EVALUATION OF THE

Kentucky 21st Century Community Learning Centers Initiative

2018-2019
STATEWIDE RESULTS

Final Report

January 2020

CENTER FOR EVALUATION, POLICY, AND RESEARCH

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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 2019 appropriation of $1.21 billion, serving 54 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 21stCCLC 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 evaluators at the Center for Evaluation and Education Policy (CEEP), who transitioned in December 2018 to a new, university-wide center, the Center for Evaluation, Policy, & Research (CEPR) 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. CEPR's evaluation activities include the provision of technical support related to data collection and maintenance, analysis of data entered into the Cayen Systems database, including survey data, and facilitation and support of a quality improvement process through professional development trainings.

The present report summarizes data collected by staff at program sites operating during the 2019 APR year (i.e., summer 2018 and school year 2018-2019), 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. An executive summary of the 2018-2019 results in comparison to previous years, where relevant is in Appendix A.

I. Kentucky Statewide Data

In total, Kentucky 21st CCLC programs served 35,994 students during the 2019 Annual Performance Report (APR) year, defined as summer 2018 and school year 2018-2019, and 7,291 students in summer 2018. During the 2018-2019 school year, 21st CCLC programs served 33,738 students and 36% of those served attended the programs regularly[1]. Beginning in 2018-2019, program staff were asked to designate whether regularly attending participants were limited English proficient (LEP). Over half of sites (51%) reported at least one LEP regular attendee, and about 4% of regular attendees statewide were designated as LEP. 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 slightly fewer students were served in school year 2018-19 than in the prior two years.

Table 1. School year 2018-2019 and 2019 APR year attendance

Attendance by Site Type	School Year 2018-19	Summer 2018	APR Year 2019
Total # of students served	33,738	7,291	35,994
# of elementary students	18,533	4,943	19,965
# of middle/high school students	14,754	2,189	15,488
Percent of students with 30+ days of attendance during the school year	36%		

Note. The total # of APR year students does not equal the total # of summer students plus the total # 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 (541 students missing a grade level).

Figure 1. Program attendance across the 2016-17, 2017-18, and 2018-19 school years

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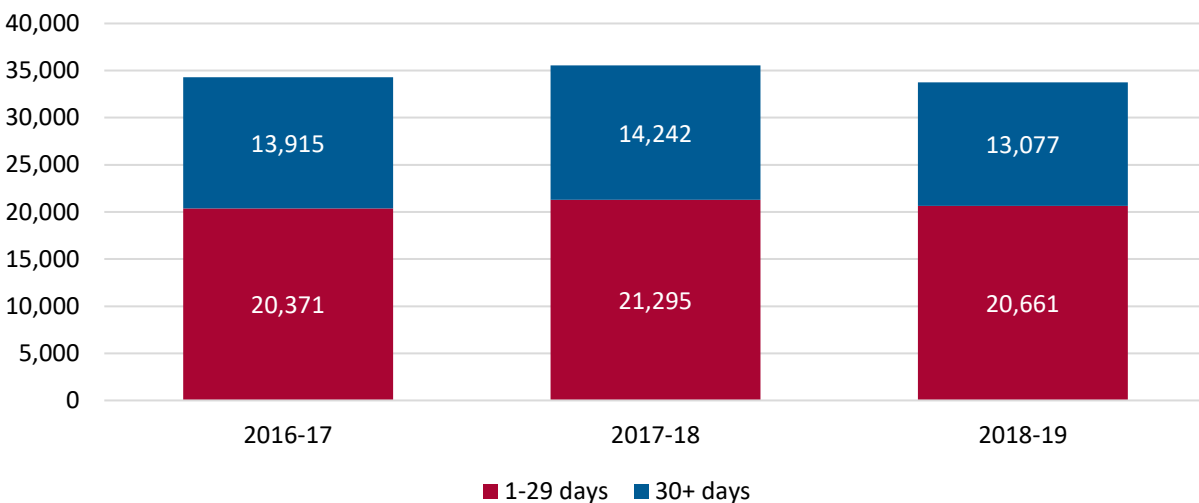
[1] Please note that throughout this report **regular** attendance denotes 30 or more days of **school year attendance**.
[2] Students in PK-6 are considered elementary students, and students in 7-12 are considered middle/high school students.

II. Elementary Students

The current section summarizes attendance, demographics, grades, student survey results, and teacher survey results for elementary (PK-6th grade) students. 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, 19,965 elementary students attended 21st CCLC programs at least one day during the 2019 APR year, while 18,533 elementary students attended at least one day during the 2018-2019 school year[3]. In sum, 4,943 elementary students attended summer programs, of those students, 3,511 students attended both the summer and school year programs, and 1,432 attended summer programs only.

A total of 9,765 elementary students were regular attendees, meaning that they attended 21st CCLC programs for 30 or more days during the school year, which amounts to 53% of the total number of elementary students served in the academic school year. Table 2 provides a breakdown of statewide elementary student attendance.

Table 2. Elementary student attendance

Elementary Student Attendance	
Number of elementary students served in the 2019 APR year	19,965
Number of elementary students served in the 2018-19 school year	18,533
Number of elementary students that attended summer programs in 2018	4,943
Number of elementary students that attended both summer 2018 and 2018-2019 school year programs	3,511
Number of elementary students that attended 2018 summer programs only	1,432
Number of elementary students with 30+ days of attendance during the 2018-2019 school year	9,765
Percentage of elementary students with 30+ days of attendance during the 2018-2019 school year	53%

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[3] There was some duplication between the number of students participating during the 2018-2019 school year and the students participating in the summer of 2018—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 60 or more days during the 2016-17, 2017-18, and 2018-19 school years. As shown in the figure, 30% of elementary students served by programs in Kentucky attended 60 or more days during the 2018–19 school year. This represents a three percentage point decrease from 2017-18 in the percentage of elementary students attending 60 or more days and a five point decrease from 2016-17.

Figure 2. Elementary student attendance percentages across the 2016-17, 2017-18, and 2018-19 school years
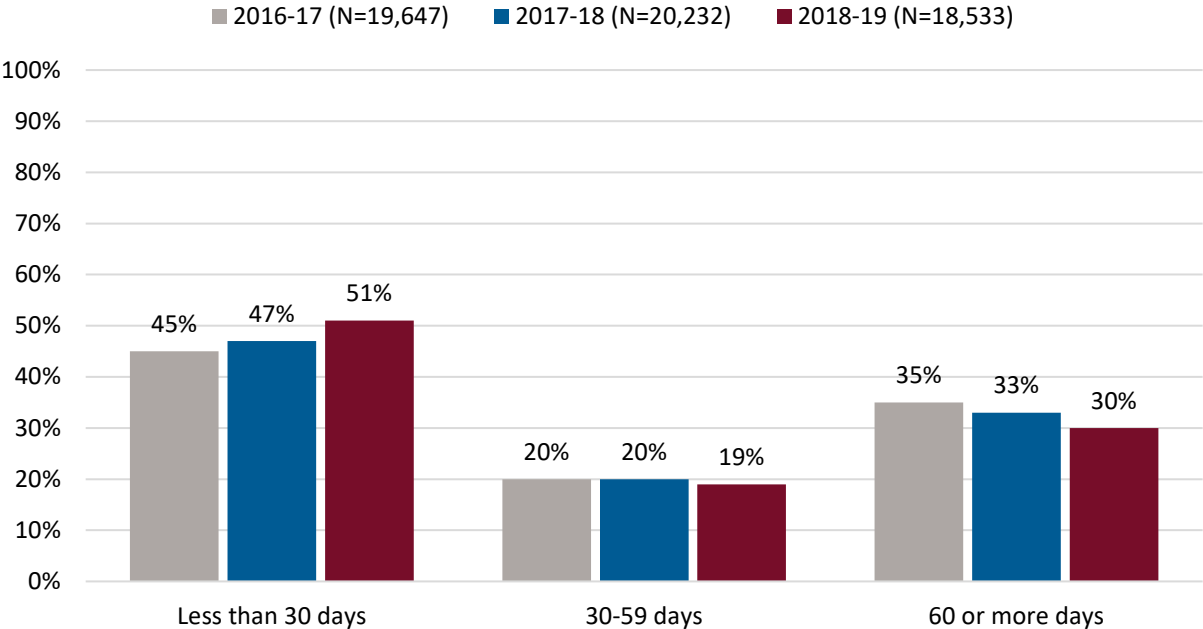
Student Grade Levels

Figure 3 displays the percentages of students in pre-kindergarten through sixth grade 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 first grade and third grade. More than 50% of kindergarten through fifth grade students were regular attendees (those who attended 30 or more days). Approximately one-third of pre-kindergarten and sixth grade students attended regularly, as well.

Figure 3. Pre-kindergarten through sixth grade participation levels during the 2018-19 school year (N=18,533)
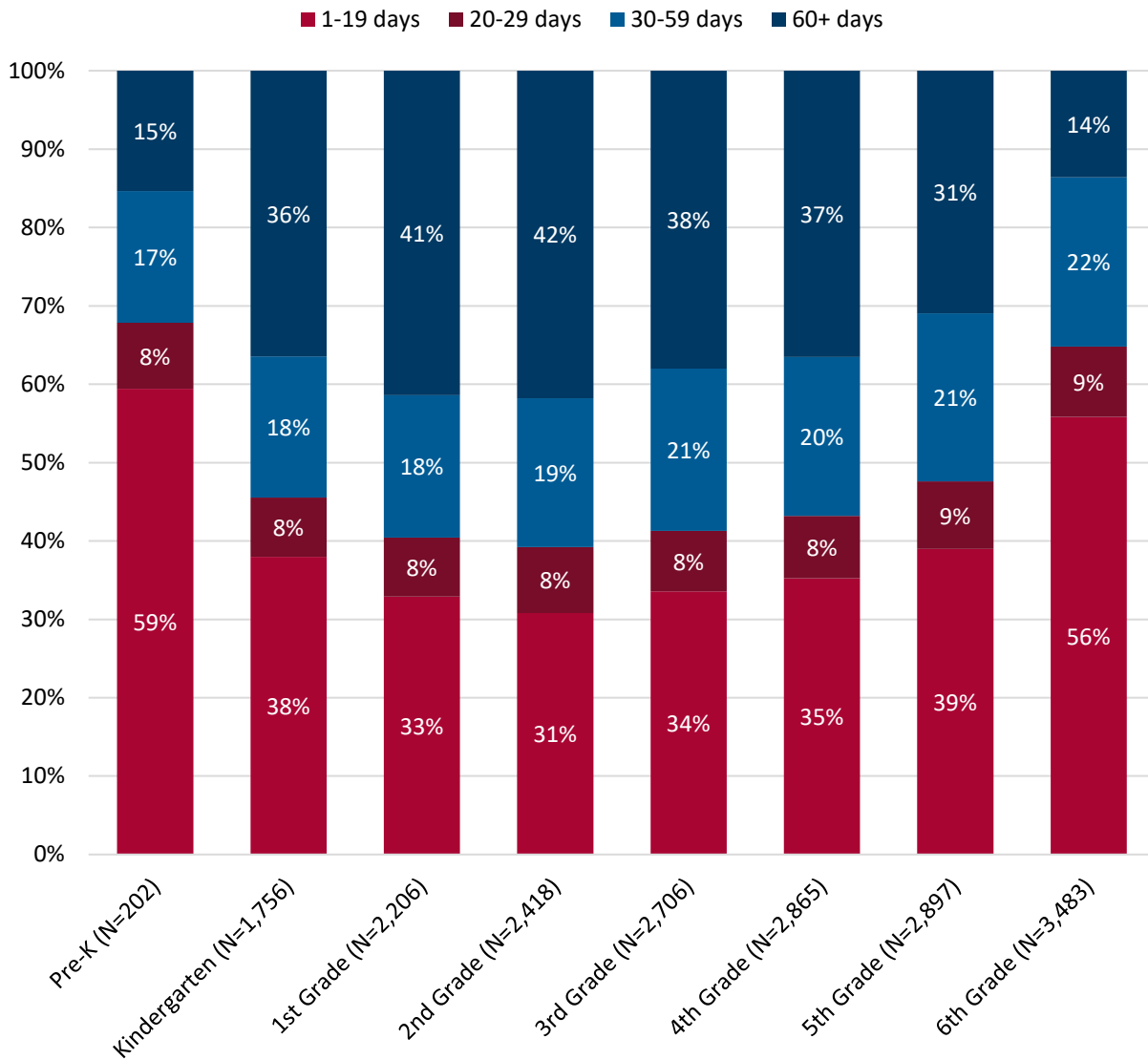
Demographic Information

Table 3 displays the demographic characteristics of regularly attending elementary students. Slightly more female students were regular attendees, and most students were white or Caucasian.

Table 3. Elementary participant characteristics: gender and race/ethnicity (N=9,765)

Gender	Regular Elementary Attendees
Male	48%
Female	52%

Race/Ethnicity	Regular Elementary Attendees
White or Caucasian	77%
Black or African American	9%
Hispanic or Latino	7%
Multi-Racial	5%
Asian	1%
Other/Unknown	1%
American Indian/Alaskan Native	<1%
Native Hawaiian or Other Pacific Islander	<1%

During the 2018–2019 school year, 78% of regularly attending elementary students qualified for free or reduced price lunch, and 14% of regular elementary student qualified for special education services (see Figure 4).

Figure 4. Eligibility for free/reduced lunch and special education services among elementary student regular attendees during school years 2016-17, 2017-18, and 2018-19
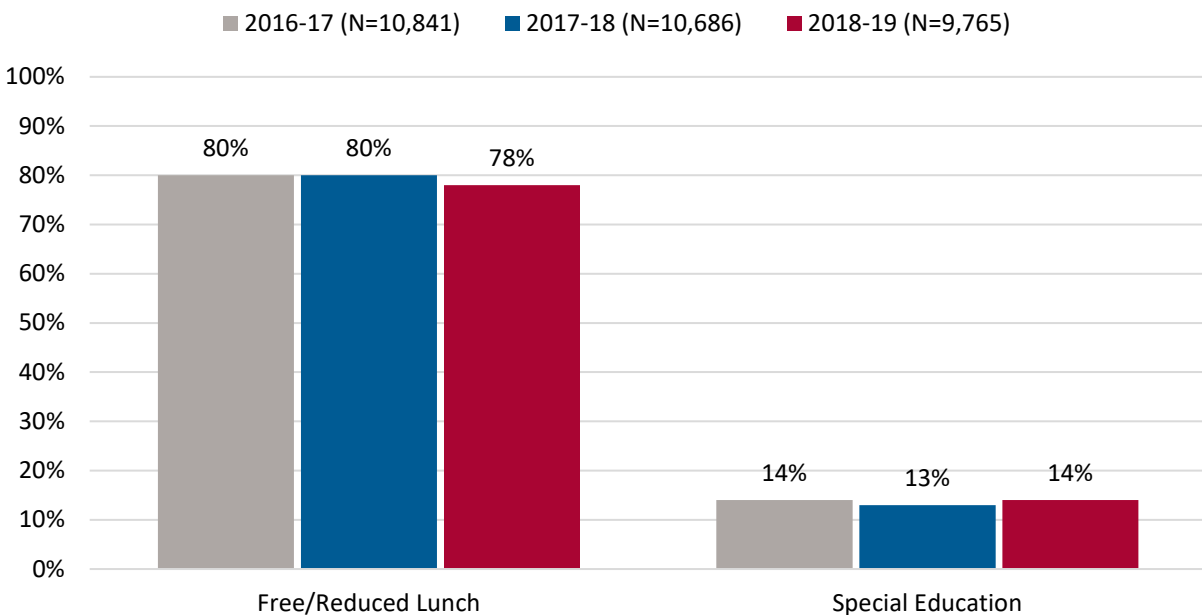
At-risk Students

Beginning in the 2018-2019 APR year, program staff were asked to record data on regular attendees in certain "at-risk" categories, including reasons for referral to the afterschool program (academic, disciplinary, or attendance concerns), homelessness, migrant or priority-for-service (PFS) migrant status, or foster care status. Please note that students may be classified in more than one of these categories. Figure 5 depicts the percentages of regularly attending elementary students in each of these at-risk categories. There is some uncertainty as to whether these data are accurate and representative of Kentucky 21st CCLC participants, because these data were collected for the first time in 2018-2019.

Figure 5. At-risk classifications for regularly attending elementary students, 2018-2019
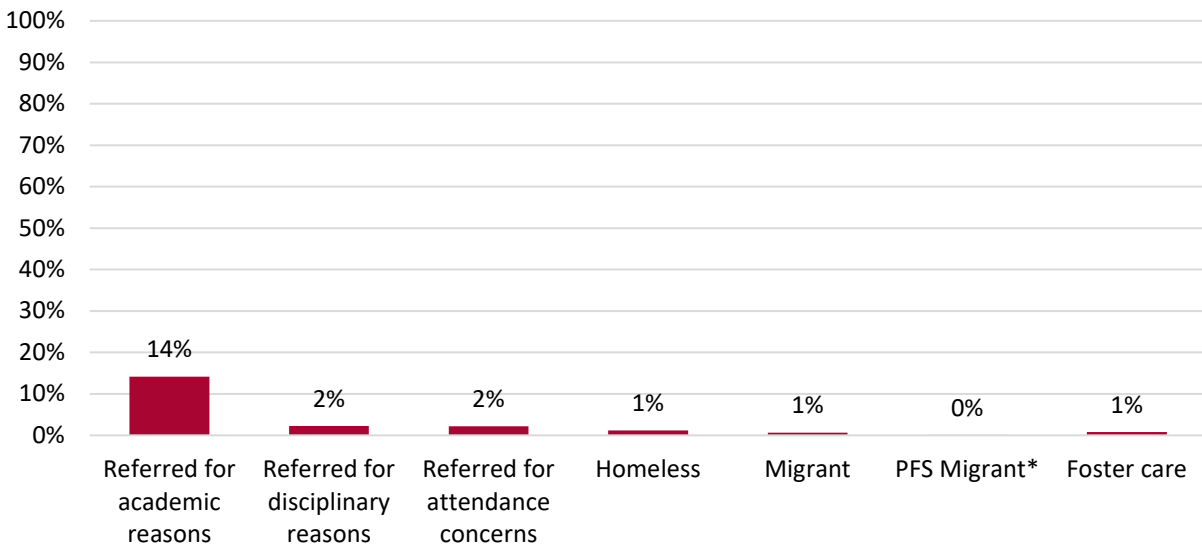
Note. PFS migrant <1%

Grades

Beginning in 2018-2019, Kentucky 21st CCLC program staff reported the number of unexcused school day absences for participants who regularly attended their afterschool programs. Program staff reported unexcused school day absences for 40% of regularly attending elementary students. Among those, students who were regular attendees of the afterschool programs averaged approximately six unexcused school day absences in 2018-2019. There is some uncertainty as to whether these data are accurate and representative of Kentucky 21st CCLC participants, because these data were collected for the first time in 2018-2019.

Kentucky 21st CCLC program staff reported reading/English language arts (ELA) and math grades for 92% and 91%, respectively, of regularly attending elementary students during the 2018–2019 school year. The following results include only regularly attending students with reading/English language arts (ELA) grades reported for both 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 2018-2019 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 6, 31% of regularly attending elementary students 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. Though the percentage of regularly attending elementary students whose reading grades decreased from fall to spring semesters increased by two percentage points, overall changes across academic years are minimal.

Figure 6. Reading/English language arts (ELA) grade changes from fall to spring semesters for regularly attending elementary students in 2016-17, 2017-18, and 2018-19

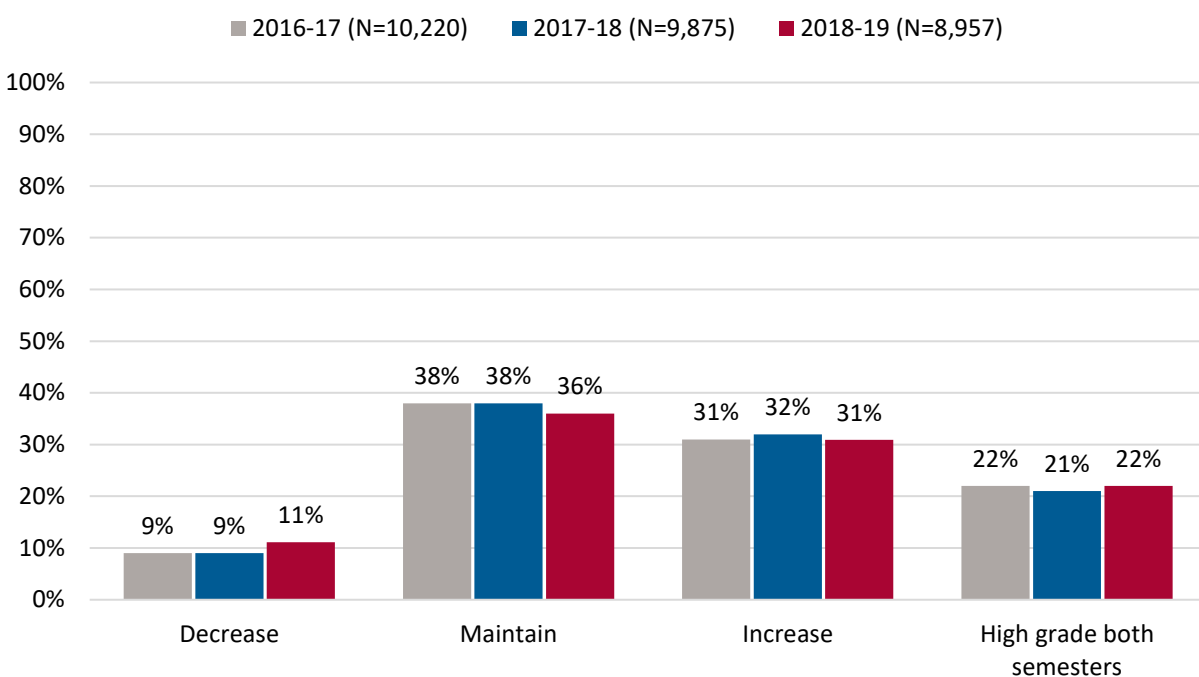Figure 7 illustrates that 32% of all elementary regular attendees increased their math grades during the 2018–2019 school year. Additionally, 21% achieved high grades in math during the fall and the spring semesters. Changes across academic years are minimal.

Figure 7. Mathematics grade changes from fall to spring semesters for regularly attending elementary students in 2016-17, 2017-18, and 2018-19
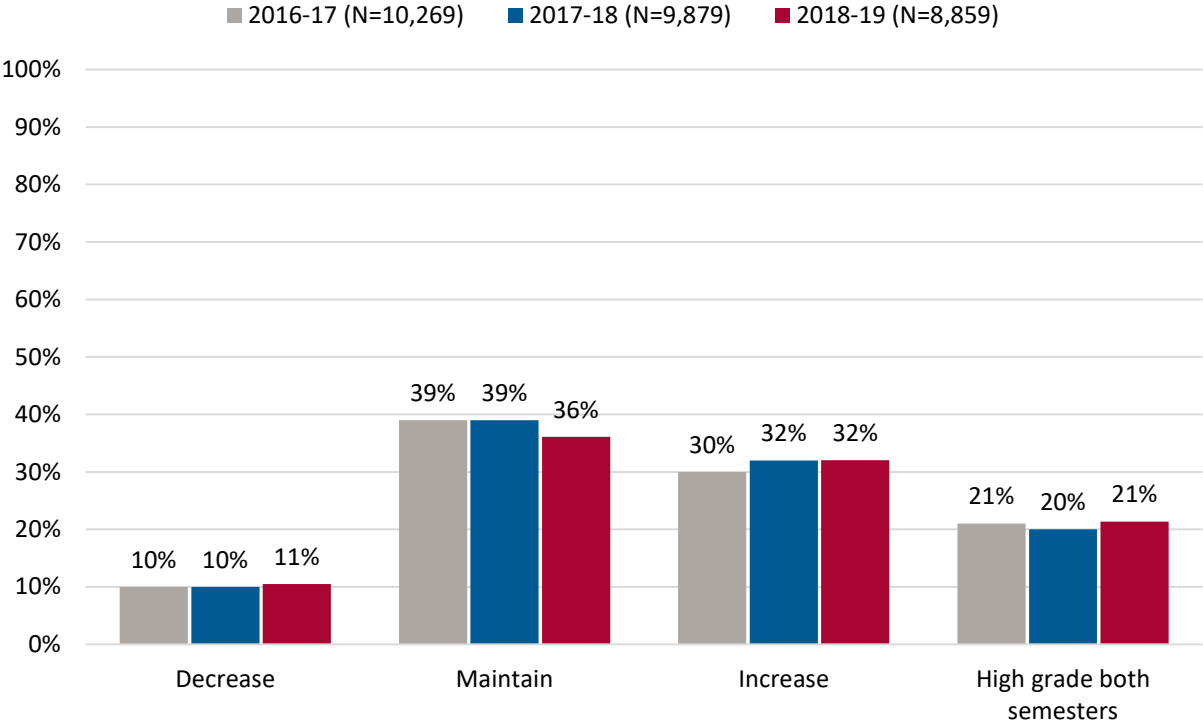
Elementary Student Survey Results

Student surveys were completed by 4,447 students in grades two through six at 92 sites (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 8, roughly one third or more of students enjoyed learning about all areas except for 'learning about colleges and jobs' which only 16% of students selected, and 'other' which only 21% of students chose. Art was the most popular activity, at 47% with the other areas selected as follows: sports (46%), math (43%), technology/engineering (41%), science (38%), reading (37%), music (29%), other (21%) and learning about colleges and jobs (16%).

Figure 8. Student responses to which activities they most like to participate in during the afterschool program (N=4,447)
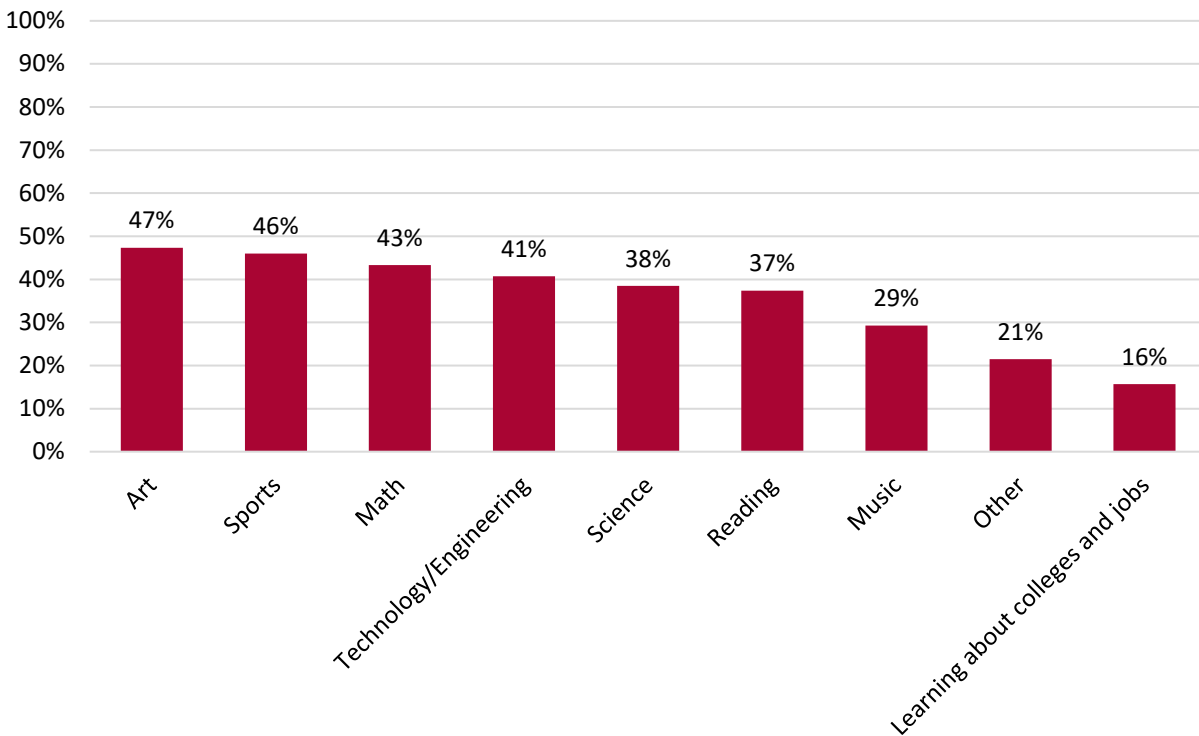
Students' Motivations for Attending the Programs

Students reported on their motivations for attending the afterschool programs (see Figure 9). The item receiving the most responses (62%) 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 (55%), they got to learn and try new things (44%), it helped them do better in school (39%), their parents or teachers wanted them to go (33%), they could participate in sports (29%), and there was nothing else to do after school (19%).

Figure 9. Students' motivations for attending the programs (N=4,447)
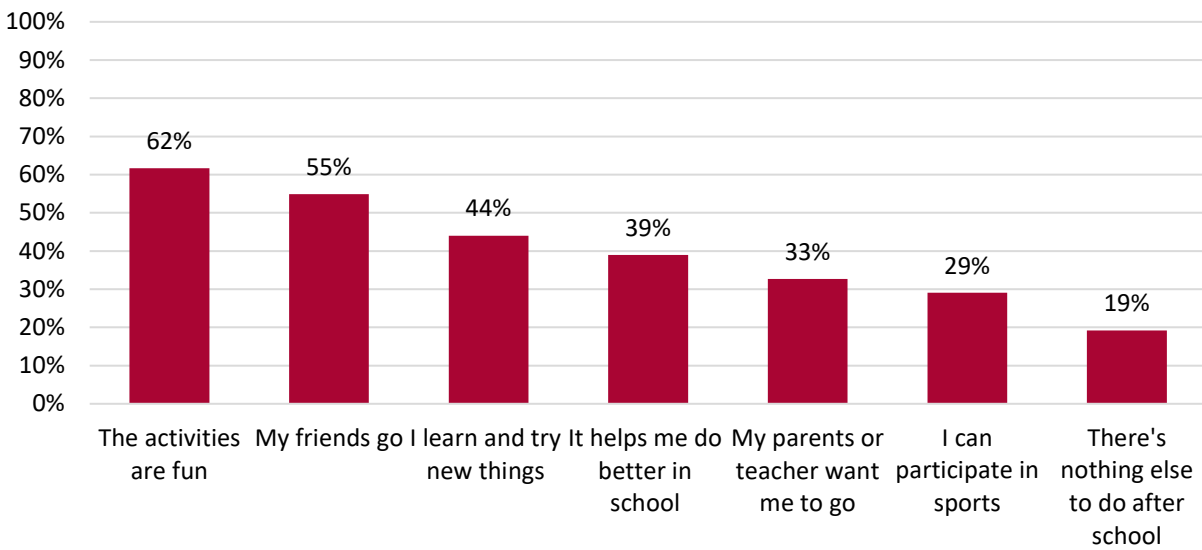
Alternative Activities to the Afterschool Program

Figure 10 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 (63%). Nearly half of students said that they would spend time with their friends (47%) or play sports (36%). About a quarter (29%) reported that they would spend time alone, and 24% 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 10. Alternative activities in which students indicated they would engage in if they did not attend afterschool program (N=4,447)
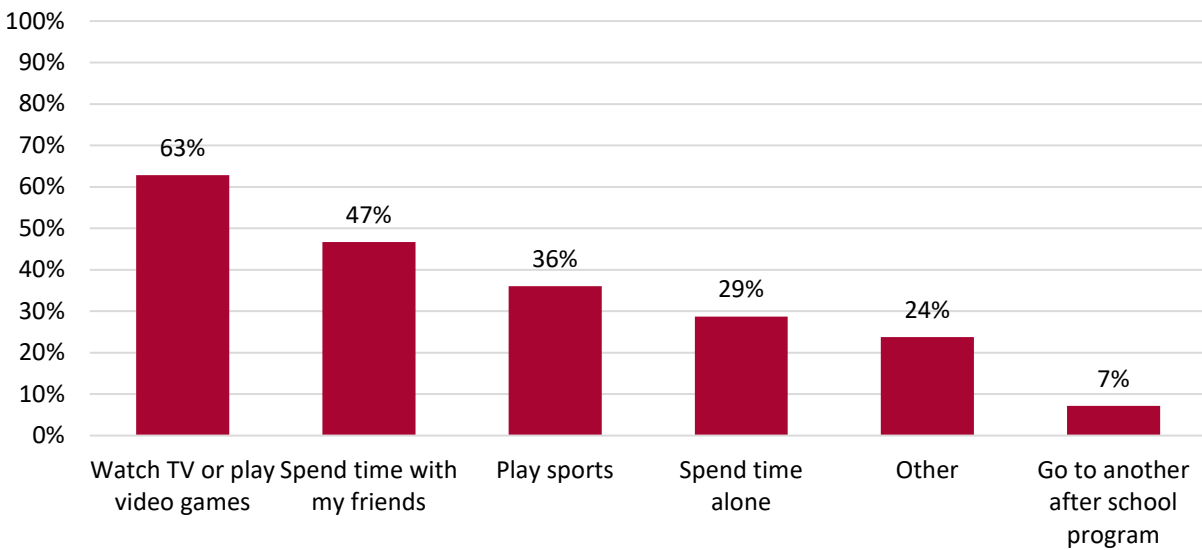
Programs' Areas of Impact

Students selected area(s) in which they felt the afterschool programs had helped them (Figure 11). Three-quarters (75%) of all respondents noted that the programs were helpful for their ability to finish their homework. Over half (57%) mentioned that they helped them get better grades or helped in their ability to make friends (51%), and almost one-third of students (31%) indicated increased willingness to attend school as a result of the afterschool programs.

Figure 11. Student responses to areas in which the afterschool program helped them (N=4,447)
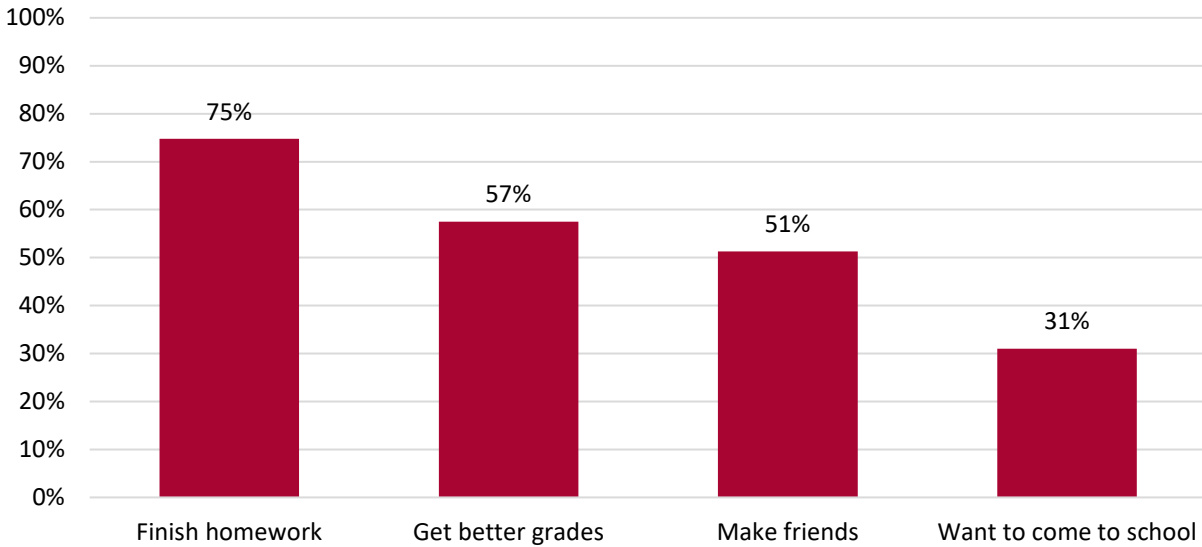
Teacher Survey Results

The evaluation of the 21st CCLC initiative requires programs to administer a standardized survey to one school day teacher (homeroom, reading/English language arts, or math) for each student who attends the program regularly. The teacher survey intends to assess changes in a student's behavior over the course of the school year. The total number of surveys collected represents 94% of regularly attending elementary students during the 2018–2019 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, academic performance (82%) and completing homework assignments to the teacher's satisfaction (81%). 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 C5 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
Academic Performance	7500	3%	14%	82%
Participating in class	7039	2%	20%	78%
Being attentive in class	6869	5%	21%	74%
Volunteering (extra credit or more responsibilities)	6778	2%	33%	66%
Completing homework assignments to your satisfaction	6753	3%	16%	81%
Coming to school motivated to learn	6656	3%	24%	73%
Turning in homework on time	6285	3%	18%	78%
Behaving well in class	5764	7%	26%	67%
Getting along well with other students	5405	6%	26%	67%
Attending class regularly	4553	3%	37%	60%

Between 40% and 57% of regularly attending students in need of improvement made moderate or significant improvement in each behavior area (Figure 12). More than 50% of these students made moderate or significant improvement in completing homework assignments to their teacher's satisfaction (57%), turning in homework on time (54%), academic performance (54%), and participating in class (51%). As noted in Table 4, teachers reported that around 80% of students showed any degree of improvement in academic performance (82%) and completing homework assignments to their teacher's satisfaction (78%).

Figure 12. Degree of improvement for regularly attending elementary students who needed to improve in a particular behavior

Legend: ■ Slight Improvement ■ Moderate Improvement ■ Significant Improvement

Behavior	Slight	Moderate	Significant
Academic Performance	29%	31%	23%
Participating in class	26%	27%	24%
Being attentive in class	28%	25%	21%
Volunteering (extra credit or more responsibilities)	23%	21%	21%
Completing homework assignments to your satisfaction	24%	26%	31%
Coming to school motivated to learn	27%	25%	21%
Turning in homework on time	25%	25%	29%
Behaving well in class	26%	21%	20%
Getting along well with other students	23%	22%	22%
Attending class regularly	20%	18%	22%

III. Middle/High School Students

This section summarizes attendance, demographics, grades, student survey results, and teacher survey results for middle/high school students (7th-12th grade). 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, 15,488 middle/high school students attended 21st CCLC programs at least one day during the 2019 APR year, while 14,754 students attended at least one day within the 2018-19 school year. [4] In sum, 2,189 middle/high school students attended summer programs, and of those students, 1,455 attended both the summer and school year programs, while 734 attended summer programs only.

Of all the middle/high school students who attended programs, 3,255 students attended programming regularly (for 30 or more days during the 2018-19 school year), yielding a statewide regular attendance percentage of 22% within the 2018-19 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 middle/high school students served in the 2019 APR year	15,488
Number of middle/high school students served in the 2018-19school year	14,754
Number of middle/high school students that attended summer 2018 programs	2,189
Number of middle/high school students that attended both summer 2018 and 2018-2019 school year programs	1,455
Number of middle/high school students that attended summer 2018 programs only	734
Number of middle/high school students with 30+ days of attendance during the school year	3,255
Percentage of middle/high school students with 30+ days of attendance during the school year	22%

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[4] There was some duplication between the number of students participating during the 2018-2019 school year and the students participating in the summer of 2018—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 13 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 2016-17, 2017-18, and 2018-19 school years. As indicated by the figure, 13% of middle/high school students attended 30-59 days, and 8% of students attended 60 days or more during the 2018-19 school year. Comparing patterns of attendance with prior years shows slight overall decreases in middle/high school student attendance.

Figure 13. Middle/high school student attendance percentages across the 2016-17, 2017-18, and 2018-19 school years
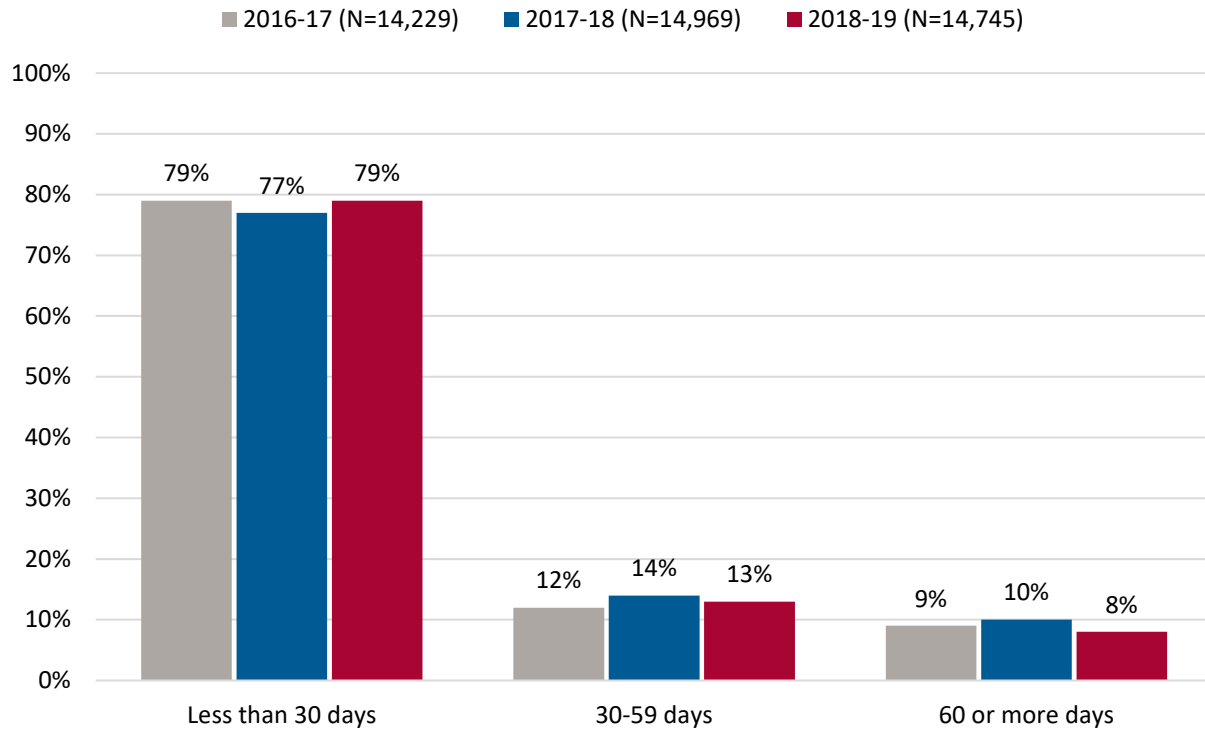
Student Grade Levels

Figure 14 displays the percentages of middle/high school 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 21st CCLC programs in the 2018-2019 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 14. Seventh through twelfth grade participation levels during the school year 2018-19 (N=14,754)
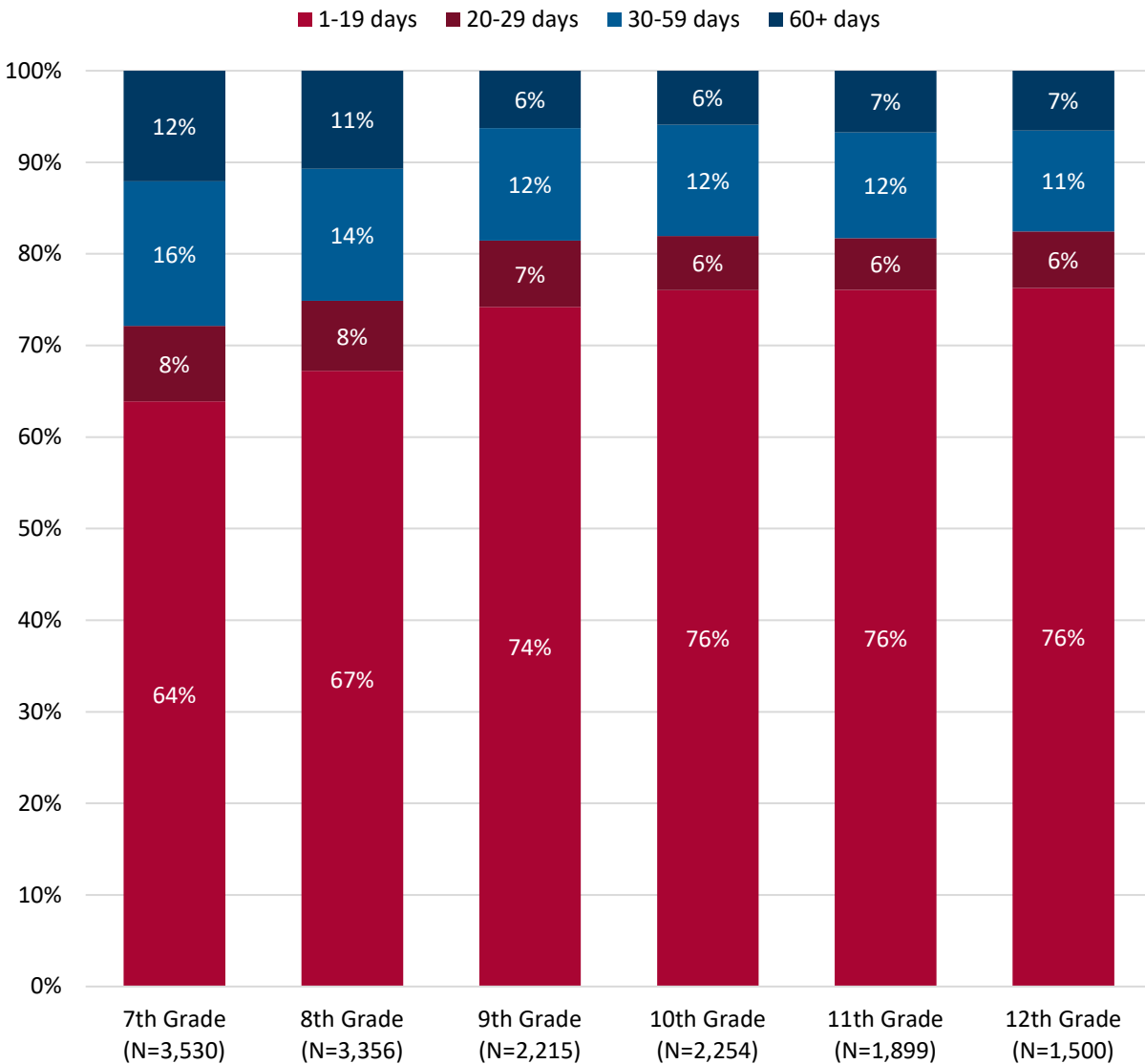
Demographic Information

Table 6 displays the characteristics of all middle/high school students who attended programs regularly during the 2018–2019 school year. Slightly more female middle/high school students were regular attendees, and most students were white or Caucasian.

Table 6. Participant characteristics: gender and race/ethnicity (N=3,255)

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

Race / Ethnicity	Regular Middle/High School Attendees
White or Caucasian	84%
Black or African American	7%
Hispanic or Latino	4%
Multiracial	4%
Asian	1%
Other/Unknown	<1%
Native Hawaiian or Other Pacific Islander	<1%
American Indian or Alaskan Native	<1%

During the 2018–2019 school year, 75% of regularly attending middle/high school students were eligible for free or reduced price lunch. Additionally, 11% of all regular attendees in middle/high school were eligible for special education services (Figure 15). The percentages of students that qualified for free/reduced lunch and special education services were similar to the prior year.

Figure 15. Free/Reduced lunch and special education eligibility among regular attendees in middle/high programs in 2016-17, 2017-18, and 2018-19
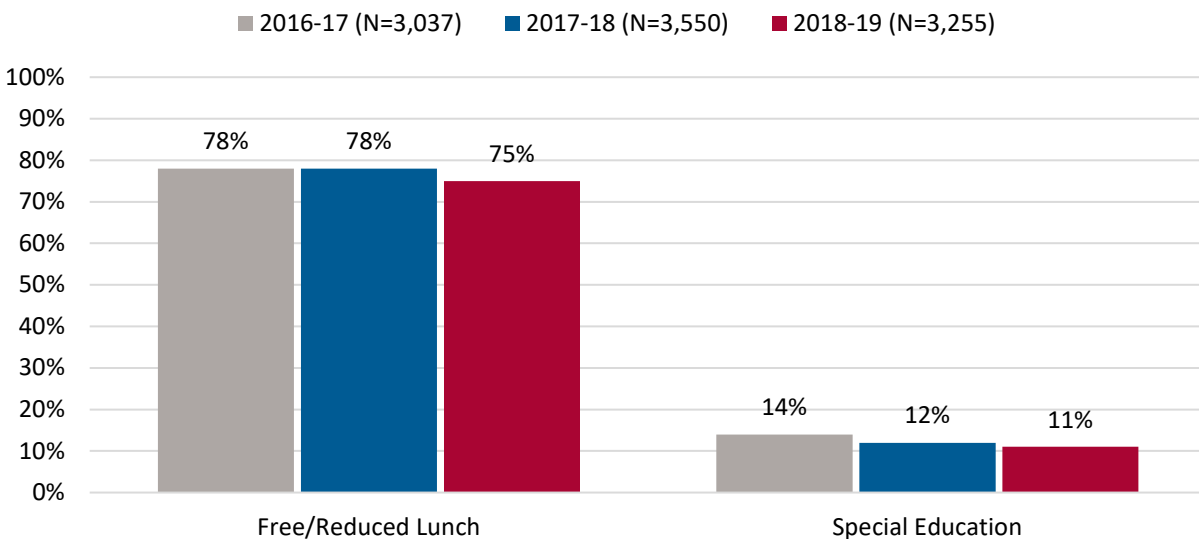
At-risk Students

Beginning in the 2018-2019 APR year, program staff were asked to record data on regular attendees in certain "at-risk" categories, including reasons for referral to the afterschool program (academic, disciplinary, or attendance concerns), homelessness, migrant or priority-for-service migrant status, or foster care status. Please note that students may be classified in more than one of these categories. Figure 16 depicts the percentages of regularly attending middle/high school students in each of these at-risk categories. There is some uncertainty as to whether these data are accurate and representative of Kentucky 21st CCLC participants, because these data were collected for the first time in 2018-2019.

Figure 16. At-risk classifications for regularly attending middle/high school students, 2018-2019
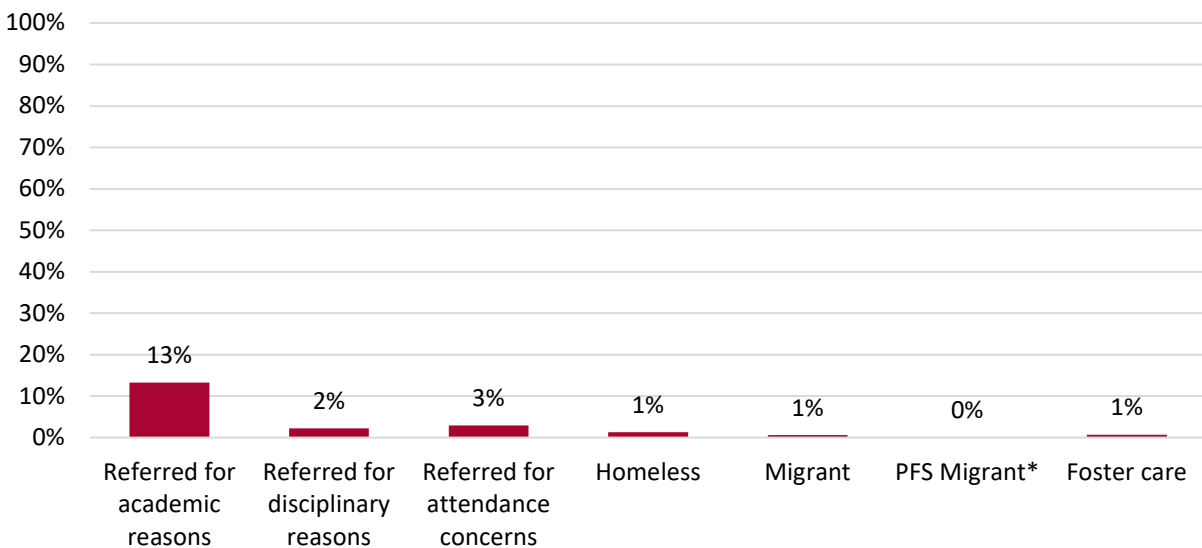
Note. PFS migrant <1%

Grades

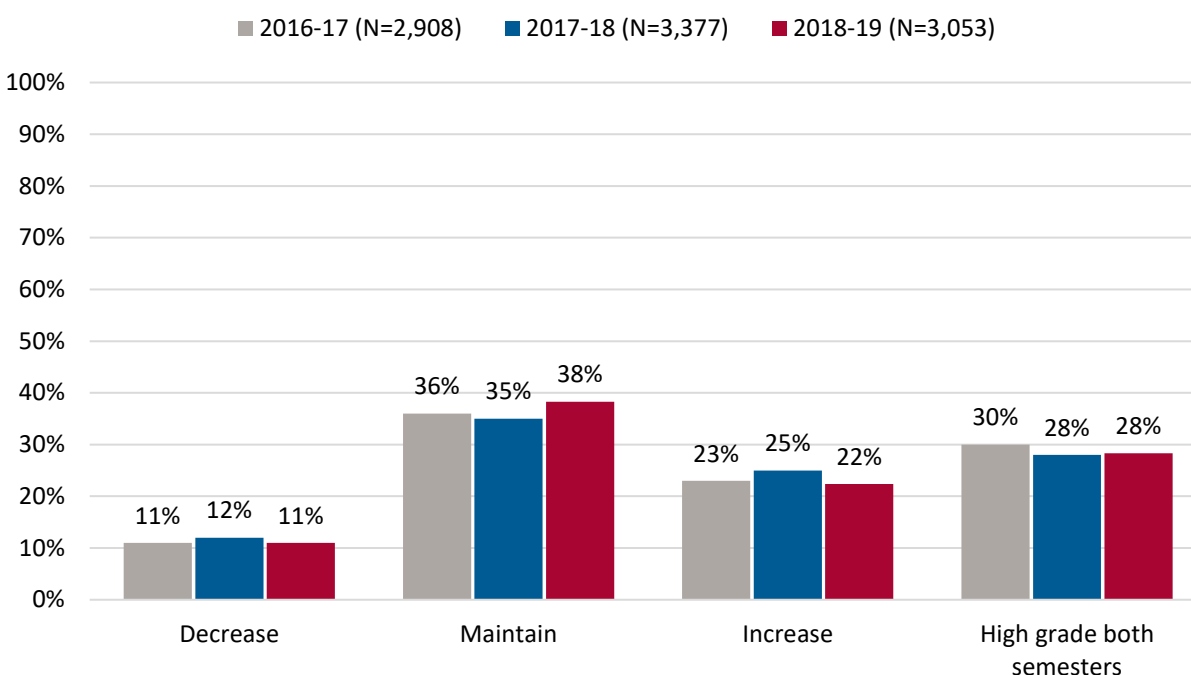Beginning in 2018-2019, Kentucky 21st CCLC program staff reported the number of unexcused school day absences for participants who were regular attendees of their afterschool programs. Program staff reported unexcused school day absences for 36% of regularly attending middle/high school students. Among those, students who were regular attendees of the afterschool programs averaged approximately six unexcused school day absences in 2018-2019. There is some uncertainty as to whether these data are accurate and representative of Kentucky 21st CCLC participants, because these data were collected for the first time in 2018-2019.

Kentucky 21st CCLC program staff reported reading/ELA and math grades for 94% and 92%, respectively, of regularly attending middle/high school students during the 2018–19 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 2018-2019 cannot be compared to grade outcomes from years before 2013-2014. For information about what constitutes a 'grade change', please refer to Appendix B.

As shown in Figure 17, 22% of regularly attending participants increased their reading/ELA grades during the 2018–19 school year. Additionally, 28% of regular participants achieved high reading/ELA grades across grading periods. Compared to the 2017-18 results, the 2018-19 results show a slight decrease (three points) in the percentage of regularly attending middle/high school students who increased their reading/ELA grades from fall to spring and no change among students who had high grades in both semesters.

Figure 17. Reading/English language arts (ELA) grade changes from fall to spring semesters for regularly attending middle/high school students in 2016-17, 2017-18, and 2018-19

2016-17 (N=2,908)   2017-18 (N=3,377)   2018-19 (N=3,053)

	Decrease	Maintain	Increase	High grade both semesters
2016-17	11%	36%	23%	30%
2017-18	12%	35%	25%	28%
2018-19	11%	38%	22%	28%

Similar to the trends observed in reading/ELA, 23% of regularly attending participants increased their math grades during the 2018–19 school year, with an additional 26% 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 showed only minimal decreases each from the previous year.

Figure 18. Mathematics grade changes from fall to spring semesters for regularly attending middle/high school students in 2016-17, 2017-18, and 2018-19
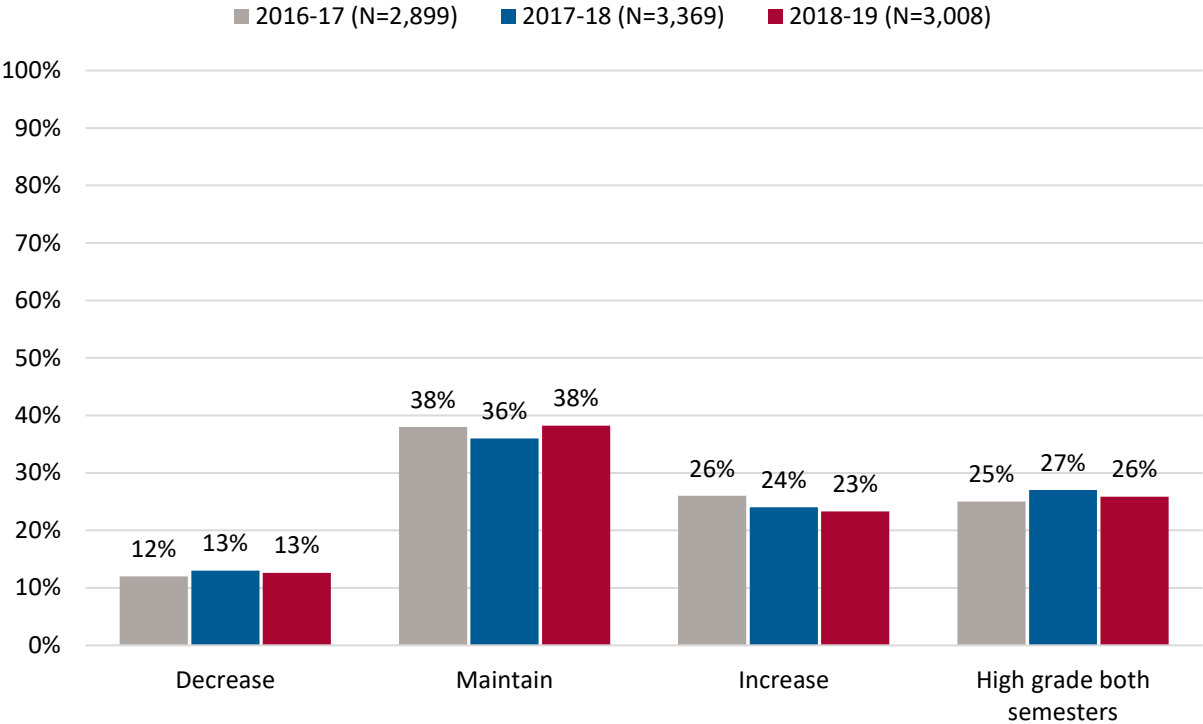
Middle/High School Student Survey Results

Students in grades seven through twelve completed student surveys (see Appendix E). There were 1,869 students who completed surveys at 59 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 19 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 (57%) or to participate in certain activities (53%). Under half (41%) of students reported that they attended the programs to work on homework or get tutoring. Thirty-eight percent reported that they attended because they learned and experienced new things; 33% liked the adults at the afterschool program, 29% had parents who want them to attend, 22% reported that teachers or other adults encouraged them to attend, and 19% stated that there was nothing else to do after school. In addition, 16% of students indicated that they attended the program for other reasons.

Figure 19. Students' motivations for attending afterschool programs (N=1,869)
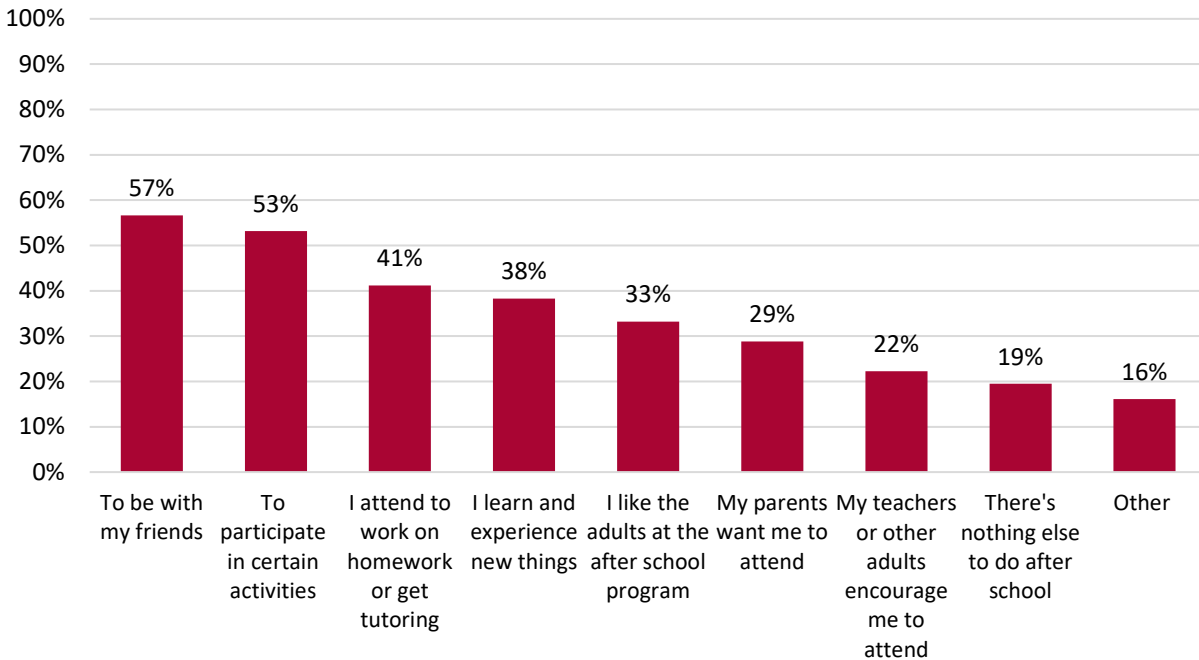
Perceptions of Afterschool Program Staff at Middle/High School Sites

Students rated the extent to which they agreed with statements about afterschool program staff. As shown in Table 7, 90% of students agreed or strongly agreed that program staff and leaders listened to what they had to say, and 91% 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=1,869)

Staff and program leaders...	Strongly Disagree	Disagree	Agree	Strongly Agree
Listen to what I have to say	2%	6%	54%	36%
Challenge me to do my best	1%	5%	50%	41%

Note. 3% and 2% of respondents, respectively, did not answer these questions.

Programs' Areas of Impact

Table 8 displays the extent to which students agreed with various statements about how the afterschool programs positively affected them. Nearly three-quarters (73%) of all students agreed or strongly agreed with all of the statements. "Spend time with or find new friends" received the highest level of agreement (92% agreed or strongly agreed). For most other statements, 82-89% of students agreed or strongly agreed. "Enjoying coming to school" had the lowest overall level of agreement (72%). 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=1,869)

The afterschool program has helped me...	Strongly Disagree	Disagree	Agree	Strongly Agree
Be better at things I do in the program.	3%	11%	57%	30%
Be more creative.	3%	14%	50%	34%
Be more involved in school.	4%	14%	54%	28%
Build upon things I learn in school.	3%	11%	59%	26%
Enjoy coming to school.	10%	19%	47%	25%
Experience new or interesting things.	2%	10%	54%	34%
Find something to do afterschool.	2%	9%	53%	36%
Get a better sense of what I like and can do.	2%	9%	56%	32%
Get better grades in school.	3%	11%	52%	35%
Learn about what I can do in the future (college and/or career options).	3%	11%	51%	35%
Spend time with or find new friends.	2%	7%	56%	36%
Stay out of trouble.	4%	14%	49%	33%

Note. Between 4-5% 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 20). Over half of students (57%) 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 (42%), go somewhere else with friends (37%), or spend time with their family (37%). Thirty-four percent said they would play sports and 26% indicated that they would engage in activities categorized as "other." Only eight percent reported that they would attend another after school program.

Figure 20. Student responses to alternatives to the afterschool program (N=1,869)
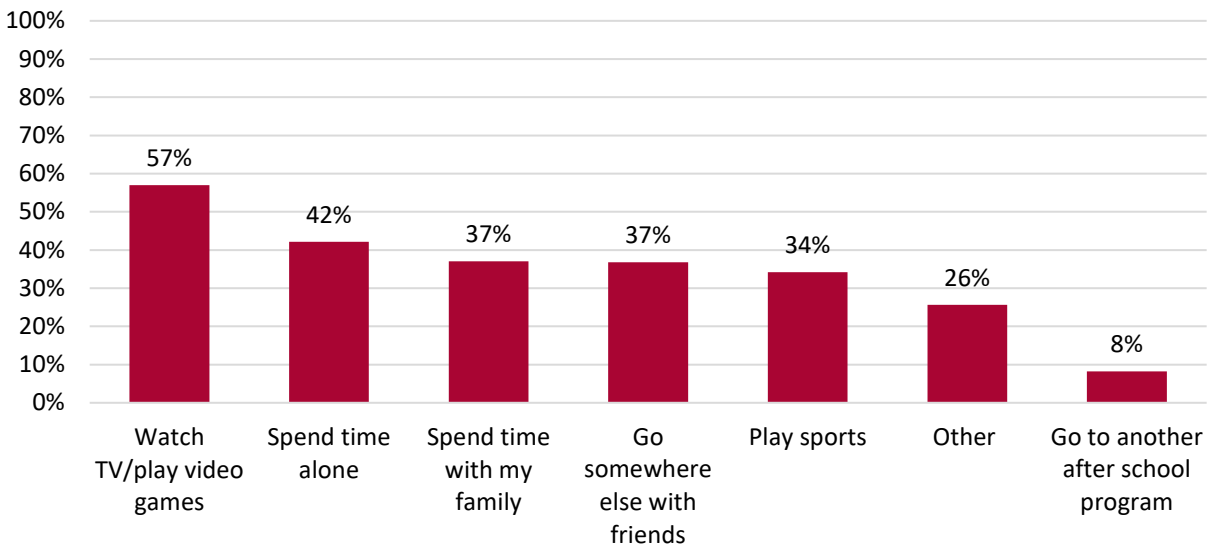
Teacher Survey Results

Teacher surveys were completed for 3,031 middle/high school students who attended Kentucky afterschool programs regularly during the 2018–2019 school year. The teacher survey intends to assess changes in a student's behavior over the course of the school year. The total number of surveys collected represents 93% of all regularly attending middle/high school students. Students rated by teachers as "Did Not Need to Improve" are excluded from these calculations.
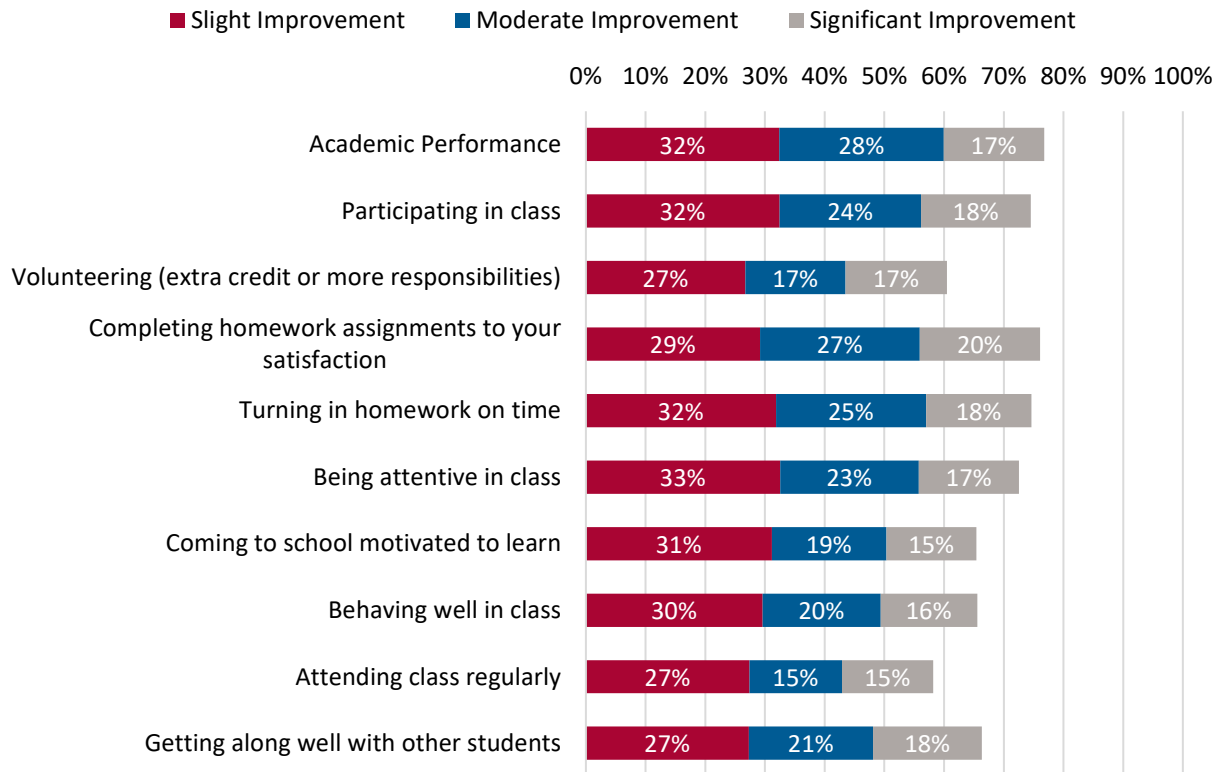
Table 9 focuses on regular attendees reported (by their teachers) as needing to improve in each listed indicator. As displayed in the table, regularly attending students that needed to improve showed improvement in most behaviors (58-77% depending on the behavior). This is especially evident for academic performance (77%), completing homework assignments to the teacher's satisfaction (76%), turning in homework on time (75%), and participating in class (75%). Appendix Table C10 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
Academic Performance	2225	8%	16%	77%
Participating in class	2151	5%	21%	75%
Volunteering (extra credit or more responsibilities)	2113	3%	36%	60%
Completing homework assignments to your satisfaction	2109	7%	17%	76%
Turning in homework on time	2016	8%	17%	75%
Being attentive in class	1976	8%	19%	73%
Coming to school motivated	1972	7%	28%	65%
Behaving well in class	1487	9%	25%	66%
Attending class regularly	1413	7%	35%	58%
Getting along well with other students	1374	6%	28%	66%

For regularly attending students in need of improvement, 30-47% made moderate or significant improvement in each behavior area (Figure 21). More than 40% of these students made moderate or significant improvement in completing homework assignments to their teacher's satisfaction (47%). This is also an area where a large percentage 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 21. Degree of improvement for regularly attending students who needed to improve in a particular behavior

Legend: Slight Improvement — Moderate Improvement — Significant Improvement

| Behavior	Slight Improvement	Moderate Improvement	Significant Improvement
Academic Performance	32%	28%	17%
Participating in class	32%	24%	18%
Volunteering (extra credit or more responsibilities)	27%	17%	17%
Completing homework assignments to your satisfaction	29%	27%	20%
Turning in homework on time	32%	25%	18%
Being attentive in class	33%	23%	17%
Coming to school motivated to learn	31%	19%	15%
Behaving well in class	30%	20%	16%
Attending class regularly	27%	15%	15%
Getting along well with other students	27%	21%	18%

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 2016-17, 2017-18, and 2018-2019 school years. Only students with both a reading and math score are included in the findings. Results between consecutive years remain similar in both subject areas. Figure 22 shows that 55% of regularly attending students in 2018-19 placed within the proficient or distinguished categories in reading. Figure 23 illstrates that 48% of regularly attending students tested at or above proficient in math in 2018-19, the same percentage as 2017-18.

Figure 22. Reading K-PREP proficiency levels for regularly attending students in grades three through eight across the 2016-17, 2016-17, and 2018-19 school years
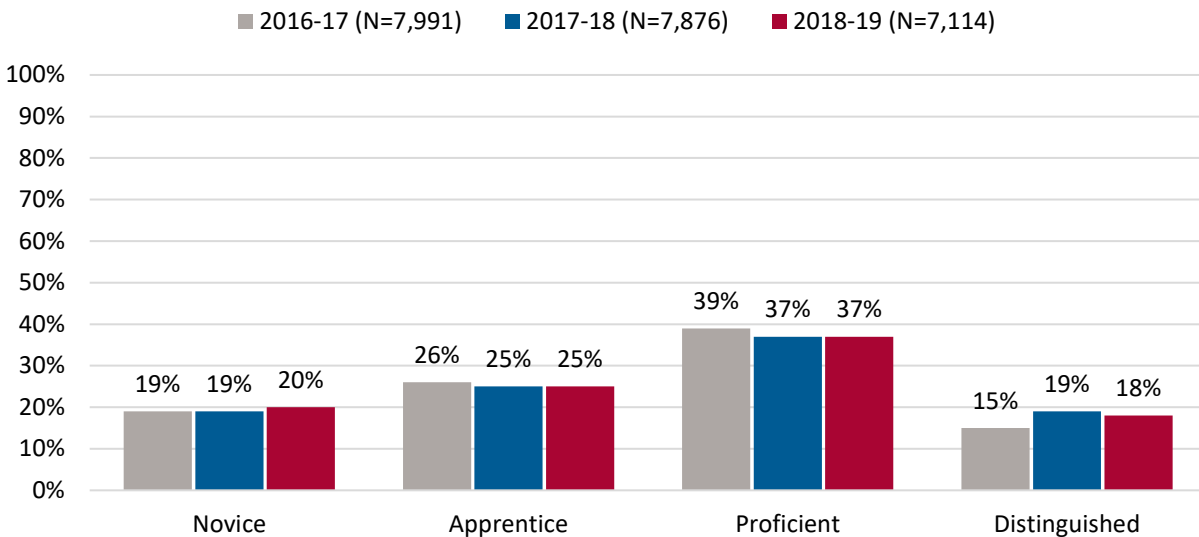
Figure 23. Math K-PREP proficiency levels of regularly attending students in grades three through eight across the 2016-17, 2017-18, and 2018-19 school years
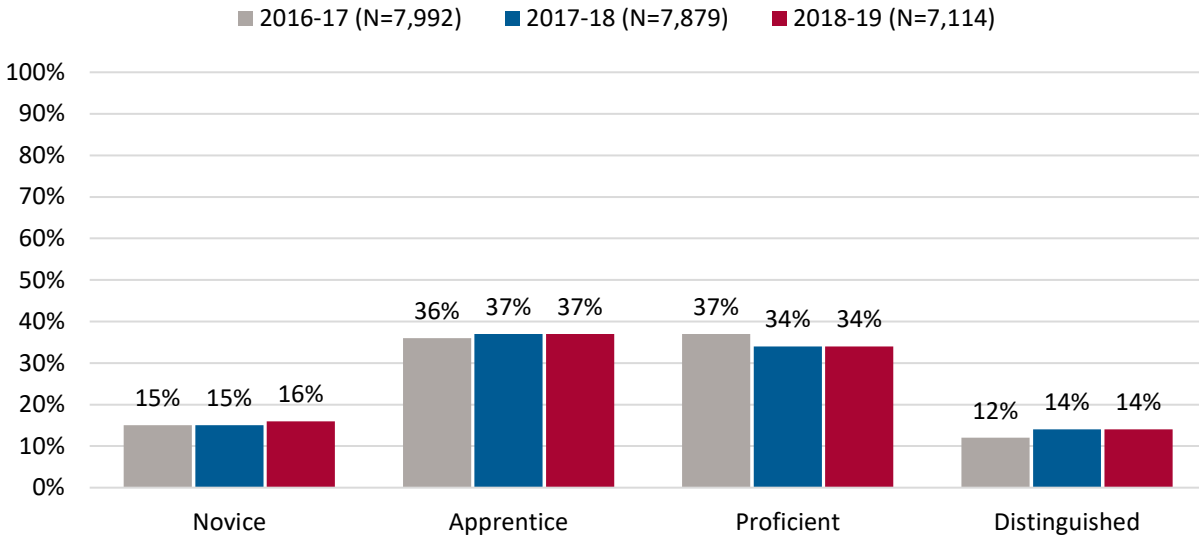
Beginning with Cycle 12, programs serving students in grades K-3 were required to offer targeted reading interventions for students in these grade levels. Programs serving the same population of students in prior grant cycles also implemented the program voluntarily. Grantees report annually on students enrolled in and meeting benchmarks in the K-3 reading initiative. Table 10 lists the outcomes from the programs that implemented a 21st CCLC K-3 reading initiative. As shown, over half of students who were selected and participated in the K-3 initiative (57%) met a reading benchmark determined by program specific assessments.

Table 10. K-3 Reading Initiative 2018-19 results

	Statewide Results
Number of programs with a K-3 program	65
Number of students enrolled in the K-3 reading initiative	2,995
Number of K-3 students that met a reading benchmark	1,676
Percentage of K-3 students that met a reading benchmark out of the total enrolled	57%

V. Program Characteristics

This section summarizes program characteristics reported by sites on the 2018-19 Data Verification form. Table 11 shows the school year program characteristics at all sites. Of the 155 program sites that completed the verification form, 99% of them reported that their programs took place within a school. Of the sites that responded to the question about the number of weeks summer 2018 programming was provided (135), 73% indicated that they offered programming for four or more weeks. Grantees reported that over 11,500 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 2.9 students who attended the program during the school year. Additionally, the number of community partnerships was high. For the 155[6] sites that completed the 2018-19 Data Verification Form, there was an average of nine partnerships per site[7]. Additionally, most of the teachers were of paid status.

Table 11. 2018-19 School Year Program Characteristics

	Statewide Results
Number of sites by program location	
Within a School	153
Offsite	2
Summer 2018 program [a]	73% of responding sites offered four or more weeks of programming
Number of school day teachers	
Paid, Fall	1,390
Paid, Spring	1,287
Volunteer, Fall	137
Volunteer, Spring	152
Number of parent, guardian and/or family members who attended 21CCLC activities	11,474
Number of community partnerships	1,350

Note. Based on all Kentucky 21CCLC programs, not just Elementary or MSHS programs.
[a] See Appendix C Table C11 for the percentage of sites that selected 2 weeks or less, 3 weeks, 5 weeks, or 6 or more weeks

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[5] Data for this section is self-reported and comes from the 2018-2019 KY 21st CCLC Data Verification Form that was administered to grantees.

[7] 1350/155=8.7

VI. Activity Types Offered During School Year

Program staff were asked about the activities they offered on the 2018-19 KY 21st CCLC Data Verification Form that was administered to grantees[8]. One category of activities was academic activities. As illustrated in Figure 24, nearly all staff members (97%) reported that the programs offered Science, Technology, Engineering and Math (STEM) and homework help; or Literacy (87%). More than half (65%) also reported that their programs offered Reading Intervention. Program staff reported that their programs offered GAP reduction at 40% of sites, Credit Recovery at 21%, and ELL Support at 17%. No respondents reported that the programs offered none of the academic activities listed.

Figure 24. Percent of afterschool programs that offered academic activities as reported by program staff (N=155)
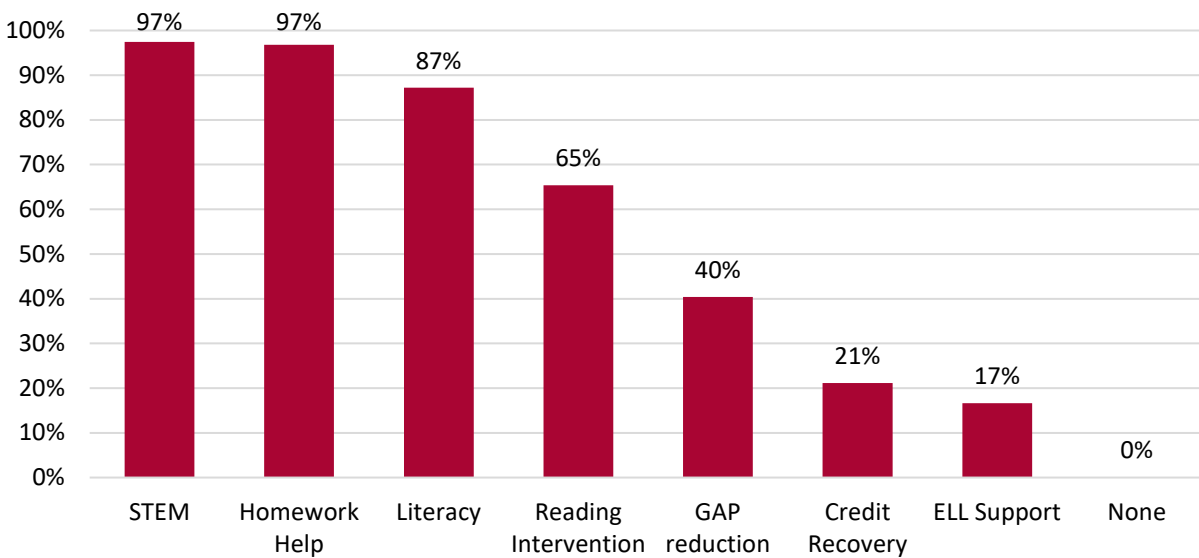

Another category on the form was college and career or transition readiness activities. As shown in Figure 25, three-quarters of staff members reported that the programs offered Career Exploration. Over a third reported that the afterschool programs offered Career/Job Training (41%), 20% reported that the programs offered an Individualized Learning Plan, and 15% reported offering ACT/SAT prep. Seventeen of the sites (11%) reported offering none of the college and career readiness or transition readiness activities listed.

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[8] Of 156 2018-2019 sites, staff members from 155 sites responded to the 2018-19 KY 21st CCLC Data Verification Form.
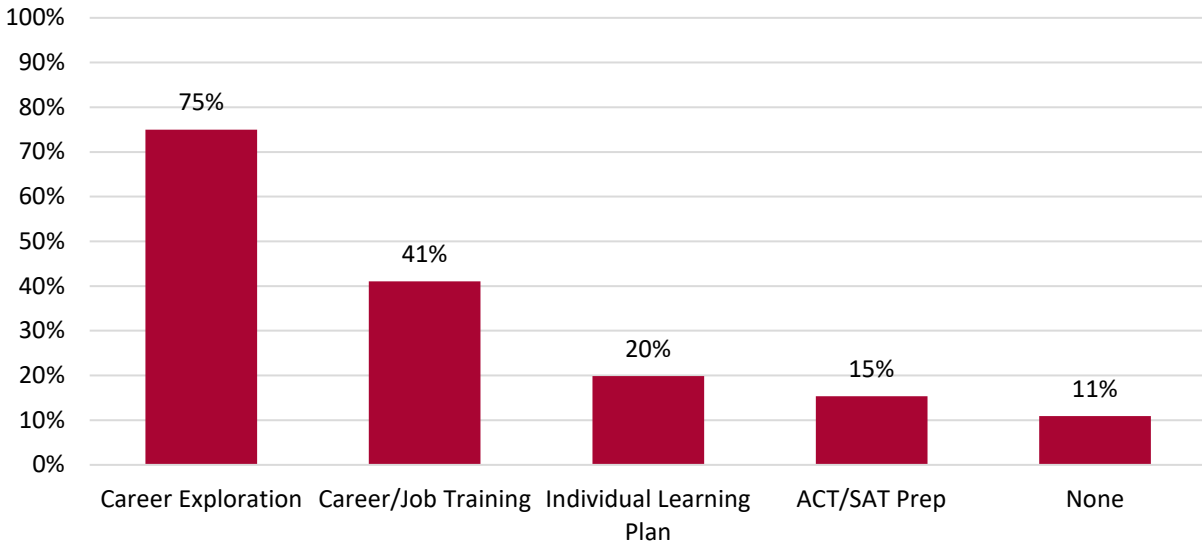
A third category on the form was enrichment activities. Figure 26 shows that most staff members reported that the programs offered Fitness (94%); Music and Drama (87%); Life Skills, Gardening and Crafts (85%); Health and Nutrition (80%); and Visual Arts (78%). Two-thirds of program staff reported that the programs offered Community and Service Learning (66%). Of the responding sites, 40% offered Mentoring and 23% offered Global Learning. No respondents reported that the programs offered none of the academic activities listed.

Figure 26. Percent of afterschool programs that offered each enrichment activity as reported by program staff (N=155)
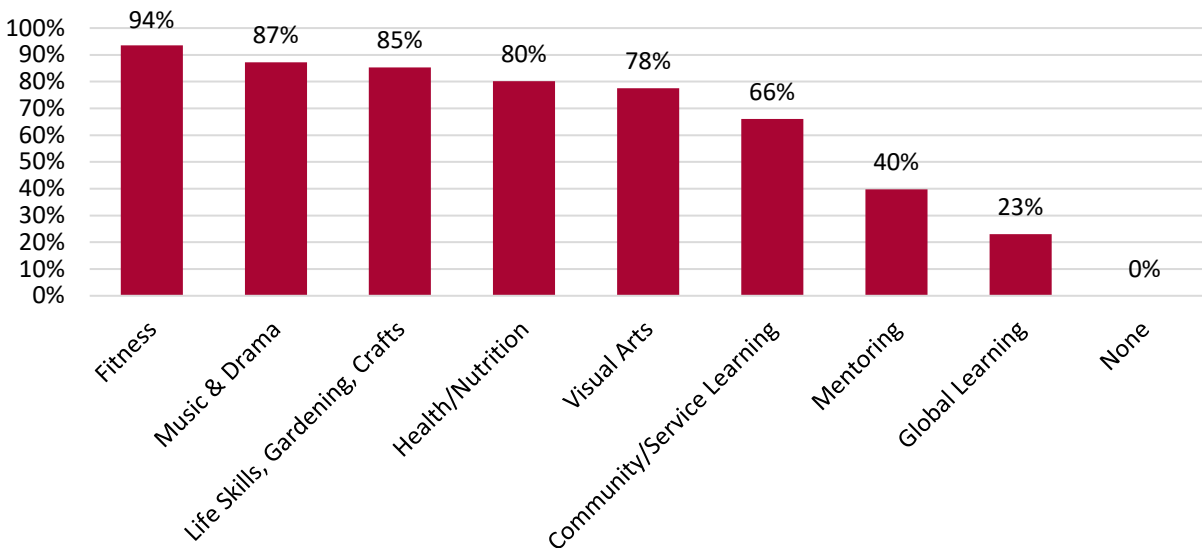
A fourth category of activities on the form was activities for family engagement. As shown in Figure 27, the most commonly offered activity for families was Family Literacy Night (63%). Roughly half reported offering activities for Afterschool Student Performances (49%), Christmas/Holiday Showcase (44%), and Family STEM/STEAM Night (42%). About a third of staff reported that they offered activities for Lights On (31%). Twenty-nine percent of staff reported that their programs offered Chaperoning Opportunities for adults, 27% offered Family Math Night, and 24% reported that their programs had Student and Family Meal Preparation activities. Sites also reported that their programs offered Family Game Night (21%) and Family Movie Night (11%).

Figure 27. Percent of afterschool programs that offered each family engagement activity as reported by program staff (N=155)
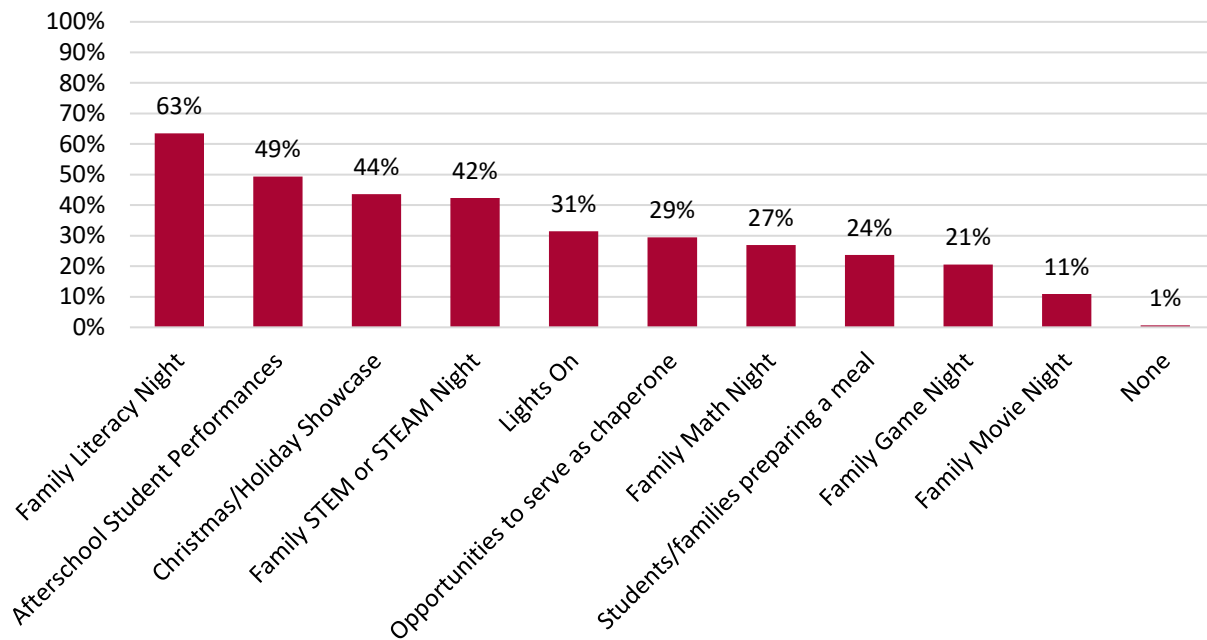
Figure 28 displays the percent of afterschool programs that offered character education activities. About two-thirds of staff members (63%) reported that the programs offered Youth Leadership. At least one-third of staff reported offering Drug Prevention (42%) and Counseling (35%). Twenty-eight percent of staff indicated that their program offered programming Violence Prevention, and 27% offered Truancy Prevention (27%). Ten percent of staff reported that their programs offered none of the character education activities listed.

Figure 28. Percent of afterschool programs that offered each character education activity as reported by program staff (N=155)
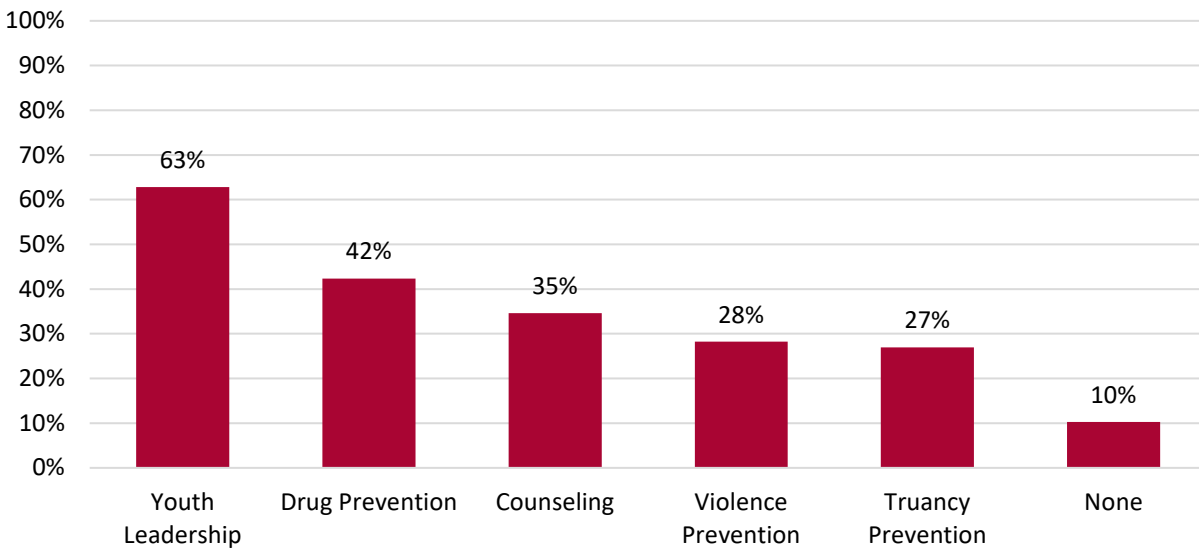

Figure 29 depicts the percentages of programs offering different types of adult skill-building activities during 2018-19. More than half of afterschool programs offered after school orientation (62%) and health & nutrition (57%). Over one-third of programs offered activities on communicating with school staff (48%), using Infinite Campus, (46%), literacy/finding AR (Accelerated Reader) books (38%), and social media/internet safety (35%). Moreover, around 30% of programs offered activities about understanding test scores or ILPs (31%), job skills/work readiness (30%), drug awareness/trends (29%), financial literacy/couponing (28%), and healthy relationships (27%). Refer to Figure 28 to view the remaining categories, which were selected by less than 25% of programs.

Figure 29. Percentage of afterschool programs that offered each adult skill-building activity as reported by program staff (N=155)

Activity	Percentage
Afterschool Program Orientation & FAQ's	62%
Health & Nutrition	57%
Communicating with School Staff	48%
Infinite Campus Tutorial/Parent Portal or Google…	46%
Literacy/Finding AR Books	38%
Social Media/Internet Safety	35%
Understanding your Child's Test Scores or…	31%
Job Skills/Work Readiness or Resume Development	30%
Drug Awareness/Trends	29%
Financial Literacy/Couponing	28%
Healthy Relationships	27%
CPR/First Aid, Health & Safety	21%
How to Further Your Education	20%
ESL or GED classes	18%
Completing the FAFSA/College Admissions	17%
Using Online Resources or Software (MS Word,…	17%
School Safety	17%
Time Management/Organization	13%
None	4%
Distracted Driving	3%

Appendix A. Executive Summary

Overall, participation, regular attendance, student academic, and behavioral outcomes remained consistent for students in KY 21ˢᵗ CCLC programs from 2017-2018 to 2018-2019. The percentage of elementary school students that attended regularly in 2018-2019 decreased by four percentage points from 2017-2018. There was a three percentage point decrease from 2017-2018 to 2018-2019 in the proportion of regularly attending high school students. The majority of regularly attending students continue to improve grades between semesters or maintain high grades.

Program Attendance/Demographics

Data collected during the 2019 APR Year (summer 2018 and the 2018-2019 school year) indicate that 156 Kentucky 21ˢᵗ CCLC programs served a total of 35,994 elementary, middle, and high school students across the state of Kentucky. The number of regular attendees during the school year decreased to 13,077 in 2018-19, from 14,242 in 2017-18, and the number of program sites also decreased by 12 in 2018-2019. More than 75% of students regularly attending 21ˢᵗ CCLC programs during the 2018-2019 school year qualified for free/reduced lunch, and 13% 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 2018–2019 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. There were slight decreases (3% or less) in the percentages of middle/high school students who increased their reading or math grades in 2018-2019 as compared to 2017-2018, while percentages of elementary students who increased their grades remained the same from the previous year.

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. About 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. Three-quarters of elementary students reported that the afterschool program helped them finish their homework and over half indicated that they 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 75% of them improved to some degree in: academic performance, participating in class, completing homework satisfactorily, and turning in homework on time. Among the high school students that needed to improve, roughly 75% 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 on students in grades three through eight who attended 30 or more days of 21st CCLC programming during the 2018-2019 school year. Reading and math assessment results show only slight differences across years. Reading and math results from 2016-17 through 2018-19 indicated slightly more regularly attending participants reached proficiency levels of Proficient or Distinguished in reading, and slightly fewer in math. In 2018-19, 56% achieved proficiency in reading, compared to 54% in 2016-17. In math, 48% reached proficiency in 2018-19 compared to 49% in 2016-17. 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 65 programs that participated, 57% of students in K-3 met a reading benchmark set by their school.

Program Characteristics

Most of the programs took place within schools (99%), compared to sites that were not located at a school. More than 11,500 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. Further, 135 programs reported offering a summer program for some period of time during the summer of 2018.

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, transition readiness activities, enrichment activities, adult skill-building activities, family engagement activities, and character education activities. Of these categories, the activities that were most commonly offered were STEM (97% of staff reported that the program offered this); homework help (97%); fitness (94%); literacy (87%); music & drama (87%); life skills, gardening, crafts (85%); health/nutrition (80%); visual arts (78%); and career exploration (75%).

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

DATA NOTES:

A complete statewide dataset was provided to CEPR by Cayen Systems, Inc. The first request was made on July 23, 2019 and subsequent requests between August 14, 2019 and November 4, 2019.

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).

Analysis was not performed on program outcomes for sites reporting grades or teacher surveys for less than 50% of students attending 30+ days during the school year.

Students with unknown grade level or at-risk demographic category 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 18-19 Form that was administered to grantees.

GRADE SCALE TYPES & THRESHOLDS FOR ANALYSIS:

Scale Type	Grade Change Parameters	High Grade 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
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 the fall and spring
9 point scale Example: A, A-, B, B-, C, C-, D, D-, F	+/-2 or more points	A in the fall and spring
5 point scale - standard Example: A-F	+/-1 or more points	A in the fall and spring
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
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
5 point scale - nonstandard Example: Excellent, Satisfactory +, Satisfactory, Satisfactory -, Unsatisfactory	+/-1 or more points	5 in the fall and spring Example: Excellent
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

Appendix C: Appendix Tables

Table C1. Elementary program attendance across the 2016-17, 2017-18, and 2018-19 school years (corresponds to Figure 2)

Attendance levels	2016-17	2017-18	2018-19
Less than 30 days	8,806	9,546	10,200
30-59 days	3,890	3,970	3,725
More than 60 days	6,951	6,716	6,040

Table C2. Eligibility for free/reduced lunch and special education services among regular attendees during school years 2016-17, 2017-18, and 2018-19 (corresponds to Figures 4 and 5)

Category	2016-17	2017-18	2018-19
Free/Reduced	8,710	8,586	7,583
Special Education	1,474	1,408	1,337
Referred for academic reasons	--	--	1,382
Referred for disciplinary reasons	--	--	218
Referred for attendance concerns	--	--	216
Homeless	--	--	119
Migrant	--	--	61
PFS Migrant	--	--	9
Foster care	--	--	74

Table C3. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for students regularly attending elementary programs in 2016-17, 2017-18, and 2018-19 (corresponds to Figure 6)

Grade change	2016-17	2017-18	2018-19
Decrease	940	876	995
Maintain	3,917	3,767	3,221
Increase	3,163	3,142	2,769
High grade both semesters	2,200	2,090	1,975

Table C4. Mathematics grade changes from Fall to Spring semesters for students regularly attending elementary programs in 2016-17, 2017-18, and 2018-19 (corresponds to Figure 7)

Grade change	2016-17	2017-18	2018-19
Decrease	985	945	931
Maintain	3,990	3,805	3,196
Increase	3,129	3,118	2,839
High grade both semesters	2,165	2,011	1,893

Table C5. Percentage of teachers of elementary students indicating whether a regular participant warranted improvement in a particular behavior (N=9,205)

Teacher Response Categories	% of Students that Did Not Need to Improve	% of Students that Needed to Improve
Academic Performance	19%	81%
Participating in class	24%	76%
Being attentive in class	25%	75%
Volunteering (extra credit or more responsibilities)	26%	74%
Completing homework assignments to your satisfaction	27%	73%
Coming to school motivated to learn	28%	72%
Turning in homework on time	32%	68%
Behaving well in class	37%	63%
Getting along well with other students	41%	59%
Attending class regularly	51%	49%

Table C6. Middle/High school program attendance across the 2016-17, 2017-18, and 2018-19 school years (corresponds to Figure 13)

Attendance levels	2016-17	2017-18	2018-19
Less than 30 days	11,192	11,419	12,233
30-59 days	1,776	2,065	1,972
More than 60 days	1,261	1,485	1,283

Table C7. Free/Reduced lunch and special education eligibility among regular attendees in middle/high programs in 2016-17, 2017-18, and 2018-19 (corresponds to Figures 15 and 16)

Category	2016-17	2017-18	2018-19
Free/Reduced	2,361	2,756	2,453
Special Education	430	416	374
Referred for academic reasons	--	--	431
Referred for disciplinary reasons	--	--	72
Referred for attendance concerns	--	--	95
Homeless	--	--	43
Migrant	--	--	19
PFS Migrant	--	--	2
Foster care	--	--	23

Table C8. Reading/English language arts (ELA) grade changes from Fall to Spring semesters for students regularly attending middle/high school programs in 2016-17, 2017-18, and 2018-19 (corresponds to Figure 17)

Grade change	2016-17	2017-18	2018-19
Decrease	330	404	335
Maintain	1,050	1,197	1,169
Increase	664	833	684
High grade both semesters	864	943	865

Table C9. Mathematics grade changes from Fall to Spring semesters for students regularly attending middle/high school programs in 2016-17, 2017-18, and 2018-19 (corresponds to Figure 18)

Grade change	2016-17	2017-18	2018-19
Decrease	341	422	380
Maintain	1,095	1,211	1,150
Increase	750	816	700
High grade both semesters	713	920	778

Table C10. Percentage of teachers at middle and high school sites indicating whether a regular participant warranted improvement in a particular behavior (N=3,031)

Teacher Response Categories	% of Students that Did Not Need to Improve	% of Students that Needed to Improve
Academic Performance	27%	73%
Participating in class	29%	71%
Volunteering (extra credit or more responsibilities)	30%	70%
Completing homework assignments to your satisfaction	30%	70%
Turning in homework on time	33%	67%
Being attentive in class	35%	65%
Coming to school motivated to learn	35%	65%
Behaving well in class	51%	49%
Attending class regularly	53%	47%
Getting along well with other students	55%	45%

Table C11. Program responses to the number of weeks a summer program was offered in 2018 (N=135)

Number of summer 2018 weeks	# of Programs	% of Programs
2 weeks or less	27	20%
3 weeks	9	7%
4 weeks	76	56%
5 weeks	15	11%
6 or more weeks	8	6%

Appendix D: Elementary School Student 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)*

    O Reading   O Art
    O Math   O Music
    O Science   O Sports
    O Technology/Engineering   O Other
    O Learning about colleges and jobs

2. Why do you go to the after school program? *(Check as many as you want)*

    O The activities are fun.
    O My friends go.
    O I learn and try new things.
    O I can participate in sports.
    O It helps me do better in school.
    O My parents or teacher want me to go.
    O 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)*

    O Watch TV or play video games.
    O Spend time with my friends.
    O Spend time alone.
    O Play sports.
    O Go to another after school program.
    O Other

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

O Finish homework.   O Make friends.
O Get better grades.   O 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 <u>not</u> 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)*

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

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

- O   Watch TV/play video games.
- O   Go somewhere else with friends.
- O   Spend time alone.
- O   Spend time with my family.
- O   Play sports.
- O   Go to another after school program.
- O   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.	O	O	O	O
6. Experience new or interesting things.	O	O	O	O
7. Find something to do afterschool.	O	O	O	O
8. Be better at things I do in the program.	O	O	O	O
9. Get better grades in school.	O	O	O	O
10. Stay out of trouble.	O	O	O	O
11. Get a better sense of what I like and can do.	O	O	O	O
12. Be more creative.	O	O	O	O
13. Enjoy coming to school.	O	O	O	O
14. Build upon things I learn in school.	O	O	O	O
15. Be more involved in school.	O	O	O	O
16. Learn about what I can do in the future (college and/or career options).	O	O	O	O

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.	☐	☐	☐	☐	☐	☐	☐	☐
Completing homework to your satisfaction.	☐	☐	☐	☐	☐	☐	☐	☐
Participating in class.	☐	☐	☐	☐	☐	☐	☐	☐
Volunteering (e.g., for extra credit or more responsibilities).	☐	☐	☐	☐	☐	☐	☐	☐
Attending class regularly.	☐	☐	☐	☐	☐	☐	☐	☐
Being attentive in class.	☐	☐	☐	☐	☐	☐	☐	☐
Behaving well in class.	☐	☐	☐	☐	☐	☐	☐	☐
Academic performance.	☐	☐	☐	☐	☐	☐	☐	☐
Coming to school motivated to learn.	☐	☐	☐	☐	☐	☐	☐	☐
Getting along well with other students.	☐	☐	☐	☐	☐	☐	☐	☐