

# Mid-Year Impact Report: Education Programming

2023-2024

August-December

Written by:

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The families Chester Eastside, Inc. (CEI) serve are inspiring and my dedication to the City of Chester has deepened. For those reasons, I am humbled and thrilled to share the developments made and the proposed direction of education programming at CEI. Several positive changes are taking place that build on the program's long history. There is now a concentrated focus for our youth and adult programming towards science, technology, engineering, art, and mathematics (STEAM), career readiness, and social and emotional learning; both virtually and in-person.

Students in grades K-12 participating in CEI's Out-of-School Programs (after school and summer) have a hot meal, recreation time, enrichment activities, math and literacy interventions, homework help, family nights, and field trips. More specifically, the enrichment activities consist of hands-on experiences in agriculture, art, aviation engineering, chess, coding, environmental science, and solar engineering. Our developing adult programs focus on career readiness as well as social and emotional learning.

This Impact Report includes CEI's mission and values statements, highlights progress updates, student narratives, student achievements, community partnerships, and aspirations towards expanding our impact.



## **Who We Are**

Chester Eastside, Inc. works to help children and families by providing access to hunger safety net programs and a safe environment for adult and youth education and exploration. CEI's mission is to be a welcoming and inclusive community that enables individuals of all ages to achieve their goals and aspirations, promoting a peaceful co-existence in Chester through advocacy and programs for education, social services, and justice.

## **Our Values:**

### **Integrity**

We are committed to operating with integrity in everything we do.

### **Social Justice**

We believe in fostering and advocating for a just community that ensures all Chester residents are treated with dignity.

### **Love and Respect**

We maintain an environment that is grounded in love and respect for all people.

The Out-of-School Programs have a new adopted curriculum and framework. IXL Learning provides targeted math and literacy interventions. With IXL, we are able to track student performance growth using assessments. Students spend at least an 1 hour and 15 minutes, Monday through Friday with homework help and/or IXL. We plan to use additional features of IXL to support developing adult programming.

Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a framework for social and emotional learning (SEL). We reference the "CASEL wheel" and their other resources to guide us daily and during focused enrichment activities like Wellness Wednesdays. The framework is used to help our participants cultivate skills towards resiliency to better advance their learning and development.



IXL Offers the following: Math, Language Arts, Science Social Studies, Spanish, ACT, PSAT, SAT, Adult Learning, and much more.

CEI uses the math and language arts features.



Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a framework towards social and emotional learning for communities to apply knowledge, skills, and attitudes to help foster deeper self awareness, connect with others, and achieve goals.



Additionally, the Out-of-School programs have a new focus for our enrichment activities. Science, technology, engineering, art, and mathematics (STEAM), career readiness, recreation, and social and emotional learning are central to our enrichment programming. Students are exposed to real world hands-on experiences, physical activity, and support that is intended to increase their curiosity, expose them to new ideas, and to teach resiliency.

Specifically, students spend approximately 40 minutes Monday through Friday with structured gym time. Monday through Thursday, students participate in a rotation of STEAM and wellness related enrichment activities. We rely on staff, volunteers, and community partners to facilitate these activities.



Enrollment has increased. When the program started in September of 2023, nearly 22 students were enrolled. As of December, 39 students have registered. Below are our enrollment data. Families provided the following information on their registration forms.

Current Grade	Gender	Race	Ethnicity	Current Grade	Gender	Race	Ethnicity
0.5	Male		Hispanic	5	Female		Hispanic
0.5	Male		Hispanic	5	Male		Hispanic
0.5	Female		Hispanic	5	Female		Hispanic
0.5	Female	Black		6	Female	Black	
0.5	Male	Black		6	Female		Hispanic
0.5	Female		Hispanic	6	Male	Black	
0.5	Female		Hispanic	6	Male		Hispanic
1	Male		Hispanic	6	Male		Hispanic
2	Male	Black		6	Male		Hispanic
2	Female		Hispanic	6	Female		Hispanic
2	Male		Hispanic	7	Male	Black	
3	Male		Hispanic	7	Male		Hispanic
3	Female		Hispanic	8	Male	Black	
3	Male	Black		8	Male	Black	
3	Male		Hispanic	8	Male		Hispanic
3	Female	Black		9	Male		Hispanic
3	Male	Black					
4	Female	Black					
4	Male	Black					
4	Male	Black					
4	Female		Hispanic				
4	Female	Black					
4	Female	Black					

The following data regarding students with disabilities and trauma were collected from information provided on registration forms or families' direct communication with CEI staff.

Several of our students have an Individualized Education Program (IEP) at their schools. IEPs are written for students that have been evaluated as having a disability. The disability could be any of the following: an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities.

Additionally, many families have shared that their student has experienced some form of trauma, including: death, abuse, homelessness, or other events.

We strive to support our families and neighborhood schools to improve students' educational results with targeted academic interventions, one-on-one tutoring, and by supporting students' social and emotional learning.

	Number	Percent
<b>Individualized Education Program (IEP)</b>	17	43%

	Number	Percent
<b>Experienced Traumatic or Disruptive Event(s)</b>	20	51%



The program has a new team. Collectively, we bring an array of skills that are complimentary to the program's current needs.



## **Whitney Wright**

Director of Education

**Summary:** Experienced K-12 school administrator and classroom educator with 20 years in the field.

**Highlighted skills:** Strategic planning, curriculum development, professional development, and diversity, inclusion, and equity.

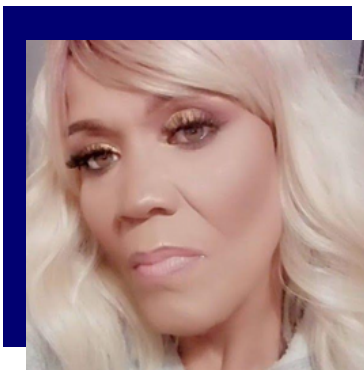


## **Raheem Curry**

Program Educator

**Summary:** Experienced leader working with youths in the nonprofit sector.

**Highlighted skills:** Working with diverse populations, arts, and music education.



## **Sonya Hazelett**

Program Educator

**Summary:** Experienced counselor and case manager for youths and adults.

**Highlighted skills:** Fluent in Spanish, wellness, and English as a Second Language (ESL).

The physical space of the program underwent updates as well. Efforts were put forth to clean and brighten the space. Research suggests that students thrive in a safe and clean learning environment.



We measure the impact of the Out-of-School Programs by collecting data from student interviews and IXL performance outcomes. We periodically interview our students to gather data about their experiences in our program. Below are a few narratives.



## 4th Grade Student

How does being at CEI make you feel?

"I feel happy. I feel very happy and welcomed."



## 3rd Grade Student

What is your favorite part about being at CEI?

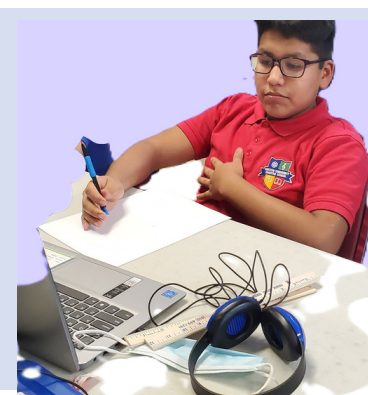
"Learning about reading and math, and I want to learn IXL too."



## 4th Grade Student

What do you like about Chester Eastside?

Everyone's having fun. Everyone's sharing, nice and being kind.



## 8th Grade Student

What have you learned about getting along with others here?

Getting along... that getting along with others is really helpful and comes in various forms.



IXL tracks student outcomes. Below are a few examples of data collected from August-December. Time spent using IXL impacts outcomes. Students use IXL when they do not have homework or after they complete their homework. Students in higher grades typically have more homework which decreases their time with IXL.

## SCHOOL ACHIEVEMENT

School achievement summary >

THIS YEAR, WE'VE ANSWERED **11,278** QUESTIONS!

Aim for 5,000 questions each month!  
DECEMBER

### SKILL PROGRESS SUMMARY



### TIME SPENT



### Questions answered per student per week

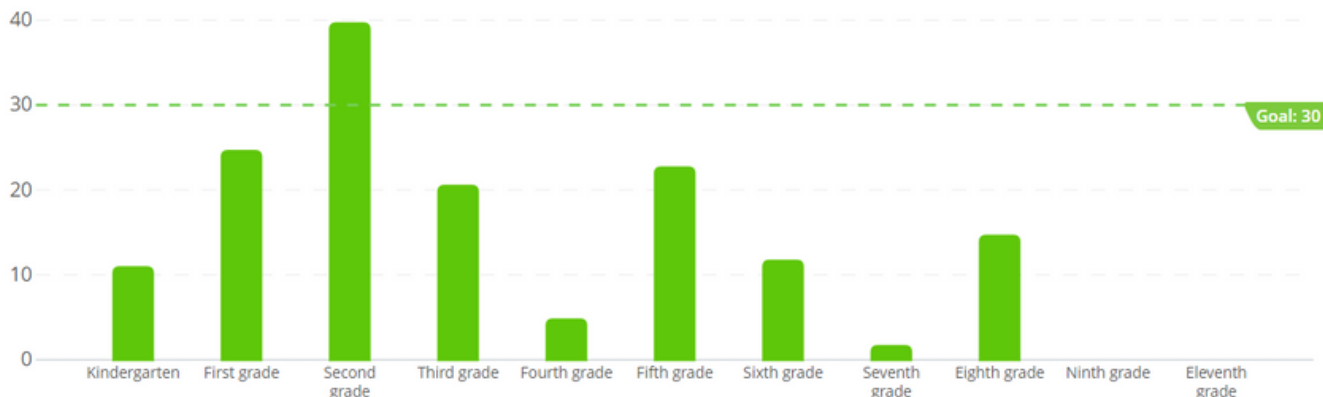
Research suggests answering 15+ questions per week in a subject to boost learning. Answering even more questions leads to higher gains!

Total questions answered  
**11,278**

Total time spent practicing  
**74 hours**

### Questions answered per student per week

Weekly average



Another measure of impact is the increase in the number of partnerships we have made, continued, or reestablished with area universities, businesses, churches, private donors, and other nonprofits. These partnerships support program expansion and increases our volunteer base. Below are a few of the new and returning partnerships.



## **9th Street YCC**

Environmental Science and Career Awareness Related Programming



## **Aqua America**

Environmental Science Programming for Youth and Adults and Program Support



## **Chester Chapter of the NAACP**

Environmental Justice and Recycling Related Programming



## **Chester Upland Youth Soccer**

Field Trips and Enrichment Activities



## **Cheyney University**

Volunteers and Program Support



## **Macy's**

Program Support and Enrichment Activities



## **Penn State Brandywine**

Gardening and Nutrition Related Student and Adult Programming



## **Swarthmore College**

Volunteers and Solar Energy and Career Awareness Related Programming



## **Widener University**

Volunteers and Program Support





Looking ahead, there are hopes to expand our capacity to support more students in the community and to develop our adult programs, including transportation. Its aspirational, but broadly, CEI will acquire a facility or develop a campus that is better accessible for persons with disabilities and can accommodate youth and adult programming operating simultaneously.

To support expansion, strategic efforts to increase revenue, meaningful efforts at retaining and developing the current qualified team, and an organizational chart may need to be considered.

As education programs move forward, we will continue to focus on CEI's mission and vision, while perfecting and growing the existing programs as well as nurturing and pursuing new community partnerships.

I am sincerely appreciative of the Board and the community's confidence in me. Excitement and newness is in abundance.