21st Century Community Learning Centers
Final Evaluation Report 2013

Submitted to

Office of the State Superintendent of Education

Washington, DC

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ALIGN EDUCATION, LLC.ₛₘ

October 2013

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Executive Summary

The 21st Century Community Learning Centers (21st CCLC) federal program (Title IV, Part B) provides expanded learning opportunities for participating children in a supervised, safe environment through grants to local education agencies. Under federal guidelines, such centers are entities that assist students in meeting state and local academic achievement standards through a wide range of academic and personal enrichment activities during non-school hours. In February 2013, the Office of the State Superintendent of Education secured comprehensive evaluation services from Align Education, LLC, to assess impacts of the federal grant program in the District of Columbia. This report publishes evaluation results of the program from 2007 to 2012.

Evaluation Scope

Using the District's performance measures as a framework, the evaluation analyzed data from annual assessments, surveys, and self-reported performance reports among subgrantees funded between 2007 and 2012. The scope, therefore, enabled an evaluation of outcomes for an entire award period of up to five years. The key performance measures that guided the study were:

1. District of Columbia students consistently attending a 21st CCLC program will show gains in their state assessment results, grades, and engagement in learning applications.

2. Family members of participating students will be provided with opportunities and training to support program implementation and their children's academic success.

3. The program will actively recruit and engage community partners to provide expanded capacity for program offerings to students and their families and for sustaining the program.

Although the major focus of the study was on program outcomes, the evaluation also attempted to identify best practices in two ways. First, the Self-Assessment for Continuous Improvement Planning (SACIP) survey was administered in Spring 2013 through extensive technical assistance by OSSE and the evaluation team. The SACIP, adapted from the New York State Afterschool Network Program Quality Self-Assessment Tool, allowed program administrators to conduct program assessments while reviewing nationally recognized best practices for extended learning programs. As a result, each subgrantee received a tailored report, identifying program strengths and weaknesses as well as specific strategies to promote overall effectiveness. Second, a separate analysis was conducted to identify top performing programs that might serve as examples of best practices.

Methodology

To assess outcomes of the 21st CCLC Program, the evaluation compared pre- and post-measures of program performance indicators. Rather than examine outcomes by school year, the study examined outcomes by program year of operation. This approach enabled the evaluator to observe the Grantee's performance over time. Presumably, performance would improve as the program matured.

Data were extracted from the Profile and Performance Information and Collection System (PPICS). Each year of funding, subgrantees were required to collect and submit performance data; performance data from PPICS at an individual level were available from 2009 through 2012. Additional data were collected through site visits and electronically for a subset of indicators not available in PPICS.

In addition, SACIP results provided a snapshot of current program practices and allowed administrators and program staff to identify areas in need of improvement. The structure of the tool is such that in completing the survey, respondents review lists of nationally recognized best practices for achieving each program objectives.

Findings

I. Performance Measure: Student Gains

Performance Indicator 1.1: Regular program attendees will have a 90% daily attendance rate.

By the fourth year of program operation, regular program attendees achieved an average daily attendance rate as high as 60%. This rate constitutes an increase of nearly 30% over a baseline average of 47% in the first year of operation.

Performance Indicator 1.2: Forty percent (40%) of regular program attendees participating in core content enrichment activities will make gains in grades from fall to spring.

By the fourth year of operation, about 48% of regular program attendees participating in core content enrichment activities made gains in grades from fall to spring. Moreover, the proportions of students that earned A's increased by 42% in Mathematics and 14% in Reading/Language Arts.

Performance Indicator 1.3: Between five and ten percent (5% and 10%) of regular program attendees in grades 3-8 and 10 will increase performance levels in Language Arts and Mathematics state assessments.

On average, about 30% of regular program attendees in grades 3-8 and 10 increased performance levels in Language Arts and Mathematics state assessments each year. This rate of increase is much higher than that typically found among DC students.

Performance Indicator 1.5: Eighty percent (80%) of regular program attendees will show improvement from fall to spring in homework completion.

Approximately two-thirds (68%) of regular program attendees needing to work on homework completion showed improvement from fall to spring. Moreover, the proportion of regular attendees who did not need to improve in homework completion doubled, from 17% in year one to 35% in year four.

Performance Indicator 1.6: Seventy-five percent (75%) of regular program attendees will show improvement from fall to spring in classroom behavior and attentiveness.

Nearly two-thirds (63%) of regular program attendees showed improvement from fall to spring in classroom behavior and attentiveness. Moreover, the percentage of regular attendees not needing to improve classroom behavior more than doubled to 47%.

II. Performance Measure: Family Participation

Performance Indicator 2.1: Sixty percent (60%) of student program participant family members will attend program events.

On average, roughly 17% of student program participant family members attended program events. After three years, attendance increased dramatically to 34%, up from less than 10% in year one.

Performance Indicator 2.2: At least two family members of student program participants will serve on program planning and/or oversight committees, as documented by program rosters.

Based on a review of program documents, family members of student program participants served on planning and oversight committees at one-fifth of Grantee programs.

Performance Indicator 2.3: Programs will offer at least three academically-enriched student/family events designed to increase parent engagement and knowledge of their student's academic program.

Most subgrantees did not offer at least one program event targeted to adult family members and related to student's academic program, and only one subgrantee per year offered three such events.

III. Performance Measure: Community Partnership

Performance Indicator 3.1: Each program will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partner meaningful contributions to annual program outcomes.

Nearly all Grantee programs recruited and utilized the resources of at least two community partners by the fourth year of operation.

Performance Indicator 3.2: Program activities will be supported and/or directly provided by community partner(s) as documented by activity logs.

Program activities were supported and/or directly provided by community partners at nearly all Grantee programs by the fourth year of operation.

Performance Indicator 3.3: Community partner(s) will serve on program planning committees and oversight committees as documented by meeting notes and rosters.

Community partners served on planning and oversight committees at one-third of the Grantee programs.

Conclusions

To what extent did the Grantee accomplish the objectives of its 21st CCLC program? The Grantee met or exceeded benchmarks on four of the eleven performance indicators examined in this study. On seven performance indicators, evidence indicates that the Grantee made notable progress over the course of the award period. In assessing the Grantee's performance, should emphasis be placed on the number of indicators met rather than the growth that took place?

Findings related to student gains indicate that attendance at programs, school grades, classroom behavior and attentiveness all demonstrated considerable improvement as subgrantee programs gained operational experience. This is perhaps the most positive and important outcome observed within the study. Moreover, student achievement gains in DC CAS were outstanding, improving well above the rate typically experienced by students in the District overall. Overall, then, that student participants demonstrated substantial improvements on four out of five performance indicators and exceeded benchmarks on two indicators suggests that the Grantee not only enhanced the performance of student participants but did so remarkably.

In light of such growth, one must ask whether each benchmark was realistic in the first place, given the Grantee's starting point? Answers to this question are further complicated by the fact that the evaluation could not track student participation at an individual level across program years, in order to examine more closely the nature of impacts observed at center and Grantee levels.

Findings suggest that special challenges exist in the area of family participation. Compared to the other performance measures, the least amount of progress was observed here. Regarding community engagement, results from the first two out of the three performance indicators revealed a high level of partnership activity with Grantee programs. Specifically, nearly all programs not only utilized community partners as resources but also provided activities sponsored by them. As was the case with family participation, however, most programs did not demonstrate evidence of involving community partners on planning or oversight committees.

Findings from the SACIP survey suggest that, in general, Grantee programs are using strategies and abiding by standards that promote effective operation and desirable results. Bear in mind, however, that the findings presented in this report represent the Grantee overall rather than the specific programs.

Recommendations

Based on the findings and conclusions of this evaluation study, the Grantee should consider implementing the following recommendations to maintain and promote the effectiveness 21st CCLC programs in the District of Columbia. The list is not intended to be exhaustive. Rather, the recommendations aim to address what appear to be key areas for promoting and sustaining program quality and continuous improvement.

1. Review processes for establishing program performance benchmarks. To the extent feasible, base benchmarks on data that measure past performance. Use this information to determine realistic yet challenging performance indicators.

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2. In monitoring subgrantees, special effort should be made to ensure that required data are submitted to PPICS. A checklist may be used to document compliance on a regular basis, at least twice annually, mid-year and end-year.

3. Monitoring should include steps to ensure effective data collection as well as compliance with federal and state guidelines.

4. Subgrantee programs should ensure that their evaluators are aware of federal and state evaluation guidelines in order to fulfill data collection requirements.

5. Encourage subgrantee programs to develop strategies specifically to include family members of students and community partners on oversight and planning committees.

6. Require subgrantee programs to improve recordkeeping by maintaining an up-to-date list of program board of directors that clearly indicates parent and community partner membership.

7. Require subgrantees to use survey results from the Self-Assessment for Continuous Improvement Planning (SACIP) on a regular basis.

8. Encourage subgrantee programs to improve communication internally. Specifically, staff members who participate in OSSE sponsored technical assistance activities should make it a point to share information from those activities with program members who did not attend. Based on technical assistance inquiries received by the evaluator from programs, this was recommendation did not seem to be in place already at all programs.

9. OSSE may wish to conduct follow-up discussions or other activities (e.g., interviews, focus groups, site visits, surveys, etc.) in order to learn what specific practices subgrantee programs used that may have contributed to the positive outcomes highlighted in this report.

Top Performing Subgrantee Programs

At the Grantee's request, a separate analysis was conducted in order to identify the four highest performing subgrantee programs that might serve as models of best practices. Under constraints of the study, the evaluation analyzed the subgrantee impacts on student outcomes only. This and other limitations should be taken into account, when interpreting results of the analysis. Overall, the top four programs were:

1. YOUR Community Center;

2. The Fishing School;

3. Higher Achievement Program; and

4. DC Public Schools.

All top four subgrantees had high percentages in two of the four performance indicators for student gains. YOUR Community Center ranked first for attendance and Mathematics grade gains, as well as second for Reading / Language Arts grade gains. The Fishing School ranked first for Mathematics assessment gains and for student improvement on teacher survey ratings; this subgrantee also ranked second for Reading / Language Arts assessment gains. Higher Achievement Program ranked second for Mathematics grade gains and assessment gains, and was in third place for Reading / Language Arts assessment gains. DC Public Schools ranked fourth in both state assessments as well as student improvement on teacher survey ratings.

Introduction

The 21st Century Community Learning Centers program is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. The program's purpose is to create "community learning centers" that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools. Twenty-first Century Community Learning Centers (21st CCLC) provide expanded learning opportunities for participating children in a supervised, safe environment through grants to public and private agencies including but limited to local educational agencies, nonprofit agencies, city government agencies, faith-based organizations, institutions of higher education, community-based organizations and for-profit agencies. Programs run year-round, before and after regular school, and during summers.

In the current fiscal year (FY 2013), the Office of the State Superintendent of Education (OSSE) funded 21st CCLC programs of 23 subgrantees in the District of Columbia. Consistent with federal guidelines, centers offer a broad range of services and activities aimed to enhance the academic performance, as well as the social and emotional development of children. Activities also engage family members and community partners. In February 2013, OSSE contracted Align Education, LLC as the external evaluator to assess outcomes of the 21st CCLC program in the District of Columbia. This report publishes evaluation results of the federal grant program.

Evaluation Scope

The evaluation used three performance measures established by OSSE as a framework for the study. The performance measures addressed the following areas: student gains, family participation, and community engagement. Below is a description of each specific performance measure.

1. District of Columbia students consistently attending a 21st CCLC program will show gains in their state assessment results, grades, and engagement in learning applications.

2. Family members of participating students will be provided with opportunities and training to support program implementation and their children's academic success.

3. The program will actively recruit and engage community partners to provide expanded capacity for program offerings to students and their families and for sustaining the program.

Although the major focus of the study was on program outcomes, the evaluation also attempted to identify best practices in two ways. First, the Self-Assessment for Continuous Improvement Planning (SACIP) survey was administered in Spring 2013 through extensive technical assistance by OSSE and the evaluation team. As a result, each subgrantee received a tailored report, identifying program strengths and weaknesses as well as specific strategies to promote overall effectiveness. Second, a separate analysis was conducted to identify top performing programs that might serve as examples of best practices.

Between Fall 2007 and Fall 2012, OSSE awarded 21st CCLC funding to 29 subgrantee programs. Table 1, on the subsequent page, displays a list arranged by cohort, based on award year. The reader should note that not all subgrantees were included in analyses of the evaluation. The five subgrantees that received an initial award in 2012 were excluded from the

analysis, since they presumably would not have sufficient data for the evaluation during their first year of operation. Further, the following criteria were used to select subgrantees for the study:

1. Subgrantees that operated one or more programs between 2007 and 2012; and

2. Subgrantees that had at least one year of non-operation between 2007 and 2012, if they were awarded a grant in a cohort prior to FY 2013.

Based on these criteria, 22 out of 24 subgrantees funded between 2007 and 2011 were selected for the evaluation. These are shaded below in Table 1.

Table 1
List by Cohort of Subgrantees Awarded 21st CCLC Grants between 2007 and 2012*

No.	Cohort	Subgrantee Name	Award Length	New Award Period	
1	6	Beacon House	5	10/1/07	9/30/12
2		Communities in Schools of the Nation's Capitol			
3		Higher Achievement Program			
4		Latin American Youth Center			
5		Perry School Community Services			
6	7	The Fishing School	5	10/1/08	9/30/13
7		Heads Up			
8		Metropolitan Day School			
9	8	Associates for Renewal in Education	5	7/1/09	9/30/14
10		People Animals Love (PAL)			
11		The SEED School of Washington, DC			
12		Thurgood Marshall Academy PCHS			
13		YOUR Community Center			
14		Youth Engaged For Success			
15	9	District of Columbia Public Schools (DCPS)	5	9/1/10	8/31/15
16		Friendship Public Charter School			
17		Horton's Kids			
18		LifeSTARTS Youth & Family Services			
19		Paxen Learning Corporation			
20		Sasha Bruce Youthwork, Inc.			
21	10	City Kids	3	9/1/11	8/31/14
22		Elsie Whitlow Stokes PCS			
23		New Community for Children			
24		Save the Children, Inc.			
25	11	Achieve Tutoring	3	9/1/12	8/31/15
26		AFC Scholarship Foundation			
27		City Gate, Inc.			
28		DC Scholars Public Charter School			
29		The Literacy Lab			

* Twenty-two (22) subgrantees, shaded in gray, were included in analyses of this evaluation.

Methodology

To assess outcomes of the 21st CCLC Program, the evaluation compared pre- and post-measures of program performance indicators. Rather than examine outcomes by school year, the study examined outcomes by program year of operation (e.g., year one, two, three, etc.). This approach gave the evaluation two important advantages. First, examining outcomes by operational year strengthened the analysis by placing programs on equal footing, in terms of operational experience. Second, doing so enabled the evaluation to observe the Grantee's performance over time. Presumably, performance would improve as programs matured or gained experience. The design therefore enabled the evaluation to capture outcomes that otherwise might have gone undetected.

On the other hand, examining programs by operational rather than calendar or fiscal year may make understanding the study's sample slightly more challenging. Operational year one, for instance, involves *all* sub-grantee programs that received initial funding in *any* year between 2007 and 2011. This results in a sample consisting of participants from different time periods, which may make it more difficult to generalize findings of the study. Readers who would like a qualitative description of participants in the study, therefore, may review District-level annual reports. Copies of 21st CCLC annual performance reports may be requested from OSSE.

Data

The evaluation involved multiple data sources, including: annual student assessments, teacher surveys, and self-reported interim reports of subgrantees. These data were extracted from the Profile and Performance Information and Collection System (PPICS). Each year of funding, subgrantees are required to collect and submit performance data into the system. In effort to inform best practices, the evaluation examined data from the SACIP survey.

Analyses are based on data available at the time of the study. Data availability posed a challenge for the three indicators used to assess family and community involvement. Performance indicator 2.1 originally was stated as: "Sixty percent (60%) of student program participant family members will attend program events as measured by attendance logs." Family participation data, however, were provided at a center-level only. Therefore, the indicator was redefined as the total adults served, divided by total students served. Given that many adult participants may represent multiple student participants, this calculation is likely to under-estimate family participation To supplement data for performance indicators 2.2 and 3.3, which measure family and community involvement, evaluators collected additional data from FY 2012 directly from subgrantees through site visits or electronically.

The twenty-two subgrantees in the evaluation analysis enrolled students from one to five years (2007 to 2012). Student-level data, however, were available in PPICS during the last four of these years (2008 to 2012). Table 2 therefore displays the student enrollment data available in PPICS across the four operational years. In year one, 17 subgrantees had enrollment data in the system. The second operational year had the most data on enrollees, 4,207 students, among 18 subgrantees. Eight subgrantees had student data in three of the four operational years, and three subgrantees had student data in PPICS across all four operational years.

Analysis

The major analysis examined Grantee data against the District's performance indicators, delineated in the following section (Findings). Prior to the evaluation, OSSE determined that these indicators would be used specifically to assess the impact of the 21st CCLC Program on the three performance measures that framed the evaluation.

Originally, six indicators were to assess the first performance measure on student outcomes: attendance, grades, District assessment scores, SAT scores, homework completion, and classroom behavior. Performance indicator 1.4, SAT scores, was dropped from the analysis given the low level of high school participation in the study.

Statistical tests of mean and group differences were conducted where feasible, both by operational year and by school level (i.e., elementary, middle, or high school). Where means are reported in multiple operational years and tested for differences, a t-test statistic and the standardized difference statistic Cohen's d are presented to indicate the magnitude of difference, with a d of (.20) representing a small difference between years, (.50) a moderate difference, and (.80) a large difference. For nominal group differences, chi-square statistics indicate any statistical significance, and the effect size lambda the magnitude of any meaningful association between variables. When ordinal data were available across years, chi-square statistics and Pearson's r are displayed. Lambda and Pearson's r may be interpreted as having values of (.10) as small, (.30) as moderate, and (.50) as large magnitude.

Given that the purpose of the evaluation was to assess the 21st CCLC Program in the District of Columbia as a whole, outcomes are reported at the District level with the following exception.

To assist subgrantees in using best practices, the Self-Assessment for Continuous Improvement Planning (SACIP) was administered to the 22 subgrantees operating in FY13. The assessment offers programs a comprehensive look at their own operational processes, based on perceptions of program staff. Grantee-level results of the SACIP survey are summarized in the Findings section of this report.

Lastly, to aid OSSE further in determining best practices, an additional analysis identified the four highest performing subgrantee programs. Determinations were based on a subgrantee-level analysis of outcomes in student gains during year two, the year with the most data available. Results are displayed in Appendix A. Although analyses identified top performing programs, they did not intend to examine the specific practices used by these subgrantees. OSSE may wish to conduct such an examination as a future follow-up activity.

Limitations

Given the pre-post evaluation design of the study, outcomes should be interpreted as associations or correlations rather than as causal effects. Further, the major analysis covers programs from 2007 to 2012, whereas the SACIP analysis is based on programs operating in FY13. Results of the SACIP survey, therefore, do not represent all programs in the major analysis. Readers should take these factors into account when assessing the report's findings.

Table 2
Student Enrollment by Year of Operation and Subgrantee Program

No.	Subgrantee Program	Student Enrollment			
		Year 1 N (%)	Year 2 N (%)	Year 3 N (%)	Year 4 N (%)
1	Beacon House	-	61 (1.4)	69 (2.8)	95 (5.8)
2	Communities in Schools of the Nation's Capitol	-	203 (4.8)	175 (7.2)	230 (14.0)
3	Higher Achievement Program	-	378 (9.0)	351 (14.5)	267 (16.3)
4	Latin American Youth Center	-	229 (5.4)	245 (10.1)	279 (17.0)
5	Perry School Community Services	-	119 (2.8)	77 (3.2)	47 (2.9)
6	The Fishing School	81 (2.8)	215 (5.1)	266 (11.0)	332 (20.2)
7	Heads Up	566 (19.3)	893 (21.2)	478 (19.7)	296 (18.0)
8	Metropolitan Day School	40 (1.4)	65 (1.5)	70 (2.9)	97 (5.9)
9	Associates for Renewal in Education	110 (3.7)	118 (2.8)	-	-
10	People Animals Love (PAL)	112 (3.8)	272 (6.5)	245 (10.1)	-
11	The SEED School of Washington, DC	330 (11.2)	343 (8.2)	340 (14.0)	-
12	YOUR Community Center	205 (7.0)	103 (2.4)	111 (4.6)	-
13	Youth Engaged For Success	209 (7.1)	-	-	-
14	District of Columbia Public Schools (DCPS)	204 (6.9)	240 (5.7)	-	-
15	Friendship Public Charter School	250 (8.5)	189 (4.5)	-	-
16	Horton's Kids	144 (4.9)	157 (3.7)	-	-
17	LifeSTARTS Youth & Family Services	81 (2.8)	37 (0.9)	-	-
18	Paxen Learning Corporation	159 (5.4)	175 (4.2)	-	-
19	Sasha Bruce Youthwork, Inc.	108 (3.7)	410 (9.7)	-	-
20	City Kids	53 (1.8)	-	-	-
21	Elsie Whitlow Stokes PCS	73 (2.5)	-	-	-
22	Save the Children, Inc.	211 (7.2)	-	-	-
	Total Student Enrollment*	2,936 (100)	4,207 (100)	2,427 (100)	1,643 (100)
	Total Adult Enrollment*	282	718	819	87
	Total Centers*	31	35	23	18

Source: PPICS, APR Attendance data

Note: Student enrollment includes all student participants, not regular attendees (30+ days) only.

Findings

Findings of the evaluation study are presented in two parts. Part A presents results of analyses related to the three performance measures: student gains, family participation, and community engagement. Given that sample sizes may fluctuate considerably as a result of the evaluation design (see page 8), the readers are advised to focus on percentages when interpreting results. Part B presents results of the Self-Assessment for Continuous Improvement Planning (SACIP) survey of Spring 2013.

Part A. Performance Measures

I. Student Gains

Performance Indicator 1.1: Regular program attendees will have a 90% daily attendance rate.

Major Findings: By the fourth year of operation, regular program attendees achieved an average daily attendance rate of 60%. This rate constitutes an increase of nearly 30% over a baseline average of 47% in the first year of operation.

Regular attendees were students who attended at least 30 days per year. In any given operational year, most students were regular attendees; the proportion fluctuated between 64% and 75% of total enrollment. Regular attendees' actual days of attendance were divided by the total possible program days offered during the fiscal year to yield an aggregate daily attendance rate.

As noted earlier, the study examined outcomes by program year of operation to observe the Grantee's performance over time. Table 3 shows the average (mean) daily attendance rate for all students in each of the four operational years. The overall trend from first year of operation through fourth year of operation was for the daily attendance rate to improve. In general, the longer a program was in operation, the higher was the daily attendance rate. Year 1 programs had a mean of 47% daily attendance, Years Two and Three programs had about 55%, and Year Four programs, 60%. The small growth in attendance occurring between Years One and Two and between Years Three and Four was significant. Overall growth in mean attendance from the first to fourth year of operation was large (t = 17.3, p < .001, d = 0.63).

Table 3
Average Daily Student Attendance Rates by Operational Year

Year of Operation	Regular Attendees (N)	Percentage (%) of Regular Student Attendees
First	2,030	46.5
Second	2,278	54.5
Third	1,353	55.5
Fourth	1,164	60.0

Sources: PPICS, Regular Attendee Data and APR Operations

Notes: p < .001 for all mean difference tests.
Year One to Year Two difference: t = 12.5, p < .001, d = 0.38.
Year Three to Year Four difference: t = 5.1, p < .001, d = 0.20.

Attendance was also analyzed by school level. On average, elementary and middle school attendance did not differ significantly from each other in Year One. Programs at both school levels had moderately higher average attendance than did high school programs that year. In Year Two, middle school attendance was moderately lower than for elementary students and a little lower than for high school students. In Year Three elementary school attendance was moderately lower than middle school attendance. Year Four differences were not significant for attendance. Overall, elementary school attendance fluctuated across years, while middle school and high school attendance appeared to improve with program maturity.

Table 4
Average Daily Student Attendance Rates by School Level and Operational Year

Year of Operation	School Level	Regular Attendees (N)	Percentage (%) of Regular Student Attendees
First	Elementary	1,003	48.1
	Middle	482	49.7
	High	542	40.5
Second	Elementary	1,328	57.4
	Middle	647	48.0
	High	303	55.4
Third	Elementary	974	51.7
	Middle	338	62.9
	High	41	84.8
Fourth	Elementary	825	59.3
	Middle	328	62.3
	High	11	50.0

Sources: PPICS, Regular Attendee Data and APR Operations

Notes: $p < .001$ for all mean difference tests.
Year One middle to high school $t = 6.9$, $d = 0.43$.
Year One elementary to high school $t = 6.0$, $d = 0.50$.
Year Two elementary to middle school $t = 10.4$, $d = 0.49$.
Year Two middle to high school $t = 5.2$, $d = 0.37$.
Year Three elementary to middle school $t = 7.3$, $d = 0.48$.
Year Three middle to high school $t = 5.3$, $d = 0.91$.

Performance Indicator 1.2: Forty percent (40%) of regular program attendees participating in core content enrichment activities will make gains in grades from fall to spring.

Major Findings: By the fourth year of operation, nearly half (48%) of regular program attendees participating in core content enrichment activities made gains in grades from fall to spring. Moreover, the proportions of students that earned A's increased by 42% in Mathematics and by 14% in Reading/Language Arts.

Regular attendees received grades in Mathematics and Reading/Language Arts in the fall and spring of each year. Baseline letter grades in both subjects are summarized for first-year programs in Figure 2. Most students had letter grades of B or C when the program first opened.

By spring of the same year, however, the proportion of A and B grades had increased by eight percentage points, while D and F grades decreased by as much.

Figure 1. Year One Regular Attendee Fall Grades by Core Content Area (N=2,031)
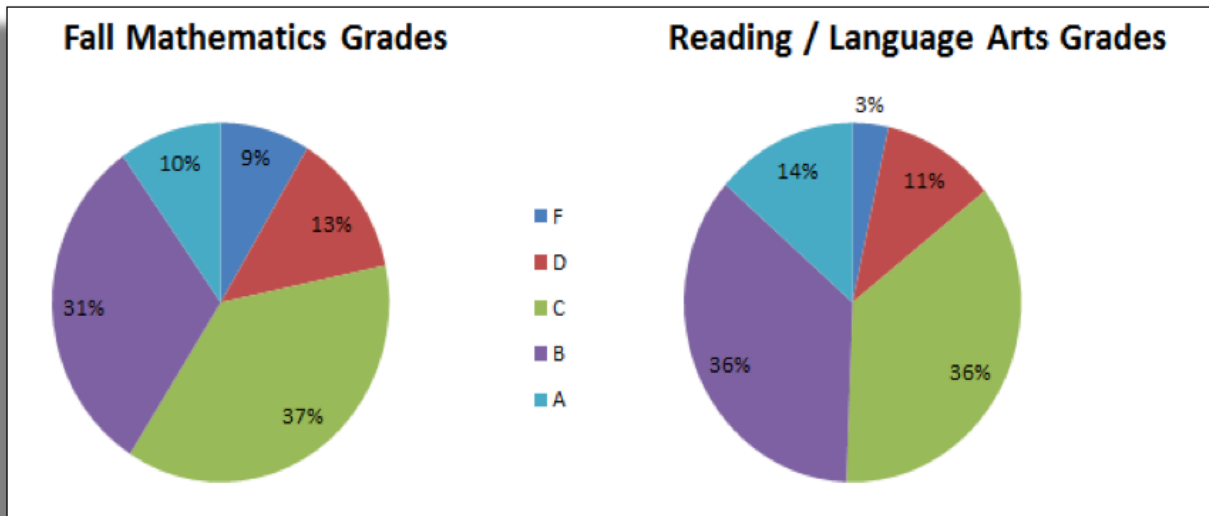
Being able to make a gain assumes that students have room to improve. Students with A's in the fall, however, could not earn a higher letter grade in the spring. Therefore, students who already had A's were removed from the analysis. It is important to note that the percentage of regular attendees who were excluded for having A's in the fall increased by operational year, especially in Mathematics, effectively shrinking the pool of regular attendees who had room to improve their grades each year (see Figure 2). By Year Four, those with A's in the fall comprised 17.5% (Mathematics) and 15.8% (Reading/Language Arts), compared to 10.2% and 13.6%, respectively, in Year One. This trend supports the hypothesis that 21st CCLC programs improved performance over time.

Figure 2. Increase in Top Grades among Regular Attendees
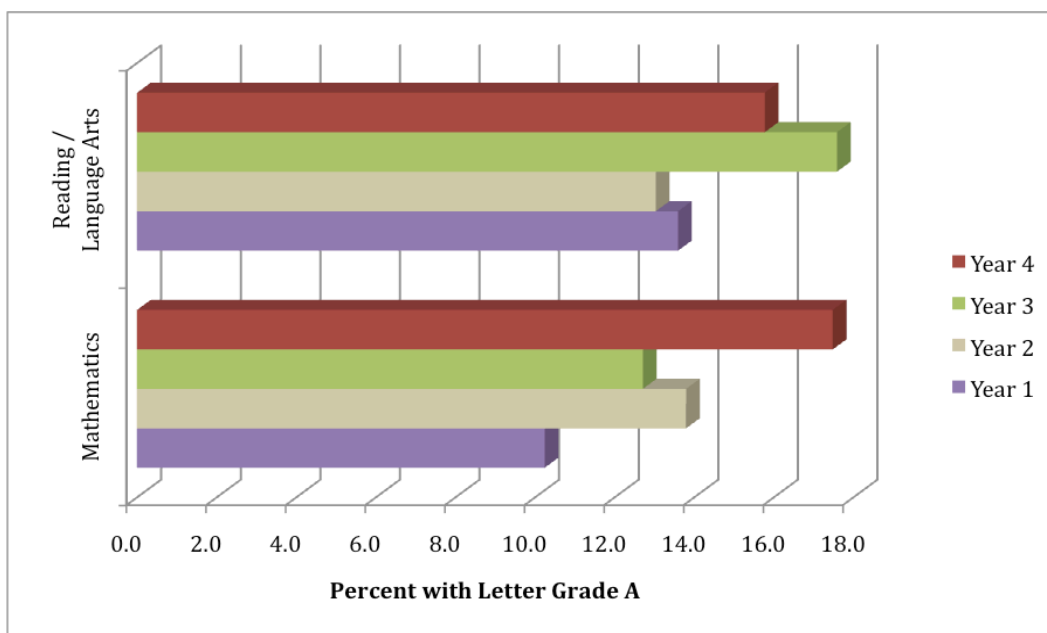
Next, the difference in grades from fall to spring was calculated by year of operation to ascertain whether growth occurred for regular attendees with fall grades of B through F (see Tables 5 and 7, and Figure 3). Between 31% and 48% of regular attendees made gains in Mathematics. Programs operating three or four years had higher percentages of gains in Mathematics grades than programs operating one or two years. Between 33% and 49% of regular attendees made gains in Reading/Language Arts grades. Gains in Reading/Language Arts grades were highest in programs operating four years (48.9%). In sum, gains in grades from fall to spring appear to increase as subgrantee programs mature.

Table 5
Percentages of Fall to Spring Mathematics Grade Differences by Operational Year

Year of Operation	Students with Grades (N)	Mathematics Grade Difference (Fall to Spring)		
		Gain (%)	Same (%)	Loss (%)
First	736	32.7	47.4	19.8
Second	1,087	31.2	47.5	21.3
Third	721	35.6	55.8	8.6
Fourth	302	47.7	40.7	11.6

Source: PPICS, Regular Attendee Data

Notes: Students with "A" grades were removed from analyses.
$X^2 = 82.9$, $p < .001$, $\lambda = 0.01$.

Figure 3 (Graphic display of Table 5):
Percentages of Fall to Spring Mathematics Grade Differences by Operational Year
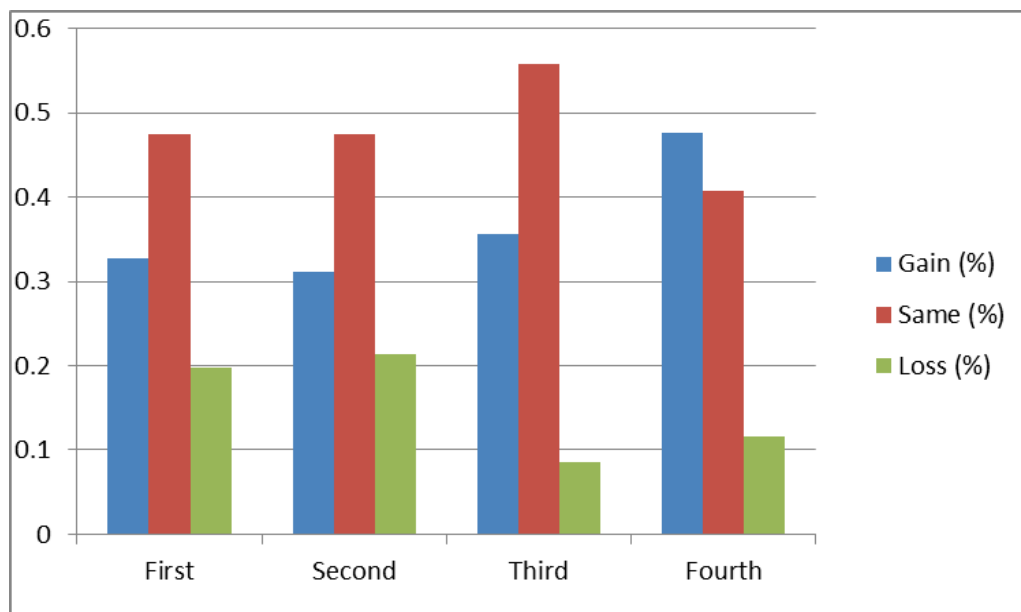
When considered by school level, programs serving elementary students tended to see proportionately more gains and fewer losses in Mathematics grades from fall to spring, as shown in Table 6. However, the effects were very small in the first and second years of operation, and differences were not significant by Year Three. Elementary and middle school Mathematics grade gains were about the same in the fourth year, and proportionately slightly fewer elementary students than middle school students experienced losses, but too few high school students had grades for further comparison.

Table 6
Percentages of Fall to Spring Mathematics Grade Differences
by School Level and Operational Year

| Year of Operation | School Level | Mathematics Grade Difference (Fall to Spring)* | | | |
		Students with Grades (N)	Gain (%)	Same (%)	Loss (%)
First[a]	Elementary	198	50.0	43.4	6.6
	Middle	197	27.9	51.8	20.3
	High	338	25.1	47.3	27.5
Second[b]	Elementary	309	34.3	53.3	7.4
	Middle	563	30.0	42.8	27.2
	High	215	29.8	44.2	26.0
Third	Elementary	277	39.7	52.3	7.9
	Middle	280	33.6	56.1	10.4
	High	164	32.3	61.0	6.7
Fourth[c]	Elementary	158	50.6	55.8	5.1
	Middle	138	46.4	44.3	18.8
	High	6	0.0	83.3	16.7

Source: PPICS, Regular Attendee Data

Notes: *Students with "A" grades were removed from analyses.
[a] X^2 = 54.4, $p < .001$, λ = 0.04.
[b] X^2 = 51.2, $p < .001$, λ = 0.00.
[c] X^2 = 19.8, $p < .001$, λ = 0.08.

Table 7
Percentages of Fall to Spring Reading/Language Arts
Grade Differences by Operational Year

| Year of Operation | Reading/Language Arts Grade Difference (Fall to Spring)*[a] | | | |
	Students with Grades (N)	Gain (%)	Same (%)	Loss (%)
First	680	33.4	49.0	17.6
Second	1,394	36.6	45.4	18.0
Third	684	35.8	55.1	9.1
Fourth	315	48.9	40.6	10.5

Source: PPICS, Regular Attendee Data

Notes: *Students with "A" grades were removed from analyses.
[a] X^2 = 59.2, $p < .001$, λ = 0.01.

For Reading/Language Arts at the school level, as displayed in Table 8, programs serving elementary students tended to see proportionately more gains and fewer losses in grades from fall to spring, but the very small differences by school level decreased with program maturity. As with Mathematics, elementary Reading/Language Arts grade gains were proportionately higher than middle school gains in the fourth year, but too few high school students had grades for further comparison.

Table 8
Percentages of Fall to Spring Reading/Language Arts
Grade Differences by Operational Year

Year of Operation	School Level	Reading/Language Arts Grade Difference (Fall to Spring)*			
		Students with Grades (N)	Gain (%)	Same (%)	Loss (%)	Difference Statistics X^2 (λ)
First[a]	Elementary	197	53.8	41.1	5.1	63.1 (0.08)
	Middle	192	25.0	53.6	21.4	
	High	288	25.3	50.7	24.0	
Second[b]	Elementary	537	41.2	46.6	12.3	22.5 (0.02)
	Middle	564	35.1	43.4	21.5	
	High	293	31.1	47.1	18.0	
Third[c]	Elementary	281	41.3	54.4	4.3	20.6 (0.02)
	Middle	252	34.5	55.2	10.3	
	High	151	27.8	56.3	15.9	
Fourth[d]	Elementary	154	53.2	41.6	5.2	10.7 (0.05)
	Middle	156	44.2	39.7	16.0	
	High	5	60.0	40.0	0.0	

Source: PPICS, Regular Attendee Data

Notes: *Students with "A" grades were removed from analyses.
[a] $X^2 = 63.1$, $p < .001$, λ = 0.08.
[b] $X^2 = 22.5$, $p < .001$, λ = 0.02.
[c] $X^2 = 20.6$, $p < .001$, λ = 0.02.
[d] $X^2 = 10.7$, $p < .05$, λ = 0.05.

Performance Indicator 1.3: Between five and ten percent (5% and 10%) of regular program attendees in grades 3-8 and 10 will increase performance levels in Language Arts and Mathematics state assessments.

Major Findings: On average, about 30% of regular program attendees in grades 3-8 and 10 increased performance levels in Language Arts and Mathematics state assessments during each program year of operation. This rate of increase is much higher than that typically found among students who participate in state assessments (DC CAS).

Annual DC CAS assessment data were collected in Mathematics and Reading/Language Arts for regular attendees. Similar to the procedure for Indicator 1.2, baseline assessment performance levels in both subjects are summarized. Table 9 shows the number and percentage of students who performed at Advanced, Proficient, Basic, and Below Basic performance levels in the year prior to the first year of operation (i.e., Base Year). Most students were at Basic or Below Basic performance levels when 21st CCLC programs began.

In the base year, students who already were at "Advanced" performance level were removed from the analysis (4.9% designated as Advanced in Mathematics, and 5.3% in Reading/Language Arts). The percentage of regular attendees who were excluded for having prior year Advanced performance increased by operational year, especially in Mathematics. By Year Four, those with prior year Advanced performance comprised 9.2% (Mathematics) and 7.8% (Reading/Language Arts).

Table 9
Base-Year Assessment Performance Levels for Regular Attendees

Base-Year Assessment Level	Subject Area*			
	Math		Reading	
	N	%	N	%
Advanced	14	4.9	15	5.3
Proficient	82	28.9	65	23.0
Basic	99	34.9	121	42.9
Below Basic	89	31.3	81	28.7
Total Assessments	284	100.0	282	100.0

Source: PPICS, Regular Attendee Data

Note: *Base-year assessment performance data were excluded for students who did not have valid first-year performance assessment data in the same subject.

Similar to the procedure for letter grades, the difference in DC CAS performance from the prior year to the current year was calculated by year of operation to ascertain whether growth occurred (see Tables 10 and 12). The percentages of regular attendees who made gains stayed the same, or made losses in Mathematics compared to the previous year are shown in Table 10. The corresponding data for Reading/Language Arts are shown in Table 12. Gains for regular attendees ranged from 25% to 40% per year, and appeared to fluctuate across operational years. Based on information obtained from the Office of Data Management and Reporting at OSSE, the average rate of improvement annually is about 5%.

Gains in Mathematics performance levels were statistically significant. The proportion remaining at the same level increased after the first operational year and fluctuated in later operational years. Regular attendees in programs in their fourth year of operation had a higher percentage of Mathematics and Reading/Language Arts performance gains than the prior operational year.

Table 10
Percentages of Prior-Year to Current-Year Mathematics
Level Differences by Operational Year

Year of Operation	Mathematics Level Difference (Prior Year to Current Year)*[a]			
	Students (N)	Gain (%)	Same (%)	Loss (%)
First	270	39.6	50.7	9.6
Second	507	27.6	62.1	10.3
Third	415	25.8	61.0	13.3
Fourth	129	33.3	62.8	3.9

Source: PPICS, Regular Attendee Data

Notes: *Students at Advanced performance level in prior year were removed from analyses.
[a] X^2 = 25.3, p < .001, λ = 0.00.

Similar to the analyses for student grades, percentages of gains and losses were analyzed by school level. Tables 11 and 13 display proportions of student gains, same performance, and losses by school level and operational year. Mathematics performance gains were higher for programs serving elementary students than for those with middle school students in all four years. Reading/Language Arts performance levels were similar by school level. Variations between groups were statistically significant, but not enough high school data were available for comparisons.

Table 11
Percentages of Prior-Year to Current-Year Mathematics
Level Differences by School Level and Operational Year

Year of Operation	School Level	Mathematics Level Difference (Prior Year to Current Year)*			
		Students (N)	Gain (%)	Same (%)	Loss (%)
First[a]	Elementary	209	43.1	48.8	8.1
	Middle	52	26.9	63.5	9.6
	High	9	33.3	22.2	44.4
Second[b]	Elementary	177	39.0	51.4	9.6
	Middle	320	21.9	67.2	1.9
	High	10	10.0	90.0	0.0
Third[c]	Elementary	194	32.5	56.2	11.3
	Middle	182	22.0	61.5	16.5
	High	39	10.3	82.1	7.7
Fourth	Elementary	106	36.8	59.4	3.8
	Middle	15	20.0	73.3	6.7
	High	8	12.5	87.5	0.0

Source: PPICS, Regular Attendee Data

Notes: *Students at Advanced performance level in prior year were removed from analyses.
[a] X^2 = 17.9, p < .001, λ = 0.01.
[b] X^2 = 20.3, p < .001, λ = 0.00.
[c] X^2 = 14.5, p < .001, λ = 0.03.

Table 12
Percentages of Prior-Year to Current-Year Reading/Language Arts
Level Differences by Operational Year

Year of Operation	Reading/Language Arts Level Difference (Prior Year to Current Year)*[a]			
	Students (N)	Gain (%)	Same (%)	Loss (%)
First	267	39.7	45.7	14.6
Second	532	28.6	60.2	11.3
Third	444	29.5	55.0	15.5
Fourth	130	30.0	67.7	2.3

Source: PPICS, Regular Attendee Data

Notes: *Students at Advanced performance level in the prior year were removed from analyses.
[a] X^2 = 33.4, p < .001, λ = 0.01.

Table 13
Percentages of Prior-Year to Current-Year Reading/Language Arts
Level Differences by School Level and Operational Year

Year of Operation	School Level	Reading/Language Arts Level Difference (Prior Year to Current Year)*			
		Students (N)	Gain (%)	Same (%)	Loss (%)
First	Elementary	209	39.2	45.5	15.3
	Middle	53	41.5	49.1	9.4
	High	5	40.0	20.0	40.0
Second[a]	Elementary	197	31.5	51.8	16.8
	Middle	325	27.4	64.3	8.3
	High	10	10.0	90.0	0.0
Third[b]	Elementary	219	28.3	54.8	16.9
	Middle	186	34.4	60.5	15.1
	High	39	12.8	76.9	10.3
Fourth	Elementary	104	33.7	64.4	1.9
	Middle	18	16.7	77.8	5.6
	High	8	12.5	87.5	0.0

Source: PPICS, Regular Attendee Data

Notes: *Students at Advanced performance level in prior year were removed from analyses.
[a] X^2 = 15.6, p < .05, λ = 0.01.
[b] X^2 = 10.4, p < .05, λ = 0.01.

Performance Indicator 1.5: Eighty percent (80%) of regular program attendees will show improvement from fall to spring in homework completion.

Major Findings: By the fourth year of operation, about two-thirds (68%) of regular program attendees needing to improve on homework completion showed improvement from fall to spring. Moreover, the proportion of regular attendees who did not need to improve in homework completion more than doubled, increasing from 16.5% in year one to 35% in year four.

Teachers completed annual surveys on attendee behavioral changes. One survey item asked about completing homework to the teacher's satisfaction. Only students with valid survey data and who needed to improve were included in this analysis. In Year One, 16.5% of regular attendees did not need to improve in this behavior according to their teachers. For those regular attendees whom teachers believed needed to work on homework completion as a behavior.

Table 14 displays the percentage of change. Most regular attendees improved in this area, with improvement percentages fluctuating from 62% to 68% across operational years. Improvement across operational years was statistically. Even with fluctuations across years, the finding that improvement rates in homework completion stayed high over time, coupled with the growing percentage of regular attendees who did not need to improve in homework completion, supports the hypothesis that teacher satisfaction with student homework completion increases as subgrantee programs gain experience.

Table 14
Percentages of Change in Completing Homework
to Teacher's Satisfaction by Operational Year

Year of Operation	Teacher Surveys (N)	Change in Completing Homework to Teacher's Satisfaction [a]		
		Improved (%)	No Change (%)	Declined (%)
First	928	64.0	22.2	13.8
Second	1,160	66.3	23.7	10.0
Third	452	62.6	21.0	16.4
Fourth	229	67.7	25.3	7.0

Source: PPICS, Regular Attendee Data

Notes: Students not needing to improve were removed from analyses.
[a] $X^2 = 21.2$, $p < .01$, $r = 0.02$.

At the school level, programs experienced small differences in homework completion, as displayed in Table 15. First-year programs with elementary students had significantly higher rates of improvement in homework completion to teacher's satisfaction than did those with older students, whose rate of decline in homework completion was higher. Second-year programs varied less by school level, with the exception that elementary students had proportionately less decline in homework completion than middle or high school students. Homework completion for middle school students also improved in the second and third years of operation, while the rate of improvement slowed for elementary students.

Table 15
Percentages of Change in Completing Homework
to Teacher's Satisfaction by School Level and Operational Year

Year of Operation	School Level	Change in Completing Homework to Teacher's Satisfaction		
		Students (N)	Improved (%)	No Change (%)	Declined (%)
First[a]	Elementary	432	69.2	20.8	10.0
	Middle	253	55.7	32.0	12.3
	High	243	63.4	14.4	22.2
Second[b]	Elementary	558	67.0	25.4	7.5
	Middle	392	65.6	23.7	10.7
	High	210	65.7	19.0	15.2
Third[c]	Elementary	277	60.3	25.6	14.1
	Middle	127	79.5	9.4	11.0
	High	48	31.2	25.0	43.8
Fourth[d]	Elementary	162	72.8	20.4	6.8
	Middle	67	55.2	37.3	7.5
	High	0	0.0	0.0	0.0

Source: PPICS, Regular Attendee Data

Notes: *Students not needing to improve were removed from analyses.
[a] Year One $X^2 = 40.1$, $p < .001$, $r = 0.11$.
[b] Year Two $X^2 = 12.1$, $p < .05$, $r = 0.05$.
[c] Year Three $X^2 = 49.9$, $p < .001$, $r = 0.12$.
[d] Year Four $X^2 = 55.8$, $p < .001$, $r = 0.14$.

Performance Indicator 1.6: Seventy-five percent (75%) of regular program attendees will show improvement from fall to spring in classroom behavior and attentiveness.

Major Findings: By the fourth year of operation, 63% of regular program attendees showed improvement from fall to spring in classroom behavior and attentiveness. Moreover, the percentage of regular attendees not needing to improve classroom behavior more than doubled to 47%.

The annual teacher surveys on attendee behavioral changes also included two items on classroom behavior. As with Indicator 1.5, only students needing to improve in the respective area of behavior were included in this analysis. In Year One, 190 students, or 20.7%, did not need to improve for attentiveness, and 196 students, or 21.1%, did not need to improve behaving in class, according to their teachers. By the third operational year, teachers rated 36% of regular attendees that needed improvement as attentive in class. The percentage of regular attendees not needing to improve in behavior more than doubled to 46.6%.

For those regular attendees needing to be more attentive in class and behave better in class, results are shown in Tables 16 and 17. In general, teachers reported improvements among regular attendees. The improvement most frequently reported by teachers was students being attentive (between 56% and 65%). Programs in the second through fourth years of operation had higher percentages of improvement than did first-year programs.

The range of percentages for improvement in classroom behavior was between 53% and 61%. Percentages improved slightly after the first year of operation and then fluctuated across operational years for these items. As with Indicator 1.5, the positive relationship of program maturity with teacher ratings of classroom behavior and attentiveness may be inferred from improvement rates in classroom behavior across time and the growing percentage of regular attendees who did not need to improve in classroom behavior.

Table 16
Percentages of Change in Being Attentive in Class by Operational Year

Year of Operation	Change in Being Attentive in Class[a]			
	Teacher Surveys (N)	Improved (%)	No Change (%)	Declined (%)
First	918	56.1	27.7	16.2
Second	1,144	64.6	23.6	11.8
Third	447	64.0	20.6	15.4
Fourth	239	63.2	23.0	13.8

Source: PPICS, Regular Attendee Data

Notes: *Students not needing to improve were removed from analyses.
[a] X^2 = 21.7, p < .001, r = 0.05**.**

Table 17
Percentages of Change in Behaving in Class by Operational Year

Year of Operation	Teacher Surveys (N)	Change in Behaving in Class[a]		
		Improved (%)	No Change (%)	Declined (%)
First	913	53.2	27.7	19.1
Second	1,090	61.1	23.5	15.4
Third	414	56.5	24.6	18.8
Fourth	226	60.6	21.2	18.1

Source: PPICS, Regular Attendee Data

Notes: *Students not needing to improve were removed from analyses.
[a] X^2 = 15.2, $p < .05$, r = 0.03.

At the school level, rates of improvement in attentiveness in class stayed the same in the first three years of operation for programs serving elementary students, with moderate increases occurring in the fourth year (see Table 18). During the first three years, rates of improvement increased slightly for programs with middle school students and fluctuated for those with high school students. By Year Four, programs with middle school students were moderately more likely to stay the same or decline in attentiveness than those with elementary students. As displayed in Table 19, during the first three years, rates of improvement in behaving in class stayed the same for programs with elementary students, increased slightly for programs with middle school students and fluctuated for those with high school students.

Table 18
Percentages of Change in Being Attentive in Class by School Level and Operational Year

Year of Operation	School Level	Change in Being Attentive in Class		
		Students (N)	Improved (%)	No Change (%)	Declined (%)
First[a]	Elementary	434	61.5	26.7	11.8
	Middle	246	45.5	35.4	19.1
	High	238	57.1	21.4	21.4
Second[b]	Elementary	561	62.0	27.1	10.9
	Middle	386	67.6	21.2	11.1
	High	197	66.0	18.3	15.7
Third[c]	Elementary	287	59.2	25.8	15.0
	Middle	117	77.8	12.0	10.3
	High	43	58.1	9.3	32.6
Fourth[d]	Elementary	176	72.2	18.2	9.7
	Middle	63	38.1	36.5	25.4
	High	0	0.0	0.0	0.0

Source: PPICS, Regular Attendee Data

Notes: *Students not needing to improve were removed from analyses.
[a] Year One X^2 = 26.6, $p < .001$, r = 0.09.
[b] Year Two X^2 = 10.5, $p < .05$, r = 0.01.
[c] Year Three X^2 = 25.6, $p < .001$, r = 0.01.
[d] Year Four X^2 = 25.2, $p < .001$, r = 0.30.

Table 19
Percentages of Change in Behaving in Class by School Level and Operational Year

Year of Operation	School Level	Students (N)	Change in Behaving in Class		
			Improved (%)	No Change (%)	Declined (%)
First[a]	Elementary	432	56.7	24.8	18.5
	Middle	244	47.5	27.9	24.6
	High	237	52.7	32.9	14.3
Second	Elementary	558	59.7	26.0	14.3
	Middle	363	63.1	20.7	16.3
	High	169	61.5	21.3	17.2
Third[b]	Elementary	274	55.5	25.9	18.6
	Middle	110	66.4	19.1	14.5
	High	30	30.0	33.3	36.7
Fourth	Elementary	166	69.3	17.5	13.3
	Middle	60	36.7	31.7	31.7
	High	0	0.0	0.0	0.0

Source: PPICS, Regular Attendee Data

Notes: *Students not needing to improve were removed from analyses.
[a] Year One X^2 = 12.9, $p < .05$, r = 0.01.
[b] Year Three X^2 = 14.3, $p < .01$, r = 0.06.

II. Family Participation

Performance Indicator 2.1: Sixty percent (60%) of student program participant family members will attend program events.

Major Finding: On average, roughly 17% of student program participant family members attended program events. After three years, attendance increased substantially to 34%, up from less than 10% in year one.

Table 20 shows the number of adult family members participating in center activities by operational year. In the first and fourth years of operation, the percent of adults served compared to children served is very small, less than 10%. In the second year of operation, the percentage increased to 17.1% and nearly doubled in the third year of operation, to 33.7%. In year four, however, family participation fell to its lowest level. It is unclear whether the significant change in sample size might have influenced this outcome.

Still, although family participation did not reach the 60% performance indicator in any operational year, attendance at program activities doubled from the first to second and second to third operational years. This rapid increase in the rate of family participation through the third operational year adds to the evidence base indicating program maturity enhances program outcomes.

Table 20
Adult Participation in Any Center Activities by Operational Year

Year of Operation	Adult Participation in Any Center Activities		
	Total Number of Adults Participating in All Center Activities	Number of Students	Adults Served / Students Served (%)
First	282	3,284	8.6
Second	734	4,207	17.4
Third	819	2,427	33.7
Fourth	87	1,643	5.3

Source: PPICS, APR Activities and APR Attendee Data

Performance Indicator 2.2: At least two family members of student program participants will serve on program planning and/or oversight committees, as documented by program rosters.

Major Finding: Based on a review of program documents, one-fifth (20%) of Grantee programs had family members of student program participants serving on planning and oversight committees.

Most programs were not able to provide documents that clearly indicated the participation of family members on planning or oversight committees. Most, however, did demonstrate parent involvement and outreach activities, such as parent orientations, trainings, and other special events.

Indicator 2.3: Programs will offer at least three academically-enriched student/family events designed to increase parent engagement and knowledge of their student's academic program.

Major Findings: Most subgrantees did not offer at least one program event targeted to adult family members and related to student's academic program, and only one subgrantee per year offered three such events.

In addition to student activities that families are invited to, some programs offered activities specifically directed to parents and adult family members, to increase parent engagement and knowledge of their student's academic needs. Activities included parent involvement and family literacy. A few programs offered a combination of both types of activities. Parent involvement activities were offered most often.

With more operational years, the number of centers offering events for adult family members declined (see Table 21). No more than one subgrantee per year provided three such events. Some subgrantees offered no activities specifically for adult family members. In the second operational year, no more than eight subgrantees offered at least one adult family member activities. By the fourth year, only two subgrantees offered them.

Adult family member participation fluctuated across time. In the first year of operation, 33% of adults participated in parent involvement. By the second year of operation, adult participation in parent involvement activities decreased to 24.9% and remained close to that level for Years 3 and 4. Participation in family literacy was generally lower than in parent involvement activities, and participation rates fluctuated with the small sample size.

Even as parents became more engaged in all center activities in Year Two and Year Three programs (as noted in Performance Indicator 2.3), programs began to offer fewer activities for family members, and perhaps their participation in these adult-focused activities declined as they got involved in child-focused activities in the center. Another possible explanation is that as family members began to trust program staff, they felt less of a need to participate in parent engagement activities. Finally, it is likely that some activities geared toward students may have involved parent participation but were not captured in the data as a separate activity. This limitation of the data collection could also affect participation rates.

Table 21
Adult Participation in Center Family Activities by Operational Year

Year of Operation	Centers with Activities for Adult Family Members (N)	Total Sub-grantees (N)	Total Adult Participants in Center Activities (N)	Adults in Parent Involvement Activities (N)	Adult Parent Involvement Participants/ All Adult Participants (%)	Adults in Family Literacy (N)	Adult Family Literacy Participants/ All Adult Participants (%)
First	12	5	282	93	33.0	78	27.7
Second	13	8	734	183	24.9	48	6.5
Third	5	4	819	195	23.8	130	15.9
Fourth	2	2	87	22	25.3	21	24.1

Source: PPICS, APR Activities and APR Attendee Data

III. Community Engagement

Performance Indicator 3.1: Each program will recruit and utilize the resources of at least two community partners (not contractors) as documented by program reports that describe partner meaningful contributions to annual program outcomes.

Major Finding: Almost all Grantee programs (88%) recruited and utilized the resources of at least two community partners, by the fourth year of operation.

Over a four-year period, the percentage of 21st CCLC programs that met criteria of indicator 3.1 increased from 77% to 88%, based on a review of program documents and quarterly self-reports. In some instances, however, MOUs that documented partnerships were signed by school principals rather than by district-level administrators.

Performance Indicator 3.2: Program activities will be supported and/or directly provided by community partner(s) as documented by activity logs.

Major Finding: Program activities were supported and/or directly provided by community partners at almost all (88%) of Grantee programs by the fourth year of operation.

Findings for both indicators 3.1 and 3.2 are presented in Table 22. With the exception of the second operational year, subgrantees improved in meeting partnership criteria as programs matured. Percentages meeting criteria are roughly parallel in both tables by operational year, which suggests subgrantees that were visited are largely representative of all subgrantees in partnership arrangements.

Table 22
Percent of Subgrantees Meeting Partnership Criteria
for Performance Indicators 3.1 and 3.2, by Operational Year

Operational Year	Subgrantees (N)	Met Criteria (N)	Met Criteria (%)
Year One	22	17	77.3
Year Two	18	12	66.7
Year Three	12	10	83.3
Year Four	8	7	87.5

Sources: Partner and APR Partner files in PPICS from FY 2008 through FY 2012

Performance Indicator 3.3: Community partner(s) will serve on program planning committees and oversight committees as documented by meeting notes and rosters.

Major Finding: Based on a review of program documents, community partners served on planning and oversight committees at one-third (33%) of Grantee programs.

Most subgrantee programs were not able to provide documentation that clearly indicated partners in planning and oversight roles.

Part B. SACIP Survey of Spring 2013

To aid subgrantees in program implementation, the Self-Assessment for Continuous Improvement Planning (SACIP) survey was administered among 22 programs operating in June 2013. (The survey had been administered previously in the District of Columbia during school year 2005-2006.) The survey was designed to be used internally as an instrument for self-reflection and ongoing improvement. Each of the eight sections of the SACIP contains several quality standards and strategies that may be used to promote program effectiveness. Tables in this section of the report indicate the average percentage of survey respondents that rated the standards as "Met."

A total of 130 out of 240 (54%) managerial and instructional staff members participated in the June 2013 survey. Only managers, however, provided answers to the last three sections. Table B-1 summarizes the results of each section. Managers rated their programs most highly in terms of relationships among staff and with families and other stakeholders. An overwhelming majority of managers (94%) reported having met the pertinent quality standards. On the other hand, among all staff members, linkages between school day and after school was rated lowest, with two-thirds of respondents reporting those set of standards as "Met." To promote continuous improvement, subgrantees received an individual, program-level SACIP report in July 2013. The remainder of this report concludes with tables that display Grantee-level results of each section of the June 2013 survey.

Table B-1. Number of answers and percentage of "met" ratings on the sections of the Self-Assessment for Continuous Improvement Planning (SACIP), June 2013

Sections	Answers Per Section (Average)	"Met" Ratings
I. Effective Programming	121	83%
II. Measuring Outcomes and Evaluation	124	79%
III. Staffing and Professional Development	124	88%
IV. Appropriate environments	121	88%
V. Linkages between school day and after school	115	67%
VI. Strong Partnerships and Sustainability	64	81%
VII. Program Management and Governance	64	85%
VIII. Relationships	64	94%

Table B-2.

Section I: Effective Programming	Met	Responses
1. Provides activities that reflect the mission of the program.	95%	127
2. Academic development (math, reading, homework assistance, etc.) support is offered	97%	127
3. Establishes and follows a schedule that is known to all staff, participants, and their families	93%	126
4. Personal Development (self-esteem, character education, wellness/nutrition, life skills, etc.) support is offered	93%	124
5. Features activities that are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year	96%	127
6. Cultural Enrichment (dancing, music, art/craft, etc.) is offered	90%	123
7. Recreational activities (sports, indoor and outdoor games) are offered	91%	119
8. Parents/Families of students are engaged in literacy and other educational opportunities	71%	123
9. Program participants (youth) are involved in program planning	60%	120
10. Offers project-based, experiential activities that are challenging and promote creativity and development of participant self expression	90%	124
11. Addresses academic, physical, social and emotional needs of all participants (a well-rounded program)	92%	126
12. Curriculum for each component and Lesson plans are developed and shared with program and school-day staff	67%	119
13. Language arts and math activities and other program activities are researched based and aligned with state learning standards.	80%	121
14. The program provides opportunities for students to showcase their work and achievements	91%	124
15. Program activities reflect and support the desired program outcomes	91%	124
16. The students have the opportunities to develop personal responsibility, leadership, and teamwork skills throughout the program.	94%	127
17. The program has an established time, place and supplies for homework completion	91%	117
18. The program has alternative activities for students who don't have homework	90%	118
19. Peer mentors/volunteer help students with homework completion	80%	106
20. Homework is used to strengthen school day subject matter	83%	111
21. The program has a method for tracking student learning and developmental skill needs and progress	71%	114
Overall	83%	121

Table B-3.

Section II: Measuring Outcomes and Evaluation	Met	Responses
1. The program has measurable program goals and objectives that are aligned with the organizational mission and identified needs.	90%	126
2. The program, at regular intervals, evaluates its progress towards meeting proposed goals, objectives and outcomes	87%	126
3. A local evaluation process has been established that includes gathering both quantitative and qualitative data	79%	125
4. The program evaluation includes feedback from stakeholders	67%	125
5. The program regularly collects data and monitors performance in relation to state performance measures	76%	124
6. The program uses objective data to measure progress toward outcomes as defined by programs and individual participants	79%	125
7. A system is in place to daily collect participant and program data	89%	125
8. Students are required to sign the daily attendance sheet	84%	114
9. Attendance is tracked on a daily basis and recorded	97%	126
10. The program creates an internal method for assessing program activities	82%	126
11. The program creates an internal method for assessing staff performance	75%	126
12. The program creates an internal method for assessing student engagement levels	66%	125
13. Findings from data collection, evaluation reports and progress reports are discussed with staff, partners, school and families in order to modify program, if needed	79%	123
14. Based on evaluation outcomes, program activities are modified to meet individual student and family needs	76%	123
15. Program activities are aligned with partner school(s) improvement plan(s)	58%	114
16. Evaluation findings are used for continuous program improvement	80%	126
Overall	79%	124

Table B-4.

Section III: Staffing and Professional Development	Met	Responses
1. Has a program director that is committed to his/her own professional development and attends and participates in training.	94%	126
2. Ensures staff have competence in core academic areas (when appropriate)	94%	125
3. Have regular staff meetings to review program delivery, student needs and future plans	95%	124
4. Recruits, hires and develops staff who reflect the diversity and culture(s) of the community	93%	123
5. Trains staff to plan suitable activities that correspond to the academic and developmental needs of participants	89%	123
6. Encourages staff to draw on their interests, talents and skills to offer creative enrichment programming	94%	124
7. Mentors/volunteers are actively recruited, trained and supported by program staff	79%	115
8. Program staff are carefully screened with appropriate background checks	94%	125
9. Program staff are trained to work in close collaboration with the regular school day staff and community partners	73%	123
10. Provides ongoing staff development in order to train, engage and retain staff	83%	124
11. Maintains and monitors student/staff ratio appropriate to the activity (academic, recreational, enrichment)	92%	126
12. Assesses professional development needs of staff and provides appropriate training	78%	125
Overall	88%	124

Table B-5.

Section IV: Appropriate Environments	Met	Responses
1. Provides a stimulating, welcoming, and supportive environment for young people	98%	125
2. Program space is safe from hazards and is clean	98%	125
3. Establishes, maintains and communicates code of conduct to participants, staff, and their families	96%	125
4. Applies rewards and consequences for participants behavior appropriately and consistently	92%	125
5. Appropriately equipped and suitable for activities being conducted	98%	125
6. Approved emergency readiness plan and procedure established and shared with staff and families	69%	122
7. Provides healthy and nutritious snacks (and meals)	97%	119
8. Develops and manages effective arrival and dismissal procedures and plans for safe travel home	93%	119
9. Documents where participants are during program hours	93%	122
10. Emergency contact information (EMT, families, staff, and students) in a central location	93%	125
11. Staff are informed about special health needs of participants	86%	125
12. Staff have received First Aid and CPR training	66%	122
13. Safe and reliable transportation is provided for program activities away from the center	88%	113
14. All program areas are accessible to students with disabilities	74%	116
15. Conducts all required fire/safety drills	72%	114
16. Provides a stimulating, welcoming, and supportive environment for young people	88%	121
Overall	98%	125

Table B-6.

Section V: Linkages Between School Day and After School	Met	Responses
1. Coordinates program activities with school day curriculum and events	75%	115
2. Incorporates programming that integrates and complements school day activities	77%	119
3. Regularly communicates with school day staff to monitor academic and behavioral progress of students	77%	121
4. Daily school attendance records are checked	57%	106
5. Day time teachers are involved in progress reporting and joint problem solving with student performance issues and program improvement	60%	116
6. Program Director and school principal frequently discuss program and program coordination	68%	117
7. If required, a signed parental release is on file to access student achievement records	74%	114
8. Program staff participate on IEP and 504 plan reviews for students with disabilities (or at a minimum have access to these records and plan activities accordingly)	47%	108
Overall	67%	115

Table B-7.

Section VI: Strong Parent/Family/Community Partnerships and Sustainability*	Met	Responses
1. The program has well defined methods of communication between school and community organizations	94%	63
2. Program purpose is clearly articulated by all partners	91%	65
3. Families, schools and community partners provide input and are involved in decision making and planning program development and implementation	72%	65
4. Provides opportunities for literacy and related educational experiences for the families of the participants in the program	79%	62
5. The program openly encourages new partners and has a system for orienting them to program purpose, goals and procedures	86%	66
6. All partners feel accountable to program outcomes and performance measures	73%	64
7. Students engage in community service activities that enhances program visibility	85%	61
8. Written agreements and/or contracts in place and reviewed periodically for performance	79%	63
9. Evaluation findings disseminated and discussed with partners	55%	64
10. Additional funding sources (federal, state, local) are tapped to **supplement** program activities	72%	65
11. Anecdotal "good news" stories are collected and shared	92%	66
12. Builds relationships with arts, cultural, and other community institutions to expand and enhance program offerings	95%	66
Overall	81%	64

*Completed by Program Directors, Site Coordinators/Managers only.

Table B-8.

Section VII: Program Management and Governance*	Met	Responses
1. The program has established procedures for recruitment, registration and retention of participants that ensures target audience is being reached and served	92%	65
2. Clear attendance and participation expectations communicated to families, school, partners and participants	95%	65
3. Creates and uses an employee/volunteer handbook that outlines program expectations, policies, and procedures	83%	64
4. Parents/guardians are contacted regarding students' progress and/or absenteeism	94%	62
5. The program has a clear salary structure for staff	70%	64
6. The program ensures that supplies are organized, maintained and accessible for staff and students	95%	65
7. The program publishes and disseminates a calendar of activities to families, participants and partners	86%	63
8. All required reports are completed and submitted in timely manner	95%	65
9. Records and track expenses and expenditures match program components	91%	64
10. Clear memorandum of understanding (MOU) with partners and contracts with providers are in place, monitored for compliance and services documented	83%	64
11. An Advisory Committee of stakeholders is established and meets at regular intervals to review program progress against proposal and performance measures	49%	61
Overall	85%	64

*Completed by Program Directors, Site Coordinators/Managers only.

Table B-9.

Section VIII: Relationships*	Met	Responses
1. Has staff that respect and communicate with one another and are role models of positive adult relationships.	98%	65
2. Interacts with families in a comfortable, respectful, welcoming way.	98%	65
3. Treats participants with respect and listens to what they say.	100%	65
4. Teaches participants to interact with one another in positive ways.	100%	65
5. Teaches participants to make responsible choices and encourages positive outcomes.	98%	65
6. Has scheduled meetings with its major stakeholders	78%	63
7. Encourages former participants to contribute as volunteers or staff	88%	59
Overall	98%	65

*Completed by Program Directors, Site Coordinators/Managers only.

Conclusions

To what extent did the Grantee accomplish the objectives of its 21st CCLC program? The Grantee appears to have met or exceeded benchmarks on four of the eleven performance indicators examined in this study. On seven performance indicators, evidence indicates that the Grantee made notable progress over the course of the award period. In assessing the Grantee's performance, should emphasis be placed on the number of indicators met rather than the growth that took place?

Findings related to student gains indicate that attendance at programs, school grades, classroom behavior and attentiveness – all – demonstrated considerable improvement as subgrantee programs gained operational experience. This is perhaps the most positive and important outcome observed within the study. Moreover, student achievement gains in DC CAS were outstanding, improving well above the rate typically experienced by students in the District overall. Overall, then, that student participants demonstrated substantial improvements on four out of five performance indicators and exceeded benchmarks on two indicators suggests that the Grantee not only enhanced the performance of student participants but did so remarkably.

In light of such growth, one must ask whether each benchmark was realistic given the Grantee's starting point in the first place? Answers to this question are further complicated by the fact that the evaluation could not track student participation at an individual level across program years, in order to examine more closely the nature of outcomes observed at center and Grantee levels.

Findings suggest that special challenges exist in the area of family participation. Compared to the other performance measures, the least amount of progress was observed here. In particular, evidence collected during site visits seems to indicate that the majority of subgrantees may involve family members of student participants in center events and activities but not in program planning and oversight. Might Grantee programs engage family members inadvertently as participants but not as partners?

Regarding community engagement, results from the first two out of the three performance indicators revealed a high level of partnership activity with Grantee programs. Specifically, nearly all programs not only utilized community partners as resources but also provided activities sponsored by them. As was the case with family participation, however, most programs did not demonstrate evidence of involving community partners on planning or oversight committees.

Findings from the SACIP survey suggest that, in general, Grantee programs are using strategies and abiding by standards that promote effective operation and desirable results. Bear in mind, however, that the findings presented in this report represent the Grantee overall rather than the specific programs.

In response to these conclusions and concerns, the evaluation offers several recommendations.

Recommendations

Based on the findings and conclusions of this evaluation study, the Grantee should consider implementing the following recommendations to maintain and promote the effectiveness 21st CCLC programs in the District of Columbia. The list is not intended to be exhaustive. Rather, the recommendations aim to address what appear to be key areas for promoting and sustaining program quality and continuous improvement.

1. Review processes for establishing program performance benchmarks. To the extent feasible, base benchmarks on data that measure past performance. Use this information to determine realistic yet challenging performance indicators.

2. In monitoring subgrantees, special effort should be made to ensure that required data are submitted to PPICS. A checklist may be used to document compliance on a regular basis, at least twice annually, mid-year and end-year.

3. Monitoring should include steps to ensure effective data collection as well as compliance with federal and state guidelines.

4. Subgrantee programs should ensure that their evaluators are aware of federal and state evaluation guidelines in order to fulfill data collection requirements.

5. Encourage subgrantee programs to develop strategies specifically to include family members of students and community partners on oversight and planning committees.

6. Require subgrantee programs to improve recordkeeping by maintaining an up-to-date list of program board of directors that clearly indicates parent and community partner membership.

7. Require subgrantees to use survey results from the Self-Assessment for Continuous Improvement Planning (SACIP) on a regular basis.

8. Encourage subgrantee programs to improve communication internally. Specifically, staff members who participate in OSSE sponsored technical assistance activities should make it a point to share information from those activities with program members who did not attend. Based on technical assistance inquiries received by the evaluator from programs, this was recommendation did not seem to be in place already at all programs.

9. OSSE may wish to conduct follow-up discussions or other activities (e.g., interviews, focus groups, site visits, surveys, etc.) in order to learn what specific practices subgrantee programs used that may have contributed to the positive outcomes highlighted in this report. As a step toward that direction, see the analysis of top performing programs in Appendix A.

Appendix A
Top Performing Programs

Top Performing Subgrantee Programs

At the Grantee's request, a separate analysis was conducted in order to identify the four highest performing subgrantee programs that might serve as models of best practices. Under constraints of the study, the evaluation analyzed the subgrantee impacts on student outcomes only. In addition, the analysis used data from the operational year in which the most subgrantees reported data, Year Two. Availability of data in PPICS also was a factor. These criteria were used in order to establish a basis of parity across programs and to improve accuracy in measuring outcomes. The reader should consider these constraints and limitations when interpreting the results of the analysis.

Overall, the top four programs were: (1) YOUR Community Center, (2) The Fishing School, (3) Higher Achievement Program, and (4) DC Public Schools. All top four subgrantees had high percentages in two of the four performance indicators for student gains. YOUR Community Center ranked first for attendance and Mathematics grade gains, as well as second for Reading /Language Arts grade gains. The Fishing School ranked first for Mathematics assessment gains and for student improvement on teacher survey ratings; this subgrantee also ranked second for Reading/Language Arts assessment gains. Higher Achievement Program ranked second for Mathematics grade gains and assessment gains, and was in third place for Reading/Language Arts assessment gains. DC Public Schools ranked fourth in both state assessments as well as student improvement on teacher survey ratings.

Performance Indicator 1.1: Daily Attendance Rate

Students in four subgrantee programs achieved average daily attendance rates between 62% and 78%, as shown in Table 1.a. YOUR Community Center ranked highest, with an average daily attendance rate of 78.1%. All top four rates exceeded the subgrantees' mean of 54.5% for Year Two.

**Table 1.a - Average Daily Student Attendance Rates
of Top Four Subgrantees for Year Two**

Subgrantee	N	Mean %
YOUR Community Center	93	78.1
Communities in Schools of the Nation's Capitol	172	63.9
Associates for Renewal in Education	98	63.0
LifeSTARTS Youth and Family Services	35	62.5
All Subgrantees	2,278	54.5

Sources: PPICS, Regular Attendee Data and APR Operations

Performance Indicator 1.2: Percent of Gains in Grades from Fall to Spring

Average gains in Mathematics and Reading/Language Arts for the top four subgrantees ranged from 32% to 52% and 41% to 61%, respectively (see Tables 2a, 2.b, 3.a and 3.b). Of top four subgrantee programs in Mathematics, YOUR Community Center had the highest gains percentage (52.2%) from fall to spring, well above all subgrantees' mean of 31.2%. In Reading/

Language Arts, 60.9% of Paxen Learning Corporation's students made gains in grades from fall to spring, making it the highest performing subgrantee for RLA grades, substantially above 36.6%, the average for all subgrantees.

**Table 2.a. - Average Percent of Mathematics Grade Gains
of Top Four Subgrantees, Year Two**

Subgrantee	N	Gains* %
YOUR Community Center	69	52.2
Higher Achievement Program	171	39.8
Paxen Learning Corporation	60	36.7
Friendship Public Charter School	92	32.6
All Subgrantees	1,087	31.2

Source: PPICS, Regular Attendee Data

Note: * Students with "A" grades were removed from analyses.

**Table 2.b. - Average Percent of Reading/Language Arts Grade
Differences of Top Four Subgrantees, Year Two**

Subgrantee	N	Gains* %
Paxen Learning Corporation	64	60.9
YOUR Community Center	70	58.6
Heads Up	233	47.2
Friendship Public Charter School	89	41.6
All Subgrantees	1,394	36.6

Source: PPICS, Regular Attendee Data

Note: * Students with "A" grades were removed from analyses.

Performance Indicator 1.3: Percent of Performance Level Gains in Mathematics and Language Arts State Assessments

The top four subgrantees had Mathematics assessment performance level gains that ranged from 20% to 57% from Year One to Year Two. Because only 20% of DC-CAS assessment data, on average, were available, most subgrantees had very small samples; therefore, their percentages of performance level gains could not be calculated, and two subgrantees in Mathematics and one in Reading/Language Arts had gains percentages at or below the average for all subgrantees yet still higher than performance gains for all of DC public school students. As shown in Table 4.a, in Mathematics, 56.6% of The Fishing School's students made a gain in DC-CAS Mathematics performance level from Year One to Year Two. The range in percentage gains in Reading/Language Arts was between 26% and 56%, as displayed in Table 5.a. The SEED School had the highest percent of gains in performance level in RLA, 56.1%.

**Table 3.a - Percent of Prior-Year to Current-Year Mathematics Level Gains
of Top Four Subgrantees, Year Two**

Subgrantee	N	Gains* %
The Fishing School	76	56.6
Higher Achievement Program	44	34.1
The SEED School of Washington, DC	38	26.3
DC Public Schools	168	20.8
All Subgrantees	507	27.6

Source: PPICS, Regular Attendee Data

Note: * Students at Advanced performance level in the prior year were
removed from analyses.

**Table 3.b - Percent of Prior-Year to Current-Year Reading/Language Arts
Level Gains of Top Four Subgrantees, Year Two**

Subgrantee	N	Gains* %
The SEED School of Washington, DC	41	56.1
The Fishing School	81	44.4
Higher Achievement Program	46	32.6
DC Public Schools	172	26.7
All Subgrantees	532	28.6

Source: PPICS, Regular Attendee Data

Note: * Students at Advanced performance level in the prior year were
removed from analyses.

Performance Indicators 1.5 and 1.6: Teacher Survey Items

Ten (10) Teacher Survey items were combined and categorized to identify an overall percentage of improvement in classroom behavior. The average improvement in Teacher Survey items for all subgrantees was 69.1%. As displayed in Table 4.a, three of the top four subgrantees had percentages of improvement exceeding 90%, according to their teachers, which placed their students well above the all subgrantee average for improvement in classroom behavior.

**Table 4.a - Percent of Improvement in All Teacher Survey Items
of Top Four Subgrantees, Year Two**

Subgrantee	N	Improved %
The Fishing School	89	98.9
Latin American Youth Center	98	90.8
Metropolitan Day School	32	90.6
DC Public Schools	94	79.8
All Subgrantees	1,322	69.1

Source: PPICS, Regular Attendee Data

Note: * Students not needing to improve were removed from analyses.