

**Evaluation of the New Hampshire
21st Century Community Learning Centers**

Findings from the 2011-12 School Year

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Executive Summary

During the 2011-12 school year, the New Hampshire Department of Education (NHDOE) worked with Policy Studies Associates (PSA) to develop and implement a comprehensive statewide evaluation framework for the 21st Century Community Learning Center (21st CCLC) program. The 21st CCLC program is a federal grant program administered by the NHDOE, with centers operated by local education agencies and community-based organizations during the out-of-school time hours. Each center is expected to offer at least 15 hours of high-quality, enrichment opportunities each week, with these opportunities designed to complement school-day learning.

This report presents findings based on data collected from New Hampshire 21st CCLCs during the 2011-12 school year. Where appropriate, comparisons are made to national 21st CCLC findings as reported to the U.S. Department of Education for 2009-10, the most recent year available (U.S. Department of Education, 2011).

21st CCLC Program Enrollment and Engagement

During the 2011-12 school year, the NHDOE funded 68 21st CCLCs through 23 grants. These programs served a total of 8,445 students in kindergarten through grade 12. The number of students enrolled in each center ranged from 27 to 387, with a mean of 133 students. The majority of students served were in elementary or middle school. Fifty-six percent of participating students were in grades K-5, 34 percent were in grades 6-8, and 10 percent were in grades 9-12.

Student characteristics. 21st CCLCs are intended to support the educational and social development of at-risk students. Exhibits 1 and 2 summarize the demographic and educational characteristics of 21st CCLC participants in New Hampshire. In general, the 21st CCLCs served students who were more at-risk than the statewide population of students. For example, 55 percent of 21st CCLC participants were eligible for free- and reduced-price lunch, compared to 27 percent statewide.

In addition a large number of 21st CCLC program participants needed additional support and practice to improve their performance, particularly in mathematics, with 32 percent scoring Partially Proficient (Level 2) or Below Proficient (Level 1) in reading, and 40 percent performing at these levels in mathematics. In comparison, across the state, 22 percent of students performed at these levels in reading, as did 33 percent in mathematics.

Exhibit 1
Student characteristics, 2011-12, in percents

Participant characteristic	21 st CCLC (n=8,445)	Statewide (n=190,805)
Gender		
Male	50%	52
Female	50	48
Race/ethnicity		
White	77	89
Black	5	2
Asian or Pacific Islander	3	3
Hispanic	11	4
Alaskan Native or American Indian	1	0
Multiracial	3	2
Free or reduced price lunch status		
Eligible	55	27
Not eligible	45	73
Special education status		
Eligible	16	9
Not eligible	84	91
English language proficiency status		
Limited English Proficient	8	2
Proficient	93	98

Exhibit reads: Fifty percent of 21st CCLC participants in New Hampshire were male, and 50 percent were female. Statewide, 52 percent of students were male and 48 percent were female.

Exhibit 2
Fall 2011 NECAP results for New Hampshire 21st CCLC participants, in percents

Performance levels	Below Proficient Level 1	Partially Proficient Level 2	Proficient Level 3	Proficient w/ Distinction Level 4
Reading (n=5,476)	11%	21%	53%	15%
Math (n=(5,494)	20	20	43	17

Exhibit reads: Eleven percent of New Hampshire 21st CCLC participants scored at Level 1 (Below Proficient) on the reading NECAP in Fall 2011.

21st CCLC participation rates. Across all 21st CCLCs, 54 percent of participants attended the program for 30 days or more in 2011-12, classifying them as “regular attendees” according to the federal 21st CCLC definitions. This rate of participation was similar to that reported nationally across 21st CCLC programs. In 2009-10, 49 percent of students enrolled in 21st CCLC programming nationwide were classified as “regular attendees.”

In New Hampshire younger students were more likely to have high rates of 21st CCLC participation than were older students, as shown in Exhibit 3. This variation in participation by

grade reflects patterns seen nationally, where each grade from grades 2 through 6 accounted for more than 10 percent of all regular attendees (30 or more days) and each grade from grades 9 through 12 accounted for about 4 percent of all regular attendees.

Exhibit 3
Patterns of 21st CCLC participation, by grade level
(n=8,445)

Percent of students attending....					
Grade level	21 st CCLC program	1 to 29 days	30 to 59 days	60 to 89 days	90+ days
K-5	56%	37%	16%	13%	34%
6-8	34	50	17	11	22
9-12	10	89	9	1	1

Exhibit reads: Fifty-six percent of all students enrolled in the 21st CCLC program in New Hampshire were in grades K-5. Thirty-seven percent of these students in grades K-5 attended the program between 1 and 29 days. Sixteen percent attended between 30 and 59 days.

Participating students most in need of extra supports attended the 21st CCLC more regularly than other enrolled students, based on analysis of the percent of students attending for fewer than 30 days. Thirty-four percent of Limited English Proficient participants attended the 21st CCLC at this low rate, compared to 46 percent of other students. Similarly, 39 percent of students eligible for special education services attended for fewer than thirty days, compared to 47 percent of students not receiving special education. Forty-three percent of students eligible for free or reduced price lunch attended the 21st CCLC for less than 30 days, compared to 48 percent of students not eligible for this service.

In addition, students performing at Level 1 (below proficient) or Level 2 (partially proficient) in reading at the start of the school year were somewhat less likely than higher-performing peers to attend the 21st CCLC program for fewer than 30 days. Forty percent of students in Level 1 in reading attended for less than 30 days, compared to 50 percent of students in Level 4, suggesting that students who need the academic supports provided by the 21st CCLC program are attending at higher than average rates. However, this pattern was not as evident in mathematics.

21st CCLC Program Implementation in 2011-12

Data collected through the New Hampshire 21st CCLC evaluation framework during the 2011-12 school year suggest that overall, 21st CCLC programs offer enriching learning opportunities that complement the regular school day and support student learning.

Staff qualifications. Nationally, 21st CCLC program activities are typically staffed by school-day staff members, with 45 percent of 21st CCLC paid staff composed of school-day teachers and an additional 13 percent of 21st CCLC staff composed of non-teaching school staff.

On average, 41 percent of 21st CCLC staff members in New Hampshire were certified teachers, and 24 percent were school aides or paraprofessionals.

School partnerships. A strong, viable relationship between host schools and 21st CCLCs lays the foundation for 21st CCLC program staff to work collaboratively with schools to recruit students in need of additional supports and to design program activities that support the academic and developmental needs of students. In New Hampshire, both school leaders and 21st CCLC program leaders reported strong partnerships. Almost all principals (97 percent) reported that the 21st CCLC enhanced the overall effectiveness of the school at least to some extent, and that the program reinforced the school-day curriculum (91 percent). Sixty-nine percent of principals reported that the 21st CCLC's activities were aligned with the Common Core State Standards.

Access to data. The strong relationship between schools and 21st CCLCs was reflected in a high level of data sharing. Seventeen of 22 program directors reported that 21st CCLC staff at all the schools they supervise have timely access to data about student demographics and school performance. Most commonly, principals reported sharing school-day student attendance records (86 percent of principals said their school shared this information with the 21st CCLC), student grades in school (81 percent), and school-day student behavior records (78 percent). About three-quarters of principals reported that their school shares student achievement test scores with 21st CCLC program staff (73 percent).

Program environment. The majority of 21st CCLC participants responded positively to questions about the program environment. For instance, most students reported feeling safe in the program most or all of the time (89 percent) and that adults treated them with respect most or all of the time (88 percent). 21st CCLCs also contributed to improved school climates. Almost all principals surveyed reported that the program improves students' behavior (95 percent of principals said this was true to at least some extent), school safety (93 percent), and school day attendance (89 percent).

Program activities. 21st CCLCs offered enrichment opportunities to support students academically and socially. More than three-quarters of 21st CCLCs offer the following activities at least weekly:

- Academic enrichment learning programs (e.g., hands-on activities) (reported by 100 percent of site directors)
- Group homework help or tutoring (98 percent)
- Sports and physical fitness activities (96 percent)
- Arts, music, and theater education activities (93 percent)
- One-on-one tutoring or academic assistance (82 percent)
- Nutrition and health awareness (82 percent)
- Telecommunications and technology activities (82 percent)

Site directors operating 21st CCLCs serving high school students regularly offered activities appropriate for older students. For example, on a weekly basis, all five responding high school site directors offered telecommunications and technology activities, four offered community service

activities, and three offered life skills and youth leadership activities. Two of the five CCLCs serving high school students offered college and career education activities on a weekly basis, and the other three offered those activities at least a few times a year.

Student Outcomes

In this first year of the New Hampshire 21st CCLC evaluation framework, outcome measures based on school performance data are not yet available, because of the timing of the availability of state performance data that measure year-end performance. In future years, the evaluation will examine the improvement in performance for 21st CCLC participants. Therefore, this analysis of student outcomes is based primarily on student and principal survey reports and on teacher surveys collected for the national 21st CCLC data collection efforts.

Academic performance. Students who participated in 21st CCLCs reported being motivated to do well in school. Seventy-eight percent said that they always want to do well in school, and 74 percent reported that they always try hard to get good grades in school. However, fewer than half of students reported that they always get good grades in school (46 percent) or do well on tests (46 percent), and 35 percent reported that they always understand how to do their homework, suggesting a need for the types of supports that 21st CCLCs can provide. Data indicate that 21st CCLCs provided valued resources to students: 55 percent of students reported that they always get the help they need with their homework in the program.

Almost all principals reported that 21st CCLCs enhance students' attitude toward school (98 percent reported this to at least some extent) and motivation to learn (93 percent). Most principals also reported that the programs contribute to improved literacy skills (90 percent), math skills (86 percent), and other academic content areas (91 percent). School-day teachers reported improvements in completing homework for 64 percent of students who participated regularly in the 21st CCLC program and in class participation for 60 percent.

Life skills. Students who participated in 21st CCLCs in middle schools and high schools expressed fairly high levels of confidence in certain 21st century skills, particularly the use of technology. For example, 66 percent always felt comfortable using the Internet to do research. Across all grade levels, almost all principals felt that programs contributed to improvements in students' health and well being (97 percent reported improvements at least to some extent). Principals were also positive about the impact of 21st CCLCs on the social development of participating students, reporting that the program enhanced students' social skills (97 percent). Forty-six percent of teachers in New Hampshire reported improvements in student behavior for students who attended 21st CCLCs regularly.

Programs also addressed other important 21st century skills. Survey findings indicate that these are areas in which 21st CCLCs can continue to contribute to student development and intentionally work to help students develop important 21st century skills, including goal-setting and financial awareness. For instance, 23 percent of middle school and high school students said that they always achieve goals they set for themselves, and 36 percent reported that they always try things that appear hard to do. In addition, evaluation data point to an opportunity for 21st

CCLCs to play an important role in promoting college and career readiness. Survey responses suggested that 21 CCLCs could play a greater role in helping high school students prepare for college. For example, only 40 percent of students said that they always understand the credit and course requirements to graduate from high school. Forty-nine percent reported that the 21st CCLC had helped them become more aware of different jobs and careers.

Factors Associated with Student Engagement and Outcomes

The New Hampshire 21st CCLC evaluation framework was designed to allow the evaluation to test for associations between student baseline academic performance (as measured by NECAP scores) and reports of the program environment, level of program engagement, and academic and life skills outcomes (as measured by program participation data and by survey data). At the school level, the evaluation tested for associations between site director reports of program implementation (as measured by survey responses), 21st CCLC enrollment and attendance, and average student reports of program experiences.

The findings below highlight correlations that were statistically significant at the $p < 0.05$ level, indicating that there was less than a 5 percent chance that the finding was due to chance, and which showed a meaningful strength of association. In particular, this report highlights the findings with strength of $r_s^2 \geq 0.09$, which is considered to be a low but meaningful level of association. Associations of between 0.25 and 0.48 are considered to be of moderate strength.

Associations between implementation and student experience. Analysis found significant correlations between the level of implementation of skill-oriented activities (as reported by site directors) and student reports of certain aspects of the quality of program environments and of their experiences in programs. In 21st CCLCs where site directors reported a higher frequency of activities that required program participants to engage in activities that required collaboration and progressive skills development, students were more likely to report:

- Positive interactions with program staff ($r_s^2 = .13$, $p < 0.05$)
- High levels of engagement in learning ($r_s^2 = 0.12$, $p < 0.05$)
- Positive student interactions in the program ($r_s^2 = 0.10$, $p < 0.05$)
- Satisfaction with the program ($r_s^2 = .09$, $p < 0.05$)

Associations between implementation and student experience. Analysis also found positive and significant associations between levels of student satisfaction in the program and student reports of other program experiences and outcomes. The higher strength of association here is likely due in part to the fact that both data on satisfaction and on student experiences are from the same respondents (students), rather than from different data sources. In particular, higher student satisfaction with the 21st CCLC was associated with:

- Positive interactions with program staff ($r_s^2 = .49$, $p < 0.05$)
- Youth voice ($r_s^2 = .33$, $p < 0.05$)
- Positive student interactions in the program ($r_s^2 = .31$, $p < 0.05$)
- Persistence and resilience ($r_s^2 = .25$, $p < 0.05$)

- 21st century skills ($r_s^2=.24$, $p<0.05$)
- Engagement in learning ($r_s^2=.22$, $p<0.05$)
- Student reports of their school performance ($r_s^2=.15$, $p<0.05$)
- College readiness ($r^2=.09$, $p<0.05$)

In addition, students were more likely to report positive interactions with other students in programs where the site director reported better relationship between the program and the school ($r_s^2=.12$, $p=0.01$).

Lessons Learned

Data collected in 2011-12 revealed many strengths of the New Hampshire 21st CCLC program, including effective partnerships with schools and high levels of student satisfaction. Findings also pointed to areas in which 21st CCLCs, with support from the state program office, can further improve their capacity to contribute to student development and academic success. These include:

- Site directors who manage the day-to-day operations of 21st CCLCs could benefit from additional guidance on the targeted goals and expectations for program content. Promoting high levels of participation in content-specific technical assistance would ensure that 21st CCLCs are aligned with state goals for 21st CCLCs.
- 21st CCLCs benefit from strong partnerships with schools, and school principals value the role that the programs play in their school. As the Common Core State Standards become increasingly established within the schools, developing 21st CCLC program content to align to those standards will enhance the role of 21st CCLCs in supporting student learning.
- Overall, students reported that 21st CCLCs offer them a safe and welcoming environment, and that they generally felt supported and respected by the adult staff. However, programs could take added steps to further enhance the positive program environment by increasing opportunities for youth voice and leadership throughout program activities.
- 21st CCLC activities that are skill-focused should be further promoted, especially in light of the evaluation finding that in New Hampshire 21st CCLCs implementing high levels of skill-oriented activities, participating students reported higher levels of engagement in learning, greater satisfaction with the 21st CCLC, and more positive interactions with both program staff and students, compared to other 21st CCLC programs with a lesser focus on skill-building activities.
- More opportunities for high school students to develop 21st century skills and to participate in college and career readiness activities may not only increase the

engagement of these older students in 21st CCLCs but also provide them with important supports for adulthood.

- Encouraging increased levels of student participation in 21st CCLCs could strengthen the program impact on student outcomes. This is especially true for high school students.

- In future years, the evaluation framework will permit additional analysis of data at the local level to help individual 21st CCLCs assess the degree to which they are meeting established benchmarks for high-quality program implementation, student engagement, and student outcomes. 21st CCLCs will benefit from this continued guidance so that they can better determine how to use available data to identify the needs and progress of participating students and to develop program content that meets those needs.

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Evaluation of the New Hampshire 21st Century Community Learning Centers

Report on Findings from the 2011-12 School Year

During the 2011-12 school year, the New Hampshire 21st Century Community Learning Center (21st CCLC) program launched a comprehensive statewide evaluation framework to assess the implementation of the program and its impact on the academic and social development of participating students. This evaluation framework is intended to guide the ongoing performance-management strategy for the New Hampshire Department of Education (NHDOE). The 21st CCLC program is a federal grant program administered by the NHDOE, with centers operated by local education agencies and community-based organizations during the out-of-school time hours. Each center is expected to offer at least 15 hours of high-quality, enrichment opportunities each week, with these opportunities designed to complement school-day learning.

The NHDOE worked with Policy Studies Associates (PSA) to support the development and implementation of this evaluation framework. In general, PSA had lead responsibility for developing the content of the data collection instruments and for analysis and reporting, with input from the NHDOE, 21st CCLC directors, and an evaluation advisory group. The NHDOE had lead responsibility for creating data platforms to support the evaluation framework and for collecting data, with consultation from PSA.

Evaluation Framework and Logic Model

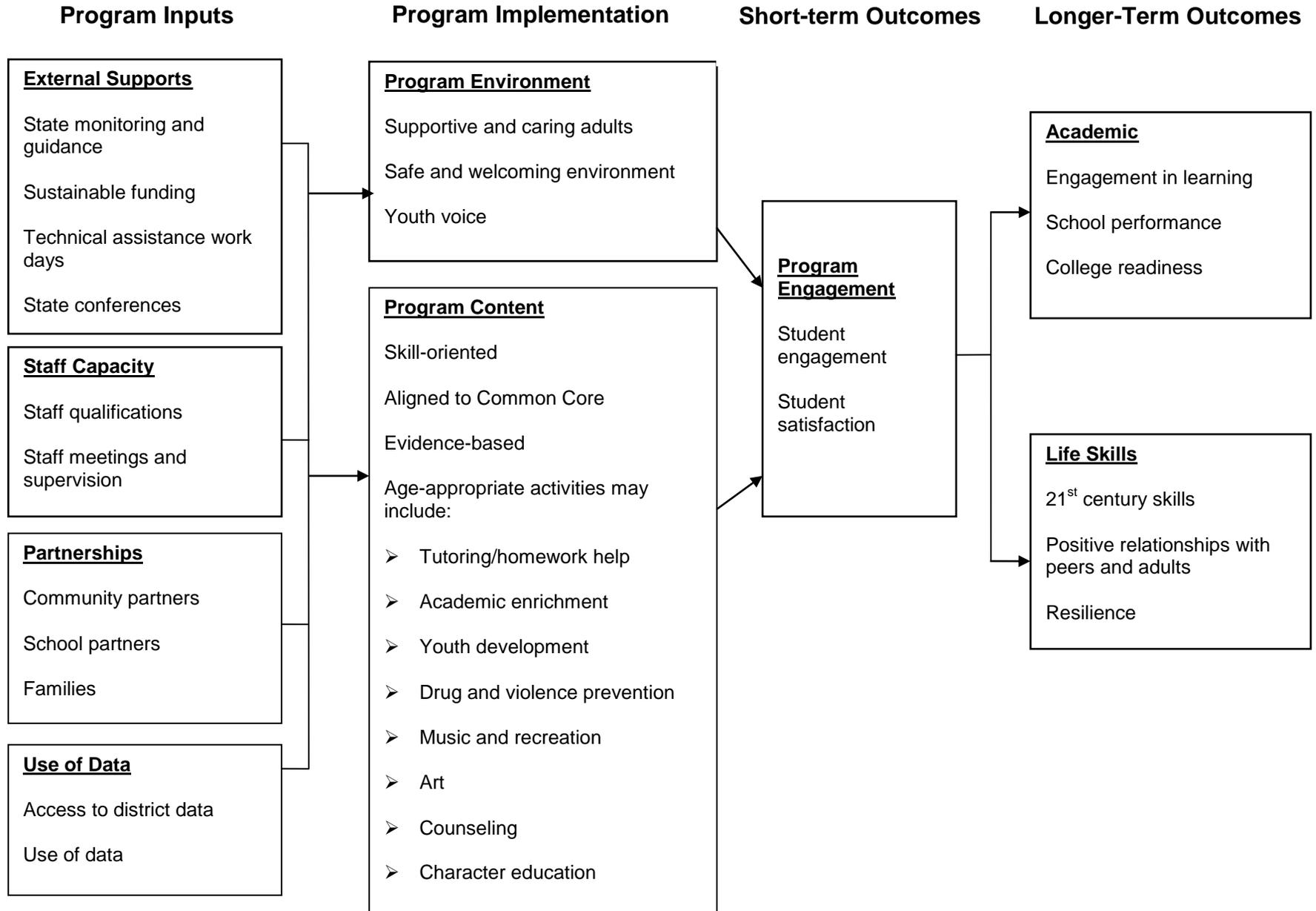
The New Hampshire 21st CCLC evaluation framework is grounded in a logic model for the program, presented in Exhibit 1. This report examines the extent to which each element of the logic model was in evidence in the New Hampshire 21st CCLC program in 2011-12. Frequencies for all surveys are presented in the appendix of this report. The inputs, implementation, and outcomes of the program were measured using the following data:

- ***Student surveys.*** An online survey was administered to students in grades 3 and higher who participated in the 21st CCLC program. The survey addressed program satisfaction, engagement in learning, and the perceived benefits of participation in the 21st CCLC program. There were two versions of the survey, one geared toward younger students and one for older students. Out of an estimated 5,683 enrolled students, a total of 2,351 students completed the survey, for a response rate of approximately 45 percent.
- ***Program director survey.*** An online survey was administered to all 21st CCLC program directors, who oversee one or more 21st CCLCs. This survey asked directors to report on a range of topics related to program inputs, including supports received, coordination with districts and schools, and sustainability.

Surveys were completed by all 23 program directors, for a 100-percent response rate.

- ***Site director survey.*** An online survey was administered to the on-site directors who manage the day-to-day operations of each program. This survey asked site directors to report on various topics related to program quality, including program operations and planning, program activity schedules and content, and professional development. Surveys were completed by 56 of 68 directors, for an 82-percent response rate.
- ***Principal survey.*** Principals of schools hosting 21st CCLCs were asked to complete a brief online survey. This survey asked principals about their goals for the program, their expectations for youth outcomes, the alignment of the program with school-day learning objectives, and the perceived value-added of the program to the school. Forty-two of 68 principals completed the survey, for a 62-percent response rate.
- ***21st CCLC participation data.*** Program enrollment and participation data captured in the Youth Services data system were used to measure engagement in the 21st CCLC program. These data were analyzed for a total of 8,445 enrolled students.
- ***School performance data.*** The evaluation analyzed school-day attendance and achievement data maintained in NHDOE's i4see system. These data were analyzed for a total of 8,445 enrolled students.
- ***Teacher survey data.*** The teacher survey, which was administered as part of the federal 21st CCLC program reporting requirements, provided additional information on the educational performance of participating students. These data were available for 4,689 students.

Exhibit 1
New Hampshire 21st CCLC Program Logic Model



Program Structures

As illustrated in the logic model in Exhibit 1, effective implementation of the 21st CCLC program is dependent in part on the presence of key inputs, including external supports from the NHDOE and other funding agencies, the capacity of program staff, the presence of meaningful partnerships, and the use of data to inform program development. This section describes the presence of these inputs in the New Hampshire 21st CCLC program.

External Supports

State monitoring and guidance. The NHDOE provides policy guidance and technical assistance through regular meetings and workshops for 21st CCLC program directors and site directors. Although all program directors reported having clear information on program goals, survey findings indicate that information about program expectations may not be consistently reaching site directors. Fewer than two-thirds of site directors reported having information on the goals for student participation, expectations for content of 21st CCLC programming, goals and objectives identified in their grant proposal, administrative requirements, expectations for family programming, and outcomes targeted for students (between 54 and 58 percent of site directors reported having information on each of these).

Sustainable funding. The average percent of the total program budget funded by the 21st CCLC grant was 89 percent, ranging from 45 percent to 100 percent, as reported by program directors. More than half of program directors reported receiving additional funding from the following sources to supplement the 21st CCLC grant:

- **Fees charged to participants or parents.** Nineteen of 22 program directors reported charging fees to parents. The percent of total program budget funded through fees ranged from 1 to 29 percent, with a mean of 10 percent.
- **Private donors.** Fourteen program directors reported that private donors supported the program. Private donations, either in-kind or cash, funded less than three percent of the program budget.
- **Partner organizations.** Fourteen program directors received support from partner organizations. In-kind donations from these partners comprised an average of 9 percent of the total budget, and a maximum of 41 percent. Cash donations from partners funded an average of 15 percent of the total program budget for these directors, and a maximum of 37 percent.
- **Child and Adult Care Food Program (CACFP/USDA) funds** were reported by 13 program directors, contributing less than three percent of the program budget.
- **School districts** offered in-kind support to 12 21st CCLC programs, at an average value of 22 percent of the total budget, and a maximum value of 52 percent.

Districts also contributed monetary support to four 21st CCLC programs, for an average of 12 percent and a maximum of 31 percent of total program budgets.

- **Foundations** funded 12 programs, for up to 13 percent of the total program budget.
- **Title I** funds supplemented program funds for 12 21st CCLCs, through in-kind resources (up to 10 percent of the total budget) or financial support (up to 9 percent).

Technical assistance work days and conferences. The New Hampshire 21st CCLC office provides training to both program directors and site directors, including regular meetings, content-specific workshops, and an annual summer conference. In general, program directors reported high rates of attendance at the meetings convened by the state office (at least 18 of the 23 program directors attended each meeting). These meetings afforded project directors opportunities to receive updates about the programs and to network with colleagues. Site directors, on the other hand, reported lower rates of participation in these meetings (44 to 59 percent of site directors attended each meeting).

One hundred percent (all 23 program directors) and 77 percent of site directors reported attending the 21st CCLC summer conference. However, fewer project directors participated in training opportunities offered through the state 21st CCLC office related to specific approaches for programming. In 2011-12, less than half of site directors attended workshops on topics such as project-based learning, positive discipline, or afterschool science, and fewer than five program directors attended those workshops.

Staff Capacity

Each 21st CCLC grant in New Hampshire is managed by a program director, who oversees the operations of one or more sites. 21st CCLC sites are in turn overseen by a site director, who manages day-to-day program operations and supervises the staff leading activities with students who are 21st CCLC participants.

Staff qualifications. Almost all program directors had at least a four-year college degree: 11 of 23 had a Master's degree or higher, and 10 had completed a four-year college degree. The majority of site directors also had a four-year college degree or higher: 59 percent had a four-year college degree, and 15 percent had a Master's degree or higher. Nineteen percent of site directors had a New Hampshire Afterschool Credential.

Nationally, 21st CCLC program activities are typically staffed by school-day staff members, with 45 percent of 21st CCLC paid staff composed of school-day teachers and an additional 13 percent of 21st CCLC staff composed of non-teaching school staff (U.S. Department of Education, 2011). Nationally, 8 percent of paid staff are college students. On average, 41 percent of 21st CCLC staff members in New Hampshire were certified teachers, and 24 percent were school aides or paraprofessionals. Twelve percent of staff were college

students. New Hampshire 21st CCLC site directors reported that between three and 62 staff members worked in their centers, with an average of 18 staff members.

Staff meetings and supervision. Staff meetings can be an important strategy to ensure that 21st CCLC program activities are delivered in an intentional and consistent way that addresses not only the goals of the program but also the desired outcomes for participating students. In particular, staff meetings that focus on curriculum and content, rather than just logistics, can enhance the quality of programs (Sinclair, Sanzone, Russell, & Reisner, 2012). Fifteen of the 23 program directors reported holding staff meetings at least monthly, with seven holding weekly meetings. In turn, 61 percent of site directors reported holding staff meetings at least monthly, and 24 percent held weekly staff meetings. Topics discussed at these meetings most frequently included youth outcomes (40 percent of site directors reported discussing this at least a few times a month) and teaching strategies (38 percent). Less frequently discussed were curricula and lesson planning (30 percent of site directors reported discussing this at least a few times a month) and program goals (28 percent).

Activity or lesson plans are another effective tool for staff supervision. Requiring staff to develop and submit activity plans helps to ensure that program activities are planned and deliberate, and activity plans also provide a tool with which a program director or site director can provide feedback to staff about program implementation. Most program directors reported that they require most or all staff to submit activity plans or lesson plans on a regular basis (16 of 23 program directors). Half of site directors reported that they require most or all staff to submit activity plans on a regular basis. Nineteen percent do not ask staff to submit activity plans.

Partnerships

Community partners. All 21st CCLCs partner with community organizations or businesses to enhance their programs. According to program directors, community and business partners often provide special programs, activities, or services for youth (18 of 23 program directors reported that community partners provided this support at least to some extent); services for parents or families (16 program directors); donations of non-instructional materials, such as sports or arts equipment and food (15 program directors); facilities and space (14 program directors); curricula or other instructional materials (14 program directors); and volunteers or mentors (13 directors). Fewer reported funding support from community partners (9 program directors).

Most program directors agreed that the support and resources provided by community partners are very important to the quality of the 21st CCLC (22 of 23 program directors) and to program sustainability (21 of 23 program directors). However, 22 of 23 program directors also reported that their 21st CCLC could benefit from more community support and resources that are not currently available.

School partnerships. A strong, viable relationship between the host schools attended by 21st CCLC program participants and the 21st CCLC lays the foundation for 21st CCLC program staff to work collaboratively with schools to recruit students in need of additional supports and to design program activities that support the academic and developmental needs of students.

Recent research suggests that afterschool programs’ relationship with school personnel can help increase teacher support and facilitate resource-sharing and access to physical space and student data (Harvard Family Research Project, 2010). Other research suggests that afterschool programs that nurture strong partnerships with teachers and principals also improve program participants’ homework completion, behavior, and initiative (Miller, 2005).

In New Hampshire both school leaders and 21st CCLC program leaders reported strong partnerships between the schools and 21st CCLCs. Overall, almost all principals reported that the 21st CCLC enhanced the overall effectiveness of the school: 76 percent of principals said the program at their school did so to a great extent, and 21 percent said it did so to some extent.

School principals considered their primary role in relation to the 21st CCLC program to be (1) facilitating communication between the school and the 21st CCLC, (2) serving as a program advocate with outside audiences (for example, with parents, teachers, or the school board), and (3) finding space and other resources for those programs in need. Few principals reported a big part of their role to be contributing to details of the program’s management or content, as shown in Exhibit 2.

Exhibit 2
Principal role in 21st CCLC program, in percents
(n=42)

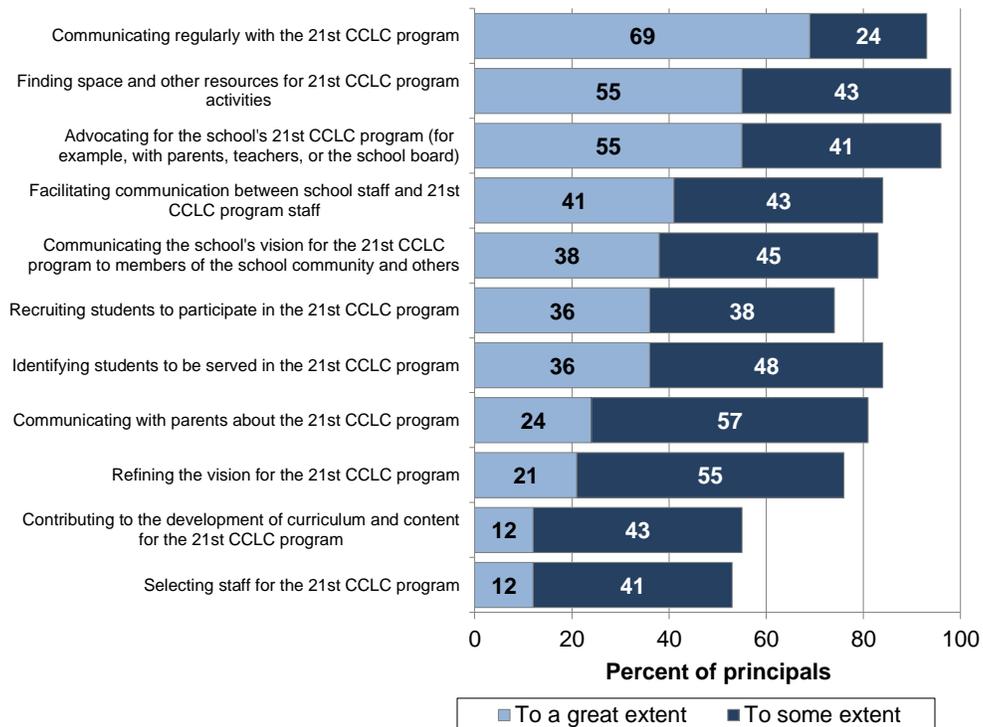


Exhibit reads: Sixty-nine percent of principals reported that to a great extent their role involved communicating regularly with the 21st CCLC program; 24 percent reported that this was their role to some extent.

Seventeen of 22 program directors reported that a strong partnership connects the 21st CCLC and the host school for all schools under their supervision. More than half reported that at all the schools they oversee, center staff reach out to teachers to learn about student needs (15 program directors), and teachers and center staff collaborate well (13 program directors). Eleven of 22 program directors said that they were satisfied with the extent of communication between school-day staff and center staff. Site directors were also very positive about their relationship with the host school. Ninety-eight percent of site directors agreed that there was a strong partnership between the 21st CCLC and the school, and that 21st CCLC staff reach out to teachers to learn about student needs. Eighty-eight percent were satisfied with the extent of communication between program staff and school-day staff.

Partnerships with families. Site directors reported communicating most frequently with family members about how their children were performing in the 21st CCLC program (69 percent of site directors reported doing so at least weekly), and how their children were behaving in the program (71 percent of site directors). Site directors also regularly discussed current or upcoming program activities or events with family members (57 percent).

21st CCLCs sometimes hosted activities for parents as well. Twenty-nine percent of site directors said that they offered parent involvement and literacy activities at least a few times a month, and another 57 percent said that they offered activities for parents a few times a year.

Use of Data

Access to data. The strong relationship between schools and 21st CCLCs was reflected in a high level of data sharing. Seventeen of 22 program directors reported that 21st CCLC staff at all the schools they supervise have timely access to data about student demographics and school performance. Most commonly, principals reported sharing school-day student attendance records (86 percent of principals said their school shared this information with the 21st CCLC), student grades in school (81 percent), and school-day student behavior records (78 percent). About three-quarters of principals reported that their school shares student achievement test scores with program staff (73 percent).

Use of data. Data can be used to effectively identify student needs, track student progress, and to develop program content that addresses the needs of students. 21st CCLC site directors reported using wide sources of data in their programs, ranging from informal conversations with parents to achievement test scores. As shown in Exhibit 3, site directors typically relied on feedback from program staff, school-day staff, and parents to assess student needs and progress. In contrast, they relied on feedback from participating youth and parents to plan program content.

Exhibit 3
Use of data in 21st CCLCs, in percents
(n=56)

	To assess student needs	To track student progress	To plan program content
School-day teacher surveys	80%	61%	77%
Student grades	80	62	38
Verbal or written feedback from school-day teachers	77	80	61
Informal conversations with parents	75	84	73
Staff observations of youth	73	84	79
Achievement test scores	66	34	38
Feedback from school administrators	57	77	80
Youth surveys	32	75	89
Parent surveys	30	61	84

Exhibit reads: Eighty percent of site directors reported using school-day teacher surveys to assess student needs. Sixty-one percent used those data to track student progress, and 77 percent to plan program content.

Although 80 percent of site directors reported using school-day grades to identify student needs, fewer used these data to assess student progress (62 percent of site directors) or to plan program content (38 percent of site directors). Similarly, while 66 percent of site directors used achievement test scores to identify student needs, fewer site directors used these data to determine student progress (34 percent of site directors) or program content (38 percent of site directors).

Program Implementation

Research has shown that afterschool programs that offer activities that focus on intentional skill-building and mastery attainment, and offer youth-centered programming with developmentally appropriate activities can contribute to positive outcomes for students (Durlak & Weissberg, 2007; Eccles & Gootman, 2002; McLaughlin, 2000; Noam, 2008; Vandell et al., 2006). This section describes the extent to which New Hampshire 21st CCLCs implemented best practices, including creating caring, safe, and youth-directed environments, and providing developmentally appropriate, skill-oriented activities that reflect school-day standards.

Program Environment

Supportive and caring adults. As shown in Exhibit 4, the majority of students responded positively to questions about their interactions with adults in the 21st CCLC. For example, most students reported that adults treated them with respect most or all of the time (88 percent of students).

Exhibit 4
Student reports of supports from adults, in percents
(n=2,320)

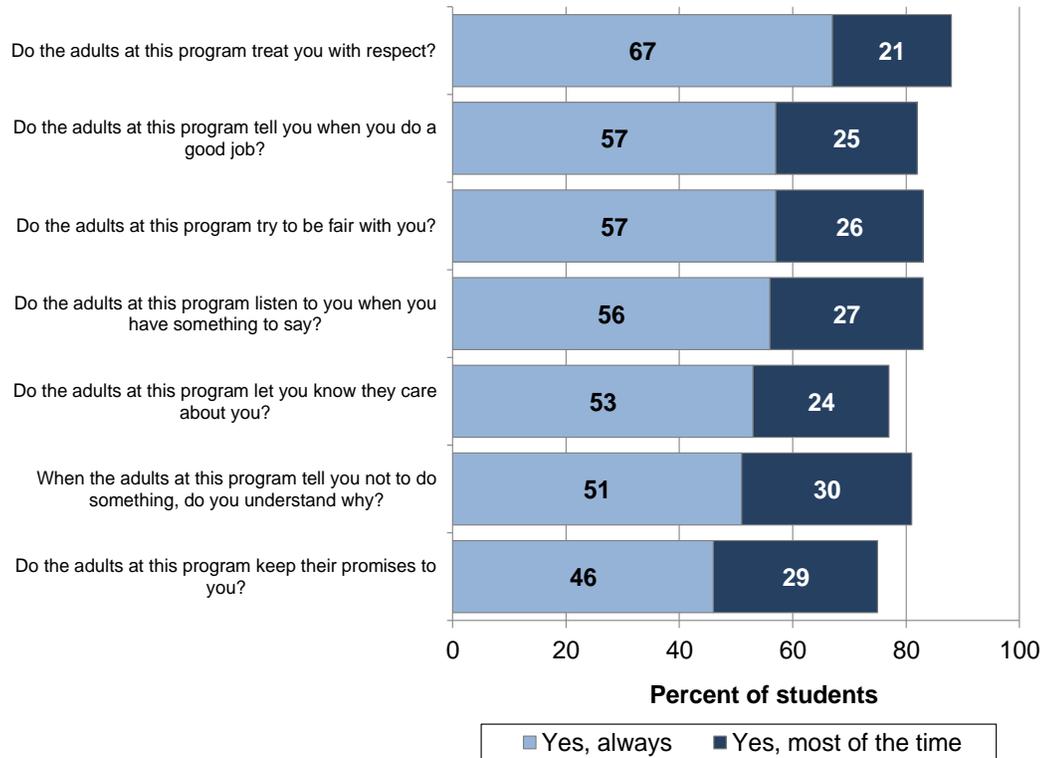


Exhibit reads: Sixty-seven percent of students reported that adults at the program always treat them with respect. An additional 21 percent of students reported that adults treat them with respect most of the time.

Safe and welcoming environment. Students also responded positively to questions about the program environment, particularly safety. Eighty-nine percent of students reported feeling safe in the program most or all of the time (Exhibit 5).

Exhibit 5
Student reports of program environment, in percents
(n=2,325)

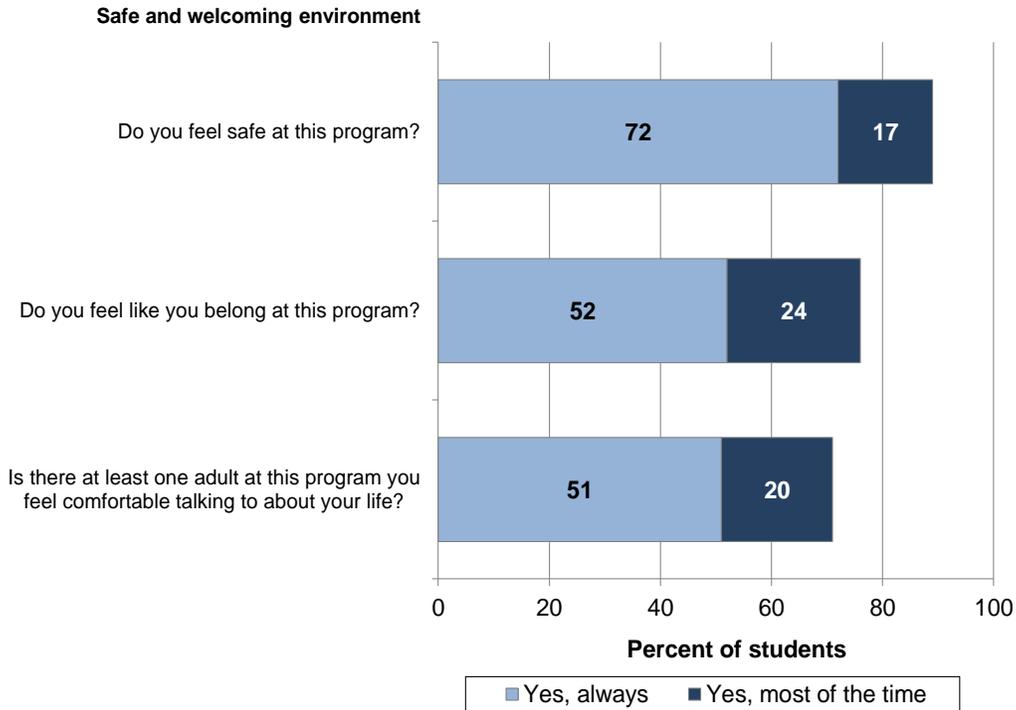


Exhibit reads: Seventy-two percent of students reported that they always feel safe at the program. An additional 17 percent reported that they feel safe most of the time.

The 21st CCLC program also contributed to improved school climates. Almost all principals surveyed reported that the program improves students’ behavior (95 percent of principals said this was true to at least some extent), school safety (93 percent of principals), and school day attendance (89 percent of principals).

Youth voice. Students reported moderate levels of satisfaction with their level of choice in activities at the 21st CCLC, as illustrated in Exhibit 6. However, they reported fairly low levels of ongoing opportunities for youth voice and leadership roles within the program, including opportunities to share ideas with staff for program activities, to help plan activities or events, or to lead program activities.

Exhibit 6
Student reports of youth voice, in percents
(n=2,318)

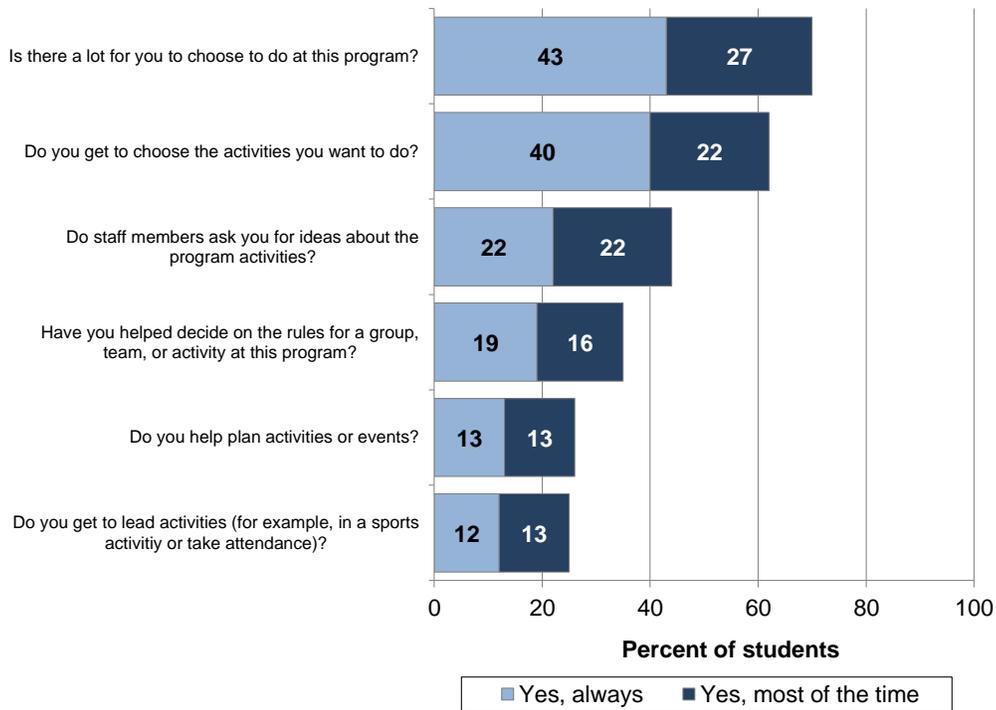


Exhibit reads: Forty-three percent of students reported that there is a lot for them to choose to do at this program. An additional 27 percent reported that there is a lot for them to choose to do most of the time.

Program Content

Skill-oriented. Site directors were asked to report on the frequency of opportunities for youth to take part in skill-focused, project-based activities, as illustrated in Exhibit 7. The majority of site directors reported that youth participants had the opportunity to participate in the following types of activities once a week or more:

- Cooperative activities or games (98 percent)
- Work in small groups to solve a problem (73 percent)
- Hands-on laboratory activities (71 percent)
- Projects that build progressively more sequenced and advanced skills (62 percent)
- Projects that take a week or more to complete (54 percent)
- Write in a journal (20 percent)
- Work on problems for which there is no obvious method of solution (39 percent)
- Write an essay (9 percent)

Exhibit 7
Skill-oriented activity approaches used weekly, in percents
(n=56)

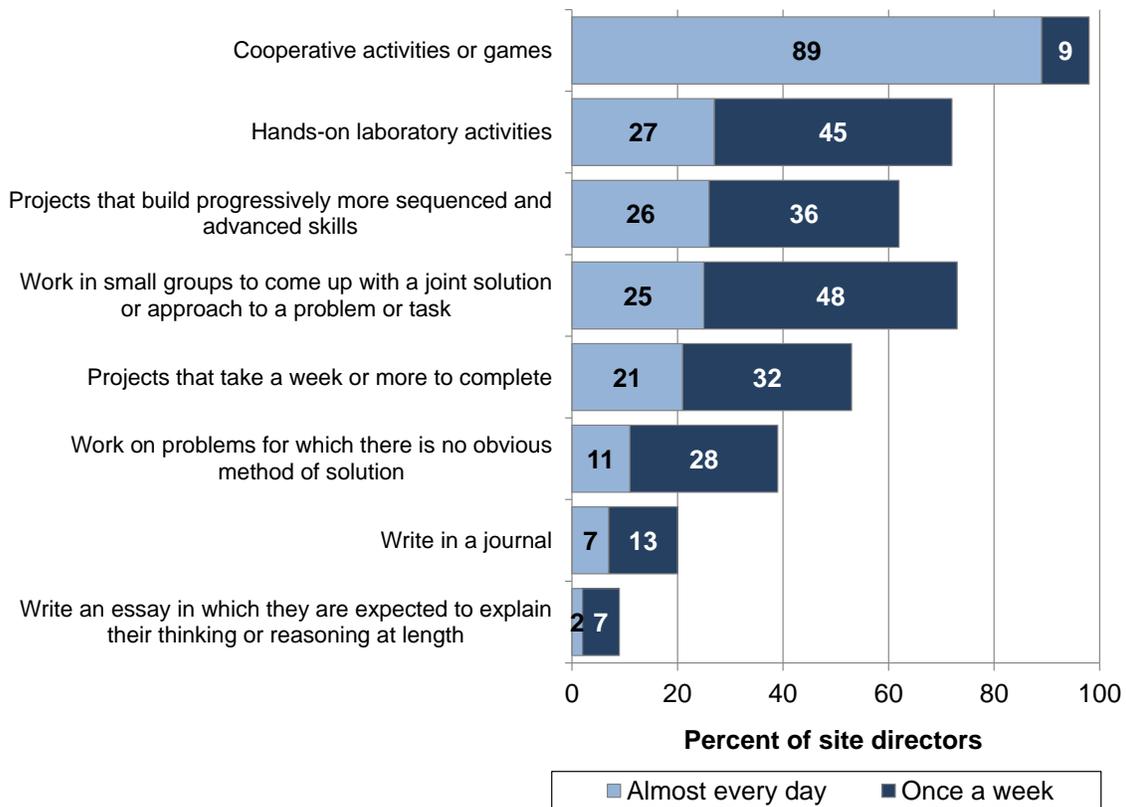


Exhibit reads: Eighty-nine percent of site directors reported offering cooperative activities or games almost every day. Nine percent of site directors reported offering cooperative activities or games once a week.

Aligned to Common Core State Standards. The majority of site directors (70 percent) said that they have access to information about the concepts and methods taught in the school curriculum, including the Common Core State Standards. Site directors who had this information generally reported that they had received it through conversations with district staff (89 percent), school-day teachers (79 percent), or written information from the district or school (71 percent of site directors). Nearly a third of site directors (29 percent) said that they know the school curriculum because they teach in the district.

Almost all principals (91 percent) reported that the program reinforces the school-day curriculum. Fewer reported that the program’s activities are aligned with the Common Core State Standards (69 percent of principals agreed).

Evidence-based. Implementing a research-based curriculum can facilitate high-quality program content in 21st CCLCs. Fourteen of 23 program directors reported that they use a published or externally developed curriculum to guide activities in the 21st CCLCs they oversee. Just under half (48 percent) of site directors reported that they use a published or externally

developed curriculum to guide activities in their program. These curricula included those developed by 4-H, CATCH, Everyday Math, NPASS, and Early Sprouts.

Age-appropriate activities. As illustrated in Exhibit 8, more than three-quarters of 21st CCLCs offer the following activities at least weekly:

- Academic enrichment learning programs (e.g., project-focused, hands-on activities) (reported by 100 percent of site directors)
- Group homework help or tutoring (98 percent)
- Sports and physical fitness activities (96 percent)
- Arts, music, and theater education activities (93 percent)
- One-on-one tutoring or academic assistance (82 percent)
- Nutrition and health awareness (82 percent)
- Telecommunications and technology activities (82 percent)

Exhibit 8
Activities offered weekly in 21st CCLCs, in percents
(n=56)

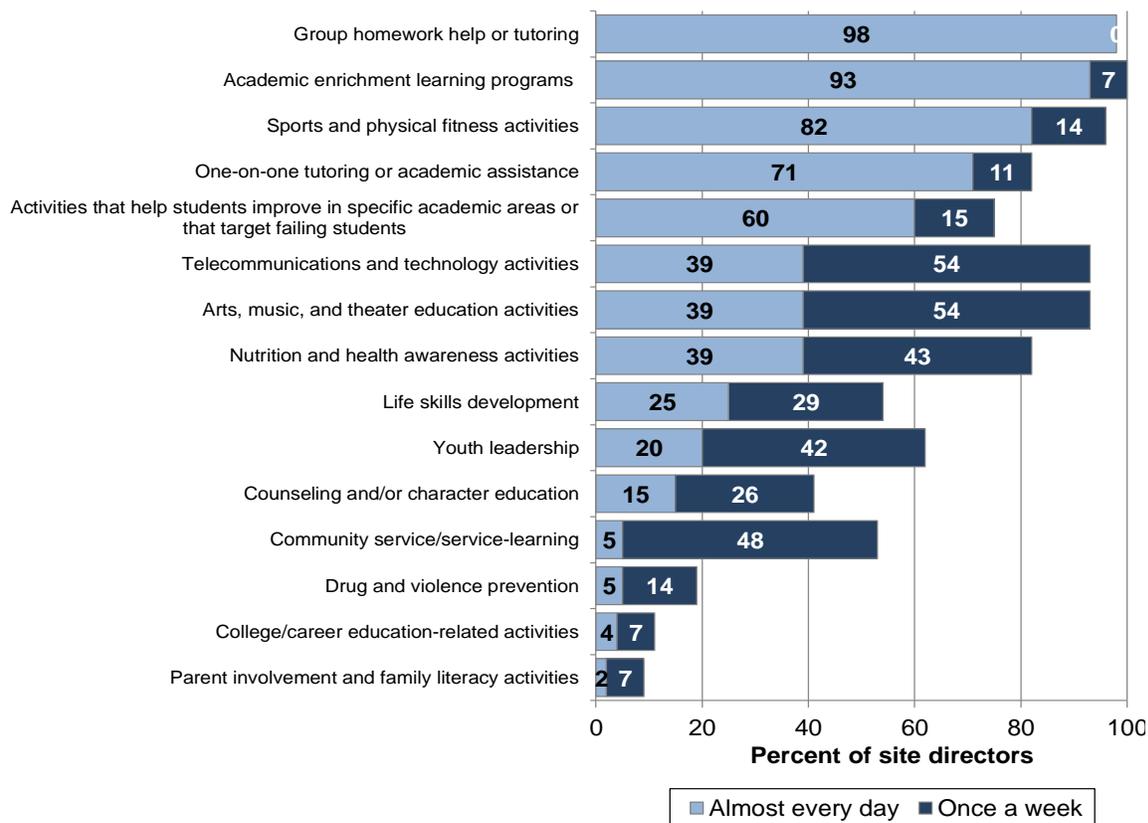


Exhibit reads: Ninety-eight percent of site directors reported offering weekly group homework help or tutoring. Zero percent of site directors reported offering weekly group homework or tutoring once a week.

Site directors operating 21st CCLCs serving high school students regularly offered activities appropriate for older students. For example, all five responding high school site directors offered telecommunications and technology activities weekly, four offered weekly community service activities, and three offered life skills and youth leadership activities on a weekly basis. Two of the five high school programs offered college and career education activities on a weekly basis, and the other three offered those activities at least a few times a year.

Program Engagement

21st CCLCs that display strong levels of high-quality program implementation can be expected to attract and retain students in the program and, ultimately, contribute to positive student outcomes. In the national evaluation of the 21st CCLC program, findings affirm that students who spend more time in programs show greater improvement than those who attend less. For example, students attending 90 or more days showed more improvement on the state mathematics assessment than did students attending the 21st CCLC program fewer than 90 days, and students attending 60 to 89 days showed more improvement than did those attending 30 to 59 days (U.S. Department of Education, 2011).

During the 2011-12 school year, the NHDOE funded 68 21st CCLCs through 23 grants. These programs served a total of 8,445 students in kindergarten through grade 12. The number of students enrolled in each program ranged from 27 to 387, with a mean of 133 students. The majority of students served were in elementary or middle school. Fifty-six percent of 21st CCLC participants were in grades K-5, 34 percent were in grades 6-8, and 10 percent of enrolled students were in grades 9-12.

Student Characteristics

Demographics. As shown in Exhibit 9, on average 21st CCLCs served students who could benefit from the academic and social supports offered by the programs. Compared to statewide averages, more 21st CCLC participants were eligible for free or reduced price lunch (55 percent compared to 27 percent) and for special education services (16 percent compared to 9 percent), and more were classified as Limited English Proficient (8 percent compared to 2 percent).

Exhibit 9
Student characteristics, 2011-12, in percents

Participant characteristic	21 st CCLC (n=8,445)	Statewide (n=190,805)
Gender		
Male	50%	52
Female	50	48
Race/ethnicity		
White	77	89
Black	5	2
Asian or Pacific Islander	3	3
Hispanic	11	4
Alaskan Native or American Indian	1	0
Multiracial	3	2
Free or reduced price lunch status		
Eligible	55	27
Not eligible	45	73
Special education status		
Eligible	16	9
Not eligible	84	91
English language proficiency status		
Limited English Proficient	8	2
Proficient	93	98

Exhibit reads: Fifty percent of 21st CCLC participants in New Hampshire were male, and 50 percent were female. Statewide, 52 percent of students were male and 48 percent were female.

School attendance. Students who participated in the 21st CCLC program had high rates of school attendance during the 2011-12 school year. On average, 21st CCLC program participants attended 163 days of school. However, average school attendance rates for 21st CCLC program participants ranged across schools from an average of 147 school days to 174 school days, suggesting that programs had varying levels of success in recruiting and enrolling students who struggled in school.

Achievement levels. The New England Common Assessment Program (NECAP) tests student proficiency on the content and skills taught in the previous grade, for students in grades 3-8 and in grade 11. The Fall 2011 test results can be interpreted as an indicator for the baseline performance of 21st CCLC program participants in the 2011-12 program year. These results show that the majority of 21st CCLC program participants were Proficient (Level 3) or Proficient with Distinction (Level 4) in both reading and math, indicating that they were performing at the expected grade level, as illustrated in Exhibit 10. However, the results also suggest that a large number of 21st CCLC program participants needed additional support and practice to improve their performance, particularly in mathematics, with 32 percent scoring Partially Proficient (Level 2) or Below Proficient (Level 1) in reading, and 40 percent performing at these levels in mathematics. In comparison, across the state, 22 percent of students performed at these levels in reading, as did 33 percent in mathematics.

Exhibit 10
Fall 2011 NECAP results for New Hampshire 21st CCLC program participants,
in percents

Performance levels	Below Proficient Level 1	Partially Proficient Level 2	Proficient Level 3	Proficient w/ Distinction Level 4
Reading (n=5,476)	11%	21%	53%	15%
Math (n=(5,494)	20	20	43	17

Exhibit reads: Eleven percent of New Hampshire 21st CCLC participants scored at Level 1 (Below Proficient) on the reading NECAP in Fall 2011.

Level of Program Participation

Participation rates. Across all New Hampshire 21st CCLCs, 8,445 students enrolled and attended the program at least once during the 2011-12 school year. The average student attended the 21st CCLC program 55 days during the course of the school year. As shown in Exhibit 11, nearly half (46 percent) of enrolled participants attended the program for less than 30 days, while just over a quarter attended more than 90 program days (27 percent). The levels of participation also varied widely across 21st CCLCs, with the mean number of days of participation ranging from 10 days to 136 days. These rates of participation were similar to those reported nationally across 21st CCLC programs. In 2009-10, 49 percent of students enrolled in 21st CCLC programs nationwide were classified as “regular attendees,” meaning that they attended the program for 30 days or more (U.S. Department of Education, 2011).

Exhibit 11
Patterns of 21st CCLC program participation, 2011-12 school year
(n=8,445)

Mean Number Afterschool Visits	55
Percent of students attending 1 to 29 days	46%
Percent of students attending 30 to 59 days	16
Percent of students attending 60 to 89 days	11
Percent of students attending 90 or more days	27

Exhibit reads: Forty-six percent of New Hampshire 21st CCLC program participants attended the program between 1 and 29 days in the 2011-12 school year.

Participation by grade level. Younger students were more likely to have high rates of 21st CCLC program participation than were older students, as shown in Exhibit 12. For example, about a third of participants in the elementary grades attended the program for at least 90 days during the 2011-12 school year (34 percent), compared to about a quarter (22 percent) of middle-grades students and just 1 percent of high school students. This variation in participation by grade reflects patterns seen nationally, where each grade from grades 2 through 6 accounted for more than 10 percent of all regular attendees (30 or more days) and each grade from grades 9

through 12 accounted for about 4 percent of all regular attendees (U.S. Department of Education, 2011).

Exhibit 12
Patterns of 21st CCLC program participation, by grade level
(n=8,445)

Percent of students attending....					
Grade level	21 st CCLC program	1 to 29 days	30 to 59 days	60 to 89 days	90+ days
K-5	56%	37%	16%	13%	34%
6-8	34	50	17	11	22
9-12	10	89	9	1	1

Exhibit reads: Fifty-six percent of all students enrolled in the 21st CCLC program in New Hampshire were in grades K-5. Thirty-seven percent of these students in grades K-5 attended the program between 1 and 29 days. Sixteen percent attended between 30 and 59 days.

Participation by special services. Participating students most in need of extra supports were more likely to attend the 21st CCLC on a regular basis than other enrolled students, based on analysis of the percent of students attending for fewer than 30 days. Thirty-four percent of Limited English Proficient participants attended the 21st CCLC at this low rate, compared to 46 percent of other students. Similarly, 39 percent of students eligible for special education services attended for fewer than thirty days, compared to 47 percent of students not receiving special education. Forty-three percent of students eligible for free or reduced price lunch attended the 21st CCLC for less than 30 days, compared to 48 percent of students not eligible for this service.

Participation by achievement level. As shown in Exhibit 13, students performing at Level 1 (below proficient) or Level 2 (partially proficient) in reading at the start of the school year were somewhat less likely than higher-performing peers to attend the 21st CCLC program for fewer than 30 days. Forty percent of students in Level 1 in reading attended for less than 30 days, compared to 50 percent of students in Level 4, suggesting that students who need the academic supports provided by the 21st CCLC program are attending at higher than average rates. However, this pattern was not as evident in mathematics.

Exhibit 13
Patterns of 21st CCLC participation, by achievement level
(n=8,445)

Performance Level	Percentage of students attending 1 to 29 days	Percentage of students attending 30 to 59 days	Percentage of students attending 60 to 89 days	Percentage of students attending 90 or more days
Reading (n=5,476)				
Level 1	40%	19%	13%	27%
Level 2	43%	18%	12%	26%
Level 3	46%	16%	11%	26%
Level 4	50%	13%	10%	27%
Math (n=5,494)				
Level 1	45%	20%	11%	24%
Level 2	45%	16%	11%	28%
Level 3	46%	16%	12%	26%
Level 4	46%	14%	11%	29%

Exhibit reads: Among students who performed at Level 1 on the NECAP reading assessment, 40 percent attended the 21st CCLC for 1 to 29 days, 19 percent attended between 30 and 59 days, 13 percent attended 60 to 89 days, and 27 percent attended 90 or more days.

Student Satisfaction

As illustrated in Exhibit 14, students in the 21st CCLC program who completed the survey reported high rates of satisfaction. For example, more than three-quarters of students reported that—“most of the time” or “always”—they would participate in the program again (76 percent), that they are happy to be at the program (80 percent).

Exhibit 14
Student reports of program satisfaction, in percents
(N=2,325)

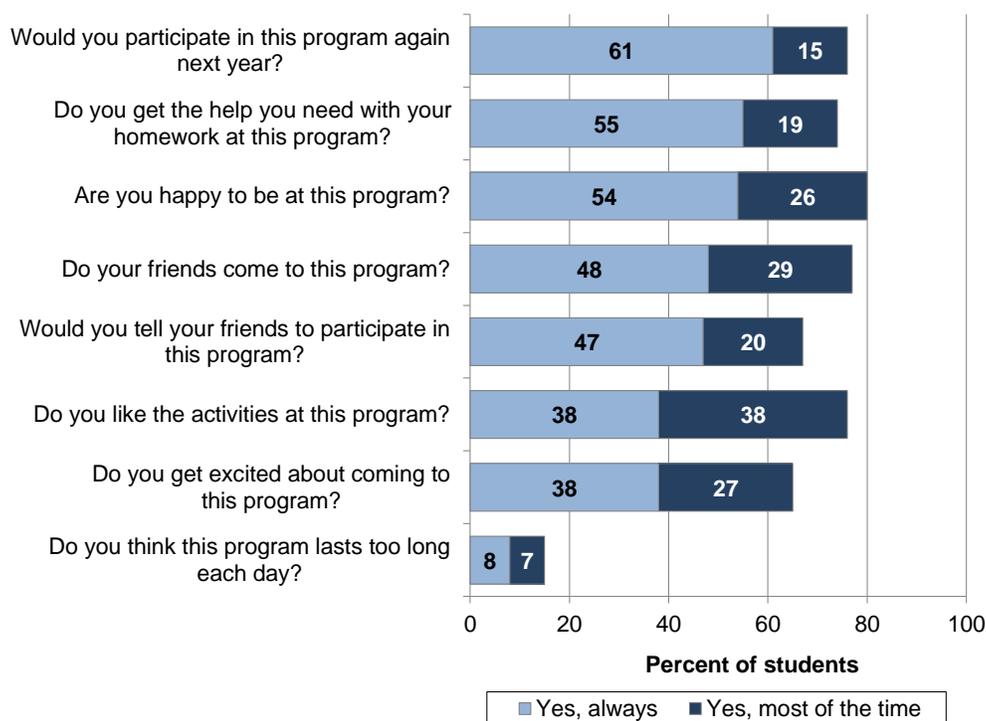


Exhibit reads: Sixty-one percent of 21st CCLC participants reported that they always feel that they would participate in the program again. Fifteen percent reported this was the case most of the time.

Student Outcomes

An evaluation meta-analysis found that youth development programs that offer mastery-focused and skill-based learning opportunities skills contribute to positive learning outcomes (Durlak & Weissberg, 2007). The evaluation framework for the New Hampshire 21st CCLC program is grounded in the theory that strong program inputs, high-quality implementation of supportive, skill-based programming, and high levels of student participation will contribute to the academic and life skills outcomes targeted by the 21st CCLC program, including engagement in learning and school performance, and the development of 21st century skills, including resilience and positive relationships.

In this first year of the statewide 21st CCLC program evaluation for New Hampshire, outcome measures based on school performance data are not available, because of the timing of availability of state performance data to measure end-year performance. In future years, the evaluation will examine the improvement in performance for 21st CCLC participants. Therefore, the following discussion of student outcomes is based primarily on student survey reports and on teacher surveys collected for the national 21st CCLC data collection efforts.

Students who responded to the survey attended the 21st CCLC program with greater frequency than did average participants. For example, while the average number of days of attendance across all 21st CCLCs was 54 days, survey respondents attended for an average of 85 days. This suggests possible response bias in the student survey data, in which student survey respondents were likely to be those most highly engaged in the 21st CCLC program, and in which teachers reported outcomes only for regular program attendees. This poses other analytic challenges as well, due to limited variation in the student survey responses. These challenges limit the evaluation’s capacity to detect significant associations between program engagement and reported outcomes.

Academic Outcomes

Engagement in learning. Students who participated in the 21st CCLC program reported being motivated to do well in school, as illustrated in Exhibit 15. However, they were somewhat

Exhibit 15
Student reports of engagement in learning, in percents
 (N=2,319)

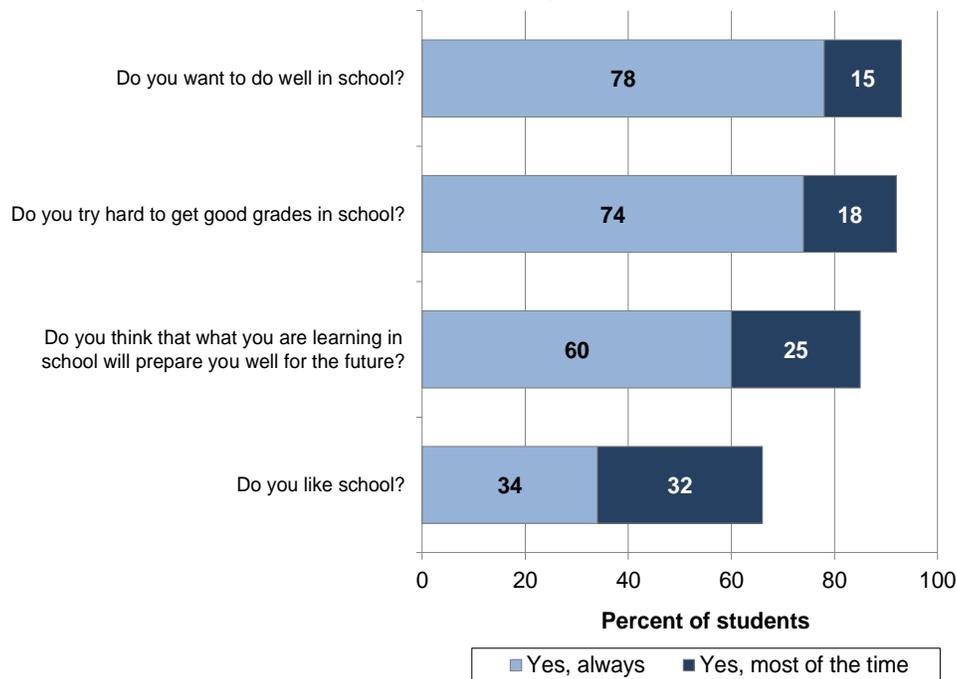


Exhibit reads: Seventy-eight percent of 21st CCLC program participants reported that they always want do well in school. Fifteen percent report that they want to do well in school most of the time.

less positive in their reports of how much they liked school, or how well school will prepare them for the future. 21st CCLCs can help contribute to that relevancy and enjoyment of school by offering enrichment activities that allow students to apply what they learn in school to engaging projects in their communities or schools.

School performance. In survey responses, students demonstrated lower levels of confidence in their ability to perform well academically than in their motivation to learn, as illustrated in Exhibit 16. Fewer than half of students reported that they always get good grades in school (46 percent), do well on tests (46 percent), and only 35 percent reported that they always understand how to do their homework. However, the 21st CCLCs provided necessary and valued supports to students: as reported earlier, 55 percent of students reported that they “always” get the help they need with their homework.

Exhibit 16
Student reports of school performance, in percents
(N=2,326)

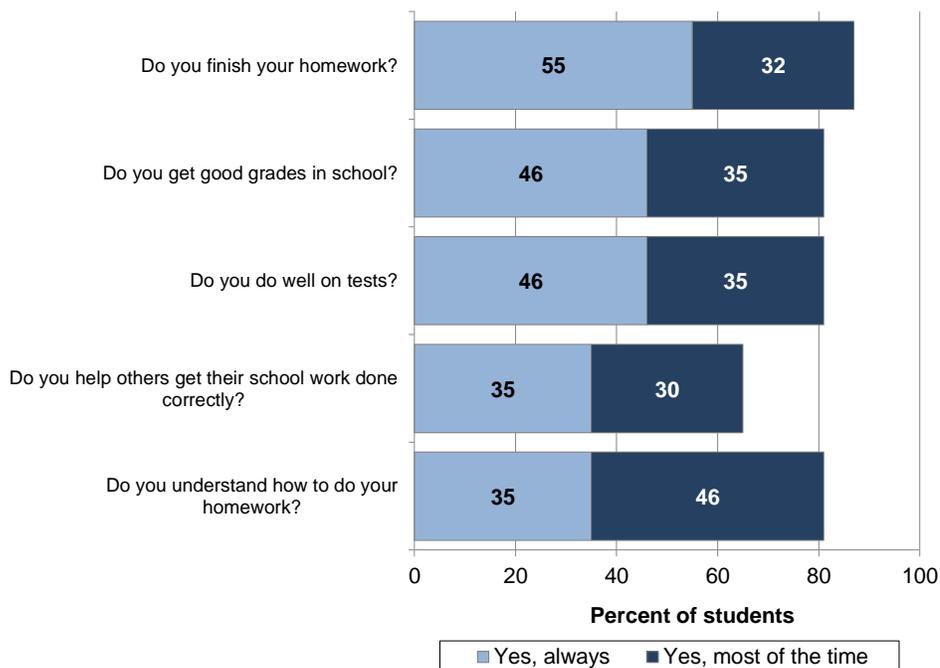


Exhibit reads: Fifty-five percent of 21st CCLC participants reported that they always finish their homework. Thirty-two percent report that they finish their homework most of the time.

Most principals reported that the 21st CCLCs contribute to some degree to improved literacy skills (33 percent of principals reported this to a great extent, 57 percent to some extent); math skills (36 percent of principals to a great extent, 50 percent to some extent); and other academic content areas (41 percent of principals to a great extent, 50 percent to some extent). School-day teachers reported improvements in homework completion for 64 percent of participants who attended the program regularly and in class participation for 60 percent.

College readiness. Middle-grades and high school students were asked a series of questions about their college and career readiness, as shown in Exhibit 17. Survey responses suggested that the programs could play a larger role in helping high school students prepare for college. Responses showed that students were not confident in their understanding of the college application process or of college or career options.

Exhibit 17
Student reports of school college readiness, in percents
(N=930)

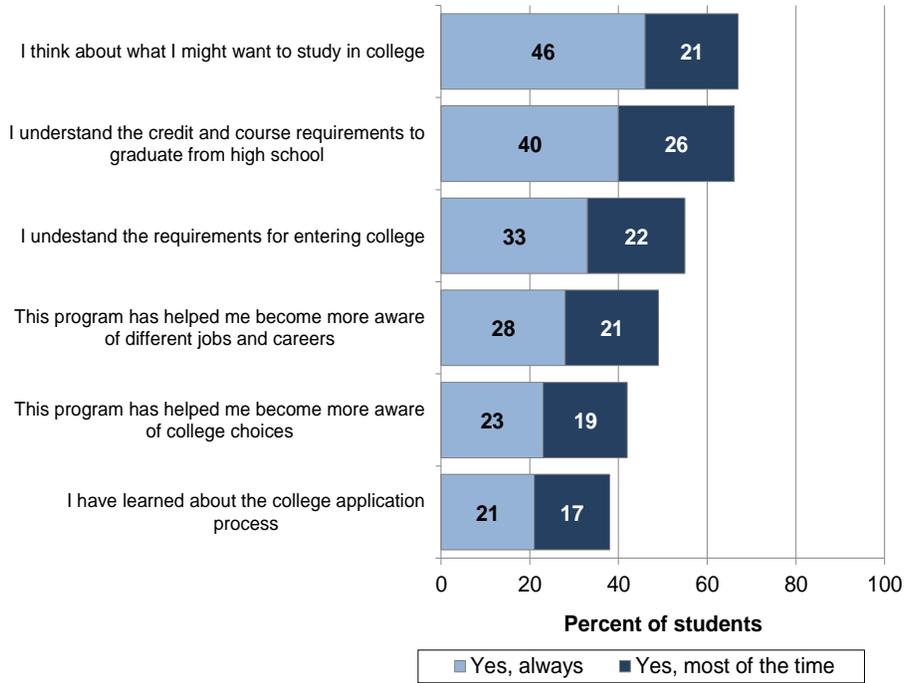


Exhibit reads: Forty-six percent of 21st CCLC participants reported that they always think about what they want to study in college. Twenty-one percent report that they think about this most of the time.

Life Skills Outcomes

21st century skills. Middle school and high school students expressed fairly high levels of confidence in certain 21st century skills, particularly the use of technology, as shown in Exhibit 18. However, their responses also suggested areas in which 21st CCLCs could focus more intentionally on life-skills development, including goal-setting and financial awareness.

Exhibit 18
Student reports of 21st century skills, in percents
(N=930)

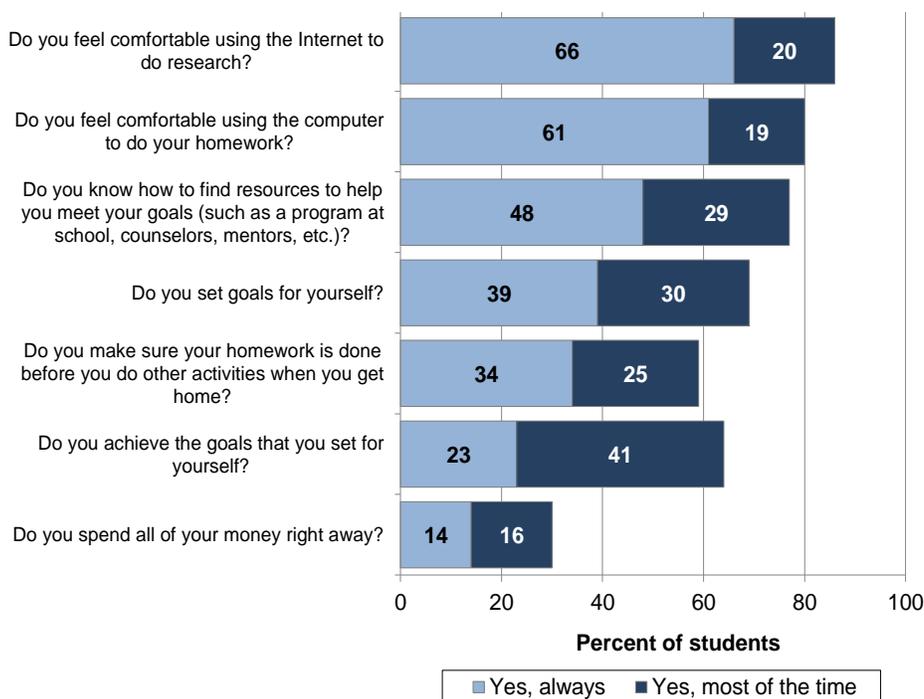


Exhibit reads: Sixty-six percent of 21st CCLC participants reported that they always feel comfortable using the Internet to do research. Twenty percent report that they feel comfortable most of the time.

Almost all principals felt that 21st CCLCs contributed to improvements in students’ health and well being (64 percent to a great extent; 33 percent to some extent).

Positive relationships with peers and adults. Principals were positive about the impact of the 21st CCLC programs on the social development of participating students. Almost all principals surveyed felt that the program enhanced students’ social skills “to a great extent” (71 percent) or “to some extent” (26 percent). School-day teachers reported improvements in student behavior 46 percent of regular program participants.

Resilience. Fewer than three-quarters of middle school and high school participants reported high levels of persistence and resilience, as seen in Exhibit 19. For example, 72 percent reported that they try things that look hard to do most of the time or always.

Exhibit 19
Student reports of persistence and resilience, in percents
(N=926)

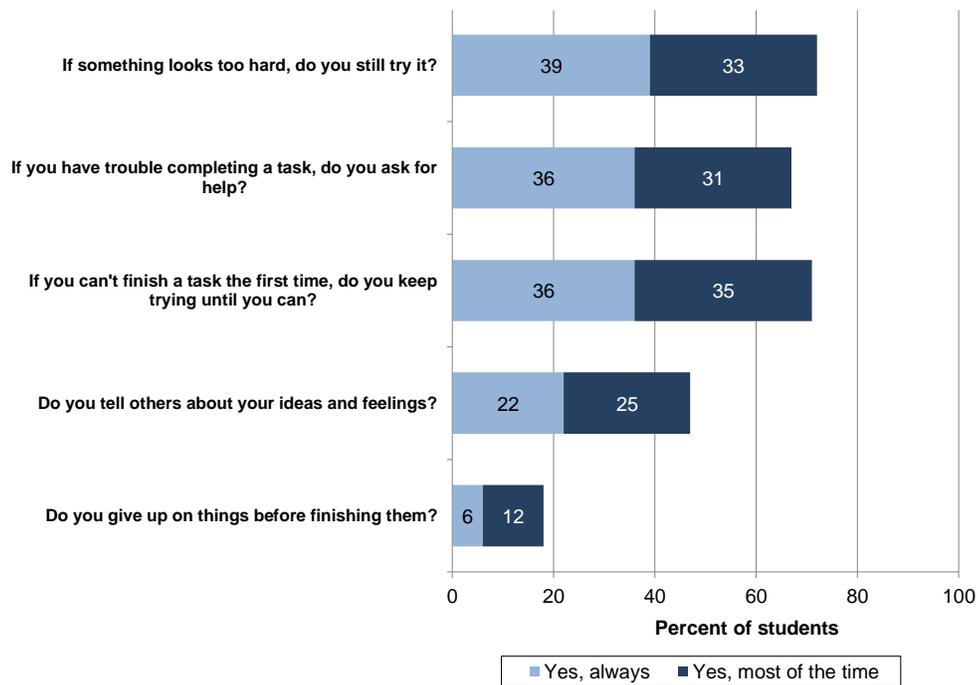


Exhibit reads: Thirty-nine percent of students reported that if something looks too hard, they always try it; 33 percent said that they try it most of the time.

Factors Associated with Student Engagement and Outcomes

The evaluation framework for the New Hampshire 21st CCLC program has the capacity to link data across sources at both the school level and at the individual-student level. This permits analysis of the associations between measures of 21st CCLC program implementation and measures of student engagement and outcomes.

At the student level, the evaluation tested for associations between student baseline academic performance (as measured by NECAP scores) and reports of the program environment, level of program engagement, and academic and life skills outcomes (as measured by program participation data and by survey data). At the school level, the evaluation tested for associations between site director reports of program implementation (as measured by survey responses), 21st CCLC program enrollment and attendance, and average student reports of program experiences.

To conduct these tests of association, the evaluation created a series of scales based on student and site director survey data that summarized responses to survey items measuring same construct. Items included in each of the survey scales and the reliability coefficients for the scales are presented as part of the survey frequencies in the appendix of this report.

A Spearman's Rho test, appropriate for data that are not normally distributed statistically, was used to test for data correlations. The findings below highlight correlations that were statistically significant at the $p < 0.05$ level, indicating that there was less than a 5 percent chance that the finding was due to chance, and which showed a meaningful strength of association. In particular, this report highlights the findings with strength of $r_s^2 \geq 0.09$, which is considered to be a low but meaningful level of association. Associations of between 0.25 and 0.48 are considered to be of moderate strength.

Associations Between Implementation and Student Experience

Analysis found significant correlations between the level of implementation of skill-oriented activities (as reported by site directors) and student reports of certain aspects of the quality of program environments and of their experiences in programs. In 21st CCLCs where site directors reported a higher frequency of activities that required program participants to engage in activities that required collaboration and progressive skills development, students were more likely to report:

- Positive interactions with program staff ($r_s^2 = .13$, $p < 0.05$)
- High levels of engagement in learning ($r_s^2 = 0.12$, $p < 0.05$)
- Positive student interactions in the program ($r_s^2 = 0.10$, $p < 0.05$)
- Satisfaction with the program ($r_s^2 = .09$, $p < 0.05$)

Associations Between Student Satisfaction and Other Student Reports

Analysis also found positive and significant associations between levels of student satisfaction in the program and student reports of other program experiences and outcomes. The higher strength of association here is likely due in part to the fact that both data on satisfaction and on student experiences are from the same respondents (students), rather than from different data sources. In particular, student satisfaction with the 21st CCLC was associated with:

- Positive interactions with program staff ($r_s^2 = .49$, $p < 0.05$)
- Youth voice ($r_s^2 = .33$, $p < 0.05$)
- Positive student interactions in the program ($r_s^2 = .31$, $p < 0.05$)
- Persistence and resilience ($r_s^2 = .25$, $p < 0.05$)
- 21st century skills ($r_s^2 = .24$, $p < 0.05$)
- Engagement in learning ($r_s^2 = .22$, $p < 0.05$)
- Student reports of their school performance ($r_s^2 = .15$, $p < 0.05$)
- College readiness ($r^2 = .09$, $p < 0.05$)

In addition, students were more likely to report a positive student interactions in the program in programs where the site director reported better relationship between the program and the school ($r_s^2 = .12$, $p = 0.01$).

Lessons Learned

The evaluation framework for the New Hampshire 21st CCLC program provides a mechanism for collecting a range of data on program inputs, program implementation, and student outcomes for all of the 21st CCLC programs in the state. Data collected in 2011-12 revealed many strengths of the New Hampshire 21st CCLC program and also identified a few areas in which additional technical assistance could increase the capacity of 21st CCLCs to contribute to desired social and academic outcomes for participating students. These include:

- Site directors who manage the day-to-day operations of 21st CCLCs could benefit from additional guidance on the targeted goals and expectations for program content. Promoting high levels of participation in content-specific technical assistance, would ensure that 21st CCLCs are aligned with state goals for 21st CCLC.
- 21st CCLCs benefit from strong partnerships with schools, and school principals value the role that the programs play in their school. As the Common Core State Standards become increasingly established within the schools, developing 21st CCLC program content to align to those standards will enhance the 21st CCLCs role in supporting student learning.
- Overall, students reported that the 21st CCLC offers them a safe and welcoming environment, and that they generally felt supported and respected by the adult staff. However, the survey data also suggest that programs could take steps to further foster a positive program environment by incorporating more meaningful opportunities for youth voice, and ongoing opportunities for leadership throughout program activities.
- 21st CCLC activities that are age-appropriate and skill-focused should be further promoted, especially in light of the evaluation finding that in programs implementing high levels of skill-oriented activities, participating students reported higher levels of engagement in learning, greater satisfaction with the 21st CCLC, and more positive interactions with both program staff and students, compared to programs with a lesser focus on skill-building activities.
- More opportunities for high school students to develop 21st century skills and to participate in college and career readiness activities may not only increase the engagement of these older students in 21st CCLCs but also provide them with important supports for adulthood.
- Encouraging increased levels of student participation in 21st CCLCs could strengthen the program impact on student outcomes. This is especially true for high school students.
- In future years, the evaluation framework will permit additional analysis of data at the local level, to help individual 21st CCLCs assess the degree to which they are meeting established benchmarks for high-quality program implementation, student engagement, and student outcomes. 21st CCLCs will benefit from continued guidance to help them

determine how to use available data to identify the needs and progress of participating students and to develop program content that meets those needs.

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Appendix

EVALUATION OF NEW HAMPSHIRE 21ST CENTURY COMMUNITY LEARNING CENTERS

Youth Survey, Spring 2012

This survey was administered online to students participating in in New Hampshire 21st CCLC programs in spring 2012.

A total of 2,351 students completed this survey, out of an estimated 5,683 enrolled students, for a response rate of approximately 45 percent.

Only students in middle school and high school 21st CCLC programs were asked to respond to questions 8, 9, and 10.

1. What grade are you in? (**Select one.**)

3 rd	20%
4 th	19%
5 th	17%
6 th	21%
7 th	10%
8 th	9%
9 th	1%
10 th	1%
11 th	1%
12 th	1%

2. Please answer the following questions about how you feel about this afterschool program. (Select one in each row.)

Items in this question were used to develop the *satisfaction* scale (Cronbach's Alpha=0.87). All items were included in the scale, except for "Do you think this program lasts too long every day."

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
Do you like the activities at this program?	2%	23%	38%	38%
Do you get excited about coming to this program?	6%	29%	27%	38%
Do you think this program lasts too long each day?	68%	18%	7%	8%
Would you tell your friends to participate in this program?	9%	24%	20%	47%
Do you get the help you need with your homework at this program?	9%	18%	19%	55%
Would you participate in this program again next year?	8%	16%	15%	61%
Do you feel like you belong at this program?	6%	18%	24%	52%
Do you feel safe at this program?	2%	9%	17%	72%
Are you happy to be at this program?	4%	17%	26%	54%
Is there at least one adult at this program you feel comfortable talking to about your life?	13%	16%	20%	51%
Do your friends come to this program?	4%	19%	29%	48%

3. Please answer the following questions about your experiences at this program. **(Select one in each row.)**

Items in this question were used to develop the *youth voice* scale (Cronbach's Alpha=0.79). All items were included in the scale.

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
Do staff members ask you for ideas about the program activities?	23%	34%	22%	22%
Do you help plan activities or events?	42%	32%	13%	13%
Do you get to lead activities (for example, in a sports activity or take attendance)?	46%	29%	13%	12%
Do you get to choose the activities you want to do?	11%	27%	22%	40%
Is there a lot for you to choose to do at this program?	7%	22%	27%	43%
Have you helped decide on the rules for a group, team, or activity at this program?	38%	27%	16%	19%

4. Please answer the following questions about the other students at this afterschool program. **(Select one in each row.)**

Items in this question were used to develop the *relationships with peers* scale (Cronbach's Alpha=0.91). All items were included in the scale.

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
Do the students at this program show that they care about others?	5%	34%	37%	25%
Do the students at this program say nice things about others?	4%	40%	36%	21%
Do the students at this program help others learn?	9%	34%	31%	26%
Do the students at this program get along well with others?	3%	35%	40%	22%
Do the students at this program look out for others?	6%	36%	32%	27%
Do the students at this program treat others with respect?	4%	33%	38%	25%

5. Please answer the following questions about the adults at this afterschool program. (Select one in each row.)

Items in this question were used to develop the *relationships with adults* scale (Cronbach's Alpha=0.90). All items were included in the scale.

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
Do the adults at this program let you know they care about you?	6%	17%	24%	53%
Do the adults at this program keep their promises to you?	6%	20%	29%	46%
Do the adults at this program try to be fair to you?	3%	14%	26%	57%
Do the adults at this program treat you with respect?	2%	10%	21%	67%
Do the adults at this program tell you when you do a good job?	4%	14%	25%	57%
Do the adults at this program listen to you when you have something to say?	3%	15%	27%	56%
When the adults at this program tell you not to do something, do you understand why?	4%	15%	30%	51%

6. Please answer the following questions about your interest in school. (Select one in each row.)

Items in this question were used to develop the *engagement in learning* scale (Cronbach's Alpha=0.76). All items were included in the scale.

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
Do you like school?	11%	24%	32%	34%
Do you want to do well in school?	1%	6%	15%	78%
Do you try hard to get good grades in school?	1%	7%	18%	74%
Do you think that what you are learning in school will prepare you well for the future?	4%	12%	25%	60%

7. Please answer the following questions about your school work. **(Select one in each row.)**

Items in this question were used to develop the *school performance* scale (Cronbach's Alpha=0.80). All items were included in the scale.

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
Do you understand how to do your homework?	2%	18%	46%	35%
Do you finish your homework?	2%	12%	32%	55%
Do you do well on tests?	3%	18%	45%	34%
Do you get good grades in school?	2%	17%	35%	46%
Do you help others get their school work done correctly?	8%	27%	30%	35%

8. Please answer the following questions about yourself. **(Select one in each row.)**

Items in this question were used to develop the *resilience* scale (Cronbach's Alpha=0.74). All items were included in the scale, except "Do you give up on things before finishing them?"

Only students in middle school and high school 21st CCLC program were asked to respond to this question.

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
If you can't finish a task the first time, do you keep trying until you can?	5%	25%	35%	36%
Do you give up on things before finishing them?	46%	36%	12%	6%
If something looks too hard to do, do you still try it?	4%	24%	33%	39%
If you have trouble completing a task, do you ask for help?	6%	26%	31%	36%
Do you tell others about your ideas and feelings?	20%	33%	25%	22%

9. Please answer the following questions about yourself. (Select one in each row.)

Items in this question were used to develop the *21st century skills* scale (Cronbach's Alpha=0.78). All items were included in the scale, except "Do you spend all of your money right away?"

Only students in middle school and high school 21st CCLC program were asked to respond to this question.

	No, never	Yes, some of the time	Yes, most of the time	Yes, always
Do you set goals for yourself?	8%	23%	30%	39%
Do you achieve the goals that you set for yourself?	7%	28%	41%	23%
Do you make sure your homework is done before you do other activities when you get home?	11%	30%	25%	34%
Do you spend all of your money right away?	37%	33%	16%	14%
Do you feel comfortable using the Internet to do research?	4%	11%	20%	66%
Do you feel comfortable using the computer to do your homework?	5%	15%	19%	61%
Do you know how to find resources to help you meet your goals (such as a program at school, counselors, mentors, etc.)?	6%	17%	29%	48%

10. To what extent do you agree or disagree with the following statements? (Select one in each row.)

Items in this question were used to develop the *college readiness scale* (Cronbach's Alpha=0.85). All items were included in the scale.

Only students in middle school and high school 21st CCLC program were asked to respond to this question.

	Strongly disagree	Disagree	Agree	Strongly agree
I understand the credit and course requirements to graduate from high school	16%	19%	26%	40%
I have learned about the college application process	38%	24%	17%	21%
I understand the requirements for entering college	24%	22%	22%	33%
I think about what I might want to study in college	12%	21%	21%	46%
This program has helped me become more aware of college choices	31%	27%	19%	23%
This program has helped me become more aware of different jobs and careers	26%	26%	21%	28%

11. If you could go as far as you wanted in school, how far would you like to go? (Select one.)

Go to high school	Graduate from high school	Go to college for a while	Finish college	Get more education after college (such as a law degree or medical degree)
4%	9%	7%	49%	31%

Thank you!

EVALUATION OF NEW HAMPSHIRE 21ST CENTURY COMMUNITY LEARNING CENTERS Program Director Survey, Spring 2012

This survey was administered online to New Hampshire 21st CCLC program directors in spring 2012.

All 23 program directors responded to this survey, for a response rate of 100 percent.

Because of the low number of respondents, the summary tables display as the number of program directors selecting each response, not the percent.

External Supports

1. To what extent do you have clear information on the expectations of the 21st CCLC grant in the following areas?
(Select one in each row.)

<i>Expectations for program implementation and youth outcomes</i>	<i>Not at all</i>	<i>A little</i>	<i>To some extent</i>	<i>To a great extent</i>
a. The goals and objectives identified in your grant proposal	0	0	2	21
b. The expectations for the content of 21 st CCLC programming	0	0	2	21
c. Administrative requirements (e.g., staffing, reporting)	0	0	3	20
d. The goals for student participation	0	0	2	21
e. The expectations for family programming	0	0	5	18
f. The targeted outcomes for students	0	0	5	18

2. Which of the following 21st CCLC training and technical assistance events did you attend in 2011-12? (*Select all that apply.*)

a. 21 st CCLC summer conference (August 1-2)	23
b. YouthServices training (September 8)	7
c. Program Director Meeting (September 29)	21
d. Performance Pathways Workshop (October 13)	10
e. Positive Discipline Workshop (October 27)	4
f. Program Director Meeting (November 4)	20
g. Performance Pathways Workshop (December 6)	8
h. Program Director Winter Retreat (January 12-13)	20
i. Hands On Project Based Learning Workshop (January 19)	4
j. Afterschool Science Exploration Workshop (March 9)	2
k.. Program Director Meeting (March 15)	18
l. A Living Curriculum Workshop (March 26)	3

3. Based on the training and technical assistance events you attended so far in 2011-12, please indicate to what extent you were satisfied with the assistance. (*Select one in each row.*)

State guidance and technical assistance	Not at all	A little	To some extent	To a great extent
a. I am satisfied with the information and resources I received in the technical assistance work days offered through the NH 21 st CCLC state program office (e.g., Program director meetings and workshops).	0	1	4	18
b. The technical assistance work days offered through the NH 21 st CCLC state program office generally served the purposes of my program.	0	1	6	16
c. I am satisfied with the information and resources I received at the summer conference offered through the NH 21 st CCLC state program office.	0	1	6	16
d. The sessions and training offered through the NH 21 st CCLC summer conference generally served the purposes of my program.	0	1	5	17
e. I am satisfied with the information and resources I received at the Program Director Winter Retreat offered through the NH 21 st CCLC state program office.	0	0	5	15
f. The sessions and training offered through the NH 21 st CCLC Program Director Winter Retreat generally served the purposes of my program.	0	0	5	15

4. What is your total program budget? (Enter the total amount in dollars.) \$ 255,160 (mean)

5. Which, if any, of the following sources of funding do you have to supplement your 21st CCLC grant? (Select all that apply.)

a. Title I	12
b. Special Education	6
c. Child and Adult Care Food Program (CACFP/USDA)	13
d. Child care scholarships	9
e. Funds from the school district	9
f. Funds from the town/city budget	7
g. Funds from other federal sources	9
h. Funds from other state sources	4
i. Funds from foundations	12
j. Funds from private donors	14
k. Funds from partner organizations	14
l. Fees charged to participants or parents	19

6. How much do you receive from these sources in in-kind and cash contributions? (Data were cleaned so that only programs that received funds are included in the calculations for each source.)

Source	Mean Amount	
	In-Kind	Cash
a. 21 st CCLC	\$0	\$231,025
b. Title I	\$11,513	\$16,749
c. Special Education	\$12,354	\$3,256
d. Child & Adult Care Food Program (CACFP/USDA)	\$3,550	\$9,538
e. Child Care Scholarships	\$5,353	\$1,000
f. Funds from the school district	\$46,670	\$25,998
g. Funds from the town/city budget	\$41,760	\$12,780
h. Funds from other federal sources	\$16,250	\$25,518
i. Funds from other state sources	\$12,250	\$2,078
j. Funds from foundations	\$3,000	\$12,142
k. Funds from private donors	\$2,532	\$2,168
l. Funds from partner organizations	\$23,845	\$33,430
m. Fees charged to participants or families	\$7,354	\$22,511

Partnerships

7. Think about all of the schools that host a center within your 21st CCLC program or that partner with your community-based center. For about how many schools would you agree with the following statements about the relationship between the 21st Century Center and the host school(s)? If you only partner with one school, respond based on your experience with that school. (*Select one in each row.*)

School-21st Century Center relationship	None	Some schools	Most schools	All schools
a. A strong partnership connects the 21 st Century Center and the host school(s).	0	1	4	17
b. I'm satisfied with the extent of communication between school-day staff and center staff.	0	2	9	11
c. Teachers and center staff collaborate well.	0	3	6	13
d. Center staff reaches out to teachers to learn about student needs.	0	2	5	15
e. The 21 st Century Center reinforces the school-day curriculum.	0	1	6	15
f. School-day staff and center staff have shared responsibility for the 21 st CCLC program.	2	4	9	7
g. Center staff has timely access to data about student demographics and school performance.	0	1	4	17
h. 21 st Century Center program activities are aligned with the Common Core Standards in core subjects used during the school day.	4	3	6	9

8. How often do you discuss the following topics with the principal(s), teachers, or other key staff from the school(s) that participates in this program? (*Select one in each row.*)

Potential topics of discussion with school staff	Never	A few times a year	A few times a month	Once a week	Almost everyday
a. Planning program content	0	11	8	2	1
b. Curriculum concepts currently being taught in school	0	14	5	2	1
c. Issues related to classrooms/sharing space	0	7	8	7	0
d. Student discipline policies	0	7	5	9	1
e. 21 st CCLC program enrollment policies (e.g. targeting students)	0	8	7	6	1
f. Common Core Standards implemented in the school	4	14	1	3	0

9. How many organizations, agencies, or businesses does your 21st CCLC program partner with in the community (not including the host schools)? (*Select one.*)

a. None	0
b. 1-2	1
c. 3-5	9
d. 6-10	7
e. More than 10	6

10. We are interested in learning about the types of support and resources your program receives from partner organizations, agencies, or businesses. To what extent do your community partners, if any, do the following for your program? (Select one in each row.)

Types of support and resources	Not at all	A little	To some extent	To a great extent
a. Provide special programs/ activities/ services for youth (on- or off-site) (e.g., tutoring, field trips)	0	5	10	8
b. Provide special programs/ activities/ services for parents/families (on- or off-site)	0	7	11	5
c. Provide volunteers or mentors	0	10	9	4
d. Provide curricula or other instructional materials	0	9	7	7
e. Donate non-instructional materials or supplies (e.g., sports equipment, computers, food, art supplies)	1	7	9	6
f. Donate facilities or space	3	6	5	9
g. Provide funds	9	5	6	3

11. To what extent do you agree or disagree with the following statements about the relationship between the 21st CCLC program and the community partners? (Select one in each row.)

School-community partner relationship	Strongly disagree	Disagree	Agree	Strongly agree
a. The support and resources provided by community partners are very important to the sustainability of the 21 st CCLC program.	1	1	7	14
b. The support and resources provided by community partners are very important to the quality of the 21 st CCLC program.	1	0	7	15
c. The support and resources provided by community partners align with the goals of the 21 st CCLC program.	1	0	8	14
d. The 21 st CCLC program could benefit from more community support and resources that are currently not available.	0	1	4	18

Use of Data

12. What of the following data sources does your program use, and how do you use them? (Select all that apply in each column.)

<i>Potential data sources</i>	<i>Data are used to assess student needs</i>	<i>Data are used to assess student progress</i>	<i>Data are used to determine program content</i>
a. Staff observations of youth	20	22	19
b. Youth surveys	14	20	22
c. Parent surveys	14	18	21
d. Informal conversations with parents	22	21	16
e. School-day teacher surveys	21	21	17
f. Verbal or written feedback from school-day teachers	21	23	16
g. Feedback from school administrators	17	20	20
h. Youth achievement test scores	15	17	14
i. Youth grades in school	19	19	15
j. School-day attendance records	16	17	6
k. School-day behavior records	16	20	12
l. 21 st CCLC program attendance records	15	16	14
m. Assessments administered to youth as part of the program	13	17	16

Program Content

13. Do you use a published or externally developed curriculum to guide any of the activities? (Select one response.)

a. Yes	14
b. No	9

→ If yes, please indicate what curriculum is currently used:

14. Do you have access to information about the concepts and methods currently being taught in the school curriculum including the Common Core Standards? (Select one response.)

a. Yes, I have access to information about both the school curriculum and Common Core Standards.	17
b. Yes, I have access to information about the school curriculum, but not to the Common Core Standards.	4
c. No, I do not have access to information about the school curriculum or Common Core Standards.	2

If yes, how have you learned about the school curriculum (and Common Core Standards, if applicable)? (Select all that apply.)

a. I have written information from the district.	15
b. I have written information from technical assistance provided by the New Hampshire 21 st CCLC state program office.	12
c. I talk regularly with district staff about the school curriculum.	13
d. I have information based on a few conversations with district staff.	16

Staff Capacity

15. How often do you hold staff meetings with your program staff? (*Select one response.*)

a. Never	1
b. About 1-2 times each semester	7
c. About once each month	5
d. About 2-3 times each month	3
e. At least once a week	7

16. How often do you discuss each of the following topics in your meetings? (*Select one response in each row.*)

Potential topics of discussion with program staff	Never	About 1-2 times each semester	About once each month	About 2-3 times each month	At least once a week
a. Curriculum/lesson planning	0	9	6	3	4
b. Teaching strategies	2	8	6	3	3
c. Program goals	0	10	9	0	3
d. Youth outcomes	1	10	6	3	2

17. Do you require your staff to submit written activity or lesson plans to you or some other supervisor? (*Select one response.*)

a. I do not ask staff to submit activity plans	1
b. I occasionally ask staff to submit activity plans	1
c. I require some staff to submit activity plans on a regular basis	5
d. I require most or all staff to submit activity plans on a regular basis	16

18. What is your highest level of education? (*Select one response.*)

a. Less than high school	0
b. High school or GED	0
c. Some college, other classes/training not related to a degree	0
d. Completed two-year college degree	2
e. Completed four-year college degree	10
f. Master's degree or higher	11

EVALUATION OF NEW HAMPSHIRE 21ST CENTURY COMMUNITY LEARNING CENTERS Site Director Survey, Spring 2012

This survey was administered online to New Hampshire 21st CCLC site directors in spring 2012.

Fifty-six of 68 site directors responded to this survey, for a response rate of 82 percent.

External Supports

1. Do you have clear information on the expectation of the 21st CCLC grant in the following areas? Who provides the information to you? (*Select two in each row.*)

Expectations for program implementation and youth outcomes	Do you have information?		Who provides the information to you?			
	No	Yes	Program director	State office	Both	Neither
g. The goals and objectives identified in your grant proposal	44%	56%	62%	3%	35%	0%
h. The expectations for the content of 21 st CCLC programming	44%	56%	76%	0%	24%	0%
i. Administrative requirements (e.g., staffing, reporting)	44%	56%	69%	0%	31%	0%
j. The goals for student participation	46%	54%	75%	0%	25%	0%
k. The expectations for family programming	43%	57%	66%	0%	24%	10%
l. The targeted outcomes for students	42%	58%	69%	0%	28%	3%

2. Which of the following 21st CCLC training and technical assistance events did you attend in 2011-12? (*Select all that apply.*)

a. 21 st CCLC summer conference (August 1-2)	77%
b. YouthServices training (September 8)	13%
c. Site Director Meeting (September 22)	59%
d. Performance Pathways Workshop (October 13)	11%
e. Positive Discipline Workshop (October 27)	40%
f. Site Director Meeting (November 17)	44%
g. Performance Pathways Workshop (December 6)	11%
h. Hands On Project Based Learning Workshop (January 19)	37%
i. Site Director Meeting (February 9)	56%
j. Afterschool Science Exploration Workshop (March 9)	20%
k. A Living Curriculum Workshop (March 26)	21%

3. Based on the training and technical assistance events you attended so far in 2011-12, please indicate to what extent you were satisfied with the assistance. (*Select one in each row.*)

State guidance and technical assistance	Not at all	A little	To some extent	To a great extent
g. I am satisfied with the information and resources I received in the technical assistance work days offered through the NH 21 st CCLC state program office (e.g., Site director meetings, workshops).	4%	9%	30%	57%
h. The technical assistance work days offered through the NH 21 st CCLC state program office generally served the purposes of my program.	4%	16%	38%	42%
i. I am satisfied with the information and resources I received at the summer conference offered through the NH 21 st CCLC state program office.	0%	7%	27%	66%
j. The sessions and training offered through the NH 21 st CCLC summer conference generally served the purposes of my program.	2%	10%	32%	56%

Partnerships

4. To what extent do you agree or disagree with the following statements about the relationship between the 21st CCLC program and the host school, or the school(s) your community-based center partners with? (*Select one in each row.*)

Items in this question were used to develop the *school relationship scale* (Cronbach's Alpha=0.89)

School-21st CCLC program relationship	Strongly disagree	Disagree	Agree	Strongly agree
i. A strong partnership connects the 21 st CCLC program and the host school.	4%	0%	43%	54%
j. I'm satisfied with the extent of communication between school-day staff and 21 st CCLC program staff.	2%	11%	41%	46%
k. Teachers and 21 st CCLC program staff collaborate well.	2%	7%	41%	50%
l. 21 st CCLC staff reaches out to teachers to learn about student needs.	2%	0%	36%	63%
m. The 21 st CCLC program reinforces the school-day curriculum.	2%	16%	32%	50%
n. A school-wide procedure is in place for communication between classroom teachers and 21 st CCLC program staff.	5%	23%	43%	29%
o. Classroom teachers and 21 st CCLC program staff exchange important information about children and parents with each other in a timely fashion.	2%	6%	42%	51%
p. School-day staff and 21 st CCLC program staff have shared responsibility for the 21 st CCLC program.	2%	21%	43%	34%
q. 21 st CCLC program staff has timely access to data about student demographics and school performance.	4%	13%	43%	41%
r. 21 st CCLC program activities are aligned with the Common Core Standards in core subjects used during the school day.	2%	21%	52%	25%

5. How often do you discuss the following topics with the principal(s), teachers, or other key staff from the school? (*Select one in each row.*)

Potential topics of discussion with school staff	Never	A few times a year	A few times a month	Once a week	Almost everyday
g. Planning program content	7%	36%	32%	18%	7%
h. Curriculum concepts currently being taught in school	14%	34%	27%	20%	5%
i. Homework assignments	6%	0%	18%	15%	62%
j. The needs or progress of individual students	2%	4%	14%	30%	50%
k. Issues related to classrooms/sharing space	5%	14%	32%	30%	18%
l. Student discipline policies	2%	16%	36%	25%	21%
m. 21 st CCLC program enrollment policies (e.g. targeting students)	4%	34%	45%	11%	7%
n. Common Core Standards implemented in the school	15%	40%	29%	12%	4%

6. We are interested in learning about the types of support and resources your program receives from partner organizations, agencies, or businesses. To what extent do your community partners, if any, do the following for your program? (Select one in each row.)

Types of support and resources	Not at all	A little	To some extent	To a great extent
h. Provide special programs/ activities/ services for youth (on- or off-site) (e.g., tutoring, field trips)	2%	17%	38%	43%
i. Provide special programs/ activities/ services for parents/families (on- or off-site)	13%	34%	42%	11%
j. Provide volunteers or mentors	19%	19%	34%	28%
k. Provide curricula or other instructional materials	13%	25%	26%	36%
l. Donate non-instructional materials or supplies (e.g., sports equipment, computers, food, art supplies)	17%	28%	25%	30%
m. Donate facilities or space	26%	23%	19%	32%
n. Provide funds	39%	27%	23%	12%

7. To what extent do you agree or disagree with the following statements about the relationship between your 21st Century Center and community partners? (Select one in each row.)

21st CCLC program-community partner relationship	Strongly disagree	Disagree	Agree	Strongly agree
e. The support and resources provided by community partners are very important to the sustainability of the 21 st CCLC program.	0%	2%	42%	57%
f. The support and resources provided by community partners are very important to the quality of the 21 st CCLC program.	2%	0%	40%	59%
g. The support and resources provided by community partners align with the goals of the 21 st CCLC program.	0%	2%	51%	47%
h. The 21 st CCLC program could benefit from more community support and resources that are currently not available.	0%	0%	43%	57%

8. How often do you interact with family members using the following methods? (Select one in each row.)

Interaction with family members	Never	A few times a year	A few times a month	Once a week	Almost everyday
a. Send materials about the program home to parents	0%	30%	52%	14%	4%
b. Hold events or meetings to which parents are invited	5%	70%	23%	2%	0%
c. Have conversations with parents over the phone and/or communicate by email	2%	6%	22%	20%	51%
d. Meet with one or more parents	2%	16%	25%	14%	43%
e. Provide opportunities for parent input	7%	23%	23%	9%	38%
f. Ask parents to volunteer	14%	50%	29%	7%	0%

9. How frequently do you discuss the following topics when communicating with family members over the phone, by email, or in person? (*Select one in each row.*)

Discussion topics	Never	A few times a year	A few times a month	Once a week	Almost everyday
a. Activities or events happening in the program	0%	14%	29%	23%	34%
b. The performance of the child in the program	2%	11%	18%	23%	46%
c. The behavior of the child in the program	2%	7%	20%	25%	46%
d. The social or development needs of the child	4%	13%	30%	27%	27%
e. The child's performance in school	14%	18%	23%	27%	18%
f. Issues at home	11%	23%	36%	18%	13%
g. Services offered to parents	21%	39%	27%	7%	5%

Use of Data

10. What of the following data sources does your program use, and how do you use them? (*Select all that apply in each column.*)

Potential data sources	Data are used to assess student needs	Data are used to assess student progress	Data are used to determine program content
n. Staff observations of youth	73%	84%	79%
o. Youth surveys	32%	75%	89%
p. Parent surveys	30%	61%	84%
q. Informal conversations with parents	75%	84%	73%
r. School-day teacher surveys	80%	71%	61%
s. Verbal or written feedback from school-day teachers	77%	80%	61%
t. Feedback from school administrators	57%	77%	80%
u. Youth achievement test scores	66%	34%	38%
v. Youth grades in school	80%	63%	38%
w. School-day attendance records	43%	43%	30%
x. School-day behavior records	48%	64%	36%
y. 21 st CCLC program attendance records	54%	48%	64%
z. Assessments administered to youth as part of the program	54%	64%	64%

Program Content

11. About how often are the following activities or services offered in your 21st Century Center? (Select one in each row.)

Activities offered	Never	A few times a year	A few times a month	Once a week	Almost everyday
a. One-on-one tutoring or academic assistance	13%	4%	2%	11%	71%
b. Group homework help or tutoring	2%	0%	0%	0%	98%
c. Activities that help students improve in specific academic areas or that target failing students	4%	6%	16%	15%	60%
d. Academic enrichment learning programs (interactive, project-focused, hands-on activities that differ from what students do during the day)	0%	0%	0%	7%	93%
e. Sports and physical fitness activities	2%	2%	0%	14%	82%
f. Nutrition and health awareness activities	4%	0%	14%	43%	39%
g. Arts, music, and theater education activities	0%	2%	5%	54%	39%
h. Telecommunications and technology activities	0%	2%	5%	54%	39%
i. Drug and violence prevention	32%	32%	16%	14%	5%
j. Counseling and/or character education	24%	20%	16%	26%	15%
k. Youth leadership	6%	15%	18%	42%	20%
l. Community service/service-learning	5%	18%	23%	48%	5%
m. College/career education (activities that develop job skills/college application skills or expose students to college and career choices)	41%	34%	14%	7%	4%
n. Life skills development (e.g., time management, planning for the future, conflict resolution, self-esteem building)	14%	18%	14%	29%	25%
o. Parent involvement and family literacy (e.g., activities to engage parents in supporting the educational attainment of their children and/or enhance literacy skills of adult family members)	14%	57%	20%	7%	2%

12. About how often do program participants take part in the following types of activities? (Select one in each row.)

Items in this question were used to develop the skill-oriented activities scale (Cronbach's Alpha=0.75)

Types of activities	Never	A few times a year	A few times a month	Once a week	Almost everyday
a. Cooperative activities or games	0%	0%	2%	9%	89%
b. Hands-on laboratory activities	9%	7%	13%	45%	27%
c. Projects that take a week or more to complete	5%	14%	27%	32%	21%
d. Projects that build progressively more sequenced and advanced skills	4%	13%	22%	36%	26%
e. Write in a journal	36%	25%	20%	13%	7%
f. Work in small groups to come up with a joint solution or approach to a problem or task	2%	11%	14%	48%	25%
g. Work on problems for which there is no obvious method of solution	17%	26%	19%	28%	11%
h. Write an essay in which they are expected to explain their thinking or reasoning at length	67%	15%	9%	7%	2%

13. To what extent do you agree or disagree with the following statements about program procedures at your 21st Century Center? (Select one in each row.)

Items in this question were used to develop the *program procedures* scale (Cronbach's Alpha=0.75)

<i>Program procedures</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>
a. Groups are small enough for staff to meet participants' individual needs	0%	5%	34%	61%
b. The time allowed for activities is generally appropriate	0%	0%	38%	63%
c. Participants have choices in selecting activities	0%	2%	23%	75%
d. Participants have regular opportunities to lead	0%	9%	68%	23%
e. A process is in place for obtaining participant input and suggestions	0%	0%	64%	36%
f. Participants have regular opportunities to spend time alone, if needed	0%	9%	56%	35%

14. Do you use a published or externally developed curriculum to guide any of the activities? (Select one response.)

d. Yes	48%
e. No	52%

→ If yes, please indicate what curriculum is currently used:

15. Do you have access to information about the concepts and methods currently being taught in the school curriculum including the Common Core Standards? (Select one response.)

f. Yes, I have access to information about both the school curriculum and Common Core Standards.	70%
g. Yes, I have access to information about the school curriculum, but not to the Common Core Standards.	24%
h. No, I do not have access to information about the school curriculum or Common Core Standards.	6%

If yes, how have you learned about the school curriculum (and Common Core Standards, if applicable)? (Select all that apply.)

d. I have written information from the district or school.	71%
e. I have written information from technical assistance provided by the New Hampshire 21 st CCLC state program office.	33%
f. I have information based on a few conversations with school staff.	89%
g. I talk regularly with teachers in the school about what they are teaching.	79%
e. I know the curriculum because I am a teacher in this district.	29%
f. Other (specify): _____	

Staff Capacity

16. How often do you hold staff meetings with your program staff? (Select one response.)

d. Never	0%
e. About 1-2 times each semester	39%
f. About once each month	28%
d. About 2-3 times each month	9%
e. At least once a week	24%

17. How often do you discuss each of the following topics in your meetings? (*Select one response in each row.*)

Potential topics of discussion with program staff	Never	About 1-2 times each semester	About once each month	About 2-3 times each month	At least once a week
e. Curriculum/lesson planning	4%	34%	32%	15%	15%
f. Teaching strategies	6%	26%	32%	26%	9%
g. Program goals	0%	38%	34%	9%	19%
h. Youth outcomes	0%	38%	23%	17%	23%

18. Do you require your staff to submit written activity or lesson plans to you or some other supervisor? (*Select one response.*)

d. I do not ask staff to submit activity plans	19%
e. I occasionally ask staff to submit activity plans	20%
f. I require some staff to submit activity plans on a regular basis	11%
d. I require most or all staff to submit activity plans on a regular basis	50%

19. How long have you been working at this 21st Century Center? (*Select one response.*)

a. Less than one year	22%
b. 1-2 years	17%
c. 3-5 years	33%
d. More than 5 years	28%

20. What is your highest level of education? (*Select one response.*)

d. Less than high school	0%
e. High school or GED	4%
f. Some college, other classes/training not related to a degree	13%
d. Completed two-year college degree	9%
e. Completed four-year college degree	59%
f. Master's degree or higher	15%

21. Which of the following New Hampshire Afterschool Credentials do you currently hold, if any? (*Select one response.*)

a. Direct Service Level 1	2%
b. Direct Service Level 2	0%
c. Direct Service Level 3	0%
d. Direct Service Level 4	2%
e. Administrator Level 1	2%
f. Administrator Level 2	0%
g. Administrator Level 3	0%
h. Administrator Level 4	4%
i. Master Professional – Workshop Trainer Level	2%
j. Master Professional – Faculty Individual Mentor Level	4%
k. Master Professional – Program Consultant Level	4%
l. Master Professional – Allied Professional Level	0%
m. None of the above, I do not currently hold a NH Afterschool Credential	81%

22. How many and what types of staff are employed at your 21st Century Center? (Fill in the number in each row. If none, enter 0).

Types of staff	Mean number of paid staff
a. Certified teachers	7
b. School aides or paraprofessionals	3
c. College students	3
d. Teen staff (e.g., high school students)	1
e. Specialists (e.g., professional artists, dancers, athletic coaches)	3
f. Other adults (those who are not teachers, paraprofessionals, specialists, or college students)	3

23. How many of the paid staff members listed above currently hold a NH Afterschool Credential? (Fill in the number. If none, enter 0.)

Maximum number of staff with a NH Afterschool Credential: 2

EVALUATION OF NEW HAMPSHIRE 21ST CENTURY COMMUNITY LEARNING CENTERS Principal Survey, Spring 2012

This survey was administered online to the principals of schools hosting New Hampshire 21st CCLC programs in spring 2012.

Forty-two of 68 principals responded to this survey, for a response rate of 62 percent.

1. Including this year, how long has the 21st CCLC program operated in this school? (*Select one.*)

a.	1-2 years	17%
b.	3-5 years	21%
c.	More than 5 years	50%
d.	I don't know, the program was in place before I became principal of this school.	12%

Principal Roles in the 21st CCLC Program

2. To what extent do you serve in each of the following roles in the 21st CCLC program at your school? (Select one in each row.)

Possible roles	Not at all	A little	To some extent	To a great extent
a. Refining the vision for the 21 st CCLC program	5%	19%	55%	21%
b. Communicating the school's vision for the 21 st CCLC program to members of the school community and others	2%	14%	45%	38%
c. Advocating for the school's 21 st CCLC program (for example, with parents, teachers, or the school board)	0%	5%	41%	55%
d. Communicating regularly with the 21 st CCLC program	0%	7%	24%	69%
e. Identifying students to be served in the 21 st CCLC program	7%	10%	48%	36%
f. Recruiting students to participate in the 21 st CCLC program	10%	17%	38%	36%
g. Selecting staff for the 21 st CCLC program	24%	24%	41%	12%
h. Contributing to the development of curriculum and content for the 21 st CCLC program	5%	41%	43%	12%
i. Facilitating communication between school staff and 21 st CCLC program staff	5%	12%	43%	41%
j. Finding space and other resources for 21 st CCLC program activities	0%	2%	43%	55%
k. Communicating with parents about the 21 st CCLC program	2%	17%	57%	24%

3. Please use the space below to identify your other major roles related to the 21st CCLC program not listed above.

4. About how much time do you spend on tasks related to the 21st CCLC program? (Select one response.)

a. About one hour a month or less	21%
b. A few hours a month	52%
c. About one hour a week	19%
d. A few hours a week or more	7%

5. About how often do you visit the 21st CCLC program? (Select one response.)

a. Never	0%
b. About once a year	2%
c. 1-2 times a semester	5%
d. About once a month	2%
e. A few times a month	36%
f. At least once a week	55%

21st CCLC Program Connections with the School Day

6. To what extent do you agree or disagree with the following statements about the relationship between the 21st CCLC program and the host school? (*Select one in each row.*)

School-21st CCLC program relationship	Strongly disagree	Disagree	Agree	Strongly agree
s. A strong partnership connects the 21 st CCLC program and my school.	0%	2%	29%	69%
t. I'm satisfied with the extent to which the 21 st CCLC program involves me in decisions about program operations and keeps me informed.	0%	2%	29%	69%
u. School-day teachers and 21 st CCLC program staff collaborate well.	0%	10%	29%	62%
v. 21 st CCLC staff reaches out to teachers to learn about the needs of students.	0%	5%	31%	64%
w. The 21 st CCLC program reinforces the school-day curriculum.	2%	5%	29%	63%
x. A school-wide procedure is in place for communication between school-day teachers and 21 st CCLC program staff.	2%	14%	33%	50%
y. School-day teachers and 21 st CCLC program staff exchange important information about children and parents with each other in a timely fashion.	2%	10%	36%	52%
z. School-day staff and 21 st CCLC program staff have shared responsibility for the 21 st CCLC program.	5%	24%	38%	33%
aa. 21 st CCLC program staff has timely access to data about student demographics and school performance.	0%	5%	45%	50%
bb. 21 st CCLC program activities are aligned with the Common Core Standards in core subjects used during the school day.	5%	26%	50%	19%

7. Which of the following school-day data sources does your school share with the 21st CCLC program? (*Select all that apply.*)

Potential data sources	Data shared with 21st CCLC
aa. Student surveys	68%
bb. Parent surveys	73%
cc. School-day teacher surveys	66%
dd. Verbal or written feedback from school-day teachers	93%
ee. Feedback from school administrators	93%
ff. Student achievement test scores	73%
gg. Student grades in school	81%
hh. School-day student attendance records	86%
ii. School-day student behavior records	78%

8. In your judgment, to what extent does the 21st CCLC program accomplish each of the following? (Select one in each row.)

Possible program contributions	Not at all	A little	To some extent	To a great extent
a. Enhance the overall effectiveness of the school	0%	2%	21%	76%
b. Enhance students' motivation to learn	0%	7%	48%	45%
c. Enhance students' attitudes toward school	0%	2%	41%	57%
d. Contribute to improved student literacy skills	2%	7%	57%	33%
e. Contribute to improved student math skills	5%	10%	50%	36%
f. Contribute to improved student skills in other academic content areas	2%	7%	50%	41%
g. Enhance students' social skills	0%	2%	26%	71%
h. Improve student behavior	2%	2%	50%	45%
i. Improve student safety	2%	5%	52%	41%
j. Contribute to students' health and well being	2%	0%	33%	64%
k. Improve school day attendance	2%	10%	48%	41%
l. Increase parents' participation in school activities	2%	14%	43%	41%

9. In your opinion, what have been the primary benefits to the school from hosting the 21st CCLC program? (Select all that apply.)

a. Students receive additional opportunities to develop academic skills	98%
b. Students have opportunities to participate in activities not available during the regular school day	100%
c. Students have opportunities to apply lessons learned in school to other contexts	98%
d. Students have opportunities for recreation, health, and sports	100%
e. Students have opportunities to develop social skills and interact positively with their peers	100%
f. Students have opportunities to complete their homework and receive help with their assignments	100%
g. The program offers family support services	74%
h. Teachers from the school have opportunities to work with children outside the classroom	93%
i. None—I do not think there have been any major benefits to the school	14%

10. Please use the space below to provide any other comments about the 21st CCLC program in your school.

Thank you