

21st Century Community Learning Centers 2013-14 State Evaluation Report

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

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Executive Summary

The 21st Century Community Learning Centers program provides federal funding for the establishment of community learning centers that provide academic and enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects, offer students a broad array of activities that can complement their regular academic programs, and offer literacy and other educational services to the families of participating children. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs, such as art, music, recreation activities, character education, career and technical training, 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.

Grantees were mainly school districts (31 percent) or community-based/nonprofit organizations (30 percent) with smaller percentages of grantees identifying themselves under other categories. The evaluation for 2013-14 included 125 grantees: 12 in Cohort 5 (summer 2013 programs only), 55 in Cohort 6, and 58 in Cohort 6A.

EVALUATION DESIGN

The evaluation of the 2013-14 program year of 21st Century programs in Pennsylvania includes information about the Cohort 5, Cohort 6, and Cohort 6A funding cycles. A cohort is a grouping of grantees by funding cycle. The timing of awards dictates what grantees report annually for evaluation.

The state evaluation of Pennsylvania's 21st Century program focused on three performance measures within which grantees developed supporting performance indicators. The measures focused on positive academic, social, and behavioral changes for students. Data collection focused on these measures as well as program implementation and was reported through the Profile and Performance Information Collection System (commonly known as PPICS), Pennsylvania Grantee Report (PA Grantee Report), Quarterly Performance Reports, and monitoring reports.

The Pennsylvania Department of Education (PDE) contracted with the Allegheny Intermediate Unit to conduct a comprehensive external evaluation of the 21st Century Community Learning Centers program to fulfill federal requirements under Title IV, Part B of the Elementary and Secondary Education Act, as amended, Sections 4202 (C) and 4203 (A) and Section H-5 of the *21st Century Community Learning Centers Non-Regulatory Guidance*.

PROGRAM IMPLEMENTATION

Grantees could operate programs during summer 2013, school year 2013-14, or both. Grantees operated programming out of 408 centers during the 2013-14 program year (range 1-11 centers, average three centers).

The majority of student activities were academic or recreational.

A total of 96 grantees (77 percent of grantees) reported being operational during summer 2013, based on operations information reported in PPICS. Grantees, through their centers (243), reported typically offering three to 50 hours per week per center, with an average of 24.4 hours per week. Based on typical hours per week and number of summer weeks a center was open, evaluators estimated that grantees offered 32,662 hours¹ of summer programming (range 3-540 hours). Grantees reported operating between one and 12 weeks (average five weeks) for one to five days (average 4.5 days) per week. Operation details showed most programs operated during the day on weekdays. Cohort 5 summer programs were at most four weeks long and averaged 22 hours per week, while Cohort 6 and 6A programs tended to be longer in terms of both weeks (11 or 12 weeks, respectively) and hours per week (average 26 and 23 hours, respectively).

All Cohort 6 and Cohort 6A grantees (113) reported having at least one center operating during the school year (372 centers, 98 percent of Cohort 6 and Cohort 6A centers). Grantees, through their centers, reported typically offering three to 26 hours of programming per week per center, with an average of just over 13 hours per week. Based on typical hours per week and number of school year weeks a center was open, evaluators estimated that grantees offered 173,164 hours of school year programming (range 28-962 hours by center). Grantees reported operating centers between four and 44 weeks (average 35 weeks) for one to six days per week (average 4 days). Operation details showed most programs operated almost entirely after school; only 59 of the 372 centers operated during other times (i.e. before school). Cohorts 6 and 6A grants ranged from \$72,000 to \$500,000 for the 2013-14 year (average \$344,083).

PARTICIPATION

Grantees (125) reported that 48,520 students participated, with Cohort 6 making up 57 percent of that figure, followed by Cohort 6A at 41 percent and Cohort 5 with 2 percent. Grantees served between 14 and 1,682 students with an average of 388 students. Five grantees served more than 1,000 students each. Eighty-five percent of students served attended during the school year.

Federal reporting directions define a regularly attending student as one who attends 30 or more days, regardless of the length of the session on a day. Slightly less than half of

¹ PPICS asks for "typical" operations levels, taking into consideration that every week of operation may not be identical.

students (44 percent) attended for 30 or more days. Sixty grantees (48 percent) had half or more of their students attend regularly.

In addition to students, 68 grantees (54 percent of grantees) reported serving one or more adults. Grantees served 6,672 adults during the 2013-14 program year. Adult participation for grantees operating adult programming or services ranged from three adults to 528, with an average of 98 adults.

STUDENT OUTCOMES

All grantees operating during the school year were required to report reading and math report card grades, state reading and math assessment data, and PPICS Teacher Surveys (using the designated format) in the federal reporting system. The PA Grantee Report included student outcomes on local reading and math assessments or measures, school attendance, school discipline, and credit recovery, for grantees identifying such measures in their applications. Student outcomes data was only required for regularly attending students.

Academics

Reading

A total of 7,885 students in the grade bands covering state assessment grades had two consecutive years of state reading assessment data, which is 76 percent of regular attendees in those grade bands². Of these students, 25 percent made a positive movement of one or more levels on state reading assessments from 2013 to 2014; 52 percent showed no change, 17 percent declined, and 7 percent scored at the advanced level both years. Of the students who improved, 85 percent improved by one level. Furthermore, 17 percent of students who scored at the basic or below basic levels in 2013 improved to proficient or advanced in 2014. Increased program attendance appears to have little or no influence on reading improvement for regular attendees according to state reading assessments.

State reading assessment “snapshot” results (PSSA, PASA, or Keystone Exam³) indicate that, for the 12,085 students having 2014 data (88 percent of regular attendees in state assessment grades), 41 percent scored at proficient or advanced levels. Pennsylvania’s state assessments are administered annually in the spring for third through eighth grades (PSSA or PASA) and 11th grade (Keystone Exam or PASA). Many students could have received nearly a full year of services through 21st Century

² Students in grades 4-8 are expected to have two consecutive years of data.

³ The Pennsylvania System of School Assessment (PSSA) is administered in the spring to grades 3-8. The Pennsylvania Alternate System of Assessment (PASA) is administered in the spring to students in grades 3-8 and 11 who have severe cognitive challenges. The Keystone Exams are given starting in 8th grade until a student scores at the proficient level, at which time the score is banked until the student reaches 11th grade.

by the time they took the state assessment for their grade level. Based on these results, 21st Century regular attendees did not meet the state goal of 72 percent of students scoring at the proficient or advanced levels.

Grantees reported fall and spring reading report card grades in the PPICS Annual Performance Report. A total of 16,499 students had reading report card grade data (78 percent of regularly attending students who attended during the school year), of which 28 percent improved, 40 percent showed no change, 25 percent exhibited a decline from fall to spring, and 7 percent achieved the highest grade for both fall and spring. It does not appear that greater program attendance or grade band had an influence on reading report card outcomes.

The PA Grantee Report collected local academic assessment results from grantees that indicated using certain assessments in their applications. Grantees (37) reported local reading results for 4,732 regularly attending students, of which 41 percent improved based on grantee-defined change, 29 percent showed no change or maintained their level, 18 percent declined, and 11 percent were reported as not needing to improve. Increased program attendance appears to have a slight positive influence on results.

Math

A total of 7,977 students in the grade bands covering grades that take a state assessment in consecutive years had two years of data, which is 77 percent of regular attendees in those grade bands. Of the students included in analysis, 22 percent improved on the state math assessment from 2013 to 2014, 46 percent showed no change, 20 percent declined, and 13 percent scored at the highest level in both years. Of the students who improved, 87 percent improved by one level. Furthermore, 17 percent of students who scored at the basic or below basic levels in 2013 improved to proficient or advanced in 2014. Increased program attendance appears to have little to no influence on results.

State math assessment “snapshot” results (PSSA, PASA, or Keystone Exam) indicate that on the 2014 assessment, which included 12,422 students (90 percent of regular attendees in state assessment grade bands), 47 percent scored at the proficient or advanced level. Based on these results, 21st Century regular attendees did not meet the state goal of 73 percent of students scoring proficient or advanced.

Grantees reported fall and spring math report card grades in the Annual Performance Report for 16,873 students, which is 79 percent of regularly attending students who attended during the school year. Of students having math report card grade data that could be analyzed, 28 percent improved, 38 percent showed no change, 27 percent exhibited a decline, and 7 percent had the highest grade at both grading points. In addition to results overall, evaluators disaggregated results by program attendance category, though there was little difference in results.

Grantees (31) reported local math assessment results in the PA Grantee Report for 3,783 students. Overall, 48 percent of regular attendees showed improvement according to grantee-defined change, followed by 27 percent who showed no change or maintained their level, 17 percent declined, and 9 percent did not need to improve, according to grantee-reported results. Increased program attendance appears to have a slight positive influence on results.

PPICS Teacher Survey

The PPICS Teacher Survey included 10 indicators for teachers to report student change related to various academic, behavior, and classroom performance elements for regularly attending students. This determination was to be made by the school-day classroom teacher about each student based on his/her professional opinion and the student's performance in the teacher's classroom. Data was available for 15,058 students, which is 71 percent of school year regular attendees. Survey results indicate that students were most likely to improve or not have a need to improve in many areas; between 22 and 55 percent of students improved on any given indicator. The areas where students were most likely to improve were academic performance (55 percent of regularly attending students having data improved), class participation (51 percent improved), and satisfactory homework completion (49 percent improved). Between 18 and 46 percent of regular attending students having teacher survey data did not need to improve on any given indicator, with regular class attendance having the greatest percentage of students not needing to improve.

School Attendance and Discipline

Grantees (69) reported school attendance results for 11,298 regular attendees in the PA Grantee Report. Results indicate that 23 percent of regular attendees included in analysis improved their school attendance, 45 percent did not need to improve, 23 percent declined, and 10 percent of students had no change in their attendance. Program attendance appears to have the most influence on outcomes for students attending 60-89 program days.

Grantees (60) reported school discipline results for 9,233 regular attendees in the PA Grantee Report. Results indicate that 67 percent of regular attendees did not need to improve in this area. Of those who needed to improve, the largest portion did so (11 percent of all regular attendees improved) followed by students experiencing a decline (12 percent) and those showing no change (10 percent). Students attending 60-89 program days were slightly more likely to improve than other groups.

Credit Recovery

A total of 34 grantees reported on credit recovery outcomes for 2013-14. A total of 2,682 students participated in such activities during this program year, with 80 percent of these being from Cohort 6A. Of the students participating in credit recovery activities, 76 percent recovered one or more courses or credits.

2013-14 GOVERNMENT PERFORMANCE AND RESULTS ACT

The federal 21st Century program established performance objectives as part of the Government Performance and Results Act (GPRA)⁴. Evaluators gathered these measures from results reports in the federal reporting system and examined Pennsylvania's results for each objective. The results below include those centers or students having data⁵ that could be analyzed based on analysis guidance provided by American Institutes for Research, which managed the federal reporting system.

Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Indicator	2013 National Target	2013-14 Pennsylvania Result
Improved math grade from fall to spring	48.5 percent	31.7 percent
Elementary	48.5 percent	32.6 percent
Middle and high school	48.5 percent	31.4 percent
Improved English (reading) grade from fall to spring	70 percent	31.1 percent
Elementary	48.5 percent	29.8 percent
Middle and high school	48.5 percent	31.7 percent
Improved from not proficient to proficient or above in reading on state assessments (elementary)	45 percent	14.4 percent
Improved from not proficient to proficient or above in math on state assessments (middle and high school)	25 percent	18.8 percent
Improved homework completion and class participation (teacher-reported)	77 percent	53.4 percent
Elementary	90 percent	57.0 percent
Middle and high school	93 percent	51.7 percent
Improved behavior (teacher-reported)	75 percent	52.1 percent
Elementary	75 percent	52.1 percent
Middle and high school	75 percent	53.5 percent

⁴ <http://www2.ed.gov/programs/21stccclc/performance.html>

⁵ Pennsylvania results reported in this section may differ from those available in the PPICS system, as these results include data that grantees submitted to evaluators after PPICS had closed.

Objective 2: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: The percentage of 21st Century centers reporting emphasis in at least one core academic area. The 2013 target was 100 percent. Of the 408 centers, 401 (98.2 percent of centers) reported one or more student activities having a content area of reading/writing, math, or science.

Indicator 2.2: The percentage 21st Century centers offering enrichment and support activities in other areas. The 2013 target was 100 percent. Of the 408 active centers, 397 (97.3 percent of centers) offered student enrichment and support activities in areas other than reading/writing, math, or science.

CONCLUSION

21st Century programs in Pennsylvania provide a variety of academic and enrichment services to students and their families. These programs primarily serve students from low-income and low-performing schools. Based on the results available, more than 40 percent of students (of those included in analysis) performed at or above proficient levels on 2014 state reading or math assessments and between 974 and 8,295 students improved (average 4,578) on any given change-over-time outcome indicator (of 18). Furthermore, in 17 of 18 change-over-time outcomes indicators⁶, the number of students improving outnumbered students declining. However, some students exhibited declines in academic and behavior measures and students performing at the lowest levels did not show any improvement. Increased levels of program attendance may or may not influence outcomes.

Grantees are implementing a variety of academic and enrichment activities intended to influence student outcomes. While many grantees are implementing 21st Century programs in compliance with grant requirements, there are some grantees that are not meeting requirements or minimum expectations, based on monitoring site visits and program reports.

Based on evaluation findings and grantee follow-up efforts, evaluators recommend that programs focus efforts on students who declined and those who exhibited considerable needs. Grantees should also implement strategies to encourage regular and repeated student program attendance, as current and historical findings indicate that the more students attend, the greater the likelihood that they will improve on the various academic and behavioral measures.

⁶ Includes state reading and math cross-year assessments, reading and math report card grades, 10 teacher survey indicators, local reading and math assessments, school attendance, and school behavior/discipline. School behavior/discipline was the only indicator in this grouping where students declining outnumbered students improving.

Introduction

PROGRAM DESCRIPTION⁷

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

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 enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during nonschool 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 included⁸. 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 their homework and should not just repeat regular 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. To ensure broad-based community, school, and student involvement and support, grantees are required to establish a local advisory board composed of students, teachers, parents, community agencies, and the private sector, with at least two parents and two students participating.

⁷ Program information and requirements were adapted from 21st Century *Request for Proposals* documents.

⁸ The majority of 21st Century activities are to take place during nonschool hours. However, activities for adult family members and pre-kindergarten students may take place during school hours if these times are the most appropriate to these constituents.

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 using performance measures.

For parental involvement, 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.

Grantee Eligibility

Federal law mandates, per section 4203 (a)(3), that any public or private organization may apply for funding if it proposes to serve students who primarily attend schools eligible for schoolwide programs under Title I section 1114, or schools that serve a high percentage of students (at least 40 percent) from low-income families and the families of such students. Applicant agencies must collaborate with local education agencies when applying for funds.

Participant Eligibility

Eligible participants are public and private/nonpublic school students in pre-kindergarten through 12th grade. Programs are to target the ages and grades deemed to be at greatest risk and those students who are academically below proficiency. At-risk behaviors might include poor school performance, poor school attendance, drug or alcohol abuse, criminal activity, or any other indicators judged by the applicant as placing the child at higher risk and greater need. Adult family members of students participating in the community learning center may be served through educational activities that are appropriate for adults.

EVALUATION DESIGN

This program year’s evaluation of the 21st Century program in Pennsylvania includes information about the Cohort 5, Cohort 6, and Cohort 6A funding cycles. A cohort is a grouping of grantees determined by when grantees received awards and were first required to complete the federal Annual Performance Report. The 2013-14 evaluation includes 125 awards (grantees): 12 grantees were in Cohort 5, 55 grantees were in Cohort 6, and 58 grantees were in Cohort 6A. Cohort 5 grantees were eligible to operate during summer 2013 only, while Cohorts 6 and 6A were eligible to operate for the full program year, which included summer 2013 and school year 2013-14.

The evaluation of Pennsylvania's 21st Century program focused on three performance measures, within which grantees developed their own performance indicators. The measures included:

1. Participants in 21st Century programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
2. Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.
3. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

PDE contracted with the Allegheny Intermediate Unit to conduct a comprehensive evaluation of the 21st Century Community Learning Centers program to fulfill federal requirements under Title IV, Part B of the Elementary and Secondary Education Act, as amended, Sections 4202 (C) and 4203 (A) and Section H-5 of the *21st Century Community Learning Centers Non-Regulatory Guidance*:

States must conduct a comprehensive evaluation (directly, or through a grant or contract) of the effectiveness of programs and activities provided with 21st Century funds. In their applications to the Department, States are required to describe the performance indicators and performance measures they will use to evaluate local programs. States must also monitor the periodic evaluations of local programs and must disseminate the results of these evaluations to the public.

REPORTING VENUES

Grantee Profile and Annual Performance Report

21st Century is a federally-authorized program operating across the nation. One of the requirements of 21st Century grantees is to complete program and outcomes reporting in the federal Profile and Performance Information Collection System, commonly known as PPICS. This system collects information on the characteristics of grantees and their centers, program partners, program staff, center operations, activities, program attendance, student characteristics, and student outcomes. Student outcome measures include state reading and math assessment data, reading and math report card grades, and PPICS Teacher Survey responses.

All grantees were required to complete the Grantee Profile and Annual Performance Report components of PPICS. Evaluators export data from PPICS for all Pennsylvania grantees and analyze the data at the state, cohort, and grantee levels.

PA Grantee Report

The PA Grantee Report provides grantees with a method of reporting information that the *Request for Proposals* included but is not addressed in the federal Annual Performance Report or Grantee Profile. The report also included some optional items based on grantee request.

The Allegheny Intermediate Unit, the contracted evaluator for Pennsylvania's 21st Century program, constructed and implemented the PA Grantee Report. The report was developed so that grantees only reported on items that were applicable to their program. All grantees were required to complete this report and evaluators exported data for all grantees and analyzed it overall, by cohort, and by grantee.

Other Data Sources

Additional information was collected about grantees and their programs through monitoring site visit reports and grantee Quarterly Performance Reports.

HOW TO USE THIS REPORT

The primary audiences for this report include PDE, technical assistance providers, and Pennsylvania 21st Century grantees, though the results can be useful for other groups.

The evaluation of the 2013-14 program year focused on the three performance measures outlined previously. Additionally, grantees provided implementation and contextual data to support and explain program results. Findings and information are provided overall (all grantees combined) and for each cohort as appropriate and available. Throughout this report, the narrative explanation precedes the graphical representation of results.

Results are captured and described in this report according to reporting area. Results may come from more than one reporting venue. For example, report card grades from the Annual Performance Report and local assessment results from the PA Grantee Report are provided in the same section to illustrate all academic findings together. The data source is identified with the findings for each component.

Throughout this report, for ease of reading, percentages have been rounded, which may result in totals not equal to 100 percent. Additionally, in tables or graphs where "0%" appears, the reader should note that these represent values of less than 1 percent expressed as a rounded value. Instances of zero percent where the item truly represents zero instances or individuals have been removed from graphs to make them easier to read. Likewise, where blank cells appear in data tables, the value is zero.

Some graphs contained in this report include both the number of instances (in a data table) along with an illustration of the proportional relationship of those figures. This

type of graph is typically used when the categories are mutually exclusive and individual category percentages equal 100 percent. Other graphs only include the percentage of instances. This type of graph is typically used when multiple categories can apply to a single item (grantees could select all items that applied). Data tables that include percentages are also used in cases where the percentage is a more accurate representation of the program or the population being examined. The type of illustration included will indicate to the reader the most appropriate way to examine the findings.

Some sections provide ranges (minimum and maximum) of results in order to demonstrate the variability of grantee programs and outcomes, as well as an average. An average, or mean, is a measure of central tendency where the result is calculated by adding two or more values together and then dividing the resulting total by the number of values included.

It is important for readers to note that not all grantees reported in all areas. In some cases, grantees were not required to report in all areas, as their applications and program operation dictated the required reporting components. In other areas, grantees may have had no students or programs to which a particular data element applied or they failed to report. The number of grantees (or centers) reporting in each area is provided to minimize confusion.

Care should be taken in making comparisons across cohorts, as each has differing populations, programs, and student counts, and grantees had different approved program applications. This report is not an evaluation of individual grantees, but rather an overall examination of the programs implemented during the 2013-14 program year, which includes summer 2013 and school year 2013-14. Grantees are required to have an external local evaluator who should be providing examination of the individual grantee's program. Grantees' local evaluation reports are to be submitted to at the state level by the end of October each year.

This report includes detailed explanations of the program's implementation and outcomes as addressed throughout the findings section. In addition, this report includes sections that present information contained in findings in the context of the Government Performance and Results Act (GPRA) measures and leading indicators of program quality. The report concludes with evaluator reflections, implications, and recommendations for improvement.

It is important to remember that because of the nature of 21st Century programs, the students these programs serve, current information collection methods, and other resources available to schools, organizations, communities, and students, it is not possible to attribute student outcomes solely to this program's efforts.

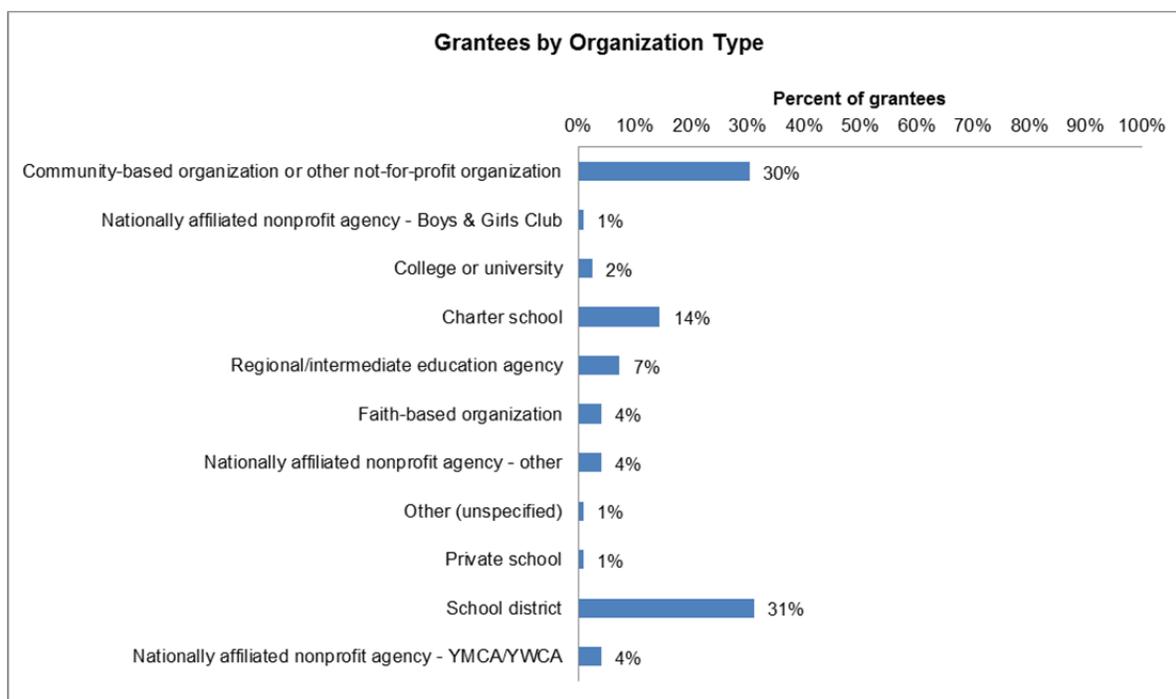
The findings provided within this report should be used to guide program management and assist PDE and the contracted technical assistance team from the Center for Schools and Communities in providing assistance to grantees in order to improve implementation and outcomes.

Findings

The program findings shared in this report include information reported by grantees and state-level program staff throughout the 2013-14 program year, which includes summer 2013 and school year 2013-14, with a majority of information coming from the year-end state and federal reports. The various reporting venues are explained in the prior section of this report.

GRANTEE CHARACTERISTICS

The 2013-14 program year included 125 grantees in three funding cycles, each called a cohort: Cohort 5 included 12 grantees, Cohort 6 included 55 grantees, and Cohort 6A included 58 grantees. Cohort 5 grantees were eligible to operate during summer 2013 only, while Cohort 6 and Cohort 6A were eligible to operate the full program year, which included summer 2013 and school year 2013-14. Grantees were mainly school districts (31 percent) or community-based/nonprofit organizations (30 percent).



Grantees operated programming out of one or more centers (locations). Each of the 125 grantees reported center and operations information through a total of 408 centers during the 2013-14 program year (range 1-11 centers, average three centers). Cohort 5 operated 30 centers (summer 2013 only), Cohort 6 operated 210 centers, and Cohort 6A operated 168 centers.

Centers were various types of organizations, though they were predominantly schools or school districts (80 percent). Community-based or nonprofit organizations and charter schools followed distantly at 6 percent each, and the remaining categories at 2 percent or less each.

Grantees' centers reported on a total of 932 feeder schools, which are the schools that students attend during the school day. If a center is also a school and only serves its own students, the center has one feeder school – itself. If a center is a school or any other type, and receives students from various school day locations, each public or nonpublic school building from which one or more students attend is considered a feeder school. Grantees served between one and 122 feeder schools, with an average of eight feeder schools per grantee.

Since some organizations received 21st Century funds through more than one funding cycle, some feeder schools supplied students to more than one grantee or center. So while the total number of feeder schools initially appears to be 932 based on each center's reported feeder school list, when reduced to a unique count by name by removing duplicates, programs received students from 616 feeder schools in 2013-14⁹.

PROGRAM IMPLEMENTATION

While the concept of 21st Century programs is to provide out-of-school-time programs that offer students supplemental academic and enrichment activities and there are some operational requirements, the 21st Century grant affords grantees a good deal of program design flexibility. The information shared in this section provides evidence of implementation and illustrates the ways in which programs operated, the strategies they used, and the content they covered.

Program Design

Program guidance included a list of allowable activities. In the PA Grantee Report, grantees indicated which program areas they addressed from a list of 15 areas outlined in Pennsylvania's program guidance. Nearly all indicated they offered recreational activities (98 percent), mathematics and science activities (97 percent), and/or remedial education and academic enrichment learning programs (91 percent). Categories offered the least included expanded library service hours (28 percent of grantees), counseling (30 percent of grantees), and/or programs for limited English proficient students (33 percent of grantees).

⁹ Because of reporting system flexibility in reporting the name of feeder schools, it is possible that the same school was entered more than once but because of a different form or spelling, it is counted as different centers; i.e. George Washington School and George Washington Elementary would be counted twice, even if they were the same school. Additionally, some schools share similar or the same name.

Pennsylvania 21st Century Community Learning Centers
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Grantees indicated in the PA Grantee Report strategies they used to identify, enroll, and serve students. Grantees could select from a list of strategies or share their own and they could select all strategies that applied to them. The largest portion of grantees (88 percent) used teacher or school recommendation followed by parent referral (79 percent of grantees). Many grantees indicated that they experienced challenges related to student recruitment. When provided a list of options and the opportunity to share others, half of grantees indicated challenges related to parent involvement and awareness, 46 percent indicated competition with other programs, and 46 percent of grantees indicated parent commitment to consistent attendance. Twenty percent indicated that they did not experience or were not aware of any such challenges.

Grantees were able to indicate the strategies or information they used to identify students' needs. From a list of seven options, a majority of grantees reported using teacher or school recommendation (90 percent of grantees) followed by report card grades (87 percent of grantees). Seven percent of grantees indicated that they did not formally identify student needs. In a related question, 74 percent of grantees indicated they used student need information to group students for small group support.

Grantees reported in the PA Grantee Report on general strategies they used related to improving discipline and school attendance. School attendance and discipline were included in Pennsylvania's program guidance, and consequently the annual state reporting, but these elements were not included in federal reporting. These strategies may represent specific activities the grantee offered or may be infused into activities that are reported in PPICS, but not explicitly addressed in that system.

To influence positive student behavior at school (and/or prevention/reduction of disciplinary incidents) and improved school attendance, a majority of grantees indicated that they used communication with schools, teachers, administrators, or parents. Less than 10 percent of grantees for each item indicated that no specific strategies were used or that school attendance and discipline were not a focus of their programs.

In addition to examining implementation and operations of 21st Century programs, the PA Grantee Report asked grantees to indicate how they collaborate with students' schools. Grantees collaborated in multiple ways, with all grantees selecting ongoing communication with school administrators (100 percent) followed closely by ongoing communication with school day teachers (94 percent). Many grantees (82 percent) reported that school day teachers also served as program staff.

Operations

Grantees could operate programs during the summer of 2013¹⁰, school year 2013-14, or both. Specific date ranges are not prescribed to allow for the local variance of school

¹⁰ Summer-only programs only applied to Cohort 5 grantees and only because of the timing of their contract cycle versus the reporting program year. Cohort 5 contracts ended September 30, 2013. Furthermore, not all Cohort 5 grantees operated programs during the summer/September 2013 terms that were part of this reporting cycle. Only grantees in operation during this term were required to report.

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year start or end dates. All 125 grantees reported operations information. Grantees could operate one or more centers with programs operating simultaneously. As such, this section illustrates center-level findings.

A total of 96 grantees (77 percent) reported being operational during summer 2013, based on operations information reported in PPICS. Grantees, through their centers (243), reported typically offering three to 50 hours per week per center, with an average of 24.4 hours per week. Based on combined data, grantees typically offered 5,937 hours of programming per week. Based on typical hours per week and number of summer weeks a center was open, evaluators estimated that grantees offered 32,662 hours¹¹ of summer programming (range 3-540 hours per center).

Grantees reported operating between one and 12 weeks (average five weeks) for one to five days (average 4.5 days) per week. Operation details showed most programs operated during the day on weekdays. Cohort 5 summer programs were at most four weeks long and averaged 22 hours per week, while Cohort 6 and 6A programs tended to be longer in terms of both weeks (11 or 12 weeks, respectively) and hours per week (average 26 and 23 hours, respectively).

All Cohort 6 and Cohort 6A grantees (113) reported having at least one center operating during the school year (372 centers, 98 percent of Cohort 6 and Cohort 6A centers). Grantees, through their centers, reported typically offering three to 26 hours of programming per week per center, with an average of just over 13 hours per week. Based on combined data, grantees typically offered 4,863 hours of programming per week. Based on typical hours per week and number of school year weeks a center was open, evaluators estimated that grantees offered 173,164 hours of school year programming (range 28-962 hours per center). Grantees reported operating between four and 44 weeks (average 35 weeks) for one to six days per week (average 4 days). Operation details showed most programs operated almost entirely after school; only 59 of the 372 centers operated during other times (before school, weekends, holidays, etc.). Cohort-specific (6, 6A) results were nearly the same. Cohorts 6 and 6A grants ranged from \$72,000 to \$500,000 for the 2013-14 year (average \$344,083).

Included in Pennsylvania's program guidelines for Cohort 6 and 6A grantees was a requirement to offer a minimum of 36 school year weeks of programming. Evaluators considered a grantee to be meeting the 36 weeks target if the grantee had at least one center open for 36 weeks during the school year. Of the 372 centers operating during the school year, 264 centers (71 percent of school year centers in operation), or 88 grantees (78 percent of grantees reporting) were open for at least 36 weeks. Based on the total number of grantees, 76 percent of Cohort 6 grantees met the 36 week requirement and 79 percent of Cohort 6A grantees were operational for at least 36 weeks. However, in the process of analyzing operations data, evaluators learned that one of the Cohort 6A grantees not reaching 36 weeks had been approved to operate for 32 weeks, not 36, because of a compressed school calendar. In other words, the

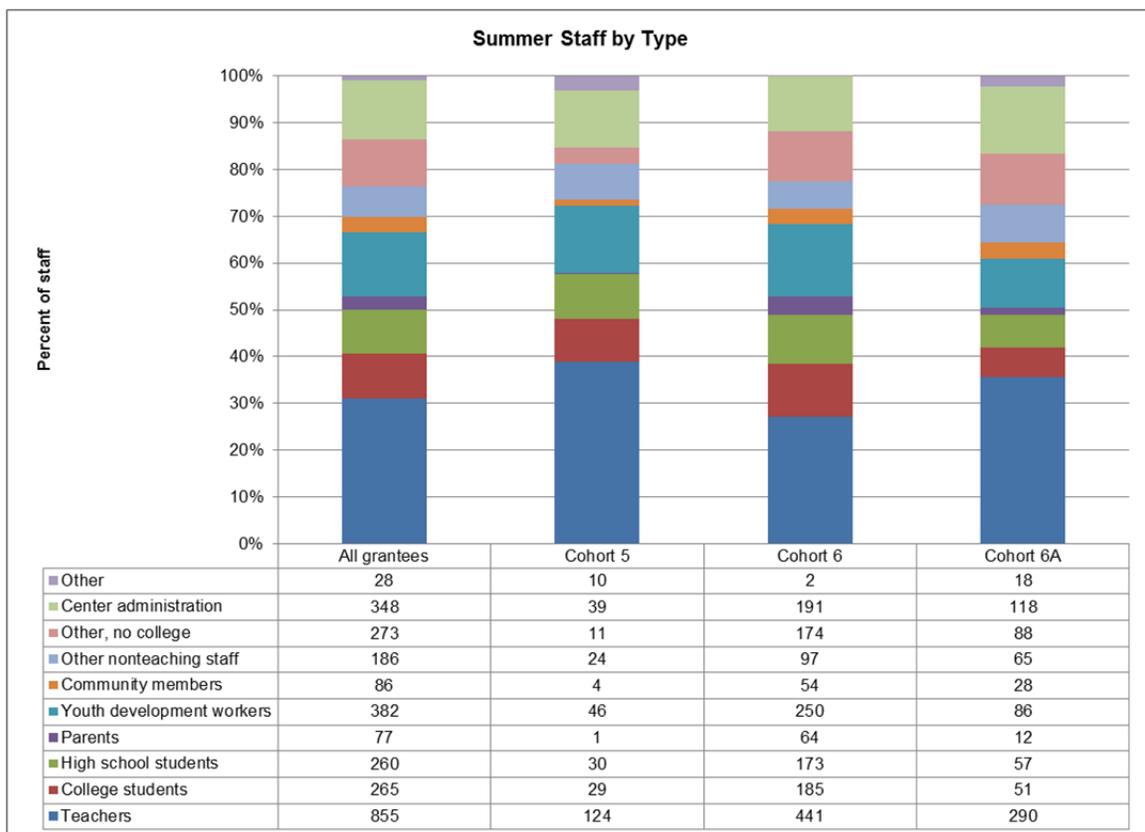
¹¹ PPICS asks for "typical" operations levels, taking into consideration that every week of operation may not be identical.

grantee's school year was not 36 weeks, so a school year program could not operate for 36 weeks.

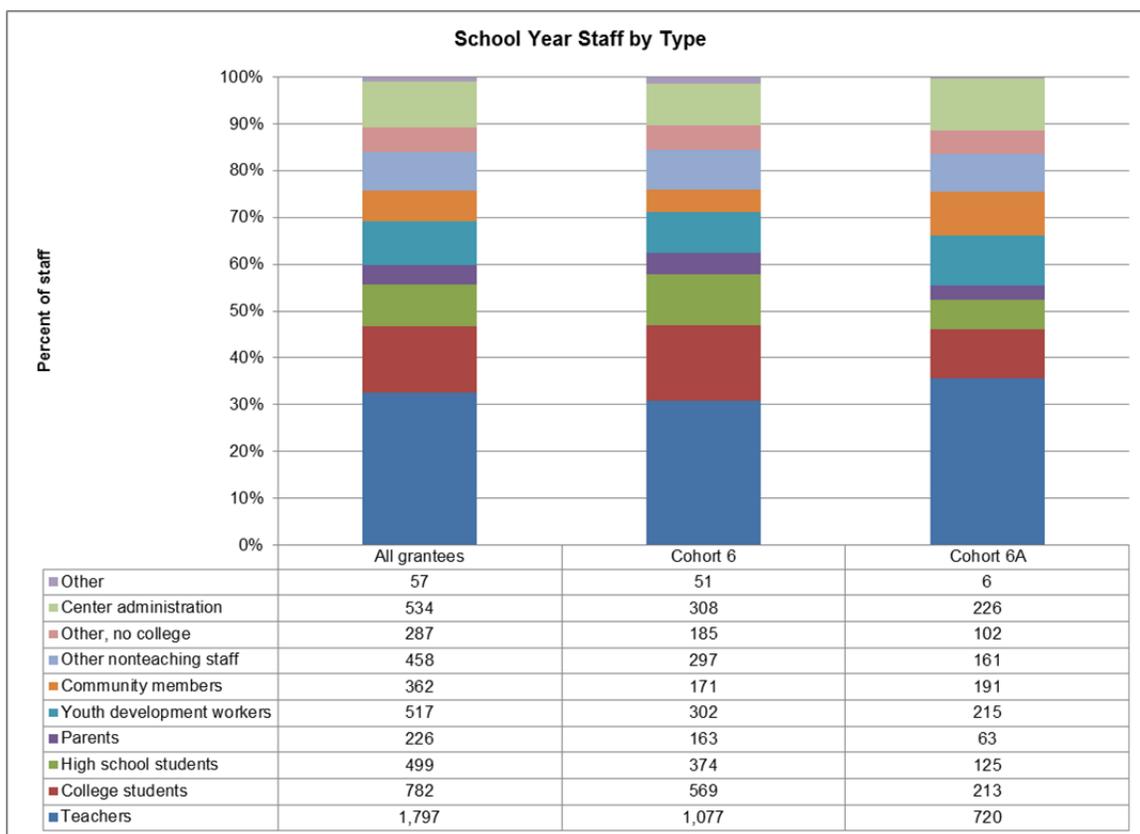
In following up with grantees related to operations data, evaluators learned that severe winter weather caused school and program closures that influenced grantees' program calendar. Given this, evaluators examined the number of grantees operating 32 or more weeks and found that of the 25 grantees not operating 36 or more weeks, 21 of these had at least one center operating 32 or more weeks. Furthermore, of these 25 grantees' 78 school year centers, 36 (46 percent) operated for 34 or 35 weeks. Pennsylvania's program guidelines also outlined hours of operation requirements indicating that participating students must be provided with at least 12 hours of programming each week. Of the 372 centers that were open during the school year (113 grantees), 364 centers (98 percent of school year centers) were typically open 12 or more hours per week during the school year, with all 113 school year grantees being included. All school year grantees had at least one center typically operating 12 or more hours per week. Only eight centers (four grantees) typically operated less than 12 hours per week.

Staffing

Grantees operating summer programs employed 2,760 individuals, of which 83 percent were paid and 17 percent were volunteers. Of all staff, teachers were the largest group at 31 percent, followed by youth development workers at 14 percent.



Cohort 6 and Cohort 6A grantees employed a total of 5,519 school year staff, of which 74 percent were paid and 26 percent were volunteers. Of all school year staff, teachers were the largest group at 33 percent, followed by college students (14 percent).



Grantee Provision of Professional Development

All but one grantee (112 of 113) from Cohort 6 and 6A indicated that they offered professional development to staff. Cohort 5 was not included in analysis given the brevity of most of their programs and the ending of their program contracts. This professional development most typically took the form of staff orientations (81 percent of grantees) or state or national conferences (79 percent grantees). Grantee contracts require them to participate in state and/or national professional development opportunities.

When asked to indicate how professional development learning and resources were shared with other program staff, a majority of grantees indicated sharing information via email (85 percent of grantees), staff meetings (85 percent of grantees), and/or informal conversations (82 percent of grantees) among other strategies.

State Provision of Professional Development

PDE and the Center for Schools and Communities (PDE's contractor for 21st Century technical assistance) offered several professional development opportunities for grantees at the state level. These opportunities occurred through four venues: the Promising Practices – Proven Strategies Extra Learning Opportunities Conference, which occurs annually in March; the annual 21st Century Grantees Meeting, held immediately before the Extra Learning Opportunities Conference; three regional trainings, one day each in western, central, and eastern Pennsylvania; and seven webinars. Content of the grantee meeting and regional trainings included grant and compliance information as well as implementation strategies. The Extra Learning Opportunities Conference was not only 21st Century grantees – the conference was open to out-of-school-time providers – and it covered various topics related to the implementation of programs during nonschool hours. The Center for Schools and Communities was primarily responsible for state-level training opportunities and submitted a full report about trainings to PDE. As such, only a participation overview is included here.

Based on sign-in sheets, 238 21st Century staff attended the mandatory annual grantee meeting held before the Extra Learning Opportunities Conference. Grantees were required to send two individuals per grant; 98 grantees¹² (87 percent) met the two person attendance requirement based on sign-in sheets. Thirteen grantees had one person attend (12 percent). Two grantees had no one sign in.

The Extra Learning Opportunities Conference, held over three days in Harrisburg, was a major professional development opportunity for 21st Century grantees. Although it was open to participants beyond 21st Century programs, the conference focused on out-of-school-time programs, strategies, and resources, making it a relevant learning opportunity for grantees. Based on data provided by the Center for Schools and Communities, which managed the event, 256 21st Century grantee staff attended the conference from 111 of 113 grantees; 21 grantees had one individual attend and 90 grantees had two or more staff attend.

Between the grantee meeting and the Extra Learning Opportunities Conference, seven extended-length workshops – called institutes – were offered covering topics such as student behavior management, creative implementation strategies, and student achievement through family and youth support. The majority of the institute attendees were 21st Century grantee staff. Of the 289 institute attendees, 218 (75 percent) could be attributed to 21st Century grantee organizations.

¹² Based on sign-in sheets, three grantees had only one individual attend; however, the organization had more than one grant (one under Cohort 6 and one under Cohort 6A) and the other grant had more than the required two staff attend. In these three cases, evaluators counted grantees as meeting the requirement as there were sufficient staff between the two grants to meet the requirements and attendees may have simply registered under the wrong cohort.

Regional trainings occurred in Pittsburgh, Harrisburg, and Philadelphia; 107 grantees (95 percent of 113) attended one or more of the regional sessions, with 98 grantees having two or more individuals attend a single regional training, based on sign-in documentation. Attendance included 63 individuals for the Pittsburgh location (28 grantees), 62 for the regional training in Harrisburg (27 grantees), and 123 for the regional session held in Philadelphia (56 grantees).

It is possible that additional staff attended for grantees but they did not sign in or were not identifiable as a grantee staff. In cases where it appeared that a grantee did not meet minimum attendance requirements, PDE program officers or Center for Schools and Communities technical advisors contacted the grantee.

Seven webinars occurred during 2013-14 covering topics relevant to out-of-school-time programs. Center for Schools and Communities 21st Century staff presented the content of the first webinar; PDE staff presented the second webinar, and various experts and contributors from outside the program presented the remaining webinars. A listing of the webinar topics and registrants is listed below. Actual participation counts were not available because of the webinar tool used and more than one individual from a grantee may have registered/participated. Center for Schools and Communities and PDE staff are not included in the counts below. Of the 113 Cohorts 6 and 6A grantees, 101 (89 percent) had one or more individuals register for one or more webinars¹³.

Topic	Month/Year	Grantees Registered
Field trips	September 2013	39 (35 percent)
Preparing for monitoring site visits	September 2013	44 (39 percent)
Credit recovery	November 2013	33 (29 percent)
Behavior management	December 2013	39 (35 percent)
Bullying prevention	January 2014	35 (31 percent)
Emergency planning	February 2014	41 (36 percent)
College and career readiness	April 2014	32 (28 percent)

Student Activities

Grantees reported activities information in the Annual Performance Report. Activities data provided valuable information about services grantees offered and how they addressed various content areas and program categories. All 125 grantees reported student activities information; 95 grantees reported (76 percent) on one or more summer activities and 113 grantees (100 percent of school year grantees) reported on school year activities. Readers should note that federal reporting directed that activities that occurred only once not be included, so the results shared in this report in this section include those activities that were of an ongoing or repeated nature.

¹³ In cases where one organization had grants under both cohorts and cohort was not specified, the participant from that organization was counted for both cohorts for this report. This may differ from how participation was counted for other purposes.

Grantees categorized each activity into one of 14 categories. Each activity had a primary category and the option to designate a second category. These categories included:

1. Academic enrichment learning programs
2. Activity to promote youth leadership
3. Career/job training for youth
4. Community service/service learning
5. Counseling or character education
6. Expanded library service hours
7. Homework help
8. Mentoring
9. Other
10. Recreational activity
11. Substance abuse/drug prevention
12. Supplemental education services
13. Tutoring
14. Violence prevention

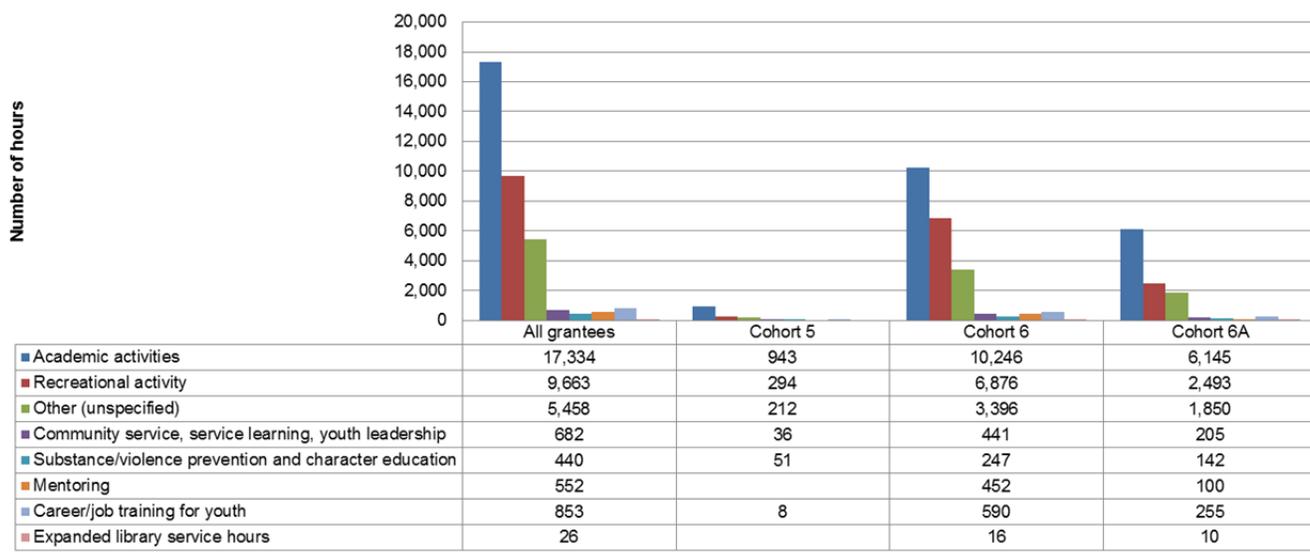
In order to look at activities more comprehensively, evaluators collapsed several of these categories under broader labels. The categories “academic enrichment learning programs,” “tutoring,” “supplemental education services,” and “homework help” were grouped as “academic activities.” “Substance abuse/drug prevention,” “violence prevention,” and “counseling or character education” were grouped as “substance/violence prevention and character education.” The categories “community service/service learning” and “activity to promote youth leadership” were grouped as “community service, service learning, youth leadership.”

In order to estimate the volume of time attributed to these categories, evaluators determined the typical volume of time per week by multiplying the typical number of hours per day by the typical number of days per week and then multiplying the product by the number of weeks provided as reported in PPICS. It is important to note that these volumes of time are estimates because PPICS asks grantees to report “typical” activity implementation and only accepts values in whole numbers; the system rounds fractions of hours to the nearest whole number. Percentages of time are not provided because activities reporting does not include activities that occurred once (per federal reporting directions), and as such, do not include all activities offered to students.

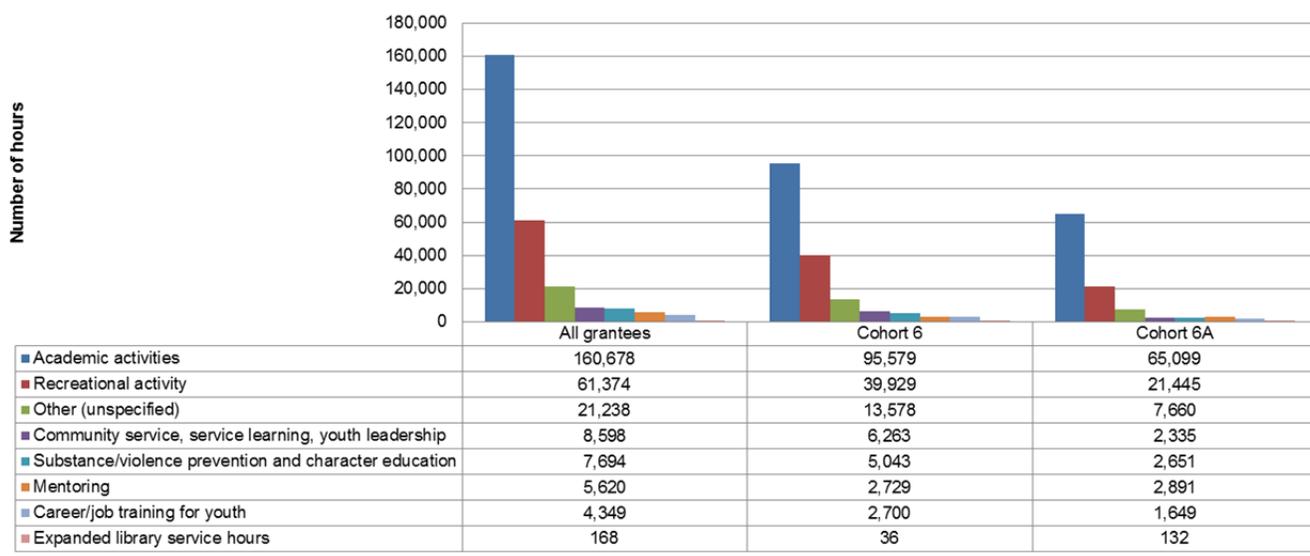
During the summer, grantees (95) offered between one and 96 different activities (average 12 activities). During school year 2013-14, grantees (113) offered one to 153 activities (average 27 activities). Grantees offered a majority of their activities on a weekly basis (87-89 percent of activities).

For summer 2013 activities, the largest volume of time was spent on academic activities, followed by recreational activities, which was the case for each cohort as well. Comparatively small volumes of time were spent in each of the remaining categories. The school year trend was similar, just with greater numbers of hours in each category.

Estimated Volume of Time by Activity Category and Cohort - Summer



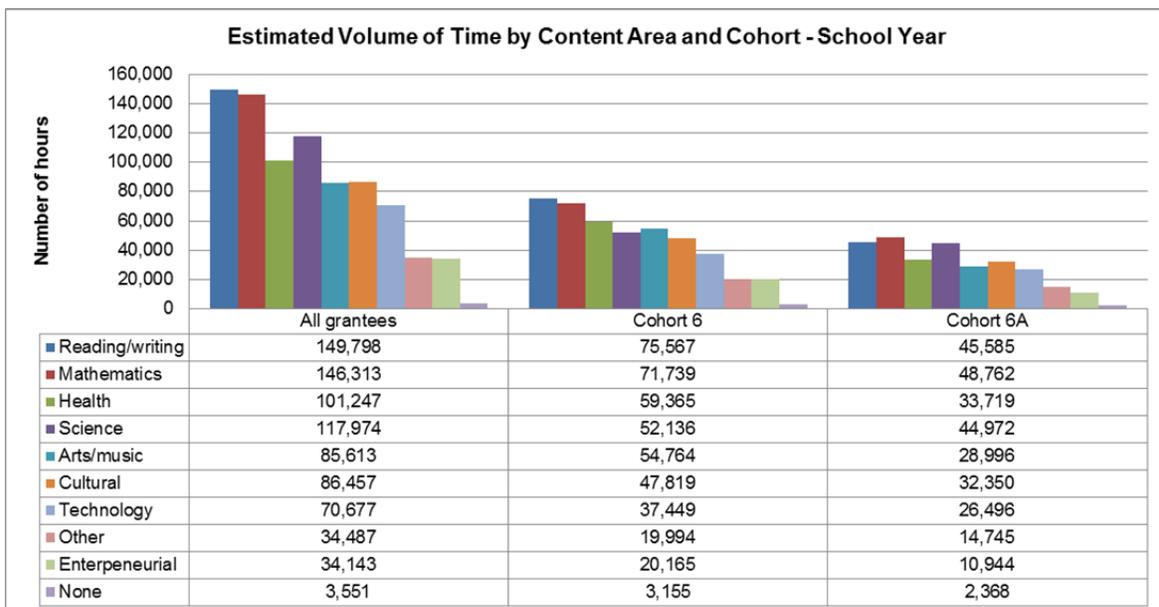
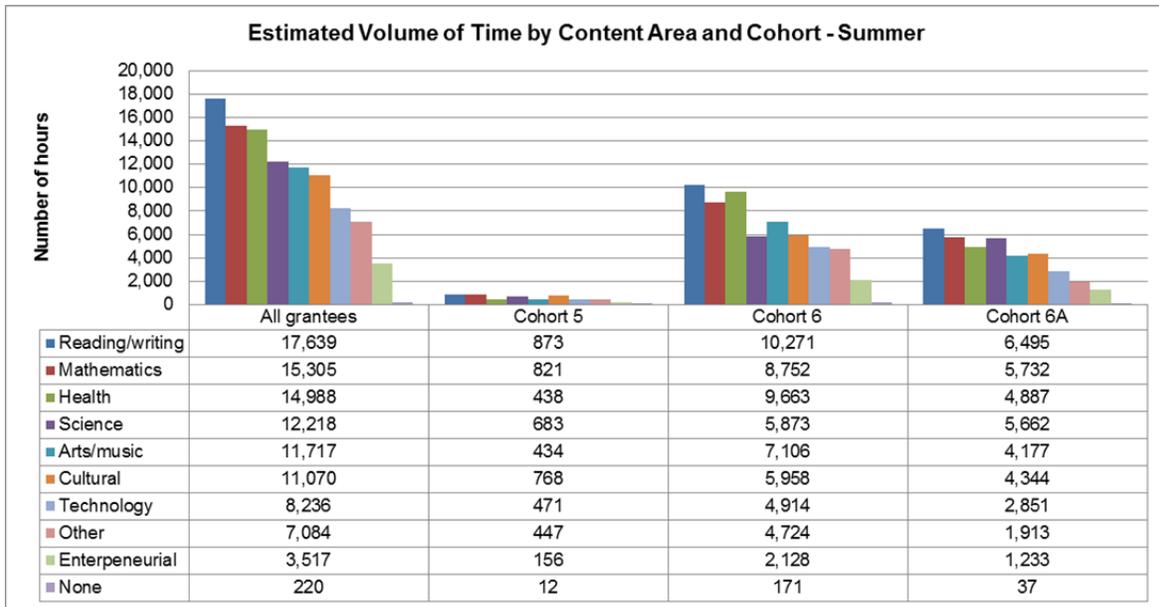
Estimated Volume of Time by Activity Category and Cohort - School Year



Evaluators used a similar calculation to determine estimated volume of time by content area. However, unlike activity category, content area selection was not limited to one label. Each activity could have as many content areas selected as applied to that activity. As such, the results in the following graphs show the estimate of time spent on each content area, regardless of whether the activity had multiple content areas selected.

Summer results show the greatest numbers of hours for core academic content areas. Cohort results were similar, with the exception for Cohort 5, which is expected, as these programs only operated a few days to a maximum four weeks.

During the school year, grantees (Cohorts 6 and 6A only) offered greater numbers of hours in each content area than they did in the summer, with similar trends by individual content areas, although school year activities had a greater focus on science than there was in the summer.



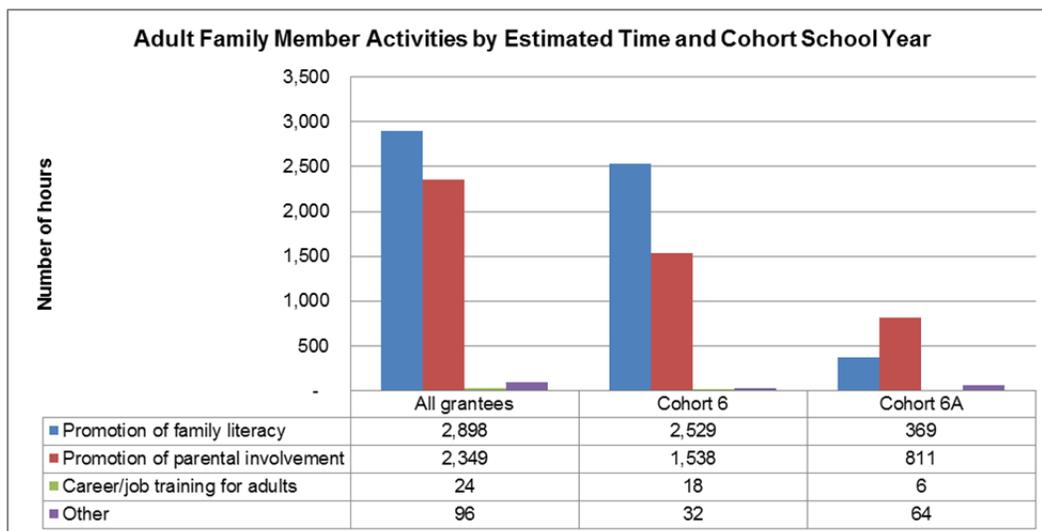
Adult Family Member Activities

Programs were required to serve parents and family members of participating students. In the PA Grantee Report, grantees could indicate the types of parent/family activities offered from a list of options that included adult English as a Second language services; adult education opportunities and/or GED classes; career/job training; computer/technology training; cultural events; family literacy nights; open house events; parent/center staff meetings; parenting skills classes; parent training on how to help their children with schoolwork; parent training on post-secondary options and planning; parent reinforcement of the importance of school and education; parent volunteering at the program; and structured family recreation. Grantees could describe other activity types as well. Grantees could select all activity types that applied to their program for 2013-14. A majority of grantees selected open house activities (92 percent of grantees), followed distantly by cultural events (57 percent of grantees), with other options selected to a lesser extent. All but three grantees indicated one or more adult family member activities and these three were all Cohort 5 grantees with brief summer programs at the end of their contract cycle. These results may differ slightly from specific activity reporting in PPICS, because the PA Grantee Report asked about activities offered in general categories, while federal reporting only asks grantees to report on activities of an ongoing nature. Federal reporting structures did not allow grantees to report on activities that were offered once.

Grantees reported details about their ongoing parent and family activities in the Annual Performance Report. Forty Cohort 6 and Cohort 6A grantees reported one or more adult/family member activities of an ongoing nature within the PPICS-defined activities categories during this program year, which is 32 percent of all grantees active during this program year. Five grantees reported on summer activities and 39 reported school year activities.

Grantees reported a total of eight activities for the summer, of which seven were classified as “promotion of parental involvement” and one was “promotion of family literacy.” Evaluators used a calculation described previously in the student activities section to estimate service delivery hours and determined that grantees offered an estimated 53 hours of parental involvement activity and one hour of family literacy activity.

PPICS accommodated adult activity reporting in three categories plus an other option: promotion of family literacy, promotion of parental involvement, and career/job training for adults. During the school year, grantees indicated that the largest number of activities promoted parental involvement (110 activities, 80 percent of school year activities). However, the majority of time spent was on family literacy (2,898 hours).



In the PA Grantee Report, grantees shared how they communicate with parents, students, and the community. Grantees most often indicated open house events and family nights (98 percent of Cohorts 6 and 6A grantees) and/or advisory board meetings (97 percent of Cohorts 6 and 6A grantees) in addition to a variety of other methods that included handbooks, printed materials, phone calls, meetings, websites, and informal methods.

PROGRAM EVALUATION

Programs funded through 21st Century grants are required to conduct an evaluation of their program. All 21st Century grantees were required to have an external local evaluator. In the PA Grantee Report, grantees from Cohorts 5, 6, and 6A indicated the role(s) of their local evaluator and program staff in the evaluation process.

Local evaluators provided a variety of services to grantees, with most grantees indicating their evaluator was providing data analysis and interpretation (94 percent of grantees), local report production (87 percent of grantees), and/or provision of program recommendations based on evaluation findings (87 percent of grantees).

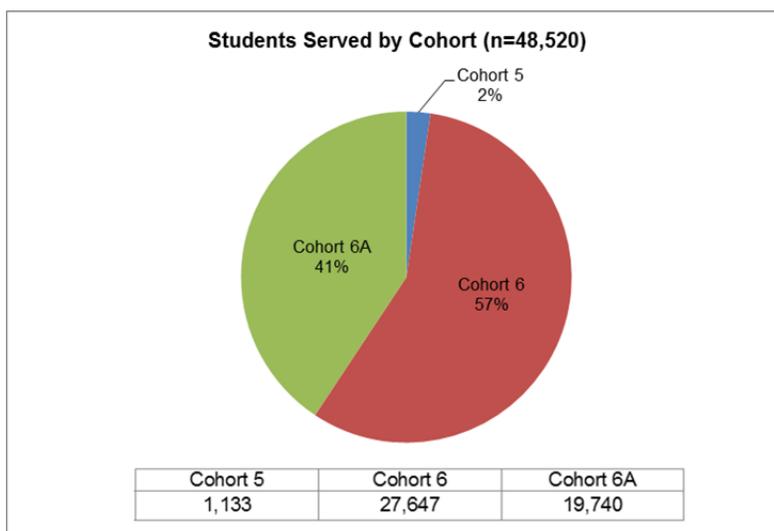
Grantee staff were also involved in the evaluation. The largest numbers of grantees indicated their staff were responsible for daily student attendance tracking (94 percent of grantees), activities tracking (92 percent of grantees), and developing or implementing program changes based on evaluation findings (87 percent of grantees).

PARTICIPATION

Grantees (125) reported that 48,520 students participated in their 21st Century programs during the 2013-14 program year, with Cohort 6 making up 57 percent of that figure followed by Cohort 6A with 41 percent and Cohort 5 with 2 percent¹⁴. Eighty-five percent of students attended one or more days during the school year.

Grantees served between 14 and 1,682 students per grantee with an average of 388 students. Cohort 6 grantees tended to serve the most students per grantee, which may be a result of being in operation longer than Cohort 6A in terms of years.

1. Cohort 6 grantees served between 111 and 1,493 students (average 503 students).
2. Cohort 6A grantees served between 66 and 1,682 students (average 340 students).
3. Cohort 5 grantees, which included only 12 summer-only grantees, served between 14 and 226 students (average 94 students).

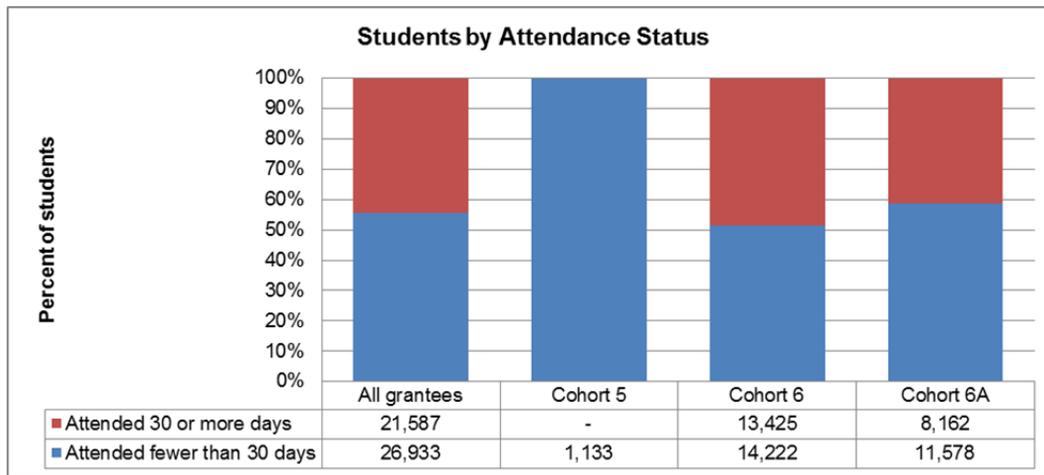


Individual centers (408) served between three and 1,682 students, with an average of 119 students per center, though half of centers served 82 or fewer students.

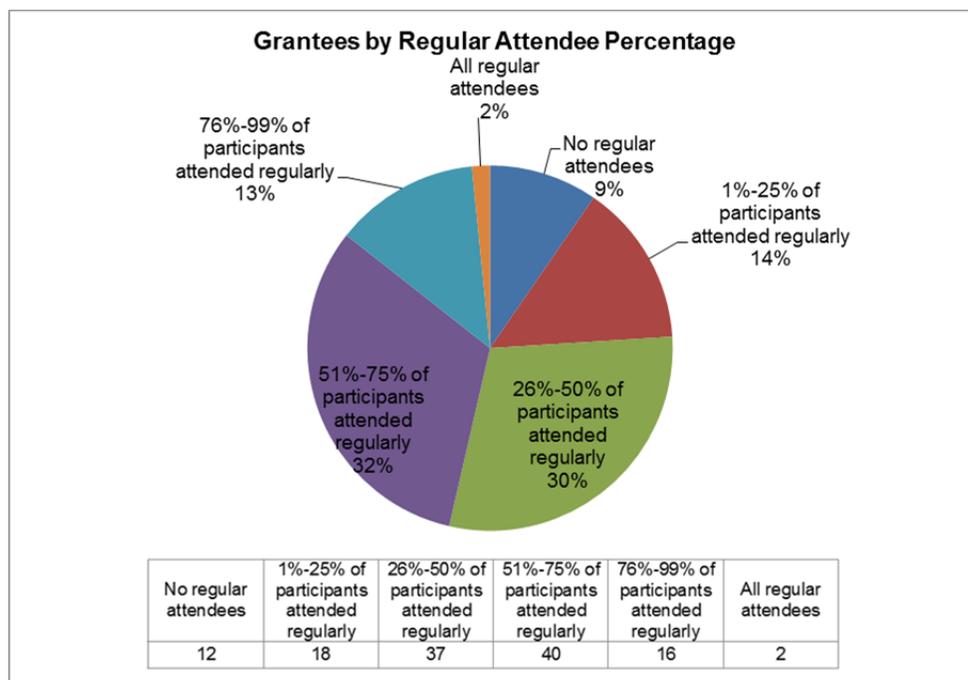
For reporting purposes, a regularly attending student is one who attends 30 or more days, regardless of the length of the session on a day. This is defined at the federal level in order to collect data consistently nationwide. Throughout this report the “regularly attending” designation is used for students attending 30 or more days over the course of the program year. Of the 48,520 students served, 44 percent attended for 30 or more days. By cohort this varied, as Cohort 5 was only eligible to operate a summer 2013 program, and most of these programs were limited in duration, based on

¹⁴ Cohort 5 includes only 12 grantees operating summer-only programs at the end of their contract cycle, whereas Cohort 6 and Cohort 6A included considerably more grantees (55 and 58, respectively) operating for the full program year.

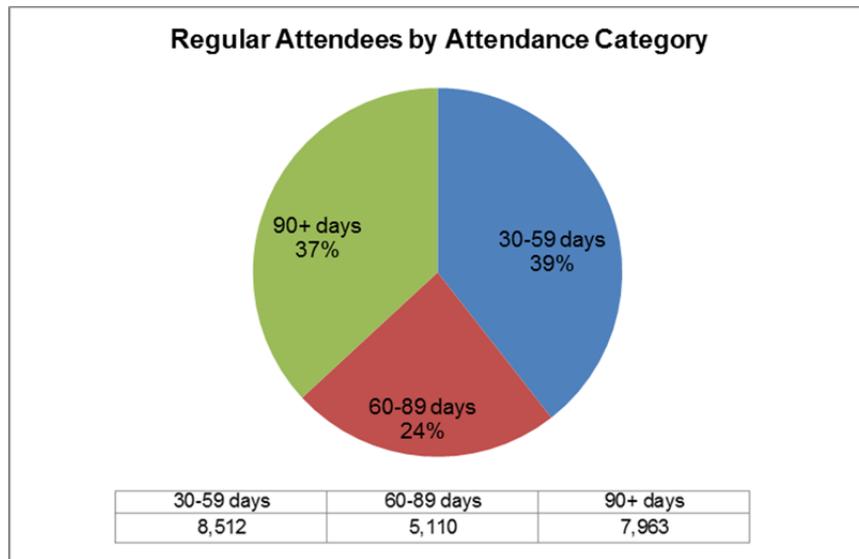
operations data shared in this report. No Cohort 5 students were regular attendees. Of students participating in Cohort 6 programs, 49 percent were regular attendees. Of students participating in Cohort 6A programs, 41 percent were regular attendees.



Examination of the range of regular participant levels found that the largest portions of grantees had between 26 percent and 75 percent of students attending regularly. Two grantees had all students attend regularly. All grantees with no regular attendees were Cohort 5 grantees that only offered brief summer programs where it was not possible for a student to attend 30 days.



While 30 days is the minimum attendance level to be considered a regularly attending student by federal definition, student outcomes results are broken down further by frequency of participation in order to gauge the extent to which increased program attendance may have an influence on student outcomes. Based on attendance data reported in the federal reporting system, the largest group (39 percent) attended their 21st Century program between 30 and 59 days, followed closely by 90+ days (37 percent), and finally 60 to 89 days (24 percent). This is a notable increase over the two prior years in the percentage of students attending 90+ days¹⁵.



For the 2013-14 year, evaluators also examined program attendance by categorizing grantees as a school-based grantee or a non-school grantee to examine attendance and outcomes. Given the academic focus of the program some may argue that it should be easier for schools to achieve positive results because of their established role as an education institution, or it could be argued conversely that non-school grantees have a better chance to influence outcomes because they may provide a non-school learning environment. While the evaluation does not intend to test either of these arguments specifically, a comparison of information for these two groups may provide insight into results or opportunities to further examine conditions under which student outcomes improve, and this information could be valuable for the state and technical assistance providers as they provide support to grantees and identify future grantees.

To do this comparison, evaluators classified each grantee as a school-based grantee based on types identified in PPICS as school districts, charter schools, private schools, or a non-school grantee (community-based organizations and all others). Readers should keep in mind that centers within a school-based grantee may be school-based entities, and likewise, non-school grantees may operate school-based centers.

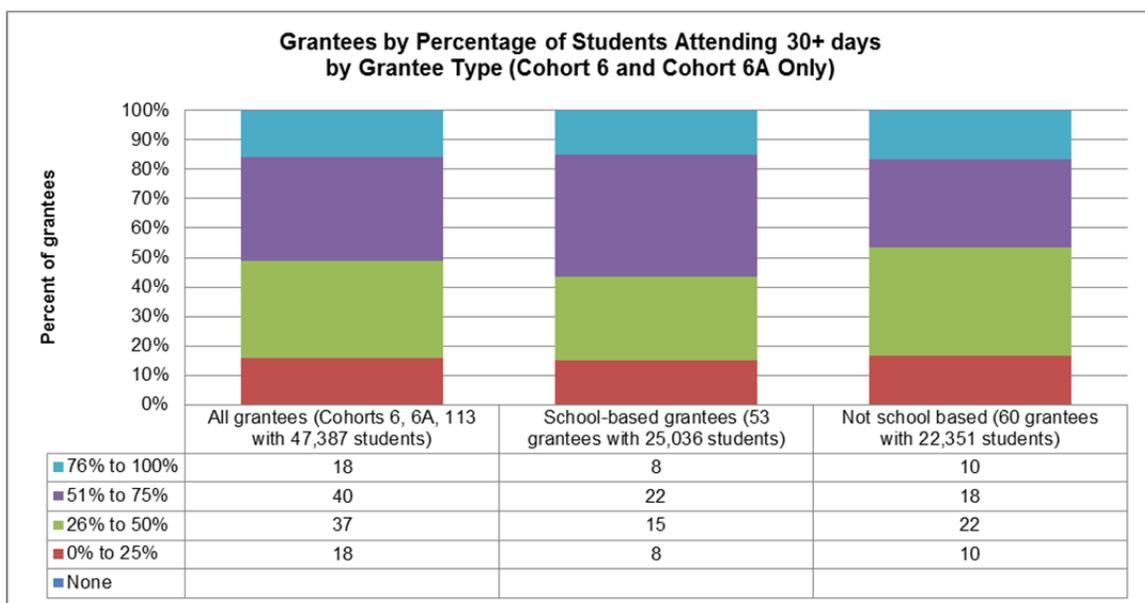
¹⁵ For the 2012-13 program year, 29 percent of 31,715 students attended 90+ days. For 2011-12, 28 percent of 11,905 students attended 90+ days.

However, the comparison is thought to be indicative of the overall program approach for all centers operated by the grantee entity, rather than by the location of the program. For the purposes of this report, evaluators only included Cohort 6 and Cohort 6A grantees, as Cohort 5 programs were very short and not included in any outcomes analysis.

In looking at program participation and attendance, school-based grantees tended to serve more students per grantee than non-school grantees and they tended to have greater numbers of regular attendees as well.

	All students			Regularly attending attendees		
	All Cohort 6 and 6A grantees (113)	School-based grantees (53)	Non-school grantees (60)	All Cohort 6 and 6A grantees (113)	School-based grantees (53)	Non-school grantees (60)
Minimum	66	66	68	19	18	18
Maximum	1,682	1,682	1,493	1,127	1,127	723
Average	419	472	372	194	220	164

Furthermore, looking at grantee results by percentage of students attending regularly, evaluators found that overall, grantees were split at the 50 percent point – approximately half of grantees had up to 50 percent of students attend regularly and approximately half had more than 50 percent attend regularly. Results were proportionally similar for school-based and non-school grantees, with somewhat similar numbers of grantees and students in each grouping. However, the difference seen in the table above in terms of regular attendees is evident in the graph; non-school grantees were more likely than school-based grantees to have lower percentages of students attending at or above the 30-day regular attendee threshold.



In the PA Grantee Report, grantees shared their strategies for encouraging students to attend the program repeatedly. Grantees used multiple strategies, with having an attendance policy being the most-selected strategy from a provided list of options (81 percent of grantees) followed by staff contacting parents when students are absent from the program (73 percent of grantees). Only one grantee indicated that it did not use any particular strategies to encourage repeated attendance.

In past years, evaluators have compared the number of students grantees served to the number of students they proposed to serve in their applications using data from the Quarterly Performance Reports submitted four times per year. However, this comparison could not be made as clearly as in the past because of differences in how the data were captured. Instead, evaluators were able to examine the percentages of students served for each quarter for school year 2013-14 (October 2013 through June 2014), which takes into account the proposed student service counts. Based on this information, 82 grantees (73 percent) served 85 percent¹⁶ or more of their proposed student count for each of the three quarters analyzed for school year programming; 46 grantees (41 percent) served 100 percent or more of their proposed student count for three consecutive school year quarters. Another 24 grantees (21 percent) met or exceeded 100 percent for two of the three quarters. Sixty-two grantees (55 percent) had a three Quarterly Performance Report average attendance of 100 percent or more; 22 grantees had average quarterly attendance of 150 percent of their proposed students served count.

Grantees serving more students than they proposed to serve may explain why only half of students served attended regularly.

Participants

In addition to looking at programming, participation, and outcomes, it is helpful to consider the demographics of the individuals involved to add context to evaluation findings. Grantees and their centers provided demographic information about students in the Annual Performance Report, including gender, race, grade level, free and reduced lunch eligibility, English language proficiency status, and special needs status. Readers should be aware that in PPICS demographics reporting, for data confidentiality reasons, when a grantee reports that only one or two students fall into a given category, the count is rounded down to zero, essentially reporting no students in the category. Furthermore, when a grantee reports three or four students in a category, PPICS automatically rounds these counts up to five. The demographics information that follows uses these rounded figures, so it is likely that percentages shown here may be slightly higher or lower than their actual values; however, they do provide an approximation of demographic elements.

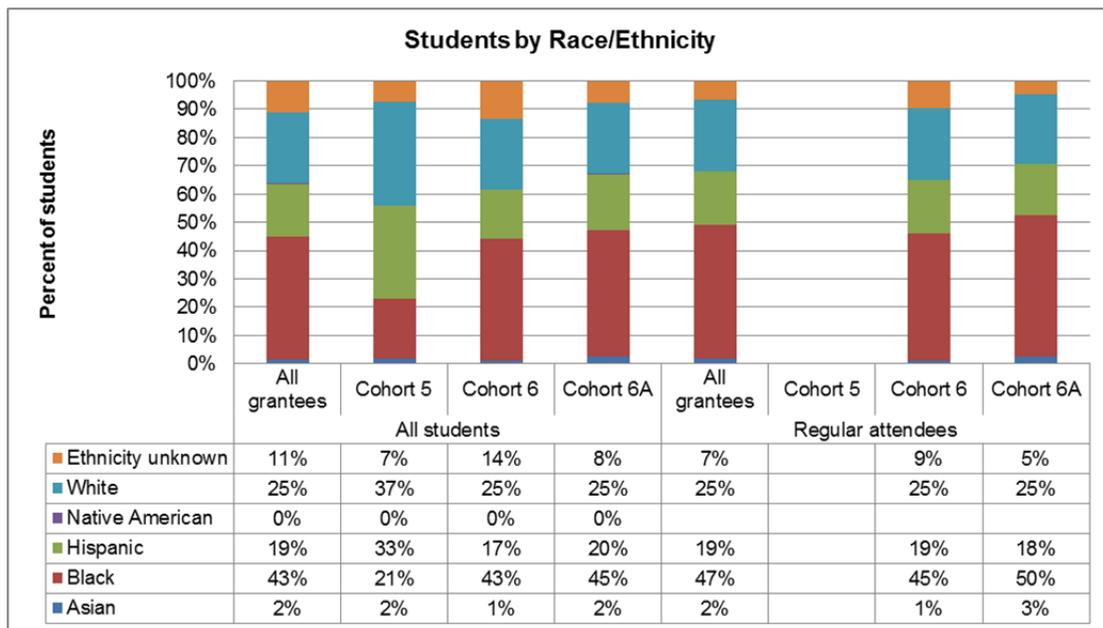
In the PA Grantee Report, grantees indicated the student groups the program specifically targeted for participation. A majority of grantees reported that they targeted students who were academically at risk (94 percent of grantees) and/or low income (86

¹⁶ 85 percent was a threshold set by PDE to gauge grantee service levels.

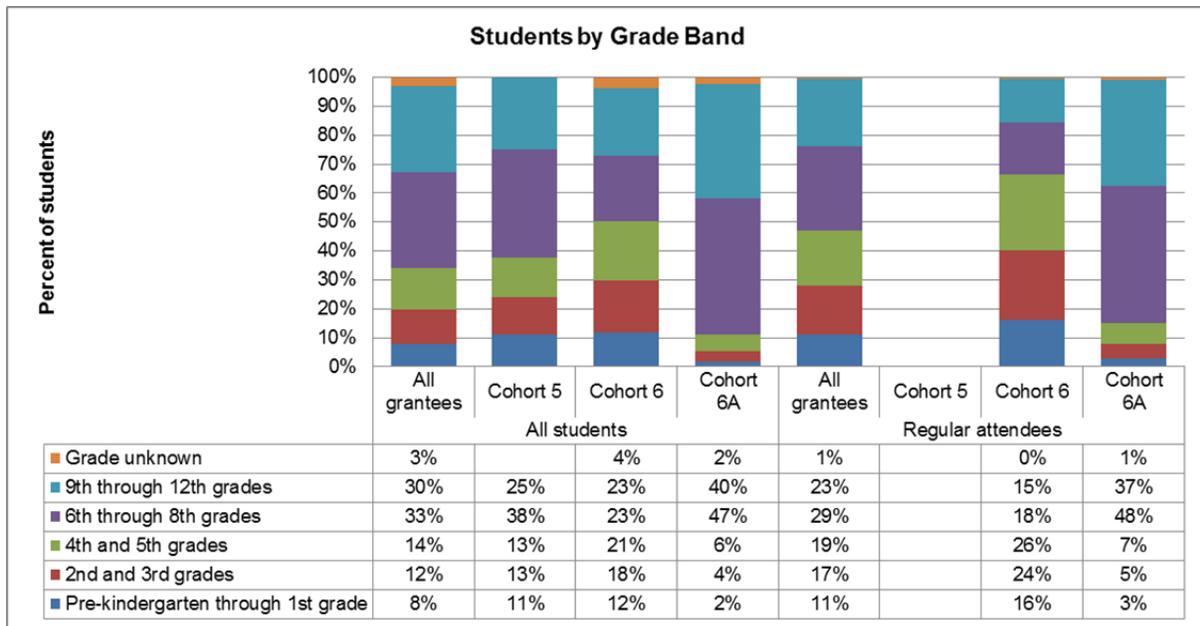
percent of grantees). Ten percent of grantees indicated that their program did not target any particular student group; however, given that grantees were required to serve certain at-risk or low-income student populations in order to be eligible for the grant, grantees may indeed not have targeted any particular group, as all or a majority of students in the feeder schools or districts may fall into those identified at-risk categories.

Students were evenly divided in terms of gender (45 percent female, 45 percent male, 10 percent unknown or not reported) overall, with regular attendee figures being similar: (47 percent female, 48 percent male, 5 percent unknown or not reported).

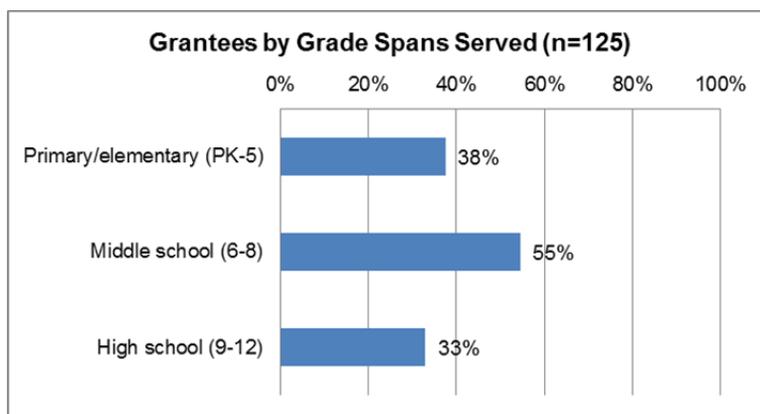
Using federal race/ethnicity categories, the largest portion of students was Black (43 percent) followed by White (25 percent of students). Nearly 20 percent was Hispanic. Small portions were Asian, Native American, or their ethnicity was unknown. Regular attendee and results were similar. Cohort results were also similar, except Cohort 5; these programs were brief summer programs with considerably smaller enrollments.



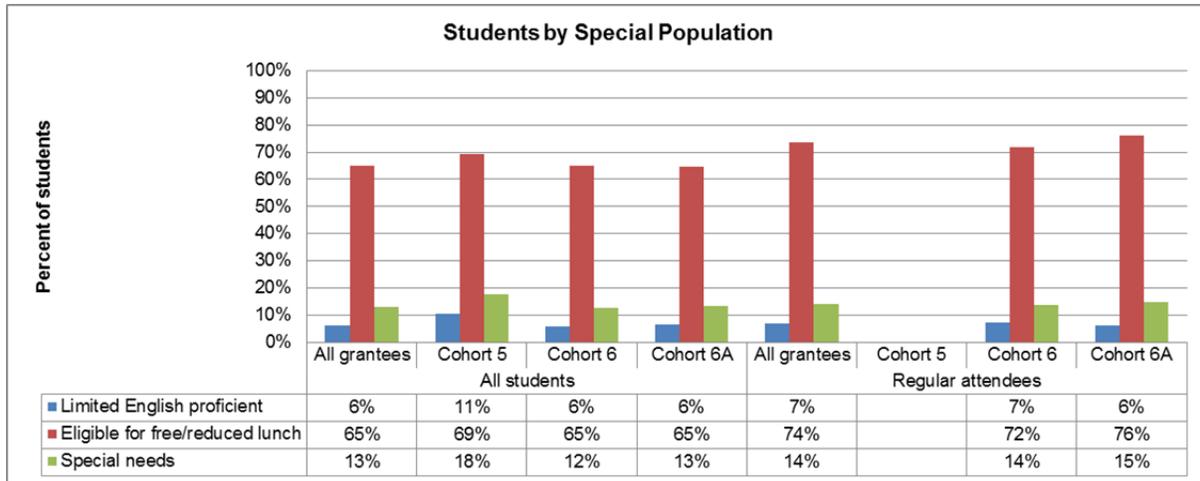
Grade distribution was similar for all students and regularly attending students, with the largest groups being in middle or high school grades. The distribution differed by cohort, with Cohort 5 and Cohort 6A having greater concentrations in middle school, especially. Cohort 6 was more evenly distributed, with greater percentages of younger students.



Given the distribution of grade levels, evaluators examined the grade spans served, counting a grantee in each category it served. More than half of grantees (55 percent) served the middle school level. Seven grantees served students in every grade, K-12.



More than half of participants (overall and regular attendees) were eligible for free or reduced lunch, which is a common indicator of low socioeconomic status. Six percent were students whose native language was not English and 13 percent were reported as having special needs. Regular attendee findings indicate higher percentages of these special populations than the overall figures, indicating that programs were successful in serving special populations (arguably with greater needs) more than students who did not fall into these special categories.



In addition to students, 68 grantees (54 percent of grantees) reported serving one or more adult family members of participating students (two of 12 Cohort 5 Grantees, 34 of 55 Cohort 6 grantees, and 32 of 58 Cohort 6A grantees). Grantees, according to federal reports, served a total of 6,672 adults during the 2013-14 program year (109 from Cohort 5, 4,148 from Cohort 6, and 2,415 from Cohort 6A). Nearly all participated in activities during the school year, except Cohort 5 where all were summer-only participants, as Cohort 5 was only eligible to operate programming during the summer 2013 portion of the 2013-14 program year.

Adult participation for grantees reporting adults served ranged from three adults to 528 with an average of 98 adults.

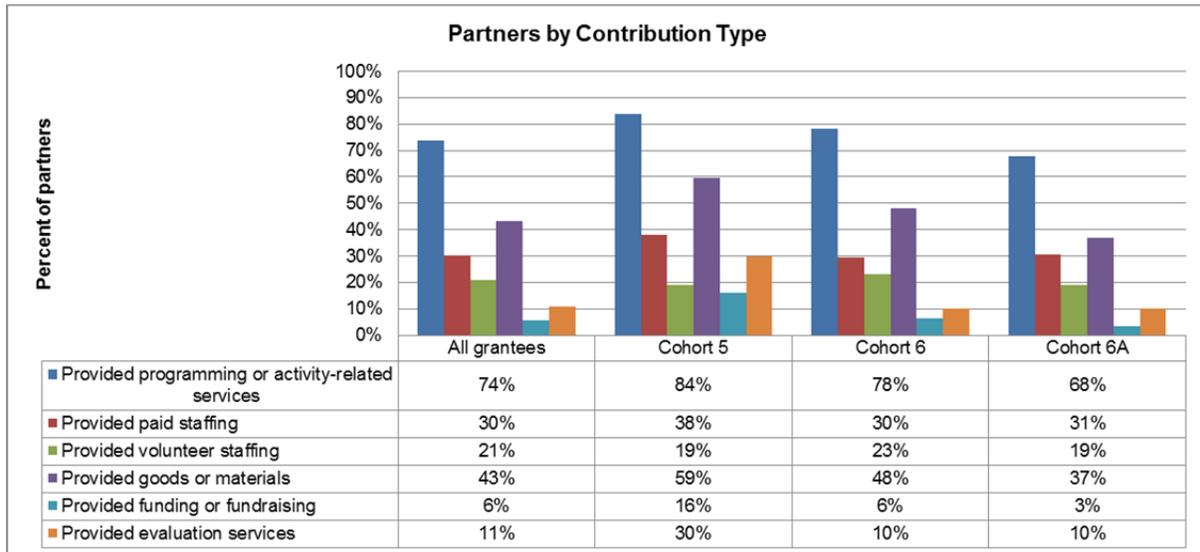
PARTNERSHIPS

Of the 125 grantees in Cohorts 5, 6, and 6A, 121 (97 percent) reported having one or more partners, with a total of 887 active partnerships reported for 2013-14, with a range of one to 34 partners and an average of seven partners. Analysis of partner counts per grantee indicated that 78 percent of grantees reported having 10 or fewer partners. Eleven grantees reported only one partner.

Since some organizations received funds through more than one funding cycle (cohort) and because some geographic areas have more than one grantee it was reasonable to expect that some overlap in partnerships would exist. Review of the list of partners revealed approximately 677 unique partner names.

The greatest percentages of partners were community-based or nonprofit organizations (31 percent), followed by for-profit organizations (14 percent), and school districts (11 percent), though partners were reported in 17 different categories. Partners contributed to grantees' programs in a variety of ways. Nearly three quarters of partners contributed programming or activity-related services, followed by goods or materials (43

percent of partners). Only 6 percent of partners contributed funding or fundraising. Cohort results were similar.



Additional information grantees reported showed that 51 percent of partners reported were subcontractors, which was consistent for Cohorts 6 and 6A, but Cohort 5's percentage was 32 percent, most likely due to the abbreviated program operations. These subcontracts had a combined value of nearly \$8.3 million. Contracts ranged from \$15 to \$342,000, with an average of just less than \$18,500. However, evaluators also noted that 43 percent of the subcontract values were less than \$5,000. Partners contributed more than \$6 million in goods, services, staffing, and other items. By grantee, these contributions ranged \$1-\$365,241, with an average of \$10,177, though more than half the partner contributions were \$2,500 or less, for those partners having a contribution amount reported.

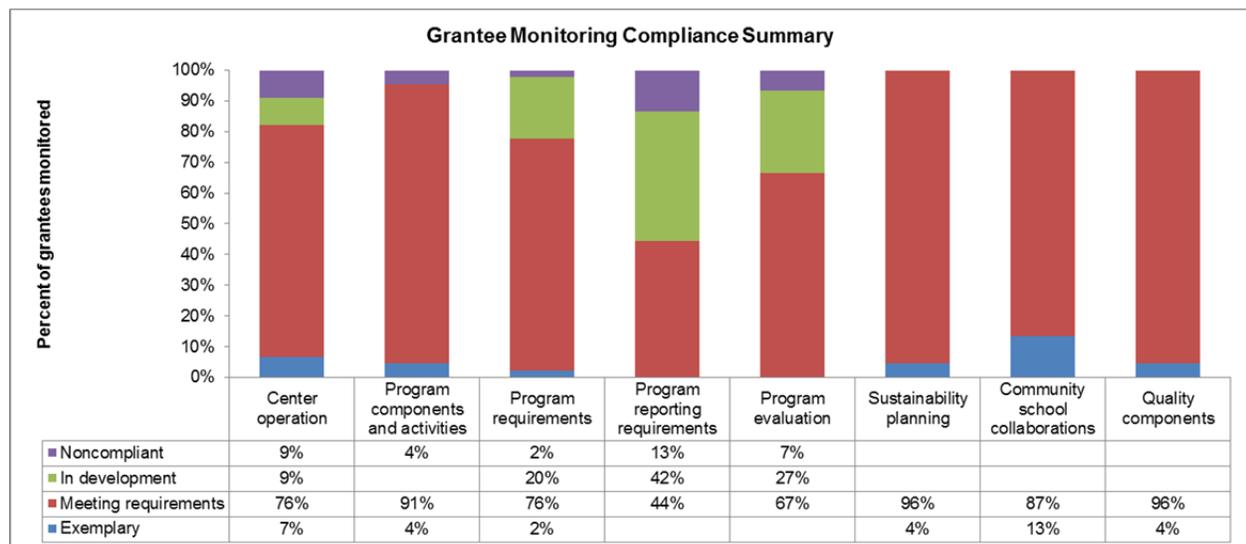
MONITORING

Each year, a selection of grantees receives a monitoring site visit to examine program implementation to determine compliance with contract and program requirements, identify areas of strength and need, and provide technical assistance. During 2013-14, 46 grantees (18 Cohort 6, 28 Cohort 6A) received monitoring visits. PDE program officers or the PDE Program Supervisor conducted each monitoring visit. Monitors visited one or more program sites, reviewed documentation, and interviewed stakeholders – administrators, staff, parents, students, partners, and/or community members. There was a process for scheduling monitoring site visits that took into account a grantee's experience. Grantees that had never had a 21st Century grant and those who had concerns were to be monitored earlier in their grant cycle than experienced grantees that had no identified concerns.

The monitoring visit and subsequent report addressed 70 compliance items plus six summary items, which could be rated as “exemplary,” “meeting requirements,” “in development,” and “noncompliant.” A grantee’s receipt of an “in development” or “noncompliant” rating triggers the completion of a *Corrective Action Plan* and the grantee taking steps to address the program element. A few items had a “not applicable” compliance option because there were some requirements that differed among the cohorts or based on grantee circumstances.

PDE provided evaluators with a monitoring site visit report for 45 of the 46 grantees monitored during 2013-14. Despite several follow-ups, the remaining report was not submitted to evaluators in time for analysis because of multiple issues with the grantee’s program that prevented a usable report from being generated. This grantee’s issues are being addressed at the state level.

At the time of their monitoring visit, most grantees were meeting or exceeding minimum program requirements and quality components for most items, as evidenced by the compliance item ratings. Results from the summary compliance section indicated that grantees need assistance in the reporting requirements and program evaluation elements, and to a lesser extent, program requirements, center operations, and program components and activities.



Looking at the frequency with which individual grantees received compliance ratings for the 70 indicators, results show that:

1. 14 grantees (31 percent of those monitored) had all of the compliance items that applied to them rated “exemplary” or “meeting requirements.”
2. 20 grantees received one or more “in development” ratings, but had no “noncompliant” ratings.
3. 11 grantees received one or more “noncompliant” ratings.

Besides evaluation requirements and report submission, areas where notable numbers of grantees received “in development” or “noncompliant” ratings included meeting proposed attendance numbers, fees for service, advisory board requirements, submission of monthly expenditure reports, communicating evaluation findings to stakeholders, and using evaluation for decision making.

Monitors provided a great deal of comments on individual indicators and in summary. Many comments described program components to provide further detail on program operation. Some comments indicated positive program elements and some indicated areas that could be improved. PDE and technical assistance providers can access individual grantee monitoring report findings in order to provide technical assistance and plan for training and support.

STUDENT OUTCOMES

Grantees had a variety of ways to report student outcomes. All grantees operating during the school year were required to report reading and math report card grades, state assessment results for reading and math, and PPICS Teacher Surveys in the PPICS system. The PA Grantee Report included student outcomes on local reading and math assessments, school attendance, and school discipline for grantees identifying such measures in their applications.

Summer-only grantees, in this case Cohort 5 grantees, were not required to report student outcomes data.

The results in this Student Outcomes section include only Cohort 6 and Cohort 6A.

Academics

Results provided in this section address the program performance measure: “Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.”

Some grantees shared that they experienced difficulty related to collecting, managing, or analyzing student academic data. The most common challenges included the state assessment availability timeline (32 percent of grantees), completion of the PPICS Teacher Survey (30 percent of grantees), delays in receiving student data from students’ home schools (27 percent of grantees), and student transience (25 percent of grantees). Thirty percent of grantees indicated that they did not experience or were not aware of any challenges.

State Reading Assessments

Each year, students in certain grades take one of Pennsylvania's literacy-related state assessments (PSSA, PASA, or Keystone Exam). The reading PSSA is administered to the most students and is given in March or April¹⁷ in grades three to eight. Students in 11th grade take the literature Keystone Exam. The PASA is Pennsylvania's alternative state assessment and is administered in grades three to eight and 11 for students with cognitive disabilities. The Keystone Exam and PASA are aligned to the PSSA and use the same performance levels (below basic, basic, proficient, or advanced). Each assessment may be reported in PPICS in the state assessment section.

Provided in this section are state reading assessment results for students having two consecutive years of data for analysis (2013 and 2014) as well as "snapshot" results for students having 2014 data only. Students must have two consecutive years of assessment data in order to calculate change from one year to the next. Students having two consecutive years of data would be (primarily) in fourth through eighth grades. Students who were retained in third grade could also have two consecutive years of state assessment data.

To determine students' improvement status, evaluators compared the prior year's performance level (below basic, basic, proficient, or advanced) to the current year's performance level. Improving means that the student positively moved from one level to another based on the grade level rubric that applied to the particular assessment, such as moving from below basic to basic, proficient, or advanced; from basic to proficient or advanced; or from proficient to advanced.

A total of 7,885 students in the grade bands covering state assessment grades had two consecutive years of state reading assessment data, which is 76 percent of regular attendees in those grade bands¹⁸. Of these students, 25 percent made a positive movement of one or more levels from 2013 to 2014. Of the students who improved, 85 percent improved by one level. Furthermore, 17 percent of students who scored at the basic or below basic levels in 2013 improved to proficient or advanced in 2014.

Half of students (52 percent) scored in the same level in 2013 and 2014. While this group includes students who may have improved in the past and those who maintained a proficient level¹⁹, this group also includes students who scored in the lowest performance level (below basic) on both administrations. Students who scored below basic in both years in reading made up 45 percent of the students in the "no change" category and 23 percent of all students included in state reading assessment analysis.

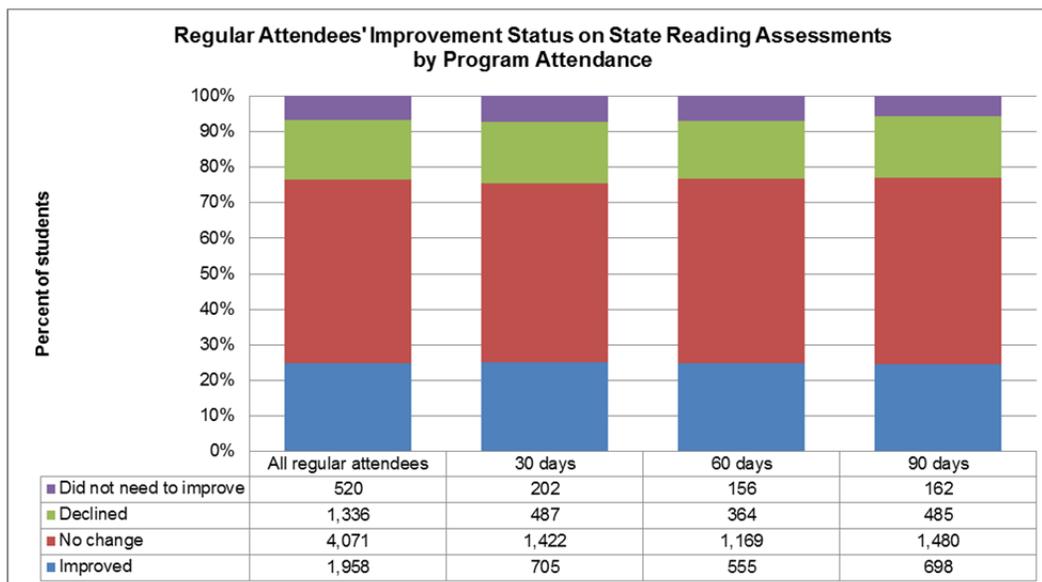
Of the students declining (17 percent of students), 85 percent declined by one performance level. This group includes students who declined from advanced but were still proficient as well as students who declined to or within nonproficient levels.

¹⁷ Writing and science PSSA data is not included in state or federal 21st Century reporting at this time.

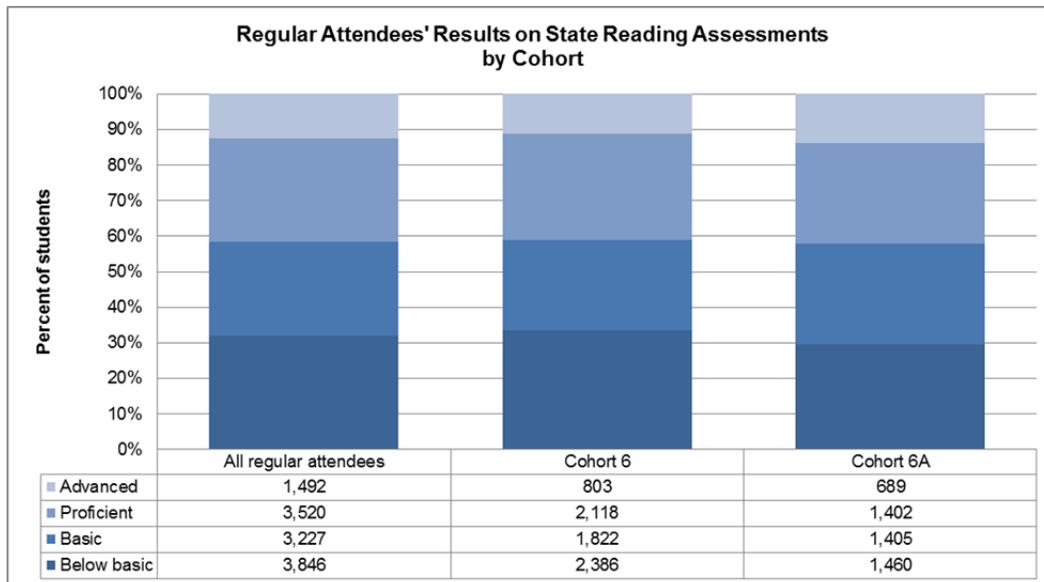
¹⁸ Students in grades 4-8 are expected to have two consecutive years of data.

¹⁹ 30 percent of the students in the "no change" category maintained a proficient level.

Students in the “did not need to improve” category (7 percent of students) scored at the advanced level on both administrations. The inclusion of students not needing to improve (in this and other sections) is not necessarily an indication of programs not targeting students with needs; while a student may not have needed to improve in the area of reading, a student may have a math, behavior, or other need. Results were consistent across program attendance categories and cohort.

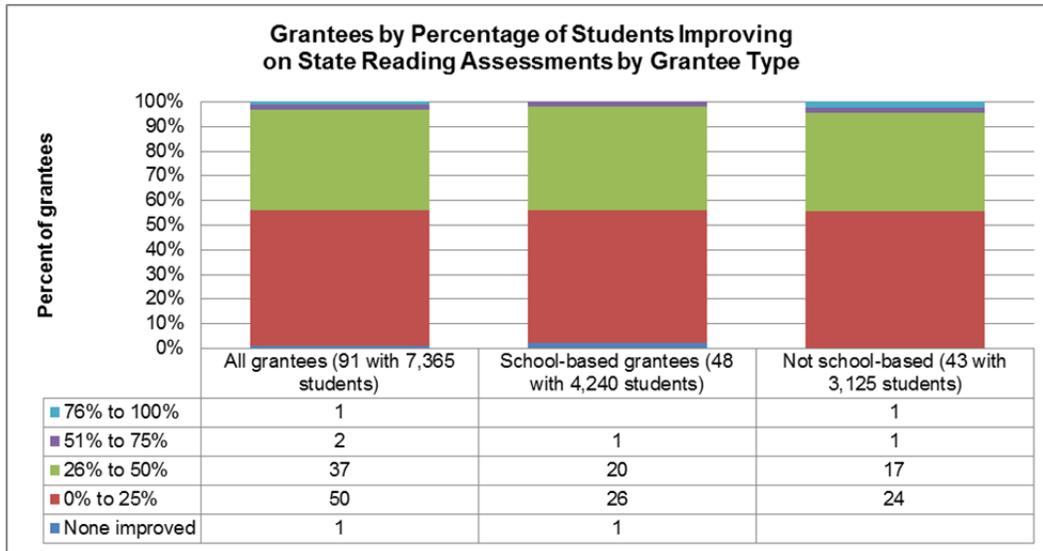


Reading assessment 2014 “snapshot” results were available for 12,085 students (88 percent of regular attendees in state assessment grades), which show that 41 percent of students scored at proficient or advanced levels. Because of the timing of state assessments, students could have received nearly a full year of services through 21st Century by the time they took the assessment. Based on these results, 21st Century regular attendees still have reading needs. For comparison, 2014 state results indicate that 70 percent of all students in Pennsylvania taking these assessments performed at proficient or advanced levels (the state goal was 72 percent). Results by cohort were similar, with percentages differing by only one to four percentage points per performance category.

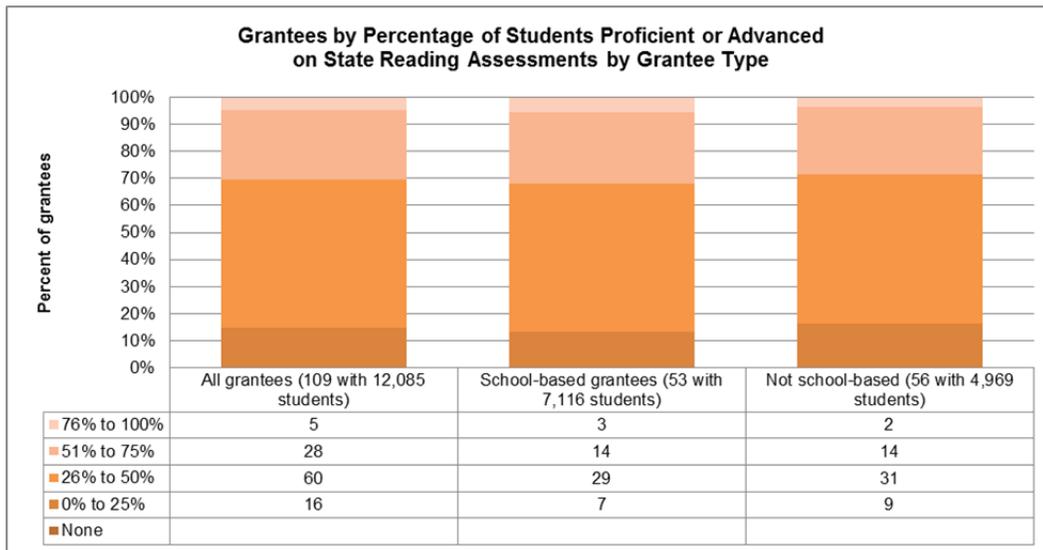


As in past years, analysis further examined grantee success in contributing to positive outcomes for students based on state reading assessments. To do this, evaluators compared the number of students improving using state reading assessment data to the number of students included in analysis, excluding students who did not need to improve in order to determine the percentage of students improving of students who had room to improve. This year, evaluators further examined this element by grantee type to determine if any difference could be seen. To do this, evaluators classified each grantee as a school-based grantee (school districts, charter schools, private schools) or a non-school grantee (community-based organizations and all others). Readers should keep in mind that centers within a school-based grantee may be non-school entities, and likewise, non-school grantees may operate school-based centers. However, analysis for outcomes is not conducted at the center level and grantee type was thought to be indicative of the overall program approach for all centers operated by the grantee entity, rather than by the location of the program.

Overall, grantees were essentially split between the 0-25 percent improving range and the 26-50 percent improving range, with a few grantees at the upper and lower ranges. There was little difference between the school and non-school grantee types. In this comparison, there were similar numbers of grantees between the two groups, but school-based grantees had about 1,000 more students with data, which is expected, as schools typically have better access to their own students' data and schools tend to serve primarily their own students.



Since current year results were also available, school-based grantee percentages of students performing at proficient or advanced levels were compared to those of non-school grantees, much like the improvement status comparison. In the following graph, grantees overall tended to have between 26 and 50 percent of students perform at proficient or advanced levels on the 2014 state reading assessment. Also like the above example, little difference appears between the two grantee type groups. Numbers of grantees were similar, but school-based grantees had more students included in results.



It is important to keep in mind that state assessment improvement status can only be calculated for a subset of students, as these assessments are not administered in all grades and two consecutive years of data is required. Also, because only whole

performance levels are reported in PPICS, it takes a good deal of growth before a student can move from one level to the next.

Reading Report Card Grades

Grantees reported reading report card grades in the PPICS Annual Performance Report. In order for a student to be counted as improving, the student had to move half a grade or more from the fall report card grade to the spring report card grade, as defined by federal reporting criteria. For “A-F” scale letter grades, this involves a move within a letter grade²⁰, for example from a “C-” to a “C+,” or among letter grades, for example “C-” to “B+,” of half a level or more. For numeric scales, this involves a move of five or more percentage points (i.e. 70 percent to 75 percent). For schools using the “E-S-U,” “1-2-3,” “1-2-3-4,” “1-2-3-4-5,” or “met/not met” scales, a student had to improve a whole level for change to be counted. Student academic change was determined based on a comparison of an individual’s fall and spring grade for the same school year; in this case, fall 2013 compared to spring 2014.

A total of 16,499 students had reading report card data (any grading scale) that could be used for analysis (students had two data points using a scale recognized by PPICS²¹), which is 78 percent of regular attendees participating one day or more during the school year. A total of 101 grantees (89 percent of grantees) reported usable data for 50 percent or more of their regularly attending school year students. Report card grades do not apply to summer-only regular attendees.

Of students having reading report card grade data that could be analyzed, 28 percent improved from fall to spring. The largest percentage, at 40 percent, showed no change, meaning they earned the same grade for both the first and last grading periods. Results also indicate that 25 percent declined from fall to spring and 7 percent did not need to improve their grade and maintained that grade.

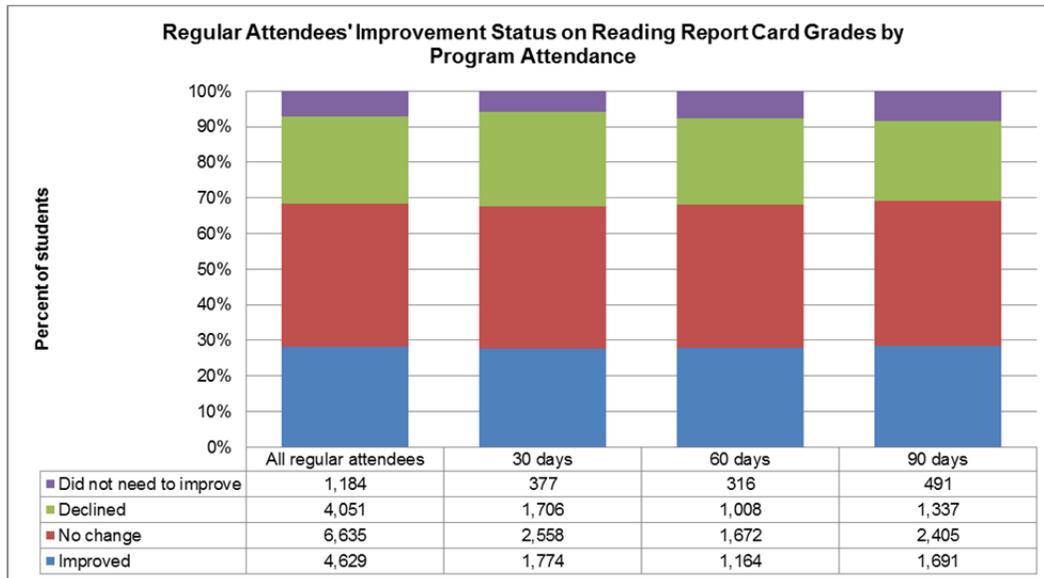
Results by cohort show the same percentages of students improving and not needing to improve. Differences between cohorts for the declined and no change category were similar, but differed by six percentage points – Cohort 6’s no change percentage (43 percent) was higher than Cohort 6A (37 percent), and Cohort 6A’s decline percentage (28 percent) was higher than Cohort 6 (22 percent).

In addition to examining results overall, results were disaggregated by program attendance category. It does not appear that greater program attendance has a considerable influence on reading report card outcomes, as each category’s results are nearly the same, despite the differing numbers of students included in each category. However, there is a slightly lower percentage of students declining in the 90+ days

²⁰ Some schools do not give half letter grades. In these cases, grantees are instructed to report students’ whole letter grades, meaning it is slightly more difficult for these grantees to show students’ improvement using federal criteria. Data is not available on the extent to which this situation applies.

²¹ PPICS recognizes several standard grading scales: A-F, 1-100, 1-2-3-4, and E-S-U. If a school uses other scales than these, the grantee cannot report students’ report card grades.

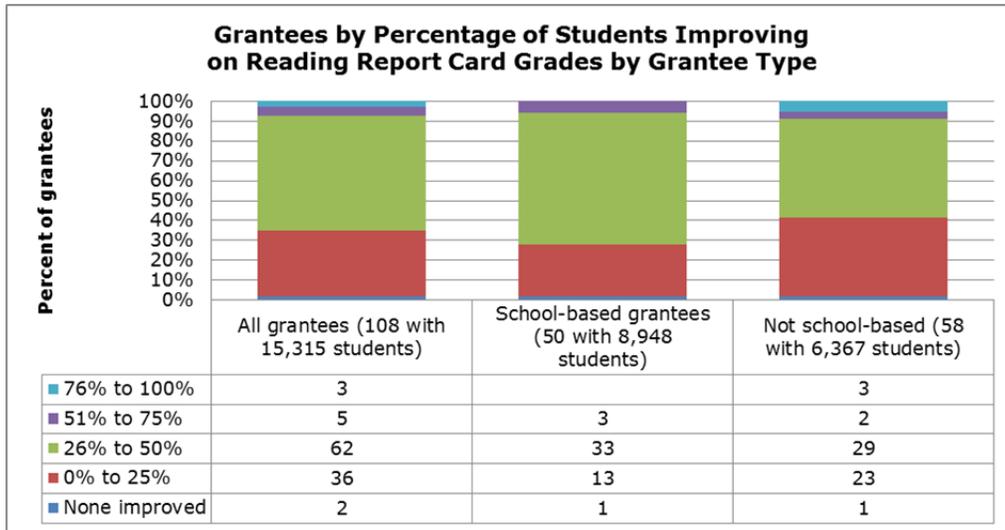
category (23 percent) compared to those in the 30-59 days category (27 percent), which may indicate a positive influence in preventing students from declining. This was particularly evident with Cohort 6 results, where the decline percentage was 18 percent for 90+ days students and 24 percent for 30-59 days students.



Analysis by grade band²² showed consistency among the levels. High school students were most likely to improve but also most likely to decline. Students in pre-kindergarten through first grade were most likely to not need to improve.

Evaluators further examined grantee success in contributing to positive results for students based on reading report card grades by comparing the number of students having reading report card grade data that could be analyzed to the number of students improving for each grantee, excluding those students who did not need to improve. Like state reading assessment results, evaluators further broke down these results by whether the grantee was school-based or not. Overall, the largest number of grantees had between 26 percent and 50 percent of students improve their reading report card grade from fall to spring (57 percent of grantees). This was consistent by grantee type, though school-based grantees had a slightly larger portion in this range and non-school grantees had a slightly lower percentage in this range. Non-school grantees had a larger portion of grantees in the lower improvement range, but also more in the upper improvement percentage range. The numbers of grantees was similar, but school-based grantees had more students included in results than non-school grantees.

²² PPICS grade bands include pre-kindergarten through first grade, second and third grades, fourth and fifth grades, sixth through eighth grades, and ninth through 12th grades.



Local Reading Results

The PA Grantee Report collected local academic assessment results from grantees that indicated using local assessments in their grant application. Grantees also had the option to include report card grade results from analysis that differed from than the way report card grades were analyzed in PPICS. Grantees used a variety of assessment instruments or methods, the most popular being 4Sight Benchmark Assessments and Study Island.

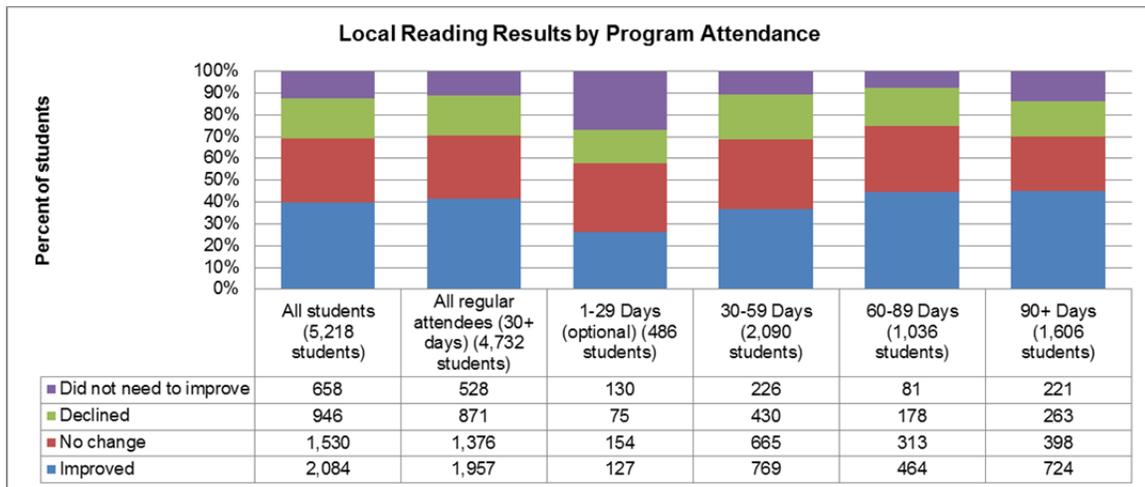
Grantees reported aggregate results, not individual student results. Since each grantee established performance indicators in slightly different ways and using various methods and instruments, grantees reported results in the general change categories, having freedom to define how change would be calculated²³. Grantees reported in the PA Grantee Report how they defined improvement, decline, no change, and no need to improve.

Local reading results were expected for those grantees indicating such examination in their grant application and 37 grantees reported reading results (33 percent of 113 Cohort 6 and Cohort 6A grantees), which includes 20 Cohort 6 grantees and 17 Cohort 6A grantees. These grantees reported local reading results for 5,218 students, of which 40 percent showed improvement according to grantee-reported information, followed by 29 percent of students who showed no change or maintained their level, 18 percent who declined, and 13 percent who did not need to improve.

Reporting information on students who were not regular attendees (those attending the program for one to 29 days) was optional. This category represents a small fraction (about 9 percent) of the number of students included than the regular attendee category

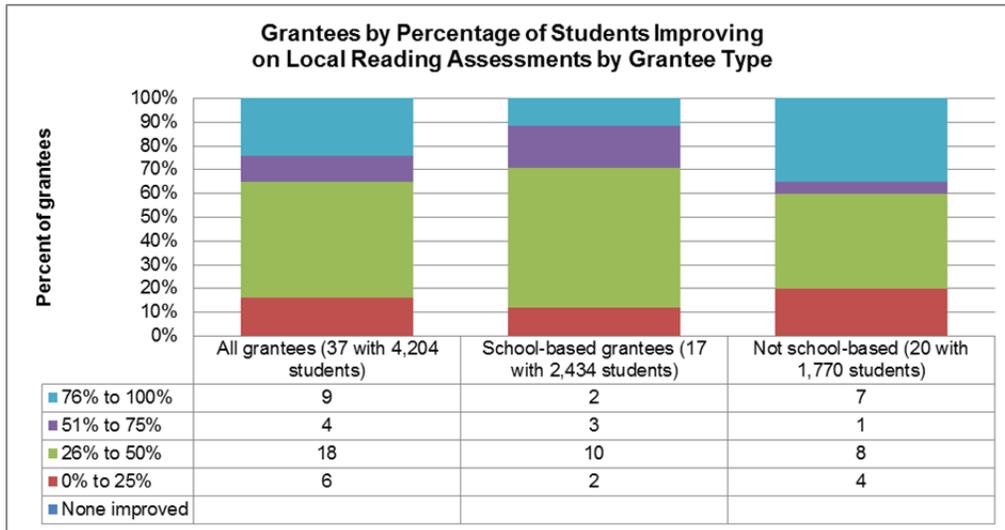
²³ Different assessments typically have different recommended analysis methods. In training, evaluators reinforce with grantees that they should consult their assessment developer's directions as to how data should be analyzed.

so results should be compared with caution. However, these results show that regular attendees – those attending the program a minimum of 30 days over the program year – outperformed non-regular attendees 41 percent improving compared to 26 percent improving, though results also show that students attending the least were more likely to not need to improve. Furthermore, the more students attended, the more positive the result, as the percentage of student improving increases for each greater attendance category, from 37 percent for students attending 30-59 days to 45 percent improving for students attending 90 or more days.



Cohort-level results show Cohort 6 results being slightly better than Cohort 6A results in terms of percentages of students improving.

For grantee success in influencing positive outcomes as measured by local reading assessments, the number of regularly attending students for whom results were reported and need was indicated was compared to the number of regularly attending students reported as improving on such local measures. Based on this comparison, the largest number of grantees (18 grantees, 49 percent of grantees) had between 26 and 50 percent of students improve on local reading measures. By grantee type (school versus non-school), this 20-50 percent range was most common; however, school-based grantees had a greater number in this range. Non-school grantees were slightly more likely than school-based grantees to have improvement percentages in the upper ranges, but they also had fewer students included in analysis, though the number of grantees included was similar.



State Math Assessments

Like reading, each year, students in certain grades take one of Pennsylvania’s state assessments in math: PSSA, PASA, or Keystone Exam (Algebra I). Provided in this section are state math assessment results for students having two consecutive years of data for analysis (2013 and 2014) as well as “snapshot” results for students having 2014 data only. Students must have two consecutive years of state assessment data in order to calculate change from one year to the next. Students having two consecutive years of data would be (primarily) in fourth through eighth grades. Students who were retained in third grade could also have two consecutive years of state assessment data.

To determine students’ improvement status, evaluators compared the prior year’s performance level (below basic, basic, proficient, or advanced) to the current year’s performance level. Improving means that the student positively moved from one level to another based on the grade level rubric that applied to the particular assessment, such as moving from below basic to basic, proficient, or advanced; from basic to proficient or advanced; or from proficient to advanced.

A total of 7,977 students in the grade bands covering state assessment grades had two years of state math assessment data, which is 77 percent of regular attendees grades four to eight.

Less than a quarter of students (22 percent) made a positive movement of one or more levels on state math assessments from 2013 to 2014. Of the students who improved, 87 percent improved by one level. Furthermore, 17 percent of students who scored at the basic or below basic levels in 2013 improved to proficient or advanced in 2014.

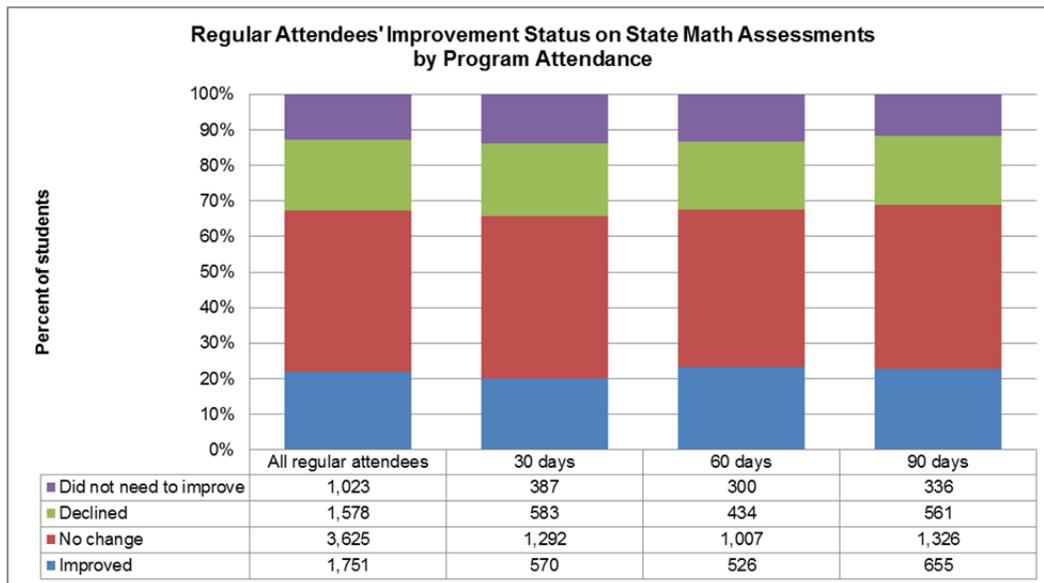
Nearly half of students (46 percent) scored in the same level in 2013 and 2014. While this group includes students who may have improved in the past and those who

maintained a proficient level²⁴, this group also includes students who scored in the lowest performance level (below basic) on both administrations. Students who scored below basic in both years in math made up 41 percent of the students in the “no change” category and 19 percent of all students included in state math assessment analysis.

Of the students declining (20 percent of students), 86 percent declined by one performance level. This group includes students who declined from advanced but were still proficient as well as students who declined to or within nonproficient levels.

Students in the “did not need to improve” category (13 percent of students included in analysis) scored at the advanced level on both administrations. Readers should note that the inclusion of students not needing to improve (in this and other sections) is not necessarily an indication of programs not targeting students with needs. While a student may not have needed to improve in the area of math, a student may have a reading, behavior, or other need. Increased program attendance appears to have little or no influence on state math assessment improvement status for regular attendees. Results for each category are nearly the same.

Cohort 6A had slightly better results than Cohort 6 with 24 percent improving compared to 21 percent, and 18 percent declining, compared to Cohort 6’s 21 percent.

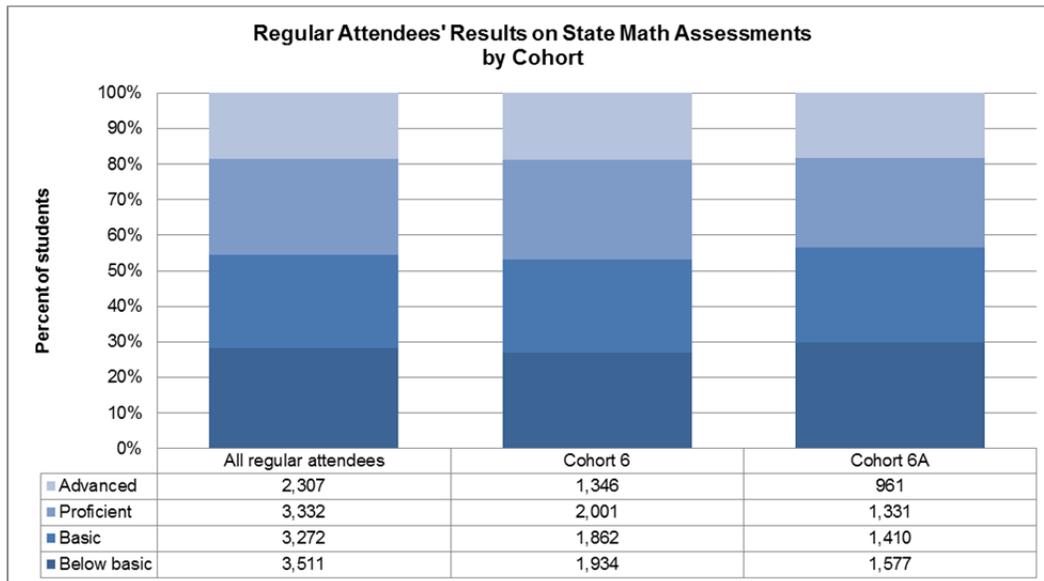


Math 2014 “snapshot” results were available for 12,422 students, which is 90 percent of regular attendees in state assessment grades, and these show that 47 percent of students scored at proficient or advanced levels. Because of the timing of state assessments, students could have received nearly a full year of services through 21st Century by the time they took the assessment. Based on these results, 21st Century

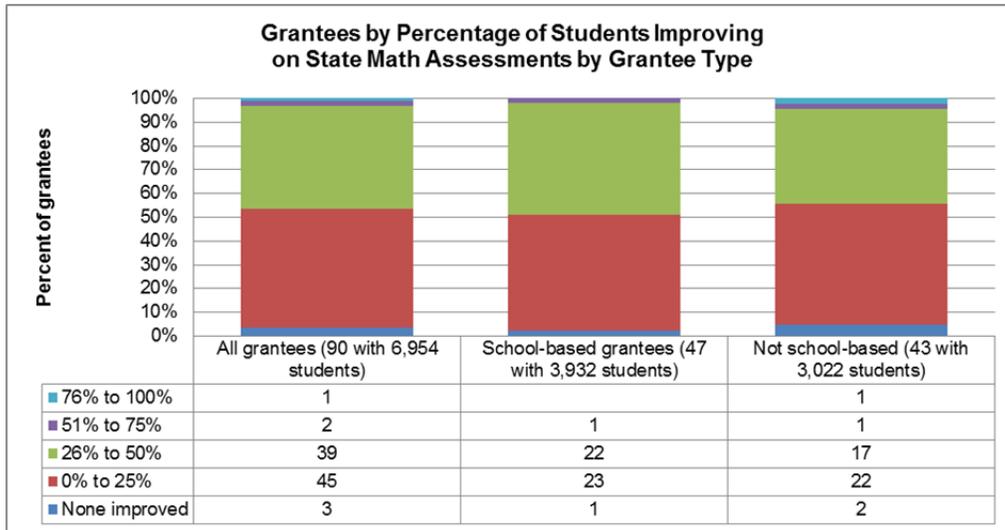
²⁴ 33 percent of the students in the “no change” category maintained a proficient level.

regular attendees still have math needs. For comparison, 2014 state results indicate that 72 percent of all students in Pennsylvania taking these assessments performed at proficient or advanced levels (the state goal was 73 percent).

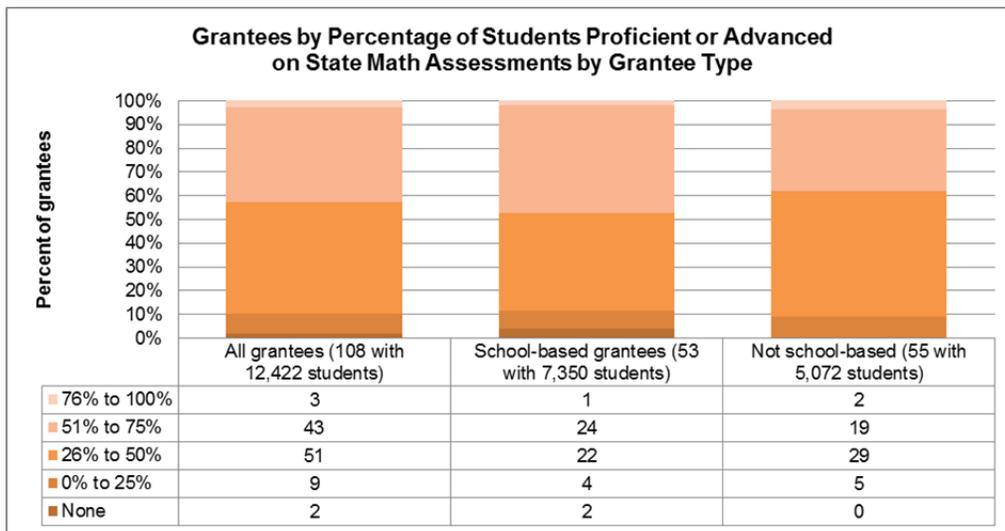
Results by cohort were similar, with percentages differing between cohorts by only one to five percentage points.



Evaluators examined grantee success in contributing to positive outcomes for students based on state math assessment data by comparing the number of students improving on state math assessments to the number of students included in analysis, excluding those who achieved at the advanced level on both assessments (classified as “did not need to improve”). Based on this examination, half of grantees included in analysis had 25 percent or less of their students with state math assessment data improve. The next-largest group of grantees had between 25 percent and 50 percent of regular attendees included in analysis show improvement. Readers should note, however, that because there are only four performance levels, students may need to make considerable gains to move among performance levels. Results by grantee type were very similar to the overall and each other, even having similar numbers of grantees and students.



Like state reading assessment results, evaluators looked at the percentage of students proficient or advanced on the 2014 state math assessment by grantee type. Based on this comparison, where the number of grantees was similar, school-based grantees were slightly more successful than non-school grantees related to percentage of students scoring at upper levels. School-based grantees, as expected, also had a greater number of students included in analysis, making this outcome slightly more positive.



Math Report Card Grades

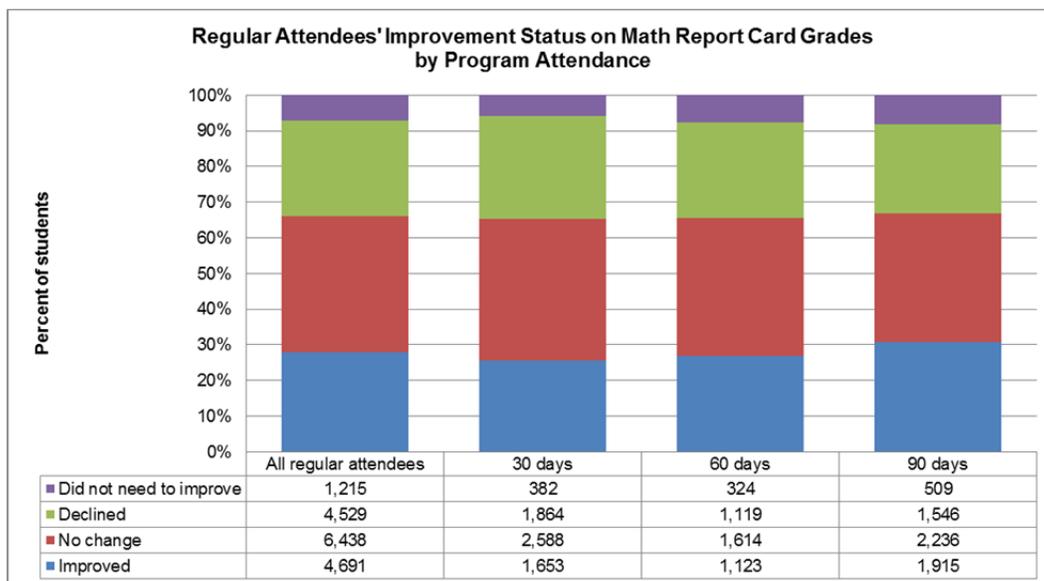
Grantees reported math report card grades in the Annual Performance Report. Results were analyzed in the same fashion as reading report card grades described previously.

A total of 16,873 students had math report card grade data that could be used for analysis, which includes 79 percent of regularly attending students who attended at least one day during the school year. A total of 101 grantees (89 percent) required to report were able to provide usable data for 50 percent or more of their regularly attending school year students. Summer-only regular attendees are not reported, as report card grades are designed to look at school year change.

Of students having math report card grade data that could be analyzed, 28 percent improved; 38 percent showed no change, meaning they earned the same grade for both the fall and spring reporting periods; 27 percent exhibited a decline from fall to spring; and 7 percent did not need to improve their grade and maintained that grade from fall to spring.

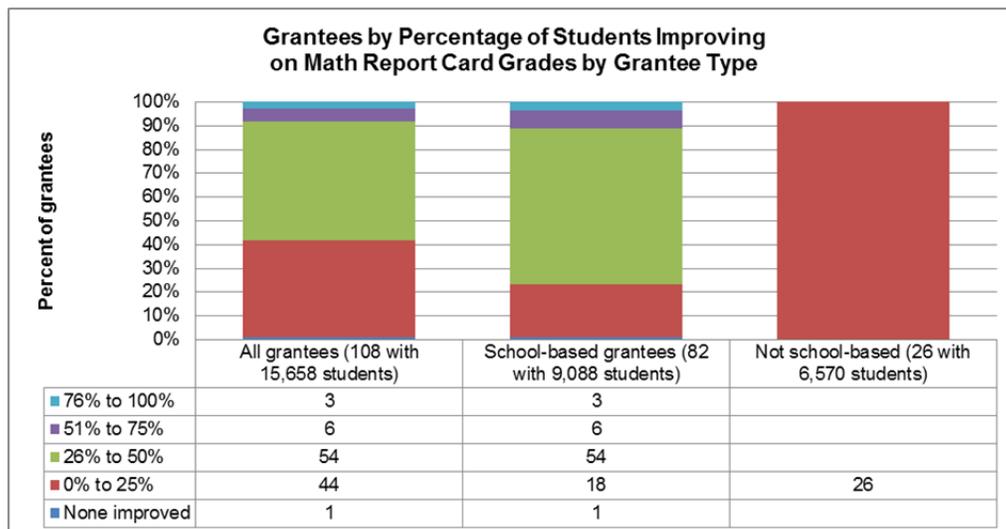
Results by cohort were similar, though Cohort 6 had a larger percentage showing no change and Cohort 6A had a larger percentage declining.

In addition to examining results overall, evaluators disaggregated results by program attendance category. Across attendance categories, there appears to be a slight positive influence of increased attendance, as the improvement percentages by 30, 60, and 90+ days are 25 percent, 27 percent, and 31 percent, respectively, with decreasing percentages showing no change and declining with greater program attendance. The trend was similar for both cohorts, though Cohort 6A results appear slightly better than Cohort 6 results.



Like reading, analysis examined math report card results by grade band to determine if there were any differences in results. Results by grade band were consistent, though high school students were both more likely to improve and more likely to decline, while younger students were more likely to show no change or not need to improve.

Evaluators further examined grantee success in contributing to positive results for students based on math report card grades by comparing the number of students having math report card grade data that could be analyzed to the number of students improving for each grantee, excluding those students who did not need to improve. Based on this calculation, the largest number of grantees had between 26 percent and 50 percent of students improve their math report card grade from fall to spring (50 percent of grantees). School-based grantee results were similar to the overall while non-school grantees fell entirely in the 25 percent or below range. However, there were considerably more grantees and students included in the school-based grantee group, making it difficult to draw conclusions.



Local Math Results

The PA Grantee Report collected local academic assessment results from grantees that indicated using certain assessments in their applications. Grantees also had the opportunity to include report card grade results from analysis done differently than the way report card grades were analyzed for the Annual Performance Report. Grantees used a variety of assessment instruments or methods, the most popular being 4Sight Benchmark Assessments and Study Island.

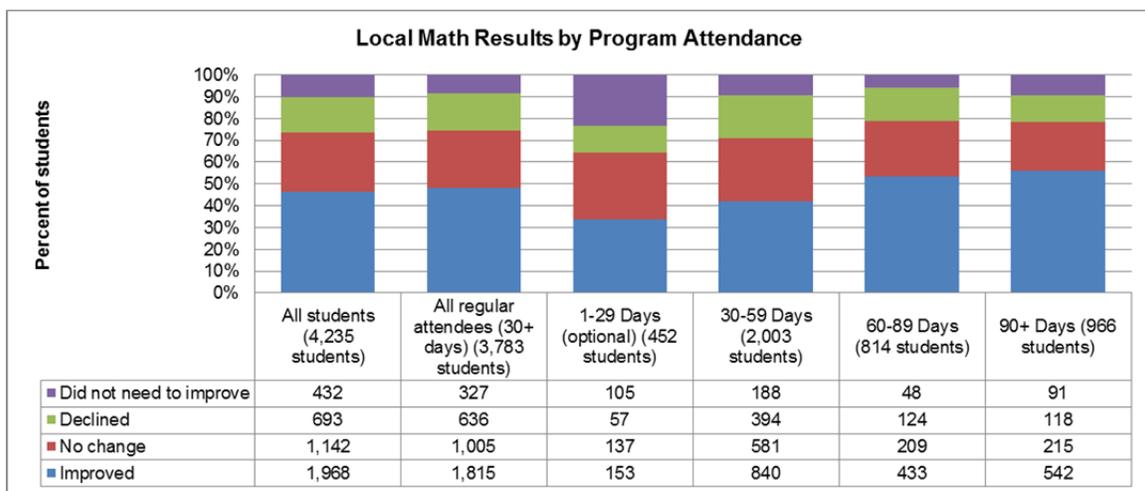
Grantees reported aggregate results, not individual student results. Since each grantee established performance indicators in slightly different ways and using various methods and instruments, grantees were allowed to report results in the general change

categories, having freedom to define how change would be calculated²⁵. Grantees were to explain how they defined improvement, decline, and no change/no need to improve.

Local math assessment results were expected for those grantees indicating such examination in their grant application, and 34 grantees (30 percent of Cohorts 6 and 6A grantees) reported results, which included 18 Cohort 6 grantees and 16 Cohort 6A grantees.

Grantees reported local math results for 4,977 students, of which 49 percent improved, 26 percent showed no change or maintained their level, 16 percent declined, and 9 percent did not need to improve.

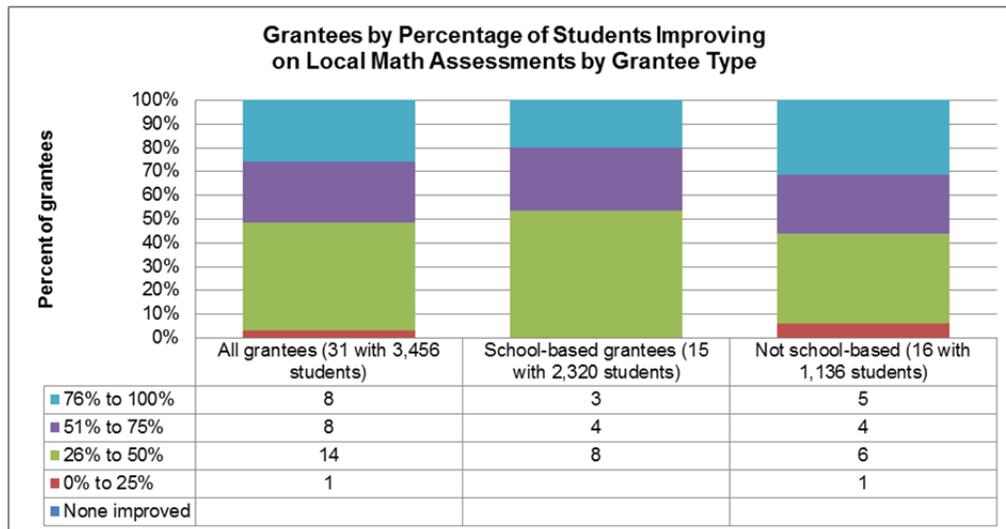
Reporting information on students who were not regular attendees (those attending the program for one to 29 days) was optional, and as such many grantees did not report on these students. This category represents a small fraction (about 10 percent) of the number of students included than the regular attendee category. However, regular attendees outperformed students attending 1-29 days with 50 percent to 34 percent improving, though non-regular attendees were more likely to not have a need to improve in math. Increased program attendance is furthermore shown as a positive influence on outcomes, as the percentage of students improving increases with each greater program attendance category: 46 percent improving for 30-59 days, 54 percent for 60-80 days, and 57 percent for students attending 90 or more days. The percentage of students declining also decreases with each greater attendance category.



At the cohort level, Cohort 6 results were slightly more positive than Cohort 6A.

²⁵ Different assessments typically have different analysis methods. In training, evaluators reinforce with grantees that they should consult their assessment developer's guidance or directions as to how data should be analyzed.

For grantee success in influencing positive outcomes for students as measured by local math assessments, evaluators compared the number of regularly attending students for whom results were reported and improvement was needed to the number of regularly attending students reported as improving on local math measures. The largest portion of grantees, overall, had between 26 percent and 50 percent of regularly attending students improve on local math measures (45 percent of grantees). School-based grantees (15) were similar to overall results but with a slightly larger group on the lower end of the improvement scale. Non-school grantees, albeit with fewer students included in analysis, were slightly more likely to have larger percentages improving.



PPICS Teacher Survey

The PPICS Teacher Survey included an indicator for teachers to report student change in academics. This determination was to be made by the classroom teacher about each regularly attending student participating during the school year based on his/her professional opinion and the student's classroom performance. It was recommended that a math or language arts teacher complete the survey, though the content area of the teacher completing the survey was not collected.

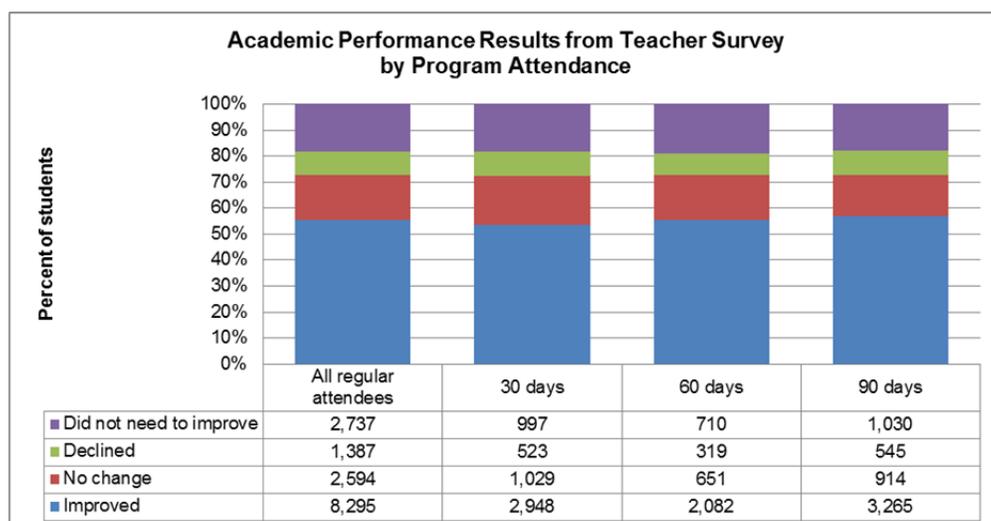
The survey allowed the respondent teacher to rate the student's academic performance using a scale that included "did not need to improve," "significant improvement," "moderate improvement," "slight improvement," "no change," "slight decline," "moderate decline," and "significant decline." In general, the disaggregated degree of change did not contribute in a notable way to the results as the number of students included in those results was small, so the results from these eight change categories were collapsed to the four change categories used throughout this report: "did not need to improve," "improved," "no change," and "declined."

Data was available for 15,013 students, which is 71 percent of school year regular attendees. The PPICS Teacher Survey was not required for summer-only students.

Results show that 55 percent of students improved. By degree of improvement, the largest portion showed “slight improvement” (28 percent of all students). Eighteen percent of students included in analysis did not need to improve, 17 percent showed no change, and 9 percent declined, according to teacher survey results. Of students declining, the majority showed “slight decline” (6 percent of all students). Cohort results were nearly the same, with percentages only differing one to two percentages points, if any.

By attendance category, students attending 90+ program days were slightly more likely to improve (57 percent compared to 55 percent for 60-89 days and 54 percent for 30-59 days) and slightly less likely to decline, but overall the results were consistent.

Analysis by grade band revealed little differences by grade band and performance category, though younger students were slightly more likely to improve according to their teachers’ responses.



Behavior

Results provided in this section address the following program performance measures:

1. Participants in 21st Century programs will demonstrate educational and social benefits and exhibit positive behavioral changes and
2. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

PPICS Teacher Survey

The PPICS Teacher Survey included indicators for classroom teachers to report on change in behavior based on his/her professional opinion and experience with each student. The survey provided a scale that included “did not need to improve,”

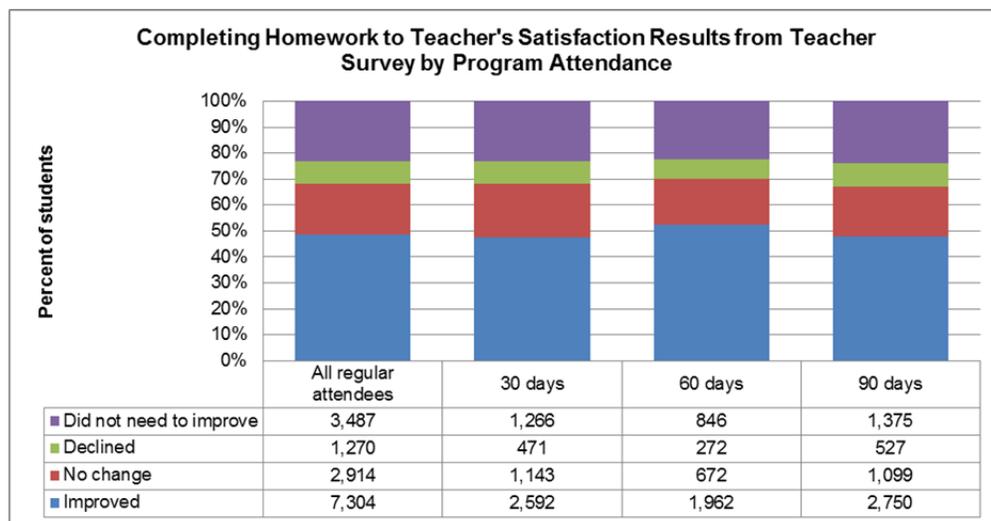
“significant improvement,” “moderate improvement,” “slight improvement,” “no change,” “slight decline,” “moderate decline,” and “significant decline.” In most cases, the disaggregated degree of change did not contribute in a notable way to the results, as the number of students included in those results was small, so from these eight change categories were collapsed into the four change categories used throughout this report: “did not need to improve,” “improved,” “no change,” and “declined.”

PPICS Teacher Survey data for each element includes 71 percent of regularly attending students who attended one day or more during the school year. PPICS Teacher Surveys were not required for summer-only students.

For the indicator of satisfactory homework completion, nearly half of students showed improvement (49 percent), 23 percent of students did not have a need to improve, 19 percent did not change, and 8 percent declined. Of students improving, most showed “slight improvement.” Of those declining, most had a “slight decline.” Cohort results showed lesser differences, though Cohort 6 had a higher percentage not needing to improve and Cohort 6A had a slightly higher percentage showing no change.

Attendance category results show little difference, though the best results are at the 60-89 days level, where 52 percent of students improved and the smallest percentage (7 percent) declined.

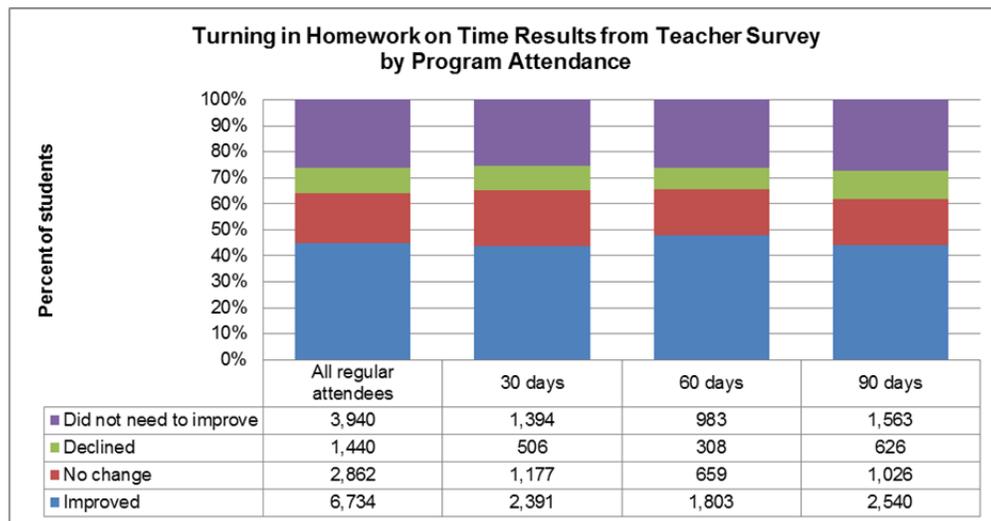
Analysis by grade band showed similarities in results among the grade bands, with each having improvement percentages within seven percentage points of the state results.



For the indicator of timely homework completion, 45 percent of students improved, 26 percent did not need to improve, 19 percent showed no change, and 10 percent declined. Of those improving, the largest portion showed “slight improvement.” Of those declining, most had a “slight decline.” Cohort 6A had a slightly higher percentage improving, but also a slightly higher percentage of students declining as compared to Cohort 6 results. Results by program attendance were similar to each other, though the

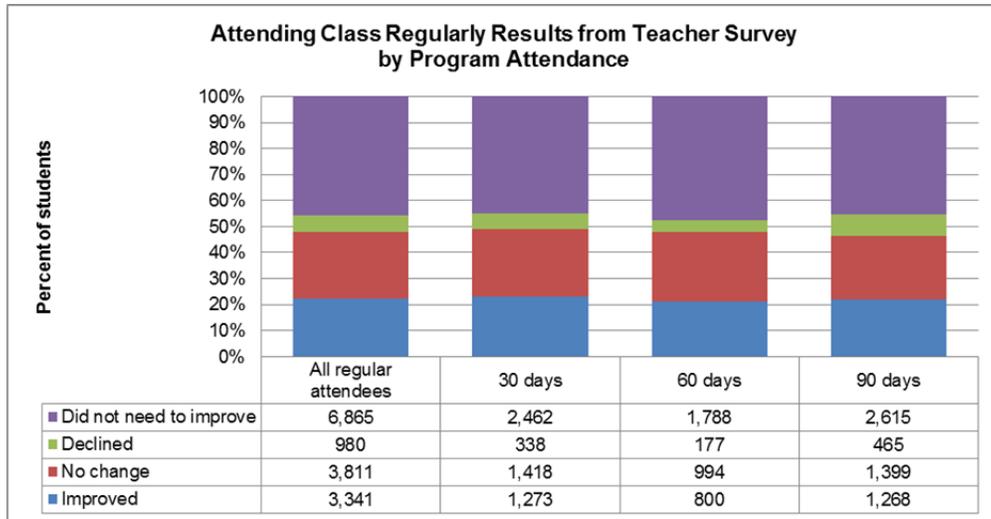
percentage improving at the 60-89 days level (48 percent) was slightly larger than the percentage improving in the other two categories, which were both 44 percent.

Results by grade band show improvement percentages ranging from 38 percent to 47 percent, with middle school students (grades 6-8) having the largest percentage improving of all the grade bands. Younger students were more likely to not need to improve than older students.



Regular class attendance was not an area of need for many students, as teachers indicated that 46 percent of students did not need to improve their class attendance. Percentages improving (22 percent) or experiencing no change (25 percent) were similar and a small percentage of students declined (7 percent). Of those improving or declining, the degree of their change was most likely “slight” according to their teachers’ survey responses. Cohort results were similar to each other, though Cohort 6A had a slightly higher percentage declining and slightly lower percentage not needing to improve compared to Cohort 6. Greater levels of program attendance appear to have little influence over student outcomes in this area, as the percentage breakdowns among the change categories are very similar, which was consistent across cohorts as well.

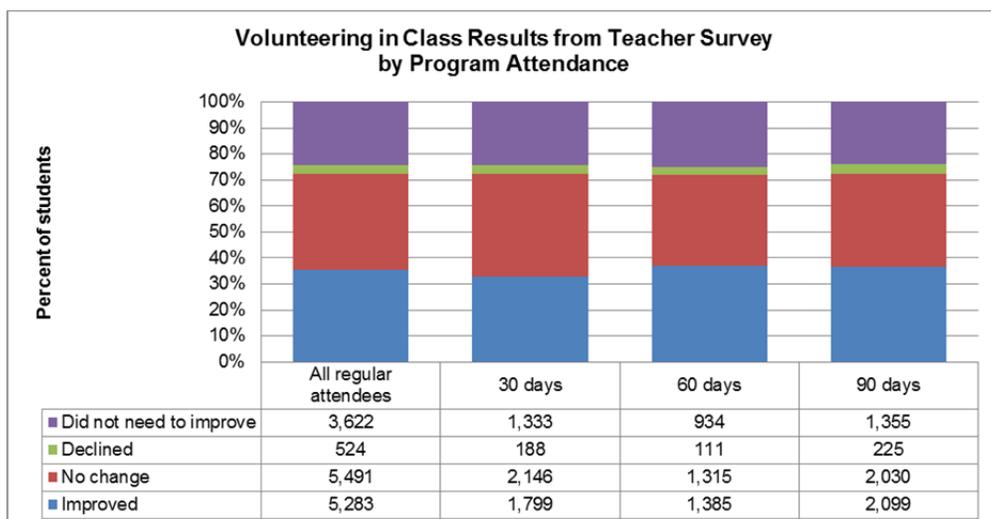
By grade band, there was a slightly higher percentage of students improving at the high school level, but this level also has the highest percentage declining. Younger students were more likely to not need to improve. In general though, findings by grade band were similar.



Results for volunteering in class indicate similar percentages of students who improved (35 percent) or showed no change (37 percent). Nearly a quarter of students did not need to improve (24 percent). Only 4 percent of students declined according to teacher survey results. Most students experiencing change had a “slight” change. Cohort results were similar, though Cohort 6A had a slightly higher improvement percentage.

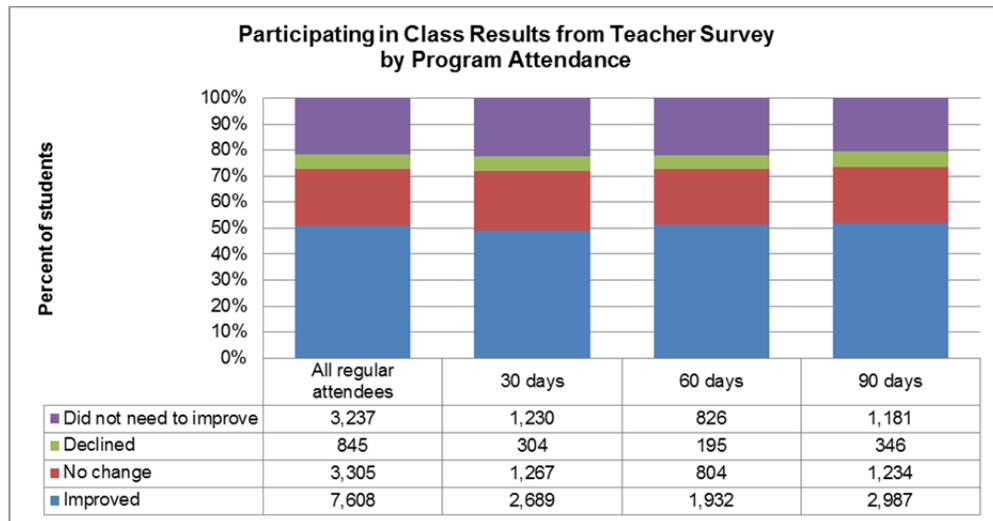
Greater levels of program attendance may have a slight positive influence on outcomes in this area, with small increases in the percentages improving in the greater attendance categories (33 percent improved in the 30-59 days and 37 percent improved in both the 60-89 days and 90+ days levels). These results seem to be most pronounced for Cohort 6A students.

Improvement percentages by grade band were nearly the same, ranging from 32 to 39 percent. Declining percentages were 2 percent to 5 percent. Older students were more likely to improve and younger students were more likely to not need to improve.



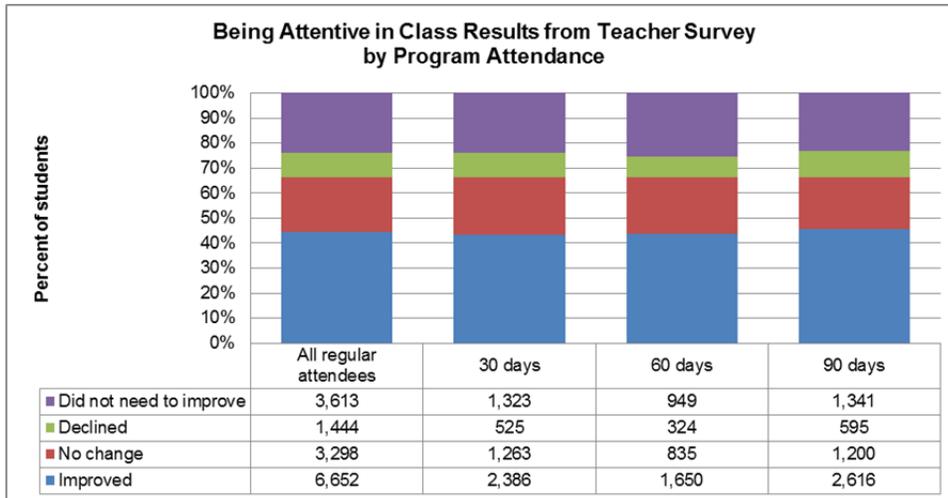
For class participation, 51 percent of students showed improvement on the PPICS Teacher Survey, 22 percent did not need to improve, 22 percent showed no change, and 6 percent declined. Like other areas, the “slight” change category was the largest for improvement and decline. Cohort results were similar. Increased program attendance may have a slight positive influence, with Cohort 6A showing the most increase in improvement percentages over the program attendance categories.

Results by grade band reveal only small variations in results.



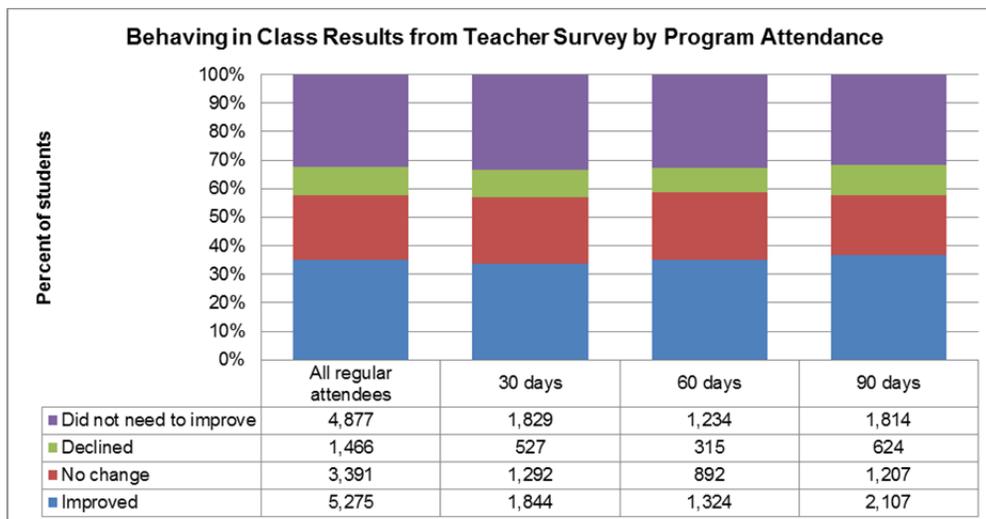
In the area of class attentiveness, 44 percent of students improved, 24 percent did not need to improve, 22 percent showed no change, and 10 percent declined. Students showing change (improvement or decline) were most likely to experience a “slight” change, rather than a “moderate” or “significant” change. Cohort 6A’s improvement percentage (46 percent) was slightly greater than Cohort 6 (43 percent). Increased program attendance appears to have little influence, though the benefits of increased attendance appear stronger for Cohort 6A.

Class attentiveness results by grade band reveal only slight differences, though high school students were most likely to improve.

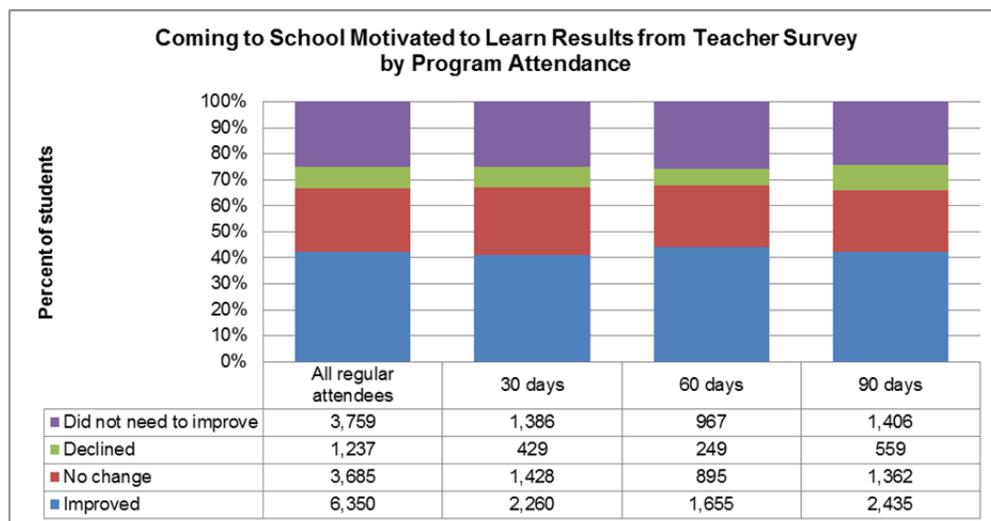


For the PPICS Teacher Survey indicator concerning class behavior, 35 percent of students improved, with the next-largest group (at 32 percent) not needing to improve in this area. Twenty-three percent of students exhibited no change and 10 percent of students declined. Of students experiencing a change, the change was most likely “slight.” Results by cohort were similar, though Cohort 6A’s decline percentage (8 percent) was several points below Cohort 6 (11 percent). Increased program attendance may have a slight positive influence.

Increased levels of program attendance appear to have little influence on results and results differ little by grade band, with approximately a third of students improving and another third not needing to improve in each grade band, though the oldest and youngest groups were most likely to improve.

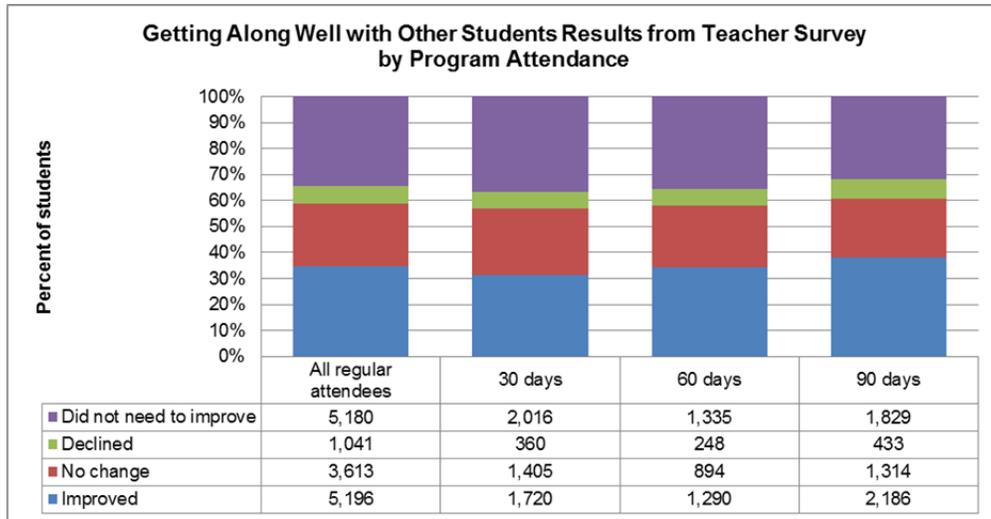


Of students included in Teacher Survey results for coming to school motivated to learn, 42 percent improved, followed by students who did not need to improve (25 percent) and students who exhibited no change (25 percent). The smallest group, at 8 percent, declined. Results for Cohort 6 and Cohort 6A were very similar. Program attendance at the 60-89 days level showed slightly better results than the lower and higher program attendance categories, especially for Cohort 6A. By grade band, the only trend seen was that older students were more likely than younger students to decline.



Getting along well with other students was not an area of need for many students, as teachers indicated that 34 percent of students did not need to improve in this area. However, 35 percent of students improved in this area, 24 percent exhibited no change, and 7 percent declined. Students improving most likely made “slight improvement” and students declining were most likely to have a “slight decline” according to their teacher’s survey responses. Cohort results were similar, though Cohort 6A results were slightly better than Cohort 6. Greater program attendance appears to have a positive influence, as the percentage of students improving increases with each greater program attendance category: from 31 percent at 30-59 days to 34 percent at 60-89 days, to 38 percent at 90+ days. However, percentages declining are consistent across categories; the no change and did not need to improve category percentages decrease with greater program attendance.

Results by grade band yield similar findings across each category, though younger students were slightly more likely than older students to decline.



School Behavior/Discipline and Attendance

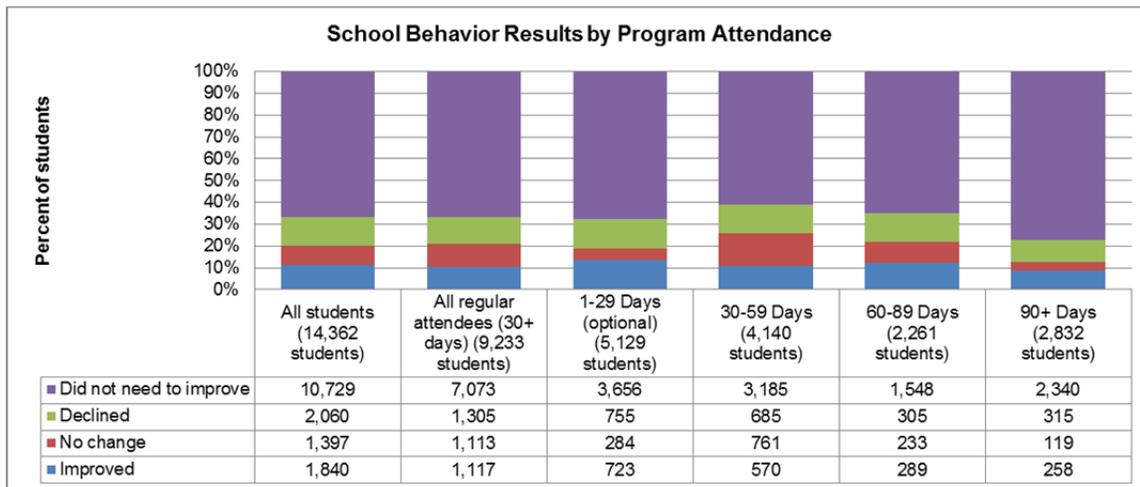
Results provided in this section address the program performance measure “Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.”

In the PA Grantee Report, grantees shared their challenges related to collecting and using attendance and behavior data. Forty percent of grantees indicated that they did not experience or were not aware of any challenges. Grantees experiencing challenges most often indicated teachers not completing the PPICS Teacher Survey (25 percent of grantees), inconsistency in how schools track data (20 percent of grantees), and/or collecting data from multiple schools or districts (19 percent of grantees), among others.

Sixty grantees (53 percent of Cohorts 6 and 6A) reported school behavior and discipline results in the PA Grantee Report, including 28 Cohort 6 grantees and 32 Cohort 6A grantees. Grantees reported aggregate results for students, not individual student data. Each grantee established performance indicators in slightly different ways, so grantees were allowed to report results in the general change categories, having freedom to define how change would be calculated. Grantees shared how they defined change and used a variety of measures and degrees of change to place students in a change category.

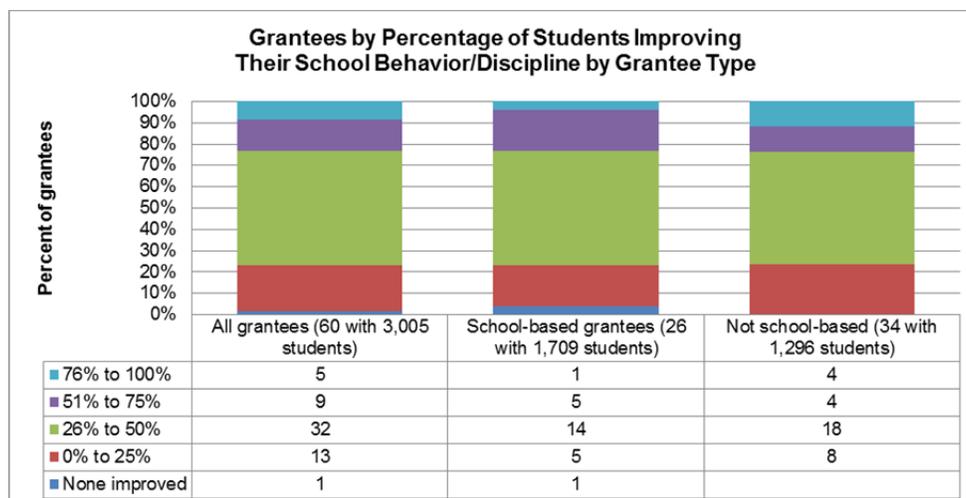
Overall results show that more than half of all students (68 percent) did not need to improve in the area of school behavior and discipline. Of remaining students, the largest portion declined (13 percent), followed by those who improved (11 percent) and those who showed no change (8 percent). While the differences in numbers between regular attendees and non-regular attendees were considerable – there were nearly twice as many regular attendees as non-regular attendees – the results are very similar between the two groups. Furthermore, results by program attendance category are inconclusive, though the portion of students who needed to improve decreases with

greater program attendance, indicating that students with greater need related to behavior and discipline tended to attend the program less often.



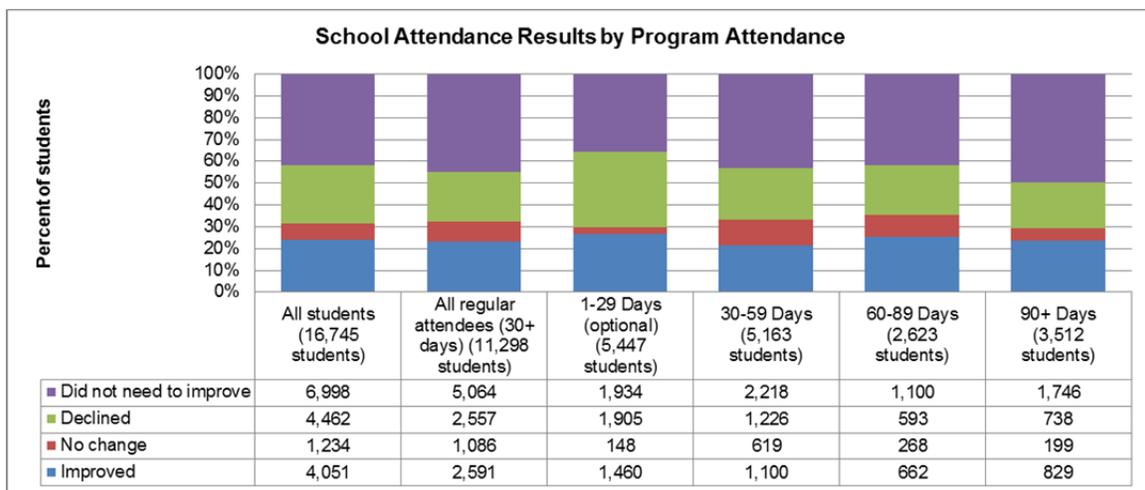
Cohort 6A students were more likely to have a need in this area: 60 percent of Cohort 6A's 3,689 regular attendees did not need to improve compared to 73 percent of Cohort 6's 5,544 regular attendees who did not need to improve. In terms of change, Cohort 6A regular attendees (as well as non-regular attendees) were both more likely to improve or decline than Cohort 6 students (regular and non-regular attendees).

When evaluators examined grantee results for school behavior and discipline, after excluding students who did not need to improve in this area, more than half of grantees (53 percent) had between 26 and 50 percent of students improve their behavior at school. Results by grantee type were similar, though non-school grantees were slightly more likely to have percentages of students improving in the highest range. It is important to note, however, that non-school grantees outnumber school-based grantees, but had fewer students included in analysis. This may be a result of school-based grantees having greater or easier access to student data.



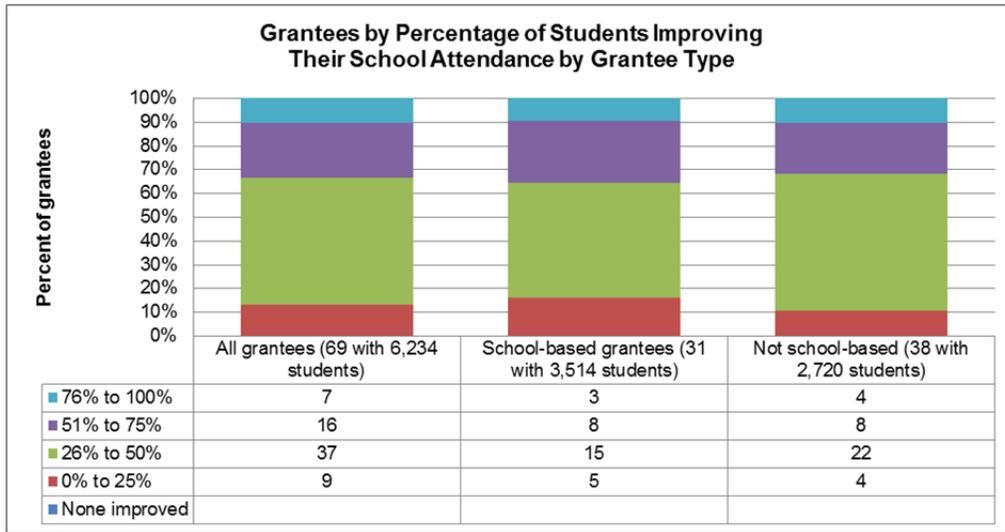
A total of 69 grantees (61 percent of Cohorts 6 and 6A grantees) reported school attendance results, including 33 Cohort 6 grantees and 36 Cohort 6A grantees. Grantees reported aggregate results for students, not individual student data. Each grantee established performance indicators in slightly different ways, so they were allowed to report results in the general change categories, having freedom to define how change would be calculated.

Grantees reported results for 16,745 students and results show that 24 percent of all students included in analysis improved their school attendance based on grantee-defined change. The largest group, at 42 percent, did not need to improve, followed by 27 percent of students declining and 7 percent who had no change in their school attendance. Breaking these results down for regular attendees and students who did not attend regularly, regular attendees had a higher percentage of students who did not need to improve and a lower percentage improving than non-regular attendees, but regular attendees were also less likely to decline than non-regular attendees. For regular attendees by program attendance category, students attending 60-89 days were most likely to improve. It is also positive to see decreasing percentages of students declining with greater program attendance.



Overall, Cohort 6A results were slightly more positive than Cohort 6, though results trends for both cohorts reflected the overall results.

When evaluators examined grantee results for school attendance, more than half of grantees had between 26 and 50 percent of students improve, after students who did not need to improve their school attendance were excluded from analysis. Another 23 percent of grantees had between 51 and 75 percent of students improve their school attendance. Despite differences in numbers of grantees and numbers of students, results distributions between school-based and non-school grantees were similar.



Credit Recovery

Credit recovery was a program focus area for the Cohort 6A funding cycle and grantees in other cohorts also offered credit recovery options for students needing to recover credits or courses. A total of 34 grantees (nine Cohort 6 grantees and 25 Cohort 6A grantees) reported on credit recovery outcomes for 2013-14.

These 34 grantees reported that a total of 2,682 students participated in credit recovery activities during this program year, with 80 percent being from Cohort 6A. Of the nearly 2,682 students participating in credit recovery, 76 percent recovered one or more courses or credits, with percentages being similar by cohort. Content area results showed similar numbers recovering credits: 711 students recovered one or more math credits, 669 students recovered one or more literacy credits, and 867 students recovered a credit in another content area. A majority of students (79 percent) recovered one course in one or more of these areas, though some recovered two or more courses.

Grantees reported that nearly 75 percent of credit recovery students attended the program for fewer than 30 days, though Cohort 6 credit recovery students were slightly more likely to reach 30 or more days. When asked to explain why credit recovery students did not participate in the broader 21st Century program, the more prevalent themes were that credit recovery targeted a different population of students and students had other obligations that kept them from participating.

STAKEHOLDER FEEDBACK

The PA Grantee Report provided grantees with an opportunity to share stakeholder satisfaction and feedback. For consistency, grantees were asked to report information by level of satisfaction for each of the indicators provided. Reporting stakeholder feedback was an optional reporting category for grantees, though many took advantage of the opportunity. Grantees reported aggregate numbers of stakeholders reporting in each provided component, not individual survey or feedback data.

Because a specific form was not required, some grantees reported feedback findings from stakeholders in narrative or other forms in the PA Grantee Report because their results did not closely align with the reporting fields provided in the report. These grantees' results are not included in this report, but evaluators reviewed them in the course of state analysis.

Parents

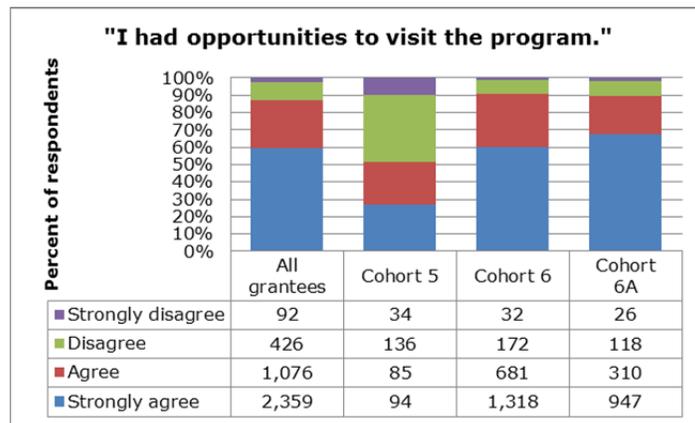
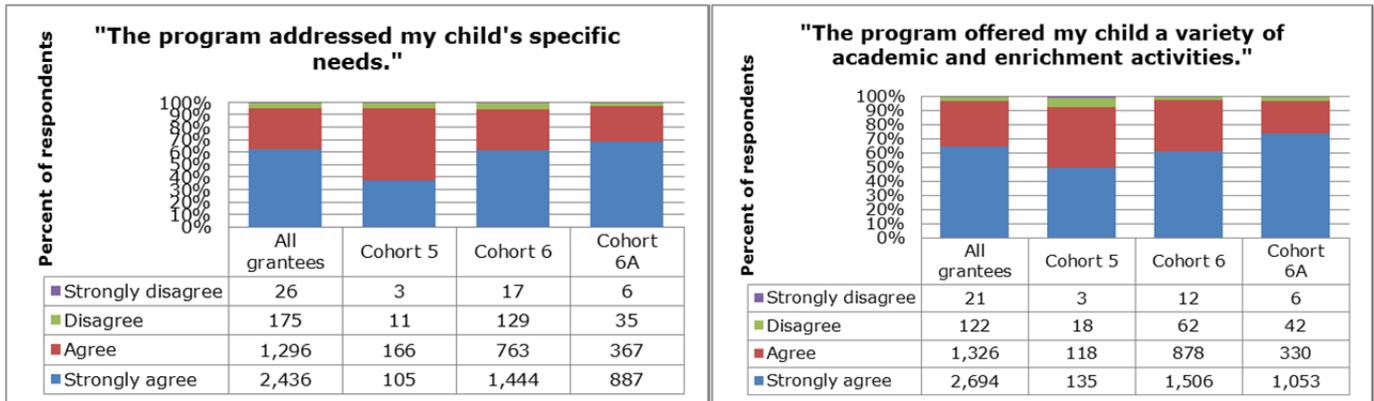
Grantees reported aggregate counts of parents responding in each satisfaction category. While a template was available to them, grantees had the freedom to design their own instruments, so the graphs that follow may include different parents. In other words, results illustrated in one graph may include different parents than those whose feedback is illustrated in another graph. While it is possible that different parents' feedback is included in each graph, it is still likely that there is overlap in the respondents.

A total of 70 grantees reported they collected parent feedback (56 percent of all grantees), with 67 providing counts of respondents in one or more of the areas and three providing a narrative explanation of feedback processes and/or findings. The results in this section include the results for the 67 grantees providing feedback data.

A total of 64 grantees reported parent satisfaction responses related to the program overall and/or its communication, academics, and recreation reflecting the feedback of approximately 4,000 respondents per area, with more than half being from Cohort 6. A majority of parents (between 72 and 79 percent) indicated they were "very satisfied" with the program, between 19 and 24 percent indicated they were "somewhat satisfied," and between 1 percent and four percent were not satisfied with one or more of the program elements or overall.

A total of 62 grantees shared results related to parent impressions of the program and their opportunities to visit the program, with approximately 60 percent of data coming from Cohort 6 programs. Most respondents were reported as agreeing or strongly agreeing that the program addressed students' specific needs and offered a variety of academic and enrichment opportunities. Results were not quite as strong for parents'

responses related to opportunities to visit the program, but this may be a result of very brief Cohort 5 summer-only programs²⁶.



Students

Grantees also had the option to report student feedback with reporting options like those of parents. Grantees reported aggregate counts of students responding in each satisfaction category. The student feedback reporting component was optional and grantees had the freedom to design their own instruments, so the graphs that follow may include different students. In other words, the student feedback illustrated in one graph may include different students than students' whose feedback is illustrated in another graph, though it is likely that there is some overlap in the respondents. A total of 45 grantees (36 percent of grantees) reported student feedback in one or more areas and these grantees reported feedback for between 4,600 and 6,100 students per area.

For overall satisfaction, 93 percent of students for whom data was reported indicated they were "very satisfied" (63 percent) or "somewhat satisfied" (30 percent). Seven

²⁶ Anecdotal information shared by some Cohort 5 grantees indicated that some summer programs were as short as five days. Opportunities for parents to visit were likely limited for Cohort 5.

percent of respondents overall were reported as being “not satisfied” with this figure ranging 3 percent (Cohort 5) to 10 percent (Cohort 6A).

Grantees could also report student satisfaction results related to the academics and recreation the program provided. Results for these two items were similar to overall satisfaction, with 90 to 95 percent of respondents (overall) indicating they were “somewhat satisfied” or “very satisfied” with academics and/or recreation, though students tended to be slightly less positive about their satisfaction with the program’s academics, particularly for Cohort 6A (13 percent of respondents indicated dissatisfaction). However, feedback related to why students were less satisfied with academics was not collected at the state level.

School Administrators

Like other feedback reporting in the PA Grantee Report, district administrator feedback was an optional reporting category and grantees reported aggregate counts of respondents. It appears that the results within the three areas are likely the same respondents, as evidenced by the similar respondent counts and grantees included. A total of 44 grantees (35 percent of grantees) reported school administrator feedback results using the categories in the PA Grantee Report. An additional eight grantees provided a narrative explanation of the findings from school administrator feedback. Results were reported for between 218 and 245 individuals in each reporting area.

For each of the reporting elements – overall satisfaction, academics, collaboration, and communication – most respondents (81-90 percent) indicated that they were “very satisfied” with the program. Small percentages (2 percent or less) reported that they were “not satisfied.” The balance was “somewhat satisfied.”

2013-14 Government Performance and Results Act Report

The federal 21st Century program established performance objectives as part of the Government Performance and Results Act. Evaluators gathered these measures from results reports in the federal reporting system and examined results for each objective identified based on guidance from the American Institutes for Research, which managed the PPICS system²⁷. The results provided here include those centers or regularly attending students having data that could be analyzed²⁸.

The indicators addressed here are related to and could be addressed within Pennsylvania's three performance measures:

1. Participants in 21st Century programs will demonstrate educational and social benefits and exhibit positive behavioral changes.
2. Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.
3. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

Objective 1: Participants in 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Indicator	2013 National Target	2013-14 Pennsylvania Result
Improved math grade from fall to spring	48.5 percent	31.7 percent
Elementary	48.5 percent	32.6 percent
Middle and high school	48.5 percent	31.4 percent
Improved English (reading) grade from fall to spring	70 percent	31.1 percent
Elementary	48.5 percent	29.8 percent
Middle and high school	48.5 percent	31.7 percent
Improved from not proficient to proficient or above in reading on state assessments (elementary)	45 percent	14.4 percent
Improved from not proficient to proficient or above in math on state assessments (middle and high school)	25 percent	18.8 percent

²⁷ The analysis for Government Performance and Result Act measures excludes students who scored or performed at the highest level based on prior year or fall data or who teachers reported as not needing to improve. Furthermore, for measures that are grade band-specific, analysis includes only those students in centers that only serve the grade levels indicated.

²⁸ Pennsylvania results reported in this section may differ from those available in the PPICS system, as these results include data that grantees submitted to evaluators after PPICS had closed.

Indicator	2013 National Target	2013-14 Pennsylvania Result
Improved homework completion and class participation (teacher-reported)	77 percent	53.4 percent
Elementary	90 percent	57.0 percent
Middle and high school	93 percent	51.7 percent
Improved behavior (teacher-reported)	75 percent	52.1 percent
Elementary	75 percent	52.1 percent
Middle and high school	75 percent	53.5 percent

Objective 2: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: The percentage of 21st Century centers reporting emphasis in at least one core academic area. The 2013 target was 100 percent. Of the 408 centers, 401 (98.2 percent of centers) reported one or more student activities having a content area of reading/writing, math, or science.

Indicator 2.2: The percentage 21st Century centers offering enrichment and support activities in other areas. The 2013 target was 100 percent. Of the 408 active centers, 397 (97.3 percent of centers) offered student enrichment and support activities in areas other than reading/writing, math, or science.

Leading Indicators of Program Quality

There is a wealth of information collected about and from 21st Century programs through the various reporting mechanisms. However, there are some program elements that are more closely related to improved outcomes for participating students, which is the overarching goal of these programs. At the request of PDE, based on the program guidance, monitoring report compliance items, and Government Performance and Results Act indicators, evaluators identified several program elements that are logically linked to student outcomes or are identified as quality indicators in program guidance. Relevant evaluation findings are included for each item.

Leading Indicator 1: Students must attend a program in order to benefit from it.

1. 44 percent of students attended for 30 or more days, which is the point at which the federal 21st Century program considers a student a regular attendee.
2. Student outcome results in several areas show greater percentages of students improving at greater program attendance levels, which has been a consistent finding for several years.
3. As a whole, grantees served more students than they set out to serve in their applications.
4. Some grantees indicated challenges with recruiting and/or retaining students.
5. Nearly all grantees indicated having strategies in place to encourage continued and repeated program attendance.
6. The percentage of students attending a 21st Century program for 90+ days has increased over the prior two years.

Leading Indicator 2: Programs operate long enough to provide students with ongoing instruction and support. In its *Request for Proposals*, PDE indicated that programs operate for 36 weeks during the school year and at least 12 hours per week after school.

1. 365 centers (98 percent of those operating during the school year) typically operated 12 or more hours per week during the school year. All grantees had at least one center operate at least 12 hours per week during the school year.
2. 264 centers (71 percent of school year centers) operated for 36 or more weeks. This includes 88 grantees (78 percent). Of the 25 grantees not operating at least one center 36 weeks during the school year, 21 had at least one center operating 32 or more weeks and 46 percent of these grantees' centers (78) operated 34 or 35 weeks.

Leading Indicator 3: Programs support, are aligned with, and are connected to the school day.

1. 74 percent of grantees reported that complementing or matching the school day curriculum is a factor in how they select interventions for the 21st Century program.
2. 82 percent of grantees reported that school day teachers serve as program staff.
3. 100 percent of grantees indicated that the 21st Century program maintains ongoing communication with school administrators.
4. 94 percent of grantees reported that they maintain communication with school day classroom teachers.
5. 93 percent of grantees indicated that school representatives serve on the advisory board.

All grantees receiving a monitoring visit in 2013-14 and having a report (45 grantees) were “exemplary” or “meeting requirements” for the items:

1. “Academic efforts are coordinated with local curricula and assessments that inform instruction and evaluate results and support school day curricula.”
2. “Program has a clear plan for involving daytime teachers in progress reporting and addressing student’s academic needs.”

Leading Indicator 4: Programs offer academic programming designed to address the core content areas of literacy and math.

1. Of the 408 centers operating during this program year, 98 percent of centers reported having one or more activities that address reading/writing, math, and/or science.
2. In terms of volume of time, reading/writing and math made up the largest portions of school year and summer programs.

Leading Indicator 5: Program staff are qualified to serve students.

1. 82 percent of grantees reported that school day teachers also serve as program staff.
2. Nearly all Cohort 6 and Cohort 6A grantees completing the PA Grantee Report (112 of 113) reported offering staff some form of professional development.
3. All grantees monitored and having site visit report data (45) were “exemplary” or “meeting requirements” for the items:
 - a. “All staff working with children have Act 33, Act 34, and relevant FBI clearances including school employees, contractors, subcontractors who have direct contact with students, and college students enrolled in a student teacher program.”
 - b. “Staff are recruited and retained through a rigorous process that results in well-qualified candidates and low staff turnover.”
 - c. “Staff are evaluated through a formal, written process on a regular basis and given clear feedback for continuous performance improvement.”

Leading Indicator 6: Families or parents of participating students are engaged in the program.

1. Nearly all grantees indicated having parent/family activities, with 92 percent of grantees indicating they offer open house events. Those that did not have adult family member activities (three Cohort 5 grantees) were brief summer-only programs at the end of their grant cycle.
2. 87 percent of parents for whom feedback data were reported indicated they had opportunities to visit the program.
3. All but three grantees (98 percent) reported one or more family activities of an ongoing nature in the PPICS Annual Performance Report (one-time events are not reported). The three grantees not reporting adult or family activities of an ongoing nature were brief, summer-only Cohort 5 programs.
4. The largest numbers of grantees communicate with parents through open house events or family nights (96 percent), advisory board meetings (95 percent), and/or fliers or promotional materials (94 percent).

Leading Indicator 7: Programs are engaged in a cycle of examination and improvement.

1. All 45 grantees included in monitoring results were “meeting requirements” for the item “Grantee has followed the prescribed evaluation design outlined in their grant.”
2. 32 of 45 grantees monitored were “meeting requirements” for the item “Evaluation findings have been communicated with stakeholders, including staff, collaborators, parents, and students.”
3. 39 of 45 grantees monitored were “meeting requirements” for the item “Grantee has used evaluation findings to inform program decisions, including decisions about changes to the program.”

Reflections, Implications, and Considerations for Improvement

Based on evaluation findings and implementation of the state evaluation, evaluators offer recommendations for improvement of Pennsylvania's 21st Century Community Learning Centers program and its evaluation.

1. Stakeholders, as a whole, are satisfied with Pennsylvania's 21st Century programs.

Recommendation: Grantees should ensure that stakeholder feedback is considered in the development and implementation of programming. In areas where stakeholders indicated dissatisfaction, grantees should look further into reasons for dissatisfaction and identify strategies to address these areas, if appropriate and possible

2. Based on monitoring site visit reports, 76 percent of grantees monitored and included in monitoring analysis were in compliance with all or a majority of program requirements and quality indicators.

Recommendation: Grantees should continue to operate within the requirements of the program. All grantees should review the monitoring self-assessment tool on a regular basis to ensure that their program meets minimum program expectations. Additionally, grantees may find that strategies or comment options in the self-assessment instrument may provide ideas or strategies for program operation or implementation.

3. Grantees shared program anecdotes and highlights in their PA Grantee Report and evaluators have heard about program successes and positive experiences from PDE and the Center for Schools and Communities.

Recommendation: Evaluators will continue to consider how the evaluation structure provides opportunities for grantees to report on program successes.

4. A majority of grantees used teacher, school, or parent recommendations (67-90 percent of grantees) to enroll students, identify needs, and provide services based on those needs, but to a slightly lesser extent use objective performance data (22-87 percent of grantees). Grantees appear to be using a combination of methods.

Recommendation: While it is hoped that school or teacher recommendations for student enrollment and service would be based on some measure of academic performance, need, and/or professional determination, the extent to which other sources' recommendations are valid is not clear. Grantees should review their recruitment strategies and information sources to determine students' performance using objective measures, where such data are available. As the federal performance measures focus on objective measures of achievement, it would be in grantees' best interest to know their students' performance on those metrics if they apply.

5. More than half of grantees (55 percent, 62 grantees) had a three Quarterly Performance Report average attendance rate of 100 percent or more based on a quarterly comparison proposed students to be served and the actual number of students served. Twenty-two of these grantees had average quarterly attendance rates of 150 percent or more of their proposed count.

Recommendation: While serving more students than expected is a positive outcome in terms of participation, less than half of students attended the program on an ongoing or repeated basis (regular attendees) and some grantees served as many as two or three times the number of students they proposed to serve. Because programs are more likely to influence students who attend more, grantees should consider whether their effort may be better spent on recruiting, retaining, and serving a number of students that is more in line with their expected number, in order to increase attendance and instructional consistency with the expectation that this may increase those students' likelihood of improvement, rather than serving more students with less frequency and intensity. It is unlikely that a student who attends for a few days will experience a considerable change academically or socially and instead is consuming program resources that may be spent on students with needs who are attending consistently.

6. While increased levels of program attendance does not appear to be as great a positive influence on outcome improvements as in the past, this may be a factor of a greater percentage of students attending at the 90+ days level or that students with greater needs are getting served more and that it takes longer for such students to improve, though data to examine this influence is currently limited. Regardless, increased percentages of students attending the program at higher levels is a positive program outcome, as historically, greater program attendance has been linked to greater likelihood of positive student outcomes.

Recommendation: Grantees should implement or continue to implement strategies designed to encourage students' repeated and consistent attendance at the program. Because student outcome reporting in the federal reporting system is limited to regular attendees, it is not possible at the state level to determine if participation in the program in and of itself is a catalyst for positive change, or whether more program participation days is a greater influence. While this kind of reporting is available in the PA Grantee Report, not all grantees report in each area and change is based on grantee-defined change, which limits the kinds of analysis that can be done at the state level. Evaluators will continue to collaborate with PDE and other relevant stakeholders to identify options that may allow evaluators to more closely link 21st Century program participation and degree of participation to student outcomes.

7. Half of grantees (54 percent) reported serving one or more adults according to federal reports. With the exception of three Cohort 5 summer-only programs, all grantees reported parent activities in the PA Grantee Report.

Recommendation: Given that grantees are required to provide educational activities for adult family members of participating students and considering grantee reporting on

adults served and adult family member activities, grantees should examine their programs and participation records to ensure that they are capturing and reporting their parent participation and activities accurately. If grantees are not currently serving parents or adult family members of participating students, they should contact their PDE program officer and technical assistance provider at the Center for Schools and Communities to identify possible options if they are struggling with parent involvement.

8. Looking at student outcomes at the grantee level indicates that grantees are either seeing positive outcomes for large percentages of their students or small percentages of their students, rather than being more evenly distributed across a continuum of results. A review of the percentage of grantees having more than half of students improving on measures including state and local assessments, report card grades, school behavior, and school discipline and/or more than half scoring at proficient or advanced levels on state assessments indicates a range spanning 3 percent of grantees to 54 percent of grantees. Additional information related to the program's implementation and administration at the grantee and state level might provide insight to findings and/or provide helpful information that may be used to improve the program and support grantee success.

Recommendation: Evaluators are planning strategies for examining outcomes and implementation at the grantee level to identify grantees that appear to be showing exceptionally positive results and those that appear to be struggling to identify implementation strategies and program design themes or trends that may be contributing to outcomes. This information will be helpful in terms of providing technical support to struggling grantees, identifying practices used by especially successful grantees, and also for training planning at the state level, as well as providing possible explanations for why results may be what they are. Evaluators should also consider ways that the PA Grantee Report may be used to collect additional information about grantee needs.

9. While the percentages of students improving may be lower than desired, Pennsylvania results indicate:
 - a. More than 40 percent of students having 2014 state reading or math assessment data scored at proficient or advanced levels. Students may have had half a year of programming or more by the time of the spring administration.
 - b. In 17 of 18 change-over-time outcomes indicators²⁹, the number of students improving outnumbered students declining.
 - c. Between 974 and 8,295 students improved (average 4,578) on any given change-over-time outcome indicator (of 18).

²⁹ Includes reading and math cross-year state assessments, reading and math report card grades, 10 teacher survey indicators, local reading and math assessments, school attendance, and school behavior/discipline. School behavior/discipline was the only indicator in this grouping where students declining outnumbered students improving.

However, even though there are students improving, they did not reach state goal levels, nor federal program performance targets and there continue to be areas where students exhibit needs, as evidenced by percentages of students declining in each reporting area.

Recommendation: Grantees should implement or continue to implement activities designed to support and improve student achievement. Grantees should examine their instruction and activities to ensure that their programming is supportive of school day instruction and does not use strategies that may be contradictory or confusing for students. In cases where center staff are also students' teachers at their home schools (where alignment is more or less inherent), grantees should ensure that while school-day concepts are being addressed that program instruction uses different, innovative, and creative strategies to engage students in learning that looks different than their regular school day instruction. Grantees should use evaluation findings to determine the areas where students continue to exhibit needs, are declining on various measures, or where students show no change but perform in the lowest performance levels and identify and implement strategies designed to address those areas.

10. Based on percentages of students improving and evaluator knowledge that grantees may have established performance targets of more than half of students improving on various measures, grantees, with some exceptions, likely did not meet their performance targets. Additionally, as shown in the Student Outcomes section, some outcome areas showed considerable percentages of students declining, particularly report card grades and school attendance.

Recommendation: PDE, evaluators, and technical assistance providers should examine grantee-level results to: 1) identify struggling grantees and provide technical assistance, 2) identify grantees that are excelling to share successful strategies or serve as mentors, and 3) use trends in the results to plan for state and regional trainings. Grantees should use their local evaluations and results to identify areas for improvement and develop and implement improvement strategies. How to use local evaluation results may need to be part of the training offered to grantees.

11. Related to the previous item, the incongruity of the fiscal years and contract years for 21st Century programs and the federal reporting year not only cause confusion among grantees, but also result in grantees/cohorts being included in only a portion of reporting, as their programs operated only a portion of the federal program year. This may result in inconclusive findings at the state level. Also, misalignment of the program years and fiscal years does not allow grantees to maximize their potential for positively influencing student outcomes.

Recommendation: PDE should consider options for more closely aligning the program year and fiscal/contract years for future funding opportunities.

12. Twenty-five grantees (22 percent of grantees) operated no centers for the minimum 36 school year weeks indicated by Pennsylvania's application guidance; 21 grantees operated at least one center 32 or more weeks.

Recommendation: PDE should consider how to address situations where grantee operations fall short of minimum requirements despite a contract period that would allow the grantee to operate at these levels and where grantees do not address operations challenges with PDE in advance. While some grantees' operations may be addressed through monitoring, PDE should determine how to address this for grantees that are not monitored in a given year or when monitoring results conflict with reported operations. PDE, evaluators, and technical assistance providers should formalize expectations for grantee follow-up and technical assistance for grantees not operating at the necessary levels. Technical assistance providers should identify and suggest strategies to bring centers and grantees into compliance. PDE should consider issuing guidance to grantees about planning for possible winter closures due to weather, perhaps such as building into the calendar an extra week or two of operations to accommodate weeks where programs are not able to be open because of weather.

13. The program has experienced similar and declining results over the past few years, despite grantee turnover, changes in Pennsylvania program priorities, different numbers of students, and differences in the programs implemented. Furthermore, Pennsylvania's programs are not meeting national target levels. Current comparative results are not available to look at Pennsylvania's results in consideration of national or neighboring states' results. Outcomes are not likely to experience considerable improvement without meaningful changes to programs.

Recommendation: PDE should continue to review evaluation findings to identify program priority areas, develop a plan to make changes (or encourage grantee program changes), and implement changes in order to positively influence results. While changes have been made to the program through the *Request for Proposals* guidance and changes to documentation there needs to be a plan in place for state-level staff to use this information to systematically support programs. Also, PDE and technical assistance providers should use historical findings and Government Performance and Results Act indicators to encourage grantees to use strategies that will positively influence the state's results and their own students' outcomes.

14. Comparisons of outcomes by grantee type (school-based versus non-school) indicate that in general grantee type does not seem to be a considerable influence on outcomes. The number of students and the number of students per grantee may be a factor in grantee outcomes. While this choice of grouping may or may not yield particularly compelling differences between the groups, it does indicate that programs, regardless of who administer them, are showing similar results. This, coupled with historically consistent results for the past several years, reinforce that differences in numbers of students, numbers or types of grantees, grantee experience, and like elements do not seem to have a

considerable influence on results. While grantees have considerable flexibility in terms of what they implement, their basic “dosage” structure (number of weeks and hours a grantee is supposed to be operational) and compliance elements have been consistent for several years and grantees tend to meet minimum expectations.

Recommendation: Evaluators should explore other possible grantee or results groupings to determine if any differences emerge.

15. Based on a comparison of the monitoring site visit date and the date that the final monitoring site visit reports were submitted for generation in their final format, reports took an average of 3.3 months to be completed.

Recommendation: PDE should review the internal monitoring site visit report generation process to identify and implement strategies that may decrease the time between the monitoring visit and the provision of the final monitoring report to the grantee so that grantees can use the report’s findings to ensure compliance and improve their program based on monitor recommendations.

The evaluation of Pennsylvania’s 21st Century Community Learning Centers programs is intended to provide program results and information that PDE can use to plan for the future and provide technical assistance to grantees. Results are based upon the data available and provided by the program and its grantees.