



21st Century Community Learning Centers
East End United Community Center
Cohort 11
2023 Summer and 2023-24 School Year

End of Program Year Local External Evaluation

Schools Served:
LaFayette Elementary/Middle School
Ben Franklin Elementary/Middle School
Waynesburg Central Elementary School

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Legislative Authority: The 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, Title IV, Part B; 20 U.S.C. 7171–7176, and administered by the Pennsylvania Department of Education.

Introduction

About Pennsylvania 21st Century Community Learning Centers

The 21st Century Community Learning Centers 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. Literacy and other educational services to the families of participating children must also be provided.

The 21st Century Community Learning Centers (21st Century) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001.

Pennsylvania's primary goal for its 21st Century program is to assist youth to meet state standards for core academic subjects by providing them with academic and enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during non-school hours, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education. Educational services for families of participating students, such as literacy instruction, computer training, or cultural enrichment, must also be included. Federal law requires that all 21st Century program sites provide academic enrichment activities and parental involvement activities. Programs are encouraged to use innovative instructional strategies, coordinate academics with local curricula and assessments, and use assessment data to inform instruction and evaluate results. Academics are to involve more than just helping participants with homework and should not just repeat school day activities.

Pennsylvania's 21st Century program encourages active youth and family participation to ensure that both have decision-making roles in the creation, operation, and evaluation of every 21st Century program in Pennsylvania. School and community collaboration is another key in meeting the academic, social, physical, and emotional needs of children and families. Programs are to offer quarterly open house meetings and maintain an open-door policy where adult family members feel welcome and are encouraged to drop in.

All activities are to be based on rigorous scientific research and the Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. Activities must address the needs of local schools and communities and be continuously evaluated at the local level.

Program Description and Context

Overview

East End United Community Center (EEUCC) was incorporated in 1975 and serves as a hub for the surrounding community, offering a breadth of services that support families. EEUCC originally operated an after-school program and employment training programs in a former elementary school building donated by the Uniontown Area School District. Later, community support allowed EEUCC to build its current facility, a thriving community center located in the heart of the east end area of Uniontown, PA. The “United” in the organization’s title reflects EEUCC’s founding members’ commitment to cooperation among the various racial, ethnic, economic, and religious groups that make up the community it serves. EEUCC has a rich history of innovative after school programming dating back to the 1970s and over the past four decades has built broad community relationships that extend throughout Fayette and Greene Counties in southwestern Pennsylvania. EEUCC’s current grant is part of Cohort 11 of PDE’s 21st CCLC program. Since Cohort 11 programming began in October of 2022, the 2023-24 program year in this report is the first full program year with a summer program for Cohort 11.

The goal of EEUCC’s 21st CCLC program is to maintain or improve participating students’ academic performance in the core subjects of reading and math, and to maintain or improve students’ school attendance and in-school behaviors.

Target Population and Schools/Communities Served

The three elementary schools served by EEUCC’s 21st CCLC program are the LaFayette Elementary/Middle School and Ben Franklin Elementary/Middle School in the Uniontown Area School District in Fayette County and the Waynesburg Central Elementary School in the Central Greene School District in Greene County. Neither school received services as part of any other 21st CCLC cohorts. During the academic year, any current student enrolled in the first through fifth grades at these three feeder schools is eligible to participate in the program.

The Uniontown Area School District is a public school district serving three non-contiguous communities in Fayette County: the City of Uniontown, the primarily rural area in the Laurel Highlands, and the primarily suburban area of Menallen Township. As of November, 2024¹, the District has a current enrollment of approximately 2,500 students in grades Kindergarten through 12, and serves a geographic area of approximately 250 square miles. Students in the District enrolled in the first through fifth grades attend either one of six elementary schools based on defined geographic boundaries within the District. 85% of the district’s students qualify as economically disadvantaged, 19% of current students are receiving some form of special education services, and 0.6% of students are English language learners. 73.7% of the District’s students identify as white, 14.0% identify as black, and 8.4% identify as multiracial. State data for School Performance measures indicate that LaFayette Elementary/Middle School did not meet the standard for growth in Math but did meet expectations for growth in English Language Arts. The school did not meet the Interim Goal/Improvement Targets for either Math or

¹ All demographic and performance data cited in this section was collected from the Future Ready PA Index website in November of 2024. www.futurereadypa.org

English Language Arts. LaFayette also failed to meet performance standards for student attendance, with only 33.6% of students considered not chronically absent as compared to a state average of 74% and a state performance standard of 94%. State data for School Performance measures indicate that Ben Franklin Elementary/Middle School did not meet the standard for growth in Math but did meet expectations for growth in English Language Arts. The school did not meet the Interim Goal/Improvement Targets for either Math or English Language Arts. The Ben Franklin School also failed to meet performance standards for student attendance, with only 53.6% of students considered not chronically absent as compared to a state average of 74% and a state performance standard of 94%.

The Central Greene School District serves the central third of Greene County, Pennsylvania, running from the northern to the southern borders of the County, with the borough of Waynesburg, Pennsylvania, as the only area of higher population density in the District. The District currently enrolls approximately 1,510 students over a service area of approximately 170 square miles. All students in the District enrolled in the first through fifth grades attend Waynesburg Central Elementary School. 51% of the district's students qualify as economically disadvantaged, 29% of current students are receiving some form of special education services, and there are currently no students identified as English language learners. 96% of the District's students identify as white and 2.0% identify as multiracial. State data for School Performance measures indicate that Waynesburg Central Elementary School is meeting standards for growth in English Language Arts (ELA) and Math but did not meet interim performance goals for ELA or Math. Waynesburg Central Elementary School also failed to meet performance standards for student attendance, with 65.5% of students attending regularly as compared to a state average of 74% and a state performance standard of 94%.

Enrollment and Recruitment Methods

Recruitment methods include outreach to parents and caregivers and the distribution of materials about the program and program applications. Materials are sent home at the beginning and end of the school year to current students as well. The program also accepts referrals from teachers, staff, agencies, and other families with children in the program. If a family is referred to the program, program staff will reach out and provide information and application materials to the family. Once a family completes an application for a student, program staff arrange for end of day busing or other transportation for the student and then the student begins attending the program.

Evaluation Design

Goals of the Evaluation

This external evaluation was conducted in alignment with the requirements and guidance of PDE and the current version of the Pennsylvania 21st CCLC Accountability and Reporting Guide to allow EEUCC to ensure ongoing program monitoring and improvement and to objectively evaluate metrics for meeting program goals.

External Evaluator

Stacey Papa, Esq. serves as the External Evaluator for this project. Stacey holds a B.S. In Textile and Apparel Science from Cornell University, a J.D. from the University of Pittsburgh School of Law, and a Certificate in Education Program Evaluation from Georgetown University. Stacey has more than 20 years' experience working with nonprofit organizations, including program development, grant writing and grant administration, as well as nonprofit administration and nonprofit law. Stacey previously served as the Executive Director of Connect to Classrooms, Inc., an education and social service nonprofit serving K-12 schools in western Pennsylvania and has served on numerous nonprofit boards. Stacey is well versed in the collection and analysis of data in the context of K-12 educational programs, has previously conducted focus groups and developed enrichment programming for other 21st CCLC programs.

Performance Measures and Indicators

21st CCLC grantees are required to collect data and report on *Government Performance and Results Act* (GPRA) performance indicators that have been established for the 21st CCLC program at the national level. These metrics assist the federal government in determining progress of the 21st CCLC program based on statutory requirements. Grantees may also choose to add additional performance indicators for their own evaluation purposes. Grantees are contractually obligated to complete various reports at the state and federal level. Federal reporting includes the federal 21APR (Annual Performance Report) that is made at the end of the spring, fall, and summer. Grantees are also responsible for securing an external evaluator for their program who is responsible for preparing a summative local evaluation report at the end of each program year, and this report is the result of that requirement. The 21st Century CLC program implemented changes at the federal level to the program GPRA indicators that took effect on July 1st, 2021. These new indicators applied to all periods relevant to this report.

EEUCC and the External Evaluator have identified specific program activities from the EEUCC 21st CCLC program that support or address each of the performance indicators as well as the specific data sources that will be used for each performance indicator. The program performance measures, GPRA performance indicators, program activities, and data sources, are summarized in Table 1. Note that GPRA 1, Academic Achievement on State Assessments is only applicable to the fourth and fifth grade students in the program and therefore younger students in the program will not have data for that measure. GPRA 2, Grade Point Average, only applies to students in grades 7 through 12, and would not apply to any students in this program. GPRA 4, Behavior, is also not included as none of the schools served by the program utilize in-school suspensions as a disciplinary measure, therefore, no data was available for that measure.

Table 1. Description of GPRA Measures and Supporting Program Activities		
<u>Performance Indicator</u>	<u>Activities</u>	<u>Data Sources</u>

<p>GPR1 1. Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.</p> <p>Percentage of students in grade 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.</p>	<p>STEAMgineers, Exploratorium (All Things Science) STEAMmaker, Read-alongs with FirstBook.org, daily journal writing, Homework Help, Mad Science of Pittsburgh</p>	<p>State Assessment, Reading and Language Arts</p> <p>State Assessment, Mathematics</p>
<p>GPR1 3. Percentage of students in grades 1-12 participating in 21st CCLC during the school year 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.</p>	<p>Homework Help, Family Engagement Activities, Social Emotional Education programming with The Way of Greene County, EQT Rec Center activities, Kids for Kids Partnership</p>	<p>School Attendance</p>
<p>GPR1 5: Student Engagement in Learning</p> <p>Percentage of elementary students who demonstrated improvement in teacher-reported engagement in learning.</p>	<p>STEAMgineers, Exploratorium (All Things Science) STEAMmaker, Read-alongs with FirstBook.org, daily journal writing, Homework Help, Family Engagement Activities, Social Emotional Education programming with The Way of Greene County, EQT Rec Center activities, Kids for Kids Partnership</p>	<p>Teacher Surveys</p>
<p>State Measure #6: Family Literacy and Involvement</p> <p>Percentage of parents/caregivers who participate in family engagement activities.</p>	<p>Family Engagement Activities included Pittsburgh Botanical Garden, and Literacy and STEAM-focused events at Carnegie Science Center, Open houses</p>	<p>Attendance at family activities, parent surveys</p>

In addition to the data collection and evaluation related to the student performance measures and performance indicators, the External Evaluator evaluated the implementation of the 21st CCLC program across all sites and the fidelity to the program requirements set by the grant terms. The External Evaluator used the qualitative and quantitative data collected along with the report generated from PDE’s monitoring visits to provide recommendations for areas of improvement and opportunities for further program development in this report.

Data Sources

School Provided Data: Data is collected from the student's home school district, including state assessments (PSSA), school year attendance, and student grade levels. The program also utilizes teacher surveys to measure student engagement in learning. This data sharing takes place with the written informed consent of the child's legal guardian(s) and in a manner compliant with the Family Educational Rights and Privacy Act (FERPA).

Program Generated Data: Data generated by the EEUCC 21st CCLC program includes program attendance.

Monitoring Reports: PDE conducts regular monitoring site visits as part of the 21st CCLC program. The monitoring reports produced after these visits are made available to the grantee and are reviewed by the External Evaluator.

Evaluation Methods

Program staff are responsible for collecting data from the schools served and from daily program operations. The External Evaluator was responsible for converting the data into Excel files consistent with PDE reporting guidelines (if not already provided in such a format) and providing an analysis of the data.

Findings

Program Design, Implementation, and Operations

Program Design

EEUCC's 21st CCLC program includes afterschool programming that runs from Monday through Thursday from 3:00 pm until 5:30 pm (at the EEUCC site) or 3:15 pm until 5:45 pm (at the WCES site) beginning in early September and running through May 23rd, 2024. The summer program at both sites ran from June 20th through July 20th, 2023, Monday through Thursdays, 9 am to 1 pm.

The EEUCC program site operated out of the East End United Community Center facility and the Waynesburg Central Elementary School site operated from a classroom or other designated space at the Elementary School. Staffing at the EEUCC site included four paraprofessional staff, four teachers, and a site coordinator. Staffing at the WCES site included a site coordinator and six teachers, of which three teachers from the six staffed each program day. The entire program for Cohort 11 has a dedicated Program Director who reports to the Executive Director of EEUCC.

Partnerships

EEUCC works closely with a variety of community-based partners to provide enrichment activities and support services for students in the program that align with the program design and goals, including:

The Way of Greene County (WCES)- provided social and emotional education programming on a bi-monthly basis.

Penn State Cooperative Extension (WCES and EEUCC)- offers STEAM related activities on a bi-monthly basis.

Kids for Kids Partnership (WCES and EEUCC)- offers weekly art empathy sessions to students in grades 3-5 through a grant from the Benedum Foundation.

Mad Science of Pittsburgh (WCES and EEUCC)- provides science lessons on a bi-monthly basis.

Spark! Imagination and Science Center of Morgantown, WV (WCES)- provided weekly science activities during the Summer 2023 sessions.

Drug and Alcohol of Greene County (WCES)- provides bi-weekly prevention programming.

Drug and Alcohol of Fayette County (EEUCC)- provides weekly prevention programming.

EQT Recreation Center (WCES)- offered exercise programming at their facility.

Touchstone Center for Crafts (EEUCC)- sends educators on a bi-monthly basis to teach a variety of arts and crafts through hands-on projects.

OmBody (EEUCC)- provides bi-monthly yoga and relaxation sessions.

Erika Reidmann (ESL Instructor- EEUCC)- offers weekly Spanish language lessons to all students.

Mountain Watershed Association (EEUCC)- offers monthly programming on STEM and environmental science activities.

EEUCC also maintains a strong network of community partners and service providers to which program participants and their families may be referred for additional services and resources.

Activities

EEUCC offers a variety of program activities across multiple sites that support academic enrichment, physical activity, career concepts, and STEAM concepts. Some examples include:

- **STEAMgineers**- students travel down the tracks of science to explore technology, engineering, art, and math in a train-themed enrichment program.
- **Exploratorium (All Things Science)**- Explores the sometimes strange science of everyday life.
- **STEAMmaker**- Focuses on collaborative exploration addressing real world challenges through STEAM based activities with a focus on design-based thinking.
- **Reading and Literacy**- included read-alongs with books for students to take home through a collaboration with FirstBook.org and daily journal writing.
- **Homework Help**- a dedicated 30 minute period each program day.

- **Family Engagement Activities-** included an activity at the Pittsburgh Botanical Garden, Literary and STEAM focused events at both sites in partnership with the Carnegie Science Center.

Program Participation and Attendance

The program served a total of 213 (unduplicated number) students during the program year. Though this was a significant improvement over the prior year total of 160 students, it still fell short of the goal of serving a total of 280 students. In terms of demographics, the students attending were nearly evenly split between male students and female students. Demographics in terms of race closely followed the demographics of the feeder schools served, with the EEUCC site serving primarily minority students and the WCES site serving primarily white students. As both schools qualify for full-school free lunch services, all students were considered economically disadvantaged for reporting purposes. Though these schools have not historically served English language learner students, four ELL students were served by the EEUCC program this program year, reflecting the increase in the ELL population in the neighborhoods served.

Table 2. Students Served by Site and Program Sessions 2023-24 Summer and School Year			
Program Site	Students Attending Summer 2023 Program	Students Attending School Year 2023-24 Program	Total Number of Unduplicated Students Served*
EEUCC	43	112	130
WCES	12	78	83
Total Number of Students Served	55	190	213

*Note that some students attended both summer and school year sessions, while others participated only during the summer or only during the school year, therefore the total is not equal to the number of summer students plus the number of school year students.

Table 3. Participation by 21APR Attendance Gradations 2023-24 Summer and School Year			
Program Hours Attended	EEUCC Site	WCES Site	All Sites Total
Less than 15	3	14	17

15-44	18	19	37
45-89	29	21	50
90-179	21	18	39
180-269	40	7	47
270 or more	19	4	23
Total Number of Students Served	130	83	213

Table 4. Student Demographics						
Program Site	Grade Level	Sex M=Male F=Female	Race A=Asian B=Black H=Hispanic M=Multi-Racial W=White ND=No Data	Years in Program	Special Education	English Language Learner
EEUCC (130 students)	1 st : 24 2 nd : 35 3 rd : 36 4 th : 23 5 th : 12	M: 61 F: 69	A: 2 B: 68 M: 22 W: 37 ND: 1	1: 93 2: 37	25	4
WCES (83 students)	1 st : 11 2 nd : 27 3 rd : 20 4 th : 13 5 th : 12	M: 42 F: 41	B: 1 M: 1 W: 81	1: 55 2: 28	16	0
All Sites Total (213 students)	1 st : 35 2 nd : 62 3 rd : 56 4 th : 36 5 th : 24	M: 103 F: 110	A: 2 B: 69 M: 23 W: 118 ND: 1	1: 148 2: 65	41	4

Table 5. Family Engagement			
Site	Total Number of Students	Students with Family Participation	Percentage of Students with Families Served
EEUCC	130	48	37%

WCES	83	54	65%
All Sites Total	213	102	48%

Student Outcomes

State Assessment Results

Academic Achievement (GPRA 1) was based on state assessment results from PSSA testing for students in grades 4-8. As this program served students in grades 1-5, the majority of the students participating did not have data for this GPRA measure. In addition, there were some students who would be considered for this measure who did not have all four data points available (prior year and current year math and English language arts PSSA scores) either due to a change in schools to or from a school with which we did not have a data sharing agreement in place and students who were opted out of one or more of the tests. Data is presented with delineations by site and program attendance. All other subgroups had too few data points to be of significance.

TABLE 6A: EEUCC SITE SUMMER DATA:

Reading and Language Arts						
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported this many students in grades 4-8.	1	6	4	0	0	0
For how many students do you have outcomes data to report?	0	4	3	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	0	0	0

Mathematics						
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours

You reported this many students in grades 4-8.	1	6	4	0	0	0
For how many students do you have outcomes data to report?	0	4	3	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in math on state assessments?	0	0	1	0	0	0

TABLE 6B: EEUCC SITE SCHOOL YEAR DATA:

Reading and Language Arts						
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported this many students in grades 4-8.	1	3	7	7	11	0
For how many students do you have outcomes data to report?	1	3	5	3	9	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	1	1	1	1	0
Mathematics						
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported this many students in grades 4-8.	1	3	7	7	11	0
For how many students do you have outcomes data to report?	1	3	6	3	9	0
Of the students for whom you have outcome data to report, how many demonstrated growth in math on state assessments?	0	0	1	1	0	0

TABLE 6C: WCES SITE SUMMER DATA:

Reading and Language Arts

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported this many students in grades 4-8.	0	2	0	0	0	0
For how many students do you have outcomes data to report?	0	1	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	0	0	0	0	0

Mathematics

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported this many students in grades 4-8.	0	2	0	0	0	0
For how many students do you have outcomes data to report?	0	1	0	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated growth in math on state assessments?	0	1	0	0	0	0

TABLE 6D: WCES SITE SCHOOL YEAR DATA:

Reading and Language Arts						
Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported this many students in grades 4-8.	3	5	6	6	2	2
For how many students do you have outcomes data to report?	3	5	6	5	2	2
Of the students for whom you have outcome data to report, how many demonstrated growth in reading and language arts on state assessments?	0	1	1	1	0	2
Mathematics						

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported this many students in grades 4-8.	3	5	6	6	2	2
For how many students do you have outcomes data to report?	3	5	5	5	2	2
Of the students for whom you have outcome data to report, how many demonstrated growth in math on state assessments?	1	2	3	1	2	1

Grade Point Average/Classroom Performance

Grade point average (GPRA 2) did not apply to the students served in this program, who were in grades 1-5. GPA data is only collected for GPRA 2 for students beginning in 7th grade.

Teacher-Reported Results (Teacher Survey)

Obtaining teacher surveys was one of the most challenging data collection aspects of the program this year, and the primary focus for improvement in terms of data collection for the next year. The data below reflects the number of teacher surveys actually returned.

STUDENT ENGAGEMENT IN LEARNING (TEACHER SURVEYS)

TABLE 7A: EEUCC SITE SUMMER STUDENTS:

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported # students in grades 1-5.	4	18	21	0	0	0
For how many of these students do you have outcome data to report?	0	3	6	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	2	2	0	0	0

TABLE 7B: EEUCC SITE SCHOOL YEAR STUDENTS:

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported # students in grades 1-5.	3	10	21	21	45	12
For how many of these students do you have outcome data to report?	0	1	5	8	16	5
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	2	4	8	2

TABLE 7C: WCES SITE SUMMER STUDENTS:

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported # students in grades 1-5.	4	18	21	0	0	0
For how many of these students do you have outcome data to report?	0	3	6	0	0	0
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	2	2	0	0	0

TABLE 7D: WCES SITE SCHOOL YEAR STUDENTS:

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported # students in grades 1-5.	3	10	21	21	45	12
For how many of these students do you have outcome data to report?	0	1	5	8	16	5
Of the students for whom you have outcome data to report, how many demonstrated an improvement in teacher-reported engagement in learning?	0	0	2	4	8	2

School Attendance

Students with missing data were attributable either to students who moved to or from the feeder school district without a data sharing agreement between the program and the other school, or students who enrolled in the summer program but then did not subsequently enroll in one of the feeder schools for the school year.

TABLE 8A: EEUCC SITE SCHOOL YEAR STUDENTS:

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported # students in grades 1-12.	3	10	21	21	45	12
Of the students with available outcome data, how many had a school day attendance rate at or below 90% in the prior school year?	1	6	12	12	32	4
Of these students, how many demonstrated an improved attendance rate in the current school year?	0	3	2	6	18	3

TABLE 8B: WCES SITE SCHOOL YEAR STUDENTS:

Grade Level	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
You reported # students in grades 1-12.	14	18	18	17	8	3
Of the students with available outcome data, how many had a school day attendance rate at or below 90% in the prior school year?	6	3	2	5	1	0
Of these students, how many demonstrated an improved attendance rate in the current school year?	3	1	0	2	1	0

Student Behavior

Student Behavior (GPRA 4) did not apply to the students served in this program as none of the feeder schools served utilize in school suspensions as a means of discipline.

Graduation and Promotion

Graduation and promotion did not apply to the students served in this program, which served students in grades 1 through 5. There was no data provided from the feeder schools indicating that any participating students were not promoted to the next grade level.

High School Credit/Course Recovery

High School Credit/Course Recovery did not apply to the students served in this program, which served students in grades 1 through 5. There was no data provided from the feeder schools indicating that any participating students were involved with a course recovery program.

Stakeholder Feedback

The program utilizes a Community Advisory Board to solicit feedback and input. The Board meets periodically throughout the year and is presented with information about the program, enrollment, activities, and future plans. Program staff also solicit input and feedback from the stakeholders present to identify needs and community resources, to make connections with potential partners and other community organizations, and to aid in decision-making about upcoming projects and services. The External Evaluator attended these meeting to observe and offer input.

Case Studies and Program Observations/Site Visits (if applicable)

There were no case studies or program observations for this program year.

Grantee Results on Performance Measures

Compare actual performance/results to the grantee’s performance indicators and established GPRA and state measures, as applicable

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.

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.

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
Percentage of Program Participants whose PSSA Math level improved compared to prior years.	25%	20.5%*
Percentage of Program Participants whose PSSA English Language Arts level improved compared to prior years.	25%	27.3%*

*Calculated based on the students for whom complete PSSA data was available in grades 4 and 5.

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.

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
Percentage of program participants whose GPA improved compared to prior years. (Not applicable to grades served by this program.)	N/A to grade levels served	N/A to grade levels served

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.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Percentage of program participants with improvements in school attendance (of those needing to improve)	65%	24.2%

GPR 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.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
N/A- schools served by program do not utilize in-school suspensions as a disciplinary measure	N/A	N/A

GPR 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.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Students with Improvement	77%	38.7%

State Measure 6- Family Literacy and Involvement

Number or percentage of families of participating students who participate in family literacy and involvement activities.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Percentage of students with family/caregivers participating in family engagement activities	20%	48%

Considerations and Recommendations for Improvement

As with last year's data, there was no clear correlation between the levels of program attendance, and performance measures. However, the measures used may not reflect student performance relative to peers who are not enrolled in the 21st CCLC program in schools like those served by the EEUCC site where student performance is generally declining from year to year. For these students, maintaining levels on certain measurements such as PSSA scores or declining at a slower rate than their peers might better reflect whether the program is having an impact.

As enrollment numbers have improved compared to the prior program year but are still well short of the goal, primary targets for program improvement for future program years should include a focus on enrollment activities and improving enrollment numbers. Program staff should partner with staff from their feeder schools for suggestions for effective enrollment activities or increasing program referrals.

The number of completed teacher surveys completed is a significant area of concern for the next program year. The Evaluator intends to work with program staff to better ensure that teachers have the information they need to complete the survey and that the surveys are completed in a timely manner. The Evaluator also intends to pursue opportunities to collect qualitative data through measures such as student or parent focus groups and/or surveys.

An area of improvement identified at the end of the prior program year was improving data capture as to family engagement with program activities. This aspect of the data collection greatly improved relative to the prior program year and allowed for a more accurate view of family engagement in program activities.