
EVALUATION OF THE
**Kentucky 21st Century Community
Learning Centers Initiative**

2016-2017
STATEWIDE RESULTS

Final Report January 2018



**CENTER FOR EVALUATION
& EDUCATION POLICY**

1900 East Tenth Street, Bloomington, Indiana 47406
tel: 1.800.511.6575 fax: 1.812.856.5890 web: ceep.indiana.edu

Table of Contents

Table of Contents	ii
Introduction.....	iii
I. Kentucky Statewide Data.....	1
II. Elementary Students	2
Attendance.....	2
Demographic Information.....	5
Grades.....	7
Elementary Student Survey Results	10
Teacher Survey Results.....	12
III. Middle/High School Students	14
Attendance.....	14
Demographic Information.....	17
Grades.....	18
Middle/High School Student Survey Results.....	21
Teacher Survey Results (Middle/High Programs)	24
IV. Kentucky Performance Rating for Educational Progress (K-PREP) and the K-3 Reading Initiative.....	26
V. Program Characteristics.....	28
VI. Activity Types Offered During School Year	29
Appendix A. Executive Summary	34
Appendix B: Data Notes, Grade Scale Types & Thresholds for Analysis	36
Appendix C: Appendix tables	38
Appendix D: Elementary School Survey.....	43
Appendix E: Middle/High School Student Survey	45
Appendix F: Teacher Survey Instrument.....	48

Introduction

The 21st Century Community Learning Centers (CCLC) program originally began as part of Congress' reauthorization of the Elementary and Secondary Education Act of 1994, to provide grants to schools to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has been a stable funding source for afterschool programs nationally, with a 2017 allocation of \$1.167 billion, serving 52 states and territories. The Every Child Succeeds Act 2015 (ESSA; Pub. L. No. 114-95, § 4204, 2015) amended the Elementary and Secondary Education Act (ESEA) and reauthorized the 21st CCLC program under Title IV Part B. Although the basic philosophy of the program remained the same, the reauthorization resulted in some changes in the eligibility criteria to 21st CCLC funds. These changes included expanding eligibility to local education agencies planning to add 300 or more hours within the school year from within or outside of a typical school day. In contrast, under the No Child Left Behind Act 2001 (Pub. L. No. 107-110, § 4201, 2002), 21st CCLC funds were restricted to applicants offering out-of-school time academic enrichment activities not associated with the school day.

The Kentucky Department of Education contracted with the Center for Evaluation & Education Policy (CEEP) at Indiana University to evaluate the overall statewide effort and to analyze data on each of the individual centers operating under the 21st CCLC grant. CEEP's evaluation activities include the provision of technical support related to data collection and maintenance, analysis of data entered into Cayen Systems, Inc. and survey data, and facilitation and support of a quality improvement process through site visits.

The present report summarizes data collected by staff at program sites operating during the 2017 APR year (i.e. summer 2016 and school year 2016-2017), including attendance, student demographics, grades, state assessment scores, student surveys, and teacher surveys. This report divides into six sections: Kentucky statewide data, elementary school programs, middle and high school programs, K-PREP and the K-3 reading initiative results, program characteristics, and an analysis of statewide activity-types. Throughout the report, tables and figures are provided to summarize the data and present trends over time, with many displaying percentages as points of comparison. The numbers corresponding to these percentages are included in parallel tables in Appendix C.

I. Kentucky Statewide Data

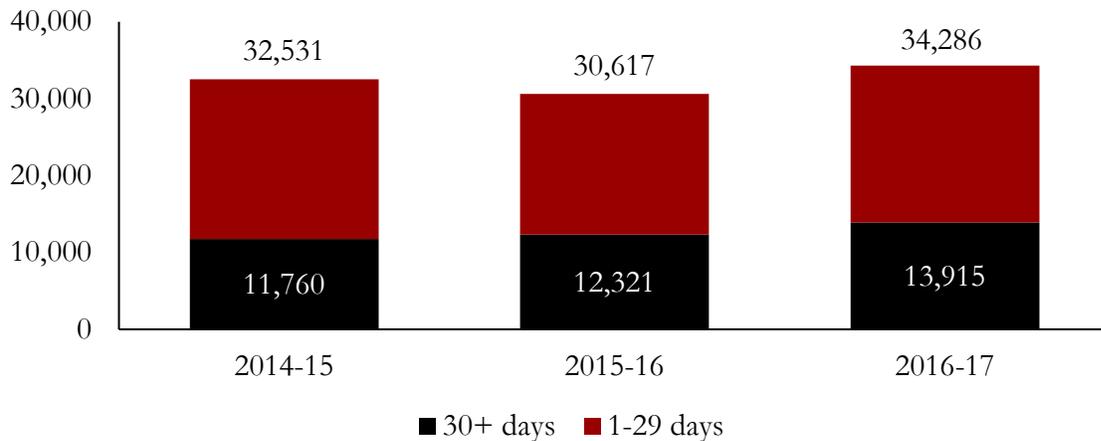
In total, Kentucky 21st CCLC programs served 37,577 students during the 2017 Annual Performance Report (APR) year defined as the summer 2016 and the school year 2016-2017, and 8,345 students in the summer of 2016. During the 2016-2017 school year, 21st CCLC programs served 34,286 students and 41% of those served attended the programs regularly¹. Table 1 shows the attendance frequencies and percentages for the school year, the summer, and the APR year by student grade level.² Figure 1 shows that more students and regular attendees were served in school year 2016-17 than in the prior two years.

Table 1. School year 2016-2017 and 2017 APR year attendance

Attendance by Site Type	School Year 2016-17	Summer 2016	APR Year 2017
Total number of students served	34,286	8,345	37,577
number of elementary students	19,647	6,045	21,912
Number of middle/high school students	14,229	2,257	15,221
Percent of students with 30-plus days of attendance during the school year	41%		

Note. The total number of APR year students does not equal the total number of summer students plus the total number of school year students because students may have attended both (i.e. students who attended during the summer may also have attended during the school year). Students missing grade level characteristics were not counted in the elementary and middle/high school categories, but were included in total # of students served.

Figure 1. Program attendance across the 2014-15, 2015-16, and 2016-17 school years



¹ Please note that throughout this report **regular** attendance denotes 30 or more days of **school year attendance** for a participant.

² Students in grades PK-6 were designated as elementary students, and students in grades 7-12, were designated as middle/high school students.

II. Elementary Students

The current section summarizes attendance, demographics, grades, student survey results, and teacher survey results for students attending elementary programs. Data summary calculations exclude students with missing characteristics, such as grade level, eligibility for free or reduced price lunch, and Fall/Spring grades.

Attendance

In total, 21,912 elementary students attended 21st CCLC programs at least one day during the 2017 APR year, while 19,647 elementary students attended at least one day during the 2016-2017 school year³. In sum, 6,045 elementary students attended summer programs, of those students, 3,780 students attended both the summer and school year programs, and 2,265 attended summer programs only.

A total of 10,841 students attended elementary programs for 30 or more days during the school year, which amounts to 55% of the total number of students served in the academic school year. Table 2 provides a breakdown of statewide elementary student attendance.

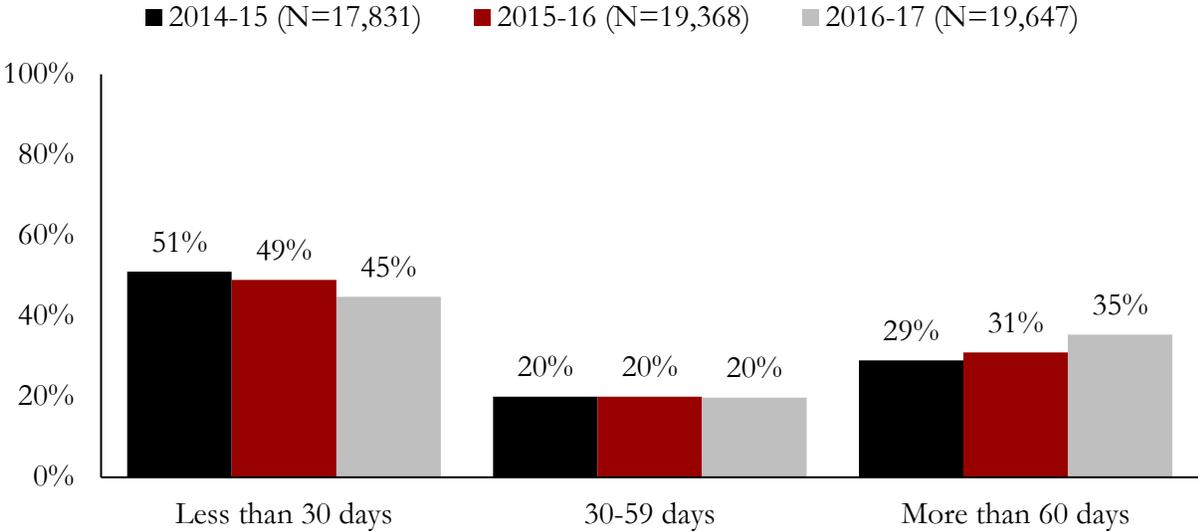
Table 2. Elementary attendance

Elementary Attendance	
Number of students served in elementary school programs in the 2017 APR year	21,912
Number of students served in elementary programs in the school year 2016-17	19,647
Number of students that attended elementary summer programs in 2016	6,045
Number of students that attended both elementary summer and school year programs	3,780
Number of students that attended elementary summer programs only	2,265
Number of students with 30+ days of attendance in elementary programs during the school year	10,841
Percentage of students with 30+ days of attendance in elementary programs during the school year	55%

³ There was some duplication between the number of students participating during the 2016-2017 school year and the students participating in the summer of 2016—i.e. students who attended during the summer may also have attended during the school year. This means the APR values do not equal the sum of the number participating during the school year and those participating during the summer.

Figure 2 displays the percentages of elementary students who attended 21st CCLC programs for less than 30 days, between 30 and 59 days, and for more than 60 days during the 2014-15, 2015-16, and 2016-17 school years. As shown in the figure, 35% of elementary students served by program sites in Kentucky attended 60 or more days during the 2016–17 school year. This represents a 4 percentage point increase from 2015-16 in the percentage of students at elementary sites attending 60 or more days and a 6 point increase from 2014-15.

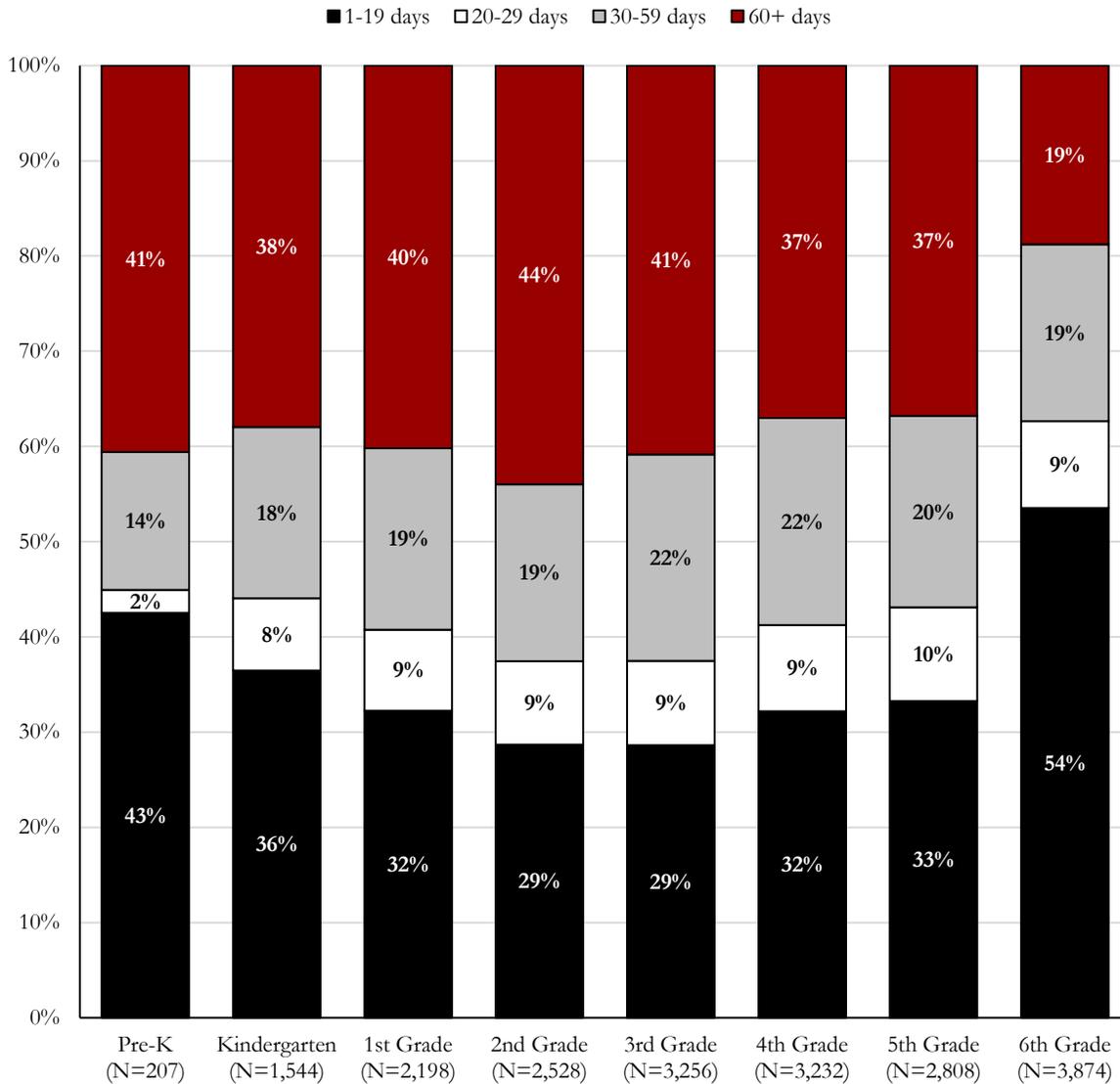
Figure 2. Elementary student attendance percentages across the 2014-15, 2015-16, and 2016-17 school years



Student Grade Levels

Figure 3 displays the percentages of students in grades pre-kindergarten through six who attended 21st CCLC programs for 19 or fewer days, for 20 to 29 days, for 30 to 59 days, and for 60 or more days during the school year. As shown, the highest concentrations of frequent attendees (those who attended 60 or more days) were in second grade, followed by Pre-K and third grade. More than 60% of second and third grade students were regular attendees (those who attended 30 or more days), and nearly 60% of first and fourth grade students attended regularly, as well.

Figure 3. Pre-kindergarten through sixth grade participation levels during the 2016-17 school year (N=19,647)



Demographic Information

Table 3 displays the demographic characteristics of regularly attending elementary students. Roughly equal amounts of male and female students were regular attendees, and most students were white or Caucasian.

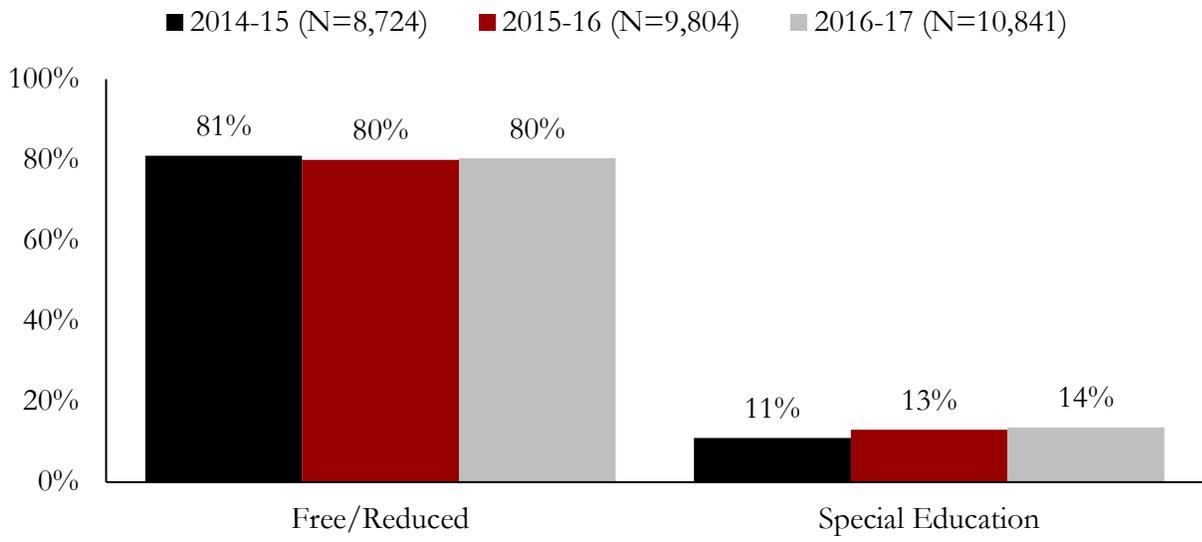
Table 3. Participant characteristics: gender and race/ethnicity (N=10,841)

Gender	Regular Elementary Attendees
Male	49%
Female	51%

Race/Ethnicity	Regular Elementary Attendees
White or Caucasian	79%
Black or African American	9%
Hispanic or Latino	6%
Other/Unknown	1%
Asian	1%
Multi-Racial	4%
American Indian/Alaskan Native	<1%
Native Hawaiian or Other Pacific Islander	<1%

During the 2016–2017 school year, 80% of regularly attending participants at elementary sites qualified for free or reduced price lunch, and 14% of regular attendees served in elementary programs qualified for special education services (see Figure 4).

Figure 4. Eligibility for free/reduced lunch and special education services among regular attendees during school years 2014-15, 2015-16, and 2016-17



Grades

Kentucky 21st CCLC program staff reported reading/English language arts (ELA) and math grades for 94% of regularly attending students who attended elementary programs during the 2016–2017 school year. The following results only includes regularly attending students with reading/English language arts (ELA) grades reported for the Fall and Spring semesters. For the 2013-14 aggregate report, the definition of a ‘grade change’ was updated to more accurately analyze the variety of grade scales used by Kentucky school districts. Grade outcomes in 2013-2014 through 2016-2017 cannot be compared to grades outcomes from years before 2013-2014. For information about what constitutes a ‘grade change’ and a ‘high grade’, refer to the Appendix B.

As shown in Figure 5, 31% of students regularly attending elementary programs increased their reading/ELA grades from the Fall to the Spring semester. Furthermore, 22% of regularly attending elementary students achieved high reading grades in both the fall and Spring semesters. There appear to be few changes between school years.

Figure 5. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for students regularly attending elementary programs in 2014-15, 2015-16, and 2016-17

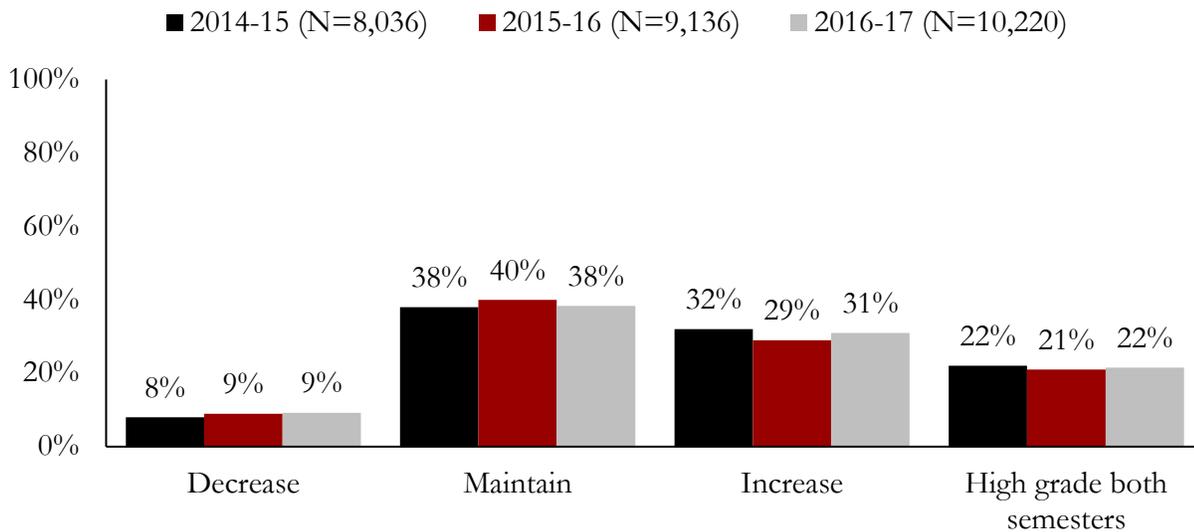
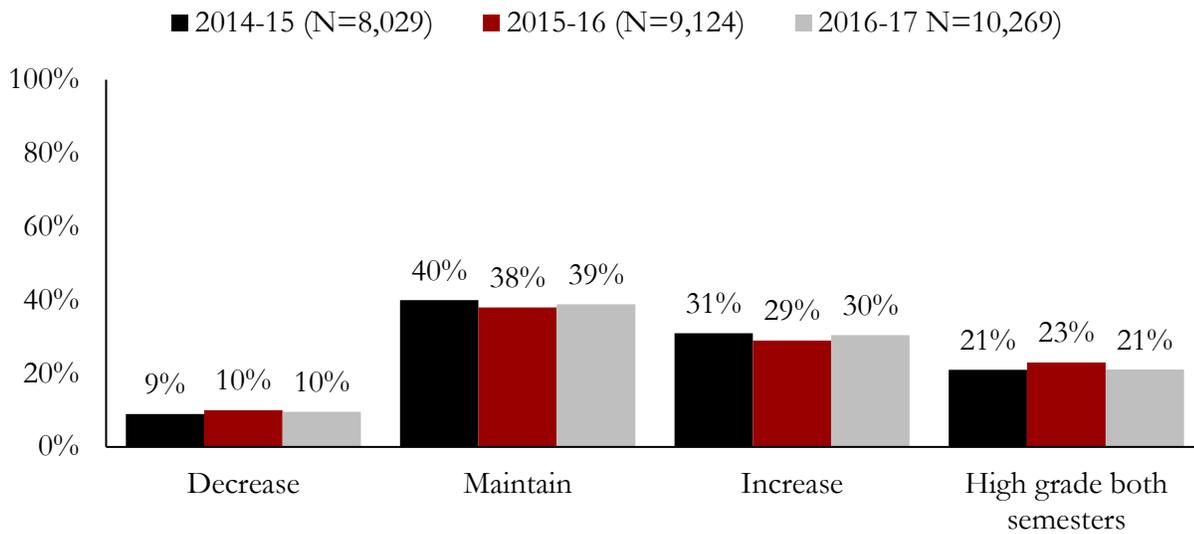


Figure 6 illustrates that 30% of all regular elementary attendees increased their math grades during the 2016–2017 school year. Additionally, 21% achieved high grades in math during the Fall and the Spring semesters. There appear to be few changes between school years.

Figure 6. Mathematics grade changes from Fall to Spring semesters for students regularly attending elementary programs in 2014-15, 2015-16, and 2016-17

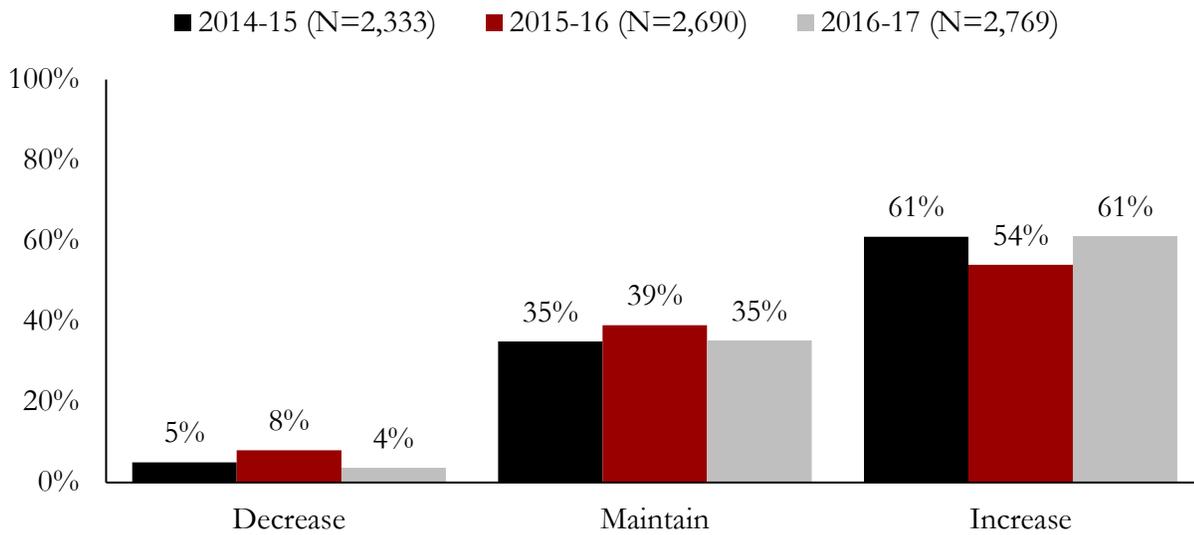


Grade Changes for Academically Struggling Program Participants

An additional set of analyses was performed on students who earned Fall grades in reading/ELA or math defined as ‘struggling’, which is based on each school’s grading scale (please refer to the Appendix B). A total of 2,769 students were defined as ‘struggling’ in reading/ELA during the 2016 Fall semester, which represents 27% of the regularly attending students (with reported grades) at elementary programs in 2016-17. In Fall 2016, 2,881 students were defined as ‘struggling’ in math, which represents 28% of the regularly attending students who attended elementary programs.

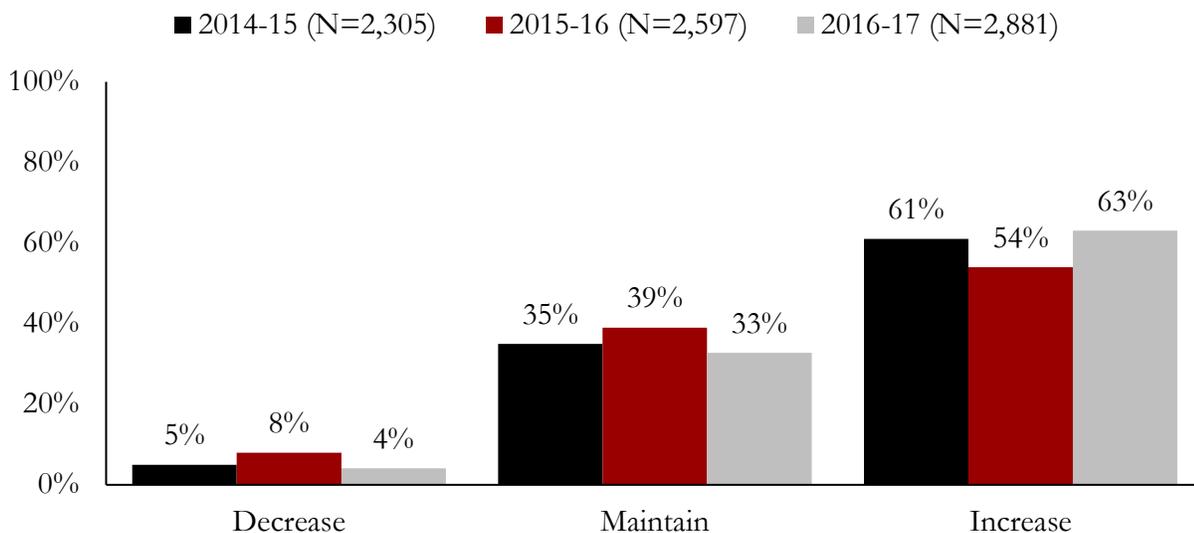
As shown in Figure 7, the majority (61%) of struggling elementary students who attended 30 or more days increased their reading/ELA grades during the 2016-17 school year. Thirty-five percent of struggling students maintained their reading grades during the year, and only four percent of struggling students decreased their reading grades in the Spring semester.

Figure 7. Reading/English language arts (ELA) achievement results of struggling students from Fall to Spring semesters who regularly attended elementary programs in 2014-15, 2015-16, and 2016-17



Similar results were observed for math grades (see Figure 8), where 63% of struggling elementary students who attended 30 or more days increased their math grades during the 2016–2017 school year, while 33% percent maintained their grades, and four percent decreased their grades from the Fall to Spring semesters.

Figure 8. Mathematics achievement results of struggling students from Fall to Spring semesters who regularly attended elementary programs in 2014-15, 2015-16, and 2016-17



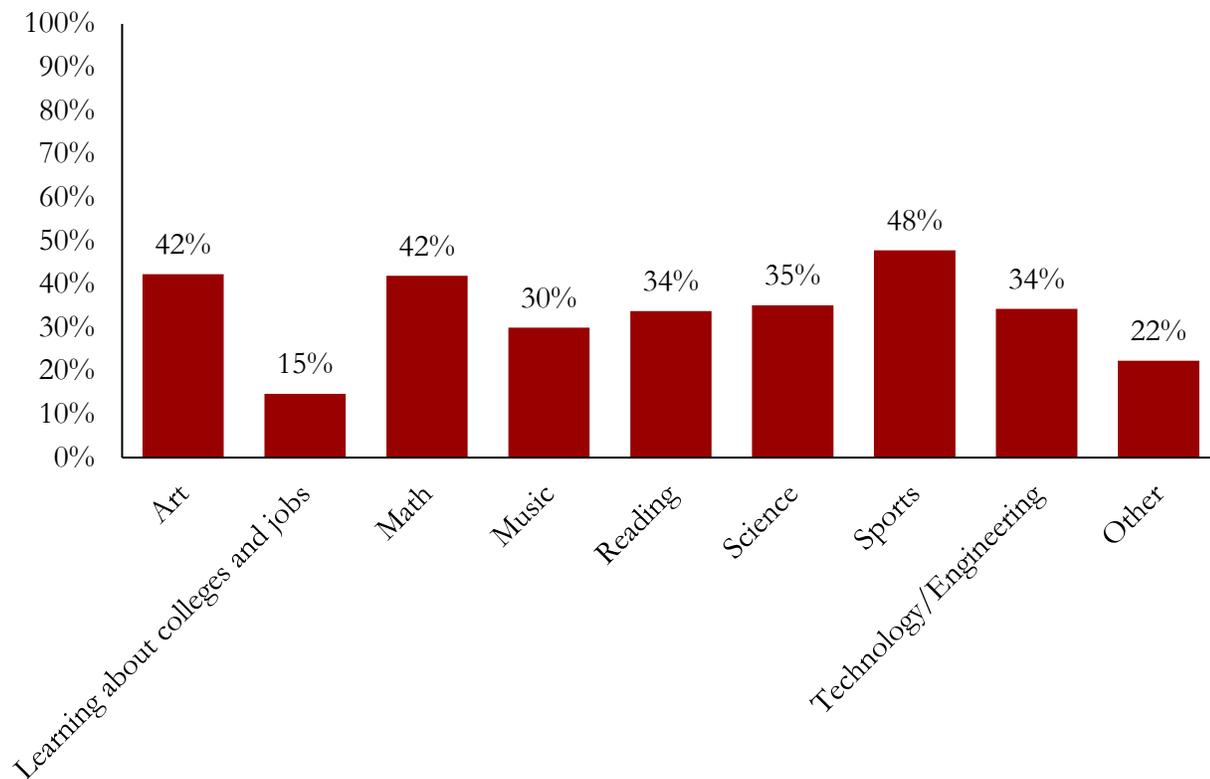
Elementary Student Survey Results

Student surveys were completed by 5,040 students at 95 sites in grades two through six (see Appendix D). Site staff distributed the surveys to all students in attendance on a day of their choosing during the Spring semester. Students had the opportunity to choose more than one category for each question, and therefore the total percentages reported for all possible response items exceed 100%.

Students' Afterschool Program Activity Preferences

Students reported the kinds of activities in which they enjoyed participating during the afterschool program by choosing from the following responses: sports, reading, math, science, technology/engineering, learning about colleges and jobs, art, music, and other. As shown in Figure 9, roughly one third or more of students enjoyed learning about all areas except for 'learning about colleges and jobs' which only 15% of students selected, and 'other' which only 22% of students chose. Sports was the most popular activity, at 48% with the other areas selected as follows: art (42%), math (42%), science (35%), technology/engineering (34%), reading (34%), music (30%), other (22%) and learning about colleges and jobs (15%).

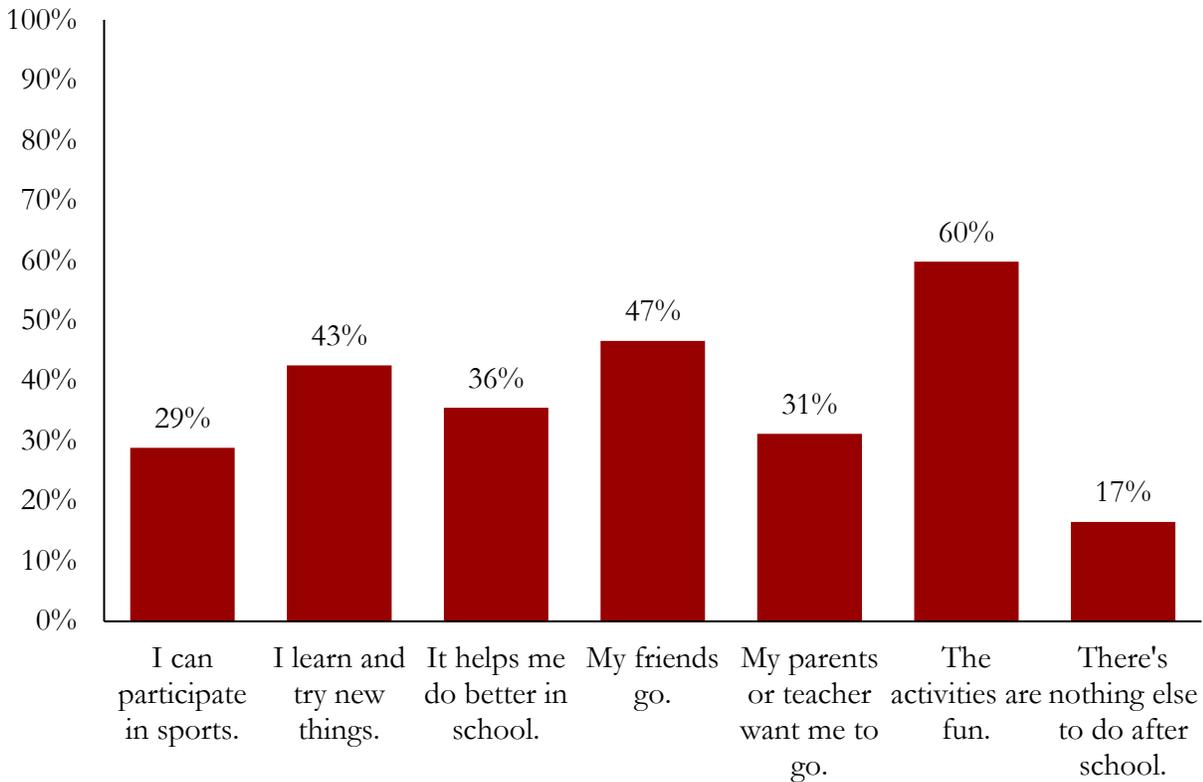
Figure 9. Student responses to which activities they most like to participate in during the afterschool program (N=5,040)



Students' Motivations for Attending the Programs

Students reported on their motivations for attending the afterschool programs (see Figure 10). The item receiving the most responses (60%) indicated that students were motivated to attend the programs because the activities were fun. In addition, students reported that they attended the programs because: their friends went (47%), they wanted to learn and try new things (43%), it helped them do better in school (36%), their parents or teachers wanted them to go (31%), they could participate in sports (29%), and there was nothing else to do after school (17%).

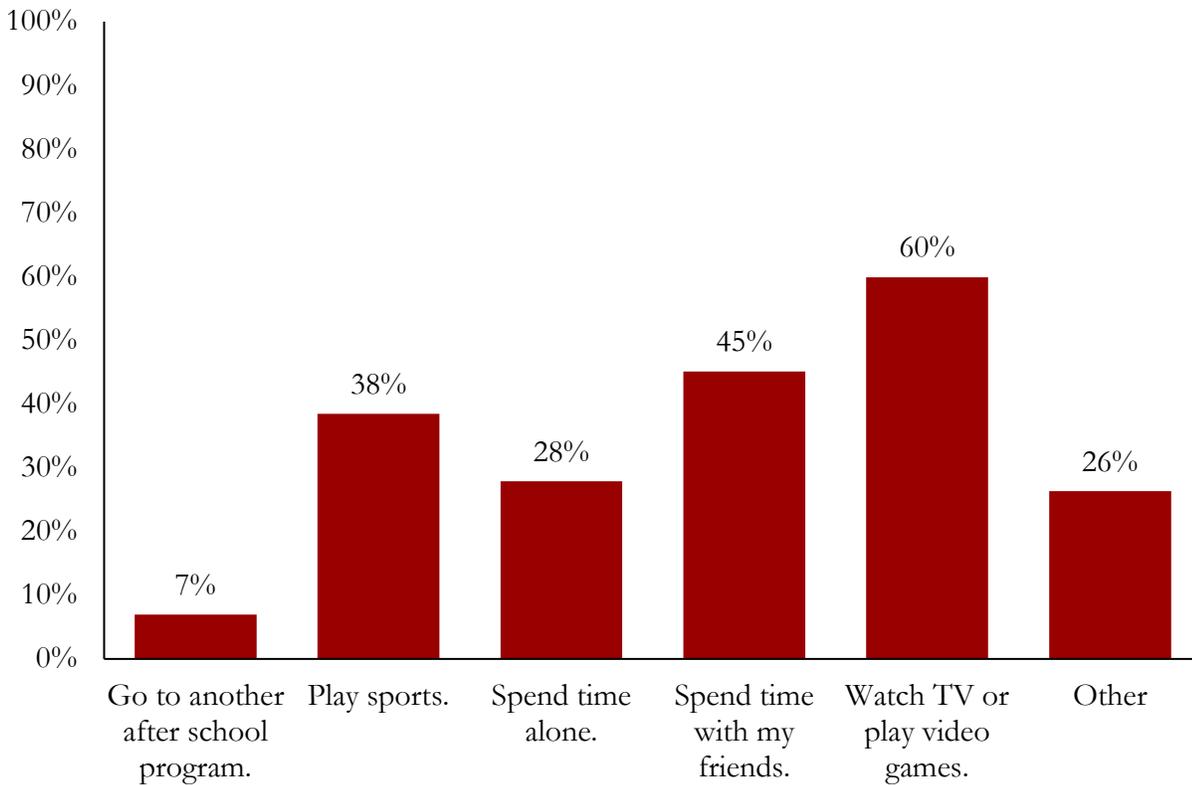
Figure 10. Students' motivations for attending the programs (N=5,040)



Alternative Activities to the Afterschool Program

Figure 11 displays the alternative activities in which students indicated they would engage if they did not attend the afterschool programs. The greatest percentage of students reported they would watch TV or play video games if they did not attend the afterschool programs (60%). Nearly half of students said that they would spend time with their friends (45%) or play sports (38%). About a quarter (28%) reported that they would spend time alone, and 26% would engage in an activity categorized as “other.” Among the options provided, the smallest percentage of students (7%) stated that they would go to another afterschool program.

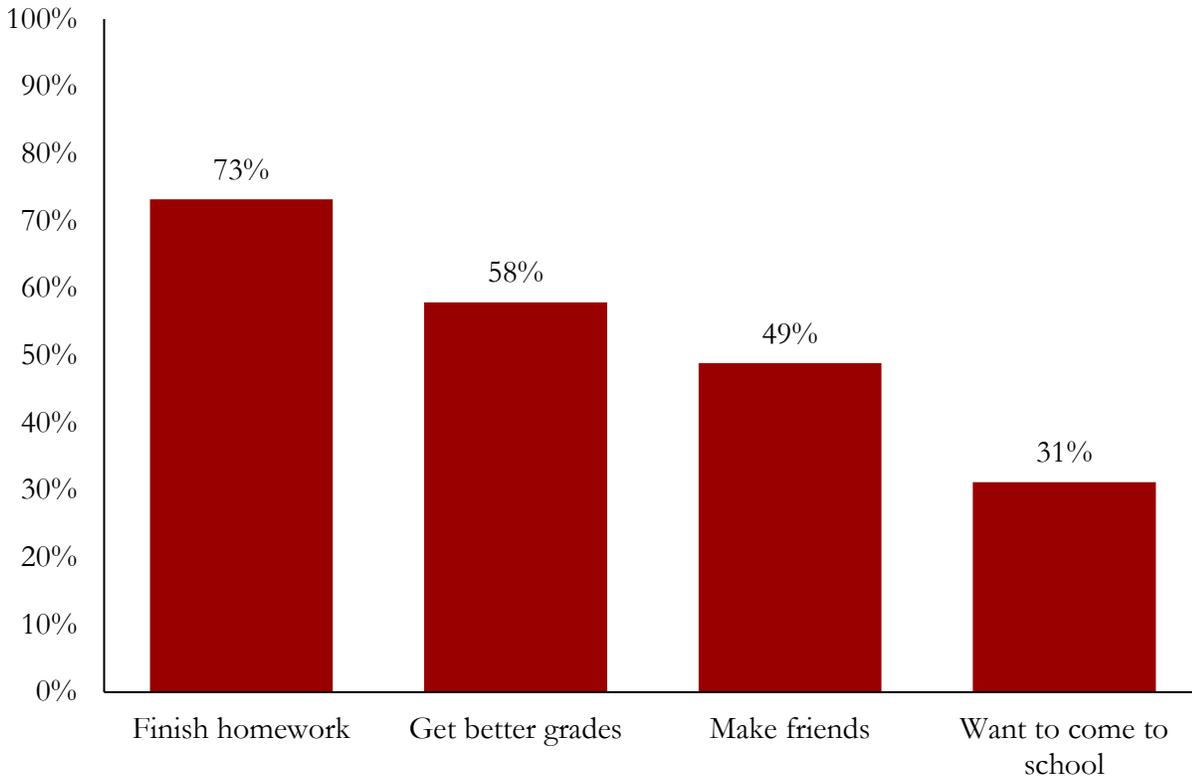
Figure 11. Alternative activities in which students indicated they would engage in if they did not attend afterschool program (N=5,040)



Programs' Areas of Impact

Students selected area(s) in which they felt the afterschool programs had helped them (Figure 12). Almost three-quarters (73%) of all respondents noted that the programs were helpful for their ability to finish their homework. Over half (58%) mentioned that they helped them get better grades, almost half (49%) were helped in their ability to make friends, and over a quarter of students (31%) indicated increased willingness to attend school as a result of the afterschool programs.

Figure 12. Student responses to areas in which the afterschool program helped them (N=5,040)



Teacher Survey Results

The evaluation of the 21st CCLC initiative requires programs to administer a standardized survey to one teacher for each student who attends the program regularly. The total number of surveys collected represents 96% of regularly attending elementary students during the 2016–2017 school year. The teacher survey intends to assess changes in a student’s behavior over the course of the school year.

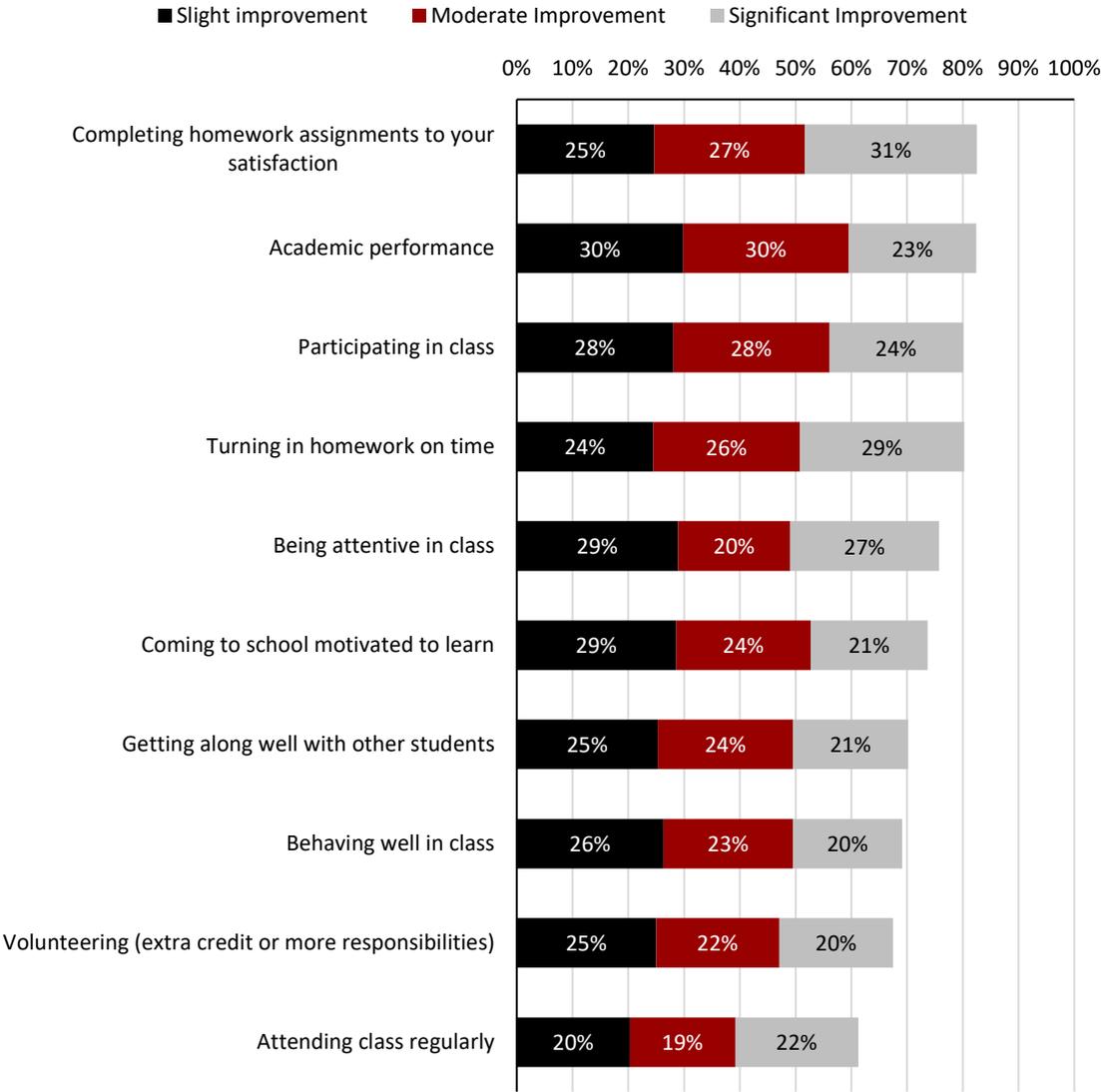
Table 4 shows regularly attending students selected (by their teachers) as needing to improve in each listed indicator. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations. As displayed in the table, regularly attending students that needed to improve showed improvements in most behaviors, for example, completing homework assignments to the teacher’s satisfaction (83%), and academic performance (82%). Approximately 60-80% of students showed improvement in each area, as judged by their teachers. In no area did a substantial percentage (more than 10%) of students in need of improvement decline. Appendix Table C7 displays the percentages of teachers who reported that students did or did not need to improve a particular behavior.

Table 4. Percentage of regularly attending students who needed to improve (as reported by their teachers) that improved, had no change, or declined in a particular behavior

Teacher Response Categories	Number of Students that Needed to Improve	Percentage of Students that Declined	Percentage of Students that Showed No Change	Percentage of Students that Improved
Completing homework assignments to your satisfaction	7,766	3%	14%	83%
Academic performance	8,394	4%	14%	82%
Participating in class	7,749	2%	18%	80%
Turning in homework on time	7,172	4%	16%	80%
Being attentive in class	7,629	5%	20%	76%
Coming to school motivated to learn	7,274	3%	23%	74%
Getting along well with other students	5,934	5%	24%	70%
Behaving well in class	6,364	7%	24%	69%
Volunteering (extra credit or more responsibilities)	7,486	1%	31%	67%
Attending class regularly	4,723	3%	36%	61%

Forty to sixty percent of regularly attending students in need of improvement made moderate or significant improvement in each behavior area (Figure 13). More than 50% of these students made moderate or significant improvement in completing homework assignments to their teacher’s satisfaction (58%), turning in homework on time (56%), academic performance (53%), and participating in class (52%). As noted in Table 4, teachers reported that at least 80% of students showed any degree of improvement in completing homework assignments to their teacher’s satisfaction (83%), academic performance (82%), and turning in homework on time (80%).

Figure 13. Degree of improvement for regularly attending students who needed to improve in a particular behavior



III. Middle/High School Students

This section summarizes attendance, demographics, grades, student survey results, and teacher survey results for middle/high school students. Data summary calculations exclude students with missing characteristics, such as grade level, free or reduced price lunch eligibility, and Fall/Spring grades.

Attendance

In total, 15,221 middle/high school students attended 21st CCLC programs at least one day during the 2017 APR year, while 14,229 students attended at least one day within the 2016-17 school year.⁴ In sum, 2,257 middle/high school students attended summer programs, and of those students, 1,265 attended both the summer and school year programs, while 992 attended summer programs only.

Of all the middle/high school students who attended programs, 3,037 students attended programming for thirty or more days during the 2016-17 school year, yielding a statewide regular attendance percentage of 21% within the 2016-17 school year. Table 5 provides a breakdown of statewide student attendance of middle/high school students.

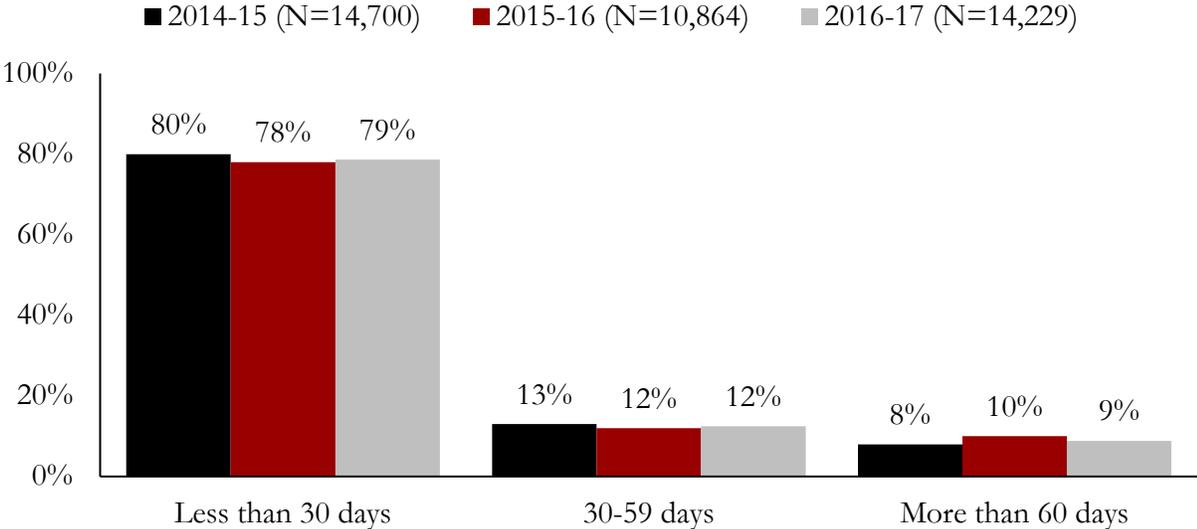
Table 5. Middle/High school attendance

Middle/High School Attendance	
Number of students served at middle/high programs in the 2017 APR year	15,221
Number of students served in middle/high programs in the school year 2016-17	14,229
Number of students that attended middle/high 2016 summer programs	2,257
Number of students that attended both middle/high summer and school year programs	1,265
Number of students that attended middle/high school summer programs only	992
Number of students with 30+ days of attendance in middle/high programs during the school year	3,037
Percentage of students with 30+ days of attendance in middle/high programs during the school year	21%

⁴ There was some duplication between the number of students participating during the 2016-2017 school year and the students participating in the summer of 2016—i.e. students who attended during the summer may also have attended during the school year. This means the APR values do not equal the sum of the number participating during the school year and those participating during the summer.

Figure 14 displays the percentages of middle/high school students who attended 21st CCLC programs for less than 30 days, between 30 and 59 days, and for more than 60 days during the 2014-15, 2015-16, and 2016-17 school years. As indicated by the figure, 12% of middle/high school students attended 30-59 days, and 9% of students attended 60 days or more during the 2016-17 school year. Comparing patterns of attendance with prior years reveals few differences.

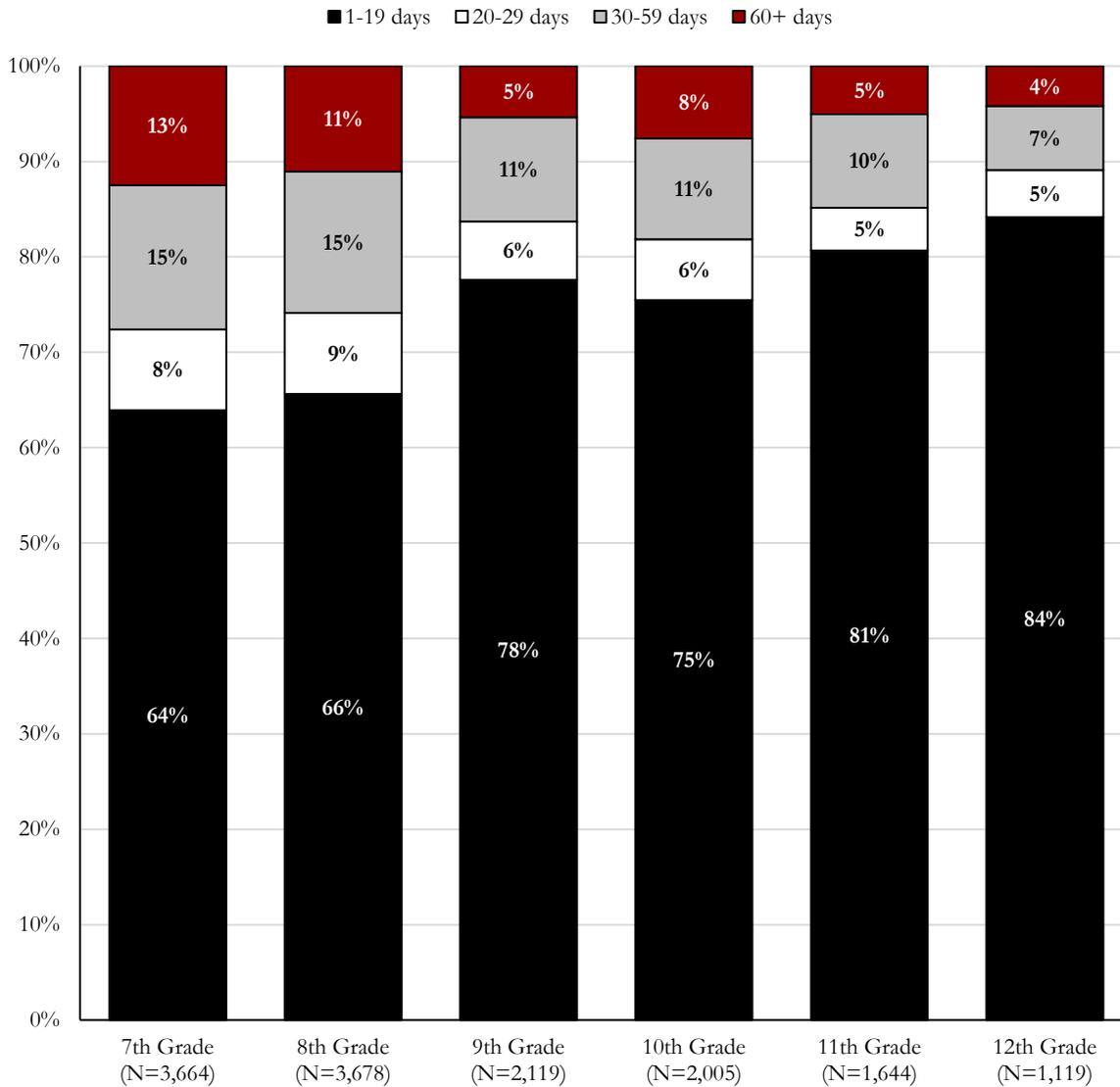
Figure 14. Middle/High school program attendance percentages across the 2014-15, 2015-16, and 2016-17 school years



Student Grade Levels

Figure 15 displays the percentages of students at each grade level that attended 1 to 19 days, 20 to 29 days, 30 to 59 days, and 60 or more days in Kentucky middle/high school programs in the school year. As shown in the figure below, the largest proportions of students who attend 30 or more days are in seventh and eighth grades.

Figure 15. Seventh through twelfth grade participation levels during the school year 2016-17 (N=14,229)



Demographic Information

Table 6 displays the characteristics of all students who attended programs regularly during the 2016–2017 school year. Roughly equal amounts of male and female middle/high school students were regular attendees, and most students were white or Caucasian.

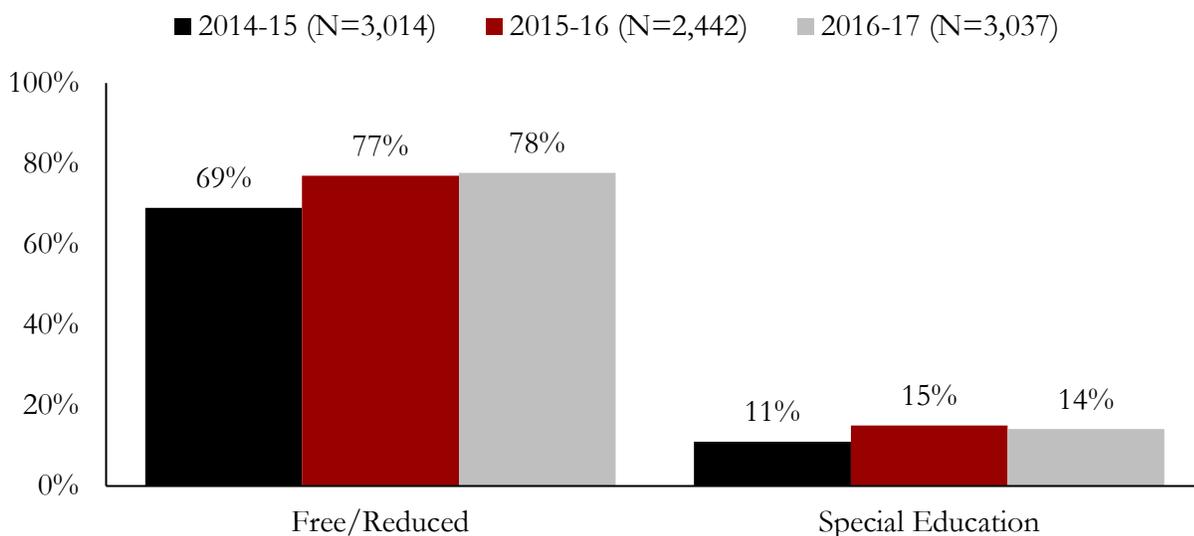
Table 6. Participant characteristics: gender and race/ethnicity (N=3,037)

Gender	Regular Middle/High School Attendees
Male	51%
Female	49%

Race / Ethnicity	Regular Middle/High School Attendees
White or Caucasian	86%
Black or African American	7%
Hispanic or Latino	3%
Other/Unknown	1%
Asian	1%
Native Hawaiian	<1%
Multiracial	2%
American Indian or Alaskan Native	<1%

During the 2016–2017 school year, 77% of regularly attending middle/high school students were eligible for free or reduced price lunch. Additionally, 11% of all regular attendees served in middle/high school were eligible for special education services (Figure 16). The percentages of students that qualify for free/reduced lunch and special education services were similar to the prior year.

Figure 16. Free/Reduced lunch and special education eligibility among regular attendees in middle/high programs in 2014-15, 2015-16, and 2016-17

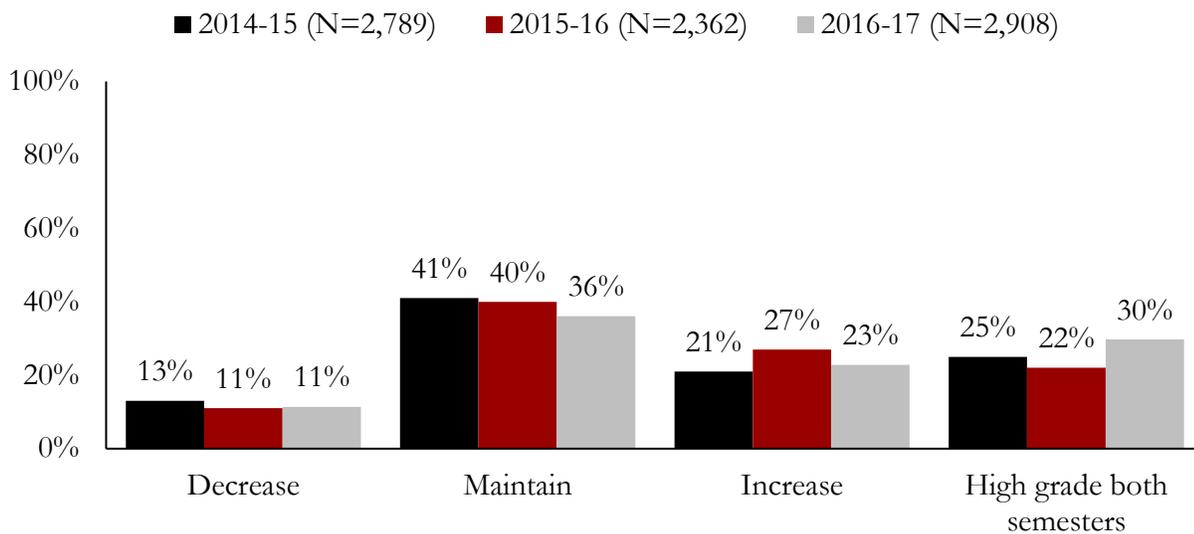


Grades

Kentucky 21st CCLC program staff reported reading/ELA and math grades for 96% of regularly attending students who attended middle/high school programs during the 2016–17 school year. The following results only include regularly attending students with reading/ELA grades reported for the Fall and Spring semesters. In the 2013-14 aggregate report, the definition of a ‘grade change’ was updated to accommodate the variety of grade scales used by Kentucky school districts. Grade outcomes in 2013-2014 through 2016-2017 cannot be compared to grade outcomes from years before 2013-2014. For information about what constitutes a ‘grade change’, please refer to the Appendix B.

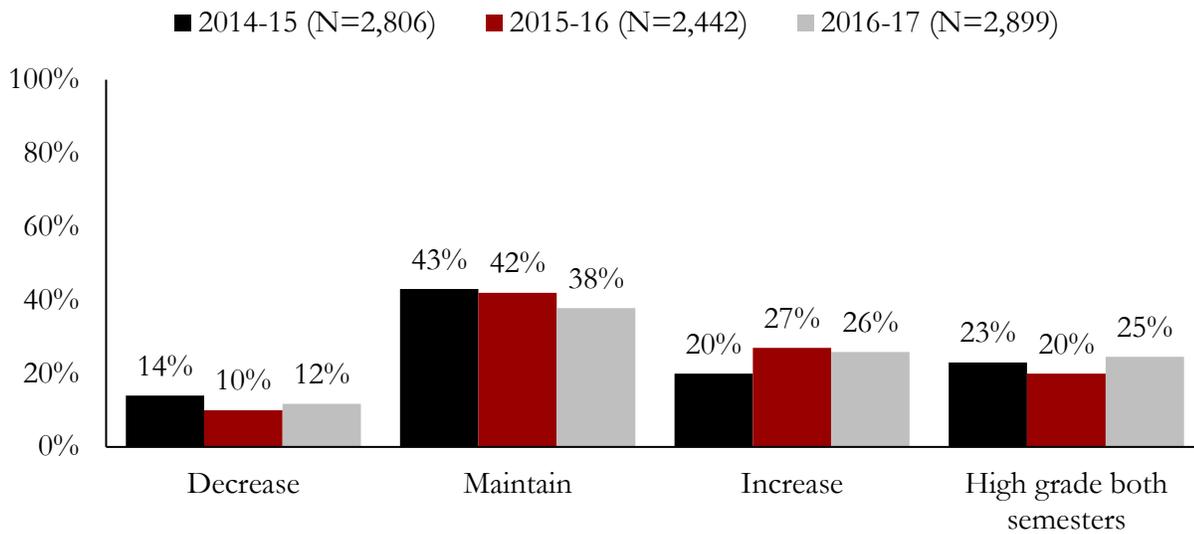
As shown in Figure 17, 23% of regularly attending participants increased their reading/ELA grades during the 2016–17 school year. Additionally, 30% of regular participants achieved high reading/ELA grades across grading periods. Compared to the 2015-16 results, the 2016-17 results show a slight increase (4 points) in the percentage of regularly attending middle/high school students who increased their reading/ELA grades from Fall to Spring or had high grades in both semesters.

Figure 17. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for students regularly attending middle/high school programs in 2014-15, 2015-16, and 2016-17



Similar to the trends observed in reading/ELA, 26% of regularly attending participants increased their math grades during the 2016–17 school year, with an additional 25% who had already achieved high grades in the Fall and Spring grading periods (Figure 18). The percentage of regularly attending students who increased their math grades from Fall to Spring or had high grades in both semesters was similar to the prior year (3 point increase).

Figure 18. Mathematics grade changes from Fall to Spring semesters for students regularly attending middle/high school programs in 2014-15, 2015-16, and 2016-17

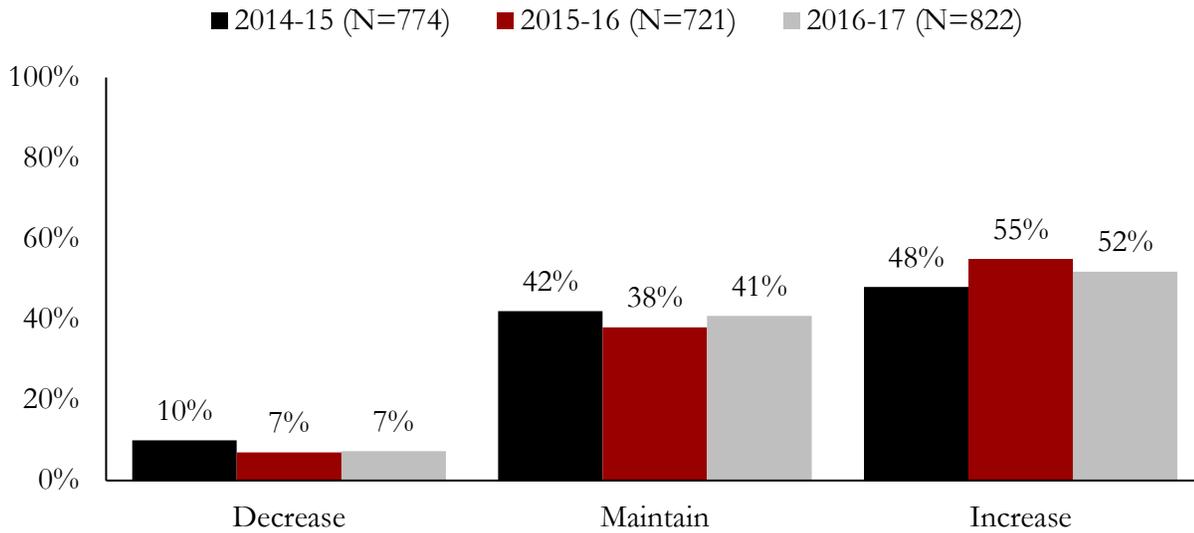


Grade Changes for Academically Struggling Program Participants

An additional set of analyses examined grade changes of only those students who earned Fall grades that were defined as ‘struggling’ based on the program’s grade scale definitions. For further clarification, refer to the Appendix B: Data Notes, Grade Scale Types and Thresholds for Analysis. A total of 822 students were defined as ‘struggling’ in reading/English language arts during Fall 2016, which represents 28% of the regularly attending middle/high school students (with reported reading/ELA grades). A total of 846 students were defined as ‘struggling’ in math during Fall 2016, which represents 29% of regularly attending middle/high school students (with reported math grades).

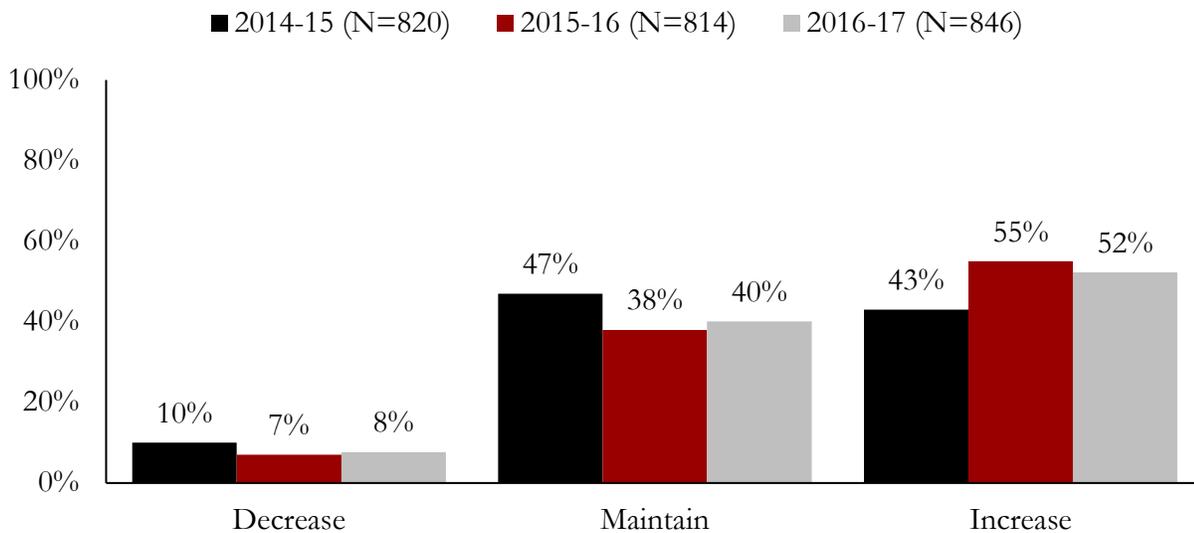
As shown in Figure 19, 52% of struggling students who attended 30 or more days increased their reading/ELA grades during the 2016–2017 school year, and only 7% of struggling participants who attended 30 or more days decreased their reading/ELA grades during the year. Additionally, 41% of struggling students maintained their reading/ELA grades throughout the year. There appears to be little change in the percentage of struggling students whose grades changed from Fall to Spring across the years.

Figure 19. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for struggling students regularly attending middle/high school programs in 2014-15, 2015-16, and 2016-17



Similar results were observed for math grades (see Figure 20), where 52% of struggling students who attended 30 or more days increased their math grades during the 2016–2017 school year, while 40% maintained their grades, and 8% saw a decrease in their grades from the Fall to the Spring semester. There were notable increases in the percent of students who saw an increase in their grades from the 2014-15 year. The percentages of struggling students who increased their grades from Fall to Spring increased 12 and 9 points respectively, compared to 2014-15.

Figure 20. Mathematics grade changes from Fall to Spring semesters for struggling students regularly attending middle/high school programs 2014-15, 2015-16, and 2016-17



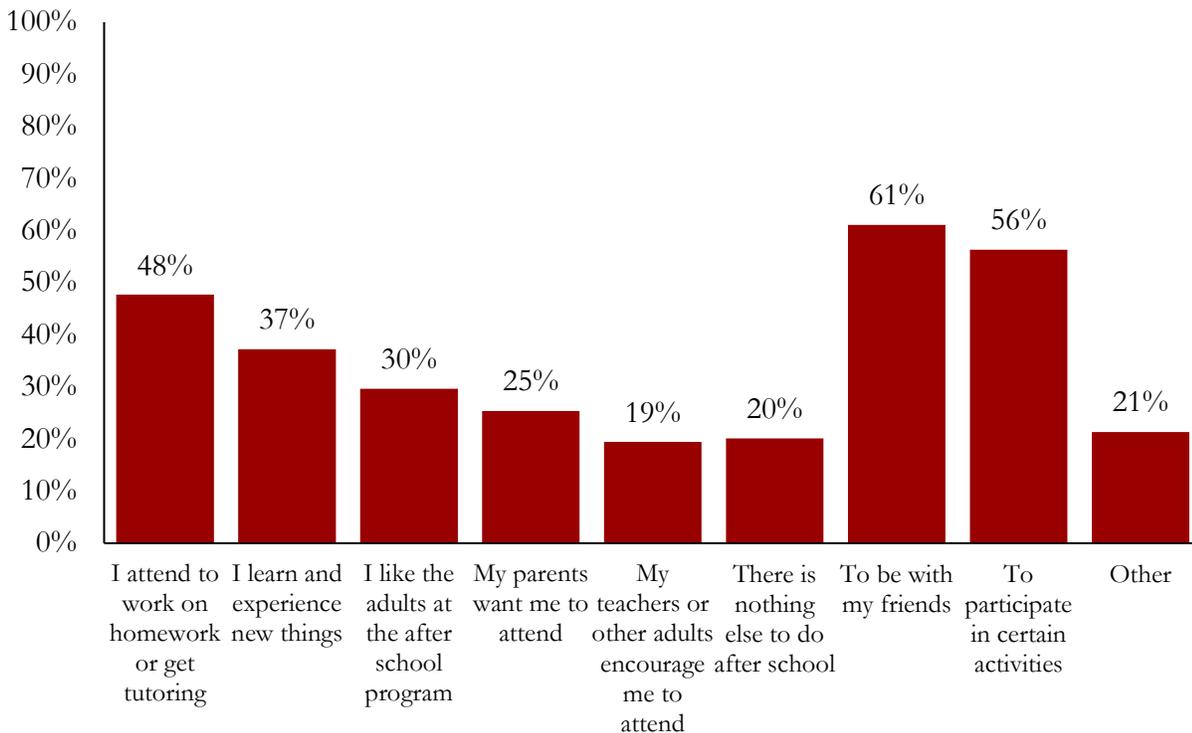
Middle/High School Student Survey Results

Students in grades seven through twelve completed student surveys (see Appendix E). There were 1,713 students who completed surveys at 53 sites. Site staff distributed the surveys to all students in attendance on a day of their choosing during the Spring semester.

Students' Motivations for Attending the Programs

Figure 21 displays the reasons participants reported for attending the afterschool programs. Students had the option to choose more than one category; thus, percentage totals exceed 100%. The majority of students stated that they attended the programs to be with friends (61%) or to participate in certain activities (56%). Just under half (48%) of students reported that they attended the programs to work on homework or get tutoring. Thirty-seven percent reported that they attended because they learned and experienced new things; 30% liked the adults at the afterschool program, 25% had parents who want them to attend, 20% stated that there was nothing else to do after school, and 19% reported that teachers or other adults encouraged them to attend. In addition, 21% of students indicated that they attended the program for other reasons.

Figure 21. Students' motivations for attending afterschool programs (N=1,713)



Perceptions of Afterschool Program Staff at Middle/High School Sites

Students rated the extent to which they agreed with statements about afterschool program staff. As shown in Table 7, 92% of students agreed or strongly agreed that program staff and leaders listened to what they had to say, and 92% of students agreed or strongly agreed that staff challenged them to do their best. Detailed results from this survey question are shown in Table 8 below.

Table 7. Student perceptions of afterschool program staff (N=1,713)

Staff and program leaders...	Strongly Disagree	Disagree	Agree	Strongly Agree
Listen to what I have to say ^a	3%	4%	51%	41%
Challenge me to do my best ^a	2%	5%	49%	43%

^a 1% of respondents did not answer this question.

Programs' Areas of Impact

Table 8 displays the extent to which students agreed with various statements about how the afterschool programs positively affected them. At least three-quarters (75%) of all students agreed or strongly agreed with all of the statements. "Find something to do afterschool" received the highest level of agreement (92% agree or strongly agree). For most other statements, 85-87% of students agreed or strongly agreed. "Enjoying coming to school" had the lowest overall level of agreement (76%). Detailed information on levels of agreement for each of the 12 statements is in the table below.

Table 8. Students' perceptions of programs' impacts (N=1,713)

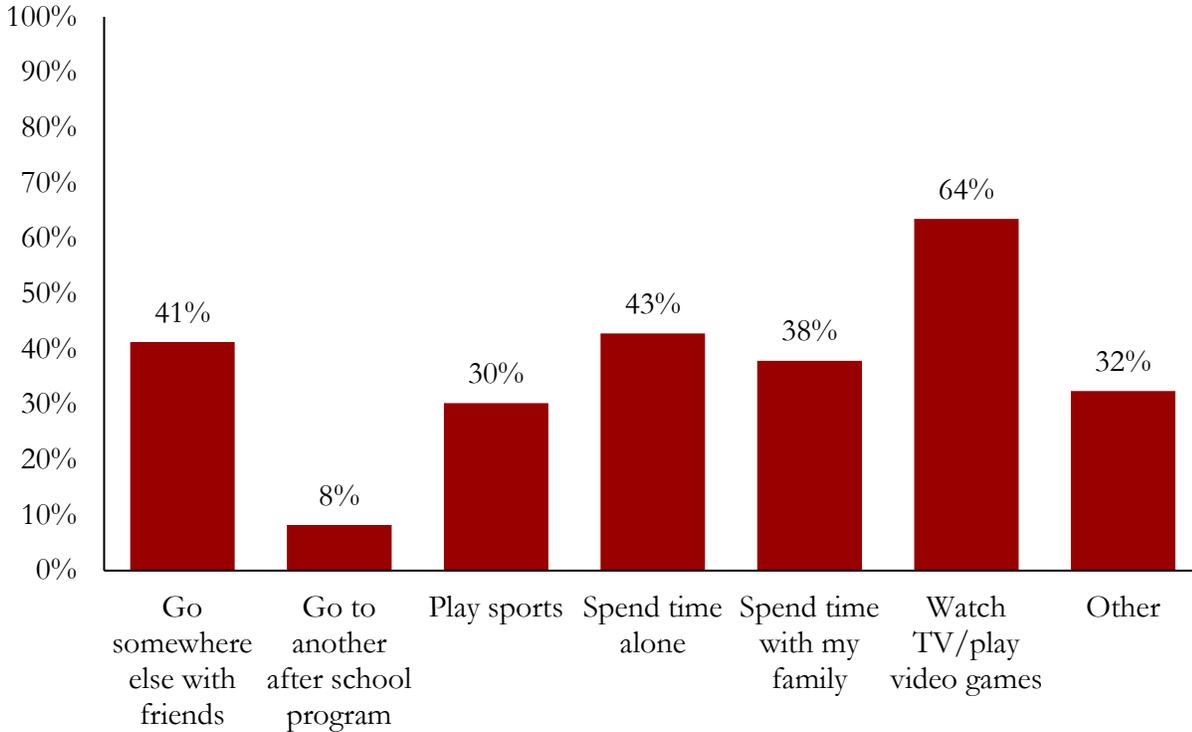
The afterschool program has helped me...	Strongly Disagree	Disagree	Agree	Strongly Agree
Be better at things I do in the program.	3%	8%	55%	33%
Be more creative.	3%	10%	49%	36%
Be more involved in school.	4%	10%	50%	32%
Build upon things I learn in school.	4%	9%	53%	31%
Enjoy coming to school.	8%	13%	46%	30%
Experience new or interesting things.	2%	8%	54%	34%
Find something to do afterschool.	3%	7%	52%	35%
Get a better sense of what I like and can do.	3%	7%	53%	35%
Get better grades in school.	3%	9%	50%	36%
Learn about what I can do in the future (college and/or career options).	4%	8%	49%	35%
Spend time with or find new friends.	2%	4%	51%	41%
Stay out of trouble.	4%	8%	50%	35%

Note. Between 2-4% of respondents did not answer these questions, so percentage totals will not equal 100%.

Alternatives to the Afterschool Program

Students were asked to select one or more options from a list of activities that they would do if they did not attend the afterschool programs (see Figure 22). Nearly two-thirds of students (64%) reported that they would watch TV or play video games if they did not attend the afterschool program. Approximately 40% stated that they would: spend time alone (43%), go somewhere else with friends (41%), or spend time with their family (38%). Thirty percent said they would play sports and 32% percent indicated that they would engage in activities categorized as “other.” Only eight percent reported that they would attend another after school program.

Figure 22. Student responses to alternatives to the afterschool program (N=1,713)



Teacher Survey Results (Middle/High Programs)

Teacher surveys were completed for 2,925 students who attended Kentucky middle/high school programs regularly during the 2016–2017 school year. The total number of surveys collected represents 96% of all regularly attending middle/high school students. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations. The teacher survey intends to assess changes in a student's behavior over the course of the school year.

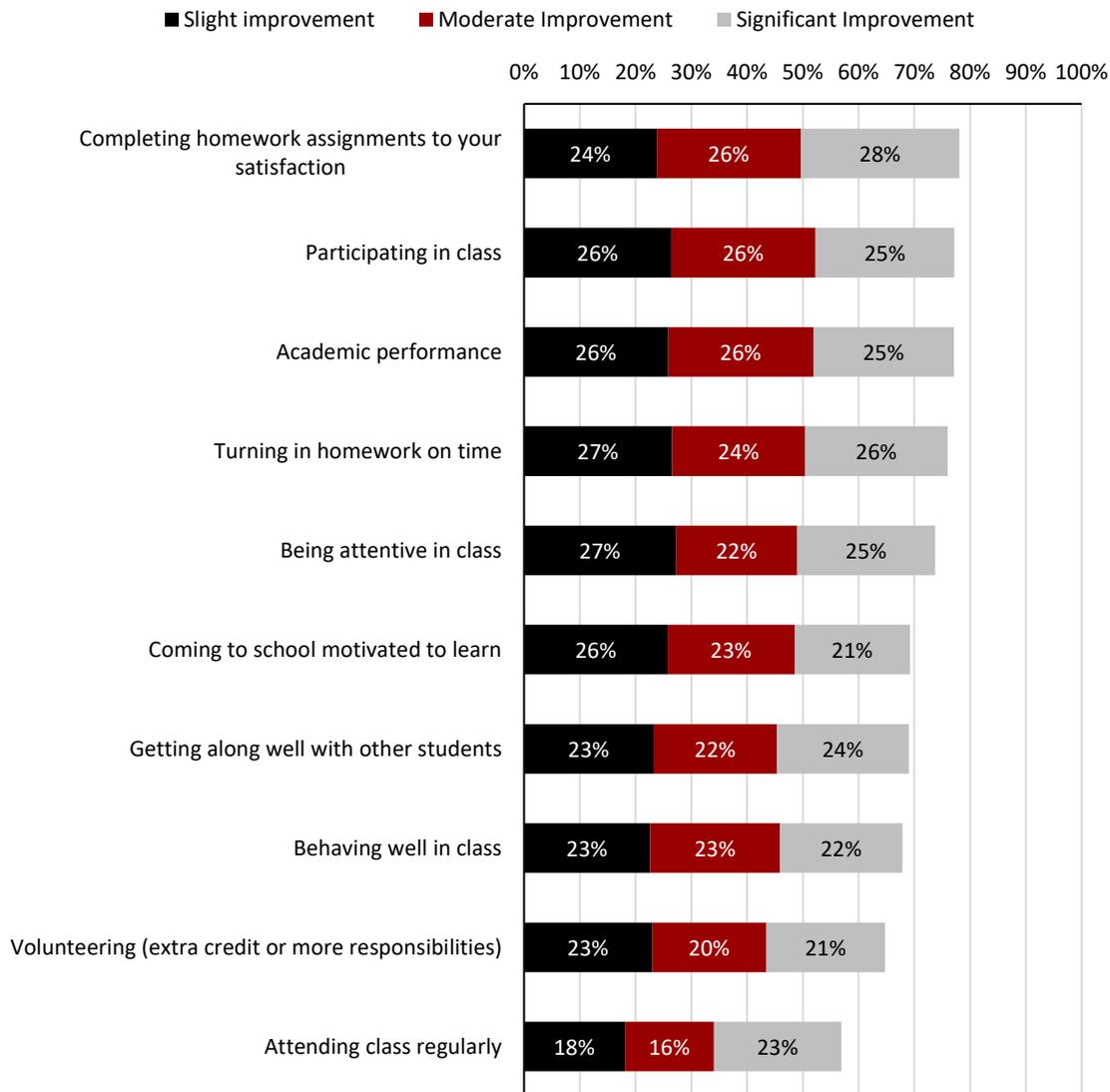
Table 9 focuses on regular attendees reported (by their teachers) as needing to improve in each listed indicator. As displayed in the table, regularly attending students that needed to improve showed improvement in most behaviors (57-78% depending on the behavior). This is especially evident for completing homework assignments to the teacher's satisfaction (78%), participating in class (77%), and academic performance (77%). Appendix Table C14 displays the percentage of teachers who reported that a regularly attending student did or did not need to improve in a particular behavior.

Table 9. Percentage of regularly attending students who needed to improve (as reported by their teachers) that improved, had no change, or declined in a particular behavior

Teacher Response Categories	Number of Students that Needed to Improve	Percentage of Students that Declined	Percentage of Students that Showed No Change	Percentage of Students that Improved
Completing homework assignments to your satisfaction	2,123	5%	17%	78%
Participating in class	2,148	4%	19%	77%
Academic performance	2,187	7%	16%	77%
Turning in homework on time	1,978	6%	18%	76%
Being attentive in class	1,984	6%	20%	74%
Coming to school motivated to learn	1,976	4%	26%	69%
Getting along well with other students	1,477	4%	27%	69%
Behaving well in class	1,560	7%	26%	68%
Volunteering (extra credit or more responsibilities)	2,092	2%	34%	65%
Attending class regularly	1,256	4%	39%	57%

For regularly attending students in need of improvement, 39-54% made moderate or significant improvement in each behavior area (Figure 23). More than 50% of these students made moderate or significant improvement in completing homework assignments to their teacher’s satisfaction (54%), academic performance (51%), and participating in class (51%). These are also the areas where the largest percentages of students made any improvement. Attending class regularly was the only behavior where less than 40% of relevant students made moderate or significant improvement.

Figure 23. Degree of improvement for regularly attending students who needed to improve in a particular behavior



IV. Kentucky Performance Rating for Educational Progress (K-PREP) and the K-3 Reading Initiative

Kentucky 21st CCLC staff collected K-PREP proficiency levels in math and reading for regularly attending students who participated in the exams in grades three through eight during the 2014-15 through 2016-17 school years. Results between consecutive years remain similar in both subject areas. Proficiency levels in 2016-17 are slightly higher than in 2014-15. Figure 24 shows that 54 percent of regularly attending students in 2016-17 placed within the proficient or distinguished categories in reading, compared to 50 percent of regularly attending students in 2014-15. Figure 25 demonstrates that 49 percent of regularly attending students tested at or above proficient in math in 2016-17, compared to 45 percent in 2014-15.

Figure 24. Reading K-PREP proficiency levels for regularly attending students in grades three through eight across the 2014-15, 2015-16, and 2016-17 school years

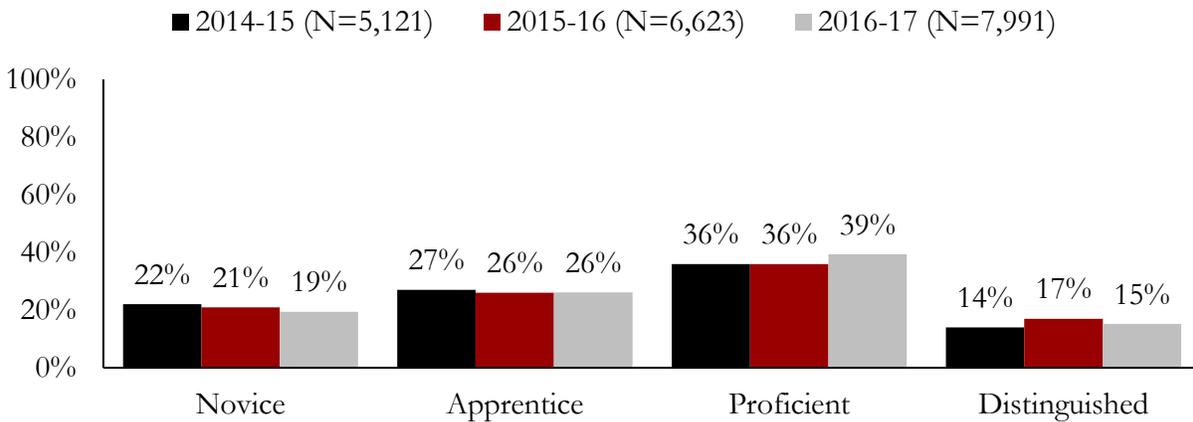
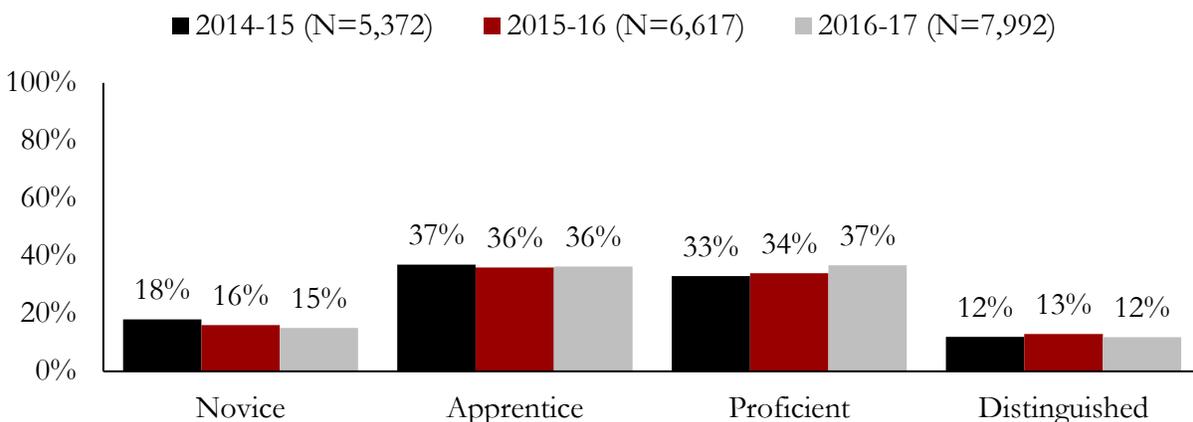


Figure 25. Math K-PREP proficiency levels of regularly attending students in grades three through eight across the 2014-15, 2015-16, and 2016-17 school years



Beginning with Cycle 12, programs serving students in grades K-3 were required to offer targeted reading interventions for students in these grade levels. Programs serving the same population of

students in prior grant cycles also implemented the program voluntarily. Grantees report data on the K-3 reading initiative annually into Cayen Systems, Inc. Table 10 lists the outcomes from the elementary programs that implemented a 21stCCLC K-3 reading program. As shown, over three-quarters of students who were selected and participated in the K-3 initiative (79%) met a reading benchmark determined by program specific assessments.

Table 10. K-3 Reading Initiative 2016-17 results

Statewide Results	
Number of programs with a K-3 program	53
Number of students enrolled in the K-3 reading initiative	2,215
Number of K-3 students that met a reading benchmark	1,758
Percentage of K-3 students that met a reading benchmark out of the total enrolled	79%

V. Program Characteristics

Table 11 reports the school year program characteristics at all sites. Data for this section comes from the 2016-17 Data Verification form. Of the 174 sites, 157 (90%) provided information on their site. Percentages are with respect to the number of responding sites. Nearly all grantees reported that their programs took place within a school (97%). Grantees reported that over ten thousand parent/guardian and/or family members attended 21st CCLC activities for both elementary and middle/high school programs.⁵ On average, one family member attended activities for every 3.2 students who attended the program during the school year. Additionally, the number of community partnerships was high. For the 157⁶ sites that completed the 2016-17 Data Verification Form, there was an average of seven partnerships per site⁷. Additionally, most of the teachers were of paid status.

Table 11. 2016-17 School Year Program Characteristics

Statewide Results	
Number of sites by program location ^a	
Within a School	153
Offsite	4
Number of school day teachers	
Paid, Fall	1,287
Paid, Spring	1,285
Volunteer, Fall	173
Volunteer, Spring	174
Number of parent, guardian and/or family members who attended 21CCLC activities	10,676
Number of community partnerships	1,062

Note. Based on all Kentucky 21CCLC programs, not just Elementary or MSHS programs.

^a Staff from 157 sites answered this question

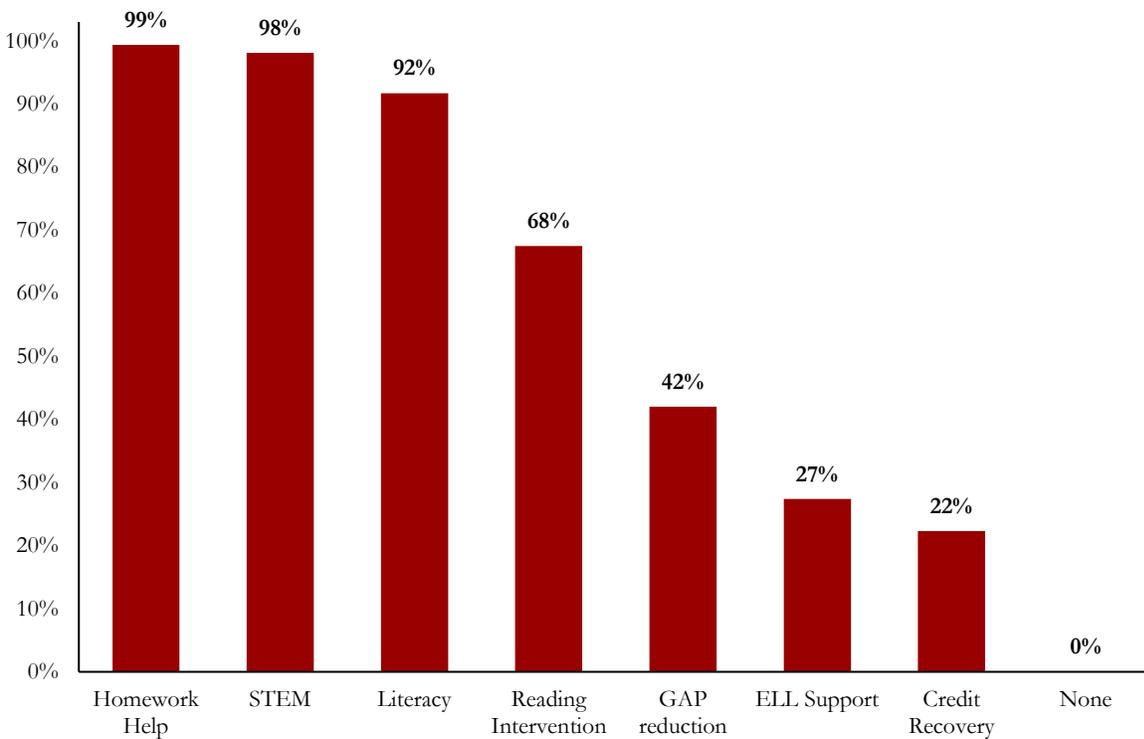
⁵ Data for this section is self-reported and comes from the KY 21st CCLC Data Verification 2015-2016 Form that was administered to grantees.

⁷ $1062/157=6.8$

VI. Activity Types Offered During School Year

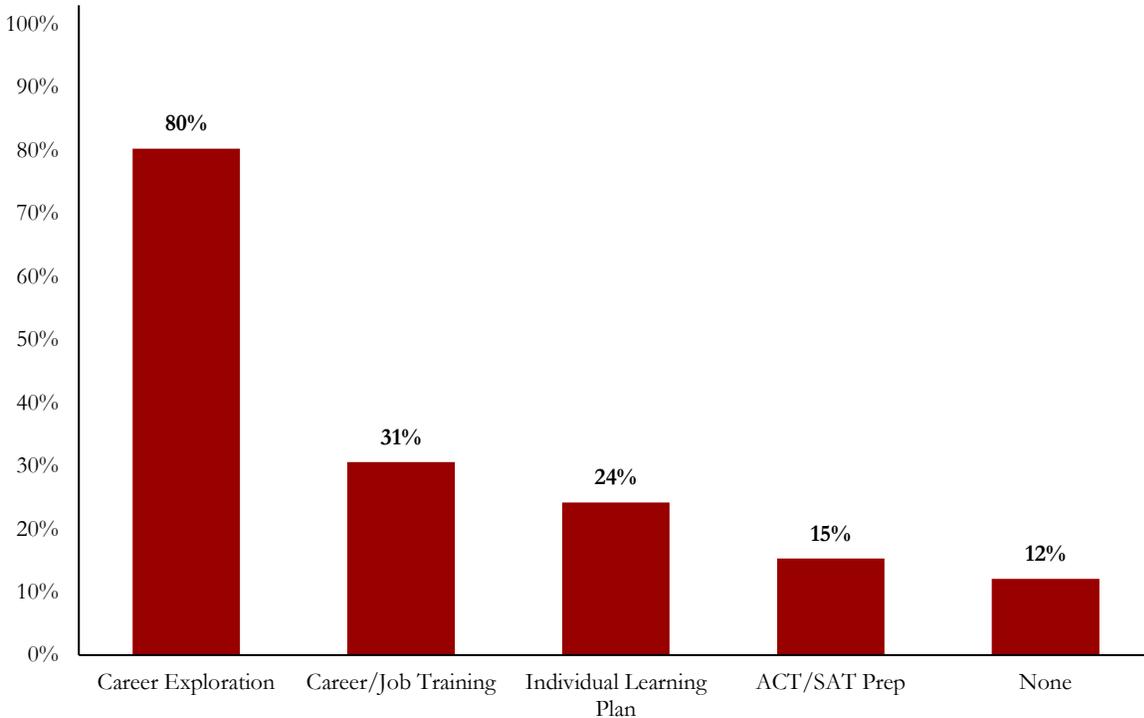
Program staff at each program were asked about the activities they offered on the KY 21st CCLC Data Verification 2016-17 Form that was administered to grantees. One category of activities was academic activities. As illustrated in Figure 26, nearly all staff members (99%) reported that the programs offered homework help; Science, Technology, Engineering and Math (STEM) (98%); or Literacy (92%). More than half (68%) also reported that their programs offered Reading Intervention. Program staff reported that their programs offered GAP reduction at 42% of sites, ELL Support at 27% of sites, and Credit Recovery at 22% of sites. No respondents reported that the programs offered none of the academic activities listed.

Figure 26. Percent of afterschool programs that offered each activity as reported by program staff (N=157)



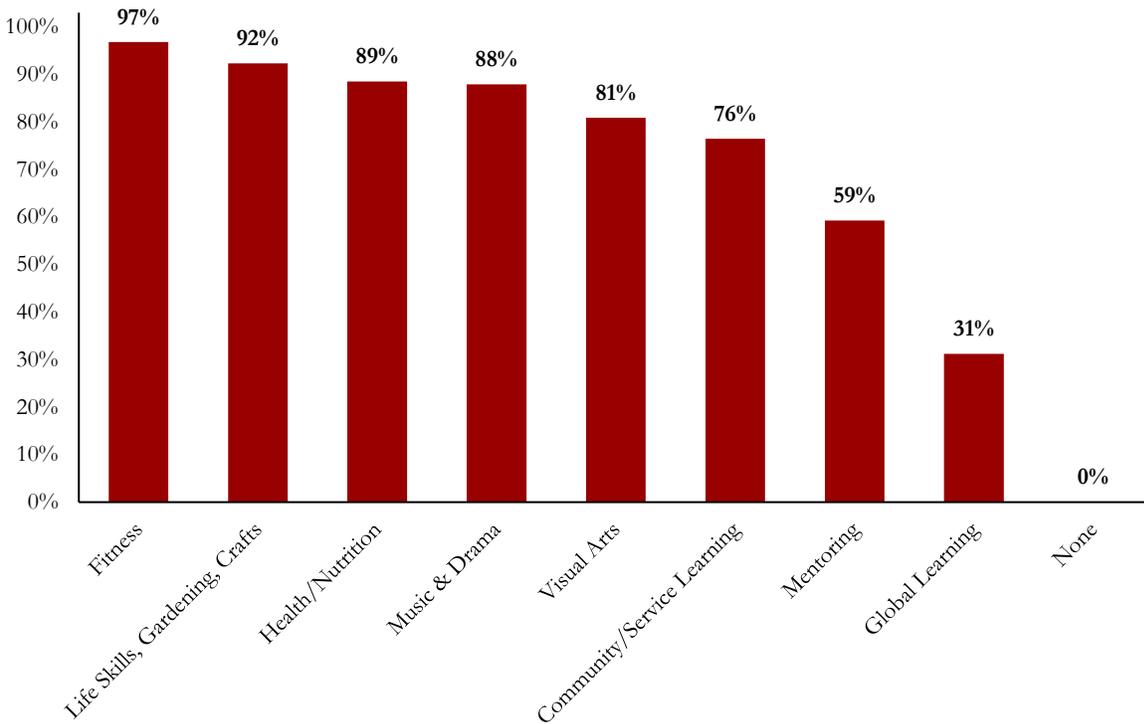
Another category on the form was college and career readiness activities. As shown in Figure 27, eighty percent of staff members reported that the programs offered Career Exploration. Over a quarter reported that the afterschool programs offered Career/Job Training (31%), 24% reported that the programs offered an Individualized Learning Plan (24%), and 15% reported offering ACT/SAT prep. Nineteen of the sites (12%) reported offering none of the college and career readiness activities listed.

Figure 27. Percent of afterschool programs that offered each activity as reported by program staff (N=157)



A third category on the form was enrichment activities. Figure 28 shows that most staff members reported that the programs offered Fitness (97%); Life Skills, Gardening and Crafts (92%); Health and Nutrition (89%), and Music and Drama (88%). Over three-quarters of program staff reported that the programs offered Visual Arts (81%) or Community and Service Learning (76%). Of the responding sites, 59% offered Mentoring and 31% offered Global Learning. No respondents reported that the programs offered none of the academic activities listed.

Figure 28. Percent of afterschool programs that offered each activity as reported by program staff (N=157)



A fourth category of activities on the form was activities for adults. As shown in Figure 29, the most commonly offered activity for adults was Family Literacy (80%). More than half reported offering activities for Communicating with Teachers (57%). Approximately 40% of staff reported that they offered activities for Use of Technology (45%), Assisting with Homework (44%), and Accessing Infinite Campus (40%). Twenty-seven percent of staff reported that their programs offered Career/Job Training for adults, and four percent reported that their programs offered none of the adult activities listed. Three sites (2%) reported that their programs offered English Language Courses.

Figure 29. Percent of afterschool programs that offered each activity as reported by program staff (N=157)

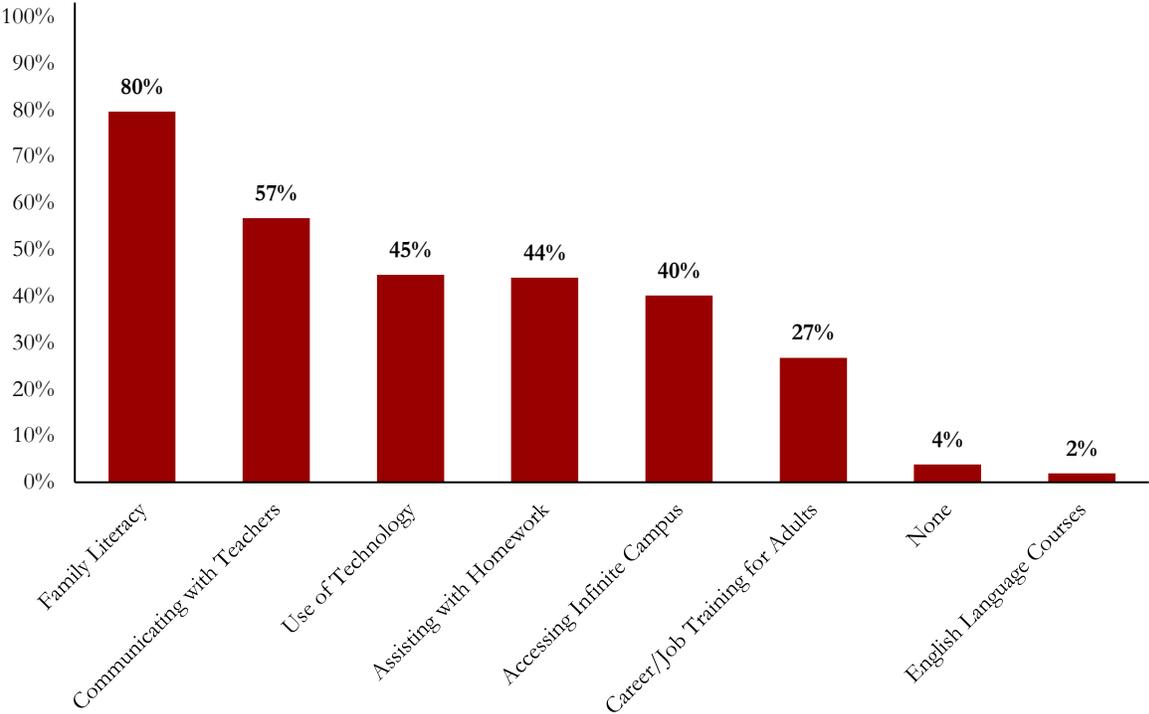
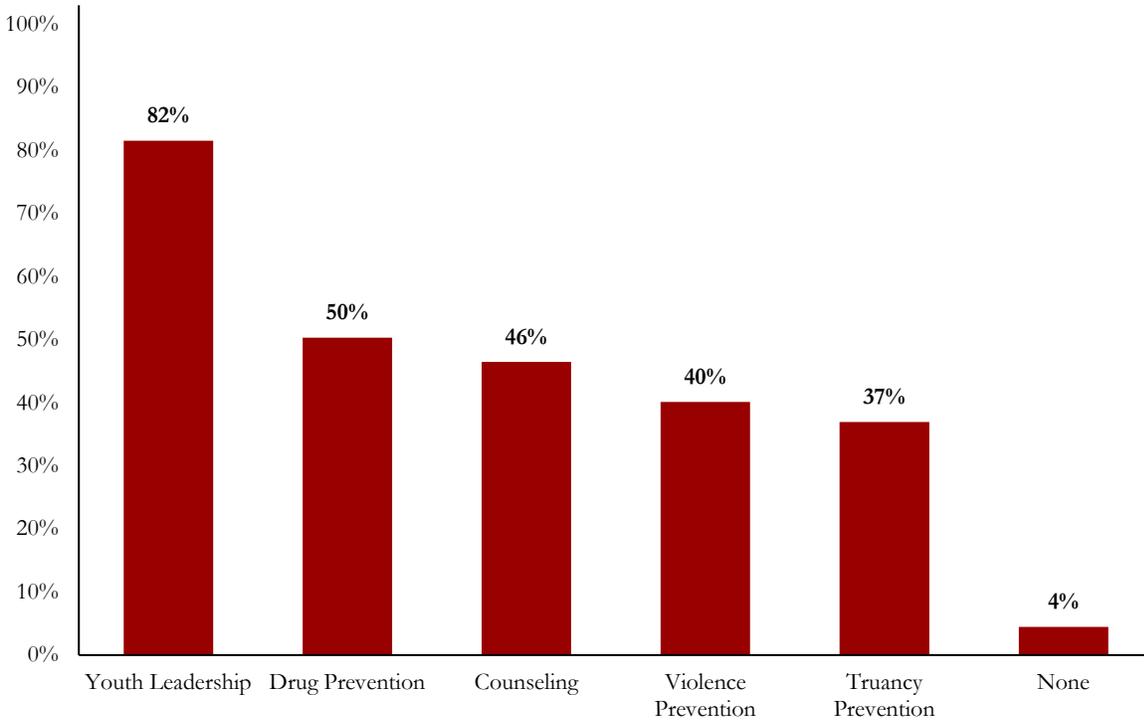


Figure 30 displays the percent of afterschool programs that offered character education activities. Over three-quarters of staff members (82%) reported that the programs offered Youth Leadership, and half reported that the afterschool programs offered Drug Prevention (50%). At least one-third of staff reported offering Counseling (46%), Violence Prevention (40%), or Truancy Prevention (37%). Four percent of staff reported that their programs offered none of the character education activities listed.

Figure 30. Percent of afterschool programs that offered each activity as reported by program staff (N=157)



Appendix A. Executive Summary

Overall, participation, regular attendance, student academic, and behavioral outcomes remained consistent for students from 2015-16 to 2016-17. The percentage of elementary school students that attended regularly increased by four percentage points from the prior year. The percentage of regularly attending elementary students eligible for special education increased by three percentage points. The characteristics and attendance patterns of middle/high school students were similar to 2015-16. The majority of regularly attending students continue to improve grades between semesters or maintain high grades.

Program Attendance/Demographics

Data collected during the 2017 APR Year (summer 2016 and the 2016-2017 school year) indicate that 174 Kentucky 21st CCLC programs served a total of 37,577 elementary, middle, and high school students across the state of Kentucky. The number of regular attendees during the school year continued to increase to 13,915 in 2016-17, from 11,760 in 2014-15. More than 75% of students regularly attending 21st CCLC programs during the 2016-2017 school year qualified for free/reduced lunch, and 14% of students were reported to be eligible for special education services. Compared to other grade levels, students in the first, second and third grades had the highest levels of regular attendance (30 or more days) in school year programs.

Math and Reading/English Language Arts (ELA) Grades

In terms of academic performance, results from the 2016–2017 school year demonstrate that approximately half of all regular attendees either increased their reading/ELA and math grades from the Fall to Spring grading periods or achieved high reading or math grades during both semesters. Among those regular attendees who were defined as “struggling” academically, over half increased their reading/ELA or math grades from Fall to Spring. At the elementary school level, over 60% of struggling students increased their reading/ELA or math grades from Fall to Spring.

Self-Reported Benefits of Attending 21st CCLC Programs

Student perceptions of Kentucky 21st CCLC programming were gathered through student surveys in the Spring semester. When asked why they attended afterschool programs, most elementary students reported that the activities were fun. Nearly half also reported that they attend to be with their friends and that they could learn and try new things. Most middle or high school students reported attending to be with friends or to participate in certain activities. Nearly half also attended to work on homework or get tutoring.

Students also reported numerous benefits to participation. More than half of elementary students reported that the afterschool program helped them finish their homework and get better grades. The majority of students reported that had they not attended the afterschool programs, time after school would have been spent watching television or playing video games. In addition, more than 90% of middle/high school students agreed that program staff challenged them to do their best and listened to what they had to say.

Student Improvements Reported in Teacher Surveys

Teachers completed surveys regarding areas in which students needed to improve, and whether students improved in those areas. Teachers reported that among the elementary students who needed to improve, at least 80% of them improved to some degree in: academic performance, homework completion, class participation, and turning in homework on time. Among the high school students that needed to improve, at least 70% of them improved to some degree in the same areas.

Kentucky Performance Rating for Educational Progress (K-PREP) and the K-3 Reading Initiative

Program staff collected K-PREP math and reading results in the Fall on students in grades three through eight who attended 30 or more days of 21st CCLC programming during the previous school year. Reading and math assessment results show only slight differences across years. Reading and math results from 2014-15 through 2016-17 indicated slightly more regularly attending participants reached proficiency levels of Proficient or Distinguished. In 2016-17, 54 percent achieved proficiency in reading, compared to 50 percent in 2014-15. In math, 49 percent reached proficiency in 2016-17 compared to 45 percent in 2014-15. Beginning in 2014-2015, cycle 12 elementary programs were required to implement a reading initiative targeting students in grades K-3. Programs serving K-3 students were given the option to adopt this new initiative as well. Of the 53 programs that participated, over three-quarters of students in K-3 (79%) met a reading benchmark set by their school.

Program Characteristics

Most of the programs took place within schools (97%), compared to sites that were not located at a school. More than 10,000 students' parents, guardians and/or family members attended a 21st CCLC activity, and there were more than 1,000 community partnerships with the different program sites.

Activity Types Offered During School Year

Program staff at each program were asked about the activities they offered. Programs had several categories of activities available, including academic activities, college and career readiness activities, enrichment activities, activities for adults, and character education activities. Of these categories, the activities that were most commonly offered were Homework Help (99% of staff reported that the program offered this); Science, Technology, Engineering and Math (99%); Fitness (97%); Literacy (92%); Life Skills, Gardening, Crafts (92%); Health/Nutrition (89%); Music and Drama (88%); Youth Leadership (82%); Visual Arts (81%); Career Exploration (80%); Family Literacy (80%).

Appendix B: Data Notes, Grade Scale Types & Thresholds for Analysis

DATA NOTES:

A complete statewide dataset was provided to CEEP by Cayen Systems, Inc. The first request was made on August 28, 2017 and subsequent requests between September 12, 2017, October 12, 2017, November 3, 2017, and January 9, 2018.

Site level data are compared to data from the prior year if programming was provided in that year.

In some cases, percentages round to 0 (e.g., 1 out of 300).

Students with unknown grade level, special education, and free/reduced lunch specifications are included in the analysis. For example, in the Cayen system, grantees may select “unknown” as a designation in these categories.

* The total # of summer and school year students does not equal the total # of summer students plus the total number of school year students because students may have attended both.

**The Teacher Survey represents the proportion of students who improved behavior relative to the number of students rated as needing to improve. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.

***Data is self-reported and comes from the KY 21st CCLC Data Verification 16-17 Form that was administered to grantees.

GRADE SCALE TYPES & THRESHOLDS FOR ANALYSIS:

Scale Type	Grade Change Parameters	High Grade Threshold	Struggling Student Threshold
100 point scale Note: If a student earned below a 60 in both the fall and spring they were designated as maintaining their grade.	+/-10 or more points	93 or above in the fall and spring	76 and below in the fall
13 point scale Example: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F	+/-2 or more points	A or A+ in in the fall and spring	C and below in the fall
11 point scale Example: A, A-, B+, B, B-, C+, C, C-, D, D-, F	+/-2 or more points	A in the fall and spring	C and below in the fall
5 point scale - standard Example: A-F	+/-1 or more points	A in the fall and spring	C and below in the fall
3 point scale Examples: Above Grade Level, On Grade Level, Below Grade Level	+/-1 or more points	3 in the fall and spring Example: Above Grade Level	1 in the fall Example: Below Grade Level
4 point scale Example: Exceeds Expectations, Meets Expectations, Showing Improvement, Area of Concern	+/-1 or more points	4 in the fall and spring Example: Exceeds Expectations	2 and below in the fall Example: Showing Improvement
5 point scale - nonstandard Example: Excellent, Satisfactory +, Satisfactory, Satisfactory -, Unsatisfactory	+/-1 or more points	5 in the fall and spring Example: Excellent	2 and below in the fall Example: Satisfactory -
6 point scale Adv-2, Adv-1, Exp, Bel-2, Bel-1, Bel-K	+/-1 or more points	6 in the fall and spring Example: Adv-2	3 and below in the fall Example: Bel-2

Appendix C: Appendix tables

Table C1. Elementary program attendance across the 2014-15, 2015-16, and 2016-17 school years (corresponds to Figure 2)

Attendance levels	2014-15	2015-16	2016-17
Less than 30 days	9,107	9,564	8,806
30-59 days	3,475	3,784	3,890
More than 60 days	5,249	6,020	6,951

Table C2. Eligibility for free/reduced lunch and special education services among regular attendees during school years 2014-15, 2015-16, and 2016-17 (corresponds to Figure 4)

Category	2014-15	2015-16	2016-17
Free/Reduced	6,542	7,519	8,710
Special Education	960	1,218	1,474

Table C3. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for students regularly attending elementary programs in 2014-15, 2015-16, and 2016-17 (corresponds to Figure 5)

Grade change	2014-15	2015-16	2016-17
Decrease	673	842	940
Maintain	3,062	3,690	3,917
Increase	2,551	2,664	3,163
High grade both semesters	1,750	1,944	2,200

Table C4. Mathematics grade changes from Fall to Spring semesters for students regularly attending elementary programs in 2014-15, 2015-16, and 2016-17 (corresponds to Figure 6)

Grade change	2014-15	2015-16	2016-17
Decrease	693	865	985
Maintain	3,182	3,548	3,990
Increase	2,465	2,655	3,129
High grade both semesters	1,689	2,056	2,165

Table C5. Reading/English language arts (ELA) achievement results of struggling students from Fall to Spring semesters who regularly attended elementary programs in 2014-15, 2015-16, and 2016-17 (corresponds to Figure 7)

Struggling Student Grade change	2014-15	2015-16	2016-17
Decrease	105	201	101
Maintain	808	1,051	976
Increase	1,420	1,438	1,692

Table C6. Mathematics achievement results of struggling students from Fall to Spring semesters who regularly attended elementary programs in 2014-15, 2015-16, and 2016-17 (Corresponds to Figure 8)

Struggling Student Grade change	2014-15	2015-16	2016-17
Decrease	110	159	119
Maintain	791	936	944
Increase	1,404	1,502	1,818

Table C7. Percentage of teachers of elementary students indicating whether a regular participant warranted improvement in a particular behavior (N=10,431)

Teacher Response Categories	Percentage of Students that Did <u>Not</u> Need to Improve	Percentage of Students that Needed to Improve
Academic performance	20%	80%
Completing homework assignments to your satisfaction	26%	74%
Participating in class	26%	74%
Being attentive in class	27%	73%
Volunteering (extra credit or more responsibilities)	28%	72%
Turning in homework on time	31%	69%
Coming to school motivated to learn	51%	49%
Behaving well in class	39%	61%
Getting along well with other students	43%	57%
Attending class regularly	55%	45%

Table C8. Middle/High school program attendance across the 2014-15, 2015-16, and 2016-17 school years (corresponds to Figure 14)

Attendance levels	2014-15	2015-16	2016-17
Less than 30 days	11,686	8,422	11,192
30-59 days	1,891	1,363	1,776
More than 60 days	1,123	1,079	1,261

Table C9. Free/Reduced lunch and special education eligibility among regular attendees in middle/high programs in 2014-15, 2015-16, and 2016-17 (corresponds to Figure 16)

Category	2014-15	2015-16	2016-17
Free/Reduced	1,713	1,734	2,361
Special Education	264	306	430

Table C10. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for students regularly attending middle/high school programs in 2014-15, 2015-16, and 2016-17 (corresponds to Figure 17)

Grade change	2014-15	2015-16	2016-17
Decrease	351	265	330
Maintain	1,139	953	1,050
Increase	591	636	664
High grade both semesters	708	512	864

Table C11. Mathematics grade changes from Fall to Spring semesters for students regularly attending middle/high school programs in 2014-15, 2015-16, and 2016-17 (corresponds to Figure 18)

Grade change	2014-15	2015-16	2016-17
Decrease	382	239	341
Maintain	1,220	997	1,095
Increase	558	644	750
High grade both semesters	646	483	713

Table C12. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for struggling students regularly attending middle/high school programs in 2014-15, 2015-16, and 2016-17 (corresponds to Figure 19)

Struggling Student Grade change	2014-15	2015-16	2016-17
Decrease	75	53	60
Maintain	326	271	336
Increase	373	397	426

Table C13. Mathematics grade changes from Fall to Spring semesters for struggling students regularly attending middle/high school programs 2014-15, 2015-16, and 2016-17 (corresponds to Figure 20)

Struggling Student Grade change	2014-15	2015-16	2016-17
Decrease	85	60	65
Maintain	382	307	339
Increase	353	447	442

Table C14. Percentage of teachers at middle and high school sites indicating whether a regular participant warranted improvement in a particular behavior (N=2,925)

Teacher Response Categories	Percentage of Students that Did <u>Not</u> Need to Improve	Percentage of Students that Needed to Improve
Academic performance	25%	75%
Completing homework assignments to your satisfaction	27%	73%
Participating in class	27%	73%
Being attentive in class	32%	68%
Volunteering (extra credit or more responsibilities)	28%	72%
Turning in homework on time	32%	68%
Coming to school motivated to learn	47%	53%
Behaving well in class	47%	53%
Getting along well with other students	49%	51%
Attending class regularly	57%	43%

Appendix D: Elementary School Survey

Elementary School Student Survey (For Students in Grades 2-6)

This survey asks questions about the after school program you attend. It is not a test that has right and wrong answers.

1. Which activities do you most like to participate in during the afterschool program? (*Check as many as you want*)
 - Reading
 - Math
 - Science
 - Technology/Engineering
 - Learning about colleges and jobs
 - Art
 - Music
 - Sports
 - Other
2. Why do you go to the after school program? (*Check as many as you want*)
 - The activities are fun.
 - My friends go.
 - I learn and try new things.
 - I can participate in sports.
 - It helps me do better in school.
 - My parents or teacher want me to go.
 - There's nothing else to do after school.
3. If you did not go to the after school program, what would you do in the afternoons instead? (*Check as many as you want*)
 - Watch TV or play video games.
 - Spend time with my friends.
 - Spend time alone.
 - Play sports.
 - Go to another after school program.
 - Other.

4. Has the afterschool program helped you do any of the things below? (*Check as many as you want*)

Finish homework.

Get better grades.

Make friends.

Want to come to school.

Appendix E: Middle/High School Student Survey

Middle/High School Student Survey (for students in grades 7-12)

This survey asks questions about the after school program you attend. This is not a test that has right and wrong answers. You are being asked to describe yourself and your experiences in the program. Please be as honest as you can. This survey will help to improve the after school program.

1. Why do you go to the after school program? *(check all that apply)*

- To participate in certain activities.
- To be with my friends.
- I learn and experience new things.
- I attend to work on homework or get tutoring.
- I like the adults at the after school program.
- My parents want me to attend.
- My teachers or other adults encourage me to attend.
- There's nothing else to do after school.
- Other.

We would like to ask you about the adults at the after school program. These adults include staff and program leaders as well as other adults you have contact with through the different activities. How much do you agree with each of the following statements?

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
2. STAFF AND PROGRAM LEADERS LISTEN TO WHAT I HAVE TO SAY.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. STAFF AND PROGRAM LEADERS CHALLENGE ME TO DO MY BEST.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you did NOT attend the after school program, what would you do in the afternoons instead? (*check all that apply*)

- Watch TV/play video games.
- Go somewhere else with friends.
- Spend time alone.
- Spend time with my family.
- Play sports.
- Go to another after school program.
- Other.

We want to know if participating in the after school program helps you learn different things. How much do you agree or disagree with the following statements?

THE AFTER SCHOOL PROGRAM HAS HELPED ME...	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
5. SPEND TIME WITH OR FIND FRIENDS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. EXPERIENCE NEW OR INTERESTING THINGS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. FIND SOMETHING TO DO AFTERSCHOOL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. BE BETTER AT THINGS I DO IN THE PROGRAM.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. GET BETTER GRADES IN SCHOOL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. STAY OUT OF TROUBLE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. GET A BETTER SENSE OF WHAT I LIKE AND CAN DO.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. BE MORE CREATIVE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. ENJOY COMING TO SCHOOL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. BUILD UPON THINGS I LEARN IN SCHOOL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. BE MORE INVOLVED IN SCHOOL.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. LEARN ABOUT WHAT I CAN DO IN THE FUTURE (COLLEGE AND/OR CAREER OPTIONS).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix F: Teacher Survey Instrument

21st CCLC Annual Performance Report (APR) – Teacher Survey

Teacher Survey–21st Century Community Learning Centers (21st CCLCs)

*This survey is designed to collect information about changes in a particular student’s behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: (1) **Did Not Need to Improve**, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and (2) **Acceptable Level of Functioning Not Demonstrated Early in School Year–Improvement Warranted**, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated **Significant Improvement, Moderate Improvement, or one of the other levels listed below**. If you believe the behavior described in a given question is not applicable for the student for whom you are completing the survey (e.g., homework is not given in your classroom because of the age of the student), please do not provide a response for that question.*

Name of student: _____

Grade/school: _____

Subject taught (if middle or high school): _____

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted						
		Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
Turning in his/her homework on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completing homework to your satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participating in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering (e.g., for extra credit or more responsibilities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending class regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being attentive in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaving well in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coming to school motivated to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting along well with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>