21st Century Community Learning Centers Statewide Evaluation Report

Submitted by: Agency of Education

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Vermont Afterschool
Partnerships, Advocacy, Training, and Resources for Excellence in Afterschool

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Introduction and History

In 2010, the Vermont Agency of Education (VTAOE) contracted with Vermont Afterschool to create an evaluation plan for the state's expanded learning programs that receive funding from the federal 21st Century Community Learning Centers (21C) initiative. The plan was to ensure that 21C school year and summer programs serve the neediest students, support high quality programming and thrive under effective leadership.

During each of the four years that followed (2010-11 through 2013-14), data for these outcomes were collected from 21C-funded projects and each of their corresponding program sites. Project directors submitted data through two separate systems: the federally maintained Profile and Performance Information Collection System (PPICS) and VTAOE's annual performance reports (APRs). In 2014, the US Department of Education announced the suspension of PPICS in favor of a new data collection system.

Also in 2014, the Agency of Education and Vermont Afterschool reassessed the statewide evaluation plan. A task force comprising program leaders from around the state, representatives from Vermont Afterschool and the 21C Coordinator at the Agency of Education established four new goal areas along with results and measures for each of them. The following goal areas were established:

1) Access and equity are assured for all students.
2) All 21C-funded programs are of high quality.
3) All 21C-funded programs have effective leaders.
4) All 21C-funded programs are sustainable.

Under each goal area, the task force identified three or four related results. Each result comprises between one and six specific measures for which data are directly submitted. Most measures identify site-level, project-level, or statewide targets to be met.

Directors of 21C projects have been submitting their evaluation data for each measure into a streamlined system beginning in 2014-15. VTAOE created and launched two online surveys were through a single platform (SurveyMonkey.com): one for collecting project-level data (such as the credentials of project directors) and one for collecting site-level data (such as the numbers of operational weeks per year). In 2017-18, Cognito Forms (cognitoforms.com) replaced Survey Monkey as the data collection platform due to its ability to allow directors to complete their APRs in more than one sitting with the "save and return" feature.

Data were also collected from the direct beneficiaries of 21C programs: the school age children and youth that attended them. One of the measures under the second goal area is for reporting the participants' feelings related to their experiences in 21C programs. In the spring of 2015, the Agency of Education launched a pilot survey which was completed by several hundred 21C program attendees in grades 5-12. A revised version of the survey was launched in the spring of 2016 and in each year that has followed, it has been completed by several hundred 21C attendees.

In 2017-18, 29 projects throughout Vermont received funding from the 21C initiative to run expanded learning programs. These projects operated 101 individual sites in school buildings across all 14 Vermont counties. All 101 sites provided out-of-school time programming during the school year. Ninety-one sites provided summer learning enrichment for students, whether on-site or at a nearby school. During the school year 12,980 PreK-12 students in Vermont were

enrolled in 21C programming, and 5,632 students attended on a regular basis. "Regular basis" is defined as 30 days or more throughout the year. Stated as percentages, 14.7% of students in Vermont attended 21C programming and 6.4% were enrolled on a regular basis in 2017-18. Twenty-first Century Community Learning Centers strive to serve the neediest students. Defined as students who qualify to receive either free or reduced-price school lunches, there were 36,269 such students enrolled in Vermont schools in 2017-18. Of the students that attended programming on a regular basis, 3,457 were eligible for free or reduced-price lunch in 2017-18. Overall, 9.5% of the 36,269 students statewide who were eligible for free or reduced-price lunch were served on a regular basis. Compared with the 6.4% of students statewide who were enrolled in programming on a regular basis, this percentage shows the relative success that 21C programs had in serving some of the neediest students in 2017-18.

VT's PreK-12 students in 2017-18	Free/reduced lunch students in 2017-18
88,428 students enrolled in VT schools	**36,269** free/reduced lunch students enrolled in VT schools
5,632 students attended 21C programming on a regular basis	**3,457** free/reduced lunch students attended 21C programming on a regular basis
6.4% students attended 21C programming on a regular basis	**9.5%** free/reduced lunch students attended 21C programming on a regular basis

The focus of this report is measure-by-measure comparisons of statewide evaluation results between the years 2014-15 and 2017-18, the four years of data for the newly revised goal areas and results. The report also includes a qualitative analysis of the barriers and challenges that programs faced in 2017-18, as described by directors and site coordinators through open-ended responses on their Annual Performance Reports (APRs). Throughout this report, the terms "programs" and "program sites" are used in addition to "sites" to refer to 21C-funded sites.

Highlighted Strengths, Improvements, and Challenges Areas in 2017-18

The following section of the report highlights the areas of strength and areas in which programs generally showed improvement over the past few years. It also includes areas that were challenging for programs. The section is broken down by each of the four goal areas: Access and Equity, Quality Programming, Program Leadership, and Project Sustainability.

Access and Equity

➢ **AREA OF STRENGTH: APR numbers for the past four years have shown that 21C projects have consistently served the neediest students.** Each year since 2014-15, Vermont students who were eligible for receiving free or reduced-price lunches and those who were on Individualized Education Programs (IEPs) were well represented among regular attendees enrolled in 21C programming. Statewide, approximately 15% of Vermont students are on IEPs and 40% of students are eligible for free or reduced-price lunches each year. In 2017-18, 20% of regular 21C attendees were on IEPs and an estimated 57% of regular attendees came from families whose incomes qualified them to receive free or reduced-price lunches. Additionally, 13 program sites served students whose schools participated in the Community Eligibility Provision due to having high rates of students from lower incomes families. The fact that 21C program sites have been serving these students at rates that exceed their statewide rates has been an area of strength in all four years since 2014-15.

- **AREA OF IMPROVEMENT: Overall, programs that ran both during the school year and during summer operated for a sufficient number of weeks, days, and hours per week in 2017-18 and many increases were seen from the previous years.** Eighty percent of school year sites operated for at least 32 weeks during the school year, which was a 6% increase from the previous year. Seventy two percent of sites offered five days of programming in both 2016-17 and 2017-18. The percentage of school year sites that offered at least fourteen hours per week of programming increased from 30% in 2016-17 to 35% in 2017-18. Among sites that offered summer programming, 77% operated for at least five weeks and this was a seven percent increase from the previous summer. Ninety one percent of those sites operated for five days per week (a 3% increase from 2016-17) and 86% offered at least 21 hours per week of programming (a 13% increase from 2016-17). In summary, in five out of the six dosage-related measures, the percentage of sites that met the targets increased in the two most recent years of programming.

- **CHALLENGE: Some programs faced specific challenges with consistently serving attendees on a regular basis**. While the qualitative evaluation results indicate that measures that represent this goal were met in each year since 2014-15, decreasing percentages and open-ended APR responses are reasons to take a further look at Result 1.4 (*21C-funded programs have a solid base of regular attendees*). In 2017-18, 76% of 21C sites served at least one-third of their participants on a regular basis, which was a decrease from 81% in 2016-17 and from 85% in 2015-16. On the statewide level, 43% of total attendees statewide were regular attendees in 2017-18, which was a slight decrease from 45% in 2016-17 and from 46% in 2015-16. Although the target of 33% of students statewide as regular attendees was met, it is worth looking into the reason that more than half of 21C attendees did not attend programming on a regular basis each year. In the open-ended APR responses, program leaders cited various reasons for student recruitment and retention challenges, from transportation, to school sports, to students losing interest once they become a certain age, to parents simply using 21C programs one "as-needed" bases for convenience.

Quality Programming

- **AREA OF STRENGTH: 21C programs are providing opportunities for students to engage in physical activity and are serving healthy food options.** Almost all 21C sites (97%) provided the opportunity for students to participate in at least 20 minutes of physical activity per every two hours of programming offered. This was the case in both 2016-17 and 2017-18. Additionally, 97% of program sites scored at least 4.0 on the Nourishment scale of the Youth Program Quality Assessment, indicating that they provided drinking water and healthy food and snack options to students at appropriate times.

- **AREA OF IMPROVEMENT: Among 21C sites that were in at least their second year of operation, 94% involved their staff in completion of self-assessments and program improvement plans through the Youth Program Quality Intervention (YPQI) in 2017-18,** which was a 2% increase from the previous year and a 24% increase since 2015-16. Furthermore, in 2017-18 program leaders submitted their completed materials more promptly than ever before, even after accounting for the fact that submissions were due earlier in the year for the first time. Project directors are now in the routine of completing YPQI on an annual basis. The fact that they have been involving their staff in the process is a positive strategy for continually enhancing program quality and making it part of their organizational cultures.

- CHALLENGE: The percentages of 21C sites that have been able to provide culminating activities or end products/performances have been on the decline. In 2017-18, 55% of sites demonstrated that all or most programs had the opportunity to create culminating end products and/or performances, which was down from 59% in the previous year. Additionally, 67% of program sites indicated that they had at least five examples of culminating activities in 2017-18, which was a decrease from 85% in 2016-17.

Program Leadership

- AREA OF STRENGTH: The percentage of 21C project directors in their first year or second years of tenure has been continually decreasing since 2014-15. In 2014-15, over a quarter of 21C directors were in their first of second year of tenure at their respective programs, followed by 23% in 2015-16, 17% in 2016-17, and 14% in 2017-18. The fact that this percentage has been continuously decreasing shows that programs have good director retention levels.

- AREA OF IMPROVEMENT: Ninety percent of program directors participated in at least 25 total hours of professional development in 2017-18, which was an increase from 86% in 2016-17 and from 80% in 2015-16. In 2017-18, all but three 21C project directors participated in at least 25 hours or professional development. Directors who take the time to attend professional development trainings and workshops can use their knowledge to improve programming. Professional development opportunities are also ways for directors to connect with other leaders in the field and pursue quality partnerships.

- CHALLENGE: On their APRs, program leaders representing 38 sites and 6 projects wrote that recruiting and retaining quality staff is a huge barrier to program success. While the numbers on the evaluation measures themselves indicated that the targets for retention rates for directors and site coordinators were met, open-ended responses on the APR revealed that recruiting and retaining quality staff continually frustrate program leaders. The leaders articulated various reasons for their issues finding quality talent and for the high turnover rates among staff, from the part time nature of the work, to scheduling issues for teachers and district-wide regulations, to college students with long school breaks.

Project Sustainability

- AREA OF STRENGTH: Over three-quarters (76%) of projects worked with two or more community partners that contributed at least $1000 over the course of the year. Community partners are valuable resources for programs, as their support can increase programs' ability to operate sustainably. Financial sustainability can be difficult for programs to achieve, especially when they rely so heavily on their federal 21C grant funds. Over the past four years, 21C programs have shown a continued ability to gain and retain valuable community partners.

- AREA OF IMPROVEMENT (but work is still needed): In 2017-18, 94% of sites had their program directors or site coordinators meet with their associated building principals at least nine times during the year. This was an increase from 89% in the previous year. Principals can help advocate for the 21C programs at the school district, supervisory union, or even state level. Good relationships between program and school leaders can help 21C programs thrive. While technically this was an area of improvement because more program leaders were taking the time to meet with the principals at their schools, the directors' written responses on the open-ended section of the APR indicated that communication and culture with school day staff were still big challenges for programs. In some cases, school

principals and school day staff did not completely understand the value of afterschool programming and treated it as its own separate entity.

➢ **CHALLENGE: Budget and funding concerns continue to be an issue to a significant percentage of 21C projects.** Fewer projects that had been in operation for at least five years had a diversity of funding sources (five or more sources) in 2017-18 than in 2016-17. Less than half of projects that were in operation for more than five years (42%) were able to report that they received no more than 50% of their annual funding from a single source. In addition, while the statewide aggregate cash funding from sources other than 21C funds did in fact exceed $5.5 million, it was lower than it had been in the previous year. Furthermore, on the APRs of two projects and six sites, 21C leaders articulated their budget and funding concerns in their open-ended responses.

Action Items for 2018-19 and Beyond

Program Operations and Quality

➢ **Continue to support high quality afterschool and summer learning programming, especially those opportunities that serve the neediest students**. Over the course of the past four years that the current statewide evaluation plan has been in place, 21C programs in Vermont have excelled in serving students on free and reduced price lunches and those on IEPs at representative rates. They are doing so with continuous improvement planning to maintain program quality; they run for a sufficient amount of hours, days, and weeks; they have effective leaders; and they make efforts to garnish support from community partners and from the school districts in which they serve. It is possible that they would not be as successful at sustaining these efforts without continued support from the federal 21C initiative. Consistent funding provides increased opportunities for 21C-funded projects to improve the quality of their sites and in turn provide valuable expanded learning opportunities for the children and youth that attend them.

➢ **Support high quality afterschool and summer learning programming in recruiting and retaining quality staff**. The most frequently cited barrier to program success among 21C project and site leaders was the challenge of easily hiring and retaining quality staff. A few leaders suggested that increased base pay rates might help alleviate the problems of recruitment issues and high turnover. Additional funding to help ensure that staff salaries are high enough to prevent frequent staff turnover could help alleviate these challenges for programs.

➢ **Focus on helping 21C directors, site coordinators and staff engage in professional development opportunities that address the barriers and challenges they described in their APRs**. Aside from the above-mentioned issue of recruiting and retaining quality staff, some of the frequently-mentioned barriers and challenges for program success included issues with school, principal, and/or school day staff; issues with staff; program space; relationships with parents and families; and student recruitment in certain instances.

Data and Reporting

➢ **Continue using Cognito Forms for APR data collection purposes**. Using the Cognito Forms platform to collect statewide evaluation data from projects and sites in 2017-18 had many benefits. The internal validation logic that was coded into the forms served as a check for obvious mistakes. For example, it did not allow respondents to enter a number of regular attendees that was greater than the number entered for total attendees. The platform also allowed program leaders to complete their APRs in more than one sitting with its save-and-return feature. Finally, respondents could select an option to have their responses automatically sent to them upon submission.

➢ **Consider integrating the data collection for Result 3.2 regarding licensed teachers into the Cognito Forms APR**. Over the past few years, the data for Result 3.2 regarding the number of total staff and staff that were licensed teachers for school year and summer sites came from the federal 21C data collection system. The associated measures were not included on the Cognito Forms APR so that project leaders could avoid having to enter it more than once. However, as a result, the numbers around summer-licensed staff did not give clear enough information to inform the associated evaluation measure reliably. Measures 3.2b is about the summer sites and the percentages of licensed educators that work at each. Among the data that were received for this measure, some schools that did not have summer programming at their physical locations had summer staff numbers reported. It was unclear as to where those staff members actually worked, because in some cases students from particular schools could attend summer programming at more than one other school. In short, when the summer staff numbers are reported the way that they have been reported over the past few years, the percentages that were calculated as results for Measures 3.2b and 3.2d are unreliable. Integrating the items for this data collection with the Cognito Forms APR could alleviate this issue because it would give VTAOE direct control over how the questions are worded. It would also make the data available in a more timely fashion.

Identified Barriers and Challenges for 21C Projects and Sites

On both the 2017-18 Project Level and Site Level APRs, 21C directors and coordinators were asked to respond to a question about the barriers and challenges that they encountered over the past year. Responses ranged in length from a few words to several paragraphs. A qualitative analysis on all of the responses was performed and each response was tagged with one or more particular categories. The table below lists those categories and includes both the number of sites and the number of projects whose responses fell into each category. The barriers/challenges are listed in descending order of how frequently they were described by projects and sites. The first five challenges are described below with more in-depth information about the specific responses that were provided on the APRs. There is undoubtedly some overlap between the categories and many of the issues affect one another. For example, communication issues between 21C program staff and school day staff might affect programs' abilities to acquire space in the schools for their programming to run. In addition, sometimes recruiting and retaining quality staff is affected by other underlying staff issues. Regardless, best efforts were made to categorize each individual challenge listed by program leaders.

Barriers/Challenges described by 21C projects and sites on 2017-18 APRs	Number of projects that identified barrier/challenge	Number of sites that identified barrier/challenge
1) Recruiting and retaining quality staff	6 projects (21%)	38 sites (38%)
2) Program space	2 projects (7%)	17 sites (16%)
3) Issues with school, principal, and/or school day staff including communication issues	4 projects (14%)	12 sites (12%)
4) Issues with staff	2 projects (7%)	10 sites (10%)
5) Budget/funding concerns	2 projects (7%)	6 sites (7%)
6) Retaining student interest at certain ages or during certain times of the year	2 projects (7%)	5 sites (5%)
7) Relationships with parents and families	1 project (4%)	5 sites (5%)
8) Work overload for director/staff	3 projects (10%)	2 sites (2%)
9) Data administration and paperwork	2 projects (7%)	3 sites (3%)
10) Student behavioral issues	2 projects (7%)	3 sites (3%)
11) Transportation issues	2 projects (7%)	3 sites (3%)
12) Training staff	-	4 sites (4%)
13) Staff communication issues	-	3 sites (3%)

Challenge/Barrier 1: Recruiting and retaining quality staff

Recruiting and retaining quality staff was by far the most commonly described barrier or challenge by both projects and sites. Thiry-eight sites identified this as a challenge, which was more than double the number of sites that described the second-most common barrier/challenge (program space). Six projects described recruiting and retaining quality staff as a major area of concern.

Finding quality staff to hire proved difficult for many programs. Programs need larger applicant pools so they can be more selective about whom they hire. One director said that they are "always in search of high quality and committed staff to continue to move the program forward. "Some sites employ college students, but then have difficult filling in the gaps during the college students' school breaks and at the end of the year. College students also do not often have much experience working with kids, one director noted. A few program leaders mentioned that being located in rural areas makes it hard to gain access to quality staff (but programs located in more populated areas also cited issues with finding quality staff to hire). Another issue that programs run into with hiring quality staff is finding enough staff to work with students that have special needs or are on IEPs. Sometimes sites need to hire extra staff so they are able to provide one-on-one help for special needs students. This creates further pressure on the already difficult task of finding enough quality staff to hire. This is particularly tricky for programs that serve "an increasingly large population with high needs in both social emotional and academic areas."

The part-time nature of the work also affects the ability for programs to hire quality staff. Many people who might be able to do the job well might also rather find full time work. Some directors mentioned that it would be ideal to work with the schools to create full time positions that combined the roles of paraeducators and afterschool staff, but in many cases paraeducators were already working over 30 hours per week or full time. In addition, many respondents noted

that school day staff and teachers are often not available to continue working past the school day due to family or other commitments. And as was the case for at least one program that para professionals had limited availability due to district-imposed restrictions for payroll purposes. The programs that were able to rely on school day teachers and staff to run programming reported that the teachers were not always energized or passionate after a long school day. In addition to hiring, retention among site coordinators and direct service staff was also an ongoing issue. In their written responses, directors shared their thoughts on the reasons for high turnover rates. Several site coordinators and direct service staff had left their positions to pursue full time opportunities. One project director hypothesized that "stronger regulations and awareness of Fair Labor Standards" made retaining staff difficult. The project simply did not have room in its budget to accommodate overtime pay. One site coordinator wrote that a better base pay could help their program retain its staff. At another site, it had been multiple years since there had been a pay increase for site coordinators.

Site coordinators and staff are spread thin, which is undoubtledly another factor contributing to high turnover rates. One director pointed out, "we ask a lot from our staff and pay them very little."Currently at many sites, coordinators and staff have the responsibility of creating and implementing engaging activities as well as managing behaviors and social-emotional learning issues.

High turnover rates in programs lead to inconsistencies and impact the quality of programming. New staff that come on in the middle of the year when programming is already running can limit the programs from progressing as they should. Perhaps more than one program shared the sentiment that, "it often feels like we would train a group of people and then by the time we could use that training for something, we had a new group of people who needed to be trained all over again." Turnover also contributes to programs' lack of ability to consistently implement YPQA and other such quality initiatives and also to students' feelings about programming. One director pointed out that "retaining staff helps to build stronger relationships between staff and students which makes a big difference in students' attitudes toward the program."

Lack of quality staff affects sites' abilities to provide programming options which in turn makes wait lists longer. Project directors are left scrambling to provide programming and have to work creatively to fill in gaps. One director planned to work with school principals to create full-time opportunities, combining programming staff work with additional responsibilities. In one program the administrator's workload included time for that person to be present in programs when needed. More creative solutions as well as support are needed in order for 21C projects and sites to obtain and retain quality leaders and staff for their programming.

Challenge/Barrier 2: Program space

For at least seventeen individual program sites, having sufficient program space was a challenge in 2017-18. Not only did programs have issues with finding adequate spaces in the school buildings to run programming, but they also had trouble with finding enough storage space for program equipment and student projects. "We have a lack of adequate space for storage and programs," one director emphasized.

Because 21C programs typically operate in and around schools, it can be difficult for them to acquire dedicated spaces to run their programming. One site leader described their program

space as being "continually negotiated with [the] building leader," thus making space considerations a problematic endeavor. For one program, programming took place in a common room where school day teachers were meeting and storing school day supplies. Directors and site coordinators of licensed sites sometimes struggled to acquire enough space to comply with licensing regulations.

For several programs, the issue of program space made implementing physical activities difficult, particularly during the winter months when outdoor opportunities were limited. School sports teams often had prioritized use of gymnasiums and multi-purpose rooms. One director noted, "We've had several conversations with both the middle and high school principals about finding a solution, but have had no luck because the gym is booked daily for sports." At another site, access to the gym is lost during the winter when the school band practices there.

Five programs mentioned that they lacked adequate space at their sites for storing program materials and equipment. One site that had a dedicated set of supply cupboards did not even have enough room to store everything needed for programming. It was particularly difficult for programs to have enough space to store outdoor equipment.

A couple programs shared solutions to their space constraints that they were able to implement. At one particular site, both the 21C program and a community-based program had to figure out how to share the school's multi-purpose room. The leaders designed a schedule that allowed one program to eat snack in the cafeteria and then break for movement; the other program moved first and then had snack. Another program that had to turn people away due to space concerns limited the number of days per week that students could sign up for programming. This allowed them to accommodate all students over the course of the week with the limited space they had to operate.

Challenge/Barrier 3: Issues with school, principal, and/or school staff

While strong and effective communication with school principals and school day staff could help resolve certain issues for programs such as space constraints, many program leaders reported this as a barrier in 2017-18. Four project-level APRs and 13 site-level APRs made note of the lack of support from school principals and school day staff. Unfortunately, for many sites, the principals at their schools did not always appreciate the value of afterschool programming. This created a culture in which the schools "did not accept ELO as part of the overall school experience," as one director phrased it. When afterschool is seen as a separate entity, it is difficult for programs to gain much needed trust and support from principals, administrators and school day staff.

In one school, the principal felt strongly that the 21C program should not operate for more than 24 weeks. At another site, the 21C program staff sensed the school day staff constantly watching them to see if they would make mistakes or leave something out of place. In another program, school day staff were hesitant to let programs use tech equipment. At one project the principal sent a teacher representative to serve on the grant writing team in his or her place.

Communication between school day staff and program leaders was also a challenge. In a few cases, school administrations failed to share specific student behavioral concerns with afterschool program staff. There were also times when school day staff did not provide advanced notice about after school meetings that affected programming when staff who were also school day teachers were required to attend. In addition, for at least one program site, there

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were issues with communication regarding sports schedules, which affected program space and coordination. In another school, communication about school day rules was a major concern. This hindered the 21C leaders' abilities to create program rules that were in line with school day expectations.

Listed below are a few quotes from the APR responses that describe and highlight some of the cultural and communication issues between programs and school day staff:

- *Communication with (some) building leaders is a challenge that rears its head now and again. Our response is to continue to advocate professionally as needed, to assume good intentions (at times a struggle), and always, always put our students first.*
- *There are concerns within the SU administration that often feel like barriers. There is no communication with the superintendent--this past relationship was the foundation of how our programs found such great success. The loss of this teamwork feels difficult.*
- *Principal is still not fully understanding of the role school in supporting the program*
- *Major issues with principal*

On their APRs, 21C program leaders wrote about ways that these communication issues with school day staff might be addressed. At one school, the coordinator initiated monthly meetings with the principal. "This has been helpful to discuss some behavioral questions or get information," the coordinator wrote. A leader at another site wrote, "Some principals assign a day for teachers to assist the [afterschool program.]" Another suggestion was to have the coordinator "participate in leadership meetings … so the coordinator can know that changes are planned for the school and how the program can assist with or change to adapt to school changes." For at least twelve 21C sites, efforts need to be made to strengthen communication between program leaders and their school administrations for the sake of quality afterschool programming to take place.

Challenge/Barrier 4: Issues with staff

While many sites described challenges related to recruiting and retaining quality staff, some also described issues that arose in 2017-18 with the staff that they had. Some of these issues were related to hiring and keeping quality staff but they were also distinct issues in their own right. Many of these challenges had to do with staff behavior and accountability.
A total of ten sites and two projects described the following issues related to staff behavior on their APRs:

- **Staff burnout**: One project director stated that the project's staff members were becoming burnt out as the student needs were increasing and that morale needed a boost.
- **Staff accountability**: One director wrote that staff members were not following goals created for the program even after reminders. A coordinator at another program complained that staff did not have strong relationships with students and did not do a satisfactory job monitoring behaviors on the playground. The coordinator at that site wrote, "It has also been a challenge giving feedback and having high expectations when this is not anybody's full time work."
- **Staff attendance**: At a few sites, there were times that it was difficult to find substitutes to facilitate programming. At one site there was an issue where teen leaders were absent without calling ahead.

- **Unexpected changes**: When two site lost two key staff members unexpectedly, the site coordinator had to step in when he or she could have spent time doing other important things for the program.
- **Staff communication**: At one site, the director was displeased with how the site coordinator handled communications with the school. At another site, effective communication about student behavior plans was lacking.

Challenge/Barrier 5: Budget/funding concerns

On the APRs for two projects and six sites, 21C leaders articulated some of the financial challenges their programs faced in 2017-18. The precise concerns varied from site to site, but in general the projects noted that they did not have enough funds to serve the number of families interested in enrolling, particularly families on subsidies or nearly qualifying for subsidies. Another issue was with Consolidated Federal Programs (CFP) money that was cut across the state, which caused one program to lose money. One project regretted that their school did not provide more funding for their programming. Another program mentioned that STEM programming was getting particularly expensive.

A few programs mentioned that they wished they had money to spend on things like outside enrichment teachers, substitute teachers, and contracted services to run programs. Some directors pointed out that having money for these services would have been useful for freeing up staff time for meetings.

Evaluation Results for 2014-15 through 2017-18

The following section includes numeric results from the APRs that inform the Goal Areas set by the Vermont Agency of Education, in collaboration with Vermont Afterschool and leaders from the field. Each Goal Area comprises three to four results, which each contain between one and six measureable outcomes. The four goal areas are as follows:
1) Access and equity are assured for all students.
2) All 21C-funded programs are of high quality.
3) All 21C-funded programs have effective leaders.
4) All 21C-funded programs are sustainable.

The following section outlines each goal area along with their corresponding Results and Measures for each year from 2014-15 until 2017-18.

Goal Area 1: Access and equity are assured for all students.

Children and youth that participate in quality afterschool and summer learning programming experience a wealth of positive outcomes, both socially and academically. Families with disposable income are often well equipped to enroll their children in a diverse array of high quality out-of-school time learning experiences. Vermont's 21C programming is intended to serve the students who might not otherwise have had the opportunity to enroll - such as students from families with lower incomes. The programs themselves need to be in operation for a sufficient amount of time over the course of both the school year and summer so that participants have many opportunities to engage in learning and experience positive outcomes. Finally, the students themselves must commit to attending on a regular basis in order the gain the most that they can from the experience. The four Results and corresponding Measures contained in Goal Area 1 were developed with the intention of ensuring that equity and access

to 21C programs are ensured for all students in Vermont.Result 1.1: 21C programs serve students with limited opportunities to learn outside of the school day.

Compared with their peers, students from lower income families have fewer opportunities to learn outside of the school day. The achievement gap widens as students from wealthier families attend private dance lessons, sports camps and tutoring sessions while students from lower income families may struggle to keep up with their peers academically, socially and behaviorally. These lower income students (defined as those who are eligible to receive free or reduced-price lunch at school) can greatly benefit from opportunities for learning beyond the school day (Huang, et al. 2000).

Measure 1.1a: **21C-funded sites have a free and reduced lunch rate among regular attendees that meets or exceeds the school rate.**

2014-15	2015-16	2016-17	2017-18
61% of sites had a free/reduced lunch rate of regular attendees that met or exceeded school rate	**50%** of sites had a free/reduced lunch rate of regular attendees that met or exceeded school rate	**61%** of sites had a free/reduced lunch rate of regular attendees that met or exceeded school rate	**58%** of sites had a free/reduced lunch rate of regular attendees that met or exceeded school rate

Measure 1.1a states that 21C-funded sites should have a rate of free and reduced lunch students among regular attendees that meets or exceeds the school rate. In 2017-18, 58% of 21C sites accomplished this attendance target. This percentage was a slight decrease from both 2014-15 and 2016-17 in which the rate was 61% in both years, and a significant increase from 2015-16 when the rate was 50%.

For *Measure 1.1a*, it is important to note that the presence of the Community Eligibility Provision (CEP) makes it impossible to assess accurately how well the state has performed in this area year after year. The CEP, which serves to provide free or reduced price lunches to all students in an eligible school, affects how such schools report their number of free/reduced lunch students. Some CEP-eligible schools report "100%," which is technically true, because under the CEP all of its students are receiving the lunch benefits. However, for our purposes this method of reporting does not help determine how many students have families with qualifying incomes. In such cases, these sites were excluded from the calculation. In 2017-18, there were 13 sites whose exact school or site free/reduced lunch rates were unknown due to CEP status. In 2016-17, 23 such sites were excluded; in 2015-16, 3 such sites were excluded, and in 2014-15, 12 such sites were excluded.

Measure 1.1b: **At the state level, the overall free and reduced lunch rate among regular attendees is greater than 40%.**

2014-15	2015-16	2016-17	2017-18
53% of regular attendees statewide were eligible for free or reduced lunch	**59%** of regular attendees statewide were eligible for free or reduced lunch	**58%** of regular attendees statewide were eligible for free or reduced lunch	**57%** of regular attendees statewide were eligible for free or reduced lunch
Target reached	Target reached	Target reached	Target reached

In 2017-18, 41% of PreK-12 students enrolled in Vermont's public schools were eligible for free or reduced-price lunch (excluding the schools with CEP status). In 2014 when the evaluation items were developed, approximately 40% of the students in the state had free/reduced lunch status. In order for programs to show that they are accessible to all students, it was decided that at least 40% of 21C regular attendees should be those students who are eligible for free or reduced-price lunch on the state level. This target was reached by the state every year from 2014-15 through 2017-18. In 2017-18, 57% of regular attendees statewide were eligible for free or reduced price lunch. This percentage was preceded by 58% in 2016-17, 59% in 2015-16, and 53% in 2014-15.

Measure 1.1c: At the state level, the overall rate of regular attendees on Individual Education Plans (IEP) meets or exceeds the state average of 15%.

2014-15	2015-16	2016-17	2017-18
17% of regular attendees statewide were on IEPs	**19%** of regular attendees statewide were on IEPs	**19%** of regular attendees statewide were on IEPs	**20%** of regular attendees statewide were on IEPs
Target reached	Target reached	Target reached	Target reached

Students who are on Individual Education Plans (IEPs) in Vermont should also be represented equally among their peers as regular attendees in 21C programming, in order access and equity to be upheld. In 2017-18, 20% of regular 21C attendees statewide were on IEPs, and since this was more than the statewide average of 15%, this target was met. In each of the three other years that preceded 2017-18, the percentages of students on IEPs who were regular attendees exceeded 15% and the target was met: in 2014-15, 17% of regular attendees statewide were on IEPs; and in both 2015-16 and 2016-17, 19% of regular attendees statewide were on IEPs.

Result 1.2: 21C-funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.

Programs that operate for a sufficient number of weeks, days per week and hours per week during both the school year and summer are able to foster social, behavioral, and learning gains among the children and youth they serve (Policy Study Associates, 2004). In addition, in order for working families to take full advantage of afterschool programming, their children should have opportunities to attend programming from approximately 3pm until 5 or 6 pm each weekday over the course of the academic year. Measures 1.2a, 1.2b, and 1.2c were developed to ensure that sufficient school year dosage is in place.

Measure 1.2a: 21C-funded sites offer enough program weeks to match or exceed the current national mean by operating for at least 32 weeks during the school year.

2014-15	2015-16	2016-17	2017-18
70% of sites offered at least 32 weeks of programming during the school year	**66%** of sites offered at least 32 weeks of programming during the school year	**74%** of sites offered at least 32 weeks of programming during the school year	**80%** of sites offered at least 32 weeks of programming during the school year

In 2017-18, 80% of 21C sites offered at least 32 weeks of programming during the school year. This was the highest percentage of the four years going back to 2014-15. In 2014-15, 70% of sites

offered at least 32 weeks of programming; in 2015-16, 66% of sites offered at least 32 weeks; and in 2016-17, 74% of sites offered at least 32 weeks. The median number of weeks of programming offered in 2017-18 was 34 weeks (offered by seven program sites) and the mode was 32 weeks (offered by 17 program sites). The minimum number of weeks of programming offered was 25 (offered by one site); and three sites representing three different projects offered as many as 40 weeks of programming.

Measure 1.2b: **21C-funded sites offer enough program days to match or exceed the current national mean by operating for at least 5 days per week during the school year.**

2014-15	2015-16	2016-17	2017-18
69% of sites offered at least 5 days per week of programming during the school year	**69%** of sites offered at least 5 days per week of programming during the school year	**72%** of sites offered at least 5 days per week of programming during the school year	**72%** of sites offered at least 5 days per week of programming during the school year

In both 2016-17 and 2017-18, 72% of 21C sites offered five days per week of programming during the school year. This was the highest percentage of the four years going back to 2014-15. In 2017-18, 72 sites offered five days of programming, 27 sites offered four days of programming, one site offered three days of programming, and one site offered six days of programming per week. In each of the previous two years (2014-15 and 2016-17), 69% of program sites had offered five days per week of programming.

Measure 1.2c: **21C-funded sites offer enough program hours to match or exceed the current national mean by operating for at least 14 hours per week during the school year.**

2014-15	2015-16	2016-17	2017-18
35% of sites offered at least 14 hours per week of programming during the school year	**30%** of sites offered at least 14 hours per week of programming during the school year	**30%** of sites offered at least 14 hours per week of programming during the school year	**36%** of sites offered at least 14 hours per week of programming during the school year

It is recommended that 21C program sites offer at least 14 hours per week of programming during the school year. Over the past four years, there was never a time when more than 35% of sites met this goal. In both 2015-16 and 2016-17, 30% of sites offered at least 14 weekly hours and during 2014-15 and 2017-18, 35% of sites offered at least 14 weekly hours during the school year. In 2017-18, the median number of weekly hours of programming offered was 12 (offered by 10 sites) and the mode was 10 hours (offered by 24 sites). Three sites offered seven weekly hours which was the least of all of the sites, and one site offered 25 weekly hours, which was the most offered by any 21C site that year. The table below shows a further breakdown of the weekly hours offered in 2017-18.

Hours per week offered in 2017-18	Number of sites offering those hours
8 to 11 hours	43 sites
11 to 14 hours	23 sites
14 to 17 hours	30 sites
17 hours or more	5 sites

Measure 1.2d: **At the state level, the average number of program weeks offered at sites will match or exceed the current national mean of at least 32 weeks during the school year.**

2014-15	2015-16	2016-17	2017-18
Sites operated for an average of **33 weeks**	Sites operated for an average of **34 weeks**	Sites operated for an average of **33 weeks**	Sites operated for an average of **34 weeks**
Target reached	Target reached	Target reached	Target reached

On the state level, 21C programs operated for an average of 34 weeks during the 2017-18 school year. In both 2014-15 and 2016-17, they operated for 33 weeks, and in 2015-16, they operated for 34 weeks.

Measure 1.2e: **At the state level, the average number of program days offered at sites will match or exceed the current national mean of at least 5 days per week during the school year.**

2014-15	2015-16	2016-17	2017-18
Sites operated for an average of **4.7 days per week**	Sites operated for an average of **4.7 days per week**	Sites operated for an average of **4.7 days per week**	Sites operated for an average of **4.7 days per week**
Target reached (with rounding)	Target reached (with rounding)	Target reached (with rounding)	Target reached (with rounding)

On the state level, 21C programs operated for an average of 4.7 days per week during the 2017-18 school year and each of the three years that preceded it (2014-15 through 2016-17).

Measure 1.2f: **At the state level, the average number of program hours offered at sites will match or exceed the current national mean of at least 14 hours per week during the school year.**

2014-15	2015-16	2016-17	2017-18
Sites operated for an average of **12 hours per week**	Sites operated for an average of **12 hours per week**	Sites operated for an average of **11 hours per week**	Sites operated for an average of **12 hours per week**
Target not reached	Target not reached	Target not reached	Target not reached

At the statewide level, 21C programs operated for an average of 12 hours per week during the 2017-18 school year. In 2014-15 and 2015-16, they also operated for an average of 12 hours per week and in 2016-17 they operated for 11 hours per week on average.

Result 1.3: 21C-funded programs provide enough summer programming to address summer learning loss.

In Vermont, summer break can last between 10-11 weeks depending on the number of snow days used in the previous winter. Summer learning loss, particularly for students from lower income families is a risk during that period of time. Additionally, working families across the income spectrum need safe and supportive programming environments for their children during the summer months when school is not in session.

Measure 1.3a: 21C-funded sites that offer summer programming are open for enough program weeks to match or exceed the current national mean by operating for at least 5 weeks during the summer.

Summer 2014	Summer 2015	Summer 2016	Summer 2017
66% of sites that offered summer programming offered at least 5 weeks	**69%** of sites that offered summer programming offered at least 5 weeks	**70%** of sites that offered summer programming offered at least 5 weeks	**77%** of sites that offered summer programming offered at least 5 weeks

The percentage of program sites offering at least five weeks of summer programming has risen each year since 2014. In the summer of 2014, 66% of sites offered at least five weeks of programming; in 2015, it was 69%; in 2016 it was 70%; and in 2017 it was 77%. In 2017, 45 sites met this target by offering programming all five days and an additional 25 sites offered between six and ten weeks of programming. Ten sites did not offer any amount of summer programming that year. They were not included in the calculation of these percentages.

Measure 1.3b: 21C-funded sites that offer summer programming are open for enough program days to match or exceed the current national mean by operating for at least 5 days per week during the summer.

Summer 2014	Summer 2015	Summer 2016	Summer 2017
83% of sites that offered summer programming offered at least 5 days/week	**84%** of sites that offered summer programming offered at least 5 days/week	**88%** of sites that offered summer programming offered at least 5 days/week	**91%** of sites that offered summer programming offered at least 5 days/week

The percentage of summer sites offering five days of programming during their weeks of operation has also steadily been on the rise since 2014. In the summer of 2014, 83% of sites that offered summer programming met this target by offering five days per week of programming. In 2015, this percentage rose to 84%; in 2016, it was 88%; and in 2017, it was 91% of sites. Eighty-two sites that offered summer programming offered five days per week. Otherwise, there were six sites that offered four days and two sites that offered two days per week.

Measure 1.3c: 21C-funded sites that offer summer programming are open for enough program hours to match or exceed the current national mean by operating for at least 21 hours per week during the summer.
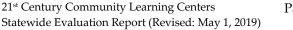
Summer 2016	Summer 2017
73% of sites that offered summer programming offered at least 21 hours/week	**86%** of sites that offered summer programming offered at least 21 hours/week

In the summer of 2017, 86% of sites that offered summer programming offered at least 21 hours per week of programming. This was an increase from the previous year in which 73% of sites that offered summer programming offered at least 21 hours per week. Prior to 2016, sites that offered fewer than 25 hours of weekly summer programming were only given the option "<25 hours," as a response on the 21C APR rather than with the specific number of hours, thus making it impossible to accurately calculate this measure for those years. In summer of 2017, the number of hours of weekly programming offered by summer sites ranged from six hours (offered by two sites) to 50 hours (offered by 19 sites). The median number of hours offered statewide was 36.

Measure 1.3d: At the state level, the average number of program weeks offered at sites will match or exceed the current national mean of at least 5 weeks during summer.

Summer 2014	Summer 2015	Summer 2016	Summer 2017
Summer sites operated for an average of **5.2 weeks**	Summer sites operated for an average of **5.1 weeks**	Summer sites operated for an average of **5.1 weeks**	Summer sites operated for an average of **5.2 weeks**
Target reached	Target reached	Target reached	Target reached

Each year between 2014 and 2017, the average number of weeks of summer programming offered among summer 21C sites did in fact exceed five weeks. In summers 2014 and 2017, summer sites operated for an average of 5.2 weeks; and in summers 2015 and 2016, sites operated for an average of 5.1 weeks.

Measure 1.3e: At the state level, the average number of program days offered at sites will match or exceed the current national mean of at least 5 days per week during summer.

Summer 2014	Summer 2015	Summer 2016	Summer 2017
Summer sites operated for an average of **4.8 days per week**	Summer sites operated for an average of **4.8 days per week**	Summer sites operated for an average of **4.9 days per week**	Summer sites operated for an average of **4.9 days per week**
Target reached (with rounding)	Target reached (with rounding)	Target reached (with rounding)	Target reached (with rounding)

In summers 2014 and 2015, the average number of days per week that 21C summer sites were in operation was 4.8 days; in summers 2016 and 2017 the average number of days per week that they were open was 4.9. The target of five days was essentially met each year. Although

technically each of these averages were less than the target of five days, realistically, the only way for the average to exceed 5.0 would have been for all sites to offer five day programming weeks (or for several sites to also offer weekend programming).

Measure 1.3f: **At the state level, the average number of program hours offered at sites will match or exceed the current national mean of at least 21 hours per week during summer.**

	Summer 2016	**Summer 2017**
	Summer sites operated for an average of **32.2 hours per week**	Summer sites operated for an average of **36 hours per week**
	Target reached	Target reached

In the summer of 2016, 21C summer program sites offered an average of 32.2 hours of programming per week. This average increased to 36 hours of programming the following summer. Dividing this number of hours by the weekly average days for that year (4.9) shows that programs offered an average of 7.4 hours of daily programming, or almost the length of a full adult workday.

Note: Prior to 2016, sites that offered fewer than 25 hours of weekly summer programming were only given the option "<25 hours," as a response on the 21C APR rather than with the specific number of hours, thus making it impossible to accurately calculate this measure for those years.

Result 1.4: 21C-funded programs have a solid base of regular attendees.

Regular attendance is a prerequisite to achieving desirable outcomes of expanded learning opportunities. In addition of ensuring that programs are in operation for a sufficient amount of time and the neediest students are adequately served, programs must also ensure that enrolled students are attending on a regular basis – and if they are not, to identify possible reasons for this. Students who are "regular attendees" are said to attend at least 30 days of programming per year.

Measure 1.4a: **21C-funded sites will serve at least one-third of their total participants on a regular basis (with regular basis defined as at least 30 days/year).**

2014-15	**2015-16**	**2016-17**	**2017-18**
84% of sites served at least 1/3 of participants for at least 30 days	**85%** of sites served at least 1/3 of participants for at least 30 days	**81%** of sites served at least 1/3 of participants for at least 30 days	**76%** of sites served at least 1/3 of participants for at least 30 days

In 2017-18, just over three-quarters of 21C sites (76%) served at least one-third of their total participants on a regular basis. This was a lower percentage than any of the three years preceding it. In 2014-15, 84% of sites reached the target of serving at least one-third of their attendees regularly; in 2015-16, 85% of sites reached this target; and in 2016-17, 81% of sites reached this target. In 2017-18, the percentages of regular attendees served on a regular basis among sites ranged from 10% to 99%. The median percentage of regular attendees among all attendees for 21C sites in 2017-18 was 45%.

Measure 1.4b: **At the state level, the average number of regular attendees will meet or exceed one-third of the total participants served.**

2014-15	2015-16	2016-17	2017-18
46% of total attendees statewide were regular attendees (served <30 days)	**46%** of total attendees statewide were regular attendees (served <30 days)	**45%** of total attendees statewide were regular attendees (served <30 days)	**43%** of total attendees statewide were regular attendees (served <30 days)
Target reached	Target reached	Target reached	Target reached

The overall statewide percentage of 21C attendees served on a regular basis slightly decreased in recent years. In both 2014-15 and 2015-16, 46% of attendees were served on a regular basis statewide. In 2016-17, this percentage decreased to 45% followed by 43% in 2017-18. In 2017-18, there were 12,980 students that were enrolled in 21C programming and 5,632 attended on a regular basis.

Goal Area 2: **All 21C-funded programs are of high quality**

This goal is intended to ensure that 21C funding goes toward programs that are intentionally designed to be of high quality. They should support student learning, allow participants to explore topics in depth, provide healthy food options, and provide ample time for physical activity. In addition, programs should engage their staff in continuous improvement planning with the Youth Program Quality Intervention (YPQI).

Result 2.1: **21C-funded programs support learning**

Afterschool and summer learning programs can supplement learning that occurs during the regular school day. Result 2.1 measures the extent to which these programs do in fact support learning based on three types of indicators: program design, test scores, and students feedback. It is important for programs to be designed to be able to help students who might be struggling academically. Methods that go beyond homework help are likely to help boost the academic performance of such students.

Measure 2.1a: **21C-funded sites have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically.**

2014-15	2015-16	2016-17	2017-18
79% of sites offered a strategy beyond homework help to help struggling students	**79%** of sites offered a strategy beyond homework help to help struggling students	**81%** of sites offered a strategy beyond homework help to help struggling students	**71%** of sites offered a strategy beyond homework help to help struggling students

In 2017-18, 71% of 21C program sites offered at least one strategy beyond homework help for students who were performing below grade level or otherwise struggling academically. This was a decrease from the previous three academic years when 79%, 79%, and 81% of sites offered extra academic help in 2014-15, 2015-16 and 2016-17, respectively. A few examples of such program strategies offered, as written in the APRs were as follows:

- *Tutoring is available. School staff contacts the site coordinator if they have a student in need. School day teachers work with the coordinator and/or staff providing tutoring as to the needs and provides needed materials.*
- *Throughout the year we've been able to offer reading improvement three to four days per week. The program was for targeted students who were not meeting grade level assessment benchmarks, and the majority scored significantly below grade level before beginning reading tutoring. A pilot version was offered in spring 2017, and since that time, we've served 22 students. All were recommended for reading assistance by their classroom teachers, the reading specialist or special educators. Instruction is provided by the school's reading specialist.*
- *The [name of program] has an integrated, student centered tutoring program. Students receive small-group, skill based instruction from licensed teachers in the areas of literacy and math. Staff ratios are maintained at a 1:5 ratio or less. The program offers support to students who are not meeting the standard in their classroom and are referred by teachers.*

Measure 2.1b: **21C-funded sites will have a percent of regular attendees proficient or above in language arts that meets or exceeds school average.**
No data - In 2014-15, the Smarter Balanced Assessment (SBA) for assessing students' language arts skills replaced the New England Common Assessment Program (NECAP). Vermont AOE has not yet received any SBA data from the new federal 21C reporting system.

Measure 2.1c: **21C-funded sites will have a percent of regular attendees that are proficient or above in mathematics that meets or exceeds school average.**
No data - Vermont AOE has not yet received any SBA data from the new federal 21C reporting system.

Measure 2.1d: **At the state level, 21C-funded sites will have a percent of regular attendees proficient or above in language arts that meets or exceeds school average.**

No data - In 2014-15, the Smarter Balanced Assessment (SBA) for assessing students' mathematics skills replaced the New England Common Assessment Program (NECAP). Vermont AOE has not yet received any SBA data from the new federal 21C reporting system.

Measure 2.1e: **At the state level, 21C-funded sites will have a percent of regular attendees that are proficient or above in mathematics that meets or exceeds school average.**
No data - Vermont AOE has not yet received any SBA data from the new federal 21C reporting system.

Measure 2.1f.i: Statewide student survey for grades 5-12. At the state level, 70% of students will respond "almost always true" or "extremely" or "quite a lot" for ALL survey items.

2015-16	2016-17	2017-18
4% of students responded "almost always true" or "extremely" or quite a lot" for ALL survey items	**7%** of students responded "almost always true" or "extremely" or "quite a lot" for ALL survey items	**7%** of students responded "almost always true" or "extremely" or quite a lot" for ALL survey items

Measure 2.1f showcases the third category designed to measure whether programs support learning: student feedback. For the fourth consecutive year in 2017-18, children and youth that attended 21C programs were asked to complete surveys about their experiences. That year, 264 students from 15 different schools across the state completed the survey. The previous year (2016-17), 356 students from 15 different 21C schools throughout the state completed surveys. In 2015-16, a total of 381 students representing 15 schools had completed surveys. In 2014-15, 426 students representing 18 schools completed the survey. Each year, the survey was completed by students in grades 5-12.

The survey comprises two parts. Part 1 consisted of a list of seven affirmational statements such as "I feel like I matter at this program," and "I am challenged in a good way". The full text of all seven items is listed in the table *Part 1 Student Survey Items and responses for 2017-18* under *Measure 2.1f.ii* below. Part 2 was added in 2015-16 and contains three questions asking students to indicate the extent to which they were feeling lively, active and energetic at the moment they were completing the survey.

Measure 2.1f originally stated, "At the state level, 70% of students will respond 'almost always true' for ALL survey items." This was relevant back in 2014-15 when 'almost always' true was an option for all of the survey items. In 2015-16 when Part 2 was added to the survey, the response choices were not consistent among all survey items. In order to accommodate this change, *Measure 2.1f* was revised to *Measure 2.1f.i* was with the response choices "extremely" and "quite a lot" added since they most closely paralleled the "almost always true" choice. Four percent of the students responded "almost always true" or "extremely" or "quite a lot" for all of the items in 2015-16 and 7% did so in both 2016-17 and 2017-18. This is quite a bit lower than the goal of 70%. Rather than using this overall percentage as an indicator of student satisfaction and learning in their programs, it is helpful to break down the measure further and look in depth at the responses to each question.

Measure 2.1f.ii: Statewide student survey for grades 5-12. At the state level, 70% of students will respond "almost always true" for all Part 1 survey items.

2014-15	2015-16	2016-17	2017-18
16% of students responded "almost always true" for all Part 1 survey items	**16%** of students responded "almost always true" for all Part 1 survey items	**18%** of students responded "almost always true"for all Part 1 survey items	**16%** of students responded"almost always true" for all Part 1 survey items

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In the first part of the survey, students were asked to respond to a series of questions by selecting from "almost always true," "true about half the time," and "almost never true" for a series of seven affirmational statements. In the years 2014-15, 2015-16, and 2017-18, 16% of students responded "almost always true" for all of the statements. In 2016-17, 18% of students had done so. These percentages are significantly lower than the target of 70% that was set during the development of these measures. Therefore, it is helpful to break the results down even further and look at the results for the individual survey items.

The seven statements that made up Part 1 of the youth survey are listed in the table below. The statements that had the highest percentages of students that responded "almost always true" were "I feel like I belong at this program" and "I feel like I matter at this program," in which 70% and 69% of students respectively responded that this was almost always true. The 70% of students that responded that they almost always felt like they belonged was up four percentage points from the previous year. Likewise, the 69% of students that responded that they felt like they mattered was up six percentage points from the previous year.

Part 1 Student Survey Items and responses for 2017-18 (and change from 2016-17)	Almost always true	True about half the time	Almost Never True
I feel like I belong at this program.	**70%** (+4%)	**25%** (-3%)	**5%** (-1%)
I feel like I matter at this program.	**69%** (+6%)	**26%** (-3%)	**5%** (-4%)
I am using my skills.	**64%** (n/c)	**32%** (+3%)	**3%** (-3%)
I am interested in what we do.	**58%** (-4%)	**39%** (+7%)	**3%** (-3%)
The activities are important to me.	**51%** (+2%)	**41%** (-2%)	**8%** (n/c)
I am challenged in a good way.	**52%** (+4%)	**38%** (-3%)	**10%** (n/c)
I try to do things I have never done before.	**35%** (-4%)	**49%** (+3%)	**16%** (+1%)

Measure 2.1f.iii: Statewide student survey for grades 5-12. At the state level, 70% of students will respond "extremely" or "quite a lot" for all Part 2 survey items.

2015-16	2016-17	2017-18
14% of students responded "quite a lot" or "extremely" for all Part 2 survey items	**17%** of students responded "quite a lot" or "extremely" for all Part 2 survey items	**18%** of students responded "quite a lot" or "extremely" for all Part 2 survey items

The second part of the youth survey comprises the questions, "How much do you feel LIVELY right now?"; "How much do you feel ENERGETIC right now?" and "How much do you feel ACTIVE right now?" These items were used with permission from the Social Emotional Health module of the California Healthy Kids Survey (2016). Social-emotional learning (SEL) skills are fostered by strong afterschool and summer learning programs. These programs give children and youth opportunities to learn essential life skills such as how to take initiative, work collaboratively, creatively problem-solve, and develop responsibility. The three statements that were selected from the California Health Kids Survey fell under the Engaged Living domain of the Social Emotional Health module.

For each of the three SEL questions on Part 2 of the survey, youth were asked to indicate the extent to which they agreed with each statement with one of the following choices: "extremely," "quite a lot," "somewhat," "a little," or "not at all." Each year since this part of the survey was added (2015-16), the percentage of students that responded "extremely" or "quite a lot" to all three questions has increased slightly. In 2015-16, 14% of students did so, in 2016-17, 17% of students did so, and in 2017-18, 18% of students did so.

The table below shows the percentages of all 264 students in 2017-18 that selected each response for each question. For all three of the questions, the most commonly selected option was "somewhat," followed closely by "quite a lot." Overall, the positive statements of "extremely" and "quite a lot" were selected more frequently than the statements on the other end of the spectrum, "a little" and "not at all."

Part 2 Student Survey Items and responses for 2017-18 (and change from 2016-17)	Extremely	Quite a lot	Somewhat	A little	Not at all
How much do you feel LIVELY right now?	20% (+1%)	28% (+2%)	32% (+2%)	16% (-1%)	5% (-2%)
How much do you feel ACTIVE right now?	14% (-1%)	32% (+5%)	30% (+1%)	17% (-2%)	8% (+1%)
How much do you feel ENERGETIC right now?	14% (+1%)	26% (+2%)	33% (-4%)	18% (-1%)	8% (+1%)

Result 2.2: 21C-funded programs allow participants to experience interests in depth.

Programs should also allow students time to pursue interests through activities that are not available during the regular school day. Rather than simply being introduced to such activities, students should be given opportunities to explore them in depth. Culminating end products and performances are ways to facilitate in-depth learning and exploration of specific interests. A few examples of culminating end products and/or performances that projects submitted through their APRs are as follows:

- *The "Friendship Bench" project involved students researching, design, PowerPoint presentation, and completion of a large bench now sited on the CES playground as a 'Friendship Bench". Based on social emotional skill building, any child that feels alone or would like a playmate sits on the bench, sparking other children's interest in joining them.*
- *Junior Librarian Program included training at the community library, with end product that youth were given responsibilities with media and books within the library*
- *Students participated in bi-weekly yoga and mindfulness activities. Students improved body awareness, practiced breathing techniques, and demonstrated yoga techniques at the Annual [program name] Community Fair.*
- *New enrichment activities were added during the winter months focusing on physical activity. Snowshoeing group mapped paths around the school and worked with the STEM enrichment leader to create theme based projects using materials collected while outside.*

Under this result, there were originally only two measures (2.2a and 2.2b). Measure 2.2a stated, "Each 21C-funded site will demonstrate that ALL programs have the opportunity to create culminating end products and/or performances. "Since 21C sites provide a wide variety of programming options, it is difficult for most of them to be able to respond 'Yes' to this item since it qualifies that ALL of their programming options must meet this criteria. Since the

percentage for this measure has been consistently low, two variations on this measure were amended in order to reveal a more detailed view of the extent to which sites offered culminating activities. The original *Measure 2.2a* was relabeled as *Measure 2.2a.i* and subsequently Measures *2.2a.ii* and *2.2a.iii* were amended.

Measure 2.2a.i: **Each 21C-funded site will demonstrate that ALL programs had the opportunity to create culminating end products and/or performances.**

2014-15	2015-16	2016-17	2017-18
4.5% of sites had culminating products/performances for ALL programming	**5.7%** of sites had culminating products/performances for ALL programming	**4.9%** of sites had culminating products/performances for ALL programming	**3.0%** of sites had culminating products/performances for ALL programming

Each year, a relatively small percentage of program sites were able to respond positively that they offered opportunities for culminating end products or performances related to all of their programming options. In 2015-16, 4.5% offered such experiences; in 2015-16, 5.7% of sites did so; in 2016-17, 4.9% of sites did so; and most recently in 2017-18, 3.0% of sites offered such experiences for all of their programming offerings.

Measure 2.2a.ii: **Each 21C-funded site will demonstrate that ALL or MOST programs had the opportunity to create culminating end products and/or performances.**

2014-15	2015-16	2016-17	2017-18
40% of sites had culminating products/performances for ALL or MOST programming	**54%** of sites had culminating products/performances for ALL or MOST programming	**59%** of sites had culminating products/performances for ALL or MOST programming	**55%** of sites had culminating products/performances for ALL or MOST programming

Measure 2.2a.ii shows that the percentage of sites that were able to report that all *or most* of their programs had the opportunity to create culminating end products and/or performances; this percentage increased from 40% in 2014-15 to 54% in 2015-16 to 59% in 2016-17. In 2017-18, 55% of sites reported that they offered culminating experiences for all or most of their programming options.

Measure 2.2a.iii: **Each 21C-funded site will have at least five examples of culminating activities.**

2014-15	2015-16	2016-17	2017-18
85% of sites had at least 5 examples of culminating activities	**79%** of sites had at least 5 examples of culminating activities	**85%** of sites had at least 5 examples of culminating activities	**67%** of sites had at least 5 examples of culminating activities

Each year since 2014-15, most sites were able to report that their programs offered a total of at least five examples of culminating end products or performances. In the most recent year (2017-18), two-thirds (67%) of sites were able to report this; this was a slight decrease from each of the

previous years. In both 2014-15 and 2016-17, 85% of sites had at least five examples of culminating activities and in 2015-16, 79% of sites had at least five such examples.

On the APR in 2014-15 through 2016-17, the corresponding data entry item asked respondents to "list the best completed examples of culminating end products or performances."It's worth noting that this wording yields results that might be qualitatively different than the results which are intended. Respondents listing their "best examples" may not necessarily have listed all examples, and as such the resulting percentages may not quite reflect all of the cumulative products and end performance offerings. To account for this potential discrepancy, the APR item was edited for 2017-18 and respondents were instructed to simply enter the number of total end products and performances available with their program offerings. The average number of end product offerings per program site was 16 and the median was 12. Sites offered quite the range of options; some responded that they had fewer than ten such offerings, and four sites responded that they offered 60 or more such culminating experiences in conjunction with their program offerings.

Measure 2.2b: **Each 21C-funded site will have at least 5 of its program offerings meet for a minimum of 10 days.**

2015-16	2016-17	2017-18
89% of sites had at least 5 programming offerings meet >=10 days	**83%** of sites had at least 5 programming offerings meet >=10 days	**87%** of sites had at least 5 programming offerings meet >=10 days

Beginning in 2015-16, there was an item on the site-level APR that asked for the number of unique programming options that met for 10 or more days during afterschool time. In 2015-16, 89% of sites indicated that five or more of their program offerings met for a minimum of 10 days, and in 2016-17, 83% of sites did so. Most recently, in 2017-18, 87% of sites had at least five programming offerings that met for 10 days or more. That year, the average number of programming options per site that met for at least 10 days was 15 and the median was 10. The number of programming options per site that met for at least 10 days ranged from zero to 69.

Result 2.3: **21C-funded programs provide healthy food and physical activity options.**
Dr. Kenneth Wesson, neuroscientist and keynote speaker at Vermont Afterschool's 2012 annual conference would likely be an advocate for Result 2.3 since he wrote the following statement about the link between health and cognitive functioning: "Nutrition provides the fuel for the body and the brain [..]. In addition to water, all students need to exercise to increase cerebral blood flow." (Wesson, 2011). After a full school day of mostly sedentary activity, students cannot be expected to engage in expanded learning opportunities to their fullest potential without proper nourishment and opportunities for exercise. In addition, Hunger Free Vermont noted that 17% of Vermont's children under 18 live in food insecure households (What is the Issue? 2014). This rate is likely higher among Vermont's regularly attending 21C participants since more than half of them were from low-income households in 2016-17, as indicated by the fact that they were eligible for free or reduced price lunches.

Measure 2.3a: 21C-funded sites provide the opportunity for at least 20 minutes of physical activity daily for every two hours of programming offered.

2015-16	**2016-17**	**2017-18**
90% of sites provided sufficient time for physical activity	**97%** of sites provided sufficient time for physical activity	**97%** of sites provided sufficient time for physical activity

The outcomes for Measure 2.3a show that the vast majority of 21C sites provided physical activity for their students on a regular basis. Beginning in 2015-16, there was an item on the site-level APR about whether the opportunity for at least 20 minutes of physical activity for every two hours of programming was offered. It clarified that physical activity time could include outdoor time, physical activity enrichment choices, or physical activity embedded into programs. In both 2016-17 and 2017-18, 97% of sites responded either "Yes" or "Yes- most but not all days" to this APR item. This was an increase from 2015-26 in which 90% responded positively.

The response "yes - most but not all days" was considered to be an indicator of the goal being met for the purpose of this analysis. In 2017-18, seven sites provided this response. They are being given the benefit of the doubt; there could certainly have been weather-related instances that hindered well-intended plans for outdoor physical activity on a number of days. Perhaps an open-ended clarifying item on the APR in the future could help clear up ambiguity around this response.

Measure 2.3b: 21C-funded sites will score 4.00 or above on the Nourishment scale of the Safe Environment domain of YPQA.

2014-15	**2015-16**	**2016-17**	**2017-18**
91% of sites scored 4.00 or higher on YPQI's Nourishment scale	**94%** of sites scored 4.00 or higher on YPQI's Nourishment scale	**97%** of sites scored 4.00 or higher on YPQI's Nourishment scale	**97%** of sites scored 4.00 or higher on YPQI's Nourishment scale

Measure 2.3b relates to the Youth Program Quality Assessment (YPQA). In particular, it deals with the Nourishment scale, which contains three items: (1) drinking water is available and easily accessible to all children, (2) food and drinks are plentiful and available at appropriate times for all children during the session, and (3) available food and drink are healthy. The extent to which each item was implemented informed the score for each site, which could have ranged from 1.00 to 5.00.

In 2017-18, the statewide average score was 4.89. Out of the 95 sites that completed self-assessments with the YPQA that year, 82 sites earned a perfect score of 5.00 on this scale. Similar outcomes were seen in the preceding years. In 2016-17, the statewide average score was 4.85 and of the 96 sites that completed the YPQA that year, 77 of them achieved a perfect score of 5.00. In 2015-16 the statewide average was 4.83, and of the 95 sites that completed self-assessments though YPQI, 69 of them had perfect scores of 5.00.

Result 2.4: **21C-funded programs strive for continuous improvement through the use of the Youth Quality Program Intervention.**

Every 21C-funded site that is in at least their second year of operation is required to complete a self-assessment using either the Youth Program Quality Assessment (YPQA; designed for grades 4-12) or the School Age Program Quality Assessment (SAPQA; designated for grades K-6) each year. They are expected to involve their staff in the planning, implementation, and program improvement elements of the process in order to work toward ensuring quality programming year after year.

Measure 2.4a: **21C-funded sites that are in at least their second year of operation involve staff in the completion of self-assessments and program improvement plans through YPQI each year.**

2015-16	**2016-17**	**2017-18**
72% of sites in at least 2nd year of operation involved staff in YPQI completion	**92%** of sites in at least 2nd year of operation involved staff in YPQI completion	**94%** of sites in at least 2nd year of operation involved staff in YPQI completion

In 2017-18, 94% of sites that were in at least their second year of operation completed the YPQI process and involved their staff. Perplexingly, six sites indicated on their APRs that they did in fact involve staff in the completion process but they did not actually submit any YPQI self-assessments or improvement plans. Therefore, they were not considered to have successfully completed this measure.

In 2016-17, 92% of 21C sites in at least their second year of funding both completed YPQI self-assessments and involved staff in the process. Overall, there was a significant improvement on this measure between 2015-16 and 2016-17. In 2015-16, 72% of sites that were in at least their second year of funding and completed a self-assessment responded positively to the question on the APR related to staff involvement in the process.

Measure 2.4b: **21C-funded sites that are in at least their third year of operation show improvement in their YPQA self-assessment domain scores from the previous year.**

2014-15	**2015-16**	**2016-17**	**2017-18**
60% of sites in at least 3rd year of operation improved YPQA scores from previous year	**78%** of sites in at least 3rd year of operation improved YPQA scores from previous year	**54%** of sites in at least 3rd year of operation improved YPQA scores from previous year	**52%** of sites in at least 3rd year of operation improved YPQA scores from previous year

Measure 2.4b looks at improvement in YPQA self-assessment scores between years. Sites with at least three years of 21C funding were expected to have completed at least two consecutive years of self-assessments using YPQI. There were 89 program sites that completed the YPQA in both 2016-17 and in 2017-18. Of these sites, 46 (52%) improved their scores between the two years. Increased scores suggest that sites used their self-assessment results from one year to create a program improvement plans that they used to make necessary improvements with the involvement of staff. It should be noted that two of the sites that did not make improvements

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between those two years actually used different assessment tools each year (one site used the Youth PQA in 2016-17 and then the School Age PQA in 2017-18 and the other site did the opposite). While the two versions of the assessment are very similar, they are not identical. It is impossible to know the extent to which each of these sites experienced score changes as a result of intentional program changes or a result of using a slightly different assessment tool.

Between 2015-16 and 2016-17, 60 sites completed YPQI in both years, and 54% improved their scores. Three sites used different assessment tools between the two years. Seventy-two sites completed self-assessments in both 2014-15 and 2015-16. Fifty-six of these sites (78%) had higher scores in the second year. Between 2013-14 and 2014-15, 60% of sites improved their scores between the two years.

Measure 2.4c.i: **The Vermont state average of 21C programs' YPQI domain scores meets or exceeds the national average of external assessment domain scores for the School Age Program Quality Assessment.**

2014-15	2015-16	2016-17	2017-18
4.00 (out of 5.00) was the statewide average School Age PQA score	**4.34 (out of 5.00)** was the statewide average School Age PQA score	**4.30 (out of 5.00)** was the statewide average School Age PQA score	**4.32 (out of 5.00)** was the statewide average School Age PQA score

Both the YPQA and SAPQA comprise four domains, each of which comprises multiple scales. Each scale contains several items on which sites rate themselves with scores of 1 (item not implemented), 3 (item partially implemented), or 5 (item fully implemented). Average scores for each scale, domain, and for the overall assessment are subsequently calculated.

This measure purports to compare statewide scores to the national average of external assessors. However, comparisons between assessments conducted externally and those conducted internally are impossible to compare. Program staff have a tendency to score themselves higher on self-assessments than external assessors would. External assessors also become specifically trained to assess programs that are not their own. Because of this discrepancy, for the purpose of the 21C statewide evaluation, comparisons are made between years rather than against national averages. In 2017-18, the average score for sites that used the School Age PQA was 4.32, which was similar to the scores in the two previous years (4.30 in 2016-17 and 4.34 in 2015-16). In 2014-15, this statewide average score was 4.00.

Measure 2.4c.ii: **The Vermont state average of 21C programs' YPQI domain scores meets or exceeds the national average of external assessment domain scores Youth Program Quality Assessment.**

2014-15	2015-16	2016-17	2017-18
4.02 (out of 5.00) was the statewide average Youth PQA score	**4.44 (out of 5.00)** was the statewide average Youth PQA score	**4.37 (out of 5.00)** was the statewide average Youth PQA score	**4.18 (out of 5.00)** was the statewide average Youth PQA score

In 2017-18, 21C sites that conducted self-assessments using the Youth PQA scored an average of 4.18 overall. This was a slight decrease from the previous year in which the average score for

sites that used the YPQA was 4.37, which had decreased from 4.44 in 2015-16. The lowest overall average score from sites that used the YPQA was 4.02 in 2014-15.

For a more in-depth analysis of the YPQI results for 2017-18, contact Vermont Afterschool's Research Analyst Erin Schwab (erinschwab@vermontafterschool.org) for a full report.

Goal Area 3: **All 21C-funded programs have effective leaders**

The third Goal Area was developed to ensure that 21C programs are led by educated individuals who have a strong background in the field and who also continually work to develop themselves professionally. It was also developed to ensure that programs are able to retain these quality staff.

Result 3.1: **21C-funded programs are led by experienced leaders.**

Directors and site coordinators with high levels of experience and expertise are best equipped to provide the most positive and beneficial expanded learning experiences for children and youth. Result 3.1 looks at the education and experience of directors and site coordinators.

Measure 3.1a: **21C programs will be led by directors with significant levels of expertise (bachelor's degree or higher in related field).**

2014-15	2015-16	2016-17	2017-18
91% of projects had directors with bachelor's degrees or higher	**100%** of projects had directors with bachelor's degrees or higher	**93%** of projects had directors with bachelor's degrees or higher	**93%** of projects had directors with bachelor's degrees or higher

In both 2017-18 and 2016-17, 93% of 21C project directors in Vermont held bachelor's degrees or higher. This was a decrease from 2015-16 in which all directors did so. In 2014-15, 91% of project directors had at least bachelor's degrees. In 2017-18, two directors had associate's degrees, 15 had bachelor's degrees, 10 had master's degrees, and two had doctorate degrees.

Measure 3.1b: **21C programs will be led by directors with significant levels of experience (3+ years of experience).**

2014-15	2015-16	2016-17	2017-18
97% of projects had directors with at least 3 years of related work experience	**93%** of projects had directors with at least 3 years of related work experience	**93%** of projects had directors with at least 3 years of related work experience	**93%** of projects had directors with at least 3 years of related work experience

In 2017-18, 27 out of the 29 project directors (93%) had three or more years of related work experience. The remaining two directors each had one year of experience (one with a bachelor's degree and one with an associate's degree). In both 2015-16 and 2016-17, 93% of directors also had at least three years of related work experience, and in 2014-15, 97% of directors did so.

Measure 3.1c: 21C sites will be led by site coordinators with significant levels of expertise (bachelor's degree or higher in related field).

2014-15	2015-16	2016-17	2017-18
75% of sites had coordinators with bachelor's degrees or higher	**77%** of sites had coordinators with bachelor's degrees or higher	**74%** of sites had coordinators with bachelor's degrees or higher	**75%** of sites had coordinators with bachelor's degrees or higher

In each year from 2014-15 through 2017-18, roughly three-quarters of 21C sites had at least one coordinator who held at a bachelor's degree or higher. In 2014-15 and 2017-18 this percentage was 75%, in 2015-16 it was 77%, and in 2016-17 it was 74%.

There were 76 total sites in 2017-18 that achieved this measure. Of these 76 sites, 20 of them reported information for two site coordinators. Twelve of those 20 sites reported that both coordinators had at least a bachelor's degree. The remaining eight sites with two coordinators were considered to have successfully met the measure because one of their two coordinators had at least a bachelor's degree. Of the 25 sites that did not meet the measure, 24 reported information for one site coordinator and one reported information for two site coordinators.
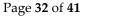
Measure 3.1d: 21C sites will be led by site coordinators with significant levels of experience (3+ years of experience).

2014-15	2015-16	2016-17	2017-18
97% of sites had coordinators with at least 3 years of related work experience	**96%** of sites had coordinators with at least 3 years of related work experience	**91%** of sites had coordinators with at least 3 years of related work experience	**93%** of sites had coordinators with at least 3 years of related work experience

In each year since 2014-15, more than 90% of sites had at least one coordinator with three or more years of related work experience. In 2014-15, 97% of sites had at least one such coordinator, in 2015-16 96% of sites did so, in 2016-17 91% of sites did so, and in 2017-18 93% of sites did so. In 2017-18, 94 total sites had at least one coordinator with three or more years of related experience. Of these sites, 17 reported two coordinators with at least this much experience. Of the seven sites that did not meet the target for this measure, three had site coordinators with one year of experience each and four had site coordinators with two years of experience each.

Result 3.2: 21C-funded programs utilize high quality staff to run programs.

Staff that are licensed educators are often able to help students make connections between topics that they learn during the regular school day and those which they explore in afterschool settings. Therefore, the following four measures look at the percentages of staff for both school year and summer programs that were licensed educators.

Measure 3.2a: 21C sites will be staffed by at least one-third licensed educators during the school year.

2015-16	**2016-17**	**2017-18**
59% of school year sites were staffed by at least 1/3 licensed educators.	**50%** of school year sites were staffed by at least 1/3 licensed educators.	**53%** of school year sites were staffed by at least 1/3 licensed educators.

During the 2017-18 school year, 53% of 21C program sites were staffed by at least one-third licensed educators. In 2016-17, this percentage was 50% and in 2015-16, it was 59%. No data were available for 2014-15. In 2017-18, the 54 sites that were staffed by one-third licensed educators were as follows: 20 sites had between 33%-40% of their staff as licensed educators; 14 had 40%-50% of their staff as licensed educators, seven had 50%-60% of their staff as licensed educators; five had 60%-70% of their staff as licensed educators; and eight had 70% or more of their staff as licensed educators. Of the sites that did not successfully employ at least one-third licensed educators, six sites did not actually have any licensed educators on staff; 17 sites had 5%-20% licensed educators; and 24 sites had 20%-33% licensed educators.

Measure 3.2b: 21C sites that operate in the summer will be staffed by at least one-third licensed educators in the summer.

Summer 2015	**Summer 2016**	**Summer 2017**
58% of summer sites were staffed by at least 1/3 licensed educators.	**49%** of summer sites were staffed by at least 1/3 licensed educators.	**56%** of summer sites were staffed by at least 1/3 licensed educators.

In the summer of 2017, summer programming was available to students from 91 of the total 101 21C-funded schools. Summer programming itself took place at 70 physical locations (schools), so this measure looks at those 70 schools that ran summer programming and the staff that worked there. Of those 70 sites, staff data were provided for 66 of them. In addition, of those 66 sites, 37 (56%) employed staff that included at least one-third licensed teachers.

In the summer of 2015, 58% of these 69 summer locations met the goal of having at least one-third of their respective staff members as licensed teachers. In summer 2016, there were 65 sites that hosted summer programming and 49% of those summer sites successfully had at least one-third of their staff as licensed educators.

For this measure, the data were not collected on the Cognito Forms APR but rather were gathered independently. Twelve sites that did not actually host summer programming at their physical locations submitted teacher and staff data for this measure. For the purpose of calculating the percentage of summer sites that successfully completed this measure, it was assumed that the data for these twelve sites represented teachers and staff that worked at those schools during the school year and the corresponding summer site for their districts in the summer months.

Measure 3.2c: **At the state level, at least one-third of the staff working in 21C programs during the school year will be licensed educators.**

2015-16	2016-17	2017-18
38% of total school year staff statewide were licensed educators	**34%** of total school year staff statewide were licensed educators	**35%** of total school year staff statewide were licensed educators
Target reached	Target reached	Target reached

In 2014-15, 38% of total 21C school year staff were licensed educators. This percentage decreased to 34% the following year and then in 2017-18 increased slightly to 35%. In all three years, more than one-third of the staff statewide were licensed educators, so the target was met for this measure. In 2017-18, there were 1,862 total school year staff and 660 of them were licensed teachers.
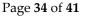
Measure 3.2d: **At the state level, at least one-third of the staff working in 21C programs during the summer will be licensed educators.**

Summer 2015	Summer 2016	Summer 2017
38% of total summer staff statewide were licensed educators	**36%** of total summer staff statewide were licensed educators	**38%** of total summer staff statewide were licensed educators
Target reached	Target reached	Target reached

In both the summer of 2015 and in the summer of 2017, 35% of 21C summer staff statewide were licensed educators. In the summer of 2016, 36% of total summer staff statewide were licensed educators. Therefore, the target was met in all three years for which data are available. In summer 2017, there were 951 total summer staff and 365 of them were licensed educators.

Result 3.3: **21C-funded programs have appropriate staff retention rates.**

Sites that have low turnover rates among leadership can best work toward improving the experiences for children and youth who attend programming at their sites. *Measures 3.3a* and *3.3b* look at the tenure of directors and site coordinators of 21C programs. These Measures are closely connected to *Measures 3.1b* and *3.1d* regarding staff experience. As programs increase their retention rates by reducing staff turnover, both directors and site coordinators will be able to report more years of related experience.

Measure 3.3a: **21C-funded projects have no more than a third of their site coordinators in their first or second year of tenure at each of their particular sites.**

2014-15	2015-16	2016-17	2017-18
80% of projects had no more than 1/3 of their site coordinators in 1st or 2nd year of tenure at each site.	**43%** of projects had no more than 1/3 of their site coordinators in 1st or 2nd year of tenure at each site.	**69%** of projects had no more than 1/3 of their site coordinators in 1st or 2nd year of tenure at each site.	**68%-82%** of projects had no more than 1/3 of their site coordinators in 1st or 2nd year of tenure at each site. **(exact percentage is ambiguous; see explanation below)**

After having seen a significant dip between 2014-15 and 2015-16, the retention rate of site coordinators improved so that in 2016-17 69% of projects had no more than one-third of site coordinators in their 1st or 2nd year of tenure at each site. In 2017-18, as many as 82% of projects successfully met the target, but it may have been as few as 68%. This has to do with the fact that some sites have two coordinators, one of whom is in their first or second year of tenure and the other of whom is not. The following explanation outlines the process for computing the measure and seeks to untangle the reason for this ambiguity.

This single measure has some layers of complexity, so the process for calculating these percentages was as follows. It is necessary to look at both individual sites and the projects to which they belong to in order to calculate it. The phrase, "at each of their particular sites" is a key component of this measure. It underlines the importance of looking at each individual site within a project rather than at the total number of site coordinators for a project. For example, a two-site project might have one site with a single coordinator and another site with two site coordinators. If for example, the single coordinator was in their first year of tenure and the two site coordinators with the other site were both had over two years of tenure, then by simply tallying coordinators, it would appear that this project has successfully completed the measure because two-thirds of the site coordinators would have been sufficiently experienced. However, only one site would have actually reaped the benefits of coordinator experience. Therefore, this measure was calculated to take into consideration whether each individual site met the criteria; in this hypothetical example, this project would not have successfully completed this measure because 50%, which is greater than 33% of its sites did not have sufficiently experienced site leadership.

It is therefore logical to begin by looking at the individual sites and the tenure of their site coordinator or coordinators to determine whether each had met the criteria of the measure. Sites could have had either one or two site coordinators. In 2017-18, most sites (77) reported information for only one site coordinator. Of these 77 sites, the site coordinators for 18 of them were in their first or second year of tenure. The remaining 59 coordinators had sufficient tenure. Twenty-four sites reported information for two coordinators. Of these 24 sites, 15 of them reported that both site coordinators had at least two years of experience in their current positions. For seven of the nine remaining sites, the corresponding coordinators were split: one had sufficient tenure and the other was in their first or second year. The other two sites reported

that both coordinators were in their first or second year of tenure. The chart below lays out these figures.

Sites with…	Sites with 1 coordinator **in 2017-18**	Sites with 2 coordinators **in 2017-18**
…0 site coordinators in 1st or 2nd yr	**59 sites** had no coordinators in 1st or 2nd	**15 sites** had no coordinators in 1st or 2nd
…1 site coordinator in 1st or 2nd yr	**18 sites** had one coordinator in 1st or 2nd	**7 sites** had only one coordinator in 1st or 2nd
…2 site coordinator in 1st or 2nd yr	--	**2 sites** had both coordinators in 1st or 2nd

Sites with at least one coordinator in 1st or 2nd year of tenure

2015-16	2016-17	2017-18
42 sites (40%) had at least one coordinator in 1st or 2nd year of tenure	**30 sites (29%)** had at least one coordinator in 1st or 2nd year of tenure	**27 sites (27%)** had at least one coordinator in 1st or 2nd year of tenure

For the seven sites that had one coordinator with sufficient years of tenure and the other with insufficient years of tenure, it is not clear as to whether they met the criteria for the measure. On the one hand, they did possess one site coordinator with sufficient experience. On the other hand, compared with sites that had two coordinators with sufficient experience or even a single-coordinator site with a well-tenured leader, it is unclear as to whether their site-level leadership would have been as effective. Two of the sites were from multi-site projects that already had enough sites clearly meet the criteria, so even if these sites are considered to not have met the target, their projects overall still have no more than one-third of their sites with coordinators that are in their first or second years of tenure. For the other five sites (which belonged to a total of five projects), it is less clear. If they are considered to have met the target, their projects meassure success statuses change. For this reason, the resulting percentage for this Measure for 3.3a is presented as a range.

Measure 3.3b: At the state level, no more than a third of the 21C directors are in their first or second year of tenure at their program.

2014-15	2015-16	2016-17	2017-18
27% of directors statewide were in their first or second year of tenure	**23%** of directors statewide were in their first or second year of tenure	**17%** of directors statewide were in their first or second year of tenure	**14%** of directors statewide were in their first or second year of tenure
Target reached	Target reached	Target reached	Target reached

Measure 3.3b is the only one for which a decrease in percentage over the years is desired. Most recently, 14% of directors in the state were in their first or second year of tenure (four of the 29 directors). This was the lowest percentage of any year since 2014-15. In 2016-17, five of the 29 directors (17%) were in their first or second year of tenure. This was a slight decrease from the previous year in which seven of the 30 directors (23%) were in their first or second year of tenure. In 2014-15, just over one-quarter (27%) of directors in the state we in their first or second

year of tenure. In all four years, the target was met since not more than one-third of directors statewide were in their first or second year of tenure. The gradual decreasing trend is representative of good retention rates among project directors.

Result 3.4: 21C leaders participate in professional development and networking opportunities.

Directors that regularly work toward improving and developing their professional skills and knowledge are best equipped to provide the most positive and beneficial expanded learning experiences for children and youth. They are required to engage continuously in professional development opportunities to keep current with the field of afterschool and summer learning and acquire new skills and resources for running their programs and managing their staff.

Measure 3.4a: 21C project directors participate in at least 25 total hours of professional development opportunities per year.

2014-15	2015-16	2016-17	2017-18
85% of project directors participated in at least 25 total hours of PD opportunities.	**80%** of project directors participated in at least 25 total hours of PD opportunities.	**86%** of project directors participated in at least 25 total hours of PD opportunities.	**90%** of project directors participated in at least 25 total hours of PD opportunities.

In 2017-18, all but three 21C project directors participated in at least 25 hours or professional development. Fourteen directors participated in 25-50 hours, six directors participated in 50-100 hours, and six directors participated in more than 100 hours.

In 2016-17, all but four directors (86%) of project directors achieved the goal of participating in at least 25 hours of professional development programming, which was an increase from 80% of directors who did so in 2015-16. In 2015-16, six of the 30 directors did not complete at least 25 hours of professional development. In 2014-15, 85% of directors met this goal.

Goal Area 4: All 21C-funded programs are sustainable

The methods to ensure that 21C-funded afterschool and summer learning programs are sustainable are outlined as the three results for Goal Area 4.

Result 4.1: 21C-funded programs link with the school day.

School buildings are the primary locations for both school year and summer learning opportunities. School principals who understand the importance of the programming that take place in their schools are most likely to help those programs sustain themselves by providing resources, support and potential connections to new partners or funding sources. Principals who can articulate the benefits of their school's afterschool and summer learning programs are well equipped to help advocate for the programs at the school district, supervisory union, or even state levels.

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Measure 4.1a: **The associated building principal of each 21C site meets with program director and/or site coordinator at least once a month or a total of nine times during the calendar year.**

2015-16	2016-17	2017-18
90% of sites met with building principal at least 9 times during year	**89%** of sites met with building principal at least 9 times during year	**94%** of sites met with building principal at least 9 times during year

It is crucial for program leaders to meet with their associated building principals regularly in order to build strong connections and advocate for their programs. This was the case for leaders of 90% of 21C sites in 2015-16, 89% of sites in 2016-17, and 94% of sites in 2017-18. The associated item on the site-level APR was a straightforward yes/no question that read, "Does the project director or site coordinator meet with the associated building principal at least once per month OR at least a total of nine times during the calendar year?"

Result 4.2: 21C-funded programs utilize diverse sources of funding.

Funding from the federal 21st Century Community Learning Centers initiative gives schools throughout Vermont monetary resources as well as training opportunities to help make quality expanded learning opportunities available to school age children and youth. While this funding is crucial, project leaders need to also work to ensure that their programs can be sustained even without it. Projects funded with 21C dollars that are also able to obtain funding from a diverse array of sources have more financial security and sustainability than projects that rely heavily on just a few sources. Projects that have been in operation for five years or more are expected to have had enough time to establish and secure funding from at least four funding sources other than 21C.

Measure 4.2a: 21C-funded projects that have been in operation for more than five years have at least five different sources of funding contributing to their annual operating budget.

2014-15	2015-16	2016-17	2017-18
83% of projects in operation >5 years had at least 5 funding sources	**74%** of projects in operation >5 years had at least 5 funding sources	**87%** of projects in operation >5 years had at least 5 funding sources	**75%** of projects in operation >5 years had at least 5 funding sources

In 2017-18, there were 24 projects that had been in operation for more than five years and 18 of them (75%) had at least five sources of funding (including 21C funds) contributing to their annual operating budget. The previous years (2016-17), there were also 23 projects that had been in operation for more than five years and 20 of them (87%) received funding from at least five different sources. In 2015-16, there were 23 projects that had been in operation for more than five years and 17 of them (74%) received funding from at least five sources. In 2014-15, 83% of projects in operation for more than five years had at least five unique sources of funding. In-kind donations were not included in the tallies for these years.

Measure 4.2b: 21C-funded projects that have been in operation for more than five years receive no more than 55% of their annual funding from a single funding source.

2014-15	2015-16	2016-17	2017-18
71% of projects in operation >5 years had no more than 55% of funding from single source	**61%** of projects in operation >5 years had no more than 55% of funding from single source	**57%** of projects in operation >5 years had no more than 55% of funding from single source	**58%** of projects in operation >5 years had no more than 55% of funding from single source

Measure 4.2b originally read, "21C-funded projects that have been in operation for more than five years receive no more than 50% of their annual funding from a single funding source." The percentage was increased to 55% due to the fact that more 21C money was awarded in 2014-15 to cover a statewide licensed teacher retirement issue that year. In 2017-18, 14 of the 24 projects in operation for more than five years (58%) had no more than 55% of their funding come from a single source.

In 2016-17, thirteen of the 23 projects that were in operation for more than five years (57%) in 2015-16 had accomplished this goal. Fourteen out of the 23 projects that were in operation for more than five years (61%) in 2015-16 had no more than 55% of their funding come from a single source. In 2014-15, 71% of projects in operation for at least five years had accomplished this goal.

Measure 4.2c: At the state level, aggregate cash funding from sources other than federal 21C funds will exceed 5.5 million dollars.

2014-15	2015-16	2016-17	2017-18
$6.15 million was the statewide aggregate cash funding from sources other than 21C funds Target reached	**$5.81 million** was the statewide aggregate cash funding from sources other than 21C funds Target reached	**$6.23 million** was the statewide aggregate cash funding from sources other than 21C funds Target reached	**$5.89 million** was the statewide aggregate cash funding from sources other than 21C funds Target reached

A total of 5.5 million dollars in federal funding are allocated annually to 21C projects in Vermont. The sum of funds from other sources such as schools, supervisory unions, fundraising and state funds totaled 5.81 million dollars in 2015-16 and 6.23 million dollars in 2016-17 (Measure 4.2c). This statewide goal was met in both years as aggregate cash funding from sources other than federal 21C funds exceeded 5.5 million dollars.

Result 4.3: 21C-funded programs benefit from meaningful community partnerships.

Community partners that can support 21C projects by contributing financially can help with programs' long-term sustainability. While any amount of monetary of in-kind contribution from partners are helpful for programs, this result and corresponding measure look only at community partners who contributed at least $1000. This provides a baseline for comparison purposes.

Measure 4.3a: **21C-funded projects work with a minimum of two community partners that contribute the equivalent of at least $1000/year each in resources or support to the program.**

2014-15	2015-16	2016-17	2017-18
76% of projects had at least 2 community partners contributing at least $1000/year	**70%** of projects had at least 2 community partners contributing at least $1000/year	**76%** of projects had at least 2 community partners contributing at least $1000/year	**76%** of projects had at least 2 community partners contributing at least $1000/year

In 2017-18, just over three-quarters (76%) of 21C projects were able to report that they had at least two community partners that contributed at least $1000. Of these 22 projects, three reported two partners; five reported three partners; two reported four partners; one reported five partners; five reported six partners; one reported eight partners; three reported 10 partners; one reported 15 partners; and one reported 24 partners. Of the seven projects that did not successfully complete this goal, two projects reported one partner each, and five projects were not able to identify any community partners that contributed at least $1000. One average in 2017-18, 21C projects each reported 4.9 such community partners. In previous years, similar percentages of 21C projects were able to report having at least two community partners that contributed at least $1000 (76% in both 2014-15 and 2016-17; and 70% in 2015-16).

Conclusion

This report summarizes and compares statewide evaluation data that were collected for all 21C-funded projects and individual sites for the years between 2014-15 and 2017-18. These data were collected via electronically submitted annual performance reports in both years. The submissions were aggregated and analyzed to inform all of the measures within each of the results of the four Goal Areas on the evaluation plan. Overall, improvement was seen between the most recent two years, 2016-17 and 2017-18 on 25 measures. Fourteen of the measures showed decreased performance between the two years and nine measures showed consistent performance. For four of the measures, data were unavailable and therefore year-to-year comparisons could not be made. This report also included a qualitative analysis of the barriers and challenges that 21C program leaders experienced in 2017-18. The most commonly described challenges were those related to staff recruitment and retention, program space, communication with school day staff, issues with program staff, and budgeting/funding concerns. Action items for 2018-19 and beyond include continuing to support 21C school year and summer programming, supporting programs in recruiting and retaining quality staff, and helping 21C leaders engage in professional development opportunities that address the barriers and challenges they described in their APRs.

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