

**21<sup>st</sup> CCLC External Evaluation  
Guided Reflection Documentation**

**YMCA of Greater Kansas City: Red Bridge Elementary/Center Middle Schools**

The 21<sup>st</sup> CCLC grantee's administrator listed in the grant and certified external evaluator must complete this reflection tool as the official documentation of the 21<sup>st</sup> CCLC External Evaluation. The program director, site coordinators, and other key staff should meet twice with the external evaluator to reflect on 1) the local context and 2) the data reports in relation to the Goals and Objectives of the grant and the evaluator's written responses. The external evaluator will submit the document to the program director. The grant administrator is responsible for submitting the document in its entirety to DESE by the deadline.

**Cover Sheet Instructions**

The grant administrator must sign this first page of the Guided Reflection and e-mail it to DESE by the deadline. The full Guided Reflection Document (including this page and the Evaluation Summary) should also be submitted by the grant administrator to DESE via e-mail.

21<sup>st</sup> CCLC Grantee Name: YMCA of Greater Kansas City: Red Bridge Elementary/Center Middle Schools

Cohort #: 11 Year in the grant: First External Evaluator Name: Nancy Twillman

Name of Program Director participating in evaluation meetings: Katie O'Dea

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

	Date of first meeting: 9/29	Date of second meeting: 4/13
Site 1: Red Bridge Elementary	Attendee: Royccie Jackson Brandon Johnson-Triplett	Attendee: Katie O'Dea Savanah Standifer
Site 2: Center Middle School	Attendee: Ashley Greer Treva Kinney	Attendee: Katie O'Dea Savanah Standifer
Site 3:	Attendee:	Attendee:
Site 4:	Attendee:	Attendee:
Site 5:	Attendee:	Attendee:
Site 6:	Attendee:	Attendee:

**To be completed by the 21<sup>st</sup> CCLC Program Administrator:**

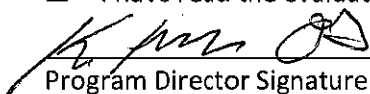
I have read the summary provided by the external evaluator regarding our progress on the previous year's identified objective in Part A, Section 4 and Part C, Section 7, Question 2. For the previous school year, our program selected the following objective(s) to work on:

- 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  
 2.1       2.2       2.3       2.4  
 3.1       3.2       3.3

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

  
Program Director Signature

KATIE M. O'DEA  
Printed Name

4/16/21  
Date

## Guided Reflection Instructions

The certified external evaluator should complete all sections of this report using the framework and charts provided. There are eight sections of the Guided Reflection Documentation.

### Evaluation Summary

Instructions are in Part C, Section 8, but for ease of review, the Evaluation Summary has been moved to the front of the document. Grantees may use the evaluation summary as their public document, rather than posting or distributing the entire Guided Reflection Document.

### Part A: Additional Data Collection by the External Evaluator

1. Grantee/Evaluator Information
2. Program Overview
3. Local Context
4. Review of Progress on Previously Selected Objectives

### Part B: Data Charts

5. Review of Data Reports

### Part C: Narrative Responses

6. Status of Current Year's Objectives
7. Longitudinal Progress
8. 21<sup>st</sup> Century Community Learning Center Evaluation Summary

Sections 1-4 should be completed following the first face-to-face meeting (prior to 6/30/20) based on the external evaluators notes from the first meeting.

Sections 6-8 should be completed by the external evaluator once they have received the data and *before* the second face-to-face meeting with the program director. Note: There are selected questions in Sections 6-8 that should be completed following the second meeting, but for the most part, the Guided Reflection Documentation and Evaluation Summary should be completed prior to the second face-to-face meeting so that the program director can review the information prior to the meeting. This will provide the program director an opportunity to clarify previously provided information and provide additional context/clarification as needed and allow the conversations at the second face-to-face meeting to focus on responding to the additional reflection questions.

The Guided Reflection Documentation and Evaluation Summary are due to DESE by the deadline. The external evaluator should submit the documentation to the grantee. The grant administrator must sign the Cover Page of the Guided Reflection and e-mail it to DESE. The full Guided Reflection Document (including the Cover Page and the Evaluation Summary) should also be submitted by the grant administrator to DESE via e-mail.

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

### **YMCA of Greater Kansas City: Red Bridge Elementary/Center Middle Schools**

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 YMCA of Greater Kansas City received a 21<sup>st</sup> CCLC grant in 2020. The afterschool program operates at two sites in (one elementary and one middle school), serving 105 students.

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 2019-20 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 54 youth, 24 families, and 11 program staff. Due to the COVID-19 school closures starting during the survey window, many afterschool programs were not able to collect their usual number of surveys. 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.

Due to COVID-19 mandated shut-downs, data on student academic achievement were not available for the 2019-2020 academic year. However, data on student efficacy evidenced strong support for program success. This was particularly true for elementary-aged students who responded that “I work hard and am getting better at math”, and “I would be good at learning something new in science/technology”. Focus at both sites on academic success defined for each individual, with student effort and success not compared to that of others, contributing to student efficacy. Program emphasis on overall growth in knowledge through engaging learning activities rather than a narrow focus on grades also supported efficacy scores.

#### **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.

Due to COVID-19 mandated shut-downs multiple measures of program quality improvement were not available for the programming year and many activities specific to family engagement were curtailed.

It was notable that across sites staff and family survey responses were high for ratings of program quality. Parent and staff provided very positive ratings of the program’s cultural responsiveness, certainly a contributing factor to high parent engagement and satisfaction measures. Concerted staff effort to

incorporate academics in highly engaging enrichment activities supported Red Bridge student enjoyment of attending the afterschool program.

The YMCA of Greater Kansas City excelled at school day alignment as seen through multiple measures. These high ratings were supported contextually by staff-reported quality interactions with school staff and tutors directly targeting the fit of after school academic content to specific student learning needs. The use of school/district teachers as tutors maintained a strong link between after school and district curriculum.

Specific focus on social, emotional, and behavioral development was prioritized at Red Bridge Elementary and Center Middle Schools. Dedicated services by a program behavioral specialist contributed to individual student and overall site success. Staff time by the specialist set aside for consultation and training with the program staff supported plans and routines successful with all students.

Family survey responses indicated the program was challenged at both sites in the area of Family Engagement. However, high levels of reported staff engagement and relationship building with families was not reflected in the survey, with the surveys more focused on adult resources/educational opportunities, and onsite resources, all of which were extremely difficult in the COVID-19 environment.

### Goal 3: Youth Outcomes

Afterschool programs also offer 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).

Attendance data are not complete due to the devastating impact of COVID-19. While the programs did not meet their overall attendance goals, Advanced ratings were received for the number of students with 30+ days of attendance at both sites, and 60+ days of attendance at Red Bridge Elementary. A late program start date significantly hampered Center Middle School attendance.

Success was seen in student Positive School Behaviors through student survey responses across sites which evidenced scores higher than the state comparative value for eight survey prompts (ex. "I can stay friends with other kids", and "I set goals for myself"). Red Bridge students provided higher ratings than Center students but this may represent that Center participants were exclusively at-risk youth.

Across sites program students had a higher non-suspension rate than the district.

For more information, contact Katie O'Dea at 816-360-3346 or [KatieO'Dea@KansasCityYMCA.org](mailto:KatieO'Dea@KansasCityYMCA.org).

## **Part A: Additional Data Collection by the External Evaluator**

### **Section 1 – Grantee/Evaluator Information**

21<sup>st</sup> CCLC Grantee Name: YMCA of Greater Kansas City: Red Bridge Elementary/Center Middle Schools

Cohort #: 11 Year in the grant: First Name of External Evaluator: Nancy Twillman

Name of Program Director participating in evaluation meetings: Katie O'Dea

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

	Date of first meeting: 9/29	Date of second meeting: 4/13	Site Visit? (Y/N)
Site 1: Red Bridge Elementary	Attendee: Royccie Jackson Brandon Johnson-Triplett	Katie O'Dea Savannah Standifer	N; 9/29 on-site but program not observed due to COVID-19
Site 2: Center Middle School	Attendee: Ashley Greer Treva Kinney	Katie O'Dea Savannah Standifer	N; 9/29 on-site but program not observed due to COVID-19
Site 3:			
Site 4:			
Site 5:			
Site 6:			

## Section 2 – Program Overview

Please provide a 2-3 paragraph description of the program that includes at minimum the grades/ages served (Elementary, Middle, High School), how often the youth at each site meet, the types of activities provided, and approximate attendance and enrollments. Please note whether the youth attending the program usually have homework. Describe the staffing of the program and sites, including the number of paid staff, volunteers, and administrative structure.

The YMCA of Greater Kansas City operated at two schools in the southern part of Kansas City, Missouri, through 21<sup>st</sup> CCLC funding. Programming at Red Bridge Elementary and Center Middle School served 105 students (those attending 5+ days) in the Center School District with Red Bridge serving roughly twice as many students as Center. The average student was African American/Black (48%) with the percentage higher at Center than Red Bridge (69% and 39%, respectively). Equal percentages of Red Bridge students were African American/Black and White. Overall, most students were male (54%); however, a higher percentage of male students at Red Bridge (62%) balances the predominance of female students at Center (62%). Almost a third of Red Bridge participants (32%) qualified for free/reduced lunches.

Red Bridge Elementary provided programming before and after school. Due to an earlier start to the school day, Center Middle School provided services only after school. Center Middle School initiated services in January after the receipt of site licensure. Both sites shared program oversight by a YMCA District Program Director and Sr. District Program Director. Each site had qualified and trained Site Supervisors as well as paid staff and volunteers.

Both schools offered a wide variety of programming. Each provided homework and tutoring help as well as academic activities in reading/literature and math/STEM/STEAM. Programming for all students included health/healthy living/physical activity through healthy snacks, nutrition activities, and physical fitness. Club days and enrichment activities at both the elementary and middle school site provided students with opportunities to focus on leadership, character development, culture, and music/arts.

Programming changed significantly in March due to COVID-19. At that point, middle school programming transitioned to a virtual platform incorporating Google Classroom, virtual tutoring, home supply delivery, and virtual clubs. Red Bridge programming also transitioned, posting activities in a virtual classroom and offering

virtual tutoring. Elementary student participation was hampered, however, since only upper elementary students had access to electronic devices through the district.

### Section 3 – Local Context

The Local Context section of the Guided Reflection document should be completed by the external evaluator following a face-to-face discussion that takes place before June 30<sup>th</sup>. All four items should be completed for each question. Please do not change the format used below.

- 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.

#### Youth:

Pre-COVID-19, students felt a sense of belonging in the program at both Red Bridge Elementary and Center Middle Schools. At Center Middle School, familiarity with staff from the previous year contributed to the understanding that “somebody here knows us”- a highly desirable factor during a student’s first year in a large middle school (into which all district elementary schools fed). Red Bridge Elementary School program staff reported students felt like it was a safe haven for students in the afternoons. While the younger students realized they were learning, they also released built-up frustration from the day, were themselves, and enjoyed time with friends. The younger youth had a sense of buy-in and were excited when they arrived, many often not wanting to leave if their parents arrived early.

Program staff reported that students at both sites saw the benefits of the extended academic exposure, noting specifically that at least half the middle school students saw tutoring as a positive thing that would help them succeed. Many elementary students were reported to see the program as “just part of the day”. All students who participated at Center Middle School were enrolled due to academic risk factors. Staff reported some of these students perceived themselves as competent, but that as sixth graders, several were immature and all the sixth graders were finding their way in the middle school environment.

#### Staff:

A specific strength of program staff at both sites was that the tutors were district teachers. This communicated to parents and teaching staff that the program was, at its core, academic. Tutors in the program year excelled at using pre- and post-tests and identifying appropriate learning levels for the students during their tutoring times. Additionally, program staff brought a wide variety of interests and strengths to programming which were capitalized on in the creation of clubs.

Multiple Center Middle School staff members were from the school district, with one personally having previously attended district schools and graduated from a district high school while a second had a child attending the district during the program year. Program staff reported this increased the trust the students had in them (felt like staff weren’t going to embarrass or tease them) and allowed program staff to build strong enough connections with students that the students were willing to take academic risks.

Program staff at both sites were invested in developing skill sets and completing trainings that would help them “make a difference” for the students.

Staff at both sites re-imagined their roles and what it meant to provide services to their program participants after mid-March when the district closed the buildings due to COVID-19. Middle school staff shifted to a Google Classroom environment with a close focus on individualized, virtual, tutoring. In addition to tutoring, program staff maintained the importance of daily schedules as well as integrative learning activities such as physical fitness, Spanish, Club, art, and STEM. To facilitate the shift in learning to an online format, program staff also delivered supplies to participating students.

Maintaining engagement with elementary students during COVID-19 was more difficult for program staff due to technology issues (lack of devices and need for frequent parent support). Red Bridge program staff maintained a virtual classroom with posted activities and provided tutoring support but did not experience as much success as the middle school staff.

Program behavioral specialists continued outreach to families at both levels to offer support. Two, online, behavior management events were held for families who wanted more information about behavioral techniques they could expect to be successful at home with their children.

#### School:

involvement of school staff and leadership in the recruitment process (at both sites) positively impacted program success in academics. The Center Middle School principal, teachers, and reading program staff actively identified at-risk students and often made initial introductions of program staff to parents. While having academic risk factors was not a prerequisite for participation at Red Bridge, teachers often reached out to program staff to inquire if there was room to enroll another student about whom the teacher had academic concerns. Red Bridge staff specifically noted the school facilitated the conversation about need for student participation when families did not speak English.

Red Bridge program staff stated that the teachers were “really on board with what we provide”. Additionally, most teachers understood that they were free to email program staff, or just come down to talk about a student’s academic need when program staff are on site. However, program staff at Red Bridge reported that sometimes additional conversation was needed to share that policies and procedures were in place allowing school and program staff to discuss student grades. This sometimes involved obtaining clarification from the principal.

Both schools focused on maintaining emphasis on student successes, which were also central to how program staff honored student educational pursuits. Success was not simply defined as getting a certain type of grade. Rather, success was an individualized concept based on what learning, attendance, or behavioral step was next for each student.

Center Middle School students were provided with Chrome Books to take home after the school building was closed due to COVID-19. However, only the upper elementary students at Red Bridge had access to devices. This left the Red Bridge program scrambling for ways to provide access to students they could not reach out to electronically.

#### Community:

Center Middle School program staff commented specifically that they experienced good parent attendance at parent conferences/phone conferences. Considerable staff effort was invested in reaching out to parents.

Multiple clubs were planned by community partners (Zumba, Kids in the Kitchen, Chef Alfredo) for Center Middle School program participants, however, COVID-19 changes disrupted plans for community engagement with the learners.

The same disruption was identified by Red Bridge program staff who had specifically targeted identifying avenues for community engagement to support youth academic growth at the re-start of the grant. Pre-COVID-19 this was a particular program development focus due to staff turnover and the need to re-establish community connections.

- 2) **Goal 2 – Program Quality** Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to develop and maintain a quality program that includes observed program quality (PQA, surveys), school day alignment (consistency of curriculum, communication with school day staff, alignment with standards), broad array of activities (academic strategies based on individual student needs, SEL, variety, choice), and family engagement (family and child academic enrichment opportunities, educational development for adult family members of students served).

Youth:

Red Bridge Elementary School program staff reported that, in general, the youth wanted to attend the afterschool program. However, they noted specifically the impact that youth choice had on desire to attend. When youth knew they had options and choices in programming they were more excited to be there and participate. The *choice culture* during the program year was such that students regularly volunteered ideas for events and clubs (such as the consistently popular Pokémon Club). The participants used their voice and choice proactively, making the program their own by picking activities including specific suggestions for STEM engagement during club time.

Center Middle School program staff reported working with youth on social-emotional learning. Developmentally, the new sixth graders began working on balancing increased levels of decision-making/responsibility with supporting the membership of all students in the larger group. The emphasis on social-emotional learning during the program year included a focus on teasing/taunting, and bullying (including cyber-bullying).

Staff:

COVID-19 was a significant impediment to staff contribution to program quality at Red Bridge Elementary and at Center Middle Schools. With mandated school closures beginning mid-March, the ability of staff to provide the planned dosage of academic intervention was reduced.

Additionally, program staff at Center Middle School were significantly hampered in their ability to contribute to the program quality due to the limited amount of time programming could be provided at program start-up. Although begun during the grant application process, licensing was not received until November, at which time the hiring, background, and fingerprint process started. Face-to-face programming at Center Middle School began in January. When combined with COVID-19 program impacts, staff provided programming at the site for 2.5 months. This drastically decreased the number of programming days available to drive change in academic and youth outcomes.

Of note were the significant contributions of program staff to program alignment with standards. While students at both sites consistently suggested programming ideas, the staff actively identified ways to highlight individual student and groups learning needs. Staff focused particularly on increased knowledge of the Missouri Standards. As a result, a STEM activity could be planned with the prior knowledge of what K-1<sup>st</sup> grade students were expected to know compared to what 5<sup>th</sup> grade students should know.

Tutors at both sites were licensed district teachers. Their prior knowledge of Missouri Standards as well as grade-level curriculum was a strong base for individualizing tutoring support.



Staff turnover (due to life transitions) at Red Bridge Elementary provided the opportunity for staff training. Staff noted trainings and meetings kept them on track for both maintaining the flow of curricular programming and positively and productively addressing social/emotional learning.

School:

At both sites, the schools made a significant positive impact on the program. This was particularly true for the first year of programming at Center Middle School. Program staff reported the understanding from the principal and teachers that they were committed to contributing to the development of a quality program. Specific examples of this included splitting bussing costs for students with the program and working through initial hiccups of sharing grades, etc. Seasoned program staff reported they had “never seen a school help this much” with recruitment of at-risk students for programming.

The use of certified teachers as tutors increased program alignment and the individualization of tutoring and provided an additional benefit. Tutors knowledgeable about the district and the two school sites helped maintain consistent enforcement of policies from the school day to after school.

Communication to support student success in the program included efforts by teachers, parents, and the behavior specialist. Teachers were particularly supportive of correlating what was successful during the school day to the afterschool environment.

Noted was the forced closing of the schools due to COVID-19.

Community:

Both sites reported strong parent engagement when making behavior plans, as needed. Additionally, Center Middle School highlighted parent engagement in parent conferences/phone calls.

Red Bridge Elementary and Center Middle School sites also reported a negative impact of COVID-19 on the broad array of planned learning activities. In multiple instances community volunteers/organizations were planned to facilitate programs which could not be conducted. Program staff reported the community volunteers were very invested in the afterschool programs and were excited to contribute to the quality of programming.

- 3) **Goal 3 – Youth Outcomes** Describe the issues (youth, staff, school, community) that have a positive or negative impact on the program’s ability to enhance youth’s life readiness skills and behaviors, including positive school behaviors, (attendance, program attendance, out of school suspensions), personal and social skills (communications, teamwork, accountability), and commitment to learning (initiative, study skills, homework completion).

Youth:

Program staff reported youth at both Red Bridge Elementary and Center Middle Schools wanted to attend the afterschool program; both sites reported attendance was high prior to COVID-19.

Some Center Middle School students had suspensions, noted by staff as related to “severe home environments”. Additionally, the sixth graders worked on resolving school-day behaviors to decrease spill-over of problems to the afterschool time.

At both sites, students took increased personal responsibility for learning and behavior. Red Bridge staff reported seeing a change in student response when behavioral issues were dealt with. The middle school students accepted additional leadership responsibility, wanting to volunteer for

additional tasks. Students participated in parent site council meetings, and shared their programming ideas.

Student commitment to learning was identified by program staff; students wanted to get their work done early or wanted to stay until it was completed. Completing tasks in a timely manner was modeled by many students and motivated other participants to be on-task.

#### Staff:

Services by the program behavioral specialist were successful at both sites. Specific outreach by the behavioral specialist to teachers and parents (before and during COVID-19) addressed school and home behaviors. Additionally, the behavior specialist made an impact on staff response to student behaviors resulting in more students fully participating even when behavior wasn't "perfect". Staff consultation and training with the behavior specialist identified plans and routines that supported student learning success.

Multiple staff members from the community were role models for program participants. Specifically, one staff member attended the district as a youth, playing sports and graduating from a local high school. A child of an additional staff member attended school in the district during the program year. Parents and students alike saw the investment these staff members had in their children and the school. Consequently, the students had easy access to interaction with community role models and program participants could identify with staff.

After the school buildings closed due to COVID-19, significant staff effort was dedicated to educating parents that program enrollees needed to continue their academics. There was a general parent understanding that the students no longer needed to attend. This was not true for students, more so for those who were identified prior to COVID-19 as being at academic risk.

Program staff at both sites provided databases of supplies/resources in the community to families who needed outreach during the COVID-19 pandemic. To identify what particular needs students had, parent surveys were distributed related to academic, social, and nutrition needs.

#### School:

Center Middle School supported youth outcomes in multiple ways during the grant year. A clear indication to the students of this support was the decision by the school to dismiss the program participants first each day. They arrived at the afterschool site before the halls got busy with students going to lockers and heading to busses.

The Red Bridge principal's attendance focus clearly supported youth outcomes. A large sign hanging outside the school stated, "Every Day/ Every Hour/ Every Minute COUNTS!" This school-wide approach included the tutoring component and sent a clear message to the students and their parents. Time students spent in program tutoring could be used to offset being tardy during the regular school day.

Teacher and principal engagement with the behavioral specialist evidenced school understanding of youth outcomes across the learning environments. Discussion of what worked and didn't work during the school day and afterschool allowed for the development of stronger plans to support student success.

#### Community:

Parents at both program sites were invested in their children and wanted them to do well in school. However, they didn't always have the tools necessary to make that happen. This was specifically true

regarding student behavior. Red Bridge and Center Middle school parents were supportive of working with staff on behavior management plans to improve social skills and increase opportunity for academic growth. Center Middle School program staff noted parents worked with the program to help their children set goals and to highlight what their roles were as parents and what roles students had.

Planned community engagement opportunities did not occur this year due to COVID-19. Activities were specifically planned with college athletes to highlight for students how life and learning skills they develop in elementary and middle school support success in higher education and employment.

## 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 |

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.

First year of funding cycle, not applicable.

## **Part B: Onsite Information Review**

The following sections are to be completed by the external evaluator after receiving the data reports (8/15/19), but before meeting with the program director for the second face-to-face discussion. Please do not change the format of the charts.

## Section 5 – Review of Data Reports

1) Using the data provided in the External Evaluator Grantee Summary Report, if the overall grantee score is Less than Satisfactory, indicate which sites contributed to the low score.

Objective	If overall grantee score (Goals 1 & 3) or individual site score (Goal 2) is Less than Satisfactory, list which site(s) contributed to the low score?	Using last year’s External Evaluation Report, please comment on whether these sites had previously scored “Less than Satisfactory”.
1.1 – Reading	Not scored due to COVID-19 closure	
1.2 – Math	Not scored due to COVID-19 closure	
1.3 – Science	Not scored due to COVID-19 closure	
2.1 – Observed Program Quality	Not scored due to COVID-19 closure	
2.2 – School Day Linkages	Not scored due to COVID-19 closure	

2.3 – Broad Array	Not scored due to COVID-19 closure	Red Bridge Elementary
2.4 – Family Engagement	Not scored due to COVID-19 closure	
3.1 – Program Attendance	Not scored due to COVID-19 closure	
3.2 – Personal and Social Skills	Not scored due to COVID-19 closure	
3.3 – Commitment to Learning	Not scored due to COVID-19 closure	

## **Part C: Narrative Responses**

The following sections are to be completed by the external evaluator based on the data above prior to meeting with the program director for the second face-to-face discussion.

### **Section 6 – Status of 2019-20 Objectives**

For each item below, the external evaluator should complete the first set of questions prior to the second face-to-face meeting with the program team. The purpose of the second set of questions (in italics) is to contextualize the relevant data. The second set of questions should be completed following the second meeting with the director.

- 1) **Goal 1 – Student Achievement and Sense of Competence Rubrics (1.1-1.3)** – For each subject area (Reading, Math, and Science), what trends can be seen across all sites? In which subjects are youth succeeding? In which subjects do they need more assistance? How does the self-efficacy survey data fit/not fit with the grades and test score data? Are there particular sites that do better/worse than others? How does the local context fit this data?

#### Reading

Student sense of efficacy was notable as across both sites a score of *More than Satisfactory* was evidenced. Red Bridge Elementary students outscored Center Middle School students, particularly in student reported interest in reading/language arts.

Across sites, the program emphasis on overall growth in knowledge vs. a narrow focus on grades contributed to high student efficacy scores. Staff reported that high student buy-in was contributed to by the representation in staff of local community members who were graduates of the schools.

#### Math

Student sense of math efficacy was scored as *Satisfactory*. Again, the elementary school students self-reported higher efficacy scores than the middle school students. Large between-school differences were seen in responses to the prompt of *“I work hard and am getting better at math”* and to the prompt of *“I would be good at learning something new in math”*.

Student efficacy was contributed to by the program focus at both sites on academic success defined for each individual, with student effort and success not compared to that of others. This was particularly important at Center Middle School where only at-risk students were recruited and students may have lower self-efficacy on program entry.

#### Science

Student responses to science efficacy survey items earned a rating of *Satisfactory*. Red Bridge students reported higher efficacy to all survey prompts, with notable differences seen in, *“I am interested in science”* and *“I would be good at learning something new in science/technology”*.

Middle school student efficacy was challenged by staff-reported immaturity during the transition from elementary to middle school. High levels of staff engagement and dedication to academic enrichment countered this through staff-initiated high-interest programming and activities (such as clubs).

*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.)*

**2) Goal 2 – Program Quality Rubric (2.1) – This includes PQA, Youth Program Quality Scale, Staff Program Quality Scale, and Family Program Quality Scale.**

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?

An overall score for the Program Quality Rubric cannot be determined due to statewide school closures.

At both sites, staff and family program quality scores were high with the lowest scores being *Satisfactory* for the Family Program Quality Scale at Center Middle School. Local context supports the high ratings by family and staff, specifically in reported parent engagement at both sites. Notably, parents and staff rated the programs very high in terms of cultural responsiveness, certainly a contributing factor to high parent engagement and satisfaction with programming and student quality ratings.

Red Bridge students reported the program quality as being *Less Than Satisfactory* although the students reported enjoying attending the program. Students assigned low ratings to “*I have to really concentrate to complete the activities*” and “*I am challenged in a good way*”. Program staff reported striving to incorporate academics within enrichment activities that were highly engaging. Student responses, while low, may reflect staff success embedding learning across programming. Additionally, student low ratings may reflect staff-reported tiredness by students at the end of the school day and the need for students to regroup prior to delving into learning again.

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

**3) Goal 2 – School Day Alignment Rubric (2.2) – This includes Coordination of Academic Support, State Standards, School Day Admin Scale, and Staff School Day Linkages Scale.**

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?

An overall score for School Day Alignment cannot be determined due to statewide school closures.

Both sites scored *Satisfactory or Above* on Coordination of Academic Support, Documenting State Standards, and Staff/Coordinator School Day Linkages Scale with Red Bridge Elementary scoring slightly lower than Center Middle School on Staff/Coordinator School Day Linkages Scale. These high ratings were supported contextually by staff-reported quality interactions with school staff and tutors directly targeting the fit of after school academic content to specific student learning needs. The use of school/district teachers as tutors maintained a strong link between after school content and district curriculum.

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

4) **Goal 2 – Broad Array Rubric (2.3)** – *This includes Academic Strategies, SEL, Lesson Planning, Schedules, and Choice.*

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?

An overall score for the Broad Array Rubric cannot be determined due to statewide school closures.

Broad Array components were strengths at both sites as seen in ratings of *Satisfactory or Above*. Particularly of note were scores of *Advanced* in Lesson Plans and Daily and Weekly Schedules with Exposure to a Variety of Topics.

Specific focus on social, emotional, and behavioral development was prioritized at Red Bridge Elementary and Center Middle Schools. Dedicated services by a program behavioral specialist contributed to individual student and overall site success. Staff time by the specialist set aside for consultation and training with the program staff supported plans and routines successful with all students, however, were tailored to needs of students for specific support. Interactions by the behavioral specialist with teachers and parents (before and during COVID-19) addressed school and home behaviors.

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

5) **Goal 2 – Family Engagement Rubric (2.4)** – *This includes Family & Child Academic Enrichment, Educational Development for Adult Family Members, Family and Staff Strengthening Families Scales.*

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?

An overall score for the Family Engagement Rubric cannot be determined due to statewide school closures.

Document reviews formed the basis for ratings of Family & Child Academic Enrichment Opportunities and Educational Development for Adult Family Members as *Satisfactory or Above*. However, differing results were found for Strengthening Families, with Family Scale results showing significantly lower program quality than Staff Scale results for resources and opportunities offered to parents. For all Strengthening Families Family Survey items, and all but one Strengthening Families Afterschool Staff Survey items, the sites underperformed the state comparative value. Of note is that high levels of anecdotally reported staff *engagement* with families was not reflected in many survey items, with the surveys more focused on adult resources and educational opportunities, and onsite resources, all of which were extremely difficult in the COVID-19 environment.

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

6) **Goal 3 – Program Attendance Rubric (3.1)** – *This includes Proposed vs. Actual Attendance and grade level attendance benchmarks.*

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?

Attendance data are not complete due to the devastating impact of COVID-19. Analysis of the proposed vs. actual attendance was rated as *Less than Satisfactory*, but this does not accurately represent what attendance could have been if the schools had not shut down early.

In spite of the school closures, the number of students with 30+ days of attendance and 60+ days of attendance for Red Bridge Elementary were scored as *Advanced*, as was 30+ days of attendance for Center Middle School.

Center Middle School attendance was rated *Satisfactory* for 45+ days of attendance. Center Middle School attendance was significantly hampered by the limited amount of time programming could be provided at program start-up. Although begun during the grant application process, licensing was not received until November, at which time the hiring, background, and fingerprint process started. Face-to-face programming at Center Middle School began in January.

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

7) **Goal 3 – Positive School Behaviors – Personal and Social Skills Rubric (3.2)** *This includes the Personal and Social Skills Scale and School Day Discipline.*

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?

An overall score for the Positive School Behaviors – Personal and Social Skills Rubric cannot be determined due to statewide school closures.

Across all sites, the Personal and Social Skills Scale was rated *More than Satisfactory* and DESE School Day Discipline score was *Advanced*. Across sites youth rated eight categories of the Personal and Social Skills Scale higher than the comparative value scores. Among those were “*I can stay friends with other kids*”, “*I make good use of my time at school*”, and “*I set goals for myself*.”

The scores from the students at Red Bridge reflected that 86% of their students rated themselves a 3.5 or higher on the scale. Only one Center Middle School student complete the survey; the sample size was too small to inform results.



Across sites the students had a higher non-suspension rate than the district. Center's non-suspension rate was higher by 1 percentage point while Red Bridge's was 17 percentage points higher than the districts, the staff described the home lives of those students as "severe."

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

8) **Goal 3 – Positive School Behaviors – Commitment to Learning (3.3)** *This includes the Commitment to Learning Scale and School Day Attendance.*

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?

An overall score for the Positive School Behaviors – Commitment to Learning cannot be determined due to statewide school closures.

Both Commitment to Learning Scale and DESE School Day Attendance Data were rated as *Advanced*. Additionally, Red Bridge's average was equal to the state comparative value. An insufficient number of Center student surveys were completed to inform discussion.

More than 90% of the youth met or exceeded the Center School District's average rate of attendance of 92.9%.

The Local Context fits these students' commitment to school as evidenced by their interest in attending afterschool programming with an emphasis on incorporating Missouri State Standards and academic success. Staff reported students were willing to stay until their work was finished or completed it in a timely manner. Center Middle School's support of their program participants included allowing them first dismissal so they could begin before the halls became crowded. At Red Bridge, the principal off-set potential tardies for those who attended program tutoring to illustrate that how they spend their time matters.

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

## **Section 7 – Longitudinal Progress**

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

Please use this document and the previous 2018-19 Guided Reflection document to look at trends over time.

1. What trends are noted across time related to the three goals?
  - a. Goal 1 – Student Achievement and Sense of Competence:

While grades were not assessed in student achievement due to state shutdowns this academic year, previously *Advanced* scores were documented in grades and pre-grade in “need” for Reading, Math and Science. Red Bridge students were once again *Satisfactory or above* in their efficacy ratings in all academic areas. Red Bridge students continued to show efficacy in Reading - sub scores at Red Bridge were higher than those of the comparative value. In Math students rated their efficacy just under that of the comparative value, except in “*I work hard and am getting better at math*”, and “*I would be good at learning something new in math*”. The comparative values in Science were higher overall, but in the areas of “*I am good at science/technology*”, and “*I work hard and am getting better at science/technology*” Red Bridge students’ averages exceeded them.

b. Goal 2 – Program Quality:

In its previous funding cycle, Red Bridge scored *Satisfactory or Above* in its Program Quality Rubric. This year, the Youth Program Quality scale fell just short of the 70% of youth indicating positive responses to receive *Less than Satisfactory*, while both Staff Program and Family Program quality scales received *More than Satisfactory* scores.

While the overall score for School Day Alignment Rubric was not available this program year, in both and 2018-2019 and 2019-2020 Red Bridge received *Satisfactory or Above*. This year Documenting State Standards was rated as *Advanced*.

Broad Array Rubric - In the previous reporting period Red Bridge scored *Less than Satisfactory* in the Broad Array category, due in large part to the lack of documentation submitted about Academic Strategies, Lesson Planning, Daily Schedules, Social Emotional Learning Activities, and Choices of Activities. This year Red Bridge received two *Satisfactory* and three *Advanced* scores.

Family Engagement Rubric - In Family & Child Academic Enrichment Opportunities and Educational Development for Adult Family Members of Students Served Red Bridge received *Satisfactory or Above* ratings both years. The score on the Family Strengthening Families Scale was *Less than Satisfactory* but the scores from Afterschool Staff Strengthening Families Scale was *Satisfactory*. The previous year, the scores were high, but the same pattern emerged that staff rated Strengthening Families higher than the families themselves.

c. Goal 3 – Youth Outcomes:

The 2019-2020 school year was affected by COVID-19 closures, but Red Bridge met its 80% goal of actual and proposed attendance. The students also showed *More than Satisfactory* or higher ratings in Personal and Social Skills Rubric and Commitment to Learn Rubric. In 2018-2019 Red Bridge students received scores of *Satisfactory or Above* in all youth outcome ratings.

*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.)*

Evaluation content in the preceding section was provided as a wrap-up for Red Bridge from its previous funding cycle with Indian Creek Elementary School.

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?

Not Applicable-first year of funding cycle.

*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? The evaluator should recommend 2-3 objectives if there are multiple areas that should be worked on simultaneously or if there are multiple sites that do not have the same recommended objectives.

When selecting recommendations, prioritize objectives that are marked as “Less than Satisfactory” on the data chart (Part B). If there are no items that are “Less than Satisfactory” at the objective level, please recommend objectives that have individual rubric items that are “Less than Satisfactory”. If all items are “Satisfactory or Above”, please select an item based off of your discussion with the program director.

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

1.1       1.2       1.3  
 2.1       2.2       2.3       2.4  
 3.1       3.2       3.3

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

	Objective(s) for Improvement
Site 1: Red Bridge Elementary	2.1, 2.4
Site 2: Center Middle School	2.4, 3.1
Site 3:	
Site 4:	
Site 5:	
Site 6:	

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

Objective 2.1 was selected for Red Bridge Elementary due to a rating of *Less than Satisfactory* on the Youth Program Quality scale addressing “Develop and maintain a quality program that includes a safe

and supportive environment, positive interactions, and meaningful opportunities for engagement". Red Bridge students reported low program quality with students assigning low ratings to *"I am interested in what we do"*, *"I have to really concentrate to complete the activities"*, and *"I am challenged in a good way"*. 68.6% of the students indicated a positive response on the scale with a cut-off score of 70% for a *Satisfactory* rating. Student responses, while low, may reflect staff success incorporating academic content into enrichment activities which students mentally separate from "fun" (students rated *"We do a lot of fun things here"* particularly high).

Objective 2.4 was selected for both sites based on a rating of *Less than Satisfactory* on the Family Strengthening Families Scale addressing "Develop and maintain a quality program that includes a safe and supportive environment, positive interactions, and meaningful opportunities for engagement". Combined, the sites received a rating of *Less than Satisfactory* based on 54.2% of the families indicating a positive response on the scale (cut-off for *Satisfactory*=70%). The overall results for the two sites were similar, but both fell well below the state comparative value. Staff anecdotal data indicated a high level of *engagement* with families. This was consistent with high ratings for scale items such as *"Afterschool staff know me and regularly ask how I am doing"*, but opportunity for increased support for strengthening families was found in lower-rated items such as *"The afterschool program offers needed services to adult family members (GED, ELL, technology, family literacy, career/job training)"*, or *"The afterschool program provides either opportunities for parents to learn new skills or provides information about other community programs in the area that provide skill development"*. Planning for this objective will need to be particularly aware of the post-COVID-19 environment and lingering impacts that can have on opportunities for adult family members of participants.

Objective 3.1, Program Attendance, was selected for Center Middle School based on the low percent of attendance goal met (38.7%). Center's success in this area was impacted by two specific forces not in program control - COVID-19, and the late receipt of program licensure - which substantially delayed program start-up.

## **Section 8 – 21<sup>st</sup> Century Community Learning Center Evaluation Summary**

The external evaluator should prepare an evaluation summary using the template provided at the beginning of the document. The evaluation summary should be a summary of the information in the Guided Reflection Documentation about each of the three afterschool goals. The evaluation summary should be submitted in the template provided so that there is consistent presentation of the 21<sup>st</sup> CCLC funding and evaluation expectations.

Although the summary should be brief (expected to be two pages and not more than three), this document represents the culmination of the evaluation and relies on the ability of the external evaluator to succinctly capture the status of the afterschool program.