

Steuben County Literacy Coalition
Best After-School Enrichment, Cohort 8
21ST CENTURY COMMUNITY LEARNING CENTERS

1208 S. WAYNE ST.
ANGOLA, IN 46703
260.665.1414
BREANN FINK, EXECUTIVE DIRECTOR

2017-2018 Evaluation Report



Evaluation conducted by:
Armstrong Consulting, Inc.
Kathleen Armstrong
314 W. Broad St.
Angola, IN 46703
260.316.3633



Best After-School Enrichment (BASE) 21ST CENTURY COMMUNITY LEARNING CENTERS Executive Summary, Evaluation Report for Cohort 8, 2017-2018

Overview

Armstrong Consulting, Inc. is providing the evaluation for the Steuben County Literacy Coalition's 21st Community Learning Center programs. Three elementary schools and one middle school are the focus of this evaluation report. The program name is BASE: *Best After-school Enrichment*. The 2017-2018 school-year is the 1st year for cohort 8. The Literacy Coalition conducted afterschool programming in both cohorts 4, 5 and 7. Cohort 7 is held at Hamilton Elementary, Fremont Elementary and Fremont Middle School and cohort 8 is offered at Prairie Heights Elementary, Carlin Park Elementary, Hendry Park Elementary and Angola Middle School. The last three sites in the list are in the Metropolitan School District of Steuben County which is the largest school district in the county.

This evaluation focuses on the short-term performance measures (STPM) identified in the original grant proposals which include:

- Enrollment
- Attendance/retention
- Improved academic performance in:
 - Math
 - Language arts
 - Science
- Parent involvement in and knowledge about afterschool, and
- Improved classroom participation as reported through teacher survey.

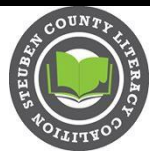
Outcomes

- A total of 177 unduplicated students attended 21st CCLC cohort 8 programs in 2017-2018.
- Of these students, 66 participated less than 30 days, 64 attended 30 to 59 days and 47 attended 60 days or more. None of the cohort 8 sites reached their attendance targets.
- As a whole, retention goals were not met: the average retention rate for all four sites was 40%, (goal of 60%) of students who enrolled became regular participants. Again, with a goal of 60%, the actual average was 48% of students who enrolled in fall semester remained active in spring semester. Only Carlin Park Elementary reached its target goal of 60% of students who enrolled in fall semester were still active in spring.
- Parent satisfaction of knowledge about the afterschool program was high at all sites as indicated by a parent survey which is conducted in the spring. On average, 81% of parents reported that they had increased knowledge about the program from registration to end of school-year. However, only one site reached its family participation goal. Prairie Heights Elementary School had 72% of parents of regular attendees, attend three or more family events. The goal for all sites states that 60% or more parents of regular students will attend three or more family events.

- Teacher surveys indicate that on average 78% (goal of 30%) of students with at least 30 days of afterschool attendance showed a slight, moderate or significant improvement in classroom participation or did not need to improve. The sites in cohort 8, do a good job of communicating with building teaching staff. Of the four sites, two have site coordinators who are regular school day teachers.
- All four sites surpassed the STPM of 8% improved proficiency in standardized test scores (NWEA) from fall to spring.

Next Steps

- Continue efforts to create meaningful partnerships with building administrators and other departments;
- Significantly increase efforts on family involvement;
- Implement STEM plan and measure goals;
- Increase retention efforts to ensure sustained participation, and
- Align afterschool support with regular school-day instruction and objectives.



21st CCLC Program Name – Angola Middle School, Cohort 8, 2017-2018

2017-2018 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle (Site Target: 30 students for 30 or more days)

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	30	--	--	--
Less than 45 days	23	--	--	--
45 or more days	25	--	--	--
Total	48	--	--	--

2017-2018 Progress Toward Academic Performance Measures

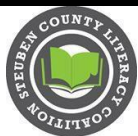
Result	Performance Measure and Annual Target
25%	Spring proficiency rate on the English/Language Arts portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants.
33%	Spring proficiency rate on the math portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants
90%	30% of regular participants will demonstrate improvement in classroom participation from fall to spring.
41%	50% of regular participants will demonstrate improvement in English/Reading classroom grades, fall to spring
28%	50% of regular participants will demonstrate improvement in the math classroom grades, fall to spring
24%	50% of regular participants will demonstrate improvement in science classroom grades, fall to spring
73%	60% of parents of regular participants will report increased knowledge of program.
91%	60% of parents of regular participants will respond to staff outreach via phone, email or text.
38%	60% of parents of regular participants will attend a minimum of three or family education events including orientation.
52%	60% of students who enroll in will become regular participants.
41%	60% of students who enroll in 1 st semester will remain active in 2 nd semester.

2017-2018 Program Site Successes

- Fall to spring improved proficiency on the NWEA, both portions, surpassed the targeted performance measure.
- Improved classroom performance as indicated by the teacher survey, surpassed the target.

Areas to be Strengthened in 2018-2019

- Student retention is area to be improved in 2018-2019;
- Parent participation is family events should be an area of focus, and
- Alignment with regular school day instruction should be a focus area to help support improved classroom grades.



21st CCLC Program Name – Carlin Park Elementary (Cohort 8, 2017-2018)

2017-2018 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	20	--	--	--
Less than 30 days	14	--	--	--
30-60 days	13	--	--	--
60 or more days	13	--	--	--
Total	40	--	--	--

2017-2018 Progress Toward Academic Performance Measures

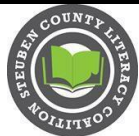
Result	Performance Measure and Annual Target
41%	Spring proficiency rate on the English/Language Arts portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants.
36%	Spring proficiency rate on the math portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants
31%	50% of regular participants will demonstrate improvement in English/language arts classroom grades, fall to spring
61%	50% of regular participants will demonstrate improvement in the math classroom grades, fall to spring
39%	50% of regular participants will demonstrate improvement in science classroom grades, fall to spring
78%	60% of parents of regular participants will report increased knowledge of program.
96%	60% of parents of regular participants will respond to staff outreach via phone, email or text.
25%	60% of parents of regular participants will attend a minimum of three family education events including orientation.
65%	30% of regular participants will demonstrate improvement in classroom participation from fall to spring.
33%	60% of students who enroll in will become regular participants.
61%	60% of students who enroll in 1 st semester will remain active in 2 nd semester.

2017-2018 Program Site Successes

- Fall to spring NWEA improved proficiency target was surpassed in both math and language arts;
- Improved classroom math grades performance measure, fall to spring, was surpassed;
- The retention of students from fall to spring target was also surpassed.

Areas to be Strengthened in 2018-2019

- Family participation in special events is an area that requires improvement;
- Alignment with regular school day instruction, specifically in language arts and science, must be a focus area to help support improved classroom grades fall to spring.



21st CCLC Program Name – Hendry Park Elementary (Cohort 8, 2017-2018)
2017-2018 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	30	--	--	--
Less than 30 days	15	--	--	--
30-60 days	8	--	--	--
60 or more days	22	--	--	--
Total	45	--	--	--

2017-2018 Progress Toward Academic Performance Measures

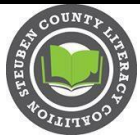
Result	Performance Measure and Annual Target
37%	Spring proficiency rate on the English/Language Arts portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants.
50%	Spring proficiency rate on the math portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants
73%	30% of regular participants will demonstrate improvement in classroom participation from fall to spring.
31%	50% of regular participants will demonstrate improvement in English/Language Arts classroom grades, fall to spring
23%	50% of regular participants will demonstrate improvement in the math classroom grades, fall to spring
32%	50% of regular participants will demonstrate improvement in science classroom grades, fall to spring
84%	60% of parents of regular participants will report increased knowledge of program.
83%	60% of parents of regular participants will respond to staff outreach via phone, email or text.
50%	60% of parents of regular participants will attend a minimum of three family education events including orientation.
49%	60% of students who enroll in will become regular participants.
48%	60% of students who enroll in 1 st semester will remain active in 2 nd semester.

2017-2018 Program Site Successes

- Fall to spring NWEA proficiency in both language arts and math surpassed the targeted performance measure, and
- Improved student participation as documented by the teacher survey also surpassed the target.

Areas to be Strengthened in 2018-2019

- Parent participation at special events;
- Alignment with regular school day instruction, and
- Student retention.



21st CCLC Program Name – Prairie Heights Elementary (Cohort 8, 2017-2018)
2017-2018 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	20	--	--	--
Less than 30 days	14	--	--	--
30-60 days	18	--	--	--
60 or more days	12	--	--	--
Total	44	--	--	--

2017-2018 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
82%	Spring proficiency rate on the English/Language Arts portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants.
89%	Spring proficiency rate on the math portion of the host school's assessment (<i>MClass, Pivot or NWEA</i>) will increase from fall proficiency rates by 8% for regular participants
85%	30% of regular participants will demonstrate improvement in classroom participation from fall to spring.
58%	50% of regular participants will demonstrate improvement in English/Reading classroom grades, fall to spring
33%	50% of regular participants will demonstrate improvement in math classroom grades, fall to spring
36%	50% of regular participants will demonstrate improvement in science classroom grades, fall to spring
92%	60% of parents of regular participants will report increased knowledge of program.
100%	60% of parents of regular participants will respond to staff outreach via phone, email or text.
72%	60% of parents of regular participants will attend a minimum of three family education events including orientation.
27%	60% of students who enroll in will become regular participants.
43%	60% of students who enroll in 1 st semester will remain active in 2 nd semester.

2017-2018 Program Site Successes

- Improvement from fall to spring for standardized test (NWEA) scores were well above the performance measure for both English/language arts and math
- Improved classroom grades from fall to spring in both English/reading surpassed the performance target;
- Parent participation as indicated by event attendance and program knowledge surpassed the performance target.

Areas to be Strengthened in 2018-2019

- Improve program attendance for 60 days or more which fell short of the target;
- Student retention also needs to be improved. Neither target was met;
- Align afterschool support with regular school day instruction.

Angola Middle School

Overview

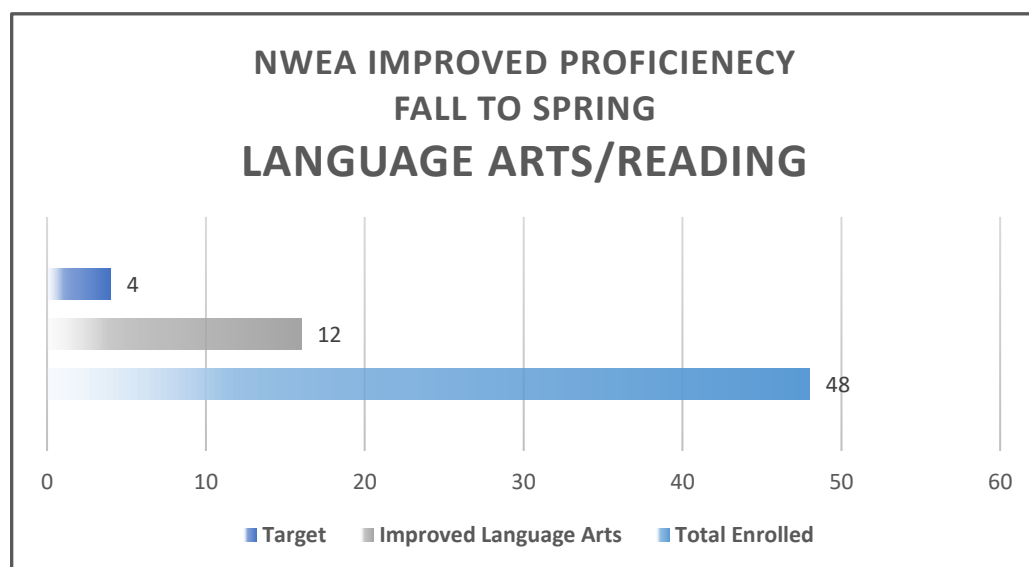
The Metropolitan School District (MSD) of Steuben County first hosted a 21st CCLC at the middle school beginning with cohort 5 in 2010. The Steuben County Literacy Coalition did not receive cohort 6 funding so the middle school afterschool program was scaled back and moved off site. With cohort 8, the program moved back to the middle school.

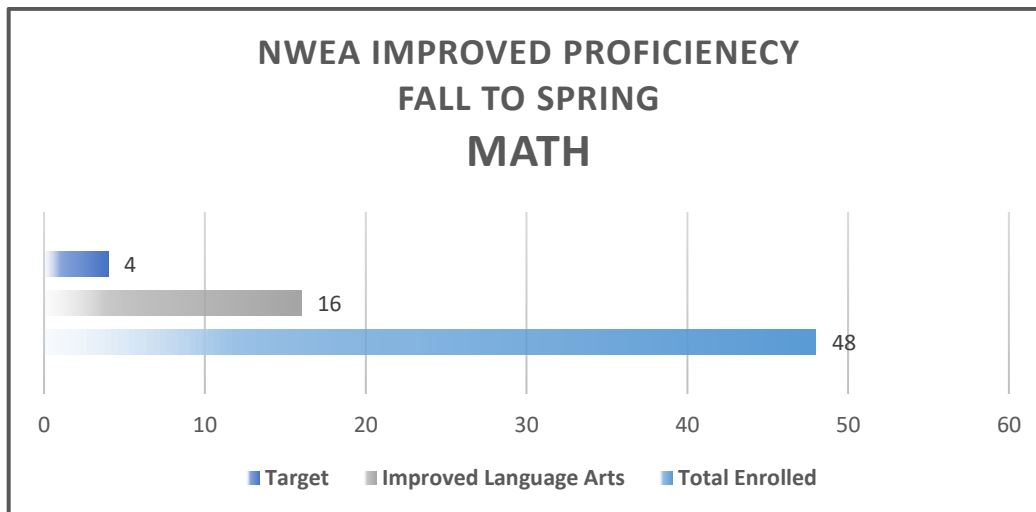
Enrollment

The enrollment for 2017-2018 at Angola Middle School was 904. 85% of students are Caucasian and 10% Hispanic. Afterschool participation represents only 5% of the total school enrollment. The free and reduced rate for the school was 38% and for BASE, the rate was 75%. BASE afterschool enrollment was 48 total participants with 23 attending less than 45 days, and 25 attending 45 days or more. The attendance target was 30. At this site, 52% of students who enrolled became regular and 41% of students who enrolled in the fall were active in spring semester. Sports have proven to have a negative impact on afterschool participation and the evaluator sees a potential opportunity for a partnership between the 21st CCLC and athletic department.

Standardized Test Scores

The target for improved proficiency on standardized tests from fall to spring is 8% (4 students). Angola Middle School surpassed this target for NWEA in both math and ELA. The percent of increased proficiency for NWEA/math was 33% (16 students) and 25% (12 students) for ELA. The charts below illustrate the increased proficiency for the NWEA assessment at this site.





Teacher Surveys

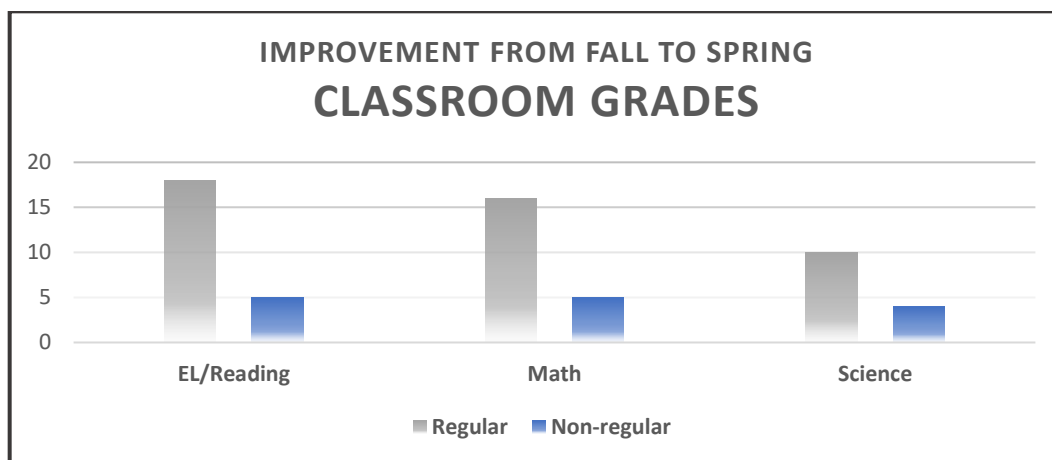
Another objective for the afterschool program is to improve classroom participation. The STPM states that 30% of regular participants will demonstrate improvement in this area. The classroom teachers at this site reported that 90% of regular afterschool participants, participated more in class at the end of spring semester than they had in the fall. This percentage also included students who did not need to improve.

Academic Gains

The STPM improvements in math, science and language arts is for 50% of regular participants to demonstrate gains in myOn, Think Through Math, an engineering assessment or to show improved classroom grades from fall to spring. The following illustrates the percentage of regular students who improved their grades from fall to spring. This site surpassed the grade improvement STPM for math but fell short in English/reading and science. Intensity and duration of program participation improves classroom achievement.

- English/Reading-31%
- Math-61%
- Science-39%

The graph below shows the fall to spring improvement in classroom performance for cohort 8 regular attendees and for nonregular attendees.



Carlin Park Elementary

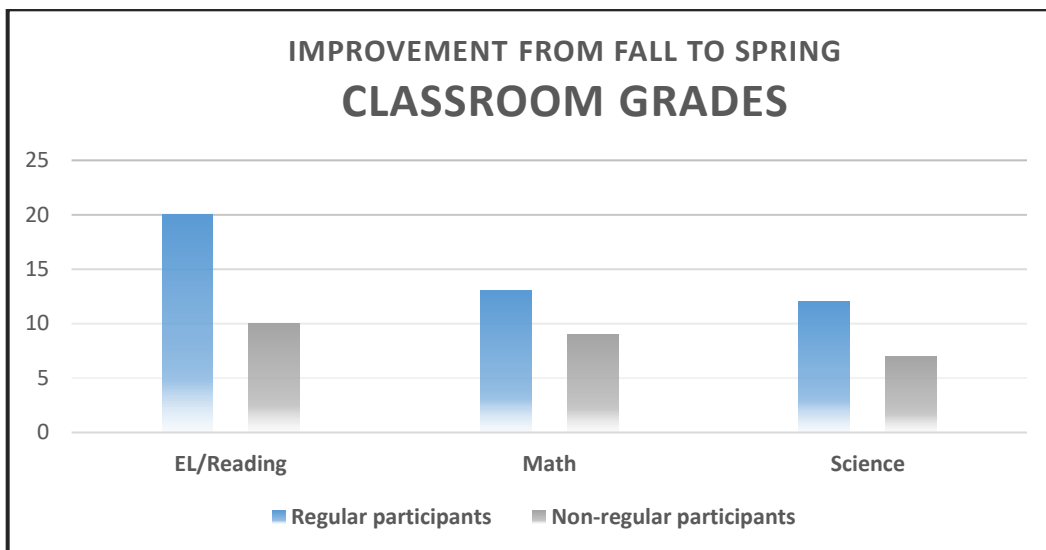
Overview and Enrollment

The enrollment at Carlin Park for the 2017-2018 school year was 284. 85% of students are Caucasian and 10% Hispanic. The attendance target was 20 regular students; 14 attended less than 30 days, 13 students attended 30 to 59 days and 13 attended for 60 days or more. The attendance target was not met. Free and reduced lunch rate was 72%. F/R rate for the afterschool program was 85%. At Carlin Park, 33% of students who enrolled became regular and 61% who enrolled in the fall were active in the spring. Both STPMs were 60%.

Academic Gains

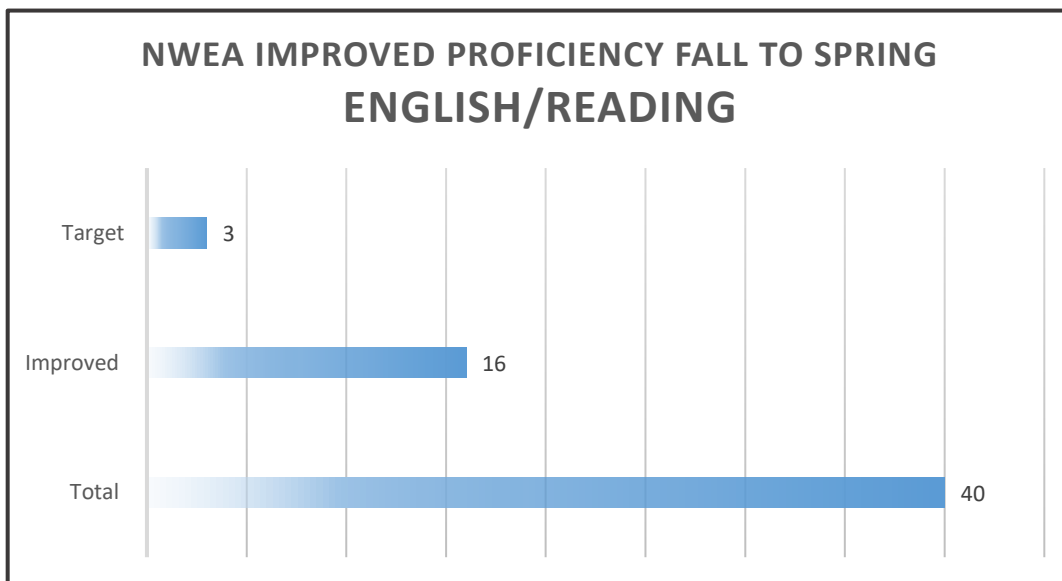
While the performance measure of 50% of regular attendees improving classroom grades from fall to spring, was not met in any of the three content areas, regular participants at Angola Middle School demonstrated significant improved classroom grades from fall to spring. Again, classroom grade improvement increased significantly for regular afterschool attendees.

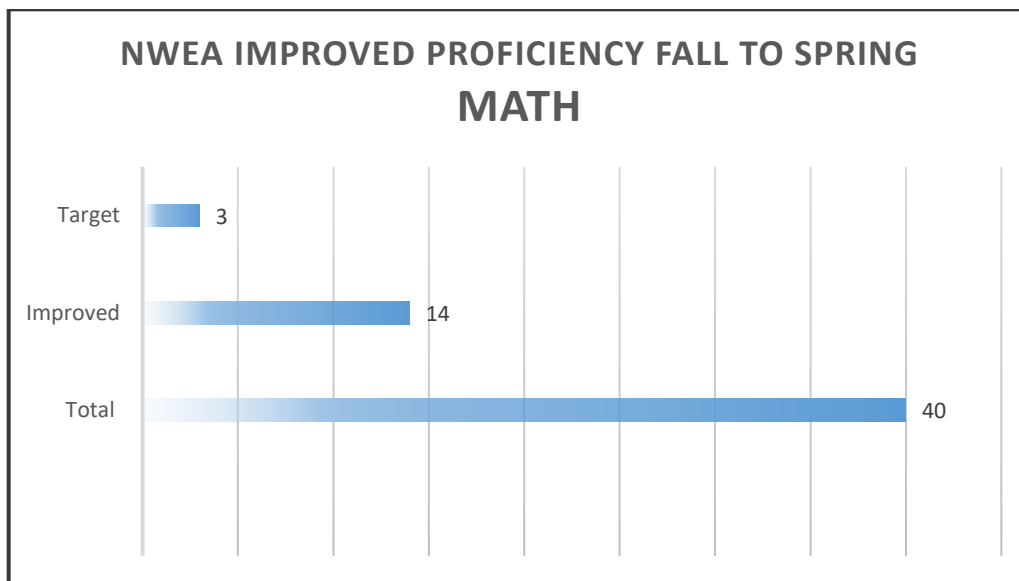
- English/Reading-41% improved their classroom grade
- Math-28% improved their grade
- Science-24% improved their grade



Standardized Test Scores

The STPM for improved proficiency from fall to spring on both EL/reading and math is 8%. Carlin Park surpassed both of these measures. The improved proficiency for regular students in EL/reading was 41% and 36% for math.





Teacher Surveys

Another objective for the afterschool program is to improve in classroom participation. The target is for 30% of regular participants to demonstrate improvement in this area. Regular classroom teachers at this site reported that 65% of regular participants had improved in classroom participation at the time of the spring survey or did not need to improve.

Parent Involvement

Parent participation is an important component at BASE. The STPM for parent involvement is for 60% of parents to demonstrate involvement in and increased knowledge of the afterschool program. Attendance at parent events, teacher logs of parent communication and a year-end parent survey were the tools used to document process toward the objective.

The afterschool program at Carlin Park experienced some challenges with parent attendance at monthly events. The educational events proved the most challenging with regard to attendance. Only 25% of parents attended three or more family events. The STPM is 60%. Site staff report that parents typically pick their children up before the program ends at 6 p.m. This school is located in town and many children are picked up by parent/caregiver rather than use bus transportation. Unfortunately, parents tend to pick their children up at their convenience. This site also has a latch-key program. A possible response will be to suggest the latch-key alternative for families who cannot leave their children until the afterschool program ends at 6 p.m. In addition, the site coordinator and her staff, all of whom were new this year, are brainstorming creative ways to encourage family engagement.

Despite poor attendance at family events, parents at this site were receptive to communication from staff. Logs show that 96% of parents communicated to staff via face to face, texts, phone calls or emails. The parent survey also shows that 78% of parents reported having improved knowledge about the program at end of spring semester.

Student Retention

The final STPMs are that 60% of student who enroll will become regular participants and that 60% of students who enroll in the fall semester will be active in spring semester. Attendance data showed that only 33% of regular students became regular. This STPM was not met. However, 61% of students who enrolled in the fall were active in the spring.

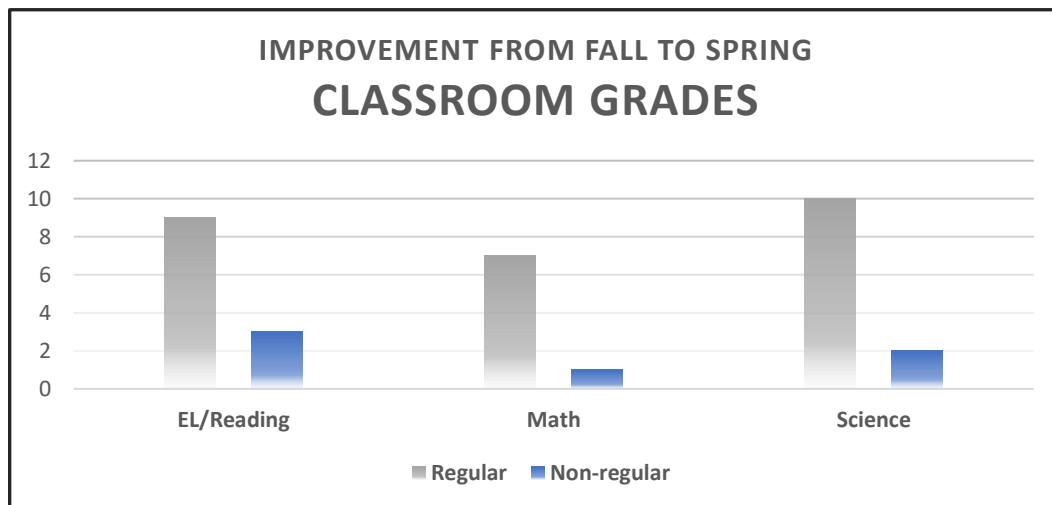
Hendry Park Elementary

Overview

The enrollment for 2017-2018 at Hendry Park Elementary School was 352. 85% of students are Caucasian and 10% Hispanic. BASE enrollment was 45 total participants. Afterschool enrollment represents 13% of the elementary school population. The enrollment target was 30 regular participants; 15 students attended less than 30 days, 8 students attended from 30-59 days and 22 attended 60 days or more. The free and reduced rate for the elementary school for 2017-2018 was 64% and the F/R rate for the BASE program was 76% for regular participants.

Academic Gains

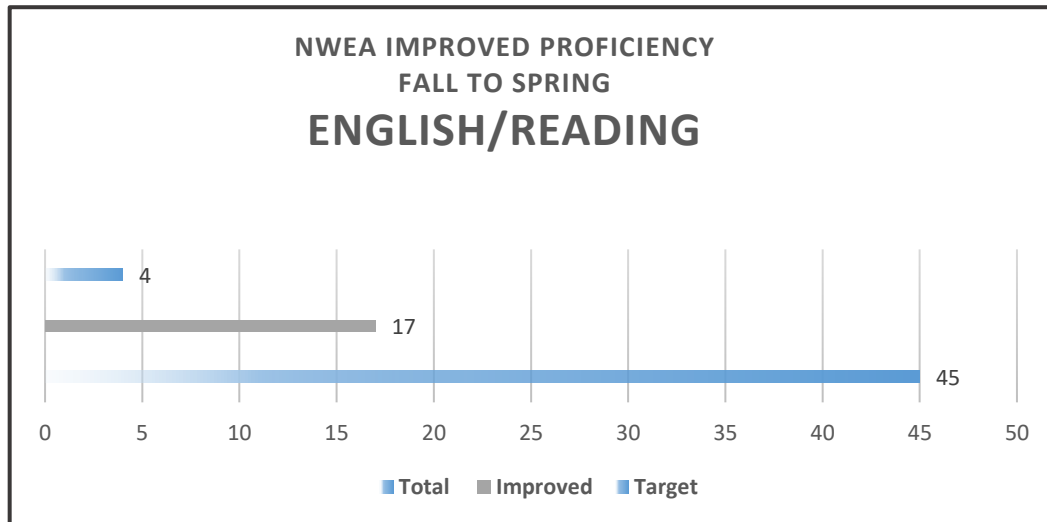
Of BASE regular participants (60 days or more), 23% showed improvement in math classroom grade from fall to spring, 31% showed improvement in their English/reading grade for the same time period and 32% improved their science grade. The numbers fall short of the 50% target in all content areas. As with other sites in this cohort, classroom grade improvement from fall to spring for regular students is much greater than with nonregular students.



Standardized Test Scores

The target for improved proficiency on standardized tests from fall to spring is 8%. Hendry Park Elementary surpassed this target in NWEA for both math and ELA. The percent of increased

proficiency for math was 37% and ELA was 50% for math. The graph below shows the actual NWEA proficiency improvement vs the STPM.



Teacher Surveys

Another objective for the afterschool program is to improve classroom participation. The target is for 30% of regular participants to demonstrate improvement in this area. Regular classroom teachers at Hendry Park reported that 73% of regular afterschool attendees participated more in class from fall to spring.

Parent Involvement

The STPM for parent involvement is for 60% of parents to demonstrate involvement in and increased knowledge about the afterschool program. As with the other sites in this cohort, parent attendance at special events has proven to be a challenge. This site however, came close to reaching the parent involvement targets. 50% of parents of regular participants attended three or more events, 83% responded to staff-initiated communication and 84% said they improved their knowledge about the afterschool program when the survey was conducted at spring semester.

Student Retention

The final STPMs are that 60% of student who enroll will become regular participants and that 60% of students who enroll in the fall semester will be active in spring semester. Attendance data for this site showed that 49% of active students became regular and 48% of students enrolling in the fall were active in the spring.

Prairie Heights Elementary School

Overview

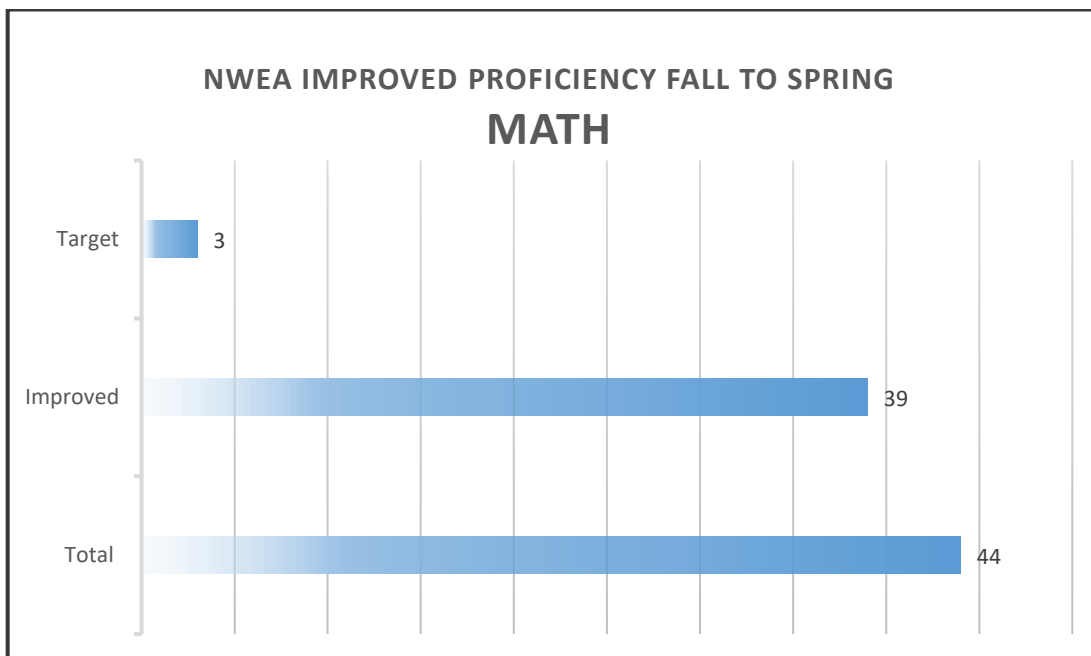
Prairie Heights School Corporation first hosted a 21st CCLC at the elementary school beginning with cohort 4 in 2009. This school is the most rural of the schools in cohort 8. While it is located in Lagrange County, half of the student body lives in Steuben County. 89% of students are Caucasian and 7% Hispanic.

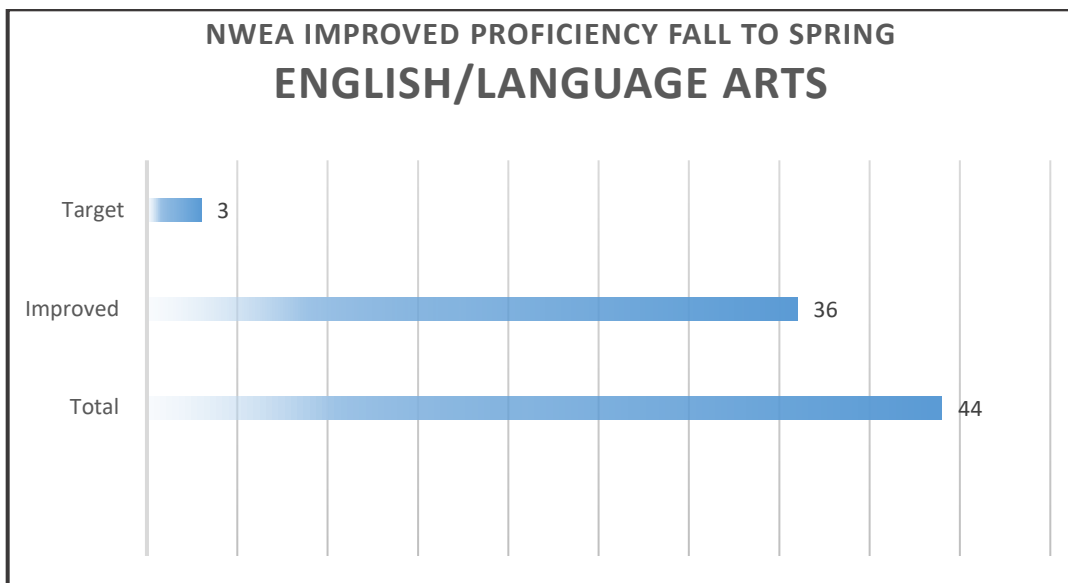
Enrollment

The enrollment for 2017-2018 at Prairie Heights Elementary was 456. The total afterschool participation was 44 students which represented 10% of the student body. The free and reduced rate for the school was 44% and for the BASE, the rate was 75%. BASE afterschool enrollment was 44 with 14 attending less than 30 days, 18 attending 30 to 59 days and 12 attending 60 days or more. The attendance target was 20. At this site, only 12 students participated for more than 60 days.

Standardized Test Scores

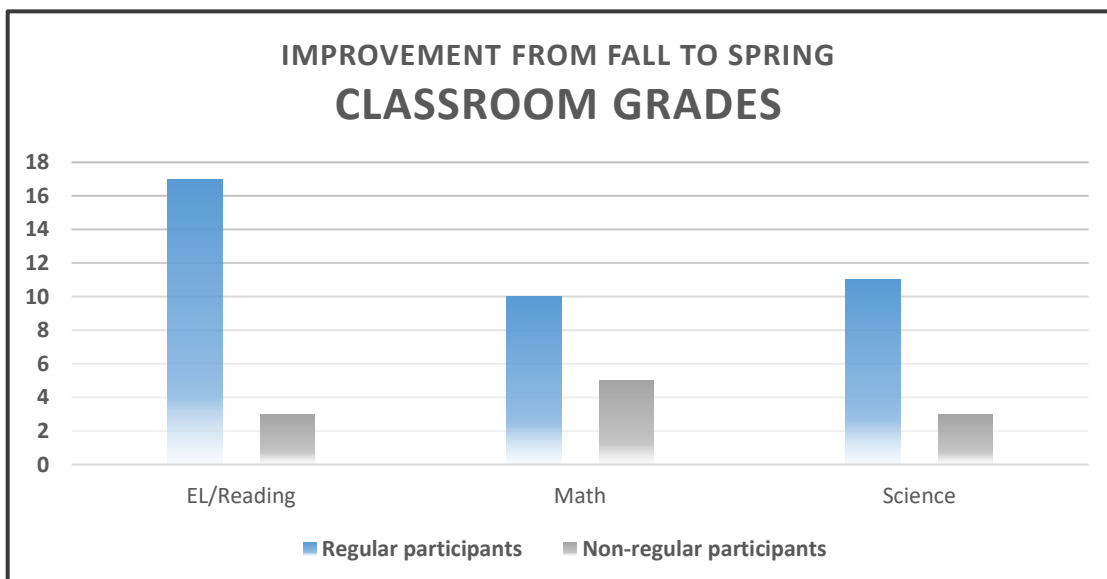
As with the other sites in this cohort, the target for improved proficiency on standardized tests (NWEA) from fall to spring was 8%. At Prairie Heights Elementary, 89% of regular afterschool participants improved proficiency from fall to spring in math and 82% improved in English/ language arts.





Academic Gains

As with the other sites in the cohort, the STPM in classroom grade improvement is 50% for regular participants. Prairie Heights saw significant success with this measurement but, only surpassed the target in English/reading classroom grades. The percent of regular students who improved their grade was 58% in English/reading. In math, 33% improved their classroom grade for fall to spring and 36% improved in science. Again, regular participation in quality afterschool programs can be credited with improved classroom achievement.



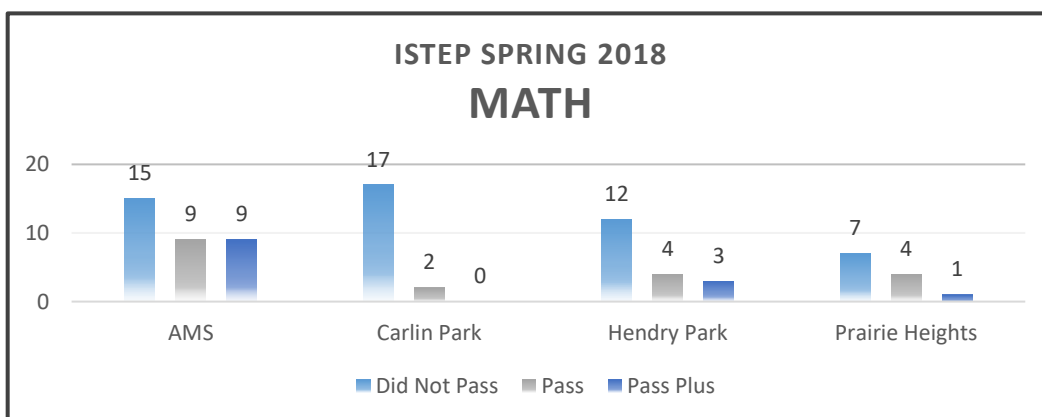
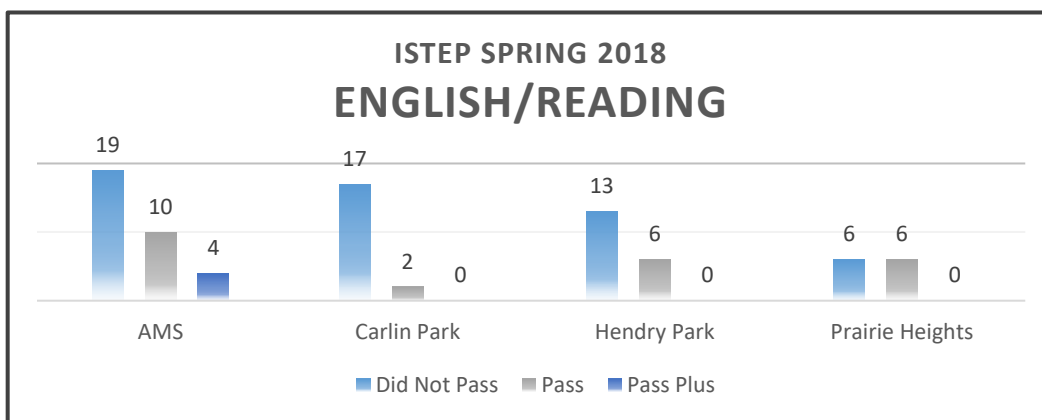
Teacher Surveys, Parent Involvement and Retention

At Prairie Heights Elementary, teachers reported that 89% of regular participants participated more in class in the spring semester than they had in the fall. This number also includes students who did not need to improve. Parent involvement at this site is high. 72% of parents of regular students attended three or more family events. This rural school serves as a social hub in an area without a municipality nearby. 100% of parents responded to staff-initiated contact through face to face, phone, email or text and 92% of parents reported that they had improved knowledge about the afterschool program from fall to spring.

Retention rates were not as positive. Only 27% percent of students who were enrolled became regular and 43% of students who enrolled in the fall were active in the spring. Both STPMs are 60%.

ISTEP

For data comparison purposes in future evaluation reports, the ISTEP scores for regular participants are represented here:



IN-QPSA

IN-QPSA standards are used by the Literacy Coalition afterschool sites to identify strengths and weaknesses. In 2017-2018, the process led the group to identify STEM standards as the area

requiring focus. Site coordinators and their teams completed the STEM specialty standards self-assessment in the fall. From this assessment, action plans were developed and implemented. A second self-assessment was completed in the spring at each of the four sites.

As a result of the fall semester survey, these steps were implemented:

- STEM professional development was provided for afterschool staff;
- The sites contracted with Science Central to provide special event on-site programming;
- Students engaged in an engineering unit to explore STEM careers;
- A STEM *Pinterest* board has been created where coordinators and their staff can access fun and easy ideas for projects, and
- Afterschool leadership had begun writing a STEM plan with measurable goals.

For the 2018-2019 school-year, community stakeholders will be invited to participate the IN-QPSA process. These stakeholders will include building administrators, regular school-day teachers, BASE staff, community partners and parents. These groups will provide feedback via the IN-QPSA survey tool, Google forms or paper survey. This feedback will be the basis for programming planning for 2019-2020.

Site observations including family events are done two to three times per year per site and evidence is noted using the IN-QPSA assessment tool. Where there is lack of evidence the site coordinator has the opportunity to provide evidence after the fact. All participants are aware of the quality measures and these measures align directly with afterschool standards. This has proven to be a very effective tool and strategy.

One IN-QPSA goal for 2018-2019 is to take greater advantage of the survey tool in IN-QPSA. Using the surveys which are sent via email is challenging. Only a fraction of parents and youth have email addresses. A system change would be beneficial. A link sent via text would produce a greater response rate. The system as it is, is ineffectual.

Observations and Recommendations

Participation in afterschool programs is influencing academic performance in a number of ways, including better attitudes toward school; higher school attendance rates, less disciplinary action; better performance in school, as measured by achievement test scores and grades; improved homework completion and greater participation in class.

In addition to academic support, enrichment opportunities offered during afterschool programs should not be undervalued. Clubs that promote health and wellness, career development, cultural and artistic endeavors and community involvement offer many youth opportunities that they would not have access to otherwise. Years of research has shown that participation in afterschool programs is associated with decreased behavioral problems, improved social and communication skills, better relationships with peers and teachers, increased self-confidence, self-esteem and self-efficiency,

lower levels of depression and anxiety, development of initiative, and improved feelings and attitudes toward self and school.¹

The same body of work, written by Amy Margin Wong, recommends that to maximize the potential benefits of afterschool programs, these element must be present:

1. Sustained participation

Research shows that youth experience greater gains if they participate in afterschool programs with greater frequency and in a more sustained manner. They also benefit from programs tailored to their interests, needs, and schedules, as well as from those providing exposure to new ideas, challenges, and people.

2. Quality programming and qualified staff

Developing programs intentionally, with a focus on promoting outcomes through well-organized and engaging activities, is a critical component for achieving high quality afterschool programs. This means that goals for the program are set from the start accompanied by strong, directed leadership and sustained training and support to staff.

Also, youth benefit by developing positive relationships with the program's staff, who in turn model good behavior, actively promote student mastery of skills or concepts, listen attentively, provide feedback and guidance, and establish clear expectations for mature, respectful interactions with peers. Children who attend these well-supervised afterschool programs display better work habits, task persistence, social skills, pro-social behaviors, academic performance, and less aggressive behavior at the end of the school year.

3. Strong partnerships

High-quality programs also effectively leverage partnerships with a variety of stakeholders, especially families, schools and communities. Especially in rural communities, afterschool programs serve as a convener and social hub. Partnerships in these communities are particularly valuable.

The Steuben County Literacy Coalition (SCLC) delivers high-quality, school and community focused, student-centered afterschool programming. This is evident in their continued yearly gains with their STPMs. With nearly 10 year of experience delivering 21st Century Community Learning Centers, the SCLC leadership and staff commitment to on-going improvement and have created afterschool environments that nurture student growth, school confidence, parent satisfaction and community awareness. Lessons learned along with the organizational commitment to on-going improvement will ensure continued success.

¹ Secrets of Successful Afterschool Programs, Harvard Graduate School of Education, 2008. www.hgs.harvard.edu.