



Trying Innovative Motivational
Endeavors (TIME)
Afterschool Program
McKeesport Area School District

Cohort 10
21st Century Community
Learning Centers Program

2022-2023 (Year 4)
Evaluation Report

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Assessment Capacity

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

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

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

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

local schools and communities and be continuously evaluated at the local level.

Program Description and Context

McKeesport Area School District's (MASD) Trying Innovative Motivational Endeavors (TIME) after school program is funded through the Pennsylvania Department of Education's (PDE) 21st Century Community Learning Centers (21st CCLC) grant program. TIME operates in three MASD schools: Francis McClure Elementary School, Twin Rivers Elementary School, and Founders Hall Middle School. 21st CCLC funding supports the creation of community learning centers, providing academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The 21st CCLC program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 and reauthorized by the Every Student Succeeds Act (ESSA) of 2015. Grants are awarded for out of school activities that focus on improving student academic achievement. These opportunities are designed to help students meet state and local standards in core academic subjects, such as reading and math.

MASD received 21st CCLC grant funding to offer a comprehensive and sustainable afterschool program for the 2022-2023 school year to help increase student success and development. MASD is a suburban, public school district serving the Pittsburgh suburbs of Dravosburg, McKeesport, South Versailles Township, Versailles, and White Oak. It covers approximately 7 square miles and serves approximately 3,099 students in PreK-12th grades through four schools and one technology center. The vision of MASD is, "to create a learning environment, which provides students an opportunity to maximize their potential and achieve success."

Funding from a 21st CCLC grant has allowed MASD to provide TIME afterschool programming to students who would otherwise be less likely to have the opportunity. The program aims to strengthen and supplement academic and social support provided to students. Using school and district teachers as afterschool staff maximizes coordination with in-school learning, allows for a deeper focus on academics, and provides opportunities for staff and students to build supportive relationships.

The project has the following primary objectives:

1. To provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet state and local student performance standards in core academic subjects such as reading and mathematics

2. To provide students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students
3. To provide families of students served by community learning centers opportunities for educational development

Evaluation Design

A key element in McKeesport's 21st CCLC grant request is a yearly evaluation of the program by an external evaluator to help gauge program outcomes. The Collaborative for Evaluation and Assessment Capacity (CEAC) in the University of Pittsburgh School of Education works with TIME and MASD for this purpose. To this end, CEAC examined academic data, student demographic, school and program attendance data, as well as survey data from teachers. CEAC also conducted interviews with the program director and site coordinators of the afterschool program, along with focus groups with student participants.

Findings

Program Design, Implementation, and Operations

This year, MASD and TIME leadership developed an in-person after school program. The MASD After School Program ran from October through May, Monday – Thursday, during traditional after school hours: Twin Rivers (4th and 5th grade) - 3:30-6:30 pm; Francis McClure (K – 5th grade) – 3:00-6:00, and Founders Hall (6th – 8th grade) – 3:00-6:00). The program offered many of the same activities as in prior years, including homework help, tutoring, STEAM projects, virtual field trips, college and career exploration, and book clubs. All students are eligible to access TIME programming, but students who are below benchmark on state or local standardized assessments, eligible for free-reduced lunch, or recommended by teachers or counselors due to poor academic performance are encouraged to participate in the program. Additionally, program staff utilize data from various assessments to construct individualized plans for students to maintain or improve their success in school.

The TIME program also provided its annual summer program once again in-person. The program ran in the summer 2022 prior to the 2022-2023 school year. The camp ran Monday through Thursday (8:00am-12:00pm) for six weeks, from June 23rd to July 23rd. Most attendees participated in another foundation sponsored camp that ran in the afternoons on the same days. Many of the same teachers also staffed the program as the previous year, allowing students to maintain previously built relationships. The

district and TIME program also offered prizes and district spirit wear as incentives for student participation, and as part of schoolwide PBSIS programs.

Key Findings

Program Participation and Attendance

- The largest percentage of the students (32.4%, n=159) attended 48-89 hours over the program year
- The highest number of participants was at Founders Hall Middle School with 201 students (41.3%) participating.

Student Demographics

- Slightly more female students (56.3%, n=274) than male students (43.7%, n=213) participated in afterschool program across all three school sites
- Among all participants, Black or African American students (53.4%, n=260) were the largest group

Student Academic Outcomes

- For PSSA scores, there are increasing numbers of students who scored advanced compared to last school year in Language Arts and Math. On the other hand, the largest percentage of students (59.6%, n=217) scored below basic in math
- For PSSA score, across three school sites, McClure students perform the best overall
- The highest percentage of the students GPA was in the 3.0-3.9 range (34.8%, n=70)

Student Behaviors

- Feedback on student behaviors were rated quite positive from the teacher survey this year. At least 60% of students were rated as improved or did not need to improve on seven of the eight items.
- The highest percentage of students (70.9%, n=134) improved or did not need to improve on participating in class

School Attendance

- 59.4% (n=285) students attended school 90% or more of the time in the 2022-23 school year.
- Comparing the three school sites, McClure had the highest percentage of students (70.2%, n=135) who attended school 90% or more

Stakeholder's Feedback

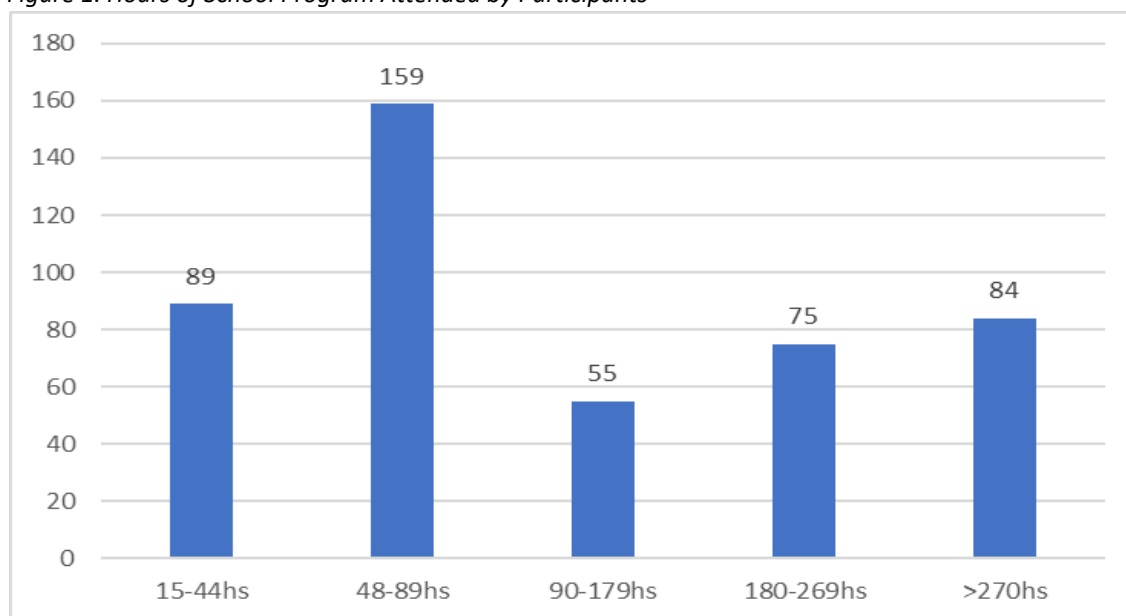
- Overall, students reflected on their fun and positive experiences during the interview and would recommend this program to their friends
- Transportation was by far the biggest challenge faced by the program this year

Program Participation and Attendance

In total, there were 490 students participating in the TIME afterschool program. Three of the students were from a neighboring nonpublic school, and 487 were public students from Founder Hall Middle School, Twin Rivers Elementary School and Francis McClure Elementary School. Among those students, 157 (32%) students attended only in Summer 2022, 247 (55.4%) students attended only in school year 2022-2023, and 86 (17.6%) students attended during both summer and school year.

Among all 490 students, 17.1% (n=84) of the students attended the program 270 or more hours over the program year and 15.3% (n=75) of the students attended the program 180-269 hours over the program year, which is at least half of total programming time (Figure 1). Furthermore, 11.2% (n=55) of the students attended the program 90-179 hours over the program year, and the largest percentage of the students (32.4%, n=159) attended 48-89 hours over the program year. On the other hand, 18.2%(n=89) of the students attended 15-44 hours over the program year.

Figure 1. Hours of School Program Attended by Participants



Overall, participation numbers varied across the three sites. The highest number of participants was at Founders Hall Middle School with 201 students (41.3%) participated. There were 193 (39.6%) students who participated in the McClure Elementary School TIME after school program, and in total 93 (19.1%) students participated in the Twin Rivers Elementary School.

Student Demographics

Regarding 487 public school TIME attendance, 56.3% (n=274) were female students, and 43.7% (n=213) were male students (Figure 2). Participation levels varied across grades (Figure 3). Of 487 students, fourth grade (16.8%, n=82) had the largest number of students, sixth graders made up the second largest group (15.6%, n=76), followed by fifth graders (15.2%, n=74) and seventh graders (13.1%, n=64).

Figure 2. Percentage of participants by gender

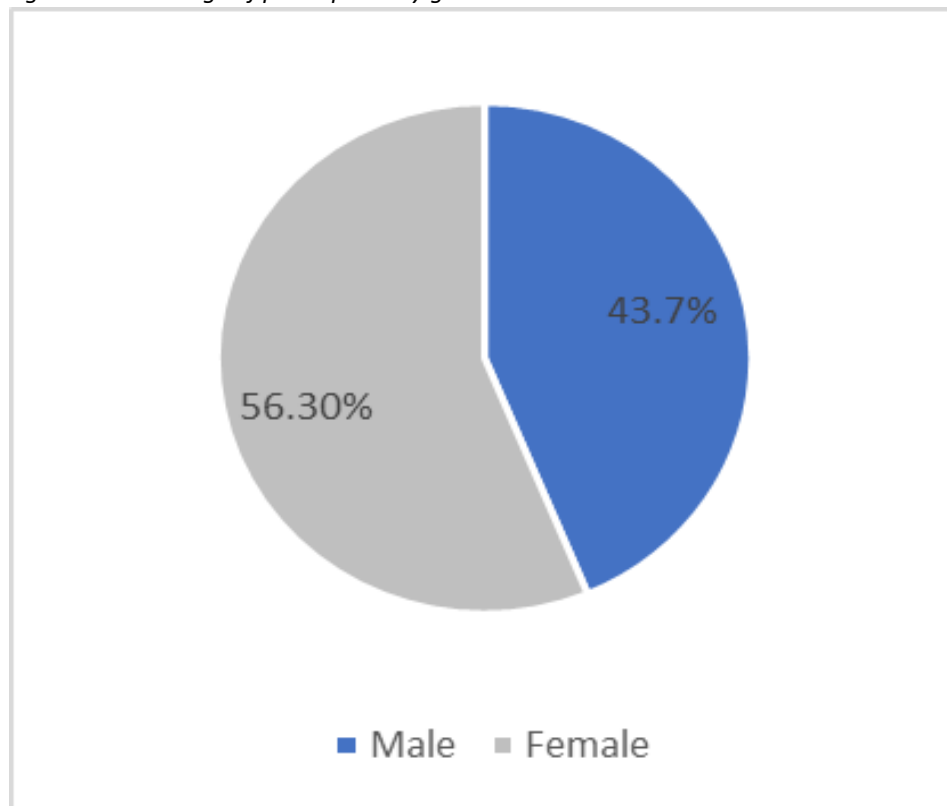
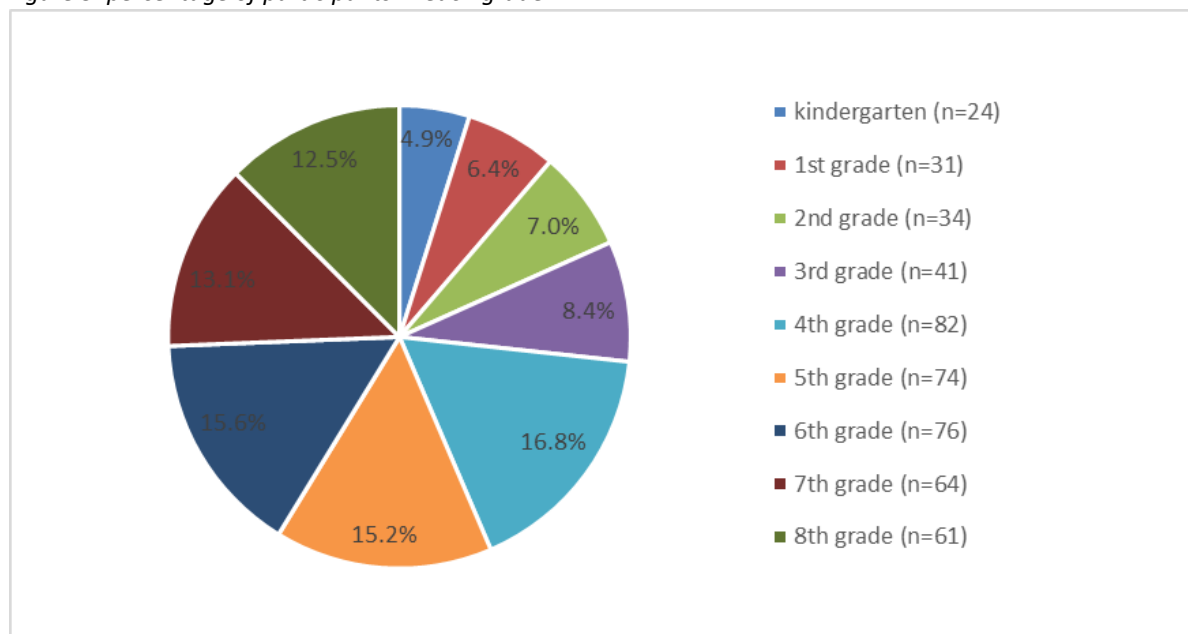
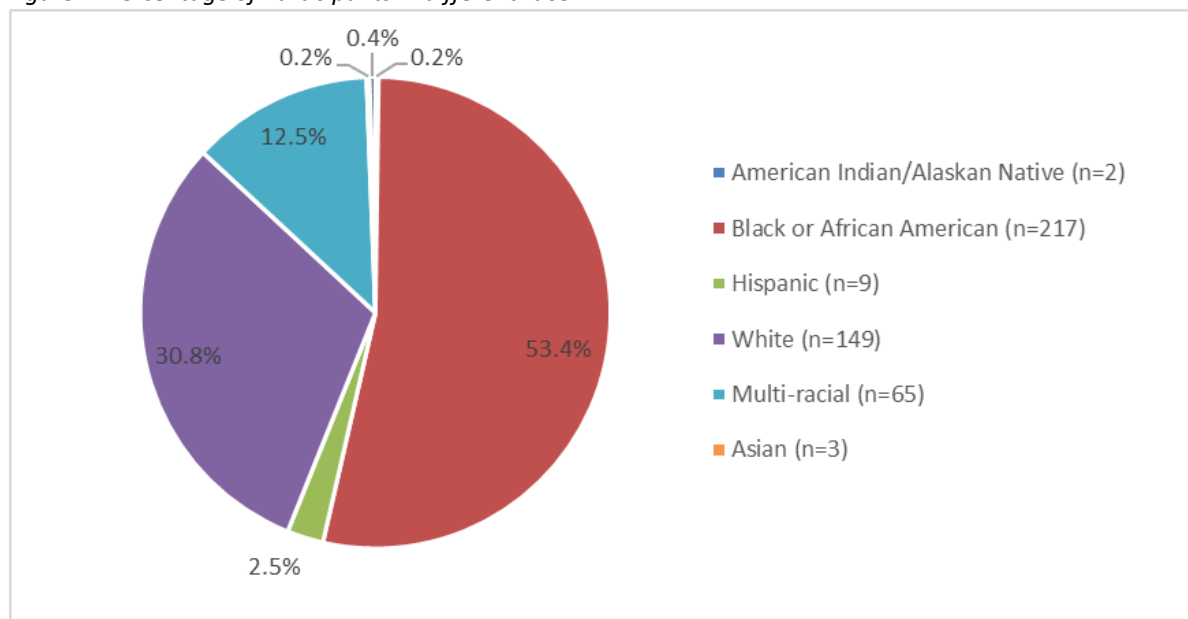


Figure 3. percentage of participants in each grade



As for participant's race and ethnicity, the largest percentage of students (53.4%, n=260) was Black or African American, followed by students who were White (30.8%, n=150) (Figure 4). 12.5% (n=65) were multi-racial students, 2.5% (n=12) were Hispanic students, and 0.4% (n=2) Native Hawaiian/Pacific islander students. There was also one student who was Asian, and one who was American Indian/Alaskan Native.

Figure 4. Percentage of Participants in different race



Furthermore, in terms of demographics, this year TIME program included six participant (1.2%) identified as English language learners (ELL). Of these, four spoke Spanish and two spoke Creole as a first language. Additionally, 67.4% (n=328) of students were identified as economically disadvantaged and 29.6% (n=144) as having an IEP.

Demographics by School/Site

Founders Hall Middle School

When disaggregated by schools, there were 201 students who participated in the Founders Hall Middle School TIME after school program. Among these students, there were 64.7% (n=130) female students and 35.3% (n=71) male students (Figure 5). 6th graders were the largest group of students (37.8%, n=76), followed by 7th graders (31.8%, n=64) and 8th graders (30.4%, n=61) (Figure 6).

Figure 5. Percentage of participants by gender at Founders Hall

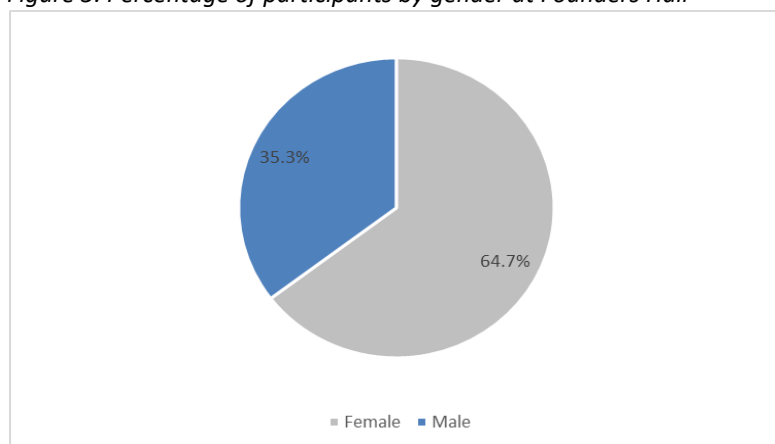
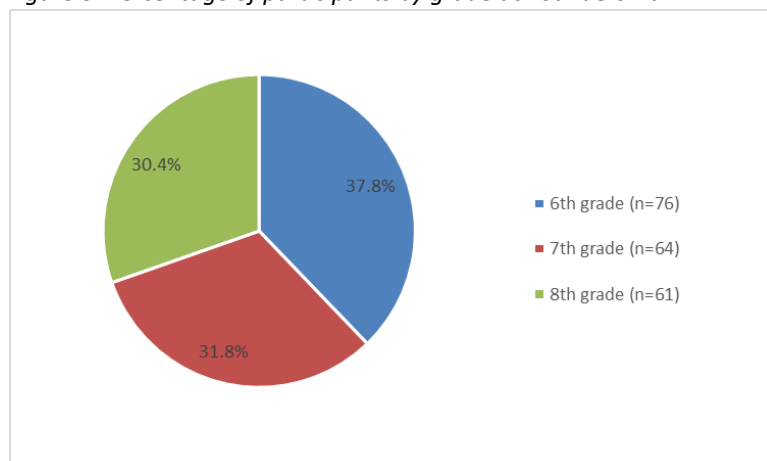
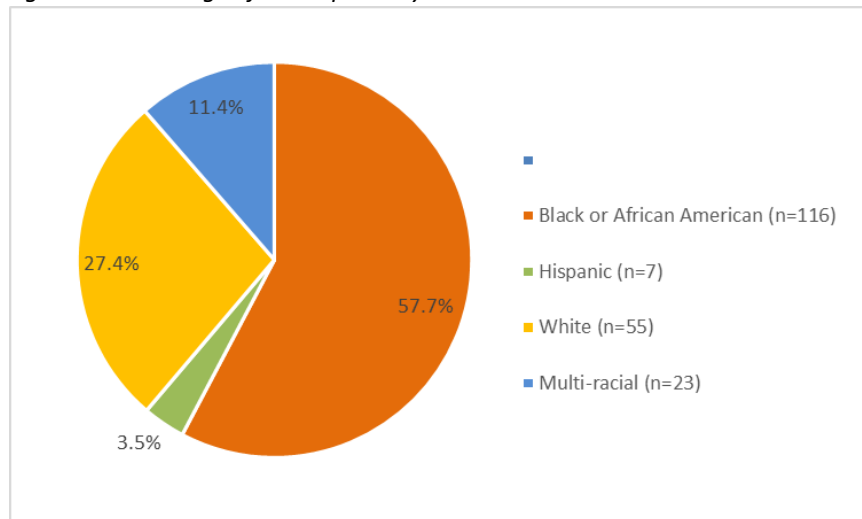


Figure 6. Percentage of participants by grade at Founders Hall



Concerning race and ethnicity, the majority of Founders Hall Middle School student participants were Black/African American (57.7%, n=116), followed by White students (27.4%, n=55), multi-racial students (11.4%, n=23), Hispanic students (3.5%, n=7) (Figure 7).

Figure 7. Percentage of Participants by race at Founders Hall



McClure Elementary School

There were 193 students who participated in the McClure Elementary School TIME after school program. Among these participants, 49.7% (n=96) were female students and 50.3% (n=97) were male students (Figure 8). The largest group of students were 3rd graders (21.2%, n=41), followed by 4th graders (18.1%, n=35) and 2nd graders (17.6%, n=34) (Figure 9). There were also 16.1% (n=31) 1st grade and 14.5% (n=28) 5th grade student participants, with 12.4% (n=24) being kindergarten students.

Figure 8. Percentage of Participants by Gender at McClure

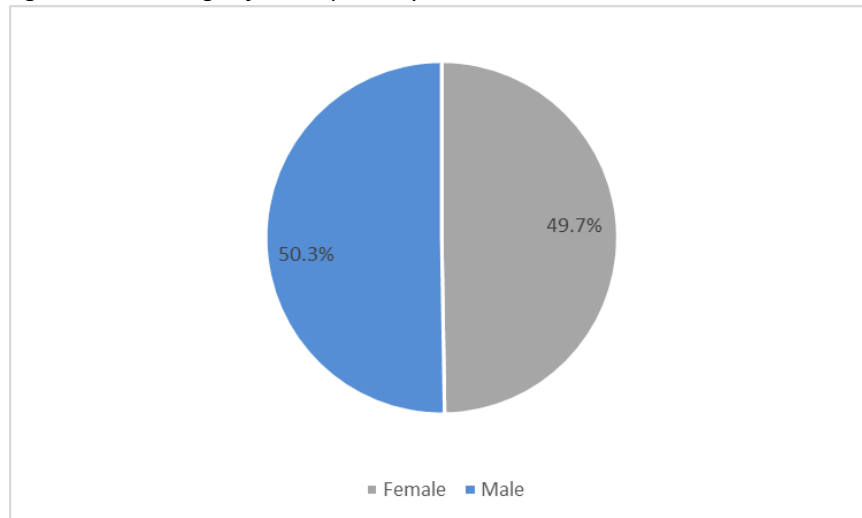
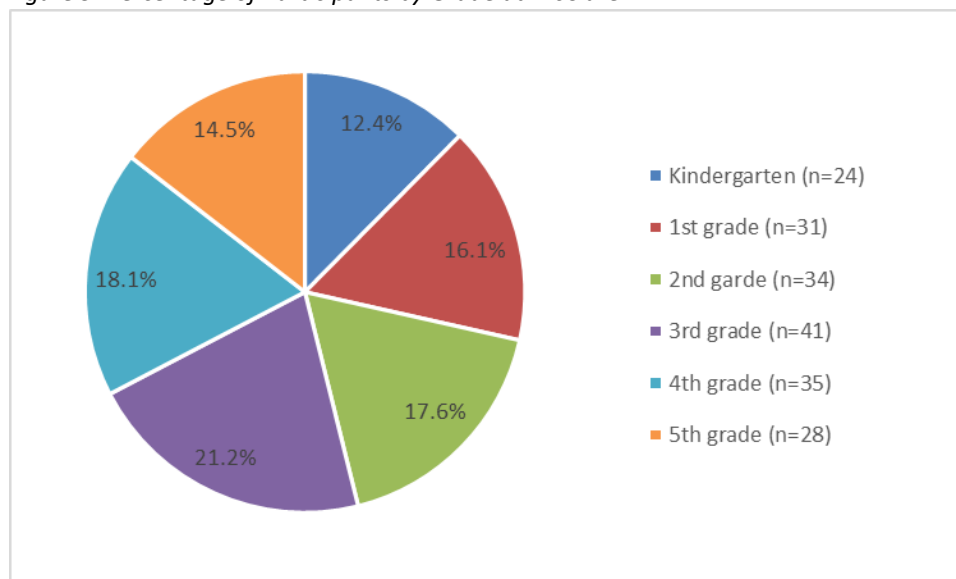
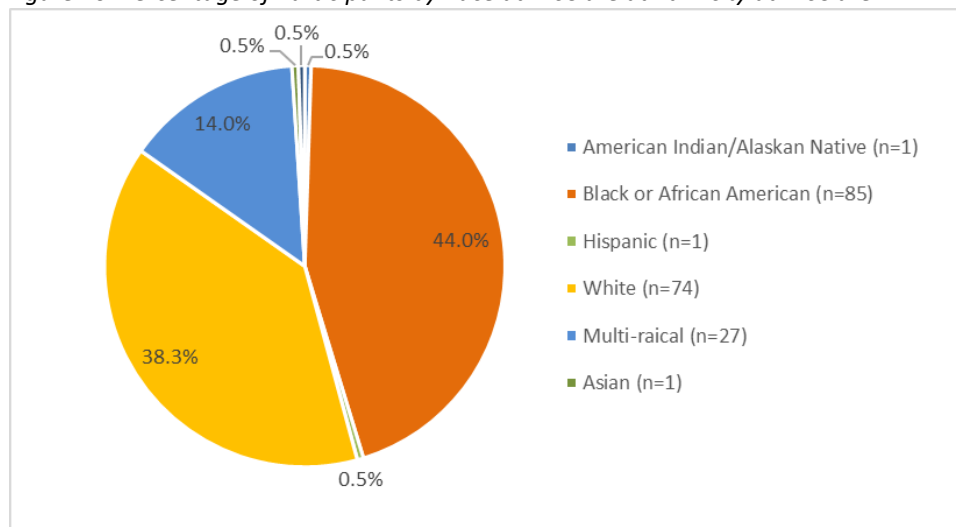


Figure 9. Percentage of Participants by Grade at McClure



As for race and ethnicity at McClure Elementary School, the largest percentage of students was Black or African American (44.0%, n=85) (Figure 10), followed by White students (38.3%, n=74). There were also 14% (n=27) multi-racial students and 2.0% Hispanic students (n=4). Additionally, there was one American Indian/Alaskan Native student (0.5%, n=1), one Asian student (0.5%, n=1), and one Native Hawaiian/Pacific Islander student (0.5%, n=1).

Figure 10. Percentage of Participants by Race at McClure at Ethnicity at McClure



Twin Rivers Elementary School

There were in total 93 students who participated in the Twin Rivers Elementary School TIME after school program. Among these students, 51.6% (n=48) were female students and 48.4%

(n=45) were male students (Figure 11). 50.5% (n=47) were 4th graders, 49.5% (n=46) were 5th graders, and there were no 3rd graders reported (Figure 12).

Figure 11. Percentage of Participants by Gender at Twin Rivers

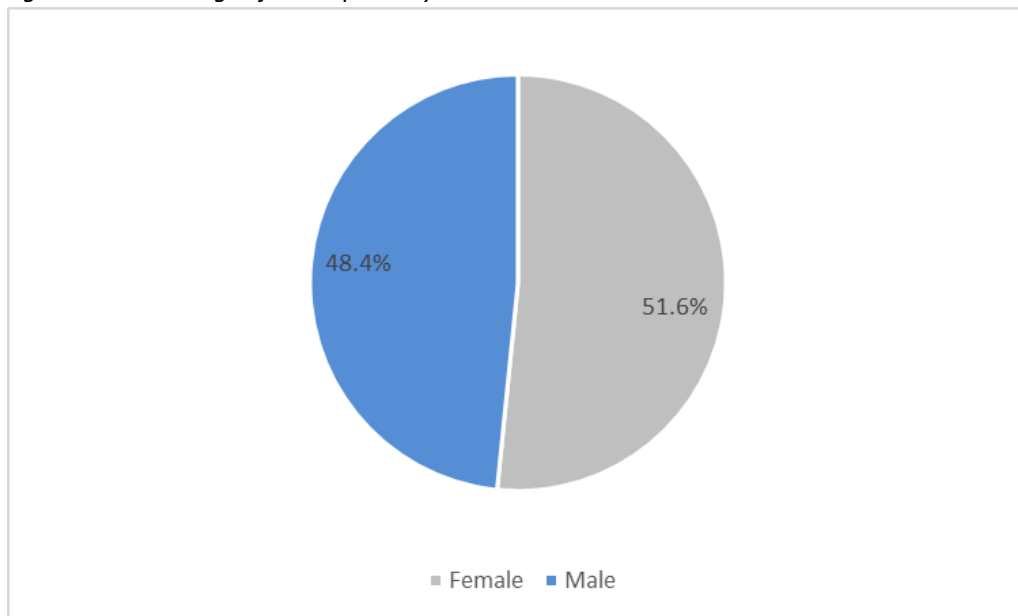
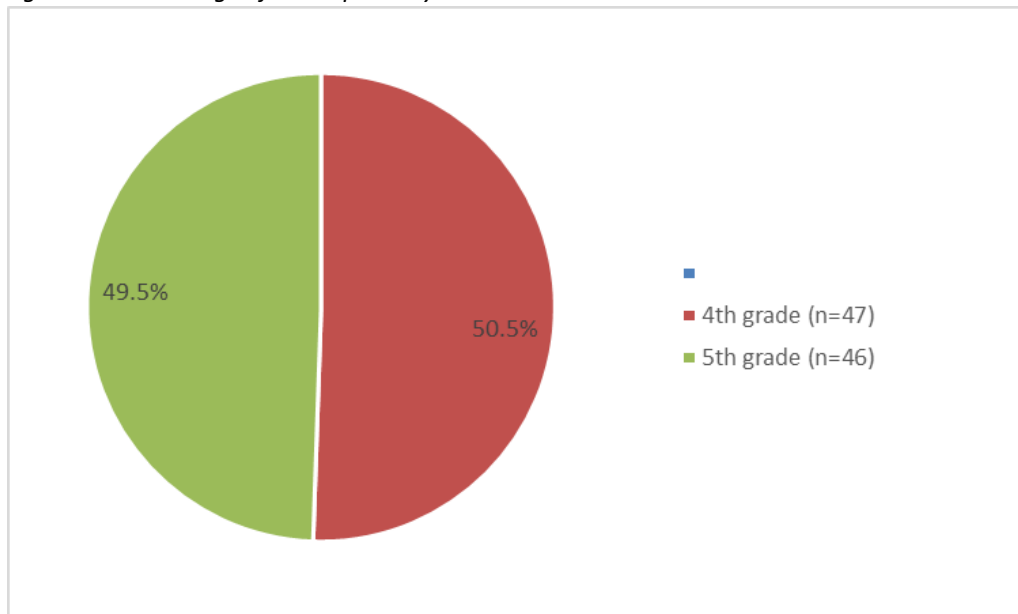
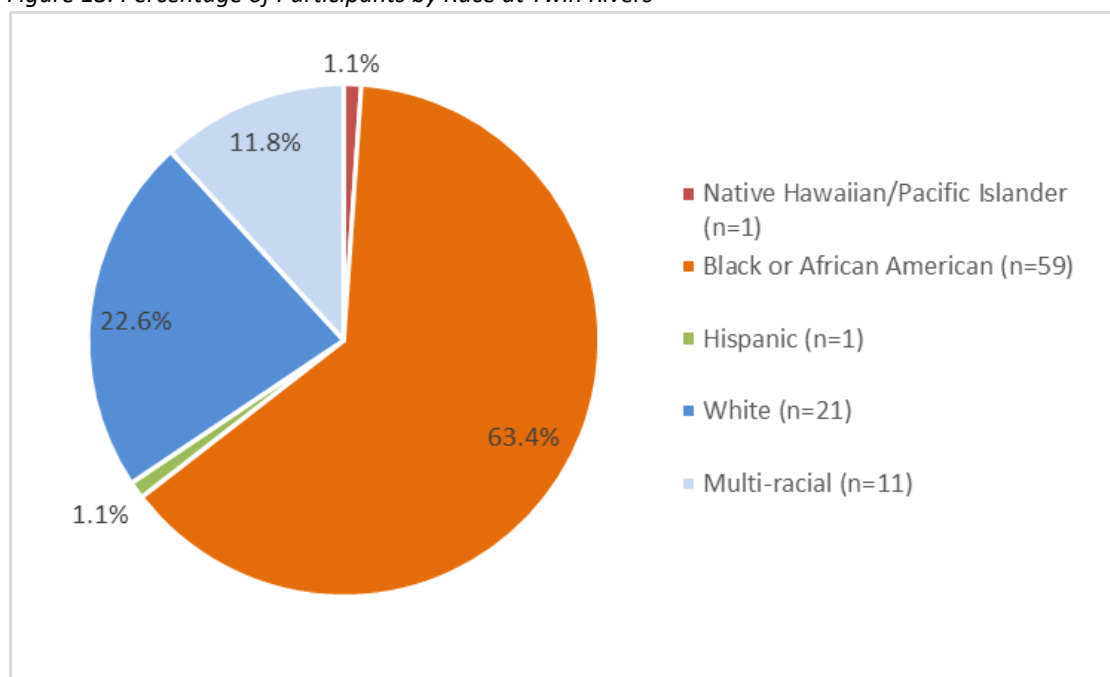


Figure 12. Percentage of Participants by Grade at Twin Rivers



Regarding students' race and ethnicity at Twin Rivers Elementary School, most students (63.4%, n=59) were Black or African American, followed by 22.6% (n=21) White students and 11.8% (n=11) multi-racial students (Figure 13). Additionally, there was one Hispanic student (1.1%) and one Native Hawaiian/Pacific Islander student (1.1%)

Figure 13. Percentage of Participants by Race at Twin Rivers



Student Outcomes

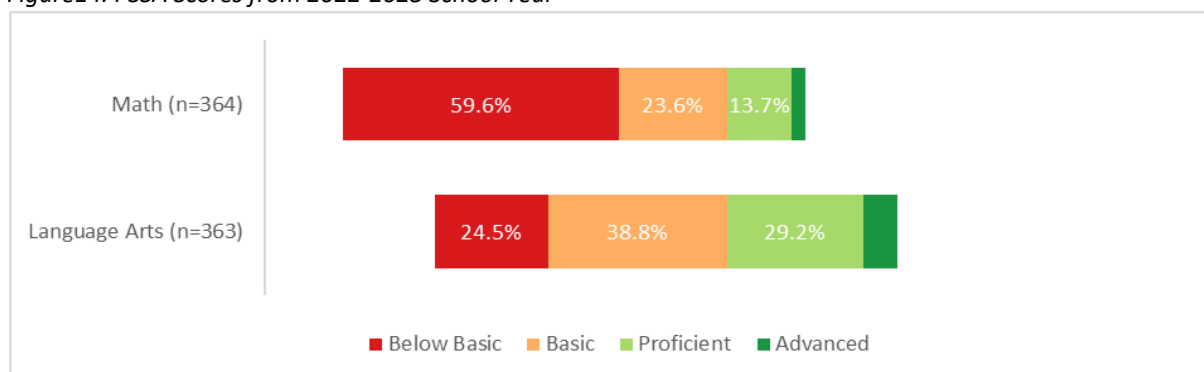
Academic measures make up a large portion of the 21CCLC evaluation. State standardized assessment (PSSA) scores and grades are the primary indicators used for academic performance. In the past, an A-F grading scale was used to measure students' academic achievement in ELA/reading and math. In the 2021-2022 academic year, state requirements adopted students' unweighted GPA as the new measurement. The 21CCLC Teachers' Survey was again used to measure academic related behavior in the same way as years past and provide a valuable point of comparison.

State Assessment Results

With respect to the state standardized assessment, PSSA scores were received for 363 participants in language arts and 364 participants in Math for the 2022-2023 school year.

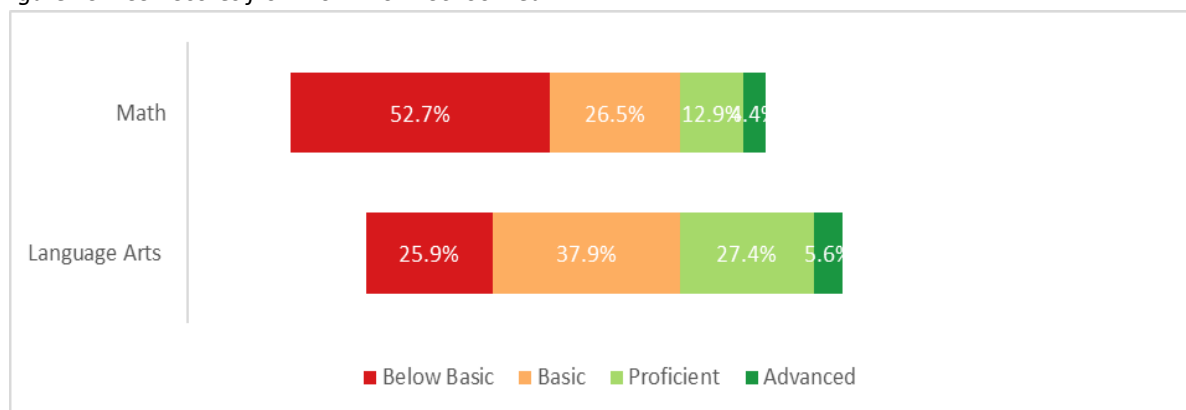
Looking at all participants, the Language Arts PSSA received the higher number of students (36.6%, n=133) who scored either proficient or advanced compared to Math (16.7%, n=61) (Figure 14). On the other hand, the largest percentage of students (59.6%, n=217) scored below basic in math, compared to 38.8% (n=141) of students who scored basic in English.

Figure14. PSSA Scores from 2022-2023 School Year



There are 340 students who received valid scores in both Language Arts and Math for the prior year 2021-2022. Comparing this year's PSSA scores with last year, the number of students who scored proficient or advanced increased for language arts from 33.0% (112) to 36.6% (n=133) (Figure 15). On the other hand, the number of students who scored proficient or advanced in math dropped slightly from 17.3% (n=59) to 16.7% (n=61) and the number of students scoring below basic increased from 52.7% (n=179) to 59.6% (n=217).

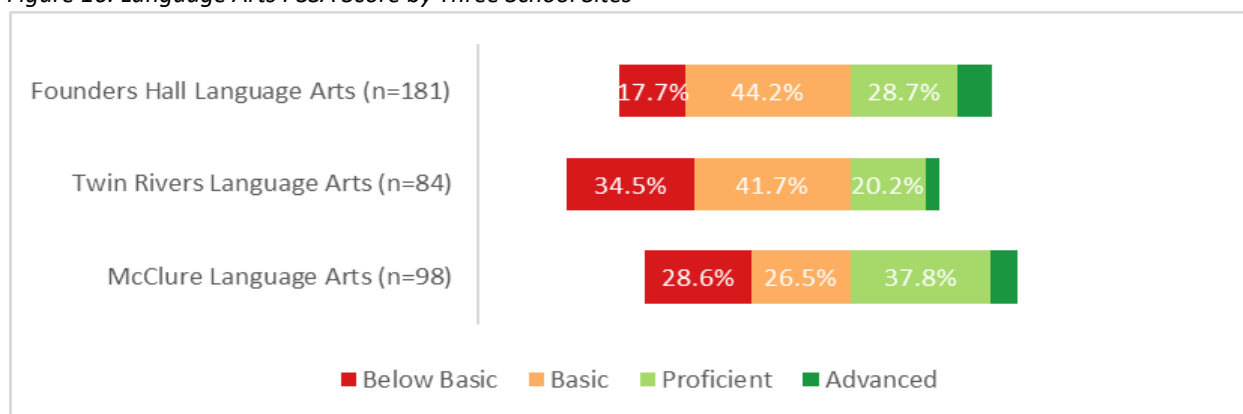
Figure 15. PSSA Scores from 2021-2022 School Year



By School/Site

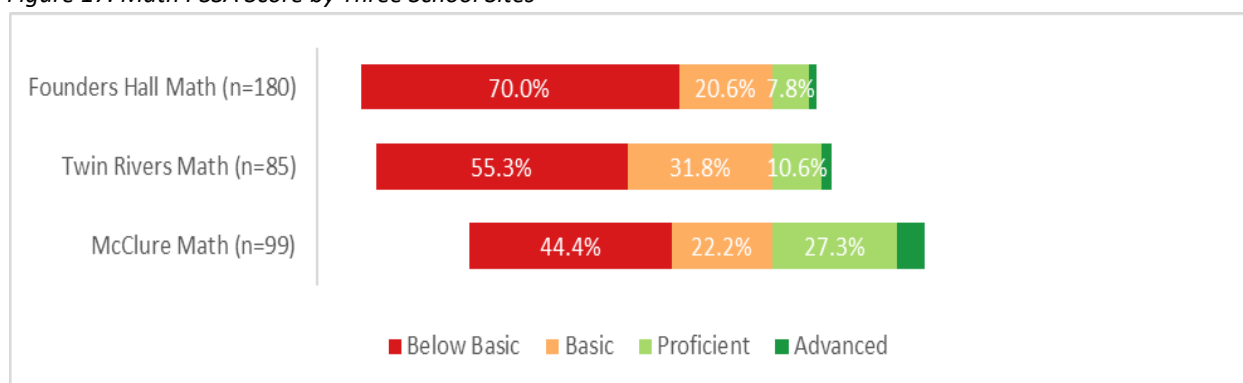
When disaggregated by school sites for Language Arts and Math PSSA scores, McClure generally had the highest rates of proficient and advanced followed closely by Founders Hall. In Language Arts, the largest percentage of students (44.9%, n=44) scored either proficient or advanced from McClure, followed by Founders Hall with 38.1% (n=69) (Figure 16). Founders Hall school students also had the lowest percentage of students score below basic (17.7%, n=32). On the other hand, Twin Rivers had the highest level of students score below basic (34.5%, n=29).

Figure 16. Language Arts PSSA Score by Three School Sites



Math was the subject that received the higher percentages of student scores below basic for all three school sites. Among the schools, Founders Hall Students had the largest percentage of students (70%, n=126) score below basic in math (Figure 17). On the other hand, McClure students again received the largest percentage of students (33.4%, n=33) score either proficient or advanced, followed by Twin Rivers (12.9%, n=11).

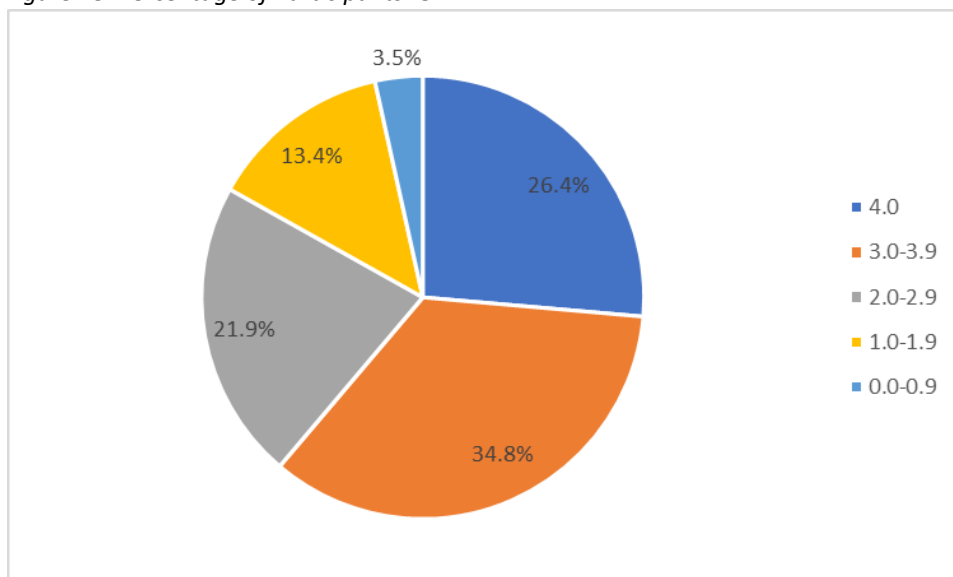
Figure 17. Math PSSA Score by Three School Sites



Grade Point Average/Classroom Performance

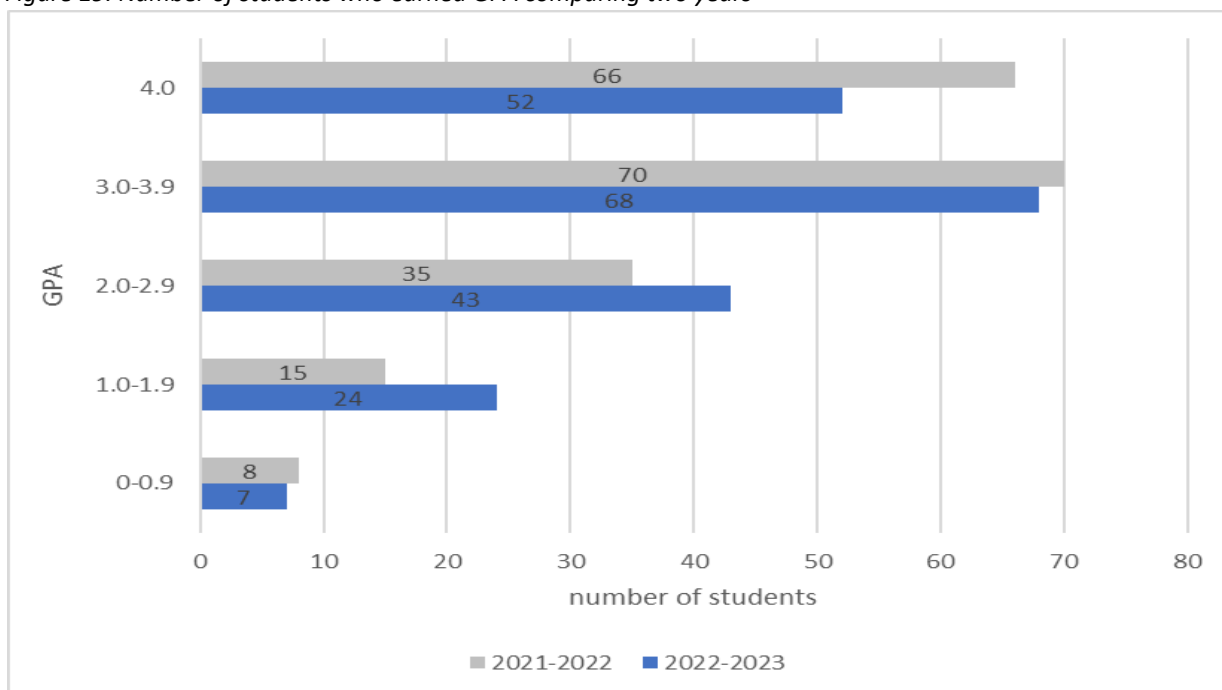
Among 487 participants, 201 students' GPA were recorded for this school year 2022-2023. Among these 201 students, the highest percentage of the students (34.8%, n=70) had a GPA between 3.0-3.9, followed with 26.4% (n=53) of students who had a GPA of 4.0 (Figure 18). On the other hand, there were only 3.5% (n=7) students who had a GPA of 0.0-0.9 and 13.4% (n=27) who had a GPA between 1.0-1.9.

Figure 18. Percentage of Participants' GPA



Compared to last year, there were 194 students who received GPA for both years. There were 14 less students who earned a GPA of 4.0 compared to last year, and 3 less students who earned a GPA in the 3.0-3.9 range.

Figure 19. Number of students who earned GPA comparing two years

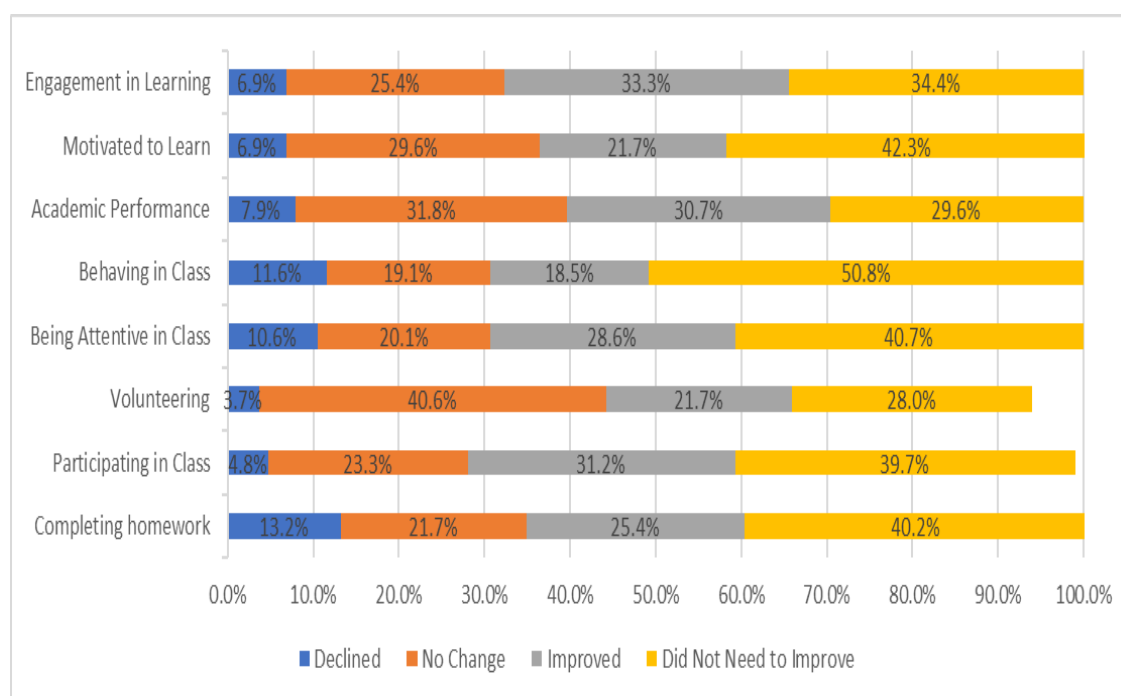


Teacher-Reported Results (Teacher Survey)

Another aspect of the TIME after school program is to improve student behavior and social-emotional learning. To measure this aspect, data was collected through seven questions on the 2022-2023 21st CCLC teacher survey. The teacher survey measures students' behavior regarding academic and social-emotional learning over the course of the school year. The eight questions are: completing homework to your satisfaction, participating in class, volunteering (e.g., for extra credit or more responsibilities), being attentive in class, behaving in class, academic performance, coming to school motivated to learn and engagement in learning. Teachers rate student change on a four-point scale: declined, no change, improved, and did not need to improve. Teacher surveys were collected for 190 students.

Overall, the findings were very positive, at least 60% of students were rated as improved or did not need to improve on seven of the eight items. The highest percentage of students 70.9% (n=134) improved or did not need to improve on participating in class, followed closely by both the items of Being Attentive in Class and Behaving in Class with 69.3% (n=131). Additionally, on seven of eight items, less than 15% of students were rated declined. The highest percentage of students receiving a teacher rating of no change was on the item, volunteering (40.6%, n=88). The items that showed the most room for improvement were Volunteering with 44.3% (n=84) of students rated declined or no change and Academic Performance with 39.7% (n=75) of students rated declined or no change.

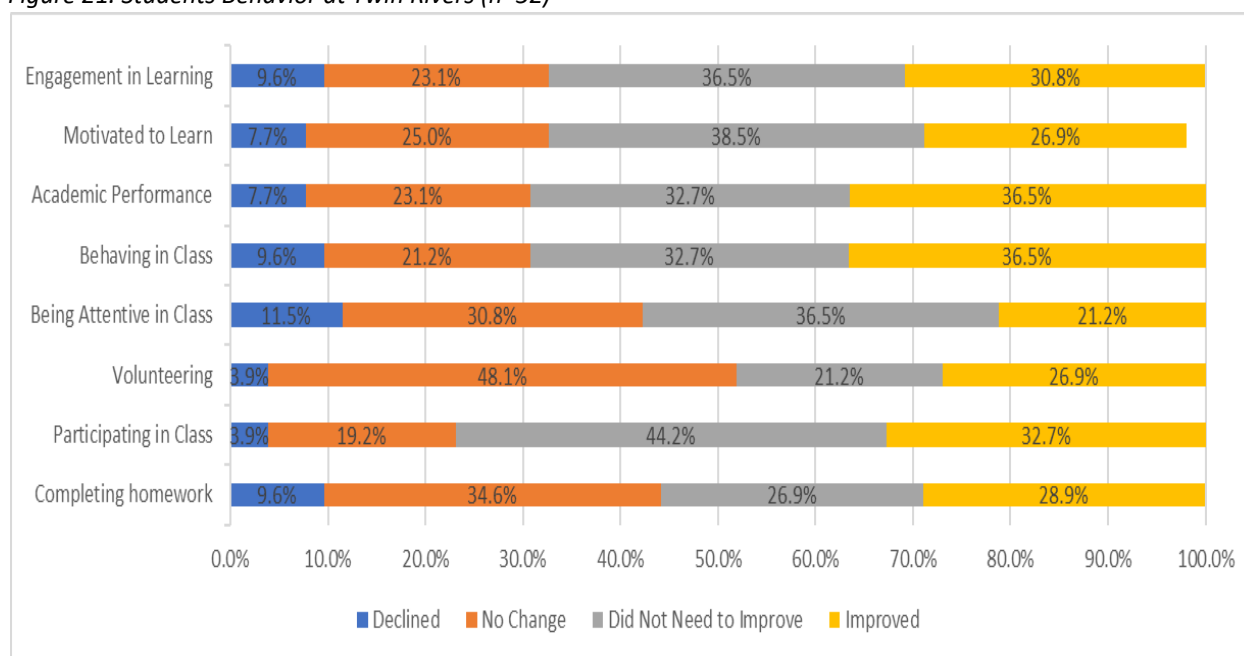
Figure 20. Participants Behavior (n=190)



By School

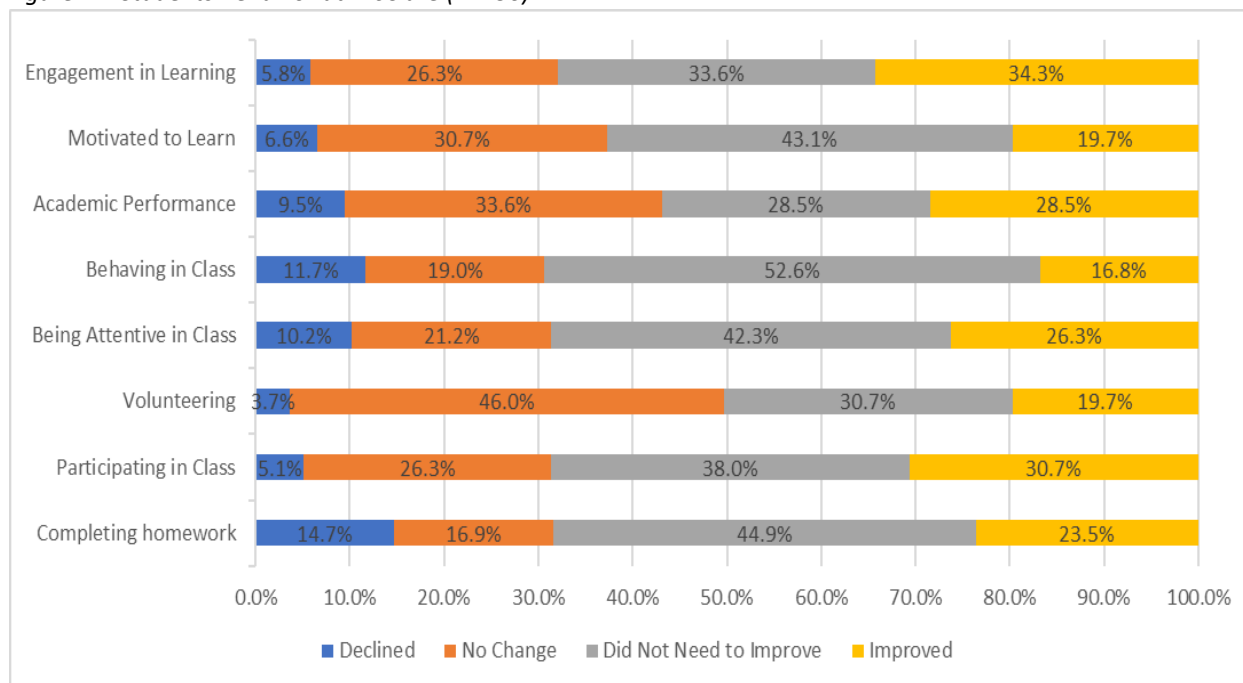
When disaggregated by school sites, there were no teachers survey recorded at Founders Hall. In general, students' behavioral measures were more positive from Twin Rivers Elementary School, with five items having more than 65% of students rated improved or did not need to improve. Also, the highest overall results were shown by Twin Rivers students, with 76.9% (n=40) students being rated as improved or did not need to improve regarding participating in class. As for ratings of declined, Twin Rivers had seven items with percentages below 10% (Figure 21). The items that showed the most room for improvement at Twin Rivers were Volunteering with 52% (n=27) of students rated declined or no change and Completing Homework with 44.2% (n=23) of students rated declined or no change.

Figure 21. Students Behavior at Twin Rivers (n=52)



As for McClure elementary students, the overall highest result was shown by 68.7% (n=93) of students being rated as improved or did not need to improve regarding engagement in learning (Figure 22). The items that showed the most room for improvement at McClure were Volunteering with 49.7% (n=68) of students rated declined or no change and Academic Performance with 43.1% (n=59) of students rated declined or no change.

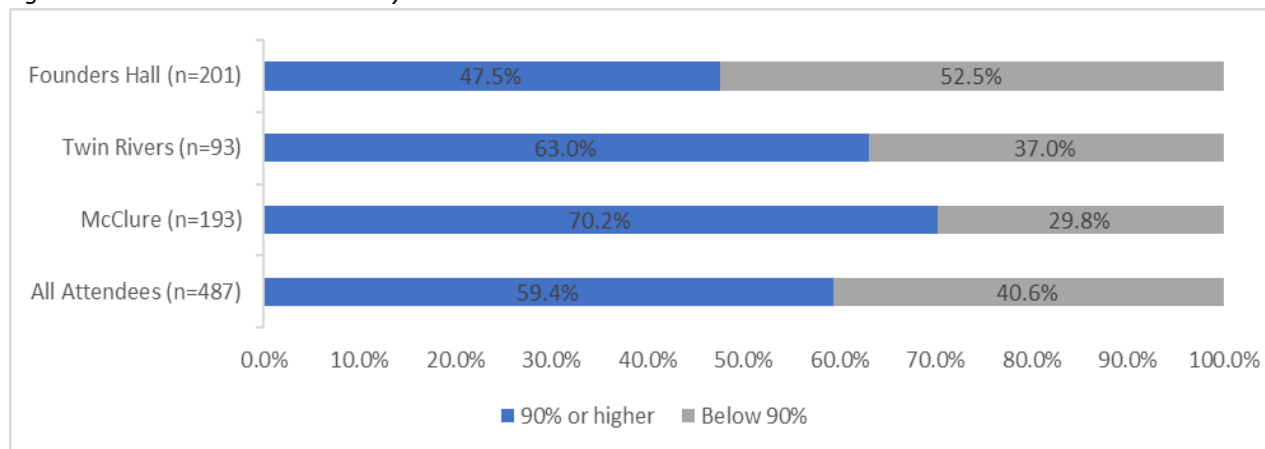
Figure 22. Students Behavior at McClure (n=136)



School Attendance

Out of the all the student attendees, 59.4% (n=285) students attended school 90% or more of the time in the 2022-23 school year. School attendance levels by site varied quite a bit. When disaggregated by the three school sites, students from McClure had the highest percentage of students (70.2%, n=135) who attended school 90% or more, followed by Twin Rivers (63.0%, n=59) and Founders Hall (47.5%, n=95).

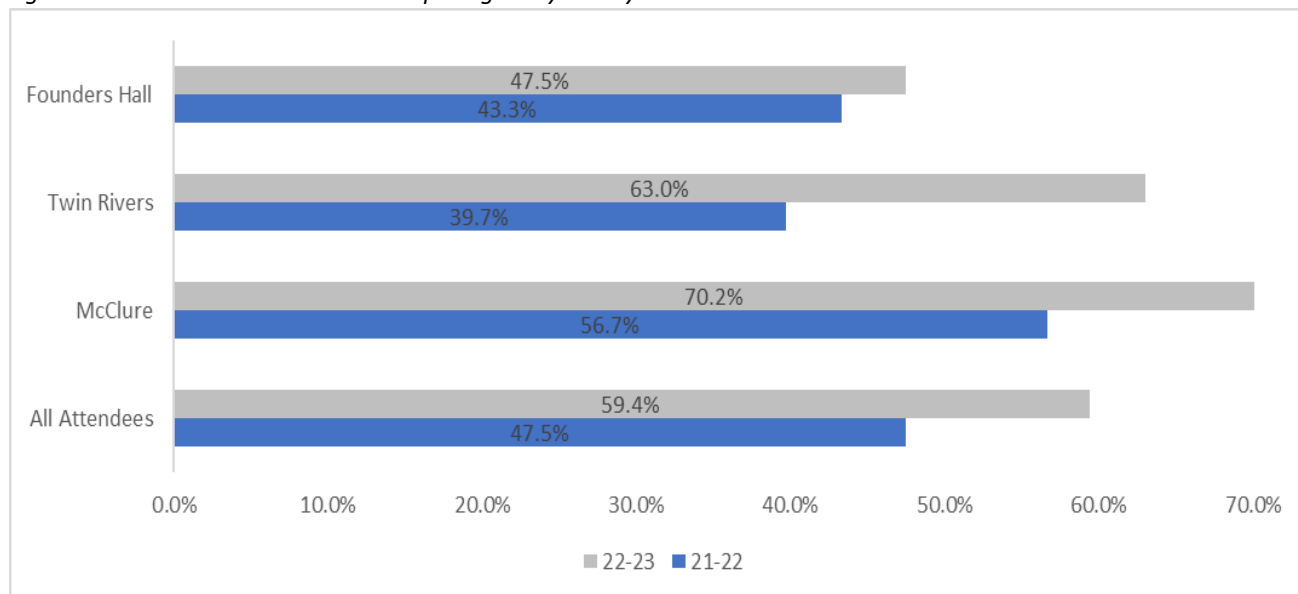
Figure 24. School Attendance rate by schools



When comparing school attendance rates from this program year (2022-2023) and last (2021-2022), three school sites have increased the number of attendees with 90% or higher

attendance rates. Notably, Twin Rivers students showed the largest increase, going from 39.7% (n=35) to 63% (n=60) of students attending 90% or more. Overall, McClure students had the highest attendance rate with 90% or more for both years, increasing from 56.7% (n=93) to 70.2% (n=135).

Figure 25. School Attendance rate comparing two years by schools



Student Behavior

Student discipline was generally positive this year. Four attendees (0.8%) received a discipline referral for in-school and only one attendee (0.2%) received multiple (2) discipline referrals. Comparatively, seven (1.4%) of this year's attendees received an in-school suspension last year, six of which improved this year, receiving no in-school suspension.

Parent and Family Engagement

In this school year, there were three events held for parent and family engagement. On December 19, 2022, Twin Rivers held a holiday event with 94 parents and adult family members in attendance. The event was the celebration for a series of after school activities related to group the reading of Charlie and the Chocolate Factory. The event included different activities with chocolate, holiday arts and crafts, and a Kahoot activity. On March 19, 2023, McClure hosted a PSSA event with 25 parents and adult family members attending. The "Donut Stress about PSSAs" event was a night of community building meant to help folks relax and have fun prior to testing. Lastly, on May 18, 2023, Founders Hall coordinated a STEM/Art night, which 28 parents and adult family members attended. The night was titled "Come Grow with US" and combined STEM and art by painting pots in which students and adults planted flowers, completing a plant care and growth activity before taking them home at the end of the event.

Stakeholder Feedback

At the end of the school year, CEAC conducted focus groups with students and interviews with program leaders, including the program director and site coordinators. Student focus group questions focused on favorites activities, relationship building with peers and teachers/staff, and the program's influence on students' academic success. Leadership interviews focused on successes and challenges experienced implementing the program, program staffing and process aspects, and suggestions for improving the program next year.

Student Participants Focus Groups

CEAC conducted a focus group with Founders Hall, Twin Rivers, and McClure students at the end of the school year. The focus group probed into the students' preferences regarding activities in the afterschool program. The participants expressed a particular fondness for creative endeavors, such as designing and fabricating cheerleading uniforms. Additionally, recreational activities like scooter riding and dodgeball in the gymnasium were highlighted. A segment of the students also enjoyed culinary projects, notably baking cookies. A notable observation was the students' appreciation for outdoor activities, which they found conducive to imaginative play and unrestrained physical movement.

From an academic standpoint, the students valued the instructional support provided by teachers during the afterschool program, particularly in subjects like mathematics, science, and reading. This assistance was instrumental in allowing some students to complete their homework, thereby alleviating academic responsibilities later at home.

The focus group also delved into the social benefits of the after school program. A significant majority of the students acknowledged that the program facilitated the formation of new friendships and the strengthening of existing relationships. This was not limited to peers within their own grades, as many students formed connections with others across different grade levels, which was viewed as a plus of the after school program. Furthermore, the program offered opportunities for students to familiarize themselves with new teachers. Students mentioned the ability to get to know teachers in the less formal structure of after school as a major benefit of the program.

In response to inquiries about recommending the afterschool program to their peers, an overwhelming majority of the students responded affirmatively. One student encapsulated the sentiment by stating, "We engage in diverse activities, receive academic assistance, enjoy

outdoor recreation, and expand our social circles." In summary, the focus group yielded overwhelmingly positive feedback regarding the afterschool program.

Program Director and Site Coordinator Interviews

The interviews conducted with coordinators from Founders Hall, Twin Rivers Primary School, and McClure Middle School, offer a comprehensive look into the operational dynamics and challenges faced in each school after school program. These discussions shed light on the unique approaches and adaptive strategies employed by each institution in managing their respective programs.

Staffing and Resource Management: A common thread across the interviews was the issue of staffing and resource management. Founders Hall and Twin Rivers Primary School both faced notable challenges in staffing, which directly impacted their ability to support a greater number of students or offer a broader range of programs. In contrast, McClure Middle School adopted a more collaborative approach, pooling staff from different schools to effectively manage resources. This variance in strategies highlights the diverse responses to similar challenges in the educational sector.

Program Adaptations and Offerings: Each school displayed distinct program adaptations and offerings, aligning with their specific needs and opportunities. The TIME program notably shifted from a gender-specific athletic/fitness program, "Girls on the Run," to "Kids of Steel," which included both boys and girls. Kids of Steel is run by Dick's Sporting Goods Foundation with which Twin Rivers has an extensive and ongoing partnership in the Twin Rivers United program. Another new aspect this year was TIME schools' participation with PBS Smart Schools, which provides STEM resources and integration, reflecting a focus on technological and scientific learning. Additionally, McClure, emphasized physical activity and nutrition through programs like NFL's Fuel Up to Play 60, showcasing their commitment to health-oriented education.

Challenges and Responses: Transportation emerged again as a major challenge for all TIME schools. The lack of buses affected student recruitment and consistency of participation. Additionally, each school faced issues in behavioral management, particularly in navigating increased sensitivity among students concerning bullying and inclusivity. The coordinators' responses to these challenges were marked by creativity and adaptability.

Community and Parental Involvement: The role of community and parental involvement was another highlighted aspect. The coordinator from Founders Hall underlined the significance of community events and partnerships in enriching their program. Similarly, McClure Middle School noted an increase in parental engagement due to their pick-up policy, which facilitated better issue resolution and involvement in the students' educational experiences.

Academic Support and Engagement: All schools underscored the integration of academic support within their programs, such as designated homework hours and educational activities. This integration goes beyond extending the school day; it aims to engage students in a more holistic and appealing manner. The coordinators emphasized the importance of making these activities engaging, ensuring that the students not only receive academic assistance but also enjoy a stimulating and enriching experience.

Conclusions

The coordinators from Founders Hall, Twin Rivers Primary School, and McClure demonstrate a deep commitment to evolving their programs to meet the changing needs of students and the community. Despite facing challenges like staffing shortages and transportation issues, they have managed to implement creative solutions and forge new partnerships, enhancing their educational offerings. Their focus on community involvement, comprehensive education, and behavioral issues indicates a well-rounded approach to student development. The adaptability and innovative problem-solving skills exhibited by these coordinators are essential for the ongoing success and relevance of their educational programs.

Grantee Results on Performance Measures

GPRA. Measure 1 – Academic Achievement, State Assessments

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer demonstrate growth in Reading/language arts on state assessments.

Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer demonstrate growth in Math on state assessments.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
% of Growth PSSA ELA	10%	26.2% (79 out of 302)
% of Growth PSSA Math	10%	7.9% (24 out of 302)

GPRA. Measure 2 – Grade Point Average

Percentage of students in grades 7-8 and 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.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
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% of GPA Improved When Prior Year <3.0	10%	60.4% (29 out of 48)
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GPRA. Measure 3 – School Day Attendance

Percentage of youth in grades 1–12 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.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Improved Attendance Rate When Prior Year < 90%)	25%	70.9% (166 out of 234)

GPRA. Measure 4 – Behavior

The percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer experienced a decrease in in-school suspensions compared to the previous school year.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
% Decrease ISS days from the Prior Year	30%	85.7% (6 out of 7)

GPRA. Measure 5 – Student Engagement in Learning

The percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer demonstrated an improvement in teacher-reported engagement in learning.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
Improve teacher-reported engagement	20%	33.3% (63 out of 189)

State Measure 6- Family Literacy and Involvement - Need

Number or percentage of families of participating students participating in family literacy and involvement activities.

Grantee Performance Indicator	Grantee's Performance Target (# or %)	Actual Performance
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# of Parents/adult family members participating in Literacy Events	25 Families	NA (No literacy event held this year)
# of Parents/adult family members attending a family event	25 Families	147 Parents/adult family members

Considerations and Recommendations for Improvement

Overall, the TIME program provided engaging and helpful activities and supports for students. Through the program, students built and strengthened relationships with their peers and teachers. In focus groups, student expressed their ability to get to know and build friendships with students from other grades and teachers that they have not had yet. Also, findings from the teacher survey showed student behavior again was generally positive with ratings of improved or did not need to improve at above 60% or higher on all eight items. However, as was reflected from PSSA scores, there is still room for students to improve academically with high percentages of students scoring basic or below basic, especially in math and especially at Twin Rivers. GPA on the other hand showed more academic success with over 60% of students earning a GPA of at least 3.0. Helping student translate their performance in class to the PSSA is something on which to focus in the future.

Thus, the primary recommendation from this report is for TIME leadership and staff to work to improve programming in ways that are more tailored and responsive to students identified as ethnicities other than White, as economically disadvantaged, and as eligible for special education services. Such efforts have been shown to improve students' academic growth, especially in math, which is in the most need of improvement. Through interviews with TIME staff, one recommended avenue to explore is to increase staff size so that there can be more smaller group and one on one tailored academic support. This also has been shown to improve students' academic outcomes and might help the afterschool program foster as much student growth as possible.

Additionally, math PSSA scores continue to show that a high number of students are struggling with the subject. Thus, it is recommended to explore new activities and supports in math for the afterschool program. Using more of a rotation that can provide different opportunities to engage with math might help to find something that works better for students. In particular, math games and math activities relating to cooking and arts and crafts are something to explore given students' expressed interest in those areas.

For middle schoolers, expanding opportunities for creative expression and physical fitness/athletics could help building social relationships and address health and wellness. These activities also provide opportunities to build relationship and create a sense of community. In

particular, the musicals and plays that have been a long-time staple at Founders Hall have been a recurring positive experience cited by students and staff as a highlight of the year. Expanding that to the elementary schools and providing longer-term connected activities might increase participation levels and engagement of students.

Lastly, the lack of transportation is still cited as a problem that likely limits the ability of students at the lowest end of the socio-economic spectrum to participate in after school. Given that MASD is not a walking district for most students, families must provide their own transportation home in order for their children to participate in after school. Thus, children from the lowest end of the socio-economic spectrum have less access to the experiences and support provided by the TIME program. The solution to this problem is generally outside the program and district's sphere of control due to the extremely high cost of transportation and shortage of providers in the current education landscape. However, naming the problem and putting it on the radar of PDE and policy makers through reports such as this is a necessary step for solutions to be developed.

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