



# 21<sup>ST</sup> CENTURY CCLC: VIRGINIA

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Evaluation and Results

THE UNIVERSITY OF  
**MEMPHIS**  
Dreamers. Thinkers. Doers.

# Federal Objectives:

## Benefits to Participants

- Educational change
  - Improvement in mathematics
  - Improvement in reading/language arts
- Positive behavioral change

## High-quality Services

- Educational assistance
- Enrichment and support activities
- Community involvement
- Services to parents
- Number of extended hours

## Priority for Greatest Needs

- Service to children and community members with the greatest needs for expanded learning opportunities

# Purpose of Evaluation?

- **Federal requirement**
- **Helps Virginia to:**
  - Measure the impact of programs
  - Identify successful practices
  - Make decisions based on data
  - Refine and improve the program
  - Demonstrate accountability and fiscal responsibility

# How is the evaluation data used?



# Evaluation Questions

1

- What is the nature of the Virginia 21st CCLC programs and the level of participation by students?

2

- To what degree did the programs meet Virginia's objectives?

3

- Are there relationships between attendance at a 21st CCLC center, nature and time allocated to activities, hours of operation and academic achievement?

4

- What "promising practices" and challenges were identified by centers regarding achievement of required objectives?



1

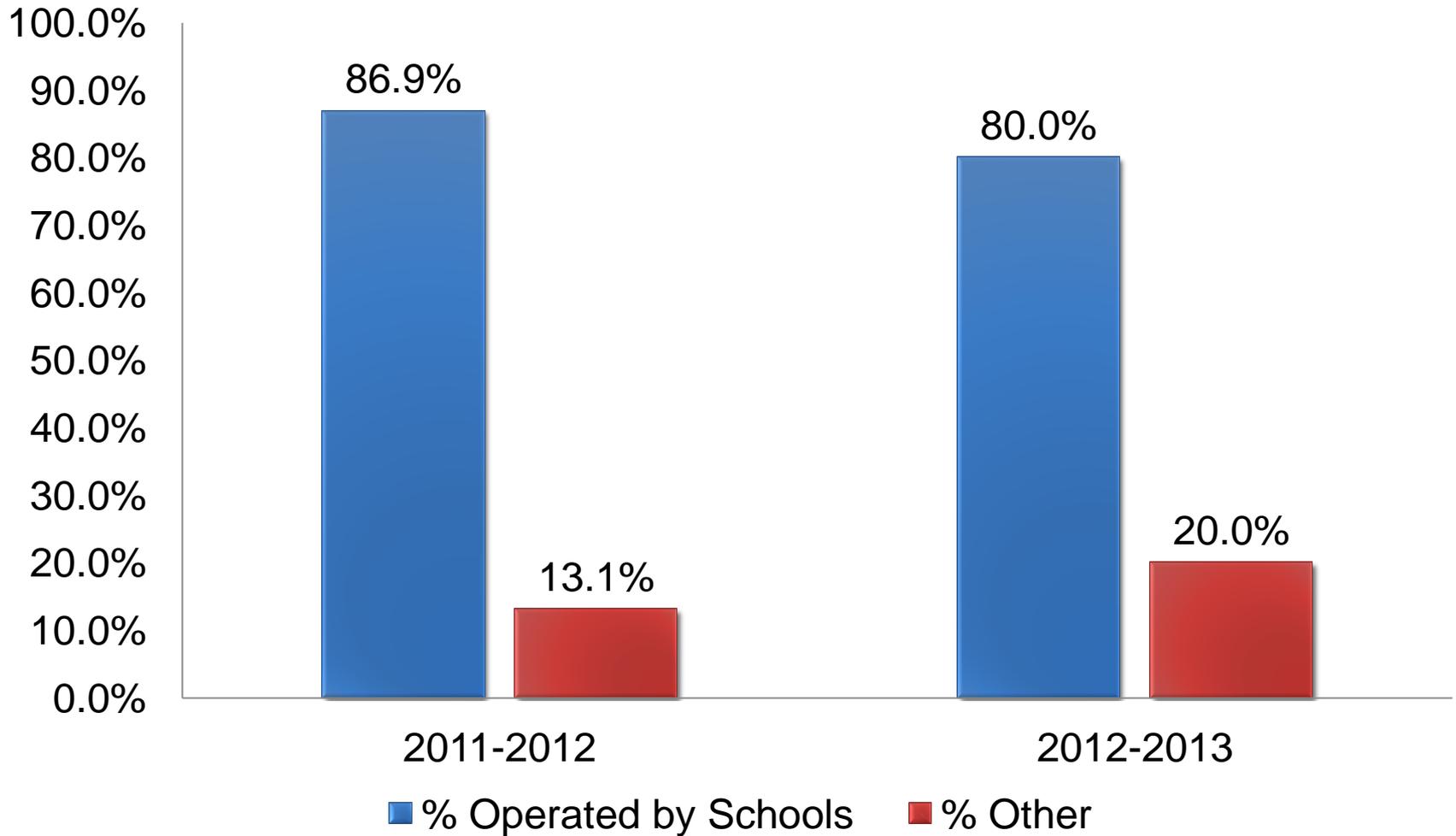
- What is the nature of the Virginia 21st CCLC programs and the level of participation by students?

- **Data collected:**

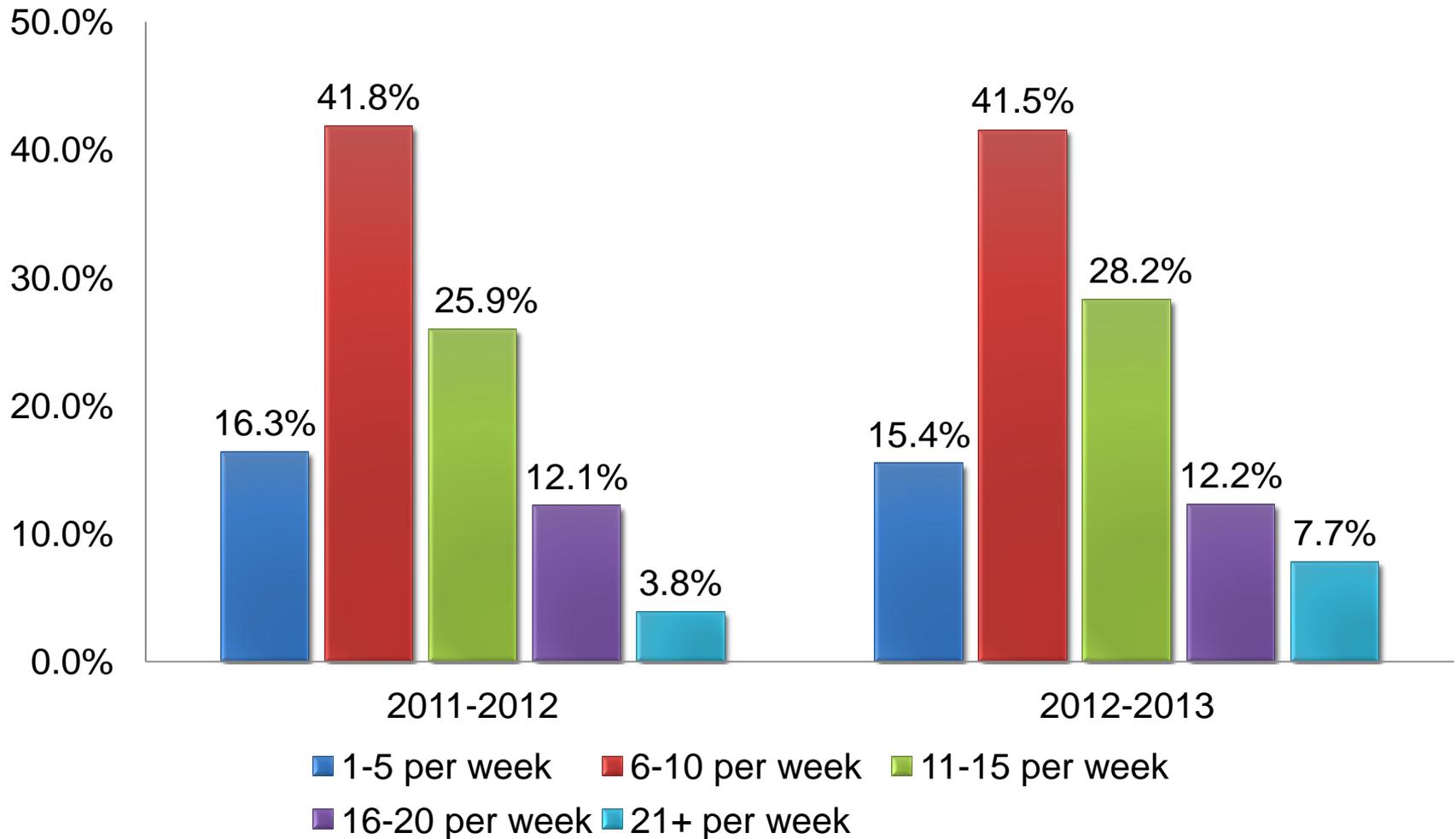
- Center characteristics
- Student participation

# Center Characteristics:

## Types of Centers

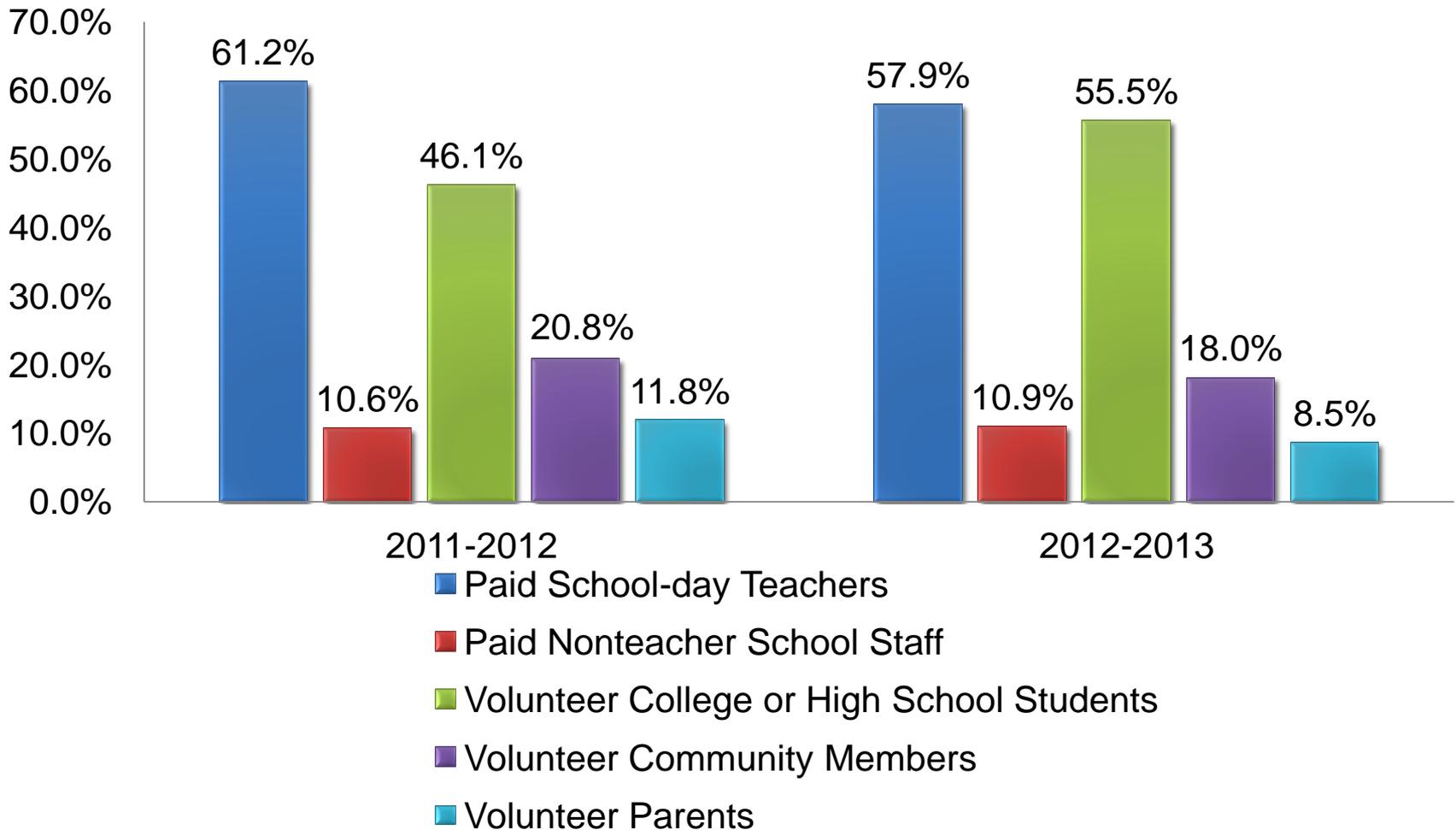


# Center Characteristics: Number of Hours of Operations Per Week

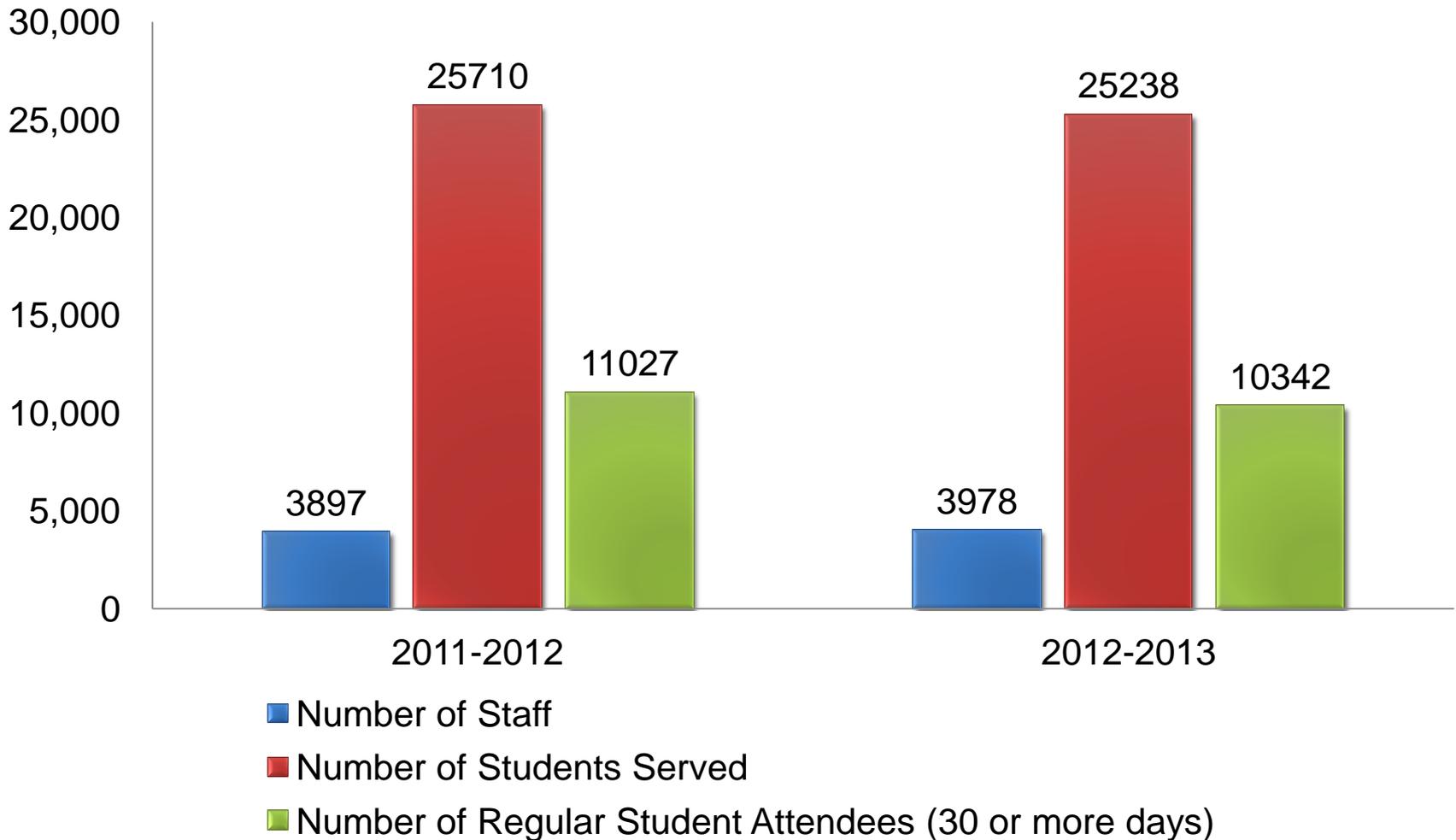


# Center Characteristics:

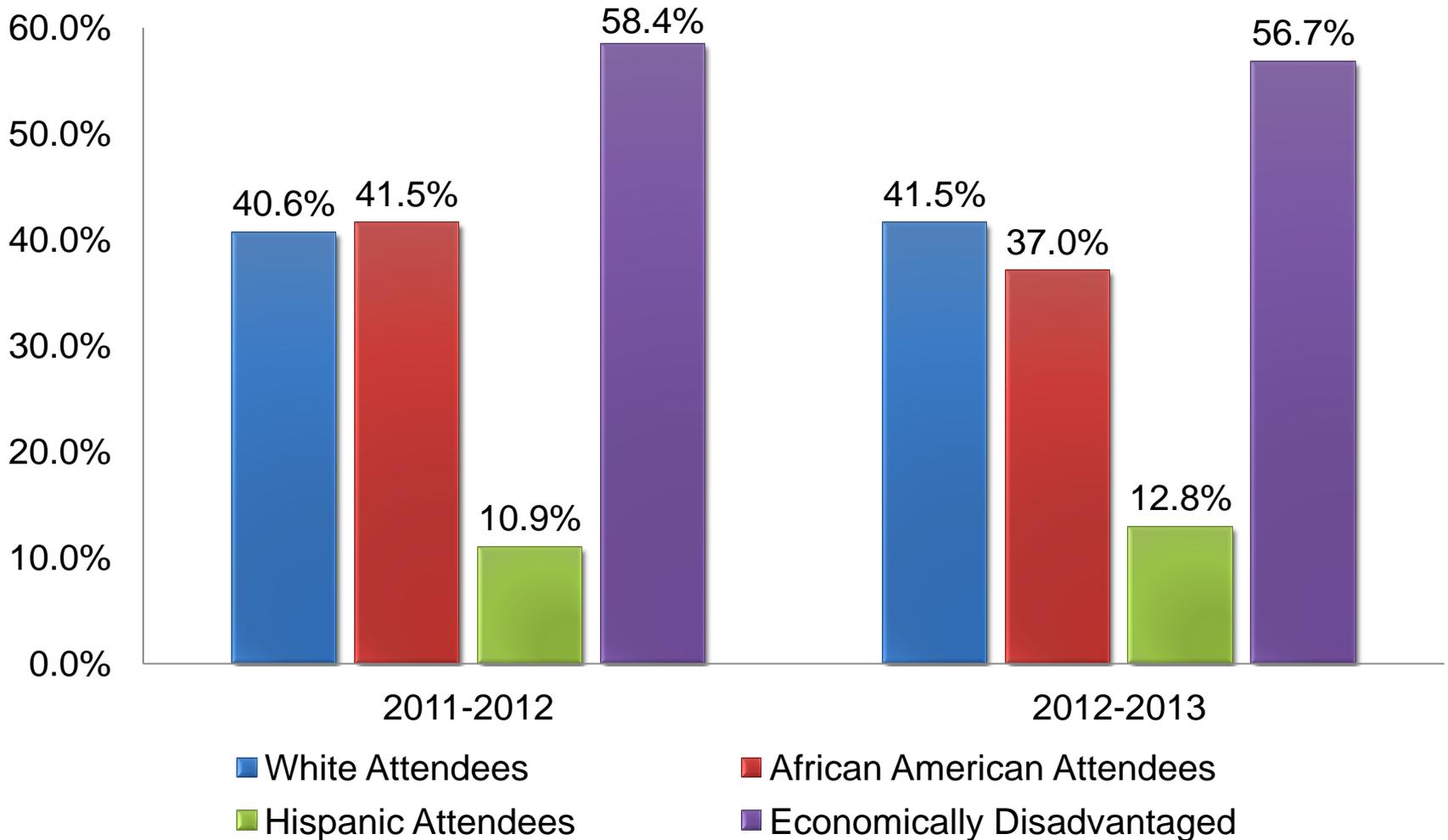
## Center Staff Composition



# Student Participation: Number Served and Regular Attendees



# Student Participation: Student Composition





2

- To what degree did the programs meet Virginia's objectives?

- **Data collected:**

- Student Achievement
  - Reading/Language Arts
  - Mathematics
- Opportunities for parent education

# Student Achievement

- In statistical analysis, statistical significance tries to address the probability that a relationship between two variables may really be a random chance occurrence.
- When the phrase “no statistically significant impacts” is used:
  - It is quantitative (numbers) reporting of the probability of ‘random chance’, and
  - It doesn’t mean that positive things did not happen.
- Please remember, sometimes lasting changes just take time.

# Student Achievement:

## Reading/Language Arts

### 2011-2012

- Proficiency; no statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 71.1%
  - Non-participants = 80.3%
  - Commonwealth = 86%
- SOL; no statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 439.8
  - Non-participants = 459

### 2012-2013

- Proficiency; no statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 48.5%
  - Non-participants = 63.7
  - Commonwealth = 72%
- SOL; no statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 396.5
  - Non-participants = 416.9

# Student Achievement: Mathematics

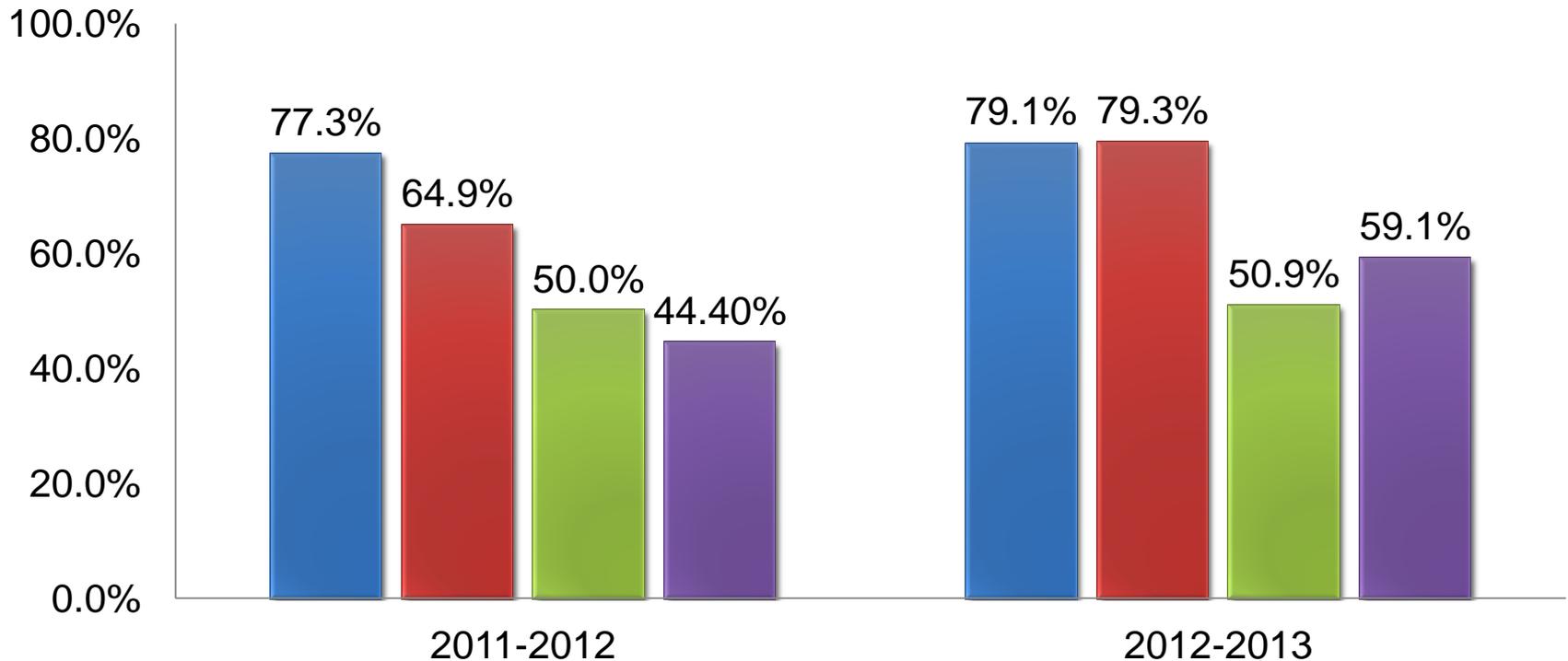
## 2011-2012

- Proficiency; no statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 48.3%
  - Non-participants = 51.1%
  - Commonwealth = 64%
- SOL; no statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 396.6
  - Non-participants = 401.3

## 2012-2013

- Proficiency; no statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 43.3%
  - Non-participants = 54.0%
  - Commonwealth = 65%
- SOL; statistically significant impacts
  - 21<sup>st</sup> CCLC participants = 391.0
  - Non-participants = 408.5

# Opportunities: Parent Education



- Reported opportunities for parent-child interaction
- Met objectives for computer skills training
- Offered GED courses at the center
- Met objectives for career development sessions



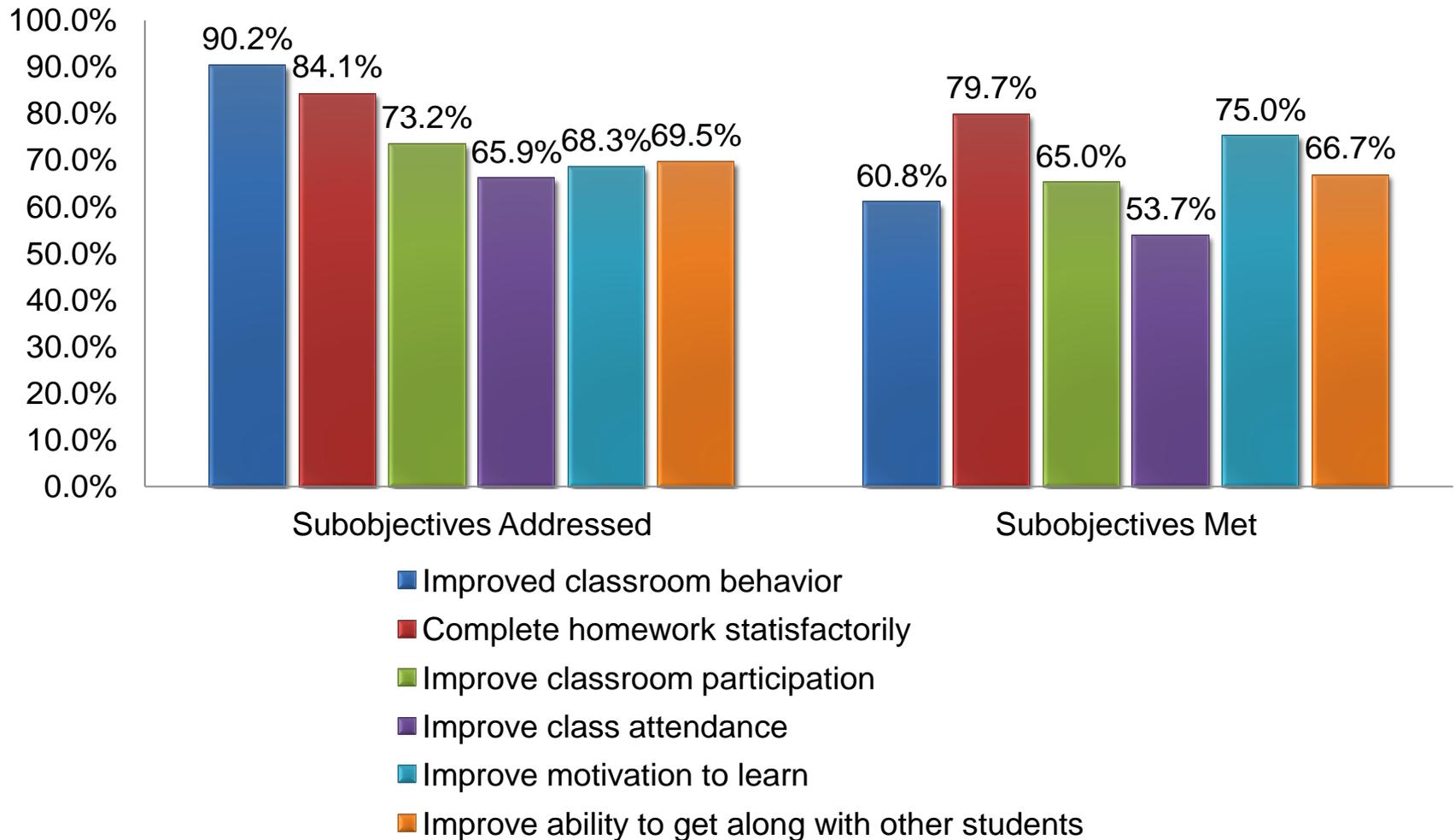
2

- To what degree did the programs meet Virginia's objectives?

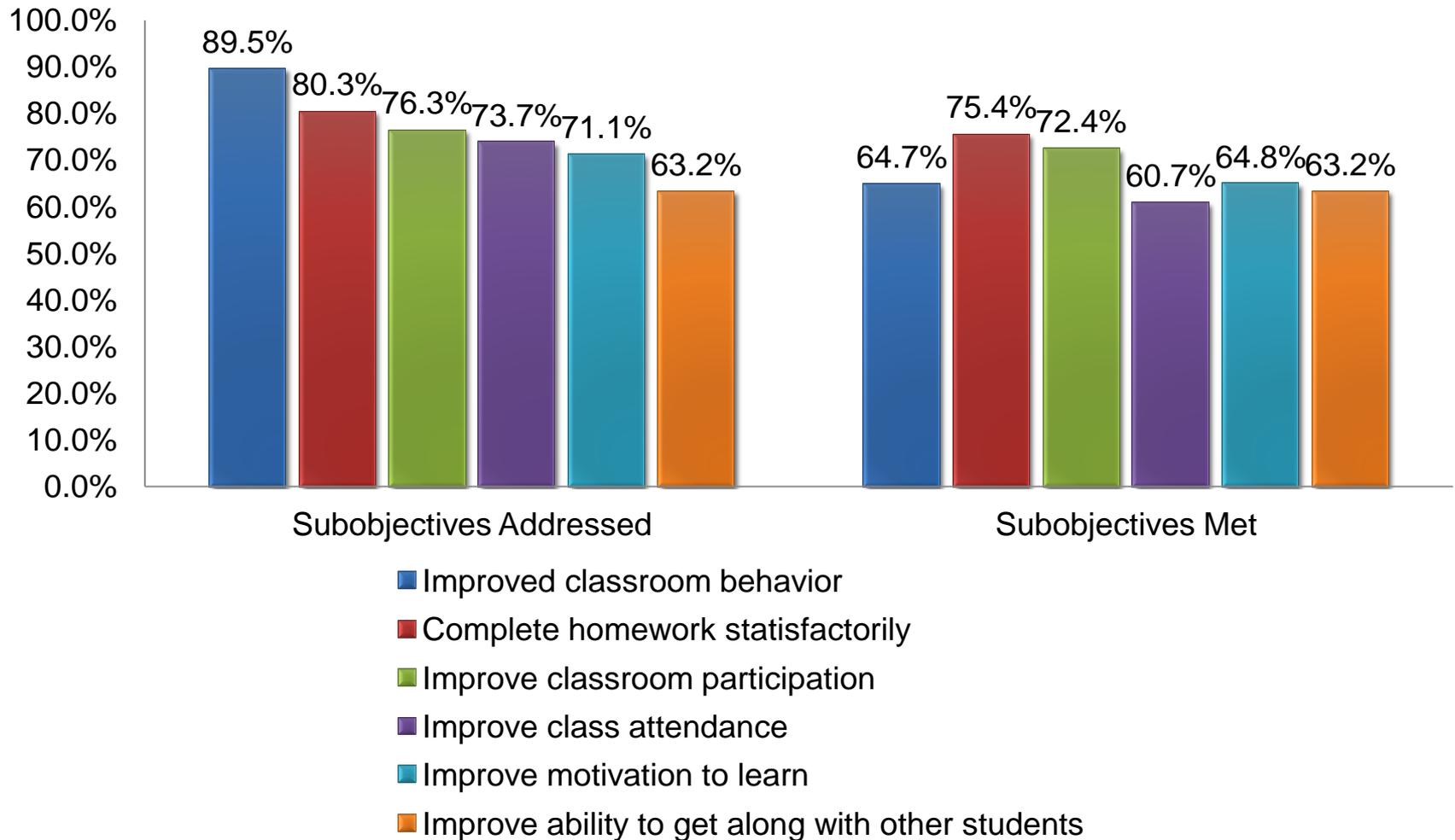
- **Data collected:**

- Student behavior
- Enrichment
- Community partnerships

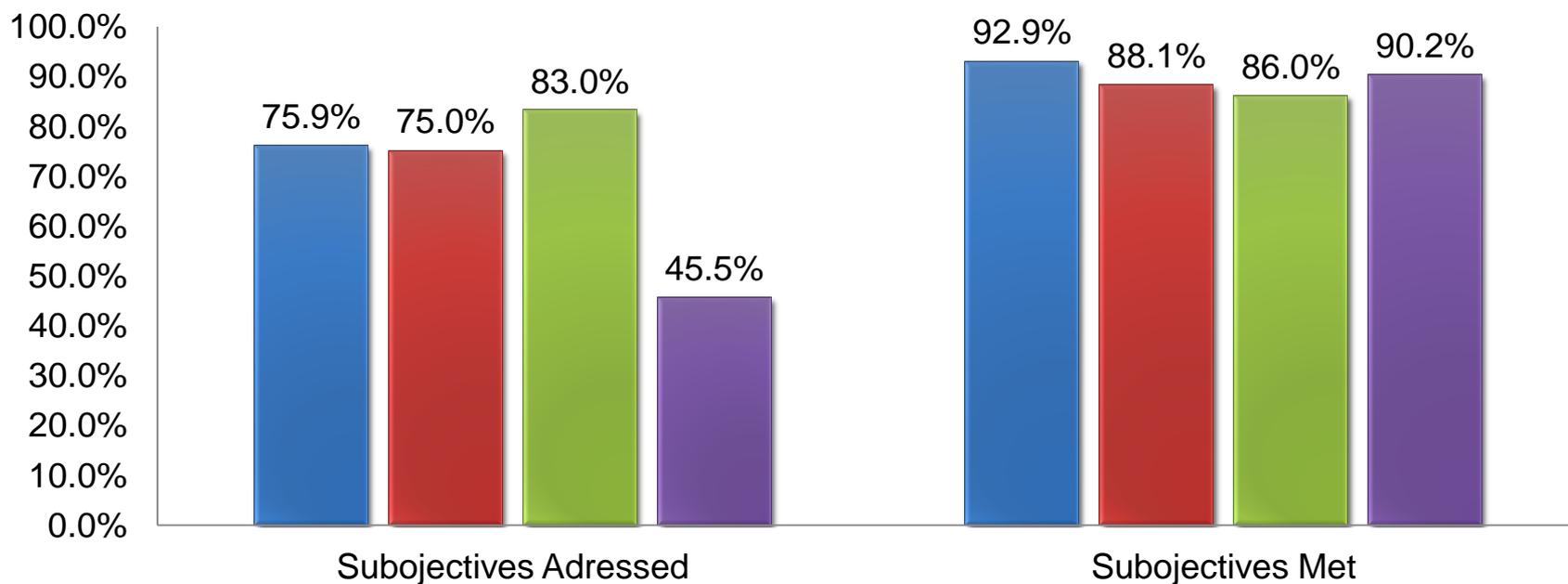
# Student Behavior: 2011-2012



# Student Behavior: 2012-2013



# Enrichment: 2011-2012



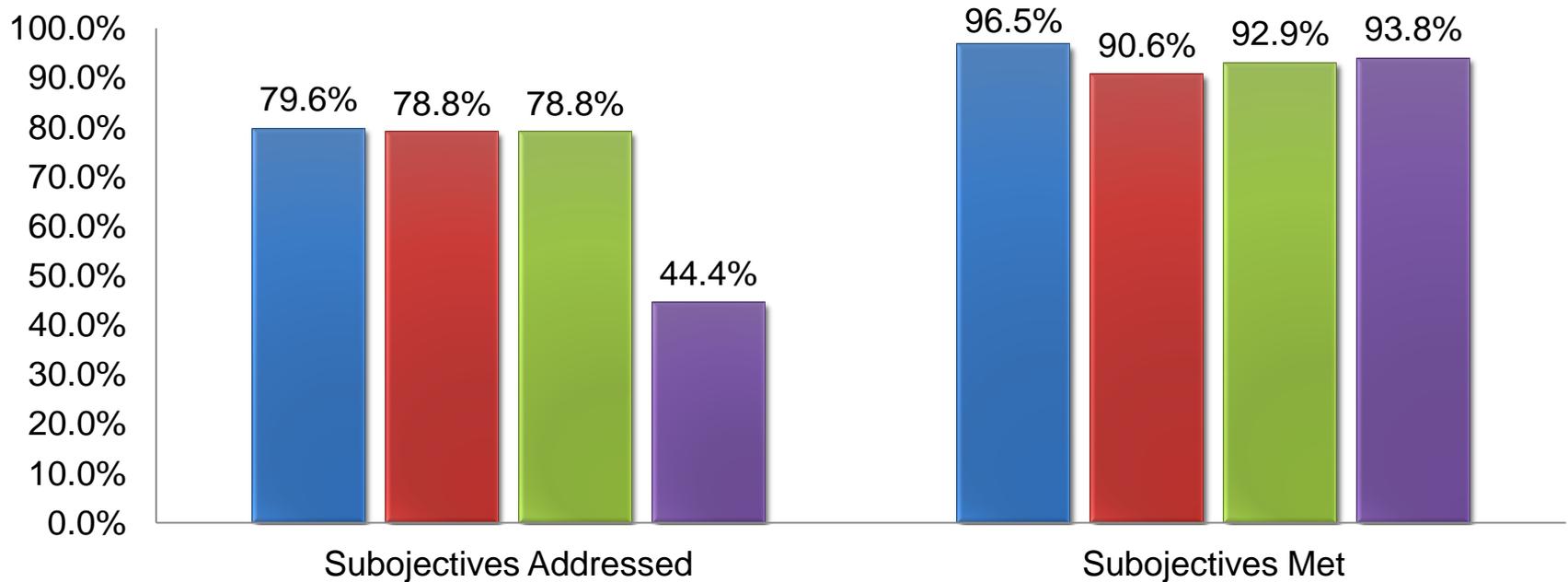
■ Increase children's exposure to the fine arts and cultural events

■ Increase children's depth of understanding of academic subjects through nontraditional instruction

■ Increase children's health awareness and physical education

■ Provide programs in preventing drug/alcohol use and/or violence

# Enrichment: 2012-2013



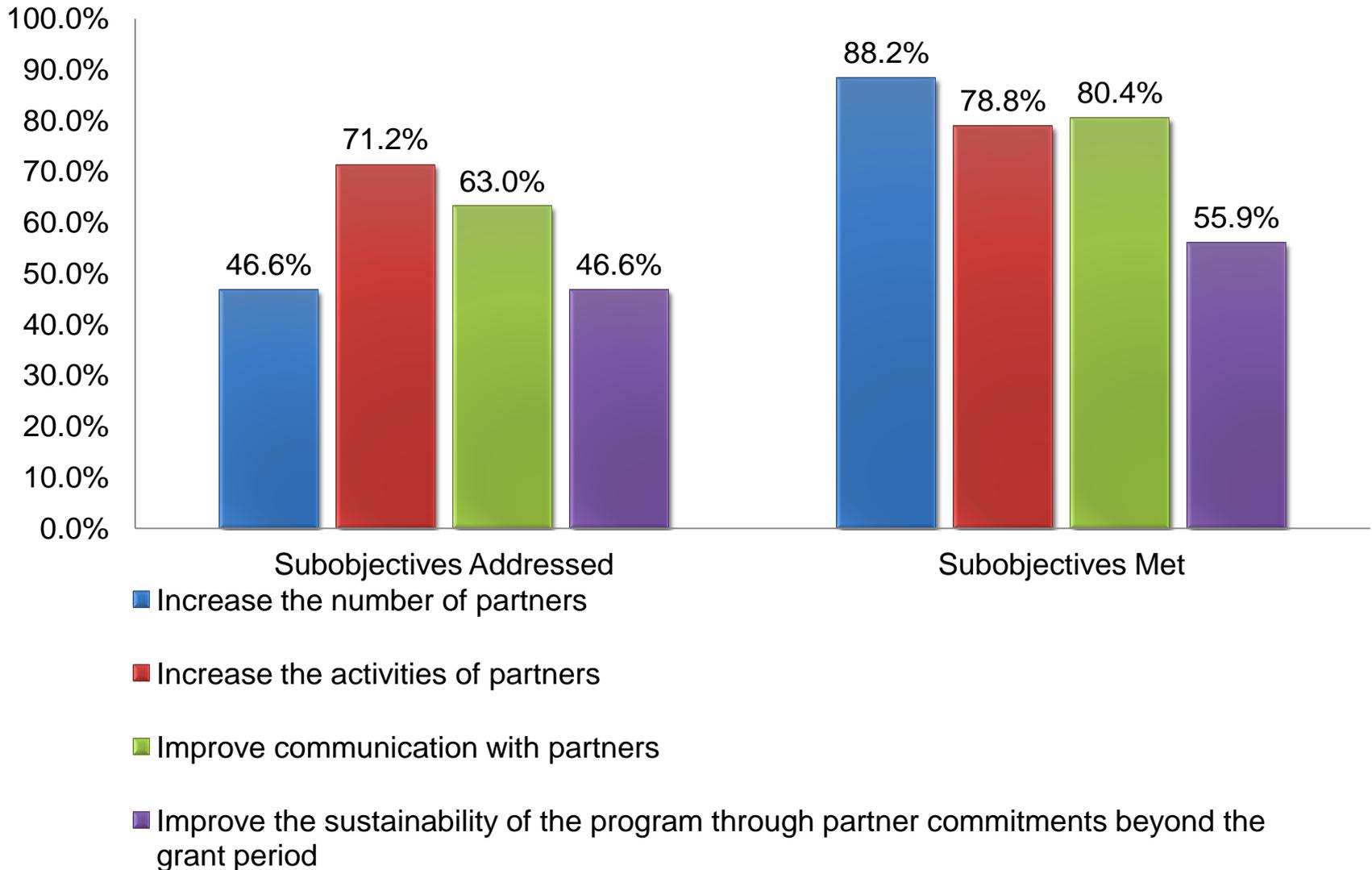
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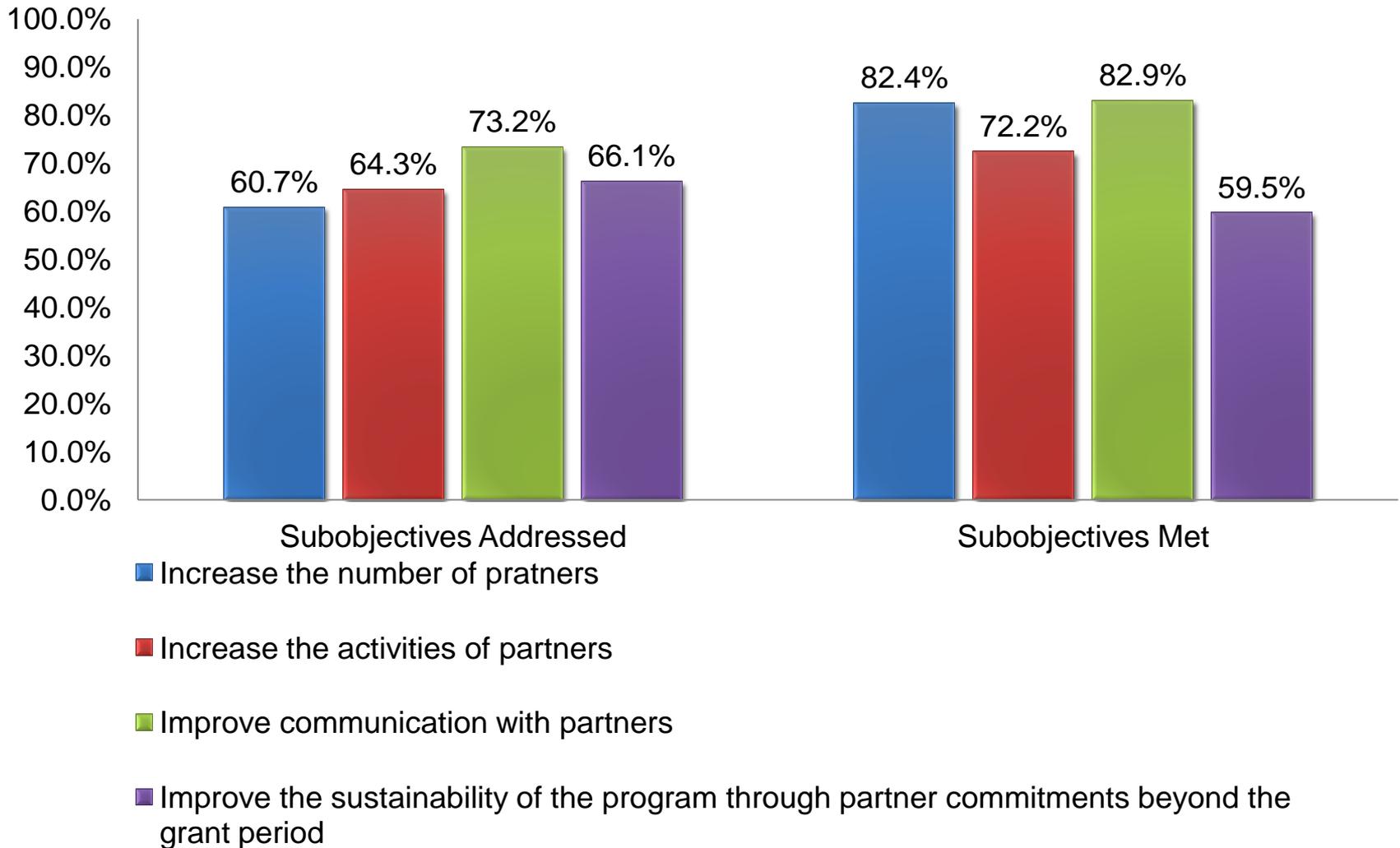
■ Increase children's health awareness and physical education

■ Provide programs in preventing drug/alcohol use and/or violence

# Community Partnerships: 2011-2012



# Community Partnerships: 2012-2013





# 3

- Are there relationships between attendance at a 21st CCLC center, nature and time allocated to activities, hours of operation and academic achievement?

- **Data collected:**

- Total hours of operation
- Number of Paid School-day Teachers
- Number of days attending 21st CCLC centers
- Total number and hours of activities

# Grades 3-8 Reading/Language Arts 2012-2013

Center Variable	Proficiency	SOL
Total Hours Open Per Week		
Number of Paid School-Day Teachers	Each paid school-day teacher added results in a 2% increase in the odds of scoring proficient	Each paid school-day teacher added results in a .005 increase in standardized scaled scores
Total Hours of Activities		
Total Number of Activities		
Number of Days Attended		

# Grades 3-8 Mathematics 2012-2013

Center Variable	Proficiency	SOL
Total Hours Open Per Week	Each additional hour the center was open was associated with a 1% increase in the odds of scoring proficient	Each increase in the number of hours open results in a .006 increase in standardized scaled scores.
Number of Paid School-Day Teachers	Each additional school-day teacher added was associated with a 2% increase in the odds of scoring proficient.	
Total Hours of Activities		
Total Number of Activities		
Number of Days Attended		



## 4

- What “promising practices” and “challenges” were identified by centers regarding achievement of required objectives?

### Promising Practices:

- the nature and types of student activities that were most effective in supporting grant objective attainment,
- building and sustaining strong relationships with families through services and communication,
- cultivating and maintaining strong relationships and partnerships with community members,
- incorporating incentives, positive reinforcement, or student input to promote desired student behavior, and
- supporting high-quality after-school staff that maintains strong linkages with the school-day staff and curricula.



## 4

- What “promising practices” and “challenges” were identified by centers regarding achievement of required objectives?

### Challenges:

- program design, structure, and grant-level characteristics,
- home and community characteristics and challenges,
- students' individual challenges,
- school environment and program operating conditions, and
- cultivating strong community connections.

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QUESTIONS?

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