Michigan 21st Century Community Learning Centers Evaluation

2006-07 Annual Report

Celeste Sturdevant Reed, PhD
Co-Principal Investigator
Evaluator

Laurie A. Van Egeren, PhD
Co-Principal Investigator
Director

Laura Bates, MA
Research Associate

MSU Evaluation Team

MICHIGAN STATE UNIVERSITY

University Outreach
& Engagement
Michigan State University
East Lansing

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Copies of this report are available from:

University Outreach and Engagement
Michigan State University
Kellogg Center, Garden Level
East Lansing, Michigan 48824
Phone: (517) 432-8439
Fax: (517) 432-9541
E-mail: csreed@msu.edu
Web: http://outreach.msu.edu/21cclc

The views expressed are solely those of the authors. For more information about this report, contact Celeste Sturdevant Reed at the above address or phone number, or email: csreed@msu.edu.

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Contents

Introduction

The 21st Century Community Learning Centers (21st CCLC or CLC) program funds schools and community organizations to offer out-of-school-time (OST) activities for K-12 students in high-poverty areas. The main focus of the program is expanding enrichment opportunities, particularly academic enrichment, for students attending low-performing schools. Key goals of the program are:

- Improving students' academic performance
- Offering enrichment and youth development activities in a safe environment outside of the regular school day

Michigan 21st CCLC programs offer homework help, tutoring, and academic enrichment activities to help students meet state academic standards in subjects such as reading and math. They also provide other enrichment activities focused on youth development, drug and violence prevention, technology, art, music, recreation, and character education to complement the academic components of the program[1].

2006-2007, the Michigan Department of Education (MDE) funded **53 grants** to 32 different grantees. However, in this report the number of grantees are shown as 37 because Detroit and Grand Rapids had multiple subcontractors providing their 21st CCLC Programs. The 53 grants operating during this year were funded in four separate cohorts, based on the time period when the grant was first awarded: 12 in the A cohort, 26 in B, 14 in C and 1 in DA. The **32 grantees** included 18 school districts, 6 charter schools, 7 community-based organizations and 1 university; each grantee could serve students in up to five different sites. 21st CCLC sites served students in the following grade levels: 76 elementary school; 68 middle school; 7 high school; 30 elementary-middle school combined; 6 middle-high school combined; and 6 elementary-middle-high school combined. This total – 193 sites – is different from the **188 sites** reported on in the Annual Report Forms because of school closings and sites that only offered summer programs during the 2006-2007 academic year. Sites that operated only in summer were not asked to report.

The state evaluation of 21st Century Community Learning Centers Program (21st CCLC) is designed to gauge the success of Michigan in meeting program goals. The state evaluation is intended to answer the following evaluation questions:

1. Is Michigan meeting federal performance targets for student outcomes?
2. How does the Michigan 21st CCLC Program compare with 21st Century programs across the nation?
3. Is the program more successful with some groups of students than with others?
4. What are the characteristics of more successful programs that might contribute to their success?
5. What would make the programs even better?

[1] Michigan Department of Education Website, http://www.michigan.gov/mde/0,1607,7-140-6530_35090-127653--,00.html

The annual report (ARF) serves two primary purposes:

- Grantees examine the processes and outcomes of their program; identify areas of strength and ways to improve their programs, leading to better returns on community investment and greater sustainability.
- The Michigan Department of Education (MDE) learns more about the individual programs, identifies strategies for success, and targets areas for technical assistance.

This report offers information about the program from two levels of program management:

- **Grantee** – the grant recipient/administrator, which has primary responsibility for management of the program as a whole
- **Site** – each individual programming location.

Program administrators, site coordinators, and, in some cases, local evaluators and other program staff participated in answering questions about various aspects of their programs.

This report provides program information about Michigan 21st CCLC on critical issues in quality after-school programming that have been identified by researchers, practitioners, and MDE.

Method

The Annual Report Form

The ARF has two parts: (a) a grantee-level report, to be completed by the program director, and (b) site-level reports for each location where programming occurs, to be completed by site coordinators or other administrators working with the site coordinators.

- The **grantee-level report** covers factors that are likely to be common across sites within a grantee, such as management structures including administration and advisory/policy committees, links to school district, community partnerships, sustainability and the perceptions of the usefulness of the ARF.
- The **site-level report** covers factors likely to vary from site to site including recruitment and retention, activities, staffing, relationships with the school and community, service partnerships, sustainability and student outcomes. In each program area, sites are provided with descriptive tables and figures that summarize information from program data, surveys, and school records to assist them in assessing their progress.

In contrast to prior years, most sections of the 2006-07 ARF Report come from one but not both of the reports. Table 1 below identifies the data source for each of the topics in this report.

Table 1
2006-07 ARF Overview

Topic	*Grantee ARF Sections*	*Site ARF Sections*
Introduction	G3 Submit grantee report	S8 Submit ARF
Management	G1.1 Management – changes in program director & site coordinators	
	G1.2 Advisory or Policy Committee	
Recruitment and Retention		S1.1 Changes in the past year
		S1.2 Overall attendance & retention
		S1.3 Target populations
		S1.4 Low Achieving students ▪ Recruitment ▪ Retention ▪ Other comments about LAS
		S1.5 Racial/Ethnic Groups ▪ Retention ▪ Cultural Focus ▪ Other Comments regarding racial/ethnic groups or cultural sensitivity
		S1.6 Strategies to improve overall enrollment & retention
Activities		S2.1 Program objectives
		S2.2 Changes since last year ▪ Academic Activities ▪ Non-academic Activities
		S2.3 All Activities

Table 1
2006-07 ARF Overview

Topic	*Grantee ARF Sections*	*Site ARF Sections*
		▪ Activity policies ▪ Attendance for each type of activity
		S2.4 Academic Activities ▪ Attendance for each type of academic activity
		S2.5 Student feedback on academic activities
		S2.6 Parent feedback on activities
		S2.7 Other structured feedback on activities ▪ Academic activities ▪ Non-academic activities
		S2.8 Proposed changes to: ▪ Academic activities ▪ Non-A activities
		S2.9 Other comments about activities
Staffing and Interaction Quality		S3.1Staff-Student Ratios ▪ Changes in the past year ▪ Ratios for academic activities ▪ Ratios for non-A Activities ▪ Other comments about activities
		S3.2 Staffing for academic activities ▪ Teachers ▪ Staff training for AA ▪ Other comments about A
		S3.3 Perceptions of the staff, program and peers ▪ Changes since last year ▪ Students' perceptions of staff and program ▪ Students' perceptions of peers ▪ Student perceptions of opportunities for governance & d-m ▪ Other comments about staff-student interactions
		S3.4 Program Quality Self Assessment
		S3.5 Parent perceptions of staff and program ▪ Changes since last year ▪ This year ▪ Other comments about P-S interactions
		S3.6 Staff survey ▪ Quality beliefs ▪ Working climate
Linkage to School	G1.3 Links to school (district)	S4 Linkages to school S4.1 School changes
		S4.2 Relationship w principal
		S4.3 Relationship w school-day teachers
		S4.4 Connections to school day ▪ Connections to teachers ▪ Connections to curricula
		S4.5 Goals for Improvement
		S4.6 Other comments about linkages w school
Community Partners (providers and vendors)	G1.4 Community partners	S5.1 Changes in service providers in last year
		S5.2 This year
Sustainability	G1.5 Sustainability	

Table 1
2006-07 ARF Overview

Topic	*Grantee ARF Sections*	*Site ARF Sections*
Outcomes		Data available – please explain missing: ▪ Demographics ▪ Surveys (K-3, 4-12, parent, teacher, staff) ▪ School outcomes (reading grades, math grades, reading MEAP, math MEAP) ▪ Suspensions ▪ School attendance
		S6.1 Changes to increase student achievement
		S6.2 Outcomes compared to federal targets & Michigan ▪ Grades ▪ Teacher ratings
		S6.3 Grades regulars compared to non-regulars ▪ Reading ▪ Math
		S6.4 Changes over time ▪ Grade improvements ▪ Teacher reported improvements
		S6.5 Participant perceptions of program impact ▪ Parents' perceptions of their children's improvement ▪ Students of impact on A subjects ▪ Student of impact on non-A subjects ▪ Teachers of students' improvement
		S6.6 Consistency of perceptions among all
		S6.7 Other comments on outcomes
Evaluation	G2.1 Site Annual Report form ▪ Usefulness ▪ Lack of usefulness ▪ How will use	S7 Evaluation use
	G2.2 Local Evaluators	

The ARF was completed in two rounds. Round 1 opened on September 10, 2007 and closed October 12, 2007. Round 2 opened on December 19, 2007 and closed on January 31, 2008. The two rounds were directed to different grantees. The information requested addressed the 2006-07 program year, which included summer 2006 and the 2006-07 school year. Data were analyzed both quantitatively using descriptive statistics and qualitatively based on content analyses of the answers.

Available Data

Data presented in this report came primarily from data submitted via the 2006-2007 Annual Report Form (ARF), a Web-based reporting form developed by the state evaluation team as a mechanism for grantees to report to the Michigan Department of Education on their annual progress. Although prior versions of the ARF have always included summaries of existing grantee- or site-specific data, for the first time the 2006-07 ARF asked administrators completing the Site ARF to provide explanations for any demographics, surveys and school outcomes data missing from the data available for their site report.

Data Available

The table below shows the number and the percent missing for various categories of data state-wide. Sites were asked to explain all missing demographic data, student and teacher survey response rates less than 50%, parent response rates less than 30%, and more than 80% missing data for reading and math grades, reading and math MEAP scores, suspension and expulsion data, and school attendance.

Table 2
Summary of Data Available Statewide

Type of data	*Total Data*	*#/% Missing or Response Rate*
EZreports data		
Attendance	27,176 students	Missing for 0%
Grade Level	27,176 students	Missing for 0%
Sex	27,159 students	Missing for <1%
Race	27,038 students	Missing for <1%
Surveys		
K-3rd grade students	2,787 students	Response rate: 77%
4th -12th grade students	4,214 students	Response rate: 75%
Parents	3,492 parents	Response rate: 54%
Teachers (regular students only)	5,421 teachers	Response rate: 65%
Staff	8,48 staff	Not calculable
School outcomes		
Reading grades	10,984 students	Missing for 55%
Math grades	10,890 students	Missing for 55%
Reading MEAP (3rd to 12th grade)	13,875 students	Missing for 61%
Math MEAP (3rd to 12th grade)	13,878 students	Missing for 61%
Suspensions	8,929 students	Missing for 63%
Expulsions	7,114 students	Missing for 63%
Attendance	1,6337 students	Missing for 33%

Common Explanations

Some responses were given for all categories of data. Although the four types – no response given, not applicable, don't know and an obvious answer – were offered for each category of data, by far the most frequently used was not applicable. This answer included both the use of NA and also various explanations about why these particular data were not applicable to their situation, such as "we didn't have any missing data" or "we don't serve students in these grades" or "we didn't fall below the cut-off percentage." The least used explanation was "we don't know." See the rates of these responses for each category of data in Table 3.

Table 3
Common Explanations for Missing Data

Reasons	*EZreports Demographics (grade, sex, race)*	*Surveys (students, parents, teachers)*	*Student Outcomes (grades, MEAP scores, suspensions & attendance)*
No response given	15%	19-22%	21-28%
Not applicable (includes no missing data, did not serve this grade, did not fall below required %, do not give grades)	56%	K-3rd = 63% 4th -12th = 53% Parent = 33% Teacher = 39%	Grades = 28% MEAP = 57% Suspensions = 37% Attendance = 49%
Don't know; not sure why	4%	K- 3rd = 0% 4th -12th = 2% Parent = 3% Teacher = 5%	Grades = 5% MEAP = 1% Suspensions = 3% Attendance = 1%
Obvious answer (data didn't get entered, surveys not returned, data not submitted)	1%	K-3rd = 4% 4th-12th = 7% Parent = 10% Teacher = 9%	Grades = 12% MEAP = 1% Suspensions = 10% Attendance = 1%

Unique Explanations

Some of the explanations were often given for one category of data. For example:

The most frequent explanation for missing race data was that the parent or the student was not comfortable giving this information.

Three frequent explanations for the students not completing their surveys were:

- They were picked up early by their parents (younger students)
- They did not attend on the day the survey was given (all students)
- They forgot to bring back their surveys (older students)

Several explanations were given for the lack of parent surveys:

- Parents did not speak English (although parent surveys are available in Spanish and Arabic)
- The distribution method, such as sending the parent survey home and back with their student
- Lack of parental interest and participation
- The incentives offered (such as a Wal-Mart gift card) were just not that attractive

The three most frequent reasons for teachers not returning their surveys were:

- Teachers were too busy
- Technology issues, such as difficulty accessing the online survey
- Insufficient time or bad timing (end of the school year)

The most common reason given for missing grades, MEAP scores, suspensions and school attendance data was lack of school cooperation or school personnel reluctance to share data.

The next most common explanations for missing grade data were:

- student transience or school drop out
- the school did not assign grades (or did not grade this level student).

Lack of data on school suspensions was most often attributed to no students being suspended or expelled (shown in the table above as Not Applicable)
No additional reasons were other than those already mentioned were given for the lack of attendance data.

Other Data

In the Student Outcomes section, multi-year comparison data were drawn from earlier annual reports, student outcomes provided by the grantees, EZreports data and parent and student surveys. A unique feature of the ARF is that the MSU Evaluation Team provides individual grantees with grantee-level and site-level data summarized from standard data they provided about implementation, participant characteristics and outcomes (e.g., EZreports attendance tracking data; youth, parent, and teacher survey data, Youth Program Quality Assessment [YPQA][2] data; and school outcomes data). These data are provided to help them assess their program's progress, accomplishments, and areas in need of improvement. A description of the data collection methods used to populate the ARF is available in *21st CCLC Michigan: Overview of the Program and State Evaluation Technical Supplement* [3] (Wu, Van Egeren, & Bates, 2007).

Sample

Grantee-Level ARFs

Grantee-level information was provided by 37 ARF reports from the 32 organizations. Although most grantee-level information covered all sites overseen by the grantee organization regardless of the number of grants received, the two largest grantees -- Detroit Public Schools and Grand Rapids Public Schools -- used a model in which the fiduciary grantee contracted with three or four community-based organizations ("sub-grantees"), each of which was responsible for operating a number of sites. In these two cases, each of the sub-grantee organizations completed a grantee-level ARF.

Most (35; 95%) grantee reports were completed by the Program Director (who was also referred to as project director, director, or program coordinator). Of the remaining two reports, one was completed by the federal program specialist and the other by the recreation programmer. The largest number of reports (11; 30%) had a single author; 9 (24%) were authored by two people and the 9 by teams of five people. Site coordinators were members of 11 grantee ARF teams and composed the totality of 2 teams (one sole author and one 5-member team). The local evaluator was a member of the team for 9 (24%) of the grantee-level reports.

Site-Level ARFs

188 Site ARFs were submitted. The sizes of the teams completing the Site ARF were the same as for the Grantee ARF, although in a different rank order. Among the 185 site providing information on this item, two-person teams were most often used (56, 30%). Reports authored by a single person were second most prevalent (49, 26%) with five-person teams (31, 16%) a distant third. Three sites did not answer this question. Excluding the 4 grantees with single-site programs, 19 grantees (19/33; 58%) representing 81 sites (81/181; 45%) used the same strategy to complete each of the site reports. For example, the director

[2] High/Scope Educational Research Foundation. (2005) Youth PQA program quality assessment: Administration manual. Ypsilanti, MI, High/Scope Press.
Smith, C. and C. Hohmann. (2005) Full findings from the Youth PQA validation study. High/Scope Youth PQA Technical Report. Ypsilanti, MI, High/Scope Educational Research Foundation.

[3] http://outreach.msu.edu/cerc/documents/21CCLC_Overview_tech_report.pdf

and the site coordinator were members of a 2-person team; the site coordinator was the sole author; or the director, three site coordinators and the local evaluator were members of a 5-person team.

The project director was a member of the team 68% of the time (126/185) and one or more site coordinators 75% of the time (138/185). The site coordinator was the sole author of 47% of the reports and the project director was the sole author in 43% of the cases. Seventeen teams (9%) had school personnel as members (teachers, principals and/or other school administrators; this is a decrease from 23 teams in the 2005-06 programming year) and 20 teams (11%) included the local evaluator (this is increase from 13 teams in the 2005-06 programming year).

The local evaluator could be a member of both the grantee-level and the site-level team or one or the other. Four grantees included their evaluators in both the grantee-level and site-level response teams; 3 in only the grantee-level team and one only in site-level teams.

Operations, Management and Decision-Making

Data in this section comes from EZreports and the grantee-level ARF report. We have summarized the information from EZreports on grantees' weeks and days/week of operation. In the ARF grantees were asked to provide information about changes in their management since last year and the presence/absence of advisory committees in their program. All 37 grantees submitted information about program management.

Operations

Weeks of Operation

In 2006-07, sites operated between 5 and 48 weeks. 51% of sites operated for at least 38 weeks, the required number of weeks identified in subsequent requests for proposals released by MDE.

During the school year, sites operated between 12 and 41 weeks, with the majority (79%) running for between 31 and 37 weeks. During summer, 136 (79%) sites operated, with periods ranging from 2 to 11 weeks; most sites (85%) ran for 4 or 7 weeks.

Days Per Week of Operation

During the school year, sites were most likely to operate for four days per week (57%) or three days per week (31%). Two sites ran for two days per week and seventeen sites (10%) ran for five days per week.

During the summer, sites were most likely to operate for four days per week (52%), three days per week (25%), or five days per week (21%). Four sites (3%) ran two days per week.

Management Changes

Overall, the top level management of the programs was quite stable. Only 4 of 37 (11%) of the grantees reported changes in their grant/overall project director in 2006-07. However, 2 of these personnel changes were in Detroit, accounting for 50% of their project directors.

Over ¼ of the site coordinators changed during the course of the year (51/185; 28%). At 7 sites (4%) all or most of the site coordinators left.

Most project directors (29/37; 78%) worked full time in their positions. Grantees reported a lower rate for employing full-time site coordinators (29 grantees; 62%). Grantees were consistent in their hiring practices. That is, they tended to employ all their sites coordinators either fulltime or all their site coordinators part-time.

In contrast to what might be expected, there was no relationship between employment status of the site coordinator and their turnover rates. Both full-time and part-time site coordinators had a turnover rate of 30%.

Decision-Making Structures

Advisory/Policy Committees

Slightly more than half of the grantees (20/37; 54%) report that they have a functioning grantee-level advisory or policy committee. When queried about site-level advisory committees, slightly less than half of the grantees (17/37; 46%) said they had one or more. However, there was an interesting mix of arrangements between the presence/absence of advisory committees at the grantee and site levels. Table 4 shows the relationship between having a grantee-level and site-level advisory committees.

Table 4
Grantee-level and Site-level Advisory/Policy Committees

Sites had own advisory committees	*Functioning Grantee-level Advisory or Policy Committee*		
	Yes	*No*	*Total*
Yes, all did	3	**1**	4
Yes, some did	6	**7**	13
No, none did	**11**	9	20
Total	20	17	37

It can be seen that having a grant-level advisory or policy committee was not a predictor for the presence of site-level committees, since slightly more than half (11/20; 55%) of the grantees with committees did not have a parallel site-level structure and almost half of the grantees without committees (8/17; 47%) had them at one or more of their sites.

Committee Membership

Grantees were asked about the organizational affiliations of the people who served on their grantee level advisory or policy committees. Most prevalent were people managing the program:

- All of the committees included the CLC program manager
- 70% included Site Coordinator(s)

A second group included primarily people providing programs and services

- 55% included CLC Program Providers or Vendors
- 50% included ISD or District Staff
- 50% included Host School Staff (principal, teachers, others)
- 45% included Community Agency Staff (not providers)

Parents, local government officials and business people were included in 25% of the committees. School board members and representatives of faith-based organizations were less often included (15% and 10%, respectively).

None of the committees had terms of office.

Recruitment and Retention

Data for this section come from the Site ARF and EZreports. EZreports data provided attendance data, compared the percent of students enrolled in the CLC who were low achieving with similar students in the school, and provided race/ethnicity data on the CLC regular attendees. Sites reported on their overall success in recruiting and retaining participants; they also discussed strategies they intended to implement to improve recruitment and retention.

The 21st CCLC program has a specific charge to serve students in low-achieving schools; therefore, grantees and individual sites were asked to report on their successes and challenges of attracting and retaining low-achieving students. In addition, sites discussed their progress in attracting students categorized by race/ethnicity, grade level, and gender to assess whether recruitment and retention were particularly successful or unsuccessful with certain groups.

Overall Attendance and Retention

Changes in the Past Year

This section opened by presenting sites with the 2005-06 program year changes they reported planning to make in recruitment and retention and then asked them to describe what progress had been made. Table 5 shows the strategies that sites proposed to use in 3 categories: people-oriented, program-oriented and other. As the table shows, not surprisingly the emphasis in recruitment was on people-oriented strategies while the emphasis for retention had slightly tilted toward programming strategies.

As always, there were some sites that didn't respond to these items or wrote in the equivalent of "no data available," amounting to 14% each for both recruitment changes and retention changes anticipated. Further, not all programs felt they had to make changes, either because their program was at capacity or because they were satisfied with their recruitment or retention approaches (15% & 11% respectively). It should be noted that while percents are reported here, these will sum to more than 100% because sites may have reported more than one approach.

Table 5
Proposed Changes in Recruitment and Retention Strategies

Types of Strategies	*Recruitment*	*Retention*
People-oriented		
Student	▪ Ask students in the program how to recruit other students like them ▪ Use satisfied students to recruit other students or their friends ▪ Use student advisory committee members to recruit other students ▪ Approach students directly via an information table (in the hall, at school events, etc.) ▪ Ask students what activities they want ▪ Follow-up with enrolled students to make sure they attend at least once	▪ Students have choice in selecting their own activities ▪ Students are asked for their opinions on what activities to offer ▪ Students give feedback on the program

Table 5
Proposed Changes in Recruitment and Retention Strategies

Types of Strategies	*Recruitment*	*Retention*
	25%	30%
Parent	▪ Call or visit parents ▪ Hold meetings with parents ▪ Attend parent-teacher conferences ▪ Provide parent workshops	▪ Parents are given specific information on how the program can help their student ▪ Parents are called to follow-up on enrolled student absences ▪ Parents are invited to Family Nights or other family events
	13%	17%
School principals, teachers or counselors	▪ Ask school personnel to refer students ▪ 21st CCLC staff attend school events (open houses, assemblies, sporting events)	▪ Communicate with teachers regarding students
	19%	6%
Program-oriented	▪ Offer activities that students request ▪ Add club-style specialty programs to offerings	▪ Offer more exciting activities ▪ Expand the vendor pool ▪ Provide incentives for participation ▪ Tailor activities to developmental needs of students
	16%	39%
Other	▪ Design recruitment materials (brochures, posters, newsletters) ▪ Add dinner to the program ▪ Get more transportation	▪ Submit the overall program to continuous review ▪ Establish a consistent discipline policy
	16%	2%

When asked, "What progress did you make?" most sites responded similarly to both questions. Usually they said they had implemented the changes and improved or maintained their level of success. A few commented that they had modest success; several mentioned that either MDE or their school district had cut their program; several said their schools had closed or been reorganized; and, again, some did not answer the questions.

Overall Attendance and Retention

In 2006-07, a total of 27, 176 students were recruited into the CLC program. Most attended only during the school year, as shown in Table 6.

Table 6
Overall Attendance and Retention

	2005-06	*2006-07*
Enrollment, summer	7,115	8,037
Enrollment, school year	20,926	22,253
Average daily attendance, summer	25	28
Average daily attendance, school year	35	38
Percent of students enrolled who were regulars (attended at least 30 days) for the year	46%	46%

Sites were shown their own enrollment and retention data, comparing 2005-06 and 2006-07, and asked a series of questions. First, they were asked about the changes in their recruitment across the two years.

- 59% said enrollment increased
- 24% said it decreased
- 18% said it remained the same

When asked to explain these changes, several new topics were introduced (beyond those topics in Table 6 above):

- 4% mentioned changes in the 21st CCLC staff (that accounted for both increases and decreases in enrollment)
- 7% said their overall school enrollment had declined, which caused a decline in the 21st CCLC program numbers
- All sites from one grantee mentioned that their increase was due to starting their program earlier in the year
- another grantee said they had made a policy decision to include academics for everyone which caused what they expected to be a temporary decline in enrollment

When asked to account for differences in the average daily attendance in the two years, no new explanations were given from those already cited; 11% did say that they had no data on which to comment.

Sites were also shown their retention data and asked to comment on changes across the two program years. Here the rates were closer and sites were not offered the "remained the same" option:

- 57% said their retention increased
- 43% said their rates decreased

Two reasons different from those given for recruitment were offered for declines in retention:

- 8% said other school activities competed with the 21st CCLC program
- 8% said their students were highly transient

Target Populations

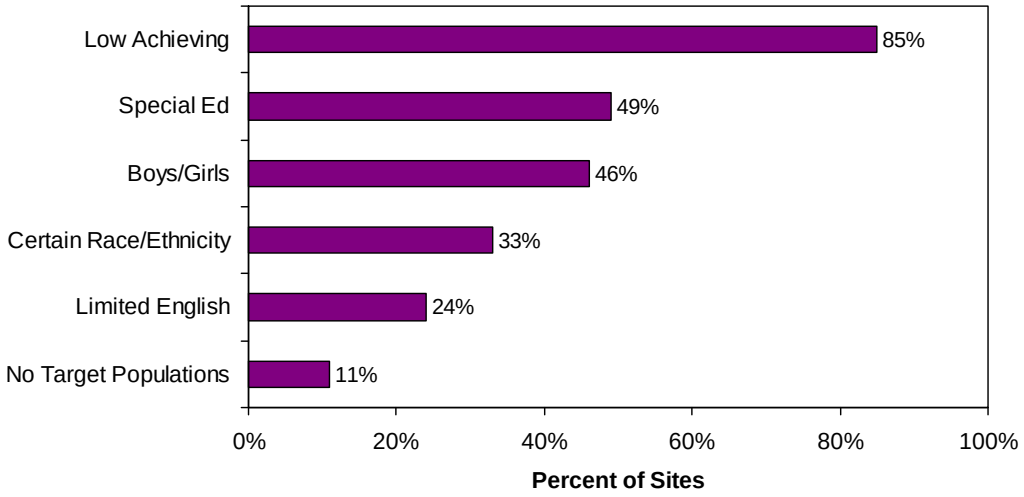
Target Populations

In 05-06, both Grantees and Sites were asked to identify their target populations; in 06-07 only Sites were asked this question. They were specifically asked about the following five groups:

- Low achieving students
- Special education students
- Limited English proficiency students
- Students of certain race or ethnicity
- Boys and girls
- Figure 1 shows the proportion of sites that targeted each of these groups, along with the proportion that targeted no specific groups; that is, the sites responded "no" to the query for each

target group. Most sites (85%) targeted low achieving students but fewer targeted the other populations.

Figure 1
Percent of Sites Targeting Specific Populations



Recruitment and Retention Strategies

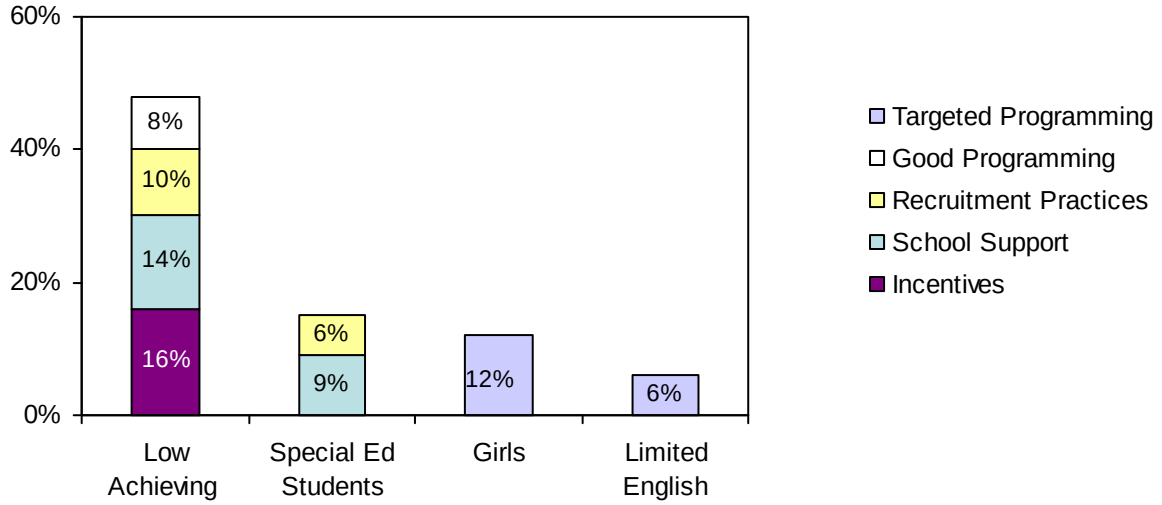
Sites were asked what specific strategies they used to recruit and retain these populations. Seven strategies were identified:

- **Targeted programming** such as offering special topics of interest, expanded tutoring and including bilingual instructors
- **Comprehensive programming** that included providing a diversity of activities, disguised learning and opportunities for student leadership
- **Incentives** including students having time to do things they like to do, linking participation in academics with field trips, and offering prizes for bringing a friend
- **High-quality program practices** such as limiting the size of groups, following up with teachers and following up with students
- **Inclusive recruitment practices** like contacting *all* parents, contacting students, using multiple means of recruitment
- **School support** including using teachers to identify students needing additional assistance, especially special education staff
- **Individualized personnel practices** such as hiring special staff, having female mentors for girls, and matching volunteers to the students

Each of these seven approaches was used to attract and retain low achieving students; however, sites emphasized incentives, school supports and their recruitment practices as strategies for these youth. The latter two – school supports and recruitment practices – were also emphasized when attracting special

education students. Targeted programming was used most frequently to attract and retain girls and limited English proficiency students. No particular approach was emphasized when attracting or retaining students of a specific race/ethnicity or boys. The relative proportion of the strategies used is shown in Figure 2.

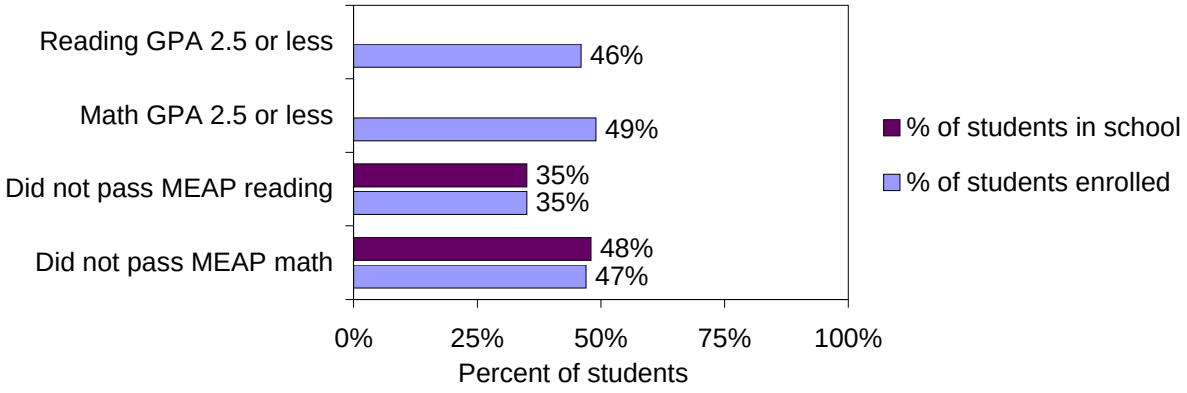
Figure 2
Primary Recruitment and Retention Strategies



Low-Achieving Students

In this section, sites were provided with a chart showing how many students they had enrolled with reading and math grades below a 2.5 GPA. It also compared their site's students who did not pass the MEAP reading or math tests with students in their school who did not pass these two tests. Figure 3 below identifies all of those students in the state.

Figure 3
Percent of Low-Achieving Students Enrolled in Program Compared to Percent of Low-Achieving Students in the School



Recruitment

Sites were given their own reading and math grade and MEAP data; the latter compared to their school, and asked to comment on how successful they were in recruiting low academic achievement students to their program. Sites gave one of 5 responses:

- 54% reported that they were satisfied with their performance
- 14% that they were somewhat satisfied (such as, “we did moderately well”)
- 6% reported that they did not do very well or did poorly; however, this does include several sites that set their own benchmarks to recruit more than their school’s percent of low achieving students
- 5% said they had insufficient data, including no grades or MEAP scores for lower elementary students (several noted that their MEAP scores had been lost by the company “for the second time”)
- 13% left the response blank or gave an answer that could not be coded

However, when asked directly “Given your program objectives, is the percent recruited acceptable?” 84% responded affirmatively.

Both those sites that were satisfied and those who were dissatisfied with their performance gave answers such as:

- We need to have more students in the program
- Those (low achieving) are the students we need in our program; we need to enroll the students who can benefit the most from our program
- All of the students in our school are low achieving
- And a few said, “we weren’t targeting low achieving students”

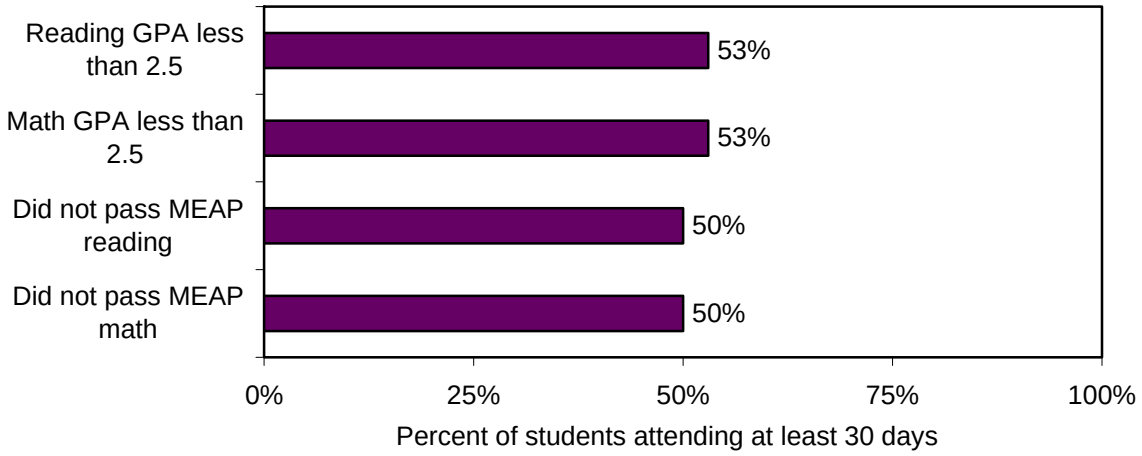
When asked to identify specific things they were doing to attract low-achieving students, most sites reiterated one or more of the seven strategies listed above. Many (43%) specifically emphasized the role of school personnel – principals, teachers, counselors and other staff – in the recruitment process.

Among the new strategies a few or single sites mentioned were increasing parent involvement, offering hot meals, using students to recruit other students and working with the PTA.

Retention

Sites were shown a chart with the percent of students in each low-achieving group who attended at least 30 days and asked given their program objectives, was the percent of those students retained acceptable. Figure 4 below shows the percents for all students in the state in these categories.

Figure 4
Percent of Students in Each Low-Achieving Group that Attended At Least 30 Days



Sixty-three percent answered yes to the query "given your program objectives, is the percent of students retained acceptable?" Unfortunately, the companion question – which should have read "is the percent of low-achieving students *retained* by your program acceptable?" was misprinted in the ARF to read "*recruited into your program.…*" so some answers appear to relate to recruitment, not retention. For example, we know that people who wrote "because we have not specifically *recruited* low-achieving students" read the actual words, but not the intent. Based on the answers given, as many as 43% of the sites may have interpreted this as another recruitment-related question.

Among those sites that did interpret this question correctly were the following categories of answers:

- 20% either named a specific percent (most often **under** 50%) or said these percentages **didn't meet** their expectations or benchmark for retention.
- 13% either named a specific percent (most often **over** 50%) or said these percentages **did meet** their benchmark for retention.
- A few sites repeated that they were not targeting low-achieving students and a few more reiterated that they had not been able to obtain data.

Again, most of the strategies named were reiterated from those original seven. The two new comments were "we will continue…to implement the retention plan…" (from several sites belonging to one grantee) and "we plan on intensifying our commitment to YPQA philosophies [program quality]."

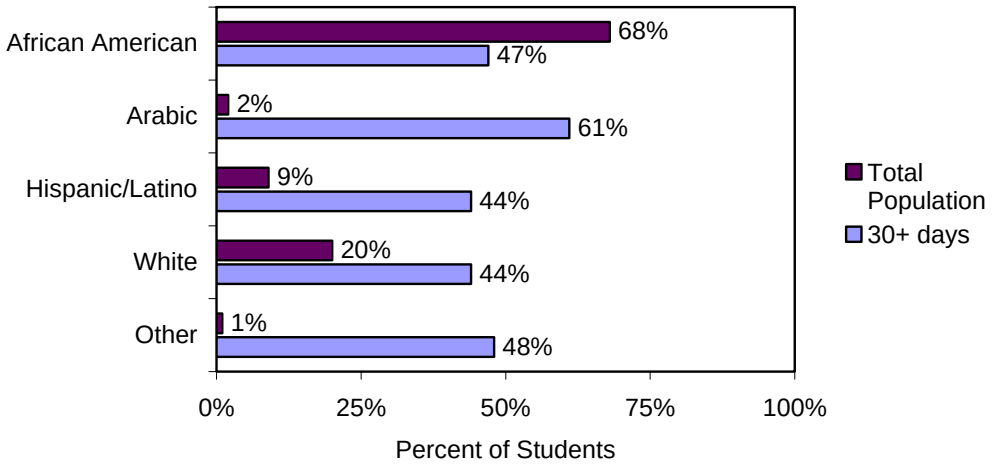
Other Target Groups

Racial and Ethnic Groups

Retention

Figure 5 illustrates the proportion of students from each ethnic group who attended regularly. Although Arabic students represented only 2% of the total student population, they attended much more regularly than other racial/ethnic groups, as did Hispanic/Latino students.

Figure 5
Percent of Students from Each Racial/Ethnic Group Who Attended at Least 30 Days Compared to the Total Population



69% of the sites gave an affirmative response to the question, "given your program objectives, is the percent of each group retained by your program acceptable?"

When asked to explain why or why not, sites generally took one of two approaches: some discussed the racial/ethnic makeup of their school; the others commented on the retention rates.

- 19% of the sites misinterpreted the data in the chart. We know this because they made comments such as, "What were the other 42%; our school is all white" or "99% of our students are African American so the bar should be closer to 100%"
- 34% said the percents were acceptable or high, or they represented the population of the school or the community
- 20% said the retention rates needed to be improved
- 9% said that students of a specific race or ethnicity were not a target population.
- As always, a few said the data were not accurate, did not answer the question, or gave responses that could not be interrupted.

Cultural Focus

A series of questions were asked regarding how the 21st CCLC program responded to the cultural diversity of its students, plus several questions about the students attending the program.

The **students**:

- Only 20 (11%) of the sites reported the presence of any immigrant youth in their programs. These sites reported a range from a low of 0.5% immigrant student participants to a high of 80%, with a median of 5%.
- 104 (58%) sites reported that they had no diversity in their student populations.

Sites have made the following **program accommodations** to address any cultural issues:

- First, generally, the culture and language of the staff and students was the same. (See Figure 6 Correspondence between staff and students)
- Even when sites were targeting students who might speak another language -- such as Arabic or Spanish – lack of staff language proficiency was not necessarily a barrier. For example, four sites report having staff who can speak Arabic, but none of these are sites specifically targeting Arab students. Similarly, 21 sites that reported targeting Latino/Latina students have Spanish-speaking staff, while another 18 sites that do not target these students also have staff who speak Spanish. In regard to speaking Spanish, one of the sites said "We do have students of Hispanic/Latino background in our program, but most of them speak English very well."
- Training for staff on cultural sensitivity was inversely related to targeting students of specific race and ethnicity. That is, more sites provided cultural sensitivity training that **were not targeting** these students (57%) than those sites that were (44%).
- The same holds true for tailoring activities to the cultural populations served. As Figure 7 illustrates, tailoring of activities (68%) was reported most often as occurring in sites with the least diversity in their student population. We interpret this to mean that the sites did offer tailored, culturally relevant activities, but that the activities were meant to immerse the students in *other* cultures, not designed to fit the students' own specific culture.

Figure 6
Correspondence Between Culture and Language of the Staff and of the Students

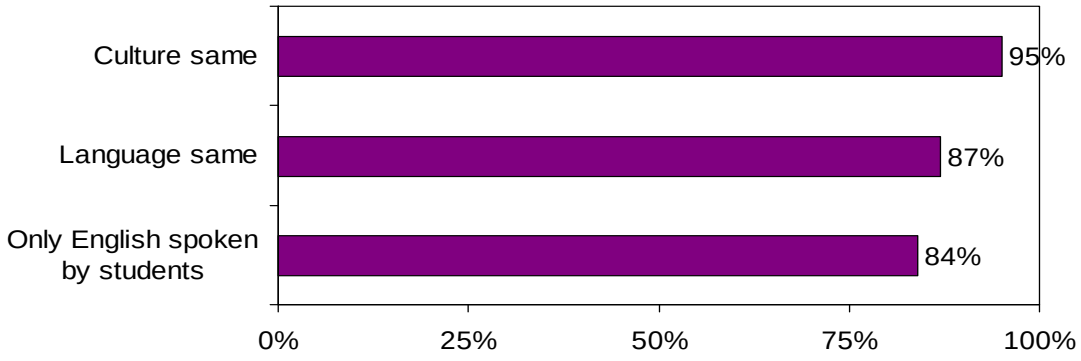
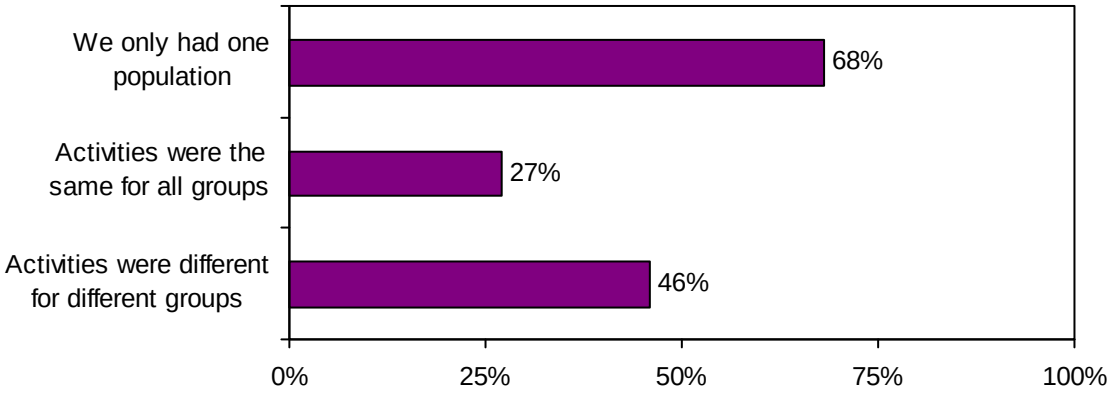


Figure 7
Tailoring Activities to the Cultural Populations Served



Activities

This section includes data from the student survey and EZreports as well as from the ARF. Grantees responded to the patterns of attendance in their programs (number of students who attended different types of activities) and to what students said about the academic support. They also described the strategies they used to develop academic activities to meet their program goals and to embed academics in non-academic activities. Finally, they described changes they intended to make to improve activities.

Grantees were required to provide activities for students designed to improve their academic performance as well as to offer other enrichment and youth development activities. They were also required to provide activities to serve adult family members and increase family involvement in the program.

Changes since Last Year

Sites were given the proposed activity-related improvements they wrote into their 2005-2006 reports and asked for their progress on implementing these changes. For both academic and non-academic activities, some sites gave general answers. The rates are the same, although the same sites did not necessarily give the same answers for their academic and non-academic activities:

- 12% reported success, such as “We’ve made improvement” or “We’ve implemented the practices”
- 5% reported they “had no plans to make improvements” or the programs “stay the same each year” or “No data submitted last year”
- 7% reported a lack of progress, such as “We have not been able to implement any changes so far” or “Little progress has been made…”

Not surprisingly, sites pursued different strategies for improving their academic and their non-academic activities.

All Activities

Activity Policies

The sites were given a list of 12 types of activities and asked to indicate which policy that governed each type of activity. The following are the four types of policies:

- It was required for all students
- It was required for some students
- No students were required to do this kind of activity
- The activity type was not offered.

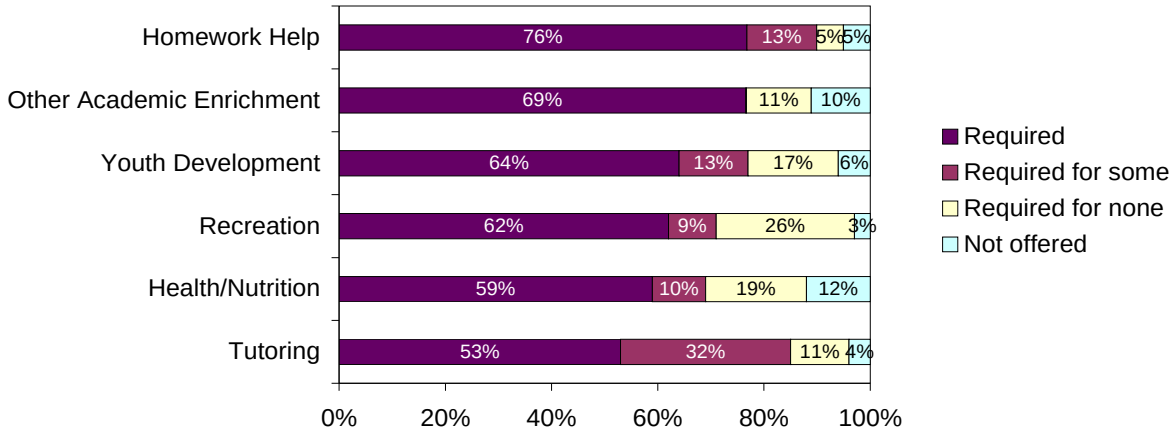
As can be seen in

Figure 8, homework help, other academic enrichment, youth development, recreation, health/nutrition and tutoring were the top six required activities. The other types of activities were required less often:

- Technology, 52%
- Arts, 47%
- Family Involvement, 44%
- Cultural Enrichment, 42%
- Sports, 42%
- Community Service, 25%

For these other types of activities, the same proportion of sites **did not offe**r community services activities as **did** (27% vs. 25%). The range for those sites not offering specific activities was between 16% for those offering no cultural enrichment and 4% for those offering no arts activities.

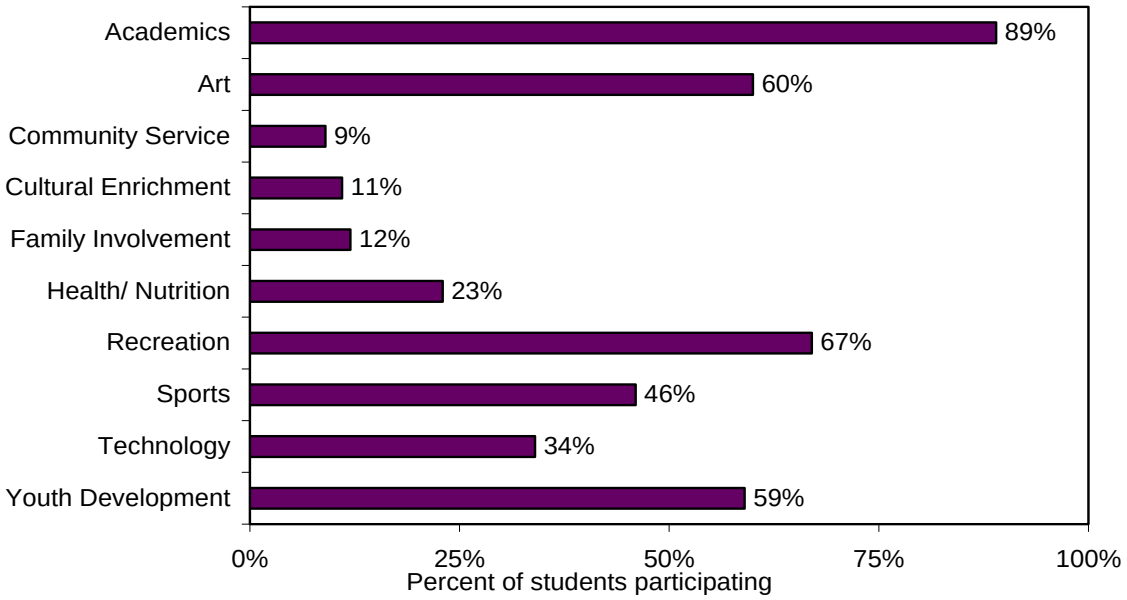
Figure 8
Most Required Activities



Attendance for Each Type of Activity

Figure 9 shows the percent of students in the state who participated in each type of activity.

Figure 9
Percent of Students Participating by Activity Types



Sites were asked to compare their participation to the state-wide rate of participation. They responded in the following categories:

- 36% reported that they were **doing better than the state-wide average**; this includes both those sites that reported general statements such as "For the most part our percentage was higher than the state average" and those sites that offered specific responses such as "We exceeded the percentage of activities in 7 out of the 10 activity types"
- 26% reported **mixed results**; an example of this is "some were equal, some were less and some were higher percentages"
- 9% said they were performing the same as the statewide average
- Only 3% said they were doing worse and 1% did not give an answer

A small number (2%) said their pattern reflected the goals or focus of their program. A few (6%) gave responses that did not answer the question, such as "The attendance varied according to students' interests in activities." 11% reported problems with entering data or that the data did not appear to be accurate.

Almost 2/3 of the sites agreed that this was the pattern of attendance that they had hoped to see for the different types of activities. In keeping with that sentiment, most (63%) of the sites, when asked what factors explained the difference, either did not respond at all or replied that it was not applicable. Nine percent of the sites offered the explanation that there were errors in the data and another 9% said their attendance tracking system or the way managers interpreted the categories in EZreports didn't allow them to accurately reflect their programming. A few (4%) made the comment that these were obvious areas for program improvement and an even smaller number (2%) wrote in that they didn't know what factors

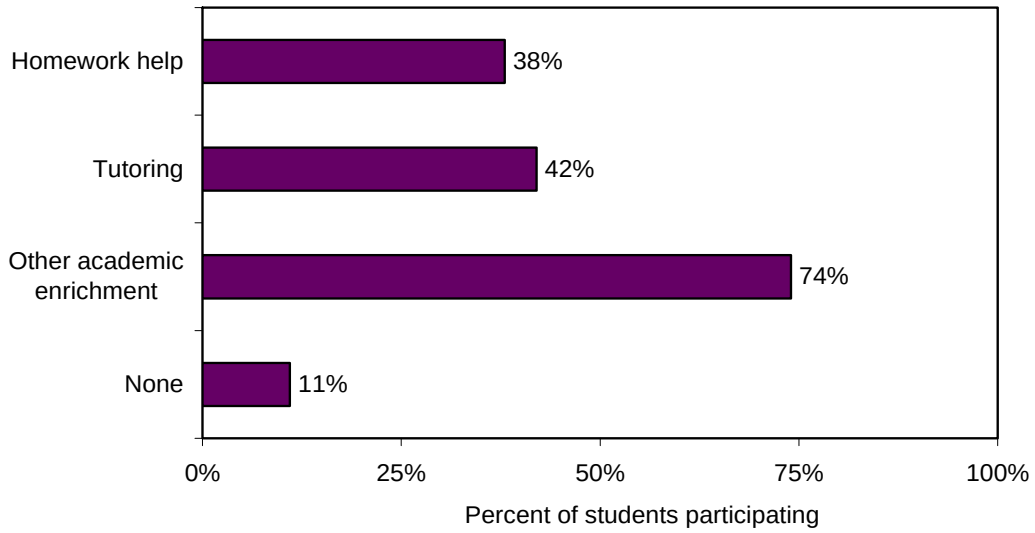
explained their pattern of attendance in the activities.

Academic Activities

Attendance for Each Type of Academic Activity

Academic support includes tutoring, homework help and other academic enrichment. As Figure 10 shows, other academic enrichment was the most frequently attended (74%) academic activity. Tutoring and homework help were attended much less frequently and at approximately the same rate (42% and 38%, respectively). Although academic activities were a required programming component, a small number of students (11%) did not participate in any academic activities. There was a difference between students who attended regularly and all students; only 2% of the regulars versus 12% of all students did not participate in any academic activities.

Figure 10
Percent of Students Participating by Academic Activity Type



Seventy-one percent of the sites reported that their pattern of attendance for academic activities was acceptable.

Sites gave the following reasons for why some of their students or some of their regular students did not participate in academic activities:

- 10% said that none of their students were required to participate in academic activities
- Another 10% said that only students whose teachers or counselors said they needed academic assistance were required to participate in academics
- 40% of the sites said those students who didn't participate in academics attended only a short time

These were generally three mutually exclusive groups. We also did not find any relationship between grade level (K-5th grade, 6th-8th grade or 9th-12th grade) of the students and lack of participation in academics.

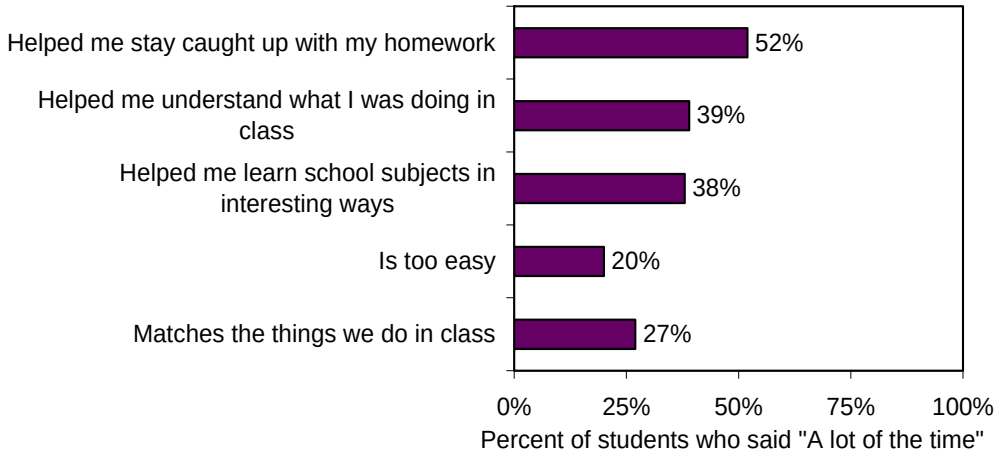
Overall, 58% of the sites replied that given their program objectives, the percent of students who did not

participate in any academics was acceptable.

Student Feedback on Academic Enrichment

The following Figure 11 shows students' perception statewide of their program's academic activities. Across the state 2% of the students said they did not do schoolwork in this program. Sixteen percent of the sites did not have sufficient data to have their own chart generated.

Figure 11
Student Perceptions of Academics--4th-12th grade



Sites were asked to compare their students' perceptions of academic activities to those of students in the rest of the state. Although they responded as follows:

- 40% Better
- 36% The Same
- 24% Worse

these figures may be misleading. We found that when the responses were not all in the same direction – that is, not all better or not all the same – it was difficult for sites to make a choice among the responses. More helpful are their statements about what aspects of their academic activities, from their students' perspectives, needed to be changed.

When asked to describe a successful strategy for embedding academics in non-academic activities, 73 sites, 39%, did not give examples. An additional 15 sites (8%) described actions taken that may have been good programming, but were not academic enrichment. Among those providing academic enrichment, 21 sites (11%) used game-based or curricular approaches; among those using the latter approach, the LEGO Curriculum was mentioned most often.

Cooking and sports were two common ways that sites embedded math and science in non-academic activities. Two site examples,

> *We made ice cream in a bag with the students. The students were responsible for reading the recipe and measuring their own ingredients. If they did not follow the steps in order, they didn't have good ice cream.*

The students had to keep their score and everyone else in their lane, find the total and the average. They also had to figure out who come in 1st, 2nd and 3rd for the entire group.

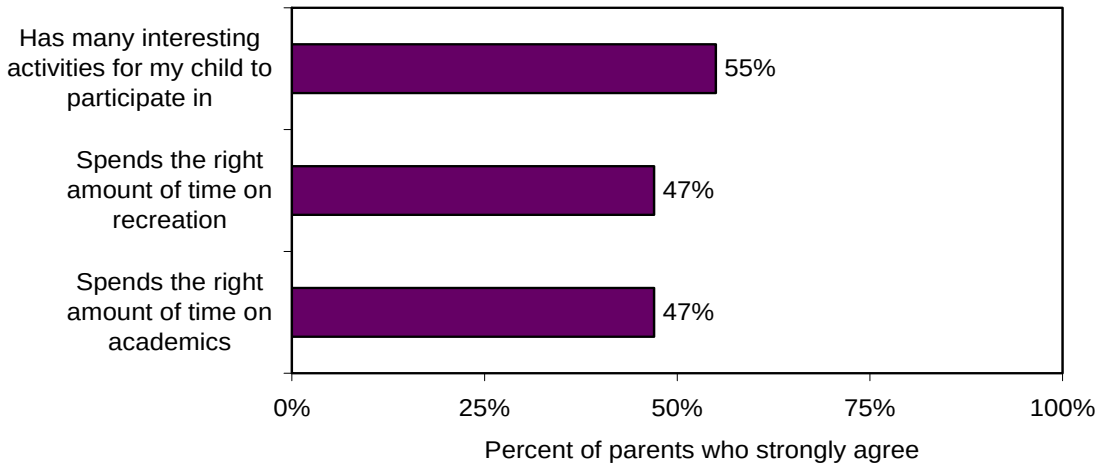
Unique approaches to math and science included classes in Amusement Part Creations where students learned geometry using rectangles, circles, squares and lines to make amusement park rides. Another site had students visit many local ponds and lakes doing water tests as well as checking on the development of wild life in the area. Students didn't think of it as science but rather a fun field trip.

Some sites even engaged in complex projects. One group of Youth Corps students built a 560-foot long ADA-rated boardwalk through a swamp. They not only learned the math required for such a project but also the ecology of the biome and the importance of the watershed and good stewardship. Another site is in its third year of an Iditarod (annual Alaska dog sled race) activity. Each student is given a different team, and through various activities students gain social, math, social studies, science and language arts skills.

Parent Feedback on Activities

Sites were shown a figure that compared their parents' perceptions of the program's activities with those of other parents statewide (Figure 12 below has only the statewide data). Twenty-three percent of the sites collected insufficient data from parents to have a figure.

Figure 12
Parent Perceptions of Activities Statewide



Sites were asked to compare the perceptions of their parents to other parents statewide. They replied:

- 28% Better
- 35% The same
- 37% Worse

Other Structured Feedback on Activities

Academic Activities

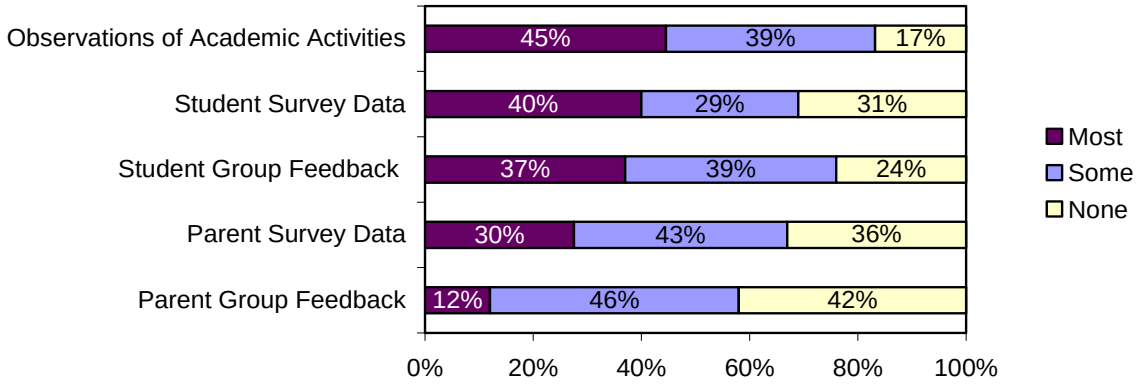
Sites were asked to report on additional structured and/or formal ways that they received feedback on their academic programs, and 36% (59) said it was not applicable because they did not collect any

additional data. The figure below shows the range for the 64% of the sites that did use other approaches. The scale for each method (listed below) for getting additional structured feedback was most, some, and did not use. For example, in Figure 13 below 45% of the sites reported that they used formal observations for *most* of their academic activities while 31% collected *no additional* student survey data.

The feedback methods were:

- Formal observations of academic activities (such as the YPQA)
- Structured group feedback from students
- Structured group feedback from parents (such as a focus group for parents)
- Additional survey data from students
- Additional survey data from parents

Figure 13
Other Structured Feedback on Academic Activities

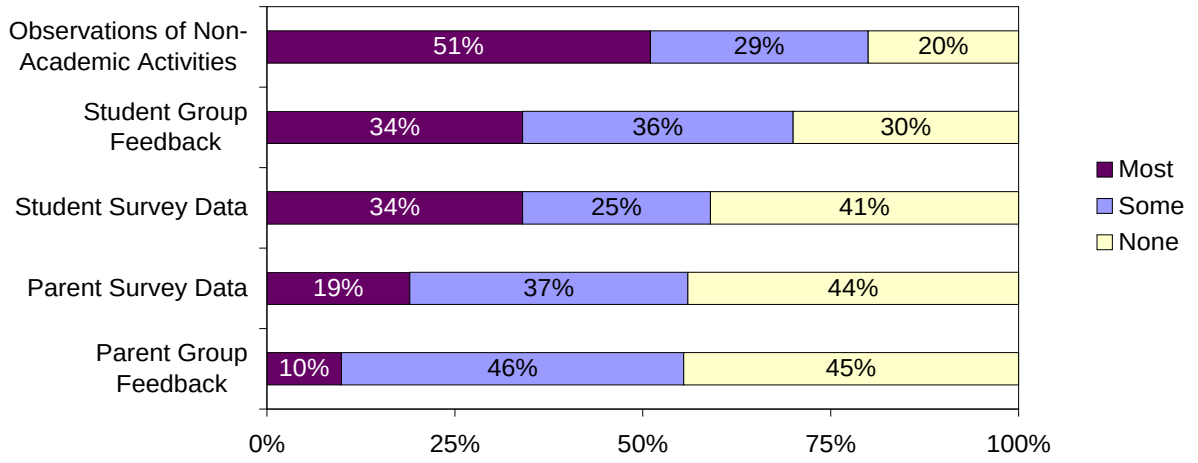


Adding "most" and "some" together, the most frequently used forms of structured feedback for academic activities were observations and student group feedback.

Non-Academic Activities

Sites were also asked to report on their use of the same 5 approaches to gaining information about their non-academic activities; 28% (46 sites) reported that they did not collect any other structured data. For those that did, responses are shown below in Figure 14. As can be seen in the figure, again the most common methods for gaining structured feedback on non-academic activities were observations and student group feedback.

Figure 14
Other Structured Feedback on Non-Academic Activities



Proposed Changes to Activities

Thirty-nine sites (21%) responded to the questions about changes to activities programming with one of the following responses: Cohort A site, not applicable, no changes planned, our school/program closed, changes would be planned by the new management (D/A sites), or they did not answer the question.

There were two distinct approaches that differentiated proposed changes to academic activities from non-academic activities. The most prevalent strategy for academic activities could be characterized as developing a closer relationship to the school:

- With teachers regarding areas of student need, compatible teaching methods, classroom assignments
- With teachers and principals to develop better understanding of each other's program, including joint staff development,
- Having students work on classroom assignments and homework in the after school program

In contrast, the strategies most often mentioned for non-academic activities were making the activities more interesting, targeted and fun:

- Working with student advisory committees or surveying students or otherwise giving students more input to get ideas for activities
- Offering more activity choice and/or identifying new vendors
- Doing vendor and staff training
- Developing a more formal feedback process on the activities including asking students to evaluate vendors

Activities to be added that cut across both types included introducing more technology and adding clubs.

Staffing and Interaction Quality

This section contains information provided in the Site ARFs. Sites reported on staff-student ratios, staffing for academic activities and perceptions of staff, students and parents.

Staff to Student Ratios

Although sites were given their staff to student ratios for both academic and non-academic activities, the data were more likely to be inaccurate than accurate. Because of the variety of ways that sites report their sessions, there was no way to reflect their actual staffing patterns. The state evaluators are working on ways to make the staffing data more reliable.

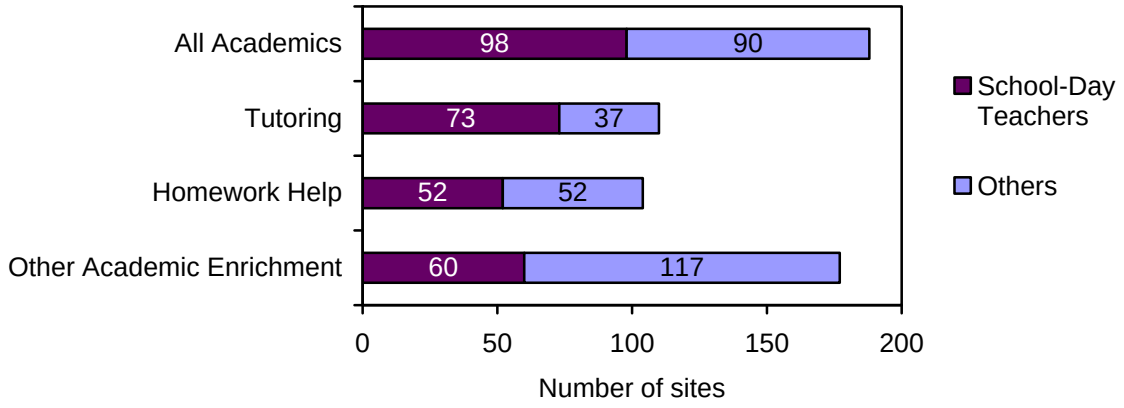
Staffing for Academic Activities

Teachers

Some sites use school-day teachers to staff their academic activities.

Figure 15 shows the number of sites state-wide offering each type of academic activity as well as the number staffed by teachers or other types of staff.

Figure 15
Number of Sites Staffing Academic Activities with School-Day Teachers and Others



For the most part, sites thought their staffing patterns were acceptable. In response to the query, "*Do you think the percent of teachers leading [specific academic activity] was acceptable?"* sites gave the following affirmative answers:

- 72% acceptable for homework help
- 75% acceptable for tutoring
- 79% acceptable for academic enrichment

For those dissatisfied with the level of teacher participation, the following types of responses were given:

- Many said they wanted to recruit additional teachers
- A few blamed poor student behavior for teacher turnover
- A few said they (the afterschool program) were not responsible for the ratio of teachers to students; rather the school district was.
- Most of those not responding had previously given one of the following responses: Cohort A (meaning their program was concluded), their program had been closed, or the new DA Cohort program staff would be setting goals.

Staff Training for Academic Activities

Grantees either relied on their school district for training of certified teachers (27%) or provided a variety of training themselves. Training provided by the grantees focused on: curricula or specific activities used in the program (19%), classroom management or student engagement techniques (23%) or general administrative concerns and staff meetings (13%). When grantees did not use certified teachers, the staff requirements varied dramatically: a few required just a high school education while others required a degree (associate's or bachelor's) and some specified experience working with youth.

Perceptions of the Program

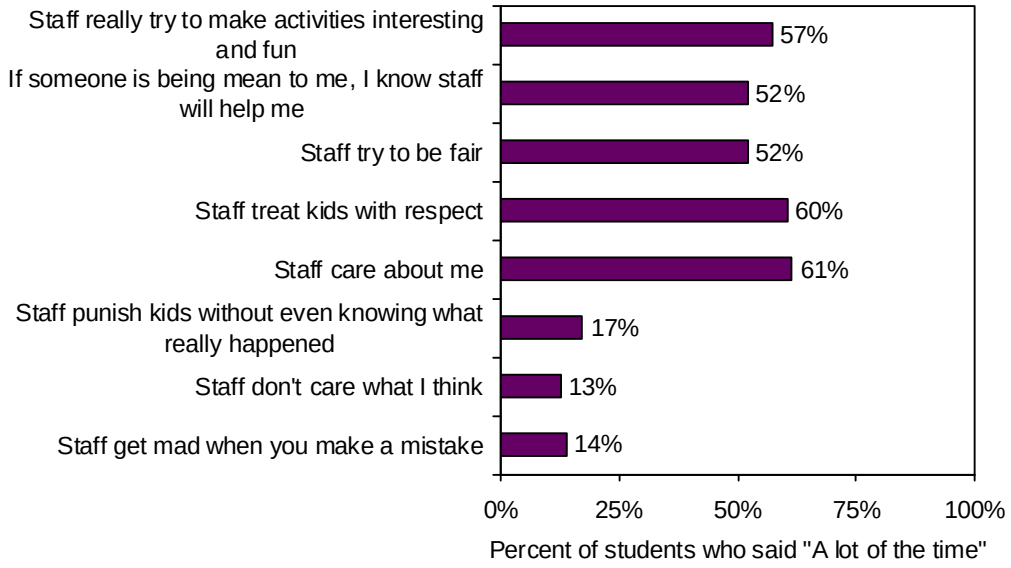
Student Perceptions of Staff, the Program and Peers

Sites were shown four figures: three summarizing 4th-12th grade students' perceptions of staff interaction, the program, and their peers; one summarizing K-3rd grade students' perceptions of the program. After each figure, sites were asked to report from their students' perspective, what aspects most needed to be improved. The figures and responses are shown below.

Student Perceptions of the Staff

Figure 16 displays student perceptions of program staff. Across the state older students' perceptions of the 21st CCLC staff were generally positive – approximately 60% agreed that staff try to make activities fun, treat kids with respect and care about individual students – but about 15% also said that staff punish kids without knowing what really happened, got mad when kids made mistakes or didn't care about individual students.

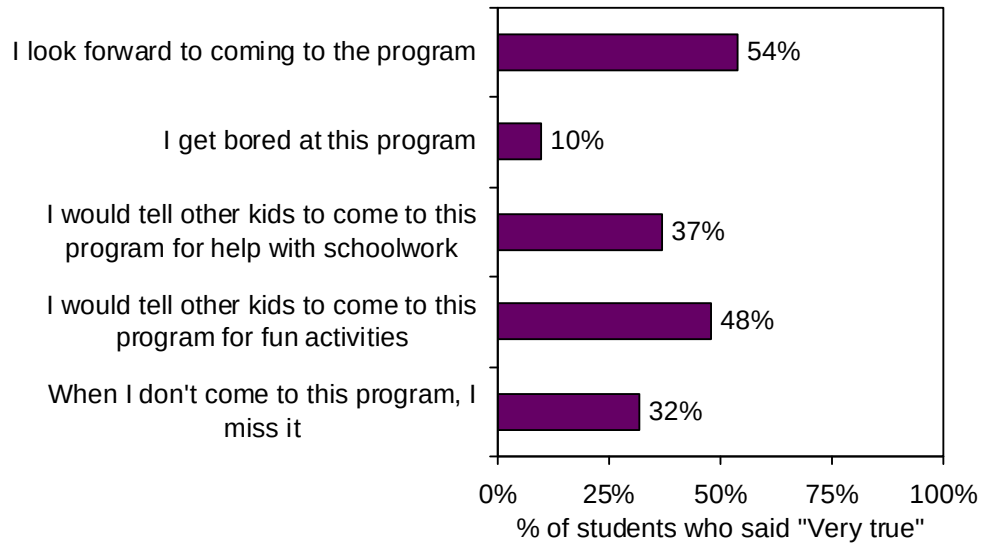
Figure 16
Student Perceptions of Staff Interactions--4th-12th grade



Student Perceptions of the Program

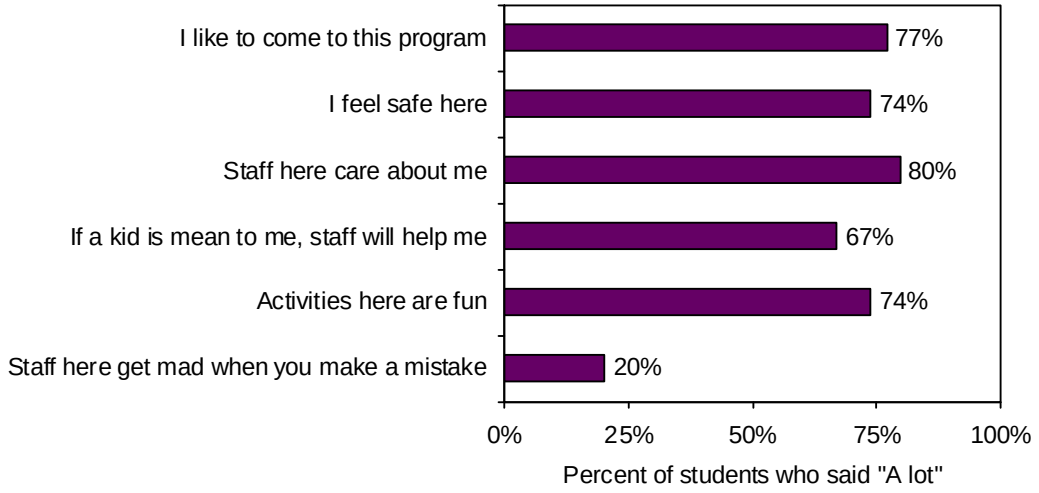
Figure 17 shows 4th – 12th grade students' perceptions of the program, and Figure 18 shows perceptions of the younger students. Although few students state-wide said they were bored, only about half said they look forward to attending the program or that they would tell other kids to come for the fun activities.

Figure 17
Student Perceptions of the Program - 4th-12th grade



Overall, younger students were more positive than older students, with the exception of the item *staff getting mad when kids make a mistake*, which was significantly higher for the younger than the older students.

Figure 18
Student Perceptions of the Staff and Program--K-3rd grade

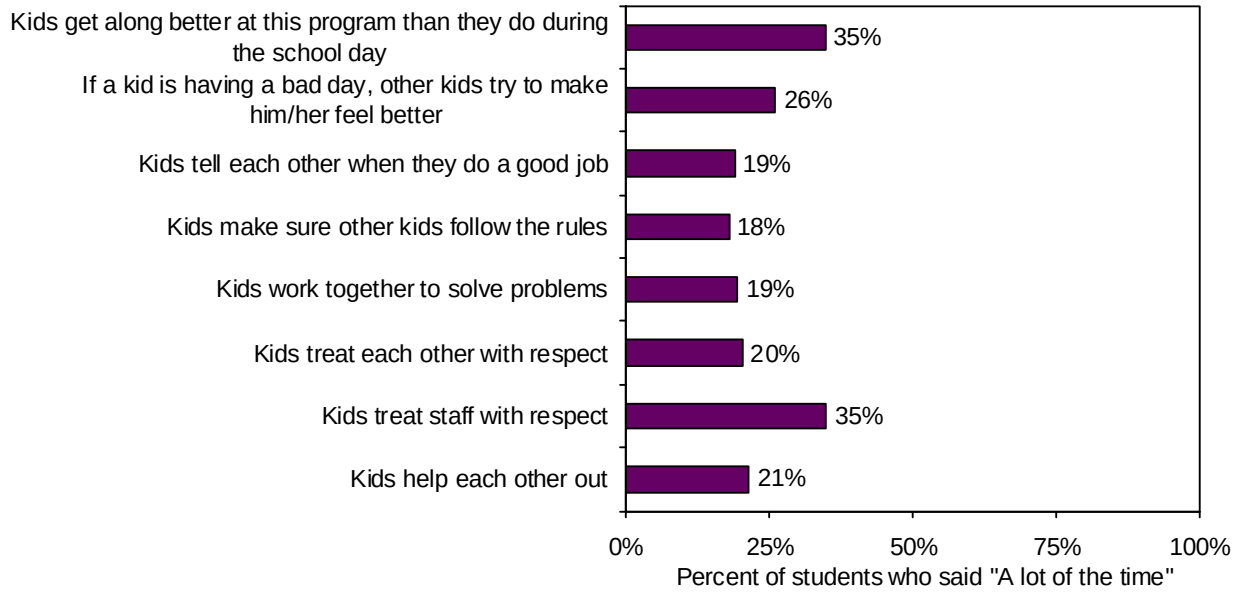


When asked for specific approaches to improve staff-student interaction, several strategies were described. Some sites described increasing the opportunities for staff and students to interact in a respectful manner; some described taking these perceptions to staff for their ideas; some proposed additional training (Mr. Happy, the Nurturing Heart and classroom management techniques were mentioned); some targeted students for programming that included more opportunities for decision making and leadership as well as conflict resolution skills, and others said they would continue to encourage staff to interact positively with their students.

Student Perceptions of their Peers

Figure 19 shows student perceptions of peer interactions. A few sites mentioned that their students got along well. Most of the rest described some process they used to encourage students working together more. These included such strategies as older students helping younger students with their homework, more group projects for students, more time for reflection after the activities, and focusing specifically on character education.

Figure 19
Student Perceptions of Interaction with Peers -- 4th-12th Grade



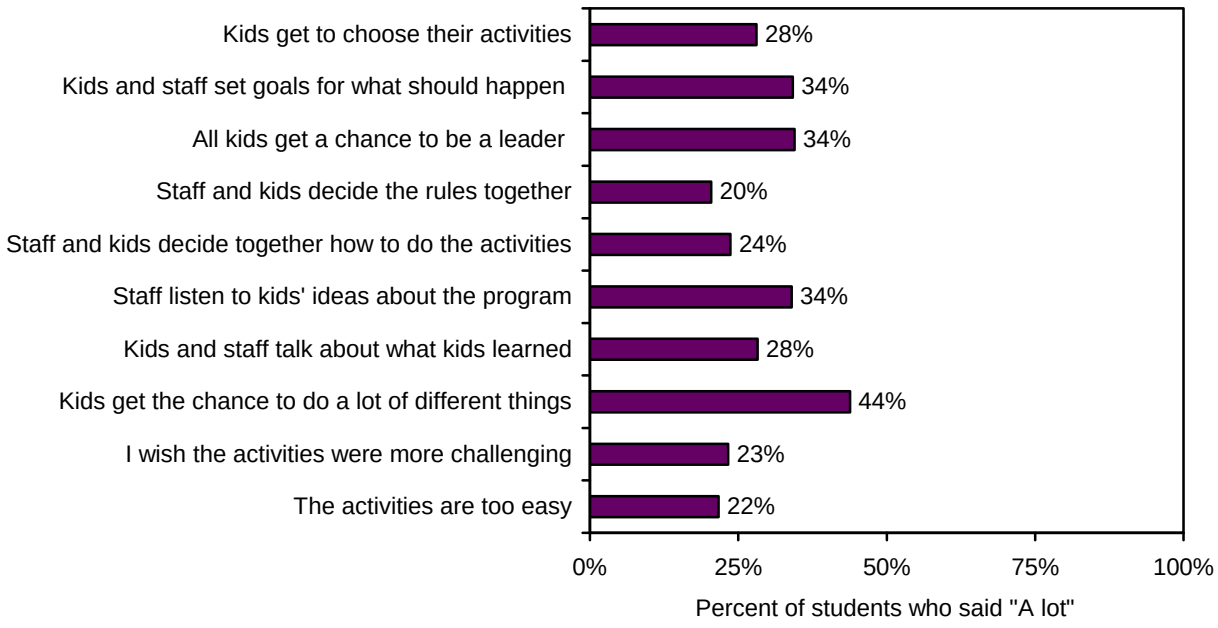
Student Perceptions of Opportunities for Governance and Decision-Making

In Figure 20, the items have been re-organized slightly to reflect three different aspects of the program: 1) those areas where kids take action (the first 5 items); 2) the way the program is run (the next 3 items); and 3) how kids feel about the challenging nature of the program (the last 2 items). Statewide, approximately one third of the kids responded that they are involved in setting program goals and get to be a leader; 44% of these kids report they get to do a lot of different things, but more than 1/5 said they wished the activities were more challenging and that the activities were too easy.

In response, sites said they intended to implement or would continue to offer ways for students to have more choice and make more decisions in their program. These options ranged from consistently implementing reflection time in activities to regularly (and formally) soliciting students' opinions to setting up student councils or committees. Some of these changes will be augmented with staff training on how to offer voice and choice to students.

When asked for success stories, more focused on an individual student and her/his change than on approaches used. Most examples of individual student change related to a specific student having an opportunity to do something new and the impact that had on the person. For instance, a shy girl who requested a dance class; it was offered; she participated wholeheartedly; her classroom teachers saw a change in her demeanor and grades. A student who was acting out was given an opportunity to be a leader in the program and his attitude and behavior changed for the better. When students were involved as a group, it most often took the form either of their deciding on rules for doing things in the program or taking on a special service project like a school energy audit, a school beautification project or raising money for homeless children.

Figure 20:
Students' Perceptions of Opportunities for Decision-Making and Challenge--4th - 12th grade

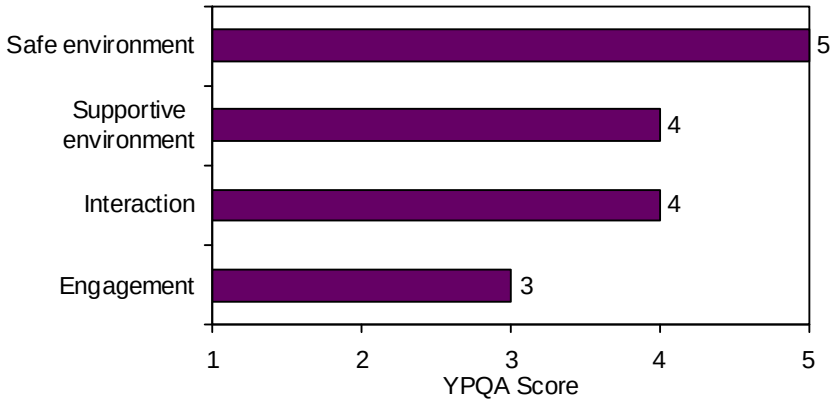


Program Quality Self Assessment

In the 2006-2007 programming year, 90% (170/188) of the sites were required to report on their program quality assessment; the others continued as part of a control group but will eventually be folded into the reporting process. As can be seen in Figure 21, all sites felt they are providing a safe environment but they did not rate their engagement skills as positively.

Site responses to the query, "*What specific things will you do to improve your engagement score?"* elicited comments similar to those that sites gave for opportunities for governance and decision-making. These included giving students more opportunities to: set goals, choose their activities, reflect on their activities as well as planning more interactive and engaging activities.

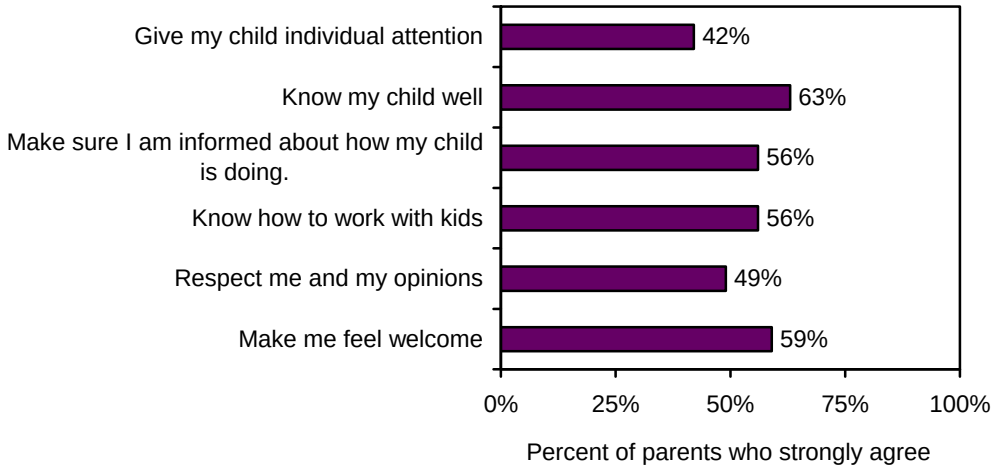
Figure 21
Self-Assessment Scores on the YPQA



Parent Perceptions of Staff and Program

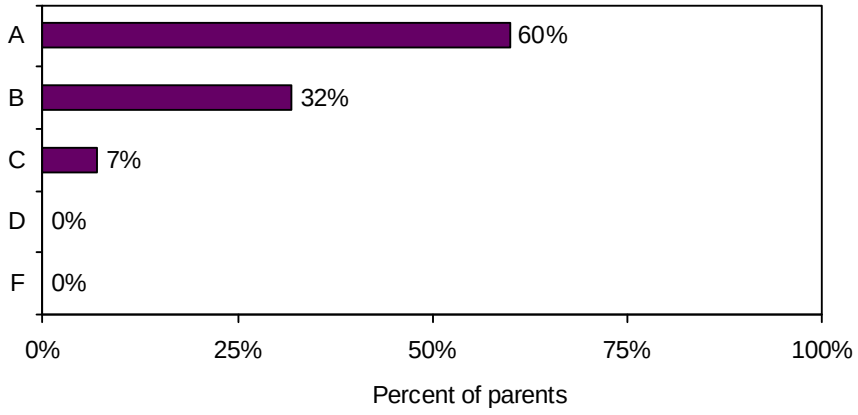
Figure 22 shows overall parent perceptions of staff. We investigated whether parents of different-age children – elementary vs. middle school – differed in their opinions of the program. The only item where there was a significant difference was *Making sure that I'm informed about how my child is doing*. Elementary students' parents showed more agreement with this statement than did middle school students' parents (58% vs. 49%).

Figure 22
Parent Perceptions of Staff



As shown in Figure 23, most parents gave their children's program a grade of A or B. Again, parents of elementary school students were more positive than parents of middle school students, with 61% of the former parents giving the program an "A" versus 55% of the middle school students' parents.

Figure 23
Parents: What Grade Would You Give the Program?



When asked what specifically they would do to improve staff-parent interaction over the next year, sites gave the following responses:

- Communicate more and more effectively with parents, including producing a parent newsletter, keeping parents informed, and holding more meetings with them
- Invite parents to come to the program to observe activities, offer suggestions for improvement and volunteer
- Plan more family fun and family strengthening activities

Staff Survey

Surveys were received from 848 staff across the state.

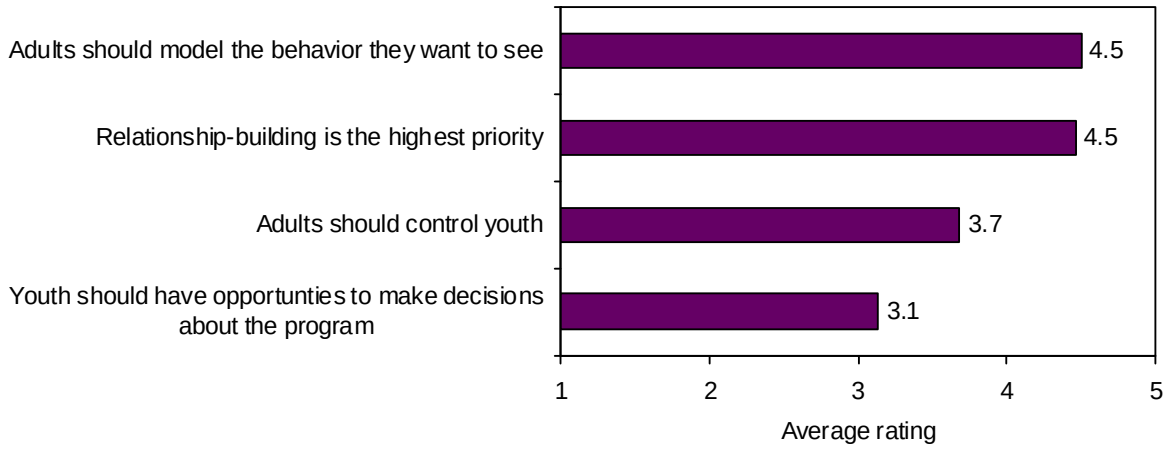
Quality Beliefs

Among those staff who responded, there was a consensus that relationships are important and adults should model the behavior they wanted from their students (Figure 24). However, there was also a high level of agreement that adults should control the children/youth in their programs.

When sites were asked what specific actions they would take to improve the quality of staff-student interactions, their responses fell into one of the following categories:

- They had no data, this was not applicable, and/or they were in Cohort A/their program/their school was closing (38%).
- Additional or continuing training on topics related to quality interactions, including the training available through the CYPQ (26%)
- Addressing these issues through continued monitoring of performance, problem-solving in staff meetings, and encouraging staff in a variety of ways (21%)
- Very few solely made comments about how well their staff were doing (2%).

Figure 24
Average Ratings by Staff About their Quality Beliefs



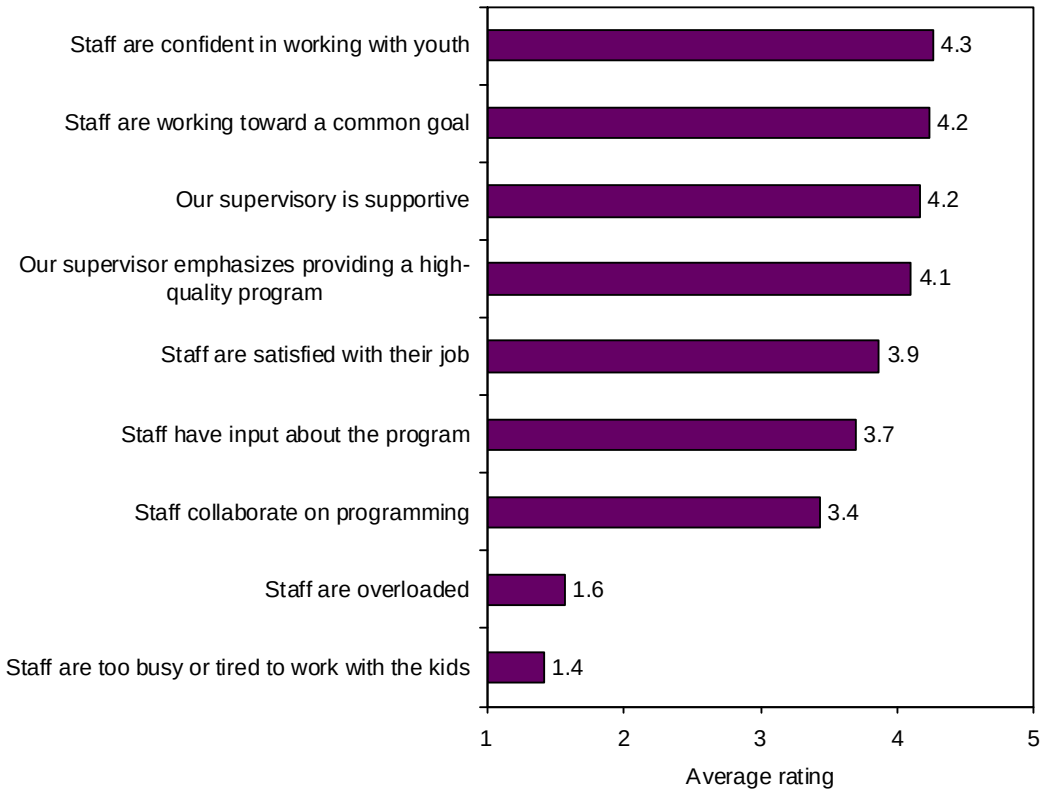
Working Climate

As can be seen in Figure 25, those 58% of sites that responded reported a satisfactory working climate. For example, across the state high ratings (4 or higher) were given for the following statements:

- Staff were confident working with youth (score of 4.3)
- Staff are working toward a common goal (4.2)
- Our supervisor is supportive (4.2)
- Our supervisor emphasizes providing a high quality program (4.1)
- Our staff are satisfied with their job (3.9)

Across the state, 79 sites (42%) reported that they had no data, were part of Cohort A or their school/program was closing in response to the query, *"What specific things will you do to improve the working climate at your program?"* A small number repeated that they felt that they had a good working climate (2%). Because this scale also addressed workload issues, 4% reported that they either had or would be hiring staff, adjusting staff-student ratios or instituting a shorter work day.

Figure 25
Average Ratings by Staff About Working Climate



Links to the School

At the grantee level, programs were asked to describe their relationship with the school administration and the types of contributions that the district made to program support. At the site level, programs reported on the school changes (such as reorganization, principal changes, budget cuts and when these changes occurred), their relationship with the school principal and teachers, as well as the ways in which they tried to connect with the school-day content and their goals for making specific improvements in the next school year.

Relationships with School Districts

District Administrators' Perceptions of Program

Most grantees (92%) reported that district administrators either viewed the program positively (73%) and saw advantages for the host school or were generally positive (19%). In those few instances (3) where the grantees reported indifferent or generally negative attitudes, it was not related to grant manager turnover.

District Contributions

Only five grantees (14%) received no resources from their school districts. The resource mentioned most often was transportation (6, 16%). A few said that their district provided the following resources:

- Program and/or office space (14%)
- Computers, telephones and/or internet access (14%)
- Custodial/maintenance services (14%)
- Food, snacks and/or meals (4, 11%)
- Materials or supplies (3, 8%)

One school district paid a portion of the teachers' wages and another provided a full-time program specialist to assist the part-time site coordinators. One school district provided attendance incentives for the 21st CCLC program participants. Some grantees believed that housing the program and having a positive relationship with staff was sufficient support. In the words of one grant administrator, "Beyond being positively engaged, a cheerleader, and providing operation capacity, what is there?"

Relationships with Host Schools

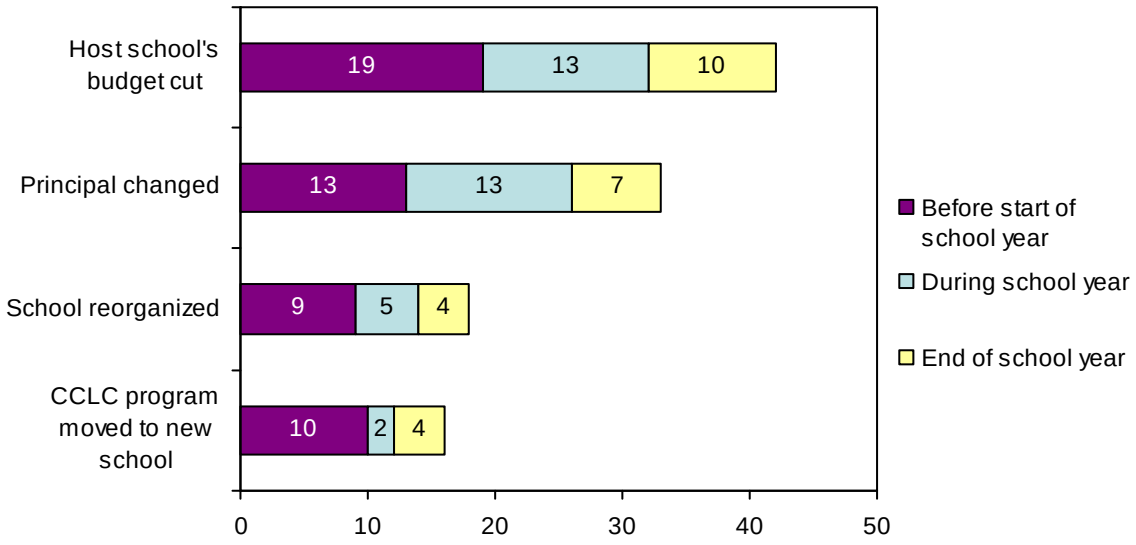
School Changes

The following changes were previously mentioned by some to have had an impact on programming: 1) moving the program to a new school during the year; 2) school reorganization; 3) a principal change; 4) school budget cuts. This year was the first time that sites were specifically asked about these four changes in their host schools. Sites were also asked when the change, if any, occurred. A subsequent question asked about the impact, if any, on the CCLC program.

As can be seen in Figure 26, the most frequent changes were those in the host school's budget (41 sites, 22%), followed by principal changes (33 sites, 18%), with fewer school reorganizations (18 sites, 10%)

and CLC location changes (16 sites, 9%). Budget cutting and staff changes occurred throughout the year; physical site changes occurred most frequently before the school year started.

Figure 26
Number of Sites Reporting Type and Timing of School Change



However, most sites did not experience these changes. Nearly ¾ of the sites (74%) either reported that none of these changes occurred (124/188, 66%) or that the changes had no impact on the CCLC program (14/188, 7%). For those sites that did undergo these changes, they reported the following impact(s) on their program:

- Two sites reported that none of these changes occurred but nonetheless reported negative impacts: one mentioned program disorganization and inadequate staff and the other being able to serve fewer students.
- All of one grantee's sites were affected by a local school district-wide reorganization that adversely affected such attributes as school staff morale, CLC program start dates, and students who had to be merged into new schools.
- In the seven sites reporting principal-only changes, the impacts were mixed: three sites reported no impact or improvements; one where additional training and orientation was required; two reported that the principal was not interested in collaborating with the CLC, and; one reported that the lack of principal by-in led to increased difficulties in collecting school data.
- Lack of school resources (alone or in combination with other changes) were associated with the most diverse set of impacts: from the most obvious of having fewer programming resources and supplies available (6), loss of staff/increasing workload/difficulty recruiting staff (5), slow program start (5), being able to serve fewer students (4), to the most dire of not being able to sustain the program (2).

Sites were also asked if there were any other major changes in the district or the school that affected their programs. Only 45 (24%) sites responded and of these 12 were duplicates of their earlier statements.

- Almost one third of the remainder (10/33, 30%) referenced the numbers of students in their district as having an impact. Seven specifically mentioned declining enrollment; one site referred to changing enrollment; one site referred to a housing complex surrounding their site that had

been demolished and rebuilt during the school year with the result that students were displaced. Only one site had increasing numbers.

- Turmoil in the district was the second most frequent impact (21%), including reorganization (three sites), continuing threat of closure (three sites) and program closure (one site).
- Three programs were affected by the extensive remodeling in their school building.
- Other impacts mentioned by single sites included changes in school personnel, funds for the CLC program restricted by the district and the school board changing management companies.

Relationship with School Principals and Teachers

Sites were asked to report on their relationship with both the host school principals and their (prospective) students' teachers. They reported similar warm, welcoming relationships with the principals and teachers. Those relationships were not associated with principal changes; recall that above we reported that impacts were equally positive (new person was supportive) and negative (not interested in cooperating).

Sites reported that principals were more invested in the CLC program than teachers (82% vs. 70%). While the scaling is different, teachers are almost twice as likely to be "indifferent" as principals (28% vs. 15%); the midpoint on the principals' scale is "neither works toward nor against the program's success" and on the teachers' scale is "its [the program's] success has no relation to them." An equally small proportion of principals and teachers are unsupportive to the program (3% vs. 2%). Table 7 summarizes both of these associations.

Table 7
Principals' and Teachers' Relationships with and Investment in the CLC Program

The principal is warm, welcoming	*Indifferent (neither warm nor distant)*	*Cold, distant*
86%	12%	2%
The teachers are warm, welcoming	*Indifferent (neither warm nor distant)*	*Cold, distant*
84%	13%	3%
The principal is invested; acts as an advocate for CLC Project's success	*Neither works toward nor against the project's success*	*Views the project's success as the school's failure*
82%	15%	3%
The teachers are strongly invested and see mutual benefits	*Teachers are indifferent to the program; its success has no relation to them*	*Teachers view the CLC program as competition for scarce resources*
70%	28%	2%

Sites were asked to assess the CCLC Project's relationship with the school and also with the teachers. As can be seen in Table 8, both sets of relationships were positive (school 90%; teachers 70%) and there was a very small likelihood of disconnected or competitive relationships. The large number of teachers who were tolerant but not interested in being better connected can be largely explained by the employment status of the site coordinator. Specifically, the proportion of sites reporting "tolerant but disinterested teachers" was three times larger from those sites with part-time site coordinators than from those with full-time coordinators. Site coordinators' employment status was not associated with type of relationship the program had with the principal or with the school.

Table 8
Connection between the CLC Program and the School or Teachers

There is consistent communication between the CLC Project and the school	*Engagement is in both missions, but no action has been taken by either party*	*Each offers independent programs; there is little or no attempt to collaborate*
90%	6%	5%
The relationship between the CLC project and the teachers is mutually beneficial and well-connected	*Teachers are tolerant but not interested in being better connected*	*Teachers are competitive and/or disconnected*
70%	29%	1%

When asked what factors or conditions created a difficult environment for the CLC Program:

- 60% said there were no factors creating a difficult environment
- 56 sites (56/188; 30%) reported the following factors
    - 27 (27/56; 48%) responded that their principal was invested in their program but wasn't able to convince the teachers
    - 17 (17/56; 30%) that the teachers were invested in their program but the principal was not
    - 12 (12/56; 21%) that neither the principal nor the teachers were invested in their program.

In the past, one of the roles frequently reported for teachers is the recruitment of students for the program. This year we specifically asked sites to comment on this aspect of teachers' assistance:

- 60% said their teachers saw themselves as equal partners in recruiting students for the CCLC program
- 37% said their teachers were OK with passive forms of recruitment, such as handing out information, but didn't take an active role
- 3% said their teachers saw the CLC program as competition and thus wouldn't help recruit students.

Links to the School Day

There are two types of connections that CLC site coordinators have with the school day: connections to teachers and connections to the curriculum.

Connections to Teachers

Sites were asked whether or not they had direct contact with teachers regularly about CLC students' needs for homework help or academic support:

- 79% said "yes" for students who were targeted, such as LEP or ESL
- 81% said "yes" for all students
- 70% said "yes" for both categories of students

Table 9 shows that contacts with teachers on behalf of both groups of students were very similar; half of each group's teachers received at least a weekly contact.

Table 9
CLC Frequency of Teacher Contact for Homework or Academic Help

Frequency	*# (%) of Targeted Students*	*# (%) of All Students*
More than weekly	42 (25%)	40 (23%)
Weekly	42 (25%)	48 (28%)
2-3 times a month	42 (25%)	41 (24%)
Monthly	20 (11%)	19 (11%)
Total[a]	146 (85%)	148 (86%)

[a]The total represents only the number of "yes" answers in each category (Targeted & All Students). Sites that answered "no" they did not contact teachers regularly were not included even though this group represented approximately 15% of the responses.

Sites were also asked to comment on other things they did to connect with teachers:

- 39 (21%) sites left this item blank or wrote not applicable
- 75 (40%) sites made statements that *reiterated* the *ways* in which they contacted teachers about students' needs (for example, by email or informal conversations) and/or the *topics* they discussed with teachers about their students (behavior, grades, or what help the student needed)
- 30 (16%) sites reported a variety of methods that they used to interact with teachers, especially providing information on the 21st Century program (several had newsletters) and inviting teachers to their CLC events
- 25 (13%) sites described ways that their staff learned about things that teachers were doing, such as visiting the classrooms and attending school staff and team meetings.
- Two said they asked teachers for referrals; the balance of the responses were general, such as "we keep communication open with the regular school day teachers"

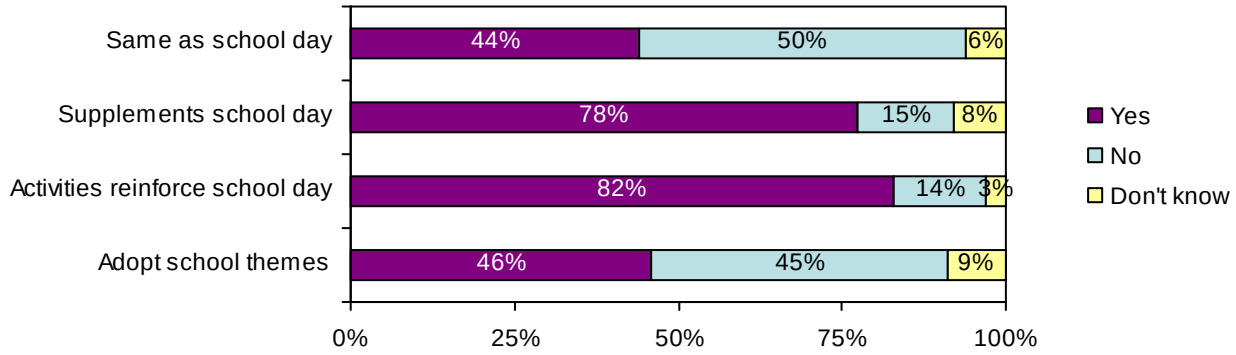
Connections to the Curriculum

Sites were asked four questions about their connections to the school day curriculum:

- Did you use the *same* academic curricula that are used during the school day?
- Did you use academic curricula that *supplement* what are used during the school day, but are not the same?
- Do you design academic activities based on what the students are learning in the classroom to intentionally *reinforce or extend* classroom curricula?
- Do you adopt *school themes* for special projects?

Figure 27 shows the sites responses to these four questions. As can be seen, sites are much more likely to use curricula that supplement the school day or plan activities that intentionally reinforce the school day curricula than they are to use the same curriculum as the school day or adopt school themes.

Figure 27
Sites' Curricular Connections to the School Day Curriculum



Thirty-eight percent (38 %) said that they didn't program around school themes (or not applicable). The school themes most frequently mentioned included the following:

- 17% MLK, Jr. Day, Cinco de Mayo, Black History Month, Women's History Month
- 10% Character Education
- 7% Holidays (such as Thanksgiving and Christmas)
- 7% Lights on After School

Among the school-specific topics were Color Days (the "Red" day, etc.), Reading Month, "We Beat the MEAP" (reviewed test-taking strategies), anti-bullying activities, Literacy Night, and partnering with the student council for a school improvement project.

Sites also pursued more than one of these approaches at the same time. Table 10 shows the overlap among the three most formal/structured approaches. Sites were most likely to combine the use of a supplemental curriculum with those that intentionally reinforced school-day activities

Table 10
CLC Programs' Pursuit of Multiple Connections to the School Day Curriculum

	Use same curriculum as the classroom	*Use supplemental curriculum*	*Intentionally reinforce school-day activities*
Use same curriculum as the classroom	44%		
Use supplemental curriculum	36%	78%	
Intentionally reinforce school-day activities	39%	67%	82%

When asked what supplemental curricula were used:

- 90 of the 145 (62%) sites that responded affirmatively either did not answer the question or indicated that it was not applicable
- 20 (14%) mentioned Everyday Math; 18(12%) mentioned the 4 Block Instructional Model; 14 (10%) mentioned the LEGO curriculum

- Seven mentioned that they were doing MEAP preparation
- The publishers mentioned most often were Prentice-Hall and Houghton Mifflin.

Fewer sites (38 vs. 145 above) responded to the query about pre-packaged curricula for intentionally designed activities; no different curriculum packages were mentioned.

When asked, "What other things do you do to connect to the material students are learning during the school day?" sites repeated many of their earlier comments with regard to communicating with teachers, attending school events, and getting feedback from teachers on the day's lessons, etc. Examples of actions that did not arise previously included:

- Hosting after school clubs like book club, poetry club and spelling bee club
- Stressing character building (which the school emphasizes)
- Peer tutoring and cooperative learning groups
- Arrangement for teachers to give "credit" for work done in the after school program
- Tying the monthly after-school family events to school themes, like a trip to a cultural center

Goals for Improvement

When asked "what specific things do you plan to do to improve your connections with school day activities over the next year?", 30 sites gave one of the following responses: left this item blank, wrote in NA or said they were part of Cohort A. An additional five sites reported either they didn't plan to change anything or they already had good relationships. These two categories represented 19% of the sites.

The largest group of responses – 40 or 21% -- fell into the category of "we will continue to do…" and included such actions as:

- Collaborate with the school day staff in order to help students achieve and also build a communication system
- Attend grade level or teacher staff meetings
- Maintain a focus on homework help and tutoring in the 21st Century program
- Follow the school district's goals and standards

Those actions that sites were adopting to connect to the school day were similar to both the approaches used to connect with teachers in the section above and the strategies that other sites mentioned they were continuing to do:

- Contact the teachers to get information on what had happened in class in order to both build relationships with the teachers and also support the students (includes learning materials from the school day
- Attend more school meetings (staff, grade level and school improvement meetings), more school functions and volunteer in the school day
- Include more school day teachers in planning for the after school academics and also recruit more day teachers into the after school program
- Give school day staff updates on the after school program.

Links to the Community

This section contains information provided in both the Grantee and Site ARFs. Grantees reported on the extent to which their providers/partners were more like one or the other and also on the sustainability strategies they pursued. Sites reported on the progress they had made with providers and the changes they planned to make in the coming year.

Relationships with Partners/Vendors

Vendor/Partner Relationships

Across the state the 37 grantees were involved with a total of 732 individuals and organizations in the delivery of their 21st CCLC programs. For the first time, in 2006-2007 grantees were asked to categorize these relationships and given four options from which to select:

1. They are a vendor; we contract with them and they provide services or materials, but they do not help us decide on the vision of our program.
2. They are more like a vendor than a partner.
3. They are more like a partner than a vendor.
4. They are a true partner; our organizations work closely together to shape our vision of a high-quality program.

The number without vendors was substantial (9; 24%) and a similar number had no partners (11; 30%). The proportion (65%) who said they had no vendor or vendor-like relationships was equal to the proportion of those who said they had no partner or partner-like relationships (65%). However, vendor or vendor-like relationships were far more common that partner or partner-like relationships. Grantees reported 481 vendor or vendor-like relationships vs. 239 partner or partner-like relationships. Given the effort that partnerships require, it is not surprising that grantees engaged in many more vendor or vendor-like relationships than partner-like or partnership relationships. Table 11 shows the percent for each of these categories.

Table 11
Vendor/Partner Relationships

Category	*Number*	*% of total #*	*Range*	*# (%) grantees with no vendors*
Vendor	383	53%	1 to 53	9 (24%)
More Vendor	98	14%	1 to 8	15 (41%)
More Partner	136	19%	1 to 32	13 (35%)
Partners	103	14%	1 to 17	11 (30%)
Total	720[a]	100%		

[a]12 (9%) organizations/individuals were not rated.

One rural and one urban grantee vied for the most relationships, 70 and 65 respectively. The nature of these relationships was noticeably different.

- The grantee in the rural area had no vendors; it was skewed toward partner-like (32) and partnership (17) relationships.
- In contrast, the urban grantee had predominantly vendor (53) and vendor-like (8) relationships, although they did have 3 partners.

However, geographic density (rural or urban) was not associated with the tendency to have vendor vs. partner relationships. Nor was the category of grantee – charter school, community-based/nonprofit organization, local or intermediate school district – associated with the type of relationships formed.

Changes in Service Providers

All 188 Site ARFs contained an item in which the statement of changes in service providers proposed in the 05-06 ARF report could be inserted. Nineteen sites left the item blank in their 05-06 Site ARF and 7 of the sites which answered in 05-06 were no longer providing services in 06-07. Seventeen sites were added in 06-07 (a combination of programs in their first year and school reorganizations).

Progress made in 06-07

Sites were asked an open-ended question "What progress have you made on those changes?" One site did not answer the question and two referred to no data in 05-06. Twenty-two of the sites reported NA (not applicable), which could be interpreted as changes not being required; an additional 11 sites specifically said no changes were planned/required for a total of 34 (18%). Very few (5; 3%) chose to comment on the fact that their list of partners was not correct or that they had difficulty entering their vendors/partners in the EZreports database.

Among those commenting on their progress:

- Almost half (89; 47%) commented on their success in areas such as recruiting more partners, developing policies and training for partners, making the programs more varied and interesting, adding new activities, developing additional types of relationships with their partners (volunteers, donations, etc.).
- 13% (24) reported that they were continuing practices that had been successful before, such as offering activities that met students' interests, maintaining good working relationships with a wide variety of vendor/partners, and soliciting participants' input on programming.
- A small number (9; 5%) reported that they had made little or no progress.

Changes anticipated in 07-08

Cohort A sites were not required to answer this question (16; 9%). Two sites wrote in "Cohort B" and 4 stated that goals and objectives would be determined by the new D/A administrators (6; 3%).

Responses included:

- 38 sites (20%) noted program improvements they planned to make, such as connecting with providers who have been successful and effective in other youth programs, increasing the hours of popular/interesting programs and surveying students to determine their interests.
- 37 sites (20%) said that they planned no change in their program or were satisfied with their program.
- 27 sites (14%) mentioned that they were going to try to get their data/EZreports system in order or noted corrections in their providers/hours.

- 11 sites commented that they would be performing quality improvement actions including developing a guide for vendor selection, training vendors, selecting vendors for their abilities to work with students as well as their content knowledge or talents.

Community Links for Sustainability

In the 2006-2007 programming year 50% or more of the grantees were most successful in gaining four types of support:

1. In-kind resources from the school district, including space, supplies and transportation
2. College work-study students and/or college volunteers who worked with the programs
3. Volunteers with specific program support skills such as public relations or staff development
4. Partnering with community-based organizations that made contributions in areas other than providing program opportunities.

As Figure 28 indicates, these were also categories of support (excluding in-kind services) where the grantees also expended effort, even though those efforts were not successful (2-6 grantees; 11%-17%).

Figure 28
Most Successful Sources of Support

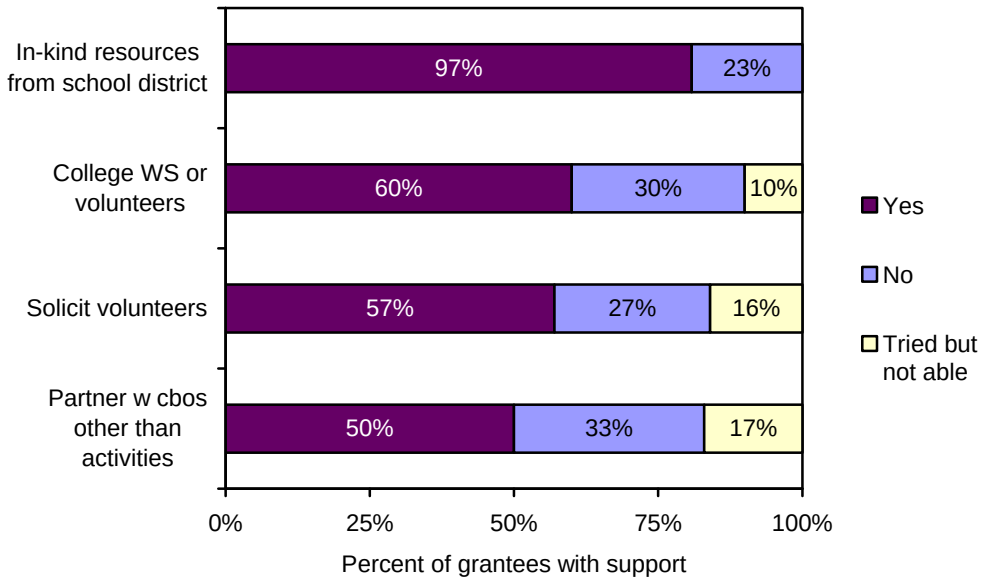


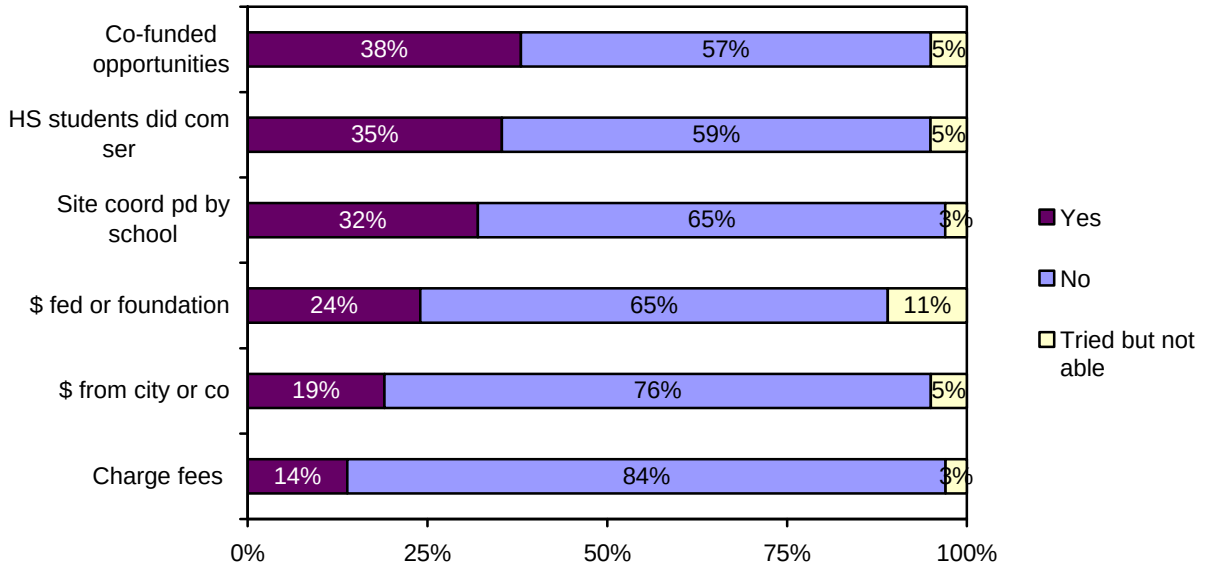
Figure 29 shows that less than 40% of the grantees tried for and were successful gaining the following sources of support:

1. Partners to co-fund student opportunities
2. High school students who did community service weekly
3. Staff (site coordinator or other) paid for by the school district
4. Federal grants or foundation funding
5. Financial support from the city or county government

6. Fees from students participating in the program

It also indicates that a few grantees (1-4; 3%-11%) did try these strategies, but were unsuccessful.

Figure 29
Least Successful Sources of Support



The six grantees that charged fees for participation approached the process differently:

- Three grantees had a comprehensive fee structure:
  - Two charter schools charged a registration fee by term/session for three terms/sessions per school year.
  - One CBO charged a minimal annual fee plus a small daily after-school programming charge (the daily charge was waived via scholarship for students eligible for free and reduced-fee lunches).
- Two grantees charged for attending summer programs. The CBO charged a substantial fee ($60/week) for the basic program hours but also offered scholarships for students eligible for free and reduced-fee lunches. The public school reported that families were asked to pay $10 for their children (one fee per family). They commented further that this was not to cover the cost of the program but to get families accustomed to the expectation that they might be required to pay for the program in the future.
- One grantee reported that some sites offered activities for which a fee was charged (such as swimming lessons or skiing).

Outcomes

In addition to the ARF, data for this section came from school records and from teacher, parent, and student surveys. Refer back to the *Data Available* section in the **Methods** chapter, page 11 for total numbers.

We first present information about the extent to which Michigan achieved the federal targets for student improvement among Michigan program participants in general, among students with room for improvement, and among students who attended regularly. Next, we present parents' and students' perceptions of program impact.

Michigan's Outcomes Compared to Federal Targets

Grades

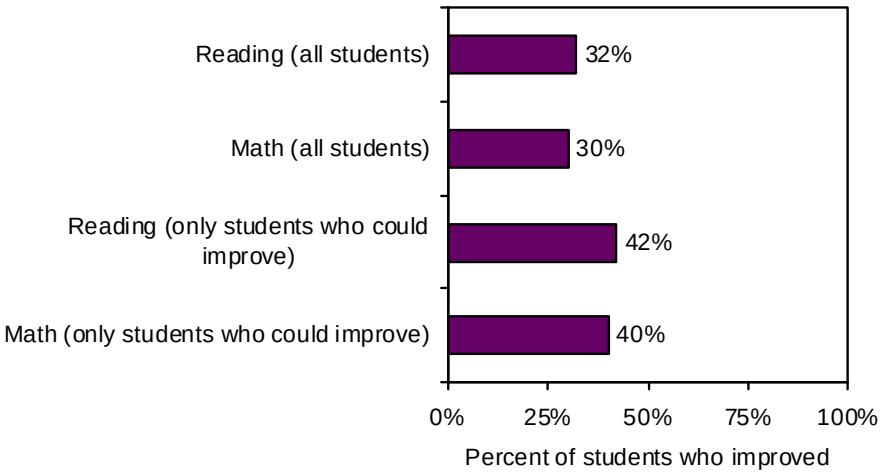
The federal target was for 47% of students who have attended the program for at least 30 days to improve in reading and math grades. As

Figure 30 shows, Michigan has not yet met these targets (110 sites reported).

One issue with the calculation of improvement in grades compared to the federal targets is that students who are already performing at the highest level are included. For these students, improvement is not possible, and their grades can only remain stable or decline. When we include only students who have room to improve over time (here defined as receiving a reading or math grade of less than 3.0 at the first marking period), the percent of students who improve during the year increases substantially but still did not reach the federal targets.

In both categories (all students and those with room for improvement) more elementary students than middle school students showed improvement in math grades (36% versus 27% for all students; 44% versus 37% for students with room for improvement).

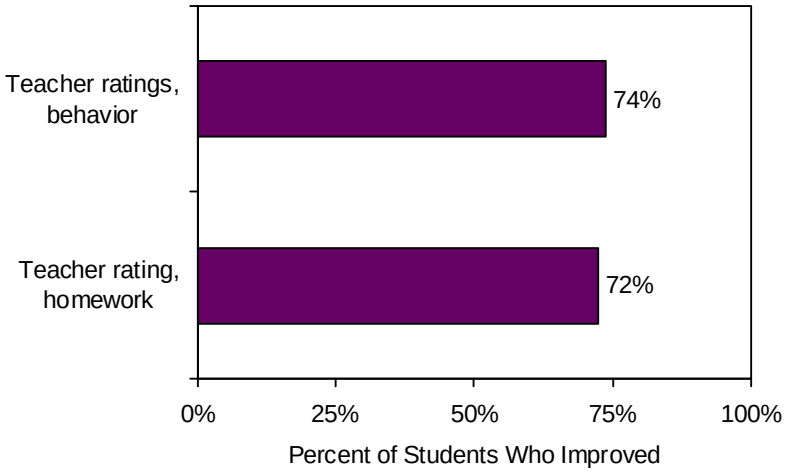
Figure 30
Percent of Students Who Improved on Grades



Teacher Ratings of Behavior Improvement

The federal target for the percent of students attending at least 30 days who have improved in homework completion and classroom behavior as rated by their teachers is 75%. As Figure 31 shows, Michigan came very close to the federal target in both classroom behavior and homework completion.

Figure 31
Percent of Students Who Improved According to Teachers' Ratings



Regular Attendees Compared to Non-Regular Attendees

Students who attend regularly are expected to show more improvement on outcomes than students who do not attend regularly. Using the rule of thumb that a 5% difference in scores is likely to be significant, Figure 32 and Figure 33 indicate that there were no differences between regular and non-regular attendees

in reading and math grades for those students whose grades did not change, but that regulars improved more and declined less than those students who did not attend regularly.

It must be noted that it is unclear from this data whether students who attended longer were more likely to show improved grades due to the program, whether students who were better-performing students simply were more likely to come regularly to the program, or whether the regular students also had better school-day attendance, thus receiving more consistent instruction.

Figure 32
Change in Reading Grades for Regulars and Non-Regulars

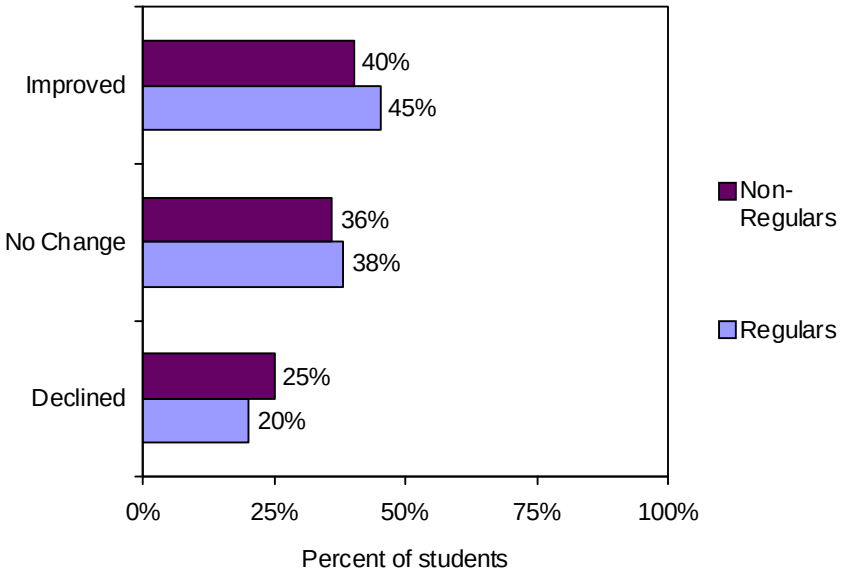
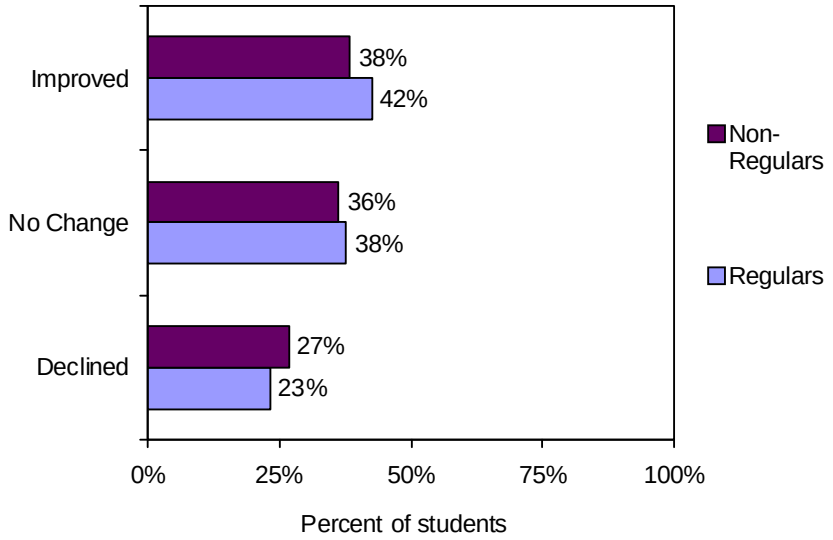


Figure 33
Change in Math Grades for Regulars and Non-Regulars

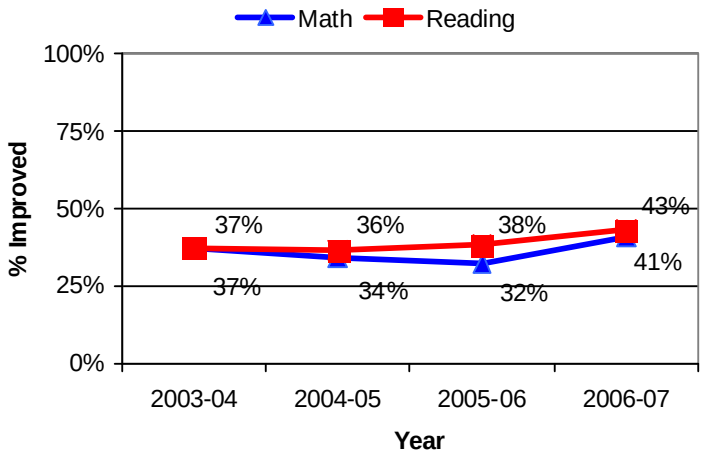


Change over Time

Grades

Figure 34 shows that both math and reading grades rose in the 2006-2007 programming year (a 5% or more improvement). This was primarily due to an increase in elementary students' grades.

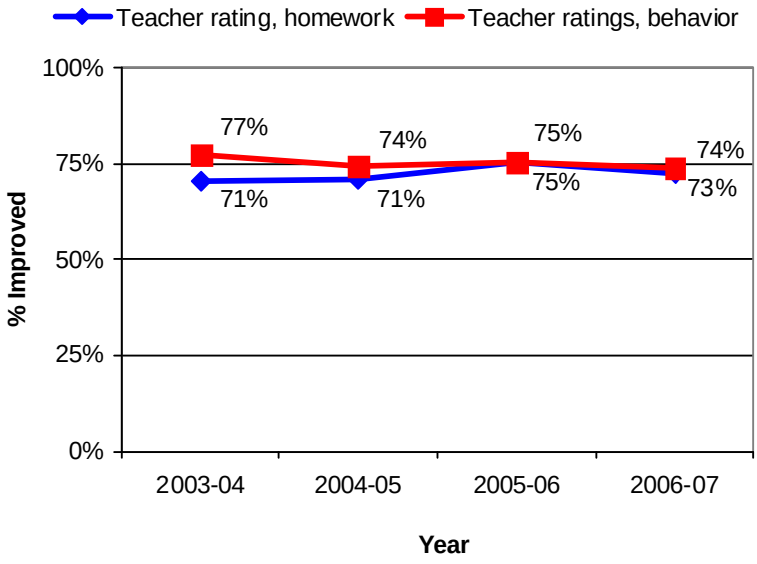
Figure 34
Percent of Students Whose Grades Improved from 2004-2007



Teacher Ratings

Figure 35 shows no change over the time period in teachers' ratings of homework completion and classroom behavior. Recall that differences less than 5% are not really differences.

Figure 35
Percent of Students Whose Teachers Reported Improvements from 2004-2007

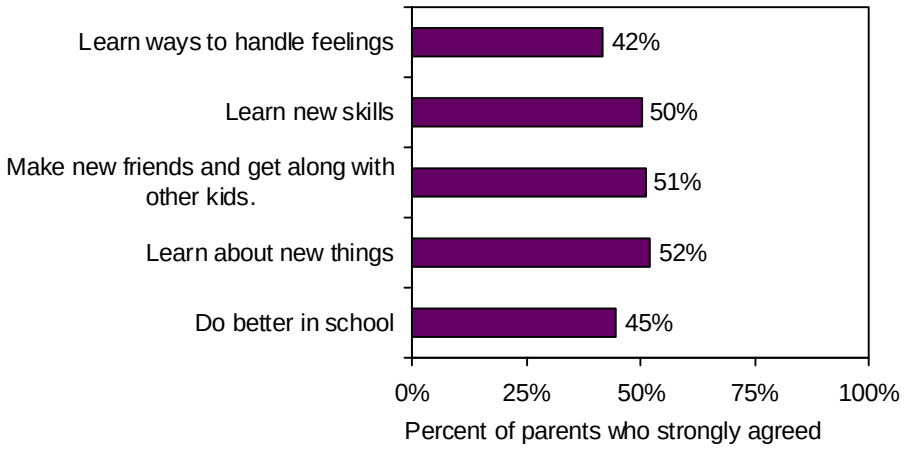


Participant Perceptions of Program Impact

Parent Perceptions

Approximately half of parents responding to the survey perceived the program as having had a positive impact on their child's school performance and social adjustment (Figure 36). Parents were most likely to strongly agree that the program helped their child learn about new things, develop new skills, or make new friends and get along with other kids. A slightly smaller percent also agreed that the program helped their child do better in school and learn to handle feelings.

Figure 36
Parent Perceptions of How Their Children Have Improved Because of the Program



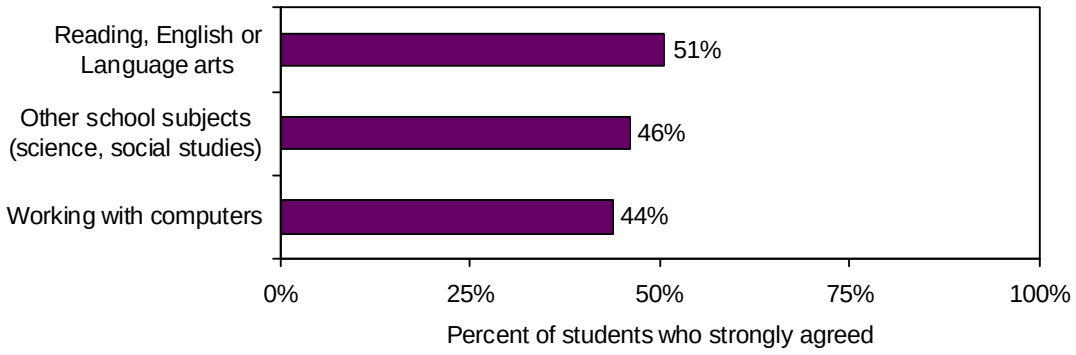
Student Perceptions

Academic Subjects

Across the state student participants perceived the program as helpful to them in a variety of ways (

Figure 37). About half said the program helped them improve in math or reading. A slightly smaller percent reported that it helped them in other school subjects and working with computers.

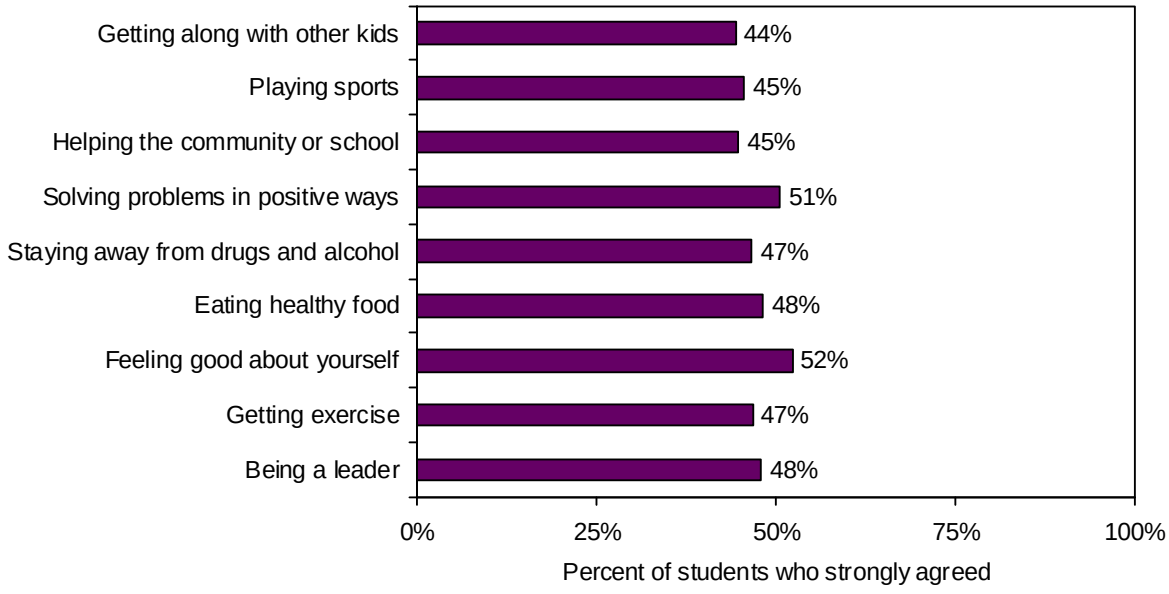
Figure 37
Percent of Students Who Say Program Has Had an Impact on Academic subjects -- 4th-12th graders



Non-Academic Subjects

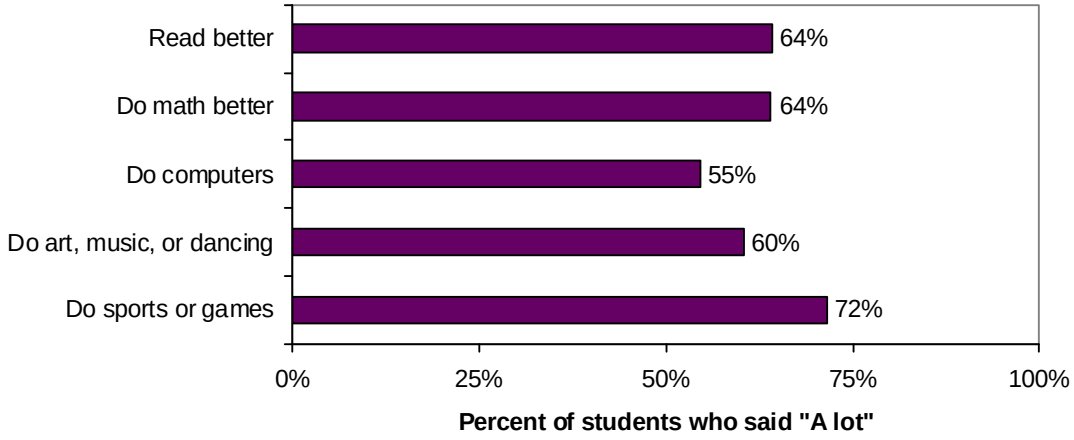
More than half of the students strongly agreed that the program had an impact on their ability to solve problems in a positive way and feel good about themselves (Figure 38). Similar ratings were given to the program's impact on staying away from drugs and alcohol, eating healthy food, getting exercise and being a leader. Significantly lower ratings were given to the program's impact on helping the community or school, playing sports and getting along with others kids.

Figure 38
Percent of Students Who Say Program Has Had an Impact on Non-Academic subjects -- 4th-12th graders



Younger students' academic and non-academic ratings were combined as seen in Figure 39. Among younger students, 72% gave the highest rating to doing sports and games. About two-thirds gave the highest rating to reading better and doing math better. They were least likely to report gains in doing computers.

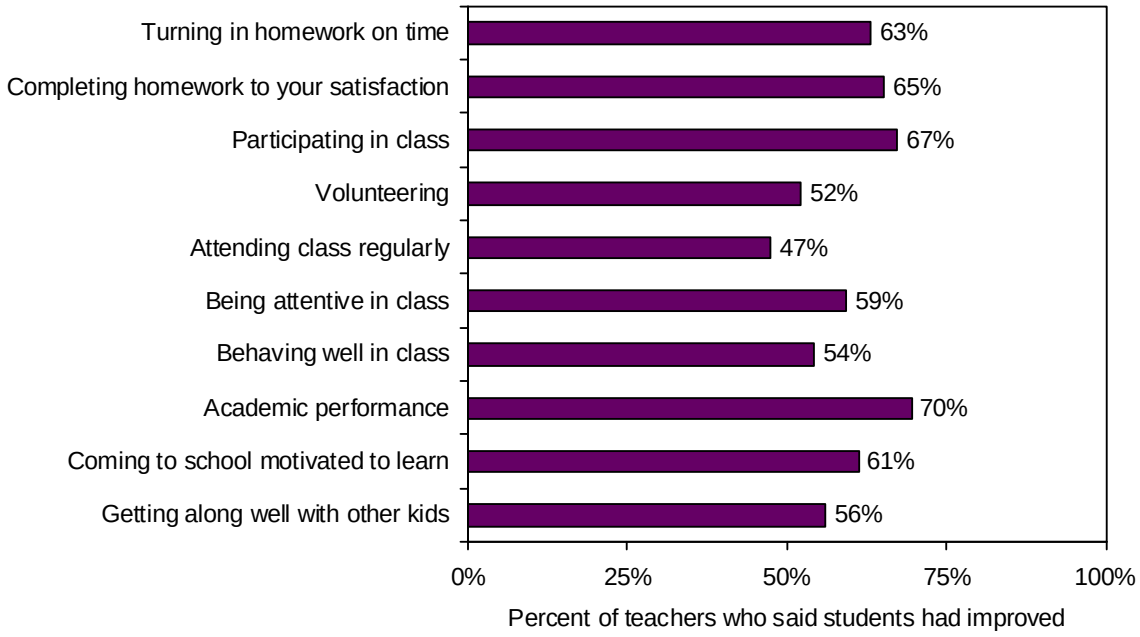
Figure 39
Percent of Students Who Say that Program Has Helped Them Learn--K-3rd Graders



Teachers

Many teachers (70%) reported that students in the program had improved their academic performance (Figure 40). A slightly lower percent reported that their students were completing homework to their satisfaction (65%), turning in homework on time (63%), coming to school motivated to learn (61%) and being attentive in class (59%). They were least likely to report that the program improved class attendance, volunteering in class, behaving well and getting along with other students.

Figure 40
Percent of Teachers Who Say Students Have Improved



Goals

Sites were asked what changes they planned to make to improve the achievement of outcomes for their students. Twenty-six percent left this answer blank, wrote in NA or said they were part of Cohort A/their school or their program closed. Among the sites that responded, very few (4%) said they were doing well or had no plans. The rest gave one or more of the following answers:

- Connect more closely with the school via curricular alignment, more connection with the school day teachers both soliciting students' needs and reporting students' progress, recruit school day teachers for the afterschool program and generally building relationships with the school staff.
- Reorganize the afterschool program, emphasizing academic subjects more or doing homework earlier in the program.
- Revitalize the afterschool by adding more activities; computer and technology programs were mentioned most often, but also increasing community service activities and providing more exercise/physical activity.
- Increase contact with parents to accomplish one or more of the following aims: provide information on their student, encourage them to be engaged in the program, get them to volunteer.

Evaluation

Data in this section comes from both the grantee- and site level ARF reports. In addition, we have included comparative data from prior years where available. In 2004-2005 a survey was sent to grantees after they completed the ARF. In 2005-2006 and 2006-2007 it was included in the ARF.

Local Evaluators

Only grantees were asked questions about their local evaluators. Although contracting with a local evaluator was consistently required in the RFP, in each year a few grantees reported that they did not have such a person (04-05: five grantees; 05-06: six grantees; 06-07: four grantees).

Over three programming years, those grantees with evaluators were asked a similar series of questions. However, the response to items changed between 05-06 ARF and 06-07 ARF (other than the query *Did you have a local evaluator?)* from *Did your local evaluator do this?* to *How helpful was your evaluator (performing the task)?*

Figure 41 displays their responses to which activities their evaluators performed. As can be seen in Figure 41, in 05-06 substantially more grantees reported assistance from their evaluators than in 04-05. In addition, the number of grantees reporting that their evaluator did not provide information dropped significantly. The tasks most often undertaken by local evaluators were assisting with program improvement, analyzing and reporting state data, collecting additional information for the grantees, and helping to meet the reporting requirements.

Figure 41
Activities Performed by Local Evaluators in 04-05 & 05-06

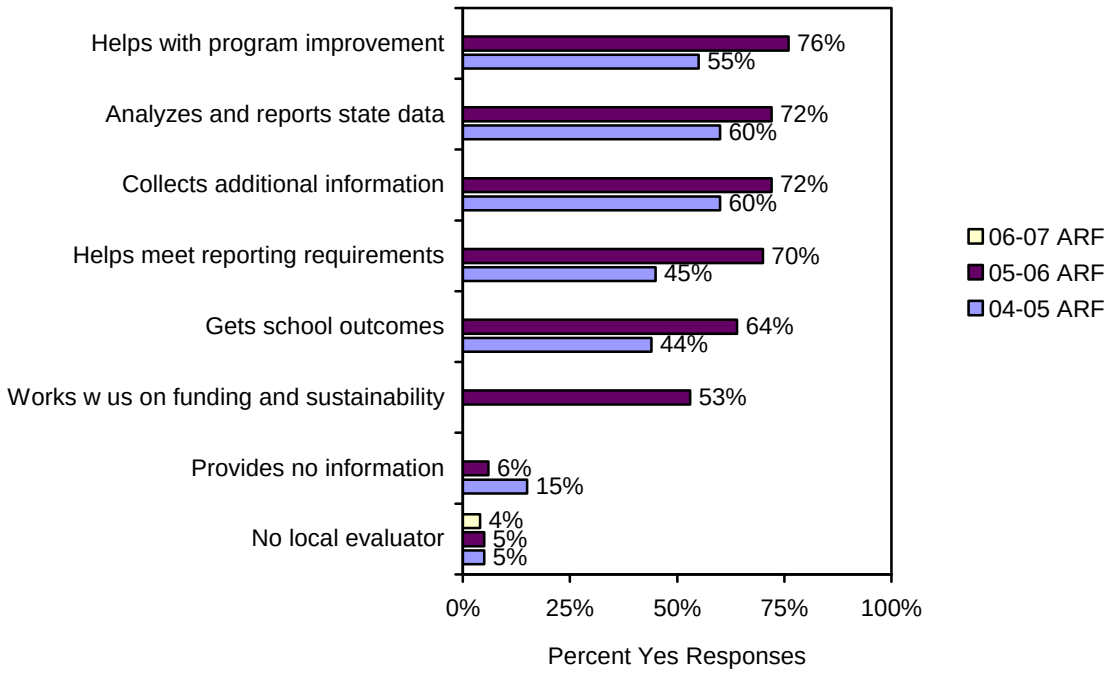
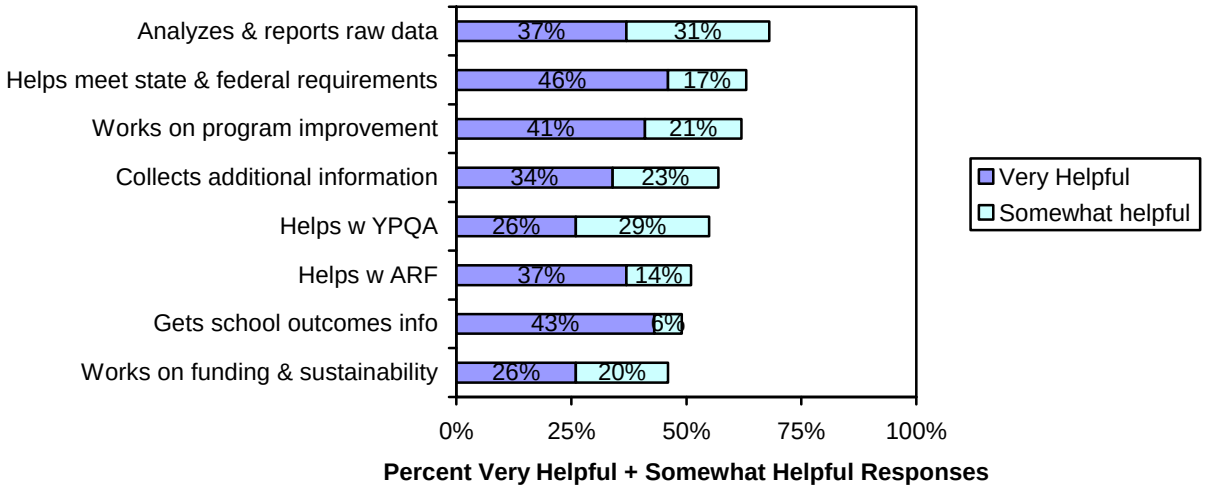


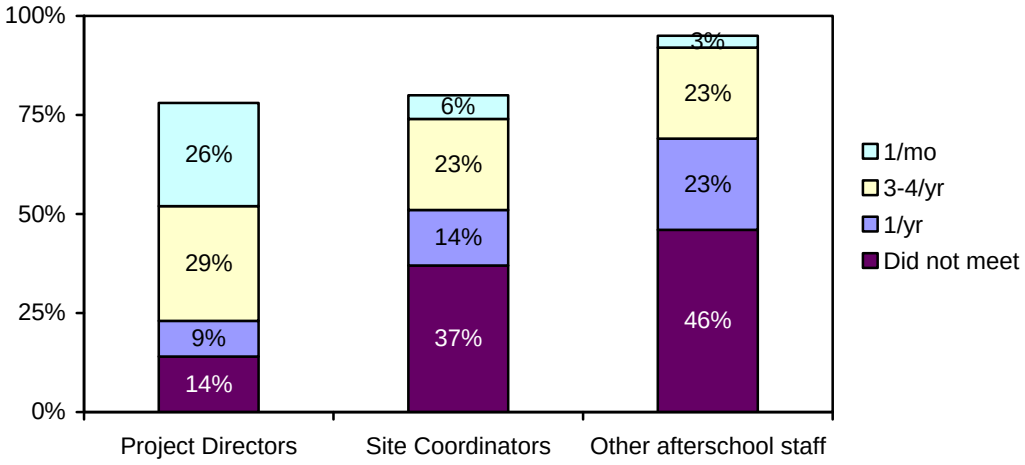
Figure 42 shows the ranking for tasks performed in 06-07 using the percent of *very helpful* plus *Somewhat* helpful responses based on the rationale that the combination may be more equivalent to the *yes* answers above. The grantees' ranking was somewhat different. In 06-07 they rated analyzing and reporting raw (state) data, the local evaluators' assistance meeting state and federal requirements, working on program improvement and collecting additional information most highly and found their evaluator's assistance least helpful working on funding and sustainability.

Figure 42
06-07 Grantees' Rating of Evaluators' Assistance



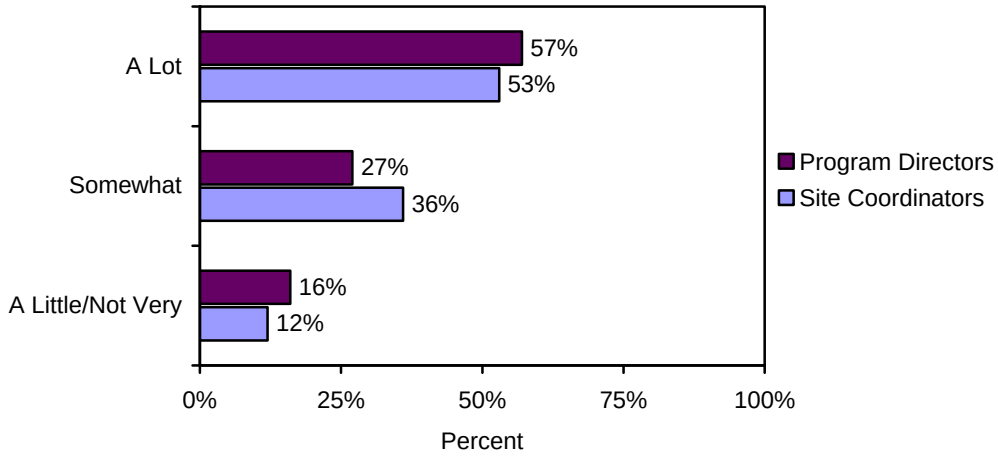
We asked grantees how often evaluators met with three major constituent groups – the project director, the site coordinators other afterschool staff – to discuss evaluation processes and findings. As Figure 43 shows, the frequency varied among the groups. Evaluators met most frequently with Project Directors; one quarter met as often as once per month. They met least often with other 21st Century staff and 46% never met with these staff.

Figure 43
Frequency of Evaluator Meetings with 21st CCLC staff



When asked how important evaluation is for making decisions about how to improve your program, Program Directors and Site Coordinators responded similarly (See Figure 44); 57% of Program Directors and 53% of Site Coordinators reported that their program decisions are usually based on data they had collected and 5% of each group said decisions were usually made based on other factors.

Figure 44
The Importance of Evaluation Data for Program Decision Making

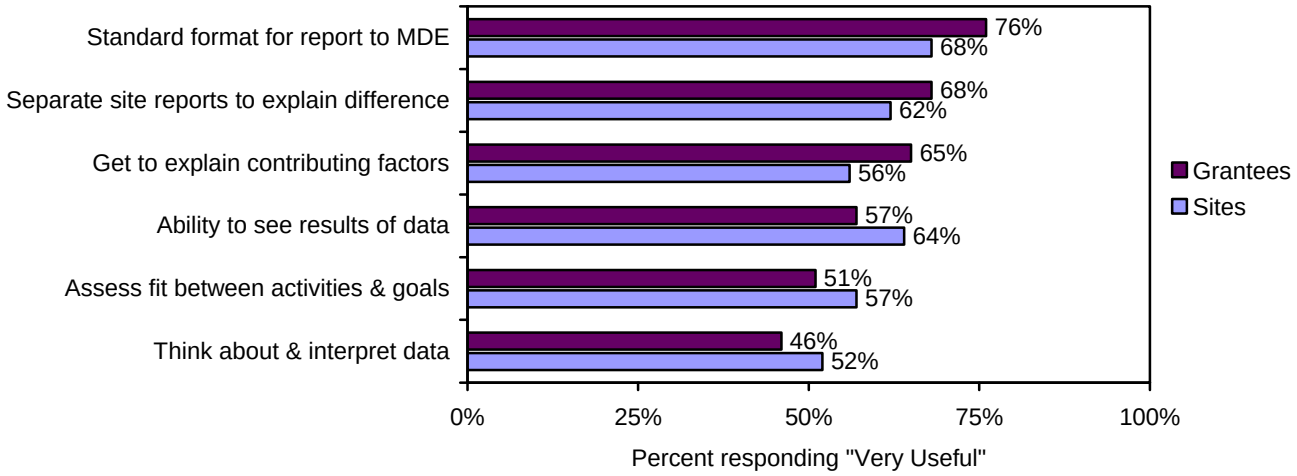


The Annual Report Form

The same questions were asked of the Grantees and the Sites regarding the Annual Report Form itself. Figure 45 organizes the responses based on the Grantees most frequent *Very Useful* results; sometimes the Site responses did not match. Sites were also asked two additional questions:

- 65% said they found the ARF very useful to be able to compare their data with that of others across the state
- 64% said that it was very useful to identify ways to improve their program next year.

Figure 45
Grantees' and Sites' Responses to the Usefulness of the ARF

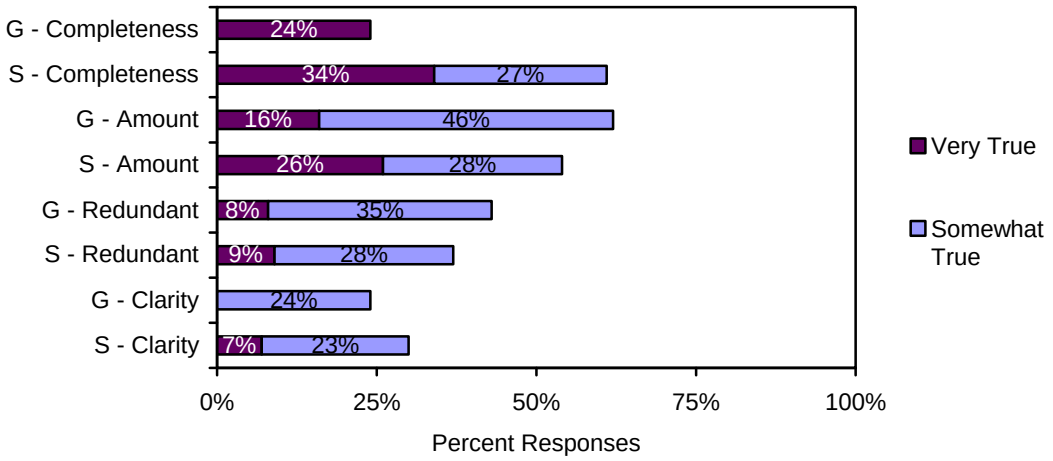


Both were also asked what got in the way of the ARF's usefulness (G = Grantee and S = Site in Figure 46). In this instance, the Very True and Somewhat True answers are combined. There were no data in the Grantee ARF for completeness; the value reflects coding of 9 open-ended responses into Very True. The definition of each factor is:

- Completeness = Some of the data that we entered or collected was missing
- Amount = We did not collect enough outcome data for the table to be useful
- Redundant = We received the same information from our local evaluator
- Clarity = We had trouble understand the way the data was presented.

For the factors labeled Amount and Redundant, the grantees were less positive than the sites (that is, they gave higher combined ratings to not collecting enough outcome data and receiving the same information from their evaluators). However, remember that the evaluators met more often with the project directors than they did with the site coordinators.

Figure 46
A Comparison of Grantee and Site Ratings of Lack of Usefulness



Finally, we asked both grantees and sites how likely they were to use the individualized data in the Site Annual Report Forms for the following purposes:

- 89% of the grantees said they were likely (combined Very Likely and Somewhat Likely responses) and 93% of the sites said they would use (yes responses) data from the ARF to make program changes
- 81% of the grantees and 82% of the sites said they would use the data to make reports to the board, advisory committee, parents and/or community

Only grantees were asked how likely they were to use the data for the following purposes:

- 97% said they were likely to use it to support advocacy efforts such as why there is a need for afterschool programming
- 95% said they were likely to use it to provide data about their programs in funding proposals.