



21st Century Community Learning Centers (21C) Statewide Evaluation Report 2013-2014

Vermont Agency of Education
21st Century Community Learning Centers
Evaluation Report: 2013-2014

This report was prepared by Vermont Afterschool, Inc.
and can be accessed at: www.vermontafterschool.org
Prepared by: Erin Schwab, September 2014

Vermont Afterschool, Inc.
123 Ethan Allen Avenue, Dupont Hall #308-309
Colchester, VT 05446 T (802) 598-4005

Table of Contents

Introduction	2
Areas of Strength	4
Areas of Improvement	5
Areas in Need of Attention	6
Action Items for 2014-2015	7
Next Steps	8
Summary of Evaluation Results	9
Goal 1: Serve the neediest students	9
Goal 2: Support high quality, intentionally designed programs	12
Goal 3: Support programs to continue growing through strong leadership	19
Evaluation Indicators from the 2013-2014 Annual Performance Reports	21
Sources	24

Introduction

In the spring of 2010, the Vermont Agency of Education (VT AOE) set goals and outcomes for afterschool and summer learning programs in Vermont that receive funding from the federal 21st Century Community Learning Centers (21C) initiative. The goals were set to ensure that the programs are doing the following:

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

Specific measurable outcomes for each goal area were determined, and corresponding target rates were set for each outcome. Table 1 on the next page lists and describes each determined outcome and target rate under their corresponding goal areas.

The project started with baseline data from the 2008-09 and 2009-10 academic years with the goal of collecting 21C project-level or site-level data annually for each listed outcome. Some of the data to inform each outcome comes from the national online Profile and Performance Information Collection System (PPICS), where each 21C-funded project enters project-specific and site-specific information annually. Additional data to inform each outcome is collected through the Annual Performance Reports, which every 21C project is required to submit each year to VT AOE.

In the spring of 2014, a task force was formed with the goal of re-evaluating these current measures to determine how to best evaluate 21C afterschool and summer learning programs beyond the 2013-14 academic year. The 21C Task Force was comprised of program leaders from various regions of the state, representatives from Vermont Afterschool, Inc. and the 21C Coordinator of VT AOE. The group was successful in identifying a set of new evaluation outcomes, many of which are in line with the current goals. The outcomes are within the new goal areas of (1) access and equity for all students, (2) high quality programs, (3) strong leadership, and (4) sustainable programming. In addition, the Task Force recognized the need to gather information from the actual consumers of the programs (Vermont's children and youth) and has plans to develop a student survey to help capture youth outcomes related to self-efficacy, future aspirations, social relations and other developmental assets. A plan is in place to pilot the survey in the spring of 2015.

For each of the four academic years spanning 2010-11 to 2013-14, Vermont Afterschool Inc. collected and analyzed data for each 21C project and site. This summary report focuses mainly on the 2013-14 data, specifically pointing out the areas of strength as well as those in need of attention. It also looks at the trends in each outcome area since the baseline years. For every outcome within the three goal areas, data is presented for each of the past six academic years. In cases where data from 2013-14 was available for new measures created by the 21C Task Force, the results of these outcomes are also presented.

The projects that are represented by the data are not consistent from year to year. The specific afterschool and summer projects that receive funding from the 21C initiative change slightly on an annual basis, with some projects or sites losing funding and others gaining funding for the first time. It is therefore difficult to fully understand the yearly changes in terms of how a specific group of 21C-funded projects has evolved. In order to better understand how one consistent group of projects and sites has evolved

since the baseline years, a cohort group was identified for year-to-year comparison purposes. Twenty projects received funding in 2008-09 and continued to receive it each year through the most recent year (2013-14). These twenty projects are comprised of 66 individual program sites that were in existence and receiving funding continuously throughout these same years. For each outcome, summary data is given for these specific 20 projects and 66 sites in addition to the full set of data for each year.

Table 1: Evaluation Goal Areas and Outcomes

Goal Area 1: 21C programs across Vermont will serve the students most in need of support.
Regular Attendance 1.1) 80% of 21C sites 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%.
Attendance of At-Risk Students 1.2) 80% of 21C sites will have a free and reduced (F&R) lunch rate among regular attendees that meets or exceeds the school rate.
Goal Area 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. 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.
Program Leadership / Qualified Staff 2.2a) 90% of 21C projects will be led by individuals with significant levels of expertise and experience. 2.2b) 90% of 21C sites will be staffed by at least 33% licensed educators (school-year programming). 2.2c) 90% of 21C sites with summer programming will be staffed by at least 33% 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.
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.
Academic Gains 2.5) The percent of regular attendees proficient or above (based on NECAP scores) will meet or exceed school averages in both math and language arts.
Social-Emotional Learning / Program Quality Improvement 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.
Goal Area 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.
Sustainable Programs 3.2) All 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.

Areas of Strength

The following areas indicate the largest measured strengths in Vermont's 21C programs over the past six years. All summarized data corresponding with the analysis can be located beginning on page 9 in the section titled *Summary of Evaluation Results*.

- **Social-Emotional Learning** (Outcome 2.6). The VT AOE has led a multi-year effort to encourage and fund the use of the Youth Program Quality Intervention (YPQI) by 21C grantees in the state. Over the past four years, all 21C-funded project leaders have had the opportunity to be trained in the use of YPQI and run a pilot evaluation with their programs. **To date, 83% of project directors have completed YPQI training at least once since 2010-11. Additionally, 100% of project directors that have led projects funded since 2008-09 have completed the training.** This implies that the 17% of projects whose directors have not yet completed the training were funded for the first time more recently than 2008-09 and may not have yet had the opportunity to participate in the training. In 2013-14 alone, 52% of 21C projects conducted a YPQI self assessment at one or more of their sites.
- **Summer Programming** (Outcome 2.1b). **Eighty-eight percent of grantees had at least one site offering summer programming in the summer of 2013. Among projects that have been funded since 2008-09, 90% had at least one site offer summer programming that summer. The numbers of hours and days per week that programming has been offered among summer sites is strong and has been generally increasing each summer since the summer of 2008.** In the summer of 2013, 82% of summer sites met the objective of operating for at least five days per week and 84% of sites met the target of operating for at least 21 hours per week during weeks when they were open. Statewide, summer sites offered programming for an average of 35 hours per week in 2013, which is 14 more hours than the national median. Among sites that have been in existence since the summer of 2008, 78% operated for at least five days per week and 80% were open for at least 21 hours each week in 2013.
- **Community Partners** (Outcome 2.3). **In 2013-14, 88% of 21C grantees were able to identify at least two community partners**, not including school districts or supervisory unions. Of these projects, four-fifths of them (71% of all projects) had at least two community partners who had contributed over \$1000 to their programs. The percentage of projects that have been able to identify six or more community partners has been rapidly increasing over the past few years: 14% in 2011-12, 30% in 2012-13, and 35% in 2013-14. Forty percent of projects that have been in operation under 21C dollars since 2008-09 were able to identify six community partners that had contributed at least \$1000 in 2013-14.
- **Professional Development Opportunities and Resources** (Outcome 3.3a). **Ninety percent of grantees reported an improvement in program quality and 90% also reported improvement in their ability to build relationships with other programs as a result in participation of professional development opportunities.** In addition, at least 71% of projects reported improvement in each of the following areas: evaluation, partnership-building, sustainability, and school-day links. These 21C programs reported this improvements based on their participated in

professional development available through VT AOE and Vermont Afterschool's Individualized System of Support for Afterschool Programs (ISS-AP).

- **Program Leadership/Qualified Staff** (Outcomes 2.2a and 2.2b). **During the 2013-4 school year, 88% of projects were led by directors with the equivalent of a bachelor's degree or higher. Ninety-five percent of directors of projects that have been continuously funded since 2008-09 held at least a bachelor's degree.** Almost three-quarters (73%) of site coordinators in 2013-14 held a bachelor's degree or higher. In addition to having directors and site coordinators who have been formally educated, it is also important that at least a portion of the staff are licensed educators in order to help foster expected learning gains. On the state level, 35% of school year programming staff are licensed educators and 40% of summer staff are licensed educators.

Areas of Improvement

The following areas indicate the improvements in Vermont's 21C programs over the past six years and in particular, between the two most recent years of 2012-13 and 2013-14. In most cases, there is still improvement to be done as target rates have not yet been met. All summarized data corresponding with the analysis can be located beginning on page 9 in the section titled *Summary of Evaluation Results*.

- **Regular Attendance** (Outcome 1.1). There has been a generally increasing trend in regular participation among 21C attendees since the baseline years. **In 2013-14, 72% of 21C sites served at least 38% of their participants on a regular basis.** This is lower than the stated objective of 80%, but is higher than each of the previous years since 2008-09. This percentage is even higher for sites that have been funded continuously since 2008-09: 77% serve at least 38% of their participants on a regular basis. Additionally, the median percentage of participants served on a regular basis among 21C sites was 48% and was 50% among 21C sites from the 2008-09 cohort. This is very close to the stated goal of 50% and is also the highest percentage since the baseline years. Overall, 45% of Vermont students that attend 21C programming did so on a regular basis.
- **Common Evaluation Measures** (Outcome 3.1). **Between 2012-13 and 2013-14, the percentage of 21C projects tracking at-risk regular attendance in their local evaluation plans increased from 32% to 49%.** Among projects that have been funded since 2008-09, 60% tracked tracking regular at-risk participation in 2013-14. This is significant because it shows that projects are helping to ensure that at-risk students have the opportunity to receive the benefits of regularly attending afterschool and summer learning programs. In addition, 41% of projects are tracking regular attendance of all participants in their evaluation plans in 2013-14, which was a 6% increase from the previous year. Overall, each project tracks a unique set of outcomes in its local evaluation plan, and Vermont has more work to be done in order to oversee that every program utilizes common evaluation measures.
- **Sustainable Programs** (Outcome 3.2). **In 2013-14, 47% of 21C projects were able to report that more than half of their funding came from non-21C sources.** This is a substantial increase from the previous year when only 26% of grantees could report this achievement, which shows that projects have been successful in securing more diversified funding streams. However, over half of the grantees still depend on 21C fund for the majority (over 50%) of their financial support, which puts them at at-risk of discontinuation if they are ever to lose funding from 21C. Projects need to

continue to seek additional sources of funding and ensure that it is stable over time. Equally important, that reliance on 21C highlights the importance of this federal funding stream to a small rural state like Vermont.

- **Sufficient Dosage for School-Year Programs** (Outcome 2.1a). The national median number of weeks during the school year that programs are open is 32. **On average, 21C sites in Vermont operated for 33 weeks per year in 2013-14. Sixty-one percent of sites were in operation for at least the national median of 32 weeks during the 2013-14 school year.** This is a 2% decrease from the previous year and 19% lower than the stated target of 80%. **Additionally, 58% were open five days per week, which was a 10% increase from 2012-13,** and on average were open for 4.5 days per week on a state level. **Thirty-eight percent of sites were open for at least 14 hours during the week, which was a 7% increase from 2012-13.** On average, sites were open for 12 hours per week which is just two hours less than the national median. Among sites that have continuously received 21C funding since 2008-09, the dosage rates are about the same.
- **School Attendance** (Outcome 2.4). During the 2013-14 school year, 34 program sites were randomly selected to participate in an attendance study, in which they were expected to compare the average number of days absent for regular program attendees with the average number of days absent for non-regular program attendees during a reporting period. **Overall, 53% of sites found that the absentee rate among regular attendees was at least 28% lower than the absentee rate among non-regular attendees. This was a 10% increase from 2012-13,** during which a different group of sites was randomly selected to participate in the attendance study. It cannot be determined the extent to which the 10% increase was due to overall programming improvement or to the fact that a different group of sites had participated in the study. In addition, it may have been the case that participants who were absent from school more due to reasons unrelated to afterschool program engagement (health, family reasons, etc.) had less of an opportunity to become regular program attendees than those who were absent less for similar reasons unrelated reasons.

Areas in Need of Attention

The following objectives were not met and in some cases overall decreases in progress were noted. All summarized data corresponding with the analysis can be located beginning on page 9 in the section titled *Summary of Evaluation Results*.

- **Attendance of At-Risk Students** (Outcome 1.2). **Among all current 21C sites in the state, less than half (46%) regularly served at-risk students at a rate that matches or exceeds the school rate in 2013-14.** Even among sites that have been continuously funded since 2008-09, this rate is currently 47% after reaching a high of 63% in 2011-12. The target was to have 80% of sites serve at-risk students at a rate that met or exceeded each corresponding school rate. The goal was still not met among sites that have a free and reduced lunch rate among regular attendees that meet, exceeded, or was no more than 10% lower than the school rate: 74% of sites reached this target this in 2013-14. A more positive view of this outcome is that 54% of total regular 21C attendees in the state qualify for free or reduced price lunch. This exceeds that statewide percentage of free and reduced lunch students by 14%.

- **Sufficient Dosage for Summer Programs in weeks per year** (Outcome 2.1b). A typical summer break for Vermont's school age children and youth lasts for approximately ten weeks. Nationally, summer programs operate an average (median) of five weeks per summer. **Fifty-five percent of 21C summer programming sites met this national median by operating for at least five weeks in 2013.** This is 25% lower than the target rate of 80% and in many cases leaves youth without a program to attend for half of their summer break. However, the percentage of summer sites that have been offering at least five weeks of programming has been mostly steadily increasing since the baseline years. Sixty-three percent of summer sites that have received 21C funding since 2008-09 operated for at least five weeks per year in 2013, which was also higher than the previous years.
- **Academic Gains** (Outcome 2.5). Regular participation in high quality afterschool and summer learning programming, especially among at-risk students is meant to lead to academic gains and can reasonably be measured with the use of standardized test scores. **In 2013-14, the rate of math proficiency according to NECAP scores among regular attendees was equivalent to or higher than the school rate of math proficiency for 56% of sites. For language arts, 39% of sites had a proficiency rate among regular attendees that was equivalent to or higher than the school rate.** Among sites that have been continuously funded since 2008-09, and therefore have had time to develop and improve their academic programming, the percentages of sites that can claim higher levels of proficiency among regular attendees is not much different. In addition, only 32% of sites submitted NECAP scores data for at least half of their regular attendees, making the outcomes of this measure difficult to use to judge the quality of academics among 21C program sites.

Action Items for 2014-2015

In line with the areas in need of improvement and areas where targets have not been met, 21C afterschool and summer programs should focus on making the following improvements for the 2014-15 academic year and the 2015 summer:

- **Serving students in need.** Students from lower income families, indicated by those who are eligible to receive free or reduced school lunches 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 enrollment rates of at-risk students at least 10% lower than the corresponding school enrollment rates should strive to understand reasons for the discrepancy and work to make access to programming more inclusive.
- **Providing sufficient dosage.** Afterschool and summer learning programs best serve their attendees by operating for enough weeks as well as enough days and hours during each operating week. This is especially true during the summer when students are susceptible to “summer learning loss,” or forgetting knowledge and skills learned during the previous school year. Summer programs should be open at a minimum for five weeks during the summer and ideally for more weeks in order to help prevent summer learning loss as much as possible during the ten long weeks of summer. During the school year as well, grantees should focus on being

able to have their programs operate for the amount of days per week, weeks per year, and hours per week that are in line with the goals of this evaluation. Otherwise, academic gains, attendance improvements and other positive outcomes cannot be expected.

- **Fostering and tracking academic gains.** In order to understand the impact that programs with quality design and execution are having on students, program leaders must be able to collect and submit sufficient NECAP scores data. This area needs some improvement as less than a third of sites submitted NECAP score data for half or more of their regular attendees. Additionally, since less than 40% of sites were able to report that the proficiency rate for language arts was at least as high as the school rate, projects should focus on increasing and improving the availability and quality of programming that focuses on reading and writing.
- **Sustain, expand and supplement 21C funding.** Vermont's reliance on this federal source is significant and efforts should be made to sustain, expand, and supplement this funding. Grantees should continue to seek financial support from other sources and VT AOE should consider other possible state funding streams. Without proper support from a diverse set of funding sources, the elements of quality programming cannot be ensured year after year.

Next Steps

To ensure that Vermont's 21st Century Community Learning Centers continue moving on a path toward improvement, the Vermont Agency of Education must focus on continuing to provide guidance and support for its 21C grantees in the following areas:

- **Developing of a new data collection system and guiding grantees in its use.** The US Department of Education recently announced that it will discontinue to the use of the Profile and Performance Information Collection System (PPICS) for collecting data from 21C grantees. The VT AOE will work closely with staff members of Vermont Afterschool in order to create a new system for 21C grantees to submit their annual data. In addition, the new quality measures developed by the 21C Task Force provoke the need for a newly designed Annual Performance Report (APR) on which grantees can submit relevant programming information in a standardized way. Grantees should be well supported in this transition as they work within new systems for submitting their annual data.
- **Supporting the collection of student data.** In the spring of 2015, the VT AOE and Vermont Afterschool will collaborate on piloting a survey to collect outcomes data from students who participate in 21C afterschool and summer learning programs in the state. Project and site leaders will be encouraged to ensure that their participants are given the time and resources to complete the survey. Grantees should be guided and informed of best practices for accomplishing this task.
- **Developing common evaluation measures.** Grantees have been listing areas of evaluation for their programs within their own local plans each year. They need to be guided and motivated to collaboratively set common evaluation goals so that Vermont can easily collect more useful and comprehensive data about its programs.

- **Investing 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.
- **Highlighting and promoting of 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.

Summary of Evaluation Results

The following section contains tables showing the evaluation results in each outcome for the years beginning with the baseline years of 2008-09 and 2009-10 (when data is available) and for each year through the most recently completed academic year of 2013-14. One table is presented for each outcome. Each table is divided into two parts: the top part shows the outcomes based on all of the 21C sites or projects that were funded during each corresponding year and the bottom part shows the results for each outcome filtered by the 20 projects or 66 sites that have been funded by 21C each year since 2008-09. In addition, some new indicators that were identified by the 21C Task Force and will be formally included in next year's report are listed with their relevant outcomes for 2013-14 when data is available.

Goal 1: Serve the neediest students

The first goal area is for 21C programs across Vermont to serve the students most in need of support. All participants likely benefit from attending programming if they participate on a regular basis. In general, at-risk students, or those from lower income families who are eligible to receive free or reduced price school lunches, are in need of support so that they can experience positive academic and behavioral outcomes such as higher standardized test scores and better school attendance rates.

Figure 1 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 two years. The numbers of "regular attendees" (defined as those who attended for 30+ days or 60+ hours during the reporting period) has been continually increasing each year up until 2012-13 followed by a slight decline in the most recent year.

Figure 1: Total 21C Participation and Regular Attendance

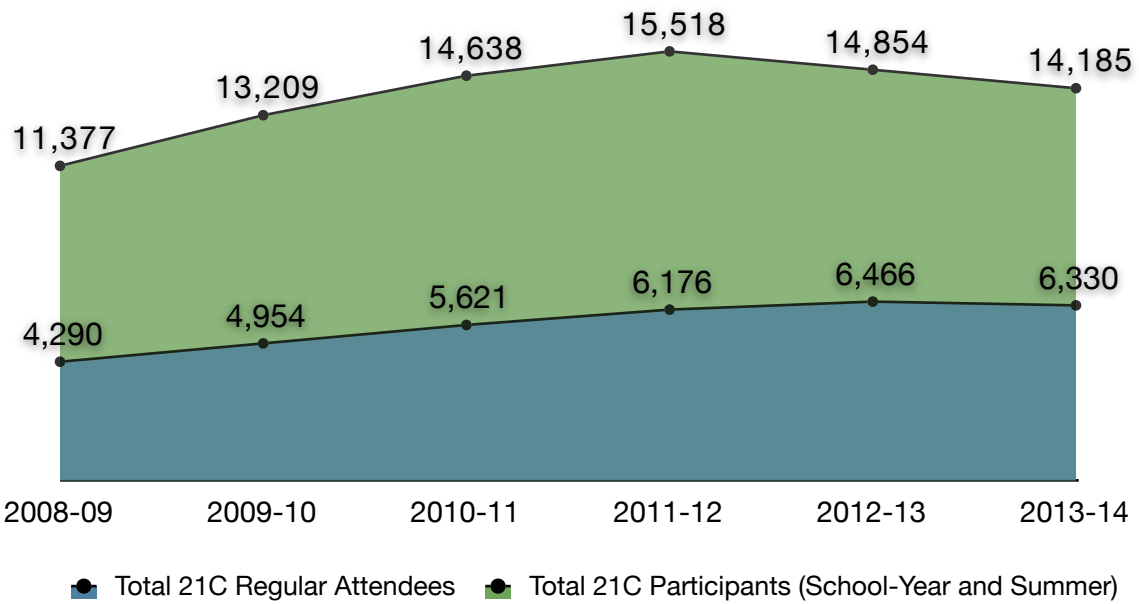
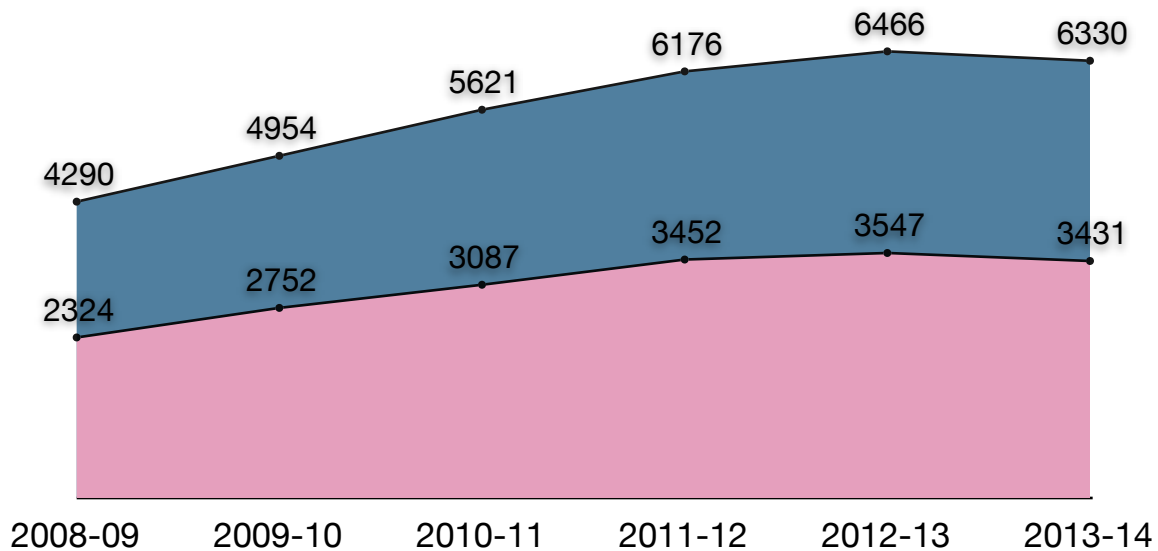


Figure 2 below shows the number of students that have regularly attended 21C programming each year since 2008-09. It also shows how many of the regular attendees were eligible to receive free or reduced price lunch during the school day. These students come from lower income families and are therefore considered to be at a higher risk for less desirable academic and social outcomes, such as getting held back in school, dropping out of school, and participating in risky behaviors such as using drugs and engaging in juvenile delinquency. At-risk youth can potentially achieve better academic and social outcomes with regular participation in afterschool and summer learning programs. In a typical year, approximately 40% of Vermont’s K-12 students come from lower income families and are eligible to receive free or reduced price school lunch. Figure 2 shows that for each year since 2008-09, approximately half of the regular participants in 21C programs have been at-risk students according to this definition.

Figure 2: Regular Attendees and High Risk Regular Attendees



Regular Attendance						
1.1) 80% of 21C sites 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%.						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of sites that served 38% or more of total participants on a regular basis (30 days or more).	57%	48%	58%	57%	65%	72%
	baseline	baseline	objective not met	objective not met	objective not met	nearly met
Statewide median percentage of regular attendees.	44%	38%	43%	46%	48%	48%
	baseline	baseline	objective not met	objective not met	nearly met	nearly met
Statewide average (mean) percentage of regular attendees.	<i>Will be an official evaluation measure starting in 2014-15.</i>					45%
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of sites that served 38% or more of total participants on a regular basis (30 days or more).	64%	64%	64%	62%	71%	77%
Statewide median percentage of regular attendees.	45%	48%	47%	48%	48%	50%

Attendance of At-Risk Students						
1.2) 80% of 21C sites will have a free and reduced (F&R) lunch rate among regular attendees that meets or exceeds the school rate.						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of sites that have a F&R lunch rate among regular attendees that meets or exceeds the school rate.	51%	56%	58%	46%	48%	46%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of sites that have a F&R lunch rate among regular attendees that meets, exceeds, or is no more than 10% lower than the school rate.	<i>Will be an official evaluation measure starting in 2014-15.</i>					74%
Statewide average percentage of at-risk regular attendees among regular attendees.	<i>Will be an official evaluation measure starting in 2014-15.</i>					54%
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of sites that have a F&R lunch rate among regular attendees that meets or exceeds the school rate.	58%	63%	60%	63%	62%	47%

Goal 2: Support high quality, intentionally designed programs

This goal is intended to ensure that 21C funding goes toward programs that are of high quality and are designed to support student learning. Research on afterschool and summer learning (Policy Studies Associates, Inc, 2004) reveals that programs that operate for a sufficient number of weeks, days per week and hours per week during both the school year and summer have a higher probability fostering social, behavioral, and learning gains among the youth they serve. Additionally, programs that employ staff with high levels of education and experience can also expect more positive outcomes for the youth they serve. Academic outcomes are best achieved when they are staffed by individuals who work in the school building during the day because they can help to foster learning links with the school day. Community partners that provide resources and connections with the community also help foster desirable outcomes for programs. Finally, projects that use formal methods of measuring social-emotional outcomes (such as YPQI) can best equip themselves to maintain and improve program quality.

Sufficient Dosage (School year)						
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.						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites that operate at least 32 weeks per year.	54%	51%	55%	61%	63%	61%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Statewide average of number of weeks 21C sites are open per school year.	<i>Will be an official evaluation measure starting in 2014-15.</i>					32.7
Percent of 21C sites that operate at least 5 days per week.	50%	55%	55%	49%	48%	58%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Statewide average of number of days 21C sites are open per school week.	<i>Will be an official evaluation measure starting in 2014-15.</i>					4.5
Percent of 21C sites that operate at least 14 hours per week.	28%	30%	32%	30%	31%	38%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Statewide average of number of hours 21C sites are open per school week.	<i>Will be an official evaluation measure starting in 2014-15.</i>					11.7
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites that operate at least 32 weeks per year.	50%	56%	56%	64%	68%	62%
Percent of 21C sites that operate at least 5 days per week.	58%	61%	61%	47%	52%	59%
Percent of 21C sites that operate at least 14 hours per week.	30%	33%	32%	32%	32%	36%

Sufficient Dosage (Summer)						
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.						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites that offer summer programming.	57%	59%	65%	64%	71%	65%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of 21C programs with at least one site offering summer programming.					89%	88%
Percent of 21C sites that operate at least 5 weeks per year.	45%	40%	39%	40%	49%	55%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Statewide average of number of weeks 21C sites are open per summer.	<i>Will be an official evaluation measure starting in 2014-15.</i>					4.9
Percent of 21C sites that operate at least 5 days per week.	83%	76%	84%	84%	85%	82%
	baseline	baseline	objective met	objective met	objective met	objective met
Statewide average of number of days 21C sites are open per summer week.	<i>Will be an official evaluation measure starting in 2014-15.</i>					4.8
Percent of 21C sites that operate at least 21 hours per week.	62%	56%	68%	70%	74%	84%
	baseline	baseline	objective not met	objective not met	nearly met	objective met
Statewide average of number of hours 21C sites are open per summer week.	<i>Will be an official evaluation measure starting in 2014-15.</i>					35.2
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites that offer summer programming.	58%	62%	62%	65%	68%	61%
Percent of 21C programs with at least one site offering summer programming.	80%	85%	80%	85%	90%	90%
Percent of 21C sites that operate at least 5 weeks per year.	47%	39%	41%	44%	53%	63%
Percent of 21C sites that operate at least 5 days per week.	82%	85%	83%	81%	80%	78%
Percent of 21C sites that operate at least 21 hours per week.	66%	66%	80%	74%	80%	80%

Program Leadership / Qualified Staff						
2.2a) 90% of 21C projects will be led by individuals with significant levels of expertise and experience.						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C project directors that hold a BA or higher.	no data	no data	89%	89%	86%	88%
	baseline	baseline	nearly met	nearly met	nearly met	nearly met
Percent of 21C project directors that have earned a professional licensure.	<i>New item on Annual Performance Report for 2013-14.</i>					59%
Percent of 21C project directors with 3+ years of teaching experience.*	no data	no data	80%	93%	39%	54%
	baseline	baseline	objective not met	objective met	objective not met	objective not met
Percent of 21C project directors with 3+ years of experience in current position.	<i>Will be an official evaluation measure starting in 2014-15.</i>					69%
Percent of 21C site coordinators that hold a BA or higher.	no data	no data	71%	72%	76%	73%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of 21C site coordinators that have earned a professional licensure.	<i>New item on Annual Performance Report for 2013-14.</i>					47%
Percent of 21C site coordinators with 3+ years of teaching experience.*	no data	no data	72%	66%	51%	43%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of 21C site coordinators with 3+ years of experience in position.	<i>New item on Annual Performance Report for 2013-14.</i>					58%
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C project directors that hold a BA or higher.	no data	no data	100%	100%	100%	95%
Percent of 21C project directors with 3+ years of teaching experience.*	no data	no data	80%	74%	50%	41%
Percent of 21C site coordinators that hold a BA or higher.	no data	no data	73%	69%	72%	71%
Percent of 21C site coordinators with 3+ years of teaching experience.*	no data	no data	70%	67%	48%	38%

**The percentages for 2010-11 and 2011-12 are higher than the more recent years because the outcome had asked programs to report years of “administrative or teaching” experience for directors and site coordinators, whereas in 2012-13 and 2013-14, programs were asked to report only teaching experience.*

Program Leadership / Qualified Staff (School Year Programming)						
2.2b) 90% of 21C sites will be staffed by at least 33% licensed educators (school-year programming).						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C school year projects that are staffed by at least 33% licensed educators.	50%	47%	52%	50%	60%	55%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Statewide percentage of staff that are licensed educators during school year.	<i>Will be an official evaluation measure starting in 2014-15.</i>					35%
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C school year projects that are staffed by at least 33% licensed educators.	49%	51%	49%	57%	60%	47%

Program Leadership / Qualified Staff (Summer Programming)						
2.2c) 90% of 21C sites with summer programming will be staffed by at least 33% licensed educators (summer programming).						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C summer projects that are staffed by at least 33% licensed educators.	57%	60%	54%	54%	60%	60%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Statewide percentage of staff that are licensed educators during the summer.	<i>Will be an official evaluation measure starting in 2014-15.</i>					40%
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C summer projects that are staffed by at least 33% licensed educators.	63%	70%	63%	56%	56%	63%

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.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects that identified <u>two</u> or more community partners who've contributed at least \$1000.	55%	58%	70%	50%	65%	71%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of 21C projects that identified <u>two</u> or more community partners.						88%
Percent of 21C projects that identified <u>six</u> or more community partners who've contributed at least \$1000.	10%	6%	18%	14%	30%	35%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of 21C projects that identified <u>six</u> or more community partners.						50%
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects that identified <u>two</u> or more community partners who've contributed at least \$1000.	47%	75%	80%	56%	89%	80%
Percent of 21C projects that identified <u>six</u> or more community partners who've contributed at least \$1000.	11%	10%	30%	13%	44%	40%

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.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites with an absentee rate among regular attendees at least 28% lower than non-regular attendees.	no data	38%	no data	42%	43%	53%
		baseline		objective not met	objective not met	objective not met
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites with an absentee rate among regular attendees at least 28% lower than non-regular attendees.	no data	28%	no data	47%	52%	44%

Academic Gains

2.5) The percent of regular attendees proficient or above (based on NECAP scores) will **meet or exceed school averages** in both math and language arts.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites whose regular attendees' <u>math</u> proficiency rate meets or exceeds the school rate.	no data	57%	53%	42%	53%	56%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of 21C sites whose regular attendees' <u>language arts</u> proficiency rate meets or exceeds the school rate.	no data	37%	47%	50%	40%	39%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
<i>Filtered results for sites that have been continuously funded by 21C since 2008-09</i>						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C sites whose regular attendees' <u>math</u> proficiency rate meets or exceeds the school rate.	no data	38%	45%	37%	41%	40%
Percent of 21C sites whose regular attendees' <u>language arts</u> proficiency rate meets or exceeds the school rate.	no data	56%	50%	53%	48%	56%

Social-Emotional Learning / Program Quality Improvement (Youth Program Quality Intervention)						
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	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects that completed YPQI training at least once since 2010.	no data	no data	22%	32%	86%	83%
	baseline	baseline	objective not met	objective not met	objective met	objective met
Statewide average of School Age PQI domain scores for external assessments (compared to national average of 4.00).	<i>Will be an official evaluation measure starting in 2014-15.</i>					3.91
Statewide average of Youth PQI domain scores for external assessments (compared to national average of 3.47).	<i>Will be an official evaluation measure starting in 2014-15.</i>					3.64
Percent of 21C projects that conducted a YPQI self-assessment at at least one site.	<i>New item on Annual Performance Report for 2013-14.</i>					52%
Percent of 21C projects that conducted a YPQI self-assessment at more than one site.	<i>New item on Annual Performance Report for 2013-14.</i>					29%
Average number of staff members assigned to each YPQI self-assessment team.	<i>New item on Annual Performance Report for 2013-14.</i>					5.1
Average number of staff members that participated in the essential components of conducting the YPQI self assessment(s).	<i>New item on Annual Performance Report for 2013-14.</i>					9.2
Percent of 21C projects that conducted a self assessment used it to help create a program improvement plan.	<i>New item on Annual Performance Report for 2013-14.</i>					88%
Percent of 21C projects that conducted a self assessment used Online Scores Reporter to enter scores from the self assessments(s) and program improvement plans.	<i>New item on Annual Performance Report for 2013-14.</i>					82%
Percent of 21C projects that conducted a self assessment also conducted at least one external assessment.	<i>New item on Annual Performance Report for 2013-14.</i>					56%
Filtered results for sites that have been continuously funded by 21C since 2008-09						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects that completed YPQI training at least once since 2010.	no data	no data	30%	45%	95%	100%

Goal 3: Support programs to continue growing through strong leadership

The third goal states that programs are well supported and provided with effective leadership such as through professional development opportunities. One way for projects to gauge their support is by having their own local plans in place for evaluating the quality and success of their offered programming. It is also important that projects have funding sources beyond just their 21C grant dollars.

Common Evaluation Measures						
3.1) All 21C projects will utilize common evaluation measures to gauge program effectiveness.						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects tracking goal 1.1 within their local evaluation plans.	no data	no data	no data	38%	35%	41%
Percent of 21C projects tracking goal 1.2 within their local evaluation plans.	no data	no data	no data	24%	32%	49%
Percent of 21C projects tracking goal 2.1a within their local evaluation plans.	no data	no data	no data	8%	5%	9%
Percent of 21C projects tracking goal 2.1b within their local evaluation plans.	no data	no data	no data	0%	8%	6%
Percent of 21C projects tracking goal 2.2a within their local evaluation plans.	no data	no data	no data	0%	3%	3%
Percent of 21C projects tracking goal 2.2b within their local evaluation plans.	no data	no data	no data	27%	27%	11%
Percent of 21C projects tracking goal 2.2c within their local evaluation plans.	no data	no data	no data	0%	0%	9%
Percent of 21C projects tracking goal 2.3 within their local evaluation plans.	no data	no data	no data	5%	11%	17%
Percent of 21C projects tracking goal 3.2 within their local evaluation plans.	no data	no data	no data	no data	19%	17%
<i>Filtered results for sites that have been continuously funded by 21C since 2008-09</i>						
Percent of 21C projects tracking goal 1.1 within their local evaluation plans.	no data	no data	no data	35%	37%	47%
Percent of 21C projects tracking goal 1.2 within their local evaluation plans.	no data	no data	no data	35%	40%	60%
Percent of 21C projects tracking goal 2.1a within their local evaluation plans.	no data	no data	no data	15%	10%	15%
Percent of 21C projects tracking goal 2.1b within their local evaluation plans.	no data	no data	no data	15%	15%	10%
Percent of 21C projects tracking goal 2.2a within their local evaluation plans.	no data	no data	no data	0%	0%	0%
Percent of 21C projects tracking goal 2.2b within their local evaluation plans.	no data	no data	no data	25%	20%	15%
Percent of 21C projects tracking goal 2.2c within their local evaluation plans.	no data	no data	no data	0%	0%	10%
Percent of 21C projects tracking goal 2.3 within their local evaluation plans.	no data	no data	no data	0%	0%	10%
Percent of 21C projects tracking goal 3.2 within their local evaluation plans.	no data	no data	no data	no data	20%	15%

Sustainable Programs						
3.2) All 21C projects beyond year five are funded at a minimum of 50% from non-21C dollars.						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects beyond year five that are funded at a minimum of 50% from non-21C dollars.	no data	no data	52%	39%	26%	47%
	baseline	baseline	objective met	objective not met	objective not met	objective not met
<i>Filtered results for sites that have been continuously funded by 21C since 2008-09</i>						
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects beyond year five that are funded at a minimum of 50% from non-21C dollars.	no data	no data	41%	35%	27%	46%

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	2009-10	2010-11	2011-12	2012-13	2013-14
Percent of 21C projects participating in ISS-AP that reported improvement in Evaluation.	no data	61%	60%	71%	81%	86%
	baseline	baseline	objective not met	objective not met	objective met	objective met
Percent of 21C projects participating in ISS-AP that reported improvement in Partnership-building.	no data	48%	78%	83%	69%	71%
	baseline	baseline	nearly met	objective met	objective not met	objective not met
Percent of 21C projects participating in ISS-AP that reported improvement in Sustainability.	no data	60%	70%	70%	67%	71%
	baseline	baseline	objective not met	objective not met	objective not met	objective not met
Percent of 21C projects participating in ISS-AP that reported improvement in School-day links.	no data	61%	68%	56%	60%	76%
	baseline	baseline	objective not met	objective not met	objective not met	nearly met
Percent of 21C projects participating in ISS-AP that reported improvement in Building relationships with other programs.	no data	78%	70%	83%	81%	90%
	baseline	baseline	objective not met	objective met	objective met	objective met
Percent of 21C projects participating in ISS-AP that reported improvement in Program quality.	no data	no data	80%	82%	93%	90%
	baseline	baseline	objective met	objective met	objective met	objective met

Evaluation Indicators from the 2013-2014 Annual Performance Reports

The following chart represents the indicators being tracked by the 35 21st Century Community Learning Center projects in Vermont, as indicated in their 2013-14 Annual Performance Reports (APR). The totals in Table 2 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).

- Of the 50 total indicators tracked, 13 are tracked by 20% or more of all 21C projects. Six are tracked by 30% or more programs. These six indicators are in the areas of students served, student perceptions of program quality, social-emotional growth and family/parent involvement.
- The most commonly used evaluation indicator (used by 15 projects) was around tracking the amount of programming options that are available within specific areas and/or the enrollment in each of these targeted programming areas.

Table 1: Evaluation Indicators from APRs

Goal Area and Outcomes tracked within Individual Evaluation Plans	Total Projects	% of Projects
Students Served		
Enrollment numbers	14	40%
Amount of regular attendees who are at-risk (free and reduced lunch)	13	37%
Amount of regular attendees	10	29%
Amount of at-risk (free and reduced lunch) attendees	6	17%
Age composition of student attendees	1	3%
Gender composition of student attendees	1	3%
Program Access		
Program dosage (numbers of weeks per year, days per week, and/or hours per week program operates)	2	6%
Cost per student	2	6%
Transportation provided	1	3%
Student Perceptions of Program Quality		
Amount of programs within targeted areas and/or amount of students attending targeted programming (e.g. academic, arts, wellness, business, etc.)	15	43%
Student program satisfaction and/or reported positive experiences	11	31%
Students enrollment in programs of choice and/or student input in programming options.	6	17%
Students acquisition of new interests, skills or report of having tried new activities	5	14%
Student re-enrollment or stated intention to do so by student or parent	3	9%
Behavioral Improvement		
Decrease in disciplinary issues within school day or afterschool program (e.g. suspensions, detentions, referrals)	6	17%
Positive student behaviors (e.g. conflict resolution skills, attitude toward school)	4	11%

Table 1: Evaluation Indicators from APRs

Goal Area and Outcomes tracked within Individual Evaluation Plans	Total Projects	% of Projects
Reduction in at-risk behaviors and attitudes	4	11%
Academic Improvement		
Improvements in pre- to post- tests and/or assessment tools designed to assess specific learning objectives	10	29%
Targeted students' improvement in academic areas (study skills, problem-solving skills, etc.)	9	26%
Students' reported or demonstrated acquisition of new skills	8	23%
Homework completion rates	8	23%
Improvements in grades	2	6%
Social / Emotional Growth		
Students reporting positive relationships with adults	11	31%
Students reporting or showing social/emotional growth	10	29%
Students reporting positive relationships with peers	6	17%
Students reporting feeling safe and/or supported	4	11%
Use of YPQI and/or external assessment scores	4	11%
Students report feeling connected with community	3	9%
Students reporting or showing growth in leadership skills	2	6%
Health & Wellness		
Targeted rate for healthy snack and/ or meals program	4	11%
Amount of students with decreased BMI or change in food choices	3	9%
Amount of programs that embed health and wellness content	2	6%
Students reporting positive attitudes towards health and wellness activities	2	6%
Amount of programs that provide opportunities for physical activity	2	6%
Amount of physical education or health teachers on staff	1	3%
Amount of students participating in health and wellness programming	1	3%
Parental / Family Involvement		
Parental program satisfaction and/or observed skill-building within child reported	11	31%
Parental involvement with program	4	11%
Amount of programs that have opportunities to involve parents and/or families	1	3%
Community Involvement		
Amount of community members as staff or volunteers	6	17%
Amount of students that participate in community service activities	3	9%
Amount or contribution amount of community partners	3	9%
Community partner satisfaction reported	1	3%
Program Leadership		
Amount of school-day personnel and/or licensed educators as program staff	12	24%

Table 1: Evaluation Indicators from APRs

Goal Area and Outcomes tracked within Individual Evaluation Plans	Total Projects	% of Projects
Program delivery within a specified budget and/or maintenance of funding	4	11%
Amount of students that work, volunteer, or mentor within program	3	9%
Staff retention rates	3	9%
Staff reporting positive experiences	3	9%
Instructors' submission of lesson plans ahead of time	1	3%
Staff participation in professional development opportunities	1	3%

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