at Southeast Middle (35.3%) and East High (9.5%). The goal associated with this objective is 50%. Afterschool program attendance should be explored further to assess strategies to improve. Only 65.5% of all sites met this objective. Strategies to increase attendance that are developmentally appropriate should be considered. Consideration should be made regarding attendance strategies that are effective with other Boys and Girls Clubs after school programming used with middle and high school students. School discipline and suspensions do impact attendance at Club. The program served a total of 306 students (127 elementary, 163 middle, and 16 high) (September 2018, personal communication). Southeast Middle should also focus on improving students indicating a medium to high level of personal and social skills (Objective 3.4) students indicating a medium to high level of commitment to learning

(Objective 3.5). Both of these objectives were not met. Several of the Boys and Girls Clubs programs target personal and social skills and commitment to learning and should be considered for intentional implementation as possible strategies to improve these objectives. Additionally, these objectives have a relationship to objectives not met related to academics and efficacy in Goal 1. 92.5% of all sites meet Objective 3.4 and 96.6% of all sites meet Objective 3.5.

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