

In Partnership with



A 21<sup>st</sup> Century Community Learning Centers Program  
Administered by Wayne/Pike Workforce Alliance  
Funded by the Pennsylvania Department of Education

## SHINE Evaluation Report

Cohort 10

2019-2020

*Evaluation Report  
Prepared by:*

**The Institute**

*Turning Information into Insight*

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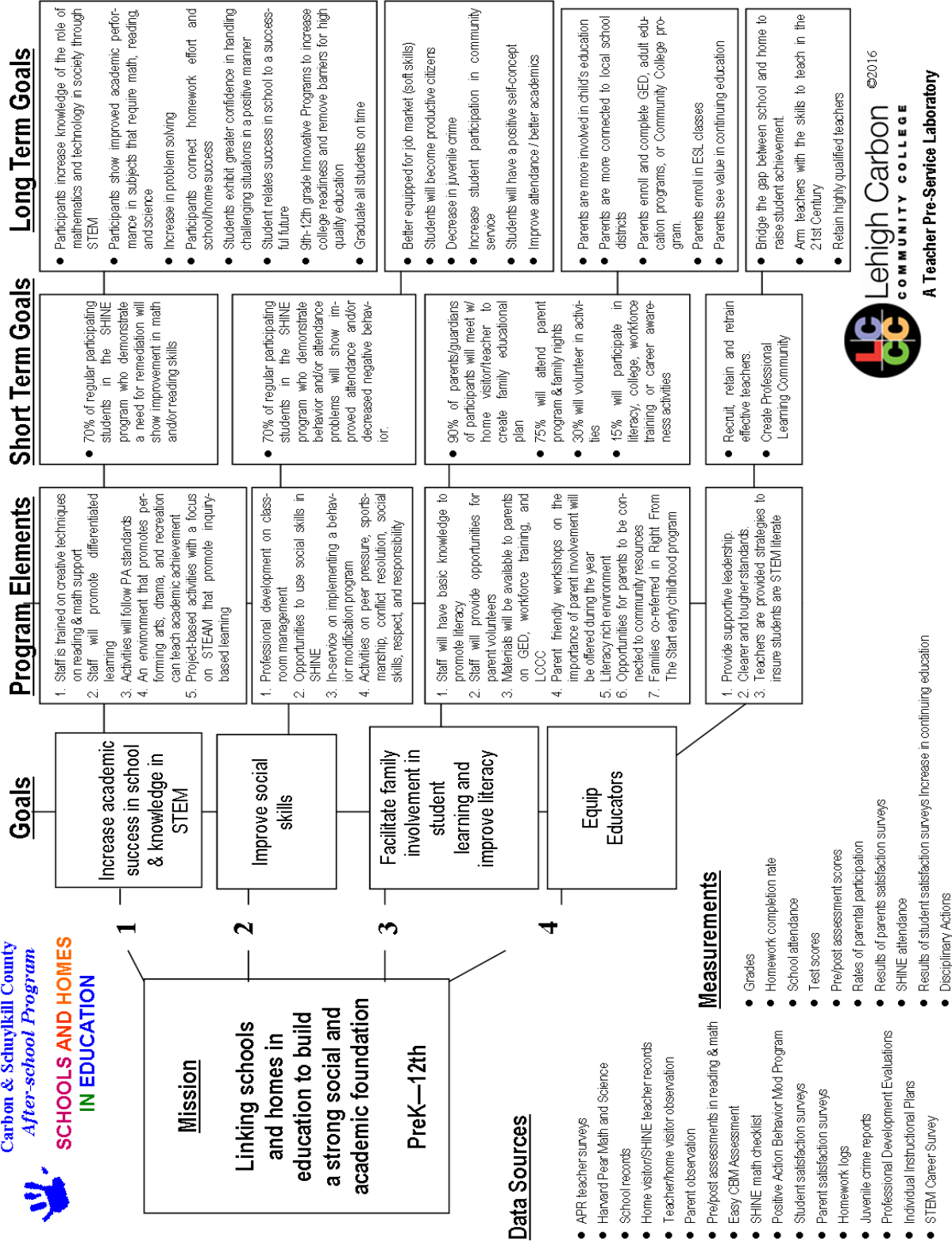


Carbon & Schuylkill County  
After-school Program



SCHOOLS AND HOMES  
IN EDUCATION

# Logic Model



### Data Sources

- AFR teacher surveys
- Harvard Pear Math and Science
- School records
- Home visitor/SHINE teacher records
- Teacher/home visitor observation
- Parent observation
- Pre/post assessments in reading & math
- Easy CBM Assessment
- SHINE math checklist
- Positive Action Behavior Mod Program
- Student satisfaction surveys
- Parent satisfaction surveys
- Homework logs
- Juvenile crime reports
- Professional Development Evaluations
- Individual Instructional Plans
- STEM Career Survey

### Measurements

- Grades
- Homework completion rate
- School attendance
- Test scores
- Pre/post assessment scores
- Rates of parental participation
- Results of parents satisfaction surveys
- SHINE attendance
- Results of student satisfaction surveys
- Increase in continuing education
- Disciplinary Actions

## About the Program

SHINE (Schools and Homes in Education) is an after-school program operated by Wayne Pike Workforce Alliance in Wayne and Pike Counties. While providing a fun learning environment and academic support, SHINE helps children socialize in an enriching atmosphere. The program prepares students for success not only in the classroom, but also in their homes and their future careers. SHINE helps students with schoolwork while expanding their horizons through their unique “STEAM” curriculum. This acronym stands for Science, Technology, Engineering, Arts, and Math. SHINE ensures that all participating students are proficient in these five areas of schooling. Furthermore, the SHINE staff are fully committed to making sure that home life is healthy and supportive for all students. Family members are often invited to attend after-school sessions and participate in the activities.

The SHINE program provides academic support to students grades K-5, and the project’s mission is to link schools and homes in education to build a strong social and academic foundation.

The basic goals of the SHINE Program are:

- To improve academic performance
- To improve student behavior and school day attendance
- To increase knowledge of STEM (Science, Technology, Engineering & Mathematics)
- To facilitate family involvement in student learning and improve family literacy

In addition to the after-school, the SHINE Program incorporates other key components to support the project goals and the collaborative mission. These include kindergarten and home visiting options, parental involvement, and family educational plans.

## Early Warning System

The success of the SHINE Afterschool Program lies in the “whatever it takes” philosophy adopted by SHINE instructors and administrators to help each student achieve his/her potential. The program has also instituted early warning and prevention strategies that have increased educational attainment and decreased the likelihood of a student dropping out. The following early warning strategies work because SHINE teachers and administrators emphasize the importance of developing a positive relationship with ALL families.

### 1. **Monitoring Attendance** *Data Collection on Attendance Triggers Call to Parents*

- Parents Sign a Contract – Parent Teacher Agreement & Handbook
- No School / No SHINE – If they are not in SHINE we know they are in school
- Center Teachers Fax weekly – Entered into Database for the Month – Teachers
- Receive Monthly Reports on Average Daily Attendance and the % Each Child Attends During the Month so are alerted on chronic absenteeism)
- Teachers Receive Attendance Every Nine Weeks From Schools
- Middle of the Year Letter – Importance of Attendance – Policy Reminder

### 2. **Monitoring Academics**

- Parents sign a waiver to release all academic records , assessment and report cards to the SHINE after-school program
- 10 different data sources are used to assess student progress so after-school teachers know when a student is in academic distress

- Regular communication with classroom teachers and guidance counselors is established so after-school teachers can target academic weaknesses or if there are any behavior issues.

**\* Prevention Strategies adopted by SHINE**

1. **Instructional Plans**- OST staff work with teachers/guidance in the development of student Instructional Plans to ensure we are targeting the necessary skills and that academic activities are aligned with school curricula. The Instructional Plan is a living document that is constantly refined to integrate best practices reassessing students periodically, identifying math, reading & science instructional goals. The Instructional Plan helps to insure teachers are providing activities that are assessment driven and focus on student strengths. SHINE Students who become more successful in the afterschool program become more confidence in the regular classroom.
2. **Teacher Professional Development** –One of the most important components in SHINE is having teachers who are armed with the tools to be effective educators in the 21<sup>st</sup> Century. The current SHINE program has received exemplary marks by PDE for its comprehensive 40 hours professional development plan. The plan is developed by the teachers. The first Friday of the month after-school teachers meet, have a meal together and receive 3 hour Act 48 training. Professional development is the key in providing the skills teachers need to incorporate after-school activities into aligned school district curricula and the ability to provide activities that are motivating as well as align to the students learning style. Teachers are trained to understand life ‘Beyond the Classroom Walls’ and the ability to create an environment that builds trust and open communication. Examples of Training include: the Culture of Poverty, Drugs/Alcohol and their Effect on Education and Developing a Resilient Classroom,
3. **Regular Communication with Parents**- Teachers are trained to regularly communicate with families before there are any issues with the goal of developing a positive relationship with parents before any problems occur.  
Students who transition into the Middle School program via the K-5<sup>th</sup> grade program have already developed a relationship with families through the summer home-visiting program.
4. **SHINE Engages At-Risk Students Through Hands-on Activities That are Relevant and Motivate** Research demonstrates that to keep an at-risk middle school student engaged in the educational process in regular or after school program you must provide leadership opportunities, mentoring relationships, hands on project based activities, experiences in the real world and high quality career programming. We have found the unique model of teaming technical and academic teachers, utilizing state of the art labs to be extremely effective and innovative. The product of this model is students who are highly motivated, happy and engaged in the learning process. We have also observed that it provides a sense of community and increases self-confidence and has been documented by parents and family members.

## Navigating the Onset of COVID-19

The Wayne Pike County SHINE Program resolved the many obstacles encountered by the global pandemic. The program administrators took into consideration that students may need hard copies of materials along with virtual materials. Students or families who did not have access to computers or internet access received a hard copy of materials, and teachers arranged virtual materials so that they could livestream for two hours per day Monday through Thursday. SHINE Teachers utilized a combination of Google Classroom and video conferencing to teach and engage with students.

The Wallenpaupack site began virtual learning on April 15<sup>th</sup>, and the other centers started on Monday, April 20<sup>th</sup>. Teachers resumed their curriculum where they left off, with financial literacy. They used 'Reading Makes Cents' and software called 'Everfi' that taught financial literacy and social-emotional content to many age groups. The SHINE program also provided lessons from 'Second Step' and incorporated physical activity in the program. Teachers continued with the curriculum until the first week of May, and transitioned into the next planned theme. All topics were amended to conform to remote learning. Furthermore, SHINE staff helped students continue their career project, which involved the creation of a marketing business to solve a local community problem related to the Census data.

Teachers at every SHINE program site continuously submitted lesson plans outlining each day of instruction. They identified a surplus of reading resources for both guided reading and independent readers, and also utilized audible materials for students who struggle with independent reading.

## Cohort 10 2019 – 2020 Summary and Highlights

### Teacher Survey

- 67 percent improved and six percent did not need to improve academic performance
- 66 percent of the children improved and 17 percent maintained homework completion performance
- 58 percent of the students improved and 28 percent maintained class participation
- 51 percent improved and 46 percent maintained the level of volunteerism
- 53 percent improved and 13 percent did not need to improve attentiveness in class
- 36 percent improved and 33 percent did not need to improve behavior in class
- 49 percent improved and 15 percent did not need to improve motivation to learn

### Parent Survey

- 64 percent of responding parents reported that SHINE helped improve their children's attitude toward school
- Approximately half reported that the program helped improve their children's behavior in school
- 49 percent reported that SHINE helped them understanding how their children learn, and what they can do to encourage learning
- Approximately 40 percent reported that the program helped improve their children's math and reading skills

### Home Visit Data

- 100 percent of responding home visiting parents agreed that the program activities seemed to bring out the best in their children, and that they have seen improvement in their children’s language, reading, and math skills
- 100 percent also agreed that the home visitors help them better understand their children’s growth and development, and help them discover new ways to help their children learn new skills
- 99 percent of home visit students successfully identified colors, 60 percent correctly identified shapes, and 49 percent correctly identified numbers
- Approximately half the home visit students successfully identified upper case and lower case letters

#### **Attitudes About Math and Science**

- 99 percent of responding students think it is important to complete homework every night
- 95 percent think it is important to get good grades in school and graduate from high school
- 94 percent agree that understanding math and science will help them be successful in life
- 89 percent like to see how things are made (such as cellphones, ice cream, or energy)
- 85 percent like to try new methods when conducting science experiments
- 80 percent are curious to learn more about science, technology, engineering, or math

## [SHINE External Evaluation Report and Recommendations](#)

This local external evaluation report is intended to meet reporting requirements. It focuses specifically on Cohort 10 schools and after-school centers and the 2019-2020 project year. For this Wayne/Pike program, the 2019 – 2020 academic year was its first program year.

This SHINE program is following the operating model developed by Lehigh Carbon Community College. The founder and designer of the program, Jeanne Miller, was chosen as a consultant and was responsible for training administrative staff and teachers.

SHINE appears to be meeting or exceeding goals in most areas; however, some analysis was limited for the 2019-2020 academic year due to inability to administer post-tests for several assessments.

#### **SHINE’s Site Evaluator Observations & Recommendations**

- Curriculum lessons appear strongly tied to STEAM themes, career readiness, academic achievement in reading, math, and science, and social emotional well-being. The program effectively emphasized small-group activities to implement these lessons. Emerging STEAM subfields should continue to be integrated into the curriculum in order to maintain quality and relevance.
- Encourage teachers to reinforce concepts throughout the lesson and to tie them together or present a summary at the end of the activity. They should also try to correlate the concepts to a real life example, career or business.
- Teachers were observed making excellent use of positive reinforcement. While implementation of these techniques varied slightly, the social-emotional environment was nearly universally positive and caring at the SHINE centers.

- SHINE students, despite likely representing a more at-risk segment of school students, generally perform at high levels in traditional measures of academic achievement. Parent surveys generally show positive perceptions of student improvement.
- No major or widespread deficiencies were noted in student health or safety during the observations.
- Homework help seems to be a valuable component of the program. This component is limited to a relatively short span of the school day. The students worked in small groups with a teacher and this worked well. As students finished, they went with another teacher to participate in free play under her direction. Those needing more attention were given the time by 1-2 other teachers while the other teachers worked with the other children.
- The meal time appeared well organized at all centers. Students had some time to talk with each other and as teachers became free, they sat and conversed with small groups in an informal way.
- Centers generally had access to adequate equipment, supplies, and facilities for the activities.
- Teachers in many buildings appeared to have strong relationships with family members, reinforced by meeting face to face with parents who pick up children at the end of the day. SHINE leadership should continue to emphasize to teachers the importance of building trusting and positive relationships with students' family members to the extent possible.
- Most of the teachers already taught regular classes within the SHINE buildings which facilitated keeping the schedules on time.
- School administrators were incredibly supportive of the program. It was evident not only by their responses to the impact surveys, but also the flexibility and space provided within school buildings.
- The collection and management of a large amount of data has been well organized at the SHINE office. Additional use of the Cayen platform may be helpful for this purpose.
- Evaluation reports should be shared with all key stakeholders and targeted audiences.
- Data capture from parents was strong.
- The Project Director is visible, accessible, and provide critical support and leadership to all SHINE centers. She appears to be respected, trusted, and appreciated by the SHINE staff. She also jumps in to support teachers and children when needed. Administratively she is very organized and focused.
- SHINE has successfully incorporated the Second Step SEL program into every aspect of its programming. Consider implementing a separate SEL assessment developed by the evaluator.
- Classroom teacher surveys reported improvements in students needing to do so in all categories.



- Parent surveys indicated satisfaction with the program and its effect on the children.
- With the COVID and its impact on school day classes, absence of standardized tests, inconsistent report card grade methodology, and missing post assessments (particularly Easy CBM), detailed analysis and evaluation of academic performance could not be measured.
- Given the COVID environment and disruption during the program's first year of operation, the evaluators believe it is an asset to school districts in Wayne and Pike Counties and performed remarkably well under the circumstances. Due to the program's integration of schools and families, it is well positioned to respond to the unique educational needs of students during the pandemic.

## Student Enrollment

This evaluator report covers the academic year 2019 – 2020 for the cohort 10 grant, which includes the following schools and students:

Cohort 10				
School	Students	Home Visit Students	30-Day or More Attendees	% Attended 30 Days or More
Lakeside Elementary	69	11	47	58.9%
Wallenpaupack South Elementary	43	11	34	63.0%
Evergreen Elementary	51	5	32	57.1%
<b>Total</b>	163	27	113	59.4%

SHINE had adopted strategies to target students who are at-risk for low academic achievement and potential exposure to the criminal justice system, such as those with poor attendance, learning challenges, and economic disadvantages. Just over 42.0 percent of the 2019-2020 enrollees were female, and 57.9 percent were male. A significant majority of the students were White, although nearly nine percent were Hispanic or Latino. Almost six percent identified with two or more races, fewer than two percent were Black or American Indian or Alaskan Native, and fewer than one percent were Asian. One hundred forty – 73.7 percent – were residents of low-income households. Below are findings that demonstrate the success of the program.

## Home Visits and Progress Data

Home Visitors meet with kindergarten students in home settings on a weekly basis. Twenty-seven students were enrolled in the program, for a total of 423 home visit hours.

Upon the onset of COVID-19, this program transitioned to ‘online’ home visiting. Enrollees and their parents completed surveys to share their thoughts regarding the adjustment and its impact. Six parents participated, and generally reported positive outcomes.

Five answered that they felt better prepared to be good parents as a result of participating in the home visiting program, that their participation helped them better understand their children’s needs, and that their children were reading more at home (with the remaining parent undecided each case). Additionally, five parents agreed that the home visitors helped them recognize the good things they do as parents (with the remaining parent selecting the ‘N/A’ option). Four parents agreed that their children’s behavior has improved (with one remaining parent undecided and the other selecting the ‘N/A’ option).

Otherwise, 100.0 percent of the respondents agreed with the following:

- My home visitor has helped me better understand how my child grows and develops.
- My home visitor has helped me discover new ways to help my child learn new skills.
- Program activities seem to bring out the best in my child(ren).
- My home visitor supports me in my efforts to teach my child(ren).
- Makes my child feel good about him/herself
- I see improvement in my child(ren)’s language skills.
- I see improvement in my child(ren)’s reading skills.

- I see improvement in my child(ren)'s math skills.
- My child(ren) is excited to meet with his/her home visitor.

Home visitors also completed surveys regarding student progress after the switch to remote services. Data was available regarding 12 of these kindergarten students. Nine participated on a monthly basis, and three did so on a weekly basis. Home visitors reportedly communicated very regularly with the parents or guardians of three of those students. They communicated occasionally with the parents or guardians of five students, and communicated only once or twice with those of four students.

According to the home visitors, five students made very good academic progress from the start of the school year until the school closures. Two made good progress during that time, four made some progress, and no information was available for the remaining student. In terms of academic advancement after the school closures however, just one student reportedly made very good progress. Two made good progress, and one made some progress. There was no response regarding one student, and the 'N/A' answer option was selected for the other seven.

When asked how well the students adapted to online learning, home visitors indicated that two students adapted somewhat well and three students adapted very well. There was no response regarding one student, and the 'N/A' answer option was selected for the remaining six.

This survey also addressed the social and emotional development of the enrollees. Home visitors indicated that seven students made very good progress in these areas prior to the onset of COVID-19. Two made some progress during that period, and two others made little progress. No information was provided for the remaining individual. Post-closure, three students reportedly made good progress and one made some progress. There was no response regarding one student, and the 'N/A' answer option was selected for the other seven.

Students of the home visiting program completed assessments at the start of the school year, and were to complete them again at the conclusion of the period. Although the pandemic prevented the post-program element and the ability to measure student progress, their level of mastery in each of the tested areas are displayed in the table below.

The home visit enrollees performed most impressively when asked to identify colors. All but one student attained perfect scores, and the remaining individual scored a 90.0 percent. Average scores fell below 70.0 percent in all other testing categories. Four students attained perfect scores in the rote counting exercise, and seven students exceeded the 80.0 percent mastery level in shape identification. Students struggled most with reading color, sight, and number words (scoring respective averages of 5.6 percent, 4.1 percent, and 2.8 percent).

Skill	Total	Average Score
Identify Colors	16	99.4%
Rote Count	16	68.8%
Identify Shapes	16	60.0%
Picture of Me	16	53.1%
Lower Case Letters	16	52.9%
Identify Numbers	16	49.2%
Upper Case Letters	16	46.6%
Counts Objects 1 to 1	16	46.1%

Letter Sounds	16	35.8%
Read Color Words	16	5.6%
Read Sight Words	16	4.1%
Read Number Words	16	2.8%

## Student Progress Summary

### Classroom Teacher Survey Responses

#### *Homework Completion*

Teachers surveyed among all partner schools observed a significant increase in student improvement of homework completion. Nearly 83.0 percent of students either improved or maintained performance in homework completion. Approximately 66.0 percent showed some form of improvement, and 11.8 percent did not need to improve at all.

Completing Homework to your satisfaction	Responses	Percent
Did not need to improve	15	11.8%
Significant improvement	24	18.9%
Moderate Improvement	31	24.4%
Slight Improvement	29	22.8%
No change	21	16.5%
Slight Decline	5	3.9%
Moderate decline	1	0.8%
Significant Decline	1	0.8%
<b>Total</b>	<b>127</b>	<b>100.0%</b>

Participating in class	Responses	Percent
Did not need to improve	14	11.0%
Significant improvement	18	14.2%
Moderate Improvement	22	17.3%
Slight Improvement	34	26.8%
No change	35	27.6%
Slight Decline	3	2.4%
Moderate decline	0	0.0%
Significant Decline	1	0.8%
<b>Total</b>	<b>127</b>	<b>100.0%</b>

#### *Participating in class*

Classroom teachers reported improvement in class participation among many students, while also observing a number of students who showed no change (85.9 percent). Eleven percent of students did not need to improve at all. Among the students who needed to improve, 65.5 percent successfully did so.

*Volunteering (e.g., for extra credit or more responsibilities)*

Classroom teachers observed significant improvement in volunteering as well as a notably high number of students who showed no change. Nearly 88.0 percent of students revealed either improvement or preservation of their current interest in volunteering; 41.5 percent revealed exhibited improvements and the remaining 46.1 percent maintained volunteering interests. Approximately 46.5 percent of students who needed to improve in this area successfully did so.

<b>Volunteering</b>	<b>Responses</b>	<b>Percent</b>
Did not need to improve	14	10.9%
Significant improvement	11	8.6%
Moderate Improvement	24	18.8%
Slight Improvement	18	14.1%
No change	59	46.1%
Slight Decline	0	0.0%
Moderate decline	2	1.6%
Significant Decline	0	0.0%
<b>Total</b>	<b>128</b>	<b>100.0%</b>

*Being attentive in class*

When it comes to being attentive in class, 84.3 percent of the students either maintained or improved their levels of attentiveness. Nearly 13.5 percent did not need to improve, but specifically among those who did, 60.9 percent made progress.

<b>Being attentive in class</b>	<b>Responses</b>	<b>Percent</b>
Did not need to improve	17	13.4%
Significant improvement	13	10.2%
Moderate Improvement	27	21.3%
Slight Improvement	27	21.3%
No change	40	31.5%
Slight Decline	1	0.8%
Moderate decline	2	1.6%
Significant Decline	0	0.0%
<b>Total</b>	<b>127</b>	<b>100.0%</b>

### *Behaving well in class*

Among SHINE elementary students, 66.8 percent either improved or maintained their classroom behavior. At 32.5 percent, a significant share did not need to improve at all, but 35.8 percent marked some form of improvement overall. Fewer than one percent of students showed any type of decline.

Behaving well in class	Responses	Percent
Did not need to improve	41	32.5%
Significant improvement	6	4.8%
Moderate Improvement	19	15.1%
Slight Improvement	20	15.9%
No change	39	31.0%
Slight Decline	1	0.8%
Moderate decline	0	0.0%
Significant Decline	0	0.0%
<b>Total</b>	<b>126</b>	<b>100.0%</b>

### *Academic performance*

Over 89.0 percent of SHINE students either improved or maintained their levels of academic performance or did not need to do so. Approximately 67.0 percent showed some form of improvement, and 5.5 percent were already meeting academic expectations. Among students who needed to improve, 71.1 percent showed progress.

Academic performance	Responses	Percent
Did not need to improve	7	5.5%
Significant improvement	16	12.5%
Moderate Improvement	30	23.4%
Slight Improvement	40	31.3%
No change	28	21.9%
Slight Decline	3	2.3%
Moderate decline	3	2.3%
Significant Decline	1	0.8%
<b>Total</b>	<b>128</b>	<b>100.0%</b>

### *Attending to school motivated to learn*

Students generally demonstrated increased motivation to learn. More than 49.0 percent reportedly attended school more motivated to learn, and 29.7 percent preserved their willingness to begin lessons with a greater motivation to learn. Where improvement was needed, the percentage of students showing some form of progress was 57.8. More than six percent exhibited decreased motivation.

<b>Come to school motivated to learn</b>	<b>Responses</b>	<b>Percent</b>
Did not need to improve	19	14.8%
Significant improvement	19	14.8%
Moderate Improvement	21	16.4%
Slight Improvement	23	18.0%
No change	38	29.7%
Slight Decline	7	5.5%
Moderate decline	0	0.0%
Significant Decline	1	0.8%
<b>Total</b>	<b>128</b>	<b>100.0%</b>

### Report Card Grades

Student grades were analyzed to ascertain the proportions who performed above or below satisfactory levels in Reading, Math, and Science. Due to the onset of the COVID-19 pandemic and mandatory school closures in March 2020, each district implemented varied fourth quarter grading policies and scales. As such, the availability of data and degree of analyses were limited. For example, the Wayne Highlands School District implemented this remote learning scale: O- Outstanding, S- Satisfactory, and U- Unsatisfactory. Prior to this implementation, the grading system consisted of B- Beginning, D- Developing, S- Secure, E- Excellent, G- Good, S- Satisfactory, I- Improvement Shown, N- Improvement Needed, and X- Not Assessed This Quarter.

Wallenpaupack Area School District largely uses standard numerical scales for grading in Math and Science, but uses the Independent Reading Level Assessment Guide for Reading:

- 1Y- Use the pattern and pictures to give a reasonable "reading" of rest of book (Kindergarten)
- 2Y- Track and self-correct to read one word for each word (Kindergarten)
- 3Y- Use most consonant sounds to prompt unknown words (Kindergarten)
- 1G- Recognize 25+ power words, with consonant sounds (Kindergarten)
- 2G- Recognize 85+ power words, with consonant blends (Grade 1)
- 1B- Use familiar chunks to identify most one-syllable words (Grade 1)
- 2B- Use familiar chunks to identify most two-syllable words (Grade 1)

- 1R- Use familiar chunks to identify most three-syllable words (Grade 2)
- 2R- Recognize words from speech, finish chapter books (Grade 2)
- Wt- Decode and deduce meaning of words never heard in speech (Grade 3)
- Bl- Academic vocabulary words, 1,500 or more (Grade 4)

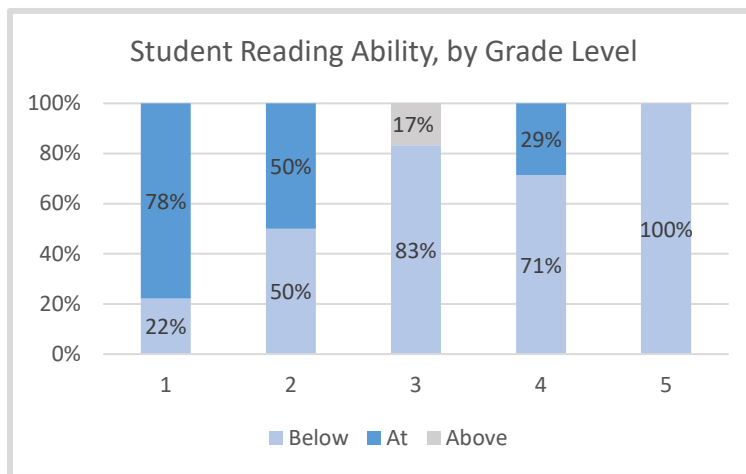
Western Wayne School District largely uses standard numerical grading scales as well, although Quarter 4 data was unavailable from Western Wayne and Wallenpaupack School Districts.

*Math*

First-quarter numerical Math grades were available for 61 students, with an average score of 85.8 percent. Fourth-quarter information was available for another 56 students; 37.5 percent of them were given ‘Outstanding’ designations. The remaining 64.2 percent were recognized as ‘Satisfactory.’

*Reading*

First-quarter numerical Reading grades were available for 41 students, with an average score of 78.9 percent. First-quarter Reading Level Assessment ratings were available for another 30 students. Except for those in first grade, most students’ reading abilities reportedly fell below their grade-level standards – including 100.0 percent of fifth-grade enrollees. Seventy-eight percent of the first-grade students demonstrated abilities on par with their grade level. Only the third-grade group reported above-grade reading levels (17.0 percent).

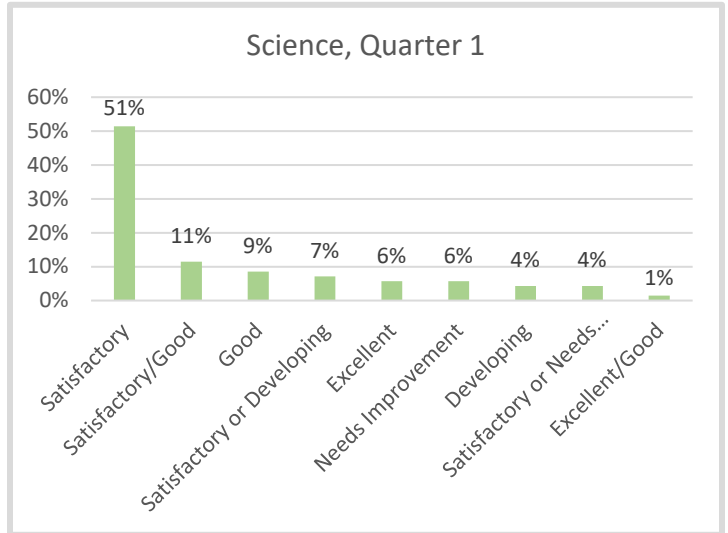


Fourth-quarter data was available for another 56 SHINE students. Sixty-three percent were recognized with ‘Satisfactory’ performance, and the remaining 38.0 percent were recognized with ‘Outstanding’ performance.



## Science

First-quarter numerical Science grades were available for 22 students, with an average of 83.5 percent. Among another 70 students for whom data was available, more than half were recognized as 'Satisfactory.' Nine percent were considered 'Good,' and another 11.0 percent were deemed 'Satisfactory/Good.' Among the 40 students for whom fourth-quarter information was available, two-thirds were recognized with 'Satisfactory' performance. The remaining third was deemed 'Outstanding.'



## Easy CBM

The Easy CBM was administered in the fall during the in person program. The “post” or end of year Easy CBMs were not administered. The scores below represent baseline pre-assessment scores.

## Reading Fluency

Overall, students read a median of 95 words per minute.

Fluency		
Grade	Number of Students	Median WPM
1	9	26
2	2	41
3	6	105
4	23	107
5	16	100
Total	56	95

## Reading Comprehension

On a grade-level basis, students in first grade scored highest in reading comprehension, at 88.0 percent. Average scores generally declined as the grade levels increased.

Comprehension			
Grade	Number of Students	Average Score*	Average %
1	9	4	88.9%
2	6	6	52.8%
3	14	11	53.9%
4	32	9	46.3%
5	23	8	38.0%

*\*Grade 1 score from 4, Grade 2 score from 12, and Grades 3 and up from 20; 84 students total*

## Math

Fifth grade students scored lowest in the math assessments, at 55.4 percent, while students in third grade scored highest (68.3 percent). All others scored between 60.9 percent and 63.3 percent. Overall, the average score was 61.9 percent.

Math			
Grade	Number of Students	Average Score (of 16)	Average %
1	17	10	62.5%
2	6	10	60.9%
3	14	11	68.3%
4	33	10	63.3%
5	23	9	55.4%
Total	93	10	61.9%

## Social and Emotional Learning

With the help of SHINE teachers, social and emotional learning is building a strong foundation for a new generation of socially and emotionally savvy children. Through the program, students gain the skills and know-how to be kind, caring, and responsible members of society. SHINE students learn to solve problems, which will help them manage conflicts during everyday life in the future.

The table below displays the percentage of students who chose ‘Much more now’ as a response to each statement during the assessment, administered in the fall. Other response options included ‘Much less now’ and ‘About the same.’ One hundred thirteen enrolls participated.

The most significant degree of impact pertains to feeling sorry for those who appear hurt or upset (80.5 percent), followed by finding joy in figuring out how things work (70.8 percent) and thinking about the future of the world (67.3 percent). More than half the students reportedly felt more prepared and comfortable defending themselves against unfair rules (66.4 percent), thinking before believing what people say (65.5 percent), feeling for others who feel sad (61.1 percent), trying to understanding the world (57.5 percent), standing up for things that matter (56.6 percent), looking up to and admiring adults (52.2 percent), exercising (51.3 percent), and thinking of different ways to solve problems (50.4 percent). Talking to adults about problems, valuing others’ feelings, and physical activity were given ‘Much More Now’ designations by 54.9 percent of responding students.

In terms of popularity, forward momentum was reported by just 22.1 percent of students – the only statement acknowledged by less than one third of the sample. In this case, 46.9 percent selected ‘Much less now’ and the remaining 32.7 percent selected ‘About the same.’

Statements	‘Much More Now’
I have friends I can trust	34.5%
There are adults I look up to and admire	52.2%
If the way I'm doing something isn't working I try to think of different ways to do it	49.6%
If I fail to solve a problem, I will try again until I find the solution	48.7%
I am popular with other kids	22.1%
I discuss my problems with adults	41.6%
I think carefully before believing things people tell me	65.5%
I work hard to achieve goals even if things get in the way	44.2%
I have friends who care about me	47.8%
There are adults I can talk to about my problems	54.9%
I like to think of different ways to solve a problem	50.4%
I keep working even if it takes longer than I thought it would	49.6%
I get along well with people my age	39.8%
There are adults who are interested in what I have to say	39.8%
I like to figure out how things work	70.8%
When I try to accomplish something, I achieve it	38.9%
When I see another kid who is hurt or upset, I feel sorry for them	80.5%
I think about the future of the world	67.3%
Exercise is important to me	51.3%

I think a lot about how I can make a difference in the world	49.6%
I defend myself against unfair rules	66.4%
I like being active	49.6%
I feel bad for other kids who feel sad or have problems	61.1%
I stand up for things that matter to me	56.6%
I say what I think even if adults or friends disagree	43.4%
I try to understand the world I live in	57.5%
Other people's feelings matter to me	54.9%
I like being physically active and moving my body	54.9%

### Attitudes About Math & Science: PEAR Assessments

The PEAR assessments are validated questionnaires used to measure student attitudes towards STEM topics and careers. The tables below show the percentage of students who agreed or strongly agreed with each statement at the time the assessments were administered. Eighty-four students participated in Fall 2019.

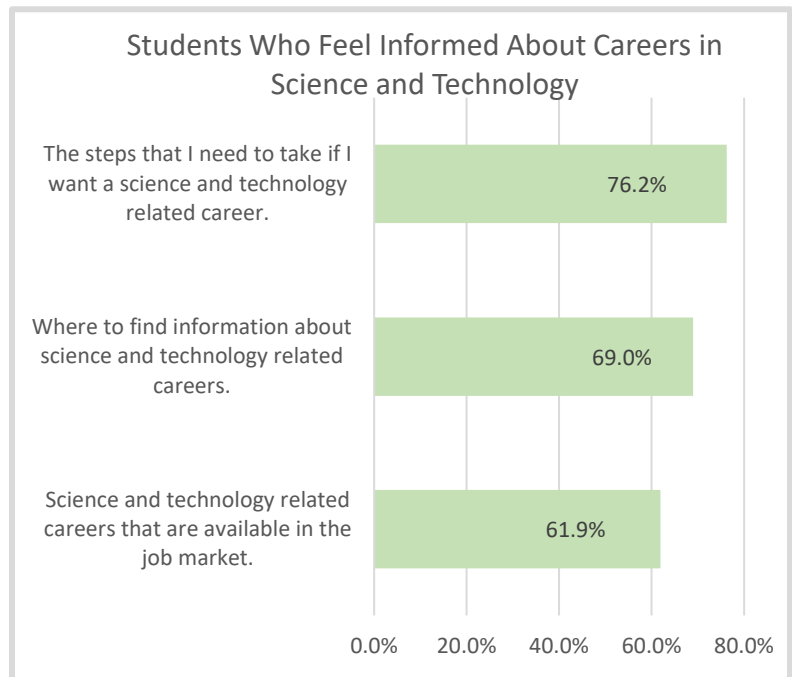
With just a few exceptions, majorities of students either agreed or strongly agreed with the science-related statements. The most popular statement pertained to curiosity about the world, with 91.7 percent of the respondents in agreement. Otherwise, 40.5 percent agreed or strongly agreed that finding out about new things is unimportant, and that they dislike listening to other people's opinions. Additionally, 28.6 percent of the students either agreed or strongly agreed that science is boring, and 27.4 percent either agreed or strongly agreed that it is boring to hear about new ideas. In these cases, however, the lower levels of agreement are favorable.

Statement	% Agree or Strongly Agree
Science is something I get excited about.	64.3%
I like to participate in science projects.	77.4%
I like to see how things are made (for example, ice-cream, a TV, an iPhone, energy, etc.)	89.3%
I am curious to learn more about science, computers or technology.	72.6%
I want to understand science (for example, to know how computers work, how rain forms, or how to fly airplanes).	77.4%
I get excited about learning about new discoveries or inventions.	77.4%
I pay attention when people talk about recycling to protect our environment.	77.4%
I am curious to learn more about cars that run on electricity.	75.0%
I would like to have a science or computer job in the future.	59.5%
I like online games or computer games that teach me about science.	67.9%
Science is boring.	28.6%
I do science-related activities that are not for schoolwork.	53.6%
I like science.	75.0%

Making an effort in science is worth it because it will help me in the work that I want to do later on.	79.8%
Learning science is worthwhile for me because it will improve my career prospects/chances.	78.6%
Science is an important subject for me because I need it for what I want to study later on.	82.2%
I will learn many things in science that will help me get a job.	78.6%
I enjoy reading about things which disagree with my previous ideas.	69.1%
I dislike repeating experiments to check that I get the same results.	64.3%
I am curious about the world in which we live.	91.7%
Finding out about new things is unimportant.	40.5%
I like to listen to people whose opinions are different from mine.	83.3%
I find it boring to hear about new ideas.	27.4%
In science experiments, I like to use new methods which I have not used before.	84.5%
I am willing to change my ideas even if evidence shows that the ideas are poor.	76.2%
In science experiments, I report unexpected results as well as expected ones.	81.0%
I dislike listening to other people's opinions.	40.5%
Before joining this program, I was interested in science and science related things.	81.4%
Before joining this program, I participated in science activities outside of school.	59.3%

Between 61.9 percent and 76.2 percent of the students also felt either fairly informed or well informed regarding careers in science and technology.

No fewer than 89.3 percent agree on the importance of another series of statements. Nearly 99.0 percent reported that it is either somewhat important or very important to complete homework every night. Almost 98.0 percent reported that it is either somewhat important or very important to pay close attention to teachers, and to learn what they are trying to teach. Over 95.0 percent felt similarly about getting good grades in school and graduating from high school.



<b>Statement</b>	<b>% Who Indicate Some or High Importance</b>
Getting good grades in school.	95.2%
Completing your homework every night.	98.8%
Paying close attention to what your teachers are saying.	97.6%
Learning everything your teachers are trying to teach you in school.	97.6%
Attending school every day and not missing any classes.	89.3%
Graduating from high school.	95.2%

As with the Science assessments, most students either agreed or strongly agreed with most of the math-related statements. Eighty-nine students responded. Approximately 48.0 percent either agreed or strongly agreed that math is boring, and 44.9 percent felt similarly regarding the desire to have a science or computer job in the future. Just 30.3 percent either agreed or strongly agreed that they like to watch TV programs about STEM.

<b>Statement</b>	<b>% Agree or Strongly Agree</b>
Math is something I get excited about.	55.1%
Enjoy doing math problems.	52.8%
I like playing games involving numbers.	73.0%
If I don't understand something in math, I look for help.	79.8%
I like to watch programs on TV about math discoveries and inventions.	30.3%
I am curious to learn more about science, technology, engineering, or math.	71.9%
I like to work on activities using numbers.	61.8%
If I have kids when I grow up, I will buy them math games or puzzles.	77.5%
I would like to have a science or computer job in the future.	44.9%
I like to use calculators or spreadsheets.	62.9%
I like to follow sports data.	60.7%
I like puzzles and sorting through different shapes.	67.4%
I like to make calculations in my head.	71.9%
I like learning about math on the internet.	59.6%
I like online games or computer games that teach me about math.	68.5%
I get nervous taking math tests.	68.5%
I like large numbers.	67.4%
When I buy something, I am good at counting my change.	56.2%
I like working in small groups to solve math problems.	70.8%
I like math.	58.4%
Math is boring.	48.3%
Because math is fun, I wouldn't want to give it up.	64.0%
Math is one of my favorite subjects.	51.7%
Math is engaging and interesting.	62.9%
Math is not one of my strengths.	60.7%

## STEM Interest Surveys

Students were also asked a series of questions related to their interest in STEM learning, to which 95 responded. One hundred percent agreed that scientists and engineers need to know math and science, and 93.7 percent agreed that understanding math and science will help them become successful in life. More than half agreed with all but one statement – 23.2 percent indicated that they understand the meaning of logistics.

**“This has been an awesome experience. I have been able to see students interact across grade levels. The kiddos truly seem to enjoy themselves and enjoy coming to SHINE.”**

SHINE teacher

Survey Item	Pre-Survey Agreement	
	N	Percent
I know what a scientist does	74	77.9%
I know what an engineer does	68	71.6%
I know what "logistics" means	22	23.2%
I know what "Health Care" means	75	79.0%
I know what "Solar Energy" means	61	64.2%
I would like to take science and math courses in high school	65	68.4%
I like to go to college and study math and science	65	68.4%
Technology is very important in our lives	81	85.3%
Scientists and engineers need to know math and science	95	100%
Understanding math and science will help me to be more successful in life	89	93.7
I think jobs in Logistics, Business & Finance, Health Care, Forensics, and Green Energy require math, science, and technology skills	77	81.1%
I know what the jobs of the future are	61	64.2%
I understand business and finance by creating a business plan and marketing plan	48	50.5

## SHINE Teacher Surveys

Like the home visitors, the SHINE teachers answered questions about how smoothly students transitioned to online instruction, responding for 130 students from grades one through five. They reported that, to the best of their knowledge, 58.5 percent had not previously participated in online instruction. Nearly five percent did so once or twice, 15.6 percent did so occasionally, 6.9 percent did so somewhat regularly, and 15.4 percent did so very regularly.

The SHINE teachers also indicated that they communicated very regularly with the parents of 10.9 percent of students. They communicated somewhat regularly with parents of 31.8 percent of students, occasionally with parents of 19.4 percent of students, and only once or twice with parents of 11.6 percent of the students. They had not communicated with parents of 26.4 percent of students.

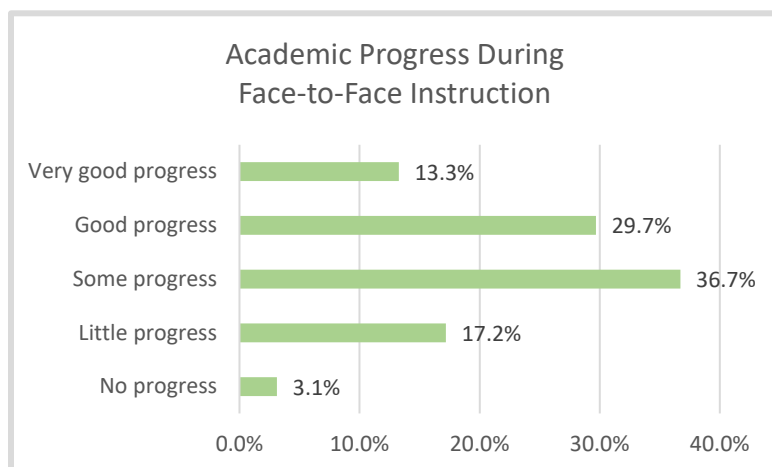
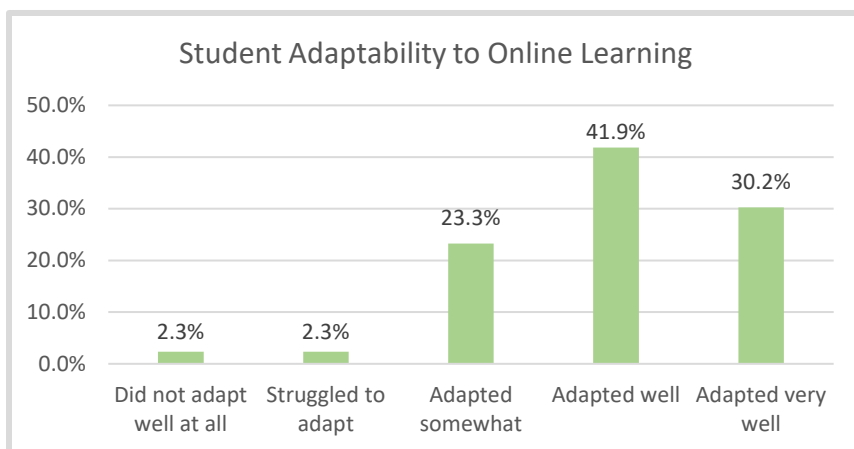
Some teachers wrote short answers concerning why they thought that the students did not participate in online programs at least occasionally. Of the 111 responses, 25 noted that it was possibly due to a lack of a familiar teacher. In many cases, however, teachers did not know why the students were not attending. For instance, 19 mentioned that the student in question did not give a reason for not attending, 18 teachers were unsure concerning the reason, and 13 of the responses were simply 'N/A.' There were other reasons, as well. For instance, the teachers said that they were unable to contact the parents or guardians for 12 students, nine students did not have internet access, five students' guardians chose to not have their children participate in the online program, four students never went online despite expressing interest in the program, four students could not participate due to their parents' schedules, and two were too focused on schoolwork to participate in the program.

Information was also provided regarding 126 students' abilities to adapt to online learning. Over 72.0 percent adapted well or very well, and 4.6 percent struggled to adapt or did not adapt well at all.

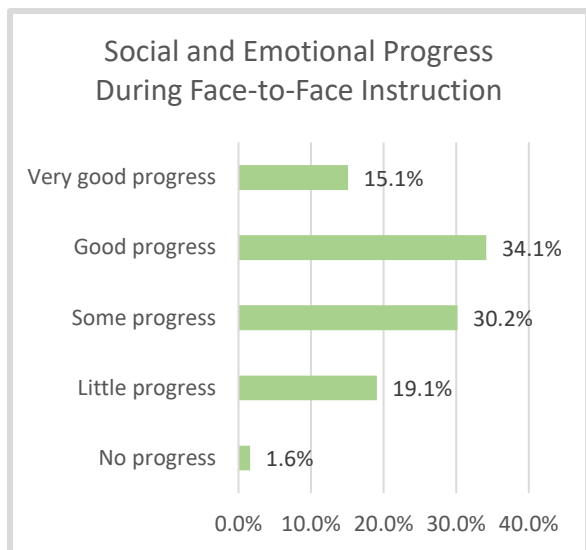
The teachers reported that, from the beginning of the year until face-to-face instruction stopped, 43.0 percent made good or very good progress.

Nearly 54.0 percent made some or little progress, and just 3.1 percent made no progress at all.

Information regarding progress during online instruction was only available for 40 students. Half reportedly made some progress, and one quarter made good progress. Three students made very good progress, and the remaining seven made little or no progress.







Over 49.0 percent of the students made very good or good social and emotional progress during the period of face-to-face instruction, and a proportion of almost identical size made some or little social and emotional progress. Just 1.6 percent made no progress in this area at all.

Data regarding social and emotional growth during the period of online instruction was only available for 38 students. Twenty-five of them reportedly made very good or good progress. Twelve made some or little progress, and one made no progress at all.

Fifteen SHINE teachers also shared information in an open-ended manner. Three comments mentioned poor home situations, and another noted that the student’s health concerns prevented consistent online participation. Two

others reported lack of internet service or devices – although in one case the program provided a laptop computer and the student was able to access Wi-Fi hotspots. In other situations, parents attempted to support their children in the program as much as possible, but struggled to balance responsibilities amid the pandemic.

### Parent Surveys

A digital survey was distributed to parents of SHINE students at the beginning and the end of the 2019-2020 academic year. This survey sought to measure parents’ experiences regarding positive environment, attitudes, and practices within the SHINE program. At the start of the academic period, parents identified STEM and reading skills, attitudes toward school, self-confidence, and homework habits as areas for improvement.

Responses to the end-of-year surveys then revealed the extent to which these expectations were met. A total of 33 elementary parents participated. Over three-quarters were students’ mothers, 18.1 percent were grandparents, and six percent were students’ fathers. At 30.3 percent, parents of first-grade students comprised the largest group of respondents. The smallest percentages consisted of second-grade and fifth-grade parents (12.1 percent in each case).

Parents and grandparents first identified the ways in which the program helped students. Nearly 85.0 percent responded regarding opportunities for children to spend time with friends after school. Almost 76.0 percent found that safe, well-supervised after-school activities were helpful. Furthermore, 72.7 percent appreciated the nutritious snacks and dinners for the children.

<b>In what ways did the program help your child? Please check all that apply.</b>	
Gave my child an opportunity to spend time with friends after school	84.8%
Provided my child with safe, well supervised after-school activity	75.8%
Provided my child with a nutritious snack and dinner as part of the program	72.7%
Improved my child's attitude towards school	63.6%
Provided my child with cultural/recreational activities	63.6%
Improved my child's in-school behavior	51.5%

Improved my child's math skills	42.4%
Improved my child's reading skills	39.4%
Improved my child's grades	30.3%
Improved my child's school attendance	24.2%
Improved my child's writing skills	21.2%
Improved my child's performance on achievement tests	21.2%

Most parents and grandparents also confirmed that the SHINE program helped encourage children to go to school happily, made the children feel good about themselves, gave children opportunities to have fun in a school setting, and allowed them to see the children being successful in school settings. Nearly half the respondents also pointed out that the program helped them understand how their children learn and what they can do to encourage learning. These responses suggest that SHINE is meeting the parents' objectives and needs, particularly regarding self-confidence and attitudes toward school.

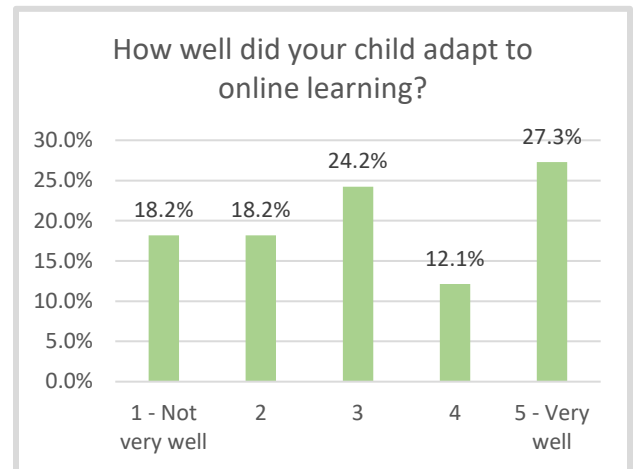
<b>In what ways did the program help you in your efforts to make sure your child succeeds at school? Check all that apply.</b>	
Encouraged my child to go to school happily	66.7%
Made my child feel good about him or herself	60.6%
Gave me opportunities to have fun with my child in a school setting	57.6%
Gave me an opportunity to see my child being successful in a school setting	54.5%
Helped me understand the way my child learns and what I can do to encourage learning	48.5%
Showed me what resources are available in our community to help me provide a happy, healthy life for my child	42.4%
Gave me someone to contact when I have questions about my child's progress	42.4%
Helped me show my child I am interested in his or her education by letting me volunteer to help with some part of the after-school program	39.4%
Gave me an opportunity to become an active member of the team that is working to help my child get a good education	33.3%
Showed me things I can do at home to help my child succeed in school	30.3%
Helped me become better informed about my child's progress in school	27.3%
Helped me understand the way my child is growing and changing	27.3%
Introduced me to other parents and children	24.2%
Helped me better understand what my child is learning in school	24.2%
Helped me communicate with my child's teacher	21.2%
Introduced me to new parenting skills	15.2%
Helped me be a good role model for my child by giving me an opportunity to improve my own reading, writing and math skills	12.1%

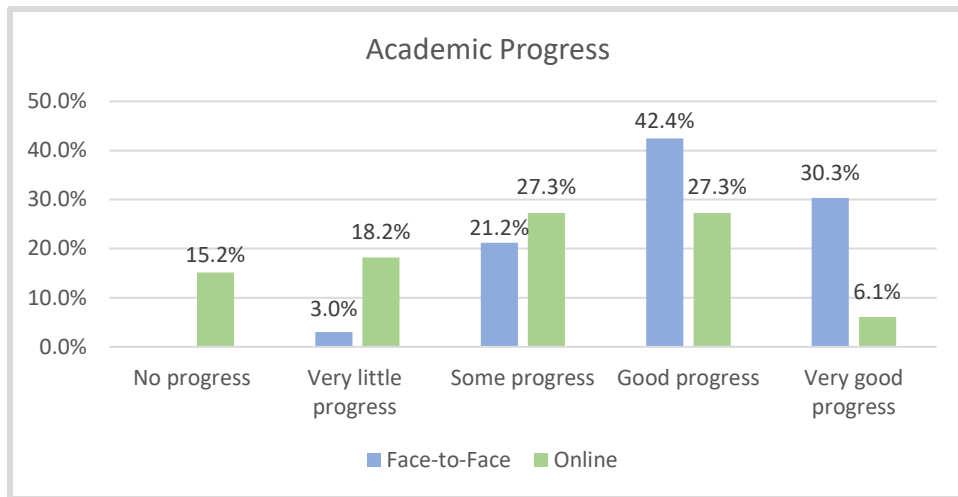
The SHINE program endeavors to facilitate adult learning and economic mobility as well. Close to 32.0 percent of the parents and grandparents indicated that they received insight into technical and vocational schools, as well as job opportunities.

<b>Did SHINE help with your personal and/or professional goals? Check all that apply.</b>	
Learn about technical/vocational schools	31.8%
Learn about job opportunities	31.8%
Help with parenting/family relations	27.3%
Help with child care	24.2%
Learn job interview techniques	18.2%
Learn how to prepare a resume/cover letter	13.6%
Help with providing food	13.6%
Financial literacy education	9.1%
Learn about community college	9.1%
Help solving transportation problems	9.1%
Help with a physical or mental health issue	6.1%
GED for someone in the family	4.5%
Help with finding better housing	3.0%

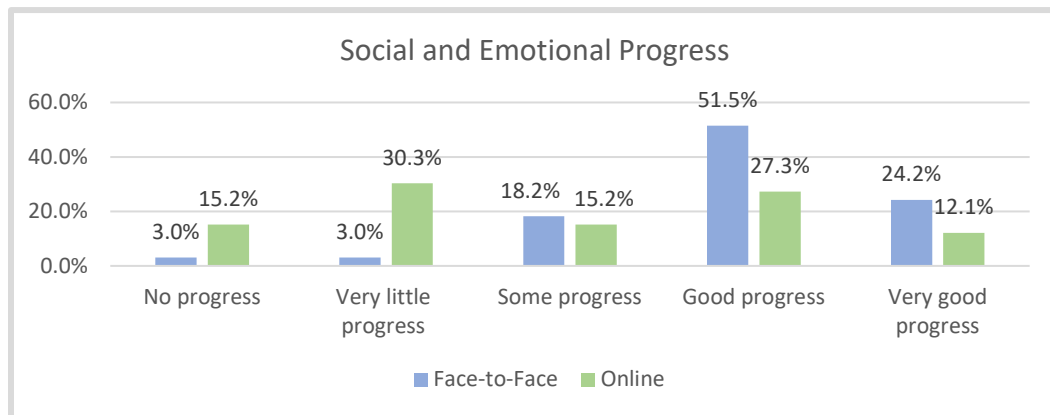
Although 39.4 percent of the parents and grandparents reported that students adapted well or very well to online learning upon the COVID-19 onset, a proportion quite similar in size (36.4 percent) reported that students adapted poorly to remote education.

Specifically in terms of academic growth, the vast majority of respondents reported that their children made considerable progress during the period of face-to-face instruction. Although 70.7 percent indicated that students progressed during the period of online learning, 18.2 percent reported very little progress and 15.2 percent reported no progress at all.





The caretakers' progress reports were similar in regard to the students' social and emotional growth. Approximately 94.0 percent noticed significant progress prior to the school closures. This number dropped to 54.6 percent after school closures. During the period of remote learning, 45.5 percent reported very little or no social/emotional progress.



### Family Education and Engagement

With 100.0 percent participation, all families completed education plans upon student enrollment in the program. Additionally, families were invited to participate in themed evening activities. The two-hour events took place at each of the SHINE locations, and dinner was provided to all.

Bridges were the area of focus for November. Families were able to view the students' career projects and work regarding bridges, and they participated in building challenges similar to those conducted with students. Activities included spaghetti, marshmallows, and tape – with the goal of constructing a tower able to stand independently and balance a marshmallow. Furthermore, representatives from CareerLink attended and presented information regarding employment opportunities in construction as well as continuing education opportunities in the area. Ninety-three parents or guardians as well as 35 student siblings attended across the three program locations.

Architecture and clean energy were covered at the family engagement gatherings held in January. The event was also an open house. Families viewed modular homes developed by the students, and enjoyed the challenge of building their own homes using the same criteria provided to the children. Attendees also rotated among various stations, exploring snapcircuits and Ozobots. Workforce Alliance PA CareerLink maintained a presence at the event, discussing employment opportunities in clean energy as well as incumbent worker programs and internships for adults and teens. Forty-one parents or guardians, along with eight student siblings, were present at the Lakeside and Evergreen locations.

## Elementary Site Visit Assessments – Fall 2019

### Lakeside Elementary SHINE Site Evaluation - 11/13/19

**Observer: Megan Stachowiak**

The SHINE program at Lakeside Elementary was started in the fall of 2019 and has made significant progress in establishing itself as an organized, well-run program. On the day the program was observed, 17 students were attending from grades 1-3, and four teachers were present. The 1<sup>st</sup> and 2<sup>nd</sup>- grade students are transported by bus from the neighboring school, while the 3<sup>rd</sup> graders stay in the same building where the SHINE program takes place. Students meet in the library, offering ample space for the students to work and conduct STEAM activities.

#### Activities

The daily schedule began with a homework period from 3-3:30 pm. The teachers floated among the students to assist as they completed their homework. Several students required one-to-one attention. Although there were enough teachers present to accommodate the students and help with their homework, it might be challenging if the number of students increased to the program maximum of 25. An additional teacher aide may be needed to keep the group size manageable. The younger students seemed to require more one-on-one attention, especially during the homework period. When the students completed their homework, they selected books to read or played board games. A physical activity session followed the homework period. Students typically go outside, weather permitting, but they remained indoors due to the cold temperature. Students danced along to a 'Go-Noodle' video activity called 'Be Nice,' in recognition of World Kindness Day.

The STEAM activity began with a group reading session of a book called *Balloon Time*, which was chosen to introduce the theme of the STEAM lesson. Students were split into groups of two to three. Each group was to construct a balloon tower using balloons and masking tape. Before getting started, the teachers provided an overview of some engineering concepts by discussing how a building is erected and the importance of having a strong base. Each group also predicted how tall they thought their tower would be. The teachers used a yardstick to measure a balloon and help students visualize their height predictions. The students also had to draw their plans for their tower design.

Then, the students got to work building their towers using the masking tape and balloons. Many students had to make modifications to their designs. At the end of the building period, each group's tower was measured. The teachers graphed the heights on a bar chart to compare the results and allow the students to observe which was tallest. In the end, the highest tower was 31 inches. The students then compared their actual results to their predictions. The children enjoyed this activity, which incorporated concepts about estimating and measuring and engineering and design while reinforcing the importance of teamwork.

### **Safety, Health & Nutrition**

The students moved to the cafeteria for dinner at 5:15 pm. The mealtime was shared with the 4<sup>th</sup> and 5<sup>th</sup>-grade students. Acceptable hygiene practices were observed with teachers requiring students to wash their hands before meals. Teachers wore plastic gloves when serving the meal, which the onsite cafeteria personnel prepared. It included a fruit and vegetable serving, along with a baked chicken sandwich as the entrée. Although the chicken appeared to be overdone, most children seemed to finish their meals. The students were not given a snack during the program. Most were hungry and anxious for dinner by the time the meal period began.

The dismissal process was very orderly, with the students grouped by bus or pick-ups. The staff closely supervised pick-ups by parents.

### **Human Relationships**

Although the Lakeside SHINE program just started in fall 2019, it is very orderly and well run. The SHINE program provides a stimulating environment for students, with STEAM activities well suited to their ages and skill levels. The teachers engaged the students and are clearly committed to their learning and development.

## **Lakeside Elementary SHINE Site Evaluation – November 13, 2019**

### **Observer: Teri Ooms**

On the day the program was observed, there were 17 students attending from grades 4 to 5, and four teachers were present.

### **Activities**

The daily schedule began with a homework period from 3-3:30 pm. The teachers sat at tables with small groups of children. Those without homework were taken into the hall and permitted to choose from a selected group of educational board games. As students completed assignments, they joined the board game activities in the hallway. Several students required 1:1 attention and were given the additional time needed.

A physical activity session followed the homework period. Students have access to a secure playground with swings, a jungle gym, and a field. As the students split into three groups, so did the teachers. Students played for approximately 20 minutes.

The STEAM activities began at approximately 3:55 pm and extended to 5:15 pm. They were split into two groups and when students finished, they returned to the main classroom and played silent ball or board games. There were adequate instruction and supervision during this time. Most students finished early.

### **Indoor Environment**

The SHINE program has ample space – a dedicated classroom, an outdoor play area, and use of the gym and cafeteria. Additionally, the SHINE administrative office is located in the school, which is another area for instruction.

### **Safety, Health & Nutrition**

The students moved to the cafeteria for dinner at 5:15 pm. The mealtime was shared with the 1<sup>st</sup> to 3<sup>rd</sup>-grade students. Good hygiene practices were observed, with teachers requiring students to wash their hands before meals. Teachers wore plastic gloves when serving the meal, which the onsite cafeteria personnel prepared. It included a fruit and vegetable serving, along with a baked chicken sandwich as the entrée. Although the chicken

appeared to be overdone, most children seemed to finish their meals. The students were not given a snack during the program. Most were hungry and anxious for dinner by the time the meal period began.

The dismissal process was very orderly, with the students grouped by bus or pick-ups. Pick-ups by parents were closely supervised by the staff.

### **Human Relationships**

Although the Lakeside SHINE program just started in fall 2019, it is very orderly and well run. The teachers are very engaged with the students and are clearly committed to their learning and development. Ms. Pranzo demonstrated excellent leadership and rapport with the children. Ms. Miranda was a very compassionate, and strong yet appropriate disciplinarian. The SHINE program provides a stimulating environment for students, with STEAM activities well suited to their age and skill level.

### **Recommendations**

Given the Lakeside Elementary SHINE program is only a few weeks old, it is doing remarkably well. It is an excellent fit for the teachers. The program administrator is on site and very helpful. The location is great. The school support is excellent for students. While the homework time extended beyond 25 minutes for two students, the extra aid seemed to help the children.

Many students finished the STEAM activity early, and were extended free play. SEL lessons may be incorporated for some of this time, or perhaps there can be other organized activities or subject matter assistance if the STEM activities are completed early.

## **EverGreen Elementary SHINE Site Evaluation – November 18, 2019**

**Observer: Andrew Chew**

### **Activities**

The day's activity involved slime. Students were asked to form a hypothesis, and guide parts of the activity by selecting a paint color. Most students were happy and engaged. The activity aligned with the program's STEAM goals and objectives.

### **Safety, Health & Nutrition**

Strong safety and security procedures appeared in place. No threats to health or safety were noted. Parents were asked to sign students out, and teachers supervised the parent pick-up process. The physical space appeared adequate for all program needs.

### **Human Relationships**

Human relationships at this center appeared generally strong. During homework time, one student who became upset received effective comfort and one-on-one care from teachers. Throughout the day, consistent examples of positive reinforcement and acknowledgment were observed. For example, "I like the way that \_\_\_\_ is listening" or "I like the way my friends are raising their hands."

While there were several instances of students who were off-task, disinterested, or not following directions despite appropriate reminders, the atmosphere and tone of the day remained positive. These instances did not result in larger disruptions to the overall program. It was noted that many students in this center have behavior-related IEPs. Teachers also made consistent use of techniques to regain students' attention when necessary.

## **EverGreen Elementary SHINE Site Evaluation – November 18, 2019**

**Observer: Kara McGrane**

### **Activities**

Activities were primarily STEM-related. The bulk of the session consisted of making 3D turkeys (origami turkeys) that would ride in an elevator the students would be constructing in the coming days. Some students appeared confused and needed more direction and help. Prior to this exercise, the group also tested the strength of bridges they had built the previous week and discussed why certain bridges were stronger than others. Finally, the group created 3D turkeys on a software program called 'TinkerCad.'

The students had two opportunities for physical play – briefly after the meal and again, for a time, at the end of the program.

### **Safety, Health & Nutrition**

There was no issue with food, health, and safety, or indoor space. One teacher indicated that the library was sometimes locked when they hoped to use it, but that the issue was being resolved.

### **Human Relationships**

Human relationships were mostly positive. The students were rambunctious but reasonably well behaved. The program coordinator noted that a majority of students in the group had IEPs.

The program's strengths include its structure, blend of activities, and opportunities for physical play.

## **Wallenpaupack SHINE Site Evaluation – November 13, 2019**

**Observer: Joseph Gallo**

At the time of the visit, the Wallenpaupack SHINE program had been operational for about four weeks. Enrollment includes five or more students with IEPs and three diagnosed with behavioral issues.

### **Human Relationships**

Staff very effectively managed time and kept to their planned schedule for the day. They were actively involved in helping students learn, and consistently served as positive role models of social skills and interpersonal relationships.

### **Activities**

The SHINE program at Wallenpaupack excelled in creating a positive and educational environment for students. Students were passionate and engaged in activities throughout the session, and received individual attention for assistance with homework. The staff spoke to students about their thoughts and interests, and a nurse was present for the duration to attend to a specific student's medical needs. The STEAM activity consisted of an engineering project; students were given limited materials to balance a pencil vertically on the end of a popsicle stick. It enabled them to learn and think creatively, but it was also challenging, and some students seemed slightly frustrated. They may have benefited from more detailed instructions and advice during the activity.



Students also had an opportunity for active play. They were carefully supervised but free to choose their activities.

### **Indoor Environment**

Space meets the needs of the program and the children. It was large enough, and arranged and decorated nicely.

### **Health, Nutrition & Safety**

The location was a safe and clean environment, and carefully monitored. The food was appropriate, and the timing of the meal seemed satisfactory.

### **Recommendations**

Ongoing instruction and reference to the concepts and curriculum during the project's application could further strengthen the program.

## **Impact Surveys**

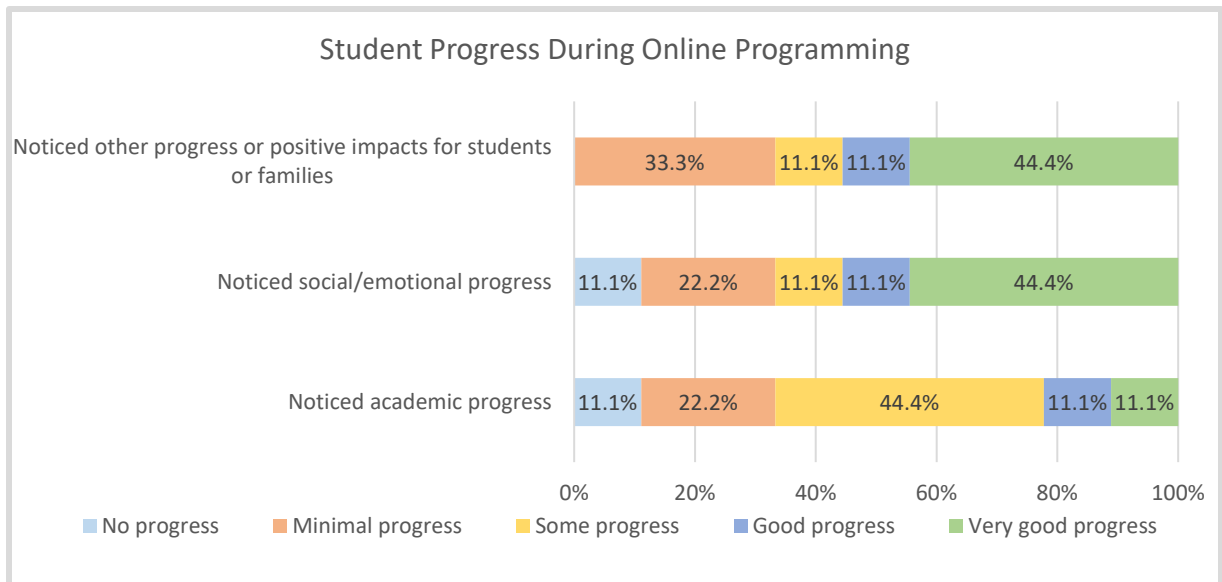
Four school district administrators participated in a survey regarding the impact of the SHINE program. All reported that the levels and quality of communication and collaboration between program staff and stakeholders was either good or excellent. One hundred percent of them were also very satisfied with SHINE's influence on student performance, behavior, and social skills. They were all very satisfied with parent and community involvement as well. Overall, they concluded that SHINE has made a significant and positive impact on participating students.

Thirteen SHINE teachers similarly addressed the program's impact. They agreed with the following statements:

- I have a better understanding in the important role families play in the success of their children's education.
- I have increased confidence in my ability to build positive relationships with families.
- I understand that education goes beyond the classroom walls.
- I feel I am better prepared to be a teacher in the 21<sup>st</sup> century.

Respondents also agreed that their experiences in SHINE have given them better understanding of STEM, and that integrating STEM into the classroom through project-based activities will affect student academic achievement.

Although few SHINE teachers acknowledged good or very good student academic progress during online learning, 55.5 percent did notice good or very good student social and emotional progress. A proportion of identical size also noticed other progress or positive impact for students and families. The ability to maintain social connection was particularly influential, with SHINE teachers providing comments such as, "My students have really benefited from staying connected with one another," and, "I developed some very good relationships with the parents due to the online teaching."



## About The Institute

The Institute is an applied social science and economic research organization. It prepares both community based and proprietary research studies for public, non-profit and private companies in several states. Research includes program and grant evaluations, economic and tax impact studies, needs assessments, indicators and indices, industry analysis, policies analysis, and planning. Research areas includes economic and community development, education and workforce, health and health care, housing, tourism, and community and organizational planning.

The Institute for Public Policy & Economic Development (The Institute) was formed as a partnership between the business and higher education community. Formed in 2004, the center began operations with pledged capital from business and industry, higher education, and nonprofit organizations to provide community based research in northeastern Pennsylvania to provide data for leaders and organizations to make informed decisions for revitalization and economic sustainability. From there, The Institute emerged as a premier entity with capacity for both community based research and proprietary research for public, private, and non-profit sectors to use in developing feasibility, strategy, programs, initiatives, and policy.

The Institute has completed several research studies and economic impact analysis for the Federal Reserve Bank of Philadelphia, Appalachian Regional Commission, U.S. Department of Labor, U.S. Health Resources and Services Administration, and is currently serving as the researchers on an NSF S-STEM grant.

**Community based research** is also available on The Institute’s website. Annually, The Institute publishes a regional indicators report and presents it to the community. This report measures change in the region and provides organizations with data necessary to run their organizations to achieve their full potential. Through this effort, The Institute facilitates seven regional task forces: education and workforce development; jobs, economy, and economic development; health and healthcare; housing; energy; public safety; and planning, land use, transportation, and infrastructure. These task forces have formed objectives and policy statements based on visions and goals established by regional stakeholders five years ago. The Institute also publishes a Quarterly Economy Tracker featuring economic and business data in northeastern Pennsylvania.

## Press Clippings / Media

<https://www.wnep.com/video/news/local/wayne-county/shine-program-goes-virtual-during-pandemic/523-e39140b8-fead-4507-8b0c-40fc5dd0d7ee>