

## **21<sup>st</sup> Century Community Learning Center Evaluation Summary**

### **(BGC Greater St. Louis Riverview Gardens Highland Elementary)**

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. Riverview Gardens Highland Elementary received a 21<sup>st</sup> CCLC grant in (2021). The afterschool program operates (1 SITE) in (1 ELEMENTARY), serving 61 students (total youth in program attendance from KCC, 5+ days attendance).

Each year, 21<sup>st</sup> 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 2022-23 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 (52) youth, (4) families, (2) program staff, and (0) 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.

Programming efforts are aligned to state content standards and support student academic needs in the areas of reading, mathematics, and science. Power Hour and Stride Academy are programs utilized on a regular basis to support student's academic needs. MAP data in all content areas were not included with the report data, so program staff should continue to review and monitor the results of that data with other academic data. The site scored **Less than Satisfactory** 68.6% for **1.3 criteria E, Science Efficacy**. The goal was Less than 70% of youth per site would report a medium to high level of efficacy as measured by items on the Youth Survey. Future programming efforts should target science efficacy. This is the second year in a row that this indicator has been less than satisfactory. Recruiting consistent tutors (i.e., partnering with AmeriCorps or local universities College of Education) supporting the site should be explored.

#### **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 21<sup>st</sup> CCLC grant recipients participate in an ongoing quality improvement process that includes the point-of-service experience of youth, school day linkages, offering a broad array of activities, and family engagement opportunities.

A majority of the indicators within goal 2 are rated as satisfactory or above. Programming efforts that were highlighted as areas for improvement include four indicators. Goal 2 – **Program Quality Rubric (2.1)**. The site scored **Less than Satisfactory** for criteria B, **Staff Program Quality scale (3.42)**. The goal was 3.5 on the PQA tool. Specific survey items to improve on are noted above within the indicator. Goal 2 – **School Day Alignment Rubric (2.2)** The site scored **Less than Satisfactory** for criteria C, **School Day Administrator Surveys**. No surveys were reported complete. Efforts should be made to have the school administrator complete. The goal for the site was an average score of at least 3.0 on the Administrator Survey. Goal 2 – **Family Engagement Rubric (2.4)**. For criteria C, **Family Strengthening Families Scale**, the site scored **Less than Satisfactory (66.7%)**. The goal was less than 70% of family members, indicating a positive response on the Strengthening Families scale. The site's overall mean score was 4.00, and the comparative mean score was 4.06, so not a major area of concern. The biggest need for improvement is related to criteria D, **Afterschool Staff Strengthening Families Scale**; the site scored **Less than Satisfactory (50%)**. At least 70% of staff indicate a positive response on the Strengthening Families scale was the target. Specific survey items to improve on are noted within the indicator.

### Goal 3: Youth Outcomes

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

**Indicator 3.1a** is targeted to work on **Proposed vs. Actual Attendance**; the site scored **Less than Satisfactory (56.7%)**. The goal was actual 30+ day attendance is at least 80% of the proposed attendance. The same indicator was present last year, but improvement has been made. Attendance was noted as a strength of the program. Checks should be made regarding data collection and attendance. Additionally, the need for improvement was noted for criteria D, **Middle School/Junior High- 30+ days**; the site scored **Less than Satisfactory (16.7%)**. The goal was for at least 40% of youth to attend 30+ days; for criteria E, **Middle School/Junior High stretch- 45+ days**, the site scored **Less than Satisfactory (16.7%)**. The goal was for at least 50% of youth to attend 30+ days. Based on the data, efforts targeting grade six students and attendance should be made. School Day Attendance (DESE Data) and School Day Discipline data were not reported and are recommended to target and monitor next year since one year of data is missing.

For more information, contact Roxanne Crawford at 314-953-7795 or 636-675-9570 or [roxanne@bgcstl.org](mailto:roxanne@bgcstl.org).