
21st CCLC Program: Project Achieve Review of Year 2 Evaluation

Steering Committee Meeting 03.03.2021

21st CCLC Overview

Project Achieve is a 21st Community Learning Center Program funded by the Maryland State Department of Education (MSDE) to provide students with a structured, academically enriched out-of-school time program aligned with the instructional school day.

Five Components of 21st CCLC Components

One Hour of Academic Instruction

(3:00pm - 4:00pm/4:30pm; M-F; times may vary based upon activities)

- STEM - Project Learning Tree
- SEL - Social-Emotional Learning - Second Step
- Homework Help and Tutorial
- Power Hour

One Hour of Academic Enrichment

(4:00pm/4:30pm - 7:00pm; M-F; times may vary based upon activities)

- High-Yield Learning Activities
 - Career Launch
 - Healthy Habits
 - Arts & Crafts
 - SMART Move
 - Triple Play
 - Torch Club
 - Sports and Recreation
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Five Components of 21st CCLC Components

Character Education

(4:00pm - 5:00pm; 1 day/week)

- Passport to Manhood
- SMART Girls

Service-Learning Projects (Annual)

- Padlet

Parent/Family Engagement and Community Outreach Events/Activities

- Back to School Resource Fair
 - PSAT 8/9 Simulator Workshop
 - Morning Mugs w/Principal Lee
 - Literacy Night
 - Math Literacy Night
 - Hooping for a Cause
 - Thanksgiving Basket Giveaways
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Overall Goals

- Enhance Math and Literacy Skills
 - Foster Social - Emotional Learning and Growth through engaging, project based learning activities.
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Theory of Action

Extended learning and enrichment opportunities for students, accompanied by engaging families in their children's educational development, positively impact student learning.

- Opportunities must be implemented with fidelity.
 - If/when implemented in keeping with the program goals, the program activities should lead to participant satisfaction and higher rates of attendance.
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21st CCLC Recruitment

Criteria for Eligible Students

- 6th, 7th & 8th graders
 - Benchmark Assessment Scores
 - PARCC (Partnership for Assessment of Readiness for College and Careers) - *Level 3 (Met Expectations) or Below
 - Instructional School Day Teacher Recommendations (students in need of academic support in reading and mathematics)
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Student Enrollment and Family Participation

Students

- Served 203 Students
- 173 FARMS
- 179 African Americans (AA) Students
- 24 SE Students
- 15 ELL

Families

- 11 Family and Community Outreach Events
 - Nearly 700 parents/guardians served across events
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Evaluation Questions

To what extent are the conditions that support students' proficiency in mathematics and reading put in place and maintained or modified to accommodate the virtual learning context?

What strategies and activities for meeting these student outcomes were put into place?

Evaluation Questions

What was done to promote social-emotional learning?

What was done to engage family members in supporting student learning?

Evaluation Tools

Students

- Student Surveys
(5-point scale - Fidelity of Implementation, Satisfaction and Learning)
- Student Interviews
- Student Focus Groups

Teachers and Staff

- Staff Surveys
(5-point scale)
 - Staff Focus Groups
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Evaluation Tools

Parents/Families

- Surveys

Partners

- Observations
 - National Youth Outcomes Initiative (NYOI) Survey - Boys and Girls Club (BGC)
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Findings - Attendance

Table 2: Student Attendance (Year 1 vs. Year 2 Comparison) 2019-2020 School Year Attendance				
Month	# of Students Enrolled 2018-19	Average Daily Attendance 2018-19	# of Students Enrolled 2019-20	Average Daily Attendance 2019-20
October			47	77%
November			78	54%
December			84	33%
January			95	58%
February	174	38%	103	10%
March	175	30%	110	47%
April	179	31%	119	9%
May	179	28%	130	5%
June	180	25%		
Average Monthly Enrollment and Attendance	177	30.4%	96	37%

Findings - Student Surveys

Table 3: Student Survey Results (by Construct): Response Means

	Academic In-school/ Virtual	Enrichment In-school/ Virtual	Character In-school/ Virtual	Average In-school/ Virtual	Average 2019
Fidelity of Implementation	3.4/3.8	3.6/4.0	3.6/3.5	3.5/3.8	3.8
Satisfaction	3.6/4.0	3.7/3.9	3.8/3.4	3.7/3.8	3.9
Learning					
-General	3.6/4.3	3.6/4.1	3.7/3.7	3.6/4.0	4.0
-Reading	3.5/3.2	3.2/2.9	4.0/2.9	3.6/3.0	3.5
-Social Emotional	3.0/3.9	N/A	3.4/4.1	3.2/4.0	3.2
Average	3.4/3.8	3.5/3.8	3.7/3.5	3.5/3.7	3.7

Findings - Observations

Table 4: Observer Survey Results (Construct Means)

	Observations In-school (N=9)	Observations Online (N=16)	Average
Fidelity of Implementation	4.1	4.0	4.0
Satisfaction	4.2	4.2	4.2
Learning	4.2	3.9	4.1
Average	4.2	4.0	4.1

Findings - Family Survey Data

Table 7: Family Survey Data Summary

Item <i>The facilitator</i>	PSAT	Math Night	Morning Mug
<i>..was skilled and knowledgeable</i>	4.6	4.5	4.7
<i>...stimulated interest</i>	4.4	4.5	4.6
<i>...was available and helpful</i>	4.6	4.5	4.6

Findings - Staff Meetings

Table 5: Staff Meeting Summary: In-person and Virtual*

Item	2/12	3/31	4/20	Average
Purpose & objectives clearly stated	4.9	4.8	4.8	4.8
Meeting time was convenient	4.9	4.9	4.6	4.7
Meeting place was convenient	4.9	4.9	4.8	4.9
We shared decision-making	4.3	4.7	4.8	4.6
Participants were actively involved	3.9	4.4	4.6	4.4
We used our time effectively	4.6	4.9	4.8	4.7
I am satisfied with the meeting	4.8	4.9	4.8	4.8
I enjoyed the meeting	4.6	4.9	4.8	4.7

**Virtual = Shaded Columns*

Findings - Staff Professional Development

Table 6: Professional Development Summary: In-person and Virtual*

Item	10/22	10/23	10/24	2/12	4/27	Average
Purpose & objectives clearly stated	4.8	4.7	4.7	5.0	4.5	4.7
Meeting time was convenient	4.3	4.4	4.4	5.0	4.3	4.6
Meeting place was convenient	4.9	4.8	4.7	4.9	4.4	4.7
We shared decision-making	4.7	4.6	4.6	4.5	4.2	4.5
Participants were actively involved	4.7	4.7	4.6	4.5	NA	4.6
We used our time effectively	4.6	4.8	4.6	5.0	NA	4.7
I am satisfied with the training	4.7	4.7	4.6	4.8	4.5	4.7
I enjoyed the training	4.6	4.6	4.7	4.8	4.5	4.7

**Virtual = Shaded Columns*

Feedback

Students

“I like Project Achieve because I know I need help with my math and my homework.”

“The activities are fun.”

“I encourage my peers to come because it’s fun.”

“I learned [more math skills] and got better at math.”

“Yeah, the teachers were pretty knowledgeable. When I first got to Project Achieve, they taught me alot of stuff.”

“Yes, the teacher could have read the questions and gave details on what we were actually supposed to do.”

Feedback

Observers

“The best part of the session was the hands-on learning. Students were guided on how to create their own gemstones.”

“[The teacher] was speaking to the students about the activity. They [the students] were all working through the decoding of words using the decoder tool. Students started asking [the teacher] for help. [The teacher] was respectful and nice. Also, very helpful. Once the students knew what they were doing, they excelled at it! Loved that [the teacher] was playing music. I enjoyed observing [the] class.

“The best part of the session was the collaboration among teachers, staff and students in creating encouraging and positive messages for one another to view on the online platform - Padlet. The creativity of the platform is a great opportunity for student voice and self-expression; Loved the title as well - Purpose in the Pandemic [Service Learning Project].”

Feedback

Staff Professional Development

“Great discussion [on] service learning.”

“ I felt the training was informative and and covered all bases. I left with no remaining questions.”

“Deciding what the schedule would be going forward [online/distance learning] was a shared responsibility and we all had a say.”

“...particularly great was the creation of schedules...we all had a say and we all listened to everyone else...we all felt like our view mattered. It was a joint decision.”

Recommendations - Program

1. Continue to work closely with the school administration, particularly the after-school principals, to ensure that program staff and online activities are in place as early as possible in the fall semester.
 2. Improve student attendance in online program components by ensuring that families know the online program and expectations and that students have digital access. This will require ongoing communication with students and families.
 3. Adjust and adapt program goals and activities to serve individual students' expressed needs and interests (e.g., for homework tutorial assistance, strengthening literacy and numeracy skills, coding challenges, hands-on, group activities).
 4. Provide lessons and use online materials that connect to student interest as well as their grade-level academic subjects; incorporate literacy skills and numeracy skills across lessons.
 5. Separate students by grade level for content area homework assistance and offer additional hours of homework help.
 6. Encourage instructional school day teachers to use *Project Achieve* to provide additional learning opportunities for students failing courses or in need of extra support.
 7. Provide professional development to link program sessions to students' reading and math skills and the in-school academic program.
 8. Encourage parent attendance at school events through varied means of communication and incentives. Increase the focus on student learning—especially literacy and numeracy.
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Recommendations - Evaluation

1. Find ways to collect survey, interview and focus group data from more students and parents while in the online/distant learning environment.
 2. Collect and share data more regularly to make ongoing adjustments and improvements. This would include informal observations, student attendance, and survey data (e.g., collect student survey data at least twice during the project period: middle and end).
 3. Add the two math items back to the student survey:
 - *The program helped me with my math assignments*
 - *The lessons/activities helped me improve my math skills and understanding*
 4. Include a few open-ended questions on the student survey to supplement interview/focus group data.
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Q & A
