



INDICATORS OF STUDENT ACHIEVEMENT AND QUALITY PROGRAMMING

2021-2022

Celebrating 50 Years of Service!



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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 ten 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 include multiple types of information 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.

The 2021-22 school year was, on many levels, another step forward in addressing the increased learning needs realized during the pandemic. Although COVID cases continued to impact the attendance in some of our programs (not only in the Pre-K to 12 space but with adult learners as well) the dedicated members of our team were able to maximize more time and access to students than in the two prior years.

The data in this report represents another snapshot in our progress across programs. In many areas, the growth in demographic, perceptual, and student learning data toward positive outcomes across programs is clear and substantial. In other areas, the data will reflect where opportunities to accelerate outcomes still exists. In all cases, the results presented in this report position us to set targets that keep us on the trajectory of continuous improvement.

As we enter into the 2022-23 school year, we recognize that continuing to provide the high-quality services for which we are known will require greater collaboration than ever. Of fundamental importance to us is cultivating the conditions for **trust and unity** throughout our Lebanon and Lancaster communities that will position them to thrive. Building upon our relational trust requires us to demonstrate care, character, competence, and reliability in all we do. It is our hope that, in so doing, we will foster the unity of purpose that puts learners at the center of all we do. The results will be evidenced in increased positive outcomes across all of our programs now and in the future.

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

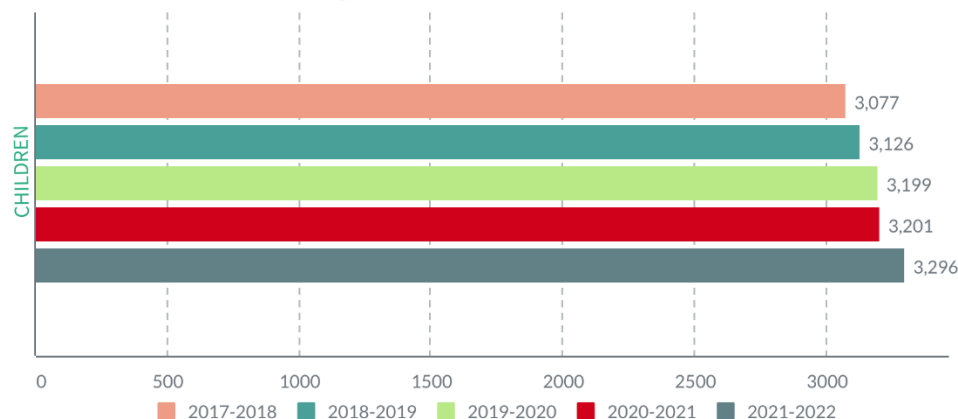


IU13 provides instruction to eligible students in its Early Childhood and Preschool Early Intervention program, including Early Head Start and Head Start, Pre-K Counts, and Early Intervention services for children identified with special needs.

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



3,296

Preschool Early Intervention (EI)

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

Early Childhood



298

Early Head Start

Children birth-3 years served



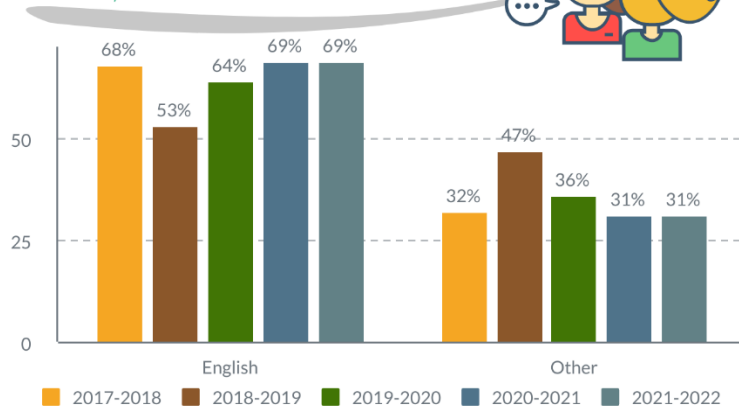
352

Head Start and Pre-K Counts

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

Primary Language

Head Start/ Pre-K Counts



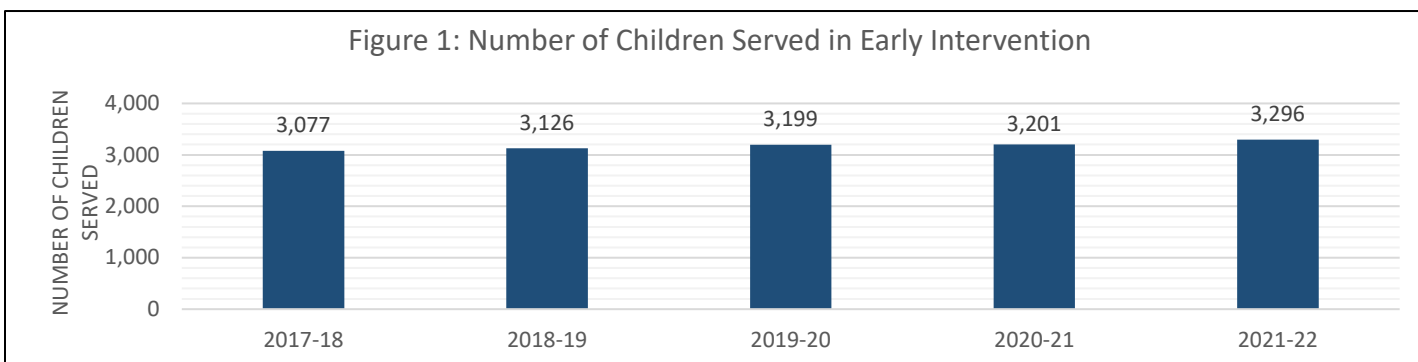
Data is reflective of 2021-22 school year.

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 2022 indicates that IU13 has served a total of 3,296 children in the Early Intervention program in 2021-22. **Figure 1** shows the steady increase in the number of children that have received Early Intervention services over the last five years.



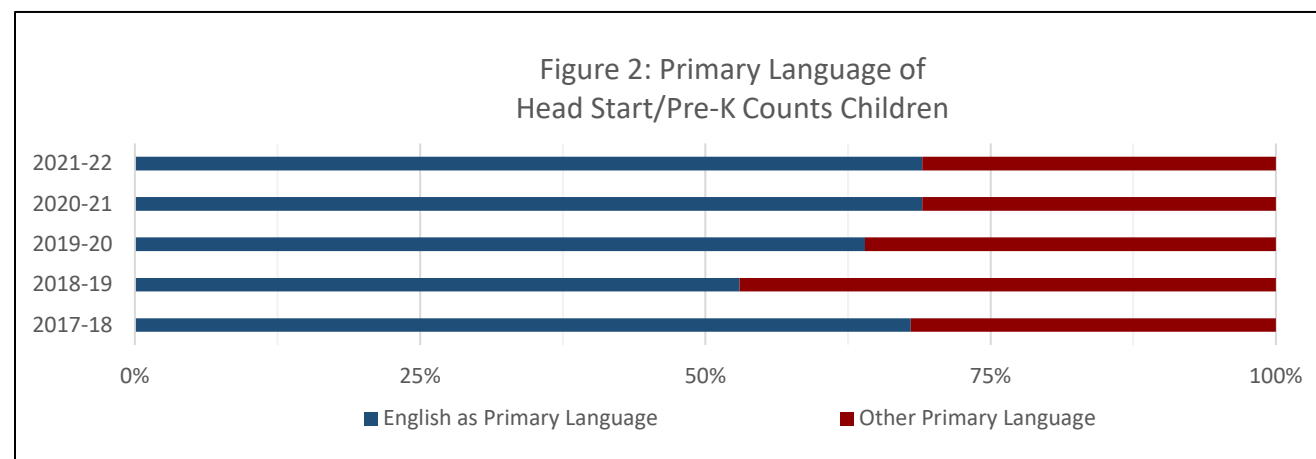
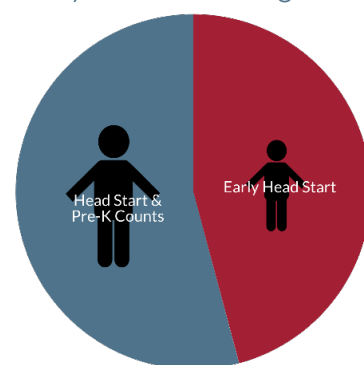
Early Childhood

During 2021-22, 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), 298 children and 12 pregnant women
- **Head Start and Pre-K Counts**, 352 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**).

2021-22 Children in Early Childhood Programs



Perceptual Data

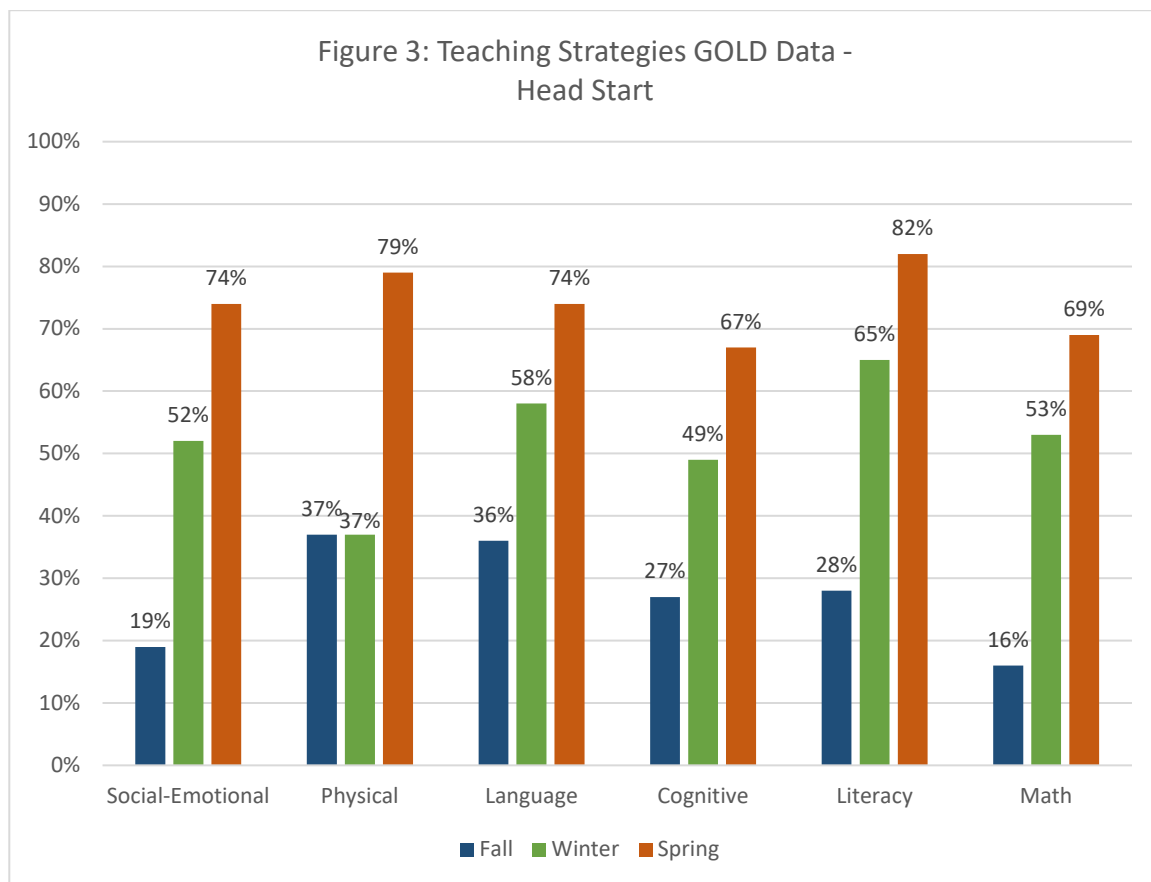
Ninety-eight percent of families receiving Early Intervention services surveyed indicated IU13 provided a strong partnership that led to positive child outcomes.



Achievement/Student Learning

The curriculum and instruction provided by IU13's Early Head Start and Head Start programs for 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. Assessment at this level includes a variety of types of assessments and is accomplished over time to provide the most reliable and valid measure of their 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.)

The assessment uses multiple data points that include student performance and anecdotal notes from teachers which are then compared to the expected levels of development in key target areas based on the child's age. **Figure 3** indicates the percentage of children in Head Start who were evaluated to be within the appropriate target range indicated as per their chronological age. Children were assessed in November 2021, February 2022, and May 2022.



Based on a review and examination of the fall and winter 2021-2022 student data for the Lebanon Early Childhood Program, it appears children made the greatest gains in the areas of social-emotional, physical, and cognitive development. The percentage of children meeting age-appropriate expectations in social-emotional and cognitive domain areas grew over 50 percentage points from fall to spring. By spring 2022, more than 50 percent of the students were meeting or exceeding age-level expectations in all six domain areas. At least 70 percent of the children were meeting or exceeding expectations in four of the six domain areas.

The percentage of children meeting the expectations in the Literacy domain increased by 54 percent. Learning to read and write is critical to success in school and beyond. Research shows a strong link between early literacy and later academic and career success. Literacy learning begins early in young children's lives. Children's literacy development and learning follows a progression and includes the following literacy skills: knowledge of the alphabet, phonological awareness, knowledge of print concepts and uses, comprehension of texts, and emergent writing skills.

A strong oral language foundation is critical for the development of literacy skills. There is great diversity in children's oral and written language experiences during the first five years. Studies have shown that children living in poverty have not been exposed to as many oral language and book experiences as children from middle- and upper-class families. The vast difference in quality oral language and book experiences yields a gap in vocabulary development and impacts young children's literacy development. Young children need positive and nurturing relationships with adults who can model reading and writing behaviors, engage in responsive conversations, and foster their interests in learning to read and write.

The Lebanon County Head Start Program serves preschool-age children across Lebanon County that are living at or below the federal poverty guidelines. The importance of incorporating purposeful and intentional language and literacy experiences into the Lebanon Head Start Program is essential for the children to obtain the literacy knowledge and skills needed for future reading and writing experiences in school. The Head Start program utilizes the PA Early Learning Standards and an evidence-based curriculum program to plan experiences incorporating literacy skills, and to provide rich, meaningful, and engaging learning environments supported by appropriate teaching practices. The classrooms are filled with print, language and literacy play, storybook reading, and writing experiences that engage children and support them in developing essential literacy skills in a meaningful and play-based approach.

In addition to school readiness goals, the Head Start and Early Head Start program provides comprehensive services that include health, mental health, nutrition, and family well-being. Health screenings are provided to families. Children are provided with breakfast, lunch, and snacks free of charge daily. Parents are encouraged to seek medical and dental health care for their children. Families are supported as they work to achieve family goals.

Early Head Start helps to nurture healthy attachments between parents and children while providing developmentally appropriate activities that foster learning. Families are served through the program option that best meets their needs. Families choose from either center-based or home-based. The Childcare Partnership Program provides high-quality, developmentally appropriate early childhood experience in partnership with local childcare centers. The home-based program visits families weekly to provide a child focused experience that fosters the parent's ability to support their child's growth and development in a developmentally appropriate way.

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.

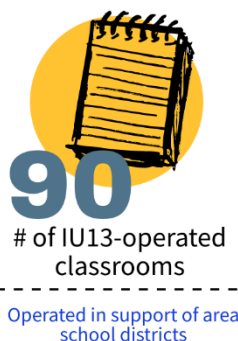
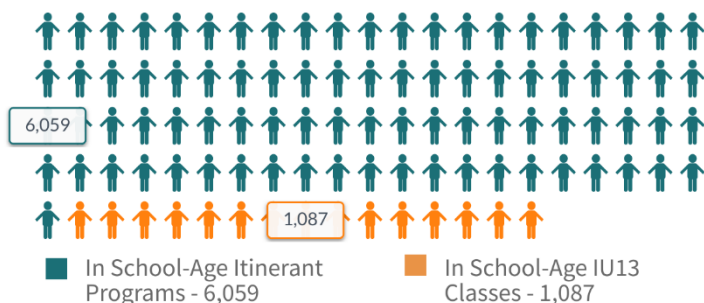
Classes include:

Emotional Support, Life Skills, Autistic Support, School-to-Work, Deaf/Hard of Hearing Support, and Multiple Disabilities

Supplemental services to students with IEPs include:

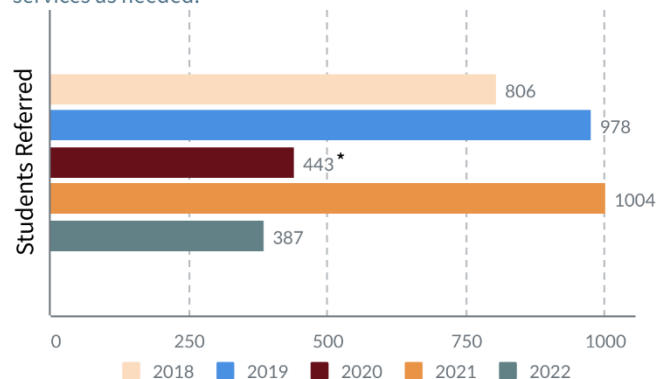
Physical, Occupational, Speech and Language Therapies; Job Training Services; Autism Itinerant Services; and Hearing Impaired/Visually Impaired Itinerant Services

School-Age Students Served



Extended School Year (ESY)

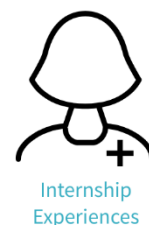
In an effort to provide consistency for students, and in partnership with IU13, several local districts provided ESY instruction for ESY 2022 on their own campuses with IU13 providing itinerant/related services as needed.



*2020 – all ESY services were virtual 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.



2,464 Students Served
IU13 and District Classes

Data is reflective of the 2021-22 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 141 evaluations for Autism Spectrum Disorder (ASD).

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

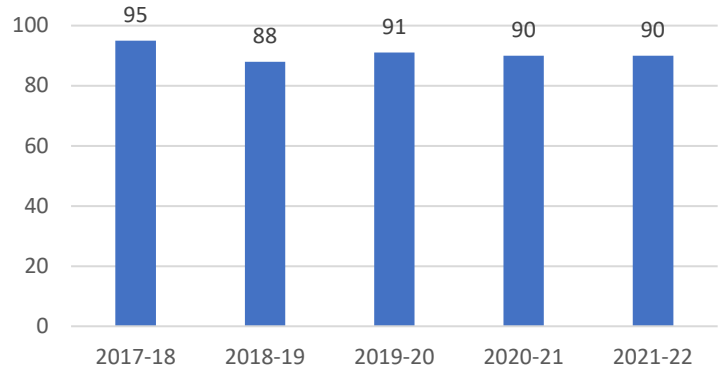


Figure 5: Number of Students Served in School-Age IU13 Classes

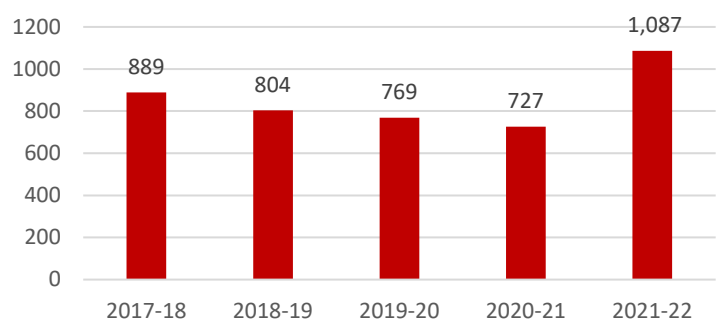
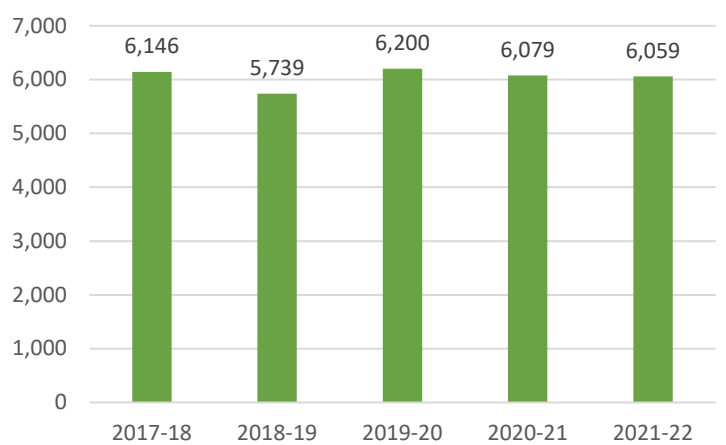
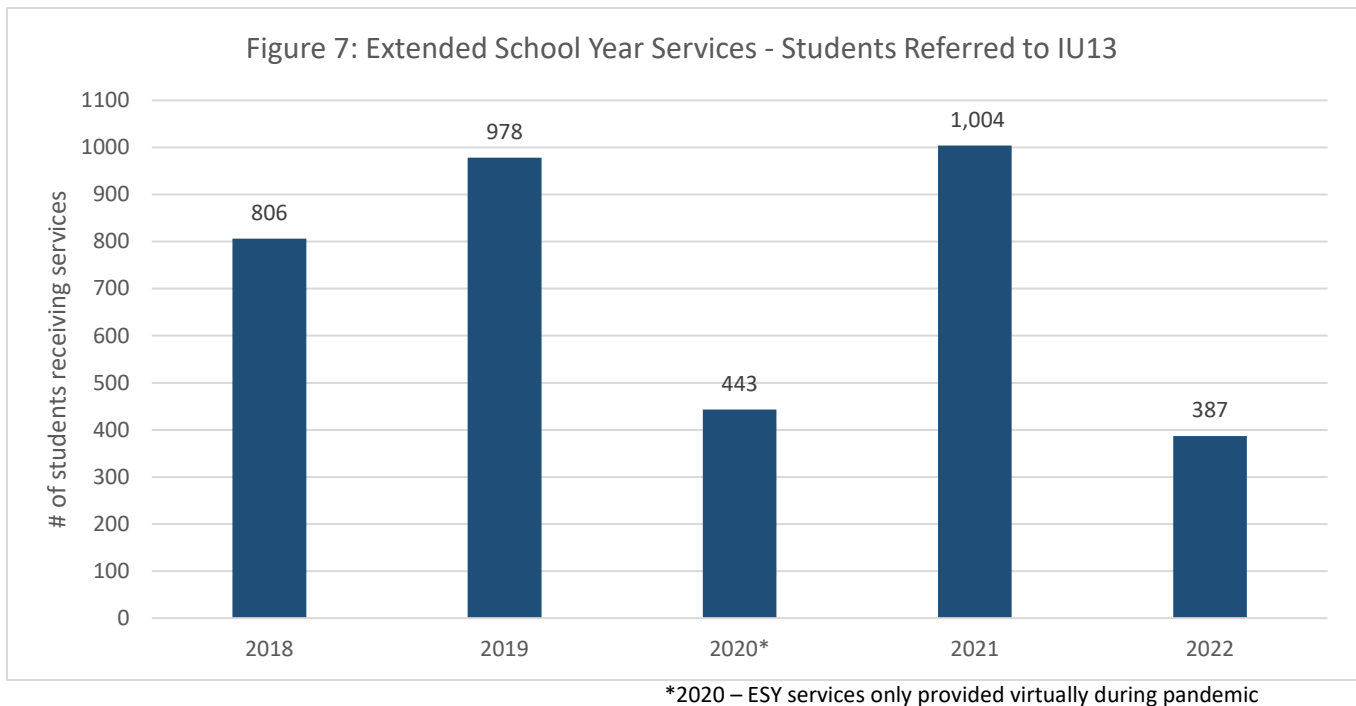


Figure 6: Number of Students Served in School-Age Itinerant Programs



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. In an effort to provide consistency for students, and in partnership with IU13, several local districts provided ESY instruction for ESY 2022 on their own campuses with IU13 providing itinerant/related services as needed. As a result, a total of 387 students were referred for IU13 ESY programming for the 2022 session as shown in **Figure 7**.



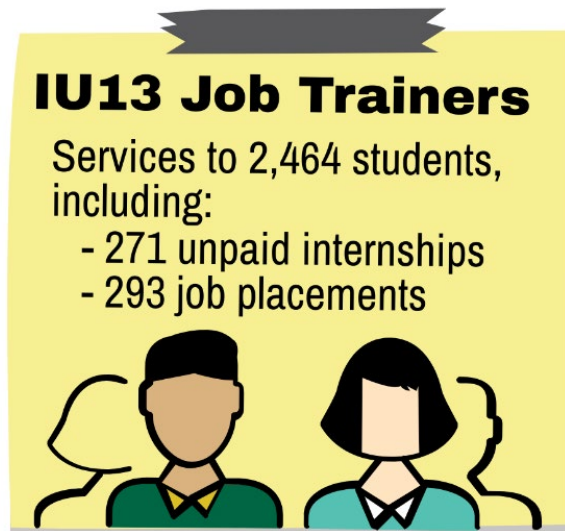
Due Process Hearings

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 Individualized 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 sixth year in a row, IU13 was involved in no due process hearings in 2021-22. 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 2021-22 school year, job trainers provided services to 2,464 students. This included 271 unpaid internships and 293 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 Program (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.

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 2021-22, 61 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 9% returned during 2021-22. **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	2019-20		2020-21		2021-22	
	Return To LRE	Total Students Served	Return To LRE	Total Students Served	Return To LRE	Total Students Served
Community School Southeast/West	23	114	8	89	22	105
Emotional Support (Lancaster Co.)	1	67	7	62	7	66
Catholic Charities (Mulberry St.)	1	20	1	18	2	22
Deaf/Hard of Hearing	0	40	1	38	1	43
VREC Emotional Support	16	78	7	55	14	78
VREC Autistic Support	0	21	1	23	1	25
Fairland	6	49	8	51	6	46
Autistic Support (School-Based)	6	122	7	145	3	139
Lebanon County Emotional Support and Multiple Disabilities Support	0	89	0	105	5	73
Lancaster Multiple Disabilities Support	1	41	0	45	0	44
TOTAL	54 (8%)	673	40 (6.5%)	631	61 (9.5%)	641

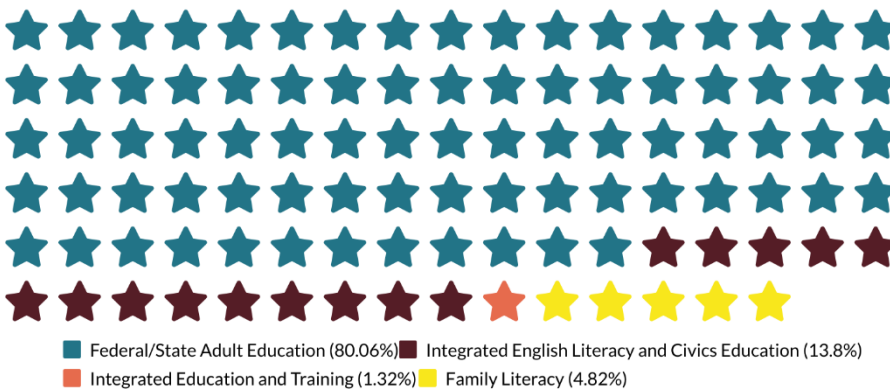


IU13 offers High School Equivalency (HSE) and English as a Second Language Services (ESL) to adult learners in Lancaster and Lebanon counties. These classes provide adults with the necessary skills to pass the HSE examination, and with the language and employability skills needed to prepare students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

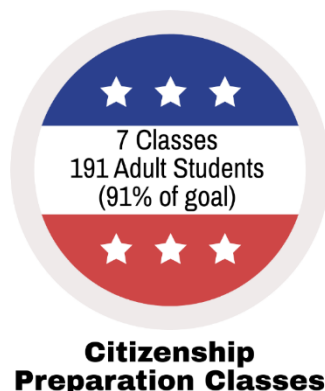


Refugee Center at Reynolds Middle School



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.



Data is reflective of the 21-22 time frame.

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 opportunities to enhance skills and thrive in the community and the workplace. In addition to these critical services, IU13 Community Education provides 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 a Refugee Center which focuses on integration services for refugees and immigrants.

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
iu13

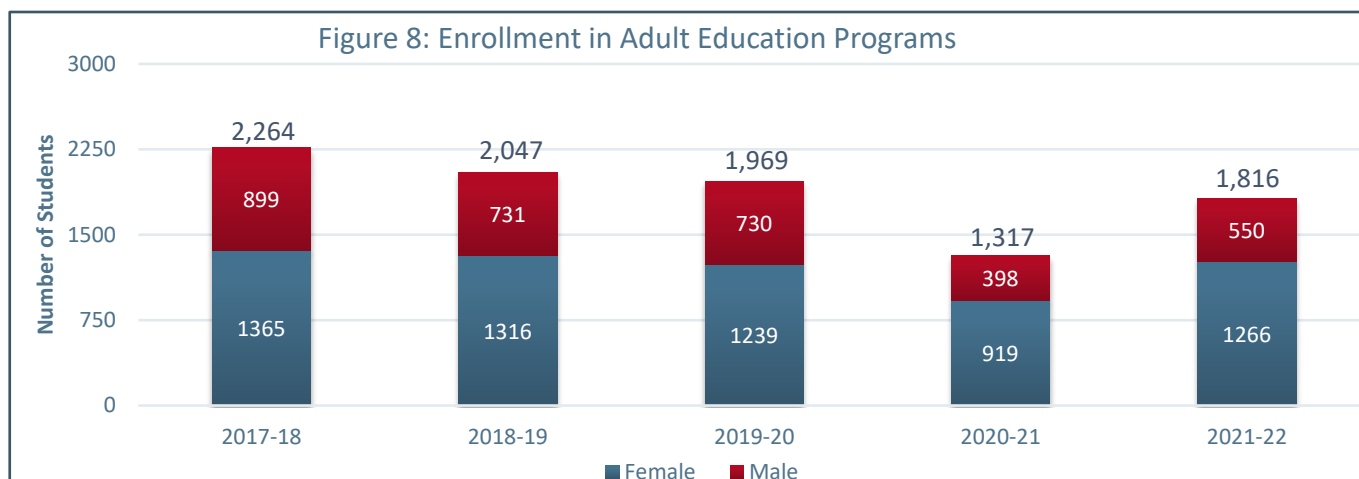
Services include:

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

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 students served by the Literacy Council through a combined federal/state adult education program.



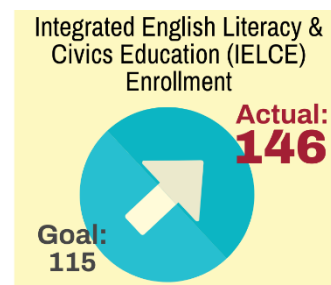
Each year, IU13 is contracted to serve a targeted number of students to meet the requirements of the designated state and federal agencies. **Table 2** shows the number of students enrolled in each type of contract offered by Adult Education services as well as the percentage of students enrolled compared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

Table 2: Adult Education Enrollment Data & Completion Rates									
Contract Type	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	2021-22 Contract Goal	2021-22 Actual Enrollment	2021-22 % of Contracted Number
Federal/State Adult Education	870 Students	970 Students	111% Of Goal	870 Students	516 Students	59% Of Goal	870 Students	847 Students	97% Of Goal
Integrated English Literacy and Civics Education (IELCE)	80 Students	55 Students	69% Of Goal	115 Students	94 Students	82% Of Goal	115 Students	146 Students	127% Of Goal
Integrated Education & Training	40 Students	19 Students	47.5% Of Goal	30 Students	9 Students	30% Of Goal	30 Students	14 Students	47% Of Goal
Family Literacy	80 Families	31 Families	39% Of Goal	80 Families	48 Families	60% Of Goal	80 Families	51 Families	64% Of Goal

Analysis of the data shows that in 2021-22, all four contracts experienced a significant increase in enrollment following the COVID-19 related decline of 2020-21. Notably, the IELCE grant exceeded the enrollment benchmark and, as a result, Community Education was awarded supplemental funding to serve these students.

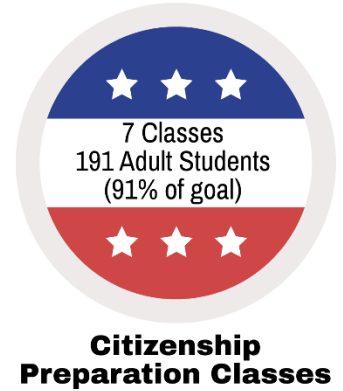
In 2021-22, the Family Literacy program continued to offer remote classes, expanded its wrap-around services (Parent Education and Interactive Literacy Activities for parents and children) to students in Federal/State contracts, and added an evening class, resulting in an increase in enrollment to 51 out of the goal of 80 families (64%), a four percent increase over the prior year. Wrap-around services include parent education and Interactive Literacy Activities (ILA) with parents and children. These services provide added support for families that were especially helpful during the pandemic. Community Education plans to decrease its contracted Family Literacy enrollment in 2022-23 as a result of a three-year trend of under-enrolling.

The Integrated English Literacy & Civics Education (IELCE) exceeded enrollment goals for 2021-22, enrolling 146 students, exceeding its goal of 115 students (127% of goal). Thirty-nine out of the 63 students who were pre- and post-tested (62%) made learning gains. As a result, the program was invited to apply for and was granted additional funding to serve more students in 2021-22. Additionally, in 2022-23, the program will more than double in size and expand services in both Lancaster and Lebanon counties.



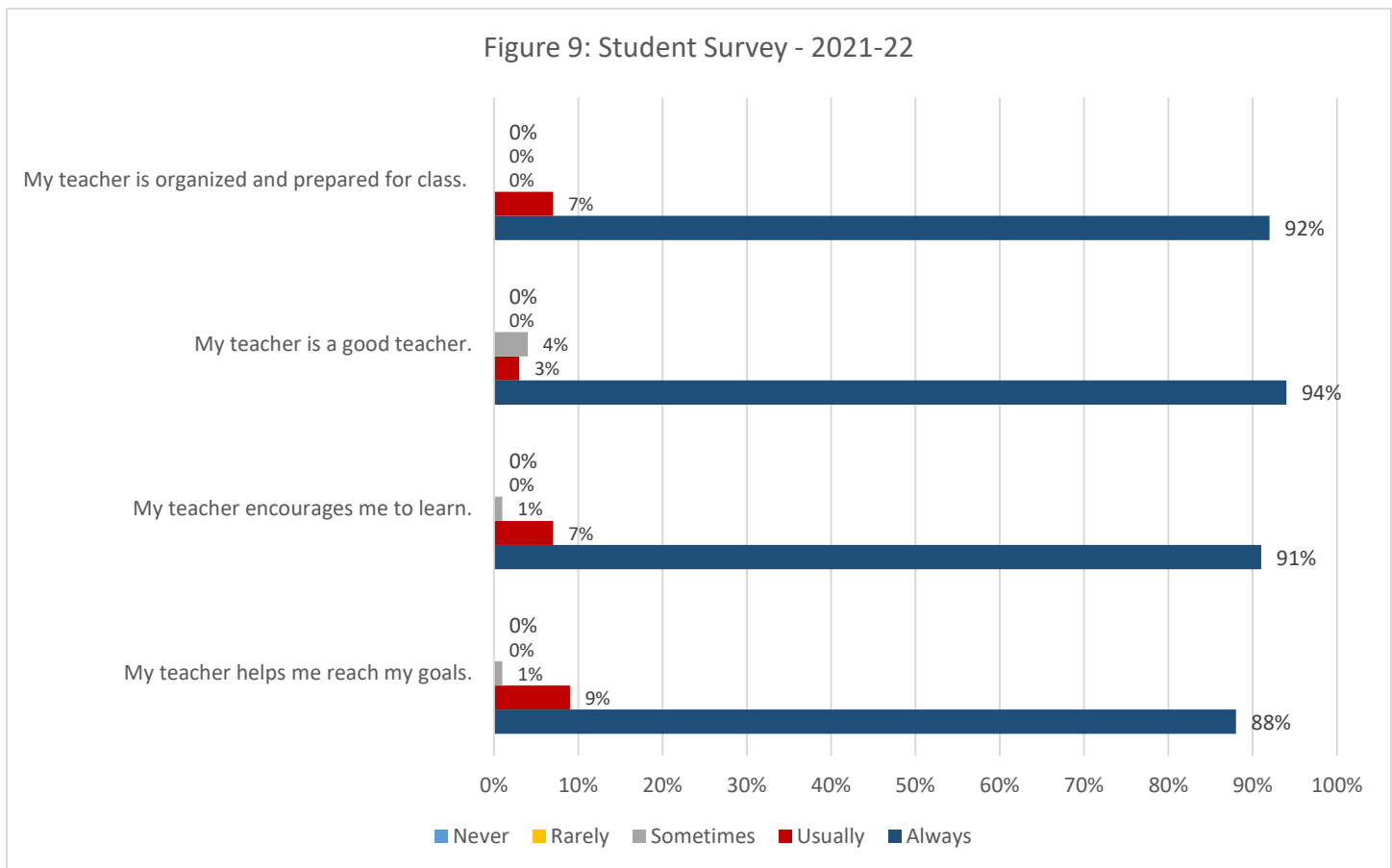
The IELCE grant's additional component is the Integrated Education and Training (IET) activity, which includes the integration of adult education instruction, workforce preparation, and occupational training. In 2021-22, an additional IET, Teacher Assistant/Paraeducator Training, was developed to help address the severe staffing shortage in this field.

This course also serves as a launch pad for the many newcomers who were educators in their home countries and are seeking to pursue educational careers in the United States. 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 seven citizenship preparation classes for 191 adult students (91% of the goal), and of those students 141 made a learning gain as measured by a speaking and listening standardized assessment (97% of goal). IU13’s partner, Church World Service, screened 407 legal permanent residents for eligibility (92.5% of the goal) and filed paperwork for 215 (86% of the goal) people to become naturalized. We anticipate meeting all Citizenship program outcomes by the end of the current grant period (9/30/22).



Perceptual Data

The Community Education program annually asks students to complete surveys regarding their satisfaction with the services they received. Three hundred and thirty-four 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 students' learning gains. The following Learning Gains chart includes preliminary data from 2021-2022.

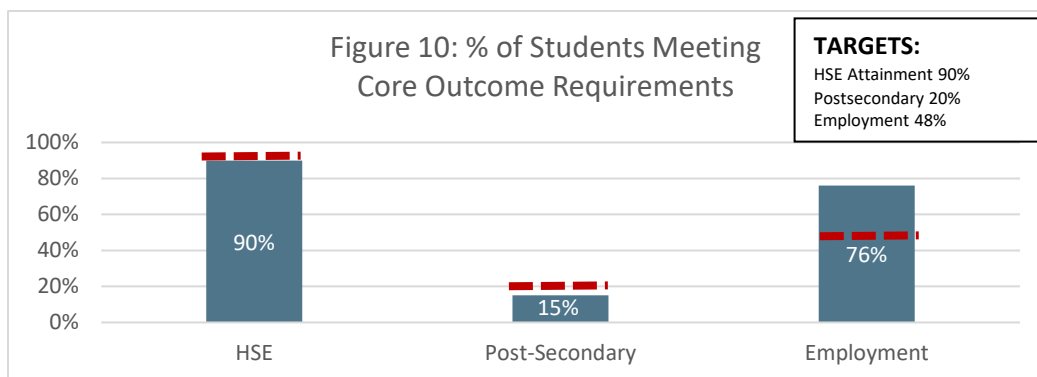
As demonstrated in **Table 3**, the percentage of educational functional levels (EFL) gains of IU13 students who were enrolled (attended 12 or more hours) in the program did not meet the state mandated targets. The majority of classes remained remote due to COVID-19 during the 2021-22 program year making it more difficult to assess students and to achieve the quality learning that is attainable in face-to-face settings. Most classes will transition to face-to-face options in the 2022-23 program year, and this shift is expected to positively impact learning gains. **Table 4** also shows educational functioning level gains, but only for students who were post-tested, resulting in higher percentages than Table 3.

Table 3: Adult Education Learning Gains 2021-22		
Contract	Learning Gains	Targets
Federal/State Adult Education	35%	48%
English Language Civics	29%	48%
Family Literacy	29%	53%

Students can obtain point gains and make progress between a pre- and post-test without achieving an educational 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 2021-22	
Contract	Learning Gains
Federal/State Adult Education	68%
English Language Civics	62%
Family Literacy	42%

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 2020-21, the last year for which official data is available. IU13 met or exceeded the standards for employment and High School Equivalency attainment, but fell short in postsecondary outcomes. All three areas showed improvement between 2018-19 and 2019-20. The IU13 Program Improvement team is currently discussing strategies for transitioning more students to postsecondary programs; however, this is challenging when unemployment rates are low because students can more easily find employment without additional training.



Micro-Credentials

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. These courses are offered both virtually and face-to-face to accommodate a variety of adult scheduling needs. In 2021-22, an impressive 92% of students who enrolled graduated from these courses, as shown in **Table 5**.

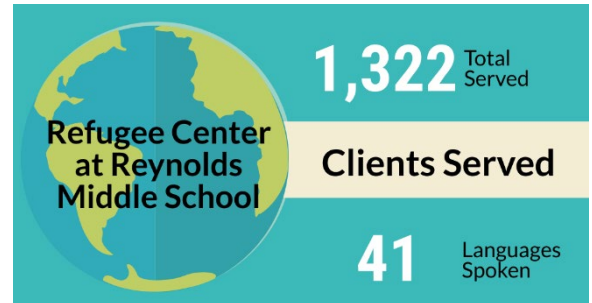


COURSE	ENROLLED	COMPLETED	%
Administrative Support Professional	31	27	87%
Direct Care Provider	7	7	100%
Teacher Assistant	10	10	100%
TOTAL	48	44	92%

Additional Community Partnership Programs

Community Education's Refugee Center at Reynolds Middle School and Lebanon Youth Program are two examples of programs that emphasize partnerships with local community agencies and businesses to deliver positive outcomes to participants.

The Refugee Center 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 through cultural navigation 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 1,322 clients (663 children and 659 adults) speaking 41 different languages from 49 different countries.



Through a program for adults that concluded in September 2021, "Career Pathways for English Learners," 197 clients were served and 70 clients are still enrolled in post-secondary education/training programs, including Registered Nursing, Electrical Technology, Facilities Maintenance, Web Design, Law, Sociology, Cosmetology, Medical Terminology, and Human Services.

Forty clients have successfully completed post-secondary education/training programs (Registered Nurse, Phlebotomy, Bachelor's of Science, Accounting, CDL, Medical Assistant, Cyber Security, IU13 microcredential classes in Direct Care and Teaching, GED) and are seeking jobs in their respective fields.

Twenty-four clients have transitioned to new careers, including:

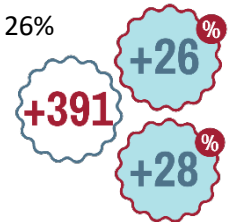
- 3 clients who work as paraeducators/professionals in local school systems.
- 2 medical researchers at a local hospital.
- 1 client who works as an accountant for a local school system.
- 2 clients who work as phlebotomists in a local clinical laboratory.
- 2 clients who work in local warehouses.
- 2 clients who work for a local transport company.
- 3 clients who serve as Registered Nurses in local medical practices/hospitals.
- 1 client who works as a machinist in a non-local business.
- 5 clients who serve as certified medical aides in local retirement communities.
- 1 client who works as a cosmetologist in a local hair salon.
- 2 clients who work in the customer service field.

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. IU13 served 114 youth this year. Out of the 114 youth served, 115 Measurable Skill Gains were obtained and 70 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. Thirty-three (33) participants found employment within the county, and 37 youth were placed in a training program.



Community Education's programs empower thousands of its strong and resilient participants to develop career plans, obtain training, gain valuable skills, enter employment, integrate into life in the U.S., and obtain citizenship. An analysis of data reveals that Community Education made significant improvements in its outcomes and education targets:

- Enrollment in Community Education's adult education programs increased an average of 26% between 2020-21 and 2021-22.
- In 2021-22, IU13 Community Education served 391 additional students in its adult education programs compared to 2020-21.
- Community Education exceeded the state employment target goal in 2020-21 by 28%.



Student surveys showed that participating students continue to value their instruction and believe that their teachers care about them. Community Education has identified several areas of focus for its educational programs next year, including increasing its learning gain and enrollment outcomes. Educational program staff will receive targeted professional development for related to enrollment, learning gains, retention, curriculum, and workforce skills. 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.

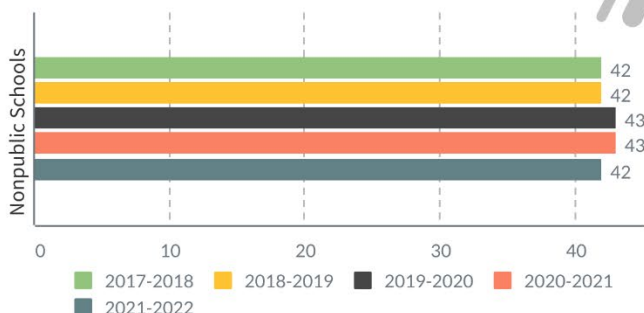
Act 89

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

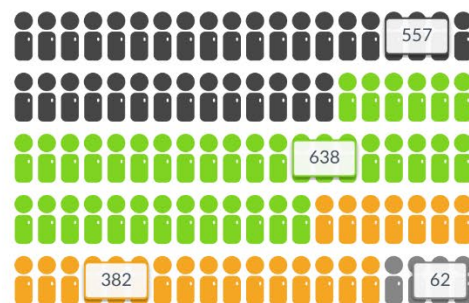
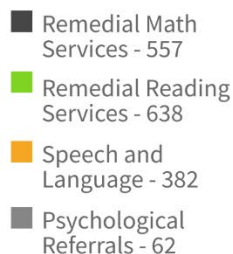
Additional Services

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



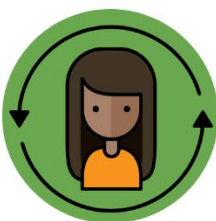
Some students receive multiple services.

School Counseling Services



27

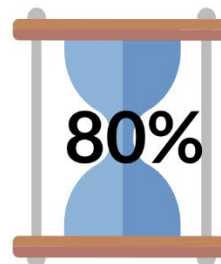
of Nonpublic Schools using IU13 School Counseling Services



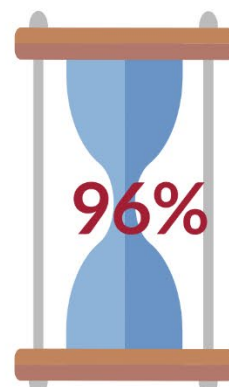
5,400

of times students received services by the IU13 Nonpublic School Counselors

% of time School Counselors provide services



ASCA Recommended



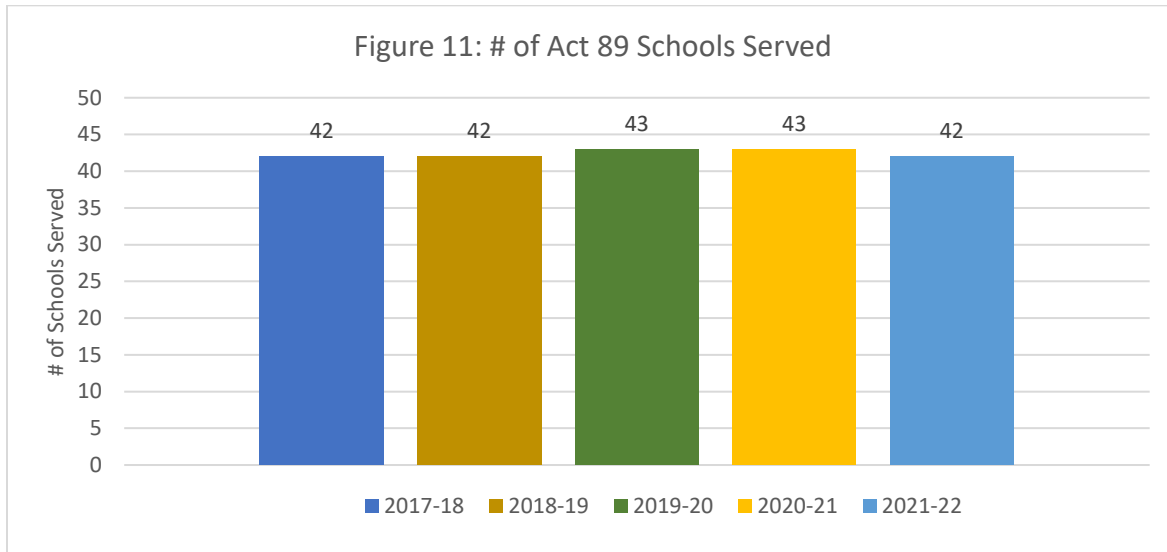
IU13 Provided

Data is reflective of the 2021-22 school year.

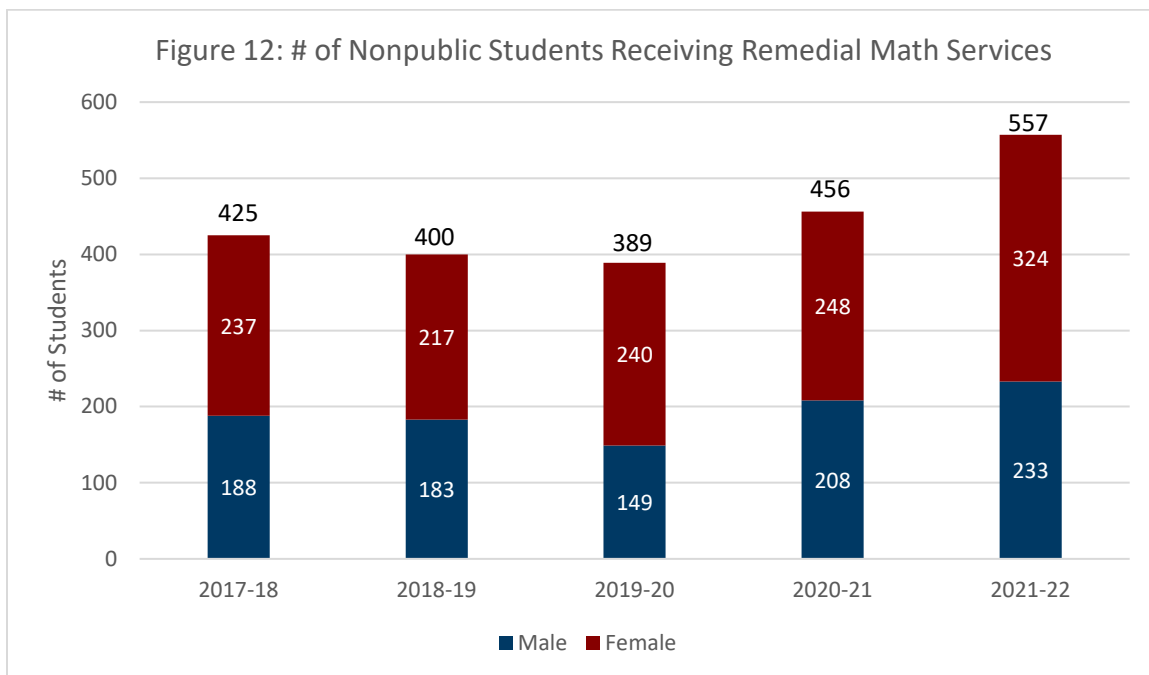
Nonpublic Services

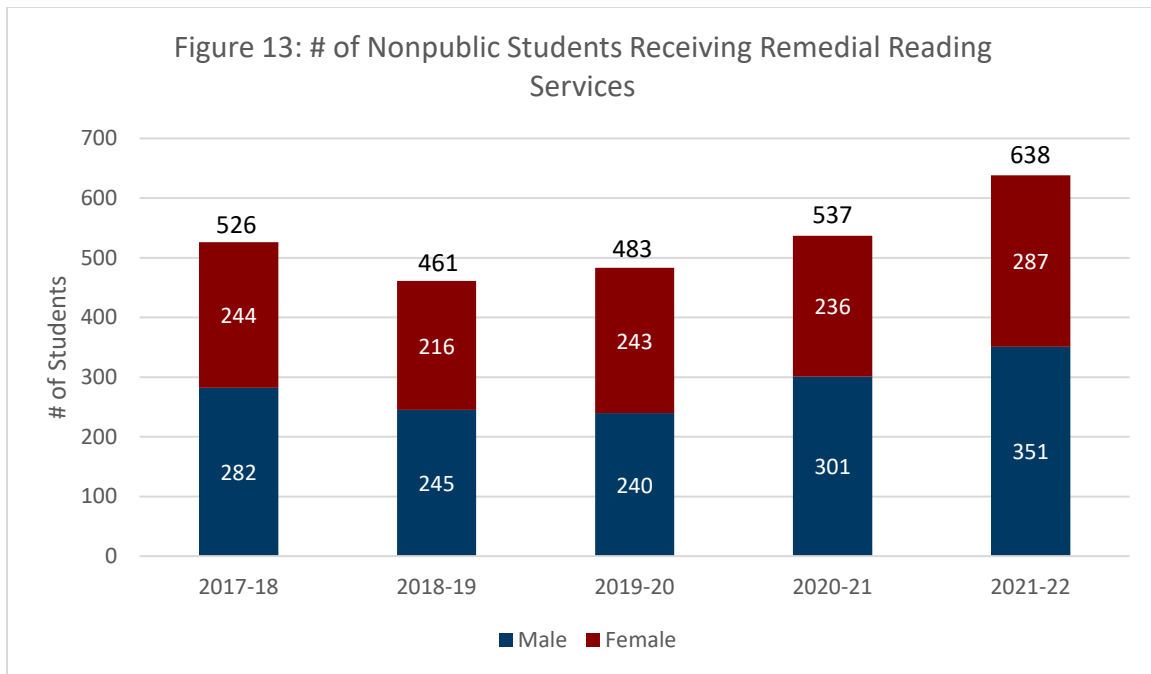
Demographic Information

IU13 has consistently provided services to students in 42 nonpublic schools. **Figure 11** shows the trend in the number of schools served over the past five years.

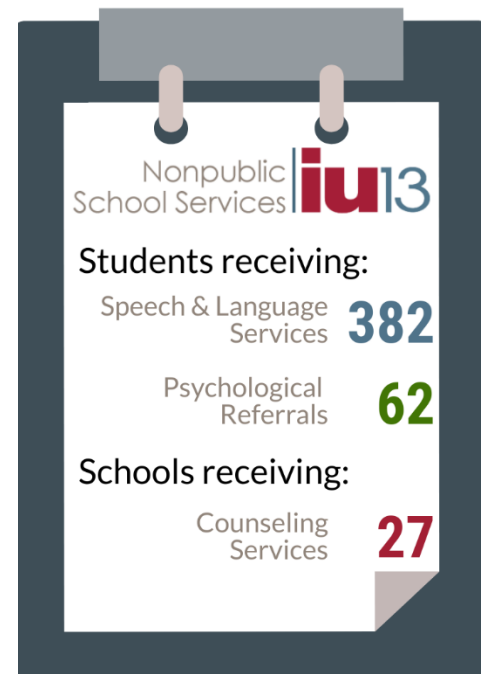
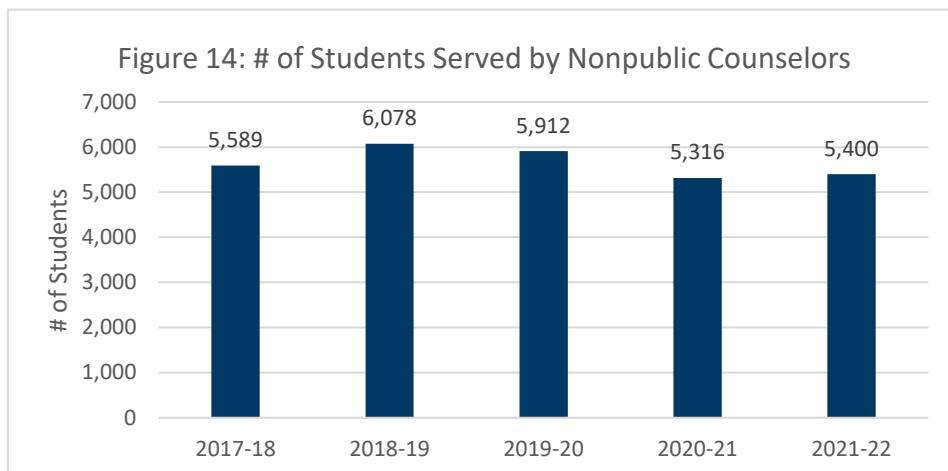


A breakdown of the number of students receiving math and reading remedial services is detailed below in **Figure 12** and **Figure 13**.





In addition, 382 students received speech and language services, and 62 psychological referrals were conducted. Of the 19 referrals, three students received direct 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 96% of their time spent providing direct and indirect services to students in 2021-22. 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**.

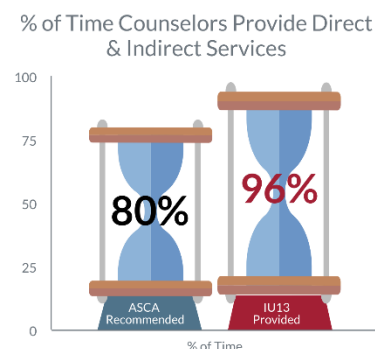
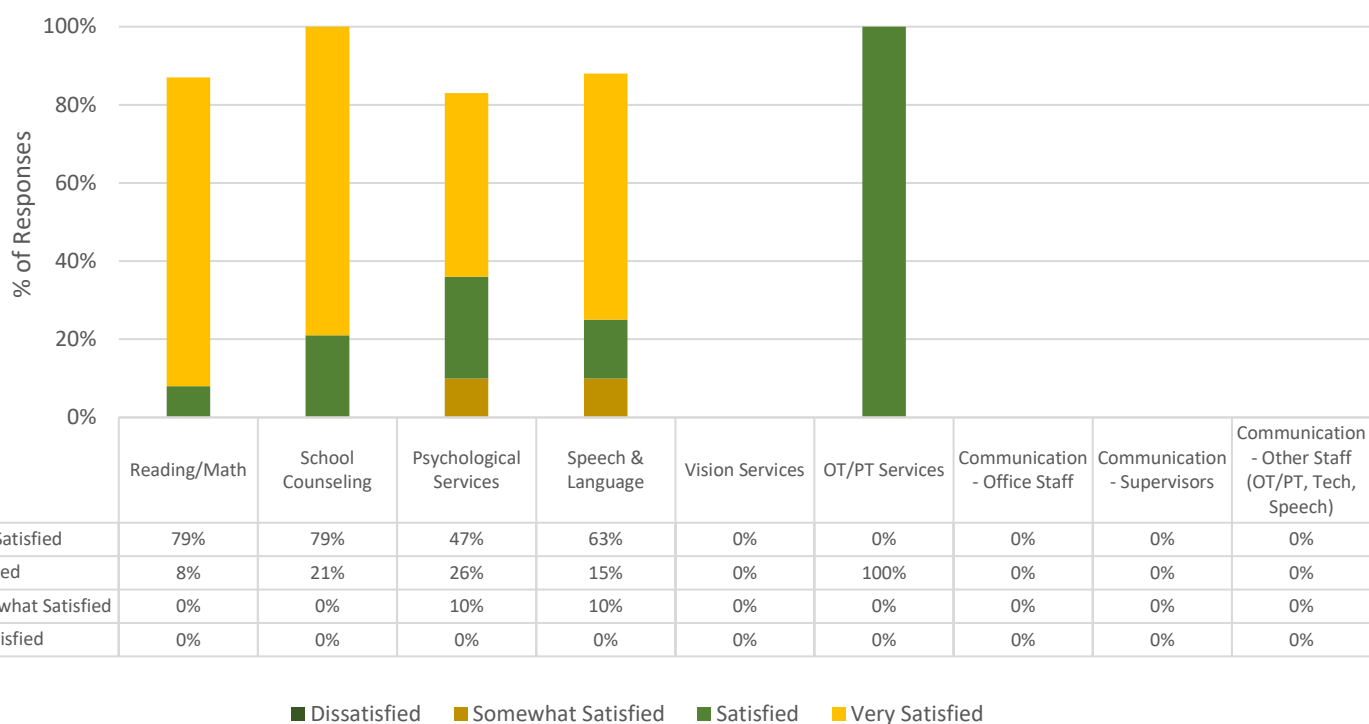


Figure 15: Satisfaction Ratings - Nonpublic Services



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 2022-23 school year to determine if they are again eligible for services.



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

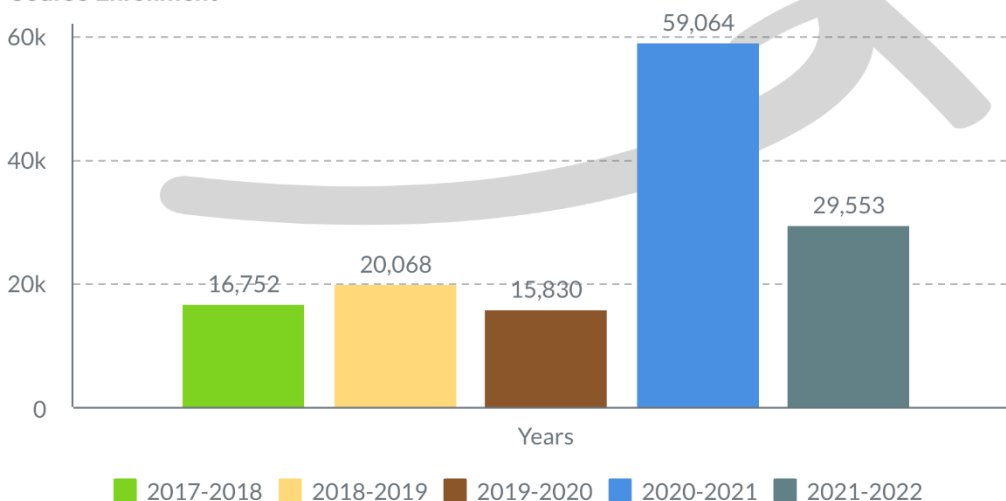
Services:

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

Lancaster-Lebanon Virtual Solutions (LLVS)

Since COVID-19, LLVS has seen a substantial increase in both student and course enrollments.

Course Enrollment



20 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



Data is reflective of 2021-22 school year.

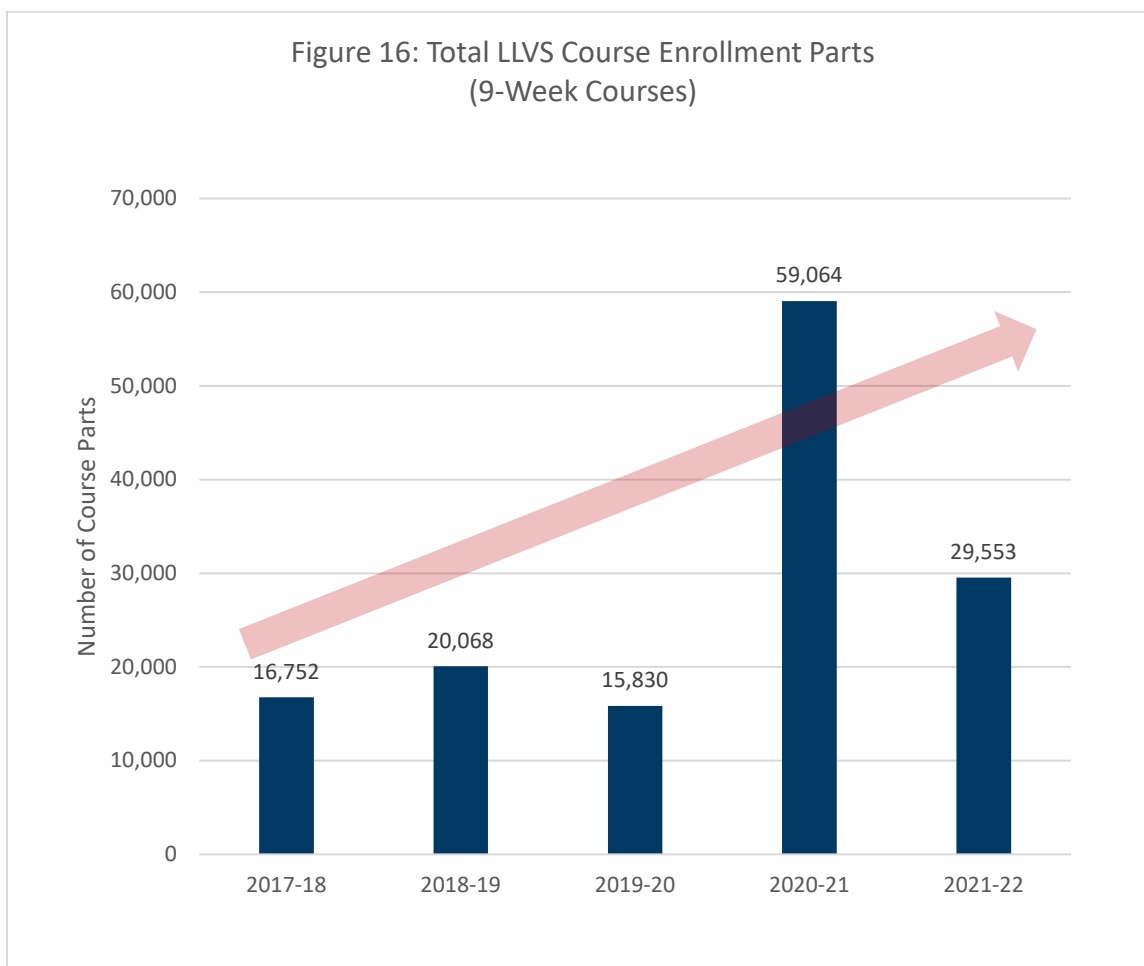
Teaching and Learning Collaborative

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 2021-22 school year. School District of Lancaster was the largest purchaser of services, with Solanco, Lampeter-Strasburg, Manheim Township, and Elizabethtown Area 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 eleven-year history, with 20 public and nonpublic school districts participating during 2021-22. As a result of more students taking courses during the height of COVID-19, LLVS is still seeing an increase in both student and course enrollments. The number of actual course enrollments are shown in **Figure 16**.

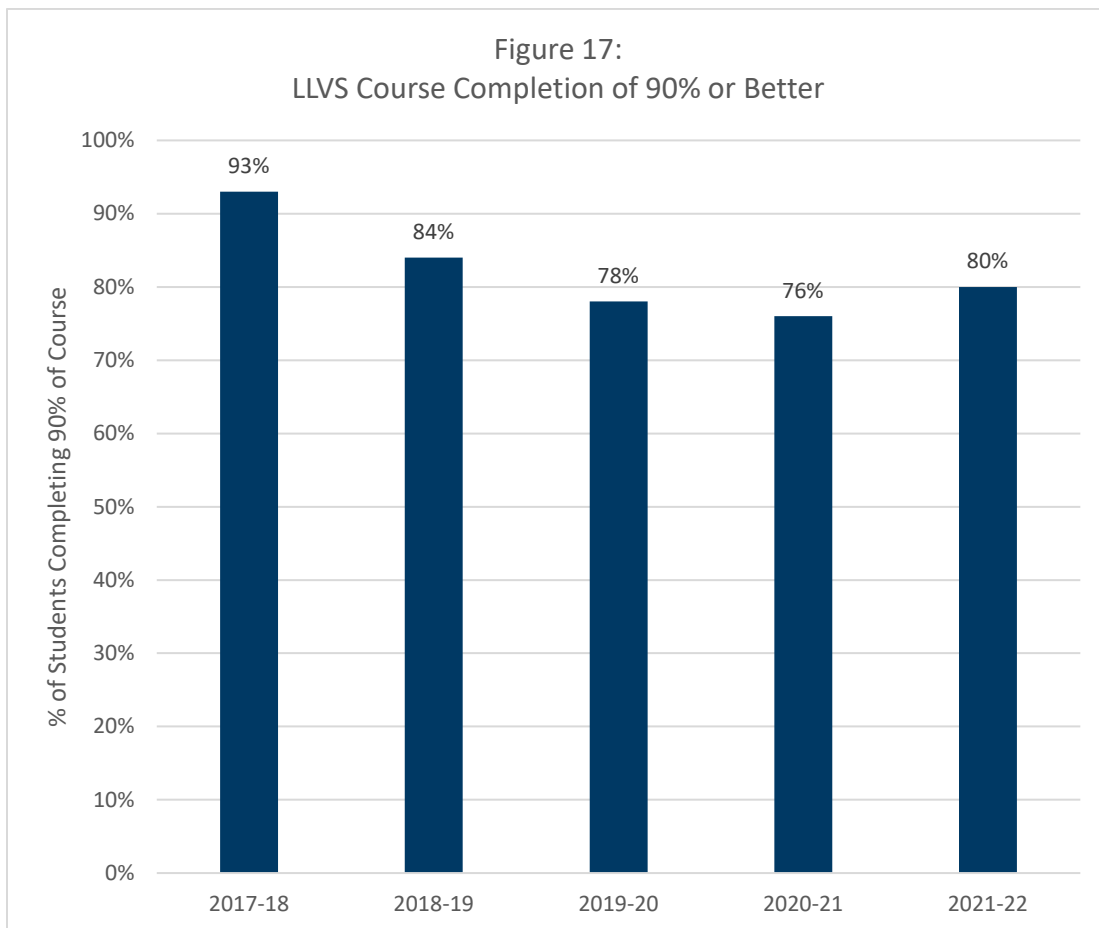


Achievement/Student Learning

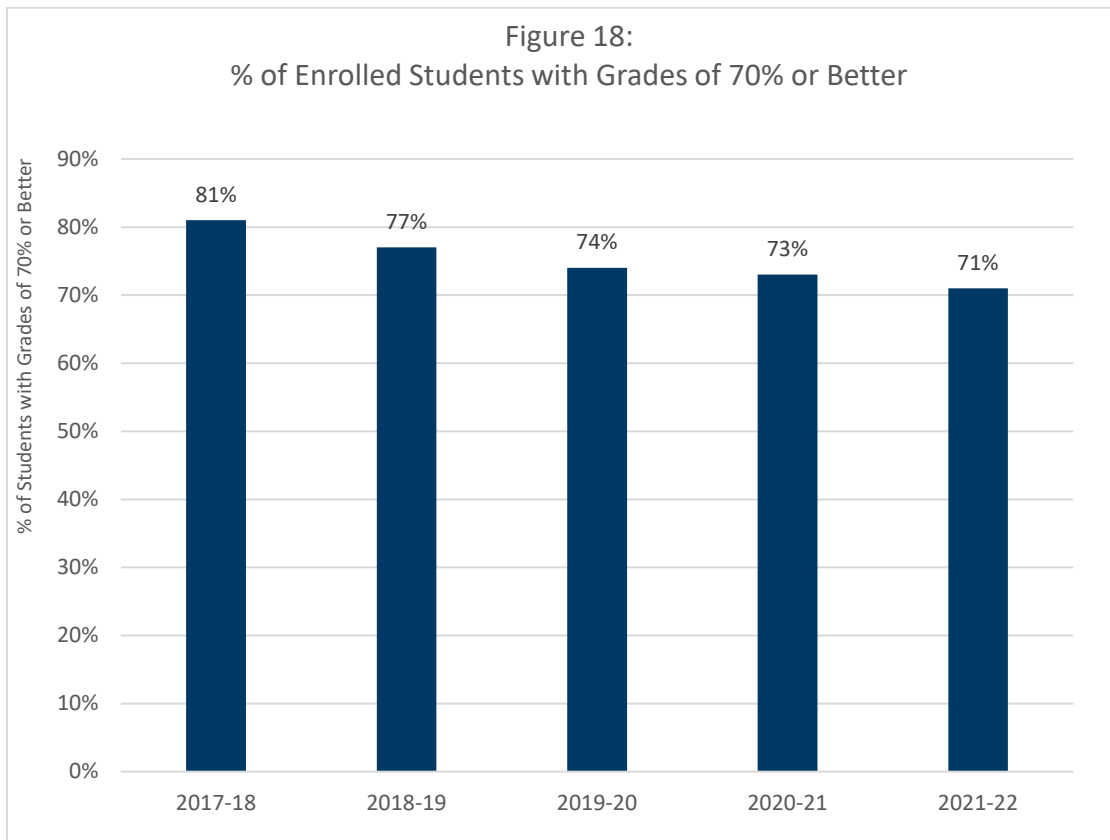
Lancaster-Lebanon Virtual Solutions (LLVS)

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, Enriched Virtual Forum, Learner Engagement Program, and two job-alike groups designed to provide a forum for networking and professional development for both the district online contact and online teachers. 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-one percent (71%) of the students enrolled in LLVS classes received a 70% or better for their final grade, as shown in **Figure 18**.



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:

- ExCEL@IU13: Expanding Capacity for Environmental Literacy at IU13
- School-based Partial Hospitalization Program



PROMISING PRACTICES

ExCEL@IU13

With the goal of providing IU13's center-based emotional support classrooms with rigorous and relevant science education aligned with the new PA academic standards for science, technology, engineering, and environmental education, in 2021, IU13 was awarded a 3-year, \$346,000 grant through the National Oceanic and Atmospheric Administration (NOAA) to support these efforts.

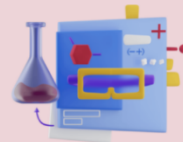
ExCEL@IU13 - Expanding Capacity for Environmental Literacy at IU13



Supporting IU13
Center-based Classes



Environmental
Literacy Plan



Rigorous & Relevant
Science Education

14

Educators Served

83

IU13 Students Impacted

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



Individual, Group
& Family Therapy



Educational
Services



Year-Round
Program

Relocated in 2021 to

accommodate future expansion & student needs

Data is reflective of the 2021-22 school year.

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:

- **ExCEL@IU13: Expanding Capacity for Environmental Literacy at IU13**
- **School-Based Partial Hospitalization Program**

ExCEL@IU13: Expanding Capacity for Environmental Literacy at IU13

Pennsylvania adopted new academic standards for science, technology, engineering, and environmental education. With the goal of providing IU13's center-based emotional support classrooms with rigorous and relevant science education aligned

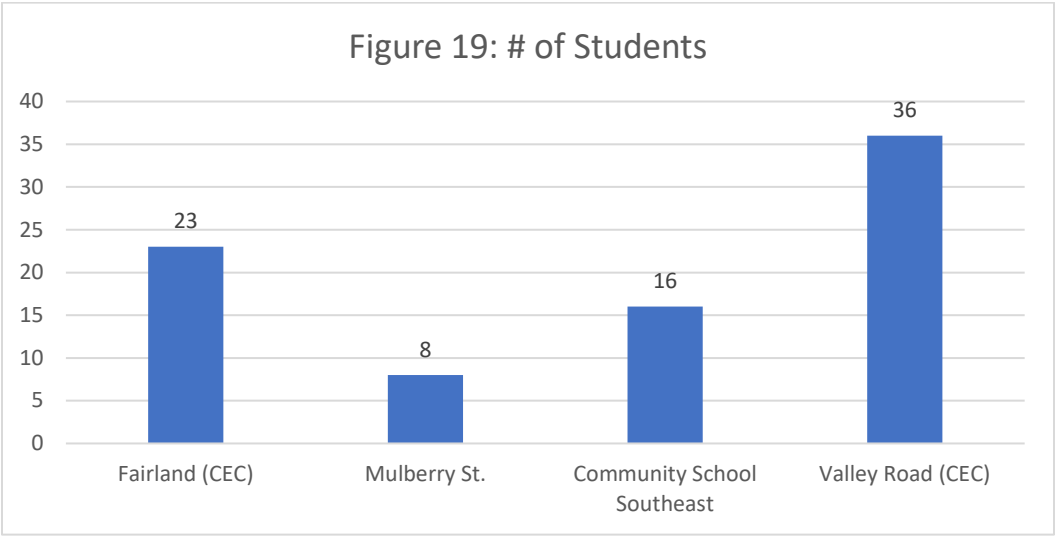
with the new standards, in 2021, IU13 was awarded a 3-year, \$346,000 grant through the National Oceanic and Atmospheric Administration (NOAA) to support these efforts.

During the 2021-2022 school year, IU13 developed a guiding coalition of environmental education assets, community partners, and higher education institutions to develop an environmental literacy plan for the IU13 center-based programs. Partners in the plan development included the Chesapeake Bay Foundation, Lancaster County Ag Council, Bureau of State Parks, Lancaster County Conservation District, Thaddeus Stevens College, Stroud Water Research Center, and the Pennsylvania Department of Environmental Protection. The IU13 environmental literacy plan includes a shared vision for environmental literacy that provides equitable access to all students, a character statement, goals, outcomes and strategies to support reducing environmental impacts, improving student and staff wellness and health, and developing effective environmental and sustainability educational programming.

During the 2021-2022 school year, IU13 Instructional Services staff provided environmental science mini-lessons in the IU13 center-based classrooms. Students received prerequisite instruction on water quality and conservation, soil quality and testing, and climate change and greenhouse gasses. Each mini-lesson led students through small-scale problem



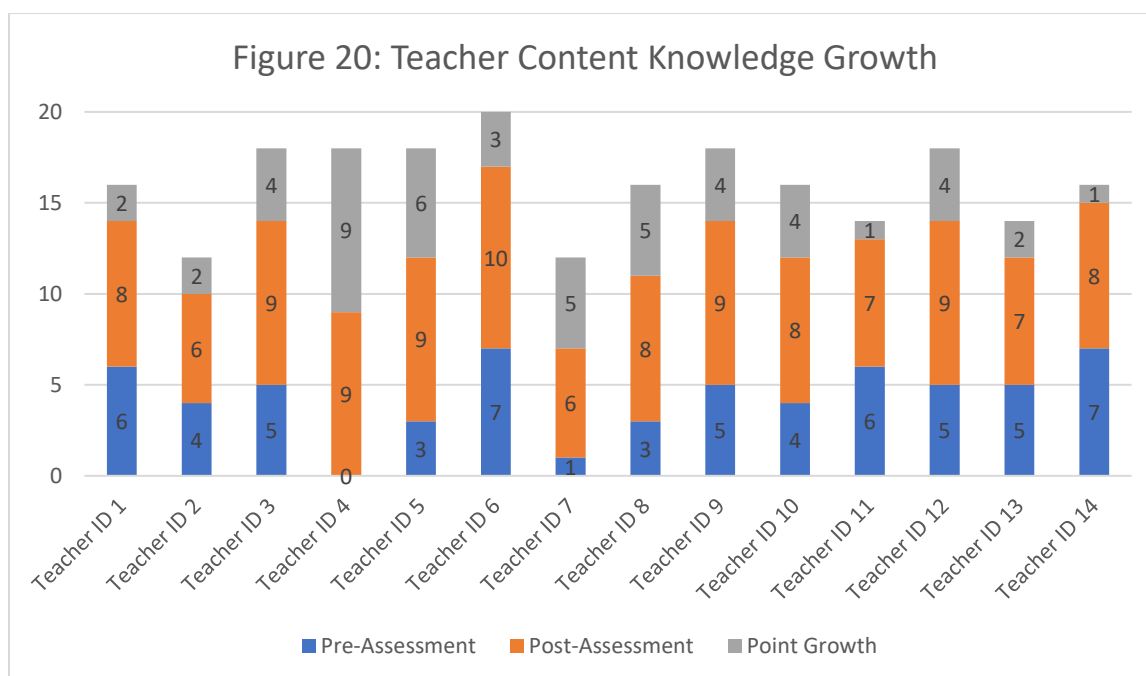
solving and civic action. **Figure 19** details the number of students impacted in each center-based program with a total of 83 students.



In June of 2022, fourteen IU13 center-based teachers engaged in a three-day professional development experience led by faculty of the Thaddeus Stevens College Water and Environmental Technology (WET) Program. The professional development experience increased educators’ environmental science content knowledge, engaged educators in an outdoor field experience, and exposed them to career opportunities and educational pathways for students in the field of environmental science. Fourteen participating educators engaged in an outdoor field experience that built their understanding of key concepts in environmental education. The field experience took place at Middle Creek Wildlife Management Area where teachers investigated the impact of migratory birds on the local water quality.



All fourteen participating teachers showed content knowledge growth as measured by a 10-question pre- and post-assessment administered before and after receiving the professional development. **Figure 20** shows each teacher’s raw score, out of 10 possible points, on the pre- and post-assessment along with their point gain from pre- to post-assessment.



Year 2 (2022-2023) begins the implementation phase of this project and will put environmental literacy into practice by planning for and supporting implementation of the developed environmental literacy plan. IU13 center-based program staff will work with members of the IU13 Instructional Services team to develop a K-12 science curriculum aligned to the Environmental Literacy Plan and new PA academic standards. Teachers will receive additional professional development and be provided with stipends to purchase supplies needed to implement the written science curriculum in their classrooms.

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 the 2021-2022 school year, PHP served 38 students. Of those students, 12 successfully discharged from the program and three are



actively receiving treatment to start the 2022-2023 school year. Additionally, 23 of those students received special education services and 15 students were enrolled as general education students.

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.

In December 2021, the program relocated to a larger site to accommodate future expansion of the program due to the current climate of referrals. During the 2022-2023 school year and beyond, continued expansion of the program is expected to meet the ongoing needs of local students and school districts. Currently, the program is operating with two group therapy rooms with the anticipation of a second instructional classroom opening during this school year.



SUMMARY AND CONCLUSIONS

Conditions in education are exceptionally dynamic and are characterized by the same volatility and complexity that are experienced throughout other industries and society as a whole. Staffing challenges are significant and macro-economic conditions uncertain. In the years ahead we will need to stay nimble as we anticipate disruptions on the horizon and implement innovative solutions before those disruptions materialize. Living out the Keys to Our Culture of kindness, empathy, innovation, collaboration, responsible stewardship, imperfection, best efforts, and the relentless pursuit of excellence is of paramount importance. It is who we are and will ensure that we continue to add value to the lives of those we serve.

IU13 will continue to implement its data collection system to gather and reflect upon the quality of services it offers. It will remain an ongoing indicator of the progress toward our mission and vision.

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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.

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Equal Rights and Opportunities Policy

Lancaster-Lebanon Intermediate Unit 13 is an equal opportunity education institution and will not discriminate on the basis of race, color, age, creed, religion, sex, sexual orientation, gender identity or expression, ancestry, national origin, marital status, genetic information, pregnancy or handicap/disability. The Intermediate Unit will make reasonable accommodations for identified physical and mental impairments that constitute disabilities, consistent with the requirements of federal and state laws and regulations.

The Equal Rights and Opportunities Compliance Officer is responsible to make certain that all educational programs, services, activities and employment practices are free from illegal discrimination. For information regarding this policy and nondiscrimination procedures, contact: Equal Rights and Opportunities Compliance Officer, Human Resources Department, Lancaster-Lebanon Intermediate Unit 13, 1020 New Holland Avenue, Lancaster, PA 17601, 717-947-1313.

