

Steuben County Literacy Coalition

**Best After-School Enrichment, Cohort 10,
Cohort 11 and R.E.A.C.H.**

21ST CENTURY COMMUNITY LEARNING CENTERS

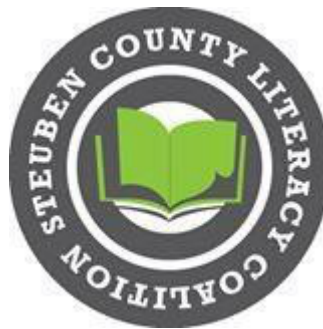
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2022-2023 Evaluation Report



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Best After-School Enrichment (BASE) 21ST CENTURY COMMUNITY LEARNING CENTERS
Evaluation Report for Cohort 10, 11 and R.E.A.C.H.
2022-2023

Overview

Armstrong Consulting, Inc. is providing the evaluation for the Steuben County Literacy Coalition's 21st Community Learning Center programs. Six elementary schools and two middle school are the focus of this evaluation report. The program name is BASE: Best After-school Enrichment. The 2022-2023 school-year is in year two for Cohort 10 and year one for Cohort 11 and R.E.A.C.H. The Literacy Coalition conducted after-school programming in Cohorts 4, 5, 7, 8, 9. Cohort 10 sites include Carlin Park Elementary, Hendry Park Elementary and Angola Middle School. Cohort 11 sites are Prairie Heights and Hamilton Elementary. R.E.A.C.H. and Cohort 11 sites are Fremont Elementary and Fremont Middle School.

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 attendance, and
- For R.E.A.C.H. only,
 - Staff retention

Outcomes for Cohort 10

A total of 88 students attended 21st CCLC Cohort 10 programs in-person for 45 days or more in 2022-2023. The RAP target was 60.

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 10 far 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 76% of RAPs improved their social interaction in the classroom or did not need to improve. 78% of RAPs showed improvement in classroom behavior or did or need to improve and 84% improved showed improvement in classroom participation or did not need to improve. The two elementary school in the Cohort

scored significantly higher than the middle school.

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 63%. The average improvement in Math was 62% and for science the average improvement was 58%.

All sites also surpassed both family engagement measures. With a target of 20% of parents reporting that they assisted with a school project and attended a parent/teacher conference. While the outcomes for both measures were 100% only 26% of parents of RAPs returned a survey. This is one area for focused improvement for the 2023-2024 program year.

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 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

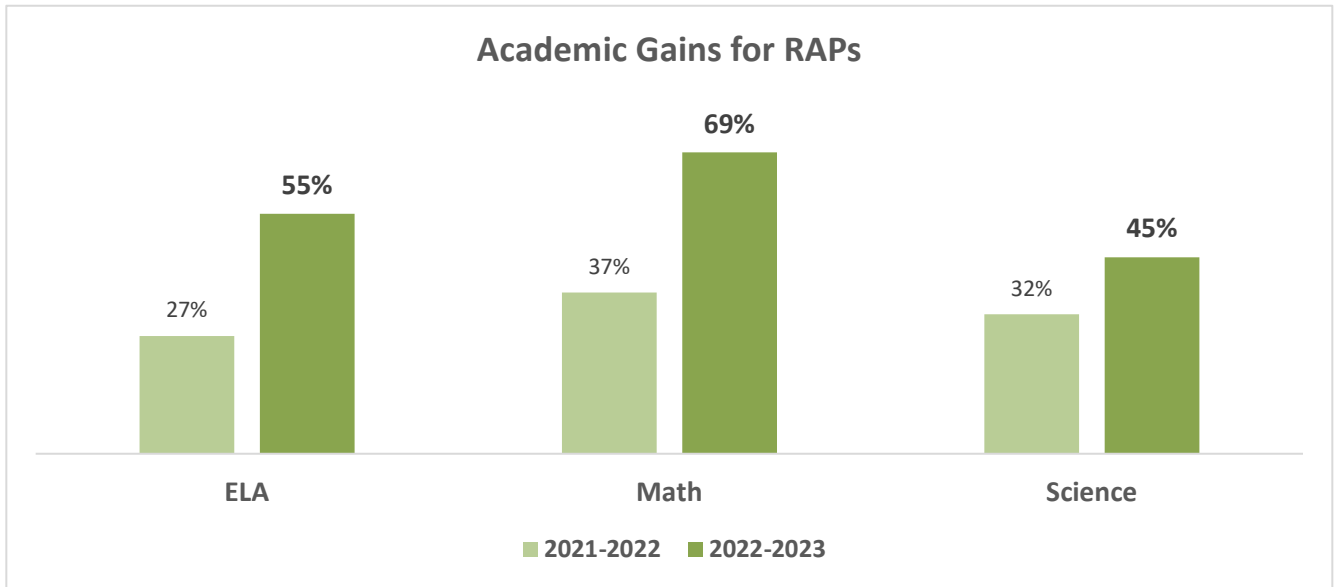
The enrollment for 2022-2023 at Angola Middle School was 577. The free and reduced rate for the school was 52% up significantly from the year prior. Only 44% of BASE RAPs qualified for free/reduced meals. BASE attendance outcome was 29 RAPs attending 45 days or more. The attendance target was 25.

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 2022-2023 school-year, with a response rate of 26% 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. The target for both measures was 20%.

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 2022-2023 school-year, 69% of attendees improved their math grades or maintained an A, 55% improved their ELA/Reading grade or maintained an A and 45% improved their science grade or maintained an A.



Social/Behavioral Outcomes

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

Target-15% of RAPs will improve in social interaction as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 66%

Target: 25% of RAPs will improve in classroom participation as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 67%.

Carlin Park Elementary

Overview and Enrollment

The enrollment at Carlin Park for the 2022-2023 school year was 375 which represent a 17% increase over last year. The attendance target for after-school was 25 with 29 students

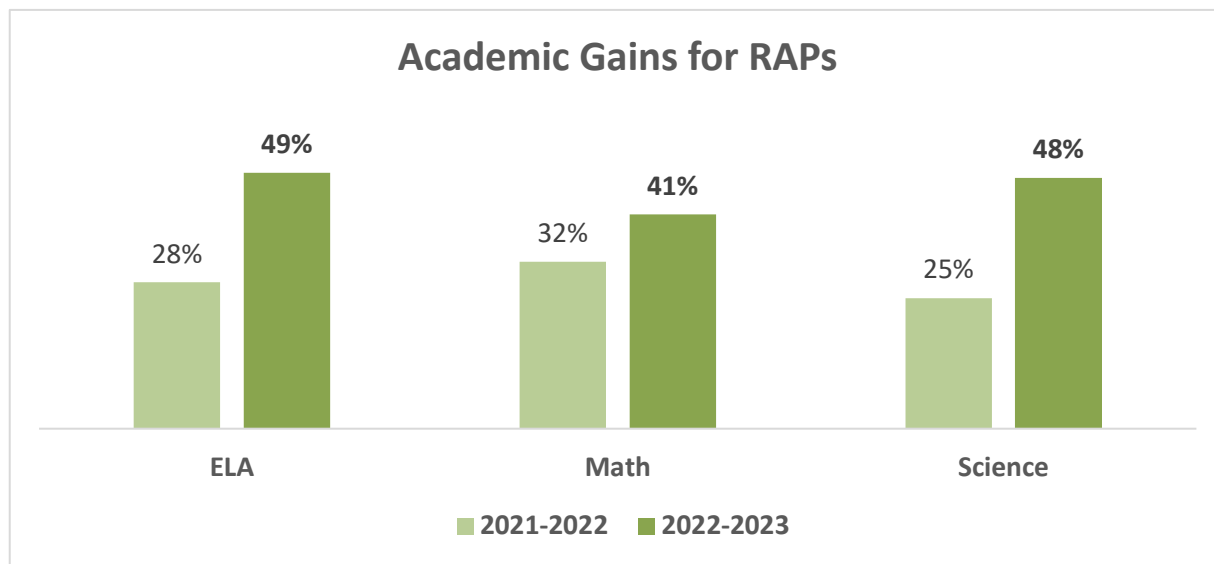
attending 45 days or more. The free and reduced lunch rate for the building was 66% which is a 19% increase over the 2021-2022 school-year.

Family Engagement Outcomes

The behaviors captured for family engagement outcome are “assistance with a school project” and “attendance at a parent/teacher conference.” For the 2022-2023 school-year, with a response rate of 26% 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. The target for both measures was 20%. The survey response rate was much lower this year than last and is focus for program improvement.

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 2022-2023 school-year, 41% of attendees improved their math grades or maintained an A, 49% improved their ELA/Reading grade or maintained an A and 48% 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: 83% with a 100% response rate. Target: 25% or RAPs will improve in classroom social interactions. Outcome 84% and 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

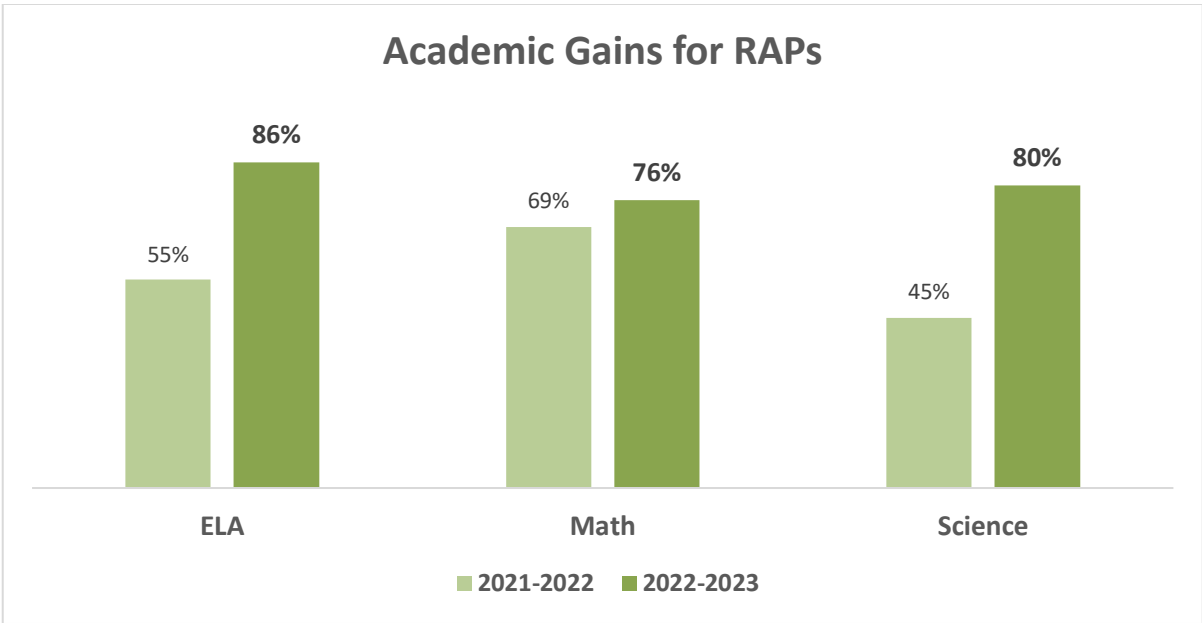
The enrollment for 2022-2023 at Hendry Park Elementary School was 365. BASE enrollment was 30 regular participants attending 45 days or more with an RAP goal of 30. The free and reduced rate for the elementary school for 2022-2023 was 40%.

Family Engagement Outcomes

The behaviors captured for family engagement outcome are “assistance with a school project” and “attendance at a parent/teacher conference.” For the 2022-2023 school-year, with a response rate of 26% 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. The target for both measures was 20%.

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 2022-2023 school-year, 76% of attendees improved their math grades or maintained an A, 86% improved their ELA/Reading grade or maintained an A and 80% 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: 82% with a 26% response rate. 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: 80%-26% response rate and with a target of 20% of students with 45 days or more will improve classroom participation as indicated by the Teacher Survey. The actual outcome was 84%

Outcomes for Cohort 11

The four sites in Cohort 11 are Hamilton Elementary, Prairie Heights Elementary, Fremont Elementary and Fremont Middle School. The Fremont Schools are also R.E.A.C.H. sites with their reports begin on page 11.

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 after-school 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 mela rate is 43% and 100% of the student body is Caucasian.

Enrollment

The enrollment for 2022-2023 at Hamilton Elementary School was 166 which is up a fraction from last year. 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 70.

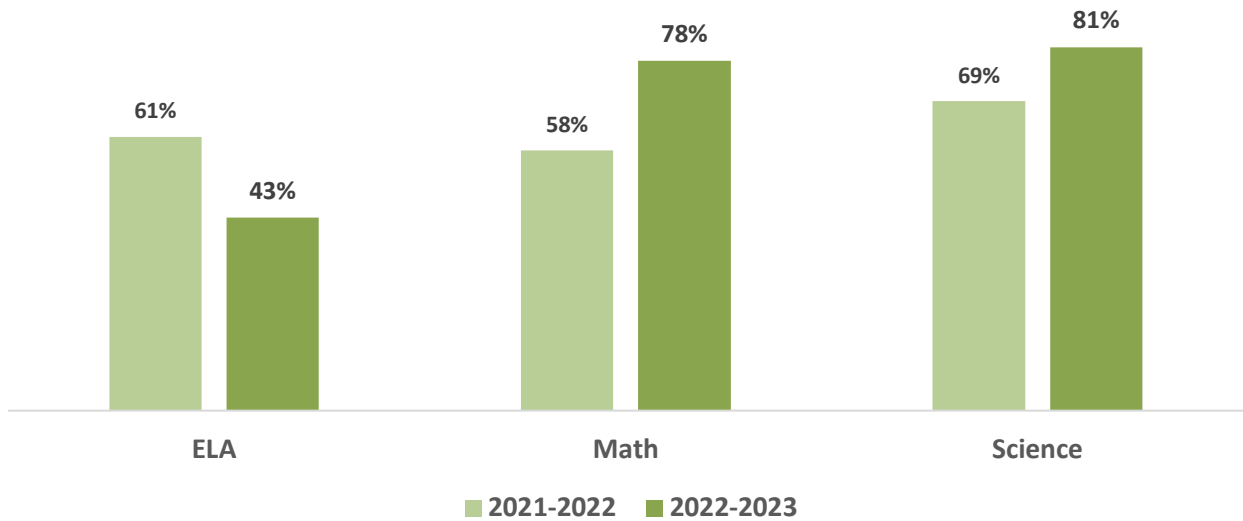
Family Engagement Outcomes

The behaviors captured for family engagement outcome are “assistance with a school project” and “attendance at a parent/teacher conference.” For the 2022-2023 school-year, and with a response rate of 26% of parents with children attending 45 days or more, 100% of respondents reported that they assisted their child with a school project and 100% attended a parent/teacher conference. The target for both measures was 20%. 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. However, 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 2022-2023 school-year, 78% of attendees improved their math grades or maintained an A, 43% improved their ELA/Reading grade or maintained an A and 81% improved their science grade or maintained an A.

Academic Gains for RAPs



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: 81% with a response rate of 100%.

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: 79% with a response rate of 100%.

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 100%, surveys showed that 93% 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

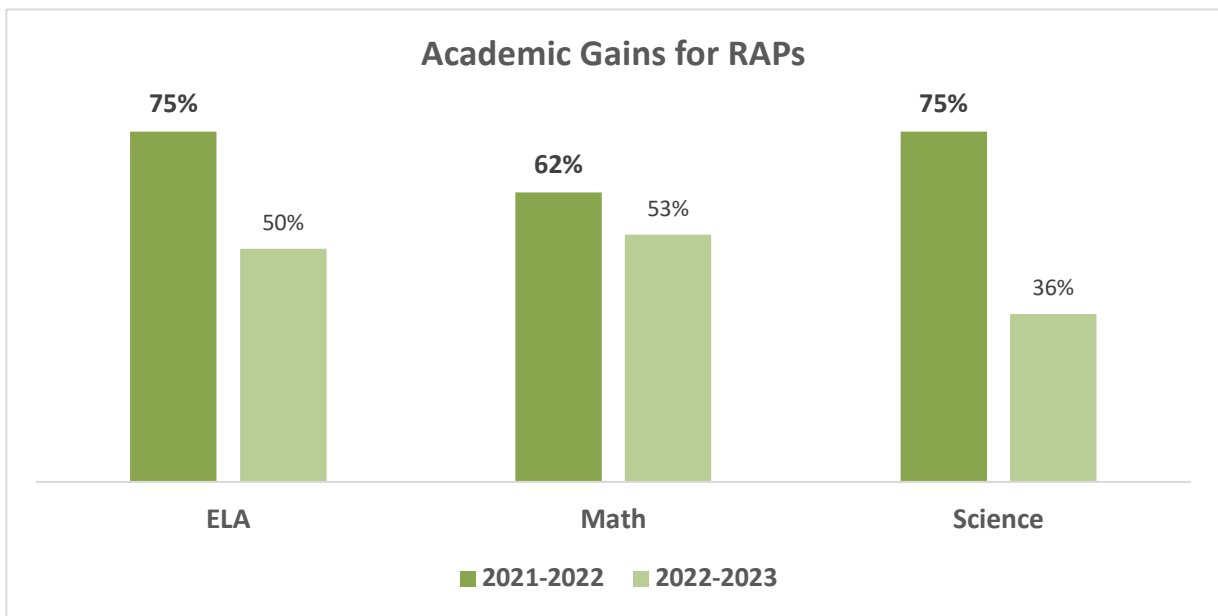
The enrollment for 2022-2023 at Prairie Heights Elementary was 518. The free and reduced rate for the school was 44%. The attendance target was 30. At this site, 30 students participated for 45 days or more. This is a drastic improvement over the '22-'23 school-year, nearly doubling the number of RAPs.

Family Engagement Outcomes

The behaviors captured for family engagement outcome are “assistance with a school project” and “attendance at a parent/teacher conference.” For the 2022-2023 school-year, with a response rate of 26% 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. The target for both measures was 20%.

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 2022-2023 school-year, 53% of attendees improved their math grades or maintained an A, 50% improved their ELA/Reading grade or maintained an A and 36% 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: 71%.

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: 69%.

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%. The response rate for the Teacher Survey was 100%.

R.E.A.C.H.

The Steuben County Literacy Coalition was awarded a R.E.A.C.H grant in 2022. The sites served through REACH funds are Fremont Elementary and Fremont Middle Schools. Using the same high quality out-of-time programming that the Steuben County Literacy Coalition has delivered for 15 years made the REACH program very successful. All short-term performance measures were surpassed apart from the number of regular-attending participants. The target number was 75 with 30 days or more. The final number of RAPs. Was 70. Five additional student participated for 29 days.

The chart below illustrates daily activities and academic support. Thursdays feature student-choice clubs and social and emotional learning.

School-year design and activities

	After School Activities	Parent Engagement Activities
Monday	3 hours: Literacy Activities (Reading Eggs/Eggspress, Reader’s Theatre, etc.)	Parent Engagement activities are offered monthly. Parents will be surveyed to determine if they can participate during program hours, or if they prefer an evening activity. Parent activities will be held for approximately 3 hours per month. Parent’s input will also be sought regarding parent activity preferences.
Tuesday	3 hours: Math Activities (Mathseeds, BrainPop, etc.)	
Wednesday	3 hours: Science Activities (i.e. CSI, Entomology, BrainPop, etc.)	
Thursday	2 hours: Student Club Choice (i.e., Lego Robotics, Cooking, Martial Arts, Pottery, Drama, etc.) 1 hour: Kid Grit: Social Emotional Learning and Mindfulness	
Friday	OST is not offered	
Days	130	10

A robust REACH summer program was offered for 35 hours weekly for eight weeks totaling 40 days and 300 hours of contact time.

Summer School Design and Activities	
8:00 to 3:30 daily	Summer School Activities

Monday	2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader’s Theatre, etc.) 2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.) 2 hours: STEAM Enrichment (i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.) 1 hour: Physical Activity and Nutrition
Tuesday	2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader’s Theatre, etc.) 2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.) 2 hours: STEAM Enrichment i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.) 1 hour: Physical Activity and Nutrition
Wednesday	2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader’s Theatre, etc.) 2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.) 2 hours: STEAM Enrichment i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.) 1 hour: Physical Activity and Nutrition
Thursday	2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader’s Theatre, etc.) 2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.) 2 hours: STEAM Enrichment i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.) 1 hour: Physical Activity and Nutrition
Total Days	40

Fremont Community Schools (Elementary School and Middle School)

Enrollment

The enrollment for 2022-2023 at Fremont Elementary and Middle School was 639. The free and reduced rate for the two schools was 45%. 45% of REACH RAPs also qualified for free/reduced meals. REACH attendance outcome was 70 RAPs attending 30 days or more. The attendance target was 75.

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 2022-2023 school-year, with a response rate of 26% of parents with children attending 30 days or more, 100% of parents reported that they assisted their child with a school project and 100% attended a parent teacher conference. The target for both measures was 20%.

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 30 days or more of attendance. For the 2022-2023 school-year, 37% of attendees improved their math grades or maintained an A, 21% improved their ELA/Reading grade or maintained an A and 40% 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: 56% with a response rate of 100%.

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 100%, surveys showed that 61% of RAPs

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: 62%.

Administrative Priority Area

The retention of direct staff is a priority for the REACH initiative. We know that children learn and thrive when they have a relationship with a caring and supportive adult. The target for this measure was the retention of 50% of direct staff. The REACH sites retained 90% of staff from Year 1 to Year 2. This is attributed to professional development, staff input and increased wages.

Continuous Improvement Using IN-QPSA Standards

The advancement of science, technology, engineering, and math have been a priority for the 21st CCLC sites for several years and is also a priority for REACH. To that end, the local IN-QPSA efforts have focused on STEM. All sites completed a start of 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 2022-2023 were greatly improved over the previous year at all sites apart from one. We plan to build on this momentum through additional community partnerships and opportunities for youth. STEM offerings are also an excellent recruitment tool. Sites also completed a spring STEM self-assessment. The local evaluator will work closely with each site to create an improvement plan based on the results of the spring STEM assessment.