



PENNSYLVANIA 21ST CENTURY COMMUNITY LEARNING CENTERS

2018 - 2019 EVALUATION REPORT Cohort 8
INTERMEDIATE UNIT #1

Prepared by:
Furman Educational Resources, Inc.
Telephone: 412 653 1986
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BROWNSVILLE SCHOOL DISTRICT



CHARLEROI
AREA SCHOOL DISTRICT



Official Website of the Uniontown Area School District

Welcome to Raider Nation

Afterschool and summer learning programs provide students with a ladder of supports that help them reach their full potential, offering a step up to discover who they are and what they love to do.

Afterschool Alliance (June, 2019)

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EXECUTIVE SUMMARY

Cohort 8: 21st Century Community Learning Center Evaluation Report
October, 2019

To: Rob Baier: Program Director
David Dunham: Program Coordinator

From: Furman Educational Resources

Date: October, 2019

Subject: Program gains and student achievement

This executive summary is based on information extracted from the detailed data charts included in the comprehensive evaluation report for Pennsylvania 21st Century Community Learning Centers 2017-2018 Evaluation Report. This report is based on data collected from consultation with 21st Century staff, parent and student surveys, sending school district records, PSSA results, 21st century community learning center site records/reports and site visits. The intended purpose of this summary is to provide interested individuals with a quick overview of the program accomplishments. Anyone needing a more detailed look at the program's accomplishments should review the comprehensive report.

Program goal: Engage students in learning through innovative projects

Through a partnership with Challenger Space Center and the acquisition of Instant STEM Activities, students were actively engaged in learning activities that require acquisition and application of 21st Century skills. Following the 2018-2019 school year, about 75% of Charleroi students, 74% of Uniontown students, and 61% of Brownsville students indicated, as per the student survey, that they now have a greater interest in science as a result of the program.

Program goal: Improve literacy, math and science skills

Report Card Achievement: Overall, when considering report card evaluations at all three centers, 39% of the students indicated an increase in reading and 51% of the participating students revealed an increase in math.

PSSA Scores: PSSA results across all three sites show increases in both reading and mathematics. In reading, 49% of the students participating in the 21st Century Community Learning Center Program experienced an increase and 27% of participants experienced mathematics growth.

Program goal: Improve school day attendance

Overall, when considering school attendance at all three centers, approximately 16% of the participating students improved. Attendance continues to be an area of need.

Program goal: Improve positive behaviors in academic and social settings

To the credit of the students at all three sites, an overwhelming majority of the participating students were reported as having no need to improve behavior, with 25% showing improvement, as per the teacher survey. Based on suspension data, 4% of the students improved behavior, with 96% having no need to improve.

INTRODUCTION

“Students need more than a strong curriculum, good teachers, and time in the classroom to succeed. Afterschool programs have long known that they can embrace the hours between the time school closes and parents return from work to provide children, especially those who don’t have access to other activities, with exciting, engaging experiences that will help them learn academic, social and professional skills. The research is clear: children in quality afterschool programs are more likely to come to school and stay in school, more likely to hand in their work and get better grades.”

Jodi Grant Director of Afterschool Alliance

Program Overview

Furman Education Resources has been engaged to study the success of the Cohort 8 After School 21st Century Community Learning Centers Program in meeting its goals for its 2018-2019 school year. This evidenced-based program focuses on both innovation and improvement. In this capacity, documentation has been gathered to substantiate both the needs of the students in their respective communities and the successful programming that has been established by Intermediate Unit 1 and each specific learning site.

Results and findings presented in this report represent the data collected during and after the program year indicated, unless otherwise noted. Furman Educational Resources relies on external and original data sources (school district, programs, participants, survey respondents, etc.) to provide a majority of the data. Analysis assumes that, once checked for validity, data are accurate at the time of collection. Additionally, while data collection efforts strive for 100% data submission, complete and usable data are not always available for each participant or student. All information is kept secure and confidential according to FERPA and local privacy policies.

The 21st Century Community Learning Centers Program provides federal funding for the establishment of community learning centers that provide academic, artistic, and cultural enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects, offer students a broad array of activities that

can complement their regular academic programs, inspire career opportunities, and offer support and other educational services to the families of participating children.

Pennsylvania's primary goal for its 21st Century Community Learning Centers (21st CCLC) is to assist youth to meet state standards for core academic subjects by providing students with academic enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs, such as art, music, recreation activities, character education, career and technical training, behavior management, drug and violence prevention programming, and science, technology, engineering and math (STEM) education.

The Cohort 8 is going on its fifth year of implementation. Program directors and support staff have continued to work tenaciously to overcome obstacles. During the Pennsylvania Department of Education Monitoring Visitation for Cohort 8 2016 – 2017, the program received an Exemplary rating. The structure and curriculum of the Cohort 8 Program has remained the same or in some cases improved. It would therefore be expected that this high level of excellence would continue in the 2018 – 2019 program year.

One challenge in this school year program has been that of leadership and staff changes. Due to unforeseen circumstances, both the Director of the 21st century program, JoBeth McKee and Cohort 8 Coordinator, Donna Whoric, had to take leaves of absence. Also, the East End Community Center hired new director, Terri Burden, who was then later replaced with Keeley Forrestal. Although it is always difficult to assume new leadership, the Cohort 8 program has been able to continue its high standards under the new leadership of Rob Baier, Project Director and David Dunham, Cohort 8 Program Coordinator.

Another challenge that has remained constant when developing the after-school program is that of transportation. The large geographical footprint in this rural environment has demanded a large percentage of the funding to be spent on transporting the students. Without this commitment to students, families would not be able to access extended day and after school programs.

This evaluator has had the opportunity to attend the orientation and professional development sessions provided by Rob Baier and David Dunham for all teachers

and support personnel prior to program implementation in fall and spring. Together these leaders have worked tirelessly to assemble and train after school teachers, build collaborative relationships with sending schools and engage families in supporting after school attendance of students. This evaluator has also conducted visits to all cohort sites to observe the program in operation and conduct interviews with participants.

Program Design

The Intermediate Unit 1 in collaboration with the Charleroi Area Elementary Center, Uniontown School District, and the Brownsville Area School District, has developed and created 21st Century Community Learning Centers to meet the needs of academically at-risk students and students of low socio-economic background.

The goals of the 21CCLC program as per the Pennsylvania Request for Application Abstract are:

- To engage students in learning through innovative projects
- To increase career and college readiness
- To improve literacy, math and science skills
- To improve school day attendance
- To improve positive behaviors in academic and social settings

The basic program design of the 2018-2019 21st CCLC emphasizes 21st century skill development including innovation, problem solving, collaboration and creativity. The program proposes to serve students through the use of engaging projects and strategically incorporating STEM, literacy and social skill development. The design of this program begins with a primary goal to help families gain access to exciting learning programs, which would not be within the realm of possibility for them to provide for their children. The 21st CCLC Program increases access to programs that spark innovation. This uniquely designed program not only supports development of mathematics and reading skills, it is planned to provide concrete motivation for school success. It addresses the basic challenge of making school an experience that is positive because many children come from families who have not had positive school experiences, themselves. The after-school program has a homework component in addition to the enrichment activities. This component has been highly successful in helping students return to school prepared to begin their day.

The 21st CCLC Program also supports students in gaining social skills and positive attitudes toward school and authority. This program supports social and emotional learning, career readiness and positive interaction with others through the adoption of the TEAMology curriculum.

Through the inspired vision and careful planning of Program Director Rob Baier and Program Coordinator, David Dunham, this program is addressing the unique needs of the students in this rural and urban environment.

OPERATIONS

21st Century Community Learning Centers

Intermediate Unit 1 operated three centers during the summer of 2018 and the 2018-2019 school year. Because of scheduling difficulties, the middle school students in the Brownsville School District who attended the after-school program in the summer were not able to attend the program in the fall and spring.

- Brownsville Elementary and Middle School were located at the Brownsville Elementary School in the Brownsville School District
- Charleroi Area Elementary Center in the Charleroi School District
- Lafayette Elementary and Ben Franklin Elementary and Middle Schools in the Uniontown School District were located at the East End United Community Center

These schools were selected based on their respective labels of being economically disadvantaged as well as the fact that these are schools in need of academic support. According to the United States Census Bureau as of 2015, State and County Quick Facts, Intermediate Unit 1 services an area that is 14.53% below the poverty line. Charleroi School District is a part of Washington County where 39.2% of the total population lives below the poverty line. Approximately 55% of all students in the Charleroi Area School District receive free or reduced lunch. Both Brownsville and Uniontown School Districts are housed in Fayette County. Fayette County holds the distinction of being one of the poorest counties in Pennsylvania. Thirty six percent of the population is living under the poverty level with 64% of the Uniontown student population receiving free or reduced lunch. Sixty-seven percent of the students at Brownsville Middle school also qualify for free or reduced lunch.

Each of the sites operated on a schedule accommodating the needs of its students during the school year for at least three hours/day, four days/week. Charleroi (3:15 – 6:15), Brownsville Elementary School (3:05 – 6:05), East End United Community Center for Uniontown Schools (2:45 – 5:45).

An example of an after-school schedule is as follows:

- | | |
|--------------|--|
| • 5 minutes | Review and daily expectations |
| • 15 minutes | Snack |
| • 20 minutes | Homework help |
| • 40 minutes | STEM Activities (Challenger Learning Center, STEM Instant Activities, Ozobots) |
| • 20 minutes | Physical activity/Health and Wellness education (Health Rocks) |

- | | |
|--------------|--|
| • 30 minutes | Literacy Activities (Teaching Science Through Trade Books) |
| • 20 minutes | TEAMology Activities/ Character Education |
| • 20 minutes | Art/Music |
| • 5 minutes | Dismissal |

Although this schedule is flexible in nature, it does provide a framework for the best use of time. Students were often divided into small groups based on grade levels. Those individuals in charge worked to create a nonthreatening environment to foster a creative spirit and a workable schedule to meet the needs of those participating students at each site. This evaluator was fortunate to observe what he would consider masterful teaching at each site. Teachers were positively reinforcing students, which resulted in a sense of student accomplishment. Teachers were able to correlate mission themes with art and music as they integrated literacy, science and the arts. This evaluator also witnessed excellent behavior. He would attribute this to teachers who are prepared to teach and willing to creatively work with each unique population of student, as well as the curriculum itself being of a motivational nature.

The IU Program served 174 total participants. It is commendable that these children were able to take advantage of the opportunity to grow and enrich their learning experiences through these after-school programs.

Recruitment was considered a priority both at the IU and at the program centers. Recruitment was particularly difficult during and after the PSSA testing dates. Students entered the program by way of teacher, parent, principal, and/or guidance counselor referral. Information retrieved from data driven sources such as PSSA results, report cards, and other hard data were used to identify those students who would benefit most from this program. Fliers were sent home with all students advertising the program and posters were posted in the schools. The very best advertising seems to be “word of mouth”. In addition to these more traditional approaches to recruitment, The IU has also begun advertising on Twitter and Facebook. Through these social media, parents are able to see students engaged in the various activities. The 21st CCLC program enjoys a great degree of positive feedback from attending students. Many students share that they want to attend the program because they heard that it is a fun place to be.

Staffing

Research supports that students attending after-school and/or summer programs achieve higher in the regular education programs. Without question, research substantiates that the 21st CCLC programs are creating brighter futures for our students. The teachers involved in these programs are the quality engineers. They serve as the champions of the children. All Cohort 8 centers are staffed with certified teachers and paraprofessionals.

Teachers in the after-school program have been chosen from both the regular education teachers in the sending school districts and other teachers based on availability. Those teachers already a part of the participating school district have a natural rapport with district administration, an in-depth knowledge of curricular goals and standards, and availability to parents of students in the after-school program. Having teachers familiar with the school district curricula offers the advantage of being able to make certain the after -school program is supplementing the existing curricula and not duplicating instruction.

All curricula were supported by teacher orientation programs. The Challenger e-mission team were available at all times to aid teachers with questions or problems related to the Challenger curriculum and/or technology. These “mission” instructors also provided in-service training for the teachers and observation opportunities for parents.

It should also be noted that a recommendation in prior years of the 21st Century Programs was to provide time for teachers to share interesting, relevant and motivational ideas that complement the 21st Century curricula. Under the able leadership of Rob Baier and David Dunham, teachers were given time to network and share ideas.

When interviewed by this evaluator, teachers shared that the after-school program gave them an opportunity to support children that really need that kind of personal relationship. Teachers have some flexibility when creating lessons. Teachers develop activities based on instructional best practices. Parents shared that the best part of the program was the obvious care and kindness of the teachers. The parents had a sense that the teachers genuinely had the best interest of the children at heart.

The 21st CCLC Program would not be possible without the vision and directorship of Rob Baier and David Dunham. These capable leaders have taken advantage of all opportunities to grow professionally. They have attended the ELO (Extra Learning Opportunities) workshops held in Harrisburg and The Sumer Symposium held in Washington DC.

Curriculum and Activities

All the centers offered a like curriculum including reading, math and science instruction, with a special emphasis on STEM (Science, Technology, Engineering and Math) activities, as well as enrichment in art, music, physical education and technology. The program is structured to have 20 minutes of small group homework help, a nutritious snack, project time and motivational special activities including Yoga, Teaching Science Through Trade Books, TEAMology, and Health Rocks.

Most significantly, the program continues to collaborate with the Challenger Learning Center to offer all students a curriculum rich in STEAM education (including additional arts enrichment). The Challenger Center for Space Science Education is a curriculum that embraces hands-on, exploratory opportunities for students while equipping students with knowledge and skills related to STEAM education. Team building and problem solving are key components of the curriculum. Part of the Challenger Learning Center curriculum is an innovative distance learning program called e-Missions. The e-Missions are highly motivational, critical thinking projects that require a high degree of problem-solving. Each e-Mission culminates with a videoconference between the students and “mission control”. A few examples of e-Mission themes are: Space Station Alpha, Cyber Surgeons, Target Moon, M.A.R.S.

During the culminating event, the class assembles an emergency response team that works together to solve a problem situation as a scenario unfolds and conditions change. The Challenger Learning Center provides lesson plans and resources to support the program. Extensive professional development was offered to all teachers prior to the start of each session.

In addition to the Challenger curriculum, students at all sites were engaged in a variety of literacy, character education, career education and Project Team activities.

The students at all centers were able to be a part of a Yoga program one day per week. This program enhances children’s flexibility, strength, coordination and body awareness. Research states that Yoga also has a positive effect on one’s concentration, sense of calm and relaxation.

The 4H Curriculum: Health Rocks was researched and developed by the Youth Development 4-H research center. This program attempts to empower our youth to make positive lifetime decisions. The goal of this program is to help our youth build life skills that lead to healthy choices, including drug and alcohol prevention.

The Intermediate Unit has also included an extremely motivational, hands on, project-based platform to explore STEM education. This Mobile Fab Lab allows

students to engineer projects and develop a deep understanding about machines and the design process. The children design, as they bring their ideas to life, creating a project of personal interest. These projects then become the personal possessions of the students. Some of the available projects include drawstring backpacks, rulers, key chains, etc. The Fab Lab incorporates critical thinking skills that students need to become innovators as they explore a variety of career paths. All students have the opportunity to use the Fab Lab during the summer session.

New curricula were piloted at the East End Community Center and extended to include the Brownsville students in the 2018-2019 school year:

- TEAMology: Project Team is a holistic model incorporating character education, social emotional learning including bullying prevention and career education. The mission of “Project Team” is: nurturing interconnected life skills to motivate students to succeed. Project Team creates a culture where students are looking to help meet the needs of all members in the classroom in addition to their own needs.
- PBIS: Positive Behavior Interventions and Supports encourages good behavior. Its focus is on prevention rather than punishment.

A new technology program was added to the curriculum as a result of keen budgeting options by the IU supervisors. Ozobots is an award-winning simplification of the process of programming. Ozobots are small robots enabling our students to creatively learn how to code. These little robots are extremely motivational and present technology development in a creative framework of skill development.

Career and character education are widespread as these concepts are woven throughout all the curriculum areas. All of the curricular activities have the potential to inspire career interests and underscore positive character attributes.

All curricula were supported by teacher orientation programs. The Challenger e-mission team were available at all times to aid teachers with questions or problems related to the Challenger curriculum and/or technology. These instructors also provided inservice training for the teachers and observation opportunities for parents.

21st CENTURY COMMUNITY LEARNING CENTER SUMMER SCHOOL (2018)

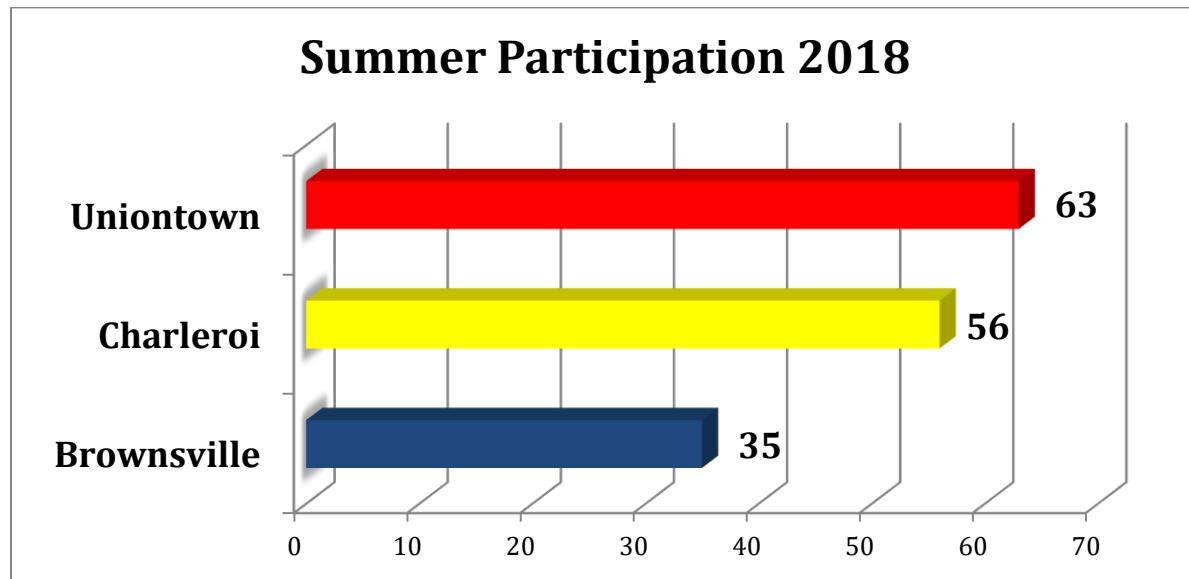


Figure 1: Summer School Student Participation

All three sites hosted a well-attended, productive and creative summer school program. As revealed in Figure 1, Brownsville Elementary School hosted 29 students from grades 2 – 5 with Brownsville Middle School's summer program including 6 additional students, totaling 35 students. Charleroi Elementary Center provided a summer experience for 56 students, while East End Community Center hosted 63 students from Ben Franklin and LaFayette Schools in the Uniontown School District. A total of 154 students were able to take advantage of the six-week summer school program sponsored by the 21st Century Community Learning Centers.

Teachers in the summer program were given flexibility in developing student activities to correlate with the curriculum components as long as the activities were engaging and enjoyable helping to meet students' academic and social needs. Curriculum resources were available to support the following initiatives:

- Teaching Science Through Trade Books
- Health Rocks
- Project TEAMology
- Math Game Bins
- STEM instant Activities
- Challenger Learning Center Missions
- Intermediate Unit Mobile Fab Lab.

A comprehensive orientation was offered to teachers prior to the summer session.

At the Brownsville center, a weekly theme was introduced around which the activities focused: bears, fish, mountain ranges, etc. Students wrote an “I wonder statement” to kick off the first day of each week, and then proceeded to conduct research to answer their question. Each weekly theme had a correlating poem shared by the teacher. The students illustrated some aspect of their research and developed a running journal. A follow-up project was completed by the students. The Brownsville teachers developed a mentoring program called Falcon Friends. The older students supported the younger students.

At the Charleroi Center a 6-week theme was “Reduce/Recycle/ Reduce”. Each week the focus was on an item that could be recycled. Students learned about the national statistics on the amount of waste that is occurring in the USA with each particular item. The students completed an art project each week using recyclable material. The students were divided into three groups and rotated between learning stations. STEM technology was a part of one station, with Yoga and other physical activity in station two. Station three enjoyed literacy and the arts.

During an observation, a Yoga instructor was present and led the students in a demonstration of their yoga activities for their parents.

A parent mentioned that she really liked the program and specifically the teachers. She was pleased that the teachers conducted a fire drill for the kids. She perceived this as showing concern for the children’s safety.

At the East End Community Center site, two curriculum programs were piloted, which will be used during the fall and spring sessions. Those programs were TEAMology and Health Rocks. Both programs were a huge success. Yoga was also available at the East End Center and an extra bonus was an exotic animal presentation. Program supervisor, Terri Burden shared that the Milton Hershey School representatives spent a week at the site working with the children and planting a garden. The students were also engaged in studying chickens and had an incubator in the classroom. A group by the name of Red Range Farms have been involved at the center bringing farm animals and a food truck.

Students were introduced to the Fab Lab during the summer session as a pilot. Cohort 8 students will also have the opportunity to work with the Fab Lab in the fall. The Intermediate Unit has included this extremely motivational, hands on, project-based platform to explore STEM education. This Mobile Fab Lab allows students to engineer projects and develop a deep understanding about machines and the design process. The children design, as they bring their ideas to life,

creating a project of personal interest. These projects then become the personal possessions of the students. Some of the available projects include drawstring backpacks, rulers, key chains, etc. The Fab Lab incorporates critical thinking skills that students need to become innovators as they explore a variety of career paths.

Summer School Student Survey Data

Always valuing student input, a summer survey was given to the students to garner feedback and discern attitudes toward themselves and the program. Although a

new youth survey is being developed by the National 21st CCLC, Intermediate Unit 1 has continued to use an in-house student survey developed by the IU team and the local evaluators. The following tables represent the data collected from the students at each learning center:

Table 1: Brownsville Elementary School Summer Survey Data

Brownsville Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	67.75%	22.58%	9.66%
2. I have a more positive attitude toward school.	67.75%	25.81%	6.46%
3. I have a greater interest in science and technology.	64.52%	35.45%	0%
4. I participate more in class projects.	45.17%	45.17%	9.68%
5. I make better decisions at school and am well behaved.	74.20%	12.91%	12.91%
6. I work better with others.	70.97%	25.81%	3.23%
7. I Have fun while learning.	58.07%	32.26%	9.68%

Table 2: Charleroi Elementary School Summer Survey Data

Cohort 8: 21st Century Community Learning Center Evaluation Report
 October, 2019

Charleroi Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	79.31%	20.69%	0%
2. I have a more positive attitude toward school.	41.38%	55.16%	3.45%
3. I have a greater interest in science and technology.	75.87%	24.14%	0%
4. I participate more in class projects.	68.97%	27.59%	3.45%
5. I make better decisions at school and am well behaved.	68.97%	24.14%	6.90%
6. I work better with others.	46.43%	53.56%	0%
7. I Have fun while learning.	51.73%	44.83%	3.45%

Table 3: Uniontown School District Summer Survey Data

Uniontown School District	Agree	Disagree	Not Sure
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1. My teachers care about me and tell me when I have done a good job!	86.49%	2.71%	10.81%
2. I have a more positive attitude toward school.	62.17%	21.63%	16.22%
3. I have a greater interest in science and technology.	75.68%	10.81%	13.52%
4. I participate more in class projects.	81.09%	10.81%	8.11%
5. I make better decisions at school and am well behaved.	89.19%	2.71%	8.11%
6. I work better with others.	67.57%	8.11%	24.33%
7. I Have fun while learning.	75.68%	13.52%	10./81%

It is evident that the students at all three centers had a positive perspective of their experiences in the summer school program.

As indicated in Tables 1, 2 and 3, the students had a very high regard for their ability to make better decisions at summer school and behave well. Approximately 75% of students agreed in the Brownsville Center, 70% of the Charleroi students, and 90% of the students participating at the East End Community Center.

Another area of consensus among all three sites is that the teachers care about them and reinforce them when they have done a good job. Seventy to eighty-seven percent of the students agree.

Although all the areas of this survey are important and relevant, creating a greater interest in science and technology is directly related to the 21st Century goals. Approximately 65% of the Brownsville students show agreement, with 76% of the students at both Charleroi and East End in agreement.

STUDENT PARTICIPATION 2018 – 2019 School Year

Every attempt is made to gather accurate attendance information. Perhaps due to staffing changes and scheduling difficulties, there was no available attendance data for the Fall session at the East End Community Center.

Even with staffing transitions, the 2018 - 2019 21st Century Community Learning Program served 174 students incorporating three school districts in the Intermediate Unit 1 area. Brownsville School District served 72 elementary school students. Charleroi School District served 56 elementary students. Uniontown School District served 72 elementary and middle school students. Of the 72 participating students at Brownsville, 34 students attended more than 30 days. This represents almost 50% of the students participating for 30 days or more. Fifty-three of the 56 students at Charleroi attended for more than 30 days. This represents 94% of the students. Thirty-eight of the 49 students at East End attended for more than 30 days. This indicates almost 80% of the students participating for 30 days or more. All of these numbers represent the hard work and excellent recruitment efforts during this transitional year. This can also be attributed to the motivational experiences being shared at each center.

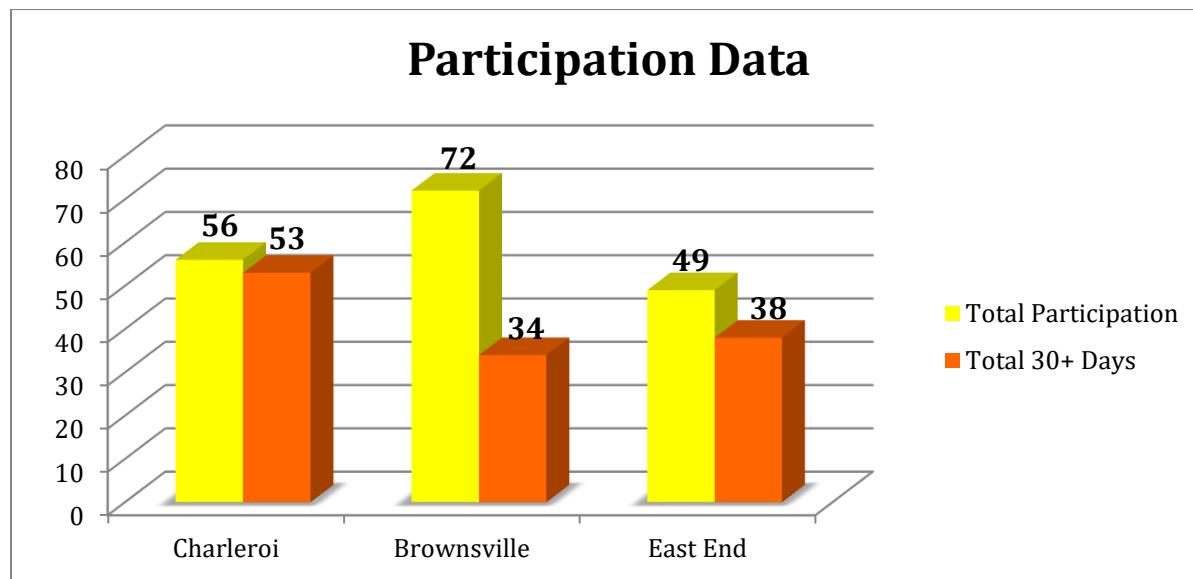


Figure 2: Student Participation per site in the 21st Century Community Learning Center Program

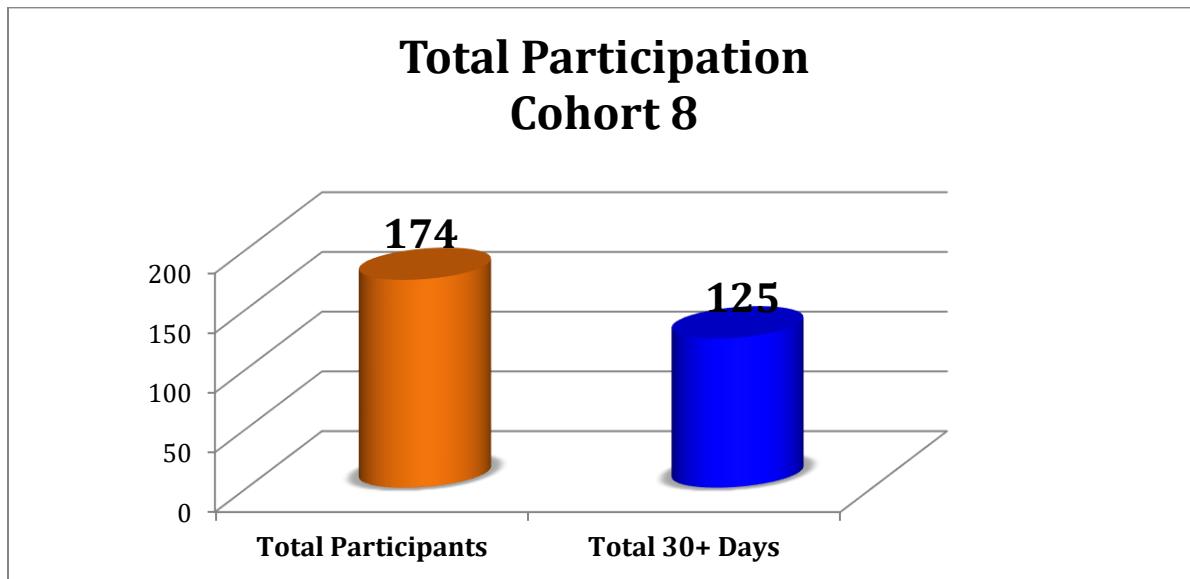


Figure 3: Total Student Participation in the 21st Century Community Learning Center Program

Figure 3 represents those students attending the 21st Century Community Learning Program for 30 days or more. These 125 students equate to about 70% of the total 174 student population attendance.

Parent Participation

The 2018-2019 school year brought with it many parent involvement opportunities during the after-school program. The IU agrees with the premise that it is critical to bring families into the 21CCLC program. Parents can also benefit from the educational practices used to support and enrich their children's educational programs. All the centers maintain an open-door policy where family members feel welcome and are encouraged to visit. Parents have received an open invitation to that effect.

In addition, parents are invited to attend tutorial/homework time with their child to learn teaching strategies that will enable them to support their children academically.

Parents were invited to Open House, Family Fun Night and Lights On After School. Parents were also invited to participate in a Challenger e-Mission event and several STEM activities. Informational events were also available to parents. How-To Math is an attempt to support parents when working with their child in the area of math. Also "Using Social Media Effectively" is a timely and necessary workshop for parents.

Curriculum Partnerships



A major partner in the 21st Center Community Learning Program is the Challenger Learning Center located at Wheeling Jesuit University in Wheeling, WV. The Challenger Learning Curriculum is a dynamic, hands-on approach to developing a scientifically literate public designed in a very innovative and inspirational manner, which extends to develop a motivational learning environment for our students. The curriculum is a simulated experience embedding STEM activities into its lessons. The students engage in an e-mission (a distant learning, problem solving experience) once a week with supportive learning occurring throughout the week.



The 4H Curriculum: Health Rocks

The Health Rocks curriculum was researched and developed for usage in the 2017 Summer Program. The goal of this program is to help our youth build life skills that lead to healthy choices, including drug and alcohol prevention.



Project TEAM: Teamology is a curriculum which integrates social/emotional learning, bullying prevention and career readiness. Project Team uses six

foundations to arm students with a team mindset and a philosophy of collaboration: Helping Others, Positive Change, Resiliency, Leadership, Anti-bullying, Problem solving and conflict. This curriculum program will provide direction to a more positive environment and social interaction.



The East End Community Center serves the families in the Uniontown area. The center provides a safe haven for children by offering after-school programs to help children improve academically and socially.



Ozobot is an award-winning simplification of the process of programming. Ozobots are small robots enabling our students to creatively learn how to code. These little robots are extremely motivational and present technology development in a creative framework of skill development.



California University, although not considered a Community Learning partner per se, supported the program by having its students volunteer their help.

FINDINGS

Academic Proficiency Results

The following charts from each school district indicate the percentage of participating students experiencing a change in PSSA results from year 2017-2018 to year 2018-2019. Results provided are for all students who had adequate and appropriate data for analysis. Proportions provided are calculated based on the number of students having data and included in analysis and is not indicative of all students.

All PSSA data were reported in category format (Advanced, Proficient, Basic, Below Basic) and therefore only students moving positively from one level to another in consecutive school years are considered to be making academic gains.

It should be noted that in some cases longitudinal data is not available. For instance, if a child were in the third grade during the 2018-2019 school year, there would be no PSSA scores available for his/her second grade year.

Brownsville PSSA Results

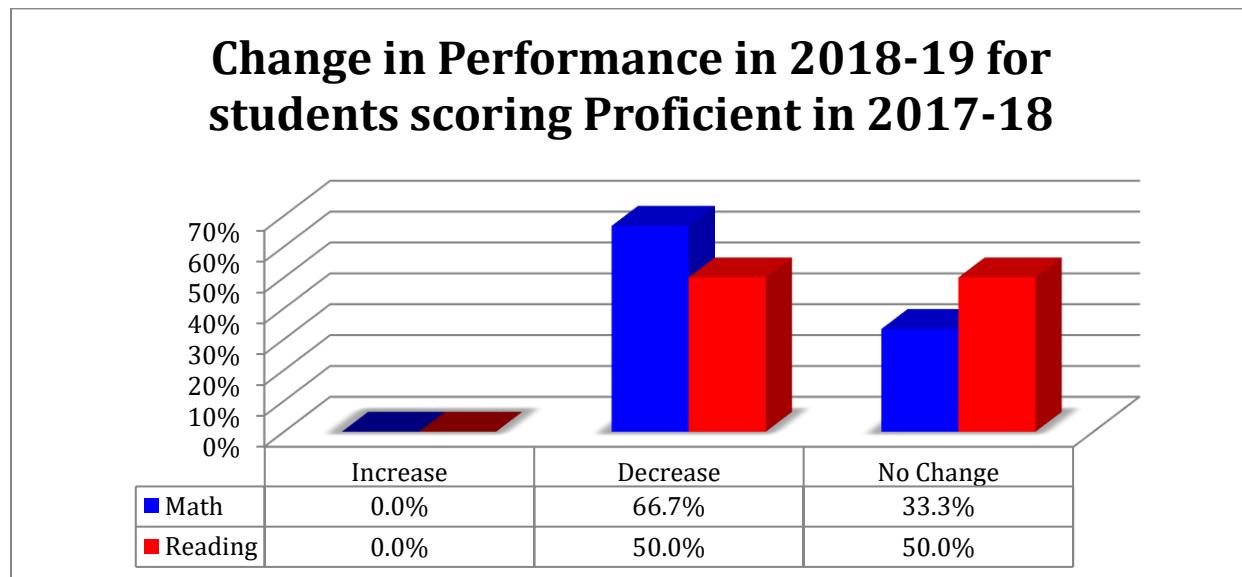


Figure 4: Brownsville PSSA Reading and Math Results: Proficient

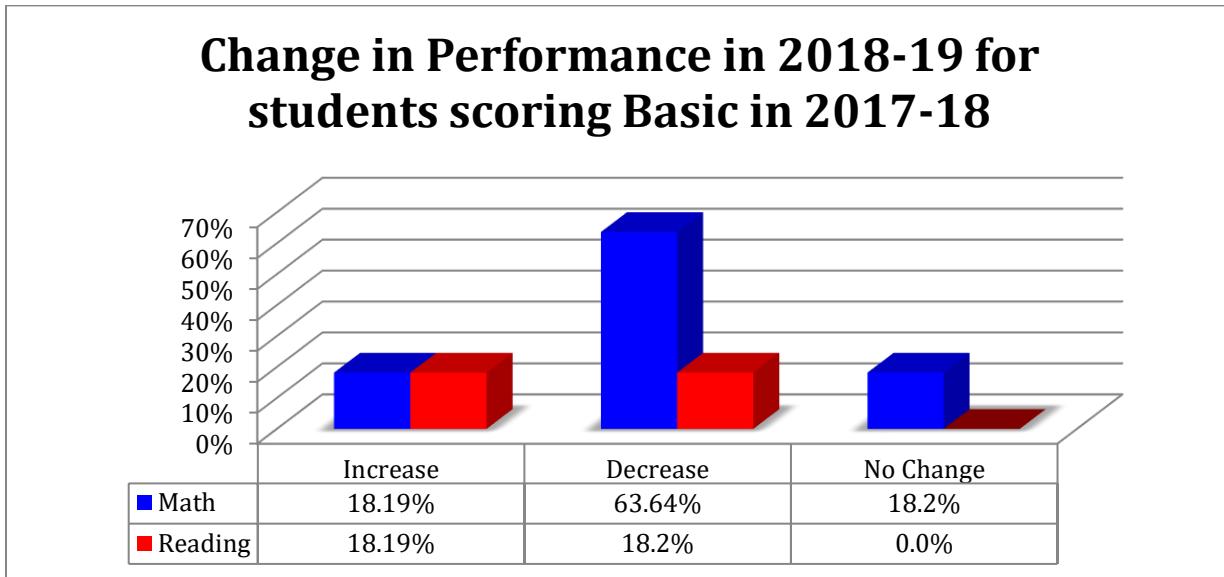


Figure 5: Brownsville PSSA Reading and Math Results: Basic

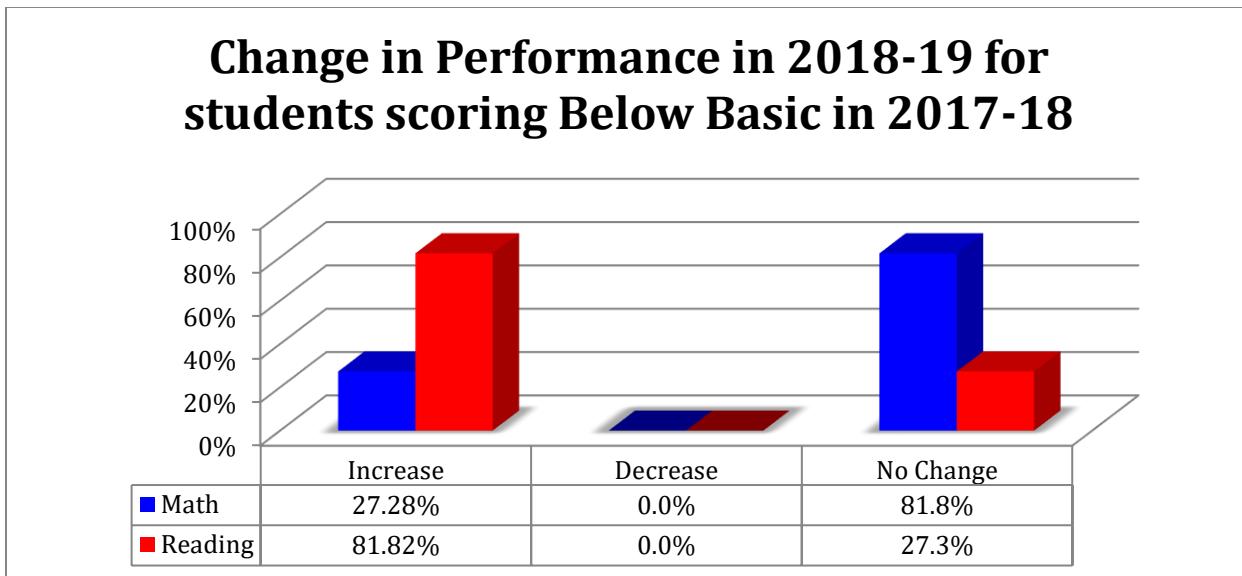


Figure 6: Brownsville PSSA Reading and Math Results: Below Basic

The PSSA available data for the participating students in the Brownsville School District indicate that there were no students scoring in the advanced category for either the 2017-2018 school year or the 2018-2019 school year in either reading or math.

In the area of math, Figure 6 illustrates that the greatest improvements were at the below basic range. Twenty-seven percent of the participating students increased their math category from below basic to basic. And 18% of the students moved from the basic category to proficient. The majority of the students did not indicate a change in their PSSA results, and there was a notable decline from basic to below basic (63%).

In the area of reading, as per Figures 4, 50% of the students had no change in the categories of proficient and 50% decreased. However, there was an 18% increase in the area of reading in the basic category. When considering the students scoring in the below basic range in the past year, approximately 82% of the participating students improved their scores (Figure 6). This movement underscores great improvement in reading for those students in the 21st Century Program moving from the below basic category to the basic category.

Charleroi PSSA Results

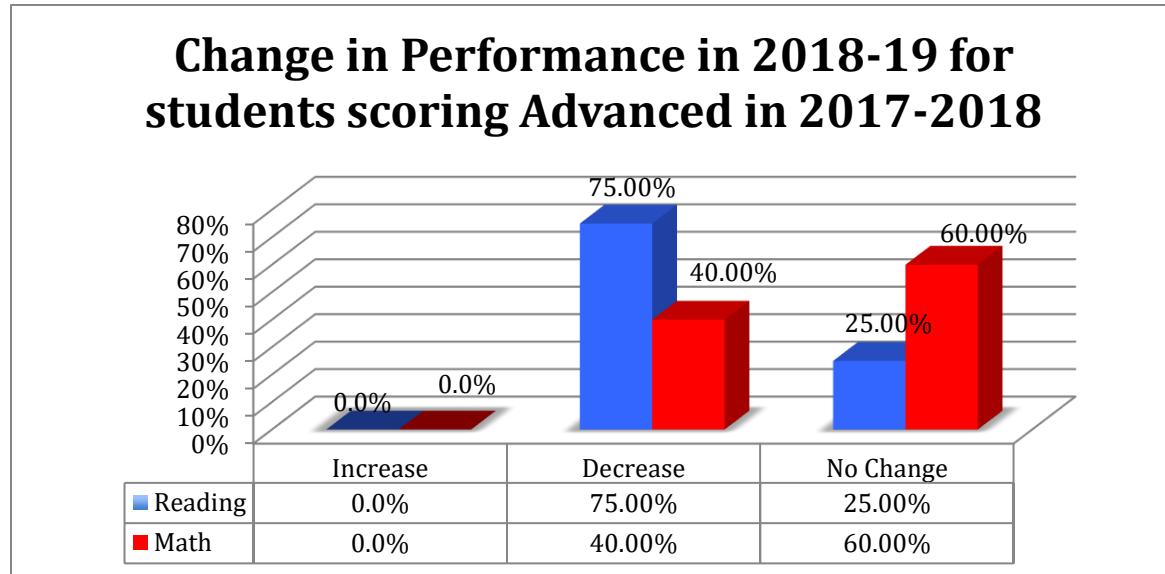


Figure 7: Charleroi PSSA Reading and Math Results: Advanced

Change in Performance in 2018-19 for students scoring Proficient in 2017-2018

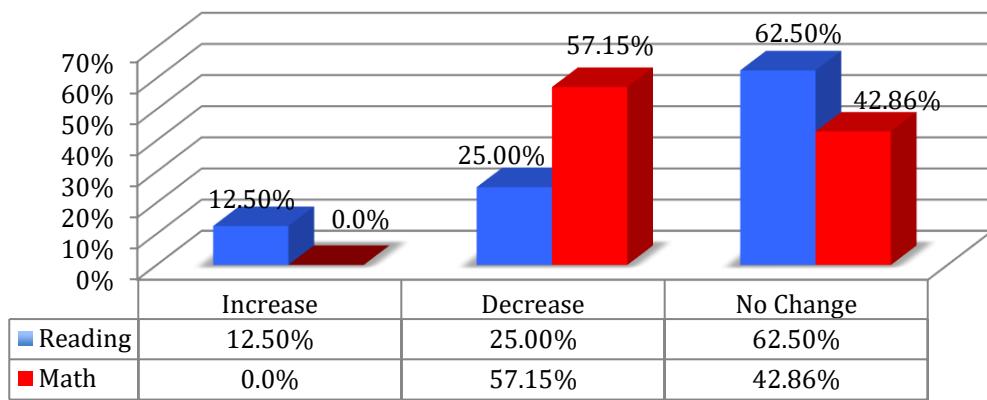


Figure 8: Charleroi PSSA Reading and Math Results: Proficient

Change in Performance in 2018-19 for students scoring Basic in 2017-2018

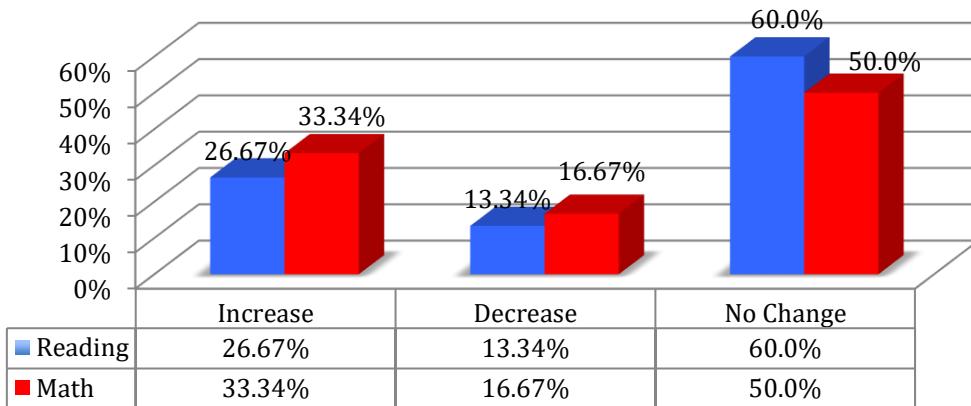


Figure 9: Charleroi PSSA Reading and Math Results: Basic

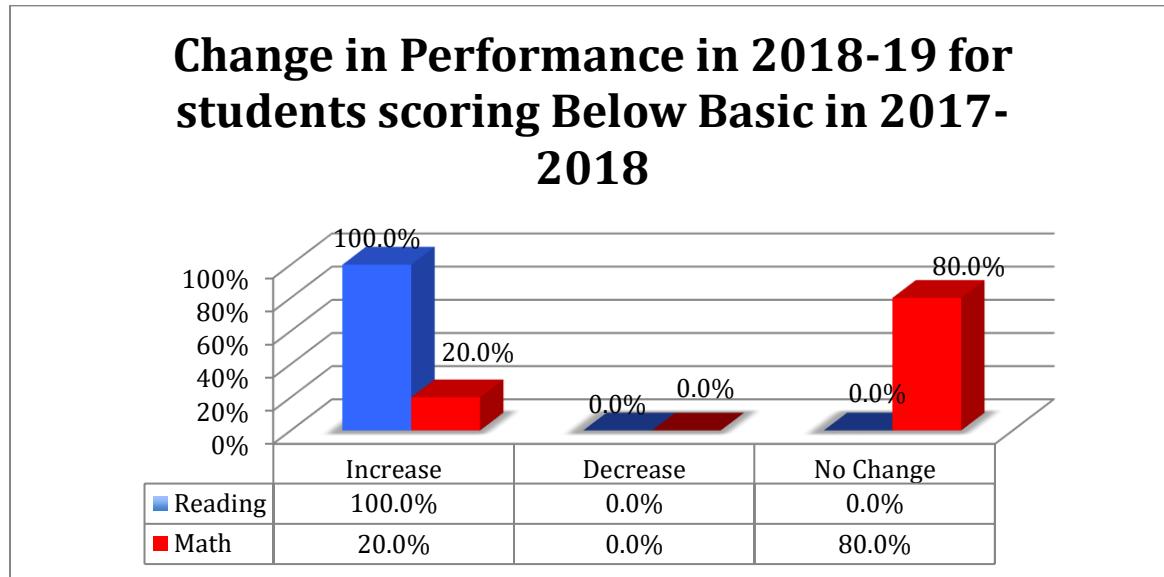


Figure 10: Charleroi PSSA Reading and Math Results: Below Basic

In the area of math, Figure 7 informs us that 60% of the students remained at the advanced level with 40% decreasing. The reverse was true at the proficient level with about 60% decreasing and 40% remaining the same (Figure 8). One third of the students moved from basic to proficient (Figure 9), with 20% moving from below basic to basic (Figure 10). Eighty percent of the students remain at the below basic level in the area of math as per Figure 10.

The PSSA available data in the area of reading for the participating students in the Charleroi School District indicates a 75% decline in the advanced category. Although 62% of the students remained at the proficient level, 12.5% of the participating students increased. Figure 9 informs us that approximately 27% of participating students moved from basic to proficient. One of the most positive features revealed in Figure 10 is that there are no longer any students in the 21st CCLC Program in the below basic category with 100% of the participating students increasing.

Uniontown PSSA Results

Change in Performance in 2018-19 for students scoring Proficient in 2017-18

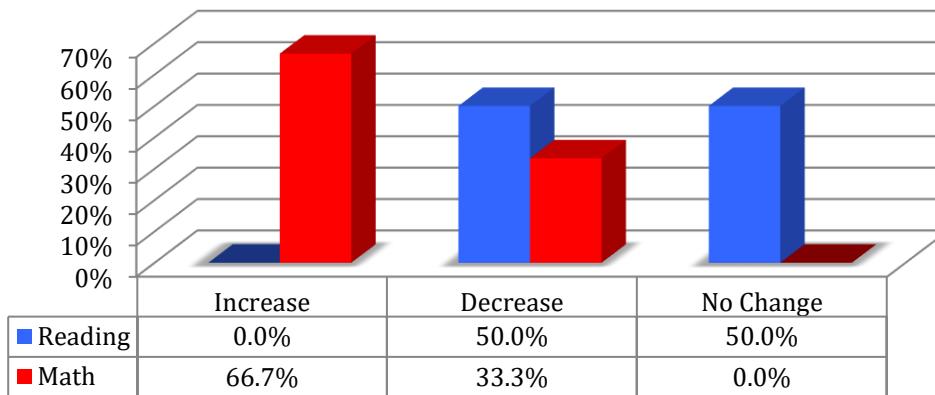


Figure 11: Uniontown PSSA Reading and Math Results: Proficient

Change in Performance in 2018-19 for students scoring Basic in 2017-18

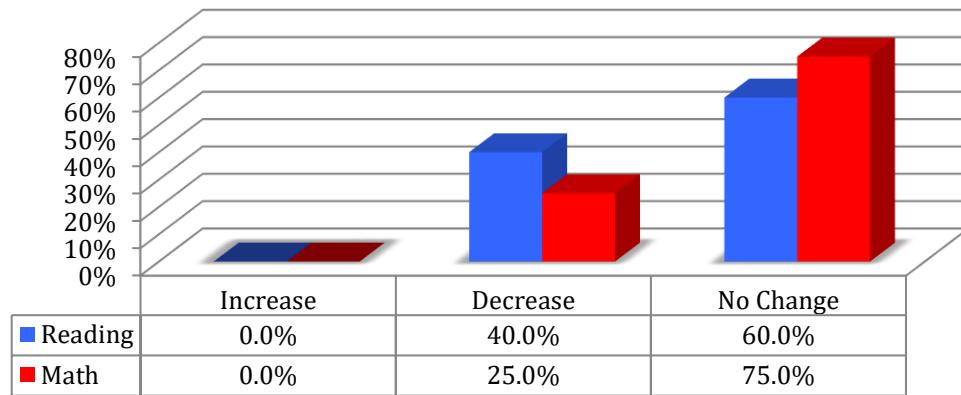


Figure 12: Uniontown PSSA Reading and Math Results: Basic

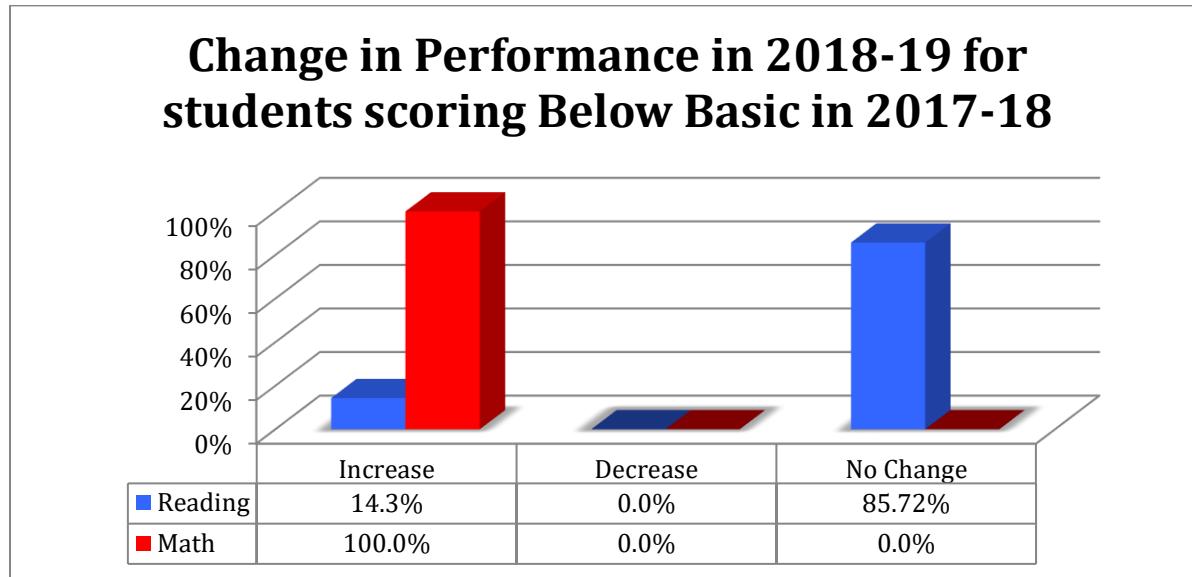


Figure 13: Uniontown PSSA Reading and Math Results: Below Basic

When considering the math data, again there were no students performing at the advanced stage. Figure 11 indicates approximately 66% of the participating students increasing their performance in the proficient category, moving to advanced. Although no students increased their performance at the basic level (Figure 12), 100% of the students moved from below basic to basic (Figure 13).

When considering the available data in the area of reading from the Uniontown School District, there were no students scoring in the advanced range. Unfortunately, as communicated in Figures 11 and 12, there were also no students experiencing positive growth in the proficient or basic categories. Approximately 14% of the participating students moved from the below basic bracket to the basic bracket as per Figure 13. The majority of the students indicated no change in their performance.

Overall, when considering the PSSA results at all three sites, an average of 48.73% of the students participating in the 21st Century Community Learning Center Program, experienced an increase in the area of reading. When considering the math results as they apply to all three sites, an average of 26.54% of the participating students showed growth.

Report Card Data

Both reading and math report card grades have been collected from each school district for participating students in the 2018 – 2019 school year. Student academic change (improved, declined or remained the same) was determined based on a comparison of an individual’s fall and spring report card grade for the same school year, in this case, fall 2018 compared to spring 2019.

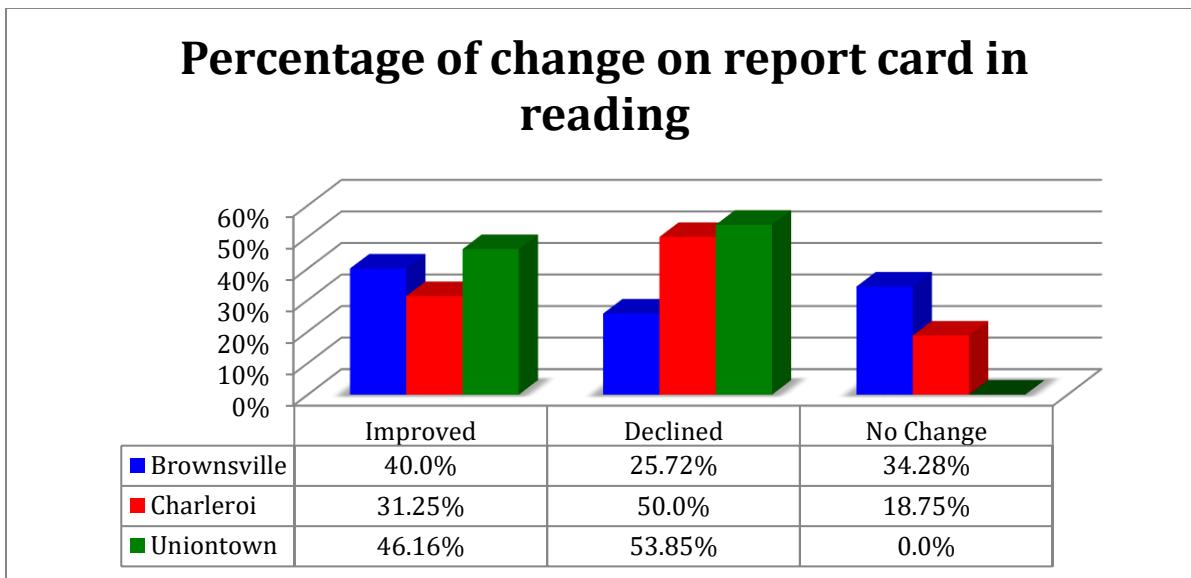


Figure 14: Report Card Changes in Reading

When considering the percentage of change in the area of reading on the school district report card, Figure 14 reveals a substantial amount of progress at all three School Districts. The data reveal approximately 40% of the participating students improved in the area of reading at Brownsville, while approximately 30% of the Charleroi students increased their performance and almost one half of the Uniontown students improved. On the other end of the continuum, unfortunately about 50% of the students decreased in their reading evaluations at both Charleroi and Uniontown.

Percentage of change on report card in math

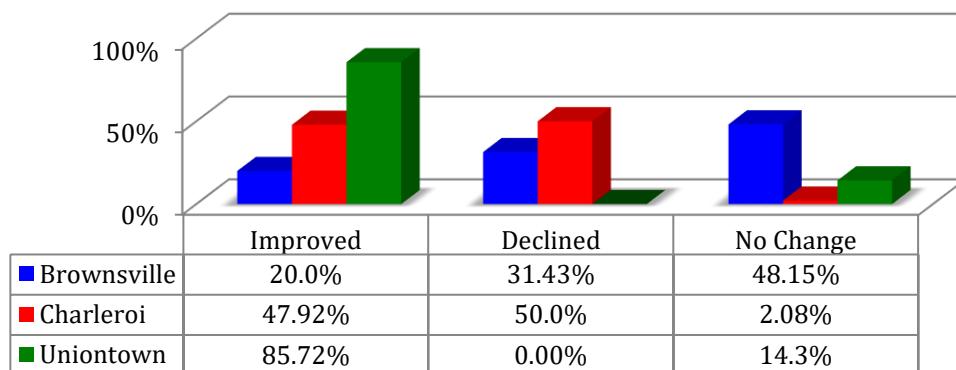


Figure 15: Report Card Changes in Math

When considering the percentage of change in the area of math on the school district report card, Figure 15 affirms that approximately 20% of the Brownsville students improved, with almost 50% of the Charleroi students improving, and approximately 86% of the Uniontown students also improving. Thirty-one percent of Brownsville students declined in math, with 50% of the students declining at Charleroi. There were no students in the Uniontown School District reporting a decline.

Overall, when considering the growth of all participating students in the 21st Century Community Learning Program, in reading and math (as it is reported on the school district report cards), we find that 39% of all the students exhibited an increase in the area of reading and about 51% of all students exhibited an increase in the area of math.

Attendance Data

In addition to academic performance, evaluators also examined related areas, including school and class attendance, as it is well-documented that regular attendance in school positively effects student achievement. The concept of

attendance will be examined according to the students' attendance in the first nine-week period compared to the students' fourth nine-week period.

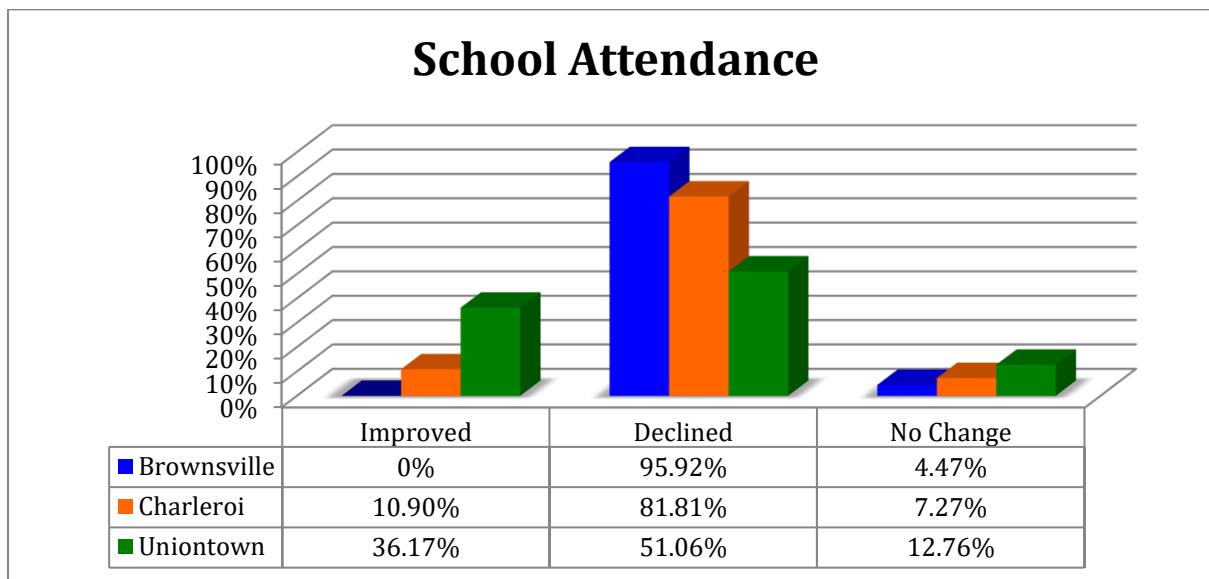


Figure 16: Percentage of Change in School Attendance

Figure 16 indicates that the participating students in the Uniontown School District had the greatest improvement in the area of school attendance (36%). About 51% of the students declined with approximately 13% having no change. Charleroi Elementary had about 11% improvement with 81% declining and Brownsville School District had a 95% decline.

Attendance at school continues to be a difficult problem in all three school districts. Presently there is no positive correlation between attendance at the after-school program and attendance at school each day.

According to **Attendance Works: Advancing Student Success by Reducing Chronic Absence**, students who miss 2-4 days of school in the first month of school, predicts poor attendance throughout the school year. Students living with high levels of poverty are four times more likely to be chronically absent.

Overall, approximately 16% of the participating students at all venues improved their attendance as reported by the school office. Regular school attendance remains an area of need.

Behavior and Social Indicators

Evaluators also collected data for students related to the frequency in which they had an in- school or out-of-school suspension. The concept of behavior will be examined from the two perspectives of classroom teacher observation (Figure 18) (via the teacher survey) and data collected on specific students from their respective school sites (Figure 17). School suspensions between fall and spring were compared to determine behavioral change.

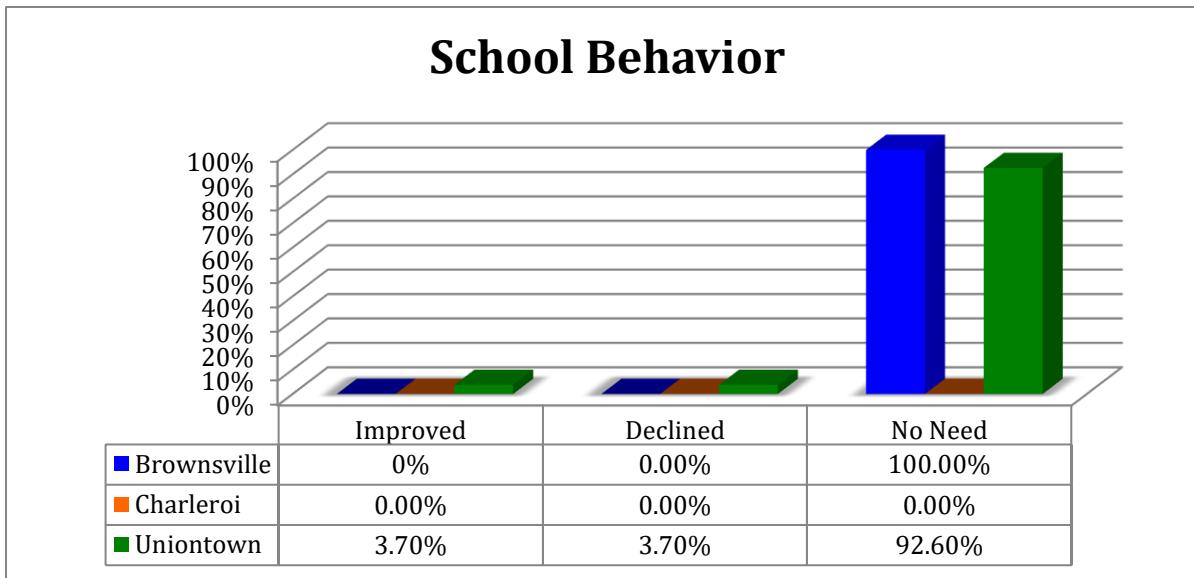


Figure 17: School Suspension Data

When examining Figure 17, it is evident that the majority of students had no need to improve behavior based on school suspensions. Little to no improvement was made in the Uniontown and Brownsville districts (3.7% and 0% respectively), but it is clear that disruptive behavior is not an issue at either school. There was no data collected from the Charleroi School District on this topic.

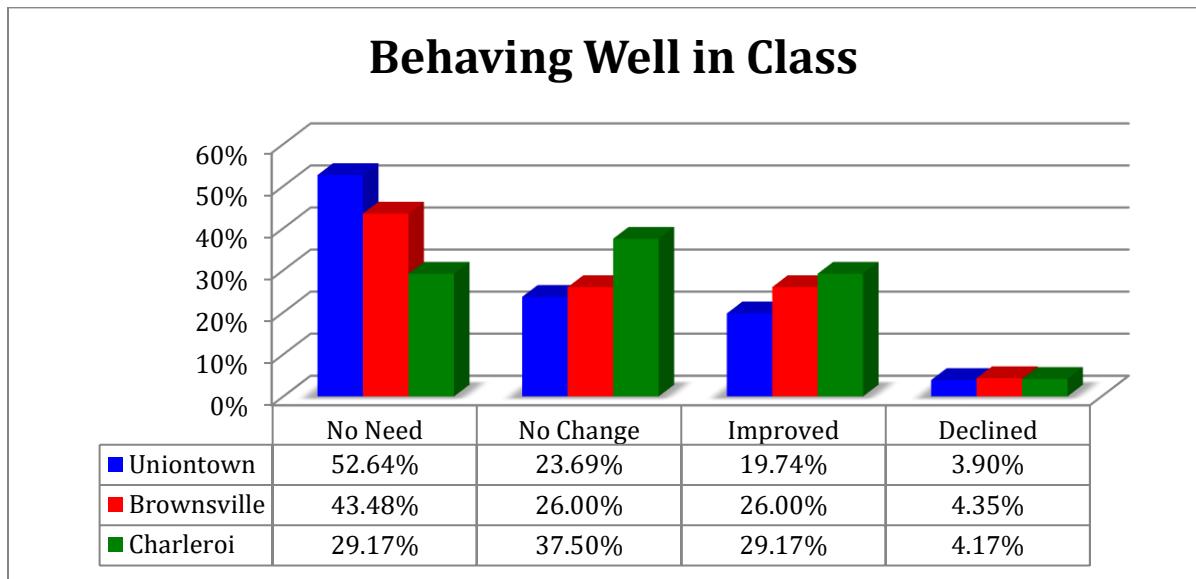


Figure 18: Behaving Well in Class as per Teacher Survey

Figure 18 indicates that the teachers in the regular education classroom saw from 20% - 30% improvement in these students with 30% -50% of the students coming to the program with positive behavior characteristics. The classroom teachers are looking at behavior from the perspective of appropriate classroom behavior as opposed to suspensions.

Discipline and behavior issues have always been a priority in 21st CCLC program year after year. Curriculum programs like TEAMology develop student awareness of good behavior, building character and teaching conflict resolution skills.

SURVEY DATA

Teacher Survey Data

The following data was retrieved from each of the participating students' regular education classroom teachers in each of the 21st Century Learning Centers.

Teachers involved in the after-school programs exert a great amount of effort to see improvement in their participating students in all areas, but the real satisfaction occurs when the application of the knowledge and skills being supported in the after-school program are transferred to the regular classroom setting.

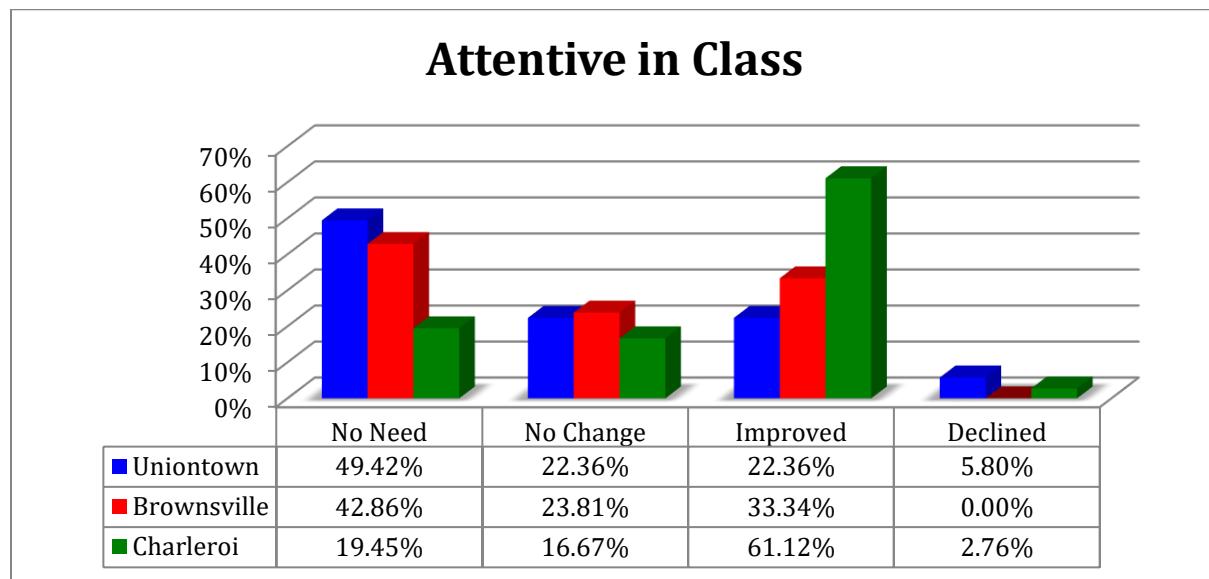


Figure 19: Being Attentive in Class

Being in class does not guarantee learning success for our students. The students also need to be attentive to their learning, engaged in their instruction, and taking ownership for their learning. Attending to task is paramount to student success. When regarding this important concept, as indicated in Figure 19, all three centers experienced improvement with Charleroi indicating 61%, Brownsville indicating 33% and Uniontown indicating 22% improvement. Teachers reveal that about 50% of the students at Uniontown and almost 43% of the students at Brownsville were already considered to be attentive students.

Overall, when considering teacher input at all sites, 39% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Being Attentive in Class.

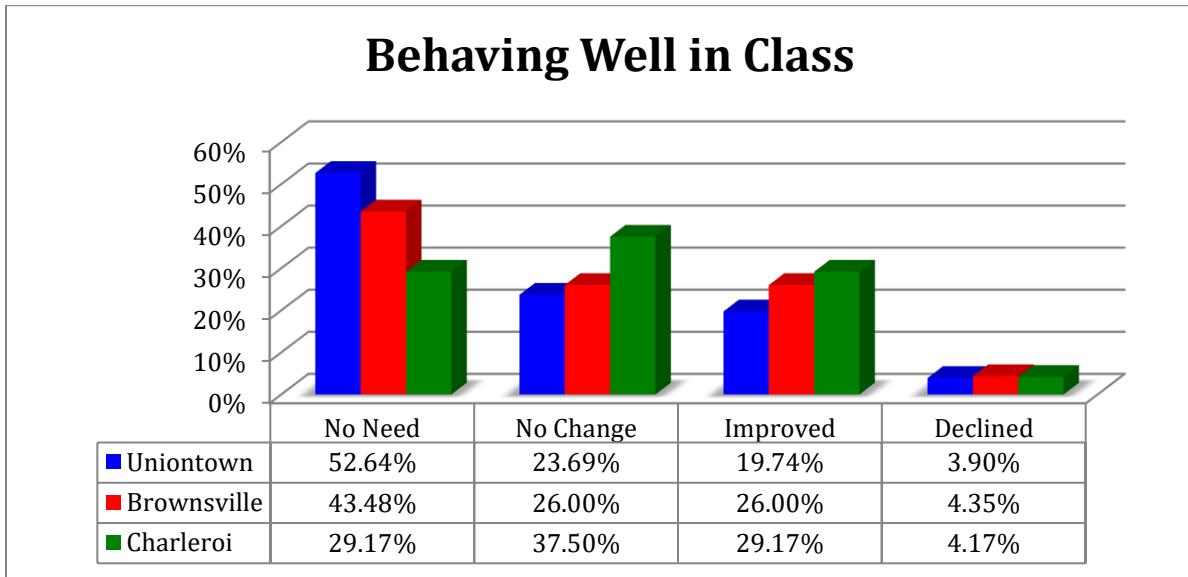


Figure 20: Behaving Well in Class

Learning requires behavior that allows the students to fully participate in all learning activities. In the area of classroom behavior. It should be noted that Figure 20 indicates that approximatley 30% of the Charleroi students improved behavior, with 26% of the Brownsville students showing improvement and about 20% of the Uniontown students exhibiting appropriate classroom behavior. Thirty percent to 50% of the students had no need to improve behavior.

Overall, when considering teacher input at all sites, 25% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Behaving Well in Class.

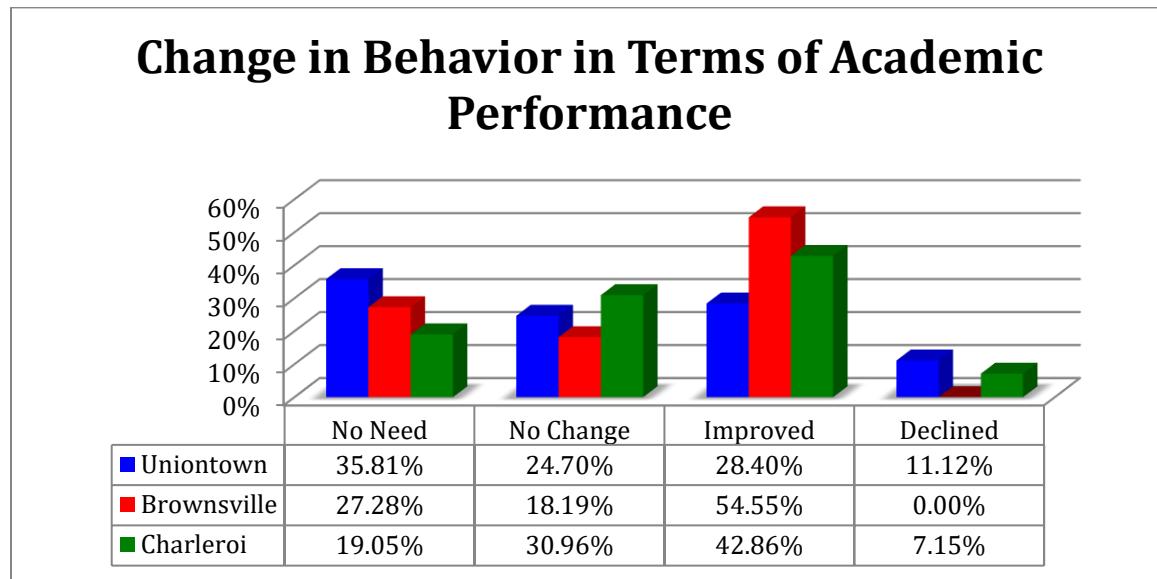


Figure 21: Academic Performance

When examining Figure 21, classroom teachers reported significant improvement in the area of student academic performance. Teachers indicated an improvement of approximately 55% of the students in the Brownsville School District. Forty-three percent of Charleroi students improved, with 28% of all Uniontown students improving academically.

Overall, when considering teacher input at all sites, 42% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Improving Academic Performance.

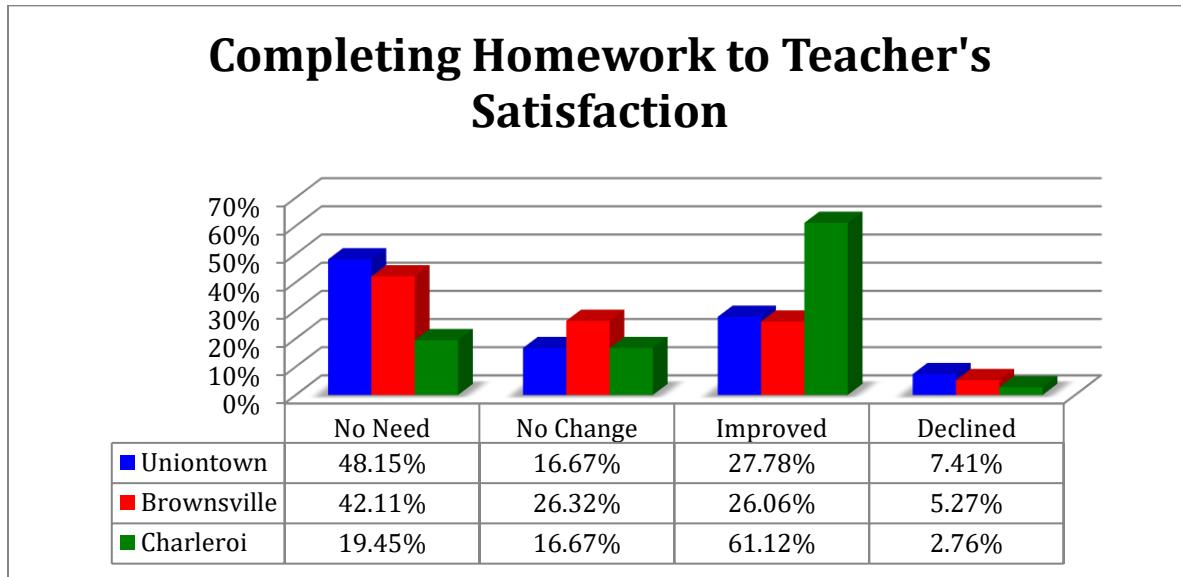


Figure 22: Completing Homework to the Teacher's Satisfaction

When considering homework completion, the 21st CCLC devotes a specific period of time to supporting all students in the area of homework. Teachers are always available to the students to answer questions and review homework completion. Figure 22 reveals that a significant number of students at Uniontown and Brownsville had no need to improve their already positive homework habits. A very small decline in completing homework was reported at all sites (3% - 7%). Charleroi indicated significant improvement in this area with 61% improvement noted. Both Uniontown and Brownsville claim approximately 27% improvement.

Overall, when considering teacher input at all sites, 42% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Completing Homework to Teacher's Satisfaction.

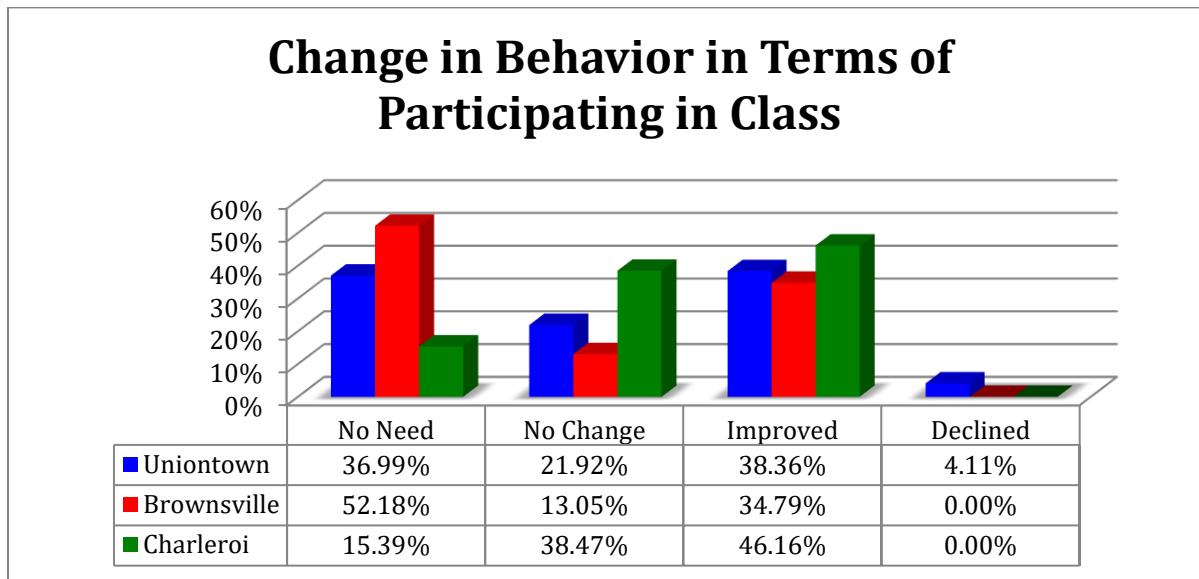


Figure 23: Participating in Class

In regards to participation, Figure 23 reveals improvement at all learning centers. Charleroi records 46% improvement in student participation, with Uniontown sharing a 38% rate of improvement, and Brownsville sharing approximately 35% improvement. Over 50% of the Brownsville participating students had no need to improve participation, with almost 40% of the Uniontown students, and 15% of the Charleroi students receiving positive reinforcement in the area of participation.

Overall, when considering teacher input at all sites, 40% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Participating in Class.

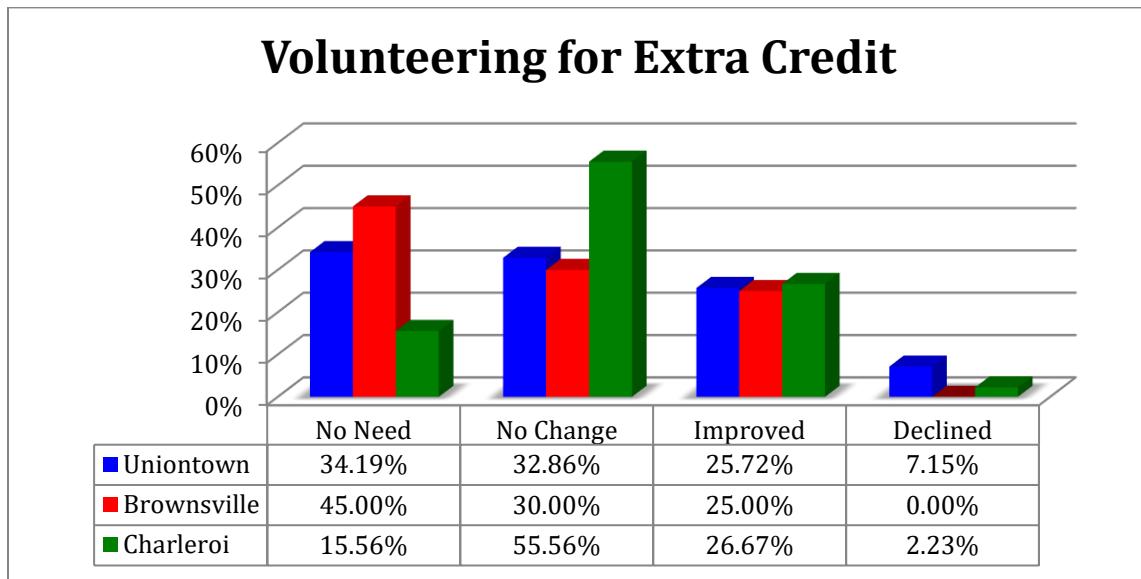


Figure 24: Volunteering for Extra Credit

Volunteering in class is a goal of the 21st CCLC Program. Volunteering indicates a willingness on the part of the student to be a risk taker or a willingness to pursue or investigate other areas of interest. It also indicates confidence in one's self. Figure 24 shares an approximate 25% increase in volunteerism at all centers.

Overall, when considering teacher input at all sites, 28% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Volunteering for Extra Credit.

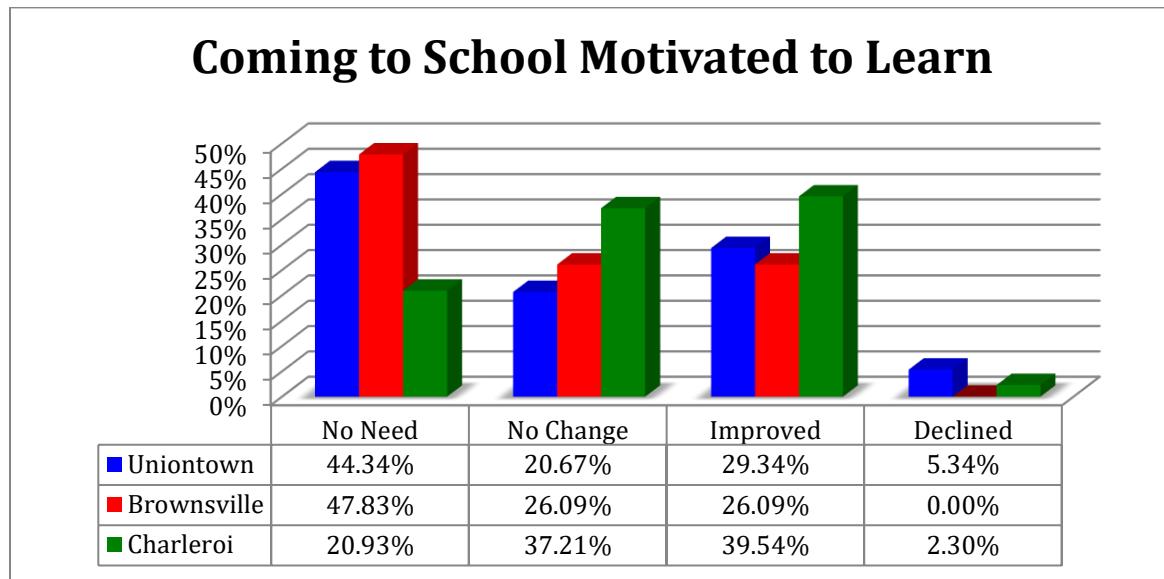


Figure 25: Coming to School Motivated to Learn

Students need motivation to stay engaged and to be committed to their learning. In terms of changed behavior when it comes to being motivated to learn, Figure 25 indicated improvement at all centers. Approximately 40% of Charleroi students improved, with about 30% of Uniontown students, and 26% of Brownsville students showing improvement in their motivation to learn. This element of learning has a direct relationship to student engagement and interest.

Overall, when considering teacher input at all sites, 32% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Coming to School Motivated to Learn.

Student Survey Data

Research supports the use of student feedback to allow authorities to make value decisions. In a research summary by Adam Fletcher, he stated, “Engaging student voice may be the most powerful lever available to improve student learning in schools.” It is believed that students actually learn more when they feel empowered as partners in making decisions relating to their education.

The 21st CCLC Intermediate Unit 1 Program has always supported this thinking and has asked for student input about the strengths and weaknesses of the after-school and summer programs. Several changes in the program have been made based on the voices of the participating students. The following survey data were

gleaned from the students participating in the 2018-2019 programs in each school district.

In addition to the survey questionnaire, there were two open-ended questions put forth: (1) What was your favorite part of the program? (2) What would you change about the after-school program?

Table 4: Brownsville Elementary Spring Student Survey Data

Brownsville	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. I have fun while learning.	46.1%	23.0%	7.6%	0%	23.0%
2. I have improved my listening skills.	15.3%	15.3%	23.0%	23.0%	23.0%
3. Spend more time being creative	50.0%	35.7%	7.1%	0%	7.1%
4. Participate in more class projects and discussions.	50.0%	33.3%	0%	16.6%	0%
5. Become more interested in science	33.3%	25.0%	0%	50.0%	16.6%
6. Become better at sharing my ideas	8.3%	50.0%	8.3%	16.6%	16.6%
7. Work together with others better	83.3%	0%	0%	8.3%	8.3%
8. Become better at solving problems	38.7%	30.7%	7.6%	15.3%	7.6%
9. Make more use of a computer to solve problems	0%	23.0%	7.6%	76.9%	0%
10. Become a better communicator when working in groups.	30.7%	30.7%	7.6%	7.6%	23.0%

Table 4 indicates that 85% of the Brownsville students are in agreement with the statements: Spending more time being creative and Participating in class projects and discussions. The other top item in agreement is Having fun while learning with approximately 70% of the students agreeing.

Table 5: Charleroi Elementary Spring Student Survey Data

Charleroi	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. I have fun while learning.	93.7%	0%	0%	6.2%	0%
2. I have improved my listening skills.	87.0%	9.6%	0%	0%	13.2%
3. Spend more time being creative	90.6%	0%	0%	3.1%	6.2%
4. Participate in more class projects and discussions.	81.2%	6.2%	0%	3.1%	9.3%
5. Become more interested in science	71.8%	3.1%	3.1%	3.1%	18.7%
6. Become better at sharing my ideas	62.5%	6.2%	12.5%	12.5%	18.7%
7. Work together with others better	67.7%	9.6%	3.2%	6.4%	12.9%
8. Become better at solving problems	71.8%	3.1%	0%	3.1%	21.8%
9. Make more use of a computer to solve problems	18.7%	3.1%	6.2%	25.0%	46.8%
10. Become a better communicator when working in groups.	71.8%	12.5%	0%	9.3%	6.2%

Charleroi students overwhelmingly agree that they are having fun while learning in the 21st CCLC Program, according to Table 5, with 94% agreement. An even higher sense of agreement is in the area of Improving listening skills with approximately 97% agreement.

Table 6: Uniontown School District Spring Student Survey Data

Uniontown	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. I have fun while learning.	78.5%	21.4%	0%	0%	0%
2. I have improved my listening skills.	50.0%	28.5%	14.2%	7.1%	0%
3. Spend more time being creative	50.0%	42.8%	0%	0%	7.1%
4. Participate in more class projects and discussions.	64.2%	28.5%	7.1%	0%	0%
5. Become more interested in science	50.0%	21.4%	0%	7.1%	21.4%
6. Become better at sharing my ideas	50.0%	42.8%	7.1%	0%	0%
7. Work together with others better	60.0%	26.6%	12.5%	0%	0%
8. Become better at solving problems	38.4%	53.8%	0%	7.6%	0%
9. Make more use of a computer to solve problems	7.1%	0%	0%	0%	92.8%
10. Become a better communicator when working in groups.	21.4%	57.1%	14.2%	7.1%	0%

According to Table 6, Uniontown students had the most positive view of the 21st CCLC Program with 90% agreement on many of the following elements of the survey: Being creative, Participating in class projects and discussions, Sharing ideas, Working together with others, Becoming better problem solvers. The Uniontown students were in 100% agreement that they were having fun while learning.

When looking at the composite of the student surveys, it is evident that having fun was met with a high degree of consensus. This evaluator would attribute this kind of positive perspective on the creativity of the teachers along with their kind, motivating and welcoming spirit.

Student Comments

In addition to the survey questionnaire, there were two open-ended questions put forth:

What do you think was the best part of participating in the after -school program?

- I like to do science
- The teachers are nice
- Getting homework done
- I like the gym the most
- The computer lab
- I made new friends
- We get to do crafts
- Playing outside
- The amazing teachers
- I like Yoga
- Not being at school but learning different things
- Working together with projects and helping others
- Helping the teacher clean the room
- Helping others with their homework
- Seeing Mrs. Hall and the rest of my teachers because I love them
- Doing fun activities

- Science projects
- I love East End all day everyday
- Being with Miss Cynthia, talking to her and hugging her
- Everything

What would you change about the program to improve it?

- Longer science time
- Get home earlier at 5:00
- Better food
- More time at the computer lab
- More gym time
- No homework time
- Go outside in the snow
- More learning activities
- I do not like yoga
- Go on field trips
- I want to see people be kinder and more respectful
- We need a bigger room
- We need a basketball court
- Nothing

Parent Survey Data

In keeping with the philosophy of supporting parents as well as students as an important part of the 21st Century Community Learning Center Program, parents were given the following survey questions prior to the start of the program: Why I Enrolled My Child in the Program and Activities for Parents you would like the Program to offer. These survey questions serve as a window to the expectations for the parents regarding their child, as well as parent opportunities to share their interests in acquiring a variety of skills and/or knowledge that might be of help to them and support their needs.

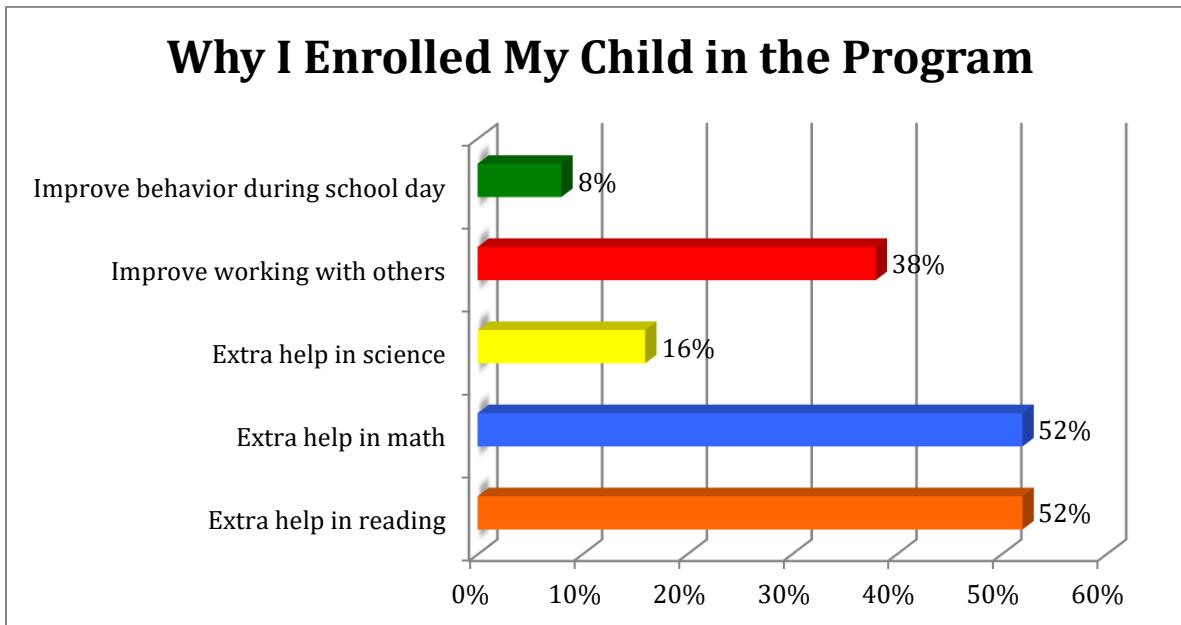


Figure 26: Parent Survey Data Parent Expectations

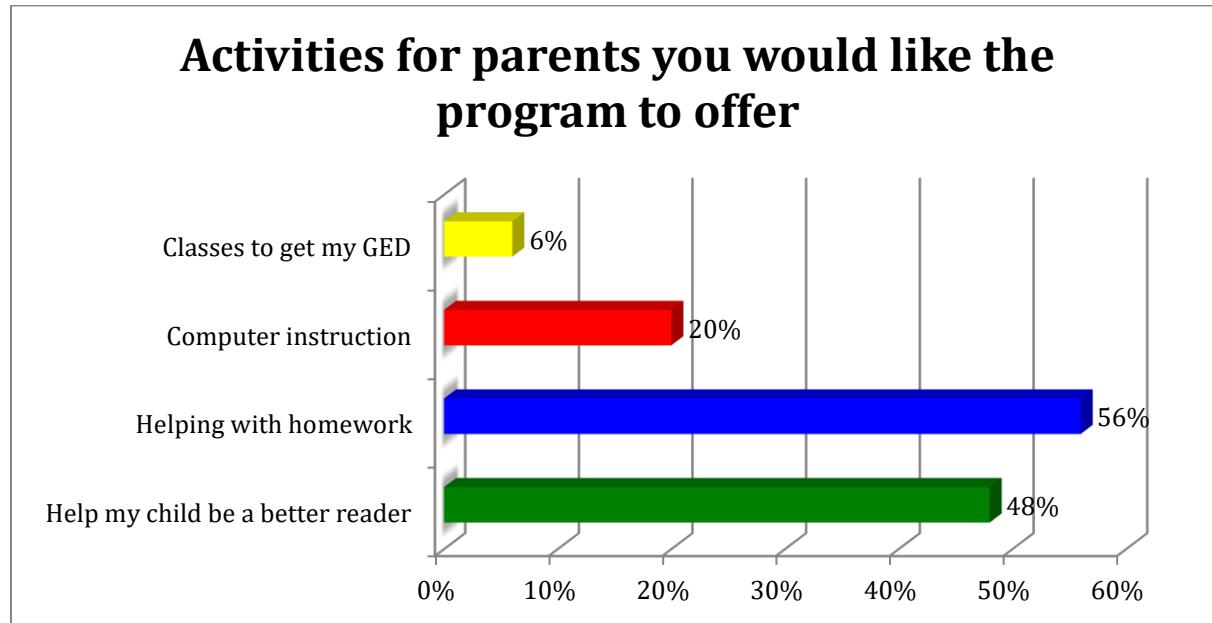


Figure 27: Activities for Parents

Figure 26 indicates an overwhelming desire on the part of the parents to seek improvement in reading and math for their child. While behavior did not appear to be a concern of parents, with only 8% choosing Improve Behavior, the majority of the parents were interested in supporting their children in the area of reading and math (52%). Almost 40% of the parents were also interested in their child improving his/her ability to work well with others.

Figure 27 informs us that parents would also like to know how to support their child when doing homework and become a better reader. Based on the survey feedback, parents were invited to meaningful workshops: How-To Math and Using Social Media Effectively. Parents were invited to the various centers to observe teachers supporting their child with homework. Centers were run on an “open door” policy for all parents.

The data in this report indicate significant improvement in both reading and math as per the report card grades. It is hoped that the parents’ expectations were met and possibly exceeded.

Although only 6% of the participating parents wanted classes working toward a GED, seven parents actually took advantage of this free service. GED classes are conveniently offered by the Intermediate Unit in each county.

LOCAL EVALUATOR OBSERVATIONS AND SITE VISITS

In addition to quantitative data, this evaluator finds it valuable to interact with students, teachers, and parents when possible. The following represents qualitative data collected during site visits.

Engage students in learning through innovative projects:

- The Challenger Mission Control eMissions continue to provide innovative, engaging experiences for the students as they work on real world problems.
- Students appear motivated to learn and genuinely happy to engage in the activities at the after-school programs.
- The Mobile Fab Lab served as a very innovative approach to engineering development and design.
- Students engaged in yoga activities enjoyed a positive approach to health and fitness.
- During a unit on Reduce, Recycle, Reuse, the students created art projects made from recycled items.
- As a culmination to a study of Hawaii, the students were engaged in painting salt dough sea stars, erupting volcanoes, doing the limbo and creating oobleck to respond as lava. These activities were relevant, engaging, innovative enrichment projects.

Critical and creative thinking: Improve 21st Century skills:

- Each week an activity was created to match the weekly STEM theme. As a part of the weekly journaling, the students were asked to complete the prompt, “I wonder...”.
- All of the e-labs are founded on a problem/solution approach to learning.
- Students often collaborate when working on projects.
- The Ozobot curriculum offers many creative, technological opportunities for students.
- The teachers at all sites were able to develop appropriate and varied extension activities in art, music, and literacy. When observed, the students were energized throughout these stimulating activities, while developing an appreciation for the creative arts.

Collaborating: Improve 21st Century skills:

- During e-missions the students form emergency response teams that collaborate on a solution to a problem as a scenario is developed. Students continue to collaborate as conditions change during the e-mission.
- It is a priority of both students and parents to complete homework. This evaluator observed that the scheduled homework period is more than just allotted time to complete homework. This scheduled time is an opportunity for teachers to bridge the gap between home schools and the after-school program. Teachers use this time to work with individual students needing help or support in any subject. In many cases the after-school teacher is also a classroom teacher at the host school.
- Collaboration is an ongoing theme as the teachers work through the TEAMology curriculum.

Increase College and Career Readiness:

- In an effort to support children in the area of math, a parent night titled “How to Math” was offered. This was a valiant attempt at taking the fear out of math homework. Students can visualize themselves as successful math students leading to an array of career opportunities.
- The Fab Lab is an excellent source of career readiness, incorporating critical thinking skills that students need to become innovators as they explore a variety of career paths.
- Designing and engineering creative projects gives students a sense of pride in themselves thus building self-esteem.

COMMENDATIONS AND CONSIDERATIONS

Commendations

- The IU, under the leadership of Rob Baier, created a data collection tool to address measuring outcomes and collecting data in a timely manner. This new tool enabled data to be collected far more efficiently.
- The Program Coordinator, David Dunham and staff worked diligently in their efforts to recruit students to participate in the Cohort 8 program. In addition to the traditional means of recruitment (posters, letters, etc.) Twitter and Facebook were also included as a means of circulating positive pictures of the after-school program and activities in progress.
- It is evident that those adults participating in the after-school program were dedicated educators creating a nonthreatening environment for children and a welcoming environment for parents.
- The fact that many of the participating teachers in the 21st Century Program were also full-time teachers in the host schools, provided them with curriculum knowledge from which to build. These teachers were also available to the students during their regular school operations.
- Students participating in the program voiced an overwhelmingly positive response to their feelings of success in all areas due to their involvement in the after-school program.
- As per the student survey, many students now have a greater interest in the area of science.
- The partnership created between IU1 and the Challenger Learning Center proved to be a highly motivational, 21st Century problem solving-based curriculum. Students work both collaboratively and creatively to solve problems.
- The parent involvement opportunities were many and varied and parent comments were solicited and collected through parent surveys.
- Several parents took advantage of the GED classes offered by the Intermediate Unit.
- Teachers were given opportunities to share creative and enriching extension lessons at the professional development meetings.
- The IU1 21st Century Community Learning Center Program was able to serve 174 students in this school year.

Considerations

- Create new partnerships to establish sustainability of this outstanding program.
- Establish an Advisory Board to collaborate on critical concerns and focus on program strengths for future use.
- Consider establishing a particular date to distribute and collect parent and student surveys.
- Begin a conversation with the school districts to cooperatively design a positive approach to school attendance improvement.
- Consider refining the data collection for after-school attendance data.
- Consider redefining behavior to include behavior characteristics outside of school suspensions.

Students in afterschool programs attend school more often, do better in school, gain skills for success, and are more likely to graduate.

Brown, W.O. & others. (2002).