21st Century Community Learning Centers Program:
Alabama
2015-2016 Evaluation Report

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21st Century Community Learning Centers

Evaluation Report

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Executive Summary

Since 2003, the Alabama Department of Education (ALSDE) has overseen the federally-funded 21st Century Community Learning Centers (21st CCLC) program. Grants are awarded to applicants who propose to create learning centers that provide academic enrichment opportunities in low-performing schools with high concentrations of students with greater economic disadvantages. Priority is given to schools who fail to meet Adequate Yearly Progress (as stipulated in NCLB) and/or designated a Title I school (at least 40% of the student population is eligible for free or reduced lunch).

Although grantees are permitted to offer recreation and supplemental activities, providing sound academic enrichment is the foundation of the 21st CCLC initiative. Program services include: tutoring, remedial education, and academic enrichment in core areas of math and science. The academic enrichment programs and instructional activities allow students opportunities to make use of non-school hours interacting with fellow students and community members, increasing their knowledge and skill level in various subjects and areas of interest.

Studies have consistently shown that students who are involved in afterschool and summer academic programs are better positioned for learning success than those who are not. We are pleased to present the findings from the 2015-2016 year, which indicate that Alabama's 21st CCLC programs continue to have a significant impact on students throughout the state. These data further evidence the need for quality academic and enrichment programs for students in high-poverty and low-performing schools. The Truman Pierce Institute, housed in Auburn University's College of Education, has worked in conjunction with ALSDE to collect and compile these data.

Evaluation Design

The evaluation of the 2015-2016 year of the 21st Century Community Learning Centers in Alabama includes information from the 144 centers that received funding.

The evaluation focused on three overarching performance measures within which the Alabama State Department of Education developed supporting performance indicators. The goals for all 21st CCLC programs center on the academic, social, and behavioral development and support for participants. Data collection focused on these measures as well as program operations. Data included program logistical information, student outcomes, and teacher feedback. This report reflects activity from 144 centers, and all data were submitted through the EZ Reports data portal. To support the deliverance of improvement efforts, the ALSDE provides training opportunities and technical assistants for each grant.

Grantees

In 2015-2016, there were a total of 74 active grantees (fiduciary agents) in the state of Alabama, serving 144 centers (physical location where services are provided). Of the 67 counties in Alabama, 56 counties house at least one 21st CCLC. Most grantees were either school districts (85%) or Community Based Organizations (15%). The award amount for each grant ranged from $75,000-$200,000 with the most frequent award amount being $200,000.

Implementation

Students

In the 2015-2016 program year, there were a total of 13,289 students served by the 21st CCLCs across Alabama. There were 6,454 (76%) students who attended at least thirty days during the program year. This year, 49% (n=8,207) of student participants reported were considered low income; however, many centers did not report this data resulting in 38% of students lacking income data. There was an equal split of male (n=6,687) and female (n=6,602) participants of 50.3% and 49.7%, respectively. The equality of gender participation remains stable among regularly participating males (n=4,821) and females (n=4,896) at 49.9% and 50.1%, respectively. The majority of participants (both regular and non-regular) were classified as Caucasian (White) or African-American (Black). Longitudinally, over the past four years, the number of grantees and

centers have remained constant, which there was a slight increase in student participation rates for the 2015-2016 program year. In the year, 2012-2013 (cohorts 8, 9), there were 140 grantees with 179 centers. In the following year, 2013-2014 (cohorts 9, 10), there were 144 grantees with 194 centers. In 2014-2015 (cohorts 10, 11), there were 75 active grantees with 147 centers. Lastly, in 2015-2016 (cohorts 10, 11) there were 76 active grantees with 144 centers.

Operations

Programs could operate during the school with the option to implement a summer program. During the 2015-2016 program year, all reporting grantees (n=144) reported being active during the school year. About 95% (n=70) of grantees implemented a summer program.

Programming[1]

The objective of Alabama's 21st CCLC programs is to provide enrichment services for students and their families during out of school time. For students, enrichment services are typically related to academic and social support. The center activities are divided into four main groups: academics, enrichment, character education, and college and career readiness. When reporting center activities, grantees categorized each activity into one of 13 categories. The activities most commonly offered by grantees were STEM (36%, n=305) and Physical Activity (31%, n=266). The activities offered least by grantees were Drug Prevention (0.3%, n=3), English Learner Language Support (0.4%, n=4), College and Career Readiness (0.7%, n=6), and Mentoring (0.9%, n=8).

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[1] This section reflects school year data only. For summer findings, please see full report.

<u>Student Outcomes</u>

During the 2015-2016 program year, all grantees reported student grades in Reading and Math as per the overarching goals for Alabama's 21st CCLCs. To address changes in academic achievement over the course of the academic year, evaluators compared the change in student grades (increase, decrease, or remained the same) from the first semester to the end of the school year.

Reading

A total of 4,818 regular students' grades in reading were reported. Of the students whose grades were reported, 37.24% (n=1794) improved their Reading grades from the first grading period to the second grading period. Nearly the same amount of students (34.27%, n=1651) received grades that were lower and 20.53% (n=989) remained the same. It is important to note a small number of students (7.97%, n=384) were already receiving the highest grade possible and did not improve nor did they decrease.

Math

A total of 4,797 regular students' grades in Math were reported. Of the students whose grades were reported, 37.19% (n=1784) improved their Math grades from the first quarter to the second quarter. Nearly the same amount of students (35.38%, n=1697) received grades that were lower and 19.03% (n=913) remained the same. There were 403 (8.40%) students who were already receiving the highest grade possible in math, therefore they could not improve nor did their grade decrease.

<u>Teacher Survey</u>

Academics

Each teacher completes one survey for each regularly attending student in his or her classroom. The determination of each question is based on the professional opinion of the teacher and the classroom performance of each student. Although the content area of each teacher completing the survey was not collected, it is highly recommend that the survey be completed by either the math or

language arts instructor. Data was available for 6,790 students classified as regular attendees[2]. Results regarding academic performance indicate that 60% of students improved. Teachers indicated that 25% of students did not need to improve, and 11% of students remained the same. Survey results also indicate that only 4% of students declined during the 2015-2016 program year.

Behavior

There were nine indicators related to student behavior changes during the regular school day. These indicators where both academic (e.g. turning in homework on time) and social (e.g. getting along well with others) in nature. Data was available for 6,790 students.

- Turning in homework on time: 47% improved and 3% declined.
- Completing homework to the teachers' satisfaction: 51.0% improved and 3% declined.
- Volunteering in class: 41% improved and 1% of students declined.
- Attending class regularly: 28% improved and 2% declined.
- Class attentiveness: 50% improved and 4% declined.
- Class participation: 54% improved and 1% declined.
- Class behavior: 43% improved and 6% declined.
- Motivation to learn: 49% improved and 3% declined.
- Getting along with others: 41% improved and 3% declined.

Overall, results indicate a significant improvement in behavior. These results are based only on students who attended the 21st CCLC regularly. Students who did not attend at least 30 days, may or may not have shown significant changes in behavior; however, gathering data regarding this particular group of students was not required.

Sustainability

Community involvement is the key to success with any of the 21st CCLC programs. During the 2015-2016 year, 941 organizations partnered with grantees. The types of organizations included local businesses, libraries, and even government agencies. Low partnership survey response resulted in a lack of data concerning the specific ways the partners contribute to the organizations' sustainability.

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[2] Data for each question was not available for all 6790 students, therefore percentage totals may not equal 100%.

Conclusion

The primary indicator of program success for a 21st CCLC is improved student achievement, as demonstrated by in-school academic success. Other indicators include improved student attendance and school behavior. These data compiled in this summary indicate that Alabama's 2015-2016 21st CCLC programs were effective in all three areas.

Alabama's 21st CCLC programs have served more than 13,000 students and their families this year. More than simply a means of improving students' skills, these programs facilitate the partnering of community-based organizations and individuals, which strengthen bonds within the community and build support structures for individual students. There is every indication that Alabama's 21st CCLC programs will continue to benefit Alabama's families through high-quality instruction and activities, outreaching to those who are most in need of these services.

Introduction

Program Description

The federally funded 21st Century Community Learning Centers (21st CCLC) competitive grant program provides expanded academic enrichment opportunities and services for at-risk or impoverished children and youth. Academic enrichment activities, tutorial services, and family involvement through 21st CCLC programs are designed to help students meet local and state academic standards in subjects such as reading and math. In addition, 21st CCLC programs provide youth development activities, drug and violence prevention programs, technology education programs, art, music and recreation programs, counseling and character education to enhance the academic components of the program.

The purpose of this evaluation is to gain a deeper understanding about what affect these programs are having on the academic and social development of Alabama's 21st CCLC participants. As part of the 21st CCLC initiative, these centers are required to offer at least four days of academic enrichment (particularly in the areas of reading and math) each week. Alabama's programs are also

required to support parental involvement (i.e. literacy, technology, family nights, etc.) and partner with other organizations and businesses in the area. Additionally, the 21st CCLC programs of Alabama have three main goals: academic, behavior, and attendance. The aim of Alabama's 21st CCLC programs is to not only improve academic standing as it relates to grades and standardized test scores, but to also positively impact students' behavior and attendance during the regular school day.

Stakeholders

The impact of the 21st Century Learning Centers is extensive, reaching parents, students, and even administrators. These programs can lead to a substantial impact on student academic and emotional development. Since grant funds are only available for three years, 21st CCLC programs must continually search for opportunities to ensure sustainability. Grantees must gain the attention of potential stakeholders, such as community organizations and businesses, through the dissemination of evaluation findings. It is important to ensure the areas of interest relevant to each stakeholder are taken into account not only when formulating the research questions, but also when analyzing data and reporting findings.

The two primary stakeholders involved in this evaluation process are parents and students. The majority of students enrolled in 21st CCLCs are products of low-income homes and attend low-performing schools; therefore, academic enrichment is vital to their scholastic performance and future success. Very often, parents work long hours and may not see education as a primary priority for their children. Parental participation and beliefs regarding education can directly impact academic achievement (Fan & Chen, 2001). Due to low parent participation, coupled with the majority of students only participating until they reach the sixth or seventh grade, some administrators within the 21st CCLC program have a perception that some of these centers are simply a babysitting service. As middle-schoolers, students are able to participate in sports activities, work, or they may be old enough to be responsible for younger siblings or family members at home (Pettit, Laird, Bates & Dodge, 1997).

For parents and students, closing the educational gap that exists between these students and their higher achieving peers is critical. This gap closure may be accomplished through academic enrichment and exposure to other academic and character-building activities. These experiences do not simply improve scholastic performance, but can have a substantial impact on standardized test scores. In order for parent and student stakeholders to gain maximum benefit, students need to be receptive to learning material and engaged in academic enrichment. Possibly, through regular attendance at a high quality 21st CCLC and a willingness to learn material through enriching and engaging activities, students will be better equipped and more confident regarding their academic ability and achievement. All of these factors could lead to greater academic achievement by students, which will aid in their future success.

The secondary level stakeholders include administrators, the Alabama State Department of Education, and the regular school day teachers. All of these stakeholders have a vested interest in the academic achievement of all 21st CCLC participants. For administrators, the academic achievement (as measured by standardized test scores) can be of special interest due to political and economic considerations. From the inception of the reauthorization of the NCLB Act, there has been an enhanced focus on personal accountability related to student achievement. This not only affects each student's future success, but it also affects the school systems on local, state, and federal levels. Therefore, understanding the potential academic effect of 21st CCLC, and improving, facilitating, and supporting the academic achievement of high-risk students are core interests of all of these groups.

Eligibility for Involvement
Grantee
Any public or private organization is eligible to apply for a 21st CCLC grant , per Federal law Title IV, Part B of the Elementary and Secondary Act, Section 4203 (a)(3). However, the entity must propose to serve:

- Students who primarily attend:
    - Schools eligible for school wide programs under section 114; or

- o Schools that serve a high percentage (40%) of students for low income families; and
- The families of students described above.

In addition, the proposed service site for a CCLC must be located within the geographical attendance zone for the eligible school from which students will be served. Grantees who are categorized as a CBO, FBO, Agency, Corporation, etc. must collaborate with the local LEA and vice versa.

Participants

Eligible participants encompass pre-kindergarten through twelfth grade students enrolled in public or private institutions. The programs are designed to target students who are at the greatest risk and those who are low performing academically. Risky behaviors include, but are not limited to, truancy and high number of behavioral infractions. Also, adult family members are served by the CCLC through educational and professional enrichment programs such as *Literacy Night* and *Resume' Building*.

Evaluation Design
Evaluation Team

The Truman Pierce Institute, housed in the College of Education at Auburn University, is contracted through the Alabama State Depart of Education (ALSDE) to collect data and provide professional development/support to the state's 21st CCLC grantees. The contractual responsibilities of the Truman Pierce Institute include monitoring the data collection site (EZ Reports), disseminating information, overseeing external evaluations of each grantee, and compiling the comprehensive evaluation reports each year. The federal government requires that specific data regarding academic achievement, behavior, and regular school day attendance be reported annually. The evaluation team and qualifications, along with timeline for evaluation implementation, are listed in Appendices A-C.

Goals of Program

The evaluation of the 2015-2016 program year of the Alabama 21st Century Community Learning

Centers is based on data collected from grantees in Cohorts [3]10 and 11. Each cohort is eligible for three

years of funding with the option to reapply after their final year. Grantees in Cohort 10 (n= 55) received

their first year of funding in 2013 and Cohort 11 (n=55) received their first year of funding in 2014.

Therefore, Cohort 10 funding expired September 31, 2016, and Cohort 11 will expire September 31,

2017.

The evaluation of Alabama's 21st CCLCs are based on the three overarching goals that include:

- Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit

  positive behavioral changes

- Each 21st CCLC will offer high-quality enrichment opportunities that positively affect student

  outcomes such as school attendance and academic performance. This will also result in

  decreased disciplinary sanctions or other adverse behaviors.

- The 21st CCLCs will establish a relationship with parents, community organizations, and schools

  that will provide ongoing partnerships of mutual support.

Each of these goals were translated into three specific objectives. The objectives were defined in terms

of specific indicators that served as framework for the evaluation (see Table 1).

Evaluation Questions

The information to be collected and analyzed during the statewide 21st CCLC evaluation was selected

due to its relevance for answering the following evaluation questions assessing programmatic impact:

1. To what extent, if any, has the academic achievement of participants changed?

2. To what extent, if any, has behavioral attitudes of participants changed?

3. To what extent are high quality services and opportunities being provided to students and their
   families?

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[3] Cohort is a grouping of grantees by funding cycle.

4. To what extent are centers successful in establishing and maintaining collaboration with community partners?

5. What were participants' perceptions of supporting agencies?

Data Collection Methods and Instruments

Participants

There are 144 21st Century Community Learning Centers in Alabama receiving funding for the 2015-2016 academic year. This evaluation plan will utilize data collected from regularly participating students from these 144 sites. Participants typically attend schools with high concentrations of low-income students and, in some instances, fail to meet Adequate Yearly Progress as defined by the 2001 No Child Left Behind Act. Logistical programmatic information as well as information from all teachers of regularly attending students will be included in the evaluation.

Measures[4]

To address evaluation questions one and two, students will be evaluated in terms of: one) academic achievement in Mathematics and Language Arts[5] and two) behavioral changes. To address evaluation question three, programs will be assessed on the number and quality of enrichment activities that are offered to students that are focused on positive outcomes such as positive behavioral changes and academic performance. Finally, to address research question four, programmatic data regarding family enrichment and the maintenance of community partnerships will be analyzed. The types and descriptions of evaluation tools utilized to gather these data are described below.

- **Formative data** were gathered by each program during the academic year to address questions pertaining to student achievement and behavioral changes.
  - **Attendance**

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[4] Examples of each report will be included in Appendix D.
[5] Language Arts includes English and Reading achievement.

- **Summative data** were gathered to examine the extent to which the programs have made progress towards the overarching goals that were set forth by the SDE. This information consisted mainly of teacher and parent perceptions regarding each student's academic achievement and behavioral changes as well as performance data regarding program operations.

    - **Teacher Survey**

    - **Parent Survey**

    - **Student Grades**

Reporting Venue

Data regarding student achievement, behavior, participation, programming, partnerships, and parental involvement will be provided by one distinct data collection systems utilized in Alabama:

- **EZ Reports:** a comprehensive web-based software for managing 21st Century Community Learning Centers (CCLC) and other after-school programs. The EZ Reports software meets federal Department of Education (DOE) and state reporting requirements and is currently being used by over 2,000 schools and community based organizations nationwide.

Analysis

Each evaluation question will be addressed by utilizing the established performance indicators outlined in the following section. Each indicator is directly aligned with performance measures and goals established by the Alabama State Department of Education.

To address evaluation question one, performance indicators 1.1-1.4 will be analyzed as follows:

- 1.1-1.2: Grantees are required to report the Math and Reading grades of regularly attending students via EZ Reports. This data will be used to determine the extent of change regarding academic achievement. Data will be reported by grade level, time period (first and last grading period), as well as by subject (math and reading).

To address evaluation question two, performance indicators 1.5-1.6 and 2.4 will be analyzed as follows:

- 1.3-1.4: Teacher survey data from EZ Reports will be used to determine the percentage of students who showed improvement (as compared to the previous year) in these categories: homework completion, class participation, and student behavior.

- 2.4: Descriptive data (number frequency, type) regarding social/emotional development activities will be collected for each center. These descriptive data will be correlated with data produced by performance indicators 1.5-1.7 in order to determine to what extent, if any, these programs might have an impact on student behavior during the regular school day.

To address evaluation question three, performance indicators 2.1-2.3 and 3.1 will be analyzed as follows:

- 2.1-2.3 and 3.1: Descriptive data regarding program activities will be reported via EZ Reports. These data will be utilized to determine the progress made towards reaching the numeric (percentage of programs) goal indicated within each respective indicator. These data will also be correlated with data produced by performance indicators 1.1-1.4 in order to determine to what extent, if any, these activities might have impacted student achievement.

To address evaluation question four, performance indicator 3.2 will be analyzed as follows:

- 3.2: Descriptive data regarding partners (monetary contributions, quantity, service provided, in-kind donations) will be reported via EZ Reports and used to determine the quality of the partnership relationship.

Table 1: Data Sources for Evaluation of 21st CCLC

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes. Applicable to evaluation questions 1 and 2		
Indicator	**Units for Data Analysis**	**Source of Data**
1.1 Program participants will show continuous improvement in achievement as determined by the percentage of regularly participating students whose mathematics grades improve from the first grading period to the second grading period.	By Grade Level (elementary and secondary) By subject area (mathematics) By Attendance (30, 60, 90 days)	EZ Reports data collection system. First and last grades are updated by grantees and verified by the Truman Pierce Institute[6] on December 1 and June 1, respectively.
1.2 Program participants will show continuous improvement in achievement as determined by the percentage of regularly participating students whose English grades improve from the first grading period to the second grading period.		
1.3 Program participants will show continuous improvement in behavior as determined by the percentage of regularly participating students with teacher-reported improvement in homework completion and class participation.	By grade level By Attendance (30, 60, 90 days)	Teacher survey data is reported for regular students and stored in the state data collection system (EZ Reports).
1.4 Program participants will show continuous improvement in behavior as determined by the percentage of regularly participating students with teacher-reported improvement in student behavior.		

Objective 2: 21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors. Applicable to evaluation question 3.		
Indicator	**Units for Data Analysis**	**Source of Data**
2.1 90 percent of centers will offer support and enrichment opportunities focused in at least one area of Science, Technology, Engineering, or Math (STEM).	By local program	Program data regarding types of activities, duration, partnerships and population served will be reported in EZ Reports[7].
2.2 70 percent of centers will operate between 12-15 hours per week on average.		
2.3 100 percent of centers will offer high quality[8] enrichment opportunities in two core academic areas (e.g. math, reading, literacy).		

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[6] The Truman Pierce Institute (TPI) at Auburn University is contracted through the Alabama State Department of Education to conduct evaluation services.

[7] EZ Reports: comprehensive web-based performance monitoring system that tracks progress towards after-school program goals and objectives.

[8] High quality is defined as utilizing scientifically based researched curriculums.

2.4 90 percent of centers will provide enrichment and support activities in the areas of social or emotional development (e.g. character education, service learning, health, art, drug/violence prevention, and/or recreation).		

Objective 3: The 21st CCLC will establish relationships with parents, community organizations, and schools that will provide ongoing partnerships of mutual support. Applicable to evaluation questions 3 and 4.		
Indicator	**Units for Data Analysis**	**Source of Data**
3.1 No less than 100% of centers will offer educational and development services to families of the students participating in the center (e.g. parent classes, activities supporting/promoting family engagement, adult education, etc.). 3.2 Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining high quality 21st CCLCs.	By local program	Program data regarding types of activities, duration, partnership logistics and population served will be reported in EZ Reports.

Findings

Grantee Characteristics

During the 2015-2016 program year, there were a total of 76 active grantees in the state of Alabama serving 144 centers[9]. Each grant provides services at one or more centers. Of the 67 counties in Alabama, 56 counties house at least one 21st CCLC. Grantees were mainly school districts (85%) or community based organizations (15%). A complete list of grantee is provided below:

Table 2. Grantees by Type

	School Districts	Faith Based Organizations	College or University	Community Based Organization
Percentage	85%	0.009%	0.0%	15%

The 2015-2016 program year included two funding cycles with each cycle referred to as a cohort (10 and 11). Each cohort was eligible to operate for the duration of the program year. The award amount for each grantee ranged from $50,000-$200,000 with a majority of the grantees receiving $200,000 (n=28). The amount awarded to each grantee was based on the amount proposed in the RFA which should be contingent on the number of students served at said center. The amount awarded is renewed every year, meaning if a grantee is awarded $75,000, they will receive a total of $225,000 over the course of three years.

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[9] Grantees are fiduciary agents while the centers and are the physical location where services are provided.

Table 3: Grantee Awards
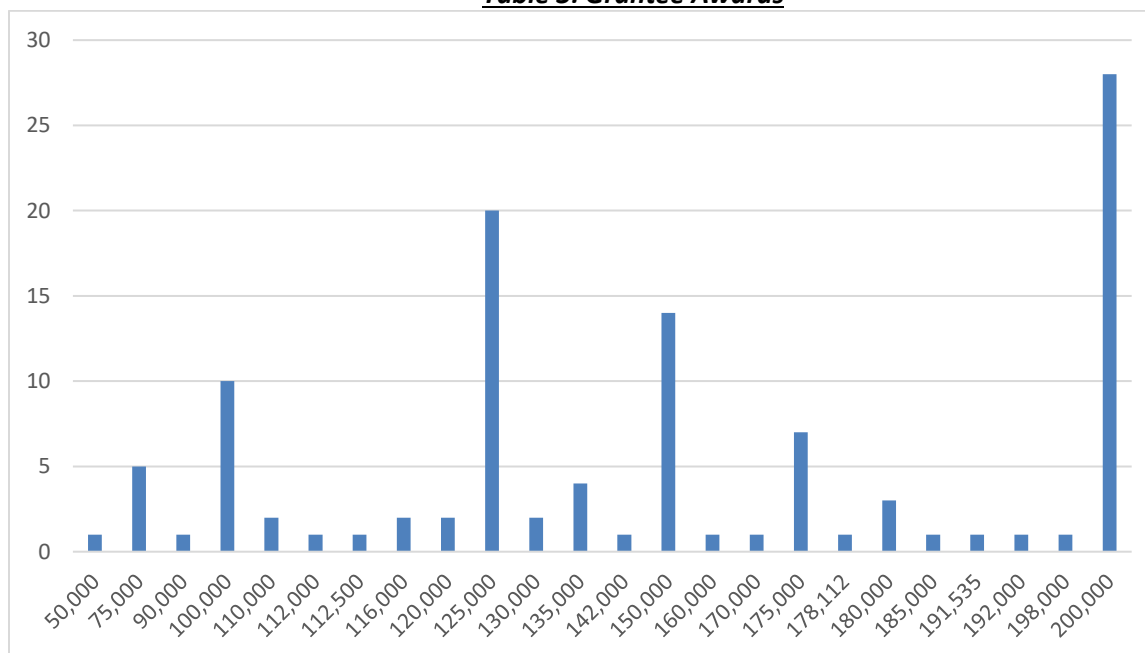
Grantees (n=110) reported a total of 224 feeder schools (range= 1-6). Feeder schools are the schools which students attend during the regular school day. A center can have as few as one feeder school or as many as they proposed in their original Request for Award (RFA)[10].

Student Demographics

Grantees provided demographic information about their students through the EZ Reports system. This information included gender, grade level, race, special needs status, English language proficiency status, and free or reduced lunch eligibility.

In the 2015-2016 program year, there were a total of 13,289 students served by the 21st CCLCs across Alabama. Studies have shown that students who attend supplementary programs such as 21st CCLC for at least 30 days are more likely to acquire more positive benefits as a result than those who attend less than thirty days. There were 10,083 (61%) students who attended

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[10] The RFA is the application that is submitted to the SDE in the competitive application process. Grantees must outline the proposed number of students and feeder schools in the RFA.

at least thirty days during the program year. Throughout this report, the phrase "regularly attending" will refer to students who have attended thirty days or more during the program year.

As per requirement by the Elementary and Secondary Education Act (ESEA) Title IV Part B, 21st CCLC grants are awarded with priority to applicants who propose to serve students with attend schools with a high concentration of low-income students (at least 40%). A student is considered low-income if he or she receives free or reduced lunch. This year, 45.47% (n=6,454) of student participants reported were considered low income.

Table 4: Attendees by Grade
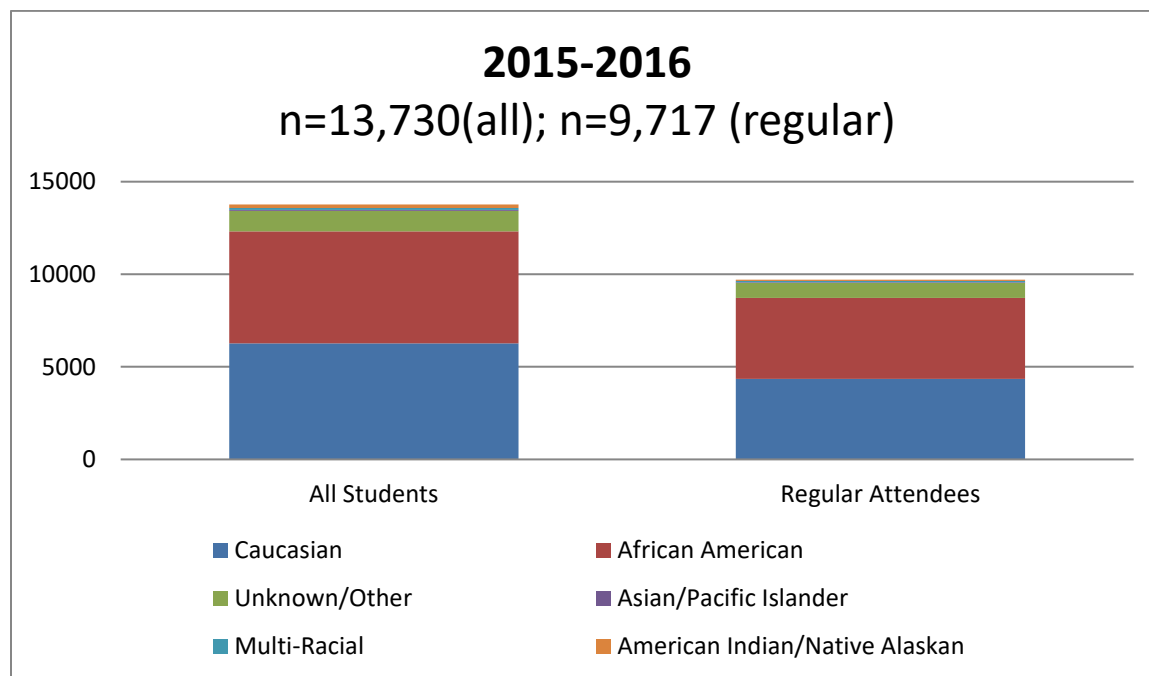
2015-2016
n=13,289 (all); n=9,245 (regular)
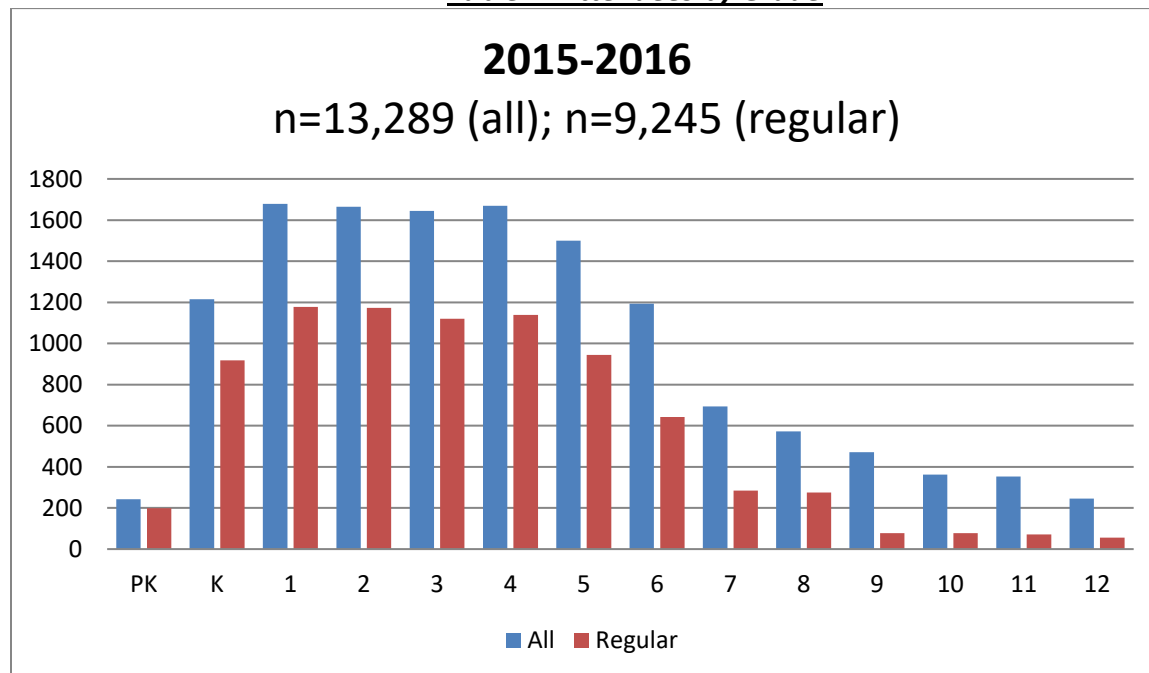
As students enter the seventh grade, attendance seems to drop off dramatically for each subsequent year. Participation rates are the lowest during the high school years (grades 9-12).

There was an equal split of male (n=6,898) and female (n=6,832) participants of 52% and 48%, respectively[11]. The equality of gender participation remains stable among regularly participating males (n=4,821) and females (n=4,896) at 49.6% and 50.4%, respectively. The majority of participants (both regular and non-regular) were classified as Caucasian (White) or African-American (Black).

Table 5: Attendees by Race

2015-2016
n=13,730(all); n=9,717 (regular)

Legend:
- Caucasian
- African American
- Unknown/Other
- Asian/Pacific Islander
- Multi-Racial
- American Indian/Native Alaskan

The lowest participation rates are among students of Asian/Pacific Islander, Multi-Racial, and American Indian/Native Alaskan decent.

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[11] Please note that all grantees did not report all required data. Therefore, some figures and other calculated data may not equal 100%.

Longitudinally, over the past four years, the number of grantees and centers have remained constant, which there was a slight increase in student participation rates for the 2015-2016 program year. In the year, 2012-2013 (cohorts 8, 9), there were 140 grantees with 179 centers. In the following year, 2013-2014 (cohorts 9, 10), there were 144 grantees with 194 centers. In 2014-2015 (cohorts 10, 11), there were 75 active grantees with 147 centers. Lastly, in 2015-2016 (cohorts 10, 11) there were 76 active grantees with 144 centers.

Table 6: Student Participation 2012-2016
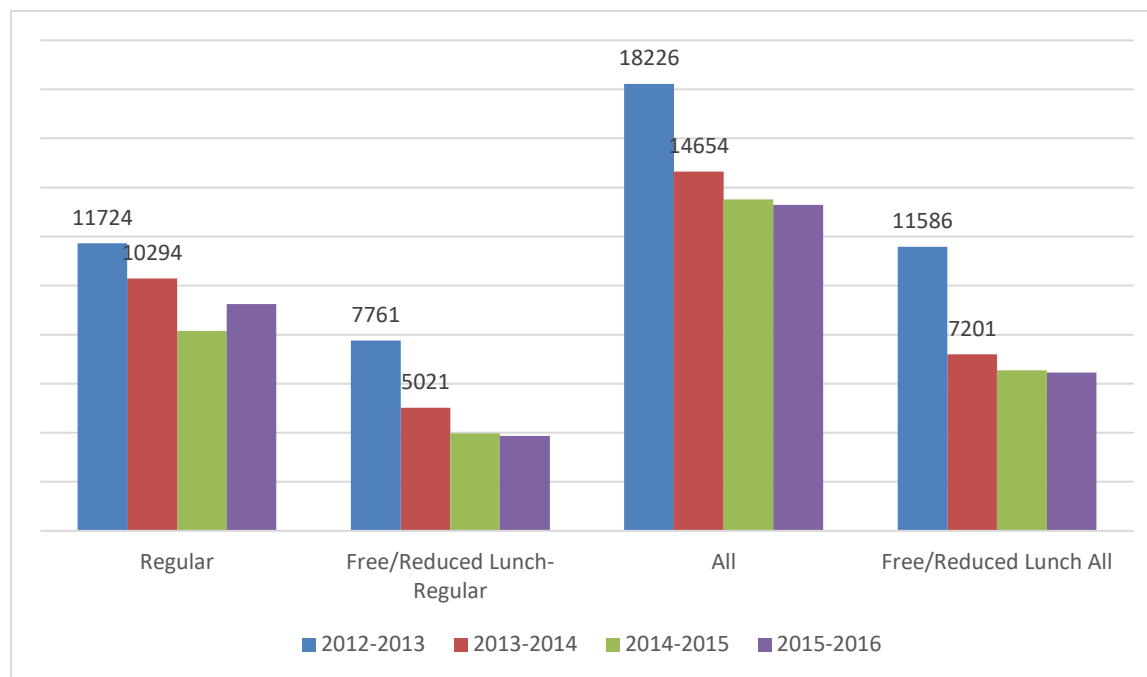
Program Implementation

The objective of Alabama's 21st CCLC programs is to provide enrichment services for students and their families during out of school time. For students, enrichment services are typically related to academic and social support. Although some program components of the 21st CCLC are required, there is a great deal of flexibility in regards to program design. Therefore, information presented in this section will

outline the various methods in which programs operated including content, activities, and other logistical data.

Program guidance strongly suggests that activities implemented in the 21st CCLC align with statewide goals related to providing academic enrichment to academic progress, increasing attendance for the regular school day, increasing family involvement, and improving behavior during the regular school day. Grantees reported activities data in EZ Reports based on the Annual Performance Report (APR). This data provided information regarding what services were offered and how they address program content and categories. To best represent the implementation of program activities, the section will utilize data based on the total number of activities offered among all grantees (n=978).

<u>School Year</u>
Students
In the APR, Grantees indicated the activities offered, the number of sessions offered, and how many sites offered each activity (Table 7). For the school year, all grantees reported that centers implemented one or more activities.

The center activities are divided into four main groups: academics, enrichment, character education, and college and career readiness. When reporting center activities, grantees categorized each activity into one of 13 categories. The activities most commonly offered by grantees were STEM (36%, n=305) and Physical Activity (31%, n=266). The activities offered least by grantees were Drug Prevention (0.3%, n=3), English Learner Language Support (0.4%, n=4), College and Career Readiness (0.7%, n=6), and Mentoring (0.9%, n=8).

Targeted Populations

In the 2015-2016 program year, there were a total of 13,289 students served by the 21st CCLCs across Alabama. In previous years data concerning the number of students who were not performing at grade level was available; however, the SDE recently changed to EZ Reports as the data collection

system. The SDE does not require grantees to report grade level performance data; therefore, this data

is not available for the report this year. Additionally, EZ Reports does not specify targeted groups for

activities, which results in a lack of data to report concerning the groups targeted by specific activities.

Table 7: Activities Across All Grantees (n=853)	STEM	Literacy	Tutoring	Homework Help	English Language Learner Supper	Arts & Music	Physical Activity	Community/Service Learning	Mentoring	Drug Prevention	Counseling Programs	Youth Leadership	College & Career Readiness
# of Activities Across All Grantees	305	23	42	74	4	28	266	12	8	3	30	19	6
Total Number of Sessions	2808	219	244	472	49	223	1872	33	29	74	113	102	10
Total Number of Sites	142	32	35	90	4	25	143	8	8	5	32	12	5

*Number of activities offered for specified time

Summer

Students
During the 2015-2016 program year, 70 (95%) of grantees reported conducting summer programs,

serving 114 different sites. Of the 70 grantees that held summer programs, there were 47 days of

program operation. Among all 70 summer programs, there were 7,618 students served in Alabama. The

overall average daily attendance across all 114 centers was 1,824.

Among the participants there were 3,103(48%) were male and 3,323 (52%) were female. The race

breakdown was as follows: White (n=2,517, 39%), Black or African American (n=3,106, 48%), Asian

(n=19, 0.3%), American Indian or Native Alaskan (n=60, 0.9%), Some Other Race (n=516, 8%), Multi-

Racial (n=46, 0.7%), and Unknown (n=162, 2.52%).

Each grade level from Pre-K to grade 12 were served by a summer program. Of the 7,618 students served, n=5,545 (73%) students were in grades PreK-5; n=1,508 (20%) students were in grades 5-8; and n=565(7.4%) were in grades 9-12.

Summer

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Each grade level from Pre-K to grade 12 were served by a summer program. Of the 7,618 students served, n=5,545 (73%) students were in grades PreK-5; n=1,508 (20%) students were in grades 5-8; and n=565(7.4%) were in grades 9-12.

Student Outcomes

During the 2015-2016 program year, all grantees reported student grades in Reading and Math as per the overarching goals for Alabama's 21st CCLCs. Grantees were required to collect student grades (midterm and final grading period), teacher survey data, and school day attendance. All data are updated continuously through the EZ Reports portal. Results provided in this section address program goal one, "Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes."

Academics

Grantees report grades through the EZ Reports grade portal for the midterm grades and the final grades. This is a statewide requirement to gather equivalent grade data for all grantees. Therefore, to address evaluation question one, "to what extent, if any, has the academic achievement of participants changed," evaluators compared the change in student grades (increased, decreased, or stayed the same) from the midterm grading period to the final grading period in Reading (n=4818) and Math (n=4797). Improvement is defined as the number of students showing an increase in grades. The academic data reflects change (improve, stay the same, or decrease) in grade from the midterm grading period to the final grading period, meaning, grantees reported math and reading grades averaged from the first semester to the last semester. Subsequently, the EZ Reports system determines if the number of students whose grades improved, stayed the same, or decreased.

Reading

A total of 4,818 students' grades in reading were reported. Of the students whose grades were reported, 36% (n=1749) improved their Reading grades from the first grading period to the second grading period. Several students (34%, n=1651) received grades that were lower and 20% (n=989) remained the same. It is important to note small number of students (8%, n=384) were already receiving the highest grade possible and did not improve nor did they decrease.

Table 10. Reading Grades

Reading (n=4,818)

Legend:
- Improved
- Same
- Decrease
- Top grade

Table 11. Reading Grade Comparison

Reading Grades: Comparison 2014-2015 to 2015-2016

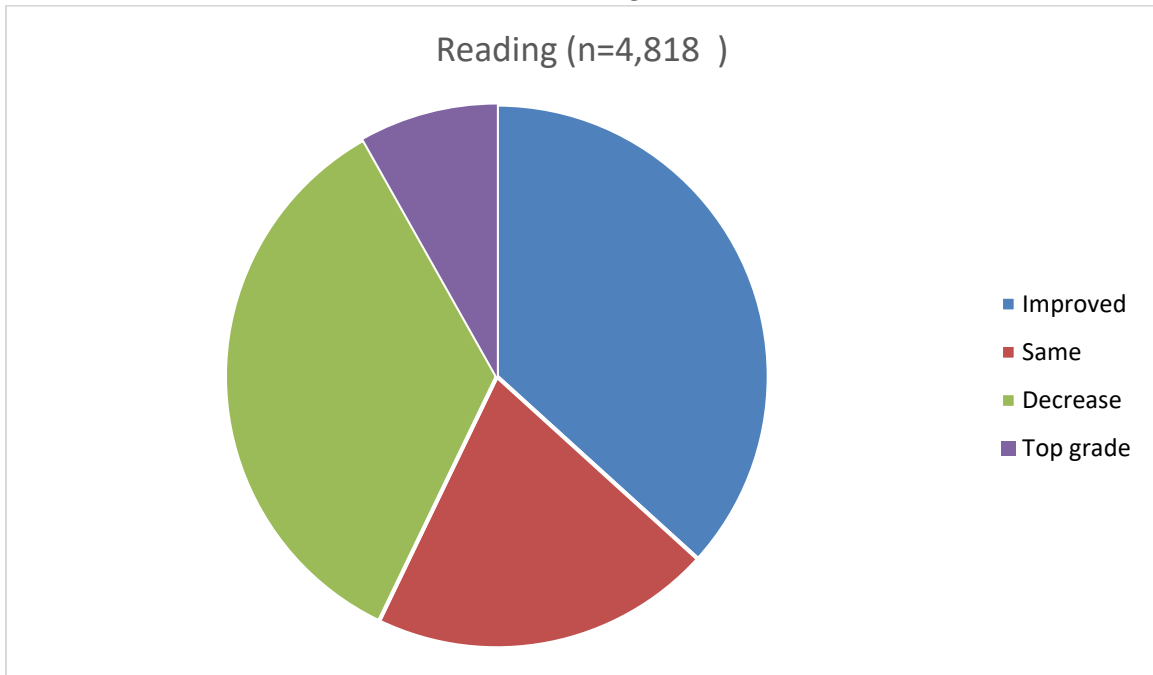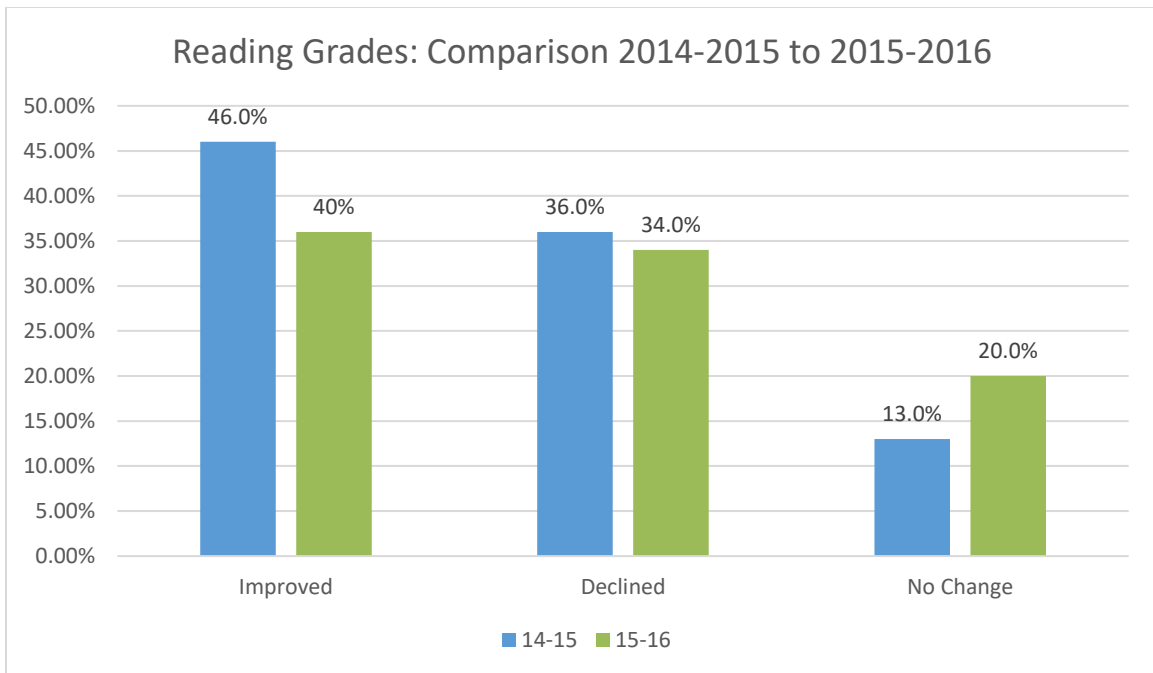|	Improved	Declined	No Change
14-15	46.0%	36.0%	13.0%
15-16	40%	34.0%	20.0%

When comparing reading grade changes from 2014-2015 to those of 2015-2016, there was not as significant of an increase in the number of students who improved their reading grades (see table above). There was a 6% decline in the number of students whose grades improved, and a 2% decrease in the number of students whose grade declined in Reading from 2014 to 2016. There was a 7% increase in the number of students whose grade did not change, and a 6% drop in students whose grade did not change.

Math

A total of 4,797 regular students' grades in Math were reported. Of the students whose grades were reported, 37.19% (n=1784) improved their Math grades from the first quarter to the second quarter. Nearly the same amount of students (35.38%, n=1697) received grades that were lower and 19.03% (n=913) remained the same. There were 403 (8.40%) students who were already receiving the highest grade possible in math, therefore they could not improve nor did their grade decrease.

Table 11. 2015-2016 Math Grades

Math (n= 4797)

Decrease 35%
Improved 37%
Same 19%
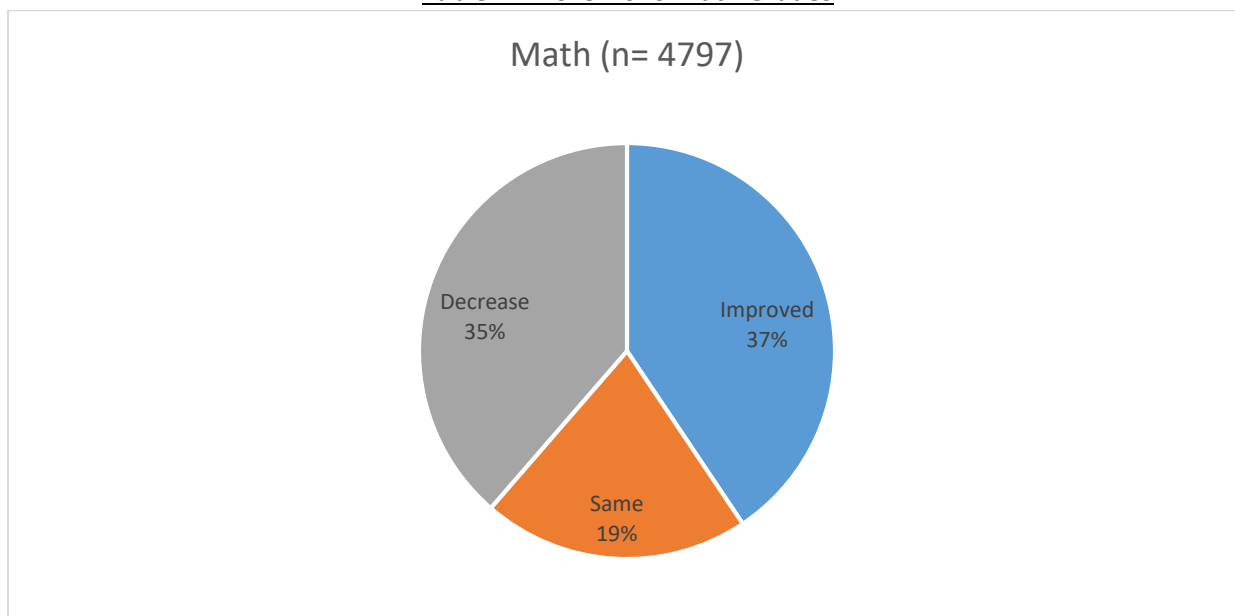
When comparing math grade changes from 2015-2016 to those of 2014-2015, changes varied widely (see table below).There was a 4.8% decrease in the number of students whose grade improved in Math from 2015 to 2016. There was a 7% decrease in the students whose grades declined in 2015-2016 when compared to the grades for 2014-2015. Additionally, there was an 8% increase in the number of students whose grades did not change in 2015-2016.

Table 12. Math Grades Comparison
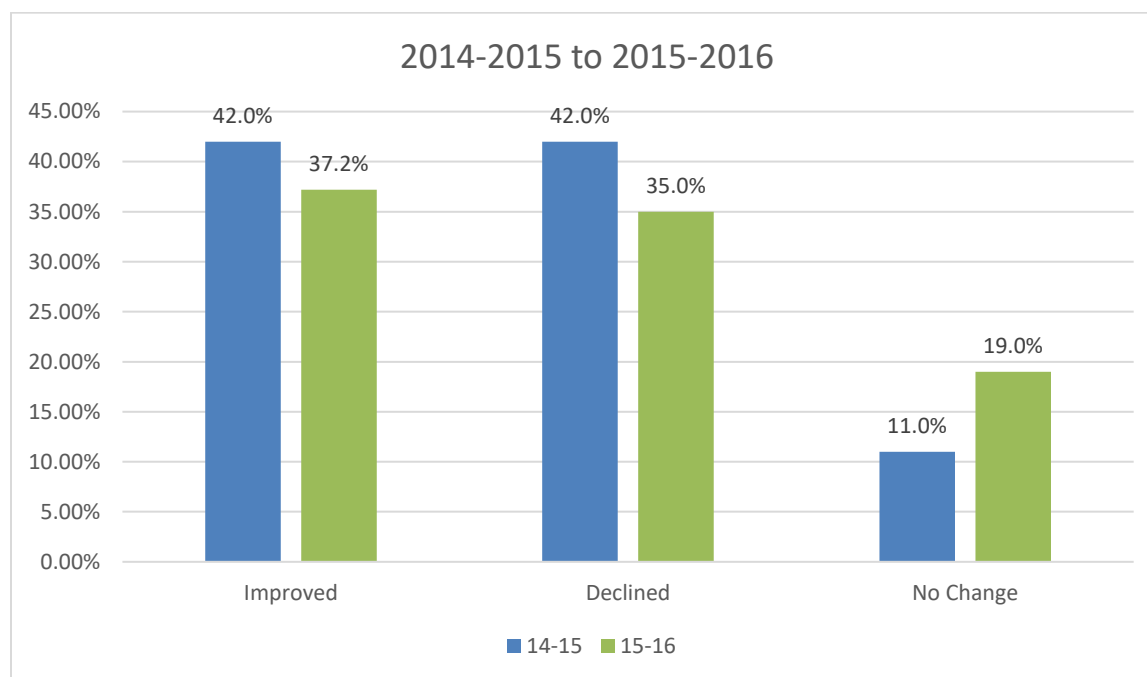
Teacher Survey[12]

Evaluators utilized the federally prescribed teacher survey to gather data related to student academic change during the regular school day. Each teacher completes one survey for each regularly attending student in his or her classroom. The response to each question is based on the professional opinion of the teacher and the classroom performance of each student. Although the content area of
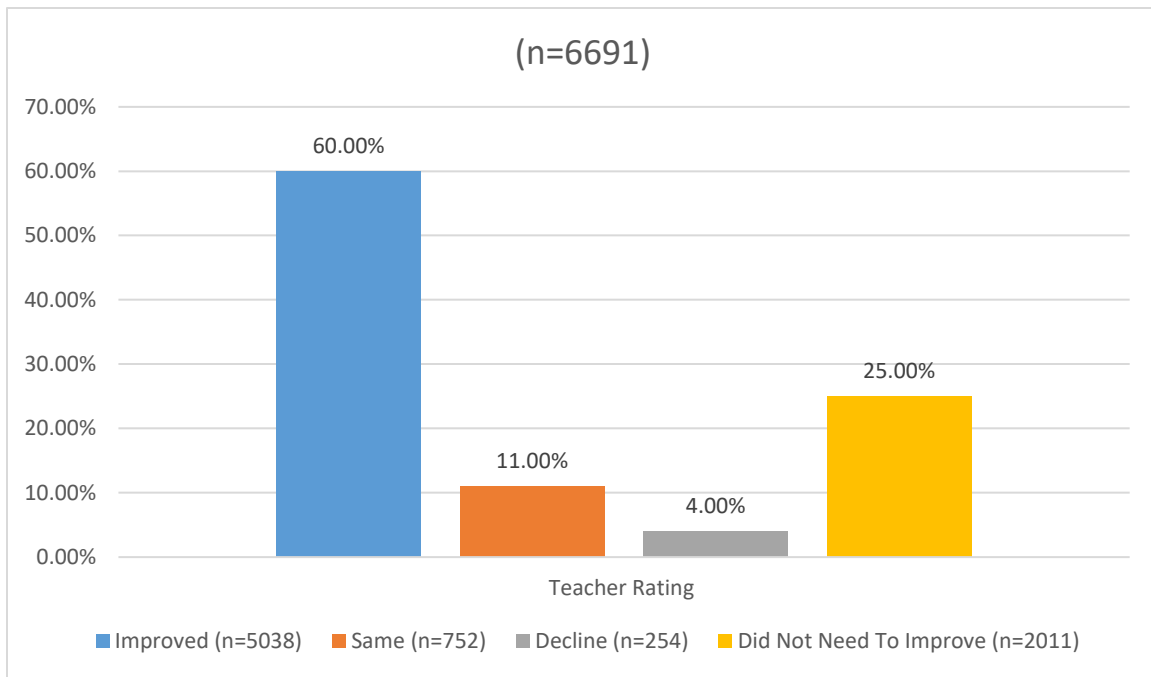
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[12] Complete data not available for all participants so totals may not equal 100%.

each teacher completing the survey varied, it is highly recommend that the survey be completed by either the math or language arts instructor.

The teacher survey consisted of ten Likert-type questions. The survey utilized a rating scale to categorize each student's academic performance with scale anchors being "did not need to improve," "significant improvement," "moderate improvement," "slight improvement," "no change," "slight decline," "moderate decline," and "significant decline." In general, the disaggregated degree of change did not contribute in a notable way to the results as the number of students in each of the categories were small. Therefore, the eight categories were collapsed down to four categories that will be used throughout this report. The categories will be "did not need to improve," "improved," "no change," and "declined."

Data was available for 6,691 students classified as regular attendees. Results regarding academic performance indicate that 60% of students improved. By degree of improvement, the greatest proportion of students "moderately improved" and "slightly improved" (21% and 20% respectively). Teachers indicated that 25% of students did not need to improve and 11% of students remained the same. Survey results also indicate that only 4% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (3%).

Table 13. Teacher Survey- Academic Performance

(n=6691)

Bar chart showing Teacher Rating:
- Improved (n=5038): 60.00%
- Same (n=752): 11.00%
- Decline (n=254): 4.00%
- Did Not Need To Improve (n=2011): 25.00%

Legend: Improved (n=5038) | Same (n=752) | Decline (n=254) | Did Not Need To Improve (n=2011)

Behavior

Results provided in this section address the evaluation question, "To what extent, if any, has the behavior of participants changed?" Evaluators utilized results from the teacher survey to determine any changes in student behavior during the regular school day. The survey included specific indicators for classroom room teachers to rate each student based on his or professional opinion and experience with each student.

As with the academic portion of the teacher survey, the survey utilized a rating scale to categorize each student's behavioral status with scale anchors being "did not need to improve," "significant improvement," "moderate improvement," "slight improvement," "no change," "slight decline," "moderate decline," and "significant decline. "The eight categories were collapsed down to four categories: "did not need to improve," "improved," "no change," and "declined."

There were nine indicators related to student behavior changes during the regular school day. These indicators were both academic (e.g. turning in homework on time) and social (e.g. getting along

well with others) in nature. Data was available for 6,691 students, all are classified as regular attendees[13].

Results regarding students' *turning in homework on time* indicate that 47% of students improved. By degree of improvement, the greatest proportion of students "significantly improved" (19%). Teachers indicated that 38% of students did not need to improve and 11% of students remained the same. Survey results also indicate that only 3% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (2%).

Results regarding students' *completing homework to the teacher's satisfaction* indicate that 51% of students improved. By degree of improvement, the greatest proportion of students "significantly improved" (21%). Teachers indicated that 34% of students did not need to improve and 11% of students remained the same. Survey results also indicate that only 3% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (2%).

Results regarding students' *class participation* indicate that 54% of students improved. By degree of improvement, the greatest proportion of students "significantly improved" (19%). Teachers indicated that 32% of students did not need to improve and 13% of students remained the same. Survey results also indicate that only 1% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (1%).

Results regarding students' *volunteering in class* indicate that 41% of students improved. By degree of improvement, the greatest proportion of students "slightly improved" (15%). Teachers indicated that 35% of students did not need to improve and 22% of students remained the same. Survey results also indicate that 1% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (1%).

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[13] Data for each question was not available for all 8208 students; therefore, percentage totals may not equal 100%.

For *attending class regularly,* results indicate that 28% of students improved. By degree of improvement, the greatest proportion of students "significantly improved" (13%). Teachers indicated that 54% of students did not need to improve and 15% of students remained the same. Survey results also indicate that only 2% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (2.0%).

Results regarding students' *class attentiveness* indicate that 50% of students improved. By degree of improvement, the greatest proportion of students "moderately improved" and "slightly improved" (17% and 17%). Teachers indicated that 31% of students did not need to improve and 14% of students remained the same. Survey results also indicate that 4% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (3%).
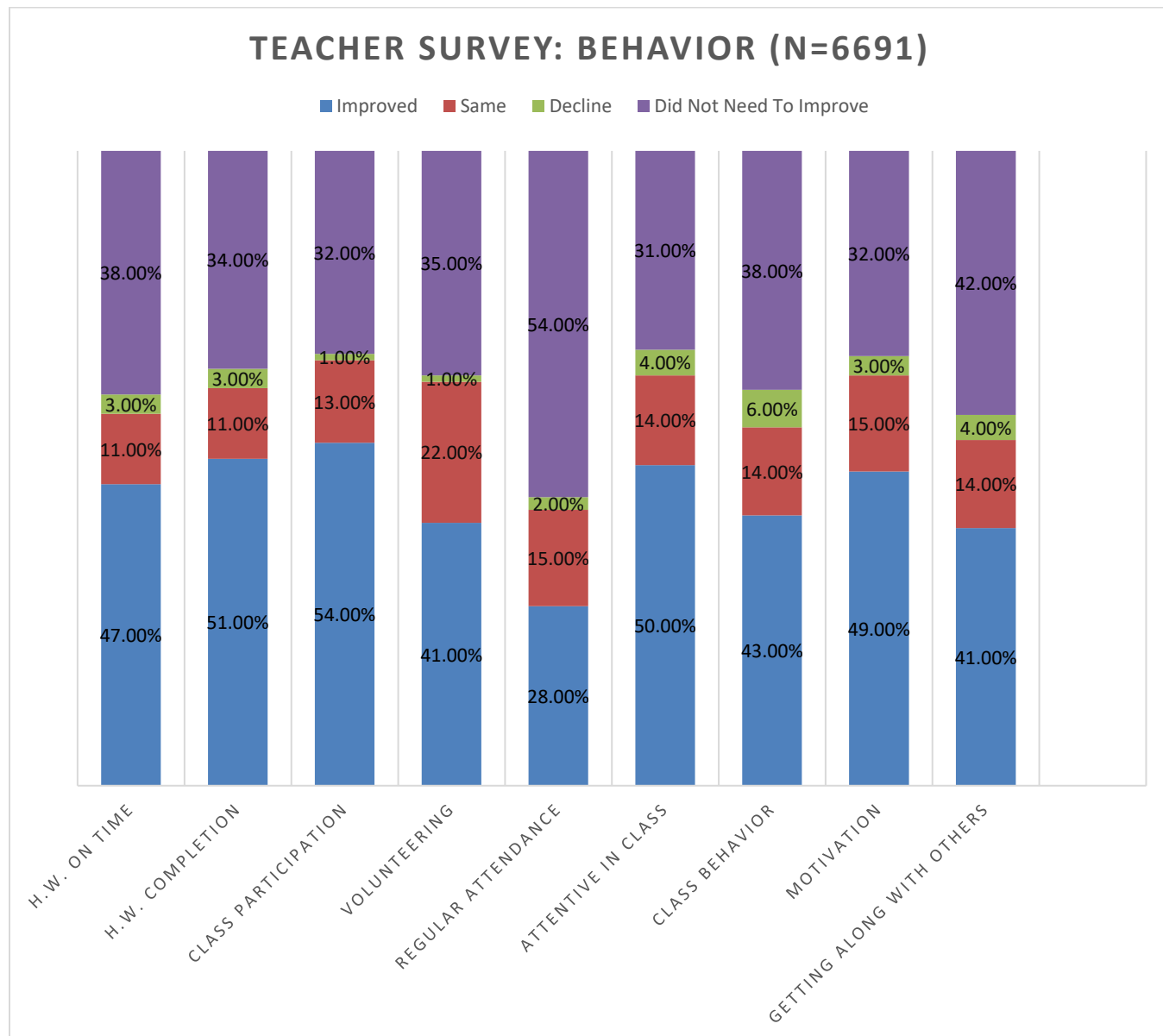
Results regarding students' *getting along with other students* indicate that 41% of students improved. By degree of improvement, the greatest proportion of students "significantly improved" (15%). Teachers indicated that 42% of students did not need to improve and 14% of students remained the same. Survey results also indicate that only 3% of students declined during the 2014-2015 program year. By degree of decline, the majority of students only slightly declined (2%).

Results regarding students' *class behavior* indicate that 43% of students improved. By degree of improvement, the greatest proportion of students "significantly improved" (15%). Teachers indicated that 38% of students did not need to improve and 14% of students remained the same. Survey results also indicate that 6% of students declined during the 2015-2016 program year. By degree of decline, the majority of students only slightly declined (4.0%).

Results regarding students' *motivation to learn* indicate that 49% of students improved. By degree of improvement, the greatest proportion of students "significantly improved" (17%). Teachers indicated that 32% of students did not need to improve and 15% of students remained the same. Survey

results also indicate that only 3% of students declined during the 2015-2016 program year. By degree of

decline, the majority of students only slightly declined (2%).

Table 14. Teacher Survey: School Day Behavior

TEACHER SURVEY: BEHAVIOR (N=6691)

Legend: ■ Improved ■ Same ■ Decline ■ Did Not Need To Improve

Category	Improved	Same	Decline	Did Not Need To Improve
H.W. ON TIME	47.00%	11.00%	3.00%	38.00%
H.W. COMPLETION	51.00%	11.00%	3.00%	34.00%
CLASS PARTICIPATION	54.00%	13.00%	1.00%	32.00%
VOLUNTEERING	41.00%	22.00%	1.00%	35.00%
REGULAR ATTENDANCE	28.00%	15.00%	2.00%	54.00%
ATTENTIVE IN CLASS	50.00%	14.00%	4.00%	31.00%
CLASS BEHAVIOR	43.00%	14.00%	6.00%	38.00%
MOTIVATION	49.00%	15.00%	3.00%	32.00%
GETTING ALONG WITH OTHERS	41.00%	14.00%	4.00%	42.00%

Overall, results indicate that students showed significant improvement across all indicators measured by the teacher survey (see Figure 14). However, please note that these results are based only on students who attended the 21st CCLC regularly. Students who did not attend at least 30 days, may or may not have shown significant changes in behavior; however, gathering data regarding this particular group of students was not required. Previous reports indicate that students who attend at least thirty days tend to show the most improvement.

Sustainability

Programs are eligible to receive funds for up to three years. As a required component of the original application, grantees must outline a preliminary sustainability plan in order to show how the programs will continue after funding ceases. The sustainability plan indicates how the program will identify and engage in collaborative partnerships that will contribute to the grantees financial capacity and program sustainability after the three-year grant funding ends. Program guidance states the goals of these partnerships are to:

- Create a greater public recognition and visibility for the program and community needs

- Enhancing the academic support of students through services to which they may not otherwise be exposed.

- Generate awareness of educational needs and objectives as well as generate volunteerism and engagement.

Community Partners can provide services, activities, administrative support, etc. in-kind in order to support the 21st CCLC program. Typically, centers partner with community entities such as churches, hospitals, fraternities, sororities, and cooperative extension programs. Grantees are also permitted to subcontract with an organization to provide grant-funded activities or services. These activities are

required to relate directly to the goals and objectives of the grant. Typical types of subcontracted services include, but are not limited to, tutorial services, music lessons, and recreational services.

During the 2015-2016 program year, there was a total of 875 active partners provided in EZ Reports by grantees. Some of these partners were subcontractors; therefore they provided services or resources for a cost. However, majority of partners donated resources to the 21st CCLCs at no cost.

In order to get a more in depth look at the relationships between partners and their respective 21st CCLC programs, partners were asked to voluntarily respond to a 14 item survey (see Appendix D). This survey was sent via email to all grantees to be sent to each individual partners, 4 of which responded to all or part of the survey. Partners were asked to respond to 9 Likert type items ranging from "strongly agree" to "strongly disagree" based on their experiences with their respective 21st CCLC programs. Due to such a low response rate from the partners, the data was unable to be analyzed.

Summary of Results by State Performance Indicator

In addition to the federal mandated GPRA Indicator reports, information regarding program quality

is collected and analyzed through the data report systems. This data is analyzed to address the quality

and effectiveness of programs at a deeper level in accordance to the established evaluation questions.

- To what extent, if any, has the academic achievement of participants changed? (Indicators 1.1-1.2)
- To what extent, if any, has behavioral attitudes of participants changed? (Indicators 1.3-1.4 and 2.4)
- To what extent are high quality services and opportunities being provided to students and their families? (Indicators 2.1-2.3 and 3.1)
- To what extent are centers successful in establishing and maintaining collaboration with community partners? (Indicator 3.2)

The objectives and corresponding indicators are closely related to improved outcomes for regularly

participating students and their families. Relevant evaluation findings are included for each indicator.

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

Indicator 1.1: Program participants will show continuous improvement in achievement as determined by the percentage of regularly participating students whose mathematics grades improve from the first grading period to the second grading period.

- Of the regularly attending students whose grades were reported, 37% (n=1784) Math grades improved, 35% (n=1697) grades declined, and 19% (n=264) grades remained the same.
- There were 403 (8.4%) students who were already receiving the highest grade possible in math, therefore they could not improve nor did their grade decrease.

Indicator 1.2: Program participants will show continuous improvement in achievement as determined by the percentage of regularly participating students whose English/Reading grades improve from the first grading period to the second grading period.

- Of the regularly attending students whose grades were reported, 34% (n=1794) Reading/English grades improved, 34% (n=1651) grades declined, and 21% (n=989) grades remained the same.
- There were 384 (8%) students already receiving the highest grade possible and did not improve nor did they decrease.

Indicator 1.3: Program participants will show continuous improvement in behavior as determined by the percentage of regularly participating students with teacher-reported[14] improvement in homework completion and class participation.

- 47% of students improved in turning in homework on time compared to 3% of students who showed decline in turning in homework in time.
- 51% of students improved in completing homework to the teacher's satisfaction while 3% of students declined.
- 54% of students improved in class participation and 1% of students declined.
- 41% of students improved in terms of volunteering in class while only 1% of students declined.

Indicator 1.4: Program participants will show continuous improvement in behavior as determined by the percentage of regularly participating students with teacher-reported improvement in student behavior.

- 43% of students improved in classroom behavior while 6% declined in terms of classroom behavior.
- 49% of students improved in motivation to learn and 3% of students declined in their motivation to learn.

Indicator 1.5 Program participants will show continuous improvement in behavior as determined by the percentage of regularly participating students with infractions[15] during the previous school year show a decrease in the number of infractions as reported in the state data collection system[16].

- For the 2015-2016 academic year, behavioral infraction data was not reported to the external evaluators at Auburn University, therefore this indicator was not addressed.

Objective 2: 21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: 90 percent of centers will offer support and enrichment opportunities focused in at least one area of Science, Technology, Engineering, or Math (STEM).

- For the 2015-2016 program year, the SDE required grantees to incorporate at least one of these areas in their program structure. Therefore, all programs offered activities in at least one of these areas. 100% of the sites offered sessions specific to STEM.

Indicator 2.2: 70 percent of centers will operate between 12-15 hours per week.

- 34% (n=48) of centers operated more than 12 hours per week.

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[14] Results are based on responses to the federally mandated teacher survey, n=6691.

[15] Infraction is defined as an office referral.

[16] iNow is a web-based student information system utilized by LEA's (districts) throughout the state that stores data such as standardized tests to daily class work, attendance, discipline, health and special education data.

Indicator 2.3: 100 percent of centers will offer high quality[17] enrichment opportunities in two core academic areas (e.g. math, reading, literacy).

- As discussed earlier, all programs were required to offer enrichment in STEM for the 2015-2016 academic year. Therefore, this indicator was reached.

Indicator 2.4: 90 percent of centers will provide enrichment and support activities in the areas of social or emotional development (e.g. character education, service learning, health, art, and/or recreation).

- (n=143) of centers offered recreational activities.
- (n=54) of centers offered programs to related to character education.
- (n=8) of centers supported their participants involvement in community service and service learning.
- (n=44) of centers offered programs related to youth leadership and violence prevention.

Objective 3: The 21st CCLC will establish relationship with parents, community organizations, and schools that will provide ongoing partnerships of mutual support.

Indicator 3.1: No less than 100% of centers will offer educational and development services to families of the students participating in the center (e.g. parent classes, activities supporting/promoting family engagement, adult education, etc.).

- (n=13) of centers reported offering educational and development services to families.

Indicator 3.2: Centers will establish and maintain partnerships within the community that continue to increase levels of community collaboration in planning, implementing, and sustaining high quality 21st CCLCs.

- 875 partnerships were developed and maintained for the 2015-2016 program year.

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[17] High quality is defined as utilizing scientifically based researched curriculums.

Government Performance Results Act Indicator Report

As part of the federal government's Government Performance Results Act (GPRA), the 21st Century Community Centers established specific measurable goals and objectives. This act was established in order to:

- Accountability of government funded initiatives and achieving results
- Systematically improve Federal program effectiveness and public accountability thought results and quality
- Increase program performance, reform by setting program goals, measuring program performance against goals and publicly reporting findings.

Objective 1: Participants in 21st Century Community Learning Centers will demonstrate educational and social benefits and exhibit positive behavioral changes.

Indicator 1.1: The percentage of elementary 21st Century regular program participants with teacher reported improvement in homework completion and class participation.

Indicator 1.2: The percentage of middle and high school 21st Century regular program participants with teacher reported improvement in homework completion and class participation.

Indicator 1.3: The percentage of all 21st Century regular program participants with teacher reported improvement in homework completion and class participation.

Indicator 1.4: The percentage of elementary 21st Century regular program participants with teacher reported improvements in student behavior.

Indicator 1.5: The percentage of middle and high school 21st Century regular program participants with teacher reported improvements in student behavior.

Indicator 1.6: The percentage of all 21st Century regular program participants with teacher reported improvements in student behavior.

Objective 2: 21st Century Community Learning Centers will offer high-quality enrichment opportunities that positively affect student outcomes such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: The percentage of 21st Century Centers reporting emphasis in at least one core academic area.

Indicator 2.2: The percentage of 21st Century Centers offering enrichment and support activities in other areas.

CONCLUSIONS AND RECOMMENDATIONS

The data in this report suggest several areas of strength and areas in need of more attention in the Alabama 21st Century Community Learning Centers. These strengths and limitations are summarized here and followed by recommendations that may be useful to for future implementation.

Strengths

- Although there is no direct correlation or rigorous comparison, based on data related to academic and behavior improvements, participation in the 21st CCLC across Alabama appear to have a substantial positive influence. This is especially true in terms of attitudes towards school, schoolwork, grades, and relationships between peers and teachers.

- Through the established partnerships, the 21st CCLC program provided great opportunities for community entities such as businesses and other community based organizations to provide various resources to benefit the students and the community as a whole. Considering the number of partners and the amount of their in-kind contributions, these partnerships were mutually beneficial.

- Grantees planned and implemented a wide variety of activities and programs for students and family members.

- The implementation and use of the EZ Reports data portal provided grantees with the opportunity to input data on a regular, consistent basis as it relates to student grades, attendance in the CCLC, and activities offered. This may have led to more accurate data for analysis.

- Grantees are required to complete individual external evaluations. These evaluations provided grantees program specific feedback that may lead to greater program implementation and more efficient and substantial progress towards goals.

- The addition of a fourth TA has provided additional support for grantees.

- There is a significant drop off in the participation of students starting from the seventh grade and continuously diminishes through the twelfth grade.

- While the number and variety of program activities was impressive, the pool of activities that focused on academic subjects seems to be limited.

- Disparities exist between the number of students proposed in the original applications submitted by grantees and the number of students actually served.

- There was a broad range of the quality of external evaluations provided—some evaluators provided large amounts of feedback after multiple site visits, while others provided minimal feedback from limited site visits.

- Many grantees did not enter grade data and teacher survey data as required by the SDE. The decrease in available data reduces the significance of the statistical improvements reported in the state evaluation.

- A lack of response on the partnership survey resulted in the inability to evaluate the partnership indicators.

Based on the evaluation findings and the implementation of the state evaluation, evaluators offer the following recommendations to aid in the continuous improvement of Alabama's 21st CCLC program.

Recommendations

- Align school day activities with the activities that are implemented in the 21st CCLC program. Aligning not only the types of activities, but the time at which the activities and programs are implemented is crucial to the reinforcement and retaining of information that is learned during the school day.

- Implement activities that will attract and maintain students who are in grades 7-12. Grantees who are planning to serve these students should conduct a needs assessment to determine

what activities and programs are needed and of interest to this particular student demographic. Advertising in advance for exciting activities and programming for high school students could increase attendance for older students.

- The SDE should hold programs accountable to serve the same, or similar to, the number of students proposed in their original grant application. There are numerous sites who are serving substantially less students than originally proposed in their request for award. Therefore, this leads to the potential for programs to misuse or misappropriate grant funds and limits the number of potentially successful grants that could have been awarded.
  - Suggest holding grantees to a required percentage of the proposed number. If they fall below this number, take action steps.

- The evaluation team should have access to the TA monitoring reports from each of the site visits. A check list of findings to report back to the evaluation team would be helpful for providing grantee support.

- Increase programming related to family support. As mandated by both the state and federal government, centers are required to provide services to the families of participants. Often these services are limited to showcases or one-time events. Programs should focus on developing a wider range of activities to involve families. This would lead to numerous benefits such as a better understanding of extended day services and community involvement.

- Grantees should ensure that stakeholder feedback is considered in the development and implementation of programming. Grants are guaranteed (contingent upon compliance) three years of funding. Grantees are required to partner with at least one other community entity to provide programming, goods, personnel, etc. The greater the number of partners, the greater the chance of sustainability after the cessation of grant funds. Therefore, receiving input and

feedback through avenues such as surveys and focus groups can lead to program improvement and buy-in from these partners. This is critical to building and maintaining these relationships.

- o Better communication and involvement is desired by partners as noted through survey feedback.

- Professional development and support for first year grantees to ensure the highest possibility of programmatic success. Often, the person who writes and submits the grant application is not the person who implements the grant during the programmatic year. Therefore, the goals and objectives of the program can be misinterpreted or not adhered to until later in the grant. This leads to a loss in potential academic and behavioral gains for students and valuable programming for students. Surveys with a select number of grantees to determine strategies that are working and those that are not working can be useful. Brustein and Mansevit provided training concerning grant fidelity in order to encourage grantees to adhere to the goals and objectives as outlined in the grant. The evaluation team also provides annual training concerning grant fidelity.

- Grantees should review and implement recommendations made by the external evaluator as appropriate in order to improve the program.

References

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Appendix A

Evaluation Team: Truman Pierce Institute- Auburn University

Name	Position	Qualifications
Amy Cannon	Project Director	Doctoral student in Administration of Elementary and Secondary Education Six years of experience in data collection and analysis.
Kaitlin McIntosh	Graduate Research Assistant Project Director	Doctoral student in Counselor Education and Supervision Six years of experience in data collection and analysis.
Ashley Brown	Graduate Research Assistant	Doctoral student in Counselor Education and Supervision Three years of experience in data collection and analysis

Appendix B

Timeline for Data Collection[18]

Data Points	Date	Source
Ensure all information related to activities, grantee profile, and partners are uploaded.	August 2015	EZ Reports
Send out reminders for Mid-year Data Entry (grades)	December 2015 and January 2016	Email
Mid-year Data Due (grades and progress towards objectives)	February 2016	EZ Reports
Send out reminder for End of Year Report (grades and objective progress)	May 2016	Email
End of Year Data Due	June 2016	EZ Reports
Teacher Survey Due (Behavior)	June 2016	EZ Reports
Update Grantee Information (partner data, activities, logistical data)	July 2016	EZ Reports

[18]Ongoing: updating information regarding attendance, parent activities and student activities in EZ Reports

Appendix C

Timeline for Evaluation

Date	Activity
All Year	Inform grantees of data collection system and provide technical assistance
October- November 2016	Collect and analyze extant data related to performance indicators from 2015-2016
December 2016	Send out Reminders to complete Mid-Year Data Entry
February-August 2016	Collect data regarding progress towards objectives, action plans, and student achievement as reported from Fall 2015
September-December 2016	Collect and analyze data regarding performance indicators from EZ Reports
January-March 2017	Create comprehensive report based on collected data and evaluation results
January-March 2017	Disseminate evaluation report, fact sheets, and executive summaries regarding evaluation results to key stakeholders

This survey is a part of the statewide evaluation of the 21st CCLC Afterschool Program. The goal of this survey is to gain a deeper understanding about the nature of the relationships between community partners and their respective 21st CCLC program. There are no right or wrong answers, so please be honest as it will help us highlight areas of strength and target potential areas of improvement and support.

This information will only be seen by the Evaluation Staff at Auburn University. All information shared with your respective 21st CCLCs will be reported in aggregate form to ensure individual confidentiality.

Name of your organization:

Your position:

During 2015-2016, how many CCLCs have you partnered with:

Please indicate the name(s) of the CCLC(s) and their respective LEA or CBO (i.e. The Amazing CCLC - Lee County):

How long have you partnered with the 21st CCLC(s)? (years):

Do you serve on the Advisory Board(s)? (yes or no):

How often does your organization work with this program?
- ❍ Never
- ❍ Daily
- ❍ Weekly
- ❍ Monthly
- ❍ Quarterly
- ❍ Seasonally and/or as needed (please describe) _____
- ❍ Other: _____

In what areas of the afterschool program does your organization provide services? Check all that apply.
- ❑ Remediation
- ❑ Enrichment
- ❑ Tutoring
- ❑ Mentoring
- ❑ Targeted Students (e.g. English Language Learners, Special Ed)
- ❑ Recreation/sports
- ❑ Family Activities/services
- ❑ Transportation
- ❑ Food
- ❑ Other _____

For each of the following statements, please rate your experiences with your respective 21st CCLC program.

	Strongly Disagree	Disagree	Agree	Strongly Agree
My organization's role and responsibilities were clearly outlined from the beginning of the partnership.	○	○	○	○
The 21st CCLC staff and our organization communicate as often as needed about programming.	○	○	○	○
Our organization is satisfied with the nature and frequency of communication with the 21st CCLC.	○	○	○	○
Our organization is satisfied with our overall experiences with the 21st CCLC.	○	○	○	○
Any problems/barriers that have arisen have been adequately and appropriately addressed through the partnership.	○	○	○	○
This program provides a valuable service to the students it serves.	○	○	○	○

For each of the following statements, please indicate the degree to which you agree or disagree.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The 21st CCLC helps engage families and the community.	○	○	○	○	○
We work together to connect after school programming to content offered during the school day.	○	○	○	○	○
Communication the 21st CCLC is effective. I know when the program is being offered, who is attending, what's occurring, and notified when there are changes.	○	○	○	○	○
If given the opportunity, I will partner with this organization again.	○	○	○	○	○

Reflecting on your experience in the partnership, what aspects of the partnership do you feel have been successful?

Reflecting on your experience thus far, what changes do you believe are necessary to help the partnership function more effectively?

What are some ways in which this partnership can be sustained beyond the funding period of this grant?

May the evaluation team follow up with you for more information about your responses?
❍ No
❍ Yes: Preferred contact info (name, email) _____