



PENNSYLVANIA 21ST CENTURY COMMUNITY LEARNING CENTERS

2019 EVALUATION REPORT Cohort 9
INTERMEDIATE UNIT #1

Prepared by:

Furman Educational Resources, Inc.

Telephone: 412 653 1986

November, 2019

Cohort 9 21st Century Community Learning Center Intermediate Unit Partners

Carmichaels School District



Laurel Highlands 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)

TABLE OF CONTENTS

LIST OF FIGURES	5
LIST OF TABLES	6
EXECUTIVE SUMMARY	7
INTRODUCTION	8
Program Description	8
Program Design	10
Program Goals	11
OPERATIONS	13
21 st Century Community Learning Centers	13
Staffing	14
Curriculum & Activities	15
SUMMER SCHOOL (2018)	18
Participation	18
Student Survey Data	19
PARTICIPATION	26
21 st CCLC Participation	26
Parent Involvement	31
Curriculum Partnerships	31
FINDINGS	34
Attendance Data	34
Behavior and Social Indicators	35
Report Card Data	36
Academic Proficiency Results	39

SURVEY DATA	51
Teacher Survey	51
Student Survey	57
Parent Survey Data	63
ACHIEVEMENT OF PERFORMANCE GOALS	66
OBSERVATIONS	68
COMMENDATIONS AND CONSIDERATIONS	70

List of Figures

Figure 1: Summer School Participation	18
Figure 2: 21 st Century Community Learning Centers Attendance Data	26
Figure 3: Total Participation Data	26
Figure 4: Attendance Data: Carmichaels	27
Figure 5: Attendance Data: Clark	28
Figure 6: Attendance Data: Hatfield	28
Figure 7: Attendance Data: Hutchinson	29
Figure 8: Attendance Data: Marshall	29
Figure 9: Attendance Data: Lafayette Middle School	30
Figure 10: School Attendance Data	34
Figure 11: Discipline and Behavior Data	35
Figure 12: Changes on Report Card in Reading/Language Arts	37
Figure 13: Changes on Report Card in Math	38
Figure 14: Carmichaels Elementary School PSSA Results (Proficient)	39
Figure 15: Carmichaels Elementary School PSSA Results (Basic)	40
Figure 16: Carmichaels Elementary School PSSA Results (Below Basic)	40
Figure 17: Clark Elementary School PSSA Results (Advanced)	41
Figure 18: Clark Elementary School PSSA Results (Proficient)	42
Figure 19: Clark Elementary School PSSA Results (Basic)	42
Figure 20: Clark Elementary School PSSA Results (Below Basic)	43
Figure 21: Hatfield Elementary School PSSA Results (Proficient)	44
Figure 22: Hatfield Elementary School PSSA Results (Basic)	44
Figure 23: Hatfield Elementary School PSSA Results (Below Basic)	45
Figure 24: Hutchinson Elementary School PSSA Results (Advanced)	46
Figure 25: Hutchinson Elementary School PSSA Results (Proficient)	46
Figure 26: Hutchinson Elementary School PSSA Results (Basic)	47
Figure 27: Hutchinson Elementary School PSSA Results (Below Basic)	47
Figure 28: Marshall Elementary School PSSA Results (Proficient)	48

Figure 29: Marshall Elementary School PSSA Results (Basic)	48
Figure 30: Marshall Elementary School PSSA Results (Below Basic)	49
Figure 31: LaFayette Middle School PSSA Results (Basic)	50
Figure 32: Teacher Survey: Attentive in Class	51
Figure 33: Teacher Survey: Volunteers in Class	52
Figure 34: Teacher Survey: Behaves Well in Class	53
Figure 35: Teacher Survey: Academic Performance	54
Figure 36: Teacher Survey: Participates in Class	55
Figure 37: Teacher Survey: Comes to School Motivated to Learn	56
Figure 38: Student Survey: My Teachers Care about Me	57
Figure 39: Student Survey: Positive Attitude Toward School	58
Figure 40: Student Survey: Greater Interest in Science and Technology	58
Figure 41: Student Survey: Completes Homework on Time	59
Figure 42: Student Survey: Participate More	59
Figure 43: Student Survey: Makes Better Decisions and is Well Behaved	60
Figure 44: Student Survey: Works Better with Others	60
Figure 45: Student Survey: Grades Improving	61
Figure 46: Student Survey: Has Fun Learning	61
Figure 47: Parent Survey: Why I Enrolled my Child	64
Figure 48: Parent Survey: Activities for Parents	64

List of Tables

Table 1: Carmichaels Elementary Student Survey Data	20
Table 2: Clark Elementary Student Survey Data	21
Table 3: Hatfield Elementary Student Survey Data	22
Table 4: Hutchinson Elementary Student Survey Data	23
Table 5: Marshall Elementary Student Survey Data	24

Executive Summary

To: Rob Baier: Director of 21st Century Community Learning Center Program IU1
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 2018-2019 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. Based on the available data, the key findings from this year's 21st Century Community Learning Centers are:

Program goal: Improve literacy and math achievement

Report Card Achievement: Overall, when considering report card evaluations at all centers, 51% of the students indicated an increase in reading and 55% of the participating students revealed an increase in math. These data were collected from the current 2018-2019 report card.

PSSA Scores: PSSA results across all sites confirm increases in both reading and mathematics. In reading, 19% of the students participating in the 21st Century Community Learning Center Program experienced an increase and 21% of participants experienced mathematics growth.

Program goal: Improve school day attendance

Overall, when considering school attendance at all centers, approximately 33% of the participating students improved.

Program goal: Improve positive behaviors in academic and social settings

Based on the teacher surveys, 40% of the participating students improved in classroom behavior. Complete data was not received concerning suspensions at all sending schools.

Program goal: Improve class participation as reported by classroom teacher

Overall, when considering participation in the class, 78% of the participating students improved.

Program goal: Improve class attentiveness as reported by classroom teacher

Overall, when considering student attentiveness in the classroom, 61% of the students improved.

Program goal: Improve student volunteering in the classroom as reported by classroom teacher

Overall, when considering the students volunteering, 66% of the participating students improved.

Program goal: Improve student motivation as reported by classroom teacher.

Overall, when considering students coming to school motivated to learn, 63% of the participating students improved.

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 Description

Furman Education Resources has been engaged to study the success of the Cohort 9 After School 21st Century Community Learning Centers Program in meeting its goals for its 2018-2019 school program. 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.

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 (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 mathematics (STEM) education.

The Cohort 9 project is in its second year of implementation. The IU Project began implementation in January of 2018 and has continued through a summer, fall and spring cycle. The staff of the Intermediate Unit has taken action to ensure a successful after school program in the current grant year. The program implementation goals and strategies were developed and implemented as a result of the capable leadership of Rob Baier, Project Director, Jessica Cole, Program Coordinator and other support personnel. These program directors and support staff have worked tenaciously to overcome obstacles including staffing, transportation and working toward the creation of partnerships with both the Challenger Learning Center and STEM Curriculum Development. As part of the STEM program, Ozobots were purchased to further support technology development.

Since being engaged as the external evaluator for the 21st CCLC Program, several workshops were held prior to program implementation where the directors described the IU vision for the project. Included in this comprehensive overview was the collaboration with the Challenger Learning Center. Incorporating the Challenger curriculum would ensure the inclusion of a high degree of enrichment during the after-school program including critical thinking, problem solving and cooperative learning skills necessary for 21st century success. Teaching Science Through Trade Books was another curriculum topic. This literature-based approach to learning has proved to be both informative and motivational for students. The inclusion of Ozobots was a bonus to students this program year. Ozobots is an award-winning coding process inspiring creativity in our youth. The Ozobot is a toy robot that is said to blend the digital world with the physical world as it teaches basic programming.

This evaluator attended both the summer and fall orientations and professional development sessions held for all teachers and support personnel prior to program implementation as well as conducting visits to cohort sites to observe the program in operation and conduct interviews with participants.

The IU Directors and Coordinators are also committed to continuous learning experiences through Webinar opportunities such as Y4Y (You for Youth), Department of Education Website and other Professional Development websites.

IU representatives and a Furman Educational Resources representative attended the ELO (Extra Learning Opportunities) Conference in Harrisburg as well as the Symposium in Washington DC. Professional development plays an important role in the manifestation of growth in the after-school program.

Program Design

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 program design emphasizes 21st century skill development including innovation, collaboration and creativity. The program proposes to serve students through the use of engaging projects and strategically incorporating STEM, literacy, the arts and social skill development. Additionally, career development and recreational activities round out the program design. This uniquely designed program not only supports development of science, 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 inspired vision and careful planning of Program Director Rob Baier and Program Coordinator, Jessica Cole, this program is addressing the unique needs of the students in this rural and urban environment. Armed with the knowledge that the 21st CCLC Program increases school success and helps to narrow the achievement gap in education, these individuals are dedicated to the

mission of providing after-school learning for every child who needs it and creating a brighter future for each child every day.

Program Goals:

- 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

Performance Assessments:

1. The percentage of 21st CCLC participating students that will improve their grade in math will be 48.5% as reported on the student report card.
2. The percentage of 21st CCLC participating students that will improve their grade in reading/language arts will be 48.5 % as reported on the student report card.
3. The percentage of 21st CCLC participating students that will improve their reading/language arts proficiency is 45% as reported on the PSSA state assessment.
4. The percentage of 21st CCLC participating students that will improve their math proficiency is 25% as reported on the PSSA state assessment.
5. The percentage of 21st CCLC participating students that will improve their school attendance by reducing the number of days absent is 40% as reported by school attendance.
6. The percentage of 21st CCLC participating students that will improve their school behavior by reducing the number of school discipline incidents is 40% as reported by the school office.
7. The percentage of 21st CCLC participating students with teacher reported improvement in their school behavior will be 75% as reported on the teacher survey.
8. The percentage of 21st CCLC participating students with teacher reported improvement in class participation will be 40% as reported on the teacher survey.
9. The percentage of 21st CCLC participating students with teacher reported improvement in class attentiveness will be 40% as reported on the teacher survey.

10. The percentage of 21st CCLC participating students with teacher reported improvement in volunteering in class will be 50% as reported on the teacher survey.
11. The percentage of 21st CCLC participating students with teacher reported improvement in motivation to learn will be 50% as reported on the teacher survey.

OPERATIONS

21st Century Community Learning Centers

Intermediate Unit 1 operated three centers during the summer of 2018 and extended operations to six centers during the 2018 – 2019 school year at the following locations:

- Laurel Highlands School District (Fayette County) includes four centers:
 - Clark Elementary School
 - Hatfield Elementary School
 - Hutchinson Elementary School
 - Marshall Elementary School
- Carmichaels Elementary School site in the Carmichaels School District (Green County)
- Lafayette Middle School in the Uniontown School District located at the East End United Community Center site (Fayette County).

These schools were selected based on their respective labels of being economically disadvantaged as well as the fact that these are schools desperately in need of academic support. According to the United States Census Bureau, State and County Quick Facts, Intermediate Unit 1 services an area that is 14.53% below the poverty line. All of the schools in the Cohort 9 program are considered to be low income schools. Approximately 73% of all students in the Clark Elementary School receive free or reduced lunch. About one half of the children attending Hatfield Elementary and two thirds of the children at Hutchinson Elementary receive free or reduced lunch. Sixty two percent of the students at Marshall Elementary are in this same category. Completing the Fayette County schools is La Fayette Middle School with 98% of the students receiving free or reduced lunch. Fayette County holds the distinction of being one of the poorest counties in Pennsylvania. Eight two percent of the Carmichaels Elementary students in Green County are considered low income students. According to the information on Great Schools.org, these schools have significant achievement gaps and the students are significantly behind other students in the state of Pennsylvania.

All six sites operated on the same schedule during the school year: three hours/day, four days/week.

Although scheduling 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 tirelessly 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.

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

- 5 minutes Review and daily expectations
- 15 minutes Snack
- 20 minutes Homework help and support
- 40 minutes STEM: Challenger Learning Center, STEM Instant Activities, Ozobot Technology
- 15 minutes Physical activity/Health and Wellness education: Health Rocks
- 30 minutes Literacy Activities, Science Through Trade Books
- 20 minutes TEAMology, Character Education, Fab Lab
- 30 minutes Art and Music Enrichment
- 5 minutes Dismissal

Approximately 200 students have been able to take part in the 21st Century After School Program. This number has exceeded expectations and has resulted in a very successful program.

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 9 centers are staffed with certified teachers and paraprofessionals.

Many of the teachers in the after-school program have been chosen from the regular education teachers in the school district. This gives the teachers 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. One of the essential ingredients of the after-school program is to align the skills with that which is developed in the sending schools. Choosing teachers from the regular education classrooms allows this transition to occur. Also having kind and competent educators gives these students an opportunity to create a personal relationship as the staff has created a non-threatening, warm environment. This

staff is committed to serving all students and modeling respectful behavior for the students to emulate.

Responding to a recommendation in the first year of implementation, all data were collected in a timely and organized fashion under the leadership of the capable supervisors. These leaders made themselves available to the 21st Century staff as well as the local evaluators at all times.

Orientation and Professional Development opportunities have been made available to all teachers.

All students were transported via the bus companies that are contracted by each school district. This is a huge financial responsibility on the part of the Intermediate Unit and they are always seeking assistance and support in this area.

The 21st CCLC Program would not be possible without the vision and directorship of Rob Baier and his assistant, Jessica Cole. These capable leaders have taken advantage of all opportunities to grow professionally. They have attended the ELO (Extra Learning Opportunities) workshops in Harrisburg and the summer symposium in Washington DC. These capable leaders are technologically advanced and able to guide the after-school teachers to find appropriate websites and apps that might enrich the curriculum.

Curriculum and Activities

All the centers offer a like curriculum including literacy, 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, health and wellness, character education and technology. Teachers enjoy some flexibility related to instruction. These teachers develop activities based on best educational practices.

The program is structured to have 20 minutes of small group homework help, a nutritious snack, project time and motivational hands-on special activities. Most significantly, the program will collaborate with the Challenger Learning Center to offer all students a curriculum rich in STEM education. 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 STEM education. The Challenger Learning Center curriculum is an

innovative distance learning program including e-Missions and e-Labs. 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”.

During observations by the evaluators, it became evident that the teachers were attempting to develop a creative environment while embracing the problem-solving philosophy of the Challenger Learning curriculum. A high level of student engagement was observed as students were working toward purposeful outcomes. The students were quick to participate and appeared to be genuinely enjoying the science experiments and class discussion. Parents were invited to celebrate each e-mission as well as participate in the orientation program.

The students were grouped according to grade levels and were actively involved in a variety of tasks. The students exhibited a sense of pride when sharing projects with this evaluator.

Another aspect of the 21st CCLC curriculum is Project TEAMology. This is a curriculum program that will provide direction and support the implementation of a positive behavior and social interaction program. TEAMology focuses on six foundations that build on one another to show the value of specific skills when collaborating with others. These include: Helping Others, Positive Change, Anti-Bullying, Problem-solving and Conflict Resolution, Resiliency, and Leadership.

Literacy instruction through the use of Project Kits: Teaching Science through Trade Books was included in the resources available to all learning sites. This is an interdisciplinary opportunity for the students to apply reading, writing, science and math skills to a particular literacy task.

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. This innovative activity is available to all students in the summer program.

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. The Laurel Highlands schools were involved in a robotics competition: Dash and Dot Robots. This is a national competition submitted online and consists of coding robots according to a structured criterion.

Career and character education opportunities 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. Real world projects incorporated in STEM instruction are directly related to college and career application.

All curricula were supported by teacher orientation/professional development programs in the fall and winter. 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 Centers provide essential support to students who are often underserved and offer creative, engaging learning opportunity to kids of all ages and backgrounds.”

Afterschool Alliance

SUMMER SCHOO (June, 2018)

Summer School Participation

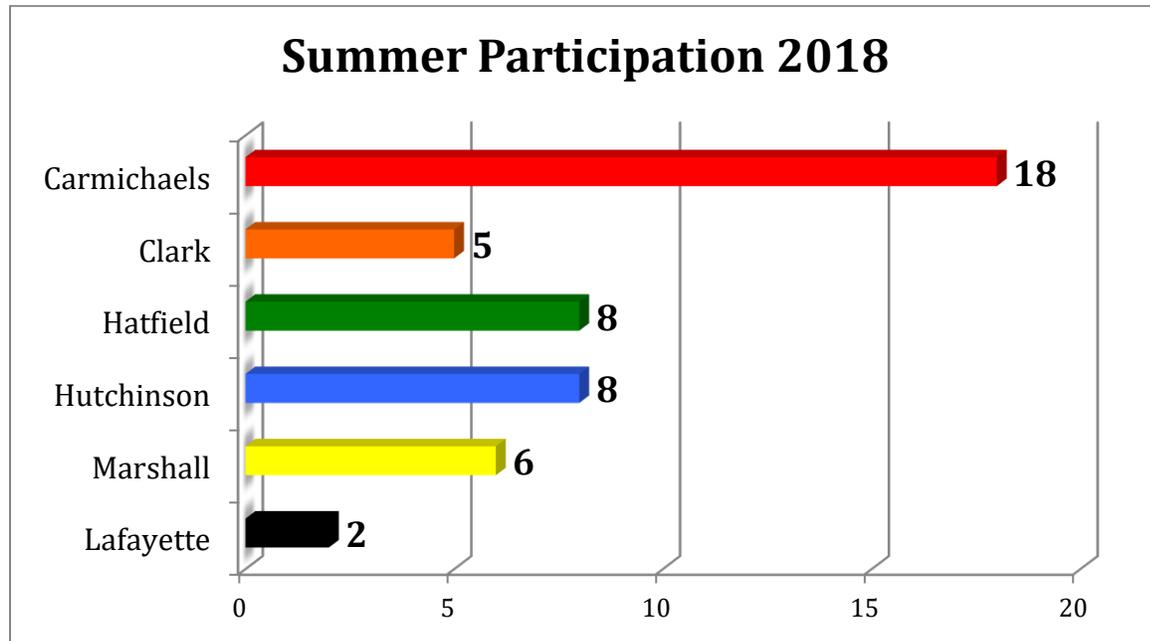


Figure1: Summer School Attendance

Cohort 9 school districts conducted a summer school program at three sites totaling 47 students. Carmichaels School District held the program at the Elementary Center with 18 students in attendance. Laurel Highlands School District allowed all participating elementary schools to meet at the Marshall Elementary School. Clark Elementary included 5 students with Hatfield sending 8 students. Hutchinson also had 8 students in attendance and Marshall included 6 students. Several La Fayette Middle School students from the Uniontown School District attended summer school at the East End Community Center. Figure 1 details the summer participation data. Approximately 50 students were involved in the summer school programs.

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.

Summer 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: Carmichaels Elementary Summer Student Survey Data

Carmichaels Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	91.18%	0%	14.71%
2. I have a more positive attitude toward school.	73.53%	11.77%	0%
3. I have a greater interest in science and technology.	76.47%	11.77%	11.77%
4. I complete homework on time.	85.30%	2.95%	11.77%
5. I participate more in class projects.	79.42%	11.77%	8.83%
6. I make better decisions at school and am well behaved.	96.78%	0%	3.23%
7. I work better with others.	85.30%	8.83%	5.89%
8. I Have fun while learning.	88.24%	8.83%	2.95%

Table 1 indicates the Carmichaels Elementary students had an overall very positive perspective of their summer experiences. Approximately 97% of the students

indicated that as a result of the summer program, they now make better decisions and are well-behaved. Approximately 90% of the children responded positively that the teachers reinforce their efforts and express a feeling of genuine care while they are having fun learning.

Table 2: Clark Elementary School Summer Student Survey Data

Clark Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	95.24%	0%	4.77%
2. I have a more positive attitude toward school.	71.43%	9.53%	19.05%
3. I have a greater interest in science and technology.	76.19%	4.77%	19.05%
4. I complete homework on time.	100%	0%	0%
5. I participate more in class projects.	76.19%	19.05%	4.77%
6. I make better decisions at school and am well behaved.	95.0%	5.0%	0%
7. I work better with others.	95.24%	0%	4.77%
8. I Have fun while learning.	85.0%	10.0%	5.0%

The students from Clark Elementary, according to Table 2, overwhelmingly agreed that they now complete their homework on time with 100% agreement. Over 95% of the students agreed that the teachers care about them and tell them when they have done a good job, they make better decisions and are well-behaved, and they now work better with other students.

Table 3: Hatfield Elementary School Summer Student Survey Data

Hatfield Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	92.86%	0%	7.15%
2. I have a more positive attitude toward school.	92.86%	7.15%	0%
3. I have a greater interest in science and technology.	64.29%	7.15%	28.58%
4. I complete homework on time.	92.86%	0%	7.15%
5. I participate more in class projects.	85.72%	0%	14.29%
6. I make better decisions at school and am well behaved.	100%	0%	0%
7. I work better with others.	85.72%	0%	14.29%
8. I Have fun while learning.	100%	0%	0%

Students from the Hatfield Elementary School responded with 100% agreement that they now make better decisions, are well-behaved and they have fun while learning. Table 3 also states with about 93% agreement that the teachers care about them, they now have a more positive attitude toward school and they complete their homework on time.

Table 4: Hutchinson Elementary School Summer Student Survey Data

Hutchinson Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	80%	0%	20%
2. I have a more positive attitude toward school.	83.33%	0%	16.67%
3. I have a greater interest in science and technology.	60%	0%	40%
4. I complete homework on time.	60%	40%	0%
5. I participate more in class projects.	80%	0%	20%
6. I make better decisions at school and am well behaved.	33.34%	0%	66.67%
7. I work better with others.	80%	0%	20%
8. I Have fun while learning.	80%	20%	0%

Table 4 shares that of all the students participating in the summer program in the Cohort 9 schools, Hutchinson students were the least pleased, with only 60% agreeing that they complete their homework or have developed an interest in science and technology. Eighty percent of the students were in agreement that they now participate in class projects, work better with others, and have fun while learning.

Table 5: Marshall Elementary School Summer Student Survey Data

Marshall Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	100%	0%	0%
2. I have a more positive attitude toward school.	83.33%	0%	16.67%
3. I have a greater interest in science and technology.	83.33%	0%	16.67%
4. I complete homework on time.	100%	0%	0%
5. I participate more in class projects.	100%	0%	0%
6. I make better decisions at school and am well behaved.	91.67%	8.34%	0%
7. I work better with others.	91.67%	0%	8.34%
8. I Have fun while learning.	83.34%	0%	16.67%

The students from Marshall Elementary appeared to have the most positive attitudes about the summer program according to Table 5. One hundred percent of the students agreed that the teachers showed them that they care, they now complete their homework, and they participate in class projects. Ninety-two percent of the students feel that they make better decisions and work better with others. The only area of disagreement (8%) was making better decisions and considering themselves to be well-behaved.

When reflecting on the overall student feedback from all centers, recognizing that the teachers genuinely care about their learning was agreed upon by approximately 92% of the students. Completing homework and having fun while learning also had a high degree of agreement with approximately 88% of the students responding positively.

PARTICIPATION 2018-2019 SCHOOL YEAR

Student Attendance

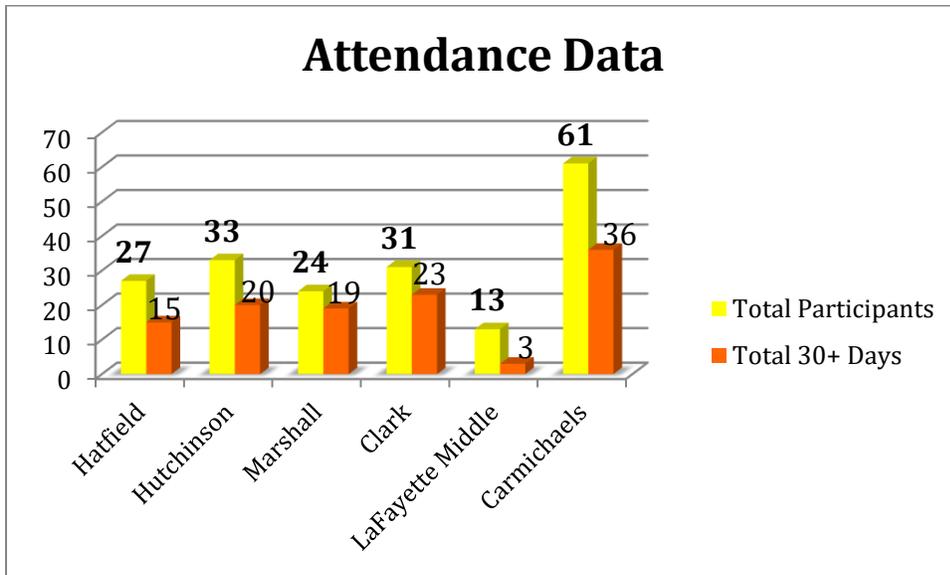


Figure 2: 21st Century Community Learning Centers Participation Data

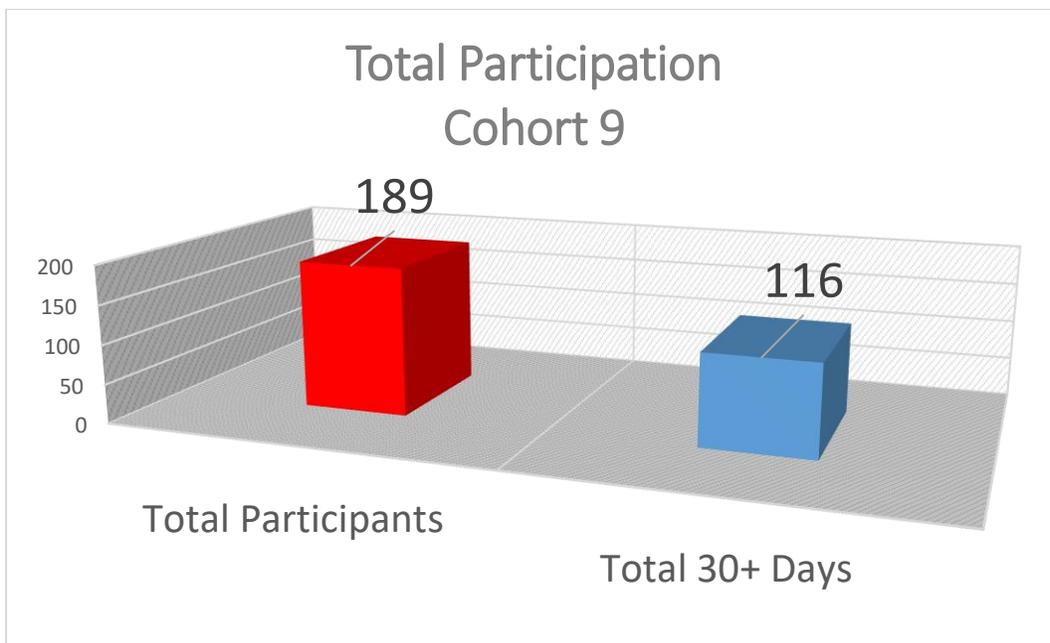


Figure 3: Total Participation Data

Cohort 9 schools served 189 students in the 2018 – 2019 school year. The Cohort 9 initiative incorporates three school districts housed at six different sites. Of the 189

participants, 116 of the students were able to attend for more than 30 days, representing 62% of the total population. This is a commendable percentage of attendance, given that many students participated far beyond the 30 day expectation.

Figures 4 – 9 detail the attendance at each Cohort 9 center:

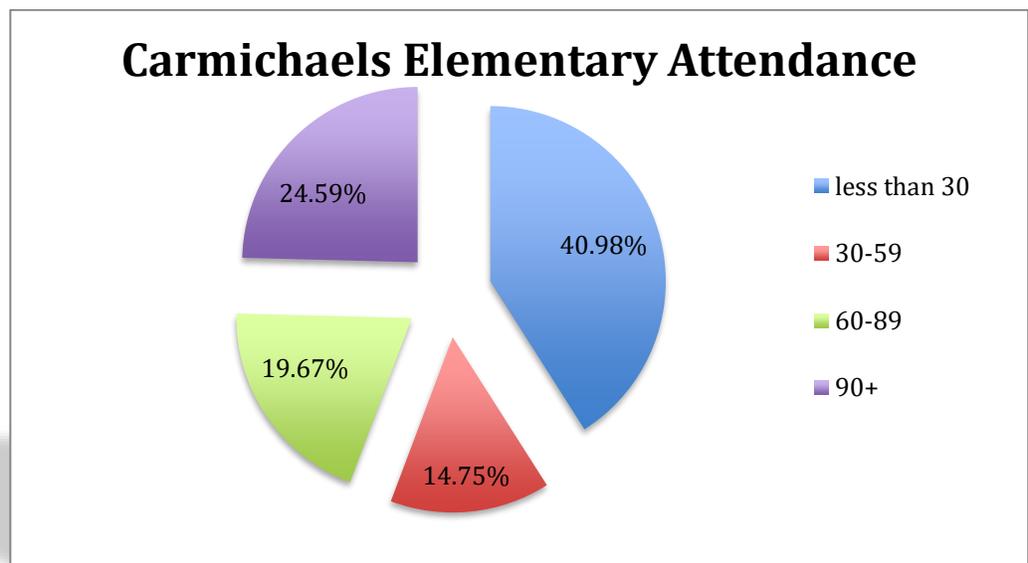


Figure 4: Attendance data for Carmichaels Elementary

Approximately 25% of the participants at Carmichaels Elementary School were able to attend the program for more than 90 days. Approximately 35% of the students attended from 30 days to 89 days.

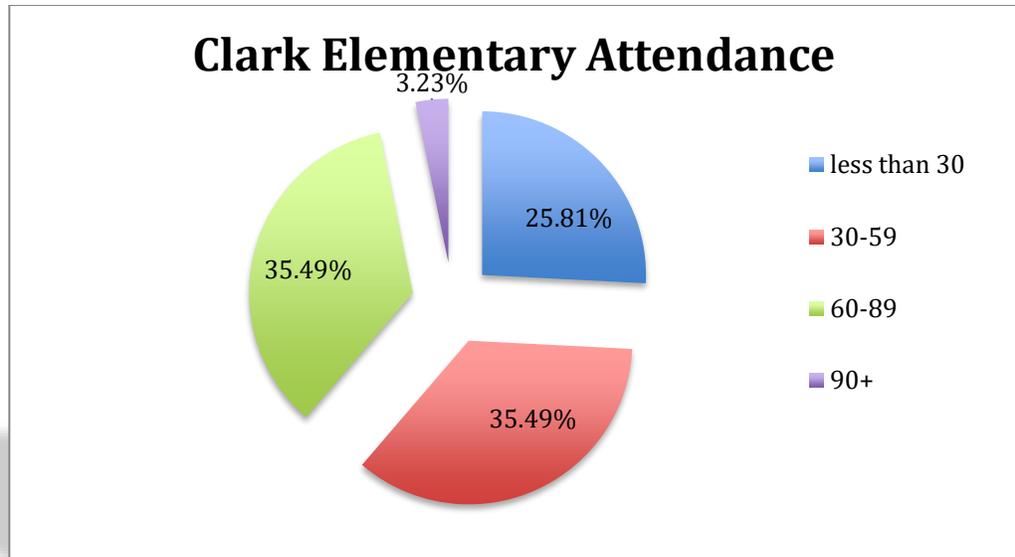


Figure 5: Attendance data for Clark Elementary

The majority of the students participating at Clark Elementary Center attended the program for 30 to 89 days. This represents 72% of the population.

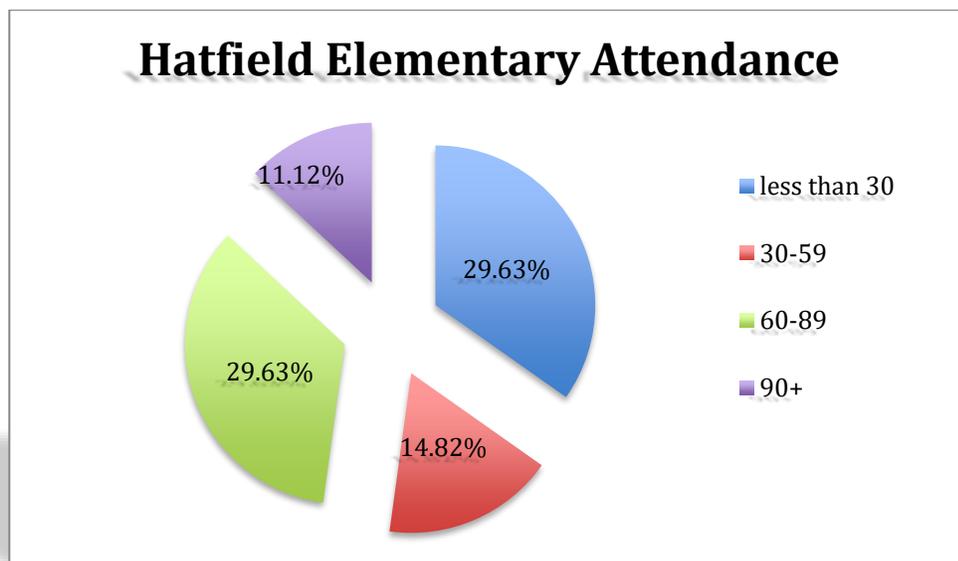


Figure 6: Attendance data for Hatfield Elementary

At Hatfield Elementary, 11% of the students were able to participate for over 90 days, with 45% of the students attending from 30 to 89 days.

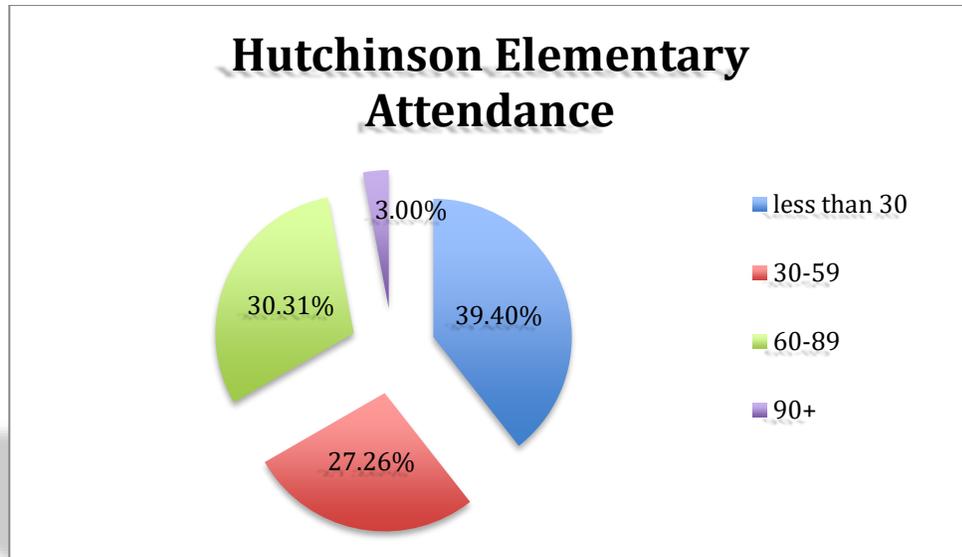


Figure 7: Attendance data for Hutchinson Elementary

Approximately 60% of the students attending Hutchinson Elementary were able to participate from 30 to 89 days.

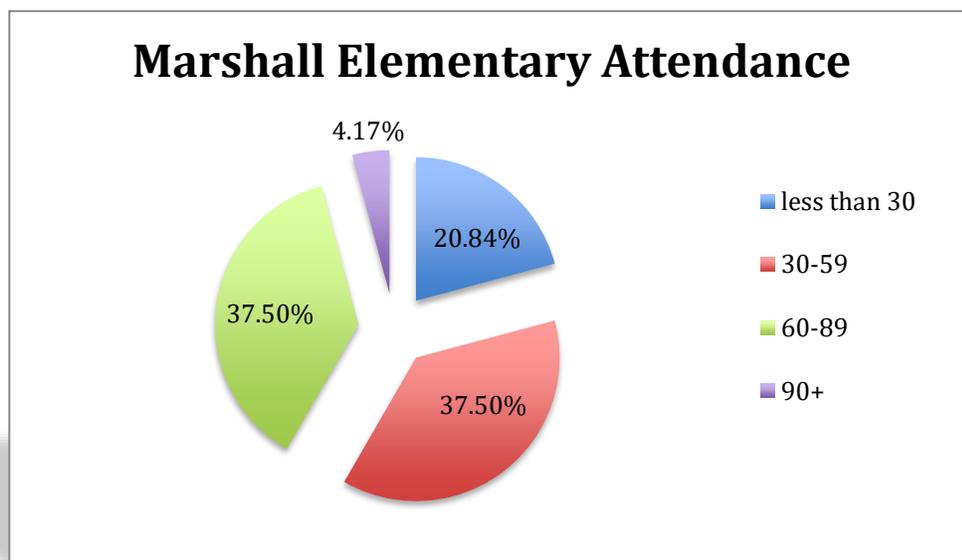


Figure 8: Attendance data for Marshall Elementary

Marshall Elementary students should be commended on the consistency of their attendance. Seventy-five percent of the students attended regularly with only 20% of the students participating for less than 30 days.

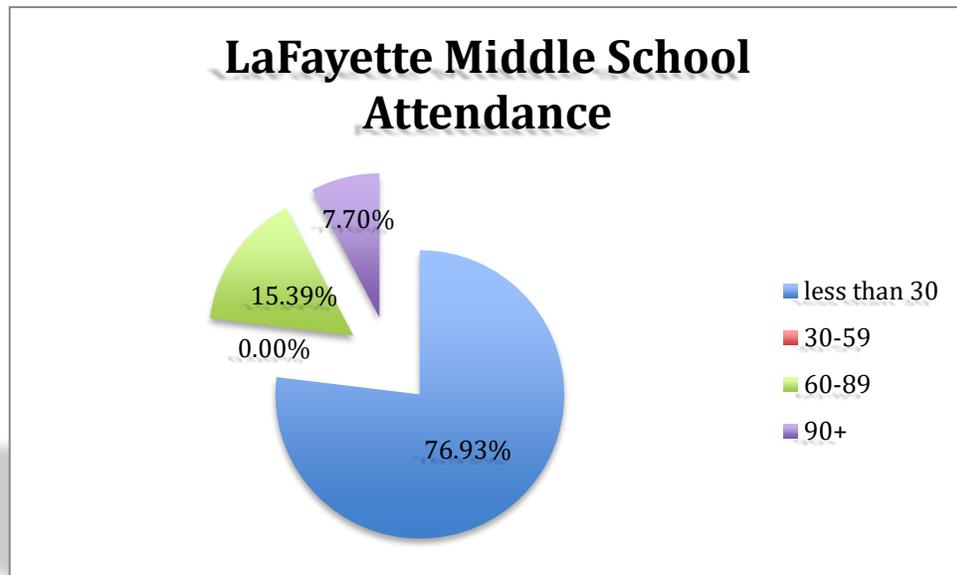


Figure 9: Attendance data for LaFayette Middle School

Figure 9 represents 13 students participating at the East End Community Center from the LaFayette Middle School. It should be noted that 10 of those 13 students entered the program late. The new director of the East End Community Center, Keeley Forrestel, was able to recruit these 10 students, recognizing that this was an opportunity to not only increase the population of middle school students but also serve as an opportunity to support struggling students while helping to build character and improve student achievement. Two of the three original students were able to attend the program for more than 30 days, while one student participated more than 90 days.

Parental Involvement

The Intermediate Unit has created an environment of respect and rapport that encourages parent involvement. The 21st CCLC brought with it many parent involvement opportunities. The Intermediate Unit agrees with the premise that it is critical to bring families into the program. Research confirms that strong parent relationships and parent engagement ultimately increases student achievement. In keeping with this educational philosophy, all centers maintain an open-door policy where family members feel welcome and are encouraged to visit. 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. Information 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) occasionally, with supportive learning occurring throughout the sessions.



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 computer 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. The Laurel Highlands schools were involved in a robotics competition: Dash and Dot Robots. This is a national competition submitted online and consists of coding robots according to a structured criterion.



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

FINDINGS

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.

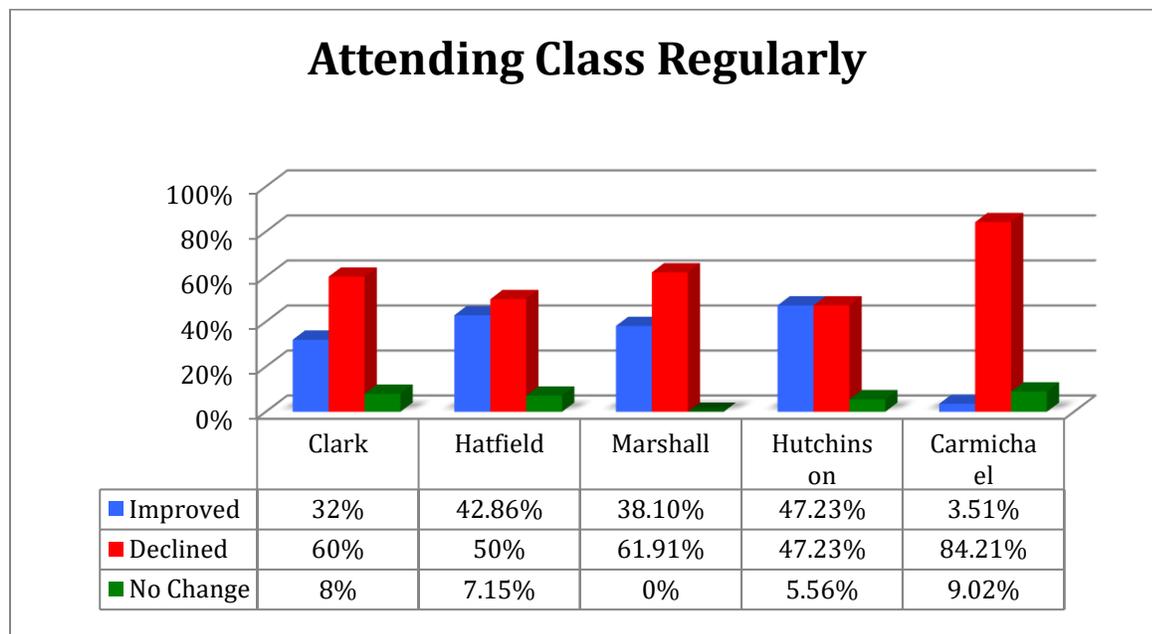


Figure 10: School Attendance Data

An important goal of the 21st CCLC is to improve regular school attendance. It is the belief of the Intermediate unit programmers that the incorporation of homework support as to have students return to school prepared, and the inclusion of highly engaging enrichment activities to motivate learning, will result in students wanting to attend school on a regular basis. That being said, the results indicated some improvement at each center according to Figure 10, with Hutchinson experiencing the greatest growth of 47%. Unfortunately, each center also experienced significant decline in regular school attendance, with Carmichaels Elementary School indicating 84% decline. Very few students showed no change in attendance.

Overall, approximately 33% of the participating students at all venues improved their attendance as reported by the school office. The performance goal for this area was 40% improvement. This is 10% below the performance expectation in the area of regular classroom attendance. Regular school attendance remains an area of need and should be addressed by the 21st CCLC Program Directors.

Discipline and Behavior Data

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 (via the teacher survey) and data collected on specific students from their respective school sites.

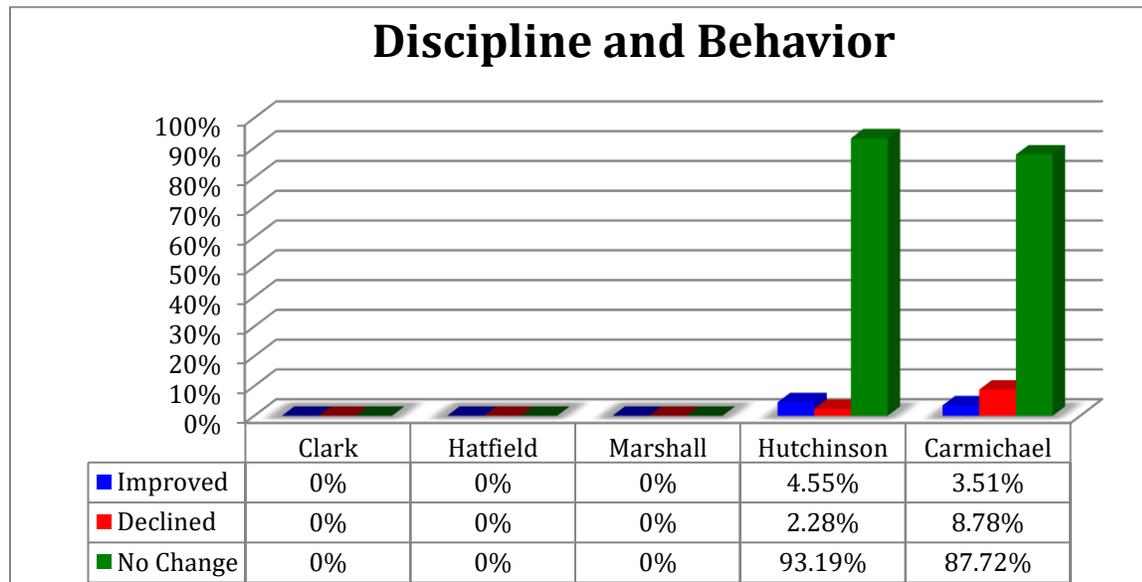


Figure 11: Discipline and Behavior Data

Clark, Hatfield and Marshall Elementary Schools had 0 behavior issues to report. Although Hutchinson and Carmichaels had little improvement noted, the majority of the students experienced no change in behavior. It should be noted that these schools also had little to no suspensions. It is evident from the data collected in

Figure 11, that the majority of the students at all sites had little to no behavior issues.

Later in the report, we will look at behavior from the sending school's classroom teachers' perspective. Those data indicate that over 40% of the students participating in the after-school program were perceived by their classroom teachers as having improved their behavior. All of these school districts should be commended on the high level of positive behavior represented as per the teacher survey data.

Report Card Data

One of the prime goals of the 21st CCLC Program is to realize improvement in the regular classroom as a result of the learning activities being experienced by the students at the Learning Centers. Both reading and math report card grades have been reported by the sending school districts. 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.

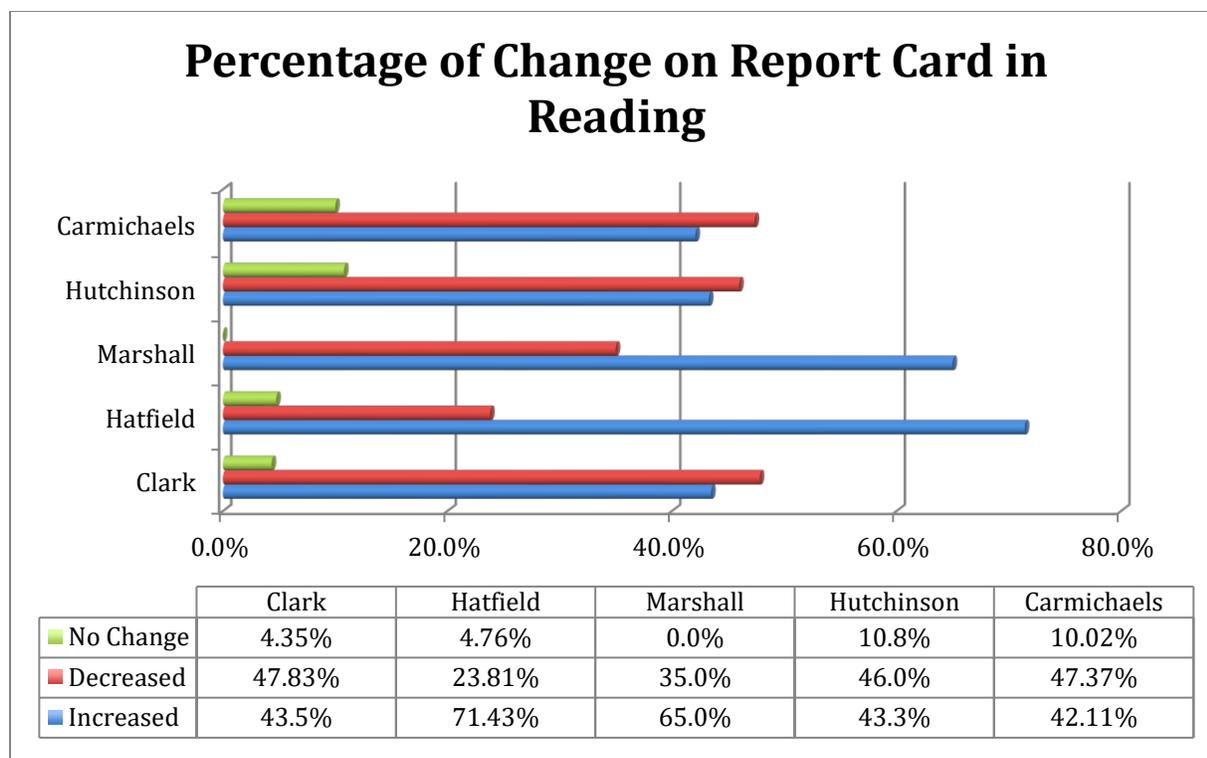


Figure 12: Changes on report card in reading

Looking at the percentage of improvement in the area of reading/language arts, in Figure 12, Hatfield reports the greatest gains (71.4%), with Marshall reporting 65% improvement. Clark, Hutchinson and Carmichaels all report an approximate 40% improvement rate. Unfortunately, the data also reveal that there were approximately 20% to almost 50% of the participating students decreasing in the area of reading. Although there remains work to do, the improvement at all centers in the area of reading is encouraging.

Overall, approximately 51% of the participating students at all venues improved their report card grades in the area of reading/language arts. The performance goal for this area was 48.5% improvement. This is approximately 3% above performance expectation in the area of reading/language arts.

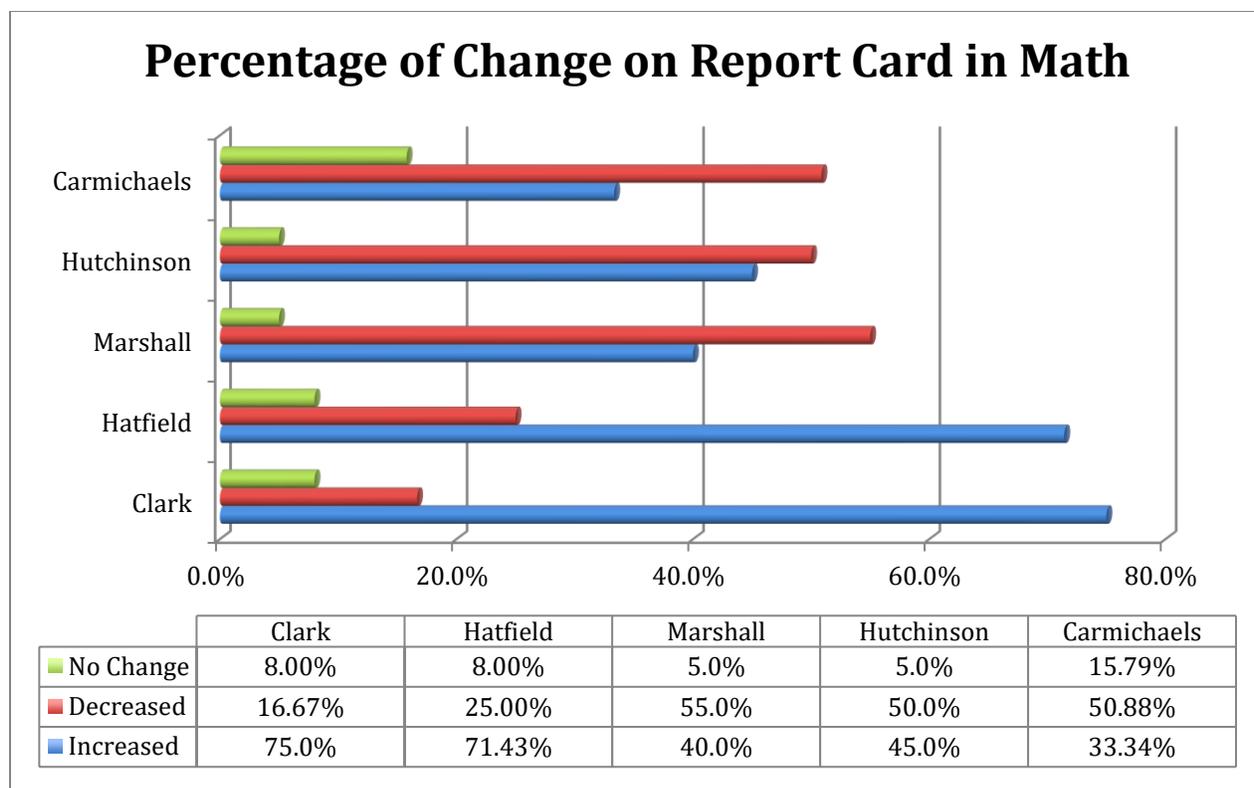


Figure 13: Changes on report card in math

Figure 13 reveals, when considering student gains in the area of math as shared on report cards, both Clark Elementary and Hatfield Elementary Schools share a significant improvement rate with Clark sharing a 75% gain and Hatfield a 71.43% gain. Marshall School indicates a 40% improvement and Hutchinson shares a 45% improvement. Carmichaels Elementary School has experienced a 33% improvement. All of the centers share a decline in math from 25% (Hatfield) to 55% (Marshall). Although there continues to be work to do in the area of math, the improvement at all centers is encouraging.

Overall approximately 55% of the participating students at all venues improved their report card grades in the area of math. The performance goal for this area was 48.5%. This is 6.5% above performance expectation in the area of math

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 example, if a child were in the third grade during this 2018-2019 school year, there would be no PSSA scores available for his/her second grade year.

CARMICHAELS ELEMENTARY SCHOOL

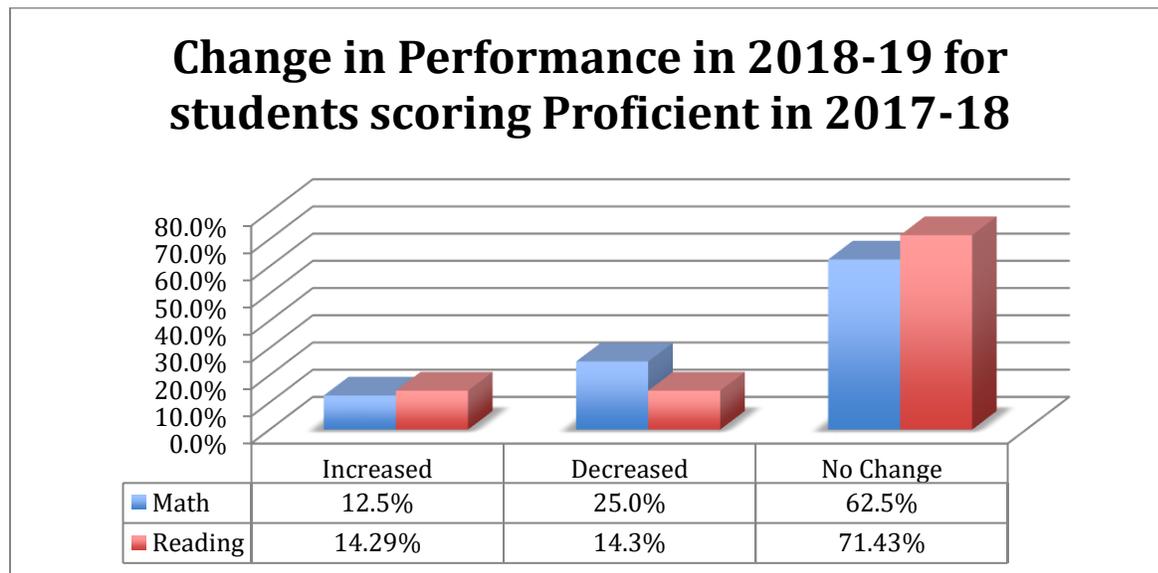


Figure 14: Carmichaels School District PSSA Results (Proficient)

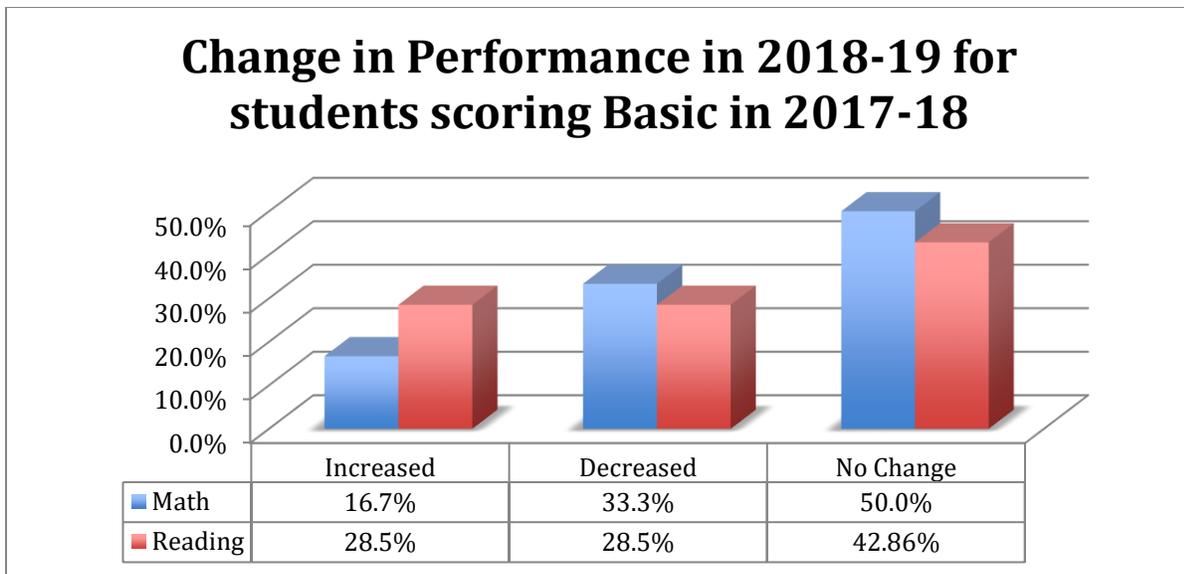


Figure 15: Carmichaels School District PSSA Results (Basic)

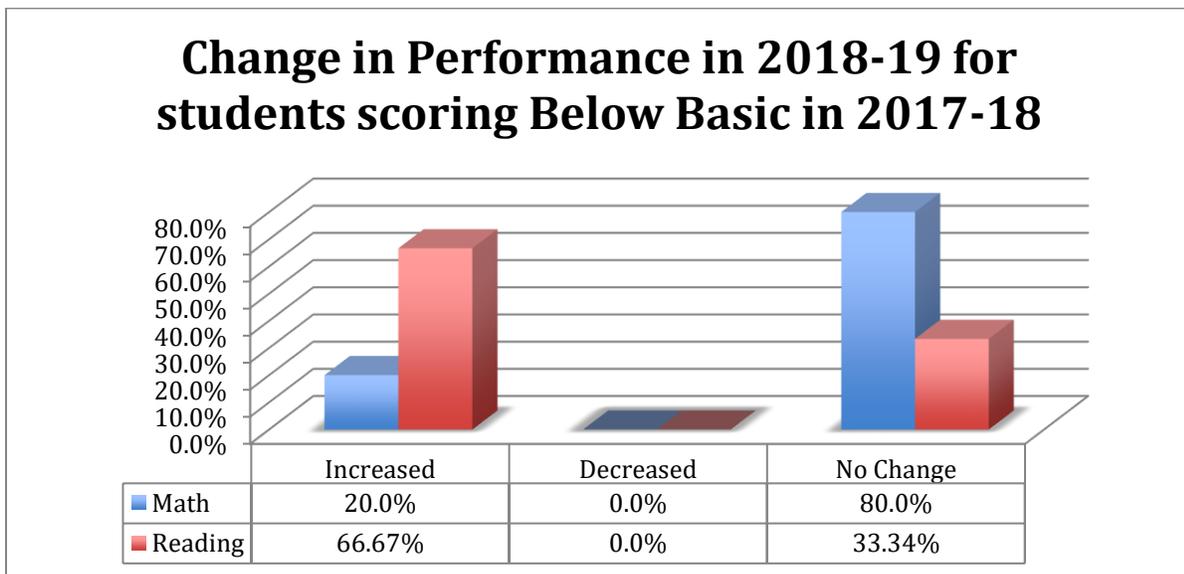


Figure 16: Carmichaels School District PSSA Results (Below Basic)

The PSSA available data for the participating students in the Carmichaels School District in the area of math, reveal significant progress. Although there were no students scoring in the advanced range in the past school term, almost 13% of the participating students moved from proficient to advanced, as per Figure 14. Almost

17% of the students increased from basic to proficient (Figure 15) and a 20% increase from below basic to basic as per Figure 16.

When considering the area of reading, there again were no students scoring in the advanced range in the past school term. Figure 14 indicates approximately 14% of the participating students in the 2018-2019 term increased from proficient to advanced. Also, approximately one third of the students moved in a positive direction from the basic category to proficient (Figure 15), and as revealed in Figure 9, 66% of the participating students moved from below basic to basic.

CLARK ELEMENTARY SCHOOL

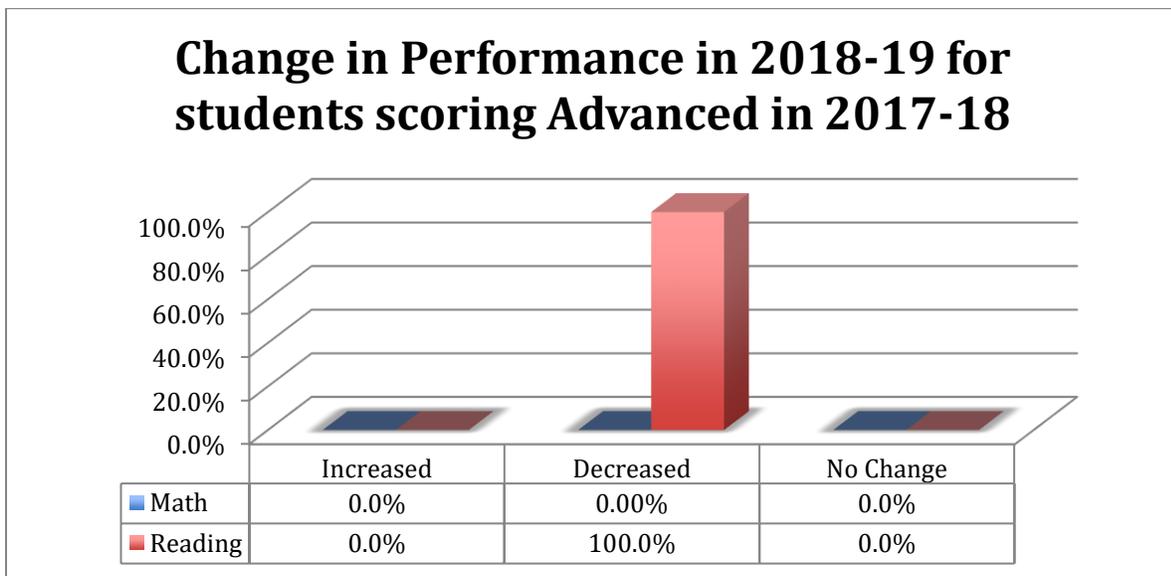


Figure 17: Clark Elementary School PSSA Results (Advanced)

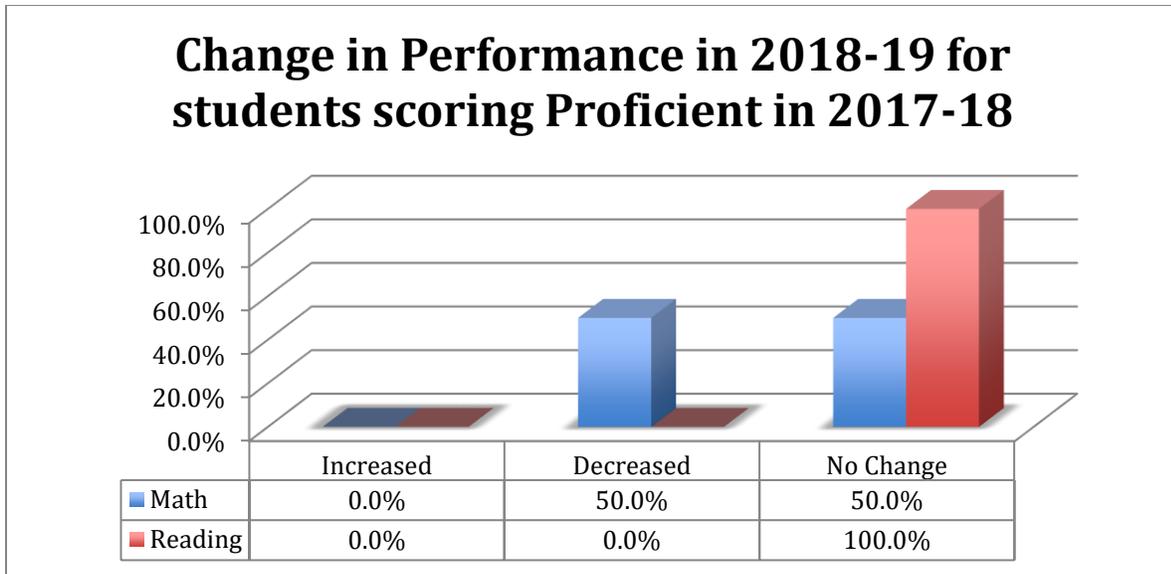


Figure 18: Clark Elementary School PSSA Results (Proficient)

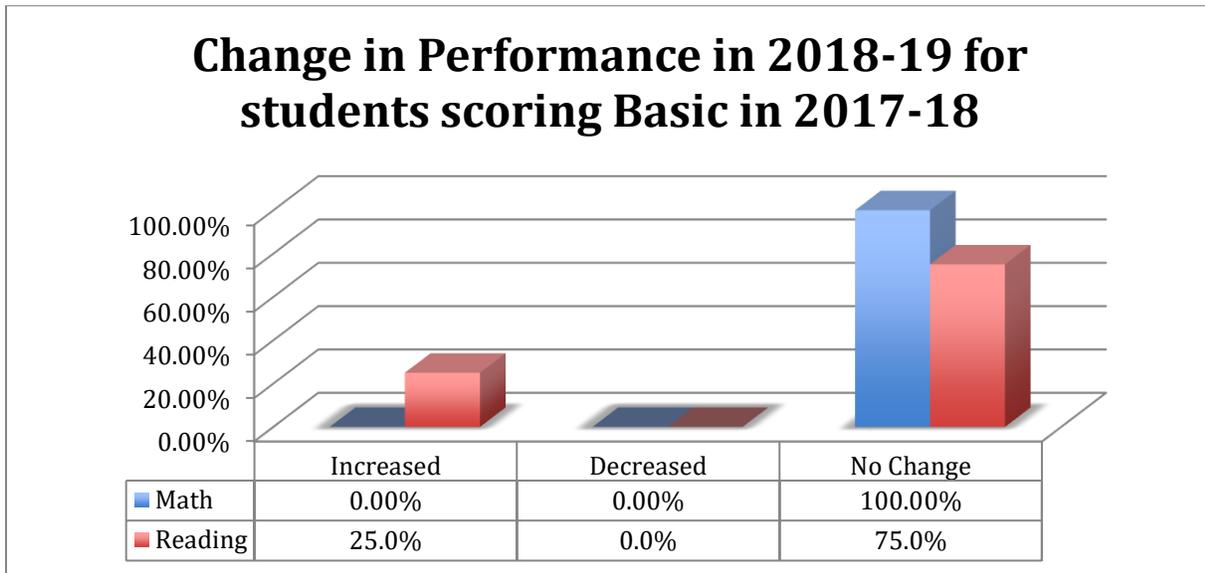


Figure 19: Clark Elementary School PSSA Results (Basic)

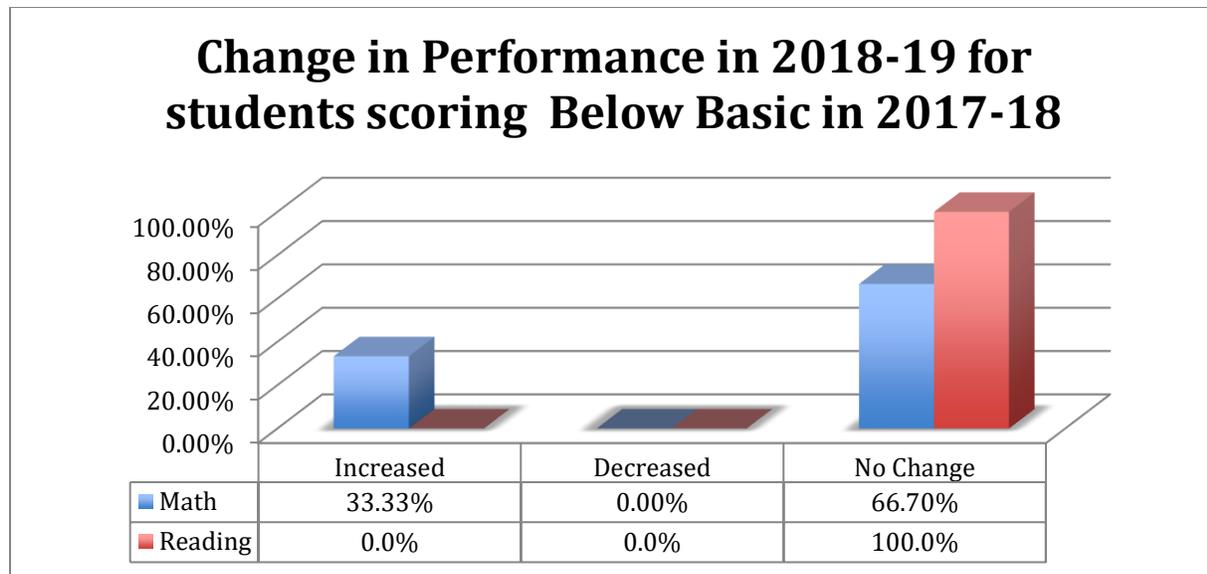


Figure 20: Clark Elementary School PSSA Results (Below Basic)

When considering the available data for Clark Elementary School, it is revealed that there was no improvement with those students scoring in advanced, proficient, or basic in the area of math (Figures 17,18,19). There was 33% improvement at the below basic level. Unfortunately, 50% of the participating students decreased from proficient to basic as per Figure 18.

There was also no movement at the advanced, proficient or below basic levels in the area of reading, however there was 25% improvement recorded at the basic level (Figure 19).

The majority of the participating students showed no change in both math and reading/language arts.

HATFIELD ELEMENTARY SCHOOL

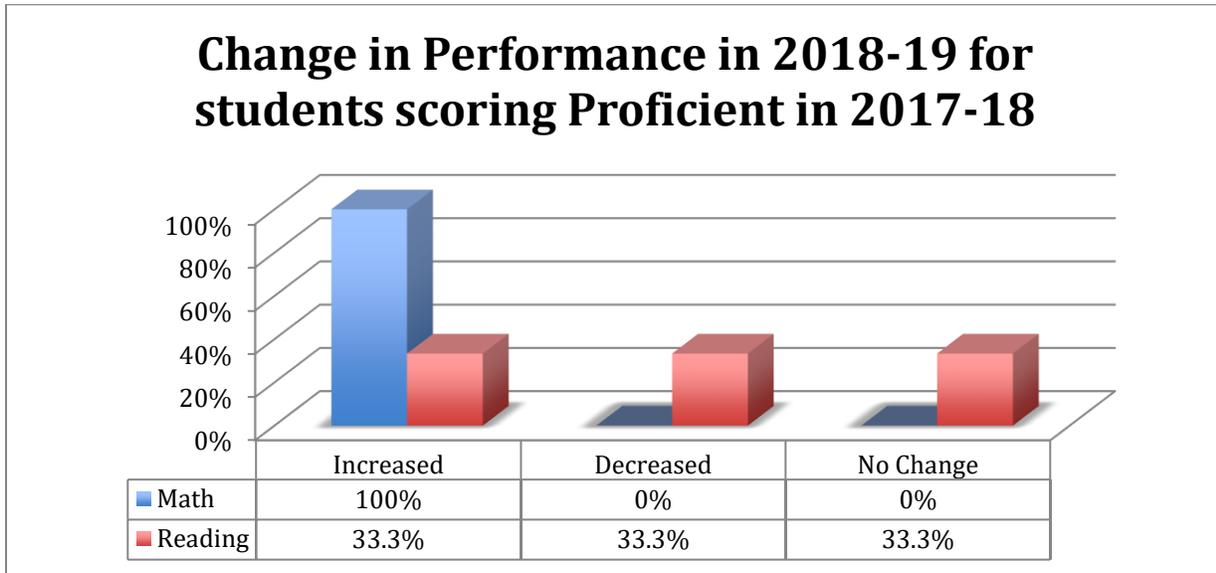


Figure 21: Hatfield Elementary School PSSA Results (Proficient)

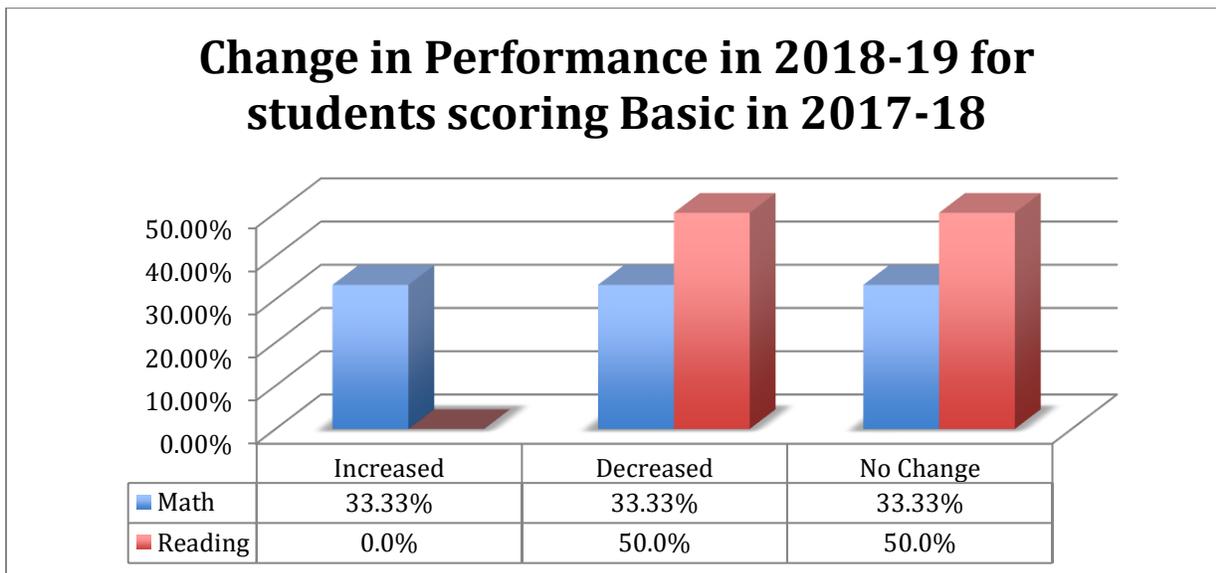


Figure 22: Hatfield Elementary School PSSA Results (Basic)

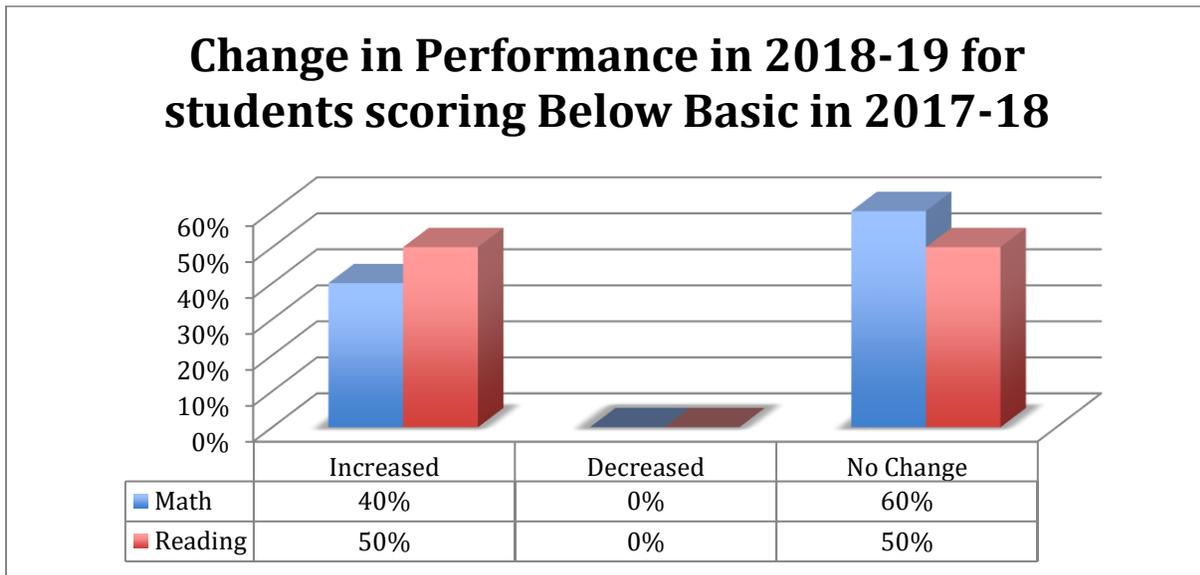


Figure 23: Hatfield Elementary School PSSA Results (Below Basic)

There is cause for commendation in the area of math, as there were significant increases at each level as recorded in Figures 21,22 and 23. Figure 21 indicates 100% of the students scoring at the proficient range last year, moved to the advanced range this year. We also see one third of the students moving from basic to proficient (Figure 22), and 40% moving from below basic to basic (Figure 23).

When considering increases in the area of reading, we find 33% improvement according to Figure 21, at the proficient range, and 50% increase at the below basic category (Figure 23). Fifty percent of the students decreased in reading at the basic range as indicated in Figure 22.

HUTCHINSON ELEMENTARY SCHOOL

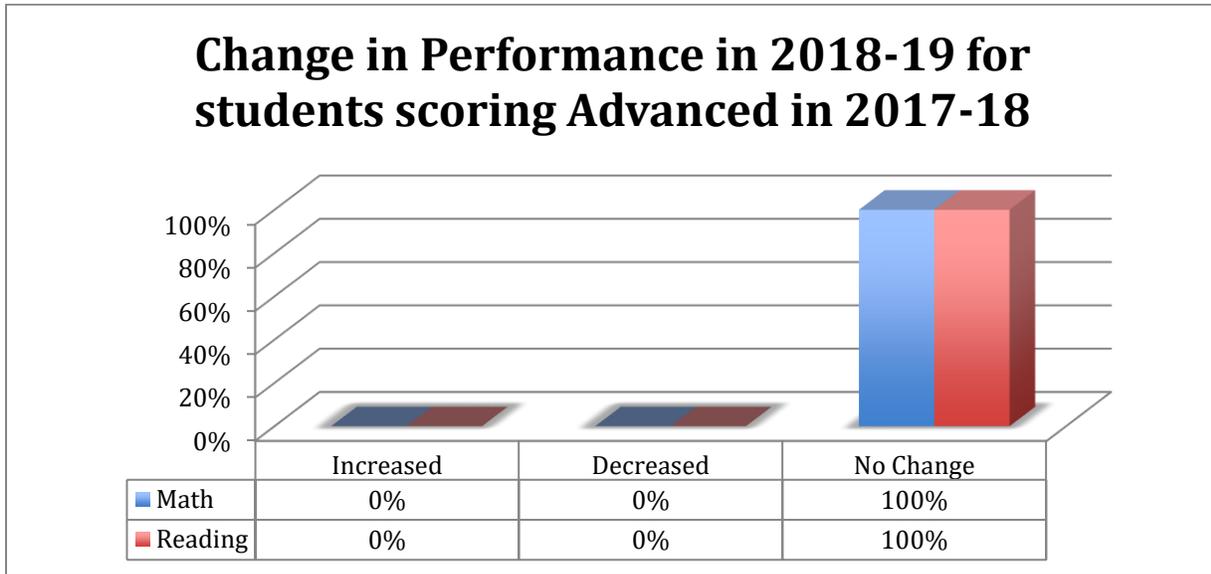


Figure 24: Hutchinson Elementary School PSSA Results (Advanced)

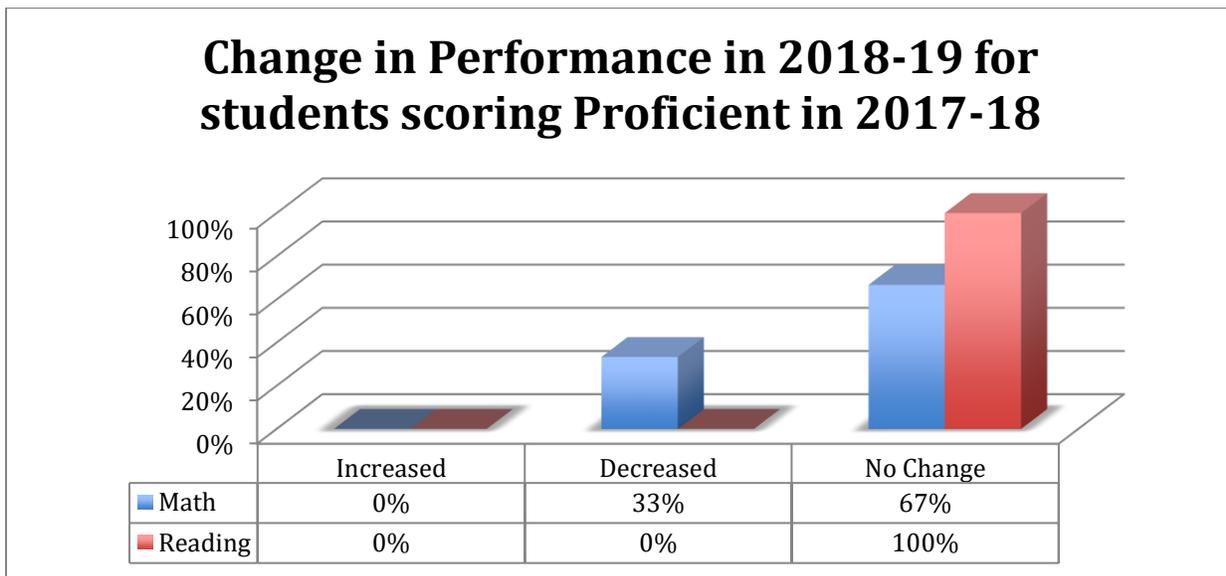


Figure 25: Hutchinson Elementary School PSSA Results (Proficient)

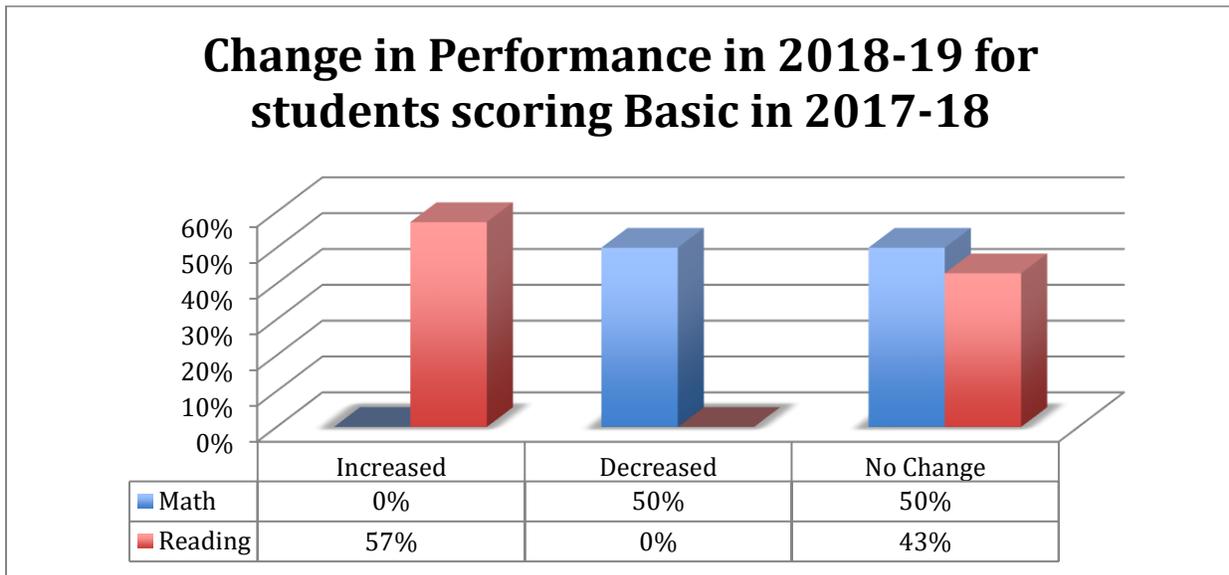


Figure 26: Hutchinson Elementary School PSSA Results (Basic)

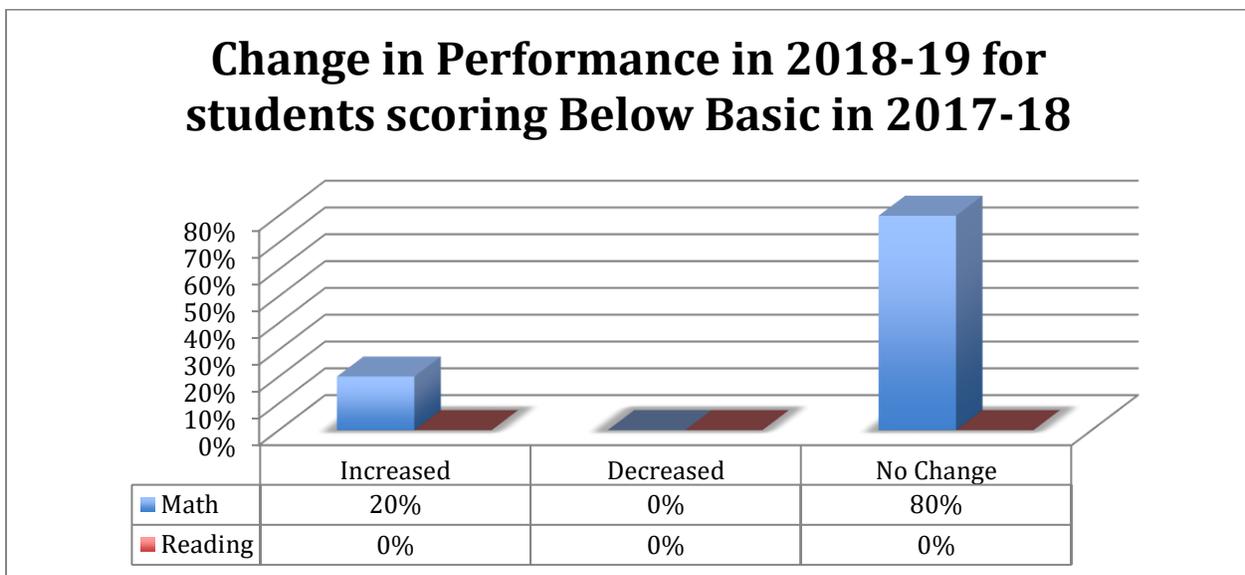


Figure 27: Hutchinson Elementary School PSSA Results (Below Basic)

When considering improvement in the area of math in the Hutchinson Elementary School, there was no increase at the advance, proficient or basic levels as per Figures 24, 25 and 26. Figure 27 signifies a small increase of 20% at the below basic level.

In the area of reading, Figure 26 reveals a 57% improvement at the basic level with no improvement at all other levels.

MARSHALL ELEMENTARY SCHOOL

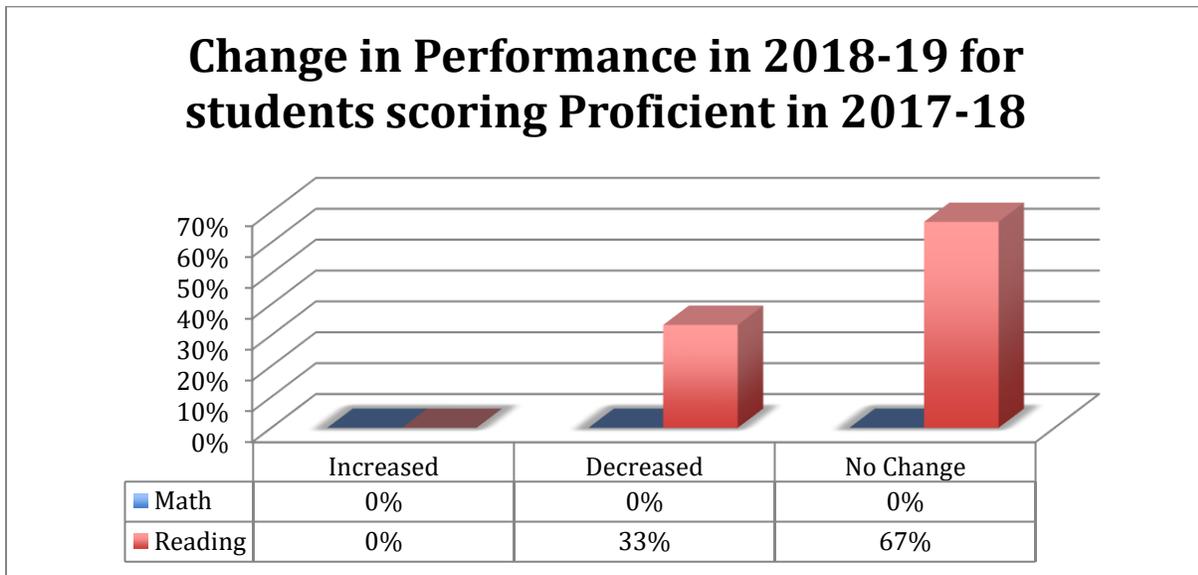


Figure 28: Marshall Elementary School PSSA Results (Proficient)

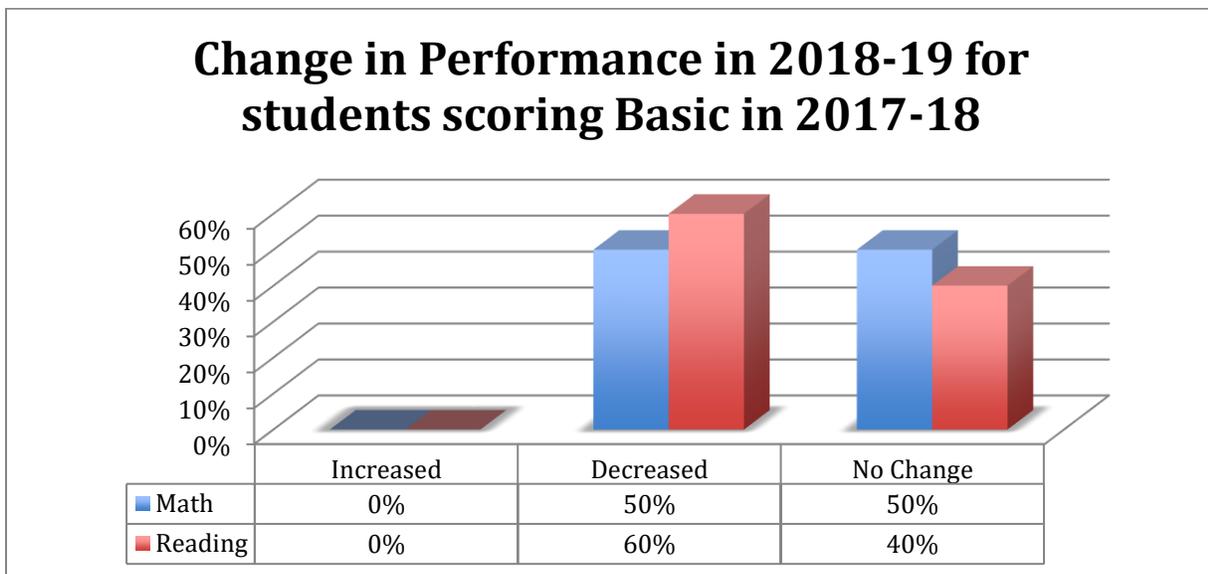


Figure 29: Marshall Elementary School PSSA Results (Basic)

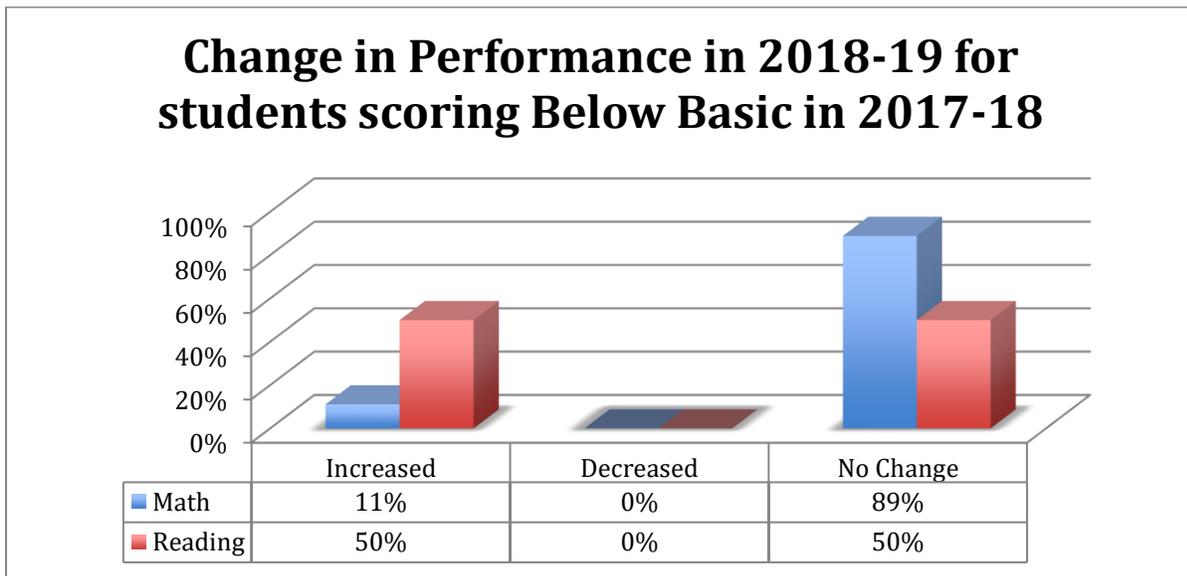


Figure 30: Marshall Elementary School PSSA Results (Below Basic)

In the Marshall Elementary School, as revealed in Figures 28 and 29, in the area of math, there was no movement at the proficient or basic levels. Figure 30 signifies a small movement of 11% of the participating students improving at the below basic level.

In the area of reading, there was significant improvement at the below basic level with 50% of the students moving to basic as revealed in Figure 30. There were no increases recorded at the other levels.

In the Marshall Elementary School, there were no students scoring at the advanced level in math or reading.

UNIONTOWN SCHOOL DISTRICT

LaFayette Middle School

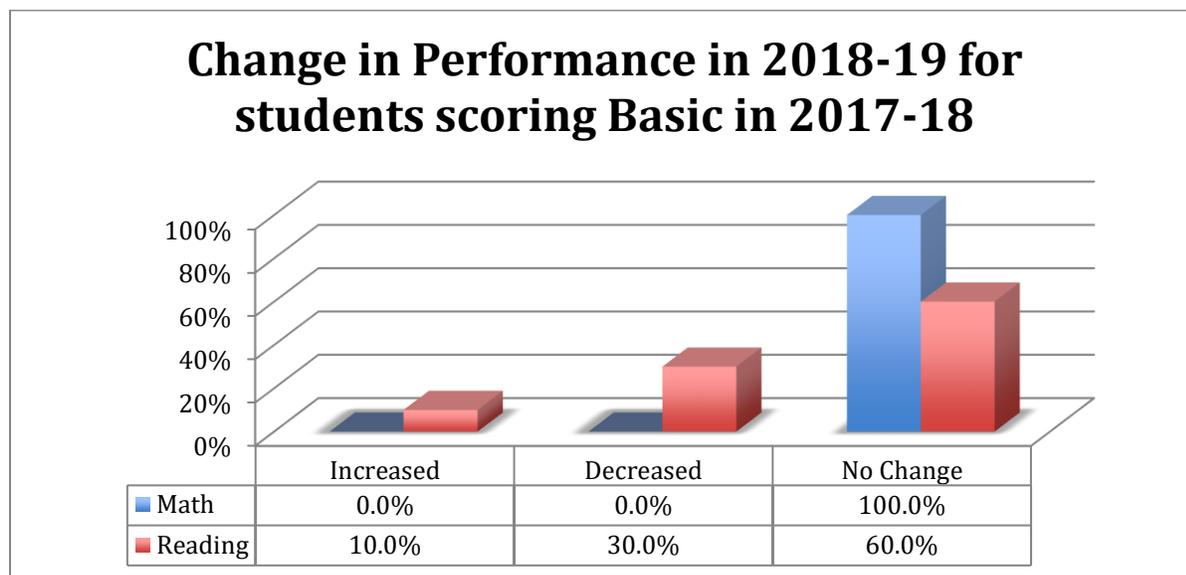


Figure 31: LaFayette Middle School PSSA Results (Basic)

When considering the LaFayette Middle School student progress in the area of math and reading, no students were specified at the advanced, proficient or below basic levels.

Figure 31 indicates all participating students remained at the basic level with no student showing improvement or declining in the area of math.

In the area of reading as recorded in Figure 31, 10% of the participating students moved from the basic level to proficient, with 30% declining to below basic and 60% remaining at the basic level.

Overall, when considering the PSSA results at all the Cohort 9 sites, 18.59% 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 Cohort 9 sites, 21.49% of the participating students indicated growth.

SURVEY DATA

Teacher Survey Data

The following data were 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.

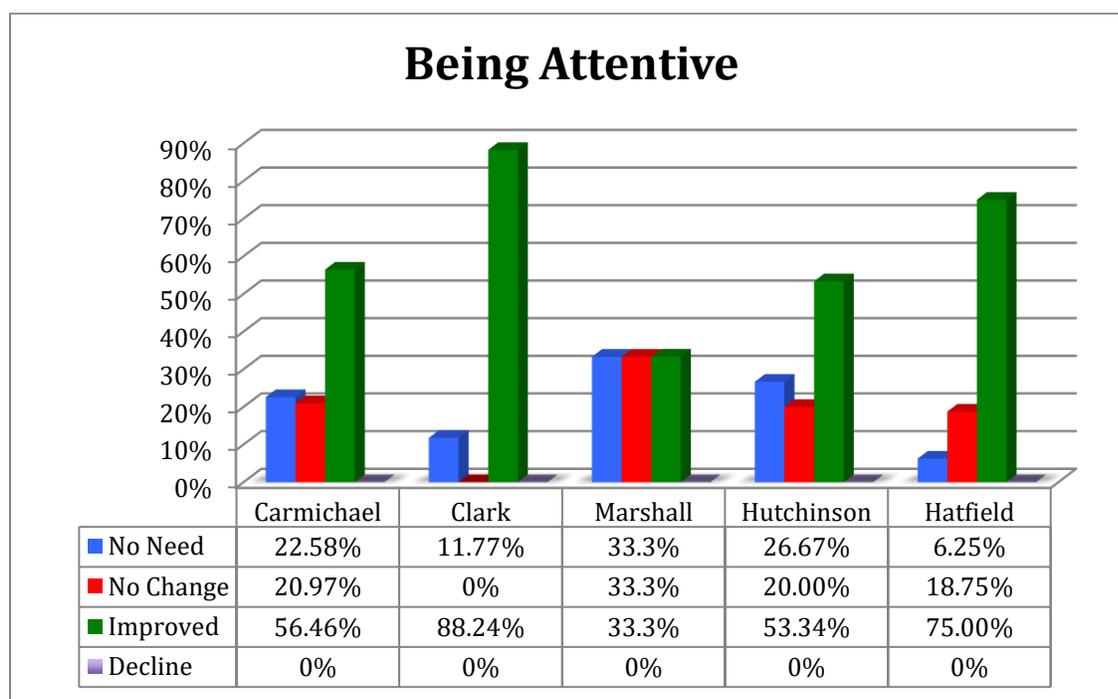


Figure 32: Attentive in Class

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. Regular classroom attendance is paramount to student success. When regarding this important concept, as indicated in Figure 32, Clark Elementary School exhibited the highest percentage of growth in the area of being attentive or “time on task” with 88 % improvement. Hatfield exhibited approximately 75% improvement. All of the other schools also made significant

progress in this area. It should be noted that no school indicated any decline in the area of being attentive in class.

Overall, when considering teacher input at all sites, 61.28% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Being Attentive in Class. The performance goal in this area was 40%. This is 20% above performance expectation in the area of classroom attentiveness.

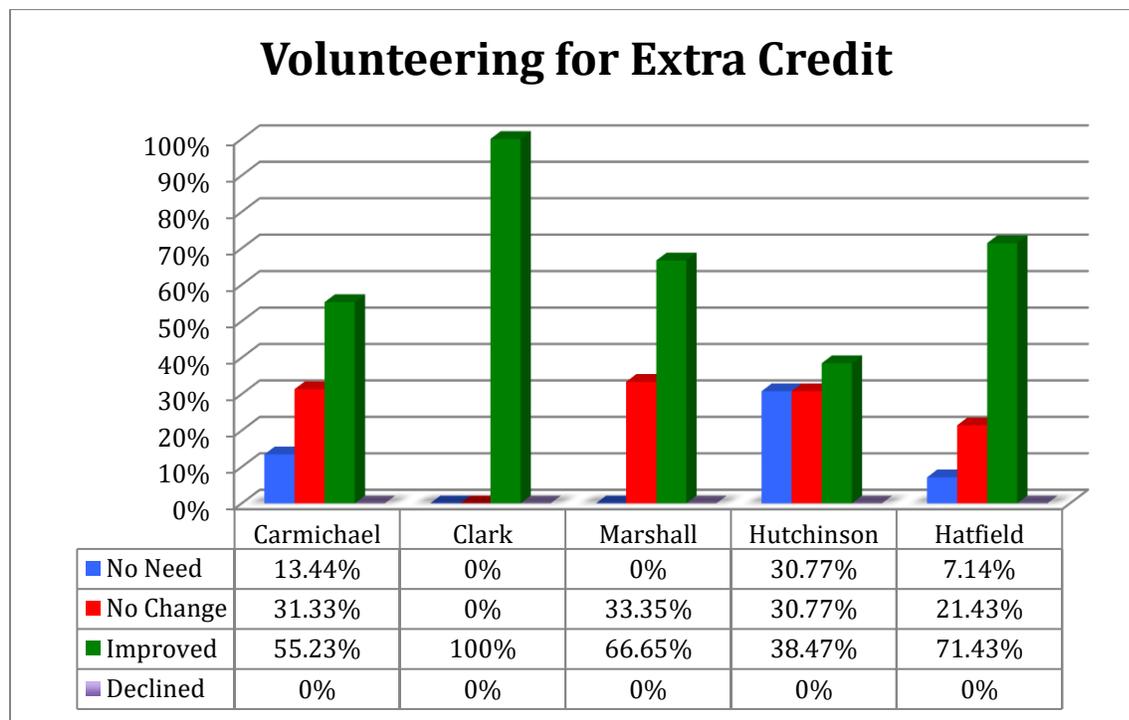


Figure 33: Volunteering in Class

Volunteering in class is a goal of the 21st CCLC. 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 33 shares that all schools showed improvements ranging from almost 40% improvement at Hutchinson Elementary to 100% improvement at Clark Elementary. Although 40% was the lowest level of improvement, participants at Hutchinson also had the highest percentage of participants having no need to improve in this area having already established a positive perception of volunteering in class.

Overall, when considering teacher input at all sites, 66.35% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Volunteering. One of the performance objectives for the Intermediate Unit is to experience a 50% improvement in the area of volunteering in the classroom. Figure 33 indicates a 16% improvement above performance expectations.

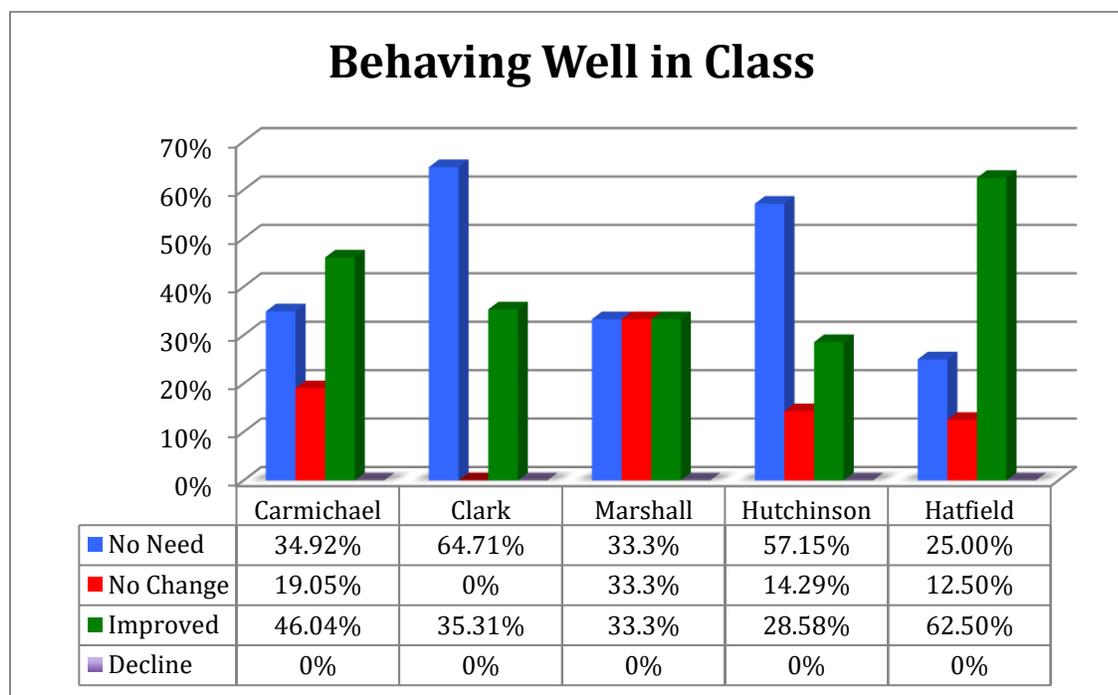


Figure 34: Behaving Well in Class

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 34 indicates that one fourth of the participating students at Hatfield, approximately one third of the students at both Carmichaels and Marshall, and approximately 60% of the students at Clark and Hutchinson were already considered to be well-behaved students. When considering improvements, approximately 63% of the Hatfield Elementary School participants exhibited improvements, with Carmichaels School exhibiting 46%. Clark, Marshall and Hutchinson each indicated approximately one third of the participants exhibiting improvement. Commendably, there were no students listed in the category of declining behavior.

Overall, when considering teacher input at all sites, 41.14% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Behaving Well in Class. Although the behavior performance objective for the Intermediate Unit is based on suspensions, it should be noted that 40% of the students at all sites improved in the area of classroom behavior. This is a commendable improvement and meets the performance standard.

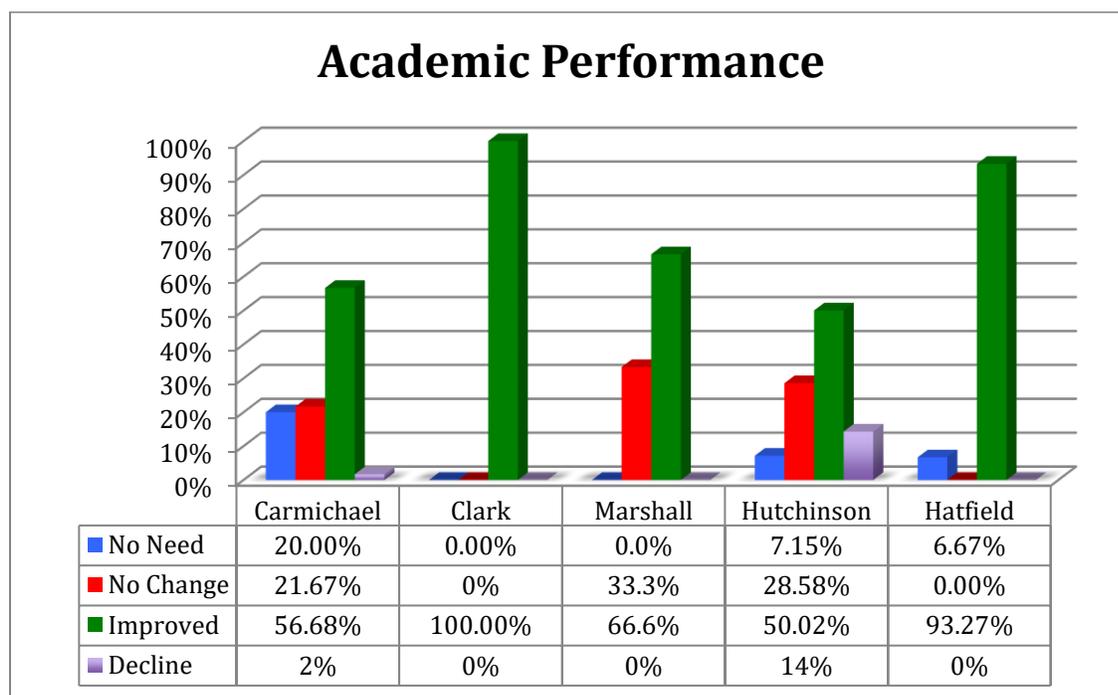


Figure 35: Academic Performance

When examining Figure 35, classroom teachers reported significant improvement in the area of student academic performance. Clark School reported the greatest academic improvement with 100% student improvement, Hatfield Elementary reported 93% student improvement with Marshall School reporting 66% student improvement. Carmichaels teachers reported about 57% improvement. There were no students at Clark, Marshall or Hatfield experiencing any decline in academic performance, while Carmichaels and Marshall reported 2% and 14% respectively.

Overall, when considering teacher input at all sites, 73.28% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Academic Performance. This far exceeds any expectations in the area of academic achievements.

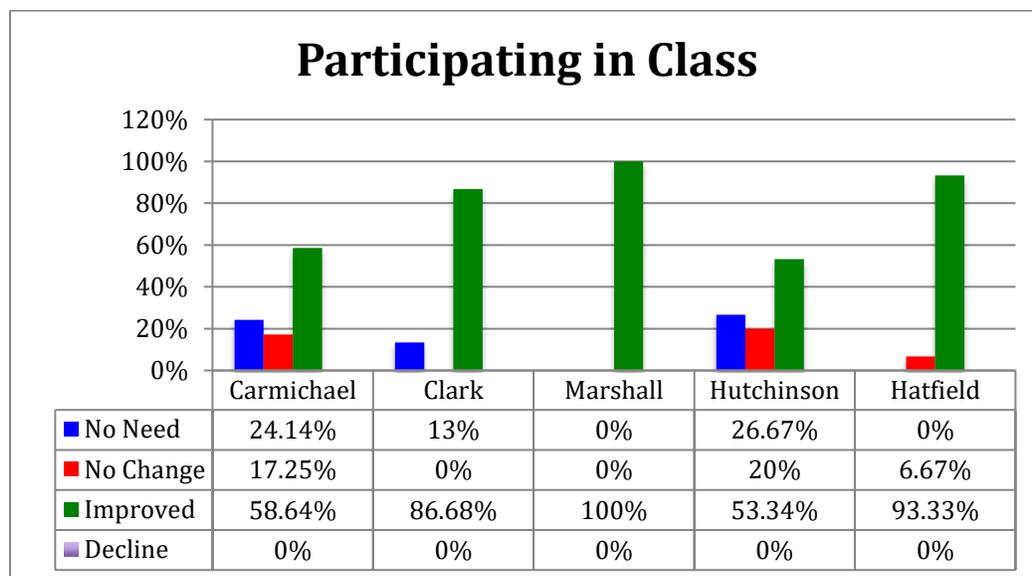


Figure 36: Participating in Class

In regards to class participation, Figure 36 indicates significant improvement at all learning centers with Marshall Elementary teachers reporting the greatest percentage of improvement (100%). Hatfield shared that 93% of its students improved, with Clark indicating about an 87% improvement. Carmichaels and Hutchinson each shared over 50% student improvement in this area.

Overall, when considering teacher input at all sites, 78.39% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Participating in Class. This exceeds the 40% performance standard by 38%.

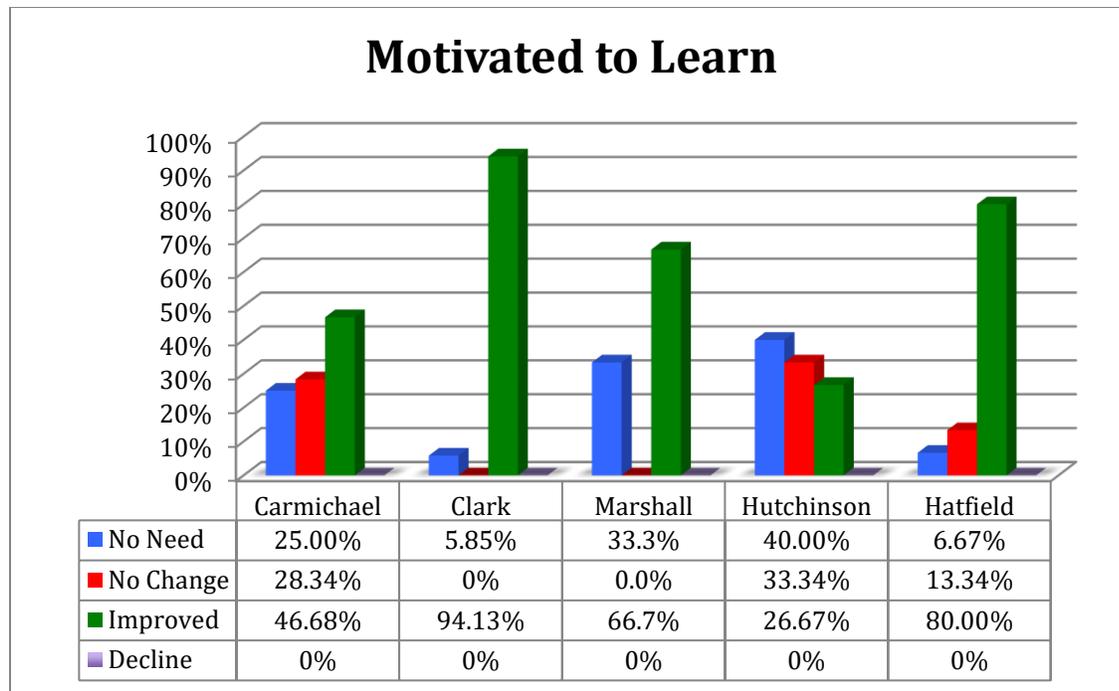


Figure 37: Coming to School Motivated to Learn

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, Clark Elementary as per Figure 37, noted an overwhelming improvement of 94% of students showing a motivational improvement. Hatfield, Marshall and Carmichaels also indicate improvement in this area (80%, 67%, 47% respectively).

Interestingly, all sites recorded that their students already had some capacity for motivated learning.

Overall, when considering teacher input at all sites, 62.83% of the students participating in the 21st Century Community Learning Center Program showed improvement in the area of Motivation to Learn. One of the performance objectives for the Intermediate Unit is to experience a 50% improvement in the area of Motivation to Learn. Figure 37 indicates that the students exceeded the expectations by 13%.

Student Survey Data

Gathering information from students is a significant means of reflecting on your program. Student surveys are historically very telling and wrought with honesty. After reviewing the student survey data, it is evident that the 21st CCLC Program was well-received by the students with a majority of all participating students indicating a positive response to all survey questions.

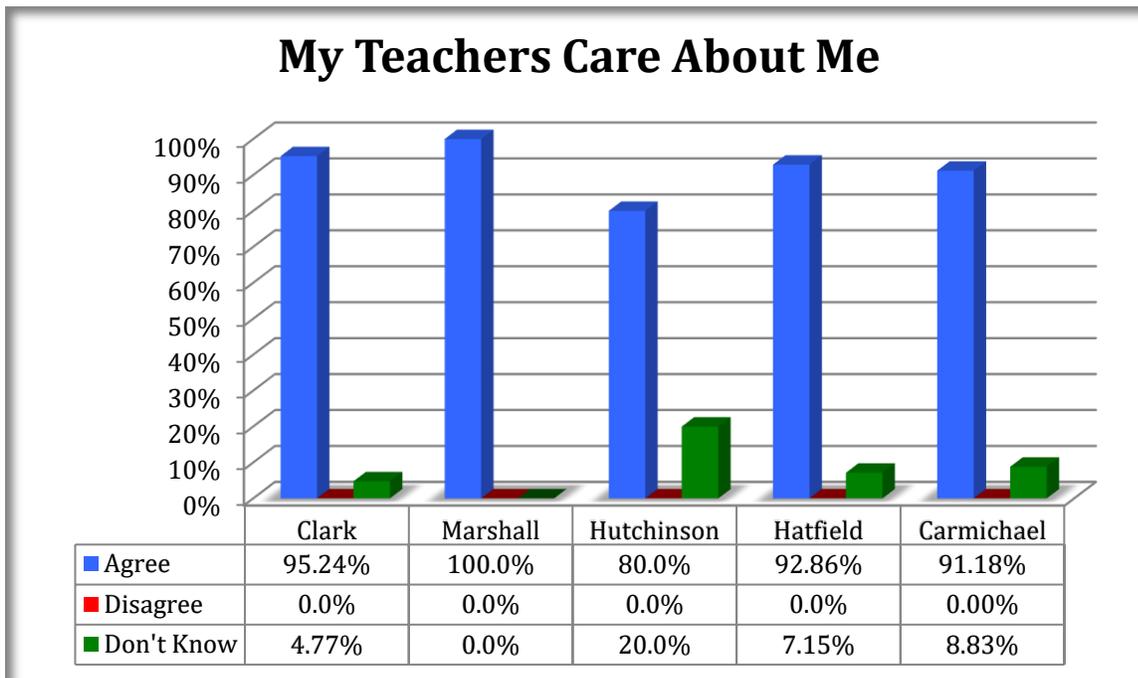


Figure 38: My Teachers Care About Me

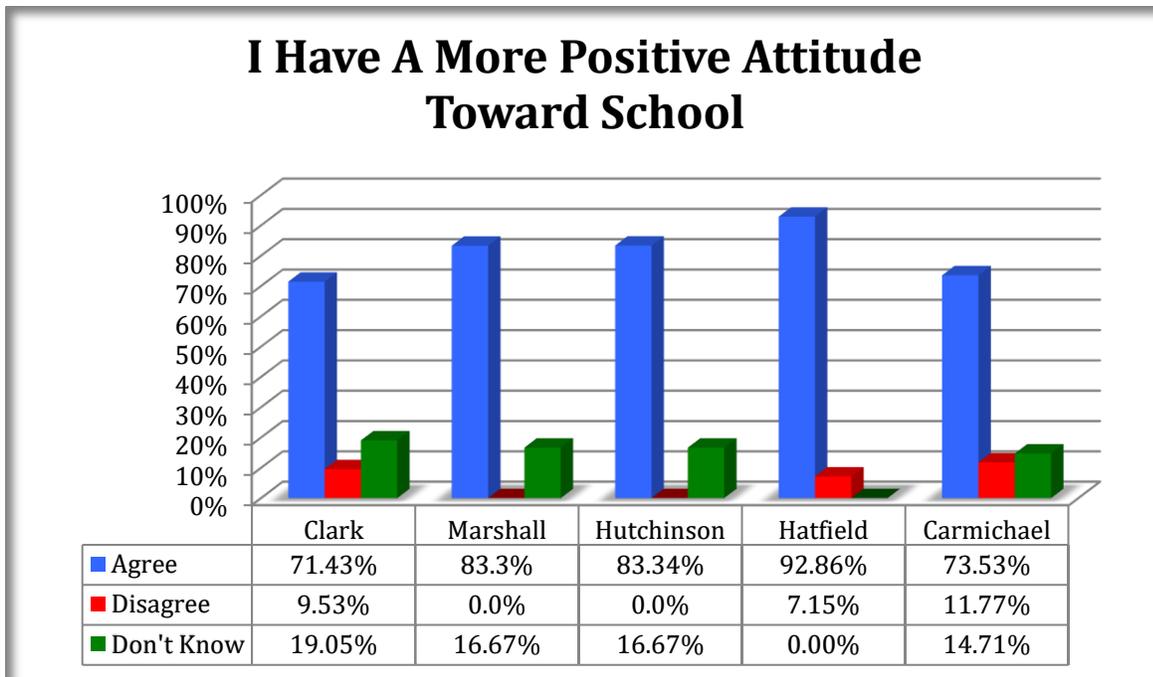


Figure 39: Positive Attitude

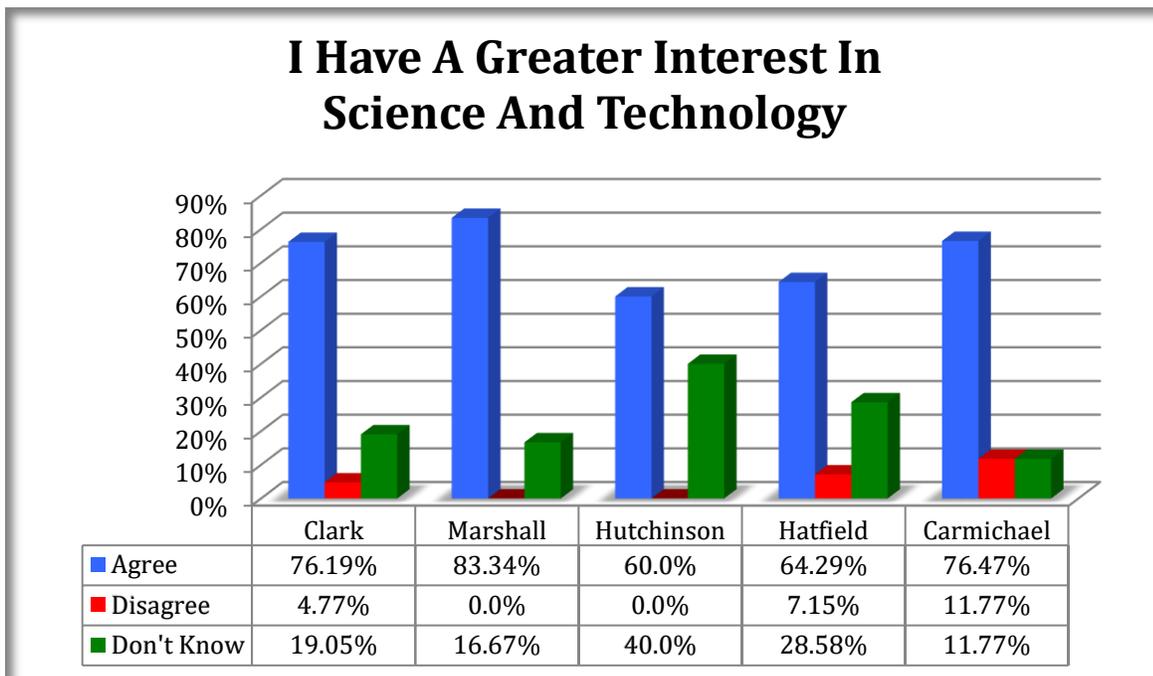


Figure 40: Greater Interest in Science and Technology

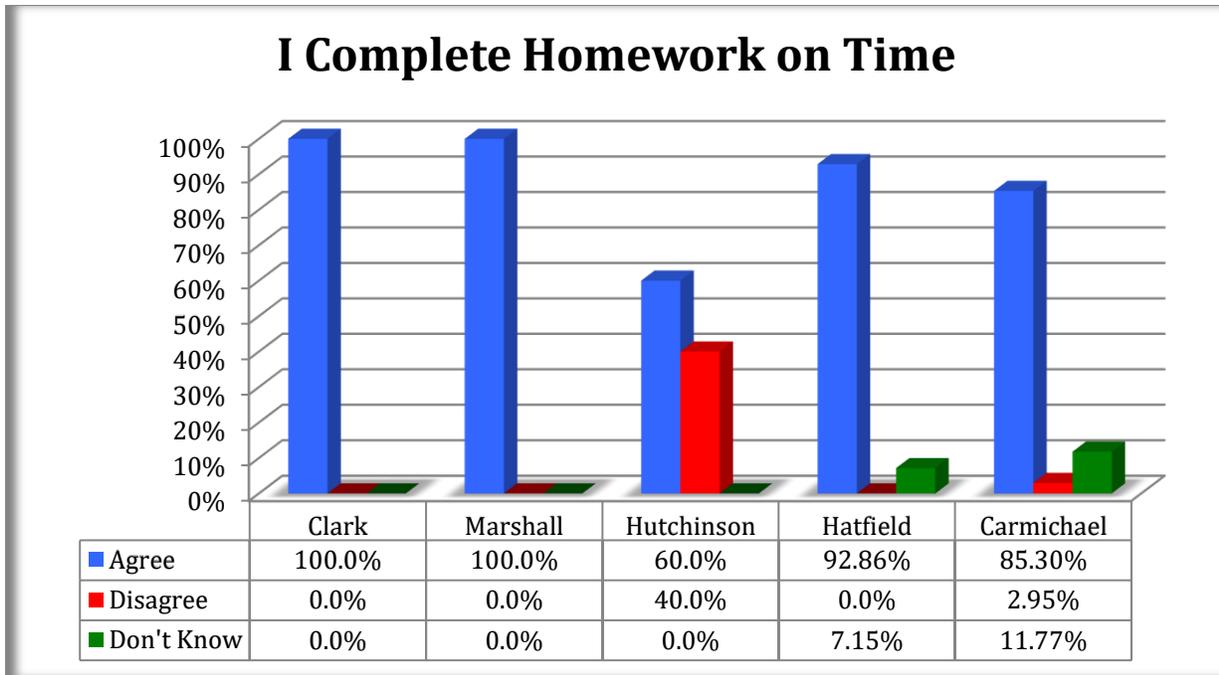


Figure 41: Completing Homework on Time

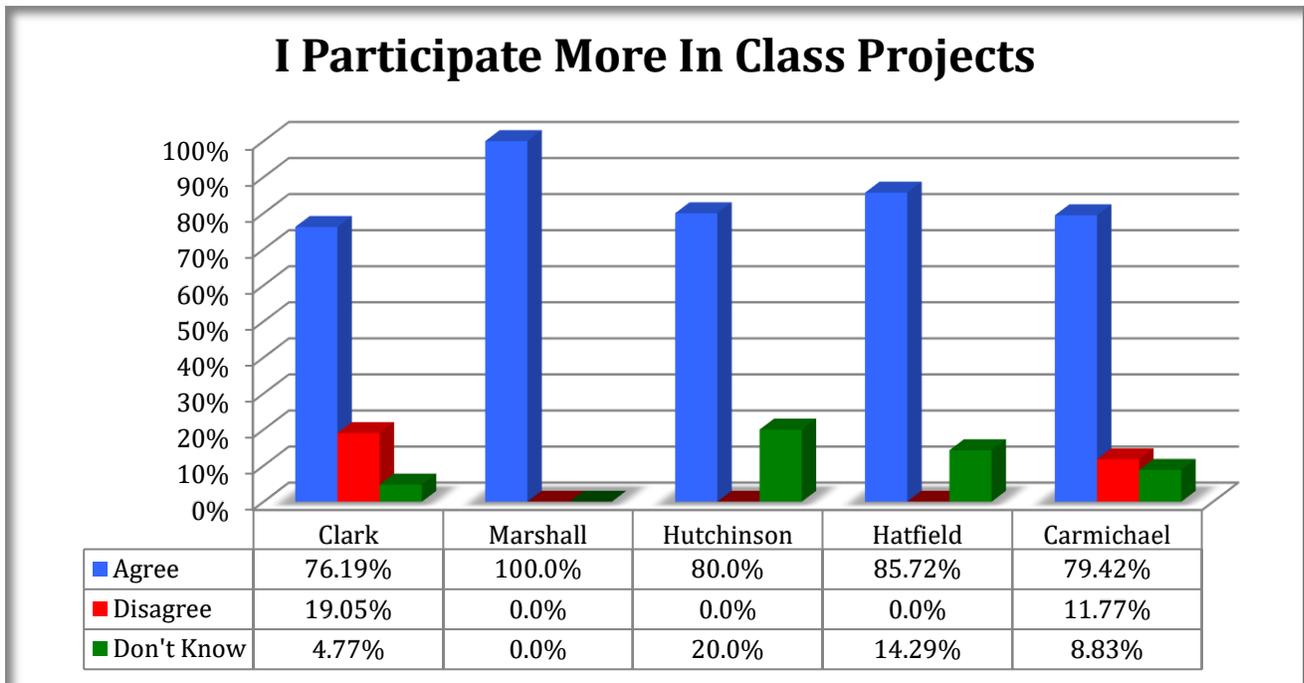


Figure 42: Participating in Class Projects

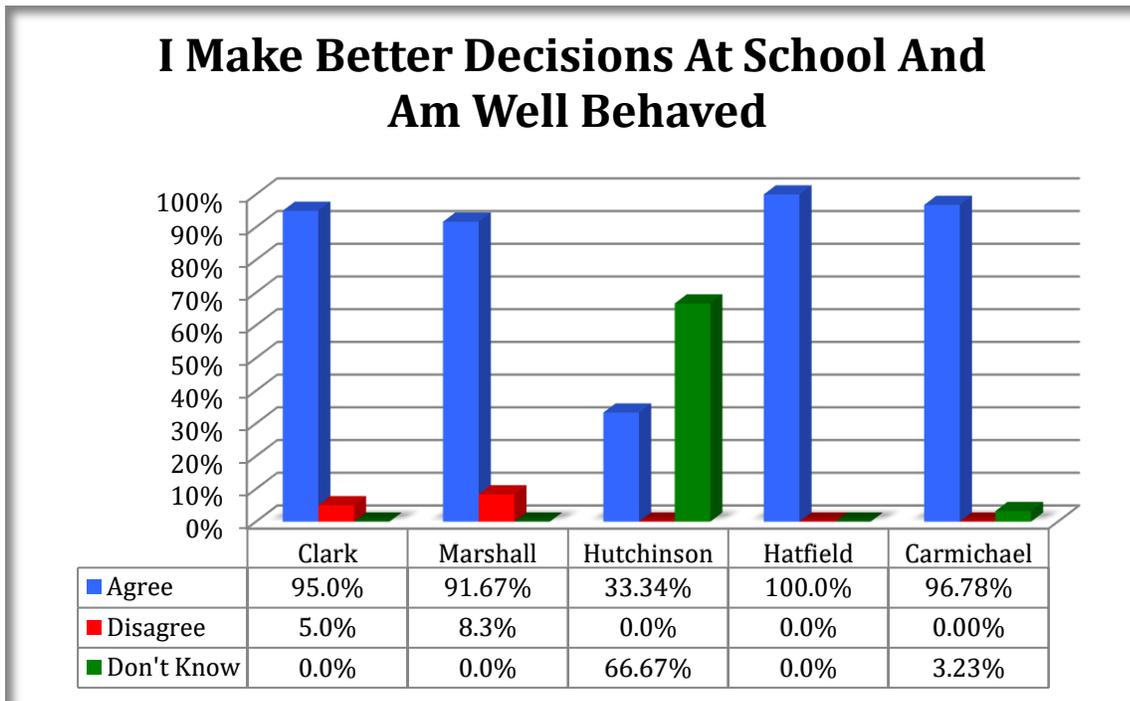


Figure 43: Making Better Decisions and Being Well Behaved

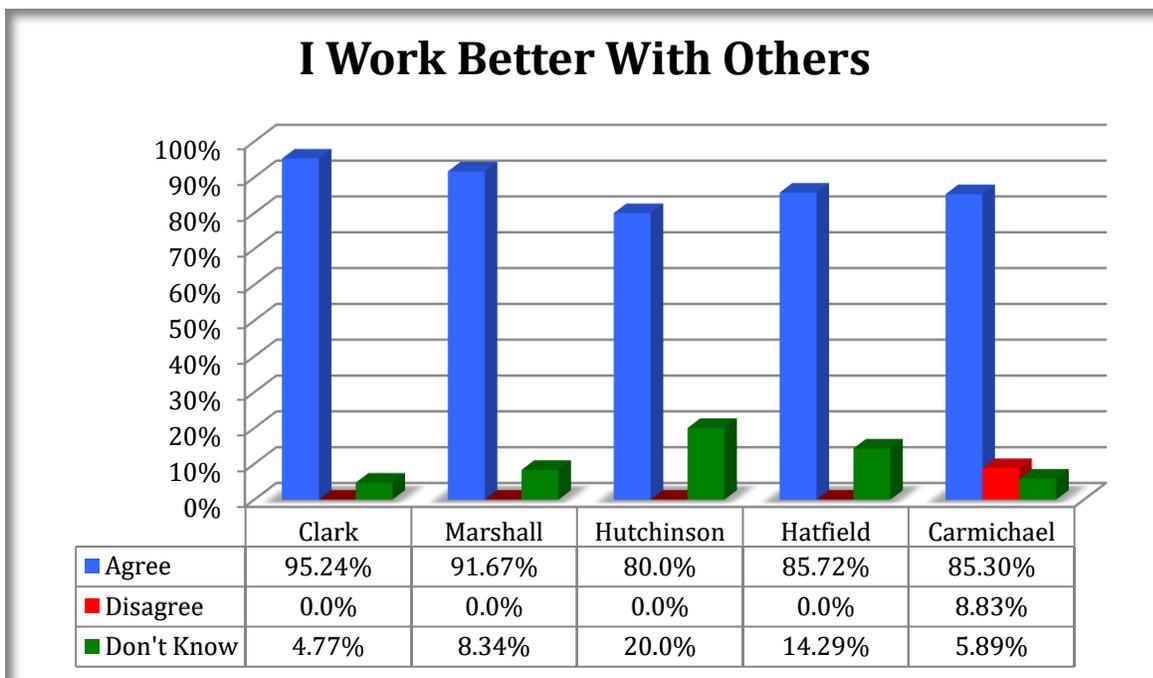


Figure 44: Working Better with Others

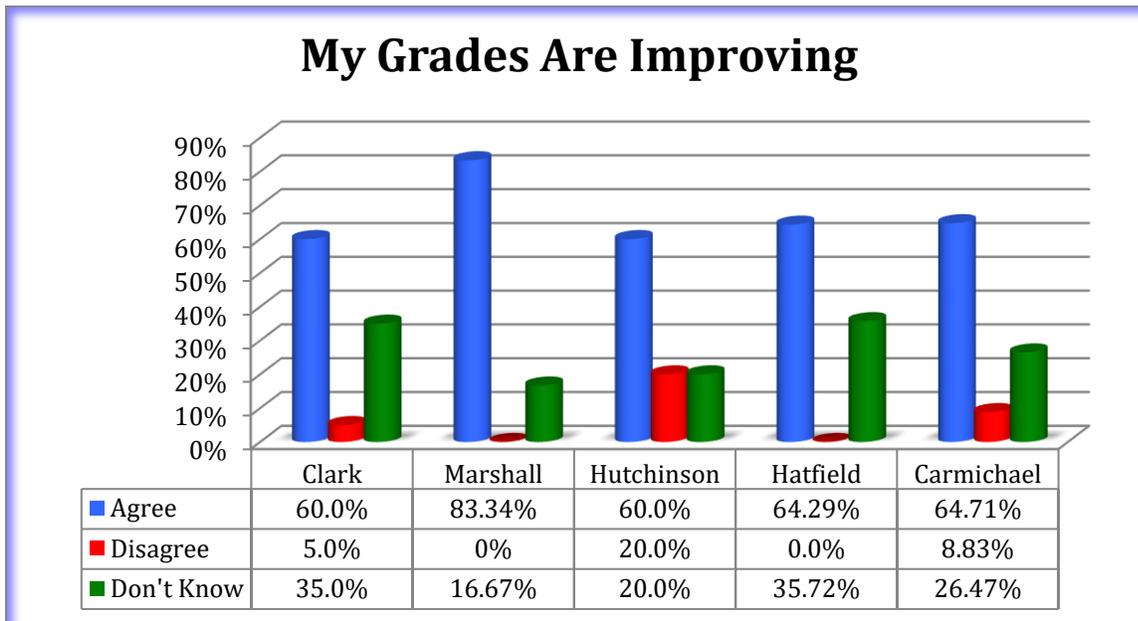


Figure 45: Grade Improvement

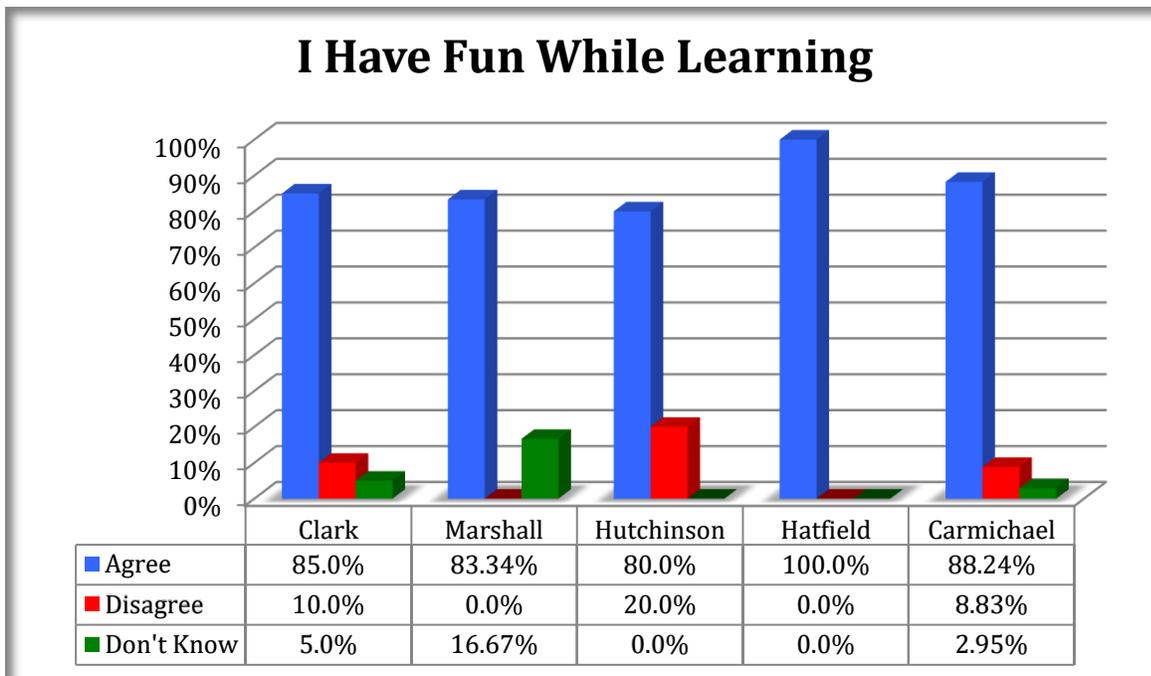


Figure 46: Having Fun While Learning

It is quite evident with just a brief look at all the charts representing the voices of the students, that the students across all sites have an extremely positive opinion of the teachers, the 21st Century Learning Program per se, and their individual learning progress.

The student survey, in addition to the objective survey responses, also included two subjective questions to which the students could respond in writing:

- What do you think was the best part of participating in the after-school program?
- What would you change about the program to improve it?

The following is a list of the most recorded comments from this portion of the survey:

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

- Being with very nice teachers who care about your thoughts
- The Challenger activities
- Going to the gym
- Doing my homework
- Playing with my friends
- Dash robot projects
- STEM projects
- The candy challenge
- Art time
- Game night
- Making new friends
- Writing stories
- Having fun
- Snowflakes on the Christmas tree
- Everything

What would you change about the program to improve it?

- Nothing
- I would have gym everyday
- More homework time
- More free time
- Improve the food
- More robot time
- Trampoline time
- More painting projects
- After-school hide and seek

*Although many students wrote that they would change nothing about the program, one statement was very comprehensive.

He/she wrote:

“I wouldn’t change anything about this program because this after-school program is the best thing I have ever done!”

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
- 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.

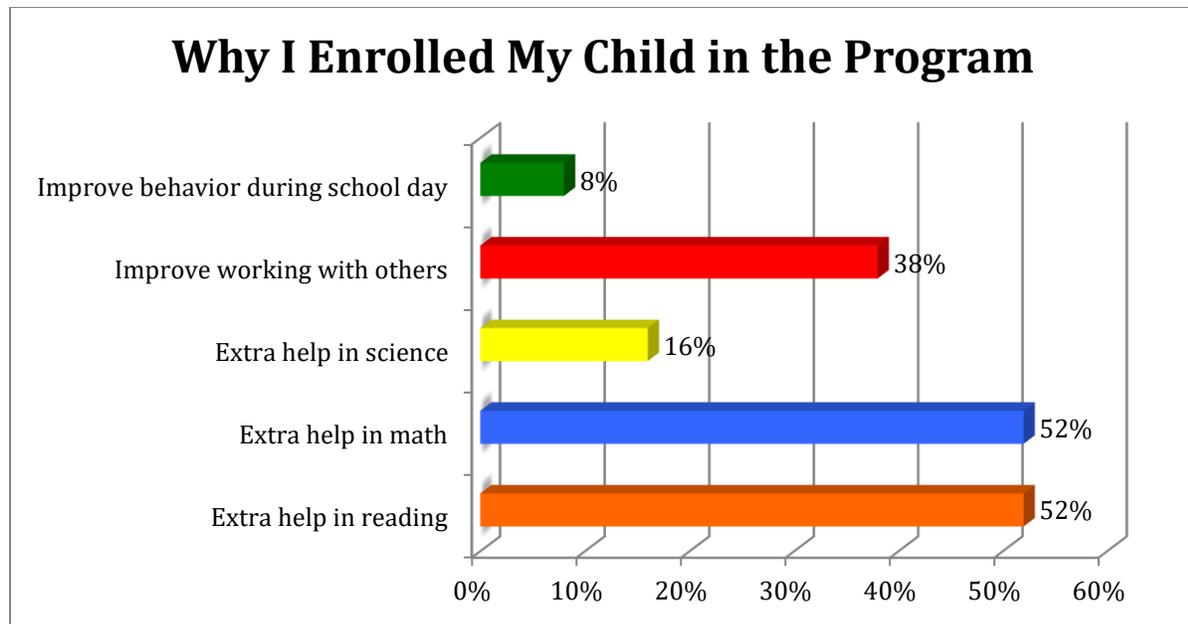


Figure 47: Why I Enrolled My Child in the Program

Figure 47 indicates an overwhelming desire on the part of the parents to seek improvement in reading and math for their child. Improving their child’s behavior during school day, however 52% of the parents were interested in supporting their children in the area of reading and math. Almost 40% of the parents were also interested in their child improving his/her ability to work well with others.

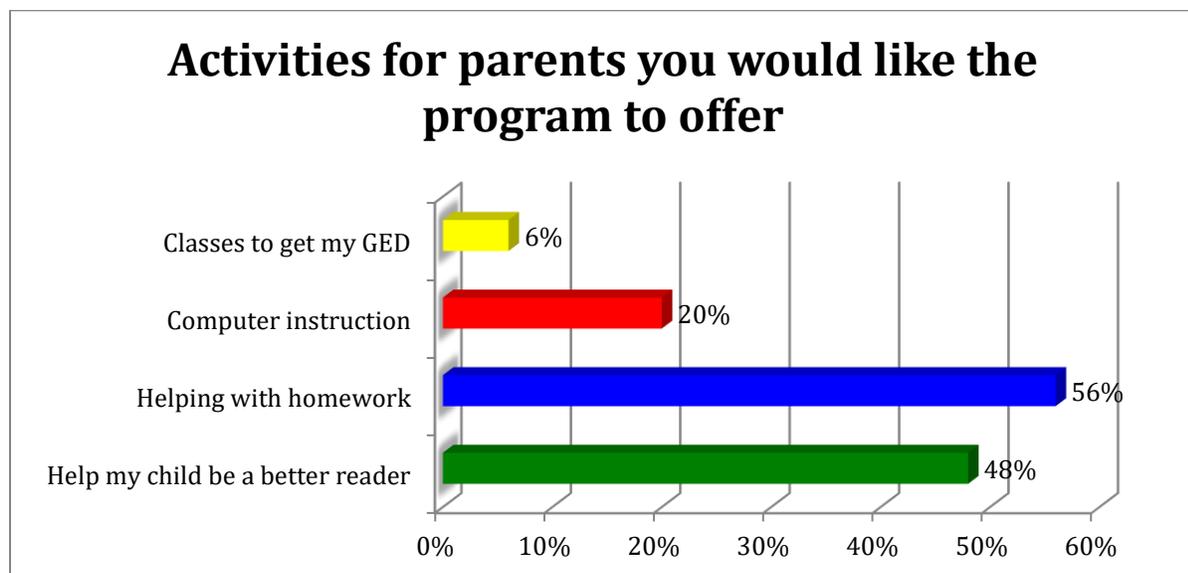


Figure 48: Activities for Parents

Figure 48 informs us that parents would also like to know how to support their child when doing homework and helping their child to become a better reader (56% and 48%).

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 modeling how to work with their child during homework help. Centers were run on an “open door” policy for all parents.

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

Although only 6% of the participating parents shared a desire to take 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.

INTERMEDIATE UNIT PERFORMANCE ASSESSMENT RESULTS:

1. The percentage of 21st CCLC participating students that will improve their grade in math will be 48.5% as reported on the student report card.
 - **Across all venues in the Cohort 9 21st Century Program, there was approximately a 55% increase in the area of math. This represents an increase of 6.5% above program expectations.**
2. The percentage of 21stCCLC participating students that will improve their grade in reading/language arts will be 48.5 % as reported on the student report card.
 - **Across all venues in the Cohort 9 21st Century Program, there was approximately a 51% increase in the area of reading. This represents an increase of 2.5% above program expectations.**
3. The percentage of 21st CCLC participating students that will improve their reading/language arts proficiency is 45% as reported on the PSSA state assessment.
 - **Across all venues in the Cohort 9 21st Century Program, there was approximately a 18.6% increase in the area of reading. This represents a deficit of 26.4% as compared to program expectations.**
4. The percentage of 21st CCLC participating students that will improve their math proficiency is 25% as reported on the PSSA state assessment.
 - **Across all venues in the Cohort 9 21st Century Program, there was approximately a 21.5% increase in the area of math. This represents a 3.5% deficit as compared to program expectations.**
5. The percentage of 21st CCLC participating students that will improve their school attendance by reducing the number of days absent is 40% as reported by school attendance.
 - **Across all venues in the Cohort 9 21st Century Program, there was an increase in school attendance of approximately 51%. This represents an 11% increase above program expectations.**
6. The percentage of 21st CCLC participating students that will improve their school behavior by reducing the number of school discipline incidents is 40% as reported by the school office.

- **No data was collected from three of the six centers in the area of discipline incidents.**
7. The percentage of 21st CCLC participating students with teacher reported improvement in their school behavior will be 75% as reported on the teacher survey.
 - **Across all venues in the Cohort 9 21st Century Program, there was an increase in school behavior of approximately 41%% as reported on the teacher survey. The target goal was 75% improvement. The area of classroom behavior continues to be an area of need with a 34% deficit in expectations.**
 8. The percentage of 21st CCLC participating student with teacher reported improvement in their classroom participation will be 40% as reported on the teacher survey.
 - **Across all venues in the Cohort 9 Century Program, there was an increase in classroom participation of approximately 78%% as reported on the teacher survey. This represents an 38% increase above program expectations.**
 9. The percentage of 21st CCLC participating students with teacher reported improvement in class attentiveness will be 40% as reported on the teacher survey.
 - **Across all venues in the Cohort 9 21st Century Program, there was an average increase of 61% improvement in class attentiveness. This represents a 21% increase above program expectations.**
 10. The percentage of 21st CCLC participating students with teacher reported improvement in volunteering in class will be 50% as reported on the teacher survey.
 - **Across all venues in the Cohort 9 21st Century Program, there was an average increase of 66% improvement when it comes to volunteering in class. This represents an 16% increase above program expectations.**
 11. The percentage of 21st CCLC participating students with teacher reported improvement in motivation to learn will be 50% as reported on the teacher survey.

- **Across all venues in the Cohort 9 21st Century Program, there was an average increase of 63% improvement when considering coming to class motivated to learn. This represents a 13% increase above program expectations.**

LOCAL EVALUATOR OBSERVATIONS

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 be engaged in the activities at the after-school programs.
- The Mobile Fab Lab served as a very innovative approach to engineering development and design.
- Students engaging in yoga activities enjoyed a positive approach to health and fitness.

Critical and creative thinking: Improve 21st Century skills:

- All of the e-labs are founded on a problem/solution approach to learning.
- Students often collaborate when working on projects.
- This evaluator observed many creative opportunities for the students: weighing coins, racecar tournament, Ozobot storytelling etc.
- 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. Teachers were as engaged as students and became excited to invite parents to a culmination mission.

- Collaboration is an ongoing theme as the teachers work through the TEAMology curriculum.
- 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.

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

- 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 Director and staff worked diligently in their efforts to recruit students to participate in a relatively new Cohort 9 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.
- Teachers are well-planned and activities are engaging and appropriate resulting in very well-behaved students.
- 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.
- Forty percent of all students were perceived as having improved behavior by their sending school classroom teachers. This is a positive reflection on the 21st CCLC experience.
- The partnership created between IU1 and the Challenger Learning Center proved to be a highly motivational, 21st Century problem solving-based curriculum. Students worked 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.
- Students were submerged in technology with the onset of the Ozobot curriculum.
- The IU1 21st Century Community Learning Center Program was able to serve over 180 students in this school year.

Considerations

- Consider establishing a particular date to distribute and collect teacher, parent and student surveys.
- Establish an Advisory Board to collaborate on critical concerns and focus on program strengths for future use.
- Create new partnerships to establish sustainability of this outstanding program.
- Begin a conversation with the school districts to cooperatively design a positive approach to school day attendance improvement.
- Consider a new means of determining student behavior characteristics.
- Surveying teachers to collect ideas for program improvement and professional development needs should be considered.
- It might be meaningful to have a meeting with teacher teams to share the evaluation report.

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).

