

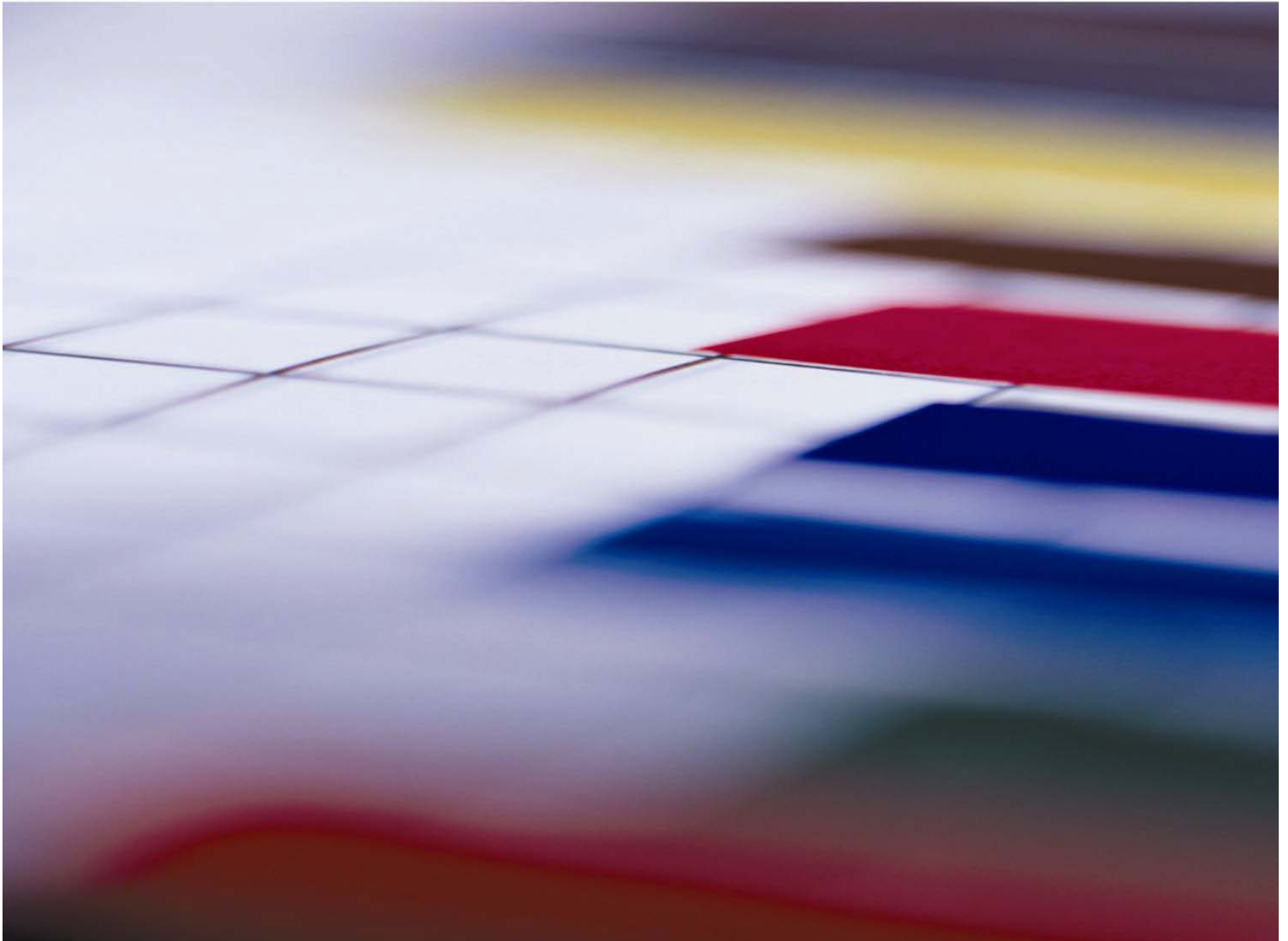


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## Texas 21st Century Community Learning Centers Evaluation

2007-2008





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August 2009

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## EXECUTIVE SUMMARY

The 21st Century Community Learning Centers (21st CCLC) program is a federal initiative authorized by the No Child Left Behind (NCLB) Act of 2001 that provides out of school time opportunities for academic enrichment to help students meet state and local performance standards in core academic subjects. Programs and activities are designed to reinforce and complement the regular academic program of participating students. Families of students are also offered opportunities for literacy and related educational development.

The purpose of this study was to provide a comprehensive description of the implementation and impact of the 21st CCLC program in Texas during the 2007-08 academic year, to examine the impact of program participation on student outcomes, and to investigate possible mediating, moderating, or other explanatory variables associated with successful programs. The five specific evaluation tasks for the study were:

- A statewide survey assessment to attain a better understanding of the nature of existing programs;
- A profile and description of 21st CCLC programs, operations, staffing patterns, and students served;
- An analysis of the impact of 21st CCLC participation on student-level achievement outcomes;
- Investigation of variables that mediate or moderate the relationship between program participation and student-level outcomes; and
- A determination of specific programmatic features associated with the various student achievement outcomes included in the evaluation.

Two complementary studies were conducted to answer the research questions. The first study, conducted by Learning Point Associates (LPA), addressed the first two tasks by looking at the attributes of the 21st CCLC program in Texas. The second study, conducted by the Center for Research in Educational Policy at the University of Memphis, examined the remaining tasks by analyzing program effects on student achievement.

To complete these tasks, several sources of data were analyzed, two of which were leveraged in an effort to create a program profile to describe 21st CCLC program planning and goals, program activities, center operations, center staffing, and student attendance: Data collected directly from 21st CCLC grantees via a Web-based data collection tool maintained by TEA (the Texas 21st CCLC Tracking & Reporting System), as well as data collected through online surveys of grantee directors, center directors, and center staff. These data, along with Texas Assessment of Knowledge and Skills (TAKS) scores for the past five school years (2003-04 to 2007-08) and data collected through the Public Education Information Management System (PEIMS) (e.g., “at-risk” status) were used to study program impact on student-level achievement.

### Program Profile

The following section summarizes key findings from the program profile, which included results from the grantee and center directors, and about the program’s impact on student attendance.



### *Program Planning and Goals*

Grantee and center directors provided responses about their program planning efforts and the main goals of programming. Notably, nearly all center and grantee directors indicated that providing a safe environment for youth, helping youth improve their academic performance, and providing hands-on academic enrichment activities were primary objectives of programming. Additionally, more than three-quarters of all directors indicated that helping youth with their TAKS scores and helping youth develop socially were primary objectives of programming.

Both center directors and center staff stated that input from students' school day teachers was most commonly received and used in program planning, as compared to student's academic or educational plans, student's standardized test scores, students' grades, or input from parents. The majority of grantee directors indicated that they were very much involved in program goal setting for centers funded by their grant, linking program goals to program design, and evaluating program implementation in centers.

There were some statistically significant differences between center directors based on whether they were employed full or part-time, and their years of experience, particularly as noted in the summary of the survey outcomes, when it came to academic vs. non-academic areas of program focus. Grantee directors also differed in their responses based on these divisions, although these differences were not tested for statistical significance due to lack of reliability of such results based on the relatively smaller numbers of grantee directors who responded to the survey. In looking at these differences, one of the most interesting findings was that part-time center directors appear less focused (than full-time center directors and both part and full-time grantee directors) on providing non-academic areas of programming (i.e., providing community service or civic engagement opportunities, providing leadership opportunities to youth, helping connect youth to their community, and identifying health or social services youth need), and more concerned with academic achievement (e.g., helping youth improve their TAKS scores).

- In addition, more than half (53%) of center directors with a mid-level of experience (3-4 years), and nearly half (43%) of center directors with a high level of experience (5 or more years), indicated that helping parents and/or adults with literacy or other skills was a primary objective of the program.
- For those center directors with a low level of experience (2 years or less), only 32% responded that helping parents and/or adults with literacy or other skills was a primary objective, and 15% responded that this item was not an objective.

### *Program Activities*

Data on the provision of program activities were gathered through both program surveys and administrative data:

- The academic skill building focus of 21st CCLC emerged in analysis of both sources.
- Nearly all center directors reported providing academic skills development frequently, and almost all grantee directors placed the provision of academic skills development as a primary priority.
- For all other activities, greater discrepancies existed between what center directors reported providing and grantee directors prioritized.

Using information obtained from the Texas 21st CCLC Tracking & Reporting System, based on the activities offered in the 609 centers in 2008, the largest number of centers fell into the *Mostly Enrichment* activity cluster ( $n=190$ ), while 163 centers were classified as *Mostly Homework Help and Enrichment* and 163 centers were classified as *Mostly Recreation and Enrichment*. The smallest cluster of centers was in the *Mostly Tutoring and Enrichment* category ( $n=92$ ). Broadly defined, academic enrichment (i.e., Enrichment) activities expand students' learning opportunities in ways that differ from the methods used during the school day with the aim of helping students meet both state and local standards in core content areas such as reading, mathematics, and science.

### *Center Operations*

In 2007-08, regardless of the number of years the grant had been in place, during the regular school year, centers had the highest average number of hours of operation (approximately 13%) after school (as opposed to before or during school, or on weekends). Centers from all grant years were similar in terms of the average operating hours and the days and weeks of operation during the regular school year, although centers in their fifth year did have the highest average number of weeks of operation (32.2). Centers associated with grants in their fourth year, however, were more likely to have had a summer program than centers associated with grants in their second or fifth year: 90% of all fourth year centers had a summer program, compared with 73% for second year programs and 79% for fifth year programs.

### *Center Staffing*

Center directors and center staff responded to survey items regarding the staffing of 21st CCLCs. More than half of center staff indicated that their primary role was teaching or leading regular program activities, while approximately one-quarter of staff reported that their primary role was to perform administrative duties. According to center directors, about half of the programs had a parent liaison/parent outreach coordinator or a master teacher/education specialist, and nearly two-thirds had an administrative support position.

The Texas 21st CCLC administrative database was also employed in exploring program staffing. Similar to the activities clusters, centers were classified into clusters based on the extent to which they relied upon different categories of staff to deliver programming. Six primary staffing models were identified:

- Centers staffed mostly by college students
- Centers staffed mostly by a combination of school day teachers and college students
- Centers staffed mostly by school day teachers
- Centers staffed mostly by school day teachers and other non-teaching school staff
- Centers staffed mostly by school day teachers and individuals with some or no college
- Centers staffed mostly by administrators, school day teachers, and other community members

School day teachers were involved to some extent in each of the staffing clusters outlined, although the degree of involvement varied significantly across clusters.

- In 2007-08, most centers were classified in the *Mostly Teachers* cluster ( $n=239$ ), followed by the *Mostly Teachers and College Students* cluster ( $n=125$ ).

- From 2006 to 2008, there were declines in the *Mostly College Students*, *Mostly Teachers*, and *Mostly Teacher and Other School Staff* clusters, and an increase in the *Mostly Teachers and Staff with Some College* cluster.
- Respondents, it appears, felt that the combination of teachers and staff with some college was a more effective staffing formula.

### *Student Attendance*

While grantee and center directors did not report that participant recruitment was a significant challenge, grantee directors were more likely than center directors to indicate that recruitment and attendance constituted moderate or minimal challenges to implementing high quality programming. Across all centers in Texas during the 2007-08 school year, students attended 21st CCLC programs a median of 57 days, meaning that half the program participants attended more than 57 days and half attended less. On average, attendance gradually decreased with an increase in grade level, with a significant drop between fifth and sixth grades and between sixth and seventh grades.

- Nearly 70% of 21st Century attendees in 2007-08 were Hispanic. African-Americans (21%) made up the next largest population of attendees. Furthermore, the largest percentage of attendees (nearly a quarter of the population) were in 3rd and 4th grades. The percentage of attendees by grade fell fairly steadily for each grade after Grade 3.
- Notably, centers that implemented practices supportive of youth development experienced higher rates of student attendance.
- A similar pattern emerged for centers that implemented practices supportive of academic skill building.
- Implementing practices supportive of parent involvement predicted higher attendance as did a center's staffing configuration of mostly college students.

### **Achievement Study**

The following section of the executive summary summarizes key findings from the analyses examining student achievement. This part of the study looked at the impact of 21st CCLC participation on student-level achievement outcomes, investigated variables that mediated or moderated the relationship between program participation and student-level outcomes, and determined specific programmatic features associated with the various student achievement outcomes included in the evaluation. The models employed in this study to estimate 21st CCLC attendance effects on student achievement and retention in grades were as rigorous as possible in lieu of random assignment to the intervention

### *Student Sampling and Data Issues*

Two different samples were constructed for the analyses conducted:

- Annual Samples: Included 21st CCLC participants (no controls or non-attendees) in Grades 4 through 11 who had attendance, achievement and demographic data for the corresponding year. Samples sizes ranged from approximately 20,000 in 2005 to approximately 36,000 in 2008.

- However, it should be noted that students labeled as receiving special education services (SPED) and limited English proficient (LEP) were underrepresented in the annual samples due to missing data.
- Longitudinal Sample: A five year longitudinal sample was constructed for each grade level cohort to include both (1) 21st CCLC attendees, who participated during any term (summer, fall, or spring) from 2004-2008, and (2) comparison students, who were enrolled in 21st CCLC feeder schools during any of these years, but did not participate during any term (i.e., non-attendees).
  - The five year longitudinal sample included 159,517 students who were in Grades 3 to 7 during 2004 (i.e., were in grades 7-11 in 2007-08).

Interested readers can see Appendix A for a detailed account of the sample creation process, and the methodologies (e.g., SMR weights) used to address any systematic differences between students who did and did not attend 21st CCLC activities.

### *Achievement Study Results*

#### ***Task 1: Analysis of the impact of 21st CCLC participation on student-level achievement outcomes***

Analysis #1: *Annual* effects of *subject specific* activity attendance on the odds of passing TAKS for each grade level 4 to 11 and year 2005 to 2008.

Analysis #2: Effects of *cumulative* 21st CCLC attendance (total of all 21st CCLC sessions attended over five years) on five year retention rates for each grade cohort in the five year longitudinal sample.

Analysis #3: Longitudinal effects of attendance at 21st CCLC sessions that included a subject specific focus on math or reading for each of the five year longitudinal cohorts to model the effects of *annual* and cumulative attendance on achievement.

Key results were as follows:

#### *Reading*

- Overall, there appeared to have been little relationship between 21st CCLC attendance and reading achievement. Participation in sessions focused on reading had either no effect on pass rates, or only very modest effects, with the likelihood that students would pass the reading portion of the TAKS significantly increasing in 2007 and 2008 only.
- No statistically significant effects were observed for cumulative five year attendance at 21st CCLC reading activities and reading achievement for the third, fourth, fifth, or sixth grade 2004 cohorts. A small, yet statistically significant, positive effect was observed for the seventh grade cohort.

### *Mathematics*

- Attendance at 21st CCLC sessions that had mathematics as an emphasis area had a modest, positive, and statistically significant effect on student achievement in mathematics.
- On an annual basis, attendance at math-focused sessions significantly increased the likelihood that students would pass the math portion of the TAKS in 2006, 2007, and 2008. Furthermore, session effectiveness increased each year as evidenced by increasingly strong relationships between number of sessions attended and the likelihood of passing TAKS.
- In terms of cumulative effects, small, yet statistically significant cumulative effects of attendance at 21st CCLC math activities were observed on math achievement for each 2004 grade cohort from third through seventh grades.

### *Retention Rates*

- Cumulative attendance in 21st CCLC activities was associated with statistically significant decreases in 5 year (2004-2008) grade retention rates for middle school students (i.e., the sixth and seventh grade cohorts in 2004).
- A more modest, but statistically significant decrease in retention rates was observed for the fourth grade cohort. A small, but statistically significant increase in retention was observed for the third grade cohort, while the fifth grade cohort also had a small increase that was not statistically significant.

In terms of the generalizability of the findings, the primary limitation of this study is that longitudinally matched TAKS scores were generally not available for special education and LEP students, which resulted in the exclusion of many of these students from the analyses. The findings are pertinent to students who are similar to those who were included in the study.

***Tasks 2 and 3: Investigation of the variables that mediate or moderate the relationship between program participation and student-level outcomes and determination of specific programmatic features associated with the various student achievement outcomes included in the evaluation.***

Analysis: Effects of Center and Grantee Characteristics on 21st CCLC Student Achievement.

Key results were as follows:

### *Reading*

- Reading achievement was not impacted by the type of activities carried out at a center (i.e., activity cluster). This finding was consistent across all demographic groups examined (Gifted, Limited English Proficient, Special Education, At-risk, Free Lunch, Reduced Lunch, Female, Hispanic, Native American, Asian, African-American).
- There was not a statistically significant overall impact of the staffing pattern on reading achievement. However, evidence indicated that the staffing pattern of a

center was associated with the level of student achievement for students identified as at-risk of dropping out of school specifically (56% of the sample): Both the *Mostly Teachers and Other Staff* and *Mostly Teachers and College Students* staffing patterns were associated with positive, statistically significant effects on reading achievement for at-risk students.

### *Mathematics*

- Both the *Mostly Tutoring and Enrichment* and *Mostly Homework Help and Enrichment* activity cluster types were especially effective with lower achieving students, but only the *Mostly Tutoring and Enrichment* cluster type was associated with statistically significantly higher overall math achievement (i.e., for all students in general, not taking demographics into account).. No other statistically significant activity cluster effects were observed.
- The *Mostly Teachers* staffing cluster was associated with statistically significantly higher mathematics achievement among females. The *Mostly College Students* cluster had a statistically significant negative relationship with both African-American and Hispanic student achievement. No other statistically significant staffing cluster effects were observed.

### *Conclusions*

For the survey analyses, center and grantee directors appear to be in agreement on what they perceive to be the primary objectives of programming. However, there were some statistically significant differences between center directors, particularly when it came to their emphasis on academic vs. non-academic programming, based on whether they were employed full or part-time, and their years of experience.

In terms of student achievement outcomes, this study provides strong evidence that attendance at 21st CCLC activities that had mathematics as a focus area results in improved student achievement in mathematics, with both positive annual and positive cumulative effects. Likewise, 21st CCLC attendance tends to reduce the likelihood that a student will be retained in grade. Little or no effects were observed for reading.

The results relating center characteristics to student achievement should be viewed as exploratory and suggestive due to a low response rate at the center level. With this caveat in mind, centers staffed with a combination of mostly regular certified teachers with other staff and college students, and those that focus primarily on the combination of homework help and tutoring with enrichment, seem to be the most effective at raising student achievement in mathematics.

Given the demonstrated benefits of 21st CCLC attendance on math and retention in grade, and the tenuous connection between specific program features and program outcomes, the primary recommendation from the achievement analyses is to increase the number of *semesters* students attend 21<sup>st</sup> CCLC activities, as 75.4% of 21st CCLC students attended three semesters or less from 2004 to 2008. Most students only attend 21st CCLC for one school year. The overall effectiveness of the program most likely would be improved if grantees worked to ensure continuity of participation for students across grade levels.

# EVALUATION REPORT

## I. Introduction and Background

This report presents the findings from an evaluation of 21st Century Community Learning Centers (21st CCLC) in the state of Texas, conducted by Learning Points Associates (LPA) and the Center for Research in Educational Policy (CREP) at The University of Memphis, through a contract with the Texas Education Agency (TEA). In 1997, the U.S. Department of Education partnered with the Charles Stewart Mott foundation to establish the 21st CCLC program, with the goal of affording youth living in high poverty communities across the nation the opportunity to participate in after school programs providing academic enrichment and youth development activities. In 2003, the federal No Child Left Behind Act of 2001 (NCLB) legislation (Public Law 107-110) reauthorized and expanded the 21st CCLC program and made it state-administered.

### Purpose of Evaluation and Evaluation Tasks

The primary purpose of this report is to provide an assessment of the effectiveness of Texas' 21st CCLC programs in the areas of operation, participation, objectives, activities, and student achievement. The five specific evaluation tasks for the study were:

- A statewide survey assessment to attain a better understanding of the nature of existing programs;
- A profile and description of 21st CCLC programs, operations, staffing patterns, and students served;
- An analysis of the impact of 21st CCLC participation on student-level achievement outcomes;
- Investigation of variables that mediate or moderate the relationship between program participation and student-level outcomes;
- A determination of specific programmatic features associated with the various student achievement outcomes included in the evaluation.

### Current Literature

The primary purposes of the 21st CCLC program are to: a) provide out of school time opportunities for academic enrichment, including tutorial services to help students (particularly those in high poverty areas and who attend low performing schools) meet state and local

performance standards in core academic subjects such as reading, mathematics and science, b) offer students a broad array of additional out of school time services, programs, and activities that are designed to reinforce and complement the regular academic program of participating students such as youth development activities, drug and violence prevention programs, counseling services, art, music and recreation programs, technology education programs, and character education activities, and c) offer families of students served by community learning centers opportunities for literacy and related educational development.

An amendment to the NCLB reauthorization in 2003 altered the 21st CCLC program in several fundamental ways. First, program administration was transferred from the federal to the state level. State education agencies (SEAs) receive an annual formula-derived allocation of 21st CCLC program funds, which they allocate to local organizations through a competitive request for application process. Next, sub-grant eligibility was expanded to all public and private organizations. Thirdly, services were focused on academic enrichment opportunities. Broadly defined, academic enrichment activities expand students' learning opportunities in ways that differ from the methods used during the school day with the aim of helping students meet both state and local standards in core content areas such as reading, mathematics, and science. In addition, services were targeted at economically disadvantaged and low performing schools. States are required to award grants only to applicants in Title I Schools, or that serve students who attend schools with 40% or more students identified as economically disadvantaged. States are required to give priority to applications for projects in schools designated as in need of improvement under Title I and to applications that are submitted jointly by school districts receiving Title I funds and public or private community-based organizations.

#### *Academic Impact of After school Programs*

Kane (2004) argues that the education field generally judges an intervention to be successful if it shows a positive impact within a range of 0.10 to 0.30 standard deviations<sup>1</sup> in test scores, the equivalent range of what is produced with six months of schooling (Neal & Johnson, 1996). The hours of academic instruction in an after school program (one to two hours per day) should therefore lead to an expected weaker impact (< .10 standard deviations). The extent of

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<sup>1</sup> The standard deviation is the most common measure of statistical dispersion, measuring how widely the values in a data set are spread. If many data points are close to the mean, the standard deviation is small; if many data points are far from the mean, then the standard deviation is large. If all the data values are equal, then the standard deviation is zero.



impact is also assumed to be associated with level of attendance, parental involvement, school attendance, homework completion, and grades (Granger & Kane, 2004).

In light of NCLB 21st CCLC objectives to improve student performance, a number of studies conducted in recent years have examined the impact of after school programs on participants' state achievement test scores, in addition to assessment of after school services, program availability, and parental feedback. Vandell, Reisner, and Pierce (2007) examined 35 programs serving 2,914 students in 14 communities in 8 states. The programs, all of which had been operating for at least three years when the study began, were selected because of their records of success. Disadvantaged students who regularly attended these programs were found, after two years, to be academically far ahead of peers who spent more out of school time in unsupervised activities. These results offer a counterpoint to a 2004 evaluation of the 21st CCLC program conducted by Mathematica Policy Research Inc. (Dynarski et al., 2004). The Dynarski study found that the 21st CCLC program participants showed no academic gains, and may have experienced a slight increase in some negative behaviors. Critics of the 2004 study indicate that many of the programs studied were operating for one year or less or were of low quality. Critics of the 2007 study contend that researchers used a group of students who attended after school programs sporadically as a comparison, suggesting a lower level of motivation by the students at the outset of their participation in the programs than for students who regularly attended such programs.

The potential for bias was addressed by Bodilly and Beckett (2005) in a literature review of group-based, after school programs. Most studies reviewed did not control for self selection bias. Analysis of the most rigorous evaluations suggested that these programs had, at best, modest, positive effects on academic achievement. Even studies that controlled for motivation to sign up were not able to control for subsequent attendance rates, seriously compromising study integrity. Researchers have struggled in attempting to distinguish between program effects and effects associated with student characteristics that drive participation levels.

Multiple, but less rigorous, studies support conclusions that the academic impact of after school programs is complex (Redd, Cochran, Hair, & Moore, 2002). Several studies suggest that after school academic tutoring is effective not because it results in an improvement in academic performance, but rather because it prevents decline in performance (Morrison, Storino, Robertson, Weissglass, & Dondero, 2000; Tucker et al., 1995). An evaluation of the 21st CCLC

program in Louisiana by Jenner and Jenner (2004) found a moderate impact on a combined measure of reading, math, and language test scores. Afterschool Alliance (2006) completed a summary of evaluations of the academic impact of after school programs and found numerous positive results. Increased participation in after school activities was associated with improved school day attendance and lower dropout rates. Standardized test scores in reading, mathematics and language arts, and report card grades were shown to increase when looking at year to year participation and when compared to groups that were not involved in structured after school programs.

A study by Huang et al. (2000) evaluated subsequent student achievement and performance for a Los Angeles initiative entitled LA'S BEST After School Enrichment Program. Data gathered between 1990 and 2000 included achievement test scores in reading, mathematics, and language arts, English proficiency rates, school attendance, course taking patterns, and students' mobility in and out of the district. The study also tracked the number of years of each student's involvement in the program. Students who participated for longer periods of time in the after school program were found to have improved school day attendance and higher scores on achievement tests in mathematics, reading, and language arts.

A study by Durlack and Weissberg (2007) found that students who participated in after school programs improved in behavior, as well as in school performance. Twenty of the programs that demonstrated a significant increase in academic achievement had implemented components in the form of homework help or tutoring, as well as social skills training. The study concluded that programs that promoted personal and social skills acquisition also demonstrated enhanced academic achievement.

George, Cusick, Wasserman, and Gladden (2007) studied a program that focused on the acquisition of work skills and increased commitment to academic achievement. Participants in the program missed fewer days of school than other students and had a lower failure rate in core academic classes. Students who were involved for at least three semesters in the after school program had, on average, a 2.7 times higher rate of graduation and a significantly lower dropout rate than students who did not participate intensely.

### *Qualities of Effective After School Programs*

Best practices evidence related to extended learning time programming suggests that several critical components may contribute to the effectiveness and success of such programs

and strategies. This summary presents research across key dimensions of programming, synthesizing findings on those attributes and characteristics associated with high quality extended learning time programming. The dimensions of program quality outlined include program vision and design; purposeful linkages to the school day; an inclusive, collaborative approach to working with parents, partners, and the community; and strong program leadership and administration.

#### *Program Vision and Design.*

First, programs should identify goals that align with the articulated program vision. Bodilly and Beckett (2005) emphasized the importance of a clear mission in support of high expectations and positive social norms. A recent meta-analysis, or analysis of results from a group of studies, of accountability and quality in after school care employed a statistical approach to measuring the magnitude of various qualitative attributes and identified clear program goals as a practice with moderate support of intended outcomes (Beckett, Hawken, & Jackowitz, 2001). In addition, the intentionality of program design as a crucial piece of after school program success emphasized the importance of well designed curricular and instructional interventions. In a study of ninth grade remediation programs, Balfanz, Legters and Jordan (2004) found that linking activities to program intentions and goals had a positive impact on program effectiveness. Studies also reveal that programs that integrate a variety of activities and offerings are associated with successful outcomes (Beckett et al., 2001; Wallace Foundation, 2005).

#### *Structural Program Features.*

Structural program features include the selection of high quality, experienced staff and the provision of continuous staff development. A number of studies have provided evidence that incorporating these features leads to greater student outcomes as well as staff retention (Vandell et al., 2004). Pechman and Fiester (2002) highlighted the importance of recruiting and retaining high quality staff and noted that one particularly successful program focused on hiring staff from the same community as the youth they served. Once staff is hired, extended learning programs are best served by providing continual staff development rather than instituting training as a single event (Beckett et al., 2001; Jurich & Estes, 2000; Owens & Vallercamp, 2003; and Pechman & Fiester, 2002). Training of program staff and teachers may also improve student

academic outcomes and, thus, is an essential component of quality programming (Bodilly & Beckett, 2005).

Prior education and experience of staff members also impact quality after school programming. In their evaluation of the Chicago Public School's Lighthouse program, Smith, Roderick, and Degener (2005) identified several important staff characteristics, including their specialized knowledge and career experience, personal student/teacher relationships, and establishment of professional norms for the program. The Massachusetts After School Research Study (MARS) found that staff members who were certified teachers or had higher educational levels were more likely to contribute to overall program quality—staff engagement, youth engagement, activities, and homework time (Intercultural Center for Research in Education [INCRE], 2005). Additionally, the MARS study also found that higher wages coupled with higher levels of training was associated with enhanced quality of staff engagement.

#### *Program Processes.*

The processes associated with successful programs include curricular and staff linkages to the school day, student engagement, community and parent involvement, and ongoing evaluation of staff, students, and programs. Successful after school programs sustain and foster good relationships with the school day principal and teachers (INCRE, 2005; Pechman & Fiester, 2002). The after school curriculum should closely align with the school's curriculum in order to be most effective (INCRE, 2005; Weisburd & Adorno, 2004). The meta-analysis by Beckett et al. (2001) also found that the continuity between and complementary nature of after school and school day programming contributed positively to program effectiveness.

A number of factors contribute to student engagement in after school programming, beginning with a supportive relationship with an adult who provides both quality emotional and academic support (Bodilly & Beckett, 2005; Eccles & Gootman, 2002). A study of the Summer Bridge program in Chicago found that student outcomes were better when the teachers knew their students (Roderick, Engel, & Nagaoka, 2003). If students clearly understand the benefits of participation in after school programs, receive support from influential people, and have a positive program experience, they are more likely to feel motivated to attend after school programs (Bodilly & Beckett, 2005).

Community involvement in after school activities encourages a sense of community ownership of the program. For example, Sacramento's citywide after school program, Students

Today Achieving Results Tomorrow (START), partnered with the Union House Elementary School's expanded day program in order to "expand [the] neighborhood base and incorporate community events that showcased [their] after school enrichment programs" (Owens & Vallercamp, 2003, p. 2). The two organizations' shared goals of providing homework help and enrichment were integral to the success of this collaborative effort. Partnerships with the community and other organizations have the potential to attract long-term participants and supporters as well as a variety of resources (Pechman & Fiester, 2002; Vandell et al., 2004).

Parental involvement also needs to be supported and encouraged by leaders of after school programs, as it strongly contributes to positive program outcomes (Trammel, 2003). According to Pechman and Fiester (2002), parents are more likely to be active participants in programming if they are "coaxed" through targeted classes, special interest clubs, and social events that encourage their participation. Across the literature, the importance of engaging and involving parents in extended learning time programming surfaces as a strong indicator of program success.

In order to determine whether after school programming is having its intended effect, evaluation is essential. From the beginning, programs need to be designed with the goal of measuring student outcome and performance data in order to plan for continuous program improvement (Fortune, Spalding, Pande, & Emery, 2005; Pechman & Fieser, 2002). During program participation, students need to be assessed to measure the skills taught by the out of school-time curriculum (Fortune et al., 2005), and staff needs to be evaluated as a part of its own continuing professional development (Pechman & Fiester, 2002).

#### *Leadership and Program Administration.*

Strong district-level involvement in program implementation, support from building administration, and program leadership is important. In a study of the Extended School Services (ESS) program in Kentucky, program coordinators indicated that district support for implementation was a key strength and catalyst for effective program implementation (Cowley, Meehan, Finch, & Blake, 2002). The same study found that program staff's perceptions of their effectiveness were related to their sense of outstanding leadership and oversight from building and program administrators. It is also the responsibility of program administrators and leadership to seek support from a variety of funding sources to ensure program sustainability

(Vandell et al., 2004). Program funding is often in danger of diminishing, and leaders must secure the resources for program viability.

The literature review helped inform the development of the center director, grantee director, and staff surveys, and also served as a basis for determining which variables to focus on as mediating or moderating the relationship between program participation and student-level outcomes. One expectation, based on the literature review, is that students who attend more frequently should have better academic outcomes than students who either do not attend regularly or who do not attend at all. In addition, the expectation would be that to be effective, centers would exhibit certain characteristics, such as goals that align with the articulated program vision, a high quality and experienced staff, curricular and staff linkages to the school day, and a high level of community, parental, and district-level involvement.

### **Organization of Report**

A comprehensive program evaluation is valuable for providers of 21st CCLC programs in adding to the research base for determining the impact of programs on academic achievement and for determining program qualities that are associated with improved student performance. The following evaluation seeks to contribute toward this goal. The report begins with an examination of survey results from center directors, grantee directors, and staff, and reports on areas of agreement and disagreement both within and between the groups based on their levels of experience and full or part-time status. The results from the surveys are also compared to findings of data collected from the 21st CCLC administrative database to determine the amount of agreement between these various sources of information related to center programming and staffing.

The second part of the report discusses the findings of the student achievement analysis, which took into account factors such as the regularity of students' attendance, and the impact of center-level factors such as programming and staff on student achievement. The report then concludes with a discussion of remaining questions or unresolved issues that could be addressed in future research.

## **II. Program Profile**

The primary purpose of this section is to provide an overview of the characteristics and attributes of 21st CCLC grantees and their centers, which were funded by the Texas Education Agency (TEA) under the auspices of the 21st CCLC program and were operating during the 2007-08 school year, which includes cycles 2, 3, and 4. For the past five years, the 21st CCLCs that operate across the state of Texas have provided students in high poverty communities the opportunity to participate in academic enrichment programs and other youth development and support activities designed to enhance their academic well being. In particular, this section of the report explores how Texas 21st CCLC grantees structured their programs, details what services and activities were provided by 21st CCLC grantees during this period, explores facets of center operations and staffing, describes the composition of the student population that attended grant-funded activities at the centers, and assesses the extent to which students participated in 21st CCLC activities. It is important to point out that this report is meant to be a purely descriptive look at the 21st CCLC program in Texas.<sup>2</sup> It is intended that the information presented here will provide a greater understanding of the nature of the 21st CCLC program from a statewide perspective.

### **Methodology**

#### *Data Sources*

Two sources of data were leveraged in an effort to describe 21st CCLC program planning and goals, program activities, center operations, center staffing, and student attendance: First, data collected directly from 21st CCLC grantees via a Web-based data collection tool maintained by TEA (the Texas 21st CCLC Tracking & Reporting System), as well as data collected through online surveys of grantee directors, center directors, and center staff. The Texas 21st CCLC Tracking & Reporting System was used as it contains a wealth of program data, including structural features and characteristics that can inform discussions of program quality. The program surveys, developed and administered by Learning Point Associates (LPA), were designed to augment and supplement the Tracking & Reporting System data with additional information about program planning and goals, implementation of best

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<sup>2</sup> In many of the sections that follow, bar charts will be used to convey much of the descriptive data highlighted in this report, and many of the findings identified will be predicated on a visual inspection of subgroup differences depicted in the charts in question. Unless otherwise noted, inferential statistics have not been employed to test for statistical significance in subgroup differences.

practices, and challenges. Both data sources were brought to bear in informing a detailed and in-depth understanding of 21st CCLC program implementation in Texas, and in providing context for interpreting data on program impact in the sections that follow.

### *Statewide Survey Data*

As previously mentioned, statewide Tracking & Reporting System data for the 2007-08 school year, as well as retrospective data for prior school years, were employed in constructing the profile of 21st CCLC grantees and centers in Texas. While these data speak directly to structural aspects of a program, such as operations, staffing, and attendance, statewide surveys were also incorporated to provide additional data on process features of program delivery and to gauge implementation of practices associated with high quality afterschool programming. Surveys were administered online in the spring and summer of 2008. Survey respondents were identified through the Tracking & Reporting System database, utilizing criteria to isolate the most appropriate respondent for each grantee and center. Those identified grantee directors and center directors for whom a valid e-mail address was maintained in the database received a unique link to the online survey. Because center staff contact information is not available in the administrative database, center directors were asked to provide names and e-mail addresses for up to six staff members who worked in the center 50% or more of the center's operational hours. To mitigate bias induced by center director selection of staff for the survey sample, one or two staff members were then randomly selected from each center to participate in the survey. Complete results for the grantee director, center director, and center staff surveys are included in Appendices D–F.

### *Survey Construct Subscales.*

In constructing the grantee director and center director surveys, an effort was made to include items in each survey that would allow the research team to construct scale scores to represent how a given program or center was functioning in areas discussed in the literature as indicative of high quality afterschool programs. The goal was to obtain scale scores for each quality subscale which, in turn, could be used both in descriptive and inferential (i.e., statistical) analyses to explore how these characteristics could be associated with center activities, staffing, and operations; levels of student attendance in 21st CCLC programming; and ultimately, student achievement outcomes. Additional information about how the survey subscales were constructed can be found in Appendix I. The outcome of those analyses suggested that three



center director and two grantee director subscales could be utilized in further descriptive and inferential analyses. These subscales are detailed in the following paragraph.

*Center Director Survey Subscales.*

The first subscale, Practices Supportive of Youth Development (PSYD), is composed of 15 survey items intended to measure center functioning in terms of the adoption of youth-centered policies and practices supportive of youth development and the collective efficacy of staff in creating interactive and engaging environments for participating youth. The second subscale, Practices Supportive of Academic Skill Building (PSASB), comprises 11 survey items that examined the extent and frequency with which center staff use data on student academic needs to inform and plan programming and the extent to which there are linkages to the school day. The third subscale, Opportunities for and Practices Supportive of Parent Engagement (OPSPE), is made up of 10 survey items aimed at assessing center functioning in terms of providing opportunities for parents to interact with the program and the extent to which services and activities targeting parent skill building are provided by the center. All subscale scores were based upon a 0 to 100 scale, with a higher score indicating a higher level of functioning on the construct in question.

*Grantee Director Survey Subscales.*

The first subscale, Program Efficacy in Supporting Participant Academic Development (PESPAD), is composed of 14 survey items intended to measure the extent to which centers are providing opportunities for and contributing to student academic improvement, and the degree to which centers coordinate service provision with schools and families. The second subscale, Grantee Director Involvement (GDI), comprises 14 survey items that examined the extent of grantee director involvement in operations, intentional design, evaluation, and monitoring. All subscale scores were based upon a 0 to 100 scale, with a higher score indicating a higher level of functioning on the construct in question.

### **Grantee and Center Characteristics**

Throughout the implementation and impact sections of this report, the authors use several grantee- and center-level characteristics to describe and compare programmatic features and processes. These would be considered mediating or moderating variables in the relationship between program participation and student-level outcomes. This section describes categories created and used throughout the program profile as well as in models of program impact on

student outcomes. In addition, descriptions of implementation measures of high quality afterschool program practices constructed from the survey results are provided.

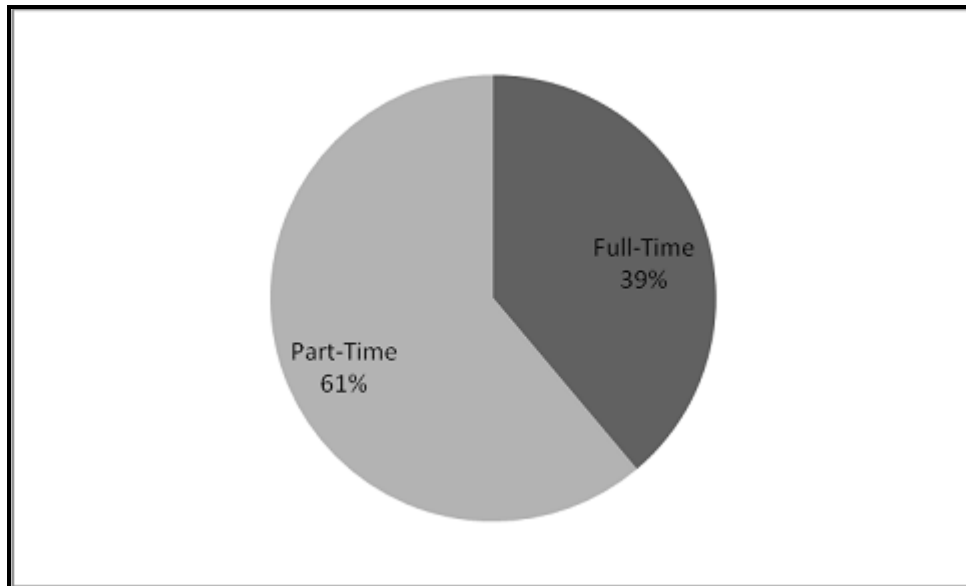
The relevant grantee- and center-level characteristics employed throughout these analyses include grantee and center maturity, as defined by the number of years of grant implementation for the grantee or center in question in the 2007-08 academic year. In addition, using student-level attendance data, steps were taken to classify centers into groups based on the grade levels of students served during 2005-06, 2006-07, and 2007-08.

Finally, centers were categorized by activity and staffing clusters, created for the purposes of the analyses that follow, and are described in greater detail in the appropriate sections of the report and in Appendix D. These classifications were developed for centers in the 2005-06, 2006-07, and 2007-08 school years.

## **Survey Results**

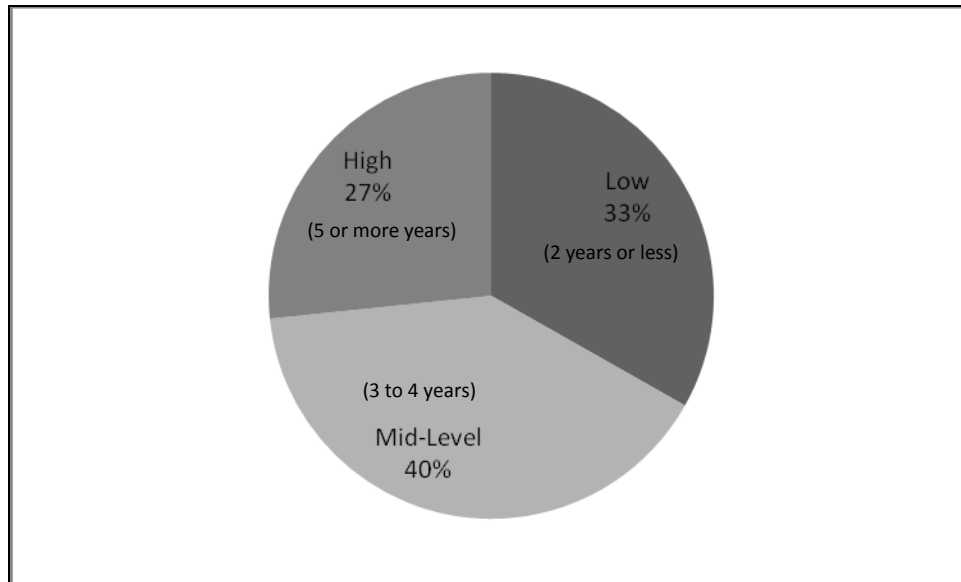
### *Survey Respondent Characteristics*

For the analysis of survey results, respondents were divided into full-time and part-time status depending on how many hours per week they reported working as a center director. As Figure 1 shows, 61% of center directors worked 35 hours per week or fewer (i.e., Part-Time) and the remaining 39% worked more than 35 hours per week (i.e., Full-Time). It should be noted that the term “grantee” in this report refers to the actual agencies that were awarded a grant and oversee a 21st CCLC program. Each grantee may have had one or more centers, which actually implemented the program for students. Each of these centers had a staff and director.



**Figure 1: Distribution of part-time and full-time status for center directors**

A similar process was employed to construct categories for the number of years the center directors had worked with their programs (see Figure 2). The directors were classified into three groups based on experience in their current program: high, mid-level, and low. Those in the high level of experience category had worked with their programs for five or more years. The mid-level of experience is defined as working for their programs for three to four years. Finally, those with a low level of experience in their current programs reported working at the center for two years or fewer. Nearly three-quarters of the directors had worked for their programs for four years or fewer, while one-third of the directors had worked for their programs for two years or less.



**Figure 2: Distribution of center director experience**

Statistical analyses<sup>3</sup> were conducted on the center director surveys, and differences in survey responses that were statistically significant and reliable (supported by the sample size) based upon full-time or part-time status are presented. This was primarily a means to filter the number of survey results discussed in the text and to impose more structure than visual inspection allows when commenting on potentially significant differences between groups in their responses to survey items. Where applicable, it will be noted if the same survey item was also given to center staff or grantee directors, as well as the similarities or differences in responses between the three groups. On the other hand, given the relatively smaller numbers of center staff and grantee directors, tests of statistical significance for these two groups were not conducted due to lack of reliability of such results. However, general trends for center staff and grantee directors are noted throughout the presentation of results. The full results from the center director surveys can be found in Appendix E, while the complete results from the grantee director and center staff surveys can be found in Appendix D and Appendix F, respectively.

*Program Planning and Goals*

As noted in the literature review, one dimension of out of school time program quality relates to program planning and goals. Research on program design indicates that successful programs have a defined mission and vision, that programming and activities are intentionally

<sup>3</sup> Please see Appendix J for the results of the chi-squared significance tests for the center director survey.

linked back to stated objectives, and that programs should integrate a variety of activities in matching program delivery to participants' needs. The following section explores program planning and goal setting in the context of the Texas 21st CCLC program.

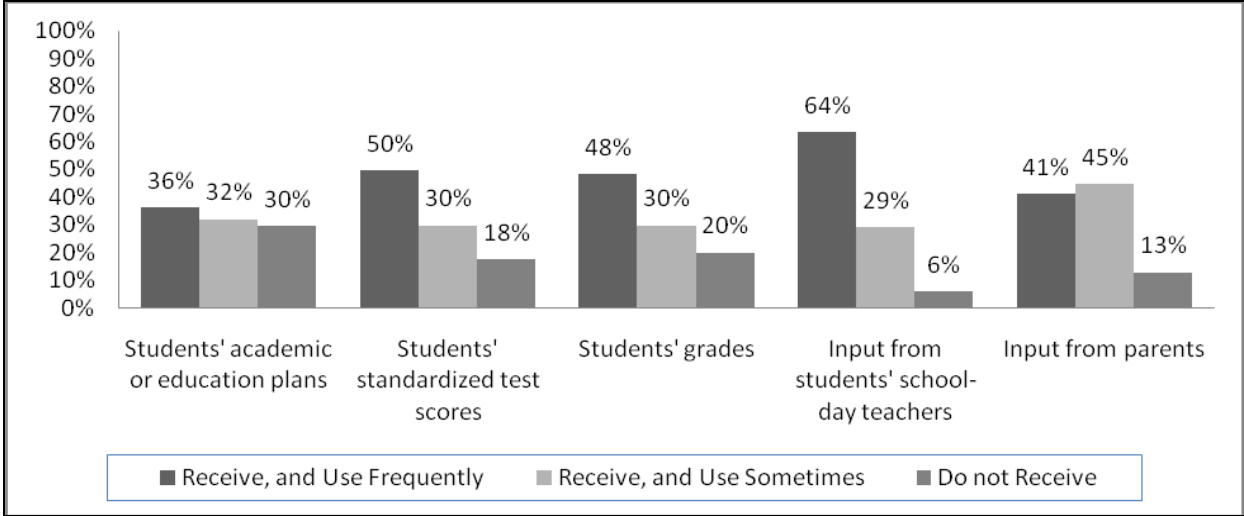
Statewide program surveys were employed to gather information about program vision and objectives. Center and grantee directors were asked about the main objectives or goals of programming at their centers.

- Almost all (92% to 97%) of the center and grantee directors indicated that providing a safe environment for youth, helping youth improve their academic performance, and providing hands-on academic enrichment activities were primary objectives of programming.
- Over three quarters of all directors indicated that helping youth with their TAKS scores and helping youth develop socially were primary objectives of programming.

Center staff members, center directors, and grantee directors were all involved, at some level, in program planning. Center staff members were asked what types of information they use in planning program activities.

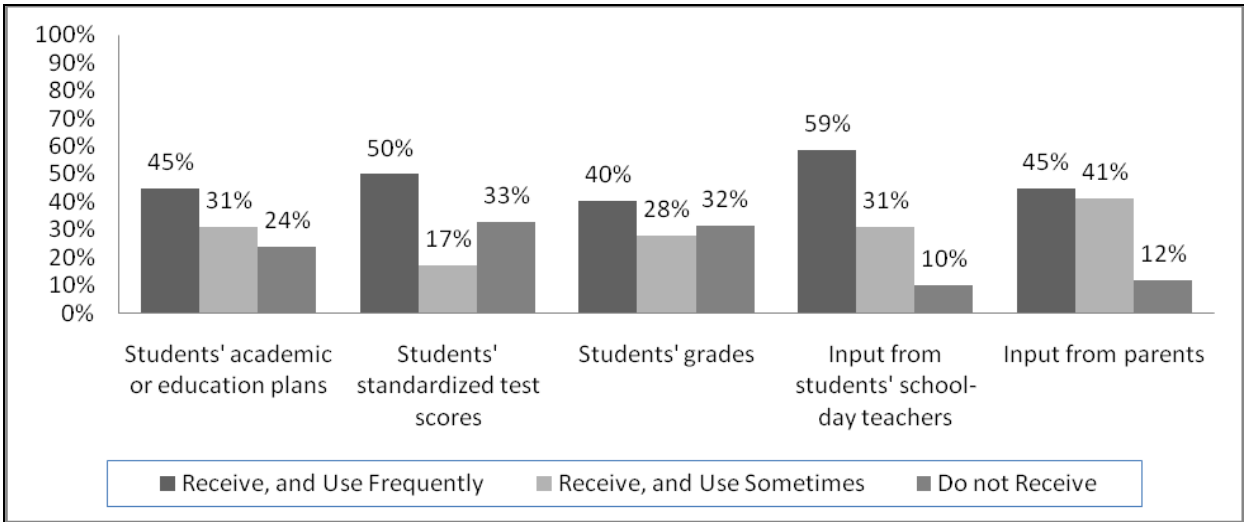
- About half of the staff members report that they receive, and use frequently, input from students' school day teachers (59%) and students' standardized test scores (50%).
- On the other hand, about a third of the center staff report that they did not receive students' standardized test scores (33%) and student grades (32%), and a quarter (24%) report that they did not receive students' academic or education plans.

Center directors were also asked questions about the information and data they receive and its use in program planning. As seen in Figure 3, most (64%) of the center directors report that they receive, and use frequently input from school day teachers. This would reinforce the notion from the literature review about the importance of curricular and staff linkages to the school day. About half of the center directors report receiving and frequently using students' test scores (50%), grades (48%), and input from parents (41%). The responses for center staff (see Figure 4) in the information and data they receive and its use in program planning were similar to those of center directors.



**Figure 3: Planning program activities, center directors**

Note: Excludes those directors who receive, but never use these data. See Table E27 in Appendix E for a description of this category.



**Figure 4: Planning program activities, center staff**

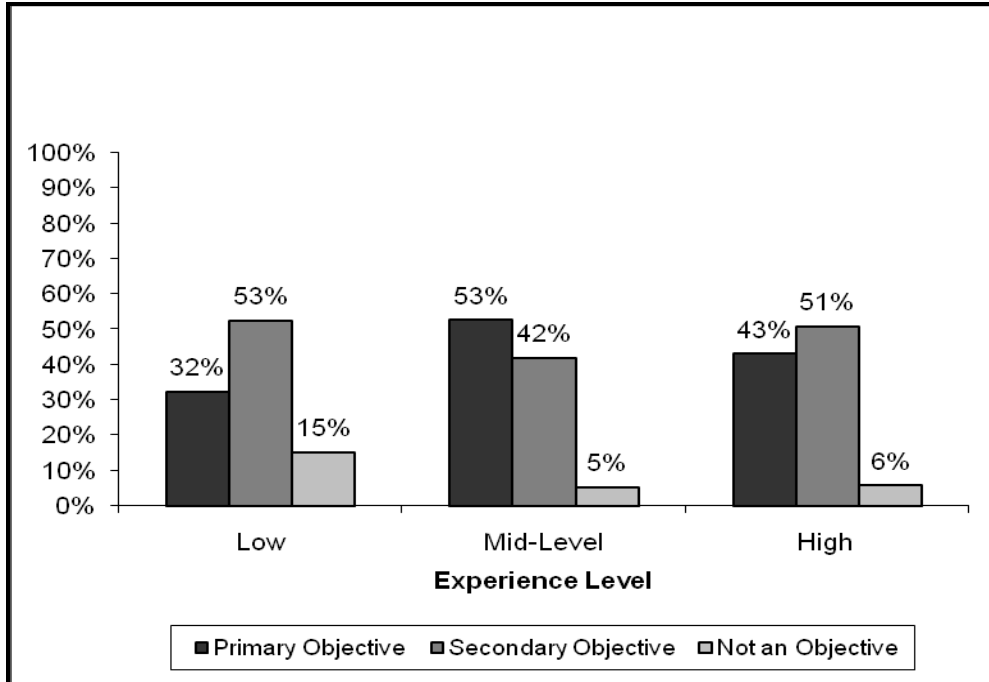
Note: Excludes staff that receives, but never uses these data. See Table F24 in Appendix F for a description of this category.

Grantee directors also report involvement in program planning and goals. Most grantee directors indicated that they were very much involved in program goal setting for centers funded by their grants (89%), linking program goals to program design (85%), and evaluating program implementation in centers (80%).

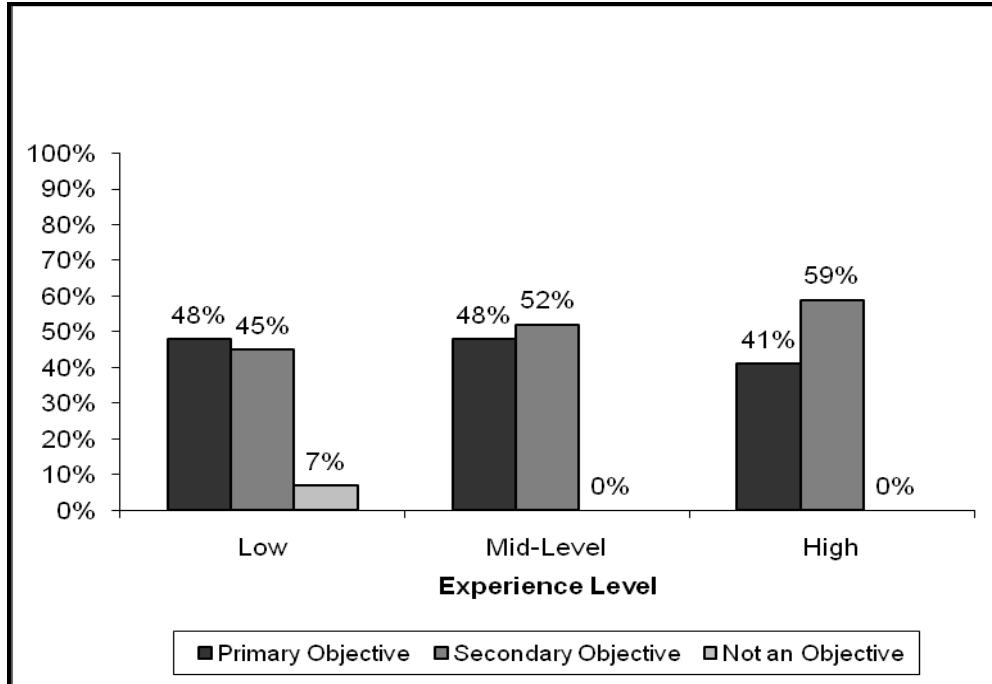
### *Differences in Program Planning and Goals by Programmatic Experience*

Statistical analyses were run for survey items related to program planning based upon experience level (low, mid-level, or high level of experience) of the center director in the current program. The first statistically significant finding, shown in Figure 5, depicts a relationship between programmatic experience and a survey item about whether helping parents and/or adults with literacy or other skills was an objective of the center's programming. More than half (53%) of the center directors with a mid-level of experience, and nearly half (43%) of center directors with a high level of experience, indicated that this was a primary objective of the program. For those center directors with a low level of experience, only 32% responded that this same item was a primary objective, and 15% responded that this item was not an objective. It could be that center directors with a mid-level of experience viewed this as a primary objective more often because they understood the need more than low level center directors. Perhaps they did not have enough time to face obstacles to parent involvement that high level center directors had experienced. It could also be that center directors with a high level of experience had already had parental involvement as a primary goal for a longer period, and thus may have made headway in addressing this issue, and have moved on to other more immediate needs.

This same item was administered on the grantee director survey. For all levels of experience, nearly all grantee directors indicated that helping parents and/or other adults with literacy or other skills was a primary or secondary objective (see Figure 6). The biggest discrepancy was between center and grantee directors with low experience, where grantee directors were much more likely to see parental involvement as a primary objective. These differences between grantee and center directors may be related to implementation. While grantee directors conceptually understood the importance of this objective, the center directors who were carrying out the day to day operations of the centers may have had other more pressing concerns, or as stated earlier, may have either been frustrated in their attempts at parental involvement, or may have already begun addressing this need and moved on to other areas of concern.



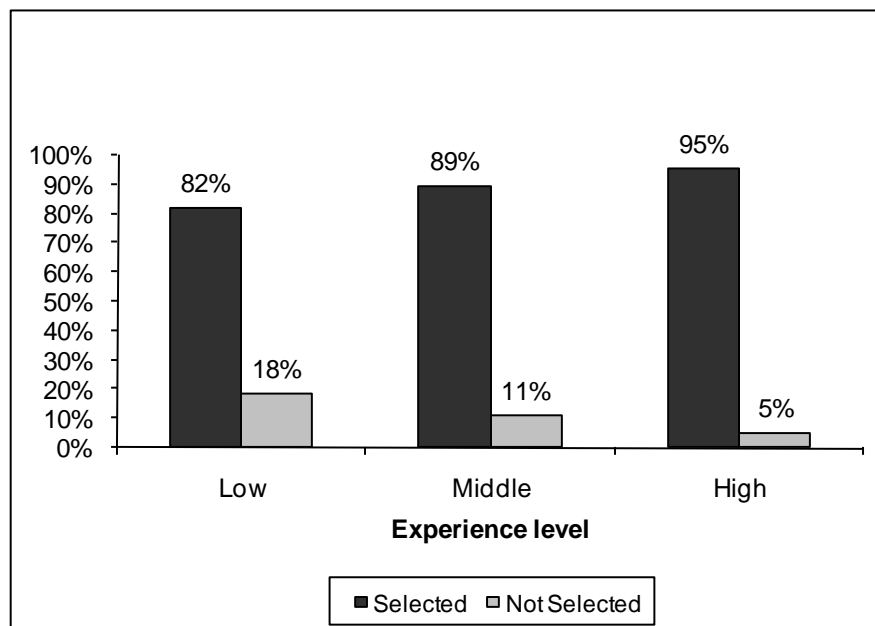
**Figure 5: Helping parents and/or other adults with literacy or other skills is an objective of programming, center directors**



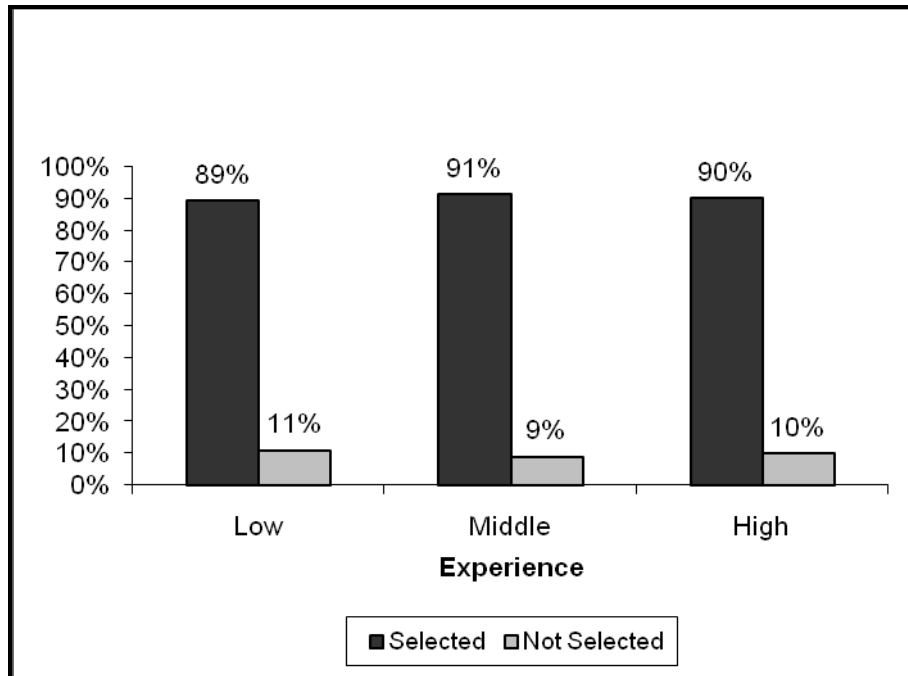
**Figure 6: Helping parents and/or other adults with literacy or other skills is an objective of programming, grantee directors**



Center directors responded statistically significantly differently, based on level of experience, to a survey item asking whether providing youth with positive adult guidance and/or mentors was a top three priority of the center’s programming. As shown in Figure 7, most respondents selected this item as a top three priority. There exists a clear upward trend by experience with 82% of those with low experience, 89% of those with mid-level experience, and 95% of those with high experience selecting this item as a priority. When asked the same question, grantee director responses did not exhibit the upward trend (see Figure 8). About 90% of grantee directors selected this item as a top three priority. The difference between center and grantee director responses again may be due to conception vs. implementation. While both grantee and center directors appeared to understand the necessity of these relationships, it could be that center directors, as they gained experience “in the field,” grew to feel more strongly about the importance of developing these relationships. Initially, center directors may have been primarily be concerned with getting their centers up and running and meeting the academic needs of students. As those initial concerns were addressed, center directors may then have been able to focus on more holistic needs of students, such as the need for positive adult guidance or mentors.



**Figure 7: Providing youth with positive adult guidance and/or mentors is a top three priority, center directors**



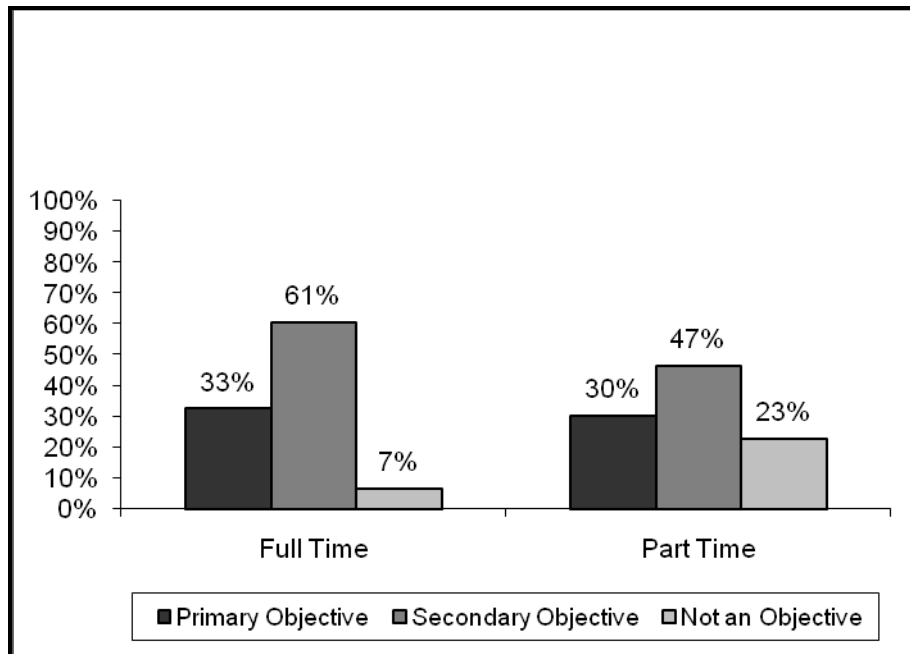
**Figure 8: Providing youth with positive adult guidance and/or mentors is a top three priority, grantee directors**

*Differences in Program Planning and Goals by Full- and Part-time Status*

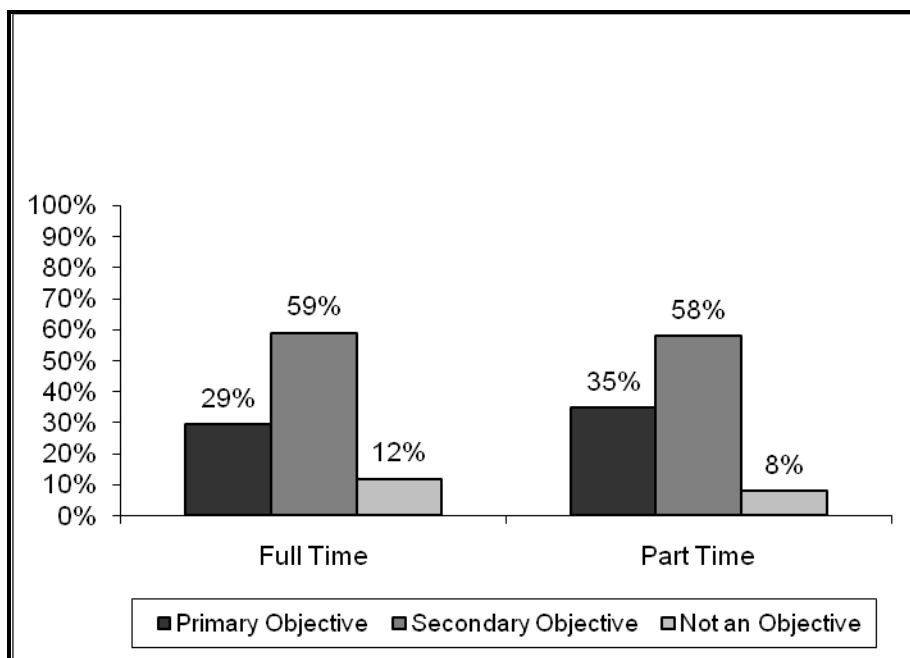
Differences by full- and part-time status in responses to survey items related to program planning also proved to be statistically significant. For center directors, most of those items pertain to the main objectives or priorities of the programming. As an example, center directors indicated whether providing community service or civic engagement opportunities was an objective of the program. As shown in Figure 9, about one-third of full-time center directors responded that it was a primary objective. Interestingly, 61% of those who work full-time marked this item as a secondary objective and almost one-quarter of those who work part-time said this item was not an objective. It could be that part-time center directors were more focused on academic activities and outcomes because they had less time to devote to what might be considered “non-academic” areas.

Grantee directors were also asked whether providing community service or civic engagement opportunities was an objective of the program (see Figure 10). The distribution of responses for both full- and part-time grantee directors looked similar to that of full-time center directors, with about 30% rating this item as a primary objective, about 60% rating this item as a secondary objective, and the remaining 10% rating this item as not an objective. However, part-

time center directors, compared to part-time grantee directors, were much more likely to say this was not an objective.



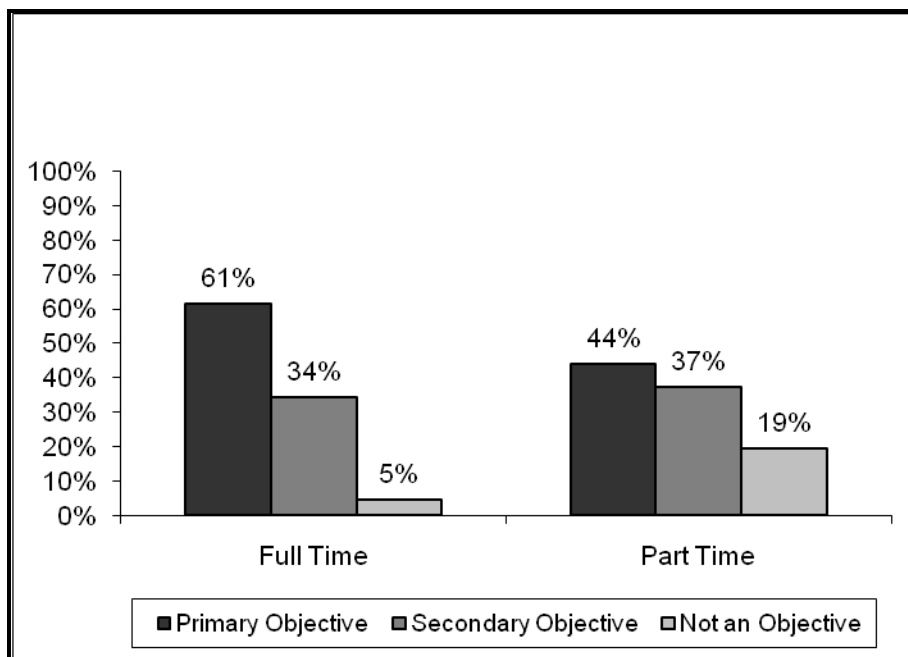
**Figure 9: Providing community service or civic engagement opportunities is an objective of programming, center directors**



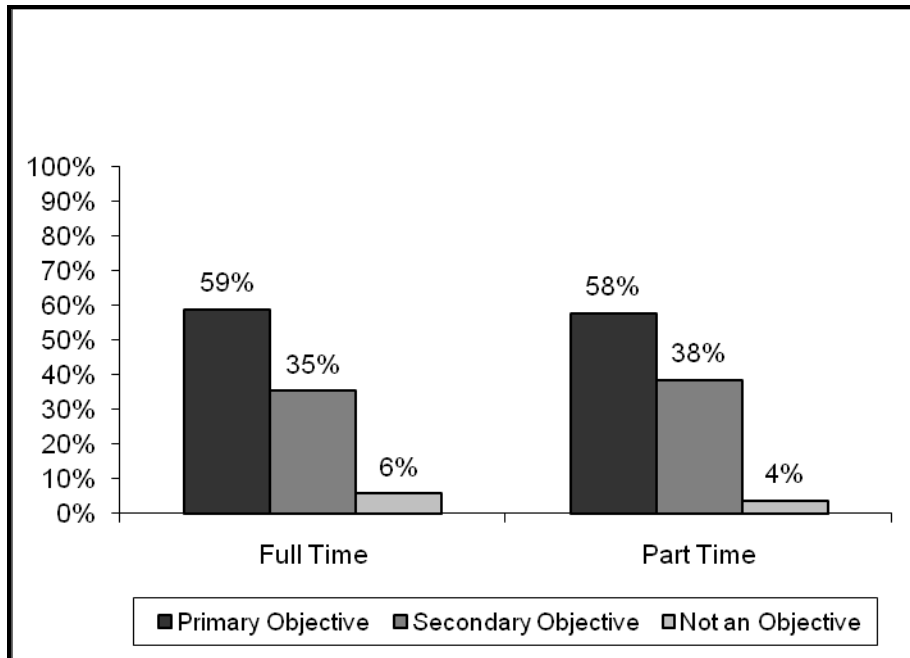
**Figure 10: Providing community service or civic engagement opportunities is an objective of programming, grantee directors**

Another statistically significant difference was found when center directors were asked if providing leadership opportunities for youth was an objective of programming. As shown in Figure 11, well over half (61%) of full-time directors responded that this was a primary objective, while less than half (44%) of part-time directors responded in the same way. Once again, part-time center directors could have been more focused on academic activities and outcomes because they had less time to devote to activities that were not strictly academically related.

When grantee directors were asked whether providing leadership opportunities for youth was an objective of programming, the distribution of responses looked very similar to that of the full-time center directors (see Figure 12). Nearly 60% of the grantee directors indicated that this item was a primary objective; about 35% indicated that it was a secondary objective, and the remaining 6% indicated that providing leadership opportunities for youth was not an objective. Therefore, while full-time center and full and part-time grantee directors were similar in terms of their emphasis on providing leadership opportunities for youth, part-time center directors were much less likely to see this as an objective.

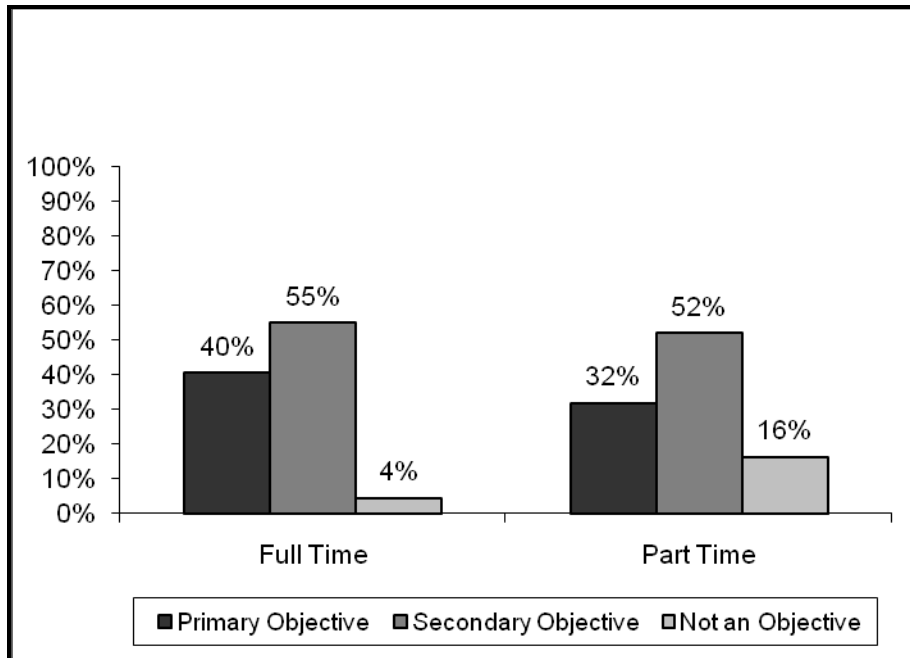


**Figure 11: Providing leadership opportunities for youth is an objective of programming, center directors**

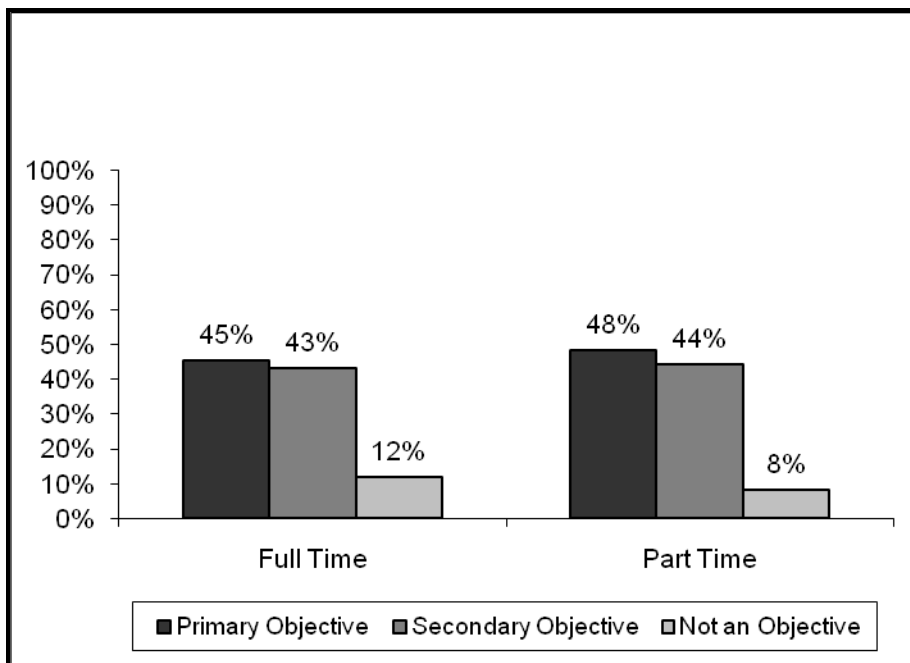


**Figure 12: Providing leadership opportunities for youth is an objective of programming, grantee directors**

Over half of full-time (55%) and part-time (52%) center directors indicated that helping connect youth to their community only constituted a secondary objective of programming (see Figure 13). Most of the remaining respondents (40% of full-time and 32% of part-time directors) marked this item as a primary objective. Grantee directors, on the other hand, were much more likely to mark this item as a primary objective, with 45% of full-time grantee directors and 48% of part-time grantee directors indicating that helping connect youth to their communities was a primary objective of programming (see Figure 14). The difference between grantee and center directors in the identification of helping connect youth to their communities as a primary objective could again be due the difference between conception and implementation. Grantee directors, who oversee the 21st CCLC program, may have more lofty ideals in terms of what the centers can and should accomplish, whereas the center directors, who actually implement the program, may be more concerned with more concrete achievement gains, staffing issues, or other day to day operational issues of running the center.

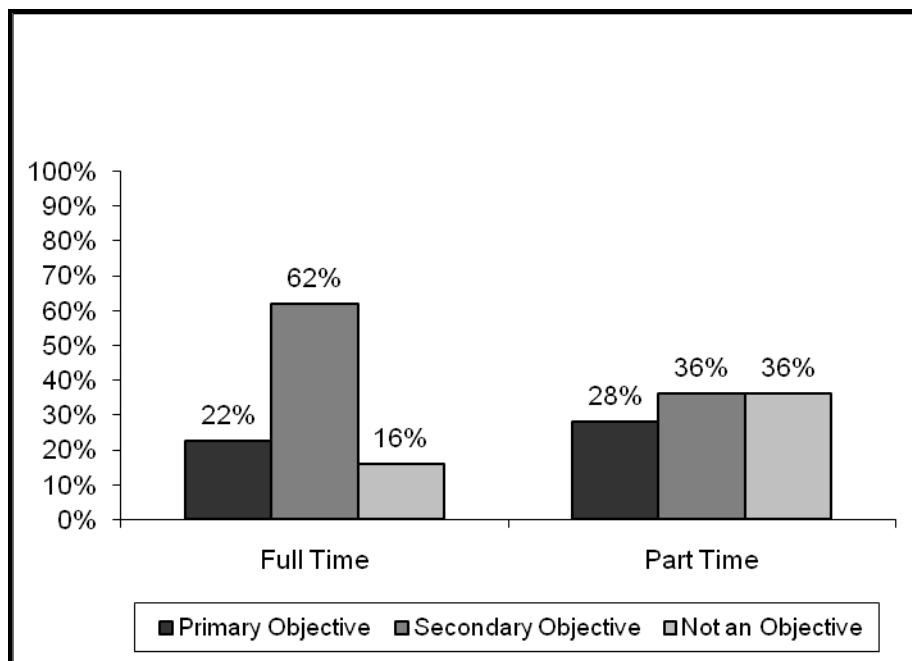


**Figure 13: Helping connect youth to their community is an objective of programming, center directors**

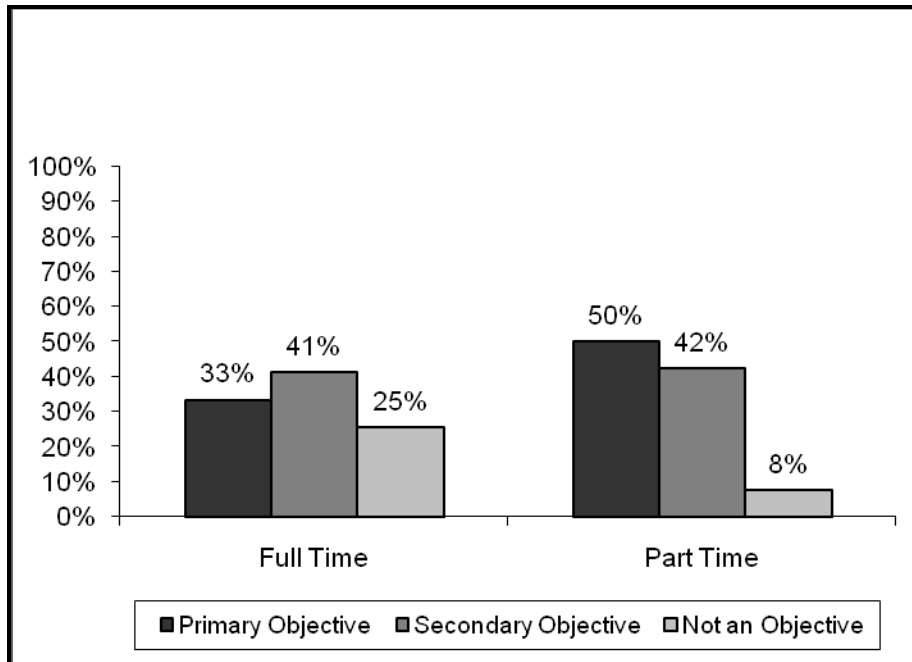


**Figure 14: Helping connect youth to their community is an objective of programming, grantee directors**

Responses to the item regarding whether identifying health or social services that youth need was an objective of the program varied greatly by full- and part-time status (see Figure 15). The majority of full-time center directors (62%) chose this item as a secondary objective, while part-time center directors responded to this item fairly evenly across the three response options. Grantee directors' responses to this item also varied by full- and part-time status and also differed from the pattern of responses given by center directors. Like center directors, part-time grantee directors were more likely than full-time grantee directors to rate identifying health or social services youth need as a primary objective (see Figure 16). However, the difference between full- and part-time was much larger for grantee directors (17 vs. 6 percentage points). In addition, a quarter of full-time grantee directors rated this as "Not an Objective" (vs. 16% of center directors). Also, part-time grantee directors were much less likely than part-time center directors to rate identifying health or social services youth need as "Not an objective" (8% vs. 36%, respectively), and were much more likely to rate it as a primary objective (50% vs. 28%, respectively). These outcomes continue the trend of discrepancies between center and grantee directors, and between full- and part-time directors.



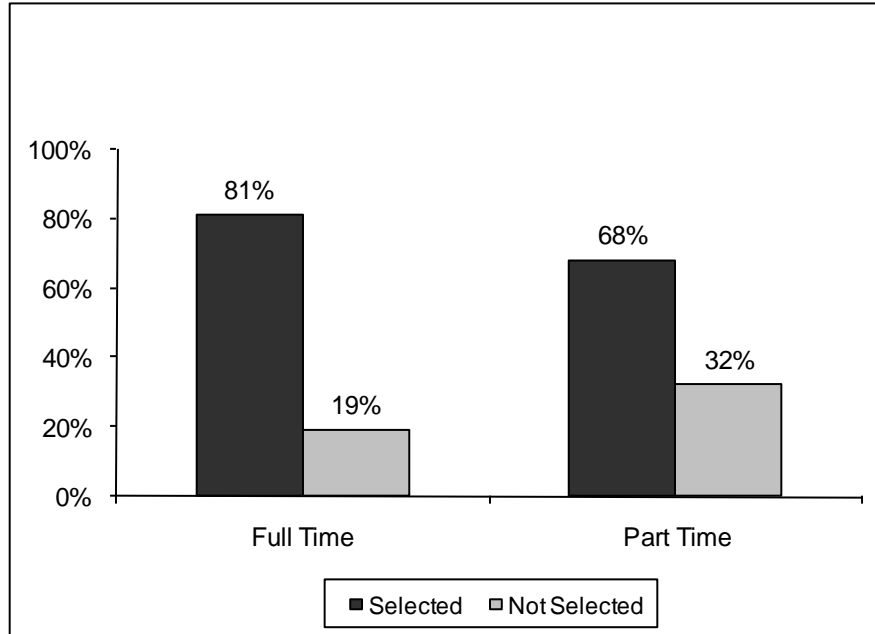
**Figure 15: Identifying health or social services youth need is an objective of programming, center directors**



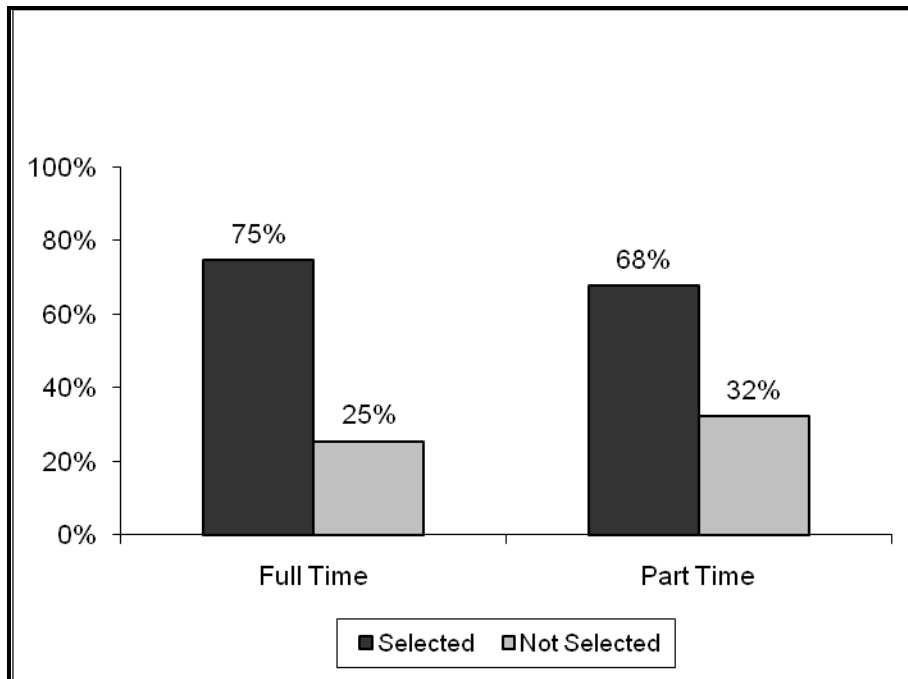
**Figure 16: Identifying health or social services youth need is an objective of programming, grantee directors**

Most center directors indicated that providing a safe environment was a top three priority for their centers (see Figure 17). Statistically significantly more full-time center directors selected this item compared to part-time center directors (81% vs. 68%, respectively). Grantee directors were also asked about this item and similarly, more full-time grantee directors marked this item as a top three priority. Three-quarters (75%) of full-time and 68% of part-time grantee directors indicated this item was a top three priority (see Figure 18). The difference between full- and part-time directors, particularly for center directors, could be related to experiencing the needs of students more directly. As full-time center directors were physically at the center for more hours, they had more opportunities to interact and be involved with students, and therefore may have had more opportunities to talk with students and teachers, hear their concerns, and learn what students' safety needs were. They may also have had the time to address this need compared to part-time center directors.



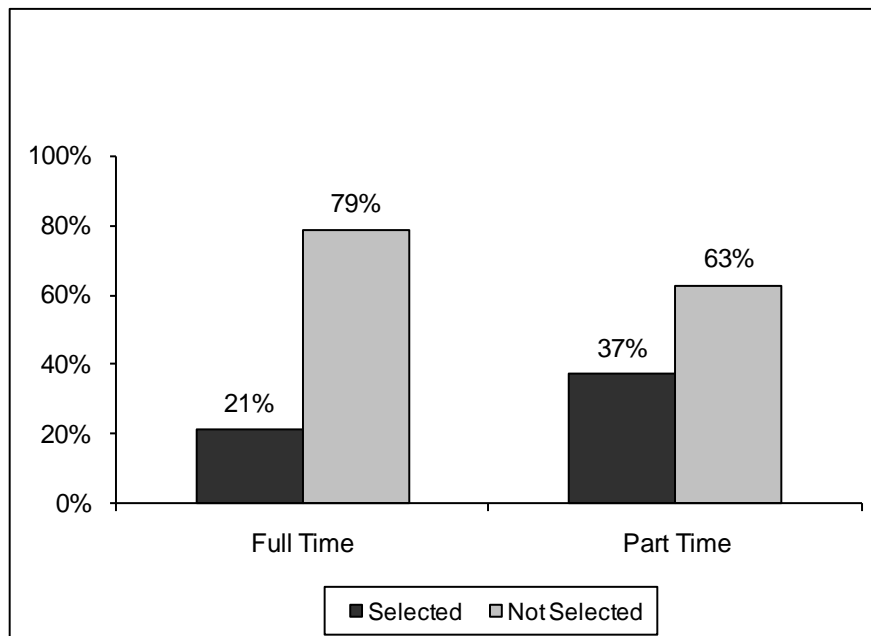


**Figure 17: Providing a safe environment for youth is a top three priority, center directors**

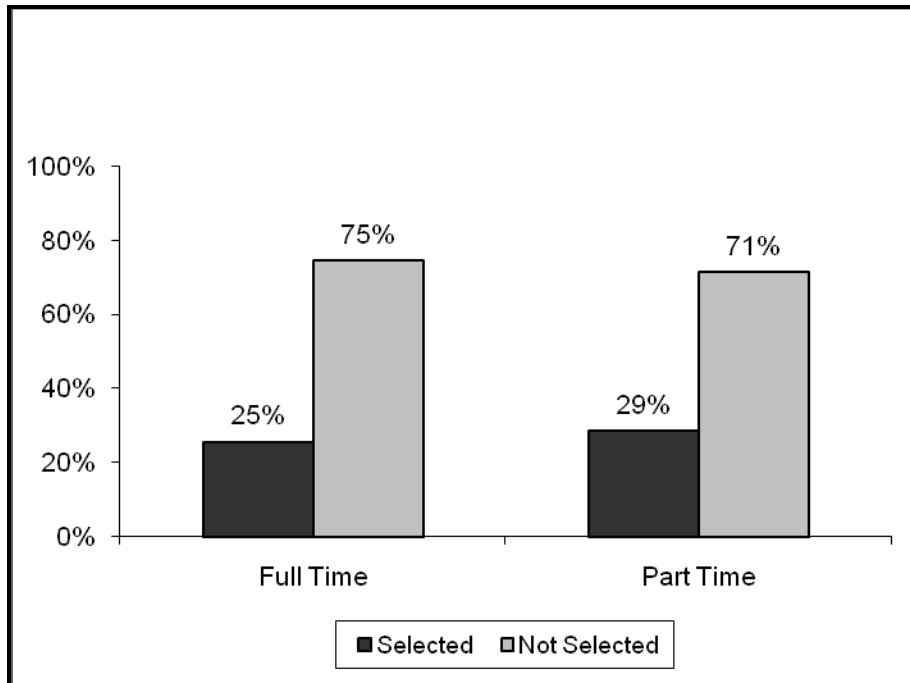


**Figure 18: Providing a safe environment for youth is a top three priority, grantee directors**

Full- and part-time status were also statistically significant when center directors indicated whether helping youth improve their TAKS scores was a top three priority of the program. As shown in Figure 19, approximately one in five (21%) full-time center directors marked this item, while more than one-third (37%) of the part-time center directors chose this item as a top three priority. This appears to reinforce the idea that part-time center directors were more concerned with academic achievement compared to full-time center directors, who may have had the time and interest to attend to non-academic areas of student development. For the grantee directors, when asked the same question, approximately one-third selected this item as a top three priority (25% of full-time and 29% of part-time grantee directors, see Figure 20). The difference between full- and part-time grantee directors was smaller than that between full- and part-time center directors (4 percentage points vs. 16 percentage points). Again, part-time center directors may have felt more pressure to produce academic changes.

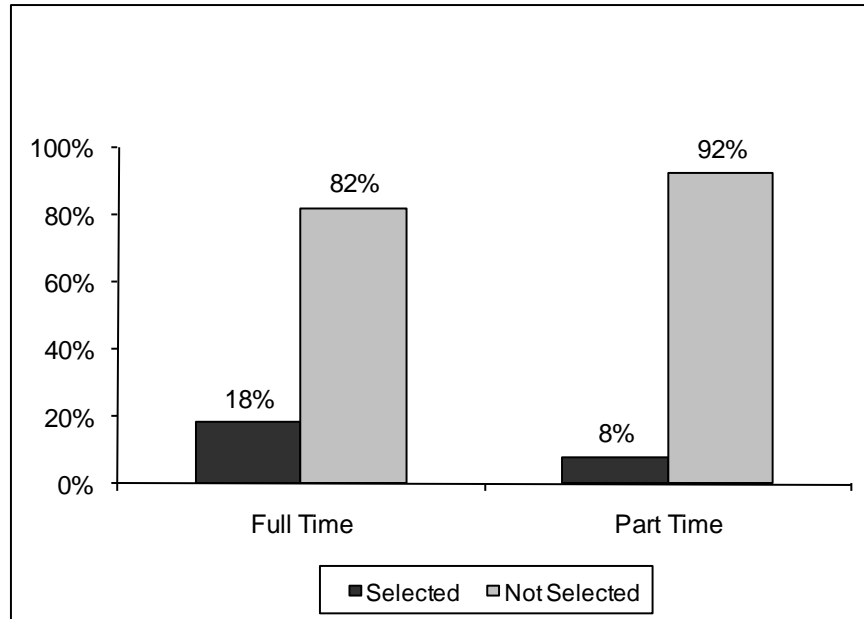


**Figure 19: Helping youth improve their TAKS scores is a top three priority, center directors**

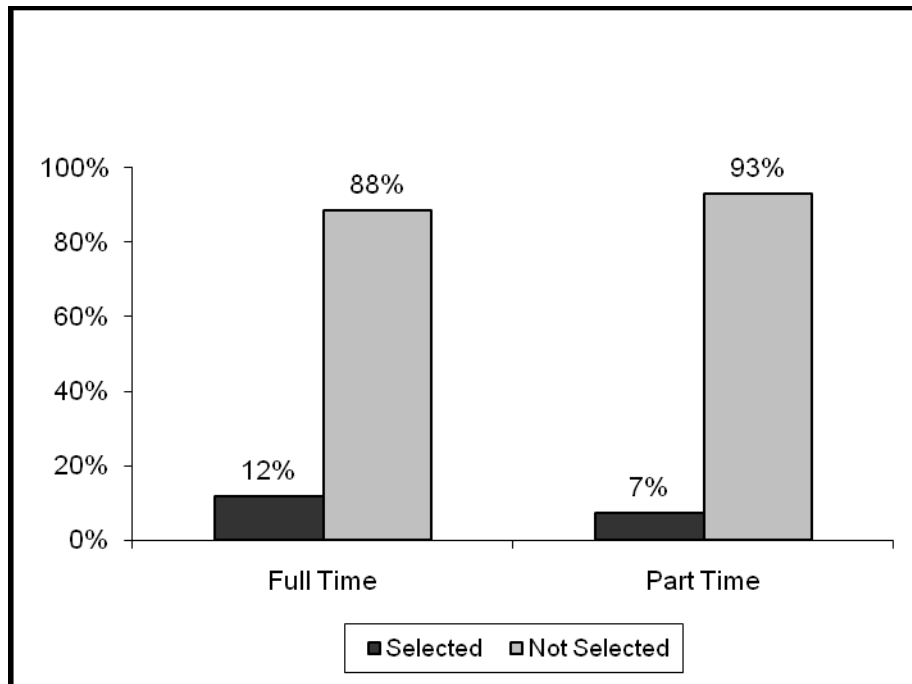


**Figure 20: Helping youth improve their TAKS scores is a top three priority, grantee directors**

The final item for which center directors differed significantly in their selections of the top three priorities of the program pertained to providing youth with positive adult guidance and/or mentors (see Figure 21). Very few center directors selected this item as a top three priority, but a statistically significantly higher percentage of full-time center directors (18%) chose this item than part-time center directors (8%, see Figure 22). Again, this could be a reflection of full-time center directors' opportunity to focus more holistically on student development. The pattern was similar for grantee directors, but with an even lower percentage of grantee directors indicating this item was a priority. For full-time grantee directors, 12% chose this item, as compared to 7% of part-time grantee directors. This would appear to contradict the findings of the literature review that to contribute to student engagement, centers should encourage a supportive relationship with an adult who provides both quality emotional and academic support.



**Figure 21: Providing youth with positive adult guidance and/or mentors is a top three priority, center directors**



**Figure 22: Providing youth with positive adult guidance and/or mentors is a top three priority, grantee directors**

In summary, without taking experience level or full- vs. part-time status into account, grantee and center directors were in agreement on the objectives they identified as the top three priorities of centers (see Table D5 in Appendix D for grantee directors, and Table E9 in Appendix E for center directors, respectively): Provide a safe environment for youth (72.2% of grantee directors vs. 72.7% of center directors), help youth improve their academic performance (e.g., grades, test scores) (73.4% of grantee directors vs. 66.2% of center directors), and help youth improve their TAKS scores (26.6% of grantee directors vs. 30.7% of center directors).

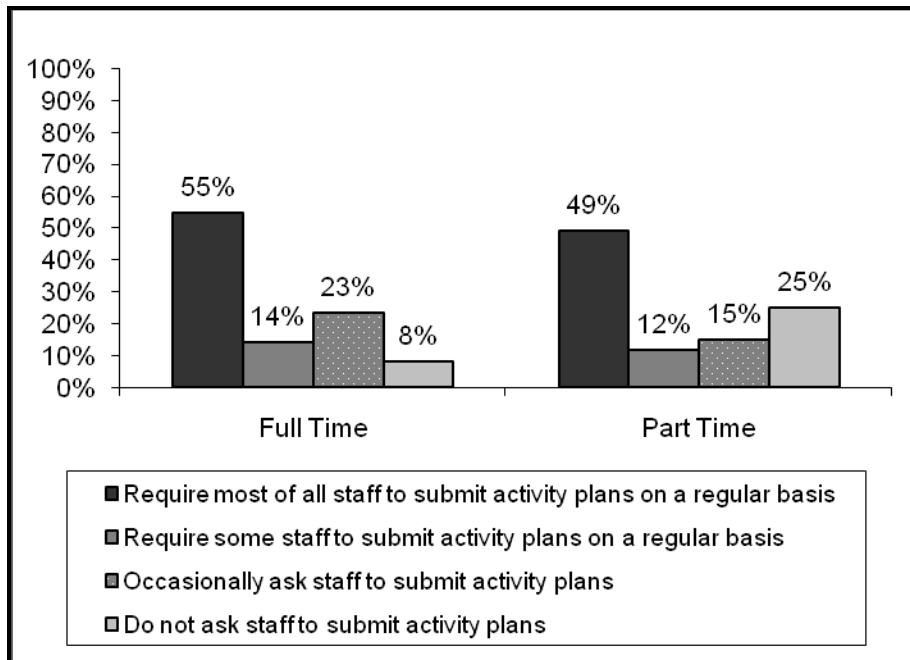
As discussed previously, grantee and center directors at all three experience levels were also in agreement that providing youth with positive adult guidance and/or mentors was a top three priority, with 82-95% endorsing the statement. Both full- and part-time grantee and center directors were also in agreement that providing a safe environment for youth was a top three priority (with 68-81% endorsing the statement) and that providing leadership opportunities for youth was an objective of programming (with 44-61% endorsing the statement). Full- and part-time grantee and center directors were also in agreement that the following were not a primary objective or top three priority: Providing community service or civic engagement opportunities is an objective of the program (29-35% endorsing the statement), helping youth improve their TAKS scores is a top three priority of the program (21-37% endorsing the statement), and providing youth with positive adult guidance and/or mentors is a top three priority (7-18% endorsing the statement).

However, there were some statistically significant differences in priorities between grantee and center directors when the results were examined by experience level or full- vs. part-time status.

- Part-time center directors appear less focused (than full-time center directors and both part and full-time grantee directors) on providing non-academic areas of programming (i.e., providing community service or civic engagement opportunities, providing leadership opportunities to youth, helping connect youth to their community, and identifying health or social services youth need), and more concerned with academic achievement (e.g., helping youth improve their TAKS scores).
- In terms of health or social services youth need, part-time grantee and center directors were more likely than full-time grantee and center directors to see this as a primary objective.

- Finally, full-time grantee and center directors were more likely to support providing a safe environment vs. part-time grantee and center directors.
- Grantee directors in general seem more focused on non-academic areas of programming (i.e., helping parents and/or other adults with literacy or other skills, helping connect youth to their community, identifying health or social services youth need) compared to center directors.

Also pertaining to program planning efforts, center directors were asked whether they require staff to submit written activity or lesson plans. About half of the center directors indicated that most or all staff members submit activity plans on a regular basis (see Figure 23). One-quarter (25%) of center directors who worked part-time as compared to 8% of those who worked full-time did not ask staff to submit activity plans. This difference between full and part-time directors when it comes to not asking staff to submit activity plans could be related to whether part-time directors had the time needed to review such plans.

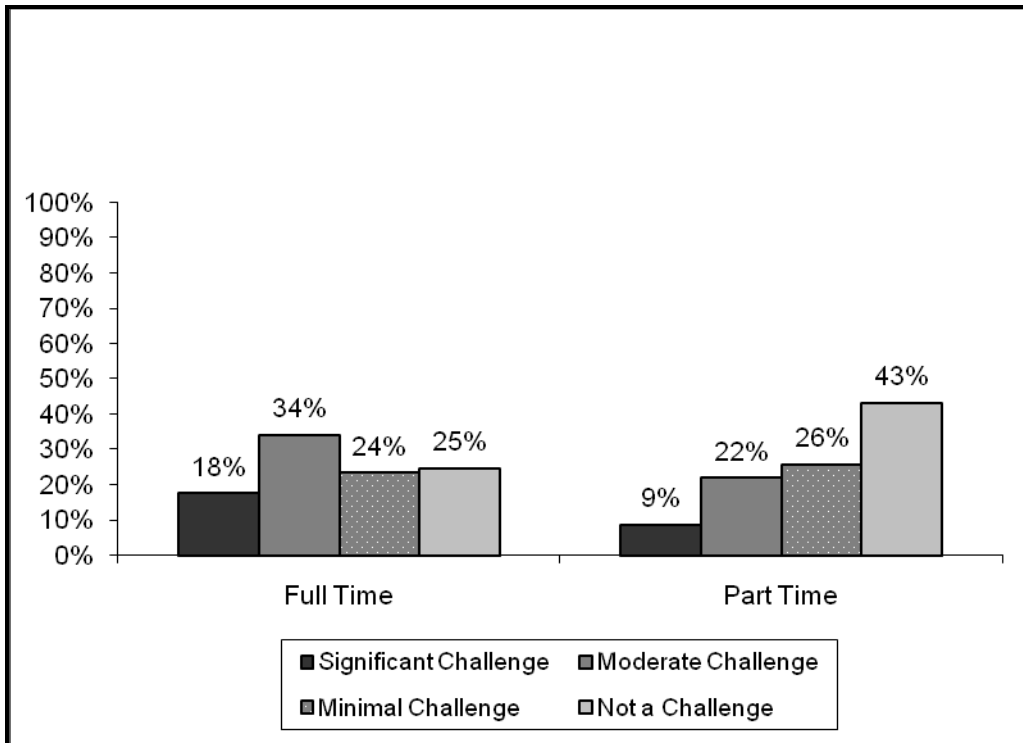


**Figure 23: Director requires staff to submit written activity or lesson plans, center directors**

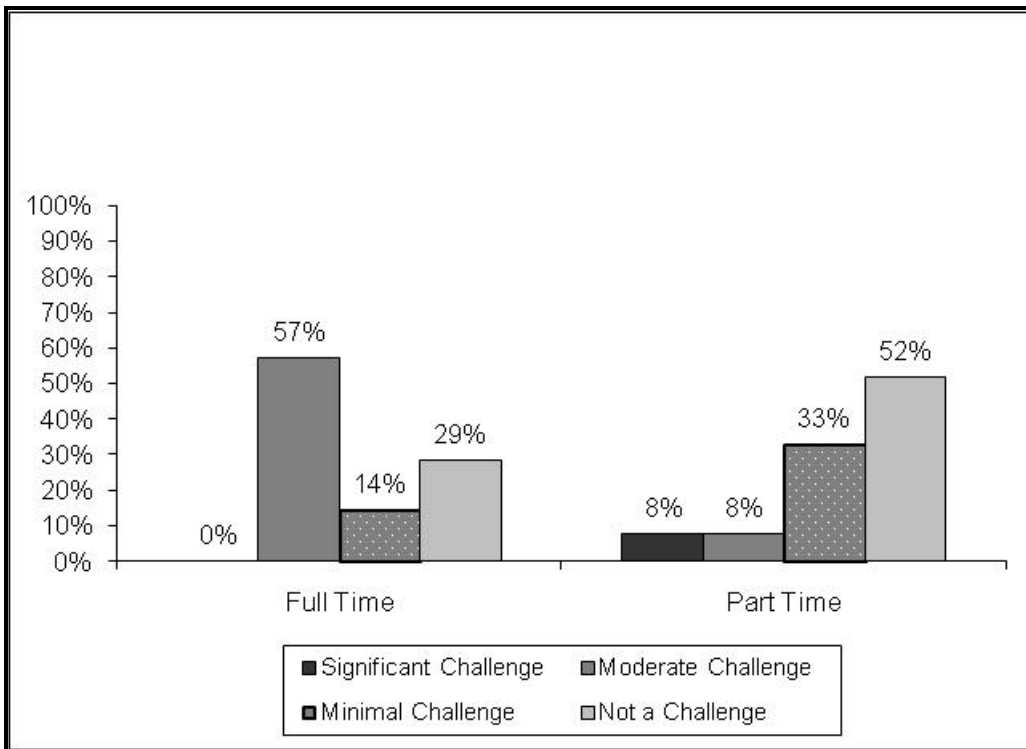
Center directors were asked about challenges to implementing high quality afterschool programming. Responses to one item, whether the adequacy of facilities and availability of space present a challenge in implementing high quality programming, differed significantly by part- and full-time status. As shown in Figure 24, 43% of center directors who worked part-time and one-quarter of full-time center directors indicated that facilities and space were not a challenge. Twice as many full-time center directors (18%) as part-time center directors (9%) indicated that facilities and space were a significant challenge. It could be that full-time directors had larger staffs or more students, which could mean that space was more of an issue than for part-time directors, but this would have to be explored in future research.

This same item was asked of both center staff and grantee directors. The pattern was fairly similar for center staff (see Figure 25). Over half (52%) of part-time staff indicated that facilities and space were not a challenge, while only 29% of full-time staff said the same. Only 16% of part-time staff reported that facilities and space were a significant or moderate challenge. The majority of full-time staff said that facilities and space were a moderate challenge (57%), and none of them said that they presented a significant challenge. Therefore, center staff were less concerned than center directors that adequacy of facilities and availability of space presented a challenge in implementing high quality programming.

Compared to center directors, an opposite pattern surfaces in grantee director responses (see Figure 26). For example, part-time grantee directors reported that the adequacy of facilities and availability of space posed greater challenges to implementing high quality programming than did grantee directors who worked full-time. Approximately one-third (36%) of full-time grantee directors indicated that facilities and space were a significant or moderate challenge. In comparison, over half (58%) of those grantee directors who worked part-time felt that facilities and space were a significant or moderate challenge.

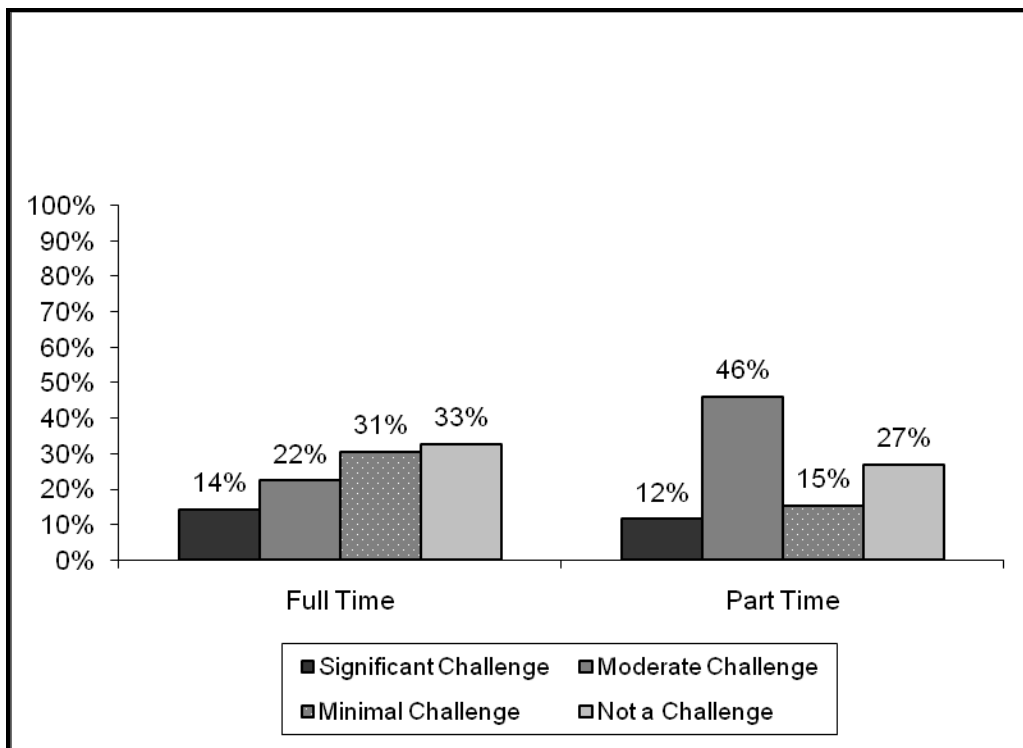


**Figure 24: How much of a challenge adequacy of facilities and availability of space is to implementing high quality programming, center directors**



**Figure 25: How much of a challenge adequacy of facilities and availability of space is to implementing high quality programming, center staff**





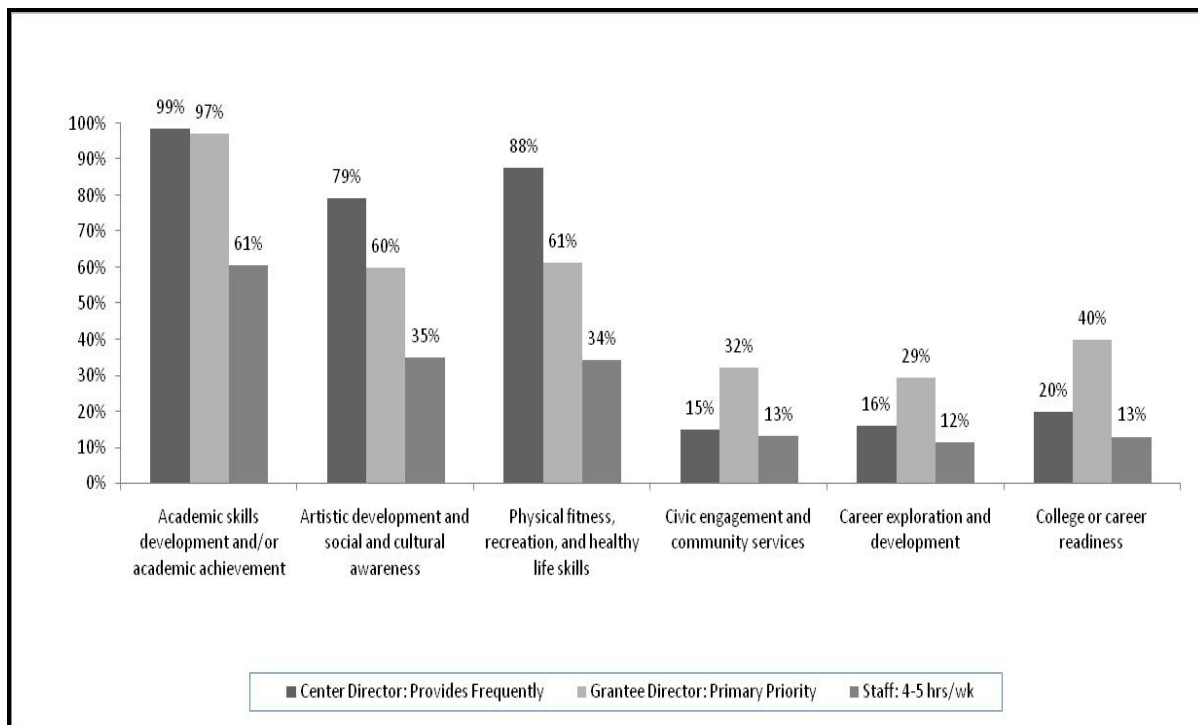
**Figure 26: How much of a challenge adequacy of facilities and availability of space is to implementing high quality programming, grantee directors**

### *Program Activities*

The activities provided by 21st CCLCs constitute the point of service and a major component in assessing the quality of program delivery. Program surveys asking center and grantee directors about the provision of activities in their programs were employed to supplement activity data available in the Texas 21st CCLC Tracking & Reporting System. Specifically, center directors indicated whether their centers provided particular activities frequently, sometimes, or never. Grantee directors were asked whether the provision of certain types of activities was considered a primary priority, secondary priority, or not a priority for centers funded by their grants.

As shown in Figure 27, nearly all center directors reported providing academic skills development frequently, and almost all grantee directors placed the provision of academic skills development as a primary priority. For all other activities, there was greater discrepancy between what center directors reported providing and grantee directors prioritized. For example, more than 75% of center directors reported providing artistic development and physical fitness

activities frequently, while only about 60% of grantee directors said these activities were a primary priority. On the other hand, for the remaining items (civic engagement, career exploration, and college or career readiness), only 15 to 20% of the center directors reported providing these activities frequently, while 30 to 40% of the grantee directors reported these types of activities as being a primary priority of their programs. Therefore, while center and grantee directors appeared to be in agreement that academic skills development was a major component of 21st CCLC programs, they disagreed on the importance of other non-academic aspects of the program. Center directors seemed to have more of a focus on building more well-rounded students (e.g., artistic development, physical fitness) while grantee directors seemed to have more of a focus on career and college readiness.



**Figure 27: Emphasis placed on center activities by staffing position**

Center staff members were also asked how often they provided activities in these same categories. A similar pattern emerged in terms of the first three categories in that a larger percentage of staff members (61%) reported providing activities to support academic skills development at least 4 to 5 hours per week, and a lower percentage (only about one-third) of the respondents reporting providing activities to support artistic development and physical fitness at

least 4 to 5 hours per week (see Figure 27). It appears, then that center staff were in agreement with center and grantee directors that academic skills development was the major purpose of the center.

Additional survey information from the center staff supports the theme that program activities were largely centered on academic skill building. The majority of center staff respondents indicated that they frequently lead activities that provided homework help or tutoring for youth (85%) and provided academic remediation and support for youth (80%). These survey findings, therefore, are consistent with the mission of the 21st CCLC program to provide academic and other enrichment programs that reinforce and complement the regular academic programs offered at participants' schools.

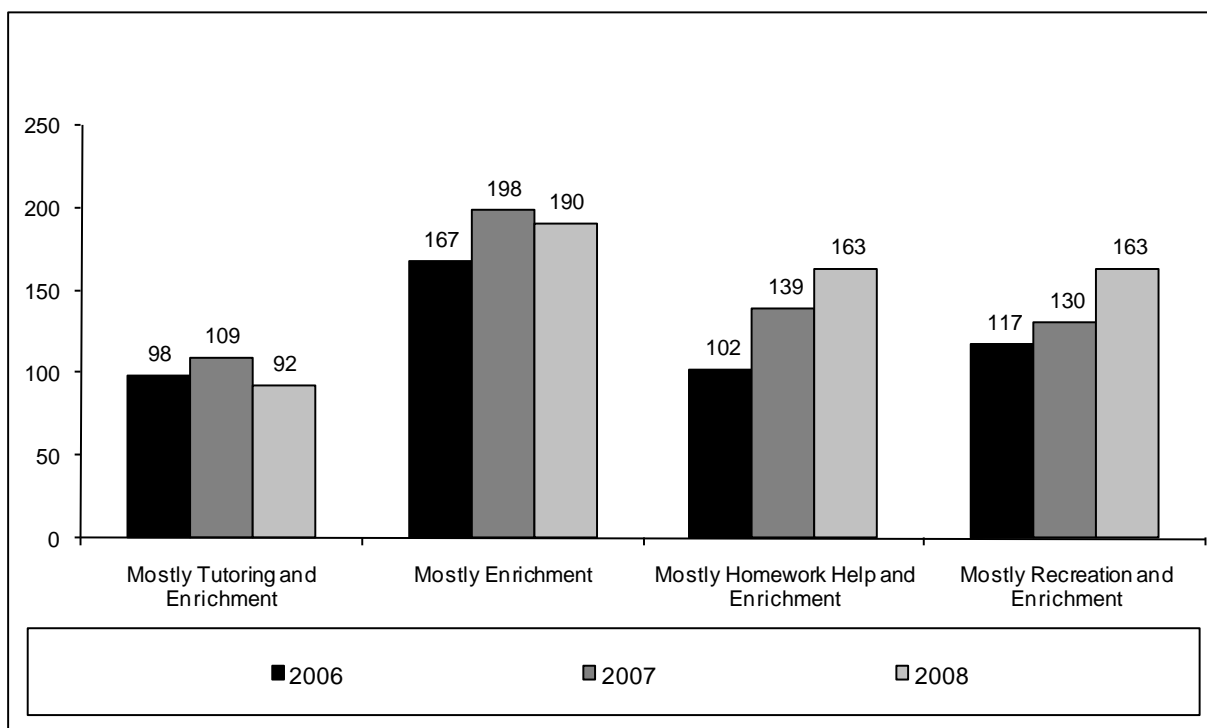
### **Tracking & Reporting System Results**

Using information obtained from the Texas 21st CCLC Tracking & Reporting System concerning operations undertaken at centers during the 2005-06, 2006-07, and 2007-08 school years, an effort was made to assess both the breadth of programming provided by the centers and the relative emphasis centers gave to providing certain type of activities. Grantee-level staff coded activities as falling within one of fourteen standard categories, such as academic enrichment learning program, recreational activity, etc. Therefore, grantee-level staff were responsible for determining if a given activity should be classified, for example, as academic enrichment (which we have shortened to "Enrichment" in the report) or recreation.

Cluster analyses were employed to assign a given center to a particular cluster type based on the relative emphasis given to providing a given type of programming during the course of the school year. Based on this assessment, we identified four primary program clusters defined by the relative emphasis centers gave to offering one or more programming areas during the 2005-06, 2006-07, and 2007-08 school years:

- Centers providing mostly tutoring and enrichment activities
- Centers providing mostly enrichment activities
- Centers providing mostly homework help and enrichment activities
- Centers providing mostly recreation and enrichment activities

For example, the vast majority of the activities provided by centers in the mostly recreation and enrichment cluster were classified by grantee-level staff as falling within the recreational activity and academic enrichment categories. Each center was classified in one of these clusters for each of the three years in question. Further details on the way in which these clusters were determined are provided in Appendix G. Figure 28 presents the distribution of centers across each cluster type by year. The distribution varied slightly across the three reporting periods under consideration: The *Mostly Homework Help and Enrichment* cluster and the *Mostly Recreation and Enrichment* cluster saw gains across the three school years, while the *Mostly Tutoring and Enrichment* and *Mostly Enrichment* clusters saw a rise from 2006 to 2007 and a subsequent fall in 2008 during the same timeframe. Table 1 presents the same information as Figure 28, but with year by year percentages in addition to *N* values. As can be seen, the total number of centers rose each year, and the *Mostly Enrichment* cluster comprised the largest percentage of centers for all three years. This would seem to contradict the responses from center and grantee directors, who expressed more academically oriented (vs. enrichment) activities as being top priorities.



**Figure 28: Number of centers by activity clusters, 2006 through 2008**

**Table 1: Number and Percentage of Centers within a Given Activity Cluster, 2006 to 2008**

Activity Cluster	N			%		
	2006	2007	2008	2006	2007	2008
Mostly Tutoring and Enrichment	98	109	92	20.2%	18.9%	15.1%
Mostly Enrichment	167	198	190	34.5%	34.4%	31.3%
Mostly Homework Help and Enrichment	102	139	163	21.1%	24.1%	26.8%
Mostly Recreation and Enrichment	117	130	163	24.2%	22.6%	26.8%
<b>Total</b>	<b>484</b>	<b>576</b>	<b>608</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

*Note.* One center was missing an activity cluster designation; this center has been excluded.

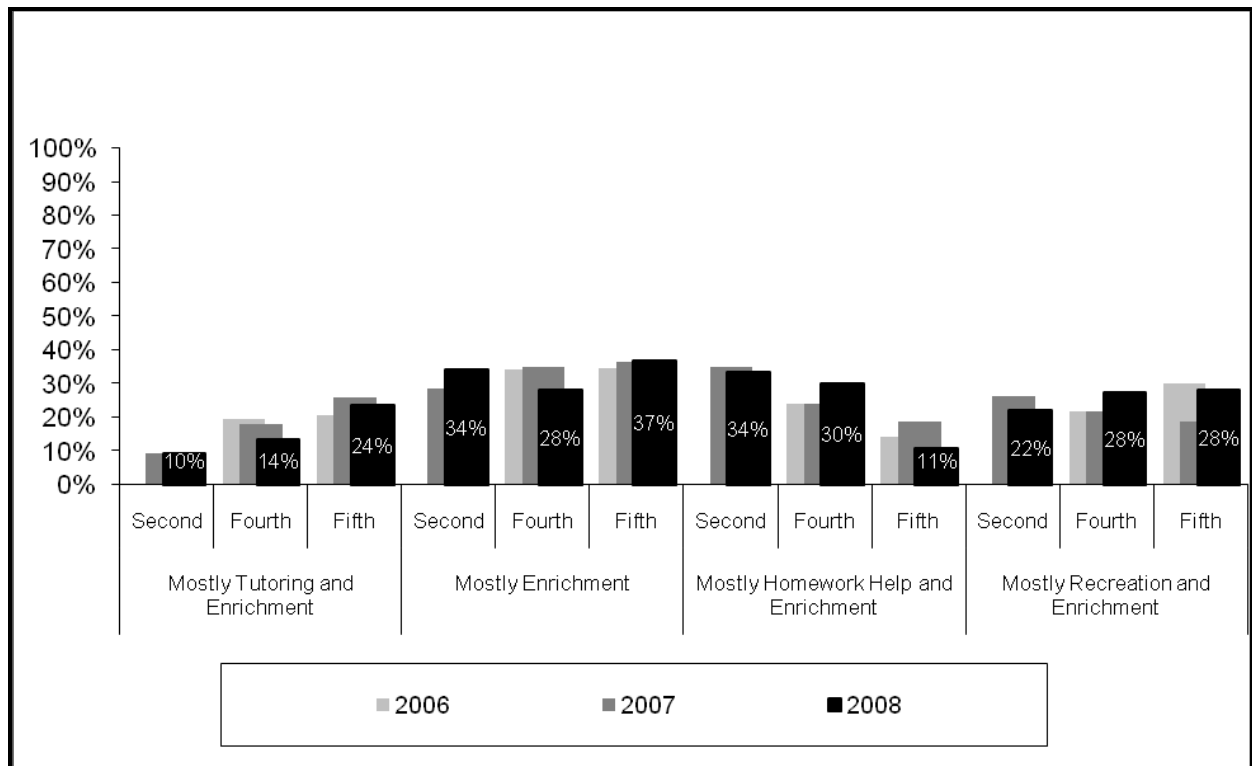
An inspection of Table 1 reveals that from 2006 to 2008 the only activity cluster with year to year percentage gains was *Mostly Homework Help and Enrichment* (21% to 24% to 27%), growing nearly 6 percentage points from 2006 to 2008. Note that in terms of percentage, both the *Mostly Tutoring and Enrichment* and *Mostly Enrichment* clusters witnessed year to year declines (20% to 19% to 15% for *Mostly Tutoring and Enrichment* and 35% to 34% to 31% for *Mostly Enrichment*).

As shown in Table 2, centers classified in 2007 as offering *Mostly Recreation and Enrichment* were the most likely to remain in the same cluster in 2007-08 (69% remained in this cluster), followed by centers initially identified as offering *Mostly Enrichment* (67%) and *Mostly Homework Help and Enrichment* (65%). The cluster witnessing the greatest degree of turnover from the 2006-07 to the 2007-08 reporting period was the *Mostly Tutoring and Enrichment* cluster, where only 47% of centers initially classified in this group remained in this cluster the next year. Also of note, the *Mostly Tutoring* cluster for 2006-07 witnessed the fewest new entrants, with only 6 to 9% of centers located in other clusters in 2006-07 moving into the *Mostly Tutoring* group. In comparison, approximately 13 to 24% of centers in other clusters in 2006-07 moved into the *Recreation and Enrichment* cluster in 2007-08. The *Homework Help and Enrichment* cluster saw similar gains, approximately 11 to 21%. It seems, then, that centers shifted away from tutoring toward other types of enrichment activities.

**Table 2: Change in Activity Cluster from 2007 to 2008**

<b>Activity Cluster (2007)</b>	<b>Activity Cluster (2008)</b>			
	Mostly Tutoring and Enrichment	Mostly Enrichment	Mostly Homework Help and Enrichment	Mostly Recreation and Enrichment
Mostly Tutoring and Enrichment	46.8%	8.3%	21.1%	23.9%
Mostly Enrichment	8.1%	66.7%	11.1%	14.1%
Mostly Homework Help and Enrichment	5.8%	16.5%	64.7%	12.9%
Mostly Recreation and Enrichment	8.5%	10.0%	13.1%	68.5%

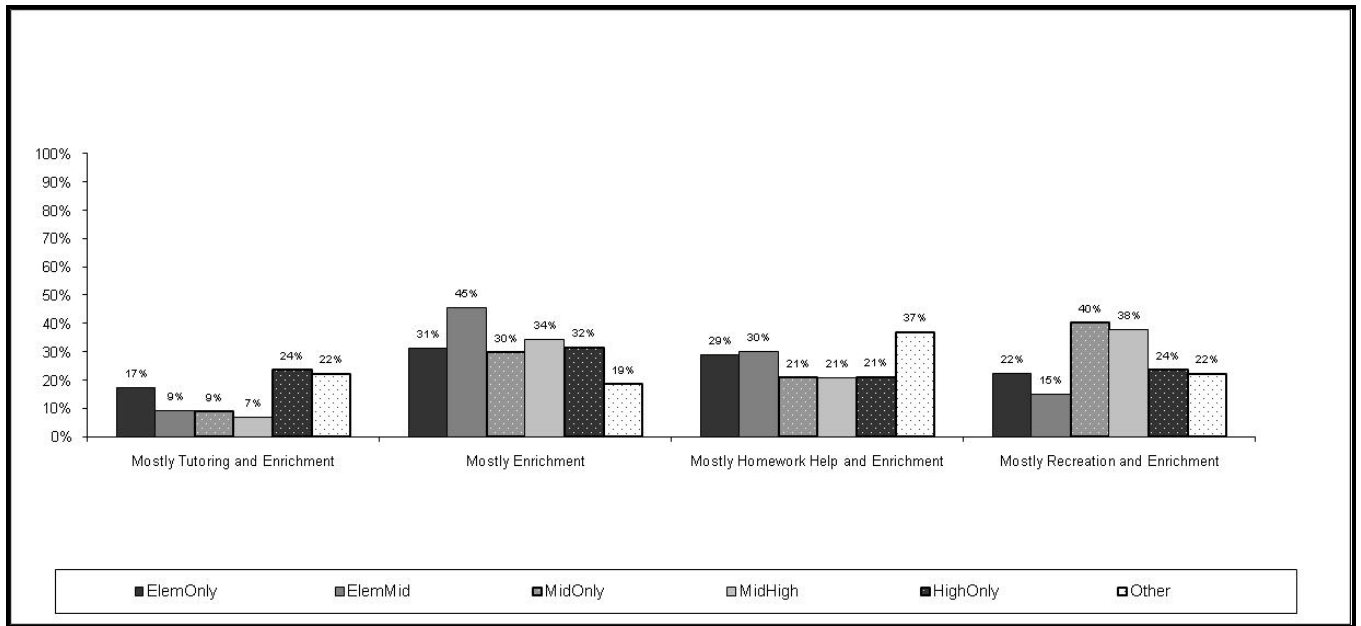
In looking at grantee maturity (i.e., number of years a center had been in operation), a higher percentage of centers associated with older grants were classified in the *Mostly Tutoring and Enrichment* cluster than were centers associated with more recent grants. This was particularly true for centers in their fifth year, and could reflect the possible urgency those first centers felt to address students' academic needs. This finding was also true for *Mostly Recreation and Enrichment*, although the trend was not as strong. These percentage gains were matched by a corresponding decrease in the *Mostly Homework Help and Enrichment* cluster (see Figure 29).



**Figure 29: Primary program clusters based on hours of activity offered in a given category during the school year, by grantee maturity (as of 2008)**

*Note.* Percentages displayed are for 2008 only; bars for 2007 and 2006 are shown for comparison. The data are based on 608 centers for 2008, 576 for 2007, and 498 for 2006. Grant year designations (second, fourth, and fifth) are based on the year of the grant as of 2008 reporting. Out of the 608 centers, 124 were associated with grants in their second year, 349 with grants in their fourth year, and 135 with grants in their fifth year.

In terms of grade levels served, centers serving elementary school students or elementary and middle school students (ElemOnly and ElemMid) tended to fall in the *Mostly Enrichment* and *Mostly Homework Help and Enrichment* clusters, as shown in Figure 30. Centers serving middle school students or middle and high school students (MidOnly and MidHigh) tended to fall in the *Mostly Enrichment* and *Mostly Recreation and Enrichment* clusters. Centers serving high school students (HighOnly) were spread more evenly across the clusters, with a slightly higher percentage of centers serving high school students classified in the *Mostly Enrichment* program cluster. Consequently, all grade levels had the *Mostly Enrichment* cluster in common.



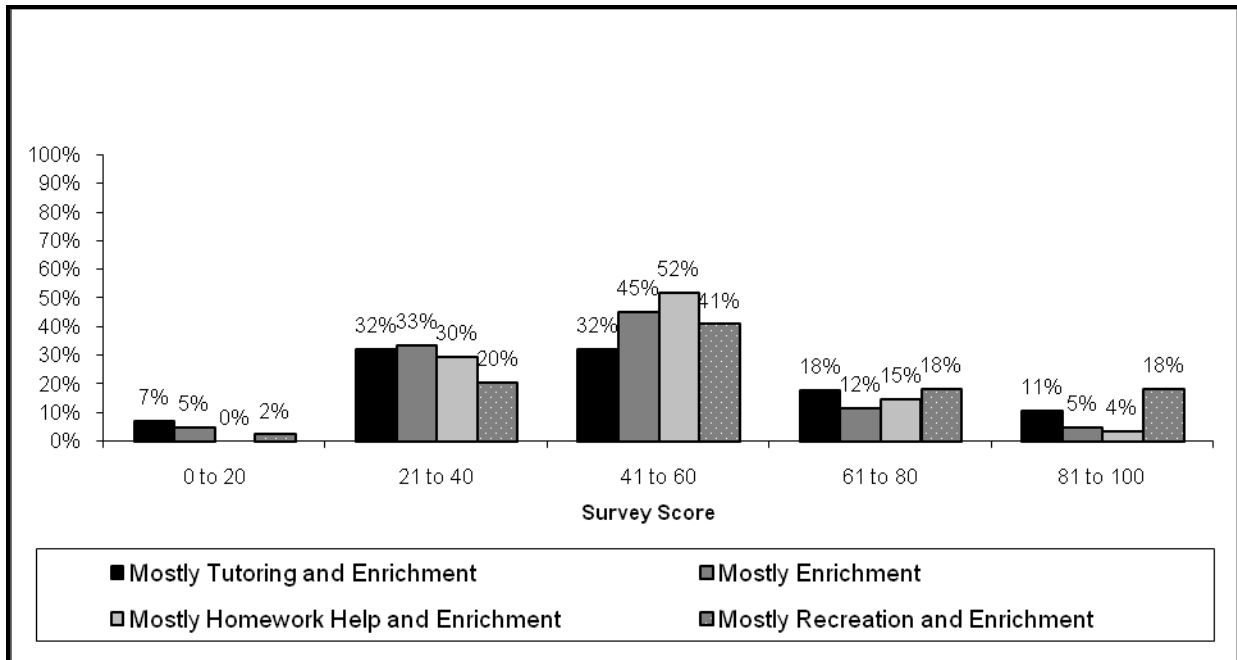
**Figure 30: Primary program clusters based on the hours of activity offered in a given category during the school year by Grade level served**

*Note.* Based on 608 Centers with activity cluster designations for 2008.

The following three charts present 2008 activity clusters by survey scale scores, which were created based on constructs measured in the center director survey. Generally, centers classified in the *Mostly Recreation and Enrichment* cluster appeared to have been more apt to adopt programmatic approaches likely to afford youth more opportunities for engagement and positive interactions with both adult facilitators and their peers in the program (see Figure 31). In interpreting Figure 31, a higher score indicates a higher level of functioning in employing practices supportive of youth development. More specifically, for Figures 31 to Figure 33, the scales on the figures can be interpreted as follows. Interested readers can see Appendix I for a description of the development of the survey constructs and the construct scale scores.

- 0-20 = Very unlikely to endorse the items within the specified construct
- 21-40 = Unlikely to endorse the items within the specified construct
- 41-60 = Moderately likely to endorse the items within the specified construct
- 61-80 = Highly likely to endorse the items within the specified construct
- 81-100 = Very likely to endorse the items within the specified construct

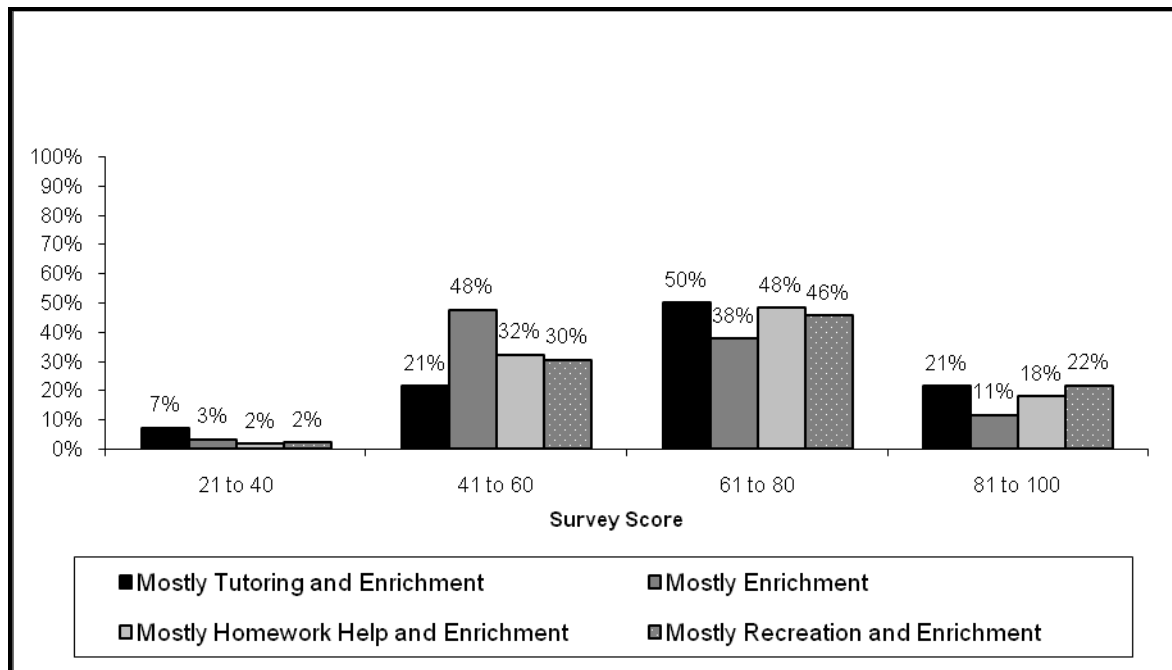




**Figure 31: Primary program clusters based on the hours of activity offered in a given category during the school year by survey subscale, youth development**

*Note.* Based on 186 centers with survey responses for youth development.

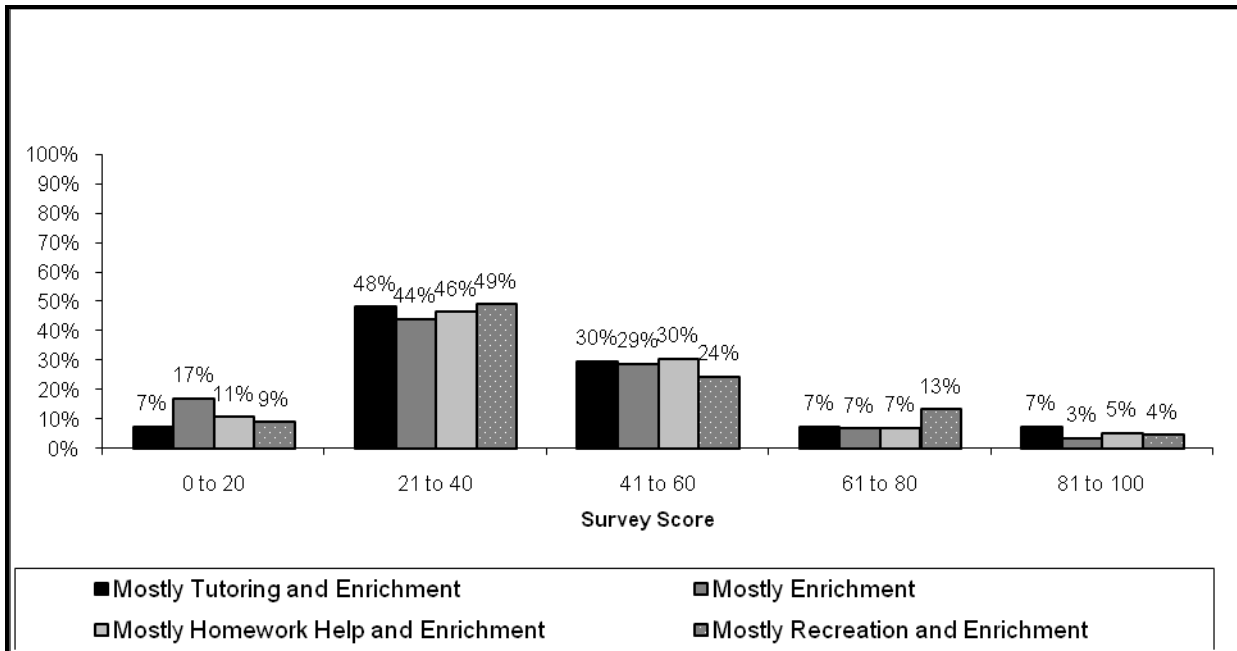
As displayed in Figure 32, the *Mostly Enrichment* cluster had the largest proportion of centers (48%) in the lower range of scores (i.e., from 41 to 60) in terms of implementing practices supportive of academic skill building. Not surprisingly, as they were not focused on academics, the *Mostly Enrichment* cluster was under-represented in terms of implementing practices supportive of academic skill building (i.e., were less likely to be in the higher bands of scores (61 to 80 and 81 to 100)) as compared to other activity clusters.



**Figure 32: Primary program clusters based on the hours of activity offered in a given category during the school year by survey subscale, academic skill building**

*Note.* Based on 191 centers with survey responses for academic skill building. No centers scored below 21.

Figure 33 displays the relationship between activity cluster membership and implementation of practices supportive of parent involvement. Centers in all clusters tended to score in the lower ranges on this subscale (with most falling in the 21 to 40 band). In the high scoring bands, The *Mostly Recreation and Enrichment* centers (13%) and *Mostly Tutoring and Enrichment* centers (7%) comprised the largest percentage in the top two score ranges, respectively.



**Figure 33: Primary program clusters based on the hours of activity offered in a given category during the school year by survey subscale, parent involvement**

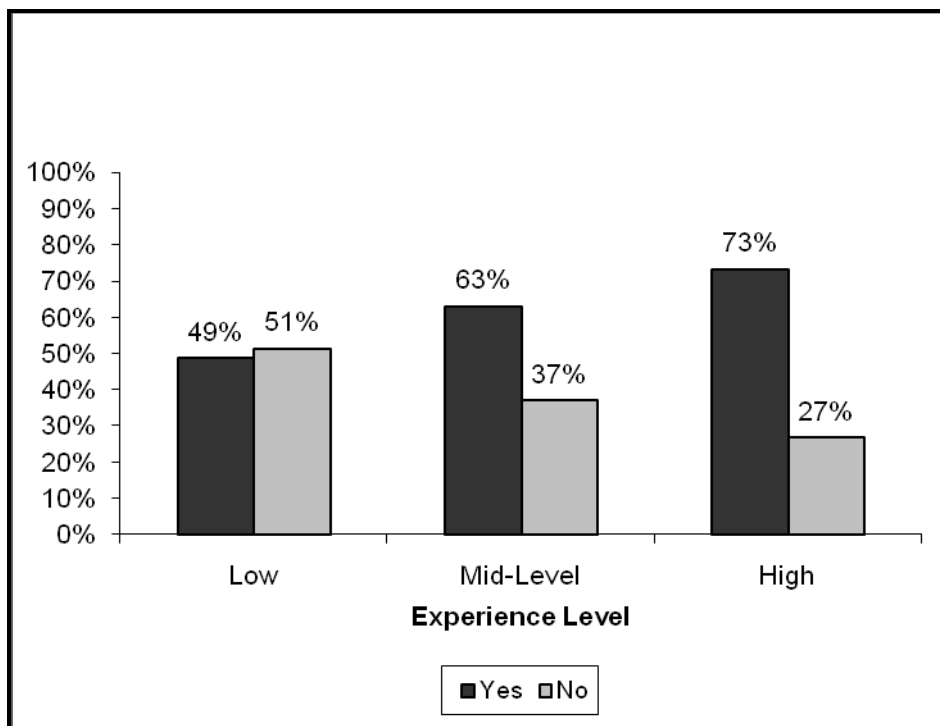
*Note.* Based on 187 centers with survey responses for parent involvement.

*Differences in Program Activities by Programmatic Experience*

Statistical analyses were conducted for survey items related to program activities and center directors’ programmatic experience. The following section outlines the outcomes that were statistically significant and reliable based on the sample size. These items were asked only of the center directors and not of center staff or grantee directors.

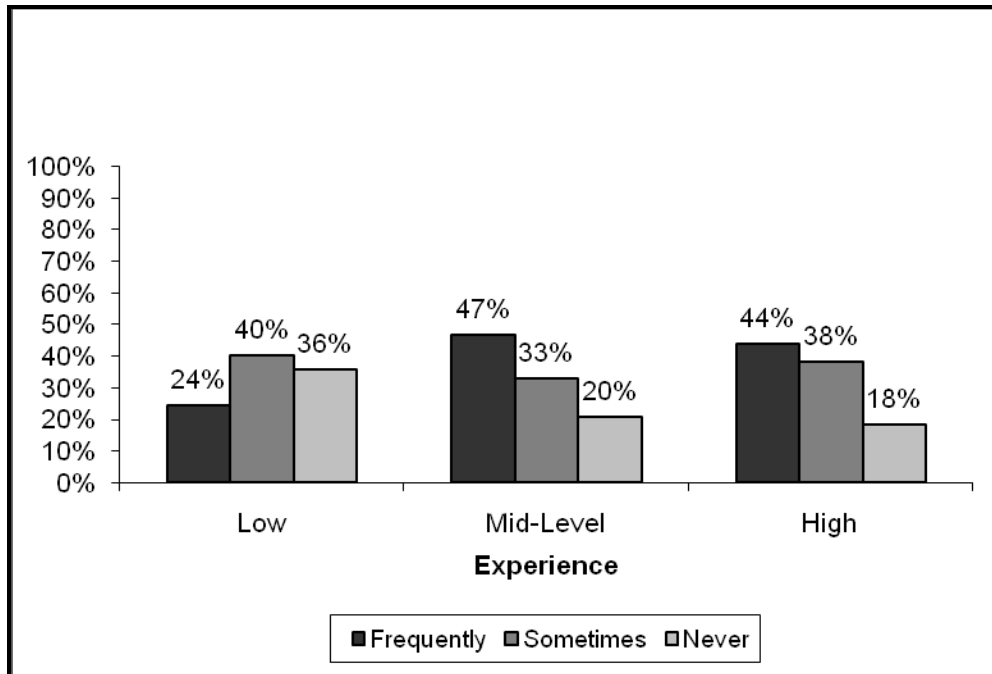
There were three statistically significant outcomes associated with center director’s experience. The first item was regarding curriculum, and the remaining two were related to providing classes to parents. As shown in Figure 34, those center directors with more experience in their current programs were more likely to report using an externally developed curriculum to guide activities. About half (49%) of those center directors with a low level of experience said they used an external curriculum as compared to about two-thirds (63%) of those with a mid-level of experience, and three-quarters (73%) of those with a high level of experience. Consequently, even though center directors with low levels of experience were equally likely to use an externally developed curriculum, as center director gained experience, they were more likely to depend on these types of curricula. It could be that the longer these curricula were in place, the more comfortable center directors felt with their efficacy. It could also be that more

experienced directors felt they had less time or need to develop a customized curriculum for their attendees.



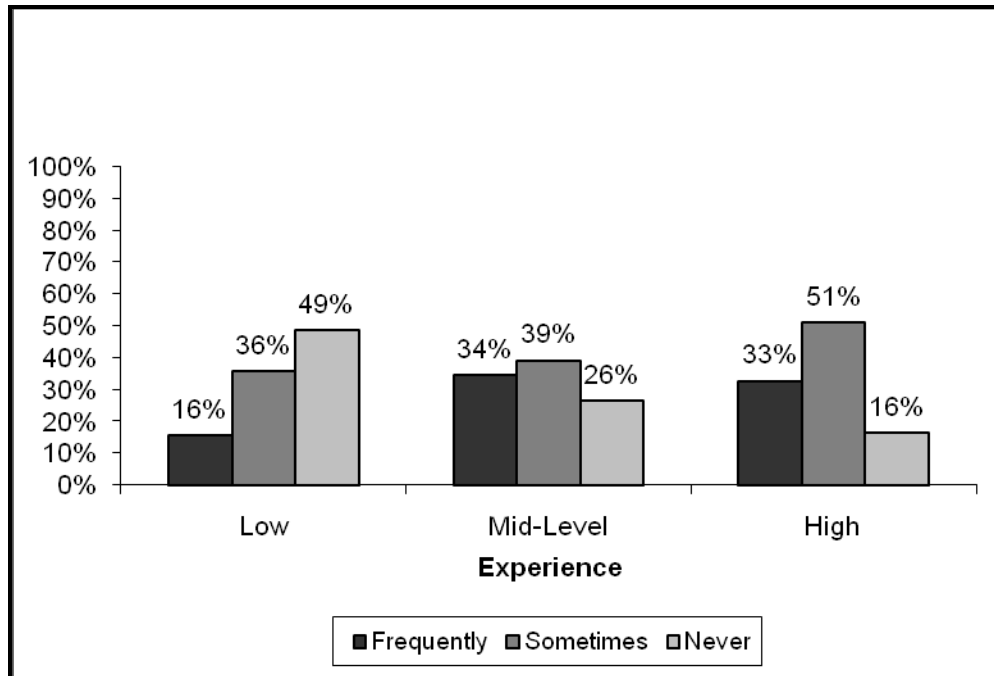
**Figure 34: Center uses a published or externally developed curriculum to guide activities, center directors**

As shown in Figure 35, about half of the center directors with mid- or high level experience (47% and 44%, respectively) indicated that they frequently provided classes to help parents develop their own skills, as compared with only one-quarter (24%) of those with a low level of experience. Over one-third of those center directors with a low level of experience indicated that they never provided classes to help parents develop their own skills, as compared to 20% of center directors with a mid-level of experience, and 18% of center directors with a high level of experience. This could be an artifact of center directors with a low level of experience being more focused on student achievement or other student-related needs.



**Figure 35: How often the center provides classes to help parents develop their own skills, center directors**

The final significant item (see Figure 36) indicates that those center directors with more experience were also more likely to indicate that they provided parenting classes. About one-third of center directors with a mid or high level of experience said they offered parenting classes frequently, as compared to 16% of directors with a low level of experience. Furthermore, about half (49%) of center directors with a low level of experience said they never offered parenting classes, compared to one-quarter of those with a mid-level of experience (26%), and 16% of those with a high level of experience. Once again, more experienced center directors may have felt more comfortable addressing parent needs, or may have seen more of a need or the value of such programs, as they ultimately can impact student performance.



**Figure 36: How often the center provides parenting classes, center directors**

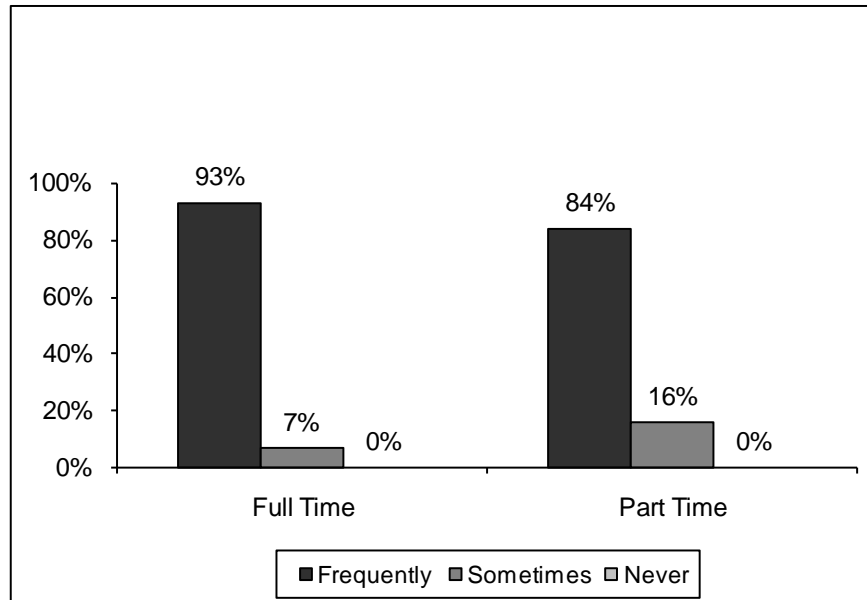
*Differences in Program Activities by Full- and Part-time Status*

Differences in the provision of center activities were also explored by whether the center director was full- or part-time. For some of the statistically significant items, a similar question was asked of the grantee directors about whether these particular activities were priorities for programming. The grantee director response patterns, while not tested for statistical significance, are mentioned when applicable.

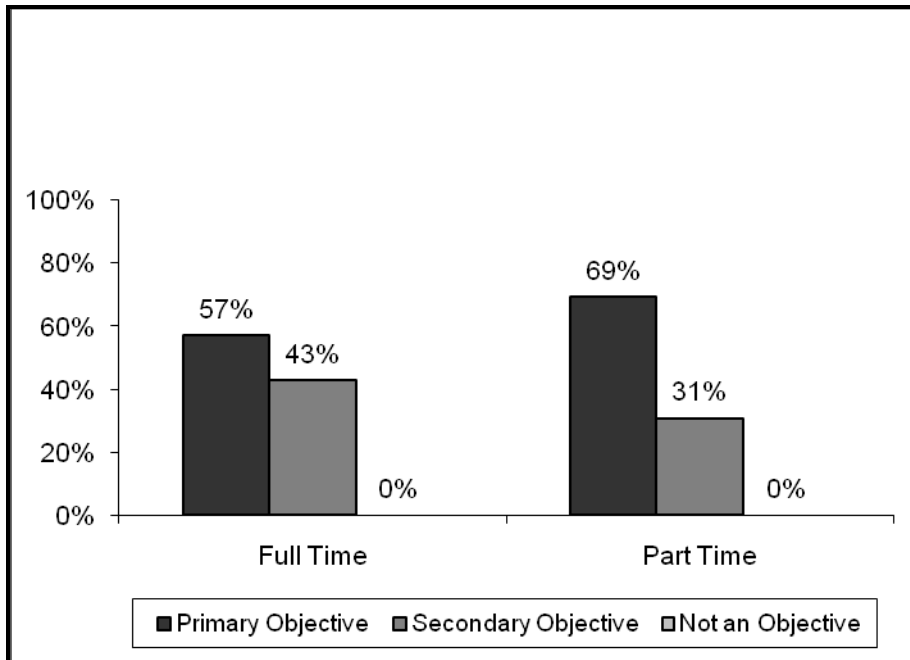
The first statistically significant item regarding program activities by full- or part-time status was how often the program provided activities to support physical fitness, recreation, and healthy life skills. Almost all of the center directors marked this item as being provided frequently, and the remaining small percentage of both full- and part-time directors indicated that they sometimes provided these activities (see Figure 37). Ninety-three percent of full-time center directors reported these activities being provided frequently, as compared with 84% of part-time directors, with the difference being statistically significant.

Grantee directors were asked if the provision of activities to provide physical fitness, recreation, and healthy life skills was a primary objective, secondary objective, or not an objective. More than half (57%) of full-time grantee directors and more than two-thirds (69%) of part-time directors marked this item as a primary objective (see Figure 38). The remaining

43% of full-time directors and 31% of part-time directors selected the provision of these activities as a secondary objective in the centers funded by their grants. Therefore, while a high percentage of both full- and part-time center and grantee directors responded that the provision of activities to provide physical fitness, recreation, and healthy life skills was important, center directors felt even stronger about the need for these types of activities.



**Figure 37: How often program provides activities to support physical fitness, recreation, and healthy life skills, center directors**

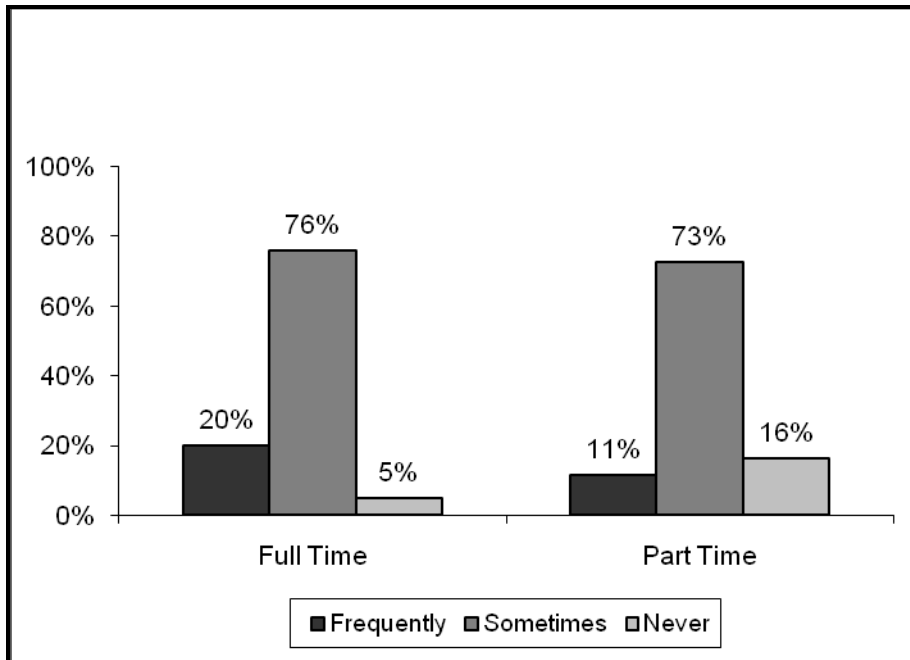


**Figure 38: The provision of activities to provide physical fitness, recreation, and healthy life skills is a primary objective, secondary objective, or not an objective, grantee directors**

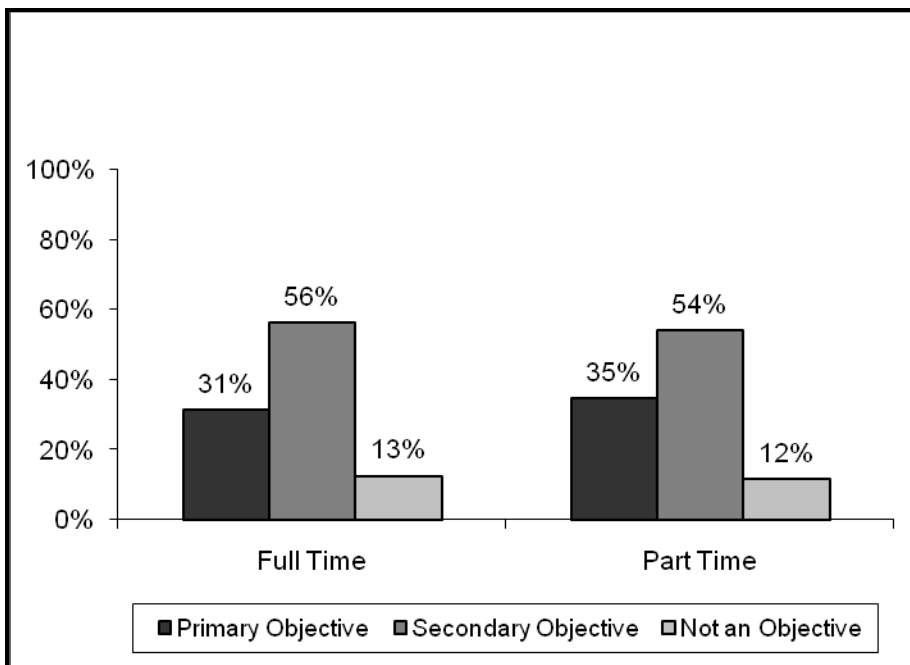
As displayed in Figure 39, center directors reported how often their programs provided activities to support civic engagement and community services. About three-quarters of full-time (76%) and part-time center directors (73%) indicated that they sometimes provided activities to support civic engagement and community service. While very few center directors indicated that these activities were provided frequently, 20% of full-time directors did so, compared to 11% of part-time center directors.

Grantee directors were asked whether the provision of these activities constituted a primary objective, secondary objective, or was not an objective of programming at centers funded by their grants. About one-third of grantee directors (31% of full-time directors and 35% of part-time directors) reported that the provision of activities supportive of civic engagement and community service was a primary objective, and about a half of grantee directors (56% of full-time directors, and 54% of part-time directors) selected this item as a secondary objective (see Figure 40). So, while both center and grantee directors were in agreement that provision of activities to support civic engagement and community service was not a top priority, a higher percentage of grantee directors rated these activities as being important (i.e., rated them as a “Primary Objective”) than center directors (i.e., reported these activities as being provided “Frequently”).





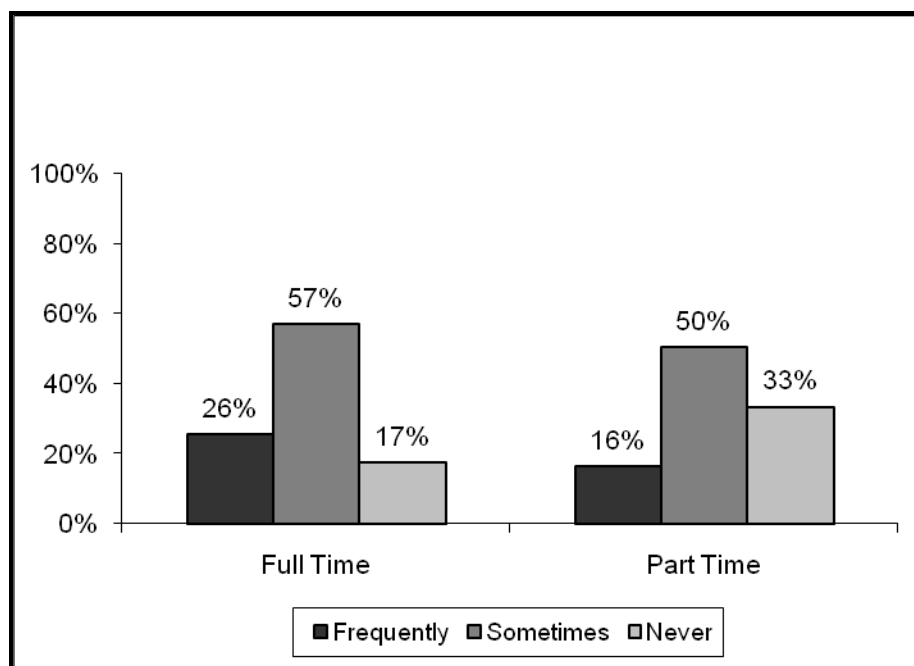
**Figure 39. How often program provides activities to support civic engagement and community service, center directors**



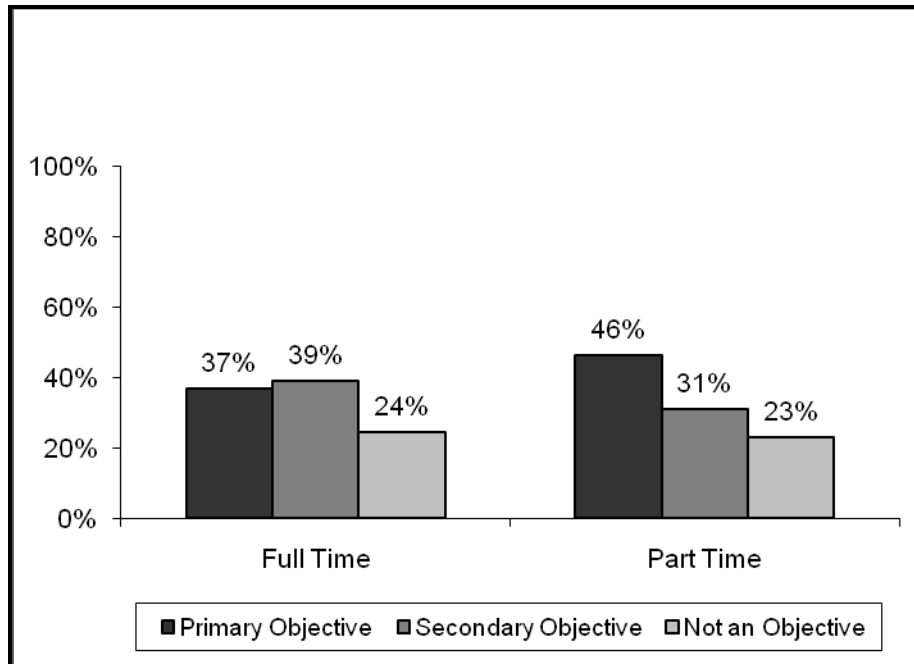
**Figure 40: The extent to which civic engagement and community services are a priority, grantee directors**

Differences also emerged in center directors' reports of the provision of activities to support college or career readiness (see Figure 41). Half (50%) of part-time directors responded that they provided these activities sometimes, compared to over half (57%) of full-time center directors. One-third (33%) of part-time directors indicated that they never provided these activities, compared with only 17% of full-time center directors. Again, full-time directors appeared to be more interested in activities beyond academic skills building.

Similarly, grantee directors were asked if the provision of such activities was an objective of centers funded by their grants. About one-quarter of full-time (24%) and part-time (23%) grantee directors indicated that the provision of activities supportive of college or career readiness was not an objective of their programming. Nearly half (46%) of part-time grantee directors said that this item was a primary objective, compared to 37% of full-time grantee directors (see Figure 42). It appears, then, that grantee directors were much more likely than center directors to see the provision of activities supportive of college or career readiness as a very important component of center programming. This could again be related to conception vs. implementation. While some center directors saw the importance (although less so than grantee directors) of providing these kinds of services, they may not have seen this as one of their most important priorities on a day to day basis.

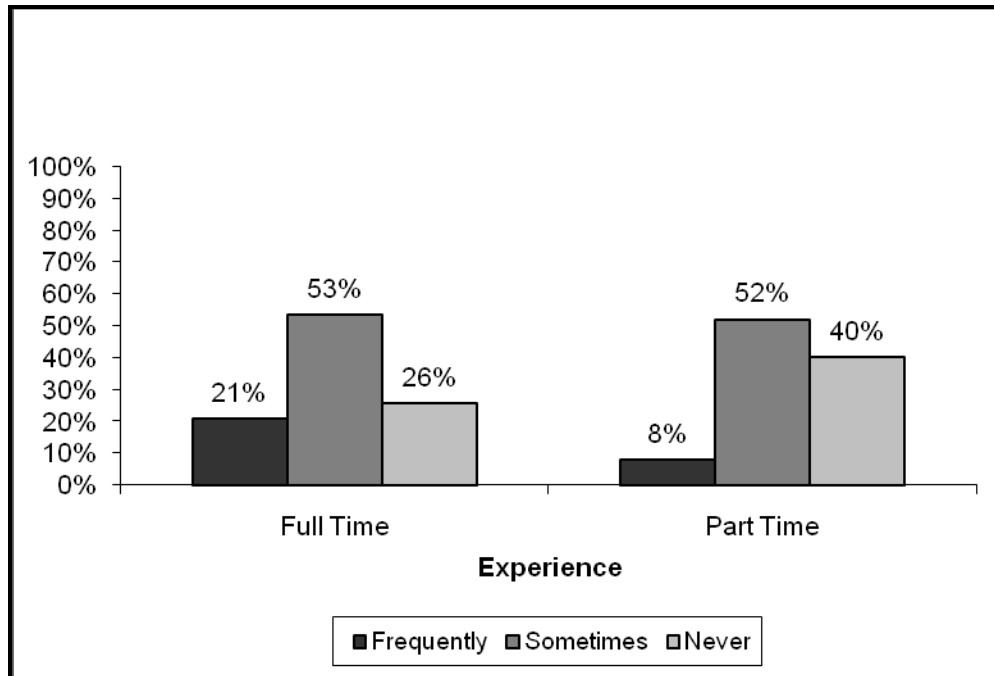


**Figure 41: How often program provides activities to support college or career readiness, center directors**



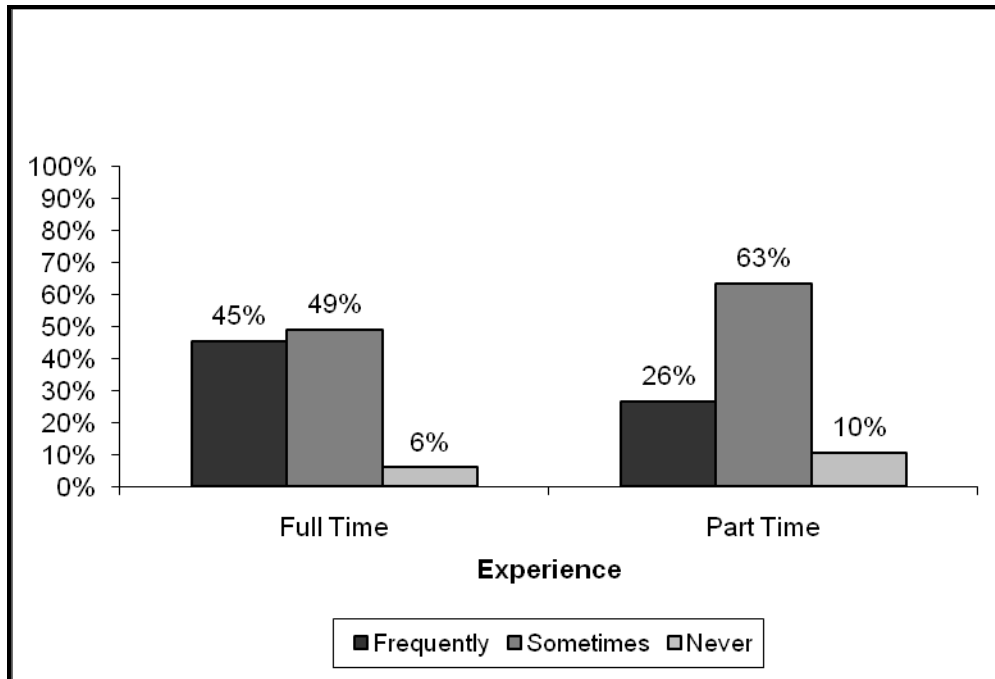
**Figure 42: The extent to which activities that support college or career readiness are a priority, grantee directors**

Figure 43 displays center director reports of the provision of English as a second language (ESL) classes, by full- and part-time status. Over half of center directors (53% of full-time and 52% of part-time) indicated that their centers provided ESL classes sometimes. About one-quarter (26%) of full-time center directors indicated that they never provide ESL classes, as compared to 40% of part-time directors. Part-time center directors, then, appeared much more likely than full-time center directors to not offer ESL classes.



**Figure 43: How often center provides English as a second language (ESL) classes, center directors**

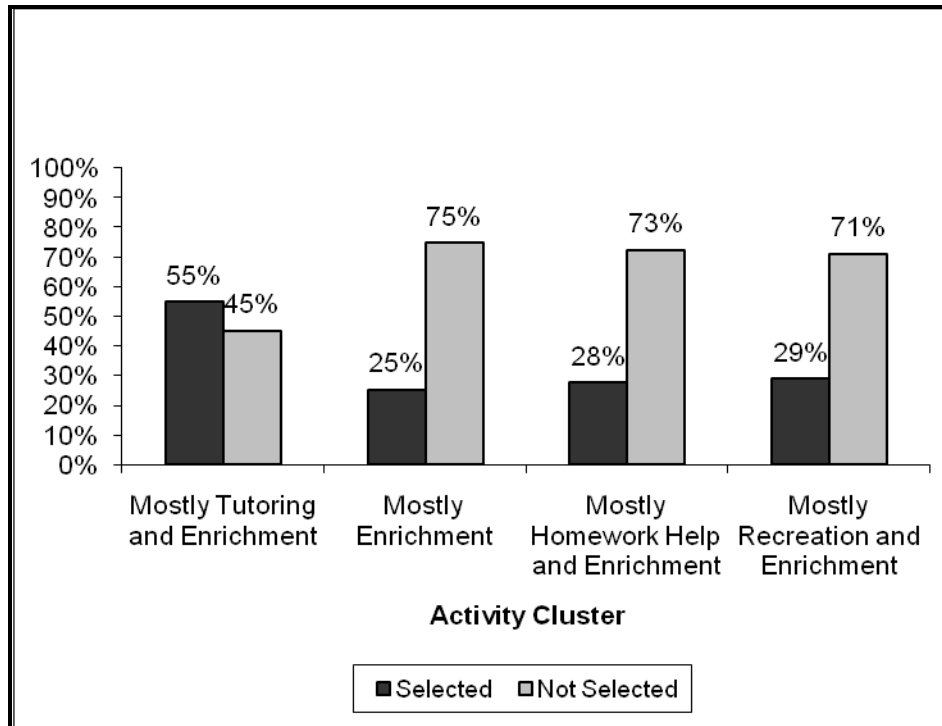
The final item comparing the provision of program activities by full- and part-time status asked center directors how often their center provided events (e.g., meetings, performances, etc.) at the program (see Figure 44). Full-time center directors were evenly split between marking this item as providing these events frequently (45%) and sometimes (49%). Most of the part-time directors said that they provided events sometimes (63%), and the remaining one-quarter (26%) said that they provided events frequently. A similarly low percentage of full- and part-time center directors said that they *never* provided events at the program. Therefore, nearly twice as many full-time directors frequently provide these events compared to part-time directors. Full-time directors once again could have had the time and interest in providing services beyond basic academic skill building.



**Figure 44: How often center provides events at the program, center directors**

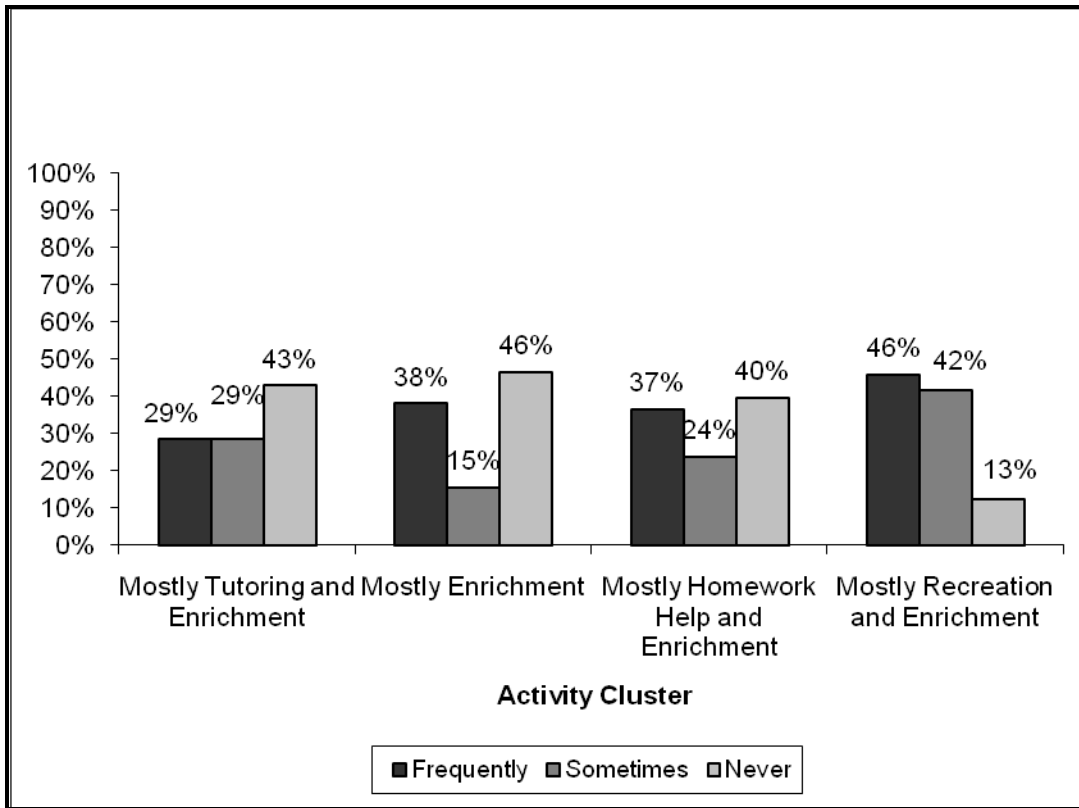
*Differences in Survey Responses by Activity Cluster Membership*

To further explore program activities, analyses were run on survey responses by activity cluster membership. Figure 45 shows center director responses by activity cluster to an item questioning whether helping youth improve their TAKS scores was a top three priority for the center. Over half (55%) of center directors in the *Mostly Tutoring and Enrichment* cluster indicated that helping youth improve their TAKS scores was a top three priority. For the other three activity clusters, only about one-quarter of respondents selected this item as a top three priority. This emphasis on improving TAKS scores would seem to be in keeping with the focus of centers in the *Mostly Tutoring Enrichment* cluster.



**Figure 45: Helping youth improve their TAKS scores is a top three priority for the center, center directors**

Similarly, an analysis was run by cluster membership on an item asking center directors how often they provided ESL classes. Figure 46 demonstrates that nearly half (46%) of center directors in the *Mostly Recreation and Enrichment* cluster indicated that their centers provided ESL classes frequently. Very few of the center directors (13%) in this cluster reported that their centers never provided ESL classes. Perhaps these types of centers served a larger population of ELL students, or it could be that centers that focused on tutoring or homework consider ESL classes to be less of a priority than helping students with whom they perceive to be easier to work (i.e., native English speakers). On the other hand, the same percentage of center directors in the *Mostly Enrichment* cluster (46%) stated they never (compared to frequently) offered ESL classes.



**Figure 46: How often the center provides English as a second language (ESL) classes, center directors**

*Program Operations*

Among the goals of the 21st CCLC program are to (1) provide students with productive and engaging activities during periods of the day when they may otherwise be without adult supervision, and (2) to expand the time youth can participate in activities emphasizing skill building and mastery that ultimately translate into higher academic and related performance. Finding the right schema in terms of hours, days, and weeks of operation is critical to accomplishing these goals effectively. Table 3 presents the average hours per week, days per week, and weeks per year centers operated during a given term (summer or school year) for the 2007-08 school year.

**Table 3: Center Operations for Summer 2007 and School Year 2007-2008**

<b>Term</b>	<b>Operating Period</b>	<b>Average</b>			<b>% of Centers Operating</b>		
		<b>Second Year</b>	<b>Fourth Year</b>	<b>Fifth Year</b>	<b>Second Year</b>	<b>Fourth Year</b>	<b>Fifth Year</b>
<i>School Year</i>	Before (hours/wk)	4.1	4.3	4.4	43.5%	42.1%	46.3%
	During (hours/wk)	1.8	2.6	2.0	3.2%	2.3%	4.4%
	After (hours/wk)	13.5	13.5	13.1	100.0%	100.0%	100.0%
	Weekends (hours/wk)	4.0	3.6	3.6	21.0%	22.3%	26.5%
	Days	5.0	5.0	4.9	100.0%	100.0%	100.0%
	Weeks	31.4	30.7	32.2	100.0%	100.0%	100.0%
<i>Summer</i>	Weekday (hours/wk)	20.3	21.5	21.7	72.6%	87.1%	77.9%
	Weekday Evening (hours/wk)	4.3	8.7	9.1	4.8%	8.6%	5.1%
	Weekend (hours/wk)	3.5	5.7	3.5	1.6%	2.6%	1.5%
	Days	4.7	4.6	4.6	72.6%	89.7%	79.4%
	Weeks	4.2	4.8	3.9	72.6%	89.7%	79.4%

*Note.* When determining averages, the denominator was the number of centers operating in the given period. The percentage is based on the total number of centers within the maturity group: 124 centers were in the second year of their grant, 349 in the fourth year, and 136 in the fifth year.

Notably, the operations data presented in Table 3 are fairly typical of 21st CCLC generally. Regardless of the number of years the grant had been in place, during the regular school year, centers had the highest average number of hours of operation (approximately 13%) after school (as opposed to before or during school, or on weekends). Centers from all grant years were similar in terms of the average operating hours and the days and weeks of operation during the regular school year, although centers in their fifth year did have the highest average number of weeks of operation (32.2). Centers associated with grants in their fourth year, however, were more likely to have had a summer program than centers associated with grants in their second or fifth year: 90% of all fourth year centers had a summer program, compared with 73% for second year programs and 79% for fifth year programs.

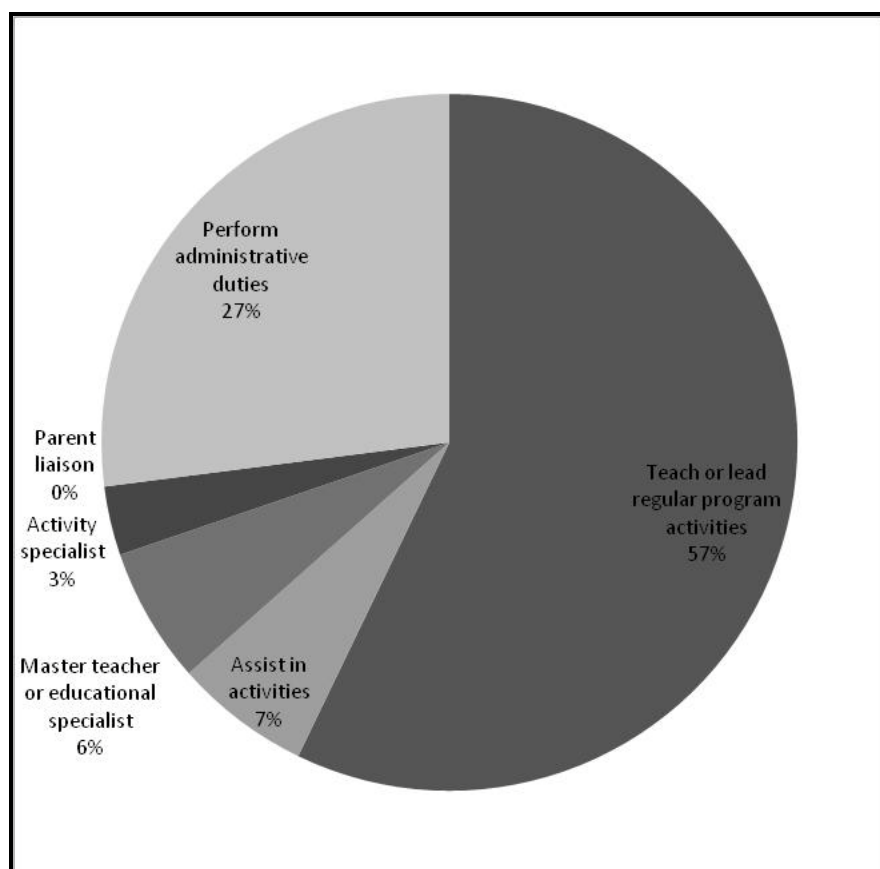
### *Center Staffing*

#### *Survey results related to center staffing.*

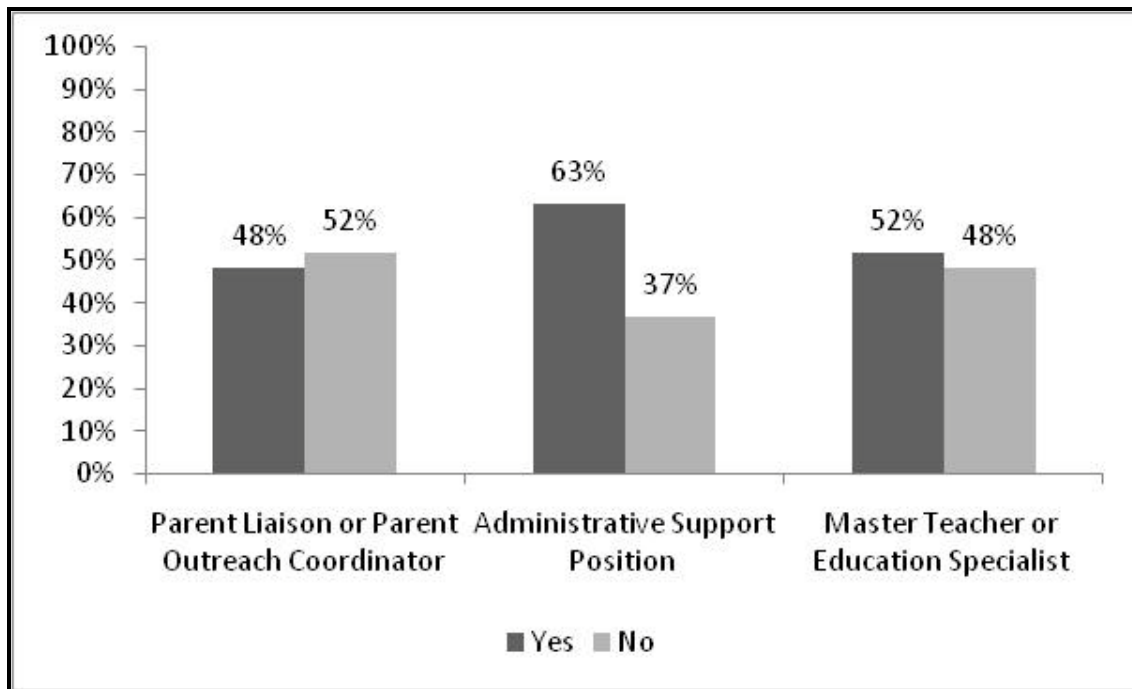
Center directors, center staff, and grantee directors all responded to survey items regarding the staffing of 21st CCLCs. More than half of center staff (57%) indicated that their primary role in the program was to teach or lead regular program activities (see Figure 47). Over one-quarter of staff (27%) reported that their primary role was to perform administrative duties. Almost all of the staff (98%) worked in the center in the previous year, and three-quarters (75%)



held another job in addition to their work in the center. According to center directors, slightly more than half of the programs did not have a parent liaison/parent outreach coordinator (52%) or a master teacher/education specialist (48%), and over one-third (37%) did not have an administrative support position (see Figure 48). The fact that almost half of center directors reported not having a parent liaison/parent outreach coordinator seemed to coincide with some of the earlier findings for center directors related to program center offerings for parents (e.g., parent programming is not one of the top priorities, low level of support of programming aimed at helping parents and/or adults with literacy or other skills, and low frequency of providing both classes to help parents develop their own skills and parenting classes).



**Figure 47: Primary role of center staff**



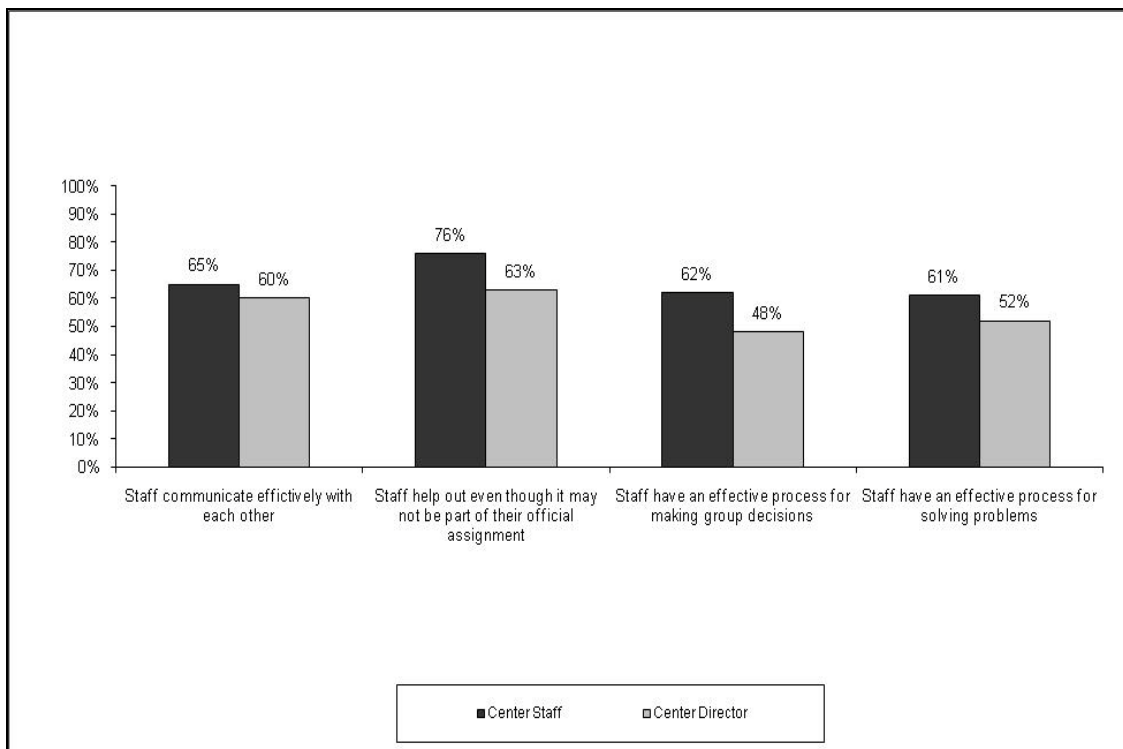
**Figure 48: Other center staff positions in place, center directors**

Center staff also answered a series of questions regarding meetings and communication that took place among staff. Over one-third (36%) of the staff reported meeting together to discuss program-related issues at least once a week, and another third (31%) reported meeting at least once a month. According to the staff, the most common topics or agenda items for these meetings were planning program activities (72%), curriculum (66%), students and/or their needs (66%), and program goals and purposes (62%). Almost all of the center staff (94%) indicated that these meetings were well organized, were open to input from staff, were open to disagreement from staff, and achieved agreement from all participants when necessary.

In contrast, center directors reported holding staff meetings with center staff somewhat less frequently, with less than one-quarter (23%) holding a meeting at least once a week. Similar to center staff, center directors reported planning program activities (73%) and students and/or their needs (65%) as common agenda items. Unlike center staff, curriculum was one of the lowest rated agenda items according to the center directors. It is important to note that center staff might have held meetings with each other without their center directors present, and if so, could help explain the difference between center directors and staff on the rating of curriculum as an agenda item. It could be that center staff and directors met together to discuss the planning

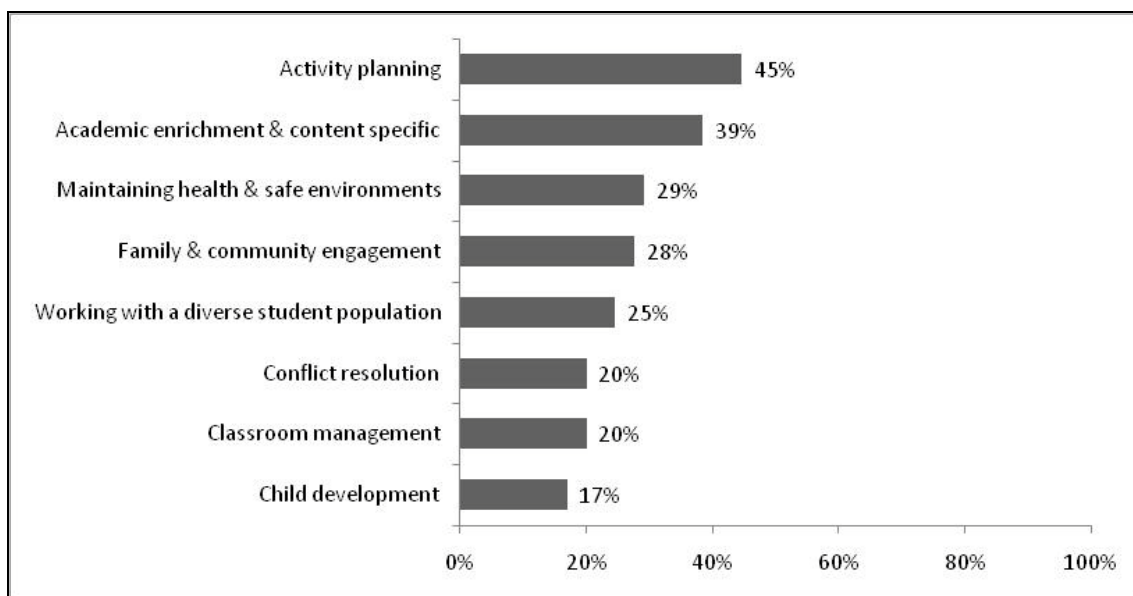
of larger program activities, while center staff met separately among themselves to discuss specific curriculum details.

Both center directors and center staff were administered survey items regarding center staff communication and group dynamics. A higher percentage of the center staff strongly agreed with these items than center directors (see Figure 49). While over three-quarters (76%) of the center staff indicated that they strongly agreed with the statement that staff help out even though it may not be part of their official assignment, only 63% of center directors indicated the same. This could indicate that center directors and center staff did not agree on what tasks center staff were responsible for carrying out. Apparently, center directors felt that center staff members were responsible for more tasks than center staff saw themselves as being responsible for. Perhaps center directors need to be specific in identifying and communicating the tasks center staff expected to perform.



**Figure 49: Center directors and center staff who strongly agree with statements about center staff**

To gauge the presence and extent of staff supports, center staff members were also asked about training opportunities related specifically to their programs in the past 12 months. Forty-five percent of the respondents indicated that they attended training about activity planning, and 39% attended training about academic enrichment/content specific information (see Figure 50). About one-quarter of the respondents indicated that they attended trainings on other topics (e.g., classroom management and conflict resolution). It appeared, then, that center staff were most interested in training related to activity planning.



**Figure 50: Training opportunities related specifically to their programs in the past 12 months, center staff**

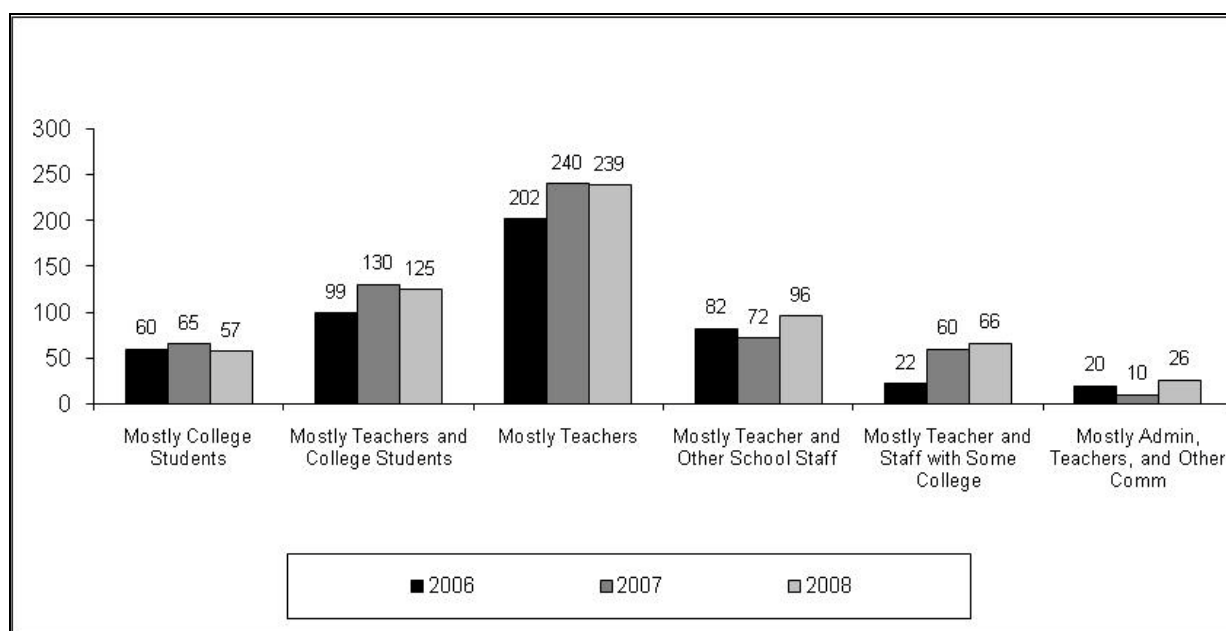
Overall, center staff indicated that they strongly agreed with items regarding their job satisfaction including, “I enjoy working in this program” (89%), “I find working in this program rewarding” (87%), “I have the space I need to do a good job” (79%), and “I have the materials I need to do a good job” (76%). The work climate at centers, therefore, seemed to support the efforts of staff.

*Texas 21st CCLC administrative database results related to center staffing.*

The Texas 21st CCLC administrative database was also employed in exploring program staffing. Similar to the activities clusters, centers were classified into clusters based on the extent to which they relied upon different categories of staff to deliver programming during the

2005-06, 2006-07, and 2007-08 school years. As shown in Figure 51, six primary staffing models were identified. More information regarding the method used to create these clusters is provided in Appendix G.

- Centers staffed mostly by college students
- Centers staffed mostly by a combination of school day teachers and college students
- Centers staffed mostly by school day teachers
- Centers staffed mostly by school day teachers and other non teaching school staff
- Centers staffed mostly by school day teachers and individuals with some or no college
- Centers staffed mostly by administrators, school day teachers, and other community members



**Figure 51: Number of centers by staffing clusters, 2006 through 2008**

Notably, school day teachers, at least to some extent, were involved in each of the staffing clusters outlined, although the degree of involvement varied widely across clusters. For 2008, 62% of all staff in the *Mostly Teachers* cluster were school day teachers, as opposed to 40% for *Mostly Teachers and College Students*, 32% for *Mostly Teacher and Other School Staff*, 28% for *Mostly Teacher and Staff with Some or No College*, 15% for *Mostly Admin, Teachers, and Other Community Members*, and 9% for *Mostly College Students*.

The following tables and charts present year to year staffing cluster data. These data convey the way in which centers shifted staffing configurations from one year to the next. Table 4 presents the overall number of centers per cluster per year and the percentage of centers in each cluster per year. The largest percentage point increase was in the *Mostly Teachers and Staff with Some College* cluster, which jumped nearly six percentage points from 2006 to 2007, and remained at nearly that same higher level in 2008. Meanwhile, there was a corresponding decline in the *Mostly College Students* cluster both years. Overall, from 2006 to 2008, there were declines in the *Mostly College Students*, *Mostly Teachers*, and *Mostly Teacher and Other School Staff* clusters, and an increase in the *Mostly Teachers and Staff with Some College* cluster. Centers, it appears, felt that the combination of teachers and staff with some college was a more effective staffing formula. It could be that a staff of mostly teachers is too costly, or that a staff of mostly those with some college is not knowledgeable enough to handle all of students' needs. This would be an area to explore in future research.

**Table 4: Number and Percentage of Centers within a Given Staffing Cluster, 2006 to 2008**

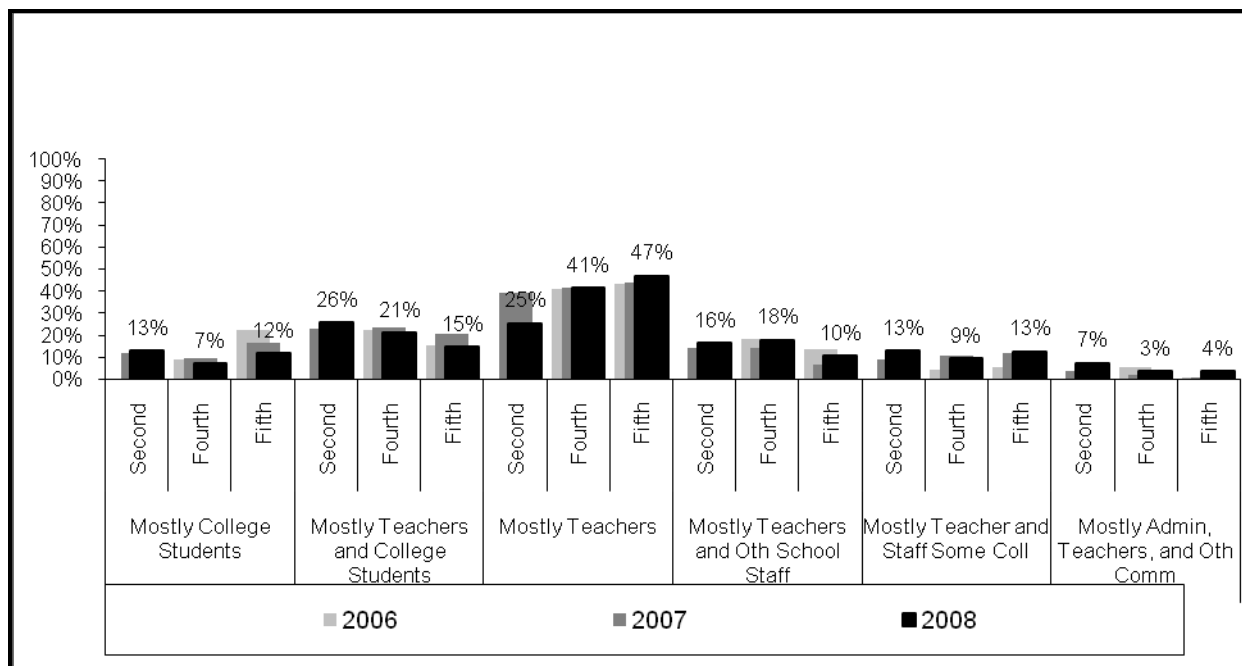
Staffing Cluster	N			%		
	2006	2007	2008	2006	2007	2008
Mostly College Students	60	65	57	12.4%	11.3%	9.4%
Mostly Teachers and College Students	99	130	125	20.4%	22.5%	20.5%
Mostly Teachers	202	240	239	41.6%	41.6%	39.2%
Mostly Teacher and Other School Staff	82	72	96	16.9%	12.5%	15.8%
Mostly Teachers and Staff with Some College	22	60	66	4.5%	10.4%	10.8%
Mostly Admin, Teachers, and Other Community Members	20	10	26	4.1%	1.7%	4.3%
<b>Total</b>	<b>485</b>	<b>577</b>	<b>609</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 5 conveys center staffing cluster stability from 2006-07 to 2007-08. The *Mostly Teachers* cluster was the most stable, with 71% of all centers classified in the *Mostly Teachers* cluster in 2007 remaining in the *Mostly Teachers* cluster in 2008. *Mostly Teachers and Other School Staff* was also fairly stable, retaining 64% from 2007 to 2008. Percentagewise, centers that changed staffing configuration were likely to move into the *Mostly Teachers and College Students* or *Mostly Teachers* clusters. They were least likely to move into the *Mostly Admin, Teachers, and Other Community Members* cluster.

**Table 5: Change in Staffing Cluster from 2007 to 2008**

<b>Staffing Cluster (2007)</b>	<b>Staffing Cluster (2008)</b>					
	Mostly College Students	Mostly Teachers and College Students	Mostly Teachers	Mostly Teachers and Other School Staff	Mostly Teacher and Staff Some College	Mostly Admin, Teachers, and Other Comm
Mostly College Students	56.9%	16.9%	1.5%	0.0%	15.4%	9.2%
Mostly Teachers and College Students	5.4%	49.2%	27.7%	5.4%	9.2%	3.1%
Mostly Teachers	0.0%	7.5%	71.3%	13.8%	5.8%	1.7%
Mostly Teachers and Other School Staff	1.4%	12.5%	16.7%	63.9%	2.8%	2.8%
Mostly Teacher and Staff Some College	5.0%	20.0%	20.0%	11.7%	41.7%	1.7%
Mostly Admin, Teachers, and Other Community Members	30.0%	20.0%	10.0%	10.0%	10.0%	20.0%

Figure 52 presents staffing clusters by maturity as well as within cohort changes across years. In terms of grant maturity, centers associated with more mature grants were more likely to be classified in the *Mostly Teachers* cluster. This would seem to coincide with Figure 29 (clusters based on program areas offered), which shows that a higher percentage of centers associated with older grants were classified in the *Mostly Tutoring and Enrichment* cluster (which would seem to require more teachers) than were centers associated with more recent grants. In terms of notable within cohort trends, centers associated with grants in their fifth years were less likely each year to be classified in the *Mostly College Students* cluster, and were more likely to be classified in the *Mostly Teachers* or *Mostly Teachers and Staff Some College* clusters each year.



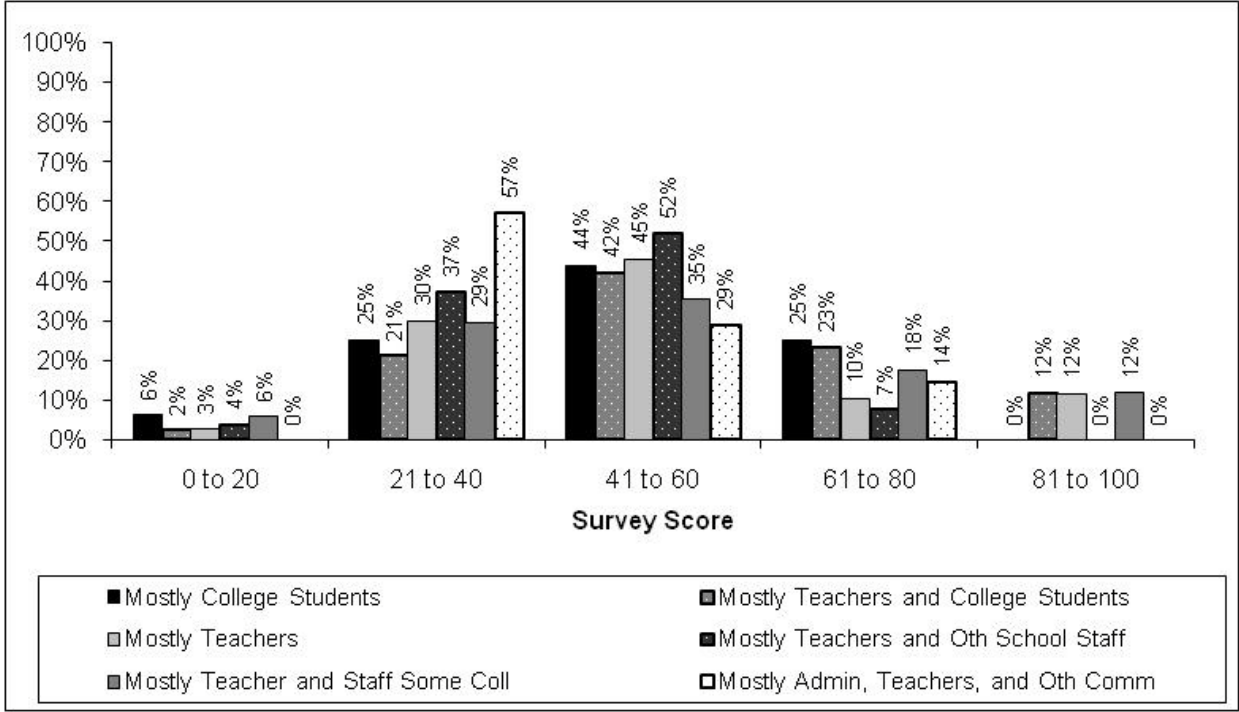
**Figure 52: Primary staffing clusters based on staffing data provided in relation to the 2005-06 to 2007-08 school years, by grant maturity**

*Note.* Percentages displayed are for 2008 only; bars for 2007 and 2006 are shown for comparison. The data are based on 609 centers for 2008, 577 for 2007, and 485 for 2006. Grant year designations (second, fourth, and fifth) are based on the year of the grant as of 2008 reporting. Out of the 609 centers, 124 were associated with grants in their second year, 349 with grants in their fourth year, and 136 with grants in their fifth year.

Similar to the approach employed with activity clusters, the following three charts present the relationship between staffing cluster in 2007-08 and survey scale scores, created based on constructs measured in the center director survey and described in more detail in Appendix I. Figure 53 shows the distributions of staffing clusters in 2007-08 within survey score bands on the youth development scale. With the exception of the *Mostly Administrators, Teachers, and Other Community Members* cluster, all of the remaining clusters were equally as likely to state that they provided youth development activities (41-60 range). For Figure 53 to Figure 55, the scale on the figures can be interpreted as follows:

- 0-20 = Very unlikely to endorse the items within the specified construct
- 21-40 = Unlikely to endorse the items within the specified construct
- 41-60 = Moderately likely to endorse the items within the specified construct
- 61-80 = Highly likely to endorse the items within the specified construct
- 81-100 = Very likely to endorse the items within the specified construct

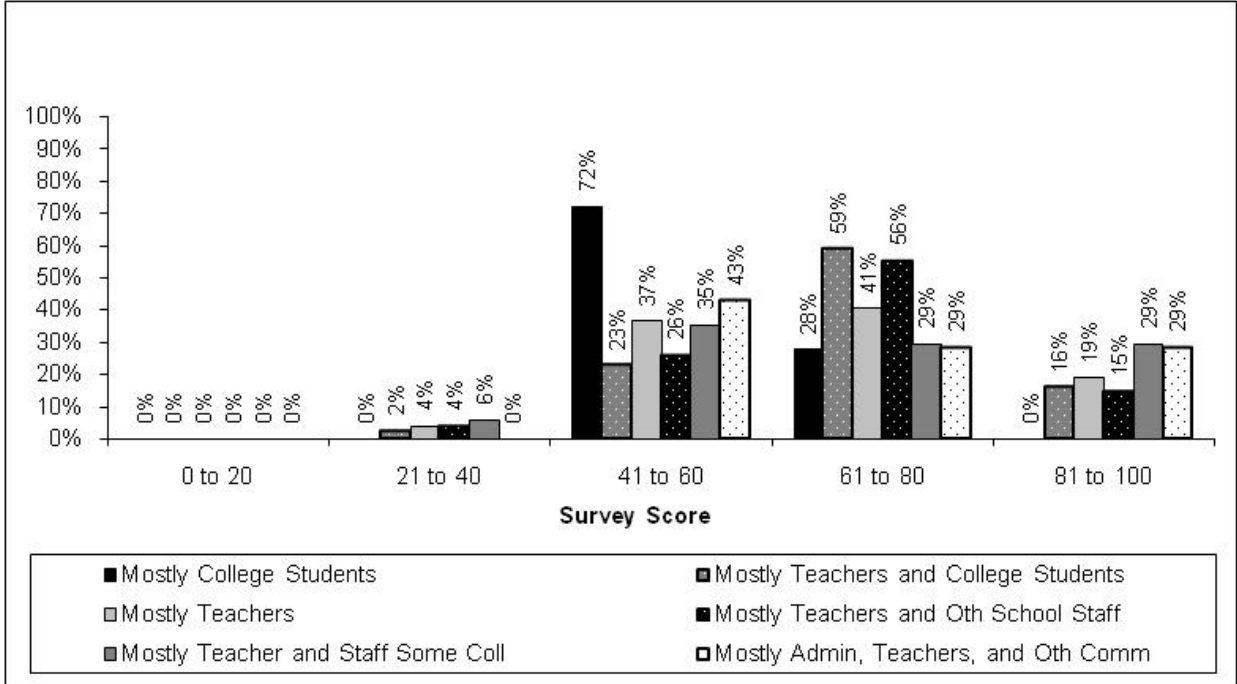




**Figure 53: Primary staffing clusters based on staffing data provided in relation to the 2007-08 school year, by youth development survey score**

*Note.* Based on 187 centers with youth development survey scores available.

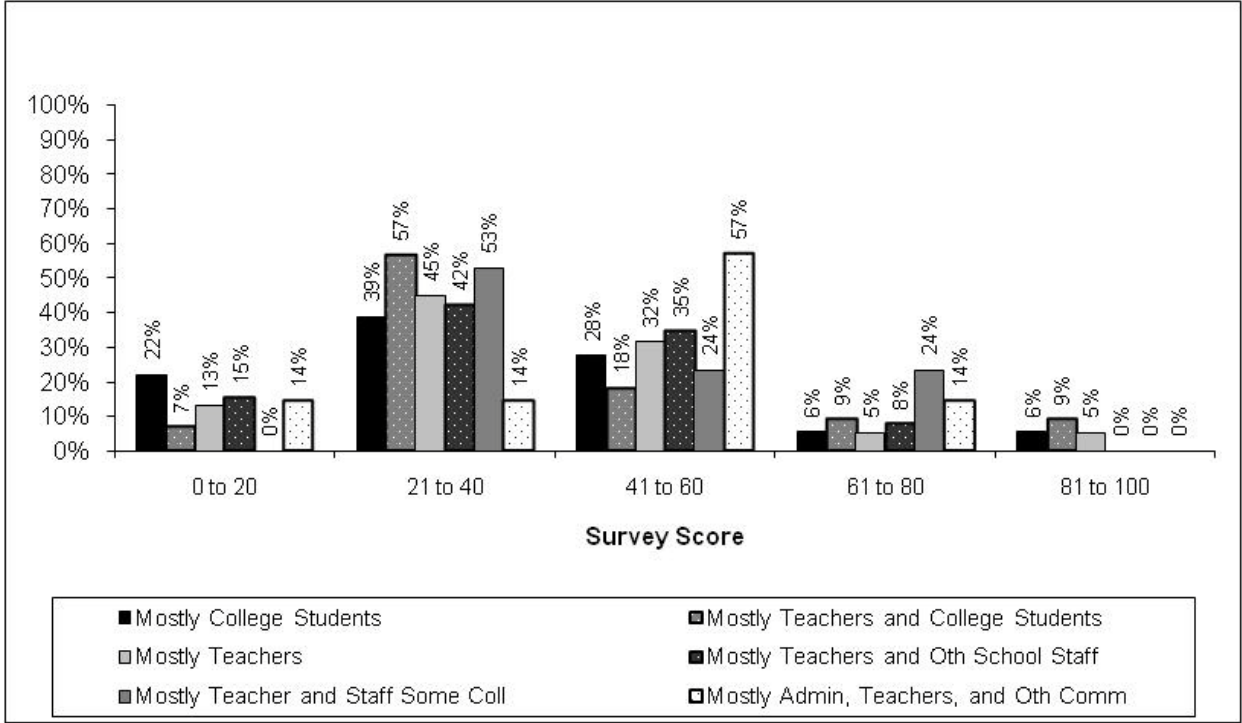
Figure 54 displays the results for the scale score based on practices supportive of academic skill building. Notably, the *Mostly College Students* cluster was dramatically over-represented in the survey score range of 41 to 60, suggesting that programs staffed by college students were not implementing practices supportive of academic skill building to the same extent as centers in other staffing clusters in 2007-08.



**Figure 54: Primary staffing clusters based on staffing data provided in relation to the 2007-08 school year, by academic skill building survey score**

*Note.* Based on 192 centers with academic skill building survey scores available. No centers fell in the 0 to 20 score range.

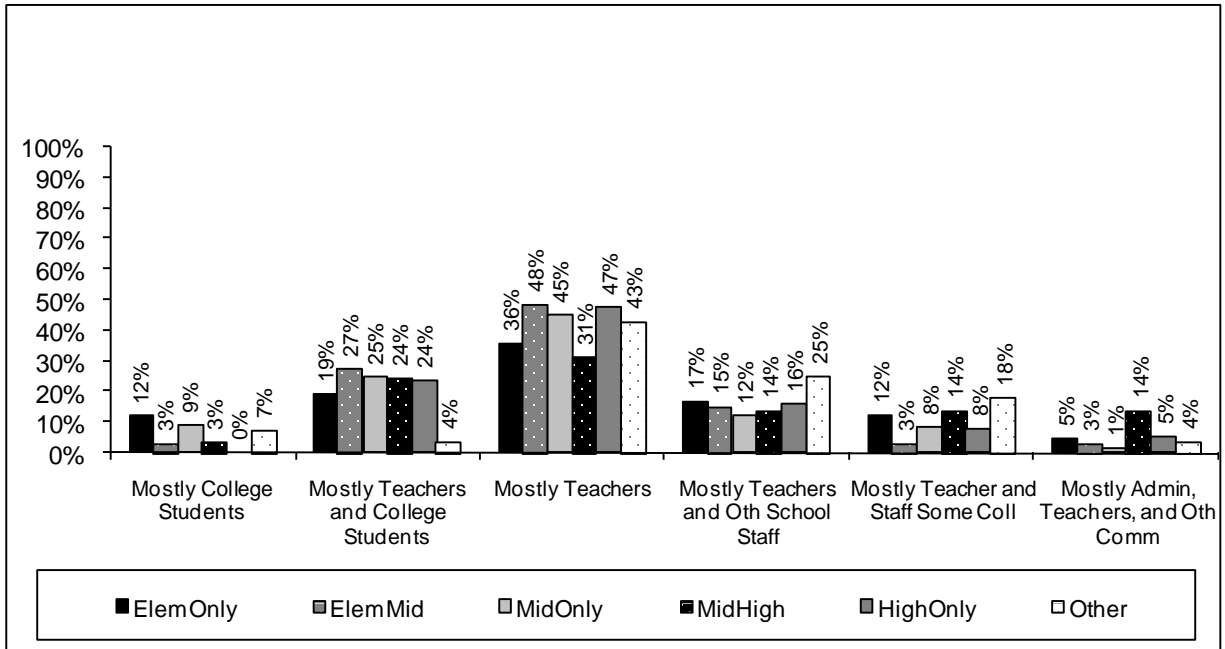
In Figure 55, it is again evident that in 2007-08, centers in the staffing cluster that comprised mostly college students were less represented in the higher scale score bands for parent involvement, meaning they were less likely than centers in other staffing clusters to implement practices supportive of parental involvement. It is also notable that very few centers (and no centers in three of the staffing clusters) scored in the highest range for practices supportive of parent involvement.



**Figure 55: Primary staffing clusters based on staffing data provided in relation to the 2007-08 school year, by parent involvement survey score**

*Note.* Based on 188 centers with parent involvement survey scores available.

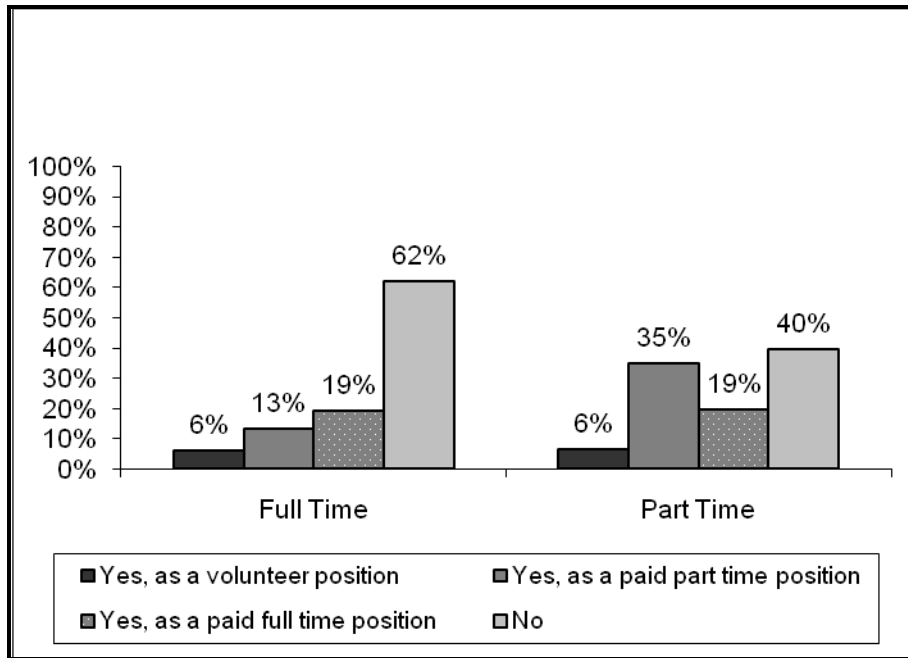
Figure 56 presents staffing clusters by grade levels served in 2007-08 (as designated at the center level). It appears that all grade level configurations fell most often into the *Mostly Teachers* staffing cluster in 2007-08. Within the *Mostly Teachers* cluster, elementary only programs and middle/high school programs were less prevalent than other grade level configurations.



**Figure 56: Primary staffing clusters based on staffing data provided in relation to the 2007-08 school year, by Grade levels served**

*Differences in Center Staffing by Full- Vs. Part-time Status*

To explore center staffing more deeply, differences in survey responses to staffing questions by the full- or part-time status of the center director were explored. One such analysis was statistically significant. Figure 57 shows the results of an item regarding the staffing of a master teacher or education specialist. Most full-time center directors (62%) did not have a master teacher or education specialist at the center, compared to only 40% of part-time center directors. Meanwhile, 35% of part-time center directors did report employing a part-time, paid master teacher or education specialist. This finding may suggest that those center directors who worked full-time had taken on many of the responsibilities of a master teacher or education specialist.



**Figure 57: Center has a master teacher or education specialist, center director**

### *Student Attendance*

Student attendance is a necessary mediating or moderating factor in the 21st CCLC program model. In order for students to realize academic or developmental improvements as a result of center participation, they must first attend with sufficient frequency to have an effect on student-level outcomes. Program surveys were employed to learn more about student enrollment and recruitment.

As seen in Table G1 in Appendix G, nearly 70% of 21<sup>st</sup> Century attendees in 2007-08 were Hispanic. African-Americans (21%) made up the next largest population of attendees. Furthermore, the largest percentage of attendees (nearly a quarter of the population) were in 3<sup>rd</sup> and 4<sup>th</sup> grades. The percentage of attendees by grade fell fairly steadily for each grade after Grade 3.

While most center directors (86%) indicated that their centers had open enrollment for all interested youth, one-half to two-thirds of center directors indicated specific subgroups of students that they sought to serve such as, youth who scored “below proficient” on local or state assessments (57%), English language learners ([ELL], 55%), those who were eligible to receive free or reduced-priced lunch (52%), those who were recommended by school day teachers or counselors (66%), and those with siblings already in the program (56%). This finding on active

recruitment of ELL students appeared to contradict the earlier finding from center directors that centers did not frequently provide English as a second language (ESL) classes (see Figure 43).

Center directors, grantee directors, and center staff members were asked how much of a challenge recruitment of youth and youth attendance were to implementing high quality programming (see Figures 58-60):

- Only about 10% of center and grantee directors indicated that recruitment and/or attendance posed a significant challenge.
- About half of the center directors indicated that recruitment of youth (50%) and youth attendance (56%) posed moderate or minimal challenges.
- About two-thirds of grantee directors, on the other hand, indicated that recruitment of youth (63%) and youth attendance (69%) were moderate or minimal challenges.

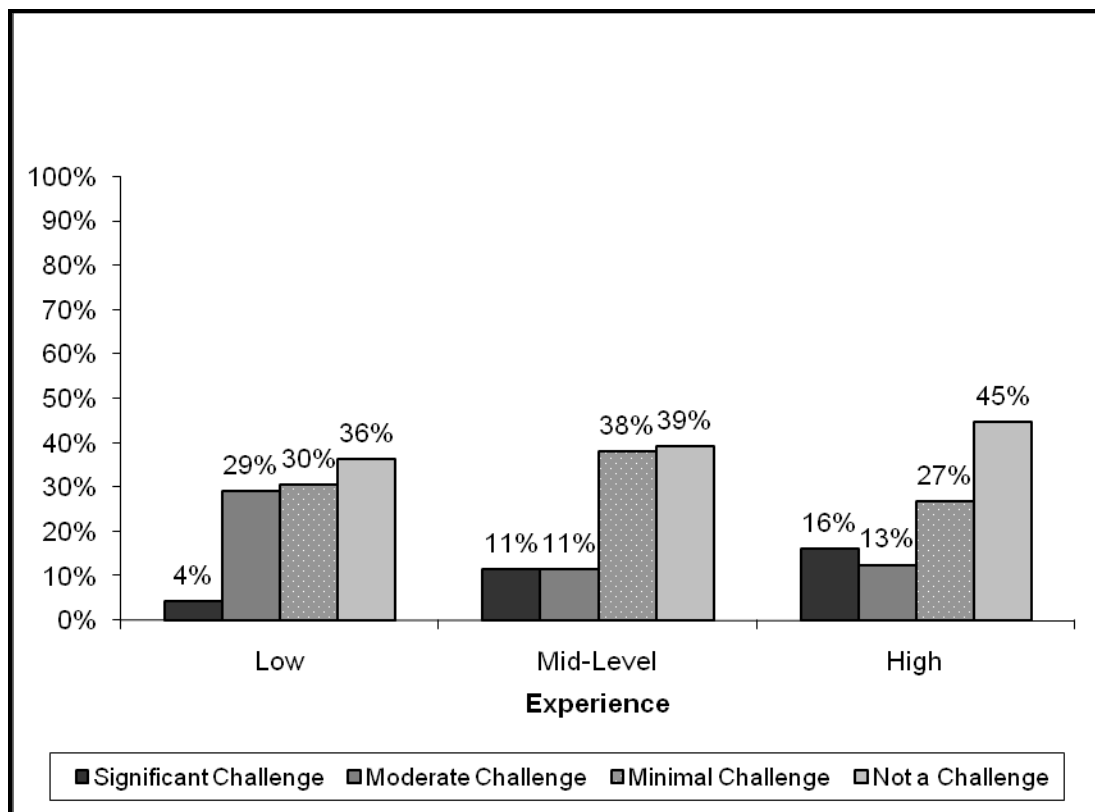
Therefore, while a large percentage of both groups felt these items were a challenge, grantee directors felt recruitment and attendance were more of an issue (i.e., were less likely to rate these as “Not a Challenge”) than center directors. It is difficult to know whether grantee and center directors had differences due to a lack of communication on the issue (i.e., center directors did not update grantee directors on their success in these areas), whether center directors were not responding honestly (i.e., the problem was worse than they admit), or whether the efforts of center directors did not meet the expectations of grantee directors (i.e., what center directors defined as acceptable recruitment and attendance was not the same as what grantee directors expect). This would also be an area to explore in future research.

- Overall, most center staff indicated that recruitment was a minimal challenge or not a challenge, perhaps because staff members were not as involved in recruitment as the center director and/or grantee director.

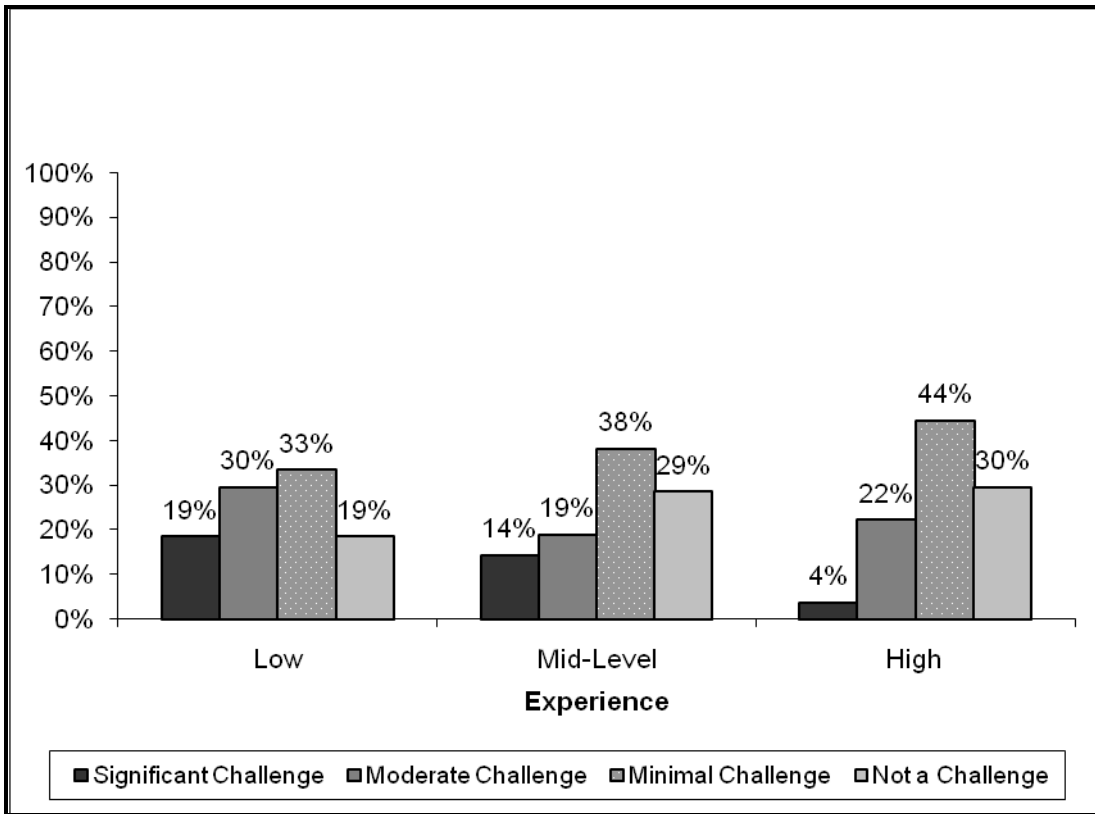
The relationship between level of experience in the current program and the item asking how much of a challenge recruitment was to implementing high quality programming was also explored and was statistically significant. Most center directors with a high level (72%) and mid-level (77%) of experience stated that recruitment was either not a challenge or was a minimal challenge (see Figure 58). In comparison to center directors, about three-quarters of center staff at all levels of experience responded that recruitment was a minimal challenge or not a challenge (see Figure 59). It seems then, that center directors and center staff with mid- and

high levels of experience were in agreement on the degree to which recruitment was not a challenge to implementing high quality programming. Compared to center directors with a low level of experience, however, center staff with a low level of experience were more likely to say that recruitment was less of a challenge. This again could be related to the fact that center staff with a low level of experience would most likely not be involved in recruiting efforts at the center.

On the other hand, grantee directors vs. center directors and center staff with low and mid-levels of experience indicated that recruitment was much more of a challenge. For those directors with a low level of experience, about half (49%) responded that recruitment was a moderate or significant challenge (compared to 33% of center directors and 20% of center staff). This was true for a third (33%) of directors with mid-level experience (vs. 22% of center directors and 23% of center staff). Meanwhile, compared to center directors with a high level of experience (16%), a much smaller percentage of grantee directors with a high level of experience (4%) viewed recruitment as a significant challenge.

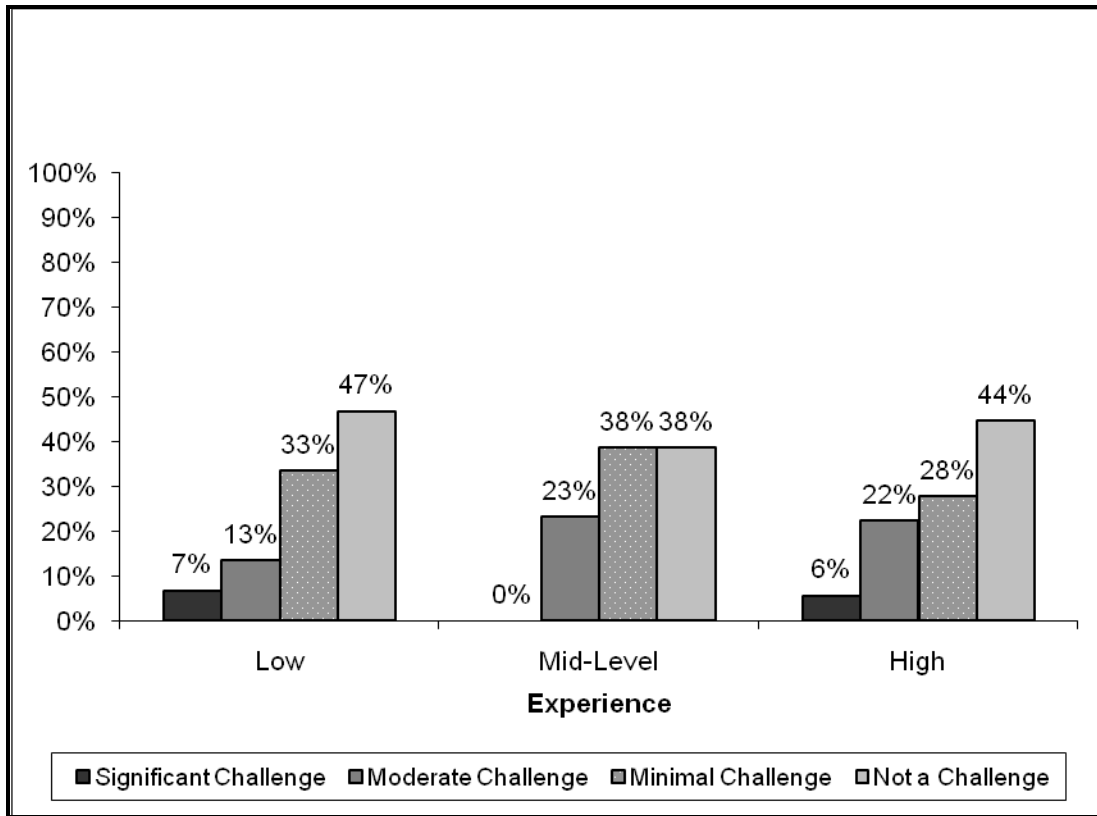


**Figure 58: How much of a challenge recruitment is to implementing high quality programming, center directors**



**Figure 59: How much of a challenge recruitment is to implementing high quality programming, grantee directors**

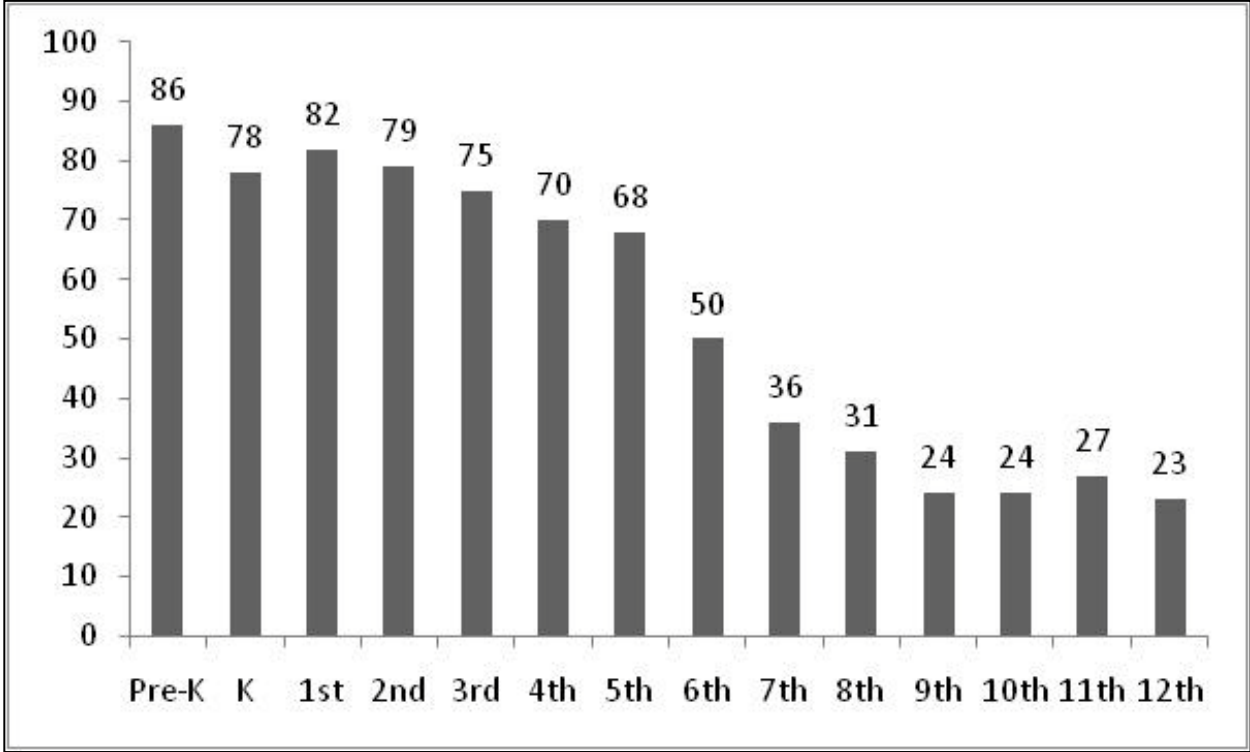




**Figure 60: How much of a challenge recruitment is to implementing high quality programming, center staff**

Beyond recruitment, actual attendance was another mediating or moderating variable that reflected the potential breadth and depth of exposure to afterschool programming. Across all centers in Texas during the 2007-08 school year, students attended 21st CCLC programs a median<sup>4</sup> of 57 days (with a standard deviation of 47.6). Figure 61 presents the median days of attendance by grade level; note the gradual decrease grade by grade and the noticeable drop between fifth and sixth grades, and again between sixth and seventh grades.

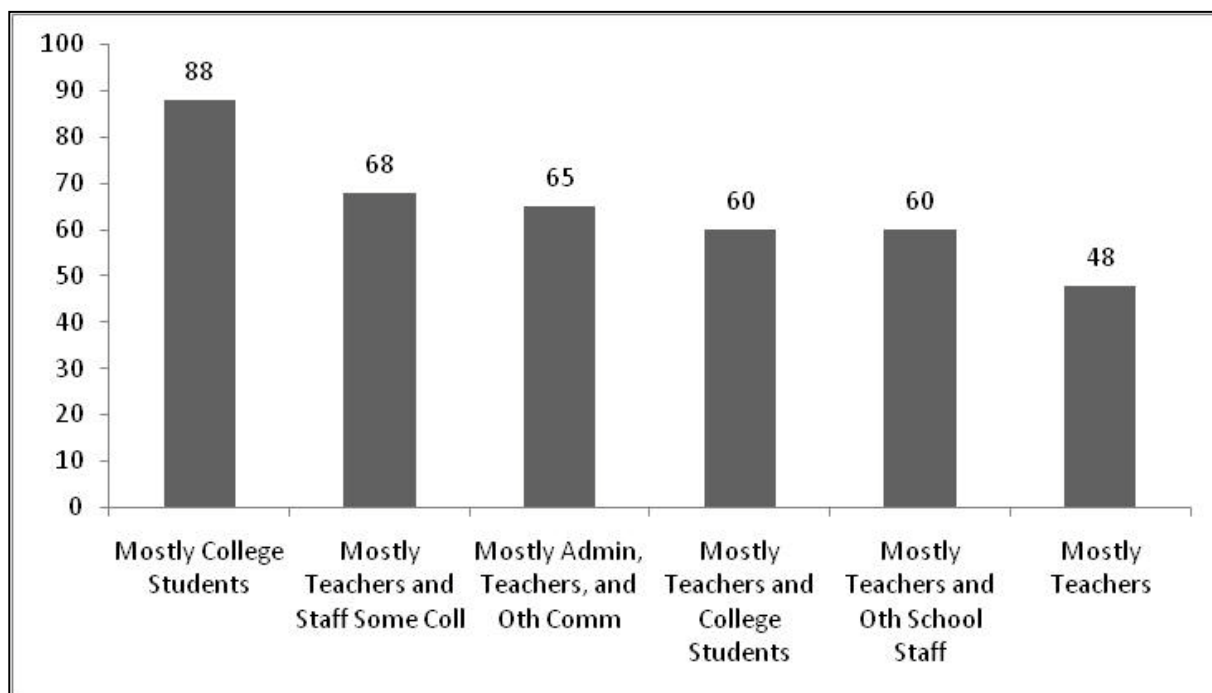
<sup>4</sup> The median is the point at which half of the sample falls above, and half of the sample falls below.



**Figure 61: School year 2007-08 median days of attendance by Grade**

*Note.* Based on 108,232 students’ school year attendance data.

Another interesting way to consider median days of attendance is by staffing cluster. As shown in Figure 62, students attended least often in the *Mostly Teachers* cluster, and most often in the *Mostly College Students* cluster. Perhaps students felt more comfortable working with adults who were closer to them in age or experiences.



**Figure 62: School year median days of attendance, by staffing cluster (2008)**

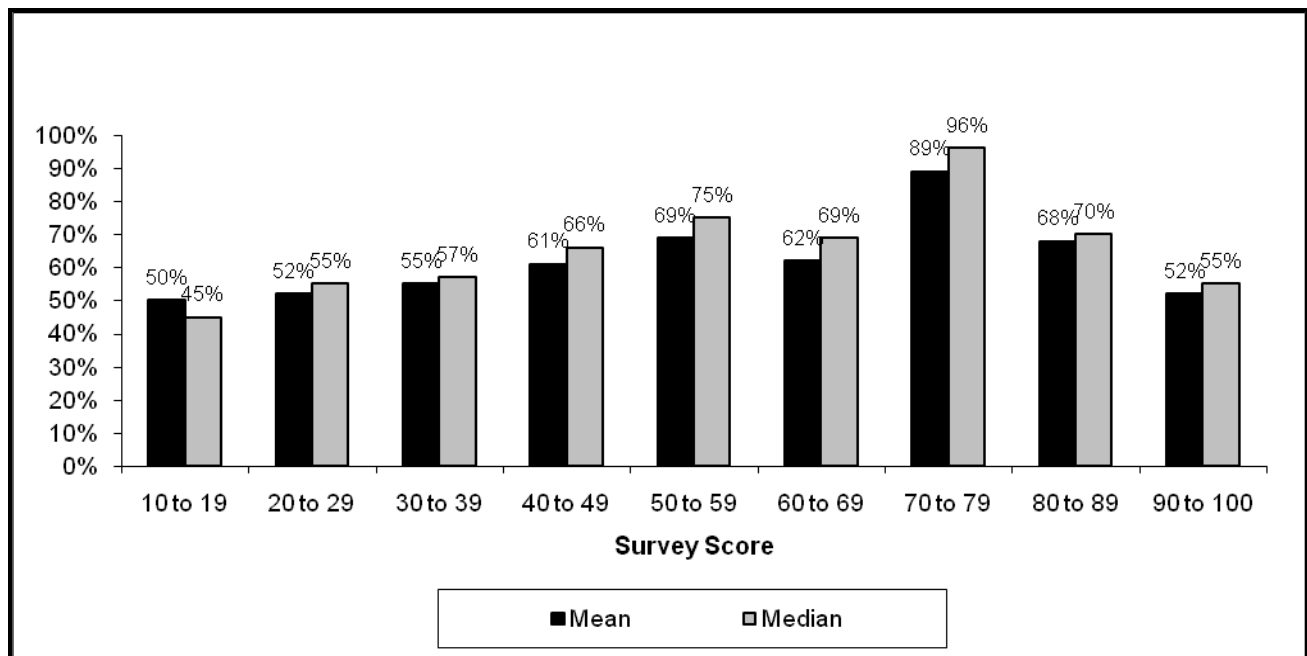
*Note.* See Table 4 above for staffing cluster N values and relative percentages [“Number and percentage of Centers within a Given Staffing Cluster, 2006 to 2008” in Staffing section]. Based on school year attendance data for 108,032 students.

For further information on mean and median rates of attendance by student subgroup, consult Table G1 in the Appendix G.

Attendance was also measured in terms of school year days attended at the center out of school-year days of programming offered at the center. By dividing a student’s total school-year days attended at the center by the total school-year days of programming offered by the center attended, a “proportional attendance rate” was created. Figure 63 presents this proportional rate of attendance by youth development survey<sup>5</sup> score. Note the steady increase in proportional attendance as the youth development measure increased, up to the 60-69 score level. The subsequent drop-off may indicate a social desirability response, where survey respondents are endorsing options they recognize as being indicative of a high level of functioning and are choosing them believing this is what the evaluators would prefer to see even though what they

<sup>5</sup> The Practices Supportive of Youth Development (PSYD) scale is composed of 15 survey items intended to measure center functioning in terms of the adoption of youth-centered policies and practices supportive of youth development and the collective efficacy of staff in creating interactive and engaging environments for participating youth.

have endorsed does not represent how their site functions. It is important to note that this is only a hypothesis, and there exists no specific evidence to support it.



**Figure 63: School year 2007-08 median proportional attendance rate by youth development survey score**

*Note.* Based on 187 centers (20,082 students) with youth development scores available. Students who did not attend during both the fall and spring have been excluded.

Interestingly, similar patterns were evident when comparing the proportional rate of attendance by the academic skill building and parent involvement survey subscale scores. For reference, the charts “Proportional Attendance Rate Bands by academic skill building Score” and “Proportional Attendance Rate Bands by parent involvement Score” are located in Appendix G.

*Further Exploring the Relationship Between Attendance and Program Characteristics*

During the course of this report, particular attention has been given to exploring how Texas 21st CCLCs may differ on several characteristics and attributes. These characteristics and attributes serve as mediating factors that condition the relationship between student participation and student achievement outcomes. In undertaking analyses considering how programs may differ across the subgroups associated with various facets of program operation, some of the

most compelling and interesting differences among programs seem to be associated with the grade level of students served by a center, the program and staffing clusters associated with a center, and how center directors responded to survey items related to practices supportive of youth development, academic skill building, and parent engagement.

In order to further explore how these program characteristics may interact to impact the student attendance rate during the course of the 2007-08 school year, an analysis<sup>6</sup> using the percentage of days a student attended a center relative to the total number of days the center was open during this timeframe was used as the measure of interest. In undertaking this analysis, we opted to use three student-related variables as predictors of student attendance: grade level, receipt of a high<sup>7</sup> fall reading course grade, and receipt of a high fall mathematics course grade. Student reading and mathematics grades were considered given some preliminary data gathered from other studies that suggest that students performing well academically are more apt to participate in a higher number of days of 21st CCLC-funded programming per reporting period than students demonstrating a lower level of academic achievement (Naftzger et al., 2007). While we explored the viability of using up to eleven center-related predictors of student attendance, the final model included only the following six predictors, as it was found to be the most concise and accounted for the greatest degree of variability in attendance relative to other models constructed, which included a larger number of predictor variables:

1. The number of years the center had been in operation based on the month and year of grant award as a measure of grantee maturity;
2. A measure representing the extent to which a center changed staffing cluster membership across the 2005-06, 2006-07, and 2007-08 school years;
3. A measure representing the extent to which a center changed activity cluster membership across the 2005-06, 2006-07, and 2007-08 school years;
4. Three variables coded to represent activity cluster membership in 2007-08: *Mostly Enrichment and Tutoring*, *Mostly Enrichment and Homework Help*, and *Mostly Enrichment and Recreation*.

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<sup>6</sup> The analysis used hierarchical linear modeling (HLM), which permits modeling of nested data, such as students within classrooms, and classrooms within schools. Interested readers can see Appendix H for a technically-oriented reporting of the analyses conducted.

<sup>7</sup> This includes instances where the student received an A, B, or Excellent Grade in the fall of 2007.

5. Two variables coded to represent the most homogeneous staffing cluster classifications: *Mostly Teachers* and *Mostly College Students*
6. Variables associated with the three center director survey subscales, practices supportive of youth development, academic skill building, and parent engagement.

It is important to note that in undertaking these analyses, only the 176 centers represented in the center director survey sample that were found to have values for both (1) each survey subscale and (2) each of the remaining center-level predictors identified above were included in these analyses. In total, the centers in question provided 21st CCLC-funded services to 17,545 students during the 2007-08 school year or approximately 28% of the total number of youth served during this period.

All three student-level predictors were found to be statistically significant predictors of the rate of 21st CCLC program attendance during the 2007-08 school year. Youth achieving a high fall reading or mathematics course grade had a higher rate of attendance than their peers receiving lower fall course grades in these subjects. However, the effect was quite small, suggesting that the average rate of attendance increases by around two percentage points as a student moves into the high course grade group. In addition, grade level was also found to be a significant predictor, although here the effect was negative, indicating that as students go up a grade level, the average rate of attendance declined by 0.6 percentage points. In total, the student-level predictors only accounted for a small percentage of the variability in the average rate of program attendance either within centers or between centers.

At the center-level, a statistically significant, direct impact on the mean percentage of days attended was found for both the center director survey-derived parent engagement scale score and the *Mostly College Students* staffing cluster. In this case, each unit increase in the parent engagement scale score (which was on a 0 to 100 scale with 100 indicating a high level of functioning in this area) increased the average rate of attendance by 0.3 percentage points. In other words, each ten-point increase in the parent engagement subscale score increased the average rate of attendance by three percentage points. This would appear to reinforce the findings in the literature review that parental involvement is important to positive student and program outcomes. However, the most dramatic effect was found in relation to the *Mostly College Students* staffing cluster variable. Membership in this cluster increased the average rate of attendance by approximately 11 percentage points. While potentially surprising, this result is

consistent with the descriptive comparison between average days of attendance and staffing cluster presented earlier, and also does not appear to support the shift in centers away from staffing that includes *Mostly College Students* (see Table 4). Adding the center-level predictors to the model resulted in explaining an additional five percent of the variability in the attendance rate between centers. Overall, while the model provided some insight into what may impact the rate of student attendance in 21st CCLC programming, a sizeable amount of the variability in attendance rates both within centers and between centers was left unaccounted for, indicating that there exist other factors yet to be identified that account for large proportions of this variability.

### **Future Research**

The analyses of the center director, grantee director, and center staff surveys and the data gathered from the Texas 21st CCLC Tracking & Reporting System revealed some statistically significant differences between the survey respondents and some interesting trends in terms of programming and staffing. At the same time, however, these analyses raised other issues and areas that could be explored in future research.

One interesting area to explore would be the impacts of 21st CCLC attendance on behavior, social skills, regular school-day attendance, failure rates, graduation rates, dropout rates, and other academic and non-academic outcomes besides test scores. There could be longer term outcomes such as improved graduation rates that could only be revealed over time. Also, student surveys could be conducted to get their perspective on the program.

In terms of the impact of centers on academic achievement and other broader outcomes, one area to research would be the alignment of program goals and center activities. Do centers have a clear mission and goals, and do those meet student needs? Is there an alignment between what the literature says is effective programming, and what centers actually offer? Does it really go above and beyond what is offered in traditional school setting? Are centers doing things that are innovative? Similarly, what types of programming are being offered to parents, and does it meet their needs? This is really a different issue from student achievement outcomes, and possibly should be handled by more specially trained staff. In addition, is the level of funding for centers sufficient to produce desired outcomes? Is staff pay an issue, and could it impact the quality of the staff at centers?

Other findings that could be explored in more detail relate to the fact that about a third of the center staff reported that they did not receive students' standardized test scores (33%) and student grades (32%), and a quarter (24%) report that they did not receive students' academic or education plans. Why is this? Is there a communication problem between centers and schools? Are schools reluctant or unwilling to give centers these data?

Differences between full and part-time center and grantee directors could provide valuable information for both groups. Part-time center directors appeared less focused (than full-time center directors and both part and full-time grantee directors) on providing non-academic areas of programming (i.e., providing community service or civic engagement opportunities, providing leadership opportunities to youth, helping connect youth to their community, and identifying health or social services youth need), and more concerned with academic achievement (e.g., helping youth improve their TAKS scores). This reasoning needs to be explored. Do center and grantee directors have different needs in terms of training and support based on their full or part-time status?

Further exploration of the shift in staffing clusters could also provide useful information. From 2006 to 2008, there were declines in the *Mostly College Students*, *Mostly Teachers*, and *Mostly Teacher and Other School Staff* clusters, and an increase in the *Mostly Teachers and Staff with Some College* cluster. Respondents, it appears, felt that the combination of teachers and staff with some college was a more effective staffing formula. Why is this? What is driving this change?

Finally, the HLM model examining the impact of the relationship between attendance and program characteristics only accounted for a small amount of variability in attendance both within and between centers. What other factors could be influencing this relationship? This is where a student and/or parent survey could provide some insight.

### **III. Student Academic Achievement**

In the second study, evaluators analyzed the impact of 21st CCLC participation on student-level achievement outcomes, investigated variables that mediated or moderated the relationship between program participation and student-level outcomes, and determined specific programmatic features associated with the various student achievement outcomes included in the evaluation. Like the program profile evaluation, the achievement study also used program-level attributes collected from 21st CCLC grantees via the Web-based Tracking & Reporting



System maintained by TEA, as well as data collected through online surveys of grantee directors, center directors, and center staff. In addition, Texas Assessment of Knowledge and Skills (TAKS) scores for the past five school years and data collected through the Public Education Information Management System (PEIMS) (e.g., “at-risk” status) were used to study program impact on student-level achievement.

## **Methodology**

### *21st CCLC Sample*

Two different samples were constructed for the annual and five year longitudinal analyses conducted, and both appeared to have a representative sample of the total 21st CCLC population available. However, it should be noted that students labeled as receiving special education services (SPED) and limited English proficient (LEP) were underrepresented in the annual samples. Interested readers can see Appendix A for a detailed account of the sample creation process, and the methodologies (e.g., SMR weights) used to address any systematic differences between students who did and did not attend 21st CCLC activities.

### *Analyses*

Four statistical analyses were conducted to address the three tasks related to student achievement. The descriptions and analyses that follow are presented in more applied language. For interested readers, a technical, statistically oriented reporting of the analyses and results is provided in Appendix B.

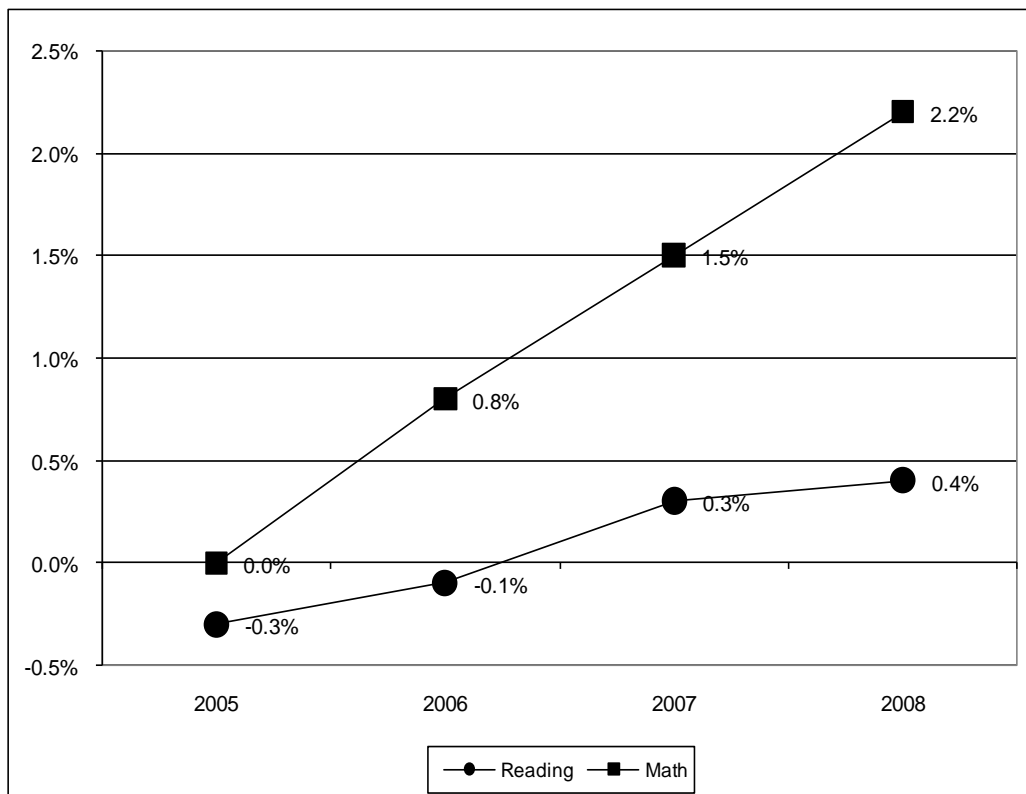
### ***Task 1: Analysis of the impact of 21st CCLC participation on student-level achievement outcomes***

*Analysis #1: Annual effects of subject-specific activity attendance on the odds of passing TAKS for each grade level four to eleven and year 2005 to 2008.*

For participating students in Grades 4 through 11 from 2005 to 2008, binary logistic regression analyses were performed on the 21st CCLC sample (i.e., no comparison students were included) to determine whether attending a subject specific session (reading or math) was predictive of obtaining a scale score that met state standards. Results of the analysis showed that the passing rate for TAKS reading increased each year when students attended an average number of reading-focused sessions (labeled “*Reading M sessions*” in table B1 in Appendix B). In other words, if one expected an 80% pass rate each year on TAKS reading (which was typical of the sample included), then students attending an average number of 21st CCLC sessions

would have had pass rates of 79.7% in 2005, increasing to a pass rate of 80.4% in 2008 (a difference of 0.7 percentage points). Even stronger effects were seen for math. If one expected a 67% pass rate each year on TAKS math (which was typical of the included sample), then students attending an average number of 21st CCLC sessions (labeled “*Math M sessions*” in table B1 in Appendix B) would have had pass rates of 67% in 2005, increasing to a pass rate of 69.2% in 2008 (a difference of 2.2 percentage points). Interested readers can refer to Tables B6 to B9 in Appendix B for the full model outcomes in reading and Tables B10 to B13 in Appendix B for the full model outcomes in Math.

As shown in Figure 64, the apparent effectiveness of attending an average number of 21st CCLC subject specific activities in raising pass rates on TAKS steadily increased each year. The increase could be due in part to an increase in the apparent effectiveness of center programming on attendance at sessions, as well as an increase in the average number of sessions attended each year. Based on the number of 21st CCLC attendees in Grades 4 to 11 in 2008, approximately 184 more students passed TAKS reading and 1,010 more students passed TAKS math than would have been expected without the program.



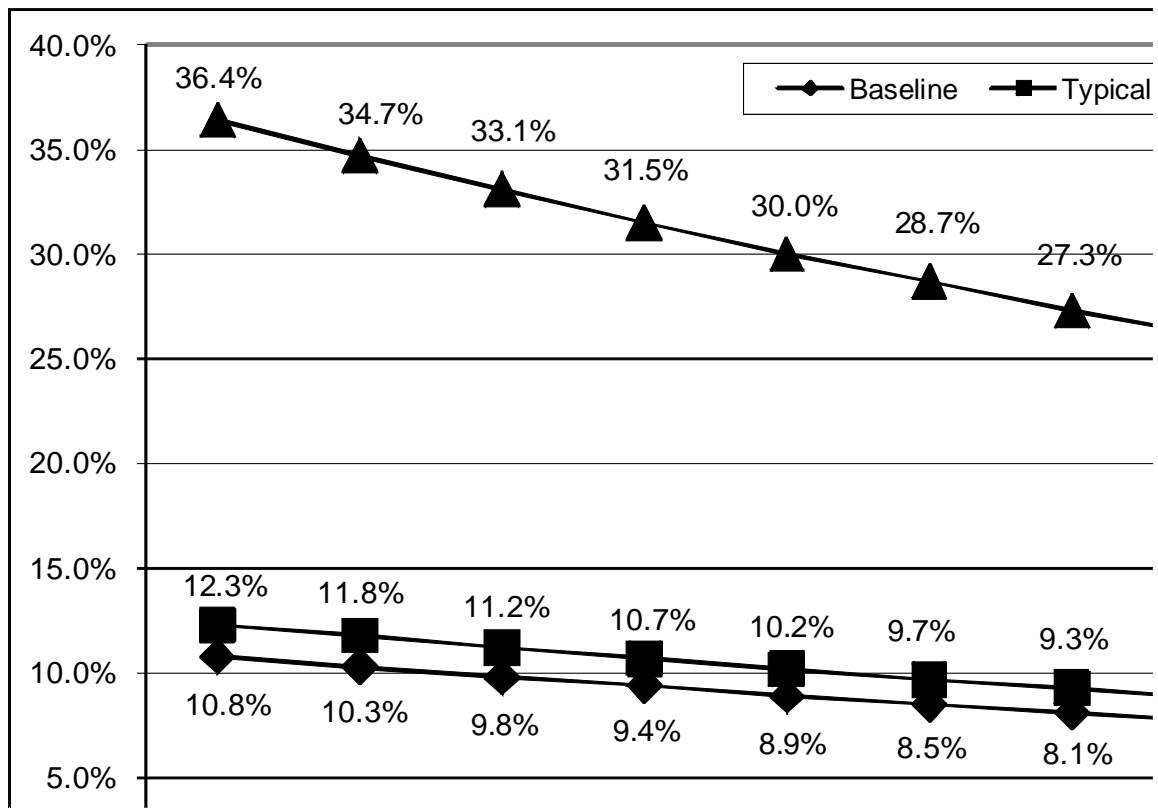
**Figure 64: Expected percentage change in the TAKS pass rate associated with attending an average number of sessions with subject specific activities by year**

*Analysis #2: Effects of cumulative 21st CCLC attendance (total of all 21st CCLC sessions attended over five years) on five year retention rates for each grade cohort in the five-year longitudinal sample.*

Binary logistic regression analyses were performed for each grade cohort in the five year longitudinal sample (Grades 3-7 in 2004 (i.e., Grades 7-11 in 2008)), including both 21st CCLC and comparison students, to estimate the impact that attending an average cumulative number of sessions (labeled “*M sessions (cumulative)*” in Table B2 in Appendix B) had on the likelihood that a student would be retained in grade after controlling for the effects of achievement in math and reading in 2004 and student demographics. In all cases except the third and fifth grade cohorts, the cumulative number of 21st CCLC sessions attended was statistically significantly related to a decrease in the probability that a student would be retained over the five year period from 2004 to 2008. For the third grade cohort, there was a small, but statistically significant increase in retention. For the fifth grade cohort, there was neither a statistically significant

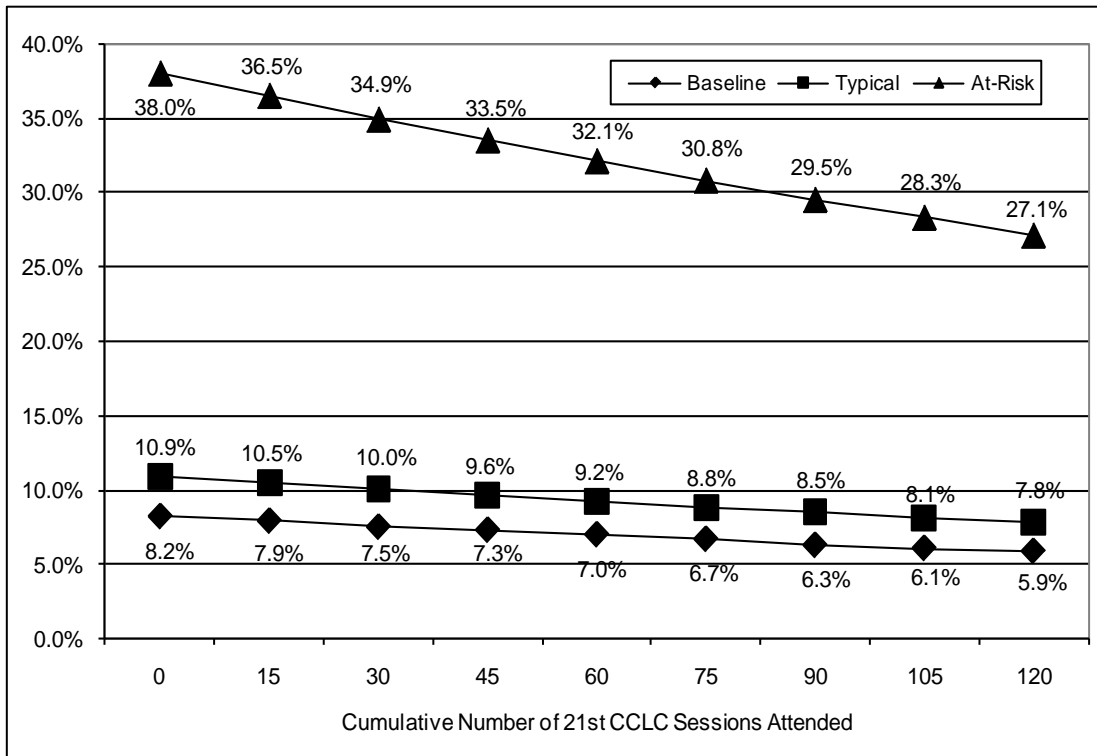
increase nor decrease in retention over what would be expected in the absence of 21st CCLC. Interested readers can refer to Tables B14 to B18 in Appendix B for the full retention model outcomes by grade.

Figures 65 and 66 illustrate retention rates for the 2004 sixth and seventh grade cohorts, for which the effects of attending 21st CCLC sessions were the strongest. Three groups of students were compared, baseline students (average achieving white males who did not receive free or reduced-price lunch and were in regular education), “typical” 21st CCLC students (students whose demographic characteristics and TAKS reading and math scores were the most common among students participating in 21st CCLC), and at-risk students (students identified in PEIMS as at-risk of dropping out of school). Retention rates for all three groups of students decreased over the five year projection, with rates decreasing as the number of sessions attended increased. Declines in the retention rate were most striking for at-risk students.



**Figure 65: projected five year retention rate by cumulative number of 21st CCLC sessions attended and student profile, 2004 sixth grade cohort**

*Note:* Baseline (all predictors in the model = 0), average reading and math scores, white, male, pay lunch, regular education. Typical (modal or mean values for sample), -0.23 reading and math Z-scores, female, Hispanic, free lunch, regular education. At-risk (modal or mean values for students identified by TEA as at-risk for dropping out of school), -.75 reading and math Z-scores, male, Hispanic, free lunch, regular education. As the TAKS is not vertically scaled, meaning scores from different grade levels and different years are not comparable, the scores for each year and grade were converted to standardized scores, or Z-scores, to make them comparable. Z-scores are in reference to the state average (zero). Therefore, a Z-score score of zero is equal to the state average, while Z-scores above zero are above, and Z-scores below zero are below the state average.



**Figure 66: Projected five year retention rate by cumulative number of 21st CCLC sessions attended and student profile, 2004 seventh grade cohort**

*Note:* Baseline = average reading and math scores ( $Z = 0$ ), white, male, pay lunch, regular education. Typical =  $-0.23$  reading and math  $Z$ -scores, female, Hispanic, free lunch, regular education. At-risk =  $-0.75$  reading and math  $Z$ -scores, male, Hispanic, free lunch, regular education. As the TAKS is not vertically scaled, meaning scores from different grade levels and different years are not comparable, the scores for each year and grade were converted to standardized scores, or  $Z$ -scores, to make them comparable.  $Z$ -scores are in reference to the state average (zero). Therefore, a  $Z$ -score score of zero is equal to the state average, while  $Z$ -scores above zero are above, and  $Z$ -scores below zero are below the state average.

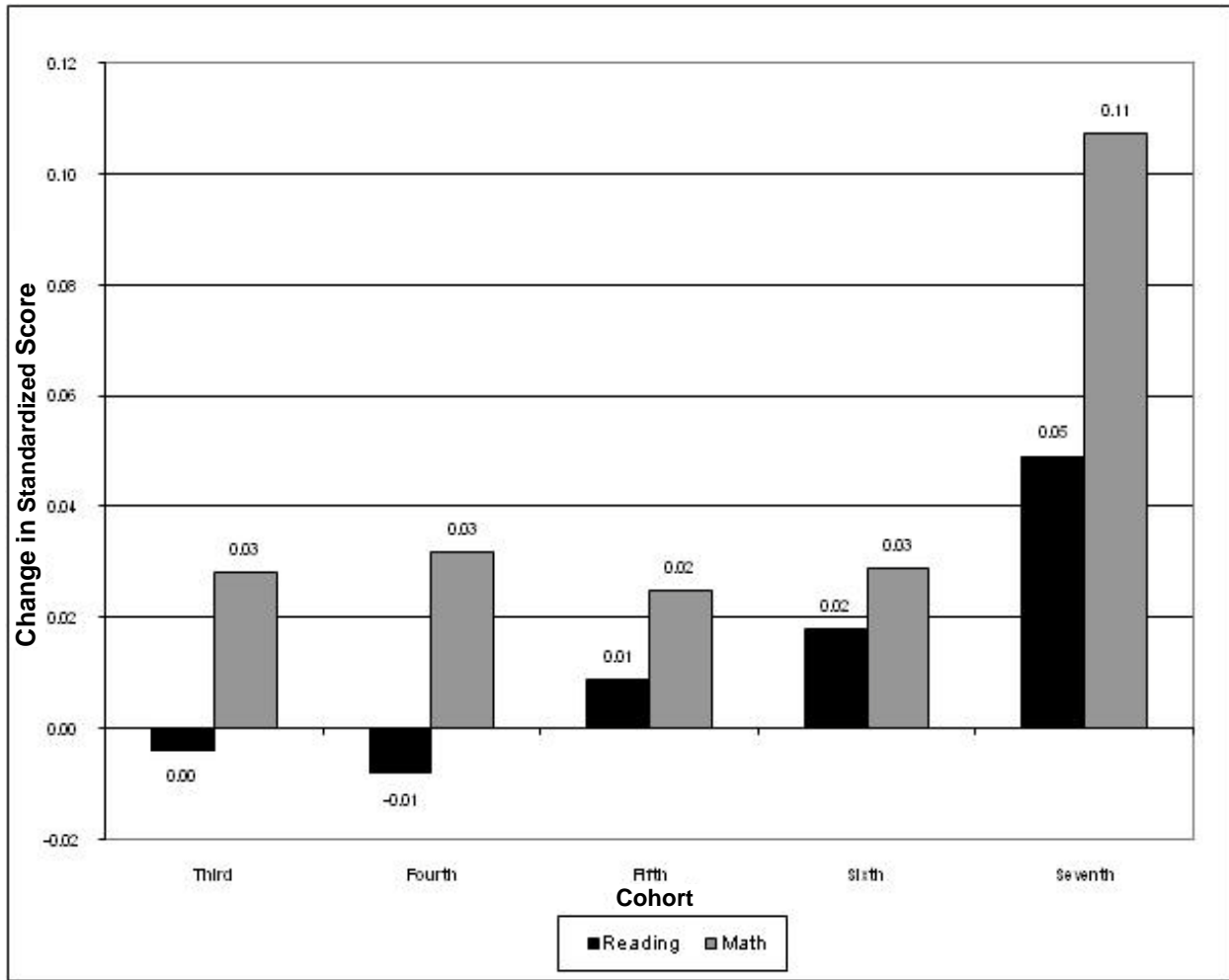
*Analysis #3: Longitudinal effects of attendance at 21st CCLC sessions that included a subject specific focus on math or reading for each of the five year longitudinal cohorts to model the effects of annual and cumulative attendance on achievement.*

Statistical models<sup>8</sup> using standardized<sup>9</sup> TAKS scores for both 21st CCLC attendees and comparison students were developed for each of the five year longitudinal cohorts to examine the effects of annual attendance at 21st CCLC sessions that included a subject specific focus on math or reading. Attendance at reading-focused sessions did not have a statistically significant effect on the standardized reading TAKS scores for the third, fifth, or sixth grade five year longitudinal cohorts. However, a small, statistically significant increase in standardized TAKS reading scores was observed for the seventh grade cohort. In contrast, statistically significant increases in standardized math TAKS scores related to math attendance were observed for each grade cohort in third, fourth, fifth, sixth, and seventh grades. Figure 67 shows the expected five year cumulative change in standardized scores (Z-scores) for 21st CCLC students attending an average cumulative number of sessions (labeled “*M sessions (cumulative)*” in table B2 in Appendix B). Attendees in the seventh grade cohort had the largest increases in both subjects, while attendees in the third and fourth grade cohorts had slight losses in reading. Interested readers can refer to Tables B19 and B20 in Appendix B for the outcomes of the analyses in reading and math, respectively.

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<sup>8</sup> Two-level hierarchical linear models. Interested readers can see Appendix B for a detailed description of the models employed for the analyses.

<sup>9</sup> As the TAKS is not vertically scaled, meaning scores from different grade levels and different years are not comparable, the scores for each year and grade were converted to standardized scores, or Z-scores, to make them comparable. A Z-score score of zero is equal to the state average, while Z-scores above zero are above, and Z-scores below zero are below the state average.



**Figure 67: Expected five year cumulative change in standardized (Z) scores of 21st CCLC students attending an average cumulative number of sessions.**

*Note:* As TAKS scores from different grade levels and years are not comparable, the scores for each year and grade were converted to standardized scores, or Z-scores, to make them comparable.



***Tasks 2 and 3: Investigation of the variables that mediate or moderate the relationship between program participation and student-level outcomes and determination of specific programmatic features associated with the various student achievement outcomes included in the evaluation.***

*Analysis: Effects of Center and Grantee Characteristics on 21st CCLC Student Achievement.*

Statistical models <sup>10</sup> were used to examine the effects of center- and grantee-level variables on 21st CCLC student achievement (i.e., no comparison students were included) in reading and mathematics in 2008, as well as their impacts on the achievement of various demographic groups. For these analyses, centers serving only students in Grades pre-K through 3 could not be included due to lack of test data at these grade levels.

For reading, the type of activity cluster (*Mostly Tutoring and Enrichment, Mostly Enrichment, Mostly Homework Help and Enrichment, Mostly Recreation and Enrichment*) had no statistically significant effect on TAKS reading scores. Among staffing clusters, the *Mostly Teachers and Other School Staff* and the *Mostly Teachers and College Students* clusters were associated with positive, statistically significant effects on changes in TAKS scores for at-risk students (i.e., students identified in PEIMS as at-risk of dropping out of school). No other staffing cluster effects were observed. Therefore, the shift in staffing at centers toward *Mostly Teachers and College Students* discussed earlier (see Table 5) appeared to be effective in improving reading scores for at-risk students.

For math, attendance at centers in the *Mostly Tutoring and Enrichment* cluster was associated with higher mean math achievement and prior achievement being less important as a predictor, with the latter generally interpreted as meaning that achievement was more equitably distributed across levels of prior achievement, i.e., lower achieving students tended to benefit more. The *Mostly Homework Help and Enrichment* cluster was also associated with prior achievement being less important as a predictor (i.e., more equitable distribution of achievement across levels of prior achievement). Thus, both of these activity cluster types were especially effective with lower achieving students, but only the *Mostly Tutoring and Enrichment* cluster was associated with higher overall math achievement. No other statistically significant cross-level interaction effects were observed for activity cluster status. The *Mostly Teachers* staffing

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<sup>10</sup> Three-level hierarchical linear models. Interested readers can see Appendix B for a detailed description of the models employed for the analyses.

cluster was associated with larger achievement gains for female students. The *Mostly College Students* cluster resulted in negative achievement effects for African-American and Hispanic students. As discussed earlier, a staff of mostly college students may be too inexperienced to address the needs of these groups of students. No other staffing cluster effects were observed.

### **Summary of Student Academic Achievement Findings**

Cumulative attendance in 21st CCLC activities was associated with strong, statistically significant decreases in 5 year grade retention rates for middle school students (i.e., sixth and seventh graders in 2004). A more modest, but statistically significant decrease in retention rates was observed for fourth grade students. A small, but statistically significant increase in retention was observed for third grade, while fifth grade also had a small increase that was not statistically significant.

Attendance at 21st CCLC sessions that had mathematics as an emphasis area had modest, positive, and statistically significant effects on student achievement in TAKS mathematics. On an annual basis, attendance at math-focused sessions significantly increased the likelihood that students would pass the math portion of the TAKS in 2006, 2007, and 2008. Furthermore, math effects increased each year, as both the number of sessions attended and the effectiveness per session increased, so that by 2008 students attending an average number of sessions passed at a rate 2.2% higher than expected. In terms of cumulative effects, students attending an average number of sessions per year improved about 0.03 standard deviation units (a very small effect) over a five year period, although the improvement for the seventh grade 2005 cohort was higher, at +0.11 standard deviation units (however, also a small effect).

Overall, there appeared to be little relationship between 21st CCLC attendance and reading achievement. Year by year, participation in sessions focused on reading had either no effect on pass rates, or only very modest effects (a 0.4% expected increase in the percentage expected to pass TAKS in 2008). With the exception of seventh grade, for most cohorts, cumulative five year effects were not statistically significantly different from zero.

Compared to other activity cluster types, the *Mostly Tutoring and Enrichment* activity cluster was associated with stronger positive effects on math achievement overall, and positive effects on low achieving students.

Both the *Mostly Teachers and Other Staff* and *Mostly Teachers and College Students* clusters were associated with positive, statistically significant effects on at-risk students in

reading (56% of the sample). The *Mostly Teachers* staffing cluster was associated with higher achievement for females in math, while the *Mostly College Students* staffing cluster was associated with less positive effects on math achievement for African-American and Hispanic students. Thus, these last two groups of students tended to benefit more with a higher concentration of teachers as a proportion of center staff.

#### **IV. Student Academic Achievement Conclusion**

This study provides strong evidence that attendance at 21st CCLC activities that had mathematics as a focus area resulted in modest but statistically significant improvements in student achievement in mathematics, with both positive annual and cumulative effects. Likewise, 21st CCLC attendance seems to reduce the likelihood that sixth or seventh grade students will be retained in grade. Little or no effects were observed for reading. On the one hand, this is a disappointing result. On the other hand, this strengthens the other findings because it militates against interpreting the math and retention effects as selection effects (i.e., due to the 21st CCLC and control groups not being representative samples of the entire population), which are the greatest threats to the internal validity (i.e., establishment of a cause and effect relationship) of the research design employed in the study. In other words, if the results could be attributed to some systematic, unmeasured difference between 21st CCLC and comparison students, one would expect the reading and math results to be similar. Thus, we can have a little more confidence that the effects on math and retention were attributable to participation in the program than we might if all the results were uniformly positive or negative.

The models employed in this study to estimate 21st CCLC attendance effects on student achievement and retention in grade were as rigorous as possible in lieu of random assignment to the intervention. In contrast, the results relating center characteristics (i.e., programming focus and staffing) to student achievement should be viewed as exploratory and suggestive because unlike the other models, we were not testing a specific hypothesis, but just trying to find the best fit to the data. Secondly, there are generalizability issues because of low response rate at the center level. With this caveat in mind, centers staffed mostly by regular certified teachers, and those that focus primarily on tutoring and enrichment, seemed to be the most effective at raising student achievement.

Given the demonstrated benefits of 21st CCLC attendance on math and retention in grade, and the tenuous connection between specific program features and program outcomes, the

most important recommendation is to increase the number of *terms* in which students attend. As shown in Figure A1, 75.4% of 21st CCLC students attended three terms or less (i.e., most students only attend for one year or less). The overall effectiveness of the program most likely would be improved if grantees served whole feeder patterns and worked to ensure continuity of participation for students across grade levels. In other words, the CCLC program should be available to students as they change grade levels, i.e., if they went to an elementary school that had a CCLC program, then the middle school they go to should also have a CCLC program.

### **Future Research**

While the analyses of the impact of 21st CCLC participation and specific programmatic features on student-level achievement outcomes and the investigation of variables that mediated or moderated the relationship between program participation and student-level outcomes revealed some statistically significant findings and some interesting trends, the analyses also raised other issues and areas that could be explored in future research. For example, what types of activities or programs are being implemented in middle schools that lead to statistically significant decreases in retention rates for the sixth and seventh grade cohorts? Perhaps these findings could be applied to other grade levels.

A primary area for future exploration would be the differential effects by subject area. Little or no effects were observed for reading, while attendance at 21st CCLC sessions that had mathematics as an emphasis area had modest, positive, and statistically significant effects on student achievement in TAKS mathematics. An examination of curricula and programming based on subject area may reveal important differences in instruction taking place in centers.

Another important area to explore would be why, compared to other activity cluster types, the *Mostly Tutoring and Enrichment* activity cluster was associated with stronger positive effects on math achievement overall, and positive effects on low achieving students. What is it about this particular type of programming that made it more effective? Along the same lines, there were differential effects based on staffing as well with both the *Mostly Teachers and Other Staff* and *Mostly Teachers and College Students* clusters being associated with positive, statistically significant effects on at-risk students in reading, the *Mostly Teachers* staffing cluster being associated with higher achievement for females in math, and the *Mostly College Students* staffing cluster was associated with less positive effects on math achievement for African-American and Hispanic students. It would be important to investigate the impact these different

staffing clusters appear to have for different populations of students. This could provide important feedback for centers in terms of which staffing solutions may work better with the particular populations of students they serve.

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## Appendix A: Technical Reporting of Procedures

### *21st CCLC Total Sample and Annual Samples*

The total 21st CCLC sample included 288,332 attendance records from 2005 through 2008. Of these, 173,331 were enrolled in Grades 4 through 11 during those years, so prior year achievement data were available. Demographic variables (economically disadvantaged, gifted, LEP, special education, at-risk, and grade level) were extracted from the TEA’s Public Education Information Management System (PEIMS) records. TAKS data for each year were provided by the Texas Education Agency. Merging of the separate 21st CCLC attendance data to the corresponding same year achievement and demographic data for each student resulted in 122,645 successful merges, yielding an overall same year merge rate of 71%. Merge rates by year ranged from 60.2% in 2006 to 75.2% for 2007 (see Table A1). As shown in Table A2, there were few systematic differences between merged (i.e., those for whom corresponding achievement and demographic data were available) and non-merged (i.e., those for whom no corresponding achievement and demographic data were available) students in terms of demographics or achievement levels for any year. The merged samples were used for the analyses of annual effects of 21st CCLC attendance and the effects of center and grantee characteristics on 21st CCLC student achievement. However, these two analyses did not include comparison students (i.e., those who were eligible for, but did not attend 21st CCLC activities). Therefore, the analyses appear to have a representative sample of the total 21st CCLC population available. In addition, the demographic composition remained relatively stable across years, and the percentages of students meeting TAKS standards improved over time.

**Table A1: 21st CCLC Participant Sample Inclusion Rates by Year**

Year	Total 21st CCLC	Grades 4-11	Merged <sup>1</sup>	Rate
2008	81,853	49,437	36,672	74.2%
2007	77,413	47,735	35,881	75.2%
2006	84,242	49,927	30,073	60.2%
2005	44,824	26,672	20,019	75.1%

<sup>1</sup>Number of complete records from that year for which corresponding TAKS data from the prior year were available.

**Table A2: Percentages of Selected Characteristics for 21st CCLC Students with (Merged) and without (Not Merged) Corresponding Same Year Achievement and Demographic Data by Year (Grades Four to Eleven)**

	2005		2006		2007		2008	
	Not Merged	Merged	Not Merged	Merged	Not Merged	Merged	Not Merged	Merged
Native American	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1
Asian	1.5	1.6	1.6	1.2	1.6	1.3	1.7	0.9
African American	21.3	28.1	21.2	26.4	20.5	25.1	20.2	21.4
Hispanic	64.1	59.2	63.8	62.3	64.3	63.0	64.7	66.5
White	13.0	11.0	13.3	9.9	13.4	10.4	13.2	11.1
Female	48.4	54.2	48.4	53.2	48.5	52.5	48.5	51.7
Free/Reduced Lunch	70.3	71.4	69.6	71.7	68.2	71.3	66.8	70.8
Special Education	15.0	2.6	14.8	1.9	14.4	2.0	13.5	1.8
LEP	18.7	9.9	18.0	9.5	16.9	10.1	17.2	11.6
Reading Met <sup>1</sup>	71.8	68.9	77.1	75.6	80.6	79.4	83.9	83.3
Math Met <sup>1</sup>	59.5	58.3	63.7	61.0	66.3	67.8	69.1	72.4

<sup>1</sup>Percentage of students who met TAKS standards in that subject. Note. *N* for each year and category (Merged, Not Merged) reported in Table A1.

Across years, the percentage of Native American students in the merged sample ranged from 0.1% to 0.2%, Asian from 0.9% to 1.6%, African American from 21.4% to 28.1%, Hispanic from 59.2% to 66.5%, and White from 9.9% to 11.1%. Females had somewhat higher merge rates than males, resulting in 51.7% to 54.2% being included in the merged samples, compared to a nearly consistent 48.5% present in the non-merged group. The percentage of students eligible for free or reduced lunch ranged from 70.8% to 71.7% in the merged sample (see Table A2). The percentage of merged students meeting standards in reading increased from 68.9% in 2005 to 83.3% in 2008, while the percentage meeting mathematics standards likewise increased from 58.3% to 72.4%. Students labeled as receiving special education services (SPED) and limited English proficient (LEP) were disproportionately excluded from the merged sample. Merged sample percentages for students receiving special education services ranged



from 1.8% to 2.6%, versus 13.5% to 15.0% in the non-merged group, while corresponding rates for LEP students were 9.5% to 11.6% versus 16.9% to 18.7%. Thus, LEP students and students receiving special education services were disproportionately excluded from the merged sample. Exclusive of these students, merge rates for the participant samples were 90.9%, 73.1%, 89.5%, and 87.1% for the years 2005 to 2008, respectively.

*Five year longitudinal sample*

A five year longitudinal sample was constructed to include both 21st CCLC attendees, who participated during any term (summer, fall, or spring) from 2004-2008, and comparison students, who were enrolled in 21st CCLC feeder schools during any of these years, but did not participate during any term (i.e., non-attendees). The five year longitudinal sample included 159,517 students who were in Grades 3 to 7 during 2004 (i.e., were in grades 7-11 in 2007-08). The percentages of students with complete longitudinal test score data for all five years were 80% for 2004 for the Grade 3 cohort (37,307 of 46,515), 59% for the Grade 4 cohort (28,226 of 47,805), 76% for the Grade 5 cohort (36,079 of 47,457), 73% for the Grade 6 cohort (32,048 of 43,737), and 64% for the Grade 7 cohort (25,857 of 40,093). As Table A3 shows, when referring to the 2004 grade-level cohorts in the report, the reader should note the following about which grade level the students were in by year:

**Table A3: 2004 Grade Level Cohorts**

<b>2004 Cohort</b>	<b>Grade level in 2003-04</b>	<b>Grade level in 2007-08</b>
3rd grade	3	7
4th grade	4	8
5th grade	5	9
6th grade	6	10
7th grade	7	11

As shown in Table A4, 21st CCLC attendees in 2004 were somewhat more likely than comparison students to attend lower grade levels, to be African American (25.7% versus 18.2%), to be LEP students (17.5% versus 15.8%), to receive free or reduced price lunch (80.9% versus 75.7%), and to have an attendance rate greater than 97% (68.2% versus 65.5%; see Table A4). In contrast to comparison students, 21st CCLC attendees in 2004 were somewhat less likely to meet reading standards (79.5% versus 82.2%), to meet mathematics standards (77.4%

versus 78.8%), or to receive a disciplinary action assignment of more than one day during the school year (5.8% versus 6.2%; see Table A4).

**Table A4: 21st CCLC Attendees and Comparison Student Characteristics in 2004: Five year Longitudinal Sample**

		Comparison		21st CCLC Attendees	
		N	%	N	%
Grade	3 <sup>rd</sup>	24,092	21.2	13,215	28.7
	4 <sup>th</sup>	17,980	15.9	10,246	22.2
	5 <sup>th</sup>	25,542	22.5	10,537	22.9
	6 <sup>th</sup>	24,760	21.8	7,288	15.8
	7 <sup>th</sup>	21,042	18.6	4,815	10.4
Sex	Female	57,885	51.0	24,430	53.0
	Male	55,531	49.0	21,671	47.0
Ethnicity	Native American	178	0.2	73	0.2
	Asian	2,300	2.0	597	1.3
	African American	20,590	18.2	11,860	25.7
	Hispanic	72,250	63.7	28,352	61.5
	White	18,098	16.0	5,219	11.3
Special Education		2,961	2.6	1,250	2.7
Limited English Proficiency		17,972	15.8	8,073	17.5
Free or reduced price lunch		85,872	75.7	37,287	80.9
Met Reading		93,277	82.2	36,671	79.5
Met Math		89,335	78.8	35,673	77.4
Attendance > 97% <sup>1</sup>		74,267	65.5	31,462	68.2
Disciplinary Action <sup>2</sup>		7,073	6.2	2,674	5.8

<sup>1</sup>Percentage of students who attended 97% or more school days when they were members of feeder schools. <sup>2</sup>Percentage of students who received disciplinary action assignment of more than one day during the school year.

Independent samples t-tests of standardized test scores<sup>11</sup> revealed that the achievement discrepancy between the groups was much larger than suggested by a comparison of the percentage meeting standards. Comparison students had substantially and statistically significantly higher standardized scores in reading (-0.15 versus -0.27;  $t = 22.5$ ;  $df = 159,515$ ;  $p < .001$ ;  $ES = -0.12$ ) and math (-0.11 versus -0.23;  $t = 22.2$ ;  $df = 159,515$ ;  $p < .001$ ;  $ES = -0.12$ ). Thus, comparison students in 2004 scored about one-tenth of a standard deviation higher in both reading and math than did 21st CCLC attendees.

<sup>11</sup> As the TAKS is not vertically scaled, meaning scores from different grade levels and different years are not comparable, the scores for each year and grade were converted to standardized scores, or Z-scores, to make them comparable. A Z-score score of zero is equal to the state average, while Z-scores above zero are above, and Z-scores below zero are below the state average. Interested readers can see the section “Score Standardization” in Appendix A for a detailed description of the score standardization process.

To control for differences in the composition of the 21st CCLC attendee and comparison samples, as evidenced by the preceding independent samples t-tests, standardized mortality ratio (SMR)<sup>12</sup>-weighted estimates were constructed from propensity scores. SMR-weighted estimates allowed all 21st CCLC attendee and comparison students with the necessary data available to be included in the analyses, which yielded more stable estimates of participation effects than one-to-one matching based on propensity scores. In essence, the comparison student's "weight," or impact on the outcome of interest is in proportion to how similar the comparison student is to the typical 21st CCLC attendee. A more technical, statistically oriented reporting of the SMR weighting process is provided in the section labeled "Propensity Weights" below. It should be noted that these weights were only applied in the analyses that included the five year longitudinal samples, as these were the only analyses that include comparison students.

As shown in Table A5, application of SMR weights resulted in a comparison sample composition that almost exactly replicated the composition of the 21st CCLC attendee sample. The percentage of 21st CCLC attendee and comparison students within demographic categories did not vary by more than 0.1% in the weighted comparisons, and differed by no more than 0.4% in terms of the percentage of students meeting standards in reading or math (with weighted comparison percentages for comparison students being higher; see Table A5). In the weighted sample, comparison students and CCLC attendees had equal 2004 standardized achievement scores in both reading (-0.27 versus -0.27;  $t = -0.22$ ;  $df = 159,515$ ;  $p = .83$ ,  $ES=0.00$ ) and math (-0.23 versus -0.23;  $t = -.36$ ;  $df = 159,515$ ;  $p = .72$ ,  $ES=0.00$ ).

---

<sup>12</sup> Standardized mortality ratio (SMR)-weighted estimates were constructed such that the impact of each comparison student in the analyses was in proportion to his or her similarity to 21<sup>st</sup> CCLC attendees. Therefore, the more alike the comparison student was to actual attendees, the more his or her data would affect the outcomes, and vice-versa.

**Table A5: 1st CCLC Attendee and Comparison Student Characteristics in 2004: Five year Longitudinal Sample with SMR Weights Applied**

		Comparison		21st CCLC Attendees	
		N	%	N	%
Grade	3 <sup>rd</sup>	32,627	28.8	13,215	28.7
	4 <sup>th</sup>	25,168	22.2	10,246	22.2
	5 <sup>th</sup>	25,866	22.8	10,537	22.9
	6 <sup>th</sup>	17,929	15.8	7,288	15.8
	7 <sup>th</sup>	11,830	10.4	4,815	10.4
Sex	Female	60,000	52.9	24,430	53.0
	Male	53,420	47.1	21,671	47.0
Ethnicity	Native American	176	0.2	73	0.2
	Asian	1,467	1.3	597	1.3
	African American	29,265	25.8	11,860	25.7
	Hispanic	69,695	61.4	28,352	61.5
	White	12,816	11.3	5,219	11.3
Special Education		3,083	2.7	1,250	2.7
Limited English Proficiency		19,792	17.5	8,073	17.5
Free or reduced price lunch		91,766	80.9	37,287	80.9
Met Reading		90,530	79.8	36,671	79.5
Met Math		88,192	77.8	35,673	77.4
Attendance > 97% <sup>1</sup>		74,176	65.4	31,462	68.2
Disciplinary Action <sup>2</sup>		6,372	5.6	2,674	5.8

<sup>1</sup>Percentage of students who attended 97% or more regular school days when they were members of feeder schools.

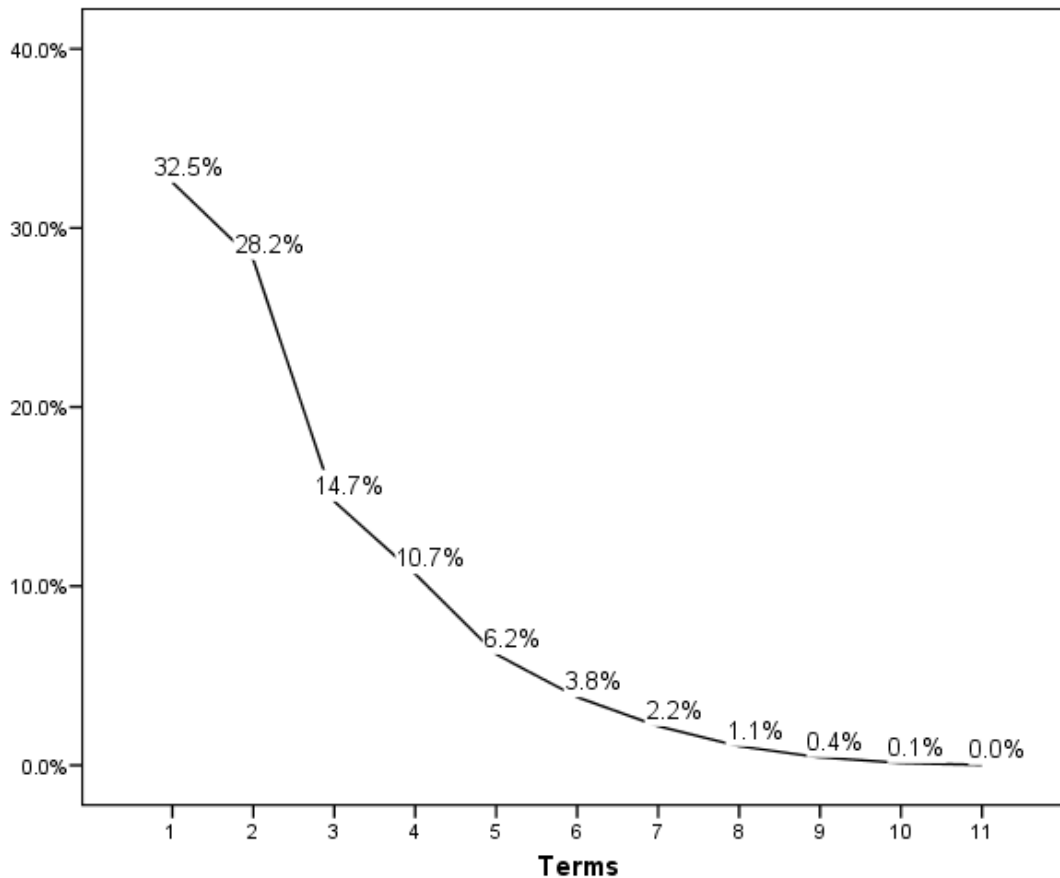
<sup>2</sup>Percentage of students who received disciplinary action assignment of more than one day during the school year.

Students who were retained in a grade at any time from 2005 to 2008 were not included in the longitudinal analyses of 21st CCLC effects on achievement. Effects of 21st CCLC attendance on retention rates were explored separately. All analyses were conducted using SMR weights.

#### *21st CCLC Participation Variables*

Students could have potentially attended up to three 21st CCLC terms (summer, fall, and spring) between each TAKS administration. For each term, the total number of sessions attended was recorded, as well as the number of sessions attended in which the activity focus was relevant to reading, mathematics, science, social studies, fine arts, physical education, health, youth development, LEP services, technology as a tool to accomplish class objectives, technology skills, mentoring, community service, or service learning. For each year, these session attendance variables were summed across terms, and the number of terms attended was computed. As can be seen in Figure A1, over 60% of 2005 first time attendees only attended one or two terms from 2005-2008. All of the participation variables were screened for extreme

or implausible values (e.g., none of the activity focus variables could plausibly exceed the total number of sessions attended, total sessions attended could not plausibly exceed 75 sessions per term). Interested readers can see the section labeled “Data Transformations” in Appendix A for a detailed description of how extreme or implausible values for participation variables were handled for the analyses.



**Figure A1: Percentage of 21st CCLC students by number of terms attended from 2005-2008: 2005 first time attendees**

### *Score Standardization*

TAKS English version reading and mathematics scale scores<sup>13</sup> were employed as measures of students' academic achievement. However, in order to compare TAKS scale scores across grades and across school years, we had to standardize the scale scores. Standardized scale scores were computed by taking each student's TAKS scale score and subtracting the statewide TAKS mean scale score, and dividing the result by the statewide standard deviation for that test. This was done separately for reading and for mathematics tests, for each school year, and for each grade level. The resulting standardized score expressed each student's TAKS performance relative to the Texas mean for that test and for that year. Thus, any increase in a student's TAKS standardized scale score represented progress relative to the average student in Texas as opposed to absolute gains in student TAKS achievement in the subject area. The reader should note that the mean absolute TAKS performance improved on average over the time period in question for students in the state. With each successive year, the norm group performance was higher, which put downward pressure on relative gains.

Thus, a score of 0 indicates that the mean for that student group was equal to the mean score for all students in Texas. Negative scores indicate that the group mean was below the average score in Texas, while positive scores indicate that the group mean was above the average score in Texas. Differences are expressed in standard deviation units (e.g., +.10Z), and each can be translated into the percentage of students in that particular group who scored above or below the state's average score.

### *Propensity Weights*

Independent samples t-tests of standardized test scores<sup>14</sup> revealed that the achievement discrepancy between the 21st CCLC attendee and comparison groups was much larger than suggested by a comparison of the percentage meeting standards. Comparison students had substantially and statistically significantly higher standardized scores in reading (-0.15 versus -0.27;  $t = 22.5$ ;  $df = 159,515$ ;  $p < .001$ ) and math (-0.11 versus -0.23;  $t = 22.2$ ;  $df = 159,515$ ;  $p <$

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<sup>13</sup> TAKS scale scores provide for a uniform comparison of student performance relative to the grade level standard in the tested subject, accounting for differences in the difficulty levels of the specific test forms. The scale scores form the basis for determining whether students met the standard.

<sup>14</sup> As the TAKS is not vertically scaled, meaning scores from different grade levels and different years are not comparable, the scores for each year and grade were converted to standardized scores, or Z-scores, to make them comparable.

.001). Thus, comparison students in 2004 scored about one-tenth of a standard deviation higher in both reading and math than did 21st CCLC attendees.

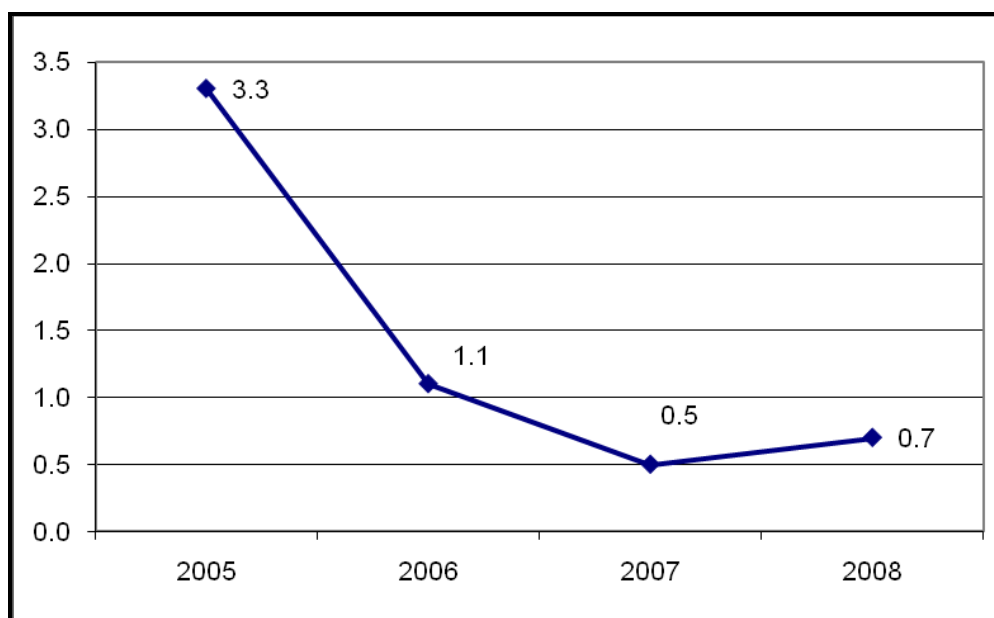
To control for differences in the composition of the 21st CCLC attendee and comparison samples, standardized mortality ratio (SMR) weights were constructed from propensity scores. Propensity scores, which represent the probability of being a member of the attendee group or  $\hat{e}(X)$ , were obtained by conducting a binary logistic regression analysis with 21st CCLC status as the outcome (0 = comparison, 1 = 21st CCLC attendee), using 2004 standardized reading and math scores as continuous covariates, grade level as a polynomial contrast covariate, and dummy coded ethnicity variables, FRL status, LEP status, SPED status, and at-risk indicator status as categorical covariates. All of the covariates were statistically significant predictors of 21st CCLC attendee status except special education status (Wald = 0.10,  $df = 1$ ,  $p = 0.76$ ) and LEP status (Wald = 1.47,  $df = 1$ ,  $p = 0.23$ ). A comparison of  $-2 \log$  likelihood values from a baseline model including only grade level to the full model described above indicated a statistically significant improvement in model fit ( $\chi^2 = 2,102$ ;  $df = 3$ ;  $p < .001$ ). The Nagelkerke pseudo- $R^2$  value for the full model was 0.05. The probability of 21st CCLC attendance during any year,  $\hat{e}(X)$ , was estimated for each case from parameter estimates obtained in the full binary logistic model.

Standardized mortality ratio (SMR)-weighted estimates were constructed such that the weight for each 21st CCLC attendee was equal to one, and the weight for each comparison student was the propensity odds  $\hat{e}(X)/1-\hat{e}(X)$ , where  $\hat{e}(X)$  is equal to the probability of 21st CCLC attendance. SMR weights were normalized within levels of treatment. SMR weights provide estimates of the treatment effect in a population whose distribution on the covariates in the logistic regression model is equal to that of the treated sample (Kurth et al., 2005).

#### *Data Transformations*

All of the participation variables (i.e., the total number of sessions attended, as well as the number of sessions attended in which the activity focus was relevant to specific subject area) were screened for extreme or implausible values (e.g., none of the activity focus variables could plausibly exceed the total number of sessions attended, total sessions attended could not plausibly exceed 75 sessions per term). Mean imputation was used to replace impossible values. Extreme, but possible values were Winsorized to equal the value associated with the 99th

percentile to yield more normally distributed predictors to include in the HLM analyses, which require normally distributed continuous predictors. These procedures resulted in the following substitutions. For 2005, less than 0.01% of the participation values were Winsorized, and 3.3% were imputed. In 2006, 1.1% of the values were Winsorized, and 0.02% were imputed. For 2007, 0.04% were Winsorized and less than 0.01% were imputed, and for 2008, 0.06% were Winsorized and less than 0.01% were imputed. As shown in Figure A2, record keeping accuracy apparently improved substantially over the four-year period.



**Figure A2: Percentage of Implausible 21st CCLC Attendance Values by Year.**



## **Appendix B: Statistical Analyses**

### ***Task 1: Analysis of the impact of 21st CCLC participation on student-level achievement outcomes***

*Analysis #1: Annual effects of subject specific activity attendance on odds of passing TAKS for each Grade level 4 to 11 and year 2005 to 2008.*

As prior year achievement was included as a predictor in the statistical model, for each grade level four to eleven and year 2005 to 2008, binary logistic regression analyses were performed on the 21st CCLC sample to determine whether the number of sessions attended having a subject specific focus (reading or math) was predictive of the odds of obtaining a scale score that met state standards for the respective grade level. The logistic regression analyses were carried out in two stages, with the first stage incorporating dummy coded variables representing Native American ethnicity, African American ethnicity, Asian ethnicity, or Hispanic ethnicity (White as the reference group); female (male as the reference group); free lunch status; reduced price lunch status; SPED status; and LEP status. Prior year Z score in the subject area was included as a continuous variable in stage one. In the second stage, number of sessions attended including a focus in math or reading was entered, to determine whether the number of sessions attended was related to the chances of passing TAKS after controlling for the aforementioned covariates. Log odds ratios were computed to compare a hypothetical 21st CCLC student with no subject specific attendance (i.e., attended zero sessions) to one who attended an average number of such sessions. To assess the impact of 21st CCLC attendance, the base odds ratios for passing reading and math were estimated to be 4:1 and 2:1, representing average pass rates of 80% and 67% for reading and math, respectively. These correspond very closely to average pass rates across the grade levels and years examined.

*Analysis #2: Effects of cumulative 21st CCLC attendance (sum total of all 21st CCLC sessions attended over five years) on five year retention rates for each grade cohort in the five year longitudinal sample.*

Binary logistic regression analyses were performed for each grade cohort in the five year longitudinal sample, (Grades 3-7 in 2004) with retention (0 = never retained, 1 = retained in grade at least once) as the outcome variable, total of all 21st CCLC sessions attended over five years as the predictor variable, and 2004 standardized math scores, 2004 standardized reading scores, and dummy coded 2004 demographic variables as covariates. The covariates were

entered in the first stage, followed by 21st CCLC summary attendance. The difference in the  $-2$  log likelihood ( $-2LL$ ) values was computed between the first and second stages, and compared to the  $\chi^2$  distribution with 1 degree of freedom to determine whether the addition of the 21st CCLC attendance variable made a statistically significant contribution to model fit after controlling for the covariates. The Wald statistic was computed to test whether the slope associated with the attendance variable was statistically significant, and log-odds ratios were computed to estimate the impact that attending an average number of sessions had on the likelihood that a student would be retained in grade.

*Analysis #3: Longitudinal effects of attendance at 21st CCLC sessions that included a subject specific focus on math or reading for each of the five year longitudinal cohorts to model the effects of annual and cumulative attendance on achievement.*

Two-level hierarchical linear models were developed for each of the five year longitudinal cohorts to model the effects of annual attendance at 21st CCLC sessions that included a subject specific focus on math or reading. The Level 1 models (measurement occasions nested within subjects) used time (0 = baseline year, or 2004; 1 = 2005, etc.) and subject specific attendance to predict current year Z scores, which were standardized TAKS scale scores:

$$Z_{ti} = \pi_{0i} + \pi_{1i}(\text{Time}_{ti}) + \pi_{2i}(\text{Attendance}_{ti}) + e_{ti};$$

where:  $Z_{ti}$  is the Z score for individual  $i$  at time  $t$ ;  $\pi_{0i}$  is the Z score at time 0 for individual  $i$ ;  $\pi_{1i}$  is the growth rate for individual  $i$  per unit of time;  $\text{Time}_{ti}$  is the measurement occasion  $t$  (0 to 4) for individual  $i$ ;  $\pi_{2i}$  is the average annual effect of each 21st CCLC day attended; and  $\text{Attendance}_{ti}$  is the number of sessions attended at time  $t$  for individual  $i$ . The Level 2 (between students) models were:

$$\begin{aligned} \pi_{0i} = & \beta_{00} + \beta_{01} (\text{Gifted}_{1i}) + \beta_{02} (\text{Limited English Proficient}_{1i}) + \beta_{03} (\text{Special} \\ & \text{Education}_{1i}) + \beta_{04} (\text{At-risk}_{1i}) + \beta_{05} (\text{Free Lunch}_{1i}) + \beta_{06} (\text{Reduced Lunch}_{1i}) + \beta_{07} \\ & (\text{Female}_{1i}) + \beta_{08} (\text{Hispanic}_{1i}) + \beta_{09} (\text{Native American}_{1i}) + \beta_{010} (\text{Asian}_{1i}) + \\ & \beta_{011} (\text{African American}) + r_{0i}; \end{aligned}$$

$$\begin{aligned} \pi_{1i} = & \beta_{10} + \beta_{11} (\text{Gifted}_{1i}) + \beta_{12} (\text{Limited English Proficient}_{1i}) + \beta_{13} (\text{Special} \\ & \text{Education}_{1i}) + \beta_{14} (\text{At-risk}_{1i}) + \beta_{15} (2004Z_{1i}) + \beta_{16} (\text{Free Lunch}_{1i}) + \beta_{17} (\text{Reduced} \end{aligned}$$

$$\text{Lunch}_{1i}) + \beta_{18} (\text{Female}_{1i}) + \beta_{19} (\text{Hispanic}_{1i}) + \beta_{110} (\text{Native American}_{1i}) + \beta_{111} (\text{Asian}_{1i}) + \beta_{112} (\text{African American}_{1i}) + r_{1i}$$

$$\pi_{2i} = \beta_{20}$$

Dummy coded variables representing student demographic characteristics were used in the Level 2 model to predict baseline achievement scores ( $\pi_{0i}$ ). In the Level 2 model for time slopes ( $\pi_{1i}$ ), the predictor variable *2004Z* (students' baseline standardized achievement score) was centered on its grand mean. All other predictors in the time slopes model were dummy coded indicator variables, so the slopes represent the change in the average time effect associated with having the characteristic indicated. Note that the effect of 21st CCLC attendance was constrained to be invariant across students, because preliminary analyses indicated little residual variance in these effects.

***Tasks 2 and 3: Investigation of the variables that mediate or moderate the relationship between program participation and student-level outcomes and determination of specific programmatic features associated with the various student achievement outcomes included in the evaluation.***

*Analysis: Effects of Center and Grantee Characteristics on 21st CCLC Student Achievement.*

Three-level hierarchical linear models were estimated to examine the effects of center- and grantee-level variables on 21st CCLC student achievement in reading and mathematics in 2008, as well as cross-level interaction effects. First, a baseline model was estimated with no center or grantee predictors, with the following student-level model at Level 1:

$$2008Z_{0i} = \pi_{00} + \pi_{01} (\text{Gifted}_{1i}) + \pi_{02} (\text{Limited English Proficient}_{1i}) + \pi_{03} (\text{Special Education}_{1i}) + \pi_{04} (\text{At-risk}_{1i}) + \pi_{05} (\text{Free Lunch}_{1i}) + \pi_{06} (\text{Reduced Lunch}_{1i}) + \pi_{07} (\text{Female}_{1i}) + \pi_{08} (\text{Hispanic}_{1i}) + \pi_{09} (\text{Native American}_{1i}) + \pi_{010} (\text{Asian}_{1i}) + \pi_{011} (\text{African American}_{1i}) + \pi_{012} (2007Z) + r_{0i}$$

The baseline model was examined to determine which, if any, of the Level 1 effects should be modeled as fixed or random. When prior achievement, lunch status, and at-risk status were entered into the model, the LEP, SPED, Hispanic, and Native American variables no longer had any explanatory power, and thus were dropped from the baseline model to preserve degrees of freedom in the final model. Because of low response rates to the center and grantee director surveys, only 63 of 623 centers (10.01%) had complete data at both levels. Thus, the

only center-level variables that could be considered were grade level configuration, activity cluster, and staffing cluster, each of which were dummy coded for inclusion in the Level 2 model. Grade level configuration was incorporated as a control variable, while the effects of activity cluster and staffing cluster were examined in relation to overall achievement effects and impact on student subgroups (i.e., Level 1 slopes). At level 3 (grantee level), the only variable that could be used was grantee maturity. Each of these center and grantee-level variables was entered into the model in exploratory fashion to obtain the best overall model fit. Sufficient data were available to include 114 grantees, 287 centers, and 27,976 students in 2008. Note that centers serving only students in Grades pre-K through 3 could not be included due to lack of test data at these grade levels.

The three levels of the final HLM model were as follows:

#### Level-1 Model

---


$$\begin{aligned} \text{AchieveZ\_08}_{ij} = & \pi_{0ij} + \pi_{1ij}(\text{GIFTED}_{ij}) + \pi_{2ij}(\text{ATRISK}_{ij}) + \pi_{3ij}(\text{AchieveZ\_07}_{ij}) + \\ & \pi_{4ij}(\text{FREE}_{ij}) + \pi_{5ij}(\text{REDUCE}_{ij}) + \pi_{6ij}(\text{FEMALE}_{ij}) + \pi_{7ij}(\text{ASIAN}_{ij}) \\ & + \pi_{8ij}(\text{BLACK}_{ij}) + e_{ij} \end{aligned}$$


---

#### Level-2 Model

---


$$\begin{aligned} \pi_{0ij} = & \beta_{00j} + \beta_{01j}(\text{TUTOR\_EN}_{ij}) + \beta_{02j}(\text{MOSTLY\_E}_{ij}) + \beta_{03j}(\text{HOMEWORK}_{ij}) + \\ & \beta_{04j}(\text{SCLUS1}_{ij}) + \beta_{05j}(\text{SCLUS2}_{ij}) + \beta_{06j}(\text{SCLUS3}_{ij}) + \beta_{07j}(\text{SCLUS4}_{ij}) + \\ & \beta_{08j}(\text{SCLUS5}_{ij}) + \beta_{09j}(\text{ELEMONLY}_{ij}) + \beta_{010j}(\text{EL\_MID}_{ij}) + \beta_{011j}(\text{HIGHONLY}_{ij}) \\ & + \beta_{012j}(\text{MIDHIGH}_{ij}) + \beta_{013j}(\text{MIDONLY}_{ij}) + R_{1ij} \end{aligned}$$


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$$\begin{aligned} \pi_{1ij} = & \beta_{10j} + \beta_{11j}(\text{TUTOR\_EN}_{ij}) + \beta_{12j}(\text{MOSTLY\_E}_{ij}) + \beta_{13j}(\text{HOMEWORK}_{ij}) + \\ & \beta_{14j}(\text{SCLUS1}_{ij}) + \beta_{15j}(\text{SCLUS2}_{ij}) + \beta_{16j}(\text{SCLUS3}_{ij}) + \beta_{17j}(\text{SCLUS4}_{ij}) + \\ & \beta_{18j}(\text{SCLUS5}_{ij}) + \beta_{19j}(\text{ELEMONLY}_{ij}) + \beta_{110j}(\text{EL\_MID}_{ij}) + \beta_{111j}(\text{HIGHONLY}_{ij}) \\ & + \beta_{112j}(\text{MIDHIGH}_{ij}) + \beta_{113j}(\text{MIDONLY}_{ij}) \end{aligned}$$


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---


$$\begin{aligned} \pi_{2ij} = & \beta_{20j} + \beta_{21j}(\text{TUTOR\_EN}_{ij}) + \beta_{22j}(\text{MOSTLY\_E}_{ij}) + \beta_{23j}(\text{HOMEWORK}_{ij}) + \\ & \beta_{24j}(\text{SCLUS1}_{ij}) + \beta_{25j}(\text{SCLUS2}_{ij}) + \beta_{26j}(\text{SCLUS3}_{ij}) + \beta_{27j}(\text{SCLUS4}_{ij}) + \end{aligned}$$


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$$\beta_{28j}(\text{SCLUS5}_{ij}) + \beta_{29j}(\text{ELEMONLY}_{ij}) + \beta_{210j}(\text{EL\_MID}_{ij}) + \beta_{211j}(\text{HIGHONLY}_{ij}) \\ + \beta_{212j}(\text{MIDHIGH}_{ij}) + \beta_{213j}(\text{MIDONLY}_{ij})$$


---

$$\pi_{3ij} = \beta_{30j} + \beta_{31j}(\text{TUTOR\_EN}_{ij}) + \beta_{32j}(\text{MOSTLY\_E}_{ij}) + \beta_{33j}(\text{HOMEWORK}_{ij}) + \\ \beta_{34j}(\text{SCLUS1}_{ij}) + \beta_{35j}(\text{SCLUS2}_{ij}) + \beta_{36j}(\text{SCLUS3}_{ij}) + \beta_{37j}(\text{SCLUS4}_{ij}) + \\ \beta_{38j}(\text{SCLUS5}_{ij}) + \beta_{39j}(\text{ELEMONLY}_{ij}) + \beta_{310j}(\text{EL\_MID}_{ij}) + \beta_{311j}(\text{HIGHONLY}_{ij}) \\ + \beta_{312j}(\text{MIDHIGH}_{ij}) + \beta_{313j}(\text{MIDONLY}_{ij})$$


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$$\pi_{4ij} = \beta_{40j} + \beta_{41j}(\text{TUTOR\_EN}_{ij}) + \beta_{42j}(\text{MOSTLY\_E}_{ij}) + \beta_{43j}(\text{HOMEWORK}_{ij}) + \\ \beta_{44j}(\text{SCLUS1}_{ij}) + \beta_{45j}(\text{SCLUS2}_{ij}) + \beta_{46j}(\text{SCLUS3}_{ij}) + \beta_{47j}(\text{SCLUS4}_{ij}) + \\ \beta_{48j}(\text{SCLUS5}_{ij}) + \beta_{49j}(\text{ELEMONLY}_{ij}) + \beta_{410j}(\text{EL\_MID}_{ij}) + \beta_{411j}(\text{HIGHONLY}_{ij}) \\ + \beta_{412j}(\text{MIDHIGH}_{ij}) + \beta_{413j}(\text{MIDONLY}_{ij})$$


---

$$\pi_{5ij} = \beta_{50j} + \beta_{51j}(\text{TUTOR\_EN}_{ij}) + \beta_{52j}(\text{MOSTLY\_E}_{ij}) + \beta_{53j}(\text{HOMEWORK}_{ij}) + \\ \beta_{54j}(\text{SCLUS1}_{ij}) + \beta_{55j}(\text{SCLUS2}_{ij}) + \beta_{56j}(\text{SCLUS3}_{ij}) + \beta_{57j}(\text{SCLUS4}_{ij}) + \\ \beta_{58j}(\text{SCLUS5}_{ij}) + \beta_{59j}(\text{ELEMONLY}_{ij}) + \beta_{510j}(\text{EL\_MID}_{ij}) + \beta_{511j}(\text{HIGHONLY}_{ij}) \\ + \beta_{512j}(\text{MIDHIGH}_{ij}) + \beta_{513j}(\text{MIDONLY}_{ij})$$


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$$\pi_{6ij} = \beta_{60j} + \beta_{61j}(\text{TUTOR\_EN}_{ij}) + \beta_{62j}(\text{MOSTLY\_E}_{ij}) + \beta_{63j}(\text{HOMEWORK}_{ij}) + \\ \beta_{64j}(\text{SCLUS1}_{ij}) + \beta_{65j}(\text{SCLUS2}_{ij}) + \beta_{66j}(\text{SCLUS3}_{ij}) + \beta_{67j}(\text{SCLUS4}_{ij}) + \\ \beta_{68j}(\text{SCLUS5}_{ij}) + \beta_{69j}(\text{ELEMONLY}_{ij}) + \beta_{610j}(\text{EL\_MID}_{ij}) + \beta_{611j}(\text{HIGHONLY}_{ij}) \\ + \beta_{612j}(\text{MIDHIGH}_{ij}) + \beta_{613j}(\text{MIDONLY}_{ij})$$


---

$$\pi_{7ij} = \beta_{70j} + \beta_{71j}(\text{TUTOR\_EN}_{ij}) + \beta_{72j}(\text{MOSTLY\_E}_{ij}) + \beta_{73j}(\text{HOMEWORK}_{ij}) + \\ \beta_{74j}(\text{SCLUS1}_{ij}) + \beta_{75j}(\text{SCLUS2}_{ij}) + \beta_{76j}(\text{SCLUS3}_{ij}) + \beta_{77j}(\text{SCLUS4}_{ij}) + \\ \beta_{78j}(\text{SCLUS5}_{ij}) + \beta_{79j}(\text{ELEMONLY}_{ij}) + \beta_{710j}(\text{EL\_MID}_{ij}) + \beta_{711j}(\text{HIGHONLY}_{ij}) \\ + \beta_{712j}(\text{MIDHIGH}_{ij}) + \beta_{713j}(\text{MIDONLY}_{ij})$$


---

$$\begin{aligned} \pi_{8ij} = & \beta_{80j} + \beta_{8j1}(\text{TUTOR\_EN}_{ij}) + \beta_{82j}(\text{MOSTLY\_E}_{ij}) + \beta_{83j}(\text{HOMEWORK}_{ij}) + \\ & \beta_{84j}(\text{SCLUS1}_{ij}) + \beta_{85j}(\text{SCLUS2}_{ij}) + \beta_{86j}(\text{SCLUS3}_{ij}) + \beta_{87j}(\text{SCLUS4}_{ij}) + \\ & \beta_{88j}(\text{SCLUS5}_{ij}) + \beta_{89j}(\text{ELEMONLY}_{ij}) + \beta_{810j}(\text{EL\_MID}_{ij}) + \beta_{811j}(\text{HIGHONLY}_{ij}) \\ & + \beta_{812j}(\text{MIDHIGH}_{ij}) + \beta_{813j}(\text{MIDONLY}_{ij}) \end{aligned}$$

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### Level-3 Model

$$\beta_{00j} = \gamma_{000} + U_{00j}$$

$$\beta_{01j} = \gamma_{010}$$

$$\beta_{02j} = \gamma_{020}$$

$$\beta_{03j} = \gamma_{030}$$

$$\beta_{04j} = \gamma_{040}$$

$$\beta_{05j} = \gamma_{050}$$

$$\beta_{06j} = \gamma_{060}$$

$$\beta_{07j} = \gamma_{070}$$

$$\beta_{08j} = \gamma_{080}$$

$$\beta_{09j} = \gamma_{090}$$

$$\beta_{010j} = \gamma_{0100}$$

$$\beta_{011j} = \gamma_{0110}$$

$$\beta_{012j} = \gamma_{0120}$$

$$\beta_{013j} = \gamma_{0130}$$

$$\beta_{10j} = \gamma_{100}$$

$$\beta_{11j} = \gamma_{110}$$

$$\beta_{12j} = \gamma_{120}$$

$$\beta_{13j} = \gamma_{130}$$

$$\beta_{14j} = \gamma_{140}$$

$$\beta_{15j} = \gamma_{150}$$

$$\beta_{16j} = \gamma_{160}$$

$$\beta_{17j} = \gamma_{170}$$

$$\beta_{18j} = \gamma_{180}$$

$$\beta_{19j} = \gamma_{190}$$

$$\beta_{110j} = \gamma_{1100}$$

$$\beta_{111j} = \gamma_{1110}$$

$$\beta_{112j} = \gamma_{1120}$$

$$\beta_{113j} = \gamma_{1130}$$

$$\beta_{20j} = \gamma_{200}$$

$$\beta_{2j1} = \gamma_{210}$$

$$\beta_{22j} = \gamma_{220}$$

$$\beta_{23j} = \gamma_{230}$$

$$\beta_{24j} = \gamma_{240}$$

$$\beta_{25j} = \gamma_{250}$$

$$\beta_{26j} = \gamma_{260}$$

$$\beta_{27j} = \gamma_{270}$$

$$\beta_{28j} = \gamma_{280}$$

$$\beta_{29j} = \gamma_{290}$$

$$\beta_{210j} = \gamma_{2100}$$

$$\beta_{211j} = \gamma_{2110}$$

$$\beta_{212j} = \gamma_{2120}$$

$$\beta_{213j} = \gamma_{2130}$$

$$\beta_{30j} = \gamma_{300}$$

$$\beta_{31j} = \gamma_{310}$$

$$\beta_{32j} = \gamma_{320}$$

$$\beta_{33j} = \gamma_{330}$$

$$\beta_{34j} = \gamma_{340}$$

$$\beta_{35j} = \gamma_{350}$$

$$\beta_{36j} = \gamma_{360}$$

$$\beta_{37j} = \gamma_{370}$$

$$\beta_{38j} = \gamma_{380}$$

$$\beta_{39j} = \gamma_{390}$$

$$\beta_{310j} = \gamma_{3100}$$

$$\beta_{311j} = \gamma_{3110}$$

$$\beta_{312j} = \gamma_{3120}$$

$$\beta_{313j} = \gamma_{3130}$$

$$\beta_{40j} = \gamma_{400}$$

$$\beta_{41j} = \gamma_{410}$$

$$\beta_{42j} = \gamma_{420}$$

$$\beta_{43j} = \gamma_{430}$$

$$\beta_{44j} = \gamma_{440}$$

$$\beta_{45j} = \gamma_{450}$$

$$\beta_{46j} = \gamma_{460}$$

$$\beta_{47j} = \gamma_{470}$$

$$\beta_{48j} = \gamma_{480}$$

$$\beta_{49j} = \gamma_{490}$$

$$\beta_{410j} = \gamma_{4100}$$

$$\beta_{411} = \gamma_{4110}$$

$$\beta_{412j} = \gamma_{4120}$$

$$\beta_{413j} = \gamma_{4130}$$

$$\beta_{50j} = \gamma_{500}$$

$$\beta_{51j} = \gamma_{510}$$

$$\beta_{52j} = \gamma_{520}$$

$$\beta_{53j} = \gamma_{530}$$

$$\beta_{54j} = \gamma_{540}$$

$$\beta_{55j} = \gamma_{550}$$

$$\beta_{56j} = \gamma_{560}$$

$$\beta_{57j} = \gamma_{570}$$

$$\beta_{58j} = \gamma_{580}$$

$$\beta_{59j} = \gamma_{590}$$

$$\beta_{510j} = \gamma_{5100}$$

$$\beta_{511j} = \gamma_{5110}$$



$$\beta_{512j} = \gamma_{5120}$$

$$\beta_{513j} = \gamma_{5130}$$

$$\beta_{60j} = \gamma_{600}$$

$$\beta_{61j} = \gamma_{610}$$

$$\beta_{62j} = \gamma_{620}$$

$$\beta_{63j} = \gamma_{630}$$

$$\beta_{64j} = \gamma_{640}$$

$$\beta_{65j} = \gamma_{650}$$

$$\beta_{66j} = \gamma_{660}$$

$$\beta_{67j} = \gamma_{670}$$

$$\beta_{68j} = \gamma_{680}$$

$$\beta_{69j} = \gamma_{690}$$

$$\beta_{610j} = \gamma_{6100}$$

$$\beta_{611j} = \gamma_{6110}$$

$$\beta_{612j} = \gamma_{6120}$$

$$\beta_{613j} = \gamma_{6130}$$

$$\beta_{70j} = \gamma_{700}$$

$$\beta_{71j} = \gamma_{710}$$

$$\beta_{72j} = \gamma_{720}$$

$$\beta_{73j} = \gamma_{730}$$

$$\beta_{74j} = \gamma_{740}$$

$$\beta_{75j} = \gamma_{750}$$

$$\beta_{76j} = \gamma_{760}$$

$$\beta_{77j} = \gamma_{770}$$

$$\beta_{78j} = \gamma_{780}$$

$$\beta_{79j} = \gamma_{790}$$

$$\beta_{710j} = \gamma_{7100}$$

$$\beta_{711j} = \gamma_{7110}$$

$$\beta_{712j} = \gamma_{7120}$$

$$\beta_{713j} = \gamma_{7130}$$

$$\beta_{80j} = \gamma_{800}$$

$$\beta_{81j} = \gamma_{810}$$

$$\beta_{82j} = \gamma_{820}$$

$$\beta_{83j} = \gamma_{830}$$

$$\beta_{84j} = \gamma_{840}$$

$$\beta_{85j} = \gamma_{850}$$

$$\beta_{86j} = \gamma_{860}$$

$$\beta_{87j} = \gamma_{870}$$

$$\beta_{88j} = \gamma_{880}$$

$$\beta_{89j} = \gamma_{890}$$

$$\beta_{810j} = \gamma_{8100}$$

$$\beta_{811j} = \gamma_{8110}$$

$$\beta_{812j} = \gamma_{8120}$$

$$\beta_{813j} = \gamma_{8130}$$

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## *Results*

### **Annual effects of subject specific activity attendance**

*Reading.* The logistic regressions of TAKS reading pass rates on control variables and reading sessions attended (as outlined in the section “*Annual effects of subject specific activity attendance*” above) had moderately strong explanatory power, with Nagelkerke pseudo- $R^2$  values of 0.41, 0.42, 0.38, and 0.37 for the years 2005 through 2008, respectively. From 2005 through 2008, slopes for reading attendance were  $-0.005$  (Wald = 27.9,  $df = 1$ ,  $p < .001$ ),  $-0.001$  (Wald = 27.9,  $df = 1$ ,  $p = .164$ ),  $0.003$  (Wald = 27.9,  $df = 1$ ,  $p < .001$ ), and  $0.004$  (Wald = 27.9,  $df = 1$ ,  $p < .001$ ; see Table B1). If one expected an 80% pass rate each year on TAKS reading (which was typical of the included sample), then students attending an average number of 21st CCLC sessions (labeled “*Reading M sessions*” in Table B1) would have had pass rates of 79.7% in 2005, increasing to a pass rate of 80.4% in 2008 (see Table B1). Interested readers can see Tables B6 to B9 for the full model outcomes in reading.

**Table B1: Logistic regression Coefficients Predicting Passing Reading or Math Tests from the Number of Sessions Attended with Reading or Math as a Primary Focus After Controlling for Student Background Characteristics**

Year	Reading				Math			
	$\beta$	Exp( $\beta$ )	<i>M</i> sessions	Change <sup>2</sup>	$\beta$	Exp( $\beta$ )	<i>M</i> sessions	Change <sup>2</sup>
2005	-0.005	0.995 <sup>1</sup>	14.07	-0.3%	0.000	1.000	10.99	+0.0%
2006	-0.001	0.999	19.94	-0.1%	0.004	1.004 <sup>1</sup>	17.58	+0.8%
2007	0.003	1.003 <sup>1</sup>	24.43	+0.3%	0.007	1.007 <sup>1</sup>	20.70	+1.5%
2008	0.004	1.004 <sup>1</sup>	26.03	+0.4%	0.009	1.009 <sup>1</sup>	23.30	+2.2%

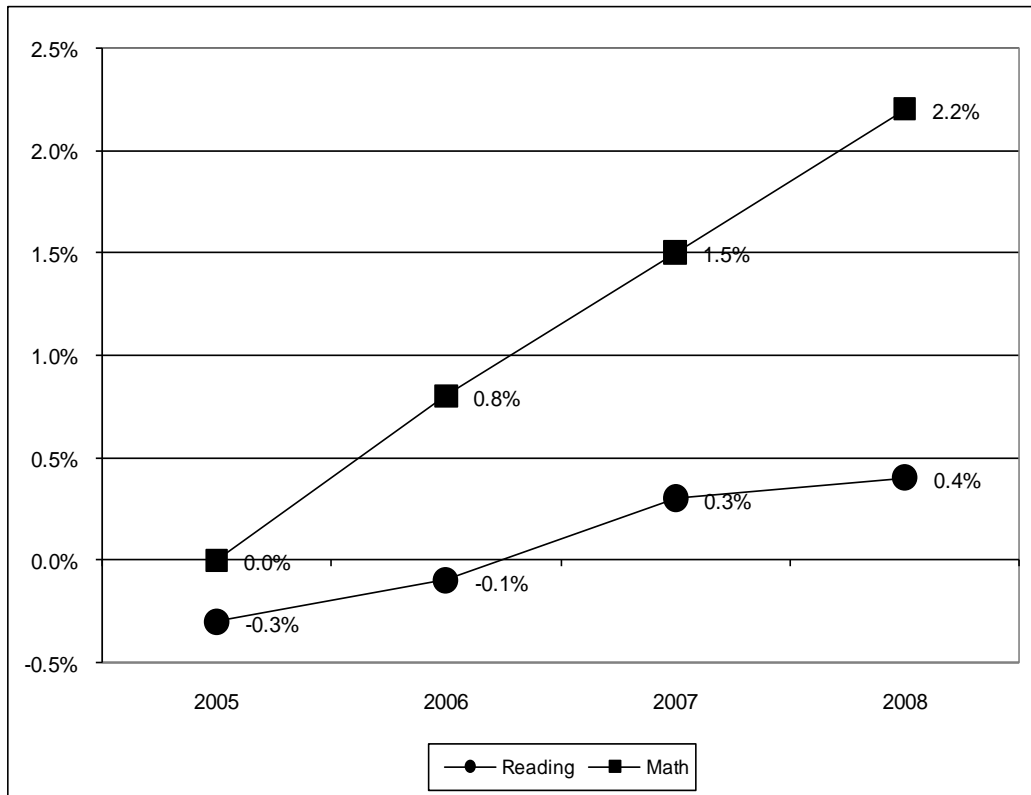
*N* for each analysis equal to those reported in Table 1 in the main report.

<sup>1</sup>Statistically significant at  $p < .001$ . Covariates included prior year achievement and dummy coded variables to represent student ethnicity, free lunch status, sex, LEP status, and SPED status.

<sup>2</sup>Expected increase or decrease in the percentage of students passing the TAKS if attending an average number of sessions versus zero sessions, compared to average pass rates of 80% and 67% for reading and math, respectively.

*Mathematics.* The logistic regressions of TAKS math pass rates on control variables and math sessions attended also had moderately strong explanatory power, with Nagelkerke pseudo- $R^2$  values of 0.45, 0.38, 0.47, and 0.51 for the years 2005 through 2008, respectively. From 2005 through 2008, slopes for math attendance were 0.000 (Wald = 0.003,  $df = 1$ ,  $p = .856$ ), 0.004 (Wald = 32.3,  $df = 1$ ,  $p < .001$ ), 0.007 (Wald = 80.0,  $df = 1$ ,  $p < .001$ ), and 0.009 (Wald = 122.0,  $df = 1$ ,  $p < .001$ ; see Table B1). If one expected a 67% pass rate each year on TAKS math (which was typical of the included sample), then students attending an average number of 21st CCLC sessions (labeled “*Math M sessions*” in Table B1) would have had pass rates of 67% in 2005, increasing to a pass rate of 69.2% in 2008 (see Table B1). Interested readers can see Tables B10 to B13 for the full model outcomes in math.

As shown in Figure B1, the apparent effectiveness of attending an average number of 21st CCLC subject specific activities in raising pass rates on TAKS steadily increased each year. The increase was a function of both an increase in the apparent effectiveness of session programming on attendance at sessions (as evidenced by increasingly large attendance slopes) as well as an increase in the average number of sessions attended each year. Based on the number of 21st CCLC attendees in Grades 4 to 11 in 2008, approximately 184 more students passed TAKS reading and 1,010 more passed TAKS math than would have been expected without the program.



**Figure B1: Expected percentage change in the TAKS pass rate associated with attending an average number of sessions with subject specific activities by year**

*Effects of 21st CCLC attendance on five year retention rates*

The addition of cumulative 21st CCLC sessions to the logistic regression models predicting retention resulted in statistically significant improvements to model fit over the covariate-only model for the third grade cohort ( $\chi^2 = 4.40, df = 1, p = .036$ ), the fourth grade cohort ( $\chi^2 = 7.45, df = 1, p = .006$ ), the sixth grade cohort ( $\chi^2 = 42.61, df = 1, p < .001$ ), and the seventh grade cohort ( $\chi^2 = 17.16, df = 1, p < .001$ ). In all of these cases except the third grade cohort, the cumulative number of 21st CCLC sessions attended was statistically significantly related to a decrease in the probability that a student would be retained over the five year period from 2004 to 2008:  $\beta = -0.001, p = .007$  for the fourth grade cohort,  $\beta = -0.003, p < .001$  for the sixth grade cohort, and  $\beta = -0.003, p < .001$  for the seventh grade cohort (see Table B2). For the third grade cohort, there was a small, but statistically significant increase in retention. These coefficients represent the change in the log-odds ratio of being retained in grade for each 21st CCLC session attended. Interested readers can see Tables B14 to B18 at the end of Appendix B

for the full retention model outcomes by grade. As shown in Table B3, retention rates for the sixth and seventh grade cohorts for 21st CCLC students were substantially lower than those for comparison students (14.5% vs. 17.1% and 13.4% vs. 15.4%, respectively).

Figures B2 and B3 illustrate projected five year retention rates for the 2004 sixth and seventh grade cohorts for baseline students (average achieving White males who did not receive free or reduced price lunch) typical 21st CCLC students, and at-risk students as a function of the number of 21st CCLC sessions attended. A baseline student in this case is a student for whom all predictor variables are set equal to zero (with the exception of 21st CCLC attendance). A “typical” 21st CCLC student profile is one with modal values on all categorical predictors, and mean values on all continuous predictors. An “at-risk” student profile has modal categorical predictors and mean continuous predictors for students labeled as “at-risk” of dropping out in the TEA PEIMS database.

**Table B2: Effects of Cumulative 21st CCLC Attendance on Five Year Retention Rates by Grade: 2004-2008 Cohort**

Grade	-2LL Difference	$p^1$	$\beta$	Exp( $\beta$ )	$p^2$	M Sessions (cumulative)
3 <sup>rd</sup>	4.40	.036	0.001	1.001	.033	78.1
4 <sup>th</sup>	7.45	.006	-0.001	0.999	.007	67.5
5 <sup>th</sup>	1.56	.211	<.001	1.000	.203	54.0
6 <sup>th</sup>	42.61	<.001	-0.003	0.997	<.001	52.6
7 <sup>th</sup>	17.16	<.001	-0.003	0.997	<.001	45.0

<sup>1</sup>Statistical significance of the likelihood ratio test comparing covariate-only model to covariate plus attendance variable model.

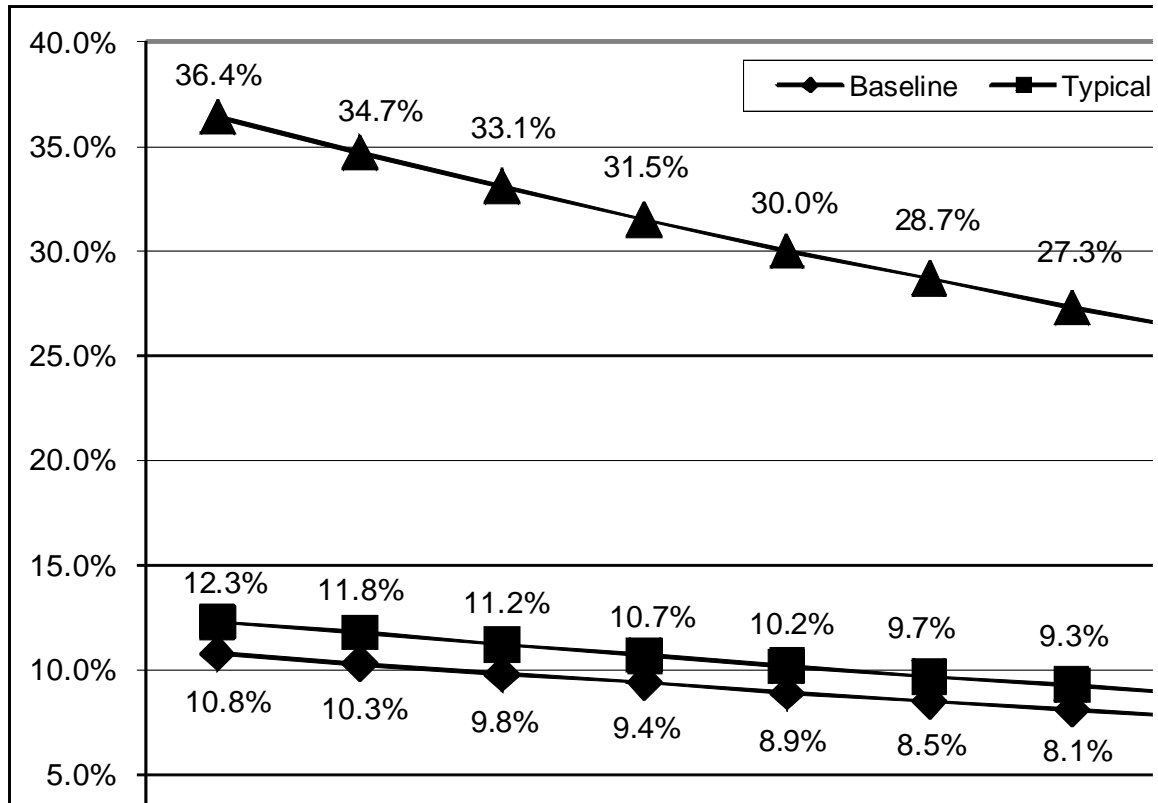
<sup>2</sup>Statistical significance of the 21st CCLC attendance slope.

Note. SMR weights applied.

**Table B3: Five year Retention Rates by Grade and 21st CCLC Status: 2004 Cohort**

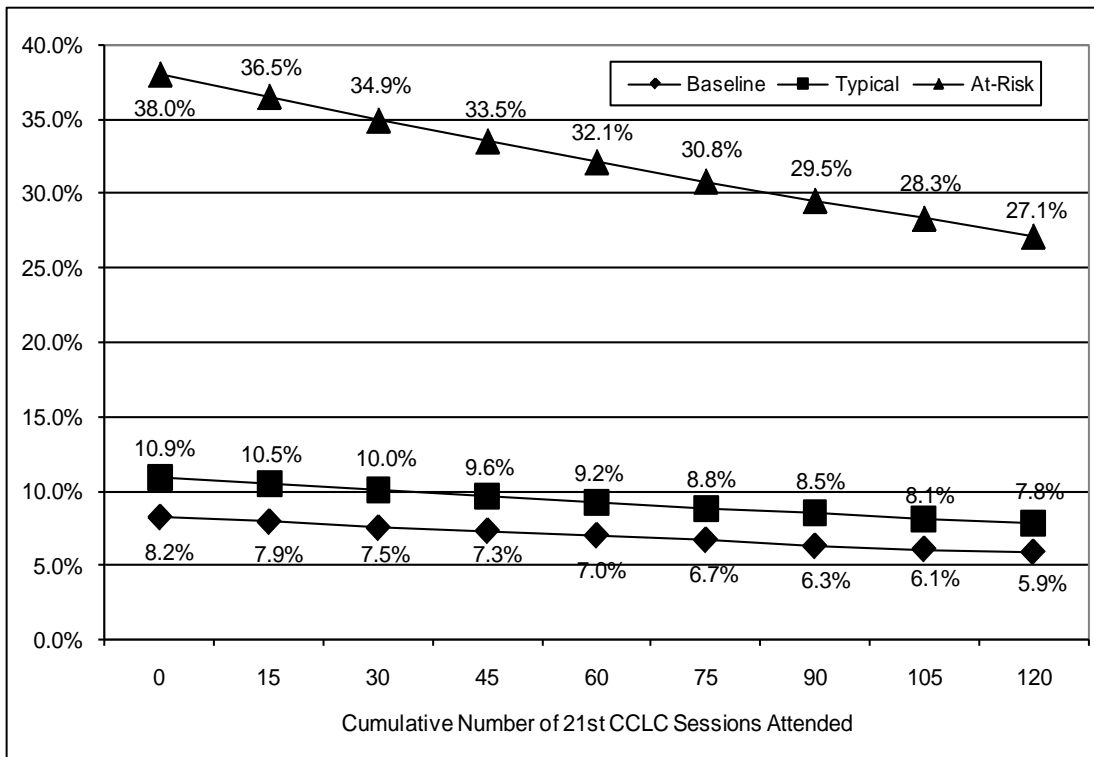
	Comparison	21st CCLC
3 <sup>rd</sup>	6.4%	6.5%
4 <sup>th</sup>	13.5%	12.2%
5 <sup>th</sup>	3.4%	3.6%
6 <sup>th</sup>	17.1%	14.5%
7 <sup>th</sup>	15.4%	13.4%

Note. Percentages weighted by normalized standardized mortality ratio weights.



**Figure B2: Projected Five year Retention Rate by Cumulative Number of 21st CCLC Sessions Attended and Student Profile, 2004 Sixth Grade Cohort**

*Note:* Baseline (all predictors in the model = 0), average reading and math scores, white, male, pay lunch, regular education. Typical (modal or mean values for sample), -0.23 reading and math Z-scores, female, Hispanic, free lunch, regular education. At-risk (modal or mean values for students identified by TEA as at-risk of dropping out), -.75 reading and math Z-scores, male, Hispanic, free lunch, regular education. As the TAKS is not vertically scaled, meaning scores from different grade levels and different years are not comparable, the scores for each year and grade were converted to standardized scores, or Z-scores, to make them comparable. Z-scores are in reference to the state average (zero). Therefore, a Z-score score of zero is equal to the state average, while Z-scores above zero are above, and Z-scores below zero are below the state average.



**Figure B3: Projected Five year Retention Rate by Cumulative Number of 21st CCLC Sessions Attended and Student Profile, 2004 Seventh Grade Cohort**

*Note:* Baseline = average reading and math scores ( $Z = 0$ ), white, male, pay lunch, regular education. Typical =  $-0.23$  reading and math  $Z$ -scores, female, Hispanic, free lunch, regular education. At-risk =  $-0.75$  reading and math  $Z$ -scores, male, Hispanic, free lunch, regular education. As the TAKS is not vertically scaled, meaning scores from different grade levels and different years are not comparable, the scores for each year and grade were converted to standardized scores, or  $Z$ -scores, to make them comparable.  $Z$ -scores are in reference to the state average (zero). Therefore, a  $Z$ -score score of zero is equal to the state average, while  $Z$ -scores above zero are above, and  $Z$ -scores below zero are below the state average.

*Longitudinal effects of attendance at sessions with a subject specific academic focus*

As shown in Table B4, no statistically significant effects were observed for attendance at 21st CCLC reading activities and reading achievement for the third ( $\beta = -0.00005, p = .712$ ), fourth ( $\beta = -0.00012, p = .495$ ), fifth ( $\beta = 0.00016, p = .476$ ), or sixth ( $\beta = 0.00034, p = .210$ ) grade 2005 cohorts. A small, statistically significant effect was observed for the seventh grade cohort ( $\beta = 0.00109, p = .024$ ). In contrast, statistically significant effects for math attendance were observed for each grade cohort: third ( $\beta = 0.00036, p = .009$ ), fourth ( $\beta = 0.00047, p = .009$ ), fifth ( $\beta = 0.00046, p = .027$ ), sixth ( $\beta = 0.00055, p = .024$ ), and seventh ( $\beta = 0.00238, p < .001$ ; see Table B5). Interested readers can see Tables B19 and B20 for the variance components analyses in Reading and Math, respectively.

Figure B4 provides a translation of these coefficients into expected standardized (Z) score cumulative gains for students attending an average number of sessions over the five year period (labeled “*M sessions (cumulative)*” in Table B2) for their respective cohort. In reading, gains were virtually zero for the third through sixth grade cohorts, ranging from  $-0.01$  for the fourth grade cohort to  $+0.02$  for the sixth grade cohort (see Figure B4). For the seventh grade cohort, a more substantial gain of  $+0.05$  standard deviation units was observed for students attending an average number of sessions. In math, gains were consistently positive across grade levels, with relatively small gains ( $+0.02$  to  $+0.03$  standard deviation units) observed for the third through sixth grade cohorts, and a large gain of  $+0.11Z$  for the seventh grade cohort (see Figure B4).

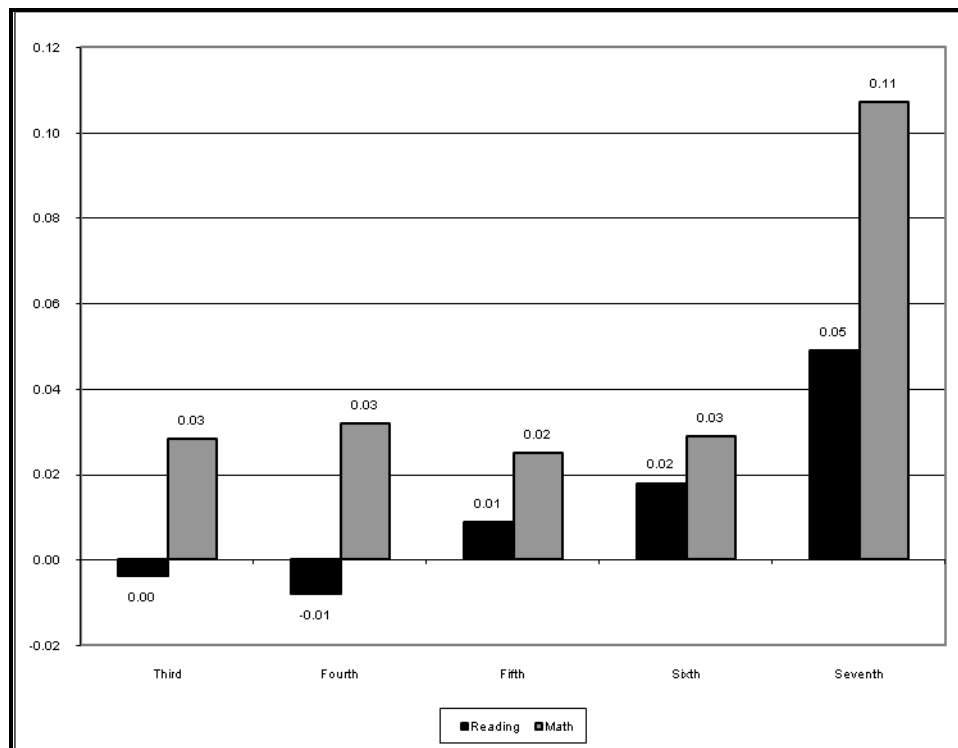
**Table B4: Summary of Reading Session Attendance Effects: Five year Longitudinal Multilevel Models**

Grade	Parameter	$\beta$	s.e.	<i>t</i>	<i>p-value</i>
Third	$\pi_{02(21st\ CCLC\ Attendance)}$	-0.00005	0.00013	-0.37	.712
Fourth	$\pi_{02(21st\ CCLC\ Attendance)}$	-0.00012	0.00018	-0.68	.495
Fifth	$\pi_{02(21st\ CCLC\ Attendance)}$	0.00016	0.00022	0.71	.476
Sixth	$\pi_{02(21st\ CCLC\ Attendance)}$	0.00034	0.00027	1.26	.210
Seventh	$\pi_{02(21st\ CCLC\ Attendance)}$	0.00109	0.00048	2.26	.024



**Table B5: Summary of Math Session Attendance Effects: Five year Longitudinal Multilevel Models**

Grade	Parameter	$\beta$	s.e.	$t$	$p$
Third	$\pi_{02}$ (21st CCLC Attendance)	0.00036	0.0001	2.61	.009
Fourth	$\pi_{02}$ (21st CCLC Attendance)	0.00047	0.00018	2.64	.009
Fifth	$\pi_{02}$ (21st CCLC Attendance)	0.00046	0.00021	2.21	.027
Sixth	$\pi_{02}$ (21st CCLC Attendance)	0.00055	0.00024	2.26	.024
Seventh	$\pi_{02}$ (21st CCLC Attendance)	0.00238	0.00036	6.55	<.001



**Figure B4: Expected Five Year Cumulative Increase in Standardized (Z) Scores for 21st CCLC Students Attending an Average Cumulative Number of Sessions**

## *Effects of Center and Grantee Characteristics on 21st CCLC Student Achievement*

### *Reading*

Results of the unconditional model analysis indicated that 97.5% of the variance in student outcomes was within centers, 2.3% was between centers, and 0.2% was between grantees. The reliability of the center intercepts (i.e., the covariate-adjusted mean center achievement) was 0.59, whereas the reliability of the grantee-level intercepts was only 0.13. Statistically significant variability existed among the center intercepts ( $\chi^2 = 528.5$ ,  $df = 173$ ,  $p < .001$ ), but not in grantee intercepts ( $\chi^2 = 130.0$ ,  $df = 113$ ,  $p = .13$ ). Thus, grantee-level predictors could not be incorporated into the model. The Level 1 slopes for special education status, LEP status, and Native American status were not statistically significant, so they were dropped from subsequent modeling.

*Activity cluster effects.* No activity cluster effects were observed on overall reading achievement or on any of the Level 1 slopes.

*Staffing cluster effects.* Both the “Mostly Teachers and School Other Staff” and “Mostly Teachers and College Students” clusters were associated with positive, statistically significant effects on at-risk student slopes ( $\beta = 0.08$ ,  $t = 2.37$ ,  $df = 273$ ,  $p < .05$  and  $\beta = 0.10$ ,  $t = 2.34$ ,  $df = 273$ ,  $p < .05$ ; respectively). No other staffing cluster effects were observed.

### *Mathematics*

Preliminary examination of the unconditional model indicated that 95.3% of the variance in student outcomes was within centers, 4.7% was between centers, and 0% was between grantees. The reliability of the center intercepts (i.e., the covariate-adjusted mean center achievement) was 0.73, whereas the reliability of the grantee-level intercepts was only 0.009. Statistically significant variability existed among the center intercepts ( $\chi^2 = 870.8$ ,  $df = 173$ ,  $p < .001$ ), but not in grantee intercepts ( $\chi^2 = 121.9$ ,  $df = 113$ ,  $p = .27$ ). Thus, grantee-level predictors could not be incorporated into the model. The Level 1 slopes for special education status, LEP status, and Native American status were not statistically significant, so they were dropped from subsequent modeling.

*Activity cluster effects.* Attendance at centers in the *tutoring and enrichment* cluster was associated with the following statistically significant effects: Higher mean math achievement ( $\beta = 0.12$ ,  $t = 2.00$ ,  $df = 273$ ,  $p < .05$ ), and smaller pretest-posttest slopes ( $\beta = -0.06$ ,  $t = -2.26$ ,  $df = 273$ ,  $p < .05$ ). The *homework help and enrichment* cluster had a statistically significant

negative relationship with pretest-posttest slopes ( $\beta = -0.04, t = -2.36, p < .05$ ). Thus, both of these activity cluster types were especially effective with lower achieving students, but only the tutoring and enrichment cluster type was associated with higher overall math achievement (i.e., for all students in general, not taking demographics into account). No other statistically significant cross level interaction effects were observed for activity cluster status.

*Staffing cluster effects.* The “mostly teachers” staffing cluster was associated with a statistically significant larger slope for female status ( $\beta = 0.06, t = 2.01, df = 274, p < .05$ ). The “mostly college students” cluster had a statistically significant negative relationship with both African-American slopes ( $\beta = -0.22, t = -1.98, df = 273, p < .05$ ) and Hispanic slopes ( $\beta = -0.20, t = -2.18, df = 273, p < .05$ ). No other statistically significant staffing cluster effects were observed.

**Table B6: 2005 Reading Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.337	.021	252.096	1	.000	.714
Reduced price Lunch	-.128	.030	18.467	1	.000	.880
Female	.047	.014	11.532	1	.001	1.048
Native American	.035	.217	.026	1	.872	1.036
Asian	.218	.081	7.281	1	.007	1.244
African American	-.510	.031	275.873	1	.000	.601
Hispanic	-.192	.030	41.694	1	.000	.825
Limited English Proficient	-.332	.022	225.521	1	.000	.718
Special Education Recipient	-.206	.046	20.562	1	.000	.814
Prior Reading Score	1.877	.012	25663.691	1	.000	6.535
Reading Sessions Attended	-.005	.001	27.889	1	.000	.995
Constant	2.606	.030	7373.636	1	.000	13.547

N = 20,019.

**Table B7: 2006 Reading Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.268	.022	147.187	1	.000	.765
Reduced price Lunch	-.146	.032	20.681	1	.000	.865
Female	.195	.015	171.000	1	.000	1.216
Native American	-.558	.204	7.518	1	.006	.572
Asian	.229	.094	5.967	1	.015	1.258
African American	-.464	.034	185.951	1	.000	.629
Hispanic	-.155	.033	21.931	1	.000	.856
Limited English Proficient	-.592	.026	529.292	1	.000	.553
Special Education Recipient	-.193	.057	11.359	1	.001	.825
Prior Reading Score	2.000	.013	23478.727	1	.000	7.390
Reading Sessions Attended	-.001	.001	1.939	1	.164	.999
Constant	2.957	.034	7518.526	1	.000	19.237

N = 30,073.

**Table B8: 2007 Reading Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.138	.024	32.756	1	.000	.871
Reduced price Lunch	.043	.037	1.328	1	.249	1.044
Female	.215	.017	158.857	1	.000	1.240
Native American	.448	.309	2.108	1	.147	1.565
Asian	.343	.121	7.979	1	.005	1.409
African American	-.464	.041	127.476	1	.000	.629
Hispanic	-.271	.040	45.782	1	.000	.763
Limited English Proficient	-.614	.030	430.094	1	.000	.541
Special Education Recipient	.103	.079	1.722	1	.189	1.109
Prior Reading Score	1.924	.014	18877.709	1	.000	6.850
Reading Sessions Attended	.003	.001	9.780	1	.002	1.003
Constant	3.387	.041	6942.590	1	.000	29.564

N = 35,881.

**Table B9: 2008 Reading Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.234	.024	95.247	1	.000	.792
Reduced price Lunch	-.028	.038	.556	1	.456	.972
Female	.177	.018	96.554	1	.000	1.193
Native American	-.051	.304	.028	1	.867	.950
Asian	.447	.135	10.935	1	.001	1.563
African American	-.421	.042	100.738	1	.000	.656
Hispanic	-.098	.041	5.662	1	.017	.907
Limited English Proficient	-.856	.032	700.217	1	.000	.425
Special Education Recipient	-.382	.087	19.094	1	.000	.682
Prior Reading Score	1.933	.015	17368.931	1	.000	6.912
Reading Sessions Attended	.004	.001	15.993	1	.000	1.004
Constant	3.532	.042	7171.555	1	.000	34.204

N = 36,672.

**Table B10: 2005 Mathematics Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.236	.019	149.925	1	.000	.790
Reduced price Lunch	-.068	.027	6.108	1	.013	.935
Female	-.012	.013	.819	1	.366	.988
Native American	-.081	.186	.189	1	.664	.922
Asian	.484	.086	31.351	1	.000	1.623
African American	-.698	.028	628.268	1	.000	.498
Hispanic	-.299	.027	123.777	1	.000	.742
Limited English Proficient	-.252	.022	134.722	1	.000	.777
Special Education Recipient	.071	.045	2.433	1	.119	1.073
Prior Math Score	2.066	.012	30198.526	1	.000	7.891
Math Sessions Attended	.000	.001	.033	1	.856	1.000
Constant	2.195	.027	6527.502	1	.000	8.976

N = 20,019.

**Table B11: 2006 Mathematics Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.075	.019	14.798	1	.000	.928
Reduced price Lunch	-.005	.028	.031	1	.860	.995
Female	-.023	.013	2.814	1	.093	.978
Native American	.210	.198	1.131	1	.288	1.234
Asian	.512	.092	31.176	1	.000	1.669
African American	-.540	.029	358.322	1	.000	.583
Hispanic	-.246	.027	80.313	1	.000	.782
Limited English Proficient	-.110	.025	18.917	1	.000	.896
Special Education Recipient	.196	.055	12.934	1	.000	1.217
Prior Math Score	1.888	.013	21130.928	1	.000	6.604
Math Sessions Attended	.004	.001	32.265	1	.000	1.004
Constant	2.419	.029	7177.869	1	.000	11.237

N = 30,073.

**Table B12: 2007 Mathematics Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.050	.017	8.414	1	.004	.951
Reduced price Lunch	.065	.027	5.849	1	.016	1.067
Female	.009	.013	.441	1	.507	1.009
Native American	-.152	.185	.675	1	.411	.859
Asian	.207	.088	5.603	1	.018	1.230
African American	-.619	.028	500.769	1	.000	.539
Hispanic	-.421	.026	253.086	1	.000	.656
Limited English Proficient	-.364	.030	148.833	1	.000	.695
Special Education Recipient	.121	.064	3.557	1	.059	1.129
Prior Math Score	2.209	.012	31512.697	1	.000	9.103
Math Sessions Attended	.007	.001	79.950	1	.000	1.007
Constant	2.037	.027	5880.517	1	.000	7.670

N = 35,881.

**Table B13: 2008 Mathematics Logistic Regression on Passing**

	B	S.E.	Wald	df	p	Exp(B)
Free Lunch	-.058	.017	11.857	1	.001	.943
Reduced price Lunch	.069	.027	6.674	1	.010	1.072
Female	-.053	.014	14.978	1	.000	.949
Native American	-.128	.202	.400	1	.527	.880
Asian	.232	.091	6.549	1	.010	1.261
African American	-.530	.028	355.673	1	.000	.588
Hispanic	-.346	.027	165.937	1	.000	.707
Limited English Proficient	-.567	.034	285.143	1	.000	.567
Special Education Recipient	-.109	.077	2.010	1	.156	.897
Prior Math Score	2.508	.014	33057.579	1	.000	12.277
Math Sessions Attended	.009	.001	122.033	1	.000	1.009
Constant	2.183	.027	6462.683	1	.000	8.874

N = 36,672.

**Table B14: Logistic Regression of Five year Retention on Total 21st CCLC Sessions Attended, 2004 Third Grade Cohort**

	B	S.E.	Wald	df	p	Exp(B)
2004 Reading Score	-.677	.033	429.466	1	.000	.508
2004 Math Score	-.959	.037	658.287	1	.000	.383
Free Lunch	.630	.080	62.432	1	.000	1.878
Reduced-price Lunch	.366	.114	10.263	1	.001	1.442
Limited English Proficient	-.257	.061	17.538	1	.000	.774
Special Education Recipient	-.370	.139	7.098	1	.008	.691
Female	-.393	.048	67.714	1	.000	.675
Hispanic	.141	.094	2.230	1	.135	1.151
Native American	-17.588	4214.238	.000	1	.997	.000
Asian	-.562	.312	3.244	1	.072	.570
African American	.244	.098	6.263	1	.012	1.277
Total 21st CCLC attended	.001	.000	4.621	1	.032	1.001
Constant	-4.048	.100	1640.156	1	.000	.017

N = 37,307.

**Table B15: Logistic Regression of Five year Retention on Total 21st CCLC Sessions Attended, 2004 Fourth Grade Cohort**

	B	S.E.	Wald	df	p	Exp(B)
2004 Reading Score	-.929	.034	749.391	1	.000	.395
2004 Math Score	-1.062	.036	871.013	1	.000	.346
Free Lunch	.434	.071	37.292	1	.000	1.543
Reduced price Lunch	.387	.100	15.035	1	.000	1.473
Limited English Proficient	.238	.053	19.908	1	.000	1.269
Special Education Recipient	-.104	.123	.710	1	.399	.901
Female	-.299	.043	48.880	1	.000	.742
Hispanic	-.452	.086	27.835	1	.000	.637
Native American	.670	.544	1.518	1	.218	1.955
Asian	-.757	.265	8.132	1	.004	.469
African American	-.041	.090	.207	1	.649	.960
Total 21st CCLC attended	-.001	.000	5.206	1	.023	.999
Constant	-3.253	.088	1375.775	1	.000	.039

N = 28,226.

**Table B16: Logistic Regression of Five year Retention on Total 21st CCLC Sessions Attended, 2004 Fifth Grade Cohort**

	B	S.E.	Wald	df	p	Exp(B)
2004 Reading Score	-.547	.051	114.536	1	.000	.579
2004 Math Score	-.837	.054	237.836	1	.000	.433
Free Lunch	.365	.107	11.749	1	.001	1.441
Reduced-price Lunch	.085	.155	.300	1	.584	1.088
Limited English Proficient	.099	.081	1.513	1	.219	1.104
Special Education Recipient	-.508	.223	5.196	1	.023	.602
Female	-.817	.065	156.283	1	.000	.442
Hispanic	-.043	.136	.102	1	.750	.958
Native American	.041	1.033	.002	1	.969	1.042
Asian	-1.030	.521	3.907	1	.048	.357
African American	.009	.142	.004	1	.949	1.009
Total 21st CCLC attended	.001	.001	1.625	1	.202	1.001
Constant	-4.206	.135	970.995	1	.000	.015

N = 36,079.



**Table B17: Logistic Regression of Five year Retention on Total 21st CCLC Sessions Attended, 2004 Sixth Grade Cohort**

	B	S.E.	Wald	df	p	Exp(B)
2004 Reading Score	-.407	.027	220.418	1	.000	.666
2004 Math Score	-.731	.029	622.856	1	.000	.481
Free Lunch	.408	.051	62.710	1	.000	1.503
Reduced-price Lunch	.207	.074	7.942	1	.005	1.230
Limited English Proficient	-.036	.047	.604	1	.437	.964
Special Education Recipient	-.196	.109	3.208	1	.073	.822
Female	-.505	.033	232.042	1	.000	.604
Hispanic	-.006	.066	.007	1	.933	.994
Native American	-.036	.494	.005	1	.942	.965
Asian	-.709	.215	10.886	1	.001	.492
African American	.058	.071	.678	1	.410	1.060
Total 21st CCLC attended	-.003	.001	39.886	1	.000	.997
Constant	-2.252	.064	1247.399	1	.000	.105

N = 32,048.

**Table B18: Logistic Regression of Five year Retention on Total 21st CCLC Sessions Attended, 2004 Seventh Grade Cohort**

	B	S.E.	Wald	df	p	Exp(B)
2004 Reading Score	-.490	.036	183.703	1	.000	.613
2004 Math Score	-.718	.041	313.872	1	.000	.488
Free Lunch	.232	.069	11.281	1	.001	1.261
Reduced-price Lunch	.044	.103	.185	1	.667	1.045
Limited English Proficient	-.257	.078	10.871	1	.001	.773
Special Education Recipient	-.134	.156	.737	1	.391	.875
Female	-.619	.047	172.790	1	.000	.539
Hispanic	.392	.113	11.929	1	.001	1.480
Native American	-18.438	8462.212	.000	1	.998	.000
Asian	-.042	.343	.015	1	.902	.958
African American	.269	.117	5.282	1	.022	1.309
Total 21st CCLC attended	-.003	.001	15.553	1	.000	.997
Constant	-2.497	.110	517.511	1	.000	.082

N = 25,857.

**Table B19: Variance Components Analysis: Five year Longitudinal Reading Models**

	Unconditional			Conditional			Variance Explained	
	Intercept	Time Slope	<i>e</i>	Intercept	Time Slope	<i>e</i>	Intercept	Time Slope
Third	0.559	0.013	0.284	0.426	0.004	0.284	24%	69%
Fourth	0.612	0.011	0.266	0.421	0.010	0.266	31%	9%
Fifth	0.611	0.009	0.253	0.366	0.008	0.253	40%	11%
Sixth	0.639	0.010	0.264	0.339	0.009	0.257	47%	10%
Seventh	0.609	0.011	0.272	0.329	0.010	0.263	46%	9%

**Table B20: Variance Components Analysis: Five year Longitudinal Math Models**

	Unconditional			Conditional			Variance Explained	
	Intercept	Time Slope	<i>e</i>	Intercept	Time Slope	<i>e</i>	Intercept	Time Slope
Third	0.578	0.188	0.258	0.428	0.009	0.257	26%	95%
Fourth	0.656	0.013	0.224	0.462	0.007	0.224	30%	46%
Fifth	0.661	0.012	0.185	0.427	0.011	0.185	35%	8%
Sixth	0.664	0.011	0.166	0.380	0.007	0.162	43%	36%
Seventh	0.690	0.010	0.159	0.371	0.007	0.156	46%	30%

**Table B21: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Covariate-adjusted Mean Achievement (Level 1 Intercepts)**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	INTRCPT1, P0					
For	INTRCPT2, B00					
	INTRCPT3, G000	-0.220918	0.130197	-1.697	113	0.092
For	TUTOR_EN, B01					
	INTRCPT3, G010	-0.018224	0.050951	-0.358	273	0.721
For	MOSTLY_E, B02					
	INTRCPT3, G020	-0.014408	0.036062	-0.400	273	0.689
For	HOMEWORK, B03					
	INTRCPT3, G030	0.021253	0.035583	0.597	273	0.550
For	SCLUS1, B04					
	INTRCPT3, G040	0.060564	0.126450	0.479	273	0.632
For	SCLUS2, B05					
	INTRCPT3, G050	-0.013372	0.106020	-0.126	273	0.900
For	SCLUS3, B06					
	INTRCPT3, G060	-0.039753	0.104981	-0.379	273	0.705
For	SCLUS4, B07					
	INTRCPT3, G070	-0.045764	0.108059	-0.424	273	0.672
For	SCLUS5, B08					
	INTRCPT3, G080	-0.024748	0.109549	-0.226	273	0.822
For	ELEMONLY, B09					
	INTRCPT3, G090	0.064602	0.075553	0.855	273	0.394
For	EL_MID, B010					
	INTRCPT3, G0100	0.088133	0.084316	1.045	273	0.297
For	HIGHONLY, B011					
	INTRCPT3, G0110	0.152192	0.084102	1.810	273	0.071
For	MIDHIGH, B012					
	INTRCPT3, G0120	0.143069	0.087613	1.633	273	0.103
For	MIDONLY, B013					
	INTRCPT3, G0130	0.083426	0.077422	1.078	273	0.283

**Table B22: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Gifted Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	GIFTED slope, P1					
For	INTRCPT2, B10					
	INTRCPT3, G100	0.395442	0.162748	2.430	27670	0.015
For	TUTOR_EN, B11					
	INTRCPT3, G110	-0.098985	0.054798	-1.806	27670	0.070
For	MOSTLY_E, B12					
	INTRCPT3, G120	0.030547	0.037744	0.809	27670	0.418
For	HOMEWORK, B13					
	INTRCPT3, G130	0.068293	0.037150	1.838	27670	0.066
For	SCLUS1, B14					
	INTRCPT3, G140	-0.120758	0.155524	-0.776	27670	0.438
For	SCLUS2, B15					
	INTRCPT3, G150	-0.028732	0.134047	-0.214	27670	0.830
For	SCLUS3, B16					
	INTRCPT3, G160	-0.072424	0.133231	-0.544	27670	0.586
For	SCLUS4, B17					
	INTRCPT3, G170	-0.019781	0.136701	-0.145	27670	0.885
For	SCLUS5, B18					
	INTRCPT3, G180	-0.045965	0.139862	-0.329	27670	0.742
For	ELEMONLY, B19					
	INTRCPT3, G190	0.027721	0.090859	0.305	27670	0.760
For	EL_MID, B110					
	INTRCPT3, G1100	-0.046933	0.100618	-0.466	27670	0.640
For	HIGHONLY, B111					
	INTRCPT3, G1110	-0.036028	0.095517	-0.377	27670	0.706
For	MIDHIGH, B112					
	INTRCPT3, G1120	-0.085324	0.100184	-0.852	27670	0.395
For	MIDONLY, B113					
	INTRCPT3, G1130	-0.124382	0.092210	-1.349	27670	0.178

**Table B23: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: At-risk Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	ATRISK slope, P2					
For	INTRCPT2, B20					
	INTRCPT3, G200	-0.313402	0.100872	-3.107	27670	0.002
For	TUTOR_EN, B21					
	INTRCPT3, G210	0.007756	0.037058	0.209	27670	0.834
For	MOSTLY_E, B22					
	INTRCPT3, G220	0.002641	0.024874	0.106	27670	0.916
For	HOMEWORK, B23					
	INTRCPT3, G230	0.003829	0.025315	0.151	27670	0.880
For	SCLUS1, B24					
	INTRCPT3, G240	0.192090	0.094352	2.036	27670	0.041
For	SCLUS2, B25					
	INTRCPT3, G250	0.127191	0.080500	1.580	27670	0.114
For	SCLUS3, B26					
	INTRCPT3, G260	0.134249	0.079821	1.682	27670	0.092
For	SCLUS4, B27					
	INTRCPT3, G270	0.190562	0.082048	2.323	27670	0.020
For	SCLUS5, B28					
	INTRCPT3, G280	0.198046	0.083710	2.366	27670	0.018
For	ELEMONLY, B29					
	INTRCPT3, G290	-0.022753	0.059980	-0.379	27670	0.704
For	EL_MID, B210					
	INTRCPT3, G2100	-0.057090	0.065793	-0.868	27670	0.386
For	HIGHONLY, B211					
	INTRCPT3, G2110	-0.173641	0.065492	-2.651	27670	0.008
For	MIDHIGH, B212					
	INTRCPT3, G2120	-0.157393	0.067566	-2.329	27670	0.020
For	MIDONLY, B213					
	INTRCPT3, G2130	-0.088043	0.061217	-1.438	27670	0.150

**Table B24: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Pretest-Posttest Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	Z_R_07 slope, P3					
For	INTRCPT2, B30					
	INTRCPT3, G300	0.531030	0.050851	10.443	27670	0.000
For	TUTOR_EN, B31					
	INTRCPT3, G310	-0.008072	0.019928	-0.405	27670	0.685
For	MOSTLY_E, B32					
	INTRCPT3, G320	-0.007184	0.013553	-0.530	27670	0.596
For	HOMEWORK, B33					
	INTRCPT3, G330	-0.023591	0.013687	-1.724	27670	0.084
For	SCLUS1, B34					
	INTRCPT3, G340	0.073963	0.048860	1.514	27670	0.130
For	SCLUS2, B35					
	INTRCPT3, G350	0.029803	0.039645	0.752	27670	0.452
For	SCLUS3, B36					
	INTRCPT3, G360	0.041624	0.039328	1.058	27670	0.290
For	SCLUS4, B37					
	INTRCPT3, G370	0.052524	0.040677	1.291	27670	0.197
For	SCLUS5, B38					
	INTRCPT3, G380	0.059519	0.041631	1.430	27670	0.153
For	ELEMONLY, B39					
	INTRCPT3, G390	0.002783	0.030813	0.090	27670	0.928
For	EL_MID, B310					
	INTRCPT3, G3100	0.027566	0.034318	0.803	27670	0.422
For	HIGHONLY, B311					
	INTRCPT3, G3110	-0.030764	0.033408	-0.921	27670	0.357
For	MIDHIGH, B312					
	INTRCPT3, G3120	-0.010603	0.035009	-0.303	27670	0.762
For	MIDONLY, B313					
	INTRCPT3, G3130	0.018976	0.031572	0.601	27670	0.547

**Table B25: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Free Lunch Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	FREE slope, P4					
For	INTRCPT2, B40					
	INTRCPT3, G400	0.021699	0.107178	0.202	27670	0.840
For	TUTOR_EN, B41					
	INTRCPT3, G410	-0.088621	0.041776	-2.121	27670	0.034
For	MOSTLY_E, B42					
	INTRCPT3, G420	-0.050395	0.028371	-1.776	27670	0.075
For	HOMEWORK, B43					
	INTRCPT3, G430	-0.063789	0.028319	-2.253	27670	0.024
For	SCLUS1, B44					
	INTRCPT3, G440	-0.072748	0.107932	-0.674	27670	0.500
For	SCLUS2, B45					
	INTRCPT3, G450	-0.044732	0.087435	-0.512	27670	0.608
For	SCLUS3, B46					
	INTRCPT3, G460	-0.030983	0.086666	-0.358	27670	0.720
For	SCLUS4, B47					
	INTRCPT3, G470	-0.036773	0.089369	-0.411	27670	0.680
For	SCLUS5, B48					
	INTRCPT3, G480	-0.038342	0.090140	-0.425	27670	0.670
For	ELEMONLY, B49					
	INTRCPT3, G490	-0.021526	0.061062	-0.353	27670	0.724
For	EL_MID, B410					
	INTRCPT3, G4100	-0.006984	0.068112	-0.103	27670	0.919
For	HIGHONLY, B411					
	INTRCPT3, G4110	0.000801	0.065556	0.012	27670	0.990
For	MIDHIGH, B412					
	INTRCPT3, G4120	-0.043815	0.069025	-0.635	27670	0.525
For	MIDONLY, B413					
	INTRCPT3, G4130	-0.019573	0.062128	-0.315	27670	0.753

**Table B26: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Reduced-Price Lunch Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	REDUCE slope, P5					
For	INTRCPT2, B50					
	INTRCPT3, G500	0.006161	0.156754	0.039	27670	0.969
For	TUTOR_EN, B51					
	INTRCPT3, G510	0.024225	0.060628	0.400	27670	0.689
For	MOSTLY_E, B52					
	INTRCPT3, G520	-0.011502	0.041096	-0.280	27670	0.780
For	HOMEWORK, B53					
	INTRCPT3, G530	0.007157	0.040847	0.175	27670	0.861
For	SCLUS1, B54					
	INTRCPT3, G540	0.053947	0.151786	0.355	27670	0.722
For	SCLUS2, B55					
	INTRCPT3, G550	-0.063024	0.130746	-0.482	27670	0.629
For	SCLUS3, B56					
	INTRCPT3, G560	-0.005199	0.128906	-0.040	27670	0.968
For	SCLUS4, B57					
	INTRCPT3, G570	-0.000275	0.132755	-0.002	27670	0.998
For	SCLUS5, B58					
	INTRCPT3, G580	-0.097133	0.135074	-0.719	27670	0.472
For	ELEMONLY, B59					
	INTRCPT3, G590	-0.059752	0.086942	-0.687	27670	0.492
For	EL_MID, B510					
	INTRCPT3, G5100	-0.041461	0.096198	-0.431	27670	0.666
For	HIGHONLY, B511					
	INTRCPT3, G5110	-0.007022	0.093092	-0.075	27670	0.940
For	MIDHIGH, B512					
	INTRCPT3, G5120	-0.064650	0.103829	-0.623	27670	0.533
For	MIDONLY, B513					
	INTRCPT3, G5130	-0.012451	0.088588	-0.141	27670	0.889



**Table B27: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Female Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	FEMALE slope, P6					
For	INTRCPT2, B60					
	INTRCPT3, G600	-0.049084	0.085567	-0.574	27670	0.566
For	TUTOR_EN, B61					
	INTRCPT3, G610	0.042503	0.031455	1.351	27670	0.177
For	MOSTLY_E, B62					
	INTRCPT3, G620	-0.001399	0.020993	-0.067	27670	0.947
For	HOMEWORK, B63					
	INTRCPT3, G630	0.009541	0.021534	0.443	27670	0.657
For	SCLUS1, B64					
	INTRCPT3, G640	0.001722	0.079967	0.022	27670	0.983
For	SCLUS2, B65					
	INTRCPT3, G650	0.033485	0.068412	0.489	27670	0.624
For	SCLUS3, B66					
	INTRCPT3, G660	0.051330	0.067936	0.756	27670	0.450
For	SCLUS4, B67					
	INTRCPT3, G670	0.057371	0.069828	0.822	27670	0.411
For	SCLUS5, B68					
	INTRCPT3, G680	-0.017598	0.071055	-0.248	27670	0.804
For	ELEMONLY, B69					
	INTRCPT3, G690	0.005625	0.050169	0.112	27670	0.911
For	EL_MID, B610					
	INTRCPT3, G6100	0.064345	0.055175	1.166	27670	0.244
For	HIGHONLY, B611					
	INTRCPT3, G6110	0.077334	0.054264	1.425	27670	0.154
For	MIDHIGH, B612					
	INTRCPT3, G6120	0.084934	0.056134	1.513	27670	0.130
For	MIDONLY, B613					
	INTRCPT3, G6130	0.064940	0.051267	1.267	27670	0.206

**Table B28: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Asian Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	ASIAN slope, P7					
For	INTRCPT2, B70					
	INTRCPT3, G700	0.016539	0.469525	0.035	27670	0.972
For	TUTOR_EN, B71					
	INTRCPT3, G710	0.087553	0.226864	0.386	27670	0.699
For	MOSTLY_E, B72					
	INTRCPT3, G720	0.078290	0.127964	0.612	27670	0.540
For	HOMEWORK, B73					
	INTRCPT3, G730	0.048831	0.118192	0.413	27670	0.679
For	SCLUS1, B74					
	INTRCPT3, G740	-0.035115	0.495820	-0.071	27670	0.944
For	SCLUS2, B75					
	INTRCPT3, G750	0.210545	0.414275	0.508	27670	0.611
For	SCLUS3, B76					
	INTRCPT3, G760	0.233988	0.407803	0.574	27670	0.566
For	SCLUS4, B77					
	INTRCPT3, G770	0.266077	0.429252	0.620	27670	0.535
For	SCLUS5, B78					
	INTRCPT3, G780	0.213592	0.427868	0.499	27670	0.617
For	ELEMONLY, B79					
	INTRCPT3, G790	-0.196536	0.240694	-0.817	27670	0.414
For	EL_MID, B710					
	INTRCPT3, G7100	-0.297557	0.319645	-0.931	27670	0.352
For	HIGHONLY, B711					
	INTRCPT3, G7110	-0.183254	0.264614	-0.693	27670	0.488
For	MIDHIGH, B712					
	INTRCPT3, G7120	-0.652928	0.306074	-2.133	27670	0.033
For	MIDONLY, B713					
	INTRCPT3, G7130	-0.255512	0.234635	-1.089	27670	0.277

**Table B29: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Reading: Black Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	BLACK slope, P8					
For	INTRCPT2, B80					
	INTRCPT3, G800	0.011004	0.106267	0.104	27670	0.918
For	TUTOR_EN, B81					
	INTRCPT3, G810	-0.038776	0.040698	-0.953	27670	0.341
For	MOSTLY_E, B82					
	INTRCPT3, G820	-0.007832	0.032792	-0.239	27670	0.811
For	HOMEWORK, B83					
	INTRCPT3, G830	-0.023004	0.031357	-0.734	27670	0.463
For	SCLUS1, B84					
	INTRCPT3, G840	-0.116141	0.102031	-1.138	27670	0.255
For	SCLUS2, B85					
	INTRCPT3, G850	-0.030348	0.082370	-0.368	27670	0.712
For	SCLUS3, B86					
	INTRCPT3, G860	-0.050896	0.079962	-0.637	27670	0.524
For	SCLUS4, B87					
	INTRCPT3, G870	-0.070608	0.082807	-0.853	27670	0.394
For	SCLUS5, B88					
	INTRCPT3, G880	-0.084290	0.085756	-0.983	27670	0.326
For	ELEMONLY, B89					
	INTRCPT3, G890	-0.009076	0.064909	-0.140	27670	0.889
For	EL_MID, B810					
	INTRCPT3, G8100	-0.009214	0.080190	-0.115	27670	0.909
For	HIGHONLY, B811					
	INTRCPT3, G8110	0.029813	0.071077	0.419	27670	0.674
For	MIDHIGH, B812					
	INTRCPT3, G8120	0.080098	0.084178	0.952	27670	0.342
For	MIDONLY, B813					
	INTRCPT3, G8130	0.019386	0.067990	0.285	27670	0.775

**Table B30: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Covariate-adjusted Mean Achievement (Level 1 Intercepts)**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b>t</b>	<b>df</b>	<b>p</b>
For	INTRCPT1, P0					
For	INTRCPT2, B00					
	INTRCPT3, G000	-0.388867	0.125810	-3.091	113	0.003
For	TUTOR_EN, B01					
	INTRCPT3, G010	0.119955	0.050248	2.387	273	0.018
For	MOSTLY_E, B02					
	INTRCPT3, G020	0.006909	0.035750	0.193	273	0.847
For	HOMEWORK, B03					
	INTRCPT3, G030	0.056352	0.035271	1.598	273	0.111
For	SCLUS1, B04					
	INTRCPT3, G040	0.044553	0.120746	0.369	273	0.712
For	SCLUS2, B05					
	INTRCPT3, G050	0.091405	0.101663	0.899	273	0.370
For	SCLUS3, B06					
	INTRCPT3, G060	0.135935	0.100552	1.352	273	0.178
For	SCLUS4, B07					
	INTRCPT3, G070	0.180283	0.103578	1.741	273	0.082
For	SCLUS5, B08					
	INTRCPT3, G080	0.079906	0.105265	0.759	273	0.448
For	ELEMONLY, B09					
	INTRCPT3, G090	0.170292	0.074299	2.292	273	0.023
For	EL_MID, B010					
	INTRCPT3, G0100	0.127935	0.083489	1.532	273	0.126
For	HIGHONLY, B011					
	INTRCPT3, G0110	0.023816	0.083671	0.285	273	0.776
For	MIDHIGH, B012					
	INTRCPT3, G0120	0.088878	0.087271	1.018	273	0.310
For	MIDONLY, B013					
	INTRCPT3, G0130	0.044912	0.076488	0.587	273	0.557

**Table B31: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Gifted Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	GIFTED slope, P1					
For	INTRCPT2, B10					
	INTRCPT3, G100	0.217534	0.148988	1.460	27670	0.144
For	TUTOR_EN, B11					
	INTRCPT3, G110	-0.035368	0.050219	-0.704	27670	0.481
For	MOSTLY_E, B12					
	INTRCPT3, G120	-0.015238	0.034905	-0.437	27670	0.662
For	HOMEWORK, B13					
	INTRCPT3, G130	0.056337	0.034299	1.643	27670	0.100
For	SCLUS1, B14					
	INTRCPT3, G140	0.024370	0.141434	0.172	27670	0.864
For	SCLUS2, B15					
	INTRCPT3, G150	-0.151069	0.122620	-1.232	27670	0.218
For	SCLUS3, B16					
	INTRCPT3, G160	-0.175275	0.121857	-1.438	27670	0.150
For	SCLUS4, B17					
	INTRCPT3, G170	-0.124710	0.125077	-0.997	27670	0.319
For	SCLUS5, B18					
	INTRCPT3, G180	-0.193225	0.128034	-1.509	27670	0.131
For	ELEMONLY, B19					
	INTRCPT3, G190	0.238591	0.083196	2.868	27670	0.005
For	EL_MID, B110					
	INTRCPT3, G1100	0.269460	0.092315	2.919	27670	0.004
For	HIGHONLY, B111					
	INTRCPT3, G1110	0.197818	0.087706	2.255	27670	0.024
For	MIDHIGH, B112					
	INTRCPT3, G1120	0.144982	0.092008	1.576	27670	0.115
For	MIDONLY, B113					
	INTRCPT3, G1130	0.211197	0.084525	2.499	27670	0.013

**Table B32: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: At Risk Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	ATRISK slope, P2					
For	INTRCPT2, B20					
	INTRCPT3, G200	-0.112402	0.096468	-1.165	27670	0.244
For	TUTOR_EN, B21					
	INTRCPT3, G210	-0.067241	0.034739	-1.936	27670	0.052
For	MOSTLY_E, B22					
	INTRCPT3, G220	-0.021517	0.023139	-0.930	27670	0.353
For	HOMEWORK, B23					
	INTRCPT3, G230	-0.009266	0.023482	-0.395	27670	0.693
For	SCLUS1, B24					
	INTRCPT3, G240	-0.015403	0.089474	-0.172	27670	0.864
For	SCLUS2, B25					
	INTRCPT3, G250	-0.043383	0.077359	-0.561	27670	0.575
For	SCLUS3, B26					
	INTRCPT3, G260	-0.054560	0.076741	-0.711	27670	0.477
For	SCLUS4, B27					
	INTRCPT3, G270	-0.072696	0.078634	-0.924	27670	0.356
For	SCLUS5, B28					
	INTRCPT3, G280	-0.013749	0.080579	-0.171	27670	0.865
For	ELEMONLY, B29					
	INTRCPT3, G290	0.023883	0.057200	0.418	27670	0.676
For	EL_MID, B210					
	INTRCPT3, G2100	0.015927	0.062355	0.255	27670	0.798
For	HIGHONLY, B211					
	INTRCPT3, G2110	-0.024588	0.063106	-0.390	27670	0.696
For	MIDHIGH, B212					
	INTRCPT3, G2120	-0.118727	0.064179	-1.850	27670	0.064
For	MIDONLY, B213					
	INTRCPT3, G2130	-0.022190	0.058238	-0.381	27670	0.703

**Table B33: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Pretest-Posttest Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	Z_M_07 slope, P3					
For	INTRCPT2, B30					
	INTRCPT3, G300	0.721191	0.050864	14.179	27670	0.000
For	TUTOR_EN, B31					
	INTRCPT3, G310	-0.041045	0.019853	-2.068	27670	0.038
For	MOSTLY_E, B32					
	INTRCPT3, G320	0.002666	0.013098	0.204	27670	0.839
For	HOMEWORK, B33					
	INTRCPT3, G330	-0.037848	0.013277	-2.851	27670	0.005
For	SCLUS1, B34					
	INTRCPT3, G340	0.023811	0.045703	0.521	27670	0.602
For	SCLUS2, B35					
	INTRCPT3, G350	0.028354	0.038761	0.731	27670	0.464
For	SCLUS3, B36					
	INTRCPT3, G360	0.016790	0.038389	0.437	27670	0.661
For	SCLUS4, B37					
	INTRCPT3, G370	0.023733	0.039578	0.600	27670	0.548
For	SCLUS5, B38					
	INTRCPT3, G380	0.017971	0.040704	0.441	27670	0.658
For	ELEMONLY, B39					
	INTRCPT3, G390	-0.105574	0.032328	-3.266	27670	0.001
For	EL_MID, B310					
	INTRCPT3, G3100	-0.118650	0.035418	-3.350	27670	0.001
For	HIGHONLY, B311					
	INTRCPT3, G3110	-0.017845	0.035986	-0.496	27670	0.620
For	MIDHIGH, B312					
	INTRCPT3, G3120	-0.053904	0.036600	-1.473	27670	0.141
For	MIDONLY, B313					
	INTRCPT3, G3130	-0.079992	0.032985	-2.425	27670	0.015

**Table B34: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Free Lunch Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	FREE slope, P4					
For	INTRCPT2, B40					
	INTRCPT3, G400	0.181852	0.098279	1.850	27670	0.064
For	TUTOR_EN, B41					
	INTRCPT3, G410	-0.113165	0.038111	-2.969	27670	0.003
For	MOSTLY_E, B42					
	INTRCPT3, G420	-0.071398	0.025832	-2.764	27670	0.006
For	HOMEWORK, B43					
	INTRCPT3, G430	-0.076627	0.025799	-2.970	27670	0.003
For	SCLUS1, B44					
	INTRCPT3, G440	-0.035718	0.098876	-0.361	27670	0.718
For	SCLUS2, B45					
	INTRCPT3, G450	-0.045884	0.080162	-0.572	27670	0.567
For	SCLUS3, B46					
	INTRCPT3, G460	-0.063052	0.079470	-0.793	27670	0.428
For	SCLUS4, B47					
	INTRCPT3, G470	-0.065719	0.081920	-0.802	27670	0.423
For	SCLUS5, B48					
	INTRCPT3, G480	-0.070089	0.082585	-0.849	27670	0.396
For	ELEMONLY, B49					
	INTRCPT3, G490	-0.135001	0.055918	-2.414	27670	0.016
For	EL_MID, B410					
	INTRCPT3, G4100	-0.116707	0.062366	-1.871	27670	0.061
For	HIGHONLY, B411					
	INTRCPT3, G4110	-0.050110	0.059997	-0.835	27670	0.404
For	MIDHIGH, B412					
	INTRCPT3, G4120	-0.065488	0.063256	-1.035	27670	0.301
For	MIDONLY, B413					
	INTRCPT3, G4130	-0.119754	0.056893	-2.105	27670	0.035



**Table B35: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Reduced-Price Lunch Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	REDUCE slope, P5					
For	INTRCPT2, B50					
	INTRCPT3, G500	0.186084	0.143139	1.300	27670	0.194
For	TUTOR_EN, B51					
	INTRCPT3, G510	-0.142178	0.055267	-2.573	27670	0.010
For	MOSTLY_E, B52					
	INTRCPT3, G520	-0.038540	0.037436	-1.029	27670	0.304
For	HOMEWORK, B53					
	INTRCPT3, G530	-0.067517	0.037204	-1.815	27670	0.069
For	SCLUS1, B54					
	INTRCPT3, G540	-0.163399	0.138748	-1.178	27670	0.239
For	SCLUS2, B55					
	INTRCPT3, G550	-0.130520	0.119434	-1.093	27670	0.275
For	SCLUS3, B56					
	INTRCPT3, G560	-0.156089	0.117748	-1.326	27670	0.185
For	SCLUS4, B57					
	INTRCPT3, G570	-0.150767	0.121254	-1.243	27670	0.214
For	SCLUS5, B58					
	INTRCPT3, G580	-0.161238	0.123330	-1.307	27670	0.191
For	ELEMONLY, B59					
	INTRCPT3, G590	-0.062141	0.079367	-0.783	27670	0.434
For	EL_MID, B510					
	INTRCPT3, G5100	-0.055156	0.087820	-0.628	27670	0.530
For	HIGHONLY, B511					
	INTRCPT3, G5110	0.071806	0.084960	0.845	27670	0.398
For	MIDHIGH, B512					
	INTRCPT3, G5120	-0.109270	0.094738	-1.153	27670	0.249
For	MIDONLY, B513					
	INTRCPT3, G5130	-0.016657	0.080871	-0.206	27670	0.837

**Table B36: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Female Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	FEMALE slope, P6					
For	INTRCPT2, B60					
	INTRCPT3, G600	0.065946	0.077969	0.846	27670	0.398
For	TUTOR_EN, B61					
	INTRCPT3, G610	0.004654	0.028562	0.163	27670	0.871
For	MOSTLY_E, B62					
	INTRCPT3, G620	0.023162	0.019064	1.215	27670	0.225
For	HOMEWORK, B63					
	INTRCPT3, G630	0.024444	0.019608	1.247	27670	0.213
For	SCLUS1, B64					
	INTRCPT3, G640	0.002668	0.072914	0.037	27670	0.971
For	SCLUS2, B65					
	INTRCPT3, G650	-0.027201	0.062404	-0.436	27670	0.662
For	SCLUS3, B66					
	INTRCPT3, G660	-0.037124	0.061973	-0.599	27670	0.549
For	SCLUS4, B67					
	INTRCPT3, G670	-0.057503	0.063679	-0.903	27670	0.367
For	SCLUS5, B68					
	INTRCPT3, G680	-0.061996	0.064794	-0.957	27670	0.339
For	ELEMONLY, B69					
	INTRCPT3, G690	-0.109282	0.045632	-2.395	27670	0.017
For	EL_MID, B610					
	INTRCPT3, G6100	-0.077017	0.050170	-1.535	27670	0.125
For	HIGHONLY, B611					
	INTRCPT3, G6110	-0.071246	0.049268	-1.446	27670	0.148
For	MIDHIGH, B612					
	INTRCPT3, G6120	-0.062639	0.051069	-1.227	27670	0.220
For	MIDONLY, B613					
	INTRCPT3, G6130	-0.038550	0.046604	-0.827	27670	0.408

**Table B37: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Asian Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	ASIAN slope, P7					
For	INTRCPT2, B70					
	INTRCPT3, G700	-0.497732	0.429014	-1.160	27670	0.246
For	TUTOR_EN, B71					
	INTRCPT3, G710	-0.003763	0.207085	-0.018	27670	0.986
For	MOSTLY_E, B72					
	INTRCPT3, G720	-0.028895	0.116620	-0.248	27670	0.804
For	HOMEWORK, B73					
	INTRCPT3, G730	-0.059221	0.107774	-0.549	27670	0.582
For	SCLUS1, B74					
	INTRCPT3, G740	0.760051	0.451732	1.683	27670	0.092
For	SCLUS2, B75					
	INTRCPT3, G750	0.593517	0.376578	1.576	27670	0.115
For	SCLUS3, B76					
	INTRCPT3, G760	0.590389	0.370680	1.593	27670	0.111
For	SCLUS4, B77					
	INTRCPT3, G770	0.787208	0.390290	2.017	27670	0.043
For	SCLUS5, B78					
	INTRCPT3, G780	0.679734	0.388986	1.747	27670	0.080
For	ELEMONLY, B79					
	INTRCPT3, G790	0.030225	0.222427	0.136	27670	0.892
For	EL_MID, B710					
	INTRCPT3, G7100	0.321668	0.293602	1.096	27670	0.274
For	HIGHONLY, B711					
	INTRCPT3, G7110	0.153639	0.243978	0.630	27670	0.529
For	MIDHIGH, B712					
	INTRCPT3, G7120	0.269147	0.281325	0.957	27670	0.339
For	MIDONLY, B713					
	INTRCPT3, G7130	0.077066	0.217123	0.355	27670	0.722

**Table B38: Final Estimation of Fixed Effects for Center Characteristics on Student-level Coefficients from Three-level HLM for Math: Black Status Slopes**

	<b>Fixed Effect</b>	<b>Coefficient</b>	<b>Standard Error</b>	<b><i>t</i></b>	<b><i>df</i></b>	<b><i>p</i></b>
For	BLACK slope, P8					
For	INTRCPT2, B80					
	INTRCPT3, G800	0.056921	0.100044	0.569	27670	0.569
For	TUTOR_EN, B81					
	INTRCPT3, G810	-0.130224	0.038233	-3.406	27670	0.001
For	MOSTLY_E, B82					
	INTRCPT3, G820	-0.018820	0.030586	-0.615	27670	0.538
For	HOMEWORK, B83					
	INTRCPT3, G830	-0.021625	0.029288	-0.738	27670	0.460
For	SCLUS1, B84					
	INTRCPT3, G840	-0.065130	0.095063	-0.685	27670	0.493
For	SCLUS2, B85					
	INTRCPT3, G850	-0.056845	0.077281	-0.736	27670	0.462
For	SCLUS3, B86					
	INTRCPT3, G860	-0.049957	0.075106	-0.665	27670	0.506
For	SCLUS4, B87					
	INTRCPT3, G870	-0.008209	0.077690	-0.106	27670	0.916
For	SCLUS5, B88					
	INTRCPT3, G880	-0.017433	0.080287	-0.217	27670	0.828
For	ELEMONLY, B89					
	INTRCPT3, G890	-0.083182	0.061422	-1.354	27670	0.176
For	EL_MID, B810					
	INTRCPT3, G8100	-0.107135	0.075773	-1.414	27670	0.157
For	HIGHONLY, B811					
	INTRCPT3, G8110	-0.052015	0.066959	-0.777	27670	0.437
For	MIDHIGH, B812					
	INTRCPT3, G8120	-0.049090	0.079430	-0.618	27670	0.536
For	MIDONLY, B813					
	INTRCPT3, G8130	-0.068684	0.064069	-1.072	27670	0.284

## Appendix C: Questionnaires

### LEARNING POINT ASSOCIATES TEXAS 21<sup>ST</sup> CCLC EVALUATION CENTER DIRECTOR/PROGRAM COORDINATOR SURVEY

Thank you for taking the time to participate in the pilot of the Texas 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLCs) surveys. This survey is conducted by Learning Point Associates, an independent, non-profit education evaluation organization under contract to the Texas Education Agency. **Your responses to the survey are strictly confidential.** Results for a particular respondent or a particular program will not be released in any form. The aggregated results will be used by Learning Point Associates in conducting the statewide study of the 21<sup>st</sup> CCLC program, in particular to provide a descriptive profile of 21<sup>st</sup> CCLCs across the state. **This is not an evaluation of any individual respondent, center, or grant.**

If you have any questions or need assistance in completing the survey, please contact Chloe Gibbs ([chloe.gibbs@learningpt.org](mailto:chloe.gibbs@learningpt.org)) via email or at 1-800-356-2735. Thank you in advance for your participation.

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Center Name: \_\_\_\_\_ Center ID: \_\_\_\_\_

#### ABOUT YOU

1. In total, how many years have you worked as a youth worker or teacher?
2. How many of those years have been with this program (including current year)?
3. How many of those years have been in a director or coordinator capacity (including current year)?
4. What is your highest level of education?
  - Less than high school
  - High school or GED
  - Some college, other classes/training not related to a degree
  - Completed two-year college degree
  - Completed four-year college degree
  - Some graduate work
  - Master's degree or higher

5. Do you hold a teaching credential or certification?
- Yes
  - No
6. Did you work in this center last year?
- Yes, as the center director/program coordinator
  - Yes, as a staff member
  - Yes, other (*Please specify:*\_\_\_\_\_)
  - No
7. Do you hold another job in addition to your work at this center?
- Yes
  - No
8. On average, how many hours per week do you work in this program?

**ABOUT YOUR PROGRAM**

9. Which of the following groups of youth does your center seek to serve? *Please check all that apply.*
- Open enrollment for all interested youth
  - Youth who scored “below proficient” on local or state assessments
  - Youth identified by their school as needing special assistance in reading and/or math
  - Youth who are English-language learners
  - Youth who are eligible to receive free- or reduced-priced lunch
  - Youth who are recommended by school-day teachers or counselors
  - Youth with siblings already attending the program
  - Youth who participate in other programs sponsored by our organization
  - Youth who are referred through our organization
  - Other (*Please specify:*\_\_\_\_\_)
10. How are the programs or activities offered by your center selected? *Please check all that apply.*
- Programs are selected and designed based on student needs identified by local and state assessments.
  - Programs are selected and designed around curriculum guidelines.
  - Programs are selected and designed to align with standards adopted by the district or state.
  - Programs are selected and designed based (at least in part) by school-day teacher feedback
  - Other (*Please specify:*\_\_\_\_\_)
11. Do you use a published or externally developed curriculum to guide any of your activities?
- Yes
  - No

<b>12. To what extent is each of the following an objective or goal of programming at your center?</b>	<b>Primary Objective</b>	<b>Secondary Objective</b>	<b>Not an Objective</b>
a. Provide a safe environment for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Help youth improve their academic performance (e.g., Grades, test scores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Help youth improve their TAKS scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Help youth develop socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide opportunities for cultural enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provide recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Provide physical fitness or athletic opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Provide activities to support college or career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Provide health/well-being/life skills development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Provide community service or civic engagement opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Provide leadership opportunities for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Provide hands-on academic enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Help parents and/or other adults with literacy or other skills (e.g., parenting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Help connect youth to their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Support working families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Promote respect for diversity among youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Help connect parents with their child's school and/or community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Identify health or social services youth need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Provide youth with positive adult guidance and/or mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Other ( <i>Please specify:</i> _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>13. Please indicate which of these program objectives constitute the top three priorities for your center:</b>	
a. Provide a safe environment for youth	<input type="radio"/>
b. Help youth improve their academic performance (e.g., Grades, test scores)	<input type="radio"/>
c. Help youth improve their TAKS scores	<input type="radio"/>
d. Help youth develop socially	<input type="radio"/>
e. Provide opportunities for cultural enrichment	<input type="radio"/>
f. Provide recreational activities	<input type="radio"/>
g. Provide physical fitness or athletic opportunities	<input type="radio"/>
h. Provide activities to support college or career readiness	<input type="radio"/>
i. Provide health/well-being/life skills development	<input type="radio"/>
j. Provide community service or civic engagement opportunities	<input type="radio"/>
k. Provide leadership opportunities for youth	<input type="radio"/>
l. Provide hands-on academic enrichment activities	<input type="radio"/>
m. Help parents and/or other adults with literacy or other skills (e.g., parenting)	<input type="radio"/>
n. Help connect youth to their community	<input type="radio"/>
o. Support working families	<input type="radio"/>
p. Promote respect for diversity among youth	<input type="radio"/>
q. Help connect parents with their child's school and/or community	<input type="radio"/>
r. Identify health or social services youth need	<input type="radio"/>
s. Provide youth with positive adult guidance and/or mentors	<input type="radio"/>
t. Other (Please specify: _____)	<input type="radio"/>

<b>14. How often does your program provide activities for participants in the following areas?</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
a. Activities to support academic skills development and/or academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Activities to support artistic development and social and cultural awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Activities to support physical fitness, recreation, and healthy life skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Activities to support civic engagement and community services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Activities to support career exploration and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Activities to support college or career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<b>15. To what extent do the following statements reflect programming at your center?</b>	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
a. Groups are small enough for staff to meet participants' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The time allowed for activities is generally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participants have freedom in selecting at least some of their activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participants have regular opportunities to lead activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participants have regular opportunities to spend time alone if needed or desired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. This program has a process in place for obtaining participants' input and suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Procedures for dealing with participant behavior issues are in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Procedures for dealing with participant behavior issues are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participants with special needs are successfully integrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>16. To what extent do the following statements reflect programming at your center?</i>	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
a. Staff ask for and listen to student opinions about the way things should work in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Staff create environments where young people feel trusted, respected, and empowered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff provide ongoing opportunities for youth to reflect on their experiences and offer feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Staff effectively motivate and inspire young people to think, make decisions, and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staff listen to youth more than talk at them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Staff actively and continuously consult and involve youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Staff cultivate opportunities for young people to lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Approximately what proportion of current program staff worked at your center last year (2006-2007)?

- More than half
- About half
- Less than half
- None
- Don't know

18. Does your center have a parent liaison or parent outreach coordinator?

- Yes, as a volunteer position
- Yes, as a paid part time position
- Yes, as a paid full time position
- No

19. Does your center have an administrative support position (e.g., an attendance or data clerk)?

- Yes, as a volunteer position
- Yes, as a paid part time position
- Yes, as a paid full time position
- No

20. Does your center have a master teacher or education specialist?

- Yes, as a volunteer position
- Yes, as a paid part time position
- Yes, as a paid full time position
- No

21. How often do you hold staff meetings with your center staff?

- At least once a week
- 2-3 times per month
- Once a month
- 1-2 times per academic term
- Less than 1-2 times per academic term
- Never
- Other (*Please specify:* \_\_\_\_\_)

22. What are the most common topics or agenda items at these meetings? *Please check all that apply.*

- Program attendance
- Curriculum
- Planning program activities
- Students and/or their needs
- Training/professional development for staff in a particular area
- Program rules and operating procedures
- Program goals and purposes
- Other (*Please specify:* \_\_\_\_\_)

23. Do you require staff to submit written activity or lesson plans to you or another supervisor?

- I require most or all staff to submit activity plans on a regular basis.
- I require some staff to submit activity plans on a regular basis.
- I occasionally ask staff to submit activity plans.
- I do not ask staff to submit activity plans.

24. How often do you make changes to your grant plan?

- Frequently, once a month or more often
- Sometimes, 1-2 times per academic term
- Rarely, less than 1-2 times per academic term
- Never

25. In your opinion, how aligned is programming at your center to your grant application?

- Very aligned
- Moderately aligned
- Somewhat aligned
- Not aligned
- Don't know/ I have not seen the grant application.

<i>26. Which of the following types of training, related specifically to this program, were required and/or offered to you in the past 12 months, and which did you attend? Please check all that apply.</i>	<b>Required</b>	<b>Offered</b>	<b>Attended</b>
a. Program management and operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Academic enrichment/content specific (i.e., literacy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Activity planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Working with a diverse student population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Child development; developmentally appropriate practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Maintaining health and safe environments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Family and community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other ( <i>Please specify: _____</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Approximately how many total hours of program-related training have you received during the past 12 months?

- More than 20 hours
- 16-20 hours
- 11-15 hours
- 5-10 hours
- Fewer than 5 hours
- No hours

28. Approximately how many total hours of program-related training have members of your staff received, on average, during the past 12 months?

- More than 20 hours
- 16-20 hours
- 11-15 hours
- 5-10 hours
- Fewer than 5 hours
- No hours

<b>29. Please rate your agreement with the following statements about your center's staff:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
a. Staff at this center communicate effectively with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Staff at this center help out even though it may not be part of their official assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Staff at this center have an effective process for making group decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Staff at this center have an effective process for solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>30. Please rate your agreement with the following statements about your job:</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know</b>
a. I enjoy working in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have the materials I need to do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have the space I need to do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I get the support I need to do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I get the feedback I need from my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I find working in this program rewarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. In most ways, this job is close to my ideal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The condition of my current job is excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I am satisfied with this job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>31. Please indicate whether you receive each of the following and how often you use it in planning program activities:</b>	<b>Receive, and Use Frequently</b>	<b>Receive, and Use Sometimes</b>	<b>Receive, but Never Use</b>	<b>Do Not Receive</b>
a. Students' academic or education plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' standardized test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students' Grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Input from students' school-day teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Input from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other (Please specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>32. How often do you discuss the following with principals, teachers, or other key staff at the participants' school(s) who are not center staff?</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
a. Curriculum concepts being taught in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Homework assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The academic needs or progress of students participating in the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Issues related to program logistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Program attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students' behavioral problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. How to make academic support in the program more effective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other (Please specify: _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>33. How often do you...</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
a. Send materials about the program home to parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Hold events or meetings to which parents are invited?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Hold events or meetings to which community members are invited?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Have conversations with parents over the phone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Meet with one or more parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>34. How often does your center provide the following types of events or activities for parents and families?</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
a. Classes to help parents develop their own skills (e.g., GED preparation, computer skills, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parenting classes (e.g., classes to help parents learn about the school system and communicate with the school, how to help their children with schoolwork and prepare for tests, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. English as a Second Language (ESL) classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Opportunities to hear from and talk with representatives from local agencies or other organizations (e.g., health, police, employment and training programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Opportunities to attend cultural or recreational events in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Events at the program (e.g. meetings, performances, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other ( <i>Please specify:</i> _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Do you evaluate your program or assess program effectiveness?

- Yes
- No

[IF YES to 35]

36. Which of the following types of evaluation does your program conduct? *Please check all that apply.*

- Surveys of youth needs or interests
- Quality assessment
- Formal evaluation of youth outcomes
- Formal evaluation of program quality
- Formal evaluation of parental involvement
- Other (*Please specify:* \_\_\_\_\_)



[IF YES to 35]

37. How often do you conduct evaluation or program assessment activities?

- At least once a week
- 2-3 times per month
- Once a month
- 1-2 times per academic term
- Less than 1-2 times per academic term
- Never
- Other (*Please specify:*\_\_\_\_\_)

<b>38. How much of a challenge to implementing high-quality programming are each of the following?</b>	<b>Significant Challenge</b>	<b>Moderate Challenge</b>	<b>Minimal Challenge</b>	<b>Not a Challenge</b>
a. Adequacy of facilities and availability of space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Adequacy of instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communication between center staff and staff at participants' school(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Recruitment of youth to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Youth attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student readiness for or engagement in programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Parent and family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Sufficiency of program funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Adequacy of staff training and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other ( <i>Please specify:</i> _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**THANK YOU FOR COMPLETING THE SURVEY!**

LEARNING POINT ASSOCIATES  
TEXAS 21<sup>ST</sup> CCLC EVALUATION  
GRANTEE DIRECTOR/PROJECT COORDINATOR SURVEY

Thank you for taking the time to participate in the pilot of the Texas 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLCs) surveys. This survey is conducted by Learning Point Associates, an independent, non-profit education evaluation organization under contract to the Texas Education Agency. **Your responses to the survey are strictly confidential.** Results for a particular respondent or a particular program will not be released in any form. The aggregated results will be used by Learning Point Associates in conducting the statewide study of the 21<sup>st</sup> CCLC program, in particular to provide a descriptive profile of 21<sup>st</sup> CCLCs across the state. **This is not an evaluation of any individual respondent, center, or grant.**

If you have any questions or need assistance in completing the survey, please contact Chloe Gibbs ([chloe.gibbs@learningpt.org](mailto:chloe.gibbs@learningpt.org)) via email or at 1-800-356-2735. Thank you in advance for your participation.

Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Grantee Name: \_\_\_\_\_ Grantee ID: \_\_\_\_\_

**ABOUT YOU**

1. In total, how many years have you worked as a youth worker or teacher?
2. How many of those years have been with this program (including current year)?
3. How many of those years have been in a director or coordinator capacity (including current year)?
4. What is your highest level of education?
  - Less than high school
  - High school or GED
  - Some college, other classes/training not related to a degree
  - Completed two-year college degree
  - Completed four-year college degree
  - Some graduate work
  - Master's degree or higher

5. Do you hold a teaching credential or certification?

Yes

No

6. Did you work in this same position last year?

Yes

No

7. On average, how many hours per week do you work in your capacity as grantee director/ project coordinator?

**ABOUT YOUR PROGRAM**

<i>8. To what extent is each of the following an objective or goal of programming at centers funded by your grant?</i>	<b>Primary Objective</b>	<b>Secondary Objective</b>	<b>Not an Objective</b>
a. Provide a safe environment for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Help youth improve their academic performance (e.g., Grades, test scores)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Help youth improve their TAKS scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Help youth develop socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide opportunities for cultural enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provide recreational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Provide physical fitness or athletic opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Provide activities to support college or career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Provide health/well-being/life skills development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Provide community service or civic engagement opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Provide leadership opportunities for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Provide hands-on academic enrichment activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Help parents and/or other adults with literacy or other skills (e.g., parenting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

n. Help connect youth to their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Support working families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Promote respect for diversity among youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Help connect parents with their child's school and/or community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Identify health or social services youth need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Provide youth with positive adult guidance and/or mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Other ( <i>Please specify:</i> _____)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>9. Please indicate which of these program objectives constitute the top three priorities for centers funded by your grant:</b>	
a. Provide a safe environment for youth	<input type="radio"/>
b. Help youth improve their academic performance (e.g., Grades, test scores)	<input type="radio"/>
c. Help youth improve their TAKS scores	<input type="radio"/>
d. Help youth develop socially	<input type="radio"/>
e. Provide opportunities for cultural enrichment	<input type="radio"/>
f. Provide recreational activities	<input type="radio"/>
g. Provide physical fitness or athletic opportunities	<input type="radio"/>
h. Provide activities to support college or career readiness	<input type="radio"/>
i. Provide health/well-being/life skills development	<input type="radio"/>
j. Provide community service or civic engagement opportunities	<input type="radio"/>
k. Provide leadership opportunities for youth	<input type="radio"/>
l. Provide hands-on academic enrichment activities	<input type="radio"/>
m. Help parents and/or other adults with literacy or other skills (e.g.,	<input type="radio"/>

parenting)	
n. Help connect youth to their community	<input type="radio"/>
o. Support working families	<input type="radio"/>
p. Promote respect for diversity among youth	<input type="radio"/>
q. Help connect parents with their child's school and/or community	<input type="radio"/>
r. Identify health or social services youth need	<input type="radio"/>
s. Provide youth with positive adult guidance and/or mentors	<input type="radio"/>
t. Other ( <i>Please specify:</i> _____)	<input type="radio"/>

<b>10. To what extent is the provision of activities in the following areas a priority for centers funded by your grant?</b>	<b>Primary Priority</b>	<b>Secondary Priority</b>	<b>Not a Priority</b>
a. Activities to support academic skills development and/or academic achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Activities to support artistic development and social and cultural awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Activities to support physical fitness, recreation, and healthy life skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Activities to support civic engagement and community services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Activities to support career exploration and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Activities to support college or career readiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b><i>11. To what extent are centers funded by your grant:</i></b>	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
a. Providing students with learning opportunities not available during the regular school day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing enough available spots to serve all interested students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Providing curriculum and instruction that reinforce concepts aligned with the school day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Contributing to the overall effectiveness of their feeder schools?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Contributing to improved student skills in reading?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Contributing to improved student skills in math?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Contributing to improved student behaviors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<i>12. To what extent are centers funded by your grant:</i>	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
a. Coordinating program offerings with each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Offering programming coordinated with the regular school day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Employing school day teachers who work directly in the centers in addition to the regular school day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Facilitating interaction between center staff and school day teachers to support program delivery?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Establishing mechanisms for communication between school day teachers and center staff?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Offering programming to engage and involve students' families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Establishing mechanisms for communication between center staff and participants' parents?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>13. To what extent are you involved in:</b>	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
a. The overall management of centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The daily operations of centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Allocating funds and managing fiscal operations of centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Coordinating transportation to and from centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Providing curriculum materials for centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Hiring staff for and/or staffing centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Providing staff development for staff at centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<b>14. To what extent are you involved in:</b>	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
a. Program goal-setting for centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Linking program goals to program design for centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Evaluating program implementation in centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Assessing student progress in centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Establishing measures of program effectiveness for centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Collecting program data from centers funded by your grant?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Facilitating the submission of or supplying program data for state and federal reporting requirements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>15. To what extent are staff at centers funded by your grant expected to:</b>	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
a. Report data to the grantee office on program operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Report data to the grantee office on program outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Develop tutorial or other student learning plans for program participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Align student learning plans to district or state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>16. How much of a challenge to implementing high-quality programming are each of the following?</b>	<b>Significant Challenge</b>	<b>Moderate Challenge</b>	<b>Minimal Challenge</b>	<b>Not a Challenge</b>
a. Adequacy of facilities and availability of space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Adequacy of instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communication between center staff and staff at participants' school(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Recruitment of youth to participate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Youth attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student readiness for or engagement in programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Parent and family involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Sufficiency of program funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Adequacy of staff training and experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other ( <i>Please specify: _____</i> )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**THANK YOU FOR COMPLETING THE SURVEY!**

**Appendix D: Grantee Director/Project Coordinator Survey Responses**

**Table D1: Grantee Director/Project Coordinator’s Highest Level of Education**

N=79	<b>Percentage</b>
Less than high school	0%
High school or GED	0%
Some college, other classes/training not related to a degree	1.3%
Completed two year college degree	2.5%
Completed four year college degree	12.7%
Some graduate work	12.7%
Master’s degree or higher	70.9%

**Table D2: Percentage of Grantee Director/Project Coordinator with a Teaching License**

N=79	<b>Percentage</b>
Yes	53.2%
No	46.8%

**Table D3: Percentage of Grantee Director/Project Coordinator’s who Worked in the Same Position Last Year**

N=79	<b>Percentage</b>
Yes	89.9%
No	10.1%

**Table D4: Extent to which Each of the Following is an Objective or Goal of Programming at Centers Funded by the Grant**

	Percentage		
	Primary Objective	Secondary Objective	Not an Objective
Provide a safe environment for youth ( <i>N</i> =79).	97%	3%	0%
Help youth improve their academic performance (e.g., Grades, test scores) ( <i>N</i> =79).	96%	4%	0%
Help youth improve their TAKS scores ( <i>N</i> =79).	77%	23%	0%
Help youth develop socially ( <i>N</i> =79).	79%	21%	0%
Provide opportunities for cultural enrichment ( <i>N</i> =79).	54%	43%	3%
Provide recreational activities ( <i>N</i> =79).	55%	45%	0%
Provide physical fitness or athletic opportunities ( <i>N</i> =77).	53.2%	45.5%	1.3%
Provide activities to support college or career readiness ( <i>N</i> =77).	49.4%	35.1%	15.6%
Provide health/well being/life skills development ( <i>N</i> =76).	63.2%	36.8%	0%
Provide community service or civic engagement opportunities ( <i>N</i> =77).	31.2%	58.4%	10.4%
Provide leadership opportunities for youth ( <i>N</i> =77).	58.4%	36.4%	5.2%
Provide hands-on academic enrichment activities ( <i>N</i> =75).	97.3%	2.7%	0%
Help parents and/or other adults with literacy or other skills (e.g., parenting) ( <i>N</i> =77).	45.5%	51.9%	2.6%
Help connect youth to their community ( <i>N</i> =76).	46.1%	43.4%	10.5%
Support working families ( <i>N</i> =77).	48.1%	40.3%	11.7%
Promote respect for diversity among youth ( <i>N</i> =76).	65.8%	28.9%	5.3%
Help connect parents with their child's school and/or community ( <i>N</i> =77).	58.4%	39%	2.6%
Identify health or social services youth need ( <i>N</i> =77).	39%	41.6%	19.5%
Provide youth with positive adult guidance and/or mentors ( <i>N</i> =77).	72.7%	23.4%	3.9%

**Table D5: Extent to which the Following Program Objectives Constitute the Top Three Priorities of the Centers Funded by the Grant**

N=79	Percentage
Provide a safe environment for youth.	72.2%
Help youth improve their academic performance (e.g., Grades, test scores).	73.4%
Help youth improve their TAKS scores.	26.6%
Help youth develop socially.	8.9%
Provide opportunities for cultural enrichment.	6.3%
Provide recreational activities.	5.1%
Provide physical fitness or athletic opportunities.	6.3%
Provide activities to support college or career readiness.	5.1%
Provide health/well being/life skills development.	10.1%
Provide community service or civic engagement opportunities.	1.3%
Provide leadership opportunities for youth.	1.3%
Provide hands-on academic enrichment activities.	43%
Help parents and/or other adults with literacy or other skills (e.g., parenting).	3.8%
Help connect youth to their community.	0%
Support working families.	7.6%
Promote respect for diversity among youth.	1.3%
Help connect parents with their child's school and/or community.	8.9%
Identify health or social services youth need.	0%

**Table D6: Extent to which the Provision of Activities in the Following Areas is a Priority for Centers Funded by the Grant**

	Percentage		
	Primary Priority	Secondary Priority	Not an Priority
Activities to support academic skills development and/or academic achievement (N=75).	97.3%	2.7%	0%
Activities to support artistic development and social and cultural awareness (N=75).	60%	38.7%	1.3%
Activities to support physical fitness, recreation, and healthy life skills (N=75).	61.3%	38.7%	0%
Activities to support civic engagement and community services (N=74).	32.4%	55.4%	12.2%
Activities to support career exploration and development (N=75).	29.3%	50.7%	20%
Activities to support college or career readiness (N=75).	40%	36%	24%

**Table D7: Extent to which Centers Funded by Grant Participate in the Following Activities**

<i>The extent to which centers funded by grant:</i>	Percentage				
	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Provide students with learning opportunities not available during the regular school day (N=75).	90.7%	6.7%	1.3%	1.3%	0%
Provide enough available spots to serve all interested students (N=75).	65.3%	25.3%	5.3%	2.7%	1.3%
Provide curriculum and instruction that reinforce concepts aligned with the school day (N=75).	80%	20%	0%	0%	0%
Contribute to overall effectiveness of feeder schools (N=75).	50.7%	20%	14.7%	2.7%	12%
Contribute to improved student skills in reading (N=75).	80%	16%	4%	0%	0%
Contribute to improved student skills in math (N=75).	81.3%	14.7%	4%	0%	0%
Contribute to improved student behaviors (N=75).	68%	24%	8%	0%	0%

**Table D8: Extent to which Centers Funded by Grant Participate in the Following Activities**

<i>The extent to which centers funded by grant:</i>	Percentage				
	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Coordinate program offerings with each other (N=75).	65.3%	26.7%	8%	0%	0%
Offer programming coordinated with the regular school day (N=74).	73%	13.5%	9.5%	1.4%	2.7%
Employ school day teachers who work directly in the centers in addition to the regular school day (N=73).	68.5%	19.2%	11%	0%	1.4%
Facilitate interaction between center staff and school day teachers to support program delivery (N=75).	68%	29.3%	2.7%	0%	0%
Establish mechanisms for communication between school day teachers and center staff (N=75).	68%	26.7%	5.3%	0%	0%
Offering programming to engage and involve students' families (N=75).	68%	26.7%	5.3%	0%	0%
Establish mechanisms for communication between center staff and participants' parents (N=75).	50.7%	34.7%	14.7%	0%	0%

**Table D9: Extent to which Grantee Directors are Involved in the Following Activities**

<i>The extent to which grantee directors are involved in:</i>	Percentage				
	Very Much	Moderately	Somewhat	Not at All	Not Applicable
The overall management of centers funded by their grant (N=75).	93.3%	4%	1.3%	0%	1.3%
The daily operation of centers funded by their grant (N=72).	50%	26.4%	19.4%	4.2%	0%
Allocating funds and managing fiscal operations of centers funded by their grant (N=75).	86.7%	9.3%	4%	0%	0%
Coordinating transportation to and from centers funded by their grant (N=75).	32%	32%	20%	8%	8%
Providing curriculum materials for centers funded by their grant (N=75).	52%	30.7%	8%	8%	1.3%
Hiring staff for and/or staffing centers funded by their grant (N=75).	60%	20%	14.7%	5.3%	0%
Providing staff development for staff at centers funded by their grant (N=75).	72%	18.7%	6.7%	2.7%	0%

**Table D10: Extent to which the Directors are Involved in the Following Activities**

<i>The extent to which the directors are involved in:</i>	Percentage				
	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Program goal setting for centers funded by their grant (N=75).	89.3%	6.7%	4%	0%	0%
Linking program goals to program design for centers funded by their grant (N=75).	85.3%	10.7%	4%	0%	0%
Evaluating program implementation in centers funded by their grant (N=75).	80%	14.7%	5.3%	0%	0%
Assessing student progress in centers funded by their grant (N=75).	57.3%	17.3%	18.7%	5.3%	1.3%
Establishing measures of program effectiveness for centers funded by their grant (N=74).	71.6%	18.9%	8.1%	0%	1.4%
Collecting program data from centers funded by their grant (N=74).	68.9%	14.9%	13.5%	1.4%	1.4%
Facilitating the submission of or supplying program data for state and federal reporting requirements (N=74).	79.7%	10.8%	8.1%	1.4%	0%

**Table D11: Extent to which Staff at Centers are Expected to Perform the Following Activities**

<i>The extent to which staff at centers are expected to:</i>	Percentage				
	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Report data to the grantee office on program operations (N=75).	92%	6.7%	1.3%	0%	0%
Report data to the grantee office on program outcomes (N=75).	84%	10.7%	5.3%	0%	0%
Develop tutorial or other student learning plans for program participants (N=75).	73.3%	9.3%	10.7%	4%	2.7%
Align student learning plans to district or state standards (N=75).	73.3%	14.7%	8%	4%	0%

**Table D12: Challenges to Implementing High Quality Programming**

<i>How much of a challenge the following are to implementing high quality programming?</i>	Percentage			
	Significant Challenge	Moderate Challenge	Minimal Challenge	Not a Challenge
Adequacy of facilities and availability of space (N=75).	13.3%	30.7%	25.3%	30.7%
Adequacy of instructional materials (N=75).	4%	22.7%	42.7%	30.7%
Communication between center staff and staff at participants' school(s) (N=75).	4%	30.7%	34.7%	30.7%
Recruitment of youth to participate (N=75).	12%	24%	38.7%	25.3%
Youth attendance (N=74).	10.8%	32.4%	36.5%	20.3%
Student readiness for or engagement in programming (N=74)	4.1%	27%	41.9%	27%
Parent and family involvement (N=75).	41.3%	42.7%	12%	4%
Sufficiency of program funding (N=75).	28%	30.7%	28%	13.3%
Adequacy of staff training and experience (N=75).	12%	34.7%	36%	17.3%



## Appendix E: Center Director/Program Coordinator Survey Responses

**Table E1: Respondent’s Highest Level of Education**

<i>N</i> = 225	Percentage
Less than high school	0%
High school or GED	1.8%
Some college, other classes/training not related to a degree	8.4%
Completed two year college degree	8.9%
Completed four year college degree <sup>15</sup>	—
Some graduate work	35.1%
Master’s degree or higher	45.8%

**Table E2: Respondent Holds a Teaching Credential or Certification**

<i>N</i> = 228	Percentage
Yes	61.4%
No	38.6%

**Table E3: Respondent Worked in the Center Last Year**

<i>N</i> = 227	Percentage
Yes, as the center director/program coordinator	73.1%
Yes, as a staff member	9.3%
Yes, other	4.8%
No	12.8%

**Table E4: Respondent Held Another Job in Addition to Their Work at the Center**

<i>N</i> = 229	Percentage
Yes	55.5%
No	44.5%

<sup>15</sup> Due to a technical malfunction with the online survey, respondents were unable to select this response option.

**Table E5: Which of the Following Groups of Youth the Centers Seek to Serve (Check All That Apply)**

<i>N</i> = 231	Percentage
Open enrollment for all interested youth.	86.1%
Youth who scored “below proficient” on local or state assessments.	57.1%
Youth identified by their school as needing special assistance in reading and/or math.	64.1%
Youth who are English language learners.	54.5%
Youth who are eligible to receive free or reduced-priced lunch.	52.4%
Youth who are recommended by school day teachers or counselors.	65.8%
Youth with siblings already attending the program.	55.8%
Youth who participate in other programs sponsored by our organization.	22.5%
Youth who are referred through our organization.	26.4%

**Table E6: How the Programs or Activities Offered are Selected by the Center (Check All That Apply)**

<i>N</i> = 231	Percentage
Programs are selected and designed based on student needs identified by local and state assessments.	65.8%
Programs are selected and designed around curriculum guidelines.	54.1%
Programs are selected and designed to align with standards adopted by the district or state.	53.7%
Programs are selected and designed based (at least in part) by school day teacher feedback.	55%

**Table E7: Program Uses a Published or Externally Developed Curriculum to Guide Any Activities**

<i>N</i> = 221	Percentage
Yes	60.6%
No	39.4%

**Table E8: The Extent to which Each of the Following is an Objective or Goal of Programming at the Center**

	<b>Primary Objective</b>	<b>Secondary Objective</b>	<b>Not an Objective</b>
Provide a safe environment for youth ( <i>N</i> =227).	96.9%	3.1%	0%
Help youth improve their academic performance (e.g., Grades, test scores) ( <i>N</i> =227).	93.8%	6.2%	0%
Help youth improve their TAKS scores ( <i>N</i> =225).	79.1%	21.1%	1.3%
Help youth develop socially ( <i>N</i> =227).	78.9%	21.1%	0%
Provide opportunities for cultural enrichment ( <i>N</i> =225).	61.8%	35.6%	2.7%
Provide recreational activities ( <i>N</i> =227).	60.8%	37.4%	1.8%
Provide physical fitness or athletic opportunities ( <i>N</i> =226).	59.3%	37.2%	3.5%
Provide activities to support college or career readiness ( <i>N</i> =221).	34.8%	39.8%	25.3%
Provide health/well being/life skills development ( <i>N</i> =227).	55.9%	39.2%	4.8%
Provide community service or civic engagement opportunities ( <i>N</i> =225).	31.6%	52%	16.4%
Provide leadership opportunities for youth ( <i>N</i> =224).	50.4%	36.2%	13.4%
Provide hands-on academic enrichment activities ( <i>N</i> =224).	92%	8%	0%
Help parents and/or other adults with literacy or other skills (e.g., parenting) ( <i>N</i> =226).	41.6%	48.7%	9.7%
Help connect youth to their community ( <i>N</i> =225).	35.6%	52.9%	11.6%
Support working families ( <i>N</i> =225).	50.2%	39.6%	10.2%
Promote respect for diversity among youth ( <i>N</i> =225).	64.4%	32.9%	2.7%
Help connect parents with their child's school and/or community ( <i>N</i> =226).	55.3%	38.1%	6.6%
Identify health or social services youth need ( <i>N</i> =223).	25.6%	46.6%	27.8%
Provide youth with positive adult guidance and/or mentors ( <i>N</i> =223).	70.9%	25.6%	3.6%

**Table E9: Which of the Following Program Objectives Constitute the Top Three Priorities of the Center**

<i>N</i> = 231	Percentage
Provide a safe environment for youth	72.7%
Help youth improve their academic performance (e.g., Grades, test scores)	66.2%
Help youth improve their TAKS scores	30.7%
Help youth develop socially.	14.7%
Provide opportunities for cultural enrichment.	8.2%
Provide recreational activities.	9.5%
Provide physical fitness or athletic opportunities.	5.2%
Provide activities to support college or career readiness.	3.9%
Provide health/well being/life skills development.	12.1%
Provide community service or civic engagement opportunities.	1.3%
Provide leadership opportunities for youth.	5.6%
Provide hands-on academic enrichment activities.	33.8%
Help parents and/or other adults with literacy or other skills (e.g., parenting).	3.9%
Help connect youth to their community.	0%
Support working families.	6.9%
Promote respect for diversity among youth.	0%
Help connect parents with their child's school and/or community.	6.9%
Identify health or social services youth need.	0%
Provide youth with positive adult guidance and/or mentors.	11.7%

**Table E10: How Often the Program Provides Activities for Participants in the Following Areas**

	Frequently	Sometimes	Never
Activities to support academic skills development and/or academic achievement ( <i>N</i> =219).	98.6%	1.4%	0%
Activities to support artistic development and social and cultural awareness ( <i>N</i> =218).	79.4%	20.2%	0.5%
Activities to support physical fitness, recreation, and healthy life skills ( <i>N</i> =219).	87.7%	12.3%	0%
Activities to support civic engagement and community services ( <i>N</i> =218).	15.1%	73.4%	11.5%
Activities to support career exploration and development ( <i>N</i> =218).	16.1%	61%	22.9%
Activities to support college or career readiness ( <i>N</i> =216).	19.9%	53.2%	26.9%

**Table E11: The Extent to which the Following Statements Reflect Programming at the Center**

	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
Groups are small enough for staff to meet participants' needs ( <i>N</i> =218).	60.6%	28.9%	10.1%	0.5%	0%
The time allowed for activities is generally appropriate ( <i>N</i> =217).	80.2%	17.5%	1.8%	0.5%	0%
Participants have freedom in selecting at least some of their activities ( <i>N</i> =219).	45.7%	28.3%	22.4%	3.2%	0.5%
Participants have regular opportunities to lead activities ( <i>N</i> =215).	27%	33%	32.6%	6%	1.4%
Participants have regular opportunities to spend time alone if needed or desired ( <i>N</i> =218).	14.7%	23.9%	34.4%	21.6%	5.5%
This program has a process in place for obtaining participants' input and suggestions ( <i>N</i> =218).	30.3%	34.9%	29.8%	4.6%	0.5%
Procedures for dealing with participant behavior issues are in place ( <i>N</i> =218).	88.1%	8.7%	3.2%	0%	0%
Procedures for dealing with participant behavior issues are effective ( <i>N</i> =219).	74.9%	21.5%	3.7%	0%	0%
Participants with special needs are successfully integrated ( <i>N</i> =219).	58%	28.3%	10.5%	0.9%	2.3%

**Table E12: The Extent to which the Following Statements Reflect Programming at the Center**

	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
Staff ask for and listen to student opinions about the way things should work in this program (N=219).	42.8%	37.9%	15.5%	1.8%	0.9%
Staff create environments where young people feel trusted, respected, and empowered (N=218).	81.7%	16.1%	1.8%	0%	0.5%
Staff provide ongoing opportunities for youth to reflect on their experiences and offer feedback (N=219).	52.5%	37%	9.6%	0.5%	0.5%
Staff effectively motivate and inspire young people to think, make decisions, and solve problems (N=217).	69.1%	27.6%	2.8%	0.5%	0%
Staff listen to youth more than talk at them (N=217).	44.2%	42.4%	12%	0.9%	0.5%
Staff actively and continuously consult and involve youth (N=218).	52.3%	34.9%	11.5%	1.4%	0%
Staff cultivate opportunities for young people to lead (N=219).	41.6%	39.3%	16.4%	2.7%	0%

**Table E13: Approximate proportion of current program staff who worked in the center last year, 2006-2007**

<i>N</i> = 217	<b>Percentage</b>
More than half	57.1%
About half	15.2%
Less than half	22.6%
None	2.8%
Don't know	2.3%

**Table E14: The Center has a Parent Liaison or Parent Outreach Coordinator**

<i>N</i> = 217	Percentage
Yes, as a volunteer position	20.3%
Yes, as a paid part time position	15.2%
Yes, as a paid full-time position	12.9%
No	51.6%

**Table E15: The Center has an Administrative Support Position (e.g., an attendance or data clerk)**

<i>N</i> = 217	Percentage
Yes, as a volunteer position	6.5%
Yes, as a paid part time position	35%
Yes, as a paid full-time position	21.7%
No	36.9%

**Table E16: The Center has a Master Teacher or Education Specialist**

<i>N</i> = 214	Percentage
Yes, as a volunteer position	6.1%
Yes, as a paid part-time position	26.6%
Yes, as a paid full-time position	19.2%
No	48.1%

**Table E17: How often the respondent holds staff meetings with center staff**

<i>N</i> = 212	Percentage
At least once a week	22.6%
2-3 times per month	14.6%
Once a month	28.8%
1-2 times per academic term	26.4%
Less than 1-2 times per academic term	6.6%
Never	0.9%

**Table E18: The Most Common Topics or Agenda Items at These Staff Meetings (Check All That Apply)**

<i>N</i> = 231	Percentage
Program attendance	48.5%
Curriculum	42.9%
Planning program activities	73.2%
Students and/or their needs	65.4%
Training/professional development for staff in a particular area	30.3%
Program rules and operating procedures	56.7%
Program goals and purposes	55%

**Table E19: The Requirement of Center Staff to Submit Written Activity or Lesson Plans to Respondent or Another Supervisor**

<i>N</i> = 216	Percentage
I [center director] require most or all staff to submit activity plans on a regular basis.	50.9%
I [center director] require some staff to submit plans on a regular basis.	13%
I [center director] occasionally ask staff to submit activity plans.	18.1%
I [center director] do not ask staff to submit activity plans.	18.1%

**Table E20: How Often the Program Makes Changes to the Grant Plan**

<i>N</i> = 212	Percentage
Frequently, once a month or more often	3.3%
Sometimes, 1-2 times per academic term	17.9%
Rarely, less than 1-2 times per academic term	48.1%
Never	30.7%

**Table E21: Alignment of Programming at the Center to the Grant Application**

<i>N</i> = 217	Percentage
Very aligned	68.7%
Moderately aligned	21.7%
Somewhat aligned	3.2%
Not aligned	0%
Don't know/ I have not seen the grant application.	6.5%



**Table E22: Which of the Following Types of Training, Related Specifically to This Program, Were Required, Offered, and/or Attended in the Past 12 Months**

<i>N</i> = 231	Required	Offered	Attended
Program management and operations	41.6%	28.6%	53.7%
Academic enrichment/content specific (i.e., literacy)	26.8%	35.5%	41.1%
Activity planning	28.6%	33.3%	46.8%
Conflict resolution	12.1%	23.8%	25.1%
Working with a diverse student population	12.1%	27.3%	27.7%
Child development; developmentally appropriate practice	12.6%	21.2%	19%
Maintaining health and safe environments	20.8%	22.1%	26%
Family and community engagement	21.6%	25.1%	33.8%

**Table E23: Approximate Number of Total Hours of Program-Related Training Received During the Past 12 Months**

<i>N</i> = 216	Percentage
More than 20 hours	34.3%
16-20 hours	17.1%
11-15 hours	14.4%
5-10 hours	20.4%
Fewer than 5 hours	10.6%
No hours	3.2%

**Table E24: Approximate Number of Hours of Program-Related Training Members of Staff Have Received, on Average, During the Past 12 Months**

<i>N</i> = 214	Percentage
More than 20 hours	10.3%
16-20 hours	8.9%
11-15 hours	12.6%
5-10 hours	34.1%
Fewer than 5 hours	27.6%
No hours	6.5%

**Table E25: Agreement with the Following Statements About Center’s Staff**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don’t know</b>
Staff at this center communicate effectively with each other (N=216).	59.7%	30%	1.9%	0%	0.5%
Staff at this center help out even though it may not be part of their official assignment (N=216).	62.5%	35.2%	1.9%	0%	0.5%
Staff at this center have an effective process for making group decisions (N=216).	47.7%	45.4%	5.1%	0%	1.9%
Staff at this center have an effective process for solving problems (N=216).	52.3%	44%	2.3%	0%	1.4%

**Table E26: Agreement with the Following Statements About the Job**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don’t know</b>
I enjoy working in this program (N=216).	75.5%	21.3%	1.9%	1.4%	0%
I have the materials I need to do a good job (N=216).	64.4%	30.1%	3.2%	1.9%	0.5%
I have the space I need to do a good job (N=216).	50.9%	37.5%	10.2%	1.4%	0%
I get the support I need to do a good job (N=214).	53.3%	36%	7.5%	2.8%	0.5%
I get the feedback I need from my supervisor (N=216).	53.2%	34.3%	7.4%	4.2%	0.9%
I find working in this program rewarding (N=215).	70.2%	26.5%	1.9%	0.9%	0.5%
In most ways, this job is close to my ideal (N=215).	44.2%	36.7%	13%	2.3%	3.7%
The condition of my current job is excellent (N=213).	43.7%	41.8%	10.3%	2.3%	3.7%
I am satisfied with this job (N=215).	54.9%	36.3%	5.6%	2.3%	0.9%

**Table E27: Whether Respondent Receives Each of the Following and Frequency of Use in Planning Program Activities**

	<b>Receive, and Use Frequently</b>	<b>Receive, and Use Sometimes</b>	<b>Receive, but Never Use</b>	<b>Do Not Receive</b>
Students' academic or education plans (N=214).	36.4%	32.2%	1.4%	29.9%
Students' standardized test scores (N=213)	49.8%	30%	2.3%	17.8%
Students' Grades (N=213)	48.4%	30%	1.4%	20.2%
Input from students' school day teachers (N=212)	63.7%	29.2%	0.9%	6.1%
Input from parents (N=213)	41.3%	45.1%	0.5%	13.1%

**Table E28: How Often Respondent Discusses the Following with Principals, Teachers, or Other Key Staff at the Participants' School(s) Who Are Not Center Staff**

	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
Curriculum concepts being taught in school (N=213).	46%	46.9%	7%
Homework assignments (N=212).	50.9%	42.9%	6.1%
The academic needs or progress of students participating in the program (N=213).	65.3%	32.4%	2.3%
Issues related to program logistics (N=213).	51.6%	42.7%	5.6%
Program attendance (N=214).	51.4%	42.1%	6.5%
Students' behavioral problems (N=212).	57.5%	37.7%	4.7%
How to make academic support in the program more effective (N=209).	52.6%	41.6%	5.7%

**Table E29: How Often Respondent:**

	<b>Frequently</b>	<b>Sometimes</b>	<b>Never</b>
Sends materials about the program home to parents (N=213).	51.6%	46%	2.3%
Holds events or meetings to which parents are invited (N=212).	39.2%	56.6%	4.2%
Holds events or meetings to which community members are invited (N=212).	20.3%	61.8%	17.9%
Has conversations with parents over the phone (N=213).	56.8%	40.8%	2.3%
Meets with one or more parents (N=213).	47.9%	49.3%	2.8%

**Table E30: How Often the Center Provides the Following Types of Events or Activities for Parents and Families**

	Frequently	Sometimes	Never
Classes to help parents develop their own skills (e.g., GED preparation, computer skills, etc.) (N=214).	38.3%	36.9%	24.8%
Parenting classes (e.g., classes to help parents learn about the school system and communicate with the school, how to help their children with schoolwork and prepare for tests, etc.) (N=213).	27.7%	41.3%	31%
English as a Second Language (ESL) classes (N=214).	37.9%	25.7%	36.4%
Opportunities to hear from and talk with representatives from local agencies or other organizations (e.g., health, police, employment and training programs) (N=213).	12.7%	54%	33.3%
Opportunities to attend cultural or recreational events in the community (N=214).	13.6%	52.3%	34.1%
Events at the program (e.g. meetings, performances, etc.) (N=212).	34.4%	57.1%	8.5%

**Table E31: The Center Evaluates Program or Assesses Program Effectiveness**

<i>N</i> = 202	Percentage
Yes	77.2%
No	22.8%

**Table E32: If Yes, Which of the Following Types of Evaluation the Program Conducts (Check All That Apply)**

<i>N</i> = 231	Percentage
Surveys of youth needs or interests	53.7%
Quality assessment	31.2%
Formal evaluation on youth outcomes	25.1%
Formal evaluation of program quality	32.9%
Formal evaluation of parental involvement	22.1%

**Table E33: How Often the Program Conducts Evaluation or Program Assessment Activities**

<i>N</i> = 150	Percentage
At least once a week	4.7%
2-3 times per month	6.7%
Once a month	12.7%
1-2 times per academic term	59.3%
Less than 1-2 times per academic term	16%
Never	0.7%

**Table E34: How Much of a Challenge the Following Are to Implementing High Quality Programming**

	Significant Challenge	Moderate Challenge	Minimal Challenge	Not a Challenge
Adequacy of facilities and availability of space ( <i>N</i> =213).	12.2%	26.8%	25.4%	35.7%
Adequacy of instructional materials ( <i>N</i> =213).	6.6%	20.7%	30%	42.7%
Communication between center staff and staff at participants' school(s) ( <i>N</i> =213).	7%	16.9%	31.9%	44.1%
Recruitment of youth to participate ( <i>N</i> =213).	10.3%	17.8%	32.4%	39.4%
Youth attendance ( <i>N</i> =212).	13.2%	22.6%	33%	31.1%
Student readiness for or engagement in programming ( <i>N</i> =213).	5.2%	17.8%	42.7%	34.3%
Parent and family involvement ( <i>N</i> =212).	34.4%	28.8%	26.4%	10.4%
Sufficiency of program funding ( <i>N</i> =213).	20.7%	25.4%	28.6%	25.4%
Adequacy of staff training and experience ( <i>N</i> =212).	9.9%	25.5%	39.2%	25.5%

## Appendix F: Center Staff Survey Responses

**Table F1: Respondent’s Highest Level of Education**

<i>N</i> = 64	Percentage
Less than high school	0%
High school or GED	4.7%
Some college, other classes/training not related to a degree	10.9%
Completed two year college degree	6.3%
Completed four year college degree	32.8%
Some graduate work	15.6%
Master’s degree or higher	29.7%

**Table F2: Respondent Holds a Teaching Credential or Certification**

<i>N</i> = 64	Percentage
Yes	70.3%
No	29.7%

**Table F3: Respondent’s Primary Role in the Program**

<i>N</i> = 63	Percentage
Teach or lead regular program activities (e.g., group leader).	57.1%
Assist in activities (e.g., assistant group leader).	6.3%
Master teacher or educational specialist (e.g., supervise or train other program staff).	6.3%
Activity specialist (e.g., dance instructor, music instructor, martial arts instructor).	3.2%
Parent liaison.	0%
Perform administrative duties.	27%

**Table F4: Respondent Worked in the Center Last Year**

<i>N</i> = 64	Percentage
Yes	98.4%
No	1.6%

**Table F5: Respondent Held Another Job in Addition to Their Work at Their Center**

<i>N</i> = 63	Percentage
Yes	74.6%
No	25.4%

**Table F6: The Extent to which the Following Statements Reflect Programming at Their Center**

	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
Groups are small enough for staff to meet participants' needs ( <i>N</i> =64).	57.8%	28.1%	14.1%	0%	0%
The time allowed for activities is generally appropriate ( <i>N</i> =64).	71.9%	20.3%	7.8%	0%	0%
Participants have freedom in selecting at least some of their activities ( <i>N</i> =64).	51.6%	29.7%	14.1%	3.1%	1.6%
Participants have regular opportunities to lead activities ( <i>N</i> =64).	37.5%	32.8%	21.9%	6.3%	1.6%
Participants have regular opportunities to spend time alone if needed or desired ( <i>N</i> =64).	28.1%	20.3%	25%	23.4%	3.1%
This program has a process in place for obtaining participants' input and suggestions ( <i>N</i> =64).	42.2%	32.8%	21.9%	3.1%	0%
Procedures for dealing with participant behavior issues are in place ( <i>N</i> =63).	74.6%	12.7%	11.1%	1.6%	0%
Procedures for dealing with participant behavior issues are effective ( <i>N</i> =64).	65.6%	23.4%	7.8%	3.1%	0%
Participants with special needs are successfully integrated ( <i>N</i> =64).	64.1%	14.1%	9.4%	1.6%	10.9%

**Table F7: The Extent to which the Following Statements Reflect Programming at Their Center**

	<b>Very Much</b>	<b>Moderately</b>	<b>Somewhat</b>	<b>Not at All</b>	<b>Not Applicable</b>
Staff ask for and listen to student opinions about the way things should work in this program ( <i>N</i> =64).	42.2%	40.6%	15.6%	1.6%	0%
Staff create environments where young people feel trusted, respected, and empowered ( <i>N</i> =64).	73.4%	25%	0%	1.6%	0%
Staff provide ongoing opportunities for youth to reflect on their experiences and offer feedback ( <i>N</i> =64).	62.5%	29.7%	6.3%	1.6%	0%
Staff effectively motivate and inspire young people to think, make decisions, and solve problems ( <i>N</i> =64).	76.6%	20.3%	1.6%	1.6%	0%
Staff listen to youth more than talk at them ( <i>N</i> =64).	56.3%	40.6%	3.1%	0%	0%
Staff actively and continuously consult and involve youth ( <i>N</i> =64).	56.3%	35.9%	7.8%	0%	0%
Staff cultivate opportunities for young people to lead ( <i>N</i> =63).	52.4%	33.3%	12.7%	0%	1.6%

**Table F8: How Often Staff Meet Together to Discuss Program-Related Issues (Without Students) for At Least 30 Minutes**

<i>N</i> = 58	Percentage
At least once a week	36.2%
2-3 times per month	15.5%
Once a month	15.5%
1-2 times per academic term	25.9%
Less than 1-2 times per academic term	3.4%
Never	3.4%

**Table F9: The Most Common Topics or Agenda Items at These Meetings (Check All That Apply)**

<i>N</i> = 65	Percentage
Program attendance	53.8%
Curriculum	66.2%
Planning program activities	72.3%
Students and/or their needs	66.2%
Training/professional development for staff in a particular area	33.8%
Program rules and operating procedures	47.7%
Program goals and purposes	61.5%

**Table F10: Staff Meetings Are:**

	Yes	No
Well organized ( <i>N</i> =62).	98.4%	1.6%
Open to input from staff ( <i>N</i> =62).	96.8%	3.2%
Open to disagreement from staff ( <i>N</i> =62).	93.5%	6.5%
Achieving agreement from all participants when necessary ( <i>N</i> =63).	96.8%	3.2%

**Table F11: During the First Months on the Job, Respondent Was:**

	Yes	No
Mentored by more experienced staff ( <i>N</i> =60).	46.7%	53.3%
Offered any kind of “beginners’ seminar” ( <i>N</i> =60).	58.3%	41.7%
Given shared planning time with a more experienced staff member ( <i>N</i> =61).	50.8%	49.2%
In daily communication with their supervisor about how things were going ( <i>N</i> =62).	80.6%	19.4%



**Table F12: Which of the Following Types of Training, Related Specifically to This Program, were Required, Offered, and/or Attended in the Past 12 Months (Check All That Apply)**

<i>N</i> = 65	Required	Offered	Attended
Classroom management	12.3%	20%	20%
Academic enrichment/content specific (i.e., literacy)	15.4%	27.7%	38.5%
Activity planning	18.5%	26.2%	44.6%
Conflict resolution	12.3%	20%	20%
Working with a diverse student population	12.3%	23.1%	24.6%
Child development; developmentally appropriate practice	13.8%	16.9%	16.9%
Maintaining health and safe environments	15.4%	13.8%	29.2%
Family and community engagement	9.2%	24.6%	27.7%

**Table F13: Approximate Number of Total Hours of Program-Related Training Received During the Past 12 Months**

<i>N</i> = 62	Percentage
More than 20 hours	16.1%
16-20 hours	6.5%
11-15 hours	11.3%
5-10 hours	32.3%
Fewer than 5 hours	22.6%
No hours	11.3%

**Table F14: How Often Center Staff:**

	Frequently	Sometimes	Never
Communicate with each other ( <i>N</i> =61).	98.4%	1.6%	0%
Work as a team ( <i>N</i> =61).	88.5%	11.5%	0%
Work individually ( <i>N</i> =61).	59%	36.1%	4.9%

**Table F15: Agreement With the Following Statements About the Center’s Staff.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don’t know</b>
Staff at this center communicate effectively with each other (N=62).	64.5%	32.3%	1.6%	0%	1.6%
Staff at this center help out even though it may not be part of their official assignment (N=62).	75.8%	22.6%	0%	1.6%	0%
Staff at this center have an effective process for making group decisions (N=61).	62.3%	36.1%	1.6%	0%	0%
Staff at this center have an effective process for solving problems (N=62).	61.3%	33.9%	4.8%	0%	0%

**Table F16: Agreement With the Following Statements About the Job.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don’t know</b>
I enjoy working in this program (N=63).	88.9%	11.1%	0%	0%	0%
I have the materials I need to do a good job (N=63).	76.2%	19%	3.2%	1.6%	0%
I have the space I need to do a good job (N=63).	79.4%	17.5%	3.2%	0%	0%
I get the support I need to do a good job (N=63).	69.8%	27%	1.6%	1.6%	0%
I get the feedback I need from my supervisor (N=63).	73%	19%	6.3%	1.6%	0%
I find working in this program rewarding (N=63).	87.3%	11.1%	1.6%	0%	0%
In most ways, this job is close to my ideal (N=63).	52.4%	39.7%	4.8%	1.6%	1.6%
The condition of my current job is excellent (N=62).	62.9%	33.9%	1.6%	1.6%	0%
I am satisfied with this job (N=61).	68.9%	27.9%	1.6%	1.6%	0%

**Table F17: How Often Respondent Leads or Participates in Program Activities That Are:**

	Frequently	Sometimes	Never
Based on written plans for the session, assignments, and projects (N=61).	65.6%	29.5%	4.9%
Well planned in advance (N=61).	77%	19.7%	3.3%
Tied to specific learning goals (N=61).	75.4%	19.7%	4.9%
Based on a curriculum model that was written by others (N=61).	45.9%	41%	13.1%
Focused on helping youth improve their TAKS scores (N=61).	77%	18%	4.9%
Providing academic remediation and support for youth (N=61).	80.3%	16.4%	3.3%
Providing homework help or tutoring for youth (N=59).	84.7%	15.3%	0%

**Table F18: How Often Participants Are Afforded the Following Opportunities in the Program**

	At least 4 to 5 hours per week	About 1 to 3 hours per week	A few hours per month	Less than one hour per month	Never
Work on an individual project or activity (N=60).	30%	46.7%	16.7%	3.3%	3.3%
Work collaboratively with other students in small groups (N=61).	55.7%	31.1%	9.8%	1.6%	1.6%
Have the freedom to choose activities or projects (N=61).	37.7%	26.2%	23%	9.8%	3.3%
Work on projects that take more than one day to complete (N=60).	30%	43.3%	6.7%	8.3%	11.7%
Lead group activities (N=61).	14.8%	36.1%	32.8%	9.8%	6.6%
Provide feedback on the activities in which they are participating (N=59).	25.4%	37.3%	23.7%	6.8%	6.8%
Participate in activities that are specifically designed to help students get to know one another (N=59).	28.8%	44.1%	20.3%	3.4%	3.4%
Make formal presentations to the larger group of students (N=60).	11.7%	30%	26.7%	18.3%	13.3%

**Table F19: How Often Respondent Provides Activities for Participants in the Following Areas**

	<b>At least 4 to 5 hours per week</b>	<b>About 1 to 3 hours per week</b>	<b>A few hours per month</b>	<b>Less than one hour per month</b>	<b>Never</b>
Activities to support academic skills development and/or academic achievement ( <i>N</i> =61).	60.7%	32.8%	3.3%	0%	3.3%
Activities to support artistic development and social and cultural awareness ( <i>N</i> =60).	35%	35%	13.3%	6.7%	10%
Activities to support physical fitness, recreation, and healthy life skills ( <i>N</i> =61).	34.4%	36.1%	8.2%	8.2%	13.1%
Activities to support civic engagement and community services ( <i>N</i> =60).	13.3%	28.3%	38.3%	10%	10%
Activities to support career exploration and development ( <i>N</i> =60).	11.5%	31.1%	32.8%	13.1%	11.5%
Activities to support college or career readiness ( <i>N</i> =60).	13.1%	26.2%	36.1%	13.1%	11.5%

**Table F20: How Often Staff Engages in the Following Activities to Promote or Encourage Reading Skills**

	<b>At least 4 to 5 hours per week</b>	<b>About 1 to 3 hours per week</b>	<b>A few hours per month</b>	<b>Less than one hour per month</b>	<b>Never</b>
Staff read to youth ( <i>N</i> =60).	21.7%	53.3%	16.7%	3.3%	5%
Staff facilitate youth engagement in reading (e.g., using differing intonations/facial expressions, asking listeners questions) ( <i>N</i> =60).	40%	41.7%	15%	0%	3.3%
Staff sit with youth who are reading ( <i>N</i> =60).	35%	45%	15%	1.7%	3.3%
Staff help youth sound out words, figure out meaning from context, encourage youth when stuck ( <i>N</i> =60).	41.7%	41.7%	11.7%	1.7%	3.3%
Staff help youth find books or reading materials ( <i>N</i> =59).	39%	39%	13.6%	5.1%	3.4%
Staff model reading comprehension strategies (e.g., make personal connections or predictions, ask questions, summarize, consider different meanings) ( <i>N</i> =60).	46.7%	41.7%	8.3%	0%	3.3%

**Table F21: How Often Participants Practice or Build the Following Reading Skills**

	<b>At least 4 to 5 hours per week</b>	<b>About 1 to 3 hours per week</b>	<b>A few hours per month</b>	<b>Less than one hour per month</b>	<b>Never</b>
Youth read independently, not as part of homework ( <i>N</i> =60).	28.3%	60%	8.3%	0%	3.3%
Youth play word games ( <i>N</i> =59).	25.4%	59.3%	11.9%	0%	3.4%
Youth receive reading assistance by staff/tutor ( <i>N</i> =59).	40.7%	47.5%	8.5%	0%	3.4%
Youth are read to ( <i>N</i> =60).	23.3%	53.3%	15%	3.3%	5%
Youth read in practical situations (e.g., read instructions) ( <i>N</i> =60).	33.3%	46.7%	16.7%	0%	3.3%
Youth investigate unfamiliar vocabulary words ( <i>N</i> =60).	25%	55%	18.3%	0%	1.7%

**Table F22: How Often Staff Engage in the Following Activities to Promote or Encourage Mathematical Reasoning and Problem Solving Skills**

	<b>At least 4 to 5 hours per week</b>	<b>About 1 to 3 hours per week</b>	<b>A few hours per month</b>	<b>Less than one hour per month</b>	<b>Never</b>
Staff engage youth in hands-on math games, or projects that utilize math ( <i>N</i> =59).	42.4%	44.1%	11.9%	0%	1.7%
Staff encourage youth to use math in practical situations or to see connections to math in their everyday life ( <i>N</i> =58).	41.4%	44.8%	12.1%	0%	1.7%
Staff ask “why,” “how,” and “what if” questions related to math ( <i>N</i> =59).	37.3%	47.5%	13.6%	0%	1.7%
Staff describe how they are using math to solve a problem ( <i>N</i> =58).	32.8%	51.7%	13.8%	0%	1.7%
Staff offer youth games that require mathematical reasoning or problem solving ( <i>N</i> =59).	39%	42.4%	15.3%	1.7%	1.7%
Staff encourage youth to explain their reasoning and justify their thinking related to math-related problems and projects ( <i>N</i> =58).	32.8%	50%	15.5%	0%	1.7%
Staff encourage youth to solve math problems in cooperative groups ( <i>N</i> =59).	33.9%	50.8%	13.6%	0%	1.7%
Staff encourage youth to receive and provide math help from peers ( <i>N</i> =58).	32.8%	56.9%	6.9%	0%	3.4%
Staff encourage youth to solve everyday problems using math ( <i>N</i> =58).	35.6%	50.8%	11.9%	0%	1.7%

**Table F23: How Often Participants Practice or Build the Following Math Skills**

	<b>At least 4 to 5 hours per week</b>	<b>About 1 to 3 hours per week</b>	<b>A few hours per month</b>	<b>Less than one hour per month</b>	<b>Never</b>
Youth use math in practical situations (N=59).	32.2%	57.6%	8.5%	0%	1.7%
Youth play math games or engage in activities requiring mathematical problem solving (N=59).	37.3%	49.2%	10.2%	1.7%	1.7%
Youth solve math problems in groups (N=59).	32.2%	55.9%	6.8%	3.4%	1.7%
Youth solve everyday problems using math (N=59).	30.5%	55.9%	10.2%	1.7%	1.7%
Youth explain the source or nature of a math problem (N=58).	19%	63.8%	10.3%	3.4%	3.4%
Youth explain their math reasoning or justify their thinking to staff (N=59).	28.8%	54.2%	13.6%	1.7%	1.7%
Youth brainstorm potential solutions on own or in groups (N=58).	20.7%	67.2%	8.6%	1.7%	1.7%

**Table F24: Whether Respondent Receives Each of the Following and Frequency of use in Planning Program Activities**

	<b>Receive, and Use Frequently</b>	<b>Receive, and Use Sometimes</b>	<b>Receive, but Never Use</b>	<b>Do Not Receive</b>
Students' academic or education plans (N=58).	44.8%	31%	0%	24.1%
Students' standardized test scores (N=58)	50%	17.2%	0%	32.8%
Students' Grades (N=57)	40.4%	28.1%	0%	31.6%
Input from students' school day teachers (N=58)	58.6%	31%	0%	10.3%
Input from parents (N=58)	44.8%	41.4%	1.7%	12.1%

**Table F25: How Often Respondent or Other Center Staff Discuss the Following With Teachers at the Participants' School(s) Who Are Not Center Staff**

	Frequently	Sometimes	Never
Curriculum concepts being taught in school ( <i>N</i> =60).	51.7%	41.7%	6.7%
Homework assignments ( <i>N</i> =59).	64.4%	32.2%	3.4%
The academic needs or progress of students participating in the program ( <i>N</i> =60).	70%	25%	5%
Issues related to program logistics ( <i>N</i> =60).	50%	36.7%	13.3%
Program attendance ( <i>N</i> =59).	62.7%	25.4%	11.9%
Students' behavioral problems ( <i>N</i> =60).	73.3%	30%	6.7%
How to make academic support in the program more effective ( <i>N</i> =60).	63.3%	30%	6.7%

**Table F26: How Often Respondent:**

	Frequently	Sometimes	Never
Sends materials about the program home to parents ( <i>N</i> =60).	60%	38.3%	1.7%
Holds events or meetings to which parents are invited ( <i>N</i> =60).	60%	36.7%	3.3%
Holds events or meetings to which community members are invited ( <i>N</i> =60).	50%	43.3%	6.7%
Has conversations with parents over the phone ( <i>N</i> =60).	58.3%	40%	1.7%
Meets with one or more parents ( <i>N</i> =60).	55%	43.3%	1.7%

**Table F27: How Much of a Challenge the Following Are to Implementing High Quality Programming**

	Significant Challenge	Moderate Challenge	Minimal Challenge	Not a Challenge
Adequacy of facilities and availability of space ( <i>N</i> =60).	8.3%	13.3%	30%	48.3%
Adequacy of instructional materials ( <i>N</i> =60).	5%	15%	30%	50%
Communication between center staff and staff at participants' school(s) ( <i>N</i> =60).	8.3%	10%	30%	51.7%
Recruitment of youth to participate ( <i>N</i> =60).	5%	20%	33.3%	41.7%
Youth attendance ( <i>N</i> =59).	5.1%	18.6%	45.8%	30.5%
Student readiness for or engagement in programming ( <i>N</i> =60).	10%	10%	38.3%	41.7%
Parent and family involvement ( <i>N</i> =60).	20%	35%	33.3%	11.7%
Sufficiency of program funding ( <i>N</i> =59).	16.9%	28.8%	30.5%	23.7%
Adequacy of staff training and experience ( <i>N</i> =60).	10%	15%	40%	35%

## **Appendix G: Supplemental Information on Activity Clusters, Staffing Clusters, and Student Attendance**

### *Activity Clusters Creation*

Activities were coded as falling within one of fourteen standard categories by grantee-level users of the Texas 21st CCLC tracking system, including academic enrichment learning program, recreational activity, etc. Therefore, grantee-level staff were responsible for determining if a given activity should be classified, for example, as academic enrichment (which we have shortened to “Enrichment” in the report) or recreation. Cluster analyses were employed to assign a given center to a particular cluster type based on the relative emphasis given to providing a given type of programming during the course of the school year.

Three of the fourteen codes pertained to services for adult family members, and were not employed to form the cluster solutions: Career/job training, Promotion of family literacy, and Promotion of parental involvement. Only the 11 codes related to activities for youth listed below were employed when reporting information about the activities a center offered during the 2005-2006, 2006-07, and 2007-08 school years:

- Academic enrichment learning programs
- Tutoring
- Supplemental educational services
- Homework help
- Mentoring
- Recreational activities
- Career/job training for youth
- Drug and violence prevention, counseling, and character education programs
- Expanded library service hours
- Community service or service learning programs
- Activities that promote youth leadership

In order to explore the differences among programs, an attempt was made to identify a series of “program clusters” based on the relative emphasis given to providing certain categories of activities (e.g., academic enrichment, tutoring, service learning, etc.). To do this clustering, Texas 21st CCLC Tracking & Reporting System data from the 2005-06, 2006-07, and 2007-08



school years were used to calculate the percentage of total hours of center programming allocated to each of the 11 activity categories in each school year. This calculation was done by multiplying the number of weeks an activity was provided by the number of days per week it was provided by the number of sessions provided per day by the number of hours provided per session. These products were then summed by activity category for a center for a given year. These center-level summations by category were then divided by the total number of hours of activity provided by a center during the year to determine the percentage of total hours a given category of activity was offered. From these calculations we can answer the question, what percentage of a center's total activity hours were dedicated to academic enrichment, tutoring, homework help, etc? Separate calculations were performed for school year and summer activities. Based on these percentages, we identified four primary program clusters:

- Centers providing mostly tutoring and enrichment activities
- Centers providing mostly enrichment activities
- Centers providing mostly homework help and enrichment activities
- Centers providing mostly recreation and enrichment activities

Each of the program clusters is defined by the relative emphasis centers gave to one or more programming areas, as measured by program offerings, during the course of the 2005-2006, 2006-2007, and 2007-2008 school years. For example, the vast majority of the activities provided by centers in the mostly recreation and enrichment cluster were classified by grantee-level staff as falling within the recreational activity and academic enrichment categories.

#### *Staffing Clusters Creation*

When reporting information about the staff members working at a center during the 2005-06, 2006-07, and 2007-08 school years, respondents classified 21st CCLC staff using the following list:

- School Day Teachers
- Center Administrators / Coordinators
- College Students
- High School Students
- Other Non-Teaching School Staff
- Other Non-School Staff with Some or No College
- Social Workers

- Youth Development Workers
- Nurses
- Parents
- Other Community Members
- Other

In order to explore differences among programs, an attempt was made to identify a series of “staffing clusters” based on the percentage of staff types relative to all staff at a given center. To do this clustering, 21st CCLC staffing data from the 2005-06, 2006-07, and 2007-08 school years were used to calculate the number of staff of each staff type working at a given center during a given year. As with the activity cluster calculations, separate calculations were performed for school year and summer. These sums were then considered in terms of a percentage of all staff at the center. These center-level percentages by category were used to determine the extent to which centers depend on staffing of a given type.

Based on these percentages, we identified the six primary staffing clusters mentioned in the Staffing section. Each of the staffing clusters is defined by the center’s relative staffing dependence for the 2005-06, 2006-07, and 2007-08 school years.

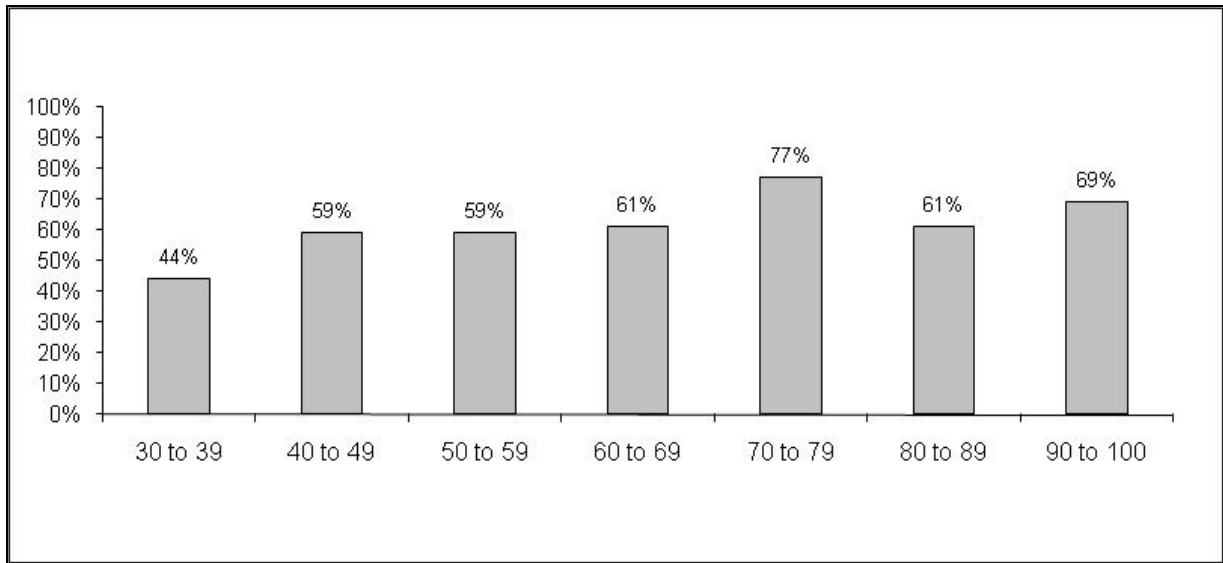
#### *Attendance*

The following supplemental table and figures, pertaining to student attendance, are included in the appendix to provide additional context and detail on student attendance patterns.

**Table G1: Student Attendance by Student Sub-Groups (2007-08)**

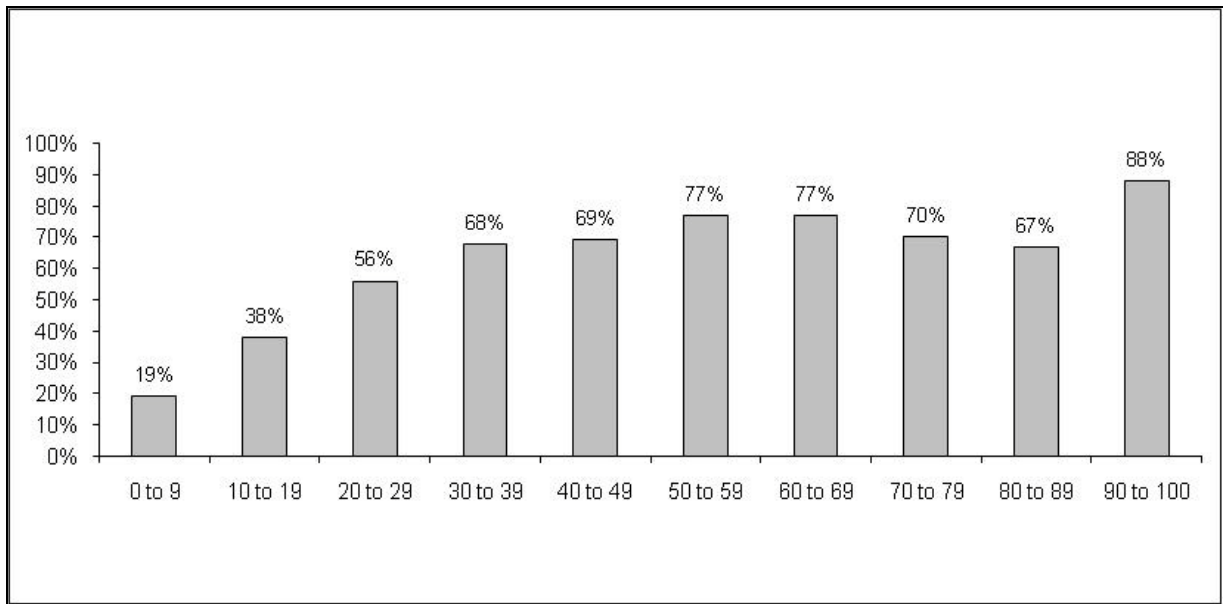
<b>Group Type</b>	<b>Sub-Group</b>	<b>N</b>	<b>% (All Students)</b>	<b>Days Attended (Median)</b>
<i>Ethnicity</i>	African American	22,466	20.8%	64
	Asian/Pacific Islander	1,059	1.0%	54
	Hispanic	73,079	67.6%	56
	Native American	172	0.2%	45.5
	White	11,256	10.4%	52
<i>Grade Level</i>	Pre-Kindergarten	847	0.8%	86
	Kindergarten	5,227	4.8%	78
	1st	8,581	7.9%	82
	2nd	10,043	9.3%	79
	3rd	13,387	12.4%	75
	4th	13,319	12.3%	70
	5th	12,142	11.2%	68
	6th	12,357	11.4%	50
	7th	10,797	10.0%	36
	8th	9,297	8.6%	31
	9th	4,120	3.8%	24
	10th	3,255	3.0%	24
	11th	2,659	2.5%	27
12th	2,001	1.9%	23	
<b>Overview</b>	<b>All Students</b>	<b>108,032</b>	<b>100%</b>	<b>57</b>

*Note.* Based on data from both the fall and spring terms of the 2007-2008 school year. Grade level data are based on students fall grade level; students who moved more than one grade level from fall to spring have been excluded.



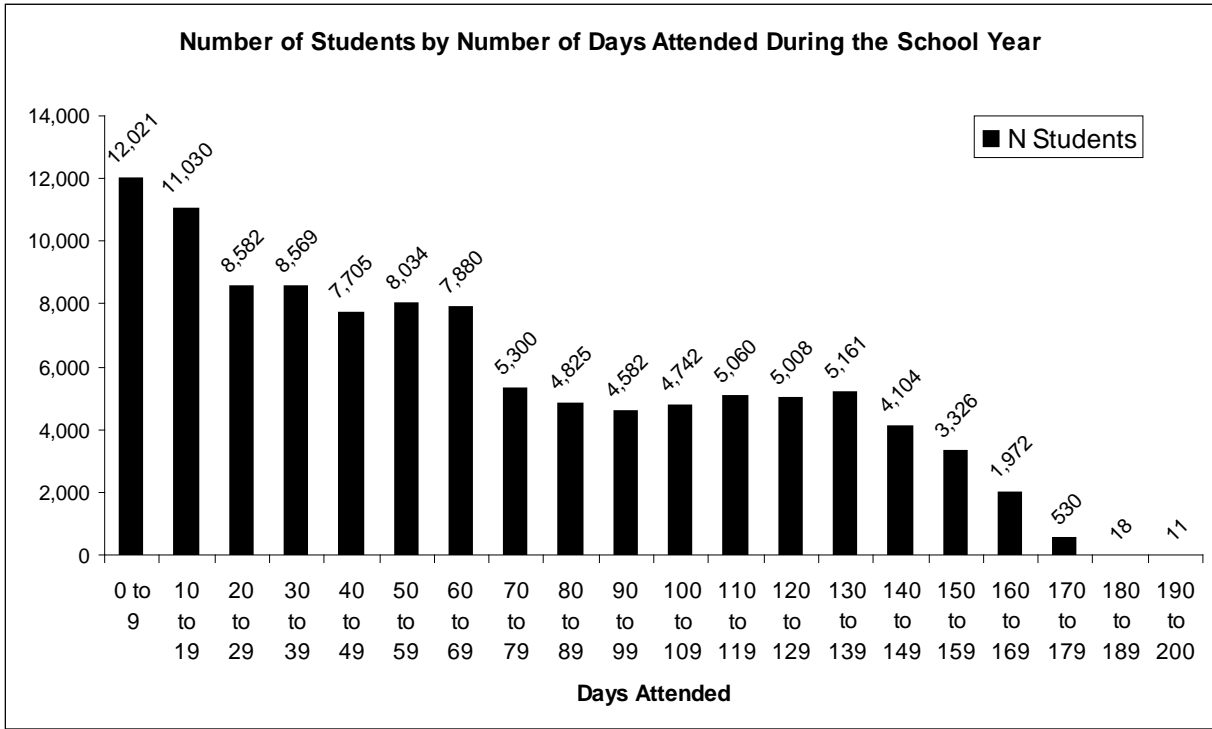
**Figure G1: Median Proportional Attendance Rate Bands by Academic Skill Building Score**

*Note.* Based on 191 centers (20,484 students) with academic skill building survey data. One additional center with academic skill building data has been excluded due to a low student *n* value and the fact that it composed, by itself, the entirety of the 20-29 academic skill building score band. There were no centers with academic skill building scores in or below the 20-29 range.



**Figure G2: Median Proportional Attendance Rate Bands by Parent Involvement Score**

*Note.* Based on 188 centers (20,149 students) with parent involvement survey data available.



**Figure G3: Number of Students by Attendance Range – School Year 2007-2008**

*Note.* Based on 108,460 students with attendance information.

## Appendix H: Additional Information on Program Attendance Hierarchical Linear Model

Once our sample had been selected, the first step in the hierarchical linear modeling (HLM) process was to run a fully unconditional, one-way ANOVA with random effects model employing no level one or level two predictors as shown in Figure H1. According to Raudenbush and Bryk (2002), initiating an HLM analysis with this model accomplishes two things: (1) it yields a point estimate for the grand mean  $\gamma_{00}$  and (2) it provides information about the outcome variability at each of the two levels by calculating  $\sigma^2$  which represents the within group variability and  $\tau_{00}$  which represents the between group variability. These parameters then allow for the calculation of the intraclass coefficient, which if sufficiently high, indicates there is enough between group (or between center, in this case) variability to warrant using a multilevel modeling procedure like HLM.

**LEVEL 1 MODEL** (bold: group-mean centering; bold italic: grand-mean centering)

$$\text{PROPORTI} = \beta_0 + r$$

**LEVEL 2 MODEL** (bold italic: grand-mean centering)

$$\beta_0 = \gamma_{00} + u_0$$

### Figure H1: One-Way ANOVA with Random Effects – Fully Unconditional

In this case,  $\sigma^2$  was found to be 0.02668. This figure represents the variance associated with individuals in center  $j$  in terms of how much their individual attendance rate deviated from the center mean.  $\tau_{00}$  was found to be 0.05279, representing the random effect associated with center  $j$  in terms of its deviation from the grand mean. Employing these figures, the intraclass coefficient was found to be  $0.05279 / (0.02668 + 0.05279)$  or 0.6643. This value means that approximately 66% of the variance in student attendance levels was found to be between centers, providing a strong rationale for using HLM.

The initial question we were interested in addressing through our HLM analysis was: is a student's grade level (R\_GRADE), fall reading grade status (FAREAD\_H), and fall mathematics grade status (FAMATH\_H) related to their level of program attendance (PROPORTI)? In order to address this question, we opted to run a random coefficients regression model with the three level one predictors as shown in Figure H2. In this model, the level one slope coefficients, which represent the relationship between student attendance and each level one predictor, and the level one intercepts are modeled as varying randomly over the

population of level two units, which in this case are centers. The assumption being made in this instance is that different groups of centers may have different slopes in terms of the relationship between student attendance and the level one predictors. It is also important to note that in the model outlined in Figure H2 we opted to grand mean center each of the level one predictors. According to Tabachnick and Fidell (2007), the major reason to do this is to prevent multicollinearity when predictors are components of interactions and to improve overall interpretability of findings.

<p><b>LEVEL 1 MODEL</b> (bold: group-mean centering; bold italic: grand-mean centering)</p> $\text{PROPORTI} = \beta_0 + \beta_1(\mathbf{R\_GRADE}) + \beta_2(\mathbf{FAREAD\_H}) + \beta_3(\mathbf{FAMATH\_H}) + r$ <p><b>LEVEL 2 MODEL</b> (bold italic: grand-mean centering)</p> $\beta_0 = \gamma_{00} + u_0$ $\beta_1 = \gamma_{10} + u_1$ $\beta_2 = \gamma_{20} + u_2$ $\beta_3 = \gamma_{30} + u_3$
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**Figure H2: Random Coefficients Regression Model with Three Level One Predictors (Student Grade Level, High Fall Reading Grade, High Fall Mathematics Grade)**

The model outlined in Figure H2 was run, producing reliability estimates, and estimations for the associated fixed effects and variance components. In terms of the reliability estimates, the emphasis here is on determining whether or not the slopes for each of the level one predictors should be fixed or random. The reliability estimate was greater than 0.05 for all three predictors, so this was an indication, for example, that the student grade level-student attendance slope for each  $j$  center is important to take into account when estimating  $\beta_{1j}$ . The same was true in relation to estimating  $\beta_{2j}$  and  $\beta_{3j}$ . Hence, this was an indication that the slope equations at level two should not be fixed. Further evidence for this decision is that the slopes for each level one predictor were significant ( $p < 0.001$ ) when the variance components portion of the output was examined as shown in Table H1, suggesting that there is significant variation in each level one predictor-student attendance relationship across centers.

**Table H1: Final Estimation of Variance Components - Random Coefficients Regression Model with Three Predictors**

Random Effect	Standard Deviation	Variance Component	DF	Chi-Square	P-Value
$\mu_0$	0.21624	0.04676	171	9027.54195	0.000
$\mu_1$ – Grade Level Slope	0.02752	0.00076	171	761.51910	0.000
$\mu_1$ – Fall Read Slope	0.02996	0.00090	171	281.45582	0.000
$\mu_1$ – Math Slope	0.03127	0.00098	171	275.79437	0.000
R	0.15928	0.02537			

In addition, looking at the final estimation of fixed effects resulting from the model highlighted in Figure H2, all three student-level predictors were found to be significant predictors of the rate of 21st CCLC program attendance during the 2007-08 school year at level one. In this case, both the high grade level coefficients are positive, indicating that youth achieving a high fall reading or mathematics grade have a higher rate of attendance than their peers receiving lower fall grades in these subjects. However, the coefficients in question are small in magnitude, suggesting that the average rate of attendance increases by around two percentage points as a student moves into the high grade group. In addition, grade level was also found to be a significant predictor, although here the coefficient is negative, indicating as students advance a grade level the average rate of attendance declines by 0.6 percentage points.

The variance components outlined in Table H1 also provide us with the capacity to calculate the proportional reduction in error both within centers and between centers associated with adding the level one predictors to the model. This calculation is done by comparing the variance components resulting from a fully unconditional model (Figure H1) with those components associated with the random coefficients model with three predictors highlighted in Figure H2. In this regard, the amount of  $\sigma^2$  accounted for by the level one predictors was equal to  $(0.02668 - 0.02537) / 0.02668$  or 4.91% of the individual-level variance, a small amount. In terms of center level variance in student attendance, the level one predictors accounted for  $(0.05279 - 0.04676) / 0.05279$  or 11.42% of the center-level variance, a modest amount.



Finally, a series of fully conditional models employing the eleven level two predictors were run.

1. The number of years the center had been in operation based on the month and year of grant award as a measure of grantee maturity;
2. A measure representing the extent to which a center changed staffing cluster membership across the 2005-06, 2006-07, and 2007-08 school years;
3. A measure representing the extent to which a center changed activity cluster membership across the 2005-06, 2006-07, and 2007-08 school years;
4. A series of three variables dummy coded to represent activity cluster membership in 2007-08 – *Mostly Enrichment and Tutoring*, *Mostly Enrichment and Homework Help*, and *Mostly Enrichment and Recreation*.
5. Two variables coded to represent the most homogeneous staffing cluster classifications – *Mostly Teachers* and *Mostly College Students*
6. Variables associated with the three, Rasch-scored center director survey subscales - practices supportive of youth development, academic skill building, and parent engagement.

Ultimately, the model outlined in Figure H3 was found to be the most parsimonious while accounting for the greatest degree of variance relative to the other models constructed. Level two predictors represented in this model included the center director survey parent engagement score and membership in the *Mostly College Students* and *Mostly Teachers* staffing clusters.

<p><b>LEVEL 1 MODEL</b> (bold: group-mean centering; bold italic: grand-mean centering)</p> $\text{PROPORTI} = \beta_0 + \beta_1(\mathbf{R\_GRADE}) + \beta_2(\mathbf{FAREAD\_H}) + \beta_3(\mathbf{FAMATH\_H}) + r$ <p><b>LEVEL 2 MODEL</b> (bold italic: grand-mean centering)</p> $\beta_0 = \gamma_{00} + \gamma_{01}(\mathbf{R\_PARENT}) + \gamma_{02}(\mathbf{TEACHERS}) + \gamma_{03}(\mathbf{COLLEGE}) + u_0$ $\beta_1 = \gamma_{10} + u_1$ $\beta_2 = \gamma_{20} + u_2$ $\beta_3 = \gamma_{30} + u_3$
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**Figure H3: Fully Conditional Model with Three Level Two Predictors (Parent Engagement Score, Mostly Teachers Staffing Cluster, and Mostly College Students Staffing Cluster)**

Running the fully conditional model outlined in Figure H3 resulted in significant fixed effects in relation to the center director survey-derived parent engagement scale score and the *Mostly College Student* staffing cluster variable. In this case, each unit increase in the parent engagement scale score (which was on a 0 to 100 scale with 100 indicating a high level of functioning in this area) increased the average rate of attendance by 0.3 percentage points. To make things slightly more interpretable in this regard, each ten point increase in the parent engagement subscale score increased the average rate of attendance by three percentage points. However, the most dramatic fixed effect was found in relation to the *Mostly College Student* staffing cluster variable where membership in this cluster increased the average rate of attendance by approximately 11 percentage points.

The incremental variance ( $u_{0j}$ ) accounted for by level-2 predictors was equal to  $(0.04676 - 0.04407) / 0.04676 = 0.0575$  or 5.75% of the variance that was not accounted for by the level one predictors. However, because 11.42% of the variance was accounted for by the level one predictors, this left 88.58% to be explained by the level two predictors. In this regard, then  $.8858 \times .0575 = 0.051$ , so 5.10% of the center variance in average student attendance was accounted for by the level-2 predictors, a small amount. The results of these analyses are summarized in Table H2, which only includes predictors that were found to be significant.

**Table H2: HML Estimates for the Rate of Student 21st CCLC Attendance**

Predictors	Level 1 Model Student Predictors			Level 2 Model Center Predictors		
	Coeff	SE	<i>p</i>	Coeff	SE	<i>p</i>
Student grade level	-0.0064	0.0025	0.011	-0.0062	0.0025	0.013
High fall reading course grade	0.0147	0.0039	0.000	0.0147	0.0039	0.000
High fall mathematics course grade	0.0159	0.0040	0.000	0.0159	0.0040	0.000
Parent engagement survey score				0.0025	0.0009	0.006
Mostly college student staffing cluster				0.1050	0.0459	0.023

Note: Membership in High fall reading grade, High fall mathematics grade, and Mostly college student staffing cluster were assigned a value of 1 in the models represented in the table.

## **Appendix I: Additional Information on Rasch Analyses**

To obtain interval level scale scores for each quality subscale which, in turn, could be used both in descriptive and inferential analyses to explore how these characteristics could be associated with center activities, staffing, and operations; levels of student attendance in 21st CCLC programming; and ultimately, student achievement outcomes, survey data were analyzed using Rasch modeling techniques to assess subscale reliability, item and respondent fit, rating scale functioning, and subscale dimensionality. The outcome of these analyses suggested three center director and two grantee director subscales were measured with sufficient reliability to utilize in further descriptive and inferential analyses; however, particular attention is given in the program profile section of the report to the subscales constructed from the center director survey.

At its most basic level, Rasch modeling techniques yield estimates of an individual respondent's ability and the relative difficulty of a given item appearing on the instrument in question (Bond and Fox, 2007). Working from the proposition that persons with greater ability will have a greater likelihood of successfully completing a given bank of test items (or in this case, find it easier to endorse survey items that demonstrate greater ability) than less skilled persons, Rasch modeling techniques take person and item difficulty estimates yielded from an instrument, transform them using a log function, and display them on a logit scale that allows person and item difficulties to be directly compared. The output resulting from the Rasch modeling process can be used to assess a wide variety of elements about the construct validity and reliability of survey measures, including the following:

- Assessing if the domain of items given to respondents adequately covers the conceptual domain associated with the construct in question;
- Identifying ceiling or floor effects in play that limit the veracity of person estimates;
- Assessing the reliability of survey-derived measures and the extent to which they fit the Rasch model;
- Assessing how well the rating scale is functioning;
- Determining if there are misfitting items within a given scale.

As part of this evaluation, grantee director and center director surveys were administered to explore the extent to which 21st CCLC-funded programs in Texas employed practices that research in the field of afterschool has indicated are likely to be supportive of positive academic

achievement and youth development outcomes. In this regard, responses provided to survey items were used to assess program or center functioning relative to quality practice, with certain survey responses, if endorsed, indicating a higher level of functioning by the program or center.

While there were a number of questions asked on both the grantee and center director surveys, we opted to focus our attention on constructing scales for three constructs from the center director survey and two from the grantee director survey. Additional information on each of these constructs and the sections of each survey used to support each scale are as follows:

#### *Center Director Survey*

##### Construct 1. Practice Supportive of Positive Youth Development

- Youth centered policies and opportunities (questions 15a-15b, 15d-15i)
- Collective staff efficacy in creating opportunities for interaction and engagement (questions 16a-16g)

##### Construct 2. Practices Supportive of Academic Skill Building

- Data use (questions 31a-31d)
- Linkages to the school day (questions 32a-32g)

##### Construct 3. Parent Engagement

- Opportunities for interaction with parents (questions 33a-33e)
- Services and activities for parents (questions 34a-34b, 34d-34f)

#### *Grantee Director Survey*

##### Construct 1. Program Efficacy in Supporting Participant Academic Development

- Providing opportunities for and contributing to student academic improvement (question 11a-11g)
- Coordinating service provision with schools and families (questions 12a to 12g)

##### Construct 2. Grantee Director Involvement

- Operations (questions 13a to 13g)
- Intentional design, evaluation, and monitoring (questions 14a to 14g)

In order to construct scales for each of the five construct areas outlined above, the raw survey data was loaded into Winsteps, and total survey scale scores were calibrated employing the full domain of items. Construct-level scale scores were then calculated, with the resulting scale scores anchored to the item difficulties and step calibrations resulting from the total survey

scale score calibration. During this process, misfitting items were identified and removed and modifications were made to improve the performance of the rating scale.

In terms of reliability, the Rasch measurement model allows for the production of indices that indicate how replicable the person ordering resulting from the estimate of respondent ability produced by the model would be if the same sample of persons were asked to complete a similar instrument meant to measure respondent ability on the construct in question (Bond and Fox, 2007). As Bond and Fox note, person reliability is enhanced if there is relatively small error in the ability estimates associated with respondents, which in turn is impacted by the number of items used to support the analysis. In Table II. below, both the Rasch-derived person reliability index associated with each construct calibration is provided as well as the approximate Cronbach alpha that was calculated by Winsteps for each construct calibration. Each of the reliability estimates outlined below is within the range of what is considered acceptable from a Rasch perspective.

**Table II: Person Reliability Indices and Cronbach Alpha by Construct**

Construct/Subscale	Rasch Person Reliability Index	Approximate Cronbach Alpha
Practice Supportive of Positive Youth Development	.79	.89
Practices Supportive of Academic Skill Building	.73	.89
Parent Engagement	.77	.84
Program Efficacy in Supporting Participant Academic Development	.61	.86
Grantee Director Involvement	.69	.93

## Appendix J: Center Director/Program Coordinator Survey Results of Chi-Squared

### Significance Tests

**Table J1: Center Director/Program Coordinator Survey Results**

Question	Full- vs. Part-Time	Experience Level
Which of the Following Groups of Youth the Centers Seek to Serve (Check All That Apply)	.810	.091
How the Programs or Activities Offered are Selected by the Center (Check All That Apply)	.653	.834
Program Uses a Published or Externally Developed Curriculum to Guide Any Activities	.570	.061
<b>The Extent to which Each of the Following is an Objective or Goal of Programming at the Center:</b>		
<i>Provide a safe environment for youth.</i>	.167	.629
<i>Help youth improve their academic performance (e.g., Grades, test scores)</i>	.16	.014+
<i>Help youth improve their TAKS scores.</i>	.475	.171
<i>Help youth develop socially.</i>	.613	.413
<i>Provide opportunities for cultural enrichment.</i>	.364	.203
<i>Provide recreational activities.</i>	.266	.039+
<i>Provide physical fitness or athletic opportunities.</i>	.043+	.100
<i>Provide activities to support college or career readiness.</i>	.499	.304
<i>Provide health/well being/life skills development.</i>	.079	.131
<i>Provide community service or civic engagement opportunities.</i>	.005	.078
<i>Provide leadership opportunities for youth.</i>	.003	.255
<i>Provide hands-on academic enrichment activities.</i>	.128	.432
<i>Help parents and/or other adults with literacy or other skills (e.g., parenting).</i>	.073	.227
<i>Help connect youth to their community.</i>	.022	.753
<i>Support working families.</i>	.386	.389
<i>Promote respect for diversity among youth.</i>	.214	.295
<i>Help connect parents with their child's school and/or community.</i>	.093	.142
<i>Identify health or social services youth need.</i>	.000	.376
<i>Provide youth with positive adult guidance and/or mentors.</i>	.247	.957
<b>Which of the Following Program Objectives Constitute the Top Three Priorities of the Center:</b>		
<i>Provide a safe environment for youth</i>	.030	.678
<i>Help youth improve their academic performance (e.g., Grades, test scores)</i>	.242	.268
<i>Help youth improve their TAKS scores</i>	.012	.136
<i>Help youth develop socially.</i>	.399	.274
<i>Provide opportunities for cultural enrichment.</i>	.496	.841
<i>Provide recreational activities.</i>	.836	.332
<i>Provide physical fitness or athletic opportunities.</i>	.105	.262
<i>Provide activities to support college or career readiness.</i>	.015+	.086
<i>Provide health/well being/life skills development.</i>	.292	.895
<i>Provide community service or civic engagement opportunities.</i>	.843	.392
<i>Provide leadership opportunities for youth.</i>	.579	.899
<i>Provide hands-on academic enrichment activities.</i>	.180	.272
<i>Help parents and/or other adults with literacy or other skills (e.g., parenting).</i>	.296	.764
<i>Help connect youth to their community.</i>	-	-
<i>Support working families.</i>	.517	.678
<i>Promote respect for diversity among youth.</i>	-	-
<i>Help connect parents with their child's school and/or community.</i>	.517	.139
<i>Identify health or social services youth need.</i>	-	-
<i>Provide youth with positive adult guidance and/or mentors.</i>	.021	.048

<u>How Often the Program Provides Activities for Participants in the Following Areas:</u>		
<i>Activities to support academic skills development and/or academic achievement.</i>	.827	.115
<i>Activities to support artistic development and social and cultural awareness.</i>	.117	.679
<i>Activities to support physical fitness, recreation, and healthy life skills.</i>	.05	.358
<i>Activities to support civic engagement and community services.</i>	.015	.918
<i>Activities to support career exploration and development.</i>	.077	.623
<i>Activities to support college or career readiness.</i>	.024	.852
<u>The Extent to which the Following Statements Reflect Programming at the Center:</u>		
<i>Groups are small enough for staff to meet participants' needs.</i>	.114	.529
<i>The time allowed for activities is generally appropriate.</i>	.412	.335
<i>Participants have freedom in selecting at least some of their activities.</i>	.116	.525
<i>Participants have regular opportunities to lead activities.</i>	.539	.290
<i>Participants have regular opportunities to spend time alone if needed or desired.</i>	.362	.210
<i>This program has a process in place for obtaining participants' input and suggestions.</i>	.069	.041+
<i>Procedures for dealing with participant behavior issues are in place.</i>	.392	.922
<i>Procedures for dealing with participant behavior issues are effective.</i>	.819	.080
<i>Participants with special needs are successfully integrated.</i>	.007+	.506
<u>The Extent to which the Following Statements Reflect Programming at the Center:</u>		
<i>Staff ask for and listen to student opinions about the way things should work in this program.</i>	.220	.000+
<i>Staff create environments where young people feel trusted, respected, and empowered.</i>	.536	.439
<i>Staff provide ongoing opportunities for youth to reflect on their experiences and offer feedback.</i>	.090	.587
<i>Staff effectively motivate and inspire young people to think, make decisions, and solve problems.</i>	.514	.644
<i>Staff listen to youth more than talk at them.</i>	.347	.049+
<i>Staff actively and continuously consult and involve youth.</i>	.078	.110
<i>Staff cultivate opportunities for young people to lead.</i>	.494	.268
<i>Approximate proportion of current program staff who worked in the center last year, 2006-2007</i>	.235	.038+
<i>The Center has a Parent Liaison or Parent Outreach Coordinator</i>	.459	.522
<i>The Center has an Administrative Support Position (e.g., an attendance or data clerk)</i>	.063	.772
<i>The Center has a Master Teacher or Education Specialist</i>	.002	.916
<i>How often the respondent holds staff meetings with center staff</i>	.027+	.960
<i>The Most Common Topics or Agenda Items at These Staff Meetings (Check All That Apply)</i>	.501	.400
<i>The Requirement of Center Staff to Submit Written Activity or Lesson Plans to Respondent or Another Supervisor</i>	.015	.988
<i>How Often the Program Makes Changes to the Grant Plan</i>	.095	.989
<i>Alignment of Programming at the Center to the Grant Application</i>	.250	.315

Which of the Following Types of Training, Related Specifically to This Program, Were Required, Offered, and/or Attended in the Past 12 Months:

<i>Program management and operations</i>	.067	.252
<i>Academic enrichment/content specific (i.e., literacy)</i>	.627	.774
<i>Activity planning</i>	.572	.778
<i>Conflict resolution</i>	.023	.981
<i>Working with a diverse student population</i>	.336	.655
<i>Child development; developmentally appropriate practice</i>	.014	.458
<i>Maintaining health and safe environments</i>	.068	.474
<i>Family and community engagement</i>	.010	.578
Approximate Number of Total Hours of Program-Related Training Received During the Past 12 Months	.004+	.022+
Approximate Number of Hours of Program-Related Training Members of Staff Have Received, on Average, During the Past 12 Months	.072	.192

Agreement with the Following Statements About Center's Staff:

<i>Staff at this center communicate effectively with each other.</i>	.485	.512
<i>Staff at this center help out even though it may not be part of their official assignment.</i>	.013+	.084
<i>Staff at this center have an effective process for making group decisions.</i>	.518	.128
<i>Staff at this center have an effective process for solving problems.</i>	.400	.085

Agreement with the Following Statements About the Job:

<i>I enjoy working in this program.</i>	.029+	.597
<i>I have the materials I need to do a good job.</i>	.059	.242
<i>I have the space I need to do a good job.</i>	.401	.025+
<i>I get the support I need to do a good job.</i>	.902	.575
<i>I get the feedback I need from my supervisor.</i>	.986	.124
<i>I find working in this program rewarding.</i>	.458	.543
<i>In most ways, this job is close to my ideal.</i>	.120	.397
<i>The condition of my current job is excellent.</i>	.567	.129
<i>I am satisfied with this job.</i>	.882	.373

Whether Respondent Receives Each of the Following and Frequency of Use in Planning Program Activities:

<i>Students' academic or education plans.</i>	.883	.314
<i>Students' standardized test scores.</i>	.062	.054
<i>Students' Grades.</i>	.744	.022+
<i>Input from students' school day teachers.</i>	.319	.365
<i>Input from parents.</i>	.063	.205

How Often Respondent Discusses the Following with Principals, Teachers, or Other Key Staff at the Participants' School(s) Who Are Not Center Staff:

<i>Curriculum concepts being taught in school.</i>	.465	.133
<i>Homework assignments.</i>	.386	.379
<i>The academic needs or progress of students participating in the program.</i>	.387	.548
<i>Issues related to program logistics.</i>	.183	.175
<i>Program attendance.</i>	.531	.549
<i>Students' behavioral problems.</i>	.187	.374
<i>How to make academic support in the program more effective.</i>	.151	.233



<u>How Often Respondent:</u>		
<i>Sends materials about the program home to parents.</i>	.002+	.458
<i>Holds events or meetings to which parents are invited.</i>	.061	.027+
<i>Holds events or meetings to which community members are invited.</i>	.146	.199
<i>Has conversations with parents over the phone.</i>	.055	.390
<i>Meets with one or more parents.</i>	.154	.019+
<u>How Often the Center Provides the Following Types of Events or Activities for Parents and Families:</u>		
<i>Classes to help parents develop their own skills (e.g., GED preparation, computer skills, etc.).</i>	.150	.025
<i>Parenting classes (e.g., classes to help parents learn about the school system and communicate with the school, how to help their children with schoolwork and prepare for tests, etc.).</i>	.557	.001
<i>English as a Second Language (ESL) classes.</i>	.512	.595
<i>Opportunities to hear from and talk with representatives from local agencies or other organizations (e.g., health, police, employment and training programs).</i>	.692	.251
<i>Opportunities to attend cultural or recreational events in the community.</i>	.007	.704
<i>Events at the program (e.g. meetings, performances, etc.).</i>	.015	.214
The Center Evaluates Program or Assesses Program Effectiveness	.599	.144
If Yes, Which of the Following Types of Evaluation the Program Conducts (Check All That Apply)	.183	.307
How Often the Program Conducts Evaluation or Program Assessment Activities	.516	.293
<u>How Much of a Challenge the Following Are to Implementing High Quality Programming:</u>		
Adequacy of facilities and availability of space.	.011	.821
Adequacy of instructional materials.	.427	.267
Communication between center staff and staff at participants' school(s).	.721	.785
Recruitment of youth to participate.	.365	.029
Youth attendance.	.301	.263
Student readiness for or engagement in programming.	.434	.803
Parent and family involvement.	.192	.403
Sufficiency of program funding.	.685	.283
Adequacy of staff training and experience.	.159	.967
Significant at the .05 level.		
Significant at the .01 level.		
+ Significant, but cell sizes are not large enough for significance to be reliable.		