

21st 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 after-school and summer enrichment programs that support and enhance student outcomes. Mission St. Louis received a 21st CCLC grant in (2021). During 2022 - 2023, the afterschool program operates (3 SITES) (1 grade 3-8 site Lafayette Preparatory Academy; 1 grade K-8 site St. Louis Language Immersion School, and 1 grade 5-9 site Kairos Academies (a year-round school), serving a total of 172 students (Total youth in program attendance from KCC, 5+ days attendance does not include summer).

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 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 (137) youth, (106) families, (16) program staff, and (9) 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.

1.1E- Reading- For criteria E, **Efficacy**, the mean score was **Less than Satisfactory 66.4%** (3.69 mean LPA, 3.92 mean SLLIS, and 3.37 mean Kairos). Data shared used average Likert score data on four questions related to reading efficacy. All sites' mean scores were above 3.0 on a 5.0 scale, indicating true almost half of the time to almost always true. I am interested in reading/language arts was the lowest score for all sites. The overall comparative mean was 4.05. All sites scored below this comparative mean. The goal was that at least 70% of youth per site would report a medium to high level of efficacy as measured by items on the Youth Survey.

1.2 E-Math- The mean score for criteria E, **Efficacy**, was **Less than Satisfactory 64.9%** (3.78 mean LPA, 3.91 mean SLLIS, and 3.15 mean Kairos). Data shared used average Likert score data on four questions related to math efficacy. All sites' mean scores were above 3.0 on a 5.0 scale, indicating true almost half of the time to almost always true. I am interested in math, was the lowest score for all sites. The overall comparative mean was 4.15. All sites scored below the comparative mean. The goal was for at least 70% of youth per site will report a medium to high level of efficacy as measured by items on the Youth Survey.

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, offering a broad array of activities, and family engagement opportunities.

2.1C- All sites scored Less than Satisfactory for criteria C, Youth Program Quality scale (48.2% LPA, 37.5% Kairos, and 55.6% SLLIS). The goal was to have less than 70% of youth indicate a positive response on the Program Quality Scale. The comparative mean value was 4.08. LPA scored 3.48, SLLIS scored 3.71, and Kairos scored 3.07. Survey items were rated on a scale of 1 (almost never true), 3 (true about half the time), and 5 (almost always true). Survey items with a mean below 3.0 follow for each site. All responses ranged from 2.0 – 2.99. These are areas to focus on for improvement.

LPA

- I get to help pick the activities at the program

SLLIS

- I get to help pick the activities at the program

Kairos

- I am interested in what we do.* (older youth survey only)
- I really have to concentrate to complete the activities.* (older youth survey only)
- I get to help pick the activities at the program
- I get to work in small groups on projects
- I get to help others
- I enjoy coming to the afterschool program

2.2C- For criteria C, **School Day Administrator Surveys**, two sites scored **Less than Satisfactory** (2.72 LPA and 2.88 SLLIS), and one site scored **More than Satisfactory** (3.45 Kairos). The goal was to have an average score of at least 3.0 on the Administrator Survey.

LPA

- The afterschool program has increased parental awareness/involvement in student learning
- Some professional development activities are coordinated between the school district/school day and afterschool program
- The afterschool program allows school day teachers to achieve better classroom educational outcomes (grades, test scores, etc.)
- The afterschool program helps to improve the student's commitment to learning (e.g., homework completion, attitude toward school).
- The afterschool program would be missed if it no longer existed
- The afterschool program provides hands-on activities that support the school-day instruction provided by the teachers
- Afterschool staff regularly communicate with school-day teachers
- The afterschool program helps enhance students' personal and social skills
- The afterschool program is an effective and integral part of the entire student school experience

SLLIS

- Afterschool staff members are invited to district or school meetings to coordinate efforts to support students

- Some professional development activities are coordinated between the school district/school day and afterschool program
- The afterschool program provides hands-on activities that support the school day instruction provided by the teachers
- The afterschool program values the contributions of school day Staff
- Afterschool staff regularly communicate with school-day teachers (score 1.00)
- The afterschool program keeps us well informed of its activities

Goal 3: Youth Outcomes

Afterschool program 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, team work, critical thinking), and commitment to learning (e.g., initiative, homework completion, study skills).

Goal 3- There are no concerns, all criteria satisfactory or above where data was available. School Day

Attendance and Discipline data, both DESE data, were not available for the report.

For more information, contact Gabrielle Inyart, Beyond School Manager, at (314.448.9361) or (gabrielle.inyart@missionstl.org).