WCSD 21st Century Grant Program – Cohorts 7, 8, 10

Evaluation Services Proposal

ATTN:
Christine M. Haslett
WCSD 21st Century Grant Project Manager

Submitted Electronically:
haslettc@wcsdpa.org

Submitted by:
Joyce Ann Miller, Ph.D.
3823 West 12th Street
Erie, Pennsylvania 16505-3301
Email: joycem@ksrc.biz
Ph: (814) 836-9295
Website: www.ksrc.biz

August 21, 2019

KSRC
KeyStone Research Corporation
Building Capacity for Performance Excellence

August 20, 2019

Christine M. Haslett
WCSD 21st Century Grant Project Manager
Warren County School District
Central Administrative Offices
6820 Market Street
Russell, PA 16345-3406

Dear Christine;

KeyStone Research Corporation (KSRC) is pleased to offer the attached proposal to serve as the local evaluator to conduct a comprehensive evaluation for the Warren County School District (WCSD) 21st Century grant proposal.

KSRC is an evaluation service, headquartered in Erie, Pennsylvania, with extensive experience in delivering evaluation services to support the process of continuous improvement of 21st Century Community Learning Center (21CLCC) afterschool and summer programs, which are funded in-full or in-part with a grant by Pennsylvania Department of Education.

KSRC's proposal is based on the information and WCSD requirements, as outlined in WCSD 21st Century Grant Proposal Request (RFP) issued August 7, 2019.

Respectfully Submitted,

Joyce A. Miller, Ph.D.
President, KeyStone Research Corporation

Attachment

Table of Contents

KSRC

1.0 General Information

Individual/Organization Name:

Joyce Ann Miller, Ph.D.

Individual/Organization Mailing Address:

3823 West 12th Street

Erie, Pennsylvania 16505-3301

Individual/Organization Email:

joycem@ksrc.biz

Individual/Organization Phone Number:

(814) 836-9295

Submission Date:

8/21/2019

2.0 Detailed Evaluation Plan

KSRC will develop a plan to the most comprehensive plan possible for the WCSD 21st Century Grant Program. We will compile and present data in a manner that will allow district leadership to apply measurements against goals for each of the cohorts in their respective year cycles.

2.1 Methodology

KeyStone Research Corporation (KSRC) has extensive experience providing external evaluations for 21st Century Community Learning Center (CCLC) programs. In its annual local evaluation, KSRC will assess the effectiveness of the Warren County School District 21st CCLC afterschool programs for Cohorts 7, 8 and 10 with respect to the following components:

- **Program quality**
  - Program quality will be assessed using Program Quality Assessment® Forms during on-site observations, observations will occur once during the school year program and once during the summer program. The *School-Age Program Quality Assessment® Form A* and *Youth Program Quality Assessment® Form A* will be used to collect data to answer questions concerning the quality of programming.

- **Student achievement**
  - Student achievement data will be analyzed to gain insight into student progress from beginning to end of program, and to determine if the program positively influenced students.

- **Teacher student behavior assessments**
  - Teacher assessments will be administered via an online survey platform to collect data on the progress of student behaviors. KSRC has a contract through SurveyMonkey®, survey users will not be subjected to advertisements through this online platform. The date to administer survey will be determined by the program manager.

- **Parent satisfaction with the program**
  - Parent feedback forms will be administered via paper survey to determine how satisfied parents are and how the afterschool program can be improved moving forward. The date to administer survey will be determined by the program manager.

- **Student satisfaction with the program**
  - Student feedback forms will be administered via paper survey to gain insight into how satisfied students are and how the afterschool program can be improved moving forward. The date to administer survey will be determined by the program manager.

- **Community partners, school administrators, and staff satisfaction with the program**
  - Community partners, school administrators and staff feedback forms will be administered via an online survey platform in order to understand how satisfied these stakeholders are and how the afterschool program can be improved moving forward. KSRC has a contract through SurveyMonkey®, survey users will not be subjected to advertisements through this online platform. The date to administer survey will be determined by the program manager.

2.2 Plan to Support Overall Data Collection

KSRC will analyze data using traditional parametric and non-parametric statistical tests, multiple regression, and multivariate and stratified analyses to determine the programs overall effectiveness. KSRC will collaborate with the program administrative office and the respective points of contact at each school to collect data for the components listed above using the following instruments/indicators:

1. **Program Quality Assessment (PQA):** KSRC is highly qualified to evaluate program quality with certified observers that have official and authorized access to nationally accredited program quality assessment tools. The *School-Age Program Quality Assessment® Form A* and *Youth Program Quality Assessment® Form A* will be used to collect data to answer questions concerning the quality of programming. The PQA is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. These forms consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where children have fun, work, and learn with adults. The School-Age PQA® is suitable for children in grades K-6 and Youth PQA® is suitable for children in grades 4-12. These tools measures the quality of children's experience, which promotes the creation of environments that motivate children to engage critically with their surroundings.

2. **Student achievement:** The *Student Information Tracking Workbook* containing all student data and indicators was developed by the Allegheny Intermediate Unit (AIU) (see AIU website for a copy of the tool https://www.aiu3.net/Page/2255). The program administrative office will enter individual student data into the *Student Information Tracking Workbook* (i.e. academic achievement, and performance measures). Some analysis will be available through the preset formulas and graphs within the workbook.

3. **Teacher student behavior assessments:** The *Teacher Survey* will be used to collect data on student behavior. The Allegheny Intermediate Unit (AIU), the statewide 21st CCLC evaluator developed this tool, which is administered to all grantees statewide (a copy of this tool can be found at https://www.aiu3.net/Page/2255)

4. **Parent satisfaction with the program:** KSRC will develop *Parent Feedback* forms utilizing input from the program administrative office and the respective points of contact at each school.

5. **Student satisfaction with the program:** KSRC will develop *Student Feedback* forms utilizing age appropriate input from the program administrative office and the respective points of contact at each school.

6. **Community partners, school administrators, and staff satisfaction with the program:** KSRC will develop a *Partner, Administrator and Staff Feedback* form utilizing input from the program administrative office and the respective points of contact at each school.

2.3 Project Deliverables

1. **Communication:** KSRC will meet with the Program Manager regularly to ensure the program evaluation is being implemented correctly and to provide updates on the program evaluation.

2. **Feedback Forms:** Feedback forms for program stakeholders (students, parents, and community partners, school administrators and staff) will be developed by KSRC in collaboration with program administrative office.

3. **Site Observation Visits:** KSRC will schedule site observation visits at each school site to gather quantitative and qualitative data on program quality by utilizing the PQA® tools mentioned in section *2.0 Data Collection and Tools.*

4. **Annual Local Evaluation Reports:** These reports will be submitted after the conclusion of each 36-week program, which details the process of data collection, data analysis, and data findings of the following program components; program quality, student performance, teacher survey results, community partners, school administrators and staff survey results, and parent survey results. This report will also include information on the tracking of student progress from beginning to end of program, program implementation and all other performance indicators.

5. **Data Implications and Recommendations:** At the end of the Annual Local Evaluation Report, detailed conclusions will be drawn pertaining to the data collected throughout the duration of the program. Data implications and recommendations will be stated to show next steps and how program practices can be improved moving forward.

6. **Presentation of Research Finding:** KSRC staff will be available to present research findings, conclusions and recommendations to other program stakeholders upon the close of the 36-week program and after submission of Annual Local Evaluation Reports.

7. **Invoices:** KSRC will submit invoices with details of activities, hours and dates worked.

2.4 Project Timeline

Table 1: Proposed Project Timeline Cohort 7 Year 1 (10/1/2019 - 9/30/2020)

Task No.	Task Description	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		2019					2020											
1	Award Annoucement	✓																
2	Contracts Signed		✓															
3	Initial Meeting with Project Manager**		✓															
4	Collaborate with Coordinator to Develop Feedback Forms (Student, Parent, and Partner, Admin and Staff)				✓	✓												
5	Send Feedback Forms to Coordinator					✓												
6	Second Meeting with Project Manager**						✓											
7	Schedule Site Observation*								TBD*									
8	Complete Site Observations*								TBD*									
9	Third Meeting with Project Manager**										✓							
10	Data Components Completed														✓			
11	Data Transferred to KSRC for Analysis														✓			
12	Data Analysis															✓	✓	
13	Submit Annual Local Evaluation Report																✓	
14	Present Findings																	✓

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

Table 2: Proposed Project Timeline Cohort 8 Year 1 (1/6/2020 - 12/31/2020)

Task No.	Task Description	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		2019					2020											
1	Award Annoucement	✓																
2	Contracts Signed		✓															
3	Initial Meeting with Project Manager**		✓															
4	Collaborate with Coordinator to Develop Feedback Forms (Student, Parent, and Partner, Admin and Staff)				✓	✓												
5	Send Feedback Forms to Coordinator					✓												
6	Second Meeting with Project Manager**								✓									
7	Schedule Site Observation*								TBD*									
8	Complete Site Observations*								TBD*									
9	Third Meeting with Project Manager**											✓						
10	Data Components Completed														✓			
11	Data Transferred to KSRC for Analysis														✓			
12	Data Analysis															✓	✓	
13	Submit Annual Local Evaluation Report																✓	
14	Present Findings																	✓

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

Table 3: Proposed Project Timeline Cohort 8 Year 2 (1/6/2021 - 12/31/2021)

Task No.	Task Description	J	F	M	A	M	J	J	A	S	O	N	D
		\
multicolumn 2021											
1	Initial Meeting with Project Manager**	✓											
2	Schedule Site Observation*	TBD*											
3	Complete Site Observations*	TBD*											
4	Second Meeting with Project Manager**					✓							
5	Data Components Completed								✓				
6	Data Transferred to KSRC for Analysis								✓				
7	Third Meeting with Project Manager**								✓				
8	Data Analysis									✓	✓		
9	Submit Annual Local Evaluation Report										✓		
10	Present Findings												✓

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

Table 4: Proposed Project Timeline Cohort 10 Year 1 (7/1/2019 - 6/30/2020)

Task No.	Task Description	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		2019						2020											
1	Award Annoucement	✓																	
2	Contracts Signed		✓																
3	Initial Meeting with Project Manager**		✓																
4	Collaborate with Coordinator to Develop Feedback Forms (Student, Parent, and Partner, Admin and Staff)			✓	✓														
5	Send Feedback Forms to Coordinator				✓														
6	Second Meeting with Project Manager**						✓												
7	Schedule Site Observation*	TBD*																	
8	Complete Site Observations*	TBD*																	
9	Third Meeting with Project Manager**													✓					
10	Data Components Completed														✓				
11	Data Transferred to KSRC for Analysis														✓				
12	Data Analysis															✓	✓		
13	Submit Annual Local Evaluation Report																✓		
14	Present Findings																	✓	

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

KSRC
KeyStone Research Corporation

Table 5: Proposed Project Timeline Cohort 10 Year 2 (7/1/2020 - 6/30/2021)

Task No.	Task Description	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		2020						2021											
1	Initial Meeting with Project Manager**	✓																	
2	Schedule Site Observation*							TBD*											
3	Complete Site Observations*							TBD*											
4	Second Meeting with Project Manager**							✓											
5	Data Components Completed													✓					
6	Data Transferred to KSRC for Analysis													✓					
7	Third Meeting with Project Manager**													✓					
8	Data Analysis														✓	✓			
9	Submit Annual Local Evaluation Report																✓		
10	Present Findings																		✓

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

Table 6: Proposed Project Timeline Cohort 10 Year 3 (7/1/2021 - 6/30/2022)

Task No.	Task Description	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		2021						2022											
1	Initial Meeting with Project Manager**	✓																	
2	Schedule Site Observation*							TBD*											
3	Complete Site Observations*							TBD*											
4	Second Meeting with Project Manager**							✓											
5	Data Components Completed													✓					
6	Data Transferred to KSRC for Analysis													✓					
7	Third Meeting with Project**													✓					
8	Data Analysis														✓	✓			
9	Submit Annual Local Evaluation Report																✓		
10	Present Findings																		✓

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

Table 7: Proposed Project Timeline Cohort 10 Year 4 (7/1/2022 - 6/30/2023)

Task No.	Task Description	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		2022						2023											
1	Initial Meeting with Project Manager**	✓																	
2	Schedule Site Observation*						TBD*												
3	Complete Site Observations*						TBD*												
4	Second Meeting with Project Manager**							✓											
5	Data Components Completed													✓					
6	Data Transferred to KSRC for Analysis													✓					
7	Third Meeting with Project**													✓					
8	Data Analysis													✓	✓				
9	Submit Annual Local Evaluation Report																✓		
10	Present Findings																	✓	

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

Table 8: Proposed Project Timeline Cohort 10 Year 5 (7/1/2023 - 6/30/2024)

Task No.	Task Description	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
		2023						2024											
1	Initial Meeting with Project Manager**	✓																	
2	Schedule Site Observation*						TBD*												
3	Complete Site Observations*						TBD*												
4	Second Meeting with Project Manager**							✓											
5	Data Components Completed													✓					
6	Data Transferred to KSRC for Analysis													✓					
7	Third Meeting with Project Manager**													✓					
8	Data Analysis													✓	✓				
9	Submit Annual Local Evaluation Report																✓		
10	Present Findings																	✓	

*TBD - Based on direction to be received from Project Manager

**In addition to site observations, regular meetings with Project Manager may be done via phone call, Skype™ or through Adobe® Connect

SurveyMonkey® is a registered trademark of SurveyMonkey
Program Quality Assessment® is a registered trademark of David P. Weikart Center for Youth Program Quality
Adobe® Connect is a registered trademark of Adobe Inc.
Skype™ is a trademark of Skype Communications

3.0 Budget and Budget Narrative

3.1 Annual Budget Cohort 7 Year 1 (10/1/2019 – 9/30/2020)

WCSD 21st Century Grant Program - Annual Budget Cohort 7 Year 1 (10/1/2019 - 9/30/2020)

A. Personnel Services KSRC Personnell:	Rate/hr	Deliverables		Hours	Cost
Project Director	$125	Meetings and Communication with Project Manager		5	
		Strategic Direction or Research Strategy		5	
		Data Implications and Recommendations		3	
		Authorship of Annual Local Evaluation Reports		4	
			Total hours	**17**	$2,125
Senior Evaluator	$205	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		12	
		Annual Local Evaluation Report		3	
			Total hours	**15**	$3,075
Senior Research Associate	$135	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		15	
		Annual Local Evaluation Report		5	
			Total hours	**20**	$2,700
Lead Research Associate	$60	Meets and Communication with Project Manager		18	
		Site Observation Visits (5 school year sites and 1 summer site)		48	
		Data Evaluations, Implications and Recommendations		15	
		Development and Compilation of Stakeholder Feedback Forms		5	
		Compilation of Data and Annual Local Evaluation Report		75	
			Total hours	**161**	$9,660
Clerical	$20	Administrative support procedures throughout the project	**Total hours**	**60**	$1,200
Accounting	$35	Preparation and processing of invoices		15	
		Secondary validations of all calculations associated with data analysis		15	
			Total hours	**30**	$1,050
			Subtotal Personnel		**$19,810**

B. Other Costs

Travel Expense (Site Observation Visits)*	(~140 Miles x 6 Observations) = 840 Miles	$487
Printed Materials and Supplies		$90
	Total Cost	**$20,387**

*Based on five schools participating in Cohort 7 for 2019-2020. While there will be travel expenses associated with the five site observations during the school year and one observation during the summer, the expertise and experience possessed by KSRC in 21st CCLC programs will allow for economics on scale cost reductions in several other areas of the project.

3.2 Annual Budget Cohort 8 Year 1 (1/6/2020 – 12/31/2020)

WCSD 21st Century Grant Program - Annual Budget Cohort 8 Year 1 (1/6/2020 - 12/31/2020)

A. Personnel Services	Rate/hr	Deliverables		Hours	Cost
KSRC Personnell:					
Project Director	$125	Meetings and Communication with Project Manager		3	
		Strategic Direction or Research Strategy		2	
		Data Implications and Recommendations		2	
		Authorship of Annual Local Evaluation Reports		2	
			Total hours	**9**	$1,125
Senior Evaluator	$205	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		3	
		Annual Local Evaluation Report		2	
			Total hours	**5**	$1,025
Senior Research Associate	$135	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		4	
		Annual Local Evaluation Report		4	
			Total hours	**8**	$1,080
Lead Research Associate	$60	Meets and Communication with Project Manager		10	
		Site Observation Visits (5 school year sites and 1 summer site)		48	
		Data Evaluations, Implications and Recommendations		8	
		Development and Compilation of Stakeholder Feedback Forms		2	
		Compilation of Data and Annual Local Evaluation Report		30	
			Total hours	**98**	$5,880
Clerical	$20	Administrative support procedures throughout the project	**Total hours**	**40**	$800
Accounting	$35	Preparation and processing of invoices		5	
		Secondary validations of all calculations associated with data analysis		5	
			Total hours	**10**	$350
			Subtotal Personnel		**$10,260**

B. Other Costs			
Travel Expense (Site Observation Visits)*	(~140 Miles x 6 Observations) = 840 Miles		$487
Printed Materials and Supplies			$90
	Total Cost		**$10,837**

*Based on five schools participating in Cohort 8 for 2020. While there will be travel expenses associated with the five site observations during the school year and one observation during the summer, the expertise and experience possessed by KSRC in 21st CCLC programs will allow for economics on scale cost reductions in several other areas of the project.

3.3 Annual Budget Cohort 8 Year 2 (1/6/2021 – 12/31/2021)

WCSD 21st Century Grant Program - Annual Budget Cohort 8 Year 2 (1/6/2021 - 12/31/2021)

A. Personnel Services	Rate/hr	Deliverables		Hours	Cost
KSRC Personnell:					
Project Director	$125	Meetings and Communication with Project Manager		3	
		Strategic Direction or Research Strategy		2	
		Data Implications and Recommendations		2	
		Authorship of Annual Local Evaluation Reports		1	
			Total hours	**8**	$1,000
Senior Evaluator	$205	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		2	
		Annual Local Evaluation Report		1	
			Total hours	**3**	$615
Senior Research Associate	$135	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		3	
		Annual Local Evaluation Report		3	
			Total hours	**6**	$810
Lead Research Associate	$60	Meets and Communication with Project Manager		9	
		Site Observation Visits (5 school year sites and 1 summer site)		48	
		Data Evaluations, Implications and Recommendations		8	
		Development and Compilation of Stakeholder Feedback Forms		2	
		Compilation of Data and Annual Local Evaluation Report		30	
			Total hours	**97**	$5,820
Clerical	$20	Administrative support procedures throughout the project	**Total hours**	**40**	$800
Accounting	$35	Preparation and processing of invoices		5	
		Secondary validations of all calculations associated with data analysis		5	
			Total hours	**10**	$350
			Subtotal Personnel		**$9,395**

B. Other Costs

Travel Expense (Site Observation Visits)*	(~140 Miles x 6 Observations) = 840 Miles		$487
Printed Materials and Supplies			$90
	Total Cost		**$9,972**

*Based on five schools participating in Cohort 8 for 2021. While there will be travel expenses associated with the five site observations during the school year and one observation during the summer, the expertise and experience possessed by KSRC in 21st CCLC programs will allow for economics on scale cost reductions in several other areas of the project.

3.4 Annual Budget Cohort 10 Year 1 (7/1/2019 – 6/30/2020)

WCSD 21st Century Grant Program - Annual Budget Cohort 10 Year 1 (7/1/2019 - 6/30/2020)

A. Personnel Services **KSRC Personnell:**	Rate/hr	Deliverables		Hours	Cost
Project Director	$125	Meetings and Communication with Project Manager		3	
		Strategic Direction or Research Strategy		2	
		Data Implications and Recommendations		2	
		Authorship of Annual Local Evaluation Reports		2	
			Total hours	**9**	$1,125
Senior Evaluator	$205	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		4	
		Annual Local Evaluation Report		2	
			Total hours	**6**	$1,230
Senior Research Associate	$135	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		5	
		Annual Local Evaluation Report		4	
			Total hours	**9**	$1,215
Lead Research Associate	$60	Meets and Communication with Project Manager		9	
		Site Observation Visits (5 school year sites and 1 summer site)		48	
		Data Evaluations, Implications and Recommendations		10	
		Development and Compilation of Stakeholder Feedback Forms		3	
		Compilation of Data and Annual Local Evaluation Report		40	
			Total hours	**110**	$6,600
Clerical	$20	Administrative support procedures throughout the project	**Total hours**	**40**	$800
Accounting	$35	Preparation and processing of invoices		7	
		Secondary validations of all calculations associated with data analysis		7	
			Total hours	**14**	$490
			Subtotal Personnel		**$11,460**

B. Other Costs

Travel Expense (Site Observation Visits)*	(~140 Miles x 6 Observations) = 840 Miles	$487
Printed Materials and Supplies		$90
	Total Cost	**$12,037**

*Based on five schools participating in Cohort 10 for 2019-2020. While there will be travel expenses associated with the five site observations during the school year and one observation during the summer, the expertise and experience possessed by KSRC in 21st CCLC programs will allow for economics on scale cost reductions in several other areas of the project.

3.5 Annual Budget Cohort 10 Year 2 (7/1/2020 – 6/30/2021)

WCSD 21st Century Grant Program - Annual Budget Cohort 10 Year 2 (7/1/2020 - 6/30/2021)

A. Personnel Services	Rate/hr	Deliverables		Hours	Cost
KSRC Personnell:					
Project Director	$125	Meetings and Communication with Project Manager		5	
		Strategic Direction or Research Strategy		5	
		Data Implications and Recommendations		5	
		Authorship of Annual Local Evaluation Reports		4	
			Total hours	**19**	$2,375
Senior Evaluator	$205	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		15	
		Annual Local Evaluation Report		3	
			Total hours	**18**	$3,690
Senior Research Associate	$135	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		20	
		Annual Local Evaluation Report		5	
			Total hours	**25**	$3,375
Lead Research Associate	$60	Meets and Communication with Project Manager		18	
		Site Observation Visits (5 school year sites and 1 summer site)		48	
		Data Evaluations, Implications and Recommendations		15	
		Development and Compilation of Stakeholder Feedback Forms		5	
		Compilation of Data and Annual Local Evaluation Report		75	
			Total hours	**161**	$9,660
Clerical	$20	Administrative support procedures throughout the project	**Total hours**	**60**	$1,200
Accounting	$35	Preparation and processing of invoices		15	
		Secondary validations of all calculations associated with data analysis		15	
			Total hours	**30**	$1,050
			Subtotal Personnel		**$21,350**

B. Other Costs			
Travel Expense (Site Observation Visits)*	(~140 Miles x 6 Observations) = 840 Miles		$487
Printed Materials and Supplies			$90
		Total Cost	**$21,927**

*Based on five schools participating in Cohort 10 for 2020-2021. While there will be travel expenses associated with the five site observations during the school year and one observation during the summer, the expertise and experience possessed by KSRC in 21st CCLC programs will allow for economics on scale cost reductions in several other areas of the project.

3.6 Annual Budget Cohort 10 Years 3-5 (7/1/2021 – 6/30/2024)

WCSD 21st Century Grant Program - Annual Budget for Cohort 10 in Years 3-5
2021 - 2022 / 2022 - 2023 / 2023 - 2024

A. Personnel Services	Rate/hr	Deliverables		Hours	Cost
KSRC Personnell:					
Project Director	$125	Meetings and Communication with Project Manager		3	
		Strategic Direction or Research Strategy		2	
		Data Implications and Recommendations		2	
		Authorship of Annual Local Evaluation Reports		1	
			Total hours	**8**	$1,000
Senior Evaluator	$205	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		2	
		Annual Local Evaluation Report		1	
			Total hours	**3**	$615
Senior Research Associate	$135	Efforts to Evaluate Data Received Analyze Implications and Develop Recommendations		4	
		Annual Local Evaluation Report		2	
			Total hours	**6**	$810
Lead Research Associate	$60	Meets and Communication with Project Manager		9	
		Site Observation Visits (5 school year sites and 1 summer site)		48	
		Data Evaluations, Implications and Recommendations		7	
		Development and Compilation of Stakeholder Feedback Forms		2	
		Compilation of Data and Annual Local Evaluation Report		30	
			Total hours	**96**	$5,760
Clerical	$20	Administrative support procedures throughout the project	**Total hours**	**40**	$800
Accounting	$35	Preparation and processing of invoices		5	
		Secondary validations of all calculations associated with data analysis		5	
			Total hours	**10**	$350
			Subtotal Personnel		**$9,335**

B. Other Costs

Travel Expense (Site Observation Visits)*		(~140 Miles x 6 Observations) = 840 Miles	$487
Printed Materials and Supplies			$90
		Annual Total Cost	**$9,912**
		Total Cost for Cohort 10 for Years 3-5	**$29,736**

*Based on five schools participating in Cohort 10 for 2021-2024. While there will be travel expenses associated with the five site observations during the school year and one observation during the summer, the expertise and experience possessed by KSRC in 21st CCLC programs will allow for economics on scale cost reductions in several other areas of the project.

4.0 Qualifications and Experience

4.1 KSRC Evaluators

Joyce Miller, Ph.D., Principal Investigator and Corporate Advisor

- Dr. Joyce A. Miller is a sociologist specialization in evaluation research and social policy. She is one of Pennsylvania's leading experts in Early Childhood Education and Early Childhood Development.

- Dr. Miller has more than thirty years of experience in providing research, evaluations and organizational development support for organizations within the service sector.

- Dr. Miller was one of the first research professionals to apply continuous improvement techniques and lean concepts/methods to the service sector, helping service organizations create a culture of continuous improvement, to increase effectiveness and improve accountability for the funding they receive.

- Dr. Miller has been actively involved in research assessments with the 21st Century Community Learning Center programs since its inception in 2001.

- 1978-1999, Dr. Miller served as a professor of sociology at Villa Maria College and Gannon University.

- 1995-1997, Dr. Miller held the position of Associate Provost at Gannon University.

- 1980, Dr. Miller established a private, woman-owned research, consulting and evaluation organization, KeyStone Research Corporation and has successfully completed more than 300 comprehensive evaluation project.

- Dr. Miller specializes in organizational leadership enabling organizations to improve their outcomes by continuously improving their processes using lean methodology, an approach to organizational development, and process improvement in human service industries.

(Full c.v. available upon request)

Nichole Bukowski, Investigator, Research Associate and Data Analyst

- 2014-2018, Nichole has experience working on variety of field research projects, processing and analyzing data, preparing research reports and presenting data.

- June 2018, Nichole graduated from Edinboro University with a B.S. in biology.

- August 2018, Nichole joined KeyStone Research Corporation as Research Assistant.

- Nichole has experience evaluating, researching, analyzing data, writing reports and presenting data findings for the following programs:

  - GECAC: Summer Jobs and More
  - Erie Art Museum: Kids as Curators
  - Erie School District 21st CCLC Gearing Up Afterschool Program
  - Mercyhurst 21st CCLC Carpe Diem Academy Afterschool Program
  - WCSD 21st CCLC Afterschool Program (Cohort 7)
  - WCSD Team STEAM 21st CCLC Afterschool Program (Cohort 8)

- 2019, Nichole is currently enrolled in the Masters of Data Science program at Mercyhurst University to continue her studies.

(Full c.v. available upon request)

4.2 Via Evaluators

KSRC has a strategic alliance with Via Evaluation, a highly experience research and evaluation firm. Via Evaluation is driven to help its clients understand, use and report data to foster informed decisions that help the people and communities they serve. Via has extremely strong team of highly qualified and experience professionals working in a number of key industries, to include 21st CCLC programs.Via Evaluation (VIA) is a certified Women-Owned Business Enterprise (WBE) that has been evaluating state, federal, and other education grants with school districts and community-based organizations since 1998. VIA has evaluated over 70 unique 21st CCLC projects, funded in each round of 21st CCLC, in urban, rural, and suburban areas. The VIA team is involved with several after-school networks, regularly attends 21st CCLC trainings for grantees and has presented at the National Afterschool Association, Network for Youth Success of New York State, American Evaluation Association, and other 21st CCLC conferences. Ms. Hagstrom and Ms. DaCosta specialize in out-of-school time program evaluation.

Emily Hagstrom, Senior Evaluator and Research Associate, Via Evaluation

- Ms. Hagstrom attended St. Bonaventure University where she obtained a Master of Education where she graduated in 2007.
- Ms. Hagstrom has been a part of Via Evaluation since 2009 and has 10 years of experience researching and evaluating programs, some include:

  - 21st Century Community Learning Centers
  - Arts in Education
  - Community Schools Improvement
  - Extended School Day/School Violence Prevention
  - Learning Technology Grants
  - McKinley-Vento Education of Homeless Children and Youth
  - Regional Bilingual Education Resource Network
  - Students with Disabilities
  - Virtual Advanced Placement

- Ms. Hagstrom is currently a professional member of the following organizations:
  - Afterschool Works! New York
  - American Evaluation Association
  - National Afterschool Association

(Full c.v. available upon request)

Jadaiman DaCosta, Senior Research Associate, Via Evaluation

- Ms. DaCosta attended Niagara University where she obtained a Master of Science in Secondary Education where she graduated in 2013.
- Ms. DaCosta has been with Via Evaluation since 2015 where she has researched and evaluated a variety of programs, some include:

  - 21st Century Community Learning Centers
  - Community Schools Improvement
  - Extended School Day/School Violence Prevention
  - Students with Disabilities
  - Math and Science Partnership Program
  - School Climate Transformation Grant
  - Corporation for National and Community Service (AmeriCorps)
  - Buffalo Public Schools, Criteria Schools' Scoring and Ranking Project
  - Buffalo Prep, Logic Model and Program Evaluation
  - The First Tee of Western New York, Evaluability Assessment
  - Westminster Economic Development Initiative

- Ms. DaCosta is currently a professional member of the American Evaluation Association

(Full c.v. available upon request)

4.3 Some Current KSRC Program Evaluations Include:

- Evaluator for Mercyhurst Carpe Diem Academy 21st CCLC Afterschool Program
    - (2015 – Present)
    - Assessed the effectiveness of Mercyhurst University's Carpe Diem Academy 21st CCLC program on students in grades K-2 using PQA® tools, aggregate student data and feedback forms to collect stakeholder data.

- Evaluator for Erie School District Gearing Up 21st CCLC Afterschool Program
    - (2014 – Present)
    - Assessed the effectiveness of Erie School District's 21st CCLC program on students in grades 3-5 using PQA® tools, aggregate student data and feedback forms to collect stakeholder data.

- Evaluator for Greater Erie Community Action Committee Summer Jobs and More Program
    - (2016 – Present)
    - Assessed the effectiveness of Great Erie Community Action Committee's Summer Jobs and More program, which is a job-readiness program that focuses on students in high school.

- Evaluator for St. Martin's Center Home4Good Homelessness Prevention Program
    - (2019 – Present)
    - Assessed the effectiveness of St. Martin's Center Home4Good Homelessness prevention program, which focuses on homeless or near homeless veterans, ex-offended and other at-risk adults who require assistance to become self-sufficient.

- Evaluator for Warren County School District Cohort 7 21st CCLC Afterschool Program
    - (2014 – Present)
    - Assessed the effectiveness of Warren County School District's 21st CCLC program on students in grades 2-5 using PQA® tools, aggregate student data and feedback forms to collect stakeholder data.

- Evaluator for Warren County School District Cohort 8 21st CCLC Afterschool Program
    - (2015 – Present)
    - Assessed the effectiveness of Erie School District's 21st CCLC program on students in grades 6-8 using PQA® tools, aggregate student data and feedback forms to collect stakeholder data.

5.0 References

Amy Bauschard

Director of Mercyhurst Carpe Diem Academy
Mercyhurst University
Relationship: KSRC evaluates the 21st CCLC Carpe Diem Academy program
Email: abauschard@mercyhurst.edu
Phone: (814) 824-2370

Donald Orlando

Director of Erie School District's Gearing Up Afterschool Program
Erie School District
Relationship: KSRC evaluates the 21st CCLC Gearing Up program
Email: dorlando@eriesd.org
Phone: (814) 874-6000

Benjamin Wilson

Workforce Division Manager
Greater Erie Community Action Committee (GECAC)
Relationship: KSRC evaluates GECAC's Summer Jobs and More program
Email: bwilson@gecac.org
Phone: (814) 459-4581 ext. 413

6.0 Work History with the WCSD

- External Evaluator, WCSD Cohort 7 21st CCLC Afterschool Program (2014 – 2019)
  - KSRC is currently the external evaluator for WCSD Cohort 7 21st CCLC Afterschool Program, which focuses on students in grades 2-5. As the external evaluator, KSRC assesses the program's quality by analyzing data captured using PQA tools, stakeholder feedback forms, and student achievement data. This information is compiled into an Annual Local Evaluation Report, which details research findings, data conclusions, implications and recommendations.

- External Evaluator, WCSD Cohort 8 21st CCLC Afterschool Program (2015 – 2019)
  - KSRC is currently the external evaluator for WCSD Cohort 8 21st CCLC Afterschool Program, which focuses on students in grades 6-8. As the external evaluator, KSRC assesses the program's quality by analyzing data captured using PQA tools, stakeholder feedback forms, and student achievement data. This information is compiled into an Annual Local Evaluation Report, which details research findings, data conclusions, implications and recommendations.

7.0 Sample of Work

Please find the attached copies:

Warren County School District's 21st Century Community Learning Centers Afterschool Program: 2017-2018 Program Evaluation Report

Warren County School District's 21st Century Community Learning Centers Afterschool Program: Team STEAM 2017-2018 Program Evaluation Report

Warren County School District's 21st Century Community Learning Centers Afterschool Program: 2017-2018 Program Evaluation Report

FC 4100068108

KSRC
KeyStone Research Corporation
Building Capacity for Performance Excellence

Table of Contents

KSRC
KeyStone Research Corporation

List of Tables

List of Figures

KSRC
KeyStone Research Corporation

1.0 Program Background

The Warren County School District (WCSD) received a 21st Century Community Learning Centers (21CCLC) grant as part of Cohort 7 in September 2014. The district continues and expands its countywide afterschool program, which was originally part of Cohort 6, serving economically disadvantaged students in grades 2-5. PSSA, DIBELS, and local assessments for WCSD students indicate that this targeted group demonstrates lower achievement scores in both reading and math.

The afterschool program served 167 students during a school year and 105 students during a six-week summer program. The total number of students served was 272. The total number or regular attending students was 141. 21CCLC sites are located at Sheffield Area Elementary School (SAES), Eisenhower Elementary (EES), Youngsville Elementary/Middle (YEMS), and Warren Area Elementary Center (WAEC). A fifth site is located at Tidioute Community Charter School (TCCS), and spaces are available at the WAEC site for students at St. Joseph Catholic School.

The goals of this Cohort 7 program are:

1) Regularly participating students will meet or exceed state/local academic achievement standards in reading and math;

2) Regularly participating students will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals; and

3) Participants will demonstrate additional positive educational, social and behavioral changes.

Program activities included homework help, academic enrichment, STEM activities, arts enrichment, character education, and planned physical activities. In addition, last year activity units were developed by the afterschool staff for Art and STEM enrichment. These units include archaeology, forensic science, bridge building, cooking, board/card games, poetry, fiber arts, recycled arts, dance, and astronomy. These units are continually updated and improved upon after each site has worked through them with the students.

Parents have access to parental activities/education opportunities including parenting skills training. Also, parents have access to the WCSD Parent Academy which offers online courses in computer skills, business skills, and other soft skills.

The five sites operate Monday-Thursday, 3:00-6:00 PM. A typical daily program schedule at a site is as follows: 3:00- 3:30 snack/attendance, one hour of academic enrichment, 30 minutes of physical activity, 30 minutes of Art enrichment, and 30 minutes of STEM enrichment.

The school year program runs for 36 weeks. The district also runs a six week summer program at Beaty Warren Middle School (BWMS) for each year of the grant. Summer hours are Monday-Friday, 8:30 am – 11:30 am. The results of 2017 summer program is included in this 2017-2018 local evaluator report.

KeyStone Research Corporation (KSRC) was engaged by the Warren County School District to provide evaluation services for the WCSD 21st CCLCs Afterschool Program. The effectiveness of the afterschool program is assessed with respect to the following:

- Program quality
- Home teacher student assessment
- Parent satisfaction with the program
- Community partners, school administrators, and staff satisfaction with the program
- Student achievement

The research design and methodology of the local evaluation is described in detail in Section 2 of the annual report.

2.0 Evaluation Design and Methodology

As mentioned earlier, the annual local evaluation of the program for year 2017-2018 consists of the following components:

- Evaluation of program quality

- Home teacher student behavior assessment (aka teacher survey)

- Parent satisfaction with the program

- Student satisfaction with the program

- Community partners, school administrators, and staff satisfaction with the program

- Student achievement assessment

The following description for each component identifies the overarching research question as well as the corresponding specific research questions, the indicators/instruments used, and methodology for gathering data.

2.1 Evaluation of Program Quality

Evaluation of program quality addresses quality of program offerings as it relates to school-age children experiences while in the program.

General Question: What is the overall quality of the program offerings?

Specific Questions:

1.   How safe is the program environment, including emotional safety, healthy environment, emergency preparedness, accommodating environment, and nourishment?

2.   How supportive is the program environment, including warm welcome, session flow, active engagement, skill-building, encouragement, and child-centered spaces?

3.   What is the quality of program interaction, including managing feelings, belonging, collaboration, school-age leadership, and interaction with adults?

4.   What is the quality of program engagement, including school-age planning, school-age choice, reflection, and responsibility?

Instrument/Indicators

The *School-Age Program Quality Assessment* (PQA)®, *Form A* was used to gather the data to answer the questions on quality of the programming. The PQA is a validated instrument designed to evaluate the quality of school-age programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where children have fun, work, and learn with adults. The School-Age PQA is suitable for children in kindergarten through grade 6. It measures the quality of children's experience and promotes the creation of environments that tap a child's motivation to engage critically with the world. (For more information about PQA and to download Form A visit http://www.cypq.org/downloadpqa.)

Methodology

A KSRC observer collected the PQA data. The observer completed the following training and successfully passed reliability assessment at the David P. Weikart Center for Youth Program Quality: PQA Basics on-line training, 2-day face-to-face external assessor training, yearly external on-line refresher training.

Observations of program offerings were conducted to gather the quality data from all program sites. Each site was observed once during the school year on a mutually agreed upon day convenient for observer and program staff. If more than one program offering was taking place during an observation, the observer chose what offering to observe. The PQA Form A was scored utilizing a hard copy of the tool and the scores were then entered into a cloud-based online database designed and operated by the David P. Weikart Center for Youth Program Quality, with KSRC evaluation team having access to raw data, as well as to standardized reports available to the database users. Observations were conducted in spring of 2018 for school year assessments and in the summer of 2017 for summer program assessment.

2.2 Home Teacher Student Behavior Assessment (Teacher Survey)

The home teacher student behavior assessment is one of the mandatory evaluation components of the program.

General Question: Has the student behavior improved over the course of the school year?

Specific Questions: To what extend the following student behaviors improved?

- Completing homework to teacher satisfaction

- Participation in class

- Volunteering

- Being attentive in class

- Behaving well in class

- Academic performance

- Coming to school motivated to learn

Instrument/Indicators

The *Teacher Survey* was used to collect data on student behavior. The Allegheny Intermediate Unit, also known as the AIU, a state evaluator for the 21st Century Community Learning Center grant developed this tool. The tool is administered to all grantees statewide (a copy of the survey can be found on the AIU website http://www.aiu3.net/Level3.aspx?id=16384).

Methodology

KSRC administered the *Teacher Survey* utilizing SurveyMonkey, an on-line survey platform. The program administrative office provided the list of teachers, their emails, and their corresponding list of students in the afterschool program. Each teacher with an email address received an email invitation to complete individual on-line surveys for each of their student listed utilizing a survey web link.

Data from the teacher surveys were exported into an excel document and merged with other student data. Once the data were merged, it was transferred into SPSS, a statistical software package, for data analysis.

2.3 Parent Satisfaction with the Program

General Question: Are parents satisfied with the program?

Specific Questions:

1.   To what extent are parents satisfied with program communication?

2.   To what extent are parents satisfied with program academic activities?

3.   To what extent are parents satisfied with recreational activities?

4.   What program impact do parents see the most on their child(ren)?

5.   What areas of school life are improved the most for their child(ren) as a result of the program participation?

6.   What is the frequency of student negative behaviors?

7.   What recommendations do parents have for program improvement?

Instrument/Indicators

The *Parent Feedback* form was developed by KSRC utilizing input from the program administrative office.

Methodology

The program administrative office distributed the *Parent Feedback* form during various parent program events and at the child dismissal location. Data were collected utilizing hard copes of the survey and delivered to KSRC for data entry and analysis. Data were entered into an excel spreadsheet and transferred into SPSS for data analysis.

2.4 Student Satisfaction with the Program

General Question: Are students satisfied with the program?

Specific Questions:

1.   Do students like going to the program?

2.   Would students recommend the program to a friend?

3.   Does the program help with: a) homework and b) learning?

4.   Do students like recreational activities?

5.   What areas of school life are improved the most for students as a result of the program participation?

Instrument/Indicators

The *Student Feedback* form was developed by KSRC utilizing input from the program central office.

Methodology

The program administrative office administered the *Student Feedback* form during program hours. Data was collected utilizing hard copes of the survey and delivered to KSRC for data entry and analysis. Data was entered into excel spreadsheet and transferred to SPSS, statistical software, for data analysis.

2.5 Community Partners, School Administrators, and Program Staff Satisfaction with the Program

General Question: Are community partners, school administrators, and program staff satisfied with the program?

Specific Questions: To what extent are the community partners, school administrators, and staff satisfied with the following?

• Appropriateness of activity area

• Ease of access to the building/classroom/activity area

• Adequacy of space/room/furnishings for activity

• Size of student group for activity

• Provision of equipment or materials as requested

• Cleanliness of space

• Adequacy of time for activity

• Efficiency in handling discipline issues by staff monitor/team leader

- Safety of environment for program participants

- Interaction between community partners/school administrators/staff and students

- Communication with program office

- Student perception of quality of program activity

Instrument/Indicators

The *Community Partner, School Administrator, and Instructor Feedback* form was developed by KSRC utilizing input from the program administrative office.

Methodology

KSRC administered the *Community Partner, School Administrator, and Instructor Feedback* utilizing SurveyMonkey, an on-line survey platform. The program administrative office provided the list of community partners, school administrators, and staff with their emails. Each person on the list with an email address received an email invitation to complete on-line surveys for each of the site they worked by utilizing a survey link.

2.6 Student Achievement Assessment

General Question: Has there been in improvement in student achievement during school year 2017-2018?

Specific Questions:

1.   How do the program students perform in the beginning vs end of the school year?

2.   Has there been improvement in students' grades from fall to spring semesters?

Instrument/Indicators

The *Student Information Tracking Workbook* with all student data and indicators was developed by AIU (see AIU website for a copy of the tool http://www.aiu3.net/Level3.aspx?id=16384).

Methodology

The program administrative office entered individual student data into the Student Information Tracking Workbook. The workbook with student data was emailed to KSRC.

Some of the analyses are available in the workbook through preset formulas and graphs. Additional analysis was performed by KSRC utilizing SPSS.

3.0 Evaluation Findings

The section below provides information on evaluation findings for program year 2017-2018 with respect to the following:

• Program quality

• Student behavior

• Parent satisfaction with the program

• Student satisfaction with the program

• Community partners, school administrators, and staff satisfaction with the program

• Student achievement

3.1 Program Quality

Table 1 provides the analysis of the program quality data gathered from the *School-Age Program Quality Assessment* (PQA)®, *Form A.*

Table 1: School-Age Program Quality Assessment

	Program Means Summer 2016 (n=1)	Program Means SY 2016-2017 (n=5)		Program Means Summer 2017 (n=1)	Program Means SY 2017-2018 (n=5)		National Means (N=205)
	External Assessment	External Assessment	Self-Assessment	External Assessment	External Assessment	Self-Assessment	
Safe Environment	**4.30**	**4.44**	**4.66**	**4.60**	**4.51**	**4.66**	**4.70**
Emotional Safety	5.00	4.20	4.80	5.00	5.00	5.00	4.80
Healthy Environment	3.50	5.00	4.60	5.00	4.70	4.50	4.87
Emergency Preparedness	5.00	4.20	4.51	5.00	4.44	4.80	4.38
Accommodating Environment	5.00	5.00	4.50	5.00	5.00	4.52	4.75
Nourishment	3.00	3.80	4.87	3.00	3.40	4.47	4.69
Supportive Environment	**5.00**	**4.44**	**4.62**	**4.24**	**4.45**	**4.80**	**4.10***
Warm Welcome	5.00	3.67	4.87	3.60	3.93	5.00	4.53
Session Flow	5.00	4.92	4.84	4.60	5.00	4.70	4.63
Active Engagement	5.00	4.60	4.64	4.00	4.47	4.87	3.89
Skill-Building	5.00	5.00	4.92	5.00	4.84	5.00	3.85*

Encouragement	5.00	4.00	4.20	4.00	4.00	4.80	3.69
Child Centered Space	N/A	N/A	4.26	N/A	N/A	4.39	N/A*
Interaction	**4.20**	**4.16**	**4.72**	**3.83**	**4.13**	**4.73**	**3.89**
Managing Feelings	N/A	N/A	5.00	N/A	N/A	5.00	4.03
Belonging	4.00	4.33	4.55	4.00	4.10	4.70	3.97*
School-Age Leadership	3.70	3.13	4.33	3.00	3.40	4.20	N/A
Interaction With Adults	5.00	5.00	5.00	4.50	4.90	5.00	4.37
Engagement	**4.30**	**3.22**	**3.74**	**3.75**	**3.32**	**4.05**	**3.31***
School-Age Planning	3.70	1.27	3.47	4.0	1.80	3.80	2.59*
School-Age Choice	5.00	5.00	3.22	5.0	4.20	4.40	3.57
Reflection	3.70	1.80	3.67	1.0	3.27	3.80	2.95*
Responsibility	5.00	4.80	4.60	5.0	4.00	4.20	4.12

*Score may include additional data for items no longer included in this scale or domain, or may exclude items that have been moved to this scale or domain. The changes are minor enough to retain compatibility at the scale or domain levels.

This table shows the mean scores for the five afterschool program sites that were observed by external assessor during school year 2017-2018 and one site that was observed during summer 2017 program. In addition the table presents results of self-assessments done during the school year. All data is compared to the national means for school-age program sites and to the last year results.

The assessment scores range between 1 (low) and 5 (high). Compared to the national means, some of the school year program scores of the quality domains were slightly higher, as assessed by the external assessor: *supportive environment* (4.45) and *interaction* (4.13). Some score were lower or at the same level with the national means: *safe environment* (4.51) and engagement (3.32). One of the program aspects that may benefit from the improvement is *school-age planning* (1.80) subscale.

Summer program improvement may be considered for *reflection* (1.0), *nourishment* (3.0), and *school-age leadership* (3.0).

Also, the majority of mean scores for external assessment were lower than corresponding self-assessment scores, besides healthy environment and accommodating environment, which had means scores higher than the self-assessment scores. This indicates the need for

the program staff to further examine indicators of each of these scales and subscales, so that more conservative view of the program standards is adopted.

3.2 Student Behavior

Tables 2 summarizes the results of the *Teacher Survey,* in which teachers were asked to provide feedback on how the students in the afterschool program progressed throughout the year. The assessment consisted of 7 categories and asked teachers to choose between 7 levels of improvement ranging from significant decline to significant improvement. They were also given the option to say that no improvement was needed in any given category. According to the teachers, students improved in each area. The rate of improvement ranged from 37.4% in behaving well in class to 56.6% in academic performance. A few kids declined but the majority of students showed improvement speaking to the effectiveness of the afterschool program in these specified areas of student behavior.

Table 2: Teacher Survey Result for Regular Attending Students (30 days and more)

	n	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted							Total
			Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	
Completing homework to teacher satisfaction	57	31.6%	24.6%	12.3%	10.5%	15.8%	3.5%	1.8%	0%	100%
Participation in class	58	19.0%	15.5%	17.2%	20.7%	24.1%	3.4%	0%	0%	100%
Volunteering	56	16.1%	16.1%	14.3%	17.9%	32.1%	3.6%	0%	0%	100%
Being attentive in class	60	15.0%	16.7%	10.0%	20.0%	28.3%	8.3%	1.7%	0%	100%
Behaving well in class	59	22.0%	15.3%	8.5%	13.6%	33.9%	6.8%	0%	0%	100%
Academic performance	60	11.7%	18.3%	15.0%	23.3%	25.0%	6.7%	0%	0%	100%
Coming to school motivated to learn	60	20.0%	16.7%	11.7%	23.3%	21.7%	6.7%	0%	0%	100%

3.3 Parent Satisfaction with the Program

Tables 3 through 11 summarize the data gathered from parents of students attending the program during school year 2017-2018. A total of 40 parent surveys were completed with the breakdown of who responded shown in Table 3 (by school), Table 4 (by family member), and Table 5 (by grade level).

Table 3: Parent Responses by School

School	Surveys Completed	
	Frequency	Percent
Sheffield Area Elementary	8	20.0%
Eisenhower Elementary	6	15.0%
Youngsville Elementary/Middle	4	10.0%
Warren Area Elementary Center	18	45.0%
Tidioute Community Charter School	4	10.0%
Total	40	100.0%

Table 4: Parent Responses by Family Member

Family Member	Surveys Completed	
	Frequency	Percent
Mother	31	77.5%
Father	6	15.0%
Other	3	7.5%
Total	40	100%

Table 5: Parent Responses by Student Grade Level

Grade Level	Surveys Completed	
	Frequency	Percent
2	16	40.0%
3	11	27.5%
4	9	22.5%
5	4	10.0%
Total	40	100%

The level of parental satisfaction with the afterschool program was high (100.0% overall) as reflected in Table 6. Parents were also 100.0% satisfied with the afterschool program's recreational activities, followed by the program's communication with parent/caregiver (97.5%) and the program's communication with parent/caregiver (97.5%). This data shows that overall parents are very happy with the program.

Table 6: Parent Program Satisfaction

	n	Satisfaction Levels		
		Very	Somewhat	Not at all
After school program's communication with parent/caregiver	40	77.5%	20.0%	2.5%
Afterschool program's academic activities	40	80.0%	17.5%	2.5%
Afterschool program's recreational activity	39	74.4%	25.6%	0%
Overall level of satisfaction with the afterschool program	39	82.1%	17.9%	0%

The parents' assessment of program events and communication, for the most part, was positive (see Table 7). Most of the parents (95.0%) acknowledged being invited to afterschool events and majority of parents (75.0%) attended these events. Most parents who attend the events indicated that events met parents' needs (92.9%). Most parents (77.5%) support greater technology integration for student learning at school.

Table 7: Program Events and Technology Integration

	n	Satisfaction Levels		
		Yes	No	Don't Know
Were you invited and/or informed of any afterschool events for parents to attend?	40	95.0%	5.0%	
Did you attend an afterschool program parent event?	40	75.0%	25.0%	
IF you attended an afterschool event, did the event meet your needs?	28	92.9%	7.1%	
Would your child benefit from greater integration of technology?	40	77.5%	0%	22.5%

Table 8 reflect parents feedback with respect to program ability to address children specific needs, offer variety of academic and enrichment activities, and open its doors to parents. Majority of parents agreed that program delivered on these promises.

Table 8: Program Quality

	n	Strongly Agree	Agree	Disagree	Strongly Disagree
The program addressed my child's specific needs	38	39.5%	55.3%	5.3%	0%
I had opportunities to visit the program	40	47.5%	47.5%	2.5%	2.5%
The program offered my child a variety of academic and enrichment activities	37	35.1%	64.9%	0%	0%

Warren Forest Hi-Ed in addition to offering afterschool programing to students offered classes to parents at each afterschool site from 5-6 pm on scheduled dates. Parents were asked the provide input with respect the type of classes they were interested in taking. Table 9 below provided parent's responses. Parents displayed the highest interest in adult classes with respect to MS Office Tricks and Tips (17.5%) and Math homework review (12.5%)

Table 9: Adult Learning Interest Level

Topic	Responses (n=40)	
	Frequency	Percent
Nutrition	4	10.0%
What color id your personality?	1	2.5%
iPad/iPhone	2	5.0%
Communication	3	7.5%
Building an effective team	1	2.5%
Ethical leadership	1	2.5%
Motivation	2	5.0%
Budgeting	4	10.0%
Personal finances	3	7.5%
Math homework review	5	12.5%
Computer Classes		
MS Office Tricks and Tips	7	17.5%
Excel I	1	2.5%
Excel II	1	2.5%
Excel Overview	1	2.5%
Excel Formulas	0	0%
Word I	1	2.5%
Word II	1	2.5%
Keyboarding	0	0%
Access	1	2.5%
Windows	1	2.5%

Parents were also asked to indicate if they notice improvement in their child/ren academic performance and behavior since their participation in the program. The assessment consisted of 10 categories and asked parents to choose between 3 levels of improvement ranging from 'declined' to 'improved'. They were also given the option to say that no improvement was needed in any given category. Parents indicated that their child/ren improved greatly in all areas. The smallest improvement of 39.5% was noted for school attendance and the biggest improvement of 75.0% was noted for Reading.

Table 10: Parent Assessment of Students

	n	Did not need improved	Improved	No Change	Declined
Student homework completion	40	15.0%	70.0%	15.0%	0%
Reading	40	10.0%	75.0%	15.0%	0%
Math	40	15.0%	70.0%	15.0%	0%
Social Studies	37	16.2%	62.2%	21.6%	0%
Science	36	13.9%	63.9%	22.2%	0%
Technology Skills	35	14.3%	62.9%	20.0%	2.9%
Interest toward school	39	15.4%	51.3%	33.3%	0%
Self-confidence	37	16.2%	59.5%	24.3%	0%
School behavior	38	18.4%	50.0%	31.6%	0%
School attendance	38	26.3%	39.5%	34.2%	0%

Parents also provided some suggestions for program improvement reflected in Table 11.

Table 11: Parent Suggestions for Improvement

	Suggestion	Frequency
1	More reading	2
2	More help with math	1
3	More teachers per kid/also staff	1
4	Cooking/baking	1
5	Coding	1
6	Lego robotics	1
7	Counting money	1
8	Learning life skills	1
9	Enrichment activities	1
10	More attention on limiting bullying	1
11	Individual goal programming toward STEM	1
12	Acting	1
13	Transportation assistance	1
14	Build on the current coursework	1
15	More variety in activity to keep kids interested	1
16	Make homework completion a priority	1

Parents that had children in the 2017 summer program were asked to provide feedback about summer programming. Total 15 parents provided feedback about summer program. Table 12 indicates parents' level of satisfaction with 2017 summer program, which was high.

Table 12: Parent 2017 Summer Program Satisfaction

	n	Satisfaction Levels		
		Very	Somewhat	Not at all
Summer program's communication with parent/caregiver	15	86.7%	13.3%	0%
Summer program's academic activities	15	73.3%	26.7%	0%
Summer program's recreational activity	15	73.3%	26.7%	0%
Overall level of satisfaction with the summer program	15	80.0%	20.0%	0%

The parents' input with respect to ideas or recommendations to improve the summer program included the following comments: "My daughter loved the program. Maybe since its summer a few more fun things to do to motivate the children to get up early to come to the program fun."

3.4 Student Satisfaction with the Program

The tables below contain information collected from students attending WCSD 21st CLCCs program during school year 2017-2018. Overall 119 students responded to the survey. The majority of the students (46.4%) attended the program at the Warren Area Elementary

Center as presented in Table 13. The split between student respondents with respect to gender (Table 14) was relatively even: 56.8% – boys and 43.2% - girls. Predominantly, responding students were Caucasian (86.4%) as shown in Table 15.

Table 13: Student Responses by School

School Name	Frequency	Percent
Sheffield Elementary	14	12.7%
Eisenhower Elementary	16	14.5%
Youngsville Elementary/Middle	21	19.1%
Warren Area Elementary Center	51	46.4%
Tidioute Community Charter School	8	7.3%
Total	110	100%

Table 14: Student Responses by Gender

Gender	Frequency	Percent
Female	51	43.2%
Male	66	56.8%
Total	119	100%

Table 15: Student Responses by Race/Ethnicity

Race/Ethnicity	Frequency	Percent
African American	1	.8%
Hispanic	5	4.2%
Native American	3	2.5%
Caucasian	102	86.4%
Other	7	5.9%
Total	118	100%

A large majority of students indicated high level of satisfaction with academics (73.5%) and recreational activities (78.6%) as indicated in Table 16. Overall program satisfaction was in a moderate range with 63.2% of students feeling completely satisfied with the program.

Table 16: Student Program Satisfaction

	n	Great	So-so	Not good
Overall afterschool program	117	63.2%	29.9%	6.8%
Program academics	117	73.5%	24.8%	1.7%
Recreational activities	117	78.6%	19.7%	1.7%

Students were also asked to indicate if they showed improvement in their academic performance and behavior since their participation in the program. The assessment consisted of 10 categories and asked students to choose between 3 levels of improvement

ranging from 'did better' to 'did worse'. They were also given the option to say that 'don't know'. Students indicated that they improved greatly in all areas. Table 17 shows results of students' self-assessment. The smallest improvement of 44.4% was noted for social studies and the biggest improvement of 78.2% was noted for homework completion.

Table 17: Student Self-Assessment

	n	Did better	Did the same	Did worse	Don't know
Reading	119	54.6%	22.7%	3.4%	19.3%
Math	118	61.9%	21.2%	5.9%	11.0%
Science	118	46.6%	21.2%	5.1%	27.1%
Social Studies	117	44.4%	20.5%	1.7%	33.3%
Technology	117	60.7%	17.1%	3.4%	18.8%
Homework Completion	119	78.2%	16.0%	0.8%	5.0%
Feeling good about myself	118	71.2%	17.8%	4.2%	6.8%
Attitude toward school	117	54.7%	29.9%	5.1%	10.3%
Attendance at school	117	56.4%	25.6%	3.4%	14.5%
Behavior at school	119	58.8%	25.2%	4.2%	11.8%

Student's most favorable activities reported include educational computer games (76.5%), card/board games (67.2%), arts and crafts (62.2%), physical education (56.3%), and cooking (56.3%). Table 18 shows the level of student interest towards activities available as part of the program. Additional suggestions for activities included: dance, field trips, science activities and more.

Table 18: Student Favorite Activities

Rank	Activities	Percent
1	Educational computer games	76.5%
2	Physical education	56.3%
3	Arts and crafts	62.2%
4	Card/board games	67.2%
5	STEM Activities	48.7%
6	Cooking	56.3%
7	SM	26.1%

Students were also asked to provide feedback about 2017 summer program. The total of 31 students responded. A majority of the responded students indicated a high level of satisfaction with summer program overall (71.0%) and summer recreational activities (83.9%) as indicated in Table 19. Satisfaction with summer academics was also high with 74.2% of students feeling great about these activities.

Table 19: Student 2017 Summer Program Satisfaction

	n	Great	So-so	Not good
Overall summer program	31	71.0%	22.6%	6.5%
Summer program academics	31	74.2%	19.4%	6.5%
Summer recreational activities	31	83.9%	6.5%	9.7%

3.5 Community Partners, School Administrators, and Program Staff Satisfaction with the Program

A total of 34 individuals were contacted via email and asked to provide feedback to *Partner, Staff, and Administrator* on-line survey using Survey Monkey platform. Overall, 22 responses to the survey were collected. Figure 1 and Table 20 show the demographics of the respondents, most of which were program staff (72.7%) who worked at Warren Area Elementary School (9).

Figure 1: Role/Function (N=22)
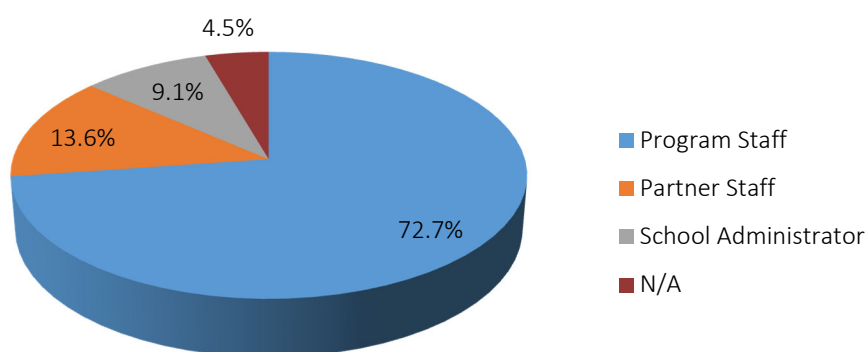
Table 20: Program Sites

School Name	Frequency
Warren Area Elementary School	9
Eisenhower Elementary School	7
Sheffield Elementary/Middle School	4
Youngsville Elementary/Middle School	7
Tidioute Community Charter School	4
Beaty-Warren Elementary School	3

3.5.1 Community Partner Feedback

Two community partners provided feedback for the afterschool program, as displayed below in Table 21. Their overall assessment of the program elements were positive, rating each element as either "good" or "excellent." Open-ended feedback consisted of positive comments and no recommendations for improvement.

Table 21: Community Partner Program Assessment

	n	Poor	Fair	Good	Excellent	N/A	Total
Appropriateness of activity area	2	0	0	50%	50.0%	0	100%
Ease of access to the building/classroom/activity area	2	0	0	50%	50%	0	100%
Adequacy of space/room/ furnishings for activity	2	0	0	50%	50%	0	100%
Size of student group for activity	2	0	0	50%	50%	0	100%
Provision of equipment or materials as requested	2	0	0	50%	50%	0	100%
Cleanliness of space	2	0	0	50%	50%	0	100%
Adequacy of time for activity	2	0	0	50%	50%	0	100%
Efficiency in handling discipline issues by staff monitor/team leader	2	0	0	50%	50%	0	100%
Safety of environment for program participants	2	0	0	0	100%	0	100%
Interaction between community partners and students	2	0	0	0	100%	0	100%
Communication with program office	2	0	0	0	100%	0	100%
Student perception of quality of program activity	2	0	0	50%	50%	0	100%

Partner comments:

- Our Music School values the partnership with the 21st Century program and feel that we've developed a wonderful opportunity for the students over the past few years that we've worked as partners.
- The program is very well organized and put together so at this time I see no need for further improvement.

3.5.2 School Administrator Feedback

Two school administrators provided feedback regarding the program (Table 22). Their ratings were very favorable overall. Both participants rated each program component at either "good" or "excellent." The open-ended feedback was also favorable: "Very positive management."

Table 22: School Administrator Program Assessment

	n	Poor	Fair	Good	Excellent	N/A	Total
Appropriateness of activity area	2	0	0	0	100%	0	100%
Ease of access to the building/classroom/activity area	2	0	0	0	100%	0	100%
Adequacy of space/room/ furnishings for activity	2	0	0	50%	50%	0	100%
Size of student group for activity	2	0	0	50%	50%	0	100%
Provision of equipment or materials as requested	2	0	0	0	100%	0	100%
Cleanliness of space	2	0	0	50%	50%	0	100%
Adequacy of time for activity	2	0	0	0	100%	0	100%
Efficiency in handling discipline issues by staff monitor/team leader	2	0	0	50%	50%	0	100%
Safety of environment for program participants	2	0	0	0	100%	0	100%
Interaction between administrator and students	2	0	0	0	100%	0	100%
Communication with program office	2	0	0	0	100%	0	100%
Student perception of quality of program activity	2	0	0	50%	50%	0	100%

3.5.3 Program Staff Feedback

A total of 16 staff members provided feedback regarding the program (Table 23). The ratings were mostly positive. Staff members regarded several aspects of the program as being mostly "Good" and "Excellent". In addition, staff left a variety of recommendations for how the program could be improved. The only area that received a "Poor" ranking of 6.7% was, *Safety of environment for program participants,* however that area also received 73.3% "Excellent" rating from other participants. The majority of open ended feedback is positive regarding the program itself. The concerns and improvements seem pertain to the safety, conditions and overall quality of the activity area provided.

Table 23: Program Staff Program Assessment

	N	Poor	Fair	Good	Excellent	N/A	Total
Appropriateness of activity area	15	0	6.7%	33.3%	60.0%	0	100%
Ease of access to the building/classroom/activity area	14	0	7.1%	42.9%	50.0%	0	100%
Adequacy of space/room/ furnishings for activity	15	0	0	60.0%	40.0%	0	100%
Size of student group for activity	15	0	0	73.3%	20.0%	6.7%	100%
Provision of equipment or materials as requested	15	0	0	33.3%	66.7%	0	100%
Cleanliness of space	15	0	6.7%	26.7%	60.0%	6.7%	100%
Adequacy of time for activity	15	0	0	40.0%	53.3%	6.7%	100%
Efficiency in handling discipline issues by staff monitor/team leader	15	0	6.7%	40.0%	46.7%	6.7%	100%
Safety of environment for program participants	15	6.7%	0	20.0%	73.3%	6.7	100%
Interaction between staff and students	15	0	6.7%	40.0%	53.3%	0	100%
Communication with program office	15	0	0	20.0%	80.0%	0	100%
Student perception of quality of program activity	15	0	0	40.0%	53.3%	6.7%	100%

Staff comments:
- The site at the Eisenhower school for the elementary program has no doors. I feel this is a safety concern in the event there is ever an intruder.
- The level of disruption from several students inhibited the ability of the students who were there to work. It also inhibited our ability to help the working students complete their work quickly and quietly. The children love the program.
- The classroom we use accommodates our group well. The supplies are readily available and with our ratio of children the size is good for us and meets our needs. My only concern is the room itself gets very warm because there are no windows.
- The room that we are in the most does not have an air conditioner and is extremely hot. We need the air fixed and water bottles provided. We have one fan and no windows.
- Program very beneficial to all student participants.
- This was my first year participating, and I thought it was a great program and very beneficial to the students who participated.
- Structured program meets the needs of students.
- Unaware of student homework as students do not fill in agendas with daily work.
- As a staff we all work together and collaborate frequently about ideas for art, stem and learning opportunities for the children. We work together always trying to

enhance lessons and activities for the children. We utilize supplies, games, manipulatives and projects to support/enrich their learning.

Staff recommendations:

- Maybe a program folder for each student would help with parent communication.
- Choose 1 person as a site contact and all decisions are made for that site by director and site leader.
- The implementation of Emotional Support Staff for specific students is needed. One-on-one support would free staff to accommodate all other students equally.
- Allowing teachers to share positions and possibly more pay for teachers compared to aides
- I would ask that we continue to provide a variety of stem and lift off materials. My only concern is the availability of a physical activity space /gym. When we share school space such as the gym, we do not always have a consistent time for our students. It would be helpful to have a designated time specific for our program to ensure its availability.
- Theme nights. More parent involvement. More teacher contact. More variety of ideas for art and gym. Incentives to earn a popcorn and movie night. Supply water bottles for the kids to fill for sports and in the room. More gym availability.

3.6 Regular Attending Student Achievement

The sections below provide information on evaluation findings for program year 2017-2018 with respect to the following: student demographics, student behavioral indicators, such as days absent from school, days tardy, number of discipline incidents, and number of suspensions, and student academic achievement as measured by grades and PSSA and DIBELS performance levels in math and reading, The analysis is performed for regular-attending students only.

3.6.1 Socio-demographic Characteristics of Regular Attending Students

Figures 2 - 7 provide details on the socio-demographic characteristics of the regular attending students participating in the program. Out of all regular attending students, 67.1% were eligible for free or reduced lunch and 29.5% were special education-not gifted students. Of the 140 regular-attending students participating in the program, Warren has the highest percentage (49.3 %). The third grade students represented the biggest group (30.0%). The participants were closely split between males and females. And, the overwhelming majority of students were Caucasian (95.0%).

Figure 2: Regular Attending Students by School (N=140)
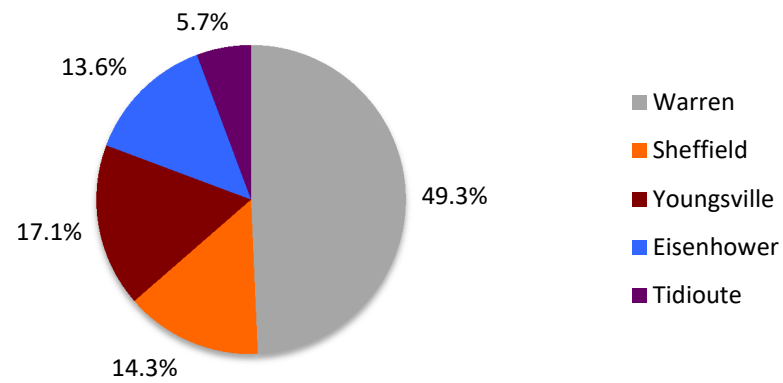
Warren	49.3%
Sheffield	14.3%
Youngsville	17.1%
Eisenhower	13.6%
Tidioute	5.7%

Figure 3: Regular Attending Students by Grade Level (N=140)

Second	24.3%
Third	30.0%
Fourth	22.9%
Fifth	22.9%
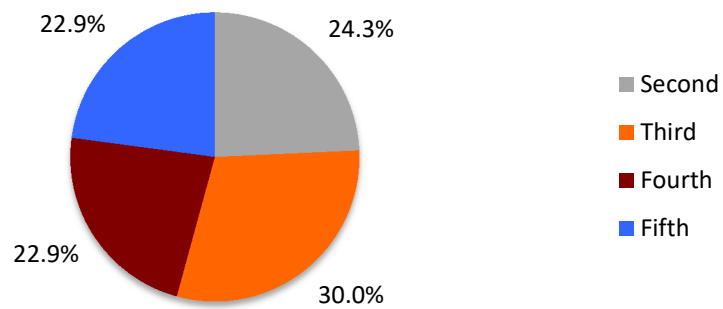
Figure 4: Regular Attending Students by Gender (N=140)

Male	52.1%
Female	47.9%

Figure 5: Regular Attending Students by Race/Ethnicity (N=139)
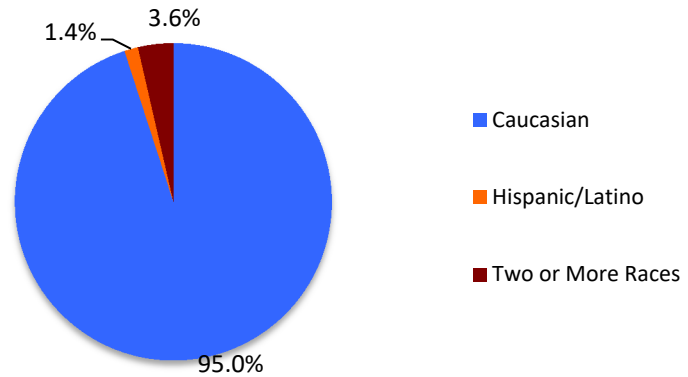
- Caucasian
- Hispanic/Latino
- Two or More Races

Figure 6: Regular Attending Students by Free/Reduced Lunch Eligibility Status (N=140)

- Eligible for Free/Reduced Lunch
- Not Eligible for Free Reduced Lunch
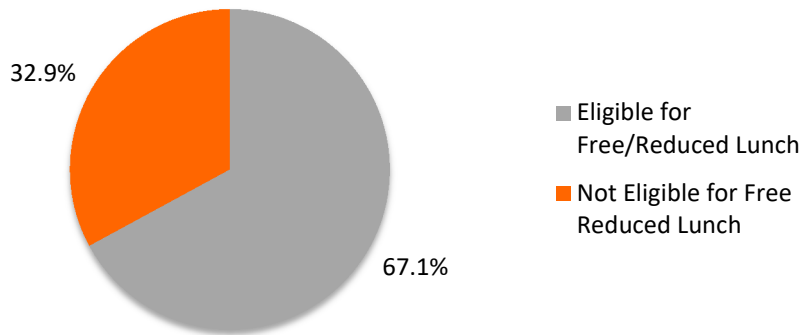
Figure 7: Regular Attending Students by Special Education Status -Not Gifted (N=139)

- Yes
- No
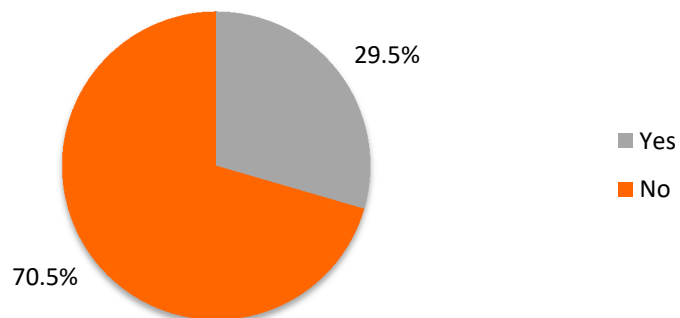
3.6.2 Student Behavioral Indicators

Analysis of a number of student behavioral indicator such as, days absent from school, days tardy, number of discipline incidents, and number of suspensions revealed that regular attending students, on average, missed 8.6 days of school in 2017-2018 (Table 24), which is fewer missed days of school than previous year (9.4 days). Regular attending students were tardy 1.9 days in 2017-2018; they had 0.84 discipline incidents, and 0.062 day suspension. Students improved the number of days absent, and disciplinary incidents compared to the previous year as shown in Table 24.

Table 24: Regular Attending Students Behavioral Indicators

Per Year	N	2017-2018	2016-2017
Days Absent	130	8.6	9.4
Days Tardy	130	1.9	1.1
Discipline Incidents	130	0.84	0.87
Days Suspended	130	0.062	0.046

3.6.3 Student Grades in Math and Reading

The data with respect to the grades in math and reading show that grade change follows opposite path for these two core subjects. In math (Table 25), students seem to improve their performance as year progressed. Table 26 indicates that almost third of students were able to improve their math grade from fall to spring.

Table 25: Student Math Grades

	Regular Attendees	
	Fall (n=135)	Spring (n=135)
A (93-100)	30.4%	25.9%
B (84-92)	31.9%	35.6%
C (70-83)	31.1%	31.1%
D (60-69)	3.0%	5.2%
F (40-59)	3.7%	2.2%
Total	100%	100%

Table 26: Student Math Grade Change

	Regular Attendees (n=131)
Improved	19.8%
No Change	40.5%
Declined	28.2%

Did not need to improve	11.5%
Total	100%

In reading (Table 27), it seems that students increased their performance over the course of the year, as a higher percentage of students improved than declined, 28.4% of students were able to improve their performance from fall to spring as shown in Table 28. Overall students in the program demonstrate solid performance in math and reading, with only a few students performing below average level.

Table 27: Student Reading Grades

	Regular Attendees	
	Fall (n=140)	Spring (n=140)
A (93-100)	24.4%	28.9%
B (84-92)	35.6%	31.1%
C (70-83)	30.4%	30.4%
D (60-69)	5.2%	5.9%
F (40-59)	4.4%	3.7%
Total	100%	100%

Table 28: Student Reading Grade Change

	Regular Attendees (n=140)
Improved	28.4%
No Change	31.3%
Declined	24.6%
Did not need to improve	15.7%
Total	100%

3.6.4 Student PSSA Performance Levels for Math and Reading

Figure 8 below shows the percent of students at each PSSA performance level in math and reading. Overall, 44.2% of regular attending students were below basic for math and 21.2% of these students were, also, below basic in reading. Only 1.9% of students were advanced in math and 7.7% were advanced in reading.

Figure 8: Math and Reading PSSA: Regular Attending Students
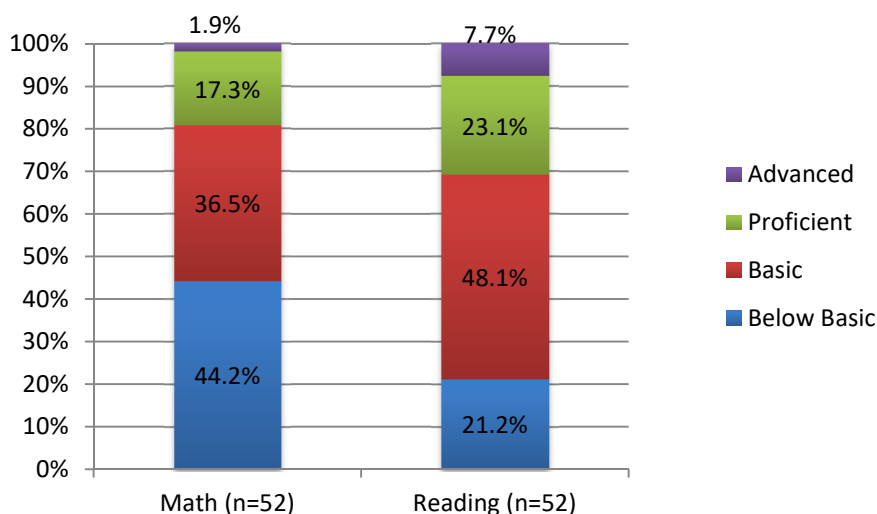
Figure 9 shows a comparison of math PSSA performance levels for regular attending students between school year 2017-2018 and 2016-2017. The distribution of math PSSA performance levels is comparable indicating a consistent performance from year to year and continues need for additional supports in math.

Figure 9: Math PSSA: Regular Attending Students
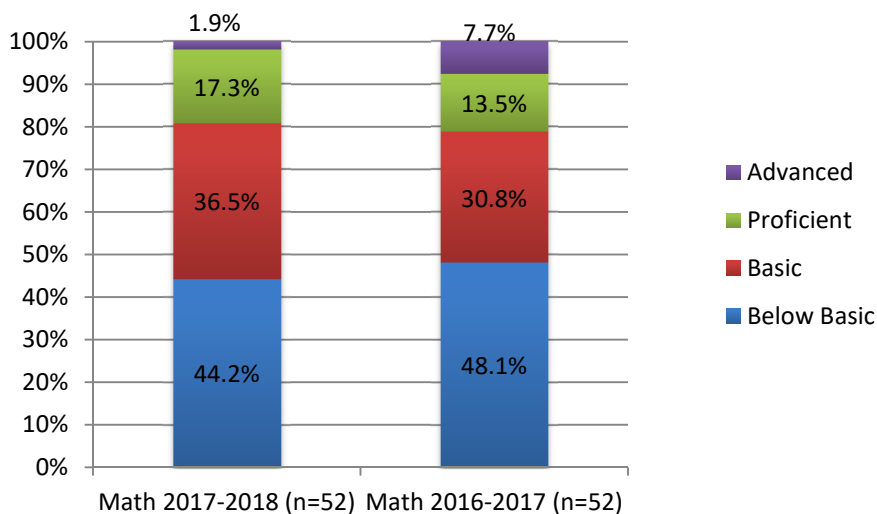
Figure 10 shows a comparison of reading PSSA performance levels for regular attending students between school year 2017-2018 and 2016-2017. The distribution of reading PSSA performance levels indicates that larger proportion of students were at the basic level in 2017-2018, indicating a need for additional programming around reading.

Figure 10: Reading PSSA: Regular Attending Students
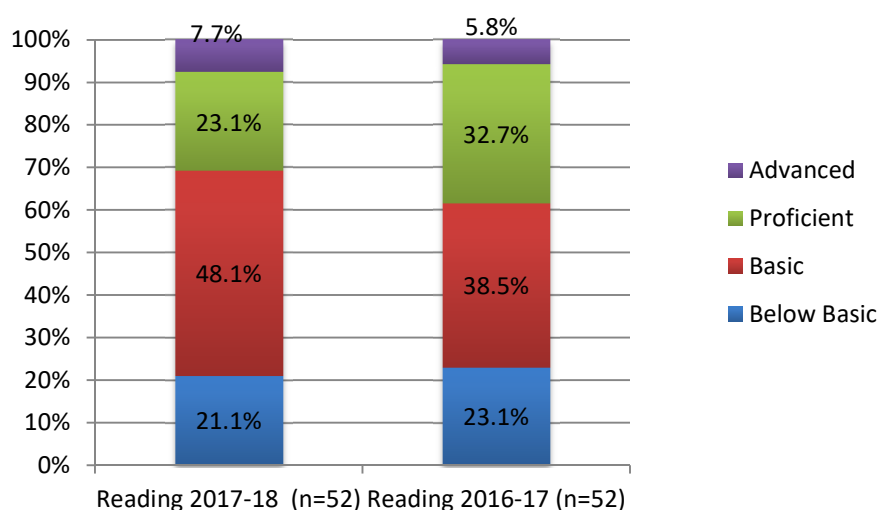
3.6.5 Student Performance Levels – Second Grade

These last graphs examine second grade performance using DIBELS performance data to assess reading and local math assessment to assess math achievements. Figure 11 shows reading performance for second grade at the beginning and at the end of the year.

Based on the DIBELS, students fall into one of the three categories based on DIBELS benchmarks: at or above benchmark, below benchmark, and well below benchmark. For students who score at or above the benchmark goal, the overall likelihood of achieving subsequent reading goals is approximately 80% to 90%. These students likely need effective *core* instruction to meet subsequent early literacy/reading goals. For students with scores below benchmark goal, the overall likelihood of achieving subsequent early literacy/reading goals is approximately 40% to 60%. These students are likely to need *strategic* support to ensure their achievement of future goals. And finally, for students who score well below benchmark goal, the overall likelihood of achieving subsequent early literacy/reading goals is low, approximately 10% to 20%. These students are identified as likely to need *intensive* support. A slight improvement in scores for reading through the year is evident.

Figure 11: Reading/DIBELS: Grade 2
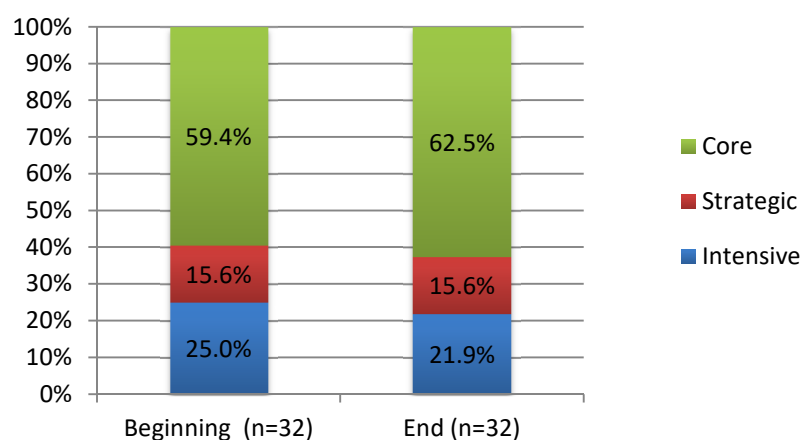
Figure 12 shows math performance for second grade at the beginning and at the end of the school year using locally developed assessment. The was a great improvement in math at the end of the year. It is possible that locally developed assessments are more suited to measure progress of an individual program then national instruments.

Figure 12: Math/Locally Developed Assessment: Grade 2
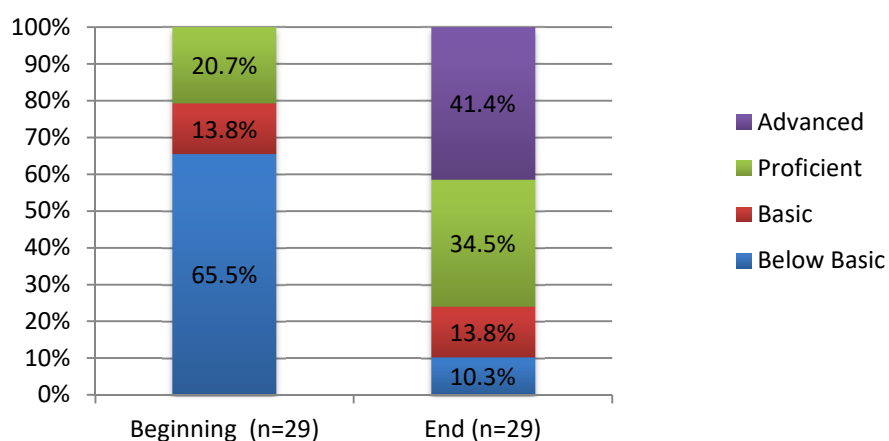
4.0 Conclusions and Recommendations

This evaluation of the WCSD 21st CCLCs afterschool program offers a comprehensive assessment of the afterschool program, as implemented by Warren County School District in 2017-2018. The data collected provides evidence on the quality of the programming, the satisfaction of various stakeholder groups, and the outcomes for students with respect to a variety of school-related behaviors and academic outcomes.

The quality of the programming outperformed the best practices, i.e., national averages for school-age afterschool programs on two out of the four domains as articulated in the *School-Age PQA* and fell on target or slightly below on the remaining domains. The safe environment standards were slightly below the national averages, but supportive environment and interaction came ahead.

The assessment of stakeholder satisfaction was favorable overall; however, a number of areas of concern were highlighted, such as keeping a comfortable room temperature and ventilation, efficiently handling discipline issues, etc. Some recommendations for improvement provide ideas to further strengthen and improve the program.

The outcomes for students who participated in the program indicated a consistent performance from year to year. Locally developed assessment seemed to be a more sensitive measure of program success. The teachers assessed a variety of school-related behaviors and for the most part perceived slight improvement in the behaviors assessed. Parents assessed a similar set of school-related behaviors in the same manner, recognizing great improvement in all areas. In addition behavioral indicators were relatively favorable. All of this evidence points to a great asset of the program – its students.

While, PSSA scores still indicated an achievement gap in math and reading, all other evidence point to a student body that is improving. Therefore, it is recommended to work with the students in a way that is challenging and provides opportunities for growth in math and reading.

Recommendation 1: Review the *School-Age PQA* standards, i.e., the specific indicators and items of quality, for those areas where the mean score are below 3. Determine the actions and/or specific improvements that can be made in your program to meet these standards and develop a plan for implementing these improvements. As well, the results for each site should be examined, since there may be differential needs at each site. Staff needs to review

standards to reduce the gap between self-assessment and external assessment. Training in this area may be helpful.

Recommendation 2: Provide additional professional development around class management, as well as disciplining.

Recommendation 3: Review the current programming to assess the mix of activities that are aligned with developing the program that best fits student needs. Enhance the programming where appropriate to challenge your students, using creative and best practices to engage the students in the learning process, improve their learning habits, and ultimately their achievement levels.

Appendix A: 2018 Warren Cohort 7 Student Survey
2018 Warren Cohort 7 Teacher Survey
2018 Warren Cohort 7 Parent Survey
2018 Warren Cohort 7 Partner Survey

Warren County Afterschool Program Student Feedback – School Year 17-18

Site Name: circle one	WAEC EES SAES YEMS TCCS
What grade are you in?	2 3 4 5
I am:	☐ Boy ☐ Girl
I am:	☐ African American ☐ Hispanic ☐ Native American ☐ Caucasian ☐ Asian ☐ Other

Please choose a face that shows how you feel about:

Overall afterschool program	☐ ☺ Great	☐ 😐 So-So	☐ ☹ Not Good
Program academics (computer games, STEM activities)	☐ ☺ Great	☐ 😐 So-So	☐ ☹ Not Good
Recreational activities (gym, dance)	☐ ☺ Great	☐ 😐 So-So	☐ ☹ Not Good

Please choose an answer that shows how you feel about the following:

Reading	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Math	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Science	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Social Studies	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Technology	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Homework Completion	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Feeling good about myself	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Attitude toward school	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Attendance at school	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know
Behavior at school	☐ ☺ Did Better	☐ 😐 Did The Same	☐ ☹ Did Worse	☐ Don't Know

Check all of your favorite activities!
☐ STEM activities ☐ educational computer games ☐ arts and crafts ☐ SM ☐ physical education ☐ cooking ☐ card/board games

What additional activities you would like to do in the afterschool program?

_____

_____

Did you go to the summer program last summer? ☐ Yes   ☐ No

If yes, please choose a face that shows how you feel about it:

Overall summer program	☐ ☺ Great	☐ 😐 So-So	☐ ☹ Not Good
Summer academics (computer games, astronomy)	☐ ☺ Great	☐ 😐 So-So	☐ ☹ Not Good
Summer recreational activities (gym, dance)	☐ ☺ Great	☐ 😐 So-So	☐ ☹ Not Good

Thank you so much for doing the survey! ☺

Introduction

This survey collects information on how select behaviors for the listed student have changed since the early school year until now. Please, complete a survey for each student. For example, if three of your students participate in the aftershool program, you are asked to submit three individual surveys. It will take you approximately two minutes to complete one survey.

Your feedback is valuable and will be used to further improve and strengthen the Elementary Afterschool Program.

Thank you for your help.

2018 Warren Elementary Afterschool Program Teacher Survey

Student Demographic Information

* 1. Student Information

Student Last Name	
Student First Name	
Student ID Number	

* 2. Academic Year

[   ]

* 3. Student Grade Level

- ( ) Pre K
- ( ) Kindergarten
- ( ) Grade 1
- ( ) Grade 2
- ( ) Grade 3
- ( ) Grade 4
- ( ) Grade 5

4. What subject did you teach to this student?

☐ Math

☐ Reading/Language Arts

☐ Other (please specify)

[   ]

2018 Warren Elementary Afterschool Program Teacher Survey

Warren Schools

* 5. School

○ Eisenhower Elementary School

○ Sheffield Area Elementary School

○ Tidioute Community Charter School

○ Warren Area Elementary Center

○ Youngsville Elementary/Middle School

○ Beaty Warren Middle School

2018 Warren Elementary Afterschool Program Teacher Survey

Student Academic Behaviors

6. Please select one response for each of the following academic behaviors. If the student always functioned acceptable and no change was warranted or observed please mark the "did not need improvement" category. If the category is not applicable (i.e. no homework given) then leave that section blank.

	Did Not Need to Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Completing homework to your satisfaction	○	○	○	○	○	○	○	○
Participating in class	○	○	○	○	○	○	○	○
Volunteering (e.g., for extra credit or more responsibilities)	○	○	○	○	○	○	○	○
Attentive in class	○	○	○	○	○	○	○	○
Behaving well in class	○	○	○	○	○	○	○	○
Academic performance	○	○	○	○	○	○	○	○
Coming to school motivated to learn	○	○	○	○	○	○	○	○

Please click the submit button below to submit your survey. Once your survey has been accepted, you will be redirected back to the beginning of the Teacher Survey page to assist you in entering data for the next student on your list.

If you are not re-directed back to the Teacher Survey page, your survey was not recorded. When you finish entering data for all of your students, just close the browser with the survey after clicking the "Submit" button.

Thank you for your time and your input! Your are best teacher ever!

Warren County Afterschool Program Parent Feedback – School Year 17-18

I am: ☐ The mother ☐ The father ☐ Other (please specify)_____	What grade/s is/are your child/ren in? _____, _____, _____

Afterschool site: WAEC   EES   SAES   YEMS   TCCS

Please indicate your level of satisfaction with the following:

Afterschool program's communication with parent/care giver	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Afterschool program's academic activities	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Afterschool program's recreational activity	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Overall level of satisfaction with the afterschool program	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied

Were you invited and/or informed of any afterschool events for parents to attend?	☐ Yes	☐ No	
Did you attend an afterschool program parent event?	☐ Yes	☐ No	
IF you attended an afterschool event, did the event meet your needs? (please leave blank if you did not attend an event)	☐ Yes	☐ No	
Would your child benefit from greater integration of technology (i.e. iPads, computers, simulations, robotics, web learning) in his or her learning experience in school (now and in years to come)?	☐ Yes	☐ No	☐ Don't Know

Related to the afterschool program, how much do you agree or disagree with the following?

The program addressed my child's specific needs	☐ Strongly Agree	☐ Agree	☐ Disagree	☐ Strongly Disagree
I had opportunities to visit the program	☐ Strongly Agree	☐ Agree	☐ Disagree	☐ Strongly Disagree
The program offered my child a variety of academic and enrichment activities	☐ Strongly Agree	☐ Agree	☐ Disagree	☐ Strongly Disagree

Warren Forest Hi-Ed is now offering classes to parents at each afterschool site from 5-6 pm on scheduled dates. Please, select all classes you would participate in below:

☐ Nutrition	☐ What color is your personality?	☐ iPad/iPhone	☐ Communication	☐ Building An Effective Team
☐ Ethical Leadership	☐ Motivation	☐ Budgeting	☐ Personal Finance	☐ Math Homework Review

Computer

☐ Microsoft Office Tricks and Tips	☐ Excel I	☐ Excel II	☐ Excel Overview	☐ Excel Formulas
☐ Word I	☐ Word II	☐ Keyboarding	☐ Access	☐ Windows

Other, please specify:

SURVEY CONTINUES ON BACK, ON BACK, ON BACK

KSRC

Please indicate what impact the afterschool program had on your child related to the following items (IF YOUR CHILD DID NOT NEED IMPROVEMENT ON THAT ITEM PLEASE INDICATE THAT AS WELL – in fourth column)

	Improved	No Change	Declined	Did not need improved
Student homework completion	☐	☐	☐	☐
Reading	☐	☐	☐	☐
Math	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐
Science	☐	☐	☐	☐
Technology Skills	☐	☐	☐	☐
Interest toward school	☐	☐	☐	☐
Self-confidence	☐	☐	☐	☐
School behavior	☐	☐	☐	☐
School attendance	☐	☐	☐	☐

In your opinion, what has been the most positive result of your child's participation in the 21st Century program this year?

_____
_____
_____
_____

What do you think our afterschool program could offer that would most assist you to ensure your child's academic success? Do you have any ideas, recommendations, or comments to improve the afterschool program?

_____
_____
_____
_____

And a few questions about 2016 Summer Program. Did your child/ren participate in the last summer program? ☐ Yes ☐ No

If yes, please indicate your level of satisfaction with the following:

Summer program's communication with parent/care giver	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Summer program's academic activities	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Summer program's recreational activity	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Overall level of satisfaction with the summer program	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied

Do you have any ideas, recommendations, or comments to improve the summer program?

_____
_____
_____

Thank you for completing this survey!

About This Survey

This survey will ask you questions about your involvement and/or experience with the Warren County School District 21st Century Afterschool Program. The survey will take no more then five minutes to complete. Your input is very important and will help improve the program.

2018 Warren Elementary Afterschool Program Partner/Administrator/Instructor Feedback

Your School(s)

1. Which program session did you participate in?

◯ School Year 2017-2018

◯ Summer 2017

◯ Both

2. Which after school site/school did/do you work during this school year? (Check all that apply) For program staff, please choose the afterschool site, not just the school.

☐ Sheffield Area Elementary School

☐ Eisenhower Elementary School

☐ Youngsville Elementary/Middle School

☐ Warren Area Elementary Center

☐ Tidioute Community Charter School

☐ Other (please specify)

[   ]

2018 Warren Elementary Afterschool Program Partner/Administrator/Instructor Feedback

Your Role

* 3. What is your role/function?

( ) School Administrator

( ) Partner Staff

( ) Program Staff

( ) Other (please specify)

[   ]

2018 Warren Elementary Afterschool Program Partner/Administrator/Instructor Feedback

Your Name

4. What is your first and last name? (Optional)

[   ]

2018 Warren Elementary Afterschool Program Partner/Administrator/Instructor Feedback

Program Area

5. Program Area (if applicable)

[ ] Homework Assistance

[ ] STEAM

[ ] Art

[ ] Academic Enrichment

[ ] Physical Activity

[ ] Other (please specify)

[   ]

2018 Warren Elementary Afterschool Program Partner/Administrator/Instructor Feedback

Program Feedback

Your comments are very important to us. Please take a moment to complete this feedback form.

2

The information will help us improve future youth afterschool programs. Thank you for your input.

6. Activity Location (If applicable, e.g., classroom details here):

7. Please rate the following with respect to the Warren Afterschool program:

	Poor	Fair	Good	Excellent	N/A
Appropriateness of area where activity was implemented	○	○	○	○	○
Ease of access to building/classroom/activity area	○	○	○	○	○
Adequacy of space/room/furnishings for activity	○	○	○	○	○
Size of student group for activity	○	○	○	○	○
Provision of equipment, materials as requested	○	○	○	○	○
Cleanliness of space	○	○	○	○	○
Adequacy of timeframe for activity	○	○	○	○	○
Efficiency of handling discipline issues by program staff	○	○	○	○	○
Safety of environment for program participants	○	○	○	○	○
Interaction between you/your team and students	○	○	○	○	○
Communication with Project Manager to address needs, concerns, and provide necessary information	○	○	○	○	○
Students' perceptions of the quality of the program activity	○	○	○	○	○
Program operations and impact on students	○	○	○	○	○

8. Please add any program site specific comments that can further explain your ratings.

Overall Rating

* 9. Please indicate your level of satisfaction with the following:

	Very Satisfied	Somewhat Satisfied	Not Satisfied
The program overall	○	○	○
Program's communication	○	○	○
Program's academics	○	○	○
Program's collaboration	○	○	○

10. Please add any comments that can further explain your ratings above:

Suggestions for Improvement

11. Please specify any recommendations you have for improving the WCSD Elementary Afterschool Program and/or your specific program activity:

Thank You!

Thank you for your time in completing this survey!

Appendix B: 2018 Warren Cohort 7 Student Feedback
2018 Warren Cohort 7 Parent Feedback
2018 Warren Cohort 7 Partner Feedback

Parent Open-ended Comments

1. What has been the most positive result of your child's participation?
   - Grades have improved and comprehension of multiple courses
   - Consistency and positive role models
   - Extra activity after school instead of just watching TV with his babysitter. Extra time with friends improved social skills.
   - It gave my son an opportunity to do some physical activity right after school
   - Socialization with others
   - She has made more friends
   - Improved reading skills
   - Sydney struggles in completing her homework with us. This program gives her a chance to read with her teachers. Sydney is below average in reading and math, the extra help has really helped her this year.
   - Learning new things and being able to get homework done.
   - Freedom within a structured environment
   - The homework help has been amazing! We really saw Josh's scores and grades go up. Good communication between 21st and his teacher.
   - Improving in school
   - Continued interaction with peers
   - Homework completion more time to have fun at home. Her love of activities.
   - He has blossomed into a strong reading young man
   - Getting help with homework, socialization
   - Understanding what's being taught in the classroom that day during school
   - Not having to struggle with homework every night
   - More peer interaction
   - Socialization
   - My child has had a positive attitude
   - My children enjoyed the program. I enjoyed not having to worry about homework because it was always completed at the program!
   - Friends, school work done, better grades
   - Confidence, grades, friends
   - Working together cooperatively
   - Overall better performance in school in general
   - Have no problem with him doing homework. Keep on him about his spelling.
   - Getting his work completed, turning it in on time.

2. What do you think our afterschool program could offer that would most assist?
   - Just try to check with teachers to see if there is particular skills that need practice. For example, work on multiplication facts when they are during the school year.
   - Cooking, baking, coding, Lego robotics
   - More staff for one on one
   - Everything was great. Had a few issues with bullying
   - More communication with parents. Maybe a monthly newsletter with info about the activities for the month. More variety of activities to keep the kids interested.

- Counting money. Learning small things that would help everyday life in the future.
- He had to leave the program due to a vehicle issue, so busing to North Warren would have helped
- None
- For my child and those like him maybe more individual goal programming toward STEM or acting. Something more than the usual daily schedule
- I can't think of anything
- Don't send the 5th graders to WAEC! Make sure they get their homework done before doing anything else!
- Enrichment activities
- More reading work or math
- More reading time. Have a set time for reading a book picked by the kids.
- Nothing they do a great job

3. Do you have any ideas to improve summer program?
   - It was a huge difference between the after school program and the summer program as my child was so disappointed in the summer program "teachers" that he will not be going back this summer whereas he absolutely loves his afterschool program teachers. First summer program and first after school program year as well.
   - Not at this time
   - My daughter loved the program. Maybe since it's summer a few more fun things to do to motivate the children to get up early to come to the program fun..
   - You guys are doing great! Keep up the good job!
   - No

Partner Open-ended Comments

1. Please add any program site specific comments that can further explain your ratings.
   - Location was great for work on computers but sometimes not enough room for homework or art projects on desk area. Some projects take more time to do so with dismissal some kids do not have enough time to finish. It is a great program. We do have kids that do not want to be there so they act out and it can be very disruptive.
   - The site at the Eisenhower school for the elementary program has no doors. I feel this is a safety concern in the even that there is ever an intruder.
   - Very positive management
   - The level of disruption from several students inhibited the ability of the students who were there to work. It also inhibited our ability to help the working students complete their work quickly and quietly
   - The classroom we use accommodates our group well. The supplies are readily available and with our ratio of children the size is 3 for us and meets out needs. My only concern is the room itself gets very warm because there are no window.
   - The room that we are in the most does not have an air conditioner and is extremely hot. We need the air fixed and water bottles provided. We have on face and no window.
   - Program very beneficial to all student participants

2. Please add any comments that can further explain your ratings.
   - Unaware of student homework as students do not fill in agendas with daily work
   - As a staff we all work together and collaborate frequently about ideas for art, stem and learning opportunities for the children. We work together always trying to enhance lessons and activities for the children. We utilize supplies, games, manipulatives and projects to support/enrich their learning.

3. Please specify any recommendations you have for improving the WCSD Elementary Afterschool Program and/or your specific program activity:
   - I think our academic hour runs great because we do get information from teachers this year on what homework is needed for the week. I think art could do a little more art projects that are drawing and painting. The kids love that and the kits have some but would prefer more.
   - This was my first year participating and I thought it was a great program and very beneficial to the students who participated
   - Choose one person as a site contact and all decisions are made for that site by director and site leader
   - The implementation of emotional support staff for specific students is needed. One-on-one support would free staff to accommodate all other students equally.
   - Allowing teachers to share positions and possibly more pay for teachers compared to aides
   - Our Music School values the partnership with the 21st Century program and feel that we've developed a wonderful opportunity for the students over the past few years that we've worked as partners.

- The program is very well organized and put together so at this time I see no need for further improvement
- I would ask that we continue to provide a variety of stem and lift off materials. My only concern is the availability of physical activity space/gym. When we share school space such as the gym, we do not always have a consistent time for our students. It would be helpful to have a designated time specific for our program to ensure its availability.
- Theme nights. More parent involvement. More teacher contact. More variety of ideas for art and gym. Incentives to earn a popcorn movie night. Supply water bottles for the kids to fill for sports and in the room. More gym availability.
- Structured program meets the needs of students

Student Open-ended Comments

1. What additional activities would you like to do in the afterschool program?
   - More hands on fun with wood making
   - More star projects. Learn about the stars.
   - More building
   - More arts and crafts
   - Play primary games at the after school program
   - More science activities
   - Computer games
   - STEM
   - I want this program to be more fun. I don't know how.
   - Slime
   - Field trip
   - Go home early
   - Skateboarding. More Ipads.
   - More gym time
   - Primary games on computer, board games, larger variety of gym/outdoor games, more snacks that are different every week.
   - Cooking, arts and crafts
   - More time
   - Art and craft and free time
   - Singing
   - Play games
   - I see paper
   - Go outside and find insects
   - Zoo
   - Math papers for 5 minutes
   - More exercise
   - Play baseball
   - More free time on the computer
   - Learn how to make a flashlight
   - To play football or field trip
   - Field trip. Leave early.
   - Free game time in tech on Thursdays
   - When I'm done with my homework I wish I could have some free time on the computer
   - Field trips
   - Cooking more. Go on field trip.
   - Cooking more. Do more art not games.
   - Let parents come for a day at 21st century for the whole time
   - More gym time
   - More walking
   - More walking
   - Dance

- More games
- More walks. More activities.
- More technology and building things
- I want to do a volcano
- Slime
- No
- Afterschool have cat time
- No
- Color pictures and paint
- Play volleyball
- Dodgeball
- Dance, softball, drawing
- Dancing in the gym
- Free time, field trips
- Provide free time for 10 minutes
- I would like to have sleep time
- Sleep
- Play a running game
- Sleep time
- Gymnastics
- Science
- Make cardboard people
- More gym activities
- More reading
- Bring electronics for STEM times
- Field trips

2. Please add any comments that can further explain your ratings.
   - Unaware of student homework as students do not fill in agendas with daily work
   - As a staff we all work together and collaborate frequently about ideas for art, stem and learning opportunities for the children. We work together always trying to enhance lessons and activities for the children. We utilize supplies, games, manipulatives and projects to support/enrich their learning.

3. Please specify any recommendations you have for improving the WCSD Elementary Afterschool Program and/or your specific program activity:
   - I think our academic hour runs great because we do get information from teachers this year on what homework is needed for the week. I think art could do a little more art projects that are drawing and painting. The kids love that and the kits have some but would prefer more.
   - This was my first year participating and I thought it was a great program and very beneficial to the students who participated
   - Choose one person as a site contact and all decisions are made for that site by director and site leader

- The implementation of emotional support staff for specific students is needed. One-on-one support would free staff to accommodate all other students equally.
- Allowing teachers to share positions and possibly more pay for teachers compared to aides
- Our Music School values the partnership with the 21st Century program and feel that we've developed a wonderful opportunity for the students over the past few years that we've worked as partners.
- The program is very well organized and put together so at this time I see no need for further improvement
- I would ask that we continue to provide a variety of stem and lift off materials. My only concern is the availability of physical activity space/gym. When we share school space such as the gym, we do not always have a consistent time for our students. It would be helpful to have a designated time specific for our program to ensure its availability.
- Theme nights. More parent involvement. More teacher contact. More variety of ideas for art and gym. Incentives to earn a popcorn movie night. Supply water bottles for the kids to fill for sports and in the room. More gym availability.
- Structured program meets the needs of students

Warren County School District's 21st Century Community Learning Centers Afterschool Program: Team STEAM 2017-2018 Program Evaluation Report

FC 4100071660

November 2018

KSRC
KeyStone Research Corporation
Building Capacity for Performance Excellence

Table of Contents

1.0 Program Background

The Team STEAM afterschool program was proposed by Warren County School District (WCSD) in 2015 and carried out its first program year in 2015-2016 through the use of a 21st Century Community Learning Centers (21CCLC) grant, cohort 8 competition. This grant was in the amount of $193,400/year over three years, equaling a total of $580,200. These funds supported five program sites during the 2017-2018 school year: Beaty Warren Middle School (BMWS), Eisenhower Middle High School (EMHS), Sheffield Area Middle School (SAMHS), Tidioute Community Charter School (TCCS), and Youngsville Elementary/Middle School (YEMS). This local evaluation annual report provides the program implementation report for the school year 2017-2018.

Team STEAM provides afterschool programs for economically disadvantaged students in grades 6-8 that are focused in the areas of science, technology, engineering, arts, and mathematics. The goals for the program are as follows:

1. Regularly participating students will meet or exceed state/local academic achievement standards in reading and math

2. Regularly participating students will show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals

3. Participants will demonstrate additional positive educational, social and behavioral changes

Team STEAM afterschool program started in the beginning of SY 2017-2018 in all five middle schools. The program provides the following activities to students at each site:

- SuccessMaker
- Study Island
- Junk drawer robotics
- Smithsonian Quest
- Stock Market Game

- Computer coding via Kahn Academy
- Citizen science activities
- Art
- Fitness

Examples of the program activities include: water buoyancy experiments, origami art, calculating distance, foreign language enrichment via DuoLingo, coding enrichment via code.org, physical activities, basic robotics, pencil sketching, and academic enrichment.

KeyStone Research Corporation (KSRC) was contracted to provide external evaluation services for Team STEAM Afterschool Program. This brief implementation report provides information on the first two and a half month of program operation based on student feedback. The quality of program implementation of Team STEAM afterschool program is assessed with respect to the following:

- Student satisfaction with the program

- Student participation

The design and methodology for data collection is described in detail in Section 2 of the report.

1.1 Population Served

As of 2012, the primarily rural Warren County had a population of 41,146, 20.6% of which are under the age of 18 and roughly 11.1% of which are enrolled in school. Of these students, 46.63% are considered to be economically disadvantaged, 22% are at or below poverty level, and another 16.97% require Special Education. When analyzing the poverty rates among children, the Warren County Community Health and Human Services Needs Assessment pointed to the lack of affordable childcare options as a cause, leading to the demand for afterschool programs. Although sixth, seventh, and eighth graders aren't as much in need of childcare, the program does address the need for safe, organized afterschool activities in the area. The Team STEAM program, therefore, provides a free childcare option for economically disadvantaged Warren County families with academically challenged students.

Team STEAM provided afterschool programming to 141, 6th, 7th, and 8th grade students in the 2017-2018 School Year and summer 2017. Overall, 40% of the enrolled students were regular attending as defined by the Pennsylvania Department of Education (PDE) and 60% were non-regular attending students. The majority of students (59%) attended school year program only, 16% attended summer and school year program, and 26% attended only summer program. Of these participating students, 96.5% were White, and 3.5% were Hispanic/Latino; the number of females (40.4%) compared to males (59.6%) was less;

49.1% were special needs (not gifted) and 75.4% of students participated in the District's free/reduced lunch program.

Research shows that students from low-income families are at risk for academic failure, have greater participation in risky behaviors (sexual activity, crimes, drug use), and are less likely to attend a four-year college. The U.S. Department of Health and Human Services indicates youth from low-income families are vulnerable to poor outcomes as adults, as [these] youth often lack the resources and opportunities found to lead to better outcomes.

2.0 Evaluation Design and Methodology

As mentioned earlier, the annual local evaluation of the program for year 2017-2018 consists of the following components:

- Evaluation of program quality
- Home teacher student behavior assessment (aka teacher survey)
- Parent satisfaction with the program
- Student satisfaction with the program
- Community partners, school administrators, and staff satisfaction with the program
- Student achievement assessment

The following description for each component identifies the overarching research question as well as the corresponding specific research questions, the indicators/instruments used, and methodology for gathering data.

2.1 Evaluation of Program Quality

Evaluation of program quality addresses quality of program offerings as it relates to school-age children experiences while in the program.

General Question: What is the overall quality of the program offerings?

Specific Questions:

1. How safe is the program environment, including emotional safety, healthy environment, emergency preparedness, accommodating environment, and nourishment?

2. How supportive is the program environment, including warm welcome, session flow, active engagement, skill-building, encouragement, and reframing conflict?

3. What is the quality of program interaction, including managing feelings, belonging, collaboration, leadership, and interaction with adults?

4. What is the quality of program engagement, including planning, choice, and reflection?

Instrument/Indicators

The *Youth Program Quality Assessment* (PQA)®, *Form A* was used to gather the data to answer the questions on quality of the programming. The PQA is a validated instrument designed to evaluate the quality of youth programs and identify staff training needs. It consists of a set of score-able standards for best practices in afterschool programs, community organizations, schools, summer programs and other places where children have fun, work, and learn with adults. The Youth PQA is suitable for youth grades 4 through grade 12. It measures the quality of youth experience and promotes the creation of environments that tap into youth motivation to engage critically with the world. (For more information about Youth PQA and to download Form A visit http://www.cypq.org/downloadpqa.)

Methodology

A KSRC observer collected the PQA data. The observer completed the following training and successfully passed reliability assessment at the David P. Weikart Center for Youth Program Quality: PQA Basics on-line training, 2-day face-to-face external assessor training, yearly external on-line refresher training.

Observations of program offerings were conducted to gather the quality data from all program sites. Each site was observed once during the school year on a mutually agreed upon day convenient for observer and program staff. If more than one program offering was taking place during an observation, the observer chose what offering to observe. The PQA Form A was scored utilizing a hard copy of the tool and the scores were then entered into a excel spreadsheet. Averages for each domain and subscale we calculated and presented in this report. Observations were conducted in the spring of 2018.

2.2 Home Teacher Student Behavior Assessment (Teacher Survey)

The home teacher student behavior assessment is one of the mandatory evaluation components of the program.

General Question: Has the student behavior improved over the course of the school year?

Specific Questions: To what extend the following student behaviors improved?

KSRC
KeyStone Research Corporation

- Completing homework to teacher satisfaction

- Participation in class

- Volunteering

- Being attentive in class

- Behaving well in class

- Academic performance

- Coming to school motivated to learn

Instrument/Indicators

The *Teacher Survey* was used to collect data on student behavior. The Allegheny Intermediate Unit, also known as the AIU, a state evaluator for the 21st Century Community Learning Center grant developed this tool. The tool is administered to all grantees statewide (a copy of the survey can be found on the AIU website http://www.aiu3.net/Level3.aspx?id=16384).

Methodology

KSRC administered the *Teacher Survey* utilizing SurveyMonkey, an on-line survey platform. The program administrative office provided the list of teachers, their emails, and their corresponding list of students in the afterschool program. Each teacher with an email address received an email invitation to complete individual on-line surveys for each of their student listed utilizing a survey web link.

Data from the teacher surveys were exported into an excel document and merged with other student data. Once the data were merged, it was transferred into SPSS, a statistical software package, for data analysis.

2.3 Parent Satisfaction with the Program

General Question: Are parents satisfied with the program?

Specific Questions:

1. To what extent are parents satisfied with program communication?

2. To what extent are parents satisfied with program academic activities?

3. To what extent are parents satisfied with recreational activities?

4. What program impact do parents see the most on their child?

5. What areas of school life are improved the most for their child as a result of the program participation?

6. What recommendations do parents have for program improvement?

7. To what extent are parents satisfied with summer program?

Instrument/Indicators

The *Parent Feedback* form was developed by KSRC utilizing input from the program administrative office.

Methodology

The program administrative office distributed the *Parent Feedback* form during various parent program events and at the child dismissal location. Data were collected utilizing hard copies of the survey and delivered to KSRC for data entry and analysis. Data were entered into an excel spreadsheet and transferred into SPSS for data analysis.

2.4 Student Satisfaction with the Program

General Question: Are students satisfied with the program?

Specific Questions:

1. Do students like going to the program?

2. Would students recommend the program to a friend?

3. Does the program help with: a) homework and b) learning?

4. Do students like recreational activities?

5. What areas of school life are improved the most for students as a result of the program participation?

6. What future plans do students have?

7. To what extent are students satisfied with summer program?

Instrument/Indicators

The *Student Feedback* form was developed by KSRC utilizing input from the program central office.

Methodology

The program administrative office administered the *Student Feedback* form during program hours. Data was collected utilizing hard copies of the survey and delivered to KSRC for data entry and analysis. Data was entered into excel spreadsheet and transferred to SPSS, statistical software, for data analysis.

2.5 Community Partners, School Administrators, and Program Staff Satisfaction with the Program

General Question: Are community partners, school administrators, and program staff satisfied with the program?

Specific Questions: To what extent are the community partners, school administrators, and staff satisfied with the following?

- Appropriateness of activity area

- Ease of access to the building/classroom/activity area

- Adequacy of space/room/furnishings for activity

- Size of student group for activity

- Provision of equipment or materials as requested

- Cleanliness of space

- Adequacy of time for activity

- Efficiency in handling discipline issues by staff monitor/team leader

- Safety of environment for program participants

- Interaction between community partners/school administrators/staff and students

- Communication with program office

- Student perception of quality of program activity

Instrument/Indicators

The *Community Partner, School Administrator, and Instructor Feedback* form was developed by KSRC utilizing input from the program administrative office.

Methodology

KSRC administered the *Community Partner, School Administrator, and Instructor Feedback* utilizing SurveyMonkey, an on-line survey platform. The program administrative office provided the list of community partners, school administrators, and staff with their emails. Each person on the list with an email address received an email invitation to complete on-line surveys for each of the site they worked by utilizing a survey link. The survey was administered in the spring of 2018.

2.6 Student Achievement Assessment

General Question: Has there been in improvement in student achievement during school year 2017-2018?

Specific Questions:

1.   How do the program students perform in the beginning vs end of the school year?

2.   Has there been improvement in students' grades in math and reading from fall to spring semesters?

3.   Has there been improvement in students PSSA scores in math and reading from last year to this year?

Instrument/Indicators

The *Student Information Tracking Workbook* with all student data and indicators was developed by AIU (see AIU website for a copy of the tool http://www.aiu3.net/Level3.aspx?id=16384).

Methodology

The program administrative office entered individual student data into the Student Information Tracking Workbook. The workbook with student data was emailed to KSRC.

Some of the analyses are available in the workbook through preset formulas and graphs. Additional analysis was performed by KSRC utilizing SPSS.

3.0 Evaluation Findings

The section below provides information on evaluation findings for program year 2017-2018 with respect to the following:

- Program quality
- Student behavior
- Parent satisfaction with the program
- Student satisfaction with the program
- Community partners, school administrators, and staff satisfaction with the program
- Student achievement

3.1 Program Quality

Table 1: Youth Program Quality Assessment

	Program Means 2017 (n=5)		Program Means Summer 2017 (n=1)	Program Means 2018 (n=5)		National Means (N=1263)
	External Assessment	Self-Assessment	External Assessment	External Assessment	Self-Assessment	
Safe Environment	**4.87**	**4.73**	**4.90**	**4.82**	**4.57**	**4.34**
Emotional Safety	5.00	4.80	5.00	5.00	3.80	4.34
Healthy Environment	5.00	4.70	5.00	5.00	5.00	4.74
Emergency Preparedness	4.50	4.33	4.50	4.50	4.43	3.68
Accommodating Environment	5.00	4.80	5.00	5.00	4.75	4.67
Nourishment	4.87	5.00	5.00	4.60	4.87	4.10
Supportive Environment	**4.41**	**4.90**	**5.00**	**4.20**	**4.73**	**3.84***
Warm Welcome	3.67	4.87	5.00	3.67	5.00	4.28
Session Flow	4.84	5.00	5.00	5.00	4.72	4.35
Active Engagement	4.50	4.80	5.00	4.20	4.75	3.71
Skill-Building	4.60	5.00	5.00	4.04	4.80	3.65*
Encouragement	4.46	4.80	5.00	4.07	4.27	3.58
Reframing Conflict	N/A	4.90	5.00	N/A	4.85	3.26
Interaction	**2.44**	**4.70**	**3.78**	**2.80**	**4.11**	**3.06**
Belonging	3.60	4.90	4.00	4.00	3.65	3.50*
Collaboration	2.33	4.73	5.00	2.60	4.47	N/A
Leadership	1.40	4.47	2.33	1.80	4.20	2.69

Engagement	2.94	4.65	3.75	2.98	4.13	2.63
Adult Partners	4.20	5.00	5.00	5.00	4.10	N/A
Planning	1.60	4.60	3.00	1.60	4.10	2.31
Choice	3.00	4.40	5.00	2.20	4.10	2.86
Reflection	2.97	4.60	2.00	3.10	4.20	2.73

*Score may include additional data for items no longer included in this scale or domain, or may exclude items that have been moved to this scale or domain. The changes are minor enough to retain compatibility at the scale or domain levels.

Table 1 provides the analysis of the program quality data gathered from the *Youth Program Quality Assessment* (PQA)®, *Form A.*

This table shows the mean scores for the five afterschool program sites that were observed, compared to the program self-assessment average scores and national means for school-age program sites. The scores range between 1 (low) and 5 (high). Compared to the national means, most program mean scores of the program quality domains are slightly higher, *safe environment* rated the highest (4.82), followed by *supportive environment* (4.20) then *engagement* (2.98), with the exception of *interaction* (2.80) which fell below the national mean. These scores indicate that, on average, Team STEAM afterschool program performs better than the average program in the United Sates.

Also, in most instances, mean scores of external assessment were lower than corresponding self-assessment scores, indicating the need for the program staff to further examine the indicators and standards for better reliability and validity of program self-assessments. Program staff may possibly benefit from training on Youth PQA instrument. Eventually, better understanding of the PQA standards may translate into higher quality of the program.

3.2 Student Behavior

Teachers of the students enrolled in the afterschool program were asked to fill out a survey assessing students' improvement over the course of the year. The results of the survey can be seen below in Tables 2. Data presented only on students that attended the program for 30 days or more. According to the data, students appeared to have made the biggest improvement in completing homework to teacher satisfactions (65.7% improved), academic performance (65.7% improved) and participation in class (51.6% improved).

Table 2: Teacher Survey Result for Regular Attending Students (30 days and more)

| | n | Did Not Need to Improve | Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted | | | | | | | Total |
			Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	
Completing homework to teacher satisfaction	32	12.5%	21.9%	21.9%	21.9%	21.9%	0%	0%	0%	100%
Participation in class	31	6.5%	9.7%	12.9%	29.0%	41.9%	0%	0%	0%	100%
Volunteering	31	6.5%	6.5%	12.9%	19.4%	54.8%	0%	0%	0%	100%
Being attentive in class	32	9.4%	9.4%	18.8%	12.5%	43.8%	6.3%	0%	0%	100%
Behaving well in class	32	31.3%	0%	6.3%	15.6%	43.8%	3.1%	2.3%	0%	100%
Academic performance	32	0%	9.4%	21.9%	34.4%	31.3%	3.1%	0%	0%	100%
Coming to school motivated to learn	32	9.4%	9.4%	12.5%	25.0%	43.8%	0%	0%	0%	100%

3.3 Parent Satisfaction with the Program

Tables 3 through 11 summarize the data gathered from parents of students attending the program during school year 2017-2018. A total of 12 parent surveys were completed with the breakdown of who responded shown in Table 3 (by school), Table 4 (by family member), and Table 5 (by grade level).

Table 3: Parent Responses by School

| School | Surveys Completed | |
	Frequency	Percent
Beaty Warren Middle School	2	16.7%
Eisenhower Middle High School	2	16.7%
Sheffield Area Middle School	5	41.7%
Youngsville Elementary/Middle School	3	25.0%
Tidioute Community Charter School	0	0%
Total	12	100.0%

Table 4: Parent Responses by Family Member

| Family Member | Surveys Completed | |
	Frequency	Percent
Mother	6	50%
Father	3	25%
Other	3	25%
Total	12	100%

Table 5: Parent Responses by Student Grade Level

Grade Level	Surveys Completed	
	Frequency	Percent
6	7	58.3%
7	3	25.0%
8	2	16.7%
Total	12	100%

The level of overall parental satisfaction with the afterschool program was high (83.3% very satisfied) as reflected in Table 6. Parents were 91.7% satisfied with the after school program's communication with parent/caregiver, followed by the program's academic activities (83.3%) and program's recreational activity (75.0%). These data show that overall parents are very happy with the program.

Table 6: Parent Program Satisfaction

	n	Satisfaction Levels		
		Very	Somewhat	Not at all
After school program's communication with parent/caregiver	12	91.7%	8.3%	0%
Afterschool program's academic activities	12	83.3%	16.7%	0%
Afterschool program's recreational activity	12	75.0%	25.0%	0%
Overall level of satisfaction with the afterschool program	12	83.3%	16.7%	0%

The parents' assessment of program events and communication, for the most part, was positive (see Table 7). All of the parents (100.0%) acknowledged being invited to afterschool events and majority of parents (75.0%) attended these events. All parents who attend the events indicated that events met parents' needs. Most parents (83.3%) support greater technology integration for student learning at school.

Table 7: Program Events and Technology Integration

	n	Satisfaction Levels		
		Yes	No	Don't Know
Were you invited and/or informed of any afterschool events for parents to attend?	12	100.0%	0%	
Did you attend an afterschool program parent event?	12	75.0%	25.0%	
IF you attended an afterschool event, did the event meet your needs?	8	100%	0%	
Would your child benefit from greater integration of technology?	12	83.3%	8.3%	8.3%

Table 8 reflect parents feedback with respect to program ability to address children specific needs, offer variety of academic and enrichment activities, and open its doors to parents. Majority of parents agreed that program delivered on these promises.

Table 8: Program Quality

	n	Strongly Agree	Agree	Disagree	Strongly Disagree
The program addressed my child's specific needs	12	33.3%	66.7%	0%	0%
I had opportunities to visit the program	12	50.0%	50.0%	0%	0%
The program offered my child a variety of academic and enrichment activities	12	58.3%	33.3%	8.3%	0%

Warren Forest Hi-Ed in addition to offering afterschool programing to students offered classes to parents at each afterschool site from 5-6 pm on scheduled dates. Parents were asked the provide input with respect the type of classes they were interested in taking. Table 9 below provided parent's responses. Parents displayed the highest interest in adult classes offering Math homework review (33.3%).

Table 9: Adult Learning Interest Level

Topic	Responses (n=19)	
	Frequency	Percent
Nutrition	2	16.7%
What color is your personality?	1	8.3%
iPad/iPhone	1	8.3%
Communication	2	16.7%
Building an effective team	1	8.3%
Ethical leadership	1	8.3%
Motivation	2	16.7%
Budgeting	1	8.3%
Personal finances	2	16.7%
Math homework review	4	33.3%
Computer Classes		
MS Office Tricks and Tips	1	8.3%
Excel I	1	8.3%
Excel II	1	8.3%
Excel Overview	0	0%
Excel Formulas	0	0%
Word I	0	0%
Word II	1	8.3%
Keyboarding	0	0%
Access	0	0%
Windows	0	0%

Parents were also asked to indicate if they notice improvement in their child academic performance and behavior since their participation in the program. The assessment consisted of 10 categories and asked parents to choose between 3 levels of improvement ranging from 'declined' to 'improved'. They were also given the option to say that no improvement was needed in any given category. Parents indicated that their child improved in all areas. The smallest improvement of 36.4% was noted for both interest in school and self-confidence. The biggest improvement of 66.7% was noted for reading. The highest decline was in the area of science (18.2%)

Table 10: Parent Assessment of Students

	n	Did not need improved	Improved	No Change	Declined
Student homework completion	11	0%	58.3%	33.3%	0%
Reading	12	0%	66.7%	33.3%	0%
Math	12	0%	58.3%	33.3%	8.3%
Social Studies	11	0%	63.6%	27.3%	9.1%
Science	11	0%	54.5%	27.3%	18.2%
Technology Skills	11	18.2%	54.5%	27.3%	0%
Interest toward school	11	9.1%	36.4%	45.5%	9.1%
Self-confidence	11	9.1%	36.4%	54.5%	0%
School behavior	11	9.1%	54.5%	36.4%	0%
School attendance	11	18.2%	63.6%	18.2%	0%

Parents also provided some suggestions for program improvement reflected in Table 11.

Table 11: Parent Suggestions for Improvement

	Suggestion	Frequency
1	More homework assistance	2
2	Add school trips	1
3	Instill self confidence	1
4	Manage bullying	1

Parents that had children in the 2017 summer program were asked to provide feedback about summer programming. Total 3 parents provided feedback about summer program. Table 12 indicates parents' level of satisfaction with 2017 summer program, which was mostly positive for all areas with "summer program's communication with parent/caregiver" showing the only negative feedback (33.3%).

Table 12: Parent 2017 Summer Program Satisfaction

	n	Satisfaction Levels		
		Very	Somewhat	Not at all
Summer program's communication with parent/caregiver	3	33.3%	33.3%	33.3%
Summer program's academic activities	3	66.7%	33.3%	0%
Summer program's recreational activity	3	66.7%	33.3%	0%
Overall level of satisfaction with the summer program	3	66.7%	33.3%	0%

3.4 Student Satisfaction with the Program

The tables below contain information collected from students attending Team STEAM program during school year 2017-2018. Overall 52 students responded to the survey. The majority of the students (46.5%) attended the program at the Beaty Warren Middle School as presented in Table 13. The split between student respondents with respect to gender (Table 14) was 67.3% – boys and 32.7% - girls. Predominantly, responding students were Caucasian (82.0%) as shown in Table 15.

Table 13: Student Responses by School

School Name	Frequency	Percent
Beaty Warren Middle School	20	46.5%
Eisenhower Middle High School	9	20.9%
Sheffield Area Middle School	7	16.3%
Youngsville Elementary/Middle School	4	9.3%
Tidioute Community Charter School	3	7.0%
Total	52	100%

Table 14: Student Responses by Gender

Gender	Frequency	Percent
Female	17	32.7%
Male	35	67.3%
Total	52	100%

KSRC
KeyStone Research Corporation

Table 15: Student Responses by Race/Ethnicity

Race/Ethnicity	Frequency	Percent
Native American	2	4.0%
African American	2	4.0%
Hispanic	1	2.0%
Caucasian	41	82.0%
Other	4	8.0%
Total	50	100%

A large majority of students indicated that program helps with homework (88.5%) and enjoyed the recreational activities (76.5%).

Table 16: Program Effectiveness

	n	Yes	No
Do you like going to the afterschool program?	52	75.0%	25.0%
Would you recommend this program to your friend?	52	65.4%	34.6%
Does the program help you with the homework?	52	88.5%	11.5%
Does the program help you with learning?	52	63.5%	36.5%
Do you like the recreational activities?	51	76.5%	23.5%

Students were also asked to indicate if they showed improvement in their academic performance since their participation in the program. The assessment consisted of 10 categories and asked students to choose between 3 levels of improvement ranging from 'better' to 'worse'. Students indicated that they improved in all areas. Table 17 shows results of students' self-assessment. The smallest improvement of 25.5% was noted for attendance at school and the biggest improvement of 76.9% was noted for homework completion.

Table 17: Student Self-Assessment

	n	Better	Same	Worse
Reading	52	55.8%	36.5%	7.7%
Math	52	67.3%	30.8%	1.9%
Science	52	48.1%	48.1%	5.3%
Social Studies	34	44.1%	55.9%	0%
Homework completion	52	76.9%	19.2%	3.8%
Interest in school	52	34.6%	46.2%	19.2%
Self -confidence	52	40.4%	48.1%	11.5%
Attendance at school	51	25.5%	68.6%	5.9%
Behaivior at school	52	30.8%	69.2%	0%
Technology skills	52	44.2%	55.8%	0%

Students assessed the frequency of various behaviors and attitudes from 'more' to 'never.' Table 18 shows results of this assessment. Students spend more time (36.0% more) 'interacting with adults after school' and less time (26.5% less) 'in heated arguments,' which speaks to the effectiveness of the afterschool program.

Table 18: Student Behaviors

	n	More	Same	Less	Never
I like math or science	50	34.0%	50.0%	6.0%	10.0%
I interact with adults after school	50	36.0%	54.0%	8.0%	2.0%
I do constructive activities with other kids after school	49	30.6%	49.0%	12.2%	8.2%
I hang out with my parents and family	49	24.5%	49.0%	20.4%	6.1%
I like reading	48	25.0%	52.1%	10.4%	12.5%
I get into heated arguments or fights	49	20.4%	18.4%	26.5%	34.7%

The survey asked students to share their future plans by selecting outlined options. The results are presented below in Table 19. Majority of students (60.0%) aspire to finish high school and college.

Table 19: Future Plans

	Frequency	Percent (n=50)
Finish high school but not college	7	14.0%
Not finish high school	0	0%
Go to trade school	2	4.0%
Finish high school and college	30	60.0%
Join armed services	11	22.0%

Students indicated the frequency with which they engaged in behaviors outlined in Table 20 providing evidence of positive thinking and choice making.

Table 20: Frequency of Student Behaviors

	n	A lot	A little	Not at all
Talk with my parents about school or homework	51	23.5%	62.7%	13.7%
Do things my parents tell me not to do	51	19.6%	43.1%	37.3%
Participate in class	51	62.7%	35.3%	2.0%
Do well in school	50	60.0%	34.0%	6.0%
Get my homework done on time	51	52.9%	43.1%	3.9%
Feel there is an adult available to help when I need it	50	66.0%	26.0%	8.0%
Get into fights or arguments with others	51	21.6%	33.3%	45.1%

Students were also asked to provide feedback about 2017 summer program. The total of 9 students responded. Vast majority of the responded students indicated a high level of satisfaction with summer program overall (77.7%) and summer recreational activities (100.0%) as indicated in Table 21. Satisfaction with summer academics was also high with 77.8% of students feeling very satisfied about these activities.

Table 21: Student 2017 Summer Program Satisfaction

	n	Very satisfied	Somewhat satisfied	Not satisfied
Summer program's academic activities	9	55.6%	22.2%	22.2%
Summer program's recreational activities	9	55.6%	44.4%	0%
Overall satisfaction with summer program	9	44.4%	33.3%	22.2%

3.5 Community Partners, School Administrators, and Program Staff Satisfaction with the Program

A total of 21 invitations were sent to complete *Partner, Staff, and Administrator* on-line survey with 21 individuals responding to it, which translated into response rate of 100%. As shown in Figure 1 and Table 22, the majority of the feedback came from program staff (67%) and Beaty-Warren Middle School (27.3%).

Figure 1: Role/Function (n=21)
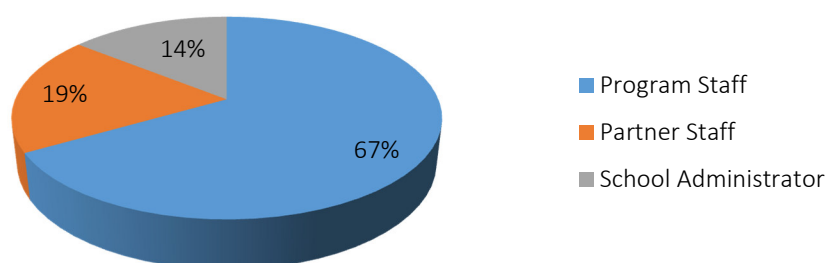
Table 22: Responses by School

School Name	Frequency	Percent
Sheffield Elementary/Middle School	6	18.2%
Youngsville Elementary/Middle School	7	21.2%
Tidioute Community Charter School	6	18.2%
Eisenhower Middle/High School	5	15.2%
Beaty-Warren Middle School	9	27.3%

3.5.1 Community Partner Feedback

Table 23 shows the feedback from the three community partners that responded to the survey. These partners perceive the program to be of high quality; they answered "good" or "excellent" in all twelve areas of assessment. When asked to leave comments and recommendations for the program, they left positive feedback with only a suggestion for more parent involvement.

Table 23: Community Partner Program Assessment

	n	Poor	Fair	Good	Excellent	N/A	Total
Appropriateness of activity area	4	0%	0%	25.0%	75.0%	0%	100%
Ease of access to the building/classroom/activity area	4	0%	0%	25.0%	75.0%	0%	100%
Adequacy of space/room/ furnishings for activity	4	0%	0%	25.0%	75.0%	0%	100%
Size of student group for activity	3	0	0	33.3%	66.7%	0%	100%
Provision of equipment or materials as requested	4	0	0	50.0%	50.0%	0	100%
Cleanliness of space	4	0	0	75.0%	25.0%	0	100%
Adequacy of time for activity	4	0	0	50.0%	50.0%	0	100%
Efficiency in handling discipline issues by staff monitor/team leader	3	0	0	33.3%	66.7%	0	100%
Safety of environment for program participants	4	0	0	25.0%	75.0%	0	100%
Interaction between community partners and students	4	0	0	50.0%	50.0%	0	100%
Communication with program office	4	0	0	0	100%	0	100%
Student perception of quality of program activity	4	0	0	50.0%	50.0%	0	100%

Partner comments:
- As a partner, we value the communication with the 21st Century staff. We feel it's a wonderful partnership and opportunity for the children. All communication with staff was very good and the program is outstanding
- The program is very well organized so at this time I would say that I do not see any need for improvement at this time

Partner recommendations:
- More parents participating

3.5.2 School Administrator Feedback

Two school administrators provided feedback regarding the program. All felt the program to be good or excellent in every category (Table 24). Administrators did not provide any feedback when asked to leave comments.

Table 24: School Administrator Program Assessment

	n	Poor	Fair	Good	Excellent	N/A	Total
Appropriateness of activity area	3	0%	0%	33.3%	66.7%	0%	100%
Ease of access to the building/classroom/activity area	3	0%	0%	33.3%	66.7%	0%	100%
Adequacy of space/room/ furnishings for activity	3	0%	0%	66.7%	33.3%	0%	100%
Size of student group for activity	3	0%	0%	66.7%	33.3%	0%	100%
Provision of equipment or materials as requested	3	0%	0%	33.3%	66.7%	0%	100%
Cleanliness of space	3	0%	0%	66.7%	33.3%	0%	100%
Adequacy of time for activity	3	0%	0%	33.3%	66.7%	0%	100%
Efficiency in handling discipline issues by staff monitor/team leader	3	0%	0%	33.3%	66.7%	0%	100%
Safety of environment for program participants	3	0%	0%	33.3%	66.7%	0%	100%
Interaction between administrator and students	2	0%	0%	50%	50%	0%	100%
Communication with program office	2	0%	0%	50%	50%	0%	100%
Student perception of quality of program activity	3	0%	0%	66.7%	33.3%	0%	100%

3.5.3 Program Staff Feedback

A total of 14 staff members provided feedback regarding the program. Staff mostly regarded the program as high quality, but shared some concerns also. The highest rated area was *safety of environment for program participants* (84.6% Excellent). However, the data revealed that there is concern regarding the *programs efficiency handling discipline issues by staff monitor/team leader* (7.1% Poor) and *student perception of quality of program activity* (7.1% Poor). When asked to leave comments, the staff's concerns over behavior and disciplinary policy were reiterated. They also expressed difficulty managing the group size as there is not enough staff to handle the extensive needs of the children involved.

Table 25: Program Staff Program Assessment

	n	Poor	Fair	Good	Excellent	N/A	Total
Appropriateness of activity area	14	0%	7.1%	42.9%	50.0%	0%	100%
Ease of access to the building/classroom/activity area	14	0%	7.1%	42.9%	50.0%	0%	100%
Adequacy of space/room/ furnishings for activity	14	0%	14.3%	42.9%	42.9%	0%	100%
Size of student group for activity	14	0%	28.6%	35.7%	35.7%	0%	100%
Provision of equipment or materials as requested	14	0%	7.1%	57.1%	35.7%	0%	100%
Cleanliness of space	14	0%	7.1%	57.1%	35.7%	0%	100%
Adequacy of time for activity	14	0%	7.1%	57.1%	35.7%	0%	100%
Efficiency in handling discipline issues by staff monitor/team leader	14	7.1%	21.4%	42.9%	28.6%	0%	100%
Safety of environment for program participants	13	0%	0%	15.4%	84.6%	0%	100%
Interaction between staff and students	14	0%	14.3%	42.9%	42.9%	0%	100%
Communication with program office	14	0%	7.1%	35.7%	57.1%	0%	100%
Student perception of quality of program activity	14	7.1%	14.3%	71.4%	7.1%	0%	100%

Staff comments:

- Several students would continually challenge staff when told to limit their computer time to program approved sites.

- Behavior issues take away constructive time for students. ALL STAFF should communicate as a team everyone should do required tasks such as daily paper work and phone calls. PE could help in this area. Saving time for one or two staff members to do. Our students ask what they can do to be removed from the program. They expected that they could come to the program and use either the computer or their phone the entire time without participating in activities.

- The vast majority of our students either have behavioral issues or require excessive amounts of homework help if not one on one attention. I feel that the discipline policy for the program is very insufficient and does not result in better behavior.

- There was not much collaboration between myself and other staff members. I felt that I was in charge of everything.

- I am not very satisfied with the program's academics. Many of our students do not perform well without one-on-one attention that we struggle to provide with students outnumbering staff eight to one. Many of our students have no self-motivation and we somehow wind up being the bad guys to parents and teachers alike. We are more than happy to assist with homework, but it can't be expected of us to make sure the kids

bring their assignments to 21st, take their assignments home with them, and get those assignments to their teachers the next day. We try to use an agenda signing system to track assignments, but several students have lost numerous agendas, several teachers will not make sure the agendas are filled out, and several parents don't check the agendas either.

- Stronger personalities are needed in some areas to make STEAM lessons relevant.
- STEAM KITS.....often are designed for small groups, most of the students do not like the activities. It is hard to manage a large group together and one hour is a long time for their attention span.
- From working at 21st I feel that the plan is designed for fairly self-motivated and well behaved children which, unfortunately, are not the demographic we appeal to. We don't have the time or staff at homework time to track down missing assignments and do makeup work for this number of children that arrive absolutely empty handed day after day. Likewise, the STEAM projects are well put together, but almost always over my students' heads. We probably take at least three times as long as anticipated to make it through a project. I also wish that I had time to prep for STEAM during the afterschool program because working in the school district I already have so much prep work to do after getting home from 21st.

Staff recommendations:
- One thing that would really help our program would be to have more room for our physical activities. Often, we are stuck in a hall to do activities that really need a gym to be done correctly. Ability for the powers to collaborate on equal use of physical space.
- To have proper physical activity a gym needs to be available. Having to use the hallways or classrooms does not provide adequate space. Our gym is very often taken up by in school and out of school sports. Continue to offer cooking classes. The students love this and it's a huge draw for them. Parent nights need to be relevant to the community's socio-economic structure and interests.
- Better communication with teachers would benefit staff as far as being on top of assignments.
- More engaging activities Better kits
- Conduct periodic meetings for school levels to share ideas that are working well. Have consistent policies for all schools and students. Work as a team to problem solve or make suggestions.

- There was not much collaboration between myself and other staff members. I felt that I was in charge of everything.
- I believe students should have more opportunities to partake in areas of interest. Perhaps through weekly pods, students can explore a variety of content areas.

3.6 Regular Attending Student Achievement

The sections below provide information on evaluation findings for program year 2017-2018 with respect to the following: student demographics, student behavioral indicators, such as days absent from school, days tardy, number of discipline incidents, and number of suspensions, and student academic achievement as measured by grades and PSSA performance levels in math and reading. The analysis is performed for regular-attending students only.

3.6.1 Socio-demographic Characteristics of Regular Attending Students

Figures 2 - 7 provide details on the socio-demographic characteristics of the regular attending students participating in the program (57 students). Out of all regular attending students, 75.4% were eligible for free or reduced lunch and 49.1% were special education-not gifted students. Of the 57 regular attending students participating in the program, Beaty Warren Middle School had the highest percentage (52.6 %). The sixth grade students represented the biggest group (63.2%). There were more male participants (59.6%) than and females (40.4%). And the majority of regular attending students were Caucasian (96.5), and the remaining were Hispanic/Latino (3.5%).

Figure 2: Regular Attending Students by School (N=57)
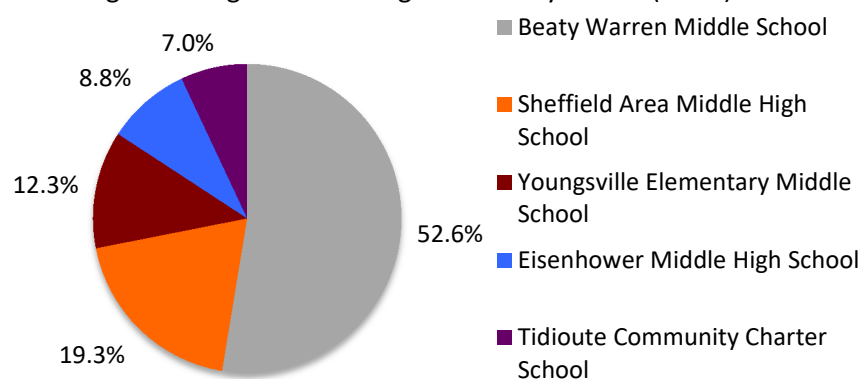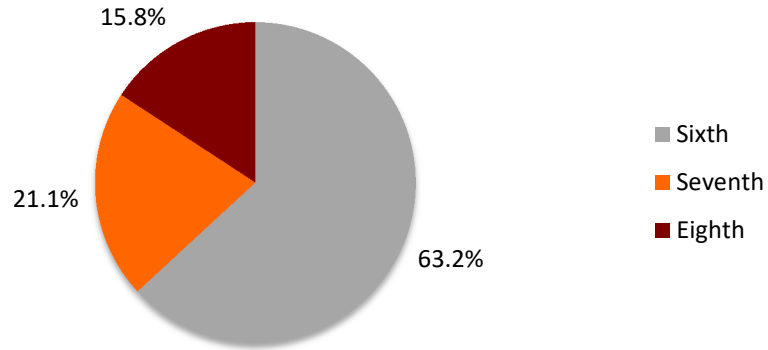
Legend:
- Beaty Warren Middle School
- Sheffield Area Middle High School
- Youngsville Elementary Middle School
- Eisenhower Middle High School
- Tidioute Community Charter School

7.0%
8.8%
12.3%
19.3%
52.6%

Figure 3: Regular Attending Students by Grade Level (N=57)

15.8%
21.1%
63.2%

■ Sixth
■ Seventh
■ Eighth

Figure 4: Regular Attending Students by Gender (N=57)

40.4%
59.6%

■ Male
■ Female

Figure 5: Regular Attending Students by Race/Ethnicity (N=57)

3.5%
96.5%

■ Caucasian ■ Hispanic/Latino

Figure 6: Regular Attending Students by Free/Reduced Lunch Eligibility Status (N=57)

24.6%

75.4%

■ Eligible for Free/Reduced Lunch

■ Not Eligible for Free Reduced Lunch
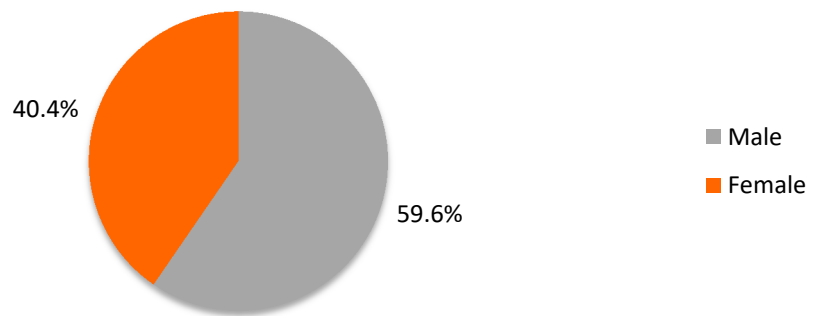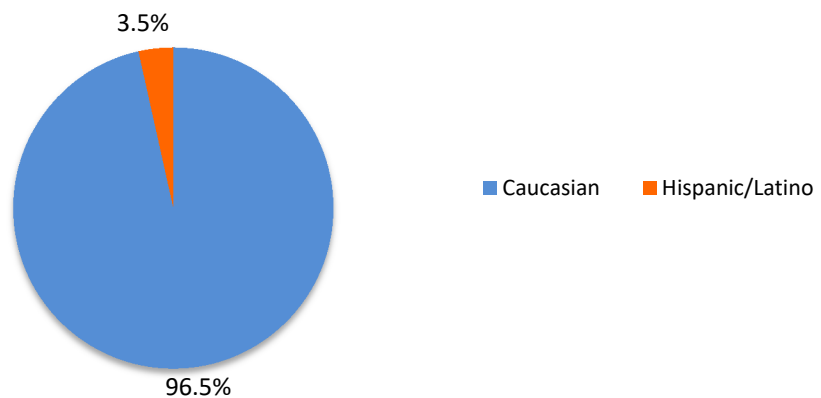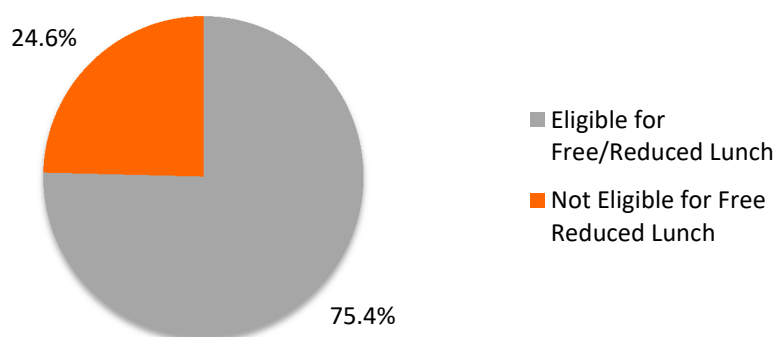
Figure 7: Regular Attending Students by Special Education Status -Not Gifted (N=57)

50.9%

49.1%

■ Yes

■ No
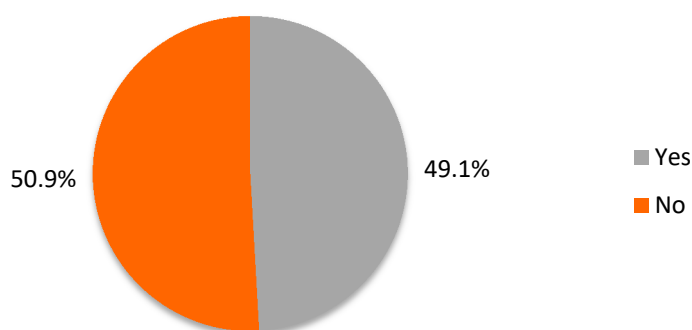
3.6.2 Student Behavioral Indicators

Analysis of a number of student behavioral indicator such as, days absent from school, days tardy, number of discipline incidents, and number of suspensions revealed that regular attending students, on average, missed 8.3 days of school in 2017-2018 (Table 26), which is less missed days of school than the previous year (9.9 days). Regular attending students were tardy 2.5 days in 2017-2018; they had 1.8 discipline incidents, and 0.21 day suspension. Students improved the number of days absent, and days suspended compared to the previous year as shown in Table 26.

Table 26: Regular Attending Students Behavioral Indicators

Per Year	N	2017-2018	2016-2017
Days Absent	48	8.3	9.9
Days Tardy	48	2.5	2.0
Discipline Incidents	48	1.8	1.1
Days Suspended	48	0.21	0.31

3.6.3 Student Grades in Math and Reading

The data with respect to the grades in math and reading showed mixed results (Table 27 and 29) as the year progressed. Table 28 indicates that over half of students improved their math grade.

Table 27: Student Math Grades

	Regular Attendees	
	Fall (n=57)	Spring (n=57)
A (93-100)	7.0%	3.6%
B (84-92)	10.5%	26.8%
C (70-83)	38.6%	42.9%
D (60-69)	21.1%	21.4%
F (40-59)	22.8%	5.4%
Total	100%	100%

Table 28: Student Math Grade Change

	Regular Attendees (n=57)
Improved	51.8%
No Change	17.9%
Declined	26.8%
Did not need to improve	3.6%
Total	100%

In reading (Table 30), it seems that students improved their performance over the course of the year even though 28.6% of students experienced no change in reading grade. Overall students in the program demonstrate marginal performance in math and reading, with only a few students performing at the highest level.

Table 29: Student Reading Grades

	Regular Attendees	
	Fall (n=57)	Spring (n=56)
A (93-100)	5.3%	5.4%
B (84-92)	19.3%	28.6%
C (70-83)	35.1%	30.4%
D (60-69)	22.8%	16.1%
F (40-59)	17.5%	19.6%
Total	100%	100%

Table 30: Student Reading Grade Change

	Regular Attendees (n=56)
Improved	37.5%
No Change	28.6%
Declined	28.6%
Did not need to improve	5.4
Total	100%

3.6.4 Student PSSA Performance Levels for Math and Reading

Figure 8 below shows the percent of students at each PSSA performance level in math and reading. Overall, 68.1% of regular attending students were below basic for math and 61.4% of these students were, also, at basic level in reading. None of the students were advanced in both math and reading.

Figure 8: Math and Reading PSSA: Regular Attending Students
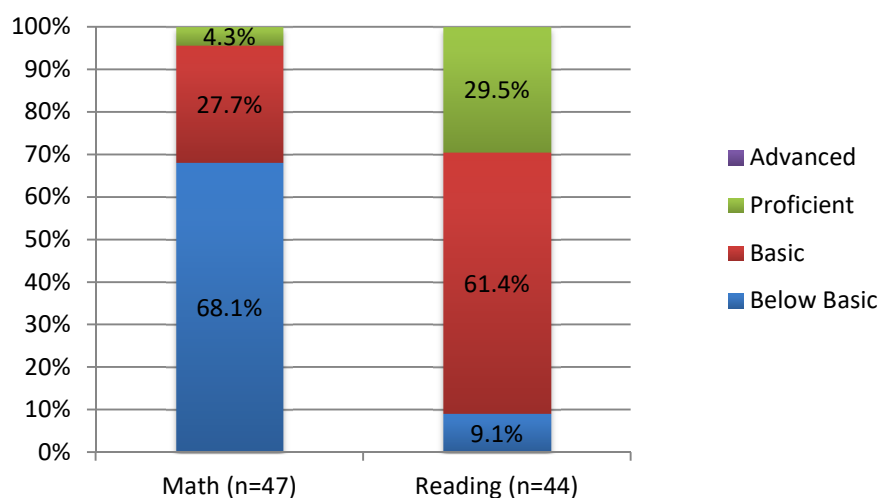
Figure 9 shows a comparison of math PSSA performance levels for regular attending students between SY 2017-2018 and 2016-2017. The distribution of math PSSA performance levels is comparable indicating a consistent performance from year to year. However, the number of students falling under below basic category is increasing supporting the notion that achievement gap in math is growing.

Figure 9: Math PSSA: Regular Attending Students
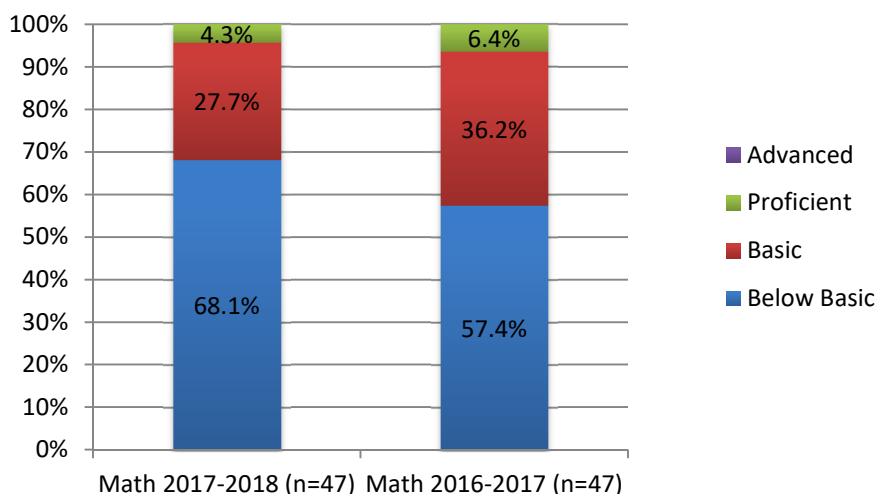
Figure 10 shows a comparison of reading PSSA performance levels for regular attending students between school year 2017-2018 and 2016-2017. The distribution of reading PSSA performance levels suggests improvement of reading performance from 2016-2017 to 2017-2018 for the regular attending students.

Figure 10: Reading PSSA: Regular Attending Students
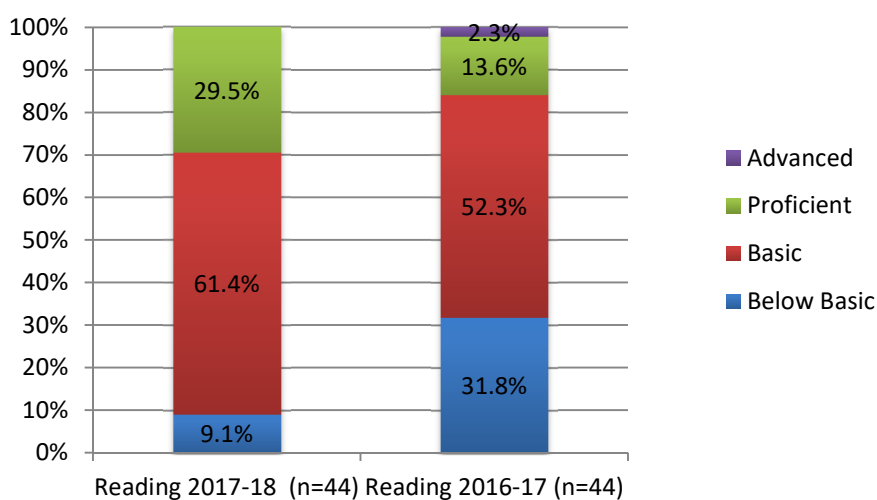
4.0 Conclusions and Recommendations

This evaluation of the 2017-2018 Warren Team STEAM afterschool program offers a comprehensive assessment of the afterschool program, as implemented by Warren County School District in 2017-2018. The data collected provides evidence on the quality of the programming, the satisfaction of various stakeholder groups, and the outcomes for students with respect to a variety of school-related behaviors and academic outcomes.

The quality of the programming outperformed the best practices, i.e., national averages for youth afterschool programs, on the majority of domains as articulated in the *Youth PQA* and fell below only on one domain - *interaction.*

The assessment of stakeholder satisfaction was favorable overall; however, a number of areas of concern were highlighted, size of student group, efficiently handling discipline issues, student perception of quality of program activity, etc. Some recommendations for improvement provide ideas to further strengthen and improve the program.

The outcomes for students who participated in the program indicated a consistent performance from year to year. The teachers assessed a variety of school-related behaviors and for the most part perceived improvement in the behaviors assessed. Parents assessed a similar set of school-related behaviors in the same manner, recognizing great improvement in all areas. In addition behavioral indicators were relatively favorable. All of this evidence points to a great asset of the program – its students.

PSSA scores still indicated an achievement gap in math and reading. Scores for the math PSSA did not improve from the previous year, however, the reading PSSA scores did improve from the previous year. Math is a critical area of concern and the program may consider providing additional support to their participants in this core subject area. At the same time, all other evidence point to a student body that is more than adequate. Therefore, it is recommended to work with the students in a way that is challenging and provides opportunities for growth in math and reading.

Recommendation 1: Review the *Youth PQA* standards, i.e., the specific indicators and items of quality, for those areas where the mean score is below 3. Determine the actions and/or specific improvements that can be made in your program to meet these standards and develop a plan for implementing these improvements. As well, the results for each site should be examined, since there may be differential needs at each site. Staff needs to review

standards to reduce the gap between self-assessment and external assessment and insure validity and reliability of self-assessment process. It is recommended to look into staff training on Youth PQA tool.

Recommendation 2: Provide additional professional development around class management, as well as disciplining.

Recommendation 3: Review the current programming to assess the mix of activities that are aligned with developing the program that best fits student needs. Enhance the programming where appropriate to challenge your students, using creative and best practices to engage the students in the learning process, improve their learning habits, social skills, and ultimately their achievement levels. Add activities that support learning of math in an effort to close the achievement gap that is evident by this and last year PSSA assessments.

Appendix A: 2018 Warren Cohort 8 Student Survey
2018 Warren Cohort 8 Teacher Survey
2018 Warren Cohort 8 Parent Survey
2018 Warren Cohort 8 Partner Survey

KSRC

Warren County Afterschool Program Student Feedback – School Year 17-18

Site Name: circle one	BMWS EMHS SAMHS YEMS TCCS
What grade are you in?	6 7 8
I am:	☐ Boy ☐ Girl
I am:	☐ African American ☐ Hispanic ☐ Native American ☐ Caucasian ☐ Asian ☐ Other

Your comments are very important to us. Please take a moment to complete this feedback form. The information will help us improve future youth afterschool programs. Thank you for your input.

Please select an answer that shows how you feel about the program:

Do you like going to the afterschool program?	☐ Yes	☐ No
Would you recommend this program to your friend?	☐ Yes	☐ No
Does the program help you with homework?	☐ Yes	☐ No
Does the program help you with learning?	☐ Yes	☐ No
Do you like the recreational activities?	☐ Yes	☐ No

Have your skills in the following areas changed for the better, worse, or stayed the same since you first started coming to the afterschool program?

Reading	☐ Better	☐ Same	☐ Worse
Math	☐ Better	☐ Same	☐ Worse
Science	☐ Better	☐ Same	☐ Worse
Social Studies	☐ Better	☐ Same	☐ Worse
Getting my homework done	☐ Better	☐ Same	☐ Worse
My interest in school	☐ Better	☐ Same	☐ Worse

Do you do the things below more, the same or less since you first started coming to the afterschool program? If you never did these things at all mark "Never" box.

	☐ More	☐ Same	☐ Less	☐ Never
I like math or science	☐ More	☐ Same	☐ Less	☐ Never
I interact with adults after school	☐ More	☐ Same	☐ Less	☐ Never
I do constructive activities with other kids after school	☐ More	☐ Same	☐ Less	☐ Never
I hang out with my parents and family	☐ More	☐ Same	☐ Less	☐ Never
I like reading	☐ More	☐ Same	☐ Less	☐ Never
I get into heated arguments or fights	☐ More	☐ Same	☐ Less	☐ Never

KSRC

Have the following things changed for the better, worse, or stayed the same since you first started the afterschool program?

My confidence	☐ Better	☐ Same	☐ Worse
My attendance at school	☐ Better	☐ Same	☐ Worse
My behavior at school	☐ Better	☐ Same	☐ Worse
My technology skills	☐ Better	☐ Same	☐ Worse

In the future I think I will:	☐ Finish high school but not college ☐ Not finish high school ☐ Go to trade school
	☐ Finish high school and college ☐ Join the armed services

What were your favorite activities in the afterschool program?

_____
_____

Please list 2 activities you would like to add to the program?

_____
_____

How often is the following true for you?

I talk with my parents about school or homework	☐ A lot	☐ A little	☐ Not at all
I do things my parents tell me not to do	☐ A lot	☐ A little	☐ Not at all
I participate in class	☐ A lot	☐ A little	☐ Not at all
I do well in school	☐ A lot	☐ A little	☐ Not at all
I get my homework done on time	☐ A lot	☐ A little	☐ Not at all
I feel there is an adult available to help when I need it	☐ A lot	☐ A little	☐ Not at all
I get into fights or arguments with others	☐ A lot	☐ A little	☐ Not at all

And a few questions about 2016 Summer Program.

Did you participate in the last summer program?   ☐ Yes ☐ No

If yes, please indicate your level of satisfaction with the following:

Summer program's academic activities	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Summer program's recreational activity	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Overall level of satisfaction with the summer program	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied

Do you have any ideas, recommendations, or comments to improve the summer program?

_____
_____
_____

Thank you so much for completing the survey! ☺

Introduction

This survey collects information on how select behaviors for the listed student have changed since the early school year until now. Please, complete a survey for each student. For example, if three of your students participate in the aftershool program, you are asked to submit three individual surveys. It will take you approximately two minutes to complete one survey. Make sure to include PA ID student number, which is provided in the email next to the student name.

Your feedback is valuable and will be used to further improve and strengthen the Middle Level TEAM STEAM Afterschool Program.

Thank you for your help.

2018 Warren Middle Level TEAM STEAM Afterschool Program Teacher Survey

Student Demographic Information

* 1. Student Information

Student First Name	
Student Last Name	
Student PA ID Number	

* 2. Academic Year

[   ]

* 3. Student Grade Level

○ Grade 6   ○ Grade 8

○ Grade 7

4. What subject did you teach to this student?

☐ Math

☐ Reading/Language Arts

☐ Other (please specify)

[   ]

Warren Schools

* 5. School

- ( ) Beaty Warren Middle School
- ( ) Eisenhower Middle High School
- ( ) Sheffield Area Middle School
- ( ) Tidioute Community Charter School
- ( ) Youngsville Elementary/Middle School

Student Academic Behaviors

6. Please select one response for each of the following academic behaviors. If the student always functioned acceptable and no change was warranted or observed please mark the "did not need improvement" category. If the category is not applicable (i.e. no homework given) then leave that section blank.

	Did Not Need to Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Completing homework to your satisfaction	( )	( )	( )	( )	( )	( )	( )	( )
Participating in class	( )	( )	( )	( )	( )	( )	( )	( )
Volunteering (e.g., for extra credit or more responsibilities)	( )	( )	( )	( )	( )	( )	( )	( )
Attentive in class	( )	( )	( )	( )	( )	( )	( )	( )
Behaving well in class	( )	( )	( )	( )	( )	( )	( )	( )
Academic performance	( )	( )	( )	( )	( )	( )	( )	( )
Coming to school motivated to learn	( )	( )	( )	( )	( )	( )	( )	( )

Please click the submit button below to submit your survey. Once your survey has been accepted, you will be redirected back to the beginning of the Teacher Survey page to assist you in entering data for the next student on your list.

If you are not re-directed back to the Teacher Survey page, your survey was not recorded. When you finish entering data for all of your students, just close the browser with the survey after clicking the "Submit" button.

Thank you for your time and your input! Your are best teacher ever!

Warren County Afterschool Program Parent Feedback – School Year 17-18

I am: ☐ The mother ☐ The father	What grade/s is/are your child/ren in? _____, _____, _____
☐ Other (please specify)_____	

Afterschool site: BMWS   EMHS   SAMHS   YEMS   TCCS

Please indicate your level of satisfaction with the following:

Afterschool program's communication with parent/care giver	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Afterschool program's academic activities	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Afterschool program's recreational activity	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Overall level of satisfaction with the afterschool program	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied

Were you invited and/or informed of any afterschool events for parents to attend?	☐ Yes	☐ No	
Did you attend an afterschool program parent event?	☐ Yes	☐ No	
IF you attended an afterschool event, did the event meet your needs? (please leave blank if you did not attend an event)	☐ Yes	☐ No	
Would your child benefit from greater integration of technology (i.e. iPads, computers, simulations, robotics, web learning) in his or her learning experience in school (now and in years to come)?	☐ Yes	☐ No	☐ Don't Know

Related to the afterschool program, how much do you agree or disagree with the following?

The program addressed my child's specific needs	☐ Strongly Agree	☐ Agree	☐ Disagree	☐ Strongly Disagree
I had opportunities to visit the program	☐ Strongly Agree	☐ Agree	☐ Disagree	☐ Strongly Disagree
The program offered my child a variety of academic and enrichment activities	☐ Strongly Agree	☐ Agree	☐ Disagree	☐ Strongly Disagree

Warren Forest Hi-Ed is now offering classes to parents at each afterschool site from 5-6 pm on scheduled dates. Please, select all classes you would participate in below:

☐ Nutrition	☐ What color is your personality?	☐ iPad/iPhone	☐ Communication	☐ Building An Effective Team
☐ Ethical Leadership	☐ Motivation	☐ Budgeting	☐ Personal Finance	☐ Math Homework Review

Computer

☐ Microsoft Office Tricks and Tips	☐ Excel I	☐ Excel II	☐ Excel Overview	☐ Excel Formulas
☐ Word I	☐ Word II	☐ Keyboarding	☐ Access	☐ Windows

Other, please specify:

SURVEY CONTINUES ON BACK, ON BACK, ON BACK

Please indicate what impact the afterschool program had on your child related to the following items (IF YOUR CHILD DID NOT NEED IMPROVEMENT ON THAT ITEM PLEASE INDICATE THAT AS WELL – in fourth column)

	Improved	No Change	Declined	Did not need improved
Student homework completion	☐	☐	☐	☐
Reading	☐	☐	☐	☐
Math	☐	☐	☐	☐
Social Studies	☐	☐	☐	☐
Science	☐	☐	☐	☐
Technology Skills	☐	☐	☐	☐
Interest toward school	☐	☐	☐	☐
Self-confidence	☐	☐	☐	☐
School behavior	☐	☐	☐	☐
School attendance	☐	☐	☐	☐

In your opinion, what has been the most positive result of your child's participation in the 21st Century program this year?

_____
_____
_____
_____

What do you think our afterschool program could offer that would most assist you to ensure your child's academic success? Do you have any ideas, recommendations, or comments to improve the afterschool program?

_____
_____
_____
_____

And a few questions about 2016 Summer Program. Did your child/ren participate in the last summer program? ☐ Yes ☐ No

If yes, please indicate your level of satisfaction with the following:

Summer program's communication with parent/care giver	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Summer program's academic activities	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Summer program's recreational activity	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied
Overall level of satisfaction with the summer program	☐ Very satisfied	☐ Somewhat satisfied	☐ Not satisfied

Do you have any ideas, recommendations, or comments to improve the summer program?

_____
_____
_____

Thank you for completing this survey!

About This Survey

This survey will ask you questions about your involvement and/or experience with the Warren County School District 21st Century Afterschool Program. The survey will take no more then five minutes to complete. Your input is very important and will help improve the program.

Your School(s)

1. Which program session did you participate in?

◯ School Year 2017-2018

◯ Summer 2017

◯ Both

2. Which school did/do you work during this school year? (Check all that apply) For program staff please choose the afterschool site, not just the school.

☐ Beaty Warren Middle School

☐ Youngsville Elementary Middle School

☐ Sheffield Area Middle High School

☐ Eisenhower Middle High School

☐ Tidioute Community Charter School

Other (please specify)

[   ]

Your Role

* 3. What is your role/function?

○ School Administrator

○ Partner Staff

○ Program Staff

○ Other (please specify)

[   ]

2018 Warren Middle Level TEAM STEAM Afterschool Program Partner/Administrator/Instructor Feedback

Your Name

4. What is your first and last name? (Optional)

[   ]

2018 Warren Middle Level TEAM STEAM Afterschool Program Partner/Administrator/Instructor Feedback

Program Area

5. Program area (if applicable)

☐ Homework Assistance

☐ STEAM

☐ Art

☐ Academic Enrichment

☐ Physical Activity

☐ Other (please specify)

[   ]

2018 Warren Middle Level TEAM STEAM Afterschool Program Partner/Administrator/Instructor Feedback

Program Feedback

Your comments are very important to us. Please take a moment to complete this feedback form. The information will help us improve future youth afterschool programs. Thank you for your input.

6. Activity Location (If applicable, e.g., classroom details here):

7. Please rate the following with respect to the Warren Afterschool program:

	Poor	Fair	Good	Excellent	N/A
Appropriateness of area where activity was implemented	○	○	○	○	○
Ease of access to building/classroom/activity area	○	○	○	○	○
Adequacy of space/room/furnishings for activity	○	○	○	○	○
Size of student group for activity	○	○	○	○	○
Provision of equipment, materials as requested	○	○	○	○	○
Cleanliness of space	○	○	○	○	○
Adequacy of timeframe for activity	○	○	○	○	○
Efficiency of handling discipline issues by program staff	○	○	○	○	○
Safety of environment for program participants	○	○	○	○	○
Interaction between you/your team and students	○	○	○	○	○
Communication with Project Manager to address needs, concerns, and provide necessary information	○	○	○	○	○
Students' perceptions of the quality of the program activity	○	○	○	○	○
Program operations and impact on students	○	○	○	○	○

8. Please add any program site specific comments that can further explain your ratings.

Overall Rating

* 9. Please indicate your level of satisfaction with the following:

	Very Satisfied	Somewhat Satisfied	Not Satisfied
The program overall	○	○	○
Program's communication	○	○	○
Program's academics	○	○	○
Program's collaboration	○	○	○

10. Please add any comments that can further explain your ratings above:

Suggestions for Improvement

11. Please specify any recommendations you have for improving the WCSD 21st Century Afterschool Program and/or your specific program activity:

Thank You!

Thank you for your time in completing this survey!

Appendix B: 2018 Warren Cohort 8 Student Feedback
2018 Warren Cohort 8 Parent Feedback
2018 Warren Cohort 8 Partner Feedback

Parent Open-ended Comments

1. What has been the most positive result of child participation?
   - Homework has been completed more frequently
   - Having help with homework
   - She enjoyed doing different things, not just school things
   - Interaction with other students and peers
   - I'm not sure
   - Grades went up
   - Getting his homework done. Having more social skills and communication with other kids
   - Grades 100% friendships confidence
   - Homework accountability and made new friends
   - Improved self-confidence and grades

2. What do you think our afterschool program could offer to assist your child?
   - More hw assist and less social contact
   - Tutors if child needs help
   - None
   - Don't know
   - No
   - The no nonsense for bullies is a bunch of crap! I have heard a lot of things happened to my son from older brothers and friends in grades above and his own. I think all children, even ones with ADHD should have the same consequences
   - Self confidence for my son
   - Jackson misses the school trips. He always has so much fun on them.

3. Do you have any recommendations?
   - Not too sure

Partner Open-ended Comments

1. Program site specific comments that can further explain your rating regarding Warren afterschool program.
   - Several students would continually challenge staff when told to limit their computer time to program approved sites
   - Behavior issues take away constructive time for students. ALL STAFF should communicate as a team everyone should do required tasks such as daily paper work and phone calls. PE could help in this area. Saving time for one or two staff members to do.
   - The vast majority of our students either have behavioral issues or excessive amounts of homework help if not one on one attention. I feel that the discipline policy for the program is very insufficient and does not result in better behavior.
   - To have proper physical activity a gym needs to be available. Having to use the hallways or classrooms does not provide adequate space. Our gym is very often taken up by in school and out of school sports.

2. Please add comments that can further explain your satisfaction with the program.
   - Conduct periodic meetings for school levels to share ideas that are working well. Have consistent policies for all schools and students. Work as a team to problem solve or make suggestions.
   - There was not much collaboration between myself and other staff members. I felt that I was in charge of everything.
   - I am not good with the program's academics. Many of our students do not perform well without one-on-one attention that we struggle to provide with students outnumbering staff eight to one. Many of our students have no self motivation and we somehow wind up being the bad guys to parents and teachers alike. We are more than happy to assist with homework, but it can't be expected of us to make sure the kids bring their assignments to 21st, take their assignments home with them, and get those assignments to their teachers the next day. We try to use an agenda signing system to track assignments, but several students have lost numerous agendas, several teachers will not make sure the agendas are filled out, and several parents don't check the agendas either.
   - Stronger personalities are needed in some areas to make STEAM lessons relevant.
   - As a partner, we value the communication with the 21st Century staff. We feel it's a wonderful partnership and opportunity for the children.

3. Please specify any recommendations you have for improving the WCSD 21st Century Afterschool Program and/or your specific program activity.
   - More parents participating
   - Better communication with teachers would benefit staff as far as being on top of assignments.
   - More engaging activities. Better kits.
   - STEAM KITS…often are designed for small groups, most of the students do not like the activities. It is hard to manage a large group together and one hour is a long time for their attention span.

- From working at 21st I feel that the plan is designed for fairly self motivated and well behaved children which, unfortunately, are not the demographic we appeal to. We don't have the time or staff at homework time to track down missing assignments and do makeup work for this number of children that arrive absolutely empty handed day after day. Likewise, the STEAM projects are well put together, but almost always over my students' heads. We probably take at least three times as long as anticipated to make it through a project. I also wish that I had time to prep for STEAM during the afterschool program because working in the school district I already have so much prep work to do after getting home from 21st.
- I believe students should have more opportunities to partake in areas of interest. Perhaps through weekly pods, students can explore a variety of content areas.
- The program is very organized so at this time I would say that I do not see any need for improvement at this time.

Student Open-ended Comments

1. What were your favorite activities in the afterschool program
   - There is only time to work on homework but I do like that.
   - Chatting with friends
   - I go outside
   - I like steam
   - Getting done with homework
   - Baking and tinkering
   - Cooking
   - Playing extra gym and baking
   - Gym, baking
   - Gym
   - SM
   - Baking and seeing friends
   - Game time and doing my homework
   - Extra gym, computer
   - Art club
   - Gym
   - Cooking, gym
   - P.E.
   - Band
   - Gym, matt ball, bat ball, ultimate Frisbee
   - Gym!
   - P.E. homework help steam
   - STEAM
   - Everything I guess
   - Gym on Thursday
   - My favorite activities in the afterschool program is gym
   - The flower project and the restaurant activity
   - Gym steam
   - Gym and steam
   - Art and gym
   - Drawings, dream trip vacations and club nights
   - Running group. More work time.
   - Gym
   - Gym and steam
   - All of them
   - I liked making tiny golf courses
   - Gym and steam
   - When we made forts and made them out of books and see how many coins we put in them and when we do scooters.
   - PE class and homework time
   - Stem physical education
   - None

- My favorite thing is gym
- Gym, dungeons and dragons
- Build an empire
- MRI art, fingerprinting
- My personal favorite activities are steam and gym
- Dodgeball

2. Please list two activities you would like to add to the program.
   - Outside time, crafts
   - I would add computers and more outside
   - Fun stuff
   - Youtube and art
   - Drawing more, homework for people
   - Crafts
   - Racing
   - Science kits
   - Fun time flex cars
   - Watch movies
   - Sports and jumping on a trampoline
   - Jump on trampoline
   - Free time
   - Art, drawing
   - Drawing and cooking
   - No assigned seats. Even if no homework is done, still gym
   - Naptime and more gym
   - Football and baseball
   - Running, reading
   - More arts and crafts. Better treats.
   - Hang out time and free time
   - Building stuff. Do nothing.
   - I would like to add technology skills and longer gym
   - Paper rocket and folding a paper rose
   - None
   - Clubs to learn stuff. Gym.
   - Making things. Reading
   - Video game competitions and computer games
   - Fitness group and math 24
   - Welding
   - Drawing and board games
   - Cooking
   - Make mall race tracks. Make your own comics.
   - Play computer. Play better games.
   - Work on projects in group and make cars or jeep
   - Volleyball and basketball

- Dodgeball and creative writing
- I can't think of any
- Free activity and watching movies
- Filming and photography
- Gym lunch
- More cooking
- More games and movies
- Game time

3. Do you have any ideas recommendations or comments to improve the summer program?
   - The summer program was awesome ☺
   - Nope
   - To do what you want at summer camp
   - None
   - I would like to stay in the summer program. It is great and I want to do it this summer.
   - Not really.
   - No I don't. This program is fun.
   - Nope!
   - A computer.