Private Industry Council of Westmoreland/Fayette County, Inc.

21st Century Community Learning Center 2022-2023

Final Report - Cohort 9

Local Evaluator, Dr. Roger L. Briscoe

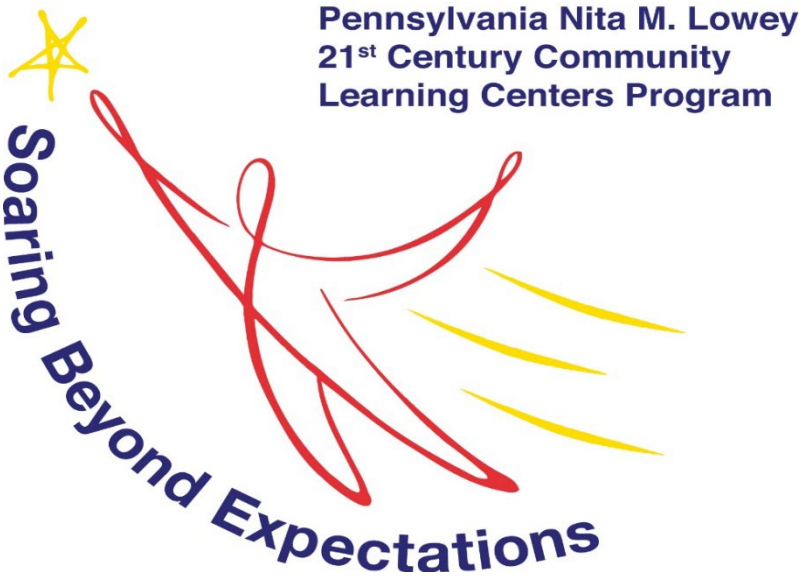

Table of Contents

Introduction 1
Pennsylvania 21st Century Community Learning Centers Programs 1
GPRA Measures 3
Grantee Results on Performance Measures 3
GPRA Measure 1 – Academic Achievement, State Assessments 3
GPRA Measure 2 – Grade Point Average 3
GPRA Measure 3 – School Day Attendance 3
Results: Attendance Data Tables 4
GPRA Measure 4 – Behavior 4
GPRA Measure 5 – Student Engagement in Learning 4
GPRA Measure 6- Family Literacy and Involvement 4
School Districts 5
Program Implementation and Operations 12
Mission of After-school Programs 14
Evaluation Design 15
Theoretical Bases for Evaluation 17
Improved School Attendance and Engagement in Learning 17
Improved Test Scores and Grades 18
Students at Greatest Risk Show Greatest Gains 18
Frequency and Duration of After-school Programs Participation Increases Benefits 18
Methodology and Procedures 20
GPA Results 20
Table 1 Monessen HS 2021-2022 GPA 20
Paired-Samples t-Test Statistics 20
Table 2 Monessen Est-Test for Subject Areas and Grades 21
PSSA Performance Levels 22
Table 3 Monessen ES PSSA and Attendance: ELA and Math 2021-2023 .... **Error! Bookmark not defined.**
Table 4 RK Mellon ES PSSA and Attendance: ELA and Math 2021-2023 23
Adult Surveys 25
Student Surveys 26
Table 5 Parent Survey 26
Key Findings: Parent Surveys 27
Notice of "change or improvement" in the Behavioral Areas 28

Satisfaction for the Program Areas 29
The Parent Activities of the Program 29
Parent Surveys 29
Table 6 Student Surveys 30
Key Findings: Student Surveys 31
Satisfaction with the Program 31
Table 7 Teacher Surveys 32
Key Findings: Teacher Surveys 33
GPRA Measures 4 – Behavior and GPRA Measure 5 -Student Engagement in Learning 34
Table 8 GPRA Measure 4 and Measure 5 34
Evaluator Comments 35
Parent Satisfaction 35
Student Satisfaction 36
Teacher Satisfaction 36
Evaluator Recommendations for Program Improvements 37
Program Improvement Based on Expected Outcomes of After-school Programs 37
Student Diversity 37
Dissemination 39
Promoting student-teacher Relationships 39
Academic Attitudes 40
Evaluator Observations 40
Evaluator Final Comments 41
Comparative Performances of Students Between Summer 2021 and 20212-2023 School Year . 42
Table 9 Monessen HS 2021-2022 GPA 42
Table 10 Monessen ES t-Test for Subject Areas and Grade Scores 42
Table 11 Monessen ES PSSA and Attendance: ELA and Math 2021-2023 43
Table 12 RK Mellon ES PSSA and Attendance: ELA and Math 2021-2023 45
Bibliography 45

Introduction

Pennsylvania 21st Century Community Learning Centers Programs

The 21st Century Community Learning Centers (CCLC) After School program is the only federal grant program dedicated to funding after-school 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 after-school programs at the local level may 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 CCLC program help after-school 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.

There is clearly a need for school-age care, the 21st CCLC program offers a promising solution. Its unique blend of trusted after-school care and proven academic support provides comprehensive programs students will need.

The 21st CCLC program could be a promising choice for states looking to support school-aged children. Despite the clear advantages to financially supporting 21st CCLC, 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 CCLC after-school programs only serve 1.4 million students throughout the school year, even though roughly 26 million students are served by Title I funds annually.

The 21st Century Community Learning Center (CCLC) program provides federal funding for the establishment of community learning centers that offer academic and enrichment opportunities to children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects through a broad array of activities that can complement their regular academic programs. The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the Every Student Succeeds Act (ESSA) 0f 2016.

Therefore, findings indicate that the more students participate in a 21st CCLC program on a consistent basis, the greater the likelihood that they will improve on the various academic and behavioral measures. Students who regularly participate in Community Learning Centers improved their school attendance, class participation and behavior, homework completion, and reading and math achievement scores and grades. Regular participation in afterschool programs helped narrow the achievement gap between high- and low-income students in math, improved academic and behavioral outcomes, and reduced school absences. Students who engage in extracurricular programs, like the 21st CCLC program, have shown better academic performance and behavior, and have shown to have statistically significantly higher test scores, bonding to school, self-perception, and have significantly lower behavior problems when compared to students not in such programs.

The Pennsylvania 21st CCLC programs provide a variety of academic and enrichment services to students and their families. Programs implement a variety of academic and

enrichment activities intended to influence student outcomes. All Pennsylvania 21st CCLC program activities are based on rigorous scientific research. The Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. These activities must address the needs of local schools and communities and be continuously evaluated at the local level.

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 program 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

The percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer experienced a decrease in in-school suspensions compared to the previous school year.

Results: Teacher Surveys

GPRA Measure 5 – Student Engagement in Learning

The 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

GPRA Measure 6- Family Literacy and Involvement

Results: for the Winter events - RK Mellon Elementary School had 4 families in attendance, and Monessen Elementary School had 5 families in attendance for a total of 9 families.

Results: for the Spring events - RK Mellon Elementary School had 4 families in attendance, and Monessen Elementary School had 5 families in attendance for a total of 9 families.

Growth will be seen in reports on improvement in 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 on improvement for the surveys.

School Districts

Monessen School District

The Monessen City School District contains 3 schools and 711 students. The district's minority enrollment is 60%. Also, 69.9% of students are economically disadvantaged. The student teacher ratio is 12:1. The three schools are the Monessen Elementary Center, the Monessen Middle School, and the Monessen Senior High School.

The student body at the schools served by Monessen City School District is 37.1% White, 37.6% Black, 0.7% Asian or Asian/Pacific Islander, 3.5% Hispanic/Latino, 0% American Indian or Alaska Native, 0% Native Hawaiian or Pacific Islander. In addition, 21.1% of students are two or more races, and 0% have not specified their race or ethnicity. Also, 51% of students are female, and 49% of students are male. At schools in Monessen City School District, 69.9% of students are eligible to participate in the federal free and reduced-price meal.

Within Monessen City School District, 100.0% of teachers are licensed, and 92.3% have three or more years of experience. The student-to-teacher ratio is lower than the state average, at 12:1. The district has 4 full-time counselors on staff. The graduation rate is 85.5%. The test score proficiency is 8% for math in elementary school, 3% in middle school, and 28% high school. The test score proficiency is 17% for reading in elementary school, 12% in middle school, and 33% high school.

The Monessen City School District spends $17,982 per student each year. It has an annual revenue of $17,210,000. Overall, the district spends $9,794.9 million on instruction, $5,726.6 million on support services and $662.0 million on other expenses. The total revenue is $17,210,000 with revenue by sources being 63.1% state, 30.0% local, and 6.9% federal. The

revenue per student is $21,840, the total current expense is $12,785,000, and expense per student is $17,982.

Monessen Elementary Center

The Monessen Elementary Center is a public school located in Monessen, PA, which is in a small suburb setting. The student population of Monessen Elementary Center is 348 and the school serves PK-5. At Monessen Elementary Center, 8% of students scored at or above the proficient level for math, and 17% scored at or above that level for reading. The school's minority student enrollment is 68%. The student-teacher ratio is 12:1, which is the same as that of the district. The student population is made up of 51% female students and 49% male students. The school enrolls 99% of economically disadvantaged students. There are 28 equivalent full-time teachers and 1 full-time school counselor.

Monessen Elementary Center is ranked #1090-1452 in Pennsylvania Elementary Schools. Schools are ranked on their performance on state-required tests, graduation, and how well they prepare their students for high school.

Ranking Factors

This is how Monessen Elementary Center placed statewide out of 1452 schools ranked in Pennsylvania. The Reading Proficiency Rank is #1366 (tie), the Math Proficiency Rank is #1298 (tie) the Reading Performance is Well Below Expectations, and the Math Performance is Well Below Expectations.

The Monessen Elementary Center enrollment by grades is 61 in kindergarten, 45 in 1st grade, 41 in 2nd grade, 49 in 3rd grade, 57 in 4th grade, and 37 in 5th grade. The enrollment by gender is 49% males and 51% females. The student diversity is broken down by 64% minority enrollment, 31.6% White, 37.6% Black, 26.4% two or more races, 0.7% Asian or Asian/Pacific

Islander, 3.2% Hispanic/Latino, 1.1% Asian or Pacific Islander, and 99% are economically disadvantaged.

There are 28 full-time teachers where 100% are certified, the student-teacher ratio is 12:1 and the percentage of teachers with 3 or more years of experience is 91.7%. At the Monessen Elementary Center, 8% of students scored at or above the proficient level for math, and 17% scored at or above that level for reading. Compared with the district, the school did better in math and better in reading, according to this metric. In Monessen City School District, 14% of students tested at or above the proficient level for reading, and 6% tested at or above that level for math. Monessen Elementary Center did worse in math and worse in reading in this metric compared with students across the state. In Pennsylvania, 52% of students tested at or above the proficient level for reading, and 33% tested at or above that level for math.

Monessen Senior High School

Monessen Senior High School is ranked 507-665th within Pennsylvania. The total minority enrollment is 57%, and 84% of students are economically disadvantaged. Monessen Senior High School is the only high school in the Monessen City School District. Monessen Senior High School is ranked #13,261-17,680 in the National Rankings. Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. The total enrollment for Monessen Senior High School is 208 students. When looking at students in grades, for the 9th grade there are 51 students, for 10th grade there are 53 students, for 11th grade there are 52 students, and for 12th grade there are 52 students and there are 16 full-time teachers. For student diversity 57.2% makes up the minority enrollment, 42.8% white, 20.7% two or more races, 3.8% Hispanic/ Latino, 32.2% Black or African American, and 0.5% Asian.

The economically disadvantaged students in Monessen Senior High School are at 84%. There are 48% males and 52% females in the school, and 84% are eligible for the free lunch program.

Proficiency Ratings

Monessen Senior High School is at 28% for Math Proficiency, 33% for Reading Proficiency, 24% for Science Proficiency and its graduation rate is at 86%. When considering all rankings, Monessen Senior High School ranks #13,261-17,680 in the National Rankings, #507-665 for Pennsylvania High Schools, and #94-124 in Pittsburgh, PA Metro Area High Schools.

Ligonier Valley School District

The Ligonier Valley School District has 4 schools and 1,408 students. The district's minority enrollment is 10%. Also, 52.0% of students are economically disadvantaged. The student-teacher ratio is 14:1. The student body at the schools served by Ligonier Valley School District is 95.4% White, 0.6% Black, 0.1% Asian or Asian/Pacific Islander, 1.4% Hispanic/Latino, 0.1% American Indian or Alaska Native, and 0.1% Native Hawaiian or Pacific Islander. Also, 47% of students are female, and 53% of students are male. At schools in Ligonier Valley School District, 52.0% of students are eligible to participate in the federal free and reduced-price meal. By diversity, 95.4% white, 2.3% two or more races, 1.4% Hispanic/Latino, 0.6 % Black or African American, 0.1% Asian or Asian Pacific Islander, and 0.1% Native Hawaiian or Pacific Islander,

Within the Ligonier Valley School District, 100.0% of teachers are licensed, and 95.8% have three or more years of experience. The district has 3 full-time counselors on staff. All teachers are certified and there are 3 full time counselors, and the high school graduation rate is 93.6%.

In the Ligonier Valley School District, 57% of elementary students tested at or above the proficient level for reading, and 24% tested at or above that level for math. Also, 55% of middle school students tested at or above the proficient level for reading, and 13% tested at or above that level for math. And 88% of high school students tested at or above the proficient level for reading, and 83% tested at or above that level for math. The test score proficiency for math is 24% elementary school, 13% in middle school, and 83% in high school. The test score proficiency for reading is 57% elementary school, 55% in middle school, and 88% high school.

The Ligonier Valley School District spends $17,646 per student each year. It has an annual revenue of $32,123,000. Overall, the district spends $9,719.3 million on instruction, $6,202.1 million on support services and $489.4 million on other expenses. The total revenue is $32,123,000. The revenue by source is 59.0% local, 38.1% state, and 2.9% federal. The revenue per student is $21,430, the total current expenses are $24,846,000, and the expenses per student are $17,646.

RK Mellon Elementary School

The RK Mellon Elementary School is a public school located in Ligonier, PA, which is in a fringe town setting. The student population is 392 and the school serves PK-5. At RK Mellon Elementary School, 32% of students scored at or above the proficient level for math, and 62% scored at or above that level for reading. The school's minority student enrollment is 6%. The student-teacher ratio is 14:1, which is the same as that of the district. The student population is made up of 48% female students and 52% male students. The school enrolls 99% of economically disadvantaged students. There are 27 equivalent full-time teachers and 1 full-time school counselor.

RK Mellon Elementary School is ranked #943 among Pennsylvania Elementary Schools. Schools are ranked on their performance on state-required tests, graduation, and how well they prepare their students for high school. This is how RK Mellon Elementary School placed statewide out of 1452 schools ranked in Pennsylvania. The Reading Proficiency Rank is #530 (tie), the Math Proficiency Rank is #886 (tie), the Reading Performance is Somewhat Below Expectations and the Math Performance is Well Below Expectations. RK Mellon Elementary School enrollment by grades, is 98 in kindergarten, 55 in 1st grade, 65 in 2nd grade, 47 in 3rd grade, 69 in 4th grade, and 58 in 5th grade. The enrollment by gender is 52% males and 48% females. For student diversity 6.1% makes up the minority enrollment, 93.9% white, 3.6% two or more races, 1.8% Hispanic/ Latino, 0.5% Black or African American, and 0.3% Native Hawaiian or Other Pacific islander. American Indian or Alaska Native and Asian or Asian/Pacific Islander are not included in this breakdown due to an enrollment of 0%. The economically disadvantaged students in RK Mellon Elementary School are at 99%.

There are 27 full-time teachers where 100% are certified, 96.6% of the teachers have 3 or more years of experience and there is one full-time counselor. At this school, 32% of students scored at or above the proficient level for math, and 62% scored at or above that level for reading. Compared with the district, the school did better in math and better in reading, according to this metric. In Ligonier Valley School District, 56% of students tested at or above the proficient level for reading, and 21% tested at or above that level for math. The RK Mellon Elementary School did worse in math and better in reading in this metric compared with students across the state. In Pennsylvania, 52% of students tested at or above the proficient level for reading, and 33% tested at or above that level for math. For the total schools (all grades) we have

4, for total students (all grades) there are 1,408, for Elementary Schoolers Proficient in Reading (district average) it is 57%, and for Elementary Schoolers Proficient in Math (district average) it is 24%.

Laurel Valley Elementary School

Laurel Valley Elementary School is a public school located in New Florence, PA, which is in a distant rural setting. The student population of Laurel Valley Elementary School is 223 and the school serves PK-5. At Laurel Valley Elementary School, 17% of students scored at or above the proficient level for math, and 52% scored at or above that level for reading. The school's minority student enrollment is 9%. The student-teacher ratio is 11:1, which is better than that of the district. The student population is made up of 44% female students and 56% male students. The school enrolls 99% economically disadvantaged students. There are 20 equivalent full-time teachers who are all certified, the percentage of teachers with 3 or more years of experience is 90.9% and 1 full-time school counselor.

Laurel Valley Elementary School is ranked #1090-1452 in Pennsylvania Elementary Schools. Schools are ranked on their performance on state-required tests, graduation, and how well they prepare their students for high school.

This is how Laurel Valley Elementary School placed statewide out of 1452 schools ranked in Pennsylvania, in Reading Proficiency Rank it is #885 (tie), in Math Proficiency Rank it is #1167 (tie), in Reading Performance it is Well Below Expectations.

The Laurel Valley Elementary School enrollment by grades is 59 in kindergarten, 36 in 1st grade, 32 in 2nd grade, 32 in 3rd grade, 33 in 4th grade, and 31 in 5th grade. Enrollment by Gender, 56% males and 44% females. There is 8.5% Minority Enrollment, 91.5% white, 3.6%

Hispanic/Latino, 2.2% Black or African American, 2.2% Two or more races, and 0.4% Asian or Asian/Pacific Islanders. There are 99% economically disadvantaged students at Laurel Valley Elementary School.

At the Laurel Valley Elementary School, 17% of students scored at or above the proficient level for math, and 52% scored at or above that level for reading. Compared with the district, the school did worse in math and worse in reading, according to this metric. In Ligonier Valley School District, 56% of students tested at or above the proficient level for reading, and 21% tested at or above that level for math. The Laurel Valley Elementary School did worse in math and better in reading in this metric compared with students across the state. In Pennsylvania, 52% of students tested at or above the proficient level for reading, and 33% tested at or above that level for math. The Elementary Schooler Proficient in Reading, by district average, is 57% and the Elementary Schooler Proficient in Math, by district average, is 24%.

Program Implementation and Operations

Cohort 9 is made up of four schools in two school districts: Ligonier Valley School District and the Monessen City School District. In the Ligonier Valley School District, the two schools are Laurel Valley Elementary School and 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 after-school 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 PM, 4 days a week, 3 hours per day, for a total of 12 hours a week.
- Monessen High School operated from 2:30 to 5:30 PM, 4 days per week, 3 hours per day, 12 hours a week.
- Monessen Elem. at the Monessen Family Center. 3:10 to 6:10 PM, 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 After-school Programs

After-school programs have operated for decades in communities across the country, and federal investment in after-school programs has increased dramatically since the mid-1990s. However, even more investment in the field of, which includes before-school, after-school, and summer learning programs, is needed to keep up with the growing demand. Parents and voters overwhelmingly support after-school programs and want to see more after-school programs that give opportunities for children and increase funding for programs. Public demand and needs for after-school programs have grown so much that there is a call for accountability. This is particularly true for after-school programs that utilize public dollars.

After all, where tax dollars flow, so must accountability to taxpayers. Fortunately for after-school programs advocates, they observe a steady stream of after-school evaluations which 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 after-school programs encourage increased parental involvement, an important building block for student success. These evaluations focus on the impact of after-school 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 after-school programs on the academic performance of participating students? Does participation in after-school 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 after-school 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 teacher satisfaction concerning the implementation and impact of after-school programs?
    - This question will be investigated through Student Surveys, Teacher Surveys, Parent Surveys, and Staff Surveys.

Evaluation Design

Although there are current after-school 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 after-school 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 after-school 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 after-school 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 after-school programming be rooted in research on effective, high-quality program provisions. The literature indicates that effective after-school programs provide students with safety, opportunities for positive social development, and academic enrichment. There are several advantages to after-school programs that have been effective and proven by research. Such 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 after-school 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 indicated 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 made them feel more confident in moving toward the next stage in school—80 percent of elementary school students said that their program made them feel ready to attend 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 after-school program helped them believe that they could finish high school, 89 percent felt more confident about attending college. Ninety-four percent of participating parents reported that their child's

attitude toward school had improved since joining their after-school program. (California Department of Education, 2018).

Improved Test Scores and Grades

Students who actively participated in the YMCA High School Youth Initiative, a comprehensive after-school 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 indicated 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 After-school Programs Participation Increases Benefits

Research examining the effects of participation in after-school programs found that the more consistent students' participation is in after-school programs, the greater the gains in their

math achievement. Among low-income students, the higher the levels of participation in after-school, the smaller the math achievement gap is between them and their high-income peers. The research also found that students regularly participating in after-school 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 indicated a 6 percent decrease in their disciplinary incidents, compared to their non-participating peers. Students participating in the program for 60 days or more experienced a decrease in disciplinary incidents of 11 percent (American Institutes for Research, 2016). Features of effective after-school 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. After-school 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, attendance, and observations by the local evaluator–provide detailed information about the after-school program characteristics, operations, and outcomes.

GPA Results

Table 1

Monessen HS
2022 - 2023 GPA
N=2

Monessen HS/ Grade	Unweighted GPA Prior Year 2021-2022	Unweighted GPA Current Year 2022-2023	Increase or Decrease
12th	4.5	4.6	Increase
12th	3.6	4.1	Increase

Paired-Samples t-Test Statistics

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-samples t-test, each subject or entity is measured twice, resulting in pairs of observations. Common applications of the paired-samples 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 (T1: Quarter 1 v T2: Quarter 2, T1: Quarter, v T3: Quarter 3, T1: Quarter 1 v T4: Quarter 4, and T1 Quarter 1 vs Final grade). This

approach measures the performance of a sample of students during and after completing the academic year and analyzes the differences between GPA means using a paired-samples t-test. This is what the analysis would look like to determine significance…

T-Test

Paired Samples Statistics

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

Paired Samples Correlations

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

Paired Samples Test

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

Table 2

Monessen Elementary School
t-Test for Subject Areas and Grade Scores
N=7

Pair	Mean	N	Student's t Statistic	P Value
EN.T1 EN.FINAL	91.8 89.0	26	2.215	0.036
READ.T1 READ.FINAL	90.6 91.3	26	-2.661	0.050
SCI.T1 SCI.T2	88.6 91.8	26	-2.324	0.029
SCI.T1 SCI.FINAL	88.6 90.2	26	-2.763	0.011

There were 16 possible pairs for the subject areas covered by Monessen Elementary School. This pairing covered 4 subject areas (English, Math, Reading, and Science). Of the 4-subject areas 3 showed significant differences in the scores when considering T1 grade means being compared to the other means (T2, T3, T4, Final). The significant subject areas were English, Reading, and Science.

The results showed that of the 4 pairs which had significant differences, 3 were in the *expected direction* (i.e., T1 mean would be less than T2-T4 and Final Grade means). The means which were in the *expected direction* are: Reading 1 (90.6) vs Reading Final (91.3), Science 1 (88.6) vs Science 2 (91.8), and Science 1 (88.6) vs Science Final (90.2). The expected direction indicates that grades are improving as students move from quarter 1 to the Final Exam. For English T1 (91.8) vs English Final (89.0), the results were in the unexpected direction where T1 outperformed the Final Exam mean.

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 3

Monessen Elementary School
Attendance & PSSA: ELA & Math 2021-2023

Grades	21-22 ELA PSSA	22-23 ELA PSSA	RESULTS	21-22 MATH PSSA	22-23 MATH PSSA	RESULTS	21-22 Absences	22-23 Absences
3	NA	B	Same	NA	BB	Same	28.5	17
3	NA	B	Same	NA	BB	Same	2	3.5
5	B	P	Increase	B	B	Same	3	9
4	P	A	Increase	P	P	Same	1	1
4	P	P	Same	B	B	Same	8	4
3	NA	BB	Same	NA	BB	Same	32.5	21.5
5	B	B	Same	BB	BB	Same	6.5	15.5

4	P	P	Same	B	BB	Decrease	14	14.5
5	B	P	Increase	B	P	Increase	16.5	8.5
3	NA	B	Same	NA	P	Same	71	76.5
3	NA	BB	Same	NA	B	Same	73	77
3	NA	B	Same	NA	B	Same	25.5	18
4	B	B	Same	B	B	Same	3	14
5	BB	BB	Same	BB	BB	Same	13.5	17
5		BB	Same		BB	Same	19.5	4.5
4	BB	BB	Same	BB	BB	Same	47	27
5	BB	BB	Same	BB	BB	Same	22.5	21.5
4	P	P	Same	P	P	Same	28	20
5	BB	B	Increase	BB	B	Increase	12.5	5
4	P	P	Same	P	P	Same	4	2.5
3	NA	P	Same	NA	BB	Same	4	5.5
4	P	B	Decrease	B	B	Same	18	13
5	B	B	Same	BB	BB	Same	22	20
5	B	B	Same	B	B	Same	18	13

There were 24 PSSA results collected for the students. For ELA, 4 showed an increase, 19 stayed the same, and 1 showed a decrease. For Math, 2 showed an increase, 21 stayed the same, and 1 showed a decrease.

Table 4

RK Mellon Elementary School

Attendance & PSSA: ELA & Math 2021-2023

Grade	21-22 ELA PSSA	22-23 ELA PSSA	Results	21-22 Math PSSA	22-23 Math PSSA	Results	21-22 Absences	22-23 Absences
5	P	B	Decrease	P	P	Same	3	9
4	B	B	Same	B	B	Same	2	4
3		P	NA		P	NA	0	3
5	AV	P	Decrease	P	P	Same	3	7
5	BB	B	Increase	B	B	Same	10	7
5	P	P	Same	B	P	Increase	2	6
5	AV	AV	Same	AV	AV	Same	3	4.5
4	AV	P	Decrease	B	B	Same	0	3
5	B	B	Same	B	B	Same	2	7
5	AV	P	Decrease	B	P	Increase	6	20.5
5	AV	AV	Same	B	P	Increase	4	2.5

There were 11 PSSA results collected for the students. For ELA, 1 showed an increase, 5 stayed the same, and 4 showed a decrease. For Math, 3 showed an increase, 7 stayed the same, and 0 showed a decrease.

Note: There were no significant results for Monessen High School or Laurel Valley Elementary School.

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 5

Parent Survey
N=23

There were 23 parents who responded to the After-school programs Enrichment Program Parent Surveys. The answers are as follow…

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

Strongly Agree	Agree	Disagree	Strongly Disagree
60.9%	39.1%	0%	0%

2. I had the opportunity to visit the program.

Strongly Agree	Agree	Disagree	Strongly Disagree
60.9%	34.8%	4.3%	0%

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

Strongly Agree	Agree	Disagree	Strongly Disagree
56.5%	43.5%	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	33.3%	57.1%	9.5%	0%
Math	27.3%	59.1%	13.6%	0%
Science	31.8%	40.9%	22.7%	4.5%

Social Studies	31.8%	50%	13.6%	4.5%
Technology	34.8%	47.8%	17.4%	0%
Homework Completion	30.4%	60.9%	8.7%	0%
Self-Confidence	18.2%	68.2%	13.6%	0%
Attitude toward School/Learning	13.6%	63.6%	22.7%	0%
Attendance at School	40.9%	27.3%	31.8%	0%
Behavior at School	40.9%	31.8%	27.3%	0%

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

	Very Satisfied	Somewhat Satisfied	Unsatisfied
Overall Program	82.6%	17.4%	0%
Communication	78.3%	21.7%	0%
Academics	82.6%	17.4%	0%
Recreation	73.9%	26.1%	0%

3. The parent activities the program offered 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.
56.5%	0%	34.8%	8.7%

Key Findings: Parent Surveys

The greatest levels of agreement were "The program addressed my child's specific needs," (60.9%, strongly agree; 39.1% Agreed) and "The program offered my child a variety of academic and enrichment activities," (56.5%, strongly agree; 43.5% Agreed). Most parents did visit the program (60.9%).

Notice of "change or improvement" in the Academic programs

For the parents, 57.1% indicated that there was improvement in Reading, 33.3% indicated that there was no need for improvement, 9.5% said there was no change, and 0% said there was a decline.

For Math, 27.3% indicated that there was no need to improve in Math, 59.1% indicated that there was improvement, 13.6% said there was no change, and 0% said there was a decline.

For Science, 40.9% of the parents indicated that there was improvement in Science, and 22.7% said no change, 31.8% said there was no need to improve and 4.5% indicated a decline.

For Social Studies, 50.0% of the parents indicated that there was improvement in Social Studies, 13.6% said no change, 31.8% indicated there was no need to improve and 4.5% indicated a decline.

For Technology, 47.8% of the parents indicated that there was improvement in Technology, 17.4% said no change, and 34.8% indicated there was no need to improve.

For Homework Completion, 60.9% of the parents indicated that there was improvement in Homework Completion, 8.7% said no change, and 30.4% indicated there was no need to improve.

Notice of "change or improvement" in the Behavioral Areas

For Self-confidence, 68.2% of the parents indicated that there was improvement, 13.6% said no change, and 18.2% said there was no need to improve.

For Attitude Toward School and Learning, 63.6% of the parents indicated that there was improvement, 22.7% said no change, and 13.6% said there was no need to improve.

For Attendance at School, 27.3% of the parents indicated that there was improvement, 31.8% said no change, and 40.9% said there was no need to improve.

For Behavior at School, 31.8% of the parents indicated that there was improvement, 27.3% said no change, and 40.9% said there was no need to improve.

Satisfaction for the Program Areas

For the Overall Program, 82.6% of the parents indicated that they were very satisfied, 17.4% said somewhat satisfied, and 0% said they were unsatisfied.

For Communications, 78.3% of the parents indicated that they were very satisfied, 21.7% said they were somewhat satisfied, and 0% said they were unsatisfied.

For Academics, 82.6% of the parents indicated that they were very satisfied, 17.4% said they were somewhat satisfied, and 0% said they were unsatisfied.

For Recreation, 73.9% of the parents indicated that they were very satisfied, 26.1% said somewhat satisfied, and 0% said they were unsatisfied.

The Parent Activities of the Program

The Activities met my needs:

For meeting needs, 56.5% of the parents indicated yes, the activities met my needs, 34.8% said they did not participate, and 8.7% indicated parent activities were not offered.

Parent Surveys

The parents showed a high level of agreement (56.5% strongly agree and 43.5% agree) when asked about the variety of academic and enrichment activities offered to students. The parents indicated that there was improvement in the academic classes taken by students. For academics, Reading improved at 57.1%, Math at 59.1%, Science at 40.9%, Social Studies at 50.0%, Technology at 47.8%, and homework completion at 60.9%.

Behavioral issues had similar kinds of responses for improvement. Self-confidence improved at 68.2%, attitude toward school and learning at 63.6%, attendance at school 27.3%, and behavior at school at 31.8%.

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

Table 6

Student Survey
N=44

There were 44 student responses to the Student Surveys. The answers are as follow…

1. What is your overall satisfaction with the program?

Very Satisfied	Somewhat Satisfied	Not Satisfied
65.9%	34.1%	0%

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
68.2%	31.8%	0%

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

Very Satisfied	Somewhat Satisfied	Not Satisfied
63.6%	29.5%	6.8%

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

Subject	Improved	No Change	Declined	No Improvement Needed
Reading	71.2%	18.6%	0%	9.3%
Math	69.0%	23.8%	0%	7.1%
Science	60.5%	30.2%	0%	9.3%
Social Studies	46.5%	30.2%	7.0%	16.3%
Technology	68.2%	25.6%	0%	11.6%
Homework Completion	72.7%	18.2%	0%	9.1%
Self-Confidence	70.5%	22.7%	0%	6.8%
Attitude toward School/Learning	70.5%	22.7%	0%	6.8%
Attendance at School	70.5%	22.7%	0%	6.8%
Behavior at School	70.5%	22.7%	0%	6.8%

Key Findings: Student Surveys

Satisfaction with the Program

For Overall Satisfaction with the Program, 65.9% of the students indicated that they were very satisfied, 34.1% said they were somewhat satisfied and 0% said not satisfied.

For Satisfaction with the Program's Academics, 68.2% said they were very satisfied, 31.8% said they were somewhat satisfied, and 0% said not satisfied.

For Satisfaction regarding the Program's Recreation, 63.6% of the students indicated that they were very satisfied, 29.5% said they were somewhat satisfied, and 6.8% said not satisfied.

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

For Reading, 71.1% of the students indicated that there was improvement, 18.6% said no change, 0% said there was a decline and 9.3% said there was no need to improve.

For Math, 69.0% of the students indicated that there was improvement, 23.8% said no change, 0% said there was a decline and 7.1% said % there was no need to improve.

For Science, 60.5% of the students indicated that there was improvement, 30.2% said no change, 0% said there was a decline and 9.3% said there was no need to improve.

For Social Studies, 46.5% of the students indicated that there was improvement, 30.2% said no change, 7% said there was a decline and 16.3% said there was no need to improve.

For Technology, 62.8% of the students indicated that there was improvement, 25.6% said no change, 0% said there was a decline, and 11.6% said there was no need to improve.

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

For Self-Confidence, 70.5% of the students indicated that there was improvement, 22.7% said no change, 0% said there was a decline, and 6.8% said there was no need to improve.

For Attitude Toward School and Learning, 70.5% of the students indicated that there was improvement, 22.7% said no change, 0% said there was a decline, and 6.8% said there was no need to improve.

For Attendance at School, 70.5% of the students indicated that there was improvement, 22.7% said no change, and 0% said there was a decline, and 6.8% said there was no need to improve.

For Behavior at School, 70.5% of the students indicated that there was improvement, 22.7% said no change, and 0% said there was a decline, and 6.8% said there was no need to improve.

The students reported academically that there was a level of improvement for Math (69.0%), Technology (72.7%), Science (60.5%) Reading (72.1%), and Social Studies (46.5%). The students also reported behaviorally that there was a level of improvement for Homework Completion (72.7%), Self-Confidence (70.5%), Attention to school learning (70.5%), Attendance at School (70.5%), and Behavior at School (70.5%). These results are favorable to what the 21st Century After-school Program is looking to accomplish.

Table 7

Teacher Survey
N=81

There were 81 teacher responses to the Annual Performance Report – Teacher Survey for Cohort 9. The answers are as follow…

	No Change	Improved	Did Not Need to Improve	Declined
Completing homework to your satisfaction	1.2%	2.4%	96.3%	0%

Participate in class	14.6%	41.5%	43.9%	0%
Volunteering	34.1%	22.0%	43.9%	0%
Attentive in class	26.8%	39.0%	34.1%	0%
Behaving well in class	11.0%	47.6%	41.5%	0%
Academic Performance	17.1%	57.3%	25.6%	0%
Coming to school motivated to learn	14.6%	46.3%	39.0%	0%
Engaging in Learning	22.0%	41.5%	32.9%	0%

Key Findings: Teacher Surveys

The teachers indicated that 2.4% of the students improved when it came to completing homework to their satisfaction.

The teachers indicated that 41.5% of the students improved when it came to participating in class.

The teachers indicated that 22.0% of the student's showed improvement when it came to volunteering.

The teachers indicated that 39% of the students improved when it came to being attentive in class.

The teachers indicated that 47.6% of the students improved when it came to behaving well in class.

The teachers indicated that 57.3% of the students improved when it came to academic performance.

The teachers indicated that 46.3% of the students improved when it came to coming to school motivated to learn.

The teachers indicated that 45.1% of the students improved when it came to engaging in learning. These are seen as some of the critical elements to success in after-school programs, daytime success in school, and life.

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

Table 8

GPRA Measure 4 (Behavior) & 5 Student Engagement)
N=81

Responses/ Questions	Improved	Do Not Need to Improve
Completing Homework	2.4%	96.3%
Participating in Class	41.5%	43.9%
Volunteering	22.0%	43.9%
Being Attentive in Class	39%	34.1%
Behaving in Class	47.6%	41.5%
Academic Performance	57.3%	26.6%
Coming to School Motivated to Learn	46.3%	39.0%
Engaging in Learning	24.43%	22.14%

The teacher responses show 93.6% indicated that the students did not need to improve for homework completion; 43.5% indicated that there was no need to improve for participating in class; 43.9% indicated that there was no need to improve for volunteering; 39.0% indicated that there was improvement for being attentive in class; 47.6% indicated that there was improvement for behaving in class; 57.3% indicated that there was improvement for academic performance;

46.3% indicated that there was improvement for coming to school motivated to learn; and 41.5% of the teachers indicated that there was no change for engaging in learning.

The were no declines in performance in any of the areas. These responses address the GPRA Measure 4 – Behavior and 5 – Student Engagement in Learning.

Note: There was only one Staff Survey for cohort 9. A table was not required.

Evaluator Comments

Evaluator comments will focus on the data gathered from surveys and school grades in reference to the impact of the 21st CCLC After-school 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 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 the 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 (35.9%) 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 program. 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 after-school program.

Evaluator Recommendations for Program Improvements

Program Improvement Based on Expected Outcomes of After-school Programs

The most important outcomes from these data collections and analyses are program improvements and implementations. This is consistent with data driven decision making. Implementations would be the result of observed areas of improvement by the evaluator.

To improve the operation and effectiveness of the 21st Century After-school 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 after-school program participation and demands across income levels and ethnicity. Participation in and demand for after-school 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 after-school program (20% vs 18%) and the demand for after-school programs is much higher among low-income families than families that do not qualify for the Federal Free or Reduced-Price Lunch Program (50% vs 34%) (Leitner, 2016).

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

The value of summer learning to parents continues to grow. Public funding for summer learning programs is strongly supported by parents and participation in summer learning programs is 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 program 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 and can have

peace of mind about the safety of their child during after-school 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 program 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 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.

Promoting 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 after-school 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. After-school programs like the 21st Century After-school Program is in position to address these needs. After-school 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 after-school 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, after-school 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 after-school program, and the inability to handle the difficulties of homework assignments. Successful after-school programs should help with homework along with academic enrichment and skill building for problem-solving. The after-school 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 after-school programs to help students achieve academically. After-school programs, like the Private Industry Council 21st Century CCLC Afterschool Enrichment 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. After-school 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 law-abiding, contributing citizens. This contribution should be taken seriously. This is a start that must be improved with appropriate and continuous evaluation of these programs.

Comparative Performances Between Summer 2021 and 2022-2023 School Year

The data for Cohort 9 will consist of the two school districts and four schools. The school districts are the Monessen School district with two schools, Monessen Elementary School and Monessen High School and the Ligonier School District with two school, RK Mellon Elementary School and Laurel Valley Elementary School. Laurel Valley Elementary School was eliminated from analysis because none of the students met the 90 days requirements to be included. RK Mellon Elementary School had 24 students who qualified for analysis. Monessen High School has 2 students who qualified to be in the analysis and Monessen Elementary School had 26 students who qualified for analysis. Only three schools will be considered in the analysis.

Table 9

Monessen HS
2021 - 2023 GPA
N=2

Monessen HS/ Grade	Unweighted GPA Prior Year 2021-2022	Unweighted GPA Current Year 2022-2023	Increase or Decrease
12th	4.5	4.6	Increase
12th	3.6	4.1	Increase

There was an increase in GPA performance for the Monessen High School students from the 2021-2022 school year to the 2022-2023 school year. To have an increase is significant.

Table 10

Monessen Elementary School
t-Test for Subject Areas and Grade Scores
N=7

Pair	Mean	N	Student's t Statistic	P Value
EN.T1 EN.FINAL	91.8 89.0	26	2.215	0.036

READ.T1 READ.FINAL	90.6 91.3	26	-2.661	0.050
SCI.T1 SCI.T2	88.6 91.8	26	-2.324	0.029
SCI.T1 SCI.FINAL	88.6 90.2	26	-2.763	0.011

The t-test for Monessen Elementary School showed that there was significance for three of the four subject areas tested for significance in the mean grade score for the 2022-2023 school year. Three of the four subject areas, English, Reading, and Science had significance in the expected direction, where Mean 1 (T1) would be lower when compared to academic quarters that follow (i.e., T2 – Final Exam). There was one subject area that did go in an unexpected direction where T1 was greater than T2-Final Exam indicated that performance has lesson as the school year advanced.

Table 11

Monessen Elementary School
PSSA and Attendance: ELA & Math 2021-2023
N=24

Grade	21-22 ELA PSSA	22-23 ELA PSSA	Results	21-22 MATH PSSA	22-23 MATH PSSA	Results	21-22 Absences	22-23 Absences	Results for Absences
3	NA	B	NA	NA	BB	NA	28.5	17	Decrease
3	NA	B	NA	NA	BB	NA	2	3.5	Increase
5	B	P	Increase	B	B	Same	3	9	Increase
4	P	A	Increase	P	P	Same	1	1	Same
4	P	P	Same	B	B	Same	8	4	Decrease
3	NA	BB	NA	NA	BB	NA	32.5	21.5	Decrease
5	B	B	Same	BB	BB	Same	6.5	15.5	Increase
4	P	P	Same	B	BB	Decrease	14	14.5	Increase
5	B	P	Increase	B	P	Increase	16.5	8.5	Decrease
3	NA	B	NA	NA	P	NA	71	76.5	Increase
3	NA	BB	NA	NA	B	NA	73	77	Increase
3	NA	B	NA	NA	B	NA	25.5	18	Decrease
4	B	B	Same	B	B	Same	3	14	Increase
5	BB	BB	Same	BB	BB	Same	13.5	17	Increase

5		BB	NA		BB	NA	19.5	4.5	Decrease
4	BB	BB	Same	BB	BB	Same	47	27	Decrease
5	BB	BB	Same	BB	BB	Same	22.5	21.5	Decrease
4	P	P	Same	P	P	Same	28	20	Decrease
5	BB	B	Increase	BB	B	Increase	12.5	5	Decrease
4	P	P	Same	P	P	Same	4	2.5	Decrease
3	NA	P	NA	NA	BB	NA	4	5.5	Increase
4	P	B	Decrease	B	B	Same	18	13	Decrease
5	B	B	Same	BB	BB	Same	22	20	Decrease
5	B	B	Same	B	B	Same	18	13	Decrease

The data shows that 24 students were included in the analysis, 4 showed an increase in ELA, 19 stayed the same, and 1 showed a decrease. For Math, 2 showed an increase, 21 stayed the same, and 1 showed a decrease.

The desired result is to have the number of absences decrease from the 2021-2022 to 2022-2023 school year. The data showed that 24 students were included in the analysis, 9 showed an increase in absences, 1 stayed the same, and 14 showed a decrease in absences. It is worth noting that the increase in the number of absences was smaller than the decrease in absences. Some absences are expected, and the low number is reflected in the data. In ELA, there were 4 cases of the students performing below basic during the 2022-2023 school year of the 24 students who were evaluated. For Math, there were 11 cases of students performing below basic for the 2022-2023 school year. Math is considered a much more difficult subject area.

Table 12

RK Mellon Elementary School
PSSA and Attendance: ELA & Math 2021-2023

Grade	21-22 ELA PSSA	22-23 ELA PSSA	Results	21-22 Math PSSA	22-23 Math PSSA	Results	21-22 Absences	22-23 Absences	Results for Absences
5	P	B	Decrease	P	P	Same	3	9	Increase
4	B	B	Same	B	B	Same	2	4	Increase
3		P	NA		P	NA	0	3	Increase
5	AV	P	Decrease	P	P	Same	3	7	Increase
5	BB	B	Increase	B	B	Same	10	7	Decrease
5	P	P	Same	B	P	Increase	2	6	Increase
5	AV	AV	Same	AV	AV	Same	3	4.5	Increase
4	AV	P	Decrease	B	B	Same	0	3	Increase
5	B	B	Same	B	B	Same	2	7	Increase
5	AV	P	Decrease	B	P	Increase	6	20.5	Increase
5	AV	AV	Same	B	P	Increase	4	2.5	Increase

The data shows that 11 students were included in the analysis, 1 showed an increase in ELA, 5 stayed the same, and 1 showed a decrease. For Math, 3 showed an increase, 7 stayed the same, and 0 showed a decrease. For the 2022-2023 school year in ELA, there were no below basic performance. For the 2022-2023 school year in Math, there were no below basic performance. This shows progress and sustainment during this school year.

The desired result is to have the number of absences decrease from the 2021-2022 to 2022-2023 school year. The data shows that 11 students were included in the analysis, 10 showed an increase in absences and 1 showed a decrease in absences. It is worth noting that

increases in the number of absences was not that large. To add them gives a total of 30.5 more absences for the 11 students. Some absences are expected, and the low number is reflected in the data.

The 21st CCLC program has not received the 2023-2024 school year test results as that is current session. The program anticipates growth based on performance during the previous academic year and summer. The data show that there was an increase in performance by some of the students. The 21st CCLC Afterschool Enrichment Program gives students the opportunity to improve their performance over time. Naturally there will be some instances where students will miss school, but keeping attendance manageable is critical.

Bibliography

Jonathan I. Dingel, Christina Patterson, and Joseph Vavra. Child Care Obligations Will Constrain Many Workers When Reopening the US Economy, Working Paper No. 2020-46, Becker Friedman Institute, April 2020, pp. 1-2. Available at:https://bfi.uchicago.edu/wp-content/uploads/BFI_WP_202046.pdf.

U.S. Department of Education, "21st Century Community Learning Centers," March 2018. Available at:https://www2.ed.gov/programs/21stcclc/index.html.

Michael Karpman, Dulce Gonzalez, and Genevieve M. Kenney, Parents Are Struggling to Provide for Their Families during the Pandemic, Urban Institute, May 2020, pp. Available at: https://www.urban.org/sites/default/files/publication/102254/parents-are-struggling-to-provide-fortheir-families-during-the-pandemic_1.pdf.

U.S. Department of Education, 21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2017-2018. 2019. Available at: https://oese.ed.gov/files/2020/01/FINAL_21st-cclc-gpra-sy17-18_8.13.2019.pdf.

After-school Alliance, "America After 3pm," 2014. Available at: http://after-schoolalliance.org/AA3PM/national.html#c/support/p_of_parents_working_parents_peace.

After-school Alliance, America for After-school, October 2018. Available at: http://after-schoolalliance.org/documents/ National_Parent_Poll_OnePager_final.pdf.

Megan Kuhfeld, James Soland, Beth Tarasawa, AngelaJohnson, Erik Ruzek, and Jing Liu, Projecting the potential impacts of COVID-19 school closures on academic achievement, Ed Working Paper: 20-226, Annenberg Institute, Brown University, 2020. Available at: https://www.edworkingpapers.com/ai20-226.

U.S. Department of Education, 21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2017-2018.

After-school Alliance, "After-school and Summer in the Time of COVID-19." Available at: https://after-schoolalliance.org/covid/.

After-school Alliance, "21st Century Community Learning Centers: 21st CCLC is a Critical Source of Funding for Many Local After-school and Summer Learning Programs." Available at: http://www.after-schoolalliance.org/policy21stcclc.cfm.

U.S. Department of Education, 21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2017-2018.

U.S. Department of Education, "Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)," 2018. Available at: https://www2.ed.gov/programs/titleiparta/index.html#:~:text=Schools%20in%20which%20children%20from,of%20the%20lowest%2Dachieving%20students.

Kuhfeld, Megan, James Soland, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu. (2020). Projecting the potential impacts of COVID-19 school closures on academic achievement. (EdWorkingPaper: 20-226). Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/cdrv-yw05

Evaluation's backgrounder: A summary of formal evaluations of the academic impact of after-school programs. Authors: After-school Alliance. Publication Date – 2008. Source – Washington, DC: After-school Alliance. Retrieved May 13, 2009, from http://www.after-schoolalliance.org/documents/evaluation_backgrounder.pdf

21st Century Community Learning Centers: Inspiring Learning. Supporting Families. Earning Results (June 2019).

The Evidence Base for After-school and Summer. https://after-schoolalliance.org/documents/21stCCLC-Overview-2018.pdf. (April 2021).

O'Donnell, P. and Ford, J. (2013). The Continuing Demand for 21st Century Community Learning Centers across America: More than four billion dollars of unmet need; Peterson, T., Fowler, S., and Dunham, T.F. (2013). "Creating the Recent Force Field: A Growing Infrastructure for Quality After-school and Summer Learning Opportunities." Expanding Minds and Opportunities: Leveraging the Power of After-school and Summer Learning for Student Success. Washington, D.C.: Collaborative Communications Group.

California Department of Education. (2018). Report to the Legislature, Legislative Analyst's Office and the Governor: Characteristics of Schools and Students Participating in After School Programs.

Leitner, D. (2016). 21st Century Community Learning Centers 2015-16 Evaluation Report. Pacific Research Associates.

21st CCLC: Inspiring Learning. Supporting Families. Earning Results. After-school Alliance (2019) http://after-schoolalliance.org/documents/21stCCLC-Overview-2021.pdf

American Institutes for Research. (2016). Texas 21st Century Community Learning Centers: 2014-15 Evaluation Report; American Institutes for Research. (2013). Texas 21st Century Community Learning Centers: Year 2 Evaluation Report.

Hartman, T., Hallar, B., & Gao, J. (2014) 21st CLCC Evaluations: A Citywide Perspective. Social Innovations Journal.

The Evidence Base for After-school and Summer. Research Brief. After-school Alliance (2021).

_____

The After-school Alliance is a non-profit public awareness organization working to ensure that all children and youth have access to quality after-school programs.