Private Industry Council

21st Century Afterschool Program

Final Report: Cohort 9

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Executive Summary

The COVID-19 pandemic has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools, institutions and other learning spaces have impacted more than 94% of the world's student population. This has brought far-reaching changes in all aspects of our lives. Social distancing and restrictive movement policies have significantly disturbed traditional educational practices. Schools reopening after a year of relaxation

is challenging because there are many new standard operating procedures (Evaluation Backgrounder, 2015). Within a short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in various methods. Several schools, colleges and universities have discontinued face-to-face teachings. There is a fear of losing the 2020 academic year or even more in the coming future. There is a need to innovate and implement an alternative educational system and assessment strategies. The COVID-19 pandemic provided us an opportunity to introduce digital learning (Kuhfeld et al., 2020).

Afterschool programs offer an avenue for supplementing educational opportunities. These programs are spaces to improve attitudes toward school achievement and academic performance, particularly for low performing, underserved, or academically at-risk youth who can benefit greatly from additional academic assistance, and improve behavior. For more than 20 years, the 21st Century Community Learning Centers (21st CCLC) initiative has expanded to offer elementary, middle, and high schoolers enriching learning activities outside of the school day in literacy, math, science, the arts, and music, as well as hands-on experiences to help develop workforce skills (California Department of Education (2018).

Community Learning Centers practice a continuous improvement process that involves staff training, resources dedicated to program improvement, and quality monitoring in order to ensure that students are developing foundational skills that they will need to thrive in the classroom and in their daily lives. This includes how to work collaboratively, how to express their ideas, and how to think critically about their experiences (Evaluation Backgrounder, 2015).

The 21st CCLC program is designed to be a local collaborative effort where schools, cities, counties, community-based organizations (CBOs), and business partners come together to provide academic support and a safe environment for afterschool programs with students in high school, middle and elementary school. This report on the 21st CCLC is submitted as part of the local evaluation. To maximize impact on student learning, priority is placed on funding afterschool programs in neighborhoods where students have few or poor existing learning environments. Program quality is considered by the following strategies: alignment of activities to goals, the collaborations between schools and afterschool programs, the use of afterschool academic and social learning opportunities to enrich student work in regular school, community and parent involvement, and staff education.

This report is for Cohort 9 which consists of the following schools: Monessen High School, Monessen Elementary School, RK Mellon Elementary School, and Laurel Valley Elementary School. These schools are a part of school districts that fit services for afterschool programs.

GPRA Measures

The reporting of data for evaluation will be based on the 5 GPRA measures (Grant Performance and Results Act) required by the federal government. *GPPRA Measure 1* is

Academic Achievement and will be measured by PSSA Scores where the scores are categorized as Below Basis, Basic, Proficient and Advanced. Grades will be used, and T Test analysis will be performed to determine if there was positive movement. The Teacher Surveys, Parent Surveys, and Student Surveys contain information that can describe positive and negative movement. *GPRA Measure 2 is Grade Point Average*, and it will be measured by GPA over the academic year. Growth will be determined by comparing performance from one academic quarter to the next (Q1 v Q2, Q1 v Q3, Q1 v Q4, and Q1 v Final grade). The Teacher Surveys and Parent Surveys will provide narratives of what they observed. *GPRA Measure 3 is School Day Attendance* and, it will be reported by the school day teacher in the report card. Other measures looking at attendance will come from Teacher Surveys and Parent Surveys. *GPRA Measure 4* is *Behavior* and, it will be reported by Teacher Surveys, Parent Surveys, and Student Surveys which will be in the form of a self-report. Growth will be seen in reports of improvement on the surveys. *GPRA Measure 5 is Student Engagement in Learning* and, it will be reported by Teacher Surveys, Parent Surveys, and Student Surveys. Growth will be seen in reports of improvement on the surveys.

School District of Cohort 9

Monessen City School District is a tiny, urban, public school district operating in southwestern Westmoreland County, Pennsylvania. It serves the city of Monessen, Pennsylvania. The School District of the City of Monessen encompasses approximately 2 square miles. According to 2000 federal census data, it serves a resident population of 8,670. In 2010, the population of the district had decline to 7,717 people. In 2009, the district residents' per capita income was $16,627, while the median family income was $37,269. In the Commonwealth, the median family income was $49,50 and the United States median family income was $49,445, in 2010. By 2013, the median household income in the United States rose to $52,100.

According to District officials, in school year 2007–08 the School District of the City of Monessen provided basic educational services to 972 pupils through the employment of 89 teachers, 57 full-time and part-time support personnel, and 5 administrators. School District of the City of Monessen received more than $7.9 million in state funding in school year 2007–08. According to school district administrative officials, during the 2003–04 school year, the district provided basic educational services to 1,096 pupils through the employment of 5 administrators, 87 teachers, and 40 full-time and part-time support personnel. Special education was provided by the district and the Westmoreland Intermediate Unit No. 7.

School District of the City of Monessen operates three schools: Monessen Elementary Center (K–5), Monessen City High School (6–12). The middle school and high school share a single building. The district uses the Westmoreland Intermediate Unit No. 7 for services to special education students and faculty training.

School District of the City of Monessen is governed by 9 individually elected board members (serve without compensation for a term of four years), the Pennsylvania State Board of Education, the Pennsylvania Department of Education, and the Pennsylvania General Assembly. The federal government controls programs it funds like: Title I funding for low-income children in the Elementary and Secondary Education Act and the No Child Left Behind Act, which mandates the district focus resources on student success in acquiring reading and math skills. The Superintendent and Business Manager are appointed by the school board. The Superintendent is the chief administrative officer with overall responsibility for all aspects of operations, including education and finance. The Business Manager is responsible for budget and financial operations. Neither of these officials are voting members of the School Board. The School Board enters individual employment contracts for these positions. In Pennsylvania, public school districts are required to give 150 days' notice to the Superintendent regarding renewal of the employment contract.

The Commonwealth Foundation for Public Policy Alternatives Sunshine Review gave the school board and district administration a " F " for transparency based on a review of "What information can people find on their school district's website". It examined the school district's website for information regarding, taxes, the current budget, meetings, school board members names and terms, contracts, audits, public records information and more.

Academic Achievement

In July 2012, the Pennsylvania Department of Education (PDE) released a report identifying all three School District of the City of Monessen schools as among the lowest achieving schools for reading and mathematics in 2012. In 2013 and 2014 the schools all remain on the list. Monessen Elementary Center, Monessen Middle School and Monessen High School were all three among the 15% lowest achieving schools in the Commonwealth. Parents and students may be eligible for scholarships to transfer to another public or nonpublic school through the state's Opportunity Scholarship Tax Credit Program passed in June 2012. The scholarships are limited to those students whose family's income is less than $60,000 annually, with another $12,000 allowed per dependent. Maximum scholarship award is $8,500, with special education students receiving up to $15,000 for a year's tuition. Parents pay any difference between the scholarship amount and the receiving school's tuition rate. Students may seek admission to neighboring public school districts. Each year the PDE publishes the tuition rate for each individual public school district. Fifty-three public schools in Allegheny County are among the lowest-achieving schools in 2011.

Monessen Elementary Center is a federally designated Title I school. In 2011, Monessen Elementary Center had 438 pupils. The school employed 37 teachers yielding a student-teacher ratio of 12:1. According to a report by the Pennsylvania Department of Education, 100% of its teachers were rated "Highly Qualified" under the federal No Child Left Behind Act. The school provided full day kindergarten to all its pupils. Since 2008 school year, the district has operated a full-day kindergarten. While proponents of full day kindergarten claim it will reduce special education numbers and it will raise primary student academic achievement especially in reading and math, those outcomes have not been realized in the School District of the City of Monessen. Reading achievement has significantly declined.

2013 School Performance Profile

Monessen Elementary Center achieved a score of 60.2 out of 100. The score reflects on grade level: reading, science, writing and mathematics achievement. In 2012–13, only 52.9% of the students were reading on grade level in grades 3^{rd} through 5^{th}. In 3^{rd} grade, 62% of the pupils were reading on grade level. In math, 60% were on grade level (3^{rd}–5^{th} grades). In 4^{th} grade science, just 67% of the pupils demonstrated on grade level understanding. In writing only 36% of 5^{th} grade pupils demonstrated on grade level skills.

AYP History

In 2012, Monessen Elementary Center declined to School Improvement status due to missing all academic metrics measured in reading and mathematics. In 2011, Monessen Elementary Center declined to Warning AYP status due to missing 6 out of 10 academic metrics measured.

Mission of Afterschool Programs

Afterschool programs have operated for decades in communities across the country, and federal investment in afterschool programs has increased dramatically since the mid-1990s. However, even more investment in the field of, which includes before-school, afterschool, and summer learning programs, is needed to keep up with the growing demand. Parents and voters overwhelmingly support afterschool programs and want to see more afterschool program that give opportunities for children and increase funding for programs. Public demand and needs for afterschool programs have grown so much that there is a call for accountability. This is particularly true for afterschool programs that utilize public dollars. After all, where tax dollars flow, so must accountability to taxpayers. Fortunately for afterschool program advocates, a steady stream of afterschool evaluations is showing important gains for children, not only in terms of academic achievement but also in terms of safety, discipline, attendance, and avoidance of risky behaviors. In addition, researchers have found that afterschool programs encourage increased parental involvement, an important building block for student success. These evaluations focus on the impact of afterschool programs on academic outcomes, student behavior and parental concerns about their children's safety (Evaluation Backgrounder, 2015).

The following questions are consistent with the mission of after-school programs and will direct the evaluation…

- What is the impact of afterschool programs on the academic performance of participating students? Does participation in afterschool programs appear to contribute to improved academic achievement?

  The question will be investigated with the data from the Teacher Surveys, Parent Surveys, Student Surveys, and school report data.

- Does participation in afterschool programs affect other behaviors such as: school day attendance, homework completion, positive behavior, and skill development?

  This question will be investigated with Teacher Surveys, Parent Surveys, and Student Surveys.

- What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of afterschool programs?

  This question will be investigated with Student Surveys, Parent Surveys, and Staff Surveys.

Evaluation

Although there are current afterschool programs and services provided by school districts and community sources, none have been researched like the 21st Century Community Learning Centers. Academics and behavior were the focus of this project. Other aspects include exposure to culture, and parental involvement are equally as important, and make this project all-encompassing and well-rounded. The data and conclusions from these studies suggest that quality afterschool programs have a desirable impact on several measures of student academic achievement, a positive influence on behavior and discipline, and help relieving parents' worries about their children's safety.

An academic outcomes summary reveals that afterschool programs improve decision making, inspire students to learn, spark greater interest in school, encourage students to attend school more often, and are more likely to graduate. The behavioral outcomes summary reveals keeping children safe, positive impact on children's self-concept and decision making, help working families and encourage parental participation, help keep children healthy, and reduces truancy and improve behavior in school (Leitner, 2016).

To meet the needs of this targeted population, the 21st CLCC collaboration-based programs will provide academic education, homework assistance, character education, recreational programs, and nutritional services. These proposed services are needed to improve individual student's success, improve families' access to adult education services, and the community's likelihood of attaining economic stability and prosperity. These approaches address academic and social needs through tutoring and academic coaching, character education, nutrition, social service support systems, and a variety of recreational and social activities for targeted children and their families. The range of services will promote lifelong learning, training of staff which will develop commitment, and collaborative efforts will promote the development of a trained workforce and eventual reduction in population decrease. The program's main goal is to provide targeted services to help at-risk students and their families through afterschool programs and summer programs, which focuses on academic and enrichment activities that will improve students' scholastic and social development and provide educational services for families of participating students (21st CLCC, 2019).

Theoretical Bases for Evaluation

It is essential that an evaluation of afterschool programming be rooted in research on effective, high-quality program provisions. The literature indicates that effective afterschool programs provide students with safety, opportunities for positive social development, and academic enrichment. There are several advantages to afterschool programs that have been effective and proven by research. Some advantages include improvement in school attendance, engagement in learning, improved test scores and grades, students at greatest risk show greatest gains, and frequency and duration of afterschool program participation which increases engagement.

Improved School Attendance and Engagement in Learning

Teachers of students participating in Wisconsin 21st CCLC programs reported more than two-thirds improved their class participation, 60 percent saw improvements in their motivation to learn and 55 percent improved their behavior in class. Teachers also reported that 48 percent of students improved in volunteering for extra credit or responsibility (Evaluations Backgrounder, 2015).

An evaluation of 83 out-of-school time programs in Oakland, CA, found that most participants reported that their program helped them feel more confident about moving onto the next stage in school—80 percent of elementary school students said that their program helps them to feel ready to go to middle school, 70 percent of middle schoolers said that they felt more prepared to go to high school, 95 percent of high school students report that their afterschool program helped them believe that they could finish high school, 89 percent feel more confident about attending college. Ninety-four percent of participants' parents reported that their child's attitude toward school had improved since joining their afterschool program. (California Department of Education, 2018).

Improved Test Scores and Grades

Students who actively participated in the YMCA High School Youth Initiative—a comprehensive afterschool programs serving low-income, urban communities—made greater gains in their grade point average in English language Arts and Math standardized test scores than their peers not participating in the program. Close to one-third of program participants (31 percent) improved their GPA, compared to 1 in 5 matched non-participants, 17 percent of participants improved their English Language Arts test scores compared to 6 percent of non-participants and 4 percent of participants improved their Math test scores versus just 2 percent of students not participating in the program (Evaluations Backgrounder, 2015)

Students at Greatest Risk Show Greatest Gains

An evaluation of the BELL (Building Education Leaders for Life) Summer program found that student participants, of whom approximately 80 percent performed below grade level at the start of the program, made significant gains in both reading and math. Students' average percentile rank score increased from 23rd to 32nd in math and from 26th to 35th in reading (1 = lowest percentile and 99 = highest percentile). Additionally, middle school students furthest behind performing at grade level in reading and math saw the greatest improvement—gaining 7.2 months of reading skills and 7.5 months of math skills during the summer program (Evaluations Backgrounder, 2015)

Frequency and Duration of Afterschool Programs Participation Increases Benefits

Research examining the effects of participation in afterschool programs found that the more consistent students' participation is in afterschool programs, the greater the gains in their math achievement. Among low-income students, the higher the levels of participation in afterschool, the smaller the math achievement gap is between them and their high-income peers. The research also found that students regularly participating in afterschool programs improved their behavioral outcomes and school day attendance (Afterschool Alliance, 2019).
Students participating in Texas' 21st Century Community Learning Centers experienced improvements in their school-day behavior, and the positive impact increased longer with students who took part in the program.

An evaluation by the American Institutes for Research found that students participating in the program for 30 days or more saw a 6 percent decrease in their disciplinary incidents, compared to their non-participating peers. Students participating in the program for 60 days or more saw a decrease in disciplinary incidents of 11 percent (American Institutes for Research, 2016).

Features of effective afterschool programs generally include three critical components: (a) program structure, (b) program implementation, and (b) youth development. The following sections will provide descriptions of these three areas.

Program Structure: involves setting up a goal-oriented program with a continuous improvement approach, a strong management, and connections with families and communities.

Program Implementation: the setting of clear goals and desired outcomes is essential for program success; with at least one goal directed at increasing children's personal or social skills.

Youth Development: focuses on the development of assets and competencies in all youth. Helping young people to achieve their full potential is the best way to prevent them from engaging in risky behaviors. Afterschool programs should give youth the opportunity to exercise leadership, build skills, and get involved. Also promotes self-perceptions and bonding to school, which led to positive social behaviors, increase academic achievement, and reduce behavioral problems (21st CCLC, 2019).

Methodology and Procedures

To address the evaluation questions, a survey approach was used with other data collection strategies from the schools. The primary data sources – Student surveys, Parent surveys, Teacher surveys, and Staff surveys, along with academic grades (GPA), PSSA scores and observations by the local evaluator–provide detailed information about the afterschool program characteristics, operations, and outcomes.

Paired-Samples t-Test

The paired samples t-test, sometimes called the dependent sample t-test, is a statistical procedure used to determine whether the mean difference between two sets of observations is zero. In a paired sample t-test, each subject or entity is measured twice, resulting in pairs of observations. Common applications of the paired sample t-test include case-control studies or repeated-measures designs. In this case, the researcher is using a repeated measures design. The interest is compared means for different academic quarters (Q1 v Q2, Q1 v Q3, Q1 v Q4, and Q1 v Final grade). The approach would be to measure the performance of a sample of students during and after completing the academic year and analyze the differences between GPA means using a paired sample t-test.

This is what the analysis would look like to determine significance…

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	mpg1	21.0000	12	2.73030	.78817
	mpg2	22.7500	12	3.25087	.93845

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	mpg1 & mpg2	12	.604	.037

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	mpg1 - mpg2	-1.75000	2.70101	.77971	-3.46614	-.03386	-2.244	11	.046

Here is how to report the results of the t test:

A paired samples t-test was performed to compare miles per gallon between fuel treatment and no fuel treatment.

There was a significant difference in miles per gallon between fuel treatment ($M = 22.75$, $SD = 3.25$) and no fuel treatment ($M = 21$, $SD = 2.73$); $t\ (11) = -2.244$, $p = .046$. Eleven is the degree of freedom (df).

PSSA Scores

The goal for the PSSA scores is for all students in the Commonwealth of Pennsylvania to score proficient or above. The PSSA is an assessment system used to measure a student's progression toward mastery of the Core standards in English Language Arts (ELA), Math and Science. Students in 3rd and 5th grades take ELA and Math while students in 4th grade take ELA, Math and Science.

PSSA Performance Levels

The Below Basic Level: reflects inadequate academic performance, and work at this level demonstrates a minimal command of and ability to apply the knowledge, skills and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

The Basic Level: reflects marginal academic performance, and work at this level demonstrates a partial command of and ability to apply knowledge, skills and practices represented in the Pennsylvania standards. Consistent performance at this level indicates extensive additional academic support may be needed for engaging successfully in further studies in this content area.

The Proficient Level: reflects satisfactory academic performance, and work at this level demonstrates an adequate command of and ability to the knowledge skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates academic preparation for engaging successfully in further studies in this content area.

The Advanced Level: reflects superior academic performance, and work at this level demonstrates a thorough command of and ability to apply the knowledge, skills, and practices represented in the Pennsylvania standards. Consistent performance at this level indicates advanced academic preparation for engaging successfully in further studies in this content area.

Adult Surveys

Staff, teachers, and parents were each surveyed once during the school year. The instruments were completed at the convenience of the participants and were picked up at the time of the site visits. Staff were surveyed and asked questions about program satisfaction, program effectiveness and program process. Teacher surveys asked questions about homework completion, participation, behavior in class, academic performance, motivation, and engagement in learning. Parent Surveys asked questions about program satisfaction, program processing, and participation in the program.

Student Surveys

The teachers distributed and administered the student surveys forms to all school students at the end of the program. The students were asked questions about overall satisfaction with the program, their performance academically and behaviorally across several categories.

Table 1

Parent Surveys **N=6**

There were 6 parents who responded to the Afterschool programs Enrichment Program Parent Surveys for Cohort 9. The answers are as follow…

1. The program addressed my child's specific needs.

Strongly Agree	Agree	Disagree	Strongly Disagree
50%	16.7%	16.7%	16.7%

2. I had the opportunity to visit the program.

Strongly Agree	Agree	Disagree	Strongly Disagree
33.3%	0%	16.7%	33.3%

3. The program offered my child a variety of academic enrichment activities.

Strongly Agree	Agree	Disagree	Strongly Disagree
66.7%	16.7%	0%	16.7%

1. Please select the answer that best describes how your child has changed this year related to each of the following academic areas.

Subject	Did not need to improve	Improved	No Change	Declined
Reading	0%	50%	33.3%	16.7%
Math	0%	50%	33.3%	16.7%
Science	16.7%	33.3%	33.3%	16.7%
Social Studies	33.3%	33.3%	16.7%	16.7%
Technology	0%	33.3%	33.3%	33.3%
Homework Completion	16.7%	50%	16.7%	16.7%
Self-Confidence	0%	33.3%	50%	16.7%

Attitude toward School/Learning	0%	33.3%	50%	16.7%
Attendance at School	33.3%	16.7%	50%	0%
Behavior at School	16.7%	16.7%	50%	0%

2. Rate your satisfaction with each of these program areas.

	Very Satisfied	Somewhat Satisfied	Unsatisfied
Overall Program	66.7%	0%	33.3%
Communication	33.3%	33.3%	16.7%
Academics	50%	16.7%	16.7%
Recreation	50%	0%	33.3%

3. The parent activities the program offered (i.e., ceramics with the Easter Bunny and Cookies with Santa) met my needs.

Yes, the activities met your needs	No, did not meet your needs	I did not participate in any parent activities	Parent activities were not offered to me.
50%	0%	16.7%	16.7%

(Missing data accounts for the percentages not equaling 100 percent).

Key Findings: Parent Surveys

The greatest levels of agreement were "The program addressed my child's specific needs," (50%, strongly agree), "I had opportunity to visit the program," (33.3%, strongly agree), and “The program offered my child a variety of academic and enrichment activities,” (66.7%, strongly agree). All parents (16.7%) did not visit the program.

<u>Notice of “change or improvement” in the Academic programs</u>

The parents (50%) indicated that there was *improvement* in Reading, 33.3% said there was *no change*, and 16.7 % said there was a *decline*.

For Math, 50% of the parents indicated that there was *improvement* in Math, 33.3% said *no change*, and 16.7% said there was a *decline*.

For Science, 33.3% of the parents indicated that there was *improvement* in Science, 33.3% said *no change*, and 16.7% said there was a *decline*. There was one case (16.7%) where a parent said there was *no need to improve*.

For Social Studies, 33.3% of the parents indicated that there was *improvement* in Social Studies, 33.3% said *no change*, 16.7% said there was a *decline*, and 33.3% indicated there was *no need to improve*.

For Technology, 33.3% of the parents indicated that there was *improvement* in Technology, 33.3% said *no change*, and 33.3% indicated there was *no need to improve*.

For Homework Completion, 50% of the parents indicated that there was *improvement* in Homework Completion, 33.3% said *no change*, 16.7% said there was a *decline*, and 16.7% indicated there was *no need to improve*.

Notice of “change or improvement” in the Behavioral areas

For Self-confidence, 33.3% of the parents indicated that there was *improvement*, 50% said *no change*, and 16.7% said there was a *decline*.

For Attitude Toward School and Learning, 33.3% of the parents indicated that there was *improvement*, 50% said *no change*, and 16.7% said there was a *decline*.

For Attendance at School, 16.7% of the parents indicated that there was *improvement*, 50% said *no change*, and 33.3% said there was *no need to improve*.

For Behavior at School, 16.7% of the parents indicated that there was *improvement*, 50% said *no change*, and 16.7% said there was *no need to improve*.

Satisfaction for the Program Areas

For Overall Program, 66.7% of the parents indicated that they were *very satisfied*, 0% said *somewhat satisfied*, and 33.3% said they were *unsatisfied*.

For Communications, 33.3% of the parents indicated that they were *very satisfied*, 33.3% said *somewhat satisfied*, and 16.7% said they were *unsatisfied*.

For Academics, 50% of the parents indicated that they were *very satisfied*, 0% said *somewhat satisfied*, and 33.3% said they were *unsatisfied*.

For Recreation, 50% of the parents indicated that they were *very satisfied*, 33.3% said *somewhat satisfied*, and 16.7% said they were *unsatisfied*.

The Parent Activities of the Program

The Activities met my needs:

For meeting needs, 50% of the parents indicated *yes, the activities met my needs*, 16.7% said the *activities did not meet my needs*, and 16.7% said *activities were not offer* to me.

Parent Surveys

The parents showed a high level of agreement (66.7% strongly agree and 16.7% agree) when asked about the variety of academic and enrichment activities offer to students. The parents indicated that there was improvement for the academic classes taken by students. For academics, Reading improved at 16.7%, Math at 50%, Science at 16.1%, Social Studies at 33.3%, Technology at 33.3%, and homework completion at 66.7%. Behavioral issues had similar kinds of responses for improvement. Self-confidence improved at 50%, attitude toward school and learning at 50% and, attendance at school at 16.75%.

The program should make sure that parents are aware of what is being offered and invite them on a regular basis as activities become available. All parents should be encouraged to go to and participate in the parent activities. When parent have confidence in the program, they can encourage their children to attend and participate.

Table 2

Student Surveys **N=48**

There were 48 student responses to the Student Surveys for Cohort 9. The answers are as follow…

1. *What is your overall satisfaction with the program?*

Very Satisfied	Somewhat Satisfied	Not Satisfied
72.7%	27.3%	0%

2. *What is your level of satisfaction regarding the program's academics?*

Very Satisfied	Somewhat Satisfied	Not Satisfied
90.9%	9.1%	0%

3. *What is your level of satisfaction regarding the program's recreations?*

Very Satisfied	Somewhat Satisfied	Not Satisfied
90.9%	9.1%	0%

4. *How do you feel you performed academically or behaviorally in the following categories?*

Subject	Improved	No Change	Declined	No Improvement Needed
Reading	63.33%	27.3%	0%	9.1%
Math	72.7%	27.3%	0%	0%
Science	66.6%	0%	9.1%	27.3%
Social Studies	63.6%	18.2%	0%	18.2%

Technology	72.7%	9.1%	0%	18.2%
Homework Completion	81.8%	9.1%	0%	9.1%
Self-Confidence	81.6%	0%	0%	18.2%
Attitude toward School/Learning	81.8%	0%	0%	18.2%
Attendance at School	81.2%	0%	0%	18.2%
Behavior at School	81.8%	9.1%	0%	9.1%

(Missing data accounts for the percentages not equaling 100 percent).

Key Findings: Student Surveys

<u>Satisfaction with the Program</u>

For Overall Satisfaction with the Program, 72.7% of the students indicated that they were *very satisfied*, and 23.3% said they were somewhat satisfied.

For Satisfaction with the Program's Academics, 90.9% said they were *very satisfied* and 9.1% said *somewhat satisfied*.

For Satisfaction regarding the Program's Recreation, 90.1% of the parents indicated that they were *very satisfied*, and 9.1% said *somewhat satisfied*.

<u>How do you feel you *Performed* Academically and Behaviorally in the following categories?</u>

For Reading, 63.6% of the students indicated that there was *improvement*, 27.3% said *no change*, 0% said there was a *decline and*, 9.1% said there was *no need to improve*.

For Math, 72.7% of the students indicated that there was *improvement*, 27.3% said *no change*, and 0% said there was a *decline.*

For Science, 63.6% of the students indicated that there was *improvement*, 0% said *no change*, 9.1% said there was a *decline and*, 27.3% said there was *no need to improve*.

For Social Studies, 63.6% of the students indicated that there was *improvement*, 18.2% said *no change*, and 0% said there was a *decline and*, 18.2% said there was *no need to improve*.

For Technology, 72.7% of the students indicated that there was *improvement*, 9.1% said *no change*, and 0% said there was a *decline and*, 18.2% said there was *no need to improve*.

For Homework Completion, 81.8% of the students indicated that there was *improvement*, 0% said *no change*, 0% said there was a *decline and*, 9.1% said there was *no need to improve*.

For Self-Confidence, 81.8% of the students indicated that there was *improvement*, 0% said *no change*, and 0% said there was a *decline and*, 18.2% said there was *no need to improve*.

For Attitude Toward School and Learning, 81.8% of the students indicated that there was *improvement*, 0% said *no change*, and 0% said there was a *decline and*, said there was *no need to improve*.

For Attendance at School, 81.8% of the students indicated that there was *improvement*, 0% said *no change*, and 0% said there was a *decline and*, 18.2% said there was *no need to improve*.

For Behavior at School, 81.8% of the students indicated that there was *improvement*, 9.1% said *no change*, and 0% said there was a *decline and*, 9.1% said there was *no need to improve*.

The students reported academically that there was a level of improvement for Math (72.7%), Technology (72.7%), Science (63.3%) Reading (63.6%). The students also reported behaviorally that there was a level of improvement for Homework (81.8%), Self-Confidence (81.8%), Attendance at School (81.8%), Behavior at School (81.8%), and Attitude Toward School and Learning (81.8%). These results are in favor of what the program is looking to accomplish.

Table 3

Annual Performance Report – Teacher Surveys N=63

There were 63 teacher responses to the Annual Performance Report – Teacher Surveys for Cohort 9. The answers are as follow…

	Did not need to Improve	Improved	No Change	Declined
Completing homework to your satisfaction	25.4%	41.3%	20.6%	0%
Participate in class	27%	42.9%	27%	0%

Volunteering	22.2%	27%	41.3%	4.8%
Attentive in class	23.8%	41.3%	28.6%	6.3%
Behaving well in class	30.2%	33.3%	31.7%	3.2%
Academic Performance	17.5%	50.8%	27%	4.8%
Coming to school motivated to learn	27%	34.9%	31.7%	6.3%
Engaging in Learning	20.6%	49.2%	27%	3.2%

* Missing data accounts for the percentages not equaling 100 percent.

Key Findings: Teacher Surveys

The teachers indicated that 41.3% of the students *improved* when it came to completing homework to their satisfaction.

The teachers indicated that 42.9% of the students *improved* when it came to participating in class.

The teachers indicated that 41.3% of the students showed *no improvement* when it came to volunteering.

The teachers indicated that 41.3% of the students *improved* when it came to being attentive in class.

The teachers indicated that 33.3% of the students *improved* when it came to behaving well in class.

The teachers indicated that 50.8% of the students *improved* when it came to academic performance.

The teachers indicated that 34.9% of the students *improved* when it came to coming to school motivated to learn.

The teachers indicated that 49.2% of the students *improved* when it came to engaging in learning.

The Teacher Surveys did show academic improvement (50.8% improved), homework completion (41.3% improved), participation in class (42.9% improved), attentiveness in class (41.3% improved), behavior in class (33.3% improved), and engagement in learn (49.2% improved). These are seen as some of the critical elements to success in afterschool programs, daytime success in school, and life.

Table 4

Staff Surveys **N=8**

There were 8 staff members who responded to the Staff Survey for Cohort 9. The answers are as follow…

1. What is your overall satisfaction with the program?

Very Satisfied	Somewhat Satisfied	Not Satisfied
50%	25%	12.5%

2. What is your level of satisfaction regarding the program's communications?

Very Satisfied	Somewhat Satisfied	Not Satisfied
62.5%	25%	12.5%

3. What is your level of satisfaction regarding the program's academics?

Very Satisfied	Somewhat Satisfied	Not Satisfied
62.5%	25%	12.5%

4. What is your level of satisfaction regarding the program's collaboration?

Very Satisfied	Somewhat Satisfied	Not Satisfied
50%	37.5%	12.5%

5. Rate your level of satisfaction with the implementation of the program.

Very Satisfied	Somewhat Satisfied	Not Satisfied
62.5%	25%	12.5%

6. Rate your level of satisfaction with the communication of the program.

Very Satisfied	Somewhat Satisfied	Not Satisfied
50%	37.5%	12.5%

7. Rate your level of satisfaction with the collaboration between the program and your school.

Very Satisfied	Somewhat Satisfied	Not Satisfied
37.5%	37.5%	25%

Key Findings: Staff

Staff Responses

Overall satisfaction with the Program	Very Satisfied 50%	Somewhat Satisfied 25%	Not Satisfied 12.5%
Satisfaction with the Program's Communication	Very Satisfied 62.5%	Somewhat Satisfied 25%	Not Satisfied 12.5%
Satisfaction with the program's Academic	Very Satisfied 62.5%	Somewhat Satisfied 25%	Not Satisfied 12.5%
Satisfaction with the program's Collaboration	Very Satisfied 50%	Somewhat Satisfied 37.5%	Not Satisfied 12.5%
Satisfaction with the program's Implementation	Very Satisfied 62.5%	Somewhat Satisfied 25%	Not Satisfied 12.5%

Satisfaction with the program's Communication	Very Satisfied	Somewhat Satisfied	Not Satisfied
	50%	37.5%	12.5%

Satisfaction with the program's Collaboration with the School	Very Satisfied	Somewhat Satisfied	Not Satisfied
	37.5%	37.5%	25%

There was a pattern of responding for all levels of *satisfaction* progressing from *very satisfied* to *not satisfied* (see the pattern above). The observation was that *not satisfied* was selected by each staff members. To focus a little further on their feelings, comments on the advantages and disadvantages were recorded.

Remarks from the Staff

The local evaluator noticed the staff was more verbal than in pass evaluations. There were comments made that could possibly help in the success of future programs. There were 7 staff members and here are their remarks.

What were the **advantages** of having the program in your school?	What were the **disadvantages** of having the program in your school?
1. It gives opportunities to students who may not have had them.	1. The students want more free time.
2. The students like to be involved in science.	2. NA
3. The program was not held at the school, which made organization bad and communication hard.	3. Program was not held at the school. *(Wrote two disadvantages for 3.).
4. Close to extra supplies and Technology, accessibility for students.	4. No real disadvantages other than students were remote.
5. Our group developed a kinship.	5. Long days for some of the students.
6. The students were able to get one-on-one attention. This allow both academic and social advancement.	6. NA
7. The environment is conducive to learning.	7. NA
8. The program is beneficial to students at my school. We have low-income	8. The program should be offered to 2nd grade students to help them better

families where some parents cannot help their children. Transportation is provided.	prepare for 3rd grade and difficult teachers. Better snacks with substance. Long day without eating since lunch. There is a need for two teachers.

The staff can provide sensitive information from a different perspective because of their involvement with teachers, parents, and students. Some consideration may need to be given to interviewing staff and getting more detailed information of what they have observed.

PSSA Scores

The goal for the PSSA scores is for all students in the Commonwealth of Pennsylvania to score proficient or above. The PSSA is an assessment system used to measure a student's progression toward mastery of the Core standards in English Language Arts (ELA), Math and Science. Students in 3rd and 5th grades take ELA and Math while students in 4th grade take ELA, Math and Science.

PSSA Scores Results

There were *no* PSSA Scores for the students of Cohort 9.

The Paired-Samples T-Test Statistics

The paired samples t-test is a statistical technique that is used to compare two population means in the case of two samples that are correlated. The paired samples t-test is used in before-after studies or when the samples are matched pairs. Significance is determined by where the probability of the comparison of the means is less than or equal to .05 (i.e., $\leq$ .05). The statistic indicates that with 95% accuracy there is a difference between the means being tested. During the quarters of the year comparisons of means were made against the different quarters of the school year to see if there was a significant difference between the following paired comparisons…

The first quarter (Q1) compared against the second quarter (Q2), The first quarter (Q1) compared against the third quarter (Q3), The first quarter (Q1) compared against the fourth quarter (Q4), The first quarter (Q1) compared against the final grade. These paired comparisons provide an observation of change as students' progress from the beginning of the academic year to the end. Each set of comparisons were made for academic subject areas (i.e., English, Math, Reading, Social Studies, etc.). A two-tailed t test is performed within the analysis for each paired samples t-test for directionality of which mean is highest (Q1 or Q2).

There were four schools in Cohort 9 had the Paired-samples t-test statistic applied to the means of two samples (i.e., Q1 vs Q2) to find if there was a significant difference. *Monessen High School* had too small of an N (6) to perform the statistic where N is the number of students. When the t was performed on only 3 cases were accepted for analysis. So, there was no significant outcomes. *RK Mellon ES* was not able to prove significant difference even though there was an N of 26. What this shows is that means were too close to reach $p<.05$ and that students were performing about the same over quarters.

Monessen ES and Laurel Valley ES did provide significant differences between the means. When the paired samples t-test was performed to compare differences between the means, *Monessen ES* produced five significantly paired differences. The comparisons that showed significance were English Language Arts, Math, and Science.

Table 5: Monessen ES

t-Test for Grade Scores

Pairs	N	Mean	*Standard* Deviation	t	df	p
ELAQ1-	20	81.50	09.282	3.678	19	.001
ELAQ2		75.15	09.864			

ELAQ1-	20	81.50	09.282	1.994	19	.030
ELA.Final		78.60	09.196			
MathQ1-	20	83.10	10.005	1.767	19	.047
MathQ2		78.00	11.841			
ScienceQ1-	20	83.60	11.704	2.848	19	.005
ScienceQ2		77.90	09.657			
ScienceQ1-	20	83.60	11.704	1.949	19	.003
Science.Final		80.60	09.110			

Key Findings: Monessen ES t-Test

What is important to notice is whether the mean is larger for Q1 or the alternates Qs (Q2, Q3 Q4, and Final). The expectation is that the mean should be higher in the alternate Qs which prove that performance is increasing over time. If the mean for Q1 is higher, that shows performance is not increasing over time. There was a significant difference in performance for Monessen ES ELAQ1 paired for Bullskin ES with ELAQ2 with the expectation that the mean would be greater for ELAQ2 over ELAQ1. The results show the opposite where the mean of 81.50 for ELAQ1 should be less than the mean for ELAQ2 (M=75.15). The same proved to be the case when ELAQ1 (M=81.50) was higher than ELA Final (M=78.00). MathQ1 (M=83.10) had a higher mean than MathQ2 (M=78.00). ScienceQ1 (M=83.60) had a higher mean than ScienceQ2 (M=77.90).

ScienceQ1 had a higher mean (M=83.60) than Science Final (M=80.60). A two-tailed t test is performed for each paired samples t-test for directionality of which mean is highest. As the case of what happened with Monessen ES results. When Q1 means are higher than the others, it is an indicator that the work is getting harder as the semester progresses and more academic help is required. So, it is not advisable to reduce homework.

Table 6: Laurel Valley ES
t-Test for Grades Scores

Pair	N	Mean	Standard Deviation	t	df	p
SpellingQ1-	14	5.21	3.620	-1.678	13	.059
SpellingQ4	14	6.50	4.256			

Key Findings: Laurel Valley ES t-Test

The significant difference between the means were obtained in the expected direction for two out of four schools in Cohort 9. These outcomes are in support of the academic achievement outcomes of the program. The comparisons for Laurel Valley ES yielded one significant difference between the means.

There was a significant difference in performance for Laurel Valley ES between SpellingQ1 (M=5.21) and SpellingQ2 (M=6.50) with the expectation that the mean would be greater for SpellingQ2 over SpellingQ1. The results for the means are what was expected where the mean of SpellingQ1 is less than the mean for SpellingQ2. Note: The means for Laurel Valley ES are greater than 4.0 GPA because the grading scale included plus (+) and minus (-) grades which then required a transformation of the scaling for the grades.

Evaluator Comments

Evaluator comments will focus on the data gathered from surveys and school grades in reference to the impact of the 21st Century Afterschool Program. The areas of investigation will be parent satisfaction, student satisfaction, staff satisfaction, and teacher satisfaction.

Parent Satisfaction

Parents who completed surveys expressed high overall satisfaction (66.7%) with the program meeting their child's specific needs when "Strongly Agree" and "Agree" are combined where both are indicators of satisfaction. Parents were also asked whether they were satisfied with the impact of the program on academic and enrichment activities (66.7% Strongly Agreed and 16.7% Agreed). Parents had strongly agreed that the program had positive impacts on their children. More specifically, they felt that their children's reading (50%), math (50%), science (33.3%), Technology (33.3%) and social studies (33.3%) skills had improved. In addition, behaviorally, parents felt that their children's self-confidence (33.3%), homework completion (50%), attitude toward school learning (33.3%), and attendance at school (16.7%) had improved. When asked, overall program satisfaction (66.7% very satisfied) and academics (50% very satisfied and 16.7% satisfied). The parents considered how satisfied they were with the overall program to meet their needs (66.7% very satisfied), communication (33.3% very satisfied and 33.3% somewhat satisfied), academics (50% very satisfied and 33.3% somewhat satisfied) and Recreation (50% very satisfied). Lastly, parents responded to how well parent activities offered by the program met their needs. Fifty percent of the parents responded that the program activities met their needs.

Student Satisfaction

Students responded 100% when asked about level of satisfaction regarding the program' academics and 90.9% very satisfied and 9.1% somewhat satisfied when asked about the program's recreation. These responses have the potential to influence whether students will continue with the program. Students who completed the survey expressed high overall satisfaction (100%) with their participation in the after-school program when "Very Satisfied" and "Somewhat Satisfied" are combined. Students indicated that they improved, academically in reading (63.6%), math (72.7%), science (63.6%), Technology (72.7%) and social studies (52%). In addition, behaviorally, students felt that there were improvements in homework completion

(81.8%), self-confidence (81.8%), attitude toward school (81.8%), attendance at school (81.8%), and behavior at school (81.8%). Students also agreed that they were very satisfied (90.9% and somewhat satisfied (9.1%) with the academics and recreation of the program when "Very Satisfied" and "Somewhat Satisfied" are combined. Academic attitudes are important toward positive academic achievement.

Teacher Satisfaction

Teachers who completed the survey expressed the same kinds of observations along with parents and students regarding improvement in performance academically and behaviorally during the afterschool programs. Forty-one percent of the teachers expressed students improved when asked if students completed homework to their satisfaction. When teachers were asked about improvement in participating in class, 42.9% indicated that there was improvement. The students did not show a level of improvement when it came to volunteering for extra credit or more responsibilities, 41.3% indicated that there was *no change*. The teachers expressed that 41.3% improved their attentiveness in class. When considering *behavioral issues*, 30.2% indicated that there was *no need* for the students to improve and 33.3% noticed improvement. The other issues are coming to school motivated to learn (34.9%) and engaging in learning (49.2%). Academic performance is an important consideration for program performance. The teachers did notice a 50.8% improvement in academic performance which is one of the dimensions looked at by the state and reported in research for program success. These issues take into consideration what will build a successful afterschool program.

Evaluator Recommendations

Program Improvement Based on Expected Outcomes of Afterschool Programs

The most important outcomes from these data collections and analyses are program improvements and implementation. This is consistent with data driven decision making. Implementation would be the result of observed areas of improvement by the evaluator.
To improve the operation and effectiveness of the 21st Century Afterschool Program the following recommendations should be considered:

Student Diversity

Professional Development should continue with the teachers as they prepare for a more diverse population of students and concerns in the classroom. Today's classrooms are typified by academic diversity, students with learning disabilities, students from different cultural backgrounds, students whose first language is not English, advanced learners, students who underachieve for various complex reasons, motivated and unmotivated students, and students from diverse home environments.

There are distinct differences in afterschool program participation and demands across income levels and ethnicity. Participation in and demand for afterschool programs are much higher among children from low-income households compared to higher-income households, as well as higher among African American and Hispanic children than Caucasian children. Children from low-income households are more likely than their higher-income peers to participate in an afterschool program (20 percent versus 18 percent) and the demand for afterschool programs is much higher among low-income families than families that do not qualify for the Federal Free or Reduced-Price Lunch Program (50 percent versus 34 percent) (Leitner, 2016).

Cost and lack of a safe way for their children to be transported from home and returned from the afterschool programs are among the barriers with low-income households, African American families, and Hispanic families report keep them from enrolling their children in an afterschool program. Parents' overall satisfaction with their child's afterschool program remains high; in fact, parents today are much more satisfied than in the past with specific aspects of afterschool programs and hold stronger positive feelings regarding the benefits of afterschool programs. The 21^{st} CLCC provides the safe environment for the children with afterschool programs that meet at their school. Of course, there are exception, but many are at schools. Parents recognize that programs provide a wide range of activities and enriching learning opportunities for children both academically and behaviorally.

The value of summer learning to parents continue to grow. Public funding for summer learning programs is strongly supported by parents and participation in summer learning programs are on the rise. Additionally, 85 percent of parents indicate support for public funding for summer learning programs, an increase of two percentage points over the already very strong support registered in 2009.

Parents, teachers, staff, and students have shown that the 21^{st} CCLC is operating in such a way that it is improving academically and socially that students' needs are being provided for in a meaningful way. Parents can take care of household matters (i.e., work and not worry about the safety of their child during afterschool program hours to have peace of mind). With the information gathered from the evaluation it is possible to figure out what the next step should be in program improvement.

The 21st CCLC should continue with it is continuous improvement process that involves staff training, especially teachers with technology, resources dedicated to program improvement, and quality monitoring to ensure that students are developing foundational skills they need to thrive in the classroom and in their daily lives. This includes how to work collaboratively, how to express their ideas, and how to think critically about their experiences.

Dissemination

This report along with other data which was collected should be shared with schoolteachers, policy holders and parents, as it would assist in support of the program by everyone involved. The data shows that the program is effective and impactful. People value being associated with activities that have proven to be successful. From the baseline data of this initial report, teachers can be given areas of improvement based on student performance and parent survey data.

Promote student-teacher Relationships

To encourage student efficacy and mattering, teachers should let students know that they believe the students can and will succeed and that they are resilient students. Students need to know that teachers have high expectations for them. They need to know that teachers would want them to do their best, expect them to be successful, and believe they will do a good job.

Academic Attitudes

Continue to promote academic attitudes as they are associated directly and indirectly, with academic achievement. This will result in students' improving their schoolwork habits, liking, and wanting to attend school regularly, and striving to be on time for school.

In summary, students and parents expressed that attending the program has led students to feel more efficacious with respect to their academic and personal skills. Students had a positive attitude regarding the afterschool program helping them to improve their academic habits. Parents generally agreed that attending the program resulted in an improvement in students’ classroom grades, as well as their cognitive competence concerning school and getting along with others.

Evaluator Observations

A trend in the data shows that academic performance is suffering as students start the academic year doing well and by final grades there is a decline in performance (see paired samples t-test results). This could be an indication that subject areas are becoming more difficult as the school year progresses, and more attention should be focused on homework assistance. Afterschool programs like the 21st Century Afterschool Program is in position to address these needs. Afterschool programs are designed to help students in the management and completion of homework and long-term assignments. This level of management takes concentrated time and effort. Students can be given the opportunity to practice and master time management and organizational skills during the program under teacher supervision. Students would have the opportunity to meet with experienced teachers and aides to discuss assignments, organize materials, and establish short and long-term goals.

Changes to the amount of time students spend doing homework during the afterschool program must be considered if time is to be spent productively to increase academic performance that would be reflected in final grades and state tests. In collaboration with the day schoolteacher, afterschool program personnel can strengthen content areas by offering additional assistance in these recognized subject areas where students are displaying a decline as they approach final grades. Parents are not able to address these needs for various reasons including working outside the home, their child participating in the afterschool program, and the inability to handle the difficulties of homework assignments. Successful afterschool programs are providing the help with homework along with academic enrichment and skill building for problem-solving. The afterschool programs can close a huge academic gap.

Final Evaluator Comments

In conclusion, there is distress regarding the state of education in America. This urgency is passed on to afterschool programs to help students achieve academically. Afterschool programs, like the Private Industry Council 21st Century Afterschool Program, are viable in addressing some of the issues in education. Parents, teachers, and students expressed positive outcomes because of their participation in the program. Afterschool programs can provide these outcomes, especially in programs that have a positive youth development orientation. Students who have experienced a positive socializing process will internalize society's standards for positive behaviors and grow into a law-abiding, contributing citizen. This contribution should be taken seriously. This is a start that must be improved with appropriate and continuous evaluation of these programs.

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