



21st Century Community Learning Centers (21C) Statewide Evaluation Report 2012-2013

Vermont Agency of Education
21st Century Community Learning Centers
Evaluation Report: 2012-2013

This report was prepared by Vermont Afterschool, Inc.
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Introduction

In the spring of 2010, the Vermont Agency of Education (VTAOE) set goals and outcomes for afterschool programs in Vermont that receive funding from the 21st Century Community Learning Centers (21C) initiative. The goals called for the programs to do the following:

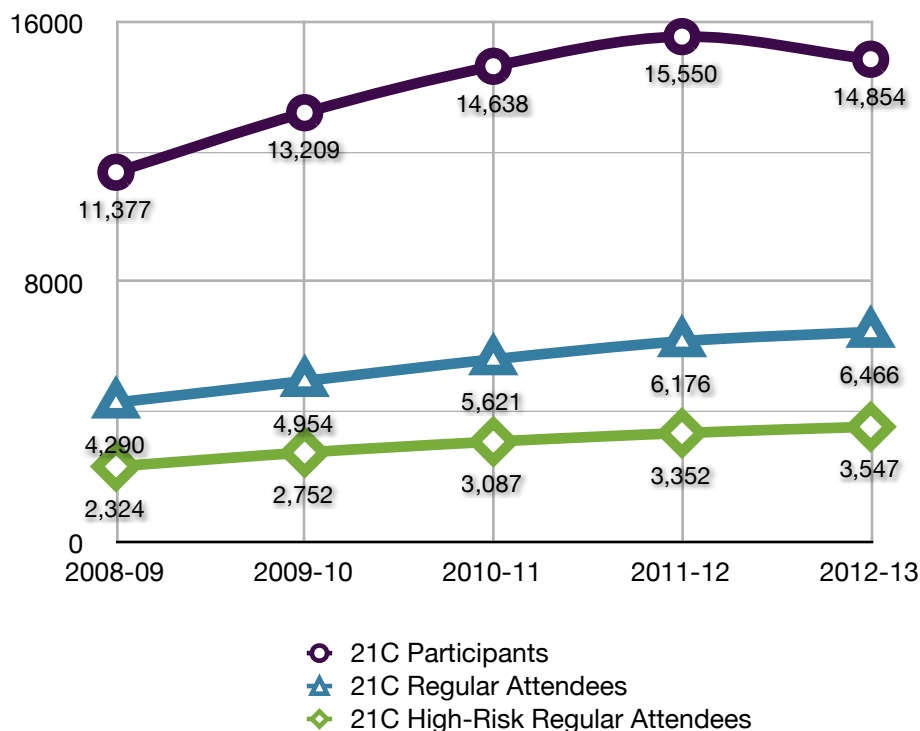
- 1) Serve the neediest students.
- 2) Support high quality, intentionally designed programs.
- 3) Support programs to continue growing through strong leadership.

Specific quantitative outcomes for each goal area were determined, and corresponding target rates were set. A plan was formed to collect data in those areas and compare with the baseline data from 2008-09 and 2009-10.

This summary report focuses on analysis of 2012-13 data. It also show all five years of data and highlights changes and improvements in Vermont's afterschool programs since the evaluation's inception.

The graph below shows the numbers of students served by 21C programs in Vermont beginning with the baseline years. Steady growth in the number of participants up until 2011-12 is followed by a slight decline in the most recent year. However, the numbers of regular attendees (defined as those who attended for 30+ days or 60+ hours during the reporting period) and the number of regular high-risk attendees (based upon free and reduced lunch status indicating low-income) have been continually increasing.

Five year changes in numbers of 21C Afterschool Program participants

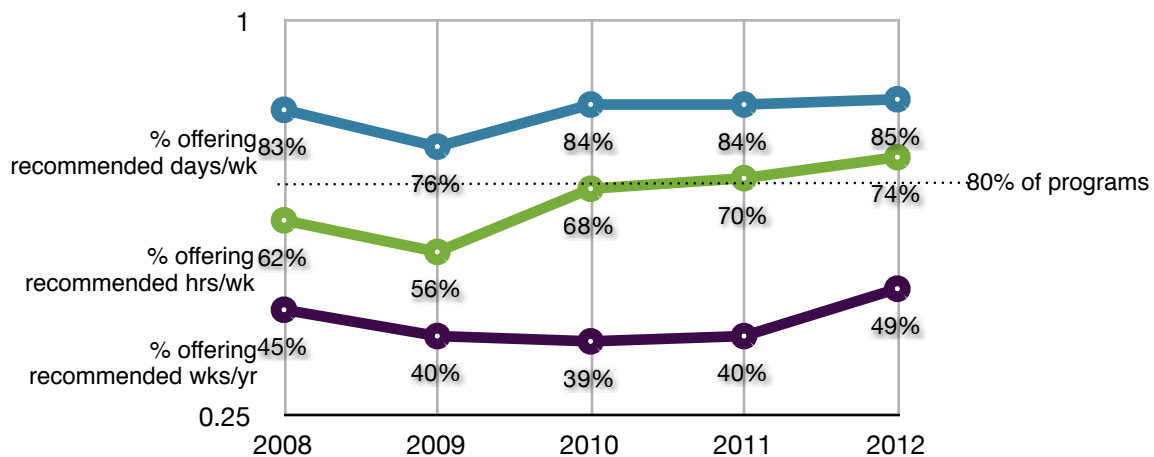


Areas of Strength and Improvement

The following areas indicate the largest measured improvements in Vermont's 21C programs in the past five years. All summarized data corresponding with the analysis can be located beginning on page 8 in the section titled *Summary of Evaluation Results*.

- Social-Emotional Learning** (Outcome 2.6). **Eighty-six percent of 21C programs have used the Youth Program Quality Inventory (YPQI) to evaluate their programs in the last three years. This far exceeds the goal of have at least 50% of projects using it by 2012-13.** The YPQI is the nationally recognized program quality assessment. The Vermont Agency of Education has led a multi-year effort of encouraging and funding its use by 21C programs in the state. In the past three years, all 21C-funded program leaders have had the opportunity to be trained in the use of YPQI and run a pilot evaluation with their programs. Beginning in 2013-14, all grantees will be required to participate in an annual YPQI evaluation for their project.
- Summer Programming** (Outcome 2.1b). **Eighty-nine percent of grantees have at least one site offering summer programming. The numbers of hours per week, days per week, and weeks per summer that programming is offered has been generally increasing each summer since 2008.** While the original goal of having 100% of sites offering summer programming has not been met, steady increases in the numbers of sites which do offer it has been seen each summer since 2008. Seventy one percent of sites offered some form of summer programming as of the summer of 2012. Even as new sites have begun to offer summer programming (16 sites added it between the summers of 2011 and 2012), dosages have not decreased. Outcome 2.1b says that over 80% of sites that offer summer programming should match or exceed the current national median of operating five weeks per year, five days per week, and 21 hours per week. Currently, this goal is only being met for days per week and is almost met for hours per week. At least 31% more sites need to offer more weeks of programming per summer to meet the national median.

Summer programs that have offered sufficient dosages of programming



- **Community Partners** (Outcome 2.3). **Currently, 65% of 21C projects are able to identify two or more community partners and of those, 46% are able to identify six or more.** There has been some noticeable improvement in the numbers of community partners that grantees have been able to report since the baseline years. In particular, between the two most recent years (2011-12 and 2012-13), the percentage of grantees that has been able to report six or more community partners has doubled. It is important to note that the data only shows partners who have contributed \$1000 or more to a given program, as this was the manner that it had been collected in previous years. However, the data does include partners who have contributed less than \$1000. By recounting to include all partners, 92% of grantees can currently identify two or more community partners and 54% can identify six or more community partners (the national average).
- **Professional Development Opportunities and Resources** (Outcome 3.3a). **Ninety-one percent of grantees reported an improvement in program quality and 81% reported improvement in both evaluation and in their ability to build relationships with other programs.** The 21C programs participating in professional development available through VTAOE and Vermont Afterschool, Inc.'s Individualized System of Support for Afterschool Programs (ISS-AP) initiative reported how strongly they felt that their programs improved in certain areas as a result. Some overall improvement was found (in the areas of Evaluation, Program Quality, and Building Relationships with Other Programs). These areas also saw over 80% of programs reporting improvement, as prescribed by the goal. Partnership Building, Sustainability, and School-day Links did not have as much reported improvement.
- **Program Leadership/Qualified Staff** (Outcomes 2.2a and 2.2b). **Eighty-six percent of program directors hold a bachelor's degree or higher and 60% are licensed educators.** In terms of site coordinators, 76% hold a bachelor's degree or higher and 60% are licensed educators. Steady growth can be seen for the past three academic years in terms of school-year and summer programs and the presence of licensed educators. As for background education, while there is no baseline data available for this measure, strong percentages can be seen in the past three years for directors who have a bachelor's degree or higher. The target for this outcome is that 90% of the 21C projects will be led by individuals with at least a BA and a license in education.

The following areas are those of slight improvement:

- **Serving Targeted Schools** (Outcome 1.3). **Currently, 76% of sites are operating within a school not making Adequate Yearly Progress (AYP) according to Vermont's statewide accountability system.** The goal for having 85% of sites operating in schools in need of improvement is well-intended because it implies that the presence of 21C afterschool programs would benefit inadequate schools. In the first two years of the study the goal was essentially met (86% the first year and 84% the second year). Part of the reason that the percentage decreased between 2011-12 and 2012-13 was because the three defunded sites which were removed from the analysis were operating in schools in need of improvement.

- **Regular Attendance** (Outcome 1.1). **In the most recent year of this study, the percentage of sites with 38% of their attendees considered to be “regular,” reached 65%, up from 57% the previous year.** However, this is only a slight improvement because while the number of regular attendees did increase from 6,176 to 6,466, the number of total attendees *decreased* from 15,550 to 14,854 (after it had been steadily increasing each year since the 2008-09 school year). Furthermore, there is still a good deal of improvement needed in order for the goal of 80% of sites serving at least 38% of their participants on a regular basis to be met.
- **Common Evaluation Measures** (Outcome 3.1). **About one-third of 21C grantees track regular attendance and the attendance of high-risk students in their individual evaluation plans.** While this study is evaluating the overall state of 21C programs, each individual program should be in the process of developing its own evaluation plan. As no data was available for this measure for the two baseline years or for the first year of this study, only the two most recent years can be compared. It can be stated that more programs are reporting more evaluation measures, but beyond that, Vermont still has much work to be done in order to have every program utilizing the same evaluation measures.

Areas in Need of Attention

The following objectives were not met, and some overall decreases were noted:

- **Attendance of High-Risk Students** (Outcome 1.2). **While 80% of 21C programs are expected to have their rate of free-and-reduced-lunch students matching or exceeding their school’s rate, only 48% of sites are meeting this goal.** As a matter of fact, this percentage was higher in past years (as high as 58% in 2010-11). It is important that leaders of sites which are not meeting this criteria look into the reasons that these at-risk students are underrepresented.
- **Sufficient Dosage for School-Year Programs** (Outcome 2.1a). **Less than one third of sites currently meet or exceed the national median of weeks per year, days per week, and hours per week that they should be operating.** This is mostly due to the fact that 69% of sites operate at less than 14 hours per week. Forty-eight percent of sites operate 5 days per week and 63% operate for at least 32 weeks per year. The goal is to have 80% of sites meeting the national median in terms of program dosage. There has been slight growth in this area since the baseline years, but much improvement is still needed.
- **School Attendance** (Outcome 2.4). **Twenty-two percent of 21C sites show an absentee rate for regular attendees that is at least 28% lower than that for non-regular attendees.** Because 35% of sites submitted sufficient data to determine absentee rates of students that participate in 21C afterschool programs and those who don’t, it is difficult to judge the outcome of this measure. In addition, this was a significant drop from the previous year in which 42% of sites noted at least a 28% difference in absentee rates between regular attendees and the rest of the school’s population. By disregarding the 28%-difference criteria, 89% of sites that collected data for this measure were able to report lower absentee rates for regular attendees than for non-regular attendees.

- **Academic Gains** (Outcome 2.5). Scores for both math and language arts have fluctuated since the baseline years but in general, **between 40 and 55 percent of sites have been able to report that scores from students who have attended 21C afterschool programs have met or exceed the scores of the school overall.**

However, the results of the data collected for this outcome are difficult to judge because most sites submitted NECAP scores for small numbers of students. For both math and language arts, 37% of sites submitted score information for a majority (more than 50%) of their regular attendees and 28% of sites submitted score information for more than two-thirds of their regular attendees. In fact, 25% of sites submitted information for less than a quarter of their regular attendees and 8% of sites only submitted information for one tenth or less of their regular attendees.

- **Sustainable Programs** (Outcome 3.2). Grantees that have been funded by 21C for more than five years should be finding at least 50% of their funding from non-21C sources in order to be considered sustainable. However, of the grantees that fall into this category, **only 26% have been able to accomplish this task.** This percentage dropped significantly from 52% in 2010-11 and 39% in 2011-12.

Action Items for 2013-2014

In line with the areas in need of improvement, 21C afterschool and summer programs should focus on making the following improvements for the 2013-2014 academic year and the 2014 summer:

- **Serving students in need.** Free-and-reduced-lunch students are considered “at-risk” and may particularly benefit from regular participation in 21C afterschool and summer learning programs. Therefore, they should be at least as well represented in these programs as they are in each corresponding school. Sites with low enrollment of at-risk students should seek out reasons for this and work to take corrective action which should include recruitment.
- **Provide sufficient dosage.** Afterschool and summer learning programs will best serve their attendees by reliably and frequently operating. Grantees should strive to make sure that the days per week, weeks per year, and hours per week that both their school-year and summer programs operate are at least in line with the goals of this evaluation. Otherwise, academic gains, attendance improvements and other positive outcomes cannot be expected.

Recruit and retain experienced program leaders and staff. Students who attend 21C afterschool and summer learning programs should be guided by skilled and knowledgeable staff who are able to provide quality leadership because they have at least three years of teaching experience. Since experience is a function of time, programs should also strive to retain staff so that they may gain experience.

- **Submit better data for attendance and academic gains.** In order to actually know the impact that programs with quality design and execution are having on students, program leaders must be able to collect and submit sufficient data regarding attendance and NECAP scores. This area needs much improvement.

- **Find more funding outside of 21C.** All other goals are dependent upon this one. 21C funding is not guaranteed forever, so grantees need to strive to seek financial support from other sources. Otherwise, none of the other inputs for a quality program can be afforded to be put into place.

Next Steps

To ensure that Vermont's 21st Century Community Learning Centers continue moving on a path toward improvement, the following must be fostered by the Vermont Agency of Education:

- **Continue to invest in professional development that will result in increased program quality.** Program leaders have been reporting high rates of improved program quality since 2009-10 as a result of participating in ISS-AP. Directors and site coordinators should continue to be given the opportunity to participate in high quality professional development initiatives to empower them to subsequently improve their programs.
- **Continue to highlight and promote summer learning.** As the numbers of programs and sites offering summer learning opportunities have increased over the past few years, the focus must remain on summer learning so that the momentum does not fade. Improvements in dosage and qualified leadership will help these programs improve and flourish.
- **Continue to strive to develop common evaluation measures.** Grantees have been individually listing areas of evaluation for their programs. They need to be guided and motivated to collaboratively set common evaluation goals so that Vermont can easily collect useful and comprehensive data about its programs.

Summary of Evaluation Results

Goal 1: 21C programs across VT 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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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	Objective not met 65% 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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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	Objective not met 48% 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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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 Adequate Yearly Progress	Objective nearly met 84% of 21C sites operate within a school not making Adequate Yearly Progress	Objective nearly met 76% of 21C sites operate within a school not making Adequate 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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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.	Objective not met 63% 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.	48% 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.	31% of 21C sites operate 14 hrs./wk.
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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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	Objective partially met 71% 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.	49% operate 5 wks./yr.
83% operate 5 days/wk.	76% operate 5 days/wk.	84% operate 5 days/wk.	84% operate 5 days/wk.	85% operate 5 days/wk.
62% operate 21 hrs./wk	56% operate 21 hrs./wk.	68% operate 21 hrs./wk.	70% operate 21 hrs./wk.	74% 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 experience*) by 2012-13.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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	Objective not met 86% of 21C projects have a director who holds a BA or higher
No data available	No data available	80% of 21C projects have a director with 3+ years' experience*	93% of 21C projects have a director with 3+ years' experience*	39% of 21C projects have a director with 3+ years' experience
No data available	No data available	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	76% of 21C sites have a site coordinator who holds a BA or higher
No data available	No data available	72% of 21C sites have a site coordinator with 3+ years' experience*	66% of 21C sites have a site coordinator with 3+ years' experience*	51% of 21C sites have a site coordinator with 3+ years' experience

2.2b) 90% of 21C projects will be staffed by at least 33% licensed educators by 2012-13 (school-year programming).				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	2012-13
50% of 21C projects are staffed by at least 1/3 licensed educators	47% of 21C projects are staffed by at least 1/3 licensed educators	Objective not met 52% of 21C projects are staffed by at least 1/3 licensed educators	Objective not met 50% of 21C projects are staffed by at least 1/3 licensed educators	Objective not met 60% of 21C projects are staffed by at least 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).				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	2012-13
57% of 21C summer programs are staffed by at least 1/3 licensed educators	60% of 21C summer programs are staffed by at least 1/3 licensed educators	Objective not met 54% of 21C summer programs are staffed by at least 1/3 licensed educators	Objective not met 54% of 21C summer programs are staffed by at least 1/3 licensed educators	Objective not met 60% of 21C summer programs are staffed by at least 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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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	Objective not met 65% 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	30% 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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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.	Objective not met 22% 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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	2012-13
No data available	57% of 21C sites meet or exceed school rate of proficiency for reg. att. (math)	Objective not met 53% of 21C sites meet or exceed school rate of proficiency for reg. att. (math)	Objective not met 42% of 21C sites meet or exceed school rate of proficiency for reg. att. (math)	Objective not met 53% 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)	47% of 21C sites meet or exceed school rate of proficiency for reg. att. (language arts)	50% of 21C sites meet or exceed school rate of proficiency for reg. att. (language arts)	40% of 21C sites meet or exceed school rate of proficiency for reg. att. (language arts)

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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	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 (in <i>either</i> 2010-11 or 2011-12)	Objective met 86% of 21C projects completed YPQI training (in <i>either</i> 2010-11, 2011-12, or 2012-13)

**The percentages for 2010-11 and 2011-12 are higher than the most recent year because the outcome had asked programs to report years of "administrative or teaching" experience for directors and site coordinators, whereas in 2012-13, programs were asked to report only teaching experience.*

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 2012-13.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	2012-13
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%	Percent of 21C projects tracking the following indicators within their local evaluation plans: 1.1 – 35% 1.2 – 32% 2.1a – 5% 2.1b – 8% 2.2a – 3% 2.2b – 27% 2.2c – 0 2.3 – 11% 3.2 – 19%

Sustainable Programs				
3.2) All 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	2012-13
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	Objective not met 26% of 21C projects beyond year five are funded at a minimum of 50% from non-21C dollars

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.				
2008-09 Baseline	2009-10 Baseline	2010-11	2011-12	2012-13
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	Objective partially met Percent of participants in ISS-AP report improvement in the following areas: 81% Evaluation 69% Partnership-building 67% Sustainability 60% School-day links 81% Building relationships with other programs 93% Program quality

Evaluation Indicators from the 2012-2013 Annual Performance Reports

The following chart represents the indicators being tracked by 21st Century Community Learning Center projects in Vermont, as indicated in their 2012-13 Annual Performance Reports (APR). 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).

Points to note that came out of this analysis:

- On average, 21C programs track 8.9 indicators within the project specific objectives of their evaluation plans.
- Of the 60 total indicators tracked, 12 are tracked by 20% or more of all 21C programs. Six are tracked by 30% or more programs.
- Of the outcomes laid out within the statewide evaluation plan, the areas in which at least 30% of programs are tracking progress are around serving the neediest students, using school-day educators as staff, and ensuring the students report program satisfaction.

Goal Area and Outcomes	Total Programs	% of Programs
Serving the Neediest Students		
% or no. students participating – regular attendees	13	35%
% or no. F&R lunch students participating – attendees	12	32%
% or no. students participating – attendees	11	30%
% or no. F&R lunch students participating – regular attendees	11	30%
Program Quality		
Students reporting program satisfaction	13	35%
School-day teachers and/ or staff as program staff	11	30%
Staff reporting positive experiences	4	11%
Students reporting new interests or skills	4	11%
No. weeks per year, days per week, and/or hours per day program operates	3	8%
Students re-enrolling year-to-year or stated intention to do so by student or parent	3	8%
Staff retention rates	2	5%
% or no. of programs within targeted areas and/or % or no. students attending targeted programming (e.g. academic, arts, wellness, business, etc.)	1	3%
Students provide programming input	1	3%
Positive Behaviors		
Increase in positive behaviors (e.g. conflict resolution skills, attitude toward school, etc.)	6	16%
Decrease in disciplinary issues within school day or afterschool program (e.g. suspensions, detentions, etc.)	3	8%

Goal Area and Outcomes	Total Programs	% of Programs
Academic Improvement		
Homework completion rates	9	24%
Improvement in pre- to post- tests and/or assessment tools designed to assess specific learning objectives	6	16%
Targeted students show improvement in academic areas (study skills, problem-solving skills, etc.)	3	8%
Increase in grades	2	5%
Successful completion of coursework	2	5%
% or no. students participating in academic programming	2	5%
Students report acquisition of new skill and/or other academic skills	1	3%
% or no. academic programs/ activities led by certified teachers	1	3%
Social/ Emotional Growth		
Students reporting positive relationships with adults	8	22%
Students reporting social/ emotional growth	8	22%
Students reporting positive relationships with peers	6	16%
Students reporting feeling safe and/or supported	5	14%
% or no. programs that embed social/ emotional development content	4	11%
Improvement in developmental assets results	2	5%
Health & Wellness		
% or no. programs that embed health and wellness content	8	22%
Targeted rate for healthy snack and/ or meals program	3	8%
Student hours spent engaged in health and wellness programming	2	5%
Students reporting positive attitudes towards health and wellness activities	2	5%
% or no. students participating in health and wellness programming	1	3%
% or no. students with decreased BMI	1	3%
% or no. students with increased physical fitness (Presidential Physical Fitness Program)	1	3%
Parental/ Family Involvement		
Parental satisfaction reported and/or skill-building skills within child	14	38%
% or no. of parents that volunteer or otherwise participate in programming	4	11%
% or no. programs that involve parents and/or families	3	8%
Summer Programming		
% 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%
Other		
Community Involvement – % or no. of community members as staff	8	22%
Sustainability – targeted cost of programming	6	16%

Goal Area and Outcomes	Total Programs	% of Programs
Student Leadership – % or no. students that work, volunteer, or mentor within program	4	11%
Partnership Development – no. of community partners	4	11%
Sustainability – maintain or increase funding sources and/or dollars supporting program	2	5%
Community Service – % or no. students that participate in community service activities	2	5%

Sources

Vermont Afterschool, Inc. (2012). *21st Century Community Learning Centers (21C): Statewide Evaluation Report 2011-12*. Available at: <http://vermontafterschool.org/wp-content/uploads/2012/09/VTDOE-Evaluation-Report-2011-12.pdf>

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