21ˢᵗ Century Community Learning Centers Program
2019-20 State Evaluation Report

March 2021

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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, through a broad array of activities that complement their regular academic programs. In addition to academics, centers are encouraged to offer participants a broad range 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.

The 2019-20 program year included 212 grantees in four funding cycles, each called a cohort: Cohort 7 included 55 grantees, Cohort 8 included 43 grantees, Cohort 9 included 43 grantees, and Cohort 10 included 72 grantees. While Cohorts 7-9 were eligible to operate the full program year (summer 2019 through the end of the 2019-20 school year), Cohort 10 grant contracts did not begin until July 1, 2019, and not all grantees had fully executed contracts at that time. Accordingly, Cohort 10 grantees may not have operated the full program year.

Grantees were mainly schools, districts, or charter schools (46 percent) or community-based/nonprofit organizations (31 percent). This varied by cohort, with Cohort 7 having the highest concentration of school-based grantees (49 percent). More than 60 percent of grantees classified their programs as operating in an urban environment; 23 percent were reported as rural, 6 percent were reported as suburban, and 10 percent were reported as a combination of these types.

EVALUATION DESIGN

The evaluation of the 2019-20 program year of 21st Century programs in Pennsylvania includes information about the programs operated under the Cohort 7, Cohort 8, Cohort 9, and Cohort 10 funding cycles. The timing of awards dictates what grantees report annually for evaluation.

The state evaluation of Pennsylvania's 21st Century program examined three performance measures focused on students' positive academic, social, and behavioral changes. Data sources included the federal 21APR system, Pennsylvania Implementation Survey, PA Operations Spreadsheet, PA De-identified Student Data Spreadsheet, and other data from PDE and the Center for Schools and Communities, which is Pennsylvania's contractor for 21st Century technical assistance.

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.*

The program findings shared in this report include information reported by grantees and state-level program staff about the 2019-20 program year, which includes summer 2019 and school year 2019-20. The various reporting venues are explained in the prior section of this report.

GRANTEE CHARACTERISTICS

The 2019-20 program year included 212 grantees in three funding cycles (cohorts). Grantees were mainly schools, districts, or charter schools (44 percent) or community-based/nonprofit organizations (31 percent). This varied somewhat by cohort, with Cohort 7 having a higher concentration of school-based grantees (49 percent).

Grantees operated programs out of 636 centers (195 Cohort 7 centers, 115 Cohort 8 centers, 130 Cohort 9 centers, and 196 Cohort 10 centers). Grantees operated between one and 11 centers per grantee, with an average of three centers; however, the mode (most frequent value) was one center.

Sixty percent of grantees classified their programs as operating in an urban environment; 24 percent were reported as rural, 6 percent were reported as suburban, and 10 percent were reported as a combination of these types.

PROGRAM IMPLEMENTATION

While the purpose 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.

COVID-19 Pandemic

In March 2020, the World Health Organization declared the COVID-19 viral outbreak a global pandemic. In response to growing numbers of infections and general uncertainty, Pennsylvania's Governor Tom Wolf began mitigation measures. In-person operations of many programs and services, including schools, ceased on or around Friday, March 13, 2020.

Grantee operations during the physical, in-person shutdown varied considerably, as families and communities had differing degrees of technology access and other resources. Some communities had limited connectivity to the Internet, which occurred both in rural areas that lacked infrastructure and also urban areas where the infrastructure might have been insufficient to support the area as well as families not having Internet in their homes. Some students lacked access to devices. Some

schools and programs were simply not in a position to pivot immediately to full-scale virtual implementation.

Those grantees that offered programming during the shutdown of physical operations did so using a variety of approaches, including live, synchronous instruction (students and instructors online at the same time), asynchronous instruction (recorded instruction, students and instructors may be online at different times), remote learning via hard copy materials, telephone instruction and check-ins, and other methods. However, for the purposes of this report, we will refer to all post-closure programming as remote learning.

Operations

Grantees could operate programs during the summer of 2019,[1] school year 2019-20, or both. Specific date ranges were not prescribed to allow for the local variance of school year start or end dates. Program guidance required grantees to operate a minimum of 36 school year weeks, for 12-15 hours per week afterschool, unless approved to operate otherwise. However, because of the pandemic, grantees were not penalized if they were unable to reach their 36 weeks of operation or maintain their typical weekly hours. Grantees reported operations details in the Center Operations Spreadsheet, which they submitted to the state evaluation team in summer 2020.

Grantees operated programs out of 636 centers.

Based on hours per week and weeks in operation, evaluators estimated that grantees offered a combined total of 37,704 hours of programming during the summer and 239,941 hours during the school year, for a grand total of 277,644 estimated hours for the 2019-20 program year.

Program Design

Program guidance included a list of allowable activities. In the PA Implementation Survey, grantees indicated which program areas they addressed from a list of 16 areas outlined in Pennsylvania's program guidance. The largest percentages of grantees indicated they offered STEM activities (science, technology, engineering, math) (96 percent), homework help (96 percent) and/or literacy activities (94 percent). Service categories indicated the least included truancy prevention (28 percent), counseling programs (35 percent of grantees), and/or entrepreneurship activities (37 percent). These activity categories trended as most and least indicated activities in the prior year.

Grantees were most likely to serve grades 4-8, with between 60 and 67 percent of grantees selecting one or more of the grade levels in this range. Grades 4-6 had the highest percentages (61 to 67 percent of grantees, or between 129 and 141 grantees).

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[1] Generally, grantees were required to operate during both summer and school year or school year only, depending on their contract. In some cases, a grantee contract ended early making them eligible to operate during a portion of the year.

Adult Family Member Activities

Programs were required to serve parents and family members of participating students. For adult family members of participating students who participated in at least one activity of any type during this program year, 208 grantees (98 percent) reported serving parents/adult family members and these grantee counts ranged from one adult to 600, with an average of 80 adults. Grantee adult counts totaled 16,744 adult family members participating.

PROGRAM PARTICIPATION

Grantees served 54,291 students over the course of the summer 2019 and school year 2019-20 program year,[2] with 21,765 students (40 percent) attending 21st Century programming for 30 or more days and receiving the designation of regular attendee. Pennsylvania public school enrollment, based on PDE public enrollment records for the 2019-20 academic year, was 1,765,547 students. This means that Pennsylvania's 21st Century programs served approximately 3.1 percent of the Pennsylvania public school population, an increase over 2.5 percent in 2018-19.

Participation ranged from 20 to 1,604 students per grantee, with an average of 256 students and 103 regular attendees per grantee. Three grantees reported having no regular attendees.[3] For those grantees reporting regular attendees (204), regular attendee percentages ranged from 5 percent to 100% (all students served attended regularly), with an average regular attendee percentage of 48 percent.

A majority of students (77 percent) attended only during the school year; 12 percent attended during summer 2019 only and 12 percent attended both summer 2019 and school year 2019-20 terms.

Data were also available to compare the number of students served to the numbers of students grantees proposed to serve in their approved grant applications. This calculation was possible for Cohorts 8-10. Cohort 7 was not included in this analysis, as their grants were ending. Based on their funded grant documentation, these 155 grantees proposed to serve 36,314 students. Based on the data reported, these same 155 grantees served 36,852 students, or 538 students more that they had proposed to serve.

Of the 155 grantees included in this comparison, 58 grantees served more students than they had proposed to serve in their grant applications, with overage counts ranging from two students more to 1,271 more, with an average of 131 students more than their

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[2] Five of the 212 grantees failed to submit their student-level data to evaluators. Evaluators gleaned student served counts from the grantees' local evaluation report or their 21APR entries. These grantees are included in overall students served totals, but they are not included in any sub-counts, such as summer counts, regular attendee counts, etc. They are also not included in any outcome data.
[3] Five grantees failed to provide their required student data file, so their counts of students by program attendance category, and thus count of regular attendees, is unknown.

proposed unique count. In terms of percentage over, this ranged from 1 percent more to 382 percent more students than proposed, averaging 49 percent more students.

Two grantees reported serving exactly the same number as they proposed to serve.

Ninety-five grantees served fewer students that they had proposed to serve. These grantees fell short of their target number by one student to 259 students, average 76 students, or by percentage, 1 percent to 83 percent short of their target (average 32 percent).

As outlined in the operations section of this report, few programs were fully operational in spring 2020, and at best, grantees had delays switching and challenges implementing virtual and remote programs. Considering the level of disruption from the pandemic, grantees collectively serving more students is a positive result.

STUDENT OUTCOMES

Grantees reported having 21,767 regular attendees, and it is for these individuals that reporting outcome results was required. Results shared in the following section are provided overall for all regularly attending students having data.

Academics

A total of 12,990 students had reading report card data that could be compared (students had two data points using a scale interpretable by state evaluators), which is 60 percent of school year regular attendees for whom outcomes data were reported.

Of the students having comparable reading report card grade data, 31 percent improved their reading grade from the first to the last reported grade. The largest percentage, at 35 percent, showed no change, meaning they earned the same grade for both the first and last grading periods. Results also indicated that 20 percent declined from fall to spring and 14 percent did not need to improve their grade (they had the highest grade possible) and maintained that grade. Excluding the did not need to improve group, 36 percent of students improved their reading grade.

Results were disaggregated by program attendance category and were similar for each category: 31 percent for 30 days, 30 percent for 60 days, and 33 percent for 90+ days. Analysis by grade band showed that older students were more likely to improve, but also more likely to decline. Younger students were more likely to not need to improve.

Historical presence analysis for reading report card grades was also conducted, with 48 percent of regular attendees with report card data also having historical participation information. In looking at the results by years of 21st Century participation, improvement percentages ranged from 29 percent for just the current year's participation to 43 percent for the greatest duration category.

Finally, evaluators categorized reading report card grades, as possible, based on the year-end reported grades. This categorization only considered the student's grade reported value for the last marking period, regardless of the grade value or type for the first marking period. Based on this analysis, 72 percent of students ended the year passing their reading course or earning a high or high mid-level grade. This varied only slightly by cohort, but Cohort 10 had the highest percentage of students with passing, high, or mid mid-level grades at 78 percent.

Of the 13,119 students with math report card grade data, 33 percent improved from fall to spring. The largest percentage, at 34 percent, showed no change, meaning they earned the same grade for both the first and last grading periods. Results also indicated that 20 percent declined from fall to spring and 13 percent did not need to improve their grade (they had the highest grade possible) and maintained that grade. Excluding the did not need to improve group, 38 percent of student improved their math grade.

Like reading, the results were fairly similar across categories: 33 percent improved within the 30 days group, 32 percent improved in the 60 days group, and 24 percent improved in the 90+ days group.

Analysis by grade band showed that older students were slightly more likely to improve (36 and 37 percent of middle and high school students improved), but were also more likely than younger students to decline. Like reading, younger students were more likely than older students to not need to improve.

Historical presence analysis for math report card grades was also conducted, with 48 percent of regular attendees with report card data also having historical participation information. Improvement percentages ranged from 31 percent for students with one to three years of the program to 46 percent for students with more than five years of 21st Century programming.

Like reading, evaluators categorized math report card grades, as possible, based on the year-end reported grades. This categorization only considered the student's grade reported value for the last marking period, regardless of the grade value or type for the first marking period.

Based on this analysis, 72 percent of students – the same percentage as reading – ended the year passing their reading course or earning a high or high mid-level grade. This varied only slightly by cohort, but Cohort 10 had the highest percentage of students with passing, high, or mid mid-level grades at 76 percent.

The 21st Century 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 of the student's classroom performance.

Academic performance teacher survey data was available for 11,385 students, which is 58 percent of school year regular attendees. Results show that 64 percent of students with teacher survey data improved. By degree of improvement, the largest portion showed "slight improvement" (43 percent of students improving), while 35 percent showed "moderate improvement," and 22 percent showed "significant improvement" according to their classroom teachers. Sixteen percent of students included in analysis were reported as not needing to improve, 16 percent were reported as showing no change, and 4 percent declined, according to teacher survey results. Of students declining, 71 percent were reported as having a "slight decline." Considering those students who needed to improve (excluding students with a response of "did not need to improve") 76 percent of students improved.

The count of students improving (7,273) was more than 15 times larger than the count declining (473).

Analysis by grade band revealed a range of percentages of students improving from 60 to 65 percent, with the percentages improving decreasing for older students; however, high school students were more likely than the others to be reported as "did not need to improve."

Behavior

21st Century Teacher Survey data for each element includes between 11,091 and 11,417 students or 57 to 59 percent of school year regular attendees.

The 21st Century Teacher Survey results showed larger percentages of students improving than other measures of student achievement. If students who did not need to improve are excluded from the analysis, each of the six non-academic teacher survey indicators showed more than half of regular attendees improving according to 21st Century Teacher Survey data:

- 76 percent of regular attendees with teacher survey data were reported as improving their homework completion to their teacher's satisfaction;
- 75 percent of regular attendees with teacher survey data improved their class participation;
- 70 percent of regular attendees with teacher survey data improved their class attentiveness;
- 69 percent of regular attendees with teacher survey data improved their motivation to learn;
- 64 percent of regular attendees with teacher survey data improved their class behavior; and
- 61 percent of regular attendees with teacher survey data improved in the area of volunteering in class.

Grantees reported student behavior and discipline results for 10,599 students (49 percent of regular attendees). Overall results indicated that 70 percent of regularly attending students did not need to improve in the area of school behavior and discipline.

The remaining categories showed similar results: 11 percent improved, 13 percent showed no change, and 6 percent declined according to grantee-defined change. Looking just at students who needed to improve, overall, 36 percent improved.

Considering program attendance, greater percentages of students did not need to improve with each greater program attendance category. The decline percentage, however, decreased slightly from 7 percent to 4 percent with greater attendance.

School behavior and discipline were also examined by grade band. Students in the pre-K and first grade level largely did not need to improve in this area. Older students were both more likely to improve and more likely to decline than younger students.

Evaluators also conducted historical presence analysis for school behavior, with 45 percent of students with school behavior data also having historical participation information. This analysis showed increasing improvement percentages; however, it is important to note that the number of students in each increasing year category decreases. Increased program attendance may indicate a positive program influence on school behavior.

Grantees reported school attendance results for 11,096 students, 51 percent of regular attendees, and these results showed 49 percent improved, 21 percent declined, 22 percent did not need to improve, and 7 percent showed no change.

Increasing program attendance shows increasing improvement percentages, from 47 percent for 30 days, 49 percent for 60 days, and 54 percent improving at 90+ days. Cohort 10 had the highest improvement percentage for the 90+ days grouping at 59 percent and the lowest percentage declining for this same participation level (5 percent).

Middle school students were most likely to improve their school attendance (54 percent) while younger students were more likely to not have a need to improve on this measure. Seven percent of students in each grade band declined, 20-27 percent declined, and 18-26 percent did not need to improve.

Historical presence analysis was also conducted for school attendance, with 48 percent of students with school attendance data also having historical participation information. Improvement percentages increase with longer participation up to five years. Increasing improvement percentages for longer participation is most pronounced when excluding students who did not need to improve: improvement percentages increased from 50 percent for one year to 68 percent for students with more than five years, indicating that longer participation may positively influence school attendance.

Promotion

Grantees (143 of 212) reported promotion status for 14,477 students (66.5 percent of regular attendees). These results revealed that 99.7 percent of students with a

promotion status were promoted or graduated. As nearly all students were promoted additional disaggregation would not add value to the finding.

High School Credit/Course Recovery

Thirty-five grantees reported student data showing that one or more high school students engage in course/credit recovery results through their 21st Century program (16.5 percent of grantees). An additional two grantees reported that they had a program but did not provide individual student data. Most grantees (81 percent) indicated that course/credit recovery was delivered through a blend of face-to-face instructions and computer-based instruction, versus only one of these methods.

Grantees reported that 1,500 high school students participated in course/credit recovery, with 252 of these being regular attendees and 1,248 (83 percent) attending the 21st Century program fewer than 30 days. Of these 1,500 students participating in course/credit recovery activities, 1,047 recovered one or more courses/credits (69.8 percent). These students recovered a total of 1,930.5 total courses/credits:
- 561.5 literacy courses/credits (126 from regular attendees and 435.5 from non-regular attendees),
- 506.25 math courses/credits (126.25 from regular attendees and 380 from non-regular attendees), and
- 862.75 other courses/credits (126 from regular attendees and 736.75 from non-regular attendees).

CONCLUSION

Pennsylvania 21st Century programs provided a variety of academic and enrichment services to students and their families intended to influence student outcomes. In most areas, considerable numbers of students showed improvement in one or more academic and/or behavioral elements, even though percentages may not be high in all areas.

Programs also faced considerable challenges and upheaval as a result of the global COVID-19 pandemic, with grantee response and program implementation in the post-closure of physical operations period. In some cases, even when grantees were positioned to offer remote/virtual learning opportunities during the pandemic, not all students or families had the resources or situations that allowed for program participation.

Despite the program implementation and student participation challenges resulting from the pandemic, student data reported showed that considerable numbers of students improved on the outcome measures. Results further suggest that increased, ongoing, and sustained participation (collectively, increased levels of program dosage) has a positive influence on students. However, considerable needs still exist.

Based on evaluation findings, evaluators recommend that grantees collaborate with their local evaluator to examine program findings in order to identify their students' areas of need and strength and make decisions designed to promote continuous program improvement and positive student outcomes. Also, grantees should implement strategies to increase student retention and ongoing, consistent program attendance. Furthermore, evaluators recommend that the state team examine areas of grantee need in order to design and offer training, professional development, resources, and support designed to increase grantee capacity to implement effective and efficient programs. Evaluators also suggest the state team consider opportunities to collect data more efficiently at the state level, allowing for greater consistency and longitudinal analysis.

Program Highlights

In this section, evaluators present several program highlights that showcase program success and progress. Program areas for improvement are addressed in the Reflections, Implications, and Recommendations section at the end of this report.

- More than 54,000 students had structured, safe, and educational afterschool programming and almost half (40 percent) attended such programs on a regular basis (30+ days). **Grantees served 54,318 students** during summer 2019 and school year 2019-20 program year, which was approximately 3.1 percent of Pennsylvania's K-12 public school population (1.7 million).

- Grantees offered an estimated[4] 37,704 hours of programming during the summer and 239,941 hours during the school year, for a grand total of 277,644 hours for the 2019-20 program year.

- Nearly all grantees (96 percent) reported offering STEM[5] activities as part of their 2019-20 programs.

- 74 percent of grantees reported that they implement literacy-related activities daily; 69 percent implement math activities daily.

- Slightly more than half of grantees (60 percent) classified their geographic context as urban; 24 percent self-classified as rural; 6 percent self-classified as suburban; and 10 percent indicated they served a combination of these community types.

- A total of 1,047 high school students recovered a total of 1,930.5 courses or credits, which likely supported them in meeting graduation requirements, which included 561.5 literacy credits, 506.25 math credits, and 862.75 other credits. Course/credit recovery students were 1.9 percent of all 21st Century participants.

- 11,559 students (53% of regular attendees) improved in at least one academic measure (reading/math report card grades, academic performance teacher survey data).

- Of the 12,668 students who had comparable report card grade data for reading and math, 1,921 students (15 percent) improved both their reading grade and math grade.

- Nearly all grantees maintain ongoing communication with school administrators (98 percent) and/or classroom teachers (95 percent); 85 percent of grantees

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[4] Based on grantee-reported typical weekly operations.
[5] STEM refers to science, technology, engineering, and mathematics activities.

employ school-day teachers as program staff, providing a direct connection between the school day and the 21st Century program.

- Of students needing to improve and included in analysis, 36 percent improved their reading report card grade and 38 percent improved their math report card grade from the first to their last marking period. Of the 12,668 students who had both reading and math report card grade data that could be analyzed, 15 percent improved their report card grades in both content areas.

- The 21st Century Teacher Survey results showed larger percentages of students improving than other measures of student achievement. Classroom teachers may be able to detect small improvements in individual students before they show up on assessments or other measures. These findings may indicate that student improvements may be observed in the future. If students who did not need to improve are excluded from the analysis, each of the seven teacher survey indicators showed more than half of regular attendees improving according to 21st Century Teacher Survey data:
    - 76 percent of regular attendees with teacher survey data improved their academic performance;
    - 76 percent of regular attendees with teacher survey data were reported as improving their homework completion to their teacher's satisfaction;
    - 75 percent of regular attendees with teacher survey data improved their class participation;
    - 70 percent of regular attendees with teacher survey data improved their class attentiveness;
    - 69 percent of regular attendees with teacher survey data improved their motivation to learn;
    - 64 percent of regular attendees with teacher survey data improved their class behavior; and
    - 61 percent of regular attendees with teacher survey data improved in the area of volunteering in class.

- Data indicate that students who are served for multiple years, students who participate in both summer and school year components, and students who attend in the greatest program attendance category (90+ days) are most likely to improve. Results suggest that increased program dosage may contribute to increased program and student success.

- Grantees served 16,744 adult family members of participating students.

- Based on 21APR results, Pennsylvania improved its results on all four of measurable student data GPRA indicators.

Introduction

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

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

Pennsylvania's primary goal for its 21st Century program is to assist youth to meet state standards for core academic subjects by providing them with academic and enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during non-school hours, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education. Educational services for families of participating students, such as literacy instruction, computer training, or cultural enrichment, must also be included.[7] Federal law requires that all 21st Century program sites provide academic enrichment activities and parental involvement activities. Programs are encouraged to use innovative instructional strategies, coordinate academics with local curricula and assessments, and use assessment data to inform instruction and evaluate results. Academics are to involve more than just helping participants with homework and should not just repeat school day activities.

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

All activities are to be based on rigorous scientific research and the Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. Activities must

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[6] Program information and requirements were adapted from 21st Century application and program guidance documentation.

[7] The majority of 21st Century activities are to take place during non-school 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.

address the needs of local schools and communities and be continuously evaluated at the local level.

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 school-wide 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. Non-school applicant agencies must collaborate with local education agencies when applying for funds and may establish memoranda of understanding, formal contracts, or informal agreements to facilitate implementation and data collection.

Participant Eligibility

Eligible participants are public and private/nonpublic school students in pre-kindergarten through grade 12. 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 are to be served through educational activities that are appropriate for adults.

REPORTING VENUES

21 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 21APR system, where "APR" stands for Annual Performance Report. The 2019-20 year was the third year that the 21APR system operated.

The 21APR system collects information on grantees and their centers, program staffing information, activities, program attendance, student characteristics, and student outcomes based on federal measures. Student outcome measures included state reading and math assessment gains, reading and math report card grades, and teacher survey responses. However, at this time, no data or results entered by grantees are exportable for efficient state use.

State Reporting

State reporting took three forms: the PA Implementation Survey, the Center Operations Spreadsheet, and the De-identified Student Data Spreadsheet. State reporting forms provided grantees with a method of reporting information that Pennsylvania needs to

examine state and cohort performance given that data are not exportable for state use from the 21APR system.

The Allegheny Intermediate Unit, the contracted evaluator for Pennsylvania's 21st Century program, constructed and implemented the state reporting forms. Evaluators compiled the data from each source for all grantees and analyzed it overall, by cohort, and by grantee.

Other Data Sources

Additional information was collected about grantees and their programs by PDE and the Center for Schools and Communities, PDE's subcontractor for 21st Century technical assistance; however, these data/reports were typically not (intended to be) used for the state evaluation.

Grantees conduct a local level evaluation and their contracted external local evaluator produces a report that they submit to the state. PDE program officers are the primary reviewers of these reports. The state evaluation team does not include grantee local evaluation information in the state evaluation process.

EVALUATION DESIGN

The evaluation of the 2019-20 program year of 21st Century programs in Pennsylvania includes information about the programs operated under the Cohort 7, Cohort 8, Cohort 9, and Cohort 10 funding cycles. The 2019-20 program year included 212 grantees: Cohort 7 included 55 grantees, Cohort 8 included 42 grantees, Cohort 9 included 44 grantees, and Cohort 10 included 71 grantees.[8] Cohorts 7-9 were eligible to operate the full program year, which included summer 2019 and school year 2019-20. Cohort 10 began July 1, 2019 and some Cohort 10 grantees with summer components began operations immediately. Others waited for the school year to begin.

The evaluation of Pennsylvania's 21st Century program examined three performance measures, within which grantees established 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; and
3. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

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[8] Cohort 10 included 72 grantees in its funding cycle; however, one grantee delayed their implementation of Cohort 10 funds until after the 2019-20 program year concluded. As such, this grantee is not included in the state evaluation analysis.

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.

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 2019-20 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 for the state (all grantees combined) and for each cohort as appropriate and available. Throughout this report, the narrative explanation precedes the graphical representation of results.

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 which reporting components applied to their programs. In other areas, grantees may have had no students to which a particular data element applied or they failed to report. The number of grantees 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. Further, some of each cohort's program requirements were slightly different to accommodate changes in state priorities and federal guidance. This report is not an evaluation of individual grantees, but rather an overall examination of the programs implemented during the 2019-20 program year, which includes summer 2019 and school year 2019-20. Grantees are required to have an external local evaluator that should be providing examination of each individual grantee's program. Grantees' local evaluation reports are to be submitted to the state in the fall 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. 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 about the 2019-20 program year, which includes summer 2019 and school year 2019-20. The various reporting venues are explained in the prior section of this report.

GRANTEE CHARACTERISTICS

The 2019-20 program year included 212 grantees in three funding cycles (cohorts). Grantees were mainly schools, districts, or charter schools (44 percent) or community-based/nonprofit organizations (31 percent). This varied somewhat by cohort, with Cohort 7 having a higher concentration of school-based grantees (49 percent). Cohort details are shown in Figure 2.

Figure 1.

Schools/Districts: 94	Community organizations: 66	Intermediate units: 17
Higher education: 14	Nationally affiliated nonprofit: 15	Faith-based organizations: 6

However, the grantee organization type is only indicative of the entity having fiscal and contractual responsibility for the program. Each grantee operated programming out of one or more centers (locations), which may be a different type than the grantee organization. For example, a community organization may operate its program in school buildings and a school district may operate its program in a community organization's facility, or some combination thereof. Each grantee was permitted to operate its program in whatever manner was described in its approved grant application based on the needs of the population to be served.

Figure 2.
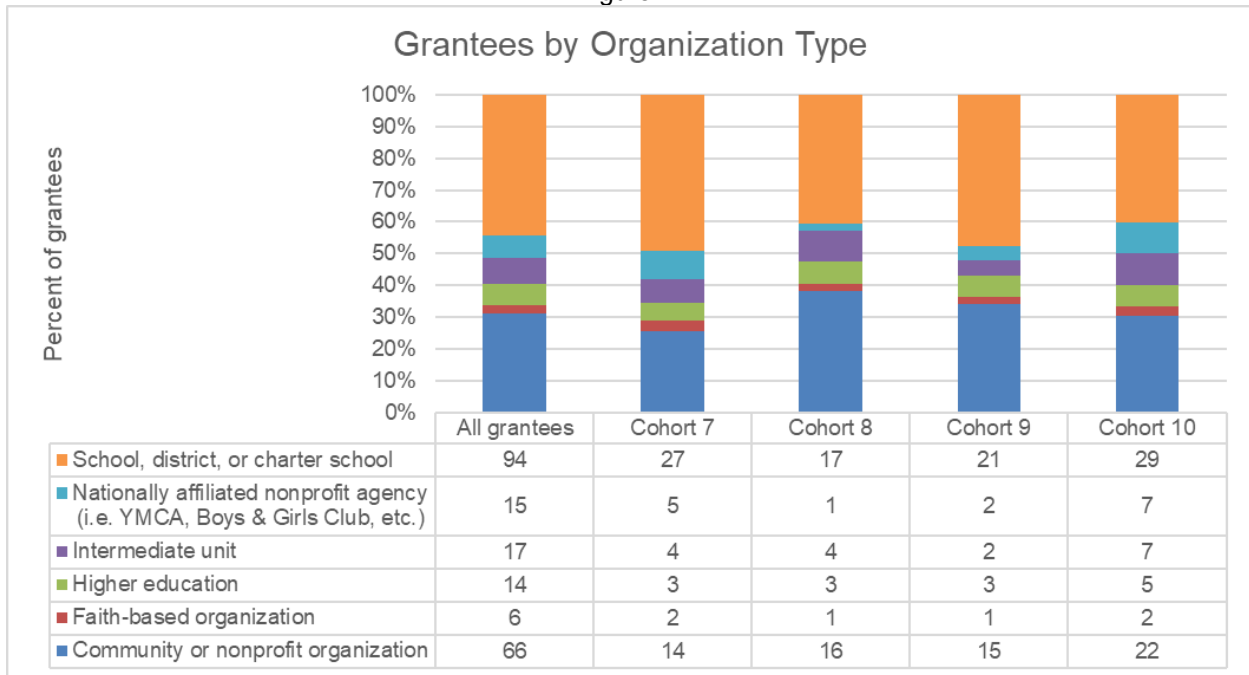
Grantees by Organization Type

	All grantees	Cohort 7	Cohort 8	Cohort 9	Cohort 10
■ School, district, or charter school	94	27	17	21	29
■ Nationally affiliated nonprofit agency (i.e. YMCA, Boys & Girls Club, etc.)	15	5	1	2	7
■ Intermediate unit	17	4	4	2	7
■ Higher education	14	3	3	3	5
■ Faith-based organization	6	2	1	1	2
■ Community or nonprofit organization	66	14	16	15	22

Grantees operated programs out of 636 centers (195 Cohort 7 centers, 115 Cohort 8 centers, 130 Cohort 9 centers, and 196 Cohort 10 centers). Grantees operated between one and 11 centers per grantee, with an average of three centers; however, the mode (most frequent value) was one center.

Evaluators asked grantees to indicate the geographic context of their programs. Sixty percent of grantees classified their programs as operating in an urban environment; 24 percent were reported as rural, 6 percent were reported as suburban, and 10 percent were reported as a combination of these types. Results were similar across cohorts.

Figure 3.
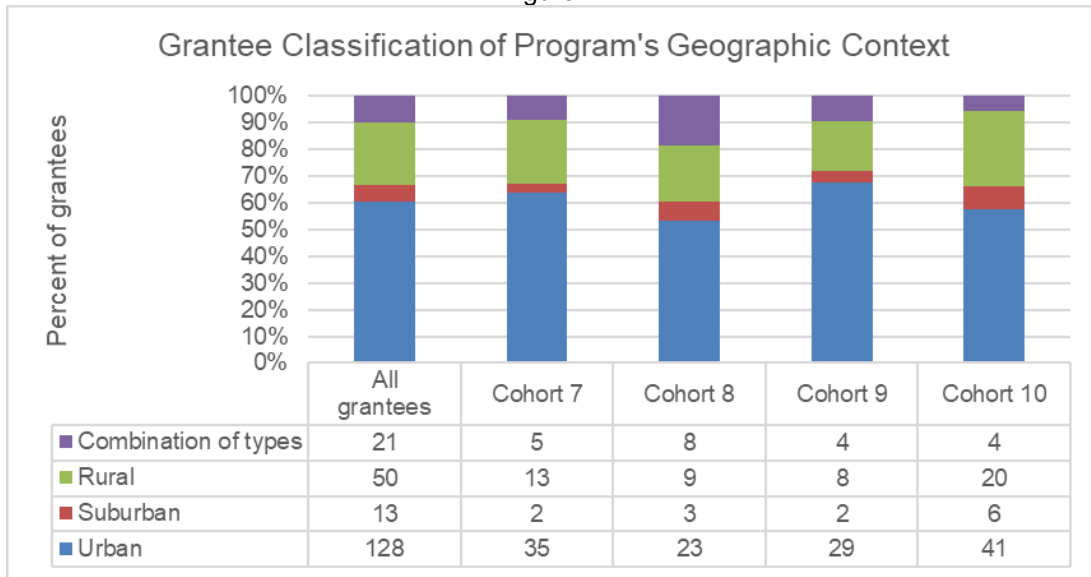
60%   24%   6%   10%

Figure 4.

Grantee Classification of Program's Geographic Context

	All grantees	Cohort 7	Cohort 8	Cohort 9	Cohort 10
■ Combination of types	21	5	8	4	4
■ Rural	50	13	9	8	20
■ Suburban	13	2	3	2	6
■ Urban	128	35	23	29	41

PROGRAM IMPLEMENTATION

While the purpose 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.

Implementation information about student and adult/family activities and staffing were collected in 21APR, but not available for state analysis as they have been in the past. Student demographics were also not available because of the changes in federal reporting and data availability. However, because of grant eligibility requirements, we know that programs are expected to prioritize at-risk and low-income populations.

COVID-19 Pandemic

In March 2020, the World Health Organization declared the COVID-19 viral outbreak a global pandemic. In response to growing numbers of infections and general uncertainty, Pennsylvania's Governor Tom Wolf began mitigation measures. In-person operations of many programs and services, including schools, ceased on or around Friday, March 13, 2020.

Grantee operations during the physical, in-person shutdown varied considerably, as families and communities had differing degrees of technology access and other resources. Some communities had limited connectivity to the Internet, which occurred both in rural areas that lacked infrastructure and also urban areas where the infrastructure might have been insufficient to support the area as well as families not having Internet in their homes. Some students lacked access to devices. Some

schools and programs were simply not in a position to pivot immediately to full-scale virtual implementation.

Those grantees that offered programming during the shutdown of physical operations did so using a variety of approaches, including live, synchronous instruction (students and instructors online at the same time), asynchronous instruction (recorded instruction, students and instructors may be online at different times), remote learning via hard copy materials, telephone instruction and check-ins, and other methods. However, for the purposes of this report, we will refer to all post-closure programming as remote learning.

Operations

Grantees could operate programs during the summer of 2019,[9] school year 2019-20, or both. Specific date ranges were not prescribed to allow for the local variance of school year start or end dates. Program guidance required grantees to operate a minimum of 36 school year weeks, for 12-15 hours per week afterschool, unless approved to operate otherwise. However, because of the pandemic, grantees were not penalized if they were unable to reach their 36 weeks of operation or maintain their typical weekly hours. Grantees reported operations details in the Center Operations Spreadsheet, which they submitted to the state evaluation team in summer 2020.

Grantees operated programs out of 636 centers.

Summer-operating centers (280) operated between six and 45 hours per week, with the bulk of these hours occurring during the day on weekdays; only 26 centers (9 percent of centers) operated on weekday evenings, weekends, or holidays during the summer. Center operations averaged 22 hours per week during the summer with the most frequent operations volume being 12 hours per week. Centers operated between two and five days per week. Most of the centers (259, 93 percent) operated either four or five days per week. Centers offered these programs between one and 12 weeks per center; 252 centers (90 percent) operated for six or more weeks.

During the school year, programming occurred through 624 centers (98 percent of all centers).

Pre-pandemic, grantees offered in-person programming between four and six days per week, with an average of four days per week, and between eight and 35 total hours per week, with an average of 13 hours per week. The minimum requirement for hours per week during the school year was 12 hours; 617 centers (99 percent) met or exceeded this requirement.

Centers operated between five and 43 total weeks (in-person plus remote learning) during the school year 2019-20, with 164 centers (26 percent of school year centers)

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[9] Generally, grantees were required to operate during both summer and school year or school year only, depending on their contract. In some cases, a grantee contract ended early making them eligible to operate during a portion of the year.

operating for 36 weeks or more, which was the expected level of implementation for a full year's program, though grantees were not held accountable for this target in the pandemic condition. In-person programming ran for six to 29 weeks per center, average 24 weeks.

Grantees reported that 444 centers held some type of remote learning program after the March 13, 2020 closure order. Additional centers and grantees shared that they offered remote learning programming but no students participated. However, this was learned anecdotally, so the extent to which this may have been true of other centers or grantees is unknown. Students may not have participated for a variety of reasons, as shared anecdotally by grantees: students lacked devices to connect, students lacked Internet access, students were on remote learning for the school day and they or their parents wanted them to take a break from screens, or other reasons.

Centers with remote learning programs operated between three and 14 weeks, with an average of eight weeks. Centers offered remote learning opportunities between one and six days per week, average four days per week, for one to 20 hours, average 11 hours.

Based on information grantees shared in the Implementation Survey about remote learning programming:
- 157 grantees offered synchronous virtual activities.
- 124 grantees indicated they used asynchronous activities.
- 79 grantees reported that they used paper-based remote learning activities.
- 90 grantees reported using remote learning activities via email.
- 99 grantees reported using computer programs or app-based activities (not staff-led instruction).
- 127 grantees provided one-on-one help to individual students.
- 133 grantees provided support to students in small groups.

Evaluators asked grantees to share their experience with common challenges in their transition to remote program delivery. Grantees were presented with a list of common challenges and asked to rate the prevalence of these challenges for their programs. Frequency options included "constant challenge," "frequent challenge," "occasional challenge," and "did not experience this challenge." The following graph illustrates these most frequent challenges. Engaging students in programming, including recruitment, was a top challenge.

Figure 5.

Prevalence of Common Challenges in Transition to Remote Programming
Constant and Frequent Challenges

	Student access to devices useable for online programming	Student access to reliable Internet connection	Getting students to attend/ participate in remote programming	Recruiting new students	Delivering hard-copy materials to students	Lack of programs/apps/platforms to deliver web-based programming	Program staff were unfamiliar with remote learning instructional strategies	Program staff access to technology tools from home
■ Frequent	21%	30%	27%	13%	9%	6%	12%	6%
■ Constant	10%	13%	28%	26%	7%	0%	3%	3%

Based on hours per week and weeks in operation, evaluators estimated that grantees offered a combined total of 37,704 hours or programming during the summer and 239,941 hours during the school year, for a grand total of 277,644 estimated hours for the 2019-20 program year.

Program Design

Program guidance included a list of allowable activities. In the PA Implementation Survey, grantees indicated which program areas they addressed from a list of 16 areas outlined in Pennsylvania's program guidance. The largest percentages of grantees indicated they offered STEM activities (science, technology, engineering, math) (96 percent), homework help (96 percent) and/or literacy activities (94 percent). Service categories indicated the least included truancy prevention (28 percent), counseling programs (35 percent of grantees), and/or entrepreneurship activities (37 percent). These activity categories trended as most and least indicated activities in the prior year.

Grantees were most likely to serve grades 4-8, with between 60 and 67 percent of grantees selecting one or more of the grade levels in this range. Grades 4-6 had the highest percentages (61 to 67 percent of grantees, or between 129 and 141 grantees).

Figure 6.

Grantee Programs by Grade Level

	All grantees	Cohort 7	Cohort 8	Cohort 9	Cohort 10
Pre-K	9	2	3	1	3
Kindergarten	99	19	18	22	40
Grade 1	111	22	19	23	47
Grade 2	118	24	22	26	46
Grade 3	126	32	22	29	43
Grade 4	129	37	23	27	42
Grade 5	141	42	25	28	46
Grade 6	130	41	28	27	34
Grade 7	127	42	26	26	33
Grade 8	128	42	27	27	32
Grade 9	83	20	23	20	20
Grade 10	82	20	23	18	21
Grade 11	81	20	23	17	21
Grade 12	80	20	22	17	21
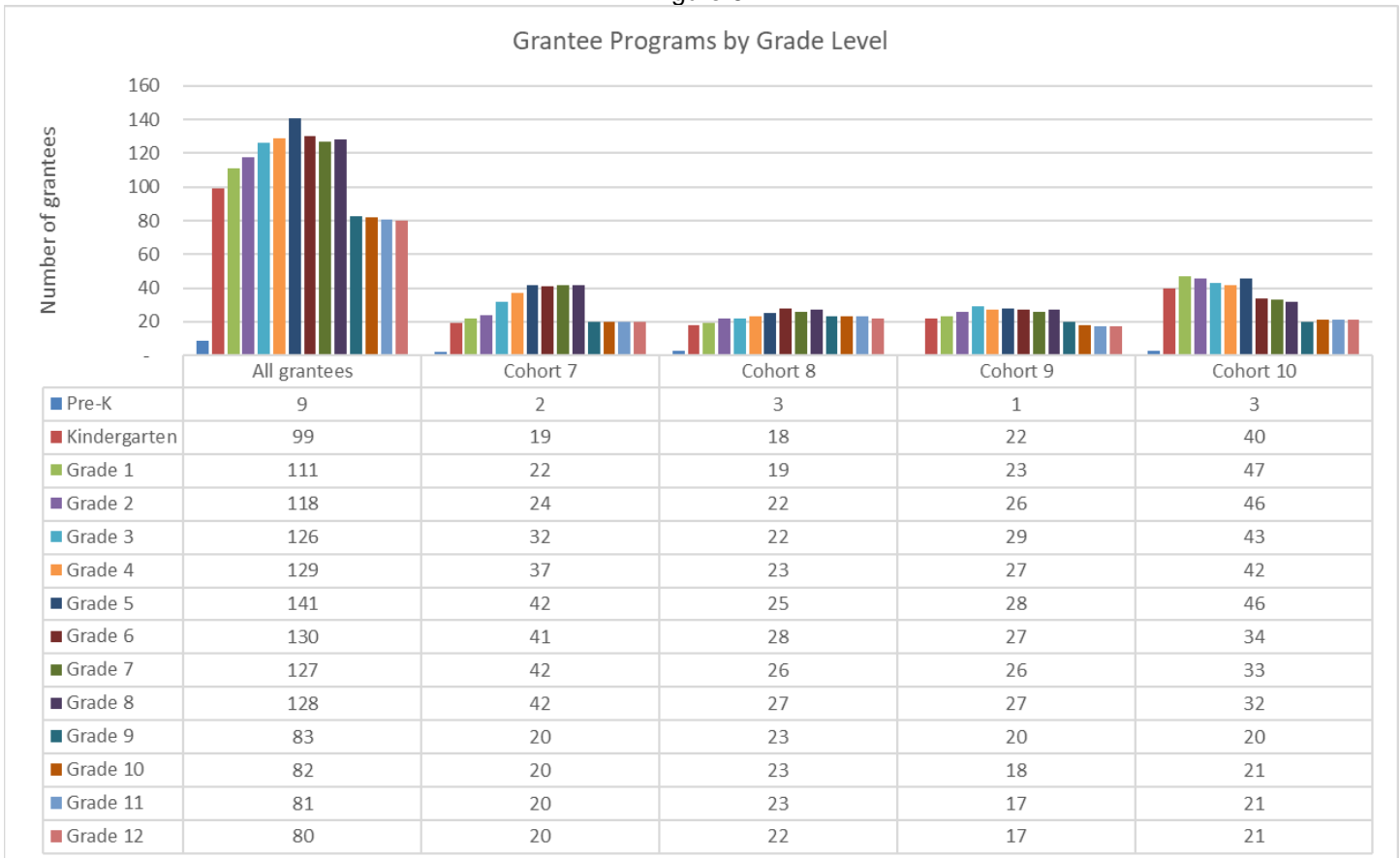
Grantees indicated in the PA Implementation Survey strategies they used to identify, enroll, and serve students. Grantees could select from a list of strategies or share their own and they could select all strategies that applied to them. The largest portion of grantees (93 percent) used teacher or school recommendation to identify students to enroll, followed by parent referral (80 percent of grantees), among others.

Identification and recruitment challenges grantees reported included competition with other programs/activities (54 percent of grantees), parent commitment to consistent attendance (54 percent of grantees), and parent involvement and awareness (49 percent of grantees). Nine percent of grantees indicated that they did not experience or were not aware of any such challenges.

In addition to examining implementation and operations of 21st Century programs, the PA Implementation Survey asked grantees to indicate how they collaborated with students' schools. Grantees collaborated in multiple ways, but nearly all grantees indicated that they maintain ongoing communication with school administrators (98 percent of grantees) and/or school day teachers (95 percent of grantees). Many grantees (88 percent) reported that school day teachers also served as program staff, providing a direct link between school and the 21st Century program.

In the PA Implementation Survey, grantees were asked to indicate the frequency with which they implemented activities relevant to key content areas within a typical program week. Reading and math activities were most frequently indicated as daily activities; 74 percent of grantees indicated daily reading or literacy activities and 69 percent of grantees indicated they had daily math activities in a typical program week. Grantees implemented science, social studies, and other areas less frequently.

Figure 7.
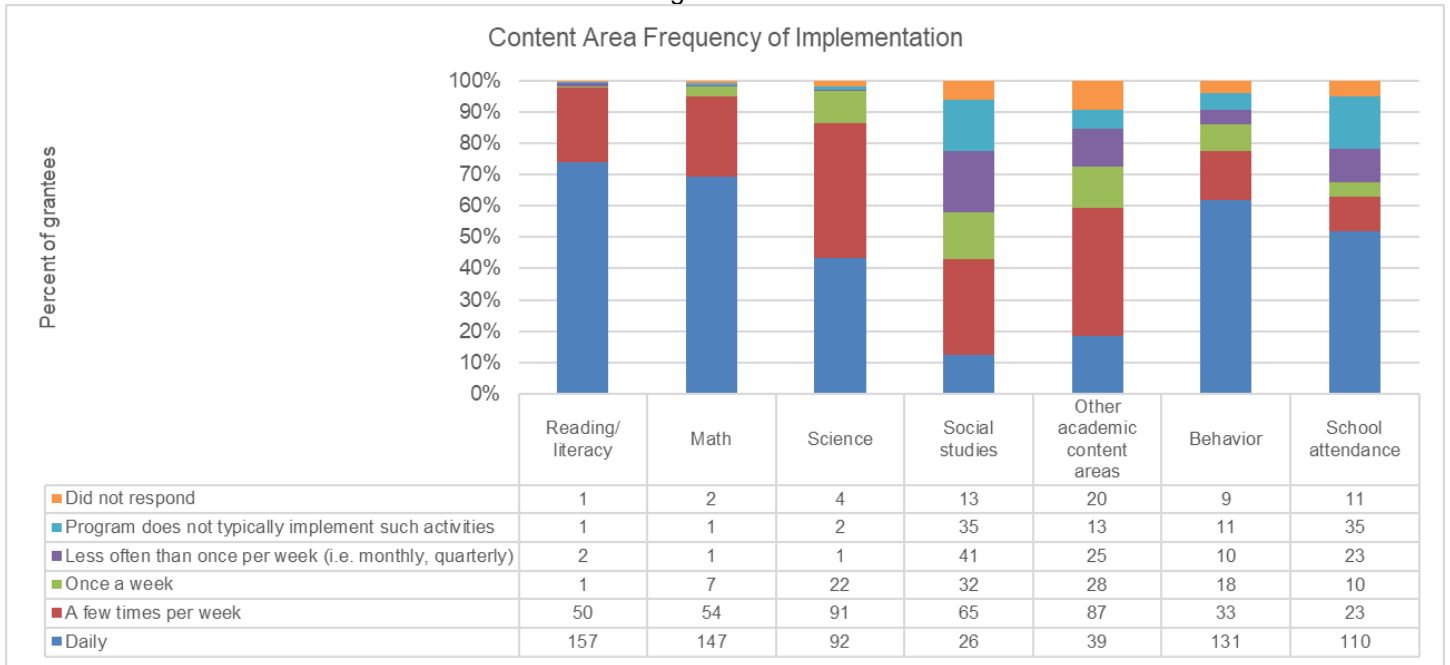
Content Area Frequency of Implementation

	Reading/ literacy	Math	Science	Social studies	Other academic content areas	Behavior	School attendance
■ Did not respond	1	2	4	13	20	9	11
■ Program does not typically implement such activities	1	1	2	35	13	11	35
■ Less often than once per week (i.e. monthly, quarterly)	2	1	1	41	25	10	23
■ Once a week	1	7	22	32	28	18	10
■ A few times per week	50	54	91	65	87	33	23
■ Daily	157	147	92	26	39	131	110

Adult Family Member Activities

Programs were required to serve parents and family members of participating students. In the PA Implementation Survey, grantees could indicate the types of parent or family activities offered from a list of options or describe other activity types. Grantees could select all activity types that applied to their program for 2019-20. A majority of grantees selected open house activities (94 percent of grantees), followed distantly by family literacy nights (62 percent of grantees), with other options selected to a lesser extent. Table 1 provides counts and percentages of grantees offering different types of adult family member opportunities.

This table simply indicates the number of grantees offering such activities and not the frequency, duration, content, or intensity of such offerings.

Table 1. Grantees' Adult Family Member Activity Types and Prevalence

Activity Type	Number of Grantees Offering Such Activities	Percentage of Grantees Offering Such Activities
Adult ESL services	36	17%
Adult education opportunities and/or GED classes	39	18%
Career/job training	32	15%
Computer/technology training	46	22%
Cultural events	81	38%
Family literacy nights	132	62%
Health, nutrition, fitness, or wellness activities	99	47%
Open House	199	94%
Parent/Center staff meetings	69	33%
Parenting skills classes	70	33%
Parent training on how to help their children with schoolwork	70	33%
Parent training on post-secondary options and planning	42	20%
Parent reinforcement of the importance of school and education	58	27%
Parent volunteering at the program	43	20%
Structured family recreation	59	28%
Other	26	12%

Grantees also reported how they communicate with parents, students, and the community. Grantees most often indicated open house and family nights as methods of sharing information (98 percent of grantees), followed by fliers, promotional materials, or newsletters (91 percent of grantees), and phone calls (89 percent of grantees), among other formal and informal methods selected with lower frequency.

Grantees reported counts of parents/adult family members participating in program activities. For adult family members of participating students who participated in at least one activity of any type during this program year, 208 grantees (98 percent) reported serving parents/adult family members and these grantee counts ranged from one adult to 600, with an average of 80 adults. Grantee adult counts totaled 16,744 adult family members participating.

In terms of participation in parent education or engagement activities, including such activities as adult ESL, parent education/workshops, computer training, parenting skills, and similar offerings, grantees (158, 75 percent of grantees) reported serving 8,529 adults, with grantee counts ranging between one and 446 adult family members participating in such activities, with an average of 54 participants.

In terms of participation in family involvement activities, such as open house events, family nights, and similar opportunities, 195 grantees (92 percent of grantees) reported serving 16,531 adult family members with grantee counts between one and 807 adult family member participants, with an average of 85 participants.

Grantee Provision of Professional Learning Opportunities

Of the 212 grantees, 96 percent indicated that professional learning opportunities in some form was available to staff, either through the grantee or their home school/agency. This professional learning most typically took the form of staff orientations (92 percent of grantees) and/or health and safety trainings (81 percent of grantees), among other options. Grantee contracts require them to participate in certain professional learning and conference opportunities. However, under the pandemic, many professional learning opportunities were canceled or postponed, which may contribute to lower-than-expected professional learning implementation.

When asked to indicate how professional development learning, information, and resources were shared with other program staff, staff meetings was selected most (94 percent of grantees), followed by email (92 percent) and informal conversations (84 percent) among other methods to a lesser extent.

State Provision of Professional Learning Opportunities

PDE and the Center for Schools and Communities, PDE's contractor to provide training and technical assistance for 21st Century Community Learning Centers, offered or facilitated grantee access to several professional development opportunities. These opportunities occurred through four venues: the Extra Learning Opportunities Conference (ELO): Promising Practices – Proven Strategies, the annual 21st CCLC Grantees' Meeting, Regional Trainings; and webinars throughout the year. 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 an overview is included here. This summary intends to provide an overview of the scope and reach of state-offered professional development opportunities.

The ELO Conference was scheduled as an in-person event for March 10-12, 2020 in Harrisburg. Due to the global pandemic, the conference was canceled. Twelve workshops that were easily transitioned to virtual presentations were selected and placed on the calendar from April – June 2020. A Q&A information webinar was the most highly attended, at 310 participants, due to the many questions that 21st CCLC grantees had around providing out-of-school-time programming during a pandemic.

The second webinar with the most attendees was Dr. Monica Burns' session on virtual classroom instruction – the content was relatable and timely with 256 attendees.

Four webinars not related to the 2020 ELO conference occurred in fall 2019 covering topics relevant to out-of-school-time programs. Members of the state 21st Century team or various experts and contributors from outside the program presented the webinars. These webinar topics, timing, and participation counts are shown in Table 1. It is possible that the actual participant count is higher, as it is known that some groups had multiple people participating from the same location through one registration, but the extent to which this happens is not consistently captured, as participants need to self-report this information. Grantee representation or counts were not available. Webinars were 75 or 90 minutes long.

Five regional trainings occurred in October 2019:
- October 8 – PaTTAN Pittsburgh, 3190 William Pitt Way, Pittsburgh, PA (63 attendees)
- October 9 – Tom Ridge Environmental Center, 301 Peninsula Drive, Erie, PA (36 attendees)
- October 11 - Montgomery County IU, 2 West Lafayette Street, Norristown, PA (30 attendees)
- October 22 – Harrisburg PaTTAN, 6340 Flank Drive, Harrisburg, PA (73 attendees)
- October 30 – Franklin Institute, 222 North 20th Street, Philadelphia, PA (164 attendees)

Content covered during all regional trainings included emergency readiness plans for 21st Century programs, safe transitions from school to home, go-kits (critical emergency supplies), and other topics. Also, go-kits were distributed to grantees at the conclusion of the sessions.

Table 2. Webinar Details

Topic	Presenter(s)	Month/Year	Participants
QPR Webinar	PDE, CSC, AIU	July 2019	135
C10 Orientation Webinars (3)	PDE, CSC, AIU	August 2019	8/26/19 – 161 8/27/19 – 137 8/28/19 – 149
Cohort 10 QPR Training	Pennsylvania's 21st Century state evaluation and technical assistance teams	September 2019	103
Expenditure Reports	N. Craig Scott, Student Services Supervisor, and Alex Pankratz, Fiscal Technician	October 2019	180
Emotions Mix Tape: Building Emotional Intelligence Webinar	Lori Nathanson, Ph.D., SEL Consultant	April 2020	188
Ways to Connect w/Students & Families Virtually Webinar	Monica Burns, Ed.D., EdTech & Curriculum Consultant, Class Tech Tips, LLC	April 2020	227
Classroom Technology Tools for Remote Afterschool Programs Webinar	Monica Burns, Ed.D., EdTech & Curriculum Consultant, Class Tech Tips, LLC	April 2020	256
Continuous Ed – Aligning K-12 Afterschool Programming with the School Day Webinar	Andrew Francis, Education Specialist, You for Youth (Y4Y)	April 2020	240
Surviving or Thriving? The Intentional Practice of Workplace Wellness	Mona Johnson, Ed.D., Director of Student Support, Washington Office of Superintendent of Public Instruction	April 2020	143
Q&A Informational Webinar	PDE	May 2020	310
Your 21st CCLC Monitoring Visit: Assuring Best Results Webinar	Leslie McConnell, and Josie Innamorato, AIU State Evaluation Team; Dr. Jane Hershberger, 21st CCLC Contracted Monitor	May 2020	142
Navigating the 21st CCLC Program's Evaluation, Reporting and Resources Webinar	Leslie McConnell, and Josie Innamorato, AIU State Evaluation Team	May 2020	137
Interactive Student Journaling in Digital Spaces Webinar	Monica Burns, Ed.D., EdTech & Curriculum Consultant, Class Tech Tips, LLC	June 2020	37
Overview of Penn Museum's Digital Resources Webinar	Emily Hirshorn, Associate Director, School Programs, Penn Museum	June 2020	37
Resources for Finding Your Path Through Youth Ed During the Time of COVID-19 Webinar	Carissa Longo, DCNR	June 2020	35
Eco Ed Activities for a Very Popular Planet	Peter Bailey, Population Education	June 2020	62
Building Relationships with Youth Virtually	Jen Brevoort, Development Without Limits	June 2020	115
Family Engagement	Michelle Dinnen-Owens	June 2020	60

Professional Learning and Support Needs

Within the PA Implementation Survey, grantees had the opportunity to share or explain their needs or interests for additional training or support; about 60 percent of grantees provided a substantive response. These needs and interests are outlined in the following pages in no particular order. Common themes included needs related to staff training in social/emotional learning, parent engagement/involvement/programming, student/classroom behavior management, STEM/STEAM, and successful recruitment and retention strategies, which have been common themes in the past as well; however, programs are interested in these items this year as they particularly apply to the hybrid/virtual environment.

Identification, Recruitment, and Retention

- General recruitment and retention strategies
- Successful recruitment and retention of middle and high school students
- Recruitment and retention strategies in hybrid and virtual models
- How to best acclimate students to in-person when they have been virtual for so long
- How to reach attendance goals in hybrid/virtual models
- Encouraging repeated student attendance
- How to track attendance of asynchronous programming

Operations and Implementation

- Various aspects of parent engagement, parent engagement strategies
- Social emotional learning training
- How to start e-sports programs/activities
- Continued support and guidance related to COVID-19 response
- Operating hybrid/virtual programs
- How to rebuild family confidence that students are safe in an in-person afterschool environment
- Best practices for parent communication and parent programming in changing environments
- STEM/STEAM training
- Positive behavior supports
- Low-cost, hands-on activities
- Strategies to improve student attendance and behavior
- Building partnerships with principals, schools
- Trainings/webinars held during afterschool hours
- Trauma informed approaches
- Working with special needs students
- De-escalation and conflict resolution strategies
- Cultural understanding and appreciation
- Staff self-care

- Credit recovery
- Financial literacy
- Computer and technology training for students and families
- Career/job training
- Assistance to students who have ben truant, suspended, or expelled
- Drug and violence prevention
- Supplemental afterschool program approaches that complement a fully virtual school day
- Training on common core curriculum, particularly in math
- Leadership curriculum for middle school students
- Strategies to address transportation issues and barriers
- Underrepresented populations in STEM
- How to incentivize parent involvement
- How to address student learning loss
- Literacy approaches for low-level secondary readers
- Training on allowable expenditures at the beginning of the year
- How to help families get Wi-Fi at home
- Meet and greet with program officers
- Minimize screen burn out
- Getting devices to students who need them
- A forum for sharing best practices
- Parent handbook
- Training for non-certificated instructional staff
- How to prepare staff for in-person operations: how to manage mask-wearing, physical distancing, etc.
- How to address staff turnover, staff retention
- Health and safety training for staff
- Staff training/development in general
- Staffing strategies
- Continue to offer the same kinds of professional learning opportunities, as they have been helpful
- Ongoing staff training opportunities
- New staff trainings, orientations for staff who might be hired mid-year
- Academic training

Data and Evaluation

- General data and evaluation training
- Data sharing/working with school districts
- Data collection in a hybrid/virtual environment
- Updated list of deadlines
- Data-informed decision-making
- How to use evaluation to create student goal plans
- Training or walk-through of reporting close to reporting deadlines

- Attendance tracking tools/software
- Data agreements with schools
- How to use data to drive instruction
- How to increase teacher response to the teacher surveys
- How can community-based organizations optimize data sharing and reduce duplication of students across programs in areas where many different (afterschool) programs are available

Creative and Innovative Strategies

In the PA Implementation Survey, grantees had the opportunity to share what they believed were creative or innovative strategies being used in their programs to engage students and address their needs; about 70 percent of grantees shared one or more strategies. These are listed here, in no particular order. Comments related to STEM/STEAM activities were the most common theme.

- Town hall-style meetings to collect feedback
- Collection of student feedback on programs, interests, and staff
- Student feedback into the re-design of the community center, provided input to architects and designers
- Educational games, Legos and similar manipulatives for hands-on activities
- Use of assessment data to target needs and adjust small group tutoring
- Social and emotional learning activities
- Technology integration
- Phone blasts, school website, emails, flyers, home visits, and brochures were all used as tools to engage students and their families; individual phone calls to homes in English and Spanish
- Building relationships between school day and after school
- Incentives for elementary students
- Exciting and new program experiences, guests, vendors connected to curriculum
- Instruction customized to student needs
- Cultural frameworks
- College and career exploration, resume writing, college application support
- Special programs, activities, and partnerships
- Flexibility
- Interactive, hands-on activities
- Activities led by teaching artists
- Meditation, wellness, yoga activities
- Self-de-escalation strategies
- Computer science
- Robots
- High-interest activities aligned with standards
- Using student interests to design and offer programs
- Student involvement in the Advisory Board

- Community service and service learning
- Specific commercial or partner-provided programs
- One-on-one check-in sessions
- Recruitment phone calls
- Arts, sports, dance
- "Maker" spaces and activities
- "App"-based communication
- Creative outlets: gardening, cooking, arts, crafts
- 4-H
- Academic competitions
- Social and racial justice activities
- Student leadership roles
- Research-based strategies and programs
- Remote/virtual tours and field trips
- Attendance incentives

SOCIAL EMOTIONAL LEARNING AND DRUG AND ALCOHOL PROGRAM FUNDING

During the 2019-20 year, PDE made available additional supplementary funding to existing grantees to implement social and emotional learning (SEL) programs and/or drug and alcohol prevention programs. Funds were available on a competitive basis. Grantees reported on their implementation of these funds in the Implementation Survey.

Only 72 grantees in Cohorts 7, 8, and 9 (24 grantees from each cohort) were approved for these supplemental programs and funds:
- 27 grantees reported operating both drug and alcohol prevention programming as well as SEL programs;
- 41 grantees operated SEL programs; and
- Four grantees operated drug and alcohol prevention programs.

Cohort 10 was approved after this funding competition, was not part of this supplemental program or funding, and is not included in this analysis.

Grantees delivered these activities through a combination of internal staff and partners.

Of the 68 grantees offering SEL programs, 38 percent offered SEL activities several times per week; 29 percent offered them daily; and 22 percent offered such activities once per week. The remaining 10 percent offered activities less frequently or reported different frequencies for different activities.

Of the 31 grantees offering drug and alcohol prevention programs, 21 percent offered such activities weekly, 9 percent offered them several times per week, and 9 percent offered them two or three times per month. One grantee offered such activities daily. The remaining 6 percent offered activities less frequently or reported different frequencies for different activities.

Evaluators asked grantees to briefly explain the nature of their social emotional learning and drug and alcohol prevention programs.

Social emotional learning programs covered topics including:

- Mindfulness activities
- Yoga
- Character development
- Movement activities
- Stress and anxiety reduction
- Resilience
- Counselors/psychiatrist
- Healthy relationships and boundaries, relationship skills
- Healthy choices, responsible decision-making
- Kindness
- Self-discipline
- Online programming
- PATHS Program (Promoting Alternative Thinking Strategies)
- Emotional expression
- Coping mechanisms
- Art therapy, art projects
- Partnerships with community
- Agencies, vendors
- Journaling
- Responsibility
- Growth mindset
- Delayed gratification
- Emotional intelligence
- De-escalation space for students
- Positive Action Program
- Communication
- Reflection
- Bullying prevention
- Peer pressure
- Goal setting
- Guest speakers
- Problem solving
- Family programming
- Mentoring
- Respect
- Empathy
- Taking initiative
- Student video production
- Writing activities
- Responsive Classroom training/program
- Media literacy
- Conscious Discipline program
- 7 Mindsets curriculum
- SEL games
- SEARCH Institute
- Family skill building
- Career awareness
- Project-based learning
- Confidence
- Book club/book discussion using books on SEL topics
- Time management
- Zones of Regulation Framework
- Second Step Curriculum

Drug and alcohol topics or programs included:

- Positive life choices
- Specific models or curricula
- Life skills training
- Positive youth behavior training
- Programming provided by local police
- Student assemblies covering drug and alcohol related topics, suicide
- Decision-making and consequences
- Student completion of challenges and navigating obstacles using "drunk goggles"
- Coping strategies
- Trauma-informed approaches
- Individual and community identity
- Recognizing the influence of others
- Police, staff instruction on substance abuse
- Relationships
- Guest speakers
- Drunk driving
- Drug and alcohol issues
- The Strengthening Families program
- Brain Power program
- Too Good for Drugs curriculum
- PAstop.org
- Positive Action program
- DARE program
- SEARCH Institute curriculum

- Recovery resources, speakers at parent events
- Online programs
- Guest speakers
- Relationship management, self-management
- Peer pressure
- Poster competition
- Growth mindset
- Self-confidence
- Resilience
- Student-delivered peer education
- Counseling
- Botvin Model
- Life skills training
- Safe taking of medicines
- Prevention movies
- PALS program
- Partnerships with community agencies
- Courageous Parenting 101 for parents and caregivers
- Wellness lifestyle, healthy habits, good choices
- Teacher training to recognize drug and alcohol issues
- Discussion

PROGRAM PARTICIPATION

Grantees served 54,291 students over the course of the summer 2019 and school year 2019-20 program year,[10] with 21,765 students (40 percent) attending 21st Century programming for 30 or more days and receiving the designation of regular attendee. Pennsylvania public school enrollment, based on PDE public enrollment records for the 2019-20 academic year, was 1,765,547 students. This means that Pennsylvania's 21st Century programs served approximately 3.1 percent of the Pennsylvania public school population, an increase over 2.5 percent in 2018-19.

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[10] Five of the 212 grantees failed to submit their student-level data to evaluators. Evaluators gleaned student served counts from the grantees' local evaluation report or their 21APR entries. These grantees are included in overall students served totals, but they are not included in any sub-counts, such as summer counts, regular attendee counts, etc. They are also not included in any outcome data.

Under typical circumstances, an individual student would only receive services through one program/grantee. However, it is possible that a student may receive services under more than one grant. A student might transition from one grant to another: 1) because of normal grade progression (for example being eligible for one grade level and grant in summer and a different grade level and grant in the school year); 2) because a program ends; or 3) if the student moves to a new residence and is eligible for their new school's program. For 2019-20, evaluators asked grantees to indicate whether they were aware of students in their programs who were also served by another program, either through their organization or another. Twelve grantees (seven organizations) indicated that they were aware of one or more students who received services under more than one grant. Six of these seven organizations provided a count of students that received services through more than one grant, and this count totaled 25 students. This count is considered in the 54,291 unique count above. However, these 25 students served through more than one cohort may be reported within each cohort's results as appropriate. However, as these 25 students make up 0.04 percent of the students served through 21st Century, their inclusion is highly unlikely to influence results in any considerable way.

Cohort results were similar, with Cohort 7 having the largest portion of students (32 percent), followed by Cohort 10 (25 percent), Cohort 8 (22 percent), and finally Cohort 9 with 21 percent as shown in Figure 8. Cohorts 9 and 10 had the highest portion of students attend regularly (30 or more days), with 42 and 44 percent, respectively. Cohort 10's results are particularly positive considering this was their first year of the grant and some grantees did not operate the full year. Cohort 9 also had the highest proportion of students attending in the 90 or more days category. This indicates that while Cohort 9 may have served the smallest number of students compared to other cohort totals, they served those students with greater intensity.

Grantees reported in their Implementation Survey that most often used high interest activities (92 percent of grantees) and parent outreach following absences (86 percent of grantees), among other strategies, to encourage regular and repeated program attendance.

Participation ranged from 20 to 1,604 students per grantee, with an average of 256 students and 103 regular attendees per grantee. Three grantees reported having no regular attendees.[11] For those grantees reporting regular attendees (204), regular attendee percentages ranged from 5 percent to 100 percent (all students served attended regularly), with an average regular attendee percentage of 48 percent.

Additional details about program participation are shown in the figures that follow on the next few pages.

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[11] Five grantees failed to provide their required student data file, so their counts of students by program attendance category, and thus count of regular attendees, is unknown.

Figure 8.

Students Served by Attendance Category

	All students	Cohort 7	Cohort 8	Cohort 9	Cohort 10
Attended 90 or more days	3,720	1,133	745	1,020	822
Attended 60-89 days	7,285	2,455	1,303	1,409	2,118
Attended 30-59	10,762	3,305	2,301	2,190	2,966
Attended 1-29 days	32,113	10,458	7,706	6,312	7,637

Figure 9.

Students Served by Cohort

Cohort 10, 13,542, 25%
Cohort 9, 11,255, 21%
Cohort 7, 17,466, 32%
Cohort 8, 12,055, 22%

Figure 10.

Average Students Served and Average Regular Attendees by Cohort

	All students	Cohort 7	Cohort 8	Cohort 9	Cohort 10
■ Average students per grantee	254.2	315.5	287.0	248.4	190.7
■ Average regular attendees per grantee	102.7	125.3	103.5	105.0	83.2

A majority of students (77 percent) attended only during the school year; 12 percent attended during summer 2019 only and 12 percent attended both summer 2019 and school year 2019-20 terms.

Figure 11.
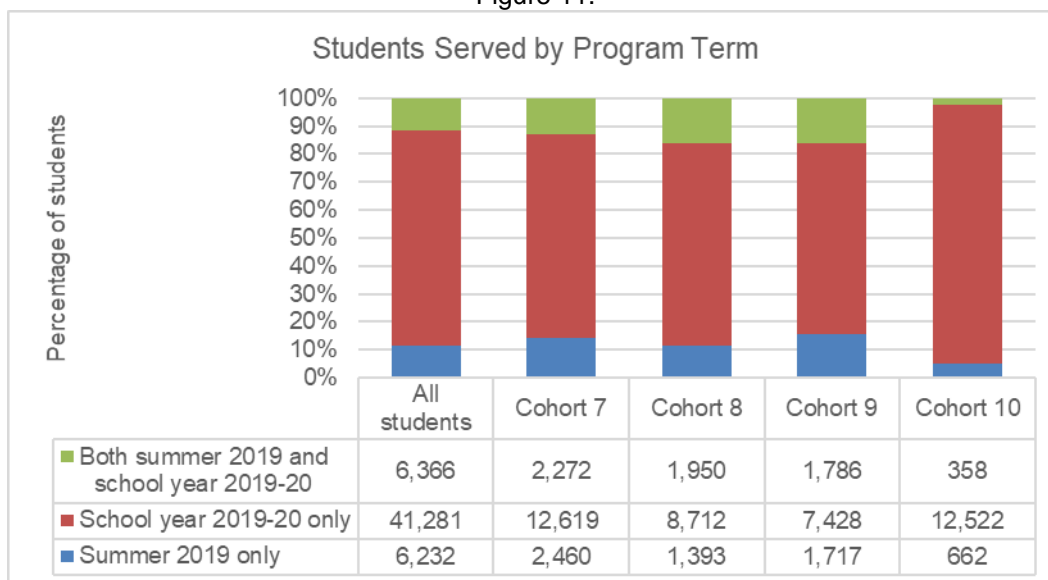
Students Served by Program Term

	All students	Cohort 7	Cohort 8	Cohort 9	Cohort 10
■ Both summer 2019 and school year 2019-20	6,366	2,272	1,950	1,786	358
■ School year 2019-20 only	41,281	12,619	8,712	7,428	12,522
■ Summer 2019 only	6,232	2,460	1,393	1,717	662

Data were also available to compare the number of students served to the numbers of students grantees proposed to serve in their approved grant applications. This calculation was possible for Cohorts 8-10. Cohort 7 was not included in this analysis, as their grants were ending. Based on their funded grant documentation, these 155 grantees proposed to serve 36,314 students. Based on the data reported, these same

155 grantees served 36,852 students, or 538 students more than they had proposed to serve.

Of the 155 grantees included in this comparison, 58 grantees served more students than they had proposed to serve in their grant applications, with overage counts ranging from two students more to 1,271 more, with an average of 131 students more than their proposed unique count. In terms of percentage over, this ranged from 1 percent more to 382 percent more students than proposed, average 49 percent more students.

Two grantees reported serving exactly the same number as they proposed to serve.

Ninety-five grantees served fewer students that they had proposed to serve. These grantees fell short of their target number by one student to 259 students, average 76 students, or by percentage, 1 percent to 83 percent short of their target (average 32 percent).

As outlined in the operations section of this report, few programs were fully operational in spring 2020, and at best, grantees had delays switching and challenges implementing virtual and remote programs. Considering the level of disruption from the pandemic, grantees collectively serving more students is a positive result.

STUDENT OUTCOMES

Grantees reported on outcomes for regular attendees via the de-identified student data workbook component of annual state reporting. All grantees having regular attendees were required to report student outcomes, which included reading and math report card grade results, teacher survey results, reading and math state assessment results, school attendance, school behavior, and credit recovery, as they applied to the grantee's program and population served. Also, credit/course recovery outcomes were required for all credit recovery students even if they were not regular attendees.

Grantees reported having 21,767 regular attendees, and it is for these individuals that reporting outcome results was required. Students may have outcomes data under any number of the outcomes areas and/or data source categories depending on the timing of their participation, grade level, and other reasons. Students may not have data for all areas because they do not apply (i.e. a student may not have state assessment results because they are not in a grade that takes the assessment), student mobility, or simply because data were not available for them. Results described in this report include all students having data reported that could be analyzed and may not represent all students served by the program. Relevant percentages describe the portion of students served who were included in analysis.

Results shared in the following section are provided overall for all regularly attending students having data. Results may also be presented by cohort, program attendance category (30-59 days, 60-89 days, 90+ days), grade or grade band, and/or historical duration of 21st Century participation.

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."

The following graphic illustrates the overall percentage of students improving based on each data source after excluding students who did not need to improve.

Figure 12.
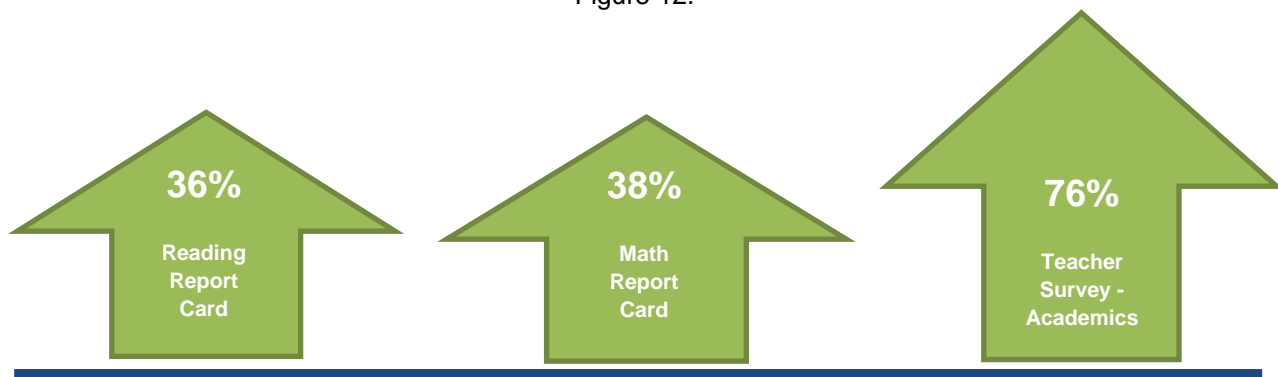
State Reading and Math Assessments

Each year, students in certain grades take one of Pennsylvania's literacy and/or math state assessments (PSSA, PASA, or Keystone Exam). The PSSA is administered to the most students and is given in March or April[12] in grades 3-8. Students in grades 8-11 take the Keystone Exam, which may be administered up to three times per year. Once a student scores at or above the proficient level, whether before or while enrolled in grade 11, the score is banked and applied to the student's grade 11 year. Keystone Exam results may not be used for accountability purposes before grade 11. 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).

As a result of the COVID-19 pandemic and state-ordered physical facility closures, including schools, the 2019-20 state assessments were canceled. As such, no state assessment data were collected for the 2019-20 year. Once state assessments resume, they will be again included in 21st Century data collection and analysis.

Reading and Math Report Card Results

Grantees reported individual student fall and spring reading and math report card grades for regular attendees using the state de-identified student data spreadsheet template.

Students had to make a positive move of half a grade or more from the fall report card grade to the spring report card grade to be counted as improved, as defined by federal reporting criteria. Conversely, a lesser grade of half a grade level or more was considered a decline. For "A-F" scale letter grades, this involves a move within a letter grade,[13] for example from a "C-" to a "C+," or among letter grades, for example "C-" to "B+." For numeric scales, this involves a move of five or more percentage points (i.e. 70 percent to 75 percent). For schools using other scales, a student had to go from one level to another 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 2019 compared to spring 2020, or the first marking period of the school year and the last marking period. This methodology is consistent with prior years' analysis, which had been based on federal guidance in place at the time. Summer-only regular attendees were excluded from report card grade reporting.

For the 2019-20 year, grantees experienced challenges with report card grades. As a result of the pandemic, some schools changed grading scales, changed how they scored or graded students for the last marking period, went to a pass/fail grade, or did not issue grades at all. Still, some students received normal grades on their normal grading scale. Of course, this presented challenges from an analysis perspective as there were various configurations that LEAs applied to this situation. As such, along with collecting first and last marking period grades, evaluators also asked grantees to describe the grading approach or scenario from a list of possible options that included:
- Graded normally;
- Marking period 1 and marking period 3, no marking period 4 grade;
- Marking period 4 is an average of marking periods 1-3;
- Last marking period is a different kind of grade than marking period 1;
- Other; and
- Unknown.

Evaluators looked at report card grades in the following ways:
- Where two grades were provided and they were a comparable type, evaluators compared the grades to identify change, regardless of whether the last grade was marking period 3, marking period 4, or an average of marking periods 1-3. Then, evaluators looked at the results for each of these approaches separately to determine if there was any difference in the results based on the grading method.

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[13] 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.

- Where a spring grade was provided, evaluators classified that end grade to get a sense of where students ended the year, regardless of where they started.

A total of 12,990 students had reading report card data that could be compared (students had two data points using a scale interpretable by state evaluators), which is 60 percent of school year regular attendees for whom outcomes data were reported.

Of the students having comparable reading report card grade data, 31 percent improved their reading grade from the first to the last reported grade. The largest percentage, at 35 percent, showed no change, meaning they earned the same grade for both the first and last grading periods. Results also indicated that 20 percent declined from fall to spring and 14 percent did not need to improve their grade (they had the highest grade possible) and maintained that grade. Excluding the did not need to improve group, 36 percent of students improved their reading grade.

Results by cohort show similar percentages of students despite differences in student counts, with improvement percentages ranging from 27 percent (Cohort 10) to 33 percent (Cohort 8). Decline percentages ranged from 19 percent (Cohorts 9 and 10) to 21 percent (Cohorts 7 and 8).

Results were also disaggregated by program attendance category and were similar for each category: 31 percent for 30 days, 30 percent for 60 days, and 33 percent for 90+ days. Looking at cohort results by program attendance, Cohort 8 had the highest percentage improving at the 90+ days levels with 36 percent. Readers might also note that the percentage declining decreases with greater attendance, indicating that greater program attendance may positively influence prevention of decline.

Figure 13.
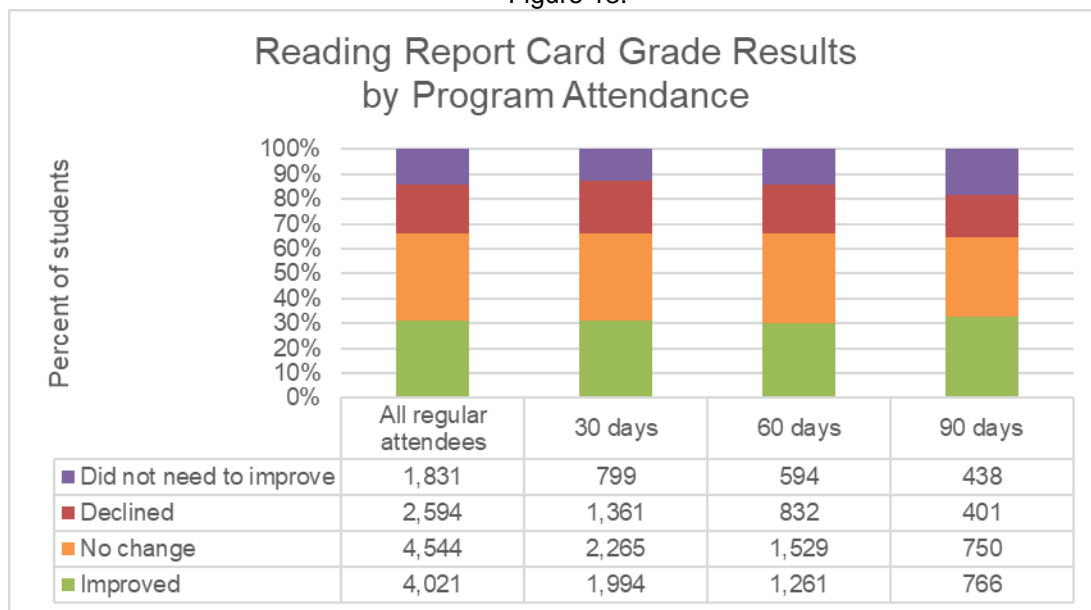
Reading Report Card Grade Results by Program Attendance

	All regular attendees	30 days	60 days	90 days
Did not need to improve	1,831	799	594	438
Declined	2,594	1,361	832	401
No change	4,544	2,265	1,529	750
Improved	4,021	1,994	1,261	766

Analysis by grade band showed that older students were more likely to improve, but also more likely to decline. Younger students were more likely to not need to improve.

Figure 14.

Reading Report Card Grade Results by Grade Band

	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
■ Did not need to improve	344	486	369	388	229
■ Declined	273	532	632	859	283
■ No change	612	1187	1295	1029	409
■ Improved	483	898	1053	1052	510
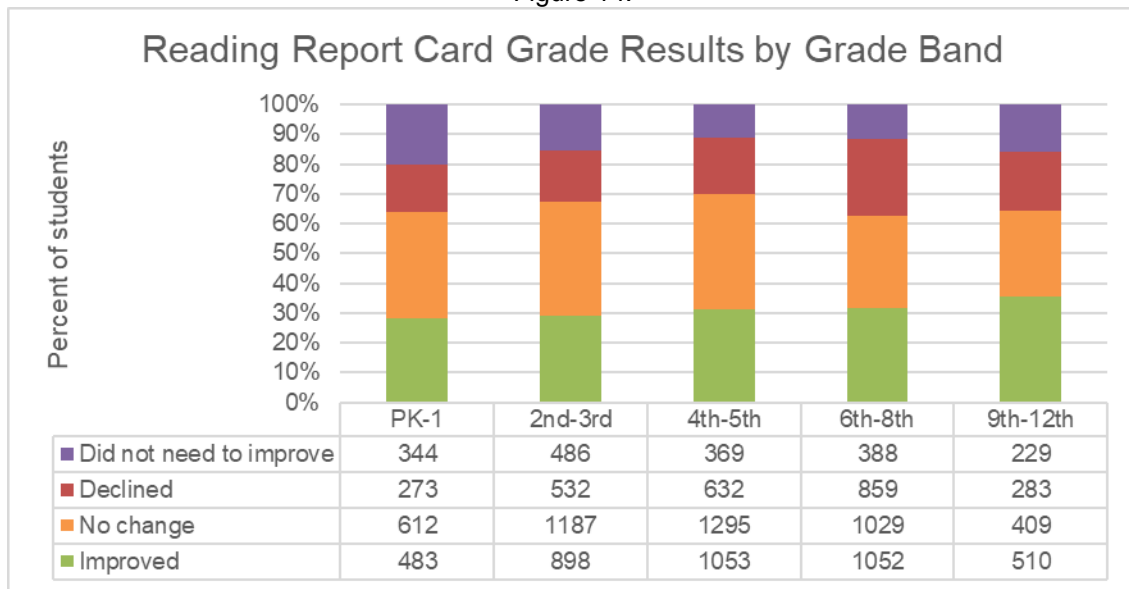
Considering different grading scenarios, there was little change by the different approaches. Grantees that did not identify a grading scenario, or who indicated "other" for their grading scenario, showed the largest improvement percentage at 39 percent, but also showed the greatest percentage declining (22 percent). Following this, 33 percent of students improved using the grading scenario marking period 1 and marking period 3, no marking period 4 grade.

Figure 15.
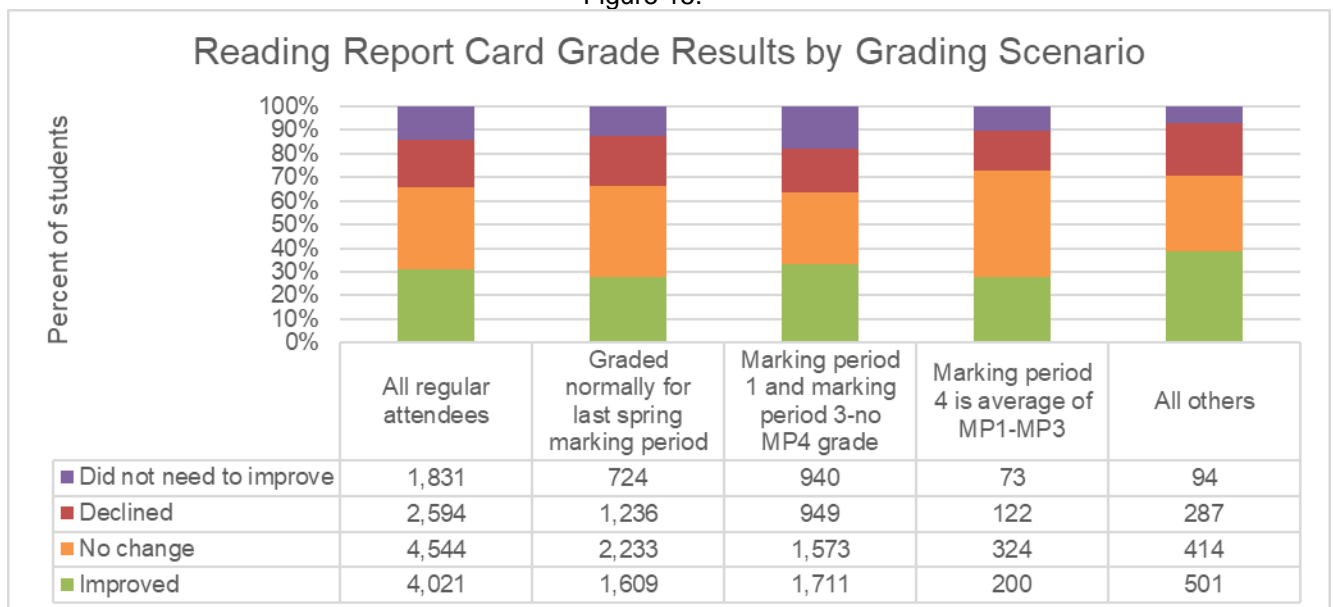
Reading Report Card Grade Results by Grading Scenario

	All regular attendees	Graded normally for last spring marking period	Marking period 1 and marking period 3-no MP4 grade	Marking period 4 is average of MP1-MP3	All others
■ Did not need to improve	1,831	724	940	73	94
■ Declined	2,594	1,236	949	122	287
■ No change	4,544	2,233	1,573	324	414
■ Improved	4,021	1,609	1,711	200	501

Historical presence analysis for reading report card grades was also conducted, with 48 percent of regular attendees with report card data also having historical participation information. In looking at the results by years of 21st Century participation, improvement percentages ranged from 29 percent for just the current year's participation to 43 percent for the greatest duration category. However, readers should note that the greater years categories have smaller numbers of students, which may influence results. Longer participation may be a factor of grantee organization longevity in the 21st Century program, students having greater or ongoing needs, or simply student or family choice.

Figure 16.
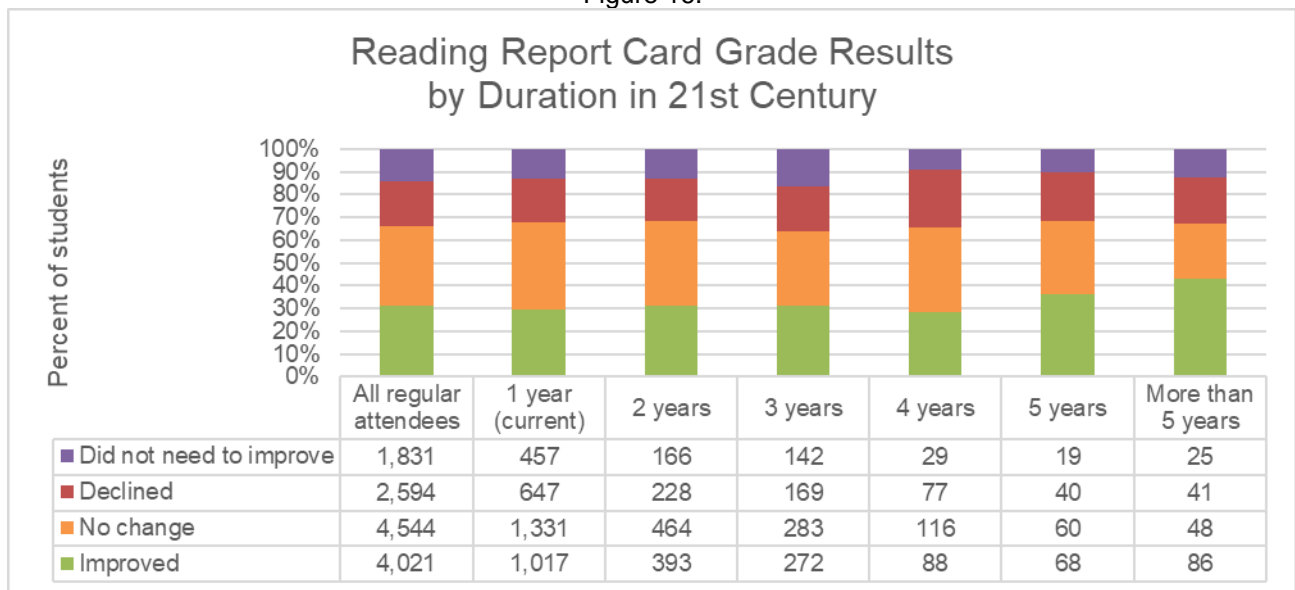
	All regular attendees	1 year (current)	2 years	3 years	4 years	5 years	More than 5 years
■ Did not need to improve	1,831	457	166	142	29	19	25
■ Declined	2,594	647	228	169	77	40	41
■ No change	4,544	1,331	464	283	116	60	48
■ Improved	4,021	1,017	393	272	88	68	86

Finally, evaluators categorized reading report card grades, as possible, based on the year-end reported grades. This categorization only considered the student's grade reported value for the last marking period, regardless of the grade value or type for the first marking period.

Based on this analysis, 72 percent of students ended the year passing their reading course or earning a high or high mid-level grade. This varied only slightly by cohort, but Cohort 10 had the highest percentage of students with passing, high, or mid mid-level grades at 78 percent.

Figure 17.

Regularly Attending Student Reading Report Card
Year-end Grade Result

	All regular attendees	Cohort 7	Cohort 8	Cohort 9	Cohort 10
Incomplete	84	13	22	25	24
F/Fail/<60	462	129	167	78	88
Lowest level	192	33	48	22	89
60/D	763	244	196	136	187
Low mid-level	409	145	49	191	24
Mid-level	370	112	99	102	57
70/C	2,396	806	577	503	510
High mid-level	572	170	78	243	81
80/B	3,659	1,266	848	755	790
90+/A/Highest Level	5,049	1,698	1,200	1,066	1,085
Pass/Complete	3,028	658	353	576	1,441

For math report card grades, 13,119 students had comparable math report card data (any grading scale), which is 60 percent of school year regular attendees.

Of these 13,119 students, 33 percent improved from fall to spring. The largest percentage, at 34 percent, showed no change, meaning they earned the same grade for both the first and last grading periods. Results also indicated that 20 percent declined from fall to spring and 13 percent did not need to improve their grade (they had the highest grade possible) and maintained that grade. Excluding the did not need to improve group, 38 percent of student improved their math grade.

Results by cohort show improvement percentages ranging from 29 percent (Cohort 10) to 34 percent (Cohorts 7 and 9). Cohort results for the other change categories were similarly ranged when compared to the state result: some mirrored the state result, some were a few percentage points above the state percentage, and some were a few percentage points below the state.

In addition to examining results overall, results were disaggregated by program attendance category. Like reading, the results were fairly similar across categories: 33 percent improved within the 30 days group, 32 percent improved in the 60 days group, and 24 percent improved in the 90+ days group. Other change categories ranged similarly, though readers would note that the percentage declining decreases with greater attendance, indicating that greater program attendance may positively influence prevention of decline.

Figure 18.

	All regular attendees	30 days	60 days	90 days
Did not need to improve	1,673	692	580	401
Declined	2,658	1,394	822	442
No change	4,489	2,213	1,494	782
Improved	4,299	2,118	1,336	845

Analysis by grade band showed that older students were slightly more likely to improve (36 and 37 percent of middle and high school students improved), but were also more likely than younger students to decline. Like reading, younger students were more likely than older students to not need to improve.

Figure 19.

Math Report Card Grade Results by Grade Band

	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
Did not need to improve	437	442	329	324	140
Declined	310	618	615	764	332
No change	606	1,134	1,319	1,003	400
Improved	526	927	1,118	1,199	509
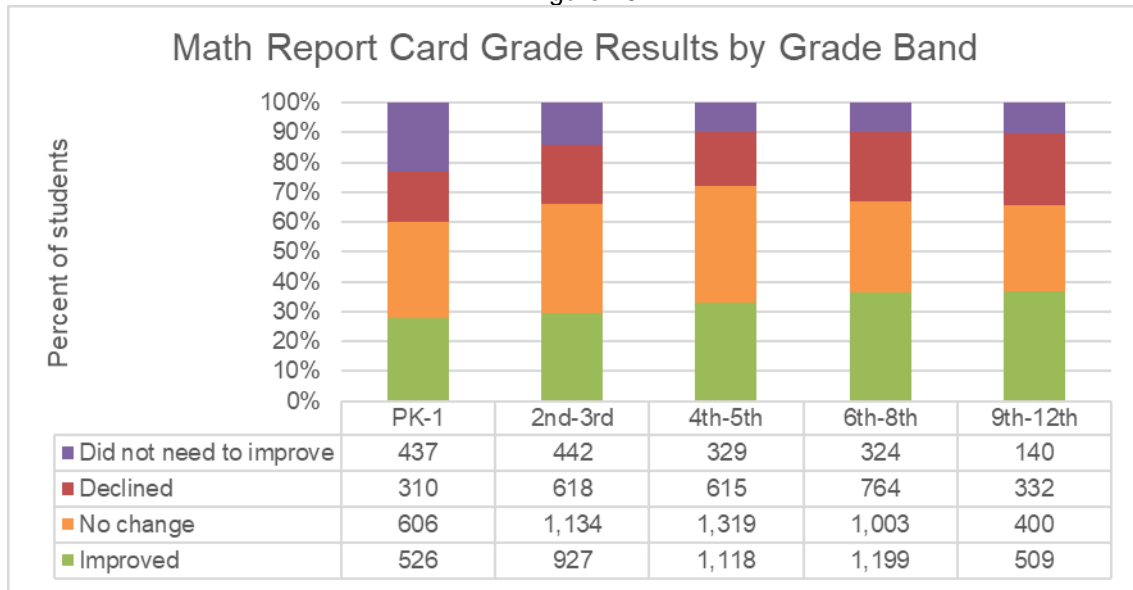
Considering different grading scenarios, there was not much change by the different approaches. However, students with marking period 1 and marking period 3, no marking period 4 grade) had the greatest improvement percentage (37 percent) compared to the others with 25 to 34 percent improving. This scenario group also had one of the two lowest decline percentages at 19 percent.

Figure 20.
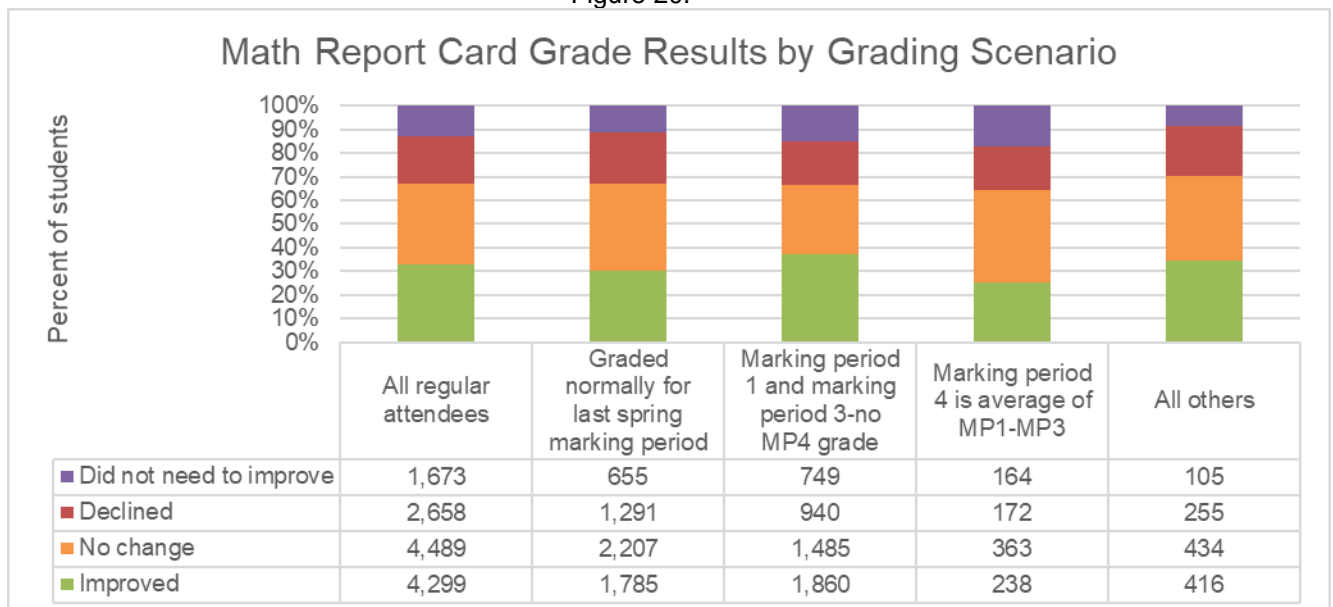
Math Report Card Grade Results by Grading Scenario

	All regular attendees	Graded normally for last spring marking period	Marking period 1 and marking period 3-no MP4 grade	Marking period 4 is average of MP1-MP3	All others
Did not need to improve	1,673	655	749	164	105
Declined	2,658	1,291	940	172	255
No change	4,489	2,207	1,485	363	434
Improved	4,299	1,785	1,860	238	416

Historical presence analysis for math report card grades was also conducted, with 48 percent of regular attendees with report card data also having historical participation information. Improvement percentages ranged from 31 percent for students with one to three years of the program to 46 percent for students with more than five years of 21st Century programming. Longer participation may be a factor of grantee organization longevity in the 21st Century program, students having greater or ongoing needs, or simply student or family choice.

Figure 21.
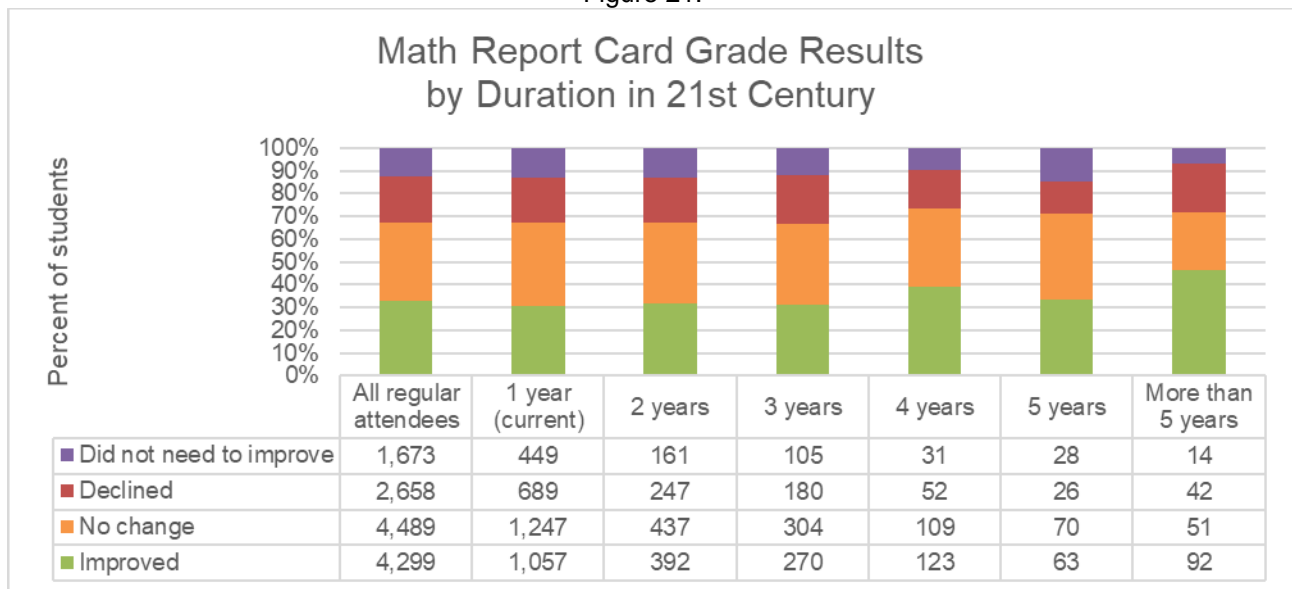
Math Report Card Grade Results by Duration in 21st Century

	All regular attendees	1 year (current)	2 years	3 years	4 years	5 years	More than 5 years
Did not need to improve	1,673	449	161	105	31	28	14
Declined	2,658	689	247	180	52	26	42
No change	4,489	1,247	437	304	109	70	51
Improved	4,299	1,057	392	270	123	63	92

Like reading, evaluators categorized math report card grades, as possible, based on the year-end reported grades. This categorization only considered the student's grade reported value for the last marking period, regardless of the grade value or type for the first marking period.

Based on this analysis, 72 percent of students – the same percentage as reading – ended the year passing their reading course or earning a high or high mid-level grade. This varied only slightly by cohort, but Cohort 10 had the highest percentage of students with passing, high, or mid mid-level grades at 76 percent.
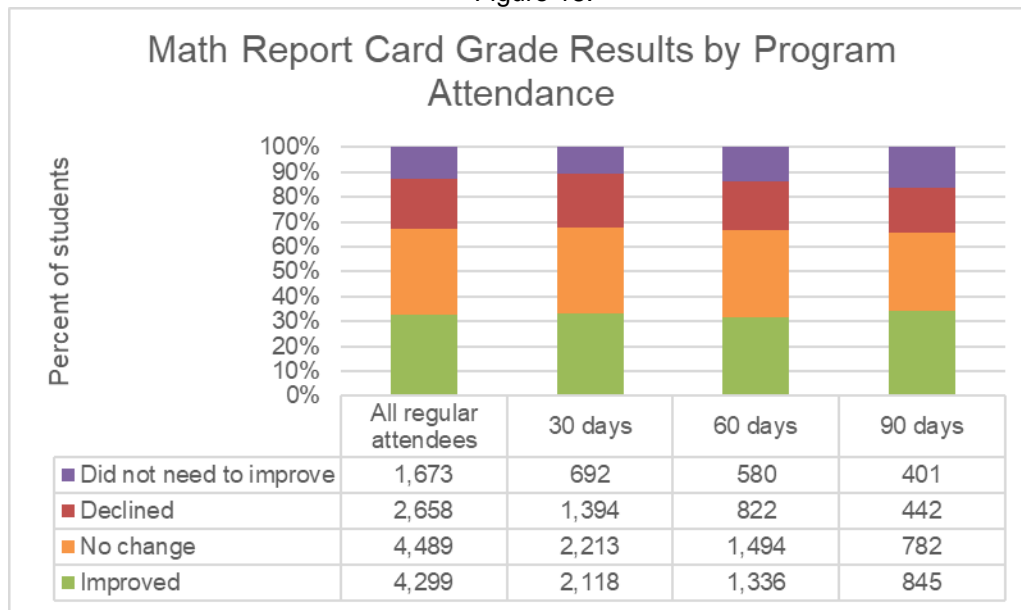
Figure 22.

Regularly Attending Student Math Report Card
Year-end Grade Result

	All regular attendees	Cohort 7	Cohort 8	Cohort 9	Cohort 10
■ Incomplete	76	10	26	16	24
■ F/Fail/<60	524	139	189	89	107
■ Lowest level	188	23	50	24	91
■ 60/D	853	285	199	177	192
■ Low mid-level	358	104	61	167	26
■ Mid-level	437	134	105	119	79
■ 70/C	2,383	815	572	490	506
■ High mid-level	613	157	98	270	88
■ 80/B	3,645	1,300	789	779	777
■ 90+/A/Highest Level	4,970	1,647	1,252	1,036	1,035
■ Pass/Complete	3,046	682	358	572	1,434

21st Century Teacher Survey – Academic Performance

The 21st Century 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 of 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 instrument simply asks the respondent to choose a degree of change for the student's "academic performance," allowing the respondent to interpret that label in their own context.

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."

In a typical year, the teacher survey component is one of the most time consuming data points for programs to collect, given that the surveys are collected for each individual child and the student's school day teacher is supposed to complete the survey. This means that some teachers may have to complete multiple surveys if multiple children in their class participate in the program and/or programs may need to track down school day teachers who may be in multiple school buildings. Given the pandemic shutdowns of both schools and programs, collecting teacher surveys became increasingly difficult. Results of this year's teacher surveys may not be comparable to past or future years.

Academic performance teacher survey data was available for 11,385 students, which is 58 percent of school year regular attendees. Results show that 64 percent of students with teacher survey data improved. By degree of improvement, the largest portion showed "slight improvement" (43 percent of students improving), while 35 percent showed "moderate improvement," and 22 percent showed "significant improvement" according to their classroom teachers. Sixteen percent of students included in analysis were reported as not needing to improve, 16 percent were reported as showing no change, and 4 percent declined, according to teacher survey results. Of students declining, 71 percent were reported as having a "slight decline." Considering those students who needed to improve (excluding students with a response of "did not need to improve") 76 percent of students improved.

The count of students improving (7,273) was more than 15 times larger than the count declining (473).

Cohort improvement percentages ranged from 61 percent for Cohort 10 to 66 percent for Cohort 8. Decline percentages were 4 or 5 percent for all cohorts.

Percentages were similar across program attendance category, but with slightly increasing percentages improving with greater attendance (62 percent in the 30 days category, 65 percent in the 60 days category, and 66 percent in the 90 days category) and slightly decreasing percentages declining (5, 4, and 3 percent, respectively). This may indicate that increased participation in 21st Century has a positive influence on teacher survey outcomes relative to academics. By cohort, Cohort 7 and Cohort 9 showed the largest gain between the 30 days results and the 90 days results at 5 percentage points. In other words, Cohort 7's and Cohort 9's improvement percentage for students in the 90+ days category was 5 percentage points higher than the improvement percentage at 30-59 days.

Figure 23.
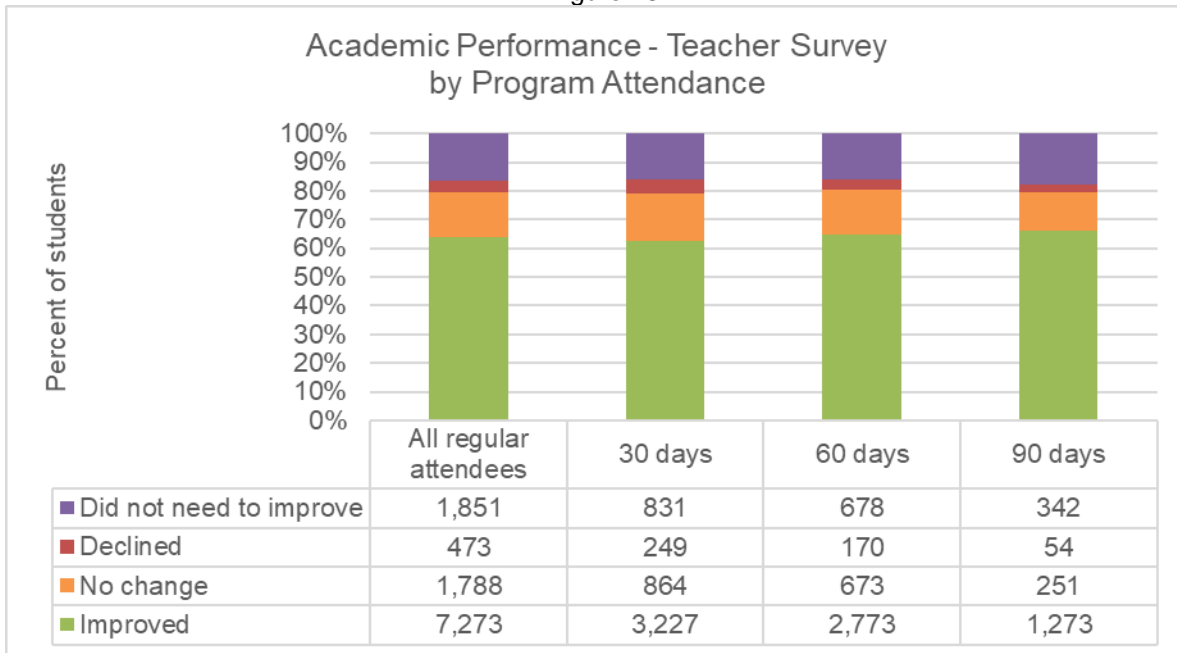
Academic Performance - Teacher Survey by Program Attendance

	All regular attendees	30 days	60 days	90 days
■ Did not need to improve	1,851	831	678	342
■ Declined	473	249	170	54
■ No change	1,788	864	673	251
■ Improved	7,273	3,227	2,773	1,273

Analysis by grade band revealed a range of percentages of students improving from 60 to 65 percent, with the percentages improving decreasing for older students; however, high school students were more likely than the others to be reported as "did not need to improve." Regularly attending students whose grade level was not reported (less than 1 percent of regular attendees) are not included in grade band results, though they are included in the overall regular attendee results.

Figure 24.

Academic Performance - Teacher Survey by Grade Band

	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
■ Did not need to improve	1,851	352	475	511	431	216
■ Declined	473	65	103	104	150	51
■ No change	1,788	372	515	443	376	76
■ Improved	7,273	1,263	1,876	1,993	1,624	505
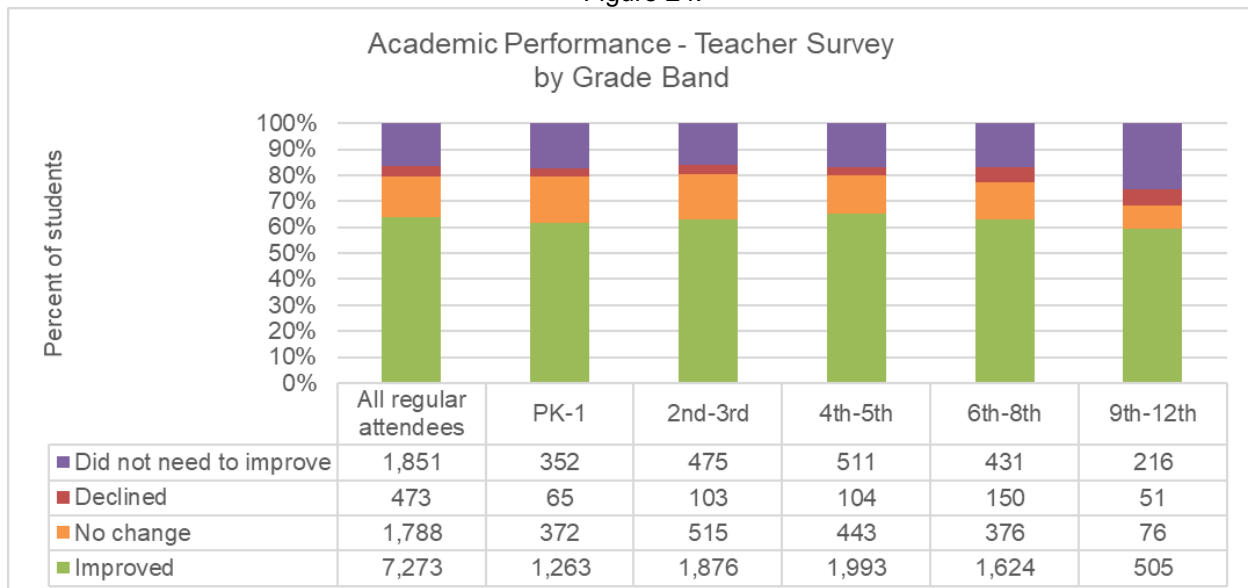
Behavior

Results provided in this section address two 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.

The following graphic illustrates the overall percentage of students improving based on each data source after excluding students who did not need to improve.
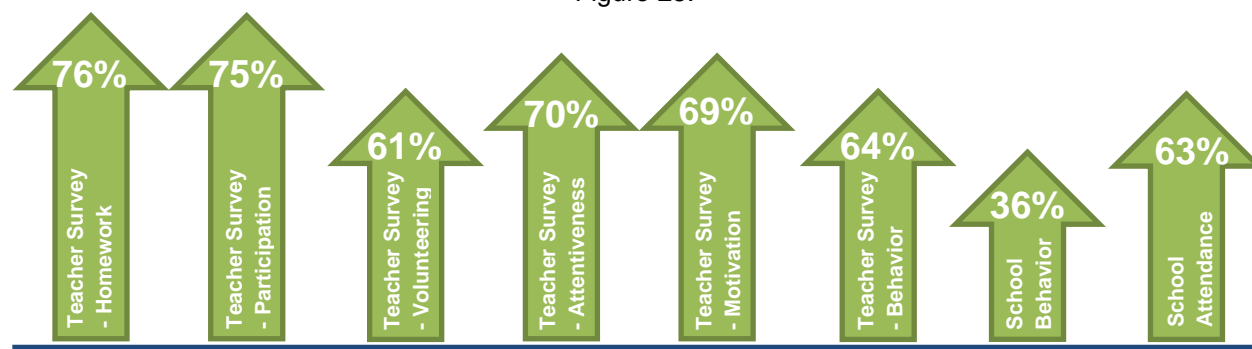
Figure 25.

Teacher Survey - Homework	Teacher Survey - Participation	Teacher Survey - Volunteering	Teacher Survey - Attentiveness	Teacher Survey - Motivation	Teacher Survey - Behavior	School Behavior	School Attendance
76%	75%	61%	70%	69%	64%	36%	63%

21st Century Teacher Survey

The 21st Century 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 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." Throughout this section, regularly attending students whose grade level was not reported (less than 1 percent of regular attendees) are not included in grade band results, though they are included in the overall regular attendee results.

21st Century Teacher Survey data for each element includes between 11,091 and 11,417 students or 57 to 59 percent of school year regular attendees. The percentage differs by survey item as some teachers may not have provided a response for all items for all students who were included in grantee-submitted data.

For the indicator of satisfactory homework completion, more than half of reported students showed improvement (58 percent), 21 percent of students did not have a need to improve, 15 percent did not change, and 4 percent declined. For degree of

improvement, students were somewhat evenly divided, with 35 percent reported as "slight improvement," 35 percent reported as "moderate improvement," and 30 percent reported as "significant improvement." Of those declining, 65 percent had a "slight decline."

Like the academic performance teacher survey indicator, **the count of students improving (6,827) was more than 15 times larger than the count declining (437).**

Cohort results were similar to each other and the overall state results, with improvement percentages by cohort ranging from 57 percent for Cohort 10 to 62 percent for Cohorts 7 and 8. All cohorts showed 4 percent declining. No change percentages ranged from 12 to 17 percent. "Did not need to improve" ranged from 17 to 24 percent.

Overall attendance category results show little difference. However, Cohort 9 had the largest difference between the 30-59 days and 90+ days group. The percentage improving at 90+ days was 8 percentage points higher than that of the 30-59 days group.

Figure 26.

Completing Homework to Teacher's Satisfaction - Teacher Survey by Program Attendance

	All regular attendees	30 days	60 days	90 days
Did not need to improve	2,345	1,044	876	425
Declined	437	228	150	59
No change	1,700	831	583	286
Improved	6,827	3,019	2,660	1,148
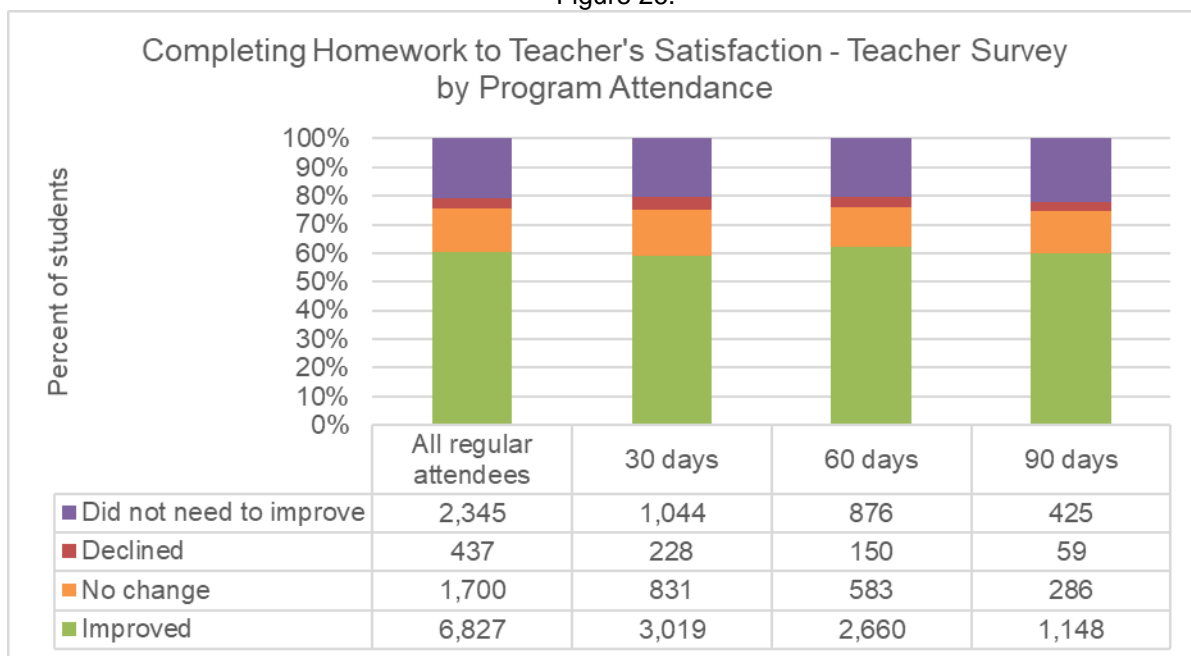
Improvement percentages by grade band ranged from 56 percent at the preschool through grade 1 levels to 62 percent for grades 4 and 5. Overall, results were consistent across grade bands, though older students were slightly more likely to have a decline reported and high school students were the most likely group to show no need to improve.

Figure 27.

Completing Homework to Teacher's Satisfaction - Teacher Survey by Grade Band

	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
Did not need to improve	2,345	456	677	636	500	226
Declined	437	64	103	92	128	49
No change	1,700	388	441	409	369	90
Improved	6,827	1,151	1,742	1,878	1,559	482
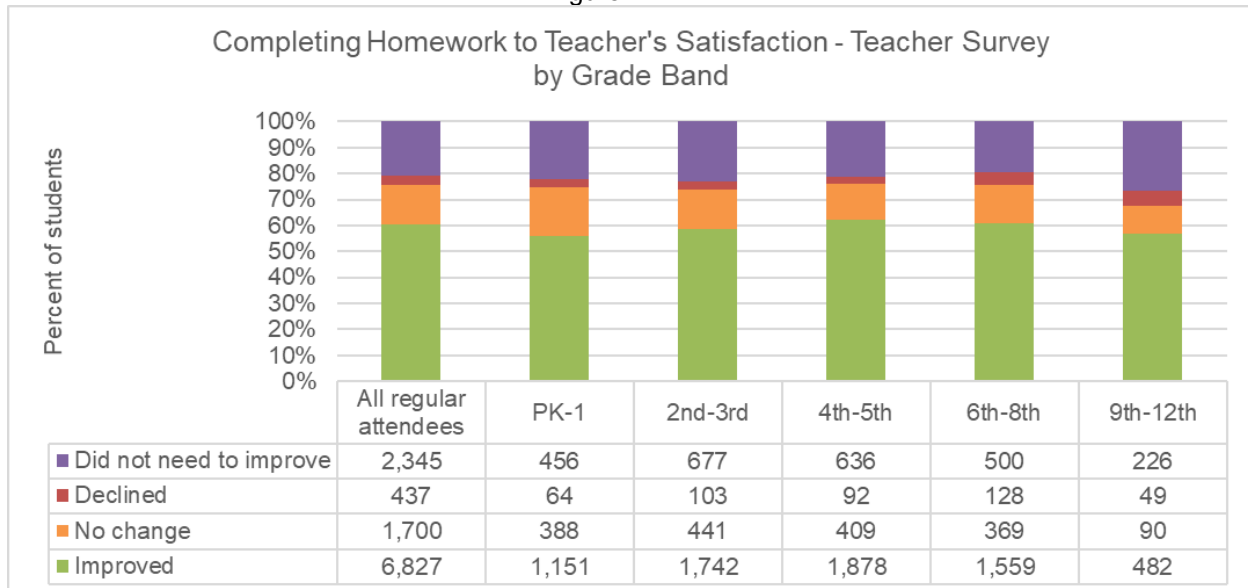
For the indicator of class participation, 61 percent of students improved, 19 percent did not need to improve, 17 percent showed no change, and 3 percent declined. Of those improving, 41 percent showed "slight improvement," 35 percent were reported as "moderate improvement," and 24 percent had "significant improvement. Of those declining, 69 percent had a "slight decline." **The count of students improving to any degree (6,957) was more than 22 times greater than the count declining (315)**.

Cohort results ranged from 57 percent improving for Cohort 10 to 64 percent improving for Cohort 8. Decline percentages by cohort were either 2 or 3 percent. "No change" ranged from 14 to 20 percent and "did not need to improve" was 17 to 20 percent.

Improvement percentages by program attendance showed slight increases with each greater attendance category: 59 percent of students attending 30-59 days improved, 61 percent of students attending 60-89 days improved, and 65 percent of students attending 90+ days improved. This indicates that increased program attendance may contribute to positive student results on this measure. Cohort results showed that Cohort 9 had the largest gain for students attending in the greatest attendance category: the improvement percentage for Cohort 9 90+ days students was 11 percentage points greater than the improvement percentage for the 30-59 days students (61 percent). Cohort 9's decline percentages also improve with greater attendance.

Figure 28.

**Participating in Class - Teacher Survey
by Program Attendance**

	All regular attendees	30 days	60 days	90 days
■ Did not need to improve	2,180	984	815	381
■ Declined	315	164	112	39
■ No change	1,963	961	744	258
■ Improved	6,957	3,089	2,626	1,242
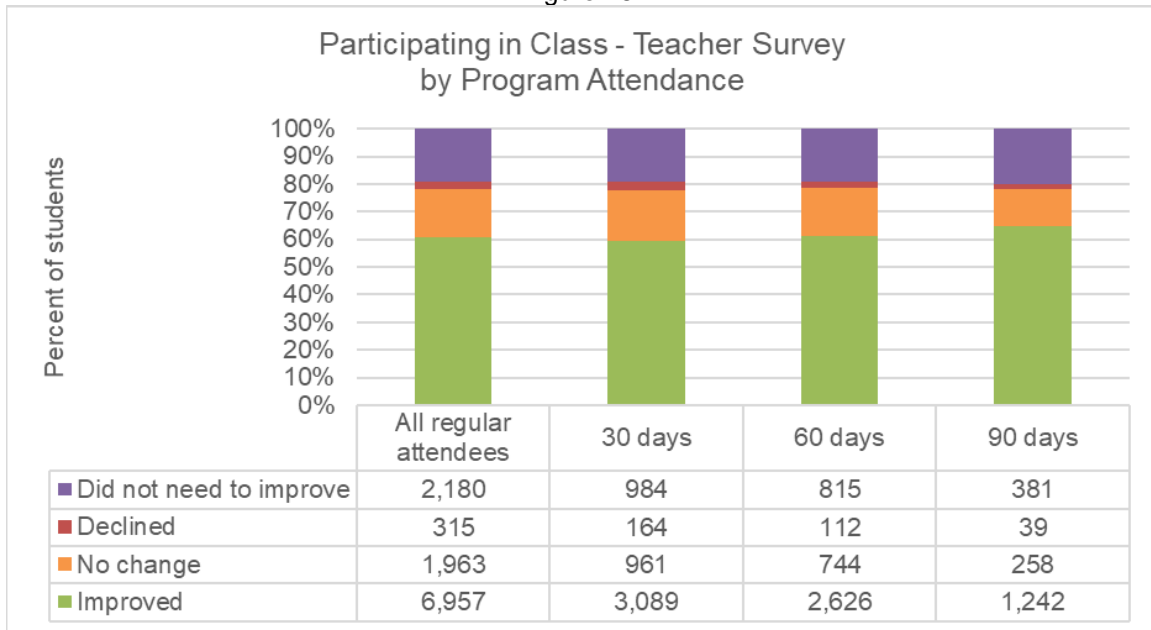
For class participation by grade band, improvement percentages ranged from 59 to 63 percent, with students in grades 4 and 5 having the highest percentage improving. Older students were more likely than younger students to decline, but also more likely to not have a need to improve.

Figure 29.

**Participating in Class - Teacher Survey
by Grade Band**

	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
■ Did not need to improve	2,180	397	582	590	479	227
■ Declined	315	42	66	73	93	40
■ No change	1,963	405	560	453	447	95
■ Improved	6,957	1,206	1,762	1,929	1,528	517
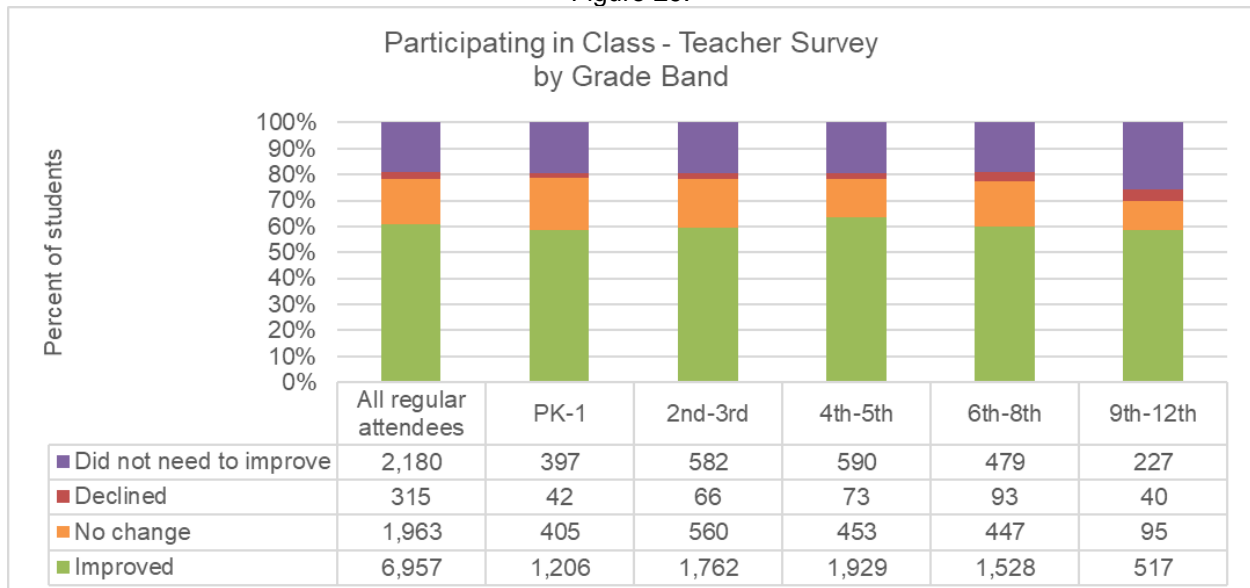
For the indicator of volunteering in class (i.e. for extra credit or more responsibilities), results were that 48 percent improved, 20 percent did not need to impro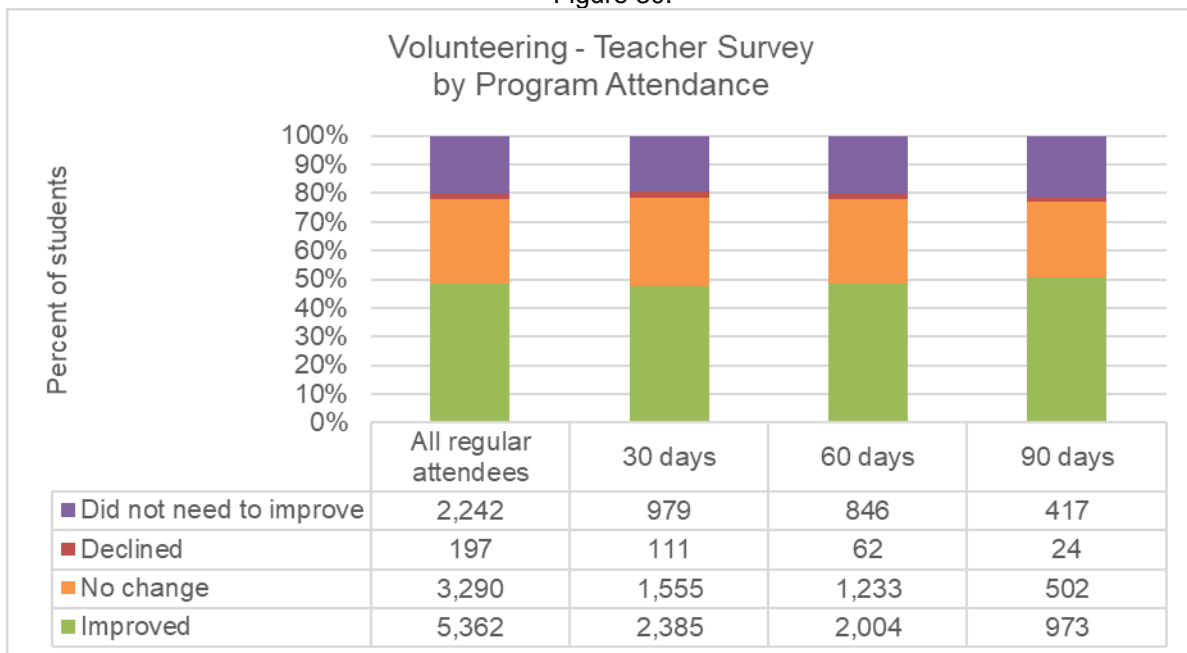ve, 30 percent showed no change, and 2 percent declined. Improvement and decline were captured mostly in the "slight" degree categories (41 percent of improved slightly and 65 percent of declined slightly, respectively, while moderate and significant change decreased with the greater degree of change). Results by cohort showed improvement percentages ranging from 45 percent for Cohort 10 to 52 percent for Cohort 7. Two percent declined within each cohort. "No change" ranged from 27 percent (Cohort 9) to 33 percent (Cohort 10) and "did not need to improve" ranged from 19 to 22 percent.

The count of students improving to any degree (5,362) was more than 27 times greater than the count declining (197).

Results by program attendance showed improvement at 48 percent for both the 30 and 60 days groups and 51 percent for the 90+ days group; decline was either 1 or 2 percent. However, Cohort 9 again showed the biggest positive difference by attendance: the improvement percentage for the 90+ days group (58 percent) was 8 percentage points higher than the 30 days percentage (50 percent), which was the highest improvement percentage of all the cohort 90+ days groups.

Figure 30.

Volunteering - Teacher Survey
by Program Attendance

	All regular attendees	30 days	60 days	90 days
Did not need to improve	2,242	979	846	417
Declined	197	111	62	24
No change	3,290	1,555	1,233	502
Improved	5,362	2,385	2,004	973

The results by grade band for volunteering showed that students in grades 4 and 5, along with high school, were most likely to improve, but only slightly more so than the other groups. But like other areas, older students were more likely than younger students to decline, and also slightly more likely to not need to improve.

Figure 31.

Volunteering - Teacher Survey by Grade Band

	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
■ Did not need to improve	2,242	421	615	610	447	215
■ Declined	197	26	41	43	53	34
■ No change	3,290	644	883	785	793	181
■ Improved	5,362	903	1,320	1,484	1,190	451
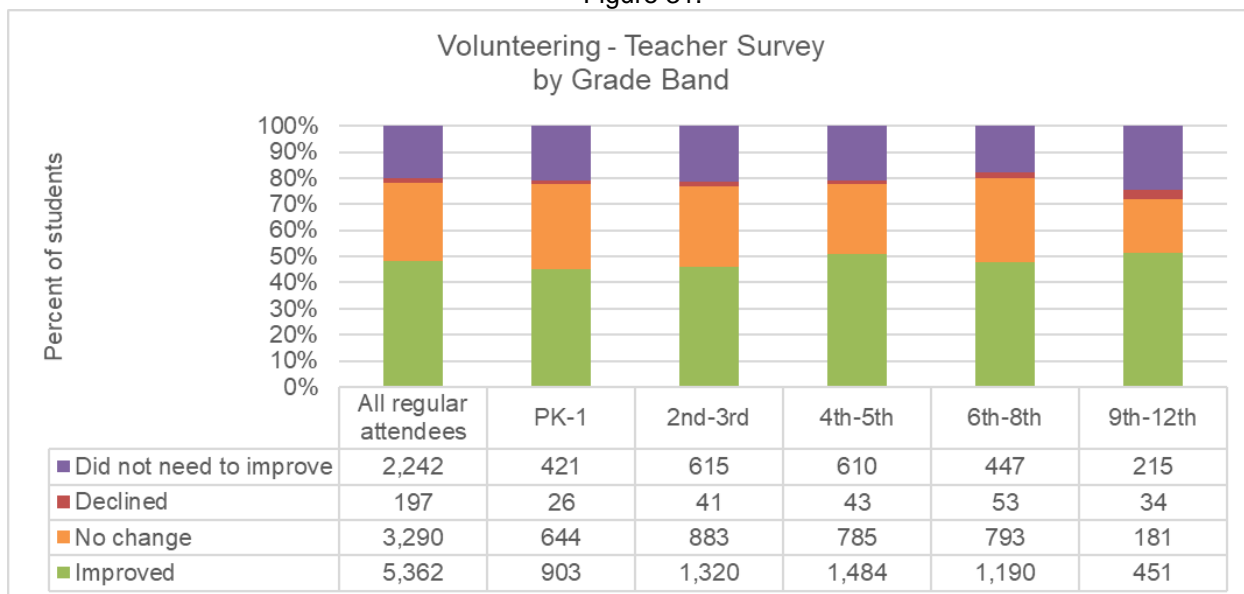
Class attentiveness results showed that 55 percent improved, 21 percent did not need to improve, 20 percent showed no change, and 4 percent declined. Students who improved or declined most likely showed a slight improvement (45 percent of students who improved and 74 percent of students who declined). **The count of students improving to any degree (6,277) was more than 13 times larger than the count of students declining (474).**
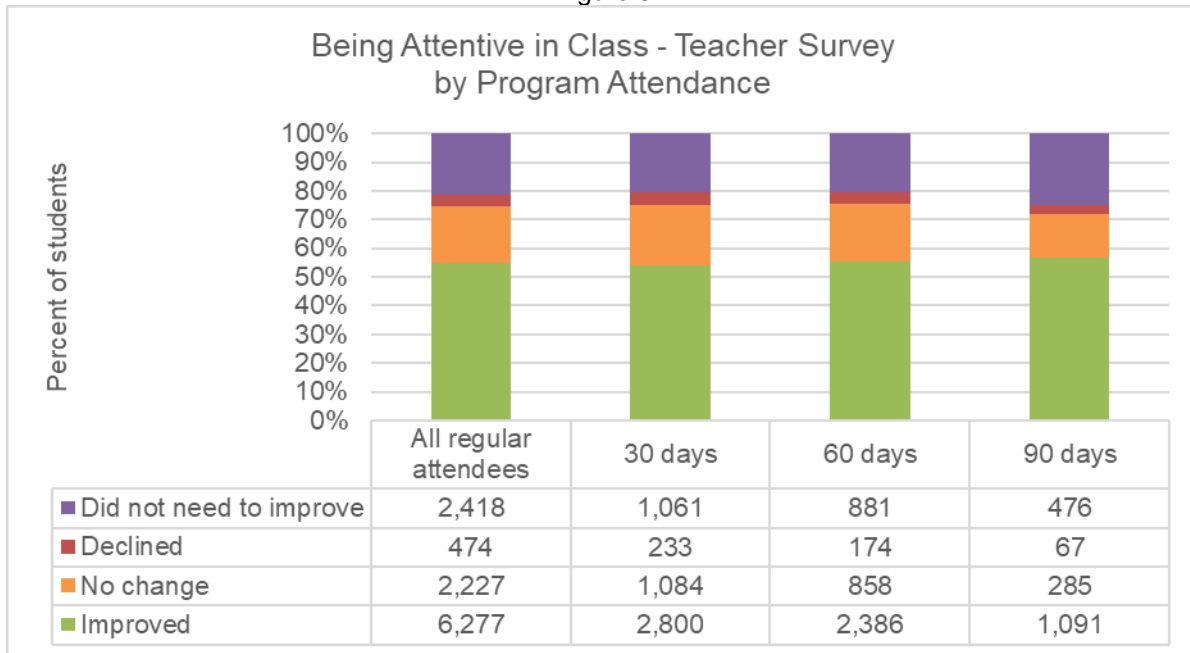
Cohorts 8 and 9 had the largest improvement percentage at 58 percent, followed by Cohort 7 with 54 percent, and then Cohort 10 with 53 percent. Cohort 8 had the lowest decline percentage at 3 percent; Cohorts 7 and 9 were each 4 percent and Cohort 10 was 5 percent.

Overall, differences among attendance categories were small, differing no more than three percentage points. No change ranged 15 percent at 90+ days to 21 percent at 30 days. "Did not need to improve" was 20 percent for the bottom two attendance groups and 25 percent for 90+ days. Cohorts 9 and 10 showed the most positive results by program attendance with the percentages improving in the 90+ days category exceeding the percentage improving for the 30 days category by 8 percentage points.

Figure 32.

Being Attentive in Class - Teacher Survey by Program Attendance

	All regular attendees	30 days	60 days	90 days
■ Did not need to improve	2,418	1,061	881	476
■ Declined	474	233	174	67
■ No change	2,227	1,084	858	285
■ Improved	6,277	2,800	2,386	1,091

Results by grade band indicate slightly higher percentages improving for students in grades 4 and 5 and middle school. Percentages declining were higher for older students, but these students were also slightly more likely to not need to improve.

Figure 33.

Being Attentive in Class - Teacher Survey by Grade Band

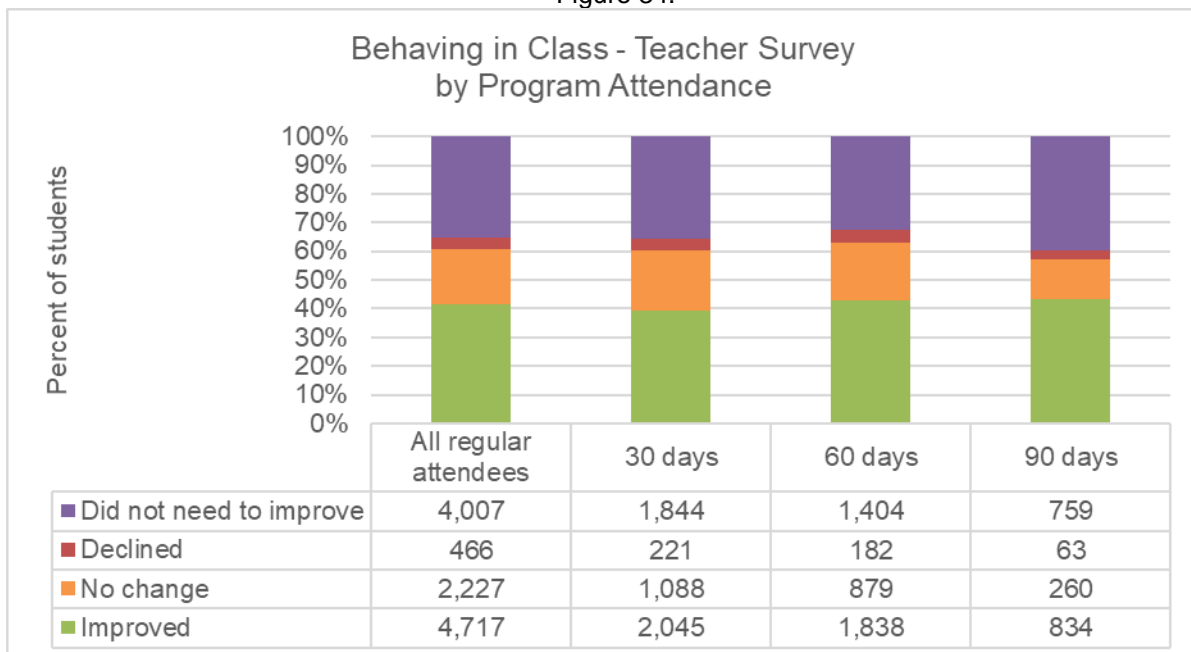|	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
■ Did not need to improve	2,418	417	644	664	534	278
■ Declined	474	83	118	110	118	44
■ No change	2,227	466	622	527	507	102
■ Improved	6,277	1,072	1,589	1,741	1,398	462
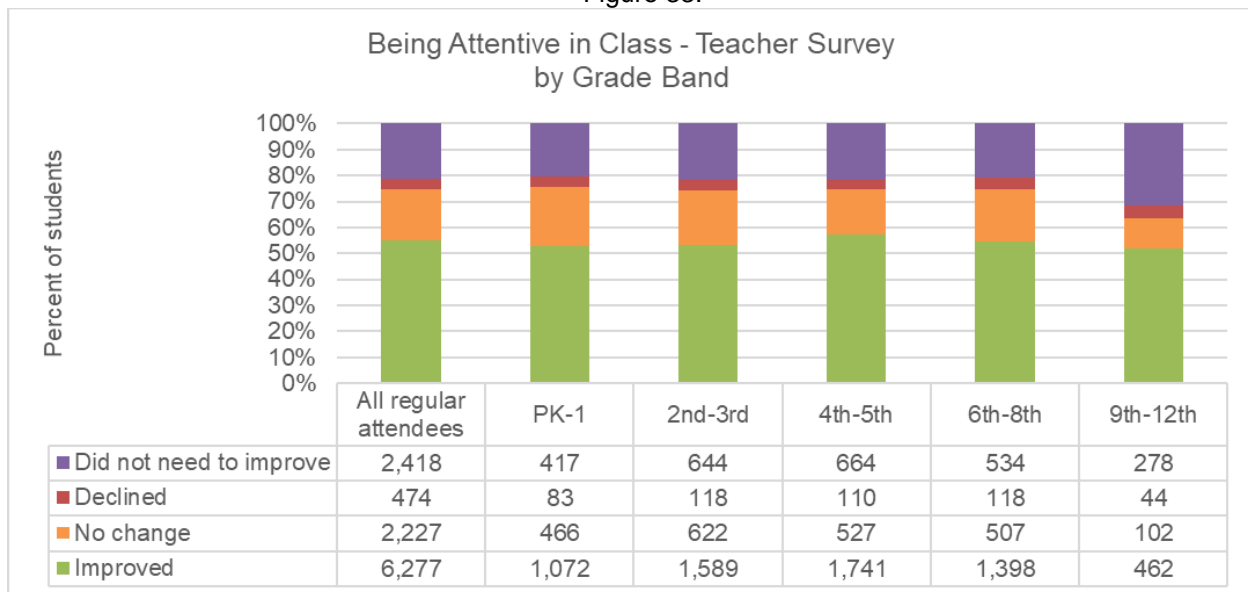
For the 21st Century Teacher Survey indicator concerning class behavior, 41 percent of students improved, followed by those not needing to improve in this area with 35 percent. Nineteen percent of students exhibited no change and 4 percent of students declined. Of students experiencing a change, the change was most likely "slight," rather than moderate or significant: 43 percent of students were reported with slight improvement; 32 percent with moderate improvement; 25 percent with significant improvement; 72 percent with slight decline; 17 percent with moderate decline; and 10 percent with significant decline.

The count of students improving (4,717) was more than 10 times larger than the count declining (466).

Cohort 9 had the largest improvement percentage at 45 percent; Cohort 10 had the smallest improved percentage at 37 percent. Decline percentages ranged from 3 to 5 percent; no change ranged 16 to 22 percent; and did not need to improve ranged from 34 to 36 percent.

Results by program attendance show small increases in percentages improving with greater attendance: 39 percent at 30 days, 43 percent at 60 days, and 44 percent at 90+ days. Like other indicators, Cohort 9 showed the biggest change in these categories, with the 30-59 days category showing an improvement percentage of 43 percent and the 90+ days percentage at 53 percent. Not only did Cohort 9 have the most noticeable difference in results by increased program attendance, it also had the largest improvement percentage at 90+ days of any cohort, Cohort 7's 90+ days improvement percentage was 38 percent, Cohort 8's was 41 percent, and Cohort 10's was 40 percent.

Figure 34.

	All regular attendees	30 days	60 days	90 days
Did not need to improve	4,007	1,844	1,404	759
Declined	466	221	182	63
No change	2,227	1,088	879	260
Improved	4,717	2,045	1,838	834

For class behavior by grade band, improvement percentages ranged from 38 percent (high school) to 43 percent for grades 4-5. For this indicator, older students were again most likely – compared to other grade bands – to not need to improve. However, unlike other indicators, younger students were more likely than older students to decline.

Figure 35.

Behaving in Class - Teacher Survey by Grade Band

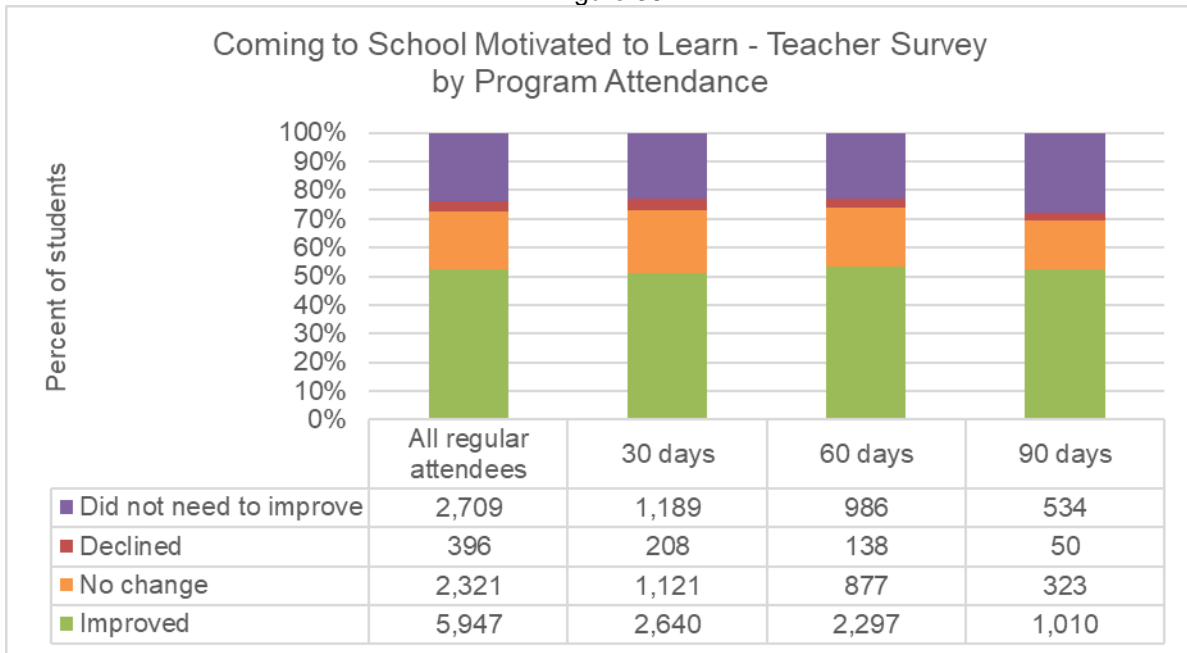|	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
Did not need to improve	4,007	644	974	1,084	914	381
Declined	466	112	133	104	87	29
No change	2,227	454	634	531	478	126
Improved	4,717	828	1,203	1,300	1,055	325
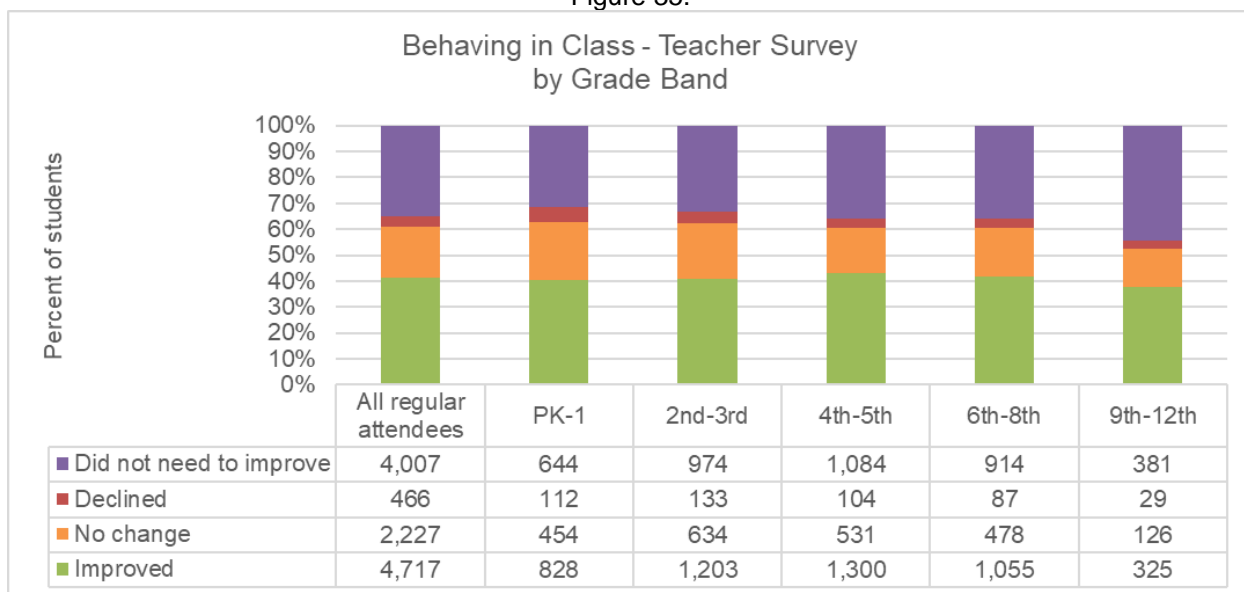
Of students included in teacher survey results for coming to school motivated to learn, 52 percent improved, 24 percent did not need to improve, 20 percent showed no change, and 3 percent declined. Degree of improvement and decline was most likely "slight," with 41 percent of students improving having a slight improvement designation, 35 showing moderate improvement, and 24 percent showing significant improvement; and 65 percent of students declining having a slight decline designation.

The count of students improving (5,947) was more than 15 times greater than the count of students declining (396).

Cohort 9 had the highest percentage of students improving at 56 percent, followed by Cohort 8 with 55 percent, Cohort 7 with 52 percent, and Cohort 10 with 49 percent. Decline percentages were either 3 or 4 percent for each cohort. Did not need to improve percentages by cohort ranged from 21 percent (Cohort 7) to 25 percent (Cohort 10) and no change ranged from 16 percent (Cohort 9) to 23 percent (Cohort 7).
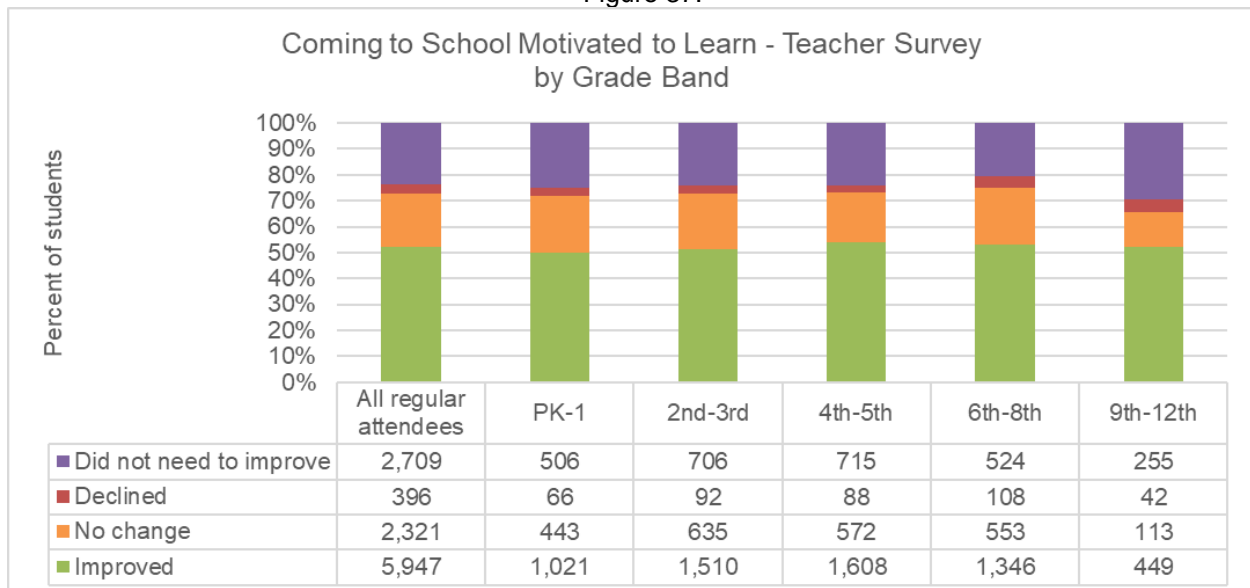
Increased program attendance appears to have less influence on improvement; 51 percent improved in the 30 days group, 54 percent improved in the 60 days group, and 53 percent improved in the 90+ days group. However, by cohort, Cohort 9 had the highest improvement percentage in the 90+ days group at 62 percent, which was 7 percentage points higher than the 30 days group (55 percent).

Figure 36.

Coming to School Motivated to Learn - Teacher Survey by Program Attendance

	All regular attendees	30 days	60 days	90 days
■ Did not need to improve	2,709	1,189	986	534
■ Declined	396	208	138	50
■ No change	2,321	1,121	877	323
■ Improved	5,947	2,640	2,297	1,010

Results by grade band for motivation to learn showed that students in grades 4-8 were the most likely group to improve (54 percent). Older students were more likely than other groups to decline or not need to improve. Overall, differences among grade bands were small.

Figure 37.

Coming to School Motivated to Learn - Teacher Survey by Grade Band

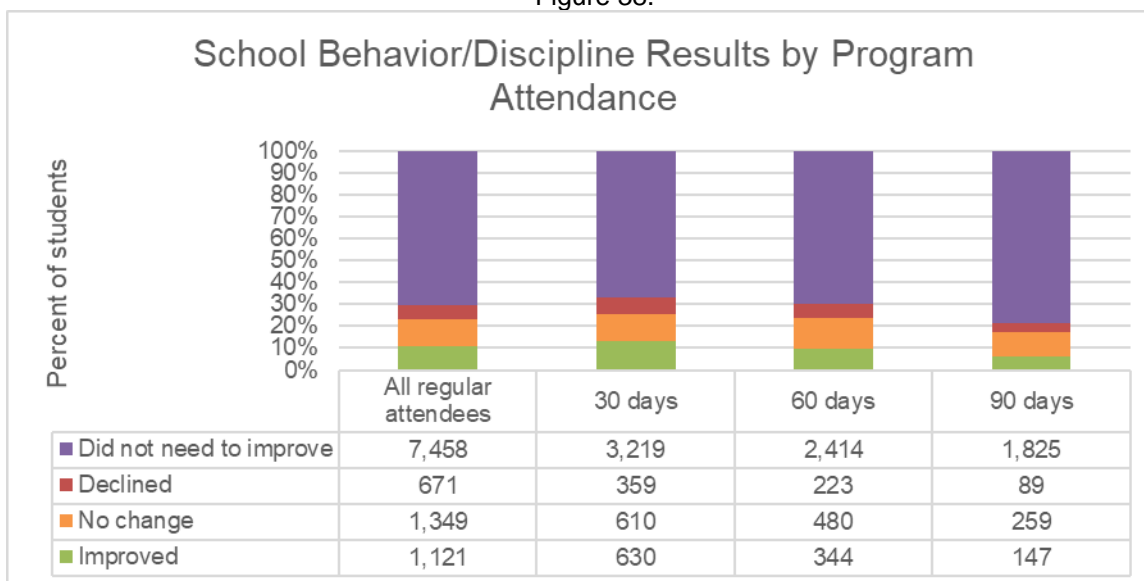|	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
■ Did not need to improve	2,709	506	706	715	524	255
■ Declined	396	66	92	88	108	42
■ No change	2,321	443	635	572	553	113
■ Improved	5,947	1,021	1,510	1,608	1,346	449

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."

Each reporting 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 for themselves. Grantees were only obligated to report these results if school behavior and discipline indicators were part of their application.

Grantees reported student behavior and discipline results in the four general change categories for 10,599 students (49 percent of regular attendees). Overall results indicated that 70 percent of regularly attending students did not need to improve in the area of school behavior and discipline. The remaining categories showed similar results: 11 percent improved, 13 percent showed no change, and 6 percent declined according to grantee-defined change. Looking just at students who needed to improve, overall, 36 percent improved. Cohorts 9 and 10 had the highest percentage (44 percent) improving when considering just those students who needed to improve; Cohort 7 had 26 percent improve and Cohort 8 had 42 percent improve.

Considering program attendance, greater percentages of students did not need to improve with each greater program attendance category. The decline percentage, however, decreased slightly from 7 percent to 4 percent with greater attendance.

Figure 38.

	All regular attendees	30 days	60 days	90 days
■ Did not need to improve	7,458	3,219	2,414	1,825
■ Declined	671	359	223	89
■ No change	1,349	610	480	259
■ Improved	1,121	630	344	147

School behavior and discipline were also examined by grade band. Students in the pre-K and first grade level largely di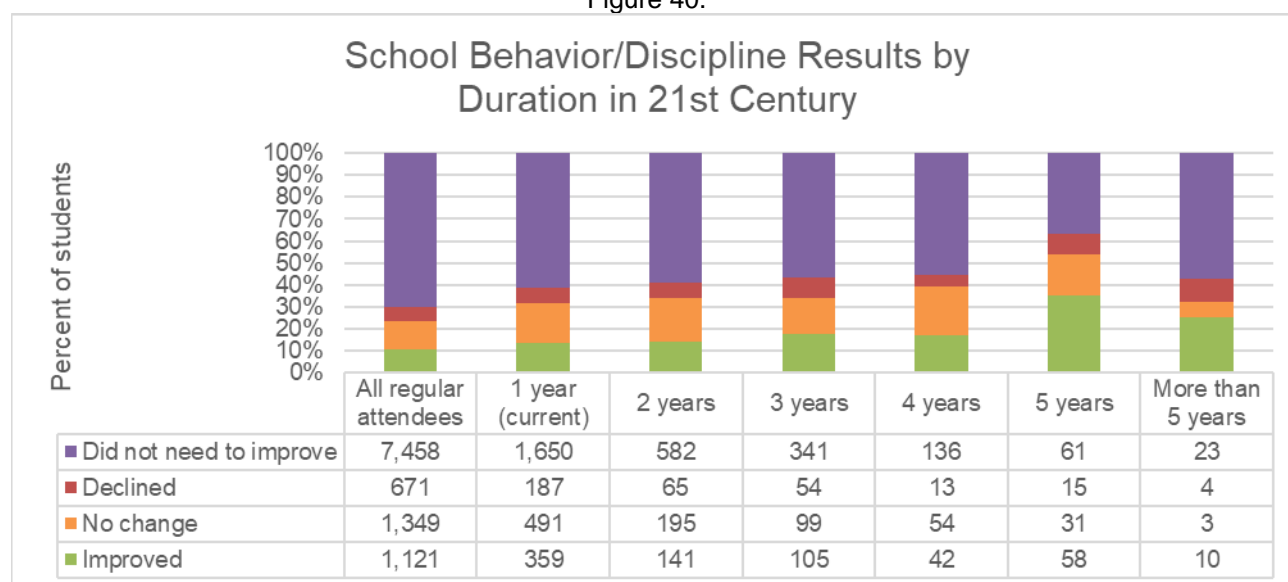d not need to improve in this area. Older students were both more likely to improve and more likely to decline than younger students.

Figure 39.
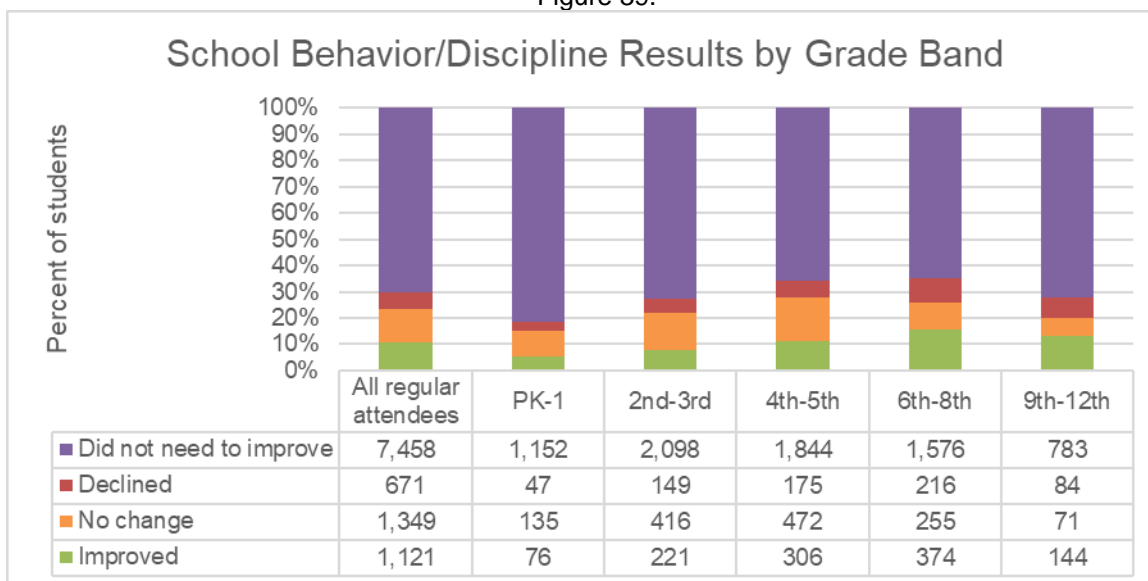
School Behavior/Discipline Results by Grade Band

	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
■ Did not need to improve	7,458	1,152	2,098	1,844	1,576	783
■ Declined	671	47	149	175	216	84
■ No change	1,349	135	416	472	255	71
■ Improved	1,121	76	221	306	374	144

Evaluators also conducted historical presence analysis for school behavior, with 45 percent of students with school behavior data also having historical participation information. This analysis showed increasing improvement percentages; however, it is important to note that the number of students in each increasing year category decreases. Increased program attendance may indicate a positive program influence on school behavior.

Figure 40.

School Behavior/Discipline Results by Duration in 21st Century

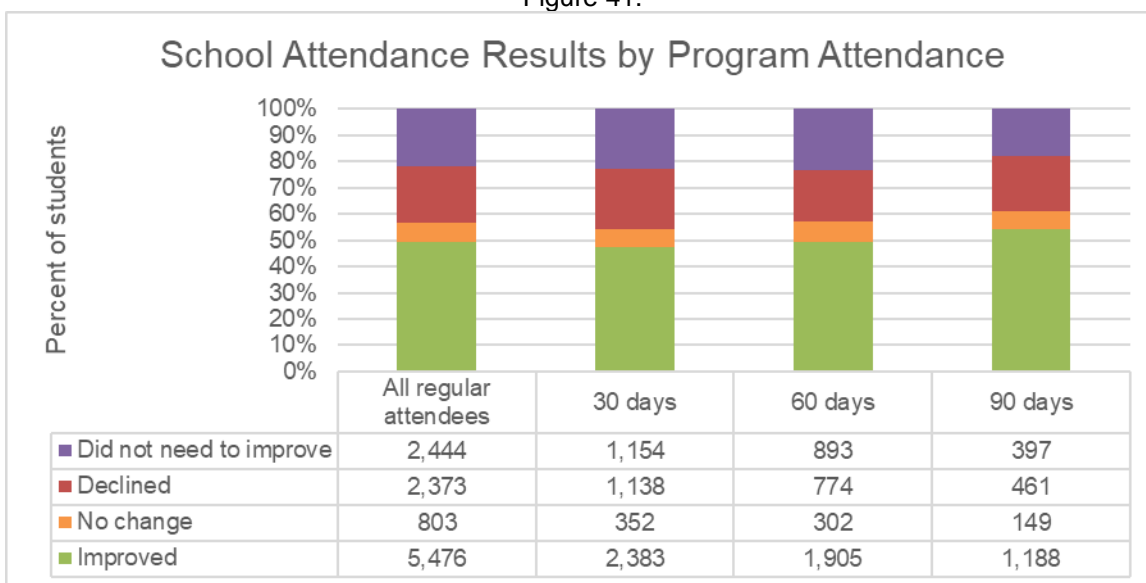|	All regular attendees	1 year (current)	2 years	3 years	4 years	5 years	More than 5 years
■ Did not need to improve	7,458	1,650	582	341	136	61	23
■ Declined	671	187	65	54	13	15	4
■ No change	1,349	491	195	99	54	31	3
■ Improved	1,121	359	141	105	42	58	10

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 change for themselves. Grantees were not obligated to report school attendance results if such indicators were not part of their application.

Grantees reported school attendance results for 11,096 students, 51 percent of regular attendees, and these results showed 49 percent improved, 21 percent declined, 22 percent did not need to improve, and 7 percent showed no change. Cohort 10 had the highest improvement percentage at 54 percent, followed closely by Cohort 7 with 51 percent. Excluding students who did not need to improve, 63 percent of students improved, with improved percentages ranging by cohort from 61 percent (Cohort 8) to 65 Percent (Cohort 9). Decline percentages were consistent across cohorts, differing no more than 1 percentage point.
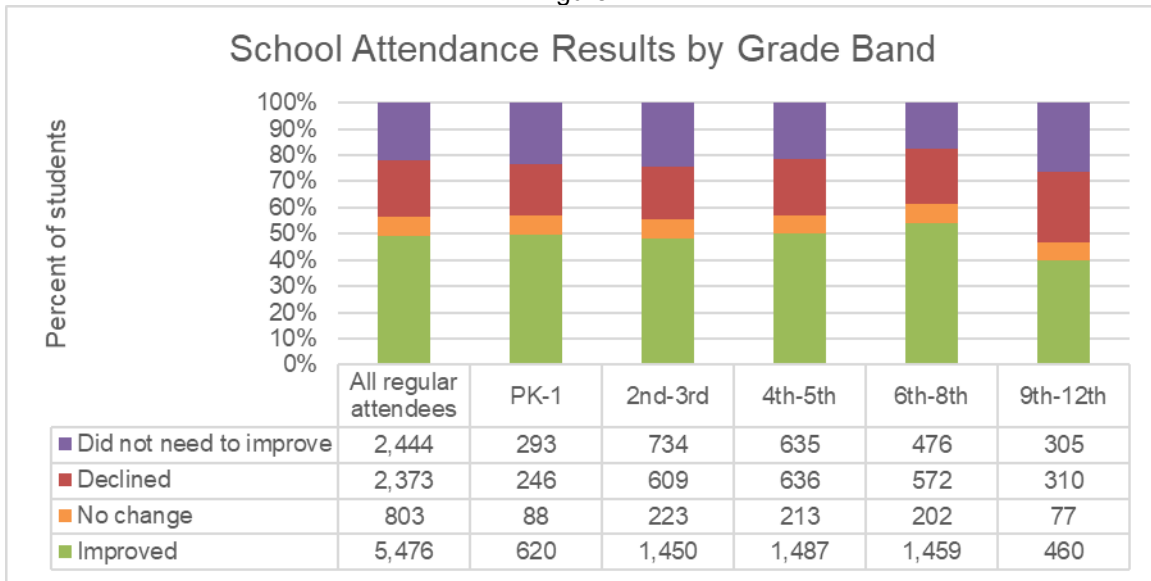
Increasing program attendance shows increasing improvement percentages, from 47 percent for 30 days, 49 percent for 60 days, and 54 percent improving at 90+ days. Cohort 10 had the highest improvement percentage for the 90+ days grouping at 59 percent and the lowest percentage declining for this same participation level (5 percent).

Figure 41.

School Attendance Results by Program Attendance

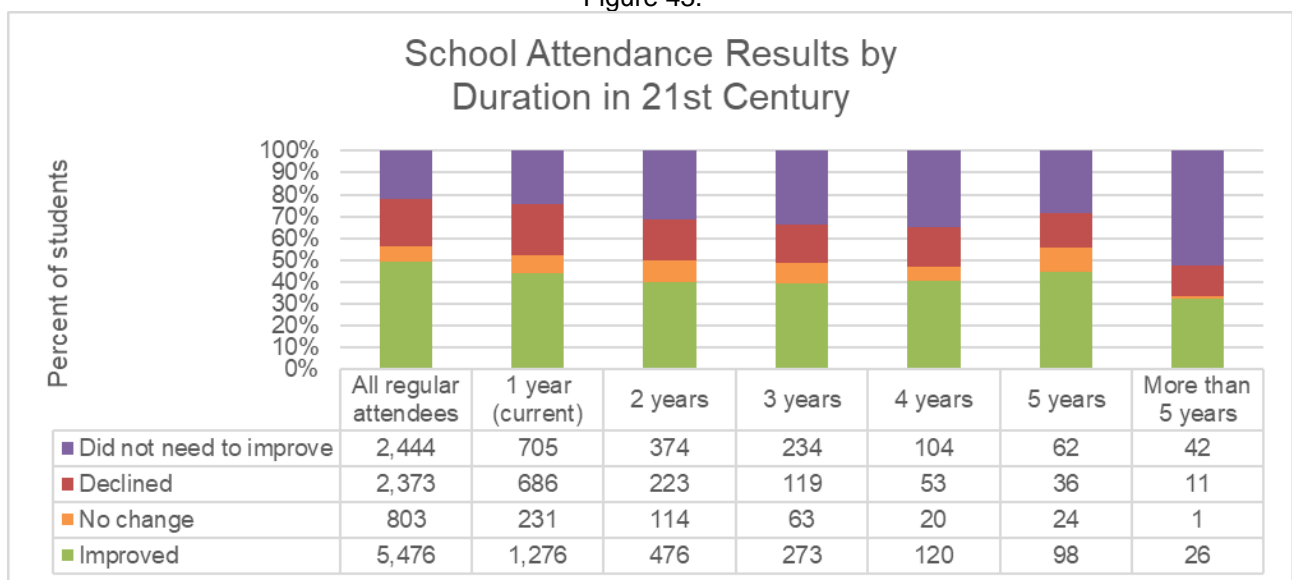|	All regular attendees	30 days	60 days	90 days
Did not need to improve	2,444	1,154	893	397
Declined	2,373	1,138	774	461
No change	803	352	302	149
Improved	5,476	2,383	1,905	1,188

Middle school students were most likely to improve their school attendance (54 percent) while younger students were more likely to not have a need to improve on this measure. Seven percent of students in each grade band showed no change, 20-27 percent declined, and 18-26 percent did not need to improve.

Figure 42.

School Attendance Results by Grade Band

	All regular attendees	PK-1	2nd-3rd	4th-5th	6th-8th	9th-12th
Did not need to improve	2,444	293	734	635	476	305
Declined	2,373	246	609	636	572	310
No change	803	88	223	213	202	77
Improved	5,476	620	1,450	1,487	1,459	460

Historical presence analysis was also conducted for school attendance, with 48 percent of students with school attendance data also having historical participation information. Improvement percentages increase with longer participation up to five years. Increasing improvement percentages for longer participation is most pronounced when excluding students who did not need to improve: improvement percentages increased from 50 percent for one year to 68 percent for students with more than five years, indicating that longer participation may positively influence school attendance. However, it is important to note that the longer duration groups have smaller counts of students than the shorter duration groups, which may also contribute to these differences or to inherent differences in the students themselves.

Figure 43.

School Attendance Results by Duration in 21st Century

	All regular attendees	1 year (current)	2 years	3 years	4 years	5 years	More than 5 years
Did not need to improve	2,444	705	374	234	104	62	42
Declined	2,373	686	223	119	53	36	11
No change	803	231	114	63	20	24	1
Improved	5,476	1,276	476	273	120	98	26

Promotion

Knowing that schools changed how they graded students and acknowledging that schools approached the changing requirements in different ways, evaluators collected information from grantees about student promotion. Grantees were asked to report whether each regular attendee was promoted to the next grade (or graduated) at the end of the 2019-20 school year.

Grantees (143 of 212) reported promotion status for 14,477 students (66.5 percent of regular attendees). These results revealed that 99.7 percent of students with a promotion status were promoted or graduated. As nearly all students were promoted, additional disaggregation would not add value to the finding.

High School Credit/Course Recovery

Thirty-five grantees reported student data showing that one or more high school students engage in course/credit recovery results through their 21st Century program (16.5 percent of grantees). An additional three grantees reported that they had a program but did not provide individual student data. Of the 35 grantees reporting student data, 27 grantees reported course/credit recovery program details in the PA Implementation Survey.

For course/credit recovery programs occurring during the summer (23 grantees), 61 percent of reporting grantees reported that it typically took students the full term of the summer program to recover one course/credit and 39 percent reported that it took less than the length of the summer program to recover a course/credit.

For course/credit recovery programs that operated during the school year (24 grantees), 50 percent of grantees (12 grantees) reported that it typically took students less than a semester to recover a single course/credit, while the remaining grantees reported that students took less than a full school year (seven grantees), less than one month (four grantees), or a full program year (one grantee).

Most grantees (81 percent) indicated that course/credit recovery was delivered through a blend of face-to-face instructions and computer-based instruction, versus only one of these methods.

Eighteen grantees indicated that students who participated in course/credit recovery also participated in other 21st Century activities. Of those indicating that students did not typically participate in other 21st Century activities, the most prevalent reasons included other home, family, work, or school obligations or the population targeted for course/credit recovery was different than that of the rest of the grantee's 21st Century program.

Grantees reported that 1,500 high school students participating in course/credit recovery, with 252 of these being regular attendees and 1,248 (83 percent) attending

the 21st Century program fewer than 30 days. Of these 1,500 students participating in course/credit recovery activities, 1,047 recovered one or more courses/credits (69.8 percent).

These 1,047 students recovered a total of 1,930.5 total courses/credits:
- 561.5 literacy courses/credits (126 from regular attendees and 435.5 from non-regular attendees),
- 506.25 math courses/credits (126.25 from regular attendees and 380 from non-regular attendees), and
- 862.75 other courses/credits (126 from regular attendees and 736.75 from non-regular attendees).

Results by Locale Type

With a recent priority focus on engaging rural and underserved portions of the commonwealth in the 21st Century program, the question of results by different program locale types became relevant. As outlined earlier in this report, 60 percent of grantees identified their program as operating in an urban setting, 24 percent identified their program as operating in a rural setting, 6 percent reported their program as suburban, and 10 percent reported their program operated in a combination of these settings.

The proportionality of 21st Century programs by locale type is not reflective of the proportionality of Pennsylvania school-age youth by such classifications. According to the PA Future Ready Index locale classifications, which rely on National Center for Education Statistics (NCES) data, 48 percent of students are from suburban settings, 21 percent are from city/urban settings, and 31 percent are from town/rural settings. A comparison of these locale designation distributions with those in the previous paragraph suggests that 21st Century programs were successful in reaching students in urban and rural settings. However, it is important to remember that student need is a greater factor in grantee selection than locale distribution.

Evaluators asked grantees to make this determination rather than use a grantee's or program's mailing address to determine setting type because programs may operate in a different location than the grantee; a school district may operate in some, but not all schools; and different schools may have different settings. Also, this provided some insight into how the programs may classify their identity, versus how they may be classified by others.

First, evaluators classified each regular attendee based on their grantee-reported setting. In doing so, evaluators found the proportion of students per setting was nearly the same as the distribution of programs by setting: 58 percent of regular attendees were from programs reported as urban, 24 percent of regular attendees came from programs reported as rural, 5 percent of regular attendees came from suburban programs, and 13 percent of regular attendees came from programs reported as a combination of types.

Evaluators then connected academic performance data elements to grantees' reported program classification to determine the extent to which results may differ by program context. In the following graphs, the overall regular attendee results are included along with the same data source for each setting type.

- For reading report card grades, suburban programs had the highest improvement percentage (47 percent) but also the highest decline percentage (22 percent).
- For reading report card grades, the spread between the locale type with the highest improvement percentage (suburban, 47 percent) and the lowest improvement percentage (combination of types, 26 percent) was 20 percentage points.
- For math report card grades, suburban programs had the highest improvement percentage (42 percent) but also the highest decline percentage (25 percent).
- For math report card grades, the spread between the locale type with the highest improvement percentage (suburban, 42 percent) and the lowest improvement percentage (rural, 25 percent) was 16 percentage points.
- For the teacher survey academic indicator, combination programs had the highest improvement percentage (69 percent) and one of the lowest decline percentages (3 percent).

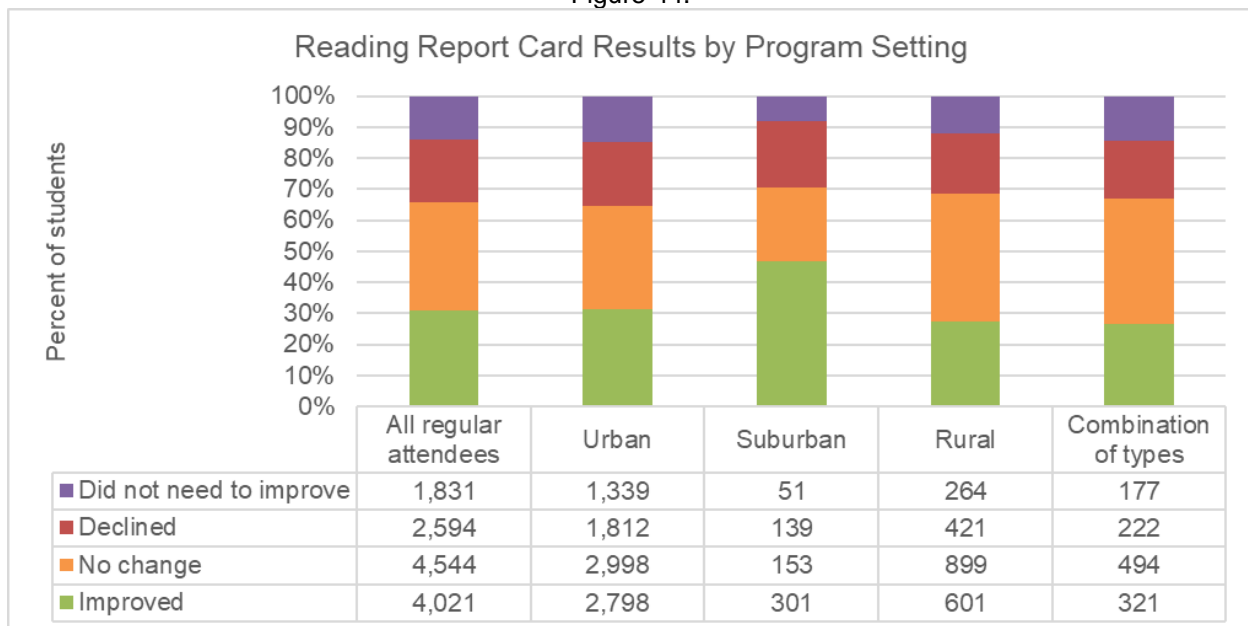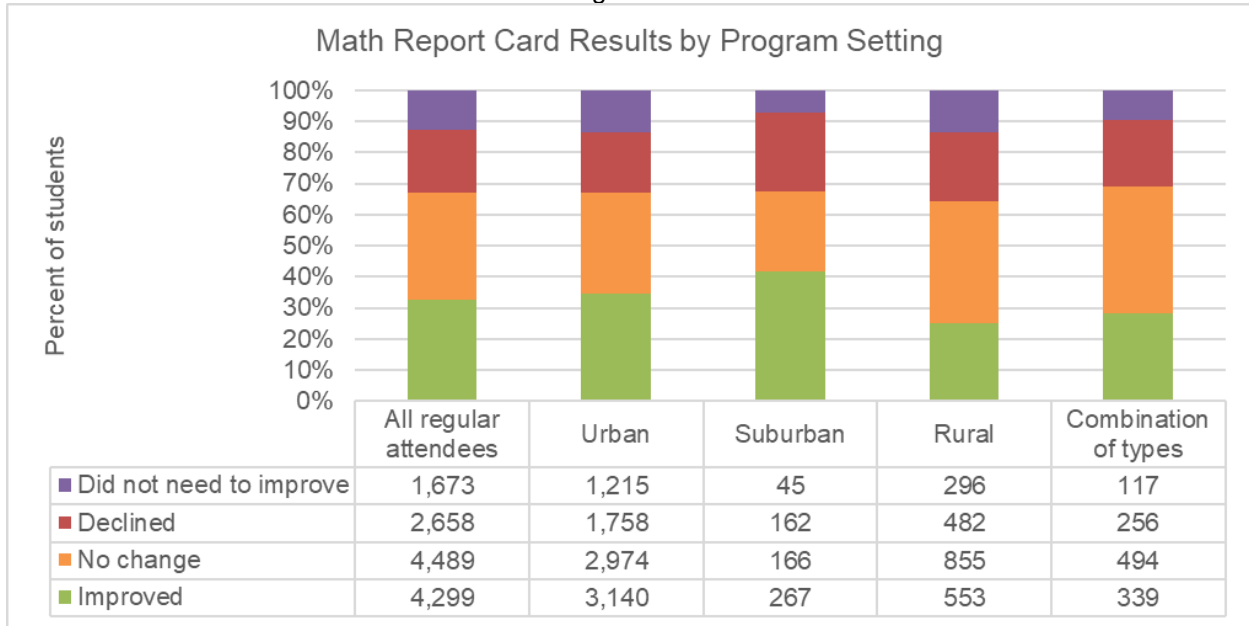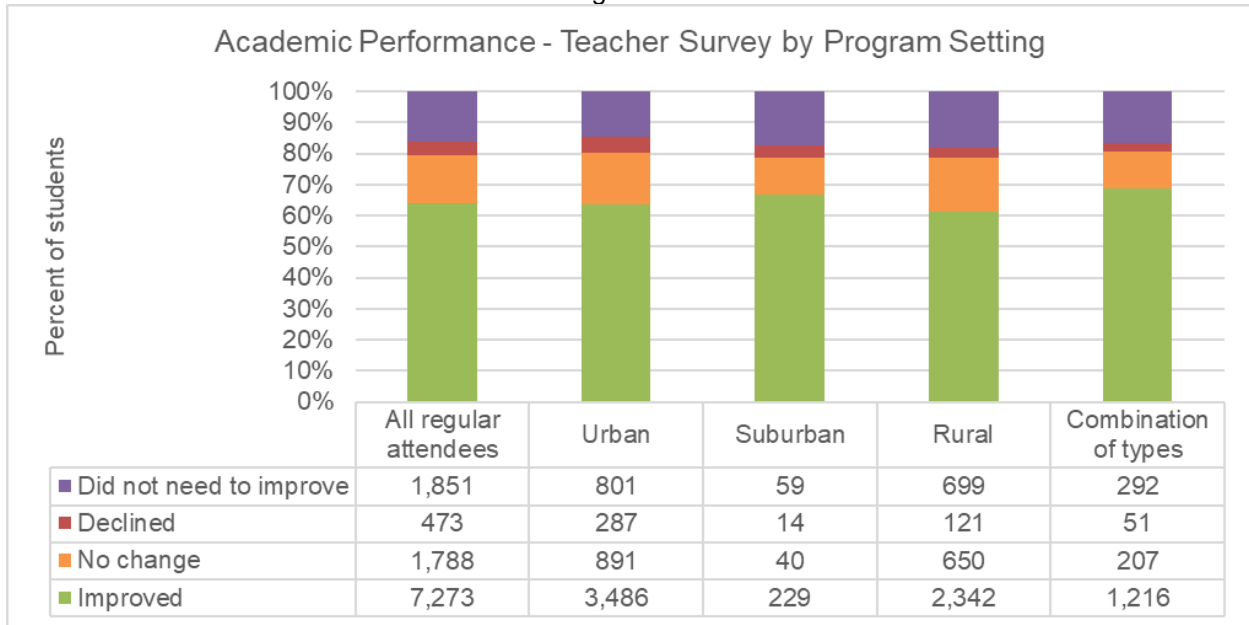Graphs of each result are included in the following pages.

Figure 44.

Reading Report Card Results by Program Setting

	All regular attendees	Urban	Suburban	Rural	Combination of types
■ Did not need to improve	1,831	1,339	51	264	177
■ Declined	2,594	1,812	139	421	222
■ No change	4,544	2,998	153	899	494
■ Improved	4,021	2,798	301	601	321

Figure 45.

Math Report Card Results by Program Setting

	All regular attendees	Urban	Suburban	Rural	Combination of types
■ Did not need to improve	1,673	1,215	45	296	117
■ Declined	2,658	1,758	162	482	256
■ No change	4,489	2,974	166	855	494
■ Improved	4,299	3,140	267	553	339

Figure 46.

Academic Performance - Teacher Survey by Program Setting

	All regular attendees	Urban	Suburban	Rural	Combination of types
■ Did not need to improve	1,851	801	59	699	292
■ Declined	473	287	14	121	51
■ No change	1,788	891	40	650	207
■ Improved	7,273	3,486	229	2,342	1,216

Results by Program Operation

While student results are considered by degree of student attendance, evaluators were also interested in whether scope of program operation may have influenced results. As such, evaluators classified programs as school year only or both summer and school year, in order to consider if grantees that operate a summer component in addition to the school year might have more positive results than those without a summer component. Evaluators used program operation data to identify regular attendees as belonging to a grantee that operated during school year only or both summer and school year. In doing so, evaluators found that 66 percent of regular attendees belonged to grantees that operated summer and school year, while 34 percent belonged to grantees that only operated during the school year. This is perhaps not a surprise, given that grantees with summer components would have more possible days of programming, allowing students more opportunity to participate.

Evaluators then connected academic performance data elements to grantees' reported program classification to determine the extent to which results may differ by program operations. In the following graphs, the overall regular attendee results are included along with the same data source for each operation type.

- For both reading and math report card grades, students attending grantees that operated both summer and school year showed higher improvement percentages than students who attended school year only programs: 32 percent for programs offering both summer and school year for reading and 34 percent for math, compared to 28 percent and 31 percent, respectively, for school year only programs.
- For both reading and math report card grades, students attending grantees that operated both summer and school year showed lower decline percentages than students who attended school year only programs: 20 percent for programs offering both summer and school year for reading and math, compared to 21 percent for both content areas for school year only programs.
- For academic performance on the teacher survey, again, students attending grantees that offered both summer and school year were more likely than school year only grantees to improve: 65 percent compared to 62 percent. However, for this indicator summer and school year grantee students were slightly more likely to decline than school year only grantee students, though the difference was only one percentage point: 5 percent compared to 4 percent.

Students who attend grantees that offer both summer and school year programs outnumber students who attend school year-only grantees two to one.

Evaluators also looked at differences by student attendance type. In other words, did a given regular attendee attend during both summer and school year, or just school year only?[14]

In analyzing the outcome data based on student participation type, a similar trend is observed.

- For both reading and math report card grades, students who attended during both summer and school year were more likely than school year only students to improve: 33 percent for reading and 34 percent for math summer and school year attendees compared to 30 and 32 percent, respectively, for school year only attendees. Decline percentages were either the same (20 percent, reading) or differed by one percentage point (math, 21 percent for summer and school year and 20 percent for school year only).
- The difference between summer and school year and school year only participation was more pronounced for the academic performance teacher survey indicator: 66 percent of students who attended summer and school year improved on this measure compared to 47 percent for school year regular attendees. However, the summer and school year group's decline percentage was slightly higher than school year only: 5 percent compared to 3 percent.

However, it is important to note that students who attend only in the school year outnumber students who attend during both periods more than three to one.

While the outcome percentage differences between the groups are small, they do suggest that programs that operate during both summer and school year may be more successful than those that operate only during the school year.

Graphs of each result are included in the following pages.

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[14] Students who attend only in the summer generally do not have reported outcomes, as teacher surveys and report card grades are measures that consider growth only during the school year. Summer only students make up less than 1 percent of regular attendees.

Figure 47.

Reading Report Card Results by Program Operations

	All regular attendees	Summer and school year	School year only
■ Did not need to improve	1,831	1,156	675
■ Declined	2,594	1,716	878
■ No change	4,544	3,088	1,456
■ Improved	4,021	2,822	1,199

Figure 48.

Math Report Card Results by Program Operations

	All regular attendees	Summer and school year	School year only
■ Did not need to improve	1,673	1,046	627
■ Declined	2,658	1,776	882
■ No change	4,489	3,047	1,442
■ Improved	4,299	2,962	1,337

Figure 49.

Academic Performance - Teacher Survey by Program Operations

	All regular attendees	Summer and school year	School year only
■ Did not need to improve	1,851	1,081	770
■ Declined	473	319	154
■ No change	1,788	1,059	729
■ Improved	7,273	4,534	2,739

2019-20 Government Performance and Results Act

The federal 21st Century program established performance objectives as part of the Government Performance and Results Act (GPRA).

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; and*
3. *Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.*

For this report, evaluators pulled GPRA results from the 21APR system. The 21APR system calculates the state's performance based on data that grantees entered in the federal data reporting portal. Evaluators looked specifically at spring term results, as this would be the most complete based on state reporting directives for Pennsylvania grantees.

These results may differ from those reported elsewhere in this report, as state evaluators collected and analyzed individual student data submitted by grantees, while grantees reported counts of students by category in the 21APR system. Analysis methods may differ slightly from federal methods, as analysis methods or logic used at the federal level have not been made available to Pennsylvania.[15] As grantee-entered data are not exportable in an analysis-friendly format from 21APR, it is not possible at this time to determine the extent to which grantee-reported counts in 21APR are similar to individual student data grantees submitted to state evaluators.

Evaluators have included 2017-18, 2018-19, and 2019-20 results according to the 21APR results. These show that all four of the four measurable indicators showed a higher percentage improving from 2018-19 to 2019-20 (green shading). Two of the measures address state assessments, which were not administered in 2020 as a result of the global COVID-19 pandemic.

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

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[15] The PA evaluation team used analysis methods provided under the previous federal evaluator American Institutes for Research.

Table 3: GPRA Results

Indicator	2017-18 Result	2018-19 Result	2019-20 Result
1.1 The percentage of students who improved their math grade from fall to spring.	44%	46%	49%
1.2 The percentage of students who improved English (reading) grade from fall to spring.	44%	46%	49%
1.3 The percentage of students who improved from not proficient to proficient or above in reading on state assessments (elementary).	21%	31%	*No 2020 assessment*
1.4 The percentage of students who improved from not proficient to proficient or above in math on state assessments (middle and high school).	12%	14%	*No 2020 assessment*
1.5 The percentage of students who improved homework completion and class participation (teacher-reported).	52%	49%	57%
1.6 The percentage of students who improved behavior (teacher-reported).	41%	40%	45%

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.

Indicator 2.2: The percentage of 21st Century centers offering enrichment and support activities in other areas.

Information for these indicators was not available because of changes in federal reporting. These elements are not explicitly included in 21APR reports. However, based on Implementation Survey data, 96 percent of grantees offered programming related to STEM content. The second indicator is particularly broad. As such, it could be argued that 100 percent of grantees offer enrichment and support activities. Further definition is needed.

NOTE: New federal GPRA measures are expected for the 2021-22 program year.

Reflections, Implications, and Recommendations for Improvement

Overall, evaluation processes and grantee submissions improved over the prior year, which is likely due to prior grantee experience and changes to state reporting structures and deadlines. Evaluators believe this year's data and results are the most accurate to date, given additional validity checks put in place.

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.

CONSIDERATIONS FOR THE STATE TEAM

1. Grantees shared feedback about challenges they experienced during this program year and needs that they have moving forward. Certainly these challenges included the unanticipated closure of physical operations and shift to remote, virtual, and hybrid program implementation. But they also continued to have more traditional needs, some of which have persisted for several years, such as parent involvement, staff turnover, and student retention and consistent attendance.

Recommendation: The state team should continue to collaborate to ensure that professional development through webinars, regional trainings, grantee meetings, and the Extended Learning Opportunities Conference address areas where grantees report challenges and interests. Where possible, additional resources should be considered and developed to support grantees as they effectively implement programs that are designed to positively influence change. The state team should continue to use state evaluation findings to identify and address areas of need and consider offering professional learning opportunities that match needs and interests.

2. Grantees are required to implement a local evaluation that includes contracting with an external local evaluator. Training is provided to grantees relative to local evaluation expectations. However, in collecting local evaluation reports and grantee data, state evaluators noted variance in the content and scope of some of these local evaluations and the degree to which they conform to the expectations set in evaluation training provided to grantees. While grantees are afforded flexibility in how their local evaluation is designed, it appears that some grantees may not be getting maximum benefit from their local evaluation reports as a resource for program improvement as well as a documentation source.

Recommendation: The state team and state evaluators should collaborate to identify a method of efficiently reviewing grantee local reports to note content, strengths, and areas for improvement in order to maximize the value of the local evaluation report as a tool and resource that grantees can use to both document and improve their programs. Strategies for consistently and objectively communicating these attributes to grantees will also need to be identified. State evaluators should review current methods of

communicating expectations to grantees and reinforce these expectations during grantee trainings.

3. Several years' results have been fairly consistent, despite changing grantees. Also, current year-only results make it difficult for long-term gains to be observed.

Recommendation: The state team and state evaluators should collaborate to identify state program priorities or special interest areas in order to: a) plan state-wide training or enrichment opportunities such as webinars, b) use grantee-level results to formally identify grantees that appear to be excelling or struggling so that follow-up can occur, and c) encourage grantees to examine their local results and take action for program improvement and enrichment. The state team may want to consider a formal process or structure wherein grantees reflect on and respond to their local findings, perhaps using the PA Grantee Report Card that state evaluators prepare for each grantee and share with PDE and technical assistance providers. Further, the state team and state evaluators should consider whether additional longitudinal data analysis should be formally required and the methods by which such reporting could be done efficiently and without adding considerable data burden on grantees.

CONSIDERATIONS FOR GRANTEES

1. Grantees reported that they most often use school, teacher, or parent recommendations to identify and enroll students in programs and similar sources for identifying student needs.

Recommendation: While programs are designed to serve primarily high-needs schools with high-needs students, grantees should consider using more objective sources of data and/or determine the extent to which objective sources of data are the bases for school, teacher, or parent recommendations. Data-sourced identification information can be used as baseline information to provide targeted student instruction and evaluate outcomes more accurately.

2. Less than half of students served attend Pennsylvania 21st Century programs regularly, which has been the trend for several years and was exacerbated by the COVID-19 pandemic. This raises several important considerations for grantees, program leaders, and policymakers: 'Are students attending enough?' and the related, 'Should we put more effort and emphasis on retaining students and encouraging greater attendance?' and, 'Are we addressing the more basic need of students from at-risk or high-needs areas/populations by engaging them in safe, structured, educational, and enriching programs and protecting them from the vulnerabilities of a block of time after school where they may be unsupervised (at home or elsewhere) and/or potentially engaged in unhealthy or even dangerous activities?'

    To the first point, current levels of participation may be insufficient for programs to make an impact on student academic and behavior improvements. Thirty

days over the course of a nine-month school year is only 3.3 days per month; 90 program days is only 10 days per month, or 2.5 days per week. Knowing that most programs, when they were operating in person, offered four or five days per week, this means even the most engaged students may be attending only about half the time the program is being offered. This raises the question of whether an afterschool program, at roughly two to three hours per day a few days per month can have a measurable impact on student outcome improvement in the short term. If the answer is no, but that the program is more likely to have a long-term impact, then the reporting structure of 21st Century – based on the federal GPRA measures and federal reporting system – is not set up appropriately; we are measuring the wrong things at the wrong time. Side note: GPRA measures will be changing for the 2021-22 program year, but are still based on annual growth, not longitudinal growth.

This idea is supported by results that typically show greater improvement percentages for teacher survey results than report card grades, followed by state assessments (when administered). Classroom teachers may notice subtle improvements before they show up on other measures. Coupled with historical presence results that show some larger percentages improving with longer duration in 21st Century, this suggests that short-term measures may not adequately capture the program's true impact.

As for the more basic need of having a safe place to go after school, even if they may not influence academic needs (though this is a primary focus of 21st Century based on its performance measures), if students are not attending on an ongoing basis throughout the year, then programs are not really addressing that need. If a student attends moderately, for example, 75 days, then they are attending approximately eight days per month during the school year. In an ordinary four-week month with five days of school per week, a program might be open for 20 days. This means that the moderate attender only attends 40 percent of the days offered in a given month and may be unsupervised, unsafe, and/or potentially engaging in less-than-desirable activities afterschool the other 60 percent of the time. Or, a student may attend consistently and on a daily basis for a few weeks, and then not participate the rest of the year. Either way, the student is not benefitting from ongoing and sustained participation. Certainly, older students, particularly, may have afterschool jobs, afterschool sports, and/or responsibilities at home. However, less than half of grantees serve high school students.

Recommendation: Grantees should put more emphasis on student retention and repeated attendance. It may be to students' and programs' advantage to serve slightly fewer students with greater intensity and duration. Further, repeated and consistent attendance addresses the last point above related to students engaged in safe and productive activities afterschool, which is a positive outcome itself. The state team and evaluators should collaborate to identify and implement options to capture more long-term data to determine the extent to which impact may be seen beyond the single

program year measures. The state team and evaluators could also explore whether outcome data for non-regular attendees (1-29 days) should be collected as a comparison. Note: new GPRA reporting will include all students served, regardless of programming volume or number of days.

3. Relatedly, outcomes findings consistently show that students who attend in the greater program attendance category (90+ days), students who attend both summer and school year programming, and students who attend grantees that offer summer and school year programs are more likely to show improvement on multiple measures.

Recommendation: Grantees should:

a. Reinforce with parents, students, and schools that consistent, ongoing, and year-round participation is linked to improved academic outcomes.
b. Develop, review, and reinforce aggressive attendance policies that encourage repeated student attendance.
c. Follow up with students who stop coming to the program to reengage them and find out why they stopped coming. If the grantee can mitigate those reasons, they should consider doing so.
d. Encourage as many students as possible to come on all possible days.
e. Design program operations to maximize students enrolling and attending in both summer and school year programming when the grantee offers it. Grantees might strategically recruit students to encourage participation in both summer and school year programs.
f. Consider if the summer program component, if part of the grantee's approved application, could be expanded or enhanced.
g. If the grantee does not currently offer a summer program component, they might consider one for future funding competitions.

4. While outcomes for this 2019-20 year are not comparable to prior years because of the disruption in "normal" operations and unexpected shift to remote and virtual programming, grantees can still find value in their results.

Recommendation: Grantees should review their local evaluation findings, perhaps with the assistance of their local evaluator, to ensure that they understand what their program results mean. They should then identify areas of strength – and ensure that those areas are continued and possibly expanded and replicated – as well as areas where results are not as positive and identify and implement strategies that are designed to influence positive outcomes for those areas. Grantees should take an active approach to using the wealth of program information and student data available to them as well as the expertise of their local evaluator in order to make informed decisions about program improvement. Grantees may also want to consider comparing their results to those presented in state evaluation reports for both context and determining areas of local interest that they may not currently examine. Grantees should consider stronger or more intensive activities/strategies that may be more likely

to contribute to positive student outcomes and pay particular attention to students whose results show a decline and those with the most significant needs in order to provide targeted, intensive strategies designed to support improvement. A possible approach might include the following steps:

    a. Review the grantee's local evaluation report and/or results/data.

    b. Identify the areas where the grantee is seeing the most positive results. Explore what the grantee is doing specifically to influence that area or possible influences for the results if the grantee is not deliberately targeting that component. Take steps to ensure that the grantee continues to do what it may be doing that is positively influencing those results.

    c. Identify the areas where the grantee is seeing the least positive results or where larger portions of students are declining. Explore what the grantee is doing specifically to influence that area or possible influences for the results if the grantee is not deliberately targeting that component. Explore the extent to which the program's approach or instruction in that area is complementing or contradicting school-day instruction.

    d. Use findings or data to identify areas of continuing or new needs.

    e. Compare grantee results to performance indicators.

    f. List all concern areas from c, needs identified in d, and indicators not yet achieved from e, as well as any other items that concern the grantee or program staff. Organize these items by importance and assign a priority ranking to each item.

    g. Choose the top three or so items to focus on first. Focusing on just a few of the top priority items will prevent overwhelm that may stall progress.

    h. Develop an action plan for each of the selected priority items that outlines specific strategies that the grantee or program staff will take to positively influence that item. Include a timeline for completion and evidence source to examine progress and achievement. Monitor progress and course correct as necessary.

    i. Once an item has been resolved, move on to the next priority item.

    j. Repeat as needed.

5. While not all grantees reported historical presence information, and Cohort 10 grantees specifically may not have prior years of programming, findings indicate that outcomes may be positively influenced by multiple years' participation in the program.

Recommendation: Grantees should reinforce multiple years of participation with students when the grade levels served by the grant permit it. State evaluators will continue to collect this information and reinforce grantee submission. For those students who participated multiple years but are not showing improvement, grantees should examine program strategies to ensure that these students' specific needs are being addressed. The state team might also explore altering data collection components to allow evaluators to more efficiently collect student data at the state level and draw on multi-year, state-level data sources to conduct longitudinal analysis.

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.