



PENNSYLVANIA 21ST CENTURY COMMUNITY LEARNING CENTERS

2019 - 2020 EVALUATION REPORT Cohort 8
INTERMEDIATE UNIT #1

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BROWNSVILLE SCHOOL DISTRICT



CHARLEROI
AREA SCHOOL DISTRICT



Official Website of the Uniontown Area School District

Welcome to Raider Nation

Afterschool programs in Pennsylvania keep kids safe, inspire learning, and give working parents peace of mind. Kids discover who they are and what they love to do, make smart choices, and avoid risky behaviors.

Afterschool Alliance

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EXECUTIVE SUMMARY

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

From: Furman Educational Resources

Date: December 2020

Subject: Program gains and student achievement

Due to the extreme circumstances surrounding the COVID-19 pandemic, Pennsylvania was forced to close its schools on March 13th. Schools were subsequently involved in developing an online curriculum to complete the school year, however the Intermediate Unit 1 21st Century After-school program came to an abrupt end. During this time administrators at the Intermediate Unit spent valuable time and money preparing for a cyber program to premier in the summer of 2020. This executive summary is based on information extracted from the comprehensive evaluation report containing quantitative data in the form of program attendance and report card data. Qualitative data was gathered from teacher, student and parent interviews garnered during site visits.

Program goal: Engage students in learning through innovative projects

The 21st Century Community Learning Centers Intermediate Unit 1 after-school program was able to serve 246 students at three program sites. Through a continued partnership with Challenger Space Center and the development of many and varied STEM Activities, students were actively engaged in learning activities that require acquisition and application of 21st Century skills.

Program goal: Improve literacy, math, and science skills

Report Card Achievement: Overall, when considering report card evaluations at the Charleroi and Uniontown School Districts, approximately 45% of the students indicated an increase in both reading and math. No data was available for the Brownsville School District

PSSA Scores: The PSSA evaluations were suspended for the 2019-2020 school year.

Program goal: Improve school day attendance

No data was available for school day attendance. When considering program attendance, approximately 50% of the students were able to achieve regular attendance status. Attendance continues to be an area of need.

Program goal: Improve positive behaviors in academic and social settings

No quantitative data was available from the sending schools, but to the credit of the students at all three sites, program teachers report an overwhelming majority of the participating students as having no need to improve behavior. During evaluator site visits this perception was confirmed as students were actively involved in the learning process and behaving appropriately. Students were often working in small groups and effectively collaborating.

INTRODUCTION

Furman Education Resources has been engaged to study the impact of the Cohort 8 2019-2020 After School 21st Century Community Learning Centers Program.

Throughout the history of our nation, there have been events which have defined our nation's mindset into before and after time periods. The terrorist attacks of September 11, 2001 are such an event. For this generation, it is the Coronavirus pandemic. We are now living a life vastly different than the one before the virus overwhelmed our nation. Gone are the carefree days of interacting with each other on a personal level. We find ourselves isolated in small family units or even completely on our own. We did this not just to protect ourselves, but to protect our friends and loved ones from a virus which was decimating our nation's population and the world's as well.

In our educational community, the defining moment of change was on March 13, 2020 when it was announced that all Pennsylvania schools were to shut down. Students went from the comfort of the classroom to the uncertainty of the online learning environment. Parents scrambled to find childcare in order to still be able to work to provide for their families and also to find time to help their children navigate this new way of learning. The staff of the 21st CCLC program were also faced with a dilemma: to continue with or to cancel the program. The final verdict was that the program would officially end on March 16, 2020 and would not reopen for the 2020-2021 school year.

The two main reasons for this decision were:

- Many of the students in our districts had difficulty accessing technology with internet connectivity issues.
- All of our staff and our classroom teachers had to focus on learning how to navigate the new remote learning environments in order to provide classroom instruction to all of their students during this time.

Financially, we were able to do a budget revision to reallocate funds from lost transportation to STEM supplies for our Summer program. We are exceedingly proud of this allocation and believe that it helped to create a positive effect out of a negative situation.

Now as we evaluate the efficacy of our 2019-2020 program, we must keep the before and after mindset in the foreground of our perception of the data. We simply

do not have access to evidence that we would have traditionally evaluated and our students' time with us was cut short. There will be no PSSA data reported as these standardized tests were not given in the 2019-2020 school year. In many cases, grading was limited and/or revised to include a pass/fail component. Also, school attendance, behavior, and survey information were difficult to obtain. Here in the after, we must appreciate what was before, but understand that even our tomorrow remains uncertain half a year later. We must now keep moving forward in our efforts to positively impact the lives of our students.

Access to after-school programming is a win-win for our children: it is shown to both increase academic progress and reduce violence."

Rahm Emanuel, Former White House Chief of Staff, U.S. House of Representatives (IL 5th, 2003-2009)

Program Overview

This evidenced-based program focuses on both innovation and improvement. In this capacity, documentation has been gathered to substantiate both the needs of the students in their respective communities and the successful programming that has been established by Intermediate Unit 1 and each specific learning site.

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

The 21st Century Community Learning Centers Program provides federal funding for the establishment of community learning centers that provide academic, artistic, and cultural enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects, offer students a broad array of activities that can complement their regular academic programs, inspire career opportunities, and offer support and other educational services to the families of participating children.

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

Cohort 8 is in its fifth year of implementation and looking forward to approval for a sixth year. Program directors and support staff have continued to work tenaciously to overcome obstacles. One challenge that has remained constant when developing the after-school program is that of transportation. The large geographical footprint in this rural environment has demanded a large percentage of the funding to be spent on transporting the students. Without this commitment to students, families would not be able to access extended day and after school programs.

Another challenge, specific to this unique program year, has been to elicit cooperation from school districts. Collecting data has been very slow and in some situations nonexistent. Schools have been overwhelmed with the transition from face-to-face learning to cyber learning. It has been difficult to ask for help and cooperation to support the after-school programs when the school districts are putting all of their collective efforts into keeping students and staff safe.

This evaluator has had the opportunity to attend the orientation and professional development sessions provided by Rob Baier and David Dunham for all teachers and support personnel prior to program implementation. Together these leaders have worked tirelessly to assemble and train after-school teachers, build collaborative relationships with sending schools and engage families in supporting after-school attendance of students. This evaluator has also conducted visits to all cohort sites to observe the program in operation and conduct interviews with participants.

Program Design

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

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

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

The basic program design of the 2019-2020 21st CCLC emphasizes 21st century skill development including innovation, problem solving, collaboration, and creativity. The program proposes to serve students through the use of engaging projects and strategically incorporating STEM, literacy, and social skill development. The design of this program begins with a primary goal to help families gain access to exciting learning programs, which would not be within the realm of possibility for them to provide for their children. The 21st CCLC Program increases access to programs that spark innovation. This uniquely designed program not only supports development of mathematics and reading skills, it is planned to provide concrete motivation for school success. It addresses the basic challenge of making school an experience that is positive because many children come from families who have not had positive school experiences themselves. The after-school program has a homework component in addition to the enrichment activities. This component has been highly successful in helping students return to school prepared to begin their day and by extension develop a sense of academic confidence.

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

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

OPERATIONS

21st Century Community Learning Centers

Intermediate Unit 1 operated three centers during the summer of 2019 and the 2019-2020 school year.

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

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

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 Area Elementary Center 3:15 – 6:15

Brownsville Elementary School 3:05 – 6:05

East End United Community Center for Uniontown Schools 2:45 – 5:45

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

- | | |
|--------------|-------------------------------|
| • 5 minutes | Review and daily expectations |
| • 15 minutes | Snack |
| • 20 minutes | Homework help |

- 40 minutes STEM Activities (Challenger Learning Center, STEM Instant Activities, Ozobots)
- 20 minutes Physical activity/Health and Wellness education (Health Rocks)
- 30 minutes Literacy Activities (Teaching Science Through Trade Books)
- 20 minutes TEAMology Activities/ Character Education
- 20 minutes Art/Music
- 5 minutes Dismissal

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

The IU Program served 246 total participants. It is commendable that these children were able to take advantage of the opportunity to grow and enrich their learning experiences through these after-school programs.

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



Charleroi students and teachers celebrating 21st Century activities

New to the program this year was a Newsletter distributed to parents sharing valuable information for parents as well as pictures sharing the various activities taking place at the individual centers.

Staffing

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

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

All curricula were supported by teacher orientation programs. The Challenger e-mission team were available at all times to aid teachers with questions or problems related to the Challenger curriculum and/or technology. Each center would host one challenger mission/semester.

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

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

The 21st CCLC Program would not be possible without the vision and directorship of Rob Baier and David Dunham. These capable leaders have taken advantage of all opportunities to grow professionally. They have attended the ELO (Extra Learning Opportunities) workshops held in Harrisburg and The Summer Symposium held in Washington DC. Furman Educational Resources was also represented at these workshops and found them to be extremely inspiring and informational.

Curriculum and Activities

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

Most significantly, the program continues to collaborate with the Challenger Learning Center to offer all students a curriculum rich in STEAM education (including additional arts enrichment). The Challenger Center for Space Science Education is a curriculum that embraces hands-on, exploratory opportunities for students while equipping students with knowledge and skills related to STEM education. Team building and problem solving are key components of the curriculum. Part of the Challenger Learning Center curriculum is an innovative distance learning program called e-Missions. The e-Missions are highly motivational, critical thinking projects that require a high degree of problem-solving.

Each e-Mission culminates with a videoconference between the students and “mission control.” A few examples of e-Mission themes are: Space Station Alpha, Cyber Surgeons, Target Moon, and M.A.R.S.

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

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

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

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

The Intermediate Unit has also included an extremely motivational, hands on, project-based platform to explore STEM education. This Mobile Fab Lab allows students to engineer projects and develop a deep understanding about machines and the design process. The children bring their ideas to life by designing and creating a project of personal interest. These projects then become the personal possessions of the students. Some of the available projects include drawstring backpacks, rulers, key chains, etc. The Fab Lab incorporates critical thinking skills that students need to become innovators as they explore a variety of career paths. All students have the opportunity to use the Fab Lab during the summer session.

New curricula, which had been successfully piloted at the East End Community Center, was incorporated into the Cohort 8 curriculum for school year 2019-2020. Project TEAMology is a holistic model incorporating character education, social emotional learning including bullying prevention, and career education. The mission of “Project Team” is: nurturing interconnected life skills to motivate students to succeed. Project Team creates a culture where students are looking to help meet the needs of all members in the classroom in addition to their own needs.

PBIS: Positive Behavior Interventions and Supports encourages good behavior. Its focus is on prevention rather than punishment.

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

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

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

After-school activities keep children on a path toward success. They allow your child to find what they are passionate about and strive to do their best in. Getting them involved helps to ensure their safety, productivity and long-term happiness.

Laura Medina Customer Service Pikmykid

21st CENTURY COMMUNITY LEARNING CENTER SUMMER SCHOOL (2019)

All three sites hosted a highly motivational and creative summer experience. As revealed in Figure 1, Brownsville Elementary School hosted 11 students. Charleroi Area Elementary Center provided a summer experience for 39 students, while East End Community Center hosted 46 students from Ben Franklin and LaFayette Schools in the Uniontown School District. A total of 96 students were able to take advantage of the six-week summer school program sponsored by the 21st Century Community Learning Centers.

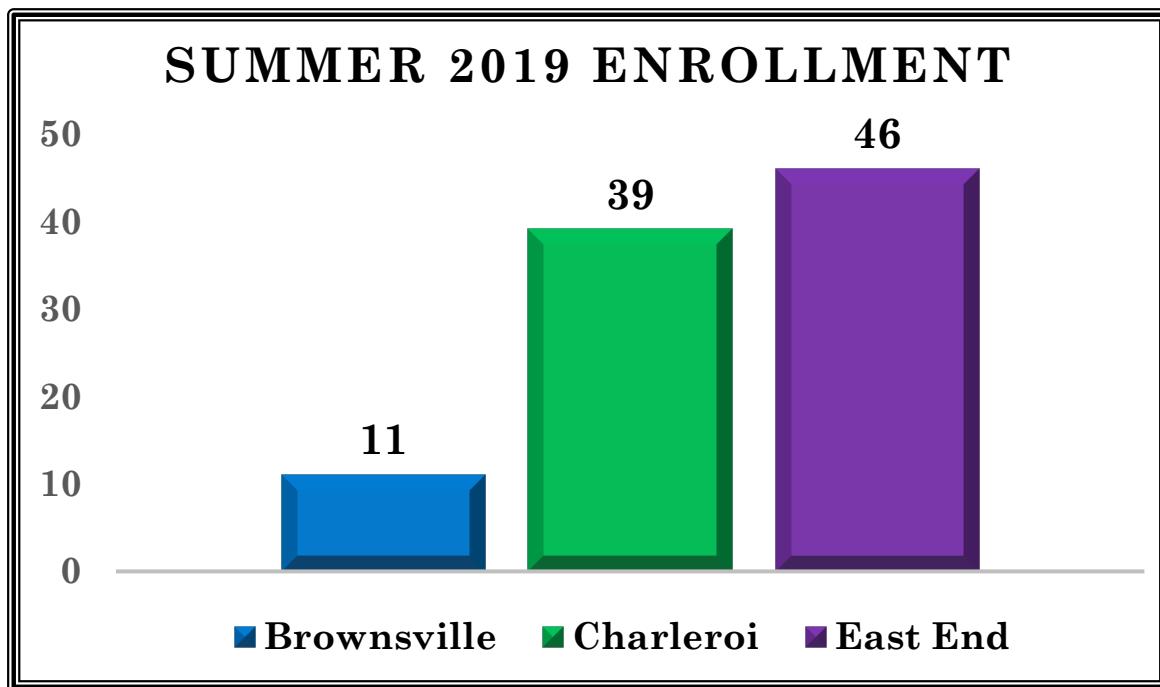


Figure 1: Summer Enrollment

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

- Teaching Science Through Trade Books
- Health Rocks
- Project TEAMology
- Math Game Bins

- STEM instant Activities
- Challenger Learning Center Missions
- Intermediate Unit Mobile Fab Lab.

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

During the six-week summer session, many exciting activities were prepared for the students. Some students were involved in the engineering creation of Lego communities. “Wild About 21st Century” was a driving theme at the Charleroi site, while “Jaw-some” underwater activities were held at Brownsville. Charleroi also hosted a 21st Century Alumni Reunion. This was a very successful and pride-filled experience.

Program supervisor Terri Burden partnered with the Milton Hershey School. Representatives spent a week at the site working with the children and planting a garden. The students were also engaged in studying chickens and had an incubator in the classroom. A group by the name of Red Range Farms has been involved at the center bringing farm animals and a food truck.

Students were introduced to the Fab Lab again during the summer session. The Intermediate Unit has included this extremely motivational, hands on, project-based platform to explore STEM education. This Mobile Fab Lab allows students to engineer projects and develop a deep understanding about machines and the design process. The children bring their ideas to life by designing and creating a project of personal interest. These projects then become the personal possessions of the students. Some of the available projects include drawstring backpacks, rulers, key chains, and a variety of wood keepsakes. The Fab Lab incorporates critical thinking skills that students need to become innovators as they explore a variety of career paths.

Cohort 8: 21st Century Community Learning Center Evaluation Report
December 2020



SUMMER FUN AT THE 21ST CENTURY COMMUNITY LEARNING CENTERS

STUDENT PARTICIPATION

21st Century Community Learning Centers 2019 – 2020 School Year

Every attempt is made to gather accurate attendance information. Even with staffing transitions, the 2019 - 2020 21st Century Community Learning Program served 246 students incorporating three school districts in the Intermediate Unit 1 area. Brownsville School District served 54 elementary school students. Charleroi Area School District served 82 elementary students. Uniontown School District served 110 elementary and middle school students. Of the 54 participating students at Brownsville, 21 students attended more than 30 days. This represents about 39% of the students participating for 30 days or more. Thirty-seven of the 82 students at Charleroi attended for more than 30 days. This represents about 45% of the students. Sixty-four of the 110 students at East End attended for more than 30 days. This indicates about 58% of the students participating for 30 days or more. All of these numbers represent the hard work and excellent recruitment efforts during this exceptional year. This excellent attendance can also be attributed to the motivational experiences being shared at each center.

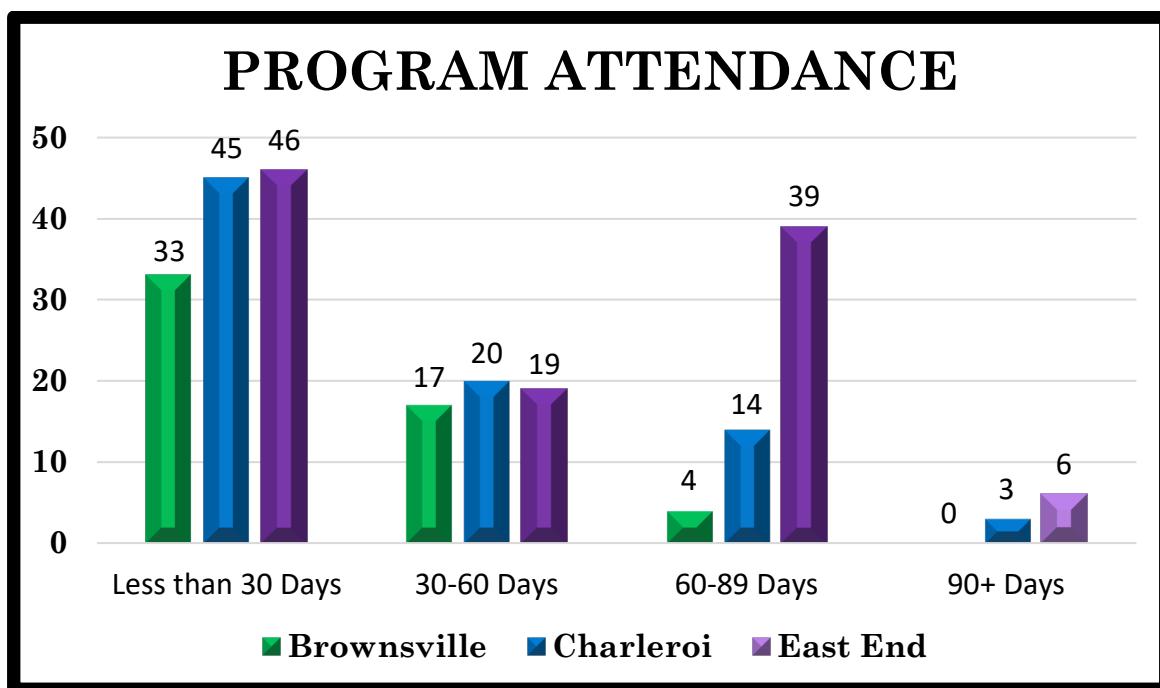


Figure 2: Student Participation per site in the 21st Century Community Learning Center Program

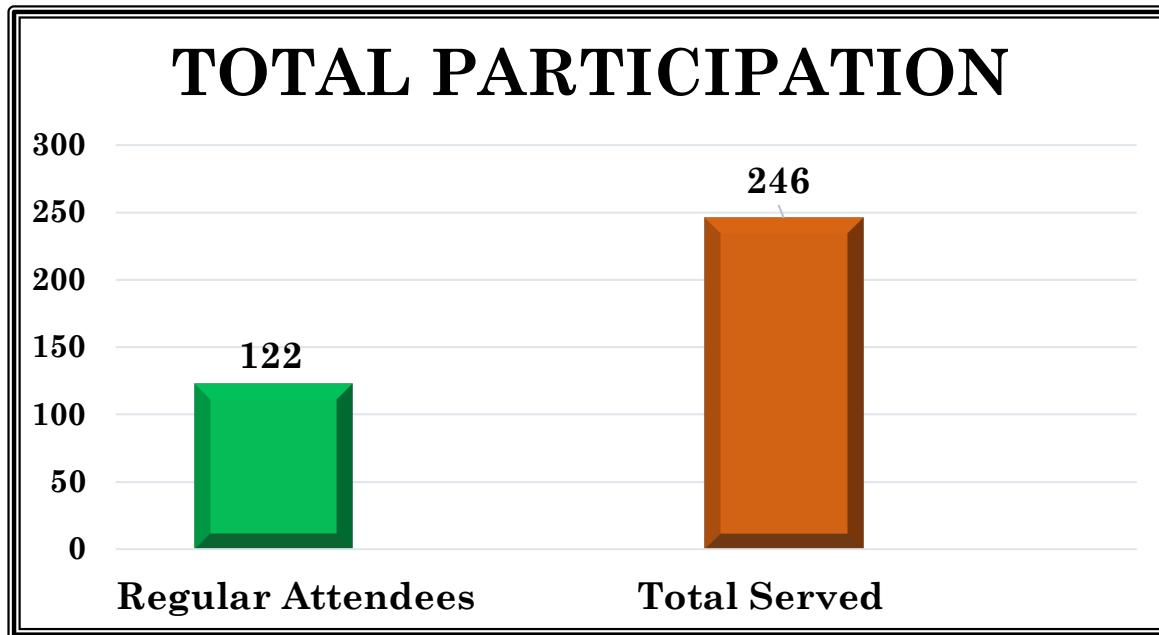


Figure 3: Total Student Participation in the 21st Century Community Learning Center Program

Figure 3 represents those students attending the 21st Century Community Learning Program. One hundred twenty-two students attended the program for 30 days or more representing Regular Attendees. These 122 students equate to about 50% of the total 246 student population attendance. It is to be commended that the Intermediate Unit 1 21st Century program was able to deliver services to 246 students.

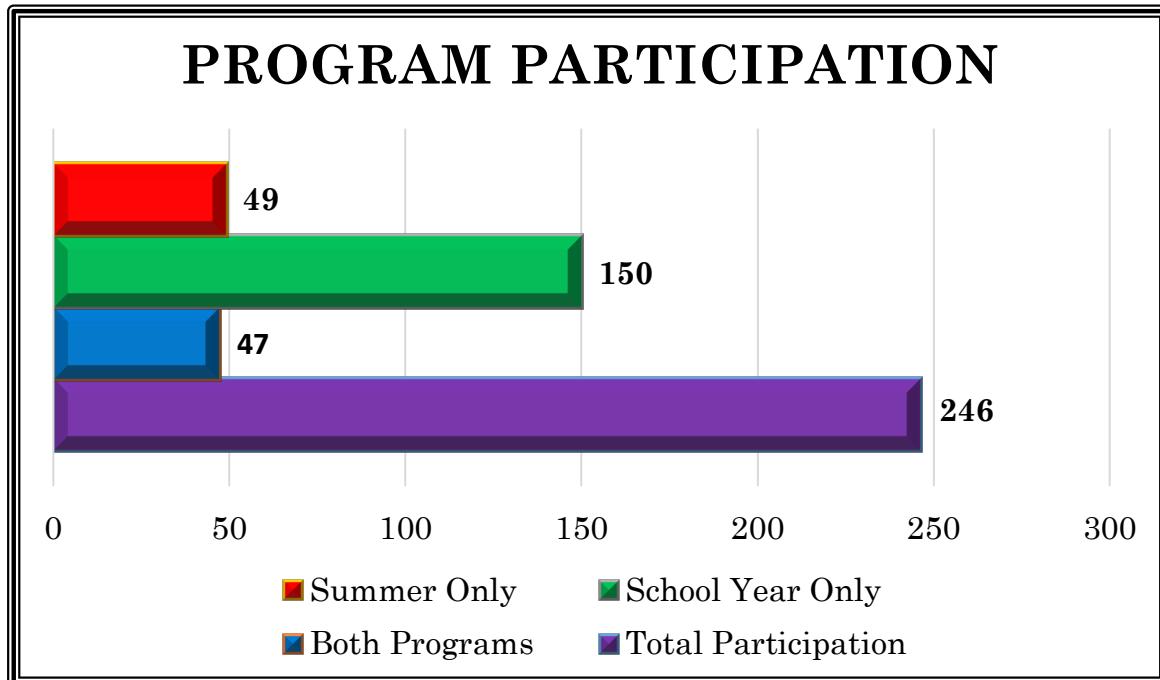


Figure 4: Program Participation per program totals

Figure 4 further breaks down the 2019-2020 participation attendance. Although there were 246 students served by the 21st CCLC, 49 of those students attended only the summer session. One hundred fifty of the students attended the school year program only and 47 of the students attended both the summer and the school year program. One might infer that once the students attend the 21st CCLC program, they desire to continue with this kind of additional learning. Building the summer school attendance should be a consideration for the future.

Parent Participation

Each new 21st Century Community Learning Center program brings with it many parent involvement opportunities. This 2019-2020 school year brought the addition of a parent newsletter. These newsletters go out on a regular basis with updates and exciting activities taking place at each center.

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 of the centers maintained an open-door policy prior to the pandemic where family members felt welcomed and were encouraged to visit. Parents received an open invitation to that effect.

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.

The Intermediate Unit 1 continues to offer a GED program for parents tailored to assist them in achieving their career goals.

Although parent surveys were not available for this shortened school year, having spoken to many parents on various occasions, there was a homogeneous feeling of respect and appreciation for the program. Parents shared that they particularly appreciate the homework support.

Curriculum Partnerships



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



The 4H Curriculum: Health Rocks

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



Project TEAM: Teamology is a curriculum which integrates social/emotional learning, bullying prevention, and career readiness. Project Team uses six foundations to arm students with a team mindset and a philosophy of collaboration: Helping Others, Positive Change, Resiliency, Leadership, Anti-bullying, Problem Solving and Conflict. This curriculum program will provide direction to a more positive environment and social interaction.



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



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



PBS Kids/ WQED

WQED in conjunction with the Pennsylvania Department of Education has created thousands of hours of educational activities and fun games to support the new “Learning at Home” concept. The Intermediate Unit has garnered a new partnership with this esteemed learning platform for use during the 2020 summer.



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

FINDINGS

Report Card Data

Both reading and math report card grades have been collected from each school district for participating students in the 2019-2020 school year. The interrupted school year forced the districts to, in some cases, change the grading format from percentage or letter grades to a pass/fail evaluation. 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 2019 was compared to spring 2020. Report card data was not available from the Brownsville School District. Pressures placed on the school districts during the transition from face-to-face learning to cyber learning, caused a lag in gathering and collecting data.

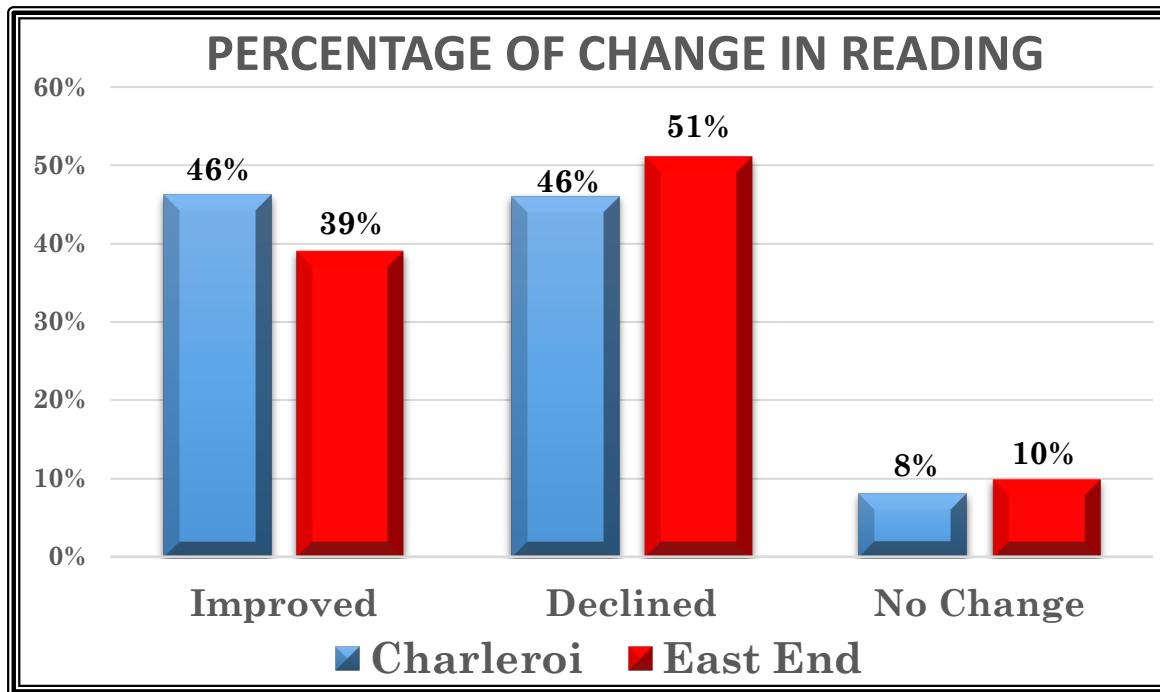


Figure 5: Report Card Changes in Reading

When considering the percentage of change in the area of reading on the school district report card, Figure 5 reveals a substantial amount of progress. The data reveal approximately 46% of the participating students improved in the area of reading at Charleroi, while approximately 39% of the Uniontown students at East End increased their performance. Unfortunately, on the other end of the continuum, about 46% of the students decreased in their reading evaluations at Charleroi and 51% showed a decrease at Uniontown. Approximately 8-10% of students remained at their original proficiency levels in both districts.

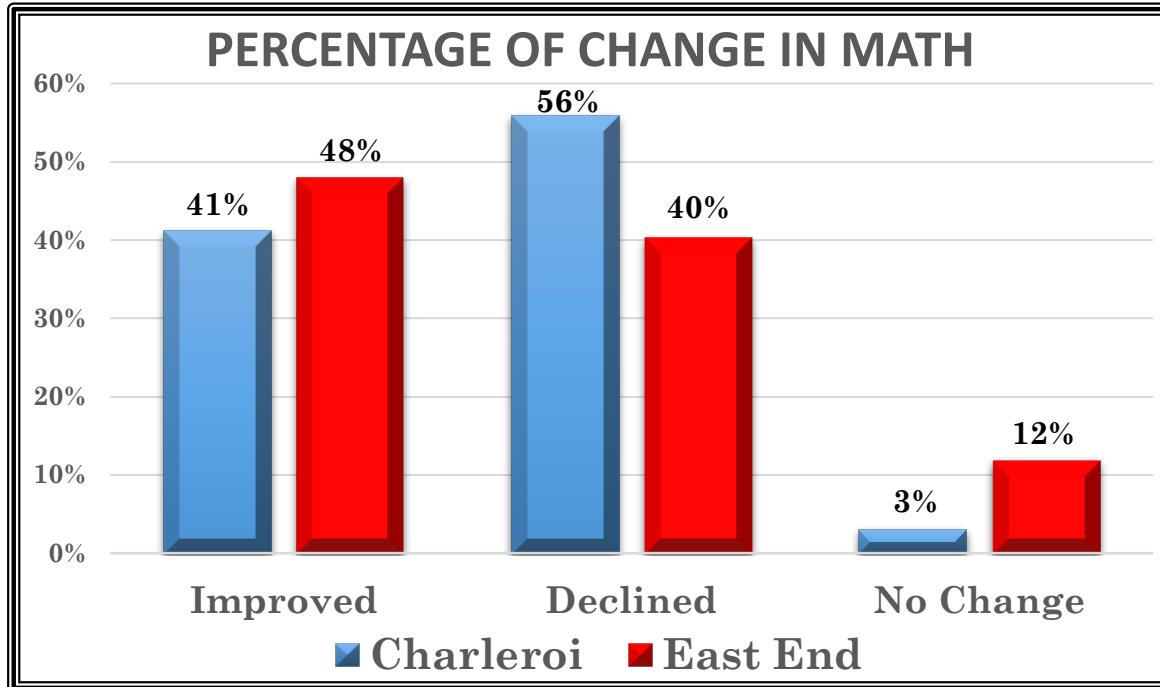


Figure 6: Report Card Changes in Math

When considering the percentage of change in the area of math on the school district report card, Figure 6 affirms that approximately 41% of the Charleroi students improved, with almost 50% of the East End students improving. Fifty-six percent of Charleroi students declined in math, with 40% of the students declining at East End. Three and 12% of the students remained the same at Charleroi and East End respectively.

Attendance Data

It is well documented that regular attendance in school positively effects student achievement. It is the hope of the 21st CCLC programmers that students genuinely enjoying the afterschool program and feeling prepared for their regular school program would enhance a desire in the students to attend school regularly. Due to the uniqueness of this 2019-2020 school year, this data is not available.

Behavior and Social Indicators

Although school districts were unable to collect and share quantitative data on the behavior and social indicators of the students attending the 21st Century Community Learning Centers, evaluators often interview students while visiting the centers. It is always notable that the students felt respected and genuinely appreciated the efforts of the teachers and staff. Perhaps this is an indicator of why teachers have shared that the students were exhibiting more appropriate behavior and more collaborative behavior. Students often shared that they enjoy helping the teachers, hugging the teachers, and just talking to the teachers. This kind of qualitative data affirms a positive relationship between teachers and students.

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

LOCAL EVALUATOR OBSERVATIONS AND SITE VISITS

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

Engage students in learning through innovative projects:

- The Challenger Mission Control eMissions continue to provide innovative, engaging experiences for the students as they work on real world problems.
- Students appear motivated to learn and genuinely happy to engage in the activities at the after-school programs.
- The Mobile Fab Lab served as a very innovative approach to engineering development and design.
- Students engaged in yoga activities enjoyed a positive approach to health and fitness.

Critical and creative thinking: Improve 21st Century skills:

- All of the e-labs are founded on a problem/solution approach to learning.
- Students often collaborate when working on projects.
- The Ozobot curriculum offers many creative, technological opportunities for students.
- Students were engaged in creating communities out of Lego blocks. This was an engineering project, which was met with a great deal of enthusiasm.
- The teachers at all sites were able to develop appropriate and varied extension activities in art, music, and literacy. When observed, the students were energized throughout these stimulating activities, while developing an appreciation for the creative arts.

Collaborating: Improve 21st Century skills:

- During e-missions the students formed emergency response teams that collaborated on a solution to a problem as a scenario is developed. Students continued to collaborate as conditions change during the e-mission.
- It is a priority of both students and parents to complete homework. This evaluator observed that the scheduled homework period is more than just allotted time to complete homework. This scheduled time is an opportunity for teachers to bridge the gap between home schools and the after-school program. Teachers use this time to work with individual students needing

help or support in any subject. In many cases the after-school teacher is also a classroom teacher at the host school.

- Collaboration is an ongoing theme as the teachers work through the TEAMology curriculum.
- Teachers are always building positive relationships with the children in their care.

Increase College and Career Readiness:

- The Fab Lab is an excellent source of career readiness, incorporating critical thinking skills that students need to become innovators as they explore a variety of career paths.
- Designing and engineering creative projects gives students a sense of pride in themselves thus building self-esteem.
- Meeting individuals from various backgrounds, as in the volunteers from California University and the partners at the Milton Hershey School, allow students to “see” themselves in different career paths.
- TEAMology also has a career education component. Students are enthusiastic about taking part in the TEAMology curriculum.

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).

COMMENDATIONS AND CONSIDERATIONS

Commendations

- The Program Coordinator, David Dunham and staff worked diligently in their efforts to recruit students to participate in the Cohort 8 program. In addition to the traditional means of recruitment (posters, letters, etc.), Twitter and Facebook were also included as a means of circulating positive pictures of the after-school program and activities in progress.
- A Parent Newsletter was circulated to inform parents of curricular activities and parent involvement opportunities.
- It is evident that those adults participating in the after-school program were dedicated educators creating a nonthreatening environment for children and a welcoming environment for parents.
- The fact that many of the participating teachers in the 21st Century Program were also full-time teachers in the host schools, provided them with curriculum knowledge from which to build. These teachers were also available to the students during their regular school operations.
- Students participating in the program voiced an overwhelmingly positive response to their feelings of success when interviewed.
- Teachers were given opportunities to share creative and enriching extension lessons at the professional development meetings.
- New partnerships were developed with WQED and PBS Kids for the summer sessions.
- The IU1 21st Century Community Learning Center Program was able to serve 246 students in this school year.

Considerations

- Continue to create new partnerships to establish sustainability of this outstanding program.
- Establish an Advisory Board to collaborate on critical concerns and focus on program strengths for future use.
- Consider establishing a particular date to distribute and collect parent and student surveys in the future.
- Consider redefining behavior to include behavior characteristics outside of school suspensions.