

2016-2017 School Year Evaluation Report



**Mitchell 21st Century Community Learning Center
1755 W Hancock Ave
Mitchell, Indiana 47446**

**Prepared by:
South Central Indiana AHEC
Alyssa Jackson
500 West Main Street
Mitchell, Indiana 47446
Phone: 812-849-4447**



21st CCLC Hoosier Uplands, EDC – Mitchell Site (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	45	--
Less than 30 days	0	0	1	--
30-60 days	2	1	7	--
60 or more days	36	37	47	--
Total	38	38	55	--

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
YES	75% of regular participating students in grades 3-6 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment.
NO	75% of regular participating students in grades K-2 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment.
YES	75% of regular participating students in grades K-2 will receive a passing score by the spring in the school specific diagnostic math assessment.
YES	75% of regular participations students in grades 3-6 will receive a passing score by the spring in the school specific diagnostic math assessment.

2016-2017 Program Site Successes

- Staff members worked very well with school personnel and guardians to ensure they were informed of activities going on in the program, and the strives to help the students reach their academic goals.
- Parents were more involved and active with their child during family events.
- The program had excellent daily attendance for the entire duration of the school year and had 98% of the students attend 30 days or more. The 2% gap was a result of having one of the students joining closer to the end of the year. The program exceeded the attendance target as well.
- 75% of short term performance measures were met, and were only off by 1% in one category that kept the program from meeting 100% of the short term performance measures.

Areas to be Strengthened in 2017-2018

- Work with the school to get more volunteers for reading time and to help with occasional activities.
- Working with students and teachers to make sure that if they have homework that they need to finish, they have adequate time to finish it.
- Utilize the myON online reading portal for more activities.

INTROUDUCTION

Mitchell 21st Century Community Learning Center (CCLC) has provided afterschool programs for elementary-aged youth in Mitchell for the past six and a half years and this report analyzes the data on program outcomes gathered throughout the 2016-2017 school year. Student academic performance, classroom behavior, and 21st Century Community Learning Center event evaluation data was gathered using several measurement tools. They include:

- 1. Grades
- 2. Family Night Surveys
- 3. Student Surveys
- 4. Parent Surveys
- 5. Teacher Surveys

This report provides descriptive statistics which can be used to determine the level of impact on youth participants and the participants’ parents. Additionally, stakeholders may wish to use this evaluation in making program changes for effectiveness.

STUDENTS SERVED BY THE PROGRAM

Mitchell Program Attendance:

	# of students	% of total
0 - 30 days	1	2%
30 - 59 days	7	13%
60 + days	47	85%

Actual Attendance Compared to Projected Numbers:

	Total # of proposed in application	Total # currently being served	Number of Regular Participants (Active)
Students	45	55	54
Parents	23	48	48
Totals (students + parents)	68	103	102

For regular attending students, the projected goal was that 45 students would attend 60+ days. The Mitchell 21st CCLC program exceeded that goal and had 47 students attend 60+ days. Parents at Mitchell know that after school, their child is in a safe environment, they will be cared for, and they will receive academic help, and participate in academic enrichment time. Parent and youth satisfaction with the program has helped to exceed the goal of at least 47 students attending the program 60+ days.

Participant Demographics:

The Mitchell 21st CCLC Program served 30 female and 25 male students. Of these students, 100% were Caucasian. Of the students participating in the program, 4 students were between ages five and six, 12 were between seven and eight, 21 were between nine and ten, and 17 students were between eleven and twelve, and 1 student was thirteen years old. Also, 69% of the students were on free or reduced lunch at school.

Short-term Performance Measures: Math

Hoosier Uplands EDC, Mitchell Site

75% of regular participating students in grades 3-6 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment.

A	B	C	D		E		F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Number of Students Passing	Percent of Students Passing	Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing				
14	14	100%	14	100%	13	93%	-7%	YES		

75% of regular participating students in grades K-2 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment.

A	B	C	D		E		F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Number of Students Passing	Percent of Students Passing	Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing				
39	39	100%	26	67%	29	74%	7%	NO		

Short-term Performance Measures: English/Language Arts

Hoosier Uplands EDC, Mitchell Site

75% of regular participating students in grades K-2 will receive a passing score by the spring in the school specific diagnostic math assessment.

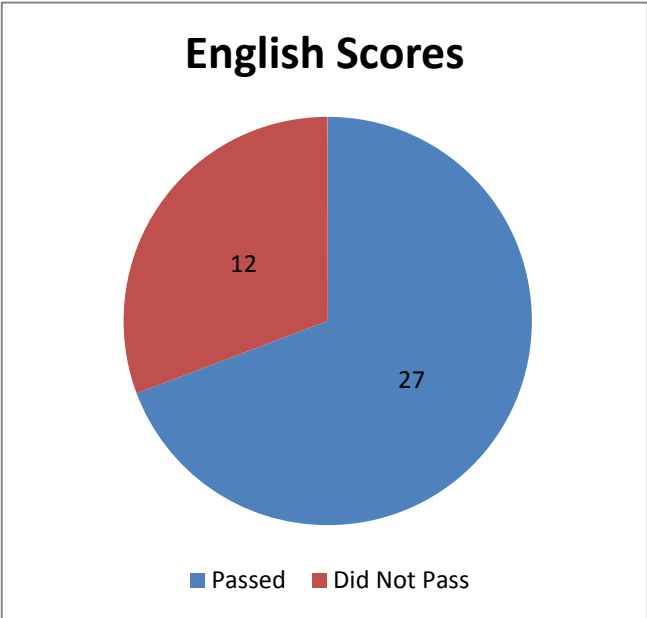
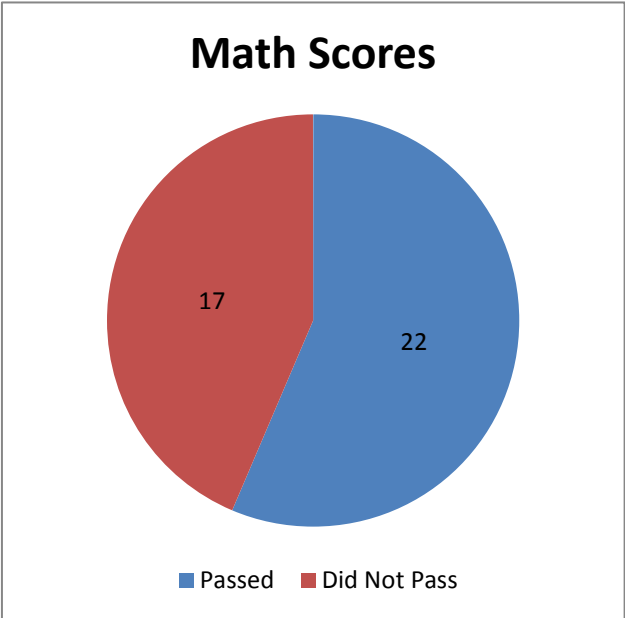
A	B	C	D		E		F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Number of Students Passing	Percent of Students Passing	Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing				
16	14	100%	13	93%	13	93%	0%	YES		

75% of regular participations students in grades 3-6 will receive a passing score by the spring in the school specific diagnostic math assessment.

A	B	C	D		E		F	G	H	I
Total Number of "Frequent" or "Regular" Participants in Relevant Grade Levels	Total Number of Participants in Column A with Assessment Data in Both Fall and Spring	Percent with Complete Data	Fall		Spring		Number of Students Passing	Percent of Students Passing	Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing				
39	39	100%	27	69%	33	85%	16%	YES		

Mitchell Elementary Schools did an excellent job and met 75% of their short term performance measures. They were only 1% away from meeting 100% of their short term performance measures and that was in the ELA diagnostic testing for K-2. In all but the ELA diagnostic testing for 3-6th grade, the percent of students passing increased from the fall to the spring semester. These statistics prove the effectiveness of out of school learning during 21st CCLC program hours.

ISTEP Scores



56% of students passed the Math ISTEP portion with 22 students, and only 44% did not receive a passing score with 17 students not passing. When it comes to the English/Language Arts portion, 69%, or 27 students, passed, while 12 students, 31%, did not pass. The ELA scores were pretty good overall, however, the math scores could use some more work. The school recently switched to the Eureka math system and some students have had a difficult time with the adjustment. The program staff members will work more closely with school day teachers to get supplemental worksheets and activities that could further assist students with their math homework and hopefully increase overall math scores.

Mitchell Grades

In the fall of 2016, Kindergarten through 5th grade students had English Language Arts (ELA) grades that were a B- average and math grades that were a B- average. In the spring of 2017, the ELA scores were a B average and the math grades were a B- average. This shows an increase in the average grade for ELA and an average that stayed the same for math. There were 10 students who improved both their math and English Language Arts grades from fall to spring.

FORMATIVE FEEDBACK

Surveys and Data Collected:

Surveys and data were collected from parents, teachers, and youth to evaluate their views of the program and the strengths and weaknesses.

Parent Survey Evaluation for Spring Family Night 2017

Mitchell Family Night is a family oriented event that is hosted around the end of the school year, in March-May. Students and their families come to the site and have a fun evening together, enjoy a planned activity, and receive a light meal. This year, the Family Night event consisted of pirate themed games and activities. This event had a great focus on reading and literacy. All the students attending, as well as siblings of afterschool attendees, received at least 1-2 books per child. Students and their families enjoyed Captain Hook's Ring Toss, Pin the Parrot on the Pirate, a Pirate ship race with spray bottles as well as BINGO. In addition to these fun and interactive activities, they were able to color, play games, and make special crafts that would be used for the rest of the evening. Parents were given incentives to interact with their children and to help them complete each task. Following every activity, if the parent aided their child, they were given a raffle ticket that gave them a chance to win a gift card.

Workshop content	Excellent	Good	Fair	Poor	Average Score
Usefulness of Information Presented	74%	20%	6%	0%	3.68
Effectiveness of Activities	80%	10%	10%	0%	3.71
Value of Handouts	71%	20%	9%	0%	3.56
Program Met or Exceeded Expectations	74%	23%	3%	0%	3.65
4= Excellent, 3=Good, 2=Fair, 1=Poor					

Comments for this event:

- “I feel the program is much needed and should be available for all eligible students. No one should be excluded.”
- “Excellent evening. We have enjoyed our program experiences and look forward to next year.”
- “This program has been a blessing to our family. It has provided our child w/ an activity after school while we are still working.”

Things learned from the program:

- Improving social interactions for my child.
- Continue the value of family time.
- The kids learned fine motor skills, along with hand-eye coordination, with the games and crafts.

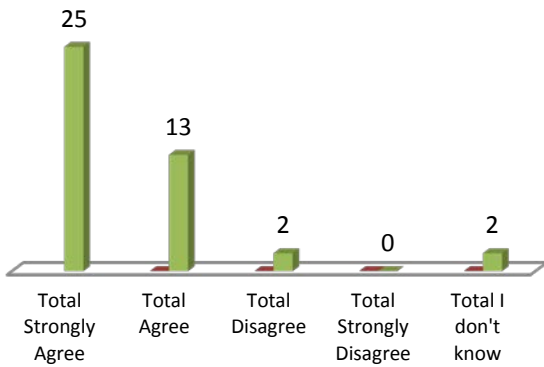
By looking at the table and comments above, it is clear that the parents found the Family Night event to be a positive function for all ages, including themselves, that provided a hands-on learning experience for their student(s) and they really enjoyed the pirate themed Family Night highly focused on reading. Ninety-four percent of parents rated the usefulness of the information presented as excellent or good. In addition, 97% reported the workshop met or exceeded expectations to be excellent or good as well. It's evident that Family Night was a worthwhile event and will continue to help the students and parents connect over a night of family fun just as the chart and the comments for this even display.

End-of-Year Student Surveys:

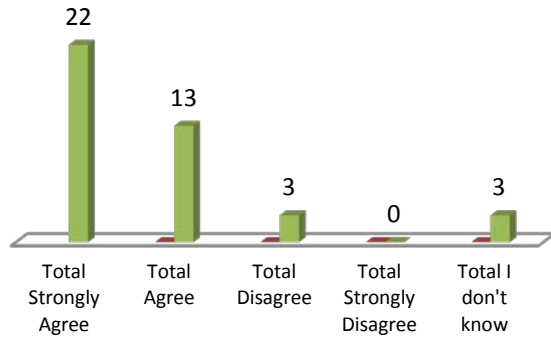
Student surveys were administered during the spring semester to regularly participating 21st CCLC students over a period of time in order to get responses from the largest number of youth. The format used included simple questions, which were read to youth with literacy issues, and included pictures for response categories in order to assure that all of the youth would be able to provide feedback on the program. Students had the option of choosing strongly agree, agree, disagree, strongly disagree, or don't know. The following graphs show students' responses to the survey questions by the total number of students who responded strongly agree, agree, disagree, strongly disagree, or don't know.

Mitchell Student Survey Responses:
(Responses are by number of students)

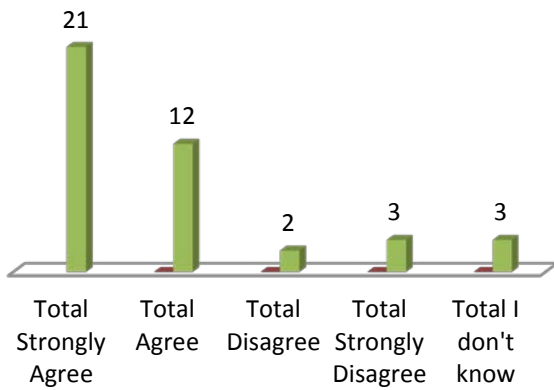
Staff Treat Me with Respect



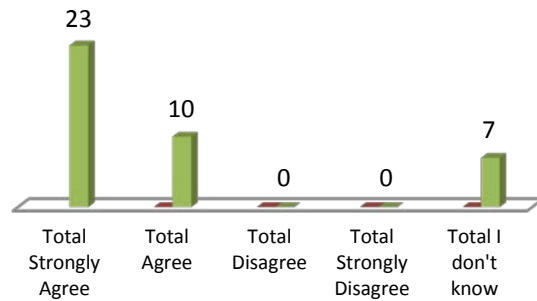
Staff Listen to What I have to Say



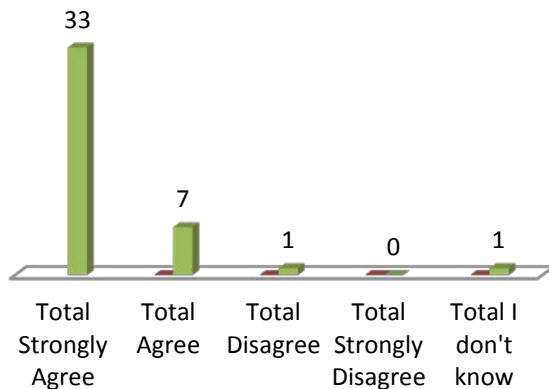
Staff are Easy to Talk to



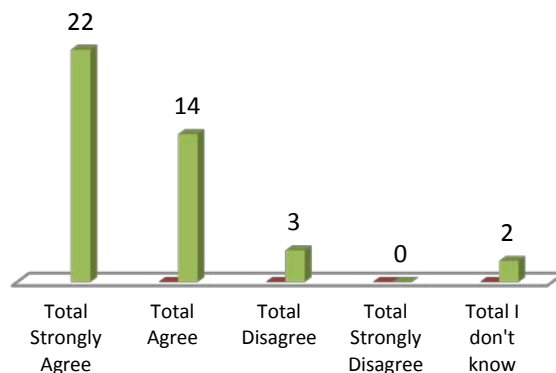
Staff Help Me Learn in Ways that are Best for Me



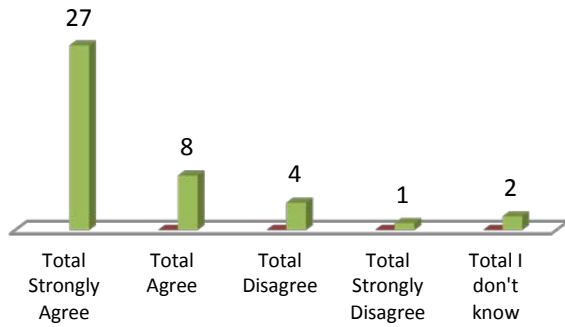
I Feel Included in All Program Activities



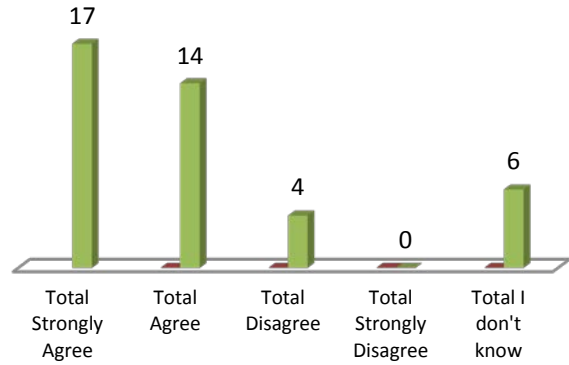
I Am Learning New Things in the Program



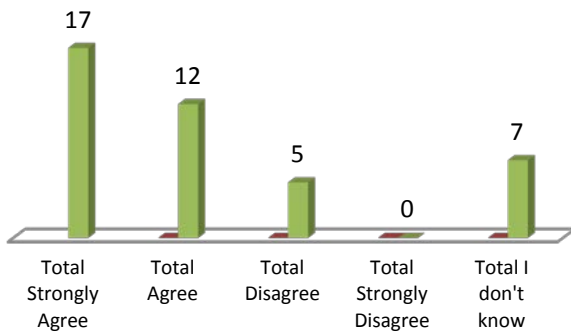
I Have Enough Time to Get My Homework Done in the Program



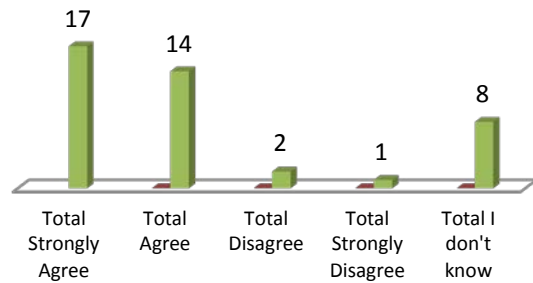
The Program Helps Me Read Better



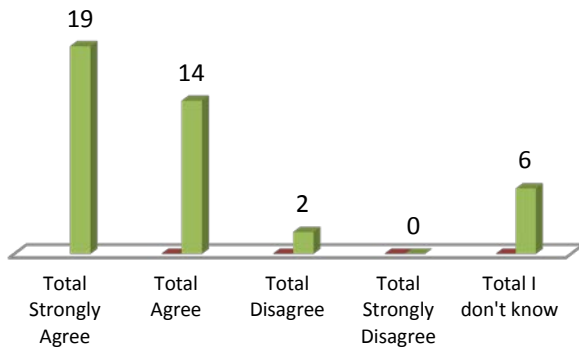
The Program Helps Me Do Better in Math



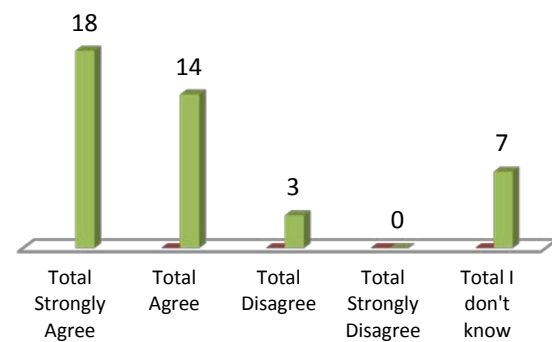
The Program Helps Me Apply What I Learn in School to Real Life



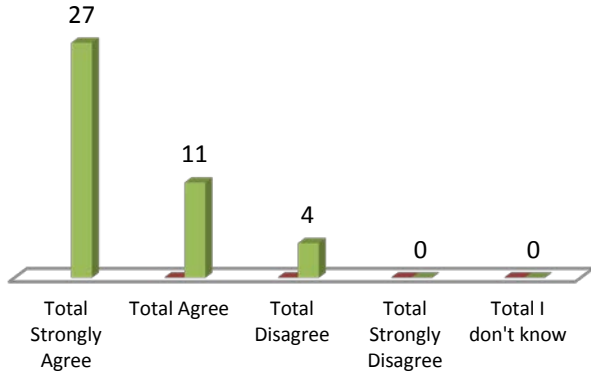
The Program Helps Me Do Better In School



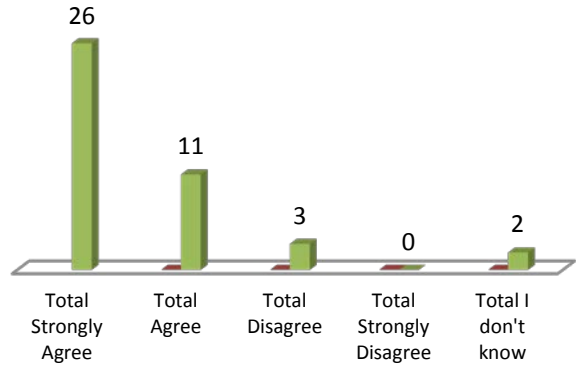
The Program Helps Me Prepare for My Future



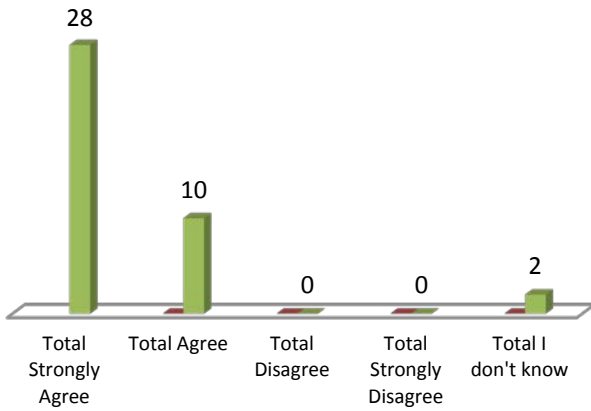
When I am at the Program, I Feel Safe



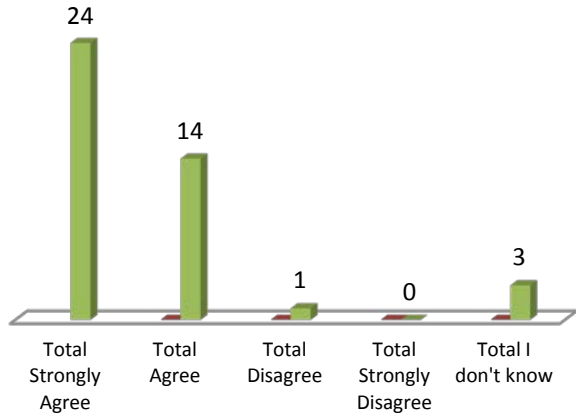
The Rooms Used are Safe and Clean



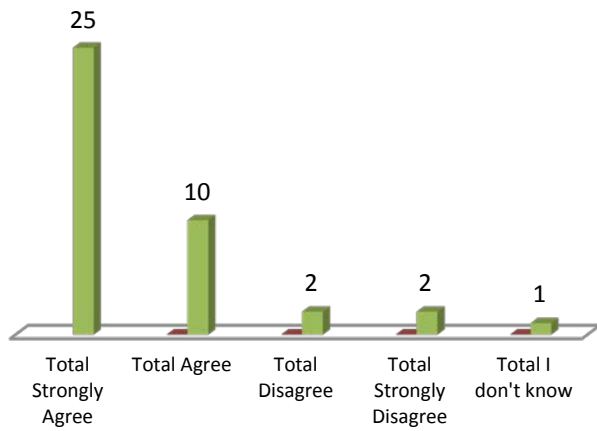
The Outside Play Area is Safe



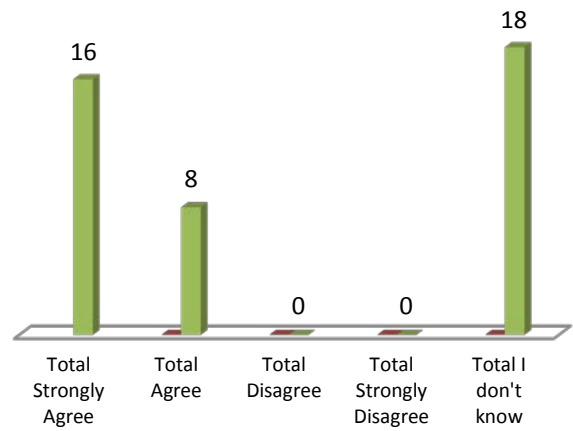
Staff are Good at Helping Me Learn New Things



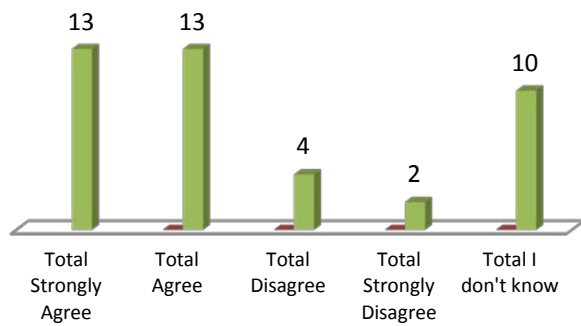
I Like the After School Program



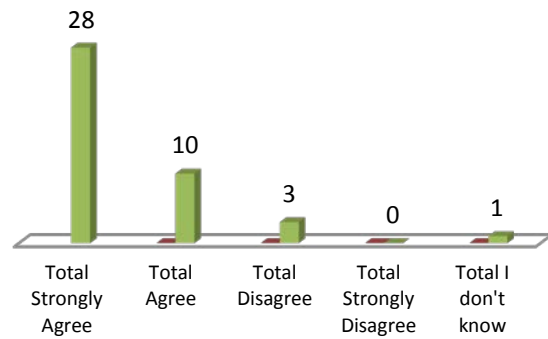
Staff Understand My Culture and Background



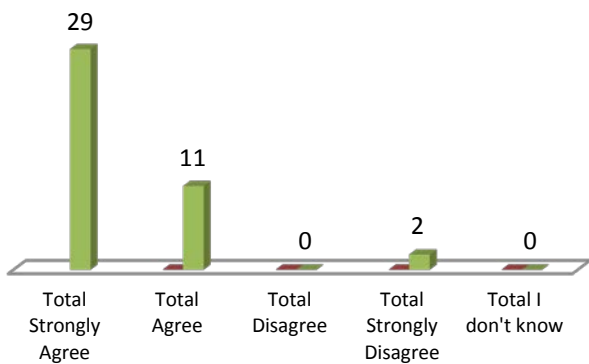
I Have a Say in What We Do in the Program



I've Made New Friends in the Program



We Do Activities I Like in the Program



Student Survey Analysis:

Of the program participants, 88% either agreed or strongly agreed with liking the program. Based on the students' responses to the survey questions, 95% do activities that they like during the Afterschool Program. The students also feel as though the staff members are easy to talk to and that the program helps them in school as well as preparing for their futures. Students also responded that they learn new things in the program. 90% of students reported that they have made friends in the program. It is great to learn that the program is also increasing students' social skills and opportunities to meet other students and make new friends. Students also commented that some of their favorite parts of the program were craft time, going outside, free time, snack time, and homework time. Students commented on the things they would like to change about the program which included no packets, more free-time, and to be able to bring their electronics.

Parent Surveys:

Parent surveys were administered in the spring of 2017 in order to document any changes they noticed after their child participated in the 21st CCLC program.

Parent Evaluations					
Questions	5=Strongly Agree	4= Agree	3= Disagree	2=Strongly Disagree	1=Don't Know
Program staff treat my child with respect and listen to what he/she says	16	13	0	1	0
My child feels comfortable with the program staff	15	15	0	0	0
I am satisfied with the way program staff interact with my child	18	10	1	0	1
Program staff maintain frequent communication with me	19	8	2	1	0
I feel welcome in the program	19	9	0	1	0
Staff offer orientation sessions for new families	14	10	1	1	3
I feel well informed about my child's experience in the program	18	9	1	1	1
Program staff welcome suggestions from parents and families	15	11	2	0	2
I am satisfied with the variety of activities provided by the program for my child	18	12	0	0	0
My child has adequate quiet time to complete homework	17	12	0	0	0
Program activities are connected to what my child is learning in school	15	14	0	0	1
Program gives me tools and resources to help me support my child's learning	14	14	1	0	1
Program activities help my child develop real-life skills	14	14	0	0	1
Program prepares my child for future success in school, education, careers and life	16	13	0	0	1
My child is doing better in school	15	12	2	0	1
My child's grades are improving	13	13	1	0	2
The program provides a safe space for my child to learn and have fun	20	9	1	0	1
Rooms used for the afterschool program are safe and clean	20	10	0	0	0
Outside play area is safe	17	12	0	0	1
Program has systems in place to ensure my child is safe	18	10	0	0	0
Program lets me know how my child is doing academically, socially, and emotionally	15	12	2	1	0
Program staff are qualified to work with my child	17	12	1	0	0
I am satisfied with the program	17	11	1	0	1
Program communicates with me in my home language	20	10	0	0	0
My child makes better decisions	13	15	0	0	1
My child gets along better with others	18	11	0	0	1

My child has input into what kind of activities are provided in the program	16	12	0	0	2
---	----	----	---	---	---

Parent Survey Analysis:

All of parents reported that they agreed or strongly agreed that the rooms used for the afterschool program are safe and clean. In addition, 100% of parents either agreed or strongly agreed that they are satisfied with the variety of activities provided by the program and that their child feels comfortable with staff. Also, 100% of parents reported that they believe that the program allows their child adequate time to complete their homework. Some of the comments about how the program could be more helpful were:

- “More homework time when needed.”
- “Students need more homework time.”

Teacher Survey Outcomes:

Teacher Surveys by Number of Responses								
0=Did Not Need to Improve, 1=Significant Improvement, 2=Moderate Improvement, 3=Slight Improvement, 4=No Change, 5=Slight Decline, 6=Moderate Decline, 7=Significant Decline								
	0	1	2	3	4	5	6	7
Turning in his/her homework on time	26	3	3	4	16	1	1	0
Completing homework to your satisfaction	19	4	2	9	17	3	0	0
Participating in class	17	4	7	6	20	0	0	0
Volunteering (e.g., for extra credit or more responsibilities)	28	3	3	1	19	0	0	0
Attending class regularly	31	2	1	3	16	0	0	0
Being attentive in class	16	4	6	9	16	1	0	0
Behaving well in class	19	3	6	7	13	3	0	0
Academic performance	13	3	7	9	14	6	0	0
Coming to school motivated to learn	18	3	5	6	16	4	0	0
Getting along well with other students	22	2	5	8	11	4	0	0

Teacher Survey Analysis:

According to teacher surveys, 19% of students improved their academic performance while 25% of them had no need to improve. However, it did show that 12% of students slightly declined in the same category. In addition, 20% of students started participating in class more after being in the Afterschool Program. It was observed that there was a significant increase in attendance for 2 of the students. It was also reported that after attending the Afterschool Program, 15% of those students were coming to school more motivated and ready to learn than before the program. Of teachers surveyed, most agreed the program appears to benefit the students in multiple areas including; turning in their homework on time, participating in class, volunteering, attending class regularly, behaving in class, coming to school motivated, and getting along with other students. An increase in any of these areas helps to prove the success of the 21st CCLC afterschool program.

Indiana Quality Program Self-Assessment:

The Indiana Quality Program Self-Assessment is a tool that allows afterschool programs to rate their performance based on Indiana Afterschool Standards. The self-assessment targets five major areas of the program which includes: human relationships; indoor and outdoor environment; programming and activity standards; safety, health/nutrition, and administration. The chart given below indicates how the site coordinator at the Mitchell Afterschool Program assessed the program.

3.0 Score=Met goal/standard		
Category	Score	Description
Human Relationships	3.5	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Indoor & Outdoor Environment	3.0	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Programming & Activities Standards	3.0	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Health & Nutrition	3.0	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Administration	3.1	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.

The program met all of the standards for the assessment. Overall, the program feels it has done a good job of meeting the needs of students and families especially when it comes to human relationships and how the staff interacts with the students as well as administration. There is a plan in place to continue to develop these goals and to grow on them.

Strengths:

Throughout the year, the Mitchell 21st CCLC site experienced various strengths. The staff's relationship with students helps them to communicate effectively with the students and their parents. They are able to make a positive impact when it comes to helping the students with their homework and to be successful in their academic careers. The Mitchell site takes the safety of the children very seriously and takes pride on following afterschool program policy and procedures to ensure that safety. Another strength was that the staff members were successful in keeping the parents informed about how their children were doing throughout the program. In addition, the Afterschool Program staff worked wonderfully at keeping school personnel informed of all activities that went on during the program. Another strength that was observed was that the parents were more involved in their children's activities and program events, such as those demonstrated at Family Night this year. Finally, attendance was one of the greatest successes that the program had this year. The Afterschool Program's goal was to have 45 students attend at least 60+ days and 47 out of 55 met that goal this year. Lastly, 75% of short term

performance measures were met, which is another huge success and shows the program strength through student learning.

Weaknesses:

Even though the program had a lot of great successes throughout the school year, there were a few weaknesses that the program had, and could continue to improve on during the next school year. One weakness that will be addressed is for the program to work with the school to get more volunteers to come in and read to the students and to help with occasional activities. Having volunteers read to the students would add another component to our scheduled literacy time keeping it new and interesting to the students in the program. Another weakness that the program will see to is working with school day teachers and students to ensure that students have an adequate amount of time to finish their homework during program hours. Some teachers had approached program staff and were concerned with students not having enough time to complete make up work or additional resource homework out of school time. The program will work with students who have additional work to ensure it is completed to the best of our ability. An additional weakness that the program will work on is utilizing the myON online reading portal for more activities. MyON is a great resource for the afterschool program and could be utilized to research current events, write in journals, and increase overall Lexile levels. The program will work to strengthen the previously mentioned weaknesses to further develop the education of the enrolled students.

Summary:

The Mitchell 21st Century program is valuable to the community and creates a safe place for students to stay and learn after school. The program has seen many successes in the past year and suggestions have been given to improve areas of weakness.