21st Century Community Learning Centers
End of Year Evaluation Report, 2017-2018

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School/Site

Community Change/Career Visions

School Level
Middle/High

Site ID
Community Change/Career Visions

Executive Summary

Program Highlights:

· A total of 497 youth were enrolled in the 21st CCLC program for the 2017-18 school year, far exceeding the targeted enrollment of 250. Of those, 252 met the minimum attendance threshold and 86 (17% of total enrollment, 34% of target enrollment) attended their program for 90 hours or more, thus meeting the official 21st CCLC definition of regular participants.

·All participants identified as either Hispanic/Latino, black, or mixed race, with 51 percent reporting that they speak Spanish at home.

· Participants reported a lower parent attendance rate at school and after-school events than at similar programs.
· Participants expressed a stronger sense of belonging in school following program participation, and identified learning to speak and understand English better, appreciating the arts and being leaders as top benefits of the program.

· Nearly all participants agreed that after-school staff respect and care about them.

· The program was strongest on the Activity Content and Structure domain of the Out-of-School-Time Observation Instrument, with some room for improvement on the other domains. In particular, program activities would benefit if staff implemented consistent behavior management strategies and created more intentional opportunities for participants to share ideas and opinions in discussion.

Recommendations:

· Review best practices for reaching full program enrollment and consistent attendance as the new school year begins, and plan toward the program hitting at least 95% of the enrollment target with all reaching the 30 hour attendance benchmark in Year 2.

· Brainstorm strategies for increasing parent involvement in after-school. Include students and parents on the program advisory board to help lead these discussions and provide crucial context and insight about the community.

· Encourage staff to build in opportunities for discussion throughout their activities, and share best practices for prompting deeper engagement and reflection from students.

If you have questions about any of the information provided in this report, please contact Shannon Stagman, Director of Evaluation and Data Quality, at sstagman@expandedschools.org.

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Data Sources

Program Records

Numbers on attendance and enrollment were obtained from data maintained by individual sites through the Youthservices.net online attendance tracking system.

Participant Surveys

Surveys of participating youth were administered during the spring of 2018. Survey responses were collected to document participants' impressions of the programs and to measure participant-level changes over time in a variety of outcome areas, including school engagement, behavior in and out of school, social skills, self-esteem, etc. During the 2017-18 cycle, **337** youth took participant surveys at similar sites.
A total of **95** youth took the participant survey at your site.

Activity Observations

The OST observation instrument tool allowed us to rate program activities on various indicators addressing three key program quality domains. The domains are:

Relationships: This domain measures whether youth are supportive and respectful of one another and staff. It also measures how engaged youth are in the activities they attend and how positively staff interact with youth.

Instructional support: This domain measures the efforts of after-school staff to support participants' learning.

Activity content and structure: This domain measures whether activities are planned and well-organized, the challenge level is age-appropriate and opportunities exist for problem solving.

ExpandED Schools staff used the OST Observation Instrument to observe and rate the following activities at your program in the fall and spring:

Site Observations

Site ID
CCSTEV

November	2017	Art
		Dance
April	2018	Art
		Dance
		Music Appreciation

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Participant Attendance & Enrollment

Figure 1: Enrollment to Date

Of the **250** students targeted to be served by the program, **497** were enrolled with an average daily attendance of **53**

Total Student Enrollment: 497

53

250

Average Daily Attendance

Target Enrollment
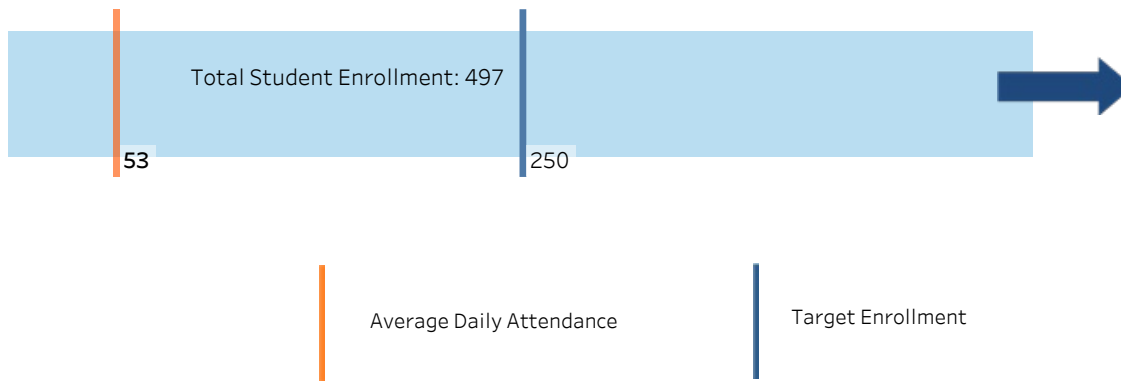
Figure 2: Participant Hours Tracker

Of the **497** students enrolled, **252** met the threshold for an enrolled attendee (30+ hours) and **86** met the threshold for a regular attendee (90+ hours)
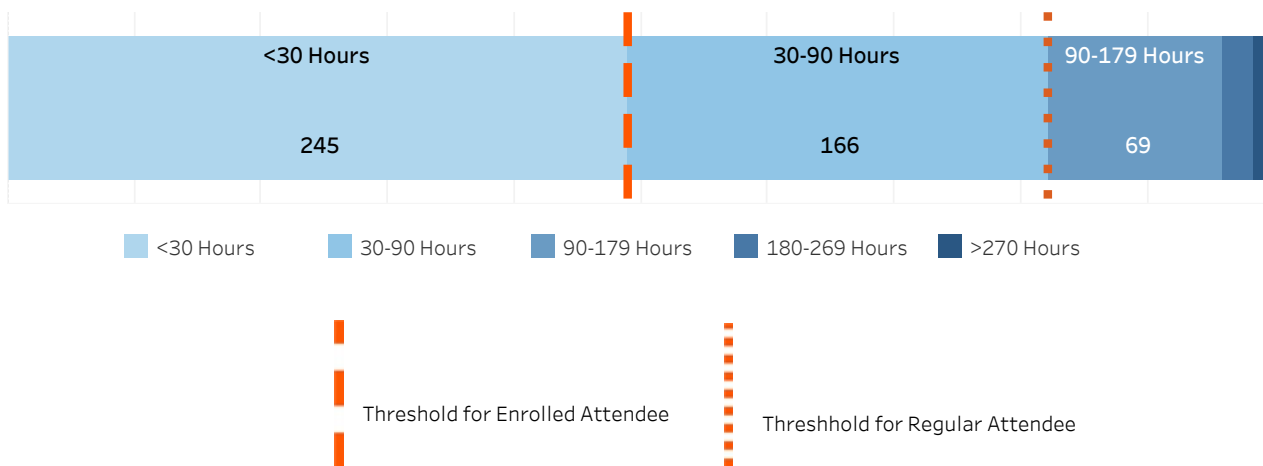
<30 Hours	30-90 Hours	90-179 Hours
245	166	69

<30 Hours   30-90 Hours   90-179 Hours   180-269 Hours   >270 Hours

Threshold for Enrolled Attendee

Threshhold for Regular Attendee

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Demographic Characteristics of Program Participants

Figure 3: Gender

Male 37%
Female 57%
Gender Non-conforming 6%

Figure 4: Ethnicity

Hispanic	69%
Black	33%
White	7%
Asian	5%
Native American	1%
Other	1%

Figure 5: Home Language

English	86%
Spanish	51%
Other Language	5%

Figure 6: Grade

12	32%
10	24%
11	20%
9	15%
6	5%
7	4%
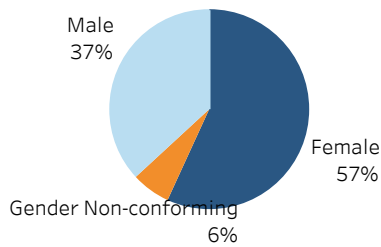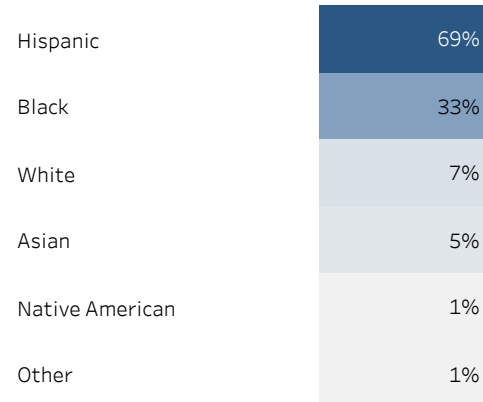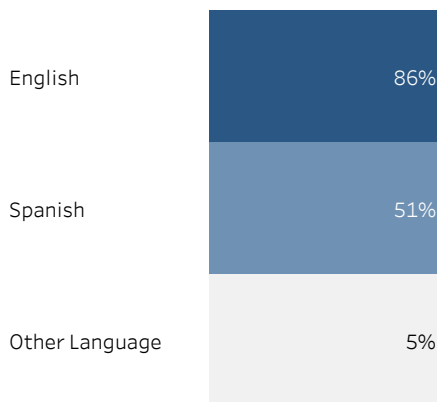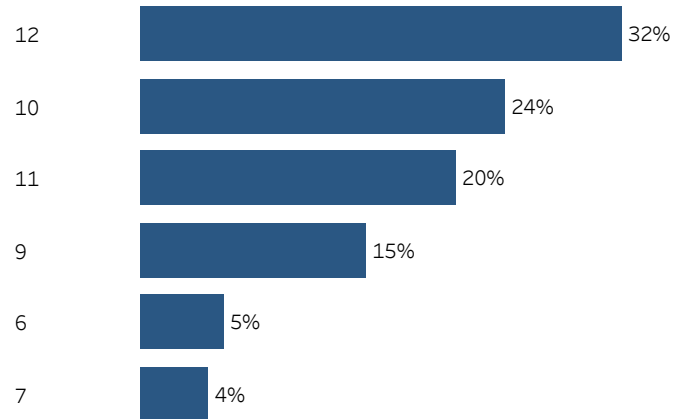
Figure 7: After-School Participation
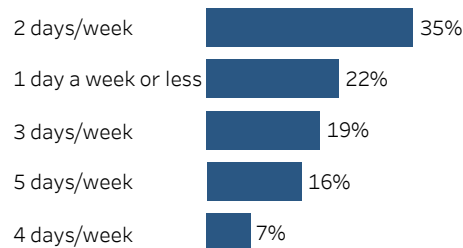
2 days/week	35%
1 day a week or less	22%
3 days/week	19%
5 days/week	16%
4 days/week	7%

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Figure 8: Family Involvement

How often do the following things happen in your family?

Your Program (n≈ 95)

Statement	Average
I talk to my parents about school	3.2
I talk to my parents about after-school	3.3
My parents talk to my school-day teachers	2.5
My parents come to an after-school event or performance	2.4
My parents come to school events	2.4
My parents talk to my after-school teachers	2.3

Similar Programs (n≈ 337)

Statement	Average
I talk to my parents about school	3.2
I talk to my parents about after-school	3.1
My parents talk to my school-day teachers	2.8
My parents come to an after-school event or performance	2.7
My parents come to school events	2.8
My parents talk to my after-school teachers	2.6

Never   Not Very Often   Sometimes   Often   Average of Responses for the Statement

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Figure 9: In-School Experience

On a scale of 1 -4, indicate your level of agreement with the following statements:

This is how I felt on the first day of the program:

Statement	Value
I feel like I am part of this school	3.1
I follow the rules in my school	3.5
I try to help people in need	3.3
I feel safe in my school	3.3
I am careful and neat with my work	3.0
I do things to help people in my community	3.0
I ask questions when I don't understand something	3.2
I finish my homework on time	2.9
I think about how others are affected by my decisions	3.2
I believe every student can be a leader	3.1
I am happy to be at this school	3.2
I include others in discussions and activities	2.9

This is how I feel today:

Statement	Value
I feel like I am part of this school	3.4
I follow the rules in my school	3.5
I try to help people in need	3.3
I feel safe in my school	3.3
I am careful and neat with my work	3.1
I do things to help people in my community	3.1
I ask questions when I don't understand something	3.3
I finish my homework on time	3.0
I think about how others are affected by my decisions	3.4
I believe every student can be a leader	3.2
I am happy to be at this school	3.3
I include others in discussions and activities	3.1

Legend: Strongly Disagree · Disagree · Agree · Strongly Agree

Average of Responses for the Statement

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Figure 10: Program Benefits

On a scale of 1 -4, indicate your level of agreement with the following statements:

Your Program (n≈ 95)

The after-school program has encouraged me to...

Statement	Value
Stay out of trouble	3.2
Appreciate visual arts, dance, and music in new ways.	3.3
Be a leader	3.3
Say "no" to things I know are wrong	3.2
Learn about new careers	3.2
Reflect on what I am learning each day	3.2
Learn to speak and understand English better	3.4
Exercise more	2.8
Get more comfortable with speaking in public	3.2
Eat more nutritiously	2.6
Feel more comfortable reading	3.0
Feel more comfortable solving math problems	2.7
Read more often	2.9

Similar Programs (n≈337)

The after-school program has encouraged me to...

Statement	Value
Stay out of trouble	3.2
Appreciate visual arts, dance, and music in new ways.	3.2
Be a leader	3.2
Say "no" to things I know are wrong	3.2
Learn about new careers	3.2
Reflect on what I am learning each day	3.1
Learn to speak and understand English better	3.1
Exercise more	3.1
Get more comfortable with speaking in public	3.0
Eat more nutritiously	2.9
Feel more comfortable reading	2.9
Feel more comfortable solving math problems	2.8
Read more often	2.8

Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree   Average of Responses for the Statement

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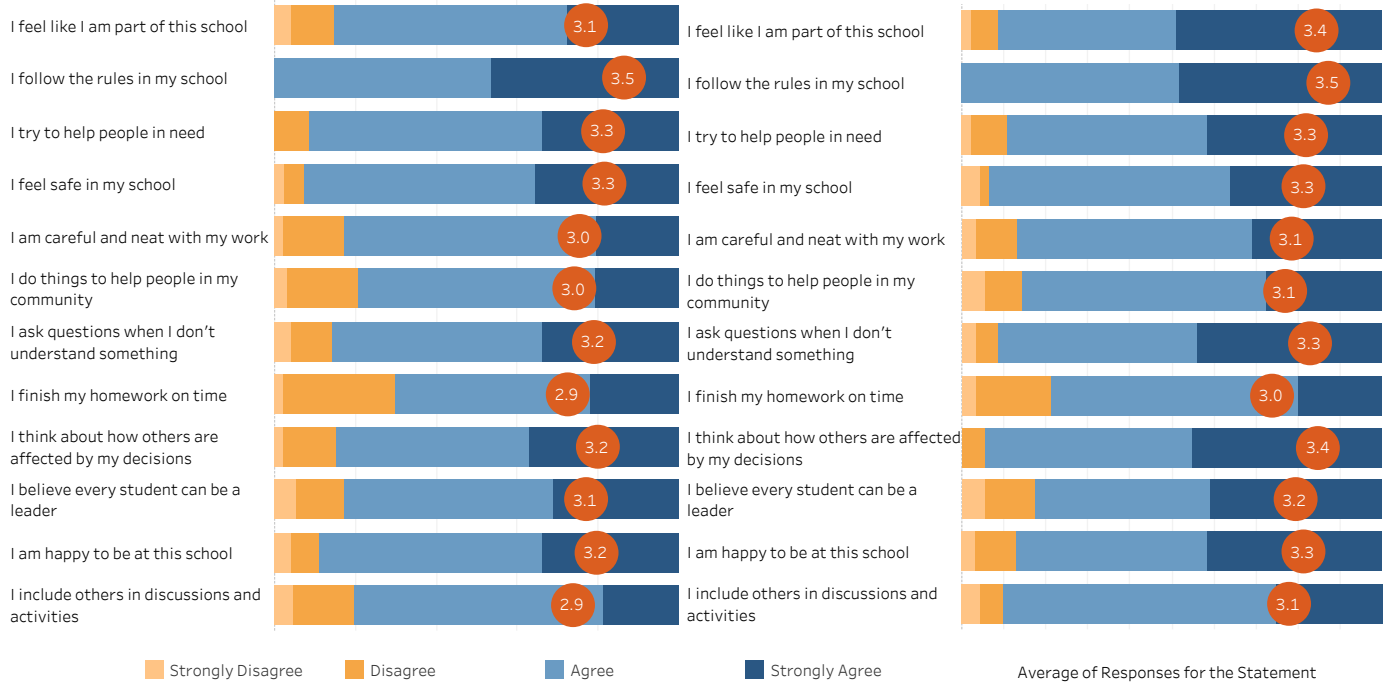
School Level
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Figure 11: Program Experiences

On a scale of 1 -4, indicate your level of agreement with the following statements:

Your Program (n≈ 95)

Statement	Avg
I know the other kids in my program	3.4
My after-school program is a safe place to hang out	3.4
I learn new things in after-school	3.4
I like the activities in my program	3.5
I feel like I belong at my after-school program	3.3
At my after-school program, I get to decide how I want to complete tasks or solve problems	3.4
At my after-school program, I feel like I matter	3.4
The activities I do in after-school are connected to the things I learn in school	3.2
I trust the other kids in my program	3.1
I get to choose what I do in my program	3.4

Similar Programs (n≈ 337)

Statement	Avg
I know the other kids in my program	3.3
My after-school program is a safe place to hang out	3.3
I learn new things in after-school	3.2
I like the activities in my program	3.2
I feel like I belong at my after-school program	3.2
At my after-school program, I get to decide how I want to complete tasks or solve problems	3.1
At my after-school program, I feel like I matter	3.2
The activities I do in after-school are connected to the things I learn in school	3.1
I trust the other kids in my program	3.0
I get to choose what I do in my program	3.1

Strongly Disagree   Disagree   Agree   Strongly Agree   Average of Responses for the Statement

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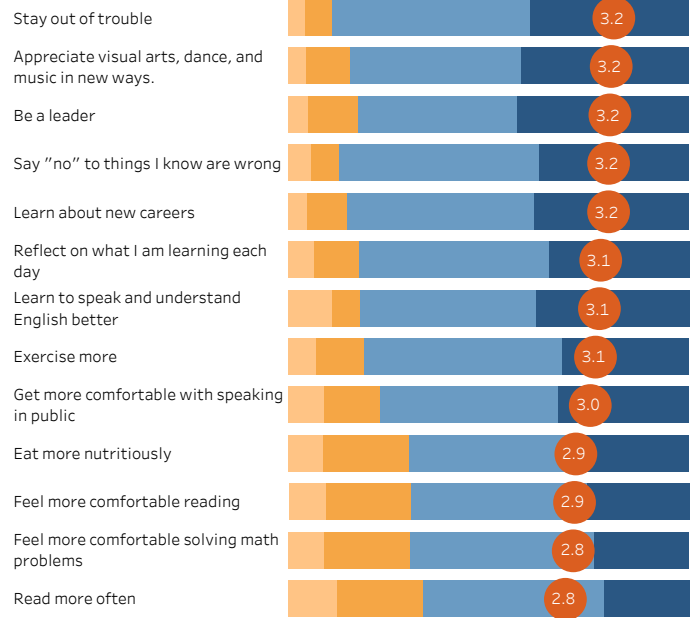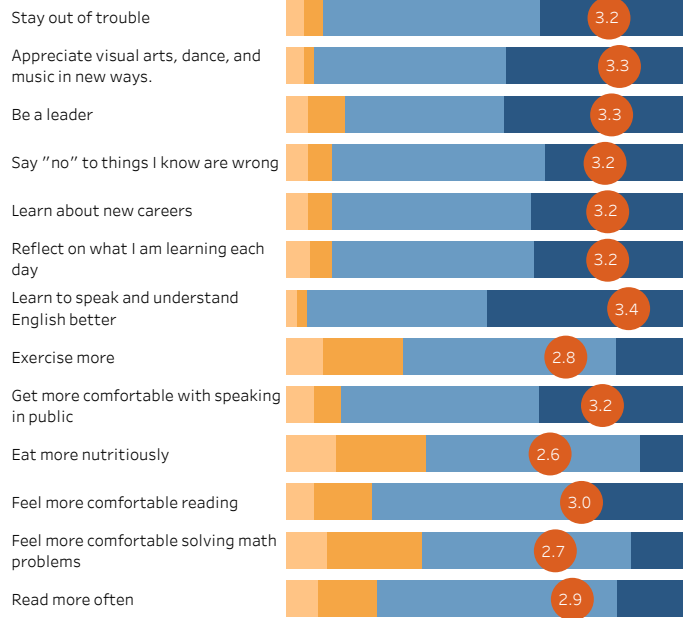
Figure 12: Youth-Staff Relationships

On a scale of 1 -4, indicate your level of agreement with the following statements:

Your Program (n≈ 95)

Similar Programs (n≈ 337)

Your Program		Similar Programs	
After-school staff care about me	3.5	After-school staff care about me	3.3
After-school staff respect me	3.5	After-school staff respect me	3.3
I really trust after-school staff	3.4	I really trust after-school staff	3.3
After-school staff have a clear plan for each day	3.4	After-school staff have a clear plan for each day	3.2
After-school staff try to be fair	3.5	After-school staff try to be fair	3.3
After-school staff ask for suggestions about what we do or how we do things	3.4	After-school staff ask for suggestions about what we do or how we do things	3.2

Strongly Disagree   Disagree   Agree   Strongly Agree   Average of Responses for the Statement

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Figure 13: OST Program Observation Ratings
(See the Data Sources section for activities rated)

Relationships

Item	Rating
Youth are on-task	2.8
Youth show positive affect to staff	2.8
Staff show positive affect toward youth	2.6
Youth are friendly and relaxed with one another	2.6
Youth respect one another	2.6
Youth listen actively and attentively to peers and staff	2.4
Staff listen to and/or observe youth	2.0
Staff use positive behavior management techniques	2.0

Instructional Support

Item	Rating
Staff communicate goals, purposes, and expectations	2.8
Staff assist youth without taking control	2.4
Staff verbally recognize youth's efforts and accomplishments	2.4
Staff encourage youth to share their ideas, opinions, and concerns	2.2
Staff employ two or more teaching strategies	2.0
Staff ask youth to expand upon their answers and ideas	1.6
Staff challenge youth to move beyond their current level of competency	1.6
Youth contribute opinions, ideas, and/or concerns to discussions	1.6

Activity Content and Structure

Item	Rating
Activity involves practice/progression of skills	2.8
Activity is well-organized	2.8
Activity challenges youth intellectually, creatively, and/or physically	2.6

0 Not Evident   1 Moderately Evident   2   3 Highly Evident