



# PENNSYLVANIA 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS

2016 - 2017 EVALUATION REPORT Cohort 8  
INTERMEDIATE UNIT #1

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## EXECUTIVE SUMMARY

To: JoBeth McKee  
From: Furman Educational Resources  
Date: October, 2017  
Subject: Program gains and student achievement

This executive summary is based on information extracted from the detailed data tables and charts included in the comprehensive evaluation report for Pennsylvania 21<sup>st</sup> Century Community Learning Centers 2016-2017 Evaluation Report. This report is based on data collected from consultation with 21<sup>st</sup> Century staff, parent and student surveys, sending school district records, PSSA results, 21<sup>st</sup> 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, students were actively engaged in learning activities that require acquisition and application of 21<sup>st</sup> Century skills. The program curriculum was implemented at all sites during summer 2016 and school year 2016-2017. Student survey reports from summer, 2016, indicated growth in problem solving from the majority of students (70% Brownsville -90% Charleroi). Following the 2016-2017 school year, 100% of Brownsville and Uniontown students and 83% of Charleroi students indicated that they improved in problem solving 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, 35% of the students indicated an increase in reading and 44% of the participating students showing an increase in math. Student and teacher surveys indicated significant improvement.

PSSA Scores: PSSA results across all three sites show increases in both reading and mathematics. In reading, 36.75% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program experienced an increase and 45% of participants experienced mathematics growth. This exceeds previous trends across most populations, statewide.

### Program goal: Improve school day attendance

Classroom teachers reported that regular school day attendance is an area that needs to receive greater attention, particularly at Charleroi and Uniontown.

### Program goal: Improve positive behaviors in academic and social settings

As reported by the classroom teachers at each school district, 47% of the participating Brownsville students improved in behavior (and 47% had no need to improve), with 23.8% of Charleroi students improving (48% had no need to improve) and 50% of the Uniontown students indicating improvement. Discipline data reports were influenced by a few students with multiple infractions. If these were removed, school records would show positive behaviors for more than 90 percent of participating students.

## **INTRODUCTION**

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.

### **Program Overview**

Furman Education Resources has been engaged to study the success of the After School 21<sup>st</sup> Century Community Learning Centers Program in meeting its goals for its Cohort 8 2016 - 2017 program. 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 at each specific learning site.

The 21<sup>st</sup> 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, and offer other educational services to the families of participating children.

Pennsylvania's primary goal for its 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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, behavior management, career and technical training, drug and violence prevention programming, and technology education.

The IU Project began implementation in April of 2016. Program directors and support staff have worked tenaciously to overcome obstacles including staffing, transportation and working toward the creation of a partnership with the Challenger Learning Center operations and others.

Since being engaged as the external evaluator for the 21<sup>st</sup> CCLC Program, several workshops were held prior to program implementation with Program Director JoBeth McKee and other support personnel, where they described the IU vision for the project, especially 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. This evaluator also attended the orientation 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.

## **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 21<sup>st</sup> 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 specific Intermediate Unit Objectives are:

- To establish elementary programs and sites at Brownsville, Charleroi and Uniontown school districts
- To establish middle school programs and sites at Brownsville and Uniontown school districts
- To establish formal and informal parental involvement activities
- To establish summer programs for all sites
- To partner with the Challenger Learning Center
- To establish a system of assessment

This program design emphasizes 21<sup>st</sup> 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 STEAM, literacy and social skill development.

## OPERATIONS

### 21<sup>st</sup> Century Community Learning Centers

Intermediate Unit 1 operated three centers during the summer of 2016 and extended operations to five centers during the 2016 – 2017 school year at the following locations:

- Brownsville Middle School in the Brownsville School District
- Brownsville Elementary School in the Brownsville School District
- Charleroi Area Elementary Center in the Charleroi School District
- Lafayette Elementary, and Ben Franklin Elementary Schools in the Uniontown School District located at the East End United Community Center
- Ben Franklin Middle School in the Uniontown School District, which was relocated to the Uniontown YMCA

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 Middle School (2:35 – 6:05) Brownsville Elementary School (3:05 – 6:05) East End United Community Center for Uniontown Schools (2:45 – 5:45) Ben Franklin Middle School housed in the YMCA (2:45 – 5:45).

The suggested after-school schedule was as follows:

- 10 minutes                      Review and daily expectations
- 15 minutes                      Snack
- 20 minutes                      Homework help
- 45 minutes                      Challenger Learning Center Academic Activity
- 15 minutes                      Physical activity/education
- 30 minutes                      Challenger Learning Center: Hands-on activity
- 40 minutes                      Challenger Learning Center: e-Mission preparation
- 5 minutes                        Dismissal

The Brownsville and Charleroi programs were held in the school building on the school campus under the direction of Amy Guty and Steve Shields respectively. The Uniontown program incorporating the Ben Franklin Elementary School and the Lafayette Elementary and Middle Schools was held at the Uniontown East End United Community Center under the supervision of

the Center's Director, Matthew Crutchman during the summer and fall terms. The Ben Franklin Middle school participants, part of the Uniontown School District, were added to the Uniontown YMCA during the spring term. These people 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.

The IU Program served 226 students incorporating three school districts: Brownsville served 55 students, 20 of those students were able to be in attendance for 30 or more days. Charleroi served 69 elementary students, 17 of those students attended for 30 or more days. Uniontown served 102 students, 44 of those students were able to attend for 30 or more days.

Recruitment was considered a priority both at the IU and at the program centers. Individualized postcards were sent to all students in the Brownsville Area Middle School. Invitational fliers were sent home with all students at the targeted grade levels in both the Charleroi Area School District and the Uniontown Area School District. When the school year began in August, fliers and posters were disseminated throughout all three school districts. Open Houses at Charleroi Elementary and East End United Community Center also generated student enrollment as parents were introduced to the opportunities to be had in the after-school program.

Students also 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.

## **Staffing**

All centers are staffed with certified teachers and paraprofessionals. Teachers in the after-school program have been chosen from the regular education teachers in the school districts. 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. When interviewed, teachers shared that the after school program gave them an opportunity to support children that really need that kind of personal relationship. Brownsville's After School Program was staffed by 2 teachers, 1 volunteer, and 1 paid administrator, while Charleroi's Program had 4 teachers and 1 paraprofessional and 1 paid administrator. In addition, a volunteer administrator participated at this site. Uniontown's program was staffed by 5 teachers and 5 paraprofessionals. In addition this center had 2 community volunteer members and 2 paid administrators.

All students were transported via the bus companies that are contracted by each school district. In some cases, parents transport their children to and from the site.

The 21<sup>st</sup> Century Community Learning Center Program is under the direction of JoBeth McKee of Intermediate Unit 1 and Donna Whoric, Program coordinator.

## 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.

Most significantly, the program will collaborate with the Challenger Learning Center to offer all students a curriculum rich in STEAM education (includes 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”. 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 quarter.

During observations by the evaluators, it became evident that the teachers were attempting to develop a creative environment as well as embracing the problem solving philosophy of the Challenger Learning curriculum. The students were quick to participate and appeared to be genuinely enjoying the science experiments and class discussions. The students were grouped according to grade levels at all sites.

At the *Brownsville* site, middle school students were involved in peer support as they read to the elementary students. Career Awareness Instruction was added to the middle school curriculum. Adults in various careers presented career options to the students. The teachers at Brownsville found the website titled “Teachers Pay Teachers” to be a valuable resource to further enrich the curriculum. “Teachers Pay Teachers” is a community of educators coming together to share ideas, expertise, and inspiration.

*Charleroi* teachers have shared that it was necessary to adapt the Challenger Curriculum to a lesser difficulty level to ensure student success. Charleroi teachers have chosen to group and rotate the students through three centers.

- Homework Advisory Center: It is a priority of both the students and parents that the students’ homework be completed during the after-school program.
- Challenger Curriculum Center: Interdisciplinary activities that coordinate with the e-missions are shared. During an observation, the students were creating coordinate grids using popsicle sticks.
- Creativity Center: Art projects, music correlations, physical activity, etc. On one particular day, the students were structuring popsicle-stick animals.

Three high school students from the Honor Society need to be commended on their volunteering to help and support the program at Charleroi. Student reaction to the program is very positive.

In an effort to accommodate the needs of their students, a special feature of the *East End United Community Center* is to distribute a “Back Pack” of donated food every Thursday to be used over the weekend. In addition, the YMCA presented a unit on nutrition to the fifth grade students. Also an individual from the Community Action Group gave demonstrations on food preparation. During evaluator’s observations, it was evident that these teachers were highly committed to the program and the students.

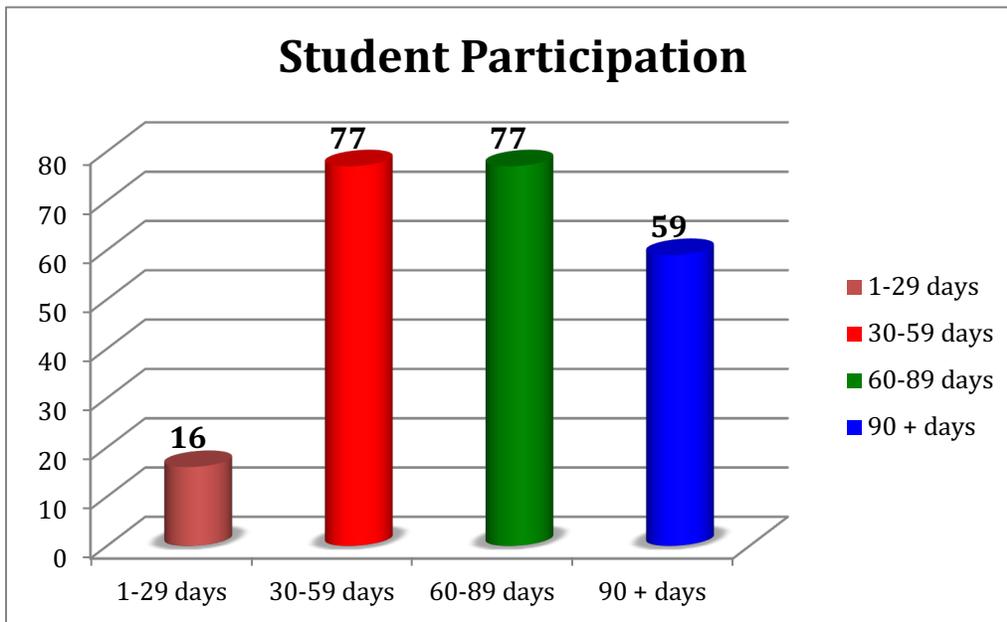
### **Olweus Bully Prevention Program**

Bullying prevention instruction is provided daily to all students in order to promote a safe learning environment and decrease the possibility of any bullying behavior. Professional development on this program was offered to all teachers prior to the start of the 21<sup>st</sup> Century Community Learning Program under the leadership of Donna Whoric, program coordinator. The Olweus Bullying Prevention Program is touted as the most researched and best known program on the market.

## PARTICIPATION

### Student Participation

The 2016 - 2017 IU Program served 229 students incorporating three school districts attending from 1- 90+ days (Figure 1). Brownsville served 54 elementary and middle school students. Charleroi served 86 elementary students. Uniontown served 89 elementary and middle school students. These totals represent an almost 60% increase in student participation from the 2016 school year.



**Figure 1: Student Participation in the 21<sup>st</sup> Century Community Learning Center Program**

### Parental Involvement

The 2016-2017 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.

- The East End United Community Center often invites parents to snack with their children.
- Each center hosted an Open House for parents to introduce them to the program and share the Challenger Curriculum. Over 200 parents cumulatively attended these Open House Informational meetings.

- Parents were invited to an activity on December 1, 2016 featuring the Challenger Mission staff. Other activities included reading, art, and physical education.
- A Lights On Afterschool Event was held at Ben Franklin Middle School in the Uniontown School District on October 20, 2016. Students were given instruction on Barrington Irving, the youngest person (and first African American) to fly solo around the world. Although Mr. Irving was unable to attend, students “met” him via the YouTube. Additionally two staff members from the Challenger Mission Center from Wheeling, WV provided a STEM activity for the students. The 21<sup>st</sup> CCLC staff partnered with the Uniontown Public Library and students from California University of PA to bring about this event. A similar event was also held for the Brownsville/Charleroi Centers on December 1, 2016.
- A Family Fun Night titled “A Trip to the Moon” was held at both the Brownsville and the Charleroi School Districts. The families made Astronaut Pudding and played parachute games, as well as viewing a video on the Solar System.

In the interest of data collection and program improvement, parents were asked to complete a brief survey midyear, to determine parental interests in various parental activities. The following table represents parental input from all three school districts:

### MIDTERM PARENT SURVEY

**Table 1: Parent survey**

	Yes	No
Would you attend a family literacy workshop with other parents?	50%	50%
Would you attend a family cooking workshop with your child and other families?	77.5%	22.5%
Are you interested in online adult education programs such as a GED course?	5%	95%
Are you interested in learning about how to interview for a job?	5%	95%
Would you attend a workshop that gives ways you can help your child do better in school?	50%	50%

Parental involvement is a difficult problem with which the program directors and leadership of the after-school program continues to creatively attempt to solve. As revealed in the Midterm Parent Survey, 50% of the parents responding would consider attending a literacy workshop and/or a workshop devoted to helping and supporting their children at home to achieve at a

higher degree in school. Seventy seven percent of the parents expressed a positive perspective when considering attending a cooking workshop. The majority of the parents were not interested in adult education classes or job interviewing workshops.

Parents were also asked to comment on their perspectives of the 21<sup>st</sup> Century Program thus far.

- 21<sup>st</sup> Century is without a doubt the smile on my son's face. I wholeheartedly applaud the staff and all involved for all they do. Because you care makes a world of difference.
- I think 21<sup>st</sup> Century is a wonderful after-school program. I would recommend this program to any child. I thank the great teachers that took time with my kids.
- I love the program. My child has made a 360 degree change.
- My child comes home excited every day.
- This is a great program. My daughter enjoys going and likes the help she receives with her homework.
- I would like my child's lower grades to be addressed.
- I continue to be concerned about the bullying.
- Great program!
- I would like to attend the parent workshops, but I would need transportation to and from the event plus childcare for my children.

## Partnerships



A major partner in the 21<sup>st</sup> Century 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 Uniontown YMCA was accepted and approved through the PDE as a partner with the 21<sup>st</sup> Century Community Learning Center. This well-established organization will help the sustainability of the 21<sup>st</sup> Century Program as the YMCA vision and mission are to encourage young people to develop a healthy spirit, body and mind.



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



The Uniontown Public Library and Brownsville Public Library were approached to join as a partner to help build the literacy portion of the program, but due to their limited resources, they declined partnership at this time.



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.



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.

## **SUMMER SCHOOL: June, 2016**

After the start of the 21CCLC program in the spring of 2016, a very successful summer program was a perfect transition to the fall and spring terms. The IU program was once again housed at 3 sites: Charleroi Elementary Center, Brownsville Middle School and The East End United Community Center with students from the Lafayette and Ben Franklin Elementary Schools (Uniontown School District) participating in the program. The program ran from June 16<sup>th</sup> to August 25<sup>th</sup> (36 days) and 28 students were able to participate for 30 days or more. However, over 125 students participated in the summer school program and were able to take advantage of the rich curriculum being offered. All sites participated in the Challenger Curriculum as well as literacy, physical activity, the arts and STEM projects.

### **Student Survey Data**

The following survey data were gleaned from the students participating in the summer programs in each school district. The students overwhelmingly agree that they were able to have fun while learning: Brownsville (92%), Charleroi (100%), Uniontown (79%). 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 summer program?

**Table 2: Student summer survey data**

<b>Going to the summer program has helped me to:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. Have fun while learning.	46.1%	46.1%	0%	7.6%	0%
2. Improve my listening skills	30.7%	38.4%	15.3%	0%	15.3%
3. Spend more time being creative	38.4%	53.8%	7.6%	0%	0%
4. Participate in more class projects and discussions.	53.8%	7.6%	15.3%	0%	23%
5. Become more interested in science	23.0%	38.4%	23.0%	7.6%	15.3%
6. Become better at sharing my ideas	15.3%	53.8%	15.3%	15.3%	0%
7. Work together with others better	46.1%	23.0%	15.3%	0%	15.3%
8. Become better at solving problems	25.0%	33.3%	16.6%	0%	25.0%
9. Make more use of a computer to solve problems	16.6%	50.0%	25.0%	8.3%	0%
10. Become a better communicator when working in groups.	23.0%	30.7%	30.7%	0%	15.5%

Approximately 70% of the students at the Brownsville center agreed that the 21<sup>st</sup> Century Program enabled them to enhance their collaboration skills by working together with others. The greatest areas of concern were using the computer to solve problems and becoming a better communicator when working in groups.

Favorite aspects of the program:

- Science: Learning about chemicals and physical changes
- Having fun
- Making friends
- Seeing friends
- E-lab conferences and video conferences with Lab Director

Changes submitted:

- More outside time and more gym time
- More science
- Reading more
- Start later

**Charleroi Elementary Center**

**Table 3: Student summer survey data**

<b>Going to the summer program has helped me to:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. Have fun while learning.	95.2%	4.7%	0%	0%	0%
2. Improve my listening skills	57.1%	9.5%	0%	28.5%	4.7%
3. Spend more time being creative	90.4%	0%	0%	9.5%	0%
4. Participate in more class projects and discussions.	85.7%	4.7%	4.7%	4.7%	0%
5. Become more interested in science	80.9%	4.7%	0%	14.2%	0%
6. Become better at sharing my ideas	52.3%	9.5%	0%	23.8%	14.2%
7. Work together with others better	71.4%	4.7%	0%	14.7%	4.7%
8. Become better at solving problems	66.6%	9.5%	0%	19.04%	4.7%
9. Make more use of a computer to solve problems	14.2%	4.7%	0%	47.6%	33.3%
10. Become a better communicator when working in groups.	66.6%	4.7%	0%	19.0%	9.5%

Approximately 90% of the students agreed that the summer program has not only helped them to spend more time being creative but also participating in more class projects and class discussions. The areas of concern were once again making use of the computer to solve problems and becoming a better communicator when working in groups as well as sharing ideas.

Favorite aspects of the program:

- Experiments: making ice cream, making space pudding, exploding milk
- Seeing friends
- E-labs 2
- Fun activities
- Physical activities (recess)

Changes submitted:

- Shorter time

- Improve breakfast and lunch
- More experiments
- Change number of science staff

**Uniontown School District**

**Table 4: Student summer survey data**

<b>Going to the summer program has helped me to:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. Have fun while learning.	57.5%	21.2%	0%	15.1%	6.0%
2. Improve my listening skills	57.5%	15.1%	9.0%	15.1%	3.0%
3. Spend more time being creative	66.6%	18.1%	6.0%	6.0%	3.0%
4. Participate in more class projects and discussions.	57.5%	27.2%	3.0%	9.0%	3.0%
5. Become more interested in science	60.6%	15.1%	6.0%	12.1%	6.0%
6. Become better at sharing my ideas	51.6%	22.5%	6.4%	9.6%	9.6%
7. Work together with others better	58.0%	25.8%	0%	16.1%	0%
8. Become better at solving problems	40.0%	30.0%	30.0%	0%	0%
9. Make more use of a computer to solve problems	20.0%	40.0%	10.0%	20.0%	10.0%
10. Become a better communicator when working in groups.	35.0%	40.0%	25.0%	0%	0%

The areas of strength for the students from Uniontown were spending more time being creative (84%) as well as working together with others (83%). The areas of concern, with approximately one third of the students stating disagreement, were becoming better problem solvers and making use of the computer to solve problems.

Favorite aspects of the program:

- Recess/playing
- Making new friends
- Reading

- Going outside
- Coloring pictures
- Learning
- Science
- Making ice cream
- Field trips
- Slip and slide
- Learning about electricity

Changes submitted:

- More movies
- Eating
- More outside activities
- Math
- No field trips
- Bring phones
- Make days longer
- Longer recess

\*It should be noted that all three sites indicated a weakness in the area of problem solving. The 21<sup>st</sup> Century Community Centers Program directors obviously reviewed the data and made appropriate changes in this area given that approximately 94% of all students surveyed at the end of the spring program agreed that they had improved in the area of problem solving.

## **FINDINGS**

### **Academic Proficiency Results**

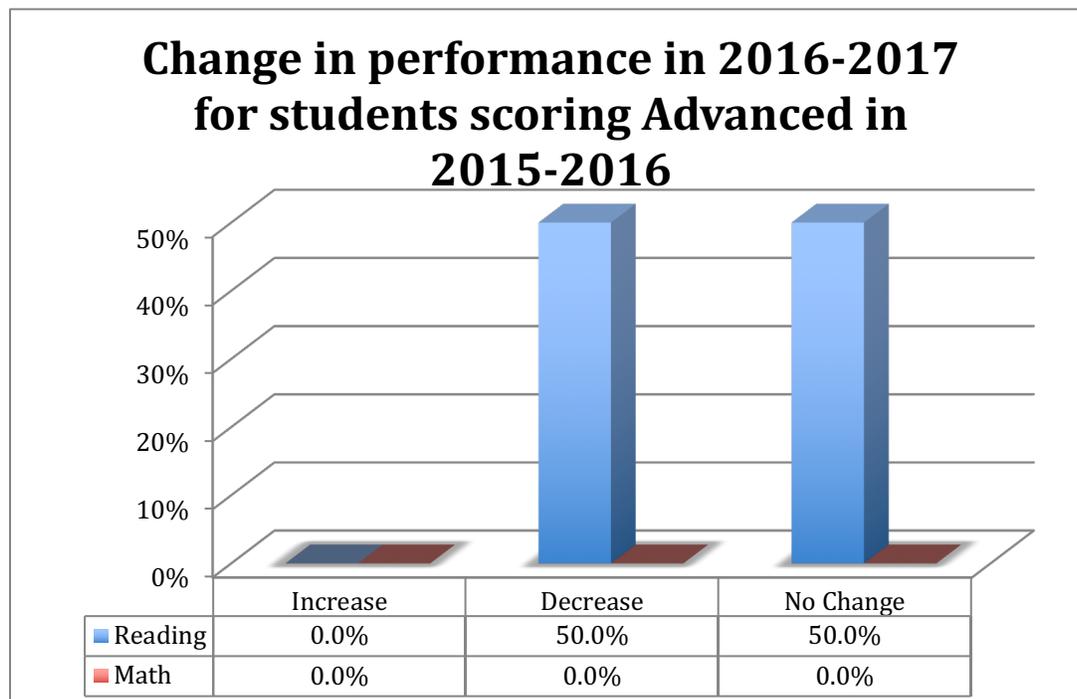
The following charts from each school district indicate the percentage of participating students experiencing a change in PSSA results from year 2016 to year 2017. Results provided are for all

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 may not be indicative of all students.

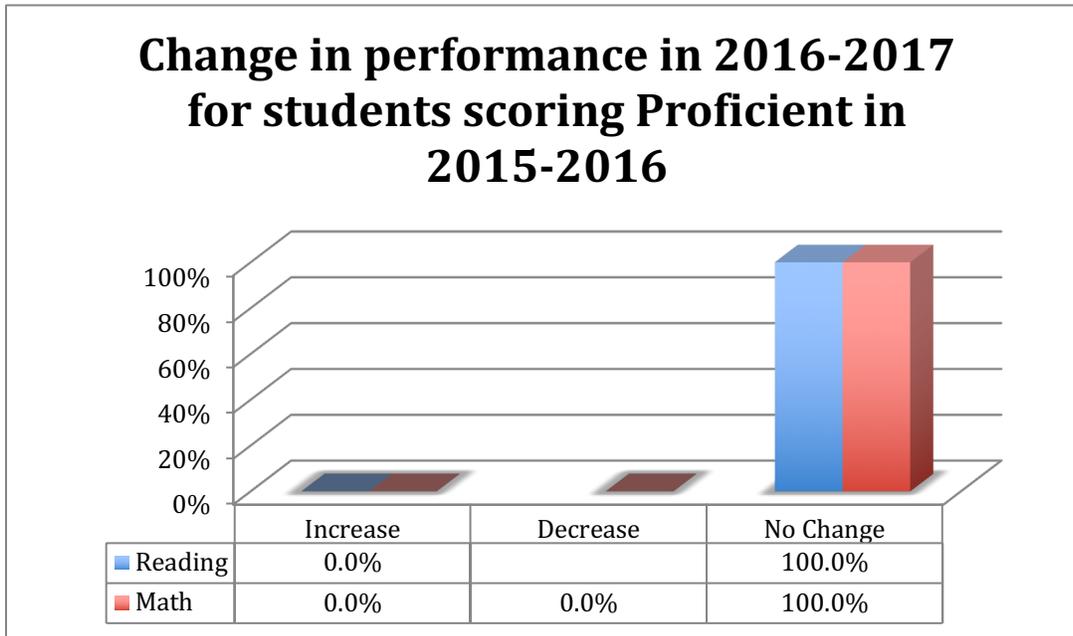
All PSSA data were reported in category format (Advanced, Proficient, Basic, Below Basic) and therefore only students moving positively from one level to another in consecutive school years are considered to be making academic gains.

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 2016-2017 school year, there would be no PSSA scores available for his/her second grade year.

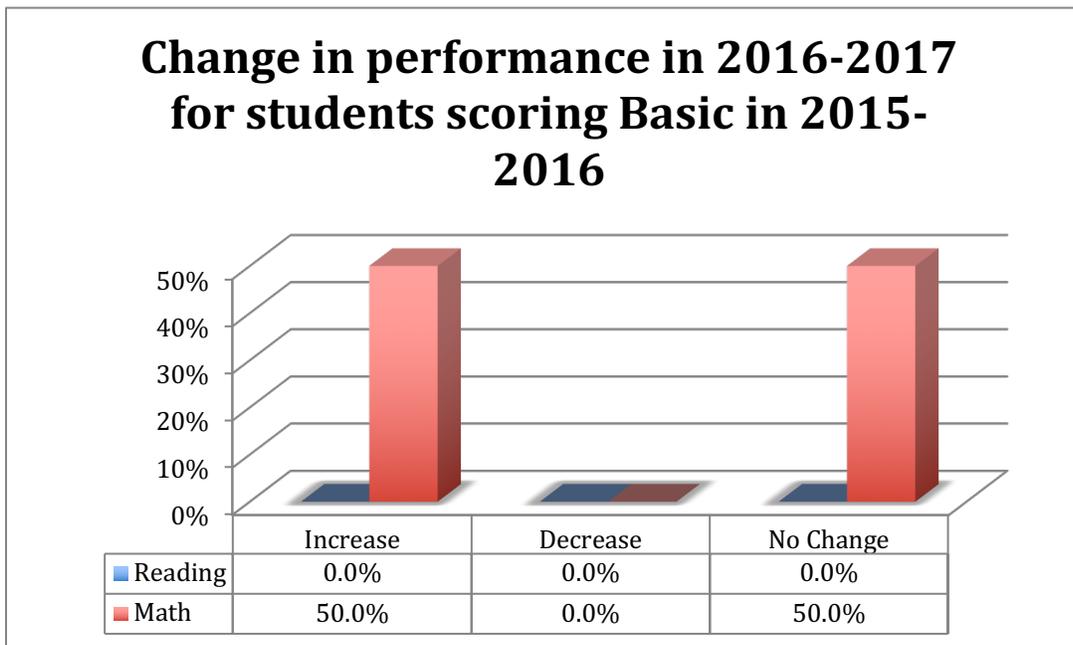
### Brownsville PSSA Results



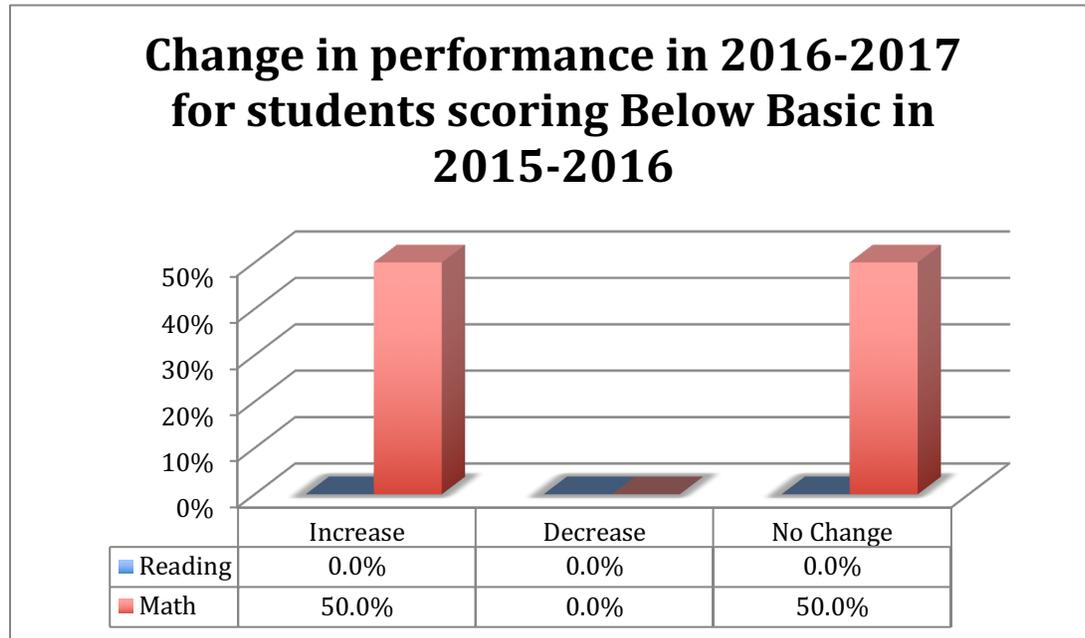
**Figure 2: Brownsville PSSA Reading and Math Results: Advanced**



**Figure 3: Brownsville PSSA Reading and Math Results: Proficient**



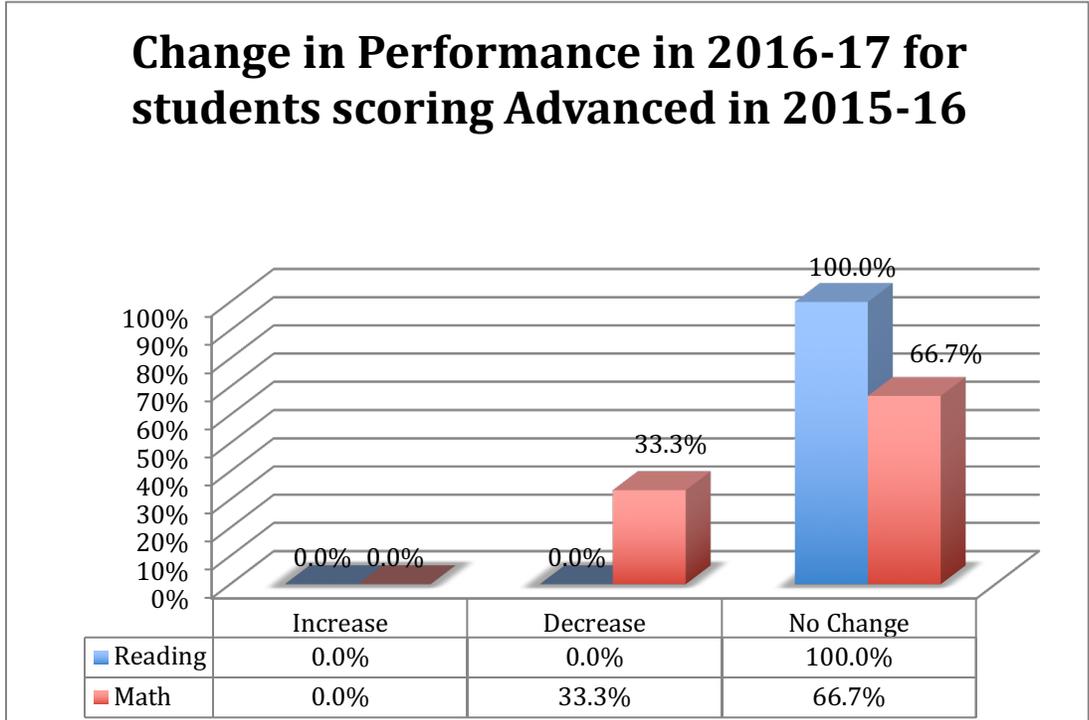
**Figure 4: Brownsville PSSA Reading and Math Results: Basic**



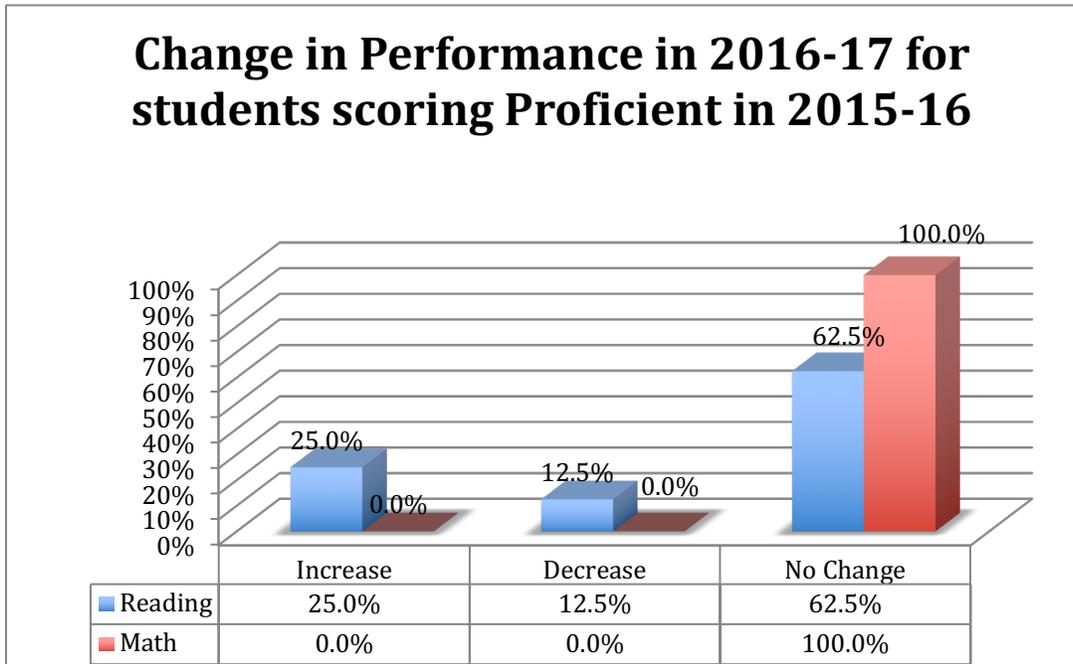
**Figure 5: Brownsville PSSA Reading and Math Results: Below Basic**

In the Brownsville School District, as revealed in Figure 2, 50% of the participating students scoring at the advanced level in reading remained at that level, while the other 50% fell to proficient status. Proficiency level remained the same in both reading and math as reported in Figure 3. As indicated in Figures 4 and 5, there were no participating students scoring at the basic or below basic levels in the area of reading, however there was a 50% increase in the area of math at both the basic and below basic areas. This underscores great improvement in math for those students targeted in the 21<sup>st</sup> Century Program.

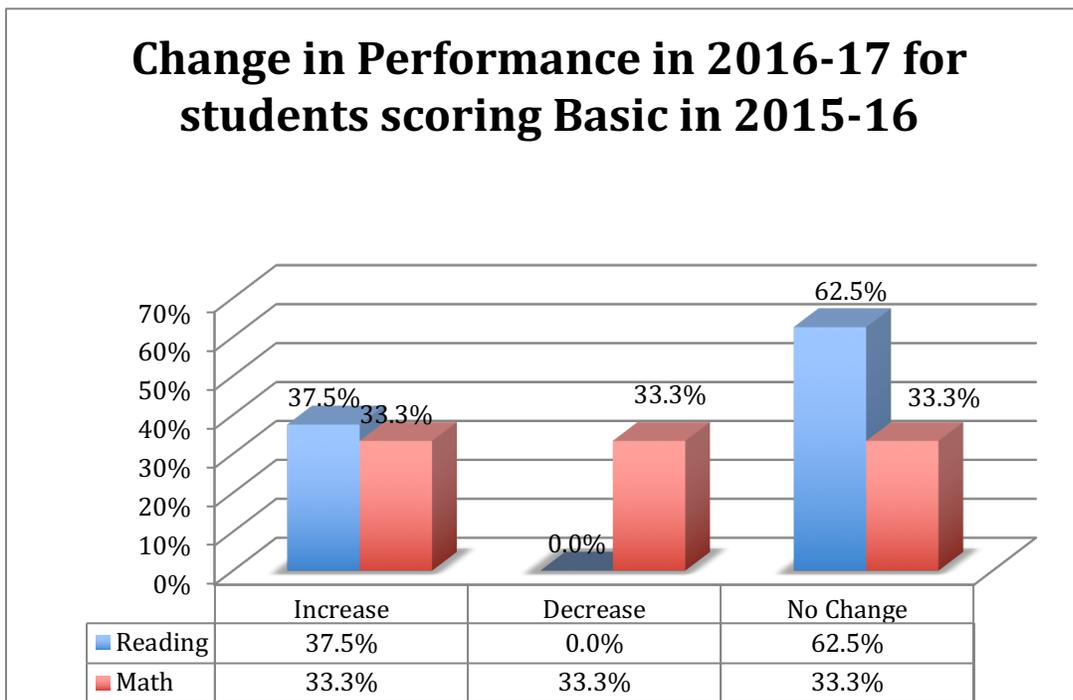
**Charleroi PSSA Results**



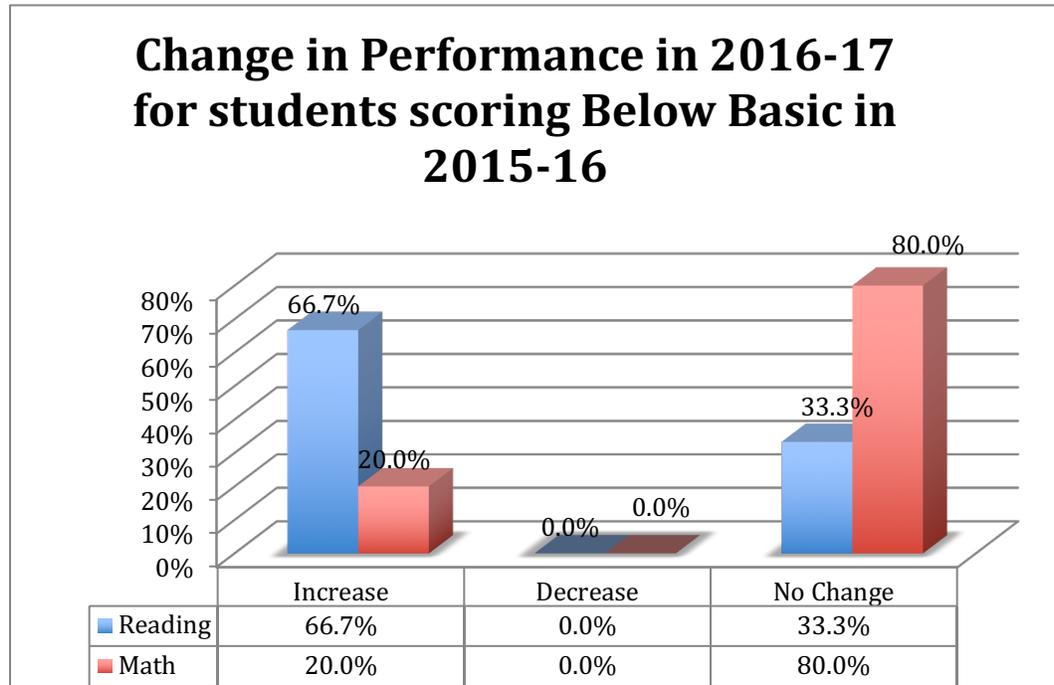
**Figure 6: Charleroi PSSA Reading and Math Results: Advanced**



**Figure 7: Charleroi PSSA Reading and Math Results: Proficient**



**Figure 8: Charleroi PSSA Reading and Math Results: Basic**

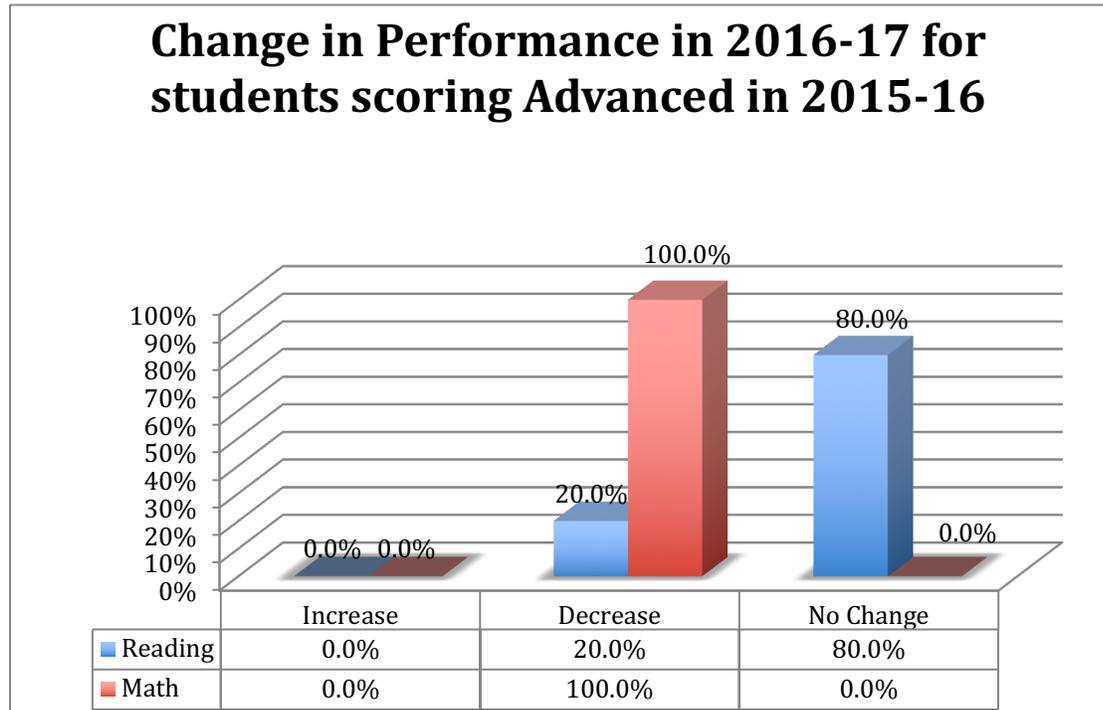


**Figure 9: Charleroi PSSA Reading and Math Results: Below Basic**

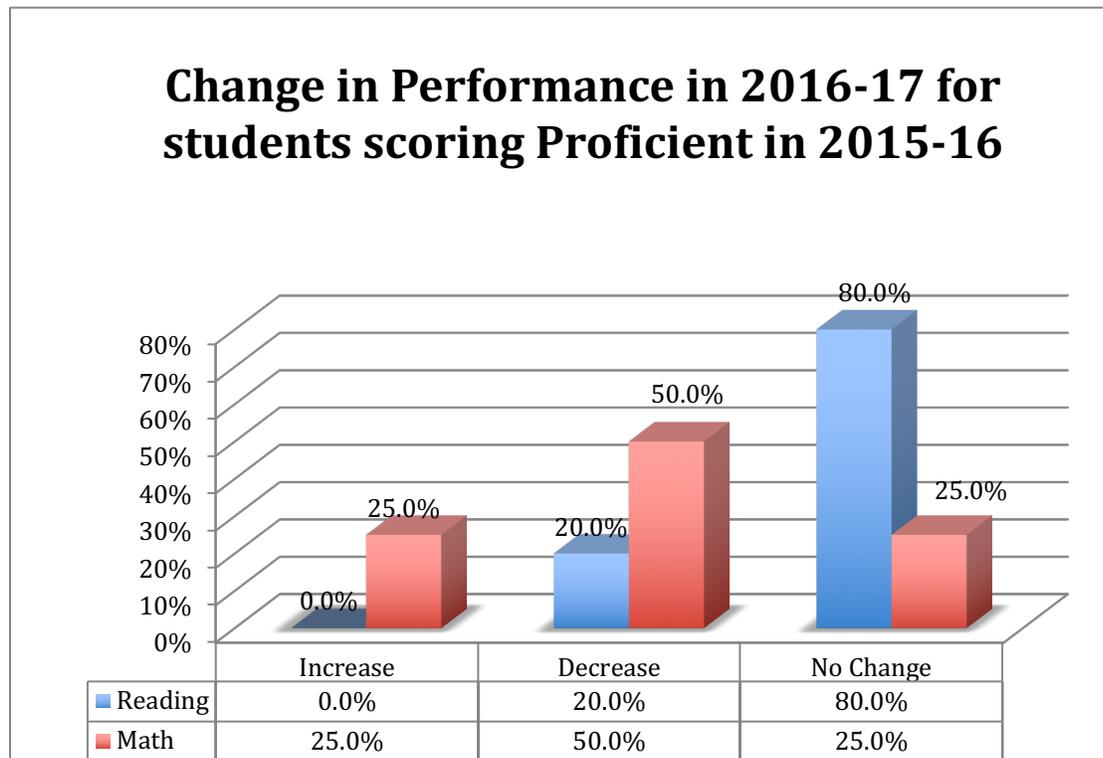
The PSSA available data for the participating students in the Charleroi School District indicate tremendous growth in the area of reading. Figure 9 reveals over 66% of the participating students scoring in the below basic category experienced a positive increase, and almost 38% moved in the same positive direction from the basic category (Figure 8). Figure 7 indicates that twenty-five percent of the participating students moved from proficient to advanced in the area of reading in the new school year. The only decline in the area of reading was a 12.5% decrease from proficient to basic as revealed in Figure 7.

In the area of math, 20% of the participating students scoring below basic experienced an increase as revealed in Figure 9. Students scoring in the basic category indicate a 33% increase (Figure 8). Figure 6 reveals 25% of the participating students moved from proficient to advanced. Unfortunately, there was a 33% decline in the advanced and basic levels.

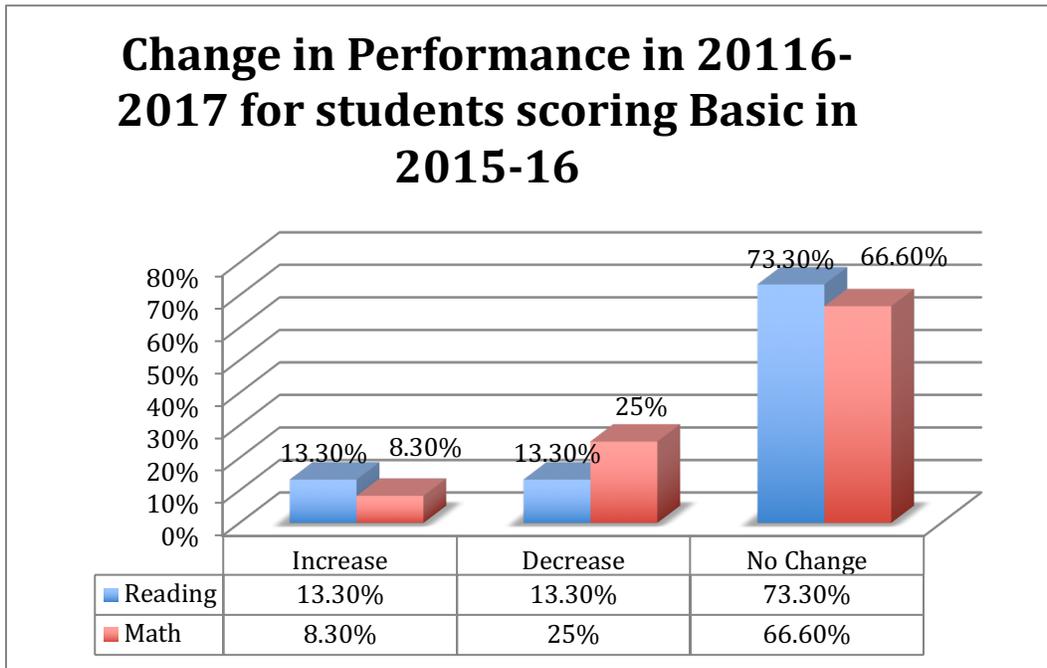
**Uniontown PSSA Reading and Math Results**



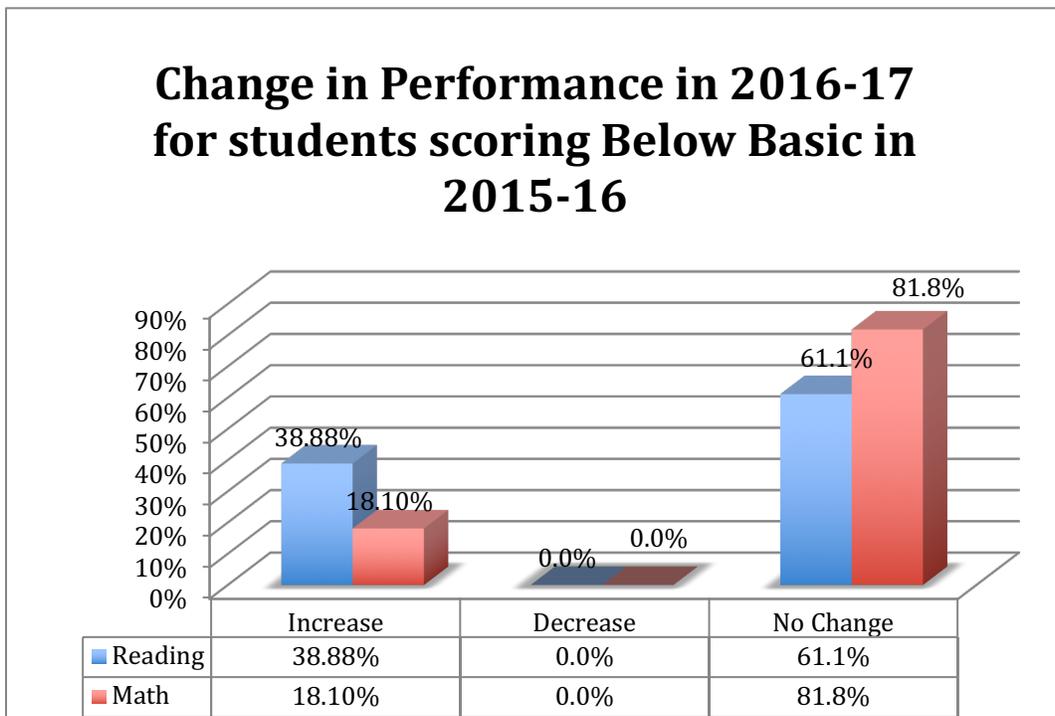
**Figure 10: Uniontown PSSA Reading and Math Results: Advanced**



**Figure 11: Uniontown PSSA Reading and Math Results: Proficient**



**Figure 12: Uniontown PSSA Reading and Math Results: Basic**



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

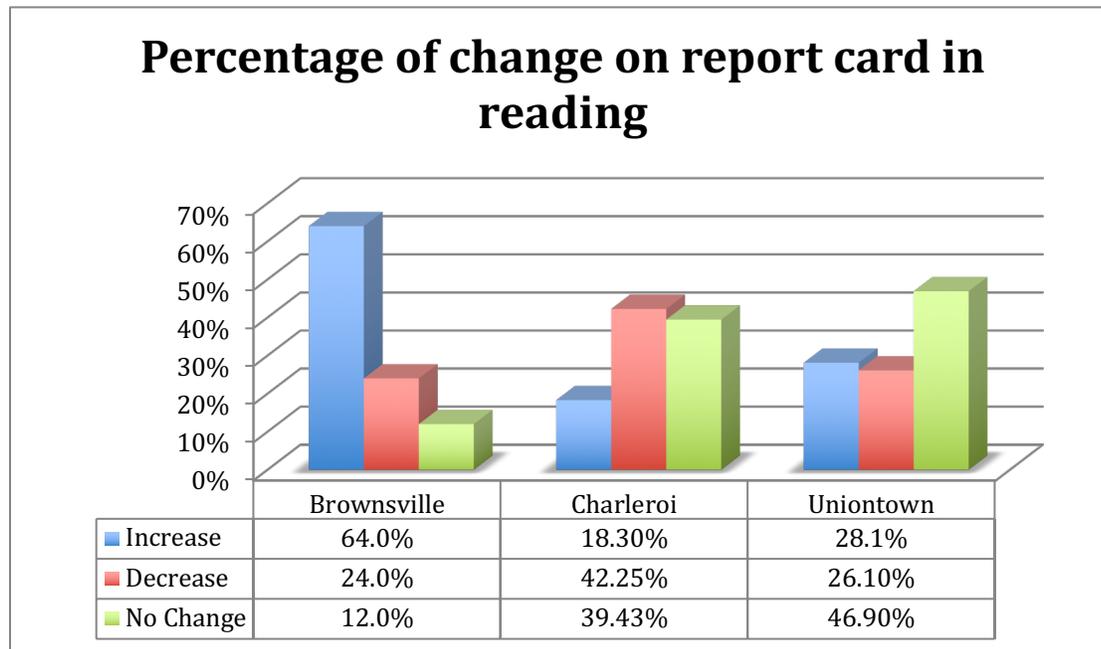
When considering the improvement in the area of reading in the Uniontown School District, Figure 13 indicates the greatest increase of almost 40% in the below basic category, and an increase of about 13% in the basic category. Once again this must be considered cause for pride in the program, due to the fact that the 21<sup>st</sup> century program focuses on those students qualifying for academic reinforcement and support.

In the area of math, Figure 11 reveals an almost 25% improvement of participating students. This increase represents an impressive movement from proficient to advanced. An increase of 8% and 18% of the participating students moved from basic to proficient and below basic to basic respectively.

**Overall, when considering the PSSA results at all three sites, 36.75% of the students participating in the 21<sup>st</sup> 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, 41.57 % of the participating students showed growth. These are impressive results and worthy of commendation.**

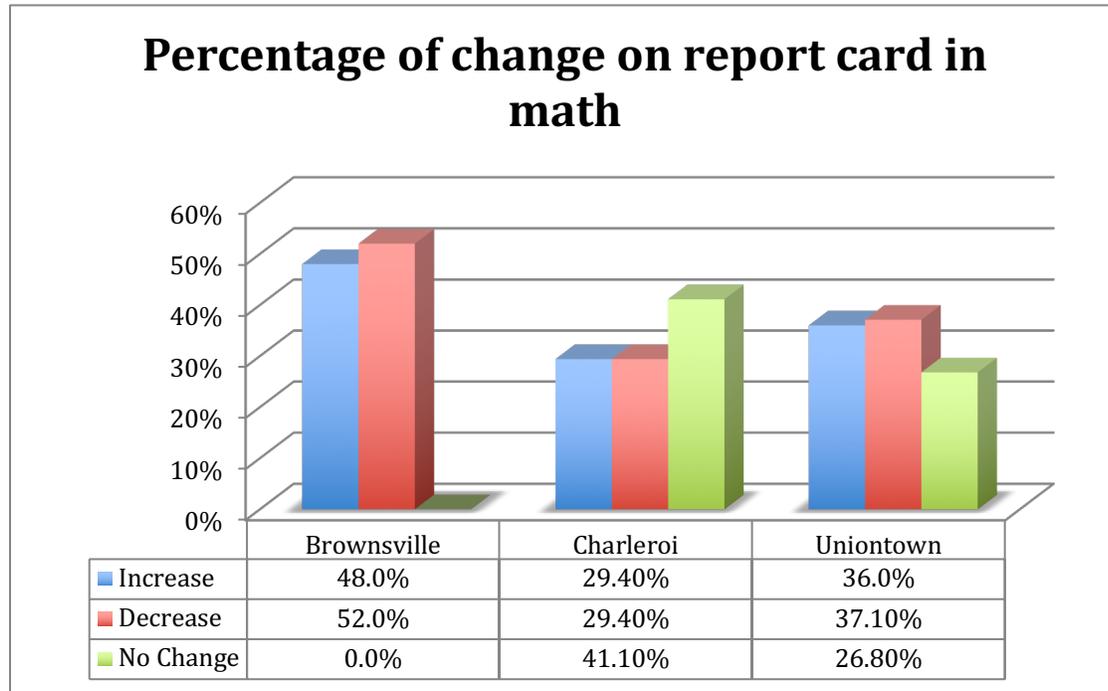
## REPORT CARD DATA

Both reading and math report card grades have been collected from each school district for participating students in the 2016 – 2017 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 2016 compared to spring 2017.



**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 in the area of reading in the Brownsville School District. The data reveal over 60% of the participating students improved in the area of reading as reported on the school district report card in the Brownsville School District, while approximately 20% of the Charleroi students improved. When considering the Uniontown sites, approximately 30% of the participating students improved in the area of reading. On the other end of the continuum, about 25% of the students decreased in their reading evaluation in both Brownsville and Uniontown, while over 40% experienced a decrease in their reading evaluations at Charleroi. In some cases no change in grade was evident.



**Figure 15: Report Card Changes in Math**

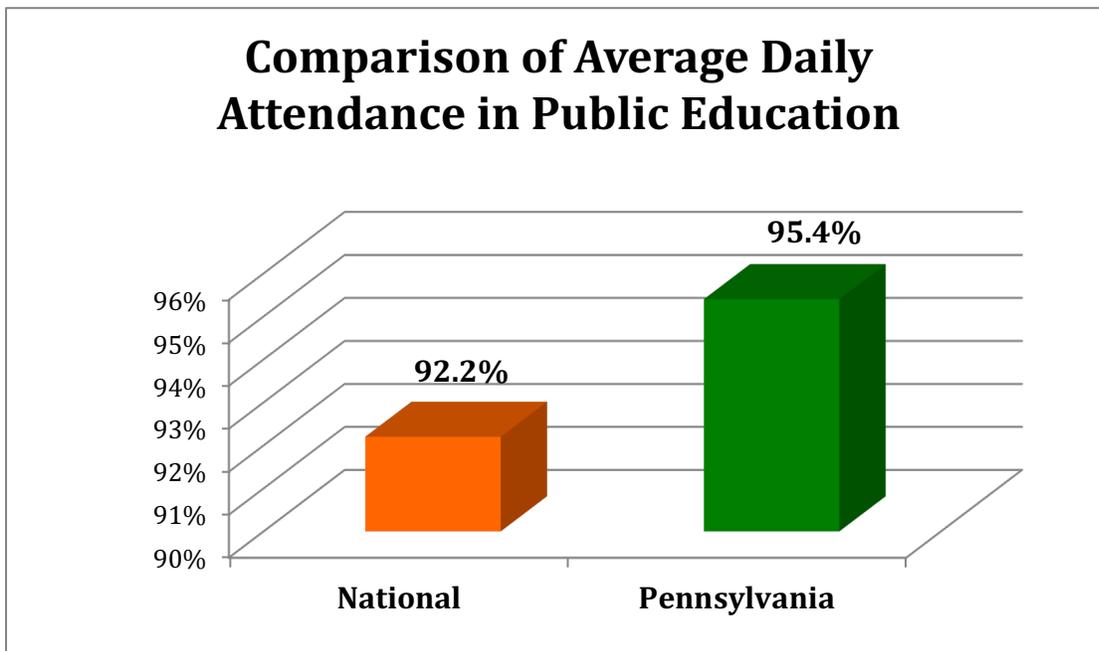
When considering the percentage of change in the area of math on the school district report card, Figure 15 indicates that approximately 50% of the participating students at Brownsville improved in math, and 50% decreased in their math evaluations as reported in their school district report cards. In Charleroi, approximately 30% of the students increased with the same amount decreasing in their math evaluations. Similarly, approximately 40% of the participating students in the Uniontown school district increased in math with the same amount decreasing in math.

**Overall, when considering the growth of all participating students in the 21<sup>st</sup> Century Community Learning Program, in reading and math (as it is reported on the school district report cards), we find that 35% of all the students exhibited an increase in the area of reading and 44% 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 from two perspectives: a comparison between the average daily attendance both nationally and state related, and that of the classroom teacher via the 21<sup>st</sup> century Teacher Survey

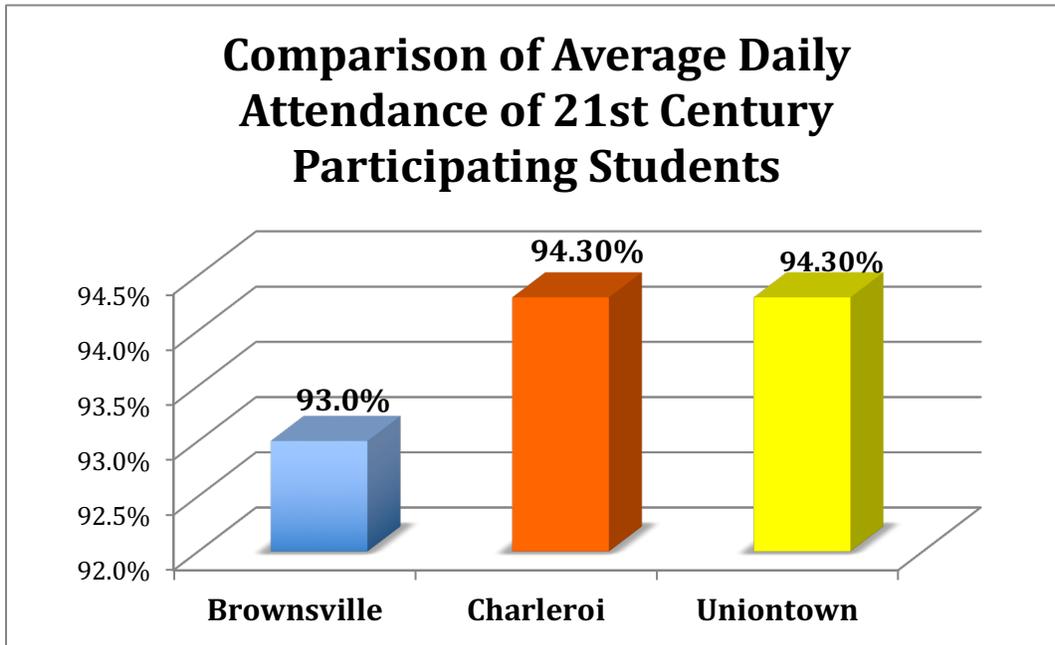
As a first means of comparison, the average daily attendance data were gathered from the US Department of Education, National Center for Education Statistics. School district longitudinal information was not available to date, but specific data per student will be used in further evaluations.



\*NCES: Digest of Education (2008) Stati[https://nces.ed.gov/programs/digest/d08/tables/dt08\\_040.aspx](https://nces.ed.gov/programs/digest/d08/tables/dt08_040.aspx)

**Figure 16: Average Daily Attendance Nationally and in the State of Pennsylvania**

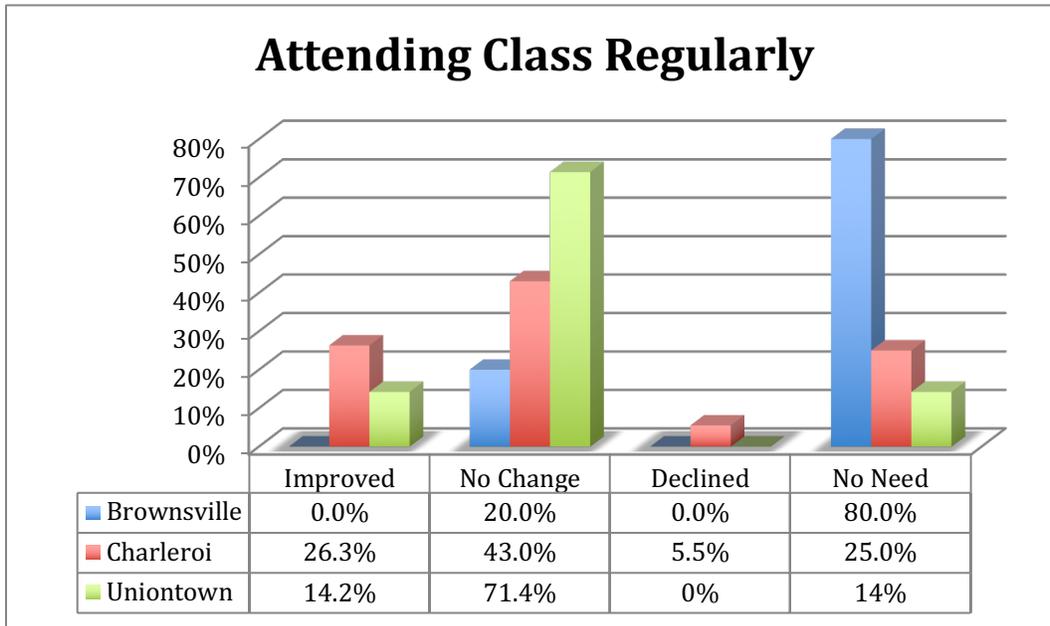
The average daily attendance percentages of the nation and the state of Pennsylvania represent 14 and 9 days of school missed respectively.



**Figure 17: Average Daily Attendance in Participating Schools**

The average daily attendance of the participating students at their three school districts represent 13 missed days of school for the Brownsville students and 11 missed days of school for both the Charleroi and the Uniontown students. When comparing the attendance of the participating students with the National average, these students have surpassed the Nation’s students by 1-3 days. When comparing the attendance of the participating students with the state of Pennsylvania average, these student fall short by 2 – 5 missed days of school. Clearly, attendance is more of an issue with the Brownsville students than the other schools, although all of the participating schools’ attendance was above the national mean. This is an area that continues to need attention and support.

**\*It should be noted that the extremes at each school (representing approximately 2 -3 students) negatively affected the whole. Perhaps the after-school teachers can work cooperatively with the sending school to provide extra support in the area of attendance for those specific students.**

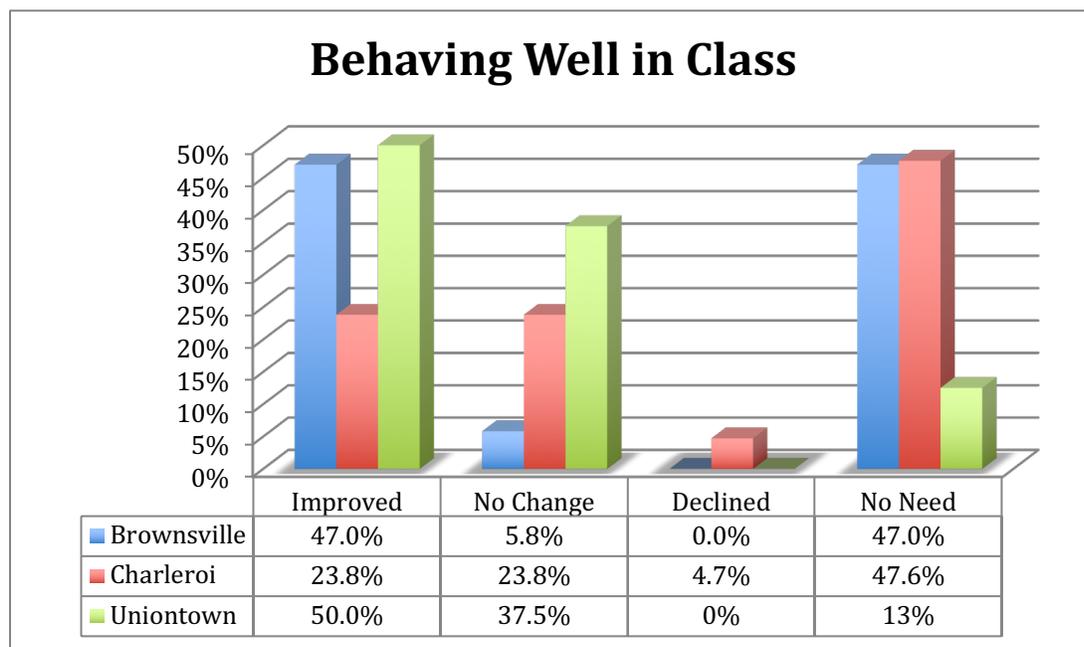


**Figure 18: Teachers’ rating of the percentage of their students demonstrating changed behavior when it comes to regular attendance in class.**

As reflected by the classroom teachers, attendance continues to be an issue that requires more attention. When it comes to attending class regularly, Charleroi showed the greatest increase (26%) with approximately the same percentage of participating students having no need to improve. Five percent of Charleroi students did show a decline and 43% showed no change in this important area. Uniontown students revealed only a 14% increase with the largest percentage of over 70% experiencing no change. Fourteen percent of the participating students at Uniontown indicated no need for change. Brownsville revealed no improvement in this area, but the teachers reveal 80% of the participating students not in need of improvement with 20% indicating no change.

## BEHAVIOR AND SOCIAL INDICATORS

Evaluators also collected data for students related to the frequency in which they had a disciplinary referral or a school suspension. The concept of behavior will again be examined from the two perspectives of classroom teacher observation and data collected on specific students from their respective school sites.



**Figure 19: Changes in Behavior in the regular classroom as reported by the classroom teachers for school year 2016 - 2017.**

When considering the data revealed in Figure 19, all three centers have shown significant improvement in the area of classroom behavior. Both Uniontown and Brownsville teachers indicate that half the population of participating students have improved in the area of behaving well in class. Approximately 24% of participating students at Charleroi have shown improvement in their classroom behavior.

The discipline data received from the individual schools participating in the 21<sup>st</sup> Century Program were reported in various formats, therefore the data between and among the three schools are not able to be compared. The following tables report the discipline referrals and/or suspensions of participating students at each school site:

**Behavior Data School Reports**

**Table 5: Ben Franklin Elementary and Middle School: Uniontown School District**

<b>Grade Level</b>	<b>Discipline Referrals</b>
Grade 2	7
Grade 3	48
Grade 4	0
Grade 5	71
Grade 6	27
Grade 7	2
Grade 8	2

**Table 6: Lafayette Elementary School: Uniontown School District**

<b>Grade Level</b>	<b>Discipline Referrals</b>
Grade 3	26
Grade 4	21
Grade 5	30

**Table 7: Charleroi Elementary School: Charleroi School District**

<b>Violation</b>	<b>Discipline Referrals</b>
Insubordinate to a teacher	2
Hitting	12
Out-of-school suspension	22
Inappropriate behavior	35
Bus conduct report	20
Stealing	1
Detention	9
Cell phone violation	1

**Table 8: Brownsville Elementary and Middle School: Brownsville School District**

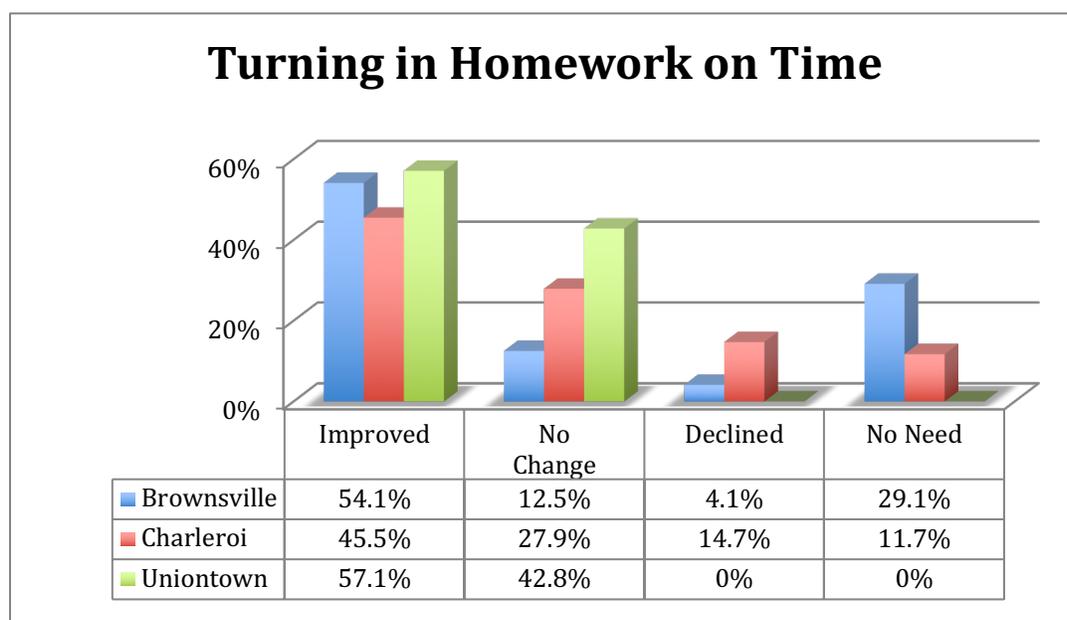
<b>Violation</b>	<b>Discipline Referrals</b>
<b>Suspension</b>	<b>0</b>

Brownsville School reported no suspensions for the 2016-2017 school year.

## SURVEY DATA

### Teacher Survey Data

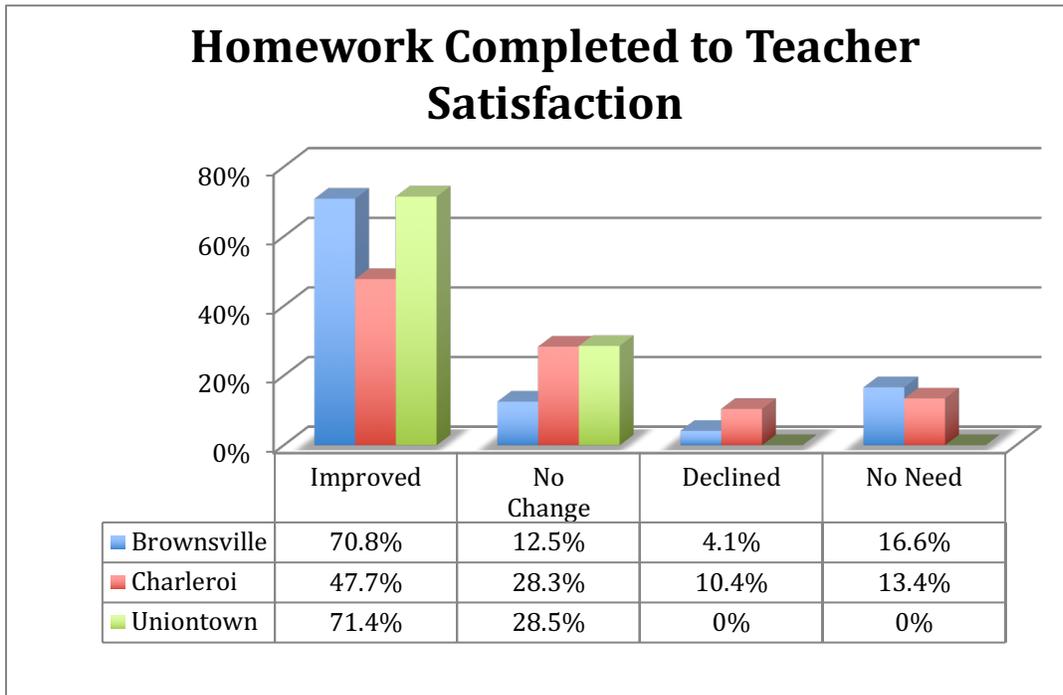
The following data was retrieved from each of the students' regular classroom teachers in each of the 21<sup>st</sup> Century Learning Centers. Teachers involved in the after-school programs exert a great amount of effort to see improvement in their participating students in all areas, but the real satisfaction occurs when the application of the knowledge and skills being supported in the after-school program are transferred to the regular classroom setting.



**Figure 20: Teachers' rating of the percentage of their students demonstrating changed behavior when it comes to turning in homework on time.**

In regard to turning in homework on time, there has been significant improvement at all three school districts. Approximately one half of all participating students showed improvement in this area. Twelve percent of the students from Brownsville showed no change, with 4% declining, and about 30% indicating no need for change. Approximately 28% of the Charleroi students revealed no change in this area, with 14.7% indicating a decline. Eleven percent of the participating students from Charleroi demonstrated no need for improvement. In the Uniontown schools, about 43% of the participating students showed no change, with no students being reported to have declined.

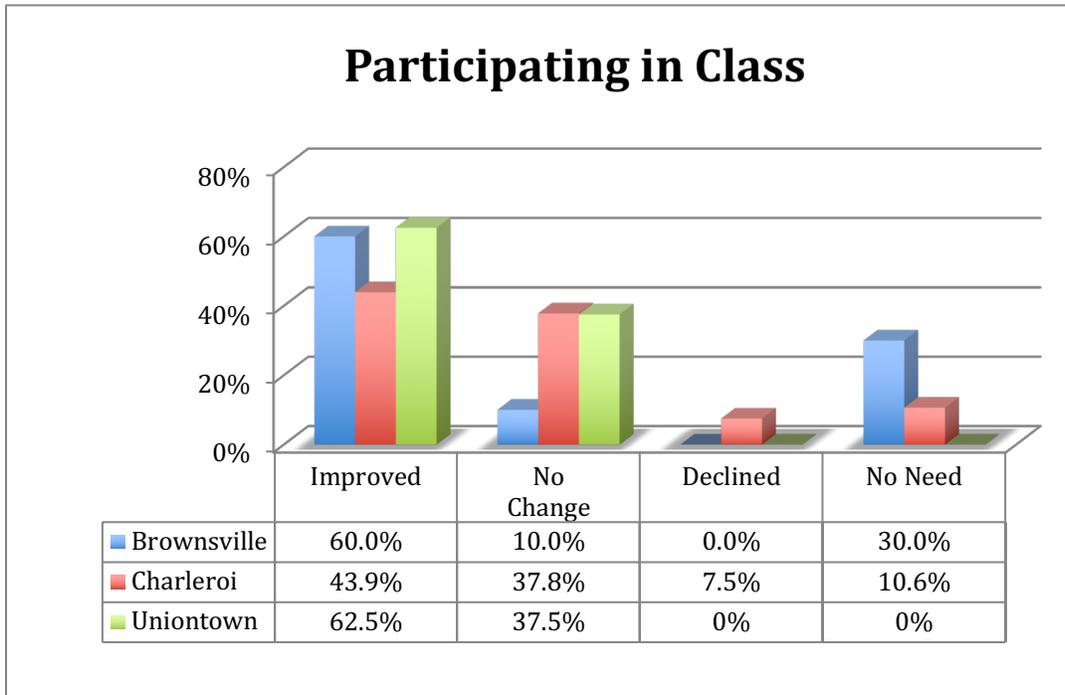
**Overall, when considering teacher input at all three sites, 52.2% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Turning in Homework on Time.**



**Figure 21: Teachers’ rating of the percentage of their students demonstrating changed behavior when it comes to completing homework to teacher satisfaction.**

Although teachers have indicated significant improvement in participating students turning in homework on time (Figure 20 ), Figure 21 is designed to determine if that homework is indeed completed to the satisfaction of the teacher. Again we find overwhelmingly positive results in this area with over 70% of the participating students at both Brownsville and Uniontown, and approximately one half of the students at Charleroi demonstrating improvement. About 30% of the students had no change in this area at both Charleroi and Uniontown, with 12.5% of the Brownsville students showing no change.

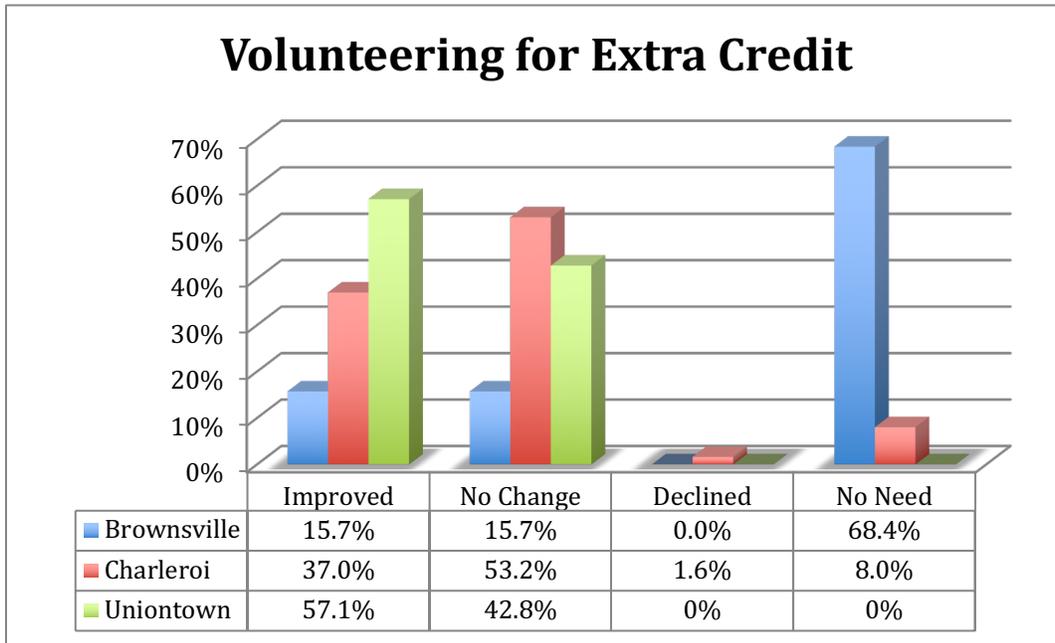
**Overall, when considering teacher input at all three sites, 63.3% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Homework Completed to Teacher Satisfaction.**



**Figure 22: Teachers’ rating of the percentage of their students demonstrating changed behavior when it comes to class participation.**

In regards to class participation, Figure 22 indicates significant improvement at all three learning center sites with Uniontown and Brownsville teachers reporting the greatest percentage of improvement. Uniontown classroom teachers have indicated that 63% of participating students have improved, with 37.5% showing no change. Brownsville teachers have indicated a 60% improvement in this area, with 10% of the students showing no change, and 30% of the students already participating to a satisfactory degree. Charleroi teachers indicate approximately 40% improvement rate and the same rate of no change. Seven percent of the participating students declined with 10.6% indicating no need.

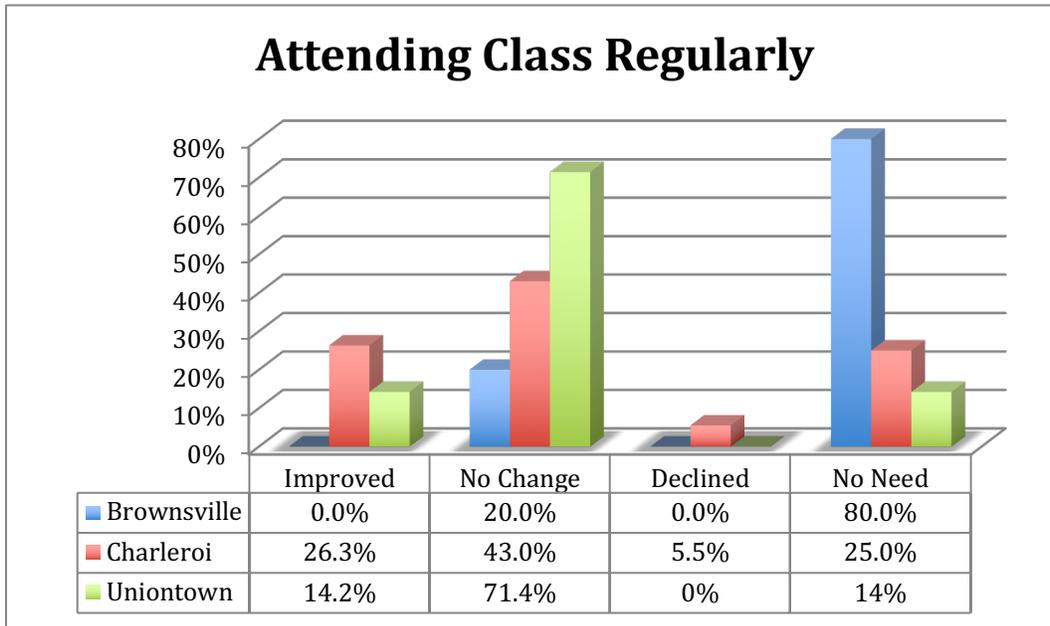
**Overall, when considering teacher input at all three sites, 55.5% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Participating in Class.**



**Figure23: Teachers’ rating of the percentage of their students demonstrating changed behavior when it comes to volunteering for extra credit.**

Volunteering for extra credit shows a desire on the part of the student to improve learning or to further investigate areas of interest. In terms of changed behavior when it comes to students volunteering for extra credit, results varied from district to district. Uniontown recorded the highest increase with a 57% growth, 43% of the participating students demonstrated no change. Charleroi recorded a 37% increase in this area, with 53% no change, about 2% decline and 8% no need to change. Brownsville had the least improved with 16% increase, however almost 70% of participating students demonstrated no need to change.

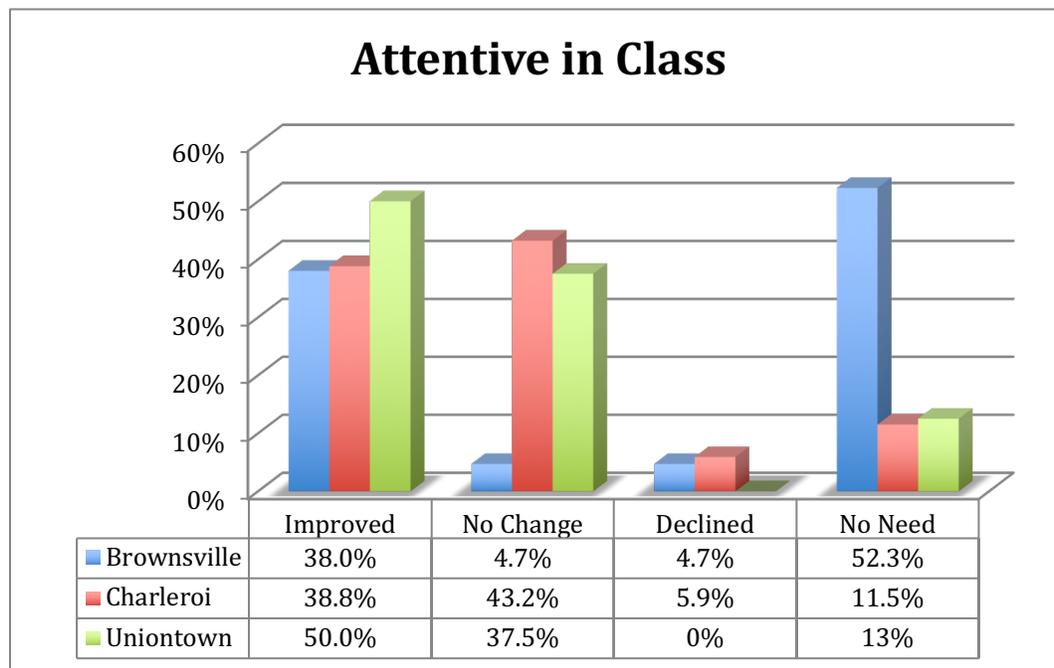
**Overall, when considering teacher input at all three sites, 36.6% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Volunteering for Extra Credit.**



**Figure 24: Teachers’ rating of the percentage of their students demonstrating changed behavior when it comes to regular attendance in class.**

Regular classroom attendance is paramount to student success. When regarding this important concept, Charleroi students demonstrated the greatest improvement with a 26% increase. Forty-three percent showed no change, 5.5% declined and one fourth of the participating students had no need to demonstrate change in this area. Uniontown had a 14% increase, with 71% showing no change and 14% having no need to change. Brownsville indicated no improvement and no decline, with 20% no change and a large population of 80% indicating no need to change. Clearly, attendance continues to be an area of concern at both Charleroi and Uniontown.

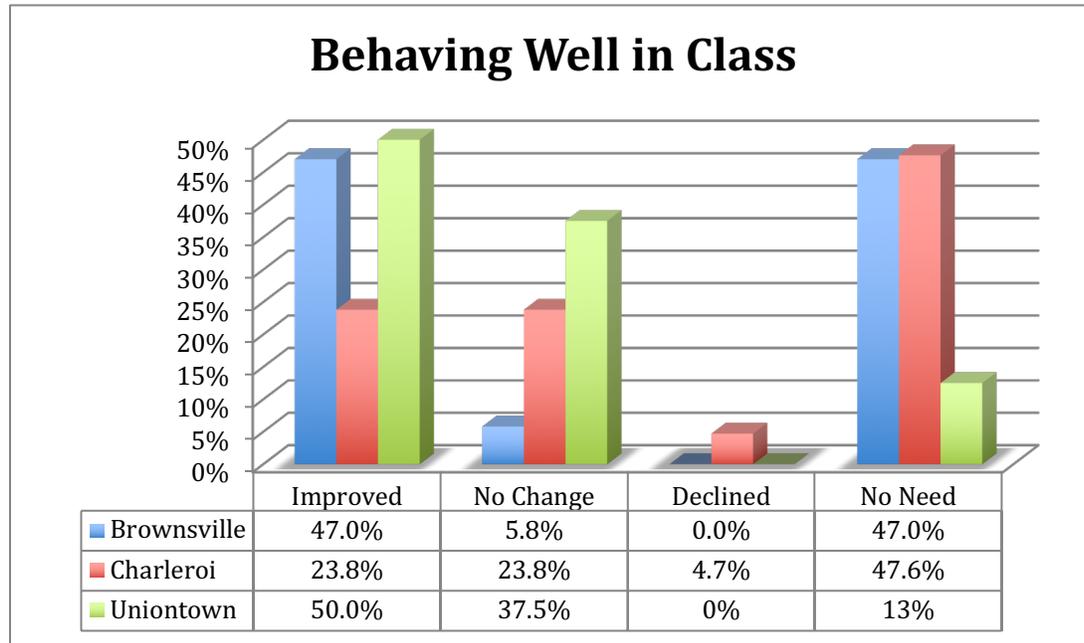
**Overall, when considering teacher input at all three sites, 13.5% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Attending Class Regularly.**



**Figure 25: Teachers’ rating of the percentage of their students demonstrating changed behavior when it comes to regular attendance 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, taking ownership for their learning. Figure 25 indicates a high level of improvement at all learning sites: 50% improvement at Uniontown, 38% at Brownsville, and 38.8% at Charleroi. Approximately 40% of participating students at both Charleroi and Uniontown showed no change in attentiveness, with about 5% at Brownsville. About 5% of participating students declined at Brownsville with 52% indicating no need for improvement. At Charleroi, about 6% declined in attentiveness with 11.5% indicating no need for improvement.

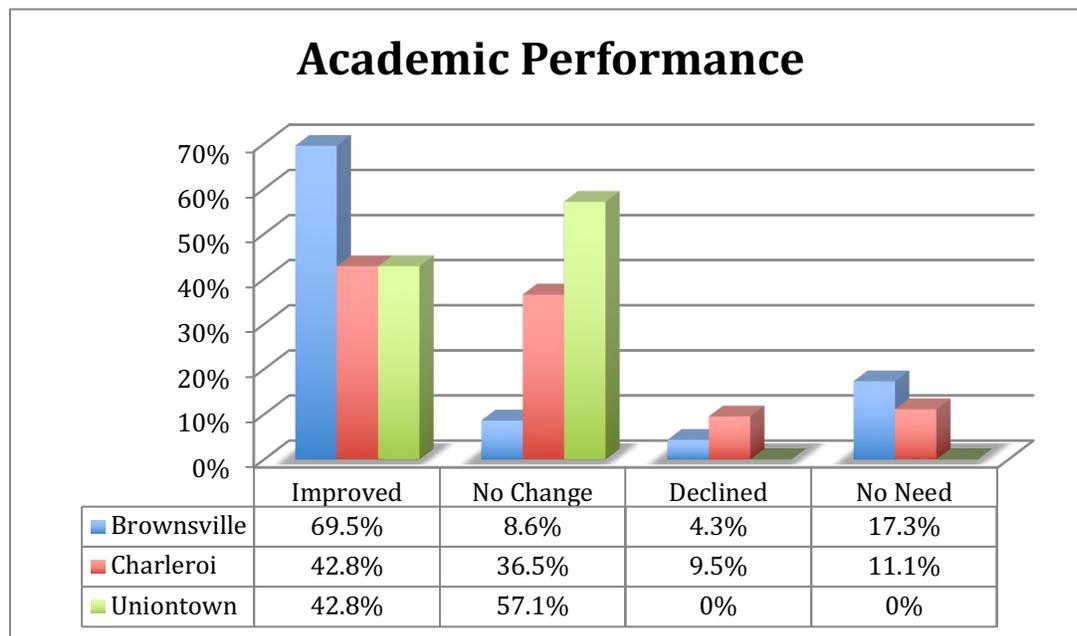
**Overall, when considering teacher input at all three sites, 42.3% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of being Attentive in Class.**



**Figure 26: Changes in Behavior in the regular classroom as reported by the classroom teachers for school year 2016 - 2017.**

With the onset of the Olweus Bullying Program being instituted in the after-school programs, there was an anticipation of positive results in the area of classroom behavior. Although there was significant improvement reported at all sites, Uniontown touts the greatest improvement with an increase in 50% of the participating students, however Uniontown also claims the greatest percentage of students experiencing no change (37.5%), with 13% showing no need to improve their behavior. Brownsville also indicated significant improvement in behavior with a 47% increase and only 5.8% of the participating students showed no change and 47% indicating no need to improve. Although Charleroi also indicates almost one half the population of participating students (47.6%) as in no need of improvement, both the improvement percentage and the no change percentage are 23.8% with 4.7% of the participating students declining in this area. Positive behavior continues to be an area of concern.

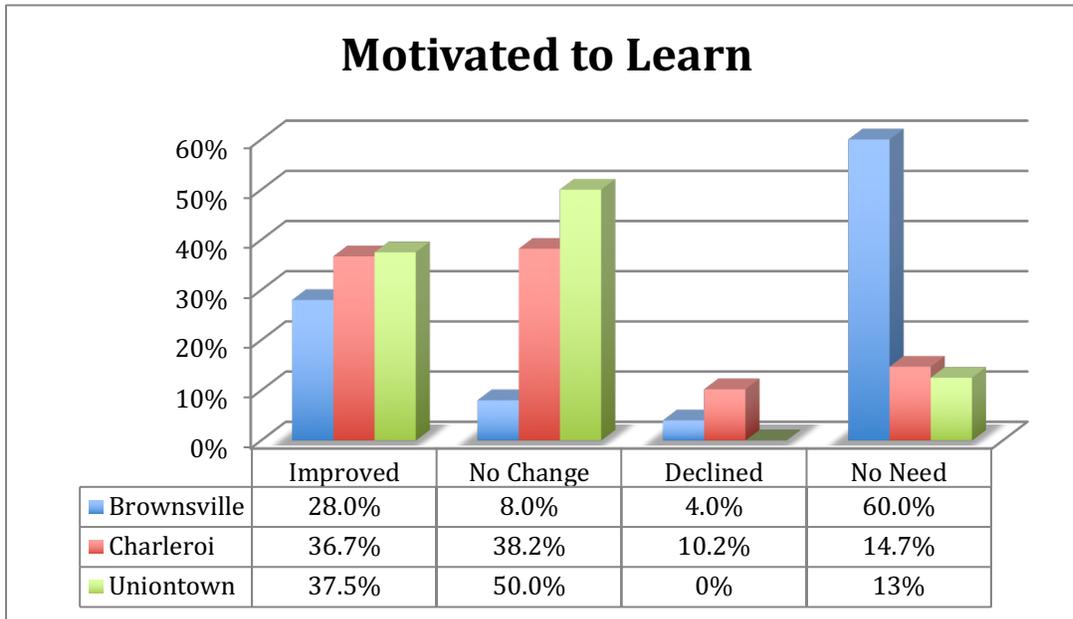
**Overall, when considering teacher input at all three sites, 40.3% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Behaving Well in Class.**



**Figure 27: Teachers’ rating of the percentage of their students demonstrating changed behavior when it comes to academic performance.**

When examining Figure 27, each school’s teachers reported significant improvement in the area of student academic performance. Brownsville reported the greatest improvement rate with almost 70% of the participating students experiencing success. About 9% of the students experienced no change, with 4% declining and 17% not in need of improvement. Both Charleroi and Uniontown report a 42.8% improvement in academic performance. Charleroi reports 36.5% no change in performance, with about a 10% decline, and 11% not in need of improvement. Uniontown reports 60% of the participating students experiencing no change in performance.

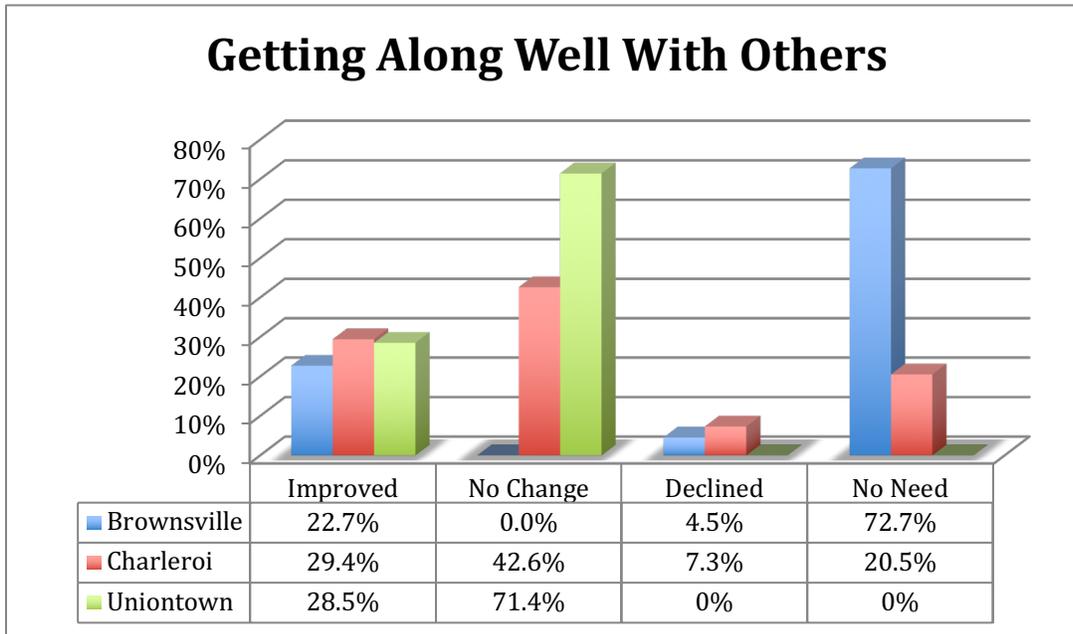
**Overall, when considering teacher input at all three sites, 51.7% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Academic Performance.**



**Figure 28: Teachers’ ratings of the percentage of their students demonstrating changed behavior when it comes to reporting to school motivated to learn.**

In terms of changed behavior when it comes to being motivated to learn, results were somewhat consistent from district to district with Charleroi and Uniontown reporting improvement at approximately 40%, and Brownsville reporting approximately one third of the students experiencing improvement. Uniontown reports 50% of participating students continuing to need support in this area with 13% experiencing motivation prior to the program. Charleroi reports almost 40% of students continuing to need support in this area with 10% declining and 15% having no need. Brownsville reports the largest percentage of students already motivated to learn (60%), with only 4% declining.

**Overall, when considering teacher input at all three sites, 34% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Motivated to Learn.**



**Figure 29: Teachers’ ratings of the percentage of their students demonstrating changed behavior when it comes to getting along with other students.**

In terms of changed behavior when it comes to getting along with others, results indicate an approximate 30% increase at Charleroi and Uniontown, with 22% increase at Brownsville. Brownsville indicated over 70% of the participating students indicating no need to improve and a slight 5% decline. Uniontown reported over 70% of the participating students showed no change in this area, while Charleroi reported 43% no change, 21% no need to change, and 7% declining in this area. Getting along with others continues to be an area in need of improvement.

**Overall, when considering teacher input at all three sites, 26.8% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Getting Along Well With Others.**

## Student Survey Data

**Table 9: Brownsville student survey data**

<b>Brownsville</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Don't Know</b>
<b>1. I have improved in reading.</b>	<b>36.8%</b>	<b>63.1%</b>	<b>0%</b>	<b>.1%</b>	<b>0%</b>
<b>2. I have improved in math.</b>	<b>33.3%</b>	<b>47.6%</b>	<b>0%</b>	<b>19%</b>	<b>0%</b>
<b>3. I have improved in science.</b>	<b>38.0%</b>	<b>52.3%</b>	<b>0%</b>	<b>9.5%</b>	<b>0%</b>
<b>4. I like coming to school.</b>	<b>35.0%</b>	<b>45.0%</b>	<b>5.0%</b>	<b>15.0%</b>	<b>0%</b>
<b>5. My behavior has improved.</b>	<b>52.3%</b>	<b>47.6%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>6. I am getting better at working with others.</b>	<b>42.8%</b>	<b>57.2%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
<b>7. I am getting better at sharing my ideas.</b>	<b>38.0%</b>	<b>42.8%</b>	<b>0%</b>	<b>19.0%</b>	<b>0%</b>
<b>8. I am getting better at listening to others.</b>	<b>47.6%</b>	<b>42.8%</b>	<b>0%</b>	<b>9.6%</b>	<b>0%</b>
<b>9. I am getting better at solving problems.</b>	<b>50.0%</b>	<b>50.0%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>

Overall, the Brownsville students share a very positive perspective on the 21<sup>st</sup> Century Community Learning Program experience. When reflecting on their abilities to work with others and solve problems, 100% of the students agree that they have improved. This is a wonderful verdict on the Challenger Curriculum. When it comes to enjoying school and sharing ideas, 15% and 19% respectively disagree with those concepts.

**Table 10: Charleroi student survey data**

<b>Charleroi</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Don't Know</b>
<b>1. I have improved in reading.</b>	<b>82%</b>	<b>12.8%</b>	<b>5%</b>	<b>0%</b>	<b>0%</b>
<b>2. I have improved in math.</b>	<b>70%</b>	<b>10%</b>	<b>12.5%</b>	<b>7.5%</b>	<b>0%</b>
<b>3. I have improved in science.</b>	<b>75%</b>	<b>15%</b>	<b>10%</b>	<b>0%</b>	<b>0%</b>
<b>4. I like coming to school.</b>	<b>48.7%</b>	<b>5.1%</b>	<b>41.0%</b>	<b>5.1%</b>	<b>0%</b>
<b>5. My behavior has improved.</b>	<b>62.5%</b>	<b>17.5%</b>	<b>17.5%</b>	<b>5.0%</b>	<b>0%</b>
<b>6. I am getting better at working with others.</b>	<b>64.1%</b>	<b>10.2%</b>	<b>23.0%</b>	<b>2.5%</b>	<b>0%</b>
<b>7. I am getting better at sharing my ideas.</b>	<b>58.5%</b>	<b>1.4%</b>	<b>39.0%</b>	<b>1.4%</b>	<b>0%</b>
<b>8. I am getting better at listening to others.</b>	<b>53.8%</b>	<b>7.6%</b>	<b>30.7%</b>	<b>7.6%</b>	<b>0%</b>
<b>9. I am getting better at solving problems.</b>	<b>70.0%</b>	<b>12.5%</b>	<b>15.0%</b>	<b>2.5%</b>	<b>0%</b>

Approximately 90-95% of the students in the Charleroi school district agree that they have improved in reading and science. Unfortunately about 50% of the students agree that they do not like coming to school. Although the majority of students responded positively to all the other survey questions, about 40% of the students continue to feel that they are not able to share their ideas and they have a problem listening to others.

**Table 11: Uniontown student survey data**

<b>Uniontown</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
1. I have improved in reading.	<b>29.7%</b>	<b>57.4%</b>	<b>2.1%</b>	<b>10.6%</b>
2. I have improved in math.	<b>34.7%</b>	<b>54.3%</b>	<b>4.3%</b>	<b>8.6%</b>
3. I have improved in science.	<b>40.4%</b>	<b>48.9%</b>	<b>4.2%</b>	<b>6.3%</b>
4. I like coming to school.	<b>36.1%</b>	<b>42.5%</b>	<b>6.3%</b>	<b>14.8%</b>
5. My behavior has improved.	<b>28.2%</b>	<b>60.8%</b>	<b>6.5%</b>	<b>4.3%</b>
6. I am getting better at working with others.	<b>36.9%</b>	<b>54.3%</b>	<b>4.3%</b>	<b>4.3%</b>
7. I am getting better at sharing my ideas.	<b>38.0%</b>	<b>52.3%</b>	<b>8.1%</b>	<b>0%</b>
8. I am getting better at listening to others.	<b>20.0%</b>	<b>80.0%</b>	<b>0%</b>	<b>0%</b>
9. I am getting better at solving problems.	<b>31.3%</b>	<b>68.7%</b>	<b>0%</b>	<b>0%</b>

The students in the Uniontown School District responded very positively to all the survey questions. One hundred per cent of the students agree that they have improved both their listening skills and their problem solving skills. The Challenger Curriculum stresses the importance of both of these skills in its e-missions. Academically, 90% of the students believe that they have improved in both reading and math, while 90% of the students also believe that they have improved their behavior and getting better at working with others.

**PARENT SURVEY DATA**

**Table 12: Brownsville parent survey data**

<b>Brownsville</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
<b>My child has made progress in reading.</b>	<b>35.8%</b>	<b>58.9%</b>	<b>0%</b>	<b>5.1%</b>
<b>My child has made progress in math.</b>	<b>34.2%</b>	<b>60.5%</b>	<b>0%</b>	<b>5.2%</b>
<b>My child has made progress in science.</b>	<b>30.7%</b>	<b>58.9%</b>	<b>0%</b>	<b>10.2%</b>
<b>My child has improved in working together with others.</b>	<b>38.5%</b>	<b>61.5%</b>	<b>0%</b>	<b>0%</b>
<b>My child's attitude toward school/learning improved.</b>	<b>33.3%</b>	<b>64.1%</b>	<b>0%</b>	<b>2.5%</b>
<b>My child's behavior has improved.</b>	<b>28.9%</b>	<b>65.7%</b>	<b>0%</b>	<b>5.2%</b>

I was invited to visit the program. Yes **92.1%** No **7.8%**

Based on this short survey, it is evident that the parents of the students in the Brownsville After School Program were very pleased with the outcomes. Approximately 90% - 97% of the parents responded positively to all the survey questions, with 100% of the parents sharing that their child's attitude toward school and learning has improved. It is to be commended that 92% of the parents were personally invited to visit their children while in the program.

**Table 13: Charleroi parent survey data**

<b>Charleroi</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Strongly Disagree</b>	<b>Disagree</b>
<b>My child has made progress in reading.</b>	<b>25.0%</b>	<b>75.0%</b>	<b>0%</b>	<b>0%</b>
<b>My child has made progress in math.</b>	<b>55.5%</b>	<b>44.4%</b>	<b>0%</b>	<b>0%</b>
<b>My child has made progress in science.</b>	<b>55.5%</b>	<b>44.4%</b>	<b>0%</b>	<b>0%</b>
<b>My child has improved in working together with others.</b>	<b>66.6%</b>	<b>33.3%</b>	<b>0%</b>	<b>0%</b>
<b>My child's attitude toward school/learning improved.</b>	<b>55.5%</b>	<b>44.4%</b>	<b>0%</b>	<b>0%</b>
<b>My child's behavior has improved.</b>	<b>66.6%</b>	<b>33.3%</b>	<b>0%</b>	<b>0%</b>

I was invited to visit the program. Yes 100% No 0%

The parents of the students in the Charleroi After-School Program overwhelmingly responded in a positive manner with 100% of the parents agreeing or strongly agreeing with all the survey questions. Two thirds of the parents shared a very positive belief that their child was better able to work with other children as a result of the program and also that the parent had seen an improvement in their child's behavior. Also 100% of the parents acknowledged that they had been invited to observe their children while working in the program.

\*This evaluator was unable to acquire survey information from the parents in the Uniontown School District.

## LOCAL EVALUATOR SITE VISITS

**Table 14: Observation Data**

Target Outcomes	Implementation Evidence	Observed (Site Visits)
<ul style="list-style-type: none"> <li>Engage students in learning through innovative projects</li> <li>Improve 21<sup>st</sup> Century skill: Critical Thinking</li> </ul>	<p>While face-timing with Mission Control on the subject of zero gravity, and witnessing the astronauts as they exercised in space, the students were given a task. Students were assigned roles: Mission specialist, Fitness coaches and Communications Director.</p> <p>Given a graphic organizer, the students were given the task to decide what characteristics were the same and what were different about exercising on Earth and in space. The fitness coach worked with the students as they exercised in the classroom and the mission specialist completed the organizer, while the communications director shared the information with Mission Control via the technology. The students were energized throughout the activity and the following discussion.</p>	<p>✓</p> <p>✓</p>
<ul style="list-style-type: none"> <li>Improve 21<sup>st</sup> Century skill: Critical Thinking</li> </ul>	<p>As a part of the zero gravity mission, eating in outer space was discussed. At the Uniontown Center, they took this topic a step further and had an individual from the Community Action Group present a cooking demonstration for the students. At a later date, the YMCA was scheduled to present a Unit on Nutrition to the fifth grade participants. This was an excellent example of further enriching the Challenger Curriculum with relevant and appropriate extension activities.</p>	<p>✓</p>
<ul style="list-style-type: none"> <li>Improve 21<sup>st</sup> Century skill: Creative thinking</li> </ul>	<p>During a mission focusing on the landing on the moon, the students created the moon with the appropriate craters with what was termed as “moon clay”. Following this activity, the children were involved in the creation of “moon cookies”, which the final reward was sharing their accomplishments with milk—hence milk and moon cookies was the culminating activity.</p>	<p>✓</p>
<ul style="list-style-type: none"> <li>Improve 21<sup>st</sup> Century skill: Creative Thinking</li> </ul>	<p>Teachers created a non-threatening, compassionate environment in which the students felt comfortable to engage in relevant conversation. During a site visit at the East End United Community Center, the teacher allowed the students to reflect on their learning by creating an art project. The students were then asked to share what their project represented and why they chose to depict their learning in</p>	<p>✓</p>

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	that manner. The teacher masterfully reinforced each student, resulting in a sense of accomplishment for the student.	
<ul style="list-style-type: none"> <li>• Improve 21<sup>st</sup> Century skill: Collaborating</li> <li>• Increase college and career readiness</li> </ul>	Although many teachers discussed the need to accommodate the needs of the children by adapting the Challenger Curriculum, the teachers at the Brownsville Center engaged students in extended extension activities through the “Teachers Pay Teachers” website. These teachers collected art, music and physical activities to correlate with the Mission topic being discussed. Middle school students in the program often came to the elementary center to read to the younger children and vice versa. This reciprocal teaching/learning promoted a high degree of confidence. Further, adult volunteers were engaged to talk about their careers and skills needed for them.	✓
<ul style="list-style-type: none"> <li>• Improve 21<sup>st</sup> Century skill: Collaborating</li> </ul>	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 the classroom teacher at the host school, but regardless, given the fact that the majority of the teachers are from the regular education classroom at the host school.	✓

## COMMENDATIONS AND RECOMMENDATIONS

### Commendations

- The IU1 21<sup>st</sup> Century Community Learning Center Program was able to serve over 200 students in this school year.
- Approximately 40% of the participating students realized an increase in their PSSA scores in both reading and math.
- 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 the majority of the participating teachers in the 21<sup>st</sup> 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.
- Teachers in the 21<sup>st</sup> Century Program embraced the concept of expanding the Challenger Enrichment Learning Program curriculum to include the arts.
- 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.
- The Program Director and her staff worked diligently in their efforts to recruit students to participate in the 2016 - 2017 program. Student participation indicated a 60% increase.
- The partnership created between IU1 and the Challenger Learning Center proved to be a highly motivational, 21<sup>st</sup> Century problem solving-based curriculum. Students worked both collaboratively and creatively to solve problems.
- Other partnerships were forged during this program year in support of STEAM goals. The East End United Community Program proved to provide an exemplary after-school program.
- The IU and the Challenger Learning Center worked collaboratively to provide all teachers and staff with excellent professional development opportunities.
- The parent involvement opportunities were many and varied and parent comments were solicited and collected through parent surveys. These events certainly responded to the recommendation in the fall of 2016 and allowed parents to be engaged in their children's education.
- Three high school students need to be commended for giving unselfishly of their time to enhance and support the Charleroi after-school program.

### Recommendations

- Work together with External Evaluators to develop a data collection tool that addresses measurable outcomes for state and federal reporting requirements.
- Schedule a meeting with identified personnel to develop an understanding of the data collection and their role in the process.
- Establish an Advisory Board to collaborate on critical concerns and focus on program strengths for future use.
- Continue to provide a behavior modification program to ensure proper student behavior. Provide professional development opportunities for teachers and staff.

- Begin a conversation with the school districts to cooperatively design a positive approach to school day attendance improvement.
- During observations, external evaluators witnessed many creative and enriching extension lessons. Consider creating professional development opportunities for those teachers in the program to share best practices and establish a 21 Century Teaching Network.