



21st Century Community Learning Centers (21C) Statewide Evaluation Report 2011-12

Vermont Department of Education
21st Century Community Learning Centers
Evaluation Report – 2011-12

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www.vermontafterschool.org

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Introduction

In spring 2010, the Vermont Department of Education (VTDOE) and the Vermont Center for Afterschool Excellence worked to collaboratively set goals and outcomes for afterschool programs across the state. The goals outlined captured the essence of what has been important in Vermont for many years:

- 1) Serving the neediest students
- 2) Supporting high-quality, intentionally designed programs
- 3) Supporting programs to continue growing through strong leadership

Baseline data from 2008-09 and 2009-10 was collected and three-year targets were set. This summary report outlines highlights from the four years of data currently available and recommendations for continued growth.

An important point to note, that is not reflected within the data, is the tremendous growth seen with 21st Century Community Learning Center (21C) programs over the past four years in terms of the number of students served. Although many identified outcomes have seen little to no growth within the four years in which data has been collected, the growth in the number of students served speaks to an increase in all areas in which the percent increase has remained flat.

Four Year Growth in the Number of Students Served through 21C Programs

	2008-09	2009-10	2010-11	2011-12
21C Participants (school-year and summer)	11,377	13,209	14,638	15,550
21C Regular Attendees	4,290	4,954	5,621	6,176
21C Low-income Regular Attendees (based upon free and reduced lunch status)	2,324	2,752	3,087	3,352

The complete report outlining baseline data (2008-10), as well as a copy of 2010-11 report and a summary of the first three years of data, can be accessed at:

http://vermontafterschool.org/partnerships/vt_21stcclc_evaluation/

Areas of Strength/ Areas in Need of Attention

Serving the Neediest Students

Strength Area:

Vermont has seen tremendous growth in the number of students served through 21C programs over the past four years. The total number of students served in Vermont has grown from 11,377 in 2008-2009 to 15,550 in 2011-2012.

Needs Attention:

Vermont 21C programs are still falling short on targets regarding regular attendees, high-risk students, and dosage. Only 57% of 21C sites have regular attendee rates that meet the state goal of 38%. In addition, less than ½ of the sites (46%) are serving students who qualify for free or reduced-price meals at the expected rate based on their school's population.

Sufficient Dosage

Strength Area:

Over the last four years, we have seen an increase in the number of 21C sites meeting the target by offering at least 32 weeks of programming per year (from 54% in 2008-2009 up to 61% in 2011-2012).

Needs Attention:

Vermont needs to continue working on expanding the hours of programming offered in the 21C sites. Currently, less than ½ of Vermont's sites operate five days/week during the school year and only 30% operate at least 14 hrs./week.

Summer Programming

Strength Area:

The percentage of 21C projects offering summer programming has grown by 7% over the past four years (from 57% in 2008-08 to 64% in 2011-12). A high percentage of Vermont 21C projects that offer summer programming meet the goals of operating at least 5 days a week in summer (84%) and for at least 21 hrs./wk. (70%).

Needs Attention:

Every 21C project in Vermont should offer quality summer programming and yet 36% of Vermont's 21C sites currently do not. In addition, Vermont's 21C summer programs need to run for longer periods of time. Currently, only 40% of Vermont's 21C projects offer summer programming for at least 5 weeks.

Program Leadership/ Qualified Staff

Strength Area:

Vermont's 21C programs are well-staffed with those in leadership positions having significant levels of expertise and experience. For example, 89% of 21C project directors and 72% of the site coordinators hold a BA degree or higher. In addition, 93% of project directors and 66% of site coordinators have at least three years of experience.

Needs Attention:

Only 50% of Vermont's 21C projects have licensed teachers in at least $\frac{1}{3}$ of their staff and instructor positions. Vermont's goal is to raise the level of involvement of licensed teachers so that almost all 21C projects (90%) have licensed teachers in at least 33% of their staff and instructor positions.

Community Partners

Strength Area:

Slightly more than one-half of Vermont's 21C programs are meeting the goal of having at least two community partners that they are working with to identify solutions and resources for students. We'd like to see this percentage increase from 50% of 21C projects having at least two community partners to 90%.

Needs Attention:

Nationally, on average 21C projects have six viable community partnerships each. Vermont's programs have a long way to go in this area as currently only 14% of Vermont 21C projects are able to identify six or more community partners. Watch for more support in this area in the next few years as the Vermont Center for Afterschool Excellence recently received a grant from the Mott Foundation that includes a significant initiative around increasing school-afterschool-community partnerships.

Social-Emotional Learning

Strength Area:

By the end of this school year, almost all of Vermont's 21C projects will have trained at least one site in using the Youth Program Quality Improvement (YPQI) process to support positive youth development.

Needs Attention:

After the current group of projects completes the YPQI training and process this year, we need to look at how best to support 21C programs in expanding their use of YPQI to other sites.

Action Items for 2012-2013

- 1) Build up regular attendee numbers and focus on serving high-risk students.
- 2) Add summer programming to every project and increase the number of weeks offered throughout the state.
- 3) Increase the percent of teachers working in 21C programs.
- 4) Build new community partnerships throughout the state.
- 5) Support YPQI in all projects.

**21st Century Community Learning Centers
Summary of Evaluation Results (2008-12)**

	2008-09 Baseline	2009-10 Baseline	2010-11	2011-12
Goal 1: 21C programs across Vermont will serve the students most in need of support.				
Regular Attendance 1.1) 80% of 21C sites will serve 38% or more of total participants on a regular basis matching the current state average by 2010-11 with growth towards matching the national median of 50% by 2012-13.	57% of 21C sites served 38% or more of total participants on a regular basis	48% of 21C sites served 38% or more of total participants on a regular basis	Objective not met 58% of 21C sites served 38% or more of total participants on a regular basis	Objective not met 57% of 21C sites served 38% or more of total participants on a regular basis
Attendance of High-Risk Students 1.2) 80% of 21C sites will have a free and reduced lunch rate among regular attendees that meets or exceeds the school rate by 2012-13.	51% of 21C sites have a F&R rate among reg. att. that meets or exceeds school rate	56% of 21C sites have a F&R rate among reg. att. that meets or exceeds school rate	Objective not met 58% of 21C sites have a F&R rate among reg. att. that meets or exceeds school rate	Objective not met 46% of 21C sites have a F&R rate among reg. att. that meets or exceeds school rate
Targeted Schools 1.3) 85% of 21C programs will operate in schools in need of improvement by 2012-13.	57% of identified schools in Vermont have a 21C program in place	66% of identified schools in Vermont have a 21C program in place	Objective met 86% of 21C sites operate within a school not making Annual Yearly Progress	Objective nearly met 84% of 21C sites operate within a school not making Annual Yearly Progress
Goal 2: 21C programs across Vermont are of high quality and are intentionally designed to support student learning.				
Sufficient Dosage 2.1a) 80% of 21C sites will offer program hours to match or exceed the current national median of operating 32 weeks per year, 5 days per week, and 14 hours per week by 2012-13.	54% of 21C sites operate 32 wks./yr.	51% of 21C sites operate 32 wks./yr.	Objective not met 55% of 21C sites operate 32 wks./yr.	Objective not met 61% of 21C sites operate 32 wks./yr.
	50% of 21C sites operate 5 days/wk.	55% of 21C sites operate 5 days/wk.	55% of 21C sites operate 5 days/wk.	49% of 21C sites operate 5 days/wk.
	28% of 21C sites operate 14 hrs./wk.	30% of 21C sites operate 14 hrs./wk.	32% of 21C sites operate 14 hrs./wk.	30% of 21C sites operate 14 hrs./wk.

	2008-09 Baseline	2009-10 Baseline	2010-11	2011-12
2.1b) 100% of 21C sites will offer summer programming, and of those 80% will match or exceed the current national median of operating 5 weeks per year, 5 days per week, and 21 hours per week by 2012-13.	57% of 21C sites offer summer programming	59% of 21C sites offer summer programming	Objective partially met 65% of 21C sites offer summer programming	Objective partially met 64% of 21C sites offer summer programming
	45% operate 5 wks./yr.	40% operate 5 wks./yr.	39% operate 5 wks./yr.	40% operate 5 wks./yr.
	83% operate 5 days/wk.	76% operate 5 days/wk.	84% operate 5 days/wk.	84% operate 5 days/wk.
	62% operate 21 hrs./wk.	56% operate 21 hrs./wk.	68% operate 21 hrs./wk.	70% operate 21 hrs./wk.
Program Leadership/ Qualified Staff 2.2a) 90% of 21C projects will be led by individuals with significant levels of expertise and experience (BA or higher in related field and 3+ years administrative or teaching experience) by 2012-13.	No data available	No data available	Objective nearly met 89% of 21C projects have a director who holds a BA or higher	Objective partially met 89% of 21C projects have a director who holds a BA or higher
			80% of 21C projects have a director with 3+ years' experience	93% of 21C projects have a director with 3+ years' experience
			71% of 21C sites have a site coordinator who holds a BA or higher	72% of 21C sites have a site coordinator who holds a BA or higher
			72% of 21C sites have a site coordinator with 3+ years' experience	66% of 21C sites have a site coordinator with 3+ years' experience

	2008-09 Baseline	2009-10 Baseline	2010-11	2011-12
2.2b) 90% of 21C projects will be staffed by at least 33% licensed educators by 2012-13 (school-year programming).	50% of 21C projects are staffed by at least $\frac{1}{3}$ licensed educators	47% of 21C projects are staffed by at least $\frac{1}{3}$ licensed educators	Objective not met 52% of 21C projects are staffed by at least $\frac{1}{3}$ licensed educators	Objective not met 50% of 21C projects are staffed by at least $\frac{1}{3}$ licensed educators
2.2c) 90% of 21C projects with summer programming will be staffed by at least 33% licensed educators by 2012-13 (summer programming).	57% of 21C summer programs are staffed by at least $\frac{1}{3}$ licensed educators	60% of 21C summer programs are staffed by at least $\frac{1}{3}$ licensed educators	Objective not met 54% of 21C summer programs are staffed by at least $\frac{1}{3}$ licensed educators	Objective not met 54% of 21C summer programs are staffed by at least $\frac{1}{3}$ licensed educators
Community Partners 2.3) 90% of 21C projects will be working with a minimum of two community partners by 2010-11 to identify solutions and resources for students, with growth towards matching the national average of six partners by 2012-13.	55% of 21C projects identified <i>two</i> or more community partners	58% of 21C projects identified <i>two</i> or more community partners	Objective not met 70% of 21C projects identified <i>two</i> or more community partners	Objective not met 50% of 21C projects identified <i>two</i> or more community partners
	10% of 21C projects identified <i>six</i> or more community partners	6% of 21C projects identified <i>six</i> or more community partners	18% of 21C projects identified <i>six</i> or more community partners	14% of 21C projects identified <i>six</i> or more community partners
School Attendance 2.4) 80% of 21C sites will show a school absentee rate among regular attendees that is at least 28% lower than the non-regular absentee rate by 2012-13.*	No data available	Objective not met 38% of 21C sites noted an absentee rate among reg. att. at least 28% lower than among non-reg. att.	No data available	Objective not met 42% of 21C sites noted an absentee rate among reg. att. at least 28% lower than among non-reg. att.
Academic Gains 2.5) The percent of regular attendees proficient or above will meet or exceed school averages in both math and language arts by 2012-13.	No data available	57% of 21C sites meet or exceed school rate of proficiency for reg. att. (math) 37% of 21C sites meet or exceed school rate of proficiency for reg. att. (language arts)	Objective not met 53% of 21C sites meet or exceed school rate of proficiency for reg. att. (math) 47% of 21C sites meet or exceed school rate of proficiency for reg. att. (language arts)	Objective not met 42% of 21C sites meet or exceed school rate of proficiency for reg. att. (math) 50% of 21C sites meet or exceed school rate of proficiency for reg. att. (language arts)

	2008-09 Baseline	2009-10 Baseline	2010-11	2011-12
Social-Emotional Learning 2.6) 50% of 21C projects will be using a nationally recognized program quality assessment tool to improve supports for students' developmental assets and social-emotional learning by 2012-13.	No data available	No data available	Objective not met 22% of 21C projects completed YPQI training	Objective not met 32% of 21C projects completed YPQI training (includes <i>both</i> 2010-11 & 2011-12)
Goal 3: State support meets the needs of individual 21C projects and provides effective leadership.				
Common Evaluation Measures 3.1) All 21C projects will utilize common evaluation measures to gauge program effectiveness by 2011-12.	No data available	No data available	No data available	Percent of 21C projects tracking the following indicators within their local evaluation plans: 1.1 – 38% 1.2 – 24% 2.1a – 8% 2.1b – 0 2.2a – 0 2.2b – 27% 2.2c – 0 2.3 – 5%
Sustainable Programs 3.2) All 21C projects beyond year five are funded at a minimum of 50% from non-21C dollars.	No data available	No data available	Objective not met 52% of 21C projects beyond year five are funded at a minimum of 50% from non-21C dollars	Objective not met 39% of 21C projects beyond year five are funded at a minimum of 50% from non-21C dollars

	2008-09 Baseline	2009-10 Baseline	2010-11	2011-12
Professional Development Opportunities and Resources 3.3a) 80% of 21C projects participating in professional development opportunities in the state will report improvement in areas that include: evaluation, partnership building, sustainability, connecting to the school day, building relationships with other afterschool programs, and program quality.	No data available	Percent of participants in ISS-AP report improvement in the following areas: 61% Evaluation 48% Partnership-building 60% Sustainability 61% School-day links 78% Building relationships with other programs	Objective partially met Percent of participants in ISS-AP report improvement in the following areas: 60% Evaluation 78% Partnership-building 70% Sustainability 68% School-day links 70% Building relationships with other programs 80% Program quality	Objective partially met Percent of participants in ISS-AP report improvement in the following areas: 71% Evaluation 83% Partnership-building 70% Sustainability 56% School-day links 83% Building relationships with other programs 82% Program quality

* Outcome 2.4 reports on the percent change in the *total number of days absent*, rather than the *average days absent*, as this was the manner in which the data was collected in 2009-10 (in 2011-12, both sets of data were collected).

Evaluation Indicators obtained from 2011-12 Annual Performance Reports

The following chart represents all of the indicators being tracked by 21st Century Community Learning Center projects in Vermont, as indicated in their 2011-12 Annual Performance Reports (APR) submitted to VTDOE. The totals below do not take into account the required objectives within the APR (improvements in standardized test scores and improved school day attendance among regular attendees). Although both of these indicators appear within the chart below, only projects that included these indicators within their project specific objectives are represented within the totals.

Points to note that came out of this analysis:

- On average, 21C programs track 8.1 indicators within the project specific objectives of their evaluation plans.
- Of the 60 total indicators tracked, 16 are tracked by 20% or more of all 21C programs.
- Of the outcomes laid out within the statewide evaluation plan, the only areas in which at least 20% of programs are tracking progress are around serving the neediest students and using school-day educators as staff.

	Total Programs	% Programs ¹
Area: Serving the Neediest Students		
% or no. students participating – attendees	15	41%
% or no. students participating – regular attendees	13	35%
% or no. F&R lunch students participating – attendees	7	19%
% or no. F&R lunch students participating – regular attendees	9	24%
% or no. students with IEPs or 504s attending (attendees and/or regular attendees)	3	8%
Area: Program Quality		
No. weeks per year, days per week, and/or hours per day program operates	3	8%
% or no. of programs within targeted areas and/or % or no. students attending targeted programming (e.g. academic, arts, wellness, business, etc.)	11	30%
School-day teachers and/ or staff as program staff	10	27%
Staff reporting positive experiences	5	14%
Staff retention rates	1	3%
Students provide programming input	5	14%
Students reporting new interests or skills	7	19%
Students reporting program satisfaction	12	32%
Students re-enrolling year-to-year or stated intention to do so by student or parent	7	19%
Area: Positive Behaviors		
Increase in school attendance/ decrease in absenteeism	10	27%
Decrease in disciplinary issues within school day or afterschool program (e.g. suspensions, detentions, etc.)	9	24%
Increase in positive behaviors (e.g. conflict resolution skills, attitude toward school, etc.)	4	11%
Area: Academic Improvement		
Increase in grades	5	14%
Successful completion of coursework	3	8%
Homework completion rates	8	22%
Improvement in pre- to post- tests and/or assessment tools designed to assess specific learning objectives	4	11%
% or no. regular attendees and/or F&R reg. att. proficient in mathematics (NECAP) and/or increase in score	13	35%
% or no. regular attendees and/or F&R reg. att. proficient in language arts (NECAP) and/or increase in score	12	32%

	Total Programs	% Programs ¹
Targeted students show improvement in academic areas (study skills, problem-solving skills, etc.)	3	8%
% or no. students participating in academic programming	4	11%
% or no. students participating in ELL programming and/or improving in English language skills	3	8%
Students report acquisition of new skill and/or other academic skills	3	8%
% or no. academic programs/ activities led by certified teachers	1	3%
Alignment between school-day or state-level goals, policies, standards, etc. and afterschool or summer programming	4	11%
Area: Social/ Emotional Growth		
Students reporting positive relationships with adults	9	24%
Students reporting positive relationships with peers	8	22%
Students reporting feeling safe and/or supported	8	22%
Students reporting social/ emotional growth	3	8%
Improvement in developmental assets results	5	14%
% or no. programs that embed social/ emotional development content	1	3%
Area: Health & Wellness		
% or no. students participating in health and wellness programming	2	5%
Student hours spent engaged in health and wellness programming	1	3%
Students reporting positive attitudes towards health and wellness activities	2	5%
% or no. programs that embed health and wellness content	4	11%
% or no. students with decreased BMI	1	3%
% or no. students with increased physical fitness (Presidential Physical Fitness Program)	1	3%
Targeted rate for healthy snack and/ or meals program	1	3%
Area: Parental/ Family Involvement		
Parental satisfaction reported and/or skill-building skills within child	17	46%
% or no. programs that involve parents and/or families	2	5%
% or no. of parents that volunteer or otherwise participate in programming	2	5%
Area: Summer Programming		
% or no. students attending summer programming	3	8%
% or no. students attending summer programming on a regular basis	1	3%
% or no. students in need (e.g. F&R lunch, special ed. status, etc.) attending summer programming	1	3%
% or no. summer regular attendees increase in NECAP scores (mathematics and/or language arts)	3	8%
Improvement in pre- to post-tests designed to assess specific learning objectives	1	3%
Decrease in summer school referrals based upon attendance in afterschool and/or previous year summer program attendance	1	3%
Other		
Cultural Competency – % or no. programs that build cultural competency skills	1	3%
Community Service – % or no. students that participate in community service activities	1	3%
College and Career Readiness – % or no. of students receiving programming or support	1	3%
Student Leadership – % or no. students that work, volunteer, or mentor within program	3	8%
Partnership Development – no. of community partners	2	5%
Community Involvement – % or no. of community members as staff	4	11%
Sustainability – maintain or increase funding sources and/or dollars supporting program	2	5%
Sustainability – targeted cost of programming	2	5%

¹The percent of programs calculation is based upon a total of 37 programs. This total breaks out the BEAMS programs and Putney OASIS, due to the fact that two APRs were submitted for this project.

Sources:

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