

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 2017. The afterschool program operates one site at Highland Elementary within the Riverview Gardens school district serving a total of students 140 (as of 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 with responses from 105 youth for survey responses and 132 youth for grades and attendance, 53 families, and 3 directors/coordinators and 5 program staff, and 1 school administrator. 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- Five of six objectives were met within this goal. The only objective not met was related to efficacy in science, objective 1.6. This is the second year this objective was not met and had similar performance to the year prior. 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, or liking online games or computer programs that teach students about science. 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, suggestions are provided to continue to work on the following:

2.1 PQA specifically Engagement (planning, choice, reflection, and connections) with emphasis placed on planning and reflection.

2.4 External Relationships Leading Indicators of Family Communication and School Alignment

Data shows goal was met with an overall score of 3.56 Family Communication (goal 3.0 on the External Relationships Leading Indicators of Family Communication and School Alignment). School alignment scale question responses are above the average for all grant sites for 2017 – 2018 with the exception of: 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). Site mean score 2.67 and all sites average 3.70. School Day Content scale responses were below the average for all grant sites for 2017 – 2018 (2.53 site vs. 3.47 all sites). All questions reported a lower mean score at the site and fell from 2.20 – 2.95 vs. all sites mean scores ranged from 2.63 – 3.86. Content within this scale should be considered as an area for improvement.

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 (29.5%). Afterschool program attendance should be explored further to assess strategies to improve. Only 65.5% of all sites met this objective. This objective was met during year one so reflective efforts on changes related to attendance efforts from year 1 to year 2 should be made. School discipline and suspensions do impact attendance at Club. The afterschool program operates one site at Highland Elementary within the Riverview Gardens school district serving a total of 140 students (as of September 2018, personal communication).

Special Note- Please note that Addendum 1 has been included related to Kids Care Center attendance data 8/21/17 – 5/24/18. The addendum shows that 63% (88 of the 140 members) attended 60 plus days at Highland Elementary related to objective 3.2 program attendance.

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