

Guided Reflections

Section 1 – Grantee/Evaluator Information

Q2. Please select the Cohort and Grantee for which you wish complete the Local Context or Guided Reflection.

Cohort 21CCLC - Cohort 12

Grantee 21CCLC - Cohort 12 ~ Boys and Girls Club of Poplar Bluff - Middle School

Q4. External Evaluator:

First Name Marla

Last Name Swindell

Email marlaswindell@maldenmoschools.org

Q5. Program Director participating in evaluation meetings:

First Name Jeanette

Last Name Townsend

Email jtownsend@bgcpb.org

Q64. Names of anyone else participating in meeting you wish to document. Please list participants first and last name. If multiple additional participants, please separate with commas.

Robbie Toth

Q65. Are you entering information for the Local Context or the Guided Reflection?

- Local Context

Q6. Date of Local Context Meeting (mm/dd/yyyy):

06/13/2023

Section 2 – Program Overview

Q9. 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.

There is a project director and one executive club director who over see the program. Each site has a director on staff. There are two elementary sites (1-3) and one middle school (4-6) site in the program. At Eugene Field Elementary, there are 55 youth who have attended 30+ days with 6 staff members and 2 AmeriCorp volunteers. At O'Neal Elementary, there are 61 youth who attended 30+ days, 5 staff members and 6 plus volunteers. Both these elementary sites are open after school Monday thru Friday from 3:45 to 6:30

At the middle school there are 194 youth who have attended 30+ days, with 12 regular staff and 16 AmeriCorp volunteers. Hours at this site are Monday thru Friday, 2:30 to 6:30.

The elementary sites have very little homework but do offer a Power Hour for an academic focus. At the middle school, Power Hour is available with certified teachers on staff to assist students with homework. There is a wide variety of enrichment activities from sports to STEM classes at all three sites to all those who attend. Meals are provided daily, and transportation is available when needed.

Section 3 - Local Context

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.

Q11. Youth:

Youth attending the afterschool program come from low socioeconomic area. The Poplar Bluff School District is one of over 60 percent free and reduced lunch programs. Students attending the program may have little to no support system at home, therefore, the program is much needed for those students. All students receive homework assistance during Power Hour, however, the two elementary sites do not normally have assigned homework so that hour is focused on academics. But assistance is available if needed for any homework that might be assigned. Homework assistance is supervised by certified teachers on staff. The teacher to student ratio was a positive due to available funding. It was reduced to 5 to 1, which was a big improvement. Student backgrounds and needs are easily met as staff is very familiar with all students. Small group instruction is also available, as well as tutoring. Student assignments can be checked electronically so that staff members can stay abreast of all assignments and further improve their academic growth.

Q12. Staff:

There is a site director at each site, and the regular school day staff provide instruction to students of the program. All staff members are well trained in core subject areas, especially in reading and math at the elementary level, as that is where the main focus is at this age level. Staff members share assignments and student needs electronically throughout the program. Professional development is received by all staff throughout the year and is focused on student achievement and growth in academics, as well as socially.

Q13. School:

The Poplar Bluff School District is a strong supporter of the program. The Assistant of Curriculum and Instruction of the district is on the board of the club. Site directors hold regular meetings throughout the year with district personnel and present at school board meetings, as well. The district allows the program to use its facilities at all three sites and all district resources are available when needed. This is a positive aspect of the program as it creates a unified team whose goal is to improve student growth.

Q14. Community:

There are several community partners that improve the program's outcome. AmeriCorp is a strong supporter of the program as it provides several volunteers on a daily basis at all three sites. The Community Resource Council, the Butler County 4H, and the Missouri Extension Office all support the academic activities provided in the program.

Section 3 – Local Context

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).

Q17. Youth:

Youth attending the program participate in character education and leadership classes. The focus, the three R emotions, are how to be a good person and positive action. Students at all three sites are exposed to a wide variety of enrichment activities. Some of these activities include: Kids Choir, sports, Chess Club and Kids on Broadway. Activities are guided by student interest surveys. Staff members create classes in which they might have a high interest or extended knowledge base themselves which makes classes that better serve student engagement and excitement in the afterschool program. Reflection pieces are a crucial part of all activities. School day alignment for students is consistently monitored and this supports students in the program with regular school day assignments.

Q18. Staff:

The staff is knowledgeable and is trained in PBIS so that all students and staff involved in the program are aware of student expectations and outcomes goals, as well as the importance of regular attendance. CPR and other necessary training is also provided to all staff. Since certified staff members of the district are also part of the afterschool staff, they are well versed in Missouri Learning Standards and curriculum alignment. As previously stated, the district curriculum director is also a club board member, and therefore, is aware of lessons and the alignment of those presented. FCC serves students in social and emotional aspects on an "as needed" basis.

Q19. School:

The Poplar Bluff School District works closely with the afterschool program and staff. Staff members of the club take an active part in the activities of the students at extracurricular activities, such as ballgames and concerts. This makes a more adhesive connection between the club and the regular school day staff. Students are well aware of the support given to them by club staff members, and this builds strong relationships throughout the program. The district facilities are open for the afterschool staff during the regular school day if there is a need to visit district facilities. They are included in meetings on campus when topics arise that concern the afterschool program. Regular school day staff is supportive of the afterschool staff, as they are well aware of the need for such a program that supports the district students.

Q20. Community:

Monthly family fun nights are held and supported by the community members. Community members are invited to speak and present programs when needed. Financial supports is al provided throughout the year by community partners and members. The local housing authority sponsored a poster contest, which addressed a social emotional learning piece of the program, and prizes were awarded by the this institution. Fundraising events are well attended in the community, as well, and these are great ways to keep the community involved and included in the program and the youth who attend.

Section 3 – Local Context

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, team work, accountability), and commitment to learning (initiative, study skills, homework completion).

Q22. Youth:

FCC is available for student support at all three sites when needed. Students are closely monitored by staff and are aware when situations arise in which additional support is needed. Students and family members are familiar with behavioral expectations and the program attendance goals, as they are carried over from the regular school day. Students remain excited about the program due to the engaging enrichment activities provided to them. Attendance is affected, especially at the middle school due to district sports programs and other school activities. O'Neal attendance differs slightly from Eugene Field attendance as students from these sites are not at a socioeconomic level and are involved in various off campus activities: gymnastics, traveling sports teams, and musical training. Behavior expectations are reinforced from the regular school day PBIS program, and team work is at the center of most projects during the afterschool program. Homework complete is checked and is an emphasis during Power Hour each day.

Q23. Staff:

There is fluency between the regular school day staff and the afterschool staff. The district is a PBIS school, and that is carried over into the afterschool program, as staff members are trained in this area. Staff oversee homework at the middle school site, and know that this is an integral part of Power Hour. Students are provided support and encouragement from certified teachers who are regularly in contact with the afterschool staff. Assignments, projects, and their expected outcomes and deadlines are shared on a regular basis.

Q24. School:

The school district strongly supports the program, as they are committed to assisting the afterschool staff and students. Professional development that has been provided by the district is shared and carried over into the afterschool program. Access to student progress, grades, and needs is shared appropriately and on a regular basis with the afterschool staff. The need for such a program is evident through the interest shown by the regular school day staff.

Q25. Community:

The community continues to support the program, not only with person programs but financially, as well. The Boys and Girls Club has huge fundraisers. Taste of the Town is just one example. Local restaurants set up food booths and serve food from their specialty menus to community members who purchase tickets to the event. The proceeds go to the club. This is not only a financial boost for the Club, but a great opportunity to promote all that it has to offer the youth in the area. The local Parks and Rec donated lumber to the club so that students could build a community garden. Students work the garden throughout the growing season. This is a great community sharing program.

Section 4 – Review of Progress on Previously Selected Objectives

Q27. Which item(s) was selected from last year's External Evaluation to be worked on this year?

- 2.1 Program Quality
- 2.2 School Day Alignment
- 2.4 Family Engagement

Q28. 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.

On indicator 2.1, there was some confusion on survey completion and submission, therefore, the program received Less than Satisfactory with few surveys returned. A concerted effort was made this year with more detailed instruction and supervision when administering and distributing the surveys. The program feels that all surveys will be counted this year.

On indicator 2.2, a similar situation occurred at the middle school site. Program staff met with participants and stressed the importance of survey completion. Also, on this indicator, ESSR funds provided more staff to assist students in the academic area. The student to teacher ratio was 5 to 1, which provided the opportunity for more focus on academic areas in which students were in need.

On indicator 2.4, the middle school set up monthly family fun nights for the entire year and posted those so that all were aware of upcoming dates and events. This provided more awareness for these family nights.