

Project SHINE

(Schools and Homes In Education)

A 21st Century Community Learning Centers Program
Administered by Lehigh Carbon Community College

Project Evaluation Report
(2009-10)© 2010

SHINE-Carbon

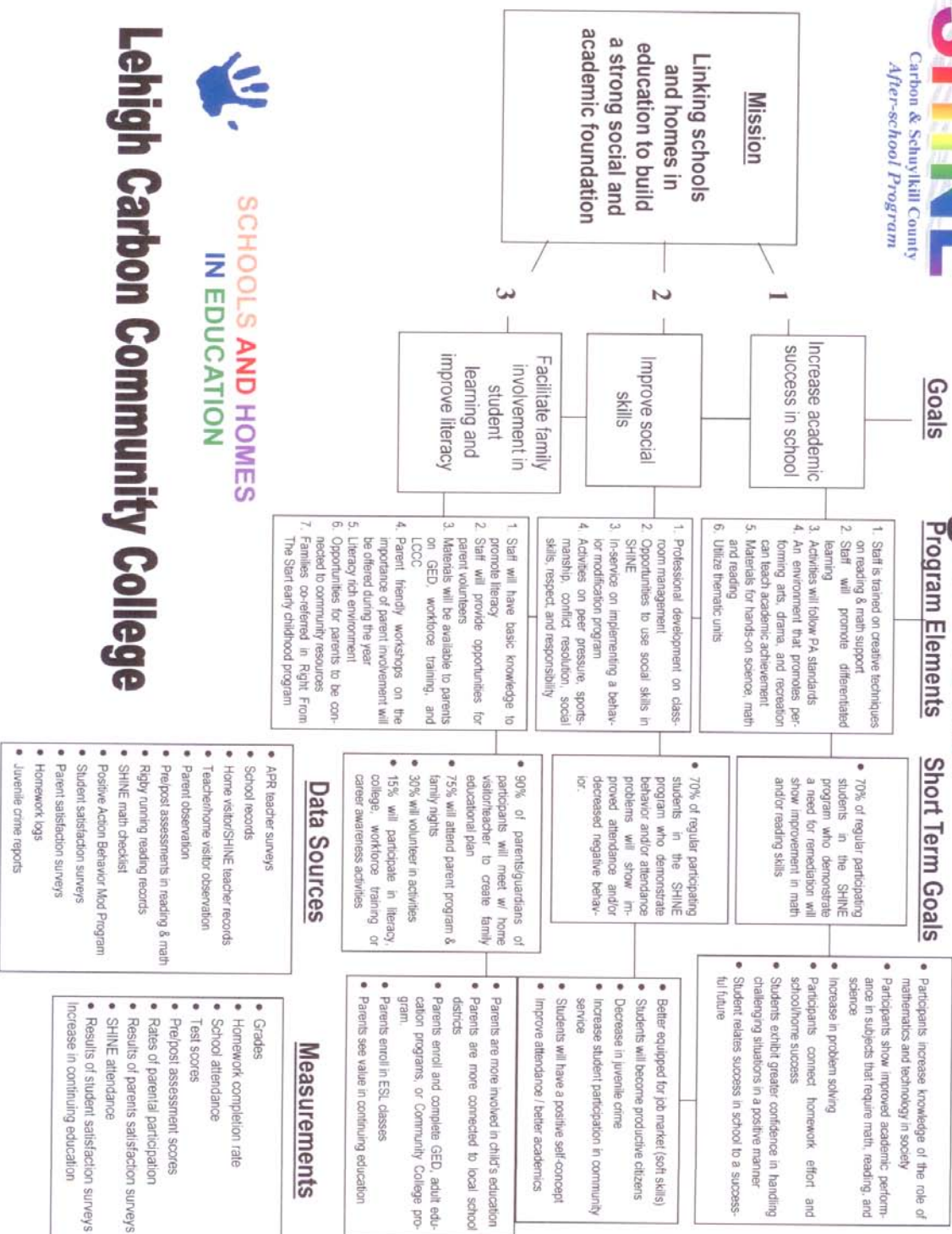
(Panther Valley & Our Lady of the Angels,
Lehigh Area School District & S.S. Peter & Paul,
Jim Thorpe Area School District & St. Josephs Regional Academy)

SHINE-Schuylkill

(Mahanoy Area School District, Shenandoah Area School District & Trinity
Academy at Father Walter J. Cizek Center)

www.shineafterschool.com

Logic Model



**SCHOOLS AND HOMES
IN EDUCATION**

Lehigh Carbon Community College

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Introduction

Project SHINE is a 21st Century Pennsylvania Department of Education Community Learning Centers Program (21st CCLC) administered by Lehigh Carbon Community College (LCCC). The project was initially funded by a grant approved in 2004. It has been sustained and expanded by a continuation grant and PCCD (Pennsylvania Commission on Crime and Delinquency) funding.

The 2009-10 Report is part of a series of annual evaluations conducted by External Evaluators. Reports from prior years dating back to 2005 are on file and available from the Project Director upon request. A similar reporting format was used in each year (after the first year) to monitor student progress and improvement in the targeted goal areas. A large volume of information and multiple data sources were used to support the review and evaluation process.

This report should be useful and of interest to Project SHINE administrators and staff, school staff in the participating school districts, and educators who work on after school programs. Additional information may be available from officials listed below who are associated with the current project.

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SHINE Mission

Linking schools and homes in education to build a strong Social and Academic foundation.

SHINE Goals

The basic goals of the SHINE Project are:

1. To improve academic performance.
2. To improve student behavior.
3. To improve and increase family involvement.

The Children of SHINE (2009-10)

- 51% are male and 49% female
- **100% are referred for academic reasons**
- 23% have IEP's (Special Education eligible)
- 74% are Title I remedial students
- 79% have special or remedial needs (i.e., Title I, IEP, ADHD)
- 86% come from low income families
- 35% are already in or were in the Children & Youth system or foster care
- 17% are minorities
- 25% of families have more than one child enrolled in SHINE related programs.
- 57% of SHINE students participated in the program 2 to 4 years
- 22% of SHINE-Carbon KG students participated in the program 2 to 3 years
- 17% of SHINE students are ESL or second language learners

SHINE Project: Goals and Objectives

The basic goals of the SHINE Project were listed in the approved grant proposals and the APR reports. They have been applicable throughout the life of the project and include:

1. To improve academic performance.
2. To improve student behavior.
3. To improve and increase family involvement.

The objectives and performance measures are listed in the APR Report. They have remained constant except for some minor adjustments in percentages. The objectives are:

1. 15% of parents/ family members will participate in literacy, academic programs, or career awareness activities.
2. 70% of students who regularly participate in the SHINE Program (30 days or more) and demonstrate a need for remediation will show improvement in reading and mathematics skills.
3. 75% of parents/family members of children enrolled in the SHINE Program will attend parent programs or family nights and 30% will volunteer for SHINE activities.
4. 90% of parents/guardians of children in the SHINE Program will meet with the Home Visitor or SHINE Teachers (assigned to do home visitations) to create a Family Education Plan.
5. 70% of the students who regularly participate in the SHINE program who demonstrate behavior and / or attendance problems will show improved attendance and / or decrease in negative behavior.

Analysis

1. 66 SHINE parents/family members participated in an Adult Education Program in 2009-10. This represents approximately 42% of SHINE families. The educational opportunities included GED classes, college courses, Positive Action parent training, literacy, academic programs, and career awareness activities. (Goal 15%)
2. 83% of students who regularly participated in the SHINE Program (30 days or more) and demonstrated a need for remediation showed improvement in reading and mathematics skills (based on the Teacher Survey-see Table 3); 84% demonstrated satisfactory progress in Reading and 92% demonstrated satisfactory progress in Mathematics (based on Report Card data- see Table 10). 95% of respondents on the SHINE Parent Survey indicated their child improved in Reading and 92% indicated improvement in Mathematics (Goal 70%).

3. Approximately 76% of parents/family members of children enrolled in the SHINE Program attended parent programs or family nights and 9 parents (6%) volunteered to help in 4 afterschool centers. (Goals 75% and 30%)
4. 100% of SHINE students have a written Family Education Plan. (Goal 90%)
5. 63% of the students who regularly participated in the SHINE program, and who demonstrated a need to improve behavior and / or attendance, showed improved behavior; 40% showed improved attendance (based on Teacher Survey). When the data includes students who did not need to improve and students who maintained previous progress (See Table 6) it shows 76% have satisfactory behavior and 71% satisfactory attendance. 95% of respondents on the Parent Survey indicated their child's overall behavior Improved. (Goal 70%)

Evaluator Comments

1. The goals and objectives of SHINE have been substantially met for five consecutive years in the Carbon program and three consecutive years in the Schuylkill program.
2. In addition to the Family Education Plan, 100% of SHINE students have a written, Instructional Plan. (See p. 19)
3. The data on parent volunteers does not include parents who volunteered their time at events other than afterschool sessions.
4. Administrators believe the number of parents who volunteered help at afterschool sessions may have been under-reported.
5. Data should be maintained on the number of families served, the number of families in afterschool session only, the number of families served in the home visitation program only, the number of families with children in both the afterschool and home visitation components, and the number of families of regular attendees.

SHINE Program Profile and Update

The SHINE (Schools & Homes IN Education) Program is a comprehensive after school program that provides academic support to students in grades K-4. The SHINE Program was originally funded by a 21st Century Pennsylvania Department of Education Community Learning Centers (CCLC) grant that was written and implemented by Lehigh Carbon Community College (LCCC) administrators.

The SHINE Program development can be traced to a visionary strategic planning process that was initiated in Carbon County in 2002, the foundation of an Educational Task Force, and the Partners For Progress Carbon County Child & Family Collaborative Board. The stated mission of the Collaborative is **“to build a seamless network of educational and social services”** – in effect, a safety net for children and families.

The SHINE Project Director is Jeanne Yoho Miller, a central office administrator with Lehigh Carbon Community College. SHINE Centers were established and have been operational in three public school districts in Carbon County (Jim Thorpe, Lehigh, and Panther Valley) at four elementary school sites (L.B. Morris, Penn-Kidder, Panther Valley, and Shull-David). SHINE-Carbon began in the spring of 2005 and provided services to students for the 6th consecutive school year in 2009-10.

In 2006 two public school districts in Schuylkill County (Mahanoy Area and Shenandoah Valley) adopted the SHINE program at two elementary schools. Students who attend non-public schools within the boundaries of participating districts are also eligible to participate and are welcomed into the program. These potential feeder schools include Our Lady of Angels, St. Joseph's, and SS. Peter & Paul in Carbon County, and the Academy of the Blessed Virgin Mary and Trinity Academy in Schuylkill County. In 2008, a SHINE II was opened at Prince Hall Elementary School through the State System of Higher Education in inner city Philadelphia; thus demonstrating the model can be replicated and work in both rural and urban areas.

The SHINE After School Program operates during the school year for 2 1/2 hours (3:30 pm – 6:00 pm) four days a week (Mon-Thurs). Transportation and food services are provided to children and the curriculum includes tutoring and homework support, basic skills instruction in reading and mathematics, academic enrichment, Positive Action (a SAMSHA approved character education program), and recreational and cultural activities that extend

(and are coordinated with) regular classroom instruction. A 7 to 1 adult to child ratio has been maintained in the SHINE program each year, and is regarded as an effective program indicator. An instructional plan is created for each student based on assessment data.

In addition to the After School Centers, the SHINE Program incorporates other key components to support the project goals and the Collaborative mission. These include Kindergarten & Home Visitor Programs, Parental Involvement, Family Educational Plans, Summer and Extended School Year Activities, and Professional Staff Development. Companion programs coordinated with SHINE in Carbon County include Right From the Start (RFTS) and the Parents As Teachers (PAT) program, Head Start, and Pre-K Counts; which together with the Kindergarten Home Visitor Program create a seamless network of educational services from birth to 4th grade for students and families. Companion programs in Schuylkill County include the Nurse Family Partnership Program, Raising A Thinking Child, Headstart, and M.A.G.I.C. (Multiple Activities Generating Individual Capabilities).

SHINE has more than 50 partners representing all facets of the community. Since many SHINE activities are planned and conducted jointly, community partnership support at times may benefit programs in both counties. The addition of partners and the expansion of the partnership network is an ongoing effort.

The SHINE Center currently administers after school programs at six sites in two counties. A Project Director, an Assistant Project Director, and an Administrative Assistant staff the SHINE Project. Each SHINE Center is staffed by the equivalent of two Teachers and a Student Intern. One Teacher is designated as a Lead Teacher at each school site.

2009-10 Update

Services were provided to 223 students in two counties and 5 school districts during the 2009-10 school year and summer months:

- 166 (or 88%) attended SHINE after school centers regularly (30 days or more)
- 22 (or 12%) attended SHINE after school centers 30 days or less
- 35 students were enrolled in the Kindergarten Home Visitation Program.

The majority of students who did not attend regularly are in the Kindergarten Home-Visitation program. The SHINE Home Visitors make bi-weekly home-visits with the children and parents. It is often difficult, sometimes not possible, to schedule the 30 visits in a calendar year; therefore, many students who participate fully and benefit from this component are not classified as Regular Attendees.

Previous external evaluation reports showed SHINE students made substantial improvement in Reading, Mathematics, School Attendance, and Homework Completion (the target goal areas). Data in the 2009-10 Report shows the student improvement trend continued, from some perspectives improved, and can be substantiated by a number of different data sources. At least 17 different data sources were part of the evaluation plan (see Appendix A).

SHINE continued to provide important services to children and families as project administrators worked to sustain the program in difficult economic times. Some quality indicators and highlights of the last year include:

- A new Shine website was designed and provides an online public resource and program information. (www.shineafterschool.com)
- Teacher and Student Intern Impact Surveys were created to measure the impact of the SHINE teaching experience on regular classroom teachers and LCCC Teacher Education Interns. SHINE staff work in a high quality after-school program for at-risk children, with a comprehensive professional development program and a strong parent involvement component. The surveys were intended to assess whether or not the instructional experience in the SHINE program had an impact in the regular classroom and in teacher preparation.
- Plans were completed to participate in the NIOST (National Institute on Out of School Time) teacher self-evaluation in 2011.
- LCCC offered professional development opportunities and training courses presented by SHINE staff on key afterschool topics (i.e., Differentiated Learning, Family Living & Family Resiliency, Operation Safe Surf and Cyber Bullying, and Geo Motion Training. Bayada Nurses presented on Child & Family Services for Children, and Jonathan Mooney's video, "The Short Bus" was presented.
- Standards based curricula were written for KG, Grades 1-3, and Grades 3-5 based on STEM (Science Technology Engineering and Mathematics).

- A 5 week Career Camp Project focusing on high priority occupations was piloted in 4 school districts and provided a continuing educational opportunity for SHINE students exiting the program. The project was funded through the Carbon County Action Committee and LCCC Careers on the Move. (See page 80)
- SHINE students completed a Victory Garden for Education Service Learning Project. Students produced a book and a DVD that were presented to government and legislative officials in Harrisburg, including Governor Ed Rendell.
- An article was published in the ASPIRE, the Lehigh Carbon Community College Magazine, featuring the SHINE program. (Spring/Summer 2010) (See SHINE Website Links)
- For the 2010-2011 plans have been completed to involve 30 high school students in a service learning and tutoring project as a component of SHINE.
- The SHINE Director co-presented at two national conferences on “How to Effectively Integrate Service Learning into After-School Programs.”
- The SHINE Project was approved for Cohort 5 funding, will expand to additional grade levels, and will continue to provide services when the current grant expires.
- The SHINE Afterschool Program received an award from PSAYDN as a 2009 Lights On Afterschool Champion for engaging public officials in celebrating Lights On Afterschool.
- Representative Keith McCall invited Secretary Arne Duncan to visit a community success story in early childhood education that he believes could serve as a model for other programs across the country and to learn about SHINE firsthand.
- The cycle of sustainability is extremely important to the SHINE program. The administrators are continuing to draw on the seven Promising Practices in the sustainability cycle to acquire funding.

Student Progress and Improvement:

Ninety-nine classroom teachers from all primary sending schools and two non-public schools in Carbon and Schuylkill counties completed the Teacher Survey. 100% of the surveys were completed and returned. SHINE staff members compiled data on students who attended after school sessions regularly (i.e., 30 days or more). These data were analyzed relative to four major goal areas: Homework Completion (HC), School Attendance (SA), Classroom Behavior (CB), and Academic Performance (AP). The results are summarized below in Table 1, 2 and 3.

Table 1: SHINE-Carbon Classroom Teacher Survey 2009-10: Student Improvement.

<u>Project Goals</u>	<u>Student Participants</u>		<u>Student Participants by District School</u>							
			<u>L.B. Morris</u>		<u>Panther Valley</u>		<u>Penn Kidder</u>		<u>Shull-David</u>	
	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>
Homework Completion	78	82	20	80	14	93	21	86	23	74
School Attendance	51	47	16	50	9	56	11	45	15	40
Classroom Behavior	64	64	19	68	12	58	16	81	17	47
Academic Performance	86	83	22	86	20	85	21	81	23	78

Note: n: Students identified by teachers as needing improvement in the project goal areas.
 %: Percent of students who showed improvement in the project goal areas.

Analysis

1. 82% of SHINE-Carbon students demonstrated improvement in Homework Completion (HC).
2. 47% of SHINE-Carbon students demonstrated improvement in School Attendance (SA).
3. 64% of SHINE-Carbon students demonstrated improvement in Classroom Behavior (CB).
4. 83% of SHINE-Carbon students demonstrated improvement in Academic Performance (AP).
5. SHINE-Carbon students improved most in the areas of Academic Performance (83%) and Homework Completion (82%).

6. SHINE-Carbon students improved least in the areas of School Attendance (47%) and Classroom Behavior (64%); however, these percentages still reflect considerable, commendable improvement.
7. Panther Valley (93%) SHINE students demonstrated the most improvement in Homework Completion (93%) and School Attendance (56%).
8. Penn Kidder (81%) SHINE students demonstrated the most improvement in Classroom Behavior
9. L.B. Morris (86%) and Panther Valley (85%) SHINE students demonstrated the most improvement in Academic Performance.

Evaluator Comments

1. **88%** of SHINE students enrolled in afterschool centers attended sessions 30 or more days and were therefore classified as “Regular Attendees”. **This significantly exceeds the statewide average which is below 60%.**
2. Close to 100% of classroom teachers from the Carbon County sending schools completed the program survey in each of the last five years. (100% of the teachers completed and returned surveys in 2007, 2008, and 2009, and 2010). The response rate is significant, consistent and commendable.
3. SHINE-Carbon students in all four centers demonstrated significant improvement in the four target goal areas in five consecutive years (2005-06, 2006-07, 2007-08, 2008-09, & 2009-10).
4. The progress of SHINE-Carbon students, based on Teacher Survey data, was positive and relatively consistent for the last five years.
5. The percentage of SHINE-Carbon students (who needed to improve and did improve) was higher in 2008-09 than in any prior year. Results in 2009-10 were comparable. The percent of improvement remained the same for Homework Completion and Academic Performance and increased slightly for School Attendance; the percent of improvement decreased for Classroom Behavior.
6. Regular SHINE-Carbon attendees (17) who were present for the least number of days (30-59) still showed improvement in the four target areas (HC-80%, SA- 29%, CB-64%, AP-75%), as they have for 5 consecutive years.
7. Trend data strongly indicates that even students who regularly attend SHINE for the fewest number of days (30 -59) benefit from the experience.
8. SHINE-Carbon students who attended 90 or more sessions showed significant improvement in the four target goal areas (HC-80%, SA-48%, CB-64%, AP-84%).

Table 2: SHINE-Schuylkill Classroom Teacher Survey 2009-10: Student Improvement.

<u>Project Goals</u>	<u>Student Participants</u>		<u>Student Participants by District School</u>			
	<u>n</u>	<u>(%)</u>	<u>Mahanoy Area</u>		<u>Shenandoah Valley</u>	
	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>
Homework Completion	62	90	33	88	29	93
School Attendance	32	28	17	41	15	13
School Behavior	49	61	28	71	21	48
Academic Performance	69	84	36	86	33	82

Note: n: Students identified by teachers as needing improvement in the project goal areas.
%: Percent of students who showed improvement in the project goal areas.

Analysis

1. 90% of SHINE-Schuylkill students demonstrated improvement in Homework Completion (HC).
2. 28% of SHINE-Schuylkill students demonstrated improvement in School Attendance (SA).
3. 61% of SHINE-Schuylkill students demonstrated improvement in Classroom Behavior (CB).
4. 84% of SHINE-Schuylkill students demonstrated improvement in Academic Performance
5. SHINE-Schuylkill students improved most in the areas of Homework Completion (90%) and Academic Performance (84%).
6. SHINE-Schuylkill students improved least in the areas of School Attendance (28%) and Classroom Behavior (61%); however, these percentages still reflect considerable, commendable improvement.
7. Mahanoy Area SHINE students demonstrated the most improvement in Homework Completion (88%), School Attendance (41%), Classroom Behavior (71%), and Academic Performance (86%).
8. Shenandoah Valley SHINE students demonstrated the most improvement in Homework Completion (93%).

Evaluator Comments

1. **88%** of SHINE students enrolled in afterschool centers attended sessions 30 or more days and were therefore classified as “Regular Attendees”. **This significantly exceeds the statewide average which is below 60%.**
2. 100% of classroom teachers from sending schools completed and returned surveys in 2008, 2009, and 2010. The response rate is significant and commendable.
3. SHINE students in both Schuylkill centers demonstrated improvement in the four target goal areas in 2009-10.
4. The progress of SHINE-Schuylkill students, based on Teacher Survey data, was positive and relatively consistent with SHINE-Carbon results, except for School Attendance.
5. Regular SHINE attendees (22) who were present for the least number of days (30-59) still showed improvement in the four target areas (HC-81%, SA- 50%, CB-42%, AP-76%).
6. Data strongly indicates that even students who regularly attend SHINE for the fewest number of days (30-59) benefit from the experience.
7. SHINE-Schuylkill students who attended 90 or more sessions showed significant improvement in the four target areas (HC-97%, SA-27%, CB-63%, AP-89%).

Teacher Survey Composite

Table 3. SHINE (Schuylkill & Carbon) – Composite Teacher Surveys 2009-10

<u>Project Goals</u>	<u>Schuylkill</u>		<u>Carbon</u>		<u>Composite</u>	
	n	(%)	n	(%)	n	(%)
Homework Completion	62	90	78	82	140	86
School Attendance	32	28	51	47	83	40
Classroom Behavior	49	61	64	64	113	63
Academic Performance	69	84	86	83	155	83

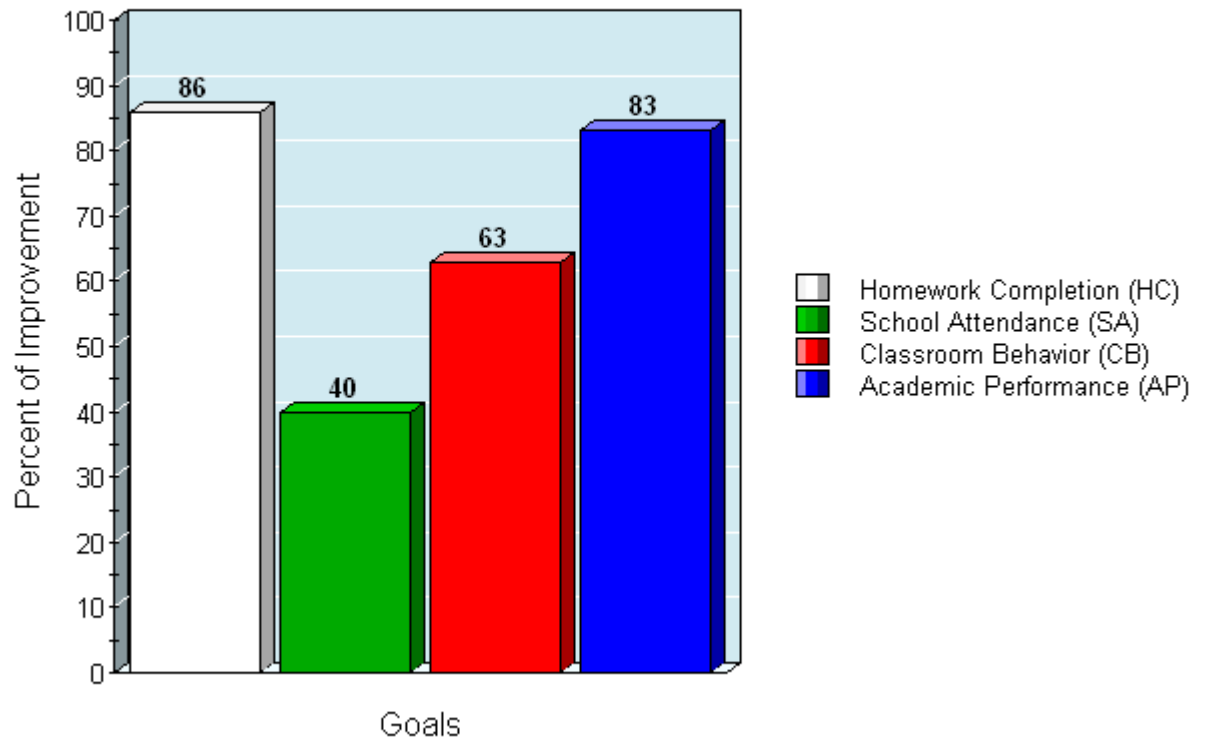
Note: n = Number of students who needed to improve.
 % = Percentage of students who needed to improve and did so.

Analysis

1. Table 3 reflects 2009-10 data for students at six SHINE afterschool sites in Schuylkill and Carbon counties. See Chart 1 for graph representation.
2. Percentages are based upon the number of students who needed to improve and did so.
3. Improvement rate is highest in Academic Performance, and Homework Completion.
4. Data indicates significant numbers of students showed improvement in both Carbon and Schuylkill and are benefitting from SHINE afterschool programs.
5. The percentage of improvement is relatively consistent in the target areas in Carbon and Schuylkill, except for School Attendance; Carbon 47%, Schuylkill 28%.
6. Tables 1-3 do not show data on students who did not need to improve or those who may have maintained gains from prior year(s); See Tables 4-6.
7. See Appendix B for a comparison of student improvement based on level of attendance.
8. Appendix B tends to show more students are attending 90 or more days and more students are showing improvement when compared to students who attend fewer days.
9. **Appendix B (page 93) tends to show significant percentages of students classified as Regular Attendees showed improvement in other attendance categories (i.e., 30-59, 60-89).**

Chart 1

2009-10 Student Improvement - Teacher Survey



Student Progress and Improvement

The following data (Tables 4, 5 & 6) are based on the Teacher Survey and SHINE students who were regular attendees during the 2009-10 school year. They are intended to show the degree of student progress when the data incorporates students who **did not need to improve or students who maintained progress** in prior years.

Table 4: SHINE-Carbon Student Progress 2009-10

Project Goal	Student Participants N = 94			Improved, Did Not Need to Improve or Maintained Progress	
	Improved	Maintained Progress	Did Not Improve	<u>n</u>	(%)
Homework Completion	64	16	14	80	85
Attendance	24	43	27	67	71
Behavior	41	30	23	71	76
Academic Performance	71	8	15	79	84

Note: N = Total Students attending regularly.
n = Students showing progress.

Analysis

Percentages from the previous year (2008-09) are listed in parenthesis for comparative purposes.

1. 85 percent of SHINE-Carbon students Improved, Did Not Need to Improve, or Maintained Progress in Homework Completion. (87%)
2. 71 percent of SHINE-Carbon students Improved, Did Not Need to Improve, or Maintained Progress in improving School Attendance. (69%)
3. 76 percent of SHINE-Carbon students Improved, Did Not Need to Improve, or Maintained Progress in improving Behavior. (84%)
4. 84 percent of SHINE-Carbon students Improved, Did Not Need to Improve, or Maintained Progress in improving Academic Performance. (84%)

Table 5: SHINE-Schuylkill Student Progress 2009-10

Project Goal	Student Participants N = 72			Improved, Did Not Need to Improve or Maintained Progress	
	Improved	Maintained Progress	Did Not Improve	<u>n</u>	(%)
Homework Completion	56	10	06	66	92
Attendance	09	40	23	49	68
Behavior	30	23	19	53	74
Academic Performance	58	03	11	61	85

Note: N = Total Students attending regularly.
n = Students showing progress.

Analysis

Percentages from the previous year (2008-09) are listed in parenthesis for comparative purposes.

1. 92 percent of SHINE-Schuylkill students Improved, Did Not Need to Improve, or Maintained Progress in Homework Completion. (87%)
2. 68 percent of SHINE-Schuylkill students Improved, Did Not Need to Improve, or Maintained Progress in improving School Attendance. (81%)
3. 74 percent of SHINE-Schuylkill students Improved, Did Not Need to Improve, or Maintained Progress in improving Behavior. (71%)
4. 85 percent of SHINE-Schuylkill students Improved, Did Not Need to Improve, or Maintained Progress in improving Academic Performance. (84%)

Table 6: SHINE Student Progress 2009-10

Project Goal	Student Participants N = 166			Improved, Did Not Need to Improve or Maintained Progress	
	Improved	Maintained Progress	Did Not Improve	<u>n</u>	(%)
Homework Completion	120	26	20	146	88
Attendance	33	83	50	116	70
Behavior	71	53	42	124	75
Academic Performance	129	11	26	140	84

Note: N = Total Students attending regularly.
n = Students showing progress.

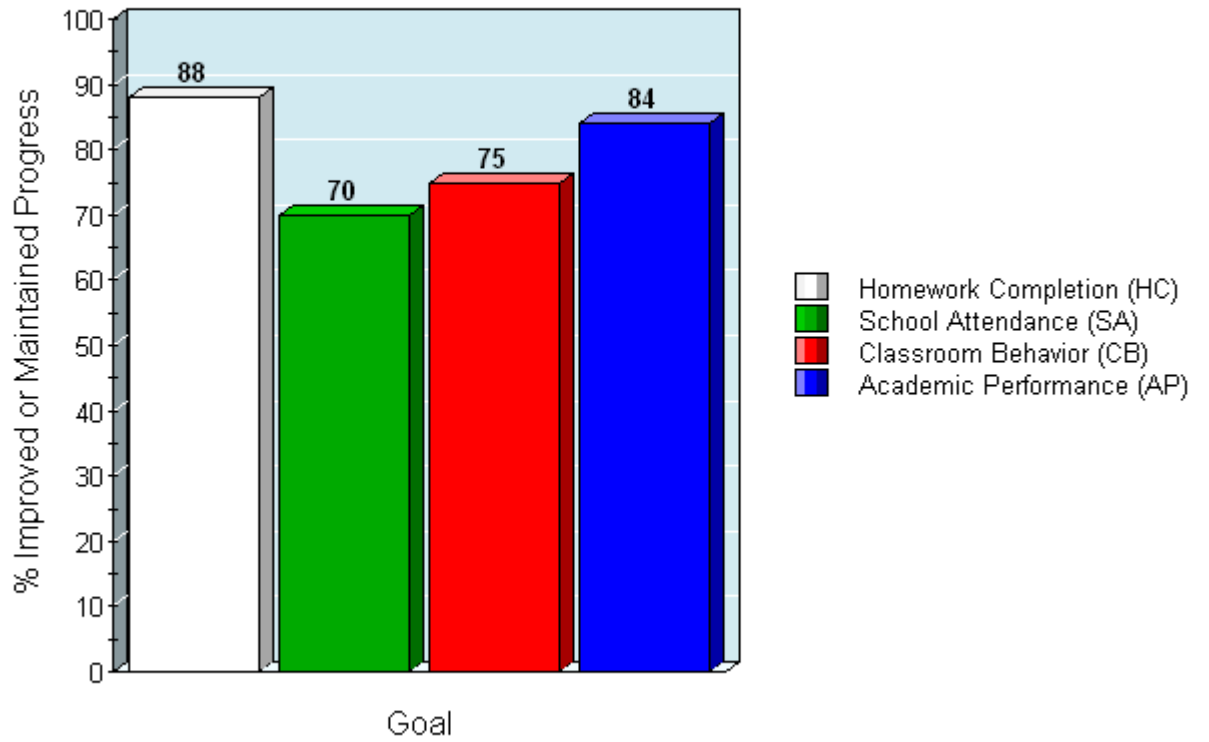
Analysis

Percentages from the previous year (2008-09) are listed in parenthesis for comparative purposes.

1. 88 percent of SHINE students Improved, Did Not Need to Improve, or Maintained Progress in Homework Completion. (87%)
2. 70 percent of SHINE students Improved, Did Not Need to Improve, or Maintained Progress in improving School Attendance. (73%)
3. 75 percent of SHINE students Improved, Did Not Need to Improve, or Maintained Progress in improving Classroom Behavior. (79%)
4. 84 percent of SHINE students Improved, Did Not Need to Improve, or Maintained Progress in improving Academic Performance. (84%)
5. See Chart 2 for graph representation.

Chart 2

2009-10 SHINE Student Progress



Individual Instructional Goals

SHINE teachers developed individual Instructional Goals for each student in 2009-10. Goals were written for every student in 3 areas: Mathematics, Reading, and Social Skills. A standard format was used to list the goals and identify general strengths and weaknesses. A standard format was also used to assess student progress at the end of the year relative to the goals. Teachers summarized progress by rating each student in the three goal areas on a 6-point scale (Significant Improvement, Moderate Improvement, Slight Improvement, No Change, Slight Decline, Moderate Decline, and Significant Decline).

Teacher ratings on student progress relative to the goals are summarized in Table 7 below.

Table 7: Carbon-Schuylkill Student Progress on Instructional Goals

<u>Instructional Goal</u>	N	Improved Students		Improvement Level						
				Significant		Moderate		Slight		
		<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	
<u>MATH</u>										
Carbon	89	80		23		32		25		
Schuylkill	59	39		08		18		13		
SHINE	148	119	80	31	21	50	34	38	26	
<u>READING</u>										
Carbon	86	82		38		25		19		
Schuylkill	61	36		07		12		17		
SHINE	147	118	80	45	31	37	25	36	24	
<u>SOCIAL SKILLS</u>										
Carbon	70	62		35		19		08		
Schuylkill	60	27		04		13		10		
SHINE	130	89	68	39	30	32	25	18	14	

Note: N = Total number of student participants.
n = Number of students showing progress.

Analysis

1. 80% of SHINE students demonstrated improvement on individualized Math Instructional goals; 14% made no progress or did not change; 6% declined.
2. 80% of SHINE students demonstrated improvement on individualized Reading Instructional goals; 14% made no progress or did not change; 6% declined.

3. 68% of SHINE students demonstrated improvement on individualized Social Skill goals; 27% made no progress or did not change; 5% declined.
4. Most students in the SHINE program made improvement on the individualized goals.
5. A very small percentage declined

Evaluator Comments

1. The development of individualized instructional goals is a commendable approach.
2. The system enables SHINE teachers to focus on and monitor specific goals.
3. SHINE teachers often added anecdotal comments to the student progress sheets.
4. Administrators and teachers should refine the guidelines and the way goals are written. Some were very broad and general (i.e., improve reading comprehension, improve problem solving, use more Positive Action skills) and others were skill specific (i.e., improve 2 levels on the Rigby scale, master basic addition facts, obey class rules).
5. The instructional goals should address specific skills and needs and the ratings should be based on those goals.
6. There appear to be inconsistencies in the way teachers define the final rating.
7. Total numbers vary because ratings were not provided for all students or complete data was not available on all students.
8. These data are another indication or measure showing most students improve and make progress in the SHINE program.

Report Card Data: Reading & Math Grades

Complete report card data was available for 145 SHINE students who attended sessions regularly. Final grades were analyzed to determine whether or not students made satisfactory progress in Reading and Mathematics during the 2009-10 school year. These data are summarized in Tables 8-10.

Report card information was also reviewed to determine if SHINE students recorded an acceptable level of school attendance. These data are summarized in Tables 12-14.

Table 8: SHINE Carbon: Student Improvement Based on 2009-2010 Report Card Data--Final Grade.

<u>Final Grade Comparison</u>					Student Participants by District School							
					L.B. Morris		Panther Valley		Penn Kidder		Shull-David	
Student Participants		N = 85			N = 23		N = 23		N = 20		N = 19	
Final Grade	Read- ing (%)	Math (%)	Read	Math	Read	Math	Read	Math	Read	Math	Read-	Math
A	07 08	18 21	02	04	03	08	01	04	01	02		
B	35 41	38 44	08	12	15	11	06	10	06	05		
C	31 36	23 27	09	05	03	03	12	06	07	09		
D	09 11	03 04	04	01	02	01	00	00	03	01		
F	03 04	03 04	00	01	00	00	01	00	02	02		

Note: N Represents the number of students for which data was available.

Analysis

1. The grading scale used in the district determined student progress. Grade scales were similar but not the same in the three project school districts.
2. Percentages above are based on 85 students who attended SHINE sessions regularly and had complete report card data available. Percentages from the previous year (2008-09) are listed in parenthesis for comparative purposes.
3. 85% of SHINE-Carbon students received a satisfactory or passing grade in Reading. (93%)
4. 92% of SHINE-Carbon students received a satisfactory or passing grade in Mathematics. (96%)

5. 49% of SHINE-Carbon students received an Above Average or Superior grade (A or B) in Reading. (54%)
6. 65% of SHINE-Carbon students received an Above Average or Superior grade (A or B) in Mathematics. (59%)
7. 15% of SHINE-Carbon students received a below average or failing grade (D or F) in Reading. (7%)
8. 8 % of SHINE-Carbon students received a below average or failing grade (D or F) in Mathematics. (4%)

Complete report card data was available for 60 SHINE-Schuylkill students who attended sessions regularly.

Table 9: SHINE-Schuylkill Student Improvement Based on 2009-2010 Report Card Data--Final Grade.

<u>Final Grade Comparison</u>					Student Participants by District School			
					Mahanoy Area		Shenandoah Valley	
Student Participants N = 60					N = 34		N = 26	
Final Grade	Reading	(%)	Math	(%)	Reading	Math	Reading	Math
A	04	7	15	25	03	09	01	06
B	27	45	26	43	16	12	11	14
C	18	30	14	23	08	09	10	05
D	08	13	04	07	07	03	01	01
F	03	05	01	02	00	01	03	00

Note: N: Represents the number of students for which data was available.

Analysis

1. The grading scale used in the district determined student progress. Grade scales were similar but not the same in the two project school districts.
2. Percentages above are based on 60 Schuylkill students who attended SHINE sessions regularly and had complete report card data available. Percentages from the previous year (2008-09) are listed in parenthesis for comparative purposes.
3. 82% of students received a satisfactory or passing grade in Reading. (86%)
4. 86% of students received a satisfactory or passing grade in Mathematics. (86%)
5. 52% of students received an Above Average or Superior grade (A or B) in Reading (42%).
6. 68% of students received an Above Average or Superior grade (A or B) in Mathematics. (68%)
7. 18% of students received a below average or failing grade (D or F) in Reading. (18%)
8. 9 % of students received a below average or failing grade (D or F) in Mathematics. (15%)

Complete report card data was available for 142 SHINE-Carbon and SHINE-Schuylkill students who attended sessions regularly.

Table 10: SHINE Program: Student Improvement Based on 2009-2010 Report Card Data

Final Grade Comparison

Final Grade	Student Participants N = 145			
	Reading (%)	Math (%)	Reading (%)	Math (%)
A	11	07	33	23
B	62	43	64	44
C	49	34	37	25
D	17	12	07	05
F	06	04	04	03

Note: N: Represents the number of students for which data was available.

Analysis

1. Student progress is determined by the grading scale used in the district. Grade scales were similar but not the same in the two project school districts.
2. Percentages above are based on 145 Carbon & Schuylkill students who attended SHINE sessions regularly and had complete report card data available. Percentages from the previous year (2008-09) are listed in parenthesis for comparative purposes.
3. 84% of students received a satisfactory or passing grade in Reading. (90%)
4. 92% of students received a satisfactory or passing grade in Mathematics. (92%)
5. 50% of students received an Above Average or Superior grade (A or B) in Reading. (50%)
6. 77% of students received an Above Average or Superior grade (A or B) in Mathematics. (64%)
7. 16% of students received a below average or failing grade (D or F) in Reading. (10%)

8. 8 % of students received a below average or failing grade (D or F) in Mathematics. (8%)
9. A slightly lower percentage of SHINE students received passing grades in Reading and Mathematics compared to the previous year.
10. A higher percentage of SHINE students received Above Average or Superior grades in Mathematics compared to the previous year.
11. A slightly higher percentage of SHINE students received Below Average or Failing grades in Reading compared to the previous year.
12. See Charts 3-6 for graph representations.

Chart 3

SHINE Students: Final Reading Grade 2009-2010

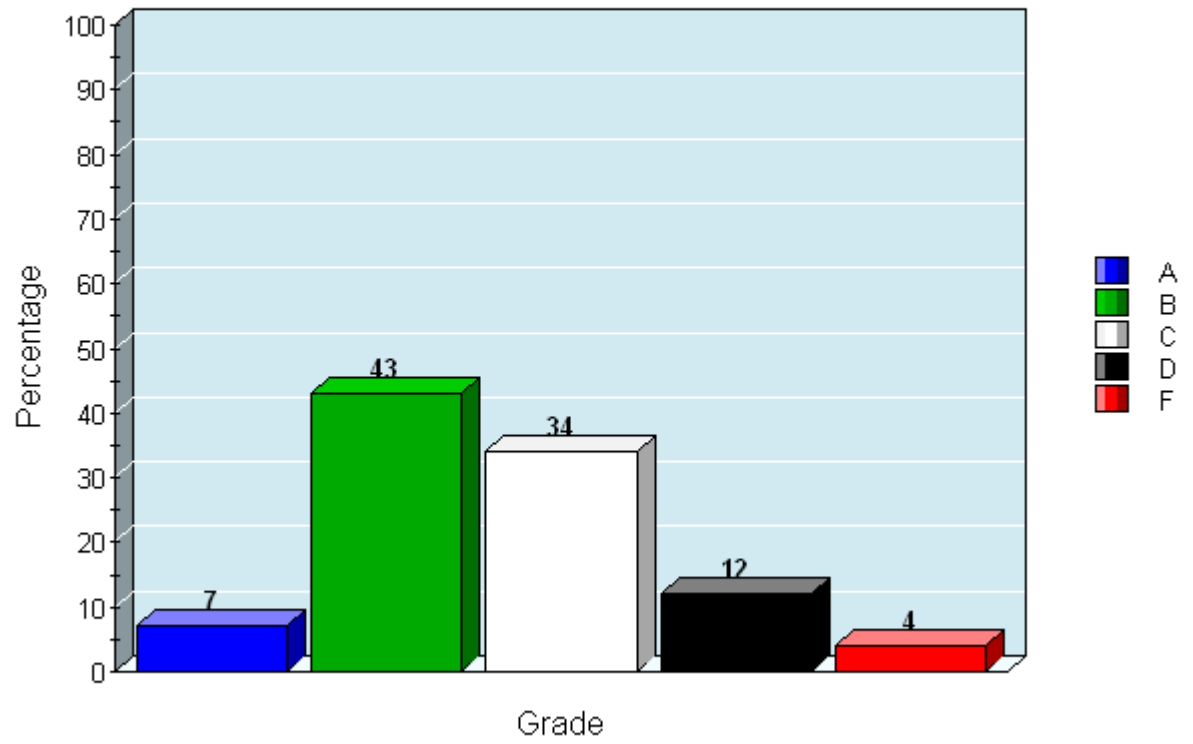


Chart 4

SHINE Final Reading Grade 2009-2010

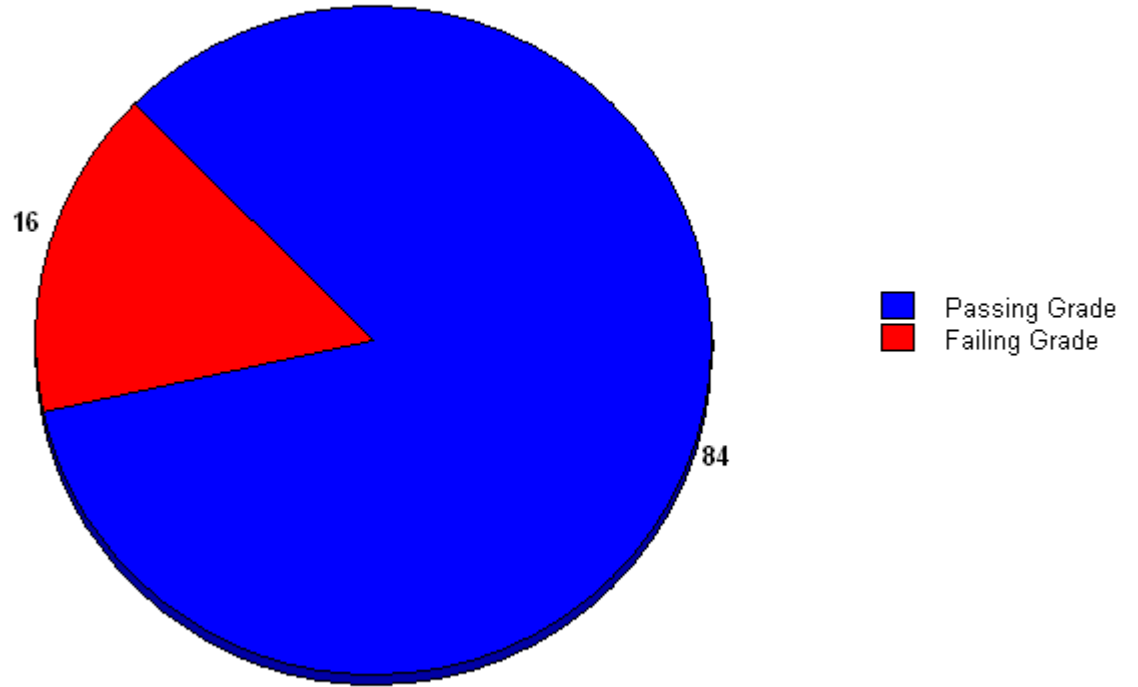


Chart 5

SHINE Students: Final Mathematics Grade 2009-2010

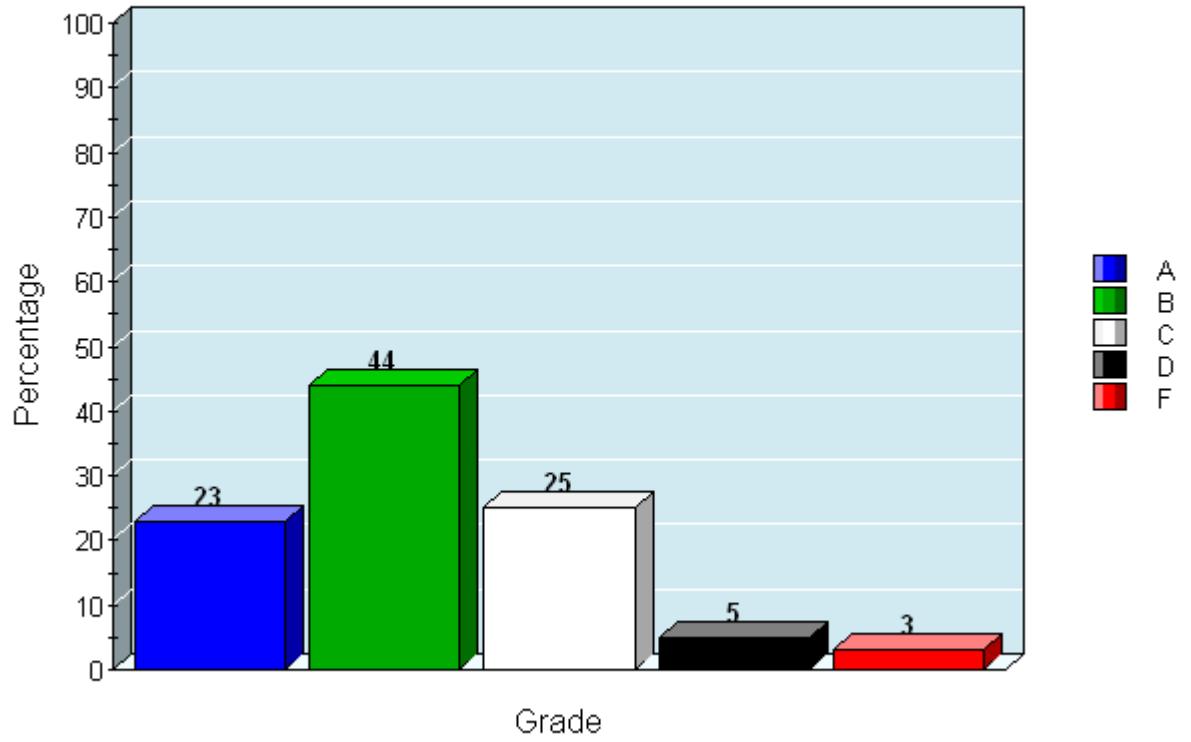
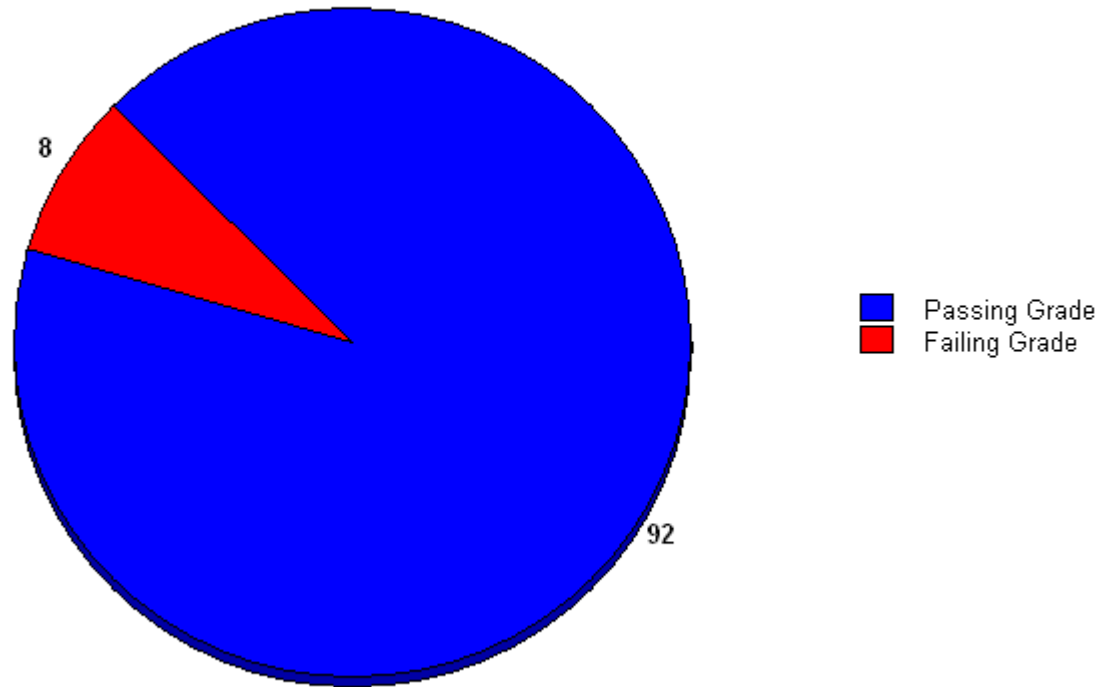


Chart 6

SHINE Final Mathematics Grade 2009-2010



Report Card Data: Promotion & Retention

Complete data was available for 145 SHINE students.

Table 11: 2009-10 SHINE Student Promotion and Retention

Participants			Carbon		Schuylkill	
N = 145			N = 85		N = 60	
	n	(%)	n	(%)	n	(%)
Promoted	143	99	84	99	59	99
Retained	02	01	01	01	01	01

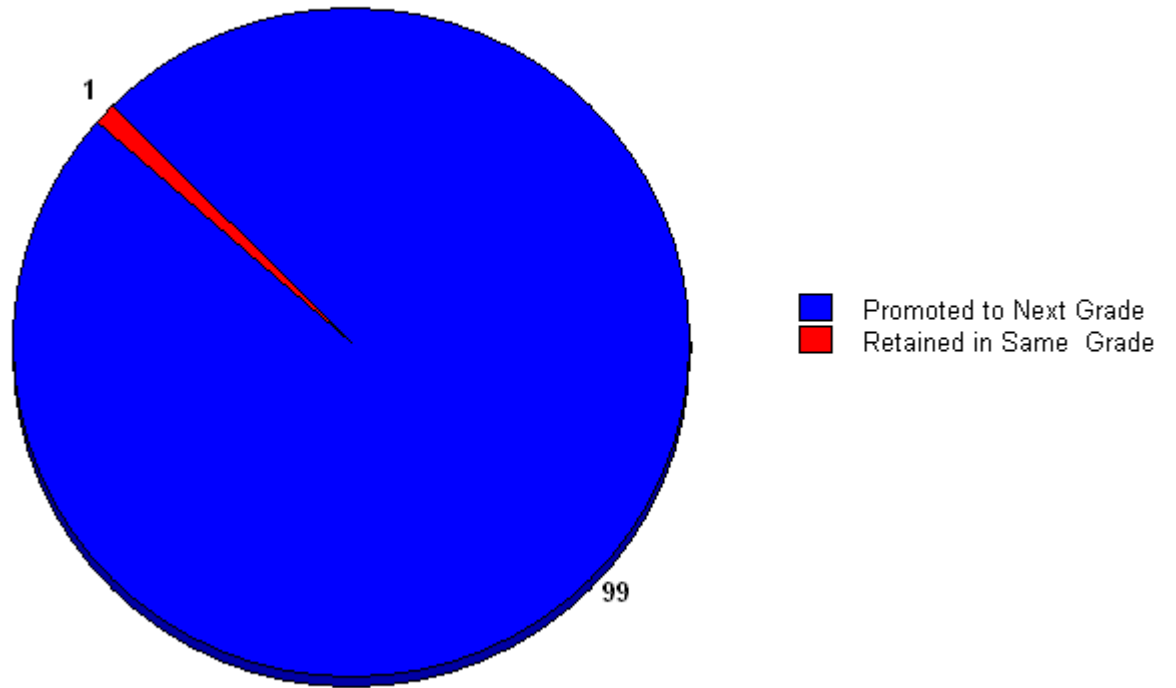
Note: N = Total students.

Analysis

1. Percentages above are based on 145 students SHINE students who attended sessions regularly and had complete report card data available.
2. 143 SHINE students (99%) of SHINE were promoted to the next highest grade level for the 2010-11 school year. (98% were promoted in the previous year)
3. 1 SHINE-Carbon student and 1 SHINE-Schuylkill students (1%) were retained in the same grade level in 2009-10. (2% were retained in the previous year)
4. SHINE students can be expected to advance to the next grade level and are unlikely to be retained in any given year.
5. See Chart 7 for graph representation.

Chart 7

SHINE: Student Promotion & Retention 2009-2010



Report Card Data: School Attendance

Complete data was available on 82 SHINE-Carbon students.

Table 12: SHINE-Carbon: Student School Attendance Based on 2009-2010 Report Card Data

Days of Attendance	Student Participants by District School									
	Student Participants N = 82		L.B. Morris N = 23		Panther Valley N = 23		Penn Kidder N = 18		Shull-David N = 18	
	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)
171 – 180 days	46	56	13	56	15	66	09	50	09	50
162 – 170 days	27	33	08	35	04	17	09	50	06	33
144 – 161 days	09	11	02	09	04	17	00	00	03	17

Note: N = Total students
n = Number of student in attendance within day range.

Analysis

1. Percentages above are based on 82 students who attended SHINE-Carbon sessions regularly and had complete report card data available. Percentages from 2008-09 are listed in brackets parentheses for comparative purposes.
2. Students who attended school 171 days or more were determined to have exceptionally good attendance.
3. Students who attended school 162-170 days were determined to have average school attendance.
4. Students who attended school 161 days or less was determined to have poor school attendance.
5. 56% of SHINE-Carbon students attended 171 days or more and were determined to have exceptionally good attendance records. (65%)
6. 32% of SHINE-Carbon students attended 162-170 days were determined to have average or satisfactory school attendance records. (28%)
7. 11% of SHINE-Carbon students attended less than 162 days and were determined to have poor or unsatisfactory school attendance records. (7%)

8. 89% of SHINE-Carbon students did not have attendance problems and attended school on a regular basis. (93%)

Complete report card data was available for 61 SHINE-Schuylkill students.

Table 13: SHINE-Schuylkill: School Attendance Based on 2009-2010 Report Card Data

Days of Attendance	Student Participants by District School					
			Mahanoy Area		Shenandoah Valley	
Student Participants N = 61			N = 35		N = 26	
	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)
171 – 180 days	34	56	16	46	18	69
162 – 170 days	19	31	12	34	07	27
144 – 161 days	8	13	07	20	01	04

Note: N = Total students
n = Number of student in attendance within day range.

Analysis

Percentages above are based on 61 students who attended SHINE-Schuylkill sessions regularly and had complete report card data available. Percentages from 2008-09 are listed in parentheses for comparative purposes.

1. Students who attended school 171 days or more were determined to have exceptionally good attendance.
2. Students who attended school 162-170 days were determined to have average school attendance.
3. Students who attended school 161 days or less was determined to have poor school attendance.
4. 56% of Shine-Schuylkill students attended 171 days or more and were determined to have exceptionally good attendance records. (55%)
5. 31% of Shine-Schuylkill students attended 162-170 days and were determined to have average or satisfactory attendance records. (37%)
6. 13% of Shine-Schuylkill students attended less than 162 days and were determined to have poor or unsatisfactory attendance records. (8%).

7. 87% of SHINE-Schuylkill students did not have attendance problems and attended school on a regular basis. (92%)

Complete report card data was available for 143 SHINE students.

Table 14: SHINE-School Attendance Based on 2009-2010 Report Card Data

<u>Category</u>	<u>Student Attendance</u>	
	<u>n</u>	<u>(%)</u>
N = 143		
Exceptional	80	56
Average	46	32
Poor	17	12

Note: N represents total students.

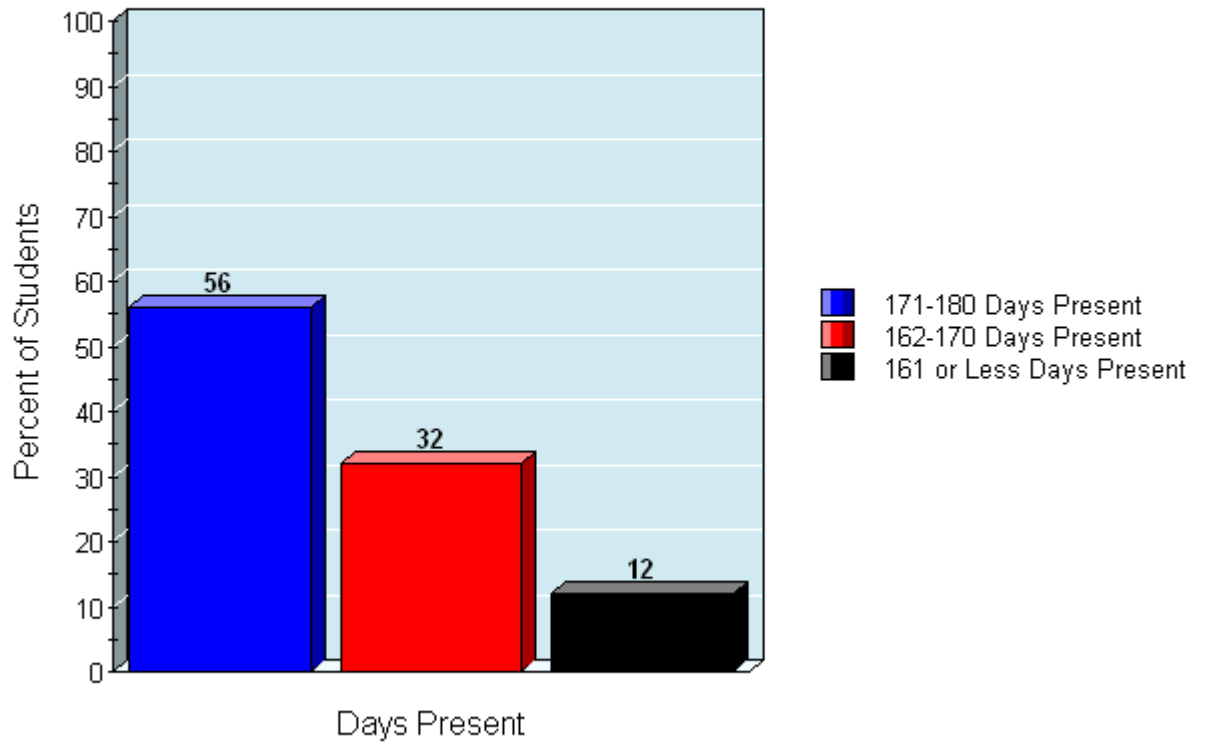
Analysis

Percentages above are based on 61 students who attended SHINE-Schuylkill sessions regularly and had complete report card data available. Percentages from 2008-09 are listed in parentheses for comparative purposes.

1. 56% of SHINE students attended 171 days or more and were determined to have exceptionally good attendance records. (61%)
2. 33% of SHINE students attended 162-170 days were determined to have average or satisfactory school attendance records. (31%)
3. 11% of SHINE students attended less than 162 days and were determined to have poor or unsatisfactory school attendance records. (8%)
4. See Chart 8.
5. 88% of SHINE students did not have attendance problems and attended school on a regular basis. (92%)
6. 93% of students who attended SHINE sessions 90 or more days had satisfactory or exceptionally good attendance. (97%)
7. 77% of students who attended SHINE sessions 60-89 days had satisfactory or exceptionally good attendance. (79%)
8. 82% of students who attended SHINE sessions 30-59 days had satisfactory or exceptionally good attendance. (30%)

Chart 8

SHINE: School Attendance 2009-10



Pennsylvania System of School Assessment (PSSA) Data

The PSSA is a statewide, mandated assessment designed to measure student progress and proficiency on the Pennsylvania Academic Standards. One of the primary goals and focus areas of the 21st Century Community Learning Centers (CCLC) Program and No Child Left Behind (NCLB) is to help students meet local and state academic standards. Since the SHINE program targets students in grades K-4, PSSA assessment results cannot be used to measure progress for all SHINE students (i.e., PSSA is first mandated in the Spring of Grade 3) Nevertheless, PSSA data was collected, to the extent possible, on SHINE students who took the tests in grades 3, 4, 5 and 6 in the spring of 2010 (including several former SHINE students who exited the program). Results are summarized in Table 15 below.

Table 15: SHINE-Carbon: Students Scoring Proficient or Advanced on 2010 PSSA

<u>PSSA Proficient or Advanced</u>		Student Participants by District School									
		L.B. Morris		Panther Valley		Penn Kidder		Shull-David			
Student Participants	N = 77	N = 15		N = 20		N = 20		N = 22			
	<u>n</u> (%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)		
Reading	35 45	10	67	08	40	08	40	09	41		
Mathematics	47 63	14	93	09	43	12	60	12	63		

Note: N = Total number of students who took the PSSA.
n = Number of students Proficient or Advanced

Analysis

1. Data was available on 36 students who attend or previously were enrolled in SHINE-Carbon and took the PSSA 3rd , 4th, 5th or 6th grade test in 2010. Two students completed the Reading test but did not complete the Math test. Percentages from the previous year (2009) are listed in parenthesis for comparative purposes.
2. Students are categorized on the basis of their scores as: Below Basic, Basic, Proficient, or Advanced (i.e., must score Proficient or Advanced to meet state academic requirements).
3. 35 SHINE-Carbon students (45%) attained Proficiency on the PSSA Reading test. (53%)

4. 47 SHINE-Carbon students (63%) attained Proficiency on the PSSA Mathematics test. (64%)
5. 8 SHINE-Carbon students scored in the Advanced range on the PSSA Reading test; three at L.B. Morris, two at Panther Valley two at Penn Kidder, and one at Shull-David. (4)
6. 11 SHINE-Carbon students scored in the Advanced range on the PSSA Mathematics test; six at L.B.Morris, three at Penn Kidder, and two at Shull-David.

Evaluator Comments

1. SHINE students are usually referred to the program for academic difficulties and are regarded as at-risk or in need of academic support and remediation.
2. SHINE students are likely to be targeted for intervention efforts and would not ordinarily be expected to score well on the PSSA test.
3. Given those factors, the number of current and former SHINE students who attained proficiency on the PSSA test is commendable.

Table 16: SHINE-Schuylkill Students Scoring Proficient or Advanced on 2010 PSSA

<u>PSSA Proficient or Advanced</u>		<u>Student Participants by District School</u>					
		<u>Mahanoy Area</u>		<u>Shenandoah Valley</u>			
<u>Student Participants</u>		<u>N = 43</u>		<u>N = 24</u>		<u>N = 19</u>	
	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>(%)</u>
Reading	17	40	8	33	09	47	
Mathematics	31	74	17	74	14	74	

Note: N = Total number of students who took the PSSA.
n = Number of students Proficient or Advanced

Analysis

1. Data was available on 43 students who attend or were previously enrolled in SHINE-Schuylkill and took the 3rd, 4th, 5th, or 6th grade PSSA test in 2010. One student completed the PSSA Reading test but did not complete the PSSA Math test. Percentages from the previous year (2009) are listed in parenthesis for comparative purposes.
2. Students are categorized on the basis of their scores as: Below Basic, Basic, Proficient, or Advanced (i.e., must score Proficient or Advanced to meet academic requirements).
3. 17 students (40%) attained Proficiency on the PSSA Reading test. (53%)
4. 31 students (74%) attained Proficiency on the PSSA mathematics test. (80%)
4. 2 students scored in the Advanced range on the PSSA Reading test; one from Mahanoy Area and one from Shenandoah. (1)
5. 13 students scored in the Advanced range on the PSSA Mathematics test; six from Mahanoy Area and seven from Shenandoah. (7)

Evaluator Comments

1. SHINE students are usually referred to the program for academic difficulties and are regarded as at-risk or in need of academic support and remediation.
2. SHINE students are likely to be targeted for intervention efforts and would not ordinarily be expected to score well on the PSSA test.
3. Given those factors, the number of former SHINE students who attained proficiency on the PSSA test is commendable.

Table 17: SHINE Students Scoring Proficient or Advanced on 2010 PSSA

<u>PSSA Proficient or Advanced</u>			Student Participants by County			
Student Participants	N = 120		Carbon		Schuylkill	
	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)
Reading	52	43	35	45	17	40
Mathematics	78	67	47	63	31	74

Note: N = Total number of students who took the PSSA
n = Number of students Proficient or Advanced

Analysis

1. 120 current or former SHINE-Carbon and SHINE-Schuylkill students took the PSSA test in 2010; 44 in Grade 3, 35 in Grade 4, 28 in Grade 5, and 14 in Grade 6. Percentages from the previous year (2009) are listed in parenthesis for comparative purposes.
2. 52 SHINE-Carbon and SHINE-Schuylkill students (43%) attained Proficiency on the PSSA Reading test in 2010. (53%)
3. 78 SHINE-Carbon and SHINE-Schuylkill students (67%) attained Proficiency on the PSSA Mathematics test in 2010. (71%)
4. See Chart 9 for graph representation of Table 17.
5. See Chart 10 and Chart 11 for additional PSSA proficiency data.

Evaluator Comments

1. In the last four years SHINE-Carbon and SHINE-Schuylkill students took the 3rd, 4th, 5th, or 6th grade PSSA tests 261 times. Students attained Proficiency on the PSSA Reading test 117 times (45%). Students attained Proficiency on the PSSA Math test 97 times (68%).
2. SHINE districts were asked to report 2010 PSSA data on SHINE students still enrolled in their districts but exited the SHINE program because they were no longer eligible for SHINE due to grade level.
3. Of those 11 students, 8 (73%) scored Proficient or Advanced on the Reading test and 8 (73%) scored Proficient on the Math test.

Chart 9

SHINE: 2010 PSSA Proficiency

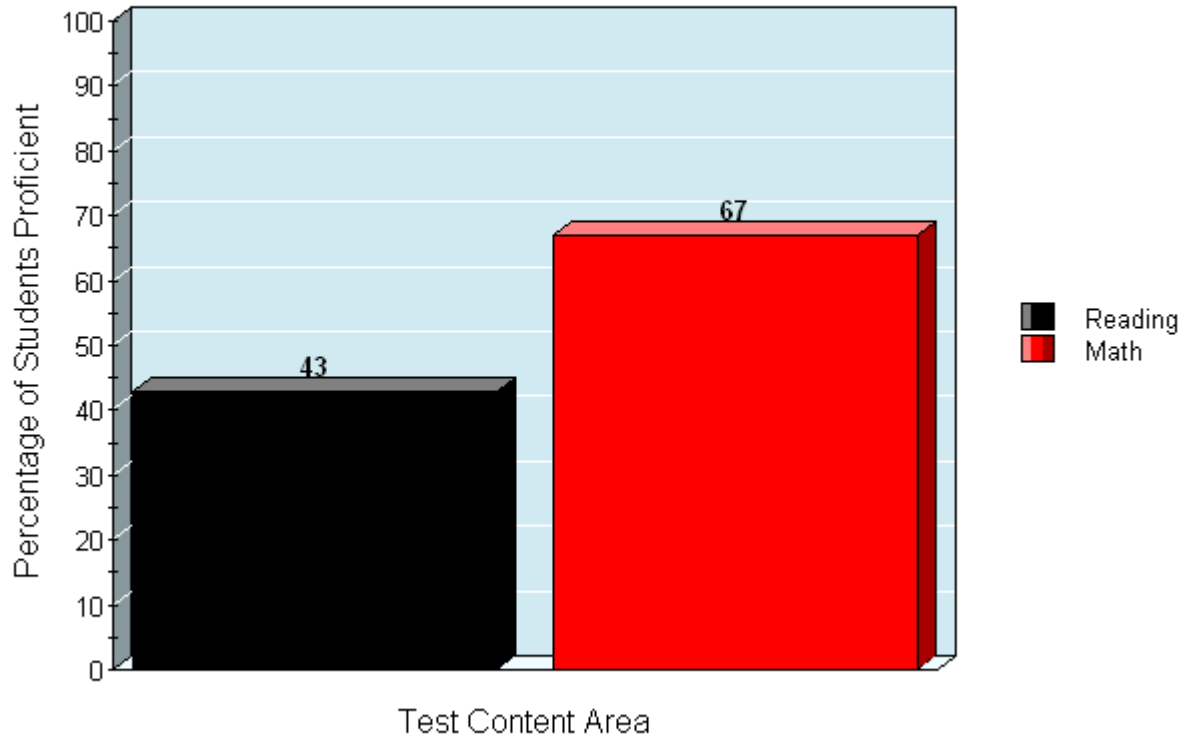


Chart 10
SHINE Students: PSSA Proficiency
Grades 3 & 4
2006-10

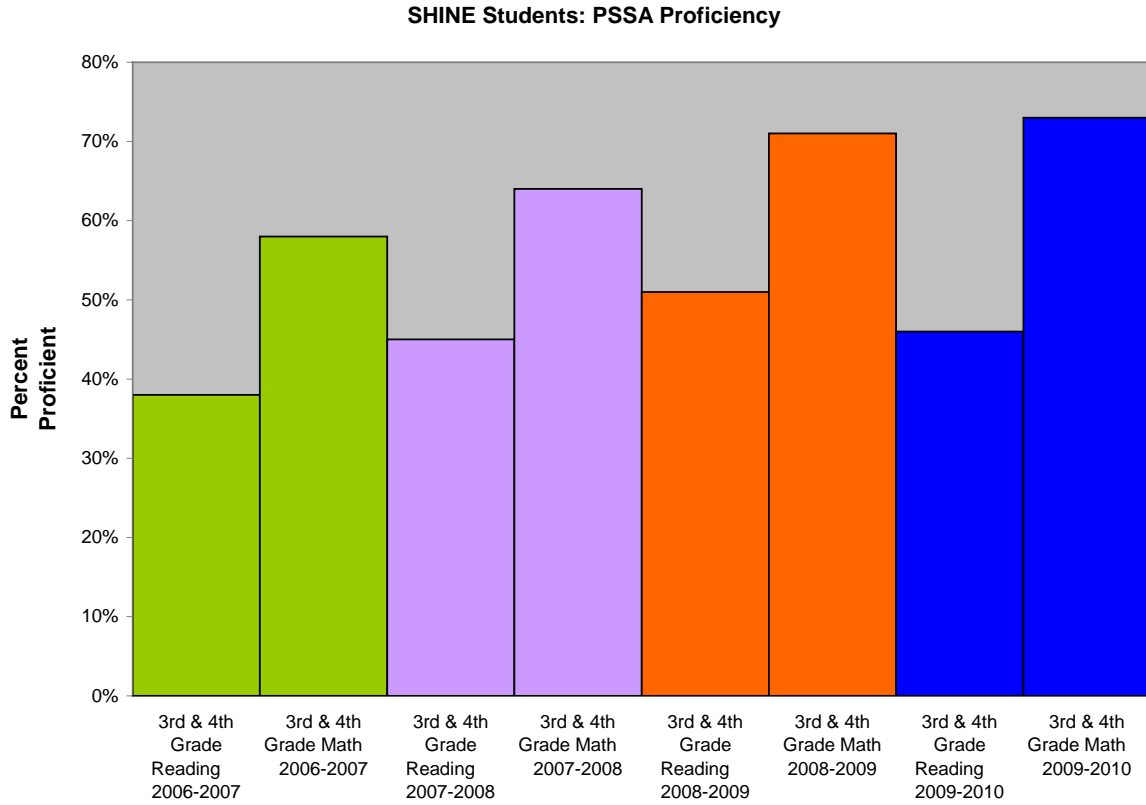
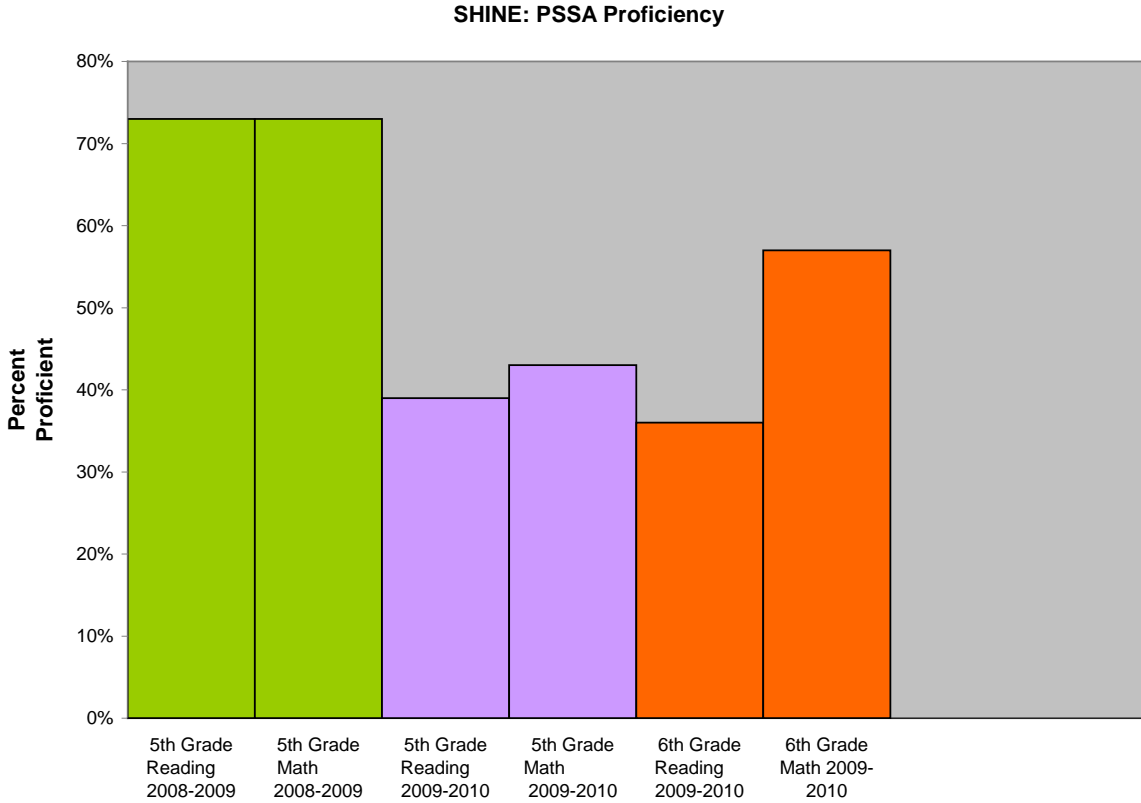


Chart 11
PSSA Scores of Students Who Left the SHINE Program
due to grade level.

(Graph shows a clear drop in scores since leaving the program.)
Grades 5 & 6
2009-10



Parent Survey

Parent Surveys allowed an opportunity for parents and caretakers to provide input relative to many aspects of the SHINE Program. Data were organized and summarized based on a number of specific questions that relate to program evaluation goals and student progress. A pre- post survey format was utilized. 137 responses were returned by SHINE parents and caretakers (approximately 80% of regular attendees). These data are summarized and presented in Tables 18-20 below. They provide data on SHINE-Carbon, SHINE-Schuylkill, and a composite.

Table 18: SHINE-Carbon Parent Survey 2010 Response to Program.

<u>Selected Survey Questions</u>		<u>Parent Participant by District School</u>								
		<u>L.B. Morris</u>		<u>Panther Valley</u>		<u>Penn Kidder</u>		<u>Shull-David</u>		
<u>Parent Participants</u>	N = 86	N = 23		N = 22		N = 22		N = 19		
	<u>n</u> (%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	
<u>Program Satisfaction</u>										
Have you been pleased with your child's progress in the SHINE Program?	80	100	23	100	19	100	21	100	17	100
<u>Student Progress</u>										
Did reading skills improve?	74	94	18	95	22	100	17	81	17	100
Did mathematics skills improve?	67	91	13	81	20	91	18	90	16	100
Did homework habits improve?	73	95	18	95	21	96	19	91	15	100
Did overall behavior improve?	69	97	17	100	20	95	18	100	14	93
Did socialization skills improve?	64	93	17	94	14	88	16	89	17	100
Did school attendance improve?	54	89	17	100	13	72	11	85	13	100

Note: N= Total Number of Respondents
n = Positive response by survey participants.

Analysis

1. Percentages from the previous year (2009) are listed in parentheses for comparative purposes.
2. 100% of respondents on the Parent Survey expressed satisfaction with the SHINE-Carbon program. (100%)
3. 94% of the respondents on the SHINE-Carbon Parent Survey reported their child's Reading skills had improved. (94%)
4. 91% of the respondents on the SHINE-Carbon Parent Survey reported their child's Mathematics skills had improved. (94%)
5. 95% of the respondents on the SHINE-Carbon Parent Survey reported their child's homework habits had improved. (88%)
6. 97% of the respondents on the SHINE-Carbon Parent Survey reported their child's overall behavior had improved. (94%)
7. 93% of the respondents on the SHINE-Carbon Parent Survey reported their child's social skills had improved. (90%)
8. 89% of the respondents on the SHINE-Carbon Parent Survey reported their child's school attendance had improved. (81%)

Evaluator Comments

1. The Parent Survey was also distributed by the Home School Visitor to parents with children in the Kindergarten SHINE program component. Parents of 17 students responded to applicable questions and positive responses were comparable to those of parents with children in after school sessions (reported above). Some parents did not respond to all questions on the surveys.
2. Kindergarten Parent Survey results were: Program Satisfaction (100%), Reading Skills Improvement (100%), Mathematics Skills Improvement (94%), Homework Completion (92%), Behavior Improvement (93%), Social Skills Improvement (93%), and Attendance (90%).
3. Parents reported an exceptionally high degree of confidence in, and satisfaction with, the SHINE-Carbon program for six consecutive years.
4. A higher number and percentage of survey responses were returned in comparison to 2009.

5. SHINE-Carbon Parent Survey results indicate the SHINE program had the most positive impact on Behavior Improvement (97%), Homework Completion (95%), and Reading Improvement (94%); a positive but slightly lesser impact was indicated for Socialization Skills (93%), Mathematics improvement (91%) and School Attendance (88%).
6. It should be noted that a high percentage of positive responses were recorded for virtually every question and the results are commendably comparable to the previous four years.

Table 19: SHINE-Schuylkill Parent Survey 2010: Response to Program.

<u>Selected Survey Questions</u>		<u>Parent Participant by District</u>			
		<u>Mahanoy Area</u>		<u>Shenandoah Valley</u>	
Parent Participants	N = 51	N = 31		N = 20	
	<u>n</u> (%)	<u>n</u>	(%)	<u>n</u>	(%)
<u>Program Satisfaction</u>					
Have you been pleased with your child's progress in the SHINE Program?	48 100	31	100	20	100
<u>Student Progress</u>					
Did reading skills improve?	49 98	30	100	19	95
Did mathematics skills improve?	45 94	27	93	18	95
Did homework habits improve?	41 85	23	79	18	95
Did overall behavior improve?	44 92	28	97	16	84
Did socialization skills improve?	43 93	26	93	17	94
Did school attendance improve?	39 90	25	93	14	88

Note: N= Total Number of Respondents
n = Positive response by parent participants.

Analysis

1. Percentages from the previous year (2009) are listed in parentheses for comparative purposes.
2. 100% of respondents expressed satisfaction with the SHINE-Schuylkill program. (100%)
3. 98% of the respondents on the SHINE-Schuylkill Parent Survey reported their child's Reading skills had improved. (89%)
4. 94% of the respondents on the SHINE-Schuylkill Parent Survey reported their child's Mathematics skills had improved. (93%)
5. 85% of the respondents on the SHINE-Schuylkill Parent Survey reported their child's homework habits had improved. (95%)
6. 92% of the respondents on the SHINE-Schuylkill Parent Survey reported their child's overall behavior had improved. (95%)
7. 93% of the respondents on the SHINE-Schuylkill Parent Survey reported their child's social skills had improved. (98%)
8. 90% of the respondents on the SHINE-Schuylkill Parent Survey reported their child's school attendance had improved. (93%)

Evaluator Comments

1. The Parent Survey was also distributed by the Home School Visitors to parents with children in the Kindergarten SHINE program component. Parents of 15 students responded to applicable questions and positive responses were comparable to those of parents with children in after school sessions (reported above). Some parents did not respond to all questions
2. Kindergarten Parent Survey results were: Program Satisfaction (100%), Reading Skills Improvement (93%), Mathematics Skills Improvement (92%), Homework Completion (100%), Behavior Improvement (100%), Social Skills Improvement (100%), and Attendance (100%).
3. SHINE-Schuylkill Parents reported an exceptionally high degree of confidence in, and satisfaction with, the SHINE Program.

4. SHINE-Schuylkill Parent Survey results indicate the SHINE program had the most positive impact on Reading Improvement (98%), Math Improvement (94%) and Socialization Skills (93%); a positive but slightly lesser impact was indicated for Behavior Improvement (92%), School Attendance (90%), and Homework Completion (85%).
5. It should be noted that a high percentage of positive responses were recorded for virtually every question and the results are commendably comparable to the previous year and to SHINE-Carbon data.

Table 20: SHINE Carbon & Schuylkill: Parent Survey 2010: Response to Program

<u>Selected Survey Questions</u>	<u>Parent Response</u>	
N = 137	n	(%)
<u>Program Satisfaction</u>		
Have you been pleased with your child's progress in the SHINE Program?	128	100
<u>Student Progress</u>		
Did reading skills improve?	123	95
Did mathematics skills improve?	112	92
Did homework habits improve?	114	91
Did overall behavior improve?	113	95
Did socialization skills improve?	109	95
Did school attendance improve?	110	89

Note: N= Total Number of Respondents
n = Positive response by parent participants.

Analysis

1. Percentages from the previous year (2009) are listed in parentheses for comparative purposes.
2. 100% of respondents on the Parent Survey expressed satisfaction with the SHINE program. (100%)
3. 95% of the respondents reported their child's Reading skills had improved. (92%)
4. 92% of the respondents reported their child's Mathematics skills had improved. (94%)

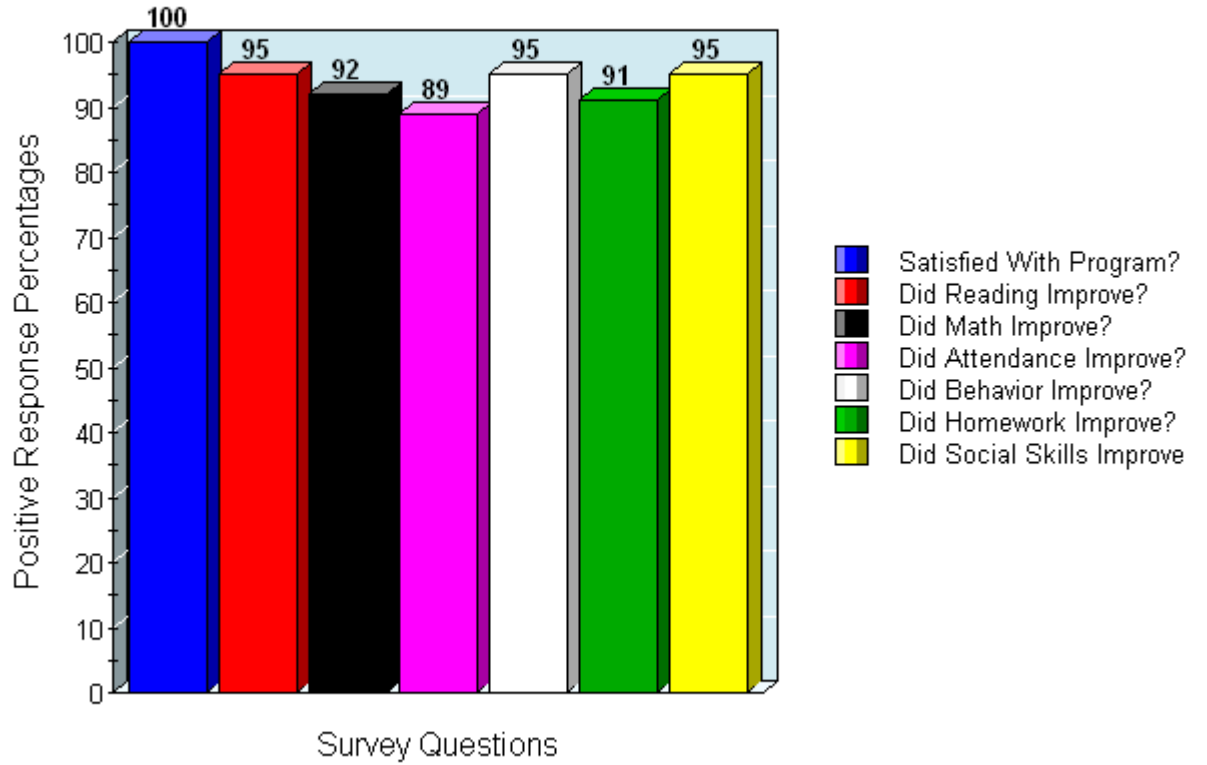
5. 91% of the respondents reported their child's homework habits had improved. (91%)
6. 95% of the respondents reported their child's overall behavior had improved. (94%)
7. 95% of the respondents reported their child's social skills had improved. (93%)
8. 89% of the respondents reported their child's school attendance had improved. (86%)

Evaluator Comments

1. The Home School Visitors to parents in Carbon and Schuylkill distributed the Parent Survey with children in the Kindergarten SHINE program component. Parents of 32 students responded to applicable questions and positive responses were comparable to those of parents with children in after school sessions (reported above). Some parents did not respond to all questions on the surveys.
2. Kindergarten Parent Survey results were: Program Satisfaction (100%), Reading Skills Improvement (100%), Mathematics Skills Improvement (93%), Homework Completion (93%), Behavior Improvement (88%), Social Skills Improvement (92%), and Attendance (88%).
3. Parents reported an exceptionally high degree of confidence in, and satisfaction with, the SHINE program for six consecutive years.
4. Parent input and feedback is constantly invited and welcomed by the Project staff and made possible in ways other than the formal surveys.
5. Survey information and other data make it clear that parents have been, and continue to be, well pleased with many different aspects of the SHINE program (i.e., teachers, activities, resources, parental involvement, communication, learning opportunities).
6. A high percentage of positive responses were recorded for virtually every question.

Chart 12

SHINE Parent Survey 2010



Anecdotal Data

Anecdotal records are among the sources of qualitative data used to assess the SHINE Project. Parents, students, teachers and other stakeholders are encouraged to provide feedback on a continual basis and invited to do so any time during the school year. Subjective comments are gleaned from multiple sources including letters and notes, formal surveys, publications, reported staff conversations, and meeting reports.

A sample of the comments collected in 2009-10 is listed below. This information is helpful in assessing the public perception of the program, identifying major strengths, and analyzing concerns or suggestions for improvement. The following represent just a sample of numerous anecdotal comments collected from parents in all three cohorts and all SHINE sites.

See Appendix C for sample letters.

1. I enjoy everything about SHINE. The teachers couldn't be more pleasant. My son loves coming to the program and is very excited that SHINE is continuing into 5th grade.
2. I think SHINE is a good program because it helps the kids learn and it helps them with their homework.
3. Awesome program! The kids enjoy the help they get with homework. They get good interaction with other students and make new friends.
4. SHINE helps keep my daughter focused. She is doing much better since she joined SHINE. I like that she is able to have her homework done at SHINE so if she doesn't understand something there are teachers there to help her.
5. I think SHINE is a wonderful program. My son has come a long way since the summer before he started Kindergarten. I even recommended SHINE for my niece who will be starting Kindergarten in the fall of 2010. My son really enjoys coming to SHINE.
6. SHINE has been a God send for my daughter. She has been in SHINE over three years. Her grades have improved, especially spelling. She is now getting A's in spelling. This program has been the best thing that has happened in a long time. I don't ever want to see the program end. Every one of the teachers are wonderful. I wish they had a program like this when my son was in school.
7. Since my son has started SHINE, he is much more confident. He has made many friends.
8. In the beginning of school my daughter didn't like to read and do homework. Since she started in the SHINE program she enjoys reading and doesn't give me a hard time about doing homework and studying.

9. Positive Action has taught my son to share more and help me around the house.
10. I had heard about SHINE through a colleague whose daughter had struggled with reading. When my son was held back in first grade with the same problem, I asked his principal if he would be eligible for SHINE. She made the referral and within a few weeks of starting the program I noticed a huge increase in my son's self esteem and his motivation to complete his homework. He continues to improve and now he is working on reading his very first early chapter book.
11. SHINE has helped the girls with having better communication skills. They get help with their homework before coming home and getting dinner at SHINE really helped. I think SHINE gave the girls a better attitude and a more positive attitude when at home.
12. SHINE has helped my son be more proficient in the subjects he was falling behind in. He enjoys the SHINE program and the enriching activities they provide for the children.
13. My kids love SHINE. SHINE helps my kids with homework – reading, math and whatever else they don't understand. I love going to SHINE to help out as much as I can. SHINE is the best thing they have in school.
14. My experience with how SHINE affects the children is that it gives them the motivation and the ability to feel successful. These children sometimes need a little extra help. The SHINE instructors give them that sense of accomplishment with not only education but through fun enriching activities. They get socialization and experience often things not available to them if not for SHINE, They also not only allow, but fully appreciate family participation. The instructors should be applauded for their hard work and dedication to our children. I hope the program continues to benefit children for years to come.
15. I want to let you know that SHINE has been a great help with my daughter's grades. I really like this program. I wish my youngest daughter was in it. The only thing I do know is that I know a great program like this is out there to help her if she needs it.
16. With utilization of this program, my son has become more out spoken, is able to verbalize his words and express his thoughts.
17. My daughter has better grades, gets along with other children better, made new friends, thinks about her actions and her homework habits have improved because of SHINE.
18. I saw an improvement with my daughter's grades since starting SHINE. She has an easier time making friends.

19. My son started in the summer program after Pre-K and he always loved it. He has learned so much and enjoys learning with the activities they do. He's a better reader, loves math and always turns in his homework. I think this is a great program and always tell any parent who says their son/daughter is having a difficult time at school about SHINE. SHINE is Great ☺.
20. My daughter is starting to be more confident in her reading and meeting with other people. Keep up the great work!
21. My son progressed very much since he has been involved in the SHINE program. He has gotten better at reading, math and spelling. I always recommend this program to other parents because it helps children in so many ways, such as self esteem, study habits and much more.
22. I am very grateful for the SHINE program. My daughter is more confident and is getting better grades since the start of the program. She is also making a lot of friends.
23. SHINE helps my sons with reading and writing skills. It also helps them with socialization skills, homework skills, organizational skills and they do fun activities.
24. My daughter has shown great improvement since being in SHINE. I am very grateful for the program and hope she can receive it in the future. Her coping skills and school work is much better. She has come a long way. Thank you for another great year. Teachers at SHINE have definitely improved my daughter's overall bring.
25. I think this is a very good program for the children. It has really helped my son learn a lot.
26. The people in my daughter's life have seen a drastic change in her grades, behavior and overall attitude toward school since she first started SHINE. She has progressed greatly and has continued trying to do her best. I am truly grateful for this program and the teachers involved. My daughter thinks very highly of them. Honestly, without SHINE (and being a single parent), I don't think my child would be doing as well as she is.
27. My daughter seems very pleased with herself and school lately. I have seen improvement in her and I do believe she is benefiting well with the SHINE program.
28. My son really enjoyed SHINE's summer camp. He enjoyed playing basketball and making healthy snacks. I am glad that he attended the camp because it got him out of the house and had him socialized with other kids.
29. My son had a great time at camp this summer. He learned a lot and every day was eager to come home and inform me of what he learned that day. The socialization was great for him. The summer home visits were great because it gave him something to look forward to each week, and also kept the learning process fresh throughout the summer months

30. I think SHINE is a very good program because it helps the kids with homework not only when school is in but it helps the kids over the summer months with home visits. The summer camp was good for the kids too. They got to meet a chef and learned how to make healthy snacks. They also learned to dance and loved the exercise class. The SHINE program is very helpful with everything they teach and do with the kids. I would recommend SHINE to any parent when I can.
31. SHINE summer camp and summer home visits have greatly benefited my daughter. Her reading and comprehension skills have greatly improved. Her self confidence has also improved. Without home visits, I believe her growth would have taken longer.
32. I like the idea of summer camp because my son had the chance to see some of his friends from school. He also met new people and learned new things. Every day he came home and told us much interest in reading when we are alone but doesn't seem to mind when the teachers com
33. I think the SHINE home visits are very helpful to my children. Before SHINE my son was a C-D student and now he is an A-B student. The summer visits help him remember what he did over the last year along with some of the things he will need to know the next year. The summer camp was fun for all of my kids. It made learning fun and made more friends from other schools which is very important and I wish SHINE could do more things like that so more kids could benefit from meeting other and learning from others. All in all, I think SHINE is the best thing that has come along for the kids and wish many more years of success.
34. Increased reading skills, improved socialization skills and an overall appreciation of new learning experiences ... Very beneficial.
35. This program promotes healthy growth with both parent and child. It is an essential program for shy children who are unsure or fearful of taking that step out into the scholastic world. Keep up the fantastic work you are doing!
(Jan Levan- SHINE Grandparent)
36. The SHINE program offers opportunities to our neediest students and their families that are not available in any other program. He SHINE teachers are caring and sensitive to affectations associated with economically disadvantaged children and their parents. Everyone involved in the program should be commended for their dedication to helping children succeed.
(Judy Filanowski, Mahanoy Area School District)

37. I believe SHINE has a positive impact on our students' academic and social well-being. Those students who participate get help with homework, social skills, a good meal, and instruction from certified professionals. I also like the parent component. Parent communication is one of the key factors in the SHINE program. Many times I see parents attending SHINE events that do not regularly come to our school setting.
(Aaron Sebelin, Lehigh School District Principal)
38. Thank you for taking time to visit me in Harrisburg and share your stories with my colleagues. You are an inspiration to so many. Whether it is through your unique service projects, your individual victories that you are so beautifully displaying as part of the book and video about your victory garden, or through your individual journeys, please know you are making a difference in your community and your state.
(Letter from Keith McCall – Speaker, PA House of Representatives; letter to SHINE Students)
39. Your decision to honor the late Senator Jim Rhoades as part of your 2009 Lights On After School Program is a tremendously fitting tribute to a wonderful leader who truly cared about the well being of Pennsylvania's children.
(Dr. Gerald Zahorchak – Former PA Secretary of Education)
40. The SHINE program has provided our current LCCC teacher education students with an opportunity beyond the traditional teacher education training. It provides extended non-traditional hours for student teachers to gain authentic experience, working side by side With public school teachers, their families, and the community they serve. I truly believe the program is a model that has the potential, with further research and funding, to be implemented as a much greater venue.
(Melanie Wursta- LCCC Teacher Education Coordinator)
41. This program is supported by an unending passion to support the children who may otherwise fall through the cracks of the system. It is having a lifelong impact on the communities and families it serves. The impact of this program on the community is immeasurable.
(Jeanne Miller, SHINE Project Director)

Rigby Running Reading Record Data

The Rigby Running Reading Record is a commercially developed, reliable, validated instrument. It is used in the SHINE program by the Home Visitor (Kindergarten Program) and by SHINE Teachers in the after school program. The Rigby levels correspond to instructional reading levels (Appendix D). This provides an opportunity to analyze the levels of student improvement and to determine which students advanced at least one grade level. Complete progress data was available on 137 SHINE students (82 SHINE-Carbon & 55 SHINE-Schuylkill). Data is presented in Tables 21-23 below.

Table 21: SHINE-Carbon: Rigby Running Reading Records 2009-2010.

<u>Level of Advancement</u>	Student Participants by District School									
			<u>L.B. Morris</u>		<u>Panther Valley</u>		<u>Penn Kidder</u>		<u>Shull-David</u>	
Student Participants	N = 82		N = 22		N = 21		N = 20		N = 19	
	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)
No Progress	01	01	01	05	0	0	00	0	00	0
1 or more levels	81	99	21	95	21	100	20	100	19	100
2 to 5 levels	56	68	16	73	12	57	16	80	12	63
6 to 10 levels	20	24	03	14	06	29	04	20	07	37
11 or more levels	01	01	00	0	01	05	00	0	00	00

Note: N = SHINE students with complete Rigby data.

Analysis

1. 2008-09 data is listed in parenthesis for comparative purposes.
2. 99% of students in the SHINE-Carbon After School Program advanced 1 or more levels on the Rigby scale in 2009-2010. (96%)
3. 93% of students in the SHINE-Carbon After School Program advanced multiple levels on the Rigby scale in 2009-2010. (89%)
4. 1 student (1%) in the SHINE-Carbon After School Program demonstrated “No Progress” on the Rigby scale in 2009-2010. (4%)

5. 68% of students in the SHINE-Carbon After School Program advanced 2-5 levels on the Rigby scale in 2009-2010. (55%)
6. 24% of students in the SHINE-Carbon After School Program advanced 6-10 levels on the Rigby scale in 2009-2010. (21%)
7. 1% of students in the SHINE-Carbon After School Program advanced 11 or more levels on the Rigby scale in 2009-2010. (13%)
8. Thirty-six students (44%) in the SHINE-Carbon After School Program advanced to the next instructional grade level in 2009-10 based on the Rigby Reading Scale.
9. Seven students (9%) in the SHINE-Carbon After School Program advanced 2 or more instructional levels in 2009-10 based on the Rigby Reading Scale.
10. At least 92% of SHINE- Carbon students with complete Rigby data advanced 1 or more levels on the Rigby scale in each of the last five years.
11. The percentage of SHINE- Carbon students with complete Rigby data who demonstrated No Progress has been 8% or less in each of the last five years.

Table 22: SHINE-Schuylkill: Rigby Running Reading Records 2009-2010

<u>Level of Advancement</u>	<u>Student Participants by District School</u>					
			<u>Mahanov Area</u>		<u>Shenandoah Valley</u>	
	<u>Student Participants N = 55</u>		<u>N = 32</u>		<u>N = 23</u>	
	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>	<u>n</u>	<u>(%)</u>
No Progress	02	04	02	06	0	0
1 or more levels	53	96	30	94	23	100
2 to 5 levels	22	40	12	38	10	43
6 to 10 levels	20	36	10	31	10	43
11 or more levels	08	15	07	22	01	04

Note: N = SHINE students with complete Rigby data.

Analysis

1. 2008-09 data is listed in parenthesis for comparative purposes.

2. 96% of students in the SHINE-Schuylkill After School Program advanced 1 or more levels on the Rigby scale in 2009-2010. (100%)
3. 40% of students in the SHINE-Schuylkill After School Program advanced multiple levels on the Rigby scale in 2009-2010. (85%)
4. 4% of students in the SHINE-Schuylkill After School Program demonstrated “No Progress” on the Rigby scale in 2009-2010. (0%)
5. 36% of students in the SHINE-Schuylkill After School Program advanced 2-5 levels on the Rigby scale in 2009-2010. (50%)
2. 36% of students in the SHINE-Schuylkill After School Program advanced 6-10 levels on the Rigby scale in 2009-2010. (16%)
3. 15% of students in the SHINE-Schuylkill After School Program advanced 11 or more levels on the Rigby scale in 2009-2010. (19%)
4. Thirty-one students (56%) in the SHINE-Schuylkill After School Program advanced to the next instructional grade level in 2009-10 based on the Rigby Reading Scale.
5. Six students (11%) in the SHINE-Schuylkill After School Program advanced 2 or more instructional levels in 2009-10 based on the Rigby Reading Scale.

Table 23: SHINE Schuylkill & Carbon: – Rigby Reading Record - 2009-10

<u>Levels of Progress</u>	<u>Schuylkill</u>		<u>Carbon</u>		<u>Composite</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
No Progress	02	04	01	01	3	02
1 or more Levels	53	96	81	99	134	98
2-5 Levels	22	40	56	68	78	57
6-10 Levels	20	36	19	24	26	28
11 or more Levels	08	15	02	01	10	07

Note: n = SHINE students in each progress category.

Analysis

1. Highlights of Table 23 include:
 - 96% (or 134) SHINE students progressed one or more levels.
 - 57% of SHINE students progressed 2-5 levels.

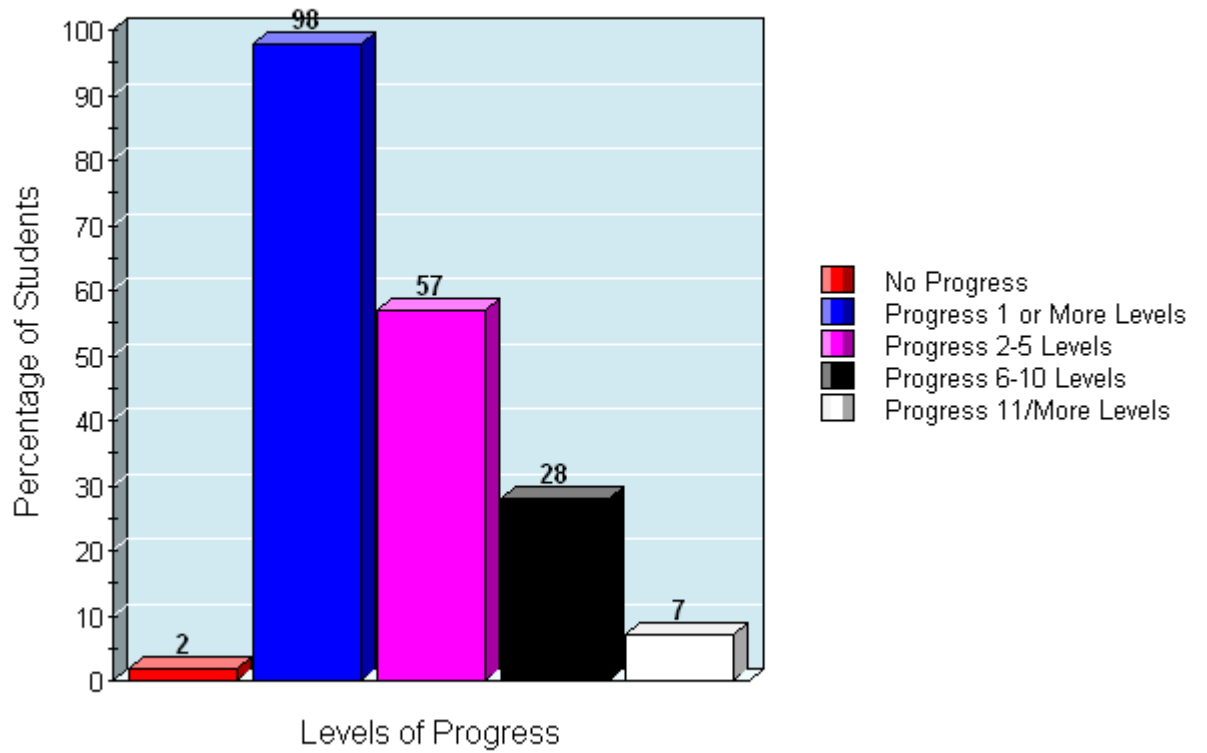
- 28% of SHINE students progressed 6-10 levels.
- 7% of SHINE students progressed 11 or more levels.
- Relatively few students failed to make at least some progress.
- 3% (or 3) SHINE students failed to demonstrate progress.
- See Chart 11 for graph representation of Table 23.

Evaluator Comments

1. SHINE administrators make every effort to have teachers administer a pre-Rigby test whenever the student enters the program.
2. The Rigby Running Reading Record was the primary Reading assessment tool for student progress on the State Report.
3. The Rigby Running Reading Record shows evidence of student progress in Reading by a high percentage of SHINE participants.
4. Results of the Rigby Running Reading Record, and information on the assessment tool itself, would be valuable information to share with district classroom teachers and Reading Specialists.
5. The Rigby data can be used by districts participating in the SHINE Program for targeted interventions designed to improve proficiency on the state standards (PSSA).

Chart 13

SHINE: Rigby Reading Record Progress 2009-10



Home Visitor Progress Data

The SHINE Home Visitors provided services to 35 students enrolled in the SHINE Kindergarten component during the 2009-2010 school year. They visited students and their families in home settings on a regular bi-weekly basis (once every 2 weeks), providing an intensive program that was extended during the summer months. The Home Visitors used teacher made assessments to determine progress in four areas related to readiness and the approved academic standards: **Number Recognition, Matching Quantity and Numerals, Letter Recognition, and Sound Association**. Beginning assessments established baseline data for each child. Complete pre-post data was available on 19 SHINE-Carbon students and 16 SHINE-Schuylkill students.

Table 24: SHINE-Carbon: Kindergarten Program: 2009-2010 Home Visitor Progress Summary

<u>Kindergarten Concepts</u>	Participant Progress Level							
	1-49% Mastery		50-79% Mastery		80-99% Mastery		100% Mastery	
Participants N = 23	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)
Number Recognition (1-20)	03	16	02	11	05	26	9	47
Matching Quantity to Number	03	16	06	32	04	21	06	32
Letter Recognition	02	11	02	11	03	16	12	63
Sound Association	03	16	02	11	05	26	09	47

Note: N = Number of the participants, 4 were Special Needs Students with an IEPs.

Analysis

1. 2008-09 data are listed in parentheses for comparative purposes.
2. 100% of the SHINE-Carbon Kindergarten Program students made progress in Number Recognition in 2009-10; 47% attained mastery of the concept. (100% Progress/44% Mastery)

100% of the SHINE Kindergarten Program students made progress in Matching Quantity to Numerals in 2009-10; 32% attained mastery of the concept. (100% Progress/26% Mastery).

100% of the SHINE-Carbon Kindergarten Program students made progress in Letter Recognition in 2009-10; 57% attained mastery of the concept. (100% Progress/57% Mastery).

100% of the SHINE-Carbon Kindergarten Program students made progress in Sound Association in 2009-10; 47% attained mastery of the concept. (94% Progress/63% Mastery in Year 3)

3. A number of SHINE-Carbon students scored 25 % or less on the pre-test and therefore started at a low level; Number Recognition-8, Matching Quantity- 9, Letter Recognition-7, and Sound Association-11.
4. A number of SHINE-Carbon students made 50% or greater progress on the post-test; Number Recognition-10, Matching Quantity- 9, Letter Recognition-6, and Sound Association-11.
5. See **Home Visitations** (p.77) for additional information.

Evaluator Comments

1. The Home Visitor also coordinates services with the Right From The Start (RFTS) Program, providing services to children from pre-natal to kindergarten.
2. The RFTS Program is coordinated with and complements the SHINE Kindergarten and After School Program components.

Table 25: SHINE-Schuylkill: Kindergarten Program: 2009-2010 Home Visitor Progress Summary

<u>Kindergarten Concepts</u>	Participant Progress Level							
	1-49% Mastery		50-79% Mastery		80-99% Mastery		100% Mastery	
Participants N = 16	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)
Number Recognition (1-20)	00	0	00	0	08	50	08	50
Matching Quantity to Number	01	06	01	06	06	38	08	50
Letter Recognition	00	0	00	0	04	25	12	75
Sound Association	00	0	04	25	06	38	06	38

Note: N = Number of participants in the Kindergarten component, 3 were Special Needs Students with IEPs.

Analysis

2008-09 data are listed in parentheses for comparative purposes.

1. 100% of the SHINE-Schuylkill Kindergarten Program students made progress in Number Recognition in 2009-10; 50% attained mastery of the concept. (100%Progress/53% Mastery) 88%.
2. 100% of the SHINE-Schuylkill Kindergarten Program students made progress in Matching Quantity to Numerals in 2009-10; 50% attained mastery of the concept. (100% Progress/53% Mastery).
3. 100% of the SHINE-Schuylkill Kindergarten Program students made progress in Letter Recognition in 2009-10; 75% attained mastery of the concept. (100% Progress/70% Mastery).
4. 100% of the SHINE Kindergarten Program students made progress in Sound Association in 2009-10; 38% attained mastery of the concept. (100% Progress/65% Mastery).
5. A number of SHINE-Schuylkill students scored 25 % or less on the pre-test and therefore started at a low level; Number Recognition-2, Matching Quantity- 3, Letter Recognition-2, and Sound Association-10.
6. A number of SHINE-Schuylkill students made 50% or greater progress on the post-test; Number Recognition-11, Matching Quantity- 9, Letter Recognition-5, and Sound Association-10.
7. See Home Visitations (p.77) for additional information.

Table 26: SHINE Kindergarten Program: 2009-2010 Home Visitor Progress Summary

<u>Kindergarten Concepts</u>	Participant Progress Level							
	1-49% Mastery		50-79% Mastery		80-99% Mastery		100% Mastery	
Participants N = 35	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)	<u>n</u>	(%)
Number Recognition (1-20)	03	9	2	06	13	37	17	49
Matching Quantity to Number	04	11	07	20	10	28	14	40
Letter Recognition	02	6	2	6	7	20	24	68
Sound Association	03	9	06	17	11	31	15	43

Note: N = Number of participants, 7 were Special Needs Students with IEP's.

Analysis

1. 100% of the SHINE students made progress in Number Recognition in 2009-10; 49% attained mastery of the concept. (100% Progress/ 48% Mastery)
2. 100% of the SHINE Kindergarten Program students made progress in Matching Quantity to Numerals in 2009-10; 40% attained mastery of the concept. (100% Progress/38% Mastery)
3. 100% of the SHINE students made progress in Letter Recognition in 2009-10; 63% attained mastery of the concept. (100% Progress/ 63% Mastery)
4. 100% of the SHINE students made progress in Sound Association in 2009-10; 43% attained mastery of the concept. (100% Progress/ 50% Mastery)
5. A number of SHINE students scored 25 % or less on the pre-test and therefore started at a low level; Number Recognition-10, Matching Quantity- 12, Letter Recognition- 9, and Sound Association-21.
6. A number of SHINE students made 50% or greater progress on the post-test; Number Recognition-21, Matching Quantity- 18, Letter Recognition-11, and Sound Association-21.
7. See **Home Visitations** (p.77) for additional information.

Evaluator Comments

1. Complete mastery of a skill is defined as 100% accuracy on the Teacher assessments.
2. The majority of SHINE students have made consistent progress in the Kindergarten Home Visitation program in each of the last five years.
3. Students in the SHINE Kindergarten Home Visitation Program included 6 special needs students with IEP's.
4. All of the special needs students demonstrated progress in each of the 4 skill areas. One Schuylkill student attained 100% mastery in one skill area and one carbon student demonstrated mastery in three skill areas.
5. A comparable number of SHINE students attained mastery in all four skill areas; the percentage was higher in Schuylkill in three skill areas.

**Table 27: SHINE-Carbon Kindergarten Progress Log: 2009-10:
Letter Recognition & Sound Association**

Letter Recognition

Sound Association

Student	Beg. Score	Ending Score	%+	Student	Beg. Score	Ending Score	% Improved
A	94%	100%	+6%	A	35%	100%	+65%
**B	23%	88%	65%	**B	15%	90%	+75%
C	8%	100%	+92%	C	4%	85%	+81%
D	19%	100%	+81%	D	0%	100%	+100%
E	33%	100%	+67%	E	15%	100%	+85%
**F	77%	100%	+23%	**F	12%	100%	+88%
G	0%	8%	+8%	G	0%	10%	+10%
H	42%	100%	58%	H	38%	75%	+37%
I	94%	100%	+6%	I	54%	100%	+46%
J	94%	100%	+6%	J	62%	100%	+38%
K	71%	100%	+29%	K	54%	100%	+46%
**L	0%	2%	+2%	**L	0%	20%	+20%
M	94%	100%	+6%	M	42%	100%	+58%
N	M	M	M	N	M	M	M
O	31%	62%	+31%	O	27%	96%	+69%
**P	0%	92%	+92%	**P	0%	85%	+85%
Q	25%	50%	+25%	Q	4%	15%	+11%
R	65%	100%	+35%	R	0%	80%	+80%
S	70%	90%	+20%	S	0%	75%	+75%
T	75%	100%	+25%	T	73%	100%	+27%

** Indicates child now has IEP
M = child moved out of County

**Table 28: SHINE-Carbon Kindergarten Progress Log: 2009-10:
Number Recognition & Matching Quantity**

Number Recognition

Matching Quantity

Student	Beg. Score	Ending Score	% Improved		Student	Beg. Score	Ending Score	% Improved
A	70%	100%	+30%		A	70%	100%	+30%
**B	40%	90%	+50%		**B	20%	85%	+65%
C	5%	85%	+80%		C	5%	60%	+55%
D	15%	100%	85%		D	15%	100%	+85%
E	45%	100%	+55%		E	40%	80%	+40%
**F	50%	100%	50%		**F	50%	65%	+15%
G	0%	10%	+10%		G	0%	10%	+10%
H	25%	75%	+50%		H	20%	85%	+65%
I	85%	100%	+15%		I	75%	100%	+25%
J	55%	100%	+45%		J	35%	100%	+65%
K	50%	100%	+50%		K	50%	100%	+50%
**L	0%	20%	+20%		**L	0%	20%	+20%
M	85%	100%	+15%		M	30%	70%	+40%
N	M	M	M		N	M	M	M
O	25%	90%	+65%		O	25%	85%	+60%
**P	0%	85%	+85%		**P	0%	69%	+69%
Q	0%	15%	15%		Q	0%	15%	+15%
R	55%	80%	+25%		R	50%	70%	+20%
S	40%	75%	+35%		S	50%	70%	+20%
T	50%	100%	+50%		T	30%	100%	+70%

**Table 29: SHINE-Schuylkill Kindergarten Progress Log: 2009-10:
Letter Recognition & Sound Association**

LETTER RECOGNITION

SOUND ASSOCIATION

Student	Beg. Score	Yr. End Score	% Improved		Student	Beg. Score	Yr. End Score	% Improved
*A	37%	100%	+63%		*A	0%	96%	+96%
B	30%	100%	+70%		B	0%	73%	+73%
*C	60%	94%	+34%		*C	12%	88%	+76%
D	50%	100%	+50%		D	50%	88%	+38%
*E	75%	100%	+25%		*E	73%	100%	+27%
F	15%	100%	+85%		F	8%	96%	+88%
G	23%	100%	+77%		G	12%	100%	+88%
H	78%	100%	+22%		H	69%	85%	+16%
I	39%	87%	+48%		I	4%	69%	+65%
J	54%	100%	+46%		J	0%	56%	+56%
K	54%	96%	+42%		K	62%	100%	+38%
L	60%	100%	+40%		L	0%	100%	+100%
M	46%	85%	+39%		M	0%	54%	+54%
N	89%	100%	+11%		N	0%	100%	+100%
O	98%	100%	+2%		O	53%	96%	+43%
P	93%	100%	+7%		P	96%	100%	+4%

*indicates child now has an IEP

**Table 30: SHINE-Schuylkill Kindergarten Progress Log: 2009-10:
Number Recognition & Matching Quantity**

Number Recognition

Matching Quantity

Student	Begin Score	Yr. End Score	% Improve		Student	Begin Score	Yr. End Score	% Improve
*A	35%	70%	+35%		*A	35%	90%	+55%
B	20%	40%	+20%		B	0%	90%	+90%
*C	46%	100%	+54%		*C	30%	90%	+60%
D	40%	90%	+50%		D	40%	100%	+60%
*E	50%	100%	+50%		*E	55%	100%	+45%
F	30%	100%	+70%		F	30%	100%	+70%
G	27%	100%	+73%		G	50%	100%	+50%
H	55%	100%	+45%		H	70%	100%	+30%
I	14%	80%	+66%		I	19%	80%	+61%
J	38%	95%	+57%		J	38%	95%	+57%
K	28%	95%	+67%		K	40%	95%	+55%
L	9%	95%	+86%		L	14%	95%	+81%
M	43%	80%	+37%		M	43%	80%	+37%
N	38%	100%	+62%		N	38%	100%	+62%
O	95%	100%	+5%		O	95%	100%	+5%
P	100%	100%	0%		P	100%	100%	+0%

*indicates child now has an IEP

Administrative Survey

An Administrative Survey was developed and used to collect data for the 21st CCLC State Evaluation Report and the external evaluation. 14 district administrators in participating districts in Carbon and Schuylkill counties completed the Survey. SHINE-Carbon and SHINE-Schuylkill results were combined for this section of the report. The Project Director met with Superintendents. The Project Director and her staff made onsite visits and met personally with many administrators in all five SHINE districts. Highlights of the Administrative Survey are reported below.

Survey Results

1. 100% were Satisfied or Very Satisfied with the Program Implementation.
2. 86% were Satisfied or Very Satisfied with the Program Communication.
3. 86% were Satisfied or Very Satisfied with the Program Collaboration.
4. 93% were Satisfied or Very Satisfied with Impact on Student Performance.
5. 86% indicated SHINE is having a significant positive impact.

Administrator's Survey Comments and Observations

1. Thank you SHINE for being a critical element in the success of Panther Valley Elementary School.
2. I believe SHINE is an invaluable program. We love the SHINE Program.
3. SHINE has grown by leaps and bounds since its inception. The amount of professional development, academic tracking of students, and curricular innovations continues to improve and grow on a steady basis. Communication between SHINE teachers and regular ed teachers is great! All parties work toward the betterment of students.
4. I would like the program to be at Trinity Academy to serve children from other districts.
5. Students greatly benefit from this program. Educationally, socially, and emotionally there is a need for SHINE.
6. I believe SHINE is an invaluable program because they realize that parents are teachers too. Parents are the ones who motivate their children from birth to listen, talk, write, and read. Because the success teachers have in teaching their students depends so heavily on the home environment, teachers rely heavily on the ability of SHINE to help parents learn how to make their home a loving place to learn.

SHINE Staff Survey Data

A Staff Survey was developed and used to collect data for the 21st CCLC State Evaluation Report, the External Evaluation, and the Positive Action program. 22 members of the SHINE staff, all SHINE teachers and interns, completed the Survey. SHINE-Carbon and SHINE-Schuylkill results were combined for this section of the report. Highlights of the Staff Survey are reported below.

Survey Results

- Results from the previous year (2009) are listed in parenthesis for comparative purposes.
- 95% believe the SHINE program has a positive impact on students. (100%)
- 100% would encourage parents to enroll eligible children in SHINE. (100%)
- 100% were Very Satisfied or Somewhat Satisfied with the Program Implementation. (100%)
- 100% rate Communication between SHINE staff and stakeholders as Excellent or Good. (100%)
- 71% are Very Satisfied and 29% are Somewhat Satisfied with Collaboration among SHINE staff, administrators, district staff, partners, and families. (93% and 7%)
- 64% believe Public Awareness and Acceptance of the SHINE Program has Increased and 36% believe it is Satisfactory; none believe it is poor or needs improvement (71% and 29%)
- 27% believe the SHINE Program should continue as is and 64% believe it should be expanded. (43% and 57% Year 3)

Staff Survey Comments and Observations

1. The Staff Survey includes a number of anecdotal comments, observations, commendations, and recommendations; many related to the Positive Action program.
2. Staff Survey comments included:
 - Parent feedback lets us know how much our program has helped their children.
 - I have seen many of the students improve in skills they had a hard time with in the beginning of the year.
 - SHINE helped students who don't have support at home.
 - Some students need this program for social and academic reasons.
 - Our faculty and staff appreciate the program. They have seen many of their students make a positive change. Everyone is very cooperative. I have found it an honor and a privilege to be part of an exemplary program that has changes so many lives for the better.
 - I am happy to hear that 5th grade has been added.
 - I believe children learn best when they are allowed to develop their own interests while also being introduced to new opportunities.
 - I believe SHINE should expand to other school districts.
 - We should integrate chances for the older SHINE students to work with the younger students.
 - We should have quarterly meetings that pertain to home visitors only.
 - We should develop ideas for getting parents to volunteer
 - The SHINE program is always improving.
 - Respondents on the Staff Survey generated an extensive list of program strengths. Some of the strengths listed were home visits, professional development, parent-family involvement, a small teacher-student ratio, excellent and dedicated staff and supervisors, extra support for students who need it, the Positive Action program.
 - SHINE has made me more sympathetic and compassionate – can see the many struggles first hand.

- As a home visitor, I am more understanding of the families and students' needs and adjust my instruction to meet their needs.
- As a result of my SHINE experience I have become more sympathetic, tolerant and patient of others and their situations.
- The experience had provided me with a more clear and personal relationship with the parents and children. Understanding the student's background enables me to provide various learning styles to meet the student's needs and interests.
- This experience has increased my awareness of each family's dynamics. It has made me extremely empathic towards the children suffering from their parent's substance abuse, lack of finances and lack of education.
- I tend to be more patient and understanding – I know how important it is to have a good relationship with parents.
- I feel the after-school program is a very positive experience for everyone involved. I have seen not only academic but emotional growth. There is a special bond among us all- students-teachers-families. I do feel I have made some difference. I feel proud to be a SHINE teacher.

The following are sample comments from a survey of student interns:

- Being involved with SHINE as an intern has given me an experience of a lifetime.
- I will always consider my students' lives outside the classroom. My experience as a SHINE intern showed me that home and community have a profound effect on student's ability to be success learners.
- My eyes have opened and now realize how the student/families live and how these parents/students feel about education/school/teachers!!
- My experience with the SHINE after-school program taught me that communication between school and home is a vital part to ensure the success of any child. Our job doesn't stop at the classroom door, and SHINE taught me that.
- I now know how to work with the children and their families. Having the hands-on experience taught me more than reading textbooks.
- SHINE has without a doubt made me a better person and teacher. I am more patient, I listen to what the children need, and feel more prepared to teach my own classroom.
- I will never forget SHINE and my first group of students. I wouldn't trade this for anything. . It has prepared me in so many ways for my career.
- Having an intern position at SHINE has changed my life.

Teacher & Intern Impact Surveys

The SHINE program has been in existence for 6 years. School district administrators affiliated with the program have reported that teachers in their districts working in the SHINE program were becoming more engaged with families. They sensed these teachers were making some systematic changes in their classrooms and exhibiting improved classroom management skills.

Shine administrators decided to gather data to study the possibility that experience in the SHINE program could have an impact on the way teachers teach. They created two surveys; a **Teacher Impact Survey** and a **Student Intern Survey**. The surveys were completed by SHINE staff members in all 6 SHINE afterschool centers in 2010. The survey population included 17 certified teachers and 13 student interns.

The certified teachers had an average of 11.4 years of classroom experience and worked in the SHINE program an average of approximately 3 years. Their classroom experience ranged from 2 to 34 years.

The student interns worked an average of 2 years in the SHINE program at the time the survey was administered; 8 were currently employed in Shine and 5 were former staff members.

Highlights of the surveys included:

Teacher Survey

- 100% strongly agreed or agreed that working in an after-school program improved student learning in their regular classrooms.
- 81% strongly agreed or agreed that working in SHINE improved classroom management in their classrooms.
- 93% strongly agreed or agreed that working in SHINE gave them enabled them to understand and utilize assessment data much more effectively.
- 100% strongly agreed or agreed that families play an important role in student school success.
- 100% strongly agree or agreed that they were better prepared to be a teacher in the 21st Century as a result of teaching in the SHINE program.

Intern Survey

100% strongly agreed or agreed that SHINE increased their knowledge of classroom management strategies.

100% strongly agreed or agreed that engaging families in the educational process was important.

- 92% strongly agreed or agreed that effective use of assessment data is important to student learning.
- 85% strongly agreed or agreed that SHINE improved confidence in their ability to establish positive relationships with the families of their students.
- 92% strongly agreed or agreed that effective use of assessment data is important to student learning.
- 100% strongly agreed or agreed that they will be better prepared to teach in a 21st century classroom as a result of their SHINE experience.
- 100% indicated they plan to pursue certification and work in the field of education.

In summary, the surveys provided evidence that the SHINE experience had a positive impact on regular classroom teachers, improved their ability to relate to parents, and encouraged them to reach beyond the classroom walls when working with students. Interns reported that working in SHINE increased their confidence level, improved classroom management skills, and helped them recognize the importance of engaging parents and families. The intern survey tends to show that that students in pre-service experiences such as SHINE are much more likely to complete their education degree and remain in the field.

See the SHINE website (www.shineafterschool.com) to view the complete Teacher and Intern Impact Survey results and comments. See SHINE Staff Survey Data (pp. 70-72) for additional survey comments by teachers and interns.

Professional Development

A well-planned professional development program is provided to support SHINE teachers and staff. Staff meetings are scheduled at least once a month during the school year and summer. Formal agendas are planned and prepared. Time is provided for dialogue and communication, training, program planning, and professional development.

The SHINE professional development program has become more refined and sophisticated in recent years. The SHINE website (www.shineafterschool.com) includes a professional development component. LCCC, in cooperation with the SHINE program, has workshops and courses on after school topics which are being made available to district teachers. The workshops include offerings such as Teaching Children in Poverty, the Culture of Poverty, Spanish for Educators, and Parent Survival 101.

SHINE staff have incorporated an intern component in the program which provides a paid training opportunity for prospective teacher education candidates. Efforts have been made to secure funding that will make SHINE a teacher training laboratory and discussions relative to it have been held with officials from the Pennsylvania Department of Education.

Evaluator's Comments

1. Professional development has been planned and regularly scheduled each year since the inception of the SHINE program.
2. SHINE staff has participated in 35-40 hours of professional development each year since the program began.
3. Monitoring Reports by the Department of Education have cited the professional development component as major program strength.
4. Staff meetings are scheduled at least once a month and have addressed a wide range of pertinent, timely topics.
5. Staff members have an opportunity to provide input into the planning and evaluation of the professional development program.
6. Professional development opportunities have been well coordinated with staff needs and program improvement efforts.
7. Professional development topics in 2009-10 included: Differentiated Learning, Family Living & Family Resiliency, Operation Safe Surf and Cyber Bullying, and Geo Motion Training. Bayada Nurses presented a three hour session on Child & Family Services for Children and Short Bus by Jonathan Mooney was presented by video as a 6 hour program.

Parent Involvement

Parent involvement is an integral component of the SHINE Program. SHINE staff employ a variety of strategies to encourage and provide opportunities for parental involvement. The opportunities include regularly scheduled events and programs, invitations for classroom visits, an open invitation to serve as a classroom volunteer, and adult education programs (GED, ESL, counseling, career awareness, college credit courses, and Positive Action training).

Evaluator's Comments

1. The SHINE Program places a decided emphasis and a high priority on parental/family involvement.
2. All parents have an opportunity to connect with their child's program and participate on a regular, even a continual basis.
3. The SHINE program not only addresses the needs of students but also provides direct services to parents (i.e., literacy, career awareness, career guidance, adult education, parent training).
4. 119 or 76% of SHINE families had parents or caretakers attend one or more SHINE event in 2009-10. This represents a decrease compared to prior years. The decrease was attributable to a lack of funding which prohibited Family Dinner activities scheduled in prior years.
5. 9 parents (6%) volunteered to provide classroom help.
6. 56% of SHINE students had a parent or adult family member enroll in ESL, GED, career awareness, college classes at LCCC vocational programs, or Positive Action training sessions in 2009-10; this was below the 74% rate last year and the 60% rate in 2007-08, but exceeded the 28% rate in 2006-07. The decrease could be due to a lack of home visits because of a decrease in funding.
7. Parents and family members in the SHINE program have numerous and frequent opportunities for extensive involvement and connections with their SHINE child's program.

Home Visitations

Home visitations are regarded as a critical, invaluable component of the SHINE-Carbon and Schuylkill Program. The Home Visitors work with the Pre-K and Kindergarten children referred into the program. They make regular bi-weekly home visits during the school year and the summer. The length varies according to the needs of the child but 60-90 minutes is the norm. When students are transitioning from the SHINE Kindergarten program to the SHINE After School Program, children are invited to participate in an orientation session at the center they will attend. During the summer months SHINE teachers in the first to fourth grade after school program complete home visitation assignments to students. These visitations help SHINE staff stay connected with the students and their families to help retain academic skills and to learn new academic skills for the upcoming school year.

Analysis

1. During the 2009-10 school year and the summer of 2009 the SHINE-Carbon Home Visitor provided intensive services and completed 529 home visits to 20 children enrolled in SHINE.
2. During the 2009-10 school year and the summer of 2009 the SHINE-Schuylkill Home Visitors provided intensive services and completed 429 home visits to 19 children enrolled in SHINE.
3. During the summer of 2009 SHINE-Carbon first to fourth grade teachers made 245 home visits to 59 students.
4. During the summer of 2009 SHINE-Schuylkill first to fourth grade teachers made 181 home visits to 33 students.

Evaluator Comments

1. The Home Visitation component enhances the Shine program and is a critical project component.
2. The Home Visitation Program provides opportunities for continuation of learning, individualized instruction, and strong home-school communication.
3. Home visitors help connect families to much needed community resources.
4. The total number of home visitations decreased in 2009-2010 due to a decrease in funding.

Special Activities

The primary focus of SHINE and many other effective after school programs is to help students become proficient on core academic standards. The emphasis on academics, however, is not done to the exclusion of enrichment.

Enrichment activities are an important, required aspect of after school programs. They can spark student interest, broaden the horizons of children, provide exposure to new learning experiences, promote reading, and expand learning beyond the classroom walls.

The SHINE teachers and staff have provided a wealth of enrichment activities on a regular, consistent basis. Activities sometimes vary from one site to another and at other times are coordinated and conducted for all SHINE sites. The SHINE curriculum is founded on a project based multi-disciplinary approach. In 2009-2010, teachers created monthly themes integrated with enrichment activities which were driven by student assessments.

Evaluator Comments

1. SHINE students are exposed to a variety of creative enrichment experiences.
2. Enrichment activities generate student enthusiasm and provide instruction that varies from the regular classroom activities and routines.
3. SHINE teachers organize instruction around a common set of themes but have flexibility to vary scheduling and lesson activities.
4. Teachers have demonstrated creativity in planning enrichment activities that are high interest and developmentally appropriate.
5. Special activities and enrichment are a decided strength of the SHINE program.
6. New special activities have been added to the SHINE program each year. Special activities frequently provide a vehicle for increased parent involvement.
7. Special activities scheduled in 2009-10 included: Positive Action and Family Living, Holiday Dinners, Monthly Family Dinners, National Lights On After School Program, Philadelphia SHINE II Classroom visit, Physical Fitness Boot Camp, Cyber Bullying Class for Parents, Hogwarts Cooking School, Christmas Caroling at Maple Shade Nursing Home, Field Trip to Mauch Chunk Lake State Park, Field Trips to Local Businesses (bank, grocery store, florist, pizza shop), Therapy Dogs International, School Clean-Up and Recycling Project, Parent-Student Game Night, Cinco de Mayo Day, End of Year Picnic.

SHINE Career Camp Pilot Project

The SHINE Career Camp Pilot Project was funded by the Carbon County Action Committee and LCCC Careers on the Move. The \$52,000 project targeted former SHINE students in grades 5 & 6 who were no longer SHINE eligible. The program exposed a total of 109 students and families, 90 of who were low income, to four high priority occupations.

The Career Camp was designed as a 5 week, hands-on, multi-disciplinary program that focused on Health Services, Business & Finance, Logistics, and Advanced Manufacturing (i.e., engineering, robotics). There was a program emphasis on **STEM** (Science, Technology, Engineering, and Mathematics) and the development of workforce skills. The curriculum included problem solving, global awareness, and affective communication. The program included weekly visits by students and families to the community college, the local technical school, a distribution center, and a large international plant that manufactures fire trucks.

The Career Camp program was offered in 5 schools in 4 school districts (Lehighon, Jim Thorpe, Panther Valley, and Shenandoah Valley). Data collected from the project shows students increased their knowledge of jobs in the future by 30%; increased their understanding of the importance of reading and mathematics to future careers by 10%; and gained insight into the high priority occupation fields. Students in three school districts also showed gains on academic performance (67%), improved science grades (62%), and classroom conduct (54%) from the 3rd to the 4th marking period on their report cards.

Evaluator Comments

1. The Career Camp was a unique, innovative project.
2. Career Camp resulted in the development of a 32 week, standards-based, written curriculum for students in grades 4-6 that will be incorporated into the SHINE program in 2010-2011.
3. The Career Camp was another demonstration of the ability of SHINE administrators to build community partnerships and actively engage partners in collaborative efforts.
4. The Career Camp Project provided an extended opportunity for students who were no longer eligible for the SHINE program.
5. The Career Camp provided an experimental component for the new SHINE Project to be funded in Cohort 5.
6. Students were extremely enthusiastic about Career Camp and reacted very positively to the program.

Positive Action: Background

Positive Action is a self-concept curriculum that teaches students how to feel good about themselves, take responsibility for their own behavior, and get along well with others. It is based on the idea that when students (or people) do positive things, they feel good about themselves and develop a stronger self-concept. It then follows that when students feel good about themselves for the right reasons- academic achievement improves, behavior improves, and students are better able to deal with challenges.

Positive Action is advertised as a program that is “more than a curriculum”. It focuses on school climate and is intended to be a behavior management system; a system structured on positive ways of thinking and behaving. It is designed to be used flexibly in diverse settings; and can therefore be implemented in individual classrooms, special programs, schools, or entire school districts. It can be used with individuals, groups, schools, families, and communities. Materials cross over ethnic, cultural, socioeconomic, and rural-urban boundaries.

Positive Action is intended to be a comprehensive system for increasing positive behaviors and decreasing negative behaviors. Program materials include a kit for each grade level (and the Principal) with approximately 140 lessons. The program has 5 major components: **K-12 Curriculum & Instruction, Climate Development, Counseling, Family, and Community**. Each grade level kit has 6 units: Self-Concept, Keeping A Healthy Body & Mind, Managing Yourself Responsibly, Treating Others The Way You Like To Be Treated, Being Honest, and Improving Yourself Continually.

Positive Action is a best practice, evidence-based program. It has been implemented nationally and internationally in diverse settings and can be found in every state in the America. Multiple studies have consistently found Positive Action to be effective for improving academic achievement, attendance, self-concept, substance abuse problems, and problem behaviors.

Positive Action has been recognized as an effective, proven program by SAMSHA/CSAP (Substance Abuse and Mental Health Services Administration/Center for Substance Abuse Prevention), the U.S. Department of Education Safe & Drug Free Schools, and the Office of Juvenile Justice & Delinquency Prevention. It earned national distinction as

the first program to receive multiple top ratings by the U.S. Department of Education's WWC (What Works Clearinghouse).

The Positive Action program was implemented at all six SHINE-Schuylkill and SHINE-Carbon afterschool centers during the 2007-08 school year and continued each year since; the program is now in its 3rd consecutive year as a core element of SHINE. The program implementation was supported by a grant from PCCD (Pennsylvania Commission on Crime & Delinquency). Extensive training was provided for all SHINE teachers and staff prior to program implementation. Training is provided for all new SHINE teachers as needed.

Positive Action was adopted as a major program component and was included in the daily schedule at all six SHINE centers. Lessons were taught on a daily basis. Time constraints make it impossible for teachers to cover the entire curriculum and teachers select the most appropriate lessons. Extensive data was collected by teachers and SHINE administrators, as per program requirements. The requirements included completion of weekly and monthly implementation reports by each SHINE teacher and a series of pre-post surveys.

Positive Action data included surveys of students, parents, teachers, and a teacher behavior rating on each individual student. These data were collected for the first time in 2007-08. Reports and additional data from each year are available from project files. Highlights of the data are presented on the following pages in conjunction with analysis and comments by the external evaluator.

Positive Action: Student Surveys

Positive Action Surveys were completed in a pre-post format during the 2009-10 school year. The survey data were self reported information. Students were asked to indicate how often they exhibited a particular behavior. The Student Survey contained 15 items or questions. (Home Visitors also collected data on 6 items or questions).

Analysis

1. Pre-post data was collected from all 6 SHINE centers and 3 Home Visitors.
2. 201 SHINE center students participated in the pre-survey.
3. 176 SHINE center students participated in the post survey.
4. Results are reported below. Each item of question is in bold print and followed by survey specific and composite data.
5. In a separate survey of 151 SHINE students (Smiley Survey) results indicated:
 - a. 94 % thought their SHINE teacher was a good teacher; 5% sometimes thought the teacher was a good teacher; 0% responded no to the question.
 - b. 83% indicated they enjoyed SHINE classes and 14% indicated they sometimes enjoyed the classes.
 - c. 88% indicated they were taught many new things in SHINE and 8% indicated they sometimes learned new things.

Do you like school?

66% of SHINE students responded “Yes” on the pre-survey.
50% of SHINE students responded “Yes” on the post-survey.
89% of SHINE students responded “Yes” or “Sometimes” on the pre-survey.
83% of SHINE students responded “Yes” or “Sometimes” on the post-survey.

Do you work hard in school?

81% of SHINE students responded “Yes” on the pre-survey.
81% of SHINE students responded “Yes” on the post-survey.
97% of SHINE students responded “Yes” or “Sometimes” on the pre-survey.
99% of SHINE students responded “Yes” or “Sometimes” on the post-survey.

Do you get your work done on time?

48% of SHINE students responded “Yes” on the pre-survey.
60% of SHINE students responded “Yes” on the post-survey.

Do you copy off someone else's paper or work?

92% of SHINE students responded "No" on the pre-survey.

89% of SHINE students responded "No" on the post-survey.

Do you feel good when you do good things?

90% of SHINE students responded "Yes" on the pre-survey.

80% of SHINE students responded "Yes" on the post-survey.

Do you try to be nice to others?

87% of SHINE students responded "Yes" on the pre-survey.

84% of SHINE students responded "Yes" on the post-survey.

96% of SHINE students responded "Yes" or "Sometimes" on the pre-survey.

98% of SHINE students responded "Yes" or "Sometimes" on the post-survey.

Do you care about how others feel?

83% of SHINE students responded "Yes" on the pre-survey.

75% of SHINE students responded "Yes" on the post-survey.

Do you think about what you are doing before you do it?

69% of SHINE students responded "Yes" on the pre-survey.

67% of SHINE students responded "Yes" on the post-survey.

91% of SHINE students responded "Yes" or "Sometimes" on the pre-survey.

92% of SHINE students responded "Yes" or "Sometimes" on the post-survey.

Do you tell the truth?

78% of SHINE students responded "Yes" on the pre-survey.

77% of SHINE students responded "Yes" on the post-survey.

Do you admit mistakes when you do something wrong?

71% of SHINE students responded "Yes" on the pre-survey.

69% of SHINE students responded "Yes" on the post-survey.

Do you hit other people?

73% of SHINE students responded "No" on the pre-survey.

75% of SHINE students responded "No" on the post-survey.

Are you nice to animals?

91% of SHINE students responded "Yes" on the pre-survey.

90% of SHINE students responded "Yes" on the post-survey.

Do you brush your teeth every day?

73% of SHINE students responded "Yes" on the pre-survey.

70% of SHINE students responded "Yes" on the post-survey.

Did you ever try drinking alcohol (even one sip)?

86% of SHINE students responded “No” on the pre-survey.

81% of SHINE students responded “No” on the post-survey.

Do you eat fresh fruits and vegetables?

83% of SHINE students responded “Yes” on the pre-survey.

74% of SHINE students responded “Yes” on the post-survey.

Evaluator Comments

1. The student survey data was much more complete and comprehensive the last two years.
2. The data suggest Positive Action concepts are being taught consistently and effectively.
3. Teachers appear to be doing an excellent job reinforcing the Positive Action concepts in SHINE sessions.
4. The Positive Action program has become an integral part of the SHINE program and supports and complements the major project goals.
5. The Student Survey indicates SHINE students are conscious of and practice Positive Action skills.
6. SHINE staff should review these data and other Positive Action reports to determine if the instructional focus and lesson selection should change at particular centers or in the overall program.
7. More detailed data is provided in additional reports on the Positive Action program. This will permit site and county program comparisons.

Positive Action: Parent Surveys

The 2009-10 SHINE Parent Surveys contained 43 items or questions including, demographic information and opportunities for additional or subjective comments. Responses were tabulated from parents of students at all 6 SHINE centers and the Kindergarten Home Visitation Program the pre-survey was completed by 190 respondents and 169 respondents completed the post-survey. All respondents did not answer all questions, thus the total on any given item varied. (Responses on the selected items in the Post-Survey of parents with children at center sites ranged from 89-137). Highlights of the surveys are presented below. All data refer to the post-survey and center sites unless otherwise indicated. Additional and more detailed information is included in the Positive Action reports.

Analysis

1. 100% of Shine parents indicated they were pleased with the SHINE program.
2. More than 90% of SHINE parents indicated their child improved in Reading (95%), Mathematics (91%), Homework Habits (91%), Overall Behavior (95%), and Social Skills (93%).
3. 93% indicated parent communications with Shine teachers were open and positive.
4. 100% of parents Agree or Strongly Agree that it is important to create a positive climate in schools.
5. 100% of parents Agree or Strongly Agree that children feel better about themselves when they behave in positive ways.
6. 85% of parents Disagree or Strongly Disagree that creating a positive learning environment are a waste of the teacher's time.
7. 98% agree or Strongly Agree that schools have a responsibility to teach social and emotional skills.
8. 99% Agree or Strongly Agree that self-concept affects how well we do in life.

9. 72% Disagree or Strongly Disagree that good character should be taught at home and not in school.
10. 35% of parents indicate they help out with school activities Often or Always; 9% responded Never.
11. 77% of SHINE parents indicated they attend parent-teacher meetings Often or Always.
12. 75 % of SHINE parents indicated they help their child with homework Often or Always.

Evaluator Comments

1. Parent responses would seem to indicate strong support for implementation of the Positive Action program.
2. Parent survey respondents indicate they generally believe in the philosophy and idea upon which the Positive Action program is based.
3. Most of the survey questions resulted in positive or desirable responses from a high percentage of parents. This could be an indication of support for the SHINE program.
4. Positive Action parent trainings have been well attended and well received.
5. Survey responses tend to show the majority of parents appreciate and understand the importance of strong home-school connections; a major emphasis of the SHINE program.

Student Behavior Rating Scale

The PA Student Behavior Rating tool contained 55 items. SHINE teachers were asked to complete a rating sheet (pre and post) on each SHINE student.

Sixteen items on the Student Behavior Rating Scale were selected for review, analysis, and inclusion in the external evaluation. The items were selected by SHINE administrators and given priority because of their relationship to the SHINE project goals and/or primary Positive Action goals. Results of the 2009-10 Behavior Rating are summarized below. Results are a compilation of all SHINE center students and teacher ratings on the post survey, unless otherwise indicated. More detailed data is included in Positive Action reports.

Analysis

1. Student admits his or her own mistakes.

91% of SHINE students do moderately or very well.

2. Student bullies other kids.

86% of SHINE students do not bully others. 10% do so at times or to some to some degree. Teachers report only 4% demonstrated serious bullying behavior.

3. Student cheats on tests or copies others' work.

83% of SHINE students do not cheat or copy.

4. Student destroys things belonging to others.

90% of SHINE students do not destroy things belonging to others.

5. Student is disruptive in class.

73% of SHINE students are not at all disruptive; 21% are sometimes disruptive; 6% are often disruptive.

6. Student does his or her homework.

61% of SHINE students complete their homework assignments very well and 37% moderately well.

7. Student feels good when he or she does good things.

83% of SHINE students feel good when doing good things and 17% sometimes feel good.

8. Student generally feels good about himself or herself.

67% of SHINE students generally feel good about themselves and 31 % feel moderately good

9. Student is a good decision maker.

41% of SHINE students are good decision makers and 53% make good decisions sometimes.

10. Student had good personal hygiene.

42% of SHINE students demonstrate good personal hygiene and 47% do so moderately well; 7% have hygiene problems.

11. Student likes to do well in school.

70% of SHINE students like to do well in school and 29% sometimes like to do well.

12. Student seems motivated to learn.

54% seem to be very well motivated and 42% seem moderately motivated to learn.

13. Student obeys school rules.

68% of SHINE students obey school rules very well and 32% do so moderately well.

14. Student tolerates differences in others.

59% of SHINE students are very tolerant of others and 39% are moderately tolerant of differences.

15. Student tries to do his or her best.

62% of SHINE students make a very good effort and 35% do moderately well or sometimes try to do their best.

16. Student is unhappy, sad, or depressed.

81% of SHINE students do not seem unhappy, sad, or depressed and 15% seem to be sometimes.

Evaluator Comments

1. The Positive Action Behavioral Rating is an important data source and perhaps the most valuable of the Positive Action surveys. Teachers know and focus on the concepts and have an opportunity to observe students consistently over an extended period of time.
2. Additional Positive Action data and reports provide pre-post and Schuylkill – Carbon and composite, comparative information.
3. Staff should analyze and discuss the behavior rating data to determine “red flag areas”, areas on which they may need to focus, and specific students that may need extra help or interventions. Personal hygiene and tolerance of others may be 2 such areas.

4. Data on the selected items tends to show SHINE students are making good progress in key areas (i.e., behavior, homework completion, self-concept, effort, motivation to learn).
5. The data from the Behavior Rating Scale is extremely positive in many respects. It suggests many of the students in SHINE are doing well or reasonably well in the target goal areas and benefitting from the program. The data may also suggest that the Positive Action program may be having an important impact on developmental behaviors.
6. The data from the Student Behavior Rating should be monitored over time to detect any significant trends. The percent of positive responses was comparable on many of the selected items and decreased in a number of others.

Appendices

- A Data Sources (p.92)
- B Teacher Student Survey Data Based on Student Attendance (p. 93)
- C Support Letters (pp. 94-95)
- D Rigby Reading Scale (p. 96)
- E SHINE Professional Development Plan and Rationale (97)
- F Professional Development Brochure (98)

**Appendix A: Data Sources
Project SHINE 2009-10**

1. Teacher Surveys
2. Report Card Data
3. PSSA Data
4. Parent Surveys
5. Anecdotal Records
6. Rigby Running Reading Records
7. Home Visitor Progress Logs
8. Home Visitation Data
9. Administrative Survey
10. SHINE Staff Survey
11. State Monitoring Report
12. 21st Century State Evaluation Report
13. Parent Involvement Data
14. Professional Development Data
15. Positive Action Surveys
16. On Site Visits
17. Grantee Profile & Annual Performance Review (APR)

**Appendix B: Teacher Survey Data Based on Student Attendance
Project SHINE 2009-10**

Table 28: Classroom Teacher Survey 2009: Student Improvement by Attendance Period.

<u>Project Goals</u>	Student Participants		Student Participants by County			
			Carbon		Schuylkill	
	<u>n</u>	(%)	<u>n</u>	N	<u>n</u>	N
30 to 59 Days (39 students)						
Homework Completion	31	81	15	12	16	13
School Attendance	13	38	07	02	06	03
Classroom Behavior	26	54	14	09	12	05
Academic Performance	37	76	16	12	21	16
60 to 89 Days (29 students)						
Homework Completion	26	88	14	13	12	10
School Attendance	17	41	13	07	04	00
Classroom Behavior	21	71	11	07	10	08
Academic Performance	28	86	15	13	13	11
90+ Days (98 students)						
Homework Completion	83	87	49	39	34	33
School Attendance	53	40	31	15	22	06
Classroom Behavior	66	64	39	25	27	17
Academic Performance	90	86	55	46	35	31

Note: n = Students identified by the teacher as needing improvement in the project
N = Students who needed to improve and did so.
% = Percentage of students who needed to improve and did so.

Appendix C

Sample Support Letter

July 22nd, 2010

To Whom It May Concern:

I believe that the SHINE Program has been a great success for each and every student that has been or is currently enrolled in. The students seem to be more confident, self-motivated, and have become more independent.

In February 2010, I received a letter in the mail from Lehigh Carbon Community College about the SHINE Program; and if I was interested in becoming an intern. I was so excited and nervous all at once because it was finally my chance to do something I have always wanted to do and make a difference in these children's lives for the better. It all started when I set up an interview with the director of the program, Jeanne Miller, and little did I know that I was going to get hired on the spot.

The SHINE Program was such a great opportunity for me to get experience as an Elementary Educator and help me handle situations in the classroom. After my first three days in the after school program I was sure that Elementary Education was surely going to be my career in the future. This five week program has increased my knowledge on various strategies used in the classroom, helped me understand that empathy is a very important trait to have as a teacher, has shown me that there is a great importance of engaging all families in the educational process, and has boosted my confidence in building positive relationships with families.

More importantly, the SHINE Career Club/Camp was a great opportunity for the students who were involved. I was amazed by how much information the children retained and learned in a five week period. Every one of my students have put a 100% effort in each day and were excited to learn about all four of our career topics like Advanced Manufacturing, Business and Finance, Health Care, and Logistics and Transportation. The students loved going on field trips and enjoyed taking new adventures to learn about several occupations or career fields that they were interested in. I believe that students need these experiences to broaden their horizons and see what the world has to offer. It was a pleasure to work with the SHINE staff and the students. I appreciate the opportunity I have experienced in the past ten weeks mentoring the students who made an everlasting impact, not only on my education, but most importantly, life.

Sincerely,

Taryn Rehrig
Intern for Lehigh Area & Summer Career Camp

1.

2. **Sample Support Letter**



KEITH R. McCALL
THE SPEAKER

HOUSE OF REPRESENTATIVES
COMMONWEALTH OF PENNSYLVANIA
HARRISBURG

September 8, 2010

Mr. Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary Duncan:

You have been quoted as saying that education is both an "economic imperative" and "the most pressing issue facing America." Today I write to formally invite you to my Legislative District to view a community success story in early childhood education that I believe will serve as a model for other programs across the country.

In the Pennsylvania counties of Carbon and Schuylkill we have been fortunate to have the Lehigh Carbon Community College, SHINE 21st Century After-School Program. The program is a comprehensive rural model program that provides academic enrichment activities to help at-risk children in both public and private schools. The service area covers over 400 square miles.

For the past six years, the program has yielded many positive educational and social outcomes for children and families. The college administers the program, which includes a home-visiting program that connects teachers with kindergarten children and their parents; a strong parent involvement component; a hands-on High Priority Occupation Career Camp for 4th and 5th grade students; 9th through 11th grade service learning projects for students to explore a variety of career fields; and it allows education majors at the college to take part in a pre-service laboratory.

Enclosed are a variety of documents that paint a portrait of SHINE, as well as an analysis of how much this grassroots program is saving in special education services costs per student (between \$4,000 and \$8,000).

Education truly is the economic equalizer that will furnish this great nation with the next generation of leaders in all industries and fields. Right here in rural Pennsylvania, we have a program that I firmly believe can be used as a model for other areas of this country. Not only are the students who go through this program attaining higher educational goals, but the results are quantifiable. I hope that you will consider visiting Pennsylvania and learning firsthand about SHINE.

Sincerely,

A handwritten signature in blue ink that reads "Keith R. McCall".

KEITH R. McCALL

The Speaker

122nd Legislative District

KRMc:eahb
Enclosures

**Appendix D: Rigby Reading Scale
Project SHINE 2008-09**

Rigby Levels	Instructional Grade Level
1,2	Kindergarten (Readiness)
3,4,5	Grade 1 (Pre-Primer)
6,7,8	Grade 1 (Pre-Primer)
9,10,11	Grade 1 (Primer)
12,13,14	Grade 1
15,16	Grade 1 (Late)
17,18	Grade 2 (Early)
19,20	Grade 2
21,22	Grade 2
23,24,25	Grade 3
26,27,28	Grade 4
29,30	Grade 5

Appendix E:
SHINE Professional Development Plan & Rationale

Comprehensive Professional Development / Teacher Training

The SHINE website discusses the conceptual framework for professional development for each of the populations connected within the structure, focus and scope of the SHINE 21st Century After-School Program. These populations include: SHINE teachers, college education interns, families/parents, school district teachers / and administrators.

Unique to SHINE is the teacher training component for after-school professionals. Planning to gather topics of interest that relate to creative project based activities and themes is driven by ongoing student assessment and conducted early summer. A comprehensive development plan is created. The third Friday of the month from 4:00 to 7:00 is designated for professional development. All staff are required to attend. A very important part of the monthly training is time to share a meal and ideas with colleagues. All formal training is Act 48 through Lehigh Carbon Community College. In addition, SHINE staff recognizes that new topics will arise as we progress through the assessment and analysis of the data; we need to have the flexibility to change and modify the professional development plan.

The types of professional development experiences that will be offered to the college students/interns are based on areas of concern and information not provided by their coursework in the college degree program. Some of these topics might be policies and procedures of the SHINE site, use of specific assessment tools, or how to operate certain technology within each of the different school district buildings. These students would be included in the invitation for all of the other training topics. Interns are expected to attend those events. The SHINE Program is considered a pre-service teaching laboratory for education majors. SHINE is also approved for a student teaching experience in the LCCC Early Childhood Program.

The parents and families of the children in the SHINE programs will have the opportunity to take non credit workshops through the college to improve their skills, such as reading or writing of resumes. Parents also work with the community college to enroll in an academic program, GED or ELL. In addition, monthly dinners with topics are scheduled for parents to gain knowledge and access to information about child safety, school success, behavior management and guidance, or continuing to build academic skills with their children. Parents and family members are surveyed each year to gain feed back and information on their interests and needs through the Family Education Plans.

Due to the different populations affected by the professional development opportunities, various formats are utilized. Some of the events are held within the school district buildings for individual programs to gather teachers, interns and families. Full day trainings are expanded to include classroom teachers and administrators in local school districts. The impact has resulted in an increased number of professionals from local districts understanding the benefits of quality after-school programs and an eagerness to partner to insure student success.

Appendix F

Professional Development Brochure

Lehigh Carbon Community College Workforce and Community Services

Lehigh Carbon Community College offers a variety of professional development courses for educators. We can coordinate these programs at the request of the school district. Act 48 and CEU's available.

24 East Locust Street
Nesquehoning, PA 18240
Jeanne Miller
Phone: 610-799-1972
Fax: 570-669-7013
Jmiller@lccc.edu

The College will not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, disabilities, veteran status, or sexual orientation in its educational programs, activities, admissions, or employment practices as required by applicable laws and regulations. For information regarding civil rights or grievance procedures or for information regarding services, activities, and facilities that are accessible to and useable by persons with disabilities, contact the Office of Human Resources. Students may contact the Office of Disability Support Services, LCCC, 4525 Education Park Drive, Schnecksville, PA 18078-2598, 610-799-2121.

Tel: 610-799-1972

Professional Development for Educators, Support Staff and the SHINE After School Program

Training Courses and Descriptions

Kindergarten Transitions: Building Connections to Create a Plan

Early learning problems, children and families will all experience the transition from pre-k program to kindergarten. Discussion and content will cover some of the recent research and outline strategies for successful transitions.

Goals: Participants will be able to:

Describe evidence based practices that connect to their programs. Identify strategies for working towards transition teams and plans for their programs. Discuss current concerns and issues as related to the topic transitions.

Differentiated Learning for SHINE Teachers

This presentation will discuss dev. approp. practices in the use of classroom materials to support the language and literacy skills of children ages Kind through 4th grade. Gardner's theory of multiple intelligences and the types of learning styles will also be discussed. Participants will use a variety of materials to experience different strategies for use in their classroom with children. Handouts will be provided.

Building Resiliency in Your Students

So exactly how does one "build resiliency" in children? The process starts by looking into the mirror and realizing that "resiliency" or the ability to "bounce back" resided in yourself and in fact all human beings, to varying degrees. And yes there are easy strategies to support and provide ways for young people to realize how this innate ability can be nurtured. This workshop will provide hands-on, practical ideas and activities to use in an after-school setting to engender resiliency. The concept of the 40 Development Assets will be introduced and participants will gain an understanding of how focusing on one's strengths is the place to start with people. You are guaranteed to have fun in the workshop!

Valuing and Understanding Diversity Today

This course will explore new and broad definitions of diversity today. It will cover the legal, practical and ethical sides of valuing diversity, as well as appreciating different perspectives, legal aspects of protected classes, areas of sensitivity and inclusion and how to work effectively and respectfully in a changing work environment.

Spanish for Educators

To educate teachers on the basics of the Spanish Language enabling an increase in communication with parents who speak little or no English. You will learn how to pronounce many important Spanish words, learn the difference between feminine and masculine tense of words, and practice important short phrases to enable communication with parents.

The Culture of Poverty and its Effect on Education (Section 1)

This workshop explores and discusses the characteristics and traits of poverty. Poverty is discussed by reviewing statistics for children and families in poverty discuss “social norms” among the classes, assessing resources available to families and talking about how economic realities affect patterns of living. Participants will learn who are the children and families they serve. Utilize the Ruby Payne Model.

Heads UP! Teaching Children in Poverty (Section 2)

This workshop explores the relationship between low socioeconomic status (SES) and academic achievement. Poverty is discussed by reviewing statistics for children and families in poverty and how it affects student's classroom success. Participants will learn more about the social, cognitive, health-related, and stress-related challenges that children from poverty endure on a daily basis. The workshop will discuss what drives change, both within a school and inside a student's brain. Finally the workshop will highlight best practices and what can be replicated in your school.

Shortage?

(Section 3 on “The Culture of Poverty”)

Intense Six hour poverty simulation training exposes individuals to the many obstacles and difficult decisions that those in poverty face on a daily basis. Participants are challenged to see the world of poverty that many live in and experience what it feels like to be trapped and caught in the cycle of poverty. The challenging activities have been designed to take each participant beyond their comfort zone and to open a candid dialogue about the many myths and stereotypes that exist about poverty. In addition, this workshop teaches many lessons about society and the way American culture views those who are economically challenged and powerless.

Cyber Bullying

The magnitude of cyber bullying is just beginning to surface. While definitions vary, most experts consider cyber bullying as the use of cell phones, computers, or other electronic devices used to humiliate or harass someone, and possibly even threaten physical violence. One disturbing trend is the increasing number of youths who report being victims of cyber bullying, a form of electronic aggression. The Centers for Disease Control and Prevention uses the term electronic aggression to describe violence that occurs electronically. Cyber bullying, a term not in existence a decade ago, is now a pervasive and growing problem that can have devastating effects on young lives and those around such affected youths.

BLS – CPR Heartsaver AED

The American Heart Association course is designed for lay first responders seeking to learn proper CPR and techniques for choking, rescue breathing; how to recognize heart attack, stroke and foreign-body airway obstruction. CPR's link in the chain of survival. Course completion card valid for two years.

Critical Thinking in the Classroom- Engaging Students in Learning

This workshop will introduce the educator to innovative strategies which will enable them to effectively engage and motivate their students in the learning process. Workshop will allow for adaptation to meet the needs of faculty. It is intended to provide participants with an overview of establishing student development in the area of critical thinking and maintaining ongoing relationships that will strengthen the learning environment at all levels.

Parent Survival 101

Parents/guardians of preschool, elementary, and middle school children will have an open dialogue with school administrators and discuss the following components: their personal experience with the educational system, parent responsibilities, responsibilities of the school, service available (specialists), what parents can do to prepare for conferences, multi-disciplinary teams or a meeting with principle and how to change the cycle if your child begins to have struggles in their academics and/or behavior.

Understanding Children with OCD and Depression

To promote mental health awareness and to encourage relationships and establish trust. To educate communities and provide resources and support. To know the signs and symptoms of depression and OCD for children in your classroom.

Table Top Exercises

The Carbon County Emergency Management Agency will take teachers, staff and administrators through potential scenarios of school violence and the importance of school district protocol.

Conflict Resolution for Teachers, Bus Drivers and Cafeteria Workers

Define some of the common student behavioral issues that teachers, cafeteria workers and bus monitors face. Discusses how conflicts develop, explore a reframing technique, learn a particular model of conflict intervention, and discuss the “Five C's of Conflict Resolution.” Geared to change depending on the group of people involve such as teachers, bus drivers, cafeteria workers.

Harassment & Bullying in the Workplace

To make participants aware of the definition of sexual harassment and bullying in the workplace. Explain the different types of bullying – verbal, physical, mental, and gesture. Explain types of Sexual Harassment – Quid Pro Quo and Hostile Environments.

Suspicion for Alcohol and Drugs

Teachers will be introduced to the types of drugs, why people use drugs and the cycle of addiction. They will be trained on how to identify behavioral indicators. The course will prepare teachers in dealing with students under the influence and recognize the strategies that are needed to address the situation. Course will include policy procedures, role playing in real situations.

Safety Includes Media Literacy

The workshop has been designed to acquaint teacher and student with the various techniques used in the world of communication that influences their daily lives. Understanding the differences between fact, fiction, and opinion as well as recognizing vague expressions, assumptions, propaganda, and bias leads the receiver of the message to better comprehend the message and make better life decisions

Observations, Comments, and Commendations

- 1.** The SHINE project is well organized and well managed.
- 2.** The mission and goals are clearly stated, they generally known, accepted, and understood.
- 3.** SHINE students have demonstrated significant, consistent improvement in academic performance and other target goals in every year of the project's existence (based on a variety of data sources).
- 4.** The number of SHINE students who have demonstrated proficiency on the statewide school assessment (PSSA) is encouraging and commendable.
- 5.** A Logic Model and a Sustainability Plan have been developed; both have served as models for other organizations.
- 6.** Policymakers, school administrators, community leaders, and evaluators have all publicly described SHINE, at one time or another, as an exemplary model program.
- 7.** The SHINE model has been successfully adopted and implemented at other sites.
- 8.** SHINE incorporates many of the accepted, research based characteristics of effective afterschool programs (access to quality programming, sustained participation, and strong partnerships with schools, families, and communities).
- 9.** The SHINE program is in compliance with all guidelines, regulations, and funding requirements; the most recent PDE Monitoring Reports contained no exceptions or recommendations.
- 10.** PDE has monitored the SHINE project in three different years to date; SHINE has received high marks in all categories (and exemplary ratings in all categories in 2008 and 2009).
- 11.** The SHINE Director and her staff have devoted extensive time and made intensive efforts to sustain and continue the project.
- 12.** The SHINE Director and her staff have attended national, state, and regional conferences and are knowledgeable about afterschool programs and research.

13. The SHINE Director has displayed and been recognized for exemplary administrative leadership.
14. The SHINE Director has demonstrated exceptional, commendable fiscal responsibility.
15. The Assistant Project Director is actively involved in all facets of the project, familiar with all aspects of SHINE, and is a key member of the leadership team.
16. The Administrative Assistant effectively collects, organizes, and manages extensive data; she has made major contributions to the project evaluation and reporting requirements and procedures.
17. Shine administrators have effectively coordinated community partners, programs, and services.
18. The Project Director and her staff have addressed the evaluation component in a serious, competent, professional manner.
19. There is strong evidence in the SHINE project of data-driven-decision-making.
20. Annual External Evaluation Reports have been completed every year; these are in addition to the Annual Performance Review (APR), the 21st CCLC State Report, and on-site PDE Monitoring visits.
21. The evaluation plan includes the collection and reporting of trend data and a separate, annual report on the Positive Action program (in addition to the annual External Report).
22. Trend data indicates SHINE students have made significant progress on the target goals every year.
23. Trend data provides evidence that SHINE students are staying in the program longer (multiple years) and attending more days.
24. Project data and information is regularly and consistently shared with all key stakeholders.
25. **88%** of SHINE students attended afterschool sessions 30 or more days and were classified as regular attendees”. Students in the SHINE Kindergarten program cannot meet the 30-day standard. These kindergarten students receive bi-weekly home visits with the children and parents. With only 52 weeks it is hard to get in 30 visits per year. **This significantly exceeds the statewide average of below 60%.**

- 26.** The Home Visitation program is an essential, critical component that pays huge dividends in terms of effective intervention; the Home Visitors play a vital role in the SHINE project.
- 27.** Staff meetings are regularly scheduled and provide opportunities for professional development, communication, sharing, and planning.
- 28.** A highly efficient referral process is in place; SHINE is clearly identifying and serving the high-risk population it was created to help. Students and families experience a smooth transition and entrance to the SHINE Program.
- 29.** Written Family Education plans and individual Instruction Plans have been completed for all SHINE families and students.
- 30.** A visible, significant, ongoing effort is made to keep the lines of communication open between and among staff members, school districts, parents, and other stakeholders.
- 31.** The 10th annual Lights On Afterschool program was a highly participatory, public celebration of SHINE (and all afterschool programs).
- 32.** The 2009 Lights On program featured a moving on stage appearance by SHINE students in an array of colors, key leaders & VIP's, recognition of program sponsors and schools, and a public showing of the Victory Garden DVD.
- 33.** Program sponsors and donors were recruited as part of the Sustainability Plan and publicly recognized for financial contributions and support of SHINE.
- 34.** A caring, safe, productive learning environment has been established at all the SHINE after school centers.