



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

2018 EVALUATION REPORT Cohort 9  
INTERMEDIATE UNIT #1

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November, 2018

**Cohort 9 21<sup>st</sup> Century Community Learning Center  
Intermediate Unit Partners**

**Carmichaels School District**



**Laurel Highlands School District**



**LaFayette Middle School**



**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).

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## **Executive Summary**

To: Jo Beth McKee and Rob Baier  
From: Furman Educational Resources  
Date: October, 2018  
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 21<sup>st</sup> Century Community Learning Centers 2017-2018 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: Improve literacy and math achievement

Report Card Achievement: Overall, when considering report card evaluations at all centers, 56% of the students indicated an increase in reading and 60% of the participating students showed an increase in math.

PSSA Scores: PSSA results across all sites confirm increases in both reading and mathematics. In reading, 26% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program experienced an increase and 28% of participants experienced mathematics growth.

### Program goal: Improve school day attendance

Overall, when considering school attendance at all centers, approximately 51% of the participating students improved.

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

To the credit of the students at all sites, approximately 90% of the total population has no need to improve behavior based on in-school and out-of-school suspensions... Based on the teacher surveys, 33% of the participating students improved in classroom behavior.

### Program goal: Improve class participation as reported by classroom teacher

Overall, when considering participation in the class, 55% of the participating students improved.

### Program goal: Improve class attentiveness as reported by classroom teacher

Overall, when considering student attentiveness in the classroom, 50% of the students improved.

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

Overall, when considering the students volunteering, 58% 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, 44% of the participating students improved.

## **INTRODUCTIONS**

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 Cohort 9 After School 21<sup>st</sup> Century Community Learning Centers Program in meeting its goals for its 2018 spring 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 and 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 support and other educational services to the families of participating children.

Pennsylvania's primary goal for its 21<sup>st</sup> 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, drug and violence prevention programming, and science, technology, engineering and mathematics (STEM) education.

The Cohort 9 project is in its first year of implementation. The IU Project began implementation in January of 2018. The staff of the Intermediate Unit has taken action to ensure a successful spring semester of the current grant year. The program implementation goals and strategies were developed and implemented as a result of the capable leadership of Jo Beth McKee, Project Manager, Rob Baier, Program Director 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, STEM curriculum developing problem/solution and Project TEAMolgy, a researched based design encouraging positive behavior and collaboration.

Since being engaged as the external evaluator for the 21<sup>st</sup> CCLC Program, several conferences were held prior to program implementation where the directors 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 including critical thinking, problem solving and cooperative learning skills necessary for 21<sup>st</sup> century success. This evaluator 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 program design emphasizes 21<sup>st</sup> 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, homework support and recreational activities will be a part of the program design.

### **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 Assessment:**

1. The percentage of 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC participating students that will improve their reading/language arts proficiency is 45% as reported on the PSSA state assessment.
4. The percentage of 21<sup>st</sup> CCLC participating students that will improve their math proficiency is 25% as reported on the PSSA state assessment.
5. The percentage of 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC participating students with teacher reported improvement in their school behavior will be 75% as reported on the teacher survey.
8. The percentage of 21<sup>st</sup> CCLC participating students with teacher reported improvement in class participation will be 40% as reported on the teacher survey.

9. The percentage of 21<sup>st</sup> CCLC participating students with teacher reported improvement in class attentiveness will be 40% as reported on the teacher survey.
10. The percentage of 21<sup>st</sup> CCLC participating students with teacher reported improvement in volunteering in class will be 50% as reported on the teacher survey.
11. The percentage of 21<sup>st</sup> CCLC participating students with teacher reported improvement in motivation to learn will be 50% as reported on the teacher survey.

## **OPERATIONS**

Intermediate Unit1 operated six centers during the spring term of the 2017-2018 school year as a part of Cohort 9 from January 7 to May23 at the following locations:

- Laurel Highlands School District (Fayette County) includes four sites:
  - 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 LaFayette Middle School with 97% of the students receiving free or reduced lunch. Fayette County holds the distinction of being one of the poorest counties in Pennsylvania. Fifty six percent of the Carmichaels Elementary students in Green County also qualify for free or reduced lunch. 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 three sites operated on the same schedule during the school year: three hours/day, four days/week.

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

- 5 minutes                      Review and daily expectations
- 15 minutes                     Snack
- 20 minutes                     Homework help
- 40 minutes                     STEM: Challenger Learning Center Activity
- 15 minutes                     Physical activity/Health and Wellness education

- 30 minutes                      Literacy Activities
- 20 minutes                     TEAMology
- 30 minutes                     Art/Music/Character Education
- 5 minutes                        Dismissal

Although this schedule is flexible in nature, it does provide a framework for the best use of time. Students were often divided into small groups based on grade levels. Those individuals in charge worked 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.

Over 170 students have been able to take part in the 21<sup>st</sup> Century After School Program only in operation from January to May. This number has exceeded expectations and has resulted in a very successful first term. A summer school program has also been developed for the summer of 2018. The four Laurel Highlands Elementary School students will meet at Marshall Elementary School and Carmichaels students will meet at Carmichaels Elementary School for the summer session.

### **Curriculum and Activities**

All the centers offered 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.

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

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

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

## **Staffing**

All centers are staffed with certified teachers and paraprofessionals.

- Laurel Highland schools are staffed by 8 certified teachers and 1 Yoga instructor.
- Carmichaels Elementary School is staffed by 2 certified teachers and 2 paraprofessionals.
- LaFayette Middle School students housed at the East End Community Center is staffed by 1 additional teacher.

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. 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.

Cohort 9 schools are supervised by Rob Baier and assisted by Jessica Cole. These leaders made themselves available to the 21<sup>st</sup> Century staff 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 seeking assistance and support in this area.

## PARTICIPATION

### Student Attendance

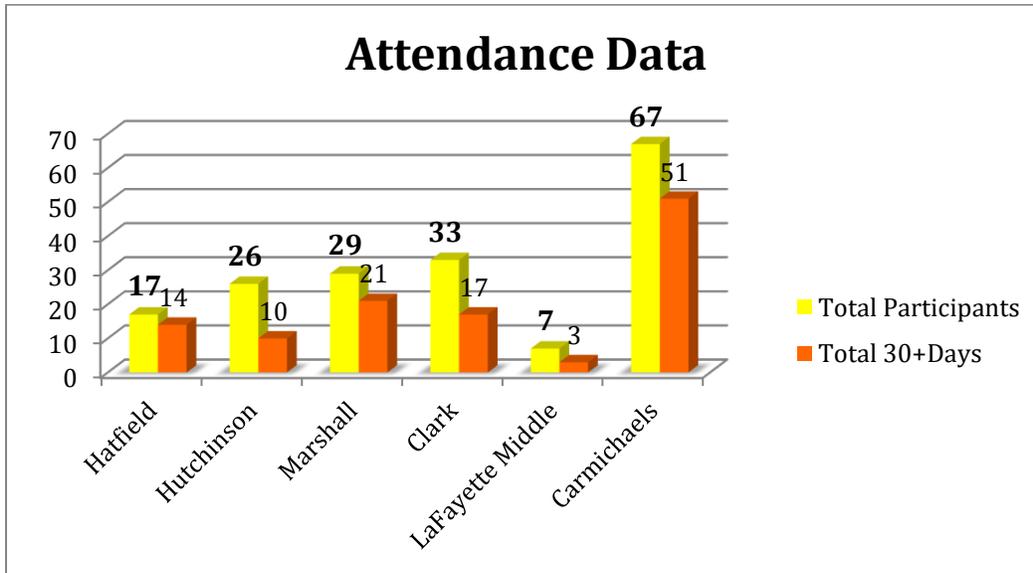


Figure 1: 21<sup>st</sup> Century Community Learning Centers Participation Data

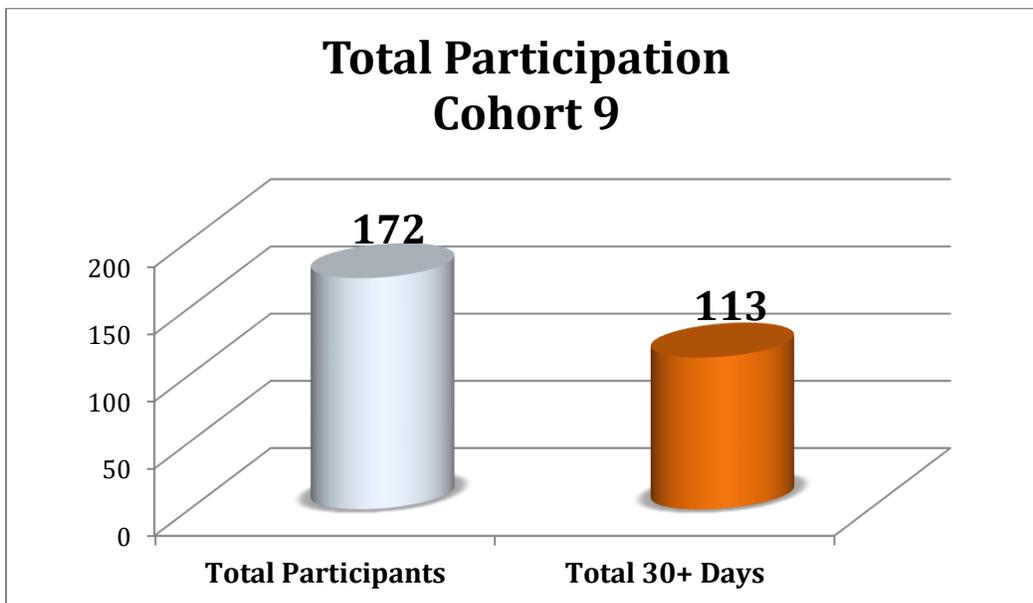


Figure 2: Total Participation Data

Cohort 9 schools served 172 students in the 2018 spring term. It must be noted that this is a remarkable attendance rate for a first year initiative beginning mid- year. The Cohort 9 initiative incorporates three school districts housed at six different sites. Of the 172 participants, 113 of the

students were able to attend for more than 30 days, representing over 80% of the total population.

## **Parental Involvement**

The Intermediate Unit has created an environment of respect and rapport that encourages parent involvement. The 21<sup>st</sup> 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. Approximately 20 to 30 parents were able to take advantage of these many parent involvement activities.

## **Partnerships**



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



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.



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.

## FINDINGS

### Attendance Data

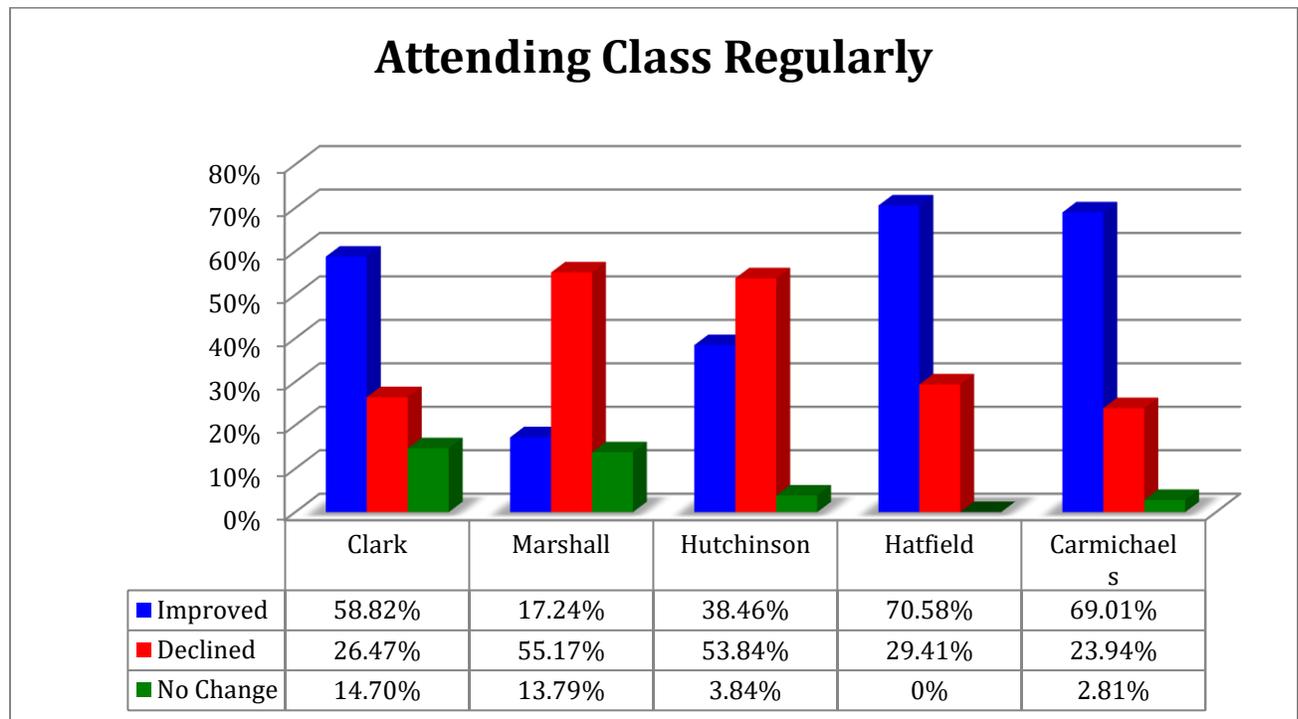


Figure 3: School Attendance Data

An important goal of the 21<sup>st</sup> CCLC is to improve regular school attendance. It is the belief of the Intermediate unit 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. The results of Figure xxx is a testimony to that thinking. Regular school attendance improved in every learning center from approximately 20% increase to 70% increase.

**Overall, approximately 51% 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 11% above performance expectation in the area of regular classroom attendance.**

## **Discipline and Behavior Data**

Discipline Data was collected on the basis of in-school and out-of-school suspensions. Clark Elementary, Marshall Elementary and Hutchison Elementary Schools have reported 0 suspensions for the 2017-2018 school year.

Carmichaels Elementary School reported 2 children receiving suspensions in the first nine week period of school. These data represent 3 days of total suspensions. They have reported 6 children receiving suspensions in the last nine week period representing 7 days of total suspensions. This represents a 3% increase in suspensions.

Hatfield Elementary School reported 1 student suspension in the first nine week period and 0 suspensions in the last nine week period representing a 100% improvement.

All of these school districts should be commended on the high level of positive behavior in their schools.

## Report Card Data

One of the prime goals of the 21<sup>st</sup> 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 2017 compared to spring 2018.

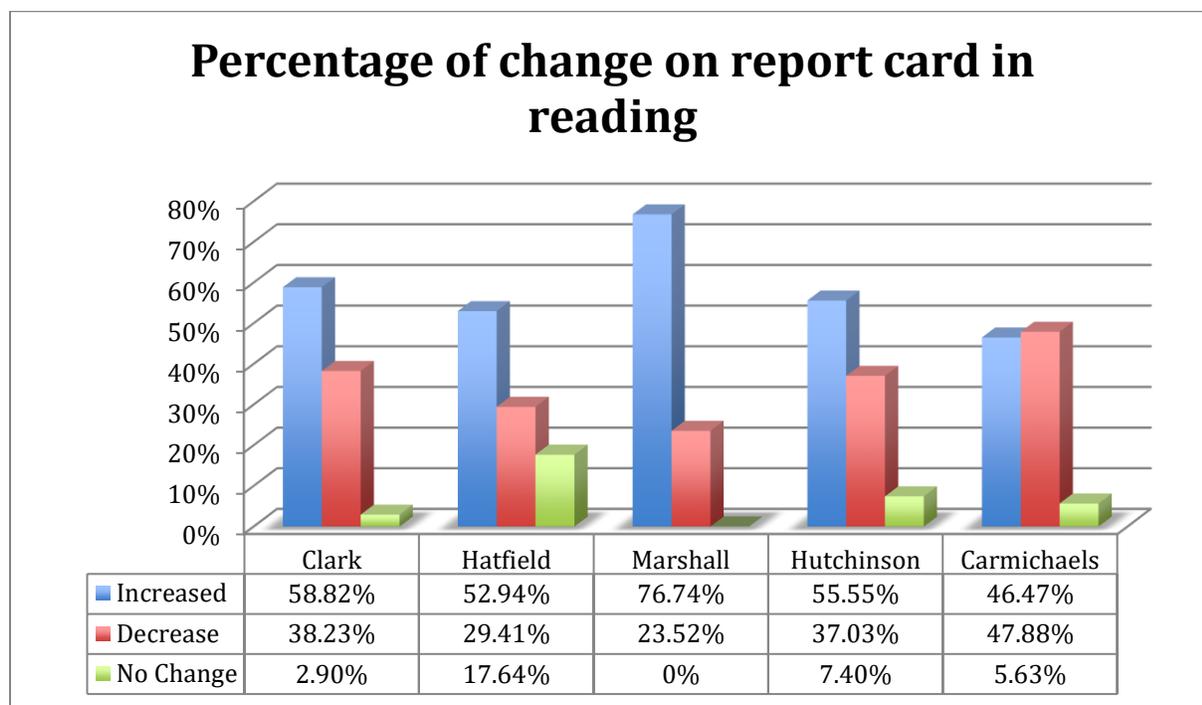


Figure 4: Changes on report card in reading

Looking at the percentage of improvement in the area of reading/language arts, Marshall reports the greatest gains (77%), with Clark reporting almost 60% improvement. Hatfield, Hutchinson and Carmichaels all report an approximate 50% improvement rate. Unfortunately, the data reveal that there were approximately one third 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 56% 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 7.5% above performance expectation in the area of reading/language arts.

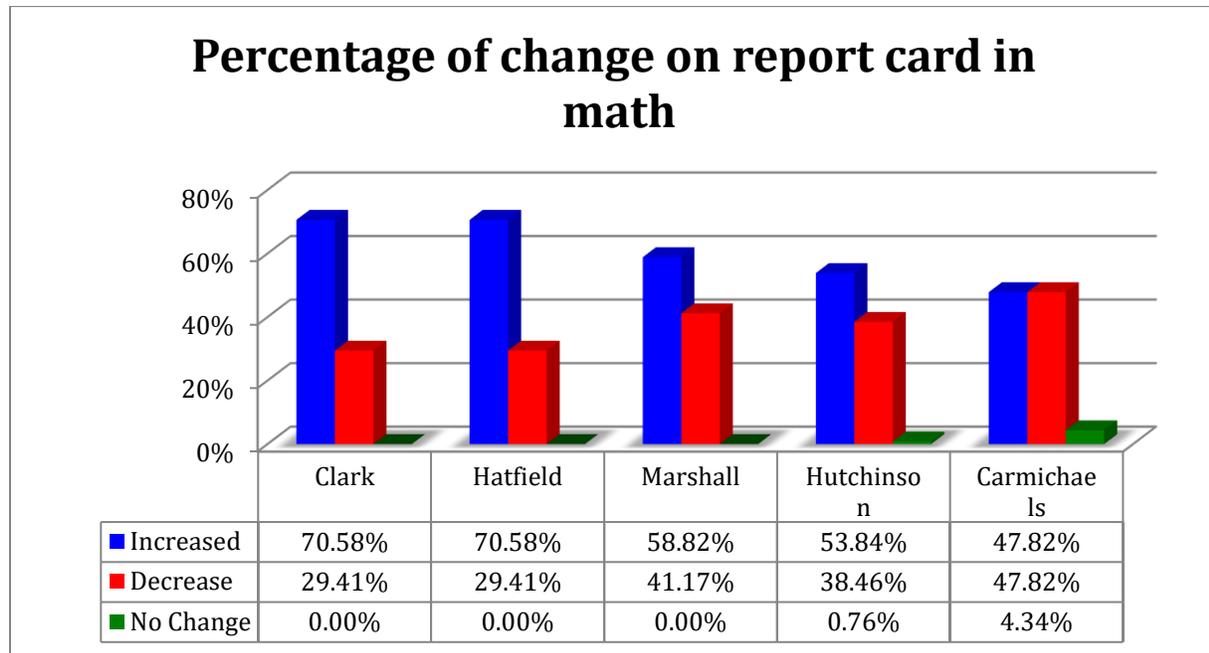


Figure 5: Changes on report card in math

When considering student gains in the area of math as shared on report cards, both Clark Elementary and Hatfield Elementary Schools share a 71% improvement rate. Marshall School indicates an almost 60% improvement and Hutchinson shares a 54% improvement. Carmichaels School has experienced an almost 50% improvement with the same percentage of student decreasing in this area. All of the other centers share a 30-40% decline. Although there continues to be work to do in the area of math, the improvement at all centers is encouraging.

**Overall approximately 60% 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 11.5% above performance expectation in the area of math.**

## 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 2016-2017 to year 2017-2018. Results provided are for all students who had adequate and appropriate data for analysis. Proportions provided are calculated based on the number of students having data and included in analysis and is not indicative of all students.

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

It should be noted that in some cases longitudinal data is not available. For instance if a child were in the third grade during the 2016-2017 school year, there would be no PSSA scores available for his/her second grade year.

### CARMICHAELS ELEMENTARY SCHOOL

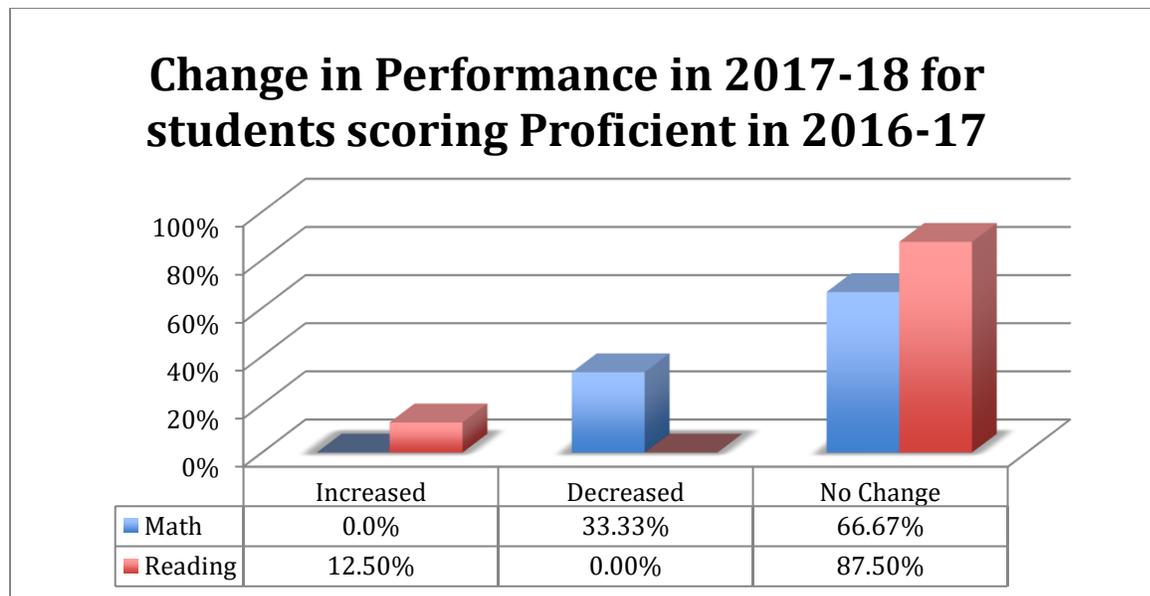


Figure 6: Carmichaels School District PSSA Results (Proficient)

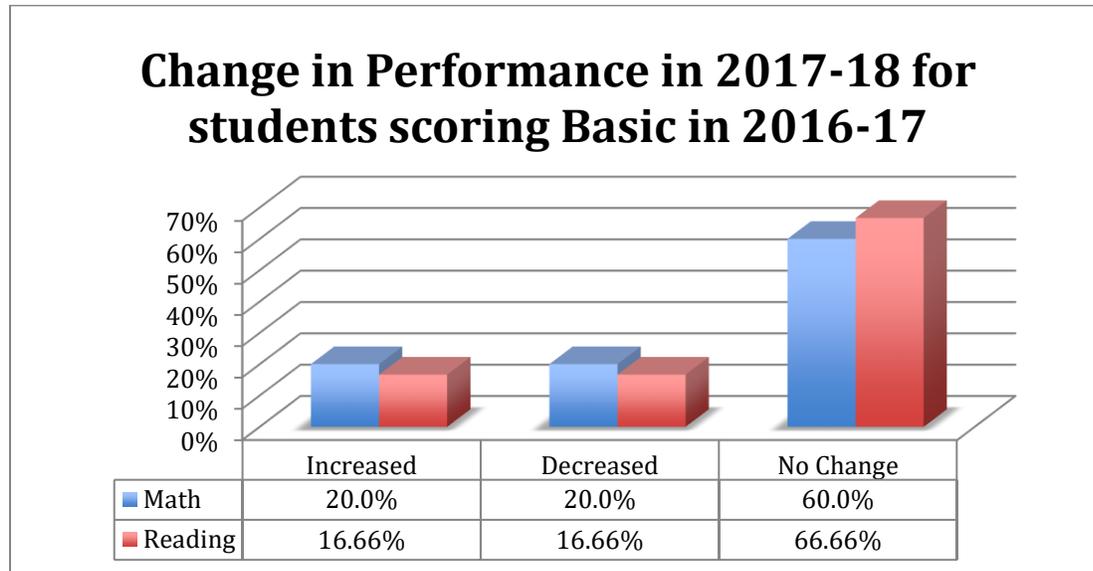


Figure 7: Carmichaels School District PSSA Results (Basic)

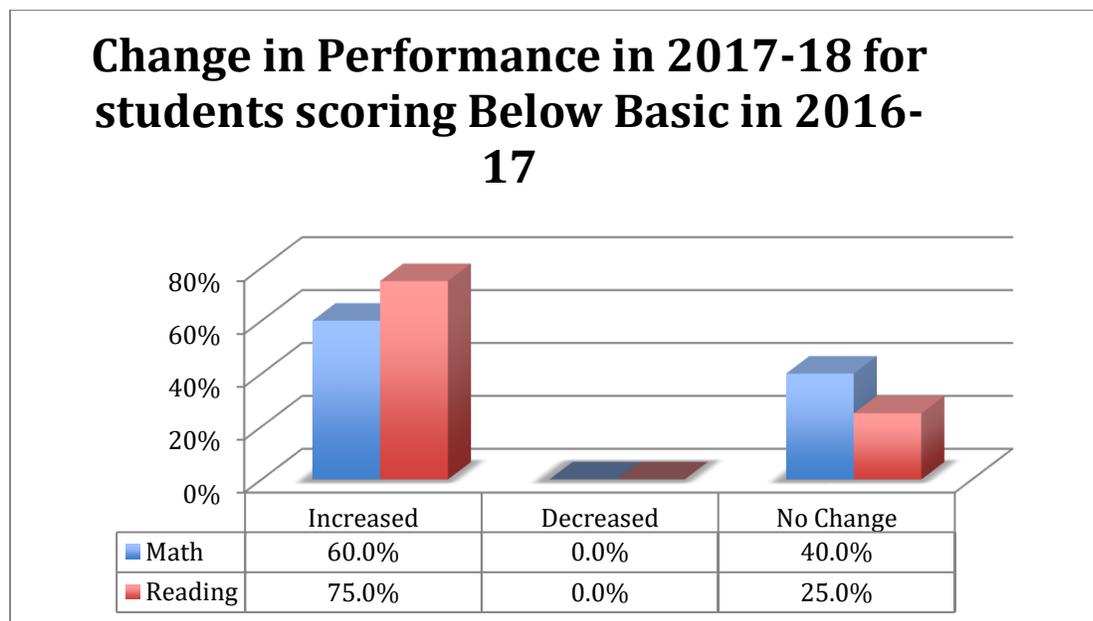


Figure 8: Carmichaels School District PSSA Results (Below Basic)

The PSSA available data for the participating students in the Carmichaels School District indicate tremendous growth in the area of reading. Although there were no students scoring in the advanced range in the past school term, approximately 13% of the participating students in the 2017-2018 term increased from proficient to advanced. Also approximately 17% moved in a positive direction from the basic category (Figure 7), and as revealed in Figure 8, 75% of the participating students moved from below basic to basic. The only decline in the area of reading was a 16.6% decrease from basic to below basic.

In the area of math, again we see tremendous progress as 33.33% of the participating students moved from proficient to advanced, 20% moved from basic to proficient and 60% moved from below basic to basic. Figure 7 indicates the only decline in the area of math from basic to below basic was 20%.

## CLARK ELEMENTARY SCHOOL

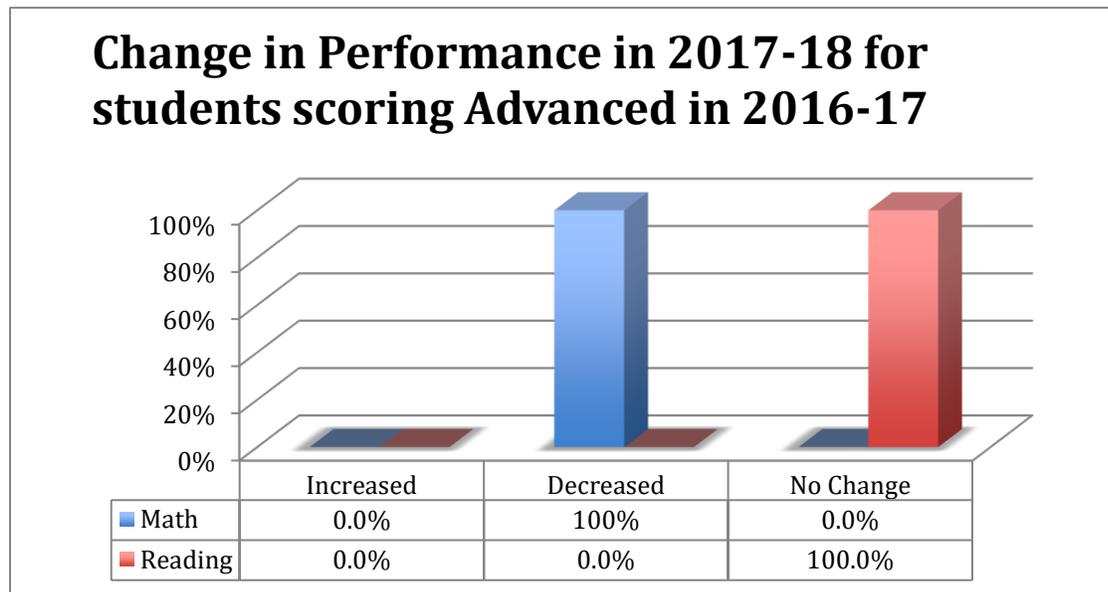


Figure 9: Clark Elementary School PSSA Results (Advanced)

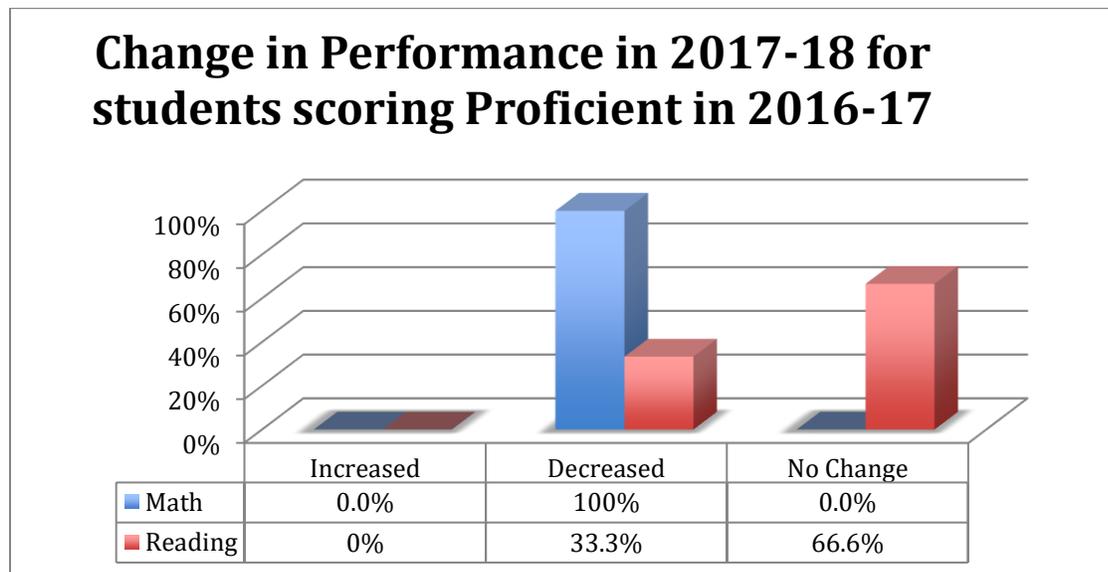


Figure 10: Clark Elementary School PSSA Results (Proficient)

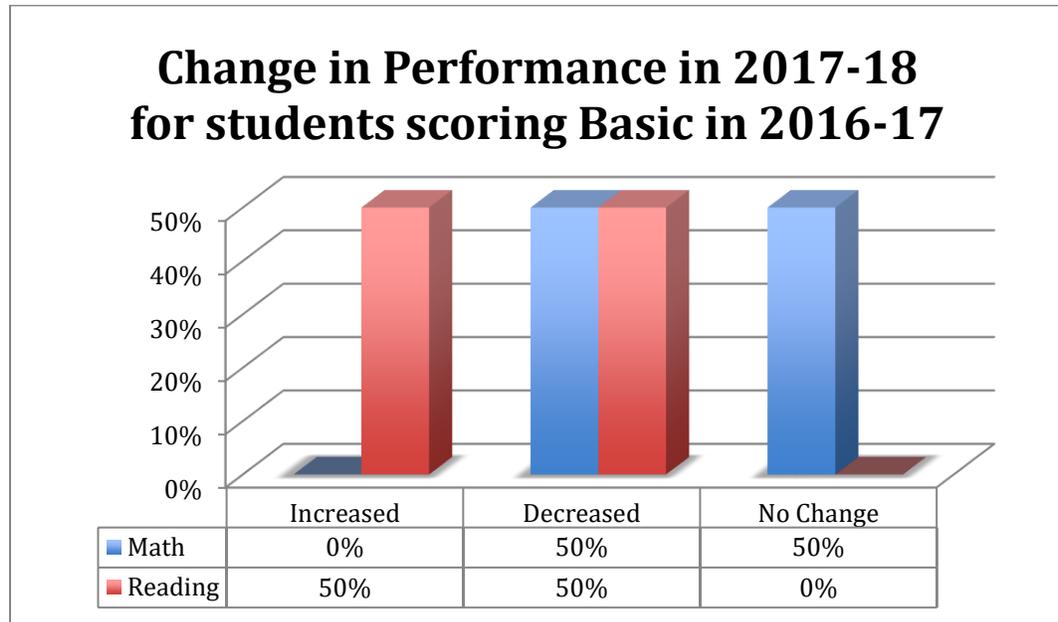


Figure 11: Clark Elementary School PSSA Results (Basic)

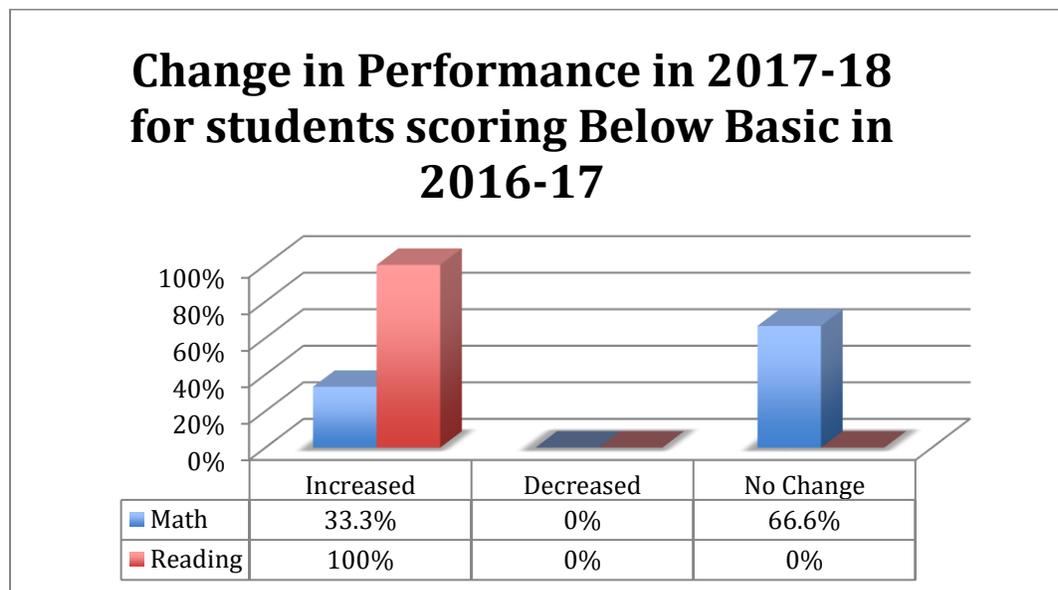


Figure 12: Clark Elementary School PSSA Results (Below Basic)

When considering the available data for Clark Elementary School, it is revealed that there was no improvement with those students scoring in advanced or proficient in either the area of reading or math. Figure 11 reveals that 50% of the students scoring in the basic category decreased, with no change revealed for the other 50% of the students. The greatest growth in the area of reading/language arts is revealed in Figure 12, with 100% of the students scoring in the below basic category experiencing an increase, placing them in the basic range.

In the area of math, positive growth is indicated with 50% of the participating students showing an increase from the basic category to proficient. Two thirds of the students remain in the below basic range.

### HATFIELD ELEMENTARY SCHOOL

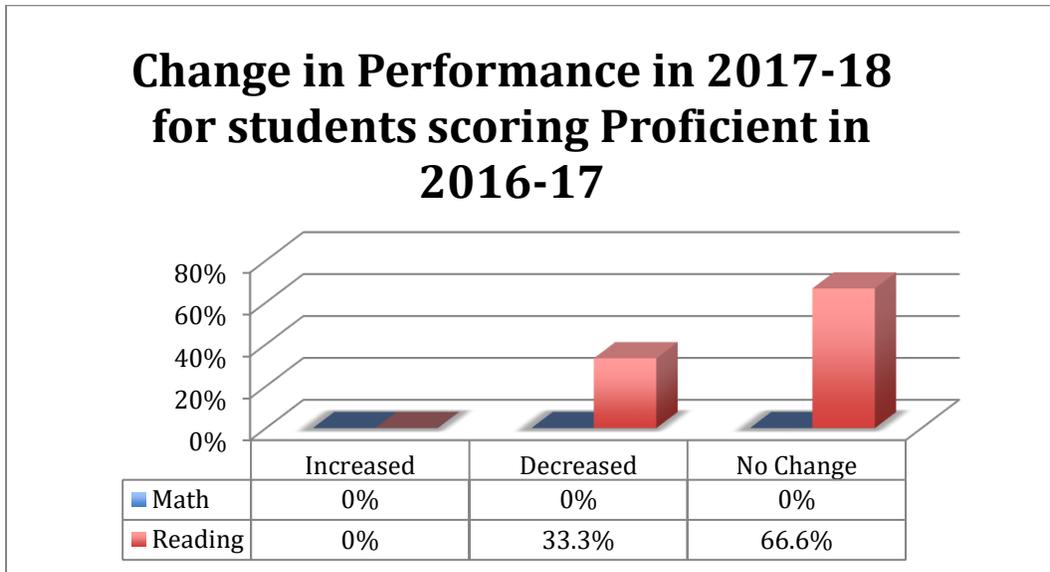


Figure 13: Hatfield Elementary School PSSA Results (Proficient)

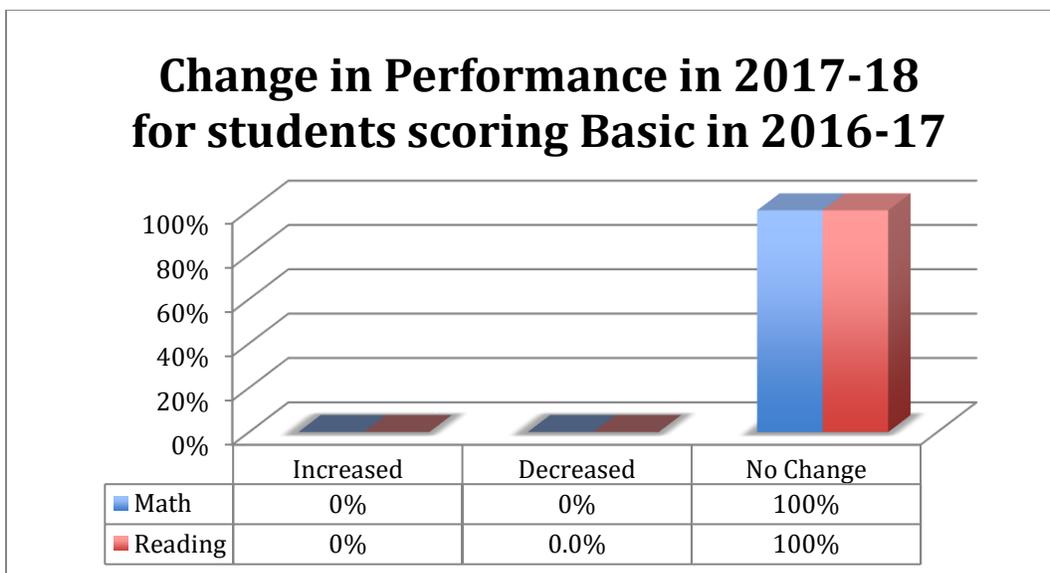


Figure 14: Hatfield Elementary School PSSA Results (Basic)

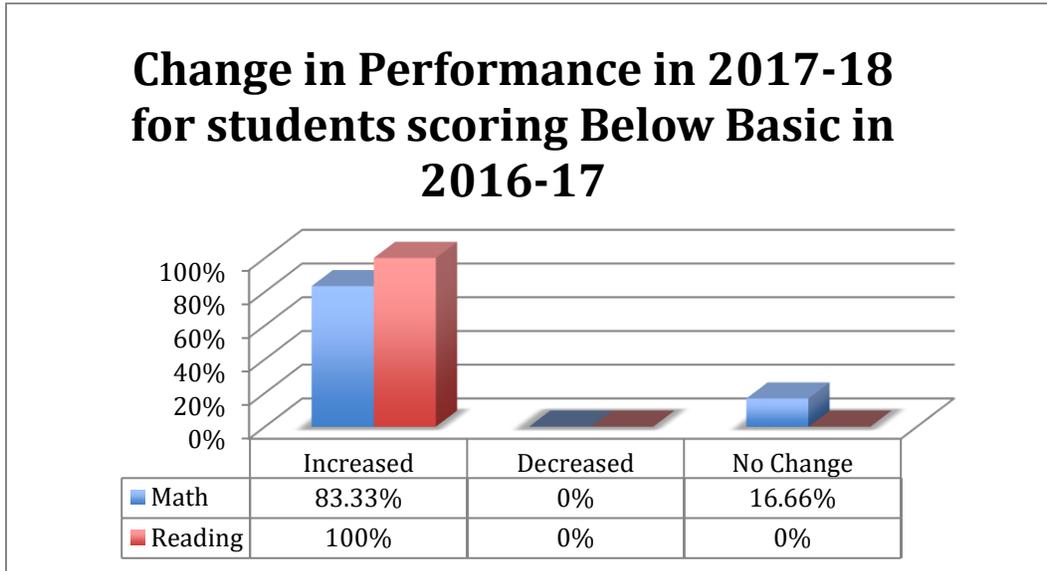


Figure 15: Hatfield Elementary School PSSA Results (Below Basic)

There is cause for commendation in both reading and math with 100% of the participating students at the Hatfield Elementary improving from the below basic range to basic in reading and 83% of the students showing progress in math.

Figure 15 indicates 100% of the students experiencing no change in the area of reading at the basic level, and figure 13 revealing one third of the students decreasing at the proficient level.

In the area of math, there were no students scoring in the advanced or proficient levels. One hundred percent of the participating students remained at the basic level with no change.

### HUTCHINSON ELEMENTARY SCHOOL

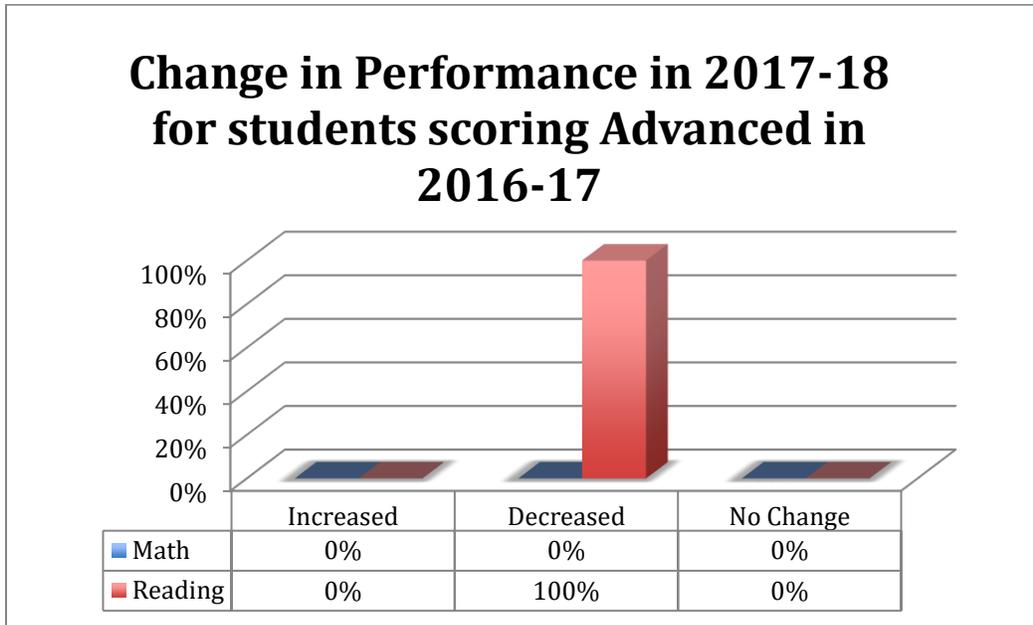


Figure 16: Hutchinson Elementary School PSSA Results (Advanced)

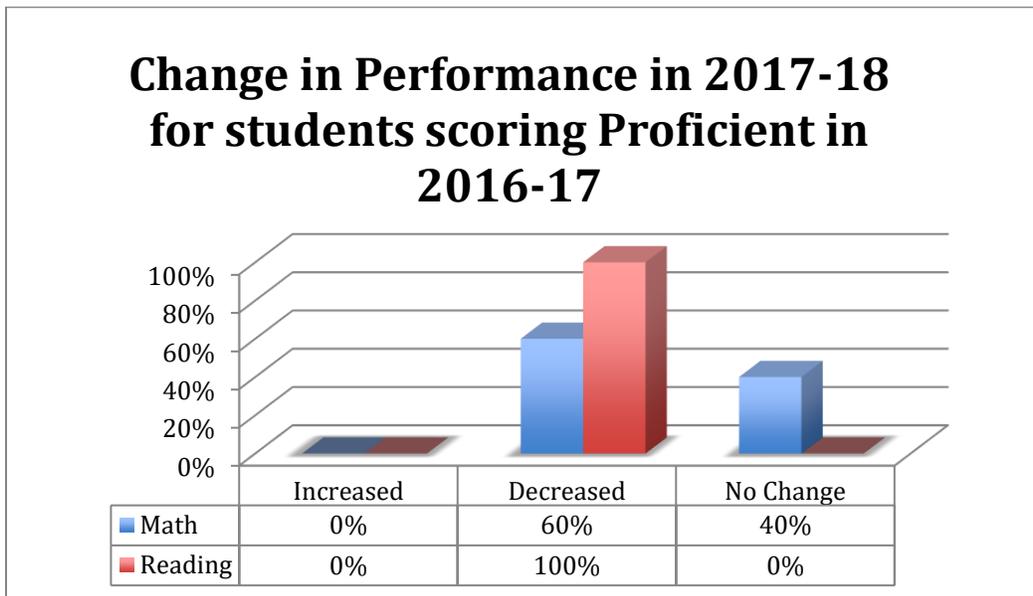


Figure 17: Hutchinson Elementary School PSSA Results (Proficient)

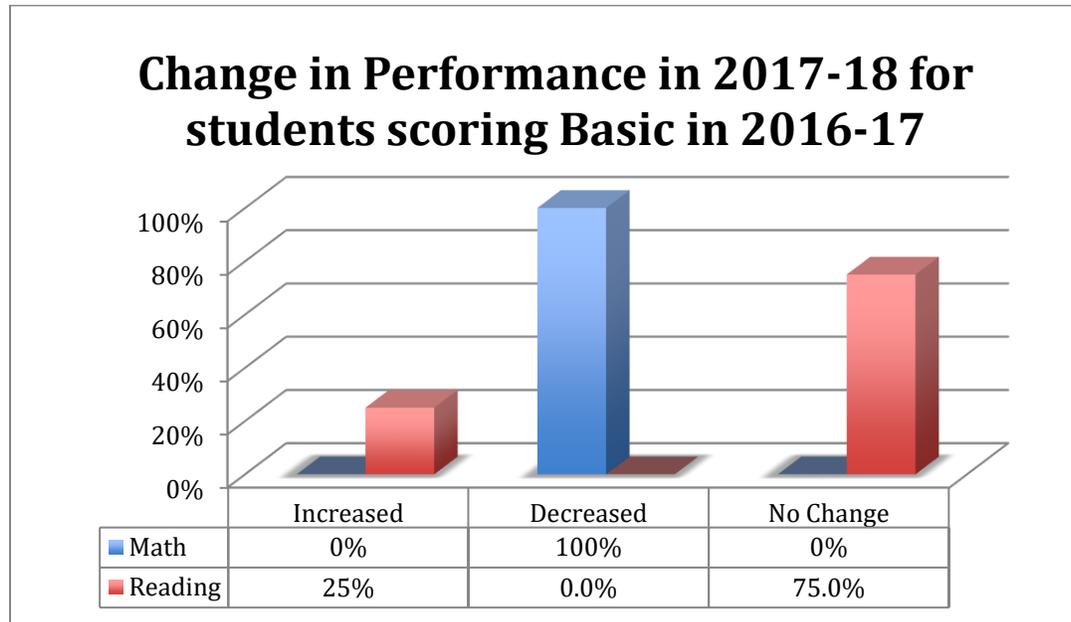


Figure 18: Hutchinson Elementary School PSSA Results (Basic)

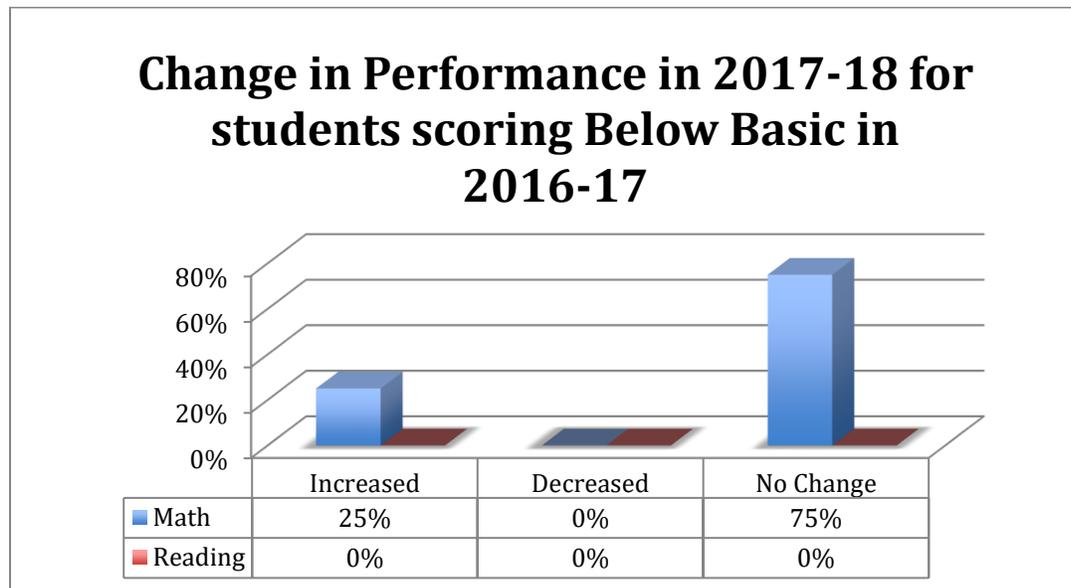


Figure 19: Hutchinson Elementary School PSSA Results (Below Basic)

When considering improvement in the area of reading in the Hutchinson Elementary School, Figure 18 indicates the only increase in the basic category with 25% of participating students improving from basic to proficient. All of the students scoring in the advanced and proficient level decreased to lower ranges.

In the area of math, Figure 19 reveals a 25% improvement of participating students at the below basic level. There were no participating students scoring at the advanced level; at the proficient

level, 60% of the students decreased to basic and 40% stayed the same. One hundred percent of the participating students fell from basic to the below basic level in math.

### MARSHALL ELEMENTARY SCHOOL

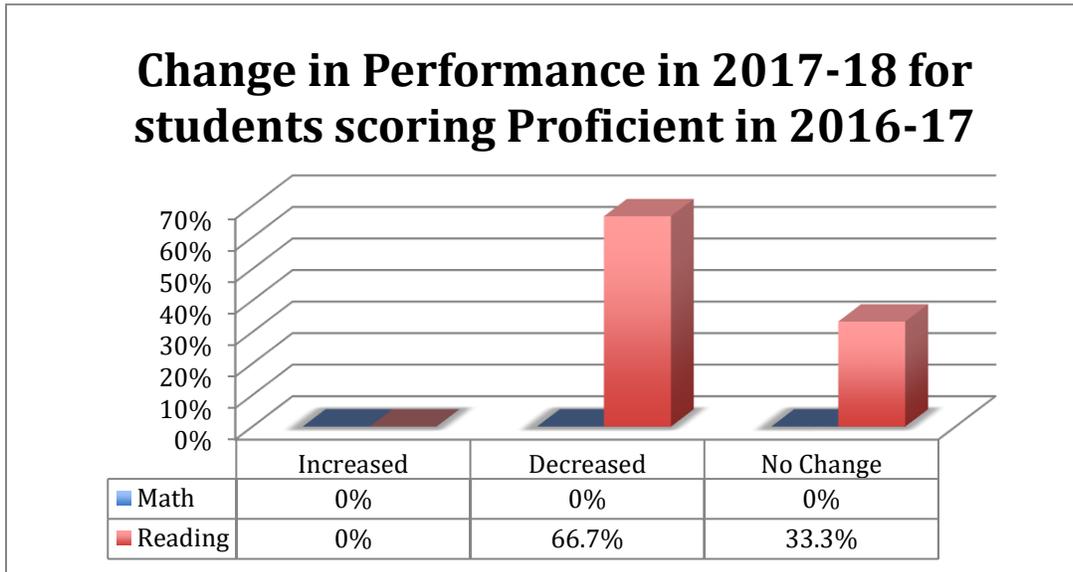


Figure 20: Marshall Elementary School PSSA Results (Proficient)

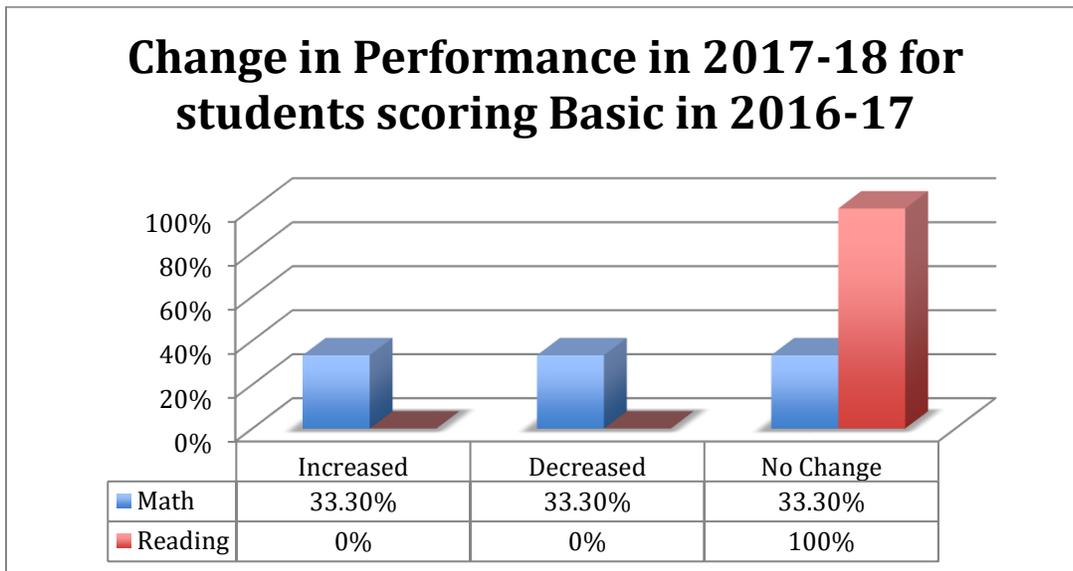


Figure 21: Marshall Elementary School PSSA Results (Basic)

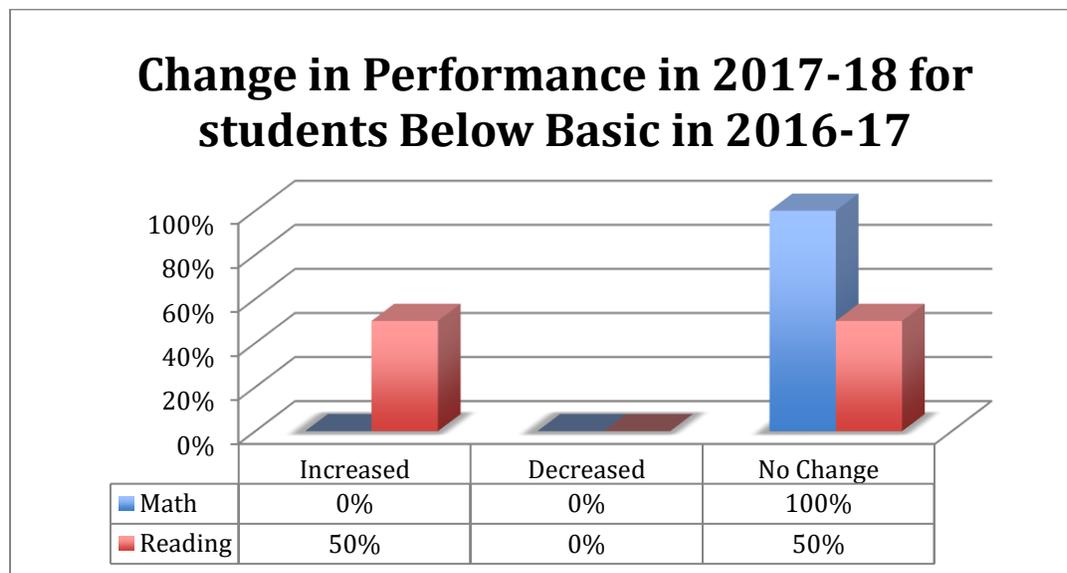


Figure 22: Marshall Elementary School PSSA Results (Below Basic)

In the Marshall Elementary School, as revealed in Figure 20, in the area of reading, two thirds of the participating students fell from the proficient level to basic, with one third remaining at the proficient level. Basic level remained the same with 100% of the participating students showing no change. Improvement is found at the below basic level with 50% of the students increasing to the basic level and the remaining 50% indicating no change as per Figure 22.

In the area of math, there were no participating students at either the advanced or proficient levels. As revealed in Figure 21, one third of the participating students improved, one third decreased and the final third remained the same at the basic level. One hundred percent of the participating students remained at the below basic level in math.

## UNIONTOWN SCHOOL DISTRICT

### LaFayette Middle School

When considering the available data for PSSA results at LaFayette Middle School in the Uniontown School District, it must be considered that there are only three seventh grade students who qualify as having attended for thirty days or more, being represented in Cohort 9. The data reveals that all three of the students scored in the below basic range in the prior year and had no improvement in the area of math in the current year.

In the area of reading/language arts, two students scored in the basic range with one decreasing to below basic. One student scored at below basic and had no change. Unfortunately, there was no improvement in either reading or math.

**Overall, when considering the PSSA results at all the Cohort 9 sites, 25.92% 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 Cohort 9 sites, 28.3% of the participating students indicated growth. These are impressive results and represent more than one quarter of all the students experiencing an academic increase.**

## 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.

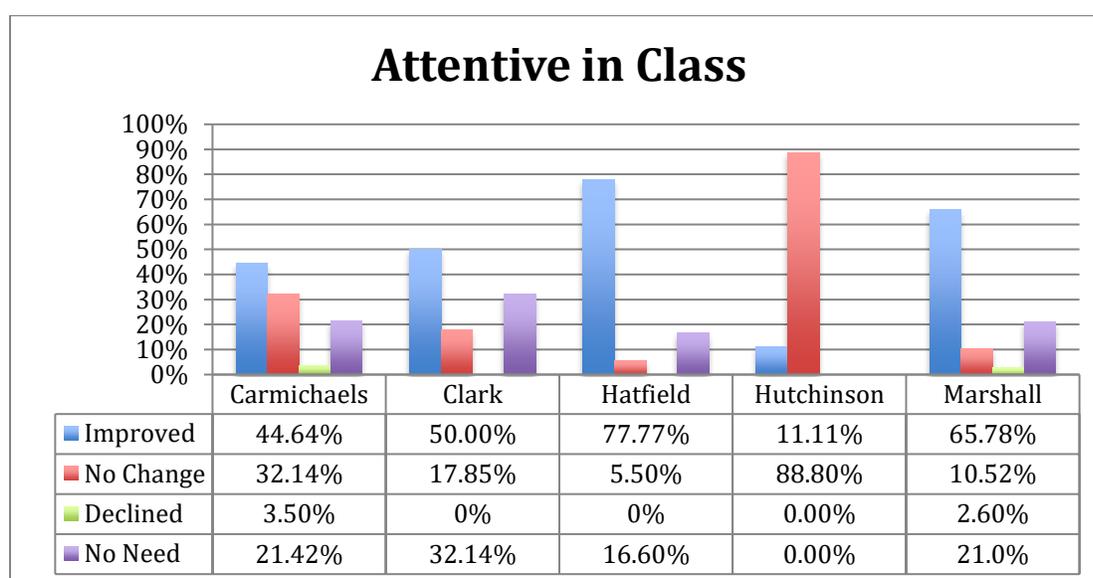


Figure 23: Attentive in Class

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, taking ownership for their learning. Regular classroom attendance is paramount to student success. When regarding this important concept, as indicated in Figure 23, Hatfield Elementary School exhibited the highest percentage of growth in the area of being attentive or “time on task”. Hatfield exhibited approximately 80% improvement. With the exception of Hutchinson Elementary School, the other schools also made significant progress in this area. It should be noted that Hutchinson School, although showing little improvement (11%), had no decline in this area with almost 90% of the students exhibiting no change.

**Overall, when considering teacher input at all sites, 49.84% 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. The performance goal in this area was 40%. This is 10% above performance expectation in the area of classroom attentiveness.**

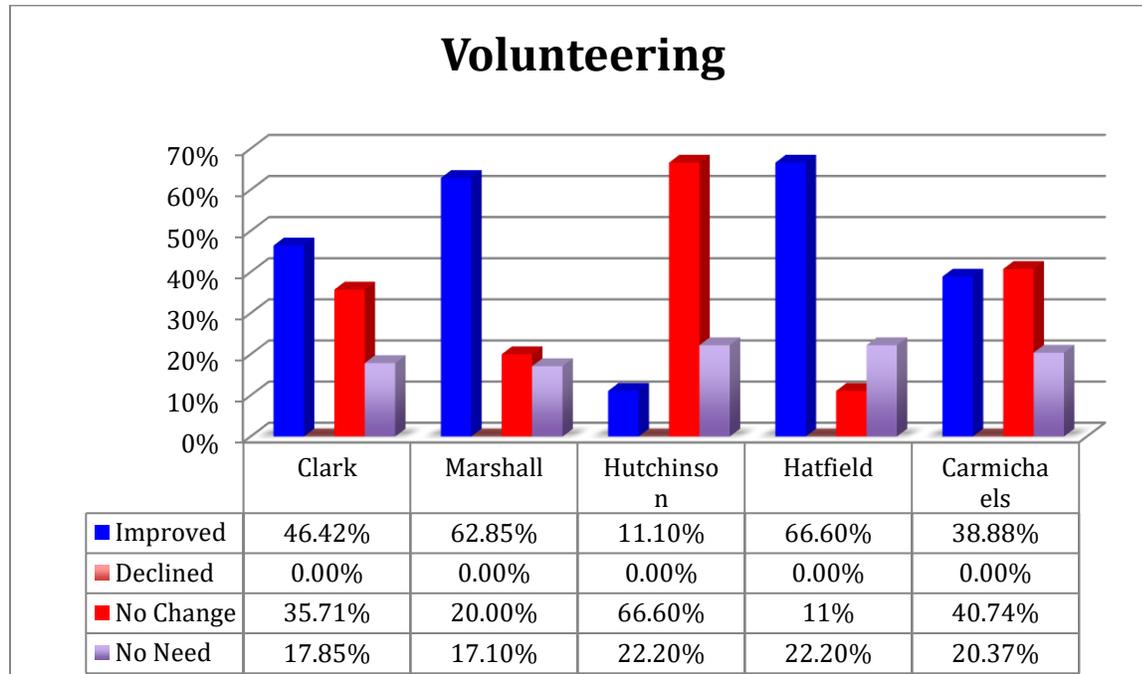


Figure 24: Volunteering in Class

Volunteering in class is a goal of the 21<sup>st</sup> 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 24 shares that with the exception of Hutchinson Elementary School, all schools showed improvements ranging from almost 40% improvement to 66% improvement. Approximately 20% of all participants had 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, 45.15% of the students participating in the 21<sup>st</sup> 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. Although this goal has not been met, it should be noted that 45% improvement is commendable.**

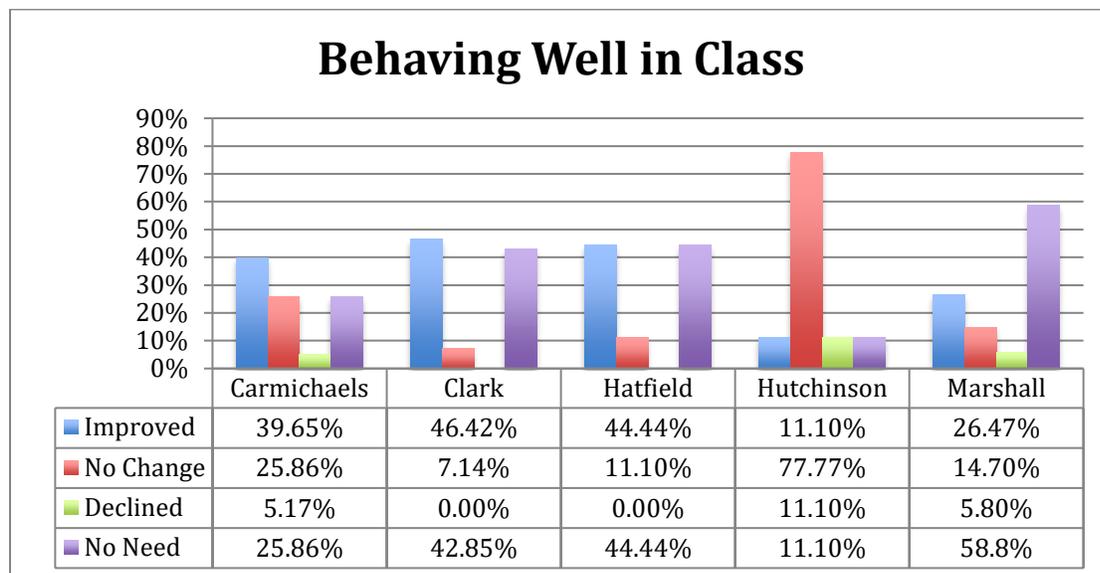


Figure 25: Behaving Well in Class

Learning requires behavior that allows the students to fully participate in all learning activities. In the area of classroom behavior, Figure 25 indicates that one fourth of the participating students at Carmichaels, over 40% of the students at both Clark and Hatfield, and approximately 60% of the students at Marshall were already considered to be well-behaved students. When considering improvements, approximately 50% of the Clark Elementary School participants exhibited improvements, with Hatfield and Carmichaels Schools exhibiting 45% and 40% respectively. Marshall Elementary, although having almost 60% of their students in no need of change, experienced almost 30% improvement. Unfortunately, Hutchinson Elementary shares almost 80% of participating students showing no change in behavior with only 11% in no need of improvement. There was also an 11% decline in good behavior at Hutchinson. Positive behavior continues to be a concern in this school.

**Overall, when considering teacher input at all sites, 33.61% 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.**

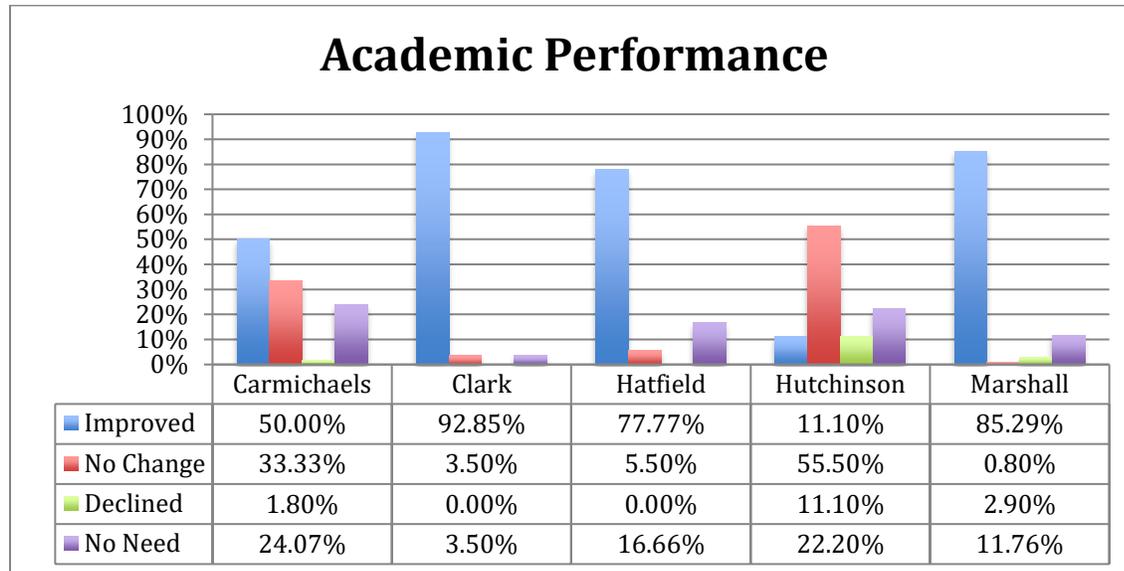


Figure 26: Academic Performance

When examining Figure 26, with the exception of Hutchinson Elementary, classroom teachers reported significant improvement in the area of student academic performance. Clark School reported the greatest academic improvement with approximately 93% student improvement, Hatfield and Marshall Schools reported about 80% student improvement with Carmichaels School reporting 50% student improvement. Hutchinson teachers reported 11% improvement. There were no students at Clark or Hatfield experiencing any decline in academic performance, while Carmichaels and Marshall reported 2-3% of their students declining in this area. Hutchinson reported an 11% decline.

**Overall, when considering teacher input at all sites, 63.40% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Academic Performance.**

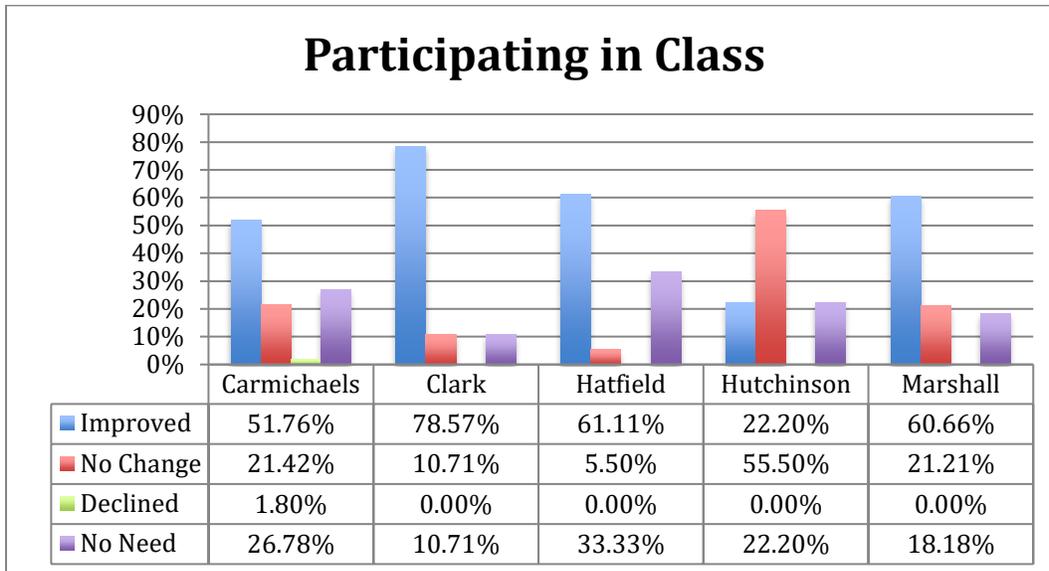


Figure 27: Participating in Class

In regards to class participation, Figure 27 indicates significant improvement at all learning centers with Clark Elementary teachers reporting the greatest percentage of improvement (78.5%). Although Hutchinson teachers report 56% of their students demonstrating no change in participating in class, 44% of their students either improved or showed no need to improve.

**Overall, when considering teacher input at all sites, 54.86% of the students participating in the 21<sup>st</sup> Century Community Learning Center Program showed improvement in the area of Participating in Class.**

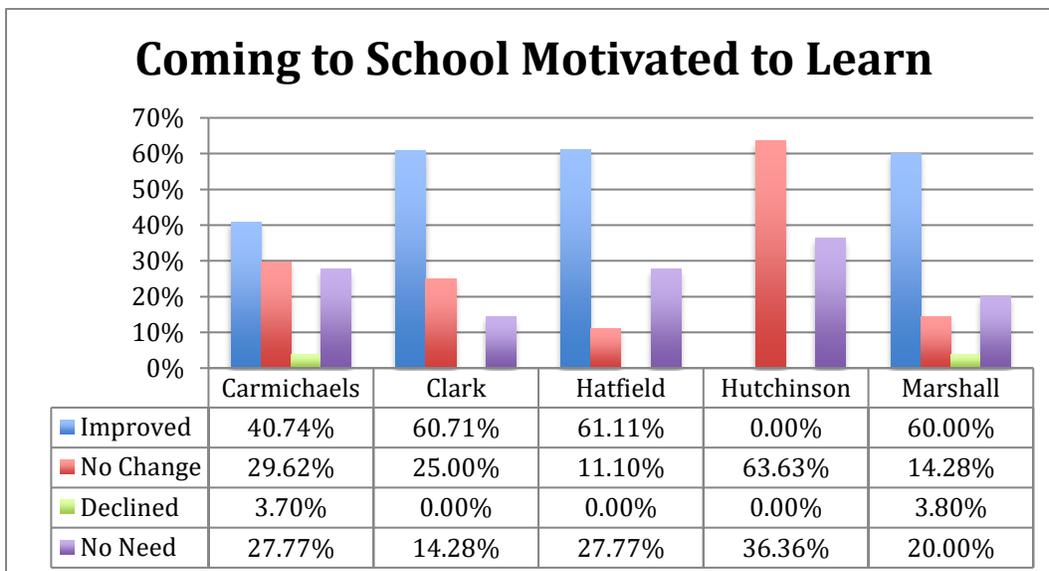


Figure 28: Coming to School Motivated to Learn

Students need motivation to stay engaged and committed to their learning. In terms of changed behavior when it comes to being motivated to learn, with the exception of Hutchinson Elementary, which indicates zero improvement, Clark, Hatfield and Marshall all indicate approximately 60% improvement with Carmichaels reporting a 41% improvement. Both Carmichaels and Marshall reported about 4% decline in motivation. In the category of No Change, Hutchinson reported the largest percentage of students (63.6%), with Clark and Carmichaels reporting 25-30%, and Hatfield and Marshall reporting 11-14%.

**Overall, when considering teacher input at all sites, 44.51% of the students participating in the 21<sup>st</sup> 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. Although this goal has not been met, it should be noted that 44.5% improvement is commendable.**

## **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 shared in the following tables, it is evident that the 21<sup>st</sup> CCLC Program was well-received by the students with a majority of all participating students indicating a positive response to all survey questions.

It is remarkable that students surveyed at both Hatfield Elementary School and Marshall Elementary School elicited 90% - 100% agreement with every survey statement. Only two areas were in disagreement at Hatfield School Elementary School: About 20% of the students did not agree with the statement --I like coming to school, and 12% of the students disagree with the statement-- I have become better at problem solving.

A look at Carmichaels Elementary School shows that 89% of the participating students agree that they have shown improvement in the area of reading. Seventy one per cent of the students feel that they have improved in math, while 78% of the students expressed improvement in the area of science. Eighty nine per cent of the students demonstrate an agreement that they now are able to collaborate with each other, and 82% of the students reflect that they have become better problem solvers.

Looking at the academic areas at Clark Elementary School, 93% of the students agree that they have improved in reading, and 92% feel that they have improved in math. Eighty four per cent of the students feel that they have improved in science. Interestingly, 20% of the students agree that

they do not like coming to school, but 85% of the students feel that they are having fun when learning.

Focusing on the Hutchinson Elementary School students, 71% stated that they have experienced improvement in reading, however 14% felt strongly that they had not improved. Eighty six per cent of the students reflected on an improvement in math, while 72% of the students felt more successful in the area of science. A strong proportion of students feel that they participate more in class (86%).

There is strong satisfaction on the part of the students that the 21<sup>st</sup> CCLC have helped them to achieve a feeling of successful improvement in many areas both academic and social.

Table 1: Carmichaels Elementary School Student Survey Data

<b>Carmichaels Elementary</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. I have improved in reading.	64.28%	25.0%	3.57%	7.14%	0%
2. I have improved in math.	57.14%	14.28%	10.71%	7.14%	10.71%
3. I have improved in science.	46.42%	32.14%	10.71%	7.14%	3.57%
4. I have improved working together with others.	82.14%	7.14%	7.14%	3.57%	0%
5. I like coming to school.	75.86%	13.79%	3.44%	13.79%	3.44%
6. My behavior has improved.	67.85%	17.85%	3.57%	7.14%	3.57%
7. I participate more in class and activities.	60.0%	26.66%	10.0%	3.3%	0%
8. I have fun while learning	71.42%	10.71%	7.14%	0%	10.71%
9. I have become better at problem solving.	67.85%	14.28%	7.14%	7.14%	3.57%

Table 2: Clark Elementary School Student Survey Data

<b>Clark Elementary School</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. I have improved in reading.	48.14%	44.44%	0%	3.7%	3.7%
2. I have improved in math.	53.84%	38.46%	0%	3.8%	3.8%
3. I have improved in science.	52.0%	32.0%	12.0%	4.0%	0%
4. I have improved working together with others.	76.0%	4.0%	16.0%	0%	4.0%
5. I like coming to school.	48.14%	14.81%	3.7%	18.51%	11.11%
6. My behavior has improved.	62.96%	25.92%	0%	7.4%	3.7%
7. I participate more in class and activities.	77.77%	18.51%	0%	3.7%	0%
8. I have fun while learning.	50.0%	35.71%	0%	14.26%	0%
9. I have become better at problem solving.	80.0%	4.0%	0%	0%	16.0%

Table 3: Hatfield Elementary School Student Survey Data

<b>Hatfield Elementary School</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. I have improved in reading.	50.0%	50.0%	0%	0%	0%
2. I have improved in math.	56.28%	31.25%	0%	12.50%	0%
3. I have improved in science.	66.66%	26.66%	0%	0%	6.66%
4. I have improved working together with others.	81.25%	12.50%	0%	6.25%	0%
5. I like coming to school.	50.0%	25.0%	12.50%	6.25%	6.25%
6. My behavior has improved.	60.0%	26.66%	6.6%	0%	6.6%
7. I participate more in class and activities.	62.50%	31.25%	6.25%	0%	6.25%
8. I have while learning.	56.25%	31.25%	6.25%	0%	6.25%
9. I have become better at problem solving.	56.25%	25.0%	0%	12.50%	6.25%

Table 4: Hutchinson Elementary School Student Survey Data

<b>Hutchinson Elementary School</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. I have improved in reading.	57.14%	14.26%	14.26%	7.1%	7.1%
2. I have improved in math.	57.14%	28.57%	0%	7.1%	7.1%
3. I have improved in science.	42.85%	28.57%	14.26%	7.1%	7.1%
4. I have improved working together with others.	71.42%	14.26%	7.1%	0%	7.1%
5. I like coming to school.	78.57%	0%	7.1%	14.26%	0%
6. My behavior has improved.	57.14%	7.1%	21.42%	7.1%	7.1%
7. I participate more in class and activities.	50.0%	35.71%	0%	0%	14.26%
8. I have fun while learning.	28.57%	21.42%	7.1%	26.42%	26.42%
9. I have become better at problem solving.	50.0%	14.26%	14.26%	7.1%	14.26%

Table 5: Marshall Elementary School Student Survey Data

<b>Marshall Elementary School</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
1. I have improved in reading.	66.66%	33.33%	0%	0%	0%
2. I have improved in math.	46.66%	46.66%	0%	0%	6.6%
3. I have improved in science.	46.66%	46.66%	0%	0%	6.6%
4. I have improved working together with others.	74.66%	13.33%	0%	0%	6.6%
5. I like coming to school.	74.66%	26.66%	0%	0%	0%
6. My behavior has improved.	60.0%	33.33%	0%	0%	6.6%
7. I participate more in class and activities.	73.33%	26.66%	0%	0%	0%
8. I have while learning.	53.33%	40.0%	0%	0%	6.6%
9. I have become better at problem solving.	73.33%	20.0%	6.6%	0%	0%

**The following is a list of the most recorded comments from the student surveys:**

What was your favorite part of the program?

- Making new friends and playing with friends
- Food
- Going outside
- Making crafts
- Learning new things
- Going to the gym

- Playing superhero game
- Being with the after school teachers
- Doing activities
- Making really cool things
- Doing science experiments
- Getting homework done
- Yoga
- Getting to work in groups
- Science
- NASA Missions
- Making astronaut food
- Learning how cool it would be to be an astronaut
- Everything

What would you change about the program?

- Lunch – less sandwiches- more choices- less pizza- more dessert
- Change the time to end at noon
- Get cookies for dessert
- Get to spend more time with the teachers
- More gym time
- More outside time
- Go on field trips
- More free time
- Start earlier so we can end earlier
- Yoga is boring
- Go to library when your work is done
- Doing math
- Having the astronauts actually come to school
- Having everyone come to the after school program
- Nothing

## Parent Survey Data

In keeping with the philosophy of supporting parents as well as students as part of the 21<sup>st</sup> Century Community Learning Program, parents were given an opportunity to share their interest in acquiring a variety of skills and knowledge. The following questions were provided for parent response:

- Would you attend a family literacy workshop?
- Would you attend a family cooking workshop with your child?
- Are you interested in online adult education programs?
- Are you interested in learning about how to interview for a job?
- Would you attend a workshop that gives ways you can help your child do better in school?

In response to the parent survey feedback, parents were invited to relevant workshops: How-To Math and Using Social Media Effectively. In addition to the parent survey, parents were asked to share their personal comments considering the 21<sup>st</sup> Century after-school program. The following are a sample of comments from parent input:

- Love the program. Very happy with my son's over-all improvement and willingness to learn new things above and beyond the normal education.
- My daughter loves all the fun activities she gets to do with the other students in the program.
- I believe this is a great program, going the extra mile in further preparing our children for the future.
- It would be great to have a part of this program set up to help the children with where they are struggling through a tutoring program.
- I think it's a great program and my child really enjoys it and doing better in school.
- My daughter loves the program but complains because she is hungry. Could there be something more filling for the children to eat?
- My child has a new interest in science.
- It would be nice if the program ran for 5 days a week. My child misses going on Friday.

### **Intermediate Unit Performance Assessment includes:**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was approximately a 60% increase in the area of math. This represents an increase 11.5% above program expectations.**

The percentage of 21<sup>st</sup>CCLC 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 21<sup>st</sup> Century Program, there was approximately a 56% increase in the area of reading. This represents an increase of 7.5% above program expectations.**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was approximately a 26% increase in the area of reading. This represents a deficit of 19% as compared to program expectations.**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was approximately a 28% increase in the area of math. This represents an increase of 3% above program expectations.**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was an increase in school attendance of approximately 51%. This represents an 11% increase above program expectations.**

The percentage of 21<sup>st</sup> 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.

- **All of the schools in the Cohort 9 21<sup>st</sup> Century Program have reported excellent schoolwide discipline with 0 suspensions being reported in 4 out of the 5 schools and 1 school reporting 7 days of suspension.**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was an increase in school behavior of approximately 33% as reported on the teacher survey. The target goal was 75% improvement. The area of classroom behavior continues to be an area of need.**

The percentage of 21<sup>st</sup> 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 55% as reported on the teacher survey. This represents an 11% increase above program expectations.**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was an average increase of 50% improvement in class attentiveness. This represents a 10% increase above program expectations.**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was an average increase of 58% improvement when it comes to volunteering in class. This represents an 8% increase above program expectations.**

The percentage of 21<sup>st</sup> 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 21<sup>st</sup> Century Program, there was an average increase of 44% improvement when considering coming to class motivated to learn. This represents a 6% deficit when compared to 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:

- Parents and students were equally impressed and engaged in the Mission Control videoconference distance learning experience. During these events, the students develop a solution to a problem.
- Master teaching was evident as students were motivated to learn.
- During a unit on Reduce, Recycle, Reuse, the students created art projects made from recycled items.
- Students were engaged in yoga activities each week. The progress and skill development was impressive.

Critical and creative thinking: Improve 21<sup>st</sup> Century skills:

- All of the e-labs are founded on problem/solution. The children were engaged in a project to create an object out of various, random items that would hold the weight of the most coins.
- Students worked together to win a race after developing their own racecar.

Collaborating: Improve 21<sup>st</sup> 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 the classroom teacher at the host school.

Increase College and Career Readiness:

- Although many teachers discussed the need to accommodate the needs of the children by adapting the Challenger Curriculum, 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 arts.

- 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.
- 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.

## **Commendations**

- The Program Director and staff worked diligently in their efforts to recruit students to participate in the newly created spring after-school program. Although many students already had prior commitments, due to the late start of the program, the IU1 21<sup>st</sup> Century Community Learning Center Program was able to serve over 170 students during this spring session.
- It is evident that those adults participating in the after-school program were dedicated educators creating a nonthreatening environment for children and a welcoming environment for parents.
- The fact that many of the participating teachers in the 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 were able to adapt the Challenger Missions to accommodate the academic needs of the students being served.
- Teachers in the 21<sup>st</sup> Century Program embraced the concept of combining the collaborative nature of the TEAMology curriculum with the Challenger Enrichment Learning curriculum.
- 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 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 initial program year in support of STEAM goals.
- 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.
- The IU under the leadership of Rob Baier created a data collection tool to address measuring outcomes and collect data in a timely manner.
- Teachers were given opportunities to share creative and enriching extension lessons at the professional development meetings.

## **Considerations**

- Schedule a meeting with an identified person at each site to develop an understanding of the data collection and his/her role in distributing these data.
- Identify an individual at the sending schools to supervise the completion of the teacher surveys.

- Consider establishing a particular date to distribute and collect teacher, parent and student surveys.
- Add the attendance information to the data collection tool.
- 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 scheduling a meeting with 21st Century after-school teachers and regular classroom teachers to share best practices and create a more seamless educational environment.