

21st Century Community Learning Centers Statewide Evaluation Report

REPORT

2015-2016

**21st Century Community Learning Center
Evaluation Report**

Submitted by: VT Afterschool, Inc.

Erin Schwab, Research Analyst



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Introduction

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 received funding from the federal 21st Century Community Learning Centers (21C) initiative. The plan was established to ensure that these school year and summer programs served the neediest students, supported high quality programming and thrived under strong leadership. Baseline data from 2008-09 and 2009-10 were collected and targets were set.

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. Currently, project directors submit data into this new federal system, but neither VTAOE nor Vermont Afterschool have had access to these submissions.

Also in 2014, the Agency of Education and Vermont Afterschool reassessed the statewide evaluation plan. A task force comprised of 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 strong leaders.
- 4) All 21C funded programs are sustainable.

Under each goal area, three or four related results were created to help concretely define each of them. 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 submitted their evaluation data for each measure into a streamlined system in both 2014-15 and 2015-16. 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).

Data were also collected from the direct beneficiaries of 21C programs: Vermont's school age children and youth themselves. One of the measures under the second goal area is about 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 also completed by several hundred 21C attendees.

This report focuses on measure-by-measure comparisons of statewide evaluation results between the years 2014-15 and 2015-16. The focus on these two years allows for a site-by-site performance breakdown; that is, for most measures, charts are used to show how many sites improved their performance, decreased their performance, or maintained their performance from one year to the next. In addition, statewide averages are shown for each year and measure where applicable.

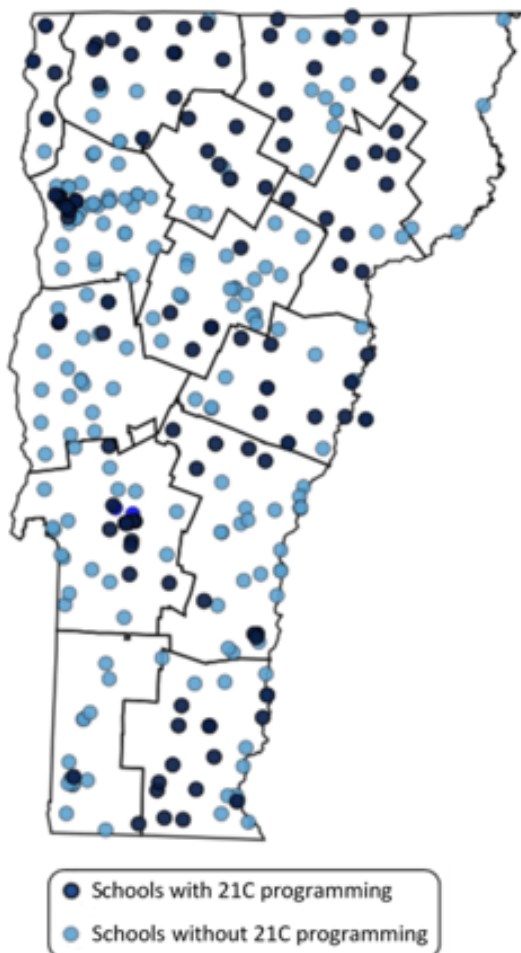
Vermont's 21st Century Community Learning Centers

In 2015-16, 31 projects received funding from the 21C initiative to run expanded learning programs. These projects operated a total of 108 individual sites in school buildings across all 14 Vermont counties. Two of the projects, which each comprised a single site were newly-funded in that year. There had been three additional projects which comprised a total of nine sites that had been funded in 2014-15 but subsequently lost their funding for 2015-16. Two projects that existed as a single-site project and a nine-site project in 2014-15 merged into one ten-site project in 2015-16. In summary, there were 33 21C-funded projects in 2014-15 and 31 21C-funded projects in 2015-16.

In addition to the two projects that were newly-funded in 2015-16, one existing project was awarded funding for one additional site and two existing projects were awarded-funding for two additional sites each. Since nine sites had lost their funding after 2014-15 and seven new sites gained funding in 2015-16, the total number of sites that were funded by 21C dollars changed from 110 to 108 between 2014-15 and 2015-16. Throughout this report, the terms “programs” and “program sites” are also used to refer to 21C-funded sites.

One of the projects that was funded in both 2014-15 and 2015-16 subsequently lost its funding. This project comprised three sites; the director did not submit annual performance reports for any of its sites or for the project as a whole for 2015-16. Therefore, the data summaries for 2015-16 represent only the 30 projects and 105 sites for whom their directors submitted annual performance reports.

VT PreK-12 schools by 2015-16



Overall, there are approximately 84,500 Pre-K through 12th grade students enrolled in Vermont public schools annually. Afterschool and summer learning programs that are funded by 21C dollars served approximately 15-16% of those students in each of 2014-15 and 2015-16. They served about 7% of all of Vermont’s students on a regular basis, defined as 30 days or more throughout the year. The chart below summarizes the numbers of projects, sites and percentages of schools and students in Vermont that were served by 21C programming in 2014-15 and 2015-16.

Number of projects	33	31
Number of program sites	110	108
Percent of Vermont public schools with 21C programming	36%	35%
Percent of Vermont’s students served by 21C programming	16.1%	>15.7%
Percent of Vermont’s students served by 21C programming on a regular basis	7.4%	> 7.2%

**In 2015-16, one 21C project which comprised three sites did not submit any evaluation data. Therefore, the number of students served by those sites are unknown. The statewide percentages of students served and those served on a regular basis were calculated without the enrollment numbers from those sites. Therefore, the percentages for 2015-16 are actually higher but the exact percentages are unknown.*

Highlighted Areas of Strength and Improvement in 2015-2016

Programs that operated in summer frequently operated for nearly or more than 40 hours per week. The goal stated within the 21C evaluation plan was that summer sites operate for at least 21 hours per week. Eighty-six percent of summer sites accomplished this goal in 2015-16. Thirty-four sites went beyond the goal by offering 40 or more hours of weekly programming in the summer. Overall, summer sites offered an average of 38 hours of weekly programming. For parents who worked full-time, the ability to have their children attend quality summer programming for the duration of their work days is important.

Programming options were frequently offered for ten days or more, allowing students to experience topics in depth. One of the evaluation goals for 21C sites was that they each had five or more program offerings that met for at least ten days in 2015-16. Eighty-nine percent of sites accomplished this goal. Beyond that, fully half of the sites reported that ten or more programs met for at least ten days. One of the many potential benefits of afterschool and summer programming is that they allow students to not only explore and discover new topics, but also to immerse themselves deeply into the content. Programs that meet for at least ten days are more likely to foster in-depth exploration of the presented topics.

Programs offered healthy food and plentiful options for physical activity in 2015-16. Afterschool and summer are important times for children and youth to be physically active, especially since they experience through mostly sedentary school days. Nine out of every ten program sites provided opportunities for regular physical activity (at least 20 minutes for every two hours of programming) through either outdoor time, physical activity enrichment choices, and/or physical activities embedded into the programs. Additionally, 94% of sites scored a 4.0 or above on the Nourishment scale of the Safe Environment domain on the Youth Program Quality Assessment (YPQA). This means that they had drinking water readily available and served healthy food and drinks at appropriate times.

Programs were run by educated and experienced leaders. Thirty of the 31 projects that were funded with 21C dollars in 2015-16 for which data were submitted were led by directors with bachelor's degrees or higher. Ninety-three percent of these directors had at least three years of experience in the field. Likewise, 96% of individual sites were led by at least one coordinator with at three years or more experience. Over three-quarters of sites were led by one or more coordinators that had at least a bachelors' degree.

Program leaders connected with school principals more frequently than in the past. In 2014-15, site coordinator-school principal interaction was listed as an area in need of improvement. That year, 61% of sites reported that directors and/or coordinators had been meeting with their associated school building principals at least once per month or for a total of nine times throughout the school year. In 2015-15, 90% of sites reported that they did this. Principal-director interactions help to ensure that school principals understand the importance of expanded learning opportunities. Principals may not always initiate these interactions, so site coordinators and directors need to facilitate appropriate times and meetings for them to see firsthand the program benefits and to discuss the needs and current issues facing the programs. It is apparent that program leaders made an increased effort to make this happen in 2015-16.

Areas in Need of Attention in 2015-2016

Programs should serve students who are eligible for free or reduced lunch at rates which are proportional with these rates in their corresponding schools. Students from low income families, identified as those who are eligible to receive free or reduced-price lunches at school have fewer opportunities than their peers to engage in expanded learning opportunities. This in turn widens the achievement gap. Programs funded with 21C dollars can and should make an effort to serve these students. In 2015-16, half of 21C sites in Vermont served free and reduced lunch students at a rate that met or exceeded the school rate. This was down from the previous year in which 61% of sites accomplished this goal. The overall statewide rate of free and reduced lunch students served by 21C programs did increase between the two years (from 53% to 59%) due to several sites increasing their rate. However, many individual sites that did accomplish the goal of serving free and reduced lunch students at a representative rate in 2014-15 did not continue to do so in 2015-16.

Programs need to improve staff retention at the site level. In 2014-15, 78% of 21C projects were able to report that no more than one-third of their sites were led by coordinators in their first or second year of tenure. The following year, only 43% of projects were able to do so. This was a significant decrease. Close inspection of the data revealed that a large part of the reason for this change was because of an increase in site coordinator turnover; that is, more sites had newly-hired coordinators in 2015-16 than did in 2014-15. In 2014-15, 21% of sites had at least one coordinator in their first or second year of tenure, whereas in 2015-16 40% of sites had at least one coordinator in their first or second year of tenure. Site coordinator turnover costs programs time recruiting, hiring, and training that could otherwise be spent improving program quality.

Directors spent less time on professional development in 2015-16 than in 2014-15. Directors of at least 14 projects (almost half of all 21C projects) completed fewer hours of professional development in 2015-16 than in the previous year. Furthermore, the percentage of directors that were able to report completing at least 25 hours of professional development in 2015-16 decreased to 80% from 85% in 2014-15. Program directors should continuously strive to engage in professional development opportunities in order to keep current with the field of afterschool and summer learning and to acquire new skills and resources for running their programs and managing their staffs.

Projects submitted data suggesting that their abilities to be financial sustainable decreased between 2014-15 and 2015-16. While money from the 21C initiative is understandably a major source of funding for projects, having multiple funding sources is ideal so that projects can increase their likelihood of continuing to operate in the event that they should ever lose their 21C funding. Compared with 2014-15 when 83% of projects were able to report at least five sources of funding, only 74% were able to do so in 2015-16. Additionally, 61% of projects received no more than 55% of their funding from a single source in 2015-16, which was down from 71% of projects in the previous year. Finally, on the statewide level, aggregate cash funding from non-21C sources decreased from \$6.1 million in 2014-15 to \$5.8 million in 2015-16. This was likely due to the fact that there were fewer 21C-funded project and sites overall in 2015-16. Nevertheless, programs should be working toward increasing their financial sustainability from year to year.

Action Items for 2016-2017 and Beyond

Continue to support high quality afterschool and summer learning programming. This support should include funding to ensure that program leaders can attend professional development opportunities and also funding to ensure that staff salaries are high enough to prevent staff turnover. 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.

Work closely with Vermont Afterschool to make adjustments and improvements to the data collection system. Aside from the bigger-picture ideas for improving data collection described above, there are many smaller tweaks and adjustments that can be made to help inform the statewide evaluation measures and results and allow the analysis to go deeper. For example, when a numerical response is required, provide an entry box that requires respondents to type a numeral rather than providing either a drop-down list or instructions to list examples. Drop-down lists often limit the extent to which the question can be accurately answered by either imposing limits or by creating number groups (i.e. "1-3," "4-6," "7+") that don't allow for the exact measure to be entered. It might also be helpful to have respondents provide numbers in response to the amount of programs that use end products and/or performances rather than having them list examples, since they may not list all examples. Finally, the APR items related to licensed staff need to be modified so that the data collected are unambiguous.

Furthermore, the survey comments revealed that a few directors were either unaware of the fact that they could save their surveys and enter data in more than one session or they had trouble doing so. It would be helpful to provide technical assistance or a training to ensure that all directors know how to do this in Survey Monkey.

Work on obtaining data from the new federal 21C data collection system in attempt to use it so that the APR can be shortened. For the past two years, 21C leaders have been entering evaluation data into both Vermont's Survey Monkey APR and the new federal system that replaced the Profile and Performance Information Collection System (PPICS) in 2014. There are data that get entered into each of these systems. If the Vermont data can be obtained from the national system and subsequently used to inform the statewide evaluation, the statewide APR can be shortened in order to help alleviate the data entry work that is placed upon directors.

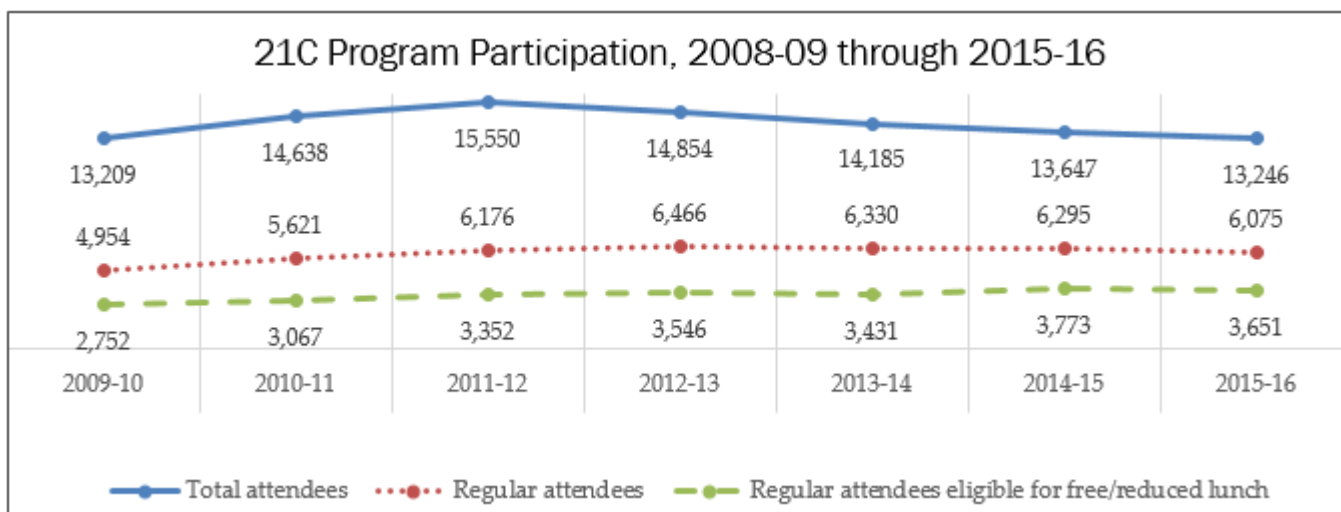
Evaluation Results for 2015-16 and Comparisons with 2014-15

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

In order for Vermont’s children and youth to benefit from expanded learning time opportunities, these programs must be available and accessible to them. The following four results were created to ensure that access and equity would be assured for all students:

- 1.1 21C funded programs serve students who have limited opportunities to learn outside of the school day.
- 1.2 21C funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.
- 1.3 21C funded programs provide enough summer programming to address summer learning loss.
- 1.4 21C funded programs have a solid base of regular attendees.

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 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). Programs funded with 21C dollars can and should provide such opportunities to them, as described by Result 1.1. The chart below shows the number of total attendees, regular attendees (defined as those who attended a program for at least 30 days during the year), and regular attendees who were eligible to receive free or reduced price lunch each year from 2009-10 through 2015-16. While the total number of 21C attendees has been steadily decreasing in recent years, the number of students on free or reduced lunch has remained stable, sometimes even increasing slightly from year to year.



Results 1.2 and 1.3 were developed to ensure that both school year and summer programs would be open for a sufficient number of weeks during the year and days and hours during the week. 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). Likewise, students must attend the programming regularly during these operational

hours in order to fully reap the benefits of such programming. As referenced in Result 1.4, regular attendance is a prerequisite to achieving desirable outcomes of expanded learning opportunities.

Result 1.1: 21C programs serve students with limited opportunities to learn outside of the school day.

Result 1.1	2014-15		2015-16	
Measures:	% of sites meeting goal:			
a. 21C funded sites have a free and reduced lunch rate among regular attendees that meets or exceeds the school rate.	61%		50%	
	Rate	Goal met:	Rate:	Goal met:
b. At the state level, the overall free and reduced lunch rate among regular attendees is greater than 40%.	53%	Yes	59%	Yes
c. At the state level, the overall rate of regular attendees on Individual Education Plans (IEP) meets or exceeds the state average of 15%.	17%	Yes	19%	Yes

In 2015-16, half of all 21C sites for which we have data had a free and reduced lunch rate among regular attendees that met or exceeded their corresponding school rates. This was a decrease from the previous year in which 61% of sites had met the goal. Between 2014-15 and 2015-16, 43 sites increased their percentages of students on free or reduced lunches that were served. Likewise, 44 sites neither increased nor decreased their percentages and 10 sites decreased their percentages. The chart below shows these figures.

Changes for sites on <u>Measure 1.1a</u> between 2014-15 and 2015-16 (Percentages of students served who were eligible for free or reduced lunch)		
Sites that...	#	%
Increased percentage	43	41%
Maintained percentage	44	42%
Decreased percentage	10	10%
<i>n/a or unclear</i>	8	8%

It is worth noting that more sites increased rather than decreased their rates of free and reduced lunch students that they served; however, fewer sites overall successfully completed Measure 1.1a. Whether sites served more free and reduced lunch students in 2015-16 than in 2014-15 did not necessarily indicate that they performed better on the measure; school-wide rates of free and reduced lunch students also increased between the years. Of the 43 sites that did increase the number of students on free and reduced lunch that they served, 31 of them had experienced increases in their school-wide rates. This suggests that these sites did not necessarily increase their rates of such students because of new recruitment strategies or increased programming access, but it may have simply been because the selection pool of students contained more students on free or reduced lunch.

In 2015-16, 59% of all 21C students served were on free or reduced lunch. This was an improvement from the previous year in which the rate was 53%, and both are higher than the stated goal rate of 40%.

Statewide, 15% of students receive specialized instruction and services as part of the state’s Individualized Education Program (IEP). These students should be equally represented among regular attendees in 21C programming. In 2014-15, this was a measure for the first time and the goal was met as 17% of regular attendees statewide were part of an IEP. It was met again in 2015-16 when 19% of regular 21C attendees were part of an IEP.

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

Result 1.2	2014-15		2015-16	
Measures:	% of sites meeting goal:			
a. 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.	70%		66%	
b. 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.	69%		69%	
c. 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.	35%		30%	
	State avg:	Goal met:	State avg:	Goal met:
d. 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.	33 weeks	Yes	34 weeks	Yes
e. 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.	4.7 days	No	4.7 days	No
f. 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.	12 hours	No	12 hours	No

Two-thirds of 21C sites were open for at least 32 weeks during the 2015-16 school year (Measure 1.2a). This was a slight decrease from the previous year in which 70% of sites were open for at least 32 weeks. From 2014-15 to 2015-16, 35 sites operated for a greater number of weeks, 31 sites operated for the same number of weeks, and 30 sites operated for a lesser number of weeks. On average, sites were open for 34 weeks per year in 2015-16, which was a one-week increase from the previous year (Measure 1.2d).

Changes for sites on <u>Measure 1.2a</u> between 2014-15 and 2015-16 (Weeks open during the school year)		
Sites that...	#	%
Offered more weeks	35	33%
Offered same # of weeks	31	30%
Offered fewer weeks	30	29%
<i>n/a or unclear</i>	9	9%

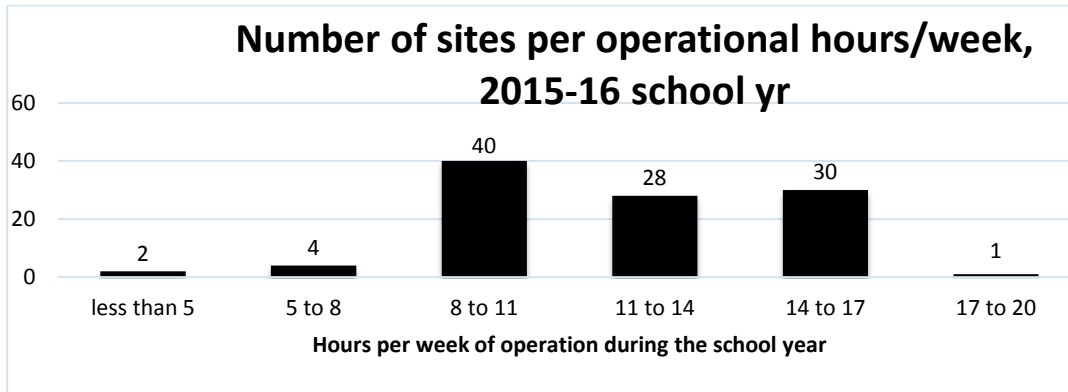
Between 2014-15 and 2015-16, the number of days per week that sites operated remained relatively stable. The same percentage of 21C sites operated for five days per week during the school year in 2014-15 and in 2015-16 (69%; Measure 1.2b). On the statewide level, the average number of days that sites operated also remained the same at 4.7 days (Measure 1.2e). Most sites (83%) operated for the same number of days both years. Four sites increased their number of operational days, three of which increased them to five days per week. However, there were six sites that decreased their number of operating days; in 2014-15, all six of these sites had operated for 5 days per week and in the following year, five of them dropped to four days per week and one of them dropped to three days per week.

Changes for sites on <u>Measure 1.2b</u> between 2014-15 and 2015-16 (Days per week open during the school year)		
Sites that...	#	%
Offered more days	4	4%
Offered same # of days	87	83%
Offered fewer days	6	6%
<i>n/a or unclear</i>	8	8%

In both 2014-15 and 2015-16, sites were open for an average of 12 hours per week during the school year (Measure 1.2f). This was lower than the goal of 14 hours per week. While the average number of hours remained the same, more sites decreased their weekly operational hours between the two years than increased them. The chart below shows that 24 sites performed worse on this measure while 22 performed better on this measure between the two years. Relatedly, 35% of sites operated for at least 12 hours per week in 2014-15, while 30% operated for at least 12 hours per week in 2015-16 (Measure 1.2c).

Changes for sites on <u>Measure 1.2c</u> between 2014-15 and 2015-16 (Hours per week open during the school year)		
Sites that...	#	%
Offered more hours	22	21%
Offered same # of hours	51	49%
Offered fewer hours	24	23%
<i>n/a or unclear</i>	8	8%

Sites ranged in operation from “less than five” hours per week (2 sites) to 20 hours per week (1 site) in 2015-16. The vast majority of sites operated between eight and 17 hours per week in 2015-16. The chart below displays the number of sites that operated for different ranges of weekly hours in 2015-16.



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

Result 1.3	2014-15		2015-16	
Measures:	% of sites meeting goal:			
a. 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.	66%		69%	
b. 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.	83%		84%	
c. 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.	88%		86%	
	State avg:	Goal met:	State avg:	Goal met:
d. 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.	5.2 weeks	Yes	5.1 weeks	Yes
e. 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.	4.8 days	No	4.8 days	No
f. 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.	37.2 hours	Yes	38.4 hours	Yes

Result 1.3 was developed to ensure that summer learning programs are open for a sufficient number of weeks, days per week and hours per week during the summer months. Of the 105 sites funded by 21C in 2015-16 for which we have data, 85 provided summer programming for their students in the summer of 2015. Of those, 69% provided such programming for at least five weeks (Measure 1.3a). This was a slight improvement upon the 66% of sites that provided summer programming in 2014 and did so for at least five weeks. The chart below shows the breakdown among all sites, including those that didn't necessarily provide summer programming both years, of which operated for more weeks, fewer weeks, or the same number of weeks in 2015-15 compared with the previous year. Of the 11 sites that offered more weeks from one year to the next, four went from not providing any summer programming in 2014-15 to providing a program that ran for either four or five weeks in 2015. Of the seven sites that performed worse from one year to the next, two went from providing a program that ran for four or five weeks in summer 2014 to not providing any

summer programming for its students in summer 2015. Of the 80 programs that performed the same on this measure, 13 did not provide summer programming in either year.

Changes for sites on <u>Measure 1.3a</u> between 2014-15 and 2015-16 <i>(Weeks open during the summer)</i>		
Sites that...	#	%
Offered more weeks	11	10%
Offered same # of weeks	80	76%
Offered fewer weeks	7	7%
<i>n/a or unclear</i>	7	7%

Summer programs should run for five days per week, which was accomplished by most sites that offered programming (83% in 2014-15 and 84% in 2015-16; Measure 1.3b). On average, summer programs ran for 4.8 days per week in both years (Measure 1.3e). This did not meet the statewide average goal of 5 days per week, which could only have been accomplished if all sites that provided summer programming did so for exactly five days (barring the possibility of programming on weekends during the summer). Regardless, there was marked improvement between the two years: four sites offered more days in summer 2015 than in summer 2014. These four sites offered four or fewer days in 2014 and then all offered five days per week in the following year. There weren't any sites that offered fewer days in summer 2015 than they did in summer 2014. The reason that such a high percentage (74%) of sites operated for the same number of days per week in 2015 as they did in 2014 was because most of them (65 sites) had already been offering five days of programming. These figures are summarized in the chart below. It is also worth noting that in the summer of 2015, all sites that provided summer programming did so for four or five days; this was an improvement from the previous year in which seven sites provided three or fewer days.

Changes for sites on <u>Measure 1.3b</u> between 2014-15 and 2015-16 <i>(Days / week open during the summer; of sites that provided programming both years)</i>		
Sites that...	#	%
Offered more days	4	4%
Offered same # of days	78	74%
Offered fewer days	0	0%
<i>n/a or unclear</i>	23	22%

There was a bit more fluctuation in terms of weekly hours as compared with days per week of summer programming offered between the two years among sites that offered summer programming. Twenty sites offered more hours in 2015-16 than in 2014-15 while 19 sites offered fewer hours. While the percent of summer sites that offered at least 21 hours of programming per week slightly decreased (88% in 2014-15 compared with 86% in 2015-16; Measure 1.3c), the average number of hours per week increased by over an hour (37.2 hours in 2014-15 as compared with 38.4 hours in 2015-16; Measure 1.3f). It is also worth noting that 34 sites offered 40 or more hours of programming per week in summer 2015: likely enough time for a full-time working parents to send their child(ren) to summer programs without having to worry about finding any additional childcare.

Changes for sites on <u>Measure 1.3c</u> between 2014-15 and 2015-16 (Hours / week open during the summer; of sites that provided programming both years)		
Sites that...	#	%
Offered more hours	20	19%
Offered same # of hours	29	28%
Offered fewer hours	19	18%
<i>n/a or unclear</i>	37	35%

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

Result 1.4	2014-15		2015-16	
Measures:	% of sites meeting goal:			
a. 21C funded sites will serve at least one-third of their total participants on a regular basis (at least 30 days/year).	84%		85%	
	State avg:	Goal met:	State avg:	Goal met:
b. At the state level, the average number of regular attendees will meet or exceed one-third of the total participants served.	46%	Yes	46%	Yes

Students who are “regular attendees” are said to attend at least 30 days of programming per year. Per Measure 1.4a, 85% of sites succeeded at serving one-third of their participants on a regular basis in 2015-16. This was a one percent increase from the preceding year. In both years, the statewide average of regular attendees was 46% (Measure 1.4b). These exceeded the statewide goal of 33% set by Measure 1.4b by 13%. By looking at Result 1.4 on a statewide level, one could make the assumption that sites each generally served the same percentage of regular attendees in both years. However, the chart below reveals that a relatively low percentage of sites (17%) served the same percentage (within 2%) of students on a regular basis in both 2014-15 and in 2015-16; most sites either increased or decreased this percentage by more than 2%. The same amount of sites increased as decreased their percentages of regular attendees (38%). The fact that Measures 1.4a and 1.4b show no change between the two years obscures the fact that 40 sites actually did worse at serving attendees on a regular basis in 2015-16 than in 2014-15.

Changes for sites on <u>Measure 1.4a</u> between 2014-15 and 2015-16 (Percentage of participants that were regular attendees)		
Sites that...	#	%
Increased percentage	40	38%
Maintained percentage (+/- 2%)	18	17%
Decreased percentage	40	38%
<i>n/a or unclear</i>	7	17%

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 of high quality and are designed to support student learning as measured by the following results:

- 2.1 21C funded programs support learning.
- 2.2 21C funded programs allow participants to experience interests in depth.
- 2.3 21C funded programs provide healthy food and physical activity options.
- 2.4 21C funded programs strive for continuous improvement through the use of the Youth Quality Program Intervention.

Afterschool and summer learning programs can supplement learning that occurs during the regular school day. Result 2.1 purports to measure the extent to which these programs do in fact support learning based on three types of indicators: program design, test scores, and student feedback. In terms of program design, it is important for programs to have a way to help students who need extra academic help. Methods that go beyond homework help are likely to help boost the academic performance of such struggling students.

As per Result 2.2, 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 such activities and their culminating end products offered at 21C sites in 2015-16 were, as reported in APRs:

- **Hip-Hop Class:** *Students worked together with [a] choreographer to develop a routine that was performed at the school-wide cabaret show.*
- **Video Puppetry:** *YouTube video for sites webpage, video presentation-End of Session Celebration.*
- **Taekwondo Belt Ceremony** *to show self-control and skills acquired.*

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 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 21C participants since half of them were from low income households in 2015-16, as indicated by the fact that they were eligible for free or reduced price lunches.

Projects that use formal methods of measuring social-emotional outcomes can best equip themselves to maintain and improve program quality as is the intention of Result 2.4. Vermont Afterschool, Inc. has partnered with the Weikart Center for Youth Program Quality for the past six consecutive years in order administer a quality improvement system in afterschool sites throughout Vermont. For the first time in 2014-15, all 21C funded sites were required to involve their staff in the completion of self-assessments and program improvement plans through the Youth Program Quality Intervention (YPQI). This assessment-driven continuous improvement process is intended to: (a) build program leaders' continuous quality improvement skills; (b) increase the quality of instructional practices delivered in afterschool programs; and (c) increase students' engagement with program content and opportunities for skill-building (Hallman, Bertolotti, & Wallace, 2011).

Result 2.1: 21C funded programs support learning.

Result 2.1	2014-15		2015-16	
Measures a-e:	% of sites meeting goal:			
a. 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.	79%		79%	
b. 21C funded sites will have a percent of regular attendees proficient or above in language arts that meets or exceeds school average.	no data		no data	
c. 21C funded sites will have a percent of regular attendees proficient or above in mathematics that meets or exceeds school average.	no data		no data	
	State avg:	Goal met:	State avg:	Goal met:
d. 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	?	no data	?
e. At the state level, 21C funded sites will have a percent of regular attendees proficient or above in mathematics that meets or exceeds school average.	no data	?	no data	?

In both 2014-15 and 2015-16, 79% of 21C sites indicated that they had at least one program strategy beyond homework help specifically designed to support students who were performing below grade level or struggling academically (Measure 2.1a). While this percentage was the same in both years, that is not an indicator that every site maintained their status of either offering or not offering such a program strategy from one year to the next. The chart below shows that while 10 sites went from not offering this type of program strategy in 2014-15 to offering one the following year, 11 sites had actually offered one in 2014-15 but then did not offer one the following year. Three-quarters of sites continued doing what they had been doing between the two years: for eight of them, that was not offering strategies to support struggling students, and for 67 of them it was to offer strategies to support struggling students.

Changes for sites on <u>Measure 2.1a</u> between 2014-15 and 2015-16 (Sites that had program strategies to help students struggling academically)		
Sites that...	#	%
Went from NOT having a program strategy to having one	10	10%
Either had a strategy or didn't have one (no change)	75	75%
Went from having a program strategy to NOT having one	11	10%
<i>n/a or unclear</i>	9	9%

Measures 2.1b – 2.1e relate to standardized testing data which are unavailable at the time of the writing of this report. In 2014-15, the Smarter Balanced Assessment (SBA) for assessing students' mathematics and language arts skills replaced the New England Common Assessment Program (NECAP). Vermont AOE and Vermont Afterschool are still awaiting the release of the SBA data from the new federal 21C reporting system for both 2014-15 and 2015-16.

Result 2.1 (continued)	2014-15		2015-16	
Measure 2.1f:	State avg:	Goal met:	State avg:	Goal met:
f.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.	n/a (slightly different survey)	n/a	4%	No
f.ii. Statewide student survey for grades 5-12. At the state level, 70% of students will respond “almost always true” for <u>Part 1</u> of survey items.	16%	No	16%	No
f.iii. Statewide student survey for grades 5-12. At the state level, 70% of students will respond “extremely” or “quite a lot” for <u>Part 2</u> of survey items (which were not on 2014-15 survey).	n/a	n/a	14%	No

Measure 2.1f showcases the third category designed to measure whether programs support learning: student feedback. For the second consecutive year in 2015-16, children and youth that attended programs were asked to complete surveys about their experiences. A total of 381 students from 15 different 21C schools throughout the state completed surveys in 2015-16. In 2014-15, a total of 425 students in grades 5-12 representing 18 schools completed surveys.

The survey itself changed slightly between the two years. To account for the changes and allow for relevant comparisons between the years, Measure 2.1f was broken into three sup-parts. The original Measure 2.1f stated, “At the state level, 70% of students will respond ‘almost always true’ for ALL survey items.” This was relevant in 2014-15 when ‘almost always’ true was an option for all of the survey items. In 2015-16, some of the items had a different answer scale. To account for this, Measure 2.1f.i was created with the response

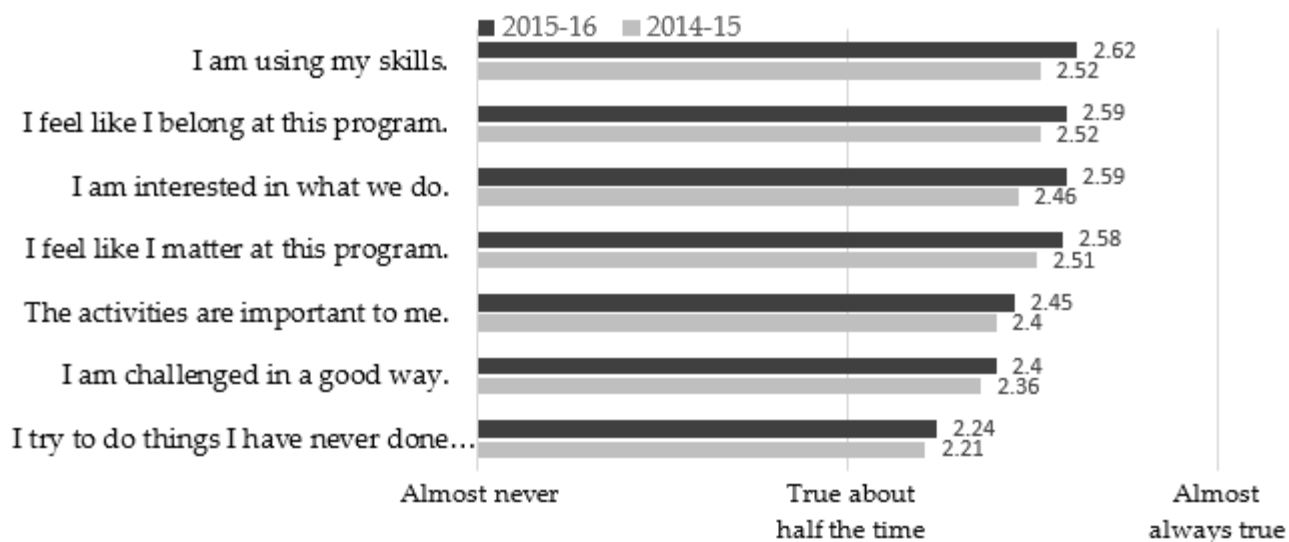
choices “extremely” and “quite a lot” added since they most closely paralleled the “almost always true” choice. The full survey in 2015-16 contained ten items. Four percent of the students responded “almost always true” or “extremely” or “quite a lot” for all of the items. This is quite a bit lower than 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.

Only Measure 2.1f.ii was calculated for both years; in 2014-15 and in 2015-16, there were series of statements to which the students were asked to respond, “Almost always true,” “True about half the time,” or “Almost never true.” They were positive statements such as, “I feel like I matter at this program,” and “I am using my skills.” In 2014-15, the statement “I really have to concentrate to complete the activities” was also included but was eliminated the following year because it could have been interpreted as either positive or negative experience. The 2014-15 percentage for Measure 2.1f.ii was recalculated with the exclusion of the responses to that statement so a direct comparison could be made to the 2015-16 percentage. For the purpose of this analysis and report, the seven survey items that were included in both years were considered to be Part 1 of the survey. The table below lists each of these statements along with the percentages of students that selected each response for both years. The statements are listed in order from best overall score to worst overall score in 2015-16.

Measure 2.1f	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Survey Items (Part 1)	<i>Almost always true</i>		<i>True about half the time</i>		<i>Almost never true</i>	
<i>I am using my skills.</i>	61%	66%	29%	30%	9%	4%
<i>I feel like I belong at this program.</i>	63%	67%	27%	24%	10%	8%
<i>I am interested in what we do.</i>	56%	63%	34%	33%	10%	4%
<i>I feel like I matter at this program.</i>	63%	65%	25%	28%	12%	7%
<i>The activities are important to me.</i>	53%	52%	35%	40%	12%	7%
<i>I am challenged in a good way.</i>	48%	48%	39%	44%	13%	8%
<i>I try to do things I have never done before.</i>	38%	38%	45%	48%	17%	14%

The percentages in the table above were used to calculate a score between 1.00 and 3.00 for each item, with a score of 1.00 indicating that all students responded “almost never true,” and a score of 3.00 indicating that all students responded “almost always true.” The scores for both years, which ranged from 2.21 to 2.62 are depicted on the chart below. For each of these seven items, the 2015-16 score was slightly higher than the 2014-15 score. While Measure 2.1f.ii shows that the percentage of respondents who answered “almost always true” to all of these items remained unchanged at 16% from 2014-15 to 2015-16, the question-by-question breakdown reveals that there was in fact improvement for each of these items from one year to the next.

Measure 2.1f - Youth Survey Questions - Part 1



In 2015-16, three additional items were added to the survey, which have been designated as Part 2: “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 skills, which have been garnishing increased national, statewide, and local attention in the past few years are fostered by strong afterschool and summer learning programs. These programs give children and youth opportunities to learn things that they wouldn’t necessarily learn in the classroom like 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.

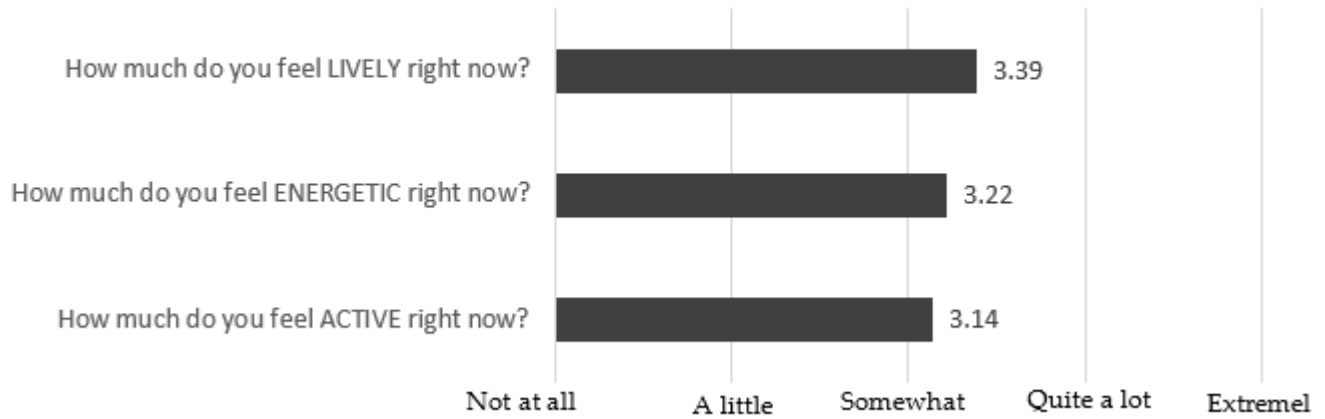
For each of the three SEL questions on Part 2 of the survey, youth were asked to indicate the extent to which they agreed with each statement with one of the following choices: “extremely,” “quite a lot,” “somewhat,” “a little,” or “not at all.” The table below shows the percentages of all 381 students that selected each response for each statement. For all three of the statements, 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.”

Measure 2.1f	2015-16				
Survey items (Part 2)	Extremely	Quite a lot	Somewhat	A little	Not at all
How much do you feel LIVELY right now?	19%	29%	30%	15%	6%
How much do you feel ENERGETIC right now?	14%	24%	39%	16%	7%
How much do you feel ACTIVE right now?	12%	25%	35%	20%	8%

A score between 1.00 and 5.00 was calculated for each of the three statements. A score of 1.00 would have indicated that all students would have answered “not at all” for all items, while a score of 5.00 would have indicated that all students would have responded, “extremely” for all items. Since the most frequently

selected responses for each item were “quite a lot,” and “somewhat,” it is logical that each score was between 3.00 and 4.00. The items, ranked according to their scores are depicted in the chart below. The statement about how lively the students felt received the highest overall score, followed by the statement about how energetic they felt and then by the statement about how active they felt.

Measure 2.1f - Youth Survey Questions - Part 2



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

Result 2.2	2014-15	2015-16
Measures:	% of sites meeting goal:	
a.i. Each 21C funded site will demonstrate that ALL programs had the opportunity to create culminating end products and/or performances.	4.5%	5.7%
a.ii. Each 21C funded site will demonstrate that ALL or MOST programs had the opportunity to create culminating end products and/or performances.	40%	54%
a.iii. Each 21C funded site will have at least five examples of culminating activities.	85%	79%
b. Each 21C funded site will have at least 5 of its program offerings meet for a minimum of 10 days.	no data	89%

Under Result 2.2, 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 was small in both years (4.5% in 2014-15 and 5.7% in 2015-16), 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 Measures 2.2a.ii and 2.2a.iii were added. 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 increased from 40% in 2014-15 to 54% in 2015-16.

On the annual performance report, directors listed examples of culminating end products and performances. The item read, “List the best completed examples of culminating end products or performances” and included space for up to ten examples to be listed. Measure 2.2a.iii shows that most sites (85% in 2014-15 and 79% in 2015-16) were able to list at least five examples. In 2014-15, sites listed an average of 7.5 examples, and in 2015-16, sites listed an average of 7.1 examples. It is important to distinguish the difference between listing “the best examples” and listing “all examples.” In many cases, directors may not have listed all of the examples of end products for every site. Therefore, the results for Measure 2.2a.iii do not indicate that 85% and 79% of sites *had* at least five examples of end products in 2014-15 and 2015-16 respectively, but rather that 85% and 79% of sites *listed* at least five examples of end products in 2014-15 and 2015-16 respectively. This is to say that sites that listed fewer than five end products may have actually had more but did not list them, which renders the percentages not completely reliable. Furthermore, in 2014-15, 41 sites listed ten examples and in 2015-16, 38 sites listed ten examples. It’s possible that these sites had more examples to list but could not due to the field length limit on the APR.

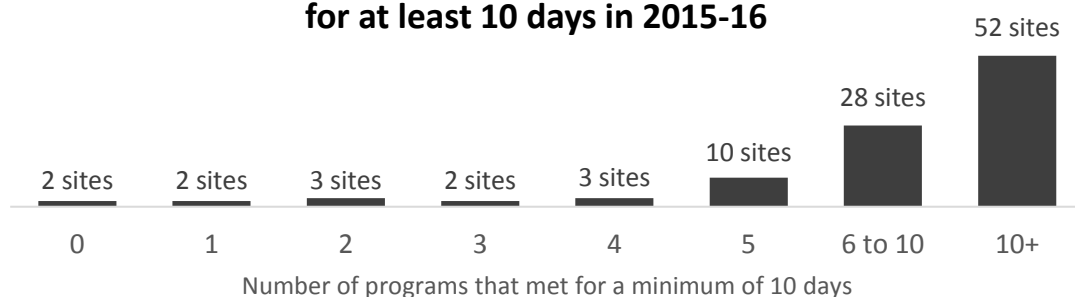
The chart below shows the changes between 2014-15 and 2015-16 for Measure 2.2a.iii on the site-level. More sites listed fewer examples of culminating end products and/or performances in 2015-16 than in 2014-15 than listed more examples (39 sites vs. 29). It’s important to note that this may not actually be an indicator that

these 39 sites actually *offered* fewer programs with culminating end products and/or performances, but rather that they simply *listed* fewer programs on the APR. They may have offered more or fewer such programs, but the wording of this question makes it impossible to know.

Changes for sites on <u>Measure 2.2a.iii</u> between 2014-15 and 2015-16 (Sites' listed examples of programs had culminating end products or performances)		
Sites that...	#	%
Listed more examples	29	28%
Listed the same # of examples	30	29%
Listed fewer examples	39	37%
<i>n/a or unclear</i>	7	17%

Measure 2.2b states, "Each 21C funded site will have at least 5 of its program offerings meet for a minimum of 10 days." This information was not collected on the 2014-15 APR so a year-to-year comparison could not be made. In 2015-16, a question was added to the site-level APR that asked for the number of unique programs met for 10 or more days during afterschool time. Respondents could choose from the following options: 0, 1, 2, 3, 4, 5, 6-10, 10+. The chart below shows what the sites reported: at total of 90 sites reported that they had either "5," "6 to 10," or "10+" programs that met for at least ten days. This suggests that these programs allowed students the opportunity to experience interests in depth. In the future it would be interested to know how long these programs actually ran for. These 90 sites could have had programs that ran from anywhere between ten days and a full school year and it would have been insightful to obtain that breakdown.

Site reports of numbers of programs that met for at least 10 days in 2015-16



Result 2.3: 21C funded programs provide healthy food and physical activity options.

Result 2.3	2014-15	2015-16
Measures:	% of sites meeting goal:	
a. 21C funded sites provide the opportunity for at least 20 minutes of physical activity daily for every two hours of programming offered.	78%	90%
b. 21C funded sites will score 4.00 or above on the Nourishment scale of the Safe Environment domain of YPQA.	91%	94%

The outcomes for Measure 2.3a show that most 21C sites provided physical activity for their students on a regular basis. In 2015-16, there was a straightforward 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. Ninety percent of sites responded with either “yes” or “yes-most but not all days,” the latter of which was considered to be an indicator of the goal being met for the purpose of this analysis.

In 2014-15, the data reporting for this measure was not quite as straightforward. That year, the APR listed physical activity as three parts (outdoor time, physical activity enrichment, and physical activity embedded in other programs) and asked respondents to indicate the offering level for each of them with one of the following options: “never,” “rarely,” “some days each week,” “1 per session,” “2 per session,” “3 or more per session,” “daily,” and “every other day.” Respondents were also asked to report the duration of each in minutes. Because neither the answer options nor the activity types themselves were mutually exclusive, the responses could not reliably be translated into a response to “at least 20 minutes for every two hours of programming offered.” Conservative estimations and assumptions were made in the calculation of the result. Therefore, the reported increase from 78% to 90% between the two years is not perfectly reliable. Nevertheless, it can be maintained that most sites offered sufficient physical activity for their students.

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 determined each site’s score for the scale, which could range from 1.00 to 5.00. In 2015-16, the statewide average score was 4.83. Of the 95 sites that completed the YPQA in 2015-16, 69 of them achieved a perfect score of 5.00 on this measure. As seen in the chart below, 48 sites did not improve their score between the two years; 45 of them had already achieved a score of 5.00 in 2014-15 and therefore had no room to improve. The 31 sites for which a comparison between the two years is not applicable are ones which did not complete the YPQA in both years. Overall, the results show that there was more improvement than not on this scale between the two years; overall, sites succeeded in providing healthy and accessible food and drinks during programming time.

Changes for sites on Measure 2.3b between 2014-15 and 2015-16 (Site scores on Nourishment scale of YPQA)		
Sites that...	#	%
Scored higher	19	18%
Scored the same	48	46%
Scored lower	7	7%
n/a	31	30%

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

Result 2.4	2014-15		2015-16			
Measures:	% of sites meeting goal:					
a. 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.	≤ 85%		90%			
b. 21C funded sites that are in at least their third year of operation show improvement in their YPQI self-assessment domain scores from the previous year.	60%		78%			
	Nat'l avg:	State avg:	Goal met:	State avg:	Goal met:	
c. The Vermont state average of 21C programs' YPQI domain scores meets or exceeds the national average of external assessment domain scores.	School Age:	4.00	4.00	Yes	4.34	Yes
	Youth:	3.47	4.02	Yes	4.44	Yes

Beginning in 2014-15, every 21C-funded site that had been in at least their second year of operation was 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). They were expected to involve their staff in the planning, implementation, and program improvement elements of the process. In 2015-16 there was a specific item on the site-level APR that asked whether this was the case; 90% of sites that completed a self-assessment responded positively (Measure 2.4a). Nine sites that were in at least their second year of funding and that completed self-assessments responded that they did not involve any staff in the process. In 2014-15, there was not a question on the APR that related to staff involvement. That year, 85% of 21C-funded sites that were in at least their second year of operation completed a self-assessment through YPQI. If 100% of these sites involved staff in the process, it would have meant that a maximum of 85% of sites met the criteria for Measure 2.4a in 2014-15. It's unknown as to whether all of these

sites involved staff; it is more likely that about 76% (which is 90% of 85%) of sites in at least their second year of operation completed an assessment and involved staff in the process.

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. Ten sites that were in at least their third year of operation in 2014-15 completed self-assessments in both 2013-14 and 2014-15. Six of them (60%) experienced increases in their scores between those 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. Increased scores suggest that sites used their self-assessment results from one year to create a program improvement plans which were used to make necessary improvements with the involvement of staff. Those improvements would then be reflected in their improved self-assessment scores the subsequent year. It should be noted that five of the sites that improved their scores between 2014-15 and 2015-16 used the Youth Program Quality Assessment in 2014-15 followed by the School Age Program Assessment in 2015-16. This was also the case of one of the sites that experienced a score decrease between the two years. 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 increases (or decreases) as a result of intentional program changes or a result of using a slightly different assessment tool.

Both the YPQA and SAPQA comprise four domains, each of which comprise multiple scales. Each scale contains multiple items, on which sites rate themselves with a score of 1, 3, or 5. Scores for each scale, domain, and for the overall assessment are subsequently calculated. In 2015-16, the average score for sites that used the SAPQA was 4.34, which was an increase from 4.00 in the previous year. The average score for sites that used the YPQA in 2015-16 was 4.44, which was an improvement from 4.02 in 2014-15. In all four cases, scores were higher than the matching assessment scores for the large national sample. However, these large national sample scores were from assessments that were completed by external evaluators. It is important to note that scores from external evaluators are typically lower than scores obtained from self-assessments. Since the national averages were compiled from external assessments and the Vermont 21C scores were obtained from self-assessments, it is difficult to know exactly how well Vermont's scores ranked compared with the national averages.

Goal Area 3: All 21C funded programs have strong leaders

The third goal area was developed to ensure that well-qualified individuals lead 21C programs. Goal Area 3 comprises four results:

- 3.1 21C funded programs are led by experienced leaders.
- 3.2 21C funded programs utilize high quality staff to run programs.
- 3.3 21C funded programs have appropriate staff retention rates.
- 3.4 21C leaders participate in professional development and networking opportunities.

Directors, site coordinators and staff with high levels of experience and expertise that regularly work toward improving and developing themselves professionally are best equipped to provide the most positive and beneficial expanded learning experiences for children and youth. Staff that work in the same school building during the school day as 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. Finally, 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.

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

Result 3.1	2014-15	2015-16
Measures:	% of projects meeting goal:	
a. 21C programs will be led by directors with significant levels of expertise (bachelor’s degree or higher in related field).	91%	100%
b. 21C programs will be led by directors with significant levels of experience (3+ years of experience).	97%	93%
	% of sites meeting goal:	
c. 21C sites will be led by site coordinators with significant levels of expertise (bachelor’s degree or higher in related field).	75%	77%
d. 21C sites will be led by site coordinators with significant levels of experience (3+ years of experience).	97%	96%

Results 3.1a and 3.1b refer to project directors while Results 3.1c and 3.1d deal with site-level leadership. In 2015-16, all 30 21C project directors for whom we have information had a bachelor’s degree or higher (Result 3.1a). This was an increase from 91% in 2014-15. There are two reasons for this change. First, one of the projects switched directors between the two years: the original director held an associate’s degree and the new director held a master’s degree. Secondly, we did not receive any data for one of the projects in 2015-16.

This particular project's 2014-15 director had a high school diploma. There was a new director in 2015-16 whose level of education is unknown. If that director did not have at least a bachelor's degree, Measure 3.1a would be 97%.

Result 3.1b states the 21C programs will be led by directors with at least three years of experience. This result decreased from 97% in 2014-15 to 93% in 2015-16. This seems counterintuitive, since directors gain experience as time passes. On the APR, directors were given the option to select either "1," "2," or "3+" years of experience. Twenty-five directors selected "3+" in both 2014-15. These directors, most of whom remained with their projects between the two years, obviously each gained one year of experience between 2014-15 and 2015-16, but it is not reflected in the data since any number of years higher than two could only be reported as "3+." There was one project whose director reported "2" years of experience in 2014-15 and logically, "3+" years in 2015-16. The two projects that reported a greater number in 2014-15 than in 2015-15 had changed directors between these two years. The chart below outlines these changes.

Changes for projects on <u>Measure 3.1b</u> between 2014-15 and 2015-16		
<i>(Project directors' years of experience)</i>		
Projects whose leadership...	#	%
Increased in years of experience	1	3%
Stayed at "3+ years" experience	25	83%
Decreased in years of experience	2	7%
<i>n/a or unclear</i>	2	7%

***New directors in 2015-2016

In 2015-16, 77% of sites were led by coordinators that had at least a bachelor's degree, which was a slight improvement from 75% in the previous year. Some sites had two site coordinators; in such cases, if one site coordinator had at least a bachelor's degree and the other did not, the site was considered to be led by someone with at least a bachelor's degree. This was the case for two sites in 2015-16 and four sites in 2014-15. Between the two years, five sites improved on this measure, as indicated in the chart below. All five of these sites replaced site coordinators that had associate's degrees with coordinators that had either bachelor's or master's degrees. Conversely, seven sites replaced site coordinators that had bachelor's or master's degrees with coordinators that had less than bachelor's degrees. Most sites' performances on this measure remained the same, which was likely due to a relative lack of staff turnover.

Changes for sites on <u>Measure 3.1c</u> between 2014-15 and 2015-16 <i>(Sites led by those with at least a bachelor's degree)</i>		
Sites which...	#	%
Improved on this measure	5	5%
Stayed the same on this measure	86	82%
Decreased on this measure	7	7%
<i>n/a</i>	7	7%

Most sites were led by coordinators with sufficient experience; 96% of sites had at least one site coordinator with three years or more of related experience in 2015-16, which was roughly the same as the rate of 97% in 2014-15 (Measure 3.1d). The reason for the decrease of one percentage point was that four sites decreased in this measure between the two years while only three sites improved in this measure. Eighty-nine sites remained the same; they all had at least one coordinator with three or more years of experience in both years.

Changes for sites on <u>Measure 3.1d</u> between 2014-15 and 2015-16 <i>(Sites led by those with at least 3 years of experience)</i>		
Sites whose leadership...	#	%
Increased in years of experience	3	3%
Stayed at "3+ years" experience	89	85%
Decreased in years of experience	4	4%
<i>n/a</i>	9	9%

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

Result 3.2	2014-15		2015-16	
Measures:	% of sites meeting goal:			
a. 21C sites will be staffed by at least one-third licensed educators during the school year.	data not available		59%	
b. 21C sites that operate in the summer will be staffed by at least one-third licensed educators in the summer.	data not available		58%	
	State avg:	Goal met:	State avg:	Goal met:
c. At the state level, at least one-third of the staff working in 21C programs during the school year will be licensed educators.	not available	not available	38%	Yes
d. At the state level, at least one-third of the staff working in 21C programs during the summer will be licensed educators	not available	not available	38%	Yes

Sites with at least 33% of their staff as licensed teachers can help foster a supportive learning environment and help students make connections between their afterschool and summer experiences and their regular school day learning. Unfortunately, these data for 2014-15 are currently unavailable. That year, the numbers of licensed instructors for both the school year and summer were collected on the APR, but the total numbers of instructors were not collected so percentages could not be calculated. Directors entered the data into the new federal system, but they have not yet been made available to VTAOE.

Data for 2015-16 are available for this measure. Among sites that provided school year programming, over half (59%) were staffed by at least one-third licensed educators. At the state level, there were 2,019 total school year staff in 2015-16, and 774 of these staff were licensed teachers, for a total of 38% of staff. In the summer of 2015, 318 out of 830 total staff were licensed teachers: 38% of Vermont 21C summer staff statewide. These 830 staff were divided among 69 individual summer sites. Forty of these sites (58%) were staffed by at least one-third licensed educators in summer 2015.

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

Result 3.3	2014-15		2015-16	
Measures:	% of projects meeting goal:			
a. 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.	80%		43%	
	% directors:	Goal met:	% directors:	Goal met:
b. 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.	27%	Yes	23%	Yes

The first measure under this result (3.3a) contains two levels. 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. Take the hypothetical example of a project with two sites, one of which had one site coordinator and the other of which had two site coordinators. The lone coordinator was in their first year of tenure. The site with two coordinators had two highly experienced coordinators, both of whom had over two years of tenure. 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. Most sites (91) reported information for only one site coordinator. Of these 91 sites, the site coordinators for 38 of them were in their first or second year of tenure. The remaining 53 coordinators had sufficient tenure. Fourteen sites reported information for two coordinators. Of these 14 sites, ten of them reported that both site coordinators did have at least two years of experience in their current positions. One site reported that neither coordinator was in their first or second year of tenure. For three sites, the coordinators were split: one had sufficient tenure and the other was in their first or second year. The chart below lays out these figures.

<i>Sites with...</i>	Sites with 1 coordinator	Sites with 2 coordinators	Shading key
...0 site coordinators in 1 st or 2 nd yr	53	10	Sites that met criteria
...1 site coordinator in 1 st or 2 nd yr	38	3	Ambiguous
...2 site coordinators in 1 st or 2 nd yr	--	1	Site that did not meet criteria

For the three 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's unclear as to whether their site-level leadership would have been as strong. In the context of the calculation of this measure, however, it did not matter. Two of the sites belonged to a ten-site program of which seven sites had clearly met the measure, so the project overall was considered to have met the measure. The other site belonged to a six-site project which had five sites meet the measure so this project was also considered to have achieved the measure.

<i>Sites with at least one coordinator in 1st or 2nd year of tenure</i>	
2014-15	2015-16
23 (21%)	42 (40%)

Of the 30 projects that submitted APR data for 2015-16, thirteen projects (43%) had no more than one-third of their sites with a coordinator or coordinators in their first or second year. This contrasts the previous year, in which 80% of projects met the goal. This can mostly likely be attributed to a high rate of site coordinator turnover between the two years: in 2014-15, 23 sites had at least one coordinator in their first or second year of tenure whereas 42 sites had at least one coordinator that was in their first year or second of tenure in 2015-16.

Overall, three projects did better on this measure in 2015-16 than in 2014-15 and ten projects did worse. Thirteen projects performed the same in both years, as in they had the same percentage of sites that met the criteria for the measure. Two projects were new in 2015-16 and for another two projects, it is unclear as to whether they improved on this measure. These figures are represented in the chart below.

Changes for projects on <u>Measure 3.3a</u> between 2014-15 and 2015-16		
<i>(Site coordinators have sufficient tenure)</i>		
Projects that...	#	%
Improved	3	10%
Performed the same	10	33%
Performed worse	13	43%
<i>(n/a or unclear)</i>	4	13%

The second measure for Result 3.3 refers to the tenure of directors. It reads, “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.” In 2015-16, seven of the thirty directors (23%) were in their first or second year of tenure. Since 23% is less than a third, this statewide measure was met. This was a slight improvement from 2014-15 in which 27% of directors were in their first or second year of tenure. This is the only measure for which a decrease in percentage is desirable.

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

Result 3.4	2014-15	2015-16
Measures:	% of projects meeting goal:	
a. 21C project directors participate in at least 25 total hours of professional development opportunities per year.	85%	80%

Directors of 21C projects are required to continuously engage in professional development opportunities in order 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. Eighty percent of project directors achieved the goal of participating in at least 25 hours of professional development programming in 2015-16, which was a slight decrease from 85% of directors who did so in 2014-15. That year, five of the 33 directors did not complete at least 25 hours of professional development, whereas in the following year (2015-16), six of the 30 project directors for whom we have information did not complete at least 25 hours.

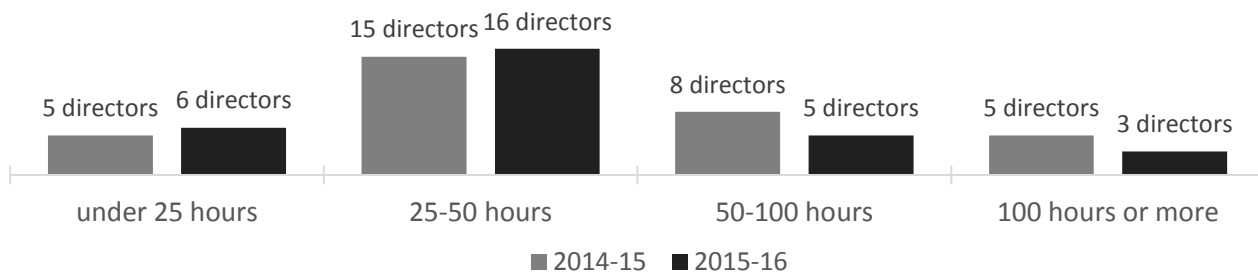
On the Annual Performance Report, directors were given four options from which to select their hours of professional development for the year: “Under 25 hours,” “25-50 hours,” “50-100 hours,” and “100 hours or more.” Four projects had directors that selected a higher bracket of hours in 2015-16 than in 2014-15 while 14 projects had directors that selected a lower bracket of hours in 2015-16 than in 2014-15. This explains the percentage decrease between the two years of projects that successfully completed this measure. Ten projects directors selected the same bracket in both years. This means that their directors each completed approximately the same amount of professional development in both years. It is likely that their exact

number of completed hours changed, but it is impossible to know given the way that the data were collected. The visualizations below show these findings in greater detail.

Changes for projects on Measure 3.4a between 2014-15 and 2015-16
(Directors' total hours of annual professional development)

Projects with directors that...	#	%
Increased # of hours of PD	4	13%
Had similar # of hours of PD	10	33%
Decreased # of hours of PD	14	47%
<i>(n/a or unclear)</i>	2	7%

21C directors' annual hours of PD, 2014-15 and 2015-16



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:

- 4.1 21C funded programs link with the school day.
- 4.2 21C funded programs utilize diverse sources of funding.
- 4.3 21C funded programs benefit from meaningful community partnerships.

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 increase the likelihood that their programs can be sustained from year to year without it. This can happen in three main ways: by evoking support from school principals, by diversifying funding sources, and by developing partnerships with local organizations.

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 or supervisory union level.

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. Furthermore, afterschool and summer learning projects that foster partnerships with community groups and organizations can gain access to valuable resources that can help increase their sustainability.

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

Result 4.1	2014-15	2015-16
Measures:	% of sites meeting goal:	
a. 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.	61%	90%

It is crucial for program leaders to meet with their associated building principals regularly in order to build strong connections and linkages with the school day. This was the case for leaders of 90% of 21C sites in 2015-16. 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?”

In 2014-15 it was determined that 61% of site leaders were successful in fulfilling this measure. However, the direct comparison between the two years is not completely reliable because the APR item was worded differently in the earlier year. It read, "What phrase best describes how many times the principal visited the program and/or met with the site coordinator or project director?: (1) never (2) a few times (3) bi-monthly (4) twice monthly (5) monthly (6) weekly and (7) daily." The term "bi-monthly" could mean "occurring either twice per month" or "occurring once every two months." Since "twice monthly" was its own option, the latter was assumed to be the meaning of the term "bi-monthly" in this case and the result was calculated accordingly. Ten percent of the respondents had chosen "bi-monthly" but there is a chance that they had interpreted this option as "twice per month." Each response was converted to a binary yes/no response for ease of analyzing this measure.

From one year to the next, 29 sites went from not having their site coordinators or directors meeting with the associated building principal at least once a month or a total of nine times during the calendar year to doing so. Conversely, only two sites were successful in this endeavor in 2014-15 but not in 2015-16. Sixty-seven sites performed the same on this measure in both years. Leaders from each of these sites may have actually changed the frequency with which they interacted with their school principals, but not enough to change their individual result for this measure.

Changes for sites on <u>Measure 4.1</u> between 2014-15 and 2015-16		
<i>(Site leaders' meeting frequency with school principals)</i>		
Sites whose leaders met with school principal...	#	%
More frequently	29	28%
At about the same frequency	67	64%
Less frequently	2	2%
<i>(n/a or unclear)</i>	7	7%

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

Result 4.2	2014-15		2015-16	
Measures:	% of projects meeting goal:			
a. 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.	83%		74%	
b. 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.	71%		61%	
	State total:	Goal met:	State total:	Goal met:
c. At the state level, aggregate cash funding from sources other than federal 21C funds will exceed 5.5 million dollars.	\$6.15 million	Yes	\$5.81 million	Yes

In 2014-15, there were 24 projects that had been in operation for more than five years and 20 of them (83%) received funding from at least five sources. The following year, 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 different sources (Measure 4.2a). In-kind funding sources were not included in the tallies for either year. There were 14 projects that had been in operation for more than five years in both years. Five of them increased their number of funding sources from 2014-15, four of them decreased their number of funding sources, and six of them maintained their number of funding sources.

Changes for projects on <u>Measure 4.2a</u> between 2014-15 and 2015-16		
<i>(Projects in operation for >5 years and funding sources)</i>		
Projects that...	#	%
Increased # of funding sources	5	17%
Had same # of funding sources	6	20%
Decreased # of funding sources	4	13%
<i>n/a (not funded for >5 years)</i>	15	50%

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. Seventeen out of the 24 projects that were in operation for more than five years in 2014-15 had accomplished this goal (71%). In 2015-16, fourteen of the 23 projects that were in

operation for more than five years in 2014-15 had accomplished this goal (61%). In 2015-16, projects had an average of 59% of their funding come from single sources.

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 6.15 million dollars in 2014-15 and 5.81 million dollars in 2015-16 (Measure 4.2c). While the total funding did decrease between the two years, the statewide goal was met in both years.

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

Result 4.3	2014-15	2015-16
Measure:	% of projects meeting goal:	
a. 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.	76%	70%

In 2015-16, 21C projects identified an average of 3.7 community partners that contributed the equivalent of at least \$1000 in resources and/or supports. Twenty-one of the 30 projects for which we have data (70%) were able to identify two or more such partners. This was a decrease from the previous year in which 25 of the 33 projects (76%) were able to do so (Measure 4.3a). The chart below shows that between the two years, more projects decreased their number of such community partners than increased them. Of the four projects that increased their number of partners, only one had done so in such a way that they went from not accomplishing the goal of the measure to doing so. Likewise, of the 13 projects that decreased their number of partners, only one had decreased them to the extent that it affected its performance on the measure. Of the 11 projects that had the same number of partners in both years, three had zero partners and the remaining eight had at least two partners each.

Changes for projects on <u>Measure 4.3a</u> between 2014-15 and 2015-16		
<i>(Projects' community partners)</i>		
Projects that...	#	%
Increased # of partners	4	13%
Had same # of partners	11	37%
Decreased # of partners	13	43%
<i>n/a</i>	2	7%

Conclusion

Statewide evaluation data were collected for all 21C-funded projects and individual sites in 2014-15 and for most 21C-funded projects and individual sites in 2015-16. These data were collected via electronically submitted annual performance reports in 2014-15 and 2015-16. 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 2014-15 and 2015-16 on 19 measures. Fourteen of the measures showed decreased performance between the two years and 7 measures showed consistent performance. For 11 of the measures, data were either unavailable, unreliable, or only collected in the later year and therefore year-to-year comparisons could not be made. This report clarified each of the calculations and explained the rationale behind each measure in terms of how each would ultimately benefit children and youth served by 21C programs throughout Vermont.

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Appendix: Tabled Summary of Evaluation Results for 2014-15 and 2015-16

Statewide Evaluation Results

data summary for 2015-16

(with 2014-15 comparisons)

Prepared by

Erin Schwab

(erinschwab@vermontafterschool.org)

Vermont Afterschool

for

VT Agency of Education –

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Δ	2014-15	2015-16	Description	Comments/Notes/Additional Info.
↓	33	31	21C projects	<i>data submitted for 30 projects</i>
↓	110	108	21C sites	<i>data submitted for 105 sites</i>
↓	109	105	21C sites provided school year programming	<i>None of the student counts for 2015-16 include those served by any of the 3 sites from the defunded Orange East project. Therefore, decreases between 2014-15 and 2015-16 are not as drastic as they appear (or may actually be increases).</i>
↓	93	85	21C sites provided summer programming (either on site or at a different school building)	
↓	92	85	21C sites provided both school year and summer programming	
↑	84,446	84,546	Total students were enrolled in VT schools	
↓	13,647	13,246	Total students were served	
↓	6,295	6,075	Total students were served on a regular basis	
↓	3,773	3,651	Total high risk students were served on a regular basis	<i>Includes students who attended schools with 100% free/reduced lunch rate under the new Community Eligibility Provision.</i>
↑	1,098	1,130	Total students on IEPs were served on a regular basis	

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

1.1 21C funded programs serve students who have limited opportunities to learn outside of the school day.

Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	1.1a.	site		↓	61%	50%	of sites had a free and reduced lunch rate among regular attendees that met or exceeded the school rate.	<i>Excludes 3 sites that claimed 100% free/reduced lunch rate under the Community Eligibility Provision in 2015-16. 2014-15 results exclude 12 such sites.</i>
Yes	1.1b.	state	>40%	↑	53%	59%	of regular attendees statewide were eligible to receive free or reduced lunch, excluding sites for which 100% of regular attendees were regarded as certified for free/reduced lunch under the Community Eligibility Provision.	<i>Excludes 3 sites that claimed 100% free/reduced lunch rate under the Community Eligibility Provision in 2015-16. 2014-15 results exclude 12 such sites.</i>
Yes	1.1c.	state	>=15%	↑	17%	19%	of regular attendees statewide were on Individual Education Plans (IEPs).	

1.2		21C funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	1.2a.	site		↓	70%	66%	of 21C sites operated at least 32 weeks during the school year.	
	1.2b.	site		=	69%	69%	of 21C sites operated at least 5 days per week during the school year.	
	1.2c.	site		↓	35%	30%	of 21C sites operated at least 14 hours per week during the school year	
Yes	1.2d.	state	≥32	↑	33	34	was the statewide average number of weeks that sites operated during the school year.	
No	1.2e.	state	≥5	=	4.7	4.7	was the statewide average number of days per week that sites operated during the school year.	
No	1.2f.	state	≥14	=	12	12	was the statewide average number of hours per week that sites operated during the school year.	

1.3.	21C funded programs provide enough summer programming to address summer learning loss.							
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	1.3a.	site		↑	66%	69%	of 21C sites that provided summer programming operated for at least 5 weeks during the summer.	
	1.3b.	site		↑	83%	84%	of 21C sites that provided summer programming operated for at least 5 days per week during the summer.	
	1.3c.	site		↓	88%	86%	of 21C sites that provided summer programming operated for at least 21 hours per week during the summer.	
Yes	1.3d.	state	≥5	↓	5.2	5.1	was the statewide average number of weeks that sites which provided summer programming operated during the summer.	
No	1.3e.	state	≥5	=	4.8	4.8	was the statewide average number of days per week that sites which provided summer programming operated during the summer.	
Yes	1.3f.	state	≥21	↑	37.2	38.4	was the statewide average number of hours per week that sites which provided summer programming operated during the summer.	

1.4 21C funded programs have a solid base of regular attendees.								
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	1.4a.	site		↑	84%	85%	of sites served at least one-third of their participants on a regular basis.	
Yes	1.4b.	state	≥33%	=	46%	46%	of total attendees statewide were regular attendees.	

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

2.1		21C funded programs support learning										
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.				
	2.1a.	site		=	79%	79%	of sites had at least one program strategy, beyond homework help, that was specifically designed to support students who are performing below grade level or struggling academically.					
	2.1b.	site			__%	__%	of sites had a rate of regular attendees proficient or above in language arts that is equal to or above the rate for the school.	<i>waiting for data from federal system</i>				
	2.1c.	site			__%	__%	of sites had a rate of regular attendees proficient or above in mathematics that is equal to or above the rate for the school.	<i>waiting for data from federal system</i>				
	2.1d.	state	not yet set		__%	__%	was the statewide percentage of regular attendees that are proficient or above in language arts.	<i>waiting for data from federal system</i>				
	2.1e.	state	not yet set		__%	__%	was the statewide percentage of regular attendees that are proficient or above in mathematics.	<i>waiting for data from federal system</i>				
No	2.1f.i.	state	>=70%		n/a	4%	of students surveyed in grades 5-12 responded "almost always true" or "extremely" or "quite a lot" for all survey questions.	<i>Survey changed slightly between 2014-15 and 2015-16.</i>				
	2.1f.ii.	state	not set	=	16%	16%	of students surveyed in grades 5-12 responded "almost always true" for all of the following survey questions:	<i>Almost always true</i>	<i>True about half the time</i>	<i>Almost Never True</i>		
							◦ <i>I am interested in what we do.</i>	63%	33%	4%		

Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.				
							◦ <i>The activities are important to me.</i>	52%	40%	7%		
							◦ <i>I try to do things I have never done before.</i>	38%	48%	14%		
							◦ <i>I am challenged in a good way.</i>	48%	44%	8%		
							◦ <i>I am using my skills.</i>	66%	30%	4%		
							◦ <i>I feel like I belong at this program.</i>	67%	24%	8%		
							◦ <i>I feel like I matter at this program.</i>	65%	28%	7%		
	2.1f.iii.	state	not set		n/a	14%	of students surveyed in grades 5-12 responded "quite a lot" for all of the following survey questions:	<i>Extremely</i>	<i>Quite a lot</i>	<i>Somewhat</i>	<i>A little</i>	<i>Not at all</i>
							◦ <i>How much do you feel ENERGETIC right now?</i>	14%	24%	39%	16%	7%
							◦ <i>How much do you feel ACTIVE right now?</i>	12%	25%	35%	20%	8%
							◦ <i>How much do you feel LIVELY right now?</i>	19%	29%	30%	15%	6%

2.2 21C funded programs allow participants to experience interests in depth.												
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.				
	2.2a.i	site		↑	4.5%	5.7%	of sites demonstrated that all programs had the opportunity to create culminating end products and/or performances.					
	2.2a.ii.	site		↑	40%	54%	of sites demonstrated that ALL or MOST programs had the opportunity to create					

Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
							culminating end products and/or performances.	
	2.2a.iii.	site		↓	85%	79%	of sites had at least five examples of culminating activities.	
	2.2b.	site			n/a	89%	of sites had at least 5 of its program offerings meet for a minimum of 10 days.	

2.3		21C funded programs provide healthy food and physical activity.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	2.3a.	site		↑	78%	90%	of sites provided the opportunity for at least 20 minutes of physical activity daily for every two hours of programming offered.	<i>This was asked differently in 2014-15 and 2015-16. 2014-15 data is likely less accurate.</i>
	2.3b.	site		↑	91%	94%	of sites scored a 4.0 or above on the Nourishment scale under the Safe Environment domain of the YPQA.	

2.4		21C funded programs strive for continuous improvement through the use of the Youth Quality Program Intervention.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	2.4a.	site		↑	85%	90%	of sites that were in at least their second year of operation involved staff in the completion of self-assessments and program improvement plans through YPQI.	<i>In 2015-16, there was a question on the APR that related directly to this measure. In 2014-15, there wasn't so it was assumed that all sites that completed self-assessments involved at least some of their staff in the process.</i>
	2.4b.	site		↑	60%	78%	of sites that were in at least their third year of operation showed improvement in their YPQI self-assessment overall scores from the previous year.	<i>Based on 72 sites that completed self-assessments in both 2014-15 and 2015-16; based on 10 sites that completed self-assessments in both 2013-14 and 2014-15.</i>

Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
Yes	2.4c.i.	state	≥4.00	↑	4.00	4.34	was the state average of 21C programs' YPQI overall scores for sites that used the School Age Program Quality Assessment.	
Yes	2.4c.ii.	state	≥3.47	↑	4.02	4.44	was the state average of 21C programs' YPQI overall scores for sites that used the Youth Program Quality Assessment.	

Goal Area 3: All 21C funded programs have strong leaders

3.1	21C funded programs are led by experienced leaders.							
	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	3.1a.	proj.		↑	91%	100%	of program directors had at least a bachelor's degree in a related field.	
	3.1b.	proj.		↓	97%	93%	of program directors had at least 3 years of experience.	
	3.1c.	site		↑	75%	77%	of sites were led by site coordinators	

	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
							with at least a bachelor's degree in a related field.	
	3.1d.	site		↓	97%	96%	of sites were led by site coordinators with at least 3 years of experience.	

3.2		21C funded programs utilize high quality staff to run programs.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	3.2a.	site			n/a	59%	of sites were staffed by at least one-third licensed educators during the school year.	
	3.2b.	site			n/a	58%	of sites that operated in the summer were staffed by at least one-third licensed educators.	
Yes	3.2c.	state	>=33%		n/a	38%	of statewide 21C school year staff were licensed educators.	
Yes	3.2d.	state	>=33%		n/a	38%	of statewide 21C summer staff were licensed educators.	

3.3		21C funded programs have appropriate staff retention rates.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	3.3a.	site & proj.		↓	80%	43%	of projects had no more than one third of their site coordinators in their first or second year of tenure at each of their particular sites.	
Yes	3.3b.	state	<=33%	↑	27%	23%	of program directors statewide were in their first or second year of tenure at each of their projects.	<i>This is the only measure for which we want to see a decrease in %.</i>

3.4		21C leaders participate in professional development and networking opportunities.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	3.4a.	proj.		↓	85%	80%	of program directors participated in at least 25 total hours of professional development opportunities during the most recent year.	

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

4.1		21C funded programs link with the school day.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	4.1a	site		↑	61%	90%	of sites had their program director or site coordinator met with its associated building principal at least nine times during the year.	<i>This was asked differently in 2014-15 and 2015-16. 2014-15 data is likely less accurate.</i>

4.2 21C funded programs utilize diverse sources of funding.								
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	4.2a.	<i>proj.</i>		↓	83%	74%	of projects that had been in operation for more than five years had at least five different sources of funding contributing to their annual operating budget.	<i>Includes 21C as a funding source. Does not include "in-kind" as a source. (The 2014-15 report listed the result for that year as 71%; 21C was not included as a funding source and "in-kind" was included as a funding source for the analysis at that time).</i>
	4.2b.i	<i>proj.</i>			n/a	43%	of projects that had been in operation for more than five years received no more than 50% of their annual funding from a single funding source.	
	4.2b.ii	<i>proj.</i>		↓	71%	61%	of projects that had been in operation for more than five years received no more than 55% of their annual funding from a single funding source.	<i>Measure was changed from "50% of annual funding" to "55% of annual funding" since more 21C money was awarded to cover licensed teacher statewide retirement issue in 2014-15.</i>
Yes	4.2c.	<i>state</i>	>\$5.5 mil	↓	\$6.15 mil	\$5.81 mil	was the statewide aggregate cash funding from sources other than federal 21C funds.	

4.3		21C funded programs benefit from meaningful community partnerships.						
Statewide goal met in 2015-16?	Measure	Level	Goal for state avg.	Δ	2014-15 Result	2015-16 Result	Description	Comments/Notes/Additional Info.
	4.3a.	<i>proj.</i>		↓	76%	70%	of projects worked with a minimum of two community partners that contributed the equivalent of at least \$1000/year each in resources or support to them.	