



Institute of Public Policy
Harry S Truman School of Public Affairs
University of Missouri

21st Century Community Learning Center Grant
2011-2012 Final Report

Prepared by:

Emily Johnson, Senior Policy Analyst
Dr. Jill Nicholson-Crotty, Associate Professor
Megan Schoor, PhD Candidate

Institute of Public Policy
Truman School of Public Policy
University of Missouri
137 Middlebush Hall
Columbia, MO 65211
Phone (573) 884-5473

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This document serves as a descriptive summary of the 21st Century Community Learning Center Grant during the 2011-2012 school year in the Columbia Public School system. This report is the annual evaluation required to fulfill the 21st Century Community Learning Center Evaluation Guidelines and includes performance, and the afterschool programs' effects and impact. Two sites – Boys and Girls Club and Moving Ahead – are the focus of this report. Two other program sites – Fun City Youth Academy and Intersection – are not included in this analysis¹.

PROGRAM OVERVIEW

The Youth Community Coalition (YC2) is proud to share the success of the first year of the 21st Century Community Learning Center program. With the help of community partners, this project has provided wraparound services to families in the Columbia Public School District. By working with high quality afterschool programs, this project has been able to foster collaboration on academic outcomes and provide much needed support in the areas of parent education and counseling.

The results outlined in this report demonstrate the great success possible when schools, organizations, and families are aligned around common outcomes for their children. Most notably, our results show that a majority of our participants have been able to maintain or increase performance in core academic measures. By supporting school day learning with quality afterschool programs, students extend their learning and open up new opportunities for growth and success.

Academic Support

During the first year of the grant, YC2 was very successful in providing academic support to all program participants. Through building partnerships with Boys and Girls Club, Fun City Youth Academy, Moving Ahead Program, Columbia Public Schools, University YMCA, Big Brothers Big Sisters, and several other organizations, this program has leveraged community resources to provide students with quality afterschool programs.

After the first year of implementation, there have been many positive academic results across the 21st Century Community Learning Center program. This success is similar to that of 21st Century Community Learning Center (CCLC) programs across the nation. 21st CCLC programs provide opportunities for students that support the core academic subjects with fun, hands-on, engaging learning activities during non-school hours. Children gain new interests and apply academic concepts. This is a cost effective program reaching struggling learners. National data

¹ For the 2011-2012 school year, only two students who participated at the Intersection program site met the attendance requirements for this analysis. Participants at the Fun City Youth Academy program site are not included in this report because the program operated only on Saturdays and during the summer, and therefore none of the students met the 30-day attendance requirement.

suggest that 21st CCLC students improve their reading and math grades by 43% and 49% respectively.²

The 21st Center Learning Center program has been able to assist the afterschool programs in gathering data in order to track student progress towards academic outcomes. The data analysis helps identify which activities produce the best academic results for the students. Furthermore, information from the analysis will allow the afterschool programs to tailor their activities to support individual students that may be struggling with school. This results in students receiving individual tutoring in order to increase their academic success.

This increased flow of communication between the schools and the afterschool sites aides in creating a framework where children are involved in extended learning and are provided with all of the academic supports necessary to succeed in school.

Parent Education

The success of an afterschool program in large part is dependent upon providing services for the entire family. Fortunately for the afterschool community, there are now resources available that were previously lacking. The 21st Century Grant is a vehicle for encouraging and enhancing parent participation among target families.

YC2 believes there is a substantial relationship between parental involvement and their child's academic success. Thus far, YC2 has had the opportunity to provide parent educators at our afterschool program partner sites in order to bridge the gap between the home life and the school sector. The 21st Century staff continues to find strategic ways to successfully encourage parents of the Columbia Public School District to take an active role in their child's education and development. As the program enters into the second year of the grant, YC2 is utilizing findings related to the programs goals and objectives as a strong guide for planning purposes. YC2 has recognized and defined parent involvement opportunities through the following measures: monthly parent events, parent support groups, home visits, and volunteer hours. There has been a great deal of response to home visits and monthly parent events; as the second year quickly approaches, YC2 staff will continue to build site capacity by promoting such activities.

Counseling

YC2 has had the opportunity to provide afterschool programs with site counselors through 21st Century funding. Site counselors have provided support to the afterschool programs by being readily available to assist with any behavioral management concerns. Site counselors also have the opportunity to become the one-on-one mentor that at-risk youth often need.

² "21st Century Community Learning Centers Overview." *Dese.mo.gov*. Missouri Department of Elementary and Secondary Education, n.d. Web. 23 Aug. 2012. <<http://dese.mo.gov/eel/exl/afterschool/documents/eel-exl-21stCCLCAfterschoolProgramming-Overview.pdf>>.

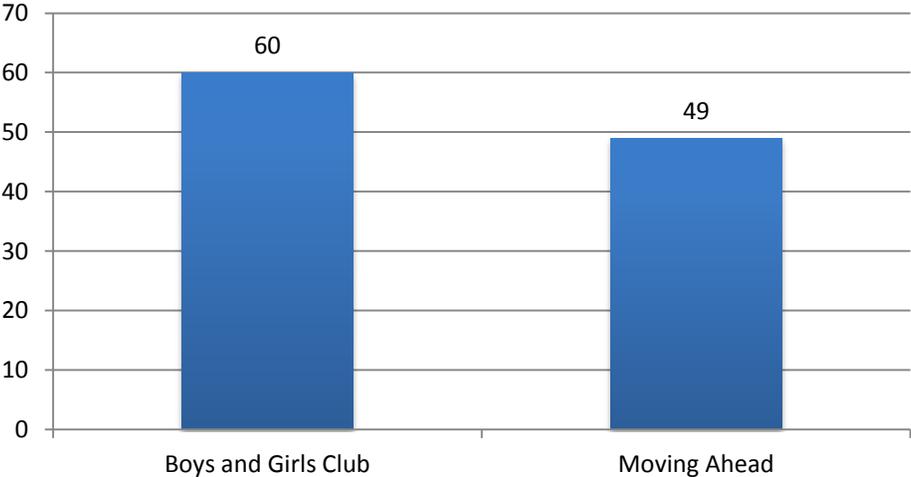
The first year demonstrated that much more outreach is still required in order to truly reach our goal. Research shows when families are involved in schools, students achieve more; our continued hope is that our targeted families will choose to be more involved in their children’s educational life. Both parent participation hours and counseling are areas that are often overlooked and neglected in this sector; by providing these roles, our afterschool sites have a better opportunity to do wraparound services and target needing families.

PROGRAM DESCRIPTIVE INFORMATION

Afterschool Program Sites

Based on the parent/guardian consent and student attendance, a total of 109 students are included in this study across two program sites³. In order to participate in the study, each student’s parent or guardian was required to complete a signed consent form. In addition, students had to attend at least 30 days of afterschool programming to be considered a “regular attendee” and were then eligible to take part in this analysis. Figure 1 below indicates that a slight majority of students (60 students) in the study attended the Boys and Girls Club program site.

Figure 1. Number of Students by Program Site

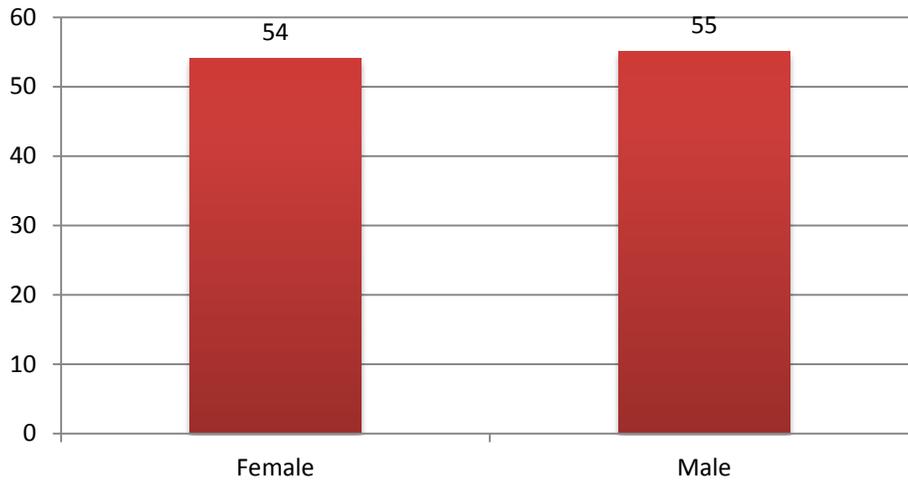


³ The initial report included information on 112 participants in the 21st Century program. However, after further investigation, two of those participants were dropped from the sample because they did not meet the 30-day enrollment requirement, and another individual was dropped because they attended a program site other than Boys and Girls Club and Moving Ahead, the two sites of the current analysis. This revised report should therefore be considered as an overall assessment of 109 students’ participation in the 21st Century program, given their respective grades, standardized test scores, and program attendance rates.

Student Characteristics

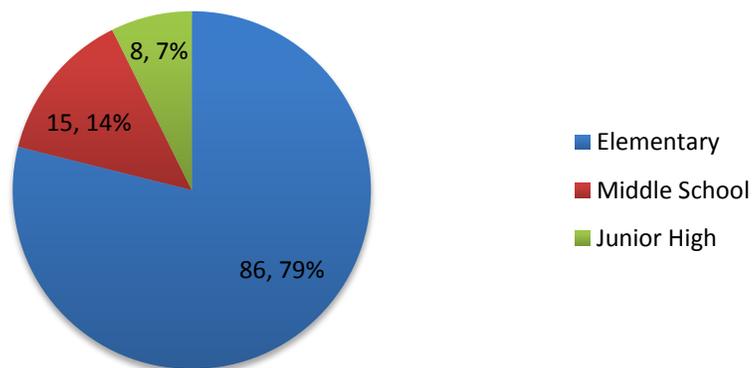
The 109 students in this study are nearly evenly split by gender, as depicted in Figure 2, with 54 female and 55 male students total. In terms of ethnicity, 89 percent of students are African-American, 10 percent are Caucasian, and 1 percent are Hispanic.

Figure 2. Number of Students by Gender



As depicted in Figure 3, most students in the study (79 percent) are enrolled in elementary school, while 14 percent (15 students) attend middle school, and 7 percent attend junior high school.

Figure 3. Number and Percent of Students by School Type



PROGRAM GOALS AND OBJECTIVES OVERVIEW

The primary goal of the 21st Century Community Learning Center is that Columbia Public School students will gain knowledge and skills in core areas as measured by grades, assessments, and the Missouri Assessment Program scores. In order to determine the effect of the 21st Century Community Learning Center enhanced afterschool programming, the evaluators examined two sets of grades in each of the three core areas. The first sets of grades, or the pre-scores, were taken from the first trimester of school, which ended on November 10th, 2011. The post-scores were collected at the end of the school year and represent work completed during the third trimester, Feb. 18th, 2012 to May 31st, 2012. These scores allow the evaluators to compare student grades at both pre-intervention (before programming started November 1st, 2011) and post-intervention (after six months of enhanced afterschool programming). The four core areas analyzed are communication arts (writing and reading), mathematics, science, and social studies.

Other goals of the program include: increased afterschool attendance, parents' increased investment in their child's education, and a stronger connection between the Columbia Public School District and afterschool community. Data pertaining to these goals were gathered from attendance records, Kids Care Center tracking, staff and director reports, and surveys completed by parents, staff, directors, and advisory board members.

This analysis will first begin with an examination of participants' Missouri Assessment Program (MAP) scores for communication arts and mathematics. Beginning in third grade, Missouri public school students are required to take the Missouri Assessment Program (MAP) test. Students are tested on mathematics and communication arts from third through eighth grade, while they are tested on science in fifth, eighth, and eleventh grade.

MAP Scores:

The following analysis examines the MAP scores of participating 21st Century students for the 2010-2011 and 2011-2012 school years. However, it is important to note that not all students took each MAP subject test, and some students did not have MAP scores for both school years.

MAP scores are converted according to four levels of proficiency: Advanced, Proficient, Basic, or Below Basic. The cutoffs for each level of proficiency varies by grade and subject⁴; therefore, this analysis examines MAP scores and grades of the 109 participants in the 21st Century program based on each level of proficiency and whether students exhibited a change in proficiency after participating in the program.

⁴ For further information on the MAP score proficiency ranges, please see the attached Appendix F.

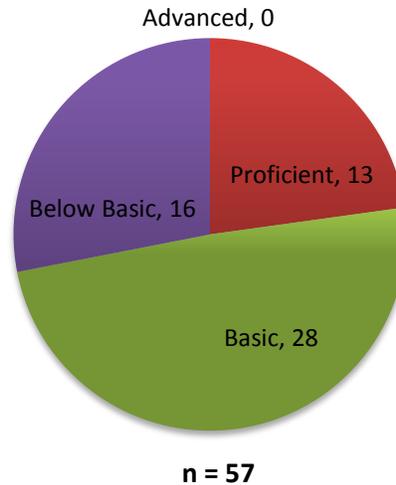
⁵ Of the 109 students in the sample, two students had missing MAP scores for one of the school years, and 50 students had no math MAP scores for either year.

⁶ Math MAP score data over both years was only available for 41 of the 100 students. Fifty students had no math MAP scores for either year, while 18 students had only one score for the subject.

Math MAP Proficiency

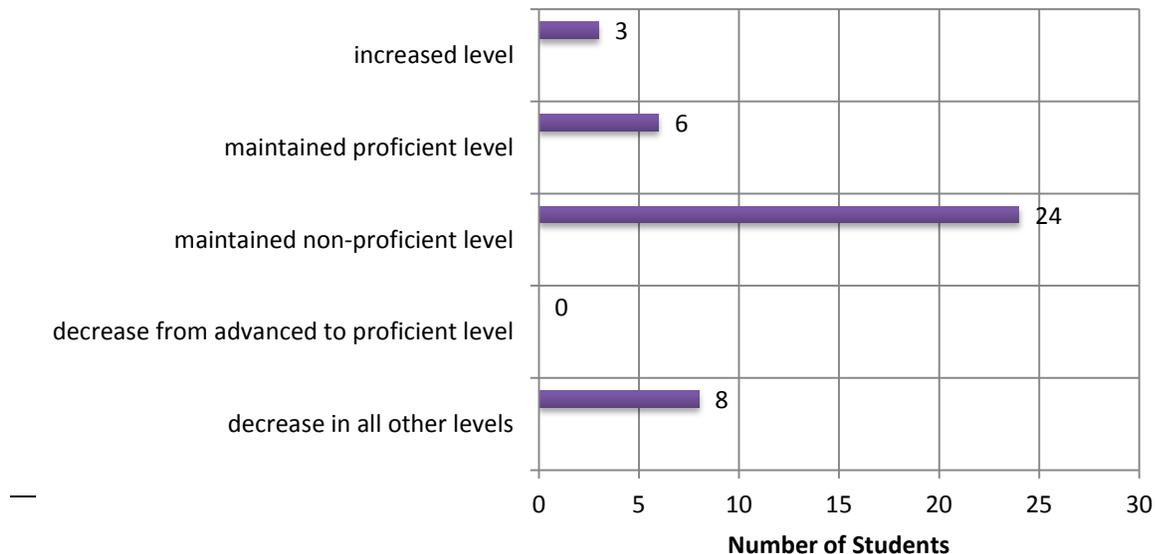
Overall, most students with math MAP scores from this year demonstrated a basic level of proficiency⁵. Thirteen students had math scores at a proficient level, while 16 students were below the basic level of MAP score proficiency. None of the 21st Century participants had math MAP scores at advanced levels of proficiency.

Figure 4. Math MAP Score Proficiency, 2012



Of the program participants with scores for both years, six students maintained proficiency in MAP math test⁶. Most program participants with math MAP scores from both years (24 students) maintained non-proficient grades. Nine students showed a decrease in their math MAP proficiency, while 3 students exhibited an increase in their math MAP score proficiency.

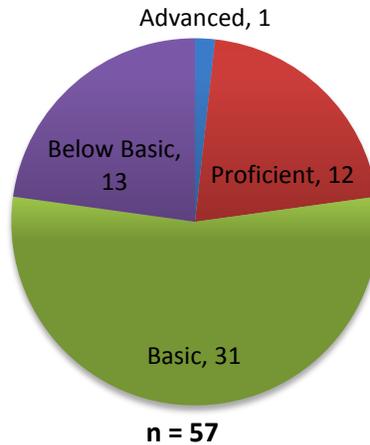
Figure 5. Change in Math MAP Score Levels, 2011-2012



Communication Arts MAP Proficiency

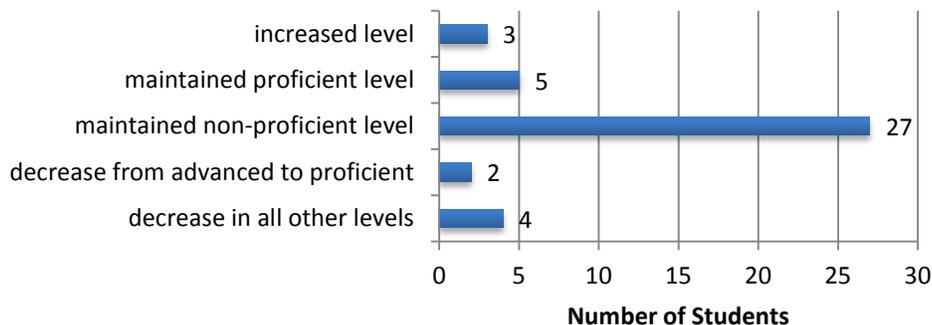
In 2012 alone, twelve of the 21st Century participants who took the Communication Arts MAP test received a proficient score, while one student scored at an advanced level of proficiency⁷. Over half of the students (54 percent) exhibited Basic proficiency in Communication Arts, while roughly 20 percent of students demonstrated a level of proficiency below the basic level.

Figure 6. Comm. Art MAP Proficiency, 2012



With Communication Arts, most 21st Century participants tested on the subject also maintained non-proficiency in the subject in both 2011 and 2012⁸. Five participants maintained their proficiency level across the two years, while 3 participants showed an increase in their level of proficiency on the Communication Arts MAP test. Between 2011 and 2012, two students' level of proficiency decreased from advanced to proficient.

Figure 7. Change in Comm. Arts MAP Score Levels, 2011-2012



⁷ Only 57 of the 109 students had scores for the 2012 Communication Arts MAP test. One student had a score for the 2011 Communication Arts MAP test, but no score for the 2012 test. Fifty-one students had no Communication Arts MAP scores for either school year.

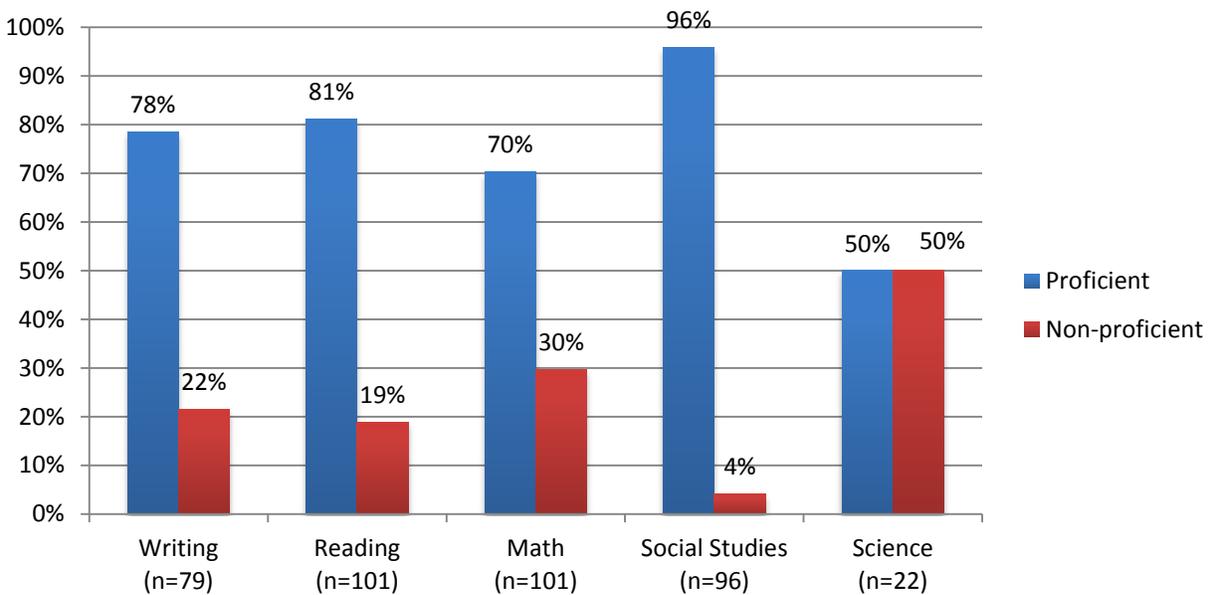
⁸ Only 41 of the 109 students in the sample had Comm. Arts MAP scores for both years; 51 students had no MAP scores for this subject, while 17 students were missing Comm. Arts MAP scores for one of the school years.

PROFICIENCY IN CORE SUBJECTS

Students also received grades for writing, reading, math, science, and social studies, which were assigned to them by teachers based on their class performance. The grading scale for these core subjects varied based on whether or not the students were enrolled in elementary or secondary schools. Secondary schools (middle schools and junior high schools) adopted a plus-minus grading scale (i.e., A, A-, B+, B, B-, etc.), which was converted to a twelve-point scale⁹. Elementary students receive “grades” on a three-point scale indicating if the student is *Exceeding Expectations*, *Making Expected Progress*, or *Not Making Expected Progress*¹⁰.

Proficiency in these core subjects was determined based on the student’s school type and respective subject score. Secondary students were considered proficient in their core subjects if they had a score of at least 1.7 (C-), while elementary students were considered proficient if they had a score of at least 2.0 (C).

Figure 8. Percent Proficiency by Core Subject, Trimester 3



Across the core subject areas, a majority of students demonstrated proficiency in Trimester 3. Over 80 percent of students participating in the 21st Century program were proficient in reading in Trimester 3¹¹. Most students were also proficient in math during the third trimester¹². Although half of students with science grades were proficient in the core subject area, another 50 percent of students were non-proficient. These findings suggest that students could benefit from greater

⁹ If, for example, a student received an A-, the corresponding score would be a 3.7, whereas if they received a C, the corresponding score would be a 2.0.

¹⁰ A student who received an A would have a corresponding score of 4.0, whereas if they received a D, the corresponding score would be a 1.0.

¹¹ In each trimester, one student was missing a reading score, while 7 students had no reading scores for either trimester.

¹² Two students with missing math scores in Trimester 1 are accounted for in Trimester 3. In other words, these two students had no math scores for Trimester 1.

attention to this core subject area. Nearly all students with social studies scores in Trimester 3 demonstrated proficiency in the subject area, with only 4 percent of students demonstrating non-proficiency in social studies¹³. Seventy-eight percent of students with writing scores in Trimester 3 were proficient in the subject area, with only 22 percent of students receiving non-proficient scores in the subject¹⁴.

It is important to note, however, that the previous graph only demonstrates the number of proficient and non-proficient students in Trimester 3, and should therefore **not** be considered as a comparative analysis of the program's impact. In some cases (which are outlined in the forthcoming footnotes), students in the sample had missing test score data for one or all of the trimesters of interest. The following examination discusses the primary goals of the 21st Century program and aims to demonstrate the impact of program participation by looking at the change in core subject scores from Trimester 1 to Trimester 3. As a result, the evaluation of change in scores and subject proficiency should **not** be compared to the previous figure.

Goal 1:

The primary goal of increasing student knowledge and skills has four main objectives:

Objective 1: YC2 site teachers, tutors, and volunteers will provide afterschool programming to 109 students to increase or maintain 70 percent of the student participants' grades in mathematics as measured by reports from the YC2 afterschool coordinator.

Objective 2: YC2 site teachers, tutors, and volunteers will provide afterschool programming to 109 students to increase or maintain 70 percent of the student participants' grades in communication arts as measured by reports from the YC2 afterschool coordinator.

Objective 3: YC2 site teachers, tutors, and volunteers will provide afterschool programming to 109 students to increase or maintain 70 percent of the student participants' grades in science as measured by reports from the YC2 afterschool coordinator.

Objective 4: YC2 site teachers will provide afterschool programming to 109 students and will maintain 80 percent or greater attendance per year as measured by report from the YC2 site teacher.

In this initial report, Objectives 1-3 are identified and measured using students' test score information on the three core areas both before and after their participation in the 21st Century program. The change in these 'pre' and 'post' scores is the focus of this descriptive report.

¹³ Ninety-six of the 109 students in the sample had social studies scores for Trimester 3, with the remaining 13 students having no social studies scores for either trimester.

¹⁴ Seventy-eight out of the 109 students in the sample had writing scores for both Trimesters 1 and 3. One student had a writing score for only Trimester 3, and therefore is included in the total number of writing scores in that trimester.

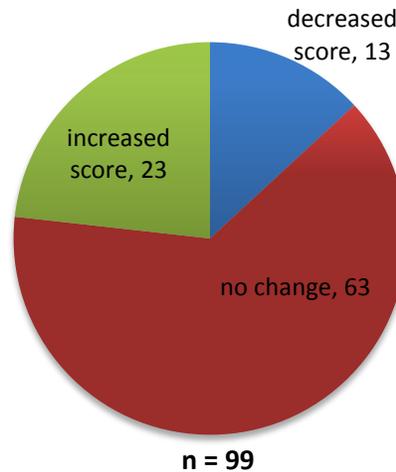
Objective 4 is examined using data on students' attendance rates at the afterschool sites before and after the 21st Century program was implemented.

Objective 1: Mathematics Scores

Both elementary and secondary students were tested on mathematics; therefore, each student has both a pre- and post-score in mathematics. As indicated by Figure 9, a majority of students (64 percent) in the sample exhibited no change in score, while 23 percent of students showed an increase in their mathematics score after participating in the 21st Century Community Learning Center enhanced afterschool programming¹⁵. Thirteen students (or 13 percent of the sample) scored lower in mathematics, compared to their initial score.

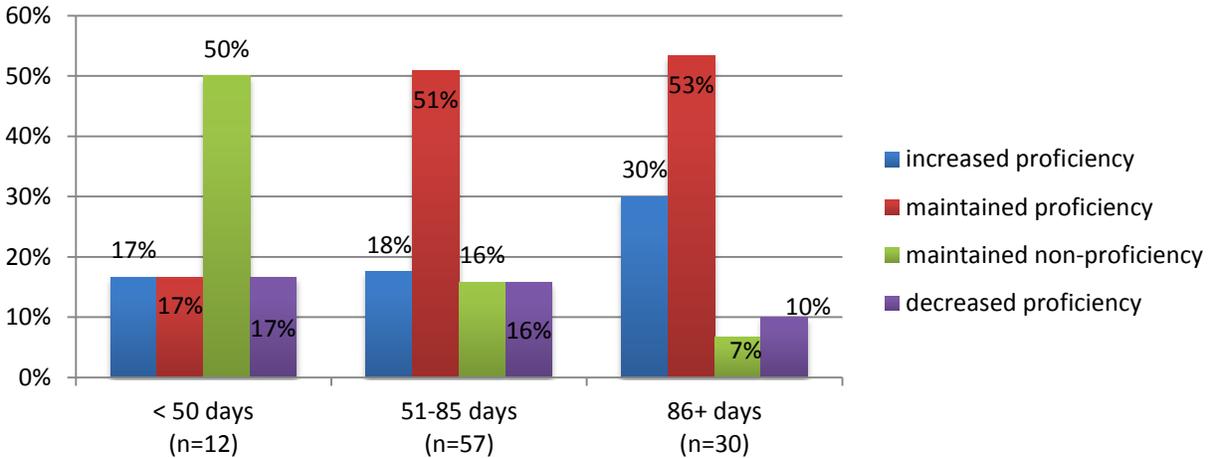
Result: 87 percent of regularly attending students increased or maintained their grades in mathematics.

Figure 9. Change in Math Scores



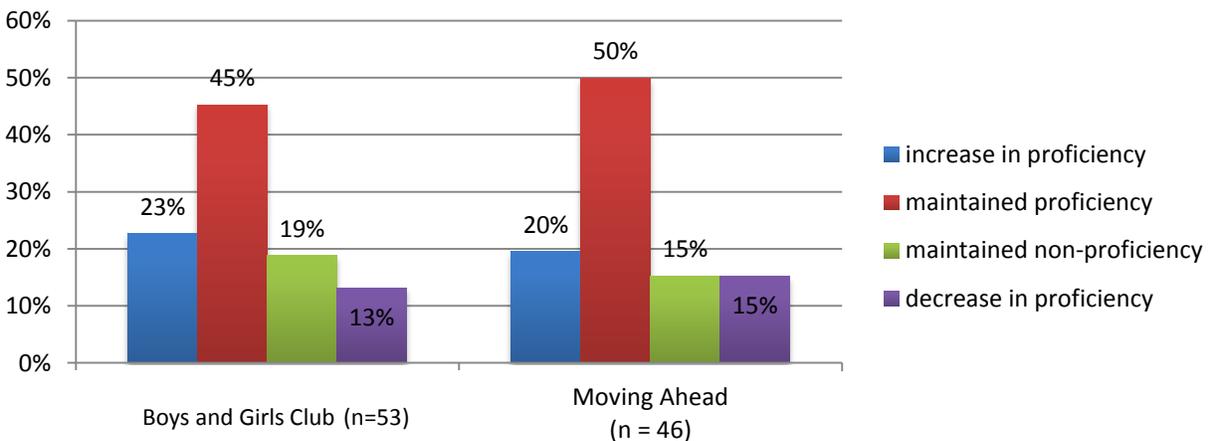
¹⁵ The complete sample included 112 students; however, 11 of these students had missing math test scores, and two were dropped because they attended fewer than 30 days of the program.

Figure 10. Change in Math Proficiency by Attendance



Math proficiency appears to vary by student attendance, as demonstrated in Figure 10. From the first to third trimester, 67 percent of students who attended fewer days either maintained non-proficiency or experienced a decreased in their math proficiency. The remaining students with lower rates of attendance either increased proficiency or maintained their proficiency in the subject. Most students who attended more days demonstrated increased or maintained proficiency in math. Specifically, a majority of students (51 percent) who attended 51-85 program days maintained their proficiency in math across trimesters, while 18 percent of students increased their math proficiency. Over half of the students who attended more than 86 days (53 percent) maintained their proficiency in math, while 30 percent of those students with higher rates of attendance increased their proficiency in the subject. Only 10 percent of students with high rates of attendance had a decrease in their math proficiency, and 7 percent of students maintained their non-proficiency. These findings imply that higher rates of attendance are associated with a greater percentage students demonstrating increased or maintained proficiency in math.

Figure 11. Change in Math Proficiency by Program Site



In terms of program site, almost half of the Boys and Girls Club participants maintained their proficiency in math across the trimesters, while 23 percent of Boys and Girls Club participants

increased their proficiency in the subject, Figure 11. Nearly one-third of Boys and Girls Club participants (32%, respectively) maintained non-proficiency or decreased their proficiency in math. At the Moving Ahead program site, half of participants maintained their proficiency in math, while 20 percent of participants increased their proficiency. As with Boys and Girls Club participants, nearly one-third of Moving Ahead participants maintained non-proficiency or decreased their math proficiency across the trimesters.

Objective 2: Communication Arts Scores

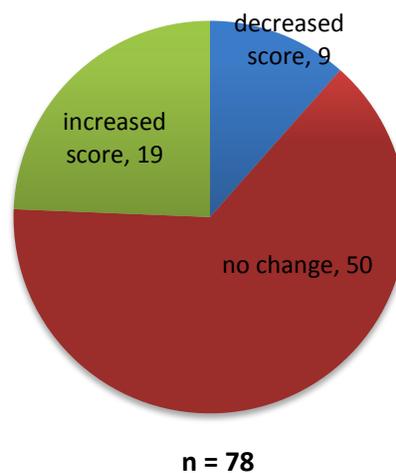
Objective 2 incorporates the 21st Century program's goal that at least 70 percent of students increased or maintained their grades in communication arts. Communication arts encompasses two core subjects: reading and writing. Both elementary and secondary students received grades in reading. Only elementary students, however, were assessed on their writing ability. In both reading and writing, a majority of students exhibited no change in score.

Result: 88.4 percent of regularly attending students maintained or increased their writing grades; 83 percent of regularly attending students maintained or increased their reading grades.

Writing

As depicted in Figure 12, 64 percent of elementary students had no change in writing score, while 24 percent (19 students) showed an increase in their writing score after participating in the program¹⁶. Almost 12 percent of elementary students (9 students), however, received a lower post-score compared to their initial writing grade.

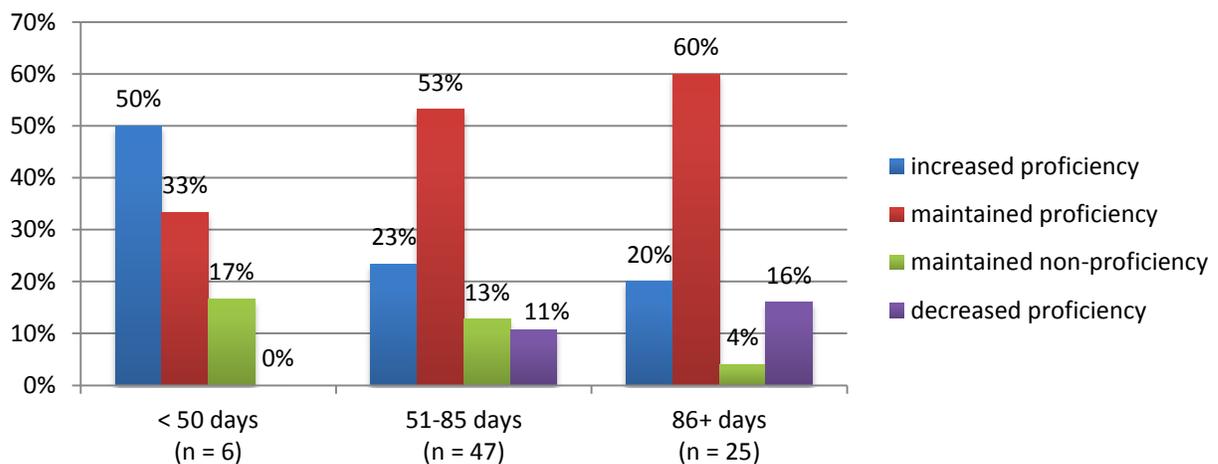
Figure 12. Change in Writing Scores, 2011-2012



¹⁶ There are 86 elementary students in the total sample students; however, 8 of these students had missing test score data and were not included in this analysis of change in score.

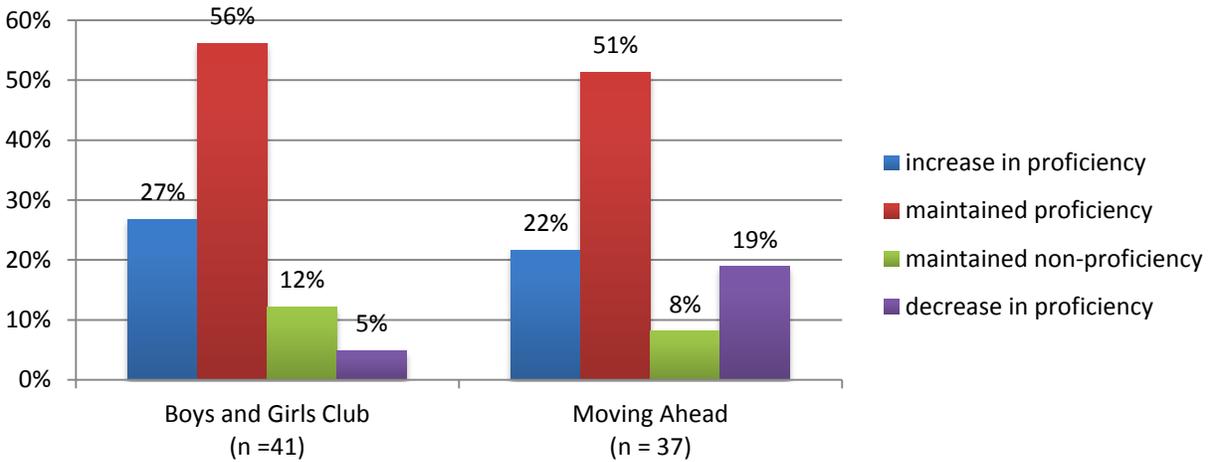
Unlike proficiency in math, the number of days that students attend does not appear to have a significant influence on students' level of writing proficiency. Over 80 percent of students who attended fewer program days, for example, demonstrated maintained or increased proficiency (33 percent and 50 percent of students, respectively) across the three trimesters. Only 17 percent of students who attended less than 50 days maintained non-proficiency, and no students had lower writing proficiency at the end of Trimester 3. Seventy-six percent of students who attended 51-85 program days, in contrast, maintained or increased their writing proficiency from Trimester 1 to 3, while 13 percent of students maintained non-proficiency. Five students (or 11 percent) who attended 51-85 days of the program did, however, experience a decrease in their writing proficiency over the course of the three trimesters. Of the students that attended 86 or more program days, over half of the students (60 percent, or 15 students) maintained their writing proficiency, while 20 percent of students increased their proficiency in the subject. Four students (or 16 percent) who attended 86 or more program days, however, did experience a decrease in their writing proficiency, while one student maintained their non-proficiency. See Figure 13.

Figure 13. Change in Writing Proficiency by Attendance



Looking at variation in proficiency by program site, both Moving Ahead and Boys and Girls Club programs had similar percentages of students who maintained and increased proficiency in writing, see Figure 14. For Boys and Girls Club, 56 percent of students maintained proficiency across Trimesters 1 and 3, while 51 percent of students at Moving Ahead maintained proficiency during the same time period. Twenty-seven percent of students at Boys and Girls Club increased their writing proficiency, while 22 percent of students at Moving Ahead increased their writing proficiency over the course of the trimesters. In contrast, 12 percent of Boys and Girls Club participants maintained non-proficiency, compared to 8 percent of Moving Ahead participants. A greater percentage of students in the Moving Ahead program, however, experienced a decrease in their writing proficiency, compared to the percentage of Boys and Girls Club participants whose writing proficiency decreased.

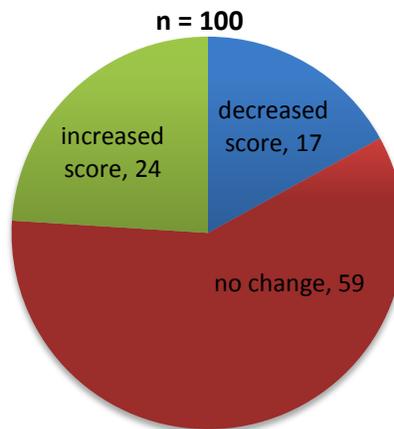
Figure 14. Change in Writing Proficiency by Program Site



Reading

Compared to the change in writing scores, a slightly larger number of students (59 students), as seen in Figure 15, demonstrated no change in their reading scores across Trimesters 1 and 3, although it is important to note that the total number of students with reading scores was far greater than the number of students with writing scores¹⁷. Of the students with reading scores for both time periods, 24 of them demonstrated an increased score in Trimester 3. In contrast, 17 students had a lower score at the end of Trimester 3, compared to their Trimester 1 score.

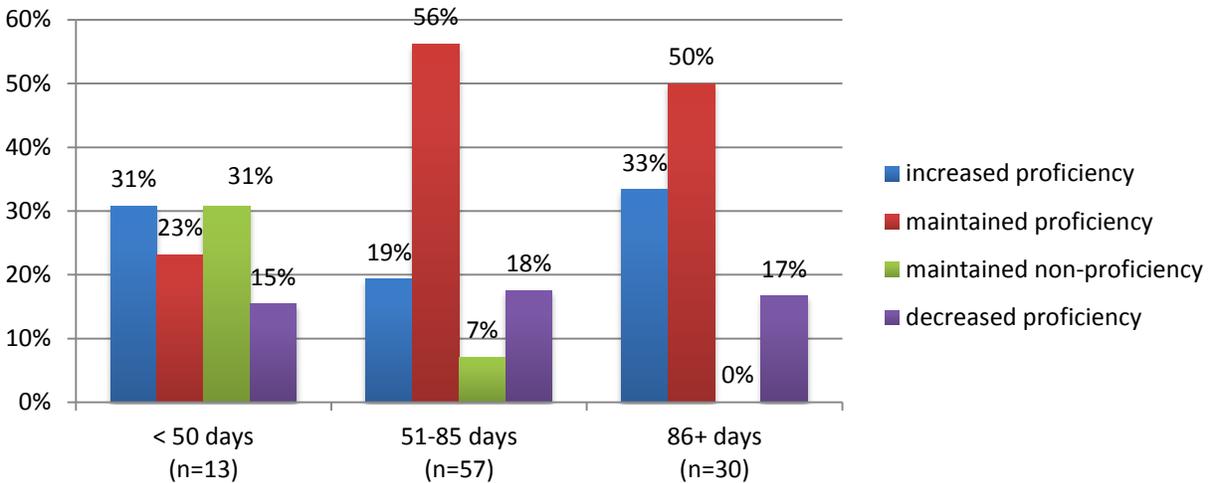
Figure 15. Change in Reading Scores



¹⁷ Of the 109 students in the sample, 100 of them had reading scores in both Trimesters 1 and 3. Two students were missing reading scores for one of the trimesters, while 7 students had no reading scores for either trimester.

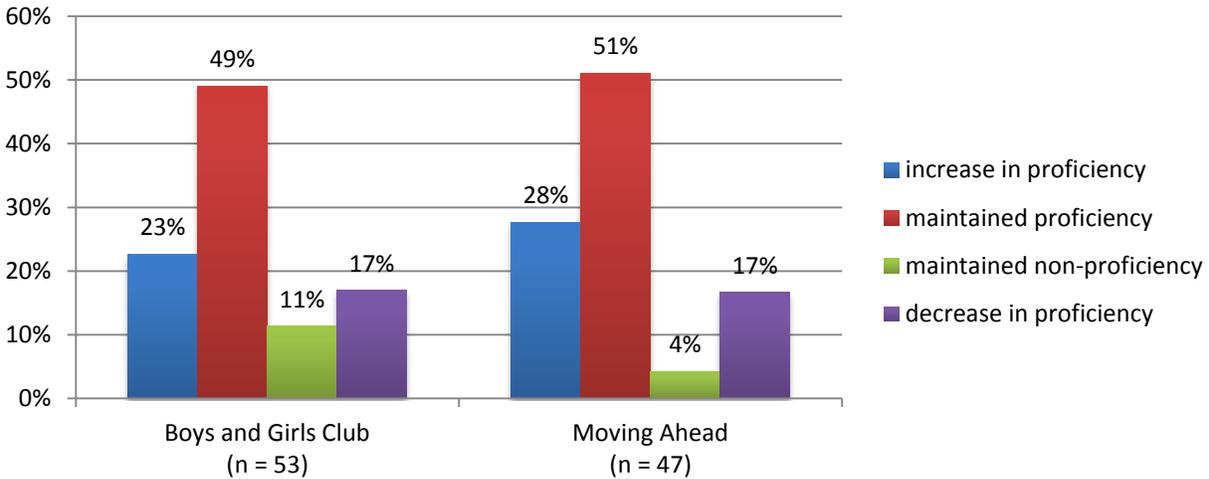
Taking both reading and writing scores into account, it appears that most students demonstrated no change in their communication arts grades. However, it is important to note that for both subjects, nearly one-quarter of students demonstrated an increase in their post-scores, while a smaller percentage of students showed a decline in their post-score (11.54 percent for writing scores, 16 percent for reading scores). Together, the number of students that maintained or increased proficiency exceeds the 70 percent benchmark of the communication arts objective.

Figure 16. Change in Reading Proficiency by Attendance



Greater attendance appears to have mixed effects for students' reading proficiency, as seen in Figure 16. Over the trimesters, 31 percent of those students that attended less than 50 days increased their reading proficiency, while an additional 31 percent maintained non-proficiency. Twenty-three percent of these students maintained reading proficiency, while 15 percent of students who attended fewer days had decreased reading proficiency at the end of the third trimester. Of the 57 students with 51-85 days attendance, 56 percent of those students maintained proficiency, while 19 percent increased their reading proficiency. In contrast, 33 percent of those students with greater attendance increased their proficiency, while 50 percent maintained their reading proficiency. A similar percentage of students at moderate and high rates of attendance had decreased reading proficiency from the first and third trimester, although it is important to note that there is significant variation in the number of students in each attendance category.

Figure 17. Change in Reading Proficiency by Program Site



A similar number of students maintained proficiency in reading across both program sites. Forty-nine percent of Boys and Girls Club participants, for instance, maintained proficiency in reading, compared to 51 percent of Moving Ahead participants. The same is true for the number of students who increased their reading proficiency at both program sites, 23 percent (12 students) of Boys and Girls Club participants and 28 percent (13 participants) of Moving Ahead participants. The same percentage (albeit not number) of students also experienced decreased proficiency in reading across both sites. See Figure 17.

Objective 3: Science Scores

Only middle school and junior high school students were assessed and scored on the subject of science. As illustrated by Figure 18, this initial analysis suggests that a majority of students (50 percent) received a lower grade in the 3rd trimester compared to the 1st trimester. A pre/post-score comparison does, however, find that 27 percent of the secondary students received a higher post-score, while nearly 23 percent of students exhibited no change in their science scores. As a result, 50 percent of students increased or maintained their grades in science, which does not fulfill the third objective's 70 percent benchmark.

Result: *50 percent of regularly attending students increased or maintained their grades in science.*

Figure 18. Change in Science Scores

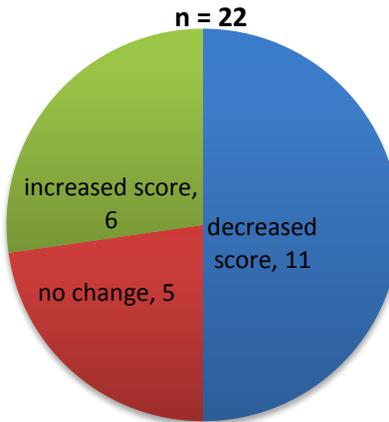
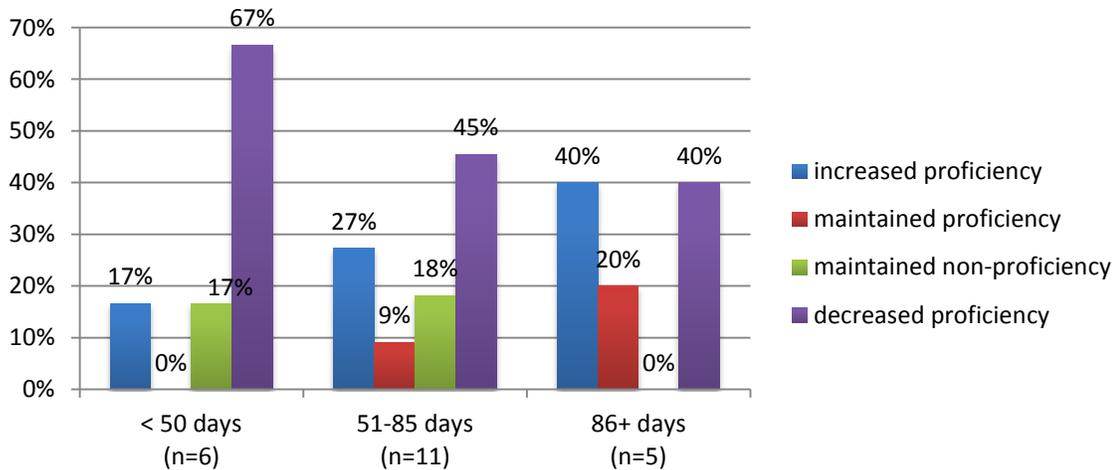
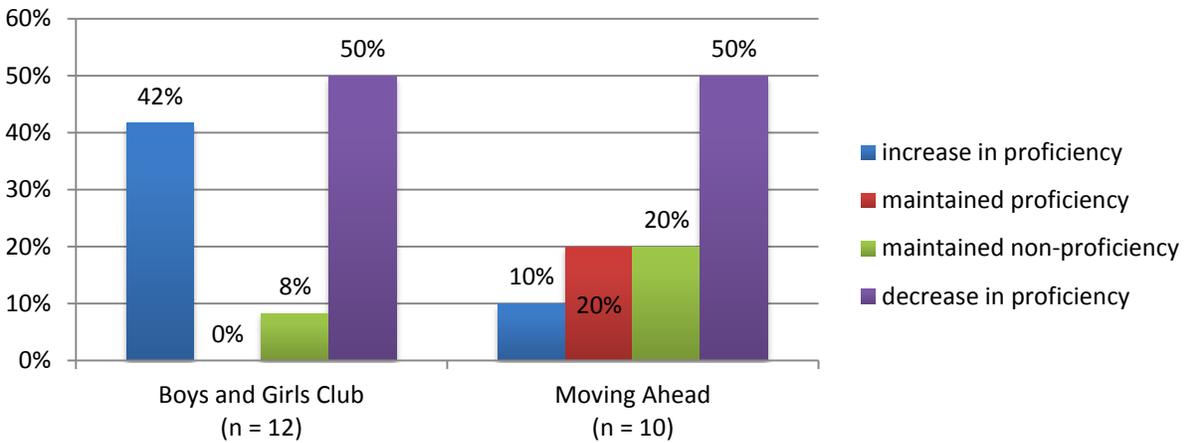


Figure 19. Change in Science Proficiency by Attendance



Upon further examination, the association between attendance and change in science proficiency is decidedly mixed, given the substantial percentage of students with decreased proficiency in the third trimester, regardless of student attendance. Although the total number of students varies based on their frequency of attendance, there are a greater percentage of students who had lower levels of proficiency in science across all attendance rates. Sixty-seven percent of students who attended less than 50 days had lower reading proficiency across the trimesters, while 45 percent of the students with 51-85 days of attendance experienced lower proficiency. Forty percent of students who attended 86 or more program days also demonstrated lower science proficiency at the end of the third trimester. Only a few students across the rates of attendance increased or maintained their proficiency in science. See Figure 19.

Figure 20. Change in Science Proficiency by Program Site



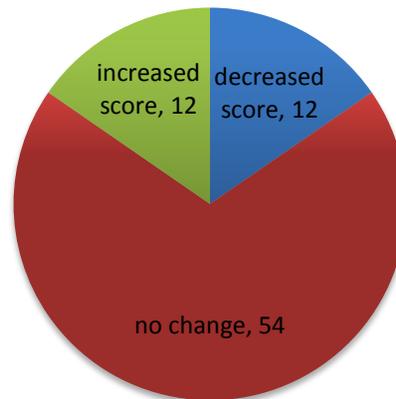
Looking at the variation in science proficiency by site, it is apparent that a substantial percentage of the individuals who demonstrated greater science proficiency attended the Boys and Girls Club program, as seen in Figure 20. There was little variation in the number of students who maintained non-proficiency or decreased proficiency in science across program sites, given the small number of students who were tested in the subject across both trimesters.

Social Studies Scores

Analysis of Social Studies grades was not among the original objectives of this 21st Century Community Learning Center project. However, grades for participating students were provided by the Columbia Public School, therefore the results for Social Studies are included in this report. As with both reading and writing, a majority of students with social studies scores (69 percent of students) experienced no change in their subject proficiency across the first and third trimester¹⁸. In contrast, 15 percent of students received a higher score in their third trimester, while the same amount of students received lower social studies scores. Overall, then, participation in the 21st Century program appeared to have no major impact on the performance of students with regard to the subject of social studies over the first and third trimesters. See Figure 21.

¹⁸ Only 78 of the 109 students in the sample had social studies scores in both trimesters. Eighteen students only had social studies scores for one of the two trimesters, while 13 other students had no social studies scores for either trimester.

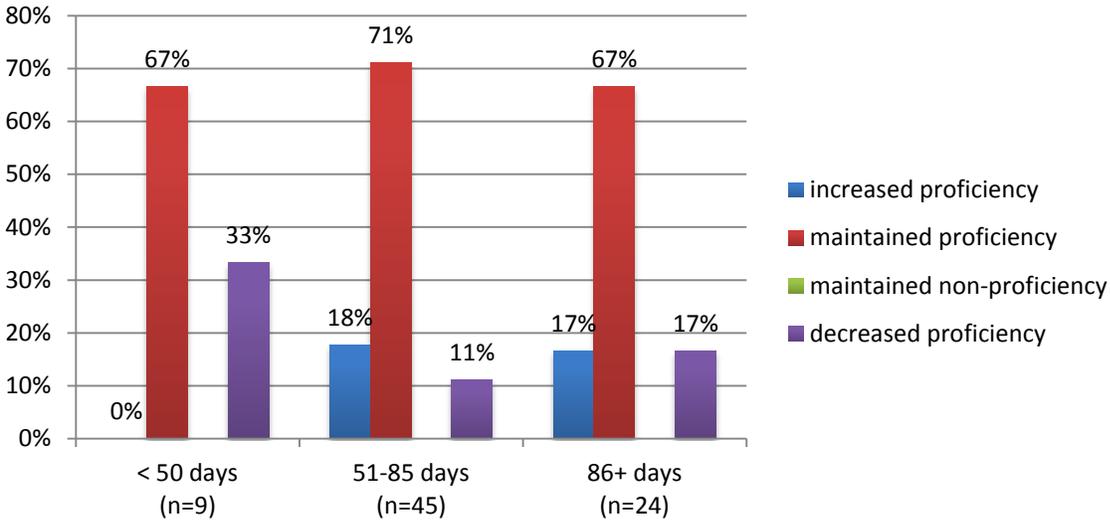
Figure 21. Change in Social Studies Scores



n = 78

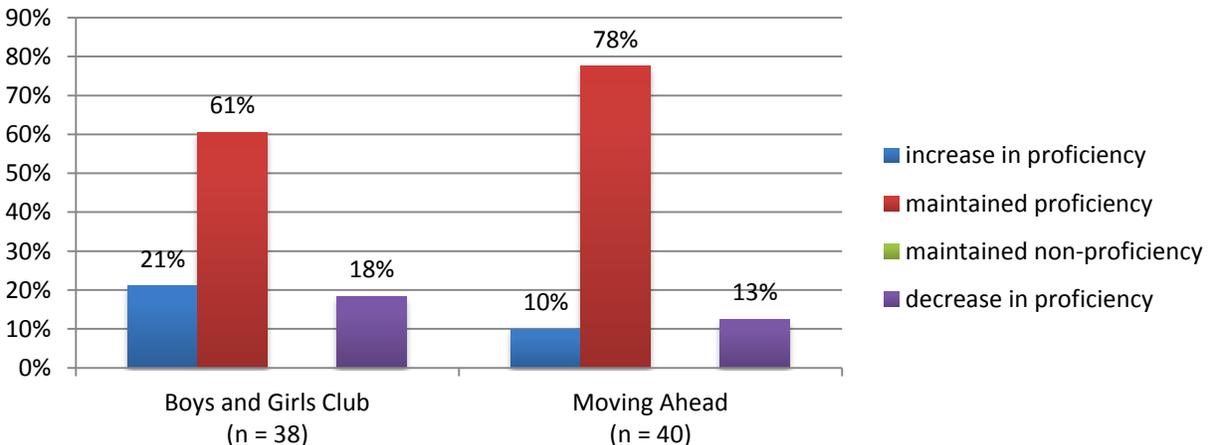
Examining the change in social studies proficiency by attendance sheds further light on how the scores varied according to participation. As Figure 22 indicates, nearly $\frac{3}{4}$ of the students within each attendance category maintained their level of social studies proficiency across Trimester 1 and 3. Sixty-seven percent of students who attended less than 50 program days, for instance, maintained proficiency in the subject, while one-third of the students in this attendance category had decreased proficiency scores at Trimester 3. The percentage of students maintaining proficiency increased with more frequent participation, as 71 percent of students attending 51-85 days maintained proficient social studies scores, while 11 percent decreased proficiency and 18 percent increased their proficiency. However, the number of students attending at least 86 days is substantially smaller than the number of students who attended 51-85 days; therefore, it appears that greater attendance beyond this category did not automatically lead to greater social studies proficiency. Sixty-seven percent of the total students with the highest rates of attendance maintained their proficiency, while 17 percent of them demonstrated greater social studies proficiency, and an additional 17 percent of students were less proficient in the subject area at the end of the third trimester.

Figure 22. Change in Social Studies Proficiency by Attendance



Overall, a greater percentage of Moving Ahead participants (78 percent) maintained their level of social studies proficiency across the first and third trimester than those participating at Boys and Girls Club (61 percent). There was, however, a greater percentage (and number) of Boys and Girls Club students who increased their social studies proficiency compared to the Moving Ahead students. Specifically, twenty-one percent of Boys and Girls Club participants increased their level of proficiency in social studies, compared to only 10 percent of students in the Moving Ahead program. There was also, however, slight variation in the percentage (and number) of students who had lower social studies proficiency across program sites, with 18 percent of Boys and Girls Club participants with decreased proficiency, compared to the 13 percent of Moving Ahead participants, as Figure 23 indicates.

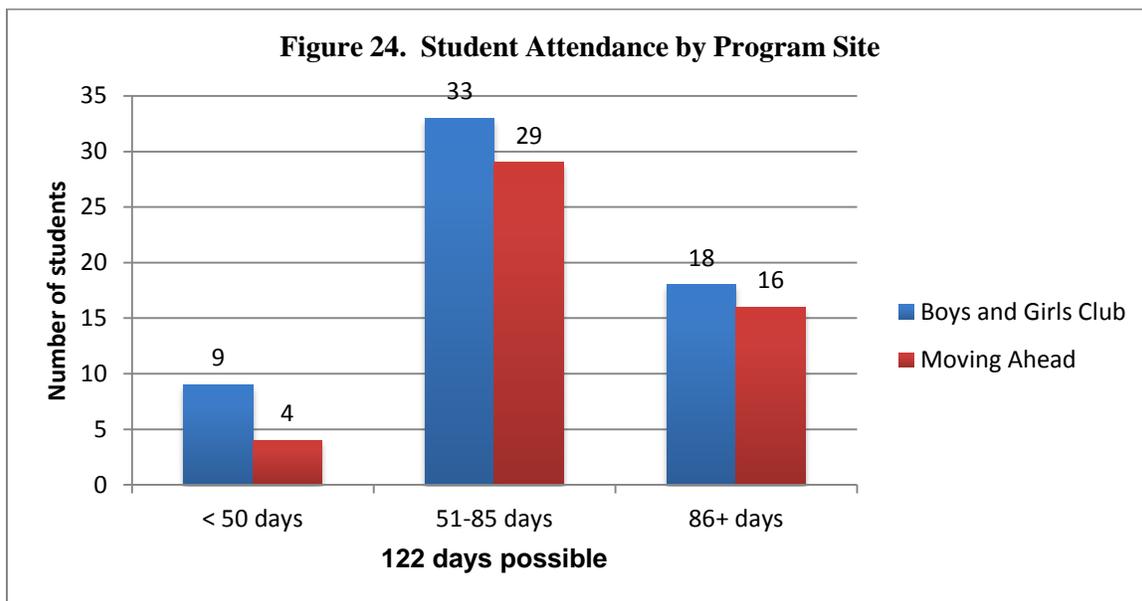
Figure 23. Change in Social Studies Proficiency by Program Site



Objective 4: 80 percent or Greater Attendance Rate

Administrative data, including information on attendance at afterschool program sites, on the sample of 109 students was gathered in order to address the fourth objective of maintaining an 80 percent or greater attendance rate per year. Attendance data ranges from November 1, 2011, to May 31, 2012, in order to examine the rates of attendance after the students began their participation in the program. The start date of the 21st Century programming was November 1, 2011.

Result: *The overall average attendance of regularly attending students was 60.7 percent.*



As the above figure shows, a majority of students (62 students, or 56.8 percent of the sample) attended 51-85 possible days, thereby maintaining a 40 to 69 percent attendance rate¹⁹. Site directors and coordinators should focus on this group of students to encourage more consistent attendance in an effort to meet the objective. These students have the potential to make few modifications in order to shift to higher levels of attendance as opposed to the group that had an attendance rate of 40% or less. Furthermore, a smaller but still substantial percentage of students (31.2 percent, or 34 students) attended 86 or more days (attendance rates of 70% and above). Many students currently have the potential for high attendance rates, while others maintain a 70 percent or higher rate of attendance. Across all attendance groups, afterschool programming could likely increase with more support, encouragement, or incentives from the afterschool program. Parents should also be targeted to increase student attendance in afterschool programs.

¹⁹ Sites varied slightly in the number of possible days for a student to participate in the program (122, 123, or 125), but the minimal difference between sites is not considered a significant determinant of the student attendance rates. For this report's purposes, the number of days possible was set as 122 across all participants.

Staff and directors should work closely with parents to encourage greater attendance to reap the benefits of the enhanced afterschool programming.

GOAL 2: Parents of Columbia Public School District will have a stronger investment in their child's education and own development.

The Youth Community Coalition and their community and school partners have worked throughout the last year to continue to incorporate parents and families in the education and development of their children. As previously mentioned, parent education has been a central focus of this 21st Century Community Learning Center program.

Objective 1: 80 percent of students will have at least one parent at one parent/teacher conference per year.

Unfortunately, the Columbia Public School District does not have a standardized method for tracking participation in parent/teacher conferences. The Columbia Public School District does consistently promote, "strategies to involve parents/families in the education process, including:

- Keeping parents/families informed of opportunities for involvement and encouraging participation in various programs.
- Providing access to educational resources for parents/families to use together with their children.
- Keeping parents/families informed of the objectives of district educational programs as well as of their child's participation and progress within these programs."²⁰

Result: *The YC2 Project Coordinator will build in questions related to parent/teacher conference participation into the annual parent survey.*

Objective 2: YC2 Project Coordinator will provide Money Smart to the parents of YC2 CPS student participants to increase the parent's knowledge of money management techniques by 80 percent as measured by a program participant survey.

Result: *YC2 provided Money Smart classes four times during the 2011-2012 school year. Three families participated in Money Smart classes and one family completed the entire course. Participant surveys were not available for the 2011-2012 classes but will be fully implemented for the 2012-2013 classes.*

Objective 3: YC2 Project Coordinator will provide the Strengthening Families Program to the parents of YC2 CPS student participants to increase the parent's knowledge of parenting methods by 80 percent as measured by a program participant survey.

²⁰ Parent/Family Involvement in Instructional and Other Programs. <http://www.columbia.k12.mo.us/policies/IGBC-C.pdf> Retrieved August 2010.

Result: YC2 provided the Strengthening Families Program, however no YC2 CPS students or families participated in the program. YC2 is exploring creative ways to offer these and other parent and family centered programs and activities to those involved in the 21st Century Program. In the future, modified class schedules, family support groups, and alternative curriculums will be explored to increase participation and ultimately increase parent's knowledge.

Objective 4: YC2 Project Coordinator will provide wraparound services to the parents of YC2 CPS student participants to increase time parents spend with their child doing activities such as homework, reading, or outdoor activities by 60 percent as measured by a parent survey.

A parent survey was conducted with parents of students enrolled in the 21st Century Community Learning Center program to gather insight into their opinions regarding their child's program participation. Figures 25-29 are some of the highlights of the parent responses.

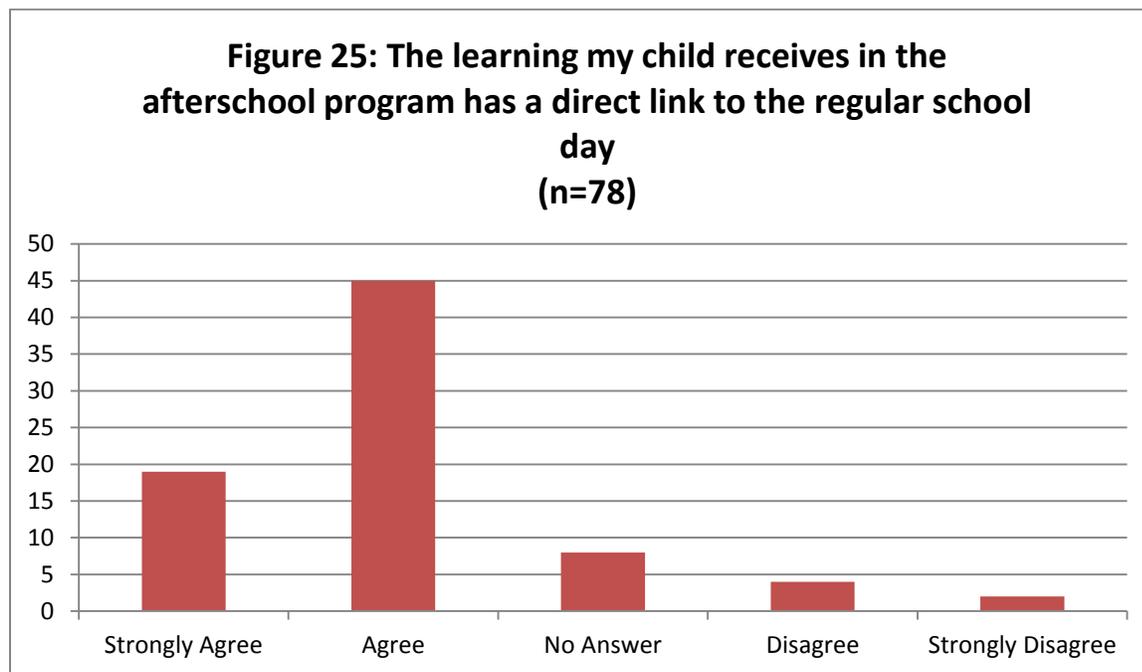


Figure 26: My child enjoys the activities offered in the afterschool program (n=78)

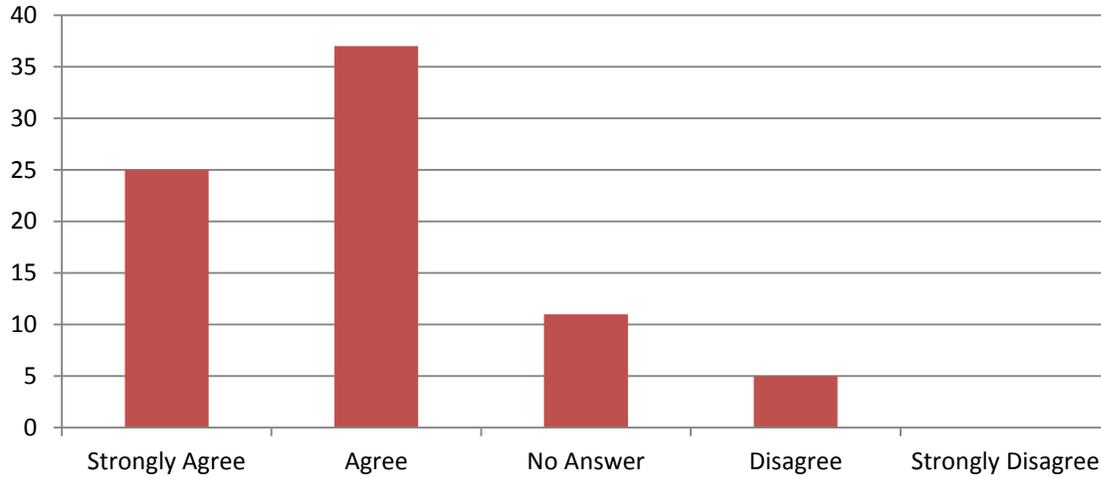
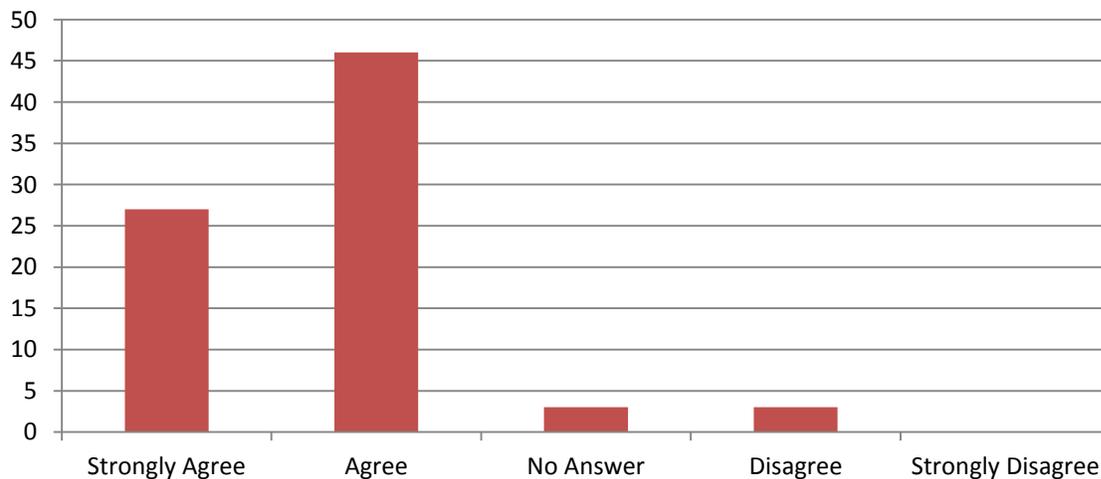
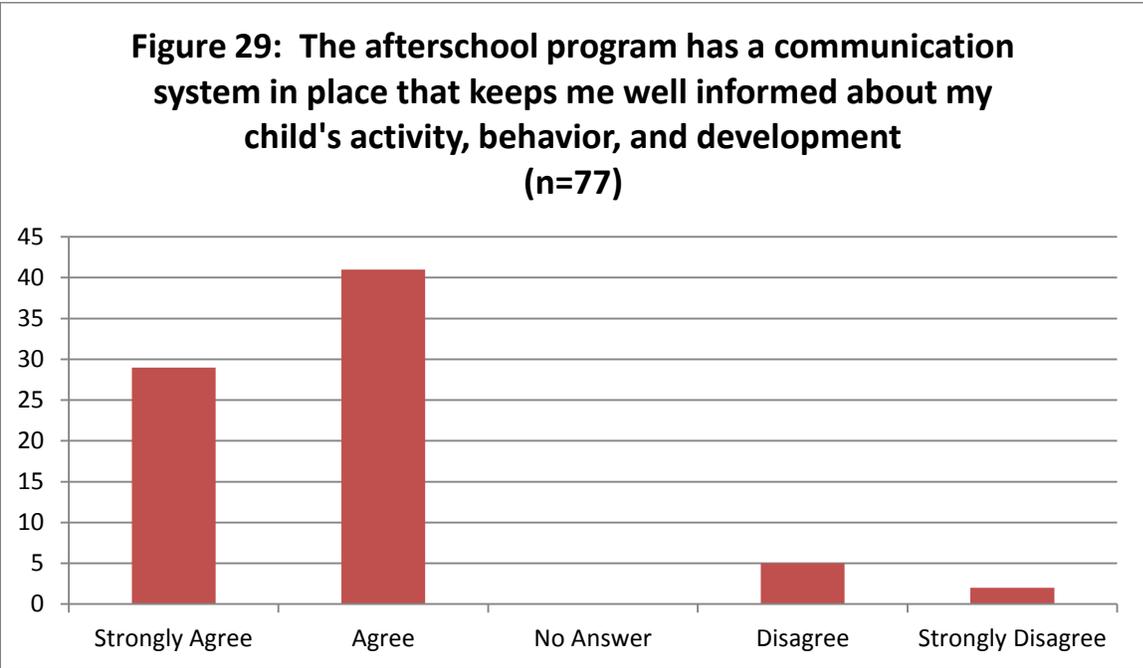
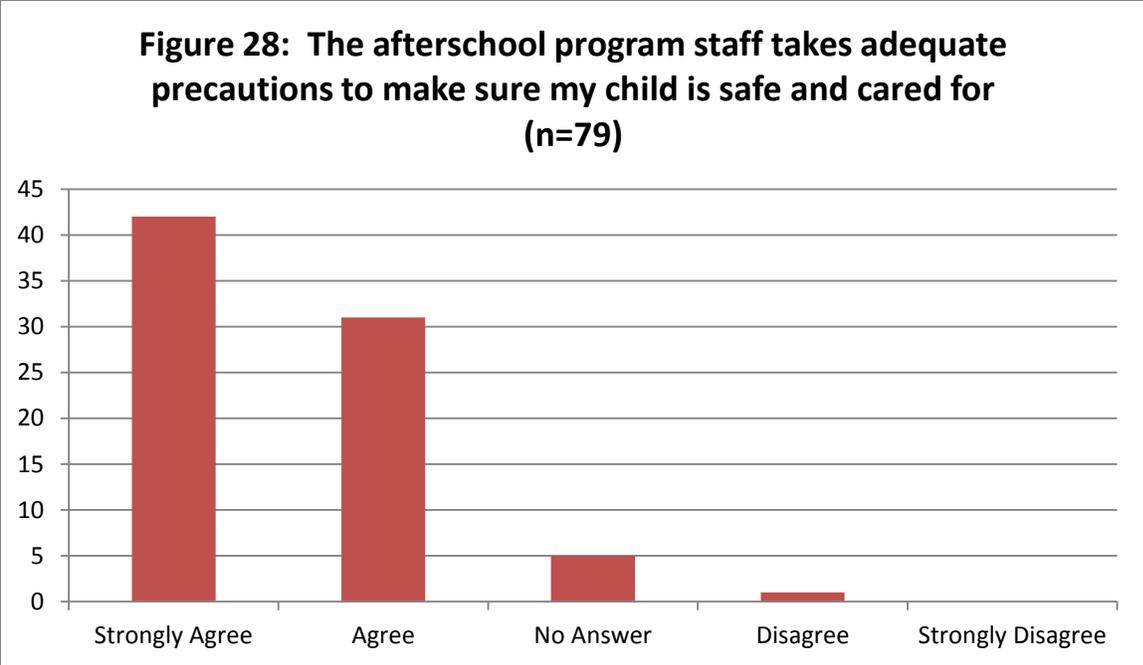


Figure 27: The afterschool program is an effective and integral part of the entire student school experience (n=79)





In general the parents’ responses were very favorable in terms of the relationship between the school day curriculum and afterschool programming, students’ enjoyment of the programming, student safety, and effective communication. Parents raised some concerns about the link between afterschool programming and individual student academic achievement, improved behavior and improved school attendance. Parents also identified, ‘providing needed services for adult family members’ as a weakness of the program. The parent survey provides information to YC2 and the afterschool programs to identify strengths and develop plans to address weaknesses.

Result: *The parent survey does not provide a good mechanism for measuring the stated objective of a 60 percent increase in time spent with students. Following some critical thinking on this issue, YC2 would like to modify this objective to capture the percentage of parents that report an increase in time spent with their child as opposed to the original objective which focused on a percentage of time increase. The 2012-2013 parent survey will include questions related to the parent's time spent with children.*

GOAL 3: The Columbia Public School District and the afterschool community will have a stronger connection to one another in order to address the achievement gap in Columbia, MO.

Stronger collaboration and partnerships is one of the largest successes of the 21st Century Community Learning Center program. The Columbia Public School District, YC2, afterschool program sites, parents, students, and community partners found new and creative ways to work together to address the achievement gap and implement real change in the community.

Objective 1: YC2 Project Coordinator will offer capacity development/professional development to the Program Directors of paid staff to increase their level of core competencies for youth development professionals by 100 percent as measured by youth development assessment.

Result: *Table 1 indicates the professional development opportunities that YC2 has provided for program directors and paid staff to increase their knowledge and skills and increase capacity within the afterschool environment. Because of the diverse nature of the seminars and trainings provided, there was not a standardized assessment used to capture increased core competencies. For 2012-2013 YC2 will develop and implement a standard assessment for all professional development and capacity building workshops.*

TABLE 1 : PROFESSIONAL DEVELOPMENT OPPORTUNITIES

<u>Event</u>	<u>Participants</u>
Literacy Training	Staff and Afterschool Teachers
PALS Assessment Training	Staff and Afterschool Teachers
Cyber Bullying Training	Staff and Afterschool Teachers
Study Island Assessment Training	Staff and Afterschool Teachers
Literacy Training	Staff and Afterschool Teachers
Math Assessment Training	Staff and Afterschool Teachers
Adolescent Development Stages Training	Boys and Girls Club Staff

Objective 2: YC2 Project Coordinator will facilitate communication and meetings between the Columbia Public School District and the participating afterschool program to increase by 75 percent the number of partners who report improvements in each of the following areas: collaboration, communication, and support.

Since its inception the Youth Community Coalition has promoted community collaboration around issues concerning healthy choices, positive activities, education, employment, service, and the prevention of substance abuse.²¹ The 21st Century Community Learning Center program is a further extension of the Coalition’s ability to bring individuals and organizations together to promote positive outcomes for youth. A survey was conducted with afterschool program staff and directors and member of the 21st Century Advisory Board to get an evaluation of the program from the perspective of the partners involved in this initiative. Appendix A-E are the results of all surveys.

Result: *In general each of these groups of community partners indicate an improvement in collaboration, communication and support as evidenced in the previous graphs.*

²¹Youth Community Coalition <http://yc2.org/> Retrieved Aug. 2012.

RECOMMENDATIONS FOR THE FUTURE

The following is a list of recommendations for future growth and success of the 21st Century Community Learning Center program implemented by YC2. These recommendations are based on analysis and evaluation of the data, surveys, conversations and brainstorming with staff and advisory board members.

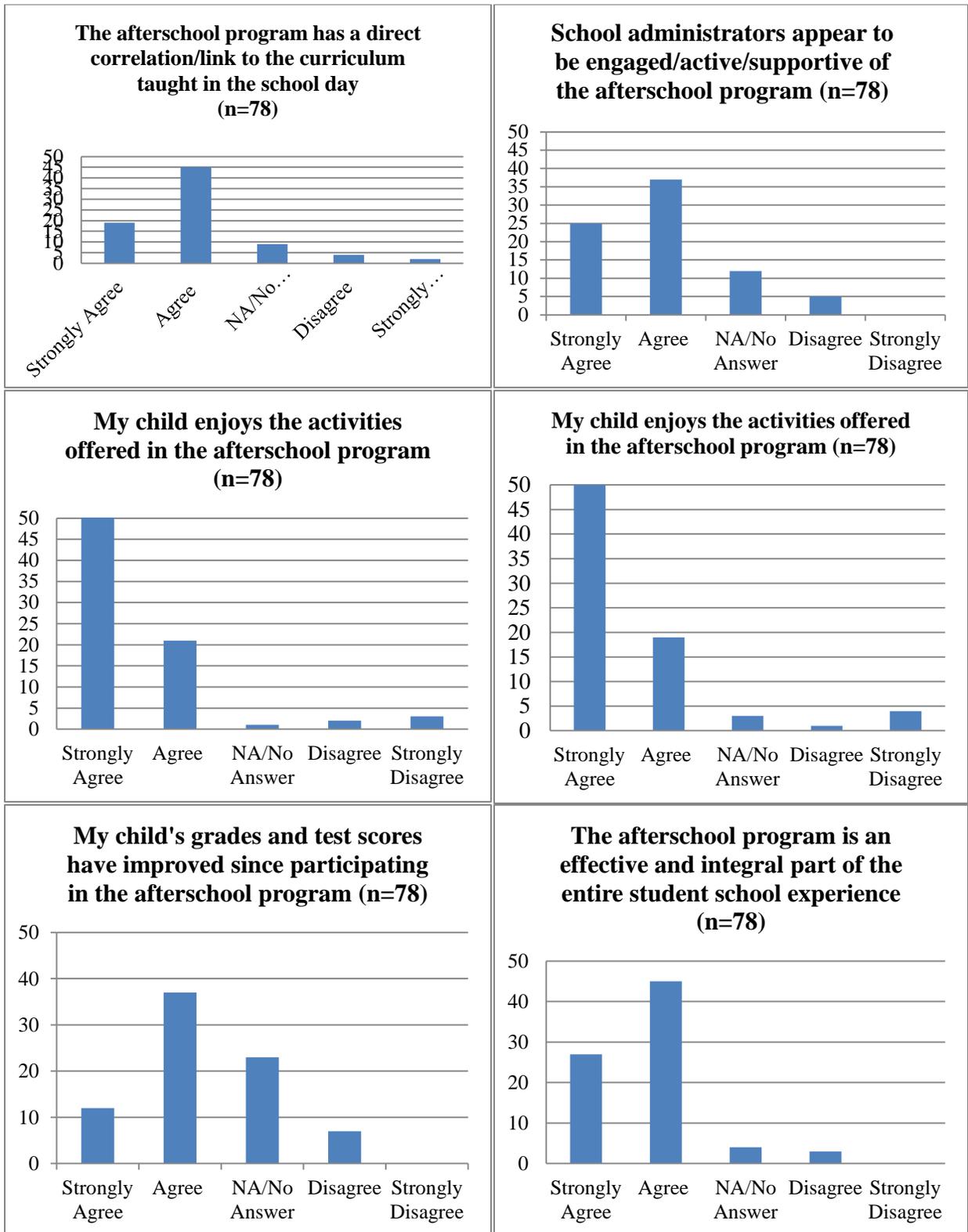
- ***Continue the high level of interactions with site teachers, counselors, volunteers and community partners.*** Whenever possible encourage feedback, suggestions for improvement, and creative ideas and solutions from all partners.
- ***Work with programs to increase student attendance and participation.*** Across each of the subjects analyzed almost all categories saw student outcomes improve as attendance increased.
- ***Work with programs to target the specific needs of the students.*** Individualized and targeted tutoring and programming could lead to more successful outcomes for students.
- ***Increase the frequency of communication and updates with the school day teachers.*** Encourage school day teachers to share important academic and behavioral goals and milestones with the afterschool community. Afterschool staff and teachers and administrative staff should increase efforts to ensure effective and timely communication.
- ***Diversify the advisory board to include parent input, additional stakeholders, and community members who can provide valuable guidance and assistance.*** The advisory board should be used as a development and planning resource and appropriate representation will ensure all sectors have input.
- ***Expand advertisement related to adult programming opportunities.*** YC2 has made connecting with parents and families a priority of the 21st Century Learning Center grant. However, parents reported in their surveys that there was a need for additional services for adult family members. YC2 should publicize their adult and family activities to ensure all parents have the opportunity to take part in these activities.
- ***Implement standardized assessments and evaluations to capture relevant information.*** During the 2011-2012 school year appropriate evaluation were not in place to accurately gauge some of the goals and objective of the program. For the upcoming school year YC2 has committed to implementing appropriate tools to capture essential evaluation data.
- ***Modify some of the original objectives in order to track the most valuable information. As previously mentioned some of the original objectives are not the best measures of the activities and outcomes the initiative seeks to impact.*** YC2 should work with the Department of Elementary and Secondary Education to modify the objective to retain the spirit of the original goal but allow for appropriate and relevant measures.
- ***Continue to provide specific training and support to directors and staff.*** Throughout the director and staff surveys there were consistent comments from some individuals that improvements were necessary to the training and support that directors and staff receive

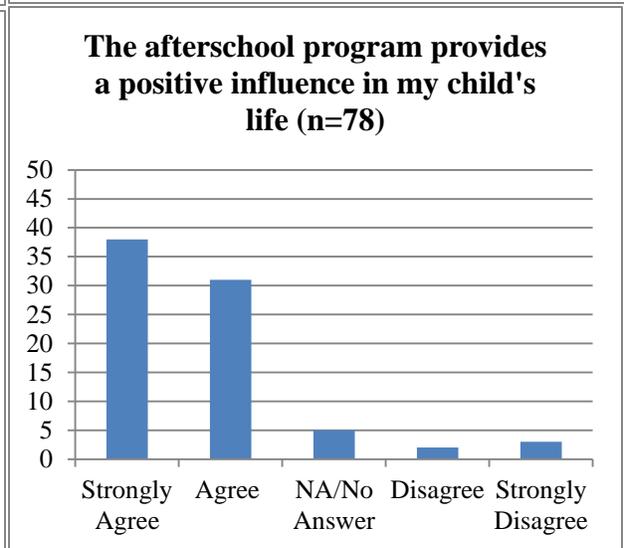
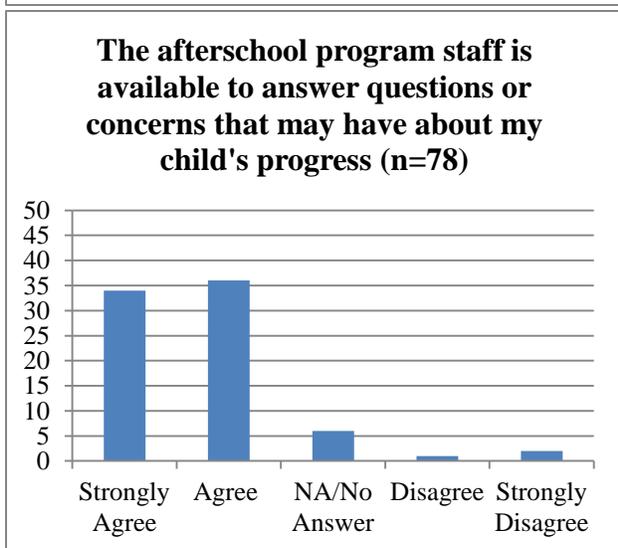
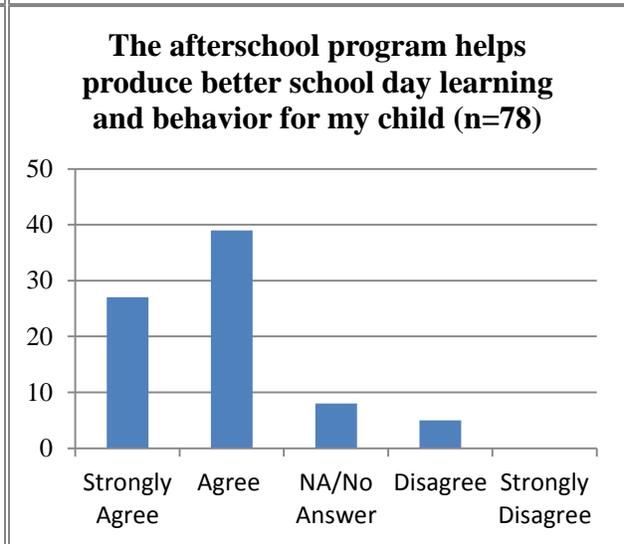
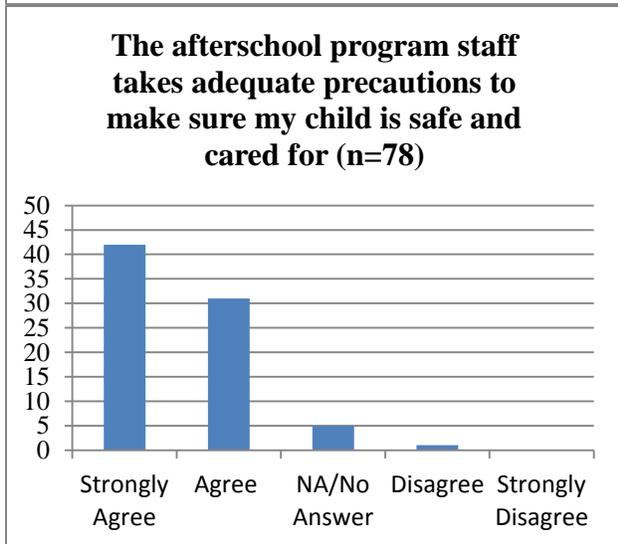
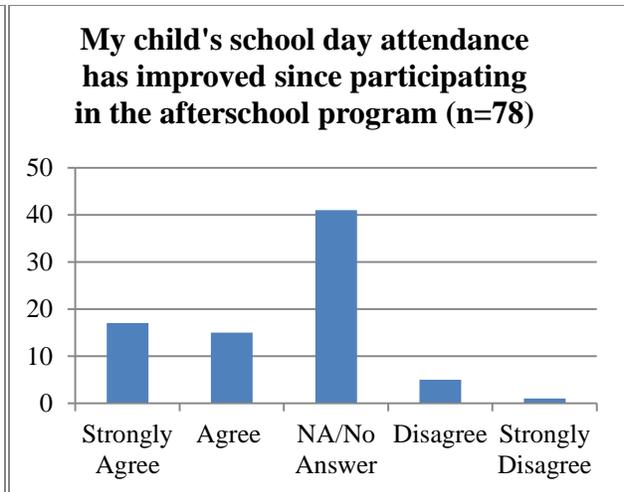
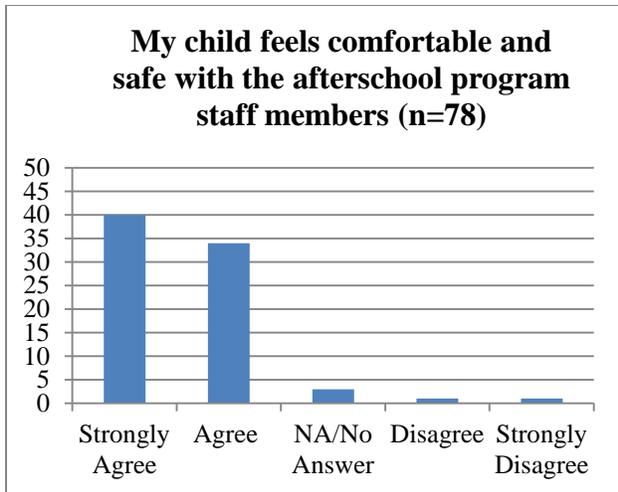
related to the following: Kids Care Center data entry, coordination with school day curriculum, coordination with school day teachers, staff involvement in planning, and resource distribution.

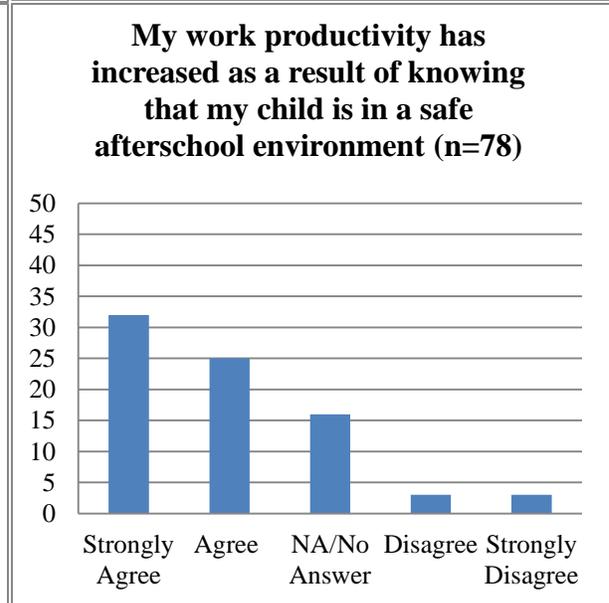
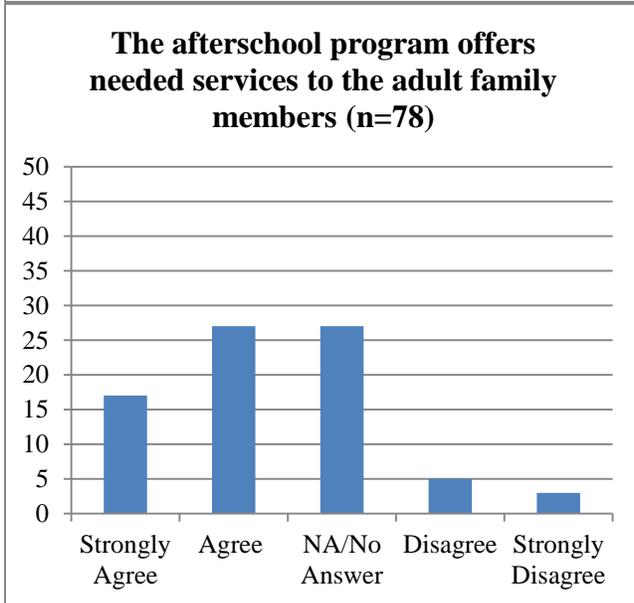
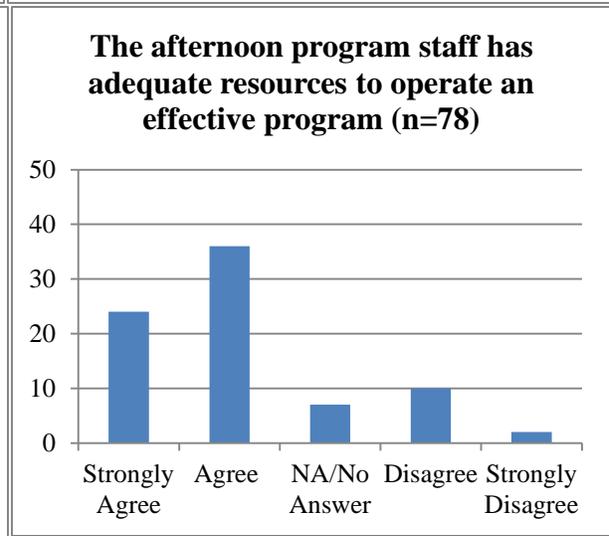
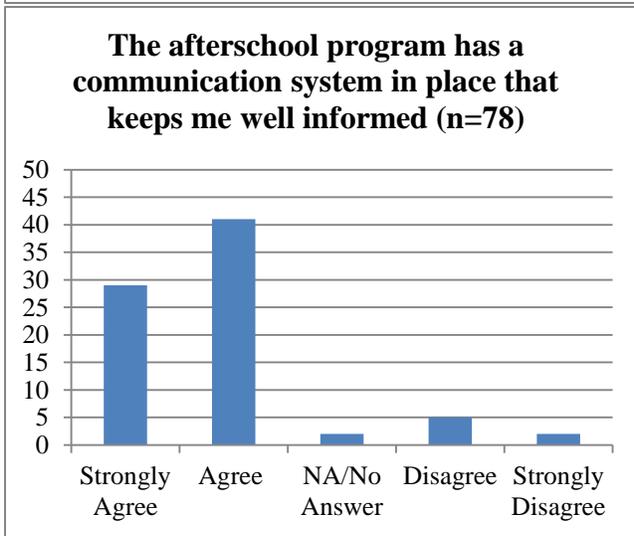
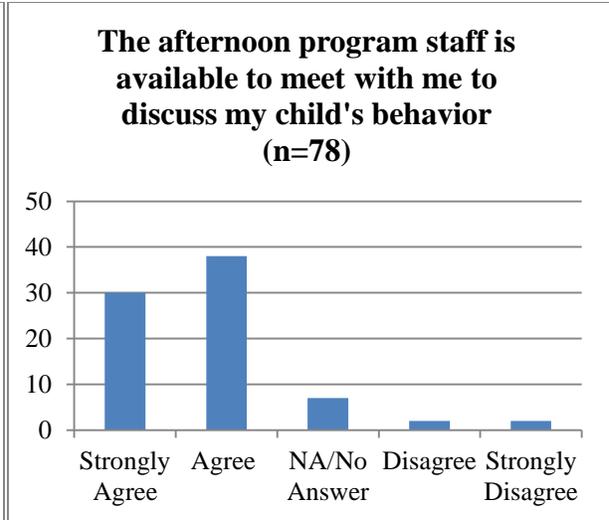
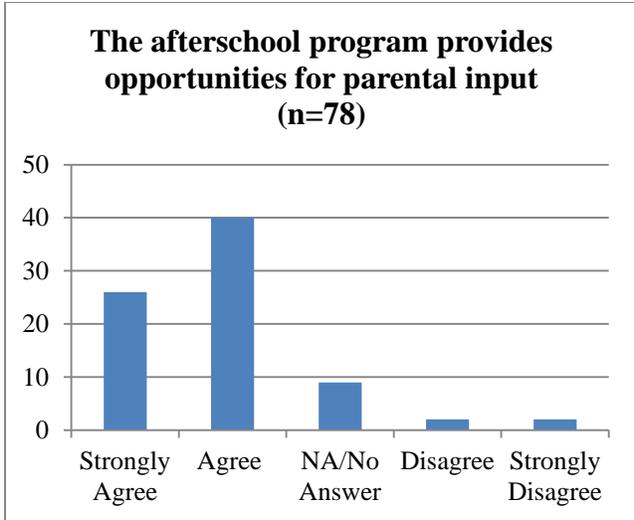
CONCLUSION

The Youth Community Coalition (YC2) has had a very successful first year of the 21st Century Community Learning Center program. With the help of community partners, this project has provided wraparound services to families in the Columbia Public School District. By continuing to work with high quality afterschool programs, this project will continue to foster collaboration on academic outcomes and provide much needed support in the areas of parent education and counseling.

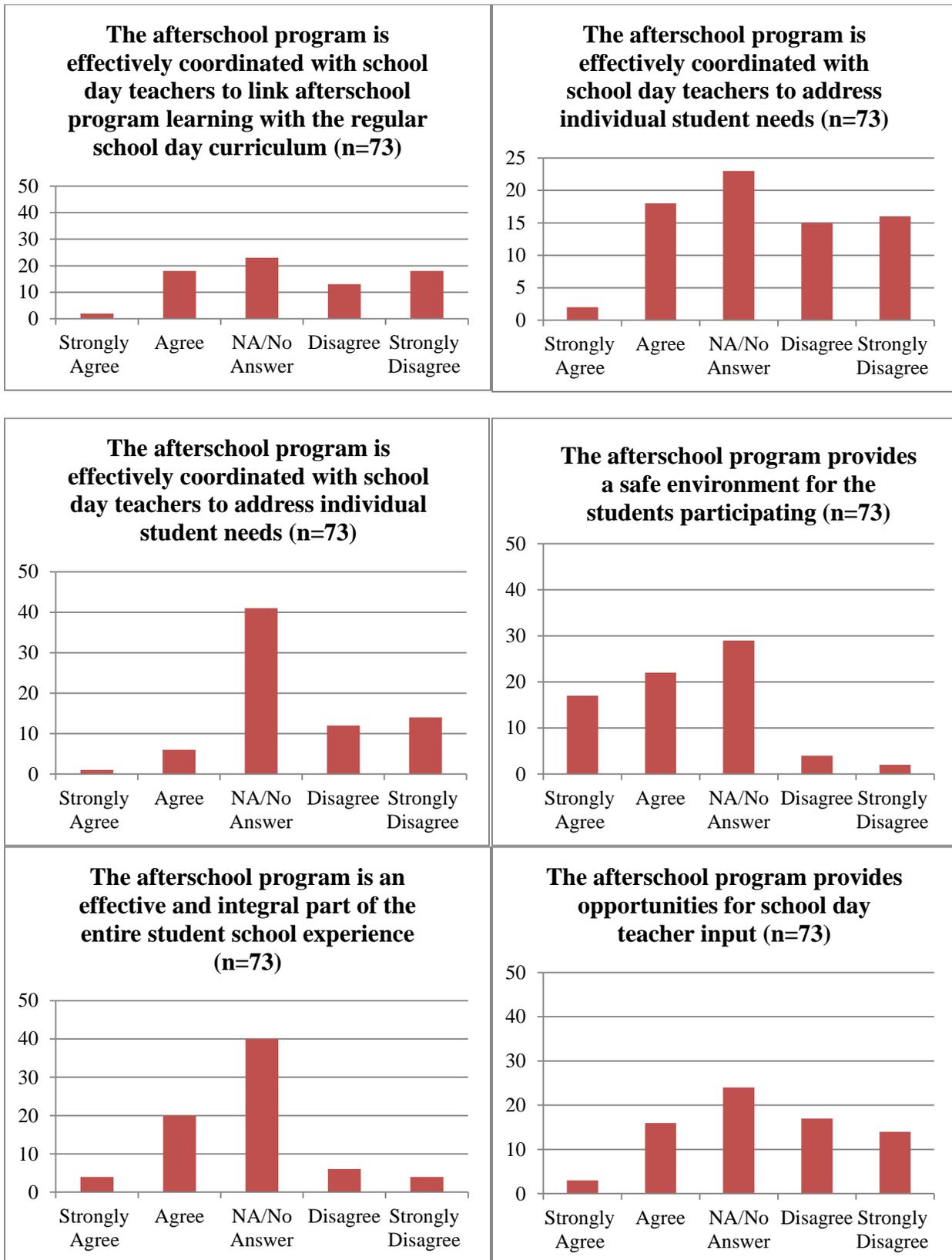
Appendix A: Parent Surveys

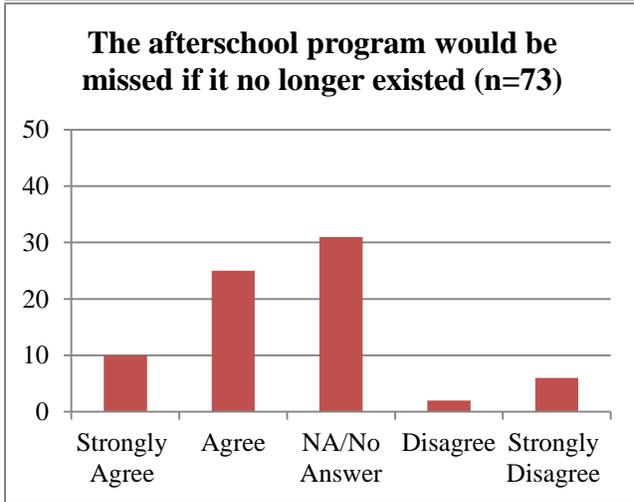
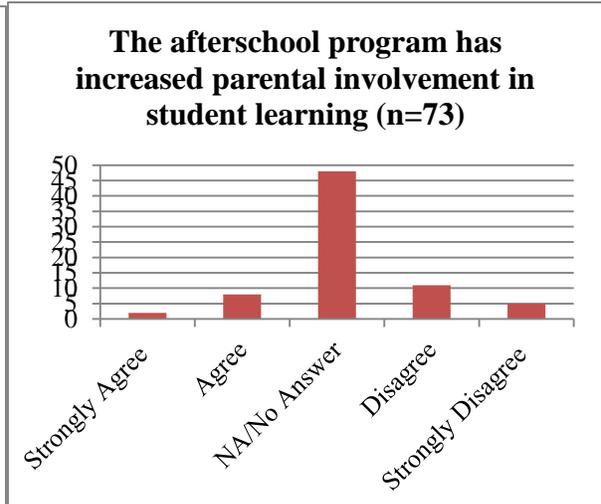
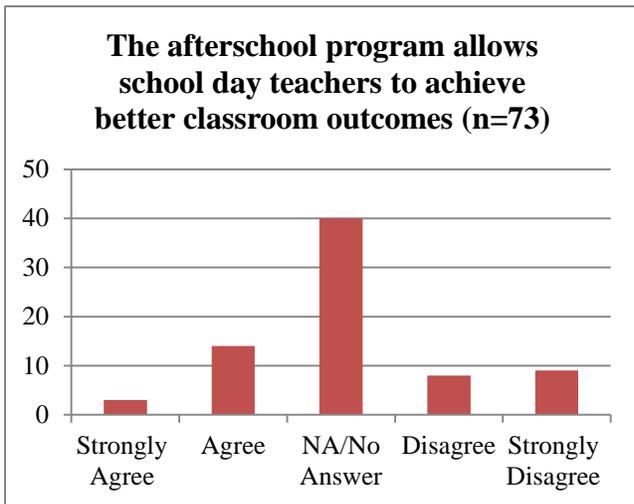
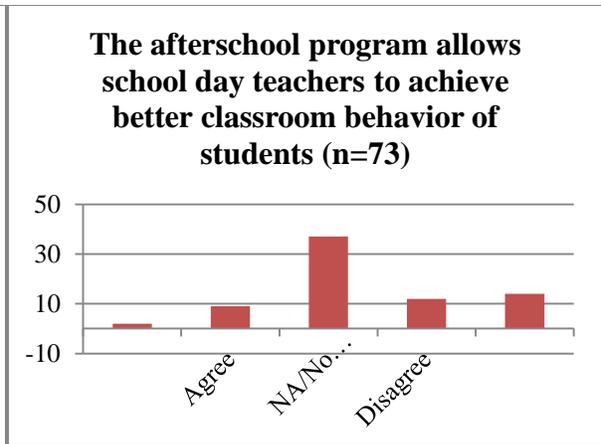
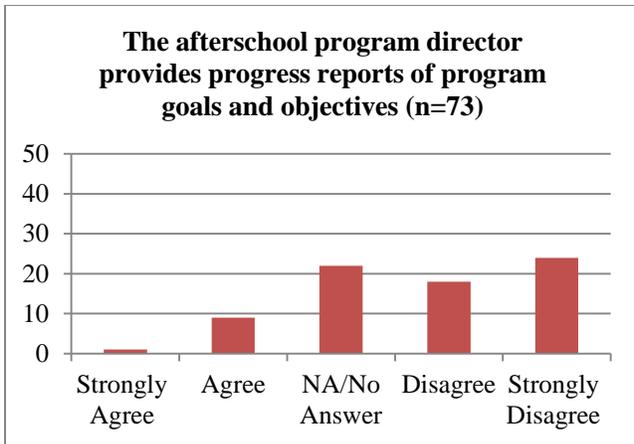




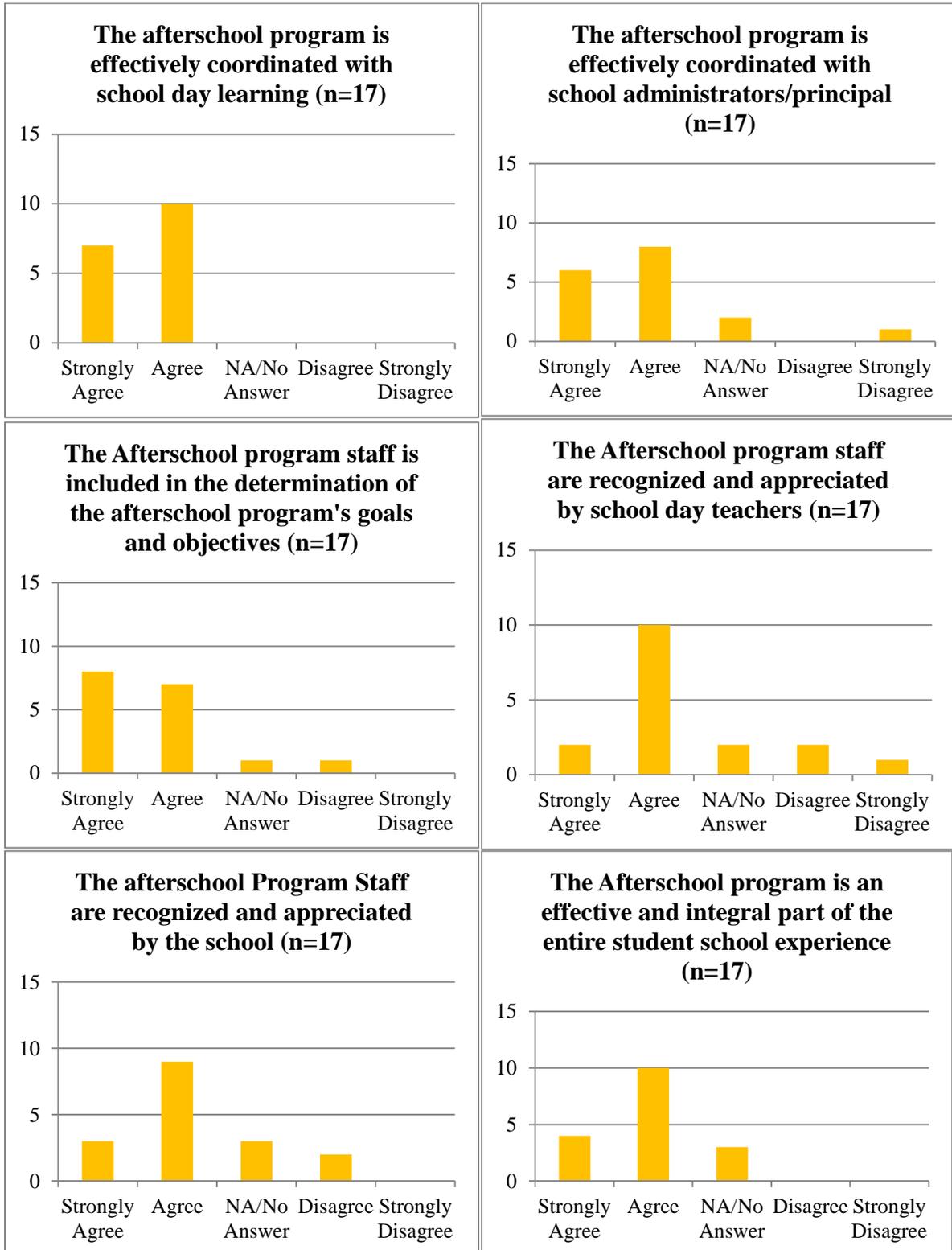


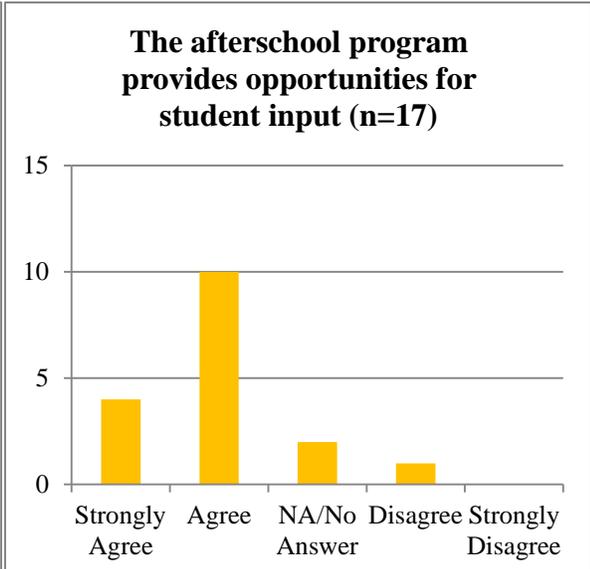
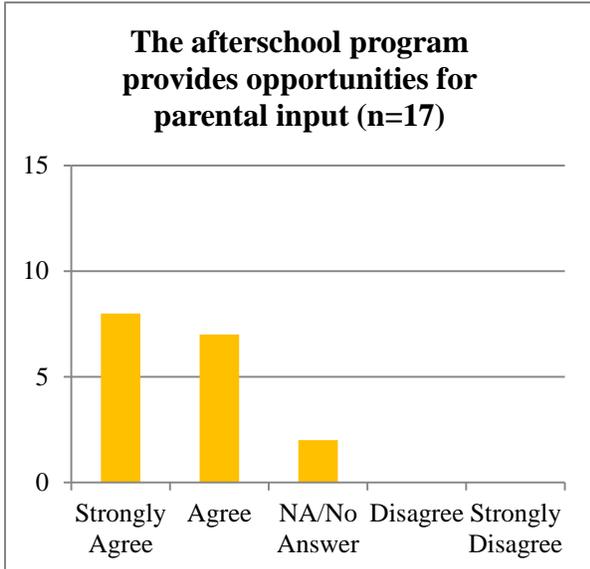
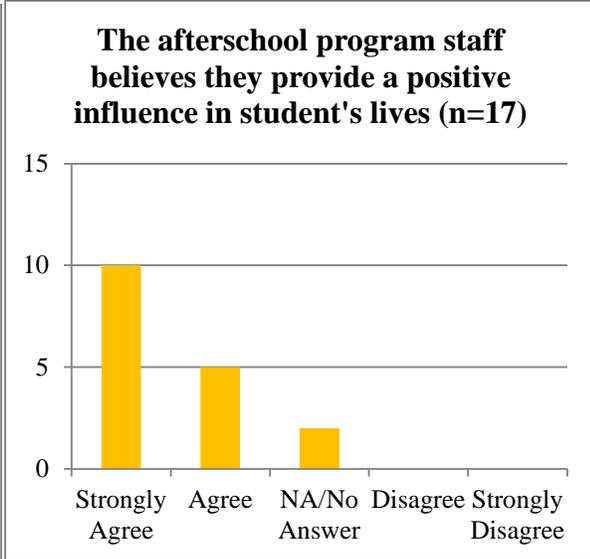
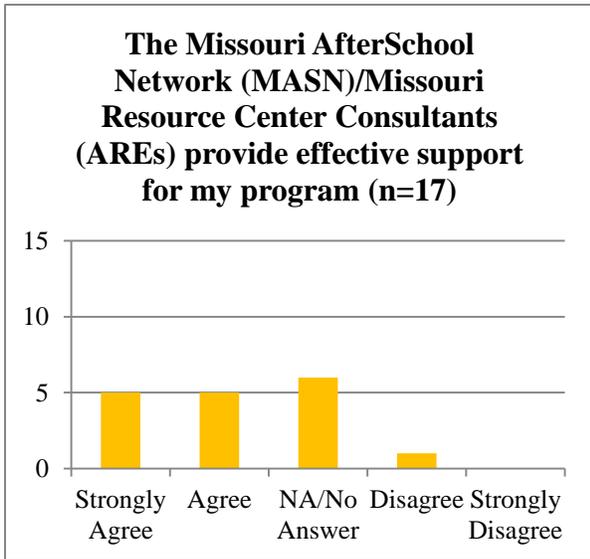
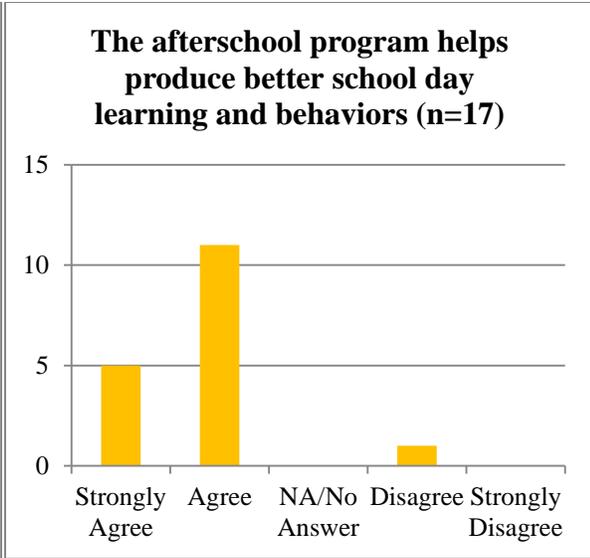
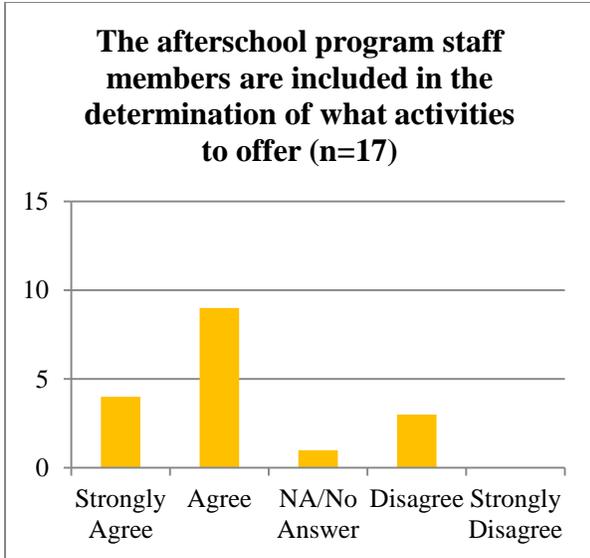
Appendix B: School Day Contact Survey

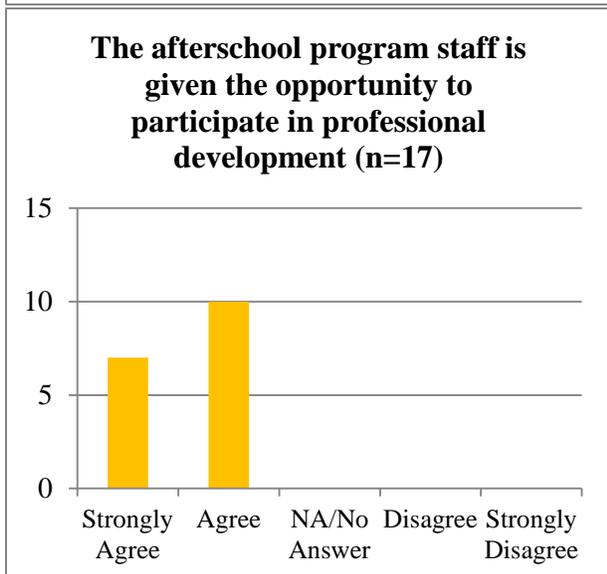
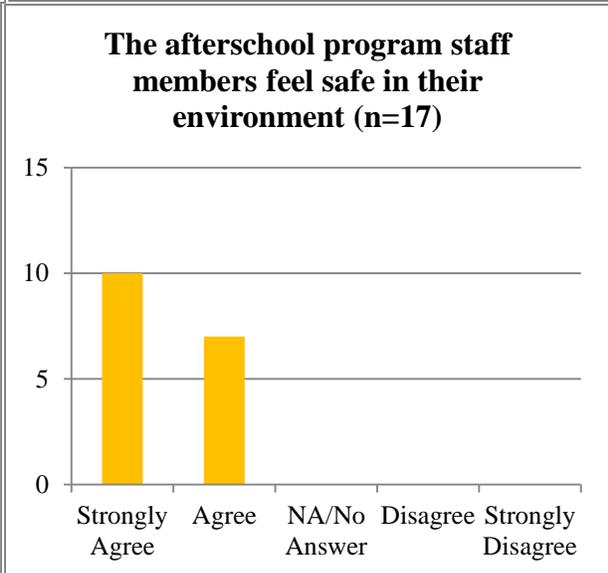
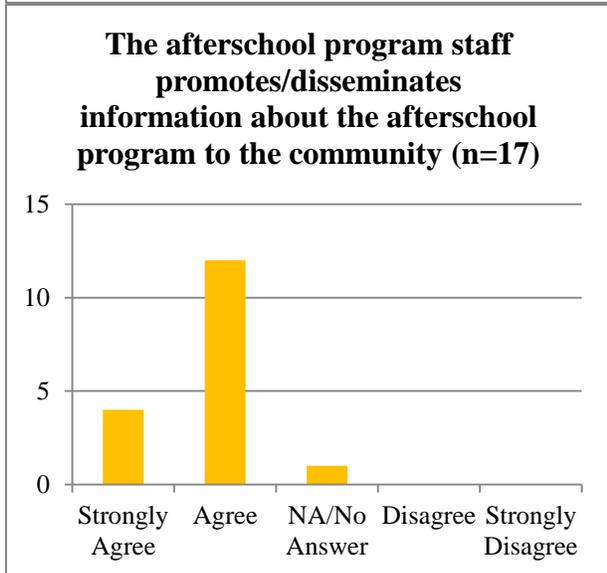
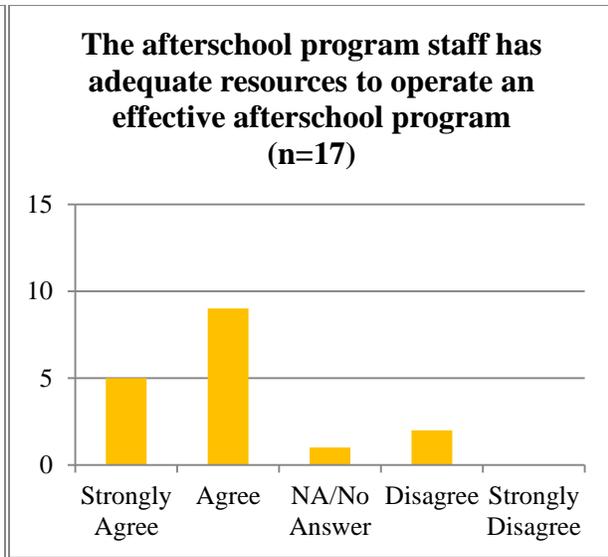
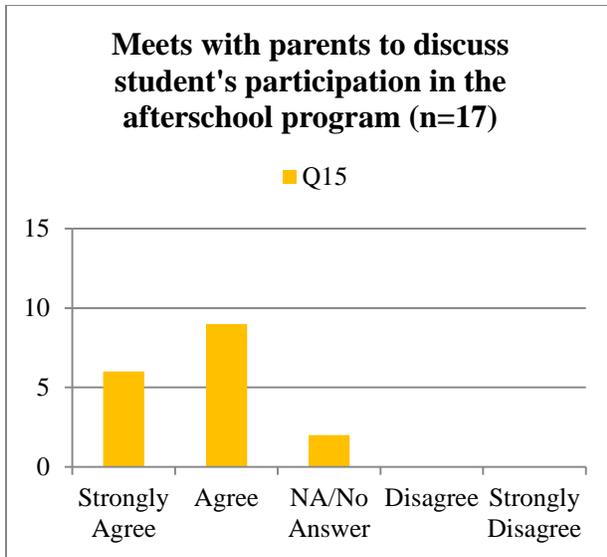




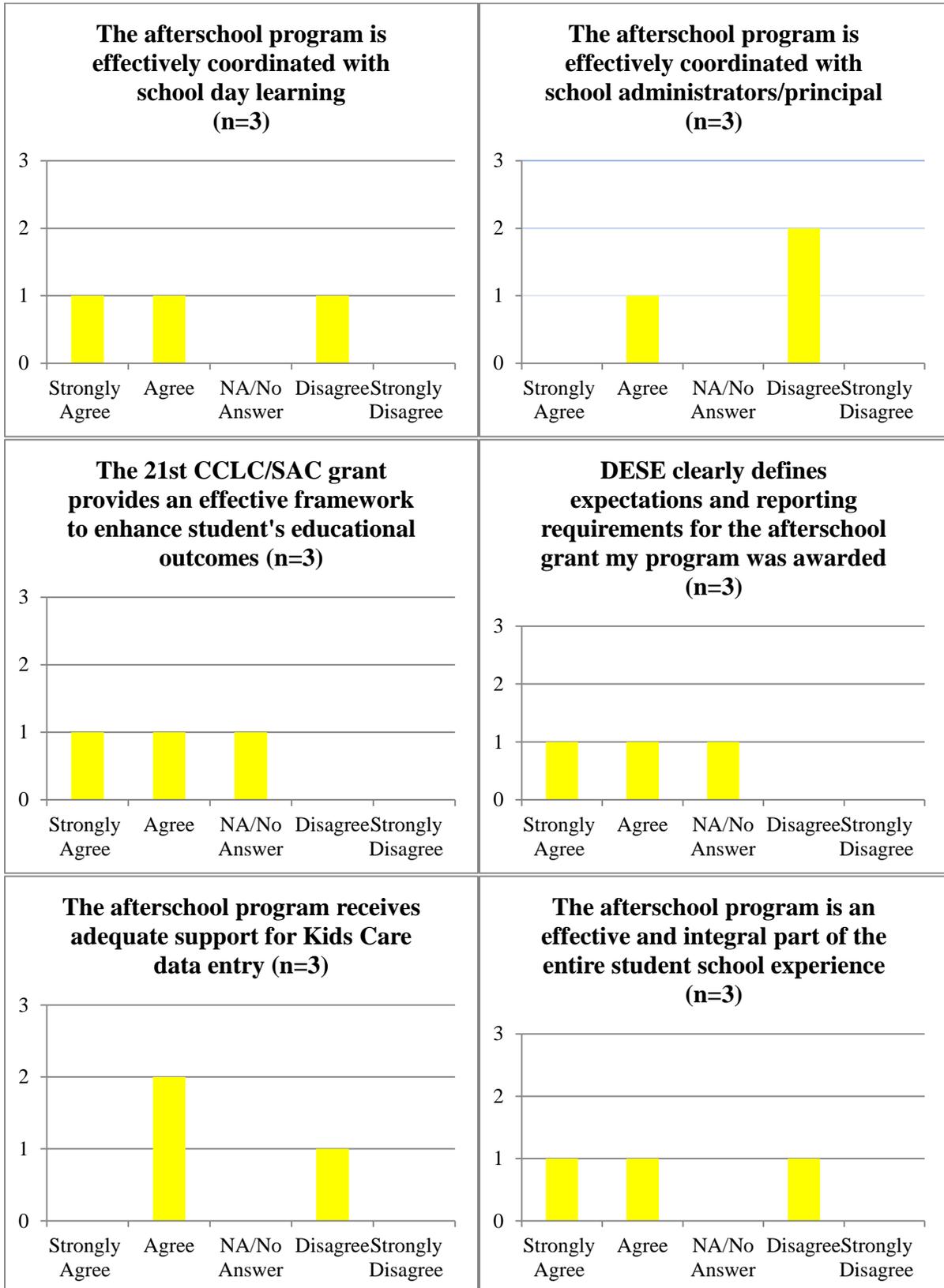
Appendix C: Staff Survey

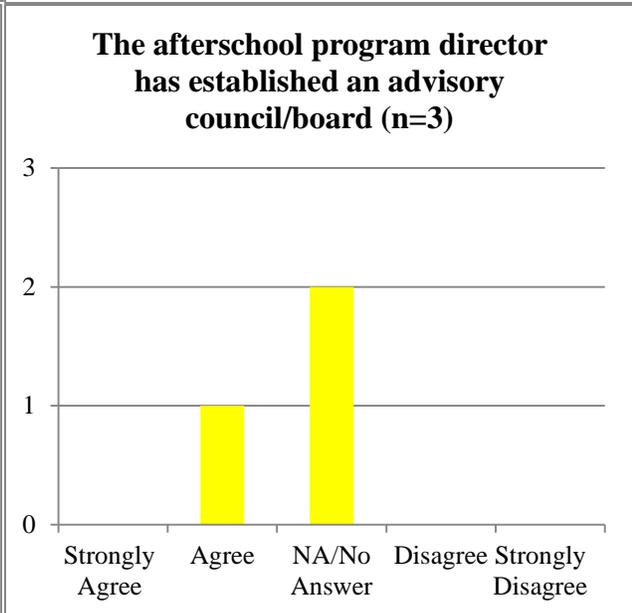
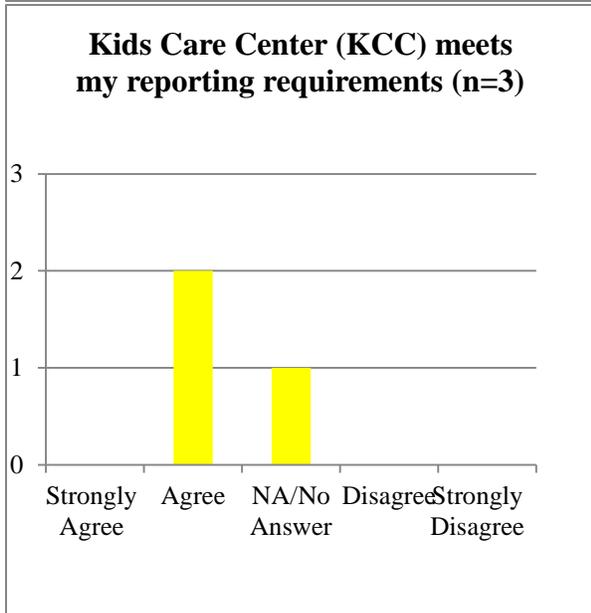
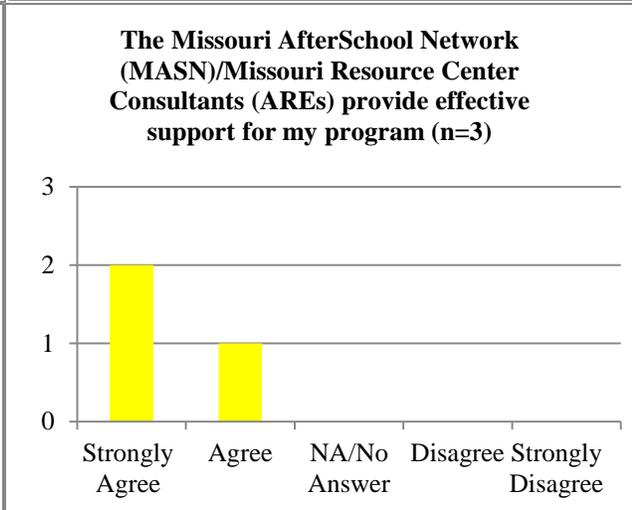
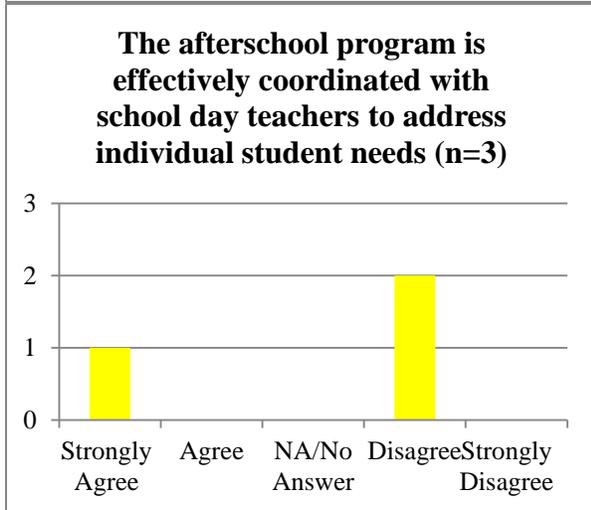
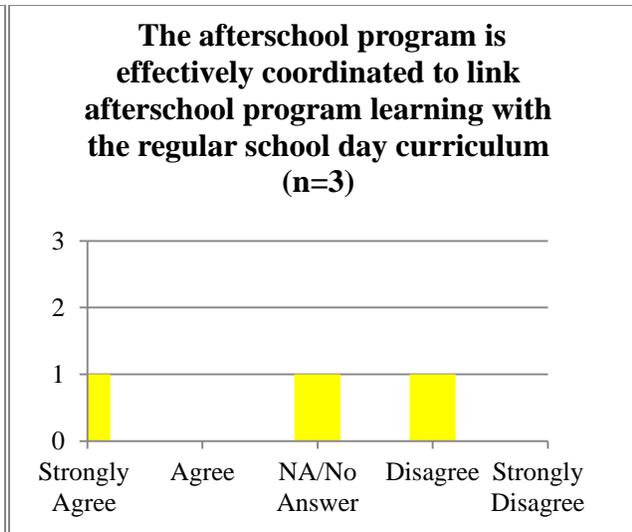
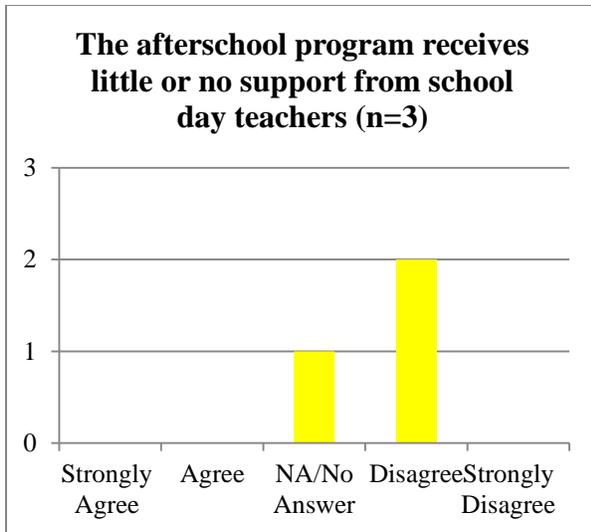


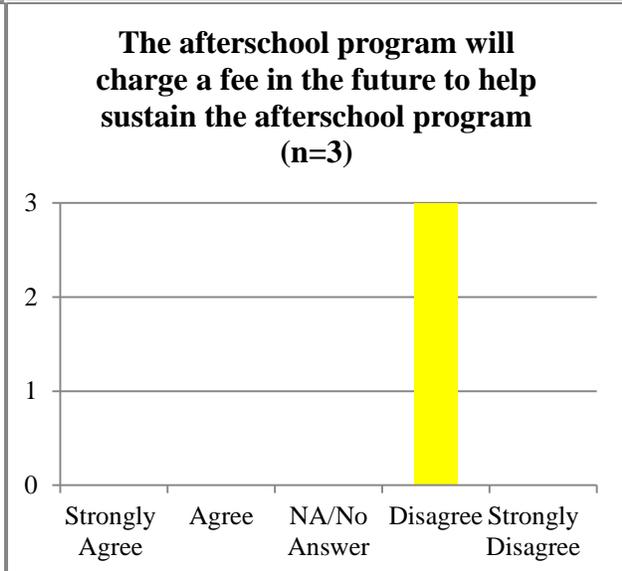
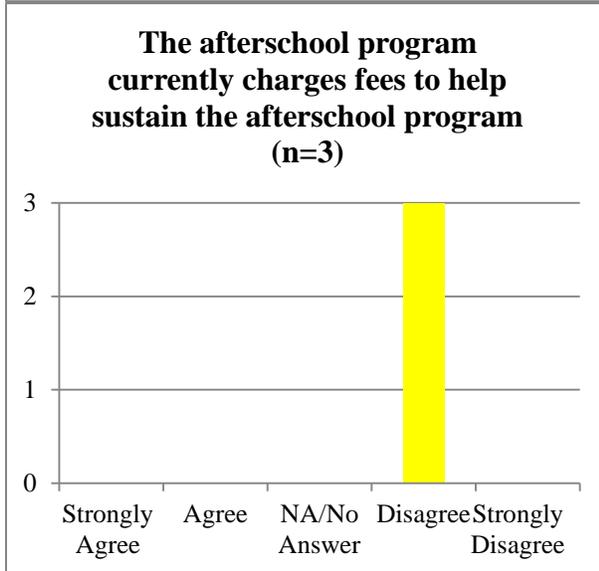
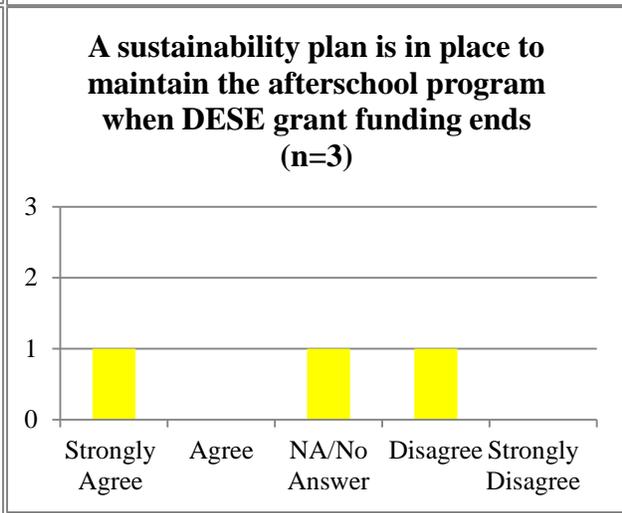
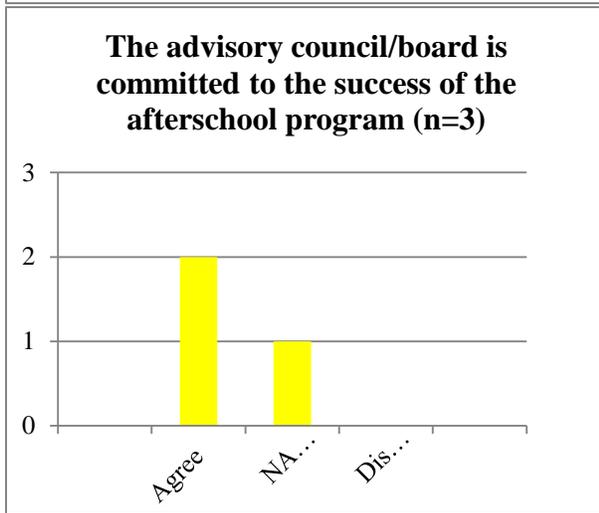
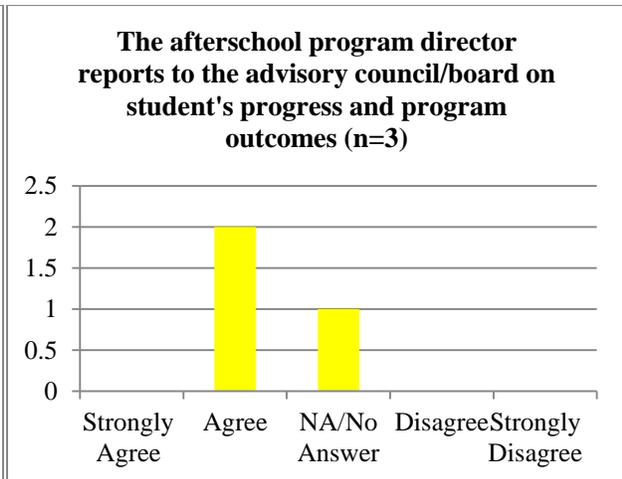
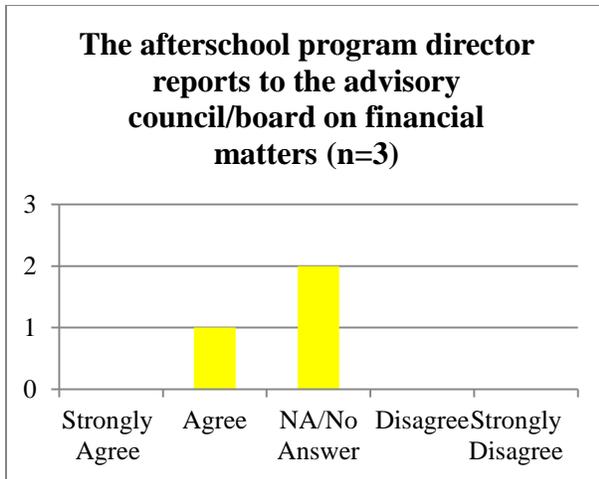


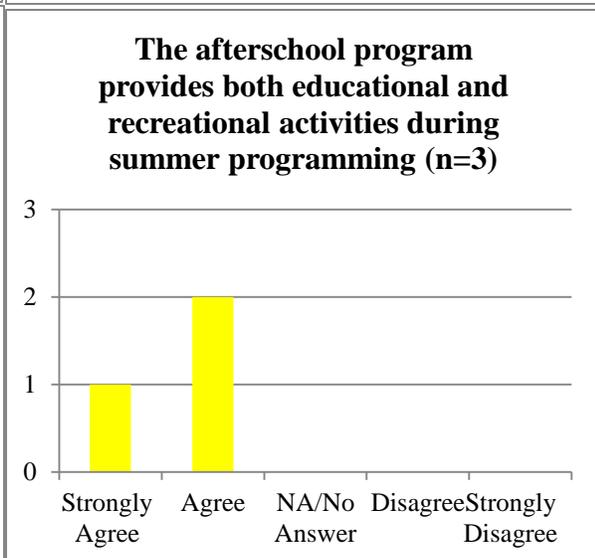
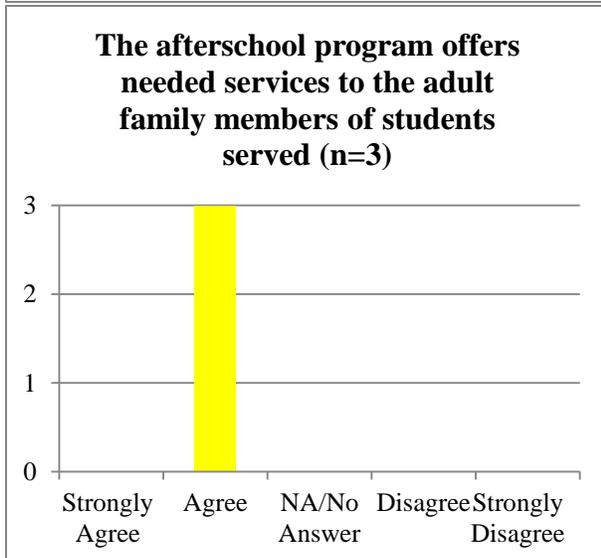
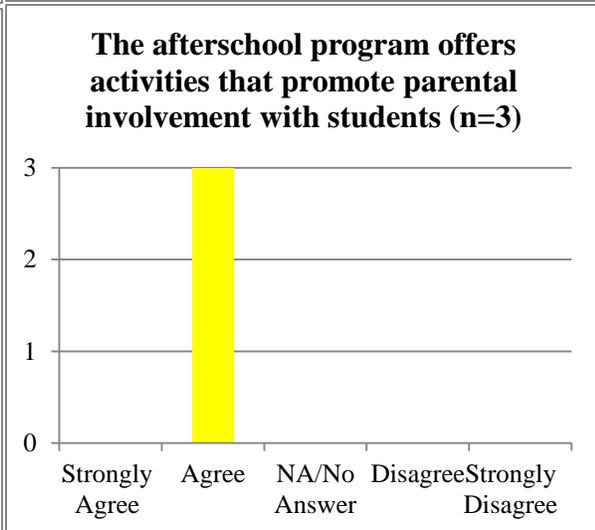
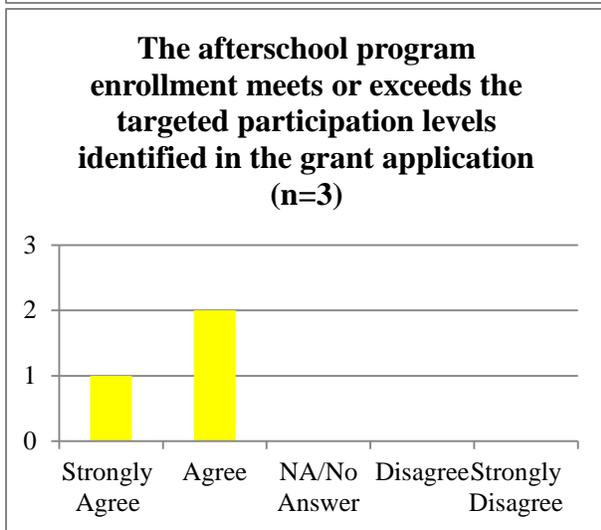
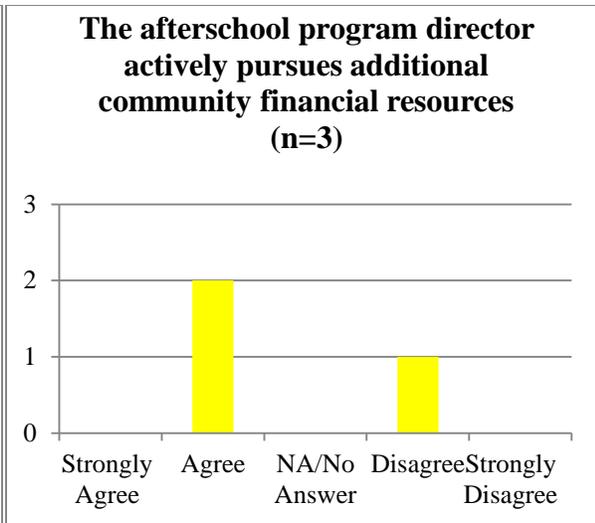
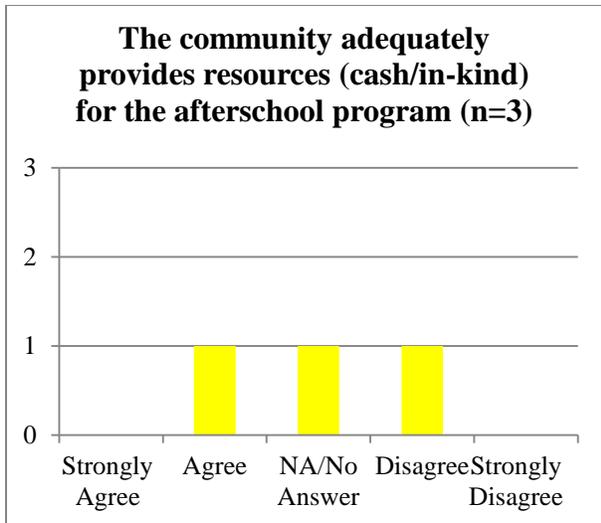


Appendix D: Director Survey

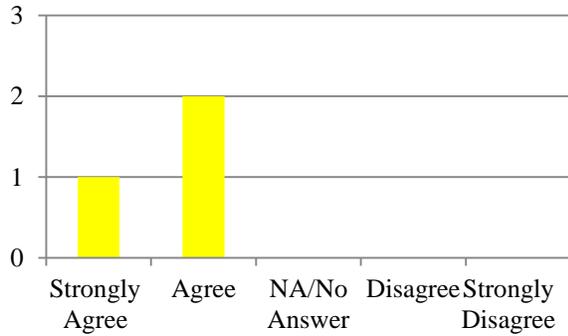




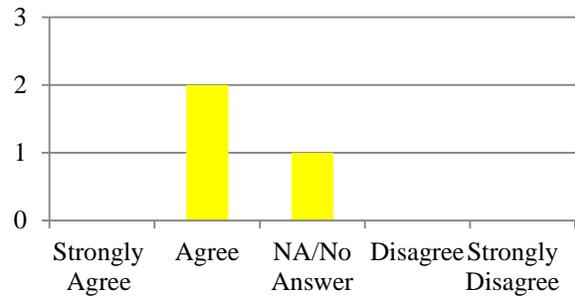




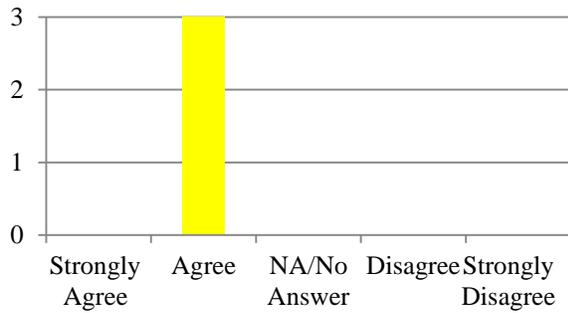
The afterschool program director promotes/disseminates information about the afterschool program to the community (n=3)



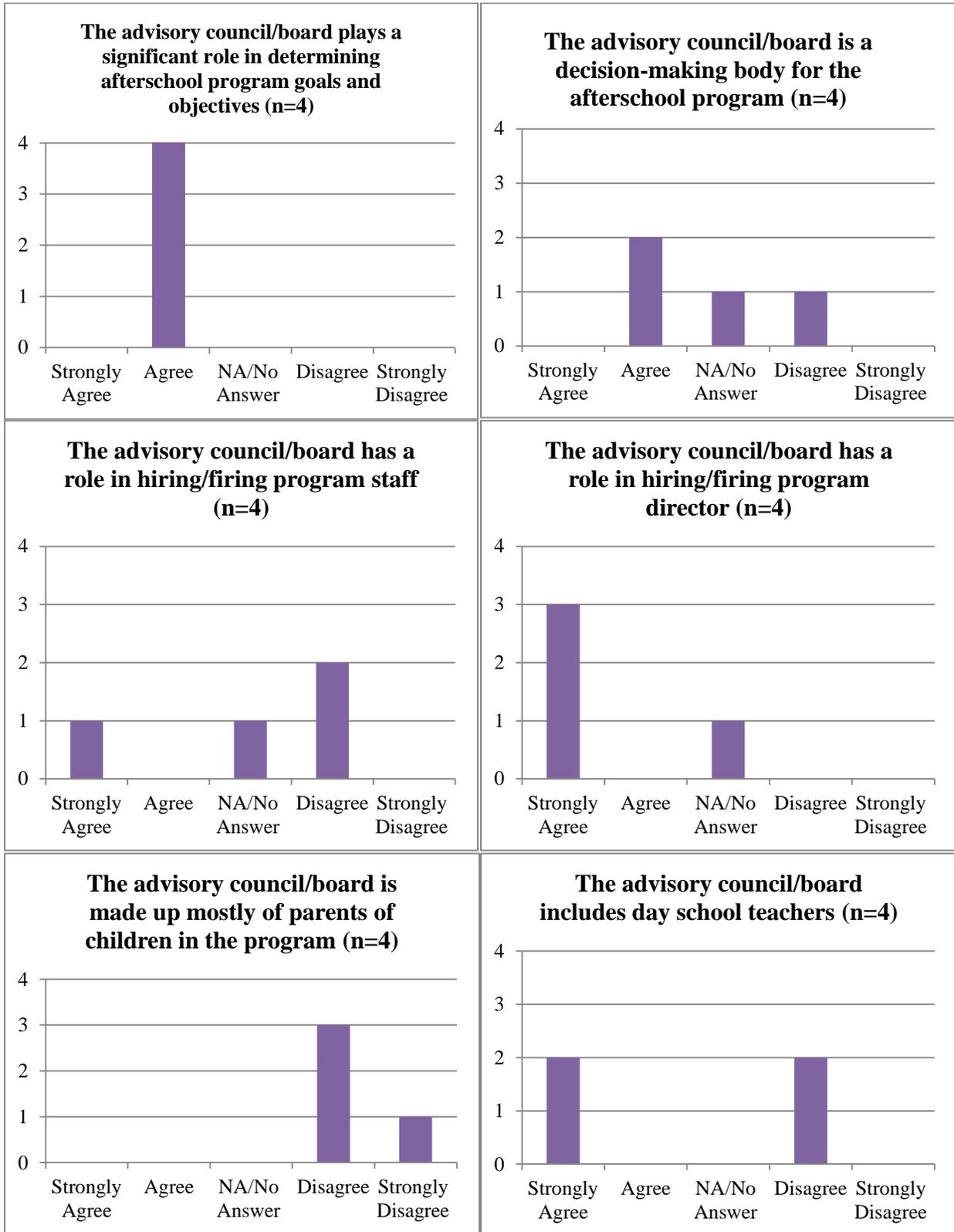
The afterschool program director disseminates information about the afterschool program to the school administrators/principals (n=3)

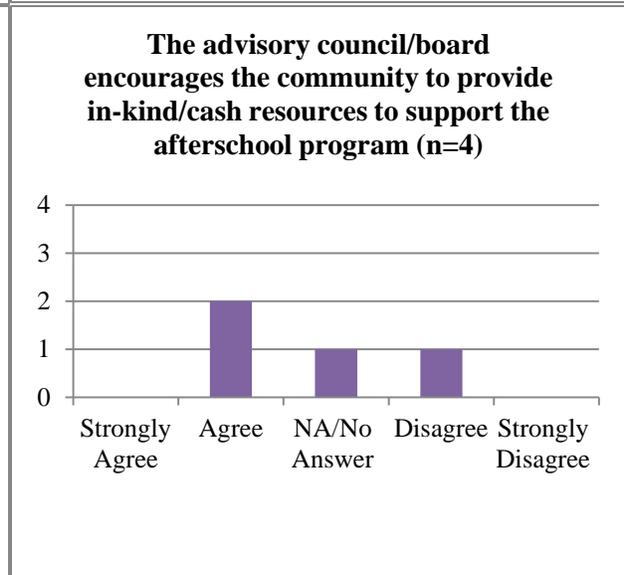
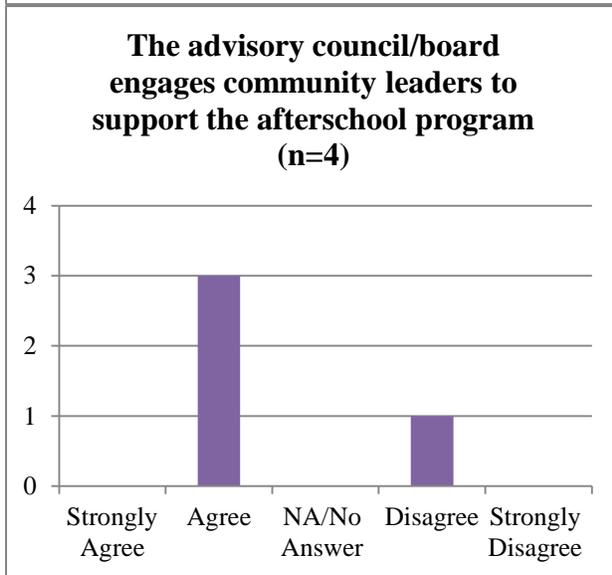
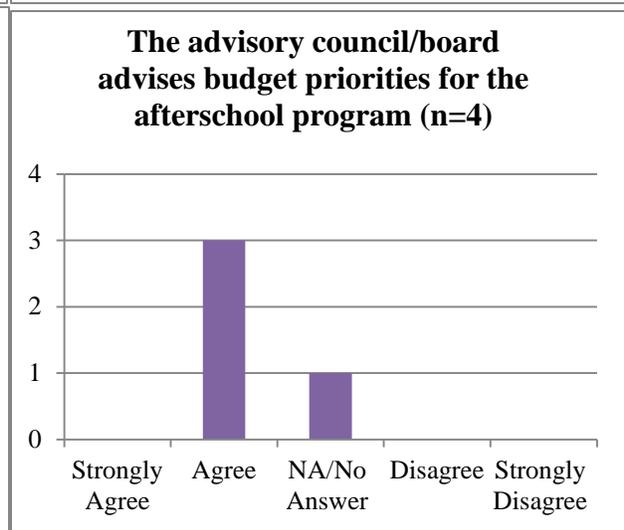
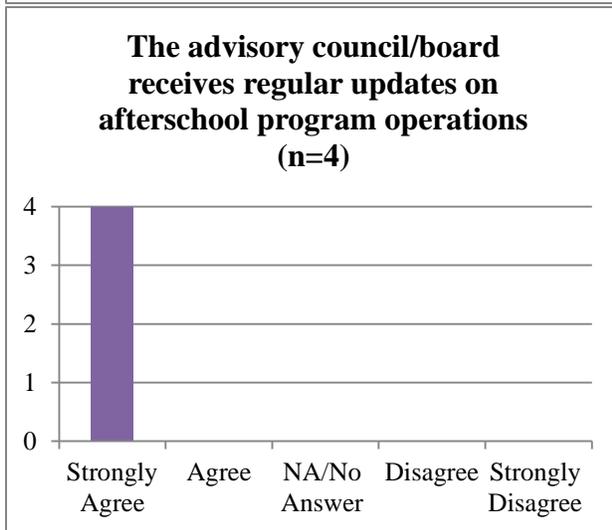
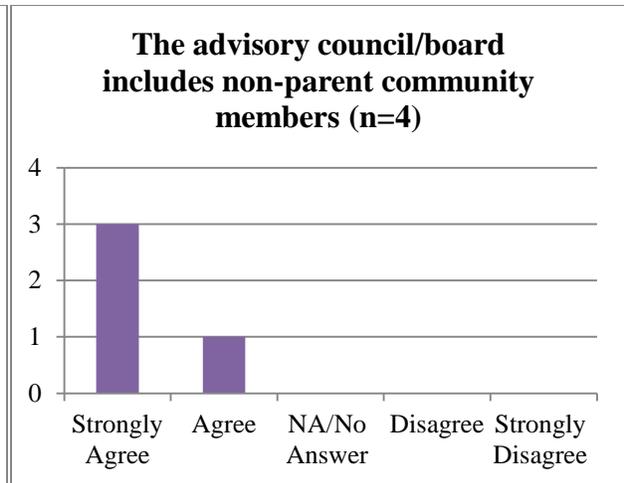
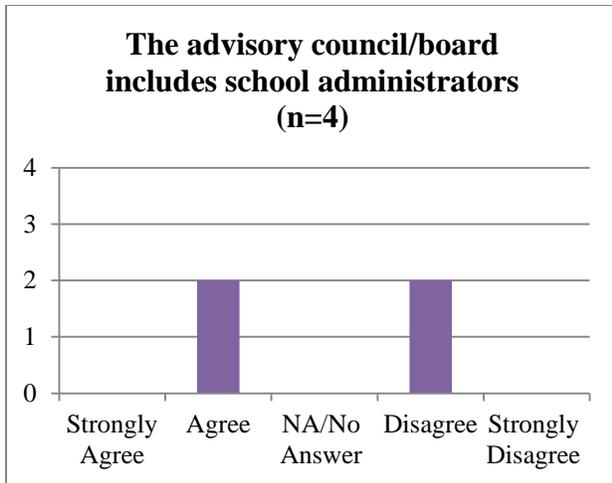


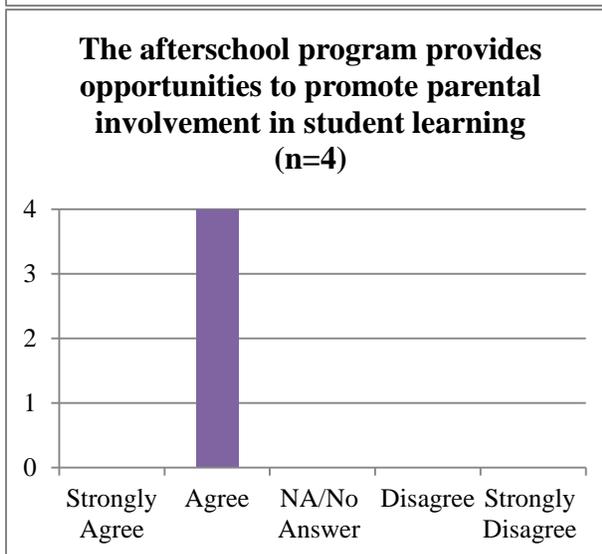
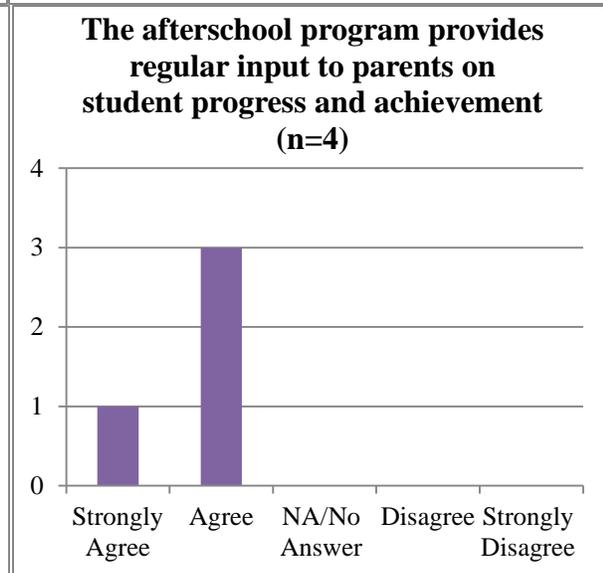
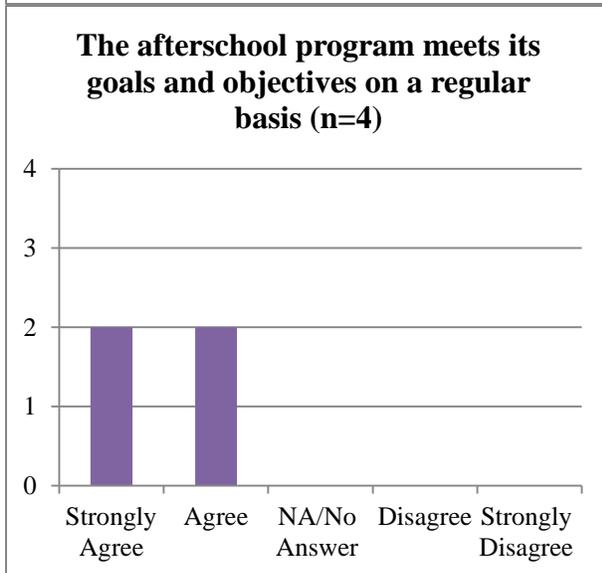
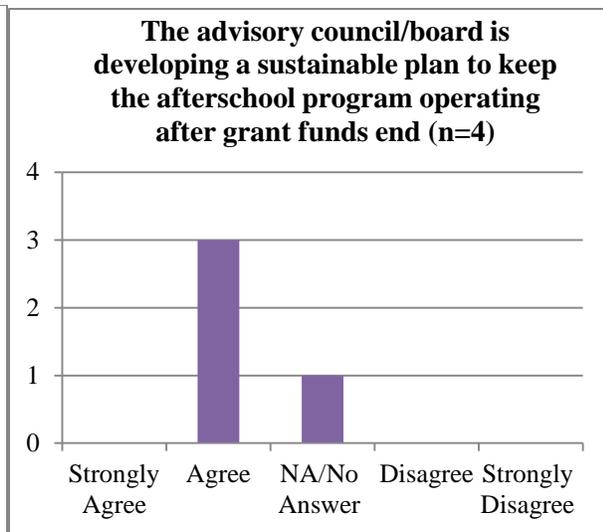
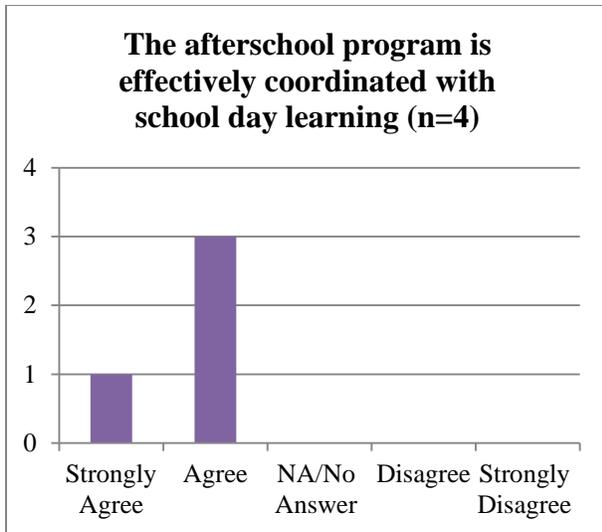
The afterschool program director provides parents with adequate information about their child as well as program information (n=3)



Appendix E: Board Survey







Appendix F

MAP Score Proficiency Ranges			
	Math	Communication Arts	Science
3rd Grade			
Below Basic	450-567	455-591	
Basic	568-627	592-647	
Proficient	628-666	648-672	
Advanced	667-780	673-790	
4th Grade			
Below Basic	465-595	470-611	
Basic	596-650	612-661	
Proficient	651-687	662-690	
Advanced	688-805	691-820	
5th Grade			
Below Basic	480-604	485-624	470-625
Basic	605-667	625-674	626-668
Proficient	668-705	675-701	669-691
Advanced	706-830	702-840	692-855
6th Grade			
Below Basic	495-627	505-630	
Basic	628-680	631-675	
Proficient	681-720	676-703	
Advanced	721-845	704-855	
7th Grade			
Below Basic	510-639	515-633	
Basic	640-684	634-679	
Proficient	685-723	680-711	
Advanced	724-845	712-865	
8th grade			
Below Basic	525-669	530-638	540-670
Basic	670-709	639-695	671-702
Proficient	710-740	696-722	703-734
Advanced	741-885	723-875	735-895