



INDICATORS OF STUDENT ACHIEVEMENT AND QUALITY PROGRAMMING 2020-2021



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INTRODUCTION

Lancaster-Lebanon Intermediate Unit 13 (IU13) is an educational service agency with offices in Lancaster and Lebanon, Pennsylvania, that is committed to providing outstanding programming and professional development designed to improve student achievement. These services are provided through instruction to students in classes taught by IU13 staff and support provided by IU13 consultants that is designed to improve the skills of the educators that work with students.

For the past eight years, IU13 has implemented a data collection system that has been used to identify, gather, and reflect on key areas of student learning and the impact of IU13 programming and services. Identified indicators included multiple types of information such as demographic, perceptual, and achievement/student learning data that have been selected to provide the most complete representation of the impact of IU13 services. These data trends have allowed IU13 staff to reflect upon the outcomes of their instruction and professional development, and subsequently the learners and educators served by IU13. Sharing this data publicly also keeps our stakeholders informed and engaged in our #WorkWorthDoing.

Following a school year in which in-person learning did not occur for the final three months of the year, the 2020-21 school year represented a return to in-person instruction for the majority of K-12 students in Lancaster and Lebanon counties. To be clear, this access to in-person instruction was not universal and was not without disruptions as positive COVID cases necessitated temporary classroom and building closures throughout the year. For the early childhood and adult learners in IU13 programs, 2020-21 also presented pandemic-related challenges through which instructors persevered with a commitment to service.

The focus of IU13, on behalf of those we serve, is to remain vigilant in providing services, supports, and solutions to mitigate any negative impacts on student learning. The data in this report, while limited in some areas, provides a snapshot to guide current and future efforts. Any information that is not obtainable in 2020-21 will be considered again when it becomes available.

While the ongoing pandemic may continue to have some impact on instruction and professional development opportunities, it is hoped that our education system is turning a corner and that disruptions to learning will become increasingly rare. Lancaster-Lebanon IU13 remains committed to continuous improvement toward successful outcomes across all programs.

TYPES OF DATA

Three types of data have been collected to provide this report with a robust analysis of the various programs in IU13. These multiple measures include demographic information, perceptions, and student learning, and are defined in the following manner (Bernhardt, 2013):

1. **Demographics on a school, student, and staff level:** This includes information such as enrollment, attendance, graduation rates, gender, etc. For the purposes of this report, demographic information will be shared when it is relevant to understanding the trends or outcomes identified.
2. **Perceptions:** This includes values, beliefs, attitudes, and observations. Since much of the success of IU13 is related to the value of its services by its users, surveys and other feedback loops were collected and synthesized at a system level.
3. **Student Learning:** Both standardized and formative assessments are included in this category. Measures of student achievement from both IU13 classes and district classes where teachers received extensive and/or ongoing technical assistance and training were included.

By analyzing information from a variety of sources as well as different types of information, it is believed that a more accurate and complete picture of IU13 and its services will be provided. Ultimately, the analysis of the data will be used to answer the following questions:

- **Is IU13 providing quality instruction to the students it serves that results in improved student achievement?**
- **Is the professional development and training offered by IU13 of high quality and effectiveness, resulting in more highly trained educators who will in turn impact student achievement?**
- **Has the implementation of IU13's promising practices resulted in improved student outcomes?**

These questions will be considered across programs and age of learners, from early childhood to adulthood.

ANALYSIS OF DATA

Is IU13 providing quality instruction to the students it serves that results in improved student achievement?

- Early Childhood and Early Intervention Programs
- School-Age Programs
- Community Education
- Nonpublic Services
- Teaching and Learning Collaborative
- Promising Practices

Early Childhood Programs



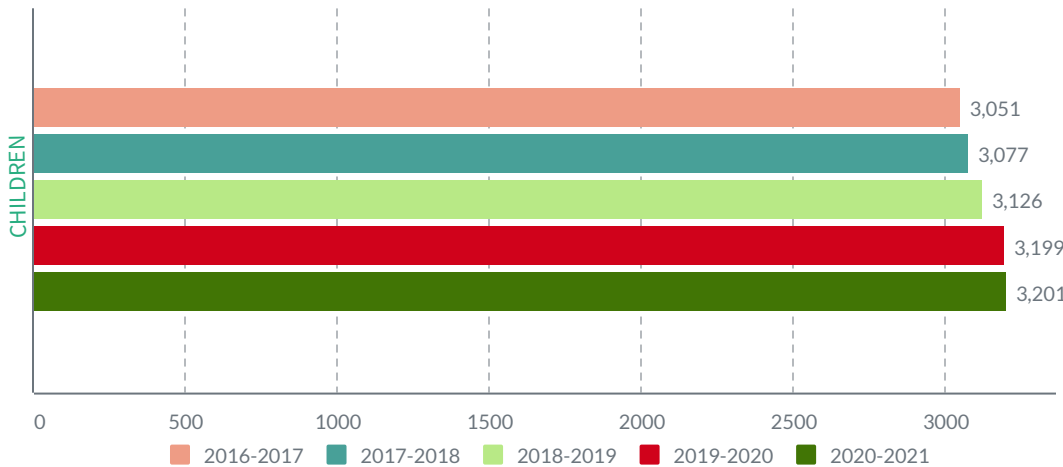
Serving children and families as they embrace the world of education!

IU13 provides instruction to eligible students in its Early Childhood and Preschool Early Intervention program, including Early Head Start and Head Start, Pre-K Counts, and Early Intervention services for children identified with special needs.

These programs, serving children from infants to preschool, are designed to strengthen and encourage early literacy, social development, resourcefulness, and self-sufficiency through positive learning experiences.

Early Literacy
Social Development
Resourcefulness & Self-sufficiency
Positive Learning Experiences

Preschool Early Intervention



3,201

Preschool Early Intervention (EI)

Children 3-5 years old (pre-kindergarten) served

Early Childhood



321

Early Head Start

Children birth-3 years served



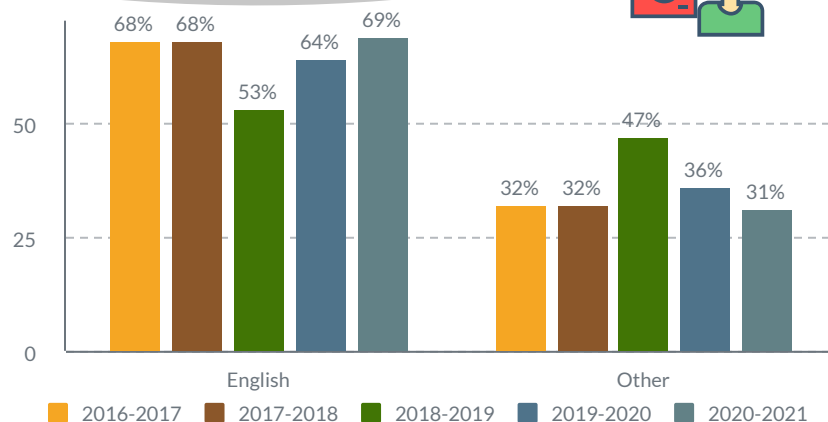
322

Head Start and Pre-K Counts

Children 3-5 years old (pre-kindergarten) served

Primary Language

Head Start/ Pre-K Counts



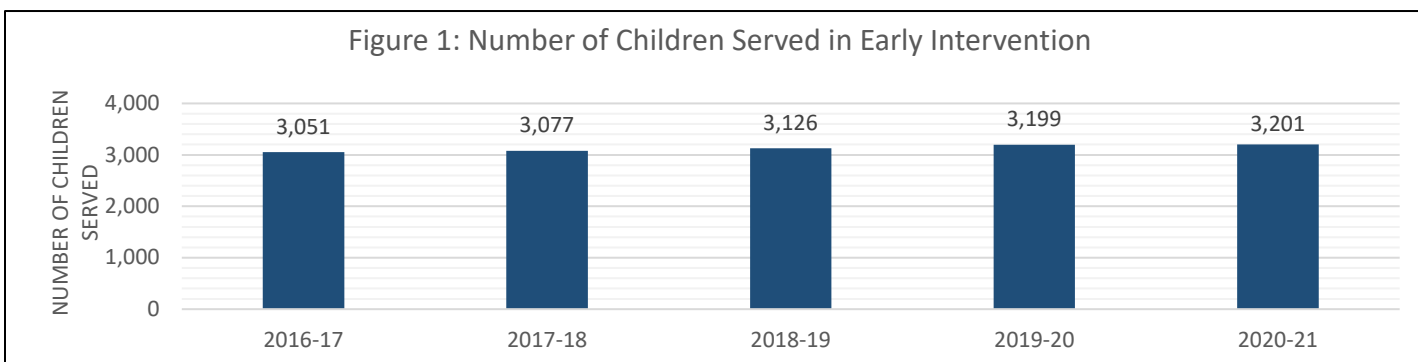
Data is reflective of 2020-21 school year.

Early Childhood and Early Intervention Programs

Demographic Information

Early Intervention

IU13 continues to impact a significant number of young children through its Early Intervention program. Data gathered through June 2021 indicates that IU13 has served a total of 3,201 children in the Early Intervention program in 2020-21. **Figure 1** shows the steady increase in the number of children that have received Early Intervention services over the last five years.



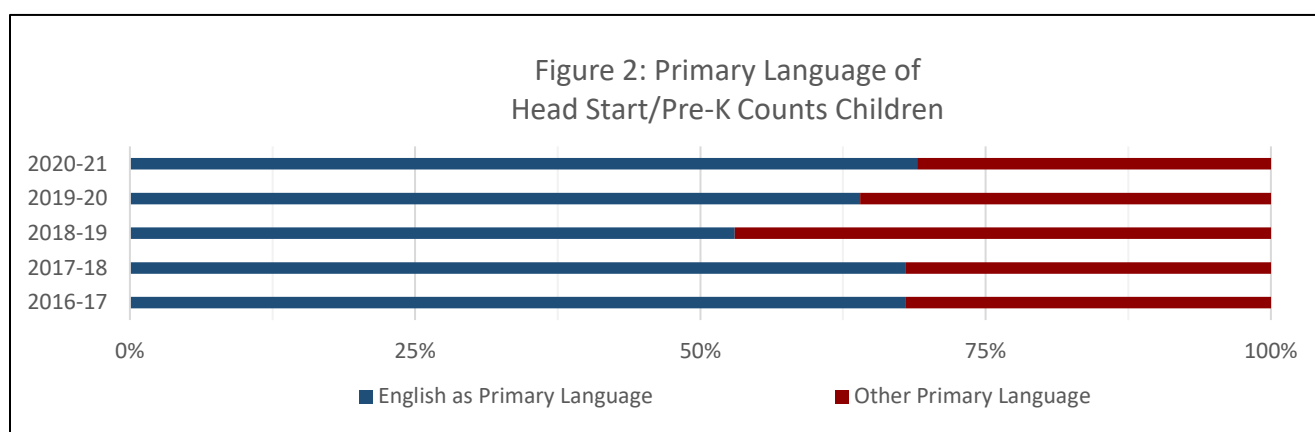
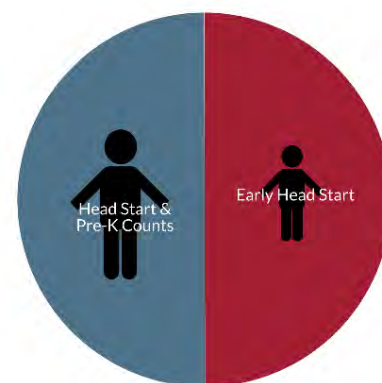
Early Childhood

During 2020-21, IU13 provided services to young children through a variety of programs. They include:

- **Early Head Start** (Lancaster & Lebanon home-based and Lancaster & Lebanon counties childcare partners), 321 children and 15 pregnant women
- **Head Start and Pre-K Counts**, 322 children

While English continues to be the primary language spoken as reported by parents (69% percent of children), the Early Childhood programs serve students with a wide variety of primary languages, with 31% of the children having a language other than English as their primary language (**Figure 2**).

2020-21 Children in Early Childhood Programs



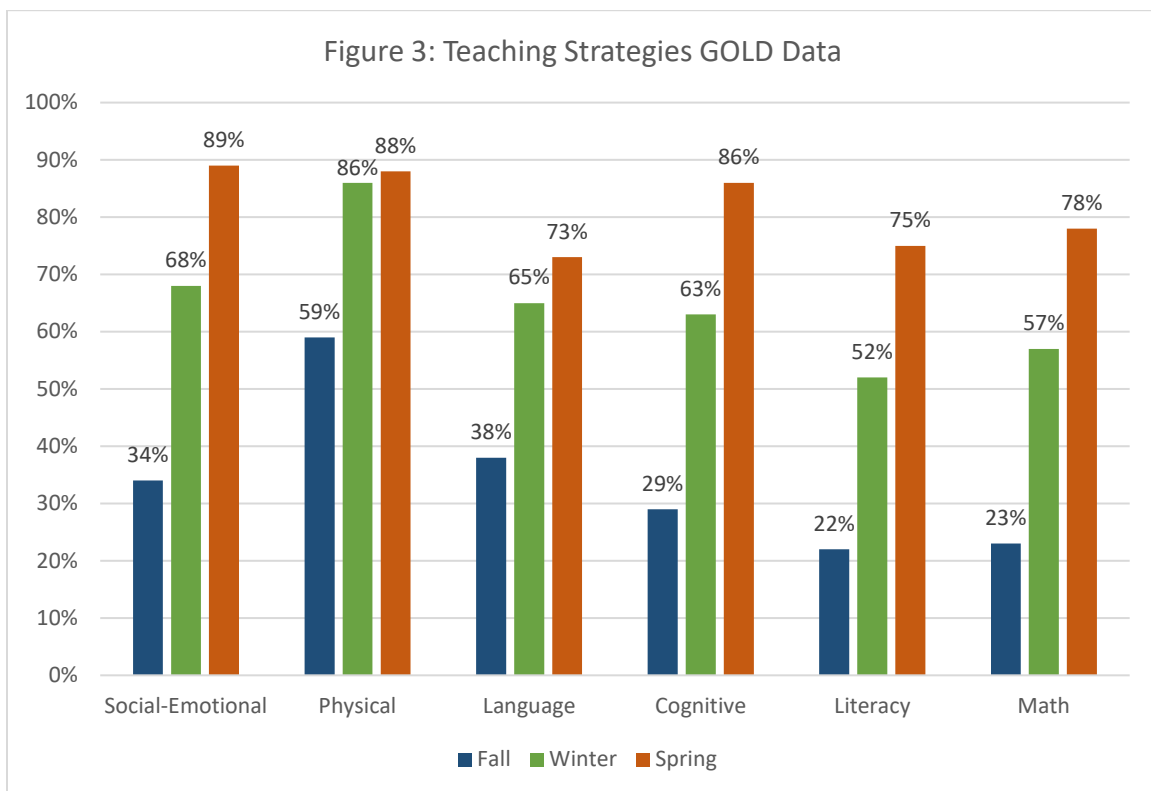
Perceptual Data

Ninety-nine percent of families receiving early intervention services surveyed indicated IU13 provided a strong partnership that led to positive child outcomes.

Achievement/Student Learning

The curriculum and instructional practices provided by IU13 Head Start and Pre-K Counts programs to young learners are designed to support the growth of early literacy and math skills, and other key developmental areas including physical, cognitive, language, and social abilities. Assessment of these skills in young children can be challenging since these learners are not developmentally ready for the demands of the types of assessments indicated for older students. Educators at this level should use a variety of types of assessments over time to provide the most reliable and valid measure of skill levels (Helm, 2014). IU13 has selected the Teaching Strategies GOLD assessments to use in tracking the impact of programming on achievement level and social-emotional learning. (See below for additional details on the assessments.)

As an important note, as a result of the COVID-19 pandemic, in-person instruction was provided to half the enrollment and virtual instruction to the remaining children. The assessments were completed on the normal schedule, and results for 2020-21 are shown in **Figure 3**.



Analysis of the 2020-21 child outcome data for the IU13-run classrooms indicated that 59% of children entered the classroom meeting or exceeding the widely held expectations in the area of physical development. It was the domain

area with the highest percentage of children meeting expectations according to the fall, winter, and spring checkpoints, with 88% of children meeting the expectations by the spring assessment.

The areas where children made the greatest growth from the fall to spring assessments were in the areas of Cognitive Development (57% increase), Social and Emotional Development (55% increase), and Math (55% increase). The significance in Cognitive and Math skills can be attributed to implementation of Creative Curriculum with increasing fidelity. The growth in Social and Emotional (S&E) skills can be attributed to the implementation of the 2nd Step S&E curriculum as well as a strong foundation of S&E skills that are embedded in the CC Investigations that are the foundation of the program's curriculum.

Although more than 50% of the children entered the program in the fall meeting expectations in the physical development domain, this was the area with the least amount of growth with a 29% increase in skills from fall to spring. Language skills were the 2nd lowest skill area for growth this year with a 35% increase from fall to spring. Physical and Language Development should both be a focus for the 2021-2022 school year.

School-Age Programs



Supporting students with special needs and their families for lifelong success!

IU13 provides direct instruction and support to students with special needs who require individualized education plans (IEPs) in Lancaster and Lebanon counties in grades kindergarten through high school.

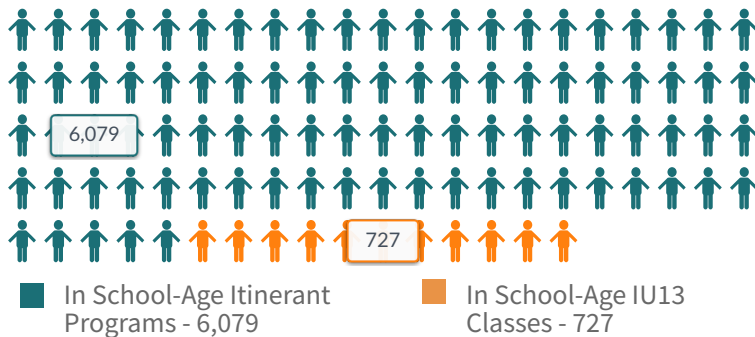
Classes include:

Emotional Support, Life Skills, Autistic Support, Basic Occupational Skills (BOS), School-to-Work, Deaf/Hard of Hearing Support, and Multiple Disabilities

Supplemental services to students with IEPs include:

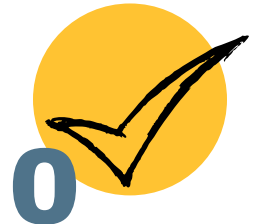
Physical, Occupational, Speech and Language Therapies; Job Training Services; Autism Itinerant Services; and Hearing Impaired/Visually Impaired Itinerant Services

School-Age Students Served



90
of IU13-operated classrooms

Operated in support of area school districts

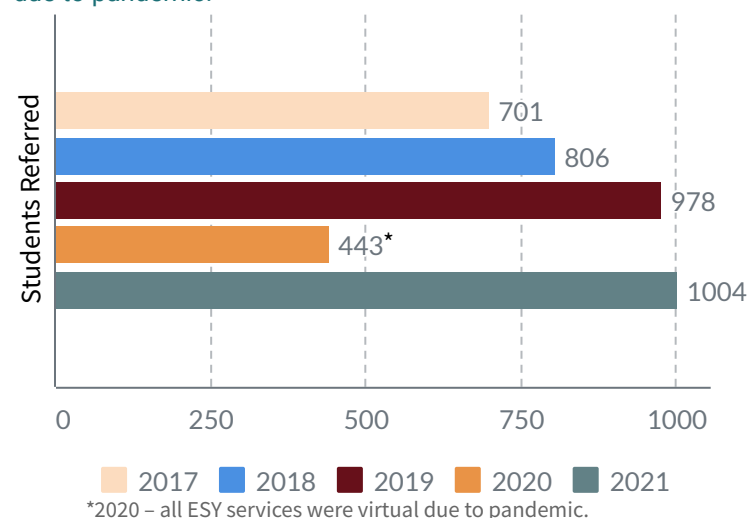


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Due Process Hearings

Zero Due Process Hearings occurred during the school year!

Extended School Year (ESY)

2021 ESY services were provided in-person and virtually due to pandemic.

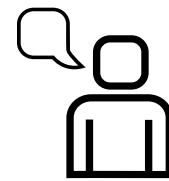


Job Training and Work Readiness

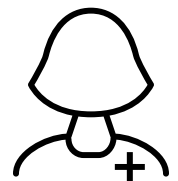
IU13 job trainers work closely with IEP teams and community partners to provide students with needed experiences and supports as they apply classroom skills to the workplace environment.



Job Placement



Work Readiness Instruction



Internship Experiences

2,318 Students Served
IU13 and District Classes

Data is reflective of the 2020-21 school year.

School-Age Programs

Demographic Information

IU13 currently operates 90 classes in both Lancaster and Lebanon counties, including students in the following settings:

- Autistic Support
- Emotional Support
- Hearing Impaired Support
- Life Skills Support
- Multiple Disabilities Support

Figure 4 shows the number of classes operated by IU13 over the last five years.

Figure 5 shows the number of students in IU13 school-age classes.

IU13 provides services to students in the following itinerant programs:

- Autistic Support
- Blind/Visually Impaired
- Deaf/Hard of Hearing Support
- Job Training
- Learning Support at Lancaster County CTC
- Occupational Therapy
- Physical Therapy
- Speech/Language Therapy

Figure 6 shows the demand for school-age itinerant services over the past five years.

The numbers represent the total number of services provided. Students receiving more than one service are counted more than once.

Autism Solutions, a program which provides services directly to families, completed 108 evaluations for Autism Spectrum Disorder (ASD).

Figure 4: Number of School-Age Classes Offered by IU13

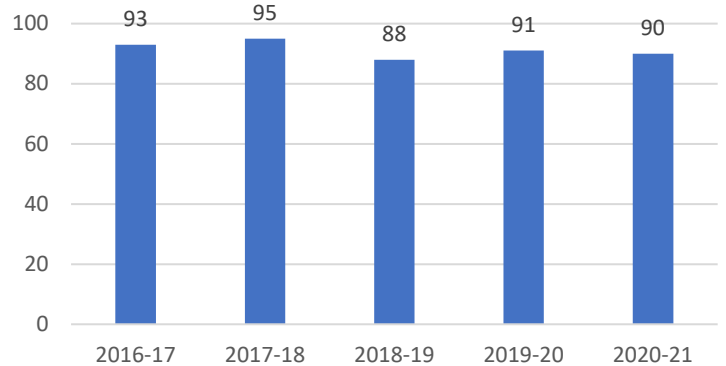


Figure 5: Number of Students Served in School-Age IU13 Classes

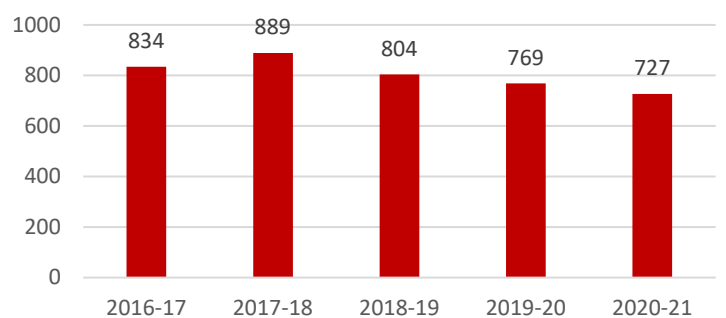
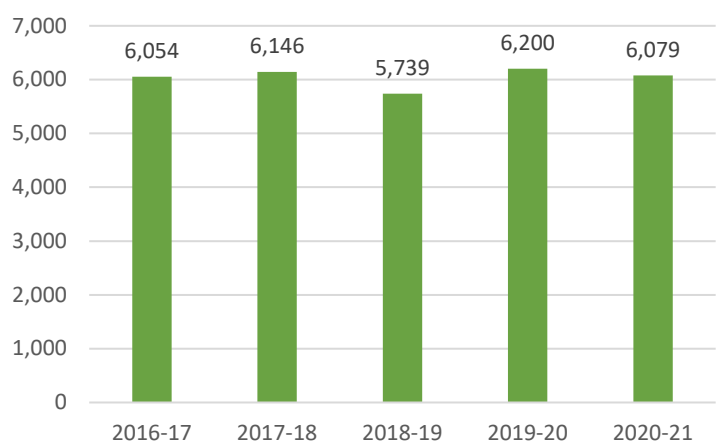
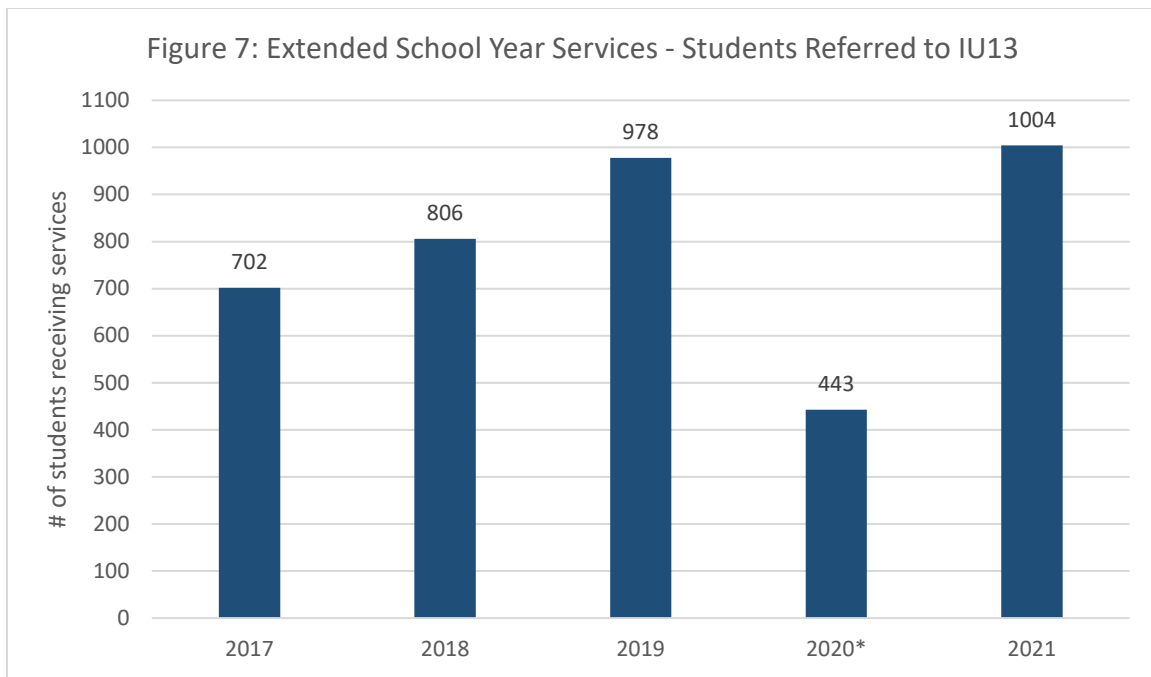


Figure 6: Number of Students Served in School-Age Itinerant Programs



Extended School Year Services

Extended School Year (ESY) services play an important part in the maintenance of the skills of a child with special needs. Because of this, IU13 provides ESY services to students in local school districts to maximize the learning gains of eligible students. In order to provide needed services, many ESY teachers/therapists were providing instruction to students both face-to-face and virtually. **Figure 7** shows the demand for these services with the number of students referred to IU13 for ESY services over the last five years.



*2020 – ESY services only provided virtually during pandemic

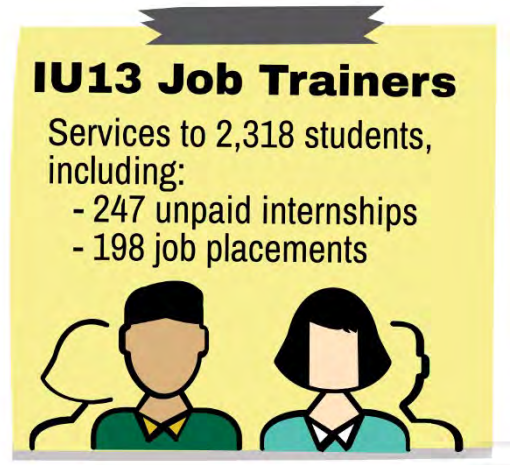
Due Process Hearings

One of the important indicators of a quality special education program is the number of due process hearings that have occurred during the school year. Due process hearings take place when parents and school districts are unable to resolve differences over a student's individual education program (IEP). These events are expensive, time-intensive, and can erode the partnership between families and schools; therefore, tracking the number of due process hearings is an important indicator of how parent-school partnerships are proceeding. For the fifth year in a row, IU13 was involved in no due process hearings in 2020-21. As a result, IU13 staff has been able to stay focused on positive relationships with parents and the program has avoided the costs associated with multiple hearings.



Job Placement of Students

IU13 provides transition services to students with disabilities in both district and IU13-operated classes. Job trainers work closely with IEP teams and community partners to provide students with needed experiences and support as they apply classroom skills to the workplace environment through job placements, work readiness instruction, and internship experiences. During the 2020-21 school year, job trainers provided services to 2,318 students. This included 247 unpaid internships and 198 job placements. IU13 also runs several School-to-Work programs designed to provide students with intensive job preparation with sites at the Burle Business Park, One Cumberland, Willow Valley Communities (located at Burle, displaced due to pandemic), Project SEARCH at Lancaster General Health (located at Burle, displaced due to pandemic), Masonic Village, and VF Corporation.



Achievement/Student Learning

The instruction provided to students served in IU13 classes is determined by a team of educators, parents, and designated educational partners resulting in an individualized education plan (IEP). Each IEP includes achievement levels, progress monitoring targets, and exit criteria. Because of the varied nature of IEPs, it is difficult to use an aggregate individual analysis as a method of broad program evaluation. State assessments are not tracked by IU13 classes and instead are reported to school districts. In addition, many of the students served by IU13 have IEP goals, which include social and emotional, communication, and daily living skills goals. Because of this, IU13 special education program supervisors have established common data indicators that will be gathered on a yearly basis to track the quality and success rate of IU13 services. These identified indicators include:

- *Number of recommendations to have students return to a Less Restrictive Environment (LRE):* IU13's goal is to transition students back to their home district or to an LRE as they improve academically and behaviorally, as well as to prevent the need for students to require a more restrictive setting due to a decline in their IEP progress. Though yearly data may vary based on individual student needs, this information will continue to be tracked in future reports to allow for possible trend analysis.
- *Progress on designated assessments aligned to select program goals:* Assessments used include the **VB-MAPP**. (See Appendix for further information on assessments.)

Indicators of Student Learning

Number of recommendations to return to a less restrictive environment (LRE):

The number of students returning to a less restrictive setting is dependent upon multiple factors related to the student's progress on his or her IEP. During 2020-21, 40 students were recommended by the IEP team to return to a less restrictive environment. IU13 consistently returns its students to a less restrictive environment each year, with over 6% returned during 2020-21. **Table 1** shows the data detailed by program assignments over the last three years.

Table 1: Number of Students Returning to a Less Restrictive Environment						
Program	2018-19		2019-20		2020-21	
	Return To LRE	Total Students Served	Return To LRE	Total Students Served	Return To LRE	Total Students Served
Community School Southeast/West	17	124	23	114	8	89
Diagnostic Kindergarten	7	10	0	7	N/A	N/A
Emotional Support (Lancaster Co.)	8	69	1	67	7	62
Life Skills (Lancaster Co.)	2	23	0	25	N/A	N/A
Catholic Charities (Mulberry St.)	6	23	1	20	1	18
Deaf/Hard of Hearing	0	39	0	40	1	38
VREC Emotional Support	4	76	16	78	7	55
VREC Autistic Support	2	24	0	21	1	23
Fairland	2	49	6	49	8	51
Autistic Support (School-Based)	10	122	6	122	7	145
Lebanon County Emotional Support, Life Skills Support, and Multiple Disabilities Support	8	82	0	89	0	105
Lancaster Multiple Disabilities Support	0	47	1	41	0	45
TOTAL	49 (7.1%)	688	54 (8%)	673	40 (6.5%)	631

VB-MAPP Achievement Data:

IU13 provides direct instruction to students with autism in partnership with the Lancaster and Lebanon school districts. Fifty-four students in eleven IU13 primary autistic support classes were assessed using the VB-MAPP. Students gained an average of 16 milestones during 2020-21 as a result of their instruction in IU13 classrooms.



Early Reading and Math Achievement Data

Diagnostic K classrooms were discontinued for 2020-21. There is no data to report in this section.



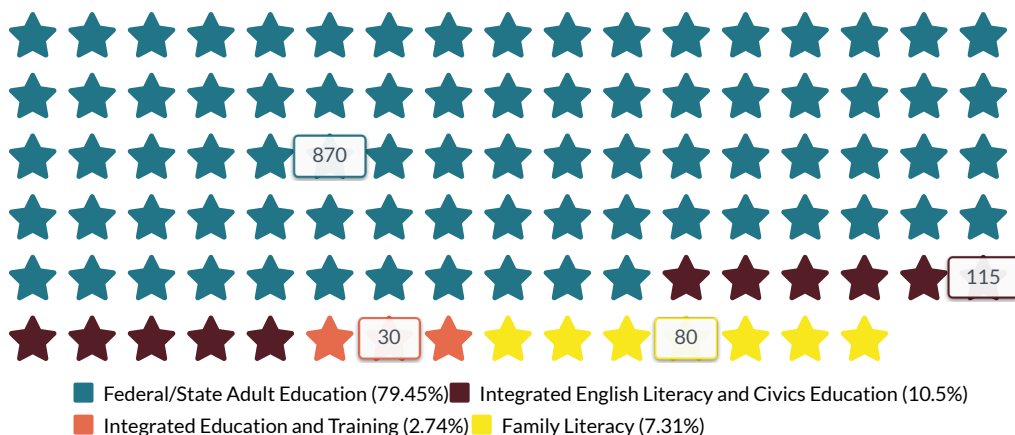
Helping adult learners and families learn, prepare, and succeed!

IU13 offers High School Equivalency (HSE) and English as a Second Language Services (ESL) to adult learners in Lancaster and Lebanon counties. These classes provide adults with the necessary skills to pass the HSE examination, and with the language and employability skills needed to prepare students to succeed in their community and the workplace.

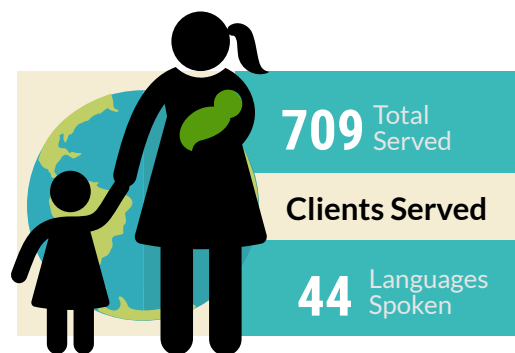
Classes are also offered to parents through Family Literacy services, which are designed to benefit learners through supporting families.

Note: Adult education data is released to IU13 on a one-year delay to ensure data quality. Information included in this report reflects the most recent data available to the program and also represents data from IU13's partnering agency, the Literacy Council of Lancaster-Lebanon.

Adult Education Enrollment

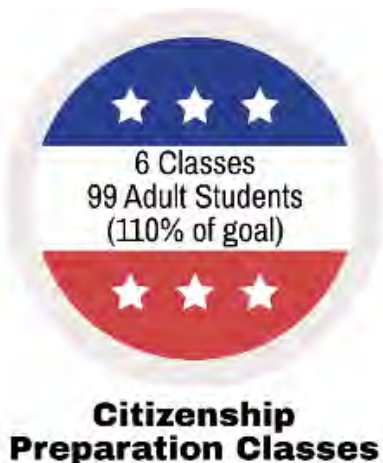


Refugee Center & Community School



U.S. Citizenship Classes

Since 2016, IU13 has supported people seeking to become legal permanent residents and naturalized U.S. Citizens.



Lebanon Youth Program

The Lebanon Youth Program provides educational training and employment opportunities to eligible youth in Lebanon County.



Community Education

In addition to services to early learners and K-12 students, IU13 offers High School Equivalency (HSE) and English as a Second Language (ESL) services to adult learners in Lancaster and Lebanon counties. These classes provide adults with the necessary skills they need to succeed in their community and the workplace. Additional services provided by the Community Education Programs include training that prepares students for the United States Citizenship test to become naturalized citizens, Family Literacy classes designed to support parents as their child's first and most important teacher, youth programs for individuals obtaining certifications and employment, and the Refugee Center and Community School which focuses on integration services for refugees and immigrants, as well as building supports for students and families at Reynolds Middle School.

Community Education
iu13

Services include:

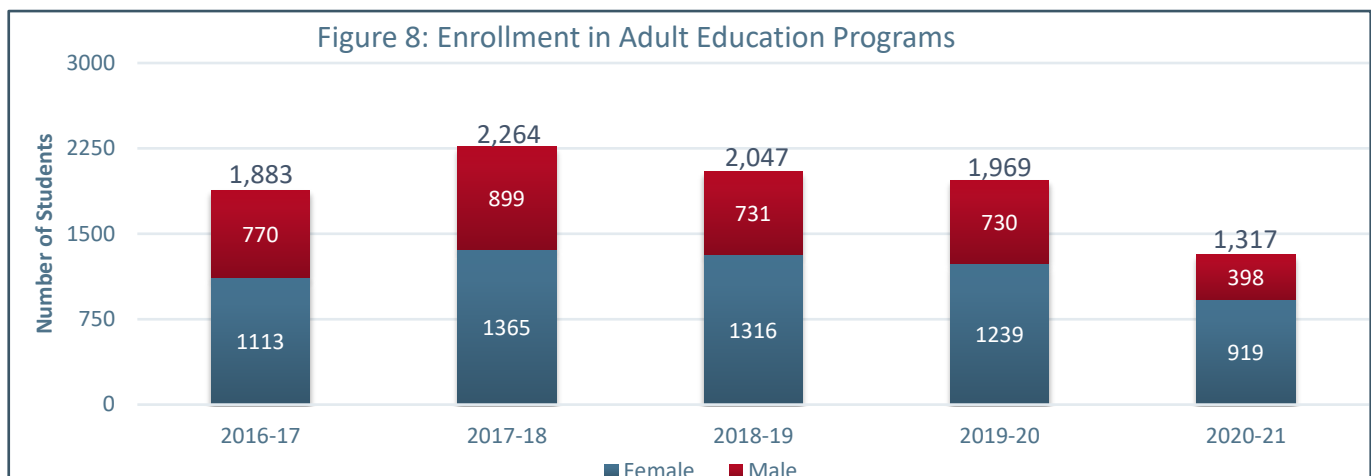
- High School Equivalency
- English as a Second Language
- US Citizenship Test Preparation
- Family Literacy
- Refugee Services

Information included in this report reflects the most recent data available to the program and also represents data from IU13's partnering agency, the Literacy Council of Lancaster-Lebanon. Community Education programs were also significantly impacted by the restrictions placed on educational services in the COVID-19 pandemic. Although Community Education was able to continue providing services during the transition from face-to-face to online learning, the program experienced a decrease in the number of learners and significant hurdles in obtaining post-testing data. Unfortunately, this impacted the program's ability to achieve its goals around enrollment and measured outcomes in several instances.

Demographic Information

Adult Education

IU13's Adult Education program consistently serves a large number of adult learners in Lancaster and Lebanon counties, with enrollment most directly impacted by the number of hours contracted by state and federal agencies, student availability, and costs per student. The numbers in **Figure 8** include more than 200 students per year served by the Literacy Council through a combined federal/state adult education program.



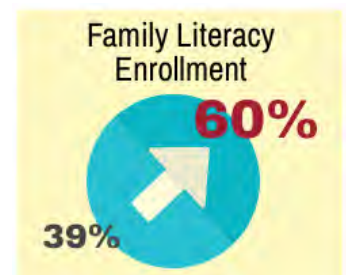
Each year, IU13 is contracted to serve a targeted number of students to meet the requirements of the designated state and federal agencies. **Table 2** shows the number of students enrolled in each type of contract offered by Adult Education services as well as the percentage of students enrolled compared to contracted numbers. This is important information to track as funding is frequently tied to meeting contracted enrollment numbers.

Contract Type	2018-19 Contract Goal	2018-19 Actual Enrollment	2018-19 % of Contracted Number	2019-20 Contract Goal	2019-20 Actual Enrollment	2019-20 % of Contracted Number	2020-21 Contract Goal	2020-21 Actual Enrollment	2020-21 % of Contracted Number
Federal/State Adult Education	870 Students	1087 Students	125% Of Goal	870 Students	970 Students	111% Of Goal	870 Students	516 Students	59% Of Goal
Integrated English Literacy and Civics Education (IELCE)	80 Students	64 Students	80% Of Goal	80 Students	55 Students	69% Of Goal	115 Students	94 Students	82% Of Goal
Integrated Education & Training	40 Students	0 Students	0% Of Goal	40 Students	19 Students	47.5% Of Goal	30 Students	9 Students	30% Of Goal
Family Literacy	80 Families	65 Families	81% Of Goal	80 Families	31 Families	39% Of Goal	80 Families	48 Families	60% Of Goal

Analysis of the data shows that in 2020-21, the Federal/State Adult Education program did not meet its contracted enrollment goal for any of the contracts. Overall, COVID-19 played a large part in decreasing opportunities for recruitment and enrollment. Teaching and learning through remote options rather than face to face likely reduced the number of participants in many cases. While official statewide data is not available for 2020-21, it should be noted that the entire state was significantly and negatively impacted by the pandemic.

Although Family Literacy and Integrated English Literacy & Civics Education (IELCE) did not meet enrollment goals, both showed significant improvement from the prior year.

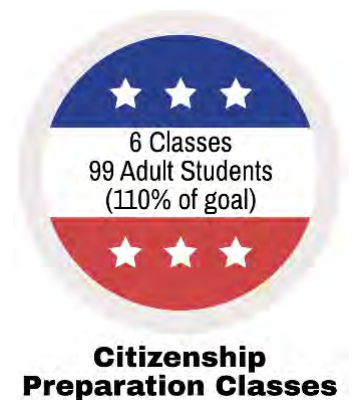
In 2020-21, the Family Literacy program expanded its wrap-around services to students in Federal/State contracts and added an evening class. Wrap-around services include parent education and Interactive Literacy Activities (ILA) with parents and children. These services provide added support for families that are especially helpful during the pandemic. This, in part, contributed to increased enrollment from 39% to 60%. Anecdotally, it seems that more parents were able to participate in remote learning than if classes were in person because they were home with their children already. Community Education plans to further increase Family Literacy enrollment in 2021-22 by adding an ESL class and increasing the number of parent education and ILA offerings.



While IELCE class enrollment improved in 2020-21 from the prior year from 69% to 82%, the contract goal also increased from 80 to 115 ESL students. To address the new goal, Community Education increased the number of IELCE ESL class offerings from three to five, leading to higher but not sufficient enrollment numbers. In 2021-22, an additional level will be added to enable Community Education to meet its enrollment goal.

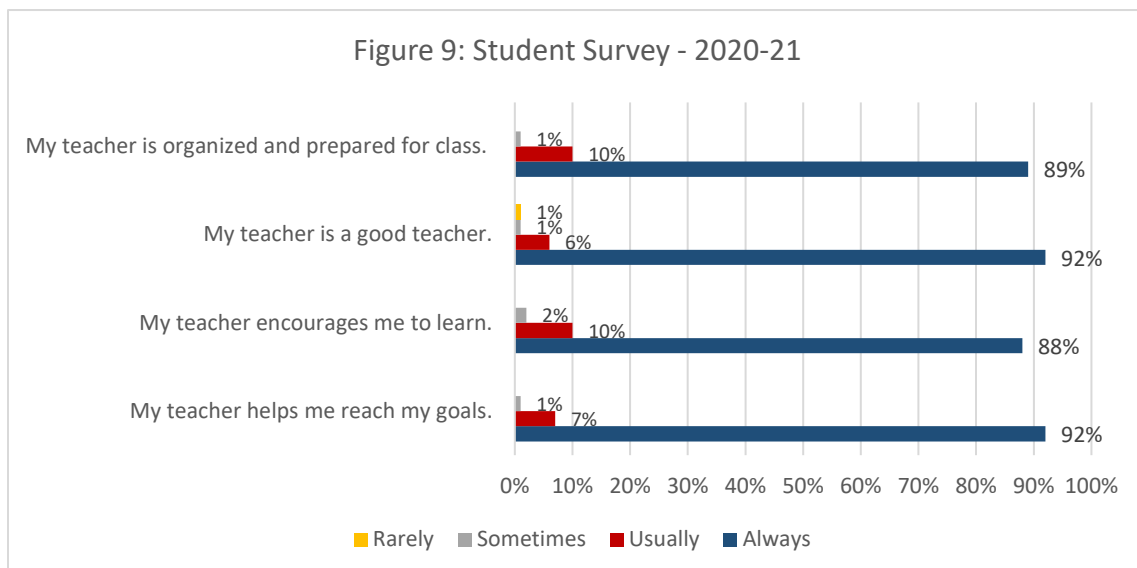
The IELCE grant's additional component is the Integrated Education and Training (IET) activity, which includes the integration of adult education instruction, workforce preparation, and occupational training. In 2020-21, one training had to be completely revised and reapproved to be offered remotely due to the pandemic. This delay meant that the training was offered later in the year and the number of offerings was reduced from three to two, significantly limiting enrollment. The CNA training option was eliminated completely in 2020-21 due to COVID-19 which also contributed to low enrollment numbers. In 2021-22, it is expected that all training options will be available to participants.

IU13 was awarded a grant through the Department of Homeland Security's United States Citizenship and Immigration Services (USCIS) to provide educational and legal services that prepare legal permanent residents (LPRs) to become naturalized U.S. citizens. This federal grant began in October 2020 and will conclude in September 2022. To date, IU13 has provided six citizenship preparation classes for 99 adult students (110% of the goal), and 78 of those students made a learning gain as measured by a speaking and listening standardized assessment (130% of goal). IU13's partner, Church World Service, screened 171 legal permanent residents for eligibility (100.5% of the goal) and filed paperwork for 65 people to become naturalized (65% of the goal).



Perceptual Data

The Community Education program annually asks students to complete surveys regarding their satisfaction with the services they received. One hundred and seventy-seven responses were analyzed. As shown in **Figure 9**, the students indicated a high level of satisfaction with their teachers. Students feel strongly that they have effective teachers who are helping them to reach their goals.



Achievement/Student Learning

The Pennsylvania Division of Adult Education requires IU13 to track the progress of its students in multiple ways. These indicators include learning gains made by students, as well as employment, HSE attainment, job retention, and transition to postsecondary. The following Learning Gains chart includes preliminary data from 2020-2021. No data is available from the Division at this time for other outcomes.

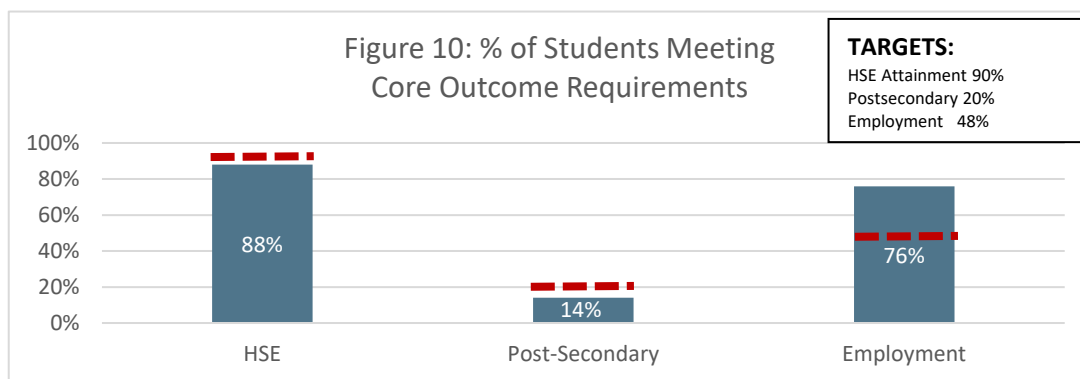
As demonstrated in **Table 3**, the educational functional levels (EFL) gains of IU13 students who were enrolled (12 or more hours) in the program did not meet the targets for any of the contracts. These lower-than-expected gains, mirrored statewide, can again be attributed to COVID-19 since obtaining assessments and finding adequate time to meet with students was challenging.

Table 3: Adult Education Learning Gains 2020-21		
Contract	Learning Gains	Targets
Federal/State Adult Education	35%	48%
English Language Civics	44%	48%
Family Literacy	45%	53%

Another measure of student performance, the percentage of students with a learning gain of those who had a posttest (**Table 4**), indicates that IU13 exceeded the state average in all three contracts. In the Federal/State contract, 65% percent of the students who took a posttest made learning gains. In the Family Literacy contract, 70% of post-tested students made gains, and for the IELCE contract, 66% made gains. Students can obtain point gains and make progress between a pre- and posttest without achieving a functioning level gain since there are only six core ranges for ESL and six for Adult Basic Education/High School Equivalency.

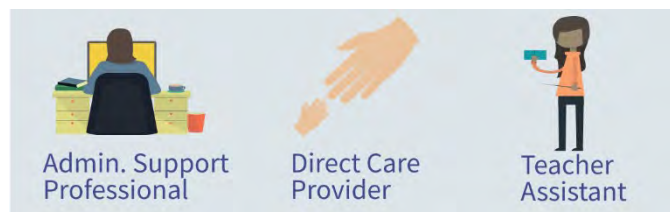
Table 4: Adult Education Learning Gains for Post-Tested Students 2020-21	
Contract	Learning Gains
Federal/State Adult Education	65%
English Language Civics	66%
Family Literacy	70%

Additional indicators of success are in the areas of employment, HSE attainment, job retention, and transition to postsecondary. **Figure 10** represents the percentage of students meeting these core outcome requirements in 2019-20, the last year for which official data is available. IU13 met the standard for employment but not for High School Equivalency attainment or postsecondary outcomes. All three areas showed improvement between 2018-19 and 2019-20. The IU13 Program Improvement team is currently discussing strategies to continue increasing the postsecondary and high school equivalency rates, particularly given the current pandemic challenges faced by the program.



Micro-Credentials

COVID-19 presented a unique opportunity for IU13 Community Education to re-imagine its relatively new micro-credential courses in a virtual format. Micro-credentials are short courses (4-8 weeks) that build skills, document learning and competencies, and qualify individuals for jobs and promotions. Graduates receive certification that employers value as evidence of job preparedness.



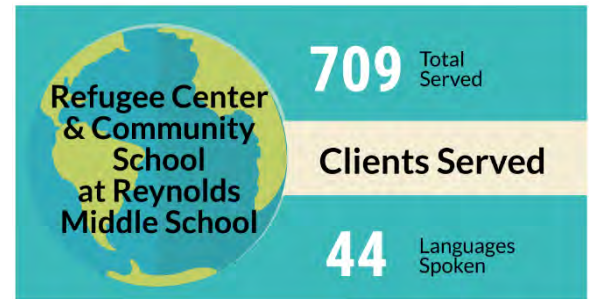
The pandemic left many unemployed individuals, quarantined in their homes, reconsidering their job options. The Community Education team revamped its Administrative Support Professional, Direct Care Provider, and Teacher Assistant trainings to high-quality, real-time remote instruction and was able to help prepare individuals for new careers in these fields from the safety of their homes.

Table 5: IU13 Community Education Micro-Credentials Course Enrollment/Completion 2020-21			
COURSE	ENROLLED	COMPLETED	%
Administrative Support Professional	19	16	84%
Direct Care Provider	17	15	88%
Teacher Assistant	13	11	85%
TOTAL	49	42	86%

Additional Community Partnership Programs

Over the past several years, the Community Education program has broadened its outreach to families and community members in Lancaster and Lebanon counties through two programs, the Refugee Center and Community School at Reynolds Middle School, and the Lebanon Youth Program. Both of these programs emphasize partnerships with local community agencies and businesses to deliver positive outcomes to participants.

The Refugee Center and Community School at Reynolds Middle School (“the Center”) opened its doors at the School District of Lancaster (SDOL) in 2015, to provide educational, health, and social and emotional support services to Lancaster families. IU13 is the lead agency at the Center, which represents a broad partnership among community agencies, leveraging resources to provide integrated services for former refugees and immigrants. This year, the Center served 709 clients (344 children and 365 adults) speaking 44 different languages. One of the programs was an educational booster for refugee middle school students called “Leap into Language” in which 29 students were served. Through a program for adults, “Career Pathways for English Learners,” 67 clients enrolled and 105 career development activities were completed. Participants completed a total of 17 education/training programs, and obtained certifications/degrees in medical assistance, phlebotomy, CDL, Registered Nursing, and Facilities Maintenance. In addition, the IU13 Community School Facilitator and the Principal of Reynolds Middle School visited 400 students’ homes. During these visits, they were able to speak to 175 families regarding their students’ education.



The Lebanon Youth Program provides educational, training, and employment opportunities for eligible youth in Lebanon County. Eligibility is determined by age and various factors that may include low-income status, parenting, and high school dropout, to name a few. The program's goal was to serve 98 youth, and IU13 served 100, which was 102% of the target. Out of the 100 youth served, 144 Measurable Skill Gains were obtained and 69 Credentials were attained. Credentials included their high school equivalency (HSE) certificate, high school diploma, certified nurse aide (CNA) or nurse aide training (NAT) certification and PA CNA license, forklift certification, contact tracing certification, Foundations of Information Technology certification, CompTIA ITF+ certification, and pharmacy assistant certification. Twenty-five participants found employment within the county, and 16 local high school students participated in virtual educational experiences through Harrisburg University and IU13 focusing on computer technology and employment readiness skills.



An analysis of this most recent data in Community Education revealed several trends that are worth further discussion. Student surveys showed that participating students continue to value their instruction and believe that their teachers care about them. In addition, programs such as the Refugee Center and Community School at Reynolds, the Lebanon Youth Program, and Citizenship through the Department of Homeland Security are meeting or exceeding their numbers, and seeing vulnerable populations developing career plans, obtaining training, entering employment, and obtaining citizenship.

Enrollment in Adult Education programs was below the contracted numbers for all three programs due to the challenges of running a program during COVID-19. However, IU13's enrollment percentage for the Federal/State program (59%) was higher than the state average (53%) and IU13 managed to increase enrollment between 2019-20 and 2020-21 in both the Integrated English Literacy and Civics Education, and Family Literacy Programs. In 2021-22, IU13 plans to hold some face-to-face classes when possible and will increase the number of class offerings in order to increase enrollment. In addition, IU13 will use paid social media campaigns to advertise classes. Since all of the adult education programs include students who may overlap between contracts, IU13 has developed placement strategies to ensure each contract meets its numbers.

The Community Education Program Improvement Team continues to look for ways to improve the program's outcomes. Areas of focus include further utilizing data reports from an internally developed FileMaker database; 2020-21 is the first year that FileMaker reports will be available at the beginning of the year for both administrators and teachers to make recruitment, placement, and curriculum decisions. Staff in all programs will continue to participate in regular professional development opportunities in order to improve practices and overall outcomes. Community Education staff are looking forward to continuing their focus on educating and inspiring lifelong learners, building partnerships, and uniting communities to transform lives.

Nonpublic School Services



Providing supports and supplementary services for local nonpublic schools!

IU13 provides remedial and support services to eligible Lancaster and Lebanon county students who attend nonpublic schools through the use of Act 89 state funds and Title I federal funds.

Title I

Title I services are provided on behalf of local school districts.

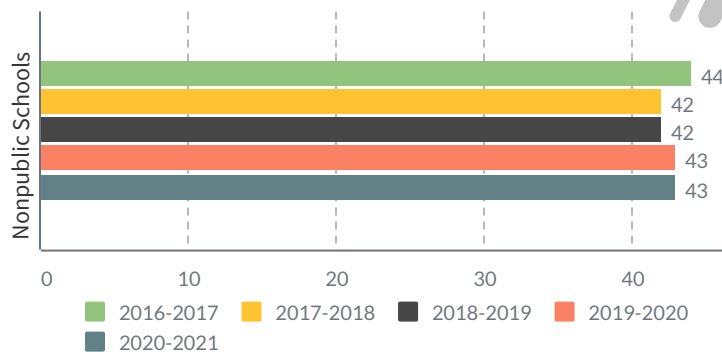
Act 89

Act 89 regulations require that intermediate units provide equitable services to students attending nonpublic schools.

Additional Services

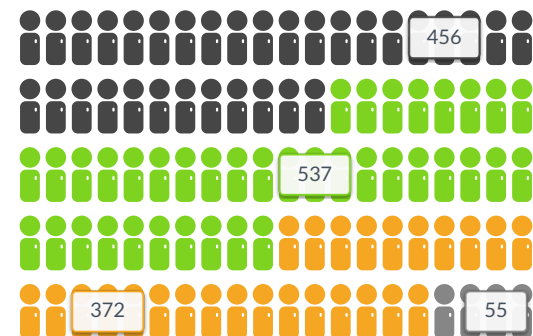
IU13 reading and math specialists, speech and language therapists, school counselors, and psychologists work directly with identified students to address their academic and social/emotional needs.

Act 89 Schools Served



Students Served

- Remedial Math Services - 456
- Remedial Reading Services - 537
- Speech and Language - 372
- Psychological Referrals - 55



Some students receive multiple services.

School Counseling Services



27

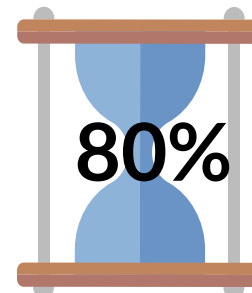
of Nonpublic Schools using IU13 School Counseling Services



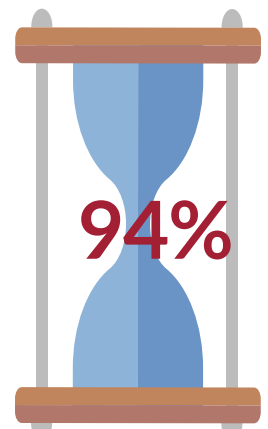
5,316

of times students received services by the IU13 Nonpublic School Counselors

% of time School Counselors provide services



ASCA Recommended



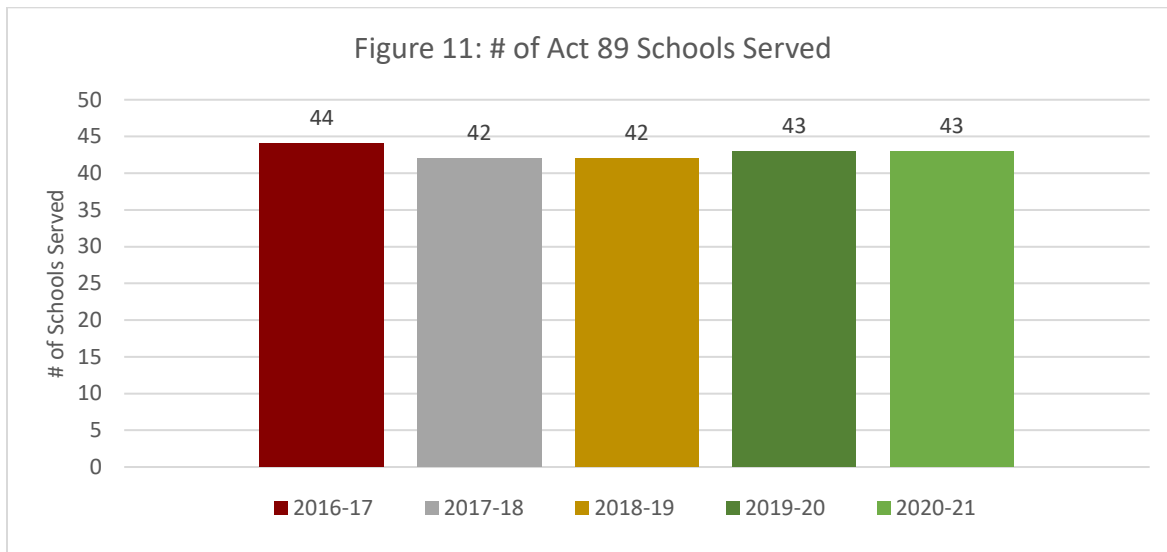
IU13 Provided

Data is reflective of the 2020-21 school year.

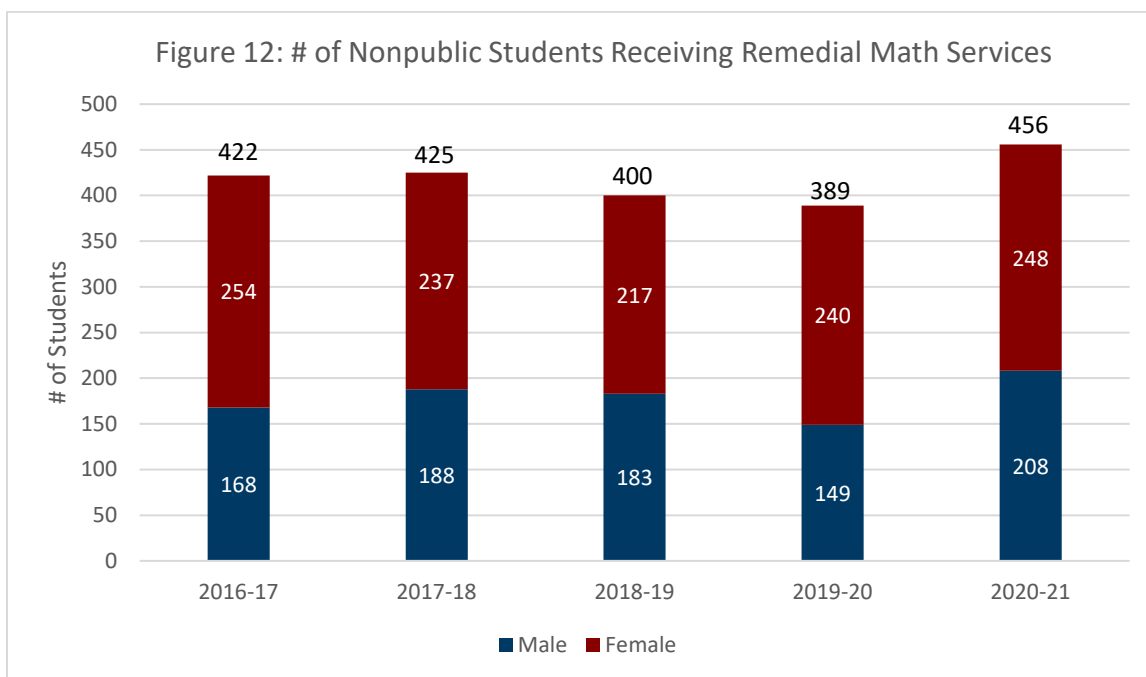
Nonpublic Services

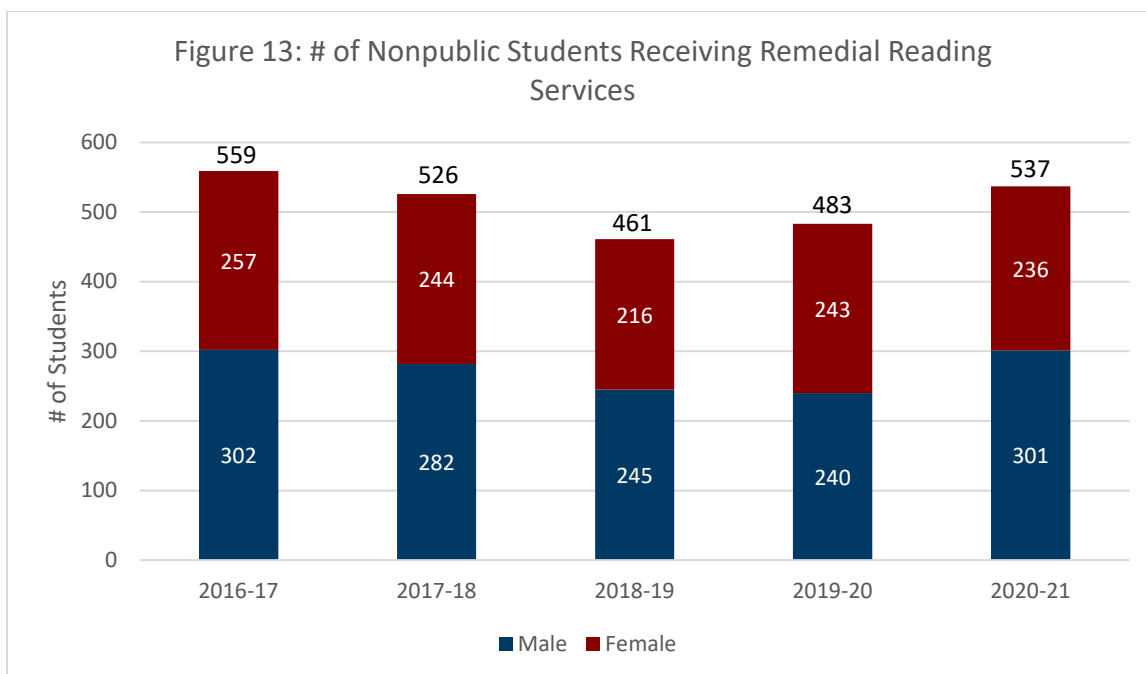
Demographic Information

IU13 has consistently provided services to students in 43 nonpublic schools. **Figure 11** shows the trend in the number of schools served over the past five years.

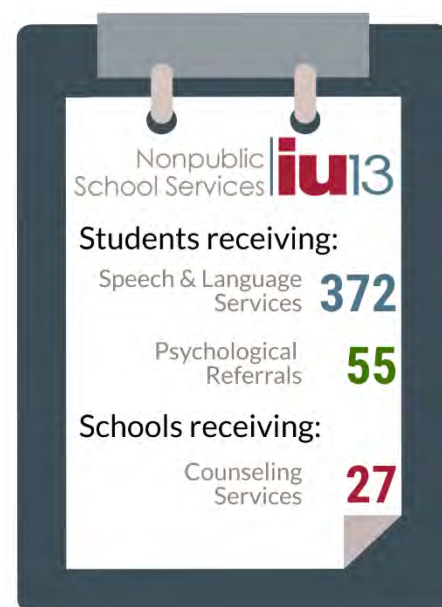
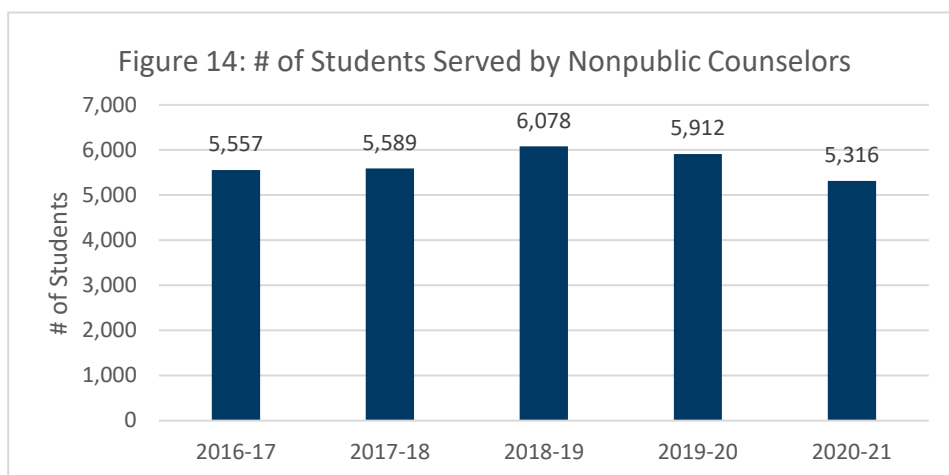


A breakdown of the number of students receiving math and reading remedial services is detailed below in **Figure 12** and **Figure 13**.





In addition, 372 students received speech and language services, and 55 psychological referrals were conducted. Of the 20 referrals, eight students received occupational therapy (OT) and one student received physical therapy (PT). IU13 also provided counseling services to students in 27 nonpublic schools in Lancaster and Lebanon counties. **Figure 14** shows the number of students served by IU13 counselors over the past five years.



The American School Counselor Association (ASCA) recommends that school counselors spend at least 80% of their time providing direct and indirect services to students. The nonpublic school counselors consistently exceeded these recommendations, with 94% of their time spent providing direct and indirect services to students in 2020-21. This number represents the strong commitment IU13 has made to maximize the availability of services to schools and students.

Perceptual Data

Nonpublic administrators were surveyed regarding their satisfaction with Nonpublic Act 89 and related services. The results of the survey are indicated below in **Figure 15**.

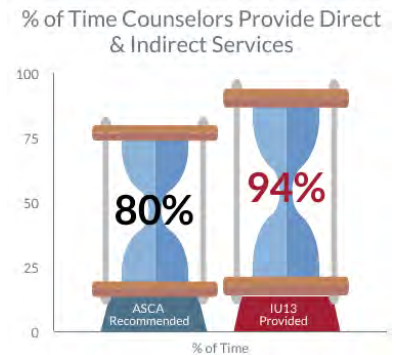
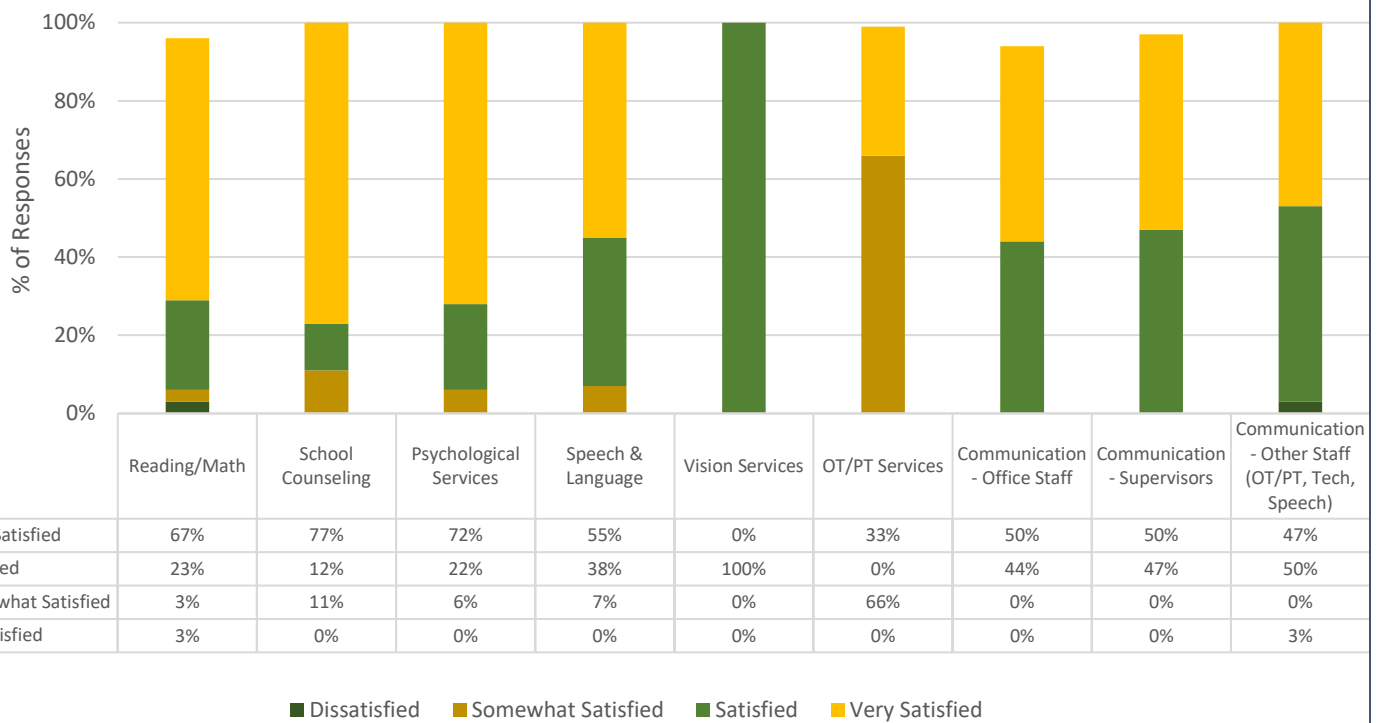


Figure 15: Satisfaction Ratings - Nonpublic Services



Overall, results of the surveys completed by the nonpublic administrators indicate a consistent rating of satisfaction with services, suggesting that the staff is meeting the designated needs of the schools and their students. Any rating of a “3” or lower is followed up with a personal phone call to the nonpublic administrators to discuss ways to improve services.

Achievement/Student Learning

Nonpublic reading and math specialists work directly with students who are identified as having below grade-level skills in reading and math. The services consist of pullout small-group sessions designed to remediate key skills in these areas. A variety of assessments are used to determine baseline data at the start of each year. Throughout the year, assessments are conducted to measure the students’ progress and to determine if their learned skills are now within the instructional range of their grade-level classroom. If this is the case, they are eligible to be exited from IU13’s remedial services. Students will be assessed at the beginning of the 2021-22 school year to determine if they are again eligible for services.



*Learner-Driven
Services and
Solutions*

The IU13 TLC team provides innovative services that are evidence-informed to lead and support the work of learner-driven professionals.

Content Areas:

Literacy
STEM
Instructional Technology

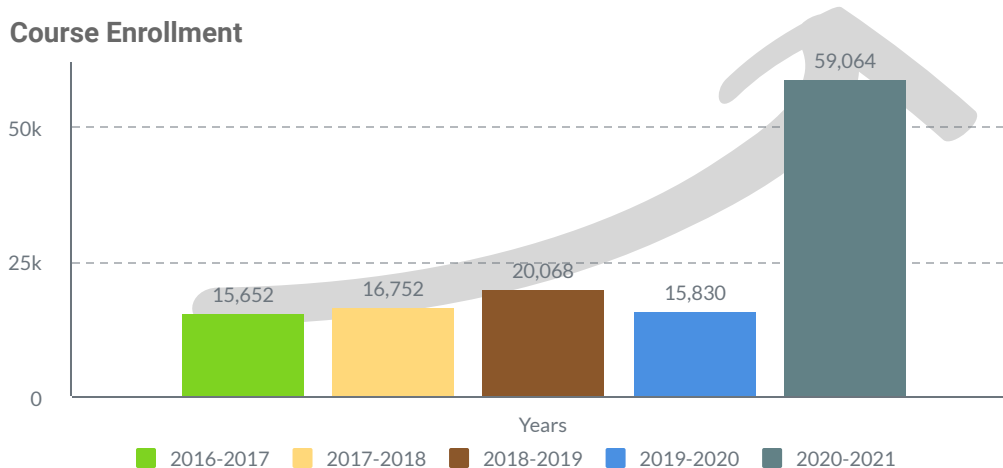
Services:

Professional Learning
Instructional Coaching
Technical Assistance
Curriculum, Instructional and
Assessment Audits

Lancaster-Lebanon Virtual Solutions (LLVS)

Due to COVID-19, LLVS saw a substantial increase in both student and course enrollments.

Course Enrollment



19 Partners

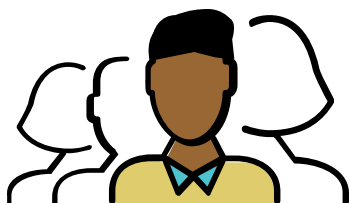
of public and nonpublic
school partners

Teaching & Learning Collaborative

The Teaching and Learning Collaborative offers marketplace programs using a fee-for-service model, thus allowing districts to select programs that best meet the needs of their educators.

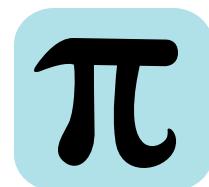
22

Lancaster and Lebanon
County School Districts



Leveraging EbD - TEEMS to Scale STEM

Leveraging Engineering by Design (EbD) - Technology, Engineering, Environment, Math, and Science to Scale STEM - this project aims to give all elementary school students in Lancaster County access to a world-class STEM education. Fourteen (14) public schools in Lancaster County participated.



Data is reflective of the 2020-21 school year.

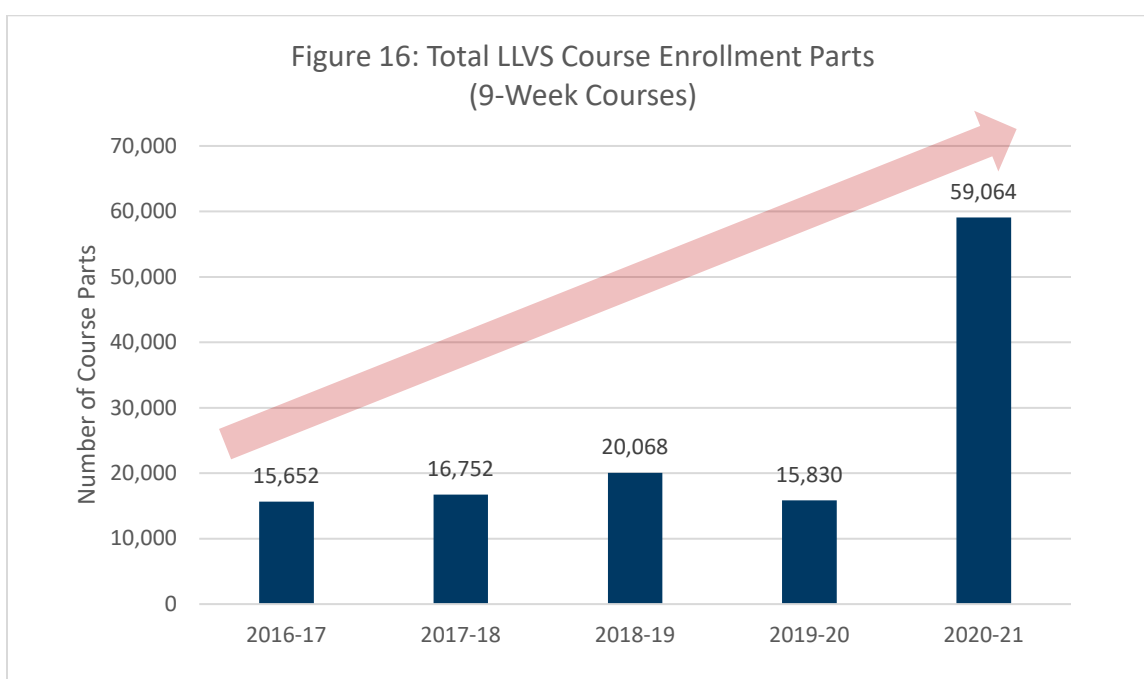
Teaching and Learning Collaborative

Demographic Information

Over the past several years, the Teaching and Learning Collaborative (TLC) staff has offered numerous marketplace services to IU13 districts. These services are available to schools on a fee-for-service basis, thus allowing educators to choose those offerings which best meet their particular needs. All 22 districts purchased services from the TLC program during the 2020-21 school year. School District of Lancaster was the largest purchaser of services, with Hempfield, Solanco, Lampeter-Strasburg, and Cornwall-Lebanon rounding out the list of top five purchasers.



The Teaching and Learning Collaborative program also includes the cyber program Lancaster-Lebanon Virtual Solutions (LLVS) that provides districts with access to an extensive portfolio of online courses, along with technical assistance and computer support. LLVS has maintained a consistent number of participating districts in the program over its ten-year history, with 19 public and nonpublic school districts participating during 2020-21. Due to COVID-19, LLVS saw a substantial increase in both student and course enrollments. The number of actual course enrollments are shown in **Figure 16**.



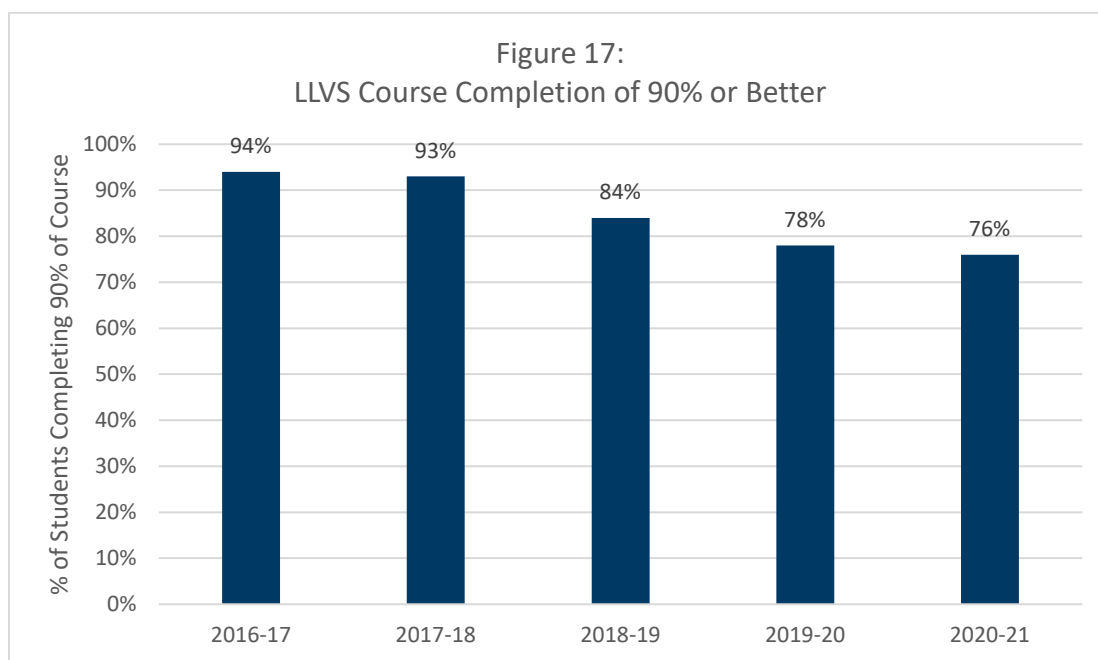
Achievement/Student Learning

Lancaster-Lebanon Virtual Solutions (LLVS)

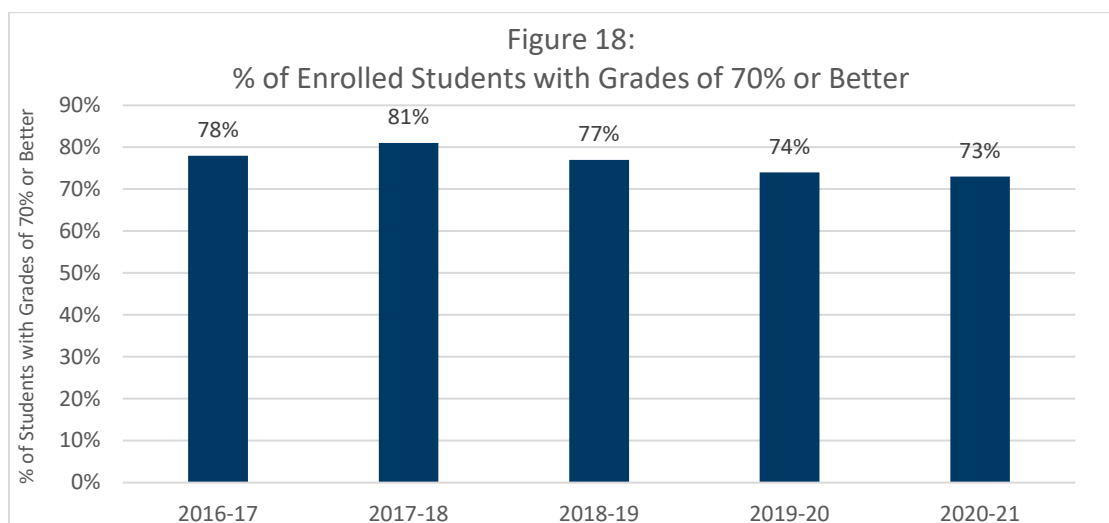
Students who participate in the LLVS courses are provided instruction by teachers employed by the online content provider or the school district. LLVS, therefore, is not directly responsible for the learning gains of its enrolled students. Instead, LLVS provides districts and students with services that are designed to maximize learning opportunities. These services include, but are not limited to: support to district mentors who interact with students to make sure they are

being successful in an online environment; help-desk assistance to students should they encounter any technical difficulties; and a job-alike group designed to provide a forum for networking and professional development. It is believed that all of these services will result in better outcomes for students, both in course completion rates and passing grades.

Data from LLVS supports this belief. Course completion is an important component of online learning. Without proper support, students can easily become frustrated with this more independent method of learning. While COVID-related closures impacted this year's rates, LLVS students have consistently maintained a high level of course completion over the past five years as shown in **Figure 17**.



Seventy-three percent (73%) of the students enrolled in LLVS classes received a 70% or better for their final grade, as shown in **Figure 18**.



Professional Development and Consultation Services

IU13 consultants rarely provide direct instruction to students. Their task, instead, is to influence student achievement by training educators on best practices and assisting them in the implementation of these practices at the classroom, building, and district level. As a result, the selection and analysis of the designated data have been designed to answer the second analysis question:

Is the professional development and training offered by IU13 of high quality and effectiveness, resulting in more highly trained educators who will in turn, impact student achievement?

Leveraging EbD-TEEMS to Scale STEM

The TLC team strives to provide expert services to increase their impact on IU13 teachers and students. This year's report includes the results from a three-year partnership between the International Technology and Engineering Educators Association (ITEEA), the Lancaster County STEM Alliance (LCSA), and IU13. The project, *Leveraging Engineering by Design (EbD) – Technology, Engineering, Environment, Math, and Science (TEEMS) to Scale STEM*, aimed to give all elementary school students in Lancaster County access to a world-class STEM education. All 16 Lancaster County school districts were invited to participate in this project. A total of 14 school districts participated over a three-year time period. The following school districts participated:

- Cocalico
- Columbia Borough
- Conestoga Valley
- Donegal
- Eastern Lancaster County
- Ephrata Area
- Hempfield
- Lampeter-Strasburg
- Manheim Central
- Manheim Township
- Penn Manor
- Pequea Valley
- Solanco
- Warwick

The project provided training for Lancaster County teachers on the EbD-TEEMS elementary STEM Curriculum. EbD-TEEMS is a standards-based, model curriculum for Grades K-5 STEM that emphasizes technology, engineering, and design. Teachers who completed EbD-TEEMS training received a kit for the unit they were trained in, which included

materials, tools, and consumables. Teachers also received access to the curriculum in digital and paper form, and were enrolled in an ITEEA Elementary STEM School Membership.

Funded by LCSA and developed, facilitated, and led by IU13 STEM consultants, the *Leveraging EbD-TEEMS to Scale STEM* project was shaped by three overarching goals:

1. Elevate teacher efficacy and beliefs regarding STEM learning opportunities for all students, STEM instructional practices, and 21st century (experiential) learning.
2. Increase student understanding of science, technology, engineering, and math concepts.
3. Increase student attitudes toward math, science, and engineering/technology; 21st century (experiential) learning; and interest in STEM and STEM careers.

To evaluate this project, data was collected through several avenues. First, data was collected on the number of teachers trained and the grades the teachers taught at the time of the training. Second, teacher surveys were administered and focused on the teachers' use of EbD curriculum in their classrooms, demographics, prior STEM knowledge, and attitudes towards STEM education. Students' self-efficacy and attitudes towards STEM and interest in STEM careers were measured by the S-STEM Survey (Student Attitudes toward STEM Survey). Lastly, student pre- and post-assessments were administered for students in Grades 1-5 measuring the achievement gains in math, science, technology, and engineering content knowledge as a result of completing the EbD-TEEMS lessons. These pre- and post-assessments were developed and implemented as part of the EbD curriculum.

Results

To measure how successfully the *Scaling Up STEM* project met or progressed towards its goals, IU13 contracted By the Numbers (BTN), based in West Decatur, PA, as an external project evaluator. Data for the evaluation were collected through multiple measures. For each of the three project goals, the research methodology and findings are described below.

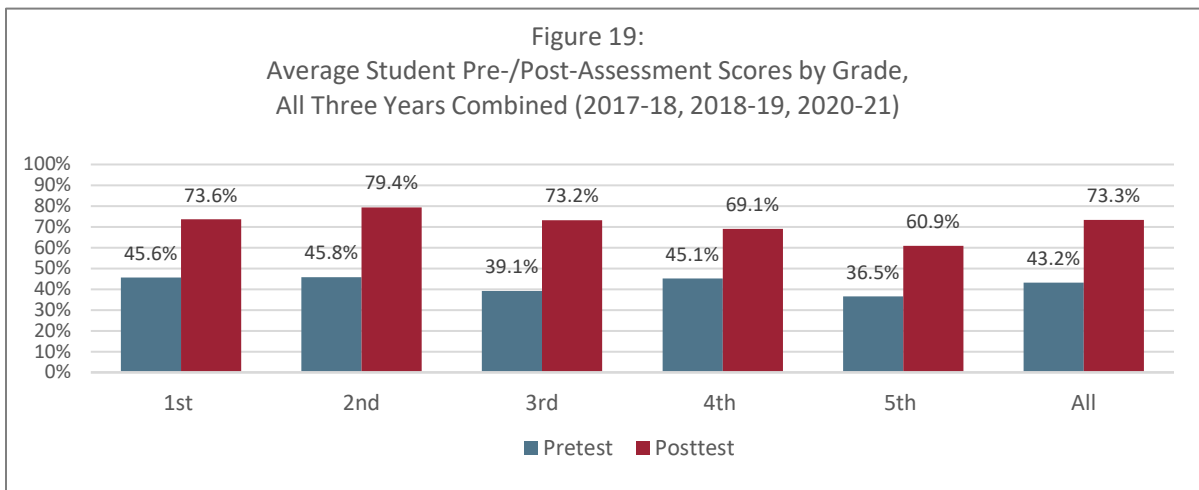
Goal 1: *Elevate teacher efficacy and beliefs regarding STEM learning opportunities for all students, STEM instructional practices, and 21st century (experiential) learning.*

- **Methodology:** During each year of the project, BTN administered the T-STEM elementary teacher survey. The T-STEM is a valid and reliable instrument that measures self-efficacy in teaching skills, beliefs about whether student learning can be impacted by effective teaching, student technology use, frequency of use of various instructional practices, attitudes toward 21st century learning and teacher leadership, and awareness of STEM careers. Additional survey questions focused on teachers' use of the EbD-TEEMS curriculum during the school year, their demographics, and their work experience.
- **Findings:** The results of this survey were mixed: for 7 of the 83 survey questions, statistically significant differences existed between teachers' responses, correlated to the extent that they implemented EbD-TEEMS (low, medium, or high levels of implementation). For five of those seven questions, the teachers who believed that student learning can be impacted by effective teaching were also the teachers who implemented the curriculum to a high degree. Reported self-efficacy in teaching skills and beliefs was highest for teachers who implemented EbD-TEEMS at a high level, greater for high implementers than medium implementers, and greater

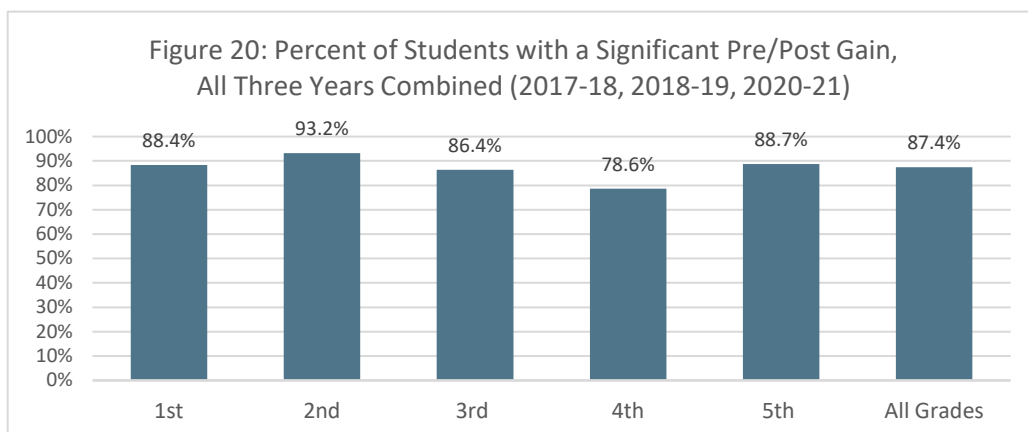
for medium implementers than low implementers. The general pattern shows that a teacher's reported self-efficacy increases as their level of EbD-TEEMS implementation increases. (Note that in this project, teacher survey respondents were similar in their demographic characteristics regardless of whether they implemented EbD-TEEMS and regardless of the extent of their implementation.)

Goal 2: Increase student understanding of science, technology, engineering, and math concepts.

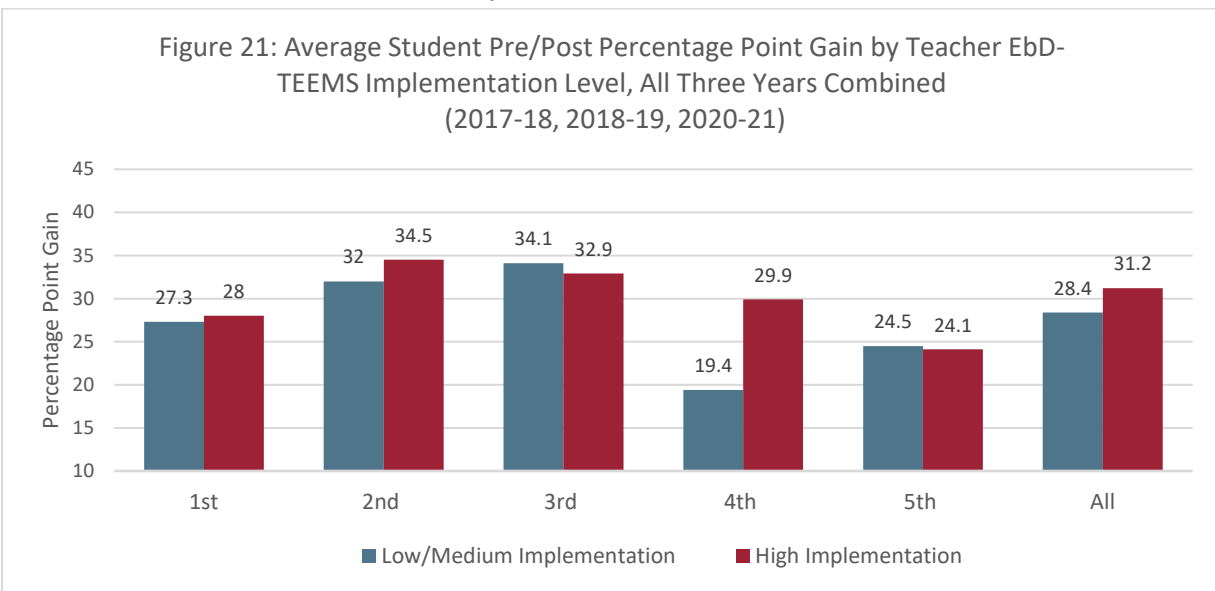
- **Methodology:** Each EbD-TEEMS grade level unit has its own assessment consisting of multiple-choice and open-ended questions specific to the topics covered by that unit. The pre/post student assessments for students in Grades 1-5 were used to analyze student achievement growth. Teachers were instructed to administer the assessment prior to any teaching of EbD-TEEMS and then administer it again after completing the EbD-TEEMS lessons. Participating teachers voluntarily collected student assessment data; across all years of the project, there were 4,455 sets of correlated pre- and post-assessments.
- **Findings:** Results for the student pre- and post-assessments indicate very large and statistically significant gains in student knowledge of STEM subjects as a result of EbD-TEEMS. Across Grades 1-5, the average student gain between pretest and posttest was 30 percentage points across the three years combined.



The overwhelming majority of students made a statistically significant gain between pretest and posttest.

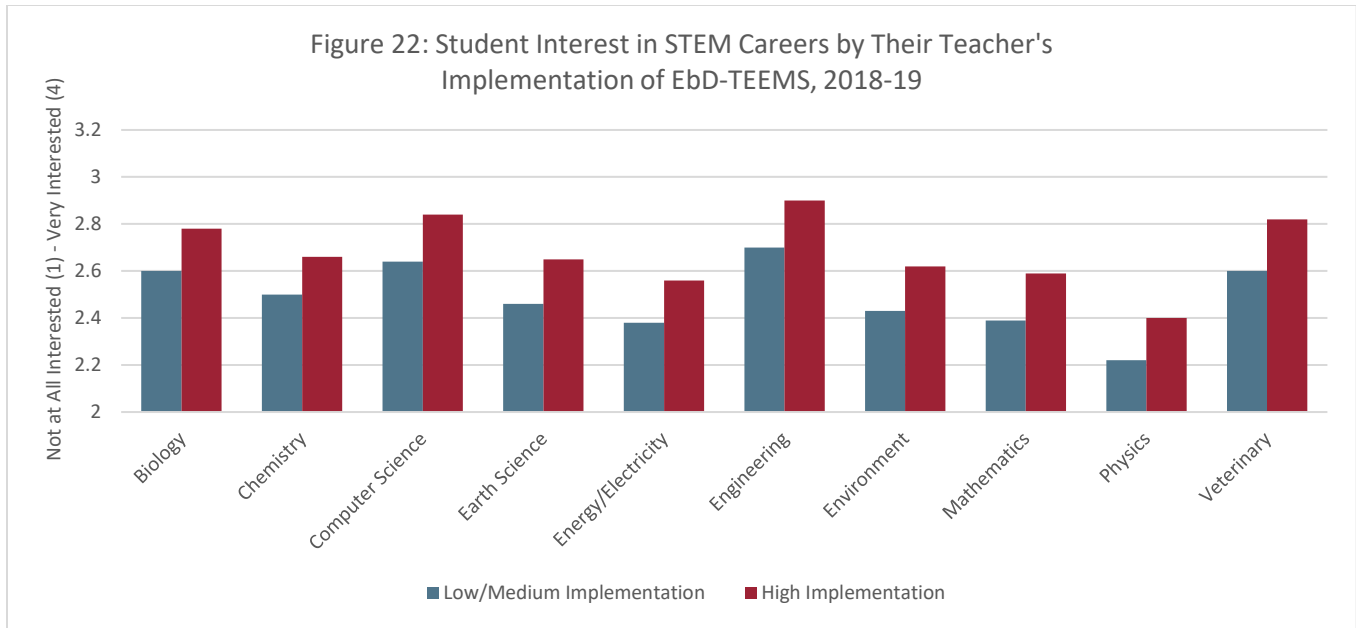


The student assessment results also show that students of teachers who were high EbD-TEEMS implementers (more than 15 hours of EbD-TEEMS instruction) made statistically larger pre/post gains than students of teachers who were medium (5-15 hours) or low (less than 5 hours) implementers.



Goal 3: Increase student attitudes toward math, science, and engineering/technology; 21st century (experiential) learning; and interest in STEM and STEM careers.

- **Methodology:** An upper elementary student survey, S-STEM, was administered to students in Grades 3-5 of teachers who received EbD-TEEMS training. The upper elementary S-STEM survey is a valid and reliable instrument that measures student self-efficacy and attitudes toward STEM subjects and 21st century learning, interest in various STEM career areas, how well students expect to do in school, and whether students know adults who work in various STEM fields. The upper elementary S-STEM survey was designed for students in Grades 4-5 but was also administered to Grade 3 students because the administration took place near the end of the school year.
- **Findings:** The most consistent set of findings was in the data collected in 2018-19, which showed that students expressed a higher level of interest in 10 of 12 STEM careers based on the degree to which their teacher implemented EbD-TEEMS lessons. Students of teachers who implemented the curriculum to a “high degree” (defined as more than 15 hours) showed significantly greater interest in STEM careers than students of teachers who implemented to “medium” or “low” degrees. In other words, the more a student was exposed to the EbD-TEEMS curriculum, the more likely they were to express interest in STEM careers. This was particularly true for Engineering, Computer Science, and Veterinary careers.



Summary

The *Leveraging EbD-TEEMS to Scale STEM* project showed that use of the EbD-TEEMS curriculum helped increase elementary teachers' self-efficacy with regards to teaching STEM. The use of EbD-TEEMS also showed a positive impact on student learning and interest in STEM careers; indeed, the more a student was exposed to the EbD-TEEMS curriculum, the more likely they were to express interest in STEM careers, particularly Engineering, Computer Science, and Veterinary careers. This is good news for Pennsylvania's career-readiness and workforce-preparation goals.

The success of *Leveraging EbD-TEEMS to Scale STEM* required more than just providing the EbD-TEEMS curriculum resource to teachers; implementation of the curriculum at scale required several critical components, including multifaceted, grade-level-specific professional development; supply kits with all necessary materials; a district-level strategic plan for STEM education; administrator support; and time to write EbD-TEEMS units into existing curriculum. With clear lesson plans, built-in assessments, and supplemental materials, teachers found the EbD-TEEMS curriculum to be a solution that was easy to implement.

As the first empirical study of a diverse countywide implementation of elementary STEM curriculum using EbD-TEEMS, the Lancaster County STEM Alliance and IU13 hope that other STEM ecosystems or LEAs will use these findings and information to improve their own STEM education efforts.

IU13 is committed to delivering exemplary service to its community. As part of this commitment, IU13 staff are constantly seeking ways to use "promising practices" to increase student outcomes.

Promising Practices Exemplars:

- Personalized Learning Academy - Phase 3
- School-based Partial Hospitalization Program



**PROMISING
PRACTICES**

Personalized Learning Academy - Phase 3

During the 2020-2021 school year, the Teaching and Learning Collaborative's Personalized Learning Academy (PLA) provided online professional learning opportunities to 125 educators from four districts. IU13's PLA supports school districts in their customizable, ongoing journeys toward personalized learning using a three-phase approach.

Personalized Learning Academy: Phase 3



Build capacity
to scale



Coordinate
personalized learning



Sustain personalized
learning

125

Educators Served in PLA

School-based Partial Hospitalization Program

In a partnership designed to support both the significant emotional/mental health needs and education needs of students, Community Services Group (CSG) and Lancaster-Lebanon Intermediate Unit 13 (IU13) developed the School-based Partial Hospitalization Program. Both agencies will coordinate services to seamlessly complement and support each other in providing a successful therapeutic and educational environment for enrolled students.



School-Based Partial Hospitalization Program

A partnership between Community Services Group and Lancaster-Lebanon IU13.



Officially began serving students in March 2021.

Promising Practices

IU13 prides itself on its commitment to its students and delivering exemplary services to its community. As part of this commitment, IU13 staff is constantly seeking ways to build on emerging best practices to increase student outcomes. This is achieved through piloting new instructional practices or working with state, community, and business partners. For the purposes of this report, the results of these initiatives will be examined in light of the following analysis question:

Has the implementation of IU13's promising practices resulted in improved student outcomes?

Two initiatives will be reviewed. They include:

- **IU13 Personalized Learning Academy – Phase 3**
- **School-Based Partial Hospitalization Program**

IU13 Personalized Learning Academy – Phase 3

During the 2020-2021 school year, the Teaching and Learning Collaborative's Personalized Learning Academy (PLA) provided online professional learning opportunities to 125 educators from four districts. IU13's PLA supports school districts in their customizable, ongoing journeys toward personalized learning using a three-phase approach.

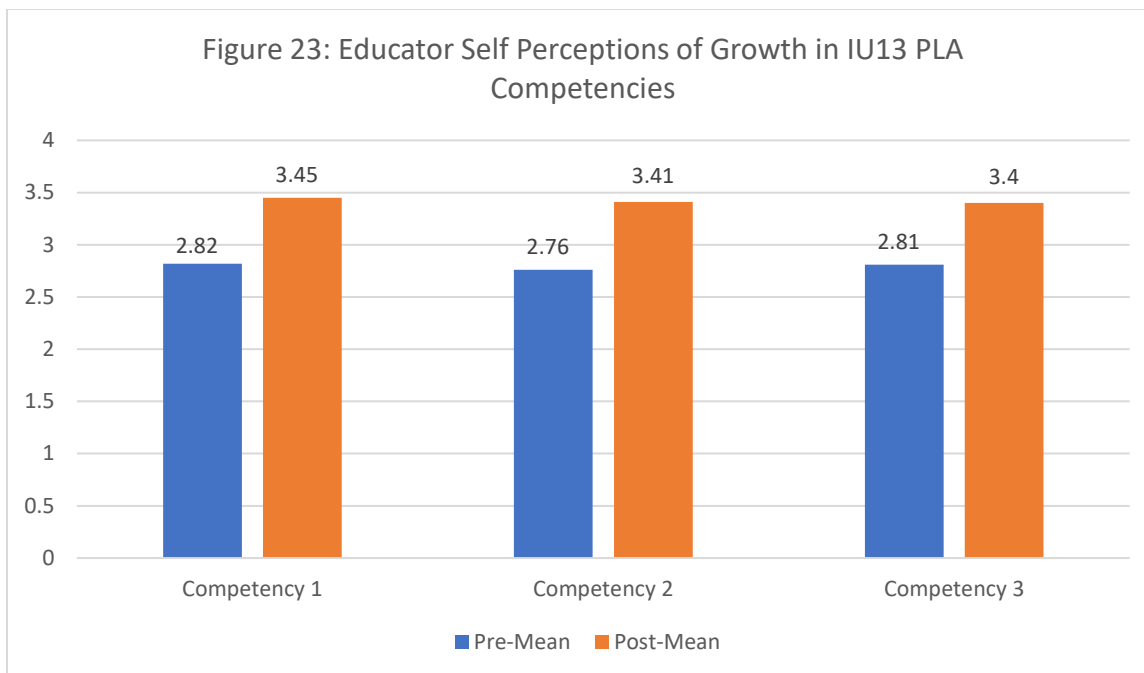


Two school districts and 38 educators participated in Phase 3 of the academy, where the goal was to build the capacity of all professional staff to scale, coordinate, and sustain personalized learning. As part of Phase 3, educators completed 15 hours of online coursework, attended eight hours of online webinars to learn promising implementation practices, and developed PLA competency portfolios to showcase their learning. Fifteen of those Phase 3 participating educators completed two separate iterations of the IU13-developed Teacher Competency Self-Awareness Tool (TCSAT) to document their self-perceived professional growth toward reaching PLA's three competencies for personalized learning:

- Competency 1: I can design and enact competency-based classroom systems that ensure high expectations for all learners.
- Competency 2: I can create and cultivate a learner-centered classroom.
- Competency 3: I can use multiple measures of data to assess learning and inform next steps for learning outcomes and pathways.

Figure 23 shows that all of the educators who completed two administrations of the TCSAT in 2020-21 perceived increases in their own confidence for implementing personalized learning. Based on Likert-scale responses, educators indicated self-perceived increases for all 22 PLA indicators across all three competencies including items such as, "I can

co-design learner pathways with my learners,” “I can develop learner profiles,” and “I can provide opportunities for varied evidence of learning.” A district administrator explained that the IU13 PLA helped to prepare their educators for the COVID-19 pandemic by introducing concepts like priority content, competency-based learning, blended learning models, and data-informed decision making.



Two IU13 member districts are enrolled to continue their journeys toward personalized learning in PLA Phases 2 and 3 during the 2021-2022 school year.

School-Based Partial Hospitalization Program (PHP)

In a partnership designed to support both the significant emotional/mental health needs and education needs of students, Community Services Group (CSG) and Lancaster-Lebanon Intermediate Unit 13 (IU13) developed the School-Based Partial Hospitalization Program, seamlessly complementing and supporting each other in providing a successful therapeutic and educational environment for enrolled students.



The School-Based Partial Hospitalization Program (PHP) is designed for children ages 13 to 21 years old whose needs cannot be met in a traditional classroom setting or by a lower level of care. This weekday year-round program provides a

blend of therapeutic and educational services provided to children in a group setting, and includes a multi-disciplinary team approach to treatment.

During its first four months in operation in the 2020-21 school year (beginning with its March 2021 launch), PHP served 14 students. Average duration of services for students was 45 days, and one student successfully exited the program to return to their home school district.



PHP services are designed to promote:

- Problem-solving skills and appropriate coping skills
- Improvement of overall mental wellness
- Self-confidence
- Successful return to a lower level of care and to the child's home school district
- Daily education support with certified and highly trained staff, to help students remain on track with their educational needs

Medical necessity for admission is based on the following criteria:

- 13 to 21 years old with a current DSM/ICD diagnosis
- History of multiple mental health treatment services
- Previous treatment has proven unsuccessful
- Longer-term partial hospitalization treatment is clinically recommended
- Extensive symptoms across multiple settings (significant verbal/physical aggression, history of self-harm or suicidal ideation, and/or significant trauma)
- Family systems issues that have an impact on the child's mental health symptoms and behaviors, and affect family functioning and stability
- Transition from an inpatient hospitalization program
- Do not present an immediate risk of harm to themselves or others

A team of certified medical professionals and education professionals delivers a weekday (5 day) program which provides individual, group, and family therapies, as well as educational programming.

During 2021-22 and beyond, continued expansion of the program is expected to meet the ongoing needs of local students and school districts, including relocation to a larger site.

SUMMARY AND CONCLUSIONS

Despite disruptions to learning during the 2020-21 school year, results gathered in this data report suggest that Lancaster-Lebanon IU13 services and supports continued to have a significant impact on the lives of learners in Lancaster and Lebanon counties. The evidence reported here demonstrates the numerous ways that IU13 has produced successful outcomes for students served directly by IU13 programs. In addition, data was shared that suggests that the professional development trainings offered to local teachers and administrators have resulted in more highly skilled educators who use their training to impact student achievement in their classrooms. Finally, IU13 continues to develop innovative programs that are having a positive impact on their participants.

IU13 will continue to implement its data collection system to gather and reflect upon the quality of services it offers. Through this ongoing analysis of critical indicators of program quality, IU13 believes it can more thoroughly fulfill its strategic priority to improve student achievement.

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APPENDIX

Assessments

Student Outcomes

Teaching Strategies GOLD – Teaching Strategies GOLD is an authentic assessment based on anecdotal notes, and student performance and evidence. This is a required assessment for the PA Pre-K Counts Grant managed by IU13. The assessment is based on 38 research-based objectives that include predictors of school success, and are aligned with the Common Core State Standards, state early learning guidelines, and the Early Childhood Child Development and Early Learning Framework. The objectives are organized into 10 areas of development and learning including broad developmental areas, content areas, and English language acquisition. These assessment areas are Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Social Studies, Science and Technology, and the Arts.

The Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) – Based on B.F. Skinner’s analysis of verbal behavior, established developmental milestones, and research from the field of behavior analysis, the VB-MAPP assessment contains 170 measurable learning and language milestones that are sequenced and balanced across three developmental levels. The skills assessed include mand, tact, echoic, intradermal, listener, motor imitation, and independent play, social and social play, visual perceptual and matching-to-sample, linguistic structure, group and classroom skills, and early academics (Sundberg, 2008). This assessment was used in the Autistic Support program and is aligned to the desired outcomes of the program.

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