

Connecticut's 21st Century Community Learning Centers 2013-14 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 44 grantees operating 86 sites across the state. The largest number of sites served elementary school students (37 sites, 43.0%), and a smaller number of sites served students from grades K-8 (22 sites, 25.6%), middle school (17 sites, 19.8%), and high school (13 sites, 15.1%). Site coordinators were allowed to choose more than one category of students served at their program, so the previous numbers will add up to more than 86.

Site Availability and Participant Attendance

All 86 21st CCLC sites were open for a minimum of three days per week, and the average site was open for 130 days over the course of the year. On average, sites were open for slightly less than 12 hours per week, and most were open by the month of October. The federal 21st CCLC guidelines specify three separate markers of student attendance: average daily attendance, average participant attendance rate, and the proportion of target number of students who attend at least 60 percent of their registered days. Average daily attendance compares the number of youth attending a site on a given day with that site's target number of students to be served. Average participant attendance rate evaluates how successful sites were in having their participants attend the program on the days they were registered to attend. The final attendance metric, the proportion of target number of students who attend at least 60 percent of their registered days, examines how successful sites were in having their target number of students attend at least 60 percent of the days they registered for. Overall, most sites achieved the benchmarks set out by the Federal 21st CCLC guidelines for each of these attendance markers. **Average daily attendance (84.1%), average participant attendance rate (80.2%), and the average proportion of target number of students attending at least 60 percent of their registered days (97.1%) were all well above the minimum rate of 60 percent.**

Programming for Youth Participants

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.

Seventy-one sites (82.6%) had at least one staff member responsible for academic programming, which is comparable to the previous two years. Most individuals who assumed the responsibility of academic programming were either full-time or part-time staff members. **Eighty-two (95.3%) sites offered homework help every day the program was open, and 81 sites (94.2%) 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 small group tutoring with a certified teacher. Additionally, over half of the sites reported using specific curricula for academic programming: 65 sites (75.6%) for reading, 60 sites (69.8%) for math, and 55 sites (64.0%) for science.

Relationships with Schools

Seventy-seven sites (89.5%) reported having a good or excellent relationship with their partner school(s). Overall, the majority of programs discussed homework assignments (83%), the needs of individual students (80%), and the use of space and resources (63%) 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 5.8 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 consistency of student expectations between the school day and after school program.

Staffing and Professional Development

The majority of sites (n=56, 65.1%) 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 75 percent of the sites indicated covering the 16 professional topics provided on the end of the year survey at least once throughout the school year.**

Site coordinators were asked to list areas of programming they wanted to focus on for professional development in the upcoming school year. **The most commonly cited areas for improvement included behavior management and academic programming.**

Performance of 21st CCLC Program Participants

Twenty-first CCLC participants attended school at an average rate of 95.2 percent (range: 7 to 100%), which is equivalent to missing about 9 days in a 180-day school year.

During the 2013-14 school year, 960 21st CCLC students (15%) had at least one disciplinary infraction. Of the students who had at least one disciplinary infraction, the average number of incidents incurred per student was 2.4 incidents. In past years this report has evaluated academic achievement outcomes in 21st CCLC participants by examining their CMT and CAPT standardized test scores. However, because of changes in the testing format

during the 2013-14 school year, CMT and CAPT test scores were not available. Therefore, academic achievement was not evaluated in this report.

Conclusions and Recommendations

Overall, the results of the 2013-14 evaluation of Connecticut's 21st CCLCs suggest that programs were operating in a manner that is consistent with both federal and state guidelines. Most programs were meeting the goals set out by these guidelines for homework help, remedial assistance, participant attendance, and many were exceeding them. Additionally, the school day attendance rates of 21st CCLC students was high with students attending an average of 95.2 percent of their registered school days. Only 15 percent of 21st CCLC participants incurred a disciplinary infraction during the course of the 2013-14 school year, and those who did averaged 2.4 incidents per student. Many sites continued to focus improvements on areas that were discussed in previous end-of-year evaluations.



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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 2013-14 academic year (July 2013 to June 2014). 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, activities designed to complement learning, and to serve students' families. 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

To reach the intended target population for the 21st CCLC initiative, the Connecticut State Department of Education (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 percent 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 2013-14, the CSDE worked with the University of Connecticut's Center for Applied Research in Human Development (CARHD) to describe 21st CCLC services delivered during 2013-14. Three separate sources of data were utilized to complete this report. The first source of data was collected from an online data management system called AfterSchool21. This system contained information on program-wide and individual participant data. The second source of data was collected from the End of Year Report (EYR) online survey completed by site coordinators in June 2014. The data from this survey included information on the day-to-day programming at each site. The third source of data was the State Department of Education which provided information on students' school day attendance and school day behavior.

The first two sections of the report describe Connecticut's 21st CCLC sites and the participants that they served. Sections three through five focus on sites' day-to-day programming. The sixth section describes the 21st CCLC participants' performance on school day attendance and school day behavior, and 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

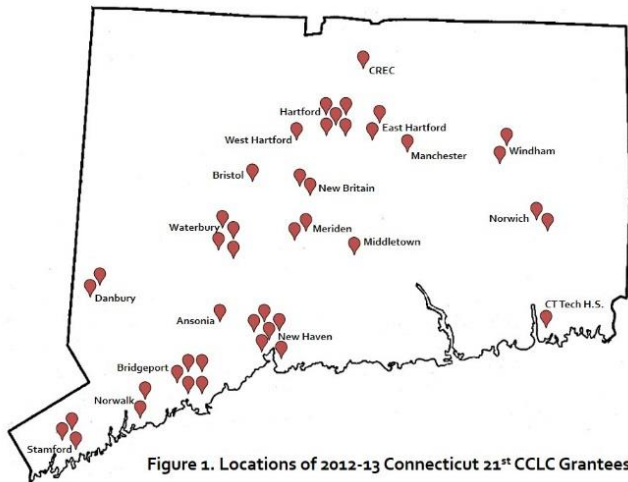
During the 2013-14 grant period, the Connecticut State Department of Education funded 44 grantees operating 86 sites throughout the state. Table 1 (right) lists the number of grantees and sites funded in each district. Figure 1 (bottom of page) shows grantee locations across the state.

Of the 86 sites funded for the 2013-14 school year, 61 sites (70.9%) were operated by a school district, 24 sites (27.9%) were operated by a community-based organization, and one site (1.2%) was operated by a non-profit organization. Overall, 79 sites (91.9%) were located at a school.

Thirty-seven sites (43.0%) reported serving elementary school students, 22 sites (25.6%) reported serving K-8 students, 17 sites (19.8%) reported serving middle school students, and 13 sites (15.1%) reported serving high school students. (Site coordinators were allowed to choose all categories that applied, so percentages can sum to more than 100).

Table 1. 2013-14 grantees and sites by district

District	Grantees	Sites
Ansonia	1	3
Bridgeport	5	13
Bristol	1	1
CREC	1	1
CT Tech H.S.	1	1
Danbury	2	3
E. Hartford	2	5
Hartford	5	8
Manchester	1	3
Meriden	2	6
Middletown	1	1
New Britain	2	4
New Haven	6	11
Norwalk	2	4
Norwich	2	4
Stamford	3	4
Waterbury	4	8
W. Hartford	1	2
Windham	2	4
TOTAL	44	86



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. Connecticut 21st CCLC grant guidelines state that 21st CCLCs should not operate as drop-in programs.

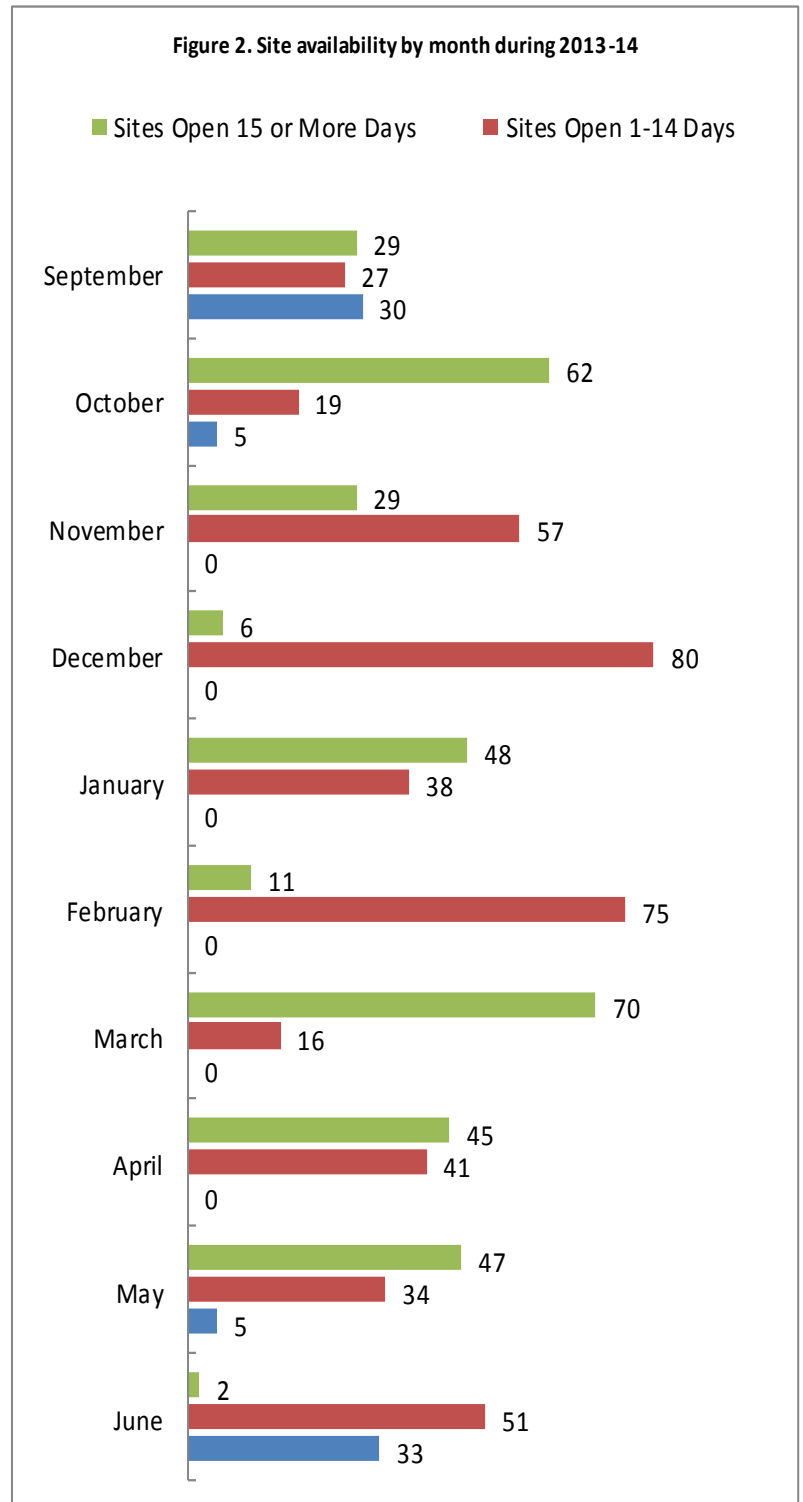
Site Availability during the Academic Year

All programs reported being open at least three days a week during the 2013-14 school year, with the majority of sites open four (n=29, 33.7%) or five days a week (n=47, 54.7%). The average site was open for 33 weeks (range: 23 to 42 weeks), 130 days (range 59 to 202 days), and for slightly less than 12 hours per week (range: 2 to 23 hours) during the school year. Every site was open after school, twelve sites (14.0%) were open before school, and one site (1.2%) was open during the weekends.

Figure 2 (right) shows the availability of Connecticut 21st CCLC sites over the course of the school year. More than half of the sites (n=56, 65.1%) were open in September, and most (n=81, 94.2%) were open by October. October and March were the months most programs achieved full availability, and at least 72.1 percent of programs (62 or more sites) were open 15 days or more during those months.

Participant Attendance Patterns Across Sites

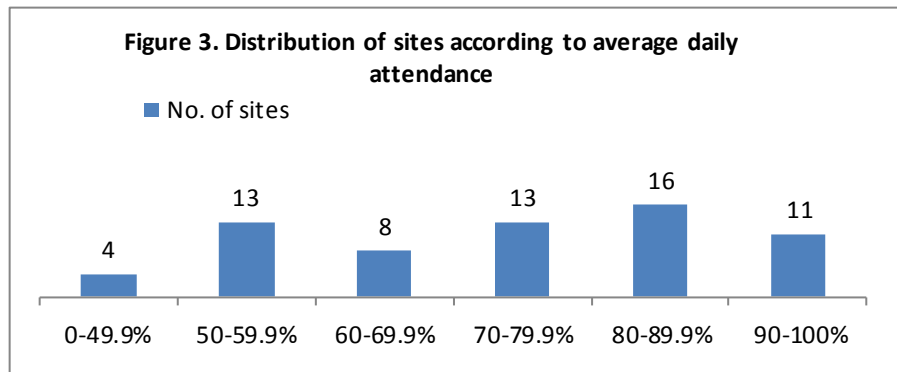
Federal 21st CCLC guidelines have established that individuals who attend 30 days or more of after school programming during a school year are considered participants. During 2013-14, 6,418 students met this requirement. Of the 2,661 students who did not attend at least 30 days of after school programming, 56.9 percent attended between 15 and 29 days,



and 43.1 percent attended less than 15 days. The data presented in this and subsequent sections are based on the group of students who attended 30 days or more of after school programming during a school year. In order to assess attendance patterns, three metrics were used: average daily attendance, average individual student attendance rates at each 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 84.1 percent.** Compared to last year’s overall average ADA across sites of 84.7 percent, sites in 2013-14 had slightly lower ADA.

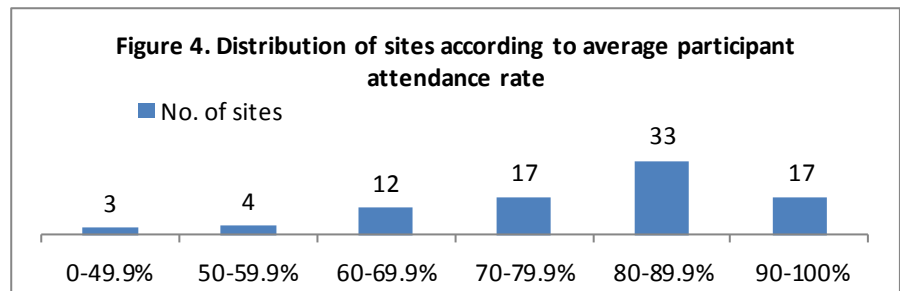


According to CSDE guidelines, 21st CCLC sites are expected to maintain a minimum of 60 percent ADA. In other words, each site is expected to have at least 60 percent of their targeted number of students in attendance on any given day. The 84.1 percent ADA average across all sites indicates that, overall, **sites exceeded the 60 percent target.** Sites had a range of ADA from 22.0 to 187.0 percent (Figure 3, above), 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

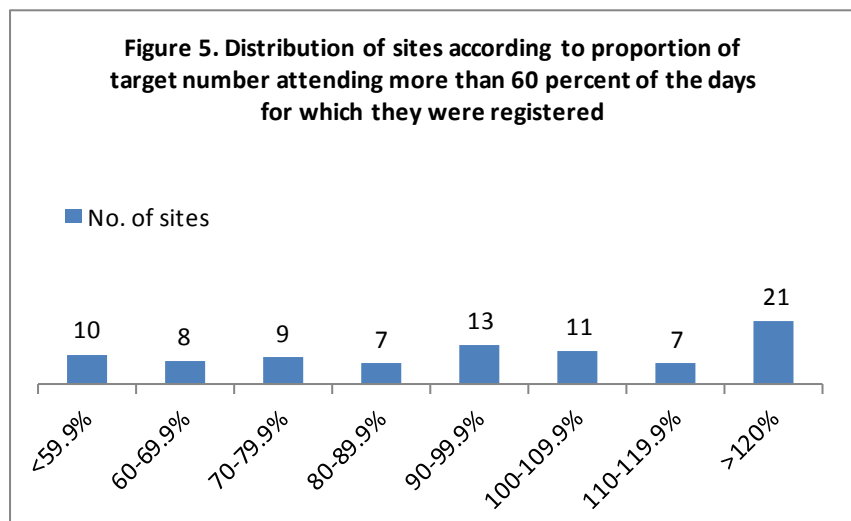


program by the total number of days he or she was registered to attend during the 2013-14 school year. To obtain a site-level metric of average participant attendance rate, these individual percentages were averaged across all participants at each site. **At the site level, the average participant attendance rate was 80.2 percent, and it ranged from 42.4 percent to 97.5 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. Seven sites did not attain or exceed this target. The vast majority of sites (n=79, 91.9%) had average participant rates between 75.0 and 97.5 percent. This suggests that the majority 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. As can be seen in Figure 5 (above), 76 sites (88.4%) had their target number of students attend at least 60 percent of their registered days, and 10 sites (11.6%) did not meet this requirement. Additionally, 39 sites (45.3%) had percentages above 100. This indicates that the site had more students than their target number of students attend at least 60 percent of their registered days.

Section Two:

Description of Participants and Individual Attendance Rates

In order to be considered a 21st CCLC participant, students had to attend at least 30 days of after school programming in 2013-14. The data presented in this section pertain to these students.

Demographic Information about Participants

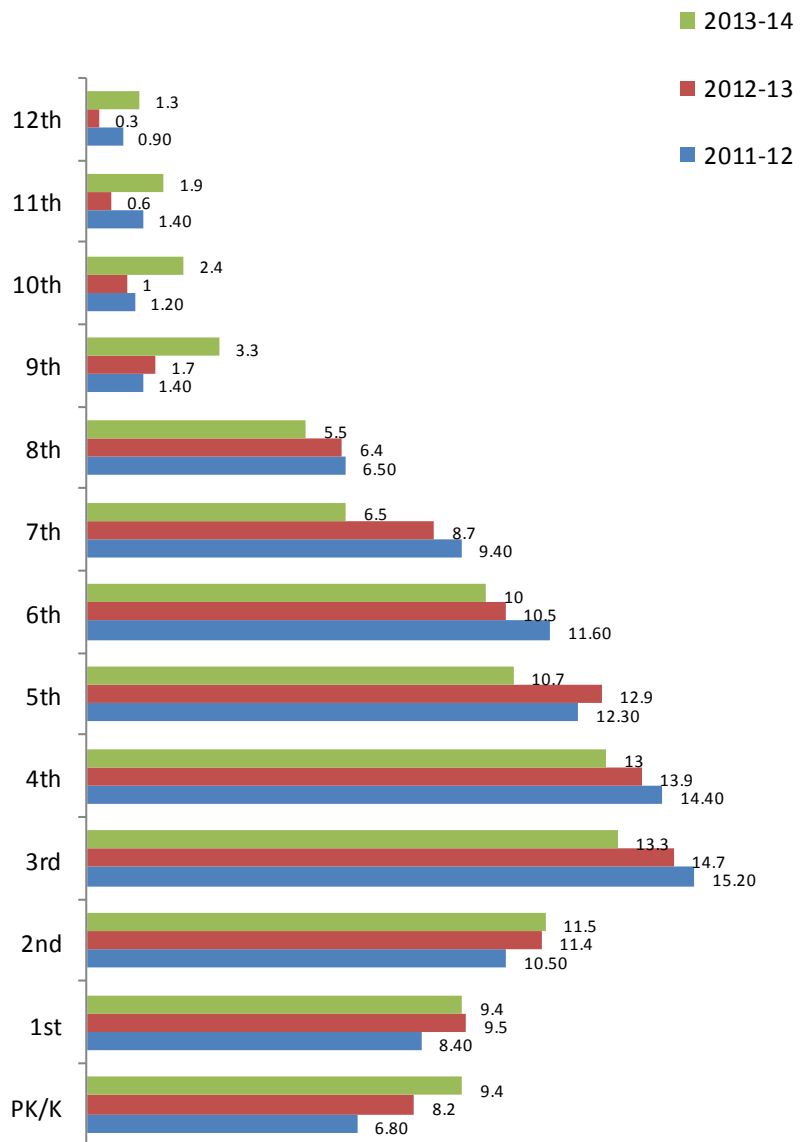
Gender

During the 2013-14 school year, 49.6 percent of 21st CCLC participants were female. This percentage is comparable to the percentage of female students who participated in the 2010-11, 2011-12, and 2012-13 school years (50.7%, 50.2%, and 50.5% respectively).

Grade Level

Twenty-first CCLC programs served students from pre-kindergarten to 12th grade, and information about grade level was available for 6,299 participants (98.1%). 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.

Figure 6. Percent of 21st CCLC participants by grade in school: Comparison of 2010-11, 2011-12, 2012-13, 2013-14

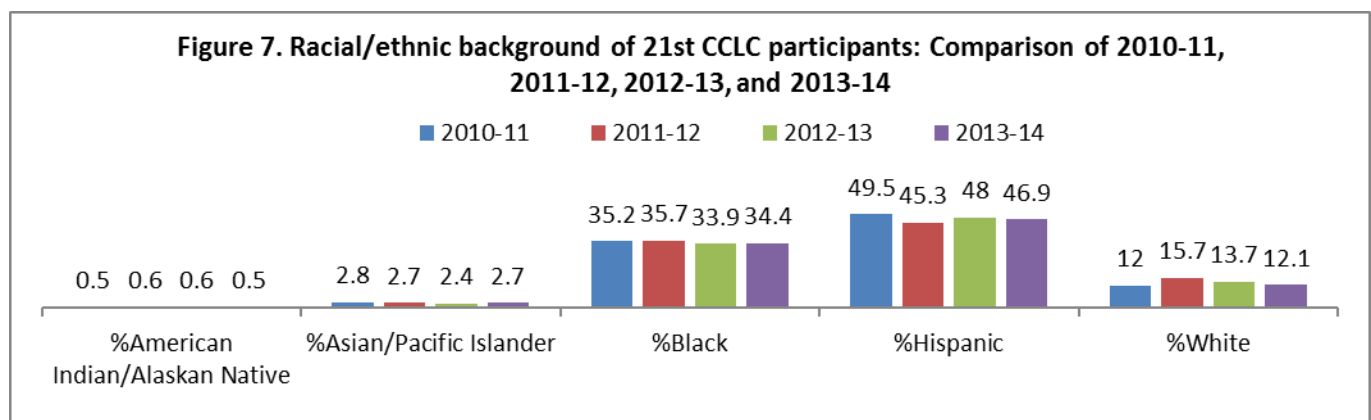


Free/Reduced Lunch Status

Information about students' eligibility for free/reduced lunch was available for 6,164 of the 6,418 participants (96.0%). The percentage of 21st CCLC participants who were eligible for free/reduced lunch was 88.2 percent. This is comparable to the percentage of students who were eligible in 2012-13 (88.0%) and 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 6,193 participants (96.5%). Figure 7 (below) shows the racial/ethnic background of 21st CCLC participants. The majority of students were Hispanic/Latino (46.9%), followed by Black (34.4%) and White (12.1%). Finally, 3.2 percent were American Indian, Alaskan Native, Asian, or Pacific Islander. These percentages were relatively constant over the four-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. **The average participant attended 84.5 percent (range: 20 to 100%) of the total number of days for which he or she was registered. Girls had a slightly higher attendance rate (84.9%) compared to boys (84.0%),** but this difference was not statistically significant². Whether or not students received free/reduced lunch was not significantly³ related to individual rates of attendance. Though the following results are not statistically significant⁴, individual attendance rates differed based on participants' racial/ethnic background. Asian students attended at a higher rate (87.4%) than Black, Hispanic/Latino, and White students. **Hispanic/Latino students attended at a higher rate (85.6%) than White or Black students, whose rates were 83.4 and 83.2 percent, respectively.** These results translate to differences in program attendance of approximately two and four days, respectively, but because these results were not statistically significant, caution should be made in interpreting meaningful differences between these different groups of students.

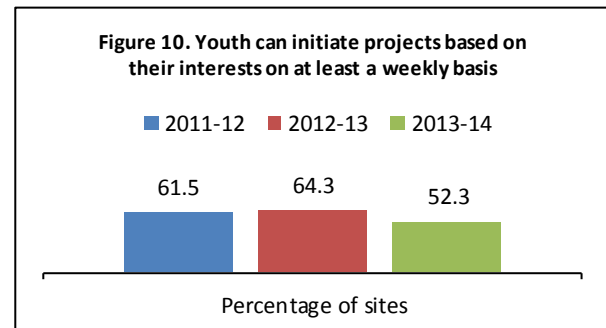
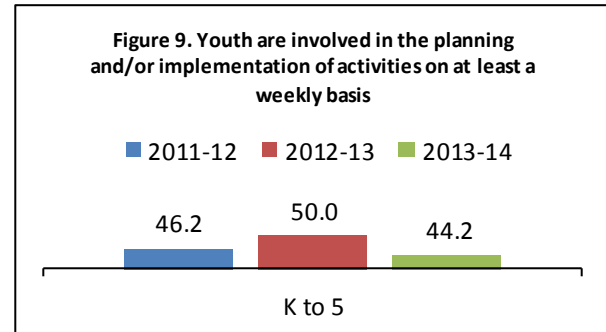
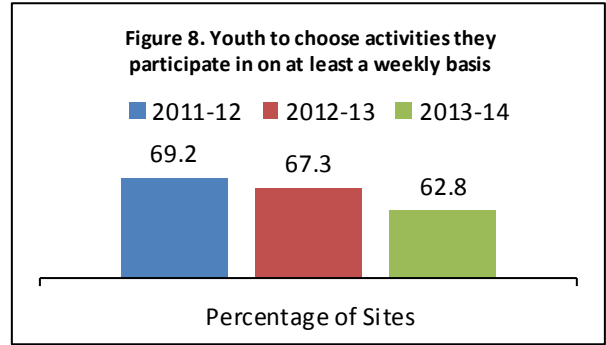
Section Three:

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 involve youth participants in the design and implementation of their programming. The second part focuses on the sites' academic programming.

Involving Youth in Program Planning and Implementation

The EYR focused on strategies sites utilized to involve youth in program planning and implementation as a way to evaluate youth's opportunities to engage in the program. Figures 8 through 10 (right) compare site coordinators' responses to some of these questions across the last three school years. The vast majority of sites (n=78, 90.7%) surveyed students about programming at least a few times a year, with over half of the participating sites allowing students to choose activities they participate in (n=54, 62.8%), spend additional time on activities of interest (n=68, 79.1%), initiate projects based on their interest (n=45, 52.3%), and assume specific responsibilities for running the program (n=57, 66.3%) at least once a week.



Academic Programming

Staff Oversight of Academics

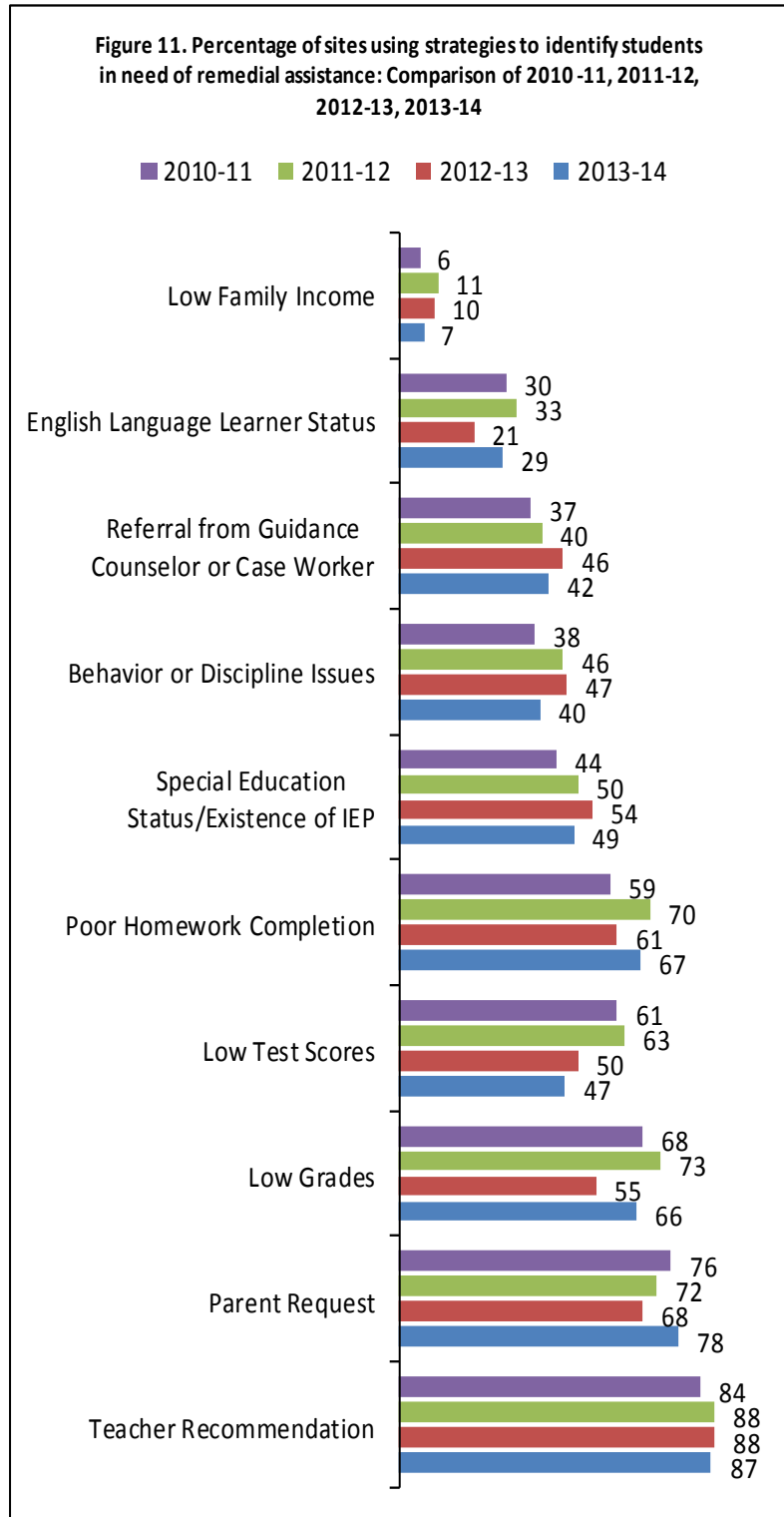
During the 2013-14 school year, 71 sites (82.6%) reported having at least one staff member responsible for academic programming. The majority of the staff members responsible for academic programming were either full time (n=39, 54.9%) or part time (n=25, 35.2%) staff members. Seven sites (9.9%) hired a consultant on an as-needed basis. There were 15 sites (17.4%) that reported not having a staff member dedicated to academic programming. Without further detailed information, it is unclear how academic programming was developed and delivered within these sites.

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 part of their academic programming throughout the school year. Overall, 65 sites (75.6%) utilized at least one reading curriculum, 60 sites (69.8%) utilized at least one math curriculum, and 55 sites (64.0%) utilized a science curriculum. Because there is no requirement for sites to include an academic curriculum as part of their afterschool program, all sites that incorporated a reading, math, or science



curriculum into their afterschool program did so by choice. Given that providing academic opportunities is a primary objective of 21st CCLC programs, site coordinators should consider incorporating educational activities into their curriculum.

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 sites offered homework help to their participants, and the majority of sites offered homework help every day (82 sites, 95.3%) for an average of 52 minutes (range: 30 to 180 minutes) per day. All sites had at least one staff member to assist students with homework, and 69 sites (80.2%) had at least one certified teacher available to help with homework. Site coordinators reported that, on average, there was about one staff member directly involved with homework help for every ten students.

Remedial Assistance

Eighty-one sites (94.2%) indicated that they offered remedial assistance. An average of 29.6 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 11 (previous page) shows the percentage of sites using each strategy during the 2010-11, 2011-12, 2012-13, and 2013-14 school years. Site coordinators were also asked to report the three primary strategies used to address participants' needs for remedial assistance. Table 2 (below) shows the number and percentage of sites that identified each strategy as one of their three primary strategies used.

Strategy	# of sites (% of total)
Communicating with school staff regarding student needs and progress	66 (76.7%)
Small group tutoring with a certified teacher	56 (65.1%)
Use of data (for example, grades or CMT scores) to identify student needs	33 (38.4%)
One-on-one tutoring with other paid staff	31 (36.0%)
One-on-one tutoring with a certified teacher	28 (32.6%)
Small group tutoring with other paid staff	26 (30.2%)
One-on-one tutoring with volunteers	16 (18.6%)
Small group tutoring with volunteers	9 (10.5%)
Referral to other services (for example, Supplemental Education Services)	5 (5.8%)



Section Four:

Relationships with Partner Schools

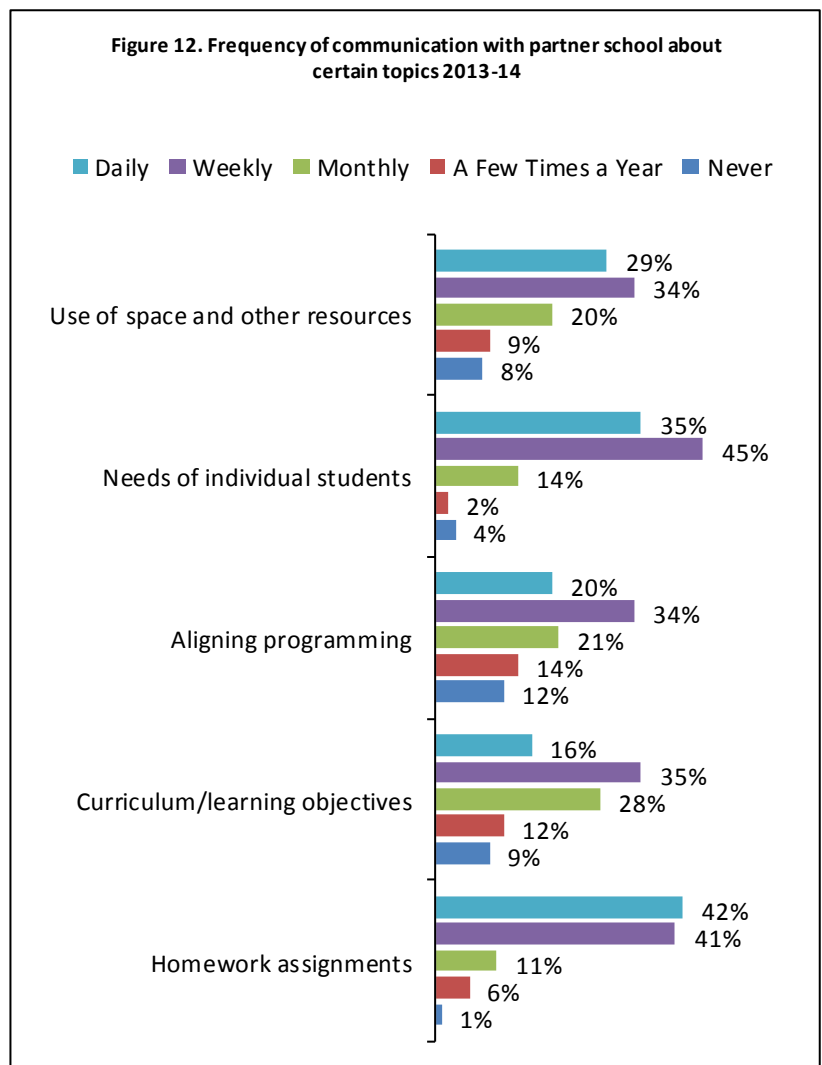
A primary goal of the 21st CCLC program is to provide students with academic programming that is aligned with the learning objectives in core academic subjects and with enrichment opportunities that complement school day learning (U.S. Department of Education, 2003). In order to achieve this goal, grantees 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

The most common ways after school program staff communicated with school day teachers was through in-person meetings (n=67, 77.9%), e-mail (n=52, 60.5%), and written communication passed through the students (n=50, 58.1%). Site coordinators were also asked how often they communicated with school day teachers about a variety of topics. Figure 12 (right) shows how often each topic was discussed with school day teachers.

Quality of Collaboration with the Partner School

Site coordinators were asked to rate the quality of their site’s relationship with school day staff. The vast majority (n=77, 89.5%) rated their collaboration as excellent or good.



Challenges to Maintaining Positive Relationships with the School

Overall, sites did not report many major or minor challenges in maintaining positive relationships with partner schools. Table 3 (right) shows the percentage of sites reporting each area as a major or minor challenge. Less than six percent of sites reported any area as being a major challenge, and less than 26 percent of sites reported any area as a minor challenge.

	Major Challenge # of sites (% of total)	Minor Challenge # of sites (% of total)
Commitment/support from school day staff	1 (1.2%)	19 (22.1%)
Communication with school day staff	1 (1.2%)	10 (11.6%)
Ability to meet with school day staff	3 (3.5%)	18 (20.9%)
Consistency of student expectations	3 (3.5%)	22 (25.6%)
Access to data/information from school day staff	4 (4.7%)	16 (18.6%)
Participant recruitment from schools	4 (4.7%)	10 (11.6%)
Access to space at after school site	5 (5.8%)	22 (25.6%)
Staffing changes at partner site(s)	3 (3.5%)	9 (10.5%)

Section Five:

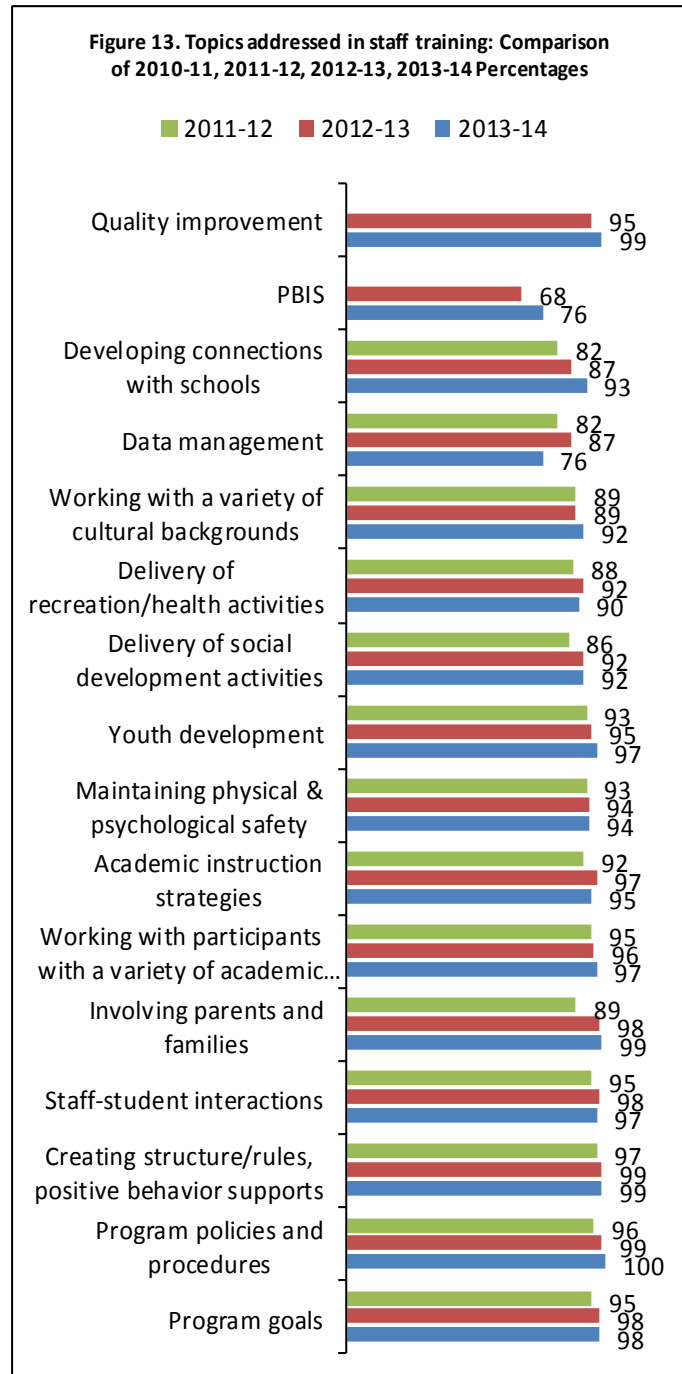
Staffing & Professional Development

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.

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. **More than half of the sites held regular staff meetings at least once a month (n=56 sites, 65.1%).** Of those sites, 25 sites (29.1%) reported holding staff meetings on a weekly basis. Additionally, 27 sites (31.4%) reported holding staff meetings once every 2-3 months and three sites (3.5%) reported to holding a staff meeting once a year. **Slightly over half of the sites (n=48, 55.8%) provided at least one hour of paid time for program planning and preparation.**



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 13 (above) summarizes and contrasts the topics covered in each of the past three years. All 16 topics were covered by the vast majority of sites (over 75%) during this past school year.

Staff Support

Site coordinators were asked to select all types of support offered to their staff in order to improve after school programming delivery. Overall, the majority of sites offered some form of additional support to their staff, and only two sites (2.3%) reported providing no additional support to their staff. Table 4 (below) provides the number and percentage of sites that offered each type of support to staff members during the 2013-14 school year.

Strategy	# of sites (% of total)
Curriculum planning provided by educational coordinator	32 (37.2%)
Coaching of site staff	51 (59.3%)
Co-teaching with site staff	37 (43.0%)
Evaluation of site staff	54 (62.8%)
Student data evaluation shared by education coordinator	25 (29.1%)
Education coordinator leading specific lessons/activities with students	19 (22.1%)
Paid planning time	32 (37.2%)
Professional development	46 (53.5%)
Staff meetings	72 (83.7%)

Specific Areas Targeted for Additional Professional Development and Support

Site coordinators were asked to identify the three major topics they wanted professional development efforts to be focused on. Table 5 (right) lists the major categories of coordinators' responses.

Area	Total	First	Second	Third
Parent and family programming	36	8	13	15
Academic programming	42	13	13	16
Variety of activities	19	3	8	8
Recruitment, retention, & attendance	5	1	3	1
Organization/planning, communication/feedback	32	18	8	6
Community partnerships	7	0	4	3
Staffing (e.g., recruitment, retention, development)	29	12	9	8
Behavior management	42	20	15	7
School partnerships	7	2	3	2
Youth involvement, leadership, and engagement	15	6	3	6
Health and wellness	3	1	2	0
Social/youth development	9	1	2	6
Data management	3	1	0	2



Section Six:

School Performance of 2013-14 21st CCLC Participants

Two measures were chosen as performance indicators for students participating in 21st CCLC programs: school day attendance and school day behavior. In past reports, standardized test scores have also been examined in order to evaluate academic achievement. Due to changes in standardized testing procedures, these test scores were not available for the 2013-14 school year, and as such, were not included in this year's end of year report. Due to the federal guidelines concerning after school participation, in order to be included in the following analyses, students had to have attended the 21st CCLC after school program for at least 30 days. Overall, 6,418 students met the attendance requirement.

Performance Measure 1: School Day Attendance

The first 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 6,087 21st CCLC participants (94.8%). School attendance for individual 21st CCLC participants varied from 7 to 100 percent. The average attendance rate was 95.2 percent, which is equivalent to missing about 9 days in a 180-day school year. The student who attended only 7 percent of their registered school days was believed to be an outlier, and after removing them from the analysis, school day attendance for 21st CCLC participants ranged from 29 to 100 percent with an average school day attendance rate of 94.8 percent. This percentage is also equivalent to missing 9 days in a 180-day school year.

Performance Measure 2: School Day Behavior (Disciplinary Infractions)

The second performance measure provided information about 21st CCLC participants' in-school behavior, represented as disciplinary infractions. During the 2013-14 school year, 960 21st CCLC participants received at least one disciplinary infraction. Therefore, 15 percent of 21st CCLC participants had at least one disciplinary infraction during the 2013-14 school year. Of the students with at least one infraction, the number of incidents each student incurred ranged from 1 to 24 with an average of 2.4 incidents per student. Thirty-six 21st CCLC participants received 10 or more disciplinary infractions. One student was reported as having 53 disciplinary infractions, and because this was believed to be a data entry error, this student was removed from the analysis. Even after removing this student, the average number of incidents per student did not change.



Section Seven:

Conclusion and Recommendations

The results of the 2013-14 evaluation of Connecticut 21st CCLCs suggest that programs were 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 demonstrated need for remedial assistance. Most sites reached participant attendance targets, and many were exceeding them. However, there was a small proportion of sites that did not meet participant attendance requirements; ten sites did not have their target number of students attend at least 60 percent of their registered days.

This year's results are relevant to several themes identified during previous years' evaluations. These include program availability, age-appropriate youth involvement opportunities, and partnerships between after school programs and schools. These are discussed below.

Program Availability

Over the past four 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 four years, the sites have been open an average of 130, 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 and over half being open in September. 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.

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 hopefulness (Larson, Walker, & Pearce, 2005).

This year's results suggest that over half of the programs provided youth involvement opportunities during program hours. Specifically, over half of the sites allowed students to choose activities they participated in, allowed students to spend additional time on activities of interest, allowed students to initiate projects based on their interests, and allowed students to assume specific responsibilities for running the program on at least a weekly basis.

Partnerships between 21st CCLC Programs and Schools

The results of the 2013-14 evaluation suggest that sites were, overall, well connected with their partner schools. There was an increase in the percentage of sites that rated the collaboration with their partner school as good or excellent as compared to the previous three school years. In order to achieve this quality collaboration, most site coordinators reported that they, or someone from their site, communicated with their partner school about a variety of topics. These topics most commonly included homework, the needs of individual student participants, and the use of space and other resources. Less than six percent of the sites reported any major challenges with their partner school, but the most commonly reported major or minor challenge was access to space within the school building. Given the generally high level of collaboration between after school sites and schools, it seems reasonable to expect continued improvements in this area.

Staff Support Systems

The most commonly utilized forms of support for staff were holding staff meetings, evaluations of the site staff, and coaching site staff to provide support for other staff members. 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.

Performance of 21st CCLC Program Participants

Overall students in the 21st CCLC programs attended an average of 95.2 percent of their registered school days which is equivalent to missing about 9 days in a 180-day school year. This is an encouraging finding since attendance during the school day is a necessary first step for educating children and adolescents. As well, only 15 percent of the 21st CCLC participants incurred a disciplinary infraction across the 2013-14 school year.

Some limitations of the current evaluation should be noted. At the time of this report, there was not a suitable comparison group available for the performance indicators of interest discussed in this report. As a result, it is not possible to conclude if participation in the 21st CCLC program led to improved outcomes as compared to a similar group of students who did not participate in the 21st CCLC program.

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



Section Eight:

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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 [$t(6412)=-.69, p=.491$].

³ Using an independent samples t-test, there was not 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 [$t(6144)=-1.77, p=.077$].

⁴ Using a univariate analysis of variance, there were no statistically significant differences in the rate of program attendance based on ethnic background [$F(6,6411)= 1.21, p=.299$].