



# Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)



## Annual Comprehensive Statewide Evaluation

### New Hampshire Education Department (NHED) School Year 2021-22 (including Summer) 21st CCLC

Analysis by Demonstrated Success  
For New Hampshire Department of Education

March 28, 2023

The following report was commissioned by the New Hampshire Department of Education. It was created to provide an analysis of the 21<sup>st</sup> CCLC programs as guidance for program improvement.

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## 1. Overview

The goal of the 21<sup>st</sup> CCLC program is to raise student academic achievement through the creation and expansion of community learning centers that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. Families of 21<sup>st</sup> CCLC youth participants also have access to educational development opportunities through the program. Centers can be housed in elementary, middle, or secondary schools or similarly accessible facilities such as community centers. \*They provide a range of services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (e.g., hands-on science or technology programs), and community service opportunities, as well as music, arts, sports, and cultural activities.

This annual report offers an analysis of data collected during the 2021-2022 academic year. The data is compiled from a variety of sources including surveys, federal measures in accordance with the federal Government Performance and Results Act (GPRA) and additional information compiled from public schools and programs.

The following section details the programs as well as the number of participants served in the 2021-2022 academic year.

### 2021-2022

- Program Grants: 22
- Sites: 64 sites
- Students served: 6,944
- Total staffing for programs: 433

Participating, 2021-22 Programs follow, along with the schools they support.

Program	School	GradeSpan
Barnstead	Barnstead Elementary School	K 1-8
Berlin	Berlin Middle School	6-8
Berlin	Berlin Elementary School	K 1-5
Concord	Broken Ground School	3-5
Concord	Rundlett Middle School	6-8
Concord	Concord High School	9-12
Concord	Mill Brook School	K 1-2

Conway	Conway Elementary School	K 1-6
Conway	John H. Fuller School	K 1-6
Conway	Pine Tree Elementary School	K 1-6
Dover	Woodman Park School	K 1-4
Franklin	Franklin Middle School	4-8
Franklin	Paul A. Smith School	K 1-3
Governor Wentworth Regional	Ossipee Central School	K 1-6
Haverhill Cooperative	Haverhill Cooperative Middle School	4-8
Hinsdale	Hinsdale Middle High School	6-8
Hinsdale	Hinsdale Elementary School	K 1-5
Laconia	Laconia Middle School	6-8
Laconia	Laconia High School	9-12
Laconia	Elm Street School	K 1-5
Laconia	Pleasant Street School	K 1-5
Laconia	Woodland Heights Elementary School	K 1-5
Manchester	Middle School At Parkside	5-8
Manchester	Southside Middle School	5-8
Manchester	Henry J. McLaughlin Jr. Middle School	6-8
Manchester	Hillside Middle School	6-8
Manchester	Gossler Park School	K 1-4
Manchester	Northwest Elementary School	K 1-4
Manchester	Beech Street School	K 1-5
Manchester	Henry Wilson Elementary School	K 1-5
Manchester	Jewett School	K 1-4
Manchester	Parker-Varney School	K 1-4

Manchester	Bakersville School	K 1-5
Manchester	McDonough School	K 1-5
Manchester	Webster School	K 1-5
Manchester	Weston Elementary School	K 1-5
Marlborough	Marlborough Elementary School	K R 1-8
Monadnock Regional	Cutler Elementary School	3-6
Monadnock Regional	Mt. Caesar Elementary School	K 1-2
Monadnock Regional	Dr. George S. Emerson Elementary School	K 1-6
Monadnock Regional	Troy Elementary School	K 1-6
Nashua	Amherst Street School	K 1-5
Nashua	Birch Hill Elementary School	K 1-5
Nashua	Dr. Norman W. Crisp School	K 1-5
Nashua	Fairgrounds Elementary School	K 1-5
Nashua	Ledge Street School	K 1-5
Nashua	Sunset Heights School	K 1-5
Nashua	Mt. Pleasant School	K 1-5
Newfound Area	Newfound Memorial Middle School	6-8
Newfound Area	Newfound Regional High School	9-12
Newfound Area	Bristol Elementary School	K 1-5
Newfound Area	Danbury Elementary School	K 1-5
Newfound Area	Bridgewater-Hebron Village School	K 1-5
Portsmouth	New Franklin School	K 1-5
Raymond	Iber Holmes Gove Middle School	4-8
Raymond	Lamprey River Elementary School	K 1-3
Rochester	Rochester Middle School	6-8
Rumney	Russell Elementary School	K 1-8

Seabrook	Seabrook Middle School	5-8
Seabrook	Seabrook Elementary School	K 1-4
Somersworth	Somersworth Middle School	6-8
Somersworth	Idlehurst Elementary School	K 1-2
Winchester	Winchester School	K 1-8

Programs apply for five-year grants on a rotating schedule. Programs are evaluated each year and, after the third year, funding may be adjusted if the program is not performing based upon the GPRA measures. The sites are evaluated based upon five measurement areas that have been defined by NHED under the guidance and within the parameters of the United States Education Department (USED). These areas include: Achievement, including Growth; Grade point average (GPA); Attendance; Suspension and Student Engagement. Table 1 defines the federally targeted areas of measurement and the NHED, state defined specific measures and goals.

NHED has developed a series of reports that provide student-level, secure data for each program and site, to understand how they are meeting the GPRA requirements. These detailed reports enable sites to target support for each individual student and also to identify systemic areas that can be addressed with targeted program content.

The Federal 21<sup>st</sup> CCLC program also requires the state to create an annual report to ensure continuous improvement of the programs. The annual report provides a comprehensive statewide evaluation of the effectiveness of programs, in accordance with the Measure of Effectiveness (ESSA Section 4205(b)(1)) and activities. The intent of this summary is to enable the state (NHED) and the local programs to better understand the strengths and weaknesses of the program in an attempt to improve the program structure. The USED expects the programs to meet the GPRA requirements and to use both the GPRA results and this annual report to direct the program support to improve student results.

This report provides an overview of the GPRA results, but schools rely on the secure student level data for a detailed understanding of their progress and gaps in regards to achieving the GPRA measures. As such, this report will focus primarily on the annual surveys to provide a portrait of the program structures and content, which, in conjunction with the GPRA measures, can provide a guideline for continuous improvement.

## 2. Data Sources and Definitions

The annual report included several surveys, site visits, and review of GPRA data. These data sources provided significant data used to evaluate the landscape of the 21<sup>st</sup> CCLCs.

Table 1

Data Source / Term	Description / Definition
Surveys	
Principal Survey	All principals with programs in their schools are asked to complete an annual survey to inform continued program improvement. Principals respond to indicators that evaluate their connection and collaboration with the program director and after school staff, benefits and accomplishments of the program, data sharing, and the effectiveness of the program to support students' academic and social growth. Survey window: May 2 - May 23, 2022
Program Director Survey	All program directors are asked to complete an annual survey to inform continued program improvement. Program directors respond to indicators that evaluate their relationship with the host school and its administrator, reflect program expectations and the support they receive from the State, reflect their access to data and the effectiveness of their programming to support students' academic and social growth. Survey window: May 24 - June 10, 2022
Site Coordinator Survey	All site coordinators are asked to complete an annual survey to inform continued program improvement. Site coordinators respond to indicators to evaluate their relationship and communication with program directors, reflect on program expectations and support from the state, reflect on their access to data, reflect on activity offerings, and the effectiveness of their programming to support students' academic and social growth. Survey window: May 2 - May 23, 2022

Teacher Survey	A teacher for each student, including both regular attendees and participants, who have participated in the 21 <sup>st</sup> CCLC program <u>for at least 10 days</u> during the summer or school year should complete this survey. Teachers respond to indicators to evaluate a student's academic engagement, growth and behavior. Survey window: May 2 - June 10, 2022.
Youth Survey	All students in Grades 3 and up, including both regular attendees and participants, who have participated in the 21 <sup>st</sup> CCLC program during the summer or school year complete this survey. Students respond to questions about their experience at school and in the program, engagement in activities and their sense of belonging within their program. Survey window: May 2 - May 23, 2022
GPRA Measures	
GPRA	Government Performance and Results Act. This Federal act defines the measurement areas that must be evaluated by all 21 <sup>st</sup> CCLC programs throughout the country. As part of GPRA, the USED defines the specific goal areas (e.g., achievement on the state assessments for students in Grades 3-8). The state can then define the specific measurement (e.g., improvement from one level to the next on the state assessment) and measurement smart goal (e.g., 20% of students will improve 1 level.).
GPRA: Achievement NH SAS Level Growth	NH SAS ELA and Math Achievement (or DLM) is used to measure academic growth. Program evaluators are looking for at least 20% of students not already at the top performance level to improve <u>one</u> proficiency level from 2020-21 to 2021-22 in the NH SAS (or DLM) assessments. The state assessment is conducted between March and June each year. Preliminary results are available in August or September for schools. The final results are available by October 1.
GPRA: Achievement NH SAS Growth Percentile	Students in Grades 4-8 receive a growth percentile based upon their NH SAS ELA and Math performance. A growth percentile measures how a student performs in year 2 on the state assessment in each subject, <u>as compared to</u>

	<p>students who performed similarly in year one. It allows educators to understand how students are ‘growing’ as compared to similar students. Program evaluators will look for greater than 50th growth percentile for at least 60% of students attending programs.</p> <p>The state assessment is conducted between March and June each year. Preliminary results are available in August or September for schools. The final results are available by October 1.</p>
GPR: Academic Achievement (Grades 7-8)	<p>For students in Grades 7-8, the Teacher Survey is used to identify academic progress for each student attending a program. Since the state does not collect GPA for middle school students, the Teacher Survey is used for teachers to report student overall academic growth. At least 60% of students not already at the top of the achievement scale should achieve at least moderate growth.</p> <p>For Grades 7-8 academic growth is automatically calculated as a part of the Teacher Survey. Preliminary data is early August. Final results are available by October 1.</p>
GPR: Academic Achievement (Grades 10-12)	<p>For students in Grades 10-12, the GPA of a student is used to determine if a student is improving in his/her overall academic achievement. The state collects GPA for all students in Grades 9-12. Since two years of data is required to determine growth in GPA, this indicator is determined for students in Grades 10-12. A student is expected to have some growth. At least 60% of students not already at the top of the achievement should achieve at least some growth.</p> <p>For Grades 10-12 academic growth is calculated based upon GPA which is submitted as part of the i4see end of year data collection. Preliminary data is early August. Final results are available by October 1.</p>
GPR: Attendance	<p>Students in Grades 1-12 are expected to attend school. Schools submit attendance and absence data at the end of each year for every student. This GPR measure looks at students with high absentee rates. Programs are expected to help students who miss more than 10% of school to ensure they have higher attendance the next year.</p>

	<p>Schools report attendance in half-days. Each attendance rate is calculated for each student by half-days in attendance / (half-days in attendance + half-days absent). If the attendance rate, last year, is below 90%, the student is evaluated for his/her attendance rate in the reporting year. Programs are expected to have at least 60% of students who had more than 10% absences to have less than 10% in the reporting year. Programs are expected to have at least 80% of students show some improvement, even if still missing more than 10%.</p> <p>School day attendance is sent by schools through the i4see EOY submission. This preliminary data will be available in i4see in early August. The final results are available by October 1.</p>
<p>GPR: Suspension Data</p>	<p>For students in Grades 1-12, students are monitored for suspensions. Schools submit in-school and out-of-school suspension data at the end of each year for every student. The data identifies how many days the student was suspended (in or out-of school). This GPR measure looks at students with high suspension days. Programs are expected to help students who are suspended 5 or more days.</p> <p>Program evaluators look for a reduction of at least 20% in the number of students who were suspended more than 5 days in year 1, for year 2 (the reporting year). Schools who have no students suspended, will be expected to continue at that performance level.</p> <p>School suspensions are sent by schools through the i4see EOY submission. This preliminary data will be available in i4see in early August. The final results are available by October 1.</p>
<p>GPR: Student Engagement</p>	<p>For students in Grades 1-5, the Teacher Survey is used to measure each student's engagement in school day learning. At least 60% of students should achieve at least moderate engagement.</p> <p>Student engagement information is part of the Teacher Survey entered into Cayen. Surveys were completed by June 10.</p>

Terms	
FAY	Full Academic Year. An Average Daily Membership (ADM) value is calculated for each student in New Hampshire. The ADM defines what portion of the full school year the student was enrolled in a given school. If a student entered on opening day in a school and stayed the entire year, he/she has an ADM of 1.0. If the student attended for a portion of the year, then they have a fraction of an ADM (e.g., 0.5 ADM means the student attended the school for half the year; they may have transferred from another state or school in January.). Note: For ADM purposes, attendance includes both attendance and absence. FAY means that the student attended at least 0.9 ADM. It is an indicator that the student was in the given school for most of the year; and therefore, it is expected that the school should be responsible for the given student's growth (or decline).

### 3. Methodology

As described above, this annual report is primarily focused on the results of five surveys. Where applicable, we also included GPRA measures summarized at the state level. The process incorporated descriptive statistics to identify program performance. Questions across multiple stakeholders were grouped in five domains. Questions unrelated to these domains were reviewed but not summarized in this report. By considering multiple stakeholders, we were able to compare and contrast different perspectives within one domain. Finally, we considered qualitative data through a series of site visits. This data was used to confirm the quantitative findings and enhance the recommendations.

The evaluation report summarizes the findings for each of the five domain areas to provide a portrait of the 21<sup>st</sup> CCLC program and to enable continued improvement.

Domain 1: Program and Host School Integration and Collaboration

Domain 2: Student Relationships, Belonging, and Engagement

Domain 3: Academic Growth

Domain 4: Attendance and Behavior

Domain 5: Partnerships

Surveys were conducted across five stakeholders – Students, Teachers, Program directors, site coordinators, and principals. In general, programs are overseen by 21<sup>st</sup>

CCLC Program Directors with varied involvement from principals. Surveying principals allowed for an evaluation of the integration between the overall school efforts and the 21<sup>st</sup> CCLC program. Additionally, Site Coordinators are often closer to the support provided to schools. Surveys of Site Coordinators enabled another perspective to understand student engagement and program activities.

Previous surveys were reviewed and modified for the 2021-22 school year. The surveys were shortened to focus on value added questions, limiting what was asked to maximize response rates. However, the tools used to collect the surveys were primarily left as previously existed. Feedback from schools identified appreciation for the shortened surveys, but also identified the need for future years, to improve the administrative tools that track survey completion.

The Program Director, Site Coordinators and Principal Surveys were administered through the NHED ESS (Education Statistics System). Program directors were given instructions for the survey process and expected to disseminate the information to the other stakeholders. Each leader was required to log into the NHED Single Sign-On system and could complete only one survey (per program or school).

The Student Surveys were also administered through the ESS system. However students did not have to log in. Rather, they entered their last name or state student identifier and their date of birth. The Program directors were able to monitor survey completion. The Program directors were expected to inform the sites and/or youth of the steps to complete the survey.

Finally, teachers completed a survey for each student in the program. This Teacher Survey was completed in the TransACT Communication, LLC (Cayen). Cayen is a third party who manages the student data for the program participants. A link was generated and then shared automatically by the Cayen system with the teacher, or sent to the teacher by the Program Director. Again, Program directors oversaw this process.

Although there was some variance from program to program in terms of the response rates of surveys, we were able to collect sufficient responses across the state to provide the analysis. We are also including some recommendations for future survey procedures and content.

In addition to surveys, as input for this annual report, we performed site visits. We visited six sites with a cross representation of large and small programs. We met with the program director as well as site coordinators and staff. We were able to observe the interaction between staff and students. These visits enabled us to put the quantitative results into perspective. It allowed us to hear directly from staff to corroborate what was conveyed in the analysis.

In the following summary of results, we present the findings for each of the five domains.

Domain 1: Program and Host School Integration and Collaboration: This domain includes how principals and program directors perceive their program structures, and the integration and collaboration between their host school and their 21<sup>st</sup> CCLC programs. This domain also includes students' perception of how often they complete homework or schoolwork during the program.

Domain 2: Student Relationships, Belonging and Engagement: This domain includes perception information from teachers, program directors, site coordinators, principals and students. The domain speaks to students' sense of belonging and engagement within the program and their relationship with peers and program staff. By considering stakeholders both in the program and those working in the school day environment, we are able to get a full perspective of student engagement both in school and in the afterschool program.

Domain 3: Academic Growth: This domain includes data from NH Statewide Assessment System, both teacher-reported growth in Grades 7 and 8 as well as GPA improvement in Grades 10-12. It also includes perception data from both 21<sup>st</sup> CCLC and school day perspectives, with observations from teachers, principals, program directors, and site coordinators highlighting students' academic achievement and growth.

Domain 4: Attendance and Behavior: This domain includes information from schools regarding student attendance and behavior (suspension data). This data is submitted for all students in the state as part of the NHED i4see data collection system. Additionally, this domain considers perception data as provided by the teachers for each student. It should be noted that due to the COVID pandemic the baseline data for attendance and suspension were disrupted by virtual learning, resulting in very low counts for attendances and absences.

Domain 5: Partnerships: This domain includes perception data from program directors and site coordinators reflecting on the support, guidance and communication of expectations from the NHED. Additionally, this domain includes perception data related to program connections to families and the program's relationship to the greater community.

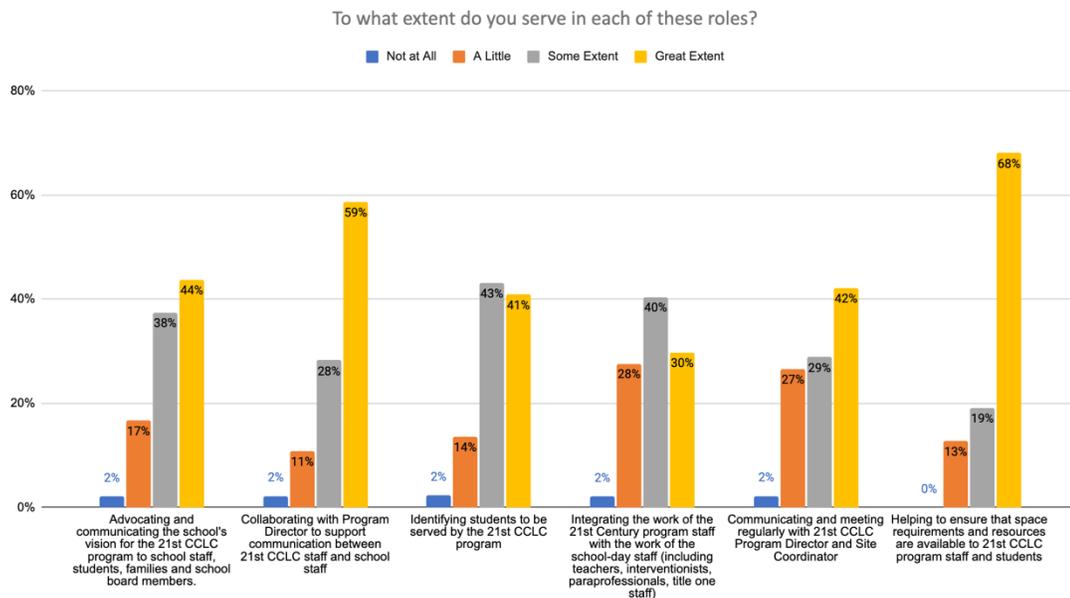
#### 4. **Findings**

The following review of the five domains includes figures from each of the different surveys and a description of the results.

Domain 1: Program and Host School Integration and Collaboration: This domain highlights the integration and collaboration of after-school programs with their host school/site. The domain speaks to the extent to which principals, program directors, and

site coordinators regularly communicate, collaborate, and integrate the work of 21<sup>st</sup> CCLC program staff with that of school day staff, such as classroom teachers, interventionists, title staff, and paraprofessionals. This domain also examines the 21<sup>st</sup> CCLC program’s access to space and resources needed to support students. Further, this domain looks at the extent to which program directors and site coordinators receive timely information about students’ academic and behavioral needs as well as their achievement data.

The building principal is an integral part of after school programming and plays a significant role in its success. Surveyed principals report that they work toward integration and collaboration with after-school programs in numerous ways. Noticeable strengths include the facilitation of logistics, helping to ensure that space requirements, and resources are available to 21<sup>st</sup> CCLC program staff and students as needed, and collaboration with program directors to support communication between 21<sup>st</sup> CCLC staff and school staff. In the principal survey, 87% of principals reported they “ensure that space and resources are available for 21<sup>st</sup> CCLC programming.” Of this percentage, 19% of principals felt they did this to “some extent” and 68% felt they did so to a “great extent.” Eighty seven percent also reported they “work with the program director to facilitate communication between personnel in the school and the programs; 28% reported they did this to “some extent” and 59% reported to a “great extent.” These percentages dropped slightly when considering *regular* communication and meetings between principals and program directors and site coordinator: Forty two percent of principals reported they “have regular communications” “to a great extent” and 29% reported they met regularly with site coordinators and directors “to some extent.” Additionally, 70% of principals responded that they integrate the work of 21<sup>st</sup> CCLC program staff with the work of school day staff, including teachers, interventionists, and title staff to “some extent” or “great extent.”



*Figure 1 represents the extent to which school principals report engaging in each role to promote integration and collaboration with the after-school program and their school.*

One of the lowest scoring areas identified a heightened need for integrating the work of the 21<sup>st</sup> CCLC program with the work of the school day staff. Thirty percent of the respondents said this was done just a little or not at all. Almost 30% of principals also perceive that the 21<sup>st</sup> CCLC staff does not share the success and challenges of students with the teachers more than “a little”.

Principals report that they have a positive relationship with program directors and the 21<sup>st</sup> CCLC program itself. Principals feel that a strong partnership between the school and afterschool program exists, and 88% feel satisfied to “some extent” or to a “great extent” with how the program involves them in decisions about program operations, etc. Regarding the sharing of individual student achievement data between school staff and 21<sup>st</sup> CCLC staff, 76% of principals reported that this occurs to “some extent” to a “great extent,” and 71% of principals report that sharing of significant student successes and challenges occurs at least to “some extent” in the working relationship between the 21<sup>st</sup> CCLC and the school day program. See figure 2 for details.

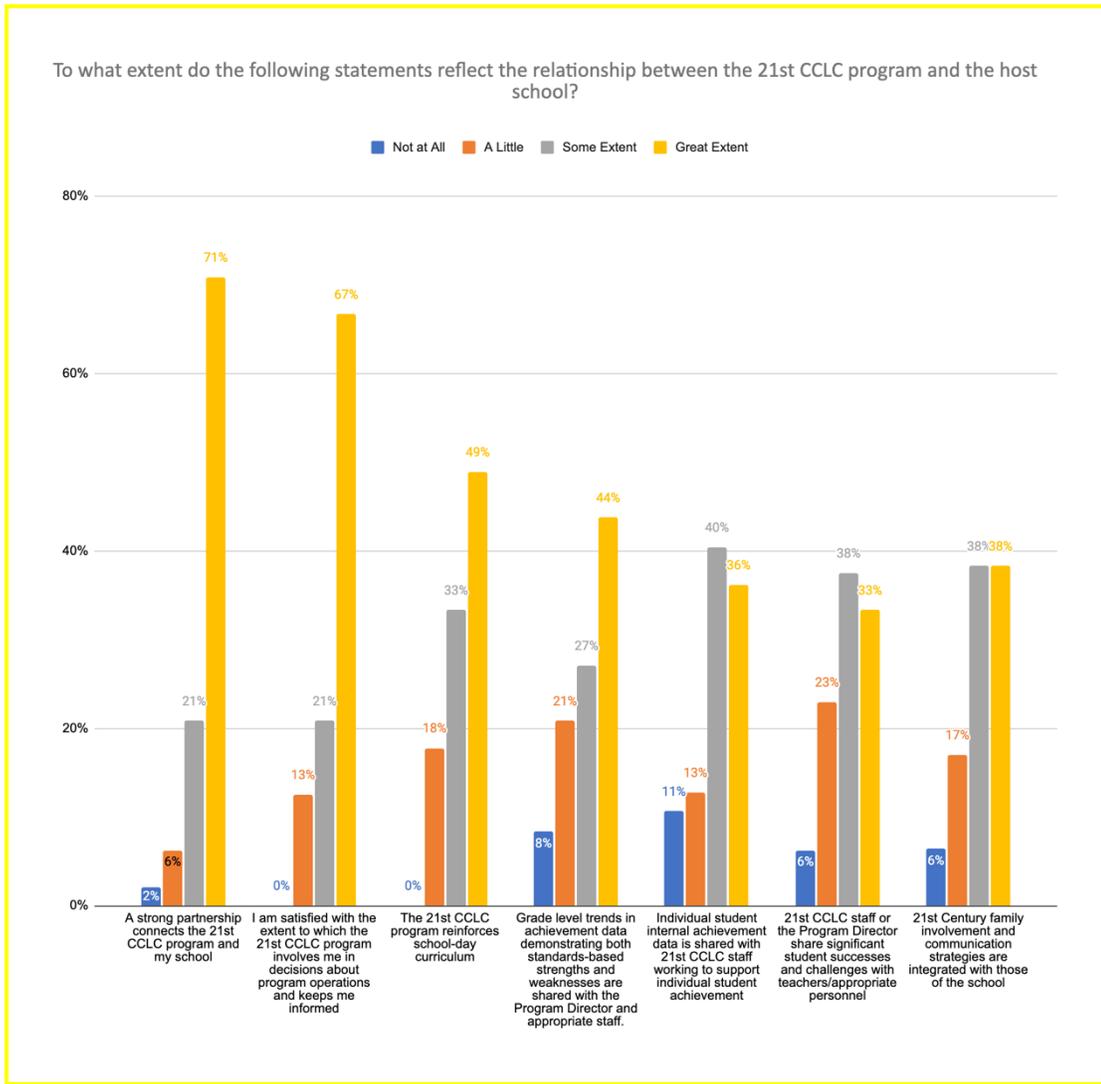


Figure 2: Represents school principal's perception of the host school and after-school program's relationship.

Program directors were asked to consider their relationship and connection to the host school(s) in a given week. Overall, 88% of program directors are satisfied with the partnership between their program and host school and report that at most or all school sites the partnership is strong. Seventy seven percent are satisfied with the communication between the school day staff and 21<sup>st</sup> CCLC staff at most or all of the school sites. When asked if staff had timely access to student data to support their programming, 88% of program directors responded that at most or all school sites they have the access they need. Ninety percent of program directors indicate they have access to NH SAS data, to inform their activity and program planning. Eighty two percent of surveyed program directors reported that their activities are aligned with the Common Core State Standards at most or all of the school sites, and 94% reported that their programming reinforces the school-day curriculum at most or all of the school sites.

Although the majority of program directors feels good about the shared collaboration, almost 25% of program directors felt that school day staff and site staff have 'little' to 'no' shared responsibility for the 21<sup>st</sup> CCLC program at most of all of the school sites

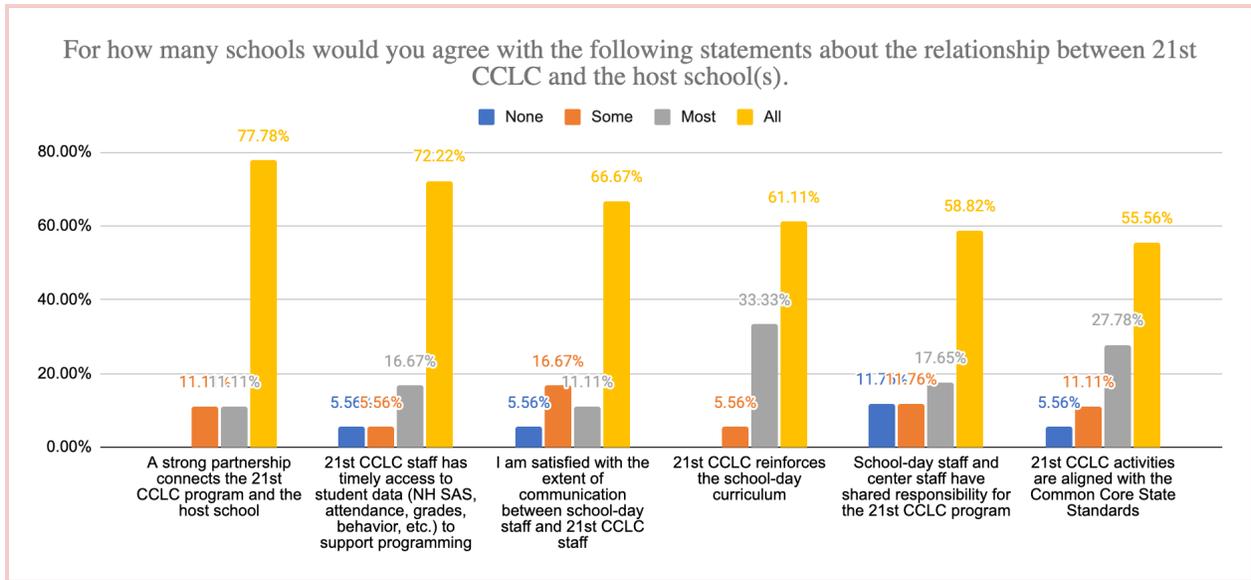


Figure 3 represents the relationship between the 21<sup>st</sup> CCLC and the host school(s) as reported by program directors.

Open communication and direct communication between program directors, principals and school day staff is critical to the success of individual students and the 21<sup>st</sup> CCLC program, overall. Of the surveyed program directors, 82% responded that they communicate the needs or progress of individual students to some or great extent to principals and school staff and 72% responded that they communicate regarding homework assignments to principals and school staff to some or great extent. Of the surveyed program directors, and 71% indicated that they communicate regarding school discipline policies and concerns to some or great extent. However, almost 40% of program directors believe there is very little to no discussion about grade level trends in achievement data, examining both standards-based strengths and weaknesses, with principals and other school day staff.

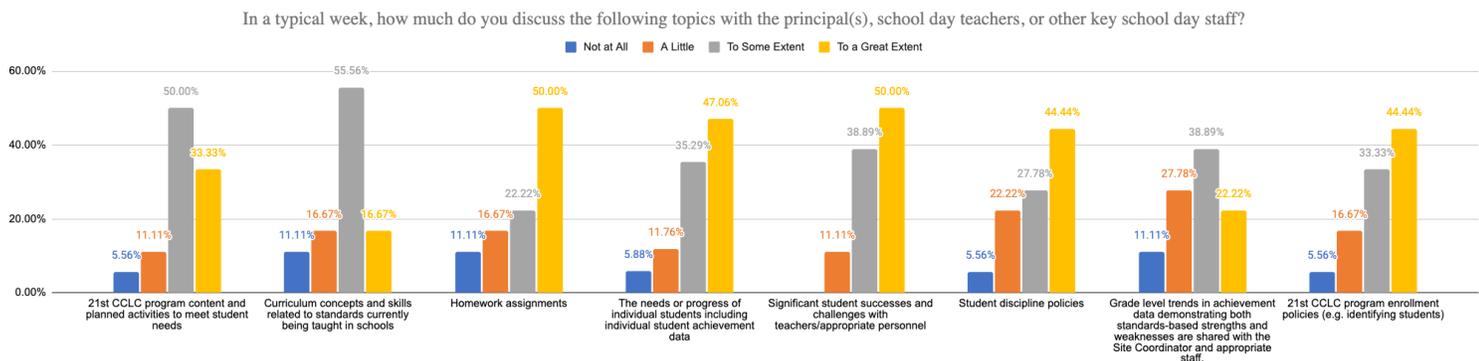
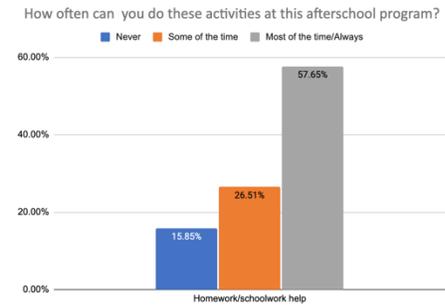


Figure 4 represents the extent to which program directors feel they discuss these topics with the principal, school day teachers or other school staff.

One area of collaboration is the focus on school-day homework during the afterschool program. Figure 5 provides the students perception of academic work in the program. As we can see almost 58% of students report doing homework most days if not always. And over 84% report doing it at least some of the time. There are almost 16% of students who do not report doing homework activities. This should be addressed regardless of the academic strength of the students – they should be receiving either enrichment or support with existing homework most of the time.

Figure 5



Informal site visits to half a dozen sites, and information shared through conversations at training sessions confirms that most program directors feel that their relationship with host school staff is strong. Where programs take place in the school building, communication is made easier. Some program directors have offices in the school building, which allows them ongoing access to school staff and building leadership. In one program, the director reported that the building principal includes the director in regularly scheduled leadership team meetings. This seems the exception among the programs, but should be considered as a universal practice. An additional factor encouraging strong collaboration and communication between after school program and host school staff was the presence at the after-school program, of certified teachers and paraprofessionals who worked at the school during the day. Visits suggested that most often, it was paraprofessionals that provided that consistency, with teachers sometimes holding special enrichment activities in the arts or STEM, or tutoring in math or English Language Arts. Classroom teachers volunteered to use of their classrooms for the after-school activities. Space and resources for the programs visited were plentiful.

One limitation in the collaboration between the school site and the program that was reported, was transportation. According to one program director interviewed, lack of transportation prevented participation for many students who needed a late bus to get home. The program could support many more students, but attendance was low because of the lack of transport.

**Domain 2: Student Relationships, Belonging and Engagement:** This domain includes perception data from teachers, program directors, site coordinators, principals and students. Stakeholders were asked to reflect on students’ sense of belonging and engagement within the program and their relationship with peers and program staff. We know that one of the outcomes of the COVID pandemic was a heightened need for social emotional development activities for students. The isolation of students during heavy

periods of virtual instruction created a gap in belonging and engagement. One area that 21<sup>st</sup> CCLC programs play a crucial role in is their ability to build a sense of belonging and positive relationships between students. This support results in improved outcomes in both the afterschool and the school-day programs.

One of the GPRA measures includes student engagement. For students in Grades 1-5 the Teacher Survey is used to identify each student’s engagement in school day learning. The premise is that success and engagement in after school feeds engagement in school day learning. According to the Teacher Survey, 84.6% of 21<sup>st</sup> CCLC students demonstrated moderate engagement in the 2021-2022 school year. Program evaluation guidelines state that, At least, 60% of students should achieve at least moderate engagement. “When considering moderate engagement,” a student must be “an active participant in their own learning, and willing to listen to support feedback and take support, and make consistent progress on their work.” It is noted that as identified by teachers, the programs are surpassing the state goal.

Developing and nurturing a sense of belonging and fostering positive relationships promote student engagement, increase academic outcomes and support students as they grow socially. Principals, program directors and site coordinators were asked to rate the effectiveness of the program in helping students grow socially on a scale of 1-10, with 1 being not at all effective and 10 being extremely effective. For all of those stakeholders, results were highly favorable with 74% of principals feeling that the program is extremely effective in supporting students socially. Program directors and site coordinators also agreed that the after-school program was extremely effective in supporting students socially, responding with 94% and 88% respectively. See figures 6, 7, and 8 for details.

On a scale of 1-10 how effectively do you feel the 21st CCLC program has helped students grow socially

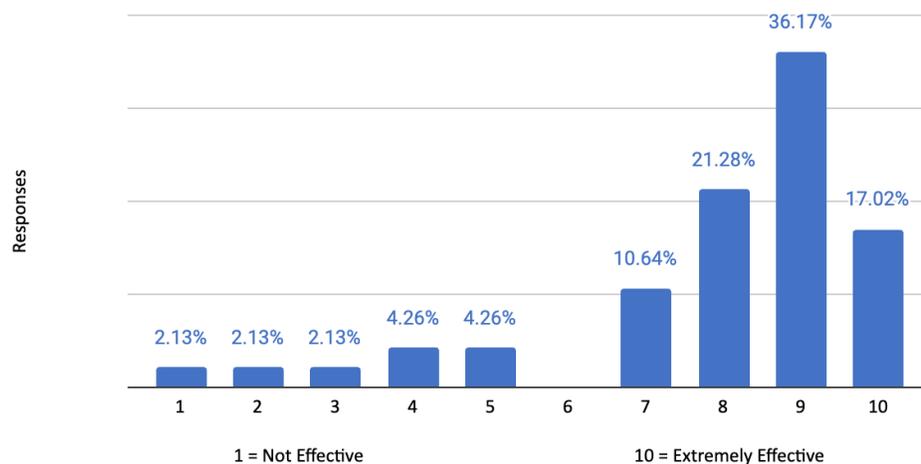


Figure 6 represents the principal’s perception of the 21<sup>st</sup> CCLC Afterschool program’s efficacy in helping students grow socially.

On a scale of 1-10 how effectively do you feel the 21st CCLC program has helped students grow socially

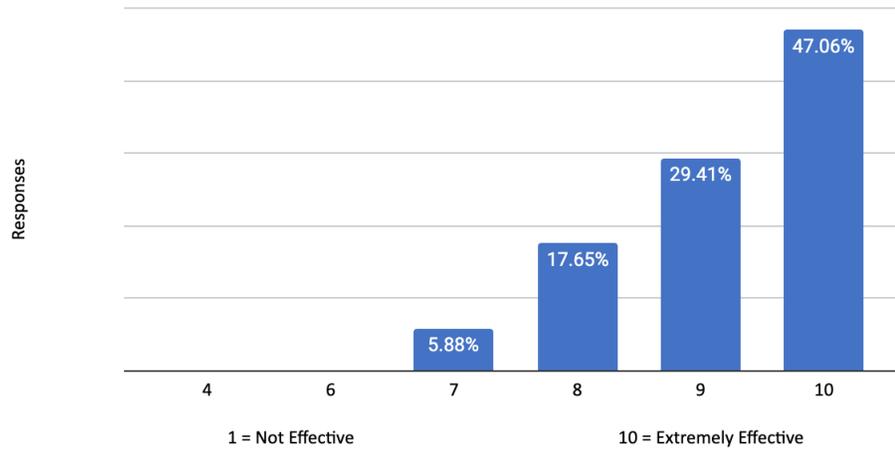


Figure 7 represents the program director's perception of the 21<sup>st</sup> CCLC Afterschool program's efficacy in helping students grow socially.

On a scale of 1-10 how effectively do you feel the 21st CCLC program has helped students grow socially

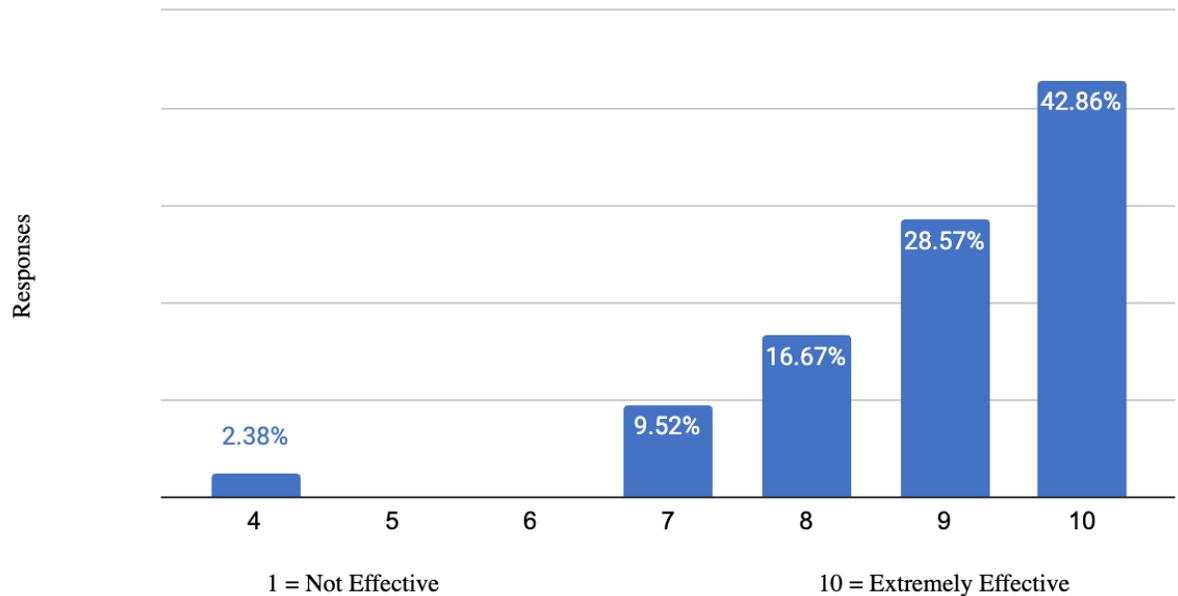


Figure 8 represents the site coordinator's perception of how effective the afterschool program is at helping students grow socially.

Student responses to whether they felt socially integrated in their programs mostly aligned with the responses from principals, directors, and site coordinators. Regarding a sense of belonging and relationships in their after-school program, student responses were quite positive with 96% of students reporting that they feel like they belong in their

programs some or most of the time. Surveyed students report feeling safe in their programs, and 95% responded that they have at least one adult that they can talk to at the program if needed, some or most of the time. See figure 9 for details.

It should also be noted that student support for each other was some of the lowest occurrences per the students; only approximately 35% of students felt that other students treat each other with respect, help each other and get along with each other, “most of the time”. Although, 74% of students said they treat others with respect “most of the time”. This may indicate a feeling about how individuals perceive the actions of others - appropriate or perhaps misunderstood.

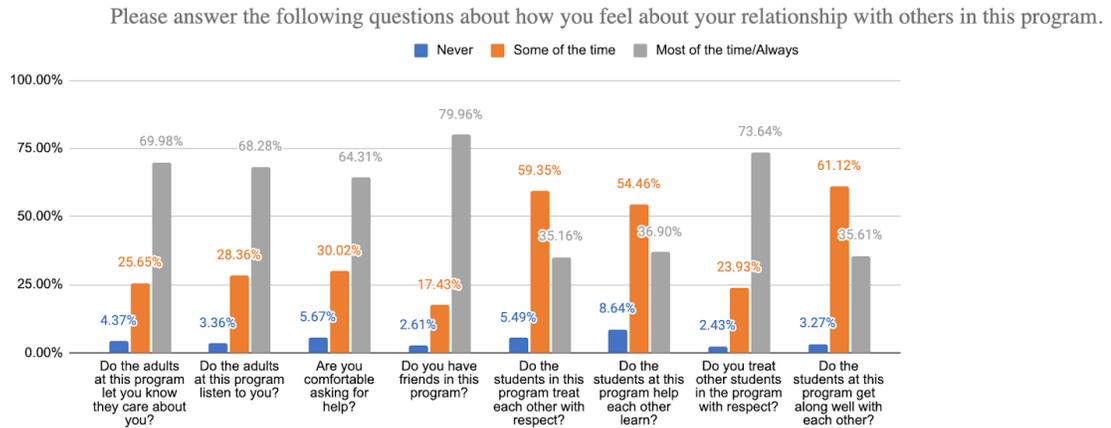


Figure 9 reflects how students feel about their relationships with adults and peers in the after-school program.

Students also responded to questions around engagement in their after-school program. They were asked about their feelings toward school and the after-school program, and reflected upon some of the opportunities and experiences they are afforded. Overall, student feedback in this domain was positive.

Of the surveyed students, almost 99% report that they like the 21<sup>st</sup> CCLC program some or most of the time. Ninety-five percent report that they try hard some or most of the time during the after-school program. When asked about their feelings and effort towards school, 85% of students report that they like school “some” or “most of the time” and 95% report that they try hard during their school day “some” or “most of the time.” However, it should also be noted that almost 14% of the students noted they “never” like school. See figure 10 for details.

Please answer the following questions about your afterschool program and school.

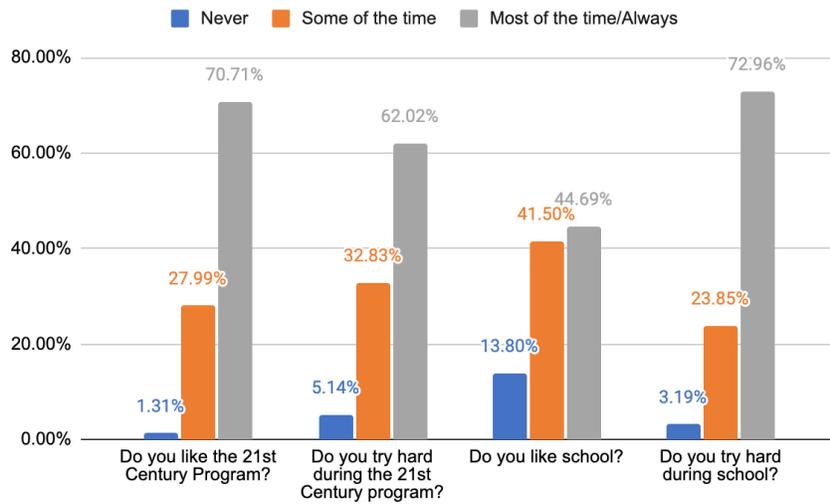


Figure 10 reflects how students like school and the 21<sup>st</sup> CCLC Afterschool program and if they try hard while they are attending.

Regarding a sense of belonging and relationships in the after-school program, student responses were quite positive with 96% of students reporting that they feel like they belong in their programs some or most of the time. Surveyed students report feeling safe in their programs, and 95% responded that they have at least one adult that they can talk to at the program, if needed, some or most of the time. Peer-to-peer relationships are of equal importance, and 96% of surveyed students reported that they have friends at the program “some of” or “most of the time,” and 97% of students feel that students treat each other with respect “some of” or “most of the time.” See figure 11 for details.

Please answer the following questions about how you feel about your relationship with others in this program.

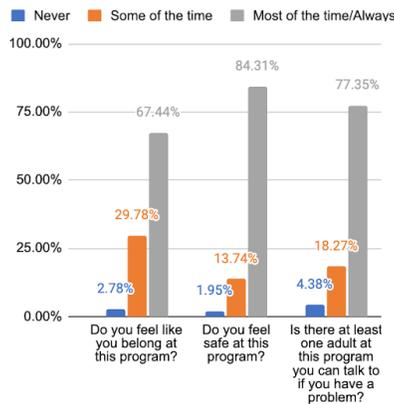


Figure 11 reports on how students feel about their relationship with others in the after school program.

Students were given an opportunity to reflect upon their experiences in the afterschool program, related to choice, voice, and leadership. Overall, students feel that they have choice in activities and are encouraged to try new things at their afterschool programs. Of the surveyed students, 94% feel that they have a choice in participating in different activities during the afterschool program “some” or “most of the time,” and 95% feel that they get to try new things “some” or “most of the time.” When it comes to student voice, 85% of students report that their program staff solicits their feedback for ideas of possible program activities. Of the students who participated in this survey, 70% feel that they get to be a leader in activities “some” or “most of the time,” and 86% feel that they get to share their strengths and help other students with activities, homework, etc. “some” or “most of the time.” See figure 12 for details.

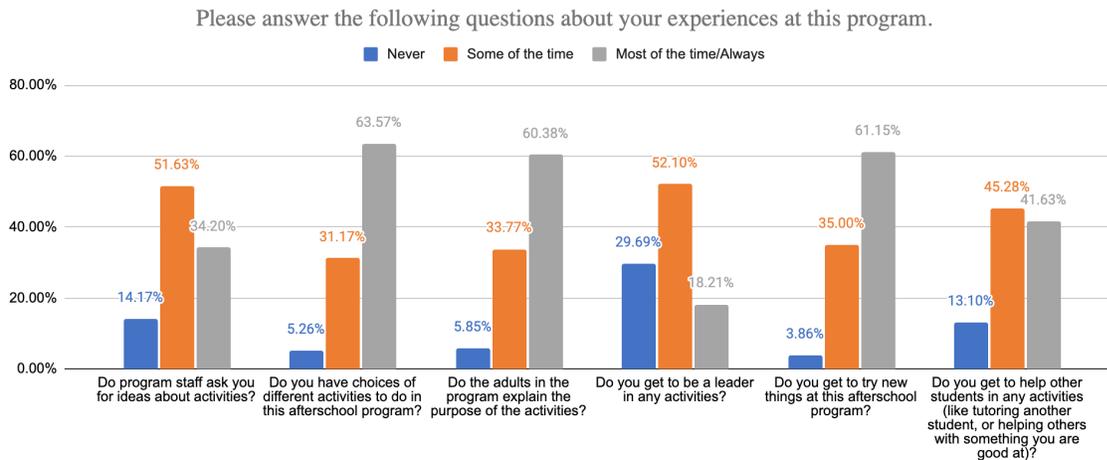


Figure 12 represents students’ perceptions of their experiences at the after-school program.

From information collected from students, directors, site coordinators and principals there is great evidence that students are experiencing strong social integration with peers, and a sense of belonging through the 21<sup>st</sup> CCLC programs. It is not surprising, given this, that students report being highly engaged in their programs. Visits to programs confirmed that in most instances, students choose weekly, what enrichment activities they would like to engage in. Many directors survey students to find out their interests, and they design programs with those interests in mind when possible. Informal observations at programs visited and conversations with program directors reveal caring staff members and engaging age-appropriate enrichment activities. Students are engaged in activities such as creative writing, fantasy card games, board games, painting, girl empowerment clubs, sports instruction and games, robotics, cooking, readers theater, read-aloud, paired reading, and math games. Students are observed enjoying one another in small groups with varying levels of age-appropriate adult supervision and direction. During informal program visits, adults were positive and responsive to the needs of students.

Conversations with program directors reveal that they would like to provide for their program staff more professional development in the area of SEL and fostering positive

behavior in students. Most schools have schoolwide SEL programs that 21<sup>st</sup> CCLC programs could extend to their sites. Approaches taken from SEL programs such as community circles, growth mindset, and positive language would all enhance the social emotional growth of 21<sup>st</sup> CCLC students and enhance their sense of safety and belonging.

**Domain 3: Academic Growth:** This domain includes assessment data from the NH Statewide Assessment System, and perception data from teachers, principals, program directors, and site coordinators highlighting students’ academic achievement and growth. The NH State Assessment was used to provide student level achievement data to consider how students in Grades 4-8 have grown academically as identified through the assessment test. GPA data collected for every student in high school was used to determine if students improve their GPA in Grades 10-12, and for Grades 7 and 8, the teacher survey allows teachers to identify student academic growth. Finally, the perception surveys allow stakeholders to offer their perception as site and school leaders. As identified in the GPRA measures, academic achievement is intended as a primary focus of the 21<sup>st</sup> CCLC programs.

Principals, program directors, and site coordinators were asked to rate the effectiveness of the program in helping students grow academically on a scale of 1-10, with 1 being not at all effective and 10 being extremely effective. Overall, responses from all stakeholders were favorable. Sixty five percent of principals reported a score of 8 or above, communicating that the program is effective in supporting students academically. Program directors and site coordinators reported similarly, with 71% and 63% rating scoring academic efficacy at 8 or above out of 10. See figures 13, 14, 15 below.

However, it should be noted that principals had the largest percentage of responses, indicating a lower effectiveness of the 21<sup>st</sup> CCLC program to help students academically. Almost 15% of the principal’s rated the effectiveness at 4 or less, out of 10. The dichotomy between the principals’ rating and the program directors’ / site coordinators’ ratings should be explored.

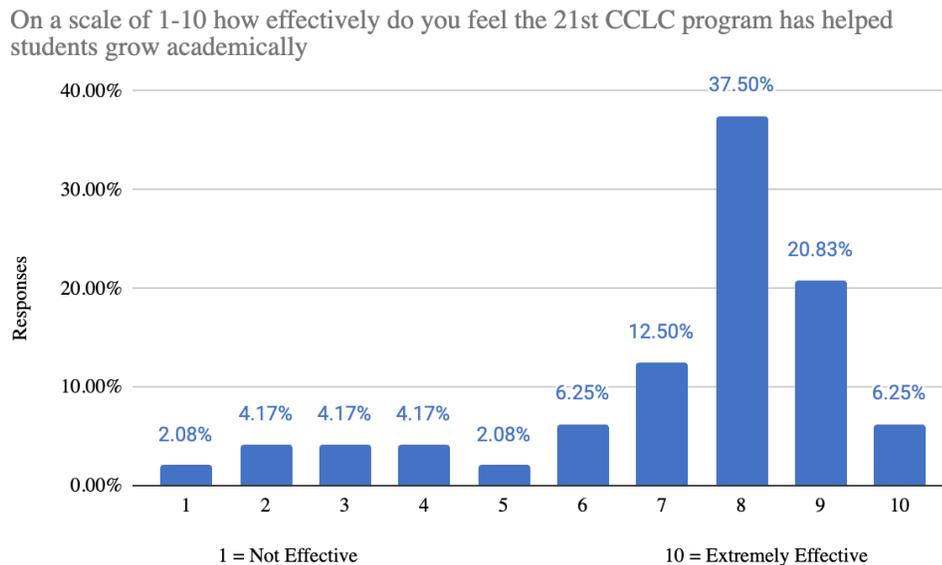


Figure 13 represents from 1-10, how effective principals feel the 21<sup>st</sup> CCLC program has helped students grow academically.

On a scale of 1-10 how effectively do you feel the 21st CCLC program has helped students grow academically

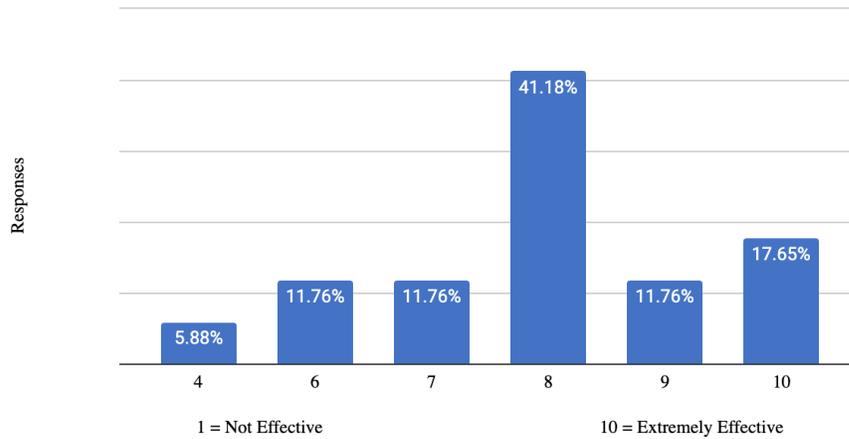


Figure 14: represents how effective program directors feel the 21<sup>st</sup> CCLC program has helped students grow academically.

On a scale of 1-10 how effectively do you feel the 21st CCLC program has helped students grow academically

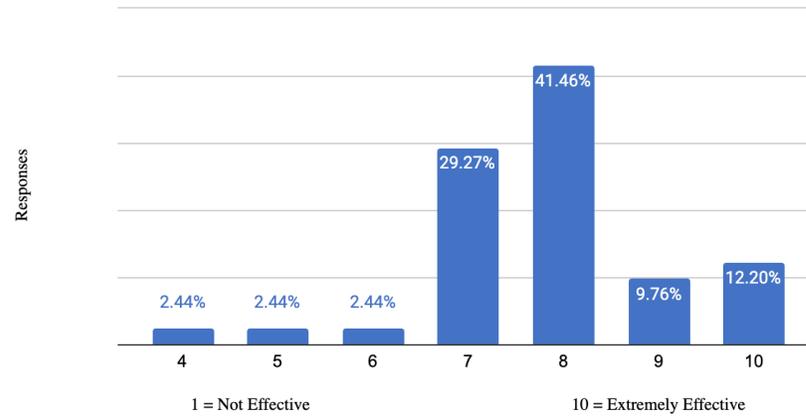


Figure 15 represents how effective site coordinators feel the 21<sup>st</sup> CCLC program has helped students grow academically.

**GPRA: NH SAS Achievement Level Growth**

In addition to survey data, academic progress for students participating in 21<sup>st</sup> CCLC programming is measured through analysis of the New Hampshire state assessment for Grades 3-8. NH SAS ELA and Math Achievement (or DLM) results from 2021 and 2022 reveal that 24.47% of 21<sup>st</sup> CCLC students moved up at least one level in their NH SAS assessment performance between spring 2021 and 2022. This meets the threshold for program evaluation, as GPRA indicates that at least 20% of 21<sup>st</sup> CCLC students who are

not already at level 4 should improve by one proficiency level between their 2020-21 and their 2021-22 NH SAS (or DLM) assessments.

*GPRA: SAS Growth Percentile*

The state calculates a growth percentile for every student in Grades 4-8 who took the NH SAS assessment two years in a row (e.g., in Grade 3 one year and Grade 4 the next). The growth percentile allows a school to see how a given student performed in comparison to similar students from around the state. For example, how did a student who struggled in prior years do on the assessment this year, as compared to other students who struggled similarly in prior years? If they perform average as compared to similar students then they are identified with a 50% growth percentile. If they are the best of all the similar students this year, then they are in the 99<sup>th</sup> growth percentile. Schools are given an average growth by considering all the students in the school. The NH SAS results indicate that from SY 20-21 to 21-22, 66.94% of 21<sup>st</sup> CCLC students achieved a growth percentile score above the 50<sup>th</sup> on NH SAS in Math and ELA. According to program evaluation expectations, at least 60% of students should achieve a growth percentile above 50<sup>th</sup>, so the programs on average surpassed the goal.

*GPRA: GPA Academic Growth (Grades 7 & 8)*

GPA is an additional measure of academic achievement for 21<sup>st</sup> CCLC students in Grades 7 and 8. The Teacher Survey is used to identify each student's academic progress. The state goal is to have at least 60% of students not already at the top of the achievement scale, achieve at least moderate growth. According to the teacher survey, 59.3% of 21<sup>st</sup> CCLC students demonstrated academic growth in the 2021-2022 school year. Although not reaching the goal, these results are very close to the goal.

*GPRA: GPA Academic Growth (Grades 10-12)*

Finally, GPA for Grades 9-12 are collected by the NHED for all students in the state. Using this data, the state can identify which students in Grades 10-12 show improvement from one year to the next in their GPA. There were only two high schools that had results with participants in the 21<sup>st</sup> CCLC. But for these two schools, 61.54% of the students showed growth in their GPA. This exceeds the state target of 60%.

Observations and conversations with program directors and site coordinators confirm that students are engaged in their after-school programs. It would follow then that the programs help grow positive feelings toward school for these students, potentially leading to greater engagement that many teachers are seeing in the classroom. This positive engagement can certainly inspire academic progress for students. When the programs show this focus, along with academically targeted activities, we can expect to see academic growth.

One area for growth for most programs, according to conversations with program directors, at trainings and informal observations at sites, is the delivery of Common Core

aligned instruction targeted to meet the specific needs of students attending. Many program directors are actively developing their own knowledge of Common Core standards to assist their teams in designing academic enrichment that addresses specific clusters of math and ELA standards. A challenge to this is that so many adults working in the programs are not trained teachers. There is limited opportunity to bridge this gap through training because of limited training time. Program directors are working around this challenge by developing activity plans explicitly aligned to Common Core standards that their site coordinators can leverage for enrichment.

Another area for improvement is meeting the academic needs of multilingual learners. The 21<sup>st</sup> CCLC program explicitly prioritizes students with special learning needs, including the needs of multilingual learners. In those programs with the highest numbers of multilingual learners, the directors report that there is no staff present, nor targeted instruction to meet those needs. Program directors at these sites have expressed the desire to work with host schools to provide these supports for multilingual students.

**Domain 4: Attendance and Behavior:** Being present and emotionally available for learning is necessary for students to make academic progress. Therefore, improved attendance and positive behavior is an expected outcome for students participating in the 21<sup>st</sup> CCLC program. The Federal GPRA measures were reviewed to understand the results in these areas. These measurements use both the teacher survey as well as attendance and suspension data collected by the NHED for every public school student in the state.

#### *GPRA: Student Behavior*

For the 21<sup>st</sup> CCLC students in Grades 1-12, state suspension reports are used to measure changes in behavior. Only students who have data in the state system for two years can show change in suspension. The goal, according to program evaluation indicators, is a reduction by 20% of students who were suspended more than 5 days from 2020-2021. Schools who have no suspensions are expected to continue at that performance level. Due to COVID and remote learning, students were not present in the school building on a regular basis in 2020-2021, and there were only 5 students across all 21<sup>st</sup> CCLC programs who were suspended that year. Therefore, looking at improvement between 2020-21 and 2021-22 could not be measured for the 2021-22 annual report.

#### *GPRA: Attendance*

For the 21<sup>st</sup> CCLC students in Grades 1-12, state attendance reports are used to identify improvement in attendance. NHED collects attendance and absences for all public school students in the state. Growth can only be measured for students who have data in the state system for two years. Program evaluation criteria states that for students who had less than 90% attendance in 2021, a minimum of 60% of those students should have attendance above 90% in 2022 (the following year). In addition to that expected growth, evaluation criteria states that 80% of those students with below 90%

attendance should have improved attendance in 2022, even if it does not reach the 90% bar. Schools who have students above 90% attendance will be expected to continue with that performance level.

According to analysis of state attendance data for 21<sup>st</sup> CCLC students in 2020-21 and 21-22, 47.46 % of 21<sup>st</sup> CCLC students who had less than 90% attendance in 2020-2021, had above 90% attendance in 2021-22. Considering any improvement for those students who had less than 90% attendance in 2020-21, 74.55 % showed any level of improvement from 2020-21- 2021-2022, even if not achieving the 90% attendance. So although across all the schools, students attending programs did not meet the state goals, they were close to meeting.

Suspension data for 21<sup>st</sup> CCLC students may not be the ideal indicator for behavior. First, most programs serve students K-5 and suspension in elementary schools is the exception, often reserved for students with ongoing and intense behavioral challenges. Additionally, with the cultivation of more restorative practices in schools, suspension is diminishing in middle and high schools and is frequently reserved for extreme behaviors.

A possible alternative might be building discipline data such as office referrals and referrals for behavior interventions. These measurements will provide information that is more applicable to typical students on a regular basis. However, it should be noted that the current Federal GPRA requirements specify the use of suspension data.

**Domain 5: Partnerships:** A high level of communication and collaboration is needed between program directors and site coordinators and the state officials in order to make sure requirements of the grant are satisfied. Additionally, a strong partnership must exist between program directors and site coordinators for successful implementation of the after-school program. Reporting in this domain includes survey information from Program directors and site coordinators highlighting their sense of support, guidance, and communication of expectations from the State Office.

Program directors must share clear information on the expectations of the 21<sup>st</sup> CCLC federal grant. Of the surveyed program directors, 99% feel like they have clear information on the expectations of the goals and objectives for their 21<sup>st</sup> CCLC grant to “some” or a “great extent.” Further, 99% of program directors feel they have clear information on the expectations of the content of their 21<sup>st</sup> CCLC programming and goals for student participation to “some” or a “great extent.” In terms of their administrative requirements, such as staffing and reporting data to the State and Federal Offices, 95% feel that they have clear information and expectations to “some” or a “great extent.” See figure 16 for details

## To what extent do you have clear information on the expectations of the 21st CCLC grant

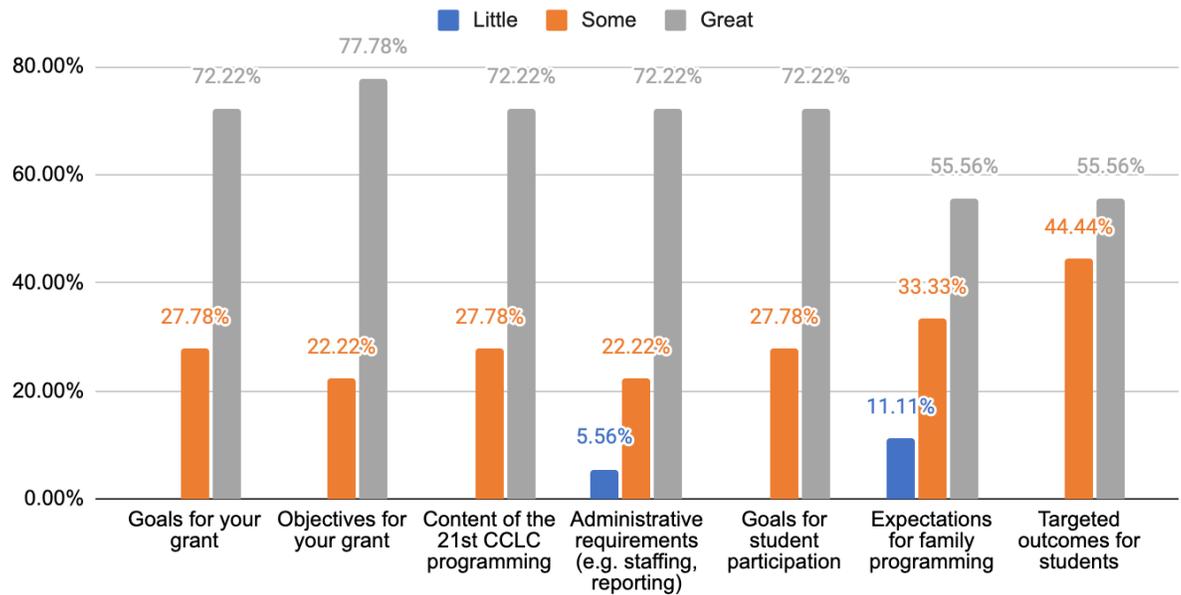


Figure 16 represents the program director’s perception of the extent to which they receive information on the expectations of the 21<sup>st</sup> CCLC grant.

In terms of direct support that program directors receive from the State Office, 80% report that they receive help with their individual program needs to “some” or a “great extent.” Additionally, 87% are satisfied with both the level of communication and the support they are receiving from the State Office to “some” or a “great extent.” When it comes to understanding the GPRA measures that reflect federal requirements, 99% of program directors feel like they receive the support and resources they need to understand the measures to “some” or a “great extent.” Finally, 93% of program directors feel that the State Office is accessible for support to “some” or a “great extent.”

## To what extent do you receive support and resources from the State

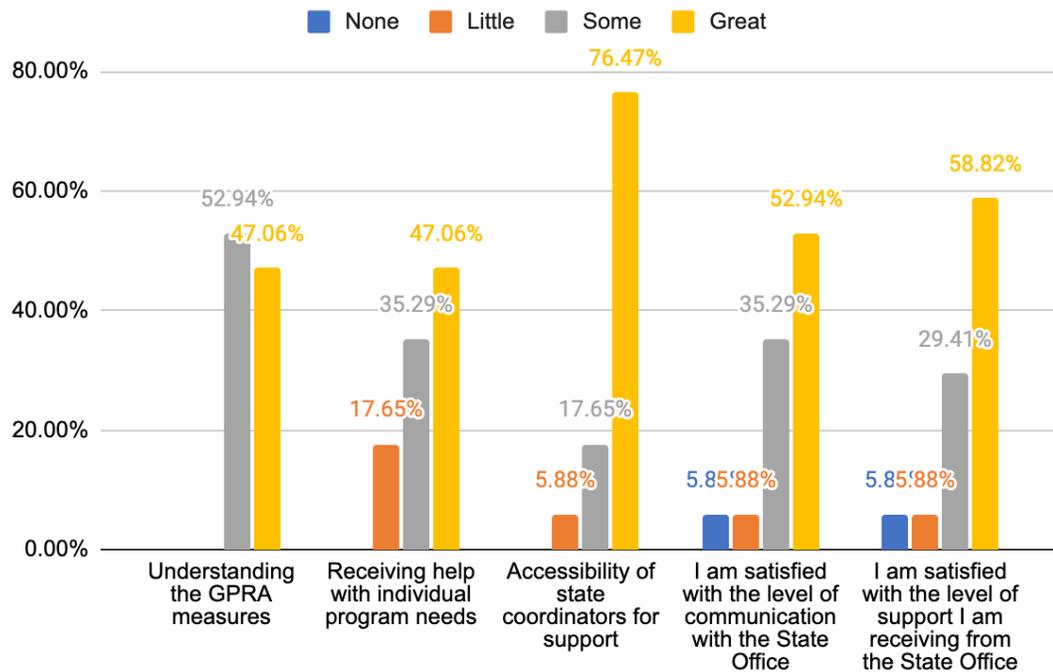


Figure 17 represents the program director’s perception of the extent of support and resources they receive from the state.

Site coordinators must also have clear information on the expectations of the 21<sup>st</sup> CCLC federal grant. Of the surveyed site coordinators, 94% feel like they have clear information on the expectations of the goals of the grant to “some” or a “great extent,” and 90% have clear information about the grant objectives to “some” or a “great extent.” Further, 92% of site coordinators have clear information on the expectations of the content they must provide in their programs to “some” or a “great extent,” and 97% have clear information on goals for student participation to “some” or a “great extent.” In terms of their administrative requirements such as staffing and reporting data to the State and Federal Offices, 92% feel that they have clear information and expectations to

“some” or a “great extent.” See figure 16 for details

To what extent do you have clear information on the expectations of the 21st CCLC grant in the following areas?

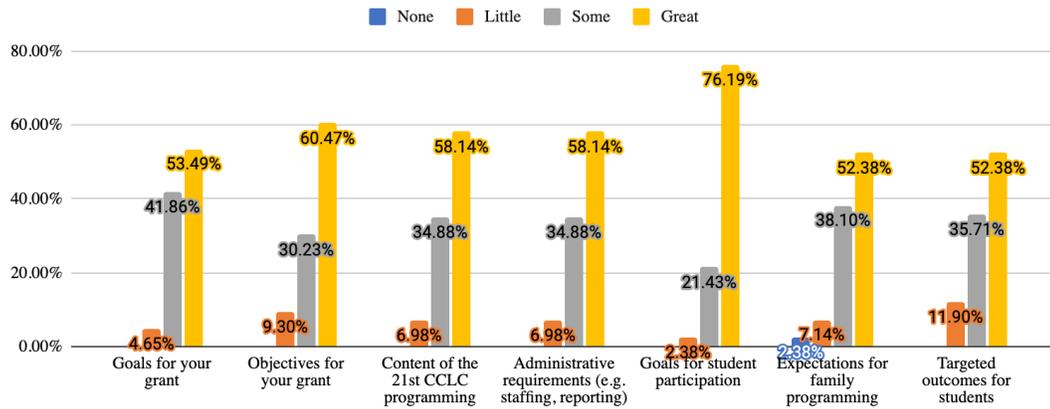


Figure 18 represents the site coordinators’ perception of the extent of support and resources they receive from the state and program directors.

Site coordinators need a high level of support from both program directors and the State Office to effectively implement programming and support students. When asked about the information and resources they receive, 92% are satisfied to “some” or a “great extent.” and 87% are satisfied with the training and/or technical assistance provided to “some” or a “great extent.” Of the surveyed site coordinators, 89% are satisfied with the level of communication with their program directors and State Office to “some” or a “great extent,” and 92% are satisfied with the level or support they are provided to “some” or a “great extent.”

Please answer the following questions regarding your 21st CCLC support and resources received from the Program Director and/or State office.

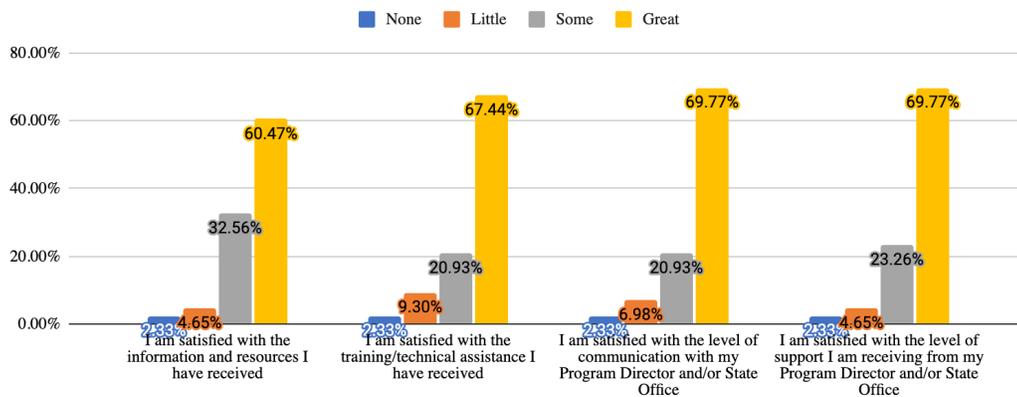


Figure 19 represents the site coordinators’ perception of the extent of support and resources they receive from the state. (OR is it their perception of what they get from their directors?)

Finally, in considering partnerships, it is helpful to understand what training site coordinators need from their program directors or the state. Grant requirements necessitate that programs offer a variety of programming to students. In order for

effective lesson and program planning to take place, site coordinators must understand math and ELA Common Core standards, how to develop curriculum and connect it to what students are learning in their school day. They must have an understanding of child development and positive behavior measures to support their students and maintain a healthy and safe after school environment. Site coordinators were asked to consider the areas in which they would like further support. The graph below reflects the areas in which site coordinators would like further support and professional development.

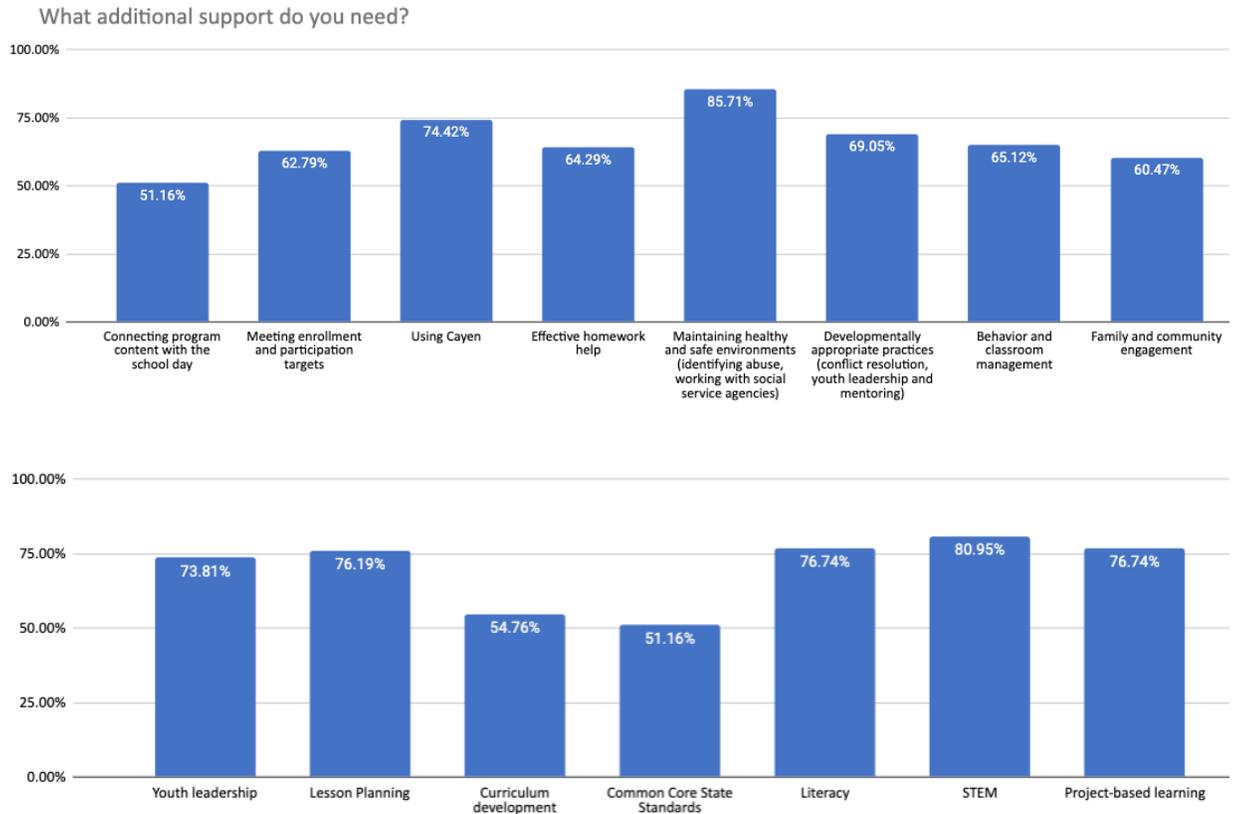


Figure 20 identifies what training and supports that site coordinators require to improve student support and meet the goals of the grant.

## 5. Summary / Recommendations

### *Program Success*

The overall analysis was very positive showing a strong program with well defined expectations, effective collaboration, and extensive programs that meet the student needs. All five of the domains: Domain 1: Program and Host School Integration and Collaboration; Domain 2: Student Relationships, Belonging, and Engagement; Domain 3: Academic Growth; Domain 4: Attendance and Behavior; and Domain 5: Partnerships identified strengths that lead to student success.

Students feel safe. Staff have the supports that they need. For the most part, the state level GPRA targets have been met, or are approaching the goal. The GPRA measures demonstrate academic growth and engagement. Surveys identify the students are growing socially. Students feel like they belong in the program; they feel safe and have an adult who they trust. Students report that they have choice in activities and that they can be leaders and share their strengths with their fellow peers.

Overall the leadership, both 21<sup>st</sup> CCLC leaders and school principals, feel strong collaboration between school-day and after-school programs. They report positive communication between the groups. Additionally, there is effective communication between the state and the program directors. The program directors and site coordinators convey an understanding of the program's mission. Generally, 95% or more have clear expectations on the priorities of the 21st CCLC program.

The Informal site visits reinforced what the survey identified.

Finally, students enjoy the program, at least "some of the time," if not "most of the time." Almost 100% of students like their after-school programs at least "some of the time," with 70% "most of the time."

The positive structure and systems create an environment that can continue to improve. The enjoyment that students have with the programs and the collaboration that exists between the school and 21<sup>st</sup> CCLC programs creates a foundation of trust that can be leveraged.

#### *Areas to Grow and Improve*

Although the quantitative and qualitative feedback demonstrated a strong overall program, there are certainly opportunities for improvement. The following are five areas for initial focus:

- *Increased collaboration and connections between school-day teachers and 21<sup>st</sup> CCLC after-school staff.*

There may be a need in many programs to improve the collaboration between the staff who work directly with the students. The 21<sup>st</sup> CCLC leaders should look for ways to have the staff and the teachers in the school-day programs connect. For example, principals reported the need for 21<sup>st</sup> CCLC staff to share the success and challenges of students with the school-day teachers. Program directors also reported the need for the educators to share responsibilities.

Another best practice that was identified in one site, but appears to be missing from most programs, is having the building principal include the director in regularly scheduled school-day leadership team meetings.

Transportation was also identified as a problem for participants in some districts. There may be opportunities to work with the school-day principals to find ways to meet this need, along with similar needs for after-school sport programs.

- *Understanding of Standards.*  
The GPRA results and survey feedback demonstrated improved academic learning. However, program directors identified the need to understand trends in NH Standard performance.

There was also a difference between the principals' perception of how programs are supporting the academic learning of students and how the other stakeholders recognize the 21st CCLC support for this learning. 15% of principals rated the effectiveness of the programs on this learning as a 4 out of 10. This is not a large percentage but still worth exploring. It might be due to the lack of knowledge of the program, but it might also be an opportunity to increase the collaboration around academics.

Program directors identified the academic content as an area for continued professional development. Professional development is challenging given that so many adults working in the programs are not trained teachers. There may be significant value in developing resources of activities explicitly aligned to Common Core standards that site coordinators can leverage for enrichment.

- *Social Emotional Learning and Support*  
In general, the youth reported "a strong sense of belonging" and "enjoyment of the program." Seventy-four percent of the students also report that they "treat others with respect." However, the same set of respondents reported that only 35% of students felt that "other students respect and help each other most of the time." Additional SEL support and activities might help students understand each other and understand how their actions may affect others.

During the site visits, conversations with program directors also revealed the need for more professional development in the area of SEL and fostering positive behavior in students. Also, almost 14% of the students noted they "never" like school. As part of the SEL training, the staff can also consider ways to identify these students and work to make sure they have the support they need for a positive educational experience.

In addition to professional development and supports directly targeted for the 21<sup>st</sup> CCLC staff, most schools have schoolwide SEL programs that 21<sup>st</sup> CCLC programs could extend to their sites.

- *Behavior Indicator - Suspension.*  
Work should be done to consider the validity and effectiveness of using suspension as a measurement for behavior. This indicator has been identified by the USED, but it may be more applicable in other states. With a very low suspension rate in New Hampshire, this indicator is not currently effective. We know that COVID lowered the use of suspensions; and therefore, we can consider how this may change in future years. Although there may be a current trend, with the increase of Restorative

Practices, that schools are moving away from increased use of suspensions.

- *Additional Professional Development.*

In addition to profession development related to the items above, the surveys and site-visits revealed several other priorities for professional development. Note: The following items were identified by 70% or more of the respondents:

- STEM
- Literacy
- Project-based learning
- Lesson planning
- Maintaining healthy and safe environments
- Cayen
- Youth leadership

For programs with high populations of English learners, there is also a need to learn specific skills to support the academic needs of these students.

Finally, through the development of this annual report there are recommendations to improve the survey and data collection process for future annual reports:

- Improve administrative tools to track and oversee survey completion, to provide additional information for the program directors and NHED state leaders.
- Create consistency in the survey schedule to ease the administration of the surveys for program directors.
- Open Student Surveys in the fall for summer participants. For students that are known, will not participate in the program for the remainder of the year.
- Include observations from NHED site visits in this report.
- Include interviews of program staff, site coordinators and, where age appropriate, student focus groups. The program staff and students are participating regularly in that process and interviews would offer an additional voice for input.