

Steuben County Literacy Coalition
Best After-School Enrichment (BASE)
21ST CENTURY COMMUNITY LEARNING CENTERS

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2016-2017 Evaluation Report



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Executive Summary

Overview

Armstrong Consulting, Inc. is providing the evaluation for the Steuben County Literacy Coalition's 21st Community Learning Center programs. Two elementary and one middle school site are the focus of this evaluation report. The program name is BASE –Best After-School Enrichment. The 2016-2017 school-year is the third year for this program in cohort 7. The Literacy Coalition conducted after-school programming in both cohorts 4 and 5. BASE is held at Hamilton Elementary, Fremont Elementary and Fremont Middle School.

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 after-school, and
- Classroom participation as reported through teacher survey.

Outcomes

- A total of 249 unduplicated students attended 21st CCLC programs in 2016-2017;
- Of these students, 93 participated less than 30 days*, 69 attended 30 to 59 days and 87 attended 60 days or more. All sites reached or surpassed their attendance targets;
- Retention goals were met or nearly met: on average, 48% (goal of 60%) of students who enrolled became regular participants and 60% (goal of 60%) of students who enrolled in fall semester remained active in spring semester;
- Parent satisfaction of knowledge about program was high at all sites as indicated by a parent survey which is conducted each year. However, only one site reached its family participation goal. The goal for all three sites states that 60% or more parents of regular students will attend three or more family events. Hamilton Elementary had a 77% attendance rate, Fremont Elementary had a parent attendance rate of 23% and Fremont Elementary had a parent attendance rate of 7%.
- Teacher surveys indicate that on average 93% (goal of 50%) of students with at least 30 days of after-school attendance showed a slight, moderate or significant improvement in classroom participation.
- Standardized test scores were greatly improved over years prior. All sites surpassed the goal of 8% improved proficiency rate in both math and language arts from fall to spring as indicated by the NWEA.

Next Steps

- Continue steps to inform building administrators and other stakeholders of after-school impact;
- Increased attention on meaningful family involvement;
- Continued emphasis on differentiated instruction to build on classroom grade improvement.

**This number included summer school only attendees*



21st CCLC Steuben County Literacy Coalition – Fremont Elementary (Cohort 7, Year 3)
2016-2017 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	20	20	20	--
Less than 30 days	37	30	20	--
30-60 days	18	12	14	--
60 or more days	54	57	43	--
Total	108	99	77	--

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
20%	Spring proficiency rate on the English/Language Arts portion of the host school's local assessment (NWEA) will increase from fall proficiency rates by 8% for regular participants.
17%	Spring proficiency rate on the math of the host school's local assessment (NWEA) will increase from fall proficiency rates by 8% for regular participants.
N/A	(MClass) has been replaced with NWEA for all grade levels.
N/A	(MClass) has been replaced with NWEA for all grade levels.
100%	50% of regular participants will demonstrate improvement in the classroom participation as documented by the Teacher Survey.
	50% of regular participants will demonstrate growth in math;
27% (50%)*	Improved classroom grades
N/A	Passing standards-Think Through Math
	50% of regular participants will demonstrate growth in science.
15% (65%)*	Improved classroom grades
100%	Improved post score Engineering assessment
	50% of regular participants will demonstrate growth in literacy areas;
36% (55%)*	Improved classroom grades
N/A	Improved Lexile scores-myOn
	60% of parents will demonstrate involvement in the afterschool program;
23%	Attend three or more family events
95%	Self-report satisfactory knowledge about afterschool program
56%	60% of students who enroll will become regular participants.
67%	60% of students who enroll in 1 st semester will remain active in 2 nd semester.

2016-2017 Program Site Successes

- Strong enrollment and attendance outcomes;
- Surpassed standardized test proficiency target
- Good parent participation;

Areas to be Strengthened in 2017-2018

- Increased awareness of differentiated instruction to improve classroom grades;
- Capturing secondary gains in math and literacy;
- Increased family involvement focus.

*The second percentage in parenthesis is the percent that improved and did not need to improve (A or better) in classroom grades



21st CCLC Steuben County Literacy Coalition – Fremont Middle School (Cohort 7, Year 3)
2016-2017 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	30	30	30	--
Less than 30 days	24	19	60	--
30 or more days	34	31	30	--
Total	58	50	90	--

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
47%	Spring proficiency rate on the English/Language Arts portion of the host school's local assessment (NWEA) will increase from fall proficiency rates by 8% for regular participants.
33%	Spring proficiency rate on the math of the host school's local assessment (NWEA) will increase from fall proficiency rates by 8% for regular participants.
100%	50% of regular participants will demonstrate improvement in the classroom participation as documented by the Teacher Survey.
	50% of regular participants will demonstrate growth in math;
44% (56%)*	Improved classroom grades
N/A	Passing standards-Think Through Math
	50% of regular participants will demonstrate growth in science.
71% (93%)*	Improved classroom grades
100%	Improved post score Engineering assessment
	50% of regular participants will demonstrate growth in literacy areas;
28% (44%)*	Improved classroom grades
N/A	Improved Lexile score-myON
	60% of parents will demonstrate knowledge involvement in the afterschool program;
7%	Attend three or more family events
93%	Self-report satisfactory knowledge about the afterschool program
33%	60% of students who enroll will become regular participants.
47%	60% of students who enroll in 1 st semester will remain active in 2 nd semester.

2016-2017 Program Site Successes

- Surpassed standardized test proficiency target
- School day teachers value the afterschool program;
- Strong site leadership;

Areas to be Strengthened in 2017-2018

- Increased focus on parent involvement;
- Capturing secondary gains in math, science and literacy;
- Increased awareness of differentiated instruction to improve classroom grades

*The second percentage in parenthesis is the percent that improved and did not need to improve (A or better) in classroom grades



21st CCLC Steuben County Literacy Coalition – Hamilton Elementary (Cohort 7, Year 3)
2016-2017 EXECUTIVE SUMMARY

Students Served by the Program Site During Grant Cycle

Attendance Category	Year 1	Year 2	Year 3	Year 4
Attendance Target	35	35	35	--
Less than 30 days	32	36	13	--
30-60 days	12	0	25	--
60 or more days	64	46	44	--
Total	108	82	82	--

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
39%	Spring proficiency rate on the English/Language Arts portion of the host school's local assessment (NWEA) will increase from fall proficiency rates by 8% for regular participants.
27%	Spring proficiency rate on the math of the host school's local assessment (NWEA) will increase from fall proficiency rates by 8% for regular participants.
N/A	MClass has been replaced with NWEA for all grades.
N/A	MClass has been replaced with NWEA for all grades.
79%	50% of regular participants will demonstrate improvement in the classroom participation as documented by the Teacher Survey.
	50% of regular participants will demonstrate growth in math;
26% (44%)*	Improved classroom grades
N/A	Passing standards-Think Through Math
	50% of regular participants will demonstrate growth in science.
29% (50%)*	Improved classroom grades
100%	Improved post score Engineering assessment
	50% of regular participants will demonstrate growth in literacy areas;
35% (55%)*	Improved classroom grades
N/A	Improved Lexile score-myON
	60% of parents will demonstrate involvement in the afterschool program;
98%	Self-report satisfactory knowledge about the afterschool program
77%	Attend three or more family events
56%	60% of students who enroll will become regular participants.
67%	60% of students who enroll in 1 st semester will remain active in 2 nd semester.

2016-2017 Program Site Successes

- Surpassed attendance target;
- Surpassed standardized test proficiency target;
- Strong parent involvement.

Areas to be Strengthened in 2017-2018

- Capturing secondary math and literacy gains,
- Increased awareness of differentiated instruction to improve classroom grades.

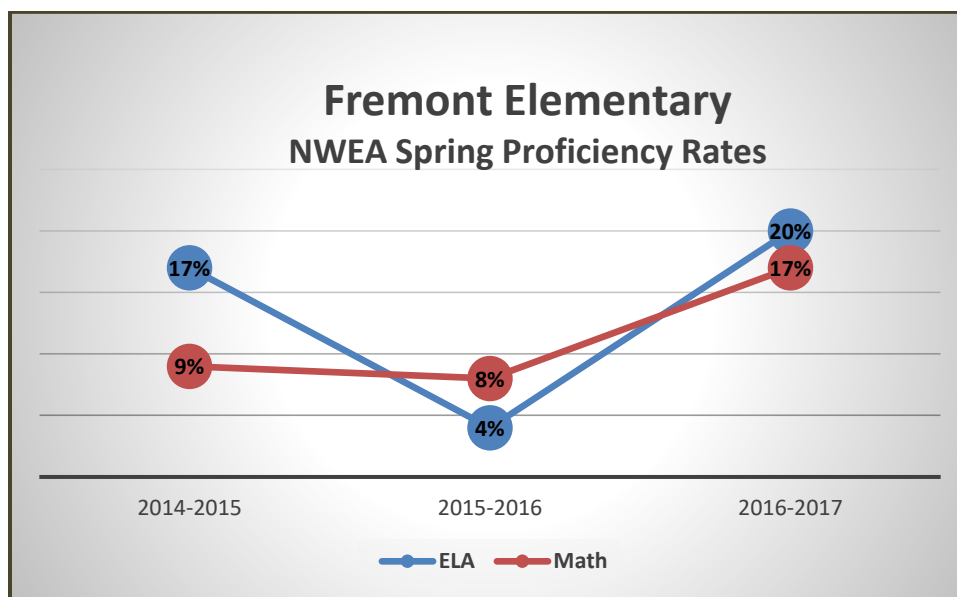
* Percentage in parenthesis is the percent that improved and did not need to improve (A or better)

Fremont Elementary

Fremont Community Schools first hosted a 21st CCLC at their elementary school beginning with cohort 4 in 2009. A second site, at the middle school, was added with cohort 5 in 2010. Both the elementary and middle school sites were renewed with cohort 7. Fremont Community Schools continues to be a valuable partner.

The enrollment for 2016-2017 at Fremont Elementary School was 347. After-school participation represents 22% of the total school enrollment. The free and reduced rate for the elementary school was 41% and the rate for the BASE program was 66%. BASE enrollment was 77 total participants with 20 attending less than 30 days, 14 from 30-59 days and 43 with 60 days or more. The attendance target was 20. At this site, 55% of students who enrolled became regular and 67% of students who enrolled in the fall were active in the spring.

The target for improved proficiency on standardized tests from fall to spring is 8%. Fremont Elementary surpassed this target for NWEA in both math and ELA. The percent of increased proficiency for NWEA/math was 17% and 20% for ELA. The chart below show the three-year growth for NWEA at this site.



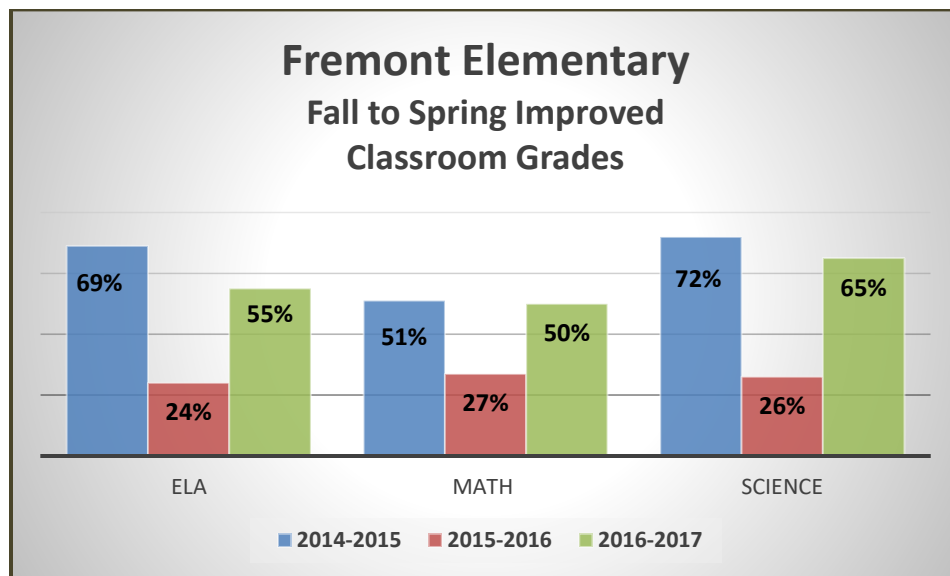
Another objective for the after-school program is to improve classroom participation. The STPM states that 50% of regular participants will demonstrate improvement in this area. Regular classroom teachers at Fremont Elementary reported that **100%** participated more in class after regular participation in BASE.

Improved knowledge of STEM sciences has proven to be more difficult to document. While all sites dedicate one enrichment session per week to STEM, tracking students' increase in knowledge is a challenge. *NASA Ignite!* and *FIRST Robotics* are offered to all students. Learning gains are documented informally through teacher logs and pre and post assessments. The target STPM for STEM knowledge is that 50% of regular participants demonstrate growth in science. According to an engineering pre and post assessment accompanied by an engineering

unit, 100% of regular BASE participants demonstrated growth in science knowledge. More significantly, science classroom grade showed that 65% demonstrated an increase in science grades.

Regular participants at Fremont Elementary demonstrated these gains from fall to spring through improved classroom grades:

- **Math-50%**
- **English/Reading-55%**
- **Science-65%**



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 about the after-school program. Attendance at parent events, teacher logs of parent communication and a year-end parent survey are the measures used to document process toward the objective. The after-school program at Fremont Elementary experienced some success with parent attendance at events which were held monthly. These events were designed to be both fun and educational. Sign-in sheets indicate that 23% of parents of regular participants attended three or more events. Communication logs show that 100% of parents communicated with staff via one-on-one, texts, phone calls or emails. The parent survey also shows that 95% of parents reported having satisfactory knowledge about the program.

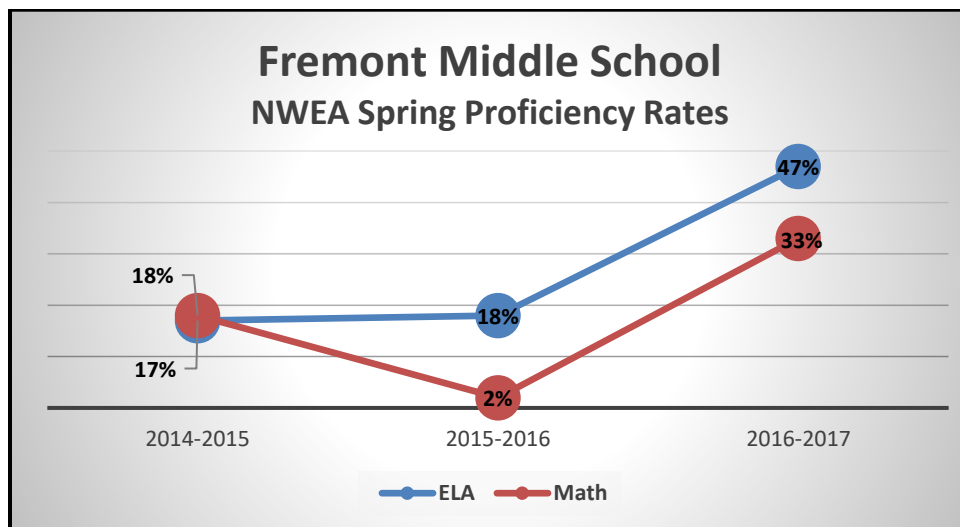
Student Retention and Satisfaction

The last two STPMs state 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. This site nearly reached both attendance/retention goals. 56% of enrollees becoming regular and 67% of students enrolling in fall were active in spring. Attendance data from *Ezreports* was used to document progress toward the goals however, student satisfaction is essential to reaching both objectives. Students at the BASE program at Fremont Elementary express high levels of satisfaction with the program. Of the 56 respondents, 96% said they always felt safe at after-school and that the adults at BASE cared about them, 92% always felt included in activities and 97% said that participation in after-school always or sometimes helped them perform better at school.

Fremont Middle School

The enrollment for 2015-2016 at Fremont Middle School was 261. Total enrollment at BASE was 90 students. Of these, 60 attended less than 30 days and 30 attended 30 days or more. The attendance target was met with 30 as the target and 30 attending 30 days or more. 33% of students who enrolled became regular and 47% of students who enrolled in the fall were active

The target for improved proficiency on standardized tests from fall to spring is 8%. At Fremont Middle School there was a 33% increase in proficiency in the math portion of NWEA from fall to spring and the proficiency rate increased to 47% for ELA from fall to spring. The chart below illustrates the NWEA proficiency rates for the three-year period.



Another objective for the after-school program is to improve classroom participation. The target is for 50% of regular participants to demonstrate improvement in this area. Regular classroom teachers at Fremont Elementary reported that:

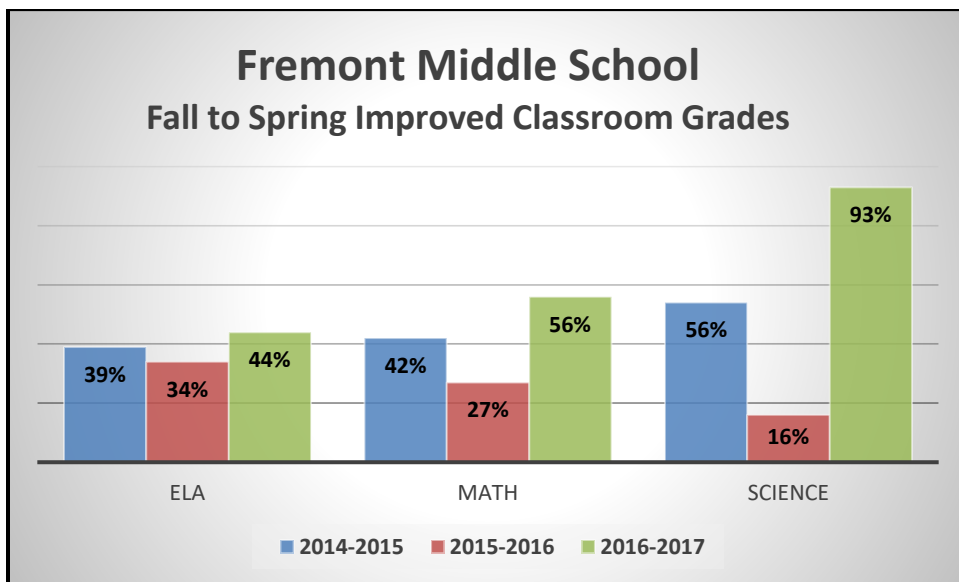
- **100% participated more in class.**

Using *NASA Ignite!* and *FIRST Robotics* as curriculum, science learning gains are documented informally through teacher logs and pre and post assessments. The target STPM for STEM knowledge is for 50% of regular participants to demonstrate growth in science. According to an Engineering pre and post assessment accompanied by an engineering unit, 100% of regular BASE participants demonstrated growth in science knowledge.

The free and reduced rate for the middle school is 49%. The rate for the BASE program is 78%. Of BASE regular participants (30 days or more), 56% showed improvement in math classroom grades from fall to spring, 44% showed improvement in English/reading grade for the same time period and 93% demonstrated classroom gains in science.

- **Math-56%**
- **English/Reading-44%**
- **Science-93%**

This illustration show the fall to spring improvement in classroom performance for cohort 7.



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 about the after-school 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 after-school program at Fremont Middle School experienced some challenges with parent attendance at events which were held about every six weeks. The educational events proved the most challenging with regard to attendance. However, family fun nights, holiday parties,

game night and student showcase were more popular. Parent involvement at the middle school level is inherently difficult. It is at this stage in a child/parent relationship that parents begin to give their youth more freedom and autonomy. It may be unrealistic to expect parent attendance at regular educational events however; special events are a stronger draw. Sign-in sheets indicate that 7% of parents of regular participants attended three or more events. Parents at this site were receptive to communication from staff and logs show that 100% of parents communicated to staff via face to face, texts, phone calls or emails. The parent survey also shows that 93% of parents reported having increased knowledge about the program.

Student Retention and Satisfaction

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 33% of students became regular and 47% of students enrolling in the fall were active in the spring. Retaining this age group is more difficult than with younger children. Middle-school age students have more options for after-school and they do not require constant supervision. As with the elementary site, students at the BASE program at Fremont Middle School expressed high levels of satisfaction with the program.

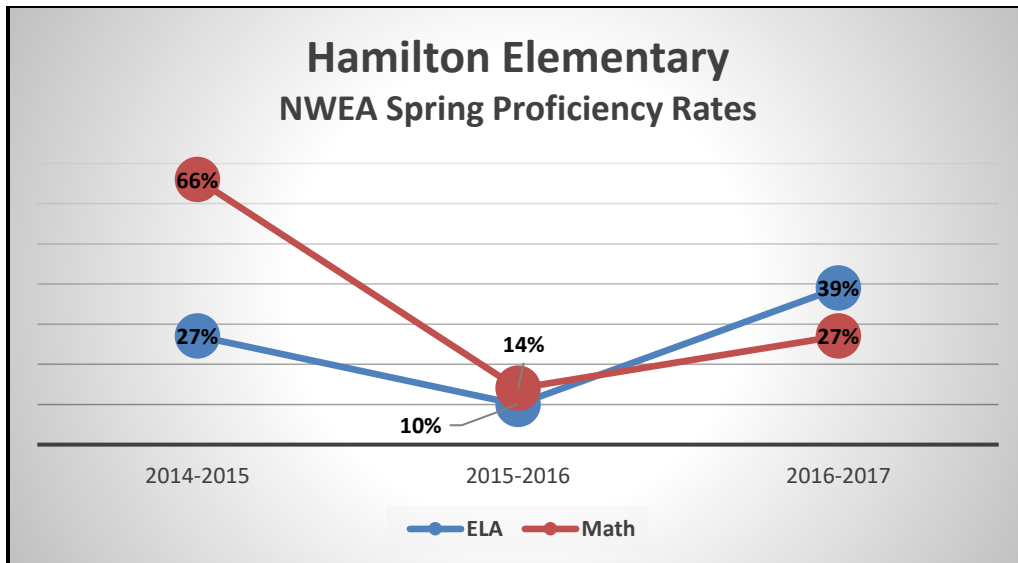
Hamilton Elementary

Hamilton Community Schools first hosted a 21st CCLC after-school program at their elementary school in 2009 with cohort 4. This site, located in a small rural community has extensive community and parent support. Leadership at this location has not changed since the program's start and this stability is instrumental in creating and sustaining a strong program.

The enrollment for 2016-2017 at Hamilton Elementary School was 170. BASE enrollment was 82 total participants. BASE enrollment represents 48% of the elementary school population. The enrollment target was 35 regular participants. 13 students attended less than 30 days, 25 students attended from 30-59 days and 44 attended 60 days or more.

The free and reduced rate for the elementary school was 37% and the rate for the BASE program was 52%. Of BASE regular participants (60 days or more), 44% showed improvement in math classroom grade from fall to spring and 55% showed improvement in English/reading grade for the same time period. Of the regular participants, 50% demonstrated growth in science classroom grades.

The target for improved proficiency on standardized tests from fall to spring is 8%. Hamilton Elementary surpassed this target in NWEA in both math and ELA. The percent of increased proficiency for math was 27% and ELA was 39%. Growth during cohort 7 is illustrated below.



Another objective for the after-school program is to improve classroom participation. The target is for 50% of regular participants to demonstrate improvement in this area. Regular classroom teachers at Hamilton Elementary reported that:

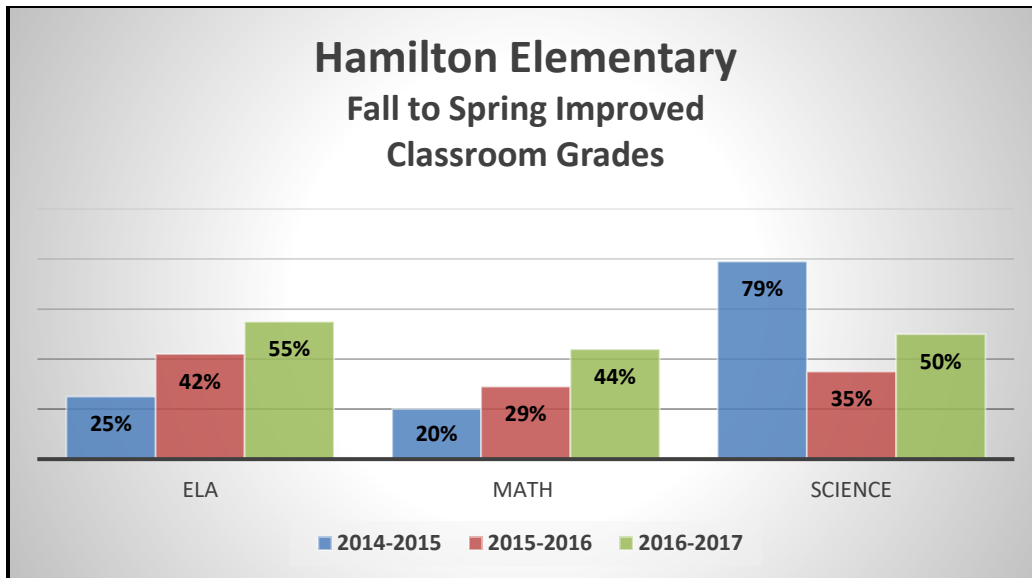
- **79% participated more in class.**

The target STPM for STEM knowledge is for 50% of regular participants to demonstrate growth in science. According to staff logs and assessments, 79% of students who participated in these enrichment opportunities showed increased STEM knowledge. All students at the Hamilton BASE program participate in the annual school science fair. The fair is well attended by parents and other community members and presents an important learning opportunity for all students. Of regular attendees, 50% improved in classroom science grades from fall to spring. Additionally, according to an engineering pre and post assessment accompanied by an engineering unit, 100% of regular BASE participants demonstrated growth in science knowledge.

Increased knowledge in math and language arts has been documented by classroom grades and after-school curricula. The target STPM for both is for 50% of regular participants to demonstrate growth in math and language arts.”

Regular participants at Hamilton Elementary School demonstrated these gains from fall to spring through improved classroom grades:

- **Math-44%**
- **English/Reading-55%**
- **Science-50%**



The chart above shows cohort 7 classroom grade improvement at Hamilton Elementary.

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 about the after-school program. Attendance at parent events, teacher logs of parent communication and a year-end parent survey are the measures used to document process toward the objective. The Hamilton site is especially committed to parent outreach. The site coordinator and her staff do an exceptional job with parent communication. Their tools include regular newsletters, bulletin boards and face to face conversations. This site does not provide transportation therefore; all parents/caregivers pick up daily. The site coordinator, a former principal, takes advantage of this opportunity to speak with parents. As a result, parent involvement is high. 77% of parents attended three or more family events and 98% of parents reported having satisfactory knowledge about the program.

Student Retention and Satisfaction

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 56% of regular students became active and 67% of students enrolling in the fall were active in the spring. As mentioned, 48% of the entire school population enrolled in BASE during the 2016-2017 school-year.

IN-QPSA

IN-QPSA standards are used by the Literacy Coalition after-school sites to identify strengths and weaknesses. Last year, the process led the group to identify STEM standards and family involvement as two areas needing improvement. These were focus point for the 2016-2017 year. We have seen significant gain in both areas, specifically in STEM in after-school. The standard that continues to be a challenge is meaningful family engagement. This is the IN-QPSA area that all sites will focus on in the 2017-2018 school-year.

Each year, community stakeholders were invited to be involved in the IN-QPSA process. These stakeholders included building administrators, regular school-day teachers, BASE staff, community partners and parents. These groups provided feedback via the IN-QPSA survey tool, Google form or paper survey. Each year site leadership completed fall and spring assessments. We use the fall assessments to create action plans. In 2016-2017, spring assessments showed improvement in most areas where teams had identified weaknesses.

Site observations including family events are done two to three times per year 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. This has proven to be a successful tool for the team. All participants are aware of the quality measures and these measures align directly with after-school standards. This has proven to be a very effective tool and strategy.

Fame

FAME is an after-school program for middle school students which follows the 21st CCLC design but does not use 21st CCLC funds. The program is held at Cahoots Coffee House which is a “safe space” for at-risk youth and supported by two local churches. The FAME coordinator is a former 21st CCLC site coordinator and a teacher at the local middle school. The program benefits from a core of volunteers, many of whom are retired teachers.

The target number for this program was 20. In 2016-2017, 19 students enrolled and 14 attended for more than 30 days. Many of the youth who attend the program have special needs. Parent response to the program has been overwhelmingly supportive. The individual attention that the students receive and the opportunity to interact with others in a “safe” environment is especially valued by parents. The youth who attend report that they always feel safe, they always feel respected and they always think that FAME helps them improve in school. This program will be repeated in 2017-2018 using 21st CCLC funding through cohort 8. It will be moved to Angola Middle School.

Observations and Recommendations

The Steuben County Literacy Coalition (SCLC) delivers high-quality, school/community focused, student-centered after-school programming. This is evident in their continued yearly gains with the STPMs. With nearly nine years of experience with 21st Century Community Learning Centers, SCLCs leadership and staff commitment to on-going improvement has created after-school environments that nurture student growth, school confidence and parent satisfaction. Lessons learned along with the organizational commitment to on-going improvement will ensure success with the new cohort 8 sites.

The IN-QPSA power standards provide the framework for the following recommendations:

While each site may create a caring and nurturing environment, I stated last year and will state again, that more should be done to share this commitment with parents and students. A simple bulletin board or newsletter stating core values and philosophies would be instrumental in helping stakeholders understand your commitment and help to remind staff of its importance. A “Helping Hands” or “Super Star” initiative would also be beneficial in recognizing outstanding students. A similar effort could be implemented by site coordinators to recognize outstanding staff efforts.

Increased family involvement was identified or implied by three of the four participating sites as needing improvement. This remains an on-going challenge. While there is no “one size fits all” remedy, two-way communication is often the best method to increase parent involvement. Parent input should be invited and welcomed. Email messages, texts, phone calls and suggestion boxes are sure to prompt increased communication and increased communication should produce increased involvement. The 2017-2018 21st CCLC staff orientation in August featured a section on developing a family engagement action plan. These plans will be reviewed at monthly site coordinator meetings and at each evaluator site visit.

Academic improvement is a cornerstone commitment for the 21st CCLC programs yet administrators, parents and other stakeholders seem not to place much stake in its importance beyond homework assistance. My only comment here is that sharing individual gains and improvement with school-day teachers, administrators and parents will help their understanding of your obligation to academic improvement among participants. It will also assist staff in providing intentional academic instruction. Most importantly, it is essential to share individual gains and improvement with students. Recent research indicates that sharing students’ data with them can increase their academic performance by as much as 35%. This strategy will be employed in 2017-2018 school-year.