REPORT ON THE EVALUATION

LIFE PIECES TO MASTERPIECES,
2016-2017 SCHOOL YEAR PROGRAM

WASHINGTON, DC

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BACKGROUND

The following report was prepared by Stillmeadow Benchmark Associates, Inc. (S-BA). S-BA, established in 1998 as a consulting firm to non-profit and government human services programs and collaboratives, has been the evaluator for multiple 21$_{st}$ Century Community Learning Center programs in the District of Columbia and Maryland since 2009, as well as out- of-school time programs in DC and Virginia since 2007, and is currently an evaluator for five afterschool and summer programs with eleven program sites.

The data gathered for this evaluation of the Life Pieces To Masterpieces (LPTM) out of school time program is for the 2016-17 school year, including (but not limited to) the objectives set out in the program's 21$_{st}$ Century Community Learning Center (21$_{st}$ CCLC) grant, funded by the Office of State Superintendent of Education (OSSE).

METHODOLOGY

LPTM's target/focus group for the 21$_{st}$ CCLC is boys under 18, with approximately 90% of LPTM students attending schools in Ward 7 and Ward 8 of the District of Columbia. During the school year, a total of 165 students were enrolled, though the full 165 may not have been active at any given point, with some students leaving before the end of the year and others enrolling after the school year had begun. Students ages 3 - 6 are in the Treehouse classes (Treehouse I and II), students ages 7 - 9 are in the Kings classes (Kings I and II), and students ages 10 – 14 are in Legacy classes. The evaluation includes both qualitative and quantitative data for each group of students, and data is either cumulative for the entire program group, or by class (e.g., Legacy 1) as noted. Breakouts by class are only provided when the data was reported by class, when there were sufficient numbers in each group to make up a representative sample, and when there were significant variations between groups in relation to outcomes. As of the time this report was prepared, data was available this year for the following:

> **Academic improvement** – measured by changes in student grades over the course of the school year (comparing changes in grades in Reading/Literacy and in Math between the first and fourth grading periods). Report card data was gathered from the District of Columbia Public Schools (DCPS) and the private/charter schools attended by LPTM students.
>
> *Note: The annual Partnership for Assessment of Readiness for College and Careers, or PARCC, is also typically utilized as an outcome measure for academic improvement. At the time of this report, PARCC results for 2017 had not been provided by LPTM, so no comparison or end of year status could be determined.   In addition, some students in non-DCPS schools were tested using the Terra Nova standardized assessment, but pre/post results were only available for 5 students, and thus not of value as a representation of LPTM student performance.*

- **Teacher impressions of student performance** – utilizing a survey designed by LPTM, rather than the 21st CCLC survey distribute by OSSE.
- **Social / Emotional Development** – The Social-Emotional Assessment Tool (S-EA) was developed specifically for use at another 21st CCLC site in DC, and was utilized for the first time during the 2013-2014 school year. As the SEA is a relatively new instrument, it has not been validated nationally. However, it was developed from three nationally validated instruments utilizing the minimum number and grouping of questions that met the research basis /requirements for each instrument: The National Longitudinal Study of Adolescent Health, the Developmental Assets Profile (DAP, Search Institute, 2005), and the Matson Evaluation of Social Skills with Youngsters (MESSY, for assessment of social skills among children, 1990). The S-EA was used in this year's LPTM assessment as a point in time instrument, labelled as the *About Me Survey*,
- **Student Attendance Rates –** measured by the percentage of possible program days students attended. <u>All</u> students attended over 30 days, the minimum standard for 21st CCLC
- **Classroom and LPTM teacher practices** – comparing LPTM practices to best practices as measured by standardized scoring on the Youth Program Quality Assessment (YPQA), an instrument utilizing classroom observations. Observations were conducted by S-BA staff Jerry Tracy on multiple days, allowing for a minimum of 45-60 minutes of observation of any given class. *[SEE description of research basis for the YPQA. A subset of the instrument was used, deleting environmental questions in areas the program does not control, e.g. heat/air conditioning.]*
- **Parent engagement/participation rates** – measured by the percentage of parents attending one or more program events for student and parent/family involvement. Attendance/sign-in sheets were used as the record of participation.
- **Parent perceptions of program quality and impact** – measured by a point-in-time surveys conducted in October of 2016 and again in March of 2017. The survey combined questions developed over time in evaluation of DC 21st Century Community Learning Center programs as well as questions developed by LPTM. As the October survey was conducted early in the year, it did not necessarily represent their experience of the 2016-17 school year. Thus, the March surveys were used to analyze parent experience and feedback.
- **Community partner participation and perceptions of program quality** – measured by point-in-time surveys developed by S-BA and LPTM specific to this program evaluation, completed by partners near the end of the school year.
- **Additional (Treehouse) student perceptions of the program** – measured by a brief survey of Treehouse students.

ANALYSIS

The following sections provide a summary analysis of quantitative and qualitative outcomes.

ACADEMIC IMPROVEMENT: GRADES

Grades were acquired for students in the first (pre) and last (post) marking periods of the school year, in both Math and Reading. Valid pre/post Math valid pre/post Reading grades were identified for 78 students. The program group of each student was not identified in the grade data, and thus results are compared program-wide to the objective of 40% of students increasing their grade. While grades are not as reliable an indicator of academic improvement as standardized assessments, standardized PARCC scores were not available for DCPS students at the time of this report school year to compare with prior years.

READING
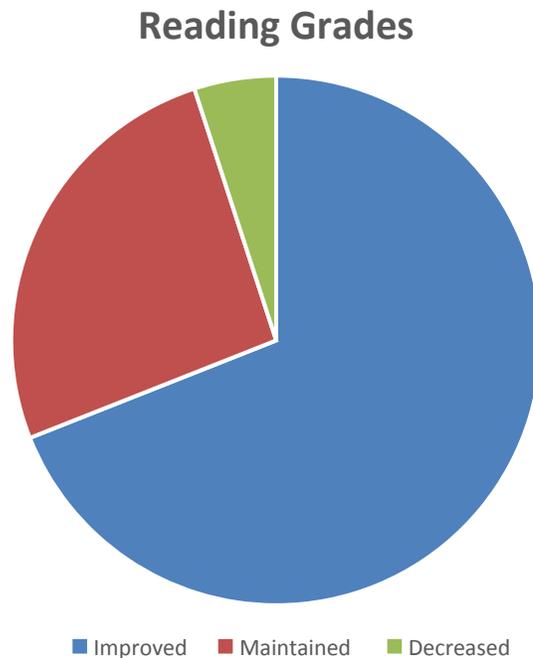
Reading Grades

■ Improved ■ Maintained ■ Decreased
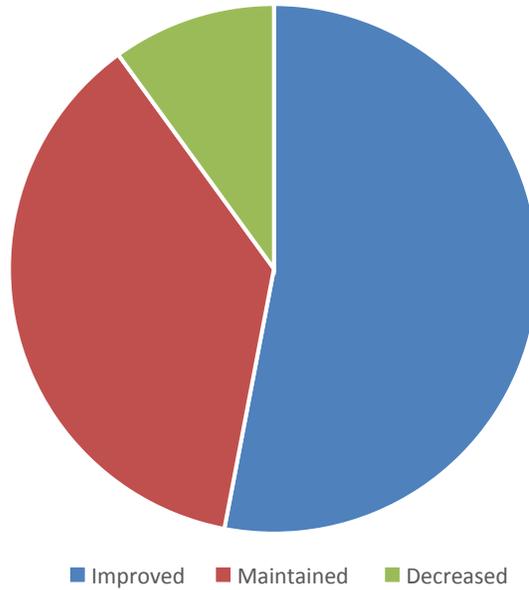
ALL LPTM GROUPS
- ➢ **Among all LPTM students (with valid pre/post grades), 54 of 78 students, or 69%, improved their READING grade. This is more than 1½ times the objective of 40%.**

- ➢ Among all LPTM students, 74 of 78, or 95%, improved OR maintained their grade.

MATH

Math Grades

Legend: ■ Improved ■ Maintained ■ Decreased

ALL LPTM GROUPS

➤ **Among all LPTM students (with valid pre/post grades), 41 of 78 students, or 53%, improved their MATH grade. This is nearly 15% above the objective of 40%.**

➤ Among all students, 70 of 78, or 90%, improved OR maintained their grade.

Continued on next page

DCPS and charter school teachers were asked to report on six student behaviors, including homework and classroom behavior. *NOTE: As the LPTM survey utilized did not ask teachers to assess improvement over the course of the year, but rather looked at point-in-time performance (how the student performed at the time of the survey), it was not possible to assess the degree to which students met the targets for assessment: 80% of students improving in completion of homework; and 75% of students improving in classroom behavior and attentiveness.* The number and percentage of students with positive assessments was determined, including factors where the teacher agreed or strongly agreed with each described behavior.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Positive Assessments
The student follows directions the first time he is asked	7	15	18	12	30 of 52 **58%**
This student consistently comes to class with homework completed	8	18	14	13	27 of 53 **51%**
This student demonstrates respect for teachers and other adult figures	3	10	24	15	39 of 52 **75%**
This student consistently uses positive language when interacting with his peers	5	11	20	15	46 of 51 **90%**
This student demonstrates an ability to respond to conflict constructively and without the use of harmful words or actions	9	9	21	13	34 of 53 **64%**
This student's academic skills are at or above grade level	2	15	16	9	25 of 42 **60%**

➢ Between just over half (51%) of the students and 90% were reported to demonstrate the six key behaviors addressed by the survey.
➢ Similar to the objective of improved completion of homework:
  ○ 51% of students were reported to *consistently come to class with homework completed*.
➢ Similar to the objective of improved classroom behavior:
  ○ 90% of students were reported to *consistently use positive language when interacting with his peers.*
  ○ 75% were reported to *demonstrate respect for teachers and other adult figures.*
  ○ 58% of students were reported to *follow directions the first time he is asked*.

The Social-Emotional Assessment (S-EA) was conducted as a point-in-time measure of social engagement and functioning in three areas: school affiliation and feelings about the student's school and teachers; friends and socialization; and interactions with other people primarily the adults in the student's life, as well as the student's overall view of their life.

Results are broken out by group (Treehouse I and II, Kings I and II and Legacy). The answers to individual questions are not meant to be meaningful in isolation here since the instrument is structured as a cumulative measure of multiple factors associated with school affiliation. Individual questions and response rates are provided so the reader can see the make-up of questions in each section and patterns of variation within the responses. The aggregate response to each of the three sections is the best indicator of positive social-emotional development, expressed as the average percentage of students saying the Agree or Strongly Agree with the statements in that section. The higher the average percentage, the greater the level of social-emotional capacity/functioning. *Fields in green indicate over 60% of students or more responded affirmatively.*

> ➢ Looking at aggregate responses (below), the percentage of students reporting <u>positive school affiliation</u> was between 67% (Legacy) and 81% (Kings), with all groups at or above the two-thirds mark.

SCHOOL AFFILIATION AND FEELING ABOUT THEIR SCHOOL AND TEACHERS	Treehouse (I and II) N = 14	Kings (I and II) N = 26	Legacy N = 15
1) I feel like I "fit in" at my school.	9	25	9
2) I feel close to people at my school.	11	22	11
3) I am happy to be at my school.	10	18	10
4) The teachers at my school are fair to me.	10	16	8
5) I feel safe in my school.	7	21	12
6) I care about my school.	11	18	9
7) I enjoy learning.	9	23	11
AVERAGE PERCENTAGE (of those agreeing with positive statements)	68%	81%	67%

- Looking at aggregate responses (below), between 59% (Treehouse) and 81% (Kings) of students reported <u>significant positive socialization</u>, with all groups near or above 60% (Treehouse at 78%). *NOTE – For highlighted questions 9 and 11, Disagree responses were indicative of positive socialization since these questions were framed in the negative.*

FRIENDS AND SOCIALIZATION	Treehouse (I and II)	Kings (I and II)	Legacy
8) I have many friends.	11	23	10
9) I like to be alone.	4	16	7
10) I know how to make friends.	10	24	11
11) I play alone.	6	18	12
12) I play with other children.	10	24	14
AVERAGE (of those agreeing with positive statements)	59%	81%	72%

- Looking at aggregate responses (below), between 72% (Legacy) and 87% (Kings) of students reported <u>positive socialization with adults and a positive view of their life</u>, with all groups above 70% (Treehouse at 74%).

OTHER PEOPLE IN THE STUDENT'S LIFE, OVERALL VIEW OF THEIR LIFE	Treehouse (I and II)	Kings (I and II)	Legacy
13) I feel like other people think I am important.	7	23	9
14) I ask my parents for help when I have a problem.	10	22	13
15) I can ask other adults for help when I have a problem.	10	22	13
16) I have a family that loves me and helps me when I need it.	11	25	12
17) I solve my problems without hurting people.	10	18	5
18) I can solve problems in ways that are good for me and for other people.	11	22	9
19) I feel good about myself.	12	22	13
20) I feel good about my future.	11	26	12
AVERAGE (of those agreeing with positive statements)	74%	87%	72%

- Students attended between 60% and 100% of possible days.

- Students attended between 89 days and 162 days (out of 165) possible, with all but one student of the 106 attending 90 days or more.

- **The average daily attendance over the course of the 2106-2017 school year was 80% of actively enrolled students, falling below the target of 90%.**

(UTILIZING YOUTH PROGRAM QUALITY ASSESSMENT INSTRUMENT)

[From the David P. Weikart Center for Youth Program Quality, 2015] The Youth Program Quality Assessment (YPQA)® is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. It has been used in community organizations, schools, camps, and other places where youth have fun, work, and learn with adults.

The Youth and School-Age PQA evaluate the quality of youth experiences as youth attend workshops and classes, complete group projects, and participate in meetings and regular program activities. For staff, the Youth and School-Age PQA self-assessment process is a great way to see what is really happening in their programs and to build professional competencies.

What do the Youth and School-Age PQA assess?

- ❖ Safe environment
- ❖ Supportive environment
- ❖ Interaction
- ❖ Engagement
- ❖ Youth-centered policies and practices
- ❖ High expectations for youth and staff
- ❖ Access

Each domain contains items that focus on specific elements of best practice.

How do the Youth and School-Age PQA work?

The Youth and School-Age PQA are evidence-based assessment tools. Evidence is gathered through observation. Notes from observations, and (at times) interview data are used as evidence to score items.

Findings from *Continuous Quality Improvement in Afterschool Settings* (Smith, Akiva, et. al. 2012): The impacts of the YPQI [Youth Program Quality Improvement, a term used to describe the YPQA and its use in program improvement] on the central outcome variables were positive and statistically significant. The YPQI produced gains in continuous improvement practices with effect sizes of .98 for managers and .52 for staff. The YPQI improved the quality of staff instructional practices, with an effect size of .55. Higher implementation of continuous improvement practices was associated with higher levels of instructional quality, with effects nearly three times greater than the overall experimental impact. Level of implementation was sustained in intervention group sites in the follow-up year.

NOTE: Results of the YPQA serve as guides to the program for continuous improvement. Scores of 5 indicate strong classroom and instructional operations. Scores of 3 indicate the use of proven approaches and procedures with some students, but with room for improvement (to encompass all students or strengthen the approach). Scores of 1 indicate the proven approach was not in use during the observed class.

CLASSROOM QUALITY WITH BASIS IN RESEARCH OBSERVATION SCORES		
A EMOTIONAL SAFETY *1 The emotional climate of the session is predominantly negative (e.g. , disrespectful, tense. exclusive, even angry or hostile); negative behaviors, such as rudeness, bragging, insults, "trash talking," negative gestures or other such actions are not mediated by either children or staff.*	*3 The emotional climate of the session is neutral or characterized by both positive & negative behaviors.*	*5 The emotional climate of the session is predominantly positive (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness, & an absence of negative behaviors). Any playful negative behaviors (not considered offensive by parties involved) are mediated (countered, curtailed, defused) by staff or children.*
- Treehouse 1: ❺ Consistent respectful environment, with language/noise controlled with small 'course corrections'. - Treehouse 2: ❺ Positive emotional climate, instructor using a variety of prompts familiar to the students. - Kings 1: ❸-❺ Some youth were struggling, creating a mixed motional environment. - Kings 2: ❺ Structure generated safe environment, positive environment throughout class. - Legacy: ❺ Positive, serious environment, very quiet older group of students. - Art: Positive environment throughout class.		
B WARM WELCOME *1 Staff mainly uses a negative tone of voice & disrespectful*	*3 Staff sometimes uses a negative tone of voice & disrespectful language*	*5 Staff mainly uses a warm tone of voice & respectful language.*

	& *sometimes uses a warm tone of voice & respectful language.*	
1 Staff generally frowns or scowls, uses unfriendly gestures & avoids eye contact.	*3 Staff sometimes exhibits unfriendly behaviors & sometimes uses a friendly approach.*	*5 Staff generally smiles, uses friendly gestures & makes eye contact.*

- Treehouse 1: ❺ and ❺ Warm welcome, staff consistently positive in gestures and tone. Use of LPTM welcome by students for all those entering after class began.
- Treehouse 2: ❺ and ❺ As above.
- Kings 1 ❺ and ❺ As above.
- Kings 2: ❺ and ❸ As above, but one instructor less smiling and friendly- not negative or disrespectful, perhaps just more 'stern' I approach.
- Legacy: ❺ and ❸ Respectful and supportive, but lacking specific friendly gestures and smiles.
- Art: ❺ and ❺ Warm and positive throughout, instructor smiling and openly friendly.

C SESSION FLOW *1 Staff does not have materials & supplies ready to begin activities.*	*3 Staff has some materials & supplies ready to begin activities, or staff has materials & supplies ready to begin only some activities.*	*5 Staff has all materials & supplies ready to begin all activities (e.g., materials are gathered, set up).*
1 Staff does not explain any activities clearly.	*3 Staff explains some activities clearly.*	*5 Staff explains all activities clearly (e.g., children appear to understand directions; sequence of events & purpose are clear.*

- Treehouse 1: ❺and ❺ All materials available, multi-part leadership activity explained by steps, students received a schedule at beginning of class and it was reviewed at the end.
- Treehouse 2: ❺ and ❺ All materials available, agenda reviewed at top of class. Problem solving competition and discussion of leadership laid out clearly for students, with questions about 'how to' answered up front.
- Kings 1: ❺ and ❸ Handouts provided for leadership exercise and optional activity, these were mostly explained.
- Kings 2: ❸and ❸ Some trouble setting up Kahoot activity and materials. Some delay in directions and clear guidance on activity, but then was addressed successfully.
- Legacy: ❺ and ❸ Wide range of materials provided. Initial steps explained with additional detail on what the students could use as resources.
- Art: ❺ and ❺ Materials for faces / masks ready and students were guided through steps in preparing their projects.

D ACTIVE ENGAGEMENT *1 Staff does not provide any children structured opportunities to talk about (or otherwise communicate) what they are doing & what they are thinking about to others.*	*3 During activities, staff provides some children a structured opportunity to talk about (or otherwise communicate) what they are doing & what they are thinking about to others (e.g. staff asks some children to explain what they are doing or why, staff has half the children explain their art project to another child).*	*5 During activities, staff provides all children a structured opportunity to talk about (or otherwise communicate) what they are doing & what they are thinking about to others (e.g., each child explains the reasoning behind his or her design to staff; staff assigns children to small groups to work on a shared task).*

- Treehouse 1: ❺ Students in group breakouts chose pictures representing leadership to them and discussed their reasoning.
- Treehouse 2: ❺ Students discussed the 'why' behind their responses throughout activity.

- Kings 1:❶ While students were in small groups, did not observe structured opportunities for sharing thinking/reasoning.
- Kings 2: ❺ Group used materials on front board to explain answers developed in small groups.
- Legacy:❶ Students in small groups, but with no observed opportunities to share thinking.
- Art: ❸One student gave guidance to others based on their understanding of task, but no other structured activity to share thinking.

E SKILL BUILDING 1 Staff never mentions a specific learning or skill- building focus for the session or activity (e.g., objective, learning target, goal).	3 Staff tells children a specific learning or skill- building focus for the session or activity (e.g. objective, learning target, goal) but the focus is not clearly linked to the activity.	5 Staff tells children a specific learning or skill-building focus for the session or activity (e.g. objective, learning target, goal) & the focus is clearly linked to the activity (e.g., students do activity related to focus, language from focus is described in activity).
1 Staff does not encourage children to try skills or attempt higher performance.	3 Staff encourages some children to try skills or attempt higher levels of performance.	5 Staff encourages all children to try skills or attempt higher levels of performance.

- Treehouse 1: ❺ and ❺ Focus on leadership, personal interpretations of leadership explained. Encouragement to try higher levels of performance built into exercise.
- Treehouse 2: ❺ and ❶ Specific learning focus tied to prior lesson. Did not see staff encouraging higher levels of performance, with a little use of sarcasm in assessing performance.
- Kings 1: ❸ and ❺ The session had a clear learning focus, which staff clearly linked to the activities. Encouragement to try higher levels of performance in response to specific youth questions.
- Kings 2: ❶and ❶ Did not observe explanation of specific skills focus, or encouragement for higher levels of performance for individuals students.
- Legacy: ❸ and ❺ Activity relation to specific skills or learning focus not clear, but there was some explanation. Strong use of feedback to encourage higher achievement, performance throughout, referencing innate abilities, for example.
- Art: ❸ and ❸ Relationship of task to skill building, leaning focus only briefly addressed, left unclear. Some Individuals encouraged to perform at higher levels.

F ENCOURAGEMENT 1 Staff does not support contributions or Accomplishments of children in either of the ways described for a score of 3 or 5, or simply doesn't support children at all.	3 Staff supports contributions or accomplishments of children but uses subjective or evaluative comments, such as "Good job!", "I like it!" or "You're so smart!"	5 Staff supports at least some accomplishments of children by acknowledging what they've said or done with specific, non-evaluative language (e.g., "Yes, the cleanup project you suggested is a way to give back to the community,"

- Treehouse 1: ❸ Frequent responses to students as encouragement, but majority of the responses were evaluative (e.g., "good job"). Strong use of LPTM model.
- Treehouse 2: ❸ Much as above. Use of 'body energy' for everyone who shared.
- Kings 1: ❺ Staff acknowledged accomplishments and contributions through multiple, non-evaluative comments, e.g., "that's a choice to make, and "…the focus I am seeing".
- Kings 2: ❸ Activity structured as competition, with 'good' as typical feedback.
- Legacy: ❺ Multiple non-evaluative recognitions, e.g., "Brother X is using something he learned from home…" and "Brother Y had the idea to…..".
- Art: ❸ A great deal of positive feedback, mostly in the form of "good job" or "I like that".

G ENGAGING FEELINGS 1 More than once, staff does not ask	3 Once, staff does not ask about or acknowledge the	5 Staff always asks about &/or acknowledges the feelings of all child(ren) involved.

about or acknowledge the feelings of child(ren) involved.	*feelings of child(ren) involved.*	
1 Staff does not ask child(ren) for possible solutions or present solutions with rationale; rather, staff solves problems for children	*3 Staff does not ask child(ren) for possible solutions; rather, staff at least once presents a solution & gives rationale behind it or gives idea(s) for preventing problems in the future.*	*5 At least once, staff asks child(ren) for possible solutions & encourages them to choose one.*

- Treehouse 1: **NA** Not sure if need/opportunity presented itself. May have occurred in 1:1 time evaluator could not hear.
- Treehouse 2: ❺ and ❸ Staff asked struggling students about their needs, feelings, but presented solutions rather than asking students to suggest options.
- Kings 1: ❸and ❺ Three students who were struggling were all asked about their feelings, what was going on with them, and given 1:1 time to talk about it. One of the three was asked about their own solutions, ideas on how to address the needs.
- Kings 2: **NA** Did not see the need or opportunity.
- Legacy: **NA** As above.
- Art: NA As above.

H BELONGING *1 Staff does not create opportunities for children to work or play in small groups* *& children spend all or nearly all of their time working alone or in the full group.*	*3 Staff does not set up small group activities as part of the program routine; rather, children work or play in small groups that develop informally (e.g., two or three children play a game together).*	*5 Staff provides structured small group activities as part of the program routine.*

- Treehouse 1: ❺ Small group set up for student interaction.
- Treehouse 2: ❺ Small problem-solving groups set up by instructor.
- Treehouse 3: ❺ Small groups used during lunch/snack- students engaged in their groups.
- Kings 1:❸ Students split up at tables but no formal small groups or small group work.
- Kings 2: ❺ Small groups competed in game.
- Legacy: ❸ Students worked in small groups, though largely independently.
- Art: ❺ Class was a small group, and interacted as a group, with some 'parallel play'.

I SCHOOL AGE LEADERSHIP *1 Staff does not provide opportunities for children to practice group-process skills.*	*3 Staff provides a limited opportunity for children to practice group- process skills (e.g., all children are paired off or grouped briefly to talk about a topic, but this is the only opportunity for group process skills).*	*5 Staff provides multiple or extended opportunities for children to practice group process skills (e.g., contribute ideas or actions to the group, do a task with others, take responsibility for a part).*
1 Staff does not provide opportunities for children to lead a group or exercise leadership.	*3 Staff provides opportunities for one or more children to informally or spontaneously exercise leadership (e.g., during free time a child organizes a group game; a child spontaneously volunteers to demonstrate something to whole group).*	*5 Staff provides structured opportunities for one or more children to lead a group (e.g., facilitate a discussion, lead a song, project, event or other activity).*

- Treehouse 1: ❺ and ❸ Discussion of leadership provided for many opportunities to practice group process, and a few students were given an opportunity to lead in the moment.
- Treehouse 2: ❺ and ❸ Small groups with rotating scribes provided opportunities for all to practice group process skills, and a few students had (largely informal) chances to lead.
- Kings 1: ❺ and ❸ There were opportunities for all to practice group process skills, and

a few students had a structured opportunity to lead.
- Kings 2: ❺ and ❸ As above in small groups.
- Legacy: ❶and ❶ Did not see formal or informal opportunities to practice group skills or leadership.
- Art: ❺ and ❶ Multiple chances to practice groups process throughout class, but no observed opportunities for leadership practice.

J INTERACTION WITH ADULTS *1 Interaction is primarily limited to managing behaviors & responding to problems (e.g., staff states rules but provides no explanation, tells children what to do or how to do it, spends significant time disciplining behaviors).*	*3 Staff sometimes interacts with children in positive ways.*	*5 Staff consistently interacts with children in positive ways (e.g., discusses or explains rules & limits, models positive affect, follows children's leads).*

- Treehouse 1: ❺ Staff consistently interacted with students in a positive manner with ongoing sharing and engagement.
- Treehouse 2: ❺ As above.
- Kings 1:❺ As above, with additional 1:1 work with struggling student.
- Kings 2: ❺ Staff consistently interacted with students in a positive manner with ongoing sharing and engagement.
- Legacy: ❺ As above, in a more subdued atmosphere.
- Art: ❺ Staff consistently interacted with students in a positive, supportive manner.

K SCHOOL AGE PLANNING *1 Staff does not create an opportunity for any children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).*	*3 Staff creates an opportunity for some children (individual or group) to make plans (e.g. children plan how to spend their time, how to do something, or who to do it with).*	*5 Staff creates an opportunity for all children (individual or group) to make plans (e.g., children plan how to spend their time, how to do something, or who to do it with).*

- Treehouse 1: ❶ Did not see while there. Limited opportunities due to age group.
- Treehouse 2: ❶ Did not see while there.
- Kings 1: ❶ Didn't see this.
- Kings 2:❶ Didn't see this.
- Legacy: ❺ All students developed plan for their project- created a design template.
- Art: ❸ Some level of planning observed as part of the activity structure for some of the students.

L SCHOOL AGE CHOICE *1 Staff does not provide opportunities for children to make choices within activities, or choices given are false, token ones (e.g., staff says, "You can choose to be here or not".*	*3 Staff provides opportunities for some children to make authentic choices within activities (e.g. , one small group gets to decorate the outside of invitations in any way they'd like, while another group has to copy invitations..*	*5 Staff provides opportunities for all children to make authentic choices within activities (e.g., all children choose what to build; all children can choose whether to paint, draw, or use markers; all children get to act out an animal of their choice).*

- Treehouse 1: ❸ Not clear from observations – choices may have been available in activity.
- Treehouse 2: ❶ Did not observe during class.
- Kings 1: ❺ Group chose form among multiple ways to carry out leadership activity, as well as choosing whether to pursue this activity or another at top of class.
- Kings 2: ❶Not observed during class.
- Legacy:❺ Students had multiple choices within activity, with some standard components to their shield design and others driven by their own choices.
- Art: ❺ Student driven choices for design, materials and tools to use in creating artwork.

M REFLECTION 1 Staff does not engage children in an intentional process of reflecting on what they have done during the program session.	3 Staff engages some children in an intentional process of reflecting on what they have done during the program session.	5 Staff engages all children in an intentional process of reflect-intentional process of reflecting on what they have done on what they have done during

- Treehouse 1: ❺ Students came back together as a large group, reflecting on what they created during the class, and sharing their own (often related) activities.
- Treehouse 2: ❺ Students tied classwork back to prior session on leadership in discussion.
- Kings 1: ❶ Did not see during class.
- Kings 2:❸ Game provided feedback via scores, but no discussion or active reflection.
- Legacy: ❶ Did not see during class.
- Art: ❶ Did not see during class.

N RESPONSIBILITY 1 Staff does not create (SA) opportunities for or encourage children to take care of practical needs & accomplish routine tasks.	3 Once or twice, staff creates opportunities for or encourages children to take care of practical needs & accomplish routine tasks.	5 Three or more times, staff creates opportunities for children to take care of practical needs & accomplish routine tasks or encourages them to do so (e.g., clean up, get supplies, run errands in building, pass out materials or snacks, wipe dry erase boards, put up chairs, feed pets, get themselves a new box of tissues or needed supply from the closet).

- Treehouse 1: ❺ Multiple students taking care of practical needs and tasks.
- Treehouse 2:❸ Students addressed practical needs independently one time, as observed.
- Kings 1: ❺ Multiple opportunities for youth to carry out small tasks independently.
- Kings 2: ❺ As above.
- Legacy: ❺ As above.
- Art: ❺ As above.

PARENT ENGAGEMENT AND PARTICIPATION

Parent participation data was collected through sign-in sheets at 4 events during the course of the 2014-15 school year:

- 80 parents attended Fall Family Night held October 16th, 2016. Of those, 78 had not attended the prior session.

- 25 parents attended the Parent Orientation session held October 18th, 2016.

- 78 parents attended the Parent Orientation session, held March 29th, 2017. Of those, 52 parents had not attended a prior session.

- Eight parents attended the Presentation 2017 session held in the summer of 2017. One (i) of those parents had not attended a prior session.

■ **Over the course of the school year, 156 parents participated in one or more of the offered family activities, representing nearly all of the youth enrolled in the program during the school year. These are unduplicated counts, substantially exceeding the target of 60% of parents attending events.**

PARENT PERCEPTIONS OF PROGRAM QUALITY AND IMPACT

Surveys were completed by parents in October of 2016 and again in March of 2017. The results of the March survey completed by 50 are reported here, as they reflect the parents' response and perceptions for the 2016-2017 school year. Some of the parents with multiple children in the program completed more than one survey, and these are treated as discreet responses for the purpose of this assessment, since their children may have been in different classes, and some answers differed within the multiple surveys. The number of total responses varied by question, as not all parents answered all questions.

■ When asked whether they felt their child was **safe in the program**: 100% of the 50 responding parents said YES in the March survey.

■ When asked if they felt **welcomed and respected by staff**, 100% of the 50 responding parents said YES. Narrative explanations for positive answers typically included some variation on feeling welcomed and being treated well, and feeling that staff were respectful and nice.

■ Parents identified a varied list when asked an open-ended question as to **their favorite part of the program** – themes found within their responses (similar answers by 3 or more respondents) included:
>   Male mentors (7 responses)
>   The brotherhood available to their sons (6 responses)
>   Their sons leaning respect/manners (5 responses)
>   Their sons growing and learning at a more mature level (5 responses)

■ Parents were asked to identify **what they wished there was more of in the program**. This was an open ended question, with the following themes found in their answers:
>   NA/Nothing (9 responses)
>   More homework time (6 responses)
>   More weekend trips and/or field Trips (5 responses)
>   More summer programs (3 responses)
>   More sports / organized sports (3 responses)

- Parents were asked **what they would change about the program**, responding with only one clear theme: Change nothing, or NA (27 respondents).

- Parents were given the chance to **identify the areas where they saw change in their children**. A YES indicates they saw positive change in a given area. *Green shaded cells indicate 75% or more of parents saw growth in a particular area.*
  - Over three quarters (77%) of respondents said they saw positive change in each of the 9 areas identified
  - Nearly all of the parents (98%) said their son was improving in math and reading.
  - The next highest percentage of parents (96%) said their son is now *better able to see their innate creative abilities and know what they can accomplish* and 96% said their son *knows more about things to do (new activities, new hobbies).*

AREA OF GROWTH (My son…)	YES	NO	NOT SURE
Is better able to see their innate creative abilities and know what they can accomplish	45 of 47 96%		2 4%
Speaks in a positive manner about his future	44 of 48 92%	1 2%	3 6%
Is more confident and makes better decisions	44 of 47 94%	1 2%	2 4%
Is improving in math and reading	47 of 48 98%		1 2%
Is better at organizing his school work	36 of 47 77%	7 15%	4 9%
Knows more about healthy eating and exercise habits	42 of 47 89%	2 4%	3 6%
Has demonstrated improved behavior	15 of 16 94%		1 2%
Has learned more about people who are different than them (different sex, race or ethnic group)	43 of 47 91%	1 2%	3 6%
Knows more about things to do (new activities, new hobbies)	45 of 47 96%		2 4%

- When asked about **other things their son had learned**, the following were by 3 or more parents: Increased self-esteem, respect, and manners.

- There was one theme in parent responses when asked about **program tips they used at home**: three of the parents said they used the Color Wheel and/or Life Pieces Shield.

The program objective was to recruit and utilize the resources of at least two community partners. There were 7 active community partners, with three partners providing feedback on their involvement with LPTM for the 2016-2017 school year: Georgetown University/DC Reads, Reading Partners and Engage DC. The following items were of interest/relevance:

PARTNERS AND HOURS OF SERVICE
- Georgetown University, DC Reads program (750 HOURS) and other volunteers (200 HOURS).
- George Washington University, EngageDC (450 HOURS) and GW Society of Physics Students 300 HOURS).
- Urban Alliance: 300 HOURS.
- Shepherd Higher Education Consortium on Poverty: 300 HOURS.
- American University, ICAN Classes (36 HOURS) and weekly volunteers (150 HOURS).
- Cesar Chavez PCS: 150 HOURS.
- CEB: 50 HOURS (16 one-time volunteers).
- Hogan Lovells: 50 HOURS (10 one-time summer volunteers).
- Japan America Society: 30 HOURS (3 weekly volunteers in summer).

	Georgetown DC Reads, Other	GE University Engage DC, Society of Physics Students	Other Partners
Services Provided	1:1 Literacy Instruction, tutoring	Classroom assistance, tutoring support	Lyric-Arnelle Jones Emma Prall Brendan Fay
# of Youth Served	10 (individual respondent)	EngageDC: 60	32 (L-A Jones) 30-45 (E. Prall) 30 (B. Fay)
Changes Seen in Students	Improved by 2-3 reading levels.	None	Increased sense of empowerment
Possible Changes Recommended	None	Overall, simply move past issues created by the large amount of	Spend more time in the classroom (E Prall)

		LPTM transition during the past year	
Possible Improvements Recommended	None	More consistent scheduling, again moving past transitions, as above.	None

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In addition to the previously discussed S-EA, a brief point-in-time survey was conducted with Treehouse students, as to whether they liked portions of the program. Their answers are found in the table below.

SPRING ACTIVITIES (TREEHOUSE ONLY)				
	Did not like it a lot	**Liked it a little**	**Liked it a Lot**	**LIKED (A lot or a little)**
Check-in Time	1	0	8	8 of 9 89%
Art Projects/Creative Expression	1	2	10	10 of 13 77%
Scholar Time / Tutor Time	2	3	6	9 of 11 82%
LPTM Basics	1	2	9	9 of 12 75%
Gratitude	3	3	7	10 of 13 77%
Circle Time / Closing Circle	3	0	10	10 of 13 77%
Table Talk/Snack	3	0	10	10 of 13 77%
Meditation	3	1	8	9 of 12 75%
Activating Athletes	2	0	10	10 of 12 83%

■ Between three quarters (75%) and 89% of students liked each of the program components.

The following outcomes are drawn from the body of the full evaluation report for Life Pieces To Masterpieces 2016-2017 afterschool program for boys under 18, prepared by Stillmeadow-Benchmark Associates. A total of 165 students were enrolled during eh school year.

Bolded items specifically address target objectives set out as 21st Century Community Learning Center outcomes.

REGARDING GRADES: [Improvements in grades between first and final grading periods.]
- **Among all LPTM students (with valid pre/post grades), 54 of 78 students, or 69%, improved their READING grade. This is more than 1½ times the objective of 40%.**
- Among all LPTM students, 74 of 78, or 95%, improved OR maintained their grade
- **Among all LPTM students (with valid pre/post grades), 41 of 78 students, or 53%, improved their MATH grade. This is nearly 15% above the objective of 40%.**
- Among all students, 70 of 78, or 90%, improved OR maintained their grade.

NEXT STEPS:
- *Continue the current model combining tutoring and mentoring, with both academic and enrichment components as the model correlates to a substantial proportion of students demonstrating increases in grades.*
- *Moving forward, report and analyze data by group (e.g., Treehouse, Kings, and Legacy)*

REGARDING ACADEMIC AND BEHAVIORAL IMPROVEMENTS [Classroom performance and behavior, as measured by surveys of teachers at students' home schools.].
- Between just over one half (51%) of the students and 90% were reported to demonstrate the six key behaviors addressed by the survey.
- Similar to the objective of improved completion of homework:
  - 51% of students were reported to *consistently come to class with homework completed*.
- Similar to the objective of improved classroom behavior:
  - 90% of students were reported to *consistently use positive language when interacting with his peers.*
  - 75% were reported to *demonstrate respect for teachers and other adult figures.*
  - 58% of students were reported to *follow directions the first time he is asked*.

NEXT STEPS:
- *While the survey utilized in the target year of school year 2016-2017 did not allow for measurement of improvement in completing homework, the target of 80% of students showing such improvement was clearly not met (with 51% coming to class with homework completed). As homework completion occurs at the program <u>and</u> at home for many students, LPTM should: examine the whether the program time for homework is sufficient; whether it can be extended without negatively affecting other program components related to enrichment; and how the program supports, and might better support, completion of homework beyond the formal afterschool hours.*

> *The LPTM survey should be replaced with the standard 21CCLC survey (used by LPTM in prior years), which will allow for evaluation of behavioral improvement, as regards homework and classroom behavior.*

REGARDING SOCIAL EMOTIONAL ASSETS [Assets shown by research to link to better academic performance as well as interpersonal outcomes, as measured by an instrument developed by the current evaluator from three nationally validated instruments, and which is in use at multiple DC 21CCLC sites.]

- Looking at aggregate responses, the percentage of students reporting <u>positive school affiliation</u> was between 67% (Legacy) and 81% (Kings), with all groups at or above the two-thirds mark.

- Looking at aggregate responses, between 59% (Treehouse) and 81% (Kings) of students reported <u>significant positive socialization</u>, with all groups near or above 60% (Treehouse at 78%).

- Looking at aggregate responses, between 72% (Legacy) and 87% (Kings) of students reported <u>positive socialization with adults and a positive view of their life</u>, with all groups above 70% (Treehouse at 74%).

NEXT STEPS: As aggregate responses indicate strong social skills overall among youth by the end of the year, the youth development components of the LPTM program could be further examined in relationship to their impact on both academic and social success. One possibility is to examine the development of these skills over time when exposed to multiple years in the LPTM program.

REGARDING STUDENT ATTENDANCE

- **The average daily attendance over the course of the 2106-2017 school year was 80% of actively enrolled students, falling below the target of 90%.**

NEXT STEPS

> *While attendance fell below the target, it climbed from 71% (in the prior school year) to 80% and is thus trending towards the goal. LPTM should continue/enhance efforts made in the past year to build attendance. Attendance should also be compared to other 21CCLC programs and to attendance at Drew Elementary in order to confirm whether 90% is a realistic target for program attendance.*

CLASSROOM OBSERVATIONS

- **Observations are not meant to provide quantitative outcomes, and thus do not have specific targets.**

NEXT STEPS

> *Where an observed class was rated a 5, it may be valuable to use this classroom as an example for others in the program. Where a class is rated a 3, the instructor could be asked to review their instruction so as to strengthen the desired skill or practice. Where a class is rated a 1, it may be valuable to have the instructor(s) observe other classes with*

stronger scores, or at least to discuss the skill set with the instructors of those classes.

PARENT ENGAGEMENT AND PERCEPTIONS

- Parents were given the chance to **identify the areas where they saw change in their children**.
    - Over three quarters (77%) of respondents said they saw positive change in each of the 9 areas identified.
    - Nearly all of the parents (98%) said their son was improving in math and reading.
    - The next highest percentage of parents (96%) said their son is now *better able to see their innate creative abilities and know what they can accomplish* and saying their son *knows more about things to do (new activities, new hobbies).*

NEXT STEPS
- *No specific steps recommended.*

PARTNERS AND HOURS OF SERVICE
- Georgetown University, DC Reads program (750 HOURS) and other volunteers (200 HOURS).
- George Washington University, EngageDC (450 HOURS) and GW Society of Physics Students 300 HOURS).
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