

Steuben County Literacy Coalition

Best After-School Enrichment (BASE) Cohorts 10 and 11

21ST CENTURY COMMUNITY LEARNING CENTERS

1208 S. WAYNE ST.

ANGOLA, IN 46703

260.665.1414

BREANN FINK, EXECUTIVE DIRECTOR

2024-2025 Evaluation Report



Evaluation conducted by:

Armstrong Consulting, Inc.

Kathleen Armstrong

340 Hoosier Dr.

Angola, IN 46703

260.316.3633



Best After-School Enrichment (BASE) 21ST CENTURY COMMUNITY LEARNING CENTERS
Evaluation Report for Cohort 10 and 11
2024-2025

Overview

Armstrong Consulting, Inc. is providing the evaluation for the Steuben County Literacy Coalition’s 21st Community Learning Center programs. Five elementary schools and two middle school are the focus of this evaluation report. The program name is BASE: Best After-school Enrichment. The 2024-2025 school-year is in year-four for cohort 10 and year-three for cohort 11. The Literacy Coalition conducted after-school programming in cohorts 4 through 9 and R.E.A.C.H. Cohort 10 sites include Carlin Park Elementary, Hendry Park Elementary and Angola Middle School. Cohort 11 sites are Prairie Heights, Hamilton Elementary and a combined elementary, middle school program; grades K-8 at Fremont Elementary.

This evaluation focuses on the revised short-term performance measures (STPM) which include:

- Enrollment
- Attendance
- Classroom grade improvement in ELA, Math, and Science;
- Improved classroom behaviors as reported through teacher survey in;
 - Behavior
 - Social Interaction
 - Participation
- Parent engagement
 - Assistance with school project
 - Parent/teacher conference or school event attendance.

Outcomes for Cohort 10

A total of 84 students attended 21st CCLC cohort 10 programs in-person for 45 days or more in 2024-2025. The RAP target for the three sites combined was 60. Teacher surveys using the measures of classroom behavior, social interaction and participation were distributed near the end of the school-year. Cohort 10 far surpassed its goals in all measures. The target measure for social interaction was 25%, 15% for classroom behavior and 20% for participation. On average, teachers indicated that 73% of RAPs improved their social interaction in the classroom or did not need to improve. 72% of RAPs showed improvement in classroom behavior or did not need to improve and 74% showed

improvement in classroom participation or did not need to improve.

All sites surpassed their academic performance measures. The target improvement from fall to spring in all subjects, ELA, Math, and Science was 20%. The average improvement for ELA for all sites was 67% The average improvement in Math was 55% and for Science the average improvement was 49%

All sites also surpassed both family engagement measures. With a target of 20% of parents reporting that they assisted with a school project, the average was 83%. The target for attending a parent/teacher conference or school event was also 20% and the average number of parents reporting that they did attend was 83%. Of the 84 RAPs, 61% of parents returned surveys. This response rate was 17% higher than in 2023-2024.

Angola Middle School

Overview

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

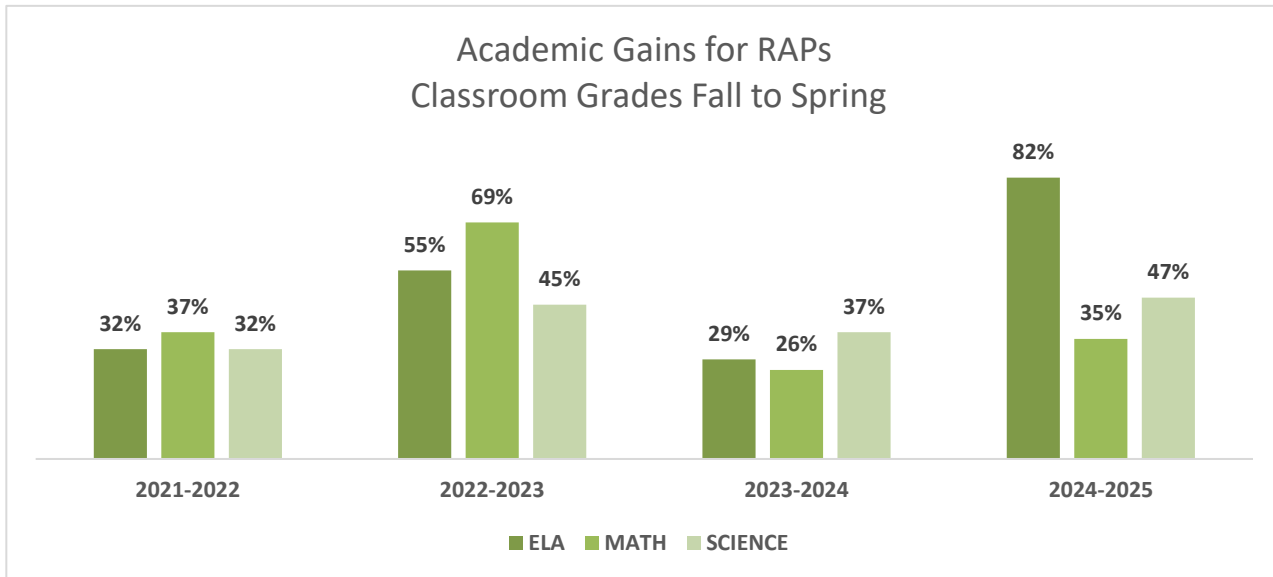
Enrollment

The enrollment for 2024-2025 at Angola Middle School was 543. The free and reduced rate for the school was 53%, slightly down from the year prior. 76% of BASE RAPs qualified for free/reduced meals. BASE attendance outcome was 17 RAPs attending 45 days or more. The attendance target was 25.

Academic Gains

The measures used to capture academic gains are classroom grade improvements from fall to spring in ELA, Math, and Science with a 20% target rate for youth with 45 days or more of attendance. For the 2024-2025 school-year, 35% of attendees improved their Math grades or

maintained an A, 82% improved their ELA/Reading grade or maintained an A and 47% improved their Science grade or maintained an A.



Family Engagement Outcomes

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference or event.” For the 2024-2025 school-year, with a response rate of 50% of parents with children attending 45 days or more, 100% of parents reported that they assisted their child with a school project and 100% attended a parent/teacher conference or event. The target measure for assisting with a project was 15% and 20% for parent/teacher conference or event attendance.

Social/Behavioral Outcomes

Target: 15% of RAPs will improve in classroom behavior as documented by the Teacher Survey. This number includes those who do not need to improve. Outcome: 73%.

Target: 25% of RAPs will improve in social interaction as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 73%.

Target: 20% of RAPs will improve classroom participation as indicated by the Teacher Survey. The outcome was 77%.

Carlin Park Elementary

Overview and Enrollment

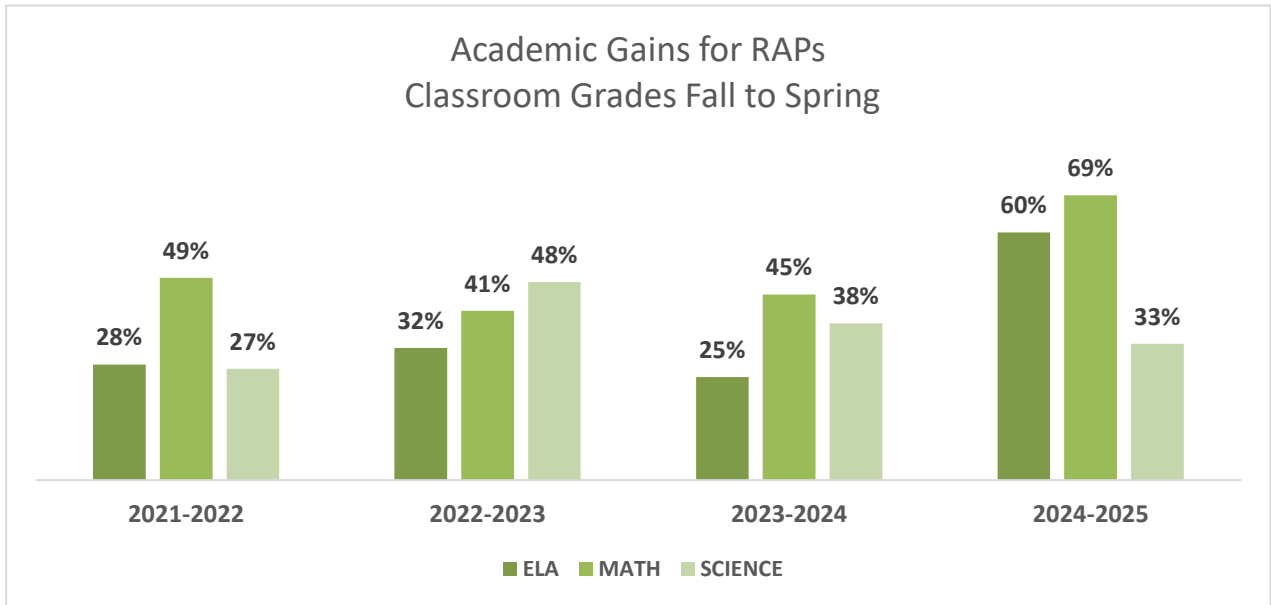
The enrollment at Carlin Park for the 2024-2025 school year was 363. The attendance target for after-school was 25 with 33 students attending 45 days or more. The free and reduced lunch rate for the after-school program was 48% and 81% for the building.

Family Engagement Outcomes

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference or event.” For the 2024-2025 school-year, with a response rate of 69% of parents with children attending 45 days or more, 100% of parents reported that they assisted their child with a school project and 100% attended a parent/teacher conference or event. The target for assisting with a school project was 20% and 15% for school conference/event attendance.

Academic Gains

The measures used to capture academic gains are classroom grade improvements from fall to spring in ELA, Math, and Science with a 20% target rate for youth with 45 days or more of attendance. For the 2024-2025 school-year, 69% of attendees improved their math grades or maintained an A, 60% improved their ELA/Reading grade or maintained an A and 33% improved their Science grade or maintained an A. No Science grades were given for grades K-2.



Social/Behavioral Outcomes:

Target: 15% of regular participants will improve in classroom behavior as documented by the Teacher Survey. Outcome: 83% with a 100% response rate. Target: 25% or RAPs will improve in classroom social interactions. Outcome is 84% which included those who do not need to improve. The response rate was 100% Target: 20% of RAPs will improve in classroom participation as indicated by the Teacher Survey. Outcome: 97%- with a 100% response rate. This number includes those who do not need to improve.

HENDRY PARK ELEMENTARY

Overview and Enrollment

The enrollment for 2024-2025 at Hendry Park Elementary School was 381. BASE enrollment was 40 regular participants attending 45 days or more with an RAP goal of 30. The free and reduced rate for the elementary school for 2023-2024 was 64% and 43% for the after-school program.

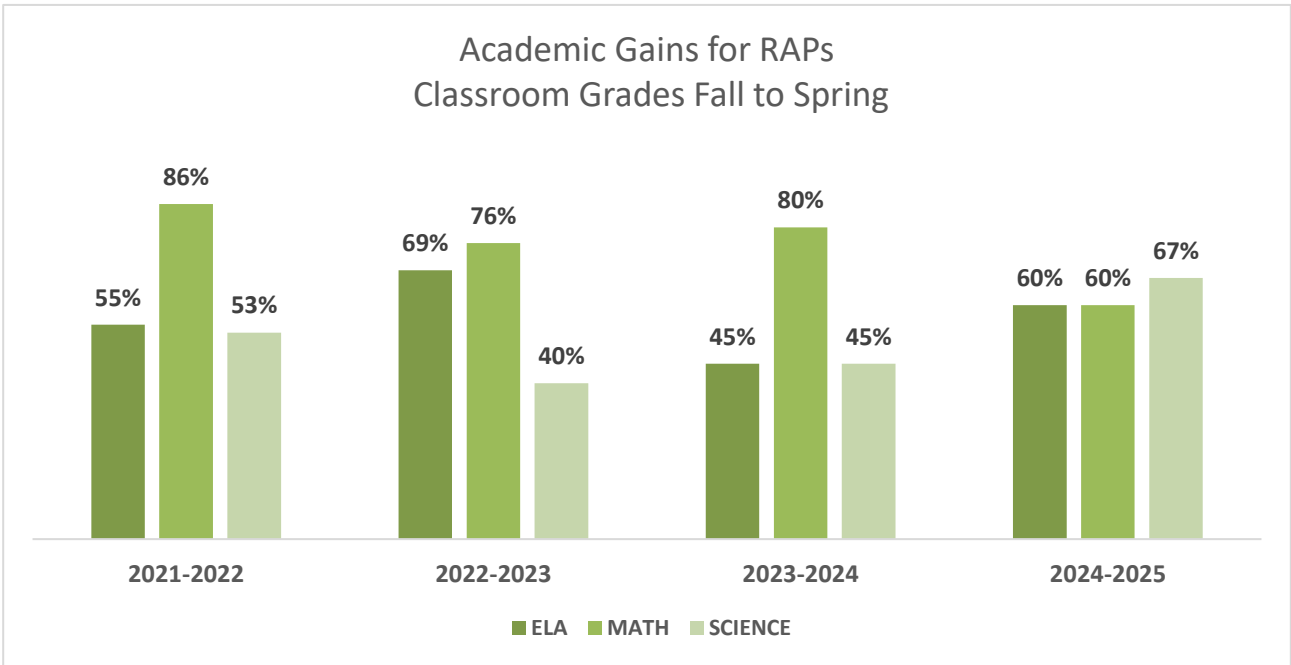
Family Engagement Outcomes

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference or event.” For the 2024-2025 school-year, with a

response rate of 50% of parents with children attending 45 days or more, 100% of parents reported that they assisted their child with a school project and 100% attended a parent/teacher conference or event. The target for assisting with a school project was 20% and 15% for school conference/event attendance.

Academic Gains

The measures used to capture academic gains are classroom grade improvements from fall to spring in ELA, Math, and Science with a 20% target rate for youth with 45 days or more of attendance. For the 2024-2025 school-year, 60% of attendees improved their Math grades or maintained an A, 60% improved their ELA/Reading grade or maintained an A and 67% improved their Science grade or maintained an A.



Social/Behavioral Outcomes:

Target: 15% of regular participants will improve in classroom behavior as documented by the Teacher Survey. Outcome: 73% with a 100% response rate. Target: 25% or RAPs will improve in classroom social interactions. Outcome is 73% which included those who do not need to improve. The response rate was 100% Target: 20% of RAPs will improve in classroom participation as

indicated by the Teacher Survey. Outcome: 77%- with a 100% response rate. This number includes those who do not need to improve.

Please see the Cohort 10 Executive Summary for year to year comparisons.

Outcomes for Cohort 11

The four sites in Cohort 11 are Hamilton Elementary, Fremont Elementary and Middle Schools and Prairie Heights Elementary. Prairie Heights joined Cohort 11 in 2021-2022. Fremont Elementary and Middle Schools were housed at the elementary school for the 2024-2025 school-year.

A total of 131 students attended 21st CCLC cohort 11 programs in-person for 45 days or more in 2024-2025. The average RAP target for the three sites combined was 33.

Teacher surveys using the measures of classroom behavior, social interaction and participation were distributed near the end of the school- year. The sites in cohort 11 surpassed their goals in all measures. The target measure for social interaction was 25%, 15% for classroom behavior and 20% for participation. On average, teachers indicated that 63% of RAPs improved their social interaction in the classroom or did not need to improve.

66% of RAPs showed improvement in classroom behavior or did or need to improve and 62% improved showed improvement in classroom participation or did not need to improve.

All sites surpassed their academic performance measures. The target improvement from fall to spring in all subjects, ELA, Math, and Science was 20%. The average improvement for ELA for all sites was 61%. The average improvement in Math was 53% and for Science the average improvement was 69%.

All sites also surpassed both family engagement measures. With a target of 20% of parents reporting that they assisted with a school project, the average was 91%. The target for attending a parent/teacher conference or school event was also 20% and the average number of parents reporting that they did attend one or the other was 95%. Of the 125 RAPs, 48% of parents of returned surveys.

Hamilton Elementary

Overview

Hamilton Community Schools first hosted a 21st CCLC after-school program at the elementary school in 2009 with cohort 4. This site, located in a small rural community, has broad 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 OST program. This is the only site that offers before-school programming and the only site that does not provide transportation. It is a self-sufficient and proud community where neighbors help neighbors. The free and reduced lunch rate for the OST program was 41% in 2024-2025 over 99% of the student body is Caucasian.

Enrollment

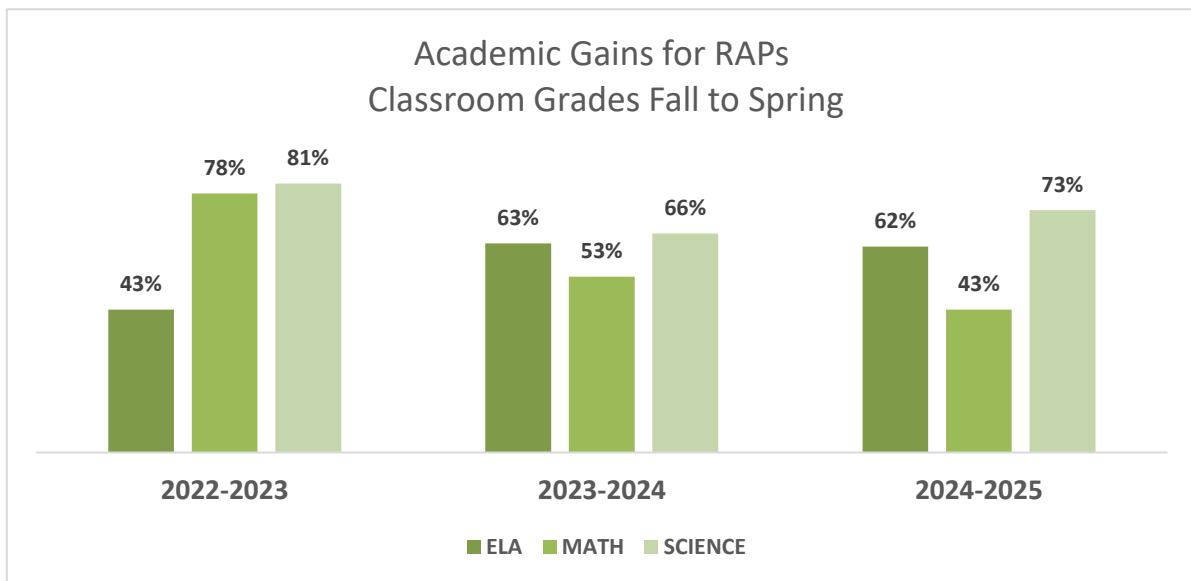
The enrollment for 2024-2025 at Hamilton Elementary School was 192. The attendance goal for this site was surpassed with a target of 35 youth attending 45 days or more. The actual number of RAPs was 56.

Family Engagement Outcomes

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference or event.” For the 2024-2025 school-year, and with a response rate of 56% of parents with children attending 45 days or more, 86% of respondents reported that they assisted their child with a school project and 86% attended a parent/teacher conference or event. The target for school project assistance was 25% and 15% for parent/teacher conference attendance. Parents are welcomed and encouraged to visit their children during BASE and a great deal of thought and effort go into planning engaging family events. Hamilton Elementary is the only site where parents regularly come early and stay late. This group of parents are truly engaged with one another, other people’s children, and the after-school staff. It appears that parents feel some ownership of the program and are ready, willing and able to lend a hand when called upon. This site’s coordinator and staff are committed to parent engagement and it shows.

Academic Gains

The measures used to capture academic gains are classroom grade improvements from fall to spring in ELA, Math, and Science with a 20% target rate for youth with 45 days or more of attendance. For the 2024-2025 school-year, 43% of attendees improved their Math grades or maintained an A, 62% improved their ELA/Reading grade or maintained an A and 73% improved their Science grade or maintained an A.



Social/Behavioral Outcomes

Target: 15% of youth with 45 days or more of attendance will improve in classroom behavior as indicated by the Teacher Survey. This number includes those who do not need to improve.

Outcome: 55% with a response rate of 53%.

Target: 25% of RAPs will improve in social interaction as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 61%, response rate of 53%.

Target: 20% of students with 45 days or more of attendance will improve in classroom participation as indicated by the Teachers Survey. With a response rate of 53%, surveys showed that 66% of RAPs improved in this area.

Prairie Heights Elementary

Overview

Prairie Heights School Corporation first hosted a 21st CCLC at the elementary school beginning with cohort 4 in 2009. This school is in a rural part of the county and serves as the social hub for the community. While it is physically located in Lagrange County, half of the student body lives in Steuben County.

Enrollment

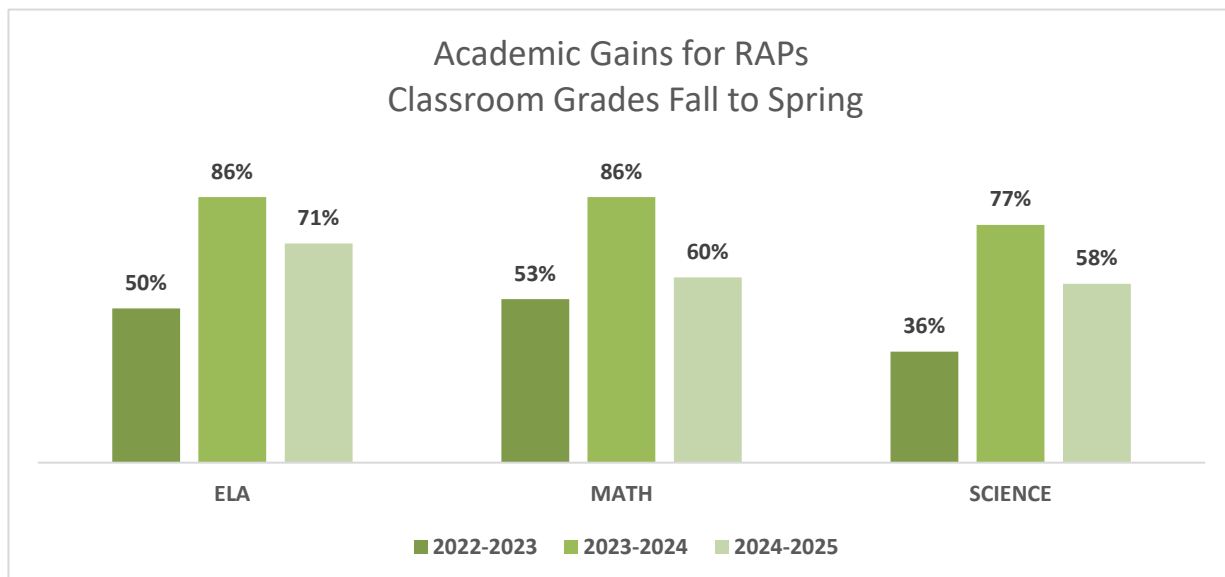
The enrollment for 2024-2025 at Prairie Heights Elementary was 537. The free and reduced rate for the school was 44% and 32% for after-school. The attendance target for RAPs was 30. At this site, 38 students participated for 45 days or more.

Family Engagement Outcomes

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference.” For the 2024-2025 school-year, with a response rate of 50% of parents with children attending 45 days or more, 95% of parents reported that they assisted their child with a school project with a goal of 25% and 100% attended a parent teacher conference or event with a goal of 15%.

Academic Gains

The measures used to capture academic gains are classroom grade improvements from fall to spring in ELA, Math, and Science with a 20% target rate for youth with 45 days or more of attendance. For the 2024-2025 school-year, 60% of attendees improved their Math grades or maintained an A, 71% improved their ELA/Reading grade or maintained an A and 58% improved their Science grade or maintained an A.



Social/Behavioral Outcomes

Target-15% of regular participants will improve in classroom behavior as documented by the Teacher Survey. This number included those who do not need to improve. Outcome: 65%.

Target-25% of RAPs will improve in social interaction as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 59%.

Target-20% of regular participants will improve in classroom participation as evidenced by the Teacher Survey. This number also included students who did not need to improve. Outcome: 69%.

R.E.A.C.H. Summary

The Steuben County Literacy Coalition was awarded a R.E.A.C.H grant in 2022. The sites served through R.E.A.C.H. funds were Fremont Elementary and Fremont Middle Schools. Using the same high quality out-of-time programming that the Steuben County Literacy Coalition has delivered for 16 years made the R.E.A.C.H. program very successful. All short-term performance measures were surpassed. The target number was 75 with 30 days or more. The final number of RAPs was 77 for 2023-2024. This overview is being provided to provide context for the Fremont Community School sites.

Fremont Elementary School

Enrollment

The 2024-2025 academic year was the first for a combined elementary/middle school program. While this site surpassed all other outcome, it fell short of its enrollment target for RAPs. The target number for RAPs was 55 and the actual number of students attending 45 days or more was 38.

Space restrictions at the elementary school may have had a negative impact on enrollment and attendance. With grades 1-8 housed in the small library, engaging middle school students proved a challenge. The program will move to a new location for the 2025-2026 year. The new site is a former preschool and is located on the school campus near the middle school. With additional classrooms that are age appropriate, we expect and hope for more participation from students in grades 5-8.

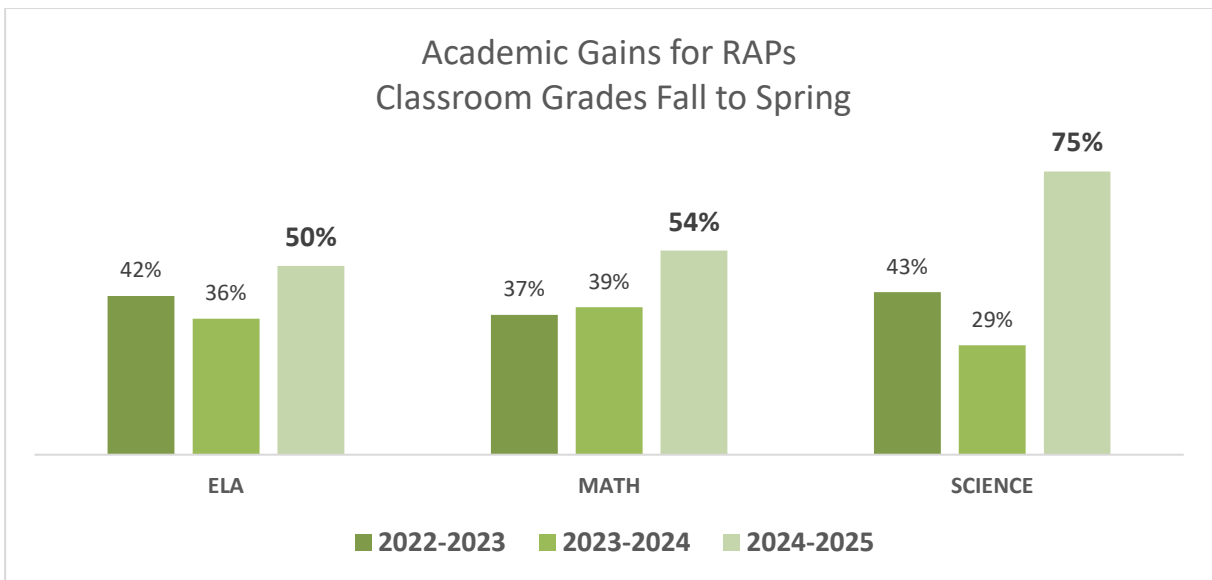
The school enrollment for the elementary and middle schools combined for 2024-2025 was 677 . The free and reduced rate was 43%. 59% of 21st CCLC RAPs qualified for free/reduced meals.

Family Engagement Outcomes

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference or event.” For the 2024-2025 school-year, with a response rate of 48% of parents with children attending 45 days or more, 91% of parents reported that they assisted their child with a school project with a target of 25% and 100% attended a parent teacher conference or event with a target of 15%.

Academic Gains

The measures used to capture academic gains are classroom grade improvements from fall to spring in ELA, Math, and Science with a 20% target rate for youth with 45 days or more of attendance. For the 2024-2025 school-year, 54% of attendees improved their Math grades or maintained an A, 50% improved their ELA/Reading grade or maintained an A and 75% improved their Science grade or maintained an A.



Social/Behavioral Outcomes

Target: 25% of RAPs will improve in social interaction as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 68%.

Target: 20% of students with 45 days or more of attendance will improve in classroom participation as indicated by the Teachers Survey. Survey responses indicated that 68% of RAPs improved or did not need to improve in this area.

Target-15% of regular participants will improve in classroom behavior as documented by the Teacher Survey. This number included those who do not need to improve. Outcome: 63%.

Continuous Improvement Using IN-QPSA STEM Standards

The advancement of science, technology, engineering, and math have been a priority for the 21st CCLC sites for several years. To that end, the local IN-QPSA efforts are focused on STEM. All sites completed a mid-year STEM self-assessment. With that self-assessment in mind, the sites planned and executed their STEM lessons and activities with guidance and support from the program administrator. Not incidentally, classroom Science grades for 2024-2025 far surpassed the Science grade improvement target of 20%. All sites have continued to build on this momentum through additional community partnerships and opportunities for youth. STEM offerings are also an excellent recruitment tool. Sites completed a spring STEM self-assessment which involved local stakeholders including community partners, school administrators,

teachers and parents. The two areas that warrant improvement efforts are leveraging of additional community resources and greater focus on the scientific process. These areas are incorporated into each sites self-improvement plan and will be monitored in the 2025-2026 program year.