



PENNSYLVANIA 21ST CENTURY COMMUNITY LEARNING CENTERS

2019-2020 EVALUATION REPORT Cohort 9
INTERMEDIATE UNIT #1

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December, 2020

Cohort 9 21st Century Community Learning Center Intermediate Unit Partners

Carmichaels School District



Laurel Highlands School District



Official Website of the Uniontown Area School District

Welcome to Raider Nation

Afterschool 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: Director of 21st Century Community Learning Center Program IU1
From: Furman Educational Resources
Date: November, 2020
Subject: Program gains and student achievement

This evaluation report is primarily based on data provided by Rob Baier and the leadership team at Intermediate Unit 1. Data collection has also included consultations with 21st Century staff, student surveys, sending school district records, teacher surveys, 21st century community learning center site records/reports and site visits. The intended purpose of this executive summary is to provide interested individuals with a quick overview of the program accomplishments. Anyone needing a more detailed look at the program's accomplishments should review the comprehensive report. Based on the available data, the key findings from this year's 21st Century Community Learning Centers are:

Program goal: Improve literacy and math achievement

Report Card Achievement: Overall, when considering report card evaluations at all centers, approximately 56% of the students indicate an increase in reading and 48% of the participating students reveal an increase in math. These data were collected from the current adapted 2019-2020 report card.

Program goal: Improve school day attendance

Overall, when considering school attendance at all centers, 100% of the students either had no need to improve attendance or increased their attendance during the course of the adapted school year.

Program goal: Improve positive behaviors in academic and social settings

Overall, when considering school behavior and discipline at all centers, 100% of the students either had no need to improve behavior or demonstrated improvement in their behavior (Clark, Hatfield).

Program goal: Improve class participation as reported by classroom teachers

Overall, when considering participation in the class, teacher surveys data revealed that 78% of all students demonstrated some level of improvement in class participation.

Program goal: Improve class attentiveness as reported by classroom teachers

Overall, when considering student attentiveness, 86% of students were found to be more attentive and engaged during class.

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

Overall, when considering the students volunteering, 81% of students made improvement.

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

Overall, when considering students coming to school motivated to learn, 78% of the participating students improved.

INTRODUCTION

Furman Education Resources has been engaged to study the impact of the Cohort 9 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 until further notice.

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 given because 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, survey information was 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 Description

This evidenced-based program focuses on both innovation and improvement. In this capacity, documentation has been gathered to the best of our ability 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.

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

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

prevention programming, and science, technology, engineering and mathematics (STEM) education.

The Cohort 9 project is in its third year of implementation. The IU Project began implementation in January of 2018 and has continued through the summer, fall and spring cycles. The program implementation goals and strategies were developed and implemented as a result of the capable leadership of Rob Baier, Project Director, Jessica Cole, Program Coordinator and other support personnel.

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

This evaluator attended both the summer and fall orientations and professional development sessions held for all teachers and support personnel prior to program implementation as well as conducting visits to cohort sites to observe the program in operation and conduct interviews with participants. Furman Educational Resources evaluators were also present at the Washington DC 21st Century Community Learning Centers Summer Symposium on July 17 – 18, 2019. This experience was extremely informative as well as motivational and inspiring.

The IU Directors and Coordinators are also committed to continuous learning experiences through Webinar opportunities such as Y4Y (You for Youth), Department of Education Website and other Professional Development websites. IU representatives and a Furman Educational Resources representative attended the ELO (Extra Learning Opportunities) Conference in Harrisburg. Professional development plays an important role in the manifestation of growth in the after-school program.

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.

Program Design

The design of the program has not changed since the inception of the 21st Century Learning Centers except that the intent of the program is more fully understood by those involved and there is a conscientious effort put forth by all to meet the needs of the students. The program design emphasizes 21st century skill development including innovation, collaboration and creativity. The program proposes to serve students through the use of engaging projects and strategically incorporating STEM, literacy, the arts and social skill development. Additionally, career development and recreational activities round out the program design. This uniquely designed program not only supports development of science, mathematics and reading skills, it is planned to provide concrete motivation for school success. It addresses the basic challenge of making school an experience that is positive because many children come from families who have not had positive school experiences, themselves. The after-school program has a homework component in addition to the enrichment activities. This component has been highly successful in helping students return to school prepared to begin their day.

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

Through the inspired vision and careful planning of Program Director Rob Baier and Program Coordinator, Jessica Cole, this program is addressing the unique needs of the students in these rural and urban environment. Armed with the knowledge that the 21st CCLC Program increases school success and helps to narrow the achievement gap in education, these individuals are dedicated to the mission of providing after-school learning for every child who needs it and creating a brighter future for each child every day.

Program Goals:

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

OPERATIONS

21st Century Community Learning Centers

Intermediate Unit 1 operated three centers during the summer of 2019 and extended operations to six centers during the 2019–2020 school year at the following locations:

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

These schools were selected based on their respective labels of being economically disadvantaged as well as the fact that these are schools desperately in need of academic support.

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

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

environment to foster a creative spirit and a workable schedule to meet the needs of those participating students at each site.

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

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

Over 200 students have been able to take part in the Cohort 9 21st Century After School Program. This number has exceeded expectations and has resulted in a very successful program.

Research supports that students attending after-school and/or summer programs achieve higher in the regular education programs. Without question, research substantiates that the 21st CCLC programs are creating brighter futures for our students. The teachers involved in these programs are the quality engineers. They serve as the champions of the children. All Cohort 9 centers are staffed with certified teachers and paraprofessionals.

Many of the teachers in the after-school program have been chosen from the regular education teachers in the school district. This gives the teachers a natural rapport with district administration, an in-depth knowledge of curricular goals and standards, and availability to parents of students in the after-school program.

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

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

The 21st CCLC Program would not be possible without the vision and directorship of Rob Baier and his assistant, Jessica Cole. These capable leaders have taken

advantage of all opportunities to grow professionally. They also have attended the ELO (Extra Learning Opportunities) workshops in Harrisburg and the summer symposium in Washington, DC. These capable leaders are technologically advanced and able to guide the after-school teachers to find appropriate websites and apps that have potential to enrich the curriculum. These educators are genuinely invested in the overall well-being of the students.

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

Curriculum and Activities

All the centers offer a like curriculum including literacy, math and science instruction, with a special emphasis on STEM (Science, Technology, Engineering and Math) activities, as well as enrichment in art, music, physical education, health and wellness, character education and technology. Teachers enjoy some flexibility related to instruction. These teachers develop activities based on best educational practices.

The program is structured to have 20 minutes of small group homework help, a nutritious snack, project time and motivational hands-on special activities. Most significantly, the program will collaborate with the Challenger Learning Center to offer all students a curriculum rich in STEM education. The Challenger Center for Space Science Education is a curriculum that embraces hands-on, exploratory opportunities for students while equipping students with knowledge and skills related to STEM education. The Challenger Learning Center curriculum is an innovative distance learning program including e-Missions and e-Labs. The e-Missions are highly motivational, critical thinking projects that require a high degree of problem-solving. Each e-Mission culminates with a videoconference between the students and “mission control”.

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

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

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

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

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

A new technology program was added to the curriculum as a result of keen budgeting options by the IU supervisors. Ozobots is an award-winning simplification of the process of programming. Ozobots are small robots empowering our students to creatively learn how to code. These little robots are extremely motivational and present technology development in a creative framework of skill development. The Laurel Highlands schools were involved in a robotics competition: Dash and Dot Robots. This is a national competition submitted online and consists of coding robots according to a structured criterion.

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

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

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

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

SUMMER SCHOOL: June, 2019

Summer School Participation

Cohort 9 school districts conducted a summer school program at three sites totaling 63 students. Carmichaels School District held the program at the Elementary Center. Laurel Highlands School District allowed all participating elementary schools to meet at the Hatfield Elementary School. Several La Fayette Middle School students from the Uniontown School District attended summer school at the East End Community Center.

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

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

California University students volunteered in the Robotics Room at Hatfield Elementary, while Waynesburg University students were available at the Carmichaels Center. These university students provide invaluable mentorship to all participating students. The East End Center was fortunate as well to partner with volunteers from the Milton Hershey School. The students were involved in creating meal boxes as well as landscape improvement.

Creative instruction was observed at all centers. Yoga classes were taught in conjunction with learning about a healthy body at East End Center. Ozobot stories were created at the Hatfield Center with Carmichaels hosting a "Jaws" themed oceanography experience. The addition of the Fab Lab (authentic and creative engineering projects) to the summer program made a big hit with the students as they created specialty items of personal interest.

Summer Student Surveys

Gathering information from students is a significant means of reflecting on a program. Student surveys are historically very telling and wrought with honesty. Always valuing student input, a summer survey was given to the students to garner feedback and discern attitudes toward themselves and the program. Although new youth surveys are being developed by the National 21st CCLC, Intermediate Unit 1 has continued to use an in-house student survey developed by the IU team and the local evaluators. These data become even more valuable during this pandemic year because the evaluators were not able to distribute surveys after the schools were closed in March, therefore these data, although representing only a small percentage of students participating in the 21st CCLC Program, give students a voice. The following tables represent the data collected from the students at each learning center during the summer session:

Table 1: Carmichaels Summer Student Survey Data

Carmichaels Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	92.20%	0%	7.80%
2. I have a more positive attitude toward school.	72.18%	27.82%	0%
3. I have a greater interest in science and technology.	76.82%	11.59%	11.59%
4. I complete homework on time.	87.30%	3.28%	9.42%
5. I participate more in class projects.	80.12%	8.94%	10.94%
6. I make better decisions at school and am well behaved.	97.82%	0%	2.18%
7. I work better with others.	86.30%	11.25%	2.45%
8. I have fun while learning.	89.34%	10.66%	0%

Table 2: Clark Elementary Summer Student Survey Data

Clark Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	92.14%	0%	7.86%
2. I have a more positive attitude toward school.	72.44%	8.20%	19.36%
3. I have a greater interest in science and technology.	77.18%	5.78%	17.04%
4. I complete homework on time.	100%	0%	0%
5. I participate more in class projects.	74.18%	19.45%	6.37%
6. I make better decisions at school and am well behaved.	96.0%	4.0%	0%
7. I work better with others.	94.25%	1.3%	4.45%
8. I have fun while learning.	84.0%	10.0%	6.0%

Table 3: Hatfield Elementary Student Survey Data

Hatfield Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	93.84%	0%	6.15%
2. I have a more positive attitude toward school.	92.20%	7.80%	0%
3. I have a greater interest in science and technology.	63.29%	8.41%	19.30%
4. I complete homework on time.	93.86%	0%	6.14%
5. I participate more in class projects.	86.72%	0%	13.29%
6. I make better decisions at school and am well behaved.	100%	0%	0%
7. I work better with others.	86.72%	0%	13.29%
8. I have fun while learning.	100%	0%	0%

Table 4: Hutchinson Elementary Student Survey Data

Hutchinson Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	85.5%	0%	14.50%
2. I have a more positive attitude toward school.	84.33%	0%	15.67%
3. I have a greater interest in science and technology.	58.2%	0%	41.80%
4. I complete homework on time.	70%	30%	0%
5. I participate more in class projects.	75.5%	0%	24.5%
6. I make better decisions at school and am well behaved.	43.34%	0%	56.67%
7. I work better with others.	80%	0%	20%
8. I have fun while learning.	78.0%	22.0%	0%

Table 5: Marshal Elementary Student Survey Data

Marshall Elementary	Agree	Disagree	Not Sure
1. My teachers care about me and tell me when I have done a good job!	100%	0%	0%
2. I have a more positive attitude toward school.	84.33%	0%	16.67%
3. I have a greater interest in science and technology.	83.33%	0%	15.67%
4. I complete homework on time.	100%	0%	0%
5. I participate more in class projects.	100%	0%	0%
6. I make better decisions at school and am well behaved.	92.67%	7.34%	0%
7. I work better with others.	93.67%	0%	6.34%
8. I have fun while learning.	82.34%	1.0%	16.67%

After reviewing the student survey data, it is evident that the 21st CCLC Summer Program was well-received by the students with a majority of all participating students indicating a positive response to all survey questions. It should be noted that 100% of the participating students from the Hatfield Elementary School felt that learning was fun. The greatest percentage of disagreement was focused on having a more positive attitude (28%) and participating in class projects (19%). It is quite evident with just a brief look at all the tables representing the voices of the students, that the students across all sites have an extremely positive opinion of the teachers, the 21st Century Learning Program per se, and their individual learning progress.

“21st Century Community Learning Centers provide essential support to students who are often underserved and offer creative, engaging learning opportunity to kids of all ages and backgrounds.”

Afterschool Alliance

The 21st Century Community Learning Center Program

PARTICIPATION

2019-2020 SCHOOL YEAR

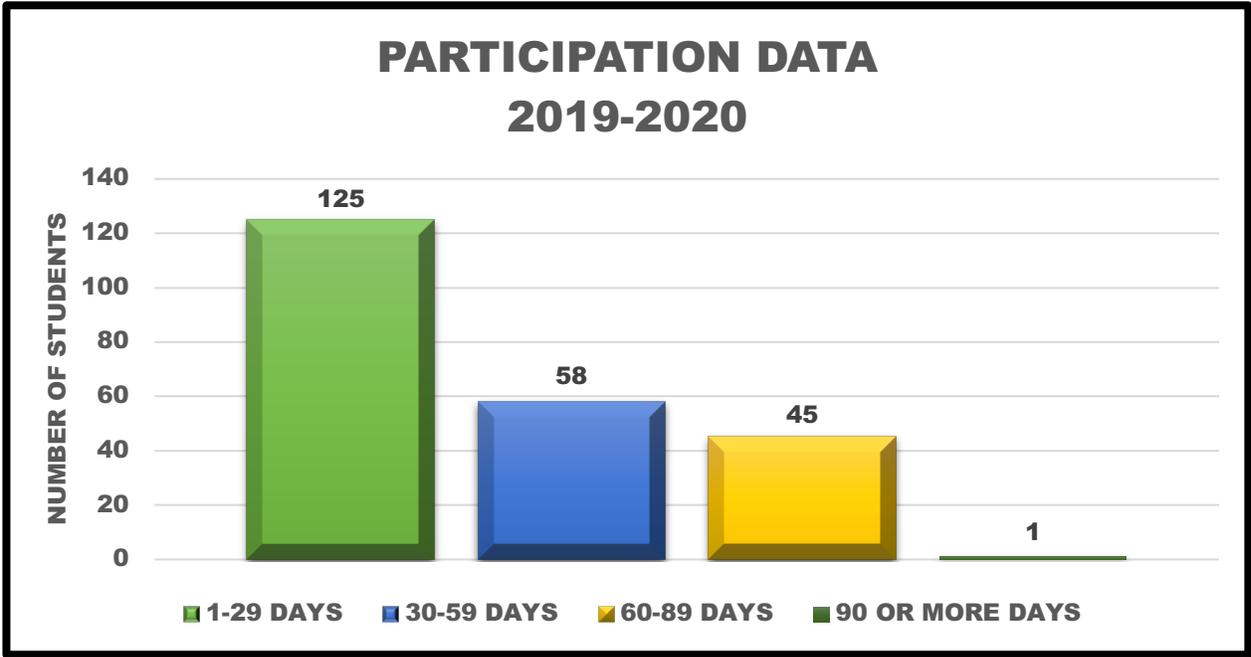


Figure 1: Total Participation Data

Cohort 9 schools served 229 students in the 2019 – 2020 school year. The Cohort 9 initiative incorporates three school districts housed at six different sites. Of the 229 participants, 104 of the students were able to attend for more than 30 days, representing 45% of the total population. This is a commendable percentage of attendance, given that many students participated far beyond the 30-day expectation.

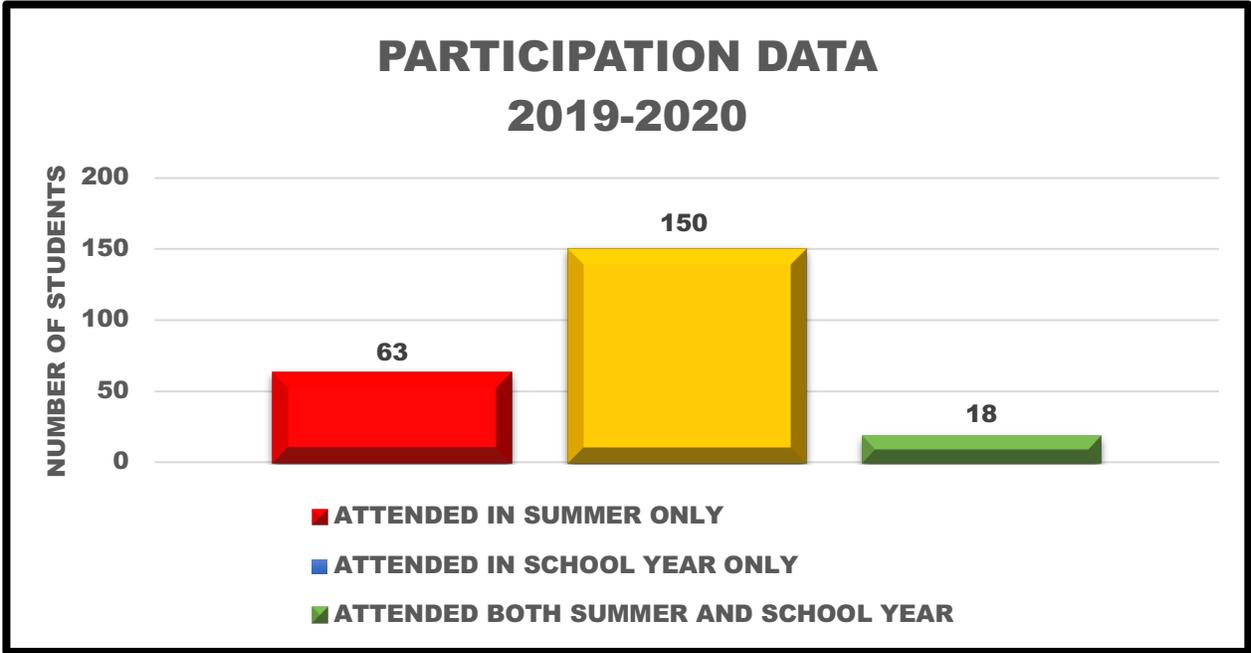


Figure 2: 21st Century Community Learning Centers Participation Data for Summer School and After School in 2019 – 2020.

Figure 3 shares that 63 students were able to take advantage of the summer program offered by the 21st CCLC. Eighteen of those students maintained their attendance in the after-school program bringing the total student involved in the after-school program to 150.

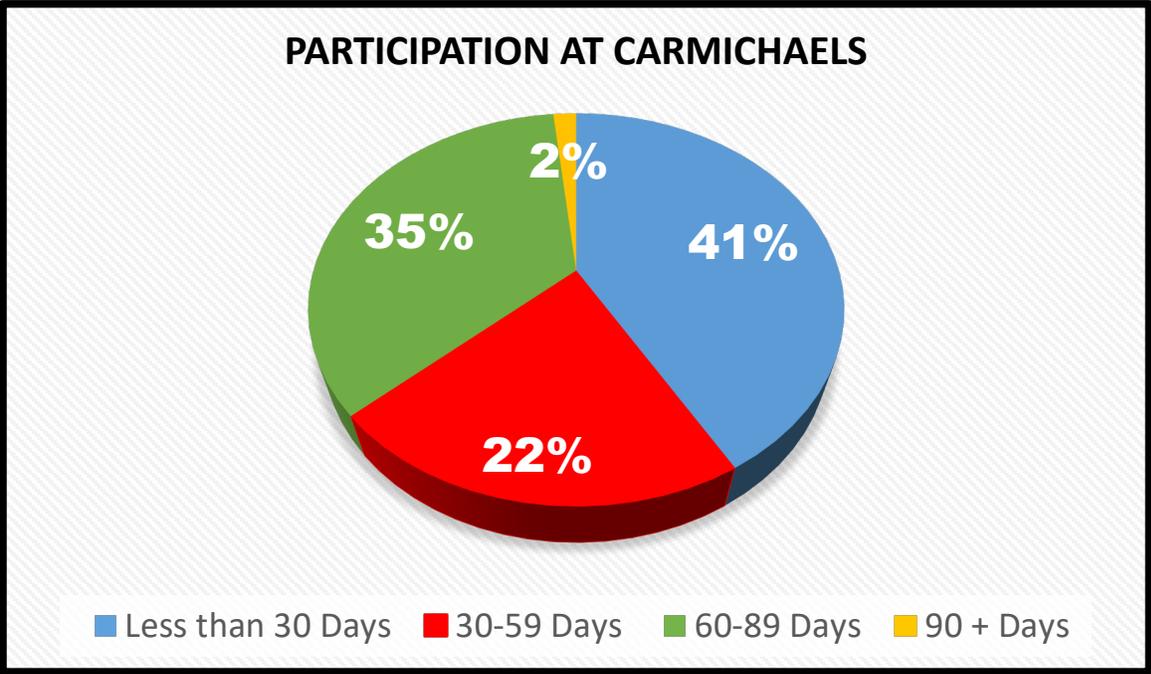


Figure 3: Attendance data for Carmichaels Elementary

Approximately 35% of the participants at Carmichaels Elementary School were able to attend the program for more than 60 days. Approximately 22% of the students attended from 30 days to 59 days. Comprehensively, 57% of the participating students at Carmichaels had regular and consistent attendance.

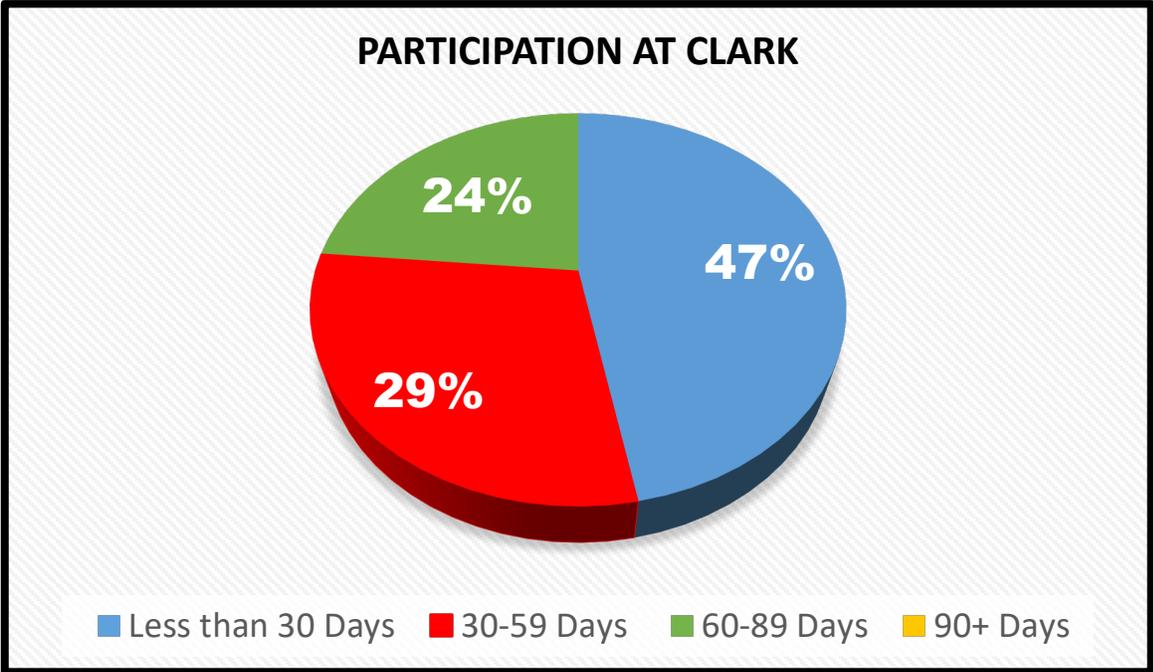


Figure 4: Attendance data for Clark Elementary

Fifty three percent of the students attending Clark Elementary Center were able to attend the after-school program from between 30 days and 89 days with one quarter of those students attending more than 60 days. Unfortunately 47% of the students participating at Clark Elementary Center attended the program for less than 30 days.

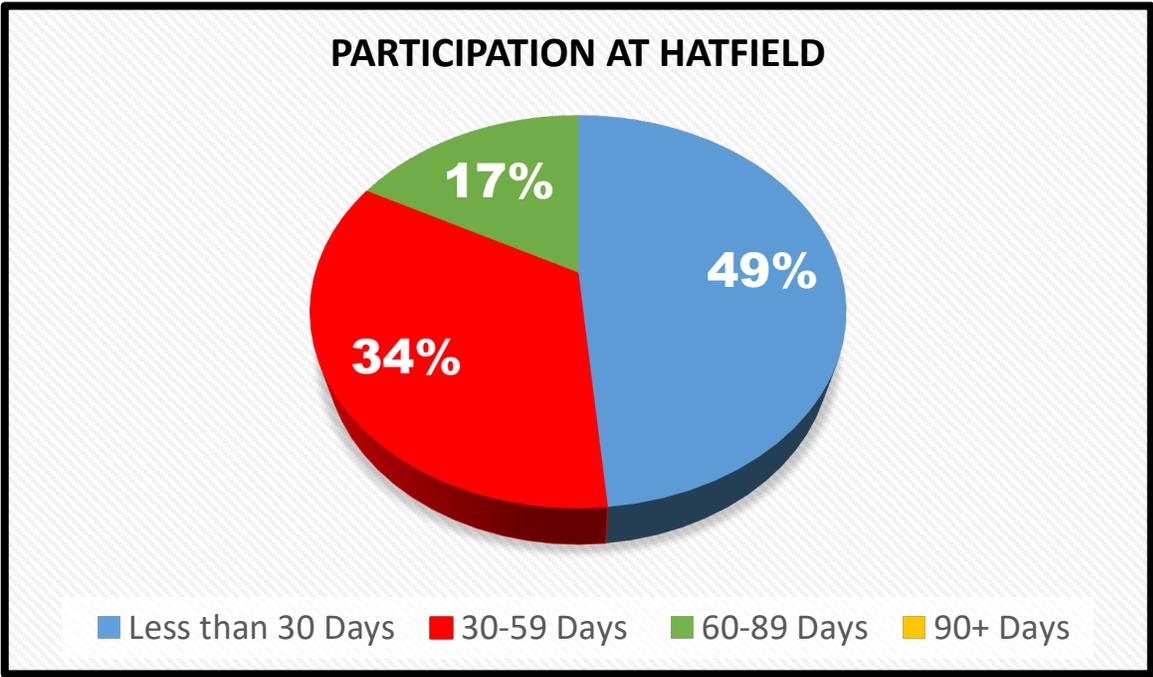


Figure 5: Attendance data for Hatfield Elementary

At Hatfield Elementary, approximately 50% of the students were unable to participate for over 30 days. The other half of the students were categorized as 34% of the students attending from 30 to 59 days and 17% attending for 60 – 89 days.

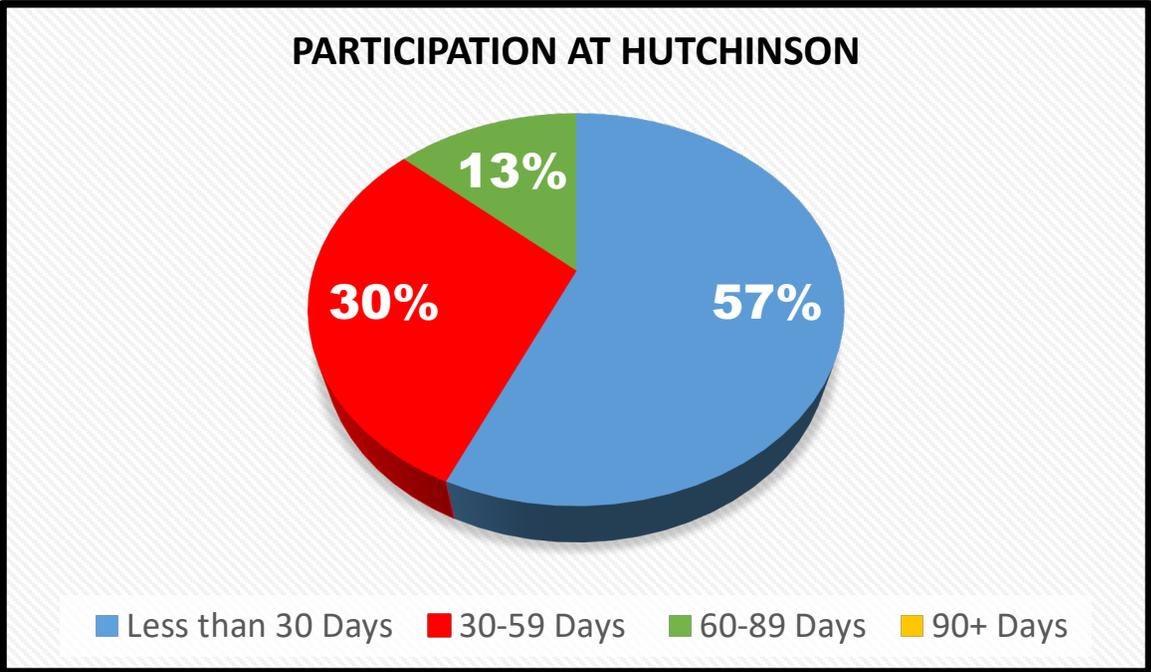


Figure 6: Attendance data for Hutchinson Elementary

Approximately 43% of the students attending Hutchinson Elementary were able to participate from 30 to 89 days. Approximately 60% of the students were unable to attend for 30 days or more.

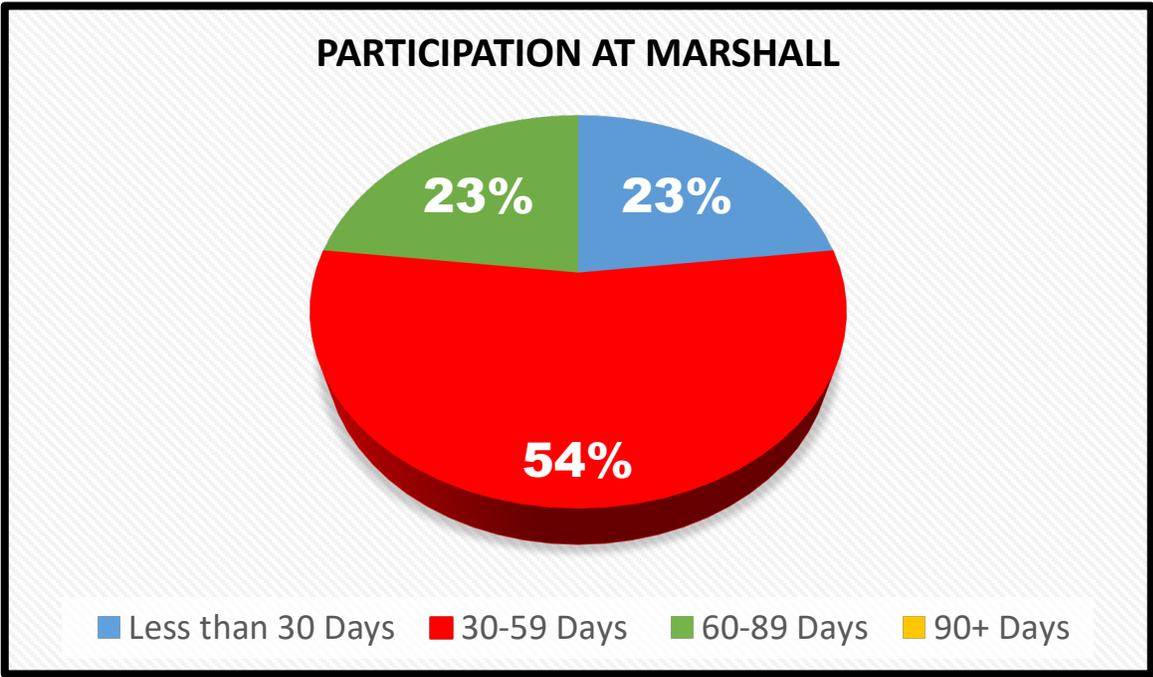


Figure 7: Attendance data for Marshall Elementary

Marshall Elementary students should be commended on the consistency of their attendance. Seventy-seven percent of the students attended regularly with only 23% of the students participating for less than 30 days.

Parental Involvement

Research confirms that strong parent relationships and parent engagement ultimately increases student achievement. The Intermediate Unit has created an environment of respect and rapport that encourages parent involvement. The 21st CCLC brought with it many parent involvement opportunities. The Intermediate Unit agrees with the premise that it is critical to bring families into the program. In keeping with this educational philosophy, all centers maintain an open-door policy where family members should feel welcome and are encouraged to visit. Parents were invited to culminating activities in the summer and Open House in the fall. Parents were also invited to participate in a Challenger e-Mission. Carmichaels Center hosted a “Jaw-some” Oceanography project. Parents are invited to Lights on After School which celebrates after-school programs nationwide.

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. It was 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 per semester, with supportive learning occurring throughout the sessions.



The 4H Curriculum: Health Rocks

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



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



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



Ozobot is an award-winning simplification of the process of computer programming. Ozobots are small robots enabling our students to creatively learn how to code. These little robots are extremely motivational and present technology development in a creative framework of skill development. The Laurel Highlands schools were involved in a robotics competition: Dash and Dot Robots. This is a national competition submitted online and consists of coding robots according to a structured criterion.



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



Waynesburg University students specifically support the Carmichaels after-school center.

FINDINGS

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

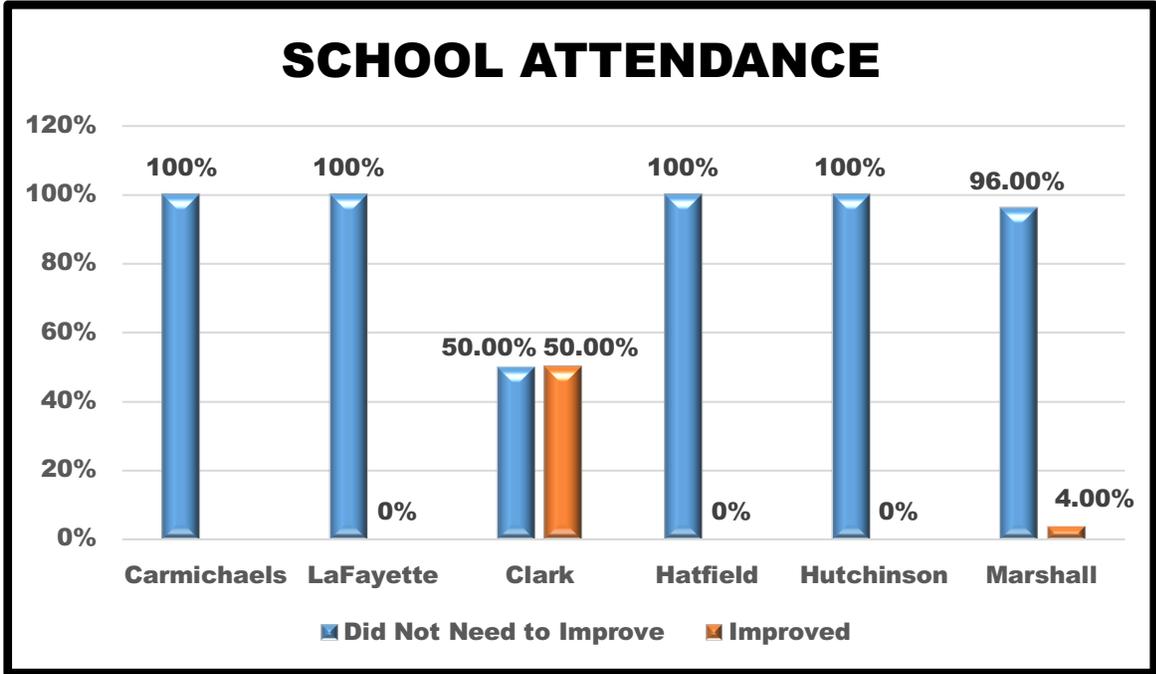


Figure 8: School Attendance Data

An important goal of the 21st CCLC is to improve regular school attendance. It is the belief of the Intermediate unit programmers that the incorporation of homework support as to having students return to school prepared, and the inclusion of highly engaging enrichment activities to motivate learning, will result in students wanting to attend school on a regular basis. That being said, although this would be considered an atypical year, members of the Clark staff reported 50% of the participating students improving in his/her school attendance. Marshall staff shared 4% of the participating students showing improvement in school attendance. It was reported that 100% of all the remaining participating students already exhibited satisfactory school attendance.

Discipline and Behavior Data

Evaluators also collected data for students related to the frequency in which they had an in- school or out-of-school suspension. School behavior will be examined from the perspectives of classroom teacher observation (via the teacher survey data) and data collected on specific students from their respective schools. Fortunately, and to the credit of these school districts, the concept of behavior at Cohort 9 schools is one of simply improving what is already considered to be satisfactory and appropriate behavior.

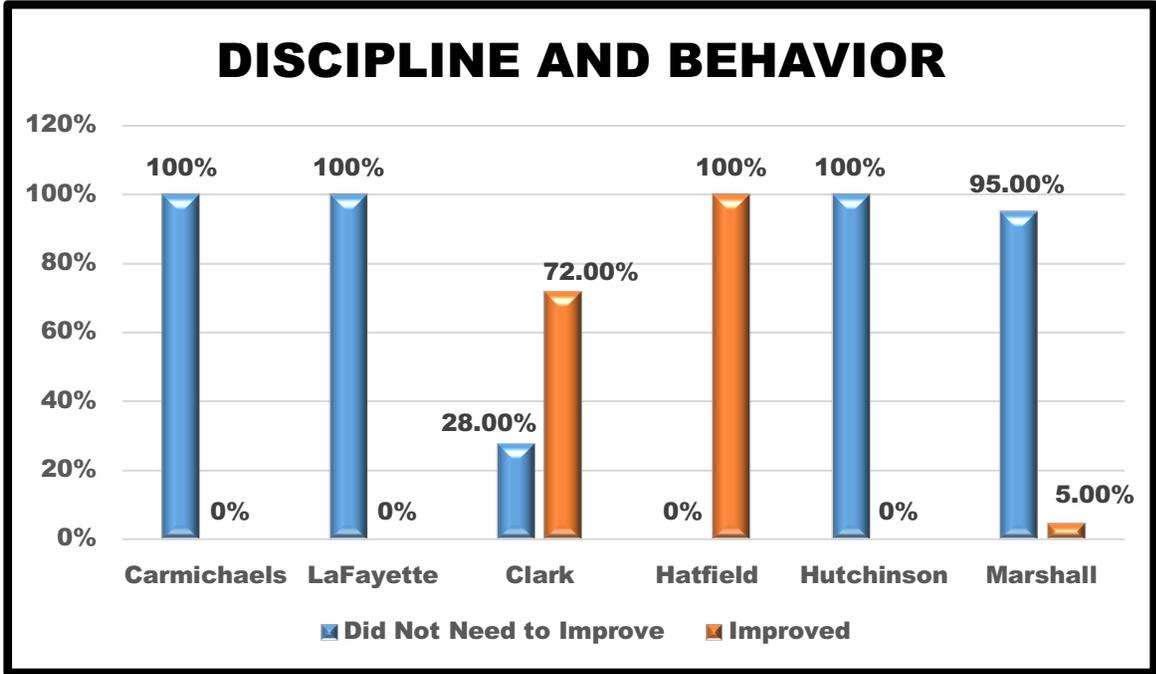


Figure 9: Discipline and Behavior Data

It is evident from the data collected in Figure 11, that the majority of the students at all sites had little to no behavior issues. Carmichaels, East End (LaFayette) and Hutchinson all reported that the participating students in the after-school program had no need to improve behavior. It should be noted that the LaFayette data represent one student. Hatfield participating students exhibited 100% improvement with 72% of Clark students demonstrating behavior improvements and Marshall showing 5% improvement.

Later in the report, we will look at behavior from the sending school’s classroom teachers’ perspective. Those data positively correlate with the school district data. The after-school teaching staff reported that approximately 50% of all students had

no need to improve their already appropriate behavior. The other 50% demonstrated either significant, moderate or slight improvement. All of these school districts should be commended on the high level of positive behavior represented as per the teacher survey data.

Report Card Data

One of the prime goals of the 21st CCLC Program is to realize improvement in the regular classroom as a result of the learning activities being experienced by the students at the Learning Centers. Both reading and math report card grades have been reported by the sending school districts. Student academic change (improved, declined or remained the same) was determined based on a comparison of an individual’s fall and third nine-week spring report card grade for the same school year, in this case, fall 2019 compared to March 2020. The schools chose to evaluate using a pass/fail reporting procedure in the fourth nine weeks due to the new virtual format for instruction. Report card data were not available for the Marshall Elementary School.

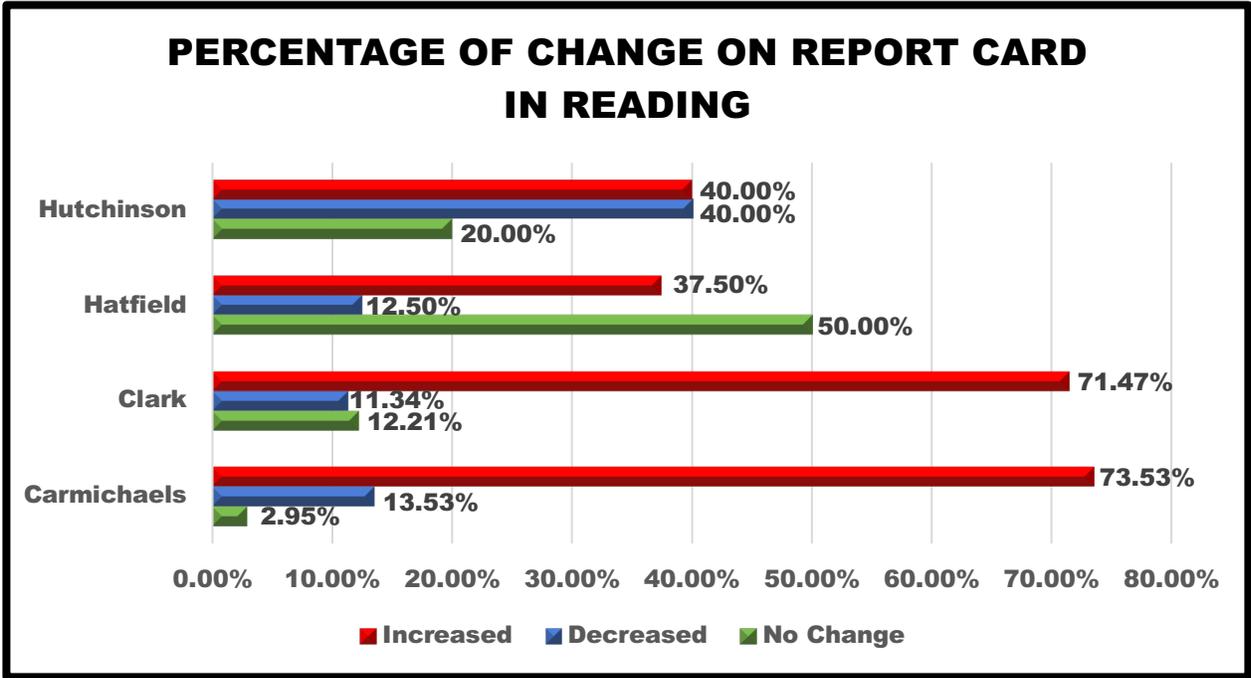


Figure 10: Changes on report card in reading

Looking at the percentage of improvement in the area of reading/language arts, in Figure 12, Carmichaels reports the greatest gains (73.53%), with Clark reporting 71.47% improvement. Both Hutchinson and Hatfield report an approximate 40% improvement rate. Unfortunately, the data also reveal that there was also a 40% decline in reading at the Hutchinson site. The other three schools, Hatfield, Clark and Carmichaels report an approximate 12% decline. Although there remains work to do, the improvement at all centers in the area of reading is encouraging.

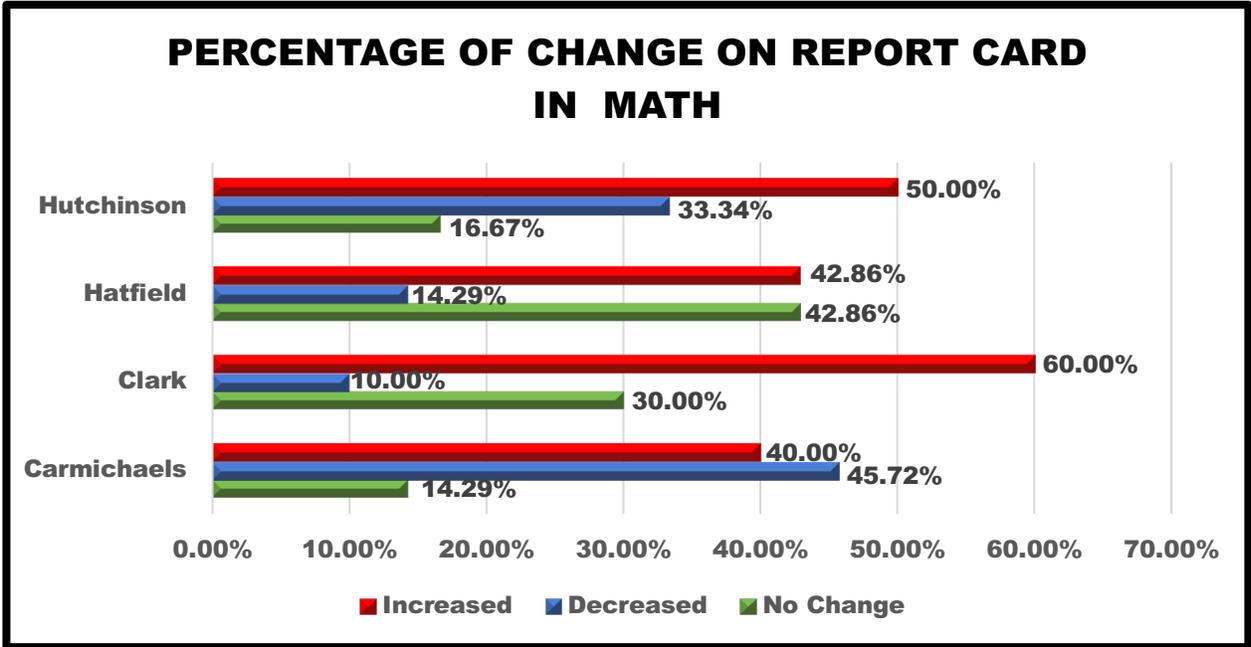


Figure 11: Changes on report card in math

Figure 13 reveals, when considering student gains in the area of math as shared on report cards, both Clark Elementary and Hutchinson Elementary Schools share a significant improvement rate with Clark sharing a 60% gain and Hutchinson a 50% gain. Carmichaels and Hatfield Elementary Schools experienced approximately 40% improvement. All of the centers share a decline in math from 45.72% (Carmichaels) to 10% (Clark). Although there continues to be work to do in the area of math, the improvement at all centers is encouraging.

SURVEY DATA

Teacher Survey Data

The following data were retrieved from the participating students' regular education classroom teachers. 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. The following data is a comprehensive look at that application:

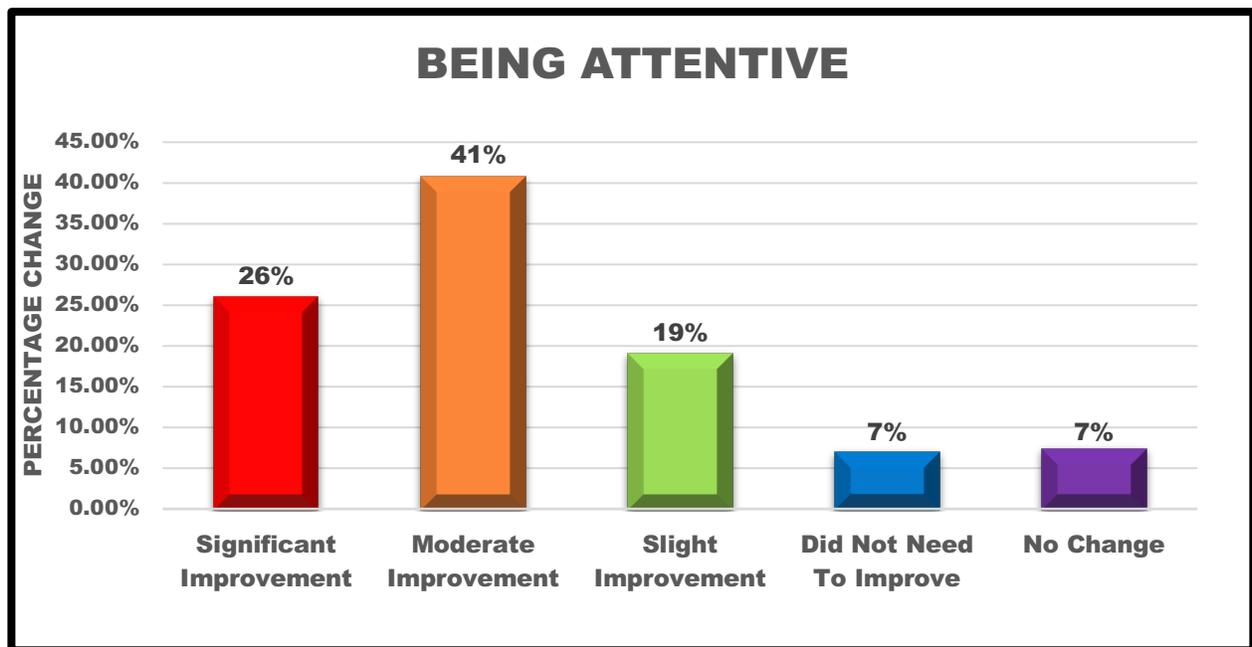


Figure 12: Attentive in Class

Being in class does not guarantee learning success for our students. The students also need to be attentive to their learning, engaged in their instruction, and taking ownership for their learning. When regarding this important concept, as indicated in Figure 32, 86% of participating students realized some aspect of improvement when it comes to being attentive during classroom instruction.

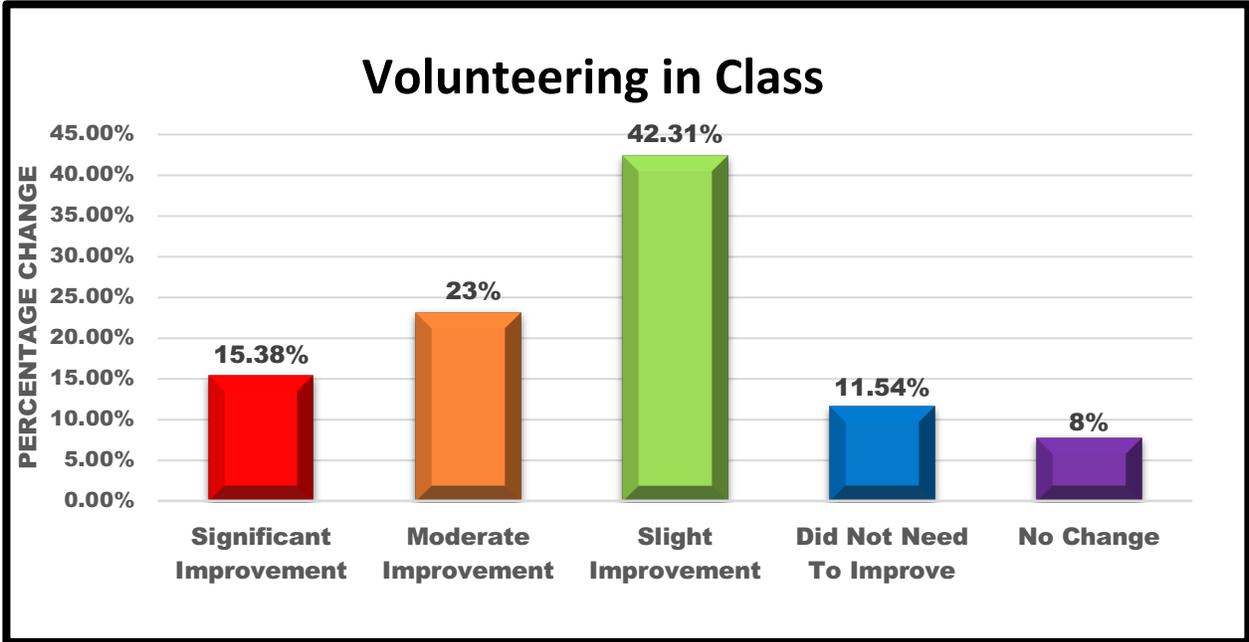


Figure 13: Volunteering in Class

Volunteering in class is a goal of the 21st CCLC. Volunteering indicates a willingness on the part of the student to be a risk-taker or a willingness to pursue or investigate other areas of interest. It also indicates confidence in one’s self. Figure 33 shares that 80% of the participating students were able to show improvement in their willingness to volunteer. Although approximately 42% of participating students only experienced a slight improvement, this is positive gain and should be highlighted as such.

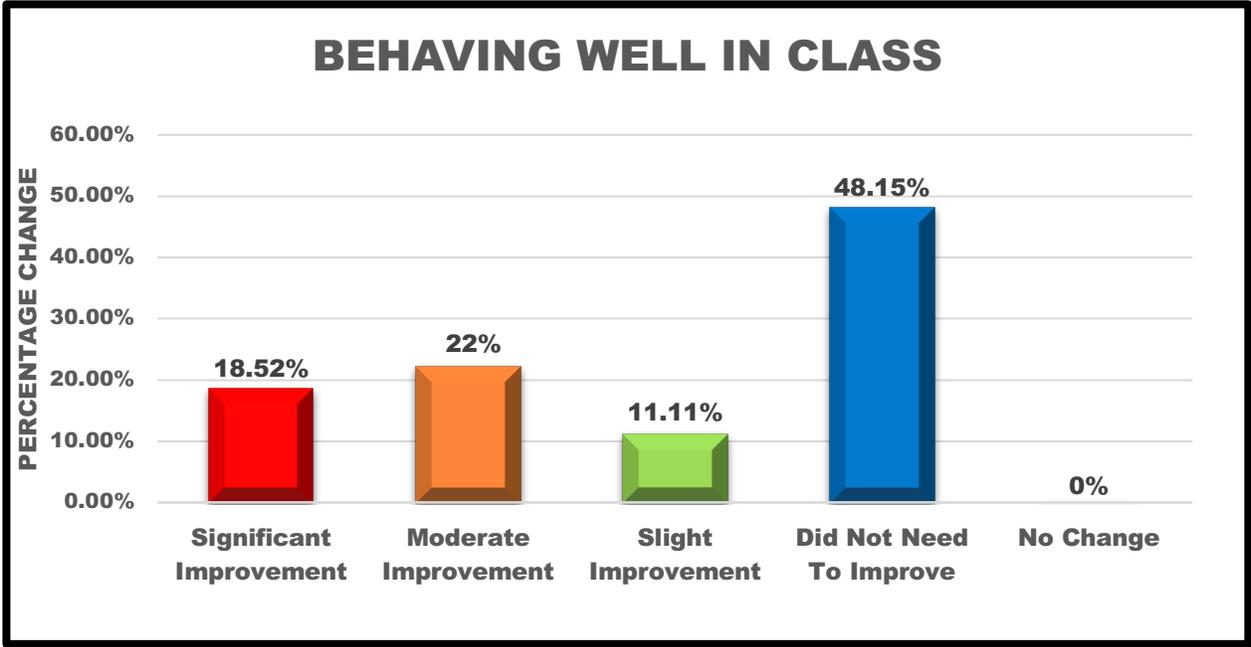


Figure 14: Behaving Well in Class

Learning requires behavior that allows the students to fully participate in all learning activities. In the area of classroom behavior, it should be noted that Figure 34 indicates that almost one half of the students had no need to improve their behavior. These students already exhibited appropriate behavior in the classroom, while the other half of the participating students (52%) showed improvement. Behavior does not appear to be a concern in Cohort 9.

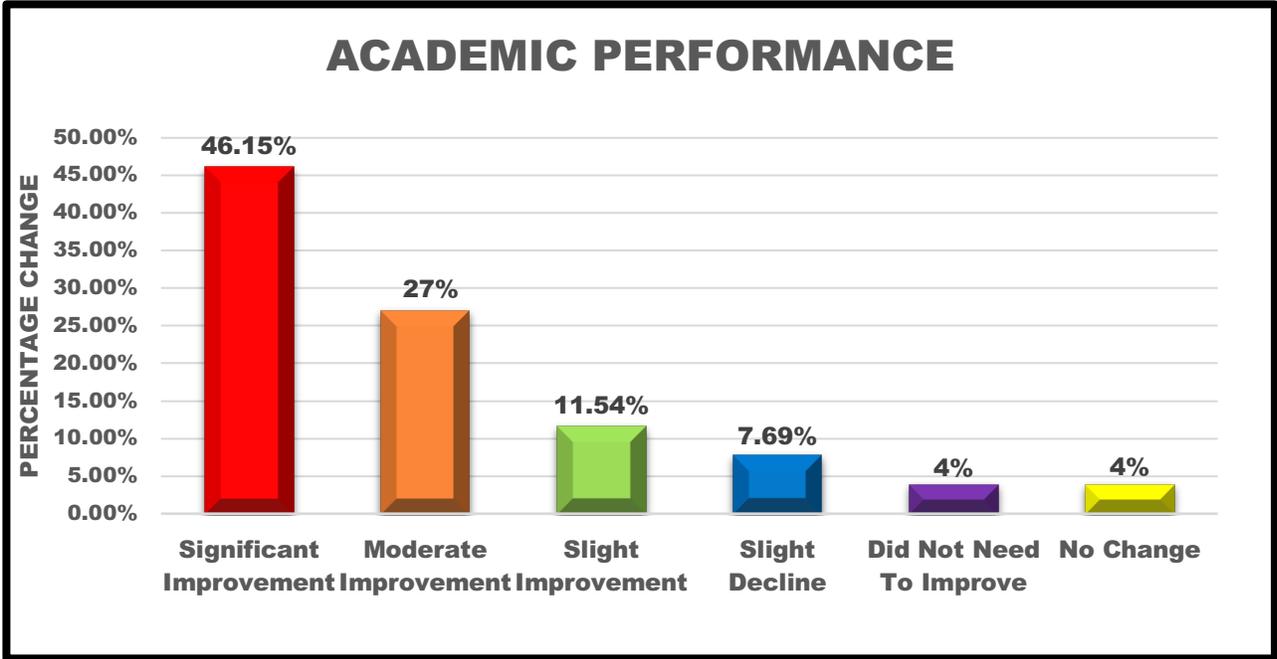


Figure 15: Academic Performance

When examining Figure 35, classroom teachers reported significant improvement in the area of student academic performance. Almost 50% of the participating students showed significant academic improvement. This is to be commended and reflects the total commitment of those after-school teachers to support all of the children academically.

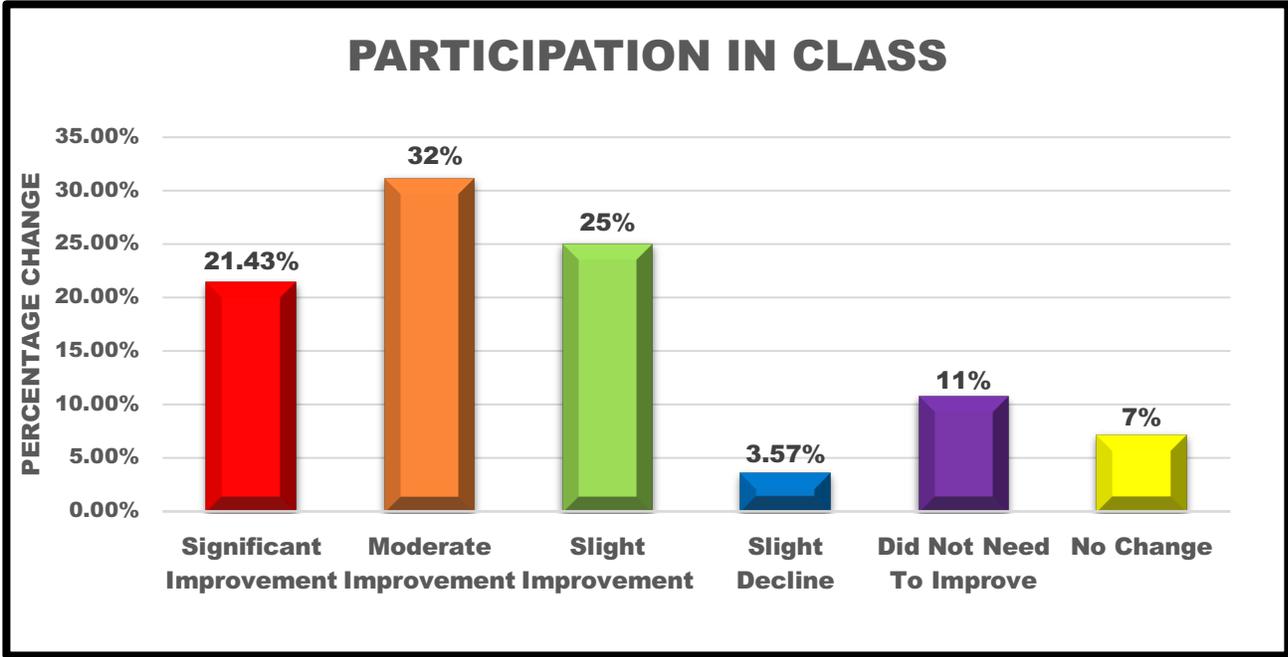


Figure 16: Participating in Class

Getting students to participate in class has many educational benefits. Active involvement adds interest and reinforces learning. Teachers must invite participation by creating a non-threatening learning environment. Over 75% of the participating students showed either significant, moderate or slight improvement. In regards to class participation, Figure 36 indicates that those teachers surveyed perceived the students as making progress in the area of class participation.

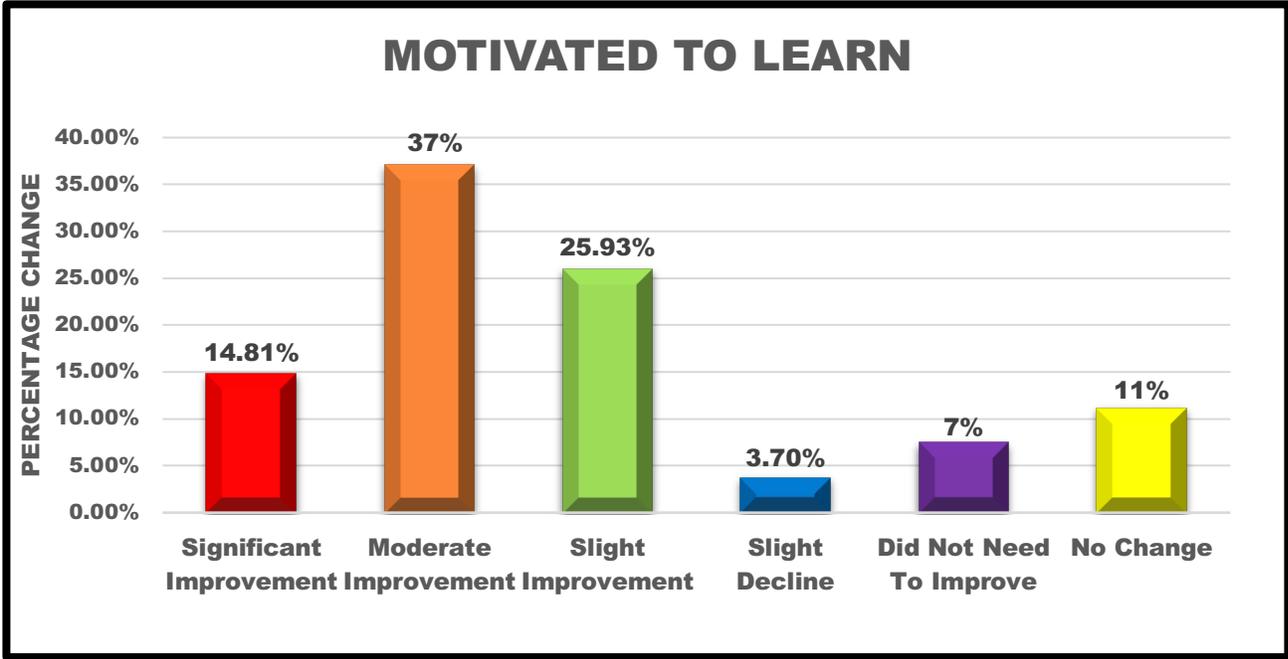


Figure 17: Coming to School Motivated to Learn

Students need motivation to stay engaged and to be committed to their learning. In terms of changed behavior when it comes to being motivated to learn, approximately 76% of participating students demonstrated significant, moderate or slight improvement in their demonstration of those characteristics reflecting a motivated student.

LOCAL EVALUATOR OBSERVATIONS

In addition to quantitative data, this evaluator finds it valuable to interact with students, teachers, and parents when possible. Visitations are made at least twice at each site during the program year. Observations were made in the summer and fall of this atypical year, however this evaluator observed some extremely creative lessons during these visits. 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. Missions are conducted once each session.
- The Mobile Fab Lab served as a very innovative approach to engineering development and design. Students appear genuinely motivated to learn during the Fab Lab projects.
- Students engaging in yoga activities enjoyed a positive approach to health and fitness.
- Students were asked to engineer land and building environments as they were directed to create Lego cities.
- Pottery making was a welcome innovation for students at Carmichaels.
- Ozobot storytelling with the help of university students had students engaged in motivational technology.

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.
- Students at East End Center were introduced to the service industry as they prepared food boxes for those in need.
- Milton Hershey volunteers mentored the development of a garden leading to nutritional information being discussed as well.
- Technology careers become evident as the students work with robotics and Ozobots.
- Working as a team in collaboration leads to career readiness in this time in history when many future jobs are in the idea stage. The ability to collaborate is a definite characteristic necessary in the present job market and the future.

Critical and creative thinking: Improve 21st Century skills:

- Zoology was inspired as the students were introduced to exotic animals.
- Students often collaborate when working on projects. Students working in groups was often observed.
- This evaluator observed many creative opportunities for the students: weighing coins, racecar tournament, Ozobot storytelling, etc.
- The Challenger Missions have historically been a source of critical and creative thinking. This innovative program has been used at all sites since the onset of the after-school program. All of the e-labs are founded on a problem/solution approach to learning.
- 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.
- Creative science teaching was observed as teachers and students made snow during Christmas in July.

Collaborating: Improve 21st Century skills:

- Problem solving must be done in a collaborative setting. 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 Project TEAMology curriculum.
- Although the focus of the 21st CCLC Program is on enrichment, completing homework is a priority to both students and parents. This evaluator has witnessed the collaboration between teachers and students as they bridge the gap between traditional school and the after-school program. This scheduled time is an opportunity for teachers to work with and support individual students needing help. In many cases the after-school teacher is also a classroom teacher at the host school. Also observed have been students partnering to work together during this homework period of time.

Commendations

- Congratulations on a successful 21st Century monitoring visit. Not only did the state evaluator find that all components of the program were meeting requirements and in compliance, but also found several areas of the program to be considered exemplary.
- The Program Director and staff worked diligently in their efforts to recruit students to participate in a relatively new Cohort 9 program. In addition to the traditional means of recruitment (posters, letters, etc.), Twitter and Facebook were also included as a means of circulating positive pictures of the after-school program and activities in progress. This recruitment effort has resulted in 229 students having the opportunity to be a part of an innovative and creative after-school program.
- The teachers in this program have created extremely innovative and creative lessons to motivate students and help them to appreciate learning. It is evident that those adults participating in the after-school program were dedicated educators creating a nonthreatening environment for children and a welcoming environment for parents.
- Teachers are well-prepared with activities that are engaging and appropriate, resulting in very well-behaved students. The overwhelming consensus was that the students no longer have a need for behavior improvement because their behavior is very appropriate.
- The fact that many of the participating teachers in the 21st Century Program were also full-time teachers in the host schools, provided them with curriculum knowledge from which to build. These teachers were also available to the students during their regular school operations.
- Students participating in the program voiced an overwhelmingly positive response to their feelings of success in all areas due to their involvement in the after-school program.
- The partnership created between IU1 and the Challenger Learning Center has proved to be a highly motivational, 21st Century problem solving-based curriculum. Students worked both collaboratively and creatively to solve problems.
- Teachers were given opportunities to share creative and enriching extension lessons at the professional development meetings.
- Students were submerged in technology with the onset of the Ozobot curriculum.

- The IU1 Program, under the leadership of Rob Baier, created a data collection tool to address measuring outcomes and collecting data in a timely manner. This new tool has enabled data to be collected far more efficiently.
- The use of university students to support and mentor the students is a wonderful way to partner with the community.

Considerations

- Consider establishing a particular date to distribute and collect teacher, parent and student surveys.
- Establish an Advisory Board to collaborate on critical concerns and focus on program strengths for future use.
- Continue to create new partnerships to establish sustainability of this outstanding program.
- It might be meaningful to have a meeting with School Boards of home schools to share the evaluation report.

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

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

