

# Steuben County Literacy Coalition

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

21ST CENTURY COMMUNITY LEARNING CENTERS

*1208 S. WAYNE ST.*

*ANGOLA, IN 46703*

*260.665.1414*

*BREANN FINK, EXECUTIVE DIRECTOR*

## 2023-2024 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**  
**Evaluation Report for Cohort 10, 11 and R.E.A.C.H.**  
**2023-2024**

## **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 2023-2024 school-year is in year-three for cohort 10, year-two for cohort 11 and completed R.E.A.C.H. The Literacy Coalition conducted after-school programming in cohorts 4, 5, 7, 8 and 9. Cohort 10 sites include Carlin Park Elementary, Hendry Park Elementary and Angola Middle School. Cohort 11 sites are Prairie Heights and Hamilton Elementary. Fremont Elementary and Fremont Middle School are concurrently Cohort 11 and R.E.A.C.H. sites.

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 96 students attended 21<sup>st</sup> CCLC cohort 10 programs in-person for 45 days or more in 2023-2024. 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. 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 63% of RAPs improved their social interaction in the classroom or did not need to improve. 84% of RAPs showed improvement in classroom behavior or did or need to improve and 66% 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 38%. The average improvement in Math was 39% and for science the average improvement was 40%.

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 85%. The target for attending a parent/teacher conference or school event was also 20% and the average number of parents reporting that they did was 84%. Of the 96 RAPs, 48% of parents returned surveys. This response rate was on average, 18% higher than in 2022-2023.

## **Angola Middle School**

### **Overview**

The Metropolitan School District (MSD) of Steuben County first hosted a 21<sup>st</sup> 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**

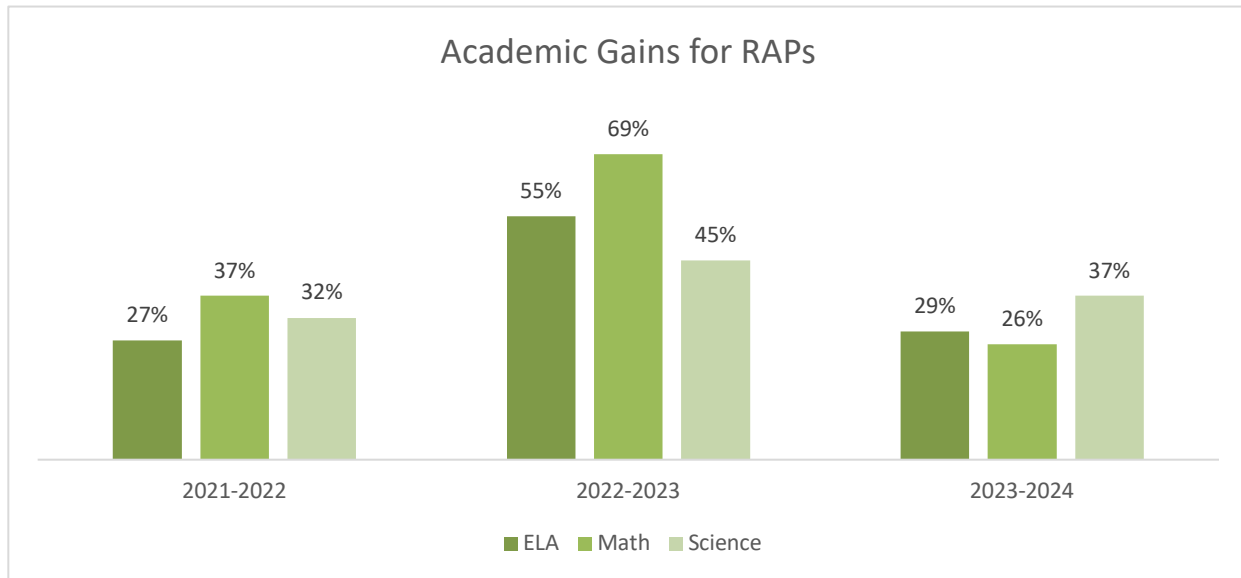
The enrollment for 2023-2024 at Angola Middle School was 530. The free and reduced rate for the school was 55%, up significantly from the year prior. 59% of BASE RAPs qualified for free/reduced meals. BASE attendance outcome was 27 RAPs attending 45 days or more. The attendance target was 25.

## Family Engagement Outcomes

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference or event.” For the 2023-2024 school-year, with a response rate of 36% of parents with children attending 45 days or more, 77% of parents reported that they assisted their child with a school project and 66% 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 2023-2024 school-year, 26% of attendees improved their math grades or maintained an A, 29% improved their ELA/Reading grade or maintained an A and 37% improved their science grade or maintained an A.



## **Social/Behavioral Outcomes**

Target: 15% of RAPs will improve in classroom behavior as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 35%.

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: 30%

Target: 20% of RAPS will improve in classroom participation as indicated by the Teacher Survey. This number includes those who do not need to improve. Outcome: 90%.

## **Carlin Park Elementary**

### **Overview and Enrollment**

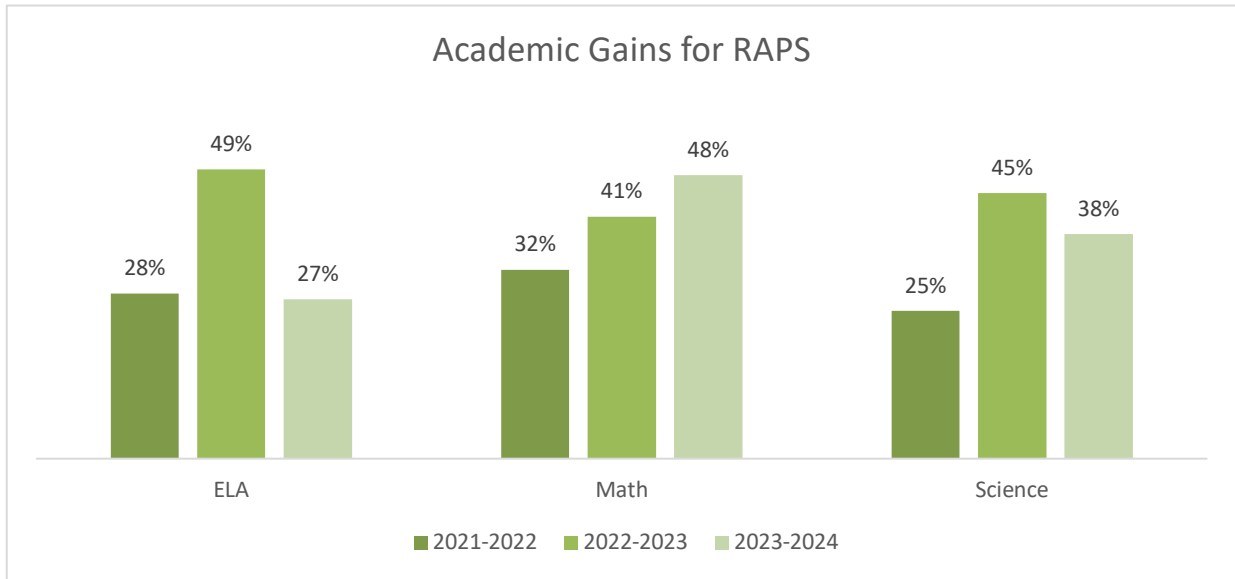
The enrollment at Carlin Park for the 2023-2024 school year was 343 which represent a 9% decrease over last year. The attendance target for after-school was 25 with 29 students attending 45 days or more. The free and reduced lunch rate for the after-school program was 48% and 73% for the building.

### **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 2023-2024 school-year, with a response rate of 26% of parents with children attending 45 days or more, 86% of parents reported that they assisted their child with a school project and 96% attended a parent/teacher conference or event. 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 2023-2024 school-year, 51% of attendees improved their math grades or maintained an A, 27% improved their ELA/Reading grade or maintained an A and 38% 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 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**

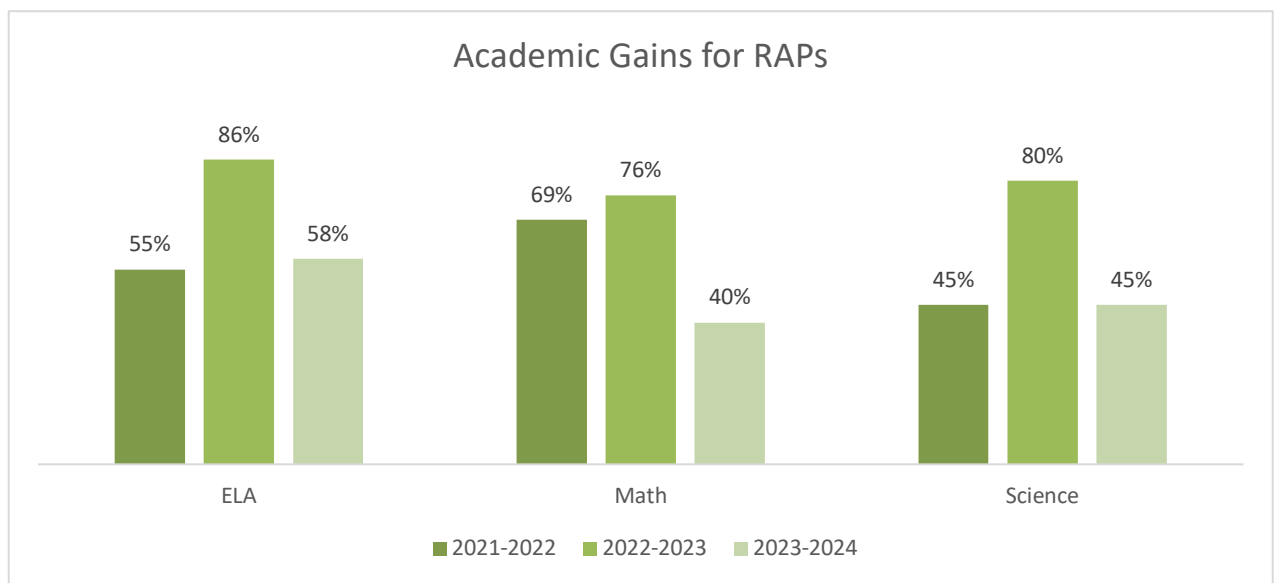
The enrollment for 2023-2024 at Hendry Park Elementary School was 381. BASE enrollment was 40 regular participants attending 45 days or more with an RAP goal of 30. The free and reduced rate for the elementary school for 2023-2024 was 64% and 42% for the after-school program.

## 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 2023-2024 school-year, with a response rate of 35% of parents with children attending 45 days or more, 91% of parents reported that they assisted their child with a school project and 91% 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 2023-2024 school-year, 40% of attendees improved their math grades or maintained an A, 58% improved their ELA/Reading grade or maintained an A and 45% 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 includes those who do not need to improve. Outcome: 79% with a 35% 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: 76% 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 72%

### ***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.

A total of 125 students attended 21st CCLC cohort 11 programs in-person for 45 days or more in 2023-2024. The average RAP target for the four sites combined was 30.

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 most measures. The target measure for social interaction was 25%, 15% for classroom behavior and 20% for participation. On average, teachers indicated that 62% 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 59% 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 56%. The average improvement in Math was 59% and for science the average improvement was 59%.

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 93%. The target for attending a parent/teacher conference or school event was also 20% and the average



number of parents reporting that they did was 99%. Of the 125 RAPs, 36% 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 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 lunch rate for 2023-2024 is 37% and 100% of the student body is Caucasian.

### **Enrollment**

The enrollment for 2023-2024 at Hamilton Elementary School was 180 which is up 9% 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 54.

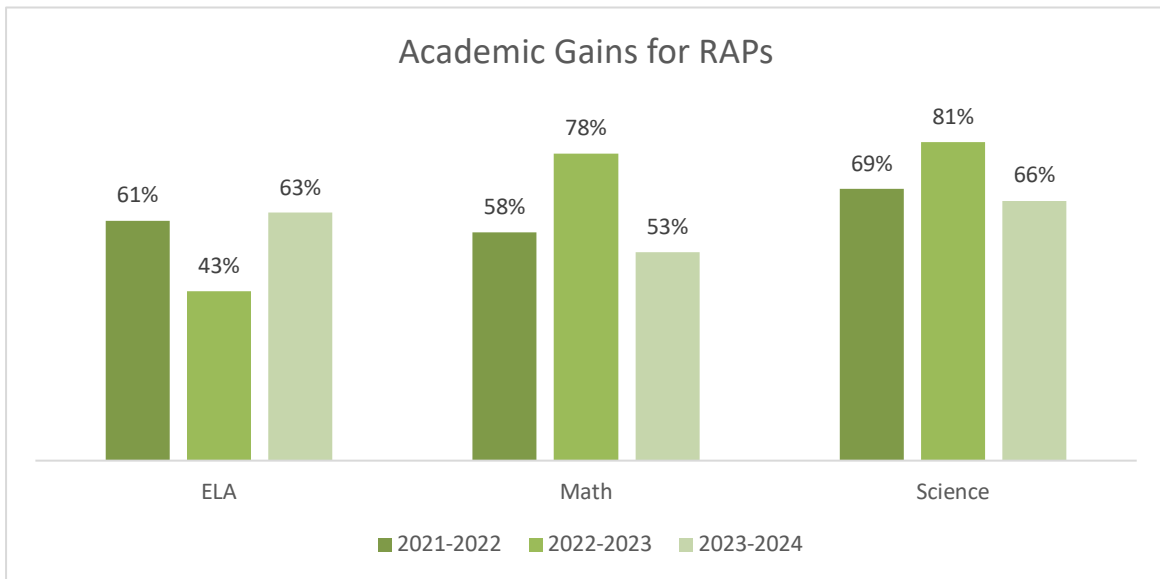
### **Family Engagement Outcomes**

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference or event.” For the 2023-2024 school-year, and with a response rate of 37% of parents with children attending 45 days or more, 95% of respondents reported that they assisted their child with a school project and 95% attended a parent/teacher conference or event. 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 2023-2024 school-year, 53% of attendees improved their math grades or maintained an A, 63% improved their ELA/Reading grade or maintained an A and 66% 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: 86% with a response rate of 37%.

---

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: 88%.

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 37%, surveys showed that 88% 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 2023-2024 at Prairie Heights Elementary was 522. The free and reduced rate for the school was 42%. The attendance target was 30. At this site, 32 students participated for 45 days or more.

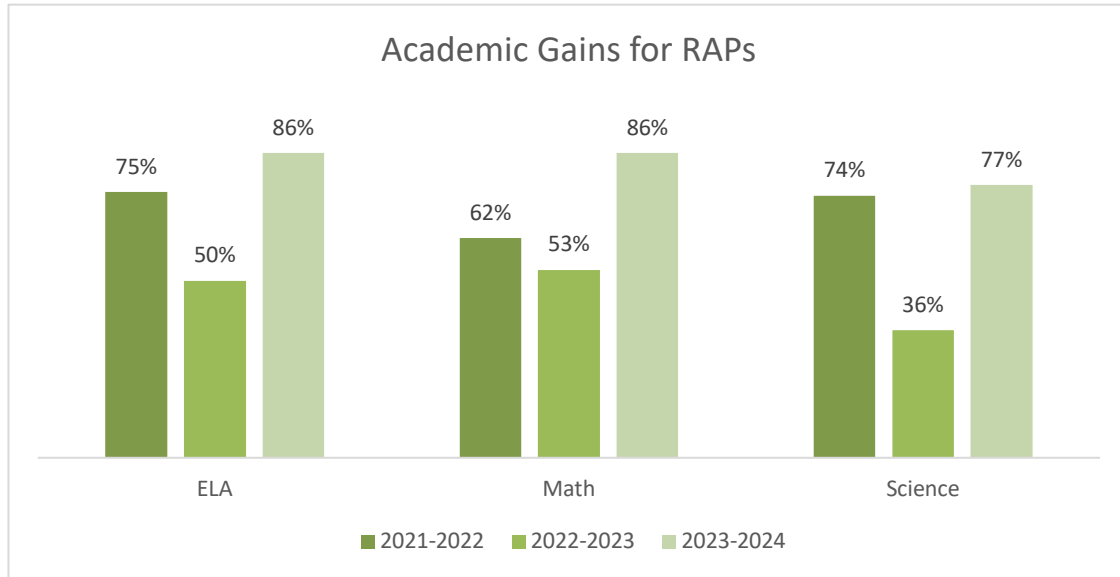
### **Family Engagement Outcomes**

The behaviors captured for family engagement outcomes are “assistance with a school project” and “attendance at a parent/teacher conference.” For the 2023-2024 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 2023-2024 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: 45%.

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: 49%.

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: 44%.

## 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 R.E.A.C.H. 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 16 years made the R.E.A.C.H. 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 as 77.

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

**School-year design and activities**

	<b>After School Activities</b>	<b>Parent Engagement Activities</b>
Monday	<b>3 hours: Literacy Activities (Reading Eggs/Eggspress, Reader’s Theatre, etc.)</b>	<b>Parent Engagement activities are offered monthly.</b>  <b>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.</b>
Tuesday	<b>3 hours: Math Activities (Mathseeds, BrainPop, etc.)</b>	
Wednesday	<b>3 hours: Science Activities (i.e. CSI, Entomology, BrainPop, etc.)</b>	
Thursday	<b>2 hours: Student Club Choice (i.e., Lego Robotics, Cooking, Martial Arts, Pottery, Drama, etc.)</b>  <b>1 hour: Kid Grit: Social Emotional Learning and Mindfulness</b>	
Friday	<b>OST is not offered</b>	

---

Days

135 to 160 depending on the site.

---

A robust R.E.A.C.H. summer program was offered for 35 hours weekly for four weeks totaling 20 days and 140 hours of contact time.

<b>Summer School Design and Activities</b>	
<b>8:00 to 3:30 daily</b>	<i>Summer School Activities</i>
<b>Monday</b>	<b>2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader's Theatre, etc.)</b> <b>2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.)</b> <b>2 hours: STEAM Enrichment (i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.)</b>  <i>1 hour: Physical Activity and Nutrition</i>
<b>Tuesday</b>	<b>2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader's Theatre, etc.)</b> <b>2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.)</b> <b>2 hours: STEAM Enrichment i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.)</b>  <i>1 hour: Physical Activity and Nutrition</i>
<b>Wednesday</b>	<b>2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader's Theatre, etc.)</b> <b>2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.)</b> <b>2 hours: STEAM Enrichment i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.)</b>  <i>1 hour: Physical Activity and Nutrition</i>
<b>Thursday</b>	<b>2 hours: Literacy Enrichment (Reading Eggs/Eggspress, Reader's Theatre, etc.)</b> <b>2 hours: Math Enrichment (Mathseeds, BrainPop, Mango Math, etc.)</b> <b>2 hours: STEAM Enrichment i.e., CSI, Entomology, BrainPop, Foreign Language-Rosetta Stone, etc.)</b>  <i>1 hour: Physical Activity and Nutrition</i>
<b>Friday</b>	<b>3 hours academic Enrichment</b> <b>3 hours special events, i.e., field trips, speakers, arts, crafts, field games, family events</b>  <i>1 hour: Physical Activity and Nutrition</i>
<b>Total Days</b>	<b>40</b>

Academic and enrichment opportunities resulting from R.E.A.C.H. were:

1. Students had access to extended day summer school, with morning academics and afternoon enrichment classes
2. Students had access to school counselors and/or licensed mental health professionals during after school hours.
3. Students received year-round SEL programming.

### **Fremont Elementary School**

#### **Enrollment**

The enrollment for 2023-2024 at Fremont Elementary was 401. The free and reduced rate was 42%. 38% of 21<sup>st</sup> CCLC RAPs qualified for free/reduced meals. Attendance outcome was 32 RAPs attending 30 days or more. The attendance target was 35.

#### **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 2023-2024 school-year, with a response rate of 28% of parents with children attending 30 days or more, 89% 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 2023-2024 school-year, 40% of attendees improved their math grades or maintained an A, 34% improved their ELA/Reading grade or maintained an A and 38% 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: 72%.

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 66% 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: 77%.

### **Administrative Priority Area**

The retention of direct staff is a priority for the R.E.A.C.H. 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 R.E.A.C.H. sites retained 76% of staff from Year 2 to Year 3. 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 21<sup>st</sup> CCLC sites for several years and is also a priority for R.E.A.C.H. To that end, the local IN-QPSA efforts have 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 2023-2024 far surpassed the science grade improvement target of 20%. We will continue 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. The local evaluator will work closely with each site to create an improvement plan based on the results of the spring STEM assessment.