


Connecticut's 21st Century Community Learning Centers 2012-13 Evaluation Report



Report Prepared for the State of Connecticut
Department of Education

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Overview of Site Characteristics

Overall, the Connecticut 21st Century Community Learning Centers (CCLC) program funded 32 grantees operating 98 sites across the state. The largest number of sites served elementary school students (40 sites, 40.8%), and a smaller number of sites served students from grades K-8 (30 sites, 30.6%), middle school (22 sites, 21.4%), and high school (10 sites, 10.2%).

General Site Operations

The majority of sites did not offer any transportation home from the program, and parents were responsible for picking the child up from the program site (48 sites, 49.0%). For sites that did offer transportation home, the most common sources were program-provided (32 sites, 31.6%) or school-provided (12 sites, 12.2%) buses. Eighty-eight sites offered snacks to the participants, and the most common sources of funding for snacks were the National School Lunch Program – After School Snack program (32 sites), individual program funding (27 sites), and federal reimbursement (23 sites).

Site Availability and Participant Attendance

All 98 21st CCLC sites were open for a minimum of three days per week, and the average site was open for 124 days over the course of the year. On average, sites were open for slightly less than 12 hours per week, and most programs achieved full availability during the months of January and May. Overall, sites achieved the attendance requirements set out by the Federal 21st CCLC guidelines with the **average daily attendance (84.7%), average participant attendance rate (83.4%), and the average proportion of target number of students attending at least 60 percent of their registered days (96.3%), all above the minimum rate of 60 percent.**

Programming for Youth Participants

Overall, most programs reported practices that were sensitive to cultural differences. Specifically, there was an increase in the percentage of programs providing interpreters, matching the cultural backgrounds of the students and staff, and the number of staff speaking the native language of the students as compared to the 2011-12 school year. However, there was a decrease in the percentage of programs reporting that their physical environment reflected the cultural background of the participants and their families. Additionally, there was an increase in the percentage of sites offering students the opportunity to participate in cultural awareness projects, but a decrease in the percentage of sites holding cultural diversity events throughout the school year.

The majority of sites offered students the opportunity to choose the activities they participated in, provided more time on projects of interest, and provided students the opportunity to initiate projects of interest at least

once a week. Additionally, many sites offered students the opportunity to assume jobs and responsibilities related to running the program.

Eighty sites (80.8%) had at least one staff member responsible for academic programming, an improvement from the previous two years. Most individuals who assumed the responsibility of academic programming were either full-time or part-time staff members. **All except for one site offered homework help most days of the week, and 90 sites (90.9%) offered some form of remedial assistance to students who required it.** Remedial assistance was offered through a number of strategies, the most common being communication with school day staff and one-on-one and small group tutoring with a certified teacher. Additionally, over half of the sites reported using specific curricula for academic programming: 82 sites (82.8%) for reading, 69 sites (69.7%) for math, and 62 sites (62.6%) for science.

Parent and Family Involvement

A major focus of the 21st CCLC program is to improve parent and family engagement. In order to accomplish this goal, most sites had a parent/family coordinator (n=60 sites, 60.6%). The strategies used to communicate with parents and families varied greatly between sites, but the most common were relaying information through the participant (92.9%), talking with parents over the phone (89.9%), and meeting with parents individually (68.7%).

In addition to maintaining communication with parents and families, programs also strived to offer a variety of parent and family events. The most commonly held events included social events, workshops for parents, and family literacy events. The least commonly held events were adult education programs and parents serving on an advisory council.

Relationships with Schools

Eighty-five sites (85.8%) reported having good or excellent relationships with their partner school(s).

Overall, the majority of programs discussed homework assignments (74.8%), the needs of individual students (74.8%), and the use of space and resources (67.7%) on at least a weekly basis with school day staff. These topics were most commonly discussed during in-person meetings between after school program staff and school day staff, but they were also frequently discussed through emails and written communication delivered through the participating students.

Although the majority of sites reported a high quality relationship with their partner school(s), some sites reported major and minor challenges. The most commonly reported major challenge was access to space at the after school site, but it is important to keep in mind that only 6.1 percent of sites reported this as a major challenge. The most commonly reported minor challenges were access to space at the after school site and commitment/support from school day staff.

Staffing and Professional Development

The average site had about 17 staff members, with 45.2 percent of program staff having been with the site for more than two years. The majority of sites (n=71, 71.7%) held staff meetings on at least a monthly basis and provided both professional development and support services to staff. The professional development and support offerings varied by site, but **over half of the sites indicated covering the 14 professional topics provided on the end of the year survey at least once throughout the school year.**

Program Improvement Initiatives

The most common forms of program improvement information were provided by site staff, school day teachers, and formal feedback from participants. Sites were least likely to rely on information provided through the quality advising process and results of program evaluations as a source of information for program improvement. **The most commonly cited areas for improvement included parent and family programming and academic programming.**

Performance of 21st CCLC Program Participants

On both the CMT and CAPT, 21st CCLC participants achieved lower proficiency rates on the Reading, Math, Writing, and Science sections compared to students in the same 21st CCLC districts and students statewide. Additionally, 21st CCLC participants who completed the CMT had lower proficiency rates in Reading and Math than 21st CCLC students who completed the CMT in the preceding year. Writing CMT scores remained unchanged, and Science scores improved over the preceding year. Twenty-first CCLC participants who completed the CAPT scored lower on the Reading and Writing sections, remained unchanged on the Math section, and showed improvement on the Science section as compared to 21st CCLC participants who took the CAPT in 2011-12.

Twenty-first CCLC participants attended school significantly more often than students in 21st CCLC districts and statewide. However, their attendance rate was somewhat lower than in the preceding year.

The percentage of 21st CCLC participants with one or more disciplinary infractions was significantly lower than students in the 21st CCLC districts, but significantly higher than students statewide. There was an increase in the percentage of 21st CCLC participants with at least one disciplinary infraction compared to the previous year. Twenty-first CCLC participants also had a significantly **lower average number of disciplinary infractions per student than students in the 21st CCLC districts and students statewide.** However, there was an increase in the average number of infractions per 21st CCLC student compared to the previous year.



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Introduction

This report presents the results of an evaluation of the 21st Century Community Learning Centers (21st CCLCs) operating in Connecticut during the 2012-13 academic year (July 2012 to June 2013). The 21st CCLC program was established by Title IV of the *Elementary and Secondary Education Act* and in 2001 was expanded through the *No Child Left Behind Act*. The purpose of the 21st CCLC program is to fund centers that provide students with academic enrichment and other activities designed to complement learning. The centers also are expected to serve students' families by providing a safe place for children during out-of-school hours and by offering families literacy and related educational development activities. The specific purposes of 21st CCLCs are to:

- (1) Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics;
- (2) Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- (3) Offer families of students served by community learning centers opportunities for literacy and related educational development.

Elementary and Secondary Education Act, Part B, Sec 4201

Beginning in 2002, the Connecticut State Department of Education (CSDE) has now funded eleven cohorts of 21st CCLC programs. The CSDE awards 21st CCLC funding to local educational agencies, regional educational service centers, and community-based organizations, as well as combinations of these entities. To reach the intended target population for the 21st CCLC initiative, the CSDE requires that 21st CCLC grants serve students attending schools with a high concentration of low-income students, defined as schools where at least 40.0% of the student population qualifies for free or reduced priced lunch. Grants support five years of operation, and annual grant amounts range from \$50,000 to \$200,000.

To evaluate 21st CCLC programs operating in 2012-13, the CSDE worked with the University of Connecticut's Center for Applied Research in Human Development (CARHD). The purposes of CARHD's evaluation were to describe 21st CCLC services delivered in Connecticut during 2012-13 and assist the CSDE with monitoring and improving the quality of 21st CCLC programs. Three separate sources of data were utilized to complete this report. As part of their grant requirements, 2012-13 sites were required to report program-wide and individual participant data to CSDE through an online data management system (*AfterSchool21*). Sites also were required to complete an End of Year Report (EYR). The EYR was developed in consultation between the CARHD, CSDE, and the Capital Region Education Council (CREC). It was designed to collect detailed information about how 21st CCLC services were delivered during 2012-13. Grantees were instructed to select someone who was "on the

ground" *at each site* to complete the EYR. Although sites operated by the same grantee may share certain characteristics, sites generally differ in the activities they offer or in the attendance patterns of their participants. Furthermore, the CSDE required that both ongoing and year-end data reporting be carried out separately for each site. The third source of data was the Connecticut State Department of Education data base which collects information on students' scores on the Connecticut Mastery Test (CMT) or the Connecticut Academic Performance Test (CAPT), school day attendance, and in-school disciplinary infractions.

This evaluation report contains eleven sections. The first two describe Connecticut's 21st CCLC sites and the participants that they served. Sections three through six focus on sites' programming and their partnerships with parents, schools, and community organizations. Section seven summarizes 21st CCLC sites' staffing practices and professional development. The eighth section addresses programs' quality monitoring and improvement activities, and the ninth section discusses sites' use of positive behavior interventions and supports. The tenth section provides information concerning the three performance indicators of interest to the state: academic achievement, school day attendance, and school day behavior. In order to describe these three performance indicators, statistical tests were used to evaluate differences between the 21st CCLC participant group, the student population in the same 21st CCLC districts, and the general public school population in Connecticut. At the time of this report, comparison data for academic achievement was available for the 2012-13 school year, but only comparison data from the 2011-12 school year was available for school day attendance and school day behavior. Therefore, it should be noted that comparisons between 21st CCLC participants, students in 21st CCLC districts, and students statewide for both school day attendance and school day behavior were cross-year comparisons. The final section of the report offers conclusions regarding the evaluation results and recommendations based on evaluation findings.

Section One:

Overview of Connecticut's 21st Century Community Learning Centers

During the 2012-13 grant period, the Connecticut State Department of Education funded 32 grantees operating 98 sites throughout the state. Table 1 (right) lists the number of grantees and sites funded in each district. Figure 1 (bottom of page) shows grantee locations across the state.

Of the 98 sites funded for the 2012-13 school year, 75 sites (76.5%) were operated by a school district, 21 sites (21.4%) were operated by a community-based organization, one site (1.0%) was operated by a city agency, and the last site (1.0%) was operated by a municipal agency. Overall, 91 sites (91.9%) were located at a school.

Forty sites (40.8%) reported serving elementary school students, 30 sites (30.6%) reported serving K-8 students, 21 sites (21.4%) reported serving middle school students, and 10 sites (10.2%) reported serving high school students. (Site coordinators were allowed to choose all categories that applied, so percentages can sum to more than 100).

Note regarding terminology: For the purposes of this report, physically separate locations are referred to as 'sites,' and the term 'grantee' is used to refer to the entity that is responsible for the management of the grant. The terms 'program' and 'center' are used interchangeably with the term 'site.' Later sections of this report will use the term 'site coordinator' to describe the staff person who completed the site's EYR. The 'target number' refers to the number of youth the site planned to serve daily. The expectation is that the number of youth who attend consistently will approach or exceed this target number. CT 21st CCLC grant guidelines state that 21st CCLCs should not operate as drop-in programs.

Table 1. 2012-13 grantees and sites by district

District	Grantees	Sites
Ansonia	1	3
Bridgeport	1	14
Bristol	1	1
CREC	1	1
CT Tech H.S.	1	1
Danbury	1	3
E. Hartford	1	6
Hartford	6	10
Manchester	1	3
Meriden	3	6
Middletown	1	2
New Britain	3	5
New Haven	2	13
New London	1	1
Norwich	1	6
Stamford	4	5
Waterbury	1	12
W. Hartford	1	2
Windham	1	4
TOTAL	32	98

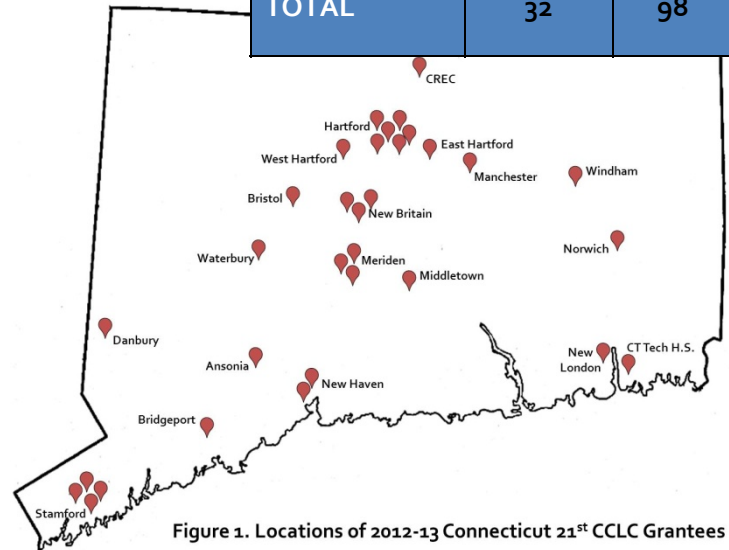
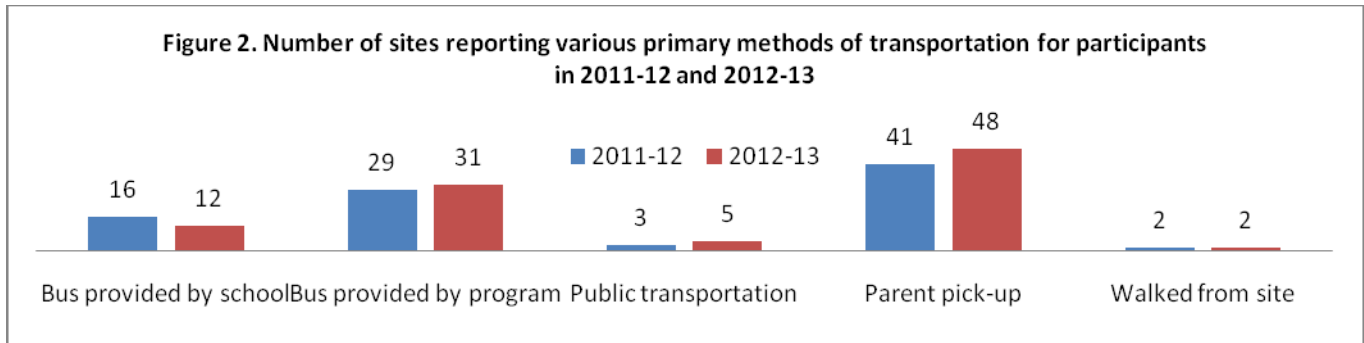


Figure 1. Locations of 2012-13 Connecticut 21st CCLC Grantees

General Site Operations

Transportation from the Site

Site coordinators were asked how most participants traveled home from the site. Figure 2 (below) summarizes their responses. Similar to the 2011-12 school year, **the most common form of transportation home was parent pick-up (n=48, 49.0%),** followed by bus transportation provided by the program (n=31, 31.6%) or school (n=12, 12.2%).



Snacks

Promoting overall participant wellness is a goal of the 21st CCLC programs, and nutrition is a vital component of achieving this goal. Offering snacks is one way in which the 21st CCLC programs promote wellness.

Funding Source	# of sites (% of sites)
National School Lunch Program – After School Snack	31 (31.6%)
Program Funds	27 (27.6%)
Federal Reimbursement	23 (23.5%)
Children Bring Their Own Snacks	7 (7.1%)
School Funds	7 (7.1%)
Child and Adult Care Food Program – At Risk After School Meals, Supper	2 (2.0%)
Snacks Donated	1 (1.0%)
School Breakfast Program	1 (1.0%)
Child and Adult Care Food Program – At Risk After School Meals, Snack	1 (1.0%)

Eighty-seven sites

(88.8%) offered snacks for participants. However, this percentage was slightly lower than in the preceding (2011-12) year when 95.5 percent of sites offered snacks for participants. Utilizing the National School Lunch Program – After School Snack Program, program funds, or receiving federal reimbursement were the most common sources of funding. Table 2 (above) shows the number and percentage of sites utilizing each funding source for snacks.

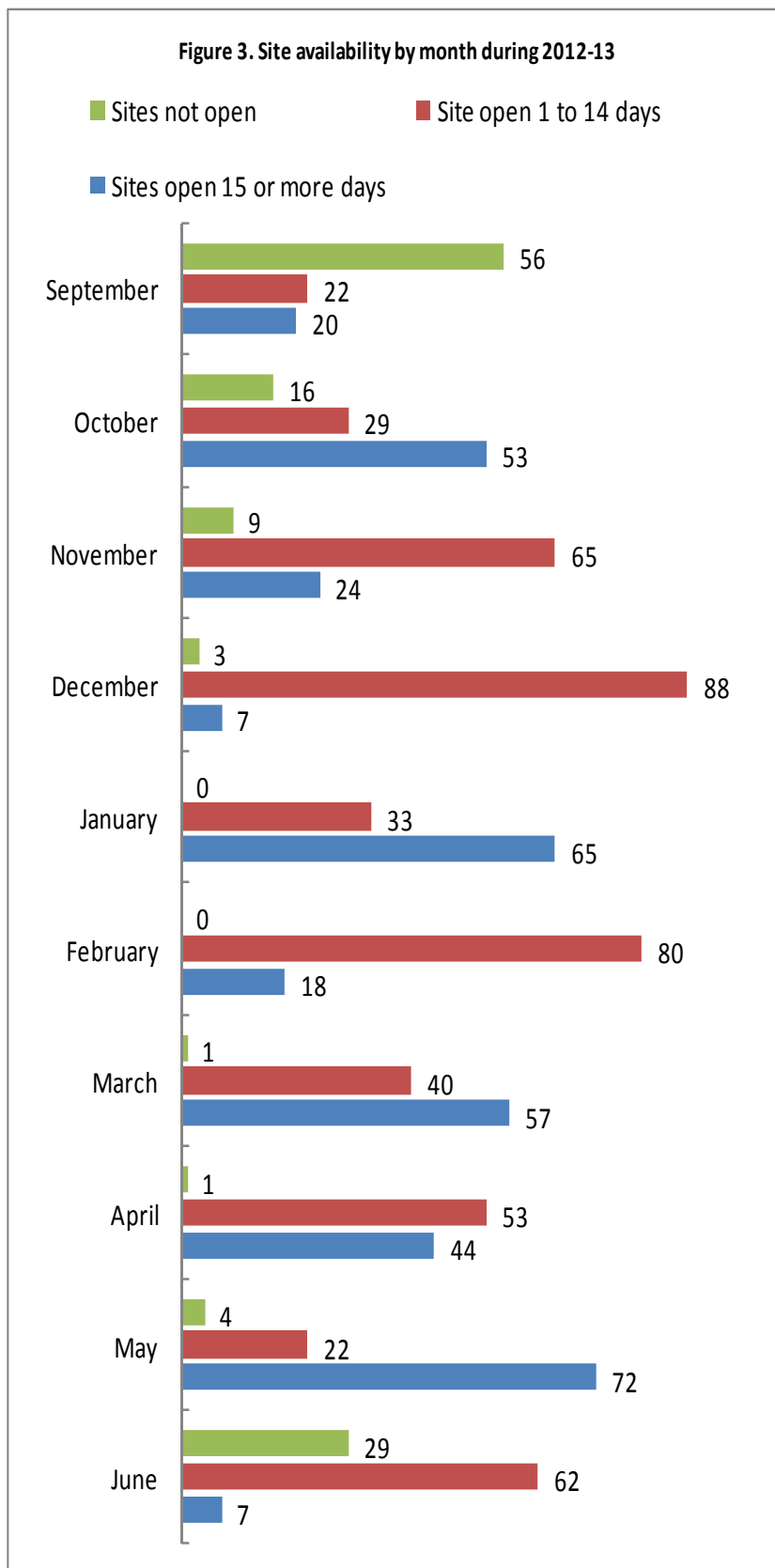
Site Availability during the Academic Year

All programs reported being open at least three days a week during the 2012-13 school year, an increase from the 2011-12 school year, with the majority of sites open four (n=30, 30.6%) or five days a week (n=57, 58.2%). The average site was open for 124 days (range: 50 to 227 days) during the school year for a little under 12 hours a week (range: 3 to 24 hours). All sites were open after school, with 13 sites (13.3%) open before school and 1 site (1.0%) open on weekends.

Figure 3 (right) shows the availability of Connecticut 21st CCLC sites over the course of the school year. Slightly under half of the sites (n=42, 42.9%) were open in September. Most (n=82, 83.7%) were open in October. January and May were the months most programs achieved full availability. At least 66.3 percent of programs (65 or more sites) were open 15 days or more during those months.

Summer Programming

Thirty-seven sites (37.8%) offered programming during the summer of 2012, compared to 35 sites (38.5%) in 2011 and 45 sites (47.4%) in 2010. On average, sites were open a little under 5 days a week (with a range of 3 to 6 days) for summer programming. The average site reported being open 6.1 hours per



day (with a range of 3 to 16 hours). The average number of hours a site was open per day was similar to the summers of 2010 and 2011 when the average site was open 5.8 and 6.2 hours per day, respectively.

Vacation Programming

Sixteen sites (16.3%) offered vacation programming during 2012-13, compared to six sites (6.6%) during 2011-12 and eight sites (8.4%) during 2010-11. On average, the sites offered a little over 4 days of vacation programming during the academic year with a range of 1 to 14 days. The average site was open for 4.7 hours per day of vacation programming with a range of 2 to 10 hours.

Participant Attendance Patterns Across Sites

Federal 21st CCLC guidelines have established that individuals who attend 30 days or more of after school programming during a school year are considered participants. During 2012-13, 7,396 students met this requirement. The data presented in this and subsequent sections are based on this group of students. In order to assess attendance patterns, three metrics were used: average daily attendance, average individual student attendance rates at the site, and percent of participants attending at least 60 percent of the site's available days. All of these metrics reflect site-level attendance patterns. Individual student attendance patterns are discussed in Section Two of this report.

Average Daily Attendance

Average daily attendance (ADA) compares the number of youth attending a site on a given day with that site's target number of students to be served¹. **The overall average ADA across all sites was 84.7 percent.** Compared to last year's overall average ADA across sites of 102 percent, sites in 2012-13 had lower ADA. This was likely due to a decrease in the number of sites with exceptionally high ADA.

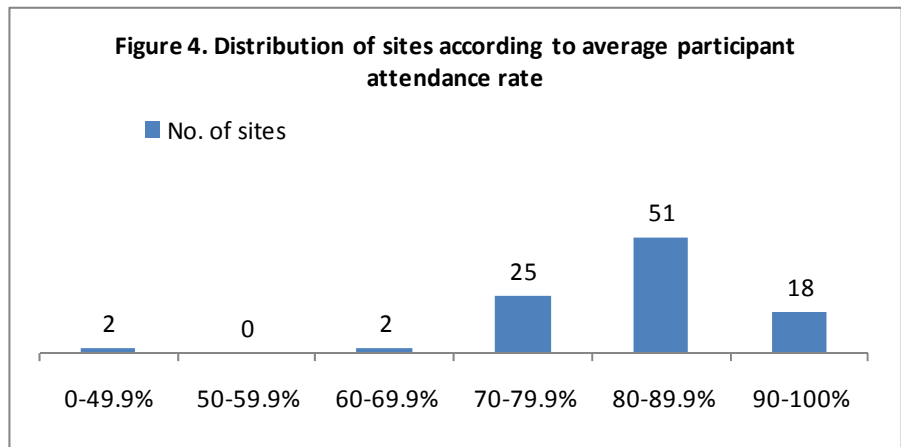
According to CSDE guidelines, 21st CCLC sites are expected to maintain a minimum of 60 percent ADA. In other words, each site is expected to have at least 60 percent of their targeted number of student participants in attendance on any given day. The 84.7 percent ADA average across all sites indicates that, overall, **sites exceeded the 60 percent target. Sites had a range of ADA from 29.0 to 154.0 percent, indicating that there were a number of programs that served a greater number of students than they originally targeted to serve, but that there was also a great deal of variability in attendance patterns across sites.**

Average Participant Attendance Rate

ADA is useful in helping us examine how successful sites are at serving their targeted number of participants on a daily basis, but sites differ in the number of days they are open, and at many sites participants register for only a portion of available program days. Therefore, it is important to examine how often participants attended relative to the number of days for which they were registered. In other words, **how successful were sites in having participants attend on days they were registered to attend?**

Average participant attendance rate was calculated for each participant by dividing the number of days he or she attended the program by the total number of days he or she was registered to attend during the 2012-13 school year. To obtain a site-level metric of average participant attendance rate, these individual percentages were averaged across all participants at

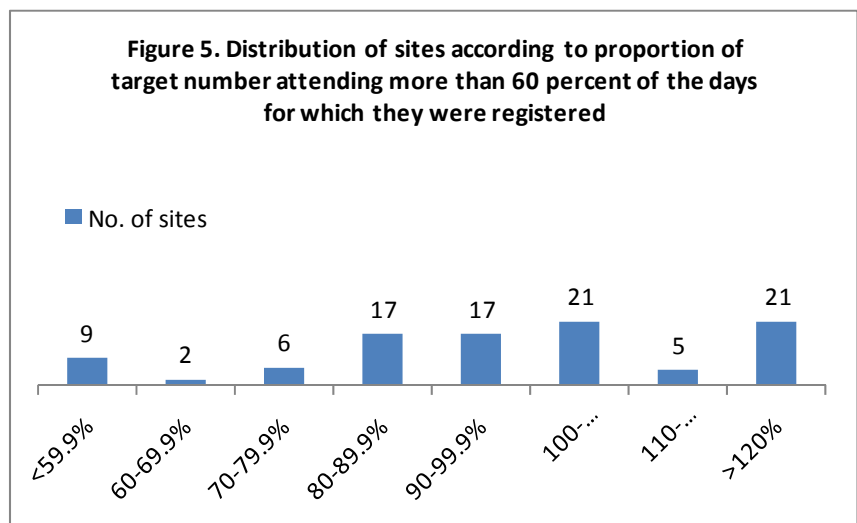
each site. **At the site level, the average participant attendance rate was 83.4 percent, and it ranged from 44.5 to 98.4 percent.** Figure 4 (above) shows the distribution of sites in terms of their average participant attendance rate.



Much like ADA, the CSDE has also set out guidelines for average participant attendance rate. Specifically, CSDE established a target of 60 percent for this metric. Therefore, sites should strive to have students attend at least 60 percent of the days for which they were registered. Only two sites did not attain or exceed this target. The vast majority of sites (n=87, 88.8%) had average participant rates between 75.0 and 98.4 percent. This suggests that almost all of the sites are succeeding in having participants attend most of the days for which they are registered.

Proportion of Target Number of Students Attending at Least 60 Percent of Registered Days

Finally, the last attendance metric examined was the proportion of participants at each site, relative to that site's target number, that attended at least 60 percent of days (the target set by the CSDE). In other words, **how successful were sites in having their target number of students attend at least 60 percent of the days for which they were registered?** This shows not only whether students are attending regularly, but also if the number of students attending regularly is



comparable to the site's target number.

This metric was calculated using a two-step process. First, the total number of students whose individual rate of attendance was over 60 percent was computed for each site, and then, this number was divided by the site's target number. **Across all sites, the average was 96.3 percent, and it ranged from 0 to 170.1 percent.** Figure 5 (previous page) shows the distribution of sites in terms of this percentage.

Subgroups of sites appear to be doing extremely well in having their target number of students attend regularly. Indeed, 47 sites had more than their targeted number of students attending over 60 percent of the time. In other words, these sites were serving more students than they planned to serve and these students were attending more than 60 percent of the time. A subgroup of sites was not doing as well, however, and they may benefit from additional training and technical assistance.

Section Two:

Description of Participants and Individual Attendance Rates

The data presented in this section pertain to the students who attended a 21st CCLC after school program during 2012-13.

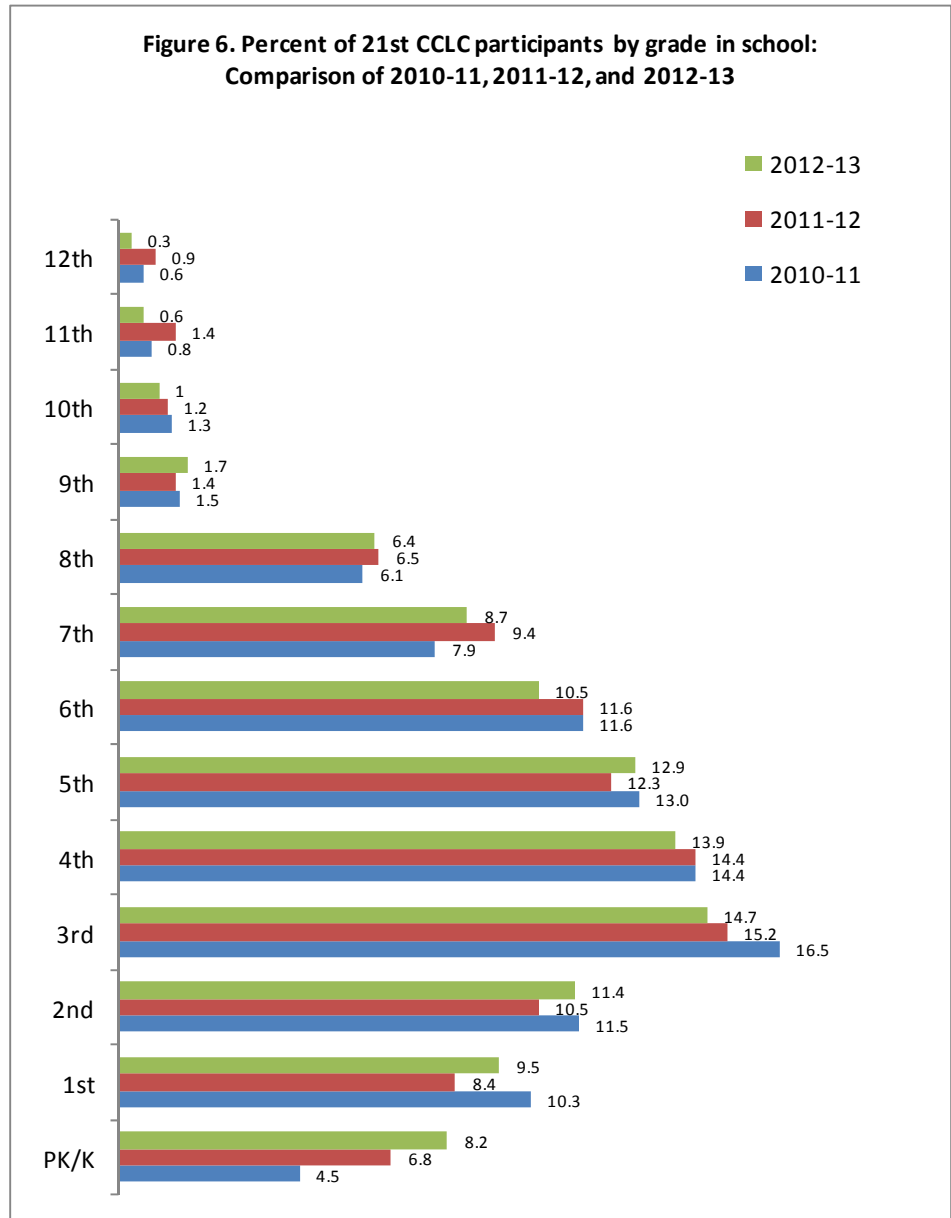
Demographic Information about Participants

Gender

During the 2012-13 school year, 50.5 percent of 21st CCLC participants were female. This percentage is comparable to the percentage of female students who participated in both the 2010-11 and 2011-12 school years (50.7% and 50.2%, respectively).

Grade Level

Twenty-first CCLC programs served students from pre-kindergarten to 12th grade, and information about grade level was available for 7,279 of the participants (98.4%). Figure 6 (right) shows the distribution of participants by grade. As the figure indicates, the highest numbers of participants were in grades 3, 4, and 5. Overall, more elementary school students were served, with far fewer students in high school participating in ASPs during



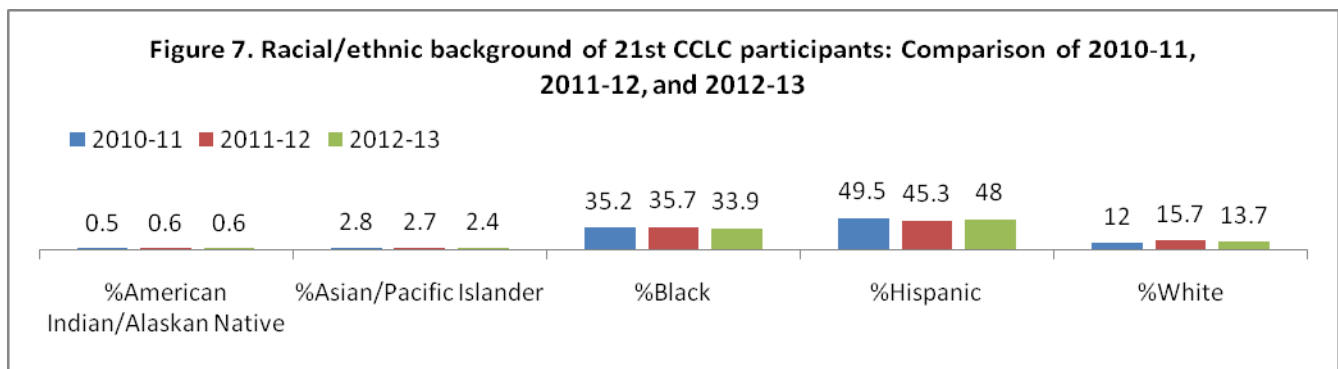
the 2012-13 school year. Overall, there was a slight increase in the percent of students served in the earliest grades and a slight decrease in the percent of high school students served in 2012-13 compared to the previous two school years.

Free/Reduced Lunch Status

Information about students’ eligibility for free/reduced lunch was available for 7,201 of the 7,396 participants (97.4%). The percentage of 21st CCLC participants who were eligible for free/reduced lunch was 88.0 percent. This is comparable to the percentage of students who were eligible in 2011-12 (88.3%) and slightly lower than the percent of students who were eligible in 2010-11 (90.6%).

Racial/Ethnic Background

Information concerning the racial/ethnic background of the students was available for 7,236 participants (97.8%). Figure 7 (below) shows the racial/ethnic background of 21st CCLC participants. The majority of students were Hispanic (48.0%), followed by Black (33.9%) and White (13.7%). The remaining 4.4 percent were American Indian, Alaskan Native, Asian, or Pacific Islander. These percentages were relatively constant over the three-year period.



Individual Rates of Attendance

The rate of attendance was computed for each participant by dividing the number of days he or she attended the site by the total number of days for which he or she was registered and was compared across different demographic characteristics. In the 2012-13 school year, the rates of individual student attendance varied considerably from 20 to 100 percent. **The average participant attended 83.3 percent of the total number of days for which he or she was registered. Girls had a slightly higher attendance rate (83.6%) compared to boys (83.0%), but this difference was not statistically significant². Individual rates of attendance differed based on whether the participant received free or reduced lunch with non-eligible participants attending at a significantly higher rate of 84.5 percent compared to eligible students (83.4%)³. This difference was statistically significant and translates practically into a difference of approximately one program day⁴. Lastly, individual attendance rates differed based on participants’ racial/ethnic background. Black students attended at**

a significantly higher rate (84.5%) than Hispanic/Latino⁵ or White students⁶, whose rates were 82.9 and 82.2 percent, respectively. This translates to differences in program attendance of approximately two and three days, respectively.

Section Three:

Description of Programming for Student Participants

A main purpose of the EYR is to collect detailed information concerning the implementation of 21st CCLC activities and services. The provision of academic, enrichment, and recreational activities and services are central to the mission of the 21st CCLC program. This section is divided into two parts. The first part focuses on how sites engage with participants from a variety of cultural backgrounds and involve youth participants in the design and implementation of their programming. The second part focuses on the sites' academic, enrichment, and recreational programming.

Connecting with Participants from a Variety of Cultural Backgrounds

The EYR included a series of statements about ways in which sites can engage with participants from a variety of backgrounds. Site coordinators were asked to evaluate the degree to which each

statement described the operations at their site on a 5-point scale ranging from "never used at the site" to "almost always used at the site". Figures 8 through 10 (right) summarize site coordinators' responses to a few of the questions asked during each of the last three years.

Overall, there was an increase in the percentage of sites that had interpreters frequently or almost

always available (71.4% in 2011-12 vs. 74.5% in 2012-13), but the percentage of sites offering these services still did not reach the percentage available in the 2010-11 school year. There was not a change in the percentage of sites that reported that their physical space reflected the participants' cultural backgrounds frequently or almost always (73.6% in 2011-12 vs. 73.5% in 2012-13), but this percentage still remained higher than 2010-11 (66.3%).

Figure 8. "The physical space included pictures, books, games, posters, and other materials that reflect the participants and families served by the program"

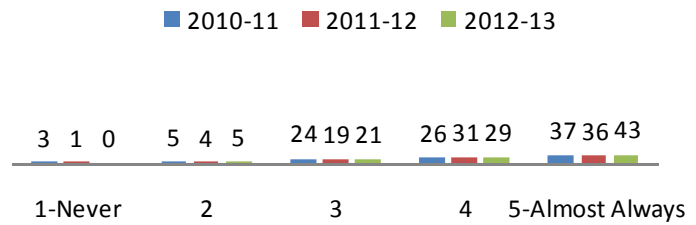


Figure 9. "Written materials related to the program were available in languages other than English"

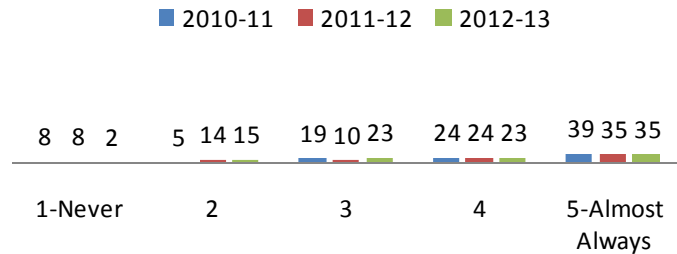
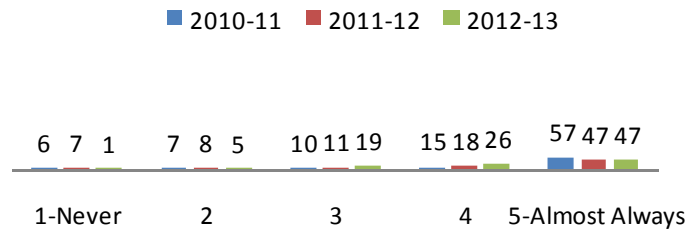


Figure 10. "When necessary, interpreters were available to communicate with students and family members who spoke languages other than English"



Additionally, site coordinators were asked if staff spoke with families and children in their own language. The percentages of programs indicating that this was frequently or almost always common at their site increased each year from 63.1 percent in 2010-11, to 86.8 percent in 2011-12, to 92.0 percent in 2012-13. There was also an increase in the percentage of sites reporting a match between staff and participants' cultural background, with 79.6 percent of sites reporting this to be frequently or almost always true for their site in 2012-13 compared to only 76.9 percent of sites in 2011-12.

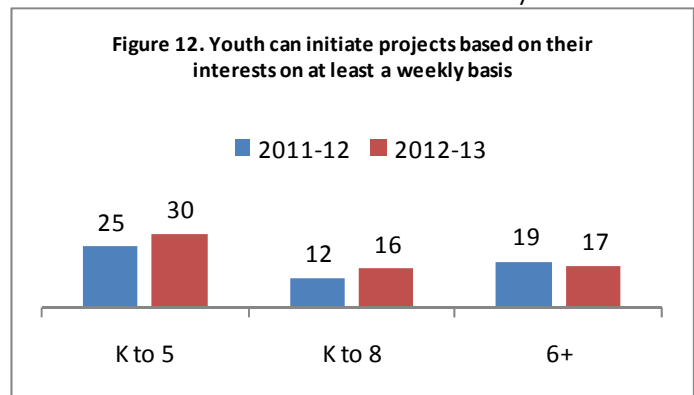
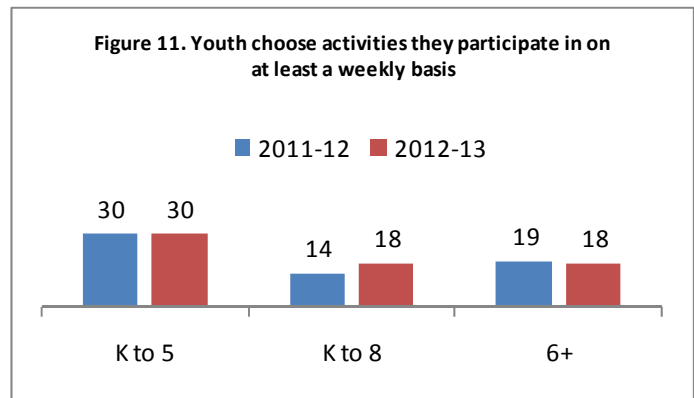
Additionally, 66.3 percent of the sites reported frequently or almost always providing students with opportunities to participate in cultural awareness projects, clubs, programs, or celebrations. This was roughly the same as in 2011-12 when 65.9 percent provided this opportunity. Finally, a smaller percentage sites held cultural diversity events in 2012-13 (48.0%) compared to the previous year (59.3%).

Overall, the results suggest that some sites have made efforts to improve their ability to connect with participants from a variety of cultural backgrounds. Site coordinators in 2012-13 were more likely to report that strategies were utilized frequently or almost always in the operations of their site. This pattern of results may indicate that professional development and quality advising efforts targeting cultural connectedness are continuing to have an effect.

Involving Youth in Program Planning and Implementation

The EYR included five questions about strategies of youth involvement at ASP sites. The results of these questions are meant to assist professional development and quality advising processes to improve youth involvement opportunities in programs. Figures 11 through 13 (right and next page) show the site coordinators' responses to some of these questions. Because the use of various youth involvement strategies generally differ based on the developmental needs of the youth who attend the program, results are presented based on the primary grades served at the site. This allows for analysis of whether programs serving younger or older participants are using different strategies to involve participants.

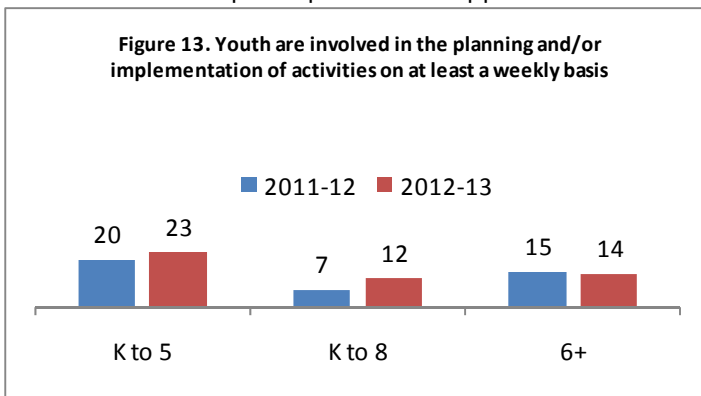
The vast majority of sites (n=85, 86.8%), regardless of the primary age group of youth served, allowed participants to spend time on activities of interest on at least a weekly basis. Additionally, the vast majority of sites (n=77, 78.6%) offered youth the opportunity to assume specific jobs and



responsibilities during activities. However, a substantially higher percentage of sites serving grades K to 5 (82.5%) and grades 6 and above (80.0%) offered this opportunity on at least a weekly basis in comparison to sites serving K-8 (73.4%).

In contrast to last year when sites serving grades 6 and above offered participants more opportunities to choose preferred activities on a weekly basis, this year a greater percentage of sites serving grades K to 5 (75.0%) offered such choices. This may indicate efforts on the part of K to 5 programs to undertake program improvements in this area.

The two most youth-driven strategies covered in the EYR were youth initiation of projects based on their own interests and youth involvement in the planning/implementation of activities.



Overall, 61 sites (62.3%) provided students with the opportunity to initiate projects based on their own interests on at least a weekly basis, and 47 sites (48.0%) allowed students to be involved in the planning or implementation of activities on at least a weekly basis. Here again, a greater percentage of sites serving students in grades K to 5 provided these opportunities to participants (75.0%) compared to sites serving grades K to 8 (53.3%) and sites serving grades 6 and above (56.7%). This trend was also different from the previous school year, where sites serving grades 6 and above were more likely to incorporate both of these opportunities into their programming on at least a weekly basis.

Overall, these findings suggest that a majority of sites do offer youth the opportunity to be involved in the initiation and planning of activities on at least a weekly basis. However, these findings do portray an interesting pattern with a higher percentage of sites serving youth in grades K to 5 providing these various opportunities on at least a weekly basis.

Academic, Enrichment, and Recreation Programming

Staff Oversight of Academics

During the 2012-13 school year, 79 sites (80.6%) reported having at least one staff member responsible for academic programming, an increase from the 2011-12 school year (n=64 sites, 70.3%). Of the sites that had a staff member responsible for academic programming, most reported that these individuals worked full-time (29 sites, 36.7%) or part-time (31 sites, 39.2%). Table 3 (previous page) summarizes

Position	# of sites (% of sites)
Full Time	29
Part Time	31
Consultant (as-needed)	6
Other	13

these findings. The remaining 13 sites noted that the individual(s) responsible for academic programming held another primary role in the program. These roles included site coordinator (n=6), certified teacher (n=5), certified staff (n=2), and a principal (n=1). Additionally, three sites reported that academic programming was a team effort.

General Academic Programming

The following sections describe academic programming in 21st CCLC programs.

Sites' Use of Academic Curricula

Site coordinators were asked to mark any of the curricula used as a part of their academic programming included on a comprehensive list.

Compared to the previous school year, there was an increase in the use of curricula in academic programming. A total of 87 sites (88.8%) reported using at least one curriculum in 2012-13 compared to 67 sites (73.6%) in 2011-12.

Reading and Literacy Programming

Eighty-one sites (82.7%) reported using at least one reading curriculum, compared to 74 sites (81.3%) in 2011-12. Site coordinators chose from 25 different reading curricula. The most commonly used curricula are shown in Table 4 (right). Another 17 reading/literacy curricula were mentioned by sites between 1 and 8 times.

Math Programming

Sixty-eight sites (69.4%) reported using at least one math curriculum during 2012-13 compared to 68 sites (74.7%) in 2011-12. The most common ones are shown in Table 5 (right). An additional 12 math curricula were mentioned by sites between 1 and 6 times.

Science Programming

The percentage of sites reporting the use of at least one science curriculum during 2012-13 (62.2%) was slightly lower than the percentage of sites in 2011-12 (68.1%). The most commonly identified curricula are shown in Table 6 (above). All eight science curricula listed in the EYR were mentioned by at least one site.

Name	# of sites
Readers Theater	22
Lexia	21
Kidz-Lit	18
Readers Workshop	14
Read 180	13
Raising Readers	8

Name	# of sites
Kidz-Math	21
Fastt Math	15
Everyday Math	13
CT Invention Convention	9
Math Counts	7

Name	# of sites
Hands on Science	13
CT Invention Convention	11
Mad Science	9
Little Scientists	8
Science Explorer	8
Kidz-Science	8

Academic Support Programming

Because a primary aim of the 21st CCLC programs is to provide academic opportunities to aid students in meeting academic achievement standards in core academic subject areas, the 21st CCLC programs are expected to offer homework help and remedial assistance. Programs' approaches to providing these essential services are described below.

Homework Help

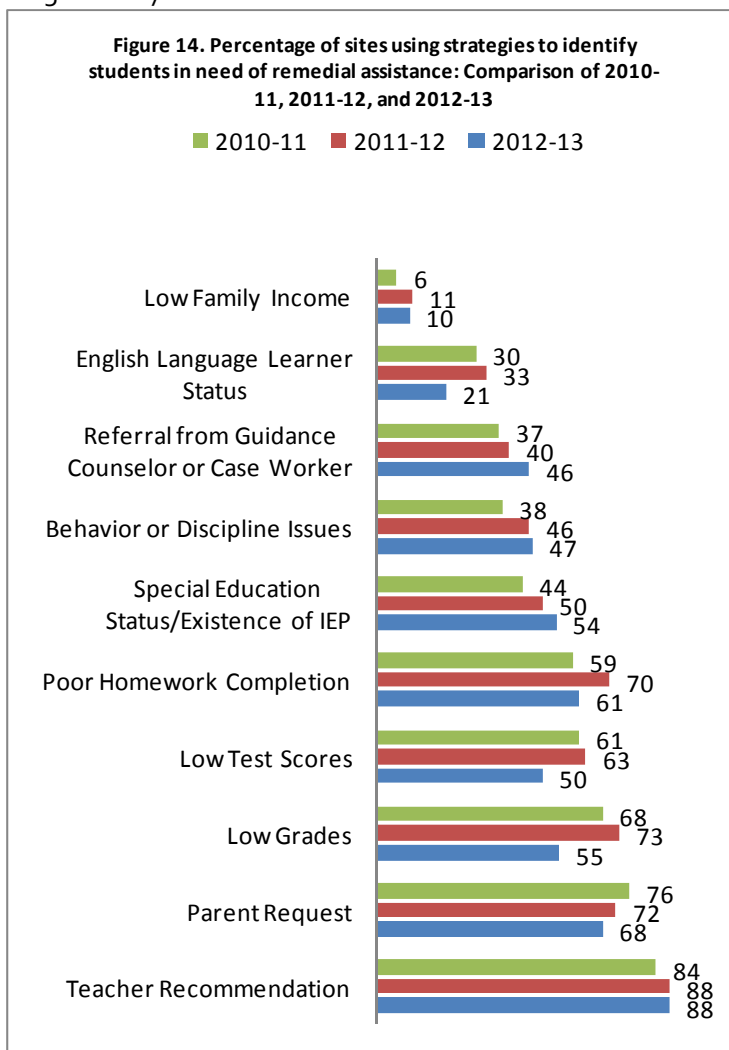
Research has demonstrated that students' homework completion plays a critical role in their academic success (Cooper, Robinson, & Patall, 2006). **All except one site offered homework help to participants, and the majority of sites offered homework help every day (88 sites, 89.8%).** For most sites, homework help was required for *all* participants (n=90, 91.8%). On average, it lasted for 47.9 minutes per day (with a range between 20 and 180 minutes). Ninety sites (98.0%) spent between 30 and 60 minutes a day on homework help. These percentages were all higher than those in the preceding school year.

Site coordinators reported that, on average, about three certified teachers were directly involved with homework help on a daily basis (with a range from 0 to 10). At the average site, one or two staff members supervised about 18 students during homework help time (with a range of 1 to 7 staff members and 1 to 100 students).

Remedial Assistance

Eighty-nine sites (90.8%) indicated that they offered remedial assistance. This percentage is slightly lower than what was reported for the 2011-12 school year. An average of 25.9 percent of students received remedial assistance; however, this varied considerably across sites with a range from 0 to 100 percent.

Site coordinators were asked how they identified students in need of remedial assistance at their site. Figure 14 (right) shows the percentage of sites using each strategy during the 2010-11, 2011-12, and 2012-13 school years. There were some notable differences in



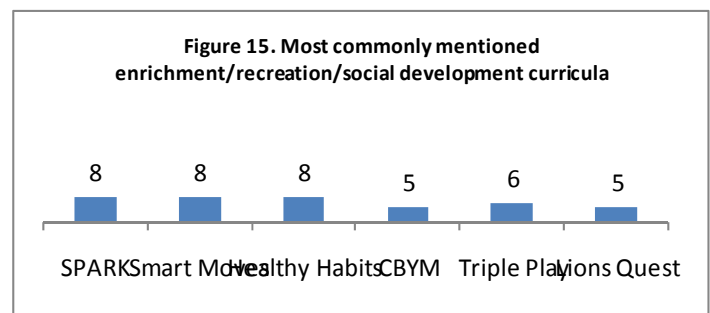
the strategies used in 2012-13 to identify students in need of remedial help. Specifically, parent requests, low grades, low test scores, and English Language Learner status were less frequently used, while special education status/existence of an IEP, behavioral or discipline issues, and a referral from a guidance counselor or case worker were more common. The use of teacher recommendations remained the most common strategy across all three years.

Site coordinators were also asked to report the three primary strategies used to address participants’ needs for remedial assistance. Table 7 (below) shows the number and percentage of sites that identified each strategy as one of their three primary strategies used. The most common strategies used were communicating with school staff regarding student needs and progress, small group tutoring with a certified teacher, and one-on-one tutoring with a certified teacher.

Strategy	# of sites (% of total)
Communicating with school staff regarding student needs and progress	69 (70.4%)
Small group tutoring with a certified teacher	56 (57.1%)
One-on-one tutoring with a certified teacher	42 (42.9%)
One-on-one tutoring with other paid staff	38 (38.8%)
Small group tutoring with other paid staff	35 (35.7%)
Use of data (for example, grades or CMT scores) to identify student needs	33 (33.7%)
One-on-one tutoring with volunteers	12 (12.2%)
Small group tutoring with volunteers	10 (10.2%)
Referral to other services (for example, Supplemental Education Services)	10 (10.2%)
None of these	4 (4.1%)

Recreation, Enrichment, and Social Development Programming

In addition to academic programming, 21st CCLC grantees must provide a broad array of additional activities and services including recreation and enrichment programming. Enrichment activities may include arts-related programming, entrepreneurial education, and character education, such as programming focused on participants’ social and emotional development. These activities should reinforce and complement the regular academic program of participating students. Seventy sites (71.4%) reported using at least one enrichment, recreation, or social development curriculum. Figure 15 (above) shows the most popular curricula used.



Section Four:

Parent and Family Programming

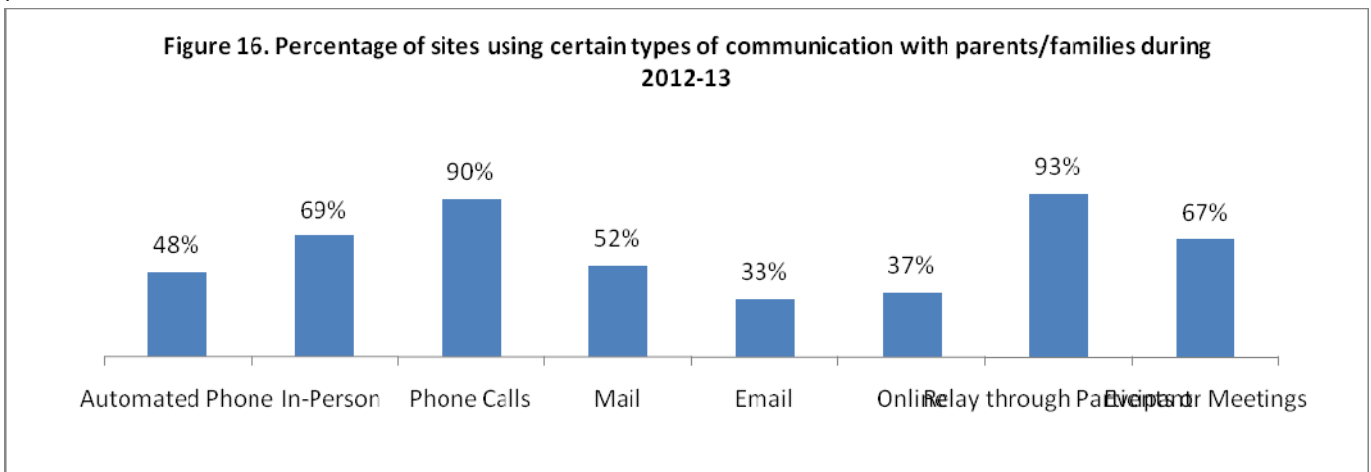
An additional aim of the 21st CCLC program is to involve students' parents and families in their events and activities. The 21st CCLC legislation explicitly requires sites to provide families with "opportunities for literacy and related educational development" (Elementary and Secondary Education Act). In order to meet this requirement, programs should provide direct services to parents (e.g. family literacy activities, opportunities for parent educational development) and promote parents' involvement in both their children's school and the after school program. The importance of this aspect of programming is reflected in the fact that Connecticut 21st CCLCs are required to allocate a portion of their budget for this purpose.

Parent and Family Coordinators

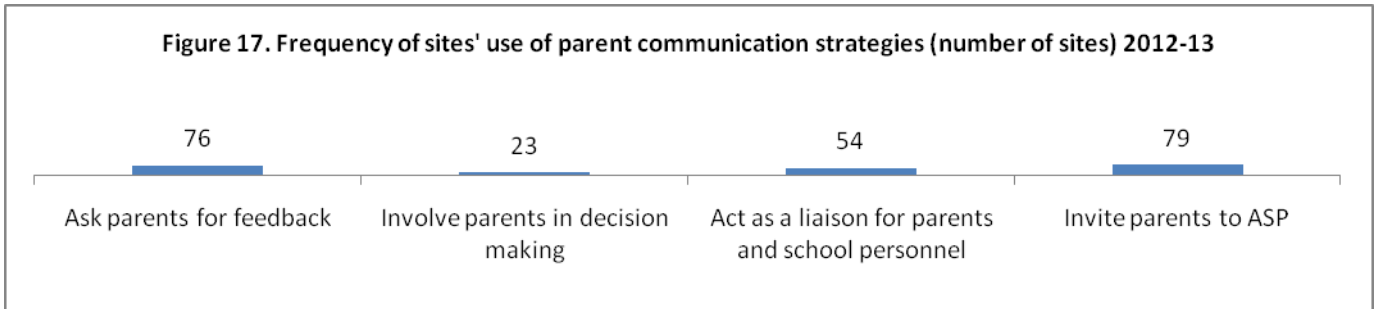
Sixty sites (61.2%) had a specific person responsible for parent and family involvement ("parent/family coordinator"), a slight increase over 2011-12 (59.3%) and 2010-11 (61.1%).

Communicating with Parents and Families

Site coordinators indicated which strategies they used to communicate with parents about the program. Figure 16 (below) shows the percentage of sites that used various strategies during 2012-13. The most common strategies used were relaying information through the participant and talking to parents over the phone. Over half of participating sites also spoke to parents in person, mailed pertinent information to parents, and held events or meetings for parents. Due to changes in the EYR survey concerning communication strategies, direct comparisons with previous school years cannot be made. However, overall trends appear to be similar to past years.

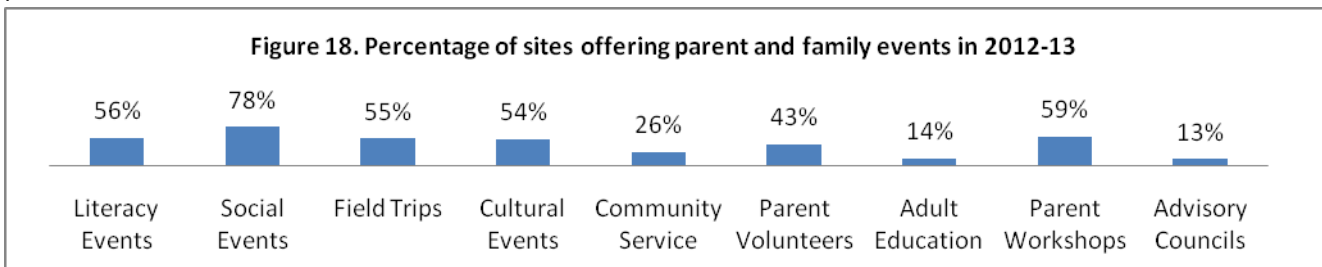


This year's EYR asked site coordinators to select all the strategies they utilized to involve parents and families. Figure 17 (below) shows the frequency of sites using each involvement strategy. The most commonly used strategy was inviting parents to the after school program, followed closely by asking parents and family members for feedback about programming. About half of the sites acted as a liaison for the parents with the school. The least utilized strategy was involving parents in decision-making. Three sites described other ways they engaged parents and families, and these included holding family fun nights, having parents teach various programs, and working closely with the PTO and School's Leadership Team to ensure family engagement. Again, direct comparisons with previous school years cannot be made due to changes in the survey questions. However, the general trends appear to be similar.



Events for Parents and Families

Site coordinators were asked what parent or family events the program offered throughout the school year. Figure 18 (below) displays the percentage of sites that held each kind of parent or family event. It should be noted that site coordinators were asked to select all events that they held, so the percentages may add up to more than 100. The most commonly held event was sponsoring social events. Holding workshops for parents was second and a family literacy event was the third most common event. The least held events were adult education workshops and having a parent advisory council. Again, general trends were similar to past years.



Parent and Family Funding from the 21st CCLC Grant

Each site is specifically provided funding for parent involvement, and sites coordinators have been asked about this in each of the past three years. In 2012-13, five sites (5.1%) indicated that they did not use these funds during

the school year. Table 8 (next page) compares how sites allocated funding each year. Two new categories were added to the 2011-12 report, so this information is not available for the 2010-11 school year.

On-Site Events for Families

Most sites (n=87, 88.8%) used these funds to provide activities and events for families at the ASP site. Common on-site events for families included family holiday events, student showcases, and family fun nights.

Parent-Only Events

A third of sites (n=33, 33.7%) used the funds to provide parents-only events. The majority of parent-only events were parent workshops focused on parents' role in their children's lives. Workshops focused on topics such as positive parenting, health and nutrition, and the college admissions process.

	2010-2011 # of sites (% of total)	2011-2012 # of sites (% of total)	2012-2013 # of sites (% of total)
On-site events for families	66 (69.5%)	76 (83.5%)	87 (88.8%)
Parent-only events	36 (37.9%)	32 (35.2%)	33 (33.7%)
Off-site events for families	20 (21.1%)	30 (33%)	45 (45.9%)
Materials and supplies	18 (18.9%)	49 (53.8%)	60 (61.2%)
Family literacy activities	--	45 (49.5%)	46 (46.9%)
Adult education	--	13 (14.3%)	9 (9.2%)

Off-Site Events for Families

Forty-five sites (45.9%) utilized the parent and family involvement funds to sponsor off-site events for families. These events included field trips to places like the zoo or out-of-state colleges and volunteering at local community organizations.

Materials and Supplies

Over half of the sites (n=60, 61.2%) used funds to purchase general materials and supplies (rather than supplies for specific events) like books and magazine subscriptions.

Family Literacy Activities

Nearly half of the sites (46.9%) hosted family literacy nights to increase family and parent involvement. A number of sites used the funds to provide the Lee Y Seras literacy series to parents and families of student participants.

Adult Education

Funds were used to offer adult education at 9 sites (9.2%) during the 2012-13 school year.

Section Five:

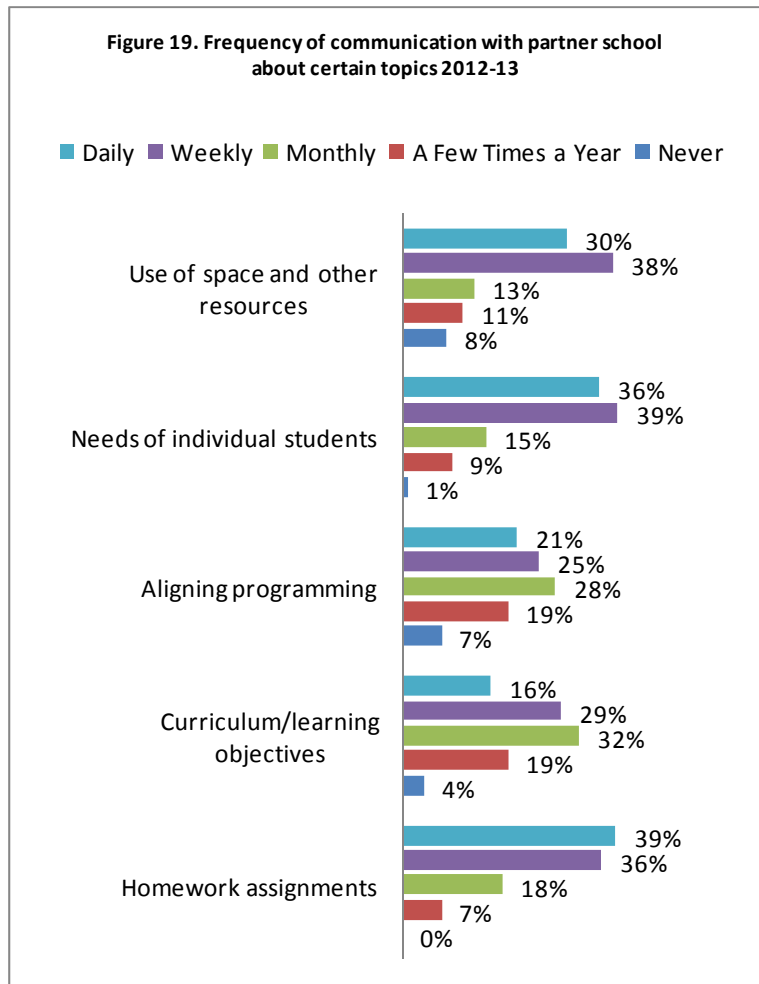
Relationships with Partner Schools

A primary goal of the 21st CCLC program is to provide students in under-resourced schools with academic programming that is aligned with the learning objectives in core academic subjects and enrichment opportunities that complement school day learning (U.S. Department of Education, 2003). In order to achieve this goal, grantees are required to submit their grant with at least one partner school to ensure high quality communication between school staff and participants' schools. Although only one partner school is required, some grantees have more than one partner school.

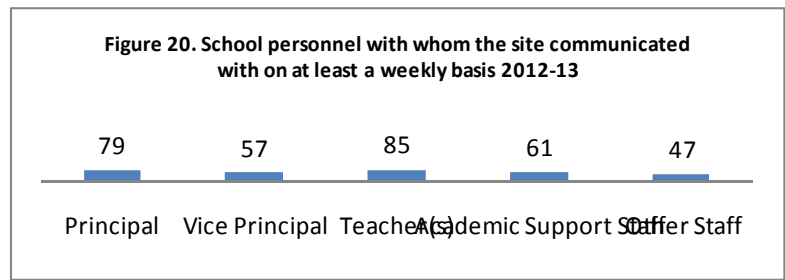
Communication with School Day Staff

Site coordinators were asked how often they communicated with school day teachers about a variety of topics. Figure 19 (right) shows how often each topic was discussed with school day teachers. Over half of the sites reported discussing homework assignments, the needs of individual students, and the use of space and other resources on at least a weekly basis. A little under half of the sites reported discussing program alignment and curriculum/learning objectives on at least a weekly basis. These results are similar to the 2011-12 report.

The EYR also asked for the most commonly utilized communication strategies between school day staff and after-school program personnel. Although all communication strategies were used by at least a quarter of sites on at least a weekly basis, in-person meetings were by far the most commonly utilized strategy with 78 sites (79.6%) reporting its use. Emailing (n=59 sites, 60.2%) was the second and written communication through students (n=57 sites, 58.2%) was the third most commonly utilized strategy. These results are similar to the 2011-12 school year. However, differences in the questions between yearly surveys make direct comparisons impossible.

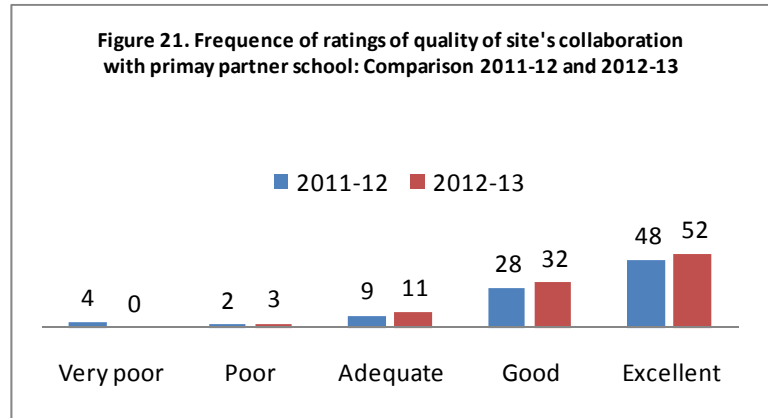


Finally, site coordinators were asked to select how often the site communicated with a variety of school day staff. Figure 20 (right) lists the number of sites that communicated with each person on at least a weekly basis. The majority of sites reported communicating most often with the school day teachers or the school day principal.



Quality of Collaboration with the Partner School

Site coordinators were asked to rate the quality of their site's relationship with school day staff (Figure 21, right). The vast majority (n=84, 85.8%) rated their collaboration as excellent or good. This was an increase from 2011-12 where 83.5 percent of site coordinators rated the collaboration as good or excellent, but a slight decrease from 2010-11 (86.3%). Similar to last year, very few sites seemed dissatisfied with the relationship.



Challenges to Maintaining Positive Relationships with the School

Based on the open-ended responses in the 2011-12 report, site coordinators were asked to identify which areas were major or minor challenges to maintaining positive relationships with their partner school(s) during 2012-13. Table 9 (next page) shows the percentage of sites reporting each area as a major or minor challenge. Less than seven percent of sites reported any area as being a major challenge. Access to space at the after school site was the most commonly reported minor challenge (28 sites, 28.6%) and the most commonly reported major challenge (6 sites, 6.1%). The consistency of expectations of students between school day and after school staff was also a commonly reported minor challenge (n=25, 25.5%).

Differences in Expectations

Some site coordinators provided additional open-ended comments to describe the challenges they reported in Table 9 (next page). One of the most common minor challenges described was consistency of expectations of students between the school and after school program. This included managing differences in behavior, academic, and social expectations of students coming to the after school program from different schools and keeping expectations consistent during the transition between the end of the school day and start of the after school program.

Space Issues and Scheduling Conflicts

Site coordinators also described several challenges with access to space. These included difficulty with gaining access to space, adequate materials, and having to share space with other programs. Additionally, one site reported difficulty in adequately providing the academic portion of their programming due to a mandatory, weekly after school meeting with school administrators.

	Major Challenge # of sites (% of total)	Minor Challenge # of sites (% of total)
Commitment/support from school day staff	5 (5.1%)	25 (25.5%)
Communication with school day staff	2 (2.0%)	17 (17.3%)
Ability to meet with school day staff	5 (5.1%)	20 (20.4%)
Consistency of student expectations	3 (3.1%)	25 (25.5%)
Access to data/information from school day staff	5 (5.1%)	21 (21.4%)
Participant recruitment from schools	5 (5.1%)	20 (20.4%)
Access to space at after school site	6 (6.1%)	28 (28.6%)
Staffing changes at partner site(s)	3 (3.1%)	13 (13.3%)



Section Six: Community Partnerships

In addition to creating partnerships with parents, families, and schools, relationships with community partners are also critical to the success of 21st CCLC sites. In 2012-13, 95 sites (96.9%) reported partnering with the community in some way, an increase from the 2011-12 school year (86 sites, 94.5%). Table 10 (right), shows how sites partnered with the community in each of the last two years. Overall, the percentage of sites reporting the use of each community partnership strategy increased from the previous year. In both years, the most commonly utilized strategies were having community members volunteer or teach at the site.

Table 10. Ways sites partner with the community in 2011-12 and 2012-13

	2011-12 # of sites (% of total)	2012-13 # of sites (% of total)
Students participated in service learning projects	36 (39.6%)	45 (45.9%)
Received resources from the community (donations)	43 (47.3%)	53 (54.1%)
Members of the community volunteered at the site	62 (68.1%)	71 (72.4%)
Members of the community taught specific activities	60 (65.9%)	70 (71.4%)

“Playhouse on Park came in weekly to teach children drama activities which the children later showcased in a family presentation.”

“One of the community partnerships that has been the most meaningful is the collaboration between the staff and students of the school called ATE (Academy of Information Technology and Engineering). They volunteered their time on Fridays to lead a hands-on science program for third grade to fifth grade called RSPACEE”

“Local high school students volunteered and assisted the students in various activities.”

“Our best partnership was with Eye to Eye, a national organization that teamed college mentors with students with ADHD.”

Section Seven:

Staffing & Professional Development

The importance of having high quality staff is consistently emphasized throughout the after school literature. Interactions between program staff and participants are considered to be the primary mechanism through which young people benefit from after school programs (e.g. Eccles & Gootman, 2002; Huang et al., 2008). Therefore, the services provided by 21st CCLC programs are driven by having well-trained, stable, and supported staff.

Quality programming provides stable and consistent staffing. Table 11 (below)

summarizes the average length of employment across sites in 2011-12 and 2012-13. Similar across both years, the proportion of staff members heavily favored those who had worked at their sites longer.

General Staffing Characteristics 2012-13

- The average site had **16 total staff members** (range: 2-65).
- The average site had **3 certified teachers present on a typical day** (range: 0 to 32).
- At a typical site, **38 percent** of the staff was **paid employees who were not certified teachers**.
- On average, **20 percent** of staff members were **certified teachers who were also on staff at the partner school**.
- On average, about **7 percent** of the staff was **certified teachers who were not on staff at the partner school**.
- **Nineteen sties** (19.2%) indicated **parents were part of their staff**.

Staff Meetings, Support, and Professional Development

Staff Meetings

A productive and successful way to improve the quality of staff members and program implementation is to hold regular staff meetings, trainings, and professional development events.

Most sites held regular staff meetings at least once a month (n=71 sites, 72.5%). Thirty-four sites (34.7%) reported holding staff meetings on a weekly basis.

Staff length of employment	2011-12 % of staff	2012-13 % of staff
Fewer than six months	12	12
Six months to one year	34	30
Between one and two years	29	25
Over two years	45	45

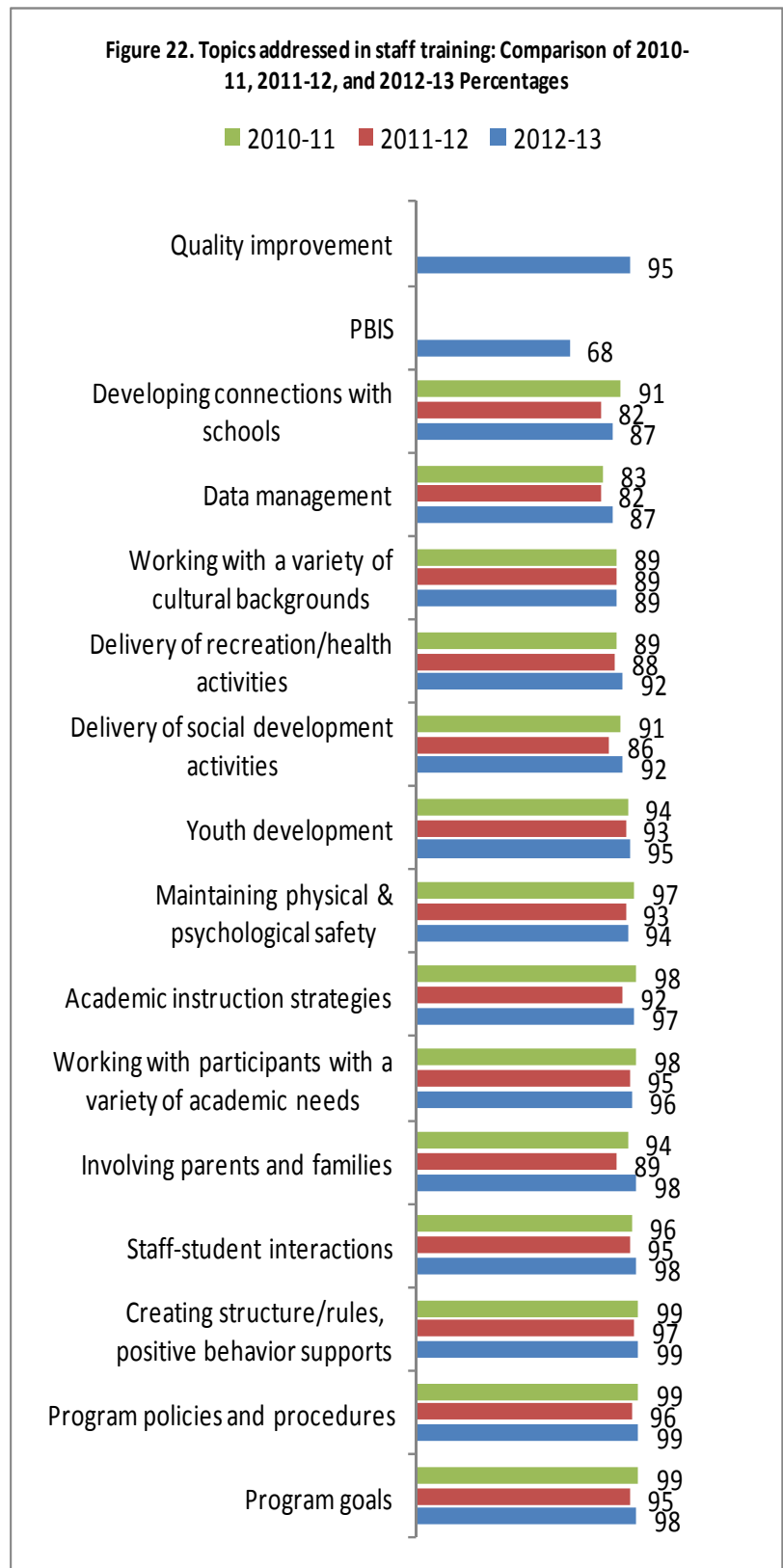
Additionally, this year's EYR asked site coordinators how much time, if any, staff was paid to conduct program planning and preparation. **A little over half of the sites (n=57, 58.1%) provided at least one hour of paid time for this purpose.**

Staff Training and Professional Development

Site coordinators were asked to select how often they covered a variety of different topics in their staff training or professional development events. Figure 22 (right) summarizes and contrasts the topics covered in each of the past three years. All 14 topics were covered by a large percentage of programs each year (over 80%).

As can be seen in the figure, in all except for one area (working with a variety of cultural backgrounds), the percentage of sites addressing each topic increased from the previous year. The overall pattern suggests that after seeing a decrease in almost all the areas between 2010-11 and 2011-12, sites focused more attention on each of these topics during the 2012-13 school year.

In this year's EYR, two new topics were added as potential topics to discuss. Sixty-seven sites (68.7%) reported discussing Positive Behavior Intervention and Supports (PBIS) during staff training and professional development, and 95 percent of sites reported discussing quality



improvement during staff training and professional development.

Staff Support

This year's EYR asked about specific types of support made available to all staff to help improve their delivery of academic and/or enrichment/recreation activities. Site coordinators were asked to select all types of support provided so the percentages and frequencies add up to greater than 100 percent or 98 sites. Table 12 (below) provides the number and percentage of sites that offered each type of support to staff members during the 2012-13 school year.

Strategy	# of sites (% of total)
Curriculum planning provided by educational coordinator	41 (41.8%)
Coaching of site staff	59 (60.2%)
Co-teaching with site staff	49 (50.0%)
Evaluation of site staff	68 (69.4%)
Student data evaluation shared by education coordinator	37 (37.8%)
Education coordinator leading specific lessons/activities with students	30 (30.6%)
Paid planning time	46 (46.9%)
Professional development	65 (66.3%)
Staff meetings	85 (86.7%)

The most common form of support were staff meetings. In addition, **sites commonly utilized evaluations of the site staff, professional development events, and coaching of the site staff to provide support to other staff members.** Site coordinators also responded to an open-ended question to describe other ways they provided support to their staff members. Other supports described included daily discussions of positives and areas for improvement, providing materials to staff, holding informal and formal daily meetings with site teachers, and attending UConn's National Center for the Gifted and Talented professional development program prior to the start of the ASP.

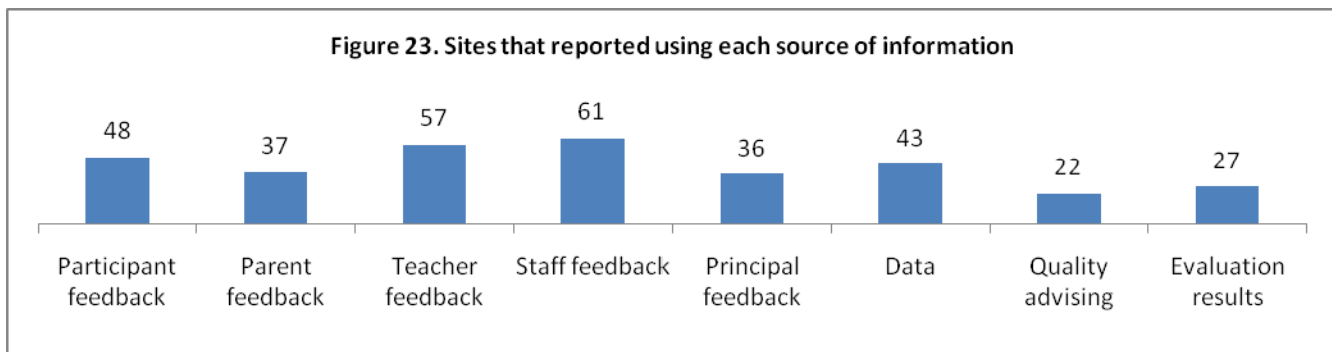
Section Eight:

Program Improvement and Evaluation Activities

Applicants for Connecticut 21st CCLCs are required to develop a data-driven evaluation plan as part of their grant proposal. A strong evaluation plan includes identifying the program's specific goals and developing a data management process that enables assessment of progress toward those goals. In order to identify these evaluation plans, this year's EYR asked site coordinators to provide information about the three primary types of information used for program planning and improvement and identify three areas the site planned to target in its program improvement efforts.

Sources of Information Used for Program Improvement

Site coordinators were asked to select the three primary types of information they used for program planning and improvement efforts. Because sites were asked to select three types of information, the frequencies and percentages add up to over 98 sites and 100 percent. Figure 23 (below) shows the number of sites that utilized each source of information. As can be seen from the figure, the most frequently used source of information was input from the site staff with 61 sites (62.2%) reporting its use. Input from school day teachers not on program staff (n=57 sites, 58.2%) and formal feedback from participants (n=48 sites, 49.0%) were the second and third most commonly utilized source of information, respectively. The least likely sources to be utilized were results of program evaluations (n=27 sites, 27.6%) and ideas generated through the quality advising process (n=22 sites, 22.4%).



Specific Areas Targeted for Program Improvement

Similar to the 2011-12 report, site coordinators were given space to list and describe up to three areas the site has identified as a priority for improvement. These results are summarized in Table 13 (right).

Overall, the primary results were similar to last year's findings. The **most commonly cited area of priority improvement was parent and family programming (n=40,**

40.8%). The second most common area of priority improvement was academic programming (n=37 sites, 37.8%). Findings begin to diverge from the previous year with organization and planning being the third most cited area of improvement (n=34 sites, 34.7%). Having a variety of program activities and staffing (recruitment, retention, and development) were the fourth most commonly cited area of improvement (both n=33, 34%).

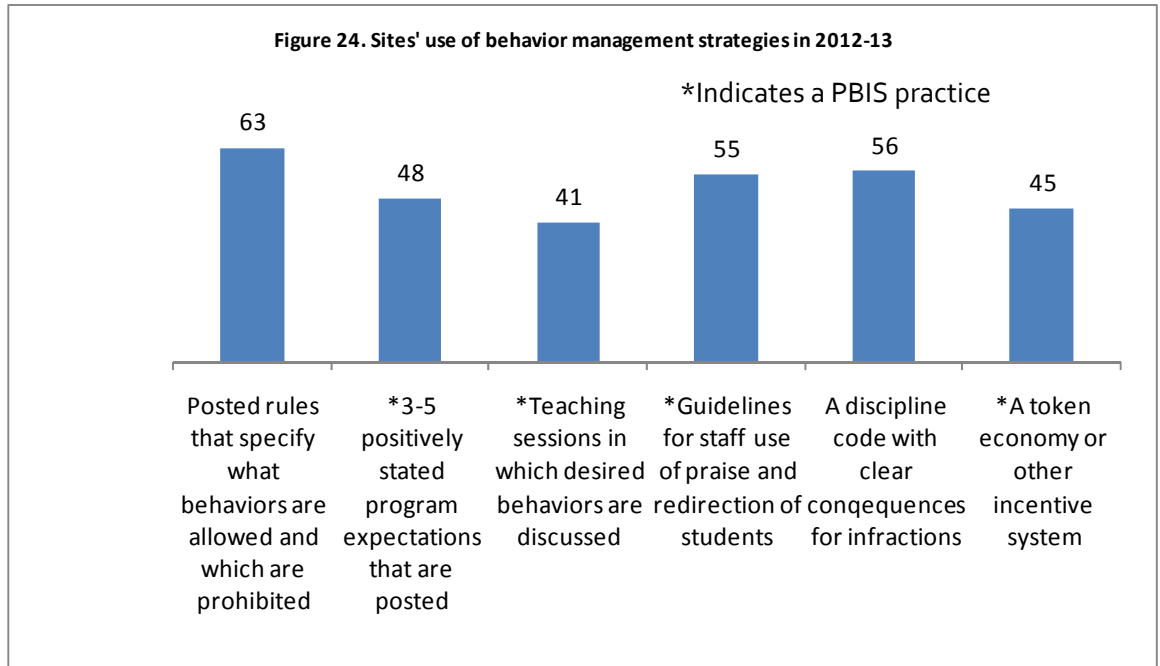
Area	Total	First	Second	Third
Parent and family programming	40	12	15	13
Academic programming	37	17	10	10
Variety of activities	33	7	15	11
Recruitment, retention, & attendance	20	14	10	6
Organization/planning, communication/feedback	34	12	10	12
Community partnerships	12	3	2	7
Staffing (e.g. recruitment, retention, development)	33	7	12	14
Behavior and engagement	9	0	5	4
Relationships with schools	14	4	6	4
Youth involvement & leadership	15	5	5	5
Health and wellness	5	2	2	1
Social/youth development	13	3	5	5
Data management	2	1	0	1

Section Nine:

Classroom Management Strategies and PBIS

For the first time in the 2012-13 EYR, site coordinators were asked about their use of Positive Behavior Interventions and Supports (PBIS) practices and other behavior management strategies. Research has found that the implementation of PBIS practices during the school day has decreased office discipline referrals and suspensions and produced gains in math achievement (Muscott, Mann, & LeBrun, 2008). Since the goal of the 21st CCLC program is to improve academic achievement and decrease disciplinary infractions, the use of PBIS practices may be beneficial to achieving this goal.

A total of 79 sites (80.6%) used behavior management strategies during the 2012-13 school year, and 71 of these sites (72.4%) specifically used PBIS strategies. Site coordinators were asked to select all of the different



behavior management strategies in use during the school year. Figure 24 (above) shows the number of sites that reported using each of the strategies. Most behavior management strategies were used by about half of the sites. The most commonly cited behavior management strategy was having posted rules that specify what behaviors are allowed in the program and which are prohibited (n=63 sites, 64.3%). Providing a discipline code with clear consequences for infractions (n=56, 57.1%) and providing guidelines for staff use of praise (reinforcement) and redirection of students (n=55, 56.1%) were the second and third most common strategies utilized, respectively.

Section Ten:

School Performance of 2012-13 21st CCLC Participants

Three measures were chosen as performance indicators for students participating in 21st CCLC programs: academic achievement, school day attendance, and school day behavior.

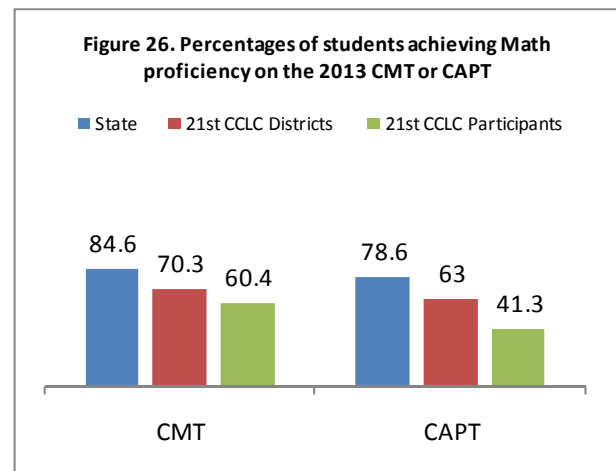
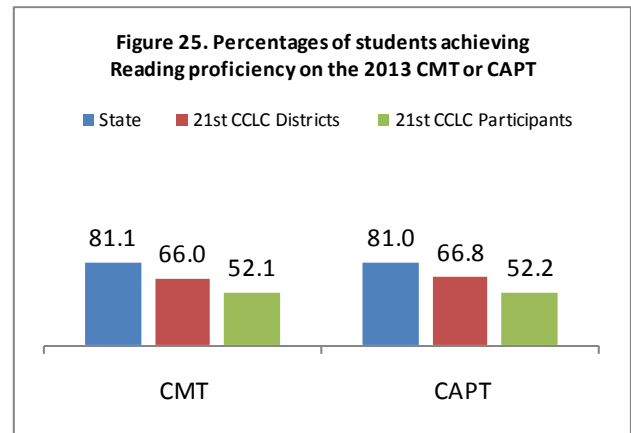
Performance Measure 1: Academic Achievement (CMT/CAPT Proficiency)

In order to evaluate students' academic achievement, this report used the students' scores on the Connecticut Mastery Test (CMT) or the Connecticut Academic Performance Test (CAPT), both of which were administered in March 2013. Data were available for only a subset of after school participants because not all students took the CMT or CAPT during the 2012-13 school year. Only 3rd through 8th graders took the CMT, and only 10th graders took the CAPT. In addition, the CMT and CAPT Science sections were only given to students in 5th, 8th, and 10th grades. In some cases, English Language Learners were exempted from these tests. Throughout this section, the 21st CCLC students' scores will be compared to the 2012-13 CMT and CAPT scores for students in 21st CCLC districts and students across the state as a whole. It should be noted that the scores for the 21st CCLC districts and the state include the ASP students, but the number of ASP students as compared to the overall numbers in each of these categories is so small that the overall impact on the results is negligible.

Reading Proficiency of 21st CCLC Participants

Data were available for 4,706 participants who took the Reading section of the CMT or CAPT in 2013. Figure 25 (right) compares the percentage of 21st CCLC participants who scored at proficiency level or higher with the percentages of students in the 21st CCLC districts and all students statewide. Among students who took the CMT⁷ and students who took the CAPT⁸, the proficiency rate for 21st CCLC participants was statistically significantly lower than for students in 21st CCLC districts and statewide.

These 2012-13 results were slightly lower (1-2 percentage points) compared to those for the preceding year.



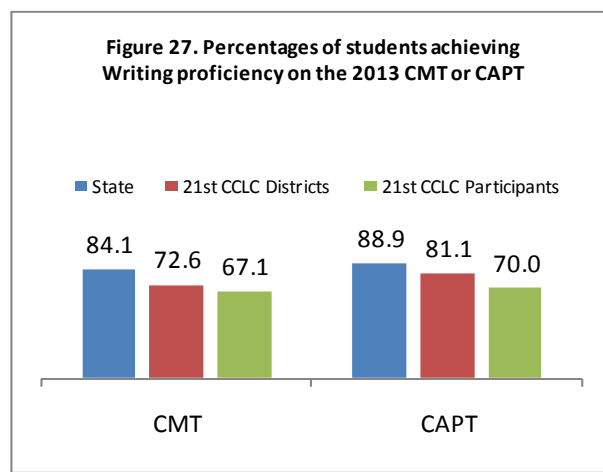
Math Proficiency of 21st CCLC Participants

Scores on the Math section of the CMT and CAPT were available for 4,656 21st CCLC participants. Figure 26 (previous page) shows the percentage of 21st CCLC students who scored at the proficiency level or higher on the Math section of the CMT/CAPT test compared with students in the 21st CCLC districts and the state as a whole. Among the students who took the CMT in 2012-13, the proficiency rate for 21st CCLC participants was significantly lower than the proficiency rate for students in the 21st CCLC districts and the proficiency rate for students statewide.⁹ The same pattern of results was found for students taking the CAPT¹⁰.

This year's CMT results indicated about a 5 percent decline in the percentage of students achieving Math proficiency compared to last year. Performance on the Math CAPT remained unchanged.

Writing Proficiency of 21st CCLC Participants

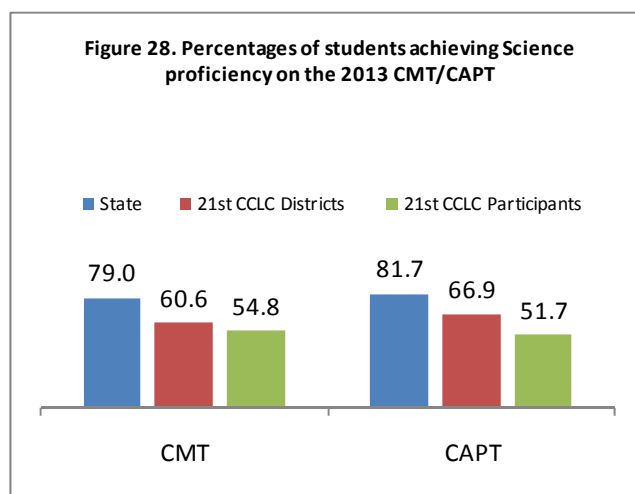
Of all the 21st CCLC participants, data on Writing proficiency was available for 4,699 students. Figure 27 (right) compares the percentage of 21st CCLC participants who scored at the proficiency level or higher with the rates for students in 21st CCLC districts and statewide. Proficiency rates for 21st CCLC students who took the CMT¹¹ and the CAPT¹² Writing section were significantly lower than the proficiency rates of students in the 21st CCLC districts and all students statewide.



CMT Writing results were the same as in the preceding year. However, CAPT Writing proficiency rates declined 9.5 percentage points compared to last year.

Science Proficiency of 21st CCLC Participants

During 2012-13, the Science section of the CMT/CAPT was only administered to students in 5th (CMT), 8th (CMT), and 10th (CAPT) grades. Therefore, Science proficiency scores were available for only 1,431 21st CCLC participants. Figure 28 (right) compares the percentage of 21st CCLC participants scoring at proficiency or higher compared to students in the 21st CCLC districts and all students statewide. CMT Science proficiency rates for 21st CCLC participants were statistically significantly lower than students in the 21st CCLC districts and all



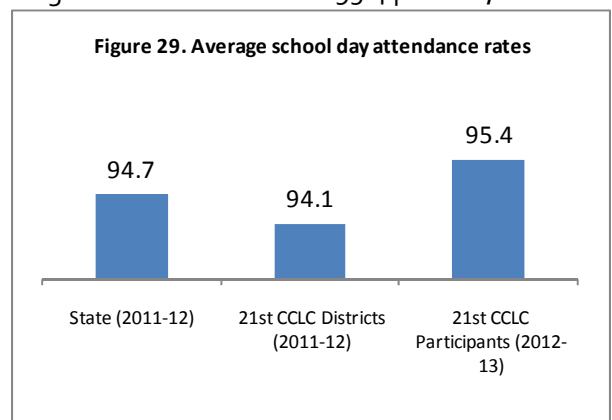
students statewide¹³. Additionally, 21st CCLC participants who took the CAPT also had a significantly lower proficiency rate than students in the 21st CCLC districts and statewide¹⁴.

However, this year’s CMT Science proficiency rate among 21st CCLC participants was about 3 percentage points higher than that for the preceding year. Rates among 21st CCLC participants who took the CAPT Science test also were higher this year by about 2 percentage points.

Performance Measure 2: School Day Attendance

The second performance measure examined was school day attendance. Attendance rates were calculated using CSDE school day attendance data for individual program participants. This attendance rate reflects the number of days a student was present as a percentage of the total days he or she was enrolled in school. Data on school day attendance were available for 6,966 21st CCLC participants (97.6%). School attendance for individual 21st CCLC participants varied from 11.0 to 100 percent. The average attendance rate was 95.4 percent, which is equivalent to missing about 8 days in a 180-day school year.

Figure 29 (right) shows the average school day attendance rates for students statewide, all students in CCLC districts, and 21st CCLC participants. As a reminder, attendance data from the 2012-13 school year was not available at the district and state level at time of this report, and therefore, the following are cross-year comparisons.



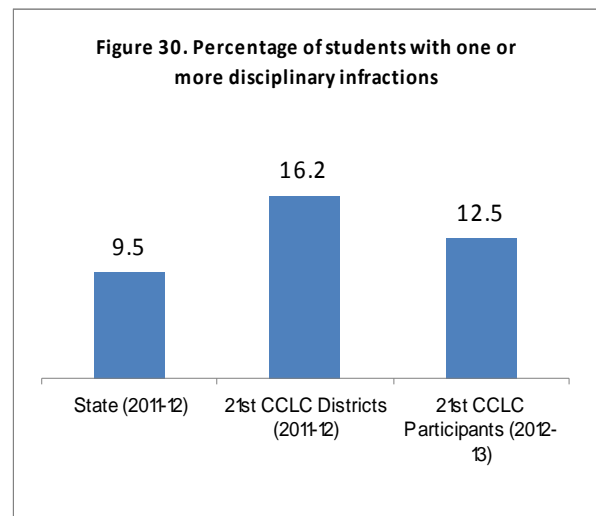
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Participants in the 21st CCLC programs had significantly higher school day attendance than students in the 21st CCLC districts¹⁵ and students statewide¹⁶. This translates into 21st CCLC participants attending two more school days than students in the 21st CCLC districts and one more school day than students statewide.

The average school attendance rate for 21st CCLC participants was essentially unchanged from the preceding year.

Performance Measure 3: School Day Behavior (Disciplinary Infractions)

The third performance measure provided information about 21st CCLC participants’ in-school behavior, represented as disciplinary infractions. Although the disciplinary infractions data for 21st CCLC participants is from the 2012-13 school year, comparison data for the 21st CCLC districts and statewide was only available for



the 2011-12 school year. Therefore, the comparison analyses in this report are using cross-year data.

Percentage of Students with Infractions

Figure 30 (previous page) shows the percentage of 21st CCLC participants whose records included at least one disciplinary incident, compared to the percentage of students with at least one infraction in the 21st CCLC districts and statewide. During the 2012-13 school year, the rate of disciplinary infractions among 21st CCLC participants was significantly lower than the rate for students in the same 21st CCLC districts during 2011-12 and significantly higher than the rate for all public school students in Connecticut during 2011-12¹⁷.

This year's percentage of 21st CCLC participants with at least one disciplinary infraction was 1 percentage point higher than in the preceding school year.

Average Number of Infractions per Student

During the 2012-13 school year, 895 21st CCLC participants received at least one disciplinary infraction. Of the students with at least one infraction, the number of incidents each student incurred ranged from 1 to 25 with an average of 2.6 incidents per student. Thirty-two 21st CCLC participants received more than 10 infractions. Comparisons with available district and statewide data indicated 21st CCLC participants performed better on this indicator. The average among students in 21st CCLC districts was 3.0 and for all students in the Connecticut public school system the average was 2.7 incidents.

The average number of disciplinary infractions per 21st CCLC student in the previous, 2011-12 school year was 2.4, which indicates a slight increase in the average number of disciplinary incidents per student during 2012-13.



Section Eleven:

Conclusion and Recommendations

The results of the 2012-13 evaluation of Connecticut 21st CCLCs suggest that programs are operating in a manner that is consistent with both federal and state guidelines. Most programs provided homework help every day and had services in place for students who demonstrate need for remedial assistance. Most sites were reaching participant attendance targets, and they were very focused on engaging parents and families in their programs.

This year's results are relevant to several themes identified during previous years' evaluations. These include program availability, connecting with participants from different cultural backgrounds, age-appropriate youth involvement opportunities, promoting parent and family engagement, and partnerships between after school programs and schools. Evaluation results also indicate new developments with regard to academic programming, staff support, and participants' academic performance. These are discussed below.

Program Availability

Over the past three years, 21st CCLC sites have made significant efforts to improve site availability by meeting their target number of days open. The results of this evaluation suggest consistent efforts in this regard with only slight variations from year to year. Over the last three years, the sites have been open an average of 123, 130, and 124 days respectively. This year's data further indicate that more sites were open earlier in the year, with the vast majority being open by October. Earlier start dates reflect an increased ability of sites to meet the needs of participants and their families from the start of the school year. Increased availability can improve sites' ability to recruit participants and operate at capacity.

Connecting with Participants from a Variety of Cultural Backgrounds

Collectively, 21st CCLC sites reported practices that indicate sensitivity to the racial, ethnic, and cultural make up of their participant population. These practices included staff matching the cultural background of students they serve, having a physical environment that reflects participants' backgrounds, and offering cultural awareness projects. Compared to the 2010-11 and 2011-12 school years, a higher percentage of sites reported these practices were "frequently" or "almost always" representative of their site, suggesting that programs are devoting added attention to this aspect of their programming. A fruitful area for further examination could be to survey sites regarding their resource needs to improve upon existing strategies in place for connecting with youth from a variety of cultural and ethnic backgrounds.

Age-Appropriate Youth Involvement Opportunities

In the after school literature, there is evidence to support a link between young peoples' level of involvement in their organizations and positive outcomes. These outcomes include leadership skills, teamwork, communication skills, strategic thinking, self-confidence, personal wellness, enhanced sociopolitical awareness, social capital, social responsibility, and helpfulness (Larson, Walker, & Pearce, 2005).

This year's results suggest that programs serving younger students in grades K to 5 were more likely to engage in youth involvement activities. These included having more time to work on projects youth are interested in, opportunities to take on specific responsibilities in the site's activities, and being able to choose activities in which to participate. This is in contrast to last year's results, which found sites serving older youth, in grades 6 and above, to be more likely to offer these opportunities. Further, this year's increase in the use of youth involvement strategies with the younger grades was not accompanied by a change in sites serving older grades. These results may represent a concerted effort on the part of K to 5 programs to undertake program improvements in this area.

Promoting Parent and Family Engagement

Over the past number of years, 21st CCLC sites have expressed a strong interest in improving their parent and family engagement efforts. Although direct comparisons between this year's results and the results of previous years' reports cannot be made, the results suggest a continued use of the most common parent communication and family engagement strategies. However, site coordinators listed parent and family involvement as their top priority for program improvement. This suggests that sites have not yet reached their desired level of parent and family engagement and that additional training and technical assistance may be needed.

Partnerships between 21st CCLC Programs and Schools

The results of the 2012-13 evaluation suggest that sites are, overall, well connected with their partner schools. Not only did almost all of the site coordinators rate the quality of their collaboration with their partner school(s) as good or excellent, no site coordinator identified the collaboration as being very poor. In order to achieve this quality collaboration, most site coordinators reported that they, or someone from their site, communicated weekly with their partner school about a variety of topics, most commonly homework, the needs of individual student participants, and the use of space and other resources. As in previous years, the school day teachers and principals continued to be the most common points of contact at the partner school. About a third of the sites, however, did report facing some sort of challenge in their partnership with the school. Similar to the previous year's results, the most commonly reported challenges were access to space at the after school site, commitment/support from school day staff, and consistency of student expectations between the school and after school site. Given the generally high level of collaboration between after school sites and schools, it seems reasonable to expect continued improvements in these areas.

Attention to Academic Programming

The second most commonly cited target for program improvement identified in this year's evaluation results was academic programming. In the open-ended question regarding targets for program improvement, some coordinators mentioned wanting to focus on specific academic areas, whereas others described a desire to increase participants' engagement in homework help sessions. Compared to the previous two years, sites reported an increase in their use of academic curricula that are research- or evidence-based. In addition, there was an increase in the percentage of sites that had designated someone to manage the site's academic programming. Despite these developments, improving academic programming remains a goal of many programs.

Staff Support Systems

The most commonly utilized forms of support for staff were holding staff meetings, evaluations of the site staff, professional development events, and coaching site staff to provide support for other staff members. A large portion of coordinators reported using informal evaluations as the primary method for supporting individual staff members, followed by formal coaching/mentoring activities. However, we know little about staff responses to these various support efforts. That is, do staff members experience these efforts as beneficial to them? This is an area for further inquiry.

Participants' Academic Performance

This year's evaluation results for 21st CCLC participants' on the three performance indicators show that they continue to have significant needs in some areas, specifically academic achievement. Participants had significantly lower proficiency rates on all four sections of Connecticut's standardized tests when compared to corresponding 21st CCLC districts and the state as a whole. A purpose of the 21st CCLC programs is to target youth at-risk for problems in academic achievement. Although the proficiency rate of 21st CCLC participants was lower than students in 21st CCLC districts and students statewide, this pattern may show sites' increased ability to recruit their target population. Future evaluations that track the same students over multiple years of afterschool participation would more fully explain whether multiple years of 21st CCLC participation are needed to promote academic improvement.

More encouraging were the results for school day attendance, the second performance indicator examined. Participants in 21st CCLC programs attended school at a significantly higher rate than students in 21st CCLC districts and students statewide.

Similarly, participants in 21st CCLC programs performed well on the third indicator: school day behavior. A smaller percentage of 21st CCLC participants had one or more disciplinary infractions compared to students in 21st CCLC districts. However, this percentage was significantly higher than that for students statewide. In addition, 21st CCLC participants had a lower number of infractions per student compared to students in both 21st

CCLC districts and statewide. This is an improvement over the previous year when the average number of infractions per student was higher for 21st CCLC participants than students statewide.

Some limitations of the current evaluation should be noted. One is that we were not able to follow participants in 21st CCLC programs over multiple years of participation. However, these data are now available and will be examined in a subsequent report. Another important limitation is that publically available statewide and district-level performance measures become available only after a considerable time lag. As a result it was not possible to contrast the current year's 21st CCLC participant data with corresponding district and statewide data on two of the performance indicators, school day attendance and school day behavior. This calls into question the accuracy of contrasts between the three groups.

Finally, including other outcome measures to supplement information from the three performance indicators may strengthen future outcome evaluations. Gathering information on students' social and emotional outcomes should be considered for future¹⁸ evaluations, as has been suggested in previous years.



Section Twelve:

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- The Elementary and Secondary Education Act as Reauthorized by the No Child Left Behind Act of 2001, 20 U.S.C. § 6319.

Footnotes

¹The “average daily attendance” value for each site was calculated using the following formula: (Total Number of Individual Attendances) / (Target Number of Youth to Be Served*Total Number of Days Open). An ‘individual attendance’ refers to one student attending on one day.

² Using an independent samples t-test, there was not a statistically significant difference in rate of program attendance according to gender [$t(7390)=-1.614, p=.107$].

³ Using an independent samples t-test, there was a statistically significant difference in the rate of program attendance according to free and reduced lunch status with those not eligible for free/reduced lunch attending at a higher rate [$t(1184)=2.088, p=.037$].

⁴ This difference was calculated using data on the average program site that was open for 124 days.

⁵ Using an independent samples t-test, there was a statistically significant difference in the rate of program attendance according to racial status with Black students attending at a higher rate than Hispanic students [$t(5921)=3.831, p<.001$].

⁶ Using an independent samples t-test, there was a statistically significant difference in the rate of program attendance according to racial status with Black students attending at a higher rate than White students [$t(3443)=3.822, p<.001$].

⁷ On the CMT, 21st CCLC participants’ rate of Reading proficiency was lower than that of students in 21st CCLC districts ($z = -19.16, p<.001$) and students statewide ($z = -49.32, p<.001$).

⁸ On the CAPT, 21st CCLC participants’ rate of Reading proficiency was lower than that of students in 21st CCLC districts ($z = -2.93, p = .003$) and students statewide ($z = -6.94, p<.001$).

⁹ On the CMT, 21st CCLC participants’ rate of Math proficiency was lower than that of students in 21st CCLC districts ($z = -14.21, p<.001$) and students statewide ($z = -44.46, p<.001$).

¹⁰ On the CAPT, 21st CCLC participants’ rate of Math proficiency was lower than that of students in 21st CCLC districts ($z = -4.28, p<.001$) and students statewide ($z = -8.70, p<.001$).

¹¹ On the CMT, 21st CCLC participants’ rate of Writing proficiency was lower than that of students in 21st CCLC districts ($z = -8.09, p<.001$) and students statewide ($z = -31.20, p<.001$).

¹² On the CAPT, 21st CCLC participants’ rate of Writing proficiency was lower than that of students in 21st CCLC districts ($z = -2.66, p = .008$) and students statewide ($z = -5.69, p<.001$).

¹³ On the CMT, 21st CCLC participants’ rate of Science proficiency was lower than that of students in 21st CCLC districts ($z = -4.22, p<.001$) and students statewide ($z = -21.52, p<.001$).

¹⁴ On the CAPT, 21st CCLC participants’ rate of Science proficiency was lower than that of students in 21st CCLC districts ($z = -3.04, p = .002$) and students statewide ($z = -7.30, p<.001$).

¹⁵ Using a one-sample t-test with a test value of .941, 21st CCLC participants’ rate of school day attendance is significantly higher than that of students in 21st CCLC districts [$t(7391)=-58.610, p<.001$].

¹⁶ Using a one-sample t-test with a test value of .947, 21st CCLC participants’ rate of school day attendance is significantly higher than that of students statewide [$t(7391)=-61.868, p<.001$].

¹⁷ Twenty-first CCLC participants have a significantly lower rate of disciplinary infractions compared to students in 21st CCLC districts ($z = -8.24, p<.001$), but the percentage of 21st CCLC participants with at least one disciplinary infraction is significantly higher than the percentage of public school students statewide ($z = 8.58, p<.001$).