

EVALUATION OF THE NEW HAMPSHIRE NITA M. LOWEY 21ST CENTURY COMMUNITY LEARNING CENTERS

Findings from the 2016-2017, 2017-2018,
2018-2019 and 2020-2021 Academic Years

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Executive Summary

The goal of the 21st Century Community Learning Centers (21st 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. Centers can be located in elementary, middle or secondary schools or similarly accessible facilities. They provide a range of high quality services to support student learning and development, including tutoring and mentoring, homework help/academic assistance, academic enrichment (e.g., hands-on science or technology programs), and community service opportunities, as well as music, arts, sports and cultural activities¹.

This evaluation report presents an analysis of data collected during the 2016-2017, 2017-2018, 2018-2019 and 2020-2021 academic years. The NH Department of Education's 21st Century Community Learning Centers Program Office compiled data from a variety of sources including surveys and information compiled by public schools.

21st CCLC Program Enrollment and Engagement

The following section details the number of sites and programs, as well as the number of students served during each of the four years measured in the five-year evaluation period.

- 2016-2017
 - 33 grants and 69 sites
 - 25 communities and districts
 - 8,816 students served, primarily in grades K-5
- 2017-2018
 - 32 grants and 67 sites
 - 25 communities and districts
 - 9,324 students served, primarily in grades K-5
- 2018-2019
 - 31 grants and 64 sites
 - 23 communities and districts
 - 11,080 students served, primarily in grades K-5
- 2020-2021
 - 31 grants and 65 sites
 - 23 communities and districts
 - 9,888 students served, primarily in grades K-5

Program Quality Framework

In order to assess program quality, evaluators developed a model for assessment that aligned the data available with four core aspects of high quality programs. As the field of afterschool

¹ Text drawn from the NH Department of Education's Annual Fact Sheet. (See Appendix A.)

and the associated research have matured, several broad characteristics of high quality programs have repeatedly arisen; among them are the following:

- 1) Good partnerships between schools and afterschool programs, including communication, sharing of academic resources, and alignment of activities;
- 2) High quality activities, especially availability of choice, opportunities for leadership, structured activities, consistency and sustainability of activities, and staff involvement;
- 3) Positive relationships including a sense of belonging, respect and trust among youth participants and between staff and youth participants;
- 4) Qualified and well-trained staff including high levels of education, consistent professional development, and higher numbers of school-day staff employed.

In addition to the factors comprising the program quality measures, the NH Department of Education and the 21st CCLC program office collect data on yearly budgets and funding sources, data use, partnerships and technical assistance.

Summary of Findings

School-Afterschool Alignment. Overall, 21st CCLCs have strong partnerships with schools as indicated by positive reports from principals, program directors and site coordinators. Over the three year period, all groups reported at least some discussion on most topics measured, principals reported sharing a variety of data, and site coordinators had access to information about the school's curriculum and discipline policies and regularly shared at least some information about the 21st CCLC with school staff. The topic least often discussed was the Common Core standards. Over the five year period, around one-third of Site Coordinators reported never discussing Common Core standards with district staff. There was no clear pattern of increase or decrease.

Quality of Activities. Student responses are remarkably similar in each of the four years measured for this report. Generally, students are very satisfied with their programs, feel safe, have friends and get to choose activities. Students are not reporting the amount of voice and leadership that programs aspire to, however, so the state office may need to work with programs to set attainable benchmarks. Site coordinators' reports of the frequency of activities remained similar over the course of the five years. Programs are regularly offering a variety of important activities for academics, health and creativity. In general, 21st CCLC programs in NH regularly offer activities intended to foster 21st century skills such as problem solving and collaboration. The NH 21st CCLC program office should provide technical assistance and professional development to educate staff about the importance of some of the activities offered less regularly such as college and career education and drug and violence prevention.

Positive Relationships. Survey results demonstrate that overall the 21st CCLC sites across the state are providing welcoming and emotionally safe environments for participants. Students' perceptions of their relationships with staff are regularly rated very positively In terms of student-student relationships, in the last evaluation cycle, evaluators recommended setting a benchmark of 75% of students reporting fellow participants displaying behaviors associated with kindness, caring and respect. At the time, the number rested around 65%. Although this benchmark was never formally set, it was met in all four years measured in this evaluation cycle (90% or better.)

Staff Qualities and Training. Around 60% of site coordinators had been at their job for three years or more. However, very few Site Coordinators or staff held an Afterschool Credential. Setting a goal for NH 21st CCLC programs to increase the number of site coordinators and other staff with a credential may be helpful as a simple effort to ensure field-specific knowledge and education, and improve program quality. As a condition of funding, 21st CCLC programs are required to regularly hold staff meetings. The recommended short-term goal from the last evaluation cycle was to set a goal of two-thirds of programs holding staff meetings at least once a month. This goal, and the recommended benchmark of seventy-five percent were only met in the final year of this evaluation cycle. Prior to that, reported monthly meetings held steady at around 60%. The state office should pay close attention to this moving into the next evaluation cycle in order to keep the current trajectory.

Additional Factors. Program directors report having necessary information about the goals and expectations of the program. However, responses from Site Coordinators are much more variable. This suggests that some support could be provided to Program Directors to help them keep Site Coordinators informed. Site Coordinator positions have relatively high turnover, so each year there are new individuals familiarizing themselves with program goals. Nevertheless, 21st CCLCs are heavily goal driven so it is essential that Site Coordinators have access to information about program goals. Site coordinators report moderate levels of satisfaction with the information and technical assistance provided by the 21st CCLC program office. The state office could consider soliciting additional feedback, possibly even via focus groups or informal interviews, to work on better aligning needs and offerings. Overall, site coordinators and program directors report good alignment with community partners in terms of program vision, goals, communication and responsibility.

Overall Results. Overall, results across this five year evaluation period are very similar to the results from the last evaluation period. Differences and similarities are highlighted throughout the report. In general, though, the NH 21st Century Community Learning Centers have demonstrated significant stability over a number of years.

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Evaluation Framework and Logic Model

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 was 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 (adapted from Russell and Woods, 2013.)

The NHDOE worked with Policy Studies Associates (PSA) to support the development and implementation of this original evaluation framework and to refine it during the 2012-2013 school year. During the intervening years (through the 2020-2021 academic year) the NHDOE continued to collect data using the tools and data platforms developed and refined in partnership with PSA. The NHDOE made no changes to the surveys during this evaluation period. However, between the last evaluation and the start of this period the youth surveys were revised to be more user-friendly and to capture better detail about the student experience.

The New Hampshire 21st CCLC evaluation framework was originally based on the logic model shown in Figure 1 (below.) Although this report uses the same data, it not only addresses aspects of the logic model but also a framework based on a review of literature on quality afterschool programming. The framework is described in detail in the Program Quality Framework section. This report evaluates each component of the framework as measured through the tools and data sources listed below. 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.
- **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.
- **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.
- **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.

Exhibit 1
New Hampshire 21st CCLC Program Logic Model

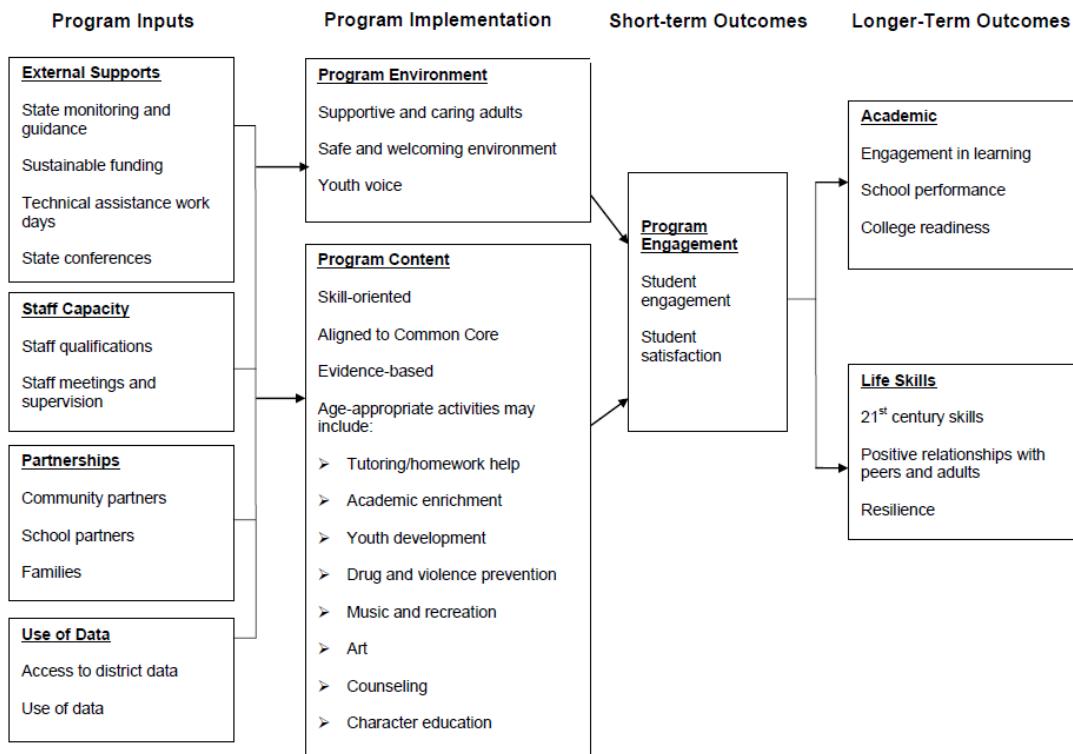


Figure 1. Logic model developed in 2011-2012 in partnership between NH Department of Education and Policy Studies Associates.

The Program Quality Framework

As the field of afterschool and the associated research have matured, several broad characteristics of high quality programs have repeatedly arisen; among them are the following:

- 1) Good partnerships between schools and afterschool programs, including communication, sharing of academic resources, and alignment of activities (Afterschool Alliance, 2011; Bennett, 2015; Holstead & King, 2011; Huang, 2011; James-Burdumy, Dynarsky & Deke, 2007; Little, et al., 2008; Palmer, Anderson & Sabatelli, 2009; Vandell, 2004 & 2007);
- 2) High quality activities, especially availability of choice, opportunities for leadership, structured activities, consistency and sustainability of activities, and staff involvement (Hall, 2007; Hammond & Reimer, 2006; Holstead & King, 2011; Kataoka & Vandell, 2013; Leos-Urbel, 2015; Little, et al., 2008; Noam, 2008; Palmer, Anderson & Sabatelli, 2009; Pierce, Bolt & Vandell, 2010; Vandell, 2004 & 2007);
- 3) Positive relationships including a sense of belonging, respect and trust among youth participants and between staff and youth participants (Durlak & Weissberg, 2013; Durlak & Weissberg, 2007; Hall, 2007; Holstead & King, 2011; Leos-Urbel, 2015; Palmer, Anderson & Sabatelli, 2009; Pierce, Bolt & Vandell, 2010; Vandell, 2004 & 2007);
- 4) Qualified and well-trained staff including high levels of education, consistent professional development, and higher numbers of school-day staff employed (Hammond & Reimer, 2006;

Holstead & King, 2011; Huang, 2011; Little, et al., 2008; Noam, 2008; Palmer, Anderson & Sabatelli, 2009; Vandell, 2004).

Additional Factors

Program Structures, Funding and Sustainability

In addition to the factors comprising the program quality measures, the NH Department of Education and the 21st CCLC program office collect yearly data on budgets and funding sources, data use, partnerships and technical assistance.

Measuring Program Quality

1. School-Afterschool Partnerships

2020-2021 Academic Year

As shown in Figure 2, at least 75% of site coordinators agree or strongly agree with all but one of the indicator statements gauging the relationship between the 21st CCLC program and the host school, including an overall partnership rating, shared responsibility and curricular alignment. Less than 50 percent of site coordinators indicated agreement that they are satisfied with the extent of communication between the school day staff and the 21st CCLC staff.

Program directors report on their perceptions of the quality of the school-afterschool relationship based on all sites they oversee using the same set of indicators as site coordinators. Figure 3 shows that at least 90% of program directors report that the listed statements are true for most or all schools associated with their program.

Overall, surveyed principals report more mixed opinions on the relationship between the school and the 21st CCLC at the school, with 70% to 90% agreeing or strongly agreeing with the six indicator statements. Principals were most likely to endorse the success of the overall partnership and the access to data provided to 21st CCLC staff and least likely to agree that school-day staff and 21st CCLC staff share responsibility for the program (71%). (See Figure 4 for details.)

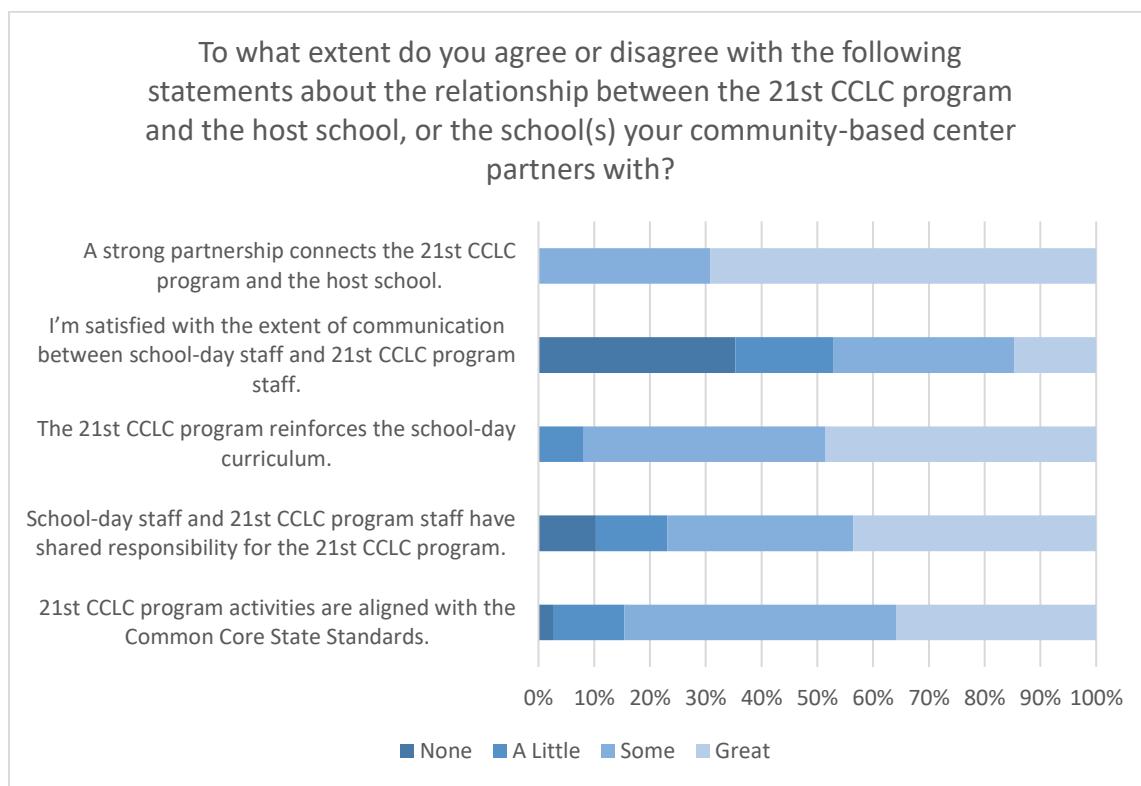


Figure 2. Site Coordinator report of perceived quality of school-afterschool partnership.

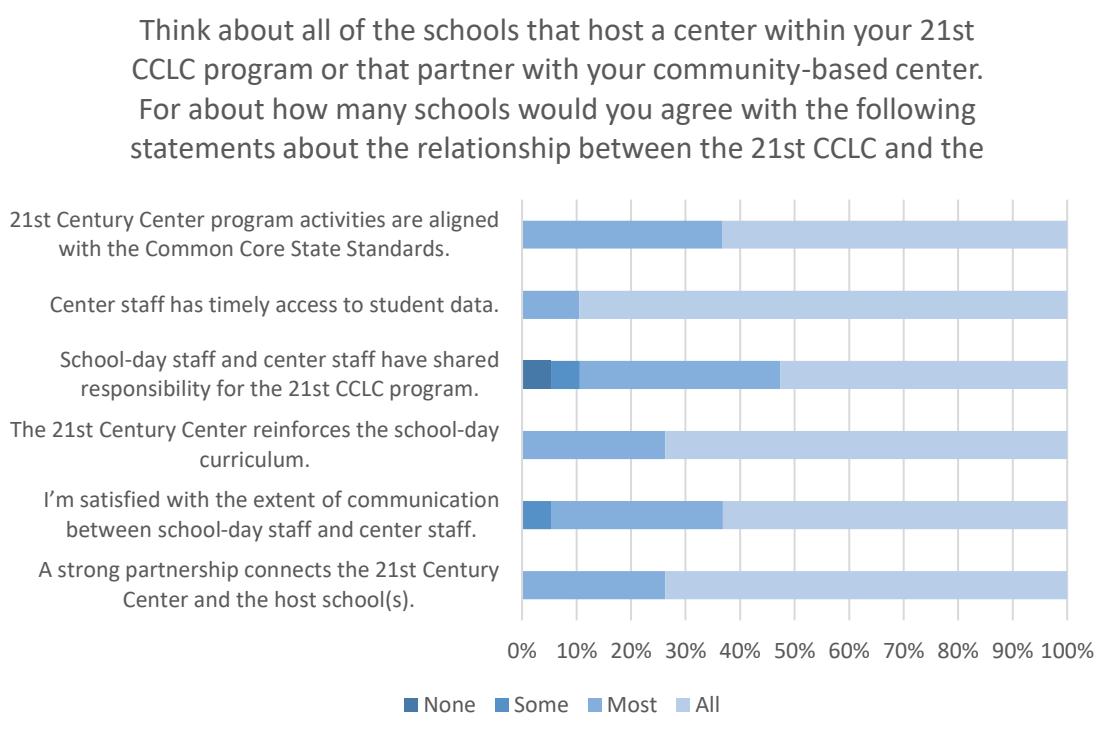


Figure 3. Program Director report of perceived quality of school-afterschool partnership.

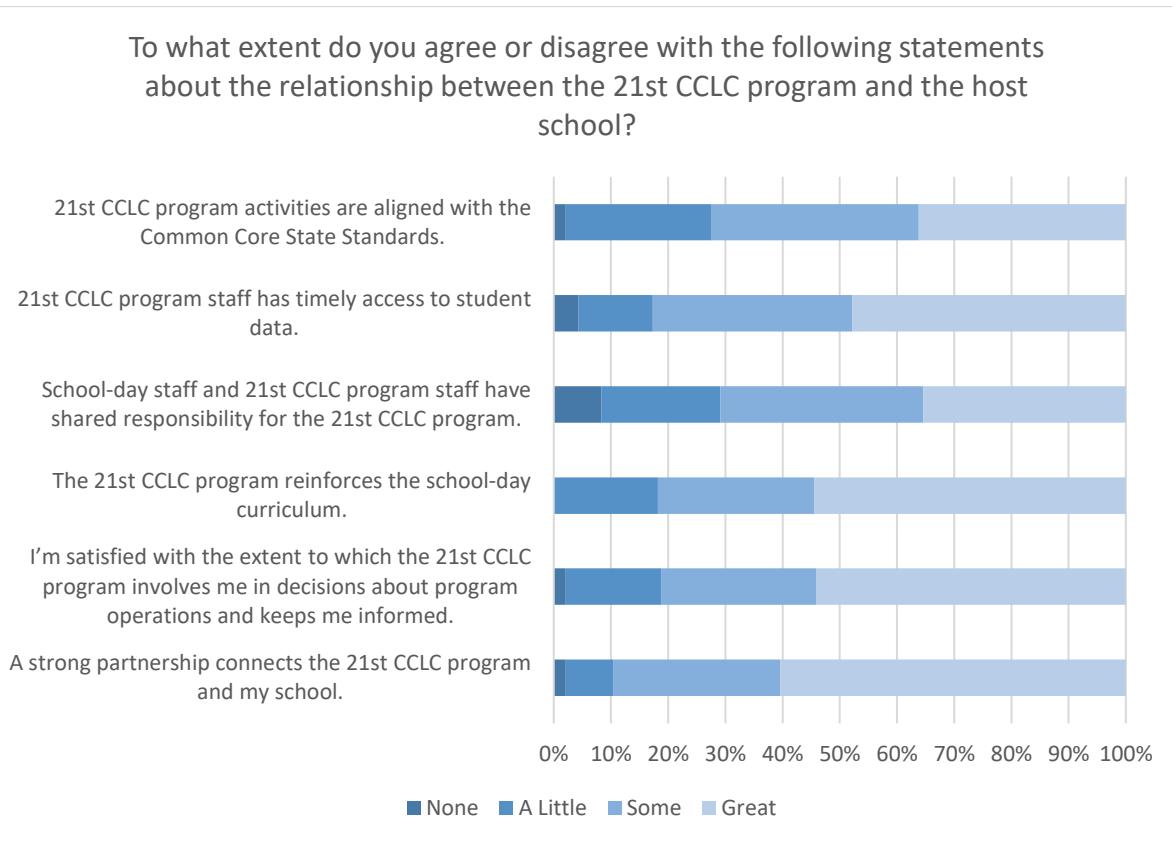


Figure 4. Percent of principals agreeing with indicator statements on school-21st CCLC partnership.

Figure 5 shows that more than 75% of site coordinators report at least some communication with school staff on all topics covered except Common Core Standards. 31% of site coordinators indicated they never

discussed Common Core State Standards with school staff. As shown in Figure 6, program directors report at least some communication with school staff on most topics surveyed including curriculum, enrollment and discipline. However, 21% of program directors reported never discussing Common Core or sharing space (16%).

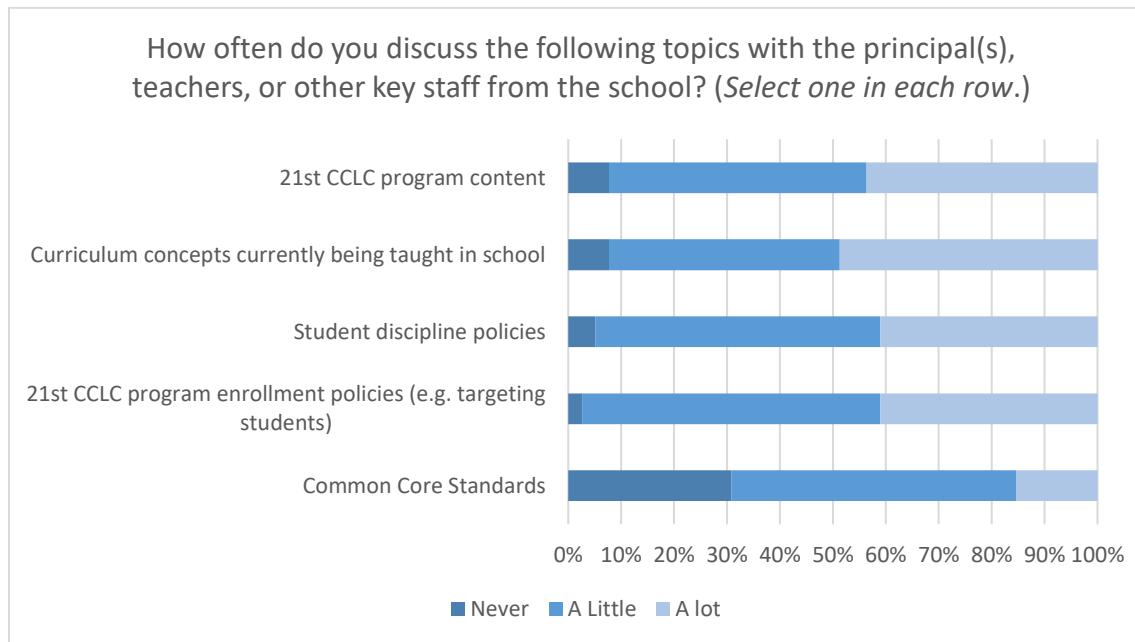


Figure 5. Percent of site coordinators indicating how regularly they communicate with school staff about the topics indicated.

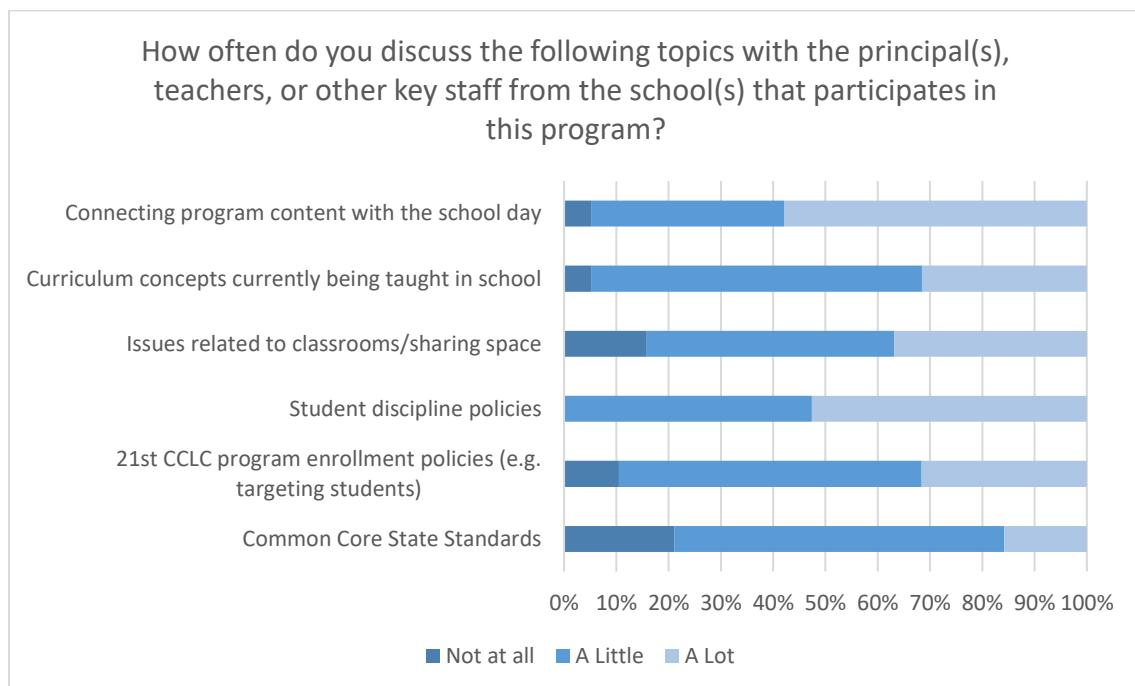


Figure 6. Percentage of program directors reporting how regularly they communicate with school staff about the topics indicated.

An important aspect of a good school-afterschool partnership is data sharing. Principals most commonly report sharing feedback from school administrators and school day teachers as well as attendance data. Over 70% report sharing data related to students' grades in school. No more than two-thirds of principals report sharing other types of data, as displayed in Figure 7.

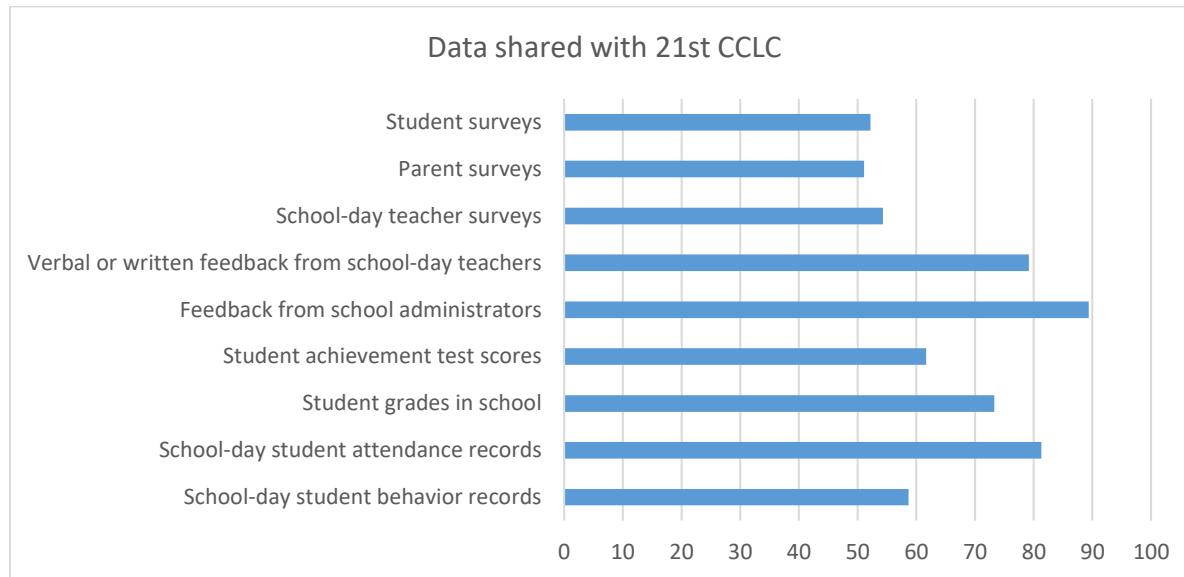


Figure 7. Percent of Principals reporting sharing each data type with 21st CCLCs in the school.

Benefits to the school

As part of annual evaluations, school principals at partner schools report on the perceived benefits and accomplishments of the 21st CCLC in terms of student outcomes. As displayed in Figure 8, at least 70% of principals reported some positive effects of the program on a variety of student outcomes such as attendance, behavior, academic skill, attitude and motivation. The only outcomes with less than 70% agreement were in response to the statements "Improve students' behaviors" and "Increase parents' participation in school activities."

Principals also report on ways in which the school benefits from the partnership. (See Figure 9.) Top responses were for homework opportunities, academic skill development, new opportunities and interaction with peers. The least perceived benefits came in the areas of family support services, teachers working with students outside the classroom and students applying lessons learned in new contexts. No principals reported no perceived benefits to the school.

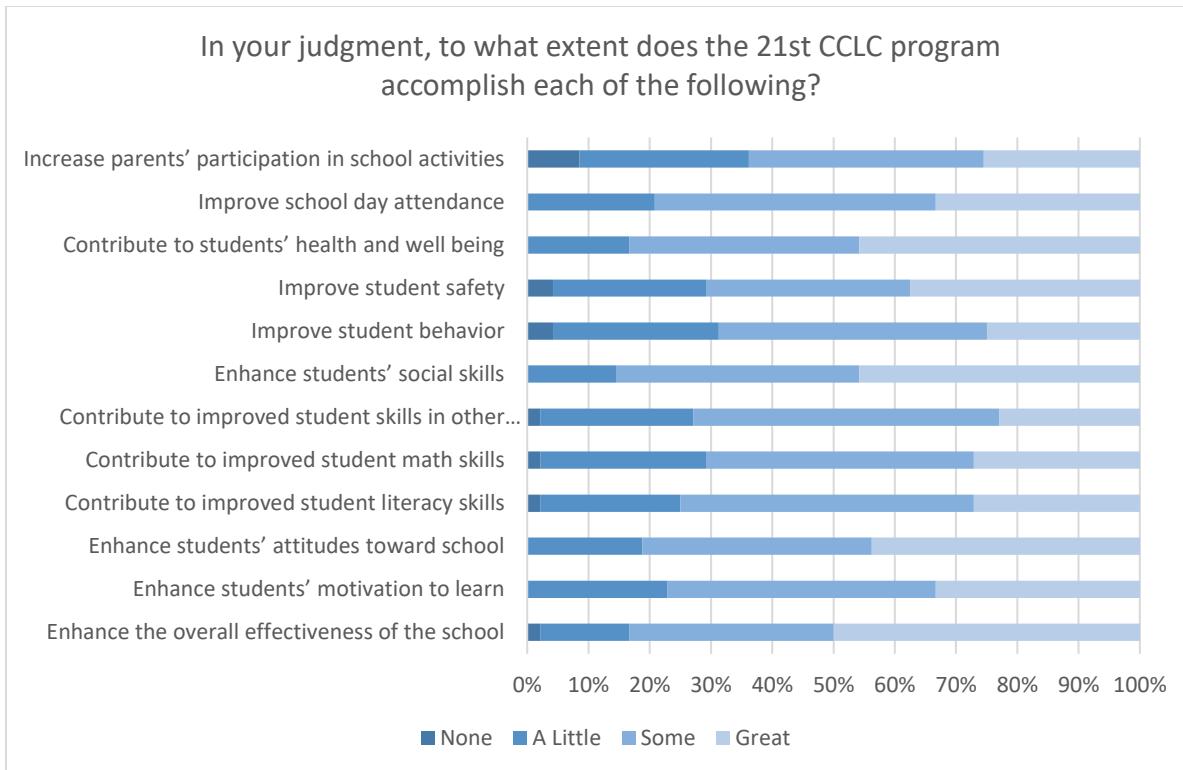


Figure 8. Percent of principals indicating they somewhat or strongly agree with the statement.

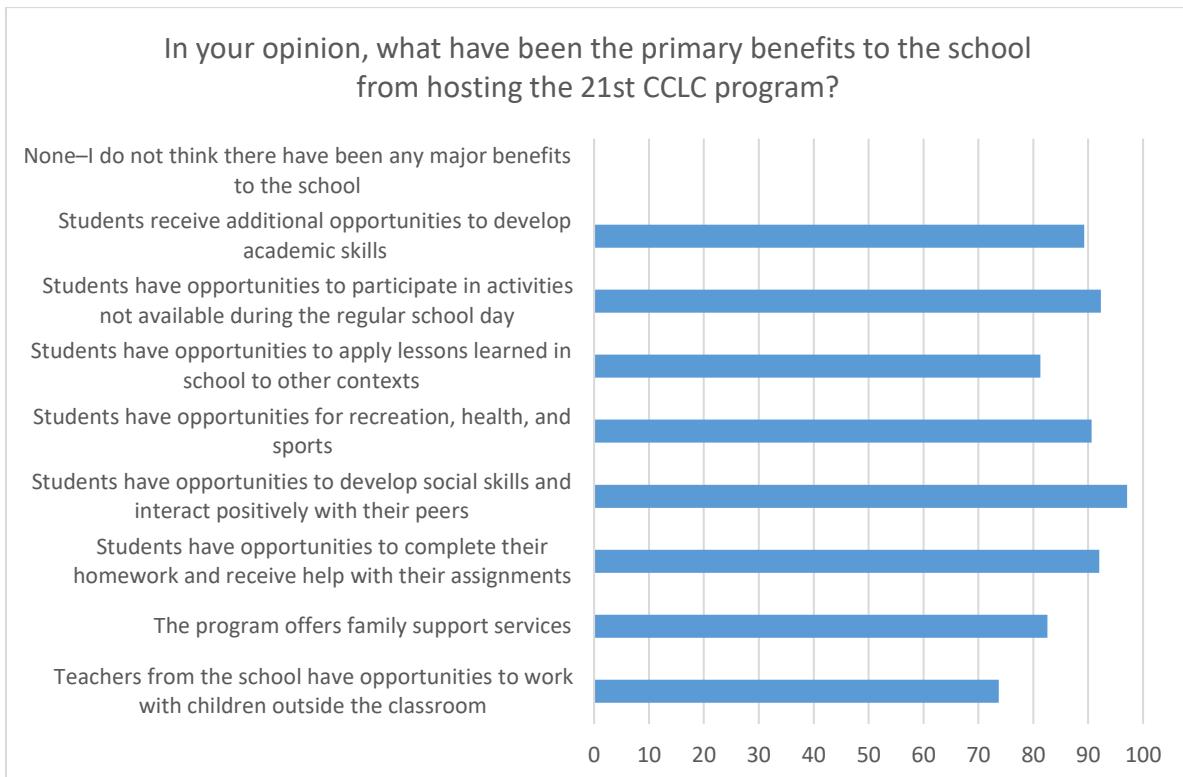


Figure 9. Principals' report of the benefits to the school of the 21st CCLC.

2018-2019 Academic Year

As shown in Figure 10, at least 80% of site coordinators agree or strongly agree with all but one of the indicator statements gauging the relationship between the 21st CCLC program and the host school, including an overall partnership rating, shared responsibility and curricular alignment. Seventy percent of site coordinators indicated agreement that they are satisfied with the extent of communication between the school day staff and the 21st CCLC staff.

Program directors report on their perceptions of the quality of the school-afterschool relationship based on all sites they oversee using the same set of indicators as site coordinators. Figure 11 shows that at least 80% of program directors report that the listed statements are true for most or all schools associated with their program with the exception of the statement about the extent of communication between school day staff and 21st CCLC staff.

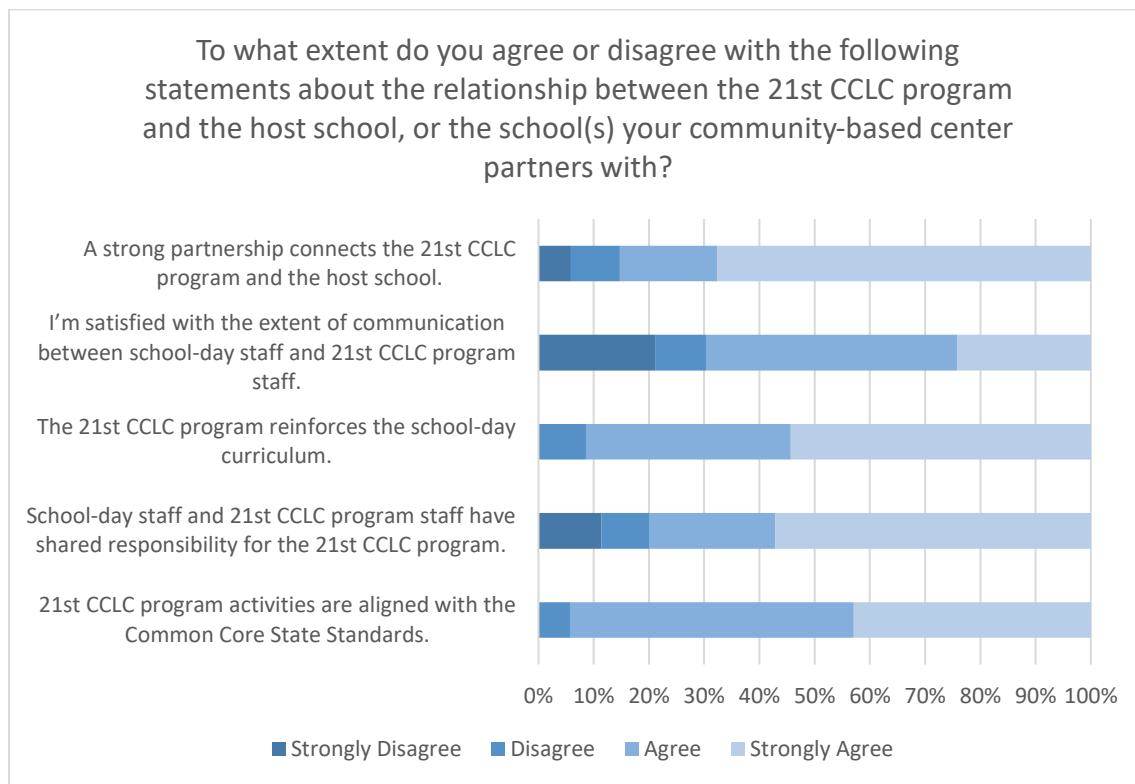


Figure 10. Site Coordinator report of perceived quality of school-afterschool partnership.

Overall, surveyed principals report more mixed opinions on the relationship between the school and the 21st CCLC at the school, with 51% to 64% agreeing or strongly agreeing with the six indicator statements. Principals were most likely to endorse the success of the overall partnership and the access to data provided to 21st CCLC staff and least likely to agree that school-day staff and 21st CCLC staff share responsibility for the program (69%). (See Figure 12 for details.)

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 CCLC and the

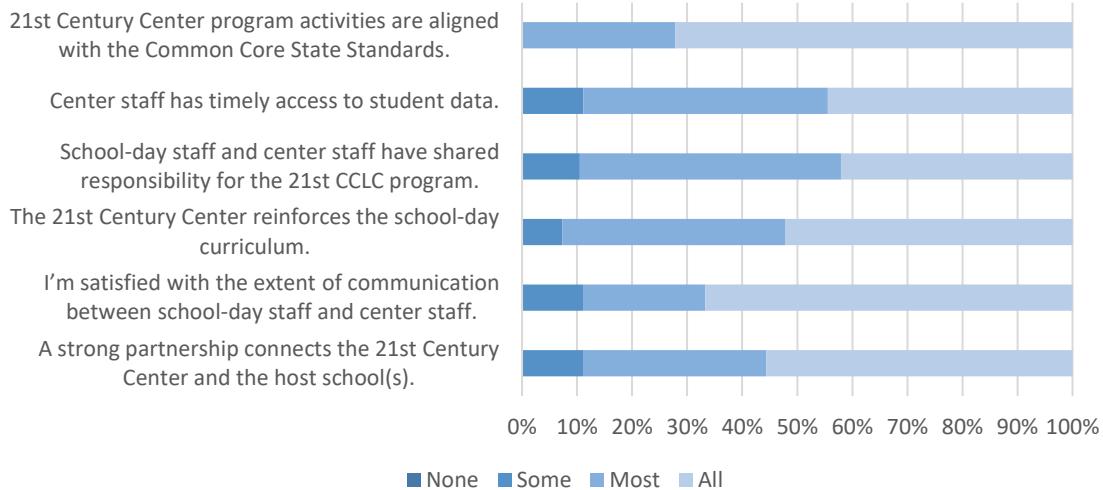


Figure 11. Program Director report of perceived quality of school-afterschool partnership.

To what extent do you agree or disagree with the following statements about the relationship between the 21st CCLC program and the host school?

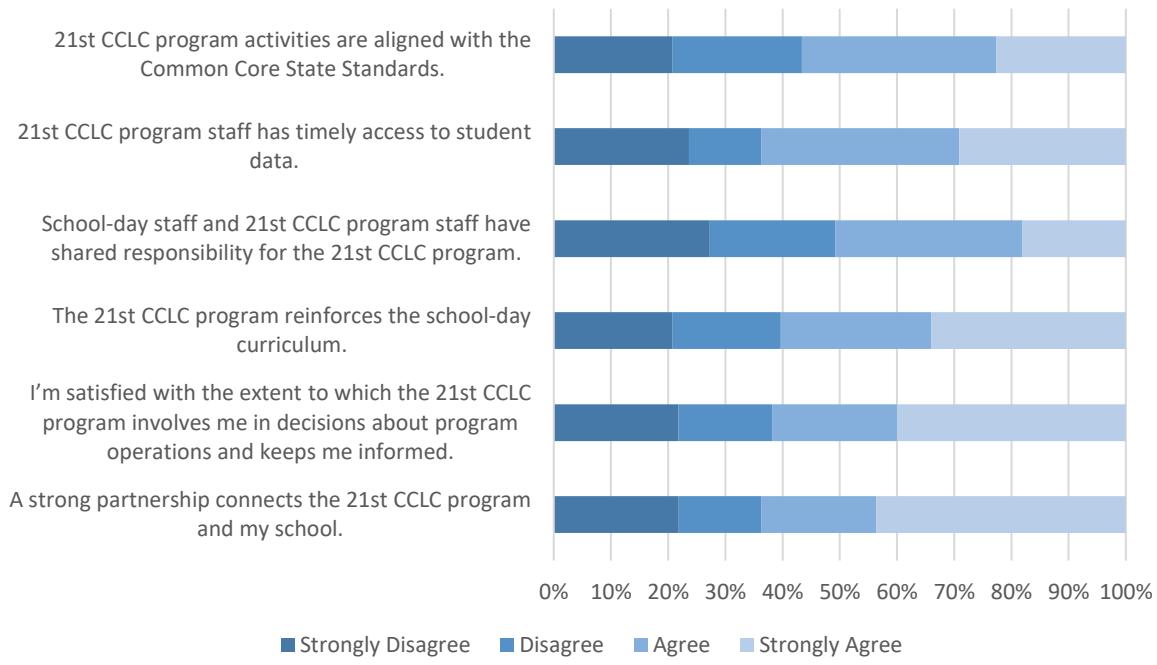


Figure 12. Percent of principals agreeing with indicator statements on school-21st CCLC partnership.

Figure 13 shows that more than 75% of site coordinators report at least some communication with school staff on all topics covered except Common Core Standards. 37% of site coordinators indicated they never discussed Common Core State Standards with school staff. As shown in Figure 14, program directors report at least some communication with school staff on most topics surveyed including curriculum, enrollment and discipline. However, 28% of program directors reported never discussing Common Core or sharing space.

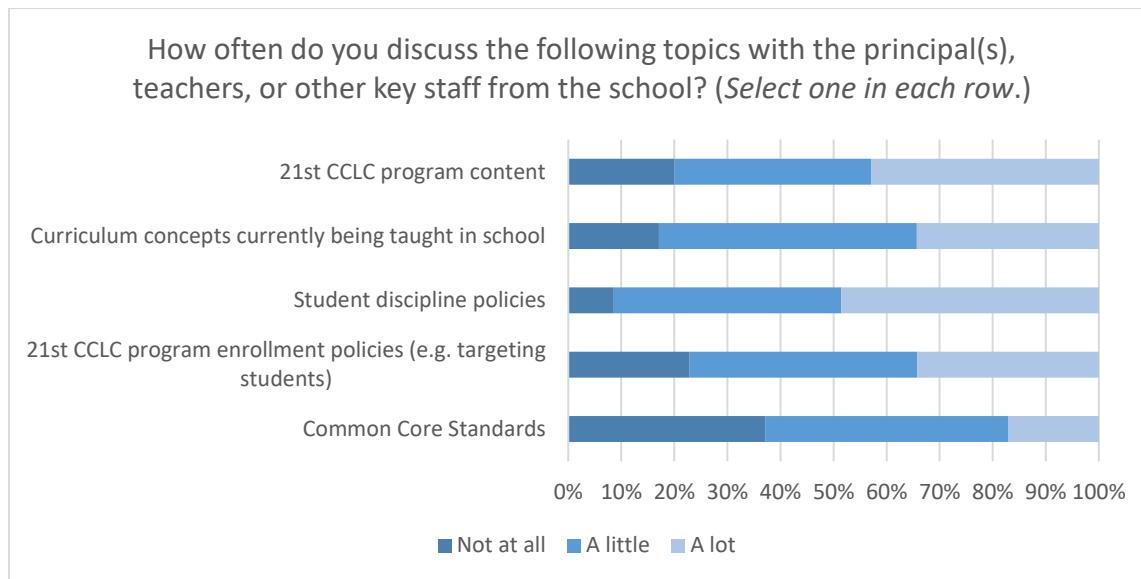


Figure 13. Percent of site coordinators indicating how regularly they communicate with school staff about the topics indicated.

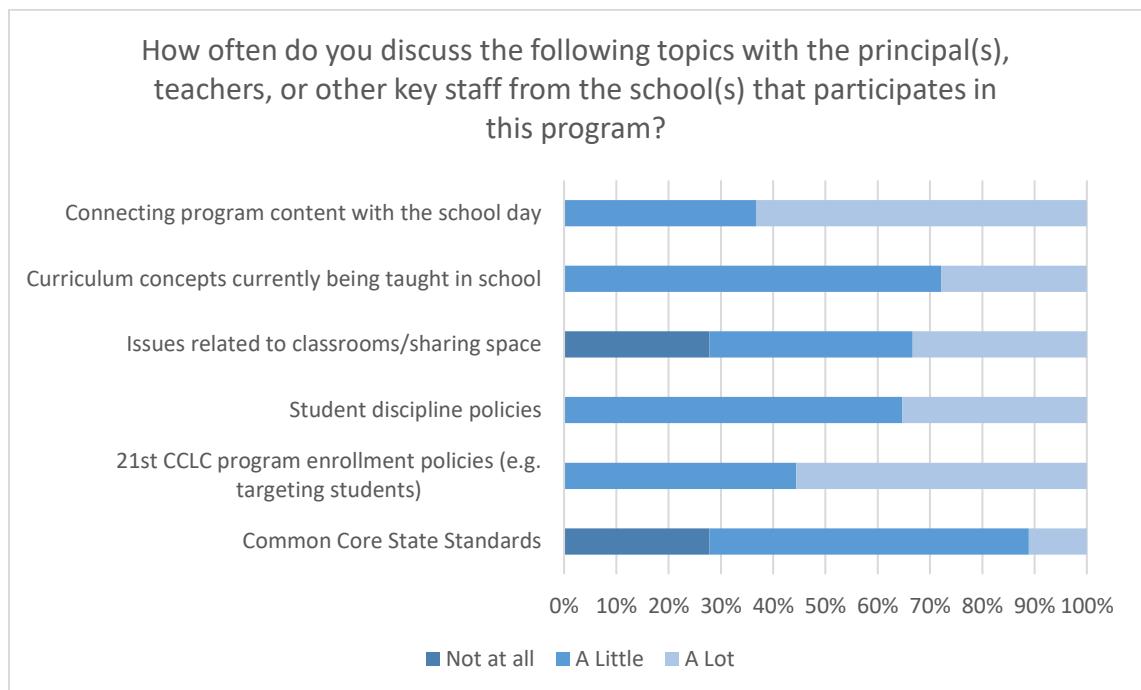


Figure 14. Percentage of program directors reporting how regularly they communicate with school staff about the topics indicated.

An important aspect of a good school-afterschool partnership is data sharing. Principals most commonly report sharing feedback from school administrators and school day teachers as well as, somewhat less frequently, attendance data. No more than 50% of principals report sharing other types of data, as displayed in Figure 15.

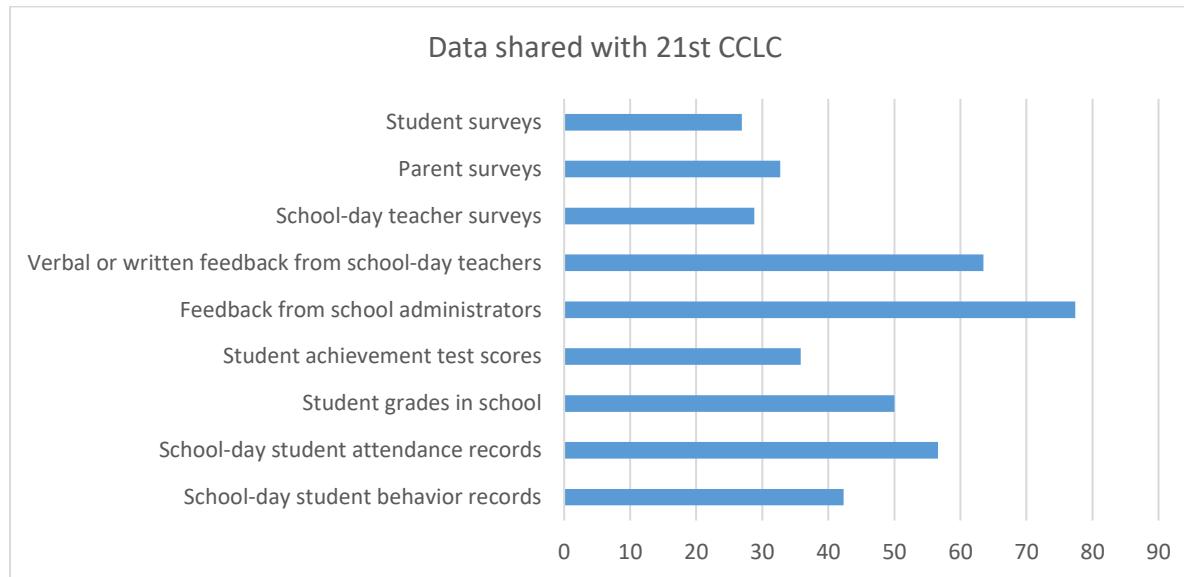


Figure 15. Percent of Principals reporting sharing each data type with 21st CCLCs in the school.

Benefits to the school

As part of annual evaluations, school principals at partner schools report on the perceived benefits and accomplishments of the 21st CCLC in terms of student outcomes. As displayed in Figure 16, at least 70% of principals reported some positive effects of the program on a variety of student outcomes such as attendance, behavior, academic skill, attitude and motivation. The only outcome with less than 70% agreement was in response to the statement “Enhance students’ social skills.”

Principals also report on ways in which the school benefits from the partnership. (See Figure 17.) Top responses were for homework opportunities, academic skill development, new opportunities and interact with peers. The least perceived benefits came in the areas of family support services, teachers work with students outside the classroom and students can apply lessons learned in new contexts. Twenty percent of principals reported no perceived benefits to the school.

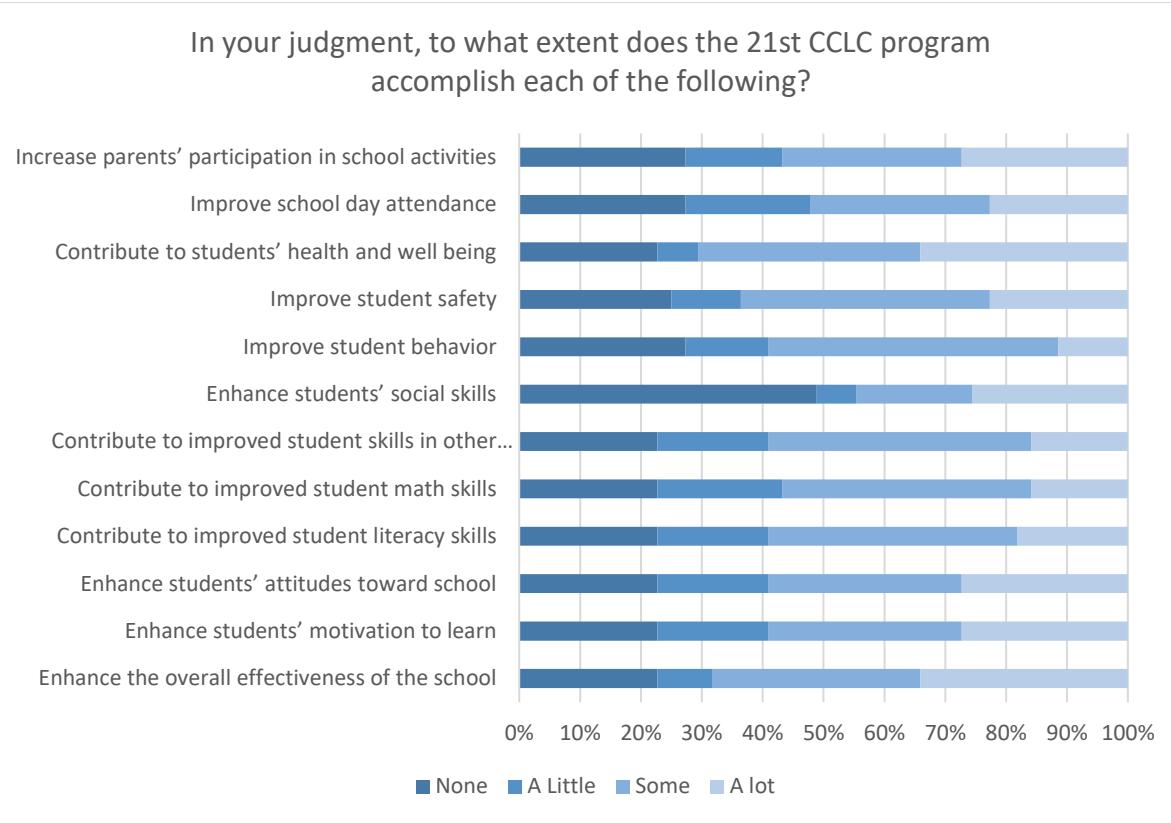


Figure 16. Percent of principals indicating they somewhat or strongly agree with the statement.

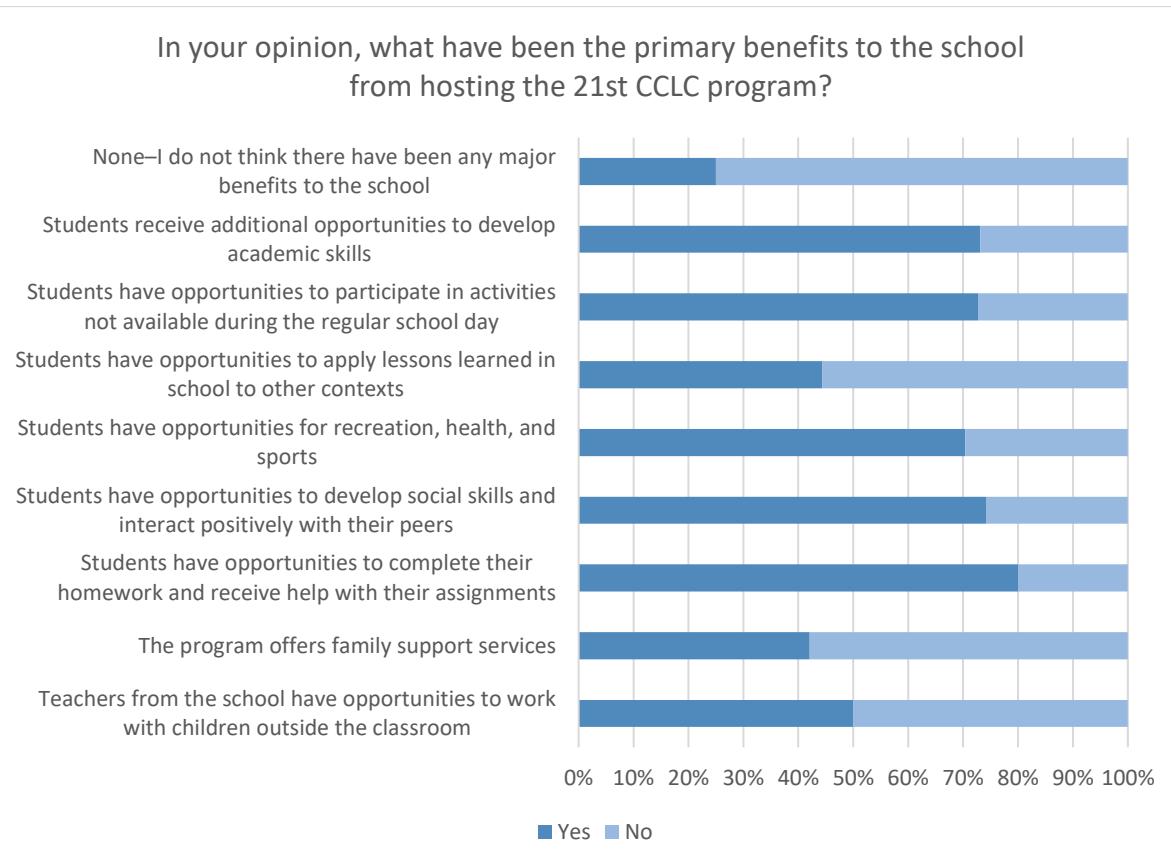


Figure 17. Principals' report of the benefits to the school of the 21st CCLC.

2017-2018 Academic Year

Over 70% of site coordinators agree or strongly agree with four of the indicator statements gauging the relationship between the 21st CCLC program and the host school, including an overall rating, communication and curricular reinforcement, while a little over 50% agree or strongly agree that there is sufficient communication with school day staff. Approximately three quarters of site coordinators indicated they agreed that staff of the program and of the host school have shared responsibility. (See Figure 18.)

Program directors reported on their perceptions of the quality of the school-afterschool relationship based on all sites they oversee using the same set of indicators as site coordinators. Figure 19 shows that over 80% of program directors report that the listed statements are true for most or all schools associated with the program.

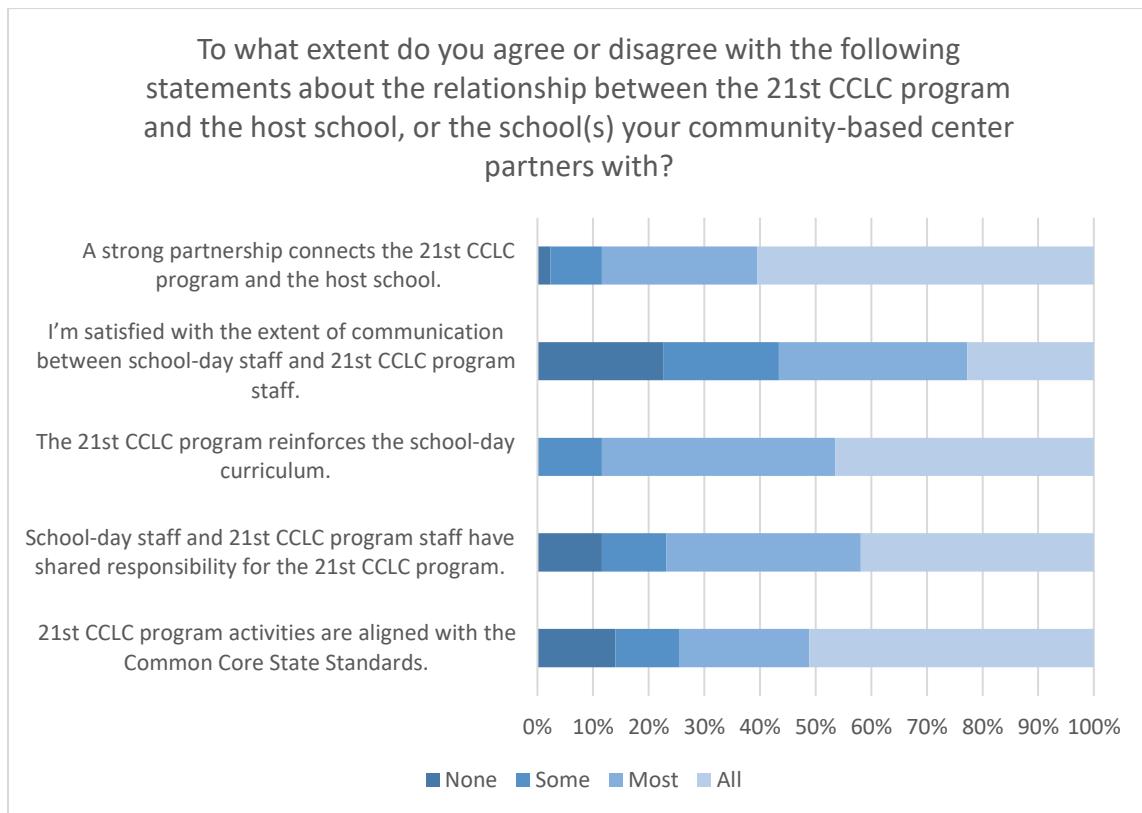


Figure 18. Percent of site coordinators agreeing with statements indicated.

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 CCLC and the

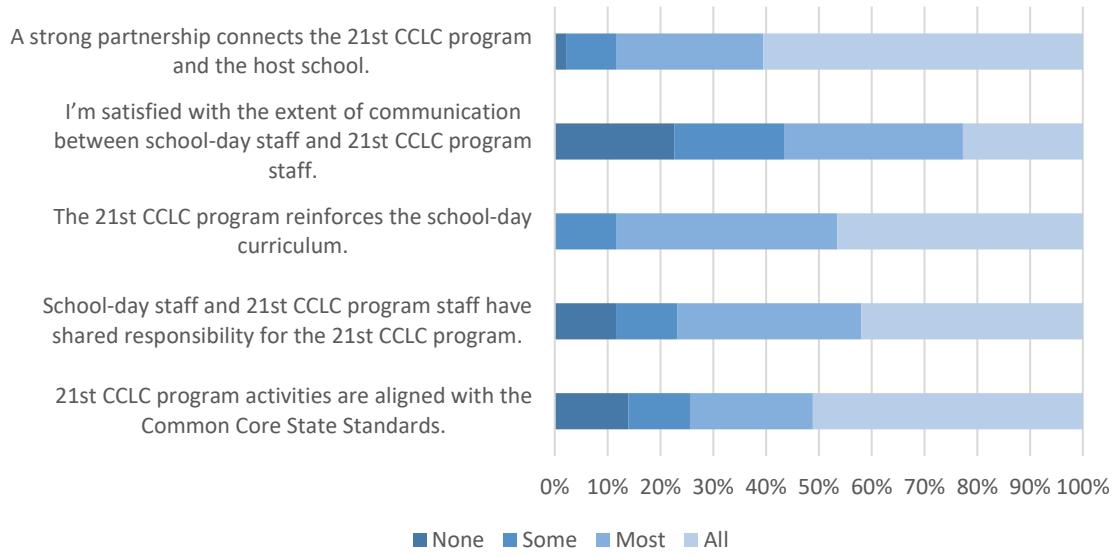


Figure 19. Percent of program directors agreeing with each statement indicated.

Overall, surveyed principals report positively on the relationship between the school and the 21st CCLC at the school but the ratings are not as strong as those of program directors and site coordinators. Principals were least likely to agree that school-day staff and 21st CCLC staff share responsibility for the program (less than 50% agree or strongly agree with this statement compared to 75% of Site Coordinators). Although the different groups did not converge on which items they agreed or disagreed with most, the groups were consistent in their overall positive responses about the partnerships. (See Figure 20 for details.)

Figure 21 shows that at least two-thirds of site coordinators report at least some communication with school staff on a variety of topics, including curriculum, enrollment and discipline. Site coordinators are least likely to have communicated at all with school staff on the subject of the Common Core standards. One-third (33%) of site coordinators reported that they never talk to school staff about the standards. Program directors give similar ratings and, like site coordinators, are least likely to have communicated with school staff about the Common Core standards as demonstrated in Figure 22. Both program directors and site coordinators are most likely to have discussed student discipline policies with school staff.

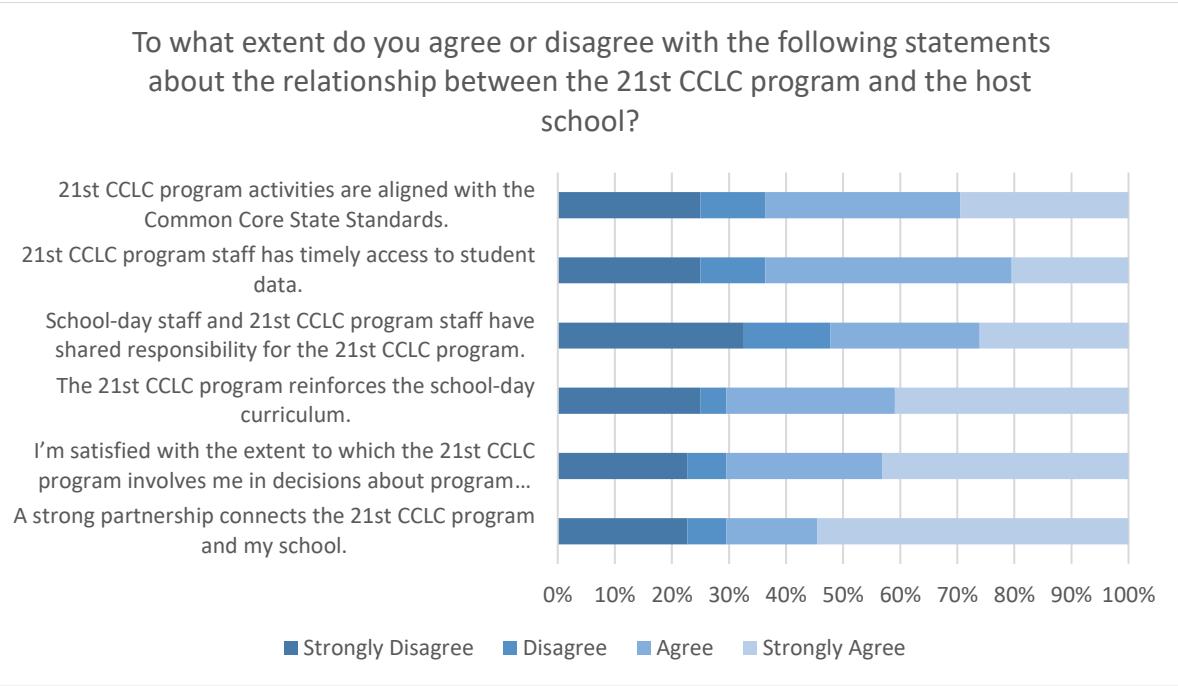


Figure 20. Percent of principals agreeing with statements about partnership quality.

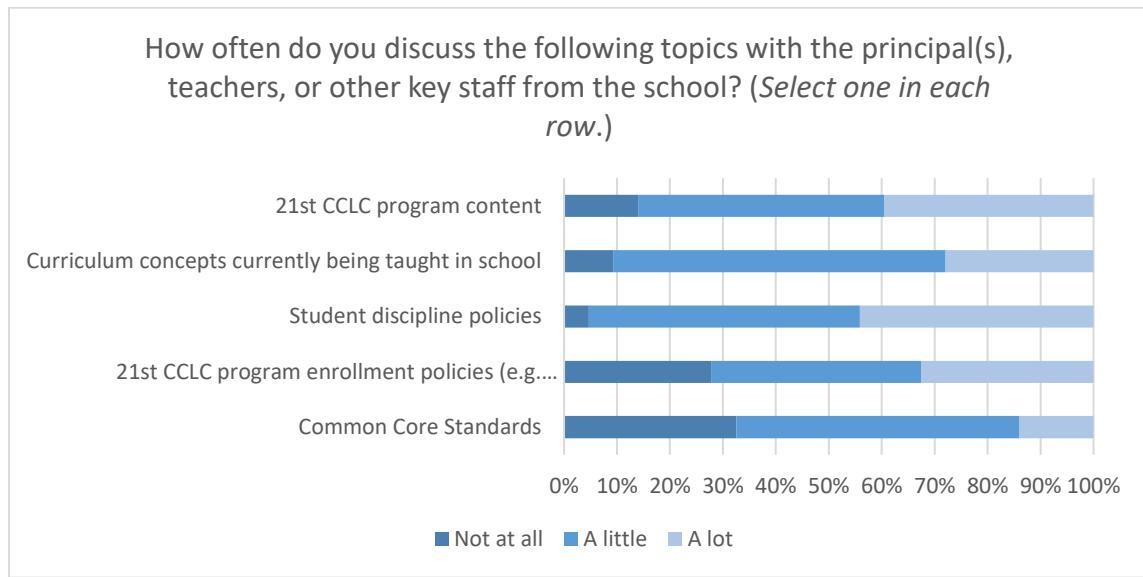


Figure 21. Site Coordinator report of discussions with school-day staff.

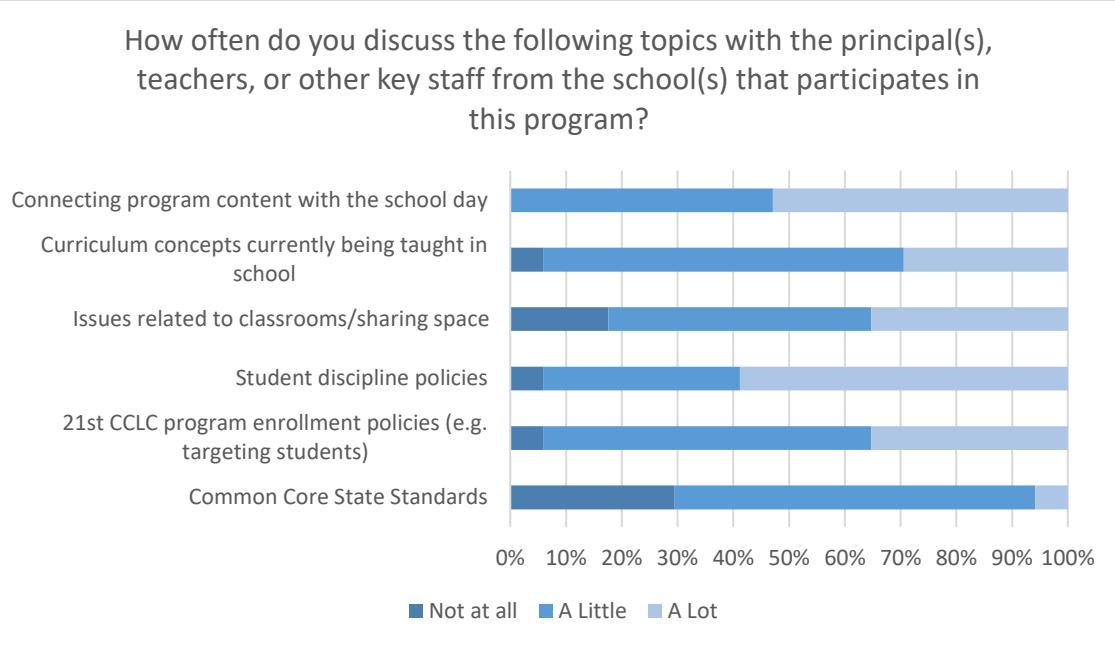


Figure 22. Program Director report of discussions with school-day staff.

An important aspect of a good school-afterschool partnership is data sharing. Principals most commonly report sharing feedback from school administrators and feedback from school-day teachers, along with school-day attendance records. No more than 60% of principals report sharing other types of data, as displayed in Figure 23.

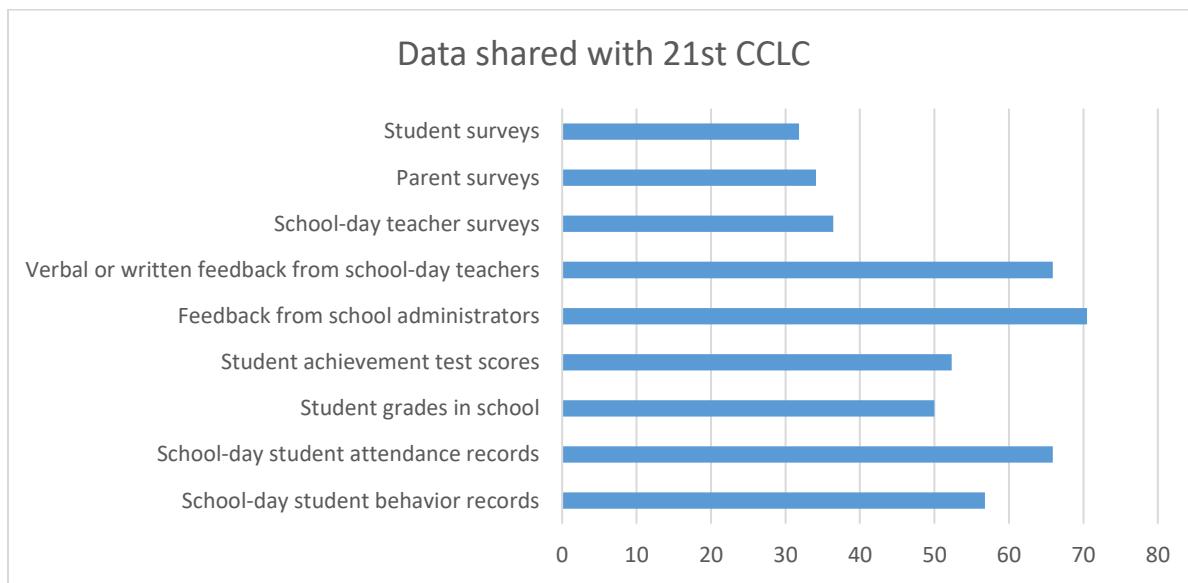


Figure 23. Percent of Principals reporting sharing each data type with 21st CCLCs in the school.

Benefits to the school

As part of annual evaluations, school principals at partner schools report on the perceived benefits and accomplishments of the 21st CCLC in terms of student outcomes. As displayed in Figure 24, at least 70% of principals reported some positive effects of the program on a variety of student outcomes such as

attendance, behavior, academic skill, attitude and motivation. Principals agreed especially on the positive impact of the 21st CCLC on students' social skills and health and well-being.

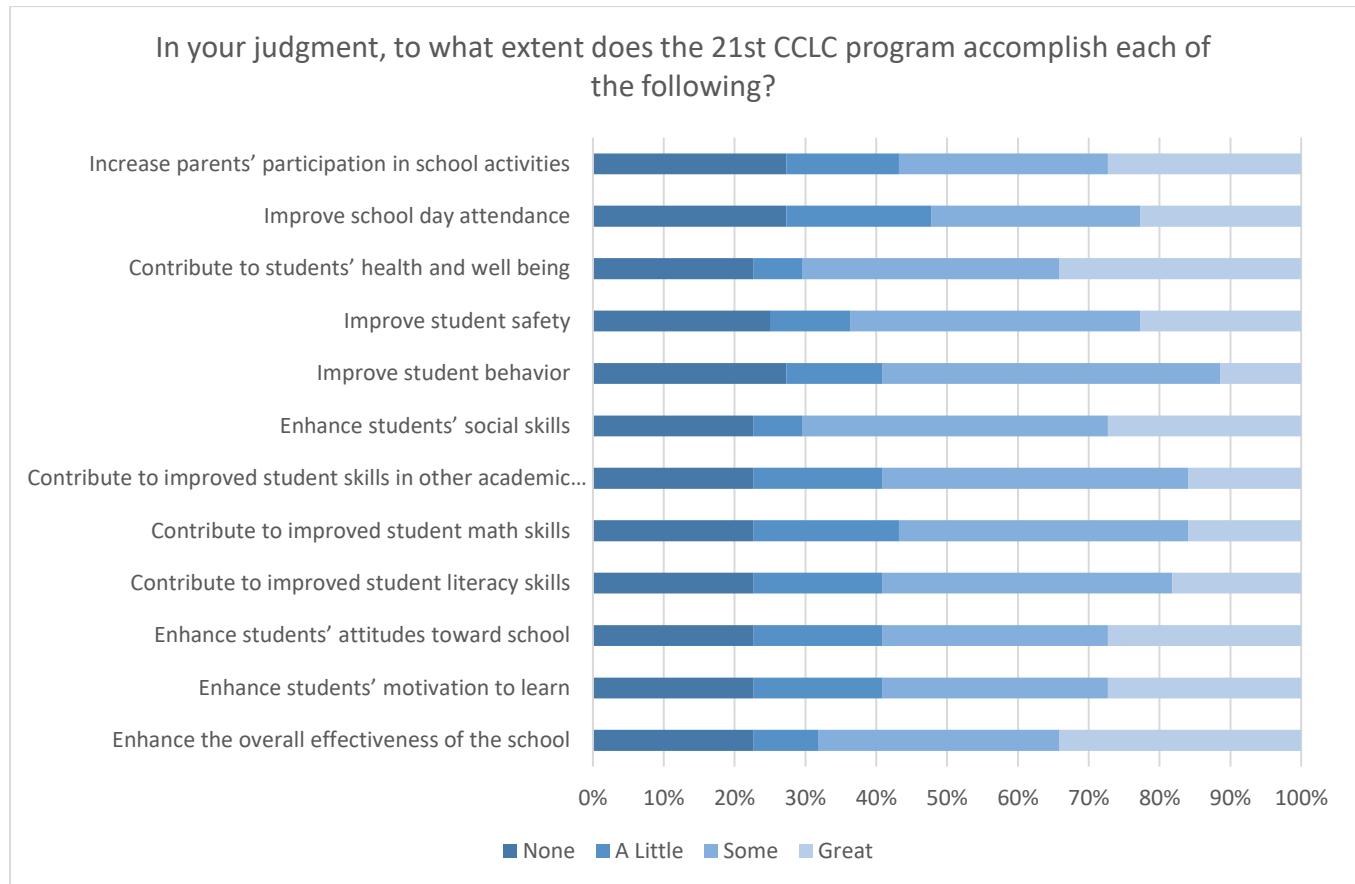


Figure 24. Percent of principals indicating they somewhat or strongly agree with the statement.

Principals also report annually on the perceived benefits to the school of the 21st CCLC (see Figure 25.) Seventy percent or more of principals reported benefits to the school in five of the eight areas measured. Forty to fifty percent of principals saw some benefit in the other three areas which include family support services, application of academic learning in other contexts and teachers from the school interacting outside the classroom. Twenty-five percent of principals indicated they saw no benefit to the school.

In your opinion, what have been the primary benefits to the school from hosting the 21st CCLC program?

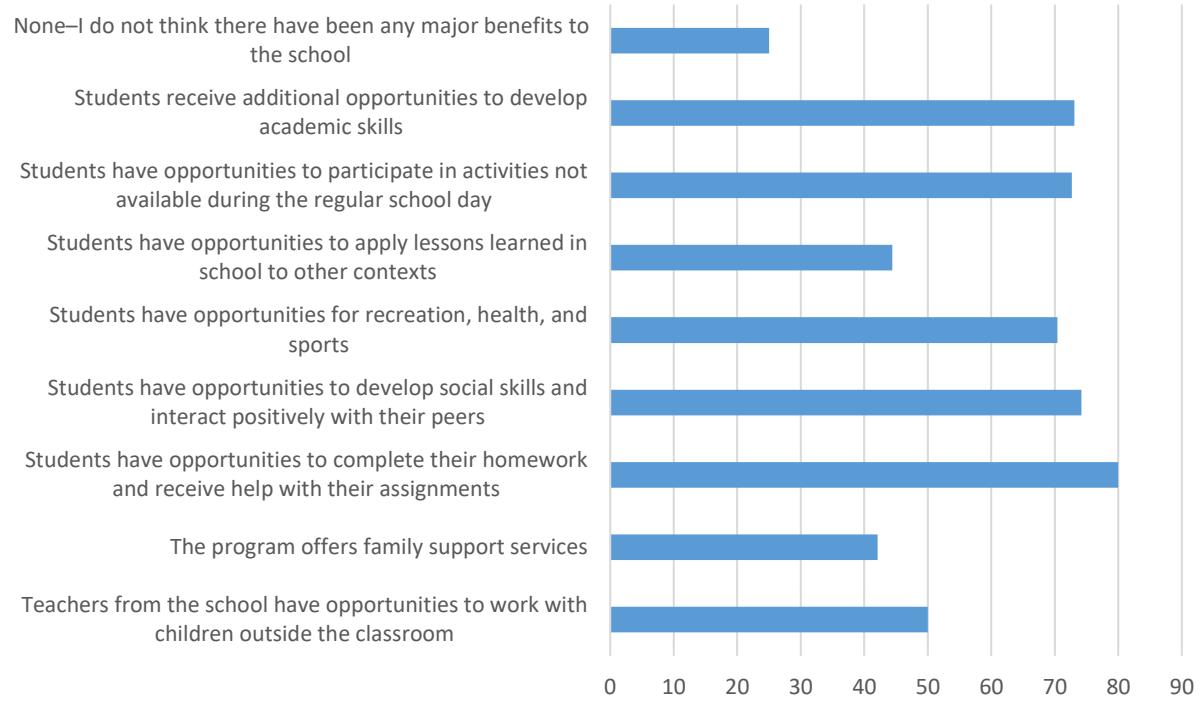


Figure 25. Principals' report of the benefits to the school of the 21st CCLC.

2016-2017 Academic Year

As shown in Figure 26, at least 80% of site coordinators agree or strongly agree with all but one of the indicator statements gauging the character of the relationship between the 21st CCLC program and the host school, including an overall partnership rating, communication and curricular alignment. Nearly two-thirds of site coordinators indicated that staff of the program and of the host school have shared responsibility.

Program directors reported their perceptions of the quality of the school-afterschool relationship based on all sites associated with the program using the same set of indicators as site coordinators and school principals. Figure 27 shows that more than 85% of program directors report that the listed statements are true of most or all schools associated with the program.

Two-thirds or more of the school principals surveyed indicated that they agreed or strongly agreed with each of the statements related to the quality of the relationship between the school and the 21st CCLC at the school with the exception of the statement about shared responsibility, (just over 50%, see Figure 28.) Principals were surveyed on the same statements as site coordinators and program directors. This pattern of responding is consistent with that of site coordinators.

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?

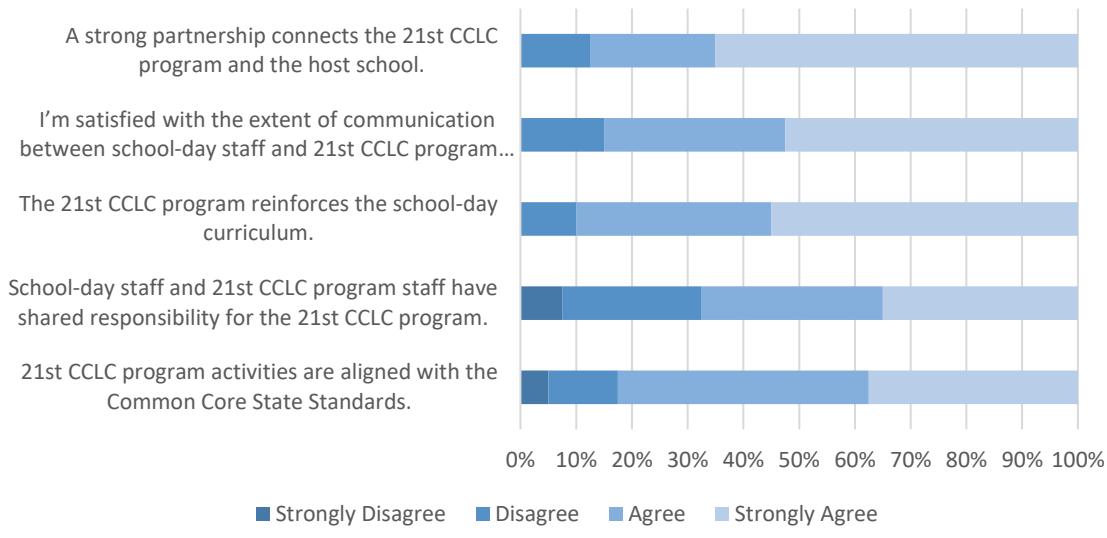


Figure 26. Percent of site coordinators agreeing with statements about perceived quality of school-afterschool partnership.

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 CCLC and the

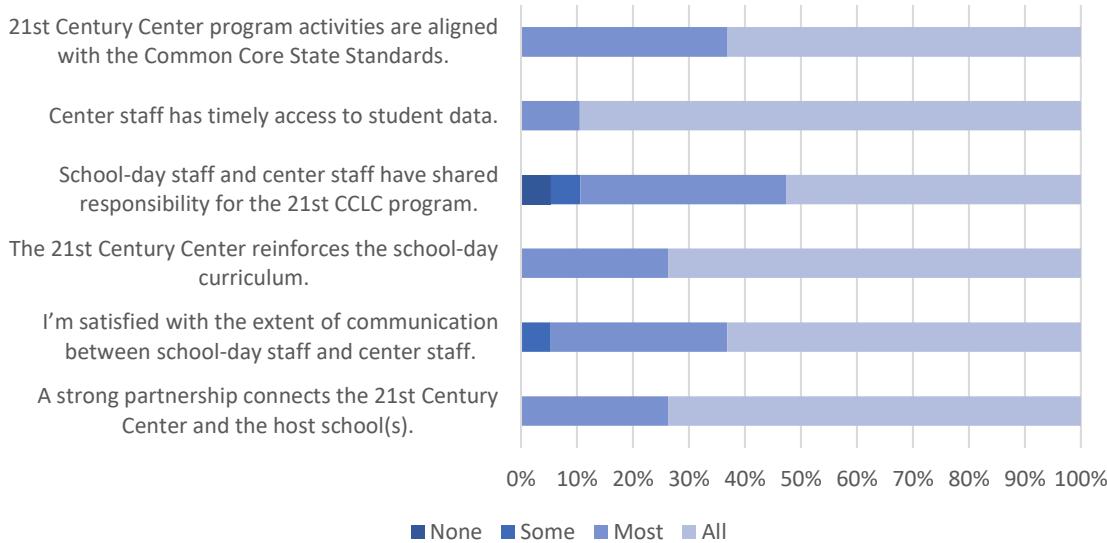


Figure 27. Number of Program Directors reporting agreement with statements listed regarding school-afterschool partnership.

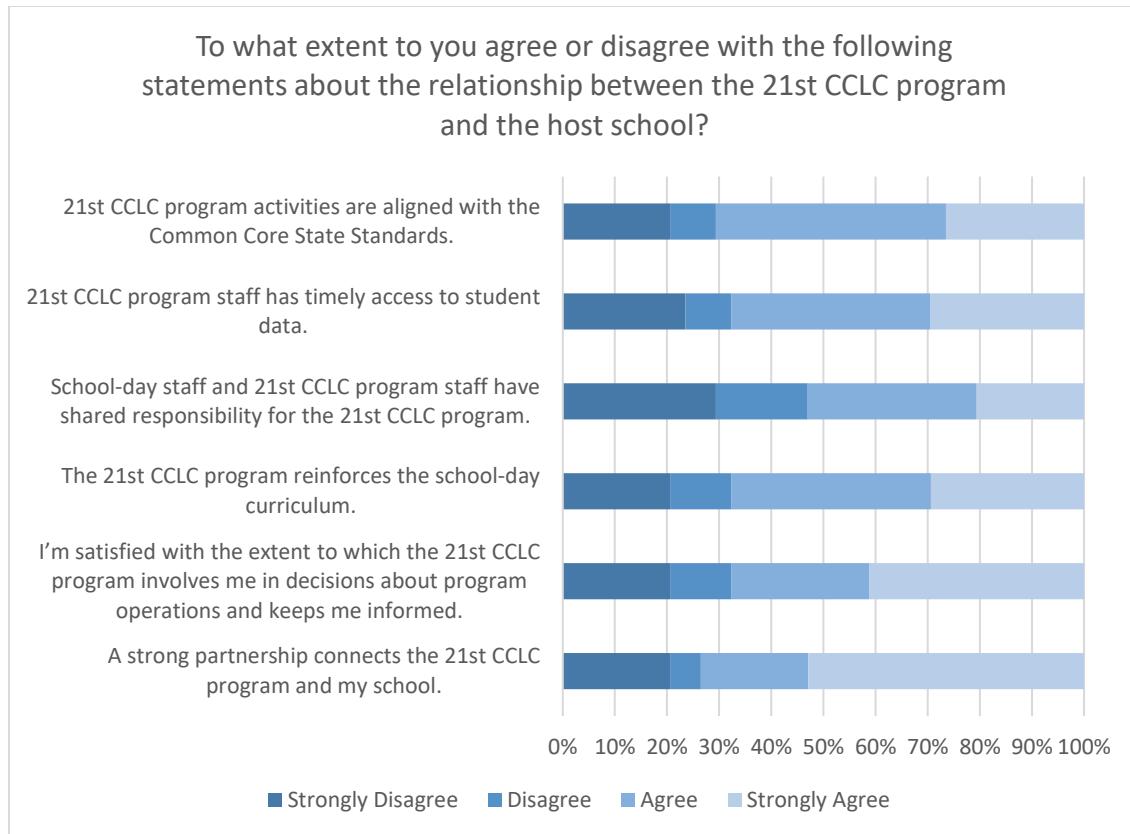


Figure 28. Principal report of perceived quality of school-afterschool partnership.

Figure 29 shows that site coordinators report at least some communication with school staff on a variety of topics, including curriculum, enrollment and discipline. Site coordinators were least likely to have communicated at all with school staff on the subject of the Common Core standards. Just under 25% of site coordinators report that they never talk to school staff about the standards.

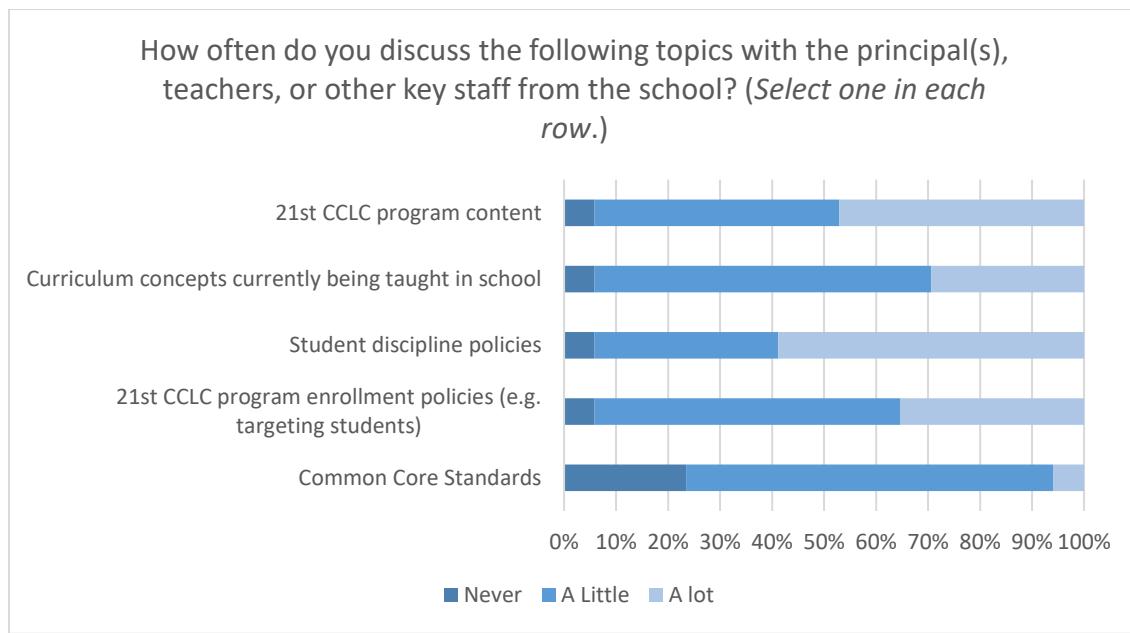


Figure 29. Site Coordinator report of discussions with school-day staff.

Program directors reported on the same set of indicators as site coordinators with the addition of one statement about sharing of classrooms and other physical space. Program directors were also least likely to have discussed the Common Core standards with school staff. (See Figure 30.)

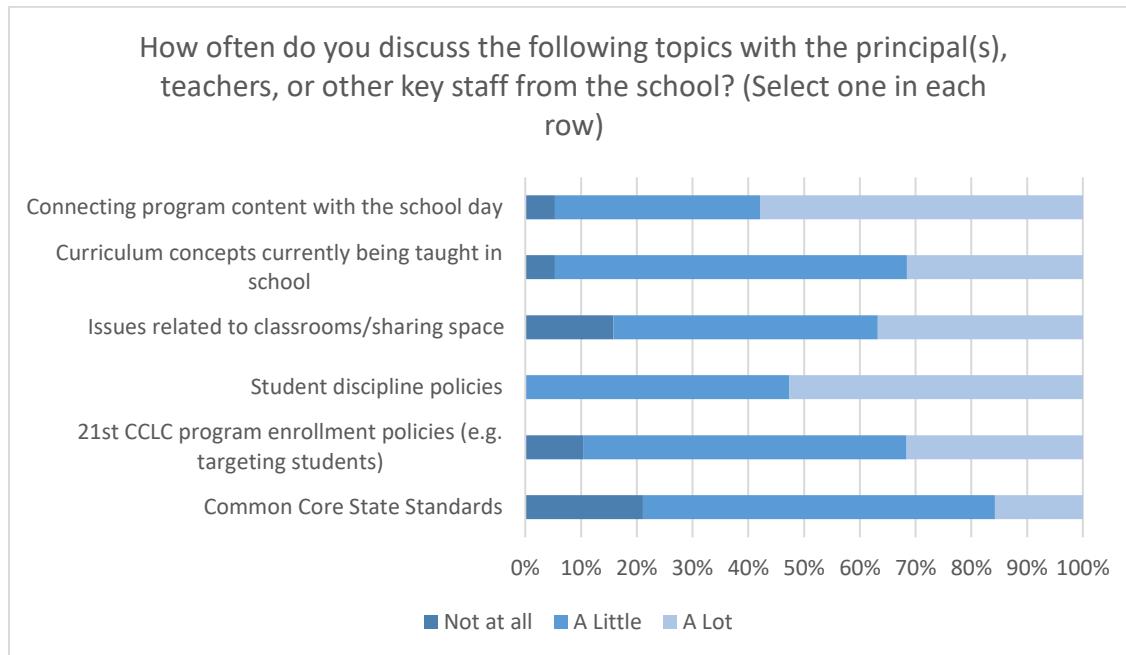


Figure 30. Program Director report of discussions with school-day staff.

An important aspect of a good school-afterschool partnership is data sharing. Principals most commonly report sharing feedback from school administrators, feedback from school-day teachers and school-day student attendance records. Little more than 50% of principals report sharing other types of data. (See Figure 31.)

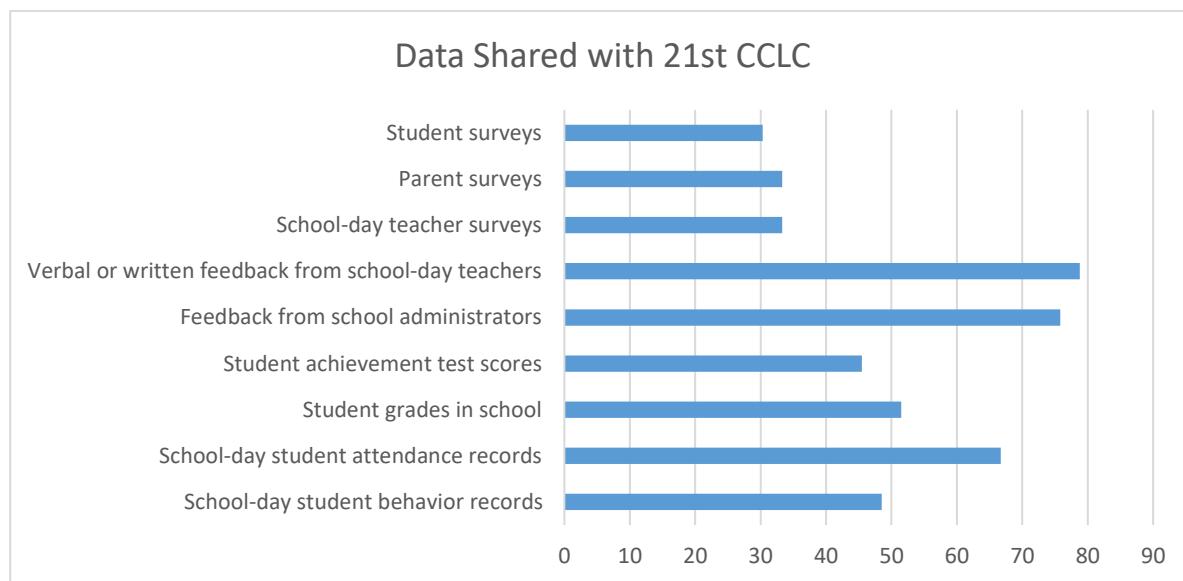


Figure 31. Percent of Principals reporting sharing each data type with 21st CCLCs in the school.

Benefits to the school

As part of annual evaluations, school principals at partner schools report on the perceived benefits and accomplishments of the 21st CCLC in terms of student outcomes. As displayed in Figure 32, over 80% of principals reported some positive effects of the program on a variety of student outcomes such as attendance, behavior, academic skill, attitude and motivation. The most endorsed items were “contribute to students’ health and well-being” and “contribute to improved academic skills in other content areas.”

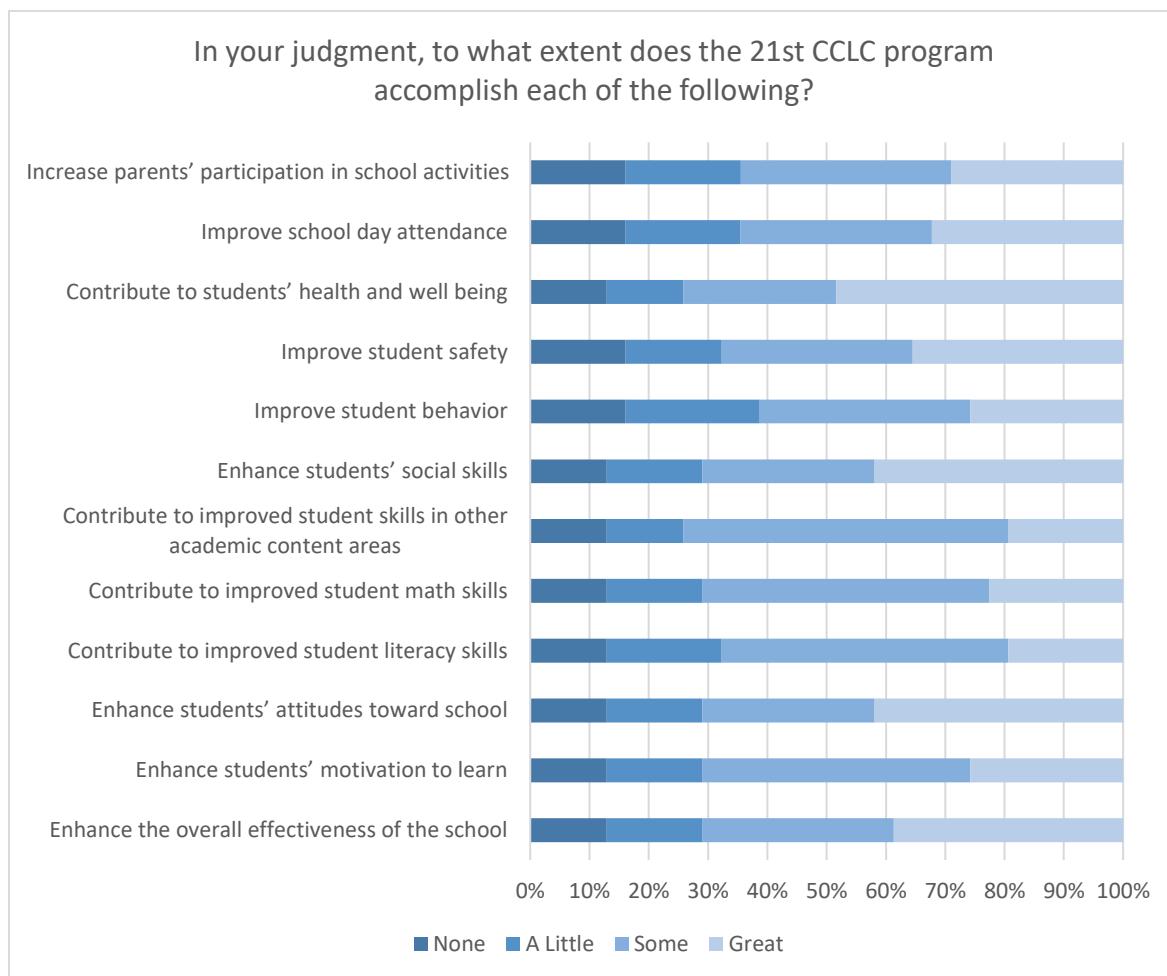


Figure 32. Percent of principals indicating they somewhat or strongly agree with the statement.

Principals also report annually on the perceived benefits to the school of the 21st CCLC (see Figure 33.) Seventy percent or more of principals reported benefits to the school in five of the eight areas measured. Around sixty percent of principals saw some benefit in the other three areas which include family support services, application of academic learning in other contexts and teachers from the school interacting outside the classroom. No respondents indicated they saw no benefit to the school.

In your opinion, what have been the primary benefits to the school from hosting the 21st CCLC program?

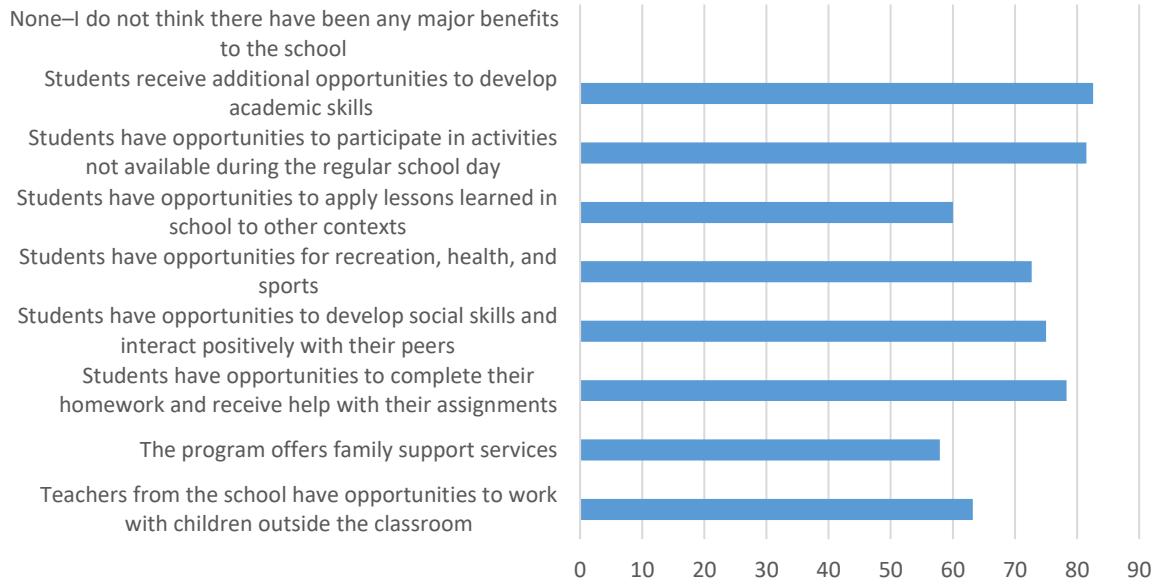


Figure 33. Principals' report of the benefits to the school of the 21st CCLC.

Summary and Conclusions

Overall, 21st CCLCs seem to have strong partnerships with schools as indicated by positive reports from principals, program directors and site coordinators. Over the four-year period, all groups reported at least some discussion on most topics measured, principals reported sharing a variety of data, and site coordinators had access to information about the school's curriculum and discipline policies, and regularly shared at least some information about the 21st CCLC with school staff. There are a few areas with room for improvement as well.

Site coordinators were least likely to endorse the statement that they were satisfied with the extent of communication between school day staff and 21st CCLC program staff (<50% in 2020-2021, ~70% in 2018-2019, ~55% in 2017-2018, ~85% in 2016-2017 indicated agreement or strong agreement that sufficient communication occurs.) This may be considered an area for improvement in terms of maintaining high quality partnerships. In addition, another factor that often does not get rated as well is whether there is shared responsibility for the program between the school and the 21st CCLC. The likely cause of these lower ratings and a possible cause of the lower ratings for communication is simply that most school-day staff are not contracted to work with the 21st CCLCs. The only school-day staff likely to share responsibility for programs are those employed by them. Because the number of school-day staff employed by 21st CCLCs is relatively small, survey responses likely reflect that.

Site coordinators and program directors report annually on how regularly they speak with school or district staff about a variety of topics. The topic least often discussed during the four year evaluation period was the Common Core standards. Given the prominence of these standards in curriculum, increased communication about them might be a way to improve school-afterschool alignment.

In addition, in terms of the Common Core, a benchmark set in 2011-2012 was for all site coordinators and program directors to report having access to information about the Common Core standards. Neither group in any of the four evaluation years met this benchmark. However, a high percentage of coordinators and directors do report having the information (no less than 70%). A second benchmark related to the Common Core was that all principals would agree or strongly agree that program activities are aligned with the Common Core standards. This benchmark was not met; the highest percentage of principals agreeing or strongly agreeing that program activities are aligned with the standards was 72% in 2020-2021.

An important aspect of a good school-afterschool partnership is data sharing. Principals most commonly report sharing feedback from school administrators, feedback from school-day teachers and school-day student attendance records. Districts in NH do not have common policies about data-sharing; there are some districts that are prohibited from sharing data. Furthermore, not all districts survey parents, students and school-day teachers. These variations likely contribute to some of the lower rates of data sharing. While the state office could encourage sharing of data, it is not possible to mandate it because of local control in NH. A long-term task for the 21st CCLC program office might be to advocate for improved data-sharing policies between 21st CCLCs and partner schools.

The results from the current evaluation are remarkably similar to those from the prior three-year evaluation period. While there are some areas for improvement, this could also be considered a positive indicator because it suggests high stability across the state in an area central to high quality programming (school-afterschool partnerships.)

2. Quality of Activities

2020-2021 Academic Year

On every indicator of their general satisfaction with the program, more than 70% of students answered yes, “most of the time.” Students were most likely (80%-90%, most of the time) to respond yes to questions about their well-being such as feeling safe and having friends at the program. (See Figure 34.)

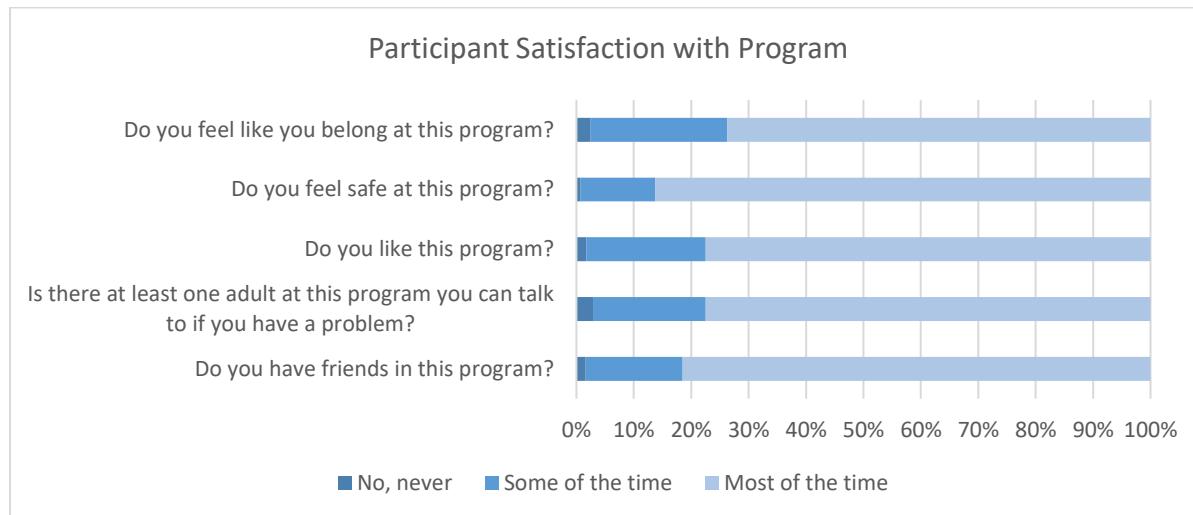


Figure 34. Percent of students giving each response to the questions indicated.

Students were surveyed about how often they get to do things that are considered representative of youth voice (e.g., leadership, choice or planning.) As demonstrated in Figure 35, at least 50% of students report getting to do the activities described some or most of the time. Students often said they never got

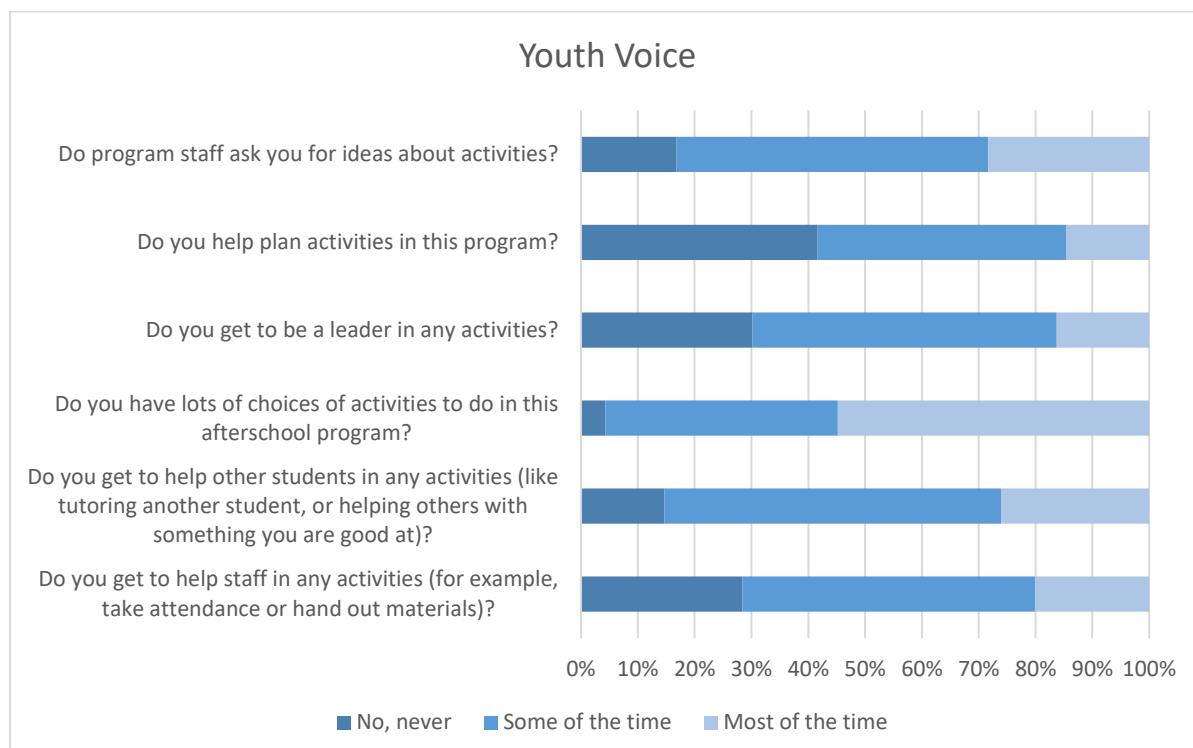


Figure 35. Percent of students giving each response to the questions indicated.

to plan activities (42%) or be a leader (30%) However, based on responses, it appears that students regularly have choices and get to share ideas for activities.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost Every Day	At Least 1x/Week
One-on-one tutoring or academic assistance	5	5	11	5	74	79
Group homework help or tutoring	0	8	0	3	90	92
Activities that help students improve in specific academic areas or that target failing students	3	3	8	18	68	87
Academic enrichment learning programs (interactive, project-focused, hands-on activities that differ from what students do during the day)	0	3	0	13	84	97
Sports and physical fitness activities	3	5	5	10	77	87
Nutrition and health awareness activities	5	8	10	39	39	77
Arts, music, and theater education activities	3	3	8	36	51	87
Telecommunications and technology activities	8	8	18	33	33	67
Drug and violence prevention	34	40	16	3	8	11
Counseling and/or character education	8	21	26	21	24	45
Youth leadership	5	13	26	33	23	56
Community service/service-learning	8	21	31	33	8	41
College/career education (activities that develop job skills/college application skills or expose students to college and career choices)	31	23	31	13	3	15
Life skills development (e.g., time management, planning for the future, conflict resolution, self-esteem building)	5	13	23	33	26	59
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)	15	54	23	5	3	8

Table 1. Frequency of key activities reported by Site Coordinators

Site coordinators report each year on how frequently they run particular activities or types of activities. Table 1 shows all results for this portion of the survey. Eighty percent or more of site coordinators report offering group homework help or tutoring, academic improvement, academic enrichment, physical

fitness and arts activities at least once a week. One-on-one tutoring and academic assistance is offered slightly less frequently (79% indicate they offer it weekly), but staffing constraints may be a factor.

Health and nutrition activities are reported to be run at least weekly by 77% of site coordinators and technology by 67%. 60% or less of site coordinators report offering drug and violence prevention, counseling or character education, community service or service-learning, college/career education, life skills development and parent involvement at least once a week. Approximately one-third of site coordinators report never offering drug and violence prevention (34%) or college/career education (31%).

Table 2 displays the frequency with which site coordinators report offering activities that target 21st century skills such as collaboration, problem solving, logic and critical thinking, creativity and communication. Seventy percent or more of site coordinators report offering the following once a week or more: cooperative activities and games and hands-on laboratory activities. Fifty percent or more report offering these activities once a week or more: small-group work to come up with a joint solution to a problem or task and problems for which there is no obvious method of solution.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost Every Day	% Offered At Least 1x/Week
Cooperative activities or games that require youth to intentionally and strategically work together to succeed	3	5	2	26	63	90
Hands-on laboratory activities	8	3	18	45	26	71
Projects that take a week or more to complete	13	16	34	24	13	37
Projects that build progressively more sequenced and advanced skills	5	16	32	29	18	47
Work in small groups to come up with a joint solution or approach to a problem or task	0	16	21	34	29	63
Work on problems for which there is no obvious method of solution	5	13	24	34	24	58

Table 2. Frequency of key activity types reported by Site Coordinators.

2018-2019 Academic Year

On every indicator of their general satisfaction with the program, at least 60% of students answered yes, “most of the time.” Students were most likely (~80%, most of the time) to respond yes to questions about their well-being such as feeling safe and having friends at the program. (See Figure 36.)

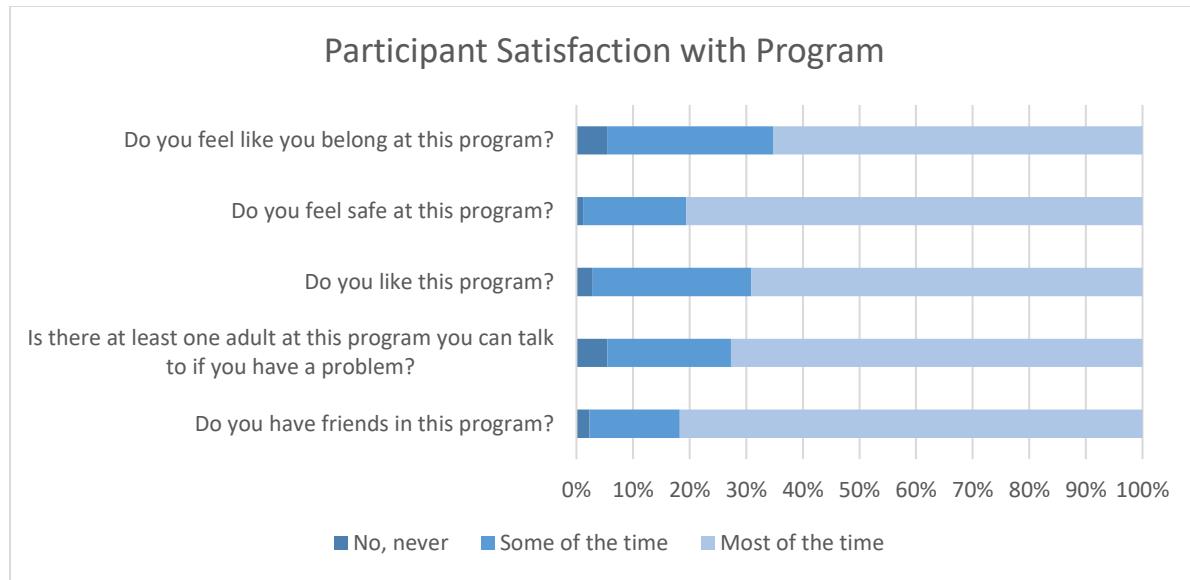


Figure 36. Percent of students giving each response to the questions indicated.

Students were surveyed about how often they get to do things that are considered representative of youth voice (e.g., leadership, choice or planning.) As demonstrated in Figure 37, at least 50% of students report getting to do the activities described some or most of the time. Students often said they never got to be a leader (49%) or plan activities (46%). However, based on responses, it appears that students regularly have choices and get to share ideas for activities.

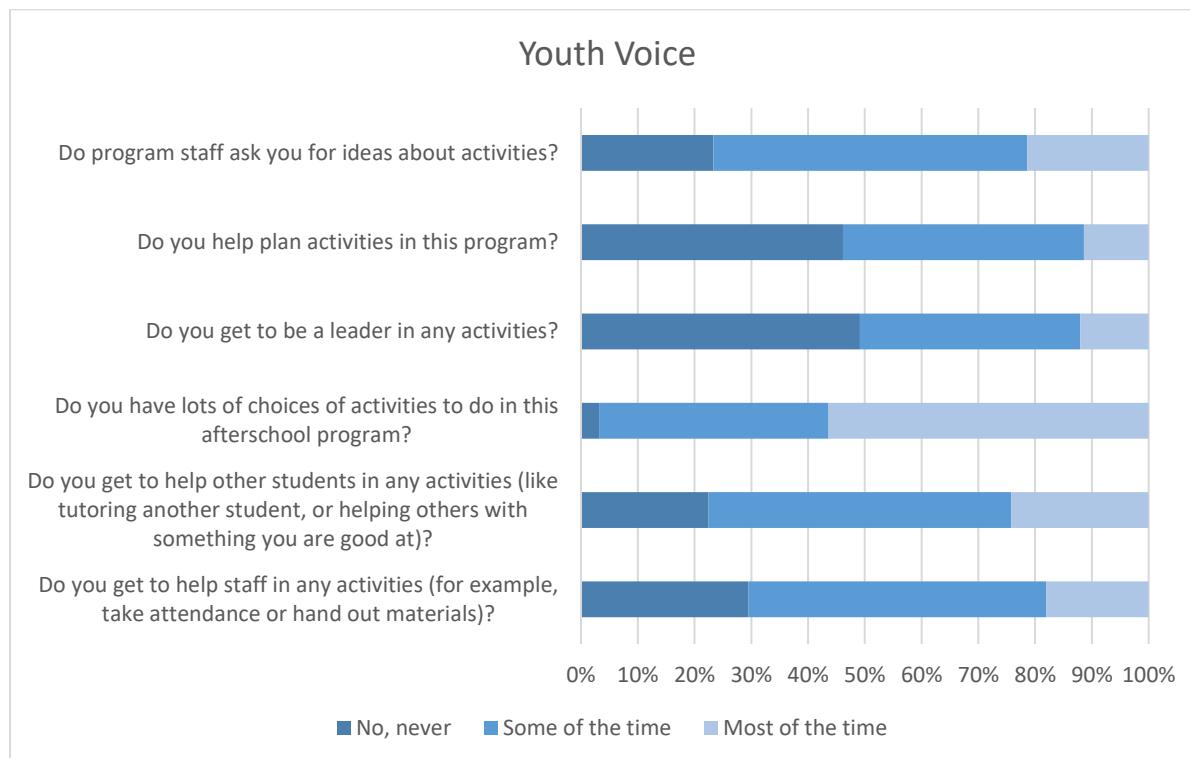


Figure 37. Percent of students giving each response to the questions indicated.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost everyday	Column1
One-on-one tutoring or academic assistance	14.3	11.4	8.6	14.3	51.4	65.7
Group homework help or tutoring	5.7	0	0	8.6	85.7	94.3
Activities that help students improve in specific academic areas or that target failing students	5.7	2.9	0	20	71.4	91.4
Academic enrichment learning programs (interactive, project-focused, hands-on activities that differ from what students do during the day)	0	2.9	5.7	11.4	80	91.4
Sports and physical fitness activities	0	0	0	37.1	88.2	125.3
Nutrition and health awareness activities	2.9	11.4	8.6	38.2	37.1	75.3
Arts, music, and theater education activities	0	5.7	8.6	37.1	48.6	85.7
Telecommunications and technology activities	5.9	0	11.8	55.9	26.5	82.4
Drug and violence prevention	32.4	26.5	11.8	29.4	0	29.4
Counseling and/or character education	14.3	28.6	11.4	37.1	8.6	45.7
Youth leadership	5.7	5.7	22.9	42.9	22.9	65.8
Community service/service-learning	5.7	25.7	14.3	40	14.3	54.3
College/career education (activities that develop job skills/college application skills or expose students to college and career choices)	29.4	23.5	29.4	5.9	11.8	17.7
Life skills development (e.g., time management, planning for the future, conflict resolution, self-esteem building)	14.7	20.6	14.7	17.6	32.4	50
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)	8.6	69	25.7	2.9	2.9	5.8

Table 3. Frequency of key activities reported by Site Coordinators²

² Note that one row of the table adds up to more than 100%. There is an error in the raw data that makes it impossible to decipher the actual numbers. It seems likely that the question unintentionally allowed respondents to select more than one answer.

Site coordinators report each year on how frequently they run particular activities or types of activities. Table 3 shows all results for this portion of the survey. Eighty percent or more of site coordinators report offering group homework help or tutoring, academic improvement, academic enrichment, physical fitness, arts and technology activities at least once a week. One-on-one tutoring and academic assistance is offered somewhat less frequently (66% indicate they offer it weekly), but staffing constraints are most likely a factor.

Health and nutrition activities are reported to be run at least weekly by 75% of site coordinators and youth leadership activities by 66%. 50% or less of site coordinators report offering drug and violence prevention, counseling or character education, community service or service-learning, college/career education, life skills development and parent involvement at least once a week. Nearly one-third of site coordinators report never offering drug and violence prevention (32%) or college/career education (29%).

Table 4 displays the frequency with which site coordinators report offering activities that target 21st century skills such as collaboration, problem solving, logic and critical thinking, creativity and communication. Fifty percent or more of site coordinators report offering the following once a week or more: cooperative activities and games, hands-on laboratory activities, projects taking a week or more, projects that build progressively more sequenced and advanced skills, and small-group work to come up with a joint solution to a problem or task. Site coordinators report engaging participants slightly less often in problems that have no obvious solution.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost every day	% Offered at least 1x/week
Cooperative activities or games that require youth to intentionally and strategically work together to succeed	0	0	4	20.6	67.6	88.2
Hands-on laboratory activities	2.9	5.9	26.5	38.2	26.5	64.7
Projects that take a week or more to complete	8.8	5.9	26.5	50	8.8	58.8
Projects that build progressively more sequenced and advanced skills	5.9	8.8	23.5	44.1	17.6	61.7
Work in small groups to come up with a joint solution or approach to a problem or task	2.9	5.9	35.3	38.2	17.6	55.8
Work on problems for which there is no obvious method of solution	17.6	8.8	32.4	29.4	11.8	41.2

Table 4. Frequency of key activity types reported by Site Coordinators.

2017-2018 Academic Year

On every indicator but one of their general satisfaction with the program, at least 70% of students answered yes, “most of the time.” Students were most likely to respond “yes” to questions about their well-being such as feeling safe there and having friends at the program.

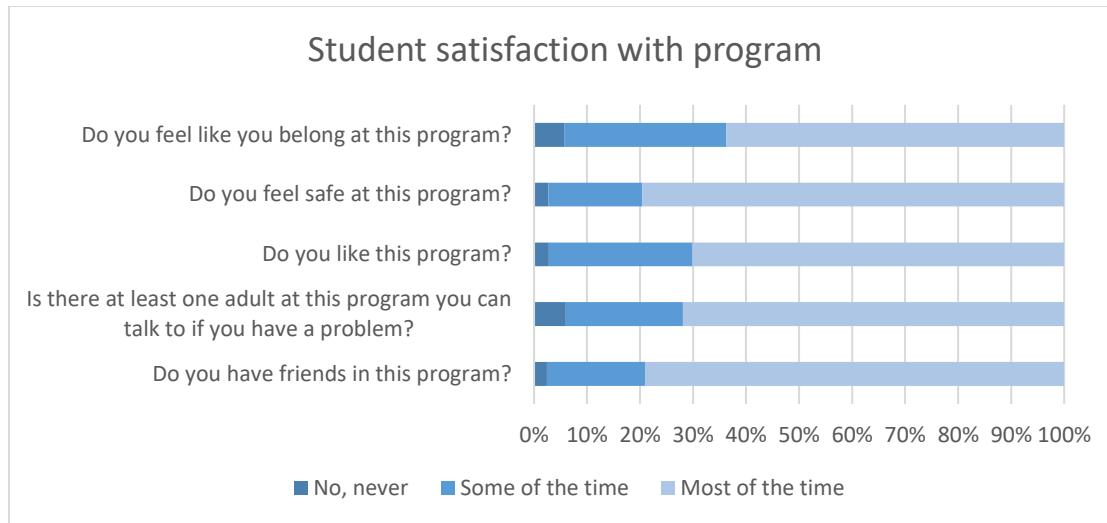


Figure 38. Percent of students giving each response to the questions indicated.

Students were surveyed about how often they get to do things that are considered representative of youth voice (e.g., leadership, choice or planning.) As demonstrated in Figure 39, at least 60% of students report getting to do the activities described some or most of the time. Students were most likely to say they never got to be a leader (32%) or plan activities (40%). However, it appears that students regularly have choices and get to share ideas for activities.

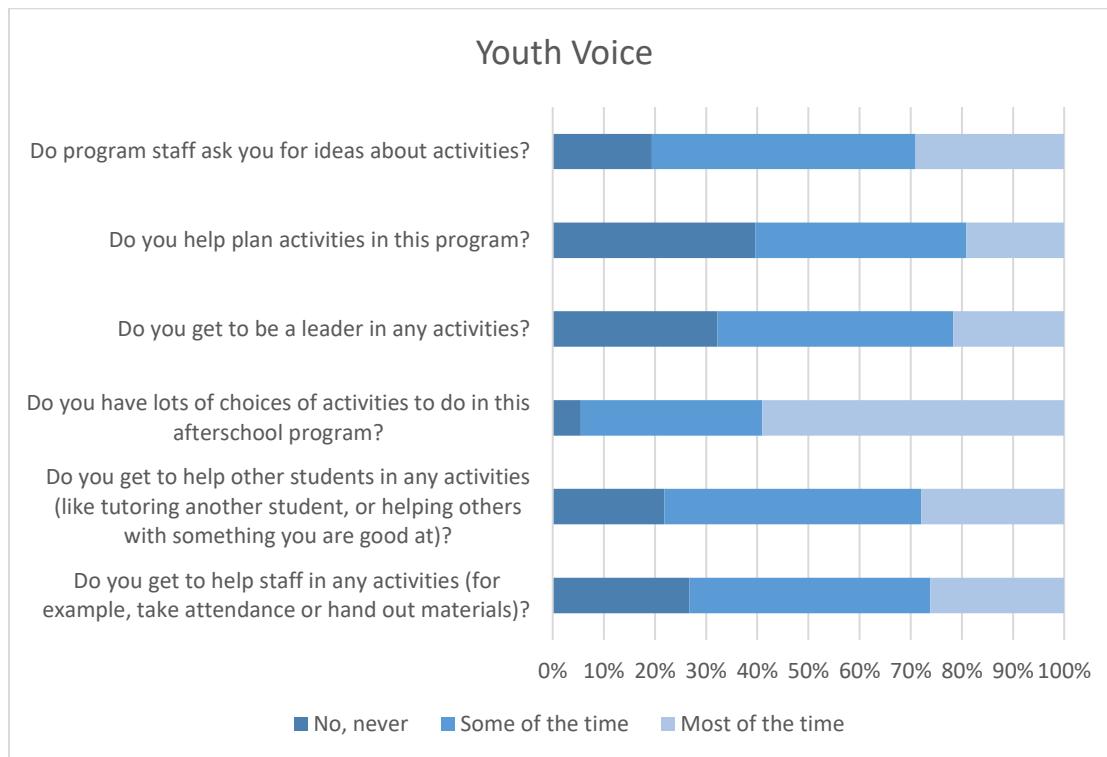


Figure 39. Percent of students giving each response to the questions indicated.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost every day	% offered at least once weekly
One-on-one tutoring or academic assistance	11.6	4.7	4.7	4.7	74.4	79.1
Group homework help or tutoring	4.7	0	4.7	2.3	88.4	90.7
Activities that help students improve in specific academic areas or that target failing students	9.3	7	4.7	16.3	62.8	79.1
Academic enrichment learning programs (interactive, project-focused, hands-on activities that differ from what students do during the day)	0	0	4.7	14	81.4	95.4
Sports and physical fitness activities	0	0	2.3	16.3	81.4	97.7
Nutrition and health awareness activities	0	4.7	7	48.8	39.3	88.1
Arts, music, and theater education activities	0	7	7	37.2	48.3	85.5
Telecommunications and technology activities	0	11.6	11.6	46.5	30.2	76.7
Drug and violence prevention	32.6	41.9	11.6	9.3	4.7	14
Counseling and/or character education	23.8	21.4	9.5	21.4	23.8	45.2
Youth leadership	4.7	2.3	11.6	39.5	41.9	81.4
Community service/service-learning	9.3	25.6	18.6	34.9	11.6	46.5
College/career education (activities that develop job skills/college application skills or expose students to college and career choices)	30.2	30.2	23.2	9.3	7	16.3
Life skills development (e.g., time management, planning for the future, conflict resolution, self-esteem building)	7	14	14	20.9	44.2	65.1
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)	11.6	55.8	23.3	7	2.3	9.3

Table 5. Frequency of key activities reported by Site Coordinators.

Site coordinators report each year on how frequently they run particular activities or types of activities. Table 5 shows all results for this portion of the survey. Eighty percent or more of site coordinators report offering group homework help or tutoring, academic enrichment, physical fitness, health and nutrition, arts and youth leadership activities at least once a week. One-on-one tutoring and academic assistance is offered slightly less frequently (79% indicate they offer it weekly).

Academic improvement activities are reported to be run at least weekly by 79% of site coordinators and technology activities by 77%. Less than 50% of site coordinators report offering drug and violence prevention, counseling or character education, community service or service-learning, college/career education, and parent involvement at least once a week. About half of site coordinators report never offering drug and violence prevention (33%) or college/career education (30%).

Table 6 displays the frequency with which site coordinators report offering activities that target 21st century skills such as collaboration, problem solving, logic and critical thinking, creativity and communication. Fifty percent or more of site coordinators report offering cooperative activities and games, hands-on laboratory activities, projects taking a week or more, projects that build progressively more sequenced and advanced skills, and small-group work to come up with a joint solution to a problem or task. Fewer programs offer at least once a week activities involving hard-to-solve problems.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost every day	% offered at least once weekly
Cooperative activities or games that require youth to intentionally and strategically work together to succeed	0	0	4.8	26.2	69	95.2
Hands-on laboratory activities	9.3	7	20.9	46.5	16.3	62.8
Projects that take a week or more to complete	7	14	16.3	46.5	16.3	62.8
Projects that build progressively more sequenced and advanced skills	4.7	14	7	46.5	27.9	74.4
Work in small groups to come up with a joint solution or approach to a problem or task	2.3	14	7	55.8	20.9	76.7
Work on problems for which there is no obvious method of solution	7.1	23.8	19	35.7	14.3	50

Table 6. Frequency of key activity types reported by Site Coordinators.

2016-2017 Academic Year

On every indicator but one of their general satisfaction with the program, at least 70% of students answered yes, “most” or “all of the time.” Students were most likely to respond yes to questions about their well-being such as feeling safe and happy to be there and having friends at the program. They were

least likely to answer yes when asked if they were excited about the program (69% said yes most or all of the time, see Figure 40.)

Students were surveyed about how often they get to do things that are often considered representative of youth voice (e.g., leadership, choice or planning.) As demonstrated in Figure 41, at least 57% of students report getting to do the activities described some or most of the time. Students said they never got to be a leader (37%) or plan activities (43%). However, it appears that students regularly have choices and get to share ideas for activities.

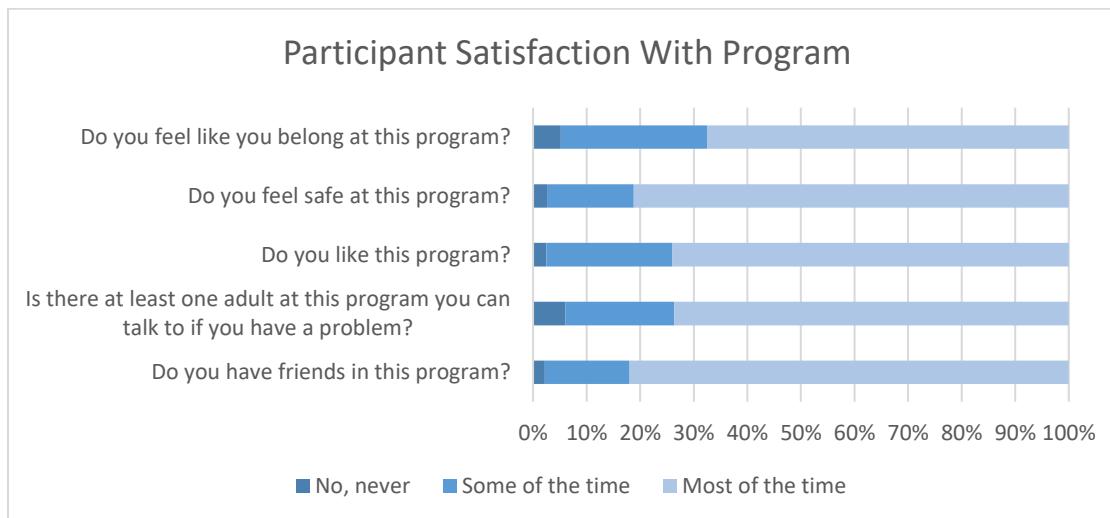


Figure 40. Percent of students giving each response to the questions indicated.

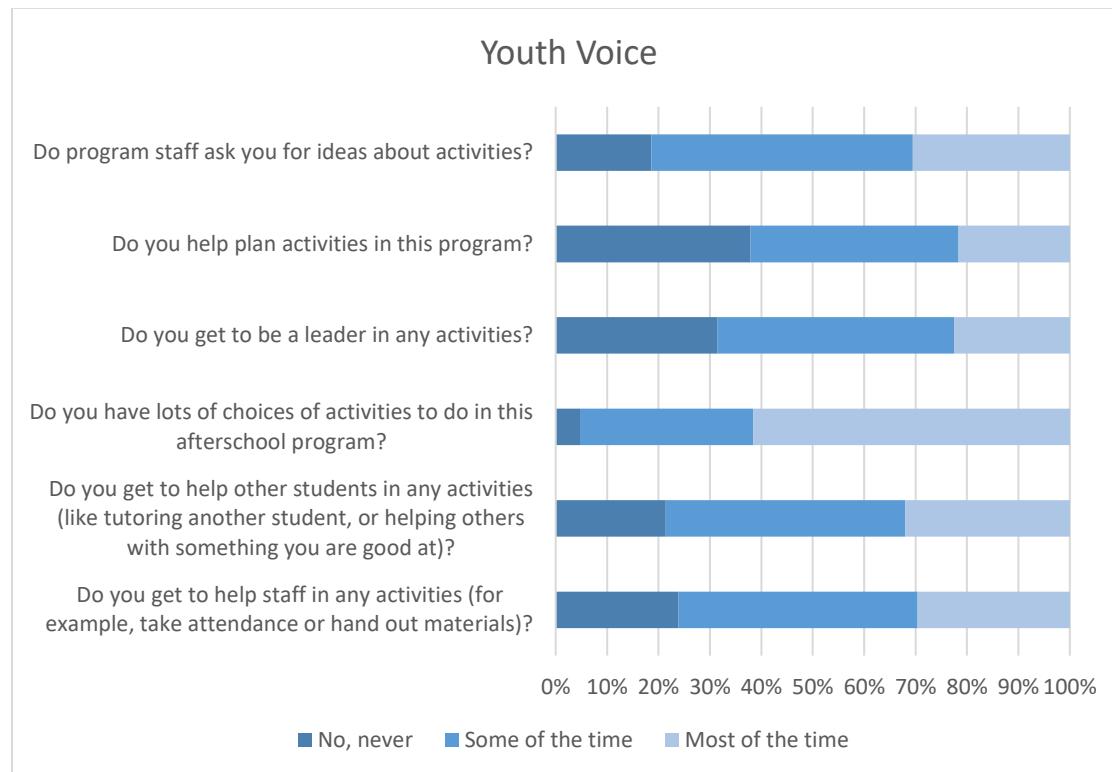


Figure 41. Percent of students giving each response to the questions indicated.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost everyday	% reporting at least 1x/week
One-on-one tutoring or academic assistance	13.2	0	7.9	10.5	68.4	78.9
Group homework help or tutoring	0	0	0	2.6	97.4	100
Activities that help students improve in specific academic areas or that target failing students	0	2.6	5.3	15.8	76.3	92.1
Academic enrichment learning programs (interactive, project-focused, hands-on activities that differ from what students do during the day)	0	0	2.6	10.5	86.8	97.3
Sports and physical fitness activities	0	0	0	15.8	84.2	100
Nutrition and health awareness activities	0	13.2	2.6	55.3	28.9	84.2
Arts, music, and theater education activities	2.6	2.6	7.9	44.7	42.1	86.8
Telecommunications and technology activities	0	5.3	13.2	55.3	26.3	81.6
Drug and violence prevention	34.2	39.5	18.4	5.3	2.6	7.9
Counseling and/or character education	21.1	18.4	31.6	15.8	13.2	29
Youth leadership	5.3	18.4	23.7	31.6	21.1	52.7
Community service/service-learning	5.3	26.3	18.4	44.7	5.3	50
College/career education (activities that develop job skills/college application skills or expose students to college and career choices)	21.1	55.3	13.2	7.9	2.6	10.5
Life skills development (e.g., time management, planning for the future, conflict resolution, self-esteem building)	5.3	26.3	23.7	13.2	31.6	44.8
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)	7.9	73.7	10.5	5.3	2.6	7.9

Table 7. Frequency of key activities reported by Site Coordinators.

Site coordinators report each year on how frequently they run particular activities or types of activities. Table 7 shows all results for this portion of the survey. Eighty percent or more of site coordinators report offering group homework help or tutoring, academic improvement, academic enrichment, physical fitness, nutrition and health, arts, and technology activities at least once a week. One-on-one tutoring and academic assistance is offered slightly less frequently, but staffing constraints are most likely a factor.

Youth leadership activities are reported to be run at least weekly by 52% of site coordinators and community service/service learning by 50%. Less than 50% of site coordinators report offering drug and violence prevention, counseling or character education, college/career education, life skills development and parent involvement at least once a week. More than one-third of site coordinators report never offering drug and violence prevention (34%) and 21% of site coordinators report never offering college/career education or counseling and character education.

Table 8 displays the frequency with which site coordinators report offering activities that target 21st century skills such as collaboration, problem solving, logic and critical thinking, creativity and communication. At least two-thirds of site coordinators report offering cooperative activities and games, and small-group work to come up with a joint solution to a problem or task at least once a week. Fewer programs offer at least once a week projects taking a week or more, activities involving hard-to-solve problems, hands-on laboratory activities or projects that build progressively more sequenced and advanced skills.

About how often do participants get to participate in the following types of activities?	Never	Few times a year	Few times a month	Once a week	Almost every day	% reporting at least 1x/week
Cooperative activities or games that require youth to intentionally and strategically work together to succeed	0	0	5.4	29.7	64.9	94.6
Hands-on laboratory activities	0	8.1	27	20	10.8	30.8
Projects that take a week or more to complete	2.6	21.1	18.4	47.4	10.5	57.9
Projects that build progressively more sequenced and advanced skills	2.6	23.7	15.8	42.1	13.2	55.3
Work in small groups to come up with a joint solution or approach to a problem or task	2.6	10.5	15.8	39.5	31.6	71.1
Work on problems for which there is no obvious method of solution	5.3	21.1	15.8	44.7	13.2	57.9

Table 8. Frequency of key activity types reported by Site Coordinators.

Summary and conclusions

Student responses are remarkably similar in each of the four years measured for this report. Generally, students are very satisfied with their programs, feel safe, have friends and get to choose activities.

A 2011-2012 benchmark was to have at least half of all participants report opportunities to take on an activity or task leadership role most or all of the time. In the four year evaluation period for this report, no more than 30% of participants reported such opportunities “most of the time.” In fact, the two questions about student voice to which students most often answered “never” were about leadership opportunities and getting to plan activities. These are two important components of student voice, an essential factor in student engagement. Given that student leadership has been shown to be an essential component of high quality programs, the NH 21st CCLC program office should consider targeting this area for improvement.

Interestingly, while students report virtually no change in frequency of opportunities for leadership and planning of activities, site coordinators report a steady increase in “Youth leadership” activities over the first three years included in this report, from 56% in 2017 offering activities at least weekly to 66% in 2018 and finally, 81% in 2019. This disparity may reflect different understandings of “leadership” which could result in measurement error (e.g., the wording of the question might skew answers) or different perceptions of experiences (e.g., an adult runs a “leadership” activity but students do not recognize it as such because they were not explicitly labeled “leaders.”) After a multi-year steady upward trend, the percentage of site coordinators reporting offering “Youth Leadership” at least weekly dropped precipitously to 53% in 2020-2021. This seems more likely a reflection of the challenging circumstances in which programs were operating than a change in approach or philosophy by program staff.

Counseling and/or character education saw an increase in offering in the first three years of this evaluation period compared to the last one. 45% of site coordinators reported offering it at least weekly 2016-2019 but in 2020-2021, only 29% of site coordinators reported at least weekly offerings. With all the uncertainties children and families have been facing, counseling and character education seems particularly essential. Communication from the state 21st CCLC office indicating the value of this kind of activity might be worthwhile.

A category of activity that has seen steady increases over this evaluation period is “Hands-on laboratory activities. Initially, 31% of site coordinators reported offering these at least weekly but by the end of the evaluation period, 71% of site coordinators reported at least weekly offerings. These kinds of activities are important for development of knowledge and skill, and can inspire excitement about learning in general. Site coordinators should continue their efforts to offer these kinds of activities.

With the exception of the three activities noted above, site coordinators’ reports of the frequency of activities remained similar over the course of the three years. Programs are regularly offering a variety of important activities for academics, health and creativity. Some activities, such as community service and parent involvement are likely not practical to offer more frequently because of the required resources and target audiences outside the program, but appear to be offered at least occasionally by most programs.

In general, 21st CCLC programs in NH regularly offer activities intended to foster 21st century skills such as problem solving and collaboration. However, a benchmark set in 2011-2012 was to have seventy-five percent of site coordinators implement sequenced and skill-based project activities almost every day.

The highest percentage of site coordinators reporting that frequency was 31% in 2020-2021 for one activity type (joint problem-solving). Still, each year approximately fifty to sixty percent of site coordinators report offering such activities at least once a week. The NH 21st CCLC program office should consider setting new benchmark goals for 21st century skill-based activities in order to aim for improvement at an attainable rate. Additional professional development and technical assistance may be required for success in this initiative.

The NH 21st CCLC program office should provide technical assistance and professional development to educate staff about the importance of some of the activities offered less regularly such as college and career education, drug and violence prevention and character education. Program directors and site coordinators may not be aware that it is important to begin college and career education as early as elementary school. Character education, particularly related to non-cognitive skills and social-emotional learning, has been increasingly recognized as essential for success in school and beyond. After school programs are particularly well-suited for fostering these kinds of skills. In challenging times such as those we currently face, 21st CCLCs have a responsibility to help participants develop into resilient, creative and thoughtful individuals prepared to navigate the challenges before them.

3. Positive Relationships

2020-2021 Academic Year

The survey questions that best address the quality of relationships come from the student surveys. General questions about satisfaction with the program give insight into students' sense of belonging, and likely the quality of their relationships. Over 80% of the student perceive they have friends in the program most of the time. In terms of general safety and belonging, (Do you like this program? Do you feel safe? Do you feel like you belong?) 65% or more of students respond in the affirmative "most of the time."

Another set of questions asks students to indicate how much they perceive that other students demonstrate behaviors associated with kindness, respect and caring. As shown in figure 42, at least 90% of students indicate that other students at the program demonstrate each of the listed behaviors some or most of the time. Closer to 40% indicated that other students display these behaviors "most of the time," however.

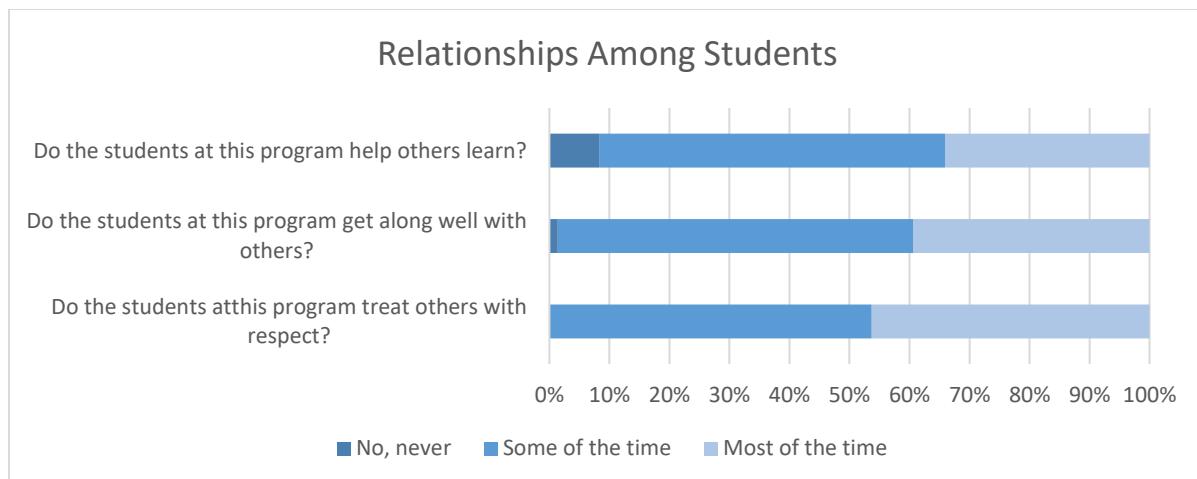


Figure 42. Percent of students giving each response to the questions indicated.

The third set of questions asks students to indicate how much they perceive that staff and adults at the program demonstrate behaviors associated with kindness, respect and caring. As displayed in Figure 43, 95% or more of students indicated that the staff at the program demonstrate 5 of 6 of the listed behaviors some or most of the time. On the same five indicators, two-thirds or more indicated "Yes, most of the time." The one item with lower responses (48% responding "most of the time") is "when the adults at this program tell you not to do something, do they explain why?"

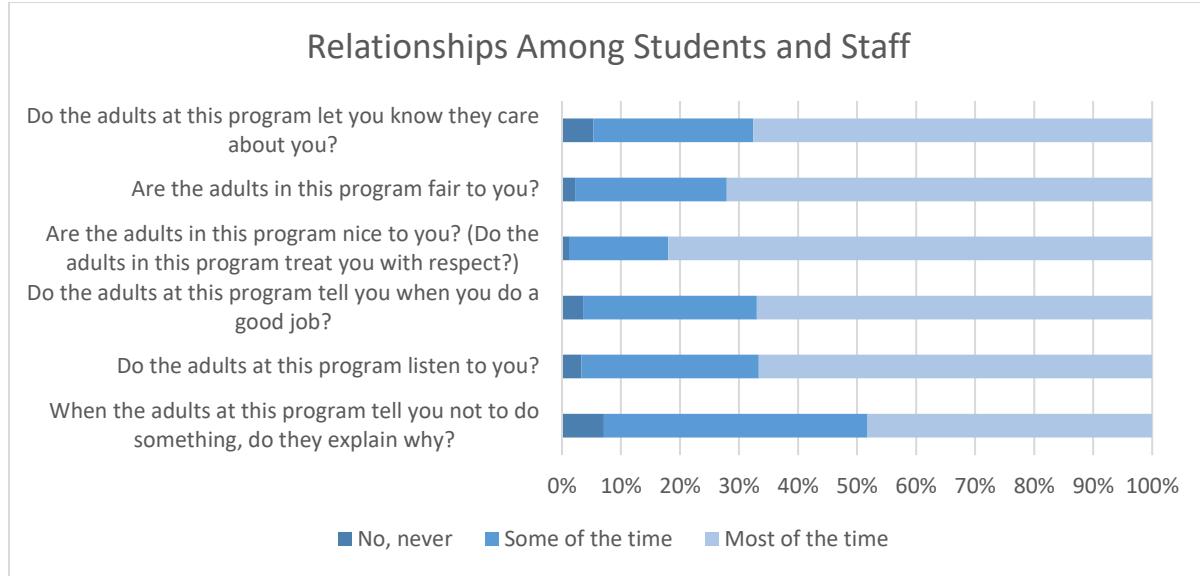


Figure 43. Percent of students giving each response to the questions indicated.

2018-2019 Academic Year

The survey questions that best address the quality of relationships come from the student surveys. General questions about satisfaction with the program give insight into students' sense of belonging, and likely the quality of their relationships. Over 80% of the student perceive they have friends in the program most of the time. In terms of general safety and belonging, (Do you like this program? Do you feel safe? Do you feel like you belong?) 65% or more of students respond in the affirmative "most of the time."

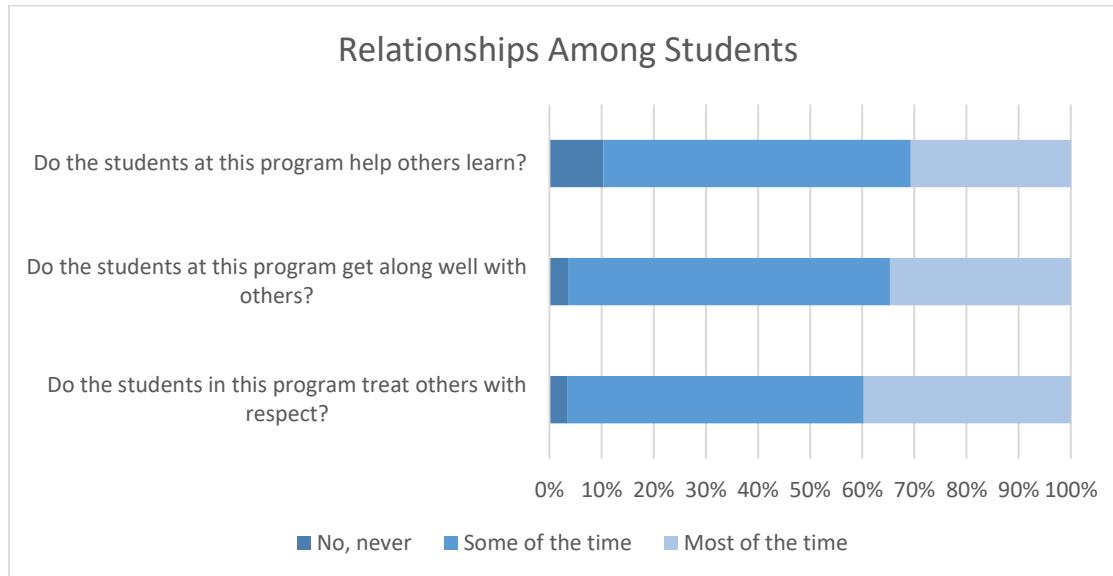


Figure 44. Percent of students giving each response to the questions indicated.

Another set of questions asks students to indicate how much they perceive that other students demonstrate behaviors associated with kindness, respect and caring. As shown in figure 44, at least 90%

of students indicate that other students at the program demonstrate each of the listed behaviors some or most of the time. Closer to 35% indicated that other students display these behaviors “most of the time,” however.

The third set of question asks students to indicate how much they perceive that staff and adults at the program demonstrate behaviors associated with kindness, respect and caring. As displayed in Figure 45, 90% or more of students indicated that the staff at the program demonstrate 5 of 6 of the listed behaviors some or most of the time. On the same five indicators, 55% or more indicated “Yes, most of the time.” The one item with lower responses (80% responding “some or most of the time”) is “when the adults at this program tell you not to do something, do they explain why?”

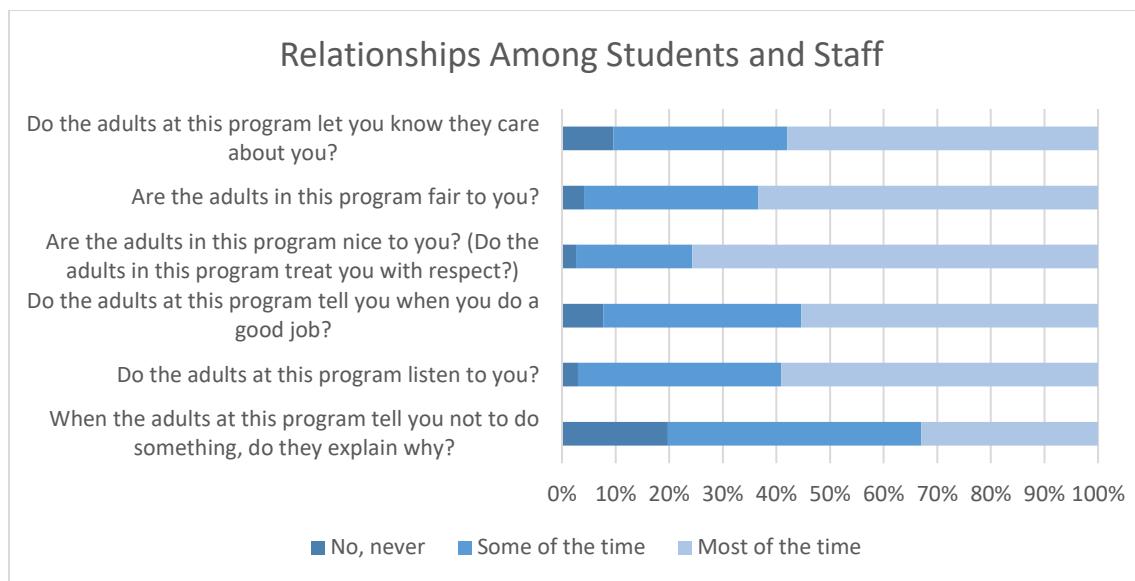


Figure 45. Percent of students giving each response to the questions indicated.

2017-2018 Academic Year

The survey questions that best address the quality of relationships come from the student surveys. General questions about satisfaction with the program give insight into students’ sense of belonging, and likely the quality of their relationships. Nearly 80% of the students perceive they have friends in the program most of the time. In terms of general safety and belonging, (Do you like this program? Do you feel safe? Do you feel like you belong?) 60% or more of students respond in the affirmative “most of the time.”

Another set of questions asks students to indicate how much they perceive that other students demonstrate behaviors associated with kindness, respect and caring. As shown in figure 46, at least 90% of students indicate that other students at the program demonstrate each of the listed behaviors some or most of the time. Closer to 35% indicated that other students display these behaviors “most of the time,” however.

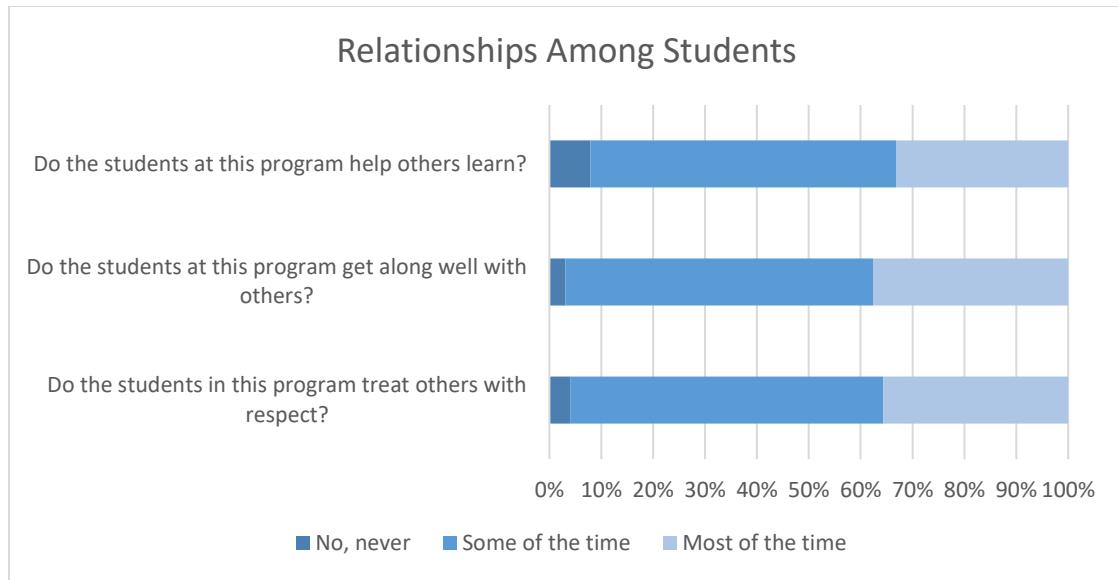


Figure 46. Percent of students giving each response to the questions indicated.

The third set of questions asks students to indicate how much they perceive that staff and adults at the program demonstrate behaviors associated with kindness, respect and caring. As displayed in Figure 47, 90% or more of students indicated that the staff at the program demonstrate 5 of 6 of the listed behaviors some or most of the time. On the same five indicators, 60% or more indicated “Yes, most of the time.” The one item with lower responses (83% responding “some or most of the time”) is “when the adults at this program tell you not to do something, do they explain why?”

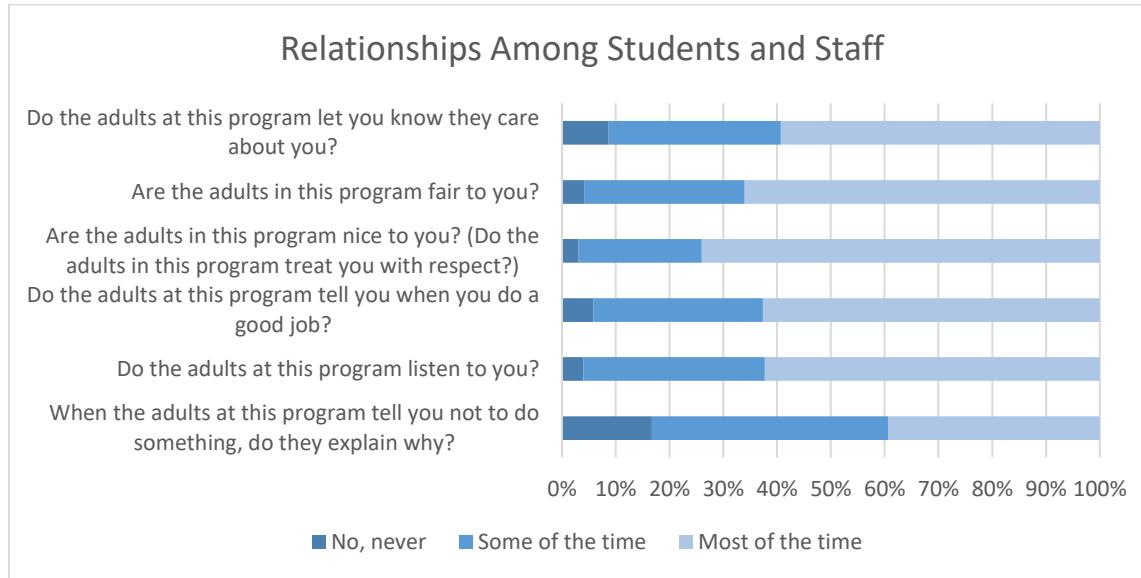


Figure 47. Percent of students giving each response to the questions indicated.

2016-2017 Academic Year

The survey questions that best address the quality of relationships come from the student surveys. General questions about satisfaction with the program give insight into students' sense of belonging, and likely the quality of their relationships. Over 80% of the students perceive they have friends in the program most of the time. In terms of general safety and belonging, (Do you like this program? Do you

feel safe? Do you feel like you belong?) 68% or more of students respond in the affirmative “most of the time.”

Another set of questions asks students to indicate how much they perceive that other students demonstrate behaviors associated with kindness, respect and caring. As shown in figure 48, at least 90% of students indicate that other students at the program demonstrate each of the listed behaviors some or most of the time. Closer to 40% indicated that other students display these behaviors “most of the time,” however.

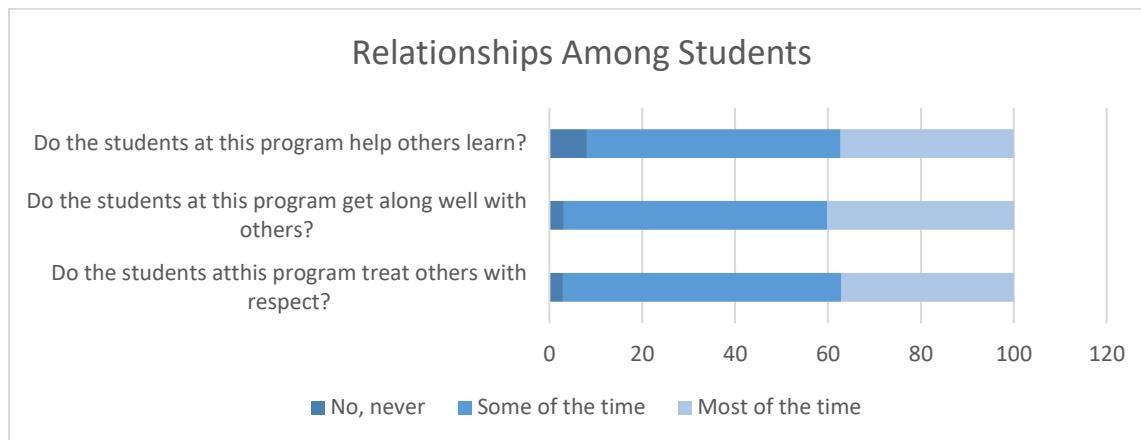


Figure 48. Percent of students giving each response to the questions indicated.

The third set of questions asks students to indicate how much they perceive that staff and adults at the program demonstrate behaviors associated with kindness, respect and caring. As displayed in Figure 49, 90% or more of students indicated that the staff at the program demonstrate 5 of 6 of the listed behaviors some or most of the time. On the same five indicators, 60% or more indicated “Yes, most of the time.” The one item with lower responses (84% responding “some or most of the time”) is “When the adults at this program tell you not to do something, do they explain why?”

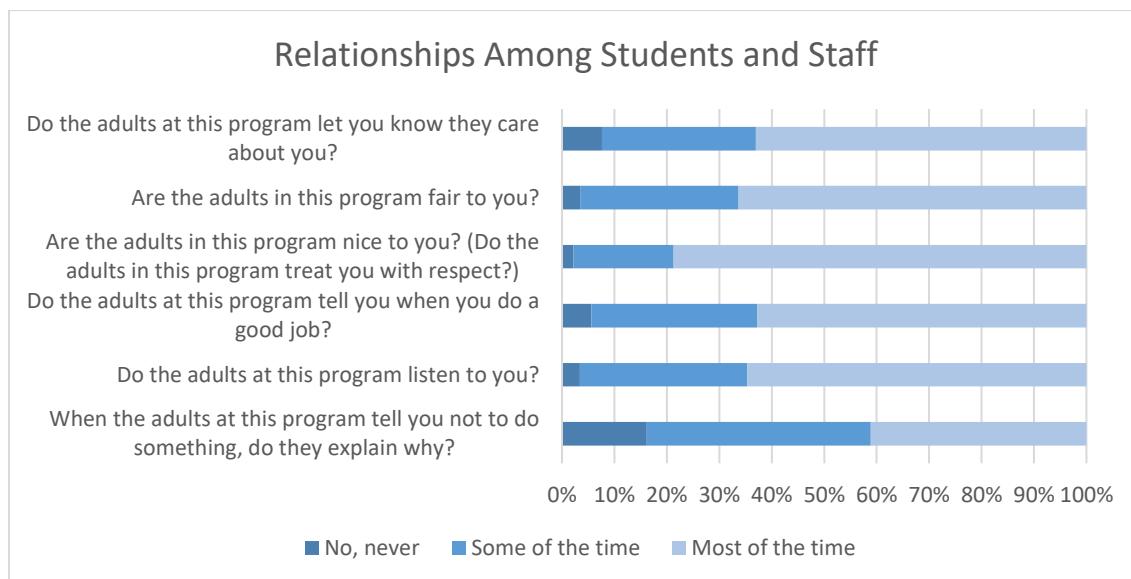


Figure 49. Percent of students giving each response to the questions indicated.

Summary and Conclusions

Survey results from the four year evaluation period are nearly identical year to year and demonstrate that overall the 21st CCLC sites across the state are providing welcoming and emotionally safe environments for participants. Students' perceptions of their relationships with staff are regularly rated very positively. The only indicator which students regularly respond negatively to is about whether staff explain their reasons for asking students not to do things. Each year except 2020-2021, close to 20% of students reported that staff never give them reasons when they ask them not to do things and 35-40% report that staff do so most of the time. In 2020-2021, only 10% said staff never explained and nearly 50% said they did so most of the time. It would be pure speculation to try to explain why this shift occurred but it is a positive one. Perhaps the state office could work to informally gather data on whether programs have made specific efforts in this area, and if they have, work to replicate those efforts in programs across the state. Helping students understand the reasons behind their directives can create trust in staff and buy-in to the rules and expectations.

In terms of student-student relationships, in the last evaluation cycle, evaluators recommended setting a benchmark of 75% of students reporting fellow participants displaying behaviors associated with kindness, caring and respect. At the time, the number rested around 65%. Although this benchmark was never formally set, it was met in all four years measured in this evaluation cycle (90% or better.)

4. Staff Qualities and Training

2020-2021 Academic Year

63.1 percent of Site Coordinators have been at their sites for at least three years, indicating a considerable amount of stability in program leadership, which could contribute to higher quality and more consistent activities.

21.2 percent of site coordinators report educational attainment less than a two-year degree and approximately 85.7 hold no NH Afterschool Credential. Site Coordinators report that on average, the number of staff holding a NH Afterschool Credential at each program is less than one. (85.7% have none; 8.6% have 1; 2.9% have 2; 2.9% have 6) Highly educated staff contribute to program quality. 78.3 percent of site coordinators report holding staff meetings at least once a month.

2018-2019 Academic Year

64.7 percent of Site Coordinators have been at their sites for at least three years, indicating a considerable amount of stability in program leadership, which could contribute to higher quality and more consistent activities.

20.6 percent of site coordinators report educational attainment less than a two-year degree and approximately 90.9 hold no NH Afterschool Credential. Site Coordinators report that on average, the number of staff holding a NH Afterschool Credential at each program is less than one. (90.9% have none; 3% have 5; 6.1% have 15) Highly educated staff contribute to program quality. 61.8 percent of site coordinators report holding staff meetings at least once a month.

2017-2018 Academic Year

58.1 percent of Site Coordinators have been at their sites for at least three years, indicating a considerable amount of stability in program leadership, which could contribute to higher quality and more consistent activities.

16.3 percent of site coordinators report educational attainment less than a two-year degree and 81% hold no NH Afterschool Credential. Site Coordinators report that on average, the number of staff holding a NH Afterschool Credential at each program is less than one. (81% have none; 9.5% have one; 4.8% have 2; 2.4% have 4; 2.4% have 5) 58.2 percent of site coordinators report holding staff meetings at least once a month.

2016-2017 Academic Year

60.5 percent of site coordinators have been at their sites for at least three years, indicating a considerable amount of stability in program leadership, which could contribute to higher quality and more consistent activities.

18.9 percent of site coordinators report educational attainment less than a two-year degree and 72.2% hold no NH Afterschool Credential. Site Coordinators report that on average, the number of staff holding a NH Afterschool Credential at each program is less than one (83.3% have none; 2.8% have 1; 5.6% have 3; 5.6% have 2. 60.6 percent of site coordinators report holding staff meetings at least once a month.

Summary and Conclusions

Consistency in staffing is important for developing stability and maintaining high quality programs. Over the four year evaluation period, around 60% of programs had site coordinators who had been at their job for three years or more. Limitations in pay, lack of benefits for some positions, and movement from the field of afterschool into other careers in education or elsewhere are likely inhibitors to longer tenure in those positions, none of which the 21st CCLC program office has control over.

Highly educated staff contribute to program quality. Therefore, setting a goal for NH 21st CCLC programs to increase the number of site coordinators and other staff with a credential may be helpful as a simple effort to ensure field-specific knowledge and education, and improve program quality.

As a condition of funding, 21st CCLC programs are required to regularly hold staff meetings. Over the current evaluation period, the percent of site coordinators reporting holding at least monthly meetings has increased from around 60% to more than 75%. The 21st CCLC program office should continue to communicate to program directors and site coordinators the importance of regular staff meetings and encourage commitment of all programs to hold staff meetings at least monthly. The recommended short-term goal from the last evaluation cycle was to set a goal of two-thirds of programs holding staff meetings at least once a month. This goal, and the recommended benchmark of 75% percent were only met in the final year of this evaluation cycle. Prior to that, reported monthly meetings held steady at around 60%. The state office should pay close attention to this moving into the next evaluation cycle in order to keep the current trajectory.

Additional Factors

2020-2021 Academic Year

Program expectations and technical assistance

Eighty percent or more of program directors indicate that they have clear information about the expectations of their grant on all of the topics listed below (see Figure 50.) Responses from site coordinators on the same list of topics were far more mixed (see Figure 51.) No more than two-thirds indicated they had clear information on any of the listed topics. When asked where they get their information, the vast majority (70% or more) of site coordinators indicated their information came from their program directors on all listed topics (see Figure 52.)

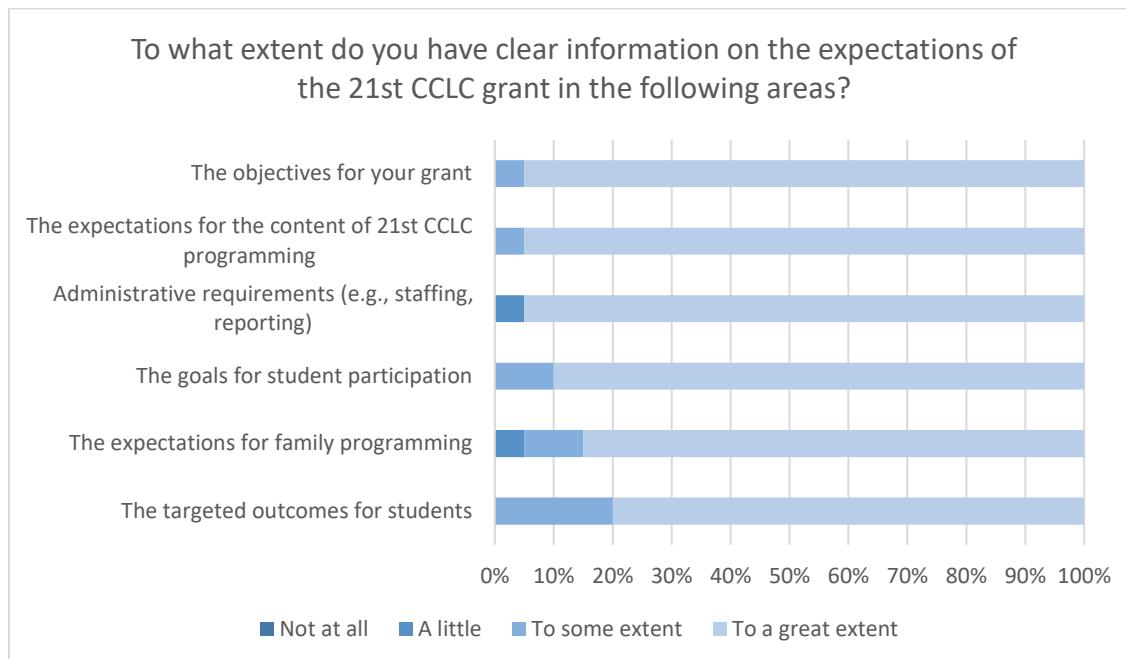


Figure 50. Understanding of 21st CCLC program reported by program directors.

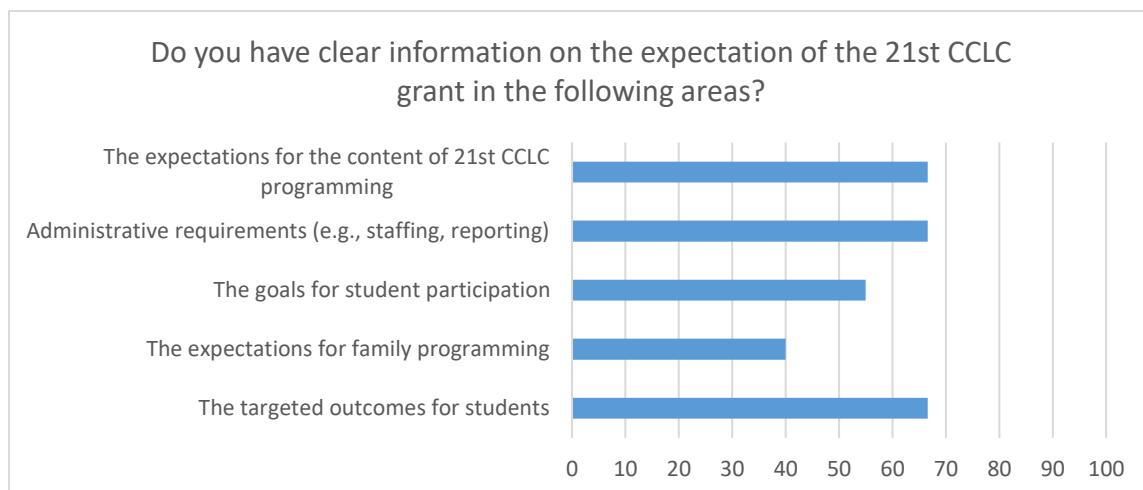


Figure 51. Percent of site coordinators indicating they have the information shown.

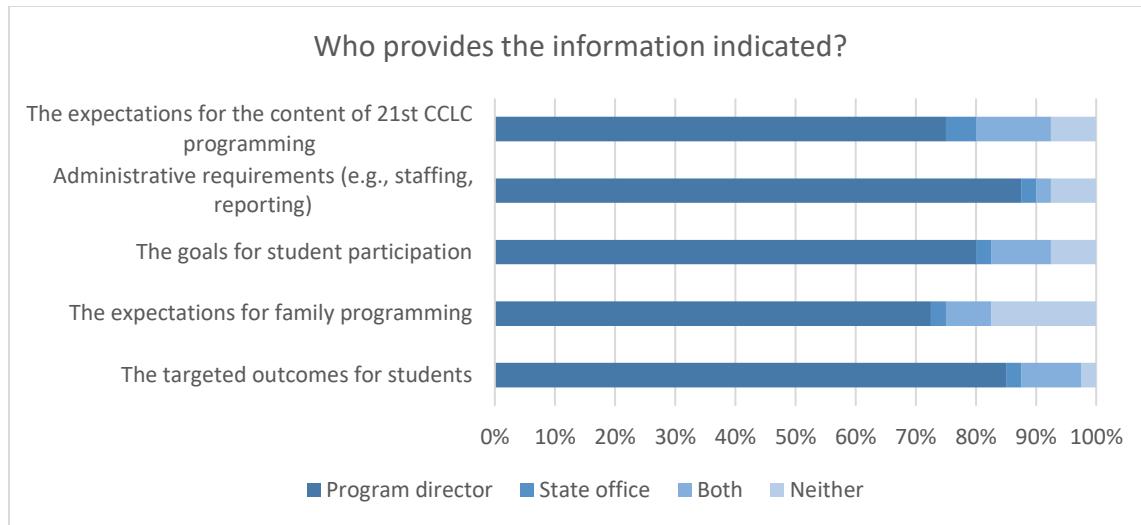


Figure 52. Sources of the information indicated, reported by site coordinators.

As part of the evaluation process, site coordinators reported on their experiences of the technical assistance and professional development provided by the NH 21st CCLC program office. As shown in Table 9, sixty-six percent of site coordinators were satisfied “to some extent” or “to a great extent” with the technical assistance days provided by the state office, 78% found these same days relevant for their programs, and 89% were satisfied with their experience at the annual summer conference.

Satisfaction with Resources from the State Office	Not at all	Little	To some extent	To a great extent
I am satisfied with the information and resources I received in the technical assistance work days offered through the NH 21st CCLC state program office (e.g., Site director meetings, workshops).	5	16	43	35
The technical assistance work days offered through the NH 21st CCLC state program office generally served the purposes of my program.	14	19	33	33
I am satisfied with the information and resources I received at the summer conference offered through the NH 21st CCLC state program office.	0	10	33	56

Table 9. Usefulness of state guidance and technical assistance reported by site coordinators.

Community partners

Community partnerships are a key aspect of 21st CCLC programs. Site coordinators and program directors report annually on their perceptions of the quality of the relationship between the program and community partners. Overall, as shown in Tables 19 and 20, program directors and site coordinators are very satisfied with their program's relationship with community partners. The only rating below 90% came from site coordinators regarding seamlessness of services.

To what extent do you agree with the following statements about your community partners?	% Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	100
I'm satisfied with the extent of communication with the partner organization(s).	97
The partner(s) complement the goals of the 21st CCLC program.	100
Partner staff and 21st CCLC staff have shared responsibility for the program.	97
Services offered by the 21st CCLC and the partner organization are seamless.	100

Table 10. Satisfaction with community partners reported by site coordinators

To what extent do you agree with the following statements about your community partners?	% Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	100
I'm satisfied with the extent of communication with the partner organization(s).	95
The partner(s) complement the goals of the 21st CCLC program.	100
Partner staff and 21st CCLC staff have shared responsibility for the program.	100
Services offered by the 21st CCLC and the partner organization are seamless.	89

Table 11. Satisfaction with community partners reported by program directors.

2018-2019 Academic Year

Program expectations and technical assistance

Eighty percent or more of program directors indicate that they have clear information about the expectations of their grant on all but one of the topics listed below (see Figure 53.) Responses from site coordinators on the same list of topics were far more mixed (see Figure 54.) 100% indicated they had information on family programming and targeted outcomes but only 50% indicated so for goals for student participation, administrative requirements and the expectations for the content of programming. When asked where they get their information, the vast majority (85% or more) of site

coordinators indicated their information came from their program directors on all listed topics (see Figure 55.)

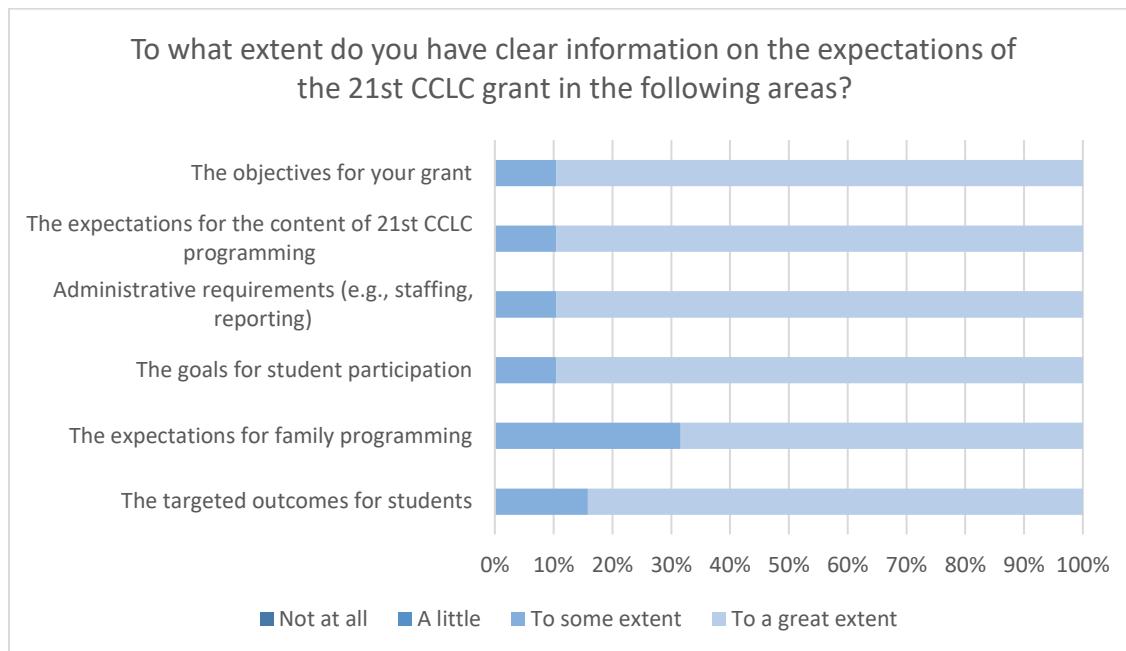


Figure 53. Understanding of 21st CCLC program reported by program directors.

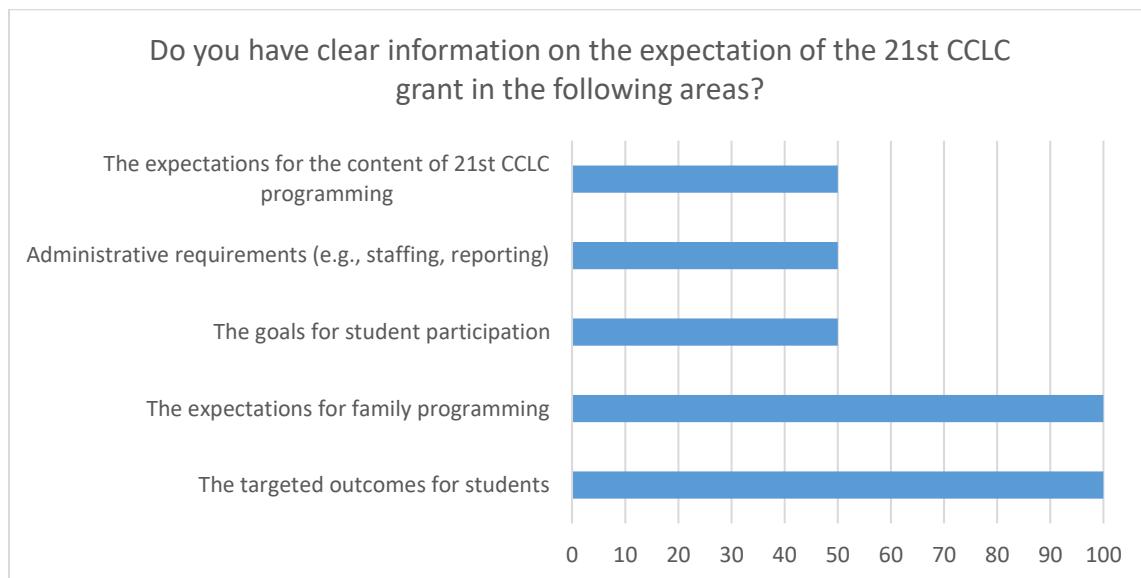


Figure 54. Percent of site coordinators indicating they have the information shown.

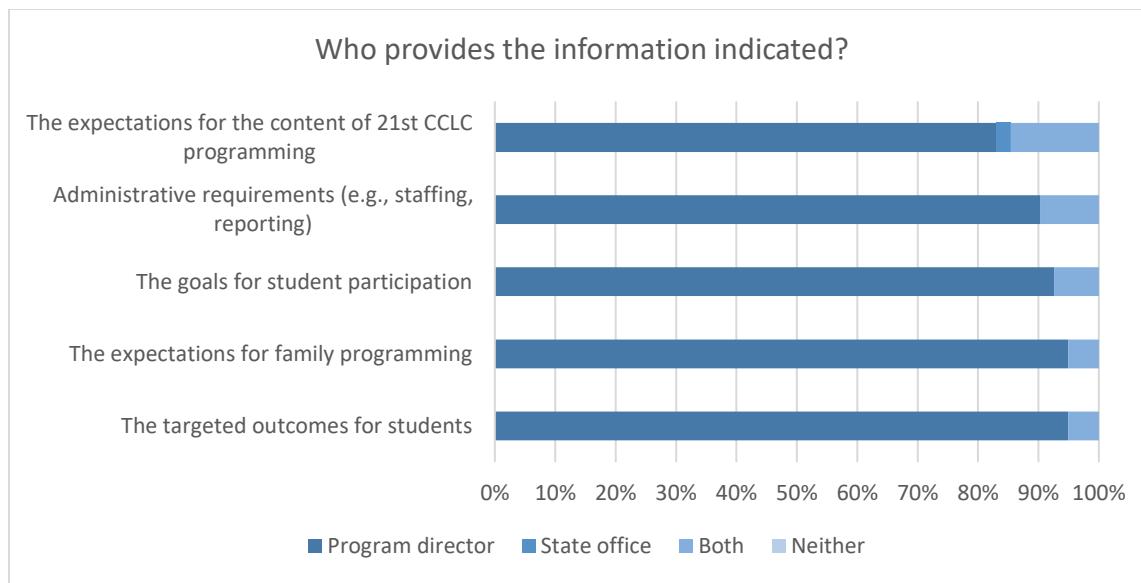


Figure 55. Sources of the information indicated, reported by site coordinators.

As part of the evaluation process, site coordinators reported on their experiences of the technical assistance and professional development provided by the NH 21st CCLC program office. As shown in Table 12, sixty percent of site coordinators were satisfied “to some extent” or “to a great extent” with the technical assistance days provided by the state office, fifty percent found these same days relevant for their programs, and 49% were satisfied with their experience at the annual summer conference.

Satisfaction with Resources from the State Office	Not at all	A little	To some extent	To a great extent
I am satisfied with the information and resources I received in the technical assistance work days offered through the NH 21st CCLC state program office (e.g., Site director meetings, workshops).	20	20	40	20
The technical assistance work days offered through the NH 21st CCLC state program office generally served the purposes of my program.	27.2	22.5	35	15
I am satisfied with the information and resources I received at the summer conference offered through the NH 21st CCLC state program office.	26.8	24.4	22	26.8

Table 12. Usefulness of state guidance and technical assistance reported by site coordinators.

Community partners

Community partnerships are a key aspect of 21st CCLC programs. Site coordinators and program directors report annually on their perceptions of the quality of the relationship between the program and community partners. Overall, as shown in Tables 13 and 14, program directors and site coordinators are very satisfied with their program's relationship with community partners. The only rating below 90% came from site coordinators regarding shared responsibility for the program.

To what extent do you agree with the following statements about your community partners?	% Who Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	94
I'm satisfied with the extent of communication with the partner organization(s).	94
The partner(s) complement the goals of the 21st CCLC program.	97
Partner staff and 21st CCLC staff have shared responsibility for the program.	83
Services offered by the 21st CCLC and the partner organization are seamless.	91

Table 13. Satisfaction with community partners reported by site coordinators

To what extent do you agree with the following statements about your community partners?	% Who Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	100
I'm satisfied with the extent of communication with the partner organization(s).	100
The partner(s) complement the goals of the 21st CCLC program.	100
Partner staff and 21st CCLC staff have shared responsibility for the program.	100
Services offered by the 21st CCLC and the partner organization are seamless.	100

Table 14. Satisfaction with community partners reported by program directors.

2017-2018 Academic Year

Program expectations and technical assistance

Eighty percent or more of program directors indicate that they have clear information about the expectations of their grant on all but one of the topics listed below (see Figure 56.) Responses from site coordinators on the same list of topics were far more mixed (see Figure 57.) 100% indicated they had information on family programming and targeted outcomes but only 50% indicated so for goals for student participation, administrative requirements and the expectations for the content of programming. When asked where they get their information, the vast majority (85% or more) of site coordinators indicated their information came from their program directors on all listed topics (see Figure 58.)

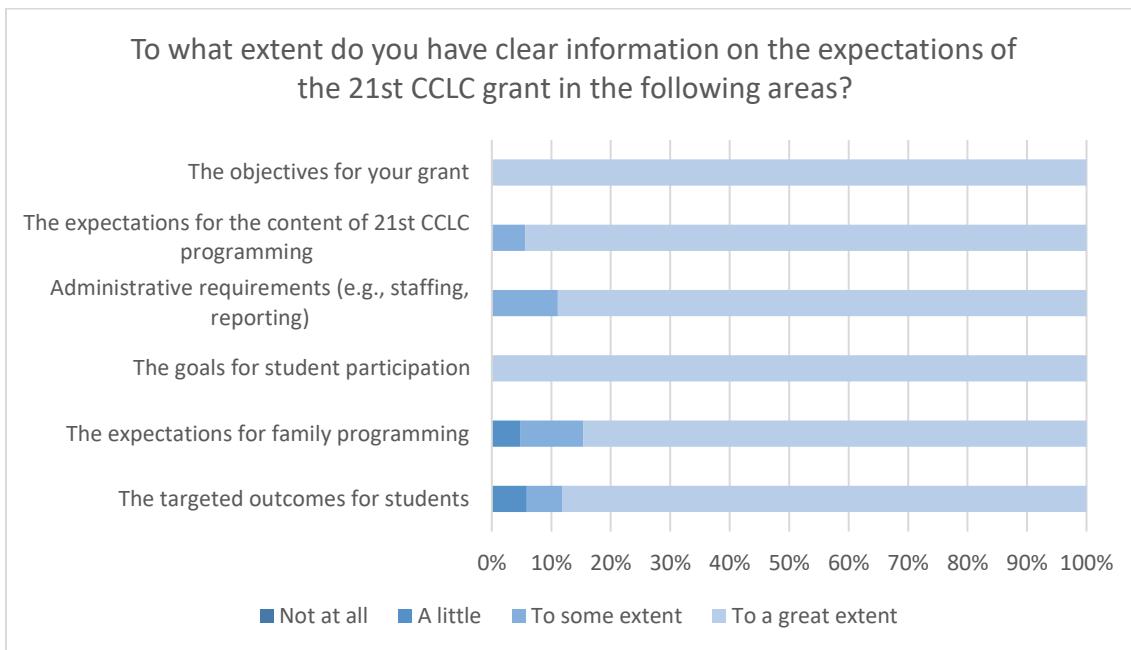


Figure 56. Understanding of 21st CCLC program reported by program directors.

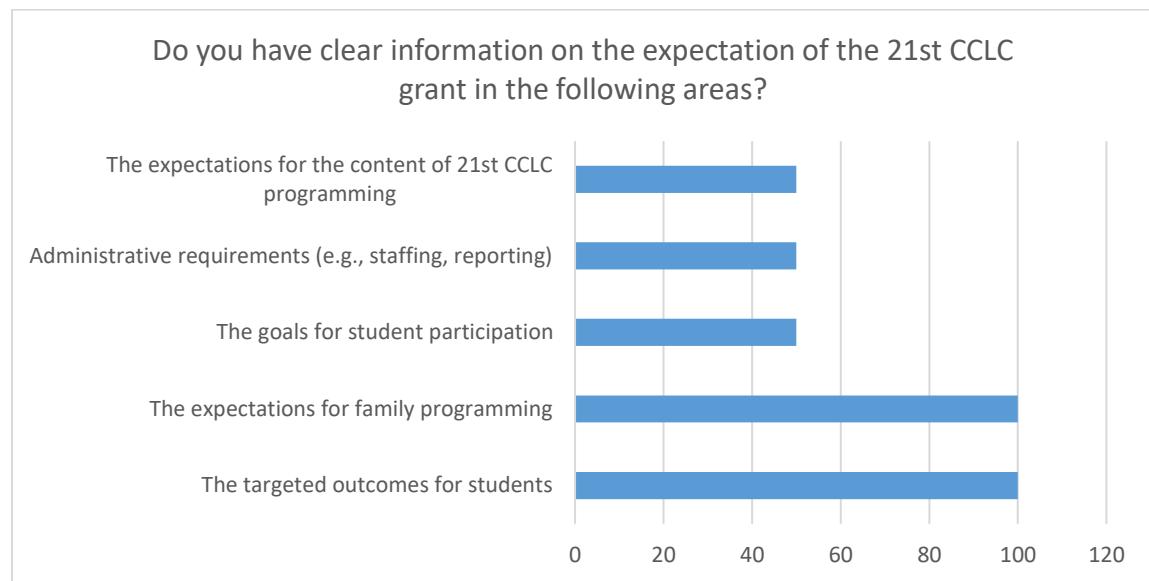


Figure 57. Percent of site coordinators indicating they have the information shown.

As part of the evaluation process, site coordinators reported on their experiences of the technical assistance and professional development provided by the NH 21st CCLC program office. As shown in Table 15, sixty percent of site coordinators were satisfied “to some extent” or “to a great extent” with the technical assistance days provided by the state office, fifty percent found these same days relevant for their programs, and 49% were satisfied with their experience at the annual summer conference.

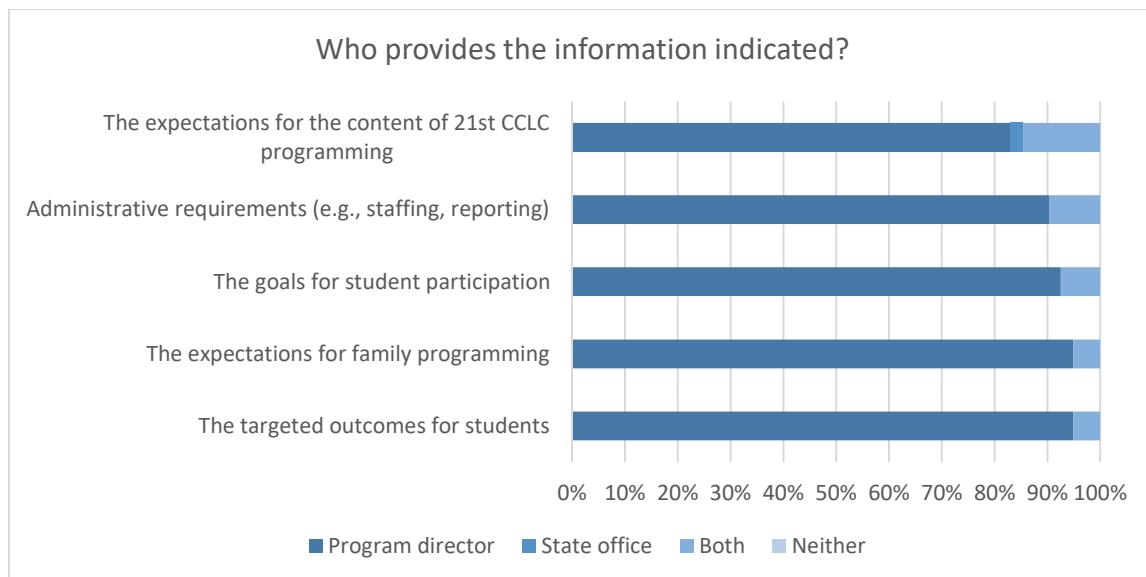


Figure 58. Sources of information indicated, reported by site coordinators.

Satisfaction with Resources from the State Office	Not at all	A little	To some extent	To a great extent
I am satisfied with the information and resources I received in the technical assistance work days offered through the NH 21st CCLC state program office (e.g., Site director meetings, workshops).	20	20	40	20
The technical assistance work days offered through the NH 21st CCLC state program office generally served the purposes of my program.	27	23	35	15
I am satisfied with the information and resources I received at the summer conference offered through the NH 21st CCLC state program office.	27	24	22	27

Table 15. Usefulness of state guidance and technical assistance reported by site coordinators.

Community partners

Community partnerships are a key aspect of 21st CCLC programs. Site coordinators and program directors report annually on their perceptions of the quality of the relationship between the program and community partners. Overall, as shown in Tables 16 and 17, program directors and site coordinators are very satisfied with their program's relationship with community partners. The only ratings below 90% came from site coordinators regarding the extent of communication and shared responsibility for the program. The satisfaction rating for communication with the partner is particularly low (49%)

To what extent do you agree with the following statements about your community partners?	% Who Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	97.6
I'm satisfied with the extent of communication with the partner organization(s).	48.8
The partner(s) complement the goals of the 21st CCLC program.	95.3
Partner staff and 21st CCLC staff have shared responsibility for the program.	86
Services offered by the 21st CCLC and the partner organization are seamless.	95.3

Table 16. Satisfaction with community partners reported by site coordinators

To what extent do you agree with the following statements about your community partners?	% Who Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	100
I'm satisfied with the extent of communication with the partner organization(s).	94.1
The partner(s) complement the goals of the 21st CCLC program.	100
Partner staff and 21st CCLC staff have shared responsibility for the program.	100
Services offered by the 21st CCLC and the partner organization are seamless.	94.1

Table 17. Satisfaction with community partners reported by program directors.

2016-2017 Academic Year

Program expectations and technical assistance

Eighty percent or more of program directors indicate that they have clear information about the expectations of their grant on all the topics listed below (see Figure 59.) One hundred percent of site coordinators reported that they have clear information on goals for student participation but 50% or fewer indicate they have information about the remaining topics (see Figure 60) When asked where they get their information, the vast majority (89% or more) of site coordinators indicated their information came from their program directors on all listed topics (see Figure 61.)

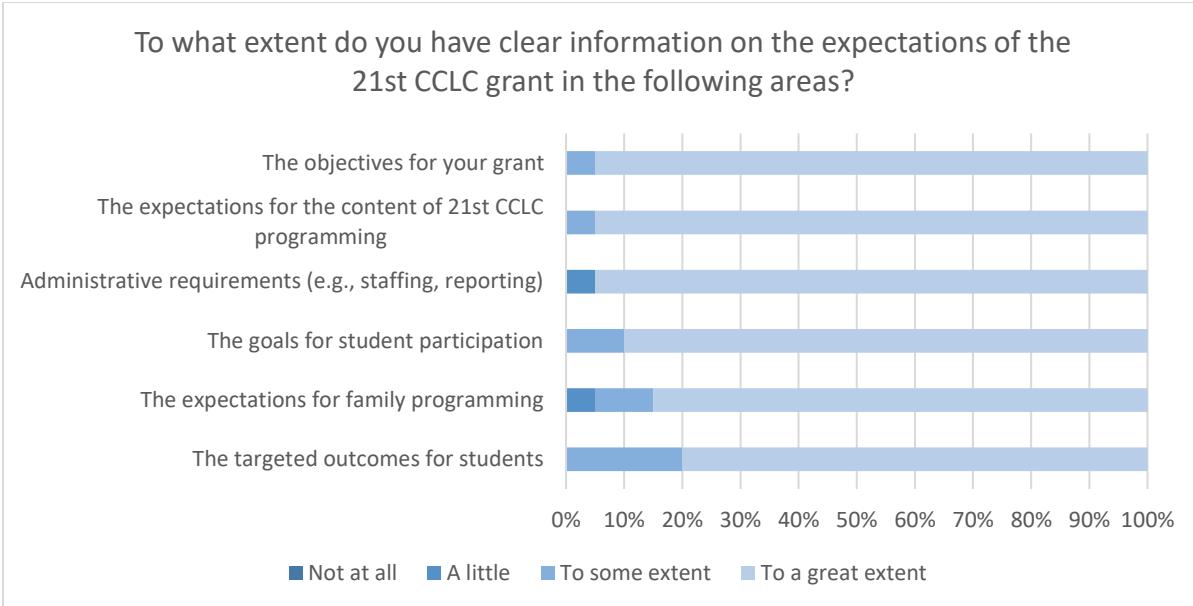


Figure 59. Understanding of 21st CCLC program reported by program directors.

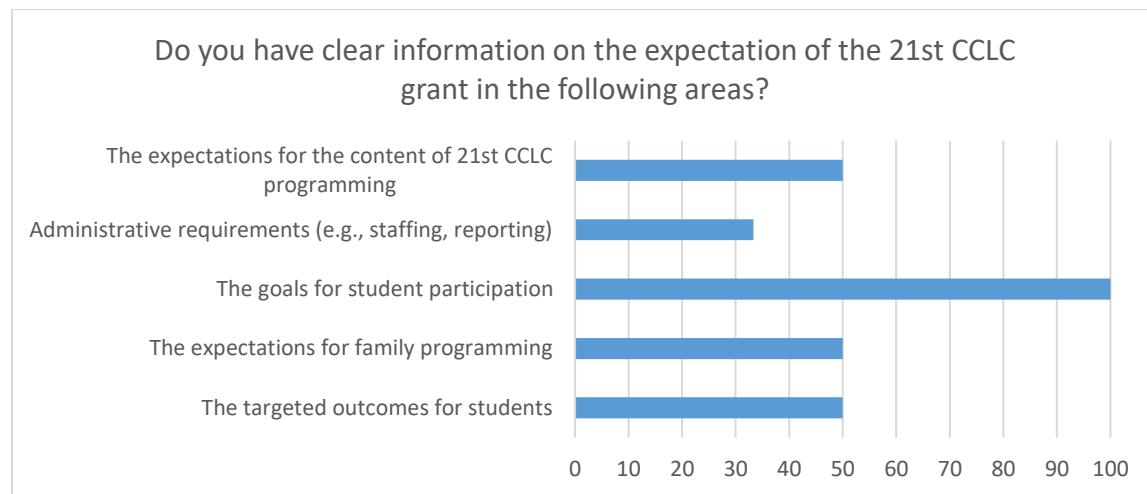


Figure 60. Percent of site coordinators indicating they have the information shown.

As part of the evaluation process, site coordinators reported on their experiences of the technical assistance and professional development provided by the NH 21st CCLC program office. As shown in Table 18, forty-four percent of site coordinators were satisfied (“to some” or a “great extent”) with the technical assistance days provided by the state office, eighty-two percent found these same days relevant for their programs, and seventy-seven percent were satisfied with their experience at the annual summer conference.

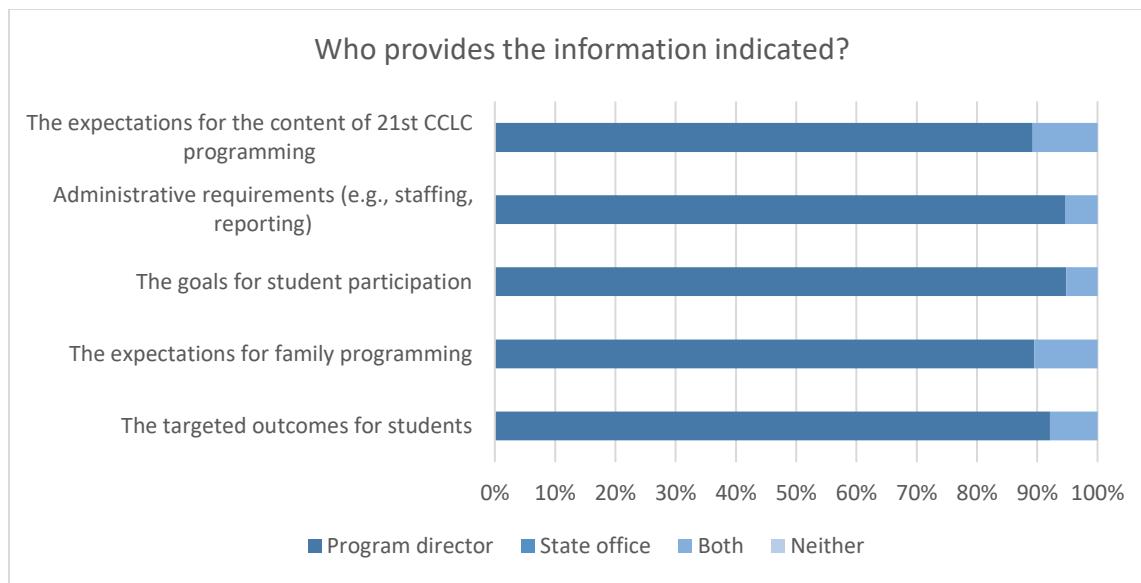


Figure 61. Sources of information indicated, reported by site coordinators.

Satisfaction with Resources from the State Office	Not at all		To some extent	To a great extent
	A little			
I am satisfied with the information and resources I received in the technical assistance work days offered through the NH 21st CCLC state program office (e.g., Site director meetings, workshops).	0	8	17	27
The technical assistance work days offered through the NH 21st CCLC state program office generally served the purposes of my program.	10	3	46	36
I am satisfied with the information and resources I received at the summer conference offered through the NH 21st CCLC state program office.	0	11	45	32

Table 18. Usefulness of state guidance and technical assistance reported by site coordinators.

Community partners

Community partnerships are a key aspect of 21st CCLC programs. Site coordinators and program directors report annually on their perceptions of the quality of the relationship between the program and community partners. Overall, as shown in Tables 19 and 20, program directors and site coordinators are very satisfied with their program's relationship with community partners. All ratings from site coordinators and program directors were similar, with 87% or more of respondents agreeing or strongly agreeing with all indicator statements. Although not significantly lower rated, the indicator with least agreement was the one relating to services offered by the partner and the 21st CCLC being seamless.

To what extent do you agree with the following statements about your community partners?	% Who Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	94
I'm satisfied with the extent of communication with the partner organization(s).	92
The partner(s) complement the goals of the 21st CCLC program.	95
Partner staff and 21st CCLC staff have shared responsibility for the program.	89
Services offered by the 21st CCLC and the partner organization are seamless.	87

Table 19. Satisfaction with community partners reported by site coordinators

To what extent do you agree with the following statements about your community partners?	% Who Agree or Strongly Agree
The partner(s) and 21st CCLC program have a shared vision	100
I'm satisfied with the extent of communication with the partner organization(s).	95
The partner(s) complement the goals of the 21st CCLC program.	100
Partner staff and 21st CCLC staff have shared responsibility for the program.	100
Services offered by the 21st CCLC and the partner organization are seamless.	89

Table 20. Satisfaction with community partners reported by program directors.

Summary and Conclusions

Program expectations and technical assistance

In order to provide high quality and consistent programming with similar goals and outcomes it is important that administrators of programs and sites understand the goals and expectations of the federal funding supporting the programs. In NH, program directors report having necessary information about the goals and expectations of the program. However, responses from Site Coordinators are much more variable. This suggests that some support could be provided to Program Directors to help them keep Site Coordinators informed. Site Coordinator positions have relatively high turnover, so each year there are new individuals familiarizing themselves with program goals. Nevertheless, 21st CCLCs are heavily goal driven so it is essential that Site Coordinators have access to information about program goals.

Site coordinators report moderate levels of satisfaction with the information and technical assistance provided by the 21st CCLC program office. The state office could consider soliciting additional feedback, possibly even via focus groups or informal interviews, to work on better aligning needs and offerings.

Community partners

Overall, site coordinators and program directors report good alignment with community partners in terms of program vision, goals, communication and responsibility. In 2017-2018 less than 50% of site coordinators were satisfied with the level of communication with the community partner but in the years on either side of it that number was over 90%, making that low response an anomaly rather than a trend.

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Appendix A: Program Fact Sheets 2016-2021



2017-2018

NH 21st Century

Community Learning Center

The goal of the 21st 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. Centers can be located in elementary, middle or secondary schools or similarly accessible facilities. They provide a range of high quality 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.

Communities Served

Barnstead	Hillsboro-Deering	Portsmouth
Berlin	Hinsdale	Raymond
Concord	Laconia	Rochester
Conway	Manchester	Rumney
Dover	Marlboro	Seabrook
Farmington	Monadnock	Somersworth
Franklin	Nashua	Winchester
Gorham	Newfound	
Haverhill	Ossipee	

Quick Facts

**STATE FY '17
Funding Level
\$5,839,198.00
2017-2018**

**33 Grants/69 Sites
25 Communities & Districts**

2016-2017

Avg. Youth Served Per Day: 1930

**Total youth served:
8816**

Quality Programming

- Safe and supportive environments
- Positive youth-adult interactions and relationships
- Academic enrichment complementing the school day
- Scaffolded learning experiences

Partnerships and Initiatives

- NH Afterschool Network
- NHDOE/SAMSHA Safe Schools and Healthy Students
- Mapping Goals to Measurable Outcomes
- STEAM



2018-2019

NH 21st Century Community Learning Center

The goal of the 21st 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. Centers can be located in elementary, middle or secondary schools or similarly accessible facilities. They provide a range of high quality 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.

Communities Served

Barnstead	Hillsboro-Deering	Portsmouth
Berlin	Hinsdale	Raymond
Concord	Laconia	Rochester
Conway	Manchester	Rumney
Dover	Marlboro	Seabrook
Farmington	Monadnock	Somersworth
Franklin	Nashua	Winchester
Gorham	Newfound	
Haverhill	Ossipee	

Quick Facts

**STATE FY '18
Funding Level
\$5,370,521.86**

2018-2019

32 Grants/67 Sites
25 Communities & Districts

Avg. Youth Served Per Day: 2268

**Total youth served:
9324**

Quality Programming

- Safe and supportive environments
- Positive youth-adult interactions and relationships
- Academic enrichment complementing the school day
- Scaffolded learning experiences

Partnerships and Initiatives

- NH Afterschool Network
- NHDOE/SAMSHA Safe Schools and Healthy Students
- Mapping Goals to Measurable Outcomes
- STEAM



2019-2020

NH 21st Century Community Learning Center

The goal of the 21st 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. Centers can be located in elementary, middle or secondary schools or similarly accessible facilities. They provide a range of high quality 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.

Communities Served

Barnstead	Hinsdale	Portsmouth
Berlin	Laconia	Raymond
Concord	Manchester	Rochester
Conway	Marlborough	Rumney
Dover	Monadnock	Seabrook
Franklin	Nashua	Somersworth
Haverhill	Newfound	Winchester
Hillsboro-Deering	Ossipee	

Quick Facts

**STATE FY '19
Funding Level
\$5,986,281.80**

2019-2020

31 Grants/64 Sites
23 Communities & Districts

Avg. Youth Served Per Day: 1,762

**Total youth served:
11,080**

Quality Programming

- Safe and supportive environments
- Positive youth-adult interactions and relationships
- Academic enrichment complementing the school day
- Scaffolded learning experiences

Partnerships and Initiatives

- NH Afterschool Network
- NHDOE/SAMSHA Safe Schools and Healthy Students
- Mapping Goals to Measurable Outcomes
- STEAM



2021-2022

NH 21st Century

Community Learning Center

The goal of the 21st 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. Centers can be located in elementary, middle or secondary schools or similarly accessible facilities. They provide a range of high quality 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.

Communities Served

Barnstead	Hinsdale	Portsmouth
Berlin	Laconia	Raymond
Concord	Manchester	Rochester
Conway	Marlborough	Rumney
Dover	Monadnock	Seabrook
Franklin	Nashua	Somersworth
Haverhill	Newfound	Winchester
Hillsboro-Deering	Ossipee	

Quick Facts

**STATE FY '21
Funding Level
\$6,123,398.00**

2020-2021

31 Grants/65 Sites
23 Communities & Districts

**Avg. Youth Served Per Day:
17.66**

**Total youth served:
9,888**

Quality Programming

- Safe and supportive environments
- Positive youth-adult interactions and relationships
- Academic enrichment complementing the school day
- Scaffolded learning experiences

Partnerships and Initiatives

- NH Afterschool Network
- NHDOE/SAMSHA Safe Schools and Healthy Students
- Mapping Goals to Measurable Outcomes
- STEAM