The Twenty-First Century Learning Grant

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By

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Abstract

The 21st Century Learning Grant at Bartlett and Cutler Elementary School was designed to offer an academically oriented program enriched with activities to help students succeed in Reading and Math. According to grant guidelines these intervention programs could only be offered before school, after school, on weekends, or during the summer. The area of focus for the 21st Century Grant at Bartlett and Cutler Elementary School was in improving Reading and Math Scores. The effect of the 21st Century Grant program on Reading Scores was measured by using quantitative research.
Dedicated to my children and husband
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Chapter 1

INTRODUCTION

Warren Local Schools believe that effective out-of-school programs take advantage of the time that is often wasted or spent in an unproductive way and uses that time to help students (Cindy Oxender, personal communication, July, 2003). Warren Local Schools’ 21st Century grant permitted two schools in the district, Bartlett and Cutler elementary schools, to take advantage of this “down time” to offer an academically oriented program, enriched with activities to help students succeed in Reading and Math. Although students from families with limited incomes and opportunities were the targeted population in the two remote school areas, Warren Local Schools encouraged as many students as possible to take advantage of the programs. The Twenty-First Century Grant Program was designed to help students who attend eligible schools to meet state academic achievement standards in reading and math by providing expanded learning opportunities that build and expand upon the regular school day, as well as other related activities (Ohio Department of Education, Academic and Behavior Intervention, ode.state.oh.us).

The grant objectives include:

- Assist all students in reaching high standards, at a minimum attaining proficiency or better by 2013-2014.
- Collect and analyze data to identify patterns, pose hypotheses, design action steps, define evaluation criteria, and conduct action research projects.
➢ Provide qualified, on-going professional development on scientifically based research strategies.

➢ Use technology to impact the quality, content, and structure of teaching and learning in a school that is focused on results.

➢ Alter instruction based upon assessment.

➢ Offer four evening parent technology workshops-four per year with 80 percent participation.

The evaluation was derived from quantitative and qualitative data sources. They included the following:

Reading Grades  Reading Test Scores
Parent Survey   Teacher Survey

History of the Program

Located in rural Appalachia, Warren Local Schools serves approximately 2,700 students. Two of the smaller buildings in the Warren District, Bartlett and Cutler elementary schools, did not have after-school programs for their students. Services for such programs usually originate some distance from the schools in Marietta, Ohio. Since both of these schools have small populations and remote locations, service providers were hesitant to travel to the schools due to the costs involved in establishing programs with the possibility of a small number of families participating.
Warren Local School officials believed that if they were provided with the seed money along with a qualified staff, a number of students would participate in the after-school programs at Bartlett and Cutler elementary schools. Warren Local Schools was awarded a 21st Century Grant in July 2003. Since the implementation of the program, the student population has been assisted through various academic programs. A grant coordinator and qualified staff members were hired for the program. Cultural and high-interest programs were offered to the student participants and their parents. A tutoring service, Homework Hotline, and Homework Center were created to support the students. Both the Bartlett and Cutler communities have utilized the 21st Century after-school program.

Program Description

Warren Local School’s 21st Century program was implemented in two of the district’s schools, Bartlett Elementary and Cutler Elementary. The program’s staff consisted of the grant writer, the principal of both schools, and certified staff coordinating and instructing classes. The YMCA collaborated with Warren Local Schools to provide daycare services at both sites. Instruction was based on academic needs identified by proficiency results, classroom performance, and teacher input. The teachers aligned instruction with the school Continuous Improvement Plan (CIP) and Ohio State standards.

Both schools were fortunate enough to collaborate with local agencies such as the OSU Extension Agency, Campus Martius, the Washington State Community College, and Marietta College. Numerous enrichment activities were offered to the students. The following list contains examples of some of the activities and events:
Dinosaur Club      Wellness
Girl Power         Boy’s Club
Journalism         Hand Chimes
Drama Club         Reading Camp
Jumpstart          Saturday School

School and Participant Demographics

Of the two schools served by the 21st Century Program in the Warren Local Schools, Bartlett is a school-wide Title 1 facility. In 2004-2005 Bartlett School received an effective rating, meeting 10 of the 15 standards established by the Ohio Department of Education. Cutler Elementary School did not receive a rating because the Ohio Department of Education has not established a rating for schools with kindergarten through third grade; however, third grade received an effective rating, meeting 2 of the 2 standards established by the Ohio Department of Education. An indicator of the targeted population and program need is free and reduced-price lunch eligibility. The high percentage of students eligible for free and reduced-priced lunch that participated in the after-school program indicates that the targeted population is being served at both sites. The following table shows the free and reduced-price lunch eligibility data for Bartlett and Cutler Schools.
Table 1

Free and Reduced-Price Lunch Eligibility for Bartlett and Cutler Schools

<table>
<thead>
<tr>
<th>School</th>
<th>Free and Reduced Lunch Eligibility by School</th>
<th>Free and Reduced Lunch Eligibility of Students in the After-School Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bartlett School</td>
<td>54%</td>
<td>48%</td>
</tr>
<tr>
<td>Cutler School</td>
<td>58%</td>
<td>60%</td>
</tr>
</tbody>
</table>

Statement of the Problem

Effective out-of-school programs take advantage of the time that is often wasted or spent in an unproductive way and uses that time to help students. Warren Local Schools’ 21st Century Grant permitted two schools in the district, Bartlett and Cutler elementary schools, to take advantage of this “down time” to offer an academically oriented program, enriched with activities to help students succeed in school. Although students from families with limited incomes and opportunities are the targeted population in the two remote school areas, Warren Local Schools encouraged as many students as possible to take advantage of the programs.
Research/Purpose Question

The effectiveness of the 21st Century Grant was examined for its ability to influence a change in Reading Scores at Bartlett and Cutler, Ohio. The purpose of this assessment was to determine if the grant has reached the goals in which they set. The 21st Century Grant provided the initial funding for the programs needed in the areas of tutoring, enrichment, and homework center at Bartlett and Cutler Elementary. Reading Achievement Test Scores, Reading Grades, Teacher Surveys, and Parent Surveys were used to determine if the 21st Century Grant had an effect on student Reading scores.

Hypothesis

It is the goal of this study to reject the null hypothesis and to accept the alternative hypothesis. The two hypotheses are:

Null Hypothesis: The 21st Century Grant will not: increase reading achievement test scores, and the overall reading scores.

Alternative Hypothesis: The 21st Century Grant will: increase reading achievement test scores, and the overall reading scores.
Chapter 2

REVIEW OF LITERATURE

Effective out-of-school programs take advantage of the time that is often wasted or spent in an unproductive way and uses that time to help students. The 21\textsuperscript{st} Century Grant takes advantage of this “down time” to offer an academically oriented program, enriched with activities to help students succeed in school. One of the goals of the 21\textsuperscript{st} Century Grant is to assist all students in reaching high standards, at a minimum attaining proficiency or better by 2013-2014.

“The No Child Left Behind Compliance Insider is the industry’s leading newsletter devoted exclusively to helping you satisfy NCLB requirements in your schools” (No Child Left Behind Compliance Insider). Inside the No Child Left Behind Compliance Insider, there is specific tools and guidance to help you stay in compliance with the No Child Left Behind Act. The Compliance Insider gives professional policies to implement, sample letters and memos, and updated information that schools would find useful. “Compliance Insider is a well-designed academic component in an after-school program and can be an effective tool for helping improve student performance on statewide assessments, particularly in high-need areas” (Creative Solutions, Compliance Insider, 2006). Bartlett and Cutler After-School Programs were designed to meet the needs of students who need extra help in Reading and Math. Actual school day
teachers were hired to work with the students who needed this extra help. The after-school tutoring programs were aligned with the school day curriculum. Many of the tutoring programs offered hands-on learning. Judy Nee, president of the National After-School Association suggests that after-school programs provide the time and environment for students to “learn by doing,” and research shows that such experiential learning boosts student achievement (Creative Solutions, Compliance Insider, 2006). The 21st Century Grant at Bartlett and Cutler Elementary also offered high quality staff. The tutors for Bartlett and Cutler’s after-school programs were certified day time teachers. The aides attended professional development trainings, to better prepare them in behavior management and school curricula. Program staff must have a solid understanding of school curricula and state standards (Creative Solutions, Compliance Insider, 2006).

With 80 percent of children’s waking hours spent outside of school, more and more people recognize after-school programs as an essential investment in keeping kids safe and engaged in constructive activities during hours that might otherwise be wasted in front of the TV or, worse, spent experimenting with risky behaviors like drug use, sex, or crime (After 3 PM, After School Alliance, 2003). With the way society is changing parents are no longer comfortable leaving their children home alone. Parents want their children to be well cared for, but they also have the expectations that their children should have their homework done by the time they are picked up. The 21st Century Grant Program allowed students to complete their homework while having a certified teacher in the room to help answer any questions that they may have had regarding their homework. The students at Bartlett and Cutler were monitored to see if they needed academic help in reading and math. If there was an academic need parents
were notified and encouraged to sign their children up for tutoring. Once the students were enrolled they were monitored for improvement. Research shows that participation in after-school programs can improve school attendance and performance, increase expectations for the future, and much more (After 3 PM, After School Alliance, 2003).

Research conducted by Yale University researchers found that children who participated in a 21st Century-funded after-school program in New England had significantly higher reading achievement and were rated by teachers as holding greater expectancies of success compared to children in other types of after-school care, the differences were the greatest for those children who were rated as highly engaged in the 21st Century-funded program (After 3 PM, After School Alliance, 2003). As parents, educators, and community members we need to focus on our student’s success, because they will be the leaders of tomorrow. Cicilline (2003) suggests that “the success of our young people depends on being able to be involved in high-quality after-school programs. These programs enhance their learning and help them grow and develop into future leaders that our city, state, and country needs” (After 3 PM, After School Alliance, 2003).

One study that is similar to the study of the 21st Century Learning Grant is the Reading First Grant. There is however, a large difference between the two, the 21st Century Grant is for after-school programs while the Reading First Grant is for kindergarten through third grade students during the school day. The Reading First Grant focuses on “putting proven methods of early reading instruction in classrooms” (Elementary and Secondary Education Act of 1965). Although these two programs are offered during different parts of the day, school day verses after-school, they both focus on improving Reading Scores. Along with improving Reading
Scores both grants offer professional development for their instructors. This ensures the best quality instruction they can offer to the students. Finally, one of the qualifications looked at to be eligible for both grants are the percent of families whose income is below the poverty line. This is often based upon the number of students on free/reduced lunch. Even though both grants are working to improve Reading Scores, the 21st Century Grant is a continuation of the school day, while the Reading First Grant is compiled into the actual school day. Another program that offers after-school tutoring is entitled “Club Z”. This program focuses on an important issue in tutoring children. Club Z is successful because, “it provides highly individualized, one-on-one instruction in the comfort and security of home, free from distractions” (Educating the World One Student at a Time). According to Club Z In-Home Tutoring, “their tutors have helped over 100,000 students improve their grades, raise their test scores, learn productive study skills, build their academic self-confidence, and reach their full potential” (Educating the World One Student at a Time). After-school programs put a lot of time and attention on who they hire to do their tutoring and the ability to have small group tutoring or one-on-one tutoring. This study claims that having highly qualified tutors and the ability to work in small groups or in a one-on-one ratio has had a significant impact on improving grades, raising test scores, and in learning productive study skills. According to the U.S. Department of Education’s report, Becoming a Nation of Readers, “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” A study was conducted on the After School Kidzlit program during the 2001-2002 school years. “After School Kidzlit is an academic enrichment program for grades K-8 designed to develop a young people’s reading motivation, capacity to read, thinking skills, and prosocial development” (2003 Developmental Studies Center). The study was done in eight highly regarded after-school programs; it was
assessed over an eight month period among second and fourth grade students. “The positive
effects of the After School Kidzlit program stand in contrast to findings recently reported by the
U.S. Department of Education in its report, ‘When Schools Stay Open Late: The National
Evaluation of the 21st Century Community Learning Centers Program,’ which was conducted at
34 after-school sites receiving 21st Century grants. This evaluation found no significant gains in
reading scores for participating youth and no impacts on developmental outcomes” (2003
Developmental Studies Center). Another important aspect of after-school programs is keeping
children safe and out of trouble while their parents are still at work. Approximately 7.5 million
children in the United States between the ages of 5-14 are left without supervision during the
after-school hours (http://www.wellesley.edu). The U.S. Department of Justice (1999) reported
that the peak time for juvenile crime is between 3:00 and 7:00 p.m. on school days, the period
after school until parents typically return from work. By offering after-school programs you are
not only keeping students off of the streets and away from juvenile crime, but you are also
creating a place where students can get involved in activities that they love. Students can get
assistance on their homework so they can come to school prepared, and this will increase their
self-esteem. After-school programs can also offer mentoring programs for the students to attend.
“How children and adolescents spend their time after school is a critical determinant of both
school and societal outcomes” (Theory into Practice, summer 2004). It is important to have a
wide variety of programs, because to attract the at risk population you have to offer something
that is appealing to them. Not only is it important to attract them, but it is also important to
retain them. “Research and theory suggest that after-school programs might provide an effective
mechanism to reduce juvenile delinquency, drug use, victimization, school dropout, pregnancy,
and other negative outcomes associated with lack of supervision during the afternoon hours”
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In order for the after-school programs to have an effect on at-risk students, they are going to have to give every effort to maintain these students. The interaction of staff and parents is very important in after-school programs. Parents have many expectations when it comes to after-school programs. Parents often feel that if you are going to keep my child after school, then they better come home with their homework completed and their grades better improve. “Several studies (e.g. Morrison, Storino, Robertson, Weissglass, and Dondero, 2000; Tucker et al., 1995) have found that after-school academic tutoring or homework assistance may not result in an improvement in academic performance, but, rather prevent a decline in performance that is evidenced by many at-risk youth” (Theory Into Practice, Summer 2004). If communication is consistent between the staff and parents, the parents will know exactly what they are working on and the areas where their child is improving or still struggling. After-school programs can also offer experiences that can support youth development. Youth development can aide in helping youth develop skills that they will need as they mature into adults. Youth development programs “emphasize structured activities focusing on the arts, athletics, or community service, for example, that can help youth develop a wide range of social, academic, athletic, civic, and artistic skills and commitments” (Conrad & Hedin, 1989; Heath & Soep, 1998; Larson, 1994; McLaughlin et al., 1994; Roth, Brooks-Gunn, Murray, & Foster, 1998; Yates & Youniss, 1996). As stated earlier in this chapter it is of great importance to offer a wide variety of programs, by doing this you will attract all students, and hopefully start to maintain all students including the at-risk students. After-school programs are not only successful if academically you are improving, but after-school programs show great success when there is less behavior referrals and students start to show signs of social improvement.
“According to many critical observers, U.S. secondary schools have been failing in a number of areas, especially reading and literacy” (NASSP Bulletin, September 2002). It is alarming to see how many students struggle with reading. Teachers may argue that there is just not enough time in a day to solely focus on reading skills. With the No Child Left Behind Act, schools are being held accountable for every student to see that they are receiving the skills that they need to be proficient or better. Administrators and teachers may argue that it is not the sole responsibility of the school to teach reading, but the parents or guardians need to give their children the basic reading tools. This can be done by reading to your child every day or by having them read to you. “We tend to make time for skills that we value; if teachers and administrators truly value reading as an important skill, it must be practiced in all classes” (NASSP Bulletin, September 2002). After-school programs can offer this extra time for reading. After-school programs offer tutoring in reading, enrichments, book clubs, and much more. After-school programs hire highly qualified staff to assist the students in their academic needs. “A well-designed academic component in an after-school program can be an effective tool for helping improve student performance on statewide assessments, particularly in high-need areas” (No Child Left Behind Compliance Insider).
Chapter 3

METHODOLOGY

The Twenty-First Century Grant Program was designed to help students who attend eligible schools to meet state academic achievement standards in reading and math by providing expanded learning opportunities that build and expand upon the regular school day, as well as other related activities (Ohio Department of Education, Academic and Behavior Intervention, ode.state.oh.us). Warren Local School’s 21st Century Grant Program was implemented in two of the district’s schools, Bartlett Elementary and Cutler Elementary. The teachers aligned instruction with the school Continuous Improvement Plan (CIP) and Ohio State Standards. Collaborating agencies supported the academic emphasis by offering programs and instructors to enrich the programs.

Bartlett School

Bartlett Elementary after-school program with a school population of 110 students in grades four through eight, operated daily from 2:00 to 6:30. Fourth through eighth grade students were offered tutoring in reading, writing, and math and the Homework Center was available to all participants Monday through Thursday. The students were also offered two different enrichment groups to choose from each day. The tutoring, homework center, and enrichment groups operated from 2:00 to 4:00. At 4:00 the students could either ride the late bus to their home, or attend the after-school childcare program offered by the YMCA.
Cutler School

Cutler Elementary after-school program with a school population of 81 students in kindergarten through third grade operated the after-school program daily from 3:30 to 4:30. Tutoring in math and reading were offered to kindergarten through third grade students on Mondays through Thursdays from 3:30 to 4:30. The Homework Center and enrichment groups were also available to students Monday through Thursday. Students reported to their instructional area, and after attending the tutoring, enrichment, or homework sessions, they were picked-up by a parent, rode the late bus home, or attended the after-school YMCA until they were picked-up by a parent. Materials such as Books in a Bag, created by education majors at Marietta College were available to take home for an extra enrichment.

Since July of 2005 the program has been available to a total of 191 students in both schools. Bartlett Elementary is a school-wide Title 1 facility. Bartlett School had fifty-four percent of its students on free or reduced lunch with forty-eight percent of the students on free or reduced lunch participating in the after-school programs. Cutler Elementary had fifty-eight percent of its students on free or reduced lunch with sixty percent of the free or reduced lunch students participating in the after-school programs. Thirty participants had Individual Education Plans (IEPs) or 504 Plans. There were no limited English Proficiency students participating in the program. Eighty-four percent of the Bartlett students and eighty-six percent of the Cutler students participated in the after-school programs.


**Instrumentation**

These were the testing methods that were used to determine the effectiveness of the 21st Century Grant Program:

> Reading Grades

> Reading Achievement Test Scores

> Surveys

Once the results were collected, a comparison to the goals of the 21st Century Grant was performed to find out if the 21st Century Grant had an effect on student Reading Scores.

**Reading Grades**

All student participants’s who attend 30 days or more in the after-school program, because that is the minimum number of days to attend to be considered a regular attendee according to grant guidelines, reading grades were looked at after first quarter and fourth quarter. A comparison was made between the two, to see if their grade had improved, stayed the same, or decreased. Warren Local School District uses the following grading system:

> 90–100 = A

> 80-89 = B

> 70–79 = C

> 60-69 = D

> 59 or below = F
Reading Achievement Test Scores

The students who participated 30 days or more in the after-school program had their Reading Achievement Test Score compared to last year’s Reading Achievement Test Score. A comparison was done to see if the student’s score increased, stayed the same, or decreased. The category of the Reading Achievement was also looked at. The categories were as follows:

- Limited
- Basic
- Proficient
- Accelerated
- Advanced

Parent Surveys

A parent survey was conducted to assess parental perception of the program at both schools. A phone survey was selected in order to gather feedback from a larger number of parents whose children were in the after-school program and in hopes of obtaining a more reliable response.

Teacher Survey

Teacher surveys were completed to assess academic improvements of the participants. The teachers filled out a survey for each student who attended the after-school program 30 days or more. The survey consisted of questions that the teacher had to respond with the following scale:
Data Analysis

The S.P.S.S. computer software was used to analyze the data that was received from the first and fourth quarter Reading Scores, Reading Achievement Test Scores, and the surveys. By using the S.P.S.S. computer software it reduced the possible calculation errors and ensured validity in the results. The S.P.S.S. computer software took the first and fourth quarter Reading Scores and compared the two. Then an analysis was made to see if there was an increase, decrease, or if the Reading Scores stayed the same. This same process was used with last year’s achievement test scores and this year’s achievement test scores.

The data from the teacher survey and parent survey was looked at in terms of their perception of each individual student. The data from the surveys was able to identify some things that the computer software could not. The surveys provided information such as the child’s grade did not improve, but it did not decrease either. If the child was not involved in after-school programs the child’s grade would have decreased due to missing assignments. The surveys also provided information such as student attitude, classroom participation, and
completing homework to the teacher’s satisfaction. The survey results were broken down into the percent of students that the parents and teachers feel were in each category. The results were presented in an easy to read chart that showed the percent of students in each category.

*Ethical Issues*

There were not any hazards identified in my study, but an important ethical issue was covered in advance. The students of this study were minors, therefore, consent to use each student was received from a parent or guardian and all student’s names remained in full confidence.
The purpose of this evaluation was to determine if the 21st Century Grant was able to influence a positive change in Reading Scores at Bartlett and Cutler Elementary Schools. Surveys and number assessments were used to determine the effectiveness of the 21st Century Grant.

_Tutoring/Homework Help Services_

The tutoring/homework help services at Bartlett took place on Monday through Thursday, from 2:00p.m. until 4:00p.m., and on Saturdays from 8:00a.m. until 12:00p.m. The tutoring/homework help services at Cutler took place on Monday through Thursday from 3:30p.m. until 4:30p.m. The tutoring/homework help services were offered from September through May. Approximately 190 students took advantage of these services through the 21st Century Grant.

_Results of Parent Phone Surveys_

A phone survey was administered to a set of random parents of students who participated in the 21st Century Grant after-school programs. This survey consisted of quantitative questions. The following table represents the findings of the parent phone survey.
Table 2

<table>
<thead>
<tr>
<th>Parent Phone Survey</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>No Opinion</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMCA program is effective use of grant money</td>
<td>21</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Homework Center is an effective use of the grant money.</td>
<td>20</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The after-school program is an effective use of the grant money.</td>
<td>21</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>The 21st Century money is being spent on students, parents, and community as a central focus.</td>
<td>20</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Have you attended any of the parent workshops/programs?</td>
<td>YES 17</td>
<td>NO 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>43</td>
<td>2</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Random Surveys = 33

Findings were that the majority of the parents who participated in the phone survey believed that the grant money was effectively used for the YMCA daycare program, the Homework Center, the after-school tutoring program, and for the students, parents, and community.

Teacher Surveys

The teachers of Bartlett and Cutler Elementary Schools were asked to complete a survey for every student who was considered a regular attendee in the 21st Century Grant After-School Programs. This was a quantitative survey designed to get an understanding of how the teachers felt the 21st Century Grant Programs affected the participating students.
Table 3

Teacher Perception of Participant’s Progress

<table>
<thead>
<tr>
<th>To what extent has your student changed their behavior in terms of:</th>
<th>Did Not Need to Improve</th>
<th>Significant Improvement</th>
<th>Moderate Improvement</th>
<th>Slight Improvement</th>
<th>No Change</th>
<th>Slight Decline</th>
<th>Moderate Decline</th>
<th>Significant Decline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turning in his/her homework on time.</td>
<td>44</td>
<td>30</td>
<td>13</td>
<td>24</td>
<td>31</td>
<td>8</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Completing homework to your satisfaction.</td>
<td>37</td>
<td>28</td>
<td>23</td>
<td>23</td>
<td>30</td>
<td>7</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Participating in class.</td>
<td>49</td>
<td>13</td>
<td>20</td>
<td>20</td>
<td>46</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Volunteering</td>
<td>48</td>
<td>3</td>
<td>3</td>
<td>9</td>
<td>89</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Attending class regularly.</td>
<td>58</td>
<td>9</td>
<td>3</td>
<td>10</td>
<td>58</td>
<td>12</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Being attentive in class.</td>
<td>42</td>
<td>15</td>
<td>21</td>
<td>19</td>
<td>45</td>
<td>8</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Behaving well in class.</td>
<td>48</td>
<td>6</td>
<td>19</td>
<td>23</td>
<td>47</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Academic performance.</td>
<td>29</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>38</td>
<td>12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Coming to school motivated to learn.</td>
<td>47</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>48</td>
<td>9</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Getting along well with other students.</td>
<td>64</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>70</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>466</td>
<td>138</td>
<td>146</td>
<td>177</td>
<td>502</td>
<td>71</td>
<td>20</td>
<td>10</td>
</tr>
</tbody>
</table>

Total Surveys Returned: 153

Findings were that the majority of the teachers had seen improvements in the participants. Many students did not change, they were good students and well behaved, and the absence of a decline in their behavior could be considered a positive response as well. Teacher perception appeared
to be that students improved academically. School attendance levels at Bartlett and Cutler remained in the 90-95 percentiles throughout the year.

*Ohio Achievement Reading Test Scores*

Ohio Achievement Reading Test scores from spring 2006 were obtained as a measurement of the participant’s academic performance and of the support provided by the after-school program. Since this is the first year of the achievement test for Bartlett Elementary School, these scores can serve as a baseline for next year’s program. Achievement scores were obtained on 17 fourth grade students, 18 fifth grade students, 29 sixth grade students, 18 seventh grade students, and 28 eighth grade students. The following tables show the results of the scores obtained on the participants in the fourth through eighth grades.

<table>
<thead>
<tr>
<th>Fourth Grade Reading Achievement Test Results at Bartlett School 2006</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>17</td>
</tr>
<tr>
<td>Limited</td>
<td>0</td>
</tr>
<tr>
<td>Basic</td>
<td>3</td>
</tr>
<tr>
<td>Proficient</td>
<td>9</td>
</tr>
<tr>
<td>Accelerated</td>
<td>4</td>
</tr>
<tr>
<td>Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Scale Score</td>
<td>420</td>
</tr>
</tbody>
</table>
Table 5
Fifth Grade Reading Achievement Test Results at Bartlett School 2006

<table>
<thead>
<tr>
<th>Category</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>18</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
</tr>
<tr>
<td>Proficient</td>
<td>1</td>
</tr>
<tr>
<td>Accelerated</td>
<td>6</td>
</tr>
<tr>
<td>Advanced</td>
<td>3</td>
</tr>
<tr>
<td>Scale Score</td>
<td>427</td>
</tr>
</tbody>
</table>

Table 6
Sixth Grade Reading Achievement Test Results At Bartlett School 2006

<table>
<thead>
<tr>
<th>Category</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>29</td>
</tr>
<tr>
<td>Basic</td>
<td>0</td>
</tr>
<tr>
<td>Proficient</td>
<td>7</td>
</tr>
<tr>
<td>Accelerated</td>
<td>14</td>
</tr>
<tr>
<td>Advanced</td>
<td>6</td>
</tr>
<tr>
<td>Scale Score</td>
<td>418</td>
</tr>
</tbody>
</table>

Table 7
Seventh Grade Reading Achievement Test Results At Bartlett School 2006

<table>
<thead>
<tr>
<th>Category</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited</td>
<td>18</td>
</tr>
<tr>
<td>Basic</td>
<td>0</td>
</tr>
<tr>
<td>Proficient</td>
<td>2</td>
</tr>
<tr>
<td>Accelerated</td>
<td>11</td>
</tr>
<tr>
<td>Advanced</td>
<td>2</td>
</tr>
<tr>
<td>Scale Score</td>
<td>423</td>
</tr>
</tbody>
</table>
### Table 8

<table>
<thead>
<tr>
<th>Eighth Grade Reading Achievement Test Results At Bartlett School 2006</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>28</td>
</tr>
<tr>
<td>Limited</td>
<td>6</td>
</tr>
<tr>
<td>Basic</td>
<td>3</td>
</tr>
<tr>
<td>Proficient</td>
<td>9</td>
</tr>
<tr>
<td>Accelerated</td>
<td>7</td>
</tr>
<tr>
<td>Advanced</td>
<td>3</td>
</tr>
<tr>
<td>Scaled Score</td>
<td>409</td>
</tr>
</tbody>
</table>
Reading Grades

Student’s first quarter and fourth quarter reading grades were compared to measure if the regular attendees of the 21st Century Grants reading grades increased, decreased, or stayed the same.

Table 9
Cutler Regular Attendees by Number of Days Attended

<table>
<thead>
<tr>
<th>Please Indicate the Number of Regular Attendees Who:</th>
<th>30 – 59 Days</th>
<th>60 – 89 Days</th>
<th>90 Days or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased their reading grade by half a grade or more.</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Decreased their reading grade by half a grade or more.</td>
<td>0</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Neither increased nor decreased their reading grade.</td>
<td>5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Number of the above (i.e., neither increased nor decreased) that could not improve given that they had obtained the highest grade possible.</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total Reading</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>
The results showed that there is still room for improvements in reading grades. Outcomes of each aspect of the program were discussed followed by plans to improve or refine those outcomes. Findings were that those responsible for the implementation of the grant and the success of the program are dedicated to offering a quality program for the Bartlett and Cutler participants and community.

### Table 10

<table>
<thead>
<tr>
<th>Please Indicate the Number of Regular Attendees Who:</th>
<th>30 – 59 Days</th>
<th>60 – 89 Days</th>
<th>90 Days or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased their reading grade by half a grade or more.</td>
<td>7</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Decreased their reading grade by half a grade or more.</td>
<td>8</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Neither increased nor decreased their reading grade.</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Number of the above (i.e., neither increased nor decreased) that could not improve given that they had obtained the highest grade possible.</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Reading</td>
<td>22</td>
<td>13</td>
<td>7</td>
</tr>
</tbody>
</table>
The evaluation of the 21st Century grant awarded to Warren Local Schools indicates that the grant has provided a source for services not offered in the rural areas of Bartlett and Cutler, Ohio. The two schools, Bartlett Elementary and Cutler Elementary, were offered daycare services, academic support, enrichment/cultural activities, and community support through the after-school programs.

The effectiveness of the program has been assessed through focus groups, surveys, participation levels, and test data. All of the qualitative and quantitative data provided by the schools indicate that the program has had a positive impact on the participants, their parents, and the schools.

Student, parent, and teacher responses indicate a high satisfaction level with the program, which has been derived from the data and perceptions recorded in the evaluation. Positive results have been recorded in regard to academic and behavioral improvement. Enrichment activities were documented throughout the year and have become a part of the weekly program.

The grant has brought opportunities not always available in these rural areas to the schools where they could be utilized by the participants and the community. The after-school programs at Bartlett and Cutler schools in their third year have approached the criteria set fourth
by the U.S. Department of Education publication *Working for Children and Families: Safe and Smart Afterschool Programs*. Components often present in quality programs are goal setting, quality staffing, effective partnerships, enrichment learning opportunities, and linkage between the school and the after-school program. Components such as these appear to be present in the Warren program and they will provide a basis for refinement and expansion during the fourth year of the grant.

**Conclusion/Suggestions**

During the 21st Century Grants third year at Bartlett and Cutler Elementary Schools it proved to be helpful in several areas. With the success of the programs and activities this year and in the past two years it can be expected that involvement will increase each year that the grant is in place. Recommendations such as the following will provide additional evaluative information for continuous improvement of the Warren Local Schools’ Elementary 21st Century grant.

- **Data Collection and Tracking Impact**

  The pertinent demographics of the participants should be maintained on a spreadsheet. This was the first year for achievement test for fourth through eighth grade. In order to obtain quantitative data for comparison purposes we will need to wait until spring of 2007.

- **Professional Development**

  Professional development for the staff should be relevant and perhaps required for all those who are involved in the after-school program.
Grant Activities

The grant provides an avenue to offer a number of activities for the two schools; however, it is recommended that the academic, social, or enrichment activities should remain at a numerical level that can accurately be assessed. The evaluator should note that the quality of the services, rather than the number of activities, would determine the value and success of the program.
REFERENCES


http://www.afterschoolalliance.org

