

MASD 21st CCLC Grant Evaluation Report Overview

Cohort 9 C.A.N.O.E.S.

Cohort 10 T.I.M.E.



AGENDA

January 19, 2022

- Cohort 9 C.A.N.O.E.S. Overview
 - Key Findings
 - Conclusions and Future Directions
- Cohort 10 T.I.M.E. Overview
 - Key Findings
 - Conclusions and Future Directions
- Future Program Planning
- Questions and Answers



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Department of
Education."

Cohort 9

C.A.N.O.E.S.

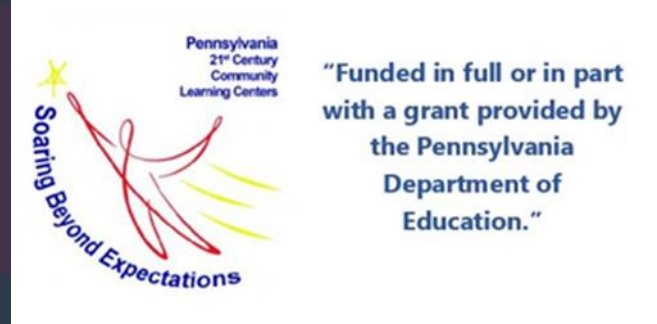
Children Analyzing, Navigating, Observing and Experimenting with Science

Year 4

\$345,000.00



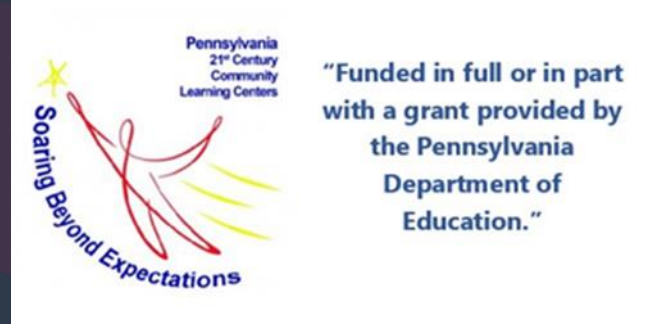
Key Findings



Academics:

- Teacher survey results indicated more than 70% of participating students rated either improved or did not need to improve in terms of homework completion to the teacher's satisfaction, class participation, and academic performance.
- Of the grade data received, 100% (n=4) of participating students improved or did not need to improve, in terms of reading and math report card grades.
- Of participating students for whom DIBELS data were available, 25% (n=3) in math and 40% (n=6) in reading improved or did not need to improve from beginning to end of the school year DIBELS testing.

Key Findings



Behavior:

- Teacher survey results revealed over 70% of participating students were rated either improved or did not need to improve, with regards to attentiveness, behavior, motivation, and engagement.

Participation:

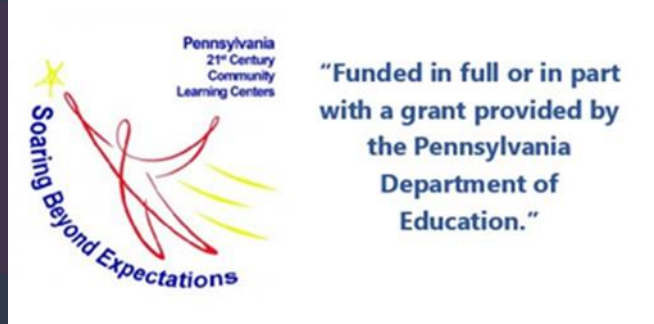
- 24 students attended at least one day of programming in either the school year or summer program. Only one student (4.2%) met the regular attendee standard of thirty or more days of attendance and 23 students (95.8%) did not. In this pandemic year, the most consistent group of student participants attended 10 or more days of programming (37.5%, n=9).

Conclusions and Future Directions

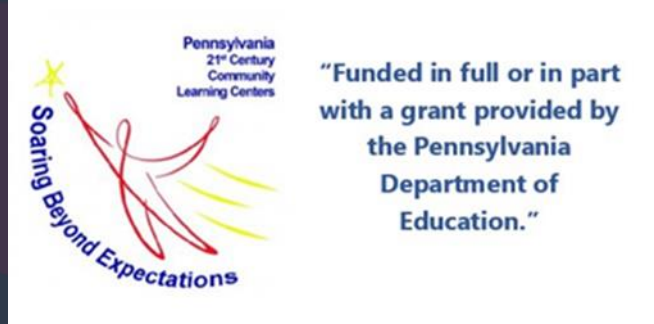
- Students' attendance in CANOES dropped steeply
- DIBELS grades were not as good as the 2019-2020 year.
- The limited data on report card grades showed relatively positive results.
- Findings from teacher survey's evaluation are relatively consistent and positive with years past.

Evaluator Notes:

Few aspects of life went unchanged during year of COVID-19 and schools were especially hard hit. All findings should be considered under the umbrella of these difficult times.



Conclusions and Future Directions



CEAC recommends gathering more information from parents and students next year. Additional information could enhance the understanding of CANOES with respect to student participation, engagement, academic performance, and behavior. This information could provide a more thorough context within which the CANOES program is operating.

Additional data collection methods for parent/caregiver and student feedback would be very useful to investigating the overall impact of 21CCLC programs. Efforts need not be obtrusive but accessible to gain information from parent/caregivers and students that can help to improve the experience of students and describe the impact that after school program have on families.

Overall

- Teachers reported that most students improved or maintained their performance and in a pandemic year this was no small task.
- Continue to provide these opportunities and improving participation is a key to mitigating the impact that the pandemic has on children and families.

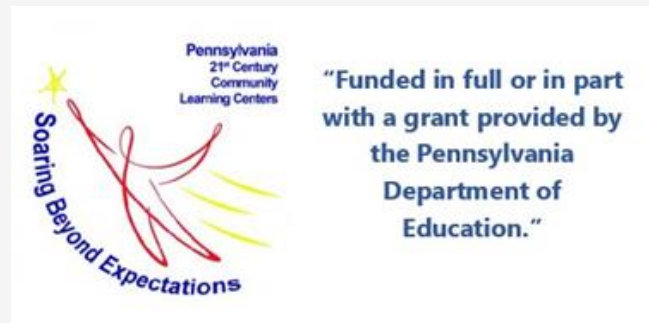
Cohort 10

C.A.N.O.E.S.

Trying Innovative Motivational Endeavors

Year 2

\$400,000.00



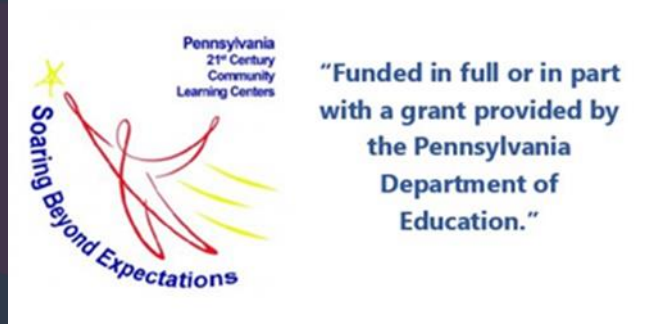
Key Findings



Attendance

- 49 students who participated in TIME programming were regular attendees (attended 30 or more days).
- 31 middle school students (6th – 8th grade) and 18 elementary students (1st – 5th grade) were regular attendees.
- 55.6% of regular attendees from elementary school attended at least 50 days (n=10). The overwhelming majority of regular attendees from middle school (96.8%, n=30) attended between 30 and 39 days.

Key Findings



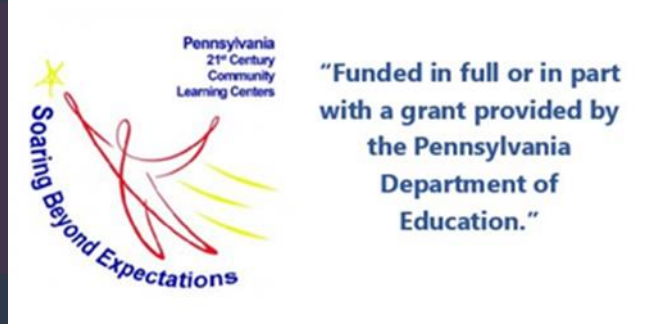
Academics

- More than 60% of regular attendees earned math and reading/ELA grades of 80 or higher at the beginning and the end of the year.
- 39.6% (n=19) of students improved their math grade and 40.8% (n=20) of students improved their reading/ELA grade from beginning to end of the year.

Behavior

- According to teacher survey respondents, more than half of regular attendees improved or did not need to improve their behavior; most notably:
 - More than 70% of regular attendees improved or did not need to improve on two items: completing homework (77.6%, n=38) and behaving in class (73.5%, n=36).
 - More than 55% of middle school students rated either improved or did not need to improve on all measures.
 - At least half of elementary students rated as improved or did not need to improve on seven of eight measures.

Key Findings



C.O.R.E (Summer Camp 2020)

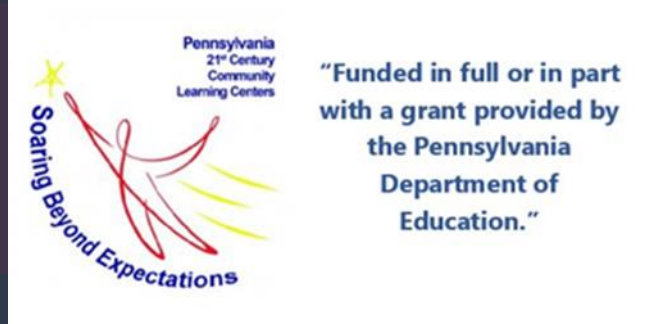
- Attendance
 - PAWS and MASD provided 24 days of online summer programming: Monday - Thursday from Jun 15 – July 23.
 - 66 students were signed up for the program by parents/caregivers
 - 39 students participated in at least one day of programming
 - An average of 14 students participated each day

Conclusions and Future Directions

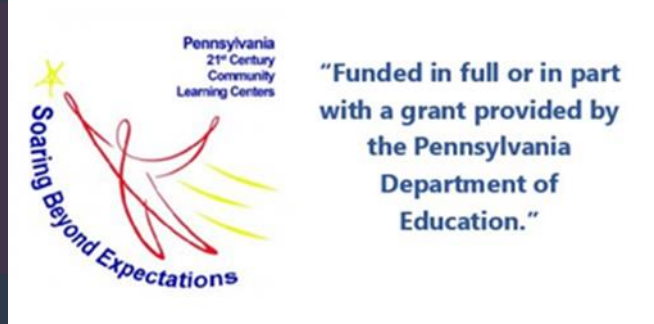
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Conclusions and Future Directions

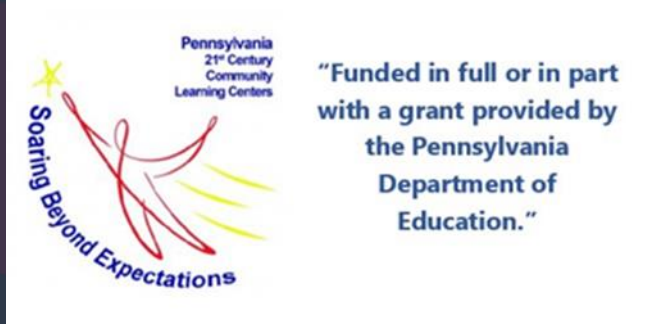


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Questions and Answers