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21st Century Community Learning Centers
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Maine Department of Education
21st Century Community Learning Centers Program

Statewide Evaluation Report: 2015-2016

January 2017

Acknowledgements

The objective of this evaluation is to inform and improve the support services provided through Maine DOE's 21st CCLC program and the increased academic achievement of students in Maine.

The report was prepared by Market Decisions Research
January 2017

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Introduction

Out-of-School Time (OST) programs (i.e. before school, after school, during summer, etc.) have become a mainstay for children, adolescents, families, and agencies that support positive youth outcomes. Once considered a way to simply spend time outside of the traditional school day, quality OST programming is now recognized nationally as an important mechanism for creating safe, supportive environments for youth to learn, grow, and become responsible members of their community. High-quality OST programing not only provides opportunities for youth to improve their academic performance, but also avenues to explore new opportunities, try new skills, and play a leadership role in a setting outside of their normal school day experience. Simultaneously, these programs help working parents and families by providing learning environments at times when school is not in session, often bridging the gap between when the respective school and work days end.

Beginning in 2003, the Maine Department of Education (Maine DOE) was awarded a 21st Century Community Learning Centers (21st CCLC) Grant from the United States Department of Education (U.S. DOE) to support OST programs in the state, which have predominantly consisted of afterschool and summer learning programs. The funding was granted to help low performing and economically disadvantaged student populations improve their academic performance in school by receiving a wide array of support services through OST programs. In addition, this funding allows many schools and community organizations to provide enriching, rewarding experiences for students in the hours beyond the normal school day. According to the U.S. DOE, the 21st CCLC program has been designed with the following purpose:

> *This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.*

In the 2015-2016 school year, the Maine DOE issued 37 21st CCLC grant awards to 23 different organizations within the state (some organizations received more than one grant). These awarded organizations were either a school district or community-based organization in Maine. Though faith-based organizations are also eligible to apply for and receive funding under this program, no such organizations received funding in Maine during the 2015-2016 school year. Funds were awarded to active partnerships between at least one school district in the state, one or more of its schools, and one or more community-based organization. In total, these awards resulted in the establishment or expansion of 64 participating program centers/sites where grant-funded activities took place.

Maine's 21st CCLC Provides Quality Out-of-School Time Programming to Youth

The Maine 21st CCLC program is focused on providing quality OST programming to students throughout the state. It has designed its grant requirements as well as program goals and objectives to support and align with the strategic framework and core priority areas developed by the Maine DOE[1], which guides its direction and its goal of meeting the individual learning needs of all students in the state.

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[1] Education Evolving, Maine's Plan for Putting Learners First, Maine Department of Education, 2012

These five core priority areas include:
- ✓ Effective, Learner-Centered Instruction
- ✓ Great Teachers and Leaders
- ✓ Multiple Pathways for Learner Achievement
- ✓ Comprehensive School and Community Supports
- ✓ Coordinated and Effective State Support

The work of the 21st CCLC program primarily focuses on providing 1) multiple pathways for learner achievement, which includes expanded learning opportunities and providing a student voice and choice in the demonstration of learning; and 2) comprehensive school and community supports, such as providing effective and efficient services for learners with special needs, coordinated health and wellness programs, and a commitment to community and family engagement.

These core state priorities, in combination with those priorities developed at the federal level, have guided 21st CCLC programming provided throughout the State of Maine. They have also led to the development of core principles for the 21st CCLC program, otherwise referred to as program goals:

Table 1. Maine 21st CCLC Program Goals

Academic Improvement	To improve academic performance in ELA/Literacy and mathematics of students who are low performing, failing, or at high risk of failure, based on standardized assessments;
Health and Wellness	To increase the opportunities to improve the health and wellness of students, which include programming in the areas of: nutrition, physical fitness, emotional and physical safety issues, social-emotional development, and substance abuse prevention;
Educational Enrichment*	To enhance students' educational enrichment opportunities by providing a broad array of age-appropriate, student-driven, and high interest learning opportunities that include STEM, visual and performing arts, multicultural education, community/service learning, and college and career readiness;
Parent Education and Family Engagement	To develop and implement a plan to provide educational opportunities and activities for parents, caregivers, and families of students that will enhance the academic and social-emotional development of those students as well as provide information and resources that promote overall family education, including opportunities and activities for adult parents and caregivers to enhance their own educational development;

Sustainability and Collaboration	To establish and maintain effective partnerships across schools and communities toward reaching shared student outcomes and overall program sustainability, which includes the formation and ongoing development of an Advisory Board that meets regularly, and successful implementation of strategies for generating program income, such as grant writing, fundraising, partners contributing toward program costs, and use of school district, state, and other federal funds;
Professional and Staff Development	To provide afterschool staff with shared professional development related to program content alignment, academic curriculum development, enhanced positive youth development practices, and data-driven continuous program improvement.

* In 2015-2016, the Maine DOE renamed its third goal to "Educational Enrichment" from the former "Enrichment and Multi-Cultural Education" to define the goal more accurately.

Maine's 21st CCLC program systematically monitors each grantee's implementation of these program goals and tracks outcomes for each grant program, including those related to student academic and behavioral improvements. Such data is used to inform the continuous program improvement process on a statewide level and thus provide a greater level of support services to students in Maine.

Summary of Findings from the Evaluation of Maine's 21st Century Community Learning Centers

In 2016, the Maine DOE enlisted the services of an independent evaluator to review 21st CCLC program data, assess progress, and identify the key drivers of successful student outcomes. The following shares the highlights of the findings.

Maine's 21st CCLC program provides quality out-of-school programming to thousands of students every year. The program provides a broad range of high-quality OST programming to students across the state and meets or exceeds the standards outlined in its six overall program goals. Effective state and local partnerships have created capacity to provide OST programming that leads to measurable improvements in behavioral and academic outcomes for students.

Significant progress has been made in program outcomes over the past five years. Maine's 21st CCLC program has made progress in many areas over the past five years. The number of programming days and hours offered during the school year and summer has increased, attendance among the key student population (RLP students) has risen significantly, and the number of active partners engaged by the program has more than doubled while contributions have nearly quadrupled. Despite the increases in attendance and more attendees in need of special services, the program has also increased in the percentage of RLP attendees with improved math assessment scores.

Maine's 21st CCLC program is reaching its targeted population and providing high quality year-round OST programming for Maine's students. Sites are meeting or exceeding program requirements for focusing on serving low performing students, minimum free and reduced lunch rates of participating students, and number of days and hours of operation during the school year and during summer**.**

- ✓ A total of 6,341 low performing students participated in the program in 2015-2016, or 60% of all eligible low performing students. Of those, 3,490 attended regularly, defined as 30 days or more, which means approximately one in three eligible students attended the program regularly.
- ✓ Sites offered an average of 134 program days and 363 program hours during the school year and 21 days and 134 hours during the summer.

> Recommendation: *While Maine's local programs successfully engaged students with the greatest need, the low performing students, there is an opportunity to increase the reach of low-performing students as well as increasing the attendance of those students.*

Maine's 21st CCLC program is meeting or exceeding program goals. Maine's 21st CCLC program has six core priorities that include multiple pathways for learner achievement and emphasize comprehensive school and community supports. The six priorities include: 1) academic improvement; 2) health and wellness; 3) educational enrichment; 4) parent education and family engagement; 5) sustainability and collaboration; 6) professional and staff development. The evaluation shows that the program is meeting or exceeding each of these core priorities. The findings are as follows:

Academic Improvement: Results show that an overwhelming majority of students increased their assessment scores in math and English Language Arts (ELA)/Literacy after participating in the program. The focus population of regularly attending low performing students experienced even

larger improvements. Results from the teacher surveys show that most students have positive learning behaviors and classroom engagement, and that participation in the program resulted in small, but consistent improvement in behaviors over the course of the school year.

- ✓ 71% of regularly attending low performing (RLP) students improved their math scores and 64% their English and Language Arts (ELA)/Literacy scores, based on standardized local assessments; 53% saw improved math grades and 48% improved ELA/Literacy grades.[2]
- ✓ Students generally experienced high levels of engagement in learning and classroom behaviors during participation in the program.

Recommendation: *While the academic outcome data show strong improvement, data were not available for a number of students. This missing data limits the ability to understand differences in outcomes among all students. The Maine 21st CCLC should require grantees to submit academic outcome data on all attending students so that progress can be assessed among the priority group as well as comparisons made among subgroups.*

Health and Wellness: In 2015-2016, all but one site provided students with access to health and wellness activities. Maine's 21st CCLC sites offered an average of 4.43 hours per week of health and wellness activities during the school year. The health and wellness activities included participation in a variety of programs supporting healthy choices, avoiding substance use, and character building.

Recommendation: *Health and wellness programming make up a significant share of the activities provided to students. Exploring more opportunities for students to select and lead these types of activities will address the student survey reports that they do not feel that they have much self-selection opportunities in the program day.*

Educational Enrichment: All Maine 21st CCLC program sites provide students with a broad range of learning opportunities that encourage skill development in topics such as science, technology, engineering and math (STEM), visual and performing arts, and community service and service learning.

Program sites offered an average of 5.20 hours of math, 5.11 hours of science, and 3.41 hours of technology instruction per week during the school year, beyond that of their normal school day. Sites also provided other types of educational enrichment activities for students, including academic enrichment learning programs, career/job training, community service/service learning, and youth leadership opportunities.

Recommendation: *Like the health and wellness activities, sites offer a great deal of enrichment programming. Exploring opportunities for students to select and lead these types of activities will give them a sense of self-determination and increase their leadership skills. In addition, involving students with mentors, or having older students mentor younger ones, provides students with opportunities for different types of learning that has been shown to positively impact student outcomes. There may also be opportunities for sites to share their experiences and ideas in how to provide these types of opportunities.*

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[2] Not all students had assessment and/or grade data available. Therefore, some participating students are excluded from the academic outcome improvement measures.

Parent Education and Family Engagement: Overall, many sites have been less successful in incorporating parental and caregiver involvement in program activities and providing resources for these adults to improve their own educational development. Slightly more than a third of sites (24) reported having activities that involved parents and caregivers, promoted family literacy, or offered career training for adults.

> Recommendation: *Maine's 21ˢᵗ CCLC program should assist sites by providing information about how to incorporate parental/caregiver involvement in their current programming. Look to the sites that are already involving adults for more information about how to do this effectively. It is also recommended that Maine DOE be vigilant in ensuring that program sites are accurately tracking and reporting activities that engage and educate parents and family members.*

Sustainability and Collaboration: Maine's 21ˢᵗ CCLC program has implemented a number of successful strategies to create and maintain effective partnerships between local education agencies (LEAs) and public and private community organizations to create financial stability over the long-term. This includes requirements that each grantee has an active advisory board, a sustainability plan, and a clear definition of the roles and responsibilities all key partners have to assist the program and its implementation.

Grantees reported a total of 550 partners who provided both direct funding and in kind support, such as staff, transportation, and materials. Contributions from partners amounted to over $3 million in 2015-2016. This resulted in an average of 8.59 partners and $46,875 in supplemental funding per funded program site.

> Recommendation**:** *This is a key finding for the evaluation. Maine 21ˢᵗ CCLC grantees have been very successful in engaging local partners and leveraging funds. An in-depth analysis of student outcome data shows that there is a positive relationship between the number of community partners and student academic outcomes. Sharing the successes of the local grantees in enlisting community partners with newer sites, as well as those seeking to become 21ˢᵗ CCLC sites, will help them build capacity in the early stages***.**

Professional and Staff Development: Grantees have been successful in providing staff with year-round access to professional development opportunities and that such staff have participated in these opportunities. All grantees are required to implement a staff development plan for providing regular, ongoing professional development opportunities for all program staff.

- ✓ An average of 12 professional development meetings, trainings, and/or events were provided for program staff on topics related to annual improvement goals, academic improvement, and positive youth development; overall, this amounts to hundreds of training and development opportunities statewide during the year
- ✓ Each development opportunity was attended by an average of 4-5 staff members per grantee

> Recommendation**:** *Maine's 21ˢᵗ CCLC program has an opportunity to expand and enhance staff training in several ways. The in-depth analysis shows that mentoring has a strong positive relationship with student outcomes. Providing more training in how to mentor can support student outcomes in a positive way. Additionally, more training on how to engage students as leaders and*

> *how to set up programming to give them more choices would address students' reports of lack of self-determination in the program day.*

Nearly all grantees are meeting the target for programming cost per students. Nearly all grantees were operating within the recommended range for spending per RLP student. Only three program sites reported spending more than $2,500 per low performing regularly attending student. Correlation analysis found no direct relationship between the percentage of students at a site with improved math and ELA/Literacy assessments and site funding levels. This means that, based on the correlation analysis, many sites with lower levels of funding and lower costs per student are often meeting academic goals just as well or better than sites with higher levels of funding.

An in-depth exploration of determinants of success found there are important key grantee, site, and student factors associated with improved academic outcomes. The evaluation study included an extensive statistical analysis of the key determinants for student academic success using the four sets of program data: individual student surveys, teacher surveys about their individual students, student academic outcome data, and grantee agency and site-level program data. The analysis found several variables that were strong predictors of academic achievement in RLP students:

✓ Student participation in mentoring activities was the strongest individual driver of improved academic performance. Students were 11 times more likely to increase their math scores and three times more likely to increase their ELA/Literacy scores if they participated in mentoring activities. Based on this finding, the 21st CCLC program should examine the feasibility of expanding mentoring activities to more sites within the program and expanding the number of students with mentors.

✓ Grade is a significant predictor of increased academic achievement. Students in lower grades (K-4) are two to three times more likely to increase assessment scores than older students. This shows that academic improvement is more achievable for younger students, and early intervention of students into the program is an important factor for their success.

✓ The length of time the site has been in the program is a significant predictor of increased math assessment scores in students. Students at more established sites have higher odds of increasing their scores than those at newer program sites.

✓ Sites with more partners and larger amounts of partner contributions (direct and in-kind) are more likely to have students increase their assessment scores in both math and ELA/Literacy.

✓ The multivariate model shows that students at sites with higher costs per RLP student served were more likely to increase their ELA/Literacy assessment scores. This finding is in contrast to the correlation analysis, which found no association between funding and academic outcomes. This contrast could be due to differences in the analytical methods, sample sizes, and units of observation used in the two analyses.

✓ The analysis found support for linking student engagement and behavior with improved academic outcomes. Improved math scores were related with students' ability to control their behavior in the classroom, take on tasks to contribute, work well independently, stay focused on tasks and during class time, and contribute to class discussions. Students who contributed constructively to class discussions also were significantly more likely to have improved ELA/Literacy assessment scores.

Evaluation Background

The Need for Evaluation

In the summer of 2016, the Maine DOE enlisted the services of an independent consultant to evaluate the performance of its 21st CCLC program, which is designed to improve learning outcomes for primarily low performing and economically disadvantaged students. Established in 2003 through a U.S. DOE formula grant to the States, Maine's 21st CCLC program currently contracts with 23 organizations to operate 64 21st CCLC sites in Maine.

The Maine DOE is interested in understanding the progress and impact of the program on student performance, on a statewide level, so that it can use the information to refine programming and improve outcomes for students. In addition, the state must conduct a periodic statewide evaluation and produce a statewide evaluation report for the 21st CCLC program to be in compliance with federal statute.

Overall Evaluation Goals

The overall goals of conducting this evaluation are to:

- Measure overall progress made in meeting program goals
- Evaluate the effectiveness of the program on student outcomes
- Report on program outcomes and progress made over the past five years
- Understand key determinants of successful programs.

This purpose of this report is to describe the progress that Maine's 21st CCLC program has made to date towards program goals, and to provide a better understanding for the context in which the program has or has not achieved those goals.

Evaluation Approach

Maine's 21st CCLC program has implemented a comprehensive evaluation that uses both a process and outcomes based approach, measuring the degree to which the program has met overall program goals and has impacted the target population's behaviors and academic outcomes based on the activities implemented by the program. It includes measures to assess program capacity, activities, and outcomes. It relies on several years of data to show year-to-year movement and intra-center analysis to show differences among centers. See Figure 1 for an illustration of the Evaluation Framework used for the program.

Figure 1. Evaluation Framework
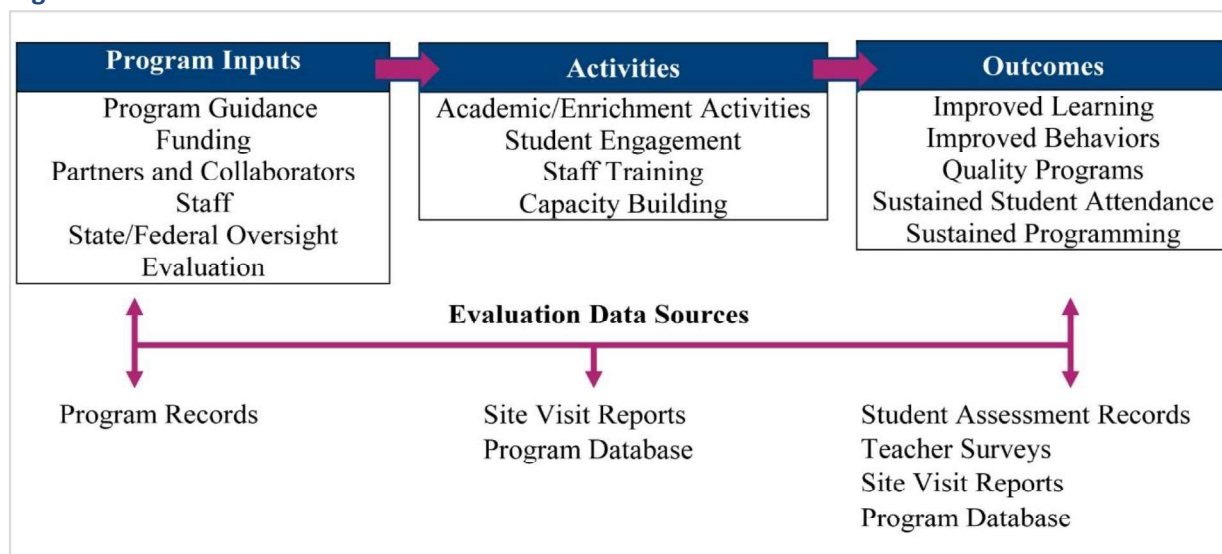
The framework shows the relationship between the program inputs, activities, and short and longer-term outcomes. First, it tracks the program inputs including staffing, programming, funding, partners, technical assistance, and other supports. It then follows implementation of grant processes and activities, such as student participation and engagement in academic and enrichment programming, staff training, and center capacity building. Finally, the evaluation analyzes the academic and behavioral outcomes of students to measure progress made towards program goals. The findings are related back to program inputs and activities to improve the quality of programming. Ultimately, the Maine DOE would like each 21st CCLC program site to be successful in increasing student engagement, positive learning behaviors, and academic achievement to create a program that is sustainable over the long term.

Supporting Data

To track progress, each site was required to submit mid-year and year-end reports on the performance of its program that included program operation statistics, student academic outcomes, and teacher and student survey data. Additional data are also available from program assessments, observational site visits, and student academic assessments. See Table 2 for a detailed list of evaluation data sources and related indicators.

Table 2. Evaluation Data Sources

Type of Data	Data Source	Evaluation Indicators
Process Data	Program Reports/Database	• Center attributes and student demographics • Student attendance and participation • Funding and staffing levels • Partner information • Types of activities offered
	Program Quality Assessment (PQA)	• Quality Indicators • Environmental factors
Outcome Data	Student Surveys	• Student participation and behavior change
	Teacher Surveys	• Student participation and behavior change • Academic improvement
	Student Assessments	• Academic outcomes

These data are stored in a database specially designed and managed for the Maine DOE. The database was developed through a collaboration of Maine DOE and a contractor to track and report out on the required center characteristics, student enrollment, activity, and success data necessary for federal reporting to the U.S. DOE. The grantees also participate in onsite visits and reporting on initial work-plans, progress, and outcomes with state staff and program consultants. Teacher and student surveys are conducted in the fall and spring to measure changes in the classroom behavior and attitudes of participating students. Finally, data from in-school student assessments provide information on academic outcomes and improvement over time.

Evaluation Questions

At the start of the 2015-2016 evaluation, the 21st CCLC staff at the Maine DOE and the evaluator developed a list of key questions to be answered through the evaluation. These questions looked to measure and track program inputs, activities and outcomes, explore how program implementation impacts its ability to meet goals, understand in detail the key characteristics and drivers of successful sites, and explored issues related to program sustainability. Figure 2 displays the full list of evaluation questions.

Figure 2. Key Evaluation Questions
1. What are the characteristics of the grantees, sites, and students participating in the Maine 21st CCLC program in terms of…

    a. Days and hours of programming offered

    b. Student demographics, enrollment and attendance among…

        i. Regularly attending (RA) students

        ii. Regularly attending low performing (RLP) students

    c. Staff characteristics and professional development opportunities

    d. Amount and use of funding

    e. Support of community partners

2. What types of academic and enrichment programs are offered by sites and what percentage of students/low performing students participate in them?

3. Do grantee and site characteristics impact the ability of sites to comply with program standards/expectations?

4. Are staff participating in professional development opportunities and what is the effectiveness of this training?

5. Are sites meeting the target for programming cost per students?

6. Are the key programming goals being met at the state level in the following areas?

    a. Academic Improvement

    b. Health and Wellness

    c. Educational Enrichment

    d. Parent Education and Family Engagement

    e. Sustainability and Collaboration

    f. Professional and Staff Development

7. Has progress been made meeting program outcomes/goals over the past 5-years?

8. Has the program improved engagement and positive learning behaviors in students/low performing students?

    a. Does behavior change differ by grantee, site, and student characteristics?

    b. What are the key grantee, site, and student characteristics associated with improved student behaviors?

9. Has the program improved learning outcomes (measured by assessment scores, increased grades) among students/lower performing students?

    a. Does improvement in learning outcomes differ by grantee, site, and student characteristics, or

    b. Does improvement in learning outcomes differ by student engagement or behaviors?

    c. What are the key grantee, site, and student characteristics associated with improved academic outcomes?

Indicator Development and Analysis

Starting with an initial list of evaluation indicators from the previous statewide evaluation conducted in 2012, 21st CCLC staff at the Maine DOE and the evaluation contractor developed a comprehensive list of process and outcome indicators designed to provide measures to answer all evaluation questions. Some of the indicators identified in the development process did not have a reliable data source and were excluded from the analysis, although this was a relatively small number compared to all indicators. A list of the indicators identified during this process and associated data from the past 5 years (where available) is provided in Appendix B.

Evaluation Limitations

Like any evaluation study, the findings developed in this assessment provide insight into program progress and program management, but do have limitations in interpretation and generalizability.

1. Given the purpose and scope of the program and how it is implemented on a statewide level, it can be difficult to determine the extent to which the changes in youth behaviors, either academic or social performance (i.e. behavior), can be attributed solely to participation in the 21st CCLC program. Students are exposed to various influences during a school year which impact their behaviors and academic performance and it is difficult to attribute specific changes to participation in the program.

2. The sites provide much of the information used in the evaluation in the form of program report questionnaires and self-administered assessments. The interpretations and responses to these may vary from site to site. It is typical that some sites will provide extensive data and others will provide sparse data, each sincerely attempting to meet the reporting requirements. The aggregation of these data are sometimes difficult and raises questions about the actual prevalence of certain actions. For example, did the center simply not report the action or was it not implemented?

3. Measures of student behavior are self-reported from student and teacher surveys, and may be impacted by social desirability bias – a type of response bias where survey respondents answer questions in a manner that will be viewed favorably by others. While it is possible that self-reported changes in behavior for Maine's 21st CCLC participants may be overstated, research has shown self-reported assessments can produce reliable and valid measures.[3]

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[3] Johnson, L.D., O'Malley, P.M. *Issues of Validity and Population Coverage in Student Surveys of Drug Use*. Self-Report Methods of Estimating Drug Use: Meeting Current Challenges to Validity. NIDA Research Monograph 57. National Institute on Drug Abuse. 1985.

Aggregate Five (5) Year Program Outcome Data for Maine's 21st CCLC Program

In 2012, an independent evaluator conducted a similar evaluation of Maine's 21st CCLC program and found that the program was meeting its goals and reached its intended service target. This report examines that same question using the most recent data available in 2016. The following analysis is an overview of the most recent five years of 21st CCLC program data, covering the 2011-2012 through the 2015-2016 school years. Specifically, this section looks to answer the following evaluation questions:

> 1. *What are the characteristics of the grantees, sites, and students participating in the Maine 21st CCLC program?*
> 7. *Has progress been made meeting program outcomes/goals over the past 5 years?*

Program Attributes

On average, the Maine DOE awarded thirty-five grants per year over the past five years to an average of twenty-five grantees. The 2012-2013 school year saw the highest number of grants awarded with twenty-nine organizations receiving forty-three 21st CCLC grant awards from the Maine DOE. The number of participating sites has decreased by 32% from ninety-four sites in 2012-2013 to sixty-four in 2015-2016. Similarly, the eligible school population has largely been declining after reaching a high of 30,290 students in 2012-2013.

Table 3. Program Attributes (2011-2016)

Program Attributes	2011-12	2012-13	2013-14	2014-15	2015-16
Number of Grant Awards	33	43	31	33	37
Number of Grantees	26	29	23	22	23
Participating School Centers/Sites	83	94	62	59	64
Eligible School Population	27,568	30,290	23,572	19,513	20,956
School Low Performing Population	12,649	13,860	10,864	9,512	10,553

Program Operations Summary

While the number of participating sites and student population has declined slightly in the past five years, program days and hours offered by Maine 21st CCLC sites has increased during both school and summer sessions. The average school-year program days increased from 112 days in 2011-2012 to 134 in 2015-2016 while average school-year program hours increased from 259 hours to 363 hours during that same time period.

Table 4. Program Operations Summary (2011-2016)

Program Operations Summary	2011-12	2012-13	2013-14	2014-15	2015-16
Average School-Year Program Days	112	99	128	130	134
Average Summer Program Days	19	14	18	18	21
Average School-Year Program Hours	259	245	326	346	363
Average Summer Program Hours	94	84	104	102	134

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Attendance Summary

The number of students who attend OST programs regularly have been increasing since 2011-2012 despite a decline in the number of participating program sites. This trend is similar for low performing students. Low performing students are identified as those students that did not meet the academic standards required by the state for their grade level upon enrollment in the program, as evidenced by standardized assessment results. Attendance for low performing students increased by 28% over the past five years - from 2,726 in 2011-2012 to 3,490 in 2015-2016.

Figure 3. Maine 21st CCLC Attendance Summary (2011-2016)
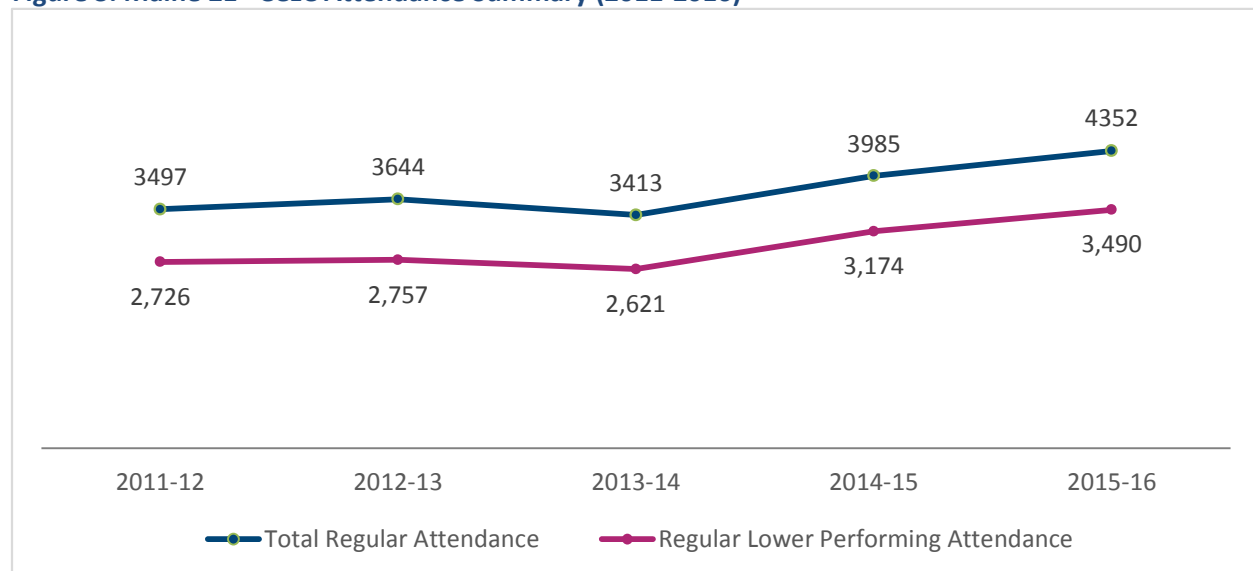
Special Services Summary

Maine's 21st CCLC sites have seen increases in all categories of students in need of special services. The number of students for who English is a second language increased by 24% in the past five years - from 607 in 2011-2012 to 755 in 2015-2016. Those eligible for free or reduced lunch increased by 21% - from 4,745 in 2011-2012 to 5,708 in 2015-2016. Similarly, those eligible for special education services increased from 1,390 to 1,686 over the same period, a 21% increase. These trends were analogous among regular attendees as well.

Table 5. Special Services Summary (2011-2016)

Special Services Summary	2011-12	2012-13	2013-14	2014-15	2015-16
English as a Second Language	607	660	555	723	755
English as a Second Language: Regular Attendees	283	334	285	443	451
Eligible for Free or Reduced Lunch	4,745	5,257	4,727	5,429	5,708
Eligible for Free or Reduced Lunch: Regular Attendees	2,137	2,392	2,319	2,800	3,029
Special Education	1,390	1,432	1,208	1,423	1,686
Special Education: Regular Attendees	662	676	541	687	857

Funding

The amount of funding provided by the Maine DOE as part of the 21st CCLC program has largely increased in recent years, passing from a little over $4 million in 2011-2012 to nearly $6 million in 2015-2016. The average award amount and average cost per student served have also increased in a similar fashion, 21% and 35% respectively for the same time period.

Table 6. Funding (2011-2016)

Year	Total Funds Awarded	Average Award Amount	Average Cost per Student Served	Average Cost per Regular Attending Student Served	Average Cost per RLP Student Served
2011-12	$4,271,956	$129,453	$509	$1,222	$1,567
2012-13	$5,219,286	$121,379	$611	$1,432	$1,893
2013-14	$4,273,792	$137,864	$585	$1,252	$1,631
2014-15	$5,612,752	$170,083	$703	$1,408	$1,768
2015-16	$5,810,607	$157,043	$687	$1,335	$1,665

Partner Summary

The 21st CCLC program sites work with many partners to enhance their programs, secure additional resources, and provide their students with new and enriching experiences. The number of partners has more than doubled in recent years from 247 in 2011-2012 to 550 in 2015-2016. Centers built relationships with many different types of partners such as community-based organizations, health-based organizations, colleges or universities, school districts, for-profit entities, and nationally affiliated nonprofit agencies, among others.

Figure 4. Total Number of Maine 21st CCLC Partners (2011-2016)

2011-12	2012-13	2013-14	2014-15	2015-16
247	293	373	523	550
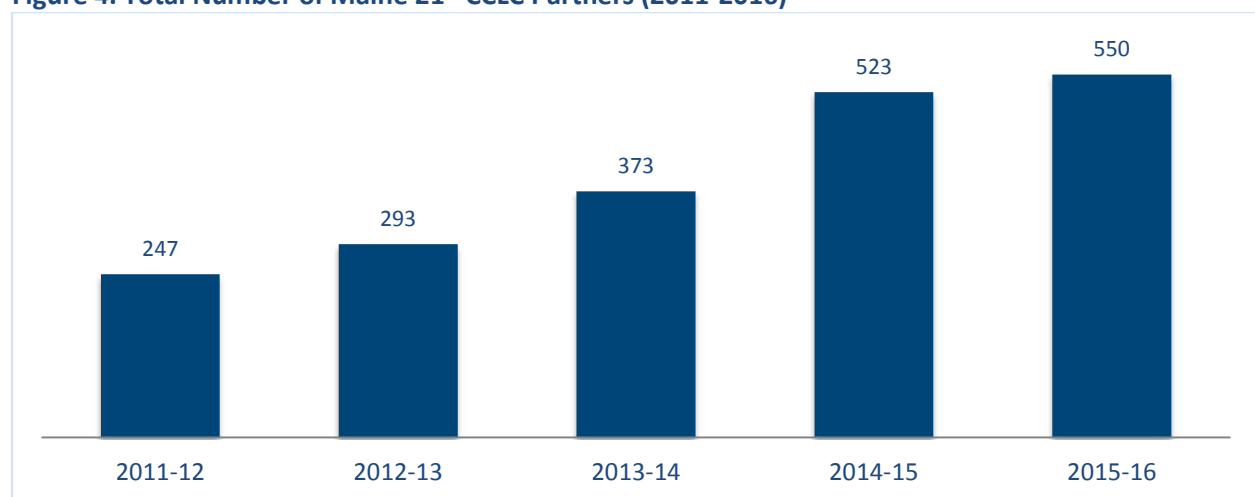
Staffing

Maine 21st CCLC program sites count on a large number of paid and volunteer staff to ensure the success of their OST programs. The majority of 21st CCLC program staff positions are paid for time spent working on or within the program. This number has grown from 940 in 2013-2014 to 1,266 in 2015-2016, a 35% increase. Teachers (including former and substitute teachers) make up 40% of the paid staff, followed by non-teaching school staff (librarians, guidance counselors, aides) and administrative staff. Similarly, the number of volunteer staff has increased by 45% over the same period - from 510 to 737.

Figure 5. Number of Maine 21st CCLC Staff (2011-2016)
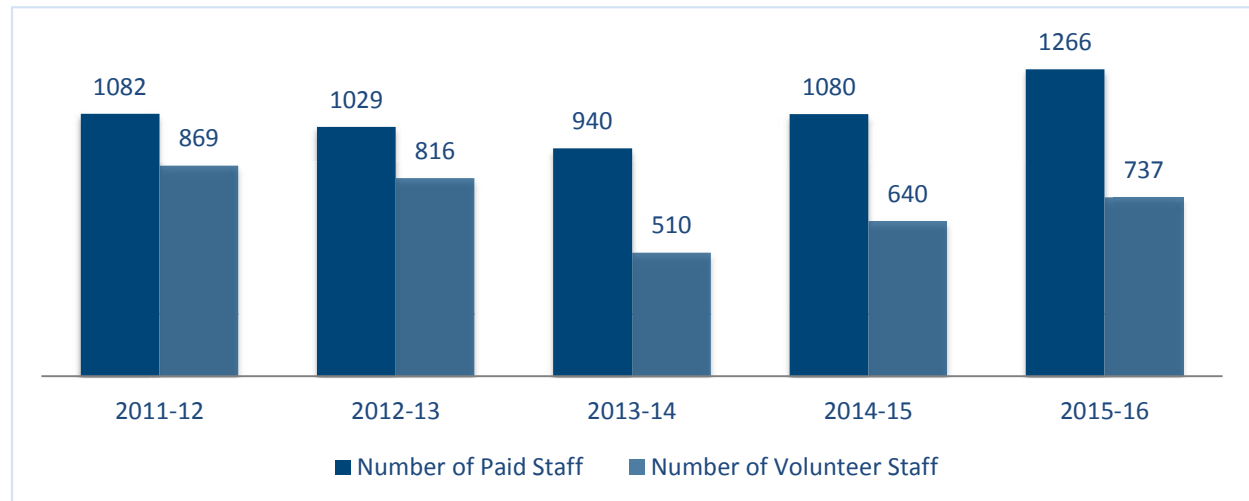
Academic Outcomes

Results consistently show that a majority of regular attendees were able to increase both their math and ELA/Literacy assessment scores over the past five years. Figures were comparable among RLP attendees. A more in-depth analysis of academic outcomes by student sub-group is provided in the next section.

Table 7. Academic Outcomes (2011-2016)

Regular Attendees	2011-12	2012-13	2013-14	2014-15	2015-16
Math Scores	65%	56%	57%	64%	65%
ELA/Literacy Scores	65%	58%	54%	63%	58%
RLP Attendees					
Math Scores	67%	64%	63%	72%	71%
ELA/Literacy Scores	68%	65%	56%	70%	64%

In-depth Review of Maine's Most Recent Year of 21st Century Community Learning Centers

This section examines the most recently available year of evaluation data (2015-2016) in detail, linking results to the evaluation questions and program goals and objectives. This section analyzes key indicators for important site and student sub-groups in more detail, including a more detailed look at the behaviors and academic outcomes of students. Specifically, this section provides information for the following evaluation:

> 2. *What are the characteristics of the grantees, sites, and students participating in the Maine 21st CCLC program?*
> 3. *What types of academic and enrichment programs are offered by sites and what percentage of students/low performing students participate in them?*
> 4. *Are staff participating in professional development opportunities and what is the effectiveness of this training?*
> 5. *Are sites meeting the target for programming costs per student?*
> 6. *Are the key programming goals being met at the state level?*
>   a. *Is the program improving targeted outcomes of improved student behavior and academic performance?*
> 8. *Has the program improved engagement and positive learning behaviors in students/low performing students?*
> 9. *Has the program improved learning outcomes (measured by assessment scores, increased grades) among students/lower performing students?*

Program Attributes/Program Operations Summary/Attendance Summary

In the 2015-2016 school year, the Maine DOE issued 37 21st CCLC grant awards to 23 different organizations within the state (some organizations received more than one grant). In total, these awards resulted in the establishment or expansion of 64 participating program centers/sites where grant-funded activities took place. A list of the grantees for the 2015-2016 program year is found in Appendix A.

During the 2015-2016 school year, 21st CCLC program sites served 8,454 students, about 40% of all eligible students, and an even greater share of all eligible low performing students (60%), which is the intended service target for the program. Low performing (LP) students are identified as those students that did not meet the academic standards required by the state for their grade level upon enrollment in the program, as evidenced by standardized assessment results. Of the 8,454 students served, three-quarters were low performing. More than two-thirds of the enrolled students qualified for free and reduced priced lunch (68%), an indicator of lower socio-economic status, and 20% received special education services in school. Enrollment was equally split between females and males and 15% of all enrollees identified their race or ethnicity as non-white.

The Maine 21st CCLC program sites are open for an average 134 days during the year and 21 days in the summer. During 2015-2016, an average of 2,368 Maine students attended 21st CCLC out-of-school time programs daily, or 37 students per site. Average daily attendance was lower during summer sessions – a

statewide average of 1,856 students (29 per site) and higher during the school year session - 2,496 students (39 per site)..

Table 8. Program Characteristics (2015-2016)

	Total
Total eligible student population	20,956
Eligible low performing population	10,553
Students served all year	8,454
Low performing students served	6,341
Average Daily Attendance (all students)	2,368
Average Daily Attendance (School Year)	2,496
Average Daily Attendance (Summer)	1,856
Students eligible for free or reduced lunch prices	5,708
Students in special education	1,686
Students with limited English proficiency	755

Student Characteristics - Regular Attendees

OST programs have the greatest impact on students who attend regularly. By providing consistent programming, the centers have the best chance of helping students improve their academic and behavioral standing. In Maine's 64 21st CCLC program sites, slightly more than half (51%) of students served were regular attendees, which is defined as those students with at least 30 days of attendance in a single year. Nearly half (48%) of regular attendees were males, while 52% were females.

Four-in-five (82%) regular attendees reported their race as White, while Black or African Americans made up a tenth of the regular attendee (RA) population for the 2015-2016 school year.

Figure 6. Regular Attendees by Race
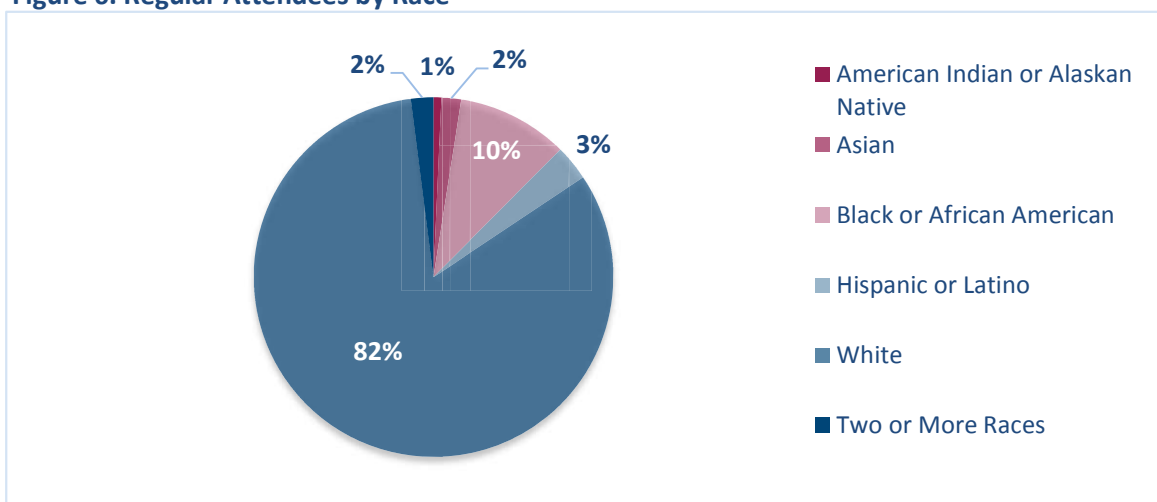
Over one-third (37%) of students who attended OST programs regularly are in grades 5 through 8, the middle school years, with the fewest students in high school (11%).

Figure 7. Number of Regular Attendees by Grade
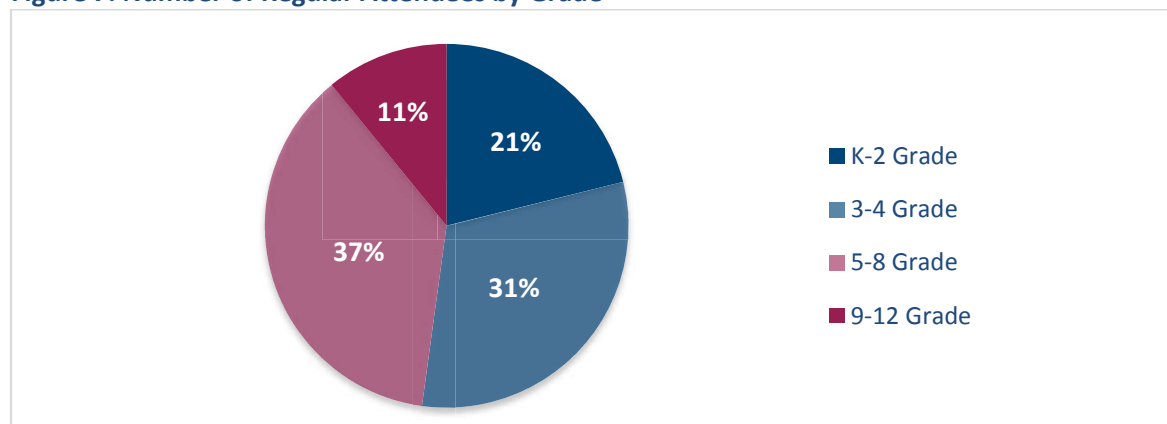
Funding

During the 2015-2016 school year, Maine DOE dispersed $5,810,607 among the 37 grantees to serve the 8,454 attendees. 21st CCLC grants awarded ranged in size from $75,000 to $300,000. On average, grantees spent $687 per total student served, ranging from $298 to $1,923 per student. Focusing more closely on low performing regular attendees, the grantees invested an average of $1,665 per RLP student, ranging from $792 to $6,250 per student. Interestingly, some of the grants with the highest costs per RLP attendee had below average costs per total enrolled student, suggesting that some sites should place a focus on improving student attendance within the program.

The two biggest drivers of cost for the programs are staff wages and transportation. Costs for staffing for some grantees are tied to school contracts and, in those cases, are oftentimes higher than the grantees that do not have to tie wages to school contracts. Transportation home from OST programs is essential for many students, especially those in Maine's rural areas. Transportation costs remain high across the state and have become a large cost item for 21st CCLC programs.

Table 9. Costs per Students Served (2015-2016)

	Average	Range (Low-High)
Cost per Student Served	$687	$298 - $1,923
Cost per Regular Attending Student Served	$1,335	$531 - $2,655
Cost per Regular Attending Low Performing Student Served	$1,665	$792 - $6,250

Other Sources of Funding

In addition to the funding provided through the 21st CCLC grant, participating sites reported receiving a total of $3,043,636 in funding from other sources/partners to augment their work for programming-related expenses. Local school districts provided funding to 35 of the 37 grantees.

Figure 8. Average Cost per Total Student Served by Grant (2015-2016)
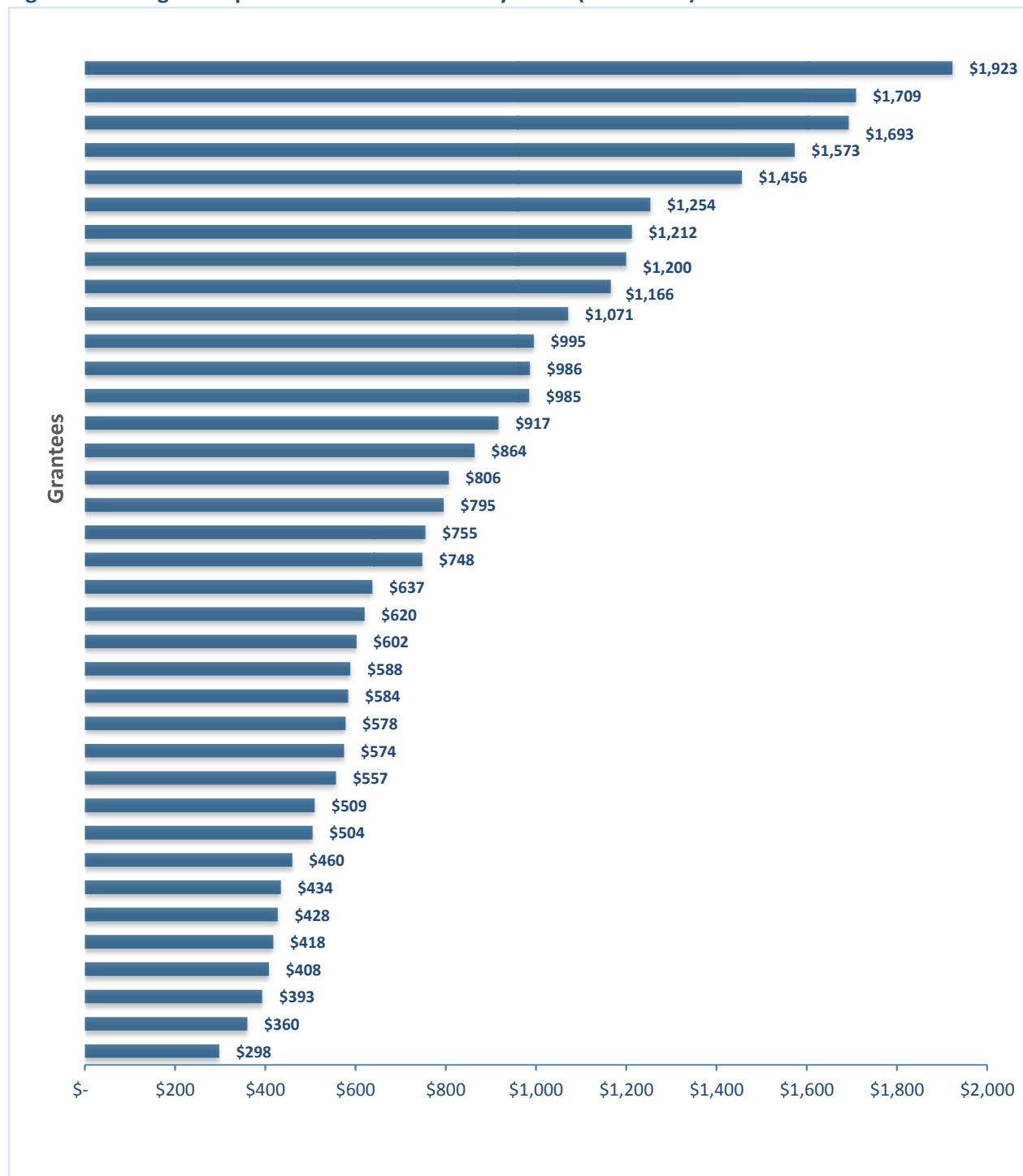
Figure 9. Average Costs per RLP Student by Grant (2015-2016)

Grantees

	Average Cost per RLP Student Served	Average Cost per Regular Attending Student Served
	$3,348	$2,655
	$3,659	$2,381
	$2,381	$2,381
	$2,414	$2,333
	$2,235	$2,170
	$2,148	$2,148
	$6,250	$2,128
	$2,500	$2,113
	$2,348	$2,059
	$2,040	$2,008
	$2,416	$1,991
	$1,875	$1,844
	$1,606	$1,606
	$1,573	$1,541
	$1,554	$1,538
	$2,143	$1,500
	$2,027	$1,493
	$1,959	$1,474
	$2,109	$1,386
	$1,598	$1,364
	$1,456	$1,364
	$2,361	$1,359
	$1,950	$1,354
	$1,598	$1,327
	$1,560	$1,283
	$1,875	$1,266
	$1,467	$1,235
	$1,529	$1,138
	$1,413	$1,127
	$1,316	$1,027
	$1,048	$893
	$1,204	$886
	$1,316	$824
	$792	$792
	$1,278	$666
	$807	$634
	$987	$531

Partners

Strong programming includes a variety of activities and taps the skills and expertise of a variety of partners. In 2015-2016, 21st CCLC sites worked with many different types of partners to enhance their programming and expose their students to new and enriching experiences. The number of partners has more than doubled in recent years from 247 in 2011-2012 to 550 in 2015-2016. Partners included community-based organizations, health-based organizations, colleges or universities, school districts, charter and private schools, for-profit entities, nationally affiliated nonprofit agencies, regional education agencies, and museums among others.

In 2015-2016, 21st CCLC program partners provided over three million dollars in contributions in support of OST programming. Contributions were made in support of staff wages, transportation, evaluation services, etc. Over a third (35%) of contributions made by partners was used to pay staff while a nearly a quarter was used for transportation. It is noted that partner contributions are made in the form of both cash funding and in-kind resource donations.

Table 10. Partners Contributions to the Project (2015-2016)

	Contributions	Percent of Total Contributions
Paid Staffing	$1,062,447	35%
Transportation	$739,930	24%
Goods Materials	$303,870	10%
Programming Activity-Related	$202,339	7%
Funding or Raised Funds	$148,515	5%
Volunteer Staffing	$139,725	5%
Evaluation Services	$11,775	<1%
Other	$435,034	14%
Total Partner Contributions Made (Actual)	$3,043,636	100%

Staffing

Maintaining highly qualified personnel and offering development opportunities for staff are essential to the success of 21st CCLC programs. Nearly two-thirds (63%) of staff were paid during the 2015-2016 school year. Two-in-five paid staff were school-day teachers while over one-in-ten were non-teaching school staff such as administrators and coordinators. In addition, nearly one-in-five were non-teaching school staff other than administrators, coordinators, etc.

Sites also included students in their programming design and, in some cases, involved older students as leaders for younger students. By using qualified staff, who in many cases are familiar to the students from their school setting, program sites were able to build on existing relationships and introduce an opportunity for students to see adults in a new environment. Program sites also involved quite a few volunteers including college students, high school students, community members, and teachers. These volunteers add to the richness of the program offerings and give students exposure to new people with different ideas, experiences, and skills sets. Slightly less than one quarter of volunteer staff were community members, while parents and high school students made up 21% and 20% of volunteers, respectively.

Figure 10. Type of 21st CCLC Staff (2015-2016)

Staff Type	Paid	Volunteer
School-day teachers	502	49
Other non-teaching school staff	239	23
Center administrators and coordinators	145	4
College Students	100	109
High School Students	91	149
Other non-school-day staff with some or no college	66	13
Youth Development Workers	59	27
Other Community Members	43	174
Parents	8	157
Other	13	32
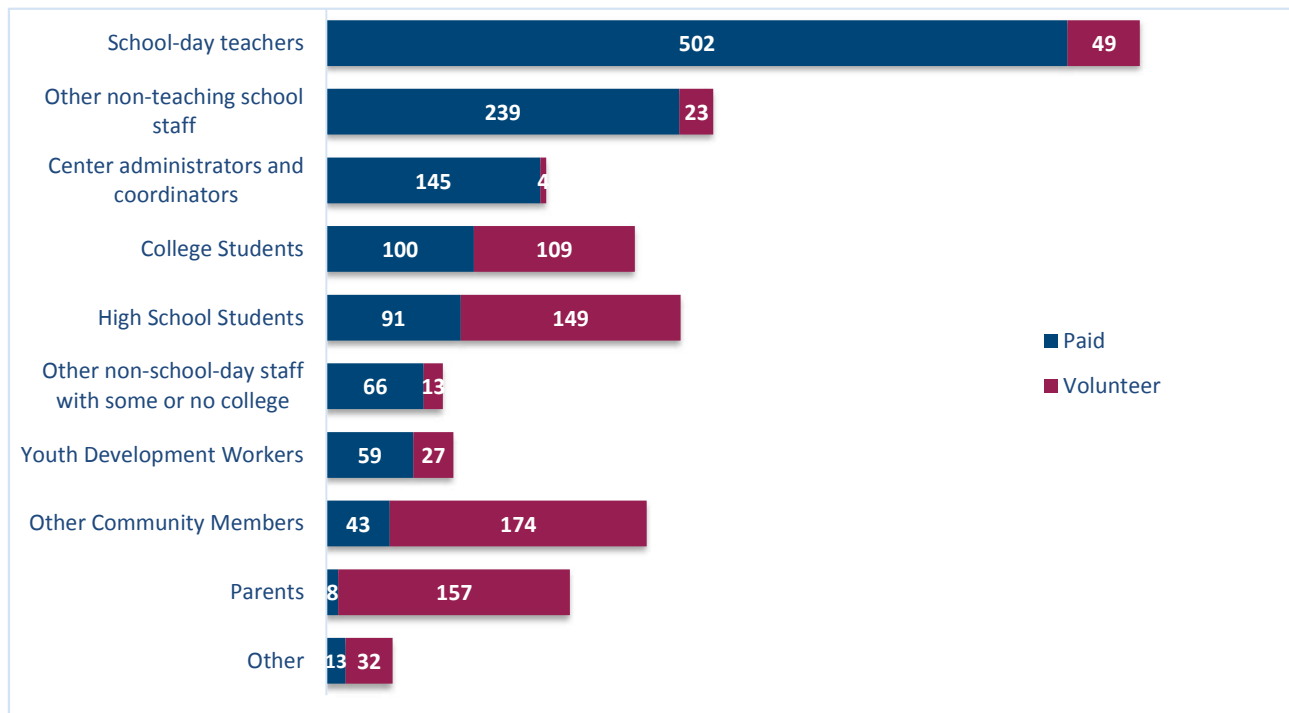
Staff members were given training opportunities throughout the year and were continually asked for input on program improvement. All 21st CCLC sites offered program development opportunities for staff. Funded programs provided an average of 12 professional development opportunities to staff during the year and an average of four to five staff members participated in the trainings that were offered.

Activities

Through the portfolio of programming, mix of staff, and grant requirements that encourage outreach to schools, communities, families, and other organizations, program sites have successfully engaged students and adults in a variety of activities. Sites offered programming focused on helping students improve learning outcomes in reading, writing, and math as well as a variety of enrichment and extracurricular activities. 21st CCLC funding requires intentional programming to help students improve their learning outcomes. To meet this requirement, sites provide a mix of tutoring, mentoring, and homework support activities, with academic enrichment learning programs as the most frequently implemented (272 total school-year hours per week across all programs or an average of 4.32 hours per site per week) and tutoring as the most attended activity (58% of RLP students).

For other enrichment programming, each site determines what activities it is going to implement based on student interest, its resources, local partners, staffing, and other factors.

Table 11. Center Activities (2015-2016)

Center Activities by Category	School Year (Hrs/wk†)	Summer (Hrs/wk†)	Student Participation*	Number of Sites that Did not Offer Activity**
Academic Enrichment Learning Programs	272	880	29%	1
Recreational Activities	149	384	NA	4
Homework Help/Guided Practice	71	4	12%	24
Tutoring	53	55	58%	26
Activities that promote youth leadership	30	77	8%	25
Community Service/Service Learning	18	22	2%	33
Supplemental educational services	17	45	NA	46
Career/job training for youth	10	13	NA	52
Mentoring	8	3	2%	48
Expanded library hours	6	0	NA	59
Drug and violence prevention, counseling, and character education programs	6	4	NA	43
Other	33	31	NA	26
Center Activities by Subject				
ELA/Literacy	360	993	48%	0
Mathematics	333	904	44%	0
Science	327	861	43%	0
Health/Nutrition activities	279	849	53%	1
Cultural activities/social studies	266	788	41%	0
Arts & Music	228	655	26%	1
Telecommunications/technology	211	455	28%	2
Entrepreneurial education	97	155	7%	23
Other	92	147	NA	9

*Percent of RLP students who participated in each activity.
**Number of 21st CCLC sites that did not offer activity during the school-year sessions.
† Total hours per week across all centers that offered particular activity.
NA = Data Not Available for particular activity.

Program sites also spend time in developing and implementing activities promoting parent involvement, family literacy, and career/job training for adults.

Student Behaviors

Teachers and students complete short surveys in the fall and spring to measure changes in student classroom attitudes and behaviors over time. The following sections report on the results of the surveys for RLP students. It is important to note that survey data were not collected for all RLP students. As a result, the percentages presented only represent those for whom surveys were completed.

Teacher Surveys

Comparing fall survey results to those completed in the spring, teachers of RLP attendees reported improvements in academic achievement, homework completion, participation in class, and classroom behaviors over the school year.

Based on the feedback provided by the teachers of students enrolled in these OST programs, the majority of RLP students displayed adequate behaviors in the classroom during both fall 2015 and spring 2016 assessments. In addition, the percentage of students who displayed positive classroom behaviors and engagement in learning increased over the school year in all areas. The largest increase was seen among students who usually or always take on tasks that contribute to the classroom, increasing from 58% in the fall to 65% in the spring.

Results from the spring assessment also showed that over two-thirds (70%) of RLP attendees were usually/always able to accept a situation when things didn't go their way while over three-quarters (77%) were usually/always able to regain control of behavior when given warning.

Figure 11. Student Behavior in the Classroom*
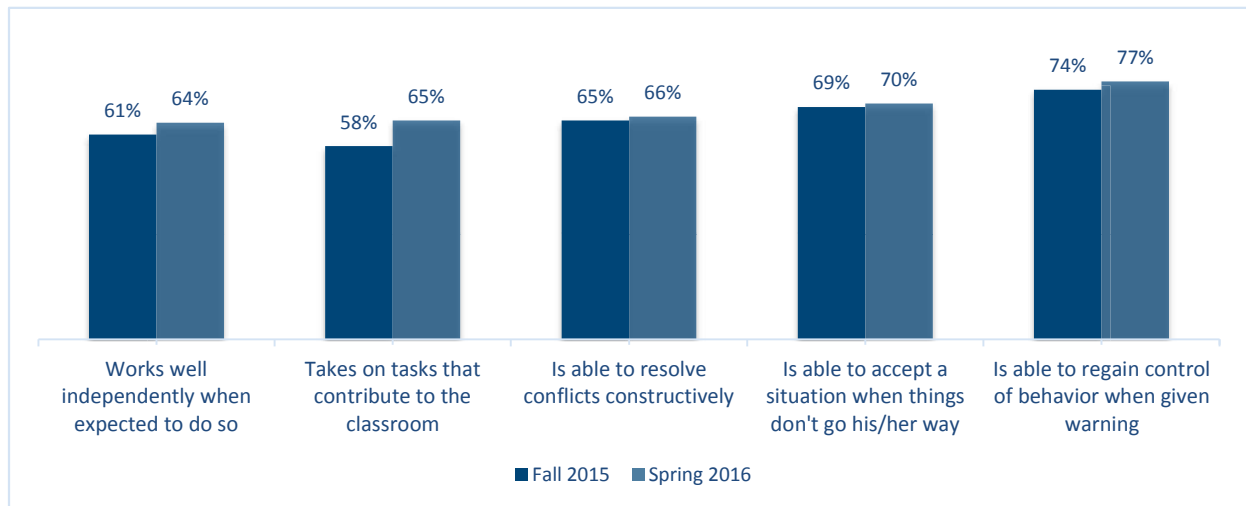
	Works well independently when expected to do so	Takes on tasks that contribute to the classroom	Is able to resolve conflicts constructively	Is able to accept a situation when things don't go his/her way	Is able to regain control of behavior when given warning
Fall 2015	61%	58%	65%	69%	74%
Spring 2016	64%	65%	66%	70%	77%

Survey data were available for n = 1,323 RLP students
**Percent of RLP students who "Usually" or "Always" display the specific behavior.*

In addition, teachers were asked to report on the level to which RLP attendees were engaged in their learning. Spring assessment results showed that nearly two-thirds (63%) usually or always contributed constructively to class discussions while over three-quarters (77%) usually or always showed interest in learning new things.

Figure 12. Student Engagement in Learning*
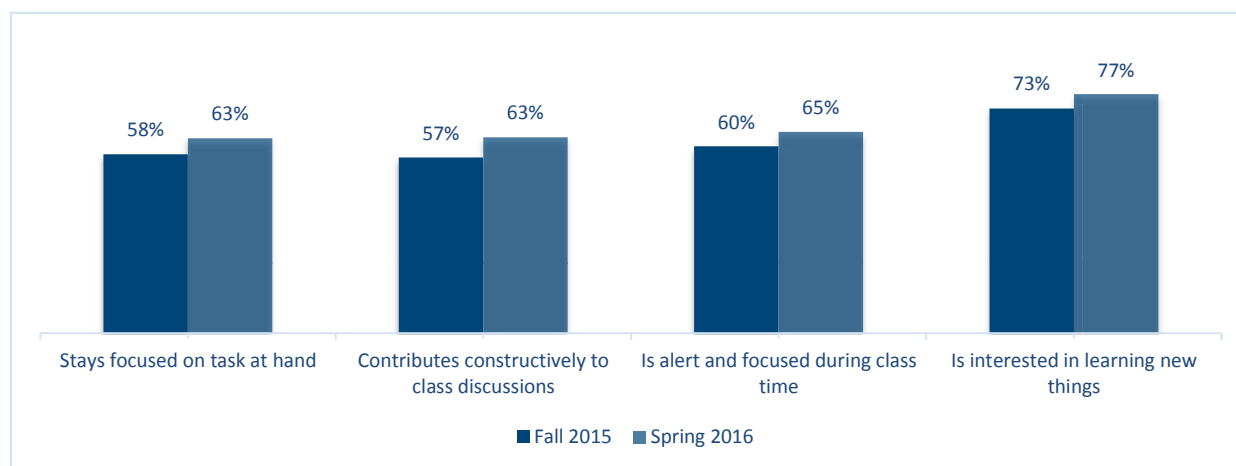
Survey data were available for n = 1,323 RLP students
*Percent of RLP students who "Usually" or "Always" display the specific behavior.

Student Surveys

Students were asked to self-report their sentiment and perception with regards to 21st CCLC programs. Not all RLP attendees completed the assessments, so the following results represent only those who completed surveys. During the spring assessment, over nine out of ten (91%) RLP students reported liking to come to 21st CCLC programs. A similar percentage reported having fun when they are at the programs while well-over four-in-five (86%) answered yes or mostly yes when asked if they could always find things that they like to do during afterschool hours. Figures were comparable across assessments, indicating that satisfaction with the program did not diminish over time, even for the students that attended most regularly.

Figure 13. At this afterschool program how do you feel?*
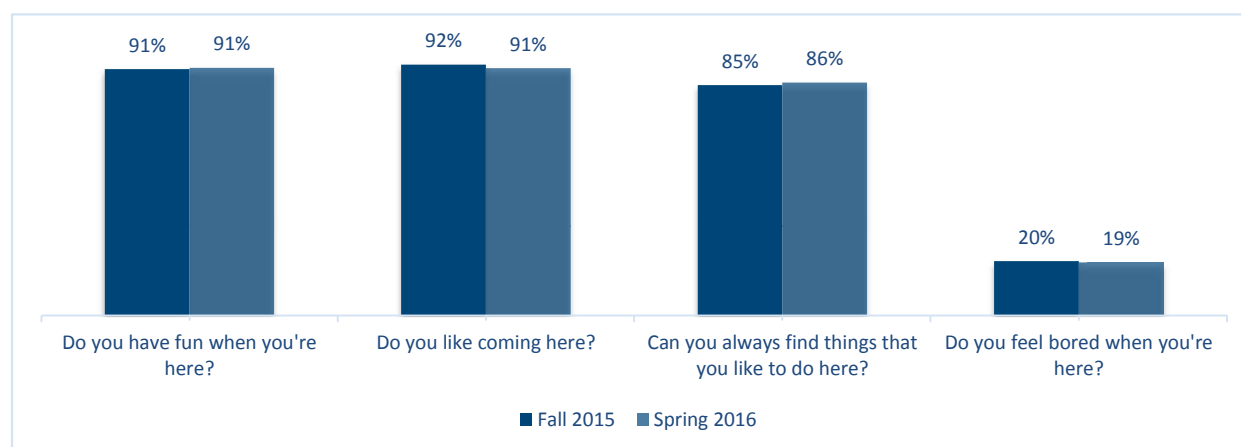
Survey data were available for n = 730 RLP students
*Percent of RLP students who answered "Yes" or "Mostly Yes" to the specific question.

The majority of students felt that they had a choice in how they were able to spend their time while attending the program, the activities that they participated in, and felt as if they had control over their learning and the amount of time they spent on tasks. There were slight increases in these attitudes over the course of the school year.

Figure 14. When you are at this after-school program...*

Survey data were available for n = 730 RLP students
Percent of RLP students who answered "Yes" or "Mostly Yes" to the specific question.

Nearly four-in-five (79%) RLP attendees said they learned new things at their afterschool program. Over three-quarters (76%) said they got to do things at their afterschool programs that they have never done before while slightly less than three-quarters (73%) said they felt challenged in a good way; these figures were down slightly in the spring assessment.

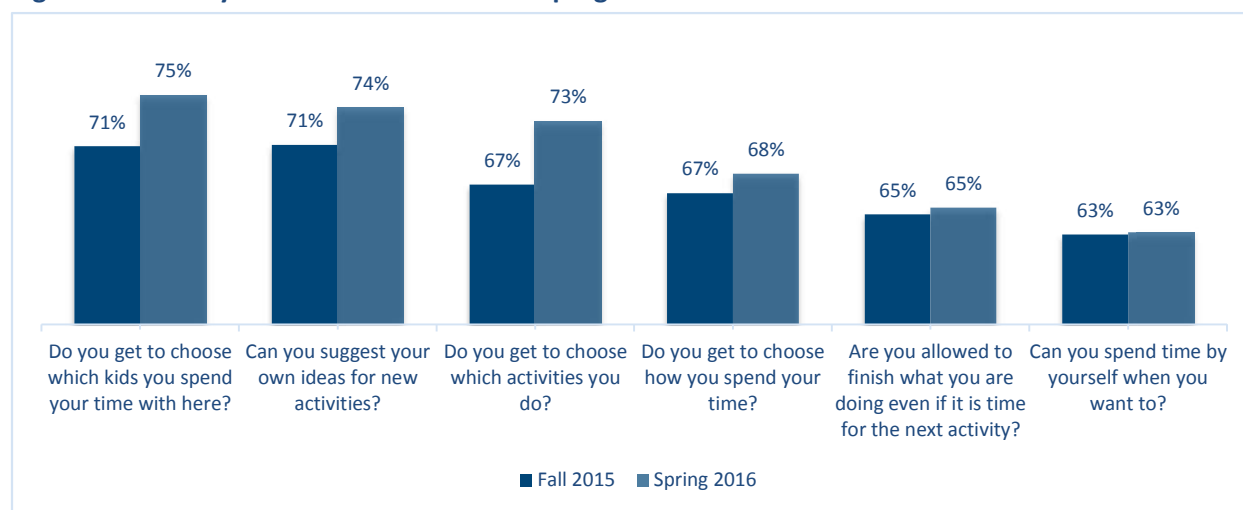**Figure 15. When you are at this afterschool program and not doing homework...***
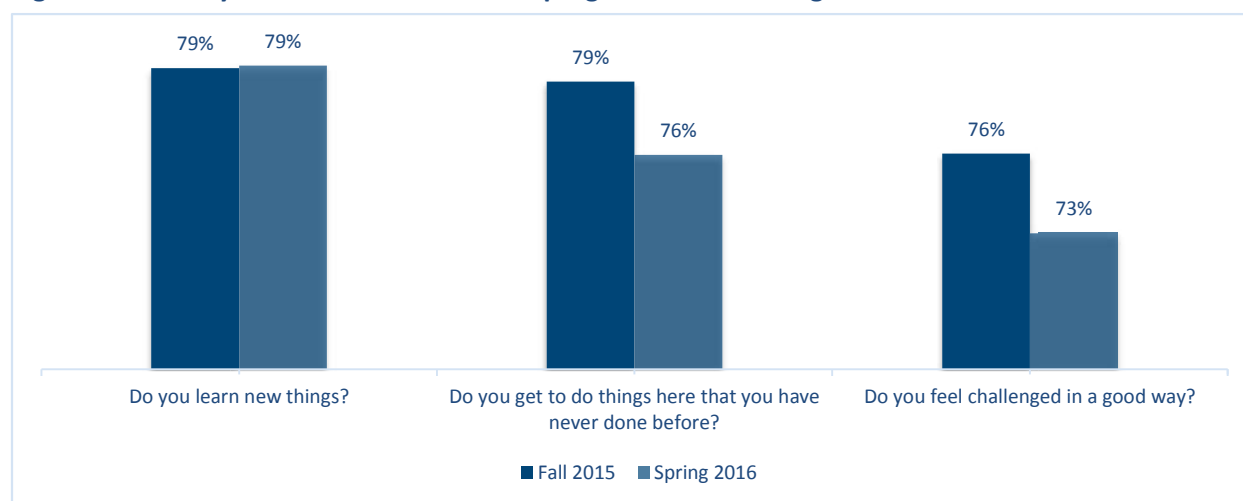
Survey data were available for n = 730 RLP students
Percent of RLP students who answered "Yes" or "Mostly Yes" to the specific question.

Academic Outcomes

One of the primary goals of OST programming is to improve the academic performance in ELA/Literacy and mathematics of students who are low performing, failing, or at high risk of failure.

Overall, nearly four-in-five (79%) RLP attendees increased their math assessment scores. Female students were slightly more likely to increase their score compared to males, 81% and 77% respectively. The percentage of RLP attendees with increased math scores was fairly consistent by grade among those in elementary and middle school, although it declines for students in the 8-10th grade. Math improvements do not seem to be significantly impacted by ESL status or eligibility for free and reduced lunch.

Table 12. Local Assessment Score (Mathematics)

		Math Scores*	
		Decreased/Same	Increased
Overall		21%	79%
Gender	Female	19%	81%
	Male	23%	77%
Race	White	21%	79%
	Hispanic	20%	80%
	Black	23%	77%
	Asian	19%	81%
	Other	13%	88%
Grade	Kindergarten/Pre-Kindergarten	28%	72%
	1st Grade	20%	80%
	2nd Grade	24%	76%
	3rd Grade	17%	83%
	4th Grade	17%	83%
	5th Grade	14%	86%
	6th Grade	18%	82%
	7th Grade	18%	82%
	8th Grade	42%	58%
	9th Grade	35%	65%
	10th Grade	30%	70%
	11th Grade†	-	-
	12th Grade†	-	-
ESL	No	20%	80%
	Yes	26%	74%
Eligible for FRL	Free	21%	79%
	Reduced	22%	78%
	Paid	19%	81%

Percent among RLP attendees for whom math scores were recorded.
†Data suppressed due to low cell counts (n<5)

Similarly, nearly four-in-five (78%) RLP attendees increased their ELA/Literacy assessment scores. Female students were, again, slightly more likely to increase their score compared to males, 79% and 76% respectively. Those in the first through third grades were the most likely to increase their ELA/Literacy scores while those in the 8-10th grade were the least likely. ESL status does not significantly impact students' ability to improve their ELA/Literacy assessment scores. However, students eligible for free and reduced lunch were slightly less likely to increase their ELA/Literacy scores than those not eligible.

Table 13. Local Assessment Score (ELA/Literacy)

		ELA/Literacy Scores*	
		Decreased/Same	**Increased**
	Overall	22%	78%
Gender	Female	21%	79%
	Male	24%	76%
Race	White	23%	77%
	Hispanic	13%	88%
	Black	21%	79%
	Asian	14%	86%
	Other	13%	88%
Grade	Kindergarten/Pre-Kindergarten	40%	60%
	1st Grade	15%	85%
	2nd Grade	12%	88%
	3rd Grade	11%	89%
	4th Grade	21%	79%
	5th Grade	31%	69%
	6th Grade	24%	76%
	7th Grade	21%	79%
	8th Grade	34%	66%
	9th Grade	43%	57%
	10th Grade	32%	68%
	11th Grade†	-	-
	12th Grade†	-	-
ESL	No	22%	78%
	Yes	23%	77%
Eligible for FRL	Free	26%	74%
	Reduced	24%	76%
	Paid	16%	84%

Percent among RLP attendees for whom ELA/Literacy scores were recorded.
†Data suppressed due to low cell counts (n<5)

Key Determinants of Successful Centers

Purpose

An important evaluation goal is to identify the key characteristics of successful sites and explore those programmatic inputs and activities that are most strongly associated with improved student behaviors and outcomes. Several of the evaluation questions focus on understanding the underlying differences among sites that lead to some sites having a greater percentage of students showing academic and behavioral improvements. They are:

> 3. Do grantee and site characteristics impact the ability of sites to comply with program standards/expectations?
> 8a. Does student engagement and behavior differ by grantee, site and student characteristics?
> 8b. What are the key grantee, site and student characteristics associated with improved student behaviors?
> 9a. Does improvement in student learning outcomes differ by grantee, site and student characteristics, or student engagement or behaviors?
> 9b. What are the key grantee, site and student characteristics associated with improved academic outcomes?

To answer these evaluation questions, several statistical analyses were conducted to examine if student outcomes varied by grantee, site and student characteristics. These characteristics include:

Grantee/Site Characteristics
- Length of time site has been in the program
- Number of partners
- Number of paid and volunteer staff
- Cost per regular attending low performing student (RLP)

Student Characteristics (RLP only)
- Free and reduced lunch (low income) status
- Number of days attended
- Participation in academic and enrichment activities
- Gender
- Age
- Attendance in summer and school year programs

Methods

To address these questions, the academic outcome data was analyzed by key variables to see if there were statistically significant differences among academic outcomes by student demographics and sites with specific attributes or characteristics. For example, do sites that spend more per student have a greater proportion of their RLP population showing improved academic performance compared to those that spend less per student? Several site attributes and characteristics were explored to see if there were significant differences in academic performance.

Note that the student-level data provided for analysis were for RLP students only, and therefore the results can be said to be representative of the RLP student population.

Three types of analyses were conducted:

1. Bivariate Comparison of Grantee/Site Characteristics and Academic Outcomes

Nonparametric statistics[4] were used to examine relationships between grantee/site characteristics and academic outcomes for RLP students. In this analysis, academic outcomes were measured as the percentage of students at a site that increased math or ELA/Literacy scores. More successful sites had higher rates of student improvement. Grantee/site characteristics examined included funding amount, cost per RLP student served and number of paid staff. *Spearman's (rho) rank correlation* is a nonparametric measure of correlation or association among variables. It assesses how well the relationship among two or more variables can be described[5]. In cases where the probability-value (p-value) is less than or equal to 0.05, <u>it means that there is less than five percent probability that the relationship is due to chance</u>.

2. Bivariate Comparison of Student Engagement/Behavior and Academic Outcomes

To test whether student classroom and homework behaviors and engagement in learning were associated with improved academic test scores, chi-square tests of independence were used. A test of independence is used to assess whether the results of two variables are independent of each other and if differences are attributable to random chance. In cases where the p-value is less than or equal to 0.05, the test is deemed significant; which means that the sample provides enough evidence to suggest that there is a statistically significant relationship between the two variables.

3. Logistic Regression to determine key grantee, site, and student drivers of improved academic test scores.

Logistic regression is a type of statistical modeling in which the target variable (in this case, improvement in academic assessment scores) is categorical.[6] The variable is coded as 0 or 1; where 0 represents a "failure" (student assessment score decreased or stayed the same) and 1 represents a "success" (student assessment score increased). Logistic regression predicts the probability of "success" using several predictors (grantee, site, and student characteristics).

The logit (or log odds ratio) model is written in the form of:

$$log\,(\pi) \;=\; \beta_0 + \beta_1 x_1 + \cdots + \beta_n x_n \; + \varepsilon\,;$$

where:
$\pi = p/(1-p)$ is the "odds ratio" and p is the probability that the event of interest occurs.

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[4] Nonparametric statistics refer to statistical procedures wherein the data are not required to follow a normal distribution.
[5] Spearman's (rho) rank correlation assesses the strength of relationships between paired data regardless of linearity. It uses a monotonic function, which is one that either never increases or never decreases as its independent variable increases.
[6] Linear regression is not appropriate for predicting the value of a binary variable because the data do not meet the strict assumptions of linear regression, particularly that the dependent variable is continuous.

MARKET
DECISIONS
RESEARCH

The interpretation of a logistic regression coefficient (β) is fairly straightforward and intuitive. A one-unit change in a continuous variable x has a multiplicative effect on the odds ratio of the event of interest occurring (in this case, a student increased his/her score) assuming that the remaining predictors are held constant. Probability values are used to assess the statistical significance of predictors. For this analysis, a p-value of 0.05 or less was chosen to determine whether the relationship is statistically significant.

For categorical variables, such as grade or free and reduced lunch eligibility, one of the variable options is used as a reference category (the last category is used here) and the remaining categories are compared with the reference. In this case, the results represent the multiplicative effect of a particular category, compared to the category of reference, on the odds ratio of the event of interest occurring; the associated p-value is used to assess the statistical significance of the effect of the particular category.

Results

1. Grantee/Site Characteristics and Academic Outcomes

Correlation analysis shows no statistically significant relationships or monotonic trends between grantee/site characteristics and academic outcomes for RLP attendees. Specifically, grantees/sites that received higher amount of CCLC funding did not yield higher proportions of RLP students with increased math assessment scores. The results were similar for the average cost per RLP student served and average number of paid staff per site. Similarly, well-funded grantees/sites, those with higher average cost per RLP students served, and those with higher numbers of paid staff did not have significantly higher proportions of students with increased ELA/Literacy assessment scores.

Scatterplots of the data show no clear visual trend between any of the grantee/site characteristics and improvement in academic outcomes.

Percent of Increased Math Score
p-value = 0.99
Average Cost per RLP Student Served

Percent of Increased ELA/Literacy Score
p-value = 0.508
Average Cost per RLP Student Served

Percent of Increased Math Score
p-value = 0.457
Average Number of Paid Staff per Site

Percent of Increased ELA/Literacy Score
p-value = 0.197
Average Number of Paid Staff per Site
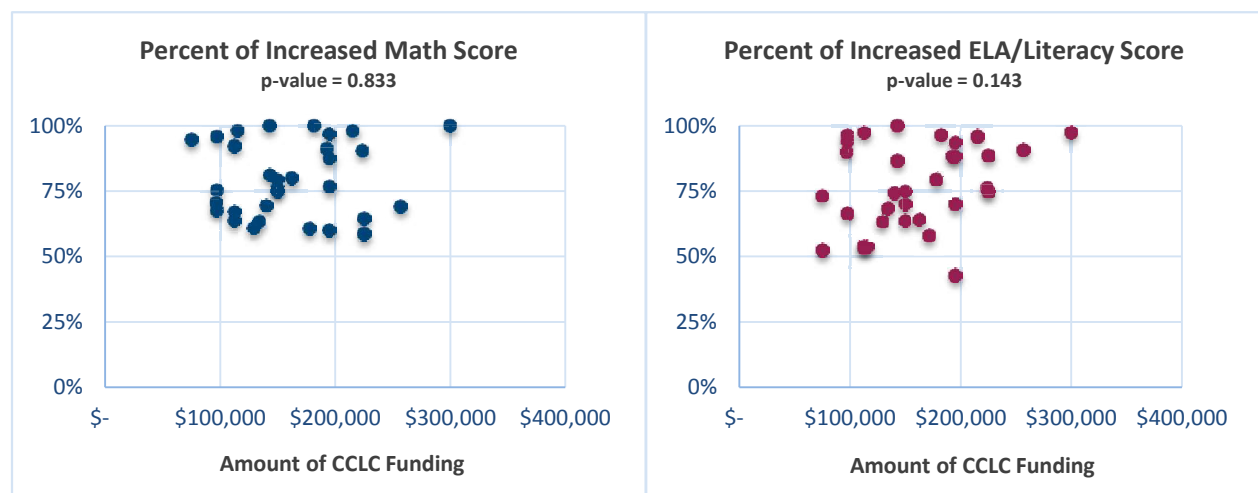
2. Student Engagement/Behavior and Academic Outcomes

Chi-square tests of independence were used to assess how the teacher and student engagement and behavioral survey questions are related to academic outcomes (math and ELA/Literacy scores).

Tables 14 and 15 show tests of independence results between math scores and survey questions (using survey results collected in the spring of 2016) while Tables 16 and 17 show results between ELA/Literacy scores and survey questions. In cases where the p-value is less than or equal to 0.05, there is a statistically significant relationship between assessment scores and particular survey questions. To determine the direction of statistically significant relationships, the percentage of students with improved math/ELA/Literacy scores is displayed in the table by response to each of the survey questions. Summary tables showing improvement in student academic outcomes by teacher and student behavioral survey questions can also be found in Appendix C.

Most teacher survey questions are significantly associated with improved math assessment scores (p-values < 0.05). Significant differences are highlighted in the tables. Among other findings, results show that:

- 84% of students who usually or always work well independently when expected to do so had increased math assessment scores, compared to 75% of those who rarely or never worked well independently
- 84% of students who usually or always stay focused on the task at hand increased their math assessment scores, compared to 72% of those who rarely or never did
- Only 69% of students who rarely or never contribute to class discussions saw increased math assessment scores, compared to 84% of students who usually or always contribute

Table 14. Tests of Independence (Mathematics) – Teacher Survey Questions

Tests of Independence between Mathematics Scores and Survey Questions				
	% of RLP students with increased assessment scores by survey response			
Teacher Survey Questions	**Never or rarely**	**Sometimes**	**Usually or always**	**p-value***
Is able to regain control of behavior when given warning	**71%**	**75%**	**83%**	**0.045**
Takes on tasks that contribute to the classroom	**78%**	**76%**	**83%**	**0.048**
Is able to accept a situation when things don't go his/her way	76%	79%	82%	0.396
Works well independently when expected to do so	**75%**	**75%**	**84%**	**0.002**
Is able to resolve conflicts constructively	**82%**	**74%**	**83%**	**0.015**
Stays focused on task at hand	**72%**	**77%**	**84%**	**0.014**
Is alert and focused during class time	**71%**	**77%**	**83%**	**0.023**
Is interested in learning new things	**73%**	**75%**	**83%**	**0.045**
Contributes constructively to class discussions	**69%**	**78%**	**84%**	**0.004**

- *n = 1,323*
- *Significant differences between categories (at p < .05) are bolded in the table*

Results for student survey questions are not associated with improvement in math assessment scores (at $p < .05$). Students improved their math assessment scores at similar rates regardless of how much they enjoyed attending the program, how much autonomy and say they had in their learning and activities, and whether they felt the program challenged them or improved their math skills.

Table 15. Tests of Independence (Mathematics) – Student Survey Questions

Tests of Independence between Mathematics Scores and Survey Questions			
	% of RLP students with increased assessment scores by survey response		
Student Survey Questions	No or Mostly No	Yes or Mostly Yes	p-value*
Do you like coming here?	79%	81%	0.768
Do you have fun when you're here?	81%	81%	0.912
Do you feel bored when you're here?	80%	83%	0.540
Can you always find things that you like to do here?	85%	80%	0.398
Do you get to choose how you spend your time?	85%	79%	0.108
Can you suggest your own ideas for new activities?	83%	80%	0.382
Can you spend time by yourself when you want to?	82%	80%	0.659
Are you allowed to finish what you are doing even if it is time for the next activity?	82%	80%	0.505
Do you get to choose which kids you spend your time with here?	84%	80%	0.238
Do you get to choose which activities you do?	83%	80%	0.393
Do you learn new things?	81%	81%	0.936
Do you feel challenged in a good way?	82%	80%	0.637
Do you get to do things here that you have never done before?	80%	81%	0.773
Has coming to this after-school program helped you do better in math?	84%	79%	0.158

n = 730

Only one question from the teacher assessment was associated with improved student ELA/Literacy assessment scores (at p<.05):

- 84% of students who usually or always contributed constructively to class discussions had increased ELA/Literacy assessments, compared to only 68% of those who rarely or never contributed

The remaining teacher surveys results were not related to ELA/Literacy assessment scores (at p < .05).

Table 16. Tests of Independence (ELA/Literacy) – Teacher Survey Questions

Tests of Independence between ELA/Literacy Scores and Survey Questions				
	% of Students with increased assessment scores by survey response			
Teacher Survey Questions	**Never or rarely**	**Sometimes**	**Usually or always**	**p-value**
Is able to regain control of behavior when given warning	75%	83%	80%	0.612
Takes on tasks that contribute to the classroom	80%	77%	82%	0.278
Is able to accept a situation when things don't go his/her way	79%	80%	81%	0.897
Works well independently when expected to do so	77%	78%	83%	0.216
Is able to resolve conflicts constructively	84%	78%	81%	0.509
Stays focused on task at hand	82%	77%	83%	0.170
Is alert and focused during class time	73%	81%	81%	0.285
Is interested in learning new things	77%	76%	82%	0.098
Contributes constructively to class discussions	**68%**	**78%**	**84%**	**0.002**

- *n = 1,323*
- *Significant differences between categories (at p < .05) are bolded in the table*

Unlike math assessment scores, many questions from the student survey are associated with improvements in ELA/Literacy assessment scores (p-values < 0.05). However, this relationship is in the opposite direction one would expect. Students who disagreed with questions about enjoyment of the program, having a choice in how they learned, and being challenged by the program were more likely to see improved ELA/Literacy scores than those who agreed with the questions. For example:

- 95% of students who said they did not like coming to the program and 98% who did not have fun while they were there had increased ELA/Literacy assessment scores, compared to 74% and 73% of those who did like coming and did have fun, respectively

- 83% of students who said they did not get to choose how they spent their time had increased ELA/Literacy assessment scores, compared to 72% of those who did get to choose

- 84% of students who said they did not get to suggest their own ideas for new activities had increased ELA/Literacy assessment scores, compared to 73% of those who did get to make suggestions

Table 17. Tests of Independence (ELA/Literacy) – Student Survey Questions

Tests of Independence between ELA/Literacy Scores and Survey Questions			
	% of RLP students with increased assessment scores by survey response		
Student Survey Questions	**No or Mostly No**	**Yes or Mostly Yes**	**p-value**
Do you like coming here?	**95%**	**74%**	**0.003**
Do you have fun when you're here?	**98%**	**73%**	**0.001**
Do you feel bored when you're here?	74%	81%	0.134
Can you always find things that you like to do here?	**92%**	**73%**	**0.002**
Do you get to choose how you spend your time?	**83%**	**72%**	**0.007**
Can you suggest your own ideas for new activities?	**84%**	**73%**	**0.015**
Can you spend time by yourself when you want to?	78%	74%	0.389
Are you allowed to finish what you are doing even if it is time for the next activity?	80%	73%	0.091
Do you get to choose which kids you spend your time with here?	80%	74%	0.215
Do you get to choose which activities you do?	**82%**	**73%**	**0.031**
Do you learn new things?	81%	75%	0.276
Do you feel challenged in a good way?	**85%**	**73%**	**0.015**
Do you get to do things here that you have never done before?	81%	74%	0.127
Has coming to this after-school program helped you to read more often?	78%	75%	0.532
Has coming to this after-school program helped you to write better?	75%	76%	0.793

- *n = 730*
- *Significant differences between categories (at p < .05) are bolded in the table*

3. Logistic Regression to determine key grantee, site, and student drivers of improved academic test scores.

Logistic regression was used to determine if there were statistically significant differences between academic outcomes by student demographics and centers with specific attributes or characteristics.

Key to Tables' Headings

B - These are the regression coefficients (i.e. the values for the regression equation for predicting the dependent variable from the independent variables).

p-value - The p-value is associated with the Wald statistic. The p-value is used in testing the null hypothesis that the coefficient is equal to 0. If the p value is less than 0.05, then we can reject the notion that the coefficient is 0, 95% of the time.

Exp(B) - These are the exponentiated regression coefficients. They are used to assess the multiplicative effect of a predictor of the odds of the event of interest occurring.

95% C.I. for Exp(B) - Shows the range in which the exponentiated regression coefficients estimate will vary 95% of the time.

Improved Academic Outcomes (Math)

Results from the logistic regression model show that a number of key variables are associated with RLP students' likelihood to increase their math assessment scores. To summarize:

- While the odds of female RLP students increasing their math assessment scores was 18% higher than male students, this difference was not statistically significant.

- Race/ethnicity, ESL status, eligibility for FRL and special education services were not associated with improvements to math scores.

- Grade level is a significant predictor of increases in math scores, with students in grades 3-4 twice as likely (odds radio = 2.367) as high school students (grades 9-12) of increasing their math scores and students in grades 5-8 also twice as likely (odds radio = 2.238) as high school students of increasing their math scores. These differences were both statistically significant. Moreover, students in grades K-2 also had increased odds of increasing their math scores when compared to high school students; however, this increase was not significant.

- Students that received mentoring were nearly 11 times more likely to increase their math scores than those who did not participate in mentoring activities (p = .02). Participating in mentoring activities produced the largest odds of increasing math scores of any factor in the model.

- Number of days attended by students was not significantly associated with improvements in math scores. However, it is important to note that the analysis only examined RLP students who attended the program for at least 30 days. There may be differences between students who attended the program for 30 days or more and those who attend less than 30 days which is not being captured in this model.

- Grantee/site characteristics that are significantly associated with increases in student math scores include the number of years the site has been in the program (p < .001), the amount of partner contributions (p = 0.034) and number of partners established by a grantee (p = .003). Funding from 21st CCLC, average cost per RLP student served, and number of staff were not significant in the model.

Table 18. Logistic Regression Estimates (Mathematics)

	B	p-value	Exp(B)	95% C.I. for EXP(B)	
				Lower	Upper
Gender (Female)	0.164	0.241	1.179	0.895	1.552
Race (White)	-0.018	0.945	0.982	0.590	1.635
Grade		**0.021**			
K-2	0.545	0.101	1.725	0.900	3.307
3-4 Grade	**0.862**	**0.006**	**2.367**	**1.288**	**4.351**
5-8 Grade	**0.806**	**0.009**	**2.238**	**1.226**	**4.085**
Number of Days Attended	0.001	0.612	1.001	0.997	1.005
ESL (No)	0.588	0.097	1.801	0.898	3.610
Eligible for FRL		0.655			
Free	-0.087	0.716	0.916	0.573	1.467
Paid	0.058	0.818	1.059	0.648	1.731
SPED (No)	0.304	0.080	1.355	0.964	1.904
Participation in the following activities:					
Academic Enrichment Learning Programs	-0.063	0.749	0.939	0.637	1.384
Tutoring	0.065	0.746	1.067	0.719	1.583
Homework Help/Guided Practice	-0.027	0.916	0.973	0.588	1.611
Mentoring	**2.393**	**0.023**	**10.945**	**1.381**	**86.757**
Community/Service Learning	-0.889	0.081	0.411	0.151	1.117
Activities that promote youth leadership	-0.284	0.297	0.753	0.441	1.284
Mathematics	0.164	0.560	1.178	0.678	2.048
Science	0.069	0.801	1.071	0.626	1.832
Arts/Music	**0.444**	**0.021**	**1.559**	**1.070**	**2.271**
Entrepreneurial Education	0.144	0.708	1.154	0.545	2.447
Technology/Communications	-0.378	0.131	0.685	0.420	1.119
Cultural Activities/Social Studies	-0.315	0.094	0.730	0.505	1.055
Health/Nutrition	0.013	0.937	1.013	0.728	1.410
Grantee/Site Characteristics					
Length of time site has been in program	**0.000**	**0.000**	**1.000**	**1.000**	**1.000**
Number of Paid Staff	0.007	0.315	1.007	0.994	1.020
Amount of CCLC Funding	0.000	0.468	1.000	1.000	1.000
Amount of Partner Contributions	**0.000**	**0.034**	**1.000**	**1.000**	**1.000**
Average Cost per RLP Student Served	0.000	0.426	1.000	1.000	1.001
Number of Partners	**0.061**	**0.003**	**1.063**	**1.021**	**1.107**
Constant	-185.219	0.000	0.000		

- *n =1,443*
- *Significant factors in the logistic regression model are bolded in the table (at p < .05).*

Improved Academic Outcomes (ELA/Literacy)

Similar to the previous model, results from this regression model show a number of key variables are associated with a RLP students' likelihood to increase their ELA/Literacy assessment scores. Table 19 summarizes the results and shows that:

- The odds of female students increasing their ELA/Literacy assessment scores are 18% higher than male students. However, this difference was not statistically significant.

- White RLP students were half as likely (odds radio = .54) as non-white students of increasing their ELA/Literacy scores (p = .03). This difference was significant.

- Grade is a significant predictor of increased ELA/Literacy scores, with students in grades K-2 twice as likely (odds radio = 2.345) as high school students of increasing their ELA/Literacy scores and students in grades 3-4 nearly three times as likely (odds radio = 2.929) as high school students of increasing their ELA/Literacy scores. These differences were both statistically significant. Moreover, students in grades 5-8 also had higher odds of increasing their ELA/Literacy scores when compared to high school students; however, this increase was not significant.

- ESL status did not significantly impact students' ability to improve their ELA/Literacy assessment scores (p = 0.37 > 0.05), while students who received special education services had significantly lower odds of increasing their scores than those who did not.

- RLP students who received mentoring were nearly three times more likely to increase their ELA/Literacy scores than those who did not participate in mentoring activities. However, this difference was only significant at the 90% confidence level (p = 0.095).

- Surprisingly, students who received homework help/guided practice and participated in activities that promote youth leadership had lower odds of increasing their ELA/Literacy scores than those who did not participate.

- Grantee/site characteristics that are significant predictors of ELA/Literacy scores include the amount of partner contributions (p = .01) and average cost per RLP student served (p = .006) and number of partners (p = .03).

- Number of days attended by students was not significantly associated with improvements in ELA/Literacy scores. However, similar to the math assessment model, the analysis only examined RLP students who attended the program for at least 30 days.

Table 19. Logistic Regression Results (ELA/Literacy)

	B	p-value	Exp(B)	95% C.I. for EXP(B)	
				Lower	Upper
Gender (Female)	0.167	0.229	1.182	0.900	1.551
Race (White)	**-0.618**	**0.034**	**0.539**	**0.304**	**0.954**
Grade		**0.001**			
K-2	**0.852**	**0.012**	**2.345**	**1.207**	**4.558**
3-4 Grade	**1.075**	**0.001**	**2.929**	**1.555**	**5.514**
5-8 Grade	0.480	0.133	1.617	0.864	3.025
Number of Days Attended	0.003	0.140	1.003	0.999	1.007
ESL (No)	0.344	0.374	1.411	0.660	3.015
Eligible for FRL		**0.029**			
Free	0.011	0.960	1.011	0.646	1.583
Paid	0.434	0.079	1.543	0.951	2.506
SPED (No)	**0.443**	**0.006**	**1.558**	**1.134**	**2.139**
Participation in the following activities:					
Academic Enrichment Learning Programs	-0.296	0.134	0.744	0.505	1.096
Tutoring	-0.082	0.670	0.921	0.631	1.345
Homework Help/Guided Practice	-0.337	0.194	0.714	0.429	1.187
Mentoring	1.002	0.095	2.725	0.839	8.843
Community/Service Learning	0.334	0.516	1.397	0.509	3.830
Activities that promote youth leadership	**-0.722**	**0.005**	**0.486**	**0.293**	**0.806**
ELA/Literacy	0.054	0.801	1.056	0.692	1.610
Science	-0.122	0.588	0.885	0.570	1.376
Arts/Music	0.016	0.936	1.016	0.693	1.489
Entrepreneurial Education	-0.274	0.480	0.760	0.355	1.626
Technology/Communications	0.339	0.152	1.403	0.883	2.231
Cultural Activities/Social Studies	0.132	0.484	1.141	0.788	1.653
Health/Nutrition	-0.009	0.962	0.991	0.695	1.415
Grantee/Site Characteristics					
Length of time site has been in program	0.000	0.635	1.000	1.000	1.000
Number of Paid Staff	-0.003	0.643	0.997	0.984	1.010
Amount of CCLC Funding	0.000	0.068	1.000	1.000	1.000
Amount of Partner Contributions	**0.000**	**0.013**	**1.000**	**1.000**	**1.000**
Average Cost per RLP Student Served	**0.001**	**0.006**	**1.001**	**1.000**	**1.001**
Number of Partners	**0.045**	**0.028**	**1.046**	**1.005**	**1.089**
Constant	21.349	0.664	Inf.		

- *n = 1,444*
- *Significant factors in the logistic regression model are bolded in the table (at p < .05).*

MARKET DECISIONS RESEARCH

Discussion

This analysis identifies a number of key characteristics of grantees, sites, and students significantly associated with increased academic outcomes (measured by performance on assessment scores). The analysis also found relationships between student behaviors and academic outcomes, particularly among behaviors identified by teachers.

Correlation Analysis

The correlation analysis of grantee/site characteristics compared to site-level academic improvement shows **no significant relationship between academic outcomes and any of the site/grantee characteristics**, which included the amount of CCLC funding, average cost per RLP student served, and average number of paid staff per site. Scatterplots displaying the results show no clear trends or relationships between the variables. This suggests that there are more important factors that impact student-level outcomes than the site which a student attends.

Teacher and Student Surveys

Results from the teacher surveys provide evidence to support that **positive RLP student engagement and student classroom behavior is associated with improved academic outcomes**, particularly related to math. Chi-square analysis showed a significant association between improved math scores and students' ability to control their behavior in the classroom, take on tasks to contribute, work well independently, stay focused on tasks and during class time, and contribute to class discussions. Students who contributed constructively to class discussions also were significantly more likely to have improved ELA/Literacy assessment scores, although other measures of student behavior were not significantly related to ELA/Literacy scores. These results suggest that measures taken by the program to improve student behaviors could also lead to improved academic outcomes.

Student assessment results did not show a similar link between RLP student engagement and increased academic outcomes. In fact, many of the student questions showed a relationship between less positive behaviors and higher ELA/Literacy scores. It is unclear what this relationship means, although several possibilities exist, including that students may not have been truthful when filling out their assessments. It's also possible that the segment of students with the lowest levels of self-efficacy and self-belief in their own behaviors could also be the group with the most opportunity and ability to improve their academic outcomes through participation in the program.

Regression Modeling

Regression results demonstrate that improvements in **academic outcomes differ by key grantee, site, and student characteristics and that there are specific predictors of academic performance within the program**. In particular, student participation in mentoring activities was one of the strongest predictors for both math and ELA/Literacy outcomes – as students who participated in mentoring were 11 times more likely to increase their math scores and three times more likely to increase their ELA/Literacy scores (although for ELA/Literacy, mentoring was only significant at p < .10 due to small sample sizes of students that participated in that activity). These results strongly demonstrate that the 21st CCLC program should work to link all students with active mentors who can help engage them in learning.

Other key factors associated with improved academic outcomes was grade level, as students in grades K-2 and 3-4 were at least twice as likely as students in grades 9-12 of increasing their ELA/Literacy scores while students in grades 3-4 and 5-8 were twice as likely as students in grades 9-12 of increasing their math scores. This shows that academic improvement is more achievable for younger students, and early intervention of students into the program is an important factor for their success.

Other student-level characteristics, such as eligibility for free and reduced lunch or number of days attended the program, were not significant factors related to academic performance. It is important to note that the analysis was limited to RLP students (i.e. those low performing students who attended the program for at least 30 days), and there may be differences between students who attended the program for 30 days or more and those who attend less than 30 days which were not captured in this analysis.

Key grantee/site characteristics associated with increased academic outcomes include the length of time the site has been in the program (math), the number of partners and amount of partner funding received (math and ELA/Literacy), the average cost per RLP student served (ELA/Literacy). Surprisingly, two factors that were not significant predictors in the model were the number of paid staff at the site and the amount of 21st CCLC funding received.

The statistical significance of average cost per RLP student served in the ELA/Literacy regression model is in contrast to the correlation analysis, which found no association between funding and academic outcomes. However, the correlation analysis examined site level funding and site level academic improvement, while the regression modeled student behaviors using cost information as a control. Therefore, the difference in results could be due to the different analytical methods used with different sample sizes and units of observation.

Limitations

Like any statistical analysis, the approaches presented in this section have limitations. Note that in particular, the student level data used in this analysis had missing data for some cases. That is, student attendance, participation, and outcome data was not available for every student participating in the program in 2015-2016. In addition, some students opted out of the student survey that was conducted to measure engagement and classroom/learning behaviors. Records with missing data were temporarily removed from any analysis being conducted.

Logistic regression requires that each data point be independent of all other data points. If observations are related to one another, then the model will tend to overweight the significance of those observations. In addition, the attributes are analyzed as single variables and there may be confounding factors that are not accounted for in the univariate analysis. Without a control group or comparison group, it is difficult to isolate the impact of a single program or variable on student academic outcomes. For example, outside influences such as improved instruction at the school are not considered.

Conclusions and Recommendations

Maine's 21st CCLC program provides quality out of school programming to thousands of students every year.

The evaluation demonstrates that Maine 21st CCLC program sites provide a broad range of high-quality OST programming to Maine students every year. The program follows the strategic framework and core priority areas developed by the Maine DOE and the goals of the program are largely being met in the following areas:

- Academic Improvement
- Health and Wellness
- Educational Enrichment
- Parent Education and Family Engagement
- Sustainability and Collaboration
- Professional and Staff Development

The Maine 21st CCLC program has clearly laid out the goals and requirements of the program to grantees. It has set up a systematic process to monitor implementation of required elements and collect data through a variety of mechanisms on the key inputs, activities and outcomes, including student academic and behavioral improvements. The data are reported and stored in a comprehensive database that is used to measure progress that has been made towards outcomes and inform continuous program improvement.

Significant progress has been made in program outcomes over the past five years.

Maine's 21st CCLC program has made progress in many areas over the past five years. The number of programming days and hours offered during the school year and summer has increased, attendance among its audience of focus (RLP students) has risen significantly, and the number of active partners engaged by the program has more than doubled while contributions have nearly quadrupled. Despite the increases in attendance and more attendees in need of special services, the program has also increased in the percentage of RLP attendees with improved math assessment scores.

Specifically, from 2011-2012 to 2015-2016:

- ✓ The number of programming days offered during the school year and summer has increased by 15-20%, while the number of programming hours offered has increased by 40%.

- ✓ Attendance of RLP students is up from 2,726 to 3,490.

- ✓ The number of regular attendees who are eligible for free and reduced lunch or receive special education services have increased by 40% and 30%, respectively. Regular attendees for whom English is a second language has also risen over the past five years.

- ✓ Grantees reported an increase in active partners from 247 to 550.

- ✓ Additional funding contributions have risen from $772,864 to over $3 million.

- ✓ A higher percentage of RLP students show increases in math assessment scores (although the same increase was not seen in ELA/Literacy).

The program is reaching its targeted population and providing year-round OST programming for Maine's students.

As designed, the program is effectively reaching eligible students and eligible low performing students with low socioeconomic status.

- ✓ A total of 8,454 students participated in the program in 2015-2016, or 40% of all eligible students.

- ✓ A total of 6,341 low performing students participated in the program in 2015-2016, or 60% of all eligible low performing students.

- ✓ 69% of regular attendees qualified for free and reduced lunch (3,029 students total).

- ✓ Sites provided an average of 134 program days during the school year and 21 days during the summer.

These measures meet or exceed Maine 21st CCLC program requirements for focusing on serving low performing students, minimum free and reduced lunch rates of participating students, and number of days and hours of operation during the school year and during summer.

> Recommendation: *Maine's 21st CLCC program is succeeding in reaching and enrolling its audience of focus, the low performing students. The program has an opportunity to continue to increase enrollment of the low performing students as well as encourage higher rates of attendance by these students. Future evaluation studies and program reports should ask grantees about the barriers and challenges of student recruitment and retention. These data could be used for program improvement.*

Maine 21st CCLC is meeting or exceeding program goals.

Academic Improvement

Improvements in academic outcomes among students are a cornerstone of Maine's 21st CCLC program and a key element in the Maine DOE's core priority areas. In 2015-2016, academic outcomes were measured primarily through local school assessments in math and ELA/Literacy and improvement in student math and ELA/Literacy grades. Local school assessments are not standardized, which makes comparisons between sites more difficult, but the measures still provide the program with valuable data to measure student progress and program success.

- ✓ Among regular attendees:
  - o 65% improved their assessment scores in math, and 58% in ELA/Literacy after participating in the program.
  - o 43% saw improved math grades and 38% ELA/Literacy grades.
- ✓ Among RLP attendees:
  - o 71% improved their math and 64% their ELA/Literacy assessment scores.
  - o 53% saw improved math grades and 48% ELA/Literacy grades.

- ✓ Students generally experienced high levels of engagement in learning and classroom behaviors during the program.
  - o Teachers reported that approximately two-thirds to three-quarters of students displayed positive behaviors either usually or always.
- ✓ Student engagement and behavior levels showed slight improvements from the fall to spring.

Results show that a majority of students increased their assessment scores in math and ELA/Literacy after participating in the program. The focus population of regularly attending low performing students experienced even larger improvements. Results from the teacher surveys show that most students have positive learning behaviors and classroom engagement, and that participation in the program resulted in small, but consistent improvement in behaviors over the course of the school year.

Recommendation: *The findings show strong academic improvements for the RLP students. It appears that RLP students participating in the program for more than 30 days have better test scores at the end of the school year than they did at the beginning. The program could learn more about the drivers of the improved outcomes and differences among students if there were more data reported on both the low performing and higher performing students, of all attendance tenures. The program should require the grantees to report complete records on the RLP students and encourage grantees to report on all students.*

Health and Wellness

The Maine 21st CCLC program assists students with health and wellness development by providing opportunities to participate in activities on the topics of nutrition education, physical activity, emotional and physical safety, social-emotional development, and substance abuse prevention.

- ✓ In 2015-2016, all but one site provided students with access to health and wellness activities during the school year.
- ✓ Program sites offered an average of 4.43 hours per week of health and wellness activities during the school year. This included participation in drug and violence prevention, counseling, and character education programs.

Recommendation**:** *Health and wellness programming make up a significant share of the activities provided to students. Exploring additional opportunities for students to select and lead these types of activities will address the student survey reports for those that do not feel that they have much self-selection opportunities in the program day.*

Educational Enrichment

The 21st CCLC program in Maine has been successful in providing students with a broad range of learning opportunities that encourage development in topics such as STEM, visual and performing arts, and community service and service learning. All sites provide students with access to some or all of this programming, and many students participated in these activities during an average week in the school year and summer.

- ✓ All sites provided enrolled students with opportunities to participate in STEM academic programming – this included educational instruction in science, technology, engineering, and mathematics.

- ✓ Program sites offered an average of 5.20 hours of math, 5.11 hours of science, and 3.41 hours of technology instruction during the school year, beyond that of their normal school day.

- ✓ All but one site provided students with educational enrichment in art and music. These sites offered an average of 3.6 hours per week in these activities during the school year.

- ✓ Sites also provided other types of educational enrichment activities for students, including academic enrichment learning programs, career/job training, community service/service learning, and youth leadership opportunities.

In addition, analysis conducted for the evaluation found a strong link between participation in mentoring activities and improved academic outcomes in students. Mentoring was only offered by a small number of sites in 2015-2016, but results suggest that it has an extremely positive impact on the academic outcomes of students.

Recommendation: *Educational enrichment opportunities are an effective way to engage children in learning. Similar to the wellness activities, students may benefit from taking a more active role in the program development and leadership. Youth surveys report that students do not feel involved in programming selection or leadership, giving them more opportunities to be active in planning would build additional character skills and improve engagement. In addition, mentoring was shown in the analysis to be strongly associated with improved academic outcomes. Having more students engage with mentors, or act as mentors for younger students, would provide students with opportunities to learn in different ways and development strong relationships that has been shown to positively impact learning and academic outcomes.*

Parent Education and Family Engagement

The program looks to enhance academic and social-emotional development of students by incorporating parental and caregiver involvement in program activities and providing resources for these adults to improve their own educational development. Overall, many sites have been less successful in the implementation of this goal compared to the others.

- ✓ Slightly more than a third of sites (24) reported having activities that involved parents and caregivers, promoted family literacy, or offered career training for adults.

- ✓ Sites that did incorporate parental and caregiver involvement or educational opportunities reported offering students a total of 5.0 hours per week of activities promoting parental involvement and 2.1 hours of career/job training for adults during the school year.

Few sites have engaged families with opportunities for involvement in activities, but those that have offer a significant number of hours of programming per week. This means these few sites may have found ways to involve parents and adults across a broad range of programming and activities in a comprehensive manner. They may be able to provide more information on how they are involving adults, and share their experiences with others so that these important activities can spread to other Maine 21st CCLC sites.

Sustainability and Collaboration

Maine's 21st CCLC program has implemented a number of successful strategies to create and maintain effective partnerships between local education agencies and public and private community organizations and to create financial stability over the long-term. Grantees have been very successful in developing partners and generating additional funding and resources for the program. Program activities related to this goal include:

- ✓ Each grantee is required to have an active advisory board that meets regularly throughout the year.

- ✓ Each grantee has a sustainability plan that describes the grantee's process for strengthening the relationship between the local education agency and community-based public and private partners and plans for sustaining the program beyond the initial grant funding period.

- ✓ The grantees also define the roles and responsibilities all key partners and their capacity to contribute to the program and assist in its implementation.

- ✓ Grantees reported a total of 550 partners who provided both direct funding and in kind support, such as staff, transportation, and materials; the number of 21st CCLC partners has more than doubled in the past five years.

- ✓ Contributions from partners amounted to over $3 million in 2015-2016.

Professional and Staff Development

Maine's 21st CCLC program provides staff with shared professional development opportunities in program focus areas with the goal of enhancing the academic and social-emotional development instruction received by students, and to help drive continuous program improvement. Grantees have been successful in providing staff with year-round access to development opportunities and that staff participate in these opportunities.

- ✓ The program employed 1,266 paid and 737 volunteer staff in 2015-2016.

- ✓ All grantees are required to implement a staff development plan for providing regular, ongoing development opportunities for all program staff on topics related to OST programming.

- ✓ An average of 12 professional development meetings, trainings, and events were provided for program staff on topics related to annual improvement goals, academic improvement, and positive youth development; overall, this amounts to hundreds of training and development opportunities statewide during the year.

- ✓ Each development opportunity was attended by an average of 4-5 staff members per grantee.

Recommendation: *Maine 21st CCLC grantees provided numerous hours of training opportunities to staff. These trainings should focus on the areas highlighted in the evaluation as key drivers of student success. The in-depth analysis shows that mentoring has a strong positive relationship with student outcomes. Providing more training in how to mentor can support student outcomes in a positive way. Additionally, more training on how to engage students as leaders and how to set up programming to give them more choices would address student reports of lack of self-determination in the program day.*

Nearly all grantees are meeting the target for programming cost per students

Results from the evaluation show that nearly all grantees were operating within the recommended range for spending per RLP student. Only three sites report spending more than $2,500 per enrolled RLP student. Our analysis of key characteristics of grantees/sites suggested that the relationship between academic outcomes and funding levels and costs per RLP student served is mixed. Examination of correlations/scatterplots showed no significant relationship between assessment scores for both math and ELA/Literacy. However, the cost per RLP student served was significant in the regression model for ELA/Literacy.

These mixed results suggest that funding and cost levels on their own are not a significant predictor of a site's ability to improve academic outcomes, but that costs in concert with other factors might have some impact. The takeaway is that many sites with lower levels of funding and lower costs per student are often meeting academic goals just as well or better than sites with higher levels of funding. This suggests that spending additional money per student will not necessarily improve student academic outcomes.

Recommendation: *There are more effective ways to improve positive student outcomes than providing additional funding to grantees. The in-depth regression results suggest that providing more mentoring opportunities to students or working with sites to increase the number of partners or partner contributions would more effectively improve student academic outcomes than an increase in funding.*

There are important key grantee, site and student determinants that are associated with improved academic outcomes.

The in-depth analysis of key determinants found several key variables that were strong predictors of academic achievement in RLP students.

- ✓ Student participation in mentoring activities was the strongest individual driver of improved academic performance. Students were 11 times more likely to increase their math scores and three times more likely to increase their ELA/Literacy scores if they participated in mentoring activities. Based on this finding, the 21st CCLC program should examine the feasibility of expand mentoring activities to more sites within the program, expand the number of students with mentors who can guide them, and provide one-on-one help when needed. Only 2% of RLP

students participated in mentoring activities in 2015-2016, so there is opportunity to greatly expand this offering.

✓ Grade is also a significant predictor of increased academic achievement. In general, students in lower grades (K-4) are two to three times more likely to increase both their math and ELA/Literacy assessment scores than older students, especially compared to those in high school. This shows that academic improvement is more achievable for younger students, and early intervention of students into the program is an important factor for their success.

✓ Other student-level characteristics, such as number of program days attended and eligibility for free and reduced lunch, were not significant factors related to improvement in academic performance.

✓ The length of time the site has been in the program is a significant predictor of increased math assessment scores. Students at more established sites have higher odds of increasing their scores than those at newer program sites.

✓ Sites with more partners and larger amounts of partner contributions (direct and in-kind) are more likely to have students increase their assessment scores in both math and ELA/Literacy.

✓ The average cost per RLP student served is significantly associated with increased ELA/Literacy assessment scores, with higher costs related to increased chance of improvement.

✓ Grantee/site characteristics found not to be significantly related to academic outcomes included the number of paid staff at the site and amount of CCLC funding received.

✓ The analysis also found support for linking student engagement and behavior with improved academic outcomes, particularly for math. A significant association was found between improved math scores and students' ability to control their behavior in the classroom, take on tasks to contribute, work well independently, stay focused on tasks and during class time, and contribute to class discussions. Students who contributed constructively to class discussions also were significantly more likely to have improved ELA/Literacy assessment scores.

Final Recommendations:

- ✓ Look to expand mentoring activities within program sites and link students with mentors as a way of increasing academic achievement. The state can assist programs in finding opportunities to link students with mentors both from within the program and from outside agencies and other community organizations. Provide training to students, staff and volunteers on mentoring skills and their role as mentors.

- ✓ Enrolling younger students in the program shows the greatest promise of academic improvement. It is important that students showing need are placed into the program as early as possible, when they have the best chance for academic improvement.

- ✓ Collaboration with local partners and the funding generated from partners is critical to the success of the program and improved student outcomes. It is important for grantees to engage partners by sharing program outcomes and successes and discussing their critical role in the program. The state should assist grantees in partner outreach by providing technical assistance and training to staff on the topic and facilitating information sharing and outreach to grantees and partners when possible.

- ✓ Efforts to improve student engagement and classroom behaviors could also lead to improved academic outcomes. Offering students more input and choice in their learning and activities could help improve student self-determination, independence and behavior.

Appendix A: 2015-2016 Grantees and Partners in the Maine 21st CCLC Program

Grantee Name	Number of Partners
AOS 92 - Waterville (2013 Grant)	9
AOS 92 - Winslow (2014 Grant)	6
Auburn School Department (2013 Grant)	7
Auburn School Department (2014 Grant)	9
Bangor School Department (2014 Grant)	23
Boys and Girls Club of Greater Gardiner (2015 Grant)	1
LearningWorks (2013 Grant) (Biddeford)	12
LearningWorks (2013 Grant) (Portland)	20
LearningWorks (2014 Grant) (Portland: EECS & Reiche)	25
LearningWorks (2014 Grant) (Portland: Hall & Riverton)	20
LearningWorks (2014 Grant) (South Portland)	11
LearningWorks (2015 Grant)	6
Lewiston School Department (2014 Grant)	11
Mahoosuc Kids Association (2013 Grant)	2
Maine Academy of Natural Sciences (2014 Grant)	2
Maine Family Resource Center (2014 Grant) (RSU 29)	17
Maine Family Resource Center (2014 Grant) (RSU 70: Hodgdon)	17
Maine Family Resource Center (2014 Grant) (RSU 70: Mill Pond)	21
Maine Sea Coast Mission (2013 Grant)	10
RSU 10 (2014 Grant)	10
RSU 17/MSAD 17 (2013 Grant)	5
RSU 20 (2013 Grant)	10
RSU 20 (2014 Grant)	14
RSU 24 (2013 Grant)	15
RSU 24 (2014 Grant)	12
RSU 24 (2015 Grant)	10
RSU 32/MSAD 32 (2013 Grant)	5
RSU 45/MSAD 45 (2014 Grant)	4
RSU 54/MSAD 54 (2013 Grant)	14
RSU 55/MSAD 55 (2013 Grant)	4
RSU 60/MSAD 60 (2014 Grant)	13
RSU 82/MSAD 12 (2014 Grant)	6
Sanford School Department (2014 Grant)	6
University of Maine at Farmington (2013 Grant)	6
University of Maine at Farmington (2014 Grant)	9
Westbrook School Department (2013 Grant)	10
Westbrook School Department (2015 Grant)	14

Appendix B: Aggregate Five (5) Year Program Outcome Data Table

Maine 21st CCLC 5 - Year Program Data Comparison					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Program Attributes					
Number of Grant Awards	33	43	31	33	37
Number of Grantees	26	29	23	22	23
Participating School Centers/Sites	83	94	62	59	64
Eligible School Population	27568	30290	23572	19513	20956
School Low Performing Population	12649	13860	10864	9512	10553
Program Operations Summary					
Total School Year Program Days	9,275	9,308	7,952	7,659	8,556
Average School Year Program Days	112	99	128	130	134
Total Summer Program Days	1,543	1,354	1,109	1,042	1,371
Average Summer Program Days	19	14	18	18	21
Total School Year Program Hours	21,503	23,061	20,241	20,409	23,253
Average School Year Program Hours	259	245	326	346	363
Total Summer Program Hours	7,777	7,881	6,447	6,046	8,557
Average Summer Program Hours	94	84	104	102	134
Attendance Summary					
Total Attendance	8394	8536	7304	7985	8454
Total Lower Performing Attendance	5789	5829	5283	5856	6341
Total Regular Attendance	3497	3644	3413	3985	4352
Total Regular Lower Performing Attendance	2726	2757	2621	3174	3490
Total Served Summer	2239	2078	2264	2343	2683
Total Served School Year	7602	7676	6618	7323	7631
Daily Average Attendance Summer	19	20	30	29	29
Daily Average Attendance School Year	28	28	32	39	39
Daily Average Attendance Full Year	26	26	31	38	37
Student Characteristics All					
Gender					
Male	4263	4269	3549	3988	4170
Female	4097	4211	3728	3964	4260
Unknown	34	56	27	33	24
Total	8394	8536	7304	7985	8454
Grade Level					
Pre-Kindergarten	8	15	0	4	0
Kindergarten	249	312	323	336	389
Grade 1	372	424	470	434	442
Grade 2	526	699	673	623	777
Grade 3	808	1025	940	950	897
Grade 4	952	1165	976	1154	1158

Maine 21st CCLC 5 - Year Program Data Comparison					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Grade 5	1001	1065	916	1052	1094
Grade 6	957	859	669	639	635
Grade 7	1047	1027	949	763	896
Grade 8	899	815	704	863	755
Grade 9	497	373	221	399	510
Grade 10	347	228	164	273	342
Grade 11	338	188	117	236	268
Grade 12	324	201	129	213	225
Unknown	69	140	53	46	66
Total	8394	8536	7304	7985	8454
Racial/Ethnic Group					
American Indian or Alaskan Native	90	69	46	45	46
Asian	87	87	86	151	125
Black of African American	624	692	657	739	750
Hispanic or Latino	171	142	141	187	227
Native Hawaiian or Pacific Islander	20	16	9	8	6
White	7164	7241	6259	6388	7091
Two or More Races	N/A	N/A	N/A	106	142
Unknown	238	289	106	361	67
Total	8394	8536	7304	7985	8454
Student Characteristics Regular Attendees					
Gender					
Male	1723	1722	1591	1913	2068
Female	1727	1899	1810	2061	2277
Unknown	47	23	12	11	7
Total	3497	3644	3413	3985	4352
Grade Level					
Pre-Kindergarten	0	8	0	0	0
Kindergarten	71	134	149	170	190
Grade 1	144	188	219	227	249
Grade 2	263	374	379	374	480
Grade 3	455	578	537	615	586
Grade 4	516	593	581	722	765
Grade 5	523	519	478	597	677
Grade 6	441	409	320	338	331
Grade 7	390	340	317	291	346
Grade 8	286	240	231	335	254
Grade 9	108	99	64	101	182
Grade 10	96	72	62	76	122
Grade 11	70	40	32	63	93
Grade 12	78	44	38	74	77

Maine 21st CCLC 5 - Year Program Data Comparison					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
Unknown	56	6	6	2	0
Total	3497	3644	3413	3985	4352
Racial/Ethnic Group					
American Indian or Alaskan Native	14	27	16	28	30
Asian	26	32	36	99	77
Black of African American	259	282	323	413	432
Hispanic or Latino	56	64	65	119	138
Native Hawaiian or Pacific Islander	0	0	0	1	3
White	2899	3108	2880	3039	3569
Two or More Races	N/A	N/A	N/A	67	87
Unknown	243	131	93	219	16
Total	3497	3644	3413	3985	4352
Special Services Summary					
English as a Second Language	607	660	555	723	755
English as a Second Language: Regular Attendees	283	334	285	443	451
Eligible for Free and Reduced Lunch	4745	5257	4727	5429	5708
Eligible for Free and Reduced Lunch: Regular Attendees	2137	2392	2319	2800	3029
Special Education	1390	1432	1208	1423	1686
Special Education: Regular Attendees	662	676	541	687	857
Funding					
Total Funds Awarded	$4,271,956	$5,219,286	$4,273,792	$5,612,752	$5,810,607
Average Award Amount	$129,453	$121,379	$137,864	$170,083	$157,043
Average Cost per Student Served	$509	$611	$585	$703	$687
Average Cost per Regular Attending Student Served	$1,222	$1,432	$1,252	$1,408	$1,335
Average Cost per RLP Student Served	$1,567	$1,893	$1,631	$1,768	$1,665
Partner Summary					
Number of Partners	247	293	373	523	550
Amount of Other Funding (Partner Contributions)	$772,864	$1,956,874	$2,377,369	$2,645,829	$3,043,636
Staffing					
Number of Paid Staff	1082	1029	940	1080	1266
Number of Volunteer Staff	869	816	510	640	737
Student Behaviors (from spring assessment)					
Behavior in the Classroom					
Is able to regain control of behavior when given warning.	N/A	N/A	76.1	71.8	69.5

Maine 21st CCLC 5 - Year Program Data Comparison					
	2011-12	2012-13	2013-14	2014-15	2015-16
Takes on tasks that contribute to the classroom (e.g., helping other students, helping teacher prepare or distribute materials, putting supplies away after use).	N/A	N/A	63.0	60.5	58.6
Is able to accept a situation when things don't go his/her way.	N/A	N/A	69.5	65.4	63.3
Works well independently when expected to do so.	N/A	N/A	61.7	59.2	57.2
Is able to resolve conflicts constructively.	N/A	N/A	64.4	61.6	59.6
Engagement in Learning					
Stays focused on task at hand.	N/A	N/A	57.2	56.4	53.8
Is alert and focused during class time.	N/A	N/A	58.1	58.2	56.3
Is interested in learning new things.	N/A	N/A	72.2	70.0	67.7
Contributes constructively to class discussions.	N/A	N/A	57.5	56.0	54.2
Student Self-Reported Behaviors					
Section 2					
1. Do you like coming here?	N/A	N/A	90.3	84.4	82.3
2. Do you have fun when you're here?	N/A	N/A	90.6	85.2	81.6
3. Do you feel bored when you're here?	N/A	N/A	18.8	17.9	16.3
4. Can you always find things that you like to do here?	N/A	N/A	85.5	80.8	77.8
Section 3					
1. Do you get to choose how you spend your time?	N/A	N/A	64.6	63.8	62.6
2. Can you suggest your own ideas for new activities?	N/A	N/A	72.1	67.7	65.4
3. Can you spend time by yourself when you want to?	N/A	N/A	61.7	60.2	58.0
4. Are you allowed to finish what you are doing even if it is time for the next activity?	N/A	N/A	66.1	60.5	58.4
5. Do you get to choose which kids you spend your time with here?	N/A	N/A	67.7	64.8	65.7
6. Do you get to choose which activities you do?	N/A	N/A	34.2	66.5	65.9
Section 4					
1. Do you learn new things?	N/A	N/A	81.0	76.1	71.9
2. Do you feel challenged in a good way?	N/A	N/A	76.5	73.3	69.0

Maine 21st CCLC 5 - Year Program Data Comparison					
	2011-12	**2012-13**	**2013-14**	**2014-15**	**2015-16**
3. Do you get to do things here that you have never done before?	N/A	N/A	79.4	74.9	70.1
Academic Comparison Grid - Regular Attendees					
Performance Measures					
Math Grades	45.4	72.5*	48.9	49.8	43.4
ELA/Literacy Grades	53.2	55.1*	47.1	44.6	37.8
Local Assessments					
Math Scores	64.6	55.6*	56.9	64.0	65.3
ELA/Literacy Scores	64.5	58.3*	54.0	63.3	58.0
Academic Comparison Grid - RLP Attendees					
Performance Measures					
Math Grades	46.2	90.9*	50.6	52.7	53.2
ELA/Literacy Grades	54.2	71.4*	43.5	46.4	47.7
Local Assessments					
Math Scores	66.6	63.6*	62.5	71.8	70.9
ELA/Literacy Scores	67.7	65.3*	56.4	69.9	63.6

* In 2012-2013 ("transition year"), grantees had begun inputting individual scores by student as opposed to self-reported improvements by site. Many grantees were not able to disaggregate and enter the required data. These improvements have been calculated from a very small number of scores.

Appendix C: Improvements in Student Assessment Scores by Survey Questions

Math Scores		Decreased/Same	Increased
Teacher Survey Questions	**Total**	**%**	**%**
Overall	1,477	21%	79%
Is able to regain control of behavior when given warning			
Never or rarely	24	29%	71%
Sometimes	169	25%	75%
Usually or always	641	17%	83%
Takes on tasks that contribute to the classroom			
Never or rarely	69	22%	78%
Sometimes	240	24%	76%
Usually or always	525	17%	83%
Is able to accept a situation when things don't go his/her way			
Never or rarely	54	24%	76%
Sometimes	191	21%	79%
Usually or always	589	18%	82%
Works well independently when expected to do so			
Never or rarely	80	25%	75%
Sometimes	245	25%	75%
Usually or always	509	16%	84%
Is able to resolve conflicts constructively			
Never or rarely	57	18%	82%
Sometimes	234	26%	74%
Usually or always	543	17%	83%
Stays focused on task at hand			
Never or rarely	75	28%	72%
Sometimes	260	23%	77%
Usually or always	499	16%	84%
Is alert and focused during class time			
Never or rarely	59	29%	71%
Sometimes	247	23%	77%
Usually or always	528	17%	83%
Is interested in learning new things			
Never or rarely	26	27%	73%
Sometimes	185	25%	75%
Usually or always	623	17%	83%
Contributes constructively to class discussions			
Never or rarely	75	31%	69%
Sometimes	260	22%	78%
Usually or always	499	16%	84%

Math Scores		Decreased/Same	Increased
Student Survey Questions	Total	%	%
Overall	1,477	21%	79%
Do you like coming here?			
No or Mostly No	48	21%	79%
Yes or Mostly Yes	451	19%	81%
Do you have fun when you're here?			
No or Mostly No	43	19%	81%
Yes or Mostly Yes	456	19%	81%
Do you feel bored when you're here?			
No or Mostly No	394	20%	80%
Yes or Mostly Yes	105	17%	83%
Can you always find things that you like to do here?			
No or Mostly No	65	15%	85%
Yes or Mostly Yes	434	20%	80%
Do you get to choose how you spend your time?			
No or Mostly No	170	15%	85%
Yes or Mostly Yes	329	21%	79%
Can you suggest your own ideas for new activities?			
No or Mostly No	132	17%	83%
Yes or Mostly Yes	367	20%	80%
Can you spend time by yourself when you want to?			
No or Mostly No	197	18%	82%
Yes or Mostly Yes	302	20%	80%
Are you allowed to finish what you are doing even if it is time for the next activity?			
No or Mostly No	181	18%	82%
Yes or Mostly Yes	318	20%	80%
Do you get to choose which kids you spend your time with here?			
No or Mostly No	122	16%	84%
Yes or Mostly Yes	377	20%	80%
Do you get to choose which activities you do?			
No or Mostly No	137	17%	83%
Yes or Mostly Yes	362	20%	80%
Do you learn new things?			
No or Mostly No	95	19%	81%
Yes or Mostly Yes	404	19%	81%
Do you feel challenged in a good way?			
No or Mostly No	129	18%	82%
Yes or Mostly Yes	370	20%	80%
Do you get to do things here that you have never done before?			
No or Mostly No	114	20%	80%

Math Scores		Decreased/Same	Increased
Student Survey Questions	**Total**	**%**	**%**
Yes or Mostly Yes	385	19%	81%
Has coming to this after-school program helped you to read more often?			
No or Mostly No	165	15%	85%
Yes or Mostly Yes	334	21%	79%
Has coming to this after-school program helped you to write better?			
No or Mostly No	206	15%	85%
Yes or Mostly Yes	293	22%	78%
Has coming to this after-school program helped you do better in math?			
No or Mostly No	171	16%	84%
Yes or Mostly Yes	328	21%	79%

ELA/Literacy Scores		Decreased/Same	Increased
Teacher Survey Questions	**Total**	**%**	**%**
Overall	1,481	22%	78%
Is able to regain control of behavior when given warning			
Never or rarely	24	25%	75%
Sometimes	195	17%	83%
Usually or always	652	20%	80%
Takes on tasks that contribute to the classroom			
Never or rarely	69	20%	80%
Sometimes	244	23%	77%
Usually or always	558	18%	82%
Is able to accept a situation when things don't go his/her way			
Never or rarely	57	21%	79%
Sometimes	206	20%	80%
Usually or always	608	19%	81%
Works well independently when expected to do so			
Never or rarely	87	23%	77%
Sometimes	266	22%	78%
Usually or always	518	17%	83%
Is able to resolve conflicts constructively			
Never or rarely	62	16%	84%
Sometimes	246	22%	78%
Usually or always	563	19%	81%
Stays focused on task at hand			
Never or rarely	76	18%	82%
Sometimes	294	23%	77%
Usually or always	501	17%	83%

ELA/Literacy Scores Teacher Survey Questions	Total	Decreased/Same %	Increased %
Is alert and focused during class time			
Never or rarely	59	27%	73%
Sometimes	279	19%	81%
Usually or always	533	19%	81%
Is interested in learning new things			
Never or rarely	26	23%	77%
Sometimes	202	24%	76%
Usually or always	643	18%	82%
Contributes constructively to class discussions			
Never or rarely	82	32%	68%
Sometimes	275	22%	78%
Usually or always	514	16%	84%

ELA/Literacy Scores Student Survey Questions	Total	Decreased/Same %	Increased %
Overall	1,481	22%	78%
Do you like coming here?			
No or Mostly No	39	5%	95%
Yes or Mostly Yes	401	26%	74%
Do you have fun when you're here?			
No or Mostly No	42	2%	98%
Yes or Mostly Yes	398	27%	73%
Do you feel bored when you're here?			
No or Mostly No	343	26%	74%
Yes or Mostly Yes	97	19%	81%
Can you always find things that you like to do here?			
No or Mostly No	60	8%	92%
Yes or Mostly Yes	380	27%	73%
Do you get to choose how you spend your time?			
No or Mostly No	159	17%	83%
Yes or Mostly Yes	281	28%	72%
Can you suggest your own ideas for new activities?			
No or Mostly No	118	16%	84%
Yes or Mostly Yes	322	27%	73%
Can you spend time by yourself when you want to?			
No or Mostly No	176	22%	78%
Yes or Mostly Yes	264	26%	74%
Are you allowed to finish what you are doing even if it is time for the next activity?			
No or Mostly No	166	20%	80%
Yes or Mostly Yes	274	27%	73%

ELA/Literacy Scores		Decreased/Same	Increased
Student Survey Questions	Total	%	%
Do you get to choose which kids you spend your time with here?			
No or Mostly No	106	20%	80%
Yes or Mostly Yes	334	26%	74%
Do you get to choose which activities you do?			
No or Mostly No	131	18%	82%
Yes or Mostly Yes	309	27%	73%
Do you learn new things?			
No or Mostly No	77	19%	81%
Yes or Mostly Yes	363	25%	75%
Do you feel challenged in a good way?			
No or Mostly No	104	15%	85%
Yes or Mostly Yes	336	27%	73%
Do you get to do things here that you have never done before?			
No or Mostly No	102	19%	81%
Yes or Mostly Yes	338	26%	74%
Has coming to this after-school program helped you to read more often?			
No or Mostly No	134	22%	78%
Yes or Mostly Yes	306	25%	75%
Has coming to this after-school program helped you to write better?			
No or Mostly No	168	25%	75%
Yes or Mostly Yes	272	24%	76%
Has coming to this after-school program helped you do better in math?			
No or Mostly No	145	19%	81%
Yes or Mostly Yes	295	27%	73%

Appendix D: Grantee/Site Characteristics and Academic Outcomes

Correlations between Grantee/Site Characteristics and Academic Outcomes*		Percent of Decreased/Same Math Score	Percent of Increased Math Score
Amount of CCLC Funding	Correlation Coefficient	0.092	0.039
	p-value	0.641	0.833
Average Cost per RLP Student Served	Correlation Coefficient	0.01	0.002
	p-value	0.96	0.99
Average Number of Paid Staff per Site	Correlation Coefficient	0.002	0.139
	p-value	0.991	0.457

Correlations between Grantee/Site Characteristics and Academic Outcomes*		Percent of Decreased/Same ELA/Literacy Score	Percent of Increased ELA/Literacy Score
Amount of CCLC Funding	Correlation Coefficient	-0.290	0.261
	p-value	0.107	0.143
Average Cost per RLP Student Served	Correlation Coefficient	-0.109	0.119
	p-value	0.553	0.508
Average Number of Paid Staff per Site	Correlation Coefficient	-0.177	0.230
	p-value	0.332	0.197