



**Bristol Borough School District**  
**Nita M. Lowey 21<sup>st</sup> Century Community Learning Center**  
**Cohort 10-Year 5**

**Local Evaluation Report**  
**Summer 2023; School Year 2023-2024**

**Prepared by**  
**The Bucks County Intermediate Unit**  
**Doylestown, PA**

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Legislative Authority: The 21st Century Community Learning Centers is a subgrant program funded by the U.S. Department of Education, authorized by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, Title IV, Part B; 20 U.S.C. 7171–7176, and administered by the Pennsylvania Department of Education.

# Introduction

## About Pennsylvania 21<sup>st</sup> Century Community Learning Centers

The 21st Century Community Learning Centers program provides federal funding for the establishment of community learning centers that offer academic and enrichment opportunities to children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects through a broad array of activities that can complement their regular academic programs. Literacy and other educational services to the families of participating children must also be provided.

The 21st Century Community Learning Centers (21st Century) program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001.

Pennsylvania's primary goal for its 21st Century program is to assist youth to meet state standards for core academic subjects by providing them with academic and enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during non-school hours, such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education. Educational services for families of participating students, such as literacy instruction, computer training, or cultural enrichment, must also be included. Federal law requires that all 21st Century program sites provide academic enrichment activities and parental involvement activities. Programs are encouraged to use innovative instructional strategies, coordinate academics with local curricula and assessments, and use assessment data to inform instruction and evaluate results. Academics are to involve more than just helping participants with homework and should not just repeat school day activities.

Pennsylvania's 21st Century program encourages active youth and family participation to ensure that both have decision-making roles in the creation, operation, and evaluation of every 21st Century program in Pennsylvania. School and community collaboration is another key in meeting the academic, social, physical, and emotional needs of children and families. Programs are to offer quarterly open house meetings and maintain an open-door policy where adult family members feel welcome and are encouraged to drop in.

All activities are to be based on rigorous scientific research and the Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. Activities must address the needs of local schools and communities and be continuously evaluated at the local level.

## Program Description and Context

Bristol Borough School District (BBSD), in partnership with the Ivins Outreach Center, received funding through the Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC) Cohort 10 grant beginning with the 2019-2020 school year. Programming takes place at two sites: Snyder-Girotti Elementary School (Grades K-6) and St. Mark Catholic School (Grades K-4). The goal was to serve 110 students across all program sites regularly attending thirty days or more during the school year programs. BBSD is an eligible Schoolwide Title I district where all at-risk students may participate in programs.

Data show that the communities served by the grant have a low graduation rate and low college degree attainment based on county comparisons. The population attending Snyder-Girotti Elementary and St. Mark Catholic School is diverse in ethnicity and special needs.

The Act 10 school safety data indicate a safe school environment despite the student perceptions revealed through the Pennsylvania Youth Survey (PAYS). BBSD has consistently participated in the PAYS to provide insight into risky student behaviors. The surveys are completed by students anonymously, giving them an outlet to report perceived threats that contribute to their feelings of safety in the school environment. Truancy has steadily increased and is a concern among minority populations. 21st CCLC staff work with existing programs and efforts to cultivate an environment where students feel safe and connected to their school.

The Pennsylvania funding for this grant will focus on the following target areas for student growth:

- Drug and Alcohol Prevention
- Science, Technology, Engineering, and Math (STEM)
- Science, Technology, Engineering, Art, and Math (STEAM)
- Science, Technology, Revitalization, Engineering, Arts, Math, and Scholarship (STREAMS)
- College and Career Awareness
- Transitional Vocational/Technical Services Planning

Performance indicators for grantees required by the Pennsylvania Department of Education state that students regularly participating in the program will:

1. Meet or exceed state and local academic achievement standards in reading and math.

2. Show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals.
3. Demonstrate additional positive educational, social, and behavioral changes.

The evaluation team will continue to monitor the progress towards these performance indications each year for which grant funding is provided.

## Evaluation Design

The Bucks County Intermediate Unit (Bucks IU) evaluation team, led by Rachel Holler, Ed.D., works closely with many community organizations, schools, school districts, and programs, including Nita M. Lowey 21<sup>st</sup> Century Community Learning Center (CCLC) programs, to improve the quality of students' educational experiences throughout Bucks County and neighboring counties. For many years the Bucks IU has been selected by several Bucks County grantees to provide customized evaluation services for 21<sup>st</sup> CCLC Cohorts 4, 5, 6, 6A, 7, 8, 9, 10, and 11. Among the evaluation team members, backgrounds include classroom teaching along with administrative positions that include school principals and curriculum and program administrators. The team members use their experience and expertise related to program monitoring, data collection, evaluation plan design and analysis, and evaluation of program effectiveness to help improve program implementation and development.

The team's process includes assisting grantees with analyzing and interpreting data as required by the state and federal agencies, assisting with fulfilling reporting requirements, and providing both a Formative Report and the final Local Evaluation Report required by the Allegheny Intermediate Unit and PDE. Data from all sources required for the five Government Performance Results Act (GPRA) measures and for State Measure #6, Family Literacy and Involvement, are collected and analyzed. In addition to a focus on the GPRA measures, required Outcomes data, including Credit Recovery results, are also disaggregated by grade levels and hourly participation bands. Quantitative data analysis will be used to calculate change in grades, standardized test scores, attendance, and other measures of student involvement and achievement. Data shared by grantees with members of the evaluation team is maintained, secured, and destroyed in a manner consistent with applicable state and federal law including the Family Educational Rights and Privacy Act (FERPA) and Bucks IU's Student Records Policy.

In addition to quantitative data, qualitative data is collected by Bucks IU evaluation team members throughout the grant funding year through regular on-site observations and visits, interviews with leadership team, staff, students and parents, and attendance at advisory committee meetings and special after school events. The on-site observations and visits are an important component of the evaluation plan as they provide an opportunity to compare grant requirements and activities proposed in the grant application with program offerings provided to students in each 21<sup>st</sup> CCLC center. These on-site visits also allow for meaningful conversations with site coordinators about the programs and allow recommendations to be made regarding program improvement as these visits occur throughout the summer and school year rather than only at the end of the program year.

As Local Evaluation Reports are completed, Bucks IU team members lead discussions with site leadership to analyze the quantitative data and qualitative data relating to performance measures and indicators. Emphasis is on determining how close sites are to reaching program goals and objectives and what program changes should be made from one year to the next to improve programs for students. This approach is designed to inform program leadership and stakeholders about measures of success, as well as the need for program adjustment or improvement. These stakeholders may include the following representatives: board members, program staff, school staff and administrators, parents, and students. The grantee makes these reports available to the public upon request.

# Findings

## Program Design, Implementation, and Operations

### Dates/span of operation, start and end dates

Summer: June 26, 2023 through August 3, 2023

School Year: October 2, 2023 through May 30, 2024

### Hours/days of operation

Summer: Monday through Thursday 8:00AM-1:00PM

School Year: Monday through Thursday 2:00PM-5:00PM

### Total hours of programming offered

Summer: 110 hours

School Year: 315 hours

### Operations methods

Summer: In-Person

School Year: In-Person

### Centers operated, center locations

Summer: Snyder-Girotti Elementary—including St. Mark Catholic School

School Year: Snyder-Girotti Elementary, St. Mark Catholic School

### Activities offered, content covered

Summer: Completion of Math and ELA summer work packets, Small group tutoring, Athletics or performing arts programs, vendor programs

School Year: Small group tutoring, enrichment activities, vendor programs

### Alignment or linkage of needs to implementation design

Activities for summer and school year programs were aligned with the Cohort 11 grant requirements and guidelines. See details in following section: *Case Studies and Program Observations/Site Visits*.

### Staffing

Summer: Administrators 1; College Students 6; Community Members 6; High School Students 1; Parents 1; School day teachers 8; Other 1

School Year: Administrators 2; College Students 3; Community Members 5; High School Students 3; Parents 2; School day teachers 13; Other Non-teaching school staff 1; Subcontracted staff 5; Other 1

### Partners and collaborators

Summer and School Year: The Peace Center, Silver Lake Nature Center, Village Arts, Grundy Library, Academic Oversight Committee, Bristol Riverside Theater, Science Explorers, Bristol Borough Police

Cohort 10—Year 5

Bristol Borough School District

Department, Bristol Borough Fire Department, Bristol Borough Council.

*Frequency and duration*

See sections above: *Dates/Span of Operation, Start and End Dates, and Hours/Days of Operation.*

*Curricula, models, and/or commercial products used*

Summer and School Year: Elementary Reading—*Fundations*; Elementary Math—*Envisions 2.0*.

*Family engagement activities*

Summer and School Year: Parent meetings; posts to a private Facebook group; summer program Performing Arts show; Lights on Afterschool student/parent activity.



## Program Participation and Attendance

### Number of students served, summer and school year

	Summer	School Year
All students served	48	48

### Feeder schools/schools served

Schools: Snyder-Girotti Elementary School, Bristol Borough Middle/High School, St. Mark Catholic School

### Student demographics

#### *Race/Ethnicity*

	American Indian/ Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Two or more races	Unknown not reported
PreK-Grade 5	0	2	5	4	0	49	7	0

#### *Gender*

	Male	Female	Not reported in male, female	Data not provided
PreK-Grade 5	31	36	0	0

#### *Specific Student Populations*

	Number of Language Learners	Number of Economically Disadvantaged	Number with Disability	Number of family members of participants served
PreK-Grade 5	0	48	0	Data not provided

***Program Attendance Levels***

	Pre-K to Grade 5
Less than 15 hours	
15 to 44 hours	3
45 to 89 hours	10
90 to 179 hours	18
180 to 269 hours	16
270 hours +	14

***Counts of (adult) family members of participating students served:***

	Pre-K to Grade 5
<i>Number served</i>	Data not provided

## Student Outcomes

### State Assessment Results—PSSA/PASA

<b>ELA/Reading School Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Grade 4	-	-	-	-
Grade 5	0	2	2	0
Grade 6	0	1	3	0
Grade 7	-	-	-	-
Grade 8	-	-	-	-

<b>Mathematics School Year</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Grade 4	-	-	-	-
Grade 5	0	0	4	0
Grade 6	0	0	3	1
Grade 7	-	-	-	-
Grade 8	-	-	-	-

### Grade Point Average/Classroom Performance

Data for St. Mark Catholic School's 7<sup>th</sup> and 8<sup>th</sup> grade not provided for this report.  
GPA not required for grade levels at Snyder-Girotti Elementary.

### Teacher-Reported Results (Teacher Survey)

Data not provided for this report.

### School Attendance

Students with in-school attendance rate at or below 90%

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Number at or below 90%	1	2	1	0	0

### Student Behavior

In-school suspension not included in St. Mark Catholic School's discipline code.  
No program students at Snyder Girotti received in-school suspension.

## Graduation and Promotion

All program students promoted.

## High School Credit/Course Recovery

High school students were not included in this grant.

## Other Grantee-Defined Outcome Measures

## Stakeholder Feedback

### Case Studies and Program Observations/Site Visits

Members of the Bucks IU evaluation team are Dr. Rachel Holler, Ronald Rolon, Lisa Becker, Paul Beltz, Christina Lang, James LoGiudice, and Kevin Munnely. Members of the team collected and analyzed data derived from onsite observations and interviews with students, staff, parents, and Cohort 10 community partners.

- July 12, 2023: Kevin Munnely and Paul Beltz met with program leadership to discuss summer programming, and students were observed on a walking field trip to Grundy Library, at Snyder-Girotti Elementary School, and at the Middle/High School.
- October 24, 2023: Kevin Munnely and Paul Beltz met with program leadership to discuss program changes and visited the 21<sup>st</sup> CCLC program at Snyder-Girotti Elementary School.
- January 17, 2024: Kevin Munnely and Paul Beltz visited the program at St. Mark Catholic School before visiting the program at Snyder-Girotti and meeting with site leadership there.
- February 22, 2024: Paul Beltz met with program leadership and visited the Middle/High School to observe and discuss changes in the program.

### ***Findings—Summer 2023***

The 21<sup>st</sup> CCLC Cohort 10 Year 5 grant provided funding for a summer camp experience held at Snyder-Girotti Elementary. Cohort 10 funding supported a small number of students at each elementary grade who attend Snyder-Girotti during the school year and students who attend grades one through five at the St. Mark Catholic School.

Students enrolled at Snyder-Girotti participated in the daily reading/language arts and math classes of the summer program with peers from their grade level. Students enrolled at St. Mark Catholic School

received instruction planned and delivered by St. Mark teachers to facilitate alignment with the curriculum standards and goals of their school and grade levels.

Students also engaged in daily enrichment activities as part of their summer camp experience. At the beginning of the camp program, students selected between either the *Performing Arts* or *Athletics and Nutrition* strands and participated within that strand for the six-week program. For these enrichment activities, students from both Snyder-Girotti and from St. Mark were grouped together by grade level.

### ***Reading/Language Arts & Mathematics***

#### ***Snyder-Girotti Elementary School Students***

The format of the summer program was similar to that used in previous cohort summer programs as it provides a strong focus on academics in addition to enrichment. The schedule was highlighted by a daily academic block that focused on academic instruction, reinforcement of grade level standards, and small group tutoring for the most at-risk students. Students were grouped by grade level for reading and math activities with some students attending small group tutoring sessions taught by certified teachers. Most tutors were teachers at Snyder-Girotti which helped provide a level of congruency between tutoring and the school curriculum. It is important to note that students in the Snyder-Girotti program were invited to enroll for the summer camp based on academic need so that enrollment is prioritized for the most at-risk students.

- ***Reading/English Language Arts:*** Students met by grade level each day for one hour of Reading/Language Arts activities. There was evidence of coordination between the school's program objectives and the summer program. A reading project completed during the general instructional time was based in part on the summer reading books to be completed by all Snyder-Girotti students. It was during this academic time block that teachers provided more intensive, small-group instruction for those students identified as in need of additional academic support.
- ***Mathematics:*** A one-hour block for math instruction was also part of the daily schedule. The school's Title I math coordinator served as the summer program's Academic Coordinator for Mathematics and created project packets to be completed by students in each grade. The packets allowed a paraprofessional to provide reinforcement for important objectives from the previous grade level. As in reading, small group math tutoring sessions were led by certified teachers which provided more intensive mathematics instruction to those students with greater needs.

### ***St. Mark Catholic School Students***

Students from St. Mark followed the same time schedule with sessions focusing on reading/language arts and on mathematics with teachers from St. Mark providing the instruction.

- ***Reading/Language Arts:*** During the reading/language arts block each day, the St. Mark teachers focused on the standards and goals of their curriculum for these students in grades one through five. For primary grade students, instruction focused on phonics, writing, and other beginning reading objectives related to reading and understanding appropriate level texts. Students at intermediate grade levels focused on both reading and improving writing skills.
- ***Mathematics:*** Daily math instruction allowed teachers to focus on skills from the school year that were general areas of difficulty for grade level students. Teachers used materials from their school's curriculum and worked to increase skill development.

### ***Enrichment—Performing Arts & Athletics and Nutrition***

Students who attended Snyder-Girotti and St. Mark Catholic School participated jointly in enrichment activities with each student selecting either the *Performing Arts* or the *Athletics and Nutrition* strand.

- ***Performing Arts:*** Students who chose to participate in a *Performing Arts* strand engaged in arts and performance activities leading up to a final production of Disney's *Moana*. Activities included singing, performing, and dancing with a focus on creativity and self-awareness through the arts. The program vendor, Village Arts, provided instruction two days each week to guide students in creating backdrops and props for the final production as they learned more about visual arts concepts.
- ***Athletics and Nutrition:*** Students who selected the *Athletics and Nutrition* strand were offered opportunities to participate in physical fitness training, develop skills in the sports of soccer, flag football, basketball, and learn about yard games to play at home with family and friends. Nutrition activities helped them learn how to make healthy snacks from provided recipes.

### ***End-of-Summer Celebration***

Both the *Performing Arts* and the *Athletics and Nutrition* strands of the summer program had students presenting culminating activities to their families as a celebration of their 21<sup>st</sup> CCLC summer camp program. Performing Arts students on stage performed as actors, singers, and dancers, with other students engaged in behind-the-scenes aspects of the performance which was presented to parents and other family members. As their culminating celebration, students who participated in *Athletics and Nutrition* engaged in fitness activities, sports, and field day games.

## ***Findings—School Year 2023-2024***

The 21<sup>st</sup> CCLC Cohort 10 grant provided funding for after school programming at the following sites—Snyder-Girotti Elementary (grades 1-6) and St. Mark Catholic School (grades 1-5). The Cohort 10 program at Snyder-Girotti was modest in terms of the number of students participating at each grade level.

### ***Snyder-Girotti Elementary School***

The Warrior Zone was the organizing structure for the after-school program at Snyder-Girotti and included daily activities such as homework help, additional skill-building lessons in reading/language arts and math, STREAM activities, physical fitness opportunities, and creative enrichment. It should be noted that the tutoring provided to at-risk students was a key component of this after-school program.

Warrior Zone programs, offerings, and activities included:

- ***Homework Help:*** Students had time in each day’s schedule to complete homework that had been assigned by their classroom teachers. Monitors provided support at points of difficulty to assist students.
- ***Reading Enrichment and Tutoring:*** All students participated in daily reading/language arts skill reinforcement and enrichment activities. Students identified by school staff as being most at-risk were pulled from this reading block of time and received small group tutoring from a certified teacher. Tutors have access to up-to-date student assessment data from the school’s reading specialist to assist in grouping students by reading level rather than by grade level. Tutors have knowledge of the school’s curriculum and align instructional approaches and content goals.
- ***Math Enrichment and Tutoring:*** All students participated in math skill reinforcement and enrichment activities. Students identified by the school’s Title I Math Specialist and the school staff as being at-risk received small group tutoring from a certified teacher. Tutors have access to up-to-date student assessment data to assist in grouping students and identifying areas of weakness within groups of students. Math tutoring was enhanced through the direct involvement of the Title I Math Specialist who provided expertise in her roles as teacher and as coordinator for the 21<sup>st</sup> CCLC activities for math.
- ***Kindergarten Program:*** Students identified by classroom teachers and school staff as being at-risk were offered additional academic support in daily, small group sessions. These young learners had

time for snack and fun activities before tutoring began from 3:15 to 4:00 PM. Students had a tutoring session in reading/language arts and in math each day. Reading/language arts sessions focused on phonemic awareness, phonics, letter and word recognition, and reading of beginning texts with beginning mathematics concepts developed in the math session. The tutoring sessions were closely aligned with the kindergarten curriculum, and instruction was provided by certified, retired Snyder-Girotti teachers.

- **Service Learning:** Sixth grade students provided service to the community through the operation of a food pantry housed at Snyder-Girotti. Students also participated in other efforts to address food insecurity which included outreach to the parents of students at Snyder-Girotti, Veterans groups, and neighboring Grundy Towers which provides housing to low-income senior citizens.
- **Other Activities:** In addition to the core focus on reading/language arts and math, students had opportunities for enrichment in areas of STEM/STREAM, cooking and nutrition, computers, and games in the gym and outdoors. Engagement in these fun activities was important for students who have just completed their regular school day and need a chance to shift their focus before engaging in the academic activities which are a hallmark of this school's 21<sup>st</sup> CCLC program.

### **St. Mark Catholic School**

The St. Mark Catholic School 21<sup>st</sup> CCLC Cohort 10 program served students in first through fifth grade. Students participated in daily *Warrior Academy* activities including homework help, academic enrichment, and group recreation activities.

Program offerings included the following:

- **Homework Help:** Students were afforded opportunities to complete homework and receive assistance with assignments from class as well as work on other projects and assignments from their school day teachers. As appropriate, students worked with their grade level peers on various projects related to the school day program.
- **Math/Reading Tutoring:** Tutoring was held for reading and math to assist students needing additional support.
- **Village Arts:** This art experience was planned and delivered by the grant vendor, *Village Arts*. The intent of this art program was to promote creativity and self-awareness through the visual arts by engaging students in hands-on activities and expression.



- ***Sewing Club:*** Students at upper grade levels had the opportunity to enjoy learning a life skill as they completed sewing projects.
- ***Silver Lake Nature Center:*** Staff from the nearby Silver Lake Nature Center shared information about the habitats within the local community. The goal was to inspire connections with nature through this environmental science offering.
- ***Other Activities:*** In addition to the programs mentioned above, students had opportunities for enrichment in areas of cooking and nutrition, computers, games played outdoors, and Science, Technology, Engineering, Art, and Math (STEAM). A 21<sup>st</sup> CCLC staff member developed hands-on STEAM activities in which students were highly engaged as they learned more about basic science concepts.

## Grantee Results on Performance Measures

### GPRA Measure 1 – Academic Achievement, State Assessments

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
The percentage of students in grades 4-8 participating in 21st CCLC regular program who demonstrate growth in reading/language on state assessments.	85%	One of four Snyder-Girotti students reported as having two years of data showed improvement.
The percentage of students in grades 4-8 participating in 21st CCLC regular program who demonstrate growth in mathematics on state assessments.	85%	One of four Snyder-Girotti students reported as having two years of data showed improvement.

### GPRA Measure 2 – Grade Point Average

Grade point averages not required for grade levels targeted served through this grant.

### GPRA Measure 3 – School Day Attendance

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
Percentage of youth in grades 1–12 participating in 21st CCLC during the school year and summer who: Had a school-day attendance rate at or below 90% in the prior school year AND Demonstrated an improved attendance rate in the current school year.	85%	Data not provided for this report; will be reported in 21APR, Window 2

### GPR Measure 4 – Behavior

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
Percentage of students grades 1 - 12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.	85%	Snyder-Girotti prior year data not provided for this report; will be reported in 21APR, Window 2. In-school suspension not included in St. Mark Catholic School’s discipline code.

### GPR Measure 5 – Student Engagement in Learning

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.	85%	Data not provided for this report; will be reported in 21APR, Window 2

### State Measure 6- Family Literacy and Involvement

Number or percentage of families of participating students who participate in family literacy and involvement activities.

Grantee Performance Indicator	Grantee’s Performance Target (# or %)	Actual Performance
Number or percentage of families of participating students who participate in family literacy and involvement activities.	35%	Data not provided for this report; will be reported in 21APR, Window 2

## Considerations and Recommendations for Improvement

As funding for Cohort 10 ends with the 2023-2024 school year, consider ways to prioritize the needs of the most at-risk students and how those needs can be met at both St. Mark and Snyder-Girotti. Discussions and meetings with the principal and school leaders at St. Mark and Snyder-Girotti can help set priorities and allow for the development of ideas to help meet these needs.