Private Industry Council of Westmoreland/Fayette County, Inc.

21st Century Community Learning Center 2021-2022

Final Report - Cohort 9

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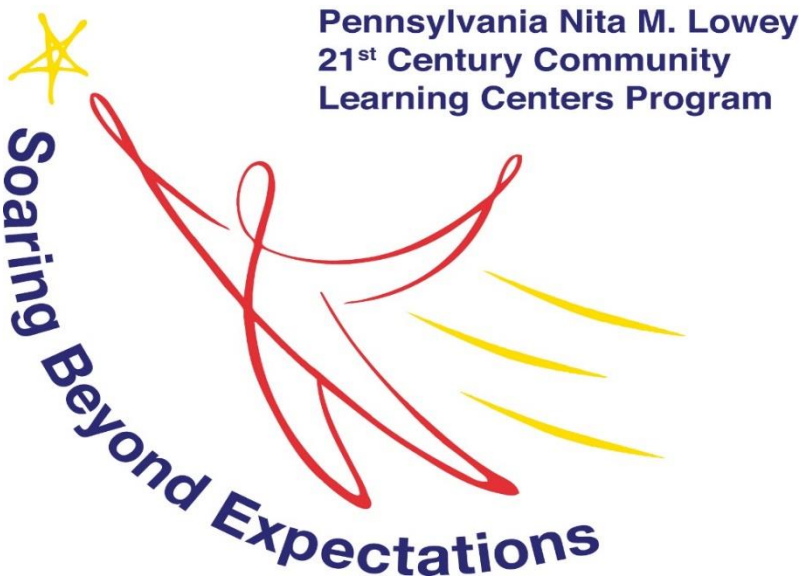

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Introduction

About Pennsylvania 21st Century Community Learning Centers

School officials and policy makers are searching for solutions to support working families and their school aged children this fall, due to the ongoing COVID-19 crisis, which has caused schools to implement remote learning and variable schedules. While these plans are intended to stop the spread of the virus, they will also create demand for school-aged childcare from more than 23 million workers with no at-home care option and necessitate additional educational support for children while they are not in the classroom. One proven program already exists to meet these needs: 21st Century Community Learning Centers. Scaling up this program would provide working families—particularly low-income families—with the combination of school age care and proven academic support they will need this school year.

The 21st Century program is the only federal grant program dedicated to funding afterschool and summer learning programs. Each year, subject to federal appropriations, the Department of Education awards formula grants to every state's lead educational agency based on their share of Title I funding for low-income schools. Public or private afterschool programs at the local level may then apply to the state for funds through a competitive grant process. States are required to give priority to applications that are jointly submitted by a local educational agency and a community-based organization or other public or private entity. Awards from the 21st Century program help afterschool programs that primarily serve students from schools with a high percentage of students from low-income families—although all students may be served—by offering enrichment activities like mentoring and tutoring that supplement student learning outside the classroom.

This program offers structure by which states can efficiently meet increased demand for

school-age care, because it targets low-income families most likely to need care for their children on remote learning days. According to the Urban Institute, working parents with incomes below 250 percent of the federal poverty line were about half as likely (24%) to be able to work from home during the pandemic as parents above 250 percent of the FPL (54%). This disparity means a large proportion increased the need for school-age care during the fall will come from low-income families. A scaled-up 21st Century program will be suited to reaching these families as 70% of the nearly 1.4 million students served by 21st Century afterschool programs during the 2017-18 school year were eligible for free or reduced school lunch.

In addition, parents already show overwhelming support for afterschool programs. According to a national survey by the Afterschool Alliance, three quarters of parents agreed that afterschool programs give them peace of mind when they are at work. And in the last decade, the percentage of Americans who strongly agree that afterschool programs are an "absolute necessity" for their community has risen from 58% to 69%. Even before the pandemic, two in three parents in 2018 reported they are more likely to vote for an elected official who supports public funding for afterschool programs. Expanding the supply of afterschool programs and lengthening their operating hours could give parents a popular and well-established school-age care option that would enable them to get back to work.

With a clear need for school-age care, the 21st Century program offers a promising solution. Its unique blend of trusted afterschool care and proven academic support makes it the comprehensive program students will need to make up for learning deficits incurred during the spring shutdown and navigate unfamiliar school dynamics this fall. In recent years, students who attend afterschool programs funded by the 21st Century program have seen immense academic growth. During the 2017-18 school year, 50% of students who attended these programs

improved their math grades and 49% improved their English grades. Additionally, 69% completed their homework more often and showed greater participation in class. These programs offer an effective supplement to virtual learning that could prevent further educational disparities and provide the consistent academic support students need to thrive during a school year with a constantly shifting educational format.

The Department of Education neither released guidance for 21st Century afterschool programs during the COVID-19 shutdown, nor indicated whether states could direct CARES Act dollars toward the program. Yet several states have taken actions that indicate afterschool centers can quickly adapt to unprecedented circumstances. According to the Afterschool Alliance, Idaho, Ohio, Oregon, and Montana have encouraged programs to continue using their grant dollars to offer alternative educational activities to their students while they remain at home. These state policies signal that the 21st Century program could be a promising choice for states looking to support school-aged children in the upcoming school year. Despite the clear advantages to financially supporting 21st Century, the program has received insufficient investment. In its 2015 reauthorization as part of Every Student Succeeds Act, the program's authorization level declined to $1 billion for fiscal year 2017 and $1.1 billion for FY2018 through FY2020, a major drop from its 2007 authorization level of $2.5 billion. As appropriations in real dollars remain at the maximum authorization level, 21st Century afterschool programs only serve 1.4 million students throughout the school year, even though roughly 26 million students are served by Title I funds annually.

As school districts around the country develop plans to balance student's health and safety with their growth and development, it is increasingly likely that a large percentage of children will be learning from home for a portion of the school year. At the same time, a stable

economic reopening requires the availability of school age care so that parents can return to work or look for a job. Congress and state governments should consider harnessing the 21st Century Community Learning Centers Program to offer a unique combination of school-age care and quality educational support to children. There are over 23 million workers who may need this support in the coming school year.

GPRA Measures

Grantee Results on Performance Measures

GPRA Measure 1 – Academic Achievement, State Assessments
Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading/language arts on state assessments.

Results: *GPA Results, PSSA Scores, and Paired-Samples t-Tests*

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.

Results: *Teacher Surveys, Parent Surveys, Student Surveys, t-Tests, and PSSA Scores*

GPRA Measure 2 – Grade Point Average
Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.

Result: *GPA Data Table*

GPRA Measure 3 – School Day Attendance
Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who:

- Had a school-day attendance rate at or below 90% in the prior school year AND
- Demonstrated an improved attendance rate in the current school year.

Results*: Attendance Data Tables*

GPRA Measure 4 – Behavior
Percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.

Results: Teacher Surveys and Day School Teacher Survey

GPRA Measure 5 – Student Engagement in Learning
Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.

Results: Teacher Surveys and Day School Teacher Survey

State Measure 6- Family Literacy and Involvement
Number or percentage of families of participating students who participate in family literacy and involvement activities.

Results: For Monessen SD they had 16 families attend, with 50 people being present.

The reporting of data for evaluation will be based on the 6 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 between quarters. 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 was 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, School Year Teacher Surveys and Student Surveys (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 (self-report). Growth will be seen in reports of improvement on the surveys.

School Districts

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.

Program Implementation and Operations

Cohort 9 is made up of four programs in two school districts: Ligonier Valley School District, and the Monessen City School District. In the Ligonier Valley School District, the two programs are at the Laurel Valley Elementary School and at the RK Mellon Elementary

School. Both programs service students in grades K-5th grade. The RK Mellon program had a partnership with the Ligonier YMCA which provided the staff to operate and oversee the afterschool program. All instructors in the program held bachelor's degree in Education or a related field. The Monessen City School District had a program that operated at the Monessen Family Center for the Monessen Elementary students due to the school not allowing programming in the school building due to COVID-19. The elementary program is made up of students in grades 3-5. Monessen High School also has a 21st Century Community Center Program for students in Grades 9-12. This program was permitted to operate in the school building.

Students at Laurel Valley Elementary, Monessen Elementary at the Family Center, and Monessen High School received transportation home at the end of the program days. The students at Monessen Elementary are also transported after school to the Monessen Family Center using a contracted bus company and program funding. Cohort 9 also had three Family Engagement events this past program year. The students in the elementary programs also participated in programming brought in by the Carnegie Science Center. Community representatives visited the programs from a variety of local mental health agencies to discuss wellness and social emotional topics.

Program Hours:

The programs occurred during the following times…

- RK Mellon Elementary School operated at the Ligonier YMCA from 7:45 a.m. until 8:45 a.m. and 4:00 p.m. until 6:00 p.m., 4 days a week, 3 hours per day, for a total of 12 hours a week.

- Laurel Valley Elementary operated from 7:45 a.m. until 8:45 a.m. and 4:00 p.m. until 6:00 p.m., 4 days a week, 3 hours per day, for a total of 12 hours a week.
- Monessen High School operated from 2:30 p.m. to 5:30 p.m., 4 days per week, 3 hours per day, 12 hours a week.
- Monessen Elem. at the Monessen Family Center. 3:10 p.m. to 6:10 p.m., 4 days per week, 3 hours per day, 12 hours weekly

Schedule of Activities:

The schedule of the activities consisted of Homework and Tutoring, Literacy Activities, STEM Activities, Career Readiness Activities, Drug and Alcohol Prevention, Social and Emotional/Character Development Activities and Leadership Activities.

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 programs advocates, they observe 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, Staff 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 Design

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 helps relieve 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 (c) 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), t-test with GPA, PSSA scores and observations by the local evaluator–provide detailed information about the afterschool program characteristics, operations, and outcomes.

GPA Results

Table 1: Monessen HS
2021 - 2022 GPA
N=7

Monessen HS/ Grade	Unweighted GPA Prior Year 2020-2021	Unweighted GPA Current Year 2021-2022	Increase or Decrease
10th	4.5	4.5	Same
10th	3.8	4.0	Increase
10th	4.3	4.3	Same
9th	2.6	2.6	Same
10th	4.5	4.5	Same
10th	3.9	2.2	Decrease
11th	1.8	2.3	Increase

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 reasoning 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)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	mpg1 - mpg2	-1.75000	2.70101	.77971	-3.46614	-.03386	-2.244	11	.046

Here is a sample as of 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).

Results for the Paired t-Tests

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-Q4 and Final).

Table 2: Monessen ES
t-Test for Subject Areas and Grade Scores

Pairs	N	Mean	*Standard* Deviation	t	df	p
VWQ1-	17	81.71	11.482	-2.732	16	.007
VWQ2		84.71	11.411			
VWQ1-	16	81.44	11.804	-4.004	15	.001
VWQ4		86.38	13.836			
VWQ1-	16	81.44	11.804	-3.754	15	.001
VW.Final		84.38	11.764			

EnglishQ1-	31	92.71	6.634	1.980	30	.028
ENglishQ2		88.00	16.442			
EnglishQ1-	30	92.87	6.689	1.882	29	.035
EnglishQ3		88.50	13.085			
MathQ1	30	85.93	9.642	-2.948	29	.003
Math.Final		88.90	6.530			
ScienceQ1	15	93.13	9.109	-2.982	14	.005
ScienceQ3		98.33	3.619			
ScienceQ1	14	92.64	9.245	-2.087	13	.029
Science.Final		94.36	7.334			
STEM.ScienceQ1	17	87.53	8.323	-2.310	16	.017
STEM ScienceQ2		90.59	5.723			
STEM.ScienceQ1	16	87.56	8.594	-3.796	15	.001
STEM.ScienceQ3		92.81	5.357			
STEM ScienceQ1	16	87.56	8.594	-2.479	15	.013
STEM Science.Final		90.06	5.709			
Comp.FluQ1	17	83.35	13.210	-3.447	16	.002
Comp.FluQ3		91.06	6.759			
Comp.FluQ1	16	83.69	13.568	-2.529	15	.012
Comp.FluQ4		89.81	8.463			

Comp.FluQ1	16	83.69	13.568	-2.465	15	.013
Comp.Flu.Final		87.69				

There were 44 possible pairs for the subject areas covered for Monessen Elementary School (ES). This pairing covered 10 subject areas (i.e., Vocabulary Words, English, ELA, Math, Reading, Science, Social Studies, Spelling, STEM Science, and Comprehension and Fluency). Of the 10-subject areas 6 showed significant differences in the scores when considering Quarter 1 grade means being compared to Quarters 2-4 and the final grade. The subject areas were Vocabulary Words, English, Math Science, STEM Science, and Comprehension and Fluency. Each subject would have 4 possible pairs (Q1vsQ2, Q1vsQ3, Q1vsQ4, and Q1vsFinal). There were 14 pairs that were significant for the 10 subject areas with 6 of the subject areas having significant results.

The results showed that of the 14 pairs which had significant differences, 12 were in the expected direction (i.e., Q1 mean was less than Q2-Q4 and Final Grade means) and 2 were in the unexpected direction (Q1 mean was greater than Q2-Q4 and Final Grade means). The subject areas which had the expected directions were Vocabulary Words, Math, Science, Stem Science, and Comprehension Fluency. The unexpected direction was with English. This was very good performance on the part of the Monessen ES students and supports what the 21st Century Community Learning Centers are trying to accomplish.

Table 3: RK Mellon ES
t-Test for Subject Areas and Grade Scores

Pairs	**N**	**Mean**	***Standard Deviation***	**t**	**df**	**p**
Soc.ScienceQ1-	28	92.89	2.644	1.756	27	.045

Soc.ScienceQ3		91.57	4.272			
WritingQ1-	27	95.67	4.633	-.347	19	.007
WritingQ4		93.67	4.252			
WritingQ1	27	95.67	4.633	1.941	19	.032
Writing.Final		94.89	3.468			

There were 20 possible pairs for the subject areas covered for Rk Mellon Elementary School (ES). This pairing covered 5 subject areas. Of the 5-subject areas 2 showed significant differences in the scores when considering Quarter 1 grade means being compared to Quarters 2-4 and the final grade. The 5 subject areas were Reading, Math, Social Science, Spelling and Writing. Each subject would have 4 possible pairs (Q1vsQ2, Q1vsQ3, Q1vsQ4, and Q1vsFinal). There were 3 pairs that were significant for the 5 subject areas with 2 of the subject areas having significant results (i.e., Social Science and Writing).

The results showed that of the 3 pairs which had significant differences, all were in the expected direction (i.e., Q1 mean was less than Q2-Q4 and Final Grade means). The subject areas which had the expected directions were Social Science and Writing.

Table 4: Laurel Valley ES
t-Test for Subject Areas and Grade Scores

Pairs	N	Mean	*Standard* Deviation	t	df	p
Soc.ScienceQ1-	20	90.00	9.313	3.444	19	.001
Soc.ScienceQ2		87.20	8.721			

Soc.ScienceQ1-	20	90.00	9.313	3.444	19	.009
Soc,ScienceQ3		82.80	14.417			
Soc.ScienceQ1-	20	90.00	9.313	3.577	19	.047
Soc.Science.Final		87.40	8.947			
WritingQ1-	24	85.88	9.879	1.699	23	.017
WritingQ3		83.79	9.236			
WritingQ1	24	85.88	9.879	2.261	23	.017
WritingQ4		82.54	11.289			

There were 20 possible pairs for the subject areas covered for Laurel Valley Elementary School (ES). This pairing covered 5 subject areas (i.e., Reading, Math Social Science, Spelling, and Writing. Of the 5-subject areas 2 showed significant differences in the scores when considering Quarter 1 grade means being compared to Quarters 2-4 and the final grade. The subject areas were Social Science and Writing. Each subject would have 4 possible pairs (Q1vsQ2, Q1vsQ3, Q1vsQ4, and Q1vsFinal). There were 5 pairs that were significant for the 2 subject areas with 2 of the subject areas having significant results.

The results showed that of the 5 pairs which had significant differences, none were in the expected direction (i.e., Q1 mean was less than Q2-Q4 and Final Grade means) and 5 were in the unexpected direction (Q1 mean was greater than Q2-Q4 and Final Grade means). The unexpected direction was with the subject areas of social Science and Writing.

PSSA Scores Results

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.

Table 5: Monessen ES
PSSA Results
N=27

Grade	ELA	Math	Science	Test Date	ELA	Math	Science	Test Date
3	---	---	---	---	P	B	---	2022
4	B	BB	---	2021	B	BB	BB	2022
4	P	B	---	2021	B	B	P	2022
3			---	2021				2022
4			---	2021				2022
4	B	BB	---	2021	BB	BB	BB	2022
3			---	2021	B	B	---	2022
4	P	P	---	2021	P	B	P	2022
4	P	BB	---	2021				2022
3			---	2021	B	B	---	2022
3	P	B	---	2022	P	P	---	2022
4	NS	BB	---	2021				2022
3			---	2021	BB	BB	---	2022
4	P	P	---	2021				2022
4	P	B	---	2021	B	B	P	2022
3			---	2021	BB	BB	---	2022
3			---	2021	B	B	---	2022
3			---	2021	P	P		2022

5			---	2021				2022
4	NS	NS	---	2021	P	BB	P	2022
3			---	2021	B	BB	---	2022
3			---	2021	P	B	---	2022
4	BB	BB	---	2021	BB	BB	BB	2022
3			---	2021	B	BB	---	2022
4			---	2021	BB	BB	BB	2022
3			---	2021	P	B	---	2022
4			---	2021	BB	BB	B	2022

There were 27 PSSA results collected for the students at Monessen ES. Of the 27, 21 scored the same on the PSSA from Spring 2021 to Spring 2022. The same was the result of not having scores for both dates (Spring 2021-Spring 2022) or the results being the same for both dates. There were 4 students who declined from Proficient to Basis, 3 students for ELA and 1 student for Math. There was 1 student who declined from Basic to Below Basic in ELA. Finally, there was 1 student who increased from Basic to Proficient in Math.

Table 6: RK Mellon ES
PSSA Results
N=19

Grade	PSSA Math 3rd Grade 20-21	PSSA ELA 3rd Grade 20-21	PSSA Math 4th Grade 20-21	PSSA ELA 4th Grade 20-21	PSSA Math 4th Grade 21-22	PSSA ELA 4th Grade 21-22
4	Bas	Pro	---	---	Bas	Pro
4	Pro	Pro	---	---	Bas	Pro
4	Pro	Pro	---	---	Pro	Adv
4	---	---	---	---	Pro	Pro
4	---	Adv	---	---	Pro	Adv
4	Bas	Pro	---	---	Bel	Bel
4	Bel	Pro	---	---	Bas	Pro
4	Bel	Bel	---	---	Bas	Bel
4	Pro	Pro	---	---	Pro	Adv
4	Pro	Adv	---	---	Adv	Adv
4	---	Adv	---	---	---	---
4	---	Pro	---	---	---	---
4	---	Adv	---	---	---	---
4		Bas	---	---	---	---
5	---	---	Pro	Pro	---	---
5	---	---	Pro	Pro	---	---
5	---	---	Pro	Pro	---	---
5	---	---	Pro	Adv	---	---
5	---	---	Bel	Bel	---	---

There were 19 PSSA results collected for the students at RK Mellon ES. Of the 19, 12 scored the same on the PSSA from Spring 2021 to Spring 2022. The same was the result of not having scores for both dates (Spring 2021-Spring 2022) or the results being the same for both dates. There were 2 students who increased from Below Basic to Basis in Math. There was 1 student who declined from Basic to Below Basic in Math and 1 student who declined from Proficient to Below Basic in ELA. Another 1 student declined from Proficient to Basic in Math. There were 3 increases in performance with 3 students going from Proficient to Advanced, 2 in ELA and 1 in Math.

Table 7: Laurel Valley ES
PSSA Results
N=9

Grade	PSSA Math 3rd 20-21	PSSA ELA 3rd 20-21	PSSA Math 4th 20-21	PSSA Math 4th *21-22*	PSSA ELA 4th 20-21	PSSA Math 4th 20-21	PSSA *Math* 5th 21-22	PSSA ELA 5th 21-22
5	---	---	Pro	Pro	---	---	---	Pro
4	Bel	Bel	---	---	---	---	---	---
5	---	---	Pro	Pro	Bas	---	Bas	Pro
5	---	---	---	---	---	---	Bel	Bas
4	Bel	Bas	---	---	---	---	---	---
5	---	---	---	---	---	---	Adv	Pro
5	---	---	Pro	Pro	Bas	---	Pro	Pro
---	---	---	---	---	---	---	---	Pro
4	Bel	Bel	---	---	---	---	---	---
5	---	---	---	---	Bas	---	Bas	Bas

5	---	---	---	---	Bel	Bel	Bel	Bas
5	---	---	---	---	Bel	Bel	Bel	Bas

There were 12 PSSA results collected for the students at Laurel Valley ES. Of the 12, 11 scored the same on the PSSA from Spring 2021 to Spring 2022. The same was the result of not having scores for both dates (Spring 2021-Spring 2022) or the results being the same for both dates. There was 1 student who declined from Proficient to Basis in Math.

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 collected 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 8
Parent Surveys
N=21

There were 21 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
57%	43%	0%	0%

2. I had the opportunity to visit the program.

Strongly Agree	Agree	Disagree	Strongly Disagree
38%	52%	10%	0%

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

Strongly Agree	Agree	Disagree	Strongly Disagree
76%	24%	0%	0%

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	19%	67%	14%	0%
Math	14%	76%	10%	0%
Science	14%	76%	10%	0%
Social Studies	14%	72%	14%	0%
Technology	19%	67%	14%	0%
Homework Completion	24%	67%	9%	0%
Self-Confidence	5%	81%	14%	0%

Attitude toward School/Learning	19%	57%	24%	0%
Attendance at School	14%	29%	57%	0%
Behavior at School	19%	48%	33%	0%

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

	Very Satisfied	Somewhat Satisfied	Unsatisfied
Overall Program	95%	0%	5%
Communication	95%	5%	0%
Academics	100%	0%	0%
Recreation	100%	0%	0%

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.
24%	0%	76%	0%

(Missing data account 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," (57%, strongly agree; 43% Agreed), "I had opportunity to visit the program," (38%, strongly agree; 52%, Agreed), and "The program offered my child a variety of academic and

enrichment activities," (76%, strongly agree; 24% Agreed). All parents did not (10%) visit the program.

Notice of "change or improvement" in the Academic programs

For the parents, 19% indicated that there was no need to *improvement* in Reading, 67% indicated that there was improvement, 14% said there was *no change*, and 0% said there was a *decline*.

For Math, 14% indicated that there was no need to *improvement* in Math, 76% indicated that there was improvement, 10% said there was *no change*, and 0% said there was a *decline*.

For Science, 76% of the parents indicated that there was *improvement* in Science, and 10% said *no change*. There were 14% who said there was *no need to improve*.

For Social Studies, 72% of the parents indicated that there was *improvement* in Social Studies, 14% said *no change*, and 33.3% indicated there was *no need to improve*.

For Technology, 67% of the parents indicated that there was *improvement* in Technology, 14% said *no change*, and 19% indicated there was *no need to improve.*

For Homework Completion, 67% of the parents indicated that there was *improvement* in Homework Completion, 10% said *no change*, and 24% indicated there was *no need to improve*.

Notice of "change or improvement" in the Behavioral areas

For Self-confidence, 81% of the parents indicated that there was *improvement*, 14% said *no change*, and 16.75% said there was no. need to improve.

For Attitude Toward School and Learning, 57% of the parents indicated that there was *improvement*, 24% said *no change*, and 19% said there was no need to improve.

For Attendance at School, 29% of the parents indicated that there was *improvement*, 57% said *no change*, and 14% said there was *no need to improve*.

For Behavior at School, 48% of the parents indicated that there was *improvement*, 33% said *no change*, and 19% said there was *no need to improve*.

Satisfaction for the Program Areas

For Overall Program, 95% of the parents indicated that they were *very satisfied*, 5% said *somewhat satisfied*, and 0% said they were *unsatisfied*.

For Communications, 95% of the parents indicated that they were *very satisfied*, 53% said *somewhat satisfied*, and 0% said they were *unsatisfied*.

For Academics, 95% of the parents indicated that they were *very satisfied*, 0% said *somewhat satisfied*, and 5% said they were *unsatisfied*.

For Recreation, 100% of the parents indicated that they were *very satisfied*, 0% said *somewhat satisfied*, and 0% said they were *unsatisfied*.

The Parent Activities of the Program

The Activities met my needs:

For meeting needs, 24% of the parents indicated *yes, the activities met my needs*, 0% said the *activities did not meet my needs*, and 76% said *they did not participate*.

Parent Surveys

The parents showed a high level of agreement (76% strongly agree and 26% 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 67%, Math at 76%, Science at 76%, Social Studies at 72%, Technology at 67%, and homework completion at 67%.

Behavioral issues had similar kinds of responses for improvement. Self-confidence improved at 81%, attitude toward school and learning at 57%, attention to school learning 57%, and attendance at school at 57%.

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 parents have confidence in the program, they can encourage their children to attend and participate.

Table 9
Student Surveys
N=39

There were 39 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
77%	18%	3%

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
59%	36%	5%

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
80%	15%	5%

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

Subject	Improved	No Change	Declined	No Improvement Needed
Reading	59%	23%	0%	18%
Math	62%	20%	3%	15%
Science	54%	28%	0%	15%
Social Studies	43%	31%	3%	10%
Technology	62%	23%	0%	13%

Homework Completion	67%	23%	0%	10%
Self-Confidence	62%	20%	5%	13%
Attitude toward School/Learning	56%	21%	3%	20%
Attendance at School	49%	18%	0%	31%
Behavior at School	51%	33%	0%	16%

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

Key Findings: Student Surveys

Satisfaction with the Program

For Overall Satisfaction with the Program, 77% of the students indicated that they were *very satisfied*, 18% said they were *somewhat satisfied* and 3% said not satisfied.

For Satisfaction with the Program's Academics, 59% said they were *very satisfied*, 36% said *somewhat satisfied*, and 5% said *not satisfied*.

For Satisfaction regarding the Program's Recreation, 80% of the parents indicated that they were *very satisfied*, 15% said *somewhat satisfied*, and 5% said *not satisfied.*

How do you feel you Performed Academically and Behaviorally in the following categories?

For Reading, 59% of the students indicated that there was *improvement*, 23% said *no change*, 0% said there was a *decline and*, 18% said there was *no need to improve*.

For Math, 62% of the students indicated that there was *improvement*, 21% said *no change*, 3% said there was a *decline* and 15% said % there was *no need to improve.*

For Science, 54% of the students indicated that there was *improvement*, 28% said *no change*, 0% said there was a *decline and*, 15% said there was *no need to improve*.

For Social Studies, 44% of the students indicated that there was *improvement*, 31% said *no change*, and 3% said there was a *decline and*, 10% said there was *no need to improve*.

For Technology, 62% of the students indicated that there was *improvement*, 23% said *no change*, and 0% said there was a *decline and*, 13% said there was *no need to improve*.

For Homework Completion, 67% of the students indicated that there was *improvement*, 23% said *no change*, 0% said there was a *decline and*, 10% said there was *no need to improve*.

For Self-Confidence, 62% of the students indicated that there was *improvement*, 21% said *no change*, and 5% said there was a *decline and*, 13% said there was *no need to improve*.

For Attitude Toward School and Learning, 56% of the students indicated that there was *improvement*, 21% said *no change*, and 3% said there was a *decline and*, 21% said there was *no need to improve*.

For Attendance at School, 49% of the students indicated that there was *improvement*, 18% said *no change*, and 0% said there was a *decline and*, 31% said there was *no need to improve*.

For Behavior at School, 51% of the students indicated that there was *improvement*, 33% said *no change*, and 0% said there was a *decline and*, 16% said there was *no need to improve*.

The students reported academically that there was a level of improvement for Math (62%), Technology (72.7%), Science (54%) Reading (60%), and Social Studies (44%). The students also reported behaviorally that there was a level of improvement for Homework Completion (67%), Self-Confidence (62%), Attention to school learning (56%), Attendance at School (49%), and Behavior at School (51%). These results are in favorable to what the 21st Century Afterschool Program is looking to accomplish.

Table 10
Teacher Surveys - Annual Performance Report
N=107

There were 107 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	30%	27%	42%	1%
Participate in class	28%	34%	36%	2%
Volunteering	26%	31%	41%	2%

Attentive in class	26%	33%	36%	5%
Behaving well in class	31%	28%	36%	5%
Academic Performance	25%	29%	45%	1%
Coming to school motivated to learn	29%	23%	44%	4%
Engaging in Learning	28%	30%	39%	3%

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

*Key Findings***:** Teacher Surveys

The teachers indicated that 27% of the students *improved* when it came to completing homework to their satisfaction.

The teachers indicated that 34% of the students *improved* when it came to participating in class.

The teachers indicated that 31% of the students showed *no improvement* when it came to volunteering.

The teachers indicated that 33% of the students *improved* when it came to being attentive in class.

The teachers indicated that 28% of the students *improved* when it came to behaving well in class.

The teachers indicated that 29% of the students *improved* when it came to academic performance.

The teachers indicated that 23% of the students *improved* when it came to coming to school motivated to learn.

The teachers indicated that 30% of the students *improved* when it came to engaging in learning.

The Teacher Surveys did show academic improvement (29% improved), homework completion (42% improved), participation in class (34% improved), attentiveness in class (33% improved), behavior in class (28% improved), and engagement in learning (30% improved).

These are seen as some of the critical elements to success in afterschool programs, daytime success in school, and life.

GPRA Measures 4 – Behavior and GPRA Measure 5 -Student Engagement in Learning

Table 11
School Year – Teacher Survey

Responses/ Questions	*No Change*	*No Data Reported*	*Improved*	*Do Not Need to Improve*	*Declined*	*Blank*	*Total*
Completing Homework	33.59%	18.32%	23.66%	22.90%	.76%	0%	100%
Participating in Class	29.77%	18.32%	27.48%	22.14%	1.53%	0%	100%
Volunteering	33.59%	08.32%	25.19%	20.61%	1.53%	0%	100%
Being Attentive in Class	29.77%	18.32%	26.72%	20.61%	3.82%	0%	100%
Behaving in Class	29.77%	18.32%	22.90%	24.43%	3.82%	0%	100%
Academic Performance	35.88%	18.32%	23.66%	19.85%	1.53%	0%	100%
Coming to School Motivated to Learn	35.80%	18.32%	19.08%	22.90%	3.05%	0%	100%
Engaging in Learning	32.06%	18.32%	24.43%	22.14%	2.29%	0%	100%

The teacher responses show 33.59% of the day schoolteachers indicated that there was *no change* for homework completing; 29.77% of the day schoolteachers indicated that there was *no change* for participating in class; 33.59% of the day schoolteachers indicated that there was *no*

change for volunteering; 29.77% of the day schoolteachers indicated that there was *no change* for being attentive in class; 29.77% of the day schoolteachers indicated that there was *no change* for behaving in class; 35.88% of the day schoolteachers indicated that there was *no change* for academic performance; 35.80% of the day schoolteachers indicated that there was *no change* for coming to school motivated to learn; and 32.06% of the day schoolteachers indicated that there was *no change* for engaging in learning.

For all 8 questions the tendency was for the teachers to give the highest percentage to *no change*. The greatest decline was seen for Being Attentive (3.82%) in Class and Behaving in Class (3.82%). These responses address the GPRA Measure 4 – Behavior and 5 – Student Engagement in Learning.

Table 12
Staff Surveys
N=8

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

- What is your overall satisfaction with the program?

Very Satisfied	Somewhat Satisfied	Not Satisfied
75%	25%	0%

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

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

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
75%	25%	0%

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
75%	25%	0%

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
75%	12.5%	12.5%

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

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

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
62.5%	37.5%	0%

Key Findings from the Staff

The staff showed a high level of satisfaction with the program when very and somewhat satisfied are combined, 100%. The same was true for satisfaction with the program's *communication* when very and somewhat satisfied are combined at 87.5%; 12.5% were not satisfied. *Academics* are always seen as an important factor in school success. The staff responded 100% satisfied when very and somewhat satisfied are combined. The success of a program can be seen in its *collaboration* with those who are participating in the program. The

staff responded 100% satisfaction when very and somewhat satisfied are combined. The successful *implementation* of a program can show that everyone is on board with how the program should be carried out. The staff responded 87.5% satisfaction when very and somewhat satisfied are combined; 12.5% were not satisfied. *Collaboration* is an essential element when considering the success of a program. The staff responded 100% satisfaction when considering the collaboration between the program and the school when very and somewhat satisfied are combined. The staff indicated a high level of satisfaction when considering these components of the program.

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?
• The opportunity is there for students who want to take advantage.	• The number of participating students.
• NA	• NA
• Very helpful to the students.	• NA
• Beyond helpful to the students. Sparked interest in STEM. Helped children to be more social and have some more homework help.	• None
• Access to all the technology. Getting to the school to ride the Family Center bus, which strengthens families.	• NA
• I love my kids. I enjoy being a teacher for the before/afterschool program.	• Staff has been an issue this year, but the kids adapted well to the changes.
• It gives kids who have a disadvantaged home life a better place	• Sometimes it would be loud when other teachers were trying to work after school.

to be and provides opportunities that they may not otherwise have.	
• Giving the children more opportunities to better themselves and continuing their interest in school and specific topic.	• Not having a sub available if a day off is needed.

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

Attendance Data

Table 13: Monessen ES
Attendance
N=34

Grade	Number of School Year DAYS Attended	TOTAL PROGRAM YEAR DAYS Attended (summer + SY)	% of School Year Time Attended
3	103	114	60.6
4	101	112	59.4
4	31	36	17.4
5	0	5	0
5	0	14	0
4	48	66	27.2
4	0	20	0
3	100	118	58.8
4	0	15	0

4	110	110	64.8
3	79	79	46.2
3	115	115	67.8
3	112	112	66
4	59	59	34.2
3	42	42	24
4	12	12	6
4	107	107	63
3	92	92	54
3	111	111	65.4
5	105	105	61.8
4	31	31	17.4
3	34	34	19.2
5	63	63	36.6
3	110	110	64.8
5	111	111	65.4
4	41	41	23.4
3	54	54	31.2
5	32	32	18
3	67	67	39
3	9	9	4.2
4	57	57	32.6
3	39	39	22.2
4	34	34	19.2

3	13	13	6.6

Table 14: Monessen HS
Attendance
N=7

Grade	Total Program Year days Attended (summer + SY)	Number of School Year HOURS Attended	% of School Year Time Attended
10	68	349	3.88
10	23	74	0.82
10	21	76	0.84
9	4	14	0.16
10	72	318	3.53
10	4	11	0.12
11	41	213	2.37

Table 15: RK Mellon ES
Attendance/ISS
N=30

Grade	Attendance 20-21	Attendance 21-22	In school Suspension
1	0	3	
1	1	2 1/2	
1	7	9	
1	2	10	
1	0	2 1/2	
1	3	7	
1	7	6	
1	0	3	
1	0	0	
2	0	0	
2	0	5	
2	2	5	
2	2	7	
3	1	2	
3	0	0	
3	0	12	
3	2	13	
3	0	1	
4	0	3	
4	0	3	
4	0	3	2 Day 5/26, 5/27/2202

4	0	3	
4	0	10	
4	2	2 1/2	
4	0	2	
4	0	9	
4	3	3	
4	2	9	
4	0	6	
4	0	4	
4	0	2 1/2	
4	3	5	
5	3	1 1/2	
5	0	2	
5	1	2	
5	0	6	
5	0	8	
K	0	5	
K	0	0	

Table 16: Laurel Valley ES
Attendance
N=43

Grade	Number of School Year Days Attended	% of School Year Time Attended	Total School Year Days Attended (summer + SY)
1	0	0	17
1	38	4.22	43
1	45	5	55
2	0	0	3
3	0	0	1
3	40	4.4	45
5	31	3.44	35
1	0	0	14
4	0	0	7
3	68	7.56	68
5	67	7.44	67
3	50	5.39	50
1	48	5.28	48
3	13	1.5	13
1	115	6.5	115
2	115	6.5	115
3	9	1	9
3	66	7.33	66

5	30	3.33	30
4	115	12.78	115
5	107	5.94	107
2	108	6.06	108
2	1	0.11	1
5	63	9.61	63
3	62	9.56	62
2	53	5.89	53
3	6	0.667	6
4	18	2	18
4	4	0.44	4
3	30	3.33	30
4	63	7	63
5	75	8.33	75
3	54	6	54
K	54	6	54
4	70	7.78	70
5	64	7.11	64
3	5	0.56	5
5	7	0.78	7
2	2	0.22	2
2	23	5	23

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, and teacher satisfaction.

Parent Satisfaction

Parents who completed surveys expressed high overall satisfaction (100%) 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 (100%) with the impact of the program on *academic* and *enrichment* activities (76.2% Strongly Agreed and 23.8% Agreed). Parents had strongly agreed that the program had positive impacts on their children. More specifically, they felt that their children's reading (66.7%), math (76.2%), science (76.2%), Technology (66.7%) and Social Studies (71.4.%) skills had improved. In addition, behaviorally, parents felt that their children's self-confidence (81%), homework completion (66.7%), attitude toward school learning (57.1%), and attendance at school (28.6%) had improved. When asked, overall program satisfaction (100% very satisfied) and academics (100% very satisfied).

Student Satisfaction

Students responded when asked about level of satisfaction regarding the program's overall satisfaction 76.9% were very satisfied, 17.9% were somewhat satisfied, and 2.6% were not satisfied. These responses have the potential to influence whether students will continue with the program. Students who completed the survey expressed high overall satisfaction (97.4%) with their participation in the after-school program when "Very Satisfied" and "Somewhat Satisfied" are combined.

Students indicated that they improved, academically in reading (59%), math (61.5%), science (53.8%), Technology (61.5%) and Social Studies (43.6%). In addition, behaviorally, students felt that there were improvements in homework completion (66.7%), self-confidence (61.5%), attitude toward school learning (56.4%), attendance at school (48.7%), and behavior at school (51.3%). Students also agreed that they were very satisfied (59%) and somewhat satisfied (359%) with the academics of the program. 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 programs. The teachers expressed students improved (27.1%) when asked if students completed homework to their satisfaction. When teachers were asked about improvement in participating in class, 33.6% indicated that there was improvement. The students did show a level of improvement when it came to volunteering for extra credit or more responsibilities (30.8%), and 41.1% indicated that there was *no change*. The teachers expressed that 32.7% improved their attentiveness in class; 36.4% said *no change*. When considering *behavioral issues*, 30.8% indicated that there was *no need* for the students to improve, 36.4% said *no change*, and 28% noticed improvement. Academic performance is an important consideration for program performance. The teachers did notice a 29% 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 for Program Improvements

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 21st CLCC provides the safe environment for the children with afterschool programs that meet at their school. Of course, there are exceptions, 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 21st CCLC is operating in such a way that it is improving academically and socially and as a result, students' needs are being provided for in a meaningful way. Parents can take care of household matters (i.e., can have peace of mind about the safety of their child during afterschool program hours). The information gathered from the evaluation makes it possible to determine 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 will need to thrive in the classroom and in their daily lives. This includes on 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 of them. They need to know that teachers 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 while 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.

Evaluator Final Comments

In conclusion, in America there is distress regarding the state of education. 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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Private Industry Council of Westmoreland/Fayette, Inc.

21st Century Community Learning Center

Final Report: Cohort 9 Mini Grant FC# 41000-78107-9 Summer 2021

Local Evaluator, Dr. Roger L. Briscoe

Table of Contents: Mini Grant - Cohort 9

Introduction

Demonstrated Program Accomplishments and Brief Grant History

The Private Industry Council of Westmoreland/Fayette, Inc. (PIC) currently administers Cohorts 9 and the Mini Grant FC#41000-78107-9. PIC successfully administers many other youth programs and has since done so since its inception in 1983. PIC's experience in effectively managing before, after school, and summer programs will continue with this mini grant. PIC's Cohort 9 program serves elementary, middle, and high school children and will continue to provide education, enrichment, and encouragement to academically at-risk and low-income students and their families through after school and summer program.

PIC's Cohort 9 included elementary and high school students in three locations within two School Districts: Monessen School District and Ligonier Valley School District. This past year has been unique in maintaining the level of service to the students due to the pandemic. Often services could not be held in person due to school being cancelled or summer program services interrupted, PIC continued safe instruction via Zoom to assist the students academically and socially. Students who could not participate via Zoom were provided with curriculum packets along with the necessary supplies. Partners and staff used You 4 Youth (Y4Y) On-Line Professional Learning and Technical Assistance for 21st CCLC tool to plan the virtual lessons. Staff attended all required 21st CCLC conferences trainings and meetings as well as many suggested webinars form 21st CCLC or Y4Y as part of PIC's commitment to professional development.

PIC hosted two family night via zoom events. The first was a Cookies with Santa event where families were provided with the ingredients to prepare cookies. This event focused on nutrition, health, and literacy. The second was a spring event wherein families were provided

with tools PIC Cohort 9 Mini Grant FC# 41000-78107-9 to paint a ceramic bunny; a book was read by the Easter Bunny and a visit from some live bunnies all virtually. The focus of this event was Mental Health and Wellness during the Pandemic.

Summer 2021 Programming: Comprehensive Narrative

There were 4 sites that provided in-person instructions. The students served are made up of the following…

Participating Schools (all Title 1 Schools)	School Districts	Grade Level Served	Number of students expected to participate
Laurel Valley ES	Ligonier Valley SD	K-5	68
RK Mellon ES	Ligonier Valley SD	K-5	68
Monessen ES	Monessen SD	K-5	38
Monessen HS	Monessen SD	9-12	28

The 2021 summer program took place over 6 weeks beginning Monday, June 14, 2021-Thursday, July 22, 2021. The educational components of the program included face-to-face instructions. The summer program collaborated with Penn State University, Monessen Family Center, the Ligonier Valley YMCA, and the Private Industry Council (PIC) Education and Technology Institute. These partners submitted lesson plans to the Project Director in advance to make sure they aligned with the Pennsylvania Performance Standards. The lesson plans included a variety of STEM, character building, enrichment and literacy, and language activities. Planning for the students with IEP's included all the necessary accommodations or modifications to ensure student success. The team planned for the program by utilizing the You 4 Youth (Y4Y) on-line Professional Learning and Technical Assistant for the 21st CCLC tool when planning lessons. Emphasis was placed on Social Emotional Learning. Weekly meetings were held with the

partners to identify best practices and areas of opportunity. A program evaluation meeting was held at the end of the summer session with the partner organizations and PIC staff.

The program hours of operation were 9:00-12:00 p.m. each day except for Laurel Valley ES, which had programming from 1:30-4:30 p.m. All programs operated for 12 hours of instruction each week. The beginning of the day started with a morning meeting from 9:00-9:30 a.m. or 1:30-2:00 p.m. This daily meeting included attendance, social skills development, a review of program rules, and individual goal setting. PIC developed this 21st CCLC summer program in response to the COVID-19 pandemic guidelines by the Governor of Pennsylvania, the Pennsylvania Department of Health, and Center for Disease Control. With face-to-face programming, students are allowed to be actively engaged in learning during a year when delivery of instruction was not always effective in meaningful educational activities.

21st Century Community Learning Centers Program and Design

PIC requested $61,860 for the two years of this grant support. Although the focus remained on the support of Science, Technology, Engineering and Math (STEM) the proposed program will include 15 topics related to Social and Emotional Learning (SEL) to encourage discussion, create awareness, help students to develop a sense of identity, and instill self-confidence. These topics were introduced every other week over the course of the school year and summer. They included Diversity, Equity and Inclusion, Social Media Awareness, Self-Awareness, Accountability, Bullying - Conflict Resolution, Responsible Decision Making, Drug Awareness, Healthy Relationships, Attitudes, Career Development, Attendance, Social Awareness, Achieving Academic Success, Long and Short-Term Goals, and Transitions.

In addition, the program had four guest speakers; Stephanie Miller discussed Mental Health. There was a Yoga Instruction, who focused on self-awareness. There was a presentation

on Diversity, Equity, and Inclusion. And lastly, there was a representative from Westmoreland Drug & Alcohol speaking on drug awareness. Two parent and family engagement activities were held.

A Part Time Special Services Coordinator (SSC) was hired to coordinate speakers and administer the lessons on each topic with the assistance of professionals in the various fields. Every other week a new topic was introduced to the students with appropriate activities and discussion. Students will benefit by having focused content on each subject presented in accordance with their appropriate age and grade. These topics gave students the opportunity to ask thought provoking questions and understand how they fit in and what they can do to be and become responsible individuals. The plan was that individual topic would be embedded in the current after school and summer curriculum. In addition to coordinating the social and emotional learning aspect of the curriculum, the SSC observed the students and if necessary, coordinate meetings with parents, teachers, outside community agencies and anyone else involved in a child's life to create and implement an action plan to help a struggling student.

Need for Proposed Service, Program or Activities

The topics listed above were chosen because of parent concerns, teacher observations of the students, and the geography and community lack of resources. Students were with their peers and discovered many of them have the same social and emotional struggles. Social and emotional experiences have been lost due to the pandemic. This program helped students with social and emotional recovery, empathy, and tolerance. Some students exhibited serious behavioral issues and struggled to maintain attention while in the classroom.

Selected Service, Program, and Activities Outcomes

PIC's vision for students includes being equipped with better coping skills and awareness of how to react under uncertain situations. The program's intent is to instill self-confidence, kindness, knowledge, exercise leadership, appreciate diversity, and encourage positive social behaviors during in and out of school activities. This program will also aid in a smooth transition from grade to grade.

Lessons During the School Year

1. Check your TEMP How attitude effects your perspective.
2. What makes me happy. Creating a positive outlook.
3. Power of Words, what is and how to deal with cyber bullying and internet dangers.
4. Decision Wheel, how to make good decisions and SMART goals
5. Heartbeat Mindfulness exercise, know your body and yourself
6. How to be an upstander to bullying, how to deal with bullying.
7. How believing in your abilities helps you overcome challenges and obstacles in your future.

During the school year the Special Services Coordinator supported the teachers by…

- Staying in proximity of students having difficulty with assignments or are behaving inappropriately.
- Added additional information to the lessons.
- Gave rewards to students for appropriate behavior and being on task.
- Helped during activity time within and outside of the classroom with behavior and activities, modeled proper behavior and engaging with students.
- Coached proper athletic technique in softball, football, and basketball.

Activities During the Summer STEM program

In addition to all the above listed school year activities during the summer program, the Special Services Coordinator worked with the teaching vendors to add to their lessons by introducing the lesson topic prior to their arrival, he discussed ways to make their lessons more engaging to the students' abilities and attention spans, and he divided the students into learning groups to enhance success and maintain students focus.

Social and Emotional Learning

Research has shown a connection between the development of social and emotional skills and lifetime outcomes in education, employment, criminal activity, substance use and mental health (Jones, Greenberg, & Crowley, 2015). Increasingly, skills such as communications, relationship building, and stress management are being recognized as important life skills. By modeling and teaching these skills to students, Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Grant Programs can help young people lay the foundation for success in school and beyond.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2018b). Many frameworks, including CASEL's, represent social and emotional learning through five core competencies (sometimes called skill domains): self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2018a).

Short-Term Benefits

Research shows that participating in social and emotional learning programs improves children's skills, attitudes, behavior, and academic performance. In one study, an 11-percentile gain in academic performance was accompanied by improvements in students' classroom behavior; ability to manage stress and depression; and attitudes about themselves, others, and school. Furthermore, the benefits existed across all grade levels (elementary, middle, and high) and in urban, suburban, and rural schools (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Long-Term Benefits

The benefits of social and emotional learning last over time. A 2017 study found the academic performance of students exposed to social and emotional learning programs averaged 13 percentile points higher than that of their peers, even years after the last intervention. Students had greater social and emotional competencies and prosocial behaviors, and fewer negative outcomes, including emotional distress and drug use. Evidence suggests there may also be a connection between social and emotional learning and increased high school and college graduation rates (Taylor, Oberle, Durlak, & Weissberg, 2017).

Societal Benefits

In addition to benefitting individual students, social and emotional learning impacts social equity and poverty. Social and emotional skills are critical to success in education, employment, and family life, and promoting development of these skills will help reduce opportunity gaps (AEI/Brookings, 2015). Benefit-cost analyses suggest that every dollar spent on social and emotional learning programming yields $11 in long-term benefits, including reduced

juvenile crime, higher lifetime earnings, and better mental and physical health (Belfield et al., 2015).

Effective Social and Emotional Learning Practice

Effective programs for social and emotional learning are SAFE: sequenced, active, focused, and explicit (Jones, Bailey, Brush, & Kahn, 2018). This means they include the following elements:

- Purposeful design leads to skill development.
- Children have opportunities to practice skills.
- Time is devoted to developing one or more social and emotional skills.
- The program plan defines and targets specific skills.

In addition, effective programs occur within supportive contexts, build adult social and emotional competencies, partner with families and communities, target key behaviors and skills, and set reasonable goals (Jones et al., 2018). Much evidence-based programs have demonstrated positive outcomes (Vega, 2015). When selecting a program, schools and out-of-school time organizations should use data to guide their decision making, include key stakeholders in the process, identify needs and goals, and use selection tools and resources (Jones et al., 2018). Once a program or curriculum is selected, it is critical to plan for effective implementation.

The following steps are recommended:

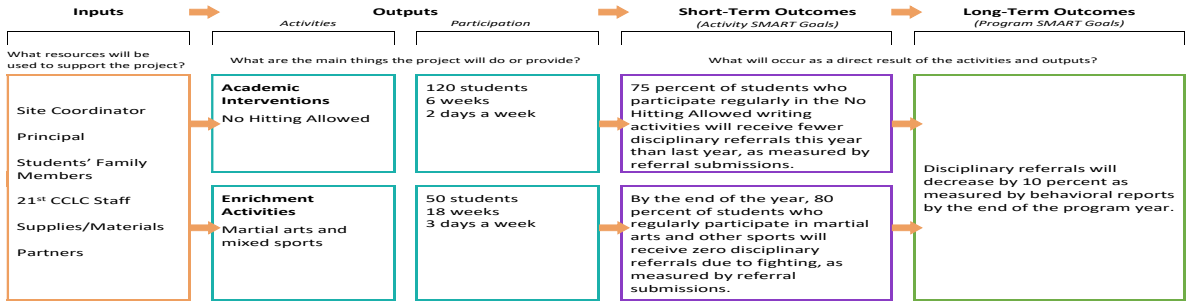
- Use data to inform decision-making to ensure that the program suits your community's context and needs.

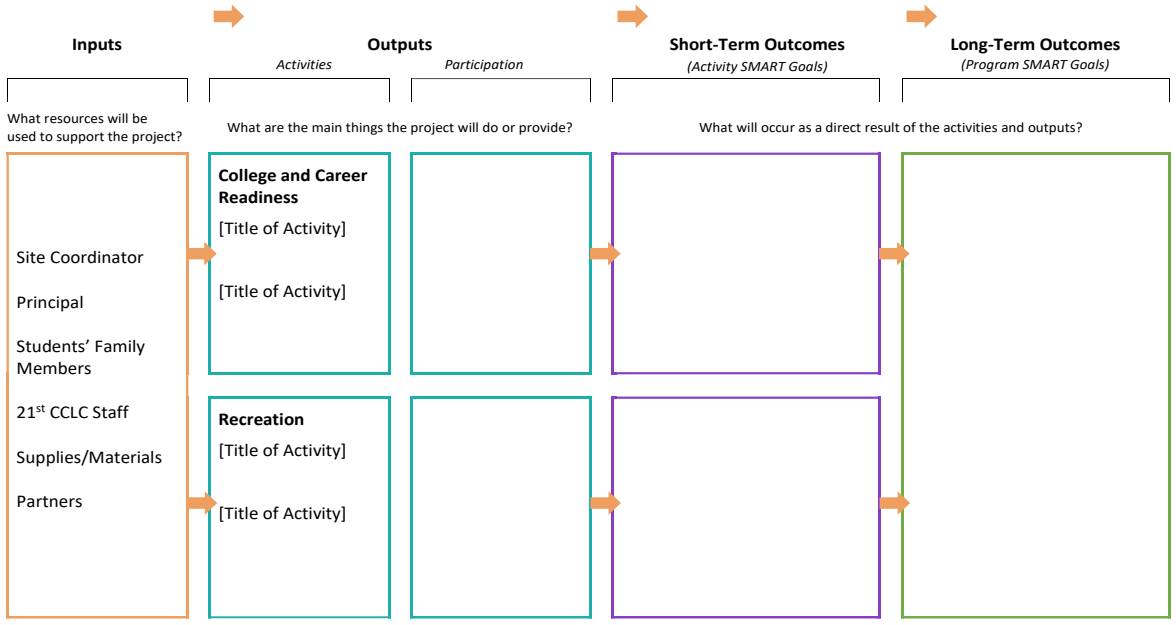
- Promote ownership and buy-in by including stakeholders in the process and ensuring that the program aligns with student needs.
- Provide sufficient staff support and training.
- Dedicate sufficient time to implementing the program effectively. Consider integrating social and emotional skills into academic content.
- Provide opportunities for students to practice skills on the playground, in the cafeteria, and in hallways and bathrooms.
- Apply social and emotional skills in real time by incorporating them into daily interactions and routines and teachable moments. (Jones et al., 2018)

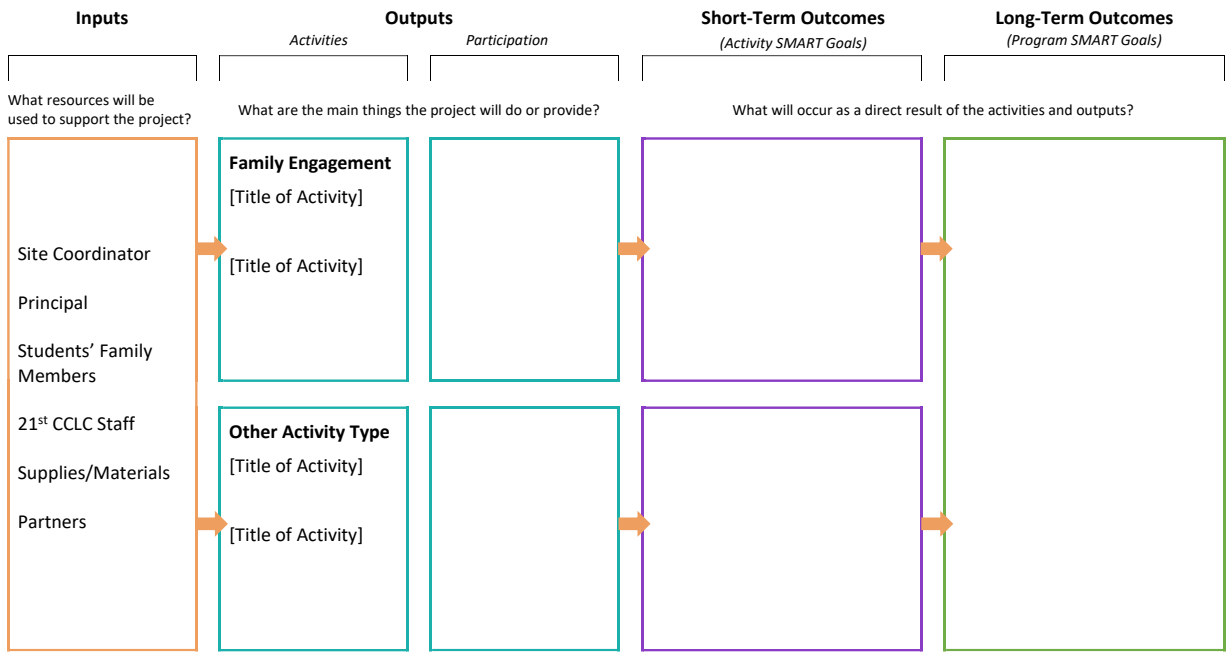
Assessing Social and Emotional Competencies

There are quick and easy ways to take a snapshot of how well social and emotional learning programs or activities are being implemented. These include gathering data through school climate surveys and behavior referrals (Jones et al., 2018). However, before selecting an assessment to measure social and emotional skills, you should consider whether you are ready by thinking about the following questions: What is the purpose of the assessment? What is the appropriate level of assessment rigor? What are the practical constraints? What will the burden be? Is the assessment ethical? (American Institutes for Research, 2015).

Numerous tools have been developed for assessing social and emotional skills at all grade levels. The Tools Index from the American Institutes for Research provides information about many, including the developer, ages and/or grades covered, constructs measured, respondents, number of items and response time, cost (if any), and setting.


Inputs
What resources will be used to support the project?
Site Coordinator
Principal
Students' Family Members
21st CCLC Staff
Supplies/Materials
Partners
Outputs
Activities
What are the main things the project will do or provide?
Academic Interventions
No Hitting Allowed
Enrichment Activities
Martial arts and mixed sports
Participation
120 students
6 weeks
2 days a week
50 students
18 weeks
3 days a week
Short-Term Outcomes
(Activity SMART Goals)
What will occur as a direct result of the activities and outputs?
75 percent of students who participate regularly in the No Hitting Allowed writing activities will receive fewer disciplinary referrals this year than last year, as measured by referral submissions.
By the end of the year, 80 percent of students who regularly participate in martial arts and other sports will receive zero disciplinary referrals due to fighting, as measured by referral submissions.
Long-Term Outcomes
(Program SMART Goals)
Disciplinary referrals will decrease by 10 percent as measured by behavioral reports by the end of the program year.


Inputs
What resources will be used to support the project?
Site Coordinator
Principal
Students' Family Members
21st CCLC Staff
Supplies/Materials
Partners
Outputs
Activities
What are the main things the project will do or provide?
College and Career Readiness
[Title of Activity]
[Title of Activity]
Recreation
[Title of Activity]
[Title of Activity]
Participation
Short-Term Outcomes
(Activity SMART Goals)
What will occur as a direct result of the activities and outputs?
Long-Term Outcomes
(Program SMART Goals)



Evaluation

Results

There were a total 41 observations performed for the mini grant. There were 21 observations done for the school year and 20 performed during the Summer STEM program. The Monessen Elementary program occurred at Monessen Family Center where there were 24 observations, 7 during the school year 17 during summer STEM program. At the Monessen High School there were 2 observations during the school year and none during the summer STEM program. At the Laurel Valley Elementary there were 9 observations, 7 during the school year, and 2 during the summer STEM program. At Monessen High School there were 2 observations during the school year and none during the summer STEM program.

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