

In Partnership with



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

SHINE Evaluation Report

Cohort 10

2020-2021

*Evaluation Report
Prepared by¹:*

The Institute
Turning Information into Insight

¹ Submitted via 21st Century Reporting Uploads at 4:35 pm, December 17, 2021

Table of Contents

About the Program	1
Early Warning System	1
Operating Amid COVID-19	3
Cohort 10 2020 – 2021 Summary and Highlights	3
SHINE External Evaluation Report and Recommendations	4
Student Enrollment.....	6
Summer Programming.....	6
Home Visits and Progress Data	6
Student Progress Summary.....	6
Classroom Teacher Survey Responses	7
Individualized Instruction Plans	9
Report Card Grades.....	9
Math.....	10
Reading	10
Science	11
Easy CBM.....	12
Reading Fluency	12
Reading Comprehension.....	12
Math.....	13
Social and Emotional Learning.....	13
Attitudes About Math & Science: PEAR Assessments	15
STEM Interest Surveys	18
Student Surveys	19
Parent Surveys	20
Family Education and Engagement.....	22
Site Visit Assessments – Fall 2020.....	23
Site Visit Assessments –Spring 2021.....	27
About The Institute	32
Press Clippings / Media.....	33
SHINE program goes virtual during pandemic.....	33
Local Afterschool Program Taking Part In National Celebration	34
Workforce Alliance Champions People, Passion in Development.....	35

About the Program

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

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

The basic goals of the SHINE Program are:

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

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

Early Warning System

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

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

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

2. **Monitoring Academics**

- Parents sign a waiver to release all academic records , assessment and report cards to the SHINE after-school program
- 10 different data sources are used to assess student progress so after-school teachers know when a student is in academic distress
- Regular communication with classroom teachers and guidance counselors is established so after-school teachers can target academic weaknesses or if there are any behavior issues.

*** Prevention Strategies adopted by SHINE**

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

Operating Amid COVID-19

The Wayne Pike County SHINE Program effectively navigated the many obstacles presented by the global pandemic. The program administrators understood that many students needed hard copies of materials along with virtual participation. Students or families who did not have access to computers or internet received hard copies of materials, and teachers arranged virtual operations as necessary to accommodate quarantine needs and other safety requirements. SHINE Teachers used a combination of Google Classroom and video conferencing to teach and engage with students.

Cohort 10 2020 – 2021 Summary and Highlights

Teacher Survey

- 46 percent improved and 23 percent did not need to improve homework completion efforts
- 55 percent of the children improved and 45 percent maintained class participation levels
- 24 percent of the students improved and 76 percent maintained classroom volunteering activities
- 37 percent improved and 62 percent maintained their attentiveness in class
- 19 percent improved and 53 percent did not need to improve their classroom behavior
- 63 percent improved and 11 percent did not need to improve their academic performance
- 35 percent improved and 30 percent did not need to improve their motivation to learn
- 44 percent improved and 56 percent maintained learning engagement levels

Parent Survey

- 100 percent of parents agree that it is important for schools to create a positive climate, and that children feel better about themselves when they behave in positive ways.
- 96 percent agree that self-concept affects how people do life
- 87 percent reported that they enjoy open, positive communication with SHINE teachers
- 74 percent agree that schools have as much responsibility as parents to teach social and emotional skills

Attitudes About Math and Science

- 100 percent of responding students agree about the importance of earning good grades in school, completing homework every night, learning everything taught in school, and attending school daily
- 96 percent of responding students think that understanding math and science will help them become successful in life
- 89 percent understand the meaning of 'health care'
- 85 percent think jobs in logistics, business, finance, health care, forensics, and green energy require math, science, and technology skills
- 82 percent believe scientists and engineers need to know math and science
- 82 percent understand the meaning of 'solar energy'

SHINE External Evaluation Report and Recommendations

This local external evaluation is intended to meet reporting requirements. It focuses specifically on Cohort 10 schools and after-school centers during the 2020-2021 project year. This Wayne/Pike SHINE program has completed its second year, and follows the operating model developed by Lehigh Carbon Community College.

SHINE appears to be meeting or exceeding goals in most areas; however, some analysis was limited for the 2020-2021 academic year due to difficulty gathering comprehensive data amid quarantine needs and transition to and from virtual programming. Many of the Evaluator observations and recommendations from the prior year are presented in the next section as they are still relevant.

SHINE's Site Evaluator Observations & Recommendations

- Notable achievements include the robust summer program at a time when students and families needed the extended learning environment, and 100 percent parent participation in education/improvement plans.
- Curriculum lessons appear strongly tied to STEAM themes, career readiness, academic achievement in reading, math, and science, and social emotional well-being. The program effectively emphasized small-group activities to implement these lessons. Emerging STEAM subfields should continue to be integrated into the curriculum in order to maintain quality and relevance.
- Encourage teachers to reinforce concepts throughout the lesson and to tie them together or present a summary at the end of the activity. They should also try to correlate the concepts to a real life example, career or business. This was recommended in the prior evaluation.
- Teachers were observed making excellent use of positive reinforcement. While implementation of these techniques varied slightly, the social-emotional environment was nearly universally positive and caring at the SHINE centers.
- No major or widespread deficiencies were noted in student health or safety during the observations of in-person classes. As a matter of fact, COVID safety protocols created a safe environment.
- Homework help seems to be a valuable component of the program. This component is limited to a relatively short span of the school day. The students worked in small groups with a teacher (for both virtual and in-person sessions) and this worked well. As students finished, they went with another teacher to participate in free play under her direction. Those needing more attention were given the time by 1-2 teachers while the other teachers worked with the other children.

- When applicable (for in-person programming), meal time appeared well organized at all centers. Students had some time to talk with each other and as teachers became free, they sat and conversed with small groups in an informal way.
- Centers generally had access to adequate equipment, supplies, and facilities for the activities.
- Teachers in many buildings appeared to have strong relationships with family members, reinforced by meeting face to face with parents who pick up children at the end of the day. SHINE leadership should continue to emphasize to teachers the importance of building trusting and positive relationships with students' family members to the extent possible.
- Most of the teachers already taught regular classes within the SHINE buildings which facilitated keeping the schedules on time.
- School administrators were incredibly supportive of the program. It was evident not only by their responses to the impact surveys, but also the flexibility and space provided within school buildings.
- The collection and management of a large amount of data has been well organized at the SHINE office. Additional use of the Cayen platform may be helpful for this purpose.
- Evaluation reports should be shared with all key stakeholders and targeted audiences.
- The Project Director is visible, accessible, and provide critical support and leadership to all SHINE centers. She appears to be respected, trusted, and appreciated by the SHINE staff. She also jumps in to support teachers and children when needed. Administratively she is very organized and focused.
- SHINE has successfully incorporated the Second Step SEL program into every aspect of its programming. Consider implementing a separate SEL assessment developed by the evaluator.
- Classroom teacher surveys reported improvements in students needing to do so in all categories. As a matter of fact, 'improved' was the largest percentage response in all categories except behavior, in which 'did not need to improve' was the largest.
- Parent surveys indicated satisfaction with the program and its effect on the children.
- Standardized testing scores were limited, and could not be compared to prior year scores due to lack of testing in 2019-2020.

Given the COVID environment and disruption during the program's first and second years of operation, the evaluators believe it is an asset to school districts in Wayne and Pike Counties and performed remarkably well under the circumstances. Due to the program's integration of schools and families, it is well positioned to respond to the unique educational needs of students during the pandemic.

Student Enrollment

This evaluator report covers the academic year 2020 – 2021 for the cohort 10 grant, which includes the following schools and students:

Cohort 10				
School	Students	Home Visit Students	30-Day or More Attendees	% Attended 30 Days or More
Lakeside Elementary	44	2	28	63.6%
Wallenpaupack South Elementary	35	0	29	82.9%
Evergreen Elementary	36	0	20	55.6%
Total	115	2	77	67.0%

SHINE had adopted strategies to target students who are at-risk for low academic achievement and potential exposure to the criminal justice system, such as those with poor attendance, learning challenges, and economic disadvantages. Nearly 44.0 percent of the 2020-2021 enrollees were female, and 56.5 percent were male. A significant majority of the students were White, although nearly 13.9 percent were Hispanic or Latino. More than five percent identified with two or more races, and fewer than two percent were Black or Asian. Just over six percent experience limited English proficiency and more than four percent experienced special learning needs. Ninety-six – 83.5 percent – were residents of low-income households. Below are findings that demonstrate the success of the program.

Summer Programming

Seventeen of the students who participated in SHINE during the academic year also participated in 2020 summer programming. They joined 30 others, beginning July 6 and concluding August 12, 2020. On average, enrollees attended nearly half the 25 available sessions.

SHINE also organized six weekly virtual family events throughout the summer. They consisted of virtual cooking classes, with a “STEAM recipe of the Week.” Supplies and recipes were delivered to families, who would then log on and cook with the teachers while learning about STEAM. A total of 114 students and their families participated.

Home Visits and Progress Data

Home Visitors meet with kindergarten students in home settings on a weekly basis. Upon the onset of COVID-19, this program transitioned to ‘online’ home visiting. Two students participated in this program during the reporting period. Progress data were not provided.

Student Progress Summary

Student progress was assessed using a variety of measures, including surveys, individualized goal attainment, academic reports, and evidence-based assessments. Resulting outcomes were then considered in the evaluation of program impact.

Classroom Teacher Survey Responses

At the conclusion of the academic year, classroom teachers completed surveys regarding the progress of each enrollee in eight key categories.

Homework Completion

Teachers surveyed among all partner schools observed a significant increase in student improvement of homework completion. More than three quarters of students either improved or maintained performance in homework completion. Approximately 46.0 percent showed some form of improvement, and 23.2 percent did not need to improve at all.

Completing Homework to your satisfaction	Responses	Percent
Did not need to improve	16	23.2%
Improved	32	46.4%
No change	21	30.4%
Declined	0	0.0%
Total	69	100.0%

Participating in class

According to classroom teachers, nearly three quarters of students also improved or maintained their class participation. The remaining students did not need to improve at all. Among the students who needed to improve, 73.6 percent successfully did so.

Participating in class	Responses	Percent
Did not need to improve	18	25.4%
Improved	39	54.9%
No change	14	19.7%
Declined	0	0.0%
Total	71	100.0%

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

Classroom teachers observed significant improvement in volunteering as well as a notably high share of students who showed no change (48.6 percent). Over 27.0 percent did not need to improve, though one third of the individuals demonstrating need for improvement successfully did so.

Volunteering	Responses	Percent
Did not need to improve	19	27.1%
Improved	17	24.3%
No change	34	48.6%
Declined	0	0.0%
Total	70	100.0%

Being attentive in class

Sixty-nine percent of SHINE enrollees either maintained or improved their levels of attentiveness in class. Nearly 30.0 percent did not need to improve, but specifically among those who did, 52.0 percent made progress.

Being attentive in class	Responses	Percent
Did not need to improve	21	29.6%
Improved	26	36.6%
No change	23	32.4%
Declined	1	1.4%
Total	71	100.0%

Behaving well in class

Among SHINE elementary students, 41.1 percent either improved or maintained their classroom behavior. At 52.9 percent, a significant share did not need to improve at all, though 5.9 percent reportedly declined – the largest share of decline cited by classroom teachers.

Behaving well in class	Responses	Percent
Did not need to improve	36	52.9%
Improved	13	19.1%
No change	15	22.1%
Declined	4	5.9%
Total	68	100.0%

Academic performance

One hundred percent of SHINE students either improved or maintained their levels of academic performance, or did not need to do so. Nearly 63.0 percent showed some form of improvement, and 11.4 percent were already meeting academic expectations.

Academic performance	Responses	Percent
Did not need to improve	8	11.4%
Improved	44	62.9%
No change	18	25.7%
Declined	0	0.0%
Total	70	100.0%

Attending to school motivated to learn

Equal shares of students improved and maintained their motivation to learn (35.2 percent in each case). Almost 30.0 percent did not require improvement in this area. Where improvement was needed, half the students showed some form of progress.

Come to school motivated to learn	Responses	Percent
Did not need to improve	21	29.6%
Improved	25	35.2%
No change	25	35.2%
Declined	0	0.0%
Total	71	100.0%

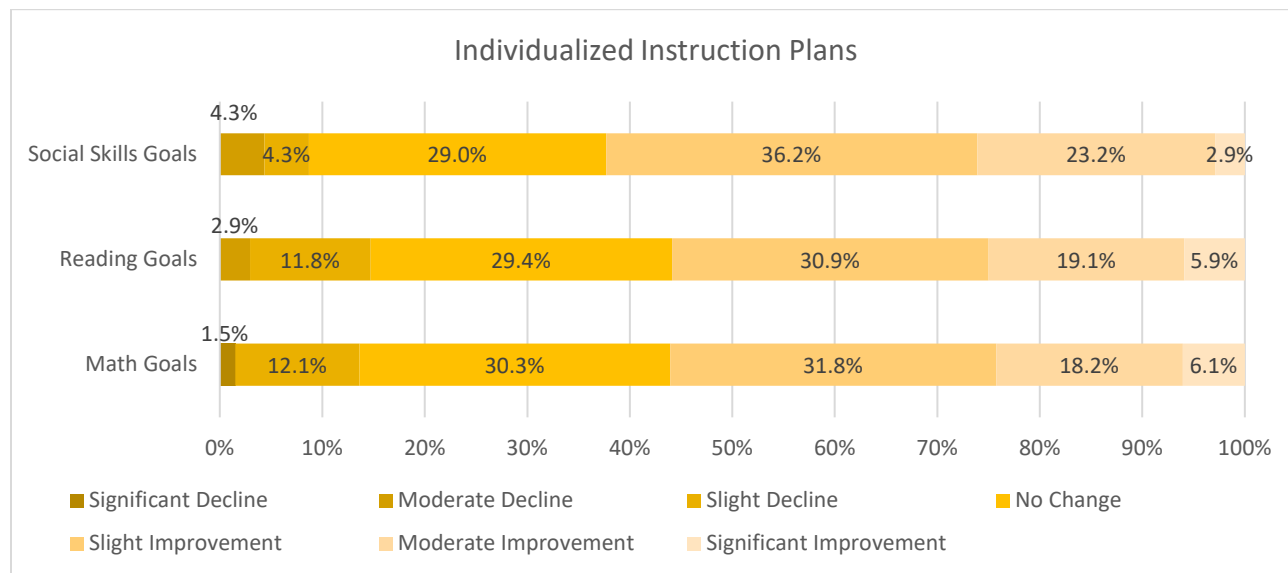
Engagement in Learning

Finally, classroom teachers were asked to assess SHINE students' engagement in learning. More than 32.0 percent maintained their engagement throughout the year, and 43.7 percent improved over time. Although 23.9 percent of the students did not require improvement, 57.4 percent of those who did require improvement met such expectations.

Engagement in Learning	Responses	Percent
Did not need to improve	17	23.9%
Improved	31	43.7%
No change	23	32.4%
Declined	0	0.0%
Total	71	100.0%

Individualized Instruction Plans

To better meet student needs and maximize program impact, SHINE teachers identified goals tailored to enrollees' unique abilities within the areas of math, reading, and social aptitude. Students were most successful with the achievement of social skills; 62.3 percent demonstrated some degree of improvement, and just 8.6 percent declined. Most students also achieved their individualized reading and math objectives. In each subject, no fewer than 55.0 percent improved.



Report Card Grades

Student grades were analyzed to ascertain the proportions who performed above or below satisfactory levels in Reading, Math, and Science. Analysis varied by nature of grading systems used by the school districts participating in the SHINE program. Other than the standard use of percentages for math grades, for instance, a scale of *B-Beginning*, *D-Developing*, *S-Secure* was implemented. Both systems were used for reading performance as well, though the following Independent Reading Level Assessment Guide was also referenced:

- 1Y- Use the pattern and pictures to give a reasonable "reading" of rest of book (Kindergarten)
- 2Y- Track and self-correct to read one word for each word (Kindergarten)
- 3Y- Use most consonant sounds to prompt unknown words (Kindergarten)
- 1G- Recognize 25+ power words, with consonant sounds (Kindergarten)
- 2G- Recognize 85+ power words, with consonant blends (Grade 1)
- 1B- Use familiar chunks to identify most one-syllable words (Grade 1)
- 2B- Use familiar chunks to identify most two-syllable words (Grade 1)
- 1R- Use familiar chunks to identify most three-syllable words (Grade 2)
- 2R- Recognize words from speech, finish chapter books (Grade 2)
- Wt- Decode and deduce meaning of words never heard in speech (Grade 3)
- Bl- Academic vocabulary words, 1,500 or more (Grade 4)

Science grades were based on standard percentages and the *B-Beginning, D-Developing, S-Secure* scale, as well as the range of *E- Excellent, G- Good, S- Satisfactory, I- Improvement Shown, N- Improvement Needed, and X- Not Assessed This Quarter*.

Math

First-quarter and fourth-quarter math grades were available for 64 students. Overall, a plurality of students (43.8 percent) improved throughout the school year, and a substantial share (40.6 percent) maintained consistent performance. Equal shares of first-grade students (42.9 percent) improved and maintained their grades, and just 14.3 percent declined. More than half the students in second grade maintained their grades. More than half the students in third grade improved their grades, and the remainder stayed consistent. Over 69.0 percent of fourth-grade students improved, while half the students in fifth grade declined. Thirty of these students received numerical scores, and they averaged an improvement of 5.6 percent during the academic period.

Math							
Grade Level	Improved		Declined		Unchanged		Total
	N	%	N	%	N	%	N
1	6	21%	2	20%	6	23%	14
2	5	18%	3	30%	9	35%	17
3	7	25%	0	0%	5	19%	12
4	9	32%	1	10%	3	12%	13
5	1	4%	4	40%	3	12%	8
Total	28	100%	10	100%	26	100%	64

Reading

First-quarter and fourth-quarter reading grades were available for 65 students. Nearly 57.0 percent improved during the school year, and 16.9 percent declined. Progress includes 62.5 percent of first-grade and fifth-grade students, 37.5 percent of second-grade students, 83.3 percent of third-grade students, and 46.1 percent of fourth-grade students. The greatest degree of decline (45.0 percent) occurred at the second-grade level. Twenty-one of these students received numerical scores, and they averaged an improvement of 2.1 percent throughout the school year.

Reading							
Grade Level	Improved		Declined		Unchanged		Total
	N	%	N	%	N	%	N
1	10	27%	2	18%	4	24%	16
2	6	16%	5	45%	5	29%	16
3	10	27%	2	18%	0	0%	12
4	6	16%	2	18%	5	29%	13
5	5	14%	0	0%	3	18%	8
Total	37	100%	11	100%	17	100%	65

Science

First-quarter and fourth-quarter science grades were available for 27 students. At 55.6 percent, most first-grade students maintained their performances. One-third declined. Proportions were similar at the second-grade level – 58.3 percent maintained their grades and one-quarter declined. Second-grade students account for half the total improvement in science, however. There was no progress noted for SHINE enrollees in third and fourth grades, and no decline was noted for those in fourth and fifth grades. Nine students (all in first and second grades) received numerical scores, with an average decline of 6.4 percent between the start and completion of the academic period.

Science							
Grade Level	Improved		Declined		Unchanged		Total
	N	%	N	%	N	%	N
1	1	25%	3	43%	5	31%	9
2	2	50%	3	43%	7	44%	12
3	0	0%	1	14%	1	6%	2
4	0	0%	0	0%	2	13%	2
5	1	25%	0	0%	1	6%	2
Total	4	100%	7	100%	16	100%	27

Easy CBM

The Easy CBM was administered during the in person program for three subject areas – reading fluency, reading comprehension, and math. The scores below represent baseline pre-assessment post-assessment scores although any student without both scores or who completed the post exam before completing the pre exam were excluded.

Reading Fluency

Overall, a total of 52 students read a median of 354 words per minute. Average words read per minute increased consistently in accordance with grade level increases (with the exception of fifth-grade students who averaged lower than fourth-grade students, though scores were available for only two fifth-grade enrollees). Furthermore, a plurality of 48.1 percent increased their fluency rates by 15 or more words per minute.

Fluency		
Grade	Number of Students	Median WPM
1	12	24.5
2	12	54.5
3	4	75.0
4	22	103.5
5	2	96.3
Total	52	353.8

Change Category	Number of Students	% Students
1+	4	7.7%
5+	8	15.4%
10+	5	9.6%
15+	25	48.1%
None	0	0.0%
Any	52	100.0%
Total	52	100.0%

Reading Comprehension

Quantities of reading comprehension questions varied by grade level. Enrollees in first grade responded to four items, with an average year-end score of 92.9 percent. Most of these students maintained consistent scores between the beginning and end of the academic period, with no declines and one increase of one point. Enrollees in second grade responded to 12 items, with an average year-end score of 81.9 percent. Although one student declined by one point, the remaining five improved their scores by an average 2.6 points.

Students in grades three and higher responded to 20 items, with an average year-end score of 49.4. Nine of the 26 enrollees tested an average of 2.6 points lower at the end of the year than they did at the

start. Three students maintained consistent scores. The remaining 14 improved an average 3.4 points (16.8 percent) throughout the academic period.

Math

Math assessments consisted of 16 items, regardless of student grade level. The average year end score was 73.5 percent, reflecting an overall increase of 5.4 percent from the start of the school year. Eleven of the 45 students tested lower by the end of the year (an average decline of 2.5 points), and seven maintained consistent scores. Students who improved did so by an average 2.4 points (15 percent).

Math			
Grade	Number of Students	Average Score (of 16)	Average %
1	12	13	81.0%
2	8	11	70.3%
3	3	11	67.2%
4	20	10	65.5%
5	1	12	71.9%
Total	44	11	71.2%

Social and Emotional Learning

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

To determine the potential impact of SHINE’s social and emotional learning curriculum, assessments were administered on a ‘pre’ and ‘post’ program basis. Twenty-eight enrollees participated in the ‘pre’ assessment, and 16 participated in the ‘post.’ The table below displays the percentage of students who chose ‘Much more now’ as a response to each statement provided. Other response options included ‘Much less now’ and ‘About the same.’ At 8.3 percent, the most notable positive increase in ‘Much more now’ responses pertains to popularity among peers – though larger shares of students responded similarly to several other statements.

Behavioral Changes – % Said "Much More Now"			
Statement	Pre-Survey	Post-Survey	% Point Change
I have friends I can trust.	50.0%	26.7%	↓ -23.3%
There are adults I look up to and admire.	53.6%	26.7%	↓ -26.9%
If the way I'm doing something isn't working I try to think of different ways to do it.	64.3%	20.0%	↓ -44.3%
If I fail to solve a problem, I will try again until I find the solution.	46.4%	33.3%	↓ -13.1%
I am popular with other kids.	25.0%	33.3%	↑ 8.3%
I discuss my problems with adults.	39.3%	26.7%	↓ -12.6%
I think carefully before believing things people tell me.	53.6%	40.0%	↓ -13.6%
I work hard to achieve goals even if things get in the way.	50.0%	40.0%	↓ -10.0%
I have friends who care about me.	46.4%	46.7%	→ 0.2%
There are adults I can talk to about my problems.	46.4%	46.7%	→ 0.2%
I like to think of different ways to solve a problem.	42.9%	33.3%	↓ -9.5%
I keep working even if it takes longer than I thought it would.	46.4%	26.7%	↓ -19.8%
I get along well with people my age.	39.3%	26.7%	↓ -12.6%
There are adults who are interested in what I have to say.	46.4%	33.3%	↓ -13.1%
I like to figure out how things work.	53.6%	20.0%	↓ -33.6%
When I try to accomplish something, I achieve it.	32.1%	33.3%	→ 1.2%
When I see another kid who is hurt or upset, I feel sorry for them.	53.6%	33.3%	↓ -20.2%
I think about the future of the world.	39.3%	33.3%	↓ -6.0%
Exercise is important to me.	46.4%	26.7%	↓ -19.8%
I think a lot about how I can make a difference in the world.	50.0%	33.3%	↓ -16.7%
I defend myself against unfair rules.	50.0%	26.7%	↓ -23.3%
I like being active.	46.4%	33.3%	↓ -13.1%
I feel bad for other kids who feel sad or have problems.	46.4%	33.3%	↓ -13.1%
I stand up for things that matter to me.	67.9%	53.3%	↓ -14.5%
I say what I think even if adults or friends disagree.	42.9%	26.7%	↓ -16.2%
I try to understand the world I live in.	53.6%	46.7%	↓ -6.9%
Other people's feelings matter to me.	57.1%	40.0%	↓ -17.1%
I like being physically active and moving my body.	39.3%	40.0%	→ 0.7%

Attitudes About Math & Science: PEAR Assessments

The PEAR assessments are validated questionnaires used to measure student attitudes towards STEM topics and careers. The tables below show the percentage of students who agreed or strongly agreed with each statement at the time the assessments were administered – once in the fall and once in the spring. Due to its length, the assessment was administered in two parts. In both cases, 28 students participated in the ‘pre’ assessment, and 14 participated in the ‘post’ assessment.

In most cases, agreement with the provided statements in the first part declined throughout the academic period. A steady 42.9 percent of students did maintain their agreement that they like online games and computer games that teach about science, however. The only increase in change pertained to the belief that science is boring.

Statement	% Agree or Strongly Agree		
	Pre	Post	Change
Science is something I get excited about	59.3%	50.0%	-9.3%
I like to participate in science projects	78.6%	64.3%	-14.3%
I like to see how things are made (for example, ice-cream, a TV, an iPhone, energy, etc)	89.3%	83.3%	-6.0%
I am curious to learn more about science, computers or technology	75.0%	35.7%	-39.3%
I want to understand science (for example, to know how computers work, how rain forms, or how to fly airplanes)	70.4%	50.0%	-20.4%
I get excited about learning about new discoveries or inventions	74.1%	50.0%	-24.1%
I pay attention when people talk about recycling to protect our environment	69.2%	50.0%	-19.2%
I am curious to learn more about cars that run on electricity	61.5%	50.0%	-11.5%
I would like to have a science or computer job in the future	29.6%	28.6%	-1.1%
I like online games or computer games that teach me about science	42.9%	42.9%	0.0%
Science is boring	35.7%	57.1%	21.4%
I do science-related activities that are not for schoolwork	63.0%	28.6%	-34.4%
I like science	60.7%	42.9%	-17.9%
Making an effort in science is worth it because it will help me in the work that I want to do later on	75.0%	57.1%	-17.9%
Learning science is worthwhile for me cause it will improve my career prospects/chances	70.4%	28.6%	-41.8%
Science is an important subject for me because I need it for what I want to study later on	70.4%	50.0%	-20.4%
I will learn many things in science that will help me get a job	74.1%	50.0%	-24.1%

The second part of the science assessment measured the degree to which students felt informed about, valued as important, and agreed with various statements. At the start of the school year, more than 42.0 percent of students felt fairly informed or very well informed regarding careers in science and technology. By the end of the year,

half the students felt fairly or very well informed about science- and technology related careers available in the job market, and about where to find

How informed do you feel about:	Pre	Post	Change
Science and technology related careers that are available in the job market	44.4%	50.0%	5.6%
Where to find information about science and technology related careers	42.3%	50.0%	7.7%
The steps that I need to take if I want a science and technology related career	46.4%	42.9%	-3.6%

information regarding such careers (increases of 5.6 percent and 7.7 percent, respectively).

In the 'pre' assessments, no fewer than 96.4 percent of students agreed that statements regarding good academic performance were somewhat or very important. By the end of the school year, 100 percent believed it is either somewhat or very important to get good grades in school, complete homework every night, learn what is taught in school, and attend school daily.

How important are the following?	Pre	Post	Change
Getting good grades in school	96.4%	100.0%	3.6%
Completing your homework every night	96.4%	100.0%	3.6%
Paying close attention to what your teachers are saying	96.4%	85.7%	-10.7%
Learning everything your teachers are trying to teach you in school	96.4%	100.0%	3.6%
Attending school every day and not missing any classes	96.4%	100.0%	3.6%
Graduating from high school	100.0%	78.6%	-21.4%

At 78.6 percent, the share of students who agreed or strongly agreed that they would report both unexpected and expected scientific results remained steady throughout the program period. Furthermore, the proportion who enjoys reading about things that disagree with previous ideas grew to 53.8 percent by the end of the period (from 37.0 percent). Otherwise, fewer students either agreed or strongly agreed that they were curious about the world, that they liked to listen to people with differing opinions, and that they were willing to change their ideas even when evidence suggested the ideas were poor. More students agreed or strongly agreed that learning about new things is unimportant, that it is boring to hear about new ideas, and that they dislike hearing others' opinions.

	Pre	Post	Change
I enjoy reading about things which disagree with my previous ideas	37.0%	53.8%	16.8%
I dislike repeating experiments to check that I get the same results	55.6%	53.8%	-1.7%
I am curious about the world in which we live	89.3%	64.3%	-25.0%
Finding out about new things is unimportant	25.0%	42.9%	17.9%
I like to listen to people whose opinions are different from mine	89.3%	64.3%	-25.0%
I find it boring to hear about new ideas	14.8%	42.9%	28.0%

In science experiments, I like to use new methods which I have not used before	66.7%	64.3%	-2.4%
I am willing to change my ideas even if evidence shows that the ideas are poor	75.0%	42.9%	-32.1%
In science experiments, I report unexpected results as well as expected ones	78.6%	78.6%	0.0%
I dislike listening to other people's opinions	14.8%	57.1%	42.3%

The majority of responding students (56 to the 'pre' assessment and 29 to the 'post') agreed or strongly agreed with most math-related statements as well. In many cases, agreement increased throughout the program year. The proportion agreeing that they would buy their children math games or puzzles increased to 82.8 percent from 62.5 percent, for instance. The share who like playing games involving numbers grew 14.3 percent throughout the year, and those who like to use calculators or spreadsheets grew 13.4 percent in that time.

	Pre	Post	Change
Math is something I get excited about.	66.1%	58.6%	-7.5%
I enjoy doing math problems.	64.3%	65.5%	1.2%
I like playing games involving numbers.	64.3%	78.6%	14.3%
If I don't understand something in math, I look for help.	94.6%	82.8%	-11.9%
I like to watch programs on TV about math discoveries and inventions.	41.1%	31.0%	-10.0%
I am curious to learn more about science, technology, engineering or math.	75.0%	79.3%	4.3%
I like to work on activities using numbers,	64.3%	71.4%	7.1%
If I have kids when I grow up, I will buy them math games or puzzles.	62.5%	82.8%	20.3%
I would like to have a science or computer job in the future.	43.6%	46.4%	2.8%
I like to use calculators or spreadsheets.	62.5%	75.9%	13.4%
I like to follow sports data.	55.4%	58.6%	3.3%
I like puzzles and sorting through different shapes.	71.4%	66.7%	-4.8%
I like to make calculations in my head.	59.3%	57.1%	-2.1%
I like learning about math on the internet.	53.6%	51.7%	-1.8%
I like online games or computer games that teach me about math.	67.3%	71.4%	4.2%
I get nervous taking math tests.	66.1%	75.9%	9.8%
I like large numbers.	57.1%	58.6%	1.5%
When I buy something, I am good at counting my change.	60.7%	58.6%	-2.1%
I like working in small groups to solve math problems.	72.7%	75.0%	2.3%
I like math.	71.4%	64.3%	-7.1%
Math is boring.	30.9%	24.1%	-6.8%
Because math is fun, I wouldn't want to give it up.	60.0%	69.0%	9.0%
Math is one of my favorite subjects.	58.2%	50.0%	-8.2%
Math is engaging and interesting.	64.3%	69.0%	4.7%
Math is not one of my strengths.	43.6%	35.7%	-7.9%

STEM Interest Surveys

Also on a 'pre' and 'post' basis, students were asked to rate their agreement with a series of statements geared toward their interest in STEM learning. Thirty-three enrollees responded to the pre-assessment and 28 responded to the post-assessment.

Between the beginning and end of the year, positive changes were recorded in the shares of students who either agreed or strongly agreed with more than half the statements. For example, agreement with statements regarding understanding of solar energy and jobs of the future increased 33.7 percentage points. Furthermore, agreement with statements regarding understanding of logistics and health care increased nearly 23.0 percentage points.

Statement	Pre	Post	Change
I know what a scientist does.	75.8%	74.1%	-1.7%
I know what an engineer does.	63.6%	75.0%	11.4%
I know what 'logistics' means.	6.1%	28.6%	22.5%
I know what 'health care' means.	66.7%	89.3%	22.6%
I know what 'solar energy' means.	48.5%	82.1%	33.7%
I would like to take science and math courses in high school.	60.6%	50.0%	-10.6%
I would like to go to college and study math and science.	51.5%	53.6%	2.1%
Technology is very important in our lives.	78.8%	71.4%	-7.4%
Scientists and engineers need to know math and science.	93.9%	82.1%	-11.8%
Understanding math and science will help me to be more successful in life.	93.9%	96.3%	2.4%
I think jobs in logistics, business, finance, health care, forensics, and green energy require math, science, and technology skills.	69.7%	85.2%	15.5%
I know what the jobs of the future are.	18.2%	51.9%	33.7%
I understand business and finance by creating a business plan and marketing plan.	27.3%	34.6%	7.3%

Student Surveys

SHINE enrollees shared additional input via pre-program and post-program surveys, answering questions about their engagement in learning, relationship-building, decision-making, empathy, and self-care. The shares of students who responded ‘Yes’ and ‘Sometimes’ to these questions are detailed in the table below. Positive change was measured in many cases. The proportion of students who admit mistakes increased 7.6 percentage points, for instance. The share who eat fresh fruits and vegetables grew 4.8 percent and the share who are nice to animals grew 4.5 percent. At the same time, however, the share who hit other people (including siblings) increased 9.1 percent and the share who has tried alcohol (even if only one sip) rose to 13.0 percent. The proportion who copy work from others grew 4.2 percent as well. Additionally, there were some declines in ‘Yes’ and ‘Sometimes’ responses (such as a drop of 4.2 percent among those who feel good when they do good things, and a drop of 5.1 percent among those who brush their teeth daily).

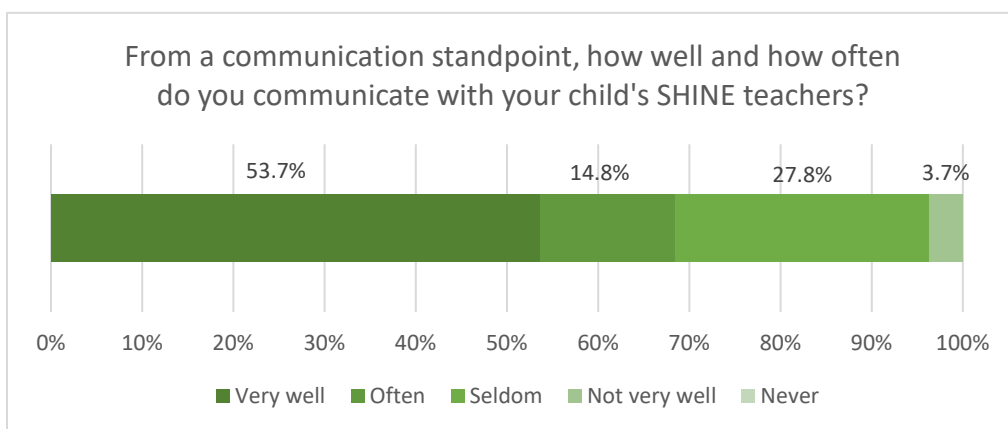
<i>Yes or Sometimes</i>	Pre	Post	Change
Do you like school?	75.8%	76.1%	0.3%
Do you work hard in school?	91.2%	94.5%	3.3%
Do you get your work done on time?	90.9%	90.3%	-0.6%
Do you copy off someone else's paper or work?	8.8%	13.0%	4.2%
Do you feel good when you do good things?	100.0%	95.8%	-4.2%
Do you try to be nice to others?	100.0%	98.6%	-1.4%
Do you care how others feel?	97.1%	97.2%	0.2%
Do you think about what you are doing before you do it?	91.2%	87.5%	-3.7%
Do you tell the truth?	100.0%	97.3%	-2.7%
Do you admit mistakes when you do something wrong?	88.2%	95.8%	7.6%
Do you hit other people (including siblings?)	43.8%	52.9%	9.1%
Are you nice to animals?	94.1%	98.6%	4.5%
Do you brush your teeth every day?	91.2%	86.1%	-5.1%
Did you try drinking alcohol (even one sip)?	2.9%	15.9%	13.0%
Do you eat fresh fruits and vegetables?	85.3%	90.1%	4.8%

Parent Surveys

A survey was distributed to parents of SHINE students at the beginning and the end of the 2020-2021 academic year. This survey sought to measure parents' experiences regarding positive environment, attitudes, and practices within the SHINE program. At the start of the academic period, parents identified STEM and reading skills, attitudes toward school, self-confidence, and homework habits as areas for improvement. Many also expressed interest in improved school attendance, behavior, career awareness, leadership skills, and teamwork and problem-solving abilities.

Responses to the end-of-year surveys then revealed the extent to which these expectations were met. Fifty-four elementary parents participated. Nearly 82.0 percent were students' mothers, and 12.2 percent were

students' fathers. Two respondents (4.1 percent) were grandparents, and one (two percent) was a guardian. At 53.5 percent, parents of second-grade students comprised the largest group of



participants. Almost 42.0 percent were parents of first-grade students. A majority (74.1 percent) had previously been involved with SHINE. When asked whether they enjoy open, positive communication with SHINE teachers, 87.0 percent answered affirmatively. Slightly more than 11.0 percent reported that communication needs improvement. Furthermore, 68.5 percent reported that they communicate very well or often with SHINE teachers. The remaining 31.5 percent indicated that they communicate seldom or not very well.

At least occasionally, most of these caretakers help with school activities, attend school meetings, help children with homework, look out for others' children, and socialize with other caretakers.

How often do you:	Always	Often	Sometimes	Rarely	Never
Help with school activities	22.2%	25.9%	18.5%	13.0%	20.4%
Attend parent-teacher meetings at school	61.1%	14.8%	13.0%	5.6%	5.6%
Help your child with his/her homework	46.3%	27.8%	22.2%	3.7%	0.0%
Look out for the children of others	41.5%	15.1%	24.5%	13.2%	5.7%
Know and socialize with other parents	20.8%	22.9%	33.3%	16.7%	6.3%

All respondents to the parent survey either agreed or strongly agreed that it is important for schools to create positive climates, and that children feel better about themselves when they behave in positive ways. Most also concurred that the ways people see themselves affect their performance in life; that children behave and learn better if they feel good about themselves; and that actions, feelings, and

thoughts affect one another. Nearly 80.0 percent either disagreed or strongly disagreed that creating a positive learning environment is a waste of a teacher’s time.

There was significant variation in responses to statements regarding character and social and emotional skills, however. Although approximately three-quarters of the caretakers agreed or strongly agreed that schools have as much responsibility as parents to teach emotional and social skills, for example, the remainder felt otherwise. Over 59.0 percent disagreed or strongly disagreed that children should learn social and emotional skills at home, and 58.4 percent disagreed or strongly disagreed that good character should be taught at home.

Please rate how much you agree or disagree with the following statements:	Strongly agree	Agree	Disagree	Strongly disagree
It is important for schools to create a positive climate.	85.2%	14.8%	0.0%	0.0%
Children feel better about themselves when they behave in positive ways.	83.3%	16.7%	0.0%	0.0%
Creating a positive learning environment in the school is a waste of the teacher's time.	14.8%	5.6%	14.8%	64.8%
Schools have as much responsibility as parents to teach social and emotional skills.	42.6%	31.5%	24.1%	1.9%
The way we see ourselves (self-concept) affects how well we do in life.	51.9%	44.4%	1.9%	1.9%
Children behave and learn better if they feel good about themselves.	74.1%	22.2%	3.7%	0.0%
Children should learn social and emotional skills at home, not in school.	14.8%	25.9%	46.3%	13.0%
Good character should be taught at home, not in school.	18.9%	22.6%	50.9%	7.5%
Thoughts lead to actions, and actions lead to feelings about yourself, which leads back to thoughts.	47.1%	51.0%	0.0%	2.0%

Family Education and Engagement

With 100.0 percent participation, all families completed education plans upon student enrollment in the program. Due to COVID restrictions, it was not possible to arrange in-person family engagement nights during the school year.

In the fall, a three-hour online workshop allowed parents to learn about resume building as well as skills that employers look for during interviews and hiring. Overviews of extended learning opportunities, LinkedIn, and LinkedIn Learning were provided. The two parents in attendance also received access to Microsoft Office and SIMnet, a software program credentialed through McGraw Hill. Many other parents expressed interest but were unable to attend due to childcare issues and limited internet availability.

In the spring, SHINE scheduled open house calls with parents. During these visits, staff addressed needs within the family, discussed potential resources, and reviewed student progress. A total of 41 students and parents participated.

“Shine is great!”
~SHINE parent

“WE LOVE SHINE!!”
~ SHINE PARENT

Site Visit Assessments – Fall 2020

Wayne Highlands (Lower Grades)

January 25, 2021

Observer: Megan Stachowiak

Teachers: Kris Williams, Daria McGinnis, and Laurel Werner

The Lakeside SHINE program is in its second year of operation. The SHINE program initially met in person at the start of the 2020-21 school year, but switched to a virtual platform when the school suspended in-person classes in mid-November. The teachers hope to resume in-person meetings in February. The SHINE program and site evaluation were conducted virtually via Zoom meeting.

There was one student attending the virtual SHINE program, with three staff members. When the program is held in-person, 12-15 students typically attend.

The virtual SHINE program is scheduled for two hours. It began with a 15-minute homework period, with the student reading a story as part of a phonics lesson. A 20-minute physical activity followed. The Power-Up Fitness lesson involved physical movement with math and spelling activities incorporated. One hour was devoted to the STEAM activity, and the remaining 15 minutes of the program included a Kahoot online math game.

Human Relationships

The interactions between the staff and student were positive, with teachers offering encouragement and praise throughout the session. The teachers maintained a consistent dialogue to keep the student engaged during the virtual session. Toward the end of the two-hour program, the student was visibly tired and had difficulty concentrating, but the staff worked to maintain and refocus his attention when needed.

Activities

The STEAM activity focused on engineering concepts, and materials were provided prior to the session. The student designed and constructed a skier/snowboard figure and a ski-lift chair from aluminum foil, craft sticks, and straws. The teachers integrated videos in the lesson to help with the design. The activity was appropriate for the student's grade level and ability. It was somewhat challenging at first for the student to work on building project without hands-on assistance from the teachers, but they provided encouragement and demonstrated different techniques to provide assistance. The student's parent was also engaged and assisted with the activity.

Conclusion

Overall, the SHINE program at Lakeside is well run, although the virtual format and broadband issues in the district have reduced student participation. The teachers clearly enjoy working with the one student who currently participates regularly, and demonstrated a positive relationship with the child. The STEAM activity was consistent with the mission of the SHINE program, and the teachers incorporated educational concepts into all aspects of the program. With the limited attendance, it may be worthwhile to consider reducing the program schedule; the two-hour session was a bit long for the student to maintain his attention.

Wayne Highlands (Upper Grades)

January 20, 2021

Observer: Kara McGrane

Human Relationships

Interactions between students and staff appeared supportive. For example, one student struggled with sibling interruptions while completing homework, and the teacher helped diffuse the situation. Teachers and students also discussed the transition from elementary to middle school; students indicated that they will miss the SHINE program and expressed interest in further participation.

Activities

During homework time, students who had already completed their assignments worked with a teacher in a breakout room. They drew optical illusions together. Physical activity began promptly at 4:30pm, consisting of a Go Noodle exercise. After five minutes of activity, the students resumed the STEM project they started in the previous session – building balloon racecars. They had sketched outlines of their cars, cut the outlines, and continued by decorating their work. Next steps include construction of car bodies and flaps. The group also discussed their next STEM project, which would entail creation of circuits using lemons and parts of toothbrushes. As per protocol, students will either receive necessary materials from school or staff will deliver the materials to students.

Participation tapered throughout the remainder of the session. A Cahoot activity pertained to types of vehicles, and a draw-along exercise involved sketching Nascar racecars.

Wallenpaupack

November 10, 2020

Observer: Megan Stachowiak

Program Contacts:

Pantea Shademani, Program Director - pshademani@wpworkforce.org

Victoria Billbe, Lead Teacher - vbillbe@wpworkforce.org

The Wallenpaupack SHINE program is in its second year of operation. Despite the challenges posed by the pandemic, students in the SHINE program were able to participate in person at the time of the observation. The site evaluation was conducted virtually, with The Institute observing via a Zoom.

Twenty-eight students were enrolled in the SHINE program, with 21 were attending day of observation. Students were split into two groups (grades 1-2 and grades 3-5) and separate classrooms in order to maintain social distance. Both groups follow a similar schedule with similar activities. There are five teachers for the program. The overall teacher to student ratio is 1:5.6.

Human Relationships

Positive interactions were observed between teachers and students. The teachers recognized student accomplishments, telling them when they did a “good job.” Students were corrected when they were disruptive or disrespectful.

The teachers were approachable and used upbeat tones when addressing the students. They launched a Reward Chart program, with stickers awarded for good behavior. The teachers maintained control of the

classroom and schedule, redirecting children and transitioning them to activities when necessary. The teachers asked students questions to engage them during activities.

Indoor Environment

The SHINE program activities take place in a classroom, with adequate space for students and materials. The space was inviting and decorated with student artwork. Although the students remained seated at their desks during most of the program in order to maintain social distance, they were still able to comfortably interact with teachers and peers.

Activities

The typical daily schedule for the SHINE program begins with a snack provided by the school district. A half hour of physical activity follows, either outdoors or in the gym, depending on the weather. Fifteen minutes are allocated for homework, with teachers providing one-on-one assistance as needed. The STEAM program activities extend approximately 90 minutes, followed by half hour for dinner.

During the first half hour of the program, students spent time outdoors engaging in physical activity, and this portion of the program was not observed. After the homework period, students engaged in several STEAM activities. First, students listened to a Thanksgiving-themed story which tied into the first STEAM activity for the day, which was to engineer a turkey trap. The students were asked to record what materials they would need to build their traps. They designed and drew their traps, and explained their designs to the teachers. The traps were to be built in future sessions.

The students then transitioned to an Ozobot challenge activity, focusing on the use of technology. The students were going to use a 3D printer to make bowling pins that the Ozobots would knock down. They watched a video on how to design the pins, and how the 3D printer works. The printer was to be used in future sessions. The teachers encouraged verbal collaboration between students, but work was rather individualized.

For the last STEAM activity of the day, students split in pairs and were directed to different centers. Center activities vary, and include a block center, a marble run set, a Lego area, board games, snap circuits, Ozobots, etc. The centers are used about once per week to fill gaps between scheduled activities.

The STEAM activities were appropriate for students' grade levels. Transitions between the activities were smooth, and there were sufficient materials for use during activities. As a result of limitations due to COVID-19, the SHINE program has focused on independent projects rather than group activities.

Health, Safety, and Nutrition

Health and safety protocols related to COVID-19 were observed. Students and teachers practiced social distancing and wore masks. Throughout the program, teachers reminded students to make sure their masks were in place. The teachers distributed hand sanitizer to all students before between activities/locations and before dinner. Students have their own pencil cases and materials as well. When materials were shared, they were sanitized between use. Meals were prepared on site by the cafeteria staff and left in warmers, with students offered nutritious food options.

Conclusion

Overall, the SHINE program at Wallenpaupack is well run, and has adapted to continue serving students while taking the necessary precautions in accordance with COVID guidelines. At the time of the observation, students were able to meet in-person, with adequate space and materials to comply with social distancing guidelines. Activities were consistent with the STEAM mission of the SHINE program, and teachers demonstrated positive relationships with students.

Western Wayne (Lower Grades)

January 21, 2021

Observer: Andrew Chew

Human Relationships

The teachers warmly greeted the student (“I’m super happy to see your smiling face today!”) and engaged in casual conversation, demonstrating positive relationships and lots of encouragement.

The one student who attended for the full duration of the program was generally engaged, and seemed to be having fun. Classroom control or relationships between students could not be assessed because only one student was present for most of the time.

Activities

The student completed her homework, and the teachers asked her to tell them about a story she had read in school. The physical activity commenced at 4:30 pm, with a dance-along to ‘Go Noodle’ videos.

The STEAM activity began at 4:45 pm. It consisted of a discussion about symmetry and creation of a symmetrical snowman from paper. A second student joined the session at 5:15 pm, and the children completed a paper snowflake activity.

Transitions between activities were generally smooth, though students spent some time away from their devices to gather supplies. Teacher mentioned plans to ask students to create their own SHINE boxes for better organization.

Western Wayne (Upper Grades)

January 21, 2021

Observer: Teri Ooms

Human Relationships

Both teachers were supportive, warm, and encouraging. They offered positive reinforcement throughout the program, and built rapport by telling stories and doing the yoga lesson with the children. They kept students engaged – even during the technical issues. The teachers also joined the students in the Kahoot and 60-second drawing exercises. One student was sometimes distracted, but the teachers managed her well and were able to refocus her.

Activities

The session began at 4:00 pm, with a discussion about homework and upcoming tests. The group then transitioned to 15 minutes of yoga. It involved a video, which was age appropriate and incorporated social/emotional learning into the exercise.

At 4:20 pm, the group moved to a story. The teacher allowed students to share work on their screens; they apparently take turns being 'in charge.' The children read to one another until 4:40 pm, when they were asked to summarize the remainder of the story. They completed a vocabulary lesson at 4:45 pm.

The next ten minutes consisted of a video about electricity. After its conclusion, the teachers and students discussed concepts of electricity and provided examples of practical applications of those concepts. The teachers then administered a verbal quiz, and at 5:15 pm began a word search puzzle using vocabulary from the video.

At 5:25 pm, the children enjoyed a vocabulary lesson through Kahoot. They were active and engaged, and the teachers offered positive reinforcement. At 5:45 pm, the group participated in a mood exercise with gumball colors to ascertain their levels of emotional health. They also discussed their feelings.

The session concluded with a 60-second drawing exercise, which was another popular assignment. Students were assigned an object to draw within one minute, and then shared their drawings with the group. There was a Zoom delay during the program, and the teacher had some issues with ZOOM during the class. Instead of distracting the students, it facilitated a problem-solving exercise.

Site Visit Assessments –Spring 2021

Wayne Highlands (Lower Grades)

May 18, 2021

Observer: Megan Stachowiak

The Lakeside/Wayne Highlands SHINE program resumed in-person sessions in March, after meeting virtually since mid-November when the school suspended in-person classes. The school district operates virtually on Wednesdays, and the SHINE program meets virtually on those days as well. These virtual sessions were used for social-emotional learning lessons. The site evaluation was conducted virtually via Zoom. Attendance in the program increased substantially when in-person attendance resumed. Thirteen students were in attendance the day of the observation (compared to one student during the January observation when the program was virtual). In total, 18 students in grades 1-3 were enrolled in the program. Two teachers and two assistants were present.

Human Relationships

The interactions between teachers and students were positive, with teachers using positive reinforcement to tell students when they did a good job. Interactions between students appeared positive as well, and teachers encourage students resolve conflicts on their own. Students were cooperative and followed teachers' instructions. They assisted with cleaning up materials from the activities.

Indoor Environment

The majority of the program took place in the cafeteria, with students spaced to allow for social distancing. Students had sufficient workspace to interact comfortably. The lower grades split the space with the older

grades in the program, which can create some distraction due to the noise level. However, the teachers kept students focused and on task throughout the program.

Activities

The SHINE program is scheduled from 3-6PM. It began with a homework period. Teachers provided homework assistance to students who needed it. Students who didn't have homework read to teachers or played games. This was followed by a physical activity period, during which students went outside. This portion of the program was not observed. Next, students participated in the STEAM activity.

The STEAM activity focused on water filtration. It reinforced the importance of water in the environment, the health issues associated with contaminated water, and how some parts of the world do not have access to clean water. Students watched a video demonstrating how to clean water using a dissolvable powder. The video described the steps in the water filtration process. The teacher then described how students were going to construct their own water filters using a diagram and step-by-step explanation. Students created their water filters using a water bottle, plastic bag, cotton ball, charcoal, sand, and rocks. They drew diagrams of their filters. Students had individual boxes of supplies, and sufficient materials for the activity. The lesson was consistent with the STEAM mission and appropriate for students' grade levels. Transitions between activities were smooth, and teachers maintained the program schedule. The program concluded with dinner being served.

Health, Safety, and Nutrition

Teachers ensured that students maintained social distancing and wore their masks throughout the program. When a student was stung by a bee during the outside physical activity, teachers quickly addressed the issue. Students were served dinner (walking tacos), which was prepared by the school cafeteria staff and left in warming dishes. Teachers also ensured that students practiced good hygiene by washing their hands and sanitizing prior to dinner.

Conclusion

Overall, the SHINE program at Lakeside/Wayne Highlands is well run. Teachers and students were glad to meet in person again. The students actively participated throughout the program, and enjoyed the hands-on STEAM activity.

Wayne Highlands (Upper Grades)

April 27, 2021

Observer: Megan Stachowiak

Human Relationships

Interactions between staff and students were generally positive in tone. Encouragement and positive reinforcement was used.

Students occasionally needed several reminders to focus on tasks or follow instructions, and the classroom was sometimes particularly noisy and slightly disorganized. However, disruptions were not significant

enough to detract from overall operation of the program. When minor conflicts between students arose, staff members de-escalated and refocused them appropriately.

Indoor Environment

There was plenty of space in the SHINE classroom. Students had individual workspaces and the program effectively used outdoor space for activities.

Activities

Homework help was available for students who needed it, but most did not have homework. Students could play educational games or work on 3D printing projects instead. They were very enthusiastic about 3D printing.

The schedule included socialization opportunities, physical play (30 minutes with “Power Up Fitness” and unstructured play time), and STEAM activity from 4:00 until 5:30. The STEAM activity involved observation of chemical reactions in volcanoes. At start of the activity, teachers led students in discussion of chemical reactions and practiced scientific method by making predictions. Students tested their baking soda and vinegar volcanoes while classmates watched. Students were engaged and appeared to have fun. After volcano demonstrations, teachers recapped lessons with students to reinforce predictions and observations.

Health, Safety, and Nutrition

Universal masking was practiced by students and staff throughout the program. Activities were held outdoors as much as possible. Teachers enforced good hand hygiene practices during transition times. Socially distanced seating was used during dinner.

Other Notes

Average attendance included 12 to 15 students in person, and two students virtually. Many students were unable to attend due to COVID exposure and subsequent quarantine. Attrition was prevalent as well, because parents acknowledge children’s struggles with long-days of mask-wearing. On Mondays and Tuesdays, some students arrive late due to tutoring.

Wallenpaupack

April 27, 2021

Observer: Kara McGrane

Human Relationships

Teachers reported an average of 26 attendees per day. They demonstrated positive and encouraging communication with students, and consistently redirected disruptive and disrespectful behavior. Teachers also emphasized the importance of a healthy self-concept when students appeared discouraged.

Indoor Environment

Due to an emergency absence of one teacher, all programming took place in the cafeteria. Students were appropriately distanced.

Activities

The program began with 30 minutes allotted for homework assistance. Indoor programming then resumed with the STEAM activity, which involved a discussion about the environment and creation of planters with mosaics of recycled materials. Students appeared engaged and seemed to enjoy the activity, compared to the homework period during which students grew distracted and moved closer to friends. Physical exercise took place outdoors, and could not be observed virtually. The session concluded with dinner being served.

Health, Safety, and Nutrition

Hands were sanitized prior to dinner, and teachers ensured that all students properly wore their masks. Teachers were also cognizant of students' proximity to one another, and asked them to distance further when necessary.

Western Wayne (Lower Grades)

May 17, 2021

Observer: Teri Ooms

Human Relationships

Three teachers were on site, and all were supportive and engaged. Positive reinforcement was used consistently, and teachers redirected students as needed (particularly during the homework period and initial literacy lesson).

The children were very engaged in the group spelling exercise and the teacher was very energetic. The STEAM lesson was also engaging for the students. They were very attentive and the teachers worked together to maintain interaction.

Indoor Environment

The program largely took place in person, with 13 people in attendance. All were socially distant in a large classroom with adequate space. Director noted high absenteeism since return to school due to quarantine, fear, and other illnesses.

Activities

The session began at 3pm with outside play. Homework help commenced at 3:30 pm and ended at 3:55 pm. The mealtime and STEAM lesson followed. The STEAM activity pertained to the environment – a continuation of the prior week's lesson. The students learned about water and streams. The teacher provided a summary of lessons from the last week and then described what they were going to discuss. The group then watched a video while the teacher prepared the project – building a water filter. The project began with an instructional video and the teachers reviewed the process of building the filter. The students worked until 5:45 pm, when they cleaned up and prepared for departure. The process was organized and everyone paid attention and participated. As the children lined up to leave, teachers asked them to reference one thing they learned that day. Staff offered prompts if needed, and used great reinforcement.

Health, Safety, and Nutrition

The students were offered a snack during homework help. Cheese puffs were dispensed from an oversized container. At 4:30 pm, children were asked to wash their hands and prepare for mealtime. The meal was served in the classroom for social distancing purposes. At 5pm, students washed their hands again.

Western Wayne (Upper Grades)

April 28, 2021

Observer: Kara McGrane

Human Relationships

Six students were in attendance. Staff and children appear to have strong, positive relationships. Students had good rapport with one another as well. These connections were visible throughout the program but most noticeable during the meal, when the group discussed favorite movies, video games, television program, etc.

Indoor Environment

The session primarily took place indoors, with enough space for two students to be seated per table (three tables).

Activities

The program began at 3 pm with homework time and distribution of snacks. Students with no homework needs were permitted to play with Snap Circuits. The group then transitioned outdoors for physical activity – PowerUp Fitness, which pairs exercise with Common Core reading and math lessons.

Students returned indoors for their STEAM activity at 3:55 pm. The project involved construction of a lemon volcano, using citric acid and discussing the relevant chemistry. They predicted what would happen when adding baking soda to the lemon, and reviewed chemical and physical reactions in the environment. Afterward, they compared the results with their predictions and documented the outcomes. The experiment seemed somewhat rushed in order to keep students engaged and on task.

Students took a break for some deep breathing exercises and their meal (broccoli and cheddar soup) at 4:30 p.m. They prepare for a nature walk at 5:15 pm, and appear especially enthusiastic about the activity. They took science notebooks to write about and draw items in the environment, and discussed the experience prior to cleanup and dismissal.

Health, Safety, and Nutrition

Social distancing lapsed occasionally; at one point three students and one teacher were seated at a small table, with two teachers hovering over the table as well – though all wore masks. Teachers consistently reminded students to keep their masks in place. The Director acknowledged that some students struggle with behavioral issues that affect mask-wearing habits.

About The Institute

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

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

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

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

Press Clippings / Media

SHINE program goes virtual during pandemic

<https://www.wnep.com/article/news/local/wayne-county/shine-program-goes-online-for-students/523-3df1ae5a-2201-4ddc-8b31-d6934ac81362>

The summer program will show kids how to learn healthy habits for their minds and bodies.



Author: Courtney Harrison

Published: 2:34 PM EDT July 3, 2020

Updated: 2:34 PM EDT July 3, 2020

WAYNE COUNTY, Pa. — The Wayne Pike Workforce Alliance organizes an afterschool program called SHINE. Students in kindergarten through fifth grade at the three school districts in Wayne and Pike Counties are referred to the program.

SHINE brings education to families and students who need the extra time and gives them hands-on learning experiences.

Starting next week is a six-week online summer program. Each week will have a different theme and the projects will be based on that theme.

"With a focus on agriculture, healthy living, and nutrition, we're going to be providing ingredients every week and do cooking classes with the families," said SHINE program director Pantea Shademani.

SHINE received grant money to fund the summer program. The kids are provided with laptops, if needed, and all the tools to do projects.

"The best thing that we did was actually deliver materials to the homes and doing that the kids had it right in front of them," said SHINE teacher Gabrielle Pranzo.

Teachers are usually concerned with learning loss on a regular summer break but with the coronavirus pandemic extending that time, educators are concerned it's going to be a much bigger issue.

"Keep their minds, keep challenging them, and just get their minds going working, you know, not just now. They get to do different things and they still got a little aspect of school over the summer," continued Pranzo.

But the students won't only be expanding their minds. The program tries to give the kids the tools to be healthier individuals during a pandemic.

"Teach those healthier choices, and we're going to have, we did do yoga, with the Cooperage for throughout spring, and that's something that we're going to continue back up again as soon as we can to really get that physical component in there, too," continued Shademani.

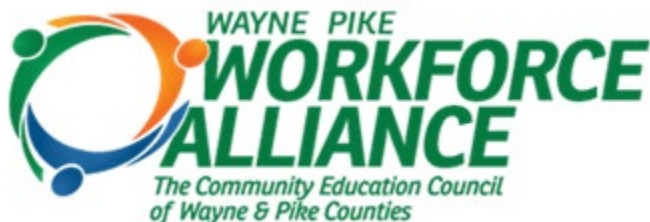
[Get more information on SHINE here.](#)

Local Afterschool Program Taking Part In National Celebration

<https://waynepikenews.com/local-afterschool-program-taking-part-in-national-celebration-p5261-178.htm>

By Sam Miller

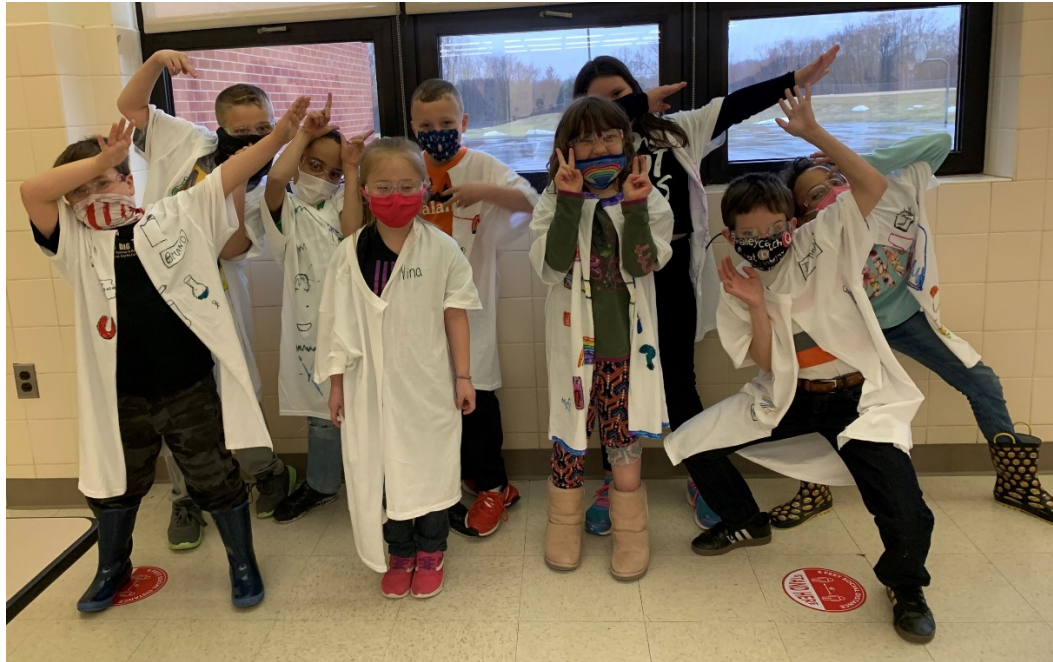
10/23/20 6:13 AM



2020 has impacted the operation of many staples of daily life, especially afterschool programs. The Wayne Pike Workforce Alliance's SHINE After School Program will be taking part in a national celebration this week to highlight the importance of afterschool and encourage support of these programs. Lights-On Afterschool takes place on Thursday, the 22nd. At 4pm, the Wayne County Courthouse, the Pocono's Visitor Center, and all participating school districts will light up their buildings in a show of support. Community members are asked to join in by lighting their porch lights at 4pm on Thursday. Then, posting it on social media with the hashtags #LightbulbChallenge and #LightsOnAfterschool, challenging their followers to do the same.

Workforce Alliance Champions People, Passion in Development
<http://www.waynetomorrow.com/CivicAlerts.aspx?AID=74&ARC=139>

Posted on: May 10, 2021



The [Wayne Pike Workforce Alliance](#) takes responsibility for the people side of economic development, but according to its Executive Director Lucyann Vierling, it is so much more.

Vierling moved into her position in 2013, but had worked with the organization in its infancy and has an extensive background in workforce development. One of the agency's crowning achievements has been the designation by the PA Department Education as a Community Education Council.

The designation means regular and reliable funding for the agency but it also solidified the Workforce Alliance as a champion of lifelong learning -- in the business community and among educators, students and workers.

"Workforce Alliance integrates education into all aspects of community development," Vierling explained. "Part of our core mission is to bring educational opportunities to our rural community, be they academic, practical or technical."

From start to finish, Workforce Alliance puts the people first, and the [SHINE \(Schools and Homes in Education\) afterschool program](#) provides an excellent example. This evidence-based, hands-on STEM (Science, Technology, Engineering & Math)-focused enrichment program serves students from kindergarten to grade five at three Wayne County school districts in five centers.

Classroom teachers refer students to the program who would benefit from additional academic support. Vierling said while many of the students come from low- to moderate-income families, and those statistics are reported out, the primary criteria is academic need.

Unlike many afterschool programs, SHINE has a heavy focus on academics and STEM, and it focuses on meeting the broader needs of the family, such as food insecurity, unemployment, mental health and more.

Vierling said the school districts are key partners in any workforce efforts, and programs like [Teacher in the Workplace](#) provide opportunities for academics to get a first-hand look inside local businesses or manufacturing firms to see how their instruction relates to practical applications. Workforce Alliance puts an early emphasis on passion to help students and all workers find a career path, not just a job.

She also said the alliance educates businesses regarding the important role they play in workforce development and especially the value of [internships](#). “Students who participate in an internship are far more likely to remain in the company and in the community,” Vierling stated. “It gives them a chance to see what opportunities are right here in Wayne County.”

Vierling said one challenge Wayne County faces is a shrinking labor force, as development of regional job opportunities lure workers, especially those with young families, away to other communities. To engage young workers in the labor force, Workforce Alliance establishes registered apprenticeships in the community: for farm machinery mechanics, diversified vegetable growing and dairy grazing -- to start.

Vierling recently submitted a School-to-Work grant to help establish pre-apprenticeship programs in the schools. “If we are going to have apprenticeships,” she said, “Then we are going to need a pipeline for interested students.”

Workforce Alliance will also need a partner to handle the administration of the program. Through the Wayne Tomorrow! collaborative network, Vierling reached out to The Cooperage Project and its Food Program to help the alliance with that aspect of the grant.

Partnerships and grants play a crucial role in so many aspects of Wayne Tomorrow! and its effort to build a prosperous and sustainable community.

“I’ve been told I’m opportunistic when it comes to grants, but when I see a need out there I try to find a way to address it,” Vierling explained. Often, Vierling said, the first step in the grant process is identifying other organizations whose missions align with the goal and can help spread the weight of program administration and oversight.

To learn more about the Wayne Pike Workforce Alliance, take a look at their [latest annual report](#).