

This report provides evaluation findings for Philadelphia Arts in Education Partnership’s (PAEP) 21st Century Community Learning Centers (21st CCLC). Research for Action (RFA), a Philadelphia-based non-profit education research and evaluation organization, was the local 21st CCLC evaluator for PAEP and produced this report. RFA provides findings for programming in Cohorts 7, 8, 9 and 10 operating in Summer 2020 through Spring 2021.¹

During the time period covered in this report, the COVID-19 pandemic continued to have a significant impact on daily life, with most schools in the Philadelphia area operating remotely or in a hybrid model. Afterschool programs adapted to these changes, often also operating in a remote or hybrid model, but participation rates have been significantly lower as students had new routines or were less motivated to attend after being involved in online learning during the school day.² In some instances, the remote nature of programming also made it difficult to connect with teachers to complete surveys and with parents to complete focus group consent forms, which limited data collection from different perspectives.

This report shares findings within that context and includes the following sections:

- Program Overview
- Provider Background
- Virtual Programming Observations
- Program Participation and Performance Indicator Progress
- Summary and Recommendations.

PROGRAM OVERVIEW

Table 1 summarizes program sites, grades served, and enrollment by cohort.

Table 1. Overview of 21st CCLC Programming Sites, 2020-21

	COHORT 7	COHORT 8	COHORT 9	COHORT 10
Program Sites	Anna L Lingelbach School, Grover Washington Jr Middle School, James R Ludlow School, John Welsh Elementary School, Thomas K Finletter School	General Philip Kearney School, Henry A. Brown Elementary School, James G Blaine School, S. Weir Mitchell School	Laboratory Charter School, St. Laurentius School, Stephen Decatur School, William H Ziegler School, Woodrow Wilson Middle School	Alexander Adaire School, General George G Meade School, George W Childs School, Grover Washington Jr Middle School, Henry C Lea School
Grades Served	5th - 8th grade	5th - 9th grade ³	5th - 8th grade	5th - 8th grade

¹ Cohort 7 funding ended in September 2020. Participation data is reported from the operating months. If any students participated 30 or more days at a Cohort 7 site before closure, outcomes data are also reported. Qualitative data only includes Cohort 8, 9 and 10 as fieldwork was conducted in the winter and spring of 2021.

² Afterschool Alliance. (July 2020). *Afterschool in the Time of COVID-19*. <http://afterschoolalliance.org/documents/Afterschool-COVID-19-Wave-1-Fact-Sheet.pdf>

³ We report the grade level using students grades from the 2020-21 school year. These “9th grade” participants only participated over the summer of 2020, when they were still considered 8th grade students.

Total Enrollment by Site	Lingelbach - 3 Grover Washington - 1 Ludlow - 1 Welsh - 1 Finletter - 3	Kearney - 8 Brown - 6 Blaine - 2 Mitchell - 12	Lab Charter - 6 St. Laurentius - 15 Decatur - 15 Ziegler - 15 Woodrow Wilson - 21	Adaire - 3 Meade - 9 Childs - 12 Grover Washington - 15 Lea - 6
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Evaluation Findings⁴

During the 2020-21 program year, PAEP operated Cohort 7, Cohort 8, Cohort 9, and Cohort 10 programs at 18 sites. While grade levels might have varied by site, overall PAEP served youth in grades five through eight.

Program Implementation

Key takeaways from the observations of Cohorts 8, 9, and 10 include the following:

- **Activity Design:** Staff clearly communicated information to youth and engaged them in multiple active learning activities across sessions.
- **Interaction:** Staff were very warm, respectful, and encouraging in language, tone, and body language.
- **Youth Engagement Strategies:** Staff offered youth opportunities to collaborate and share out and even facilitated some opportunities for youth to engage in activities outside of their computers.
- **Logistics and Technology:** Staff engaged with technology expertly.

Participation Rates

Table 2 shows how student participation rates varied by cohort and by whether the student attended during the summer or the school year:

Table 2. Overview of 21st CCLC Participation Levels, 2020-21

	COHORT 7	COHORT 8	COHORT 9	COHORT 10
Percentage of <u>all</u> attendees who attended at least 30 days of programming	0% (of 9 attendees)	79% (of 28 attendees)	63% (of 72 attendees)	67% (of 45 attendees)
Percentage of <u>school year</u> attendees who attended at least 30 days of programming	<i>Not reported because the grant ended in September</i>	81% (of 27 attendees)	69% (of 64 attendees)	79% (of 38 attendees)
Percentage of <u>summer</u> attendees who attended at least 15 days of <u>summer</u> programming	100% (of 9 attendees)	100% (of 1 attendees)	75% (of 16 attendees)	56% (of 9 attendees)

⁴ Please see Appendix A for a list of data sources.

Performance Summary

PAEP met nine of 17 performance indicators for its Cohort 8 programs, nine of 17 performance indicators for its Cohort 9 programs, and seven of 17 performance indicators for its Cohort 10 programs.

PROVIDER BACKGROUND

During the 2020-21 school year, PAEP offered virtual programming in response to the COVID-19 pandemic. Staff first pivoted to virtual programming in the spring of 2020. Each school site's programming had its own Zoom meetings and its own set of staff (e.g., coordinator) and teaching artists. Teaching artists were provided with orientations to using Zoom and to arts-based lesson planning for virtual settings. Staff were also trained on a system to ensure that only enrolled youth were joining Zoom meetings and that there were no threats to youth's safety.

PAEP has long offered arts-focused programming in which students choose majors and minors, and that structure was maintained in virtual programming. Choices included visual arts, music, dance, and theater arts. Academic and social and emotional learning (SEL) activities were woven into the arts programming, in an "arts integration" model. Supplemental programming included visits from the Academy of Natural Sciences, the Philadelphia Insectarium and Butterfly Pavilion, and the Franklin Institute. The incorporation of academics and SEL into arts programming and the enrichment activities from community partners were strategies aimed at maximizing youth engagement.

Despite recruitment efforts through schools, word-of-mouth, and social media, enrollment in programming was much lower than normal, given the complications of the pandemic. This may be attributable to the screen-fatigue students were experiencing with full-day virtual classes for school. However, youth who participated in PAEP programming experienced few technological barriers, in part because schools/the district supported youth's use of technology. In addition, a silver lining of small enrollment was that teaching artists were building individual relationships with youth and checking in regularly on youth's emotional well-being during a very trying year.

VIRTUAL PROGRAMMING OBSERVATION

To guide virtual program observations for the 2020-21 school year, RFA developed an observation framework (see Appendix E) that includes a set of promising practices for virtual learning. This framework was based on the work of, and in consultation with, the National Institute on Out-of-School Time (NIOST), as well as work from the Weikart Center and the Denver Afterschool Alliance's Preparation, Interaction, Reflection and Logistics (PIRL) Tool. The framework was shared with Philadelphia-based 21st CCLC providers prior to fieldwork and updated to reflect their feedback. Because the field is still learning about what makes high-quality virtual 21st CCLC programming, these indicators should not be seen as standards or requirements, but guidance for professional development and ongoing program improvement. Further, these observations provide just a snapshot of virtual programming and should only be used for formative purposes. Table 3, Table 4, and Table 5 below provide a summary of findings from the observations, separately for each cohort.

Table 3. Cohort 8 Program Observation Findings

VIRTUAL PROGRAMMING OBSERVATION SUMMARY: RFA staff conducted one observation of Cohort 8 at S. Weir Mitchell Elementary School in Spring 2021. Activities observed included a visual arts class and a theater class. The virtual programming observation lasted approximately three hours. Two youth attended the sessions.	
Category	Observations and Recommendations
<i>Overall</i>	<p>Key takeaways from the observation include the following:</p> <ul style="list-style-type: none"> • Activity Design: Staff clearly communicated information to youth, engaged them in multiple activities and active learning, and encouraged youth to build on their prior knowledge. • Interaction: Staff were very warm, respectful, and encouraging in language, tone, and body language. • Youth Engagement Strategies: Staff used instructional software to engage youth, encouraged youth to participate using technological communication tools, and gave youth structured opportunities to speak about what they were doing and thinking. • Logistics and Technology: Program staff ran sessions smoothly using the technology—integrating slides and videos with ease—and there were no issues with staff lighting, camera position, or sound.
Activity Design	
Practices Observed	<ul style="list-style-type: none"> • Clear Communication. <i>In visual arts class, slides and verbal directions clearly communicated information and directions to youth. In theater class, staff engaged youth in familiar and new activities, explaining the instructions for the new ones clearly.</i> • Multiple Activities. <i>Youth engaged in many activities over the course of visual arts class: a share-out about favorite elements of puppet project; an introduction to color theory; a video on rods and cones; a dress color activity; slides on the Bezold Effect and analogous colors; a scavenger hunt; a discussion of the significance of analogous colors; and the design of t-shirts (using paper and markers) for a puppet using analogous colors. In theater class, staff read a chapter and engaged youth in a “snapshot” game of poses; youth played Kahoot to review material previously covered; staff and youth read out tongue twisters; youth watched a video about joke/story structure and debriefed takeaways; and youth learned/reviewed vocabulary about story structure (e.g., inciting incident, rising action, climax, etc.) and then practiced the ideas with movies they knew.</i> • Relationships. <i>Staff asked youth about their likes/dislikes and preferences in ways that offered youth opportunities to learn more about one another.</i> • Connections. <i>Staff in the visual arts class asked youth to reflect on their prior project work in class and on their knowledge of color wheels. Staff in theater used Kahoot to have youth review material previously covered and built on their prior knowledge of story structure.</i> • Active Learning. <i>In visual arts, youth drew original designs for t-shirts, engaged with items around their house during a scavenger hunt, and engaged in a drawing activity. Youth in theater role-played during a snapshot activity and practiced story structure ideas with movies they knew.</i>
Recommendations for Strengthening Programming	<ul style="list-style-type: none"> • Relationships. <i>In contexts with more youth participating, PAEP may consider encouraging staff to offer youth additional structured opportunities with the purpose of helping youth get to know each other (e.g., team-building activities, introductions, personal updates, welcomes of new group members, and/or icebreakers).</i>
Interaction	

Practices Observed	<ul style="list-style-type: none"> • Greeting: Staff referred to all youth by name throughout classes. • Tone: Staff used a warm tone of voice and respectful language. Language used included “great job,” “great listening,” “you guys did that beautifully,” “great try,” “awesome,” and “super interesting.” • Climate: Staff smiled, used friendly gestures, and frequently looked into the camera.
Recommendations for Strengthening Programming	No recommendations

Youth Engagement Strategies

Practices Observed	<ul style="list-style-type: none"> • Technological Communication. Staff encouraged youth to participate using technological communication tools (e.g., the chat function during visual arts). • Instructional Software. Youth in theater class used Kahoot to review material previously covered. • Outside Activities. In visual arts, youth engaged in a scavenger hunt to find things around their house with analogous colors. • Share Out. Youth had structured opportunities to speak about what they were doing and thinking, including speaking about items they found around their house and about their design choices for t-shirts. • Content Feedback. Students made content choices in theater class related to what they read and the movies about which they brainstormed story structure elements. • Collaboration. Youth collaborated to create a “story spine” together, in theater class.
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Recommendations for Strengthening Programming	<ul style="list-style-type: none"> • Process Feedback. PAEP may consider encouraging staff to offer youth additional opportunities to provide feedback about process (e.g., how music or theater activities could be changed or approached in alternate ways). • Shared Leadership. PAEP may consider encouraging staff to offer youth additional opportunities for leadership (e.g., especially in contexts with more youth participating, youth could be facilitators of music or theater activities). • Breakout Facilitation, Breakout Norms, and Reporting Back. In situations where breakout rooms within classes are appropriate, PAEP may want to ensure that breakout rooms are appropriately facilitated; that goals, behavioral expectations, student and staff roles, and timelines are established before going into breakout rooms; and that breakout room participants report back on their activity—which may include a verbal report or some other modality for sharing.
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Logistics and Technology

Practices Observed	<ul style="list-style-type: none"> • Technology Use by Staff. Staff ran the classes smoothly using the technological features of the platform, sharing slides and a video easily. • Lighting. Staff were well-lit so that youth could clearly see them. • Camera Position. Camera positioning made it easy to see staff and the activities happening. • Sound. Staff were clearly heard and background noise was minimal. • Age-appropriate Technological Support. Staff encouraged youth to use separate computers and provided youth with support in logging into Kahoot when needed. • Accessibility. All links, videos, and shared screen slides were loaded and easily accessible. • Minimal Links. There was minimal use of meeting room links.
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Recommendations for Strengthening Programming	<ul style="list-style-type: none"> • Staff Delegation. In cases where more than one staff member is present, PAEP may want to consider how staff roles can be delegated to ensure session flow and appropriate responsiveness to students (e.g., one staff
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	member handling chat questions and troubleshooting while the other staff member(s) deliver content).

Table 4. Cohort 9 Program Observation Findings

VIRTUAL PROGRAMMING OBSERVATION SUMMARY: RFA staff conducted one observation of Cohort 9 at Woodrow Wilson Middle School in Spring 2021. Activities observed included theater, dance, and visual arts classes. The virtual programming observation lasted approximately three hours. The first two classes were attended by two youth each, and the last class was attended by seven youth.	
Category	Observations and Recommendations
Overall	<p>Key takeaways from the observation include the following:</p> <ul style="list-style-type: none"> • Activity Design: Staff clearly communicated information and directions to youth, engaged them in multiple activities in each class, and facilitated active learning activities that allowed youth to create original work and make connections to their own lives or prior knowledge. • Interaction: Staff were warm, respectful, and encouraging in language, tone, and body language. • Youth Engagement Strategies: Youth engaged with instructional software and in activities beyond their computers, and staff gave youth opportunities to collaborate with one another. • Logistics and Technology: Program staff ran sessions smoothly using technology, integrating other platforms expertly, and there were no issues with staff lighting, camera position, or sound.
Activity Design	
Practices Observed	<ul style="list-style-type: none"> • Clear Communication. Across sessions, staff clearly communicated information and directions to youth, both orally and in writing, using colorful and clearly-written slides. • Multiple Activities. Activities in theater included stretching; a game; a website exploration of butterfly migration; a directing activity; and a debrief of the activity. Activities in dance included stretching; creating a dance based on a word; debriefing the activity; watching a video of a professional exemplar of the idea being taught; revising dances based on feedback; and coming back to share revised dances. In visual arts, youth discussed metamorphosis; saw related slides; and started to create their own Pixlr project. • Relationships. Staff asked youth about their personal preferences and asked youth to reflect on their own lives—activities that offered youth opportunities to get to know each other. • Connections. In one class, staff asked youth to reflect on their prior knowledge about directing, the topic of past discussions in class. In another, staff asked youth to share their prior knowledge of metamorphosis and connected metamorphosis to changes youth and all humans make, asking youth what stages they had been through in their lives. • Active Learning. All classes involved youth in active learning. Theater class focused on creative vision, and youth created their own vision for depicting something, embracing the role of directors. In dance, youth created and revised their own dances, based on words they chose. Art class involved active creation of images using Pixlr.
Recommendations for Strengthening Programming	No recommendations

Interaction	
Practices Observed	<ul style="list-style-type: none"> • Greeting. Staff greeted all youth by name. • Tone. Staff used a warm tone of voice and respectful language. Language that staff used included “pretty” about student artwork created; “nice, nice!” during a dance performance; and “great observation” about one student’s comments on another’s work. • Climate. Staff smiled, used friendly gestures, and frequently looked into the camera.
Recommendations for Strengthening Programming	No recommendations

Youth Engagement Strategies

Practices Observed	<ul style="list-style-type: none"> • Technological Communication. In dance, staff had youth use the chat to share ideas, and one youth chose to provide feedback by chat. In visual arts, staff encouraged use of the chat function for youth to share their ideas. • Instructional Software. Youth used photos on Google Drive and the program Pixlr in visual arts class. • Outside Activities. In theater class, youth found artifacts in their home related to the butterfly lesson. In visual arts, youth were given time to find something outside that went through metamorphosis. • Share Out. During activities, staff provided youth with opportunities to talk about (or otherwise communicate) what they were doing and what they were thinking about to others related to the session. For example, after sharing their dances, youth shared what they thought of each other’s performances. • Collaboration. In theater class, youth collaborated with one another to enact their creative vision. • Content Feedback. Youth made content choices in visual arts class, during their design activity. • Process Feedback. Staff offered youth choices around the timing of an activity as well as choices around how youth could approach the arts activities in which they engaged.
Recommendations for Strengthening Programming	<ul style="list-style-type: none"> • Shared Leadership. PAEP may consider encouraging staff to offer youth additional opportunities for leadership (e.g., especially in contexts with more youth participating, youth could be facilitators of theater, dance, or visual arts activities). • Breakout Facilitation, Breakout Norms, and Reporting Back. In situations where breakout rooms within classes are appropriate, PAEP may want to ensure that breakout rooms are appropriately facilitated; that goals, behavioral expectations, student and staff roles, and timelines are established before going into breakout rooms; and that breakout room participants report back on their activity—which may include a verbal report or some other modality for sharing.

Logistics and Technology

Practices Observed	<ul style="list-style-type: none"> • Technology Use by Staff. Staff used technology expertly, sharing their screens to display presentations, websites, and videos, and sharing music during dance class. • Lighting. Staff were well-lit so that youth could clearly see them. • Camera Position. Camera positioning generally made it easy to see staff faces. • Sound. Staff were clearly heard and staff’s background noise was minimal. • Accessibility. All links, videos, and shared screen slides were loaded and easily accessible • Age-appropriate Technological Support. In one class, staff requested that youth adjust their camera several times to optimize what could be seen. In another,
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	<p>staff acknowledged that a youth did not have camera or microphone access and allowed them to participate in an activity by chat. Staff provided youth with links to individual folders on Google Drive when they had trouble accessing the overall folder.</p> <ul style="list-style-type: none"> • Minimal Links. There was minimal use of meeting room links.
Recommendations for Strengthening Programming	<ul style="list-style-type: none"> • Staff Delegation. In cases where more than one staff member is present, PAEP may want to consider how staff roles can be delegated to ensure session flow and appropriate responsiveness to students (e.g., one staff member handling chat questions and troubleshooting while the other staff member(s) deliver content).

Table 5. Cohort 10 Program Observation Findings

<p>VIRTUAL PROGRAMMING OBSERVATION SUMMARY: RFA staff conducted one observation of Cohort 10 Grover Washington Jr. Middle School in Spring 2021. Activities observed included dance, music, and art classes. The virtual programming observation lasted two hours and fifty minutes. Three youth attended the session (one in each class observed).</p>	
Category	Observations and Recommendations
Overall	<p>Key takeaways from the observation include the following:</p> <ul style="list-style-type: none"> • Activity Design: Staff clearly communicated instructions to youth, engaged them in multiple active learning activities in classes, and made connections to youths' lives and prior knowledge. • Interaction: Staff was warm, respectful, and encouraging in language, tone, and body language. • Youth Engagement Strategies: Staff used instructional software that would facilitate youth collaboration; offered opportunities for youth to lead activities; and engaged youth in opportunities to search for found objects, actively dance, draw, create music, and share their perspectives on what they did during programming. • Logistics and Technology: Program staff integrated other platforms into Zoom expertly, running the sessions smoothly using technology, and there were no issues with staff lighting, camera position, or sound.
<p>Activity Design</p>	
Practices Observed	<ul style="list-style-type: none"> • Clear Communication. In dance class, questions, instructions, and information were clearly communicated verbally and through slides. In music, staff gave instructions verbally and with slides, and supported youth in understanding how to record sounds on Band Lab. In art, staff walked youth through the steps of a drawing process one-on-one. • Multiple Activities. In dance class, youth led a warm-up; chose a dance to engage in; took part in a choreography challenge; learned about probability; and reflected on probability in their own "experiment." Music class involved a discussion of found sounds and microphones; an exploration for found objects; a Band Lab tutorial; recording of found sounds on Band Lab; and arrangement of the music. In art, youth reviewed 3-D shapes and then created a drawing at home based on an exemplar from art staff. • Relationships. Staff began dance class with an icebreaker displayed on a slide that asked youth to offer their preferences in a theoretical scenario. • Connections. Staff in dance forged connections between youths' prior experiences in dance and the lesson, as well as between youth's prior knowledge of probability. Staff made connections to a prior lesson on "found

	<p>sounds.” Staff also connected back to how youth have used sounds before, within Band Lab. In art, staff built on youth’s prior knowledge of 3-D shapes.</p> <ul style="list-style-type: none"> • Active Learning. Youth in dance actively choreographed, practiced, and performed two dances. Youth created sounds from found objects in music class and arranged the music in collaboration with staff. In art, youth engaged in a drawing activity for most of class.
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Recommendations for Strengthening Programming	No recommendations
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Interaction

Practices Observed	<ul style="list-style-type: none"> • Greeting. Staff greeted youth by name and used youths’ names throughout classes. • Tone. Staff used a warm tone of voice and respectful language. Examples of language used included “nice job,” “you did a great job yesterday,” “good memory,” “excellent,” “great job everyone,” and “that looks really good.” • Climate. Staff smiled, used friendly gestures, and frequently looked into the camera.
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Recommendations for Strengthening Programming	No recommendations
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Youth Engagement Strategies

Practices Observed	<ul style="list-style-type: none"> • Technological Communication. Staff had youth use the chat to communicate. • Instructional Software. Staff used a Jamboard platform to facilitate youth collaboration on responses about theoretical and experimental probability in dance. In music, staff used Band Lab to facilitate collaboration with youth around found sounds. • Outside Activities. In music, staff gave youth time to find objects around the house for music-making. Youth drew for the majority of art class. • Share Out: Staff in dance provided youth with opportunities to talk about the activities and reflect on their learning. • Content Feedback. Youth were provided with a content choice in dance class (“Seize the Day” vs. “Dance Party in the House”). • Process Feedback. Staff asked youth to decide the order in which participants would share their choreographed dances. • Collaboration. Staff in dance used a Jamboard platform to facilitate youth collaboration on responses about theoretical and experimental probability. Staff in music used Band Lab to facilitate collaboration with youth around found sounds. • Shared Leadership. In dance class, staff offered youth an opportunity to lead a warm-up activity. Staff also asked youth to decide the order in which participants would share their choreographed dances. Youth were also asked to lead the end-of-day reflection activity on what they enjoyed, what was challenging, and what they were proud of.
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Recommendations for Strengthening Programming	<ul style="list-style-type: none"> • Breakout Facilitation, Breakout Norms, and Reporting Back. In situations where breakout rooms within classes are appropriate, PAEP may want to ensure that breakout rooms are appropriately facilitated; that goals, behavioral expectations, student and staff roles, and timelines are established before going into breakout rooms; and that breakout room participants report back on their activity - which may include a verbal report or some other modality for sharing.
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Logistics and Technology



<p>Practices Observed</p>	<ul style="list-style-type: none"> • Technology Use by Staff. Program staff ran sessions smoothly using the technological features of Zoom and integrated slides, videos, and other programs within Zoom without issues. • Lighting. Staff were well-lit so that youth could clearly see them. • Camera Position. For the most part, camera positioning generally made it easy to see staff faces and activities. • Sound. Staff were clearly heard, and background noise was minimal. • Accessibility. Links, videos, and shared screen slides were loaded and easily accessible. • Age-appropriate Technological Support. Staff ensured that any lack of technological understanding was not a barrier to their involvement. For example, in music class, staff reviewed instructions for using Band Lab multiple times to enhance youth understanding. • Minimal Links. There was minimal use of meeting room links. • Staff Virtual Background. In art, staff member’s virtual background was appropriate for OST programming and the age of youth participating.
<p>Recommendations for Strengthening Programming</p>	<ul style="list-style-type: none"> • Staff Delegation. In larger classes where more than one staff member is present, PAEP may want to consider how staff roles can be delegated to ensure session flow and appropriate responsiveness to students (e.g., one staff member handling chat questions and troubleshooting while the other staff member(s) deliver content).



COHORT 7 PROGRAM PARTICIPATION

A. Cohort 7 Program Participation

The 2020-21 Cohort 7 program year served 9 students in 5th through 8th grade.⁵ Figure 1 provides an overview of Cohort 7 participation based on days attended, and Figure 2 provides an overview of Cohort 7 participation by grade level.

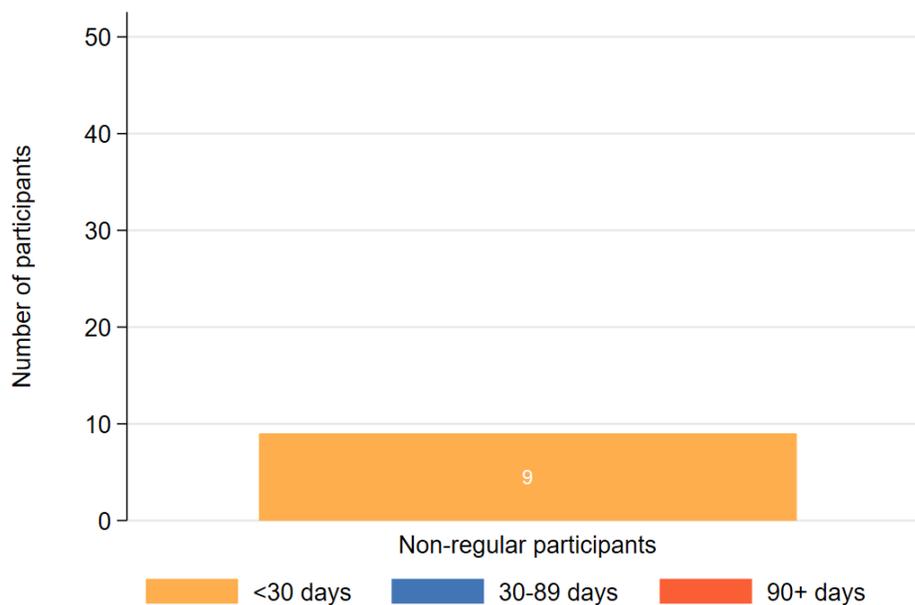
Levels of participation are defined as:

- **Non-Regular Participants:** Participants who attended less than 30 days; or
- **Regular Participants:** Participants who attended 30 or more days (threshold determined by 21st CCLC).

Regular participants are further grouped into two categories based on total days attended:

- **30-89 Day Participants, or**
- **90+ Day Participants.**

Figure 1. Number of Students Participating in Cohort 7 Programming, by Participation Level, 2020-21

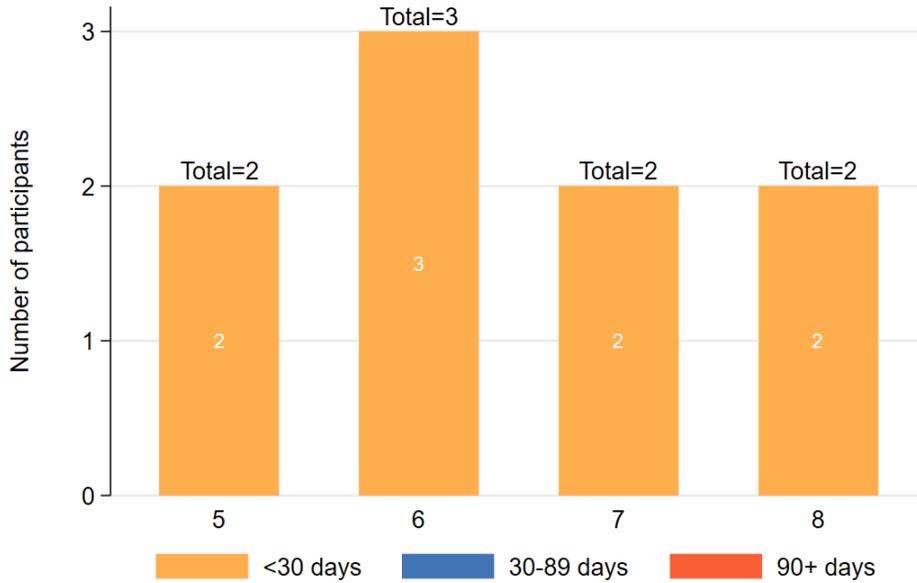


n = 9
Students attending one or more days of programming were included in this analysis.

- PAEP's Cohort 7 programming served 9 students.
- 0 participants attended 30 or more days of programming.

⁵ Funding for Cohort 7 ended in September 2020. This data reflects participants in the summer of 2020 through September 2020, or earlier if programming ceased at the Cohort 7 sites before September.

Figure 2. Number of Students Participating in Cohort 7 Programming, by Participation Level and Grade Level, 2020-21



n = 9
 All students attending one or more days of programming were included in this analysis.
 Grade-level data were provided by the School District of Philadelphia.

- PAEP’s Cohort 7 programming served students in 5th through 8th grades.
- Participants were evenly distributed through 5th through 8th grades.

Because no students reached the regular participation threshold, there are no performance outcomes to report on for Cohort 7 participants.

COHORT 8 PROGRAM PARTICIPATION AND PERFORMANCE

A. Cohort 8 Program Participation

The 2020-21 Cohort 8 program year served 28 students in 5th through 9th grade. Figure 3 provides an overview of the Cohort 8 students who met various levels of participation, and Figure 4 provides an overview of Cohort 8 participation by grade level.

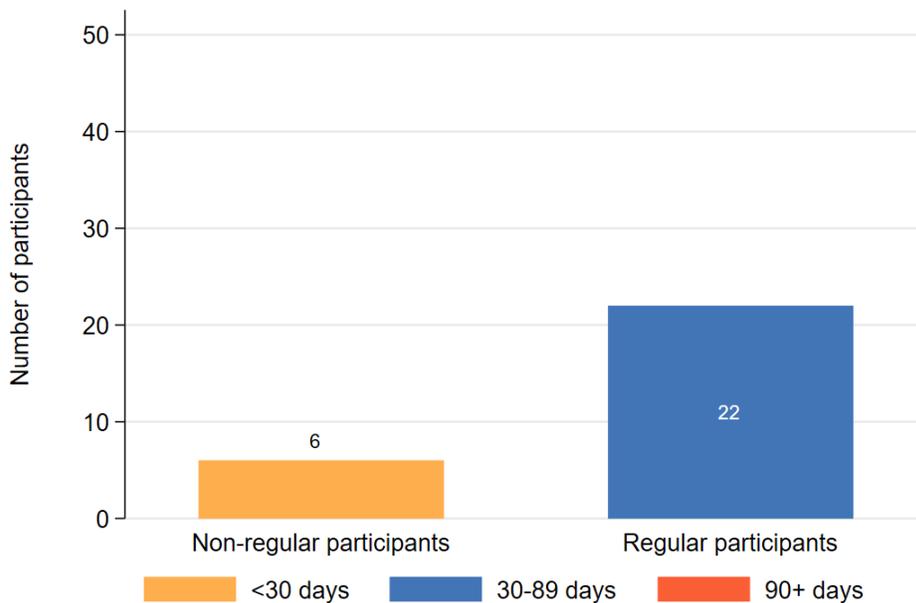
Levels of participation are defined as:

- **Non-Regular Participants:** Participants who attended less than 30 days; or
- **Regular Participants:** Participants who attended 30 or more days (threshold determined by 21st CCLC).

Regular participants are further grouped into two categories based on total days attended:

- **30-89 Day Participants, or**
- **90+ Day Participants.**

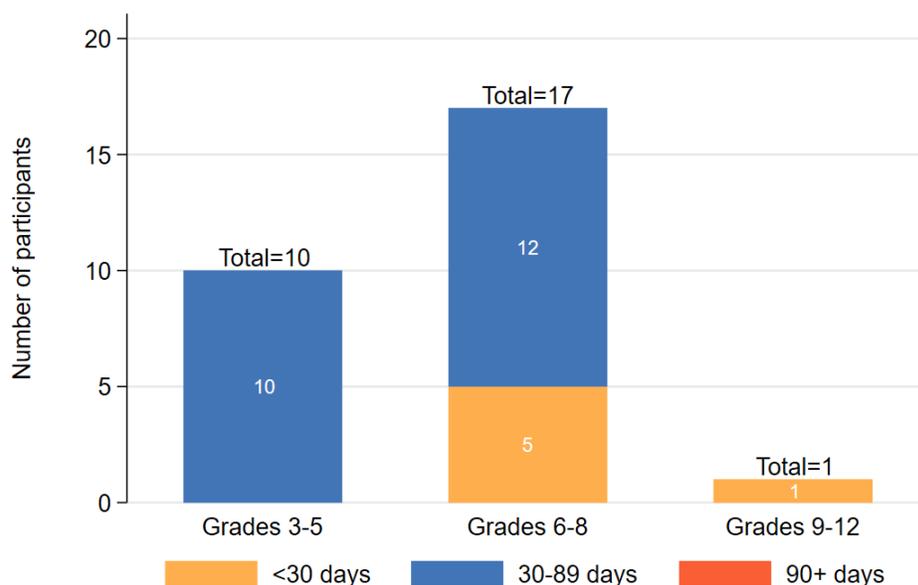
Figure 3. Number of Students Participating in Cohort 8 Programming, by Participation Level, 2020-21



n = 28
Students attending one or more days of programming were included in this analysis.

- PAEP's Cohort 8 programming served 28 students.
- 22 participants attended 30 or more days of programming.
- Among students who attended at least one day during the school year (Total N=27), 81% participants attended 30 or more days of programming.

Figure 4. Number of Students Participating in Cohort 8 Programming, by Participation and Grade Level, 2020-21



n = 28
 All students attending one or more days of programming were included in this analysis.
 Grade-level data were provided by the School District of Philadelphia.

- PAEP’s Cohort 8 programming served students in 5th through 9th grade.⁶
- Most of the participants were in 6th through 8th grade.

B. Cohort 8 School Attendance and Classroom Performance

This section compares school attendance and classroom performance outcomes for PAEP’s Cohort 8 21st CCLC participants to performance indicators, overall and by grade level (Table 6). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. To meet GPRA indicators 1.9, 1.10, and 1.11, the provider must reach the target on *both* the homework completion portion and the classroom participation portion. Many of the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals.

Evaluation summary: The provider met its school attendance and classroom performance targets in two of four applicable areas.

⁶ We report the grade level using students grades from the 2020-21 school year. These “9th grade” participants only participated over the summer of 2020, when they were still considered 8th grade students.

Table 6. Status Toward Cohort 8 School Attendance and Classroom Performance Indicators, 2020-21

 = Met
  = Did not meet
  = Required by the federal government
  = Optional

Performance Indicator ⁷	Sample Size ⁸	Target (%)	Performance (%)	Performance Status
All Students				
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.11)	7	77%	71%	 The provider did not meet its performance goal.
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.11)	8	77%	100%	
The percentage of all 21st CCLC regular program participants who improved their school attendance by reducing their number of days absent from the prior year to the current year ⁹	18	35%	44%	 The provider met its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.9)	1	90%	100%	 The provider met its performance goal.
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.9)	1	90%	100%	
Middle/High School Students				
The percentage of middle/high school 21st CCLC program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.10)	6	93%	67%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.10)	7	93%	100%	

⁷ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

⁸ Sample size is the number of regular participants that had sufficient data for the analyses.

⁹ Regular participants who did not have any absences in the prior year were not included in the analysis.

C. Cohort 8 Academic Outcomes: Reading and Math

This section compares the academic performance of PAEP’s Cohort 8 21st CCLC participants to performance indicators, overall and by grade level (Table 7). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. One of the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.

Evaluation Summary: The provider met its academic performance targets in one of seven applicable areas.

Table 7. Status Toward Cohort 8 Reading and Math Performance Indicators, 2020-21

Performance Indicator	Sample Size ¹⁰	Target (%)	Performance (%)	Performance Status
 = Met  = Did not meet  = Required by the federal government  = Optional				
All Students				
The percentage of all 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.3) ¹²	17	48.5%	41%	 The provider did not meet its performance goal.
The percentage of all 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.6) ¹²	15	70%	40%	 The provider did not meet its performance goal.
The percentage of regularly attending students who improved their academic performance as measured by the Teacher Survey. ¹¹	7	30%	71%	 The provider met its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.1) ¹²	8	48.5%	38%	 The provider did not meet its performance goal.
The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.4) ¹²	9	48.5%	44%	 The provider did not meet its performance goal.
The percentage of elementary 21st CCLC regular program participants who improved from <i>not proficient</i> to <i>proficient</i> or above in	NA	45%	NA	NA

¹⁰ Sample size is the number of regular participants that had sufficient data for the analyses.

¹¹ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

¹² Regular participants who had a grade of A or higher in the fall were excluded from the analysis.

Performance Indicator	Sample Size ¹⁰	Target (%)	Performance (%)	Performance Status
reading on state assessments (PSSA/PASA) (GPRA 1.7) ¹³				
Middle/High School Students				
The percentage of middle/high school 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.2) ¹²	9	48.5%	44%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.5) ¹²	6	48.5%	33%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC regular program participants who improved from <i>not proficient</i> to <i>proficient</i> or above in mathematics on state assessments (PSSA, PASA, or Keystone Exam) (GPRA 1.8) ¹³	NA	25%	NA	NA

D. Cohort 8 Additional Educational, Social, and Behavioral Changes

This section compares teacher-reported improvements in PAEP’s Cohort 8 21st CCLC participants’ behavior to performance indicators, overall and by grade level (Table 8). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. All the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Participants in 21st CCLC programs will demonstrate additional positive educational, social, and behavioral changes.

Evaluation summary: The provider met its additional positive educational, social, and behavioral changes performance targets in four of four applicable areas

Table 8. Status Toward Cohort 8 Additional Educational, Social, and Behavioral Performance Indicators, 2020-21

 = Met
  = Did not meet
  = Required by the federal government
  = Optional

¹³ Regular participants who scored proficient or above in the prior year excluded from the analysis.

Performance Indicator ¹⁴	Sample Size ¹⁵	Target (%)	Performance (%)	Performance Status
All Students				
The percentage of all 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14)	7	75%	100%	 The provider met its performance goal.
The percentage of all 21st CCLC regular program participants who improved their motivation to learn as measured by the teacher survey	7	30%	57%	 The provider met its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.12)	1	75%	100%	 The provider met its performance goal.
Middle/High School Students				
The percentage of middle/high school 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.13)	6	75%	100%	 The provider met its performance goal.

E. Cohort 8 Implementation Indicators

Table 9 provides the results of the two additional implementation indicators regarding the provider’s emphasis on at least one core academic area and enrichment and support activities.

Evaluation summary: The provider met its performance targets in emphasizing at least one core academic area and offering enrichment and support activities.

Table 9. Status Toward Cohort 8 Core Academic Area and Enrichment & Support Activity Implementation Indicators, 2020-21

 = Met
 = Did not meet
 = Required by the federal government
 = Optional

Performance Indicator	Target (%)	Performance (%)	Performance Status
The percentage of 21st CCLC centers reporting emphasis in at least one core academic area (Indicator 2.1)	100%	100%	 The provider met its performance goal.
The percentage of 21st CCLC centers offering enrichment and support activities in other areas (Indicator 2.1)	100%	100%	 The provider met its performance goal.

¹⁴ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

¹⁵ Sample size is the number of regular participants that had sufficient data for the analyses.

COHORT 9 PROGRAM PARTICIPATION AND PERFORMANCE

A. Cohort 9 Program Participation

The 2020-21 Cohort 9 program year served 72 students in 5th through 8th grade. Figure 5 provides an overview of the Cohort 9 students who met various levels of participation, and Figure 6 provides an overview of Cohort 9 participation by grade level.

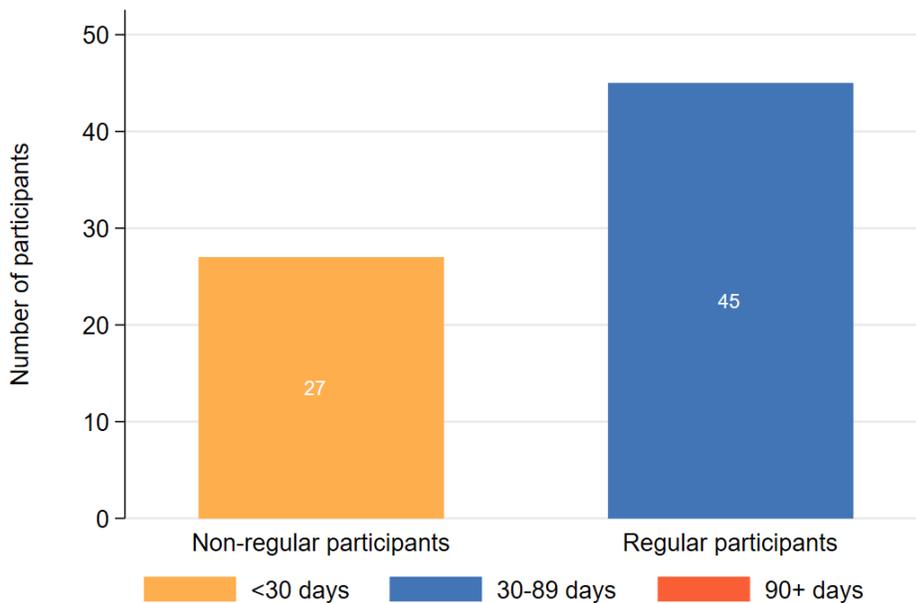
Levels of participation are defined as:

- **Non-Regular Participants:** Participants who attended less than 30 days; or
- **Regular Participants:** Participants who attended 30 or more days (threshold determined by 21st CCLC).

Regular participants are further grouped into two categories based on total days attended:

- **30-89 Day Participants, or**
- **90+ Day Participants.**

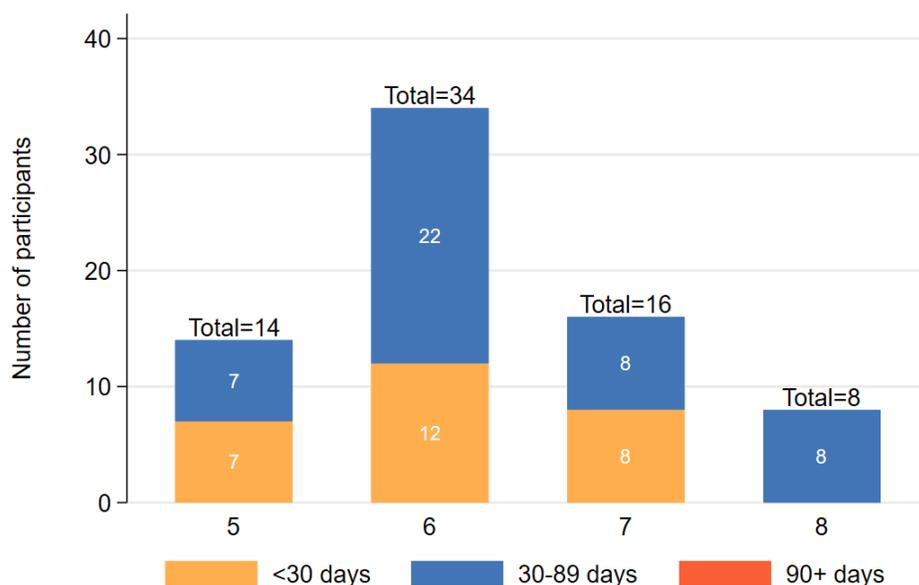
Figure 5. Number of Students Participating in Cohort 9 Programming, by Participation Level, 2020-21



n = 72
Students attending one or more days of programming were included in this analysis.

- PAEP's Cohort 9 programming served 72 students.
- 45 participants attended 30 or more days of programming.
- Among students who attended at least one day during the school year (Total N=64), 69% participants attended 30 or more days of programming.

Figure 6. Number of Students Participating in Cohort 9 Programming, by Participation and Grade Level, 2020-21



n = 72
 All students attending one or more days of programming were included in this analysis.
 Grade-level data were provided by the School District of Philadelphia.

- PAEP’s Cohort 9 programming served students in 5th through 8th grade.
- Most participants were in 6th grade.

B. Cohort 9 School Attendance and Classroom Performance

This section compares school attendance and classroom performance outcomes for PAEP’s Cohort 9 21st CCLC participants to performance indicators, overall and by grade level (Table 10). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. To meet GPRA indicators 1.9, 1.10, and 1.11, the provider must reach the target on *both* the homework completion portion and the classroom participation portion. Many of the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals.

Evaluation summary: The provider met its school attendance and classroom performance targets in three of four applicable areas.

Table 10. Status Toward Cohort 9 School Attendance and Classroom Performance Indicators, 2020-21

 = Met
  = Did not meet
  = Required by the federal government
  = Optional

Performance Indicator ¹⁶	Sample Size ¹⁷	Target (%)	Performance (%)	Performance Status
All Students				
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.11)	12	77%	83%	 The provider met its performance goal.
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.11)	11	77%	91%	
The percentage of all 21st CCLC regular program participants who improve their school attendance by reducing their number of days absent from the prior year to the current year ¹⁸	36	35%	58%	
Elementary Students				
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.9)	2	90%	100%	 The provider met its performance goal.
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.9)	2	90%	100%	
Middle/High School Students				
The percentage of middle/high school 21st CCLC program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.10)	10	93%	80%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.10)	9	93%	89%	

¹⁶ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

¹⁷ Sample size is the number of regular participants that had sufficient data for the analyses.

¹⁸ Regular participants who did not have any absences in the prior year were not included in the analysis.

C. Cohort 9 Academic Outcomes: Reading and Math

This section compares the academic performance of PAEP’s Cohort 9 21st CCLC participants to performance indicators, overall and by grade level (Table 11). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. One of the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.

Evaluation Summary: The provider met its academic performance targets in two of seven applicable areas.

Table 11. Status Toward Cohort 9 Reading and Math Performance Indicators, 2020-21

Performance Indicator	Sample Size ¹⁹	Target (%)	Performance (%)	Performance Status
 = Met  = Did not meet  = Required by the federal government  = Optional				
All Students				
The percentage of all 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.3) ²¹	28	48.5%	32%	 The provider did not meet its performance goal.
The percentage of all 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.6) ²¹	18	70%	22%	 The provider did not meet its performance goal.
The percentage of regularly attending students who improved their academic performance as measured by the Teacher Survey. ²⁰	12	30%	75%	 The provider met its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.1) ²¹	6	48.5%	50%	 The provider met its performance goal.
The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.4) ²¹	3	48.5%	33%	 The provider did not meet its performance goal.
The percentage of elementary 21st CCLC regular program participants who improved from <i>not proficient</i> to <i>proficient</i>	NA	45%	NA	NA

¹⁹ Sample size is the number of regular participants that had sufficient data for the analyses.

²⁰ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

²¹ Regular participants who had a grade of A or higher in the fall were excluded from the analysis.

Performance Indicator	Sample Size ¹⁹	Target (%)	Performance (%)	Performance Status
or above in reading on state assessments (PSSA/PASA) (GPRA 1.7) ²²				
Middle/High School Students				
The percentage of middle/high school 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.2) ²¹	22	48.5%	27%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.5) ²¹	15	48.5%	20%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC regular program participants who improved from <i>not proficient</i> to <i>proficient</i> or above in mathematics on state assessments (PSSA, PASA, or Keystone Exam) (GPRA 1.8) ²²	NA	25%	NA	NA

D. Cohort 9 Additional Educational, Social, and Behavioral Changes

This section compares teacher-reported improvements in PAEP’s Cohort 9 21st CCLC participants’ behavior to performance indicators, overall and by grade level (Table 12). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. All the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Participants in 21st CCLC programs will demonstrate additional positive educational, social, and behavioral changes.

Evaluation summary: The provider met its additional positive educational, social, and behavioral changes performance targets in two of four applicable areas

Table 12. Status Toward Cohort 9 Additional Educational, Social, and Behavioral Performance Indicators, 2020-21

 = Met  = Did not meet  = Required by the federal government  = Optional

²² Regular participants who scored proficient or above in the prior year excluded from the analysis.

Performance Indicator ²³	Sample Size ²⁴	Target (%)	Performance (%)	Performance Status
All Students				
The percentage of all 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14)	11	75%	73%	 The provider did not meet its performance goal.
The percentage of all 21st CCLC regular program participants who improved their motivation to learn as measured by the teacher survey	11	30%	73%	 The provider met its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.12)	2	75%	100%	 The provider met its performance goal.
Middle/High School Students				
The percentage of middle/high school 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.13)	9	75%	67%	 The provider did not meet its performance goal.

E. Cohort 9 Implementation Indicators

Table 13 provides the results of the two additional implementation indicators regarding the provider's emphasis on at least one core academic area and enrichment and support activities.

Evaluation summary: The provider met its performance targets in emphasizing at least one core academic area and offering enrichment and support activities.

Table 13. Status Toward Cohort 9 Core Academic Area and Enrichment & Support Activity Implementation Indicators, 2020-21

 = Met
  = Did not meet
  = Required by the federal government
  = Optional

Performance Indicator	Target (%)	Performance (%)	Performance Status
The percentage of 21st CCLC centers reporting emphasis in at least one core academic area (Indicator 2.1)	100%	100%	 The provider met its performance goal.
The percentage of 21st CCLC centers offering enrichment and support activities in other areas (Indicator 2.1)	100%	100%	 The provider met its performance goal.

²³ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

²⁴ Sample size is the number of regular participants that had sufficient data for the analyses.

COHORT 10 PROGRAM PARTICIPATION AND PERFORMANCE

A. Cohort 10 Program Participation

The 2020-21 Cohort 10 program year served 45 students in 5th through 8th grade. Figure 7 provides an overview of the Cohort 10 students who met various levels participation, and Figure 8 provides an overview of Cohort 10 participation by grade level.

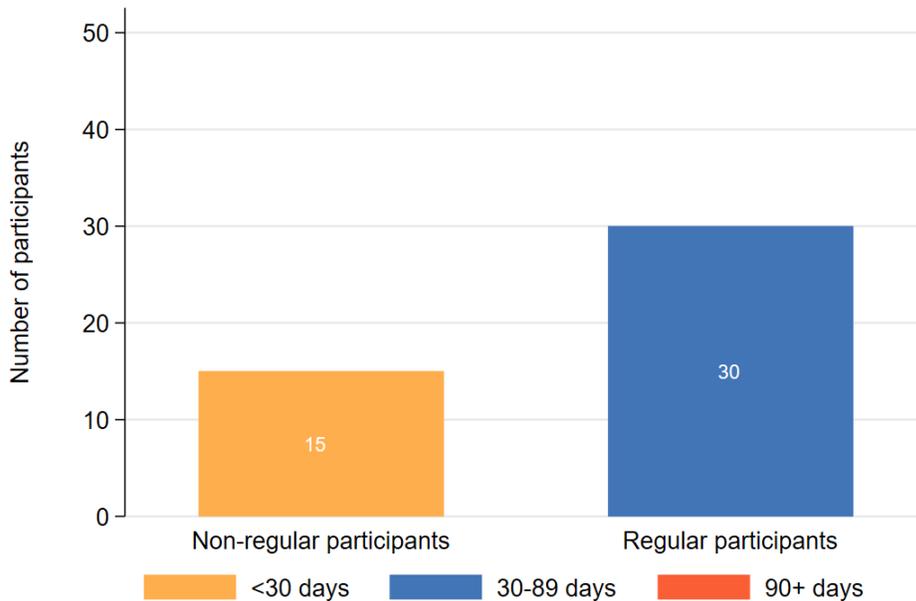
Levels of participation are defined as:

- **Non-Regular Participants:** Participants who attended less than 30 days; or
- **Regular Participants:** Participants who attended 30 or more days (threshold determined by 21st CCLC).

Regular participants are further grouped into two categories based on total days attended:

- **30-89 Day Participants, or**
- **90+ Day Participants.**

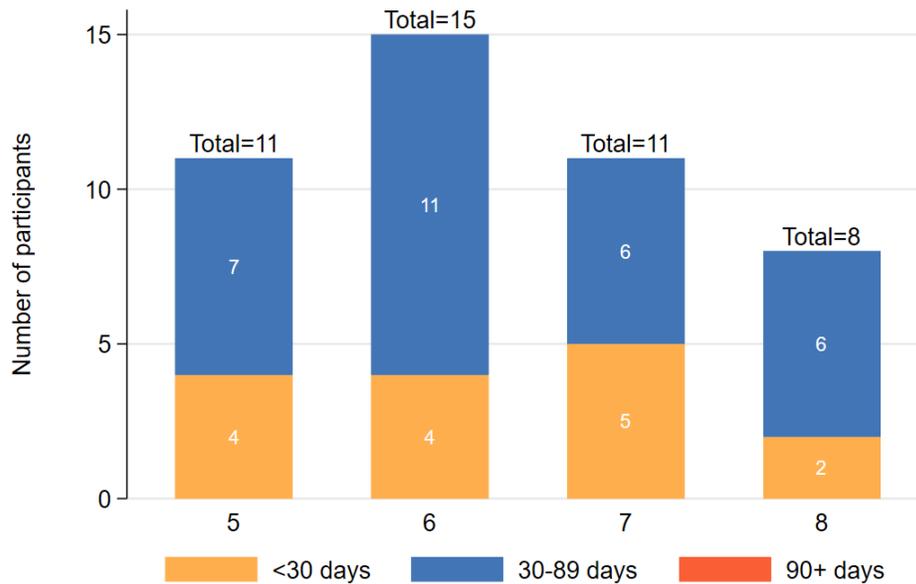
Figure 7. Number of Students Participating in Cohort 10 Programming, by Participation Level, 2020-21



n = 45
Students attending one or more days of programming were included in this analysis.

- PAEP's Cohort 10 programming served 45 students.
- 30 participants attended 30 or more days of programming.
- Among students who attended at least one day during the school year (Total N=38), 79% participants attended 30 or more days of programming.

Figure 8. Number of Students Participating in Cohort 10 Programming, by Participation and Grade Level, 2020-21



n = 45
 All students attending one or more days of programming were included in this analysis.
 Grade-level data were provided by the School District of Philadelphia.

- PAEP’s Cohort 10 programming served students in 5th through 8th grade.
- Between 50-75% of 5th through 8th graders attended 30 days or more of programming.
- More participants were in the lower middle school grades (5th and 6th) than the upper middle school grades.

B. Cohort 10 School Attendance and Classroom Performance

This section compares school attendance and classroom performance outcomes for PAEP’s Cohort 10 21st CCLC participants to performance indicators, overall and by grade level (Table 14). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. To meet GPRA indicators 1.9, 1.10, and 1.11, the provider must reach the target on *both* the homework completion portion and the classroom participation portion. Many of the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals.

Evaluation summary: The provider met its school attendance and classroom performance targets in two of four applicable areas.

Table 14. Status Toward Cohort 10 School Attendance and Classroom Performance Indicators, 2020-21

 = Met
  = Did not meet
  = Required by the federal government
  = Optional

Performance Indicator ²⁵	Sample Size ²⁶	Target (%)	Performance (%)	Performance Status
All Students				
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.11)	9	77%	44%	 The provider did not meet its performance goal.
The percentage of all 21st CCLC regular program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.11)	10	77%	60%	
The percentage of all 21st CCLC regular program participants who improve their school attendance by reducing their number of days absent from the prior year to the current year ²⁷	18	35%	44%	 The provider met its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.9)	1	90%	100%	 The provider met its performance goal.
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.9)	1	90%	100%	
Middle/High School Students				
The percentage of middle/high school 21st CCLC program participants with teacher-reported improvement in homework completion (of students needing to improve) (GPRA 1.10)	8	93%	38%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC program participants with teacher-reported improvement in class participation (of students needing to improve) (GPRA 1.10)	9	93%	56%	

²⁵ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

²⁶ Sample size is the number of regular participants that had sufficient data for the analyses.

²⁷ Regular participants who did not have any absences in the prior year were not included in the analysis.

C. Cohort 10 Academic Outcomes: Reading and Math

This section compares the academic performance of PAEP’s Cohort 10 21st CCLC participants to performance indicators, overall and by grade level (Table 15). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. One of the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math.

Evaluation Summary: The provider met its academic performance targets in one of seven applicable areas.

Table 15. Status Toward Cohort 10 Reading and Math Performance Indicators, 2020-21

Performance Indicator	Sample Size ²⁸	Target (%)	Performance (%)	Performance Status
 = Met  = Did not meet  = Required by the federal government  = Optional				
All Students				
The percentage of all 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.3) ³⁰	12	48.5%	25%	 The provider did not meet its performance goal.
The percentage of all 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.6) ³⁰	12	70%	33%	 The provider did not meet its performance goal.
The percentage of regularly attending students who improved their academic performance as measured by the Teacher Survey. ²⁹	7	30%	0%	 The provider did not meet its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.1) ³⁰	4	48.5%	50%	 The provider met its performance goal.
The percentage of elementary 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.4) ³⁰	4	48.5%	25%	 The provider did not meet its performance goal.
The percentage of elementary 21st CCLC regular program participants who improved from <i>not proficient</i> to <i>proficient</i>	NA	45%	NA	NA

²⁸ Sample size is the number of regular participants that had sufficient data for the analyses.

²⁹ Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

³⁰ Regular participants who had a grade of A or higher in the fall were excluded from the analysis.

Performance Indicator	Sample Size ²⁸	Target (%)	Performance (%)	Performance Status
or above in reading on state assessments (PSSA/PASA) (GPRA 1.7) ³¹				
Middle/High School Students				
The percentage of middle/high school 21st CCLC regular program participants whose mathematics grades improved from Fall to Spring (GPRA 1.2) ³⁰	8	48.5%	13%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC regular program participants whose reading/English grades improved from Fall to Spring (GPRA 1.5) ³⁰	8	48.5%	38%	 The provider did not meet its performance goal.
The percentage of middle/high school 21st CCLC regular program participants who improved from <i>not proficient</i> to <i>proficient</i> or above in mathematics on state assessments (PSSA, PASA, or Keystone Exam) (GPRA 1.8) ³¹	NA	25%	NA	NA

D. Cohort 10 Additional Educational, Social, and Behavioral Changes

This section compares teacher-reported improvements in PAEP’s Cohort 10 21st CCLC participants’ behavior to performance indicators, overall and by grade level (Table 16). The analyses only include regular participants (i.e., students who attended 30 or more days of programming). Performance indicators shaded in red are required by the federal government, whereas performance indicators in white are optional. All the indicators in these analyses relied on data from the teacher surveys. Due to the closure of in-person school for much of the 2020-21 school year, access to teachers was more challenging than in most years, and this probably influenced the number of teacher surveys completed.

Performance Measure: Participants in 21st CCLC programs will demonstrate additional positive educational, social, and behavioral changes.

Evaluation summary: The provider met its additional positive educational, social, and behavioral changes performance targets in two of four applicable areas

Table 16. Status Toward Cohort 10 Additional Educational, Social, and Behavioral Performance Indicators, 2020-21

 = Met  = Did not meet  = Required by the federal government  = Optional

³¹ Regular participants who scored proficient or above in the prior year excluded from the analysis.

Performance Indicator ³²	Sample Size ³³	Target (%)	Performance (%)	Performance Status
All Students				
The percentage of all 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.14)	5	75%	60%	 The provider did not meet its performance goal.
The percentage of all 21st CCLC regular program participants who improved their motivation to learn as measured by the teacher survey	11	30%	55%	 The provider met its performance goal.
Elementary Students				
The percentage of elementary 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.12)	1	75%	100%	 The provider met its performance goal.
Middle/High School Students				
The percentage of middle/high school 21st CCLC regular program participants with teacher-reported improvements in student behavior (of students needing to improve) (GPRA 1.13)	4	75%	50%	 The provider did not meet its performance goal.

E. Cohort 10 Implementation Indicators

Table 17 provides the results of the two additional implementation indicators regarding the provider's emphasis on at least one core academic area and enrichment and support activities.

Evaluation summary: The provider met its performance targets in emphasizing at least one core academic area and offering enrichment and support activities.

Table 17. Status Toward Cohort 10 Core Academic Area and Enrichment & Support Activity Implementation Indicators, 2020-21

 = Met
  = Did not meet
  = Required by the federal government
  = Optional

Performance Indicator	Target (%)	Performance (%)	Performance Status
The percentage of 21st CCLC centers reporting emphasis in at least one core academic area (Indicator 2.1)	100%	100%	 The provider met its performance goal.
The percentage of 21st CCLC centers offering enrichment and support activities in other areas (Indicator 2.1)	100%	100%	 The provider met its performance goal.

³² Completed teacher surveys attributed to regular participants are included in the analysis, one per student.

³³ Sample size is the number of regular participants that had sufficient data for the analyses.

SUMMARY AND RECOMMENDATIONS

A. Summary of Program Implementation

Key takeaways from the observations of Cohorts 8, 9, and 10 include the following:

- **Activity Design:** Staff clearly communicated information to youth and engaged them in multiple active learning activities across sessions.
- **Interaction:** Staff were very warm, respectful, and encouraging in language, tone, and body language.
- **Youth Engagement Strategies:** Staff offered youth opportunities to collaborate and share out and even facilitated some opportunities for youth to engage in activities outside of their computers.
- **Logistics and Technology:** Staff engaged with technology expertly.

B. Summary of Program Participation and Performance Indicator Findings

Table 18 provides a summary of the provider’s participation and performance indicators for Cohorts 7, 8, 9, and 10.³⁴

Table 18. Program Participation and Performance Indicator Summary, 2020-21

PERFORMANCE INDICATOR DOMAIN	SUMMARY
21st CCLC Program Participation	The provider served 9 students in their Cohort 7 programs, 28 students in their Cohort 8 programs, 72 students in their Cohort 9 programs, and 45 students in their Cohort 10 programs.
School Attendance & Classroom Performance	The provider met two of four indicator targets for Cohort 8, three of four indicator targets for Cohort 9, and two of four indicator targets for Cohort 10.
Academic Outcomes: Reading and Math	The provider met one of seven indicator targets for Cohort 8, two of seven indicator targets for Cohort 9, and one of seven indicator targets for Cohort 10.
Additional Educational, Social & Behavioral Changes	The provider met four of four indicator targets for Cohort 8, two of four indicator targets for Cohort 9, and two of four indicator targets for Cohort 10.
Status Across All Performance Indicator Domains	The provider met nine of 17 indicator targets for Cohort 8, nine of 17 indicator targets for Cohort 9, and seven of 17 indicator targets for Cohort 10.

C. Recommendations

We suggest the following recommendations for Cohort 8 programming based on the 2020-21 findings:

³⁴ Performance indicators are not reported for Cohort 7 because no students reached the regular participation level of 30 days attended before programming ceased.

- **Activity Design:** PAEP might want to consider encouraging staff to offer youth additional structured opportunities to get to know each other (e.g., team-building activities, introductions, personal updates, welcomes of new group members, and/or icebreakers).
- **Youth Engagement Strategies:** PAEP may want to consider encouraging staff to do the following:
 - Offer youth additional opportunities to provide feedback about process (e.g., how music or theater activities could be changed or approached in alternate ways).
 - Offer youth additional opportunities for leadership (e.g., especially in contexts with more youth participating, youth could be facilitators of music or theater activities).
 - Ensure that breakout rooms are appropriately facilitated; that goals, behavioral expectations, student and staff roles, and timelines are established before going into breakout rooms; and that breakout room participants report back on their activity.
- **Logistics and Technology:** PAEP may want to consider how staff roles can be delegated to ensure session flow and appropriate responsiveness to students (e.g., one staff member handling chat questions and troubleshooting while the other staff member(s) deliver content).
- **School Attendance and Classroom Performance:** PAEP did not meet the majority of its performance goals related to improvements in homework completion and classroom participation for Cohort 8. PAEP may consider encouraging staff to implement additional strategies to address this area.
- **Academic Outcomes - Reading and Math:** PAEP did not meet the majority of its performance goals related to improvements in reading/English and math grades among regular program participants. PAEP may consider encouraging staff to implement additional strategies to address these areas.

We suggest the following recommendations for Cohort 9 future programming based on the 2020-21 findings:

- **Youth Engagement Strategies:** PAEP might want to consider encouraging staff to do the following:
 - Offer youth additional opportunities for leadership (e.g., especially in contexts with more youth participating, youth could be facilitators of theater, dance, or visual arts activities).
 - Ensure that breakout rooms are appropriately facilitated; that goals, behavioral expectations, student and staff roles, and timelines are established before going into breakout rooms; and that breakout room participants report back on their activity.
- **Logistics and Technology:** PAEP may want to consider how staff roles can be delegated to ensure session flow and appropriate responsiveness to students (e.g., one staff member handling chat questions and troubleshooting while the other staff member(s) deliver content).



- **Academic Outcomes - Reading and Math:** PAEP did not meet all of its performance goals related to improvements in reading/English and math grades among regular program participants. PAEP may consider encouraging staff to implement additional strategies to address these areas.
- **Additional Educational, Social & Behavioral Changes:** PAEP did not meet the majority of its performance goals related to student behavior in Cohort 9. PAEP may consider encouraging staff to implement additional strategies to address this area.

We suggest the following recommendations for future Cohort 10 programming based on the 2020-21 findings:

- **Youth Engagement Strategies:** PAEP may want to consider encouraging staff ensure that breakout rooms are appropriately facilitated; that goals, behavioral expectations, student and staff roles, and timelines are established before going into breakout rooms; and that breakout room participants report back on their activity.
- **Logistics and Technology:** PAEP may want to consider how staff roles can be delegated to ensure session flow and appropriate responsiveness to students (e.g., one staff member handling chat questions and troubleshooting while the other staff member(s) deliver content).
- **School Attendance and Classroom Performance:** PAEP did not meet the majority of its performance goals related to improvements in homework completion and classroom participation for Cohort 10. PAEP may consider encouraging staff to implement additional strategies to address this area.
- **Academic Outcomes - Reading and Math:** PAEP did not meet the majority of its performance goals related to improvements in reading/English and math grades among regular program participants. PAEP may consider encouraging staff to implement additional strategies to address these areas.
- **Additional Educational, Social & Behavioral Changes:** PAEP did not meet the majority of its performance goals related to student behavior in Cohort 10. PAEP may consider encouraging staff to implement additional strategies to address this area.

APPENDIX A: DATA SOURCES

Observations	Spring 2021 program observations were conducted virtually with S. Weir Mitchell Elementary School, Woodrow Wilson Middle School, and Grover Washington Jr. Middle School.
Interviews	Spring 2021 organizational interview with program leadership
Surveys	Teachers (Cohort 8 = 10 surveys, Cohort 9 = 31 surveys, Cohort 10 = 18 surveys)
Student Data	<p>Program attendance data program year 2020-21 (Cohort 7 = 9 students, Cohort 8 = 28 students, Cohort 9 = 72 students, Cohort 10 = 45 students)</p> <p>School outcomes data: school attendance and reading and mathematics achievement for school years 2019-20 and 2020-21 (sample sizes varied; see School Outcomes Data in Appendix C)</p>

APPENDIX B: METHODOLOGY

Organizational Interviews

To gather background information on 21st CCLC provider virtual programming for the 2020-21 academic year and facilitate the scheduling of qualitative field work, RFA staff scheduled informal interviews with providers prior to conducting observations and student focus groups. The interviews covered the following topics:

- Staff orientation, professional development, and support around virtual programming
- Youth recruitment and participation
- Virtual programming design
- Engagement strategies
- Community partnerships
- Technology use
- Creating a safe virtual programming space.

Interview data was summarized and reported in narrative form above to provide background on programming and context in preparation for the observations and students focus groups.

Virtual Programming Observation Framework

To guide virtual program observations for the 2020-21 school year, RFA developed an observation framework (See Appendix E) of promising practices for virtual learning, based on the work of, and in consultation with, the National Institute on Out-of-School Time (NIOST), as well as work from the Weikart Center and the Denver Afterschool Alliance's Preparation, Interaction, Reflection and Logistics (PIRL) Tool. The framework was also shared with Philadelphia-based out-of-school time providers prior to fieldwork for their feedback. The framework includes a total of 28 potential promising practices across four elements:

- Activity Design:
- Interaction:
- Youth Engagement Strategies: and
- Logistics and Technology.

Because the field is still learning about what makes high quality virtual out-of-school programming, these indicators should not be seen as standards or requirements, but guidance for professional development and ongoing program improvement. 21st CCLC providers in the Philadelphia area requested that for the 2020-21 school year, RFA provide feedback and recommendations on their virtual programming based on promising practices. Further, these observations provide just a snapshot of virtual programming and should only be used for formative purposes. Through scheduled virtual observation, RFA documented the practices observed and provided formative feedback on the practices that were partially or not observed.

APPENDIX C: SCHOOL OUTCOMES DATA

Sample Sizes

The data sample sizes displayed in this report only include students who were enrolled in PAEP's programming during the 2020-21 school year and who have accumulated two years of data (2019-20 and 2020-21). Table C1, Table C2, and Table C3 report the sample sizes employed in each analysis. Sample sizes for non-regular 21st CCLC students are not listed in this report, because these students are not the focus of the analyses. However, sample sizes for all the groups are available upon request.

Table C1. 2020-21 School Year Participation: Cohort 8

PERFORMANCE AREA	21ST CCLC STUDENTS (90+ DAYS)	21ST CCLC STUDENTS (30-89 DAYS)
Teacher-reported improvement in homework completion	0	7
Teacher-reported improvement class participation	0	8
School attendance	0	18
Math grades	0	17
Reading/English grades	0	15
PSSA/Keystone Reading scores	NA	NA
PSSA/Keystone Math scores	NA	NA
Teacher-reported academic performance	0	7
Teacher-reported improvements in student behavior	0	7
Teacher-reported motivation to learn	0	7

Table C2. 2020-21 School Year Participation: Cohort 9

PERFORMANCE AREA	21ST CCLC STUDENTS (90+ DAYS)	21ST CCLC STUDENTS (30-89 DAYS)
Teacher-reported improvement in homework completion	0	12
Teacher-reported improvement in class participation	0	11
School attendance	0	36

Math grades	0	28
Reading/English grades	0	18
PSSA/Keystone Reading scores	NA	NA
PSSA/Keystone Math scores	NA	NA
Teacher-reported academic performance	0	12
Teacher-reported improvements in student behavior	0	11
Teacher-reported motivation to learn	0	11

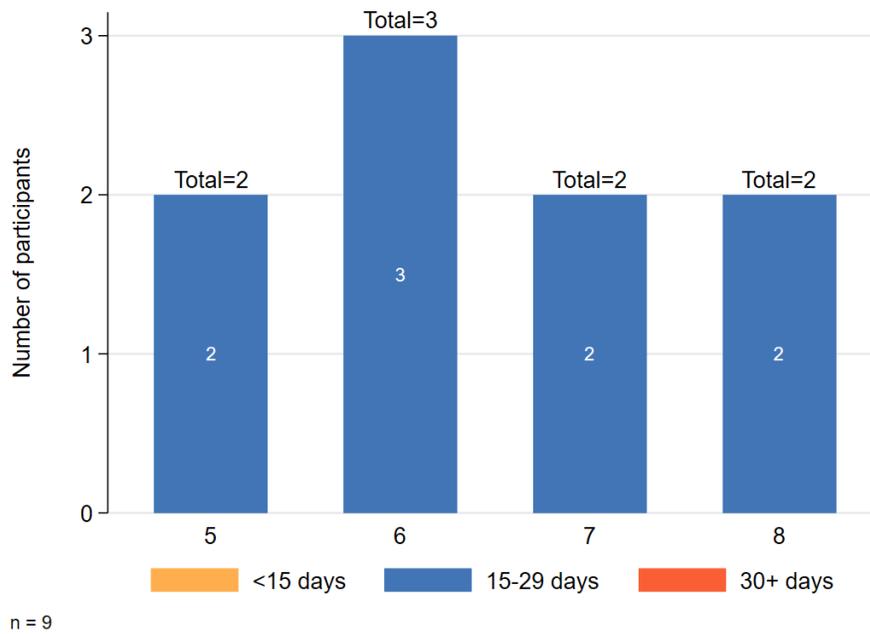
Table C3. 2020-21 School Year Participation: Cohort 10

PERFORMANCE AREA	21ST CCLC STUDENTS (90+ DAYS)	21ST CCLC STUDENTS (30-89 DAYS)
Teacher-reported improvement in homework completion	0	9
Teacher-reported improvement in class participation	0	10
School attendance	0	18
Math grades	0	12
Reading/English grades	0	12
PSSA/Keystone Reading scores	NA	NA
PSSA/Keystone Math scores	NA	NA
Teacher-reported academic performance	0	7
Teacher-reported improvements in student behavior	0	5
Teacher-reported motivation to learn	0	11

APPENDIX D: SUMMER PARTICIPATION

Summer 2020 Program Participation

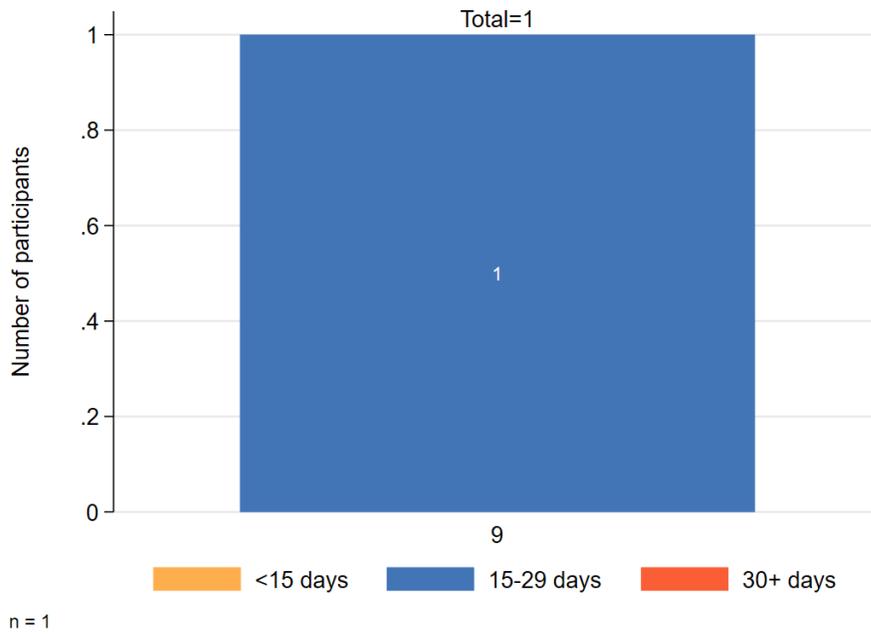
Figure D1. Program Participation in Summer 2020, by Grade Level and 21st CCLC Attendance Subgroups: Cohort 7



Note: The grade data displayed in the graph are the grade levels in which students enrolled for the 2020-21 school year.

- All Cohort 7 summer program participants were in 5th through 8th grade.
- Across all grade levels, 100% of participants attended 15 or more days of the 21st CCLC program during the summer.
- No students attended 30 or more days over the summer.

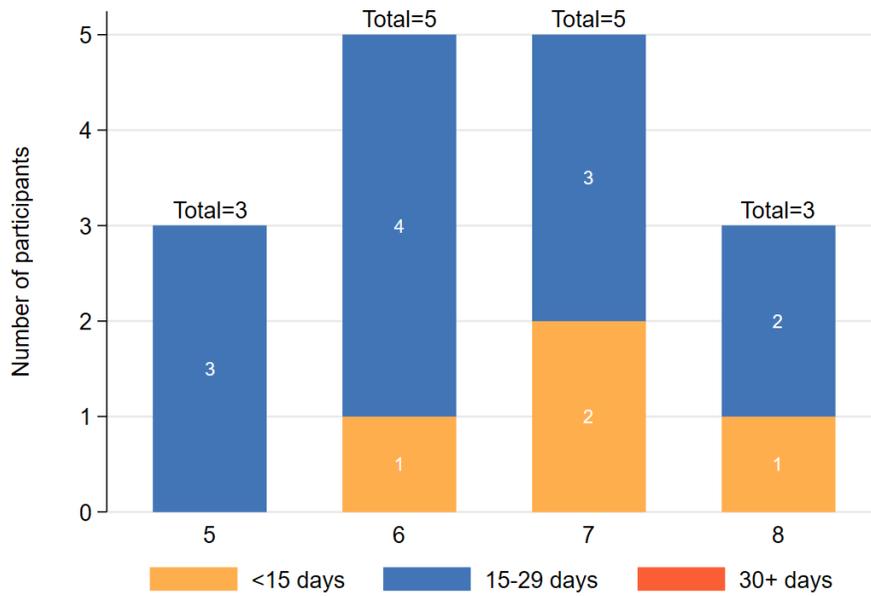
Figure D2. Program Participation in Summer 2020, by Grade Level and 21st CCLC Attendance Subgroups: Cohort 8



Note: The grade data displayed in the graph are the grade levels in which students enrolled for the 2020-21 school year.

- All Cohort 8 summer program participants were in 9th through 9th grade.
- Across all grade levels, 100% of participants attended 15 or more days of the 21st CCLC program during the summer.
- No students attended 30 or more days over the summer.

Figure D3. Program Participation in Summer 2020, by Grade Level and 21st CCLC Attendance Subgroups: Cohort 9

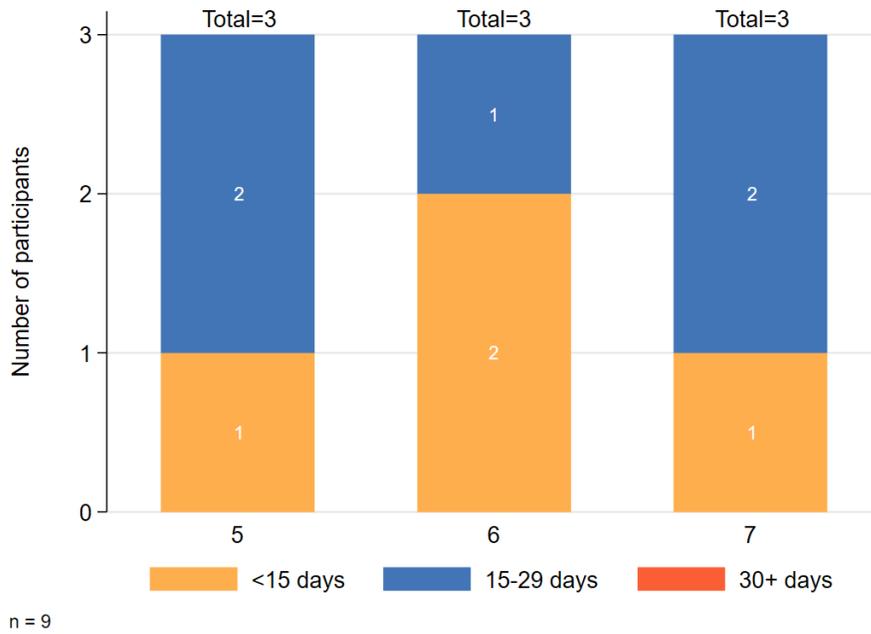


n = 16

Note: The grade data displayed in the graph are the grade levels in which students enrolled for the 2020-21 school year.

- All Cohort 9 summer program participants were in 5th through 8th grade.
- Across all grade levels, 75% of participants attended 15 or more days of the 21st CCLC program during the summer.
- No students attended 30 or more days over the summer.

Figure D4. Program Participation in Summer 2020, by Grade Level and 21st CCLC Attendance Subgroups: Cohort 10



Note: The grade data displayed in the graph are the grade levels in which students enrolled for the 2020-21 school year.

- All Cohort 10 summer program participants were in 5th through 7th grade.
- Across all grade levels, 56% of participants attended 15 or more days of the 21st CCLC program during the summer.
- No students attended 30 or more days over the summer.

APPENDIX E: OBSERVATION FRAMEWORK

RESEARCH FOR ACTION (RFA) 2020-21 OBSERVATION FRAMEWORK AND DATA COLLECTION TOOL FOR 21st CCLC FIELDWORK

To guide virtual program observations for the 2020-21 school year, RFA has developed the following set of promising practices for virtual learning, based on the work of, and in consultation with, the National Institute on Out-of-School Time (NIOST), as well as work from the Weikart Center and the Denver Afterschool Alliance's Preparation, Interaction, Reflection and Logistics (PIRL) Tool. We anticipate that observations will include multi-hour sessions with several activities.

Because the field is still learning about what makes high quality virtual OST programming, these indicators should not be seen as standards or requirements, but guidance for professional development and ongoing program improvement. 21st CCLC providers in the Philadelphia area requested that for the 2020-21 school year, RFA provide feedback and recommendations on their virtual programming based on promising practices. Further, these observations provide just a snapshot of virtual programming and should only be used for formative purposes. The findings that will be developed based on this observation framework will be included in the annual report, but will not include provider ratings (i.e., excelling, on-track, area for improvement) as in previous years. Instead, RFA will document the practices observed and provide formative feedback on the practices that were partially or not observed.

Name of 21st CCLC provider:

School:

Cohort:

Observation Date:

Start and end times for the Session:

RFA Staff:

Number of Youth Attending:

Number of Youth Actively Participating (e.g., answering questions, chatting, etc.):

Briefly describe the virtual session you observed, including the activities, content, format, objectives, and overall successes and challenges:



Promising Practices for Virtual Learning	Practice Observed	Practice Partially/ Not Observed	Observation Notes (Describe what Practice Looked Like) *If any promising practices not observed were considered unnecessary, please write Practice Not Necessary
A. ACTIVITY DESIGN			
A1. Clear Communication. Any necessary information for the session or a particular activity was clearly communicated to participants at the beginning of the session or activity. ³⁵			
A2. Multiple Activities. (For programming sessions lasting > 1 hour) Staff utilized multiple activities or formats (e.g., game, lessons, breakout room) during the programming session. ³⁶			
A3. Relationships. Staff provided structured opportunities with the purpose of helping youth get to know each other (e.g., team-building activities, introductions, personal updates, welcomes of new group members, icebreakers). ³⁷			
A4. Connections. Staff asked youth to make connections between an activity and the youth's prior knowledge or experience (e.g., staff asked youth about related materials they have at home, or to draw a picture of a related experience). ³⁸			
A5. Active Learning. The activities involved youth engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration). ³⁹			
B. INTERACTION⁴⁰			
B1. Greeting. Youth were greeted by staff as they arrived or at the start of the session.			
B2. Tone. Staff used a warm tone of voice and respectful language.			

³⁵ Weikart Virtual Program Preparation & Safety Checklist: Session information was clearly communicated to participants before session start, including access information, expectations, and required materials.

³⁶ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Break up the activity time into 10- to 15-minute segments (depending on age).

³⁷ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Create engaging start-up and relationship-building opportunities. Use morning meeting or opening circle to learn more about one another. The "Pass the Question" activity can include icebreakers such as "What's your favorite color?" or "What's your favorite food?" Try a "joke of the day" or MadLibs or brain teasers as conversation starters for younger youth and movies and pop culture as quizzes or group crossword for older youth. During extended breaks, leave the meeting link open for supervised casual conversation; Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool Section 2.1, #2: Staff provides structured opportunities with the purpose of helping youth get to know each other (e.g., there are team-building activities, introductions, personal updates, welcomes of new group members, icebreakers).

³⁸ Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool Section 2.3, #3: Staff has youth make a connection between the current activity and the youth's prior knowledge or experience (e.g., staff asks youth what they learned in a related experience, staff asks youth what similar tools they have at home, staff has the youth draw a picture of their favorite fruit or vegetable).

³⁹ Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool Section 2.3, #1: The activities involve youth in engaging with (creating, combining, reforming) materials or ideas (e.g., role play, projects, experiments, writing and illustrating stories, outside exploration) for at least half of the time.

⁴⁰ Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool Section 2.2, #1, #2, and #3.

B3. Climate. Staff generally smiled, used friendly gestures, and frequently looked into the camera.			
C. YOUTH ENGAGEMENT STRATEGIES			
C1. Technological Communication. Staff encouraged youth to participate using technological communication tools, such as the chat to comment, non-verbal reactions, or polling apps. ⁴¹			
C2. Instructional Software. (If instructional software is utilized) Staff utilization of instructional software enhanced interactive experience (e.g., Nearpod for interactive lessons, Discord for communication, Kahoot! for game-based learning). ⁴²			
C3. Outside Activities. There was at least one opportunity for youth to do something outside of the virtual space (e.g., find artifacts in their home related to the lesson, color a picture, write in a journal) to reinforce learning ideas and then come back to the virtual classroom. ⁴³			
C4. Share Out. During the activities, staff provided youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others related to the session. ⁴⁴			
C5. Content Feedback. Feedback was gathered about the content or topics covered in the session (e.g., what else would students like to learn about). ⁴⁵			
C6. Process Feedback. Feedback was gathered about process (e.g., how activities could be changed, alternate approaches, and how youth can lead, shape, and direct future activities). ⁴⁶			
C7. Collaboration. There were opportunities for youth collaboration (e.g., team activities,			

⁴¹ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Leverage virtual meeting tools, interactive software, and virtual resources. Encourage youth to participate in a variety of ways such as using the chat to comment or ask questions, responding with emojis and non-verbal reactions, polls for quick feedback, and whiteboards and annotation for a collaborative experience.

⁴² NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Adopt other software programs and apps to enhance the interactive experience (Some examples of software might include: Nearpod for interactive lessons, Discord for communication, and Kahoot! for game-based learning). Virtually connect with libraries, museums, other community organizations that can provide guest speakers and facilitate virtual tours.

⁴³ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Connect to the learning environment. A scavenger hunt not only gets kids moving, it provides an opportunity for youth to make real-world connections to their learning space/environment. Plan multiple opportunities for youth to find artifacts in their home that can reinforce learning ideas or serve as physical models to enhance their conceptual learning and bring them back to the virtual classroom.

⁴⁴ Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool Section 2.3, #2: During the activities, staff provided youth a structured opportunity to talk about (or otherwise communicate) what they are doing and what they are thinking about to others; NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Have youth share out about the items they find and ask each other questions on audio or in chat.

⁴⁵ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Make sure reflection is not limited to feedback on content, but also gathers feedback on process! Gather youth opinion on how activities could be changed, alternate approaches, and how youth can lead, shape, and direct activities going forward.

⁴⁶ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Make sure reflection is not limited to feedback on content, but also gathers feedback on process! Gather youth opinion on how activities could be changed, alternate approaches, and how youth can lead, shape, and direct activities going forward; Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool Section 3, #3: Staff initiates structured opportunities for youth to give feedback on the activities (e.g., staff asks feedback questions, provides session evaluations, or quickly polls youth at the end of the session).

breakout rooms for working on problem sets with youth). ⁴⁷			
C8. Breakout Facilitation. Breakout rooms were appropriately facilitated. ⁴⁸			
C9. Breakout Norms. Goals, behavioral expectations, student and staff roles, and timelines were established before going into breakout rooms. ⁴⁹			
C10. Reporting Back. Breakout room participants reported back on their activity - which may include a verbal report or some other modality for sharing. ⁵⁰			
C11. Shared Leadership. Opportunities were provided for youth leadership (e.g., assigning a facilitator, a note taker, and/or a spokesperson in a breakout room) and/or shared facilitation (e.g., each youth greets the group, answers a question, then asks the question of the next youth). ⁵¹			
D. LOGISTICS AND TECHNOLOGY			
D1. Technology Use by Staff. Program staff ran the session smoothly using the technological features of the platform and without significant issues. If there are issues with internet connectivity, staff make adjustments as needed to continue with programming. ⁵²			
D2. Lighting. Staff were well-lit so that youth could clearly see them. ⁵³			
D3. Camera Position. Camera positioning and/or technology used made it easy to see staff face(s) and the activities happening. ⁵⁴			
D4. Sound. Staff were clearly heard and background noise was minimal. ⁵⁵			

⁴⁷ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Create opportunities for collaboration. Breakout rooms have been used successfully for working on problem sets with 2-3 youth and for long-term team projects with 4-6 youth. Plan for breakout rooms to report back on their activity - which may include verbal report or some other modality for sharing.

⁴⁸ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Provide a facilitator for breakout rooms with younger children; Weikart Virtual Program Preparation & Safety Checklist: Breakout rooms, if used, are appropriately monitored.

⁴⁹ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Establish goals, approach, roles, and timeline before going into rooms.

⁵⁰ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Plan for breakout rooms to report back on their activity - which may include verbal report or some other modality for sharing.

⁵¹ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Breakout rooms provide the ability to offer many youth a leadership role. For larger group discussions and breakout room discussions, assign a facilitator, a note taker, and a spokesperson. Identify opportunities to work with and prepare individual youth before and after the regular programming time to take on leadership roles during the subsequent program day, e.g. prepare youth to be a discussion leader, youth create a question of the day, or youth reads a favorite short text and takes questions. Prepare youth to be able to share the facilitation of morning meeting or opening circle; rotate the role daily or engage in "Pass the Question" during which each youth greets the group, answers the question, then asks the question of the next youth.

⁵² NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Be technically prepared. Being ready is always key for a smooth-running activity, whether in-person or online; Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool, Section 4, #3: Staff provides a sufficient overview of the technological features of the platform being used.

⁵³ Weikart Virtual Program Preparation & Safety Checklist: Staff are well-lit and camera is positioned such that participants can see their face and demonstrations of activities.

⁵⁴ Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool, Section 4, #2: Camera angles, staff positioning or technology used make it easy to see their face and the activities that are happening; Weikart Virtual Program Preparation & Safety Checklist: Staff are well-lit and camera is positioned such that participants can see their face and demonstrations of activities.

⁵⁵ Weikart Virtual Program Preparation & Safety Checklist: Staff are audible and background noise is minimal; Denver Afterschool Alliance Preparation, Interaction, Reflection and Logistics (PIRL) Tool, Section 4, #1: Staff volume is fully audible and staff uses clear announcement.

<p>D5. Staff Delegation. (If more than one staff member was present) Staff roles were delegated to ensure session flow and appropriate responsiveness to students (e.g., one staff member handled chat questions and troubleshooting while the other staff member(s) delivered content).⁵⁶</p>			
<p>D6. Accessibility. All links, videos, and shared screen slides were loaded and easily accessible.⁵⁷</p>			
<p>D7. Age-appropriate Technological Support. Staff provided youth with support to ensure that any lack of technological understanding was not a barrier to their involvement (e.g., physical flashcards were used that depict the icons to click for reference).</p>			
<p>D8. Minimal Links. There was only minimal use of meeting room links, especially for younger youth.⁵⁸</p>			
<p>D9. Staff Virtual Background. The staff member's virtual background, if used, was appropriate for OST programming and the age of youth participating.</p>			

⁵⁶ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: If possible, have one staff member handle administrative tasks, chat questions, and troubleshooting while the other staff delivers content.

⁵⁷ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Have all links, videos, and shared screen slides loaded and easily accessible.

⁵⁸ NIOST's OST Online: Delivering Quality Virtual Learning Experiences: Minimize the number of meeting room links, especially for younger youth and their families who may be managing siblings' links as well.

