Washington Nita M. Lowey 21st Century Community Learning Centers Statewide Evaluation

2023–24 Program Year Report

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Executive Summary

For over two decades, 21st Century Community Learning Centers (21st CCLC) programs in Washington state have provided afterschool and expanded learning programming to enhance the academic well-being of students living in high-poverty communities. The Washington Office of Superintendent of Public Instruction contracted with the American Institutes for Research® (AIR®) to conduct an evaluation of the statewide 21st CCLC program in Washington. Specifically, we conducted a comprehensive evaluation of the 21st CCLC program, which included data collection and support for the existing continuous quality improvement process. AIR built and monitored online data collection modules that not only supported program improvement efforts but also facilitated the ability to report required federal data, monitor programs at the state level, and collect data necessary for evaluation activities that culminated in this annual report. Key findings and recommendations for the 2023–24 program year are as follows.

Findings on Program Characteristics

One hallmark of the 21st CCLC program is the wide diversity of (a) the organizations involved in the provision of 21st CCLC programming, (b) the programs' approaches to delivering services and activities, and (c) the nature of the student population served. During the 2023–24 program year, 132 centers were associated with 56 of the 21st CCLC grantees. These centers served 12,665 total youth in prekindergarten (PK) through Grade 12. For the most part, the domain of Washington 21st CCLC grantees and centers operating during 2023–24 was comparable to prior years in terms of organizational and operational characteristics.

Program Characteristics for the 2023–24 Program Year

- Most 21st CCLC programming (92%) took place in school-based locations, even if the funding agency was not school based.
- Most grantees (52%) were considered midcycle (i.e., in the second to fourth year of their funding cycle); 27% of grantees were new (i.e., in their first year of funding), and 21% were sustaining (i.e., in their last year of funding).
- Most program partnerships were with community-based organizations or other not-for-profit organizations (44%) and school districts (18%) in 2023–24.
- In the 2023–24 program year, 99% of centers offered in-person-only programming during both the regular school year and the summer.
- Most center program staff were paid during both the regular school year (69%) and the summer (82%).

- The most commonly offered activities during the 2023–24 programming period were art and music (89%), STEM (87%), literacy (79%), and physical activity (74%).
- Centers in Washington mostly served youth in Grades PK–5, with 62% of all participants in these grades.
- In the 2023–24 program year, 72% of youth attendees had at least a 5% school-day absence rate in the prior academic year, and 43% were chronically absent.

Aligned recommendations

- Consider the different training and technical assistance needs of subgrantees based on their maturity, staffing model, and location.
- Continue to monitor the extent to which students from low-income families and those academically at risk are served in the program.
- Given the large proportion of students with at least a 5% absence rate during the 2022–23 program year, explore how 21st CCLC staff and programming can support student school-day attendance and academic engagement.

Findings on Program Attendance

The findings presented here are based on descriptive analyses conducted to examine overall youth attendance in programming and the relationship between the level of youth participation in programming and certain program characteristics. These analyses should provide a starting point for further exploration and analyses to inform examinations of effectiveness carried out in future years.

Student Program Attendance

- Overall student attendance decreased in 2023–24 relative to the previous program year, with 12,665 total students attending programming. Of these total attendees, 6,371 (50%) attended regularly (for 30 or more days).
- Of the students who attended programming regularly in 2023–24, the highest proportion (45%) participated for 30–59 days in total.

Student Program Attendance and Student Characteristics

- A majority of regular (58%) and non-regular (53%) attendees identified as Hispanic in 2023–24.
- Most regular attendees (81%) qualified for free or reduced-price lunch.

- More than a third of regular attendees had limited English proficiency (34%), and 16% identified as having special needs.

Student Program Attendance and Program Characteristics

- Nearly 50% of student attendees spent most of their time participating in arts-related activities, and 53% spent most of their time participating in STEM activities for 3 months or more. More than a quarter of attendees spent most of their time participating in these activities for 6 months or more.
- Across all grade bands (elementary, middle, and high), students with high attendance levels tended to spend a majority of their time on specific activities, such as STEM and the arts.
- No clear associations were found between program attendance levels and students earning less than 100% of attempted credits or having a grade-point average (GPA) of 2.0 or less.
- Elementary school students who were expected to need intensive reading and mathematics supports also tended to have the highest program attendance.
- High school students in programs with higher percentages of teachers who were involved in programming had moderate to high attendance levels, whereas elementary and middle school students tended to have lower attendance levels when more teachers provided programming.

Aligned recommendations

- Continue to emphasize the importance of students consistently attending programs.
- Explore which strategies were successful in retaining students, and document these best practices.
- Explore ways to promote youth choice in programming that enables youth to self-direct into activities that represent their interests.
- Explore ways to engage student participants to improve the frequency and consistency of participation across the program year.
- Explore further the different staffing roles in promoting recruitment and retainment of youth.

Findings on Student Perceptions, Interests, and Engagement

In spring 2024, the AIR evaluation team administered a brief survey to students who participated in programming (as well as to the school-day teachers of elementary student participants) to learn about (a) the experiences and feelings of students and (b) teacher perceptions of student engagement in learning in the classroom. A total of 882 students (764 students in Grades 6–8 and 118 students in Grades 9–12) responded to the student survey, and school-day teachers completed 2,286 surveys about their students in Grades K–5. A summary of the findings obtained from the surveys is outlined below.

Student Academic Identity and Self-Esteem

- Nearly three quarters or more of the student respondents (at least 73%) indicated that getting good grades was one of their main goals and that it was important to them to learn as much as they could.
- More than two thirds of the student respondents (at least 67%) either mostly or completely agreed with statements indicating strong self-esteem, such as feelings of pride and self-satisfaction, a belief in their ability to achieve success, and a recognition of their positive qualities.
- Student respondents who attended programming regularly (60 or more days) consistently demonstrated higher rates of agreement with positive statements about their own sense of worth and self-esteem than respondents who did not attend programming regularly.

Student Program Experiences

- More than half of the student respondents (53%) indicated that they really look forward to attending their afterschool programming.
- Nearly half of the student respondents (49%) felt that their afterschool program helped them to make new friends, and nearly one third (at least 29%) felt that their afterschool program helped them to feel good about themselves and find out what they enjoyed doing.
- More than half of the student respondents (at least 52%) felt that their afterschool program provided opportunities for them to try new things or work hard to get better at something.
- A vast majority of the respondents (at least 79%) reported that there was an adult in their afterschool program whom they enjoyed being around, who helped them when they encountered a problem, and whom they will miss when the program ends.
- A majority of the student respondents (approximately 60%) reported that students in their afterschool program supported and helped one another and were friendly with each other, however, for approximately 40% of students, this was not the case, especially for middle school students.
- High school respondents consistently had higher rates of agreement with positive statements about peer-to-peer interactions and experiences in their program than middle school respondents did.

Changes in Students' Interests

- Half of the student respondents (50%) reported feeling more interested in sports than when they began participating, and nearly half (47%) reported feeling more interested in art and music.

- More than one third of the student respondents (38%) reported feeling less interested in politics and government, and more than one fourth felt less interested in drama (26%) and history (26%) than before they started.

Changes in Student Learning Engagement in the Classroom

- According to school-day teachers, about half of all students (at least 51%) made improvements in their learning engagement, whereas roughly one fifth (20%) of students saw no change in engagement, and 3% reported a decline in engagement.

Aligned recommendations

- Further explore connections between key student characteristics (e.g., attendance status, grade level) and program experience. Consider which other data collections might be necessary to determine if and how these characteristics have a differential impact on program experience.
- Further explore the perceptions and needs of students who indicated unfavorable program experiences with adult staff members and peers. Consider using qualitative methods, such as focus groups, to gather additional data that will inform continuous improvement efforts for program climate and structure.

Findings on State and Federal Targets

AIR explored aggregate statewide performance on a series of key performance indicators (KPIs) across four domains: program implementation, program quality, student program attendance, and student outcomes for the 2023–24 program year.

- The majority of programs provided opportunities for academic support (87%) and a broad array of enrichment activities (95%) and operated their school year and summer programs as specified (71% and 62%, respectively); however, some programs did not meet their program implementation targets.
- The vast majority of programs (86% or more) met their requirements of participating in continuous improvement efforts and submitted data related to program quality.
- Regarding program attendance, more than half of students attended 30 days or more, and nearly one third attended for 60 days, which is below the target thresholds. More than 40% of students consistently attended across the program year, and 10% of students who attended in 2023–24 for 60 days or more also attended in 2022–23 for 60 days or more.
- Among students who needed to improve on the outcomes in question, more than half of each sample improved for most indicators. For example, 57% of students who attended 30 days or more of 21st CCLC programming during the 2023–24 program year and had at least

a 10% school-day absence rate in the prior school year (2022–23), demonstrated a lower school-day absence rate during the 2023–24 school year.

Aligned recommendations

- Reflect on the program implementation and program quality metrics and consider why programs may not be meeting these targets. Is the guidance clear? Are there conditions that could have affected the ability to meet these targets?
- Examine KPI trends from the last several years to determine whether updates to target thresholds are warranted.
- Continue to monitor indicators for the next several years to better understand performance and trends. Use this information to further refine the KPIs as necessary and identify areas where grantees and centers could use more support in meeting the stated expectations and goals of the 21st CCLC program in Washington.

Introduction

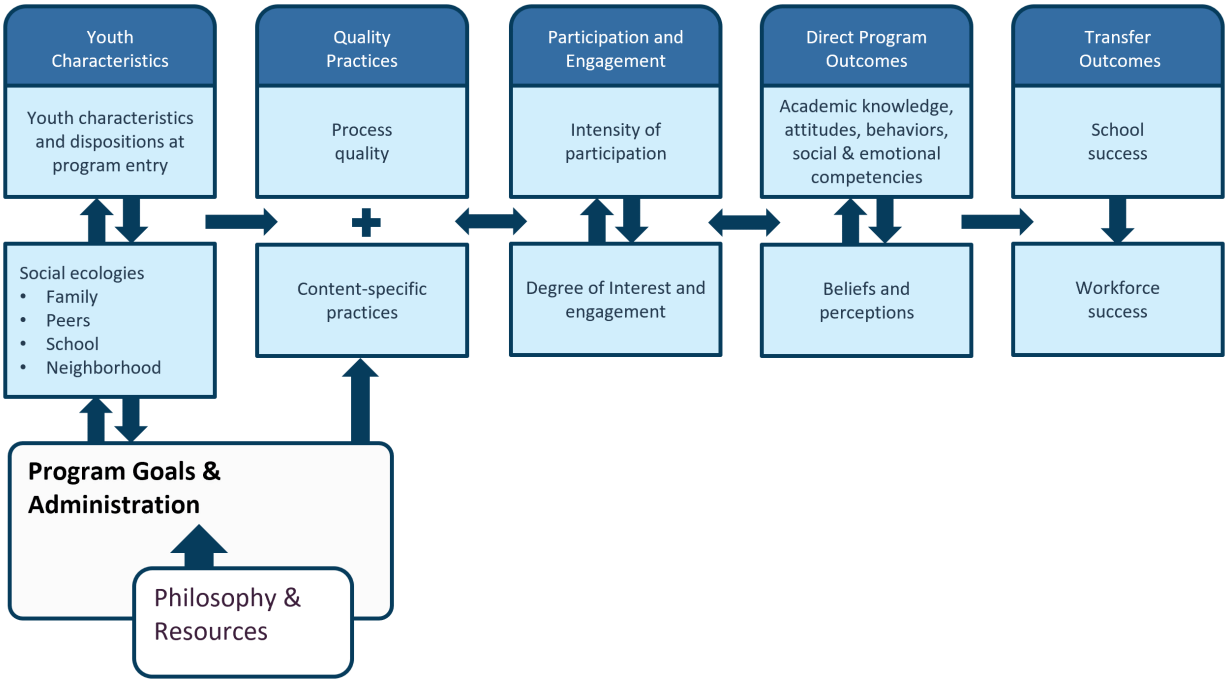
For more than two decades, the Washington Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) program has provided afterschool programming to enhance the academic well-being of youth who attend high-poverty and low-performing schools. Since 2011, the Washington Office of Superintendent of Public Instruction (OSPI) has contracted with the American Institutes for Research (AIR) to support the evaluation of the statewide 21st CCLC program in Washington state.

Specifically, for the current evaluation contract with OSPI, we conducted a comprehensive evaluation of the 21st CCLC program for the 2023–24 programming period, which included data collection and reporting to support OSPI in submitting federally required data, investigation of statewide evaluation questions, and support for continuous program quality improvement efforts using data. AIR built and monitored an online data collection system to support program improvement efforts and facilitate the ability to report required federal data, monitor programs at the state level, and collect the data necessary for evaluation activities that culminated in an annual report. These activities align with our conceptual framework for how change happens in 21st CCLC, to which we turn next.

Conceptual Framework for Understanding Afterschool Impact

AIR's evaluation activities were grounded in a research-based theory regarding how afterschool programs can have an impact on youth. For more than a decade, researchers have explored how youth benefit from participation in high-quality afterschool programs (Auger et al., 2013; Durlak et al., 2010b; Eccles & Gootman, 2002; Vandell, 2024; Vandell et al., 2007). Based on this work, the evaluation team used a conceptual framework that outlined the key elements that appear to be associated with effective afterschool programs. This conceptual framework, outlined in Exhibit 1, guides the approach we used to conduct the statewide evaluation of the 21st CCLC program in Washington. We summarize the conceptual framework succinctly here. For a more comprehensive description of the conceptual framework, please see the appendix.

Exhibit 1. Conceptual framework for how afterschool programs can have an impact on youth participants.



The framework starts with youth characteristics—how the environments in which youth live and go to school influence and support them. Past programming experiences, relationships with peers and teachers, the level of interest in programming topics and content, expectations regarding program experience, and the level of choice in attending all have a bearing on how youth will engage with and experience summer programming (Durlak et al., 2010a). Programs are more likely to have an impact if they employ quality program practices (Durlak et al., 2010b; Naftzger et al., 2014a; Vandell, 2024). For youth to benefit, they need to participate and be engaged (Christenson et al., 2012; Fredricks & Eccles, 2006; Greene et al., 2013; Mohr-Schroeder et al., 2014; Naftzger & Sniegowski, 2018; Shernoff & Vandell, 2007; Vandell, 2024). In the wake of the pandemic, youth engagement is more important than ever, particularly for youth who are on the path to dropping out (Kassner et al., 2020). When youth are engaged and participating in program activities, they are more likely to develop key skills, knowledge, and behaviors (what we refer to as direct program outcomes in Exhibit 1) that are consistent with prior research (e.g., Birmingham et al., 2005; Durlak & Weissberg, 2007; Lauer et al., 2006; Vandell et al., 2007), suggesting that participation in afterschool and summer programs will contribute to increases in positive personal development and academic knowledge.

Evaluation Questions

Given this understanding of the conceptual framework, AIR's evaluation activities during the contract period helped to answer several evaluation questions. Data presented in this report reflect 21st CCLC programming in Washington state as programs continue to adapt to and work through challenges related to the COVID-19 pandemic. The reader must consider the contextual implications of the pandemic when reviewing the data, key findings, and recommendations in this report. Differences in the results for the 2019–21 program years may be caused by interruptions in data collection or transitions in normal program operations. The pandemic continued to impact some data collection processes and data availability during the 2021–22 program year. The evaluation questions for the 2023–24 program year are organized into the following chapters.

Chapter 1. Program Characteristics

1. What primary characteristics were associated with the grants and centers funded by 21st CCLC and the student population served by the program?

Chapter 2. Program Attendance

1. What did program attendance look like?
2. How did student characteristics relate to students' levels of program attendance?
3. How did participation in different activity types relate to program participation rates and student academic performance?

Chapter 3. Student Perceptions, Interests, and Engagement

1. What do students think of their own academic identity and self-esteem?
2. What were the experiences of students attending 21st CCLC programming in the 2023–24 program year, including how they think the program has helped them?
3. How did students' interests change after participating in afterschool programming?
4. To what extent did student learning engagement in the classroom change during the 2023–24 program year?

Chapter 4. State and Federal Targets

1. Are 21st CCLC programs in Washington state meeting state and federal performance targets for student outcomes?
2. Are 21st CCLC programs in Washington state meeting state and federal goals and objectives for program implementation?

In the remaining sections of this report, we address each of these questions.

Chapter 1. Program Characteristics

One hallmark of the 21st CCLC program is the wide diversity of the (a) organizations involved in the provision of 21st CCLC programming, (b) programs' approaches to delivering services and activities, and (c) nature of the student population served. This chapter outlines the primary characteristics associated with grantees and centers funded by 21st CCLC and the student population served by the program for the 2023–24 program year.

Findings	Aligned recommendations
• Most 21st CCLC programming (92%) took place in school-based locations, even if the funding agency was not school based. • Most grantees (52%) were considered midcycle (i.e., in the second to fourth year of their funding cycle); 27% of grantees were new (i.e., in their first year of funding), and 21% were sustaining (i.e., in their last year of funding). • Most program partnerships were with community-based organizations or other not-for-profit organizations (44%) and school districts (18%) in 2023–24. • In the 2023–24 program year, 99% of centers offered in-person-only programming during both the regular school year and the summer. • Most center program staff were paid during both the regular school year (69%) and the summer (82%). • The most commonly offered activities during the 2023–24 programming period were art and music (89%), STEM (87%), literacy (79%), and physical activity (74%). • Centers in Washington mostly served youth in Grades PK–5, with 62% of all participants in these grades. • In the 2023–24 program year, 72% of youth attendees had at least a 5% school-day absence rate in the prior academic year, and 43% were chronically absent.	• Consider the different training and technical assistance needs of subgrantees based on their maturity, staffing model, and location. • Continue to monitor the extent to which students from low-income families and those academically at risk are served in the program. • Given the large proportion of students with at least a 5% absence rate from school during the 2023–24 program year, explore how 21st CCLC staff and programming can support student school-day attendance and academic engagement.

Evaluation Question 1: What primary characteristics were associated with the grants and centers funded by 21st CCLC and the student population served by the program?

Grantee Characteristics

OSPI distributes 21st CCLC funds from the U.S. Department of Education through a competitive bidding process, through which applicants are selected to receive new grants to operate centers in high-poverty communities and serve students attending schools in need of improvement. Grants active during the 2023–24 programming period were initially awarded in 2018 (*n* = 12), 2019 (*n* = 13), 2021 (*n* = 0), 2022 (*n* = 16), and 2023 (*n* = 15). The term *grantee* in this report refers to an entity that applied for and received a 21st CCLC grant from OSPI and serves as the fiscal agent for the grant in question.

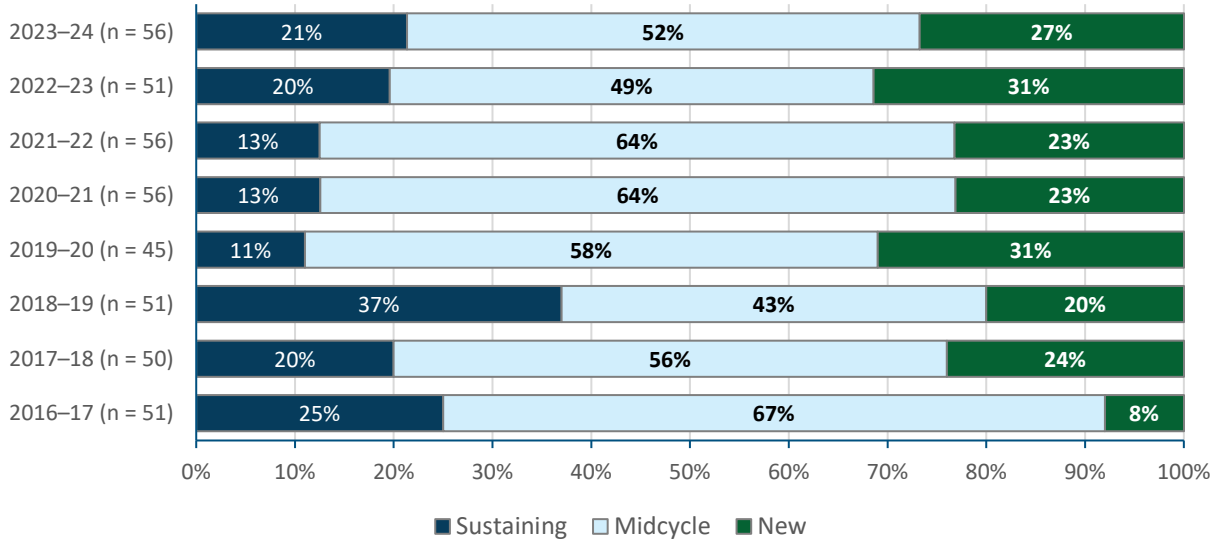
Grantee Maturity

The evaluation team examined grantee maturity from 2016–17 through 2023–24 (Exhibit 2). We classified Washington grantees into the following three possible maturity categories and examined the distribution across each year:

- **New**—grantees in their first year of 21st CCLC funding
- **Midcycle**—grantees not in their first year but also not in their last year of funding
- **Sustaining**—grantees in their last year of funding

Understanding grantee maturity in relation to the types and level of support each group might need is important. Many grantees in their first year of funding likely navigate compliance activities related to grant requirements and might need different supports than midcycle grantees (which focus on things such as providing higher quality services) or grantees sustaining their program and thinking about how to continue services once the grant funding ends.

Exhibit 2. During the 2023–24 program year, of the 56 Washington state grantees, 27% were new, 52% were midcycle, and 21% were sustaining.



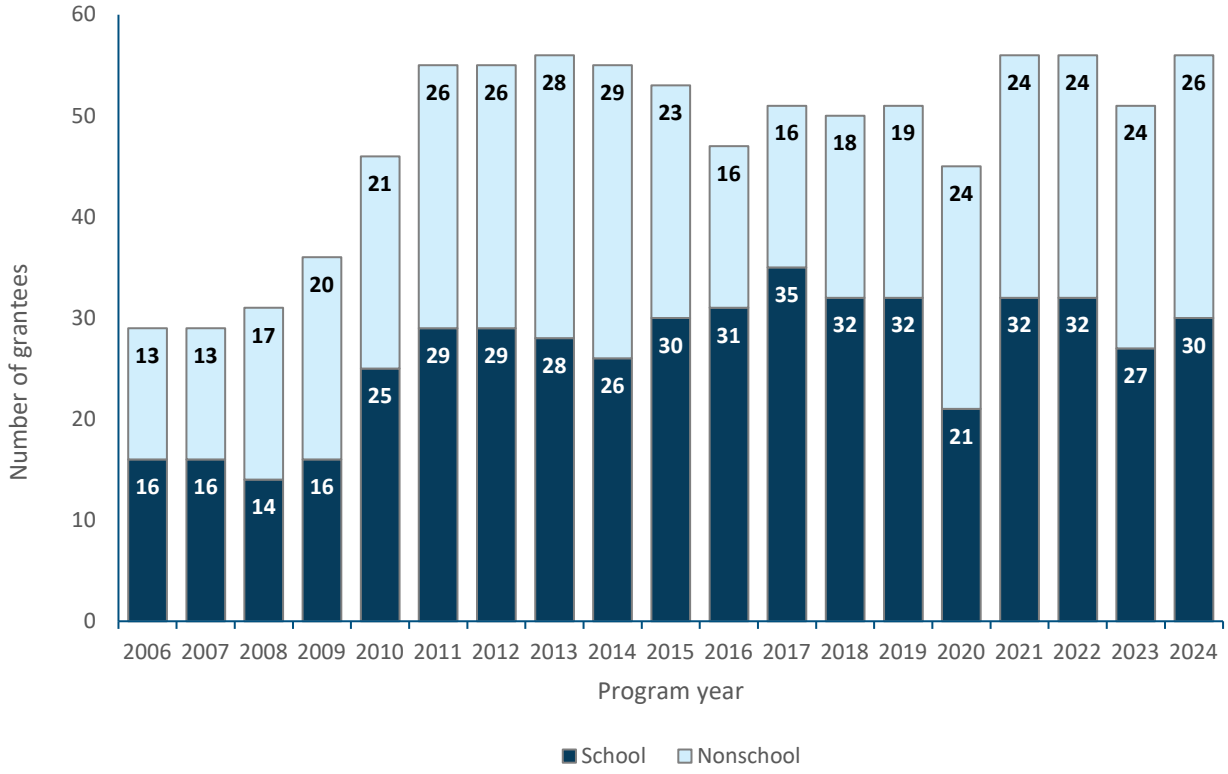
Note. OSPI awarded grants for a 5-year period; however, during the 2020–21 and 2021–22 program years, some programs received an extension. In addition, Cohort 17 programs were funded in the winter of the school year, which was months later than when traditional awards happen. As a result, Cohort 17 programs used the remainder of Year 1 of their grant for planning purposes. No new awards were made in 2021–22. Data are from OSPI records.

Grantee Organization Type

As established in the authorizing legislation for 21st CCLC programming, several types of grantee agencies may administer programs. The most relevant distinction is whether the grantee organization is a school-based entity. School-based organizations include public districts, charter schools, and private schools. Non-school organizations include, among other entities, community-based organizations, faith-based organizations, health-based organizations, and park districts. However, school and non-school organizations can look different from each other in their staffing models, how they recruit and enroll youth in their program, and how they communicate with the school day.

Of the 21st CCLC grantees funded by Washington state, school and nonschool organizations have been represented equally since the state-administered program began. This trend changed in the 2014–15 program year (Exhibit 3), however, with more school-based programs represented in 7 of the 8 following years (with 2019–20 being the exception). In the 2023–24 program year, approximately 54% were funded through school entities.

Exhibit 3. During the 2023–24 program year, more than half of grantees were funded through school entities.



Note. Data are from OSPI records.

Center Characteristics

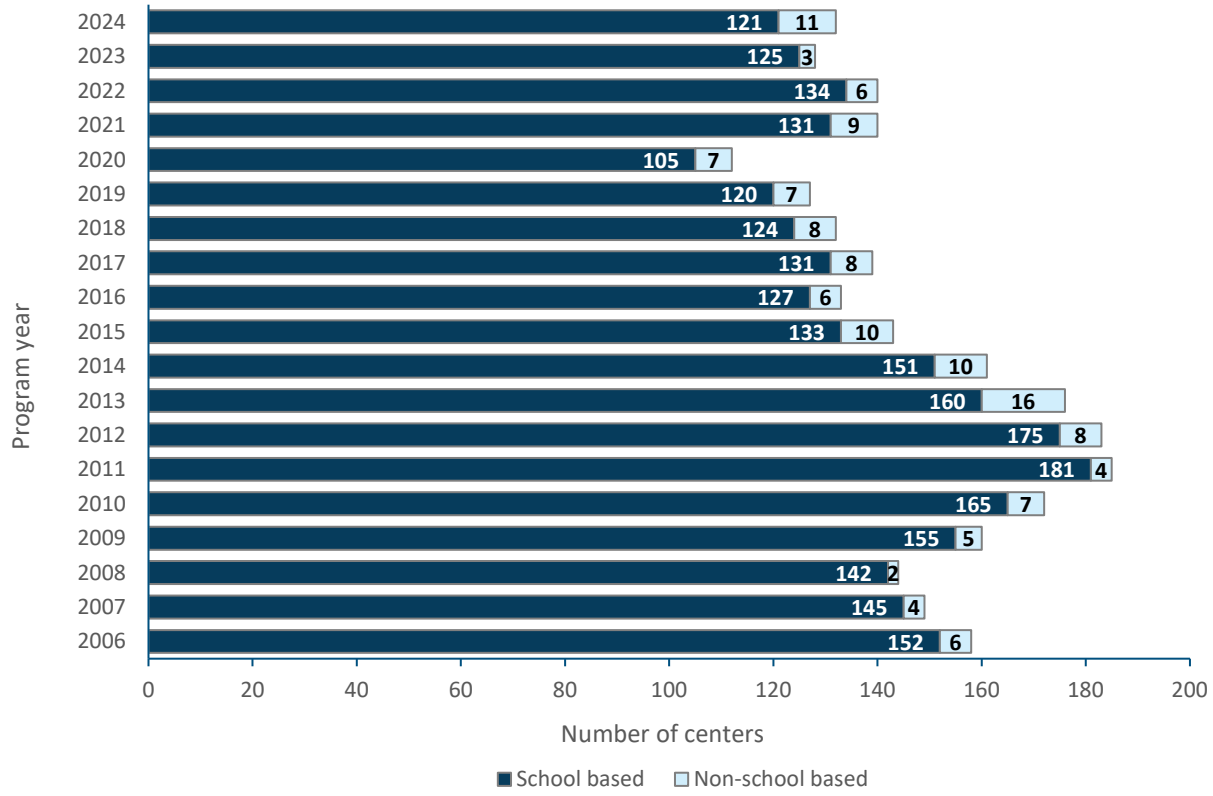
We use the term *center* in this report to refer to the physical location where 21st CCLC-funded services and activities take place. Centers have defined hours of operation, dedicated staff members, and (usually) site coordinator positions. Each 21st CCLC grantee in Washington has at least one center; many grantees have more than one center. During the 2023–24 program year, 132 centers were funded in Washington. Of these centers, 97 operated during both the school year and the summer, and 35 operated during the school year only. Of the 35 operating during the school year only, all were newly funded in late summer 2023 and would not have been expected to operate during the summer 2023 term.

Center Organization Type

Like grantees, centers are either school or non-school based (Exhibit 4). During the 2023–24 program year, the vast majority of Washington's 132 centers (92%) were in schools. There has generally been a downward trend in the number of total centers funded through the 21st CCLC

grant since 2014. This is likely because of the decreasing overall funding amount available for 21st CCLC grants each year. A smaller number of grant awards likely leads to a smaller number of centers funded.

Exhibit 4. During the last 18 years, most centers have been based in schools.



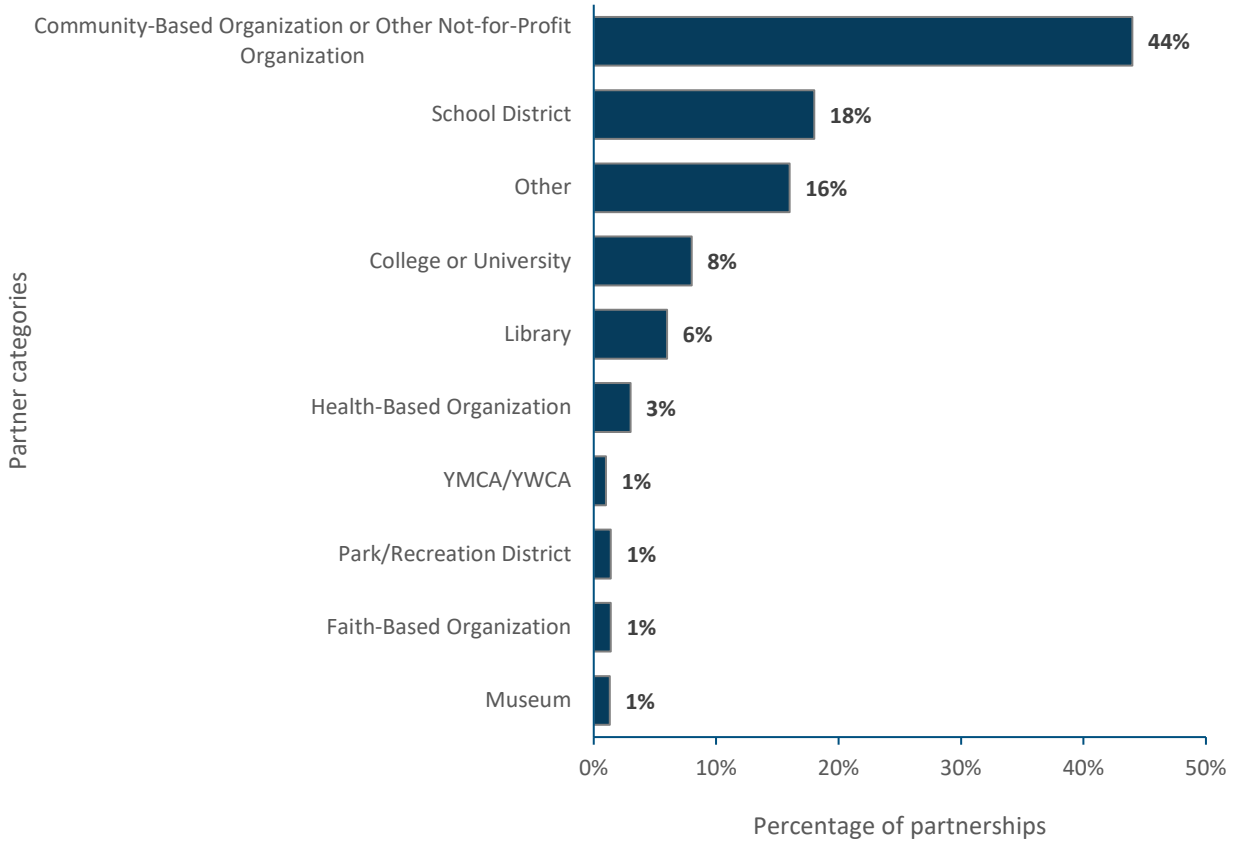
Note. Data are from OSPI records.

Center Partners

The 21st CCLC programs in Washington work with a variety of partner organizations. In the 2019–20 program year, centers worked with a range of two to 52 partners, with an average of nine partners per center (*N* = 112 centers). In 2020–21, centers worked with a range of one to 11 partners per center, with an average of four partners per center (*N* = 108 centers). In 2021–22, centers worked with a range of one to 18 partners per center, with an average of four partners per center (*N* = 140 centers). In 2022–23, centers worked with a range of one to 18 partners per center, with an average of four partners per center (*N* = 128 centers). During the evaluation period in focus (2023–24), centers worked with a range of one to 30 partners per center, with an average of approximately four partners per center (*N* = 132). This overall downward trend in the number of partnerships is likely a result of two things: (1) a smaller

number of operational subgrantees and centers and (2) the lingering effects of the COVID-19 pandemic (including limitations on who may enter centers to support programming). In the 2023–24 program year, 21st CCLC centers in Washington held a total of 457 partnerships with these entities, with some partners working with multiple centers in Washington. The largest percentage of partnerships in the 2023–24 program year was with community-based organizations or other not-for-profit organizations (Exhibit 5).

Exhibit 5. The largest percentage of partnerships in the 2023–24 program year was with community-based organizations or other not-for-profit organizations.



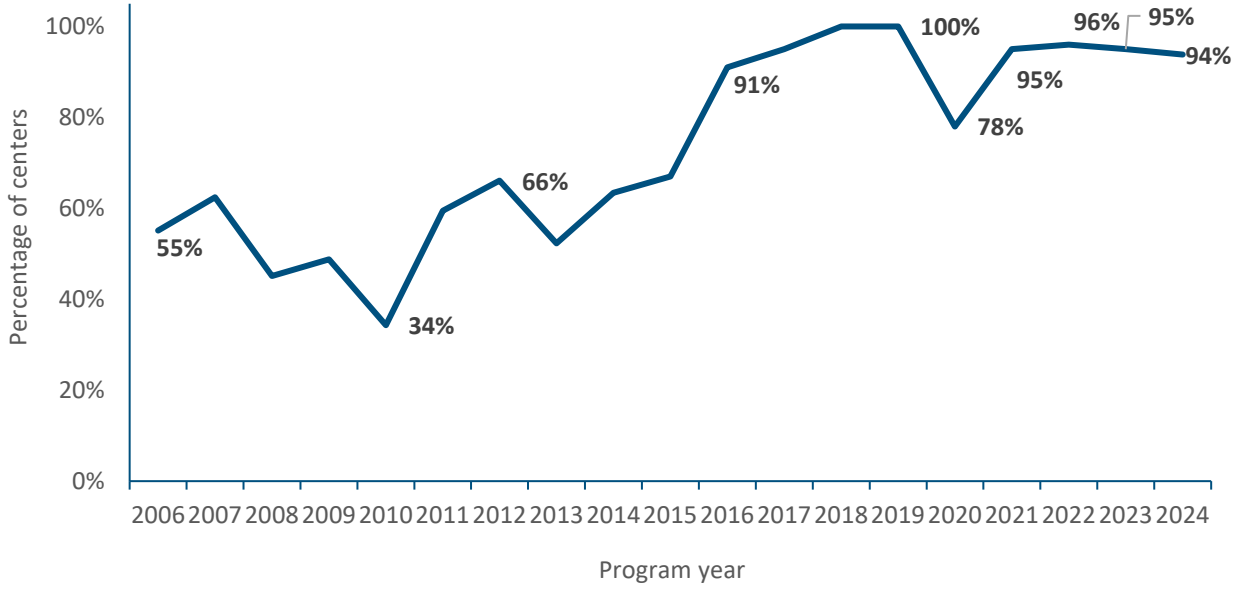
Note. 2024: *N* = 457 partnerships. Other partnerships included entities such as banks, local businesses, public/city services, and individual vendors. Data are from the Washington 21st CCLC Data Portal.

Summer and School Year Operations

In 2018, the number of 21st CCLCs in Washington that offered summer programming increased from previous years, likely as a result of a policy shift that required all funded projects to offer summer programming. In the 2017–18 and 2018–19 years, 100% of Washington's centers required to provide summer programming were doing so (Exhibit 6). In 2019–20, the

percentage of centers offering summer programming decreased to 78% (*N* = 112) but then increased in 2020–21 to 95% (*N* = 108) and to 96% in 2021–22 (*N* = 140). In 2022–23, the percentage of centers expected to offer summer programming decreased slightly to 95% (*N* = 128). Most recently, in 2023–24, the percentage of centers expected to offer summer remained consisted with prior years at 94% (*N* = 97). On average, Washington centers operated for 36.9 weeks during the 2021–22 school year, 37.1 weeks during the 2022–23 school year, and 36.3 weeks during the 2023–24 school year; if they held summer programming, an average of 4.7 weeks were added (Exhibit 7).

Exhibit 6. The percentage of centers offering summer programming remained steady at 94% in 2024 after a COVID-19-related decline between 2019 and 2020 and an upward trajectory in the subsequent program years.



Note. 2020: *N* = 112 centers. 2021: *N* = 108 centers. 2022: *N* = 140 centers. 2023: 128 centers. 2024: 97 centers. Centers in the first year of funding are not expect to have a summer program in the first year. Data are from continuation reports and the Washington 21st CCLC Data Portal.

Exhibit 7. Program operations by summer and school year.

Program operations	2021–22		2022–23		2023–24	
	Summer (*N* = 135)	School year (*N* = 140)	Summer (*N* = 99)	School year (*N* = 128)	Summer (*N* = 97)	School year (*N* = 132)
Average program **hours per week**	22.6	14.3	28.3	16.8	31.6	20.8

Program operations	2021–22		2022–23		2023–24	
	Summer (*N* = 135)	School year (*N* = 140)	Summer (*N* = 99)	School year (*N* = 128)	Summer (*N* = 97)	School year (*N* = 132)
Average program **days per week**	4.4	4.6	4.6	4.8	4.6	4.7
Average program **weeks per summer/school year**	4.9	36.9	4.9	37.1	4.7	36.3

Note. Data are from continuation reports and the Washington 21st CCLC Data Portal.

Program Delivery Mode

Programs in Washington that were funded by the Elementary and Secondary School Emergency Relief Fund offered programming through two different delivery modes: in-person or hybrid (i.e., any combination of in-person and virtual) delivery. During the 2023–24 program year, center program delivery saw an increase in the return to physical spaces. During both the summer (*N* = 97) and regular school year (*N* = 132), approximately 99% of centers only offered in-person programming.

Center Staffing

The quality of center staffing is crucial to the success of afterschool programming (Vandell et al., 2004). Many program improvement approaches used in the field emphasize the importance of staff for creating positive developmental settings for youth. The success of afterschool programs depends on students forming personal connections with the staff—especially for programs serving older students, in which a much wider spectrum of activities and options is available to youth (Eccles & Gootman, 2002).

Traditionally, Washington 21st CCLC programs have employed a variety of staff, including academic teachers, nonacademic teachers, college and high school students, counselors, paraeducators from the school day, and other program staff with a wide spectrum of backgrounds and training. Exhibit 8 illustrates the composition of center program staffing by staff type during the summer and school year of 2023–24. During the school year, nonteaching school staff, community members, and school-day teachers were most prevalent among all center program staff. During the summer, nonteaching school staff, high school students, community members, and school-day teachers were most prevalent. The proportion of high school students employed as center program staff during the summer (16%) decreased in the school year (11%). The proportion of community members employed as center program staff during the summer (13%) increased in the school year (19%).

Exhibit 8. In the 2023–24 program year, nonteaching school staff comprised 20% or more of center program staff during both the summer and the school year.

Program staff type	2023–24	
	Summer (*N* = 97 centers)	School year (*N* = 132 centers)
Total staff	865	1,242
Nonteaching school staff	23%	20%
Community members	13%	19%
School-day teachers	13%	15%
Administrators	12%	11%
High school students	16%	11%
College students	8%	7%
Subcontracted staff	8%	7%
Parents	5%	5%
Other staff	3%	3%

Note. Data are from continuation reports and the Washington 21st CCLC Data Portal.

In addition, Exhibit 9 shows the percentages of staff members who were paid and who volunteered during the school year and the summer. Consistent with the previous two program years, a majority of 2023–24 center program staff during the regular school year (69%) and the summer (82%) were paid. Community members, college students, and high school students were most likely to be employed as volunteer center program staff.

Exhibit 9. Since the 2021–22 program year, the majority (70% or more) of center program staff have been paid staff.

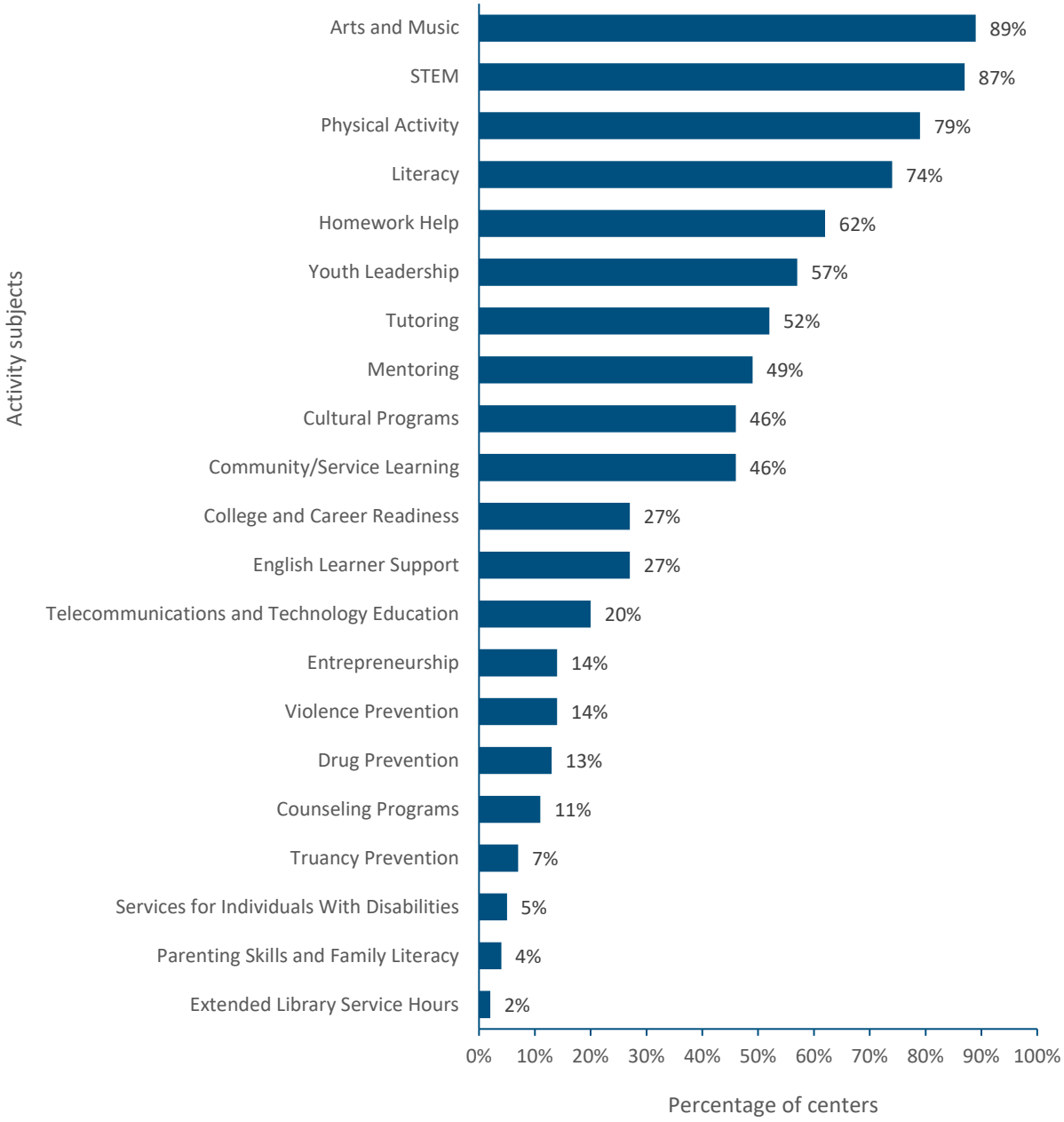
Program staff	2021–22		2022–23		2023–24	
	Summer (*N* = 135 centers)	School year (*N* = 140 centers)	Summer (*N* = 99 centers)	School year (*N* = 128 centers)	Summer (*N* = 97 centers)	School year (*N* = 132 centers)
Total staff	1,230	1,131	807	1,183	865	1,242
Paid staff	83%	81%	80%	74%	82%	69%
Volunteer staff	17%	19%	20%	26%	18%	31%

Note. Data are from continuation reports and the Washington 21st CCLC Data Portal.

Center Activities

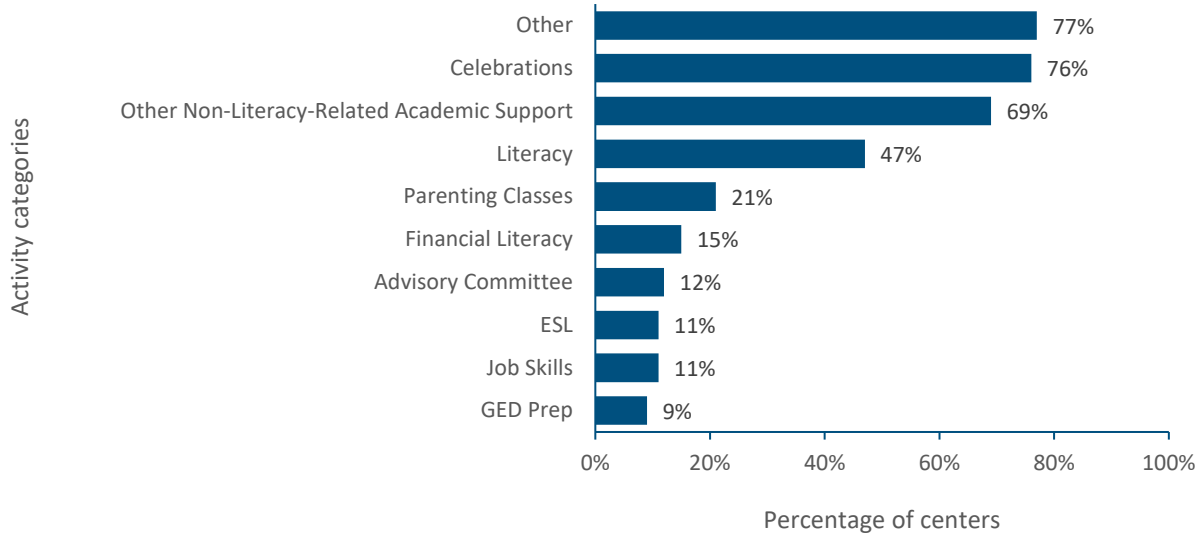
The staff working at a given 21st CCLC program and the activities offered to students who attend are critical elements of how youth experience and potentially benefit from their participation in 21st CCLC programs. Nationally, the 21st CCLC centers provide academic and nonacademic enrichment programs that reinforce and complement the regular academic program of participating students. This overarching purpose encompasses multiple types of activities. During the 2023–24 program year, the vast majority of centers offered arts and music (89%) and STEM (87%) activities. Most centers also offered literacy (79%), physical activity (74%), homework help (62%), and youth leadership (57%) activities (Exhibit 10). The least commonly offered activities were parenting skills and family literacy activities (4%) and extended library service hours (2%). Of the 132 centers in Washington state, 118 offered adult family member activities, with celebrations, activities categorized as *other* (e.g., family engagement nights, resource/information sharing, and community events), and other non-literacy academic support being the most offered activities (Exhibit 11).

Exhibit 10. More than 70% of centers offered STEM, arts and music, physical activity, and literacy activities to students in the 2023–24 program year.



Note. N = 132 centers with activity data available. Data are from the Washington 21st CCLC Data Portal.

Exhibit 11. The most commonly offered activities for adult family members in the 2023–24 program year were *other*, celebrations, and non-literacy-related supports.



Note. N = 118 centers. ESL = English as a second language. Prep = preparation. Data are from the Washington 21st CCLC Data Portal.

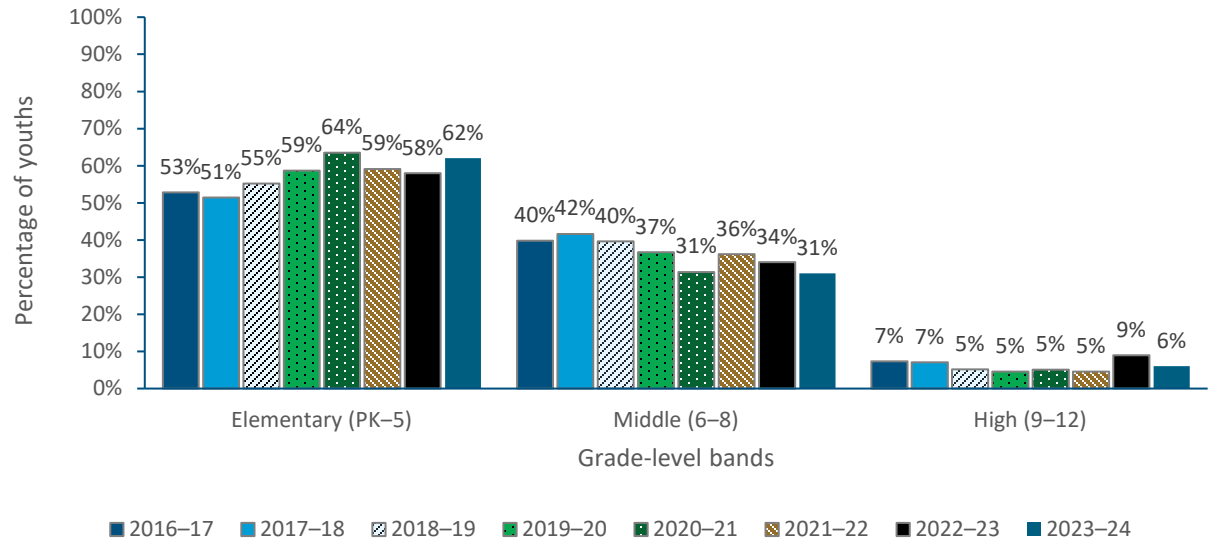
Student Characteristics

Understanding the youth population served in 21st CCLC programs in Washington is an important step in exploring the effectiveness of the program for youth outcomes. Youth who participate in 21st CCLC programming have unique academic and extracurricular interests, demographic backgrounds, and lived experiences that influence how they interact with the program. During the 2023–24 program year, 21st CCLC programs in Washington served 12,665 students. In the exhibits that follow, some sample sizes reflect only the students we could match with state records (*N* = 10,347).

Exhibit 12 shows a consistent pattern of centers primarily serving elementary school youth across the last 8 program years. In the 2023–24 program year, the percentage of youth in elementary school increased relative that of the previous year, whereas the percentages of youth in middle school and high school decreased slightly. Exhibit 13 shows the diverse needs of youth served by 21st CCLC programming.

Changes in the grade levels served (as well as changes in the number of overall students served) across years could be a direct result of the funding cycles operating within Washington. As large cohorts of programs shift into and out of their 5-year grant cycles, the number of centers serving students also changes.

Exhibit 12. Over the last 8 program years, more than 50% of youth served were in elementary school.



Note. *N* = 15,997 in 2016–17; *N* = 14,910 in 2017–18; *N* = 13,848 in 2018–19; *N* = 7,118 in 2020–21, *N* = 14,283 in 2021—22; *N* = 13,030 in 2022–2023. *N* = 12,665 in 2023–2024. 2017–19 data: From the Washington Attendee Module and Comprehensive Education Data and Research System (CEDARS). 2021–24 data: From the Washington 21st CCLC Data Portal and CEDARS.

Exhibit 13. Across the last 6 program years with data available, Washington 21st CCLC programs served diverse needs, but they overwhelmingly focused on serving youth eligible for and receiving free or reduced-price lunch.

Program years	% male	% female	% free or reduced-price lunch	% English learners	% special needs
2023–24	49%	51%	81%	31%	17%
2022–23	49%	51%	80%	29%	16%
2021–22	49%	51%	81%	35%	16%
2020–21	48%	52%	79%	34%	15%
2019–20	Not available	Not available	Not available	Not available	Not available
2018–19	50%	50%	82%	30%	16%

Note. *N* = 13,848 in 2018–19; *N* = 7,118 in 2020–21; *N* = 14,283 in 2021–22; *N* = 13,030 in 2022–2023; N = 12,665 in 2023–2024. We did not receive 2019–20 demographic data from OSPI. 2017–19 data: From the Washington Attendee Module and CEDARS. 2021–24 data: From the Washington 21st CCLC Data Portal and CEDARS. Analyses are limited to students with demographic data available.

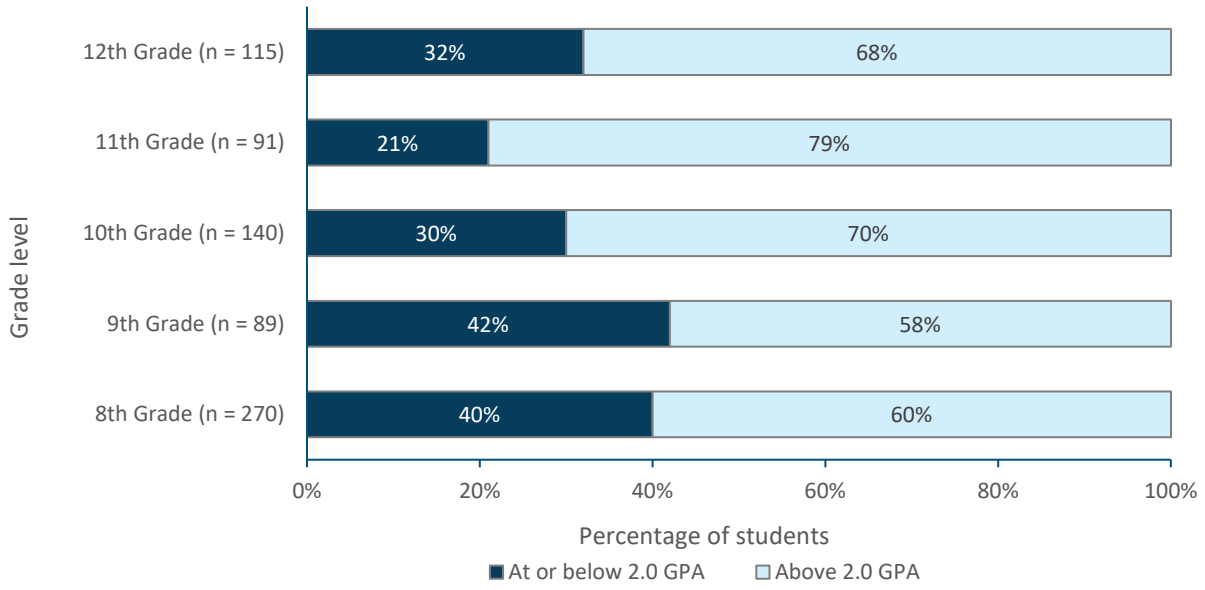
Student Baseline Descriptive Data: School Achievement and School-Day Attendance

The 21st CCLC program primarily serves youth who are academically at risk or who otherwise struggle in school. This subsection presents school-related data for youth who attended 21st CCLC programming in 2022–23. The academic data available for 2021–22 to 2023–24 include grade-point averages (GPAs) and the percentage of attempted credits earned. After showing the academic data, we show data related to school-day absences and disciplinary incidents for youth who participated in programming during the 2023–24 year.

None of the data in this subsection relate to program effectiveness. The data presented show only the types of youth served by 21st CCLC programming and have no bearing on program outcomes.

GPA data for the prior school year were available for eighth through 12th graders who participated in 21st CCLC programming during the 2023–24 program year (*N* = 705). These middle and high school students averaged a GPA of 2.45 on a 4.0 scale during the 2022–23 academic year. To understand the proportion of students who might be academically at risk, we categorized students who had a cumulative GPA of 2.0 or below as being at risk. Overall, 34% of students served in 21st CCLC centers during the 2023–24 program year had a cumulative GPA of 2.0 or less based on 2022–23 academic records. Exhibit 14 shows the proportion of students at risk by grade level.

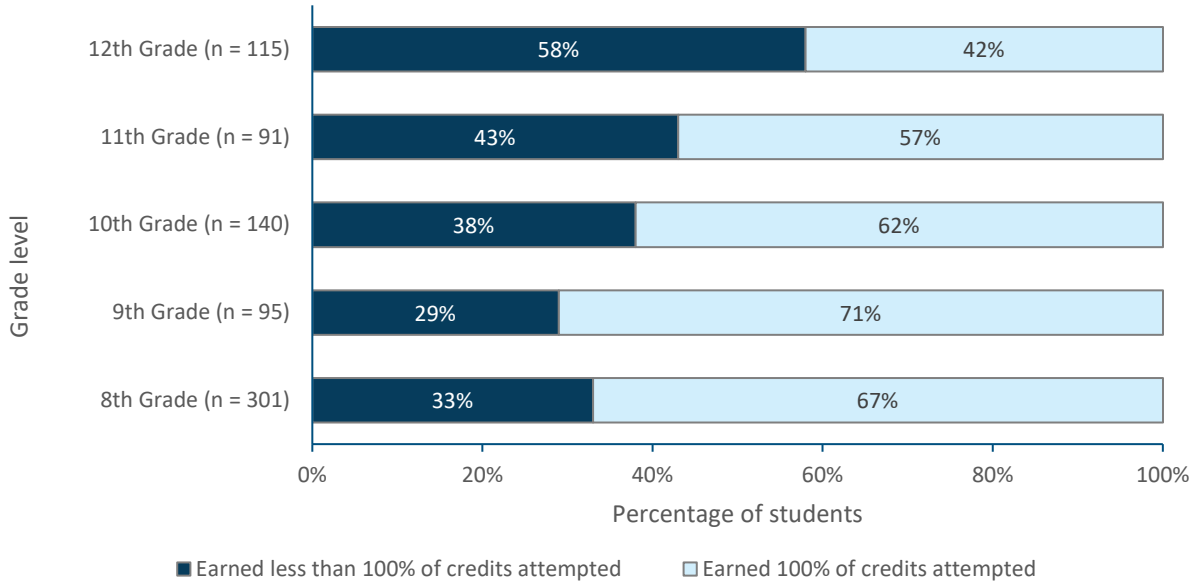
Exhibit 14. In the 2023–24 program year, approximately 40% or more of eighth and ninth-grade program participants had a cumulative GPA of 2.0 or less from the prior academic year.



Note. Students in Grades 8–12: *N* = 705. Data are from the Washington 21st CCLC Data Portal and CEDARS.

Data for the percentage of attempted credits earned for the prior school year were also available for eighth through 12th-grade students who participated in 21st CCLC programming during the 2023–24 program year (*N* = 742). During the 2022–23 academic year, these students earned 86% of the credits they attempted, on average. As with the GPA data above, we wanted to understand the proportion of students who might be academically at risk. We categorized students who earned less than 100% of credits attempted as at risk. Overall, 39% of students served in the 2023–24 program year earned less than 100% of the credits they attempted based on 2022–23 academic records. Exhibit 15 shows the proportion of students at risk by grade level.

Exhibit 15. In the 2023–24 program year, 12th-grade 21st CCLC program participants appeared to be academically at risk, with nearly 60% earning less than 100% of the credits they attempted during the prior academic year.

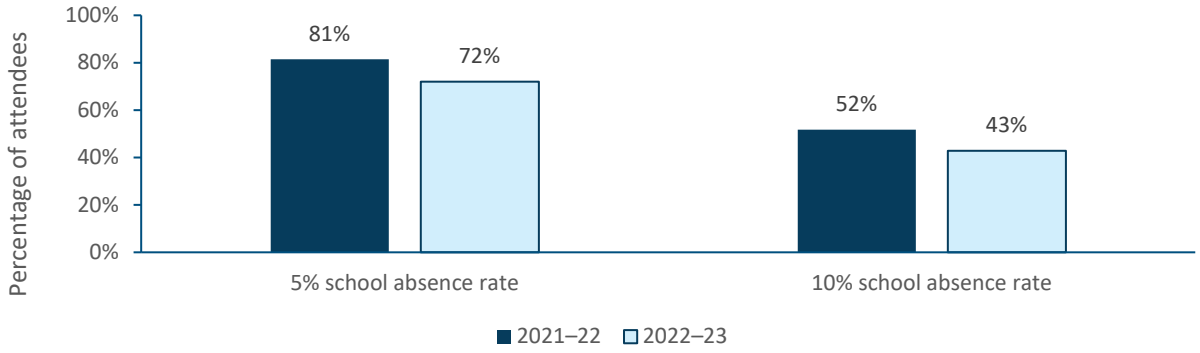


Note. *N* = 742 students in Grades 8–12. Data are from the Washington 21st CCLC Data Portal and CEDARS.

Recent studies have found that chronic absenteeism rose sharply during the COVID-19 pandemic and remained high leading into the 2023–24 school year, and Black and Hispanic students had disproportionately higher rates of chronic absenteeism (Dee, 2024). OSPI defines "chronic absence" as an absence rate of 10% or more during a given school year. Evidence from prior research studies indicates that participation in out-of-school time (OST) programs is positively and significantly associated with higher levels of school-day attendance (Naftzger et al., 2015; Naftzger et al., 2017).

Data on students' cumulative school days attended were available from the prior year, enabling us to calculate an average school-day absence rate for students served in 21st CCLC centers in 2023–24. On average, students served in 2023–24 were absent for 21% of their total days during the prior academic year (*N* = 9,327 students). Chronic absenteeism is defined by OSPI as an absence rate of 10% or more during a given school year. We examined the percentage of youth attendees who met this definition of chronically absent in the prior year and the percentage of participants who had at least a 5% absence rate (Exhibit 16). We found that a vast majority of 2023–24 program participants (72%) had at least a 5% school-day absence rate during the prior academic year, and 43% were categorized as chronically absent. These rates of school-day absenteeism and chronic absenteeism are lower than those among participants during the 2022–23 programming period—which were previously 81% and 52%, respectively.

Exhibit 16. In the 2023–24 program year, 72% of youth attendees had at least a 5% school-day absence rate during the prior academic year, and more than 40% were chronically absent.

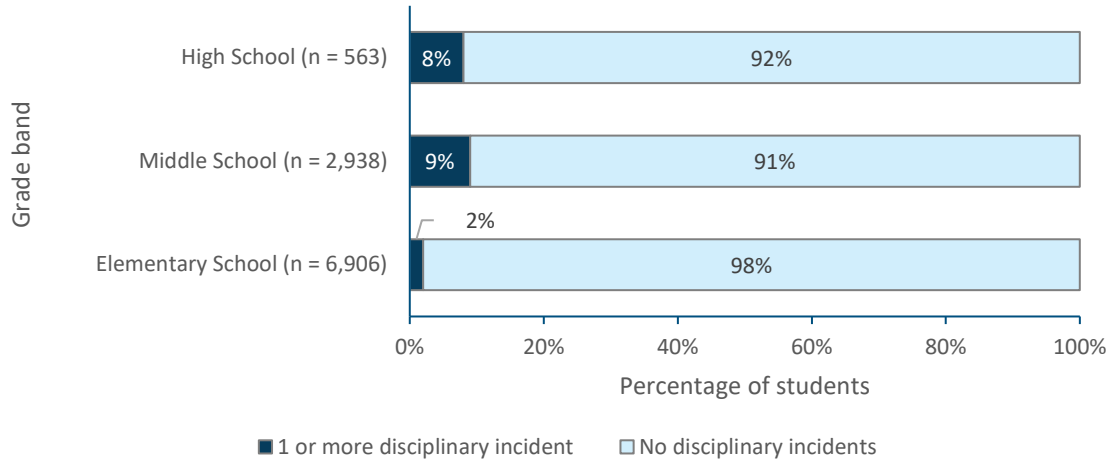


Note. *N* = 9,990 students with 2021–22 school day attendance data available; *N* = 9,327 students with 2022–23 school day attendance data available. Data are from the Washington 21st CCLC Data Portal and CEDARS.

Finally, data on total disciplinary incidents from the prior year were available for students in grades PK–12 served in 21st CCLC centers in 2023–24. The COVID-19 pandemic also caused adverse effects related to student behavior during the school day. Reporting from the Institute of Education Sciences indicated that more than 80% of public schools in the United States believe the pandemic has negatively impacted student behavior (National Center for Education Statistics, 2022). It is important to understand the degree to which students served through the 21st CCLC program experience disciplinary referrals or incidents during the school day. This is an important note because some evidence suggests that participation in OST programming can result in a reduction of disciplinary incidents (Naftzger et al., 2015; Naftzger et al., 2017).

In total, 4% of students served in 2023–24 had at least one recorded disciplinary incident from the prior academic year (*N* = 10,408). Within each grade band, we calculated the proportion of students served with one or more recorded disciplinary incidents in 2022–23. Of all grade bands, middle school students had the highest overall proportion of disciplinary incidents (9%) during the prior academic year (Exhibit 17).

Exhibit 17. Nine percent of middle school students served at 21st CCLC centers in the 2023–24 program year had at least one recorded disciplinary incident from the prior academic year.



Note. *N* = 10,408 prekindergarten through 12th-grade students with 2022–23 discipline data available. Data are from the Washington 21st CCLC Data Portal and CEDARS.

Summary

The 21st CCLC program, according to the authorizing legislation, is intended to serve youth who attend high-poverty and low-performing schools. Our analysis of baseline outcome data show that many of the students attending 21st CCLC programming in Washington are, in fact, the students that the 21st CCLC program intends to serve. Based on outcome data from the 2022–23 academic year, the vast majority of 2023–24 program participants (81%) were eligible for free or reduced-price lunch, more than one third of program participants in Grades 8–12 (34%) had a cumulative GPA of 2.0 or below, and more than two fifths of participants (43%) were considered chronically absent. Collectively, these findings suggest that the students who are most in need of additional supports (academically at risk, chronically absent, and high poverty) are quite prevalent among 21st CLLC program participants in Washington.

Chapter 2. Youth Program Attendance and Related Characteristics

Research has shown that increased attendance in afterschool programming for a young person may lead to improved outcomes for that person. The federal 21st CCLC program uses 30, 60, and 90 days as the attendance benchmarks on which programs must report. Research supports these figures, showing that youth can have improved outcomes after 30 days of program participation. Therefore, the analyses in this chapter use 30 days or more of total program participation as the threshold for regular attendance. However, research also demonstrates that youth who participate for 60 days or more have even greater improved outcomes (Kauh, 2011; Naftzger et al., 2013b). In addition, evidence from AIR's statewide evaluation work in other states across the country further corroborates the finding that youth benefit more from 21st CCLC programming the more they participate (Naftzger et al., 2015; Naftzger et al., 2017). We use this 60-day threshold to more closely examine differences in participants' self-reported program experiences in Chapter 3. The 60 days (120 hours) or more threshold is predicated on evidence accumulated by AIR that program effects associated with participation tend to be found at this level of annual program participation.

In this chapter, we examine overall youth attendance in programming and the relationship between the level of youth participation in programming and certain program characteristics by answering the following evaluation questions:

- What did program attendance look like?
- How did student characteristics relate to students' levels of program attendance?
- How did participation in different activity types relate to program participation rates and student academic performance?

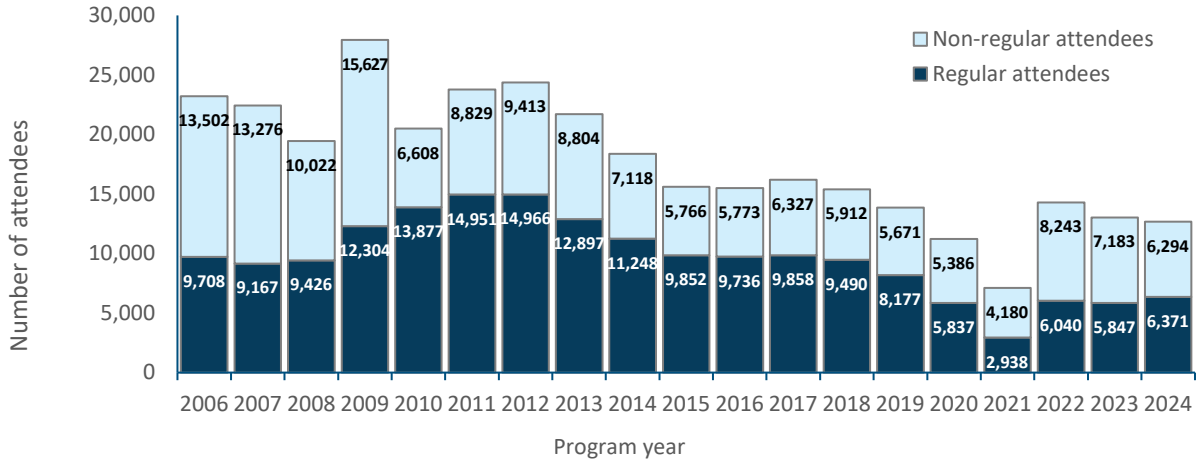
Findings	Aligned recommendations
Student program attendance • Overall student attendance decreased in 2023–24 relative to the previous program year, with 12,665 total students attending programming. Of these total attendees, 6,371 (50%) attended regularly (for 30 or more days). • Of the students who attended programming regularly in 2023–24, the highest proportion (45%) participated for 30–59 days in total. **Student program attendance and student characteristics** • A majority of regular (58%) and non-regular (53%) attendees were identified as Hispanic in 2023–24. • Most regular attendees (81%) qualified for free or reduced-price lunch. • More than a third of regular attendees had limited English proficiency (34%) and 16% identified as having special needs. **Student program attendance and program characteristics** • Nearly 50% of student attendees spent most of their time participating in arts-related activities, and 53% spent most of their time participating in STEM activities for 3 months or more. More than one fourth of attendees spent most of their time in these activities for 6 months or more. • Across all grade bands (elementary, middle, and high), students with high attendance levels tended to spend a majority of their time in specific activities, such as STEM and the arts. • No clear associations were found between program attendance levels and students earning less than 100% of attempted credits or having a GPA of 2.0 or less. • Elementary school students anticipated to need intensive reading and mathematics supports also tended to have the highest program attendance. • High school students in programs with higher percentages of teachers involved in programming had moderate to high attendance levels, whereas elementary and middle school students tended to have lower attendance levels when more teachers provided programming.	• Continue to explore approaches to building student buy-in, with respect to the importance of consistent program attendance. • Explore what strategies were successful in retaining students and document these best practices. • Explore ways to promote youth choice in programming that enables youth to self-direct into activities that represent their interests. • Explore ways to engage student participants and improve frequency and consistency of participation across the program year. • Continue to explore the different roles that center program staff can play in support of student recruitment and retention.

Student Program Attendance

Evaluation Question 2: What did program attendance look like?

Program attendance as an intermediate outcome indicator reflects the potential breadth and depth of exposure to afterschool programming. In this context, we consider attendance in terms of (a) the total number of students who participated in the center's programming throughout the year and (b) the frequency and intensity with which students attended programming when offered. The total number of students who participated measures the breadth of a center's reach, whereas the frequency and intensity of attendance measures how successful the center was at retaining students in center-provided services and activities. Exhibit 18 shows the number of attendees across program years. The percentage of regular attendees (students who attended a total of 30 days or more during the reporting period) was consistent across the 2011–19 program periods (between 59% and 63%). In 2019–20, this percentage decreased slightly to 52% before falling in 2020–21 to 41%. In 2021–22, the total number of students attending programming increased to 14,283, and the percentage of regular attendees increased slightly to 42%. In 2022–23, the total number of students who attended programming decreased to 13,030, and the percentage of students who attended regularly (45%) increased slightly compared to the previous programming year. Most recently, in 2023–24, the number of participating students decreased to 12,665, but the percentage of students who attended regularly increased to 50%.

Exhibit 18. The number of students who attended programming decreased in the 2023–24 program year, but the percentage of students who attended regularly increased compared to the previous program year.

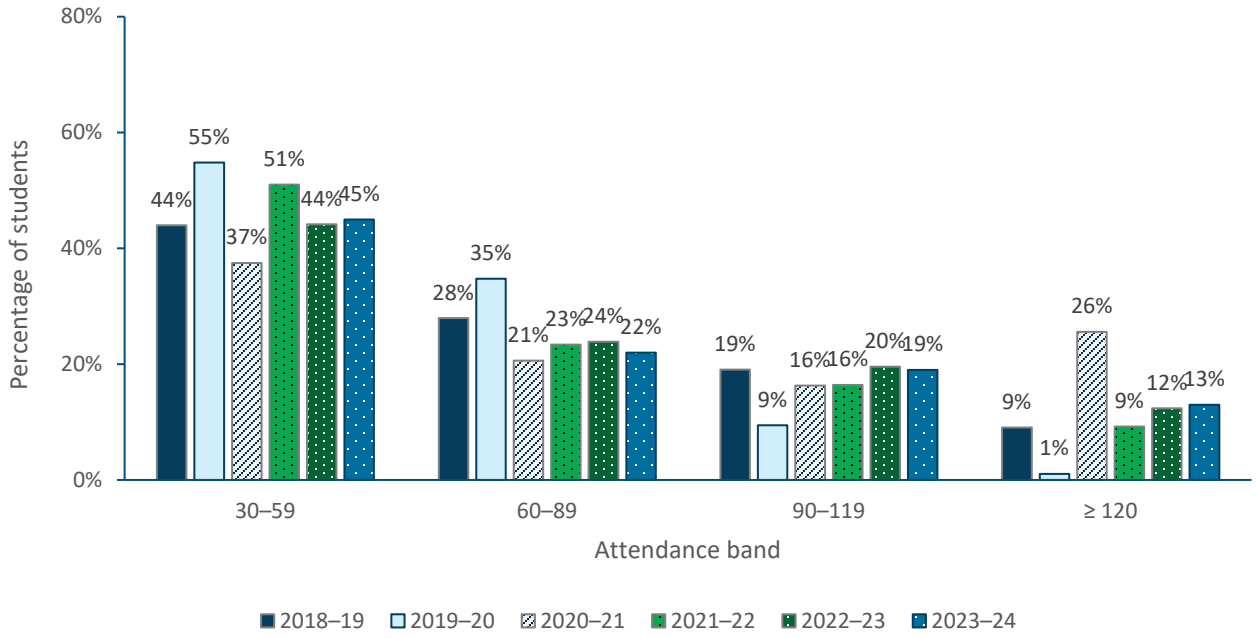


Note. The decline in attendance levels between 2009 and 2010 represents a policy change adopted by OSPI that increased the number of days a student would need to attend to be counted as a participant. Subsequent declines

in overall attendance may relate to the decline in the number of grantees and centers awarded and the COVID-19 pandemic. 2006–2020 data: From the Washington Attendee Module. 2021–2024 data: From the Washington 21st CCLC Data Portal.

We also examined attendance across 30-day attendance bands (e.g., 30–59 days and 60–89 days). In 2023–24, the greatest proportion of regular attendees (45%) participated for 30 to 59 days, with 22% participating for 60 to 89 days, 19% participating for 90 to 119 days, and 13% participating for 120 days or more (Exhibit 19). These rates show that approximately 20% of regular attendees participated at the 60-day threshold, which is associated with more substantive effects on school-related outcomes among afterschool programs in several states during the past 10 years (Devaney et al., 2016; Holstead & King, 2011; Huang & Wang, 2012; Moroney et al., 2012; Naftzger et al., 2011; Naftzger et al., 2013a; Naftzger et al., 2013b; Naftzger et al., 2013c; Naftzger et al., 2014b; Naftzger et al., 2014c; Naftzger et al., 2015; Naftzger et al., 2017; Vinson et al., 2013; Vinson et al., 2015; Vinson & Swanlund, 2017).

Exhibit 19. During the 2023–24 program year, nearly half of regular attendees participated for 30–59 days.

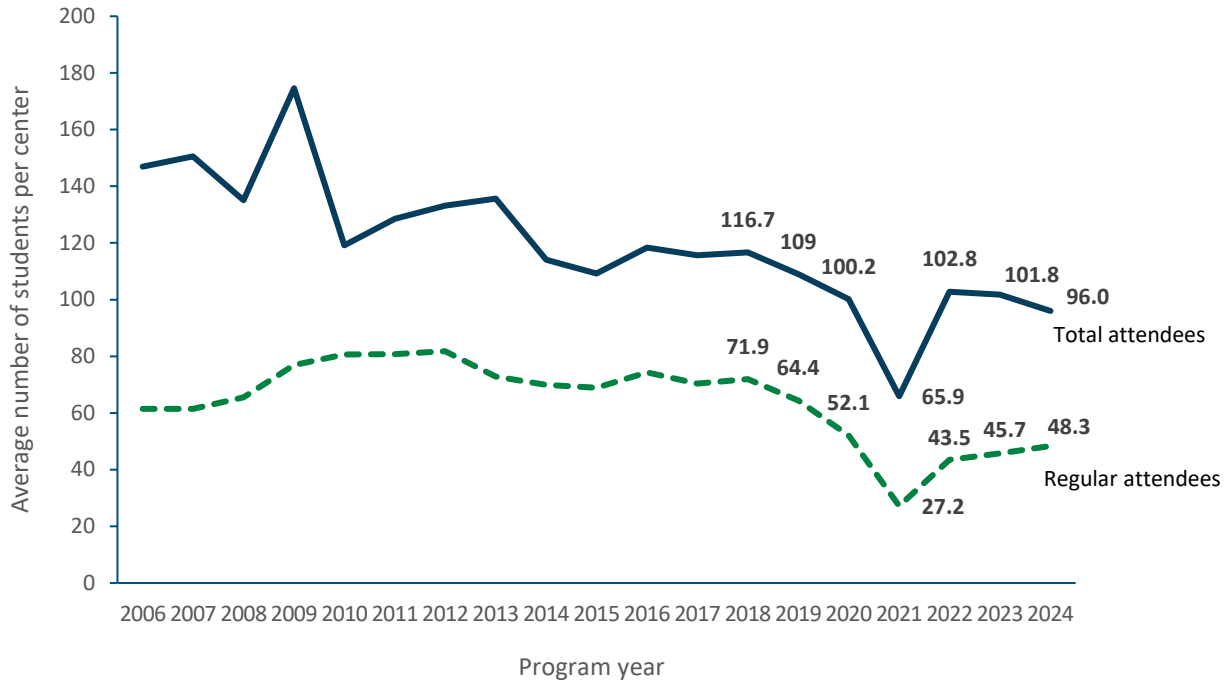


Note. Data are from the Washington 21st CCLC Data Portal.

Overall, the mean school year attendance for regular attendees (*n* = 6,366) was 69 days in 2023–24 with a median of 62 days. For the summer, the average number of days of attendance for regular attendees (*n* = 1,869) was 17 days with a median of 17 days.

Centers saw a slight increase in total attendance and regular attendance from 2015 to 2016, and then attendance leveled off in the following 2 years. In 2018–19, attendance decreased slightly, but with the disruption brought on by the pandemic, centers saw a continued decline in attendance in 2020 and 2021, followed by substantial increases in both total and regular attendance levels in 2021–22. The average number of students per center in 2022–23 plateaued at approximately 102 total attendees and 46 regular attendees, on average. Most recently, in 2023–24, the average number of students per center increased to approximately 96 total attendees and 48 regular attendees, with centers serving a range of 6 to 538 students (Exhibit 20).

Exhibit 20. In the 2023–24 program year, both the number of total attendees per center and the number of regular attendees per center increased compared to the previous program year.



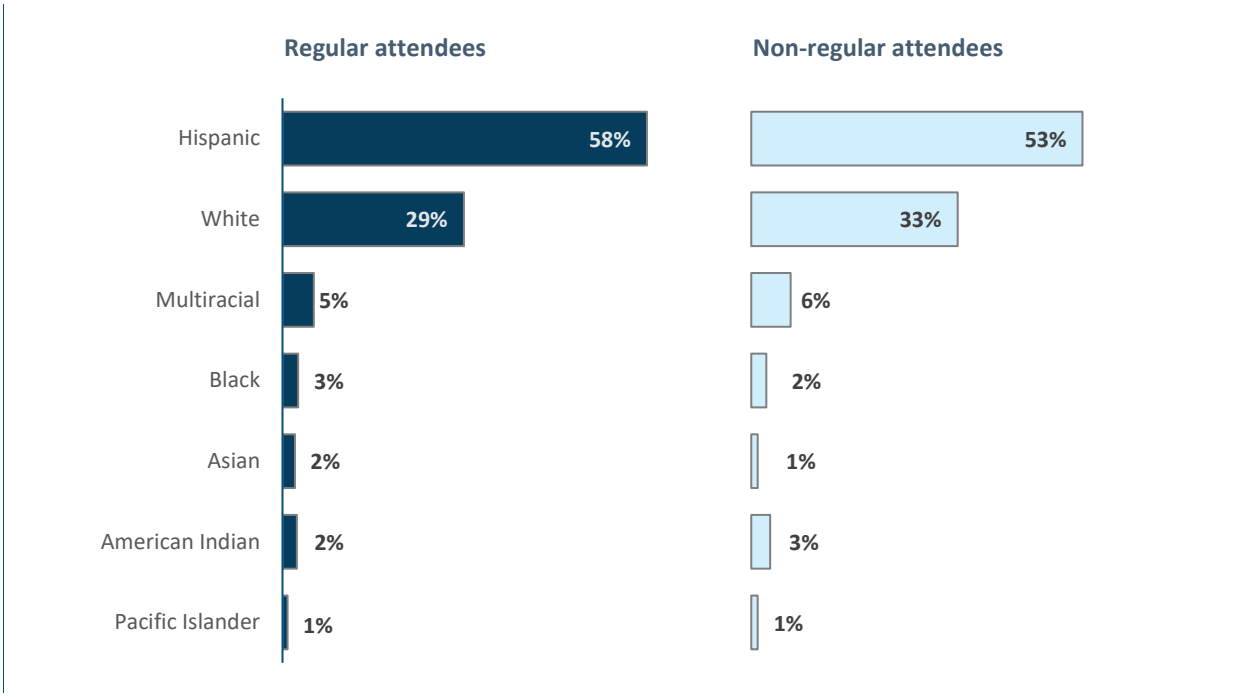
Note. The decline in participation between 2009 and 2010 represents a policy change adopted by OSPI that increased the number of days a student would need to attend to be counted as a participant. Subsequent declines in overall attendance may relate to the decline in the number of grantees and centers awarded and the COVID-19 pandemic. 2006–2020 data: From the Washington Attendee Module. 2021–2024 data: From the Washington 21st CCLC Data Portal.

Student Program Attendance and Student Characteristics

> *Evaluation Question 3: How did student characteristics relate to students' levels of program attendance?*

In this section, we examine the demographic characteristics of students who participated in 21st CCLC programming in Washington during the 2022–23 programming period. In 2023–24, a larger proportion of regular attendees identified as Hispanic (58%) compared to the proportion of non-regular attendees who identified as Hispanic (53%). A smaller proportion of regular attendees identified as White (29%) compared to the proportion of non-regular attendees who identified as White (33%). Exhibit 21 outlines the racial/ethnic backgrounds of 21st CCLC attendees in Washington.[1]

Exhibit 21. Most regular and non-regular attendees in the 2023–24 program year identified as either Hispanic or White.

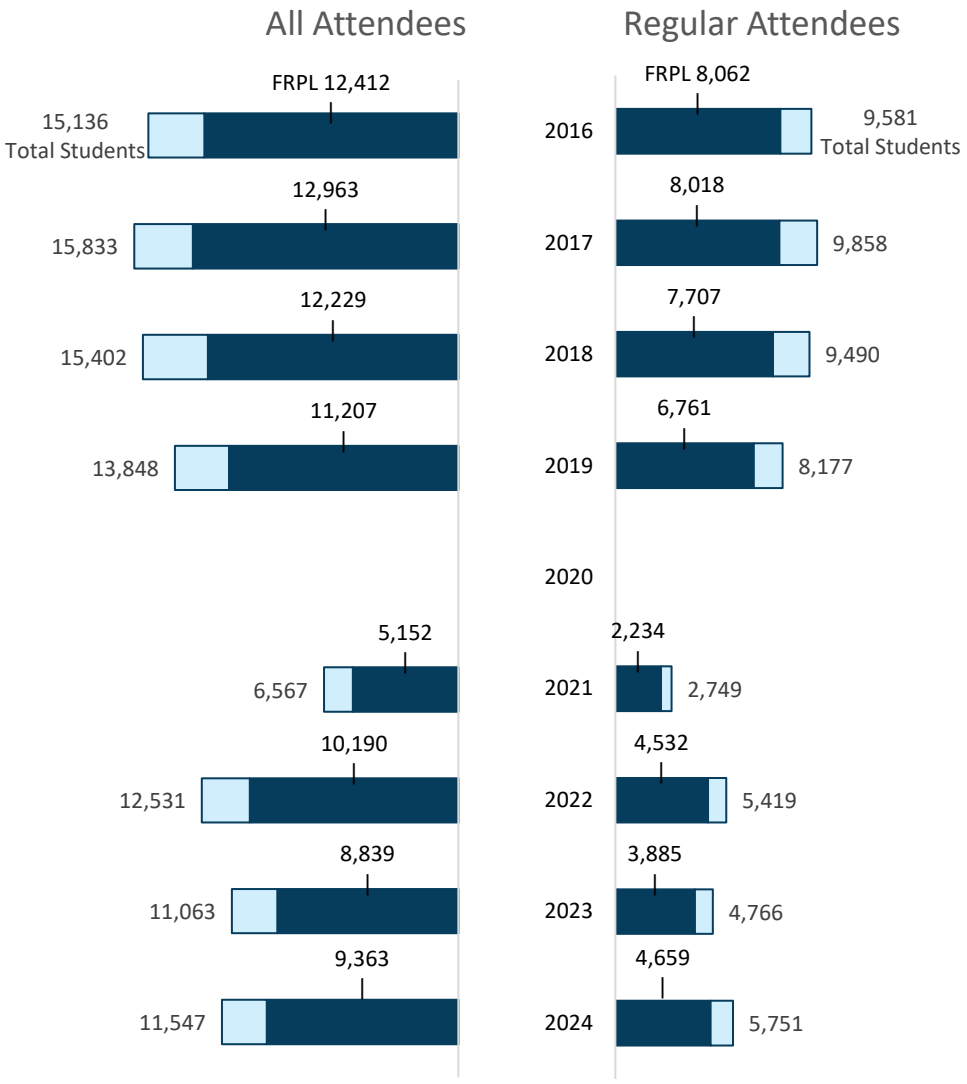


Note. *N* = 5,226 for regular attendees; *N* = 5,121 for non-regular attendees. Data are from the Washington 21st CCLC Data Portal and CEDARS.

[1] Please note that the data represented in Exhibits 21 through 24 include only students we could match in the CEDARS data system (*n* = 11,547; 80%).

The 21st CCLC program specifically provides afterschool activities and services for students living in high-poverty communities attending schools in need of improvement. Typically, states rely on student eligibility for free or reduced-price lunch as a metric to assess how well states and grantees reach this target population. The number of attendees eligible for free or reduced-price lunch is shown in Exhibit 22. An estimated 81% of all attendees and regular attendees were eligible for free or reduced-price lunch during the 2023–24 programming period.

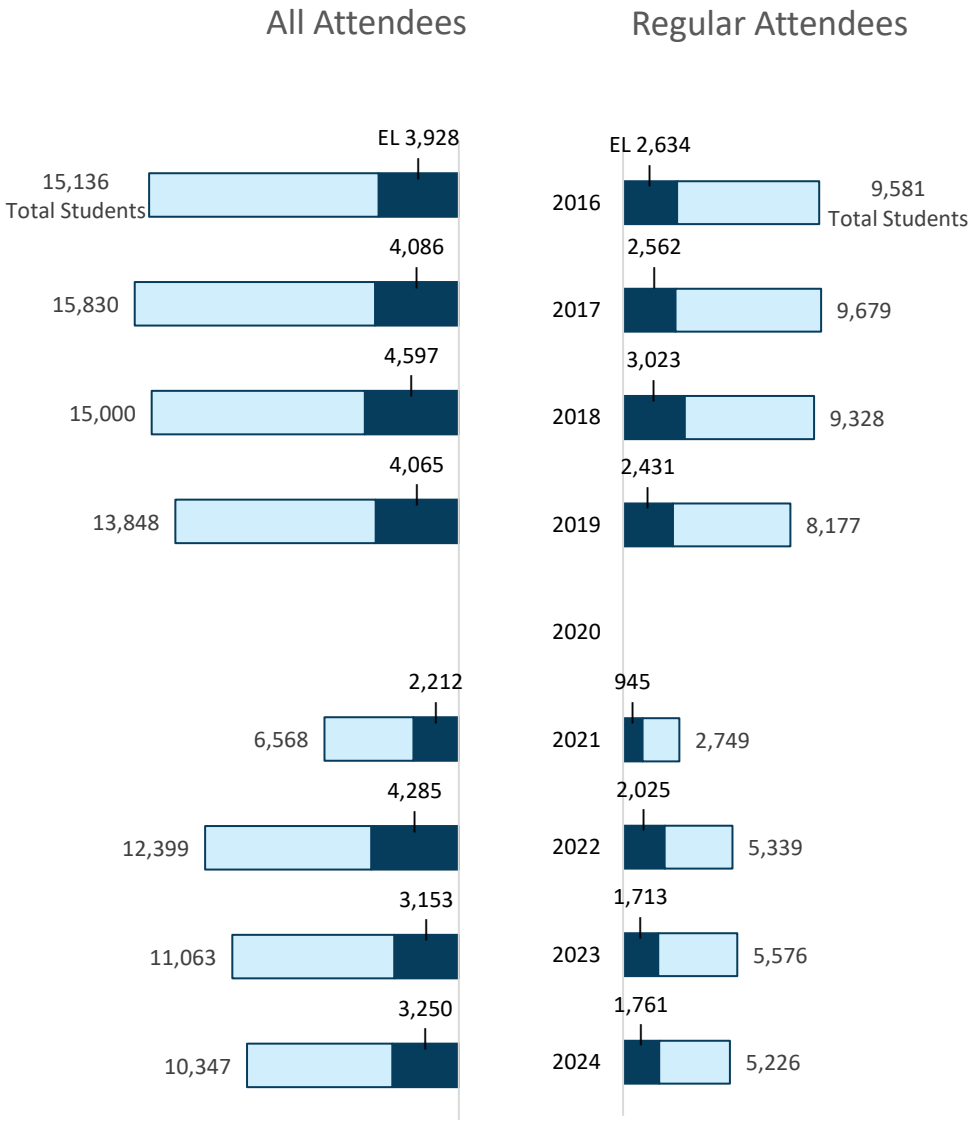
Exhibit 22. A majority of the 21st CCLC program participants in Washington over the last 8 program years have qualified for free or reduced-price lunch.



Note. FRPL = free or reduced-price lunch. We do not show the number of students whose FRPL status was unknown. We removed program year data for 2006–2015 from this figure to maximize readability. We did not receive 2019–20 demographic data from OSPI. Data are from the Washington Attendee Module, Washington 21st CCLC Data Portal, and CEDARS.

In addition to free or reduced-price lunch eligibility, information about the student population served by 21st CCLC programming recorded in CEDARS includes students designated as being English learners (ELs) or having special needs. As Exhibit 23 shows, 31% of all participants and 34% of regular attendees were ELs during 2023–24—a slight increase from the 2022–23 program year.

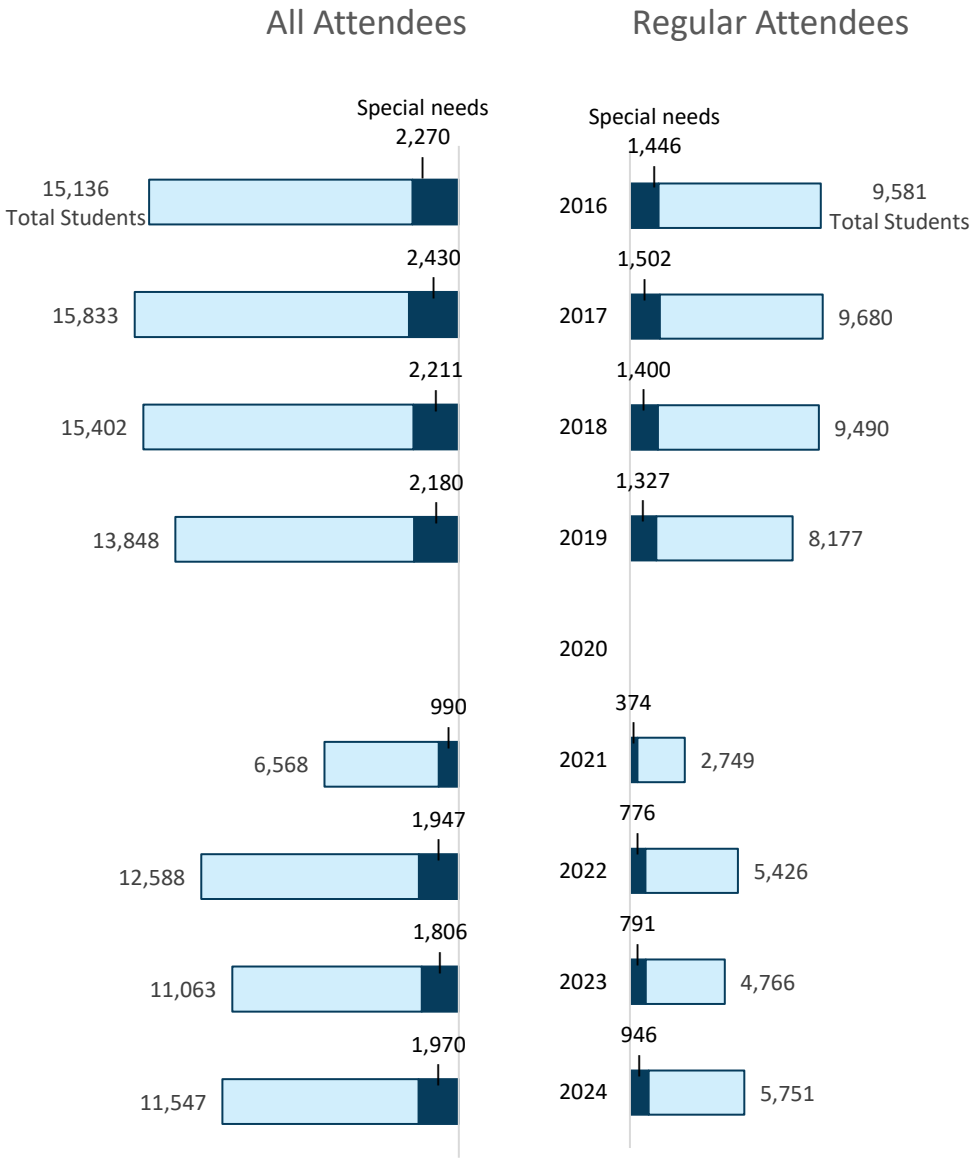
Exhibit 23. English learners accounted for 30% or more of total program attendees and regular program attendees in the 2023–24 program year.



Note. EL = English learners. We do not show the number of students whose EL status was unknown. We removed program year data for 2006–2015 from this exhibit to maximize readability. We did not receive 2019–20 demographic data from OSPI. Data are from the Washington Attendee Module, Washington 21st CCLC Data Portal, and CEDARS.

Exhibit 24 shows the total number of attendees, the total number of regular attendees, and the number of attendees who had special needs. During the 2023–24 program year, 17% of all attendees and 16% of regular attendees had a special need—consistent with the 2022–23 program year.

Exhibit 24. Fewer than 20% of both total and regular program attendees over the past 8 program years have been identified as having a special need.



Note. We do not show the number of students whose special needs status was unknown. We removed program year data for 2006–2015 from this exhibit to maximize readability. We did not receive 2019–20 demographic data from OSPI. Data are from the Washington Attendee Module, Washington 21st CCLC Data Portal, and CEDARS.

Student Program Attendance and Program Characteristics

> *Evaluation Question 4: How did participation in different activity types relate to program participation rates and student academic performance?*

In this section, we examine key differences in program and student characteristics for groups of students who attended programming more regularly versus those who attended less regularly. The first step in this process was to classify each student attending programming in the 2023–24 programming period into one of four, relatively equal, groups based on the level of program attendance. Because the level of program attendance varied by grade level, with younger students attending more frequently than older students, we ran the classification process separately for elementary, middle, and high school students. We generated attendance quartiles within each grade band based on the total number of program days attended by each student in 2023–24, with the first quartile (Quartile 1) representing students who attended the least regularly and the fourth quartile (Quartile 4) representing students who attended the most regularly.

Next, we wanted to explore how membership in a given attendance quartile may be related to a set of program and student-level characteristics, such as students spending the majority of their time participating in specific types of activities (such as STEM or the arts) or their performance in key school-related outcomes. Our goal here was to explore whether certain types of characteristics or programmatic circumstances are associated with more or less participation in programming.

To account for these differences in program and student characteristics, we ran one-way analyses of variance on attendance for each grade band using the program attendance quartiles as the explanatory variable to gain a better understanding of which site activities might be associated with higher or lower levels of attendance. We applied the same methodological approach to all subsequent analyses of program attendance by student academic characteristics and center staffing.

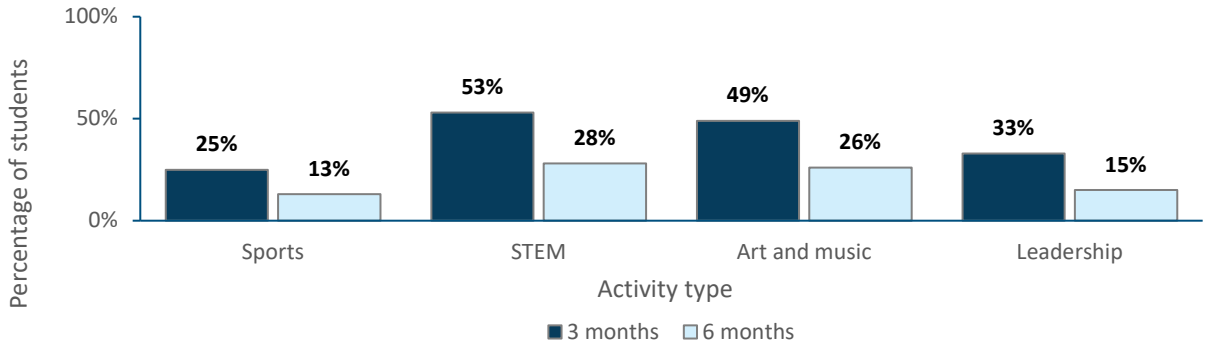
Student Participation by Types of Activities Attended

As part of our data collection efforts, we asked all subgrantees to report monthly on whether students spent the majority of their time in the following types of activities: sports, STEM, the arts, or leadership. These four activities are not mutually exclusive, and students could participate in more than one type of activity during the programming period. We wanted to understand the proportion of students spending most of their time in these activities consistently across the program year. We then calculated the total number of months during

which students spent the majority of their program time in each type of activity. For the analyses in this section of the report, we compared students that spent the majority of their time attending programming in one of the four categories for 3 or more months and 6 or more months. In other states, when we have performed similar types of analyses, we have generally found a positive relationship between higher levels of program participation and more concentrated participation in specific program categories such as STEM and the arts (Kazi et al., 2023; Sniegowski et al., 2023). We hypothesize that programs that offer more opportunities for students to choose activities of interest may see higher attendance levels across a longer period of time.

In Exhibit 25, we first summarize the percentage of students attending programming during the 2023–24 programming period that spent the majority of their time in sports, STEM, the arts, or leadership programming for 3 months or more and 6 months or more. We found that students were more apt to spend the majority of their programming time participating in STEM and arts activities, although in each case, less than half of the students spent the majority of their time in these types of activities over a 3-month period, and less than 30% did so for 6 months or more (Exhibit 25). In viewing the exhibits that follow, the reader should keep these levels in mind.

Exhibit 25. Nearly half or more of the students spent most of their time in STEM activities and art and music enrichment for 3 months or more. Percentages were lower across all activity types for students who participated in them for 6 months or more.

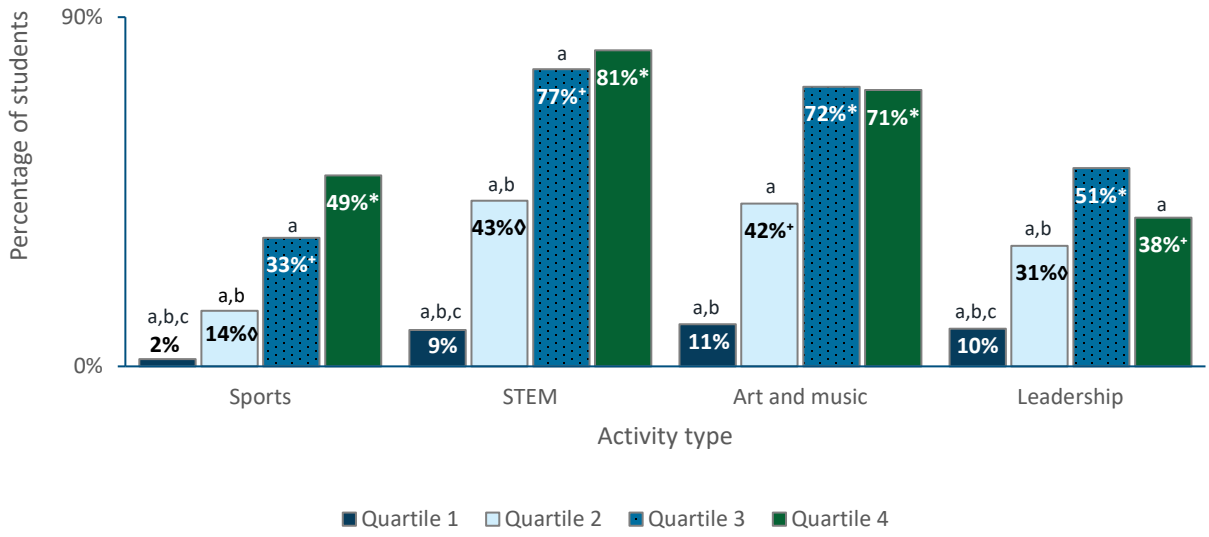


Note. N = 12,665 students in Grades PK–12. Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal.

We then examined program attendance using the quartiles described previously among students with 3 or more months of involvement (Exhibits 26–28) and 6 or more months of involvement in each type of activity (Exhibits 29–31). To guide the interpretation of the findings that follow, we present the STEM bars in Exhibit 26 as an example. Each bar in this chart

represents elementary student membership in the attendance quartiles described previously. Quartile 4 represents the highest attending group of elementary students, averaging about 107 days of programming. Among students in this group, 81% focused their participation on STEM activities over a period of 3 months or more. In comparison, 77% of students in Quartile 3 (which averaged 45 days of programming) and only 43% of students in Quartile 2 (which averaged 21 days of programming) focused their participation on STEM activities for 3 months or more. Similar results are shown in Exhibits 27 and 28 for middle and high school students. Our analyses showed that, across all grade bands, students with high attendance levels tended to focus their time and involvement on specific activities, such as STEM and art and music. For example, at least 70% of elementary school students (Exhibit 26) and at least 75% of middle school students (Exhibit 27) with the highest attendance levels spent most of their time in STEM activities and art and music enrichment. Nearly 80% or more of high school students with the highest attendance spent most of their time in STEM activities and art and music enrichment (Exhibit 28).

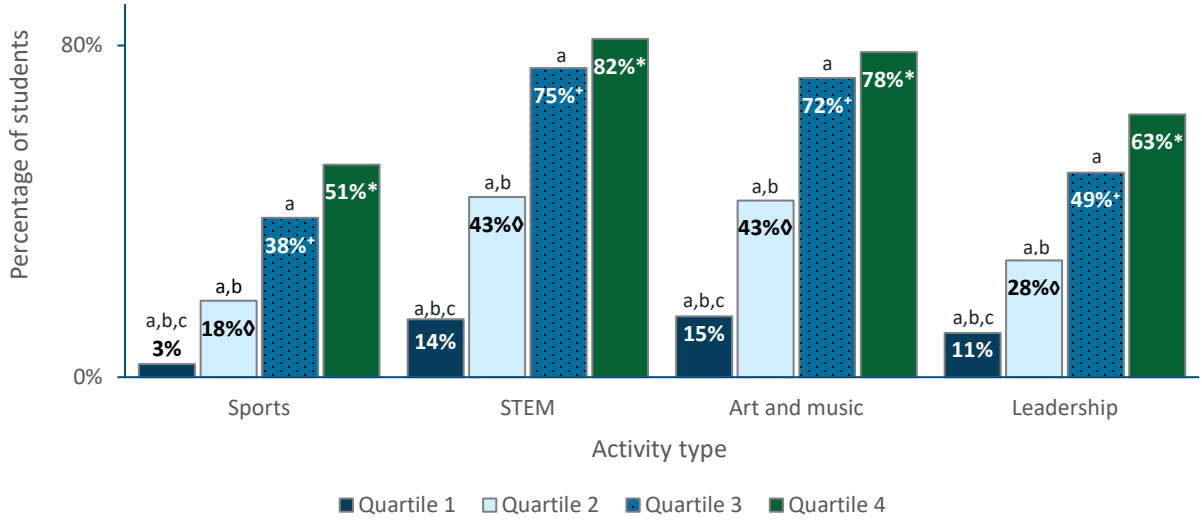
Exhibit 26. More than 80% of elementary school students with the highest attendance levels spent the majority of their time in STEM activities, and more than 70% spent the majority of their time in art and music enrichment across 3 or more months.



Note. N = 7,856 elementary school students (Grades PK–5). Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for elementary school students: 6.0 days (Quartile 1), 20.8 days (Quartile 2), 45.0 days (Quartile 3), 106.7 days (Quartile 4).
*$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.
⁺$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "b" value.

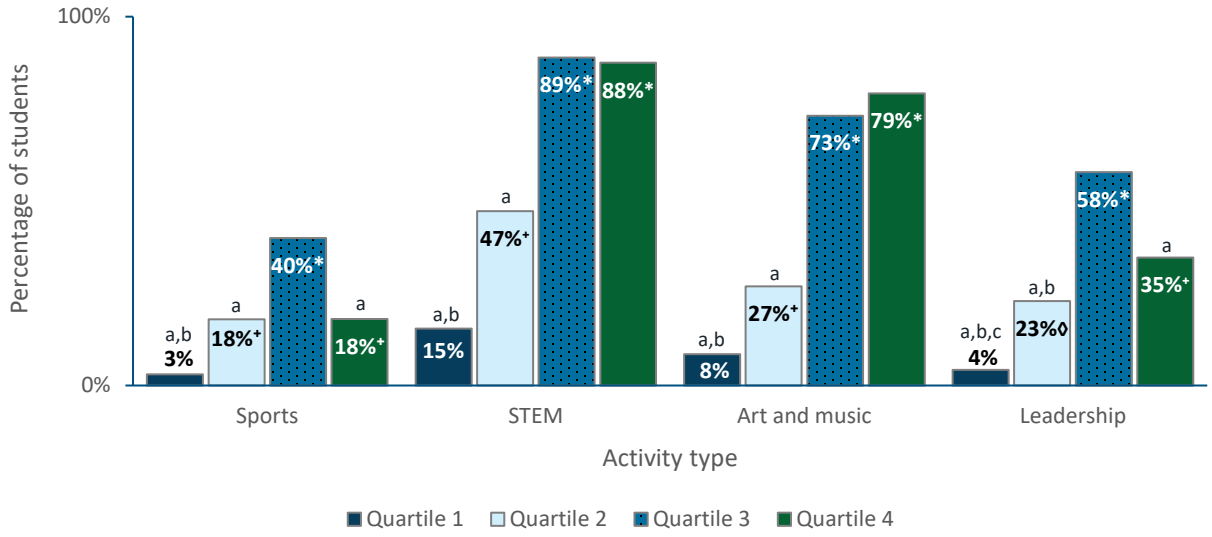
◊*p* < .05, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "c" value.

Exhibit 27. More than three fourths of middle school students with the highest attendance levels spent the majority of their time in STEM activities (82%) and art and music enrichment (78%) across 3 or more months.



Note. *N* = 3,953 middle school students (Grades 6–8). Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for middle school students: 5.0 days (Quartile 1), 20.1 days (Quartile 2), 45.7 days (Quartile 3), 100.5 days (Quartile 4).
**p* < .05, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.
+*p* < .05, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "b" value.
◊*p* < .05, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "c" value.

Exhibit 28. Eighty-eight percent of high school students with high attendance levels spent the majority of their time in STEM activities, and 79% spent the majority of their time in art and music enrichment across 3 or more months.



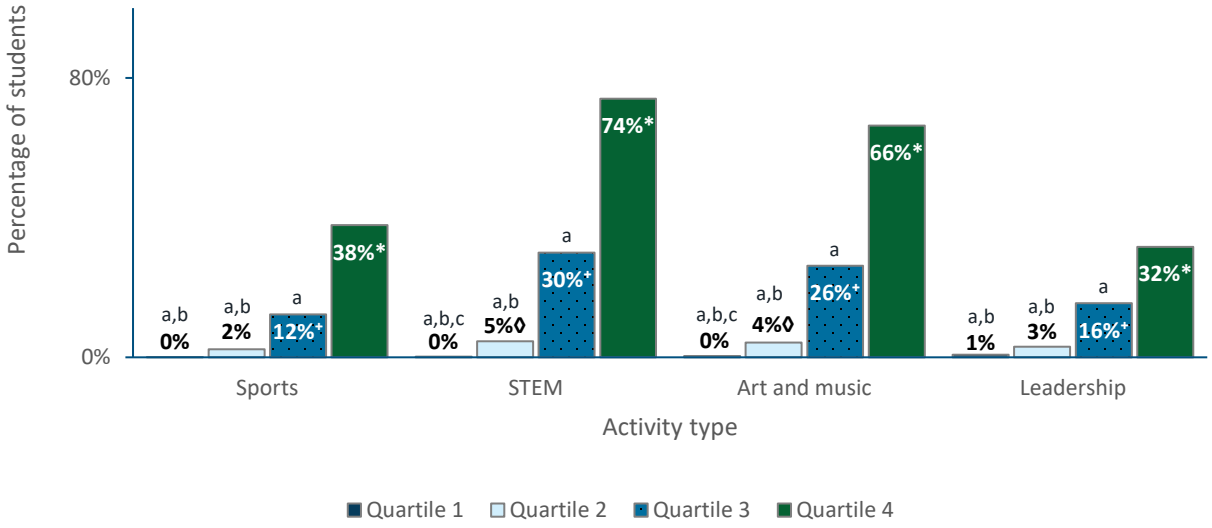
Note. *N* = 794 high school students (Grades 9–12). Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for high school students: 4.4 days (Quartile 1), 20.5 days (Quartile 2), 44.7 days (Quartile 3), 91.6 days (Quartile 4).
*$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.
$^{+}p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "b" value.
$◊p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "c" value.

For students across all grade bands (elementary, middle, and high) with 3 or more months of participation, a statistically significant difference was found between attendance quartile groups for STEM, the arts, leadership activities, and sports. The highest attendance quartile groups (e.g., Quartiles 3 and 4) tended to have the largest percentages of participating students for each activity type.

We also explored the same analyses for students who spent at least 6 months in these types of activities (Exhibits 29–31) and found similar distributions for each school level. These results were statistically significant as well. Overall, students of all grade bands with high attendance levels tended to focus their time and participation on specific activities, especially STEM and the arts. This may suggest a connection between sustained attendance in programming and student interest in specific content areas. We also recognize, however, that some of the

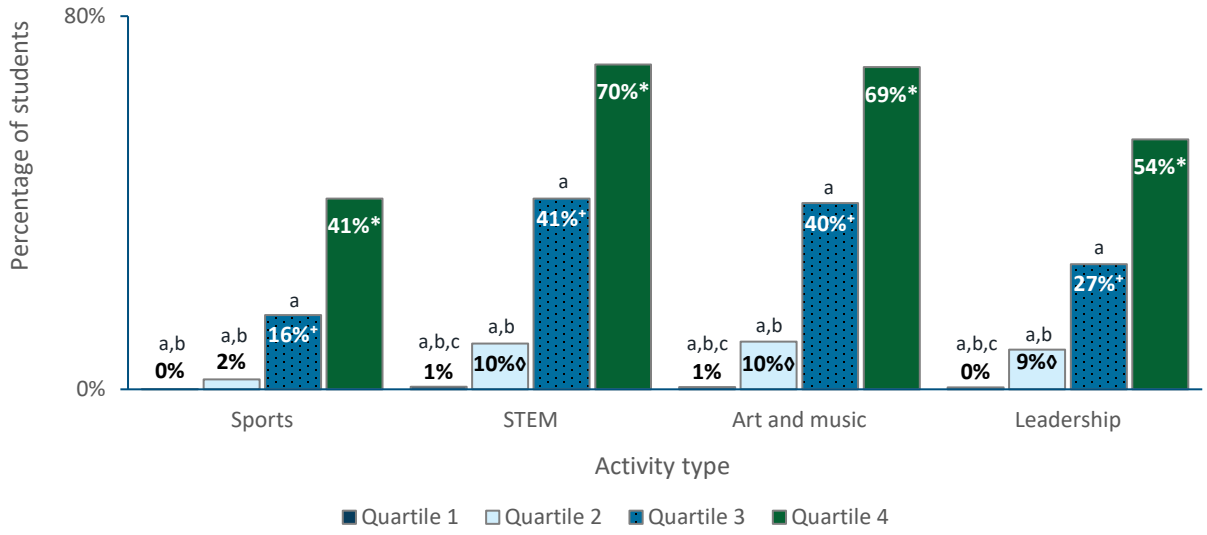
differences between quartiles are due to students in the lower quartiles attending fewer months of programming overall.

Exhibit 29. More than 70% of elementary school students with the highest attendance levels spent the majority of their time in STEM activities, and 66% spent the majority of their time in art and music enrichment across 6 or more months.



Note. N = 7,856 elementary school students (Grades PK–5). Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for elementary school students: 6.0 days (Quartile 1), 20.8 days (Quartile 2), 45.0 days (Quartile 3), 106.7 days (Quartile 4).
*$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.
$^{+}p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "b" value.
◊$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "c" value.

Exhibit 30. More than two thirds of middle school students with the highest attendance levels spent the majority of their time in STEM activities (70%) and art and music enrichment (69%) across 6 or more months.

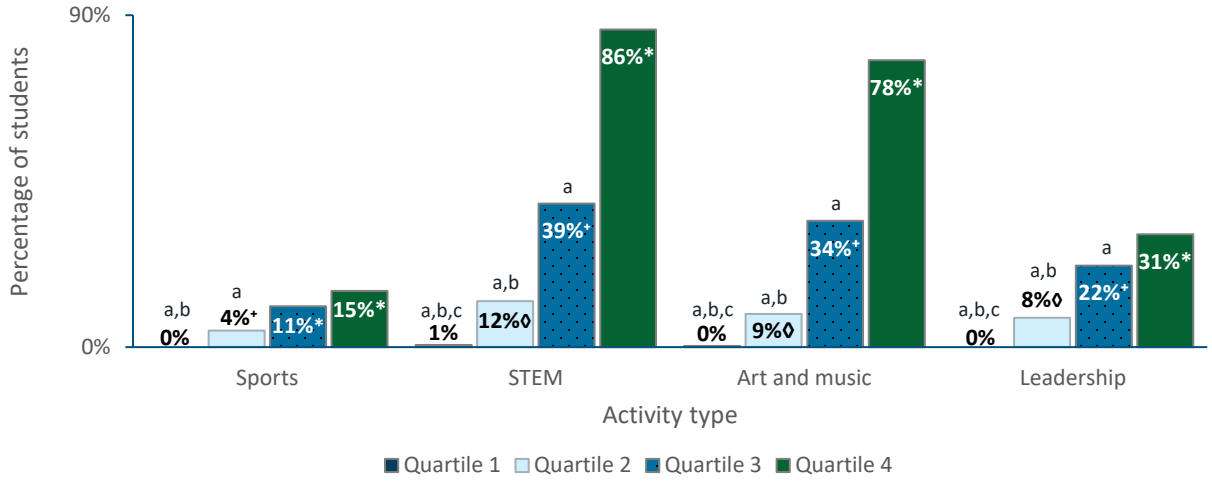


Note. *N* = 3,953 middle school students (Grades 6–8). Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for middle school students: 5.0 days (Quartile 1), 20.1 days (Quartile 2), 45.7 days (Quartile 3), 100.5 days (Quartile 4).

*$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.

$^{+}p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "b" value.

Exhibit 31. More than 80% or more of high school students with the highest attendance levels spent the majority of their time in STEM activities, and 78% spent the majority of their time in art and music enrichment across 6 or more months.



Note. *N* = 794 high school students (Grades 9–12). Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for high school students: 4.4 days (Quartile 1), 20.5 days (Quartile 2), 44.7 days (Quartile 3), 91.6 days (Quartile 4).

*$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.

$^{+}p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "b" value.

◊$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "c" value.

Student Participation by Need for Improvement in Academics

The evaluation team also looked at the relationship between program attendance levels and students in Grades 8–12 with room for academic improvement based on their 2022–23 GPA (2.0 or less) or percentage of attempted credits earned (less than 100). We found that all four attendance quartile groups had similar proportions of students earning less than a 2.0 GPA and students earning less than 100% of credits attempted.

Student Participation by Need for Intensive Reading and Mathematics Supports

To understand the types of experiences that youth have in programming and the level of mathematics and readings supports they receive, we asked programs to report on both the anticipated level of support each student would need at enrollment and the actual level of support students received each month. These support levels are as follows:

- **Level 1: Incidental Support for Mathematics or Reading/Literacy.** Youth receive incidental supports in response to an in-the-moment problem or question they have while completing a mathematics or reading/literacy task. This support is most commonly offered for homework help when youth need assistance in completing a given assignment. These activities react to the in-the-moment needs of participating youth and are not predicated on a preplanned set of activities designed to support skill building in targeted areas.
- **Level 2: Intentional Mathematics or Reading/Literacy Enrichment or Instruction.** Youth participate in enrichment or instructional activities intentionally constructed to support skill development and/or interests (e.g., poetry club and reading circles). Youth may have been recruited to participate in these activities due to their need to further develop skills, or they may have self-selected into the activity because of their interests. Activities are primarily delivered in a whole-group format and tend to have higher youth-to-activity-leader ratios than those associated with Level 3. Activity lesson plans typically articulate the specific skills the activity cultivates or how youth interest will be cultivated, although less effort is dedicated to assessing formatively how individual youth progress in the areas of interest.
- **Level 3: Intensive Support for Reading/Literacy or Mathematics Skill Building.** Youth identified as needing substantive assistance to address skill deficits receive targeted and intensive support and attention from qualified activity leaders to improve specific reading or mathematics skills. Instructional support is either individualized or provided in small groups (activity-leader-to-youth ratios are approximately one activity leader per five youth or less). Literacy and mathematics skill areas targeted for improvement have been identified through feedback received from school-day teachers and/or the use of validated assessments. Youth progress is periodically assessed, and instructional supports are modified to support further youth growth and development in the targeted areas.

Center program staff reported the level of mathematics and reading supports they anticipated each student needing upon enrollment into the program. Each month, the staff reported the level of reading and mathematics supports the students actually received. Exhibit 32 outlines the number of students anticipated to need Level 3 reading or mathematics supports versus the actual number of students. The actual numbers reflect whether a student received Level 3 supports within any month of the 2023–24 program year.

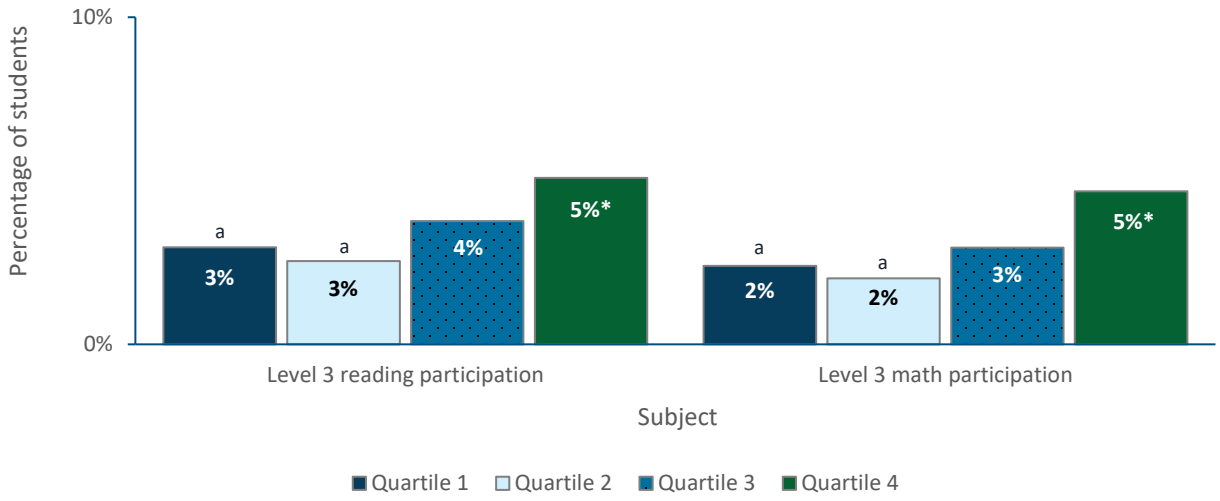
Exhibit 32. Anticipated versus actual Level 3 supports in reading and math.

Level 3 supports	Anticipated	Actual
Level 3 reading supports	504	630
Level 3 mathematics supports	469	583

Note. Data are from the Washington 21st CCLC Data Portal.

We examined the relationship between program attendance levels and students who were anticipated to need the most intensive supports (Level 3) in reading or mathematics. Elementary school students (Exhibit 33) who were anticipated to need Level 3 mathematics or reading supports tended to attend programming more regularly in 2023–24. Among middle school and high school students, no significant associations were found between the anticipated need for intensive supports in either math or reading and program attendance levels.

Exhibit 33. In the 2023–24 program year, elementary school students who were anticipated to need intensive reading and mathematics supports also tended to have higher levels of program attendance.



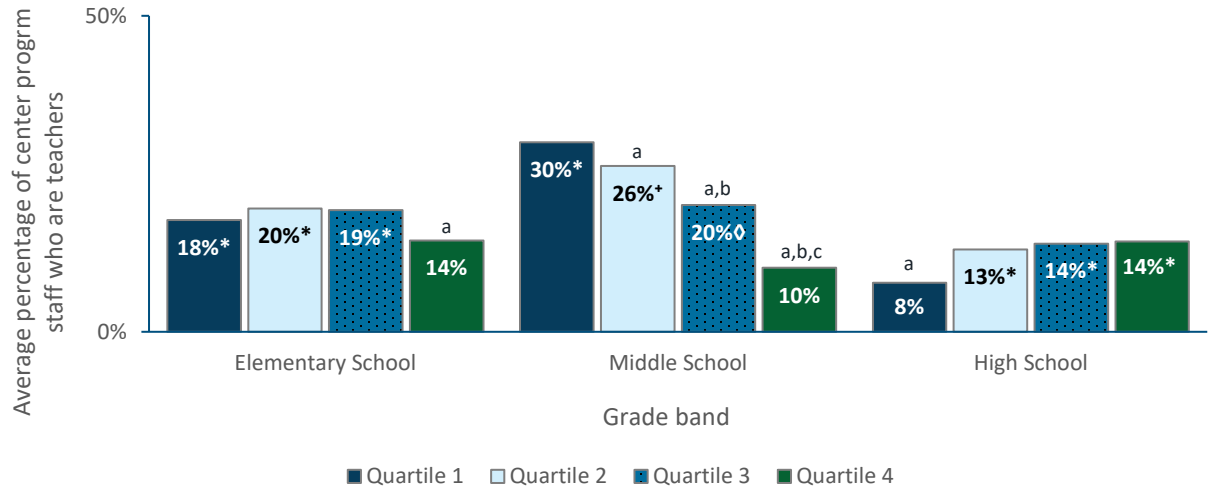
Note. N = 7,856 elementary school students (Grades PK–5). Activity categories are not mutually exclusive. Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for elementary school students: 6.0 days (Quartile 1), 20.8 days (Quartile 2), 45.0 days (Quartile 3), 106.7 days (Quartile 4). *p < .05, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.

Student Participation by Proportion of Staff Who Are Teachers

The evaluation team also looked at the association between the proportion of center program staff who are teachers and students' overall program attendance within each grade band. We ran one-way analyses of variance by grade band, using the program attendance quartiles as the explanatory variable and the percentage of school-day teachers employed as program staff as the response variable. For high school students, a higher proportion of teacher involvement was associated with moderate to high levels of program attendance; however, for elementary and middle school students, a higher proportion of teacher involvement was associated with

lower attendance levels (Exhibit 34). These findings should not be used to draw any causal conclusions regarding the quality of program staffing, for example, and student program participation. In addition, they are presented in aggregate and therefore do not capture potential nuances or variations at the center level with respect to staffing composition and attendance. Rather, these findings are intended to suggest an area for further exploration.

Exhibit 34. High school students in programs with higher proportions of teacher involvement had moderate to high attendance levels, whereas elementary and middle school students in programs with higher proportions of teacher involvement tended to have lower attendance levels.



Note. *N* = 7,856 elementary school students (Grades PK–5); 3,953 middle school students (Grades 6–8); and 794 high school students (Grades 9–12). Data are from the Washington 21st CCLC Data Portal. Average number of days attended by quartile for elementary school students: 6.0 days (Quartile 1), 20.8 days (Quartile 2), 45.0 days (Quartile 3), 106.7 days (Quartile 4); for middle school students: 5.0 days (Quartile 1), 20.1 days (Quartile 2), 45.7 days (Quartile 3), 100.5 days (Quartile 4); for high school students: 4.4 days (Quartile 1), 20.5 days (Quartile 2), 44.7 days (Quartile 3), 91.6 days (Quartile 4).

*$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with an "a" value.

+$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "b" value.

◊$p < .05$, indicating that the percentage of students for the quartile was significantly higher than quartile labels with a "c" value.

Summary

By classifying youth into higher and lower attending quartiles, we found that youth who attended 21st CCLC programming more consistently tended to focus their involvement on specific activities, such as STEM and arts enrichment. We also found that a higher proportion of elementary school students who needed to improve their mathematics or reading skills, despite the small number receiving these supports, was associated with higher youth attendance levels. In aggregate, higher proportions of school-day teachers as center program staff appeared to be associated with moderate to high youth attendance levels for high school students and lower youth attendance levels for elementary and middle school students.

It is important to note that these findings are not causal and do not indicate that offering more STEM or arts activities or increasing the proportion of school-day teachers involved in high school center programming, for example, will bolster student participation. Some of these results, however, are consistent with expectations (e.g., the positive relationship between activity types and program participation), although others suggest a relationship that may warrant additional exploration in the future, such as associations between the types of program staff employed by centers and student attendance levels.

Chapter 3. Youth Program Experiences and Learning Engagement in the Classroom

Another key element of evaluating the 21st CCLC program's impact on youth academic and social and emotional learning outcomes is examining the beliefs and perceptions of youth participants regarding their goals or motivations for attending programming and the experiences, skills, interests, and relationships they develop through participation. Two key factors connect participation in afterschool and summer programs to youth outcomes: sustained student attendance and the quality of the program (Vandell & Gülseven, 2023). Once students are enrolled in programming, research suggests that key youth development outcomes, including increased engagement in learning, critical skill building, and positive relationships, are achievable through a wide variety of program content. In prior research, youth-reported outcomes suggest that out-of-school time programming may contribute to important developmental outcomes for youth who are not traditionally represented in school-day measures of achievement or behaviors, particularly in promoting interest development, positive self-concept, and new friendships (Beymer et al., 2018; Larson & Angus, 2011; Larson & Dawes, 2015; Naftzger & Sniegowski, 2018; Naftzger, 2023; Nagaoka, 2016).

Research also indicates that program quality and access, including a supportive program environment, positive peer and adult relationships, structured skill building, and opportunities for higher-level youth engagement and leadership, supersede program content in importance for youth outcomes in the short and long term (Dearing et al., 2024; Durlak & Weissberg, 2007; Vandell et al., 2020).

The evaluation team administered a brief survey in spring 2024 to students in Grades 6–12 who participated in programming as well as to the school-day teachers of elementary student participants. The goal of the survey was to obtain information about the experiences and feelings of students and teacher perceptions of student engagement in learning in the classroom. A total of 882 students in Grades 6–12 (764 students in Grades 6–8 and 118 students in Grades 9–12) responded to the student survey In addition, school-day teachers completed 2,286 surveys about their students in Grades K–5.

In this section, we summarize the key findings from our analyses of the student and teacher surveys, from which the evaluation team hoped to gain insights into the following questions:

- What do students think of their own academic identity and self-esteem?
- What were the experiences of students attending 21st CCLC programming in the 2023–24 program year, including how they think the program has helped them?

- How did students' interests change after participating in afterschool programming?
- To what extent did students' learning engagement in the classroom change during the 2023–24 program year?

Finding	Aligned recommendation
STUDENT ACADEMIC IDENTITY AND SELF-ESTEEM • Nearly three quarters or more of the student respondents (at least 73%) indicated that getting good grades was one of their main goals and that it was important to them to learn as much as they could. • More than two thirds of the student respondents (at least 67%) either mostly or completely agreed with statements indicating strong self-esteem, such as feelings of pride and self-satisfaction, a belief in their ability to achieve success, and a recognition of their positive qualities. • Student respondents who attended programming regularly (60 or more days) consistently demonstrated higher rates of agreement with positive statements about their own sense of worth and self-esteem than respondents who did not attend programming regularly. **STUDENT PROGRAM EXPERIENCES** • More than half of the student respondents (53%) indicated that they really look forward to attending their afterschool programming. • Nearly half of the student respondents (49%) felt that their afterschool program helped them to make new friends, and nearly one third (at least 29%) felt that their afterschool program helped them to feel good about themselves and find out what they enjoyed doing. • More than half of the student respondents (at least 52%) felt that their afterschool program provided opportunities for them to try new things or work hard to get better at something. • A vast majority of the respondents (at least 79%) reported that there was an adult at their afterschool program whom they enjoyed being around, who helped them when they encountered a problem, and whom they will miss when the program ends. • A majority of the student respondents (approximately 60%) reported that students in their afterschool program supported and helped one another and were friendly with	• Further explore connections between key student characteristics (e.g., attendance status, grade level) and program experience. Consider what other data collections might be necessary to determine if and how these characteristics have a differential impact on program experience. • Further explore the perceptions and needs of students who indicated unfavorable program experiences with adult staff members and peers. Consider using qualitative methods, such as focus groups, to gather additional data that will inform continuous improvement efforts around program climate and structure.

Finding	Aligned recommendation
each other, however, for approximately 40% of students, this was not the case, especially for middle school students. • High school respondents consistently had higher rates of agreement with positive statements about peer-to-peer interactions and experiences in their program than middle school respondents did. **CHANGES IN STUDENTS' INTERESTS** • Half of the student respondents (50%) reported feeling more interested in sports than when they began participation, and nearly half (47%) reported feeling more interested in art and music. • More than one third of the student respondents (38%) reported feeling less interested in politics and government, and more than one fourth felt less interested in drama (26%) and in history (26%) than before they started. **CHANGES IN STUDENT LEARNING ENGAGEMENT IN THE CLASSROOM** • According to school-day teachers, about half of all students (at least 51%) made improvements in their learning engagement, whereas roughly one fifth (20%) of students saw no change in engagement, and 3% reported a decline in engagement.	

In addition to the descriptive analyses presented in the brief, the evaluation team also tested for differences in survey responses by a variety of student characteristics. We opted for a non-parametric test that would allow us to determine if there are statistically significant differences between two or more groups of respondents (e.g., regular versus non-regular attendees, middle versus high-school students) on ordinal survey items. Thus, we ran Pearson's chi-square tests of independence ($p \leq .05$) on each student survey item to compare the distribution of responses by attendance status, grade band, race/ethnicity, and gender identity. Significant post-hoc findings from the student survey are summarized in response to the relevant evaluation questions.

Surveys and Sample

In this section, we provide information related to the administration process and sample for the student and teacher surveys.

Student Survey

As part of the evaluation efforts each year, AIR typically administers a student survey called the Youth Motivation, Engagement, and Beliefs (YMEB) survey in mid- to late spring. Through the

survey administration process, AIR collects information in an online format at the student level—including personally identifiable information such as student school identification numbers—to connect survey responses with other data points to answer specific evaluation questions.

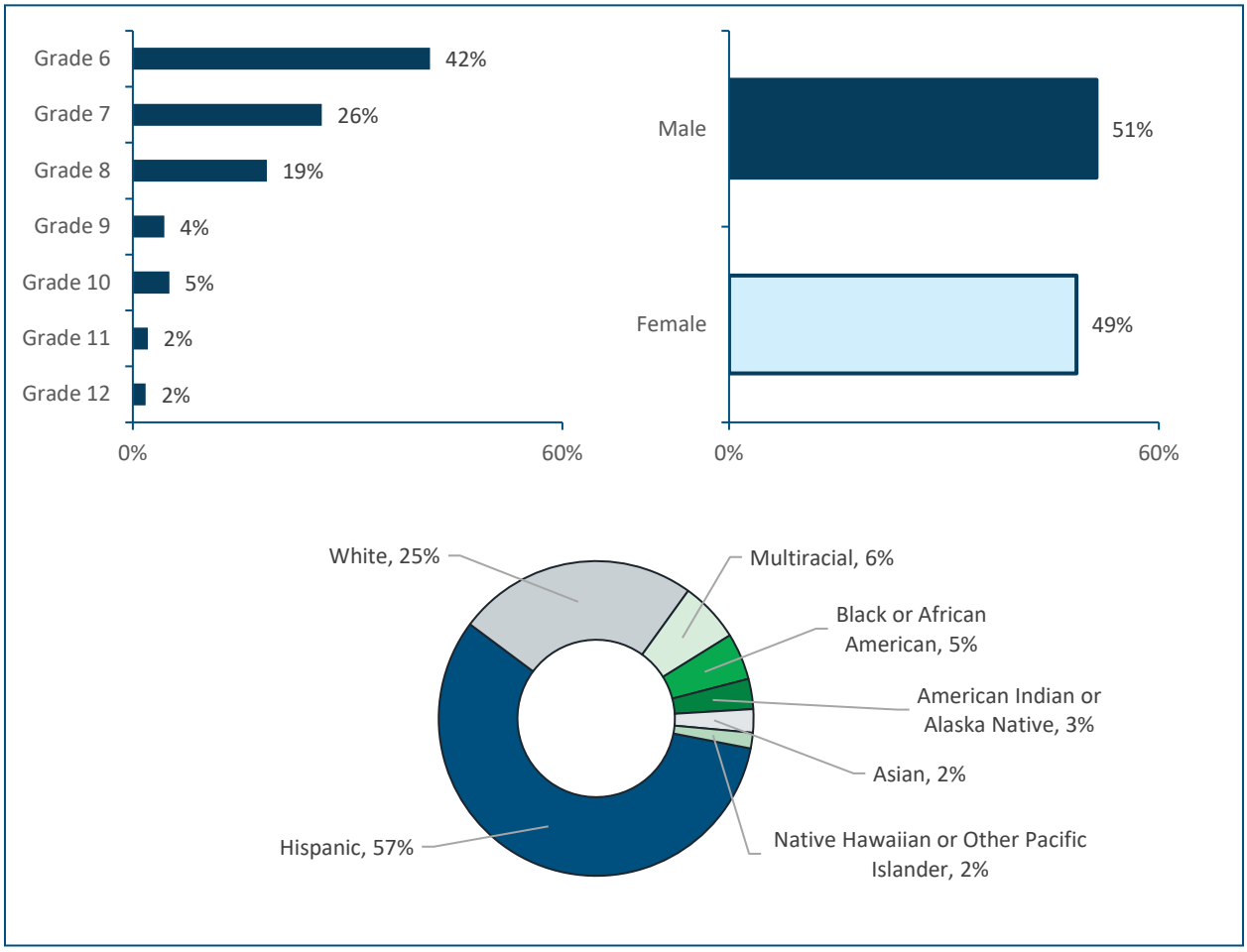
As a result of the COVID-19 pandemic and in collaboration with the OSPI, the evaluation team decided not to administer a student survey during spring 2020 and instead opted to administer alternative surveys during spring 2021 and spring 2022. The pandemic disrupted program learning environments and staff responsibilities, making it difficult to collect information from students in the same format as in the past, which was based on in-person programming. Also, to better understand youth experiences in programming as they related to the pandemic, we revisited our evaluation questions and the associated measures.

The 2022–23 school year, however, was characterized by program operations that were similar to those of the pre-COVID-19 pandemic era, with the majority of programming happening in in-person settings. Therefore, AIR and OSPI decided to revisit the administration of the YMEB survey, working collaboratively to identify the important questions we hoped to answer with data collected on a student survey and then updating the measure to reflect those goals.

We finalized the updated student survey (see Appendix A) in spring 2023, and the administration window was March–June, during each spring since finalization. Prior to administering the survey, project directors received parent passive consent forms to send to parents and guardians, giving them the opportunity to opt their child out from the survey if they wished.

The evaluation team developed the updated survey for students in Grades 6–12 to complete; however, we did set up the administration process so that programs could survey students as young as Grade 4 if they wished (the prior YMEB survey was administered to students in Grades 4–12). Our analyses of the items on the YMEB survey indicated that the measure is more appropriate for students in Grade 6 and above; therefore, we limited our analyses to only students in Grades 6–12, resulting in a sample of 882 students (764 students in Grades 6–8 and 118 students in Grades 9–12). Exhibit 35 presents demographic information illustrating the population of students who responded to the survey. The demographic composition of student survey respondents is roughly representative of all Washington 21st CCLC program participants in Grades 6–12 with available race and ethnicity data (N = 3,477), with 54% identifying as Hispanic and 31% identifying as White.

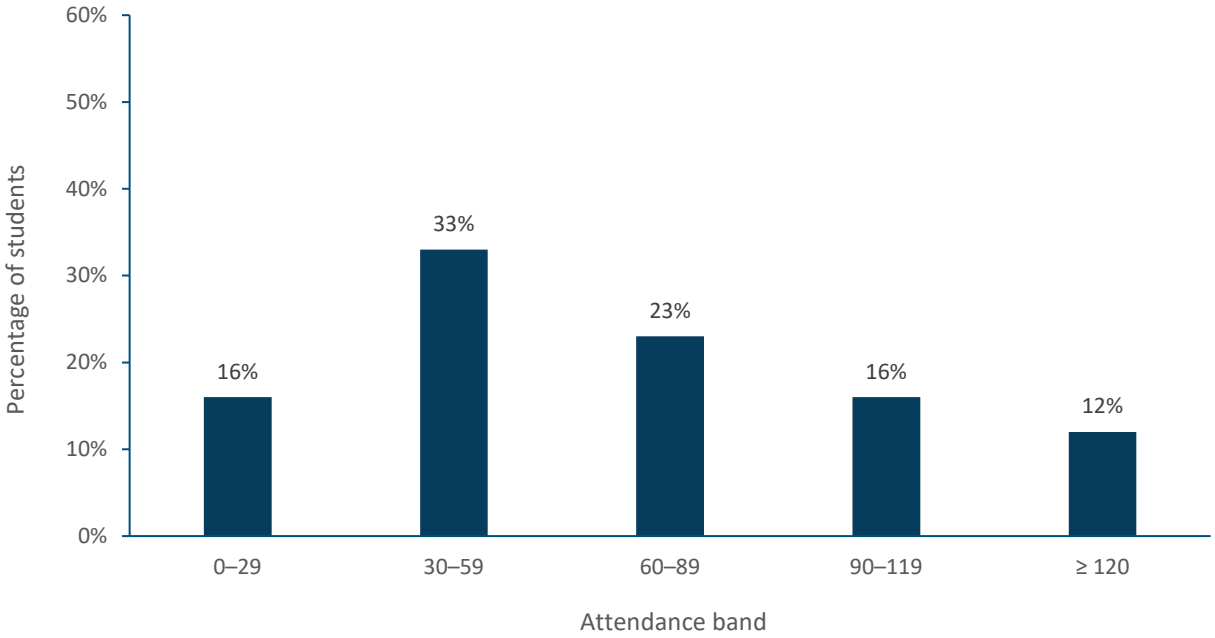
Exhibit 35. The majority of survey respondents were middle school students, and more than half identified as male. More than half of respondents identified as Hispanic, and one quarter identified as White.



Note. Data are from the Washington 21st CLCC Data Portal, student survey, and state data warehouse. *N* = 822 student survey respondents.

We also examined the attendance characteristics of the population of students responding to the survey. On average, survey respondents attended 67 program days in 2023–24, with a median of 61 days. We found that the vast majority of survey respondents (84%) attended at least 30 days during the 2023–24 programming period. We then examined the attendance of student survey respondents across 30-day attendance bands and found that the greatest proportion of respondents (33%) participated in 30–59 days of programming (Exhibit 36).

Exhibit 36. The majority of survey respondents regularly attended programming in 2023–24. One third of respondents participated in 30–59 total program days.

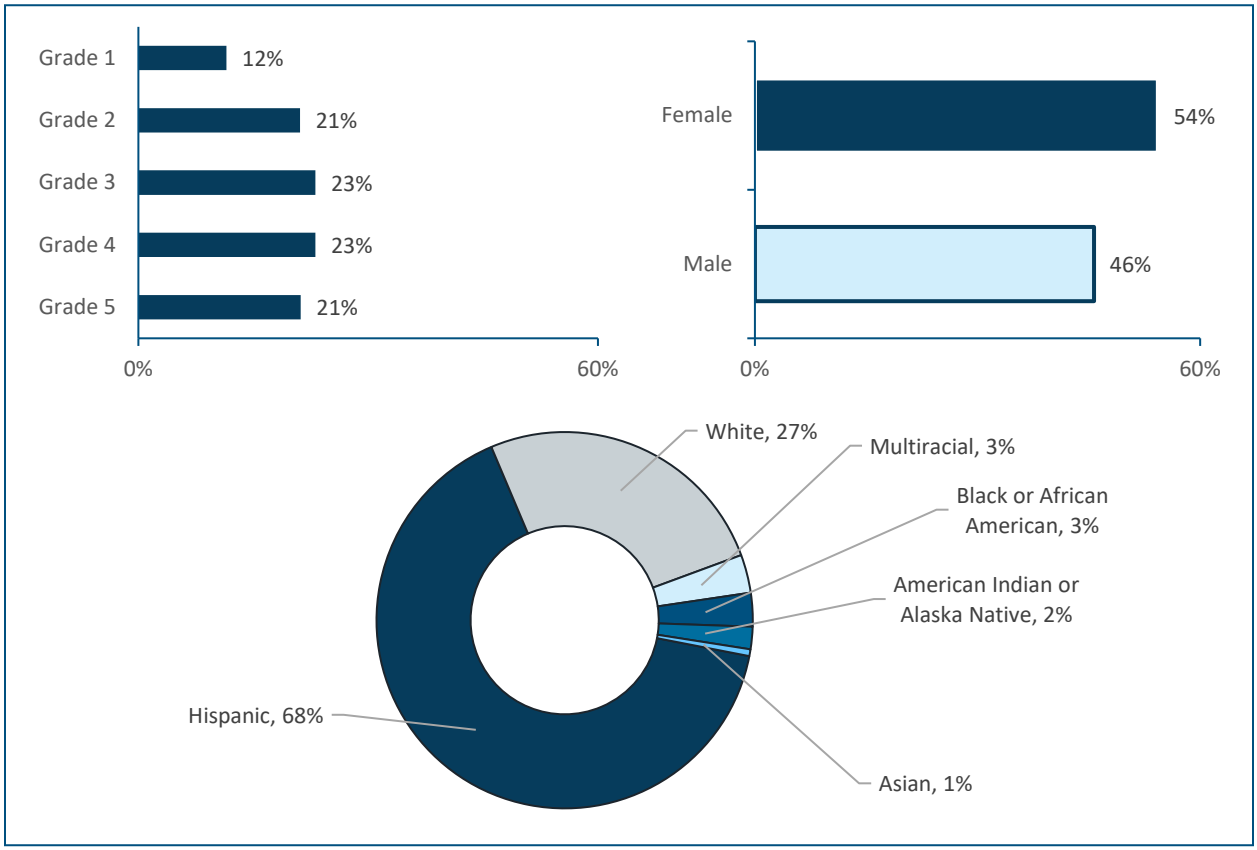


Note. Data are from data portal, student survey, and state data warehouse. *N* = 877 student respondents with attendance data available.

Teacher Survey

We asked school-day teachers to report their perceptions of the learning engagement of students in Grades K–5 who participated in 21st CCLC programming, indicating whether a student's behavior improved, declined, did not change, or did not need to improve (see Appendix B for a copy of the teacher survey). The evaluation team administered the teacher surveys in the online Washington 21st CLCC Data Portal through which program staff submit other data about their program, such as operations, staffing, activities, and student and parent attendance. Program staff identified school-day teachers associated with students who were eligible for the survey (students in Grades K–5 who had at least 1 day of program attendance). We invited teachers to the online data portal and, once signed in, presented them with a list of students about whom we asked them to complete a teacher survey, resulting in 2,286 completed surveys. Exhibit 37 highlights demographic information about the domain of students for whom teachers submitted a survey. The demographic composition of these students roughly aligns with that of all 21st CCLC program participants in Grades K–5 with available race and ethnicity data (*N* = 6,870), with 56% identifying as Hispanic and 31% as White.

Exhibit 37. The majority of students for whom teachers completed a survey were enrolled in Grades 3–5 and identified as female and Hispanic.



Note. Data are from the Washington 21st CLCC Data Portal, teacher survey, and state data warehouse. *N* = 2,286 student-level teacher survey responses.

Limitations

Potential limitations of both the teacher and student surveys include the subjectivity of responses and the potential for social desirability bias in self-reported data. For the teacher survey in particular, additional limitations include minimal exposure to students and the burden of another data collection effort on an already long list of things the teacher must do. Thus, readers should interpret all survey results with caution.

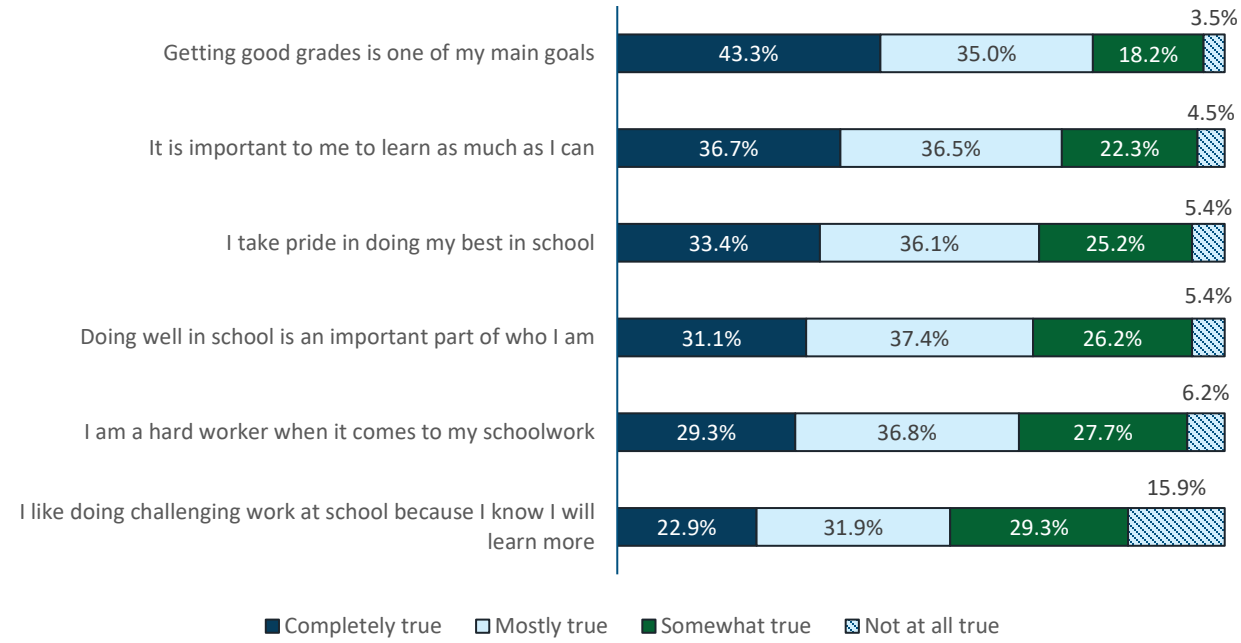
Academic Identity and Self-Esteem

> *Evaluation Question 5: What do students think of their own academic identity and self-esteem?*

Through the survey, we asked students to think about how they might describe themselves—for example, whether they take pride in doing their best work at school or if they feel that they are a person of worth. Overall, students reported positive feelings about their academic identity and self-esteem across a range of indicators, with more than 50% of students agreeing that all statements were mostly or completely true about themselves, whereas between 18% and 29% of respondents indicated only partial agreement, and between 3% and 16% of respondents felt that positive statements about their academic identity and sense of self were not at all true (Exhibits 38 and 39).

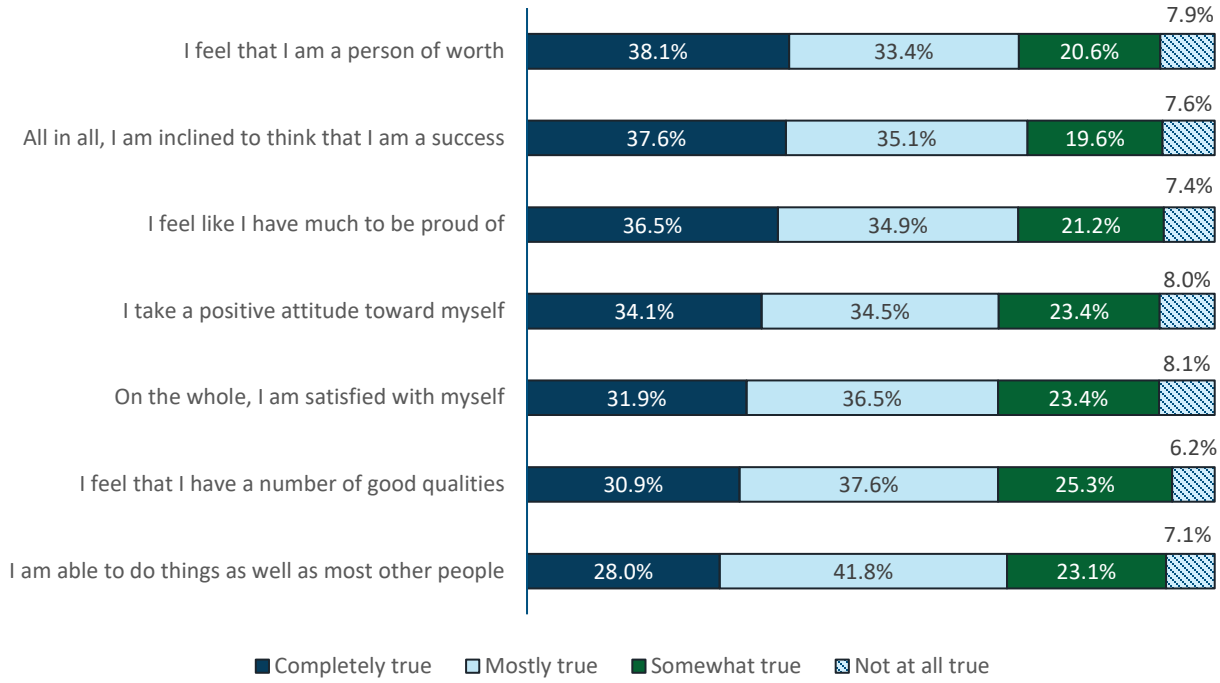
Through post-hoc significance testing, we also determined that there were statistically significant differences by attendance status in students' responses to survey questions about self-esteem. For the purposes of these analyses, we categorized regular attendees as students who participated in 60 or more program days during the 2023–24 programming period. We found that regular attendees who responded to the survey consistently demonstrated higher rates of agreement with positive statements about their own self-worth, positive qualities, and overall success (Exhibit 40). For example, 77% of regular attendees either mostly or completely agreed that they are inclined to think of themselves as a success, in comparison to only 67% of non-regular attendees. In addition, 73% of regular attendees either mostly or completely agreed that they have a positive attitude about themselves, in comparison to only 64% of non-regular attendees.

Exhibit 38. Regarding academic identity, close to half of students completely agreed that getting good grades was one of their main goals and that it was important to them to learn as much as they could. Conversely, more than 15% of students reported that statements about enjoying an academic challenge were not at all true.



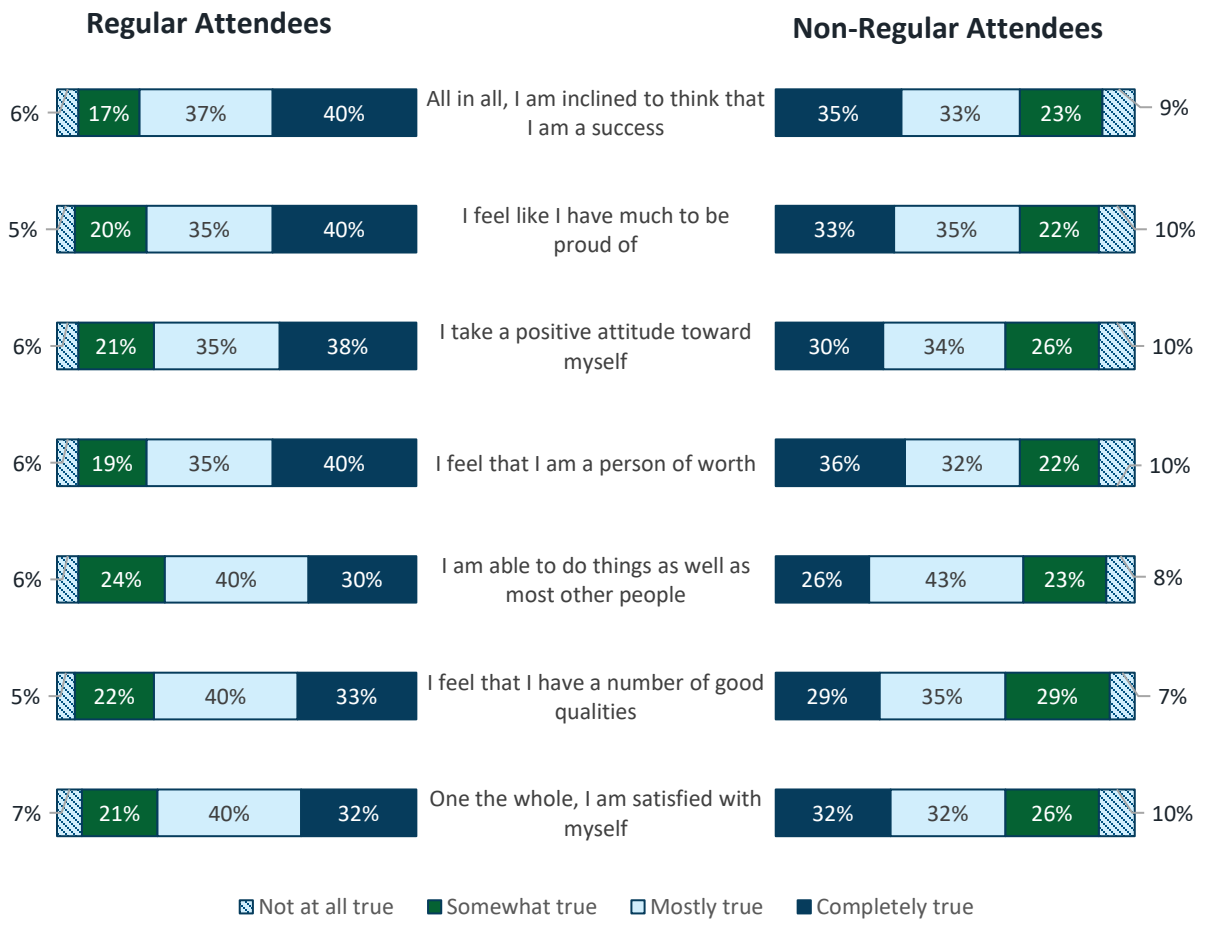
Note. Data are from student survey and state data warehouse. For this set of items, *N* = 849–860 students.

Exhibit 39. Regarding self-esteem, a majority of students mostly or completely agreed that they are successes and people of worth with much to be proud of. However, nearly one third of students indicated that these statements were only somewhat or not at all true, with 8% reporting that positive statements about their inherent worth were not at all true.



Note. Data are from student survey and state data warehouse. For this set of items, *N* = 844–854 students.

Exhibit 40. Overall, a higher proportion of respondents who attended programming regularly reported positive self-esteem in their program than non-regular attendees. For example, 77% of regular attendees either mostly or completely agreed that they are inclined to view themselves as a success, in comparison to 67% of non-regular attendees.



Note. For regular attendees, *N* = 435–440. For non-regular attendees, *N* = 403–407.

Student Program Experiences

> *Evaluation Question 6: What were the experiences of students attending 21st CCLC programming in the 2023–24 program year, including how they think the program has helped them?*

In this section, we provide details on students' program experiences, including their relationships with adults and other peers in their program, as well as their perceptions of how

attending programming has helped them. Overall, many respondents reported positive experiences in their afterschool program, with 53% of students indicating that they really look forward to attending their program. However, 42% of students reported that they only sort of look forward to attending programming, and approximately 5% reported attending without any desire to be there (Exhibit 41).

Exhibit 41. Most respondents *really* look forward to coming to their afterschool programming, whereas more than one third only somewhat look forward to attending.

Note. Data are from student survey. *N* = 861 students.

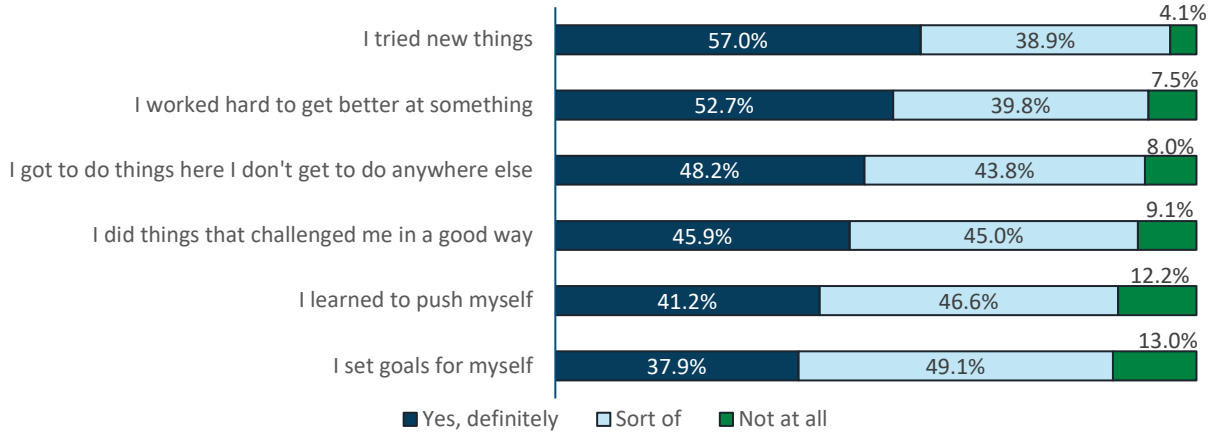
The survey asked students to select up to three specific areas in which they felt that their afterschool program had helped them (Exhibit 42). Nearly half of the respondents believed that their program helped them to make new friends (49%), and nearly one third of the respondents believed that their program helped them to feel good about themselves (31%) and discover what they like to do (29%). Students' perception that their program supports a positive sense of self is notable in light of the sizable minority of students who reported low self-esteem (see Exhibit 39). The areas in which the fewest students felt that their program helped them were (a) learning about things important to their community (6%) and (b) feeling good because they were helping their community (7%).

Exhibit 42. Nearly half of respondents thought that their afterschool program helped them make new friends, and nearly one third of respondents thought that their program helped them to feel good about themselves and discover what they like to do.

Note. Data are from student survey. *N* = 882 students. Students could select up to three response options, so the response options are not mutually exclusive.

Students also reported on whether their afterschool program provided them with certain experiences, such as trying new things or setting goals for themselves. Most commonly, students reported that they definitely had the opportunity to (a) try new things (57%) or (b) work hard to get better at something (53%; Exhibit 43).

Exhibit 43. More than half of the respondents felt that their afterschool program definitely provided experiences through which they were able to (a) try new things or (b) work hard to get better at something.

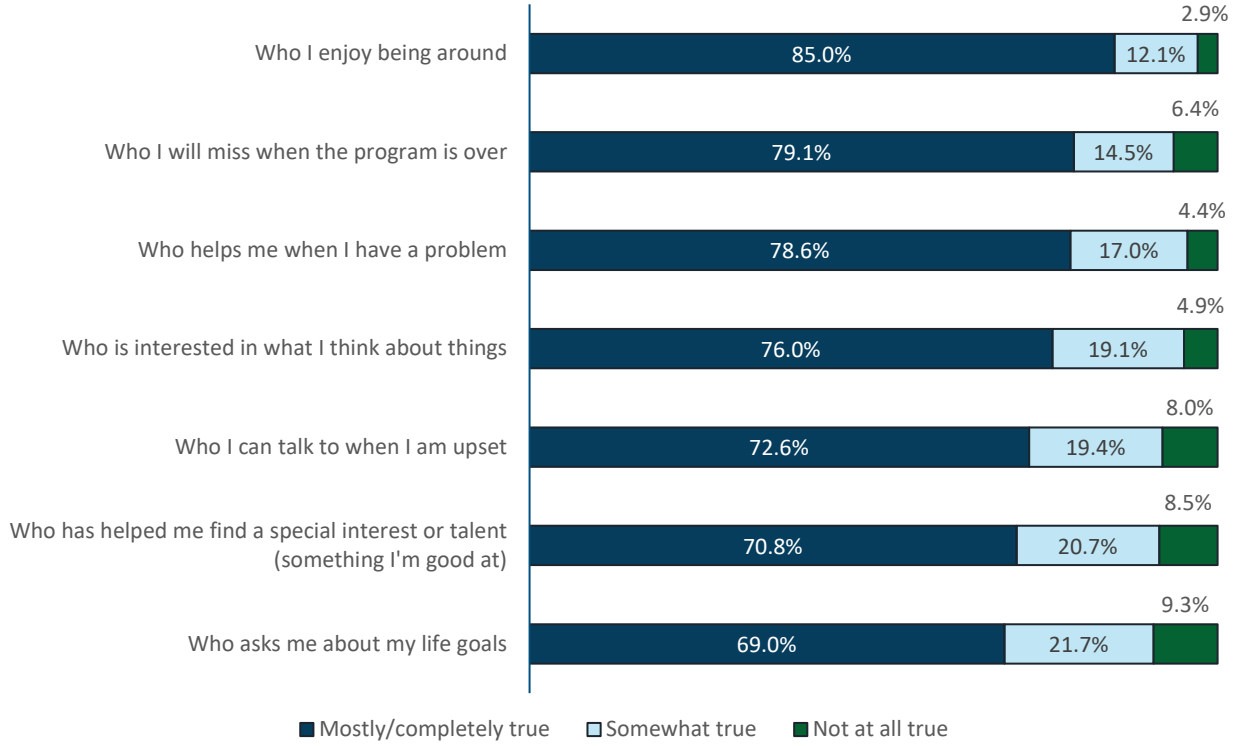


Note. Data are from student survey. For this set of items, *N* = 841–845 students.

Next, the survey asked students how they felt about the adults in their afterschool program, such as whether there was an adult who they could talk to when they were upset or who asks them about their life and goals, as well as about their experiences with other students attending programming, including whether students teased or bullied each other or treated each other with respect. Across all indicators, the majority of respondents (more than 50%) reported positive experiences with an adult in their program (Exhibit 44) and with their peers (Exhibit 45). However, a sizable minority of respondents indicated a possible lack of connection with adult program staff and negative peer-to-peer experiences within their program. For example, 31% of respondents felt that it was either not at all true or only somewhat true that there was an adult in their program who showed interest in their life goals. Similarly, 44% of respondents indicated that peers in their program did engage in bullying or teasing to some degree.

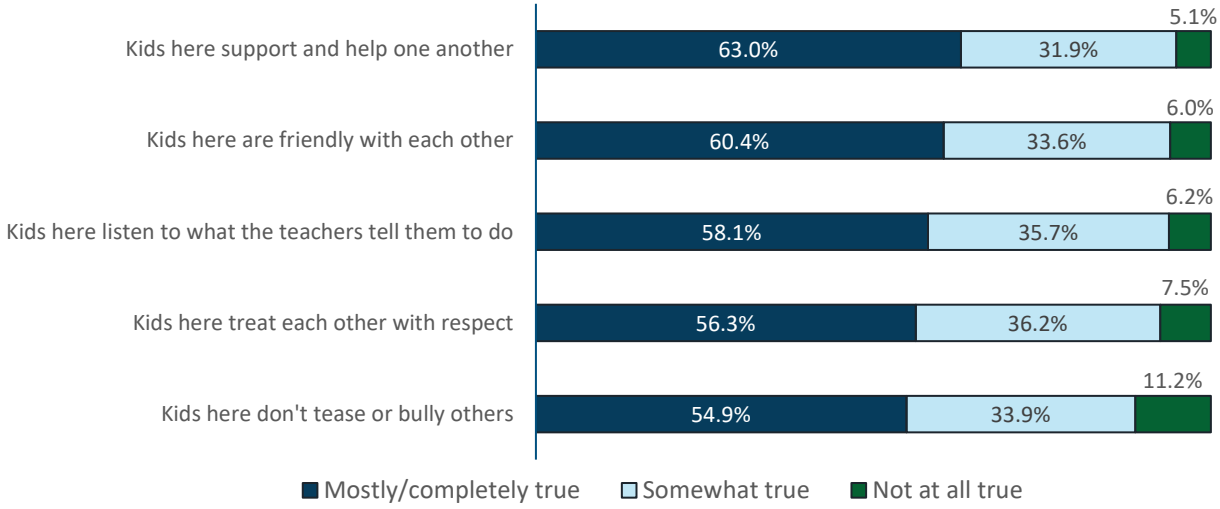
Through post-hoc significance testing, we also determined that there were statistically significant differences by grade band in students' responses to survey questions about peer-to-peer experiences. We found that high school students who responded to the survey consistently had higher rates of agreement with positive statements about interactions with peers than middle school students did (Exhibit 46). For example, 75% of high school respondents either mostly or completely agreed that kids in their program treat each other with respect, as compared to 54% of middle school respondents. In addition, 77% of high school respondents either mostly or completely agreed that kids in their program do not tease or bully each other, as compared with only 51% of middle school respondents. It is important to note that any differences by grade band should be interpreted with caution, given the disparity in sample size between middle and high school respondents. However, the distribution of survey respondents by grade band roughly approximates the overall distribution of 21st CCLC program participants in Washington, with high school students making up the smallest share of total program participants.

Exhibit 44. Nearly 80% or more of respondents reported that their afterschool program had a supportive adult with whom they enjoyed spending time and whom they will miss when the program ends, although a sizable minority (12% or more) indicated having limited connections with adult program staff.



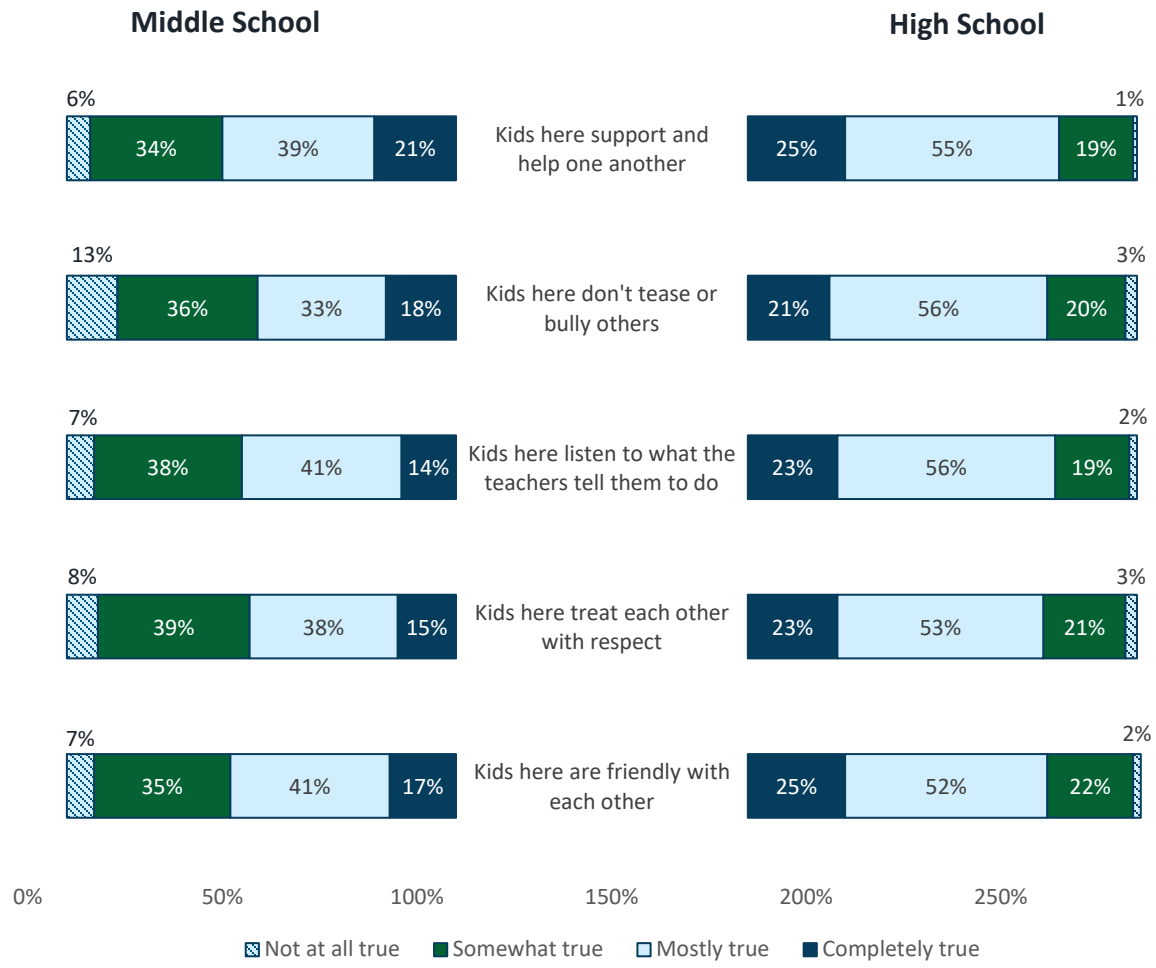
Note. Data are from student survey. For this set of items, *N* = 831–840 students.

Exhibit 45. A majority of respondents (55% or more) reported friendly and supportive experiences with their peers, whereas more than two fifths indicated negative peer-to-peer experiences, such as teasing or bullying (45%) or a lack of respect (44%).



Note. Data are from student survey. For this set of items, *N* = 839–846 students.

Exhibit 46. Overall, a higher proportion of high school respondents reported positive experiences with peers in their program than middle school respondents. For example, 77% of high school respondents either mostly or completely agreed that kids in their program do not bully each other, as compared to 51% of middle school respondents.



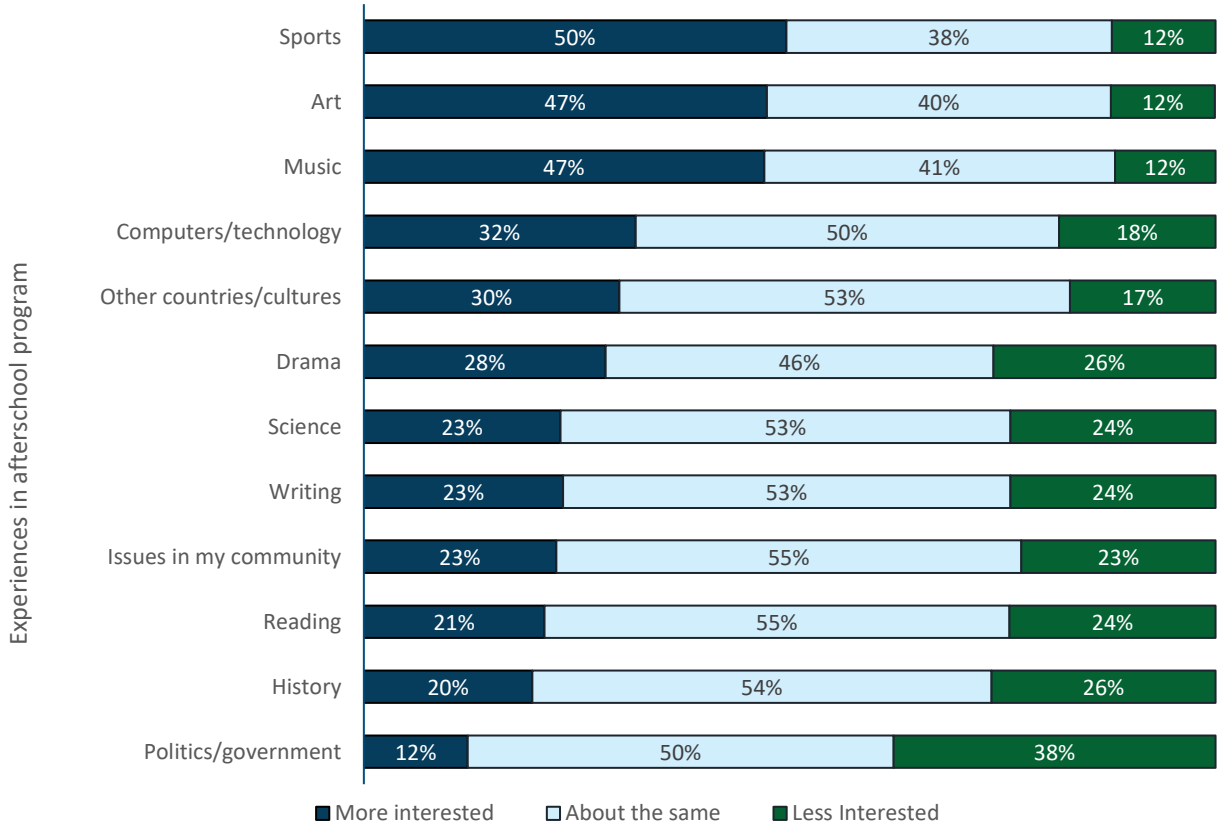
Note. For middle school students, *N* = 722–728. For high school students, *N* = 117–118.

Changes in Students' Interests

> *Evaluation Question 7: How did students' interests change after participating in afterschool programming?*

We explored how interested students were in a range of topics compared to before starting 21st CCLC programming. Half of respondents reported feeling more interested in sports than when they began participating (50%), and nearly half reported feeling more interested in art (47%) and music (47%). More than half of students felt similarly about issues in their communities (55%), reading (55%), history (54%), science (53%), writing (53%), and other countries and cultures (53%) as they did prior to attending their program. More than one third of students (38%) reported feeling less interested in politics and government than before they started. In addition, more than one fourth of students felt less interested in drama (26%) and history (26%; Exhibit 47).

Exhibit 47. Half of students reported feeling more interested in sports, and nearly half reported feeling more interested in art and in music after participating in afterschool programming. More than one third of students reported decreased interest in politics and government.



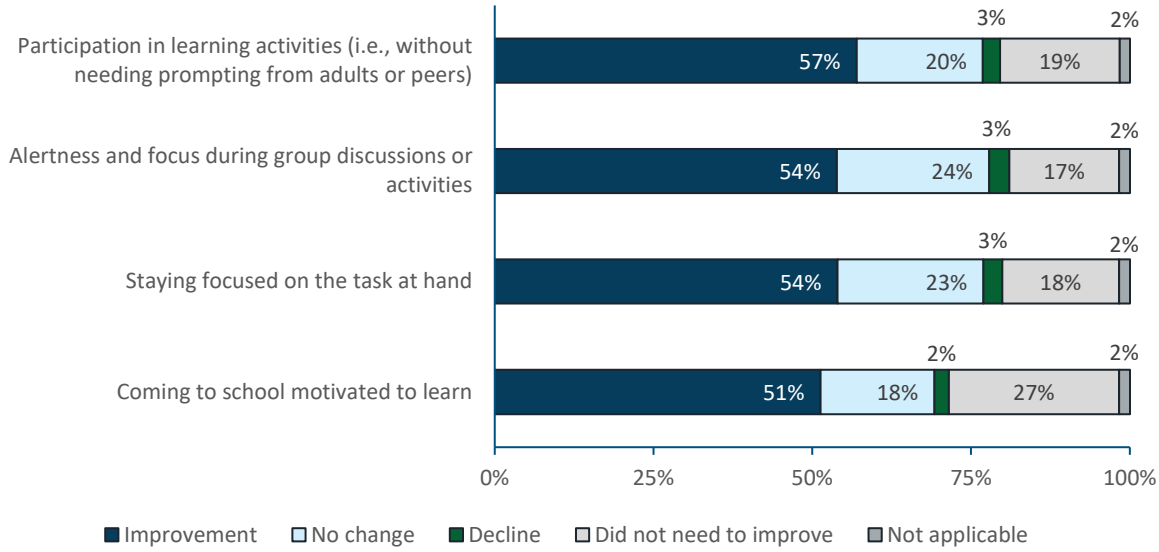
Note. Data are from student survey. For this set of items, *N* = 797–812 students.

Changes in Teacher-Reported Student Learning Engagement in the Classroom

> *Evaluation Question 8: To what extent did student learning engagement in the classroom change during the 2023–24 program year?*

Overall, teachers reported that half or more of their students showed improvements in participation in learning activities, focus during group discussions or activities, focus on the task at hand, and motivation to learn (Exhibit 48).

Exhibit 48. Half or more of respondents reported improvements in their students' learning engagement, whereas between 18% and 24% reported no change in engagement, and between 2% and 3% reported decreased engagement.



Note. Data are from teacher survey. *N* = 2,286 students.

Summary

Through a brief online survey, students in Grades 6–12 shared their feelings and experiences during the 2023–24 program year. During this past program year, operations were largely aligned with those of the pre-COVID-19 pandemic era, with the majority of programming happening in person. Therefore, many survey items focused on the social interactions and dynamics that occur during 21st CCLC programming. Based on students' responses, one can infer that the return to in-person programming has enabled them to develop meaningful connections with both their peers and adult program staff.

It is encouraging to see that, in many ways, students' actual experiences in programming were positive: A majority of students reported that they really looked forward to attending programming, as they had the opportunity to develop a positive sense of self, make new friends, and try new activities and experiences. Students also reported heightened interest in topics such as sports, art, and music after attending 21st CCLC programming. The survey data suggest that middle and high school students who participated in 21st CCLC programming not only experienced social and emotional gains but also identified new academic and extracurricular pathways to pursue.

Not all student responses, however, were positive. Most notably, more than one third of survey respondents indicated that teasing or bullying were prevalent among students in their program and that program participants did not interact respectfully with one another. A sizable minority of students indicated limited supportive connections with adult center program staff. In addition, a small but consistent subset of students expressed disagreement with positive statements about their self-esteem, self-satisfaction, and inherent worth. The perceptions, needs, and experiences of these students merit a closer look from OSPI and other key program stakeholders to ensure that 21st CCLC programs in Washington offer socially and emotionally nurturing environments for all participants.

Teachers also shared their perceptions of the learning engagement of K–5 students who participated in 21st CCLC programming, and they reported substantial levels of improvement in students' self-directed participation in learning activities, task focus, and motivation to learn. These findings suggest that elementary school students who participated in 21st CCLC programming developed skills and behaviors that support active learning.

Looking to next steps, it would be valuable to review the results of these two surveys with OSPI and other 21st CCLC stakeholders to gain input on key findings and determine whether additional data collection is warranted. One such finding that may inform continuous program improvement efforts is the sizable minority of respondents with unfavorable program experiences and perceptions. OSPI may consider facilitating qualitative focus groups, for example, to learn more about this subset of participants and their specific needs with respect to program climate and structure. Through further data collection and discussion, it may be possible to gain additional valuable information about the emotions and experiences of students in the ever evolving 21st CCLC programming.

Chapter 4. State and Federal Targets

The last evaluation question that AIR explored is related to aggregate statewide performance on a series of KPIs. In the past several years, AIR and OSPI worked together to revise the state's performance targets in a series of domains. These KPIs were developed in accordance with current federal Government Performance and Results Act indicators; the federal Every Student Succeeds Act (ESSA) of 2015 legislation; Washington's updated accountability framework in response to ESSA; and feedback from the Evaluation Advisory Group, which comprised Washington 21st CCLC project directors, local evaluators, and other community stakeholders. Exhibit 49 outlines the four domains of the KPIs (program implementation, program quality, student program attendance, and student outcomes), the associated indicators within each domain, and the 2023–24 results for each indicator.

> *Evaluation Question 12: Are 21st CCLC programs in Washington state meeting state and federal goals and objectives for program implementation, program quality, and student program attendance?*
>
> *Evaluation Question 13: How are students who attend 21st CCLC programs in Washington regularly performing at a series of school-related outcomes?*

Finding	Aligned recommendation
• The majority of programs provided opportunities for academic support (87%) and a broad array of enrichment activities (95%) and operated their school year and summer programs as specified (71% and 62%, respectively); however, some programs did not meet their program implementation targets. • The vast majority of programs (86% or more) met their requirements of participating in continuous improvement efforts and submitted data related to program quality. • Regarding program attendance, over half of students attended 30 days or more, and nearly one third attended for 60 days, which is below the target thresholds. Over 40% consistently attended across the program year, and 10% of students who attended in 2023–24 for 60 days	• Reflect on the program implementation and program quality metrics and consider why programs may not be meeting these targets. Is the guidance clear? Are there conditions that would have affected the ability to meet these targets? • Examine KPI trends from the last several years to determine if updates to the target threshold are warranted. • Continue to monitor indicators for the next several years to better understand performance and trends. Use this information to further refine the KPIs as necessary and identify areas where grantees and centers could use more support in meeting the stated expectations and goals of the 21st CCLC program in Washington.

or more also attended in 2022–23 for 60 days or more.

- Among students who needed to improve on the outcomes in question, more than half of each sample improved for most indicators. For example, 57% of students who attended 30 days or more of 21st CCLC programming during the 2023–24 program year and had at least a 10% school-day absence rate in the prior school year (2022–23), demonstrated a lower school-day absence rate during the 2023–24 school year.

Exhibit 49. 2023–24 Washington 21st CCLC KPI results.

Indicator name	Indicator	Target	2023–24 results
Program implementation (PI)			***N* = 132 centers**
PI 1	The percentage of centers providing opportunities for academic support.[a]	100%	87%
PI 2	The percentage of centers offering students a broad array of additional services, programs, and activities (enrichment).[b]	100%	95%
PI 3	The percentage of centers offering families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.	100%	33%
PI 4	The percentage of centers offering services at least 12 hours per week, on average, during the school year.	100%	71%
PI 5	The percentage of centers offering a summer program for 20 hours per week and lasting at least 4 consecutive weeks.	100%	62%
Program quality (PQ)			***N* = 132 centers**
PQ 1	The percentage of centers submitting at least one completed consensus program self-assessment using the Social Emotional Learning Program Quality Assessment (SEL PQA).	100%	90%
PQ 2	The percentage of centers submitting at least one completed external assessment using the SEL PQA.	100%	92%
PQ 3	The percentage of centers participating in either the Planning with Data workshop (live training for new cohorts) or the Advanced Planning with Data training (webinar training for continuing cohorts).	100%	Not available
PQ 4	The percentage of centers submitting at least one program improvement plan annually.	100%	86%
Student program attendance (PA)			***N* = 12,665 students**
PA 1	The percentage of students enrolled in 21st CCLC programming for more than 30 days during the school year and the summer of interest.	80%	56%

Indicator name	Indicator	Target	2023–24 results
PA 2	The percentage of students that attended 21st CCLC programming for more than 60 days during the program year of interest.	60%	32%
PA 3	The percentage of students that attended 21st CCLC programming for a minimum of 10 days in both the fall and spring semesters of the program year of interest.	TBD	42%
PA 4	The percentage of students that attended 21st CCLC programming in the prior program year for 60 days or more that also attended 60 days or more of programming in the program year of interest.	TBD	10%
Student outcomes (SO) *Sample size varies by outcome*			
SO 1	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest who were below the median student growth percentile in the prior school year and rose above the median student growth percentile in the current school year in reading. Grades 4–8	Not applicable	(*N* = 839 students) 50%
SO 2	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest who were below the median student growth percentile in the prior school year and rose above the median student growth percentile in the current school year in mathematics. Grades 4–8	Not applicable	(*N* = 851 students) 54%
SO 3	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest that scored below standards (Level 1 or 2) in reading on the SBAC assessment in the preceding school year and met or exceeded standards (Level 3 or 4) on the SBAC assessment for the current school year in reading. Grades 4–8	Not applicable	(*N* = 1,736 students) 20%
SO 4	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest that scored below standards (Level 1 or 2) in mathematics on the SBAC assessment in the preceding school year and met or exceeded standards (Level 3 or 4) on the SBAC assessment for the current school year in mathematics. Grades 4–8	Not applicable	(*N* = 1,823 students) 16%

Indicator name	Indicator	Target	2023–24 results
SO 5	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest that had at least a 10% school-day absence rate in the prior school year and demonstrated a lower school-day absence rate during the current school year. Grades PreK–12	Not applicable	(*N* = 1,753 students) 57%
SO 6	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest who are earning less than 100% of credits attempted in the prior school year and demonstrated a higher percentage of credits earned in the current school year. Grades 6–12	Not applicable	(*N* = 83 students) 64%
SO 7	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest who earned a cumulative GPA of 2.0 or less in the prior school year and demonstrated an increase in cumulative GPA in the current school year. Grades 6–12	Not applicable	(*N* = 69 students) 56%
SO 8	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest who had at least one school-day disciplinary incident in the prior school year and demonstrated fewer incidents in the current school year. Grades PreK–12	Not applicable	(*N* = 141 students) 82%
SO 9	The percentage of students attending 30 days or more of 21st CCLC programming during the program year of interest who were promoted to the next grade. Grades PreK–12	Not applicable	(*N* = 6,371 students) 99%

[a] Tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging state academic standards.

[b] Youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, the arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students designed to reinforce and complement the regular academic program of participating students.

Summary

The KPIs represent our best thinking on what would be useful for the state in alignment with federal reporting requirements. Results for program implementation, program quality, and student program attendance show strong performance in some indicators, but not in others. This could be, in part, related to a gradual transition back to OSPI expectations that existed prior to the pandemic. Among the students who needed to improve, over half in each sample improved for most indicators.

We recommend that OSPI reflect on prior year indicator values and monitor indicators for the next several years to better understand performance and trends. Use this information to further refine the KPIs as necessary and/or identify areas where grantees and centers could use more support in meeting the stated expectations and goals of the 21st CCLC program in Washington.

Report Conclusion

The findings presented in this report offer important insights and recommendations that can support learning and improve the 21st CCLC program in Washington. Specifically, this report aims to answer questions related to the following:

- The primary characteristics of grants, centers, and the student population served by the program
- What program attendance looked like and how attendance differed based on students' characteristics and experiences in the program
- What students experienced in the program, including how they believe the program helped them and how their interests changed after participating in the program
- If programs in Washington were meeting their reporting targets

The information captured in this report is descriptive. A review of findings based on descriptive analyses requires caution when interpreting and using these results because they do not support causal inferences about the impact of the program on student outcomes; however, they provide a useful starting point for understanding the key characteristics of the Washington 21st CCLC program.

Demographic and baseline outcome data show that the 21st CCLC program in Washington is serving its intended population, which comprises students in lower performing schools who need to improve academically and are experiencing poverty. Most student participants in Washington were eligible for free or reduced-price lunch during each year under investigation, nearly one third were ELs, and nearly 20% had special needs. When analyzing the full population of students served versus those who regularly attended, most were similarly eligible. The students attending programming were the students intended for service by the program, with noteworthy proportions considered academically or behaviorally in need of additional supports.

Since 2017, the number of all attendees and regular attendees in 21st CCLC programming in Washington had been decreasing, reaching a low point during the 2020–21 program year during the pandemic. In 2021–22, the total number of all attendees rebounded to levels last seen in 2018–19. Total student attendance in 2022–23 and 2023–24 decreased relative to the 2021–22 program year; however, the percentage of participants attending regularly (attending 30 days or more) increased slightly from the prior year to 45% in 2022–23 and 50% in 2023–24. Overall, these findings may indicate that programs are moving toward pre-pandemic

functioning, although student attendance is still notably lower than it was 10 years prior, even following OSPI's policy change around student participation thresholds.

We found a range of youth and center-level characteristics associated with program attendance, including the following:

- Students who attended programming more frequently tended to spend much of their time in activities such as STEM or art and music.
- Higher overall proportions of school-day teachers employed as center program staff seemed to be associated with higher attendance levels among high school students but had lower attendance levels among elementary and middle school students.
- Elementary students who were anticipated by center program staff to need intensive reading and math supports tended to have higher levels of program attendance.

A majority of the students who attended the program and responded to the student survey reported that they really looked forward to attending programming, as they had the opportunity to make new friends, discover new interests, challenge themselves, and develop a positive sense of self. Students also reported heightened interest in topics such as art and sports after attending 21st CCLC programming. However, similar to 2022–23, a sizable sample of survey respondents (up to 11% in some cases) also noted less positive experiences and sentiments, including teasing or bullying; limited supportive connections with adult center program staff; and disagreements with positive statements about self-esteem, self-satisfaction, and inherent worth. With regard to the teacher survey on students' change in engagement in learning, teachers indicated that over half of students made improvements in their learning engagement.

Given these findings, the evaluation team recommends further investigation into topics that would be of interest to OSPI and Washington 21st CCLC stakeholders more broadly. For example, the perceptions, needs, and experiences of these students merit a closer look to ensure that 21st CCLC programs in Washington offer socially and emotionally nurturing environments for all participants, possibly linking survey data to social and emotional learning program quality data. A closer examination of middle school students, in particular, may be warranted. Another example is further investigation into trends of decreasing attendance in more recent program years. Additional data collection with a qualitative approach is another option that would allow the evaluation team to dig into these topics further.

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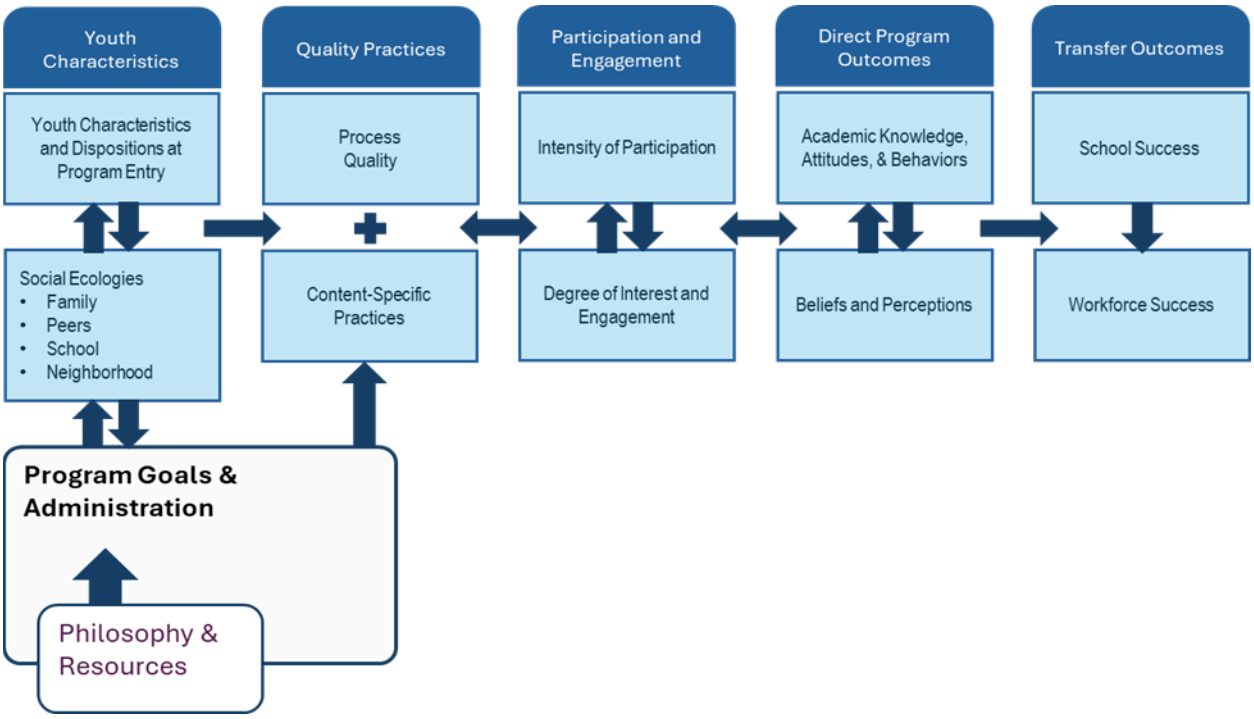
Appendix A. Conceptual Framework

The conceptual framework in Exhibit A1 guided the approach we used to carry out the evaluation of the initiative. The framework starts with youth characteristics—how the environments in which youth live and go to school influence and support them. Past programming experiences, relationships with peers and teachers, the level of interest in programming topics and content, expectations regarding program experience, and the level of choice in attending have a bearing on how youth will engage in and experience summer programming (Durlak et al., 2010a).

Exhibit A1. Conceptual framework of how expanded learning programs can have an impact on youth participants



In addition to the predispositions and contextual factors that influence students before they even enter a program, several factors influence student experiences once they are in the program. First, programs are more likely to have an impact if they are high quality (Durlak et al., 2010b; Kauh, 2011; Springer & Diffily, 2012; Vandell et al., 2007; Vandell, 2024). The two broad categories of quality are process quality and content-specific practices. Process quality refers to the adoption of practices and approaches to service delivery that ultimately create a developmentally appropriate setting for student participants—a setting in which participants feel safe and supported and have opportunities to form meaningful relationships, experience belonging, and be active participants in their own learning and development. These practices are universal because they apply to any type of youth programming, regardless of content, approach, or setting.

Content-specific program practices intentionally cultivate a specific set of skills, beliefs, or knowledge. These practices often closely align with the direct outcomes the program is seeking to cultivate in participating students. For example, content-specific practices include specific approaches to cultivating literacy skills, formal curricula for social-emotional learning, or methods for teaching technology skills. Content-specific practices adopted by the initiative grantees are remarkably diverse. We used two approaches to collect information about content-specific practices: (a) reviewing reports provided directly by site coordinators on the types of approaches used to develop content-specific skills and (b) reviewing data on student participation in specific types of activities with a specific content focus.

Of course, for students to benefit from programming, they need to attend programming, ideally at high frequencies and across multiple years, while engaging in a variety of distinct types of activities (Vandell, 2024). Being "present" in the program, however, is not enough to ensure that students will benefit; students need to experience engagement and interest during their program activities to develop the beliefs, skills, and knowledge that can help them in school and beyond (Christenson et al., 2012; Greene et al., 2013; Mohr-Schroeder et al., 2014; Shernoff & Vandell, 2007). In theory, the extent to which programs effectively adopt practices related to process quality and content-specific practices should heavily influence the degree of engagement and interest that students experience while participating in initiative programming.

After students are engaged and participating in program activities, it is expected that they will develop key skills, beliefs, and knowledge based on their participation. These features are termed "direct program outcomes" in the conceptual framework outlined in Exhibit 1. Based on AIR's research into afterschool and summer learning programs during the past decade, direct program outcomes fall into two categories: (a) academic knowledge, attitudes, and behaviors and (b) social-emotional skills and competencies. These types of skills, beliefs, and knowledge are the most immediate outcomes that can emerge from participation in high-quality afterschool programs. That is, student growth and development across these outcomes happens within the confines of afterschool programs and often is observable directly by the staff leading the afterschool activities.

Finally, the skills, beliefs, and knowledge that students develop by participating in high-quality programming may be used in other settings outside the program to drive achievement and success in school and the workplace—a concept referred to in the conceptual framework as "transfer outcomes." These outcomes are typically measured by afterschool and summer programs by connecting participation data with school-related data available at the state or local level.

Appendix B. Student Survey

Washington 21st Century Community Learning Centers
Youth Survey

The purpose of this survey is to find out more about the afterschool activities provided in this program and how students like you feel about these activities. We care what you think about these types of activities, and your answers will help make afterschool programs better for students in Washington. We need your honest feedback. The questions on the survey ask about what you experienced in afterschool activities offered at this program this school year—activities you went to in person before school, after school, or on weekends and activities you may have attended online. The term *afterschool* used in this survey refers to all these types of activities.

This is not a test. There are no wrong answers. Please choose the answer that best describes your experience attending afterschool activities at your school. It should take you about 15 minutes to answer all the questions on this survey.

This survey is voluntary. You may choose to take the survey or not. Your parent(s)/guardian(s) know you may be taking this survey. You can skip items or stop at any time. This survey does not have your name on it, so everything you write is confidential, which means that no one (not your parents, teachers, school staff, or other students) will be allowed to know how you answer these questions.

You can skip questions you don't want to answer, and you can stop taking the survey if you don't want to finish it. Take your time and read each question carefully, then check the answer that is most true for you.

I have read and understood the above.

- How much do you look forward to coming to this afterschool program?

a. Not at all. I don't want to be here.	o
b. I ***sort of*** look forward to it.	o
c. I ***really*** look forward to it.	o

- Young people might describe themselves in many ways. We have listed some things youth might say or think about themselves. How true is each statement for you? Choose the answer that is most true for you for each statement.

	Not at all true	*Somewhat true*	*Mostly true*	*Completely true*
Academic identity				
a. Doing well in school is an important part of who I am.	o	o	o	o

	Not at all true	Somewhat true	Mostly true	Completely true
b. Getting good grades is one of my main goals.	o	o	o	o
c. I take pride in doing my best in school.	o	o	o	o
d. I am a hard worker when it comes to my schoolwork.	o	o	o	o
e. It is important to me to learn as much as I can.	o	o	o	o
f. I like doing challenging work at school because I know I will learn more.	o	o	o	o
Self-esteem				
a. On the whole, I am satisfied with myself.	o	o	o	o
b. I feel that I have a number of good qualities.	o	o	o	o
c. I am able to do things as well as most other people.	o	o	o	o
d. I feel that I am a person of worth.	o	o	o	o
e. I take a positive attitude toward myself.	o	o	o	o
f. I feel like I have much to be proud of.	o	o	o	o
g. All in all, I am inclined to think that I am a success.	o	o	o	o

- How has this program helped you specifically? Pick up to THREE areas where you think the program has helped you the most.

This program has helped me . . .	Pick three
a. Feel good about myself	o
b. With my confidence	o
c. Make new friends	o
d. Find out what is important to me	o
e. Find out what I'm good at doing	o
f. Find out what I like to do	o
g. Discover things I want to learn more about	o
h. Learn things that will help me in school	o
i. Learn things that will be important for my future	o
j. Think about the kinds of classes I want to take in the future	o
k. Think about what I might like to do when I get older	o
l. Learn about things that are important to my community	o
m. Feel good because I was helping my community	o
n. This program hasn't actually helped me	o

- Please indicate if you have had the following experiences in this afterschool program.

In this afterschool program . . .	Not at all	Sort of	Yes, definitely
a. I tried new things	o	o	o
b. I got to do things here I don't get to do anywhere else	o	o	o
c. I set goals for myself	o	o	o
d. I learned to push myself	o	o	o
e. I did things that challenged me in a good way.	o	o	o
f. I worked hard to get better at something	o	o	o

- Thinking about the adults in this program, how true are these statements for you? In this program, there is an adult here . . .

	Not at all true	*Somewhat true*	*Mostly true*	*Completely true*
a. Who is interested in what I think about things	o	o	o	o
b. Who I can talk to when I am upset	o	o	o	o
c. Who helps me when I have a problem	o	o	o	o
d. Who I enjoy being around	o	o	o	o
e. Who has helped me find a special interest or talent (something I'm good at)	o	o	o	o
f. Who asks me about my life and goals	o	o	o	o
g. Who I will miss when the program is over	o	o	o	o

- At this program, how do kids get along? Indicate how true each statement is based on your own experience in this program.

	Not at all true	*Somewhat true*	*Mostly true*	*Completely true*
a. Kids here are friendly with each other.	o	o	o	o
b. Kids here treat each other with respect.	o	o	o	o
c. Kids here listen to what the teachers tell them to do.	o	o	o	o
d. Kids here don't tease or bully others.	o	o	o	o
e. Kids here support and help one another.	o	o	o	o

- Thinking about how you feel today compared to the beginning of the program, how interested are you in the following topics?

	Less interested	About the same	More interested
a. Science	o	o	o
b. Computers/technology	o	o	o
c. Reading	o	o	o
d. Music	o	o	o
e. Art	o	o	o
f. Politics/government	o	o	o
g. History	o	o	o
h. Other countries/cultures	o	o	o
i. Writing	o	o	o
j. Drama	o	o	o
k. Sports	o	o	o
l. Issues in my community	o	o	o

Appendix C. Teacher Survey

21st CCLC Annual Performance Report (APR) – Teacher Survey

Teacher Survey—21st Century Community Learning Centers (21st CCLCs)

This survey is designed to collect information about changes in a particular student's behavior during the school year. Please select only one response for each of the questions asked in the table below. Please note that survey response options are divided into two primary groups: ***(1) Did Not Need to Improve****, which suggests that the student had already obtained an acceptable level of functioning and no improvement was needed during the course of the school year; and* ***(2) Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted****, which suggests that the student was not functioning at a desirable level of performance on the behavior being described. If the student warranted improvement on a given behavior, please indicate the extent to which the student did or did not improve on that behavior during the course of the school year by indicating if they demonstrated* ***Improvement****,* ***No Change****, or* ***Decline****. If you believe the behavior described in a given question is not applicable to the student for whom you are completing the survey, please select* ***Not Applicable****.*

Name of student: _____

Grade/school: _____

To what extent has your student changed their behavior in terms of:	Did Not Need to Improve	Acceptable Level of Functioning Not Demonstrated Early in School Year – Improvement Warranted			Not Applicable
		Improvement	No Change	Decline	
Coming to school motivated to learn.	☐	☐	☐	☐	☐
Staying focused on the task at hand.	☐	☐	☐	☐	☐
Alertness and focus during group discussions or activities.	☐	☐	☐	☐	☐
Participation in learning activities (i.e. without needing prompting from adults or peers).	☐	☐	☐	☐	☐

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