

2016-2017 School Year Evaluation Report



**Fayetteville 21st Century Community Learning Center
223 Old Farm Road Rd
Bedford, IN 47421**

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21st CCLC Hoosier Uplands, EDC – Fayetteville 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	30	35	--
Less than 30 days	3	2	2	--
30-60 days	8	4	5	--
60 or more days	29	29	31	--
Total	40	35	38	--

2016-2017 Progress Toward Academic Performance Measures

Result	Performance Measure and Annual Target
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
N/A	75% of regular participations students in grades 3-6 will receive a passing score by the spring in the school specific diagnostic math assessment
N/A	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
N/A	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

2016-2017 Program Site Successes

- Staff members worked very diligently at keeping the students safe during the program whether they were playing in the gym, outside, or in the classroom itself.
- Parents were more involved and active with their child during family events, like Family Night.
- The program was successful in helping students improve and maintain grades, especially in math.

Areas to be Strengthened in 2017-2018

- 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.
- Student Attendance.
- Better utilize myON.

INTROUDUCTION

Fayetteville 21st Century Community Learning Center (CCLC) has provided afterschool programs for elementary-aged youth in Fayetteville 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

Fayetteville Program Attendance:

	# of students	% of total
0 - 30 days	2	5%
30 - 59 days	5	13%
60 + days	31	82%

Actual Attendance Compared to Projected Numbers:

	Total # of proposed in application	Total # currently being served	Number of Regular Participants (Active)
Students	35	40	38
Parents	15	37	37
Totals (students + parents)	50	77	75

For regular attending students, the projected goal was that 35 students would attend 60+ days. The Fayetteville 21st CCLC program fell a little short of that goal and had 31 students attend 60+ days. However, 38 of those students were active participants in the program. Parents at Fayetteville 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.

Participant Demographics:

The Fayetteville 21st CCLC Program served 20 female and 20 male students. Of these students, 96% were Caucasian, 2% were Asian, and the other 2% was another race. Of the students participating in the program, 4 students were between ages five and six, 16 were between seven and eight, 10 were between nine and ten, and 10 students were between eleven and twelve. Also, 48% of the students were on free or reduced lunch at school.

Short-term Performance Measures: Math

Hoosier Uplands EDC, Fayetteville 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		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
21	21	100%	21	100%	17	81%	-19%	YES

75% of regular participations students in grades 3-5 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		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Short-term Performance Measures: English/Language Arts

Hoosier Uplands EDC, Fayetteville Site

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		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

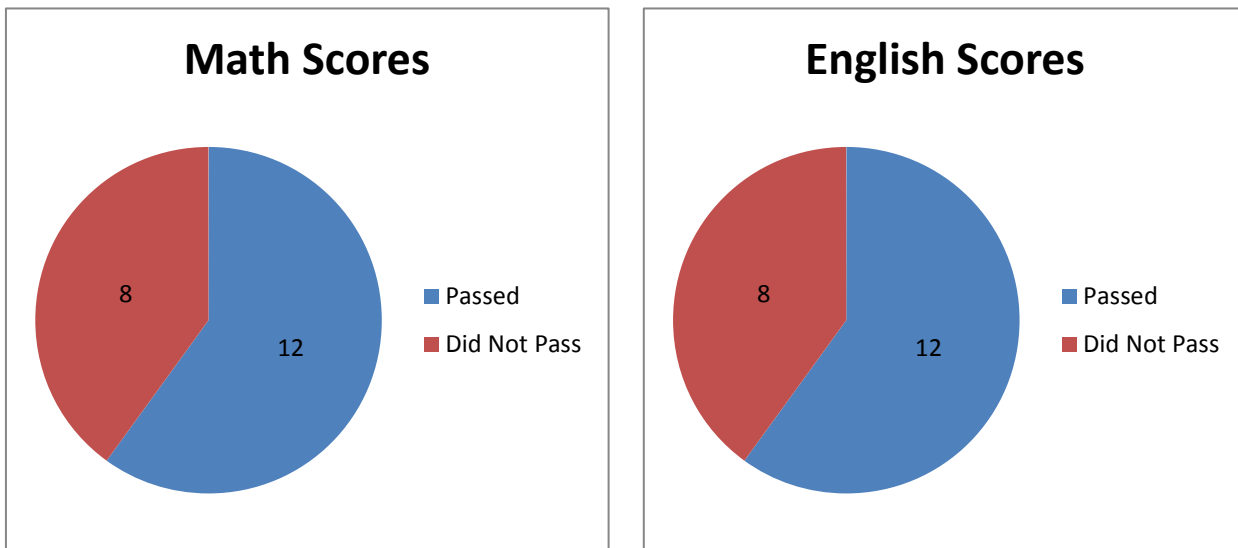
75% of regular participating students in grades 3-5 will receive a passing score by the spring in the ELA portion of the school specific diagnostic assessment.

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		Percent Change	Met Target
			Number of Students Passing	Percent of Students Passing	Number of Students Passing	Percent of Students Passing		
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Short Term Performance Measure Analysis:

K-2nd grade students met the short term performance measure by having at least 75% of the students passing the math portion of the school specific diagnostic test. Unfortunately the school did not have a rubric for the test scores for the other grade levels in math or any grade levels for the ELA portion. Since there was no rubric to determine what the scores meant, it was not possible to analyze the data for those portions. The 2017-2018 MOU with the school has included more detail in bold about the importance of providing the program with diagnostic testing data to analyze, so that the program can evaluate its success. The updated MOU has been signed by the school superintendent and hopefully this will not be an issue during the next school year. In addition, the school will be sent several reminders about the information needed throughout the year in hopes that a system is used in the new school year that can be evaluated.

ISTEP Scores



When it comes to the Math portion of the ISTEP, 12 students, or 60%, of students passed, and 40% did not receive a passing score with 8 students not passing. Similarly, 60% of students passed the English/Language Arts portion of the ISTEP with 12 students, and only 8 students didn't pass, or 40%. This data shows that the afterschool program has been helping the students do better in English and Math throughout the year.

Fayetteville Grades

In the fall of 2016, Kindergarten through 5th grade students had English Language Arts (ELA) and Math grades that were a B+ average. Thirteen students improved in English/Language Arts from the fall to the spring. In the spring of 2017, both ELA and Math saw a B+ average. Five students improved in Math from the fall to the spring. This data reflects program success because student grades are improving from the fall semester to the spring semester.

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

Fayetteville 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	75%	25%	0%	0%	3.0
Effectiveness of Activities	75%	25%	0%	0%	3.0
Value of Handouts	73%	27%	0%	0%	2.75
Program Met or Exceeded Expectations	73%	27%	0%	0%	2.75
4= Excellent, 3=Good, 2=Fair, 1=Poor					

Comments for this event:

- "I am grateful for this program. I feel comfortable leaving my kids at the aftercare program, and I know they are safe. Fayetteville staff is very friendly and helpful."
- "Really enjoyed the fun events played with children."
- "Good Program."

Things learned from the program:

- "The types of books my kids like."
- "That literacy is the main thing they focus and work on."
- "They focus on reading."

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. 100% percent of parents rated the usefulness of the information presented as excellent or good. In

addition, 100% 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.

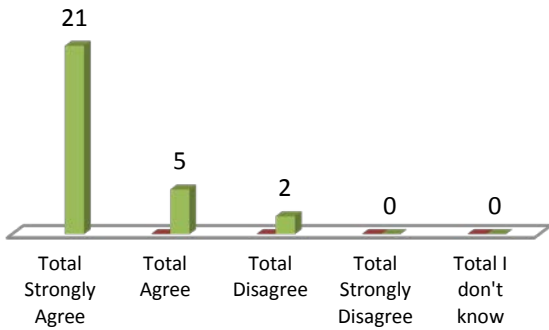
End-of-Year Student Surveys:

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.

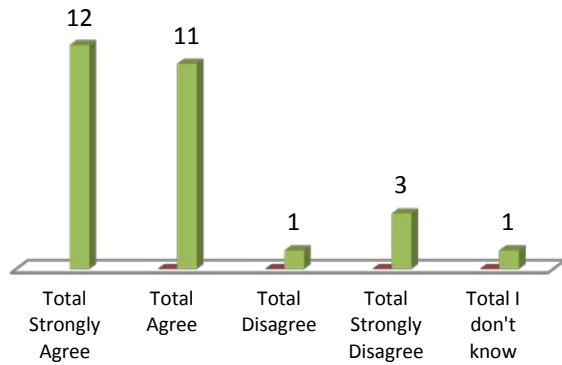
Fayetteville Student Survey Responses:

(Responses are by number of students)

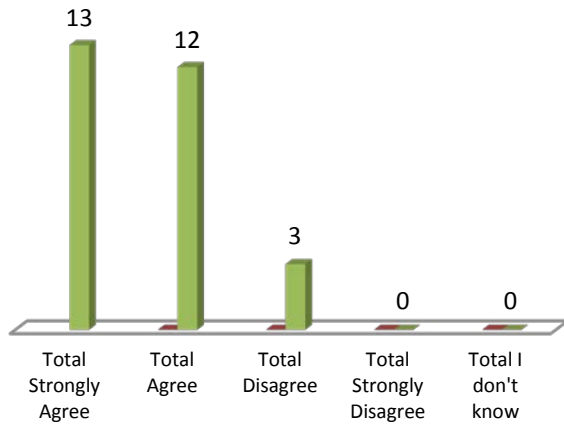
Staff Treat Me with Respect



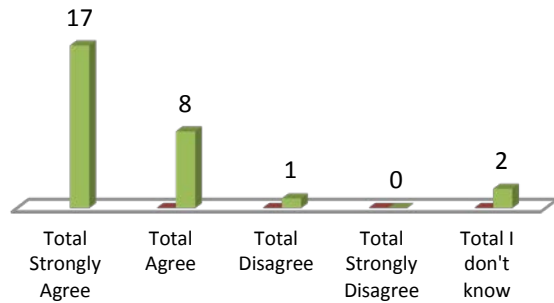
Staff Listen to What I Have to Say



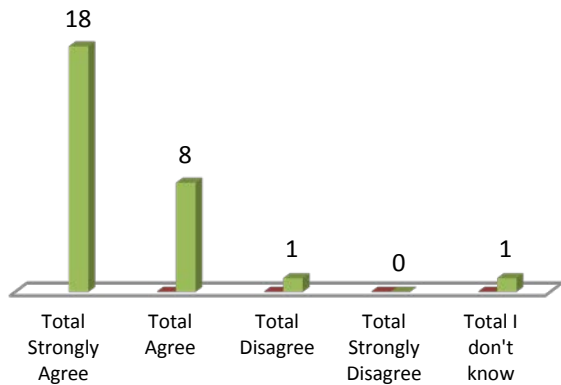
Staff are Easy to Talk to



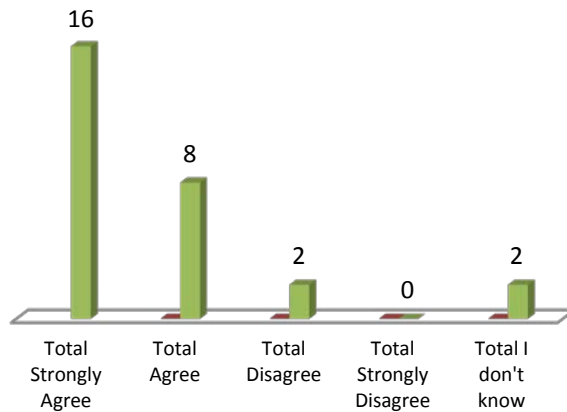
Staff Help Me Learn in Ways that are Best for Me



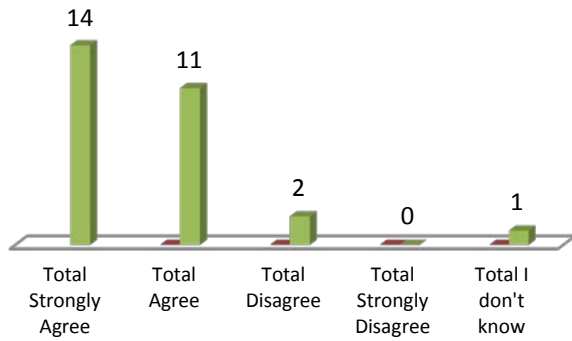
I Feel Included in All Program Activities



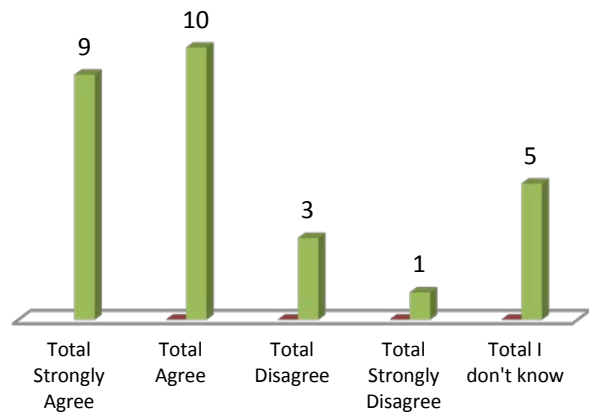
I Am Learning New Things in the Program



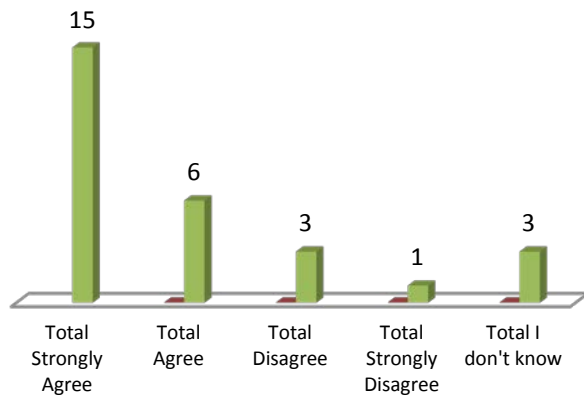
I Have Enough Time to Get My Homework Done in the Program



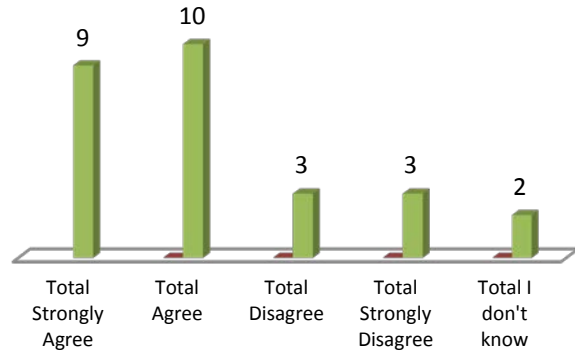
The Program Helps Me Read Better



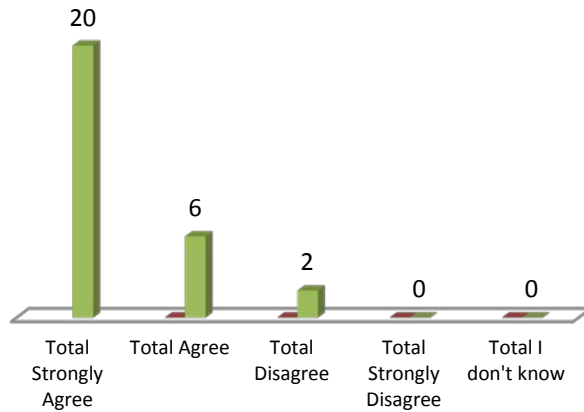
The Program Helps Me Do Better in Math



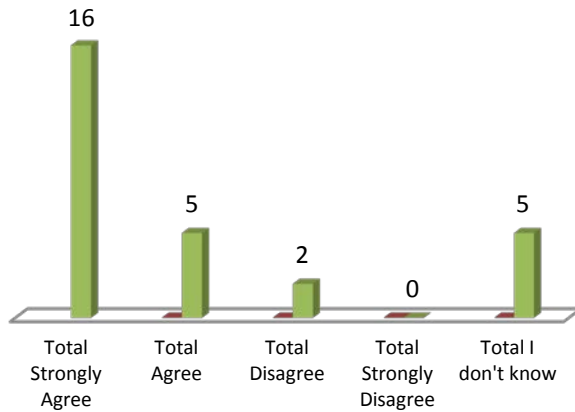
The Program Helps Me Apply What I Learn in School to Real Life



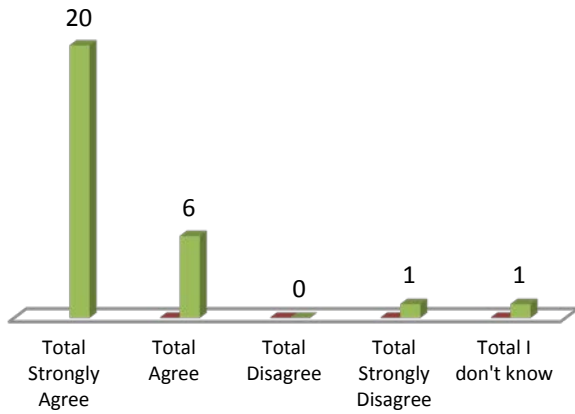
The Program Helps Me Do Better in School



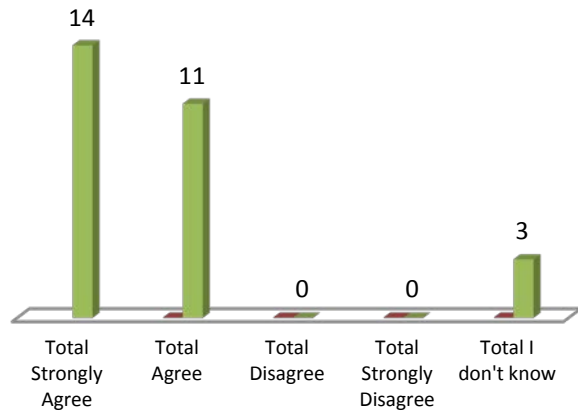
The Program Helps Me Prepare for My Future



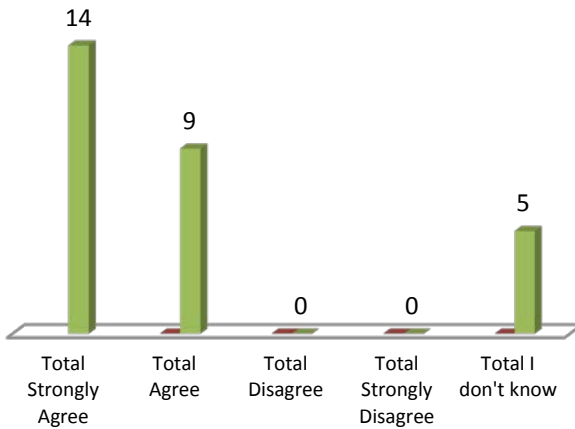
When I Am At the Program, I Feel Safe



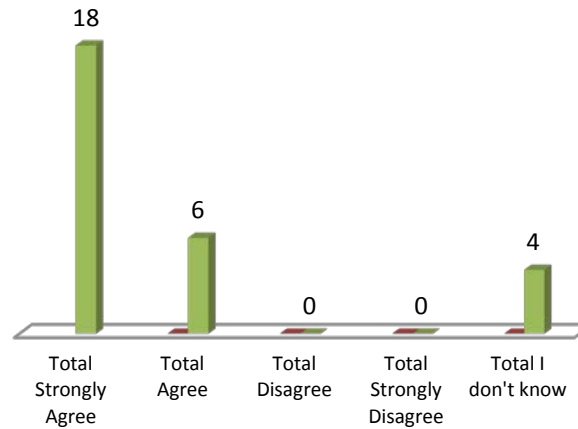
The Rooms Used are Clean and Safe



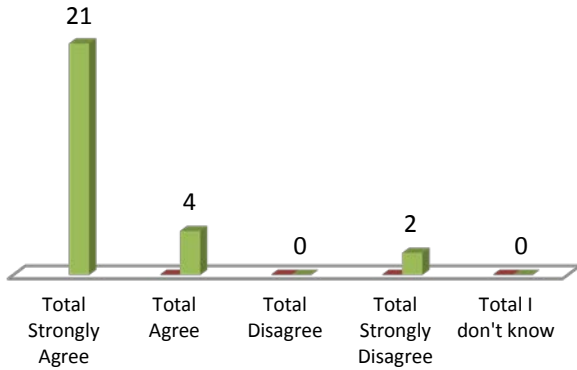
The Outside Play Area is Safe



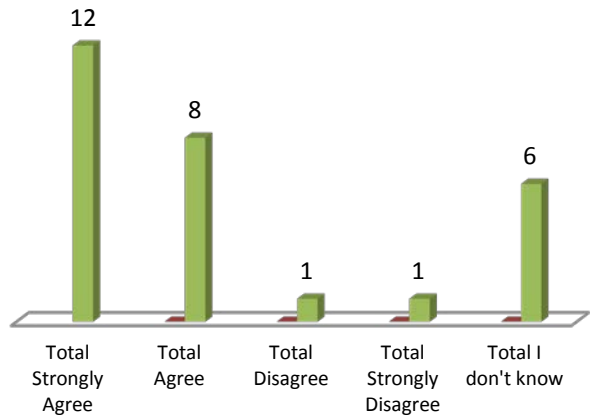
Staff are Good at Helping Me Learn New Things



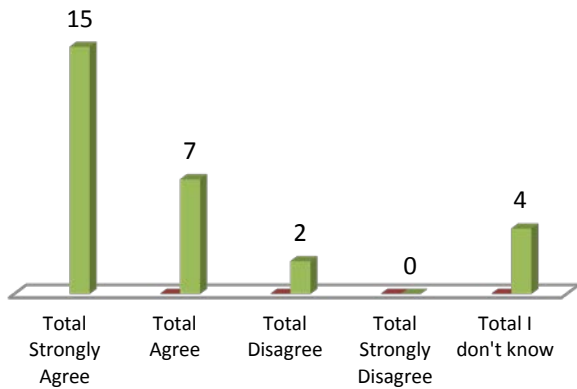
I Like the After School Program



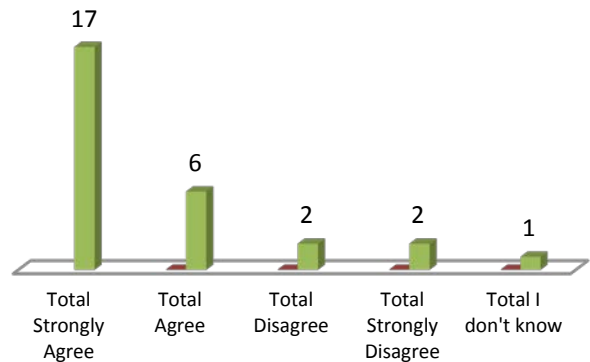
Staff Understand My Culture and Background



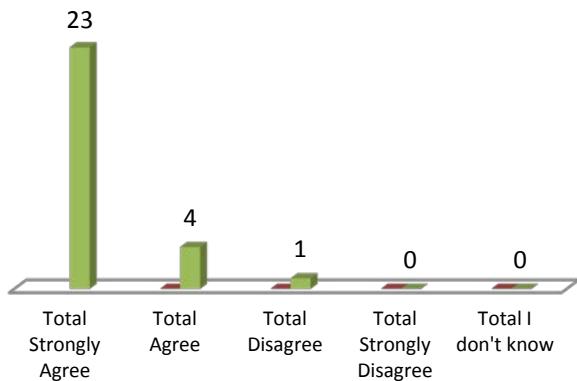
I Have A Say in What We Do in the Program



I've Made New Friends in the Program



We Do Activities I Like in the Program



Student Survey Analysis:

Of the program participants, 93% either agreed or strongly agreed with liking the program. Based on the students' responses to the survey questions, the majority 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. 79% of the students reported that they have a say in what they do in the program. A plan is in place to continue building on these positive pieces in future programming. 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 having a movie day, having a bigger classroom, staying at the program longer and having more free-time.

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	6	6	0	1	0
My child feels comfortable with the program staff	6	6	1	0	0
I am satisfied with the way program staff interact with my child	6	6	1	0	0
Program staff maintain frequent communication with me	5	6	2	0	0
I feel welcome in the program	5	7	1	0	0
Staff offer orientation sessions for new families	5	5	1	0	2
I feel well informed about my child's experience in the program	5	5	2	1	0
Program staff welcome suggestions from parents and families	4	7	1	0	1
I am satisfied with the variety of activities provided by the program for my child	5	7	0	0	1
My child has adequate quiet time to complete homework	3	7	0	2	1
Program activities are connected to what my child is learning in school	5	5	1	0	2
Program gives me tools and resources to help me support my child's learning	4	6	1	0	2
Program activities help my child develop real-life skills	5	7	0	0	1
Program prepares my child for future success in school, education, careers and life	6	6	0	0	1
My child is doing better in school	6	4	1	1	1
My child's grades are improving	5	5	1	0	2
The program provides a safe space for my child to learn and have fun	6	7	0	0	0

Rooms used for the afterschool program are safe and clean	6	7	0	0	0
Outside play area is safe	6	7	0	0	0
Program has systems in place to ensure my child is safe	5	8	0	0	0
Program lets me know how my child is doing academically, socially, and emotionally	5	6	1	1	0
Program staff are qualified to work with my child	5	5	1	0	2
I am satisfied with the program	5	6	1	1	0
Program communicates with me in my home language	6	6	0	0	1
My child makes better decisions	5	6	0	0	2
My child gets along better with others	5	6	0	0	2
My child has input into what kind of activities are provided in the program	5	6	0	0	2

Parent Survey Analysis:

All of parents reported that they agreed or strongly agreed that they feel their child is safe and the play/activity areas are clean during the afterschool program. In addition, 77% of parents either agreed or strongly agreed that the after school program has helped their students grades are improving. Also, 77% 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.”
- “I am happy with the program as it is. My children are doing well.”
- “Include more exercise in the program.”

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	14	1	1	3	8	6	4	1
Completing homework to your satisfaction	12	1	0	4	12	4	5	0
Participating in class	15	0	1	2	18	1	1	0
Volunteering (e.g., for extra credit or more responsibilities)	18	0	0	1	18	0	1	0
Attending class regularly	20	0	0	0	18	0	0	0
Being attentive in class	13	0	2	1	13	8	1	0
Behaving well in class	19	0	1	1	15	2	0	0
Academic performance	11	0	1	7	14	3	2	0
Coming to school motivated to learn	14	0	1	0	19	3	0	1
Getting along well with other students	20	0	0	0	16	2	0	0

Teacher Survey Analysis:

According to teacher surveys, 21% of students had increased their academic performance and 29% had no need to improve. However, it did show that 13% of students moderately or slightly declined in the same category. In addition, 5 students started turning in their completed homework after being in the Afterschool Program. It was observed that there was an increase in turning in homework on time for 5 of the students.

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; programing and activity standards; safety, health/nutrition, and administration. The chart given below indicates how the site coordinator at the Fayetteville Afterschool program assessed the program.

3.0 Score=Met goal/standard		
Category	Score	Description
Human Relationships	3.9	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Indoor & Outdoor Environment	3.7	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Programming & Activities Standards	3.7	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Safety, Heath & Nutrition	3.6	Good/Meets Standards Our program demonstrates this in observable ways, but needs additional support to become a leader in this area.
Administration	3.8	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 Fayetteville 21st CCLC site experienced various strengths. The Afterschool Program staff worked wonderfully at keeping school personnel informed of all activities that went on during the program as well as the parents about what homework was due and what they were working on during the program. Another strength 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. In addition, another strength was that the students as well as their parents and/or guardians felt very safe at

the afterschool program. The rooms were safe, as well as the outside play area. By looking at the short term performance measures it appears that the program was successful in helping students improve and maintain grades, especially in math.

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. The biggest weakness the program had was some of the students would not admit to having homework they were supposed to complete each day. The staff will address this weakness by setting up a system and keeping closer communication with teachers for checking homework. In addition, myON was not effectively utilized as much as the program had hoped. The attention of the students during myON time wasn't up to par and actions are being put into place to give the students more incentive to keep reading. In addition, the Afterschool Program's goal was to have 35 students attend at least 60+ days and 31 out of 38 met that goal this year. Although, 4 students shy of that goal, new plans will be put into place to help meet the goal for next year. Although the program had to deal with these challenges throughout the year, adjustments will be made to improve the future of the program

Summary:

The Fayetteville 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.