

Local Evaluation of the Hobart Family YMCA Program



Cohort 10 – Year 3 2023 – 2024 School Year

In Partnership with the
School City of Hobart



Ridge View Central Site
(Serving Joan Martin, Liberty, and Veterans Elementary Schools)



Local Sites Included in the Hobart Family YMCA 's Cohort 10 Grant:

Students Provided Afterschool Services at the:

RIDGE VIEW CENTRAL SITE

Feeder Schools:

JOAN MARTIN ELEMENTARY SCHOOL

LIBERTY ELEMENTARY SCHOOL

VETERANS ELEMENTARY SCHOOL

Evaluation performed by:

Higgin & Associates

September 11, 2024

Sample Teacher Survey Response from a **Liberty Elementary School**
Teacher:

*“This program offered the family the support they needed.
They are all amazing people.”*

Executive Summaries are provided as follows:

RIDGE VIEW CENTRAL SITE (2 PAGES)

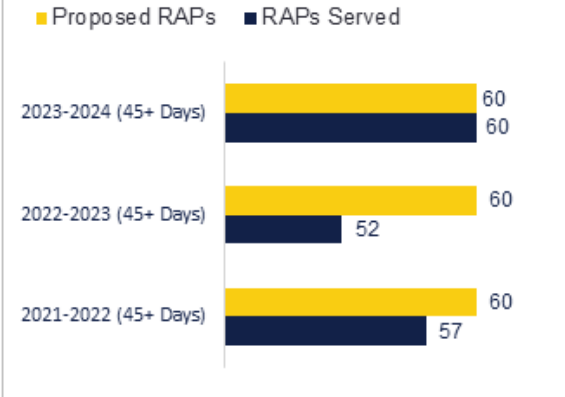


Hobart Family YMCA | Cohort 10
Ridge View

Executive Summary
2023-2024 School Year

Program Attendance & Participant Characteristics (School-Year Programming)

Annual Program Attendance



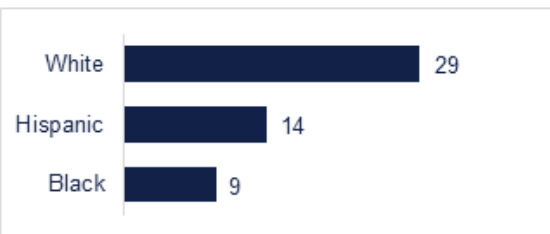
Participant Grade Level

2023-2024 RAPs

- Elementary School: **60**
- Intermediate/Middle School: **0**
- High School: **0**

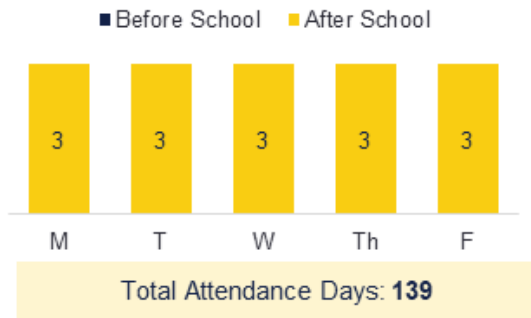
Race

2023-2024 RAPs



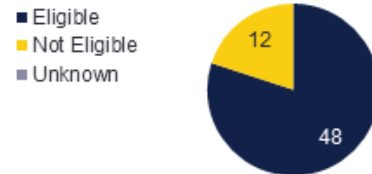
Program Hours Offered per Week

(2023-2024 School Year)



Free and Reduced Lunch

2023-2024 RAPs



Building Momentum for Next Year

1. Please choose one of the following prompts to address about this 21st CCLC site.
 - Describe one area of programming that you'd like to strengthen next year: *Teacher feedback.*
2. Provide a detailed response below with at least three bullet points of relevant information.
 - Touchpoints Real-Time Data Analysis: This system connects liaisons, teachers, and tutors through a Student Support Information Sharing protocol.
 - At three key points during the school year (Fall, Winter, Spring), teachers will assess the individual needs of their students participating in the afterschool program using a simple Google Sheets link.
 - Based on the feedback, liaisons assign tutors to address specific needs (tutoring in Math or English; homework completion, classroom participation, classroom behavior), with progress reassessed every eight weeks to ensure ongoing support and adjustments.



2023-2024 Performance Measure Progress

Academic Outcomes

Outcome	Target	Performance Measure
84%	65%	of K-5 th graders will earn a "C or better" or improve their Math grade from fall to spring.
86%	65%	of K-5 th graders will earn a "C or better" or improve their ELA grade from fall to spring.
62%	45%	of 1st-5th graders will improve their Scaled Scores (SS) 50 percent of their expected growth from fall to spring on the ELA portion of I-Ready.
52%	45%	of 1st-5th graders will improve their Scaled Scores (SS) 50 percent of their expected growth from fall to spring on the math portion of I-Ready.
60%	50%	of K-5 th grade teachers will report that students did not need to improve or improved 'turning in homework to the teacher's satisfaction' by spring.
62%	50%	of K-5 th grade teachers will report that students did not need to improve or improved 'participating in class' to the teacher's satisfaction' by spring.

Social/Behavioral Outcomes

Outcome	Target	Performance Measure
100%	75%	of K-5 th graders will demonstrate knowledge of healthy lifestyle choices.
50%	55%	of K-5 th graders will improve 'classroom behavior' in spring (if improvement was needed) based on teacher surveys.

Family Engagement Outcomes

Outcome	Target	Performance Measure
100%	50%	of parents will report that they read at least 5 books or more with their child or to their child at home.
82%	50%	of parents will participate in parent/teacher conferences.

Provide a brief explanation of any missing or incomplete data in the space provided below.

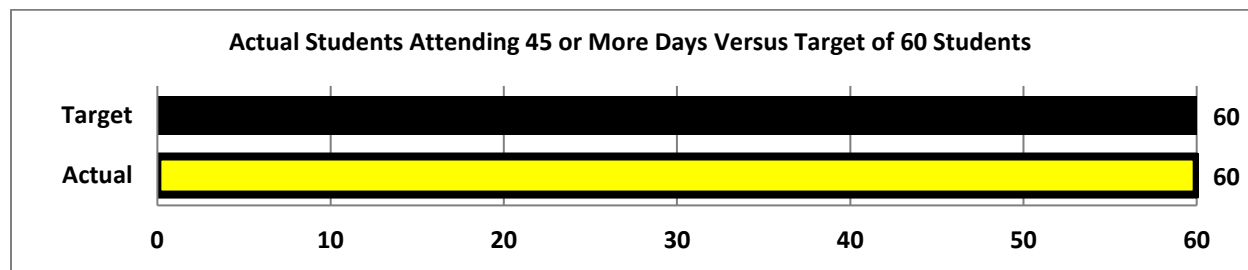
Not applicable.

SITE 1: RIDGE VIEW CENTRAL SITE

STUDENTS SERVED BY THE HOBART FAMILY YMCA AT RIDGE VIEW CENTRAL SITE

1.0 Attendance: Actual Student Attendance (45 or more Days) Versus Target Attendance

The Ridge View Central Site accepts students from Joan Martin, Liberty, and Veterans Elementary Schools. Within the Hobart Family YMCA’s Cohort 10 grant, an overall attendance target of 60 students who attend 45 or more days for 2023-2024 was established. During the 2023-2024 school year at Ridge View Central Site, the Hobart Family YMCA reached the student attendance target of 60 students. With respect to the number of students from each of the three feeder schools, there was a nearly uniform distribution of students from each school with 21 students attending the Ridge View Central Site from Joan Martin, 18 students from Liberty, and 21 students from Veterans.



2.0 Demographics for Ridge View Central Site RAPs at the Hobart YMCA Afterschool Program:

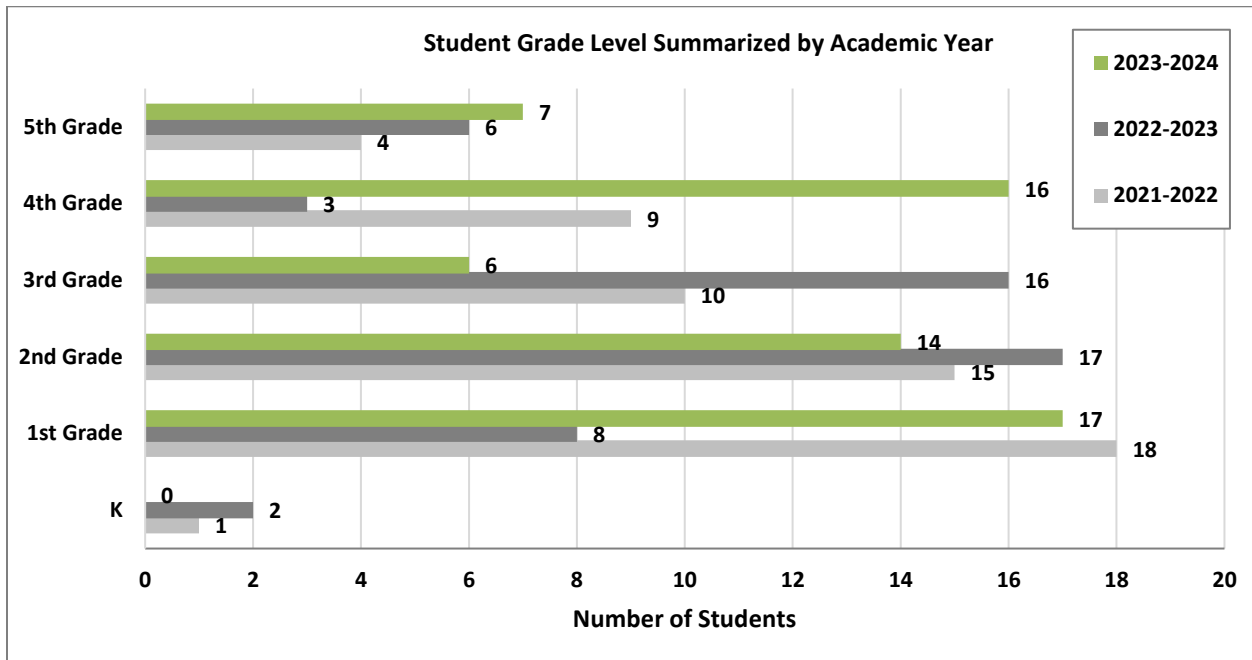
Student Gender: The gender distribution during the 2023-2024 school year was relatively equal between female and male participants. Overall for the past three years, the female/male distribution has been stable with a slight decrease in male participants in 2022-2023, but male student participation rebounded in 2023-2024.

Gender	C10-Y1 2021-2022	C10-Y2 2022-2023	C10-Y3 2023-2024	C10-Y4 2024-2025
Female	29	29	32	
Male	28	23	28	
Total:	57	52	60	

Free/Reduced Lunch Eligibility: Of the 60 regularly attending students, 48 students were eligible for Free/Reduced Lunch benefits which represents 80% of the afterschool students. This is 21 percentage points higher than the schoolwide Free/Reduced Lunch benefits participation of 59% for Joan Martin, Liberty, and Veterans Elementary Schools combined.

Free/Reduced Lunch Eligibility	C10-Y1 2021-2022	C10-Y2 2022-2023	C10-Y3 2023-2024	C10-Y4 2024-2025
Eligible Afterschool Students	40	36	48	
Non-Eligible Afterschool Students	17	19	12	
% Eligible for Afterschool Students	70%	65%	80%	
% Eligible Schoolwide Average	50%	56%	59%	
Gap (in percentage points) between afterschool versus schoolwide students	+ 20 points	+9 points	+21 points	

Student Grade Level Distribution: The grade level distribution of students who regularly attended the Ridge View Central Site afterschool program in 2023-2024 is as follows, along with grade level data from previous years:



Student Race Distribution: The racial distribution of Ridge View Central Site students who were RAPs of the Hobart YMCA afterschool program is as follows:

- White: 29 students
- Hispanic: 14 students
- Black: 9 students
- Multiracial: 8 students

The table below provides the percentage breakdown of student race with a comparison of the afterschool population versus the schoolwide populations of the combined applicable feeder schools. From the comparison, one can see that except for C10-YR2, the afterschool program consistently served more Students of Color than the schoolwide population of Students of Color.

Percentage Breakdown of Student Race: Afterschool Program Attendees Versus Schoolwide

RACE	AFTERSCHOOL RAPs			SCHOOLWIDE		
	C10-YR 1	C10-YR2	C10-YR3	C10-YR 1	C10-YR2	C10-YR3
White	41%	68%	48%	61%	63%	58%
Hispanic	21%	13%	23%	22%	22%	27%
Black	31%	13%	15%	11%	10%	9%
Multiracial	7%	6%	13%	4%	5%	6%
Students of Color Combined	59%	32%	52%	39%	37%	42%

Student Education Program: Students at who attend the Ridge View Central Site have the opportunity to participate in various education programs during the regular school day, such as Limited English Program or Special Education. A summary of the Student Education Programs for the Hobart YMCA RAP students at the Ridge View Central Site is as follows:

- Limited English Program: 2 students (3% of RAPs)
- Special Education: 15 students (25% of RAPs)

The table below provides the percentage breakdown of student program participation with a comparison of the afterschool population versus the schoolwide populations of the combined applicable feeder schools. For students involved with a Limited English Program, there has been a steady level of participation of these students, with a percentage basis that has mirrored the schoolwide population. For students involved with a Special Education program, C10-YR3 saw an increase of these students by a factor of three over the previous 2 years, and at a percentage basis that exceeded the schoolwide population by a few points.

Percentage Breakdown of Student Programs: Afterschool Program Attendees Versus Schoolwide

Education Program Participation	AFTERSCHOOL RAPs			SCHOOLWIDE		
	C10-YR 1	C10-YR2	C10-YR3	C10-YR 1	C10-YR2	C10-YR3
Limited English Program	2%	6%	3%	2%	3%	2%
Special Education	8%	7%	25%	19%	20%	21%

PROGRESS TOWARDS PERFORMANCE MEASURES AT RIDGE VIEW CENTRAL SITE

The Short-Term Performance Measures are summarized as follows:

	Performance Measure	Performance Results	Comparison
ATTENDANCE	60 students will the afterschool program at least 45 days or more during the school year.	60	Target: 60 Actual: 60 Difference: 0
ACADEMIC OUTCOMES	1.1. 65% of K-5 th graders will earn a "C or better" or improve their Math grade from fall to spring.	84%	Target: 65% Actual: 84% Difference: +19%
	1.2. 65% of K-5 th graders will earn a "C or better" or improve their ELA grade from fall to spring.	86%	Target: 65% Actual: 86% Difference: +21%
	1.3. 45% of 1 st -5 th graders will improve their Scaled Scores (SS) 50 percent of their expected growth from fall to spring on the ELA portion of I-Ready.	62%	Target: 45% Actual: 62% Difference: +17%
	1.4. 45% of 1 st -5 th graders will improve their Scaled Scores (SS) 50 percent of their expected growth from fall to spring on the math portion of I-Ready.	52%	Target: 45% Actual: 52% Difference: +7%
	1.5. 50% of K-5 th grade teachers will report that students did not need to improve or improved 'turning in homework to the teacher's satisfaction' by spring.	60%	Target: 50% Actual: 60% Difference: +10%
	1.6. 50% of K-5 th grade teachers will report that students did not need to improve or improved 'participating in class' to the teacher's satisfaction' by spring	62%	Target: 50% Actual: 62% Difference: +12%
SOCIAL/ BEHAVIORAL OUTCOMES	2.1. 75% of K-5 th graders will demonstrate knowledge of healthy lifestyle choices.	100%	Target: 75% Actual: 100% Difference: +25%
	2.2. 55% of K-5 th graders will improve 'classroom behavior' in spring (if improvement was needed) based on teacher surveys.	50%	Target: 55% Actual: 50% Difference: -5%
FAMILY ENGAGEMENT OUTCOMES	3.1. 50% of parents will report that they read at least 5 books or more with their child or to their child at home.	100%	Target: 50% Actual: 100% Difference: +50%
	3.2. 50% of parents will participate in parent/teacher conferences.	82%	Target: 50% Actual: 82% Difference: +32%

Note: Light Yellow Shading denotes "exceeded" Performance Measure (by 0 to 10 percentage points); Bright Yellow Shading denotes "significantly exceeded" Performance Measure (by more than 10 percentage points); and Light Pink shading denotes Performance measure that was below the target.

PERFORMANCE ACROSS MULTIPLE YEARS AT RIDGE VIEW CENTRAL SITE

Performance Measures across multiple years are summarized as follows:

Objective	Performance Measure	Target	2021-2022	2022-2023	2023-2024
Academic Outcomes	Math Grade Improvement	65%	86%	94%	84%
	ELA Grade Improvement	65%	81%	96%	86%
	Lexile Score Improvement Note: This STPM was dropped for C10-YR2.	50%	46%	N/A	N/A
	Scaled Scores ELA of I-Ready Note: New STPM for C10-YR2.	45%	N/A	88%	62%
	Scaled Scores of Math I-Ready Note: New STPM for C10-YR2.	45%	N/A	69%	52%
	Homework (Teacher Reported)	50%	72%	81%	60%
	Class Participation (Teacher Reported)	50%	59%	70%	62%
Social/Behavioral Outcomes	Healthy Lifestyle (Student Reported)	75%	100%	100%	100%
	Behavior (Teacher Reported) Note: Target Changed from 65% in C10YR1 to 55% in C10YR2.	55%	62%	71%	50%
Family Engagement	Parent Reading (Parent Reported)	50%	100%	100%	100%
	Parent/Teacher Conf. (Parent Reported)	50%	100%	96%	82%

Note: Light Yellow Shading denotes “exceeded” Performance Measure (by 0 to 10 percentage points); Bright Yellow Shading denotes “significantly exceeded” Performance Measure (by more than 10 percentage points); and Light Pink shading denotes Performance measure that was below the target.

FORMATIVE FEEDBACK AT RIDGE VIEW CENTRAL SITE

ATTENDANCE SUCCESS AREAS:

- The student attendance performance measure was met with 60 students who attended a minimum of 45 days.

ACADEMIC SUCCESS AREAS:

- Significantly exceeded Math Grade performance measure (84% results versus target of 65%)
- Significantly exceeded ELA Grade performance measure (86% results versus target of 65%)
- Significantly exceeded the STPM for i-Ready ELA Scaled Score expected growth improvement (62% results versus target of 45%)
- Exceeded the STPM for i-Ready Math Scaled Score expected growth improvement (52% results versus target of 45%)
- Exceeded homework performance measure (60% results versus target of 50%)
- Significantly exceeded participation performance measure (62% results versus target of 50%)

SOCIAL/BEHAVIORAL SUCCESS AREAS:

- Significantly exceeded healthy lifestyle performance measure (100% results versus target of 75%)
- Did not meet the behavior performance measure (50% results versus target of 55%)

FAMILY ENGAGEMENT SUCCESS AREAS:

- Significantly exceeded home book reading performance measure (100% results versus target of 50%)
- Significantly exceeded parent participation performance measure (82% results versus target of 50%)

OPERATIONAL SUCCESS AREAS: This information derived from IN-QPSA& Focus Group Meetings for the Ridge View Central Site

- IN-QPSA meetings are beneficial to assisting staff on improving student performance
- Staff are involved in decision-making
- Action plans for improvement have been set up based on IN-QPSA input
- Staff support families in positive ways
- Since in-person learning has resumed, staff reinforced the importance of behaving in class
- Staff continued to focus resource allocation on addressing the multiple challenges presented by the past COVID-19 pandemic, including:
 - Helping students re-engage after months of isolation
 - Reducing stress in the lives of our students
 - Re-establishing predictable routines
 - Helping students and their families develop skills for being resilient

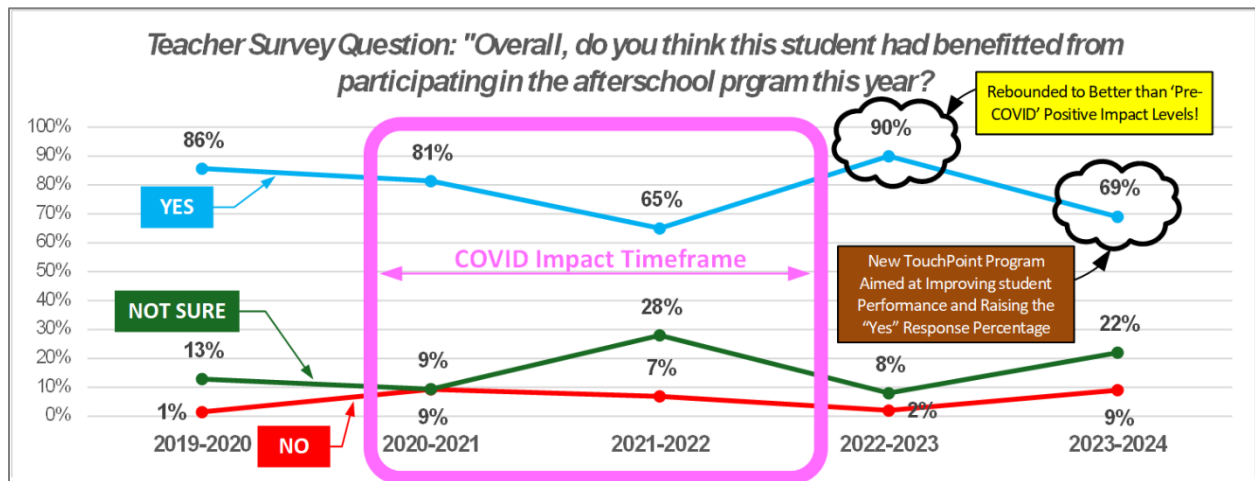
AREAS TO STRENGTHEN IN 2024-2025:

- Review Teacher Survey ‘comments’ section and provide relevant comments regarding student improvement needs to Site Coordinator
- Regular and Focused Teacher Feedback: With the traditional Teacher Survey conducted annually in the Spring at the end of the school year, important teacher feedback on student performance and improvement needs from the Spring Teacher Survey can only be utilized in the fall of the subsequent school year. While afterschool staff interact with teachers throughout the school year to check in on students, there is an opportunity to formalize regular Teacher Feedback Touchpoints throughout the school year. For the Cohort 10 Year 4 program implementation, working in collaboration with YMCA Afterschool Staff the Evaluation Team has prepared a “Student Support Information Sharing” protocol that provides a structured approach to connect Site Liaisons, Teachers, and Tutors. At three points throughout the school year (Fall, Winter, and Spring) the Site Liaison will contact Teachers and ask that Teachers quickly assess each of their afterschool program attending students and identify if a student needs individual assistance in one of five Performance Measure areas: turning in homework, classroom participation, classroom behavior, tutoring in Math, or tutoring in English. If a Teacher assesses that a student needs help in one or more of the five areas, they simply place an “X” in the appropriate box for a student. Upon receiving the Teacher Feedback Touchpoint data, the Site Liaison assigns and schedules a Tutor to work with individual students on the Teacher-identified needs. The Tutor then has eight weeks to work with individual students in the identified areas. After the eight-week period is completed, the process is repeated. This new process should be especially helpful in supporting students in improving their classroom behavior as behavioral issues can be identified early on and addressed. See attached Appendix A for the form and protocols of the TouchPoint program.

SUMMARY

Teacher Survey Question: Program Impact on Students

For the 2019-2020 school year, the Hobart YMCA afterschool program began tracking the end-of-year Teacher Survey responses related to students who benefitted from the afterschool program. In the chart below, one can see that in the first year of the survey (2019-2020), staff were proud to have exemplary results with teachers reporting that 86% of their students who attended the Hobart YMCA afterschool program benefitted from participating in the program. For the next two school years of 2020-2021 and 2021-2022, these years were impacted by COVID social distancing protocols, and staff observed a drop in the teacher-reported student benefit during COVID (the pink shaded box below). However, after COVID staff achieved their goal of raising the student benefit rate back up, and reached a high water rating of 90% of all students benefitting from the afterschool program (as judged by their regular school day teachers) when compared to the pre-COVID student benefit level of 86%. While the COVID period was very difficult for students, parents, teachers, and afterschool staff, staff are proud that to have reached the other side of COVID and, based on teacher survey results, have demonstrated success in having students benefit from our program at a significantly high level.



For the most recent Teacher Survey data from the 2023-2024 school year, one can see a drop-off in the “Yes” response percentage from 90% to 69%. The afterschool staff and Evaluation Team both believe that the new previously described “TouchPoint” program will lead to more substantive Teacher interfaces throughout the year, resulting in improved student performance and a higher percentage of Teachers rating the program as benefitting from the program.

Teacher Survey Question: Comments on Individual Students. Another aspect of the Teacher Survey is providing teachers with an opportunity to provide comments/feedback on individual students. Positive comments received on specific students include the following:

Positive Responses from Teachers:

1. “This student is a straight A student. He is wonderful. I am sure the program offered the family the support they needed. They are all amazing people.”
2. “Student is in a structured setting and has positive adult role models.”

3. *“Student is significantly below grade level and has improved on IEP goals, but progress has been minimal for grade level assignments due to the learning gaps. This program provides him with more experiences and learning that will help close some of the gaps.”*
4. *“Consistency makes this student keep level with behavior.”*
5. *“I know there was a change in medication as well. I think the combination of that, and the tutoring has helped. Thanks!”*

Responses Indicating Opportunities for Improvement from Teachers:

1. *“I have only been with this student since January, but I do think the YMCA was a benefit to her. However, she has not been attending the last couple of months and you can tell in her academics especially math.”*
2. *“The student’s attitude towards doing work declined as the year went on. She wanted everyone else to do her work.”*

For the above teacher responses indicating opportunities for student growth/self-improvement, Site Coordinators will track these students in the 2024-2025 school year and consider options to engage these individual students in ways to encourage and support individual student growth in the noted areas.

OPERATIONAL FOCUS FOR 2024-2025

Completing the Indiana Quality Program Self-Assessment (IN-QPSA) for all of the Cohort 10 YEAR 2 sites in 2023-2024 proved very beneficial for the local evaluation team and also empowered local afterschool staff members to provide feedback and suggestions on supporting Site Coordinators in their efforts to help children. An analysis of the IN-QPSA results from the Cohort 10 sites allowed the local evaluation team to focus on items that can be controlled internally within the overarching theme of the operational environment that HOBART YMCA after school staff work within. **By continuing to improve and streamline the operational environment, overall work stress issues can be reduced and time can be freed up for staff to focus their efforts on helping children.**

Within the context of defining operational improvements that can help Site Coordinators help children, five primary areas of operational focus for the 2024-2025 school year will continue for HOBART YMCA as follows:

Operational Focus #1: Standard Agenda for Site Meetings

Regular, focused and substantive communications amongst staff at each site is critical for establishing and maintaining operational efficiencies which, in turn, provides more time to focus on and help children.

- a. HOBART YMCA has established a standard Meeting Agenda for all Site Coordinators to utilize for their staff meetings. This use of a standard agenda should continue.
- b. A Meeting Recap is now being issued to site staff within 48 hours, with a copy to HOBART YMCA. This practice should continue.
- c. The meeting agenda should include the identified Site Priorities for that site clearly visible on the standard Agenda sheet. This practice should continue.
- d. HOBART YMCA and Higgin & Associates to conduct a joint Operational Review Meeting in September 2024 to review Cohort 10, Year 2 results and program deadlines for the 2024-2025 school year with a focus on Cayen Reports data entry scope and deadlines.

Operational Focus #2: School Year Calendar

At the beginning of each school year, develop and disseminate an overall calendar for that school year that identifies a time for critical meetings, milestones, and due dates for important items that are tracked. Potential items on the calendar could address:

- a. All sites attend INQPSA WEBINARS
- b. All sites with new Site Coordinators formed by: _____ (determine date)
- c. All site with veteran Site Coordinators re-formed by: _____ (determine date)
- d. Distribute IN-QPSA Meeting Documents: _____ (determine date)
- e. 1st IN-QPSA Meeting by: _____ (determine date)
- f. Include school breaks on the calendar as well
- g. These practices should continue.

Operational Focus #3: Coordinate HOBART YMCA Family Outreach Efforts with Regular School Day Functions

Resources and actions by afterschool and regular school day personnel can be leveraged through coordinated efforts.

- a. As the regular school day staff plan and schedule evening meetings, activities, events, and open houses for parents and families, afterschool staff can offer/request to participate in some form during these family outreach and engagement opportunities.
- b. As afterschool staff plan enriching afterschool activities with guest speakers and other special events, afterschool staff can reach out to regular school day staff to invite students and families that are not yet regular participants in the HOBART YMCA program.
- c. Coordination of efforts can be pursued and championed as follows:
 - i. Site Coordinators continue to strengthen relationships with the Principal at their school.
 - ii. Site Coordinators can seek to attend and speak for a few minutes at regular school day staff meetings at the start of each school year.
 - iii. Site Coordinators can obtain and review the School Activity Schedule at the beginning of each school year and identify opportunities for coordination and cooperation.
- d. These practices should continue.

Operational Focus #4: Routinize as Many Operational Tasks as Possible

Routine is important and well-defined procedures that maximize operational efficiencies can provide more time for Site Coordinators to focus on the quality of services provided for the children. Operational tasks that should be considered for routinization include:

- a. Training items such as checking students in/out, securing doors, answering telephones, safety procedures, reporting maintenance issues and filling out timesheets. The use of videotaped training modules should be investigated. Training can be categorized into “HOBART YMCA Program” training and “Site Specific” training.
- b. Development of a universal checklist for each staff member should be considered. Items to track/verify on the checklist could include: completion of operational training modules, introduction of the staff member to the school principal, introduction of the staff member to the site custodian, and completion of safety training and CPR. Each task could include a space for a supervisor and the staff member to initial and date when each task was completed.
- c. These techniques should continue.

Operational Focus #5: Standard Agenda for Central Office Meetings

Regular, focused and substantive communications amongst staff at each site is critical for establishing and maintaining operational efficiencies which, in turn, provides more time to focus on and help children.

- a. HOBART YMCA has established a standard Meeting Agenda for the Central Office to utilize for their staff meetings. This use of a standard agenda should continue.
- b. A Meeting Recap is now being issued to all staff within 48 hours. This practice should continue.
- c. The meeting agenda should include the identified Central Office Priorities that are clearly visible on the standard Agenda sheet. This practice should continue.
- d. Central Office should at each Central Office meeting, share areas of success of the overall HOBART YMCA Program with entire staff.
- e. Central Office should at each Central Office meeting, share areas to be strengthened of the overall HOBART YMCA Program with entire staff
- f. Central Office should continue to research and document success of graduates of the HOBART YMCA Program and share this data with all stakeholders.

MEETINGS & SITE VISITS BETWEEN HIGGIN & ASSOCIATES AND HOBART YMCA CENTER STAFF

In preparation for and during Cohort 10 Year 3, Higgin and Associates staff conducted several meetings with Hobart YMCA staff to discuss and track the implementation of the Hobart YMCA afterschool program. A Kickoff Meeting for Cohort 10 Year 3 was conducted with the Hobart YMCA Management Team on September 6, 2023, to discuss the following:

- Review of the past year’s accomplishments.
- Examine the lessons learned and review of the new 21st CCLC reporting procedures.
- Examine what areas that can provide additional data that will help shape the longitudinal analysis of the program.
- Review the Professional Development Plan. The results of this year’s Professional Development were that 8 Staff completed at least 12 hours of Professional Development and 4 staff went on for more PD training. All staff were trained in the use of Playworks physical fitness with the emphasis on good sportsmanship and respecting your teammates and opponents.
- We reviewed additional avenues for the recruitment of potential staff.

A full list of in-person, Zoom and Phone call meetings between Higgin and Associates and Hobart YMCA staff is as follows:

- 8/18/23, 10/17/23, 10/24/23, 11/21/23, 12/19/23, 1/16/24, 2/20/24, 3/19/24, 4/16/24, 5/21/24

Visit to Ridge View on 1/13/24 and 6/4/24:

- Meeting with the School Liaisons to begin the review of present and past data collection.
- A series of sessions began to develop a form called “TouchPoints” to capture necessary student information in a mini Teacher Survey format.
- Meeting with Christy Renn and Shelly Satterfield.

5/9/24: Toured the Ridge View Central Site with Tutors visited a tutoring session. During the tour, the Evaluation Team observed the completion of the construction of new activity rooms (STEM/Art, Lego, Theatre, Small Hand Craft or BoHo Room, Lava, and Mobile Interactive Floor Projection Stations. The staff were all trained in the components of VEX robotics. Engaged in a review of the Short Term Performance Measurements and met with the school staff and YMCA staff to review past STPM performance and update the existing goals per 21st CCLC directive.

Appendix A

“TouchPoint” Form and Protocols



Crossroads YMCA Afterschool Program

STUDENT SUPPORT INFORMATION SHARING FLOWCHART

The “TouchPoint” Program

The “Touchpoint” Program provides a structured approach to connect Site Liaisons, Teachers, and Tutors. At three points throughout the school year (Fall, Winter, and Spring) the Site Liaison will contact Teachers and ask that Teachers quickly assess each of their afterschool program attending students and identify if a student needs individual assistance in one of five Performance Measure areas: turning in homework, classroom participation, classroom behavior, tutoring in Math, or tutoring in English. If a Teacher assesses that a student needs help in one or more of the five areas, the Site Liaison assigns and schedules a Tutor to work with individual students on the Teacher-identified needs. The Tutor then has several weeks to work with individual students in the identified areas. After each grading period is completed, the process is repeated. This new process should be especially helpful in supporting students in improving their classroom behavior as behavioral issues can be identified early on and addressed.

Sep. 17 – 30:	REGISTRATION PHASE
 <p style="margin: 5px 0;">LIAISON</p>	<p style="margin: 0;">Populate Google Sheets Tracking Form with Student Names and Teachers.</p>
Sep. 30 – Oct. 11:	FALL BASELINE
 <p style="margin: 5px 0;">TEACHER</p>	<p style="margin: 0;">Using the Tracking Form provided by the Liaison, assess each afterschool student in your class and identify support services that a student can benefit from with respect to homework, participation, behavior, or tutoring in Math or English.</p>
Oct. 12 – Dec. 19:	FALL STUDENT SUPPORT SERVICES PHASE
 <p style="margin: 5px 0;">LIAISON</p>	 <p style="margin: 5px 0;">TUTOR</p> <p style="margin: 0;">Using the Student Support Services Assessment data from the Teacher, Liaison and Tutor schedule and provide Student services and tutoring during the Fall Grading Period.</p>
Dec. 20 – Jan. 10:	WINTER BASELINE
 <p style="margin: 5px 0;">TEACHER</p>	<p style="margin: 0;">Using the Tracking Form provided by the Liaison, assess each afterschool student in your class and identify support services that a student can benefit from with respect to homework, participation, behavior, or tutoring in Math or English.</p>
Jan. 13 – Mar. 14:	WINTER STUDENT SUPPORT SERVICES PHASE
 <p style="margin: 5px 0;">LIAISON</p>	 <p style="margin: 5px 0;">TUTOR</p> <p style="margin: 0;">Using the Student Support Services Assessment data from the Teacher, Liaison and Tutor schedule and provide Student services and tutoring during the Fall Grading Period.</p>
Mar. 17 – Mar. 21:	SPRING BASELINE
 <p style="margin: 5px 0;">TEACHER</p>	<p style="margin: 0;">Using the Tracking Form provided by the Liaison, assess each afterschool student in your class and identify support services that a student can benefit from with respect to homework, participation, behavior, or tutoring in Math or English.</p>
Mar. 24 – Jun. 3:	SPRING STUDENT SUPPORT SERVICES PHASE
 <p style="margin: 5px 0;">LIAISON</p>	 <p style="margin: 5px 0;">TUTOR</p> <p style="margin: 0;">Using the Student Support Services Assessment data from the Teacher, Liaison and Tutor schedule and provide Student services and tutoring during the Fall Grading Period.</p>

Revision 0, 9/6/24

Form for Hobart YMCA Liaison Tracking

To maximize the impact our services can have on individual students, we seek your assessment of our students who, in your judgement, need tutoring services or need improvement in any of the following three focus areas: Turning in Homework, Classroom Participation, and Classroom Behavior. To ensure that we tailor afterschool services to the needs of specific students, please scan this list of students attending our afterschool program and assess the following for students that are in your regular school day classroom:

School:	Regular School Day Teacher Assessment						Afterschool Liaison Tracking				Afterschool Liaison Feedback to Teacher		
	Place an "X" if Student Needs Improvement in any of the following areas:			Place an "X" if Student Needs Tutoring in Math or English:			Instruction Provided on Homework, Participation, or Behavior?		Tutoring Provided in Math or English?		Tutor Provided Feedback to Teacher		
	Turning in Homework	Classroom Participation	Classroom Behavior	Math	English	Scheduled	Completed	Scheduled	Completed	Yes	No	Not Applicable	
Teacher's Name:	Student Name 1:	Fall Services Alignment: October 12 to December 19											
		Winter Services Alignment: December 20 to March 14											
		Spring Services Alignment: March 15 to June 3											
	Student Name 2:	Fall Services Alignment: October 12 to December 19											
		Winter Services Alignment: December 20 to March 14											
		Spring Services Alignment: March 15 to June 3											
	Student Name 3:	Fall Services Alignment: October 12 to December 19											
		Winter Services Alignment: December 20 to March 14											
		Spring Services Alignment: March 15 to June 3											
Student Name 4:	Fall Services Alignment: October 12 to December 19												
	Winter Services Alignment: December 20 to March 14												
	Spring Services Alignment: March 15 to June 3												
Student Name 5:	Fall Services Alignment: October 12 to December 19												
	Winter Services Alignment: December 20 to March 14												
	Spring Services Alignment: March 15 to June 3												

Use the back of this form to provide comments on a particular student/students.