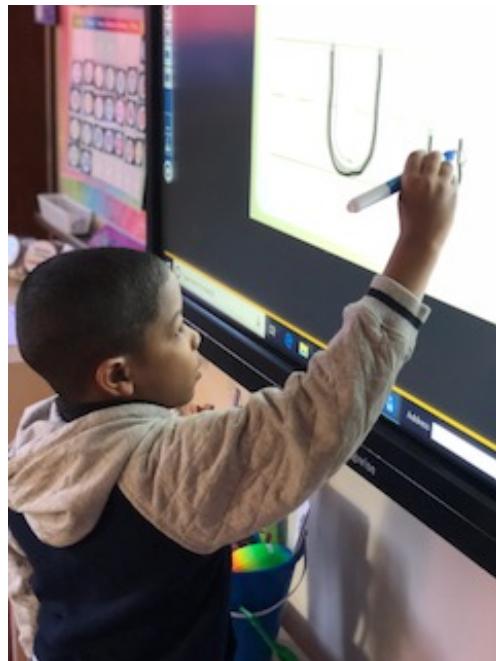




**Erie RISE Leadership Academy Charter School's
21st Century Community Learning Center
Local Evaluator's Report: Evaluation of Year 1, School Year 2017-18**



November 2018

FRONTIER 21 Education Solutions

Narberth, PA

www.schoolfrontiers.com

Introduction

This report is the first in a series of annual local evaluation reports on the implementation and outcomes of Erie RISE Leadership Academy Charter School's (ERLACS) 21st Century Community Learning Center (21st CCLC) in Erie, Pennsylvania, during the 2017-18 school year. ERLACS was awarded a 21st CCLC grant by the Pennsylvania Department of Education as part of Cohort 9 to serve low income elementary and middle school students who also exhibit low levels of academic achievement during the school year and summer. FRONTIER 21 was contracted to evaluate the implementation and the impact of the grant over the three years of the grant. The purpose of this report is three-fold: (1) to provide an overview of the afterschool program at ERLACS for the 2017-18 funding year, (2) to provide information to the state and federal governments regarding the extent to which the program met its goals, and (3) to assist with long term planning and sustainability of the 21st CCLC by informing the community regarding the effectiveness and achievements of the program. The 21st CCLC is a federally funded program, so it follows the federal calendar of October 1 to September 30th. The first year at ERLACS was technically from October 1, 2017 to September 30, 2018. The evaluation study, however, corresponds to the regular school calendar of the summer prior to each school year (when a student is promoted to the next grade) and the following school year that runs from September to June. This evaluation study, therefore pertains to the period from October 2017 (when the grant technically started) to June of 2018. The summer of 2018 program, while funded as part of Year 1, will be reported on in the Year 2 Local Evaluator's Report. Due to scheduling of first year contracts, the ERLACS program was not funded until February of 2018, halfway through the school year. Therefore, this evaluation of the program should not be seen as an evaluation of a fully funded, full-year program, but as a review of the implementation and outcomes of the program that was implemented for close to half of the intended time.

About Erie RISE L.A. Charter School's 21st CCLC Program

ERLACS is a unique, year-round urban charter school that provides students in grades K to 8 with a gender-based academic environment (i.e., a fifty percent male and fifty percent female student population) for 380 low income students in grades K to 8 in the economically distressed City of Erie. The school was founded in 2011 by parents and local community organizations to provide a new type of learning opportunity that puts students on a path to

college, connects families and community education and job training resources, and strengthens parent involvement in their child's education. ERLACS is a designated Title 1 School with over 98% of students eligible for free or reduced-price lunch. Historically disadvantaged minority culture heritage students make up 90% of the population, 7% are ELL students, 15% have an education-related disability, and the majority of parents have low educational attainment and need assistance with building their academic skills. Over half of the students are not proficient in math, English or science, based on state standardized test results. Low academic achievement caused the PA Department of Education (PDE) to place ERLACS into "Focus" school status, which requires the school to implement a number of measures to focus school resources on raising student academic achievement.

ERLACS 21st CCLC provides an intensive math, English, Science, and technology afterschool program during the school year and in the summer after the summer's regular school day ends (summer is part of the regular school program, because ERLACS is a year round school). The Center is located at the school's newly renovated 45,000 square foot building in downtown Erie and is in close proximity to ERLACS local partners. The school building is in a part of the city that is several miles from where most of the students enrolled in the school live. This requires the program to provide transportation for most of its 21st CCLC participants. This also makes it difficult for the program to serve parents. Despite the issues related to lack of proximity to the students' home neighborhoods, the program was successful in serving a large number of students during the 2017-18 school year, with 311 students attending the CCLC at least one day during that year.

The program provided student participants in grades K to 8, all of whom were ELACS students, lessons in Common Core English and math skills, homework assistance and tutoring, science, technology and robotics, and performing arts electives. A dedicated parent education teacher provided opportunities for parents to master essential skills, including math, reading, and financial literacy. Parents were also taught how to support their child's education. Weekly opportunities were provided for family learning opportunities, where parents and their kids could study technology, dance, math, science and literacy together. The program was staffed by a Program Director, school day teachers, assistant teachers, experienced tutors, and staff from several community partner organizations.



Figure 1 Erie Rise LACS CLC Students working on car designs

Overview of the Evaluation

FRONTIER 21 was contracted to evaluate ERLACS's CLC program for Years 1-3. This evaluation specifically focuses on Year 1 of ERLACS's CLC, which ran from February 5, 2018 (the first day of formal student programming) to June 30, 2018. This study focuses on two primary areas: (1) the program's implementation; and (2) the program's impact on academic and behavioral outcomes.

The Pennsylvania Department of Education requires evaluators to assess the impact of 21st Century programs in three broad performance areas, all of which center around the academic and behavioral outcomes of regularly participating students.¹ These areas are:

¹ Students are considered regular attenders if they participate in 30 days of programming throughout the course of the evaluation year, which ran from October 1, 2017 to June 30, 2018 (student programming was from February 5 2018 to June 21 2018).

- *GPRA Performance Area 1. Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.*
- *GPRA Performance Area 2. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals.*
- *GPRA Performance Area 3. Participants in the 21st Century programs will demonstrate additional positive educational, social, and behavioral changes.*

Each of the three performance areas contains a number of state-mandated performance indicators and accompanying targets. The program also set several program-specific targets. The indicators and targets relevant to this CLC are outlined in the 'Results' section of this report. These mandated performance areas, along with the accompanying indicators and targets, were used to guide the data collection and data analysis. The evaluation's seven research questions were drawn from the mission of the 21st C program and the targets set in the grant's indicators. The research questions are provided below.

1. To what extent is the Erie RISE Charter School 21st Century CLC implementing the model outlined in its grant proposal, and to what extent does the program differ from the initial design?
2. To what extent are the target populations participating in the CLC program, and to what extent is it serving other types and amounts of students?
3. To what extent are the various partners contributing to the implementation of the program?
4. To what extent are parents being served by the program?
5. What is the impact of the academic program on participating students' academic achievement in math, reading and science?
6. What is the impact of the overall program on participating students' school attendance, behavior, and homework completion?
7. What is the impact of the program on participating students' behaviors in the classroom, as judged by their classroom teachers?

Methodology

In addressing the research questions listed above, the evaluator employed multiple data collection tools. These are described briefly below.

Observations: The program was observed formally using an observation form developed by FRONTIER 21 to document student services, assess apparent strengths and weaknesses in those services, and make recommendations based on those observations. Formal observations were conducted once during the 2017-18 school year.

Teacher Surveys: A formal teacher survey – based on the former federal PPICS survey – was distributed to teachers. Survey items inquired about teachers' opinions regarding the classroom behaviors and academic performance of regular CLC attenders. More specifically, the survey asks teachers to rate how much regular participants changed over the year in the following areas:

- Turning in homework
- Class participation
- Classroom behavior
- Academic preparation
- Academic performance
- Getting along with other students

Parent and Student Surveys: Parents and students were surveyed regarding their use of services and their opinions of the program, including their thoughts on changes in behavior due to the program.

Academic Records: Report card grades for regularly participating students were collected to assess whether improvements in reading, math and science occurred between the first and the last marking periods. Student attendance and discipline information was also collected for regular attenders.

Program Attendance: CLC attendance was collected for each day.

Academic Assessments: State PSSA Math, English and Science test results were collected (only available for grades 3 to 8).

The ERLACS's Program Director assisted the evaluator with collecting the data necessary to fully evaluate the program. The evaluator and Program Director followed a pre-determined data collection schedule, stated in the following table.

Table 1. Data Collection Schedule for the 2017-18 Evaluation Year (Year One)

(note: Summer 2018 information will be included in the Year 2 Local Evaluator's Report).

	Data Collection	Fall 2017	Spring 2018	Summer 2018
Academic Performance Data	Math and Reading Standards-linked benchmark tests			
	PSSA test results for grades 3,4,5,6,7 and 8 in Math, English and Science		X	
	Report card grades	X	X	
	Teacher survey (With categories for federal 21 APR Responses and 21st C application targets)		X	
School Attendance Data	Individual student absences (2017 and 2018)			
Opinions of Program Impact	Teacher survey (With categories for federal 21 APR Responses and 21st C application targets)		X	
	Parent survey		X	
	Student survey		X	
School Behavior Data	Student discipline data from 2017 and 2018 school years			
Program Attendance Data	21st C Program Daily Attendance (quarterly)	X	X	X
	Program Observations		X	

Results

1. To what extent is the ERLACS 21st CCLC implementing the model outlined in its grant proposal, and to what extent does the program differ from the initial design?

ERLACS' 21st CCLC operated in accordance with its original design during Year 1, providing two hours afterschool 4 days per week and 4 hours on Saturdays (12 hours total). From February 5 to June 21, 2018, the program served 311 students for at least one day during the afterschool hours and on Saturday, including 93 middle school students and 215 elementary school students. Of those participants, 169 were regular attenders – attending 30 or more

program days – including 52 middle school students and 117 elementary school students. The total number of students served exceeded the school year target of 250 students.

During the 2017-18 program year, the 21st CCLC followed the schedule in the table below.

Table 2. Weekly School Day Schedule, Elementary/Middle School, Year One (2017-18)

	Afterschool (Times of Operation)			Total # Hours/Day
	Beginning Time	Ending Time	# Hours Afterschool	
Monday	3:30 p.m.	5:30 p.m.	2	2
Tuesday	3:30 p.m.	5:30 p.m.	2	2
Wednesday	3:30 p.m.	5:30 p.m.	2	2
Thursday	3:30 p.m.	5:30 p.m.	2	2
Friday	--	--	--	--
Saturday	9:00 a.m.	1:00 p.m.	4	4
TOTAL			12	12

Table 3. Typical Weekly Enrichment Activities, Elementary/Middle School, Year One (2017-18)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Homework Educational Tutoring	Homework Dance Art STEM	Homework Educational Tutoring	Homework Dance Art STEM	No CLC Program	Educational Tutoring Yoga Gardening Educational Project

Table 4. Typical Daily Activity Schedule, Elementary/Middle School, Year One (2017-18)

Typical Afterschool Schedule
3:30-3:45 p.m. Snack/Dinner
3:45-4:05 p.m. Homework/ Tutoring
4:05-4:45 p.m. PA Core English/ Math
4:45-5:25 p.m. SCI Enrichment/ PSSA Test Prep/ Tech Ed
5:30 p.m. Dismissal

The school's certified teachers provided most of the academic tutoring and enrichment activities, with specialized volunteers and partners leading particular activities such as dance. High interest, interdisciplinary enrichment activities like Filmmaking and creative writing with Erie Arts and Culture, and Dance and fitness with The MLK Center engaged the students in

exploring careers and a variety of areas of study. Overall, Erie RISE's 21st CCLC program adhered to its original design as outlined in the grant application and approved revisions, providing an extensive academic and enrichment program in the 2017-18 school year.



Figure 2 ERLACS CLC students engaged in STEM lessons

2. To what extent are the target populations participating in the CLC program, and to what extent is it serving other types and amounts of students?

The federally-funded 21st CCLC programs are intended to serve primarily students considered “at-risk” of academic failure and attending schools with high percentages of students from economically disadvantaged backgrounds. ERLACS is a federally-designated Title 1 “schoolwide” school, where over 98% of Erie RISE students are eligible for free or reduced-price lunch, 90% are from historically disadvantaged minority cultures, 7% are ELL students, and 15% have an education-related disability. Only 4% of ERLACS students were proficient in

Math on the PSSAs in 2017 and only 14% were proficient on the English PSSA in 2017. Therefore, nearly all students qualified as low achieving. Students with the highest level of identified academic needs were recruited to participate in the Center, however, almost all of the students qualify as low achieving, so the program recruited the entire student body to participate. Program participants were recruited on the basis of low PSSA scores from the previous spring, academic grades, course failure, low daily attendance, parent referrals and teacher recommendations. Students identified as needing extra support to reach academic proficiency received priority for entry into the program. Once students were identified as needing additional assistance, 21st CLC administrators contacted their parents/guardians with invitations to attend. Because all of the 21st CCLC students came from ERLACS, the program was successful in recruiting and serving its intended population.

From February 5 to June 21, 2018, ERLACS 21st CCLC served a total of 311 students. This was above the target number of 250 students for the school year. Of the 311 attenders, 169 attended 30 days or more. The table below provides the total number of 2017-18 school year participants and the number of students attending 30 days or more, by grade. The attenders were distributed relatively evenly across the grades, with a high of 50 in 4th grade and a low of 25 in 7th grade. On average, 35 students attended per grade, with 19 attending regularly per grade.

Table 5. Total yearly participants and regular participants* by grade, School Year 2017-18

	Total Participants (at least one day)	Regular Participants (at least 30 days)
Kindergarten	29	12
Grade 1	34	15
Grade 2	39	23
Grade 3	34	22
Grade 4	50	29
Grade 5	32	16
Grade 6	37	25
Grade 7	25	9
Grade 8	31	18

*Regular participants accumulated at least 30 days of attendance

3. To what extent are the various partners contributing to the implementation of the program?

ERLACS' 21st CCLC partners provided arts, dance and health and fitness activities for the students and parents during the 2017-18 school year. Partners included Greater Erie Community Action Committee (Foster Grandparent tutoring and mentoring), The JFK, Jr. Center (tutoring and mentoring), Edinboro University (STEM courses), Erie Arts and Culture (Filmmaking and creative writing), The MLK Center (Dance and fitness), and FRONTIER 21 Education Solutions (evaluator). The program worked with its partners in accordance with the grant's original vision. Specifically, partner organizations contributed to the program in the following ways:

- Erie RISE L.A. Charter School: Provided a facility for 36 weeks, 5 days per week in the school year (3:30 to 5:30 Monday to Thursday, 9 to 1 on Saturday). Additionally, ERLACS provided certified program teachers, and program administration and management.
- FRONTIER 21 Education Solutions: Conducted site-based observations, provided evaluation services, assisted with federal and state reporting, and provided suggestions on and assisted with obtaining additional funding for the program.
- Greater Erie Community Action Committee: Provided "grandparent" tutors and mentors for students
- The JFK, Jr. Center: Provided tutors.
- Edinboro University: Provided tutoring and assistance with STEM programming.
- Erie Arts and Culture: Provided lessons on filmmaking and creative writing.
- The MLK Center: Provided dance and yoga/fitness instruction.
- Eagle's Nest Leadership Academy: Volunteers worked with students up to 10 years of age in promoting leadership and behavioral improvement.

ERLACS' teacher-led programs during the school year included:

- Academic tutoring
- Homework assistance
- Technology education, including Typing Tutor to become familiar with a keyboard
- STEM projects
- Visual arts
- Academic games

- Intramural basketball
- Rosetta Stone to improve English

The program plans to continue with the partner activities and teacher-led activities that were put in place in year one. The program will expand its partnership with Edinboro University by engaging social workers and social work students to educate staff on social-emotional learning and to provide therapy and assistance with social and emotional issues to students in the 21st CCLC. This expanded partnership is made possible through the PDE Competition within a Competition grant that ERLACS applied for and received in the spring of 2018.



Figure 3 ERLACS CLC STEM Module Instructions

4. To what extent are parents served by the program?

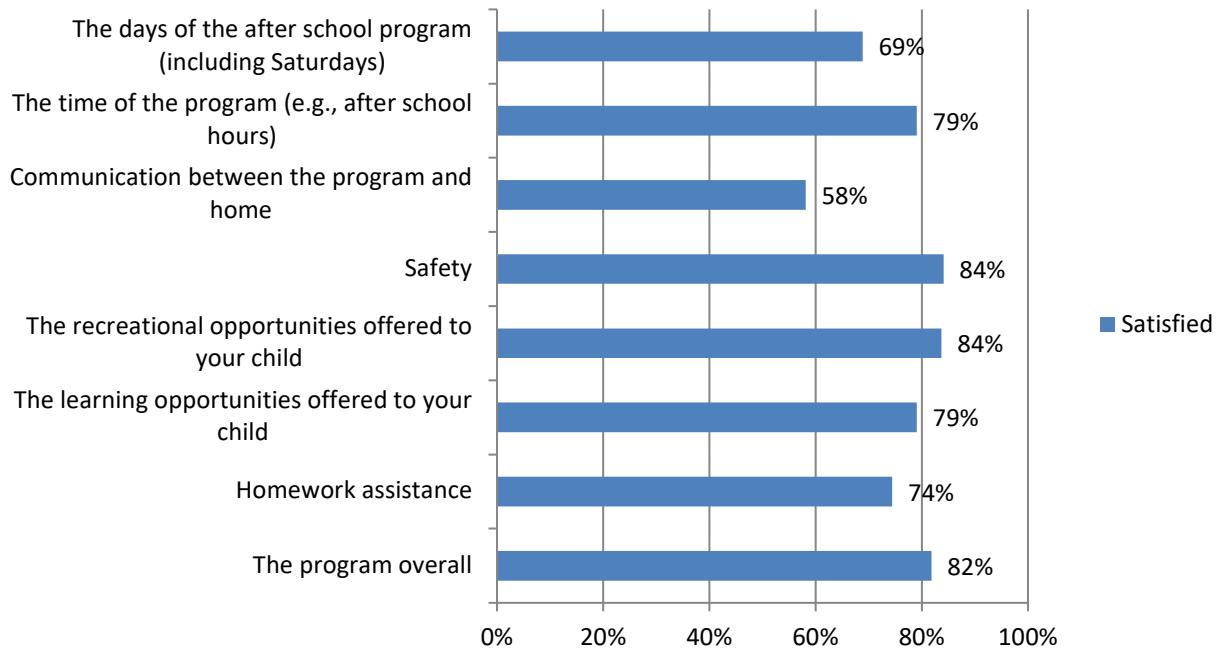
The 21st CCLC had a dedicated parent teacher to teach how parents can help support their child's education and essential skills, such as math, reading, and financial literacy. Once the program was officially contracted, activities were held every Saturday for parents and their children. Activities included both educational (e.g., tutoring) and enrichment (e.g., fitness, arts). The programs were well attended. Dates of the parent activities and attendance (some approximate) are provided in the table below.

Table 6. Parent Open House Events, Activities and Attendance, School Year 2017-18

Date	Topic	Attendance
1/26/18	Open House/ 21st CCLC	50
1/27/18	Academic tutoring/ Fitness	10
2/3/18	Academic tutoring/ Fitness	10
2/10/18	Academic tutoring/ Fitness	10
2/17/18	Academic tutoring/ Fitness	10
2/24/18	Academic tutoring/ Fitness	10
3/3/18	Academic tutoring/ Fitness	10
3/10/18	Academic tutoring/ Fitness	10
3/17/18	Academic tutoring/ Fitness	10
3/24/18	Academic tutoring/ Fitness	10
3/31/18	Academic tutoring/ Fitness	10
4/7/18	21st CCLC participation and improving parental involvement & Yoga classes	10
4/14/18	Student academic activities	15
4/21/18	Tae Kwon Do	10
4/28/18	Yoga	6
5/5/18	Zoo field trip	21

5/12/18	21st CCLC participation and improving parental involvement & Yoga classes	10
5/19/18	Student academic activities	10
5/26/18	Tae Kwon Do	10
6/2/18	Yoga	10
6/9/18	Zoo field trip	10

In a survey of parents of participating students, 46 parents responded to questions regarding the student and parents programming provided through the 21st CCLC during the 2017-18 year. As the chart below shows, parents were largely satisfied with the 21st CCLC program at ERLACS (82% satisfied overall). Over 50% reported satisfaction with all aspects of the program. Communication between the program and home was identified as being an area where parents were less satisfied (58%), while safety was an area where parents were most satisfied (84%). Parents were generally satisfied with the days offered (69%), with the time of the program (79%), with the recreational opportunities (84%) and learning opportunities (79%) offered, and with the homework assistance (74%). While more than three-quarters of the parents reported being satisfied with the program, the program definitely has some room for improvement according to the parents. These are areas that the program can work on for Year 2.

**Chart 1. ERLACS Parent Satisfaction with 21st CCLC Program
Spring 2018**

5. What is the impact of the academic program on participating students' academic achievement in math, reading, and science?

GPRA Performance Area 1. Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math. Measures: PSSA Math, Reading, and Science; Academic Benchmarks; Teacher Surveys.

The 21st CCLC academic program consisted of formal academic curricula taught by certified teachers; homework assistance and tutoring in reading, writing, math, and science; and enrichment activities involving technology, art, and music. Students received instruction in core subjects at grade level both through teacher-led lessons using the students' school day curriculum, through academic games organized by the teachers such as Kahoot, and through activities developed by tutors from colleges and local organizations. Observations of the teachers and students made by the evaluator found that the teachers and students were very focused on improving students' academic skills in science, English, math, and social studies, and that students were using the school's curriculum materials, manipulatives (such as plastic money for counting), learning equipment (such as microscopes), technology (including tablet computers for learning vocabulary, and classroom libraries for reading. Students were found to be working on grade-level appropriate materials that directly related to the state academic standards.

This evaluation study sought information on the extent to which students who regularly participated in ERLACS' 21st CCLC activities during the 2017-18 school year showed academic gains. All outcomes, unless otherwise specified, describe the performance of all students who attended 30 days or more of 21st CCLC programming within the evaluation period. Student outcome indicators are presented as a percentage of regularly attending students who met the described goal in each category and subject. Note that improvement is calculated only for those students identified as needing to improve, unless otherwise indicated. For academic grades, students needed to improve if they scored below 85 percent (on a 100 point scale). Improvement in academic grades was defined as a 5-point increase or greater on a 0-100 point scale. For state assessments, students were identified as needing to improve if they scored below proficient in a given subject in 2016-17. Improvement on state assessments was defined as reaching a higher proficiency category (below basic, basic, proficient, advanced) in 2017-18 than in 2016-17.

As the table below shows, the regularly attending students in the ERLACS 21st CCLC in 2017-18 met 5 academic targets, and did not meet 6 academic targets (45%). The targets that the students met included: Percentage of elementary students with improved math grades, Percentage of middle grade students with improved math grades, Percentage of all K to 8 students with improved math grades, Percentage of elementary students with improved English grades, and Percentage of all regular participants who made academic improvements according to their teachers.

The targets not met by the students in 2017-18 were: Percentage of middle grade students with improved English grades, Percentage of all regular participants in grades K to 8 with improved English grades, Percentage of elementary students improving from not proficient to proficient on English PSSA tests, Percentage of middle grade students improving from not proficient to proficient on Math PSSA tests, and Percentage of all students who improve their PSSA English test scores at least one level from 2017 to 2018.

Given that the program only operated for about one half of the year, and didn't include a summer component, it is notable that the students showed this much improvement. It is likely that with a full year and a summer of this kind of academic support and enrichment, the program will achieve more of the academic goals in Year 2.



Figure 4 ERLACS CLC students working with college students on biology lessons

Table 7. GPRA Performance Area 1 Results, School Year 2017-18

Indicator	Target	Performance
The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.1)	48.5%	54% TARGET MET 38/70
The percentage of middle or high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.2)	48.5%	65% TARGET MET 11/17
The percentage of all 21st CCLC regular program participants whose mathematics grades improved from fall to spring (GPRA 1.3)	48.5%	56% TARGET MET 49/87
The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.4)	48.5%	49% TARGET MET 33/67
The percentage of middle or high school 21st CCLC regular program participants whose reading/English grades improved from fall to spring (GPRA 1.5)	48.5%	33% TARGET NOT MET 8/24
The percentage of all 21st CCLC regular program participants whose reading/English grades improved from fall to spring. (GPRA 1.6)	70%	45% TARGET NOT MET 41/91
The percentage of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments (PSSA/PASA). (GPRA 1.7)	45%	4% TARGET NOT MET 1/28
The percentage of middle/high school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments (PSSA, PASA, or Keystone Exam). (GPRA 1.8)	25%	6% TARGET NOT MET 2/35
The percentage of regularly attending students who improve their state reading assessment performance level from the prior year to the current year	40%	24% TARGET NOT MET 17/70
The percentage of regularly attending students improving in math based on pre/post assessments using 4Sight Benchmarks	40%	N/A Benchmarks not available
The percentage of regularly attending students improving their academic performance as measured by the Teacher Survey	70%	94% TARGET MET 118/125

6. What is the impact of the program on participating students' school attendance, behavior, and homework completion?

GPRA Performance Area 2. Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance and/or reduced disciplinary referrals. Measures: School Attendance, Teacher Survey, Discipline Referrals.

The ERLACS 21st CCLC was created in part to motivate students to come to school on a regular basis. According to the new state report card for ERLACS, the school's attendance rate is well below the state average and the state target for attendance (61% attending 90% or more days vs. 85%). This study measured the extent to which students who regularly participated in ERLACS' 21st CCLC activities during the 2017-18 school year demonstrated improvement in school attendance. Note that this analysis includes only students identified as having an attendance issue, which was defined as an attendance rate (days of attendance/days of enrollment) lower than 90% in 2016-17.

ERLACS' 21st CCLC strove to provide structure and positive relationships with adults and peers for students with behavioral challenges exhibited during the school day (e.g., identified discipline problems). Student discipline is a particularly important aspect of life at ERLACS, as the school understands that students cannot learn to the fullest extent possible without an orderly and focused learning environment, and without personal discipline to concentrate on self-improvement. Most of the ERLACS' students come from difficult circumstances, where disruptions to their environment frequently occur. ERLACS' 21st CCLC adheres to the school's strict code of conduct, and students in violation of this policy may receive warnings, phone calls home, and in extreme cases, may be removed from the program. This study investigated the extent to which regularly participating students with behavioral issues improved their classroom behavior over the course of the school year.

Finally, Erie RISE's 21st CCLC dedicated a large amount of its time and effort to ensuring that all participants completed homework on time and were prepared for classroom learning. This study measured the extent to which students improved their rates of homework completion according to their teachers. Note that this analysis included only students who were identified by their teachers as needing to improve their homework completion. Teachers completed surveys for regular attenders.

Table 8. GPRA Performance Area 2 Results, Year One (2017-18)

Indicator	Target	Performance
The percentage of elementary 21st CCLC regular program participants with teacher reported improvement in homework completion and class participation (of students needing to improve). (GPRA 1.9)	90%	90% TARGET MET 66/74
The percentage of middle and high school 21st CCLC program participants with teacher reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.10)	93%	60% TARGET NOT MET 15/25
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion and class participation (of students needing to improve) (GPRA 1.11)	77%	82% TARGET MET 81/99
The percentage of regularly attending students who improve their school attendance by reducing their number of days absent from the prior year to the current year	50%	N/A Data for attendance for both years were not fully available at the time of this report
The percentage of regularly attending students who improve their school attendance by reducing their number of days tardy from the prior year to the current year	60%	N/A Tardiness data for were not fully available at the time of this report
The percentage of regularly attending students who improve their school behavior by reducing their number of days suspended from the prior year to the current year	60%	N/A Data for suspensions for both years were not fully available at the time of this report
The percentage of regularly attending students improving their class attendance as measured by the Teacher Survey	60%	70% TARGET MET 7/10
The percentage of regularly attending students who improve their school behavior by reducing their number of discipline incidents from the prior year to the current year	60%	N/A Data for disciplinary incidents were not fully available at the time of this report
The percentage of regularly attending students improving their class participation as measured by the Teacher Survey	60%	92% TARGET MET 104/113
The percentage of regularly attending students improving their class attentiveness as measured by the Teacher Survey	60%	89% TARGET MET 101/113

The table above shows that the ERLACS 21st CCLC met its targets in 5 of the 6 areas for which the evaluators were able to collect sufficient information in GPRA #2 (83%): Percentage of elementary students reported by teachers as showing improvements in homework completion and class participation (90%), Percentage of all participating students reported by teachers as showing improvements in homework completion and class participation (82%), Percentage of

regularly participating students increasing their class attendance (70%), Percentage of regularly participating students improving their class participation (92%) and Percentage of regularly participating students improving their class attentiveness (89%). In 4 areas, the evaluators were not able to collect two years of data for the regular attenders in order to gauge growth in those areas (tardiness, school day attendance, disciplinary incidents, and suspensions). The CLC missed their target in one area- the percentage of middle school students with teacher-reported improvements in homework completion and class participation. For that target, 60% of the regular attenders showed improvements, which was below the target of 93% showing improvements.

7. What is the impact of the program on participating students' behaviors in the classroom, as judged by their classroom teachers?

GPRA Performance Area 3. Participants in 21st Century programs will demonstrate additional positive educational, social and behavioral changes. Measures: Teacher Survey, Student Survey, Parent Survey, Discipline Referrals, Report Card Grades, 21st C Skills Assessment.

Teachers of regular program participants completed surveys in the spring of 2018 that inquired about several target areas for the program. Two topics in GPRA Performance Area 3 that were addressed in the teacher survey were student behavior and volunteering in class. As mentioned previously, ERLACS' 21st CCLC was created in part to provide the structure and positive relationships that students needed to self-regulate their emotions and behaviors in the classroom. The program also encouraged positive classroom behaviors during the regular school day by helping students develop the knowledge and skills they needed to feel confident in their academic abilities. In doing so, the program aimed to improve class participation and volunteering. Teachers completed surveys for 248 21st CCLC participants.

Student Survey

The evaluators administered a survey of 21st CCLC students in the spring of 2018 that asked those students' opinions of various aspects of the program that year. Thirty-eight (38) students responded to the survey.

Most students were pleased with both the academic learning opportunities and the recreational opportunities of the program. Ninety-two percent (92%) were either somewhat satisfied or very satisfied, while only 8% reported being unsatisfied. In addition, 97% reported

being satisfied with the academic offerings, and 90% reported being satisfied with the recreational offerings.

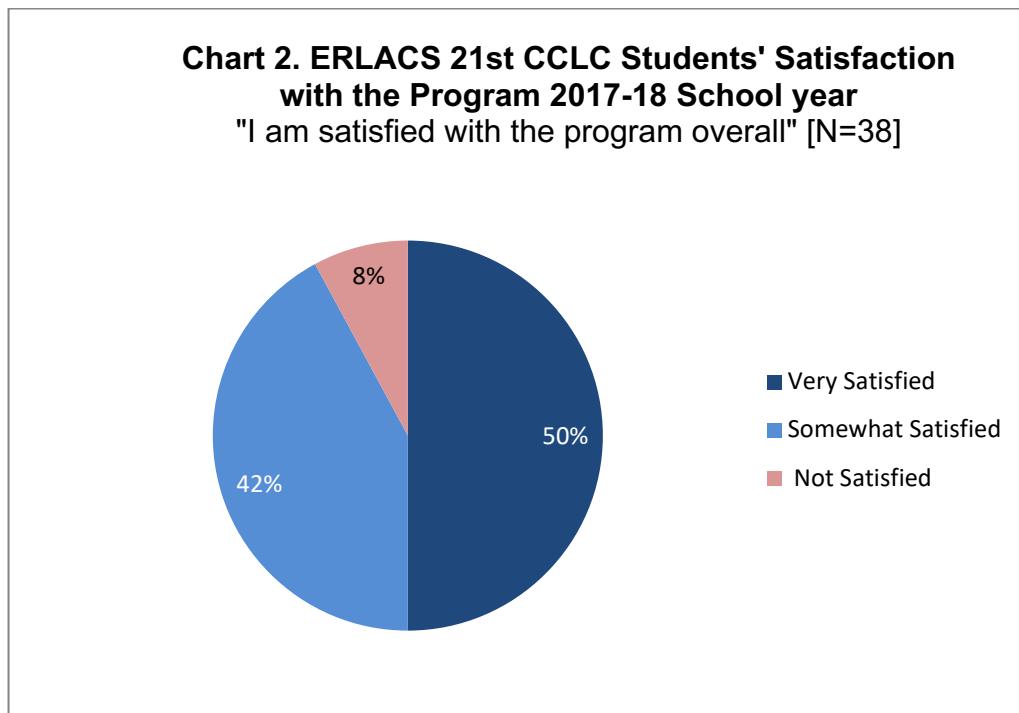


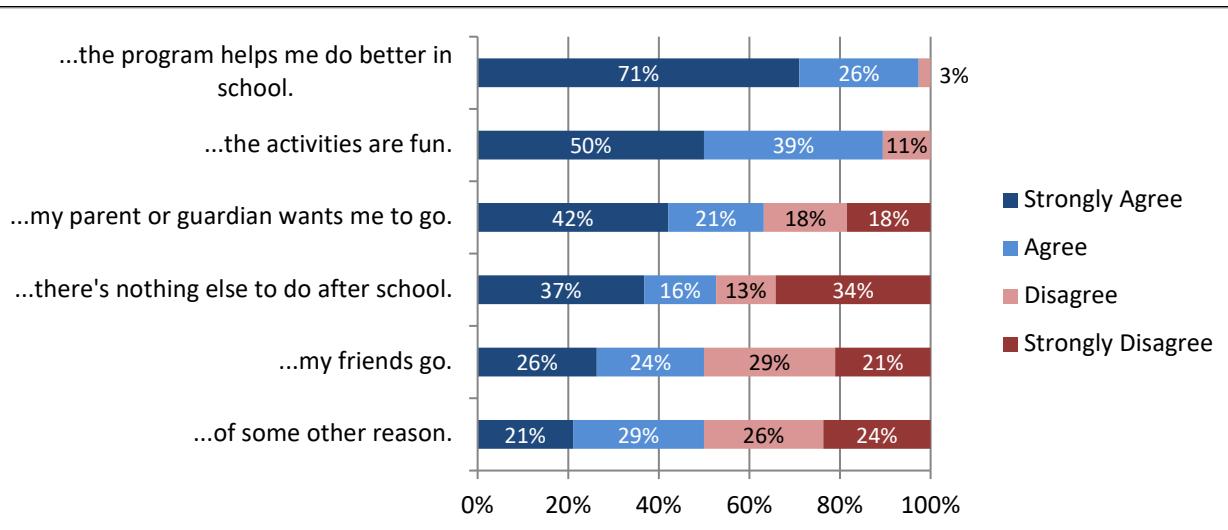
Table 9. ERLACS 21st C CLC Students' Satisfaction with the Academic Learning and Recreational Opportunities in School Year 2017-18, Student Survey Spring 2018

Student Statement	Very Satisfied	Somewhat Satisfied	Not Satisfied
I am satisfied with the program's academic learning opportunities.	58%	39%	3%
I am satisfied with the program's recreational opportunities.	58%	32%	11%

Participants most strongly agreed with the statements that they attended the afterschool program because it helped them to do better in school, and because the activities were fun. Participants were divided on other reasons for attending, such as going because their friends go, or because there was nothing else to do.

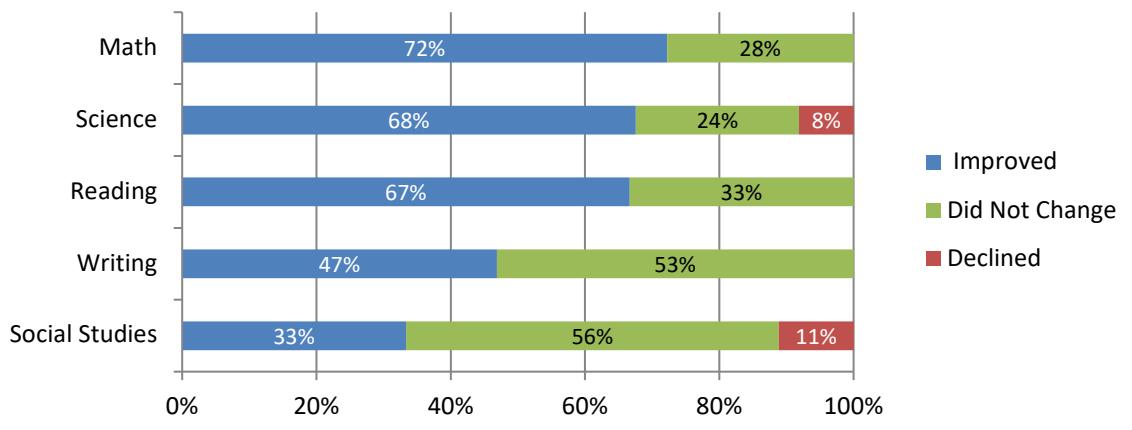
Chart 3. ERLACS 21st CCLC Students' Reasons for Attending the Program, School Year 2017-18, Student Survey Spring 2018

"I attend the after school program because..."



The majority of students responding to the spring survey felt that the 21st CCLC helped them improve in Math, Science and Reading. Close to half felt that it helped them improve in Writing, while only one-third felt it helped them in social studies.

Chart 4. ERLACS Students' Perceptions of the 21st C CLC Program's Influence on Their Academic Progress in 2017-18, Student Survey Spring 2018 [N=38]

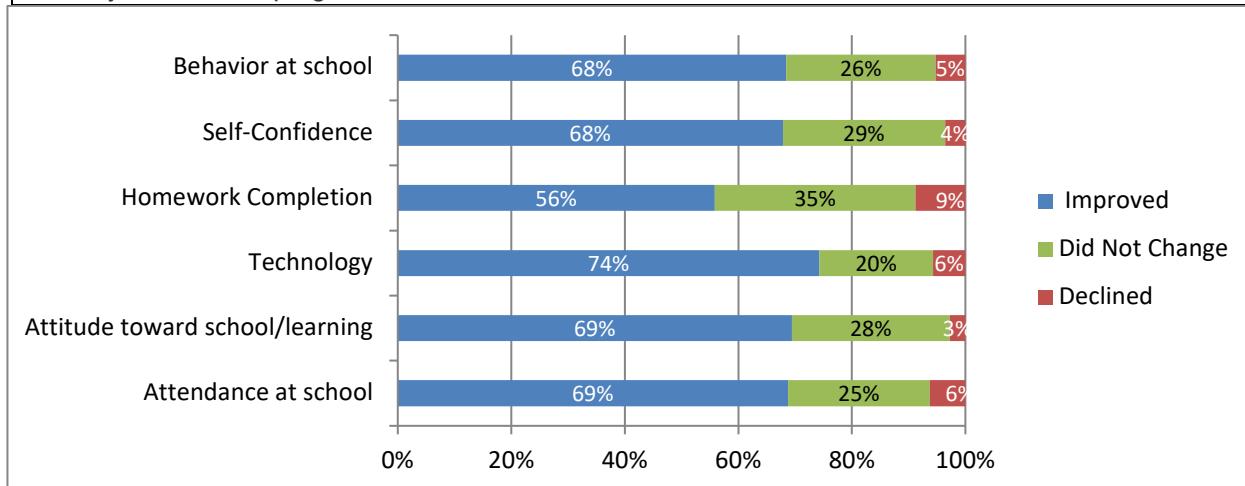


The majority of the students felt that the 21st Century program helped them with school-related behaviors and attitudes, including: good behavior, self-confidence, school attendance,

attitude toward learning and homework completion. They also felt that the program helped them with their skills with technology.

Chart 5. ERLACS Students' Perceptions of the 21st C CLC Program's Influence on Their School Behaviors and Attitudes in 2017-18, Student Survey Spring 2018 [N=38]

"Select the answer that corresponds with how much you improved this year because of the 21st Century after school program."



The majority of students were interested in attending the afterschool for the following year. Forty-two percent (42%) said that they would definitely sign up for the summer program. Thirty-four percent (34%) indicated that they would tell other kids to sign up for afterschool.

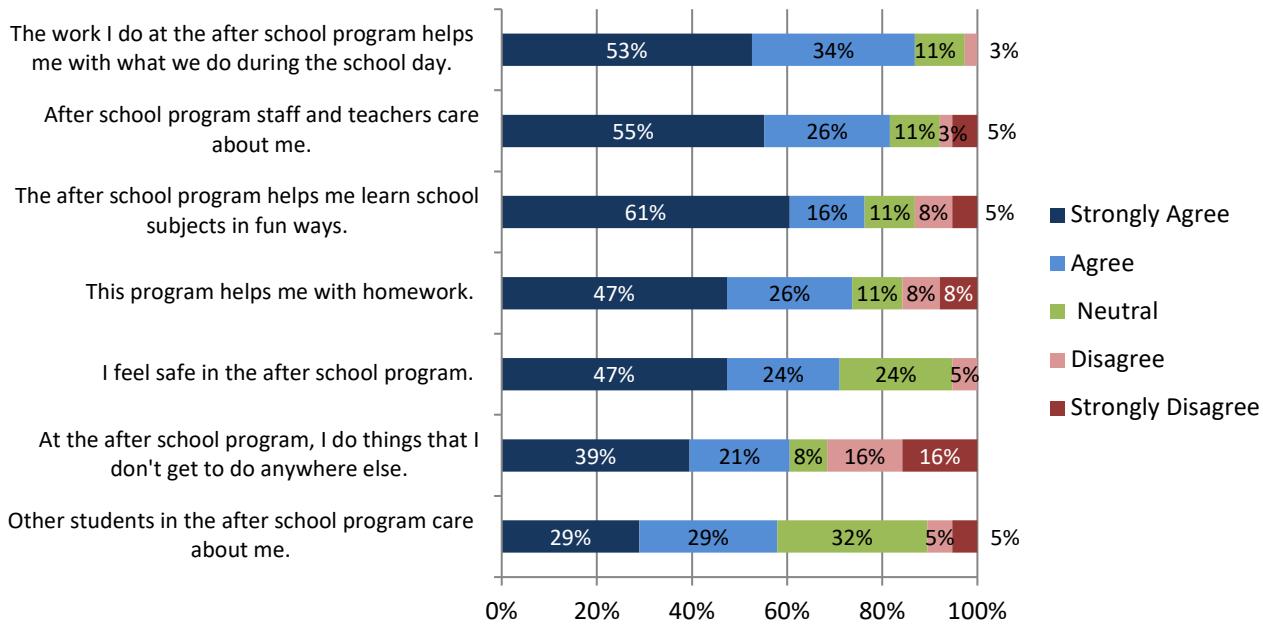
Table 10. ERLACS 21st CCLC Students' Desire to Sign Up for Summer and Afterschool Programming in the Future, Student Survey Spring 2018

	Yes	No	Maybe	N/A
I will tell other kids to sign up for the after school program.	34%	24%	37%	5%
I will sign up for the summer program.	42%	21%	24%	13%
I want to sign up for the after school program next year.	53%	3%	24%	21%

Most students strongly agreed or agreed that after school was a positive experience. They particularly agreed (over 50% felt strongly) that the program helped them during the school day and helped them learn school subjects in fun ways. They also agreed (over 50% strongly) that program staff and teachers cared about them. In addition, over half agreed that the program helped with homework, provided a safe environment and unique experiences, and that other students cared about them.

Chart 6. ERLACS Students' Agreement/Disagreement with Statements about the 21st CCLC, Student Survey Spring 2018 [N=38]

Select the answer that corresponds with your level of agreement with the following statements.



When asked what aspects of the program they liked best, the students indicated that they liked many aspects of the program. The most common response was that they liked “activities” or “games.” Said one student: “I like the many fun activities that we get to participate in.” Students also appreciated the learning and/or the chance to complete their homework. “I like how they give you activities that we do and what we learn and how we learn new things in different ways of learning it.” Several students specifically mentioned “Kahoot” or brain games, and specific activities such as art, yoga, tae kwon do, dance and step. Students liked the program staff, field trips, and their friends. “I like going on fun field trips with the best teachers in the school and how they teach us the best.” “The best part is hanging out with [student name] and laughing.”

Students had definite ideas about what they would change, although there was no clear consensus. Several would expand computer time, or make a schedule change, or increase time on

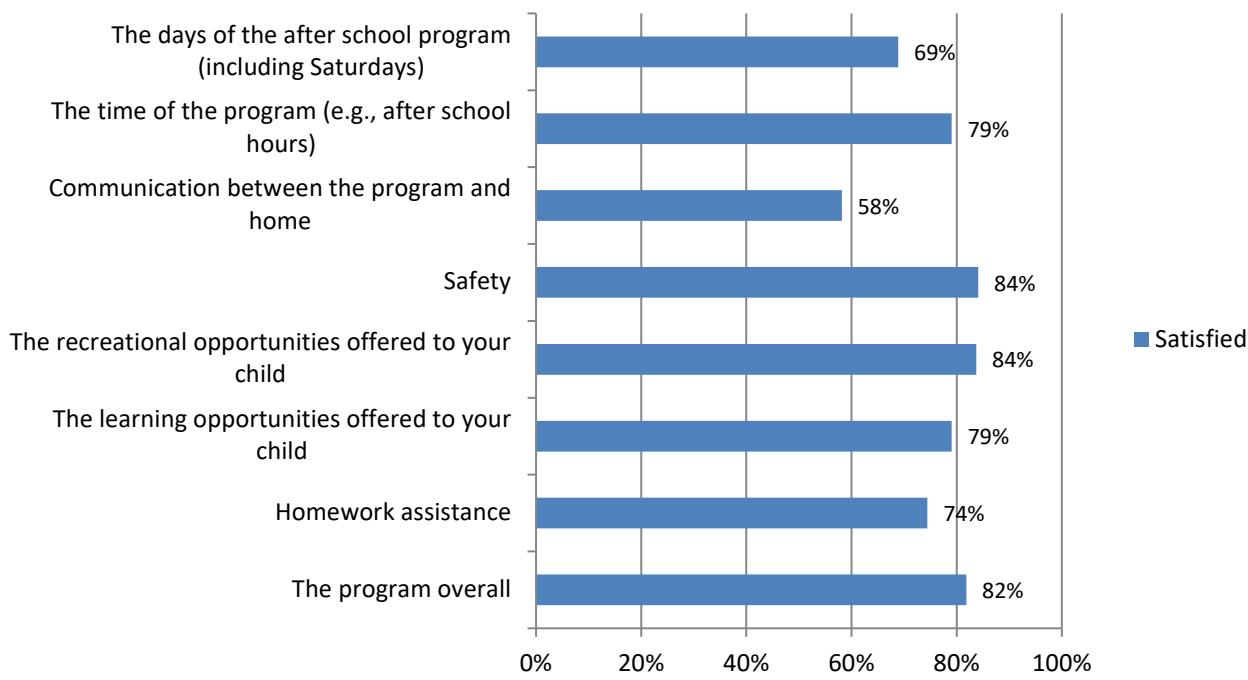
specific subjects. One student described a possible change they would recommend: "If we get all our work done, we can have 10-15 minutes to play anything we want on the laptops [whether it's] educational or not." Several students would make a change to homework time. Others were interested in going outside, having gym time, or playing football. "One thing I would change is us having to stay in the classroom all day long. Go outside or something." Still others had more idiosyncratic suggestions; for example, one requested "drawing and play video games and I will be so happy."

Finally, many students recommended adding an aerobic activity. Ball sports were mentioned the most, whether basketball, football, or "gym sports." "If I could add anything, I would add football." Track, volleyball, and gymnastics were also mentioned. Beyond aerobic activities there were ideas about learning and technology. Recommendations for learning included "learning about the human body/health," "another language," or "cooking." A few just wanted "games." And several students expressed an interest in their phones ("phone day") or "more computers" or just "time outside to relax."

Parent Survey

The evaluators also administered a survey to parents of 21st CCLC students in the spring of 2018. Parents were asked to describe their level of satisfaction with various aspects of the program. Parents' satisfaction levels were reported in section 4 above, and the accompanying chart is provided again here. In addition to satisfaction, parents were asked about: the extent to which their child's academics and behaviors improved during the 2017-18 school year, the extent to which they'd attended parent events for the 21st CCLC, the extent to which they as parents felt served by the 21st CCLC program, the most positive impact the CLC had on their child in 2017-18, and any suggestions they had for improving the program in 2018-19. The results of the survey are discussed below.

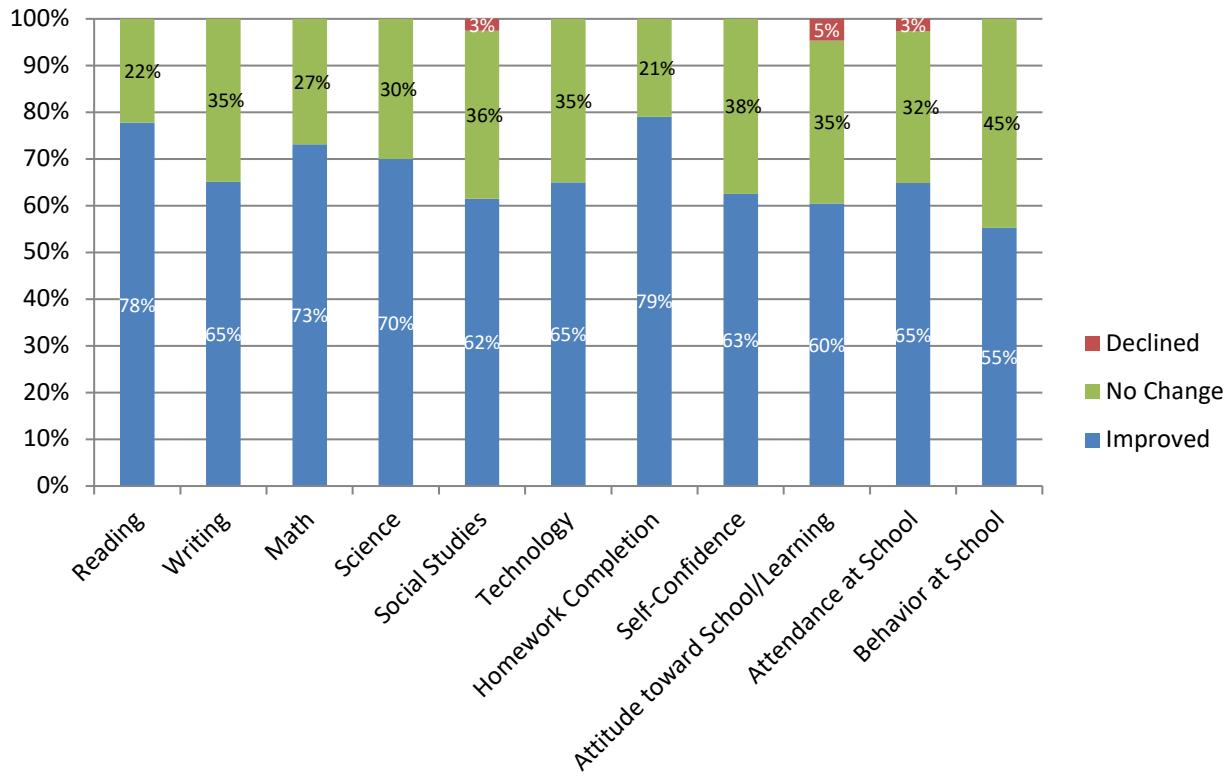
Chart 7. ERLACS Parent Satisfaction with 21st CCLC Program Spring 2018



The majority of parents of 21st CCLC students felt that the program had helped their child to improve in all academic areas and school-related behaviors included in the survey (see chart below). Over three-fourths of the parents felt that the program helped their child improve in Reading (78%) and almost three-fourths felt it had helped them with math (73%). Like the students, the parents' sentiments felt that the lowest impact was in Social Studies (62%)- although a much higher percentage of parents saw impact on Social Studies compared to the students (33%). Sixty-five percent (65%) of parents felt that the program helped their child to learn how to use technology, which was close to the student estimate of 74%. The parents were positive about the program's impact on Homework completion (79%- highest rated of all areas), Self-confidence (63%), Attitudes toward school (60%), Attendance at school (65%) and Behavior at school (55%- lowest rated of all areas).

Chart 8. ERLACS Parents' Opinions of the Impact of the 21st CCLC On their Children's Growth in 2017-18, Parent Survey Spring 2018

Please indicate your child's level of improvement this year in each of the following areas:



Parents of 21st CCLC students were asked about their participation in events held by the 21st CCLC program specifically for parents. Forty-seven percent (47%) stated that they had participated in a parent or family activity (see chart below). Those who had attended events were asked to give their opinions about parent activities at the 21st CCLC (see second chart below). Ninety-three percent (93%) stated that they felt they had opportunities to visit the student program, 95% stated that they were satisfied with the offerings for parents, 89% agreed that the program offered information that helped them with their own growth, 85% stated that the parent offerings were interesting to them, and 89% indicated that they would recommend the program to other parents.

Chart 9. ERLACS 21st CCLC Parents Statements on Participation in Parent Activities, School Year 2017-18, Parent Survey Spring 2018

"Have you participated in parent activities at the after school program in the past year (Parent's Night, Open Houses, etc.)?

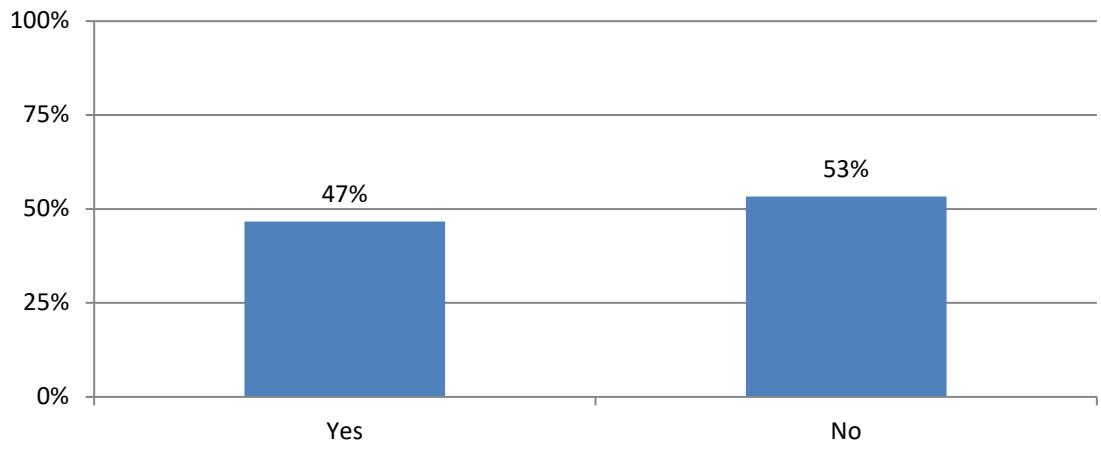
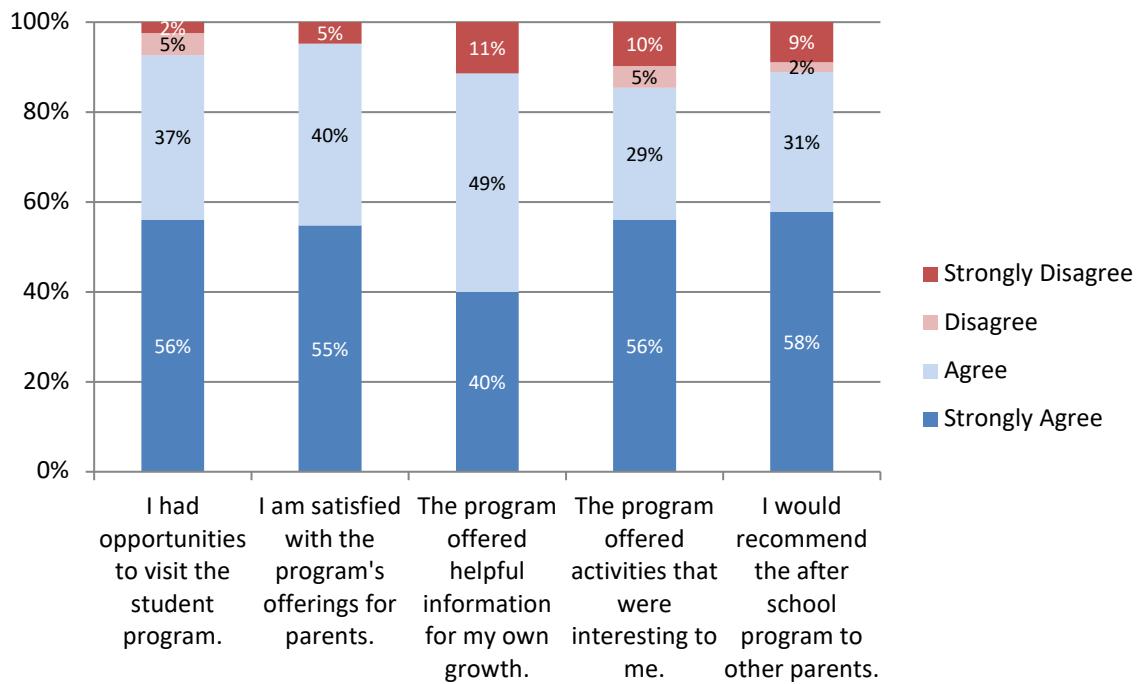


Chart 10. ERLACS Parents' Opinions of the CLC's Parent Offerings in 2017-18, Parent Survey Spring 2018

Please indicate your level of agreement with the following statements:



The table below provides information regarding the targets that the program had set in key areas of student behaviors and the extent to which the program helped its regularly participating students to meet those targets. The table shows that the program helped its students meet the targets in all six areas measured (note: two of the eight targets were not measurable this year: for the credit recovery target, no students participated in credit recovery, and for the technology target, students did not take a NETS technology assessment in 2018). The behavioral targets that the program met included: improvements in student behavior (elementary- 87%, middle- 81%, and all students- 85%), volunteering in class (78%), motivation to learn (91%), and getting along well with others (94%).

Table 11. GPRA Performance Area 3 Results, Year One (2017-18)

Indicator	Target	Performance
The percentage of elementary 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve). (GPRA 1.12)	75%	87% TARGET MET 61/70
The percentage of middle and high school 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve). (GPRA 1.13)	75%	81% TARGET MET 26/32
The percentage of all 21st CCLC participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14)	75%	85% TARGET MET 87/102
The percentage of regularly attending students improving their volunteering in class as measured by the Teacher Survey	60%	78% TARGET MET 91/117
The percentage of regularly attending students improving their motivation to learn as measured by the Teacher Survey	60%	91% TARGET MET 106/117
The percentage of regularly attending students improving their ability to get along well with others as measured by the Teacher Survey	60%	94% TARGET MET 16/17
The percentage of students successfully recovering one or more credits/courses (of those participating in credit recovery activities)	95%	N/A No students participated in credit recovery
The percentage of students scoring proficient on NETS Technology Standards	85%	N/A NETS standards test not administered in 2018

School-day teachers of the 21st CCLC regularly participating students were asked about the improvements their students made, for those who needed to make improvements in given behavioral areas. The table below provides information regarding how the teachers felt about

their students' behavioral improvements for elementary level, middle level and students from all grades, K to 8. The teachers felt that the entire group of students made the most progress in academic performance and getting along well with others (both 94%), and the least progress in attending class regularly (70%). However, only 10 students were seen as needing improvement in attending class, and of those 100% of the seven elementary level students improved, and 0% of the three middle level students improved.

Table 12. Teacher Surveys Regarding CLC Regular Attenders*, Spring 2018

Teacher Reports of Student Behaviors	Elementary	Middle/High	All Students
Turning in homework on time	100% 8/8	60% 3/5	85% 11/13
Completing homework to teacher satisfaction	91% 75/82	77% 23/30	88% 98/112
Participating in class	96% 81/84	79% 23/29	92% 104/113
Volunteering in class	82% 67/82	69% 24/35	78% 91/117
Attending class regularly	100% 7/7	0% 0/3	70% 7/10
Being attentive in class	93% 75/81	81% 26/32	89% 101/113
Behaving in class	87% 61/70	81% 26/32	85% 87/102
Academic performance	97% 84/87	89% 34/38	94% 118/125
Coming to school motivated to learn	95% 79/83	79% 27/34	91% 106/117
Getting along well with other students	100% 14/14	66% 2/3	94% 16/17

*Improvement rates only include students who needed to improve in each category. If a teacher selected "did not need to improve" in any category for a particular student, that student was removed from analysis for that category.

Observations of Implementation

The evaluator observed the program in the spring of 2018, once the program was fully operational following the contract finalization in February. The evaluator was able to observe academic and enrichment activities, including STEM lessons led by school day teachers and college students recruited from HBCU colleges to work with the students on science and math topics. The students and teachers were all fully engaged with their work, with students learning individually or in small groups on material that was appropriate to their grade level. The students were primarily working on projects, and were not simply completing worksheets or working individually on completing their homework.

Dinner for All

One unique feature of the program is that every student is provided a full dinner, paid for by funds outside of the 21st CCLC grant. The CEO explained that, although it is an extra expense to the school and requires more coordination, almost all of the students are from very low-income houses, and many of the students would not have dinner at all if the school did not provide it. Also, providing dinner ensures more students will attend the CLC and that they will be more focused on their work after they have eaten. The students all come down to eat in the relatively small cafeteria based on their grade level, walking quietly with their teacher from the classrooms. The meal is prepared at the school and meets all the USDA nutritional guidelines. The students clearly enjoyed their meal and were active and talkative but well-behaved. The CEO and teachers monitored the meal, along with a CLC non-teaching aid. The teachers, CEO and aid kept up a rapport with the students and reminded them to continue to behave well during their time in the cafeteria. Following the meal, the students walked with their teachers quietly back to their classrooms.

Academic Activities

During the school day, students at ERLACS are separated by gender for most of their instruction. Because of the smaller sizes of the classes in the CLC and the availability of fewer teachers in the afternoon, boys and girls learn together in the same classrooms. In a first-grade classroom, for example, 22 students were working with two teachers on reading lessons using the Open Court reading materials they used during the school day. Students were selecting their own books and reading independently or aloud with a partner. The teacher was working with individual students, although many of the students were reading accurately on their own.

In a 4th grade CLC classroom that was all female, 18 girls were learning English skills by playing a Kahoot online game. The students were developing a Kahoot game based on the poetry they had been reading.

A group of third grade students was working on developing their microscope skills on a station that had been set up with a group of high-quality microscopes in the school's large second floor hallway. Two college student interns, both of whom were from Detroit, were working with the students on microscope parts and vocabulary. The students had learned about the parts previously and were being tested on their memory of the parts and how they functioned in a

“Simon Says” game format. The students were all very engaged in the activity and demonstrated a high degree of knowledge of the parts of the microscopes and what they were for. The students were excited about their work with the microscopes and were eager to get started with their activity for the day (looking at prepared slides). The students were also clearly enjoying having relatively young people teaching them about science.

A group of 11 second grade students was practicing addition and subtraction by doing “money math”. The students were engaged with each other and with their teacher in an activity in which they were counting plastic coins and fake bills of various denominations, learning how to count in unit groups like by 5s and 10s using nickels and dimes. Some of the students were struggling with this aspect of counting, while others were enjoying the activity and had clearly mastered their money counting skills. The teacher was working with the students on denominations but allowed the students to attempt to work out their answers with other students, rather than providing the answers directly themselves. The students seemed to enjoy the activity, even the ones who were struggling with counting accurately.

Enrichment Activities

The CLC program offered a wide variety of enrichment activities to keep students engaged in the program, to increase their exposure to learning of all kinds, and to allow them to pursue their interests. These activities in the spring of 2018 included Art (painting, scratch art, etc.), Music (instrumental), Spanish, dance (at MLK Center for grades 6 to 8, at school for grades K to 5), and gardening (in a garden constructed for the program at the school). In the garden, students in grades 4 and 5 were working with a teacher to ensure that the plants had been properly watered and fertilized. The teacher was instructing the students about proper watering and talking to them about what the plants needed in order to produce the vegetables that they were hoping to grow over the summer. The art program provides students opportunities to learn techniques appropriate to their age group, including perspective, color theory, and similar topics, using a variety of art materials provided by the school and the CLC.

STEM- Car Design and Construction. A group of 9 3rd graders was very engaged in an extensive project using a prepared curriculum that required them to learn about cars and the functions of their components (motor, wheels, etc.) and then to design and build their own cars using arts and crafts materials. The students were all in various stages of designing, building or

testing their cars, working individually or in small groups. The teacher was helping the students individually think through their projects and observing the test models when the students were ready to present them. The teacher provided feedback but did not direct the students as they explored and built their projects.

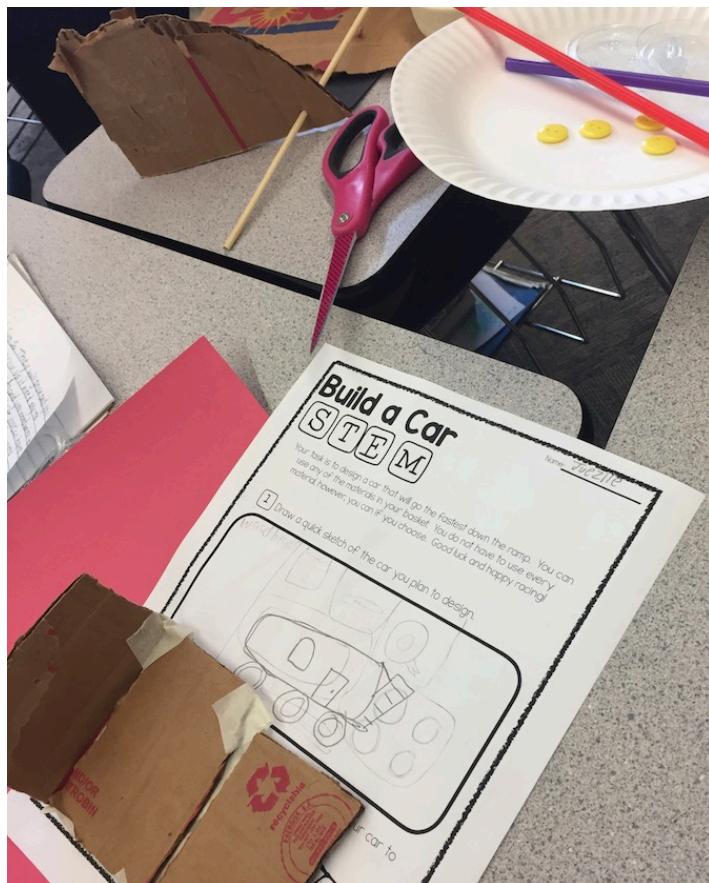


Figure 5 CLC STEM Car building project, Grade 3

Student Behavior

Overall, the students are well behaved, and understand the rules and expectations in the 21st C program. This is largely due to the fact that the CLC serves students who attend ERLACS as a center in the ERLACS building and is staffed by ERLACS teachers and administrators. The students and staff of the 21st C CLC are familiar with and follow the same codes of conduct in the afterschool program as they do in the school day program. The teachers in the program work very hard to ensure that students treat each other with respect, and violence or disruption is not tolerated during the CLC. Student behavior is also monitored during all program hours by a security officer who has cameras in every classroom and in the hallways and who is in touch

with the school's CEO and Program Director through walkie talkies. Students who violate the code of conduct in the afterschool program are subject to the same discipline they are subject to during the school day, enforced by the school's CEO. Student discipline is also not an issue in general because the school's activities are engaging and provide a different format from regular school day instruction.

Overall Observation

The program was observed to be running smoothly, with many students of all ages engaged in a variety of academic and enrichment activities.



Figure 6 ERLACS CLC Teacher and student working on a STEM tutorial

Summary and Recommendations

The funds from the 21st C CLC grant enabled the program to achieve a great deal in a relatively short period of time. Although the contract was not formally approved until January, the program was able to get up and begin serving students by February 5, 2018. For the remainder of the 2017-18 school year, the program provided an extensive set of academic and enrichment activities to parents and students. The students at ERLACS are all from low income

families and nearly all of them require additional academic support. The school began informing enrolled parents and students of the new opportunities that the program would provide beginning in October 2017. The program served 311 high-need students from February to June of 2018 with 169 attending the program regularly (30 or more days).

The students were all provided dinner by the program, a supplement that was paid for by the school. This ensured both that many students came regularly to the program, and that the students were well fed and able to take full advantage of the academic and enrichment programs. Students were provided academic tutoring and homework support primarily by school day teachers, using curriculum materials that they used during the school day that were focused on the PA Academic standards. Students used technology for learning through tools like Kahoot and McGraw Hill's excellent online academic materials. Students were also taught art and music by trained teachers. The partners provided attractive offerings as well. The MLK Center provided dance instruction at the Center for older students and at the school for younger students. The Erie Arts and Culture organization provided filmmaking and scratch arts. Students were engaged in a wide range of STEM activities, including engineering and creative problem solving, and science lessons taught by college students. The program was provided five days a week, Monday to Thursday and Saturday, for a total of 12 hours per week. Combined parent/student programming was very popular, including self-defense, yoga, and family academic learning time.

While the program was very successful in attracting and serving students and parents, despite the start late in the school year, the evaluators do have a few recommendations to improve both the impact of the program and the ability to document and gauge the effectiveness of the program. The first suggestion is to maintain a central database that contains both student program attendance and student demographics and academic information. With that information together in one place, program staff can ensure that the students are being provided the kinds of academic support that they need the most. The second suggestion is that the program ask partners to provide curriculum or descriptions of what they are offering to students that address how they are linked to the Pennsylvania Academic Standards. This way, the Program Director can be sure that the students are focusing on the types of knowledge and skills that will raise their (and the school's academic performance). Finally, the program is expanding in year two by providing social and emotional learning as part of the supplemental 21st C competition grant, so the

evaluators recommend keeping track of student and parent growth through surveys, observations, and written reflections of and by students to document their progress in those areas.