



School District of Borough of Morrisville
Nita M. Lowey 21st Century Community Learning Center
Cohort 11-Year 1

Local Evaluation Report
Summer 2022; School Year 2022-2023

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

Introduction

About Pennsylvania 21st Century Community Learning Centers

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

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

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

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

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

Program Description and Context

The School District of Borough of Morrisville (SDBM), in partnership with Ivins Outreach Center, was awarded funding through the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Cohort 11 grant to create centers for after school programs serving students from kindergarten through 12th grades. Programming takes place at three sites: Grandview Elementary; Morrisville Intermediate, Middle, High School; and the Holy Trinity (HT) Schools. Morrisville is an eligible school-wide Title I district with over 66% of its students eligible to participate in the free and reduced lunch programs.

The SDBM 21st CCLC grant serves a community in Bucks County comprised of professionals, trade and service workers, underemployed and unemployed, the working poor, and the homeless. The schools in the district serve many single parent families and families in which both adults and youth work multiple jobs. Student transience is an issue for families and students with a high number of Section 8 housing units, recovery houses, and other temporary housing.

The population attending the School District of Borough of Morrisville and the Holy Trinity School is a diverse one and includes ethnic and racial minority students, special education students, and English Learners. Student participants served by the grant are those most at risk of failing, dropping out, or leaving school without adequate skills to succeed in higher education, or to pursue a successful career path. Ultimately, the grant aims to improve academic achievement, school attendance, and classroom performance, and to reduce disciplinary referrals.

The Cohort 11 21st CCLC program in the SDBM will address the needs of students by:

- Utilizing evidence-based instructional and learning strategies within each individual program to increase student engagement and learning with a specific focus on reading/language arts and mathematics.
- Building close, effective relationships with school administration, guidance departments, and teaching faculty to ensure program activities specifically support the school day curricula of each grade level.
- Providing tutors and paraprofessionals with training in the school day evidence-based methods and practices to support the school day curricula.
- Implementing rigorous practices to support the hiring and retention of certified teachers, paraprofessionals, and program leadership.

- Developing engaging and interesting enrichment activities and vendor programs that allow the student to be actively involved in their educational experience and enjoy learning outside of the classroom through nontraditional, but evidence-based methods.
- Providing an accessible and safe learning environment for students and families to receive services that would otherwise be unavailable to them due to low income and/or inflexible schedules.
- Implementing consistent and transparent evaluation of our programs through consistent, on-site program evaluation by the Bucks County Intermediate Unit's (Bucks IU) 21st CCLC assessment team that includes involvement by school administration to assist 21st CCLC leadership in developing programs that adapt to changing learning environments and promote engaging academic support.

Each grantee was required to select a Priority Goal on which they will focus through the life of this grant. The Priority Goal selected was *Work/Career/College/Tech Readiness*. Throughout the grade levels for which this grant provides services, activities and services will be implemented that will build throughout the grades to assist students in developing critical skills necessary for long-term success.

An important and noteworthy component of this Cohort 11 three-site collaboration is a commitment to the lessons learned from implementation of previous 21st CCLC grants.

Evaluation Design

The Bucks County Intermediate Unit (Bucks IU) evaluation team, led by Rachel Holler, Ed.D., works closely with many community organizations, schools, school districts, and programs, including Nita M. Lowey 21st Century Community Learning Center (CCLC) programs, to improve the quality of students' educational experiences throughout Bucks County and neighboring counties. For many years the Bucks IU has been selected by several Bucks County grantees to provide customized evaluation services for 21st CCLC Cohorts 4, 5, 6, 6A, 7, 8, 9, 10, and 11. Among the evaluation team members, backgrounds include classroom teaching along with administrative positions that include school principals and curriculum and program administrators. The team members use their experience and expertise related to program monitoring, data collection, evaluation plan design and analysis, and evaluation of program effectiveness to help improve program implementation and development.

The team's process includes assisting grantees with analyzing and interpreting data as required by the state and federal agencies, assisting with fulfilling reporting requirements, and providing both a Formative Report and the final Local Evaluation Report required by the Allegheny Intermediate Unit and PDE. Data from all sources required for the five Government Performance Results Act (GPRA) measures and for State Measure #6, Family Literacy and Involvement, are collected and analyzed. In addition to a focus on the GPRA measures, required Outcomes data, including Credit Recovery results, are also disaggregated by grade levels and hourly participation bands. Quantitative data analysis will be used to calculate change in grades, standardized test scores, attendance, and other measures of student involvement and achievement. Data shared by grantees with members of the evaluation team is maintained, secured, and destroyed in a manner consistent with applicable state and federal law including the Family Educational Rights and Privacy Act (FERPA) and Bucks IU's Student Records Policy.

In addition to quantitative data, qualitative data is collected by Bucks IU evaluation team members throughout the grant funding year through regular on-site observations and visits, interviews with leadership team, staff, students and parents, and attendance at advisory committee meetings and special after school events. The on-site observations and visits are an important component of the evaluation plan as they provide an opportunity to compare grant requirements and activities proposed in the grant application with program offerings provided to students in each 21st CCLC center. These on-site visits also allow for meaningful conversations with site coordinators about the programs and allow recommendations to be made regarding program improvement as these visits occur throughout the summer and school year rather than only at the end of the program year.

As Local Evaluation Reports are completed, Bucks IU team members lead discussions with site leadership to analyze the quantitative data and qualitative data relating to performance measures and indicators. Emphasis is on determining how close sites are to reaching program goals and objectives and what program changes should be made from one year to the next to improve programs for students. This approach is designed to inform program leadership and stakeholders about measures of success, as well as the need for program adjustment or improvement. These stakeholders may include the following representatives: board members, program staff, school staff and administrators, parents, and students. The grantee makes these reports available to the public upon request.

Findings

Program Design, Implementation, and Operations

- **Dates/span of operation, start and end dates**

SDBM

School Year: October 5, 2022 through June 8, 2023

Holy Trinity School

School Year: October 5, 2022 through June 8, 2023

- **Hours/days of operation**

SDBM

School Year: 3 hours, Four days/week

Holy Trinity School

School Year: 3 hours, Four days/week

- **Total hours of programming offered**

SDBM

School Year: 363 hours

Holy Trinity

School Year: 363 hours

- **Operations methods**

In-person

- **Centers operated, center locations**

Grandview Elementary, Morrisville Intermediate, Middle, High School; Holy Trinity School

- **Activities offered, content covered**

Activities were aligned with the grant requirements and guidelines.

See details in following section: *Case Studies and Program Observations/Site Visits.*

- **Alignment or linkage of needs to implementation design**

Key Goals: College and career readiness, Social and Emotional Learning, family engagement, academic enrichment programs, well-rounded educational activities, credit recovery, literacy education, programs for students who struggle with truancy.

See details in following section: *Case Studies and Program Observations/Site Visits.*

- **Staffing**
Holy Trinity staffing: 2 paid teachers, 2 volunteer teachers; 1 administrative volunteer, 2 parent volunteers
Grandview staffing: 2 subcontracted staff; 2 paid community members; 2 volunteer administrative staff members.
- *Intermediate/Middle/High School:* 7 paid school day teachers; 1 paid other non-teaching school staff; 4 paid subcontracted staff; 2 paid/1 volunteer community members; 1 high school student volunteer; 5 volunteer administrative staff
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- **Partners and collaborators**
 Youth Orchestra of Bucks County; Embrace SAT Prep; H.O.O.P.S!
- **Frequency and duration**
 See above for dates and hours of operation
- **Curricula, models, and/or commercial products used**
 Credit Recovery—Bridges; Wilson *Foundations*
- **Family engagement activities**
 - **21st CCLC Program Meetings:** These mandatory parent meetings provided information about the year's program and allowed parents to ask questions about the program.
 - **Holiday Feast:** The 21st CCLC tradition continued with Cohort 11 through the partnership with the Morrisville United Methodist Church. Students and families were invited to share in a Thanksgiving meal and conversation.
 - **Dr. Seuss Day & Read Across America:** Students celebrated a national reading celebration event, Read Across America, having fun and being challenged by reading books, making literacy-related crafts, playing word games, and taking home free books.
 - **Holy Trinity: 21st CCLC Program Meetings:** These mandatory parent meetings provided information about the year's program and their child's participation.
 - **Holy Trinity: Culminating Enrichment Activities:** Throughout the year, parents are invited to participate in the final session of enrichment activities to learn more about their child's work in activities such as mock trial, robotics, art, and yoga.

Program Participation and Attendance

Number of students served, summer and school year

	School Year
All Students	199

Feeder schools/schools served

Grandview Elementary; Morrisville Intermediate School; Morrisville Middle/High School; Holy Trinity School

Student demographics

<i>Race/Ethnicity</i>	American Indian/ Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	Unknown not reported
		1	38	40		101	18	1

<i>Gender</i>	Female	Male
	101	98

<i>Number of Language Learners</i>	
<i>Number of Economically Disadvantaged</i>	81
<i>Number with Disability</i>	22

Program attendance levels

	Cohort 11
Less than 15 hours	77
15 to 44 hours	76
45 to 89 hours	45
90 to 179 hours	3
180 to 269 hours	
270 hours or greater	

Comparison to number of students targeted to be served from application

<i>Application Target</i>	278
<i>Number of students served</i>	199

Counts of (adult) family members of participating students served

<i>Adult family members of students served</i>	80
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Student Outcomes
State Assessment Results—2023

Reading/ ELA	Adv	Pro	Basic	Below Basic		Math	Adv	Pro	Basic	Below Basic
Grade Three						Grade Three				
Less than 15 hrs						Less than 15				
15 to 44						15 to 44				
45 to 89						45 to 89				
90 to 179						90 to 179				
180 to 269						180 to 269				
270+ hours						270 hours+				
Grade Four						Grade Four				
Less than 15	1	1		1		Less than 15	1	1		1
15 to 44		1		1		15 to 44		1		1
45 to 89						45 to 89				
90 to 179						90 to 179				
180 to 269						180 to 269				
270+ hours						270+ hours				
Grade Five						Grade Five				
Less than 15	2	4	4			Less than 15	2	4	4	
15 to 44		4	3			15 to 44		4	3	
45 to 89			1	1		45 to 89			1	1
90 to 179						90 to 179				
180 to 269						180 to 269				
270+ hours						270+ hours				
Grade Six						Grade Six				
Less than 15		1		1		Less than 15		1	1	
15 to 44		4	5	2		15 to 44		1	2	8
45 to 89				1		45 to 89				1
90 to 179						90 to 179				
180 to 269						180 to 269				
270+ hours						270+ hours				
Grade Seven						Grade Seven				
Less than 15		2	3	1		Less than 15			3	3
15 to 44		1	2			15 to 44	1			2
45 to 89						45 to 89				
90 to 179						90 to 179				
180 to 269						180 to 269				
270+ hours						270+ hours				
Grade Eight						Grade Eight				
Less than 15						Less than 15				
15 to 44						15 to 44				
45 to 89						45 to 89				
90 to 179						90 to 179				
180 to 269						180 to 269				
270+ hours						270+ hours				

Grade Point Average/Classroom Performance

2021-2022 School Year	Number of students with unweighted GPA below 3.0			Number of students with unweighted GPA below 3.0
Grade Seven			Grade Ten	
Less than 15 hrs	7		Less than 15	4
15 to 44	3		15 to 44	2
45 to 89	1		45 to 89	
90 to 179			90 to 179	
180 to 269			180 to 269	
270+ hours			270+ hours	
Grade Eight			Grade Eleven	
Less than 15			Less than 15	4
15 to 44			15 to 44	3
45 to 89			45 to 89	4
90 to 179			90 to 179	
180 to 269			180 to 269	
270+ hours			270+ hours	
Grade Nine			Grade Twelve	
Less than 15			Less than 15	5
15 to 44			15 to 44	3
45 to 89			45 to 89	4
90 to 179			90 to 179	
180 to 269			180 to 269	
270+ hours			270+ hours	

Teacher-Reported Results (Teacher Survey)

Student Engagement	Did not need to improve	Improved	No Change	Declined
Grade One				
Less than 15 hrs		1	1	
15 to 44				
45 to 89		14	1	
90 to 179				
180 to 269				
270+ hours				
Grade Two				
Less than 15	2	1		
15 to 44				
45 to 89				
90 to 179				
180 to 269				
270+ hours				
Grade Three				
Less than 15				
15 to 44	1			
45 to 89				
90 to 179				
180 to 269				
270+ hours				
Grade Four				
Less than 15	4		1	
15 to 44				
45 to 89				
90 to 179				
180 to 269				
270+ hours				
Grade Five				
Less than 15			4	
15 to 44	3	4		
45 to 89				
90 to 179		2		
180 to 269				
270+ hours				

School Attendance

Attendance below 90%	K	1	2	3	4	5	6	7	8	9	10	11	12
Less than 15 hrs			1			3		5	1		4		2
15 to 44								1					
45 to 89	1					1	5	1				2	
90 to 179													
180 to 269													
270+ hours													
Total per grade													

Student Behavior

Days in-school suspension	1	2	3	4	5	6	7	8	9	10	11	12
Less than 15 hrs						2		1	3		2	1
15 to 44						2					1	2
45 to 89											2	2
90 to 179												
180 to 269												
270+ hours												

Total **number** of individual students with suspensions: 15

Graduation and Promotion

No program students were reported to be retained in grade level or not having graduated.

High School Credit/Course Recovery

	Literacy-related courses	Math-related courses	Other courses
Grade Nine			
Grade Ten		1	
Grade Eleven	1	1	5
Grade Twelve			13

Other Grantee-Defined Outcome Measures

Stakeholder Feedback

Mid-year parent survey—Holy Trinity School

A survey of parents in February was conducted to seek feedback about the program to date, to assess how programs have affected their children, and to seek ideas about student interest to assist in future programming. Parent survey comments acknowledging student engagement in academic achievement improvement include the following:

- *My son is more engaged in schoolwork and enjoys the teamwork opportunities.*
- *I like the afterschool program. It is not just a place for working parents to leave our children. It is a structured learning environment. The children have a chance to participate in something new and different. It helps build confidence and teamwork.*
- *The different programs such as robotics and mock trial give the kids experience in disciplines/professions they may not otherwise have.*

Case Studies and Program Observations/Site Visits

Members of the Bucks IU evaluation team, Dr. Rachel Holler, Ronald Rolon, Lisa Becker, Paul Beltz, Christina Lang, James LoGiudice, and Kevin Munnelly collect and analyze data derived from on-site observations and interviews with students and staff.

- September 26, 2022: James LoGiudice and Paul Beltz met with site leadership to review Cohort 11 programs planned for the 2022-2023 school year.
- October 19, 2022: James LoGiudice and Paul Beltz met with leadership staff at the Holy Trinity School and conducted a program site visit.
- October 27, 2022: James LoGiudice and Paul Beltz conducted a site visit to the SDBM program, met with leadership staff, and observed program activities.
- January 19, 2023: James LoGiudice and Paul Beltz conducted a site visit to the SDBM programs at the middle, intermediate, and primary levels.
- February 15, 2023: James LoGiudice and Paul Beltz met with site leadership to review current program status and to visit SDBM sites.
- February 22, 2023: James LoGiudice and Paul Beltz met with Holy Trinity site and school leadership to discuss program status and visit programs at the school.
- March 16, 2023: James LoGiudice attended the Holy Trinity 21st CCLC Mock Trial activity in which students from sixth through eighth grades participated.
- April 19, 2023: James LoGiudice and Paul Beltz met with SDBM Superintendent and High School Principal to discuss 21st CCLC programs and their effectiveness with students. Programs at the middle school and Grandview Elementary were also observed.
- April 26, 2023: James LoGiudice and Paul Beltz met with Holy Trinity site and school leadership to discuss program status and changes for next school year. 21st CCLC activities were also observed including a new vendor-led program for students in sixth through eighth grades.

Findings—School Year 2022-2023

Bulldog Academy: The Bulldog Academy provides the organizing structure for programming at the elementary, middle, and high school. Homework help was offered and a range of activities were developed to assist students in improving academic performance. A variety of enrichment activities were also offered in areas such as the arts and critical thinking. Key goals of the Bulldog Academy are to nurture the curiosity of each child and encourage growth in knowledge and self-confidence.

Morrisville Middle/High School

- ***Bulldogs Study Hall:*** Students in grades 9 through 12 who participated in after school sports programs began their session with structured time to complete homework and other classroom assignments. This activity was designed to assist students in staying current with classroom assignments to increase overall academic standing and maintain eligibility for sports participation.
- ***Credit Recovery:*** Credit Recovery was ongoing throughout the school year, allowing for students to access and receive support before course failure or make up work is required. The program is based on the *Bridges* online learning system, combined with the guidance and support of a teacher from the school. This teacher is an experienced staff member who is conversant with school-based curriculum. The school counselor assists with identifying students who need credit recovery.
- ***Critical Reading Seminar:*** Students in grades 9 through 12 were engaged in the reading of common texts in order to apply higher level thinking skills in their analysis of plot elements and characterization.
- ***Teen Voices:*** Sessions were held one day per week and included students in grades 7 to 12. The focus of this offering was to provide students with a safe place after school to participate in character building, career development, arts and crafts and community service activities.
- ***Youth Orchestra of Bucks County:*** Students in grades 5 through 12 are provided with small group music instruction not otherwise available through the regular school program. Students participate in either beginner or experienced sessions one day each week. The instructor patiently dealt with beginning and introductory steps. She was comforting, encouraging, and reassuring to the students, and she took time to model each new movement or action.
- ***LANCE:*** Students in grades 9 to 12 engaged students in a program, Logistic and Narrative Creative Experience, designed to involve them in strategic thinking and creative problem solving activities in a collaborative manner.
- ***Embrace SAT Prep:*** This course assisted students in meeting with greater success on the SAT exam.

- **Middle/High School Basketball:** The use of basketball to engage middle school students in collaborative learning, movement, and the basic skills of basketball were used to also develop skill in following directions, in listening and focused attention, and in recognizing that practice makes perfect. High school students served as coaches and mentors.
- **H.O.O.P.S!** (Healthy Opportunities for Outstanding Performance in School): This is a well-organized and carefully structured multi-session after school program that combines physical activity with a focus on leadership skills, sportsmanship, collaboration, and aspects of mental and emotional health. A high number of middle school students consistently attended and participated in the wide variety of academic growth and behavioral improvement sessions. Resource presenters included well-known regional experts and contracted community agencies.

Intermediate School

- **Intermediate Bulldog Academy:** The Academy for students in grades three to five provided a structure that included a brief homework period, the programs listed below, and other activities designed to meet the specific goals of the 21st CCLC grant including STEAM lessons and other enrichment activities. One of the enrichment activities was a very engaging introduction to everyday Spanish.
- **Reading Tutoring:** Students in grades 3 through 5 were referred by classroom teachers for additional tutoring support in reading. This small group instruction allows for additional support to meet individual student needs and deficits. This focus on reading and language arts instruction meets one of the important goals of the 21st CCLC program. As part of this tutoring, commercial materials and lesson plans from the Wilson *Foundations* program were used to provide a strong curricular connection to the school day reading program.
- **Reading Champs:** Students in grades four and five met to discuss a core selection of books with a focus on plot elements and characterization.
- **Therapy Dog Reading:** Students met in small groups to read aloud sections of text to a therapy dog. The underlying intent of this activity was to practice oral reading and fluency without threat of judgment and to build self-confidence.
- **Youth Orchestra of Bucks County:** The program mentioned above at the middle/high school level extended to students in grade five at the intermediate level with an emphasis on beginner lessons.

Grandview Elementary

Bulldog Academy: The Bulldog Academy provided the organizing structure for lessons and activities specific to kindergarten students. This kindergarten program focused on phonemic awareness, phonics, beginning writing, and math in addition to other enrichment activities. Instruction began at the end of the kindergarten school day and was scheduled from 2:45 through 4:00 PM.

- ***Village Arts:*** Primary grade students were engaged in a variety of arts-related activities and projects in preparation for a final exhibition of their works.

Holy Trinity School

Shumba Academy: A homework help time began each day's session for students. Students completed homework assignments and also used computers to work on tasks and assigned projects. Two teachers monitored student completion of tasks and were conversant about the content of various subjects as they are teachers at Holy Trinity School and are familiar with the curriculum.

- ***Book Zone:*** Students in grades 5 to 8 were encouraged to read and discuss a wide range of books in different genres. Learning strategies focused on both fiction and non-fiction readings connected to many academic standards. Students also enjoyed the opportunity to share their knowledge of books with students from other schools.
- ***Robotics:*** Students in grade seven collaborated to build robots and write code to direct them to complete mission activities. The activities are designed to practice problem solving and cooperation skills. Students were presented with authentic, project-based learning experiences that required them to work through the process of planning, prototyping, testing, and design. This robotics activity supported the important 21st CCLC STEAM goals of science, technology, and engineering.
- ***Art Club:*** Students at all grade levels have the opportunity throughout the school year to participate in art activities. Students learn about the importance of patience, trial and error and self-discipline in producing both artistic and useful products. The well-qualified and experienced teacher for this activity exposes students to a variety of artistic mediums. These mediums include watercolors, acrylic painting, ceramics, and basket weaving.
- ***Chess Club:*** Students in grades six through eight participated in a four-week chess club. Students were engaged in critical and strategic thinking, assisting other students who were new to learning how to play chess, and developing a sense of civil and respectful competition. This activity is one

that certainly uses skills that connect to increasing student achievement across several academic areas.

- **Mock Trial:** Seventh and eighth grade students worked for six weeks as attorneys and witnesses engaging in researching and gathering information, learning how to distinguish between fact and opinion, and learning how to present and speak in a public manner. Critical thinking skills and the value of collaboration and self-confidence were key goals of the program. Sixth grade students acted as the jury for the Mock Trial event.
- **Mindfulness and Yoga:** Primary grade students participated in a yoga activity designed to support mindfulness and movement.
- **Flag Football:** This activity was designed to incorporate fitness into students' lives in a fun, enjoyable manner with multiple personal and social benefits.
- **Books and Bingo/Under the Sea Reading Club:** This activity for students in kindergarten through second grade focused on nonfiction books to reinforce both the 21st CCLC goal of increasing student performance and the school's specific goal focusing on nonfiction text. The teacher used books, games, and activities to introduce students to the world under the sea.
- **H.O.O.P.S!** (Healthy Opportunities for Outstanding Performance in School): This is a well-organized and carefully structured multi-session after school program that combines physical activity with a focus on leadership skills, sportsmanship, collaboration, and aspects of mental and emotional health.
- **Student Ambassadors:** Holy Trinity 21st CCLC Student Ambassadors were students selected to represent the school and its programs. They greeted visitors, assisted teachers and students with activities, and assumed other leadership tasks/roles. This is a unique feature of the Holy Trinity program and recognizes students for their long-time participation and contributions as multi-year 21st CCLC participants.
- **Other Activities:** Additional planned clubs and activities for Cohort 11 include Fantasy Baseball, Italian Club, Junior Robotics, Little Scientists, and Young Coders.

Grantee Results on Performance Measures

GPRA Measure 1 – Academic Achievement, State Assessments

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
The percentage of students in grades 4-8 participating in 21st CCLC regular program who demonstrate growth in reading/language on state assessments.	48%	17%
The percentage of students in grades 4-8 participating in 21st CCLC regular program who demonstrate growth in math on state assessments.	48%	11%

GPRA Measure 2 – Grade Point Average

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
Percentage of students in grades 7-8 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	20%	50%
Percentage of students in grades 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA less than 3.0 who demonstrated an improved GPA.	20%	60%

GPRA Measure 3 – School Day Attendance

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Percentage of youth in <u>grades 1–12</u> participating in 21st CCLC during the school year and summer who: Had a school-day attendance rate at or below 90% in the prior school year AND Demonstrated an improved attendance rate in the current school year.	35%	52%

GPRA Measure 4 – Behavior

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
Percentage of students <u>grades 1 - 12</u> attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	32%	38%

GPRA Measure 5 – Student Engagement in Learning

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
Percentage of students in <u>grades 1–5</u> participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	60%	90%

State Measure 6- Family Literacy and Involvement

Grantee Performance Indicator	Grantee's Performance Target	Actual Performance
Number or percentage of families of participating students who participate in family literacy and involvement activities.	80 families	80 families

Considerations and Recommendations for Improvement

- **Themes observed in the findings/data**

- The 21st CCLC leadership team is to be commended for the efficient and timely manner in which they so quickly put in place several excellent programs and activities as funding became available. Developing and implementing these programs so quickly is a testament to the program directors' know-how, expertise, and commitment to enriching the lives of their students at all sites.

- **Evaluator reflections and recommendations for program improvement, prioritization**

- The addition of the kindergarten program through the Cohort 11 grant at Grandview Elementary has the potential of making a significant difference for these at-risk students. The planned implementation of the *Foundations* commercial reading program focusing on phonemic awareness and phonics will provide support for these readers. This strong connection to the school day program is important and noteworthy. It is recommended that use of the *Foundations* program be expanded to first grade as research consistently demonstrates the importance of phonemic awareness and phonics instruction in the development of beginning reading proficiency.
- At the SDBM grant sites it is apparent that the challenge of full staffing for program implementation and coordination has improved. The comprehensive efforts on the part of site leadership have been successful in both recruiting and employing qualified instructors and aides, and in numbers that allow for a full range of well-run enrichment and skill building programs.
- The superintendent and high school principal are knowledgeable and very much aware about the range of 21st CCLC after school activities, and of the importance these play in extending student enrichment and increasing achievement. They recognize the program directors' leadership skills, their grounded understanding of SDBM culture, and the timely manner in which they collaborate with school district staff to meet student and community needs. There is strong collaboration between program directors and the high school principal that include regular, monthly meetings to review ongoing activities and engage in short-term and long-term planning. It is important and recommended these partnership steps continue on a regular basis, especially in light of the recent high school administrative changes.
- The number of students scoring in the Basic and Below Basic PSSA performance levels indicates that there continues to be a need to expand high quality tutoring programs to meet the academic needs of students. The hiring of seven school day Morrisville teachers to work in the 21st CCLC

program is a very positive step toward increasing the quality of tutoring available to students.

- The use of athletics and sports as incentives to increase student participation and attendance in 21st CCLC activities was effective. In particular, the design of the HOOPS program includes both sports and a well-planned affective component that embeds and connects to social and emotional needs such as anti-bullying, healthy friendships, substance abuse, and diversity and inclusiveness. A number of well-known regional and local mental health leaders and experts are included these HOOPS presentations. Consideration should be given to how this successful model activity can be extended for recruiting and retaining a larger number of high school students to the 21st CCLC program.

Evaluator reflections and recommendations for evaluation/data improvement

- Explore the most efficient ways of collecting and reporting data required for the completion of federal reporting requirements and Local Evaluation Report. Planning should include district administrative staff, the Ivins Outreach Center, data consultant, and the Bucks IU local evaluators to designate the key data points and how they are collected and summarized for reporting.
- Share this report with school administration and appropriate staff to provide information specific to 21st CCLC students as compared with similar data points for their group of all students in the school/district at those grade levels. If a meeting to review this data can be scheduled, Bucks IU local evaluators could assist in planning and facilitating the session.