

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

## **(Mission St. Louis )**

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 afterschool and summer enrichment programs that support and enhance student outcomes. Mission St. Louis received a 21<sup>st</sup> CCLC grant in (2021). The afterschool program operates (5 SITES) (1 grade 3-8 site Lafayette Preparatory Academy; 1 grade K-8 site St. Louis Language Immersion School, and three grades 5-8 sites KIPP Inspire Academy, Kairos Academies, and KIPP Triumph Academy), serving (206 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 2021-22 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 (146) youth, (103) families, (23) program staff (team members), and (10) 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 team members.

### **Goal 1: Academic Achievement and Efficacy**

Afterschool programs provide full academic support, including homework help, tutoring, academic enrichment, and comprehensive, integrated units directly tied to the state standards. They offer activities that complement rather than replicate the school day.

Related to goal 1, all reported metrics are satisfactory or above except for 1.3 Science criteria B, Grades-students with pre-grade in the "need" category. Kairos was slightly under the goal (Goal = 87.5% and Kairos = 81.3%). This year, MAP data were unavailable for any content area due to Covid-19. Programming efforts should focus on content aligned with the MAP assessment in reading, mathematics, and science. Programming efforts aligned with student needs and interests should continue. Enrichment courses and community service options also contribute to academic and efficacy success and should be continued. Success coaches meeting with students individually or in pairs assisted with relationship building and supporting academic and efficacy success, utilizing test data from school to learn reading levels and build reading skills from the data allowed for personalized data-driven instruction. Mathematics support using data was also conducted to align with learner readiness and should continue (ex. students had tailored math lessons and instruction aligned with their needs).

All sites promoted student GRIT (efficacy) to keep doing academic work after the school day had ended. Family survey results on content were used to identify and tailor services and needs provided to students. Volunteers were present when allowed at sites and contributed to promoting a positive culture. Efficacy checks were used across content areas and were regularly used with students by completing surveys that included questions aligned with how students saw themselves as a learner (i.e., I'm a reader, I'm good at math). Team members would review and monitor the data to inform instructional needs and support. Support was offered to students that included check-ins that were one-on-one or in small pair groups with team members. Check-ins were offered outside of academic time and focused on how to improve as a learner. Enrichment classes are offered across sites and include activities on STEM, fitness (martial arts and yoga), entrepreneurship, robotics, cooking, and

the arts. STEM mini-lessons are regularly integrated into the curriculum, supporting students in both science and mathematics. A variety of writing classes continued to be offered and continued to contribute to developing efficacy in students. Students also had the opportunity to work with the Humane Society, participate in Earth Day service activities, share care packages with domestic violence shelters, provide snack bags to homeless shelters, and donate blankets across sites.

## 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.

Goal 2 success can be attributed to prior grant programming experience and continued training and support of full-time team members. Efforts continue to be made to work on individualizing and meeting team member needs. School staff are very open to collaborating with the programming team members to ensure homework support/instruction is aligned with what is communicated or methods used by the teachers. Collaboration between teachers and team members is essential to ensure shared safe and supportive environments, positive interactions, and meaningful opportunities for student engagement. Community partner communication is ongoing and allows for the sharing of information and resources and to collaborate with one another. Community partners share their excitement to work with the sites and partner with the schools on additional programming. Students also complete surveys similar to the student program quality survey, and data is used formatively for program improvement. Based on the results from the survey data, improvements should be considered and monitored related to questions on the Youth Program Quality Scale, School Day Administrator Scale, and Afterschool Staff Strengthening Families Scale that fell below a mean score of 3.0 for all sites or individual sites due to a mean score under 3.0 indicating disagreement or not true.

## Goal 3: Youth Outcomes

Afterschool programming also offers non-academic benefits that support 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).

Within goal 3, specific data revealed that in 3.1 criteria A, **Proposed vs. Actual Attendance**, all sites scored **Less than Satisfactory** (71.3%). The goal was actual 30+ day attendance is at least 80% of the proposed attendance. Delays in the start of programming impacted attendance but were overcome as the school year continued. Considerations related to prorating this metric should be considered since the grant start date was delayed. All other 3.1 attendance metrics were met. All other site data within goals 3.2 and 3.3 were reported as satisfactory or above. School Day Attendance and Discipline data were not reported and are recommended to target and monitor next year since data is missing. Communication norms are used consistently to promote attendance, positive behavior intervention, and support. Programming efforts focused on social-emotional learning (ex. trauma training) support positive school behaviors and personal and social skills. Community and family support of programming also aids attendance. Team members share the purpose for doing tasks and make college preparation connections when possible. Volunteers that can participate in the program are diverse, including college-age volunteers, retirees, and community members that serve as role models for students. Formal relationships are established with colleges, local businesses, and churches to support programmatic efforts related to college and career readiness skills.

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