

**The School District of Philadelphia**  
Office of Research and Evaluation

# **21<sup>st</sup> Century Community Learning Centers – Cohort 5**

**Year 3 Evaluation Report**

The School District of Philadelphia



**2012**

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The School District of Philadelphia  
21<sup>st</sup> Century Community Learning Centers – Cohort 5  
Evaluation Report

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October 2012

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# Executive Summary

## Introduction

The purpose of this report is to describe the activities and outcomes of Year 3 of the School 21<sup>st</sup> Century Community Learning Centers (21CCLC) grant-funded program, awarded to the School District of Philadelphia (the District) in March 2010 by the Pennsylvania department of Education. All program activities and outcomes referenced in this report pertain to implementation during the 2011-12 school year. 21CCLC funding was used to develop two arts education facilities, called Regional Talent Centers (RTC). The two sites are the Northwest Talent Center, located at Martin Luther King High School, and the South Talent Center, located at Universal Audenried Charter High School. The sites were open for after school programming three days per week and they were also open for 13 Saturdays at Audenried and 18 Saturdays at King. Total operating days were 91 at Audenried and 95 at King, from September 27, 2011 through June 1, 2012. Sites recruited participants from feeder schools and facilitated participation by providing bus transportation. The 21CCLC grant specifies that participants receive instruction in math, reading, science, nutrition, and that participants engage in physical activity. The RTC program asked teachers to incorporate math, reading, and science into their lessons and collected lesson plans for programming documentation. Nutrition education was provided once to the Northwest Center and physical activity was provided as 30 minutes of group dance at the beginning of each program day. Both sites produced three open house participant performances in December 2011, March 2012, and a combined performance in June 2012. Attendance records, student journals, District data, sign-in sheets, and surveys to parents, staff, participants, and teachers of participants were the primary data sources for the evaluation.

## Process Findings

Program documents were reviewed and site visits were made to determine the degree to which the program was implemented as planned. The findings are as follows:

- The program produced three well-attended open house student performances for which there was strong parent and family attendance.
- Participant recruitment efforts brought 659 students to the program, a 32% increase from Year 2. The program increased participant retention in Year3 as evidenced by a 149% increase from Year 2 in the number of participants attaining the grant's "regular attender" status (defined as attending 30 days or more.). There were 65 regular attenders in Year 2 and 162 in Year 3.
- Analysis of collected lesson plans, participant journals, participant focus groups, and surveys produced some evidence of the implementation of reading, math, science, and nutrition education. More regular lesson plan collection, regular classroom observations by the site coordinators, and a system for providing feedback to teachers on their lessons would enhance arts integration.
- Two parent workshops were offered at each site, but were not well-attended. However, parent and family attendance at participant productions was strong and consistent.

## **Outcome Evaluation**

Participant focus groups, participant surveys, and District data on behavior and attendance were analyzed to determine the degree to which the program had an impact on participant learning and pro-social behaviors.

- Participant open house productions indicated a high quality of arts programming.
- There were no differences in regularly attending participants' school attendance or suspension rates compared to students who attended the program three days or less.
- Participant and parent feedback surveys report a high level of satisfaction with the program and show that participants have an increased interest in school since enrolling in the program.
- Participants self-reported that gains were made in reading, math, and science from last year.

## I. Introduction

This report presents findings and activities of Year 3 of the 21<sup>st</sup> Century Community Learning Centers (21CCLC) program at the School District of Philadelphia (the District), called the Regional Talent Centers (RTC). The District's 21CCLC-funded program (herein "the program") was awarded by the Pennsylvania Department of Education (PDE) in March 2010, such that the 2010-11 program year was the program's first full year of implementation. The 21CCLC award spans four program years, from 2010 to 2013, with \$504,000 budgeted for each year. The District has received 21CCLC awards in the past, most recently for an afterschool program to promote pro-social behavior at a middle school, which ended in June 2010.

The 21CCLC was managed by The Office of Academic Enrichment and Support. The goals of the grant proposal were to reach 420 middle and high school students annually who are at risk of academic failure. For this reason, the program was implemented at two high-poverty, low-achieving high schools: Martin Luther King High School (King) and Charles Y. Audenried Universal Charter High School (Audenried). The program was implemented with three community partners: Foundations, Inc. (Foundations), Universal Companies, Inc. (Universal), and Philadelphia Arts in Education Partnership (PAEP). Foundations served King participants at their nearby facility, the Philadelphia Center for Arts and Technology (PCAT), which has a dance studio. Foundations and Universal each conducted two parent education workshops. Year 3 was the first year of program implementation for which Audenried was no longer a District school, rather a charter school run by Universal. In addition, Universal facilitated the program's satellite at the Clef Club, which provided instrumental music instruction for the Audenried RTC. PAEP hired the teaching artists for the programs at both sites and also provided expertise with regard to lesson plan development. All partners were invited to participate on the Advisory Board and the quarterly evaluation meetings convened by the District's Office of Research and Evaluation (ORE).

Serving students at risk of academic failure, the program's goal was to teach core literacy, mathematics, and science content through arts-based instruction. There were three feeder schools identified for the Audenried RTC and six for King. The program also reached out to charter and private schools. The program was offered on Tuesday, Wednesday, and Thursday, from 3:30 – 6:30 p.m. The schedule included 30 minutes of physical activity in the form of group dance followed by arts instruction for 90 minutes, after which all students reconvened for a snack in the final 30 minutes.

The program was also offered on Saturday mornings at both sites, from 9:00 – 12:00 p.m., but was discontinued on April 28, 2012 at Audenried and May 5, 2012 at King, due to a grant budget revision. The program culminated in five student productions, each of which included performances and exhibitions by all arts disciplines.

Admission to the program was open throughout the year; students could enroll at any time during the year and recruitment efforts were ongoing. Upon enrollment, participants selected an arts discipline for their area of study. Disciplines offered included theater, visual art, music,

and dance. The program aimed to provide math, science, and reading instruction to participants by integrating these subject areas into the arts discipline lessons.

Nutrition education was intended to be included as part of the daily program. This arrangement was replaced with a workshop model; however, there was only one nutrition workshop held at King on March 14, 2012 and none at Audenried. Students received snacks daily from the District's food vendor, funded through the Department of Agriculture's universal feeding program.

## **Evaluation Design and Methods**

The Office of Research and Evaluation designed and conducted the evaluation with a focus on two research questions exploring the program's implementation and outcomes:

1. To what extent was the program implemented as planned? (process)
2. What impact did the Regional Talent Centers have on the participating students and schools? (outcomes)

The evaluation matrix for the program is shown as Appendix A. The evaluation was designed to document and describe program implementation and collect data on its effects. Data collection included the administration of feedback surveys, site visits, and review of attendance records, lesson plans, and student journals. In addition, the funder's teacher survey was administered to teachers of students who attended the program for 30 days or more. Specific details on data are provided below.

### **1. Program Attendance Records**

Student daily attendance was collected by the program in the form of daily student sign-in sheets. Attendance was entered into a spreadsheet and provided to ORE monthly.

### **2. Lesson Plan Collection**

Eighty-three lesson plans were collected by the program office and analyzed by ORE.

### **3. Document Review**

Parent workshop sign-in sheets and agendas were reviewed for number of participants in attendance and workshop content.

### **4. Student Journals**

Participant journals were a new measure this year, indicated in the revised evaluation matrix submitted to the Pennsylvania Department of Education at the beginning of the school year (Appendix A). A total of 132 student journals were submitted to ORE for analysis.

### **5. Parent Survey**

The program office administered a parent survey in December 2011 and March 2012 during the Open House performances (Appendix B). There were 49 surveys collected from



Audenried and 101 collected from King, more than doubling the amount of surveys collected by the program office last year.

## **6. Site Visits**

The ORE evaluator conducted four site visits during the 2011-12 program year (at King PCAT on November 22, 2011, Audenried on January 11, 2012, King on January 19, 2012, and the Clef Club on February 28, 2012). The evaluator also attended the student production on June 1, 2012 at the Prince Theater. In addition, the evaluator attended one advisory board and two professional development sessions.

## **7. Student Survey**

ORE administered a student survey on April 25, 2012 to 37 participants at Audenried and on May 9, 2012 to 80 participants at King (Appendix C). The purpose of the survey was to provide the program office with formative feedback to help inform program initiatives and to improve participant retention. The survey items probed participants' perceptions of the program with regard to safety and academic gains.

## **8. Student Focus Groups**

ORE conducted student focus groups at both sites. The Audenried student focus group was conducted on April 25, 2012 with three groups (14 total students). The King focus group was conducted on May 9, 2012 with four groups (15 students total). All arts disciplines were represented in the focus groups at both sites.

## **9. Staff Survey**

A staff survey was administered by ORE at the teacher professional development session held on April 16, 2012 at the district's central office (Appendix D). Sixteen surveys were returned, eight from each site.

## **10. Teacher Survey Data**

ORE administered a teacher survey based on the mandated teacher survey provided by the Pennsylvania Department of Education through the state evaluator, Allegheny Intermediate Unit (Appendix E). The survey was administered to teachers of students who attended 30 days or more. Teachers were selected using student rosters, with preference given to math, reading, and science teachers. The survey was administered online. The link was e-mailed directly to teachers and their principals in May 2012.

## **11. End of the year interview with program manager**

ORE conducted an interview with the program manager and special projects assistant on October 9, 2012. The purpose of the interview was to ensure that no programmatic initiatives were excluded from the report.

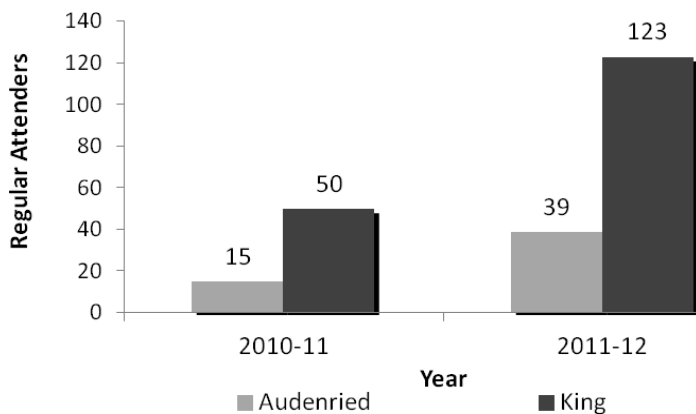
## II. Evaluation Results

### 1. To what extent was the program implemented as planned? (process)

#### PARTICIPATION

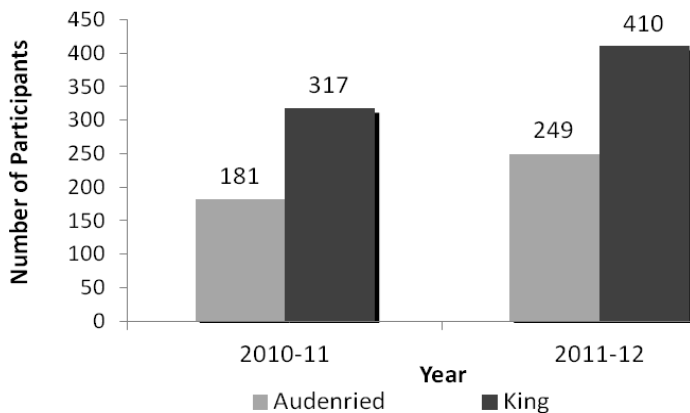
Daily attendance was collected by program teachers and entered into a spreadsheet at the end of each month by the program coordinator. The total number of program participants and regular attenders increased in Year 3 (Figures 1 and 2). A “regular attender” was defined by the funder as any student who attended the program 30 days or more. The total number of regular attenders for the 2011-12 program year was 162, which is more than double the number of regular attenders in Year 2 (N=65). This is an important achievement for the program office, considering that low participant retention was a finding identified for corrective action during the March 2011 PDE monitoring visit.

Figure 1. Regular attenders by site and year.



Source: Office of Academic Enrichment and Support

Figure 2. Total participants by site and year.



Source: Office of Academic Enrichment and Support

The demographics of all students and “regular attenders” enrolled in the program are summarized in Table 1. The demographics characterizing participants most likely to meet the criteria for regular attender were as follows: African American, female, no disability, not characterized as English Language Learner, and in a middle school grade. These demographics are consistent with the regular attenders of the 2010-11 program year.

Table 1. Program participant demographics by site.

|                            | AUDENRIED             |                               | KING                  |                               |
|----------------------------|-----------------------|-------------------------------|-----------------------|-------------------------------|
|                            | All Students<br>n (%) | Regular<br>Attenders<br>n (%) | All Students<br>n (%) | Regular<br>Attenders<br>n (%) |
| Total                      | 250                   | 39                            | 410                   | 123                           |
| Students without data*     | 41 (16%)              | 1 (3%)                        | 30 (7%)               | 5 (4%)                        |
| Asian                      | 3 (1%)                | 0 (0%)                        | 2 (<1%)               | 0 (0%)                        |
| African American           | 191 (91%)             | 36 (95%)                      | 365(96%)              | 115 (97%)                     |
| Hispanic                   | 7 (3%)                | 0 (0%)                        | 7 (2%)                | 1 (1%)                        |
| White                      | 5 (2%)                | 2 (5%)                        | 4 (1%)                | 2 (2%)                        |
| Other                      | 3 (1%)                | 0 (0%)                        | 2 (<1%)               | 0 (0%)                        |
| Male                       | 46 (22%)              | 7 (18%)                       | 132 (35%)             | 39 (33%)                      |
| Female                     | 163 (78%)             | 31 (82%)                      | 248 (65%)             | 79 (67%)                      |
| English Language Learners  | 4 (2%)                | 0 (0%)                        | 2 (<1%)               | 0 (0%)                        |
| Students with Disabilities | 34(16%)               | 9 (24%)                       | 68 (18%)              | 19 (16%)                      |
| Grade 4                    | 7 (3%)                | 0 (0%)                        | 9 (2%)                | 1 (1%)                        |
| Grade 5                    | 37 (18%)              | 12 (32%)                      | 48 (13%)              | 21 (18%)                      |
| Grade 6                    | 29 (14%)              | 10 (26%)                      | 121 (32%)             | 44 (37%)                      |
| Grade 7                    | 40 (19%)              | 5 (13%)                       | 93 (25%)              | 23 (19%)                      |
| Grade 8                    | 31 (15%)              | 4 (11%)                       | 70 (18%)              | 23 (19%)                      |
| Grade 9                    | 20 (10%)              | 3 (8%)                        | 7 (2%)                | 0 (0%)                        |
| Grade 10                   | 12 (6%)               | 1 (3%)                        | 14 (4%)               | 3 (3%)                        |
| Grade 11                   | 24 (11%)              | 3 (8%)                        | 7 (2%)                | 2(2%)                         |
| Grade 12                   | 8 (4%)                | 0 (0%)                        | 6 (2%)                | 0 (0%)                        |

Source: The District’s Data Warehouse, August 2012

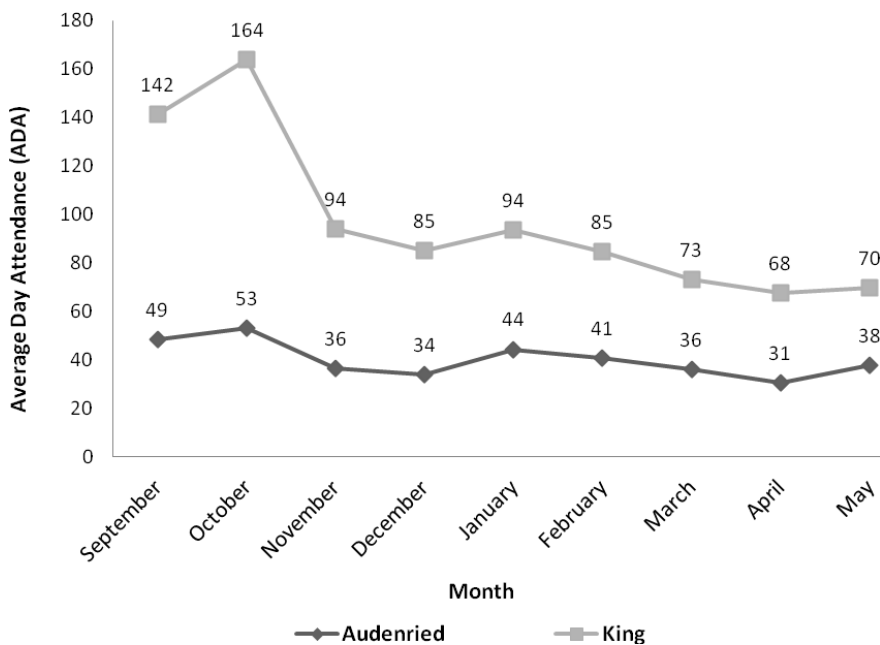
\*percentages per demographic are based on total students with data

Figure 3 provides the average number of students attending on each program day by month, called average daily attendance (ADA). Analyzed as an entire year, Audenried’s ADA was 40, a 74% increase from the 2010-11 ADA of 23. King’s ADA also increased, from 40 students per day in 2010-11 to 90 students per day in 2011-12.

Total operating days were 91 at Audenried and 95 at King, from September 27, 2011 through June 1, 2012. Included in the total programming days were 13 Saturday sessions at Audenried

and 18 at King from November 5, 2011 through May 5, 2012. ADA on Saturdays was considerably lower than the total ADA; Audenried had 17 students per Saturday on average and King had 23. Parent surveys administered by the program office during the open house student production in December asked parents of participants who did not attend the program on Saturday for a reason why. Of the respondents who indicated that their child does not attend the program on Saturday (N=36), 14 (39%) indicated their child participates in other activities on Saturday, 7 (19%) indicated a transportation problem, and four (11%) parents selected “other” and wrote-in that they were not aware of the Saturday program. Saturday sessions were discontinued at both sites by the beginning of May 2012 due to a budget revision.

Figure 3. Average daily attendance (ADA) by site by month



Source: 2011-12 program daily attendance records  
 \* Audenried and King opened on September 27, 2011

The ADA by month in Figure 3 allows for analysis of attendance patterns across the program year. There was a steep drop in attendance at King from October to November that was not recovered. A drop after the first full month of programming is expected due to recruitment efforts early in the year that bring students to the program who try it and decide not to stay. The graph also shows that attendance at both sites co-varied, increasing and decreasing slightly across the year at the same points in time. The trend of declining attendance from January through April recovered in May. This may be due to an attendance initiative that brought 12 students back to King and five students back to Audenried (Table 3). The initiative was a mailing to participants that included a personalized letter, a copy of the newsletter, and the promise of a special gift if they returned. Based on the positive outcome, it is recommended that such initiatives continue in Year 4. The initiative is detailed in Table 2.

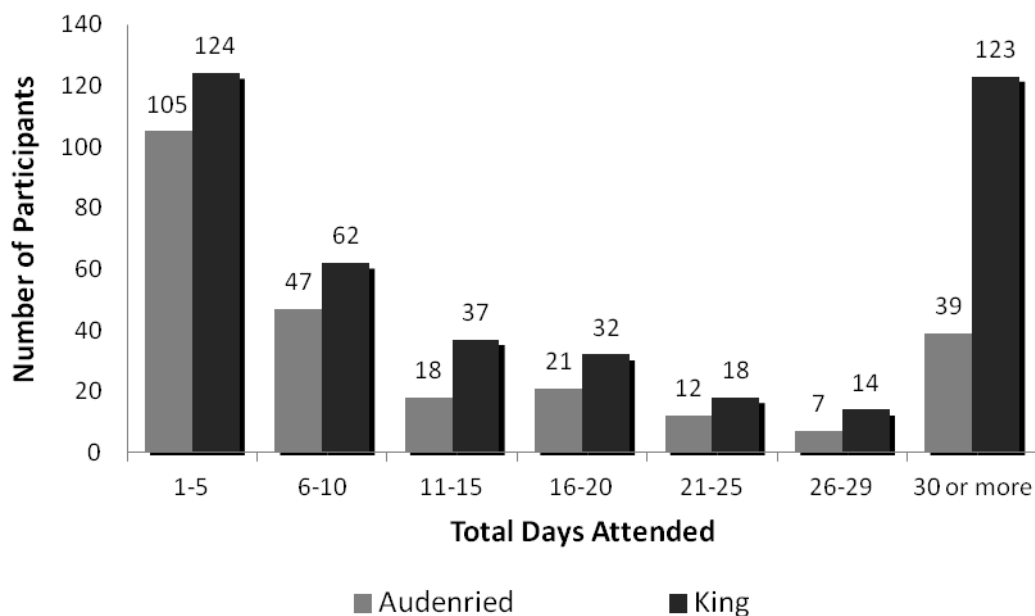
Table 2. Retention initiative with change in attendance two weeks following mailing

|  | Audenried | King     |
|--|-----------|----------|
| Total Participants Who Received Letter | 16        | 31       |
| Returned for 1 day only                | 11 (69%)  | 19 (61%) |
| Returned for more than 1 day           | 5 (31%)   | 12 (39%) |

Source: mailing list and attendance records provided by program office

In addition to program ADA, participant ADA was also calculated as total days attended divided by total days enrolled. The total number of participants who attended 70% of program days or more was 14 (6%) at Audenried and 29 (7%) at King. When Saturdays were excluded from the analysis, participants with 70% ADA or higher increased to 23 (9%) at Audenried and 63 (15%) at King. To take a closer look at attendance patterns, student attendance ranges are plotted by site in Figure 4. The largest group of participants was those who attend 1-5 days. However, the bimodal pattern to the graph indicates that participants who stayed at the program longer than 10 days were more likely to reach the regular attenders distinction of 30 days attendance or more.

Figure 4. Frequency of total days attended by site.



Source: 2011-12 program daily attendance records

Regarding Clef Club, there were 23 participants and 28 program days. Average daily attendance was 8 students per day. Of the 23 participants, six (26%) attended 70% or more of enrolled days, which is considerably higher than the retention rates at Audenried and King. Sessions were provided from October 11, 2011 through the final student performance on June 1, 2012.

In addition to the recruitment strategies used in Year 2, which included the recruitment open house at the beginning of the year and participation in the District's back-to-school event, additional recruitment efforts were initiated in Year 3. The program administration initiated efforts to recruit students directly from schools, including talking about the program at principal meetings. These efforts are corroborated by responses from the parent surveys administered in December 2011 and March 2012, for which 118 respondents (78%) reported hearing about the program from their child's school. In addition, the program office published an article in the Philadelphia Tribune on December 13, 2011 that highlighted the program's Saturday activities and provided contact information for interested students.

Overall, attendance during the 2011-12 program year may be characterized as a vast improvement from the previous year, especially with regard to retention. The total number of regular attenders increased two-and-a-half times what it was in Year 2 (65 in Year 2 and 162 in Year 3). Average daily attendance also more than doubled. The improved attendance was discussed at an Advisory Council meeting held on January 30, 2012. Participants attending the meeting attributed the increase to classmates viewing the productions last year and deciding to attend. An administrator from Audenried attributed increased attendance to a credit incentive program the school provided for regular attendance. Respondents of the RTC teacher survey supported the use of incentives for attendance (53% of respondents wrote-in "incentive programs" when asked for ideas on how to improve attendance). A program bus chaperone in attendance at the meeting, who also works at one of the program's feeder schools, described her efforts at program retention, as well. She reported recruiting students directly from her school and following-up with participants when they were absent from the program.

The most influential factor affecting attendance may have been the program incentives offered to regular attenders this year. Among the incentives offered was an ice skating trip on January 28, 2012 to participants who attended 30 days or more and a roller-skating trip to April 24, 2012 to participants who attended 50 days or more. Regular attenders also had their names published in the three Year 3 newsletters distributed to participants. As with previous years, busing to the sites was provided from six feeder schools for the King program and three feeder schools for the Audenried program.

Barriers to attendance were also explored. Related to participant transportation, when asked whether they felt safe on their trips home from the talent centers, 10 (26%) survey respondents from Audenried and 17 (22%) from King indicated that they sometimes or never felt safe. Also, the King site coordinator felt that attendance decreased following parent report card conferences, suggesting that parents discontinue participation due to poor academic performance. Related to this, 44 (90%) parent survey respondents indicated that they would like the program to offer homework support.

The program struggled with Saturday attendance, as it did in Year 2. Due to the low attendance, the budget modification did not affect a large percentage of participants. If

Saturdays are not offered in Year 4, the program might keep careful track of programming days offered, so that it does not adversely affect the total number of regular attenders.

## ARTS PROGRAMMING

Upon enrolling, participants selected an arts discipline and studied with an arts teacher or a teaching artist (in many cases, both) on technique while also preparing for the next open house production. The ORE evaluator site visits documented high levels of student engagement across disciplines and sites. All program facilities were well-staffed and appeared to have adequate materials for instruction. The program was previously validated for its arts program during the 2010-11 school year when PDE made a monitoring visit in March 2011 and wrote a report that described the arts program as “very strong,” the program manager as “very organized and focused,” and the community partnerships as “solid.” The staff were described as “enthusiastic about the program” and as providing “supportive, mentoring relationships for students.”

Participant reaction to the arts program at the talent centers was also very positive. During the Audenried student focus group, talent center teachers were described as “talented” and “smart.” Participants also mentioned the opportunity to try various disciplines as an important characteristic of the RTCs. In addition, many students mentioned that their participation in the program had influenced their future career plans.

Parents also expressed satisfaction with the program on the parent survey. All parent respondents who provided an answer for the item on program satisfaction indicated that they were satisfied with the program. In addition, 48 of 51 respondents (94%) indicated that they were pleased with the program staff and that they felt the staff was knowledgeable in the arts. The RTC teacher survey showed that 7 of the 15 (47%) respondents reported talking to parents of participants once per month or more.

The ORE evaluator attended the final student production on June 1, 2012 at the Prince Theater. This was a combined production, with performances by students from both sites. The Clef Club performed in the concert pit, providing instrumental accompaniment to the vocal performances. The performance was attended by 164 audience members and 120 participants performed.

The arts were also used as a medium for participation in community events. During the end of the year interview with the program office, several community events were described. The bucket drumming program at Audenried performed at the city’s Lights On program on October 20, 2011, accompanied by the program’s dancers. The drummers also performed at the Inclusive Practices conference of professionals at the Hyatt Regency in Philadelphia in November 2011. A fund-raising initiative was held on February 14, 2012 to raise money for the American Heart Association. The event was called Pop ‘Til You Drop and the cost was \$1 to enter. The program office reported that the event raised \$100. It was also reported that parents were invited to attend the program.

The program also offered participants with exposure to art outside of the program. The dancers at King attended a performance of their teacher's production company, Dans4Nia on November 6, 2011. Theater students from both sites saw the Creative and Performing Arts High School (CAPA) production, Paws and Whiskers. Older students from Audenried attended the Girard Academic Music Program (GAMP) High School production of Rent (older students were selected due to the mature content of the play). In addition to field trips, participants of the Clef Club met a celebrity bass player, Christian McBride, on February 14, 2012. Finally, the hip hop performer Eve came to the King program as part of her visit to her former high school in May 2012.

## ARTS INTEGRATION

The 21CCLC grant was designed to provide academic instruction to students in reading, math, science, and nutrition. The RTCs provided arts instruction to participants with the intention of integrating reading, math, and science (herein "core subjects") into the arts lessons. The program was designed so that integration of the core subjects was the responsibility of the program teachers and teaching artists at each site. Teachers were provided with a lesson plan template and participated in professional development training from PAEP on integration of the core subjects in Year 1 of the program. The RTC teacher survey showed that three (18%) respondents indicated that they could use additional support with lesson plans and seven (58%) expressed an interest in more communication and clarity within the program.

Lesson plans were collected by the program office about once per month, from October 2011 through April 2012. Eighty-three lesson plans were provided to ORE for analysis, an increase from the 27 collected in Year 2. Of the collected lesson plans, 61 (80%) followed the lesson plan template, 30 (39%) specified a date of implementation, and 45 (59%) specified the duration of the lesson. Of the 45 that specified the duration of the lesson, the majority (n=28, 62%) covered two to three weeks of instruction. The variability among the factors mentioned here suggest that either lesson plan guidelines were not in place or not enforced. Based on review of staff meeting documents, staff surveys, and lesson plans submitted, lesson plan enforcement focused on submission and not on the quality of the lesson plans. Further, of the 21 teachers who submitted lesson plans, the number of plans submitted varied greatly. One teacher submitted 13 plans while 11 teachers (more than half) submitted two or less. Explicit guidelines for lesson plan construction and monitoring of lesson plans submitted would likely clarify these discrepancies.

With regard to lesson plan content, 30 (39%) lesson plans described a reading standard, 22 (29%) described a math standard, and 27 (36%) described a science standard. In addition, 67 (83%) identified vocabulary terms covered in the lesson. While lesson plans were consistent with identifying core subject standards, some lesson plans were not explicit in the activities section of how stated standards would be addressed. Lesson plans are one way to assess the degree to which the core subjects are addressed by the program, but it is likely that there is some degree of difference between the lesson plans and lesson implementation. Also, it is



possible that teachers taught the core subjects but did not submit lesson plans. Supplemental measures, such as classroom observations, might clarify how lesson plans represent actual instruction. Overall, total lesson plans collected increased from Year 2. However, it is difficult to assess the quality of the lesson plans given the variation in information included in each plan. The program might consider providing feedback to teachers on their lesson plans in Year 4.

Student journals were also collected and analyzed. Journal entries were encouraged by the program by providing journal books to the teachers, though no regular schedule of journal writing or standardization of journal entries was established. Of the 132 journals collected, journal entries were reviewed for number of entries, page length, teacher feedback, and content. On average, there were five entries per journal collected at Audenried and seven entries per journal at King. Though the journals were not completed on a regular basis, the analysis of journal entries shows that the journals demonstrated some positive educational value. First, over 40% of the journal entries received teacher feedback. Students could review the feedback with regard to content or writing edits to develop their technique for future entries. Journaling was also an opportunity for participants to demonstrate their core content lessons. For example, dance teachers used the journals as a means to introduce science vocabulary words related to dance, such as those pertaining to anatomy. Though about 75% of the journal entries reviewed pertained to topics other than the core subjects, the activity of writing and self-reflection pertains to skills in the reading subject area. Journals were also used to demonstrate participant reflection following the nutrition workshop at King. A total of 78 journal entries were written by King participants pertaining to nutrition. The content of these entries focused on what they learned about nutrition and ways in which they can improve their nutrition. Finally, the journals provide evidence of students receiving instruction in core subject areas, while the lesson plans describe teacher intentions and may embellish or detract from the actual lessons presented. The journals have utility as both a teaching tool and evidence of arts integration. For this reason, it is recommended that journal writing is developed in Year 4 so that more entries are written. The program may also consider standardizing some journal questions, to ensure discussions and reflections on the topics of math, reading, science, and nutrition.

Table 3. Participant journal analysis.

|  | Audenried | King |
|--|-----------|------|
| Total Student Journals                 | 39        | 93   |
| Average Journal Entries per Journal    | 4.7       | 7.1  |
| Average pages per journal              | 5.0       | 7.4  |
| % of entries with teacher feedback     | 41%       | 47%  |
| % of entries pertaining to Science     | --        | 3%   |
| % of entries pertaining to Reading     | 10%       | 2%   |
| % of entries pertaining to Math        | --        | --   |
| %of entries pertaining to Nutrition    | --        | 12%  |
| Percent of entries pertaining to Other | 75%       | 74%  |

Source: 2012 participant journals

When participants were asked directly about the academics offered by the program in the student survey, 37 (97%) of Audenried respondents and 74 (94%) of King respondents reported being satisfied. In addition, survey respondents cited specific topics in math, reading, and science that they received while at the talent center, summarized in Table 4.

Table 4. Student survey item: *Please indicate all lessons you have learned at the Talent Center.*

| Subject Area | Topic Area                    | Audenried (%) | King (%) |
|--------------|-------------------------------|---------------|----------|
| Science      | Anatomy                       | 17 (43)       | 24 (30)  |
|              | Soundwaves                    | 16 (40)       | 8 (10)   |
|              | Plants and animals            | 1 (3)         | 1 (1)    |
|              | Landforms                     | 2 (5)         | 3 (4)    |
|              | Computer programs/electronics | 10 (25)       | 23 (28)  |
|              | Chemistry                     | 4 (10)        | 8 (10)   |
|              | Other cultures                | 19 (48)       | 15 (19)  |
|              | Other science                 | 0 (0)         | 3 (4)    |
| Math         | Measurement                   | 3 (8)         | 3 (4)    |
|              | Other math concepts           | 3 (8)         | 8 (10)   |
| Reading      | Writing                       | 17 (43)       | 21 (26)  |
|              | Discussing something we read  | 10 (25)       | 7 (9)    |
|              | Other reading                 | 6 (15)        | 5 (6)    |

Source: 2012 student survey data

Participant projects and the open house productions also have the potential to provide evidence of arts integration. Participants in the music technology lab at King developed a compact disc containing seven songs they wrote and digitally produced. The June 1, 2012 open house production included a performance by the Audenried theater program that the participants wrote. There was also a performance on bullying by the King theater participants. Though not a core subject, bullying is an important social issue at the District.

The participant focus group in the spring provided additional evidence that core subjects were addressed at the program. Though not directly probed, academics and journaling were referenced by participants at the King program. A participant from Audenried summed it up with “they teach you a lot more than you expect them to.” A King student added a similar sentiment that she was surprised how “writing goes into acting,” two activities that she enjoys.

Finally, the program issued quarterly newsletters that included a crossword, student writing samples, and a math and science section which featured a science challenge question that participants could respond to for a chance to win a prize.

Overall, the program's efforts toward including core content lessons at the program improved in Year 3. Administrators may consider classroom observations to supplement the lesson plan collection and standardization of journaling frequency and content. Program-wide themes for the productions centering on a core subject was discussed at the final quarterly meeting of the program year. This consideration would provide focus to the teachers and a theme around which to design lesson plans. Finally, training by the arts integration expert partner, PAEP, was not provided in Year 3 but is recommend for Year 4.

## PARENT PARTICIPATION

Parent education workshops are an expectation of the 21CLCC grant and were written into the RTC grant proposal. The proposal's target was to serve 100 parents/family members and to hold parent special events on Tuesday and Thursday nights from 5:30 – 6:30 p.m., with no specified target number of events. Parent events are presented in Table 5 and included three open house productions and three family events. At one of the family events an educational workshop for parents was presented on job readiness and at another there was a nutrition presentation provided by the chef working in one of the district's vocational programs. With regard to topics that interest parents, respondents of the December 2011 parent surveys indicated the highest degree of interest in the following workshop topics: computer training, job skill training, and home buying/refinancing.

As noted in Table 5 below, parents were also represented at the three advisory council meetings, January 30, April 24, and June 19, 2012. The ORE evaluator attended the January 30 meeting. There were two parents and two program participants in attendance. The agenda included a discussion of factors contributing to improved attendance in Year 3 and efforts to integrate math, reading, and science into programming.

In addition to the events listed in Table 5, a May 19, 2012 Family and Friends event was scheduled but later canceled due to the budget revision. Total parent education workshops offered this year was four, which is an increase from the two offered in Year 2. To continue to increase parent workshops in Year 4, the program office plans to approach PAEP to arrange for collaboration with their own 21CCLC, Cohort 6a program.<sup>1</sup>

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<sup>1</sup> Cited from August 8, 2012 evaluation quarterly meeting notes.

**Table 5. Regional Talent Center parent events in Year 3.**

| Date       | Type of Event    | Name  | Location                         | Total Number of Attendees | Number of Parents/Family |
|------------|------------------|---|----------------------------------|---------------------------|--------------------------|
| 9/21/2011  | Recruitment      | Recruitment open house                        | Audenried                        | 106                       | 18                       |
| 9/22/2011  | Recruitment      | Recruitment open house                        | King                             | 127                       | 43                       |
| 12/10/2011 | Family Event     | Nutrition Workshop (Friends and Family Day)   | Audenried                        | 11                        | 8                        |
| 12/10/2011 | Family Event     | Nutrition Workshop (Friends and Family Day)   | PCAT                             | 25                        | 11                       |
| 12/14/2011 | Open House       | Audenried Open House Production               | Audenried                        | 48                        | 28                       |
| 12/15/2011 | Open House       | King Open House Production                    | King                             | 10                        | 120                      |
| 1/30/2012  | Advisory Council | Advisory Council Meeting                      | District Administrative Building | 12                        | 4                        |
| 3/24/2012  | Parent Workshop  | Job Readiness Workshop (Family & Friends Day) | King                             | 8                         | *                        |
| 3/24/2012  | Parent Workshop  | Job Readiness Workshop (Family & Friends Day) | Audenried                        | 6                         | *                        |
| 3/28/2012  | Open House       | Audenried Open House Production               | Audenried                        | 118                       | 118                      |
| 3/29/2012  | Open House       | King Open House Production                    | King                             | 162                       | 162                      |
| 4/24/2012  | Advisory Council | Advisory Council Meeting                      | District Administrative Building | 11                        | 3                        |
| 6/1/2012   | Open House       | Audenried / King Open House Production        | Prince Theatre                   | 164                       | *                        |
| 6/19/2012  | Advisory Council | Advisory Council Meeting                      | District Administrative Building | 6                         | 0                        |

*Source: sign-in sheets provided by PCAT and the program office*

*\*based on the design of the sign-in sheet, it cannot be determined which participants were parents/family*

2. What impact does the Regional Talent Centers Program have on the participating students? (outcomes)

## STUDENT LEARNING

Participant focus groups conducted in May 2012 at Audenried and King provided a program description from the perspective of the student participants. Participants from across sites and disciplines explained how the program helped them to express themselves better. Participants at Audenried remarked that the program gives them the “opportunity to be yourself” and that the program teaches participants “how to express yourself.” One student from King stated “Before the program, I never liked to share talents. I feel more comfortable performing now, and will be auditioning for the talent show at school.” These data are consistent with the student survey data. Survey participants who responded positively to “*Since I began attending the program, I feel more confident in myself*” was 34 (90%) at Audenried and 74 (91%) at King. In addition, 122 parent survey respondents indicated that their child’s interest in the arts increased since beginning at the talent center (85%).

The student survey also asked specific questions regarding how respondents’ performance at school has changed since last year. The survey asked participants to rate their performance in math, reading, and science this year, compared to last, as improved, declined, no change, or did not need to improve (see Appendix C for specific wording). Respondents indicating that their performance either improved or did not need to improve in reading was 21 (62%) at Audenried and 45 (62%) at King. For math, participants who reported improvement or no need to improve was 24 (69%) at Audenried and 45 (62%) at King. Finally, participants reporting that they improved or did not need to improve in science was 17 (49%) at Audenried and 40 (55%) at King.

The focus groups brought attention to another student outcome, aspirations for high school. Participants at both sites discussed how the program influenced their plans for high school, some citing an interest in the District’s art schools, which are also known for their academic rigor. During the end of the year interview the program manager reported that portfolio prep was done with the visual arts students at King preparing for high school admittance applications.

Finally, some students were recognized by organizations outside the program for the skills they acquired through participation. Two students from the King program submitted art that was selected for the Fresh Artists program. The Fresh Artists program is a nonprofit that reproduces selected student art and then sells it to raise money for school art supplies. This distinction gives credibility to King’s art program and also provided the selected students with an opportunity to receive praise for work. Also, the program office reported that at least one participant was selected by a dance company run by the King dance teacher. This is an example of how teaching artists can provide unique opportunities to students through their ties to the community.

## PROGRAM PARTICIPATION AND BEHAVIOR AT SCHOOL

The 21CCLC annual report to PDE asks for individual change in participant school attendance and behavior at school. School attendance was measured using average daily attendance (ADA), calculated as total days attended divided by total days enrolled (Table 6). To compare regular attenders to a similar student group, participants who attended three days or less were used as a comparison group. As shown in Table 6, the percent of participants falling into each category of attendance change is similar across groups. Based on these data, attending the program for 30 days or more did not affect school attendance.

Though the attendance data show no difference between groups, the student survey asked participants about how they like school since they began attending the talent center. Survey data show that 25 (66%) of Audenried respondents and 40 (50%) of King respondents like school more since they began attending the talent center. This is corroborated by the parent survey, for which 122 (81%) respondents indicated that their child has a different outlook toward school since enrolling at the talent center.

Table 6. Change in participant ADA: 2010-11 compared to 2011-12

| RTC Participation                   | Attendance Category |          |           |                         |
|-------------------------------------|---------------------|----------|-----------|-------------------------|
|                                     | Improved            | Declined | No Change | Did not need to improve |
| Regular Attenders (30 days or more) | 97 (62%)            | 54 (35%) | 0 (0%)    | 5 (3%)                  |
| Attended 3 days or less             | 85 (61%)            | 52 (37%) | 0 (0%)    | 2 (1%)                  |

Source: District's Data Warehouse, query pulled on August 27, 2012

Behavior at school was measured using change in total days of out-of-school suspensions. As with attendance, the numbers of days suspended in 2011-12 were compared to 2010-11. Regular attender data was compared to participants who attended the program three days or less (Table 7). Most notable from this table is that more students from the regular attender group did not need to improve their school behavior (they had no days suspended in either school year). This could indicate that the program either actively eliminates students with behavior problems or rather students who are administered suspensions have less access to attending (e.g., a student's program attendance is interrupted by school suspensions and they do not continue). These data do not provide evidence that attending the program improves school behavior. A major limitation of using days suspended as the measure of school behavior is the high percentage of students who did not need to improve their number of days suspended. In addition, data from the student survey show that school behavior improved for 31 (84%) of Audenried respondents and 65 (82%) of King respondents. The parent survey supported this finding, with 43 of 47 parents (91%) responding positively to the item "*The program helps my child stay out of trouble.*" Also from the parent survey, 114 (79%) of parents reported that their child's school attendance and/or behavior at school either improved or did

not need to improve since beginning at the talent center. These data suggest that a more sensitive measure of behavior at school would have provided a more precise analysis of change. Despite these limitations, days suspended are the most reliable school behavior data available district-wide.

Table 7. Participant change in suspensions, 2010-11 compared to 2011-12

|                                    | Improvement | Decline  | No Change | Did not need to improve |
|------------------------------------|-------------|----------|-----------|-------------------------|
| Regular Attender (30 days or more) | 7 (4%)      | 17 (11%) | 0 (0%)    | 132 (85%)               |
| Attended 3 days or less            | 18 (13%)    | 26 (19%) | 0 (0%)    | 95 (68%)                |

Source: District's Data Warehouse, query pulled on August 27, 2012

### III. Conclusions

The 21CCLC Regional Talent Centers program at the District implemented Year 3 of a four-year award during the 2011-12 school year. During Year 3, the program maintained two sites of implementation, Martin Luther King, Jr. High School and Audenried Universal Charter High School along with a satellite campus at the Clef Club. The number and quality of program staff, the variety of programs offered, and the three student productions are among the program's successes. A great accomplishment of Year 3 were the gains in participant retention.

Based on the analysis of student attendance, both participant recruitment and retention increased from Year 2 to Year 3. Total participants recruited across both program sites increased by 32%. The total number of participants who attended 30 program days or more, called regular attenders, more than doubled, increasing by 149%. The increase in regular attenders is especially meaningful, as participant retention was a finding in need of correction in the monitoring report issued to the program in March 2011. Success with participant retention may be attributed to systematically delivered incentives for regular attendance using field trips, recognition of attendance achievements in the program newsletters, and an effort to bring back participants who stopped attending. Also, follow-up for reasons why participants stop attending might be an additional consideration in Year 4. Based on the participant survey, safety concerns regarding the walk home is a concern for some participants.

Arts programming was showcased in five total student productions: a December 2011 and March 2012 production at each site and one combined production in June 2012 at Prince Theater in center city Philadelphia. Participant and parent survey respondents, as well as participants in the student focus groups, all agreed that the arts programming at the talent centers is of high quality. As written in the grant, a major component of the program is integration of math, reading, and science into lessons in the arts. Evidence of arts integration included teacher lesson plan collection and analysis of participant journals. Total lesson plans collected in Year 3 increased from Year 2. However, no additional training or standardizations of arts integration was provided in Year 3, causing much variability in arts integration lessons. The participant journals complimented the lesson plans well, providing evidence of participant work, some of which was related to math, reading, and science lessons covered during their

talent center classes. Plans to continue to strengthen the arts integration initiative should include oversight of lesson plan development, regular lesson plan collection, classroom observations, and a regular schedule of participant journal writing. These recommendations are supported by the data but were also co-developed during evaluation quarterly meetings at which the team of stakeholders responded to evaluation feedback and generated a plan for continued improvement. Overall, evidence of arts integration was stronger in Year 3 than it was in Year 2.

As the program prepares for Year 4 implementation, it is recommended that successful retention initiatives and progress toward arts integration be continued and strengthened. The program might also expand its nutrition education programming in Year 4, as it is required by the grant. With regard to parent involvement, the program was successful in attaining high rates of parent and family member attendance at the student productions. Efforts toward increased attendance and offerings of parent workshops could be assisted through collaboration with the program's community partner PAEP. Finally, arts programming at the RTCs remains strong and highly regarded by parents and participants.



APPENDIX A: REVISED EVALUATION MATRIX

| Goals / Objectives   | Evaluation Measures   | Entity Responsible  |
|--|---|---|
| <p><u>Performance Measure #1:</u> Student regularly participating in the program will show achievement gains in reading/language arts, math, and science.</p>  |   |   |
| <p>1.1 70% of students will make achievement gains in reading after participating in reading support / enrichment based on pre/post assessment data using PSSA where gains are defined as moving one proficiency category.</p> <p>1.2 70% of students will make achievement gains in math after participating in math support / enrichment based on pre/post assessment data using PSSA where gains are defined as moving one proficiency category.</p> <p>1.3 Participants who attend the program 30 days or more will report academic achievement in math, reading, and science.</p> | <p>1.1 PSSA reading scores of participants: 2010-11 scores compared to 2011-12</p> <p>1.2 PSSA math scores of participants: 2010-11 scores compared to 2011-12</p> <p>1.3 End of the year student survey</p>  | <p>1.1 ORE will extract PSSA scores using the student identification numbers provided by the program office.</p> <p>1.2 ORE will extract PSSA scores using the student identification numbers provided by the program office.</p> <p>1.3 ORE will administer and analyze the student survey</p> |
| <p><u>Performance Measure #2:</u> Students regularly participating in the program will demonstrate improvement in performance measures of school attendance and the reduced number of disciplinary referrals.</p>  |   |   |
| <p>2.1 70% of students identified as having a school attendance issue will reduce their number of absences by 50%.</p> <p>2.2 70% of students identified as having a disciplinary issue will reduce their number of disciplinary infractions by 50%.</p>   | <p>2.1 Analysis of student attendance records of program participants meeting the District's criteria for truant during SY 2011-12</p> <p>2.2 Analysis of suspension data of program participants identified as having a disciplinary issue during SY 2011-12</p> | <p>2.1 ORE will extract and analyze participant school attendance using the student identification numbers provided by the program office.</p> <p>2.2 ORE will extract and analyze participant suspensions using the student identification numbers provided by the program office..</p>        |

APPENDIX A: REVISED EVALUATION MATRIX

| Goals / Objectives   | Evaluation Measures  | Entity Responsible  |
|--|--|---|
| <p><u>Performance Measure #3:</u> Student participation in the program will be consistent.</p>   |  |   |
| <p>3.1 More than half of the students attending the program beyond the one-week orientation period will meet the criteria of "regular attending participant", per the 21<sup>st</sup> Century guidelines.</p>  | <p>3.1a Daily attendance records tracked by the program office and submitted to ORE</p> <p>3.1b Program observations will be conducted to document program activities and student participation.</p> <p>3.1c. Focus groups will be conducted with students to determine factors that contribute to student retention</p>                                   | <p>3.1a The program office will record attendance and submit it to ORE for analysis.</p> <p>3.1b ORE will conduct 3 observations at each site throughout the year.</p> <p>3.1c ORE will conduct one student focus group at each site in Spring 2012.</p>  |
| <p><u>Performance Measure #4:</u> The program will enhance parents' life skills and engagement with students and schools.</p>  |  |   |
| <p>4.1 Each year, parent workshops offered in topic areas such as computer literature, resume writing, family nutrition and healthy lifestyle, effective parenting, consumer economics, and job search strategies will be attended by at least 50 parents at each site (100 parents total).</p> <p>4.2 All parent workshop participants will produce a tangible work product at the conclusion of each workshop.</p> <p>4.3 Parent and relative attendance at student community learning exhibits and performances will average 50% of total student participants.</p> | <p>4.1 Documents review of parent workshop agendas and sign-in sheets with work product completion indicated</p> <p>4.2 Documents review of parent workshop agendas and sign-in sheets with work product completion indicated</p> <p>4.3 Sign-in sheets at student community learning exhibits and performances with relationship to student indicated</p> | <p>4.1 Documents will be collected from community partners by the program office and submitted to ORE quarterly for analysis.</p> <p>4.2 Documents will be collected from community partners by the program office and submitted to ORE quarterly for analysis.</p> <p>4.3 Attendance will be collected by the program office at each community learning exhibit and submitted to ORE for analysis.</p> |

APPENDIX A: REVISED EVALUATION MATRIX

| Goals / Objectives   | Evaluation Measures   | Entity Responsible   |
|--|---|--|
| <p><u>Performance Measure #5:</u> The program will encourage and improve student achievement in the arts and math, science, and literacy through the arts.</p>   |   |  |
| <p>5.1 Students will be exposed to new vocabulary words related to their chosen arts discipline.</p>   | <p>5.1 Teacher lesson plans will include vocabulary words pertaining to the arts discipline.</p>  | <p>5.1 The program office will collect lesson plans from all teachers monthly. Lesson plans will follow a uniform template that asks teachers for vocabulary words addressed by lesson.</p>  |
| <p>5.2 Program participants will receive instruction in mathematics integrated into their arts discipline lessons.</p>   | <p>5.2 Teachers will address mathematics standards as evidenced by lesson plans and participant journal entries related to mathematics.</p> | <p>5.2 The program office will collect lesson plans from all teachers monthly. Lesson plans will follow a uniform template that asks teachers for mathematics standards addressed by lesson. Journal entries will be collected by the program office and provided to ORE for analysis and reporting.</p> |
| <p>5.3 Program participants will receive instruction in science integrated into their arts discipline lessons.</p>   | <p>5.3 Teachers will address science standards as evidenced by lesson plans and participant journal entries related to science topics.</p>  | <p>5.3 The program office will collect lesson plans from all teachers monthly. Lesson plans will follow a uniform template that asks teachers for science standards addressed by lesson. Journal entries will be collected by the program office and provided to ORE for analysis and reporting.</p>     |
| <p>5.4 At the conclusion of each six-week program cycle, 80% of regular attending students will either participate in a staged activity or produce a work product that demonstrates the skills or knowledge acquired during the program.</p> | <p>5.4 Documents review of Program Manager records of student productions and work products.</p>  | <p>5.4 The program office will document student participation in the staged activities or, alternatively, their completion of a work product and provide the data to ORE for analysis.</p>   |

APPENDIX A: REVISED EVALUATION MATRIX

| Goals / Objectives   | Evaluation Measures   | Entity Responsible  |
|--|---|---|
| <p><u>Performance Measure #6:</u> The program will promote healthy lifestyles with an emphasis on physical fitness and proper nutrition.</p>   |   |   |
| <p>6.1 Participants will engage in 3 hours of moderate to vigorous physical activity per week.</p> <p>6.2 Program participants will use nutrition education program content to make progress toward their own personal nutrition goal.</p> | <p>6.1 Physical activity will be evidenced by the program schedule and activities documented during ORE site visits.</p> <p>6.2 Program participants will understand and use the nutrition education material, as evidenced by reflections in nutrition journals.</p> | <p>6.1 The program office will provide ORE with a program schedule and ORE site observations will include observation of student physical activity.</p> <p>6.2 The program office will collect journal entries from participants following each nutrition education workshop.</p> |

APPENDIX B: TALENT CENTER PARENT SURVEY

The School District of Philadelphia  
Regional Talent Centers  
Parent Survey

(Please circle one)

Program Location: King Universal Audenried Child's School \_\_\_\_\_ Grade \_\_\_\_\_

1. When you enrolled your child into the Talent Center, how did you hear about us?

Child's School  Newspaper  Friend  TV  Other \_\_\_\_\_

2. Describe your satisfaction with the Talent Center Program

Very satisfied  Somewhat satisfied  Not satisfied

3. In what areas do you feel your child needs to improve?

|   |  |
|---|--|
| <input type="radio"/> Reading/Language Arts             | <input type="radio"/> Technology (computers & video)   |
| <input type="radio"/> Writing                           | <input type="radio"/> Self confidence                  |
| <input type="radio"/> Math                              | <input type="radio"/> Behavior in school               |
| <input type="radio"/> Science                           | <input type="radio"/> Attitude towards school/learning |
| <input type="radio"/> Knowledge/Performance in the Arts | <input type="radio"/> Attendance at school             |
| <input type="radio"/> Completing homework assignments   | <input type="radio"/> Nutrition/Exercise               |

4. Since my child has enrolled in the Talent Center Program, he/she has a different outlook towards school.

Strongly Disagree  Disagree  Agree  Strongly Agree

5. Since my child has enrolled in the Talent Center, their school attendance and/or behavior in school has improved.

Strongly Disagree  Disagree  Agree  Strongly Agree  N/A

6. My child's attendance at the Talent Center is.....

Very Consistent  Consistent  Inconsistent

7. My child's interest in the Arts (music, theater, dance, visual arts) increased since he/she has enrolled in the Talent Center?

Strongly Disagree  Disagree  Agree  Strongly Agree

8. What do you like BEST about the Talent Center Program?

9. What recommendations would you suggest to improve the Talent Center?

APPENDIX B: TALENT CENTER PARENT SURVEY

The School District of Philadelphia  
Regional Talent Centers  
Parent Survey

**Talent Center Program**

| 10. How much do you agree with the following.....                         | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. The Talent Center is a safe place for my child after school.           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My child enjoys attending the Talent Center.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Regular attendance is encouraged and emphasized at the Talent Center.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I would like for the Talent Center to offer time for homework support. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I feel safe when my child leaves the program.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. This program helps my child stay out of trouble.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I am satisfied with the variety of activities at the Talent Center.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The staff is very knowledgeable in the arts.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I am very pleased with the staff.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Are you interested in attending our Advisory Council/parent meetings?  Yes  No

Name \_\_\_\_\_ Phone \_\_\_\_\_

12. Does your child attend our Saturday classes?  Yes  No

13. If your child does not attend our Saturday classes, why not?

- Lack of transportation       Other outside activity       Other \_\_\_\_\_  
 Hours of operation (9a-12p)       Security

14. I am interested in the following topics for Parent Workshop

- Computer Training       Financial Management (budgeting & credit)       Job Skills/Opportunities  
 Education Opportunities       Financial Aid for College       Parenting Skills  
 Disease Prevention (diabetes, blood pressure, obesity, etc)       Home Buying/Refinancing  
 Family Assurance (life insurance, asset building, wills, etc)       Other: \_\_\_\_\_

APPENDIX C: TALENT CENTER PARTICIPANT SURVEY

REGIONAL TALENT CENTERS  
STUDENT SURVEY 2012

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Art Major: \_\_\_\_\_

1. Did you attend the Talent Center last year?

- YES  
 NO

2. What is your favorite thing about the Talent Center?

3. Please select all lessons you learned at the Talent Center

- |   |  |
|---|--|
| <input type="radio"/> computer programs / electronics     | <input type="radio"/> discussing something we read     |
| <input type="radio"/> anatomy (how my body works)         | <input type="radio"/> landforms (landscapes, volcanos) |
| <input type="radio"/> measurement (volume, using a ruler) | <input type="radio"/> plants and animals               |
| <input type="radio"/> other cultures                      | <input type="radio"/> math                             |
| <input type="radio"/> writing (poems, plays)              | <input type="radio"/> reading                          |
| <input type="radio"/> chemistry (in nature, in art)       | <input type="radio"/> science                          |
| <input type="radio"/> soundwaves                          | <input type="radio"/> other _____                      |

*Since I began attending the Talent Center...*

|  | YES                   | Somewhat              | Not really            | NO                    |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. ... I feel more confident in myself.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. ... I like school more.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. ...my school attendance has improved.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. ... my behavior at school has improved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Do you feel safe on your way home from the Talent Center?

- YES  
 Sometimes  
 NO




9. If you get homework on an evening you are at the Talent Center, when do you complete your homework?

- |  |                                     |
|--|-------------------------------------|
| <input type="radio"/> at home                | <input type="radio"/> I don't do it |
| <input type="radio"/> on the bus             | <input type="radio"/> other: _____  |
| <input type="radio"/> the next day at school |                                     |

10. What would make the Talent Center better?

APPENDIX C: TALENT CENTER PARTICIPANT SURVEY

REGIONAL TALENT CENTERS  
STUDENT SURVEY 2012

|  | Very<br>Happy<br> | Somewhat<br>Happy<br> | Not Happy<br> |
|--|---|--|--|
| 11. How happy are you with the Talent Center, in general?                | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/>  |
| 12. How happy are you with the RECREATION provided at the Talent Center? | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/>  |
| 13. How happy are you with the ACADEMICS provided at the Talent Center?  | <input type="radio"/>   | <input type="radio"/>  | <input type="radio"/>  |

|   | Slightly<br>better    | Not as well           | Same as<br>last year  | Got As both<br>this year and<br>last year |
|---|-----------------------|-----------------------|-----------------------|---|
| Compared to last year, how are you doing with READING?        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     |
| Compared to last year, how are you doing with MATH?           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     |
| Compared to last year, how are you doing with SCIENCE?        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     |
| Compared to last year, how are you doing with SOCIAL STUDIES? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     |
| Compared to last year, how are you doing with TECHNOLOGY?     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>                     |



**WHICH RTC SITE DO YOU WORK AT?** \_\_\_\_\_

**1. Which best describes you?**

- Certified teacher
- Teaching artist
- Other: \_\_\_\_\_

**2. How often to you talk to parents?**

- I never talked to my RTC parents
- Once or twice since I began at the RTC
- About monthly or more

**3. From your perspective, what is great about the RTCs?**

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**4. Can you think of two or three things the program could do to improve?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**5. Have you submitted lesson plans at any time for your RTC lessons?**

- Yes
- No

**6. How comfortable are you writing lesson plans?**

- Very/mostly comfortable
- We could use additional support with lesson plans

What additional supports do you think teachers would find useful?

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**7. Please provide one or two ideas for increasing student attendance and retention.**


1. \_\_\_\_\_

2. \_\_\_\_\_

**8. How can the RTC administration better support its teachers/teaching artists?**

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**MORE ON BACK** 

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APPENDIX D: TALENT CENTER TEACHER SURVEY

21C -5 TEACHER SURVEY  
OFFICE OF RESEARCH AND EVALUATION

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**How satisfied are you with the program with regard to...**

|  | <b>Very Satisfied</b> | <b>Somewhat Satisfied</b> | <b>Not Satisfied</b>  |
|--|-----------------------|---------------------------|-----------------------|
| <b>program IMPLEMENTATION?</b>           | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| <b>COMMUNICATION within the program?</b> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |
| <b>COLLABORATION within the program?</b> | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> |

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**Additional comments are valued.**

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## Regional Talent Center Teacher Survey

**1. Name of student:**

**2. School:**

**3. Grade:**

**4. Subject taught (if middle or high school):**

**5. Please identify student degree of change for each item**

|  | Did Not Need to Improve | Significant Improvement | Moderate Improvement  | Slight Improvement    | No Change             | Slight Decline        | Moderate Decline      | Significant Decline   |
|--|-------------------------|-------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Turning in his/her homework on time                            | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Completing homework to your satisfaction                       | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating in class   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Volunteering (e.g., for extra credit or more responsibilities) | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attending class regularly                                      | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Being attentive in class                                       | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Behaving well in class   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic performance   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Coming to school motivated to learn                            | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Getting along well with other students                         | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |