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**MEMPHIS**<sup>™</sup>

The Center for Research in  
Educational Policy (CREP)

**Virginia Department of Education**  
**Evaluation of 21<sup>st</sup> Century Community Learning Centers**  
**2014-2015**

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## Table of Contents

<b>Executive Summary .....</b>	<b>1</b>
<b>Results .....</b>	<b>1</b>
What is the nature of the Virginia 21st CCLC programs and level of participation by students? .....	2
To what degree did centers meet Virginia’s objectives for the program? .....	3
Objective 1: Improve Student Academic Achievement in Reading .....	3
Objective 2: Improve Student Academic Achievement in Mathematics .....	4
Objective 3: Provide Opportunities for Parent Education .....	4
In what ways do attendance at a 21st CCLC, type and time allocated to activities, and hours of operation predict academic achievement? .....	5
Center-level results from analysis of reading outcomes .....	5
Center-level results for mathematics .....	5
What promising practices and challenges were identified by centers regarding the achievement of required objectives? .....	6
<b>Introduction and Overview .....</b>	<b>10</b>
Evaluation Objectives and Measures .....	10
<b>Center Characteristics .....</b>	<b>14</b>
Operations .....	14
Staffing Patterns .....	14
Student Attendance and Grade Level .....	17
<b>Methods .....</b>	<b>19</b>
Third-grade Only .....	22
<b>Results .....</b>	<b>24</b>
Objective 1: Improve Student Academic Achievement in Reading .....	24
Objective 2: Improve Student Academic Achievement in Mathematics .....	29
Objective 3: Provide Opportunities for Parental Education .....	34
General Education Development .....	34
Computer Skills .....	35
Parent Training .....	36
Parent/Child Interaction Activities .....	37
Career Development .....	38
Associations between Center Characteristics and Outcomes .....	39
The association between center characteristics and reading achievement .....	40
The association between center characteristics and mathematics achievement .....	43
Promising Practices and Challenges .....	44
Challenges .....	45
Promising practice .....	49
<b>Conclusions .....</b>	<b>53</b>
What is the nature of the Virginia 21st CCLC grant program and level of participation by students? .....	53
To what degree did centers meet Virginia’s objectives for the program? .....	54
Objective 1: Improve Student Academic Achievement in Reading .....	54
Objective 2: Improve Student Academic Achievement in Mathematics .....	55
Objective 3: Provide Opportunities for Parent Education .....	56

In what ways do attendance at a 21st CCLC, type and time allocated to activities, and hours of operation predict academic achievement?.....	56
What promising practices and challenges regarding the achievement of required objectives were identified by centers?.....	57

**References..... 60**

**Appendix A: Supplemental Program Objectives..... 61**

Objective: Improvement of Student Behavior.....	61
Objective: Provide Enrichment Opportunities.....	62
Objective: Improve Community Partnerships.....	63

**List of Tables**

Table 1. Summary of Instruments and Data Sources by Evaluation Question.....	13
Table 2. Four-Year Achievement and Student-Level Outcomes Demographic Summary in Reading for Grades 4-8.....	26
Table 3. Four-Year Achievement and Student-Level Interaction Outcomes Summary in Reading for Grades 4-8.....	28
Table 4. Four-Year Achievement and Student-Level Demographic Outcomes Summary in Mathematics for Grades 4-12.....	31
Table 5. Four-Year Achievement and Student-Level Interaction Outcomes Summary in Mathematics for Grades 4-12.....	33
Table 6. Centers Meeting Parent Education Subobjectives.....	39
Table 7. Four-Year Achievement and Center-Level Outcomes Summary in Reading for Grades 4-8.....	43
Table 8. Four-Year Achievement and Center-Level Outcomes Summary in Mathematics for Grades 4-12.....	44

**List of Figures**

Figure 1. Hours of Operation per Week.....	14
Figure 2. Paid Staff in Virginia 21 <sup>st</sup> CCLC.....	16
Figure 3. Volunteer Staff in Virginia 21 <sup>st</sup> CCLC.....	16
Figure 4. Total Student Attendees in 21st CCLC by Grade Level.....	17
Figure 5. Regular Attendees (at least 30 days) in 21st CCLC by Grade Level.....	17
Figure 6. 21 <sup>st</sup> CCLC 2014-2015 Parent Education Subobjectives.....	34
Figure 7. Met the Objective for Parent Participation in GED Certificate Program.....	35
Figure 8. Met the Objective for Parent Participation in Computer Skills Classes.....	36
Figure 9. Met the Objective for Parent Participation in Parent Training Classes.....	37
Figure 10. Met the Objective for Parent/Child Interaction Activities.....	38
Figure 11. Met the Objective for Parent Participation in Career Development Activities.....	39

## **Executive Summary**

The federally-funded 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program provides opportunities outside of the regular school day for academic enrichment to help students meet state and local performance standards in core academic subjects. This report summarizes the results of the Center for Research in Educational Policy's evaluation of 21<sup>st</sup> CCLC programs in Virginia during 2014-2015. The main purpose of the evaluation was to determine whether these programs were meeting the following statewide program objectives: 1) improving student academic achievement in reading, 2) improving student academic achievement in mathematics, and 3) providing opportunities for parental education. In addition, teacher and student perceptions of the impact of 21<sup>st</sup> CCLC programs are included in the report, and an overview of the success of centers in achieving supplemental objectives is provided in Appendix A.

## **Results**

Data were analyzed from four main sources: 1) the online annual local evaluation survey (ALERT); 2) the online APR Center Profile survey; 3) 21<sup>st</sup> CCLC attendance data on all student participants with available SOL scores; and 4) scores for reading and mathematics from the Standards of Learning (SOL) assessments, Virginia Alternate Assessment Program (VAAP), and Virginia Grade Level Alternative (VGLA) assessment. The key results of the analyses are summarized below by evaluation question. The APR Center Profile provided information regarding program staff types and student attendance. Student achievement data were provided by the VDOE for analysis, and the results of these analyses are included in the report.

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

The majority of the centers were operated in schools and most centers were open 6-15 hours per week. The centers employed 3,685 paid and volunteer staff members to facilitate Virginia 21<sup>st</sup> CCLC programs. The majority of the paid staff members included school-day teachers, nonteaching school staff, and center administrators or coordinators, while the majority of the volunteer staff were made up of college and high school students, community members, and parents. There were 22,489 students served in 2014-2015, with 10,050 of those students (44.7 percent) attending center programs regularly. Regular attendance was defined as Virginia 21<sup>st</sup> CCLC students who were in attendance for a minimum of 30 days. Students served by Virginia 21<sup>st</sup> CCLC programs were enrolled in pre-kindergarten through grade 12, with the majority of regular attenders enrolled in grades 3-8. Overall, the racial/ethnic information of students attending Virginia 21<sup>st</sup> CCLC programs regularly was reported as follows: African American (42.5 percent), White (33.1 percent), Hispanic/Latino (15.8 percent), Asian/Pacific Islander (3.4 percent), and American Indian/Alaskan Native (1.6 percent). Over half (59.1 percent) of students regularly attending Virginia 21<sup>st</sup> CCLC programs were eligible for free or reduced price lunches. Regularly attending students identified as having limited English proficiency comprised 6.5 percent, and those identified as having special needs or disabilities represented 11.0 percent. Similar to prior years, approximately equal numbers of boys and girls participated regularly in the programs.

In comparison, the Virginia Department of Education (2016) reported racial/ethnic information for the 2014-2015 Virginia student membership as follows: White (51.28 percent), African American (23.02 percent), Hispanic (13.85 percent), Asian (6.47 percent), Two or More

Races (4.92 percent), American Indian/ Alaska Native (0.31 percent), and Native Hawaiian/ Pacific Islander (0.15 percent). Approximately 40.0 percent of all students in Virginia were eligible for free or reduced price lunch for the 2014-2015 school year (Virginia Department of Education, 2016). Across Virginia, students with limited English proficiency constituted 10.1 percent of all students enrolled in 2014-2015, and students with special needs or disabilities comprised 12.3 percent of total enrollment during this period (Virginia Department of Education, 2016).

### **To what degree did centers meet Virginia’s objectives for the program?**

**Objective 1: Improve Student Academic Achievement in Reading.** For students in grades four through eight, the proficiency and standardized SOL scaled score analyses showed that there was no statistically significant impact of 21<sup>st</sup> CCLC participation (“Yes” or “No”) on statewide reading assessments. Additionally, the effect size for the proficiency analysis (Cox Index effect size (CIES) = -0.01) and for the standardized SOL scaled score analysis ( $g = 0.00$ ), which quantifies the *magnitude* of the difference, would not be considered substantively important (i.e., educationally meaningful) based on What Works Clearinghouse (WWC) guidelines ( $\geq \pm 0.25$ ) (What Works Clearinghouse, 2014). There were also no statistically significant or substantively important differences in either reading proficiency or standardized SOL scaled scores for any subgroup based on 21<sup>st</sup> CCLC participation. For students in grade three who did not have prior-year test scores available, 21<sup>st</sup> CCLC participants in 2014-2015 were outperformed by non-participants in reading proficiency for all students combined and on all 14 available subgroupings and by Virginia in reading proficiency for all students combined and all available subgroupings. In terms of SOL scaled scores, third-grade 21<sup>st</sup> CCLC

participants in 2014-2015 were outperformed by non-participants overall and in all 14 subgroup comparisons in reading.

**Objective 2: Improve Student Academic Achievement in Mathematics.** For students in grades four through twelve, the proficiency and standardized SOL scaled score analyses showed that there was no statistically significant impact of 21<sup>st</sup> CCLC participation (“Yes” or “No”) on statewide mathematics assessments. Additionally, the effect sizes for the proficiency analysis (Cox Index effect size (CIES) = 0.02) and for the standardized SOL scaled score analysis ( $g = 0.03$ ) would not be considered substantively important based on What Works Clearinghouse (WWC) guidelines ( $\geq \pm 0.25$ ). There were also no statistically significant or substantively important differences in either mathematics proficiency or standardized SOL scaled scores for any subgroup based on 21<sup>st</sup> CCLC participation. For students in grade three who did not have prior-year test scores available, 21<sup>st</sup> CCLC participants in 2014-2015 were outperformed by non-participants for all students combined and on 11 out of 14 subgroupings and Virginia on all but two subgroupings. In terms of SOL scaled scores, third-grade non-participants did better in all but three out of 14 subgroups compared to 21<sup>st</sup> CCLC participants in 2014-2015.

**Objective 3: Provide Opportunities for Parent Education.** As required by the 21<sup>st</sup> CCLC grant, grantees offered General Education Development (GED) certificate programs, computer instruction, parenting skills classes, parent/child activities, and/or career development activities for parents. Center administrators (85.8 percent) indicated that they provided a variety of activities to meet this objective. Additionally, center administrators reported selecting subobjectives which included parent/child interaction in academic activities (78.6 percent), parent training (47.6 percent), GED (26.2 percent), computer skills instruction (26.2 percent),

and career development information (26.2 percent). Finally, the center administrators reported having met their subobjectives as follows: parent/child interaction in academic activities (75.3 percent), parent training (65.3 percent), GED (63.0 percent), computer skills instruction (63.0 percent), and career development information (66.7 percent).

### **In what ways do attendance at a 21st CCLC, type and time allocated to activities, and hours of operation predict academic achievement?**

This section of the evaluation report includes the results of statistical analyses of associations between various categories of center-level data, and reading and mathematics outcomes of students in grades four through eight (grades four through twelve for mathematics) with two years of assessment data available. Only 21<sup>st</sup> CCLC students who had a minimum of 30 days of attendance were included. These analyses provide information that may be useful to program leaders and are summarized below.

**Center-level results from analysis of reading outcomes.** The percent of center activities that were academic in nature had a very small, but statistically significant positive impact on reading proficiency level. The total number of activities at 21<sup>st</sup> CCLC centers and the percent of center activities that were unique had a very small, positive, but not statistically significant impact on both reading proficiency level and standardized SOL reading scaled scores in 2014-2015. Additionally, the percent of center activities that were academic had a very small, positive, but not statistically significant impact on standardized SOL reading scaled scores.

**Center-level results for mathematics.** The percent of center activities that were academic in nature had a very small, but statistically significant positive impact on both mathematics proficiency level and standardized SOL mathematics scaled scores. The total number of activities at the center and the percent of center activities that were unique both had a

positive, but very small and not statistically significant impact on mathematics proficiency level and standardized SOL mathematics scores in 2014-2015.

**What promising practices and challenges were identified by centers regarding the achievement of required objectives?**

Grantees were asked to elaborate upon their centers' objectives that were met, and the activities or promising practices that appeared to be the most effective in helping them to meet these objectives. The grantees' responses frequently included the following themes: academic tutoring, clubs and enrichment, quality program staff, community partnerships, parent/family involvement, and other promising concepts.

Promising practices involving academic tutoring were frequently mentioned by grantees. Grantees shared a commitment to responding to student academic performance needs, the need for small group tutoring tied to the school curriculum, and described specific activities and programs utilized to address the needs of their students. As for clubs and enrichment activities, grantees described how these activities increased academic learning and student engagement, and developed a sense of belonging among students. Grantees also noted that enrichment activities encourage creativity and critical thinking. Grantees pointed out that maintaining highly-qualified program staff and providing access to supportive teachers were critical to the success of their program participants. Grantees mentioned that student success frequently increased when the students' school/homeroom teachers were also involved or leading the program experiences.

According to grantees, engaging community partners strengthened their work, provided students access to much-needed resources within their communities, and offered opportunities for students to develop positive relationships with successful role models. Other partnerships that grantees have encouraged were with college students that not only provide academic

assistance but also acted as trusted peer mentors. As for parent and family involvement, grantees indicated that promoting child and adult interactions in an academic setting is key to student success and they specifically described their role in facilitating this family dynamic. This connection bridges the gap between parents and teachers, helps increase student attendance and participation, and boosts student academic achievement. Grantees also indicated some centers work with larger numbers of ESL/non-English speaking students and families, and described providing translations of all program materials and interpreters at events, offering English classes, and utilizing bilingual liaisons to assist with community outreach.

Grantees were also asked to reflect upon their centers' objectives that were not met or that showed mixed results, and identify challenges that might have been associated with the lower results. Challenges were present in the grantees' responses and included: lack of parent and family involvement, program staffing and structure, communication, attendance, student personal/behavioral issues, and community partnerships.

Grantees indicated that the lack of parent and family involvement was a major challenge. They explained that many families do not understand the importance of academic assistance programs, may not value education, are often unavailable due to jobs and changing work schedules, have other family responsibilities, and lack transportation to events and other activities. Additionally, grantees indicated that some families are non-native English speakers who struggle with understanding communication from school and the program, and the assignments given to their child.

Another challenging area mentioned by grantees involved hiring and retaining highly-qualified program staff. Grantees cited issues with access to a large enough pool of skilled staffing candidates, and noted the need for more training and development. They also stressed

the importance of maintaining clear and consistent communication with the students' classroom teacher, which is critical in order for program staff to be informed and more intentional when working with students. Grantees also identified communication as another challenge to program success, and cited the need for better communication between all stakeholders, the inclusion of community partners, and better communication between classroom teachers and program staff.

Grantees noted various reasons for low or inconsistent student attendance, including a lack of transportation to or from the program site, late dismissals from school, extra-curricular activities, persistent negative stigmas regarding education, an unwillingness to participate or lack of interest, and little to no parent or family support or influence on attendance. Grantees also acknowledged that student academic and personal/behavioral problems pose challenges to program success. Grantees indicated that academically, students have especially low reading levels, weaknesses in other core areas, and need additional help with homework. With respect to student personal/behavioral issues, grantees cited the need to support students in dealing with day-to-day challenges, to teach students coping strategies, and to train program staff and provide resources to work with student behavioral challenges. Finally, grantees mentioned that most of their programs are offered after school, and for students who are on medication for emotional issues, those medications generally cease working in the afternoons which can be a major roadblock to student and program success.

Another challenge that grantees mentioned was community partnerships. Grantees acknowledged the need to establish experienced partners early in the process, to involve partners in planning from the onset of the grant, to include partners in solving problems for programs and students, and to communicate program needs effectively to partners (e.g., newsletters, phone calls). Finally, grantees cited that programs located in smaller or more rural areas have fewer

community organizations with which to partner, and that some partner organizations experience high turnover, which leads to both student and partner disengagement.

## **Introduction and Overview**

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) grant program was established by Congress as Title X, Part I, of the Elementary and Secondary Education Act (ESEA). It was reauthorized by Congress under the *No Child Left Behind Act of 2001* (NCLB).

The purposes of the 21<sup>st</sup> CCLC program include:

- To provide opportunities outside of the regular school day for academic enrichment, including tutorial services to help students meet state and local performance standards in core academic subjects.
- To offer students a broad array of services, programs, and activities to complement academics such as drug and violence prevention; counseling programs; art, music and recreation programs; technology education; and character education.
- To offer families of students served by community learning centers opportunities for literacy and related educational development.

In 2014-2015, the Virginia Department of Education (VDOE) provided 21<sup>st</sup> CCLC grant funds to 99 grantees that operated programs within a total of 136 schools and/or centers, typically operating within a three-year grant cycle. The grantees provided academic and enrichment programs to students before and/or after-school hours, as well as during the summer at some centers. The grant program also supported grantee collaboration with parents and community partners.

## **Evaluation Objectives and Measures**

The VDOE contracted with the Center for Research in Educational Policy (CREP) at the University of Memphis to conduct a statewide evaluation of the 21<sup>st</sup> CCLC program to meet

federal requirements and to assess the extent to which local grantees met the defined programmatic objectives. The defined objectives were as follows:

Objective 1: Improve student academic achievement in reading;

Objective 2: Improve student academic achievement in mathematics; and

Objective 3: Provide opportunities for parental education.

The evaluation was structured around the following evaluation questions:

- What is the nature of the Virginia 21<sup>st</sup> CCLC grant program and level of participation by students?
- To what degree did centers meet Virginia’s objectives for the program?
- In what ways do attendance at a 21<sup>st</sup> CCLC, type and time allocated to activities, and hours of operation predict academic achievement?
- What promising practices and challenges regarding the achievement of required objectives were identified by centers?
  - All grantees with centers in operation within the grant cycle in 2014-2015 were asked to participate in the evaluation. A detailed accounting of the number of students and centers originally available and subsequently included, and the rationale for inclusion or exclusion in the analysis, are provided in a Supplemental Technical Report which is available by request from the VDOE.

Four main sources of data were used in the evaluation:

- 1) Two years (2013-2014 and 2014-2015) of Standards of Learning (SOL), Virginia Alternate Assessment Program (VAAP), Virginia Grade Level Alternative (VGLA), and Virginia Modified Achievement Standards Test (VMAST) proficiency and scaled assessment scores in reading for students in grades 3-8 and mathematics for students in grades 3-12. In addition

to the assessment scores, data regarding gender; grade; ethnicity; limited English proficient (LEP) status and proficiency level; disability status and primary disability code; economic disadvantage status; and days of participation in the 21<sup>st</sup> CCLC program were also included. It should be noted that students with limited English proficiency at the lowest levels of English proficiency and students with disabilities are permitted to participate in approved alternative assessments. The VAAP, VGLA, and VMAST alternative assessment data were included in the analysis of proficiency-level outcomes, but only the SOL assessment was used in the analysis of scaled score outcomes.

- 2) The Single Sign-on for Web Systems (SSWS) is a statewide data collection system used to collect 21<sup>st</sup> CCLC attendance data on all student participants with available SOL scores.
- 3) The APR Center Profile is an online survey designed to collect: (a) descriptive data about grantees and their 21<sup>st</sup> CCLC program, (b) descriptive data about the operation and staffing of their 21<sup>st</sup> CCLC program, (c) 21<sup>st</sup> CCLC program participant attendance data (i.e., student and adult), (d) 21<sup>st</sup> CCLC program participant demographic data, and (e) center activity data. Each grantee is required to submit the APR Center Profile for the centers in their grant each year.
- 4) The Annual Local Evaluation Report Template (ALERT) is an online survey designed to supply supplemental data for this evaluation. The tool gathers additional data regarding center activities and outcomes. Each grantee is required to submit the ALERT for each center after a full year of program implementation.

The preliminary findings in this report reflect 88-100 percent of centers reporting for the 2014-2015 program year. The specific data sources and percentage of active centers represented are shown in Table 1 for each evaluation question. The ALERT reports contained both

quantitative and qualitative data for analysis. The VDOE requested that grantees submit the ALERT for their centers by July 31, 2015. More than half (67.2 percent) of the 122 centers required to submit the online report did so by the initial deadline. The remainder of centers completed the report by October 15, 2015. For the APR Center Profile data, grantees were able to begin submitting information in November 2015, and all had completed their submissions by January 21, 2016. APR Center Profile data within the Annual Progress Report categories of operation, objectives, activities, student behavior, and partnerships were analyzed for all grantees. Student-level SOL, VAAP, and VGLA assessment data from the 2013-2014 and 2014-2015 academic years were provided to CREP by the VDOE.

**Table 1. Summary of Instruments and Data Sources by Evaluation Question**

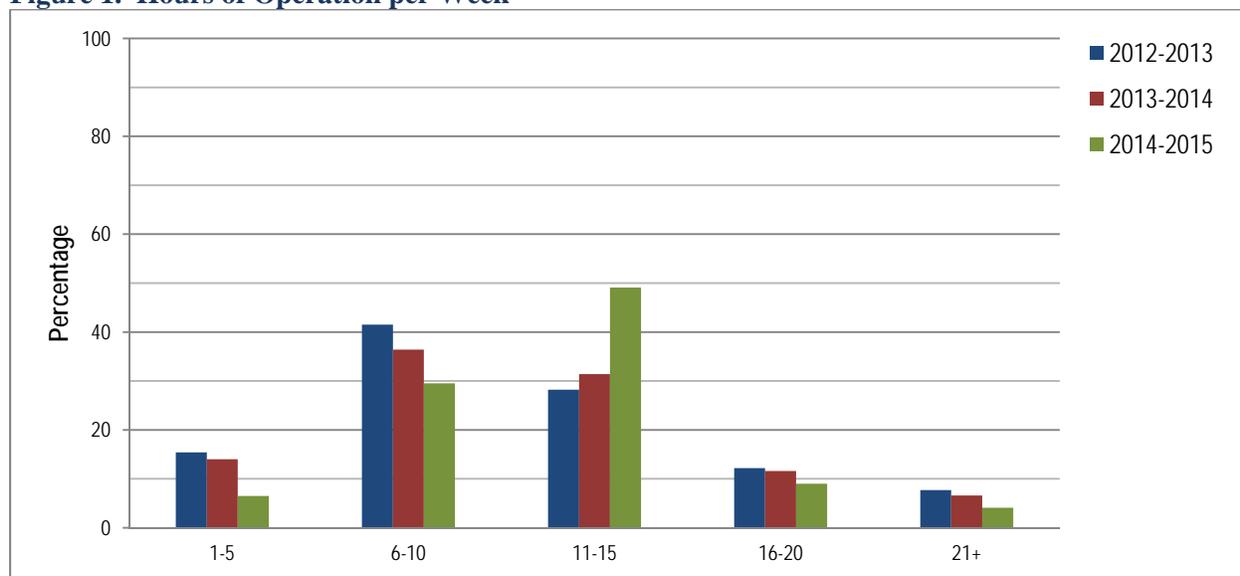
Evaluation Question	Data Sources	Percentage of Active Centers Represented
What is the nature of the 21 <sup>st</sup> CCLC programs and level of participation by students?	ALERT	100% of reporting centers
	APR Center Profile demographic and attendance data	100% of reporting centers
To what degree did centers meet their objectives?	APR Center Profile data	100% of reporting centers
	ALERT	100% of reporting centers
	Virginia SOL test scores in reading and mathematics	88% of reporting centers
In what ways do attendance at a 21 <sup>st</sup> CCLC, type and time allocated to activities, and hours of operation predict academic achievement?	SSWS data	88% of reporting centers
	Virginia SOL test scores in reading and mathematics	
What “promising practices” and challenges regarding the achievement of required objectives were identified by centers?	ALERT	100% of reporting centers

## Center Characteristics

### Operations

The majority of centers were operated by school divisions; other centers were operated by community-based organizations or programs, clubs, faith-based organizations, and community colleges or universities. No centers were operated by charter schools or for-profit entities. Centers also varied in the number of hours of operation per week, as shown in Figure 1. There was a notable increase from the previous year in centers offering 11-15 hours of services per week, and a slight decrease from previous years in centers offering 1-5, 6-10, 16-20, and 21 or more hours of service per week. Just over three-fourths of reporting centers (78.6 percent) were open 6-15 hours per week during the 2014-2015 year, with the highest proportion (49.1 percent) offering 11-15 hours of services per week.

**Figure 1. Hours of Operation per Week**



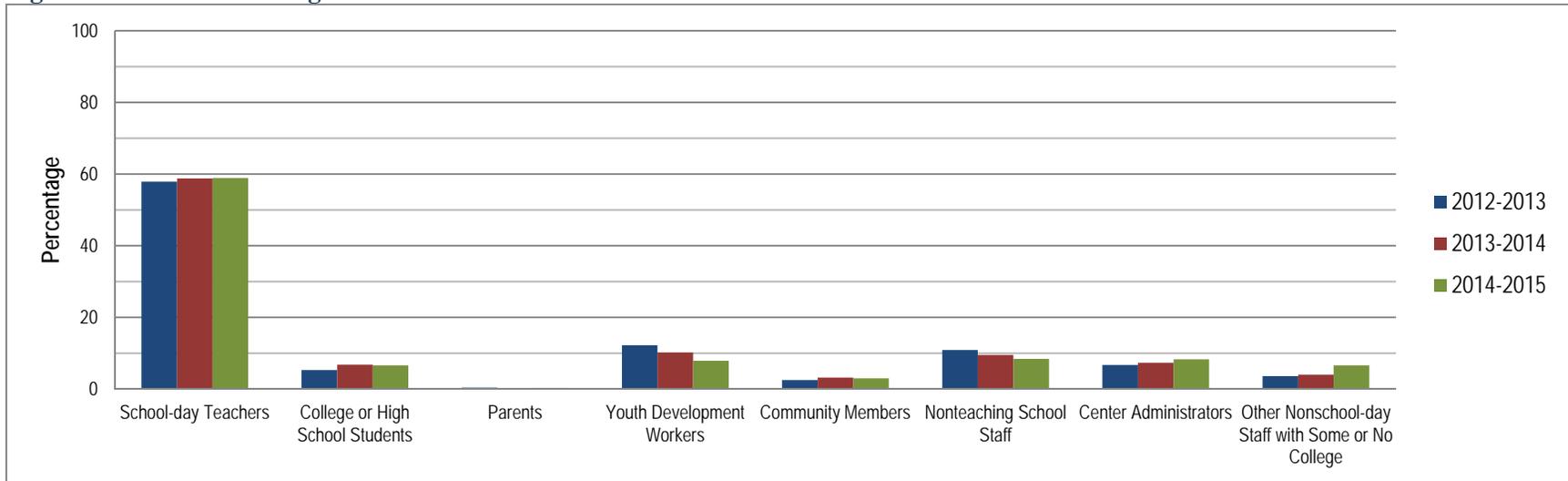
### Staffing Patterns

Grantees reported that there were 3,685 paid and volunteer staff members across the centers during the 2014-2015 school year. Of these staff members, the majority were paid (60.5 percent). Most paid employees were school-day teachers (58.9 percent), nonteaching school

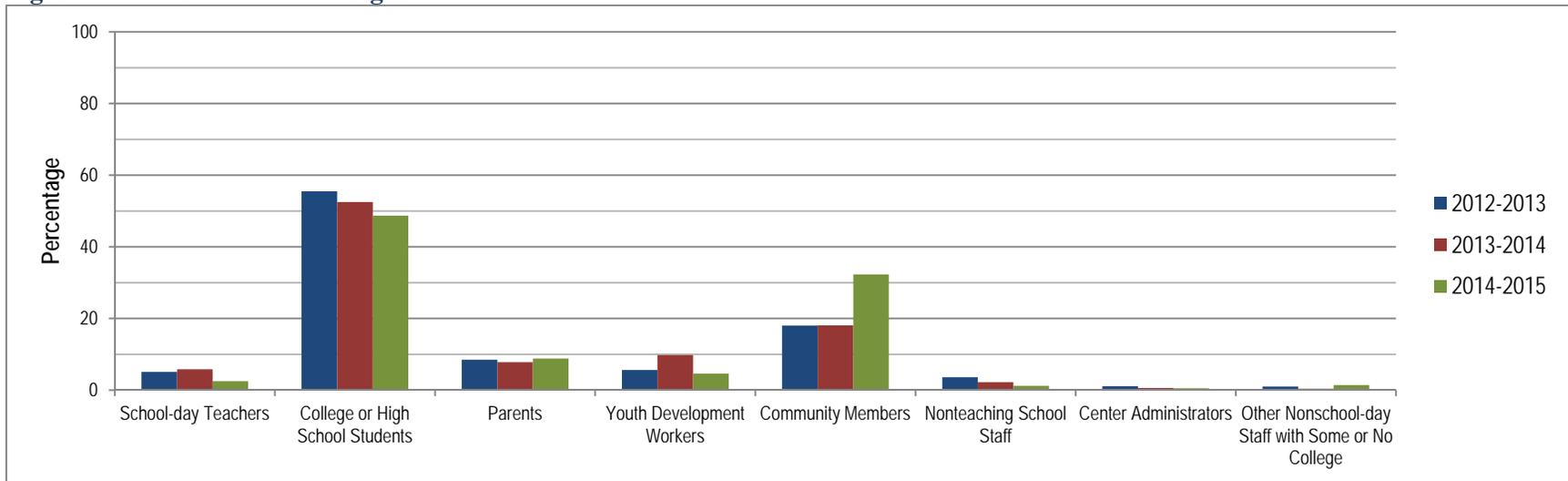
staff (8.4 percent), or center administrators or coordinators (8.3 percent). A smaller percentage of paid employees were youth development workers (7.9 percent), parents (0.1 percent), non-teaching school day staff (6.6 percent), or college or high school students (6.6 percent). College and high school students were the most prevalent type of unpaid volunteers (48.7 percent), followed by other community members (32.3 percent), and parents (8.8 percent).

The staffing patterns across centers are displayed in Figure 2 and Figure 3. Overall, in 2014-2015, the composition of paid staff generally continued the trends seen in prior years, with school-day teachers making up the greatest percentage. College or high school students continue to make up the greatest proportion of volunteer staff.

**Figure 2. Paid Staff in Virginia 21<sup>st</sup> CCLC**



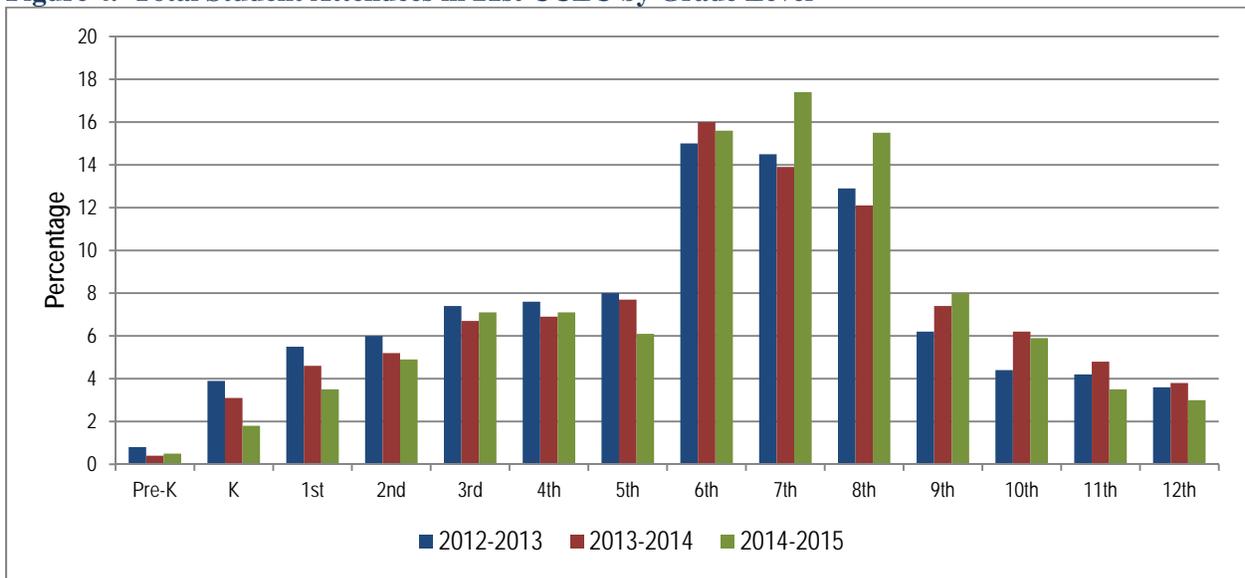
**Figure 3. Volunteer Staff in Virginia 21<sup>st</sup> CCLC**



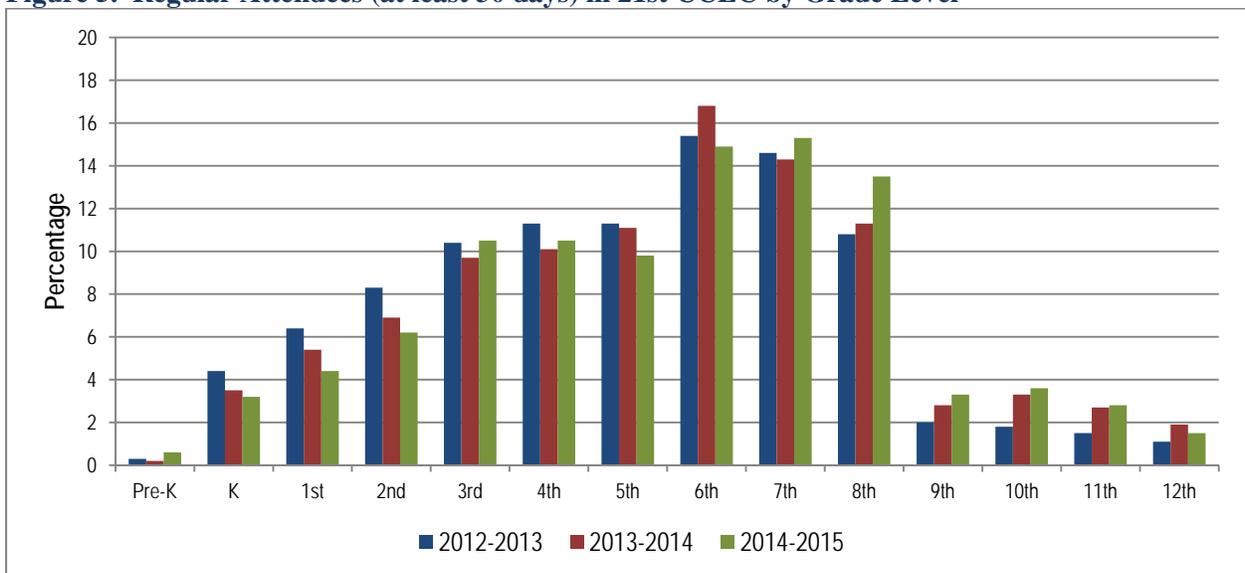
## Student Attendance and Grade Level

According to APR Center Profile data, a total of 22,489 students were served in 2014-2015, with 10,050 students (44.7 percent) attending center programs regularly (i.e., 30 days or more). About two-thirds of all students served and about three-quarters of regular attendees were in grades 3-8, as shown in Figure 4 and Figure 5.

**Figure 4. Total Student Attendees in 21st CCLC by Grade Level**



**Figure 5. Regular Attendees (at least 30 days) in 21st CCLC by Grade Level**



In comparing all student attendees reported in the APR Center Profile data for 2014-2015 versus those reported in 2013-2014, there was a slight decrease in African American student attendees (40.1 percent versus 42.2 percent reported in 2013-2014) and a slight increase in Hispanic student attendees (17.2 percent versus 14.3 percent reported in 2013-2014). The percentage of White student attendees decreased from the previous year (31.6 percent versus 36.0 percent reported in 2013-2014).

In addition, according to the APR Center Profile data, there was an increase in the percentage of student attendees identified as being at an economic disadvantage (53.9 percent versus 52.9 percent reported in 2013-2014), and there was almost no change in the percentage of students identified as having limited English proficiency (7.9 percent of the total group; versus 7.6 percent reported in 2013-2014). The percentage of student attendees identified as having special needs or disabilities in 2013-2014 was higher (10.3 percent; versus 8.9 percent reported in 2013-2014). Similar to prior-year reports, approximately equal numbers of boys (46.9 percent) and girls (47.4 percent) participated regularly in the programs (5.7 percent were missing information).

In comparison, the total Virginia student membership for the 2014-2015 school year was as follows: White (51.28 percent), African American (23.02 percent), Hispanic (13.85 percent), Asian (6.47 percent), Two or More Races (4.92 percent), American Indian/ Alaska Native (0.31 percent), and Native Hawaiian/ Pacific Islander (0.15 percent). Approximately 40.0 percent of all students across Virginia were eligible for free or reduced price lunch for the 2014-2015 school year. Across Virginia, students with limited English proficiency constituted 10.1 percent of all students enrolled in 2014-2015, and students with special needs or disabilities comprised 12.3 percent of total enrollment during this period (Virginia Department of Education, 2016).

## Methods

The results for Objectives 1 and 2 were examined using Hierarchical Linear Models (HLM) and Hierarchical Generalized Linear Models (HGLM) for students in grades four through eight for reading, and grades four through twelve for mathematics, with two years of test data available. Analyses of the impacts of center-level factors (e.g., the number of hours the centers were open) on student achievement only included students who participated in 21<sup>st</sup> CCLC for 30 or more days (i.e., no control students were included). Additional HLM and HGLM models were examined by comparing matched pairs of students in the treatment group who attended 21<sup>st</sup> CCLC programs for 30 or more days and students in a control group who were eligible to attend 21<sup>st</sup> CCLC programs, but had zero days of attendance.

Four sets of analyses (eight analyses total), two for proficiency-level, and two for standardized SOL scaled scores were conducted separately by subject area (reading and mathematics). The first two sets of analyses assessed proficiency-level performance in 2014-2015 based on all available test data (i.e., SOL, VAAP, VGLA, and VMAST) using HGLM. For these analyses, the proficiency level on the SOL, VAAP, VGLA, or VMAST test for the 2013-2014 and 2014-2015 school years was treated as either “pass” or proficient (based on scoring “Proficient” or “Advanced Proficient”), or “fail” (based on scoring “Basic” or “Below Basic”). This method permitted the inclusion of all students, regardless of the type of assessment taken to participate in Virginia’s statewide testing program, as proficiency level is a common measure across all of the different test types, grade levels, and years. Center-level variables (e.g., total hours open) were included in specified analyses to examine the impacts of these variables on student proficiency. By including all students in the analyses, this method offers the most appropriate tool to analyze outcomes for specific student subgroups.

The first proficiency analyses investigated the relationship of 21<sup>st</sup> CCLC participation on student achievement. Matched 21<sup>st</sup> CCLC students who participated for at least 30 days and control students (who were eligible, but did not participate in 21<sup>st</sup> CCLC) were included ( $n = 11,932$  reading,  $n = 12,408$  mathematics). Additionally, the effects of 21<sup>st</sup> CCLC participation by three subgroups, based on special education status, limited English proficiency status, and economically disadvantaged status, were examined. The second proficiency analyses investigated the relationship of center-level characteristics on student achievement for only 21<sup>st</sup> CCLC students who participated for at least 30 days ( $n = 5,966$  reading,  $n = 6,204$  mathematics).

While these analyses were designed to capture broad impacts on student proficiency associated with participation in the 21<sup>st</sup> CCLC programs, these analyses were not designed to measure incremental differences in student achievement or differences between treatment and control students that may occur within proficiency levels. For example, students who initially scored at the low end of proficiency, but moved to the high end of proficiency would have demonstrated no measurable change in the proficiency analyses because their overall proficiency level (i.e., Proficient or Not Proficient) had not changed, even though their academic achievement may have increased from one year to the next. Therefore, the next two sets of analyses focused on the standardized scaled scores of students who took the SOL assessments in both 2013-2014 and 2014-2015, using HLM. These analyses were intended to be more sensitive to these types of changes that occur across the scaled score range, regardless of students' proficiency levels. The standardized SOL scaled score analyses included the same student-level and center-level variables used in the proficiency level analyses, and in terms of student subgroups, looked at the effects of 21<sup>st</sup> CCLC participation by economically disadvantaged status only.

The first set of SOL analyses investigated the relationship between 21<sup>st</sup> CCLC participation and student achievement for matched 21<sup>st</sup> CCLC and control students ( $n = 11,444$  reading,  $n = 12,074$  mathematics). Additionally, the effect of 21<sup>st</sup> CCLC participation by economically disadvantaged status was examined. The second set of SOL analyses investigated the relationship of center-level characteristics on student achievement for 21<sup>st</sup> CCLC students who participated for at least 30 days ( $n = 5,722$  reading,  $n = 6,037$  mathematics). It is important to note that while the scaled score analyses were potentially more sensitive to changes attributable to program participation, they also had limitations. In particular, because students who participated in alternative assessments were not included, this type of analysis should not be used to evaluate the impact of participation in the 21<sup>st</sup> CCLC program on students with disabilities and students with limited English proficiency, as the SOL assessment outcomes for these two subgroups would not be representative of the total population of students with disabilities and students with limited English proficiency.

Furthermore, as Virginia's tests are not vertically scaled, meaning that scores from different tests, grade levels, and years are not directly comparable in terms of measuring the amount of learning, the test-level<sup>1</sup> test data were converted to standardized scores (i.e., z-scores) prior to analysis. As a result, the data were placed onto a single, comparable scale while retaining the shape of the distribution of the original scores. The conversion also allowed different grade levels to be combined so that the effectiveness of centers could be evaluated based on all students served. While this transformation is the best available approach to measuring achievement using scaled scores from multiple grades in Virginia at this time, the conversion has limitations, as z-scores only provide a measure of achievement relative to

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<sup>1</sup> The test level is the achievement test level independent from grade level. Therefore, students' scores were standardized based on the test level of the test they took, not the grade level in which they were enrolled.

Virginia's average, and are not a measure of absolute growth or change from year to year. Thus, the full implications of this conversion applied to Virginia's criterion-referenced tests are not clear.

In addition, the findings can only be used to evaluate the performance of all centers in Virginia as a group, and not the performance of any specific center, as for both the proficiency-level analyses and the analyses of standardized SOL assessment scores, the results were aggregated across all centers rather than evaluated center-by-center. Details regarding the samples included, a complete listing of the variables used in the student matching process, and a description of the treatment-control student matching process, data sources, methodology, and scaled score standardization for the statistical analyses can be found in the Supplemental Technical Report, which is available upon request from the VDOE.

### **Third-grade Only**

As most students in third-grade have no prior-year (i.e., pretest) test data available, it was not feasible to apply inferential statistics to these data because any statistically significant or substantively important differences between 21<sup>st</sup> CCLC participants (i.e., those with 30 or more days of attendance) and nonparticipants (i.e., eligible students with zero days of attendance) may not be the result of 21<sup>st</sup> CCLCs. Rather, differences could be the result of differences in prior ability, as it was not possible to either (1) determine if the participant and nonparticipant groups were similar on prior-year achievement, or (2) adjust 2014-2015 outcomes based on prior-year achievement for the third-grade students.

Consequently, separate descriptive (noninferential) analyses were conducted for 21<sup>st</sup> CCLC participants and nonparticipants in grade three in 2014-2015 who had no prior-year test data available. The analyses used the proficiency levels on the SOL assessments (based on the

percentage scoring Proficient or Advanced) and mean (i.e., average) scaled scores on SOL assessments. For these analyses, it would be more appropriate to use the findings to better understand whether the program is serving students with an identified need (i.e., serving students on average who are the lowest achievers) vs. interpreting the findings as an evaluation of the effectiveness of the 21<sup>st</sup> Century program. In other words, the outcomes should be used to learn more about the population being served rather than evaluating their outcomes. These analyses examined differences in reading and mathematics achievement between the following:

- (1) 21<sup>st</sup> CCLC participant and nonparticipant third-grade students;
- (2) 21<sup>st</sup> CCLC participants and all Virginia third-grade students (where similar data were available).

In addition to the comparisons between all students in the 21<sup>st</sup> CCLC participant and nonparticipant groups, as well between 21<sup>st</sup> CCLC participants and Virginia, comparisons between these three groups were also conducted by the following subgroups where common data were available: gender, race, economic disadvantage status, disability status, and LEP status. The results for the grade-three-only analyses must be viewed as limited, as they are descriptive only; thus, it is possible that differences in achievement between participants and nonparticipants could be due to differences in areas such as prior ability or motivation, or due to chance, and may not be related to participation in the 21<sup>st</sup> CCLC program itself. Comparison data for Virginia were based upon the 2013-2014 and 2014-2015 State Report Card data from the Virginia Department of Education's Web site at the following link:

<https://p1pe.doe.virginia.gov/reportcard/>.

## Results

The results of the evaluation reflect the extent to which the centers met required programmatic objectives. Grantees were required to address the following three objectives: 1) improve student achievement in reading; 2) improve student achievement in mathematics; and 3) provide opportunities for parental education. Each center could also implement additional objectives as long as they were aligned with the purposes of the federal 21<sup>st</sup> CCLC program. Although the progress toward meeting the supplemental objectives was not the primary focus of the evaluation, results are provided in Appendix A for informational purposes. It is important to note that grantees determined and self-reported their individual levels of success in meeting objectives not related to student achievement but based on their own criteria.

### **Objective 1: Improve Student Academic Achievement in Reading**

When looking at all matched 21<sup>st</sup> CCLC participants and control group students in grades four through eight, after statistically controlling for student demographic variables, participation in 21<sup>st</sup> CCLC programs (i.e. “Yes” or “No”) had no statistically significant effect on either participants’ reading proficiency levels or standardized SOL reading scaled scores. In addition, the effect sizes for both analyses (Cox Index effect size (CIES) = -0.01 and  $g = 0.00$  respectively) were not substantively important (i.e., educationally meaningful) based on What Works Clearinghouse (2014) guidelines (i.e.,  $\geq \pm 0.25$ ) (What Works Clearinghouse, 2014). The effect size (calculated as either the Cox Index for the proficiency analyses or Hedges’  $g$  for the standardized SOL scaled score analyses) is a descriptive statistic that provides a measure of the *magnitude* of the difference between scores (i.e., whether the difference is large enough to be

meaningful)<sup>2</sup>. There were also no statistically significant or substantively important differences in reading proficiency for any subgroup.

The following student-level trends in statistically significant achievement outcomes emerged in reading over the past four years (2011- 2012 to 2014- 2015) (see Table 2 and Table 3).

*For both 21<sup>st</sup> CCLC students only (Analysis of Center Effects) and for the 21<sup>st</sup> CCLC vs. control students' analyses*

- Non-minority students outperformed minority students<sup>3</sup> on the proficiency analyses as well as the standardized SOL scaled score analyses.
- Non-special education students outperformed special education students on the proficiency analyses as well as the standardized SOL scaled score analyses.
- Non-economically disadvantaged students outperformed economically disadvantaged students on the proficiency analyses as well as the standardized SOL scaled score analyses.

*For the 21<sup>st</sup> CCLC vs. control students' analyses*

- Overall, there were no statistically significant impacts of participation in 21st CCLC on either proficiency or SOL reading achievement.
- Females outperformed males on the proficiency and standardized SOL scaled score analyses.
- Non-limited English proficient students outperformed limited English proficient students on the standardized SOL scaled score analyses, and for the last three years on the proficiency analyses.

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<sup>2</sup> A full discussion of the calculation of the effect sizes can be found in the Supplemental Technical Report.

<sup>3</sup> Note that the coding for minority status in 2011-2012 did not distinguish among the different minority ethnic groups.

*For the 21<sup>st</sup> CCLC only analyses*

- Overall, there were no statistically significant impacts of the number of days of participation in 21<sup>st</sup> CCLC on either proficiency or SOL reading achievement.
- The impact of prior-year reading achievement was positive for both the proficiency and standardized SOL scaled score outcomes, with higher achievement in the prior year translating into higher performance in the current year.

**Table 2. Four-Year Achievement and Student-Level Outcomes Demographic Summary in Reading for Grades 4-8**

Covariates	Reading							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC Only		CCLC Only		CCLC Only		CCLC Only	
<i>Student Demographics</i>								
Number of days of participation in CCLC								
CCLC Participant	NA	NA	NA	NA	NA	NA	NA	NA
Time	NA	NA	NA	NA	NA	NA	NA	NA
Female						Female higher		Female higher
Minority/White (reference group) compared to Hispanic, African American, and Other race groups	Non-Minority higher	Non-Minority higher	W higher than H and AA	W higher than H and AA	W higher than H and AA	W higher than AA	W higher than AA and H	W higher than AA and H
Special Education Status	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher
Limited English Status			Non-LEP higher			Non-LEP higher	Non-LEP higher	Non-LEP higher
Disadvantaged Status	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher
Prior Year Achievement	Positive	Positive	Positive	Negative	Positive	Positive	Positive	Positive

**Table 2, continued**

Covariates	Reading							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC vs. Control		CCLC vs. Control		CCLC vs. Control		CCLC vs. Control	
<i>Student Demographics</i>								
Number of days of participation in CCLC	NA	NA	NA	NA	NA	NA	NA	NA
CCLC Participant								
Time	Positive	Positive	Negative	Positive	Positive		Positive	Positive
Female	Female higher	Female higher	Female higher	Female higher	Female higher	Female higher	Female higher	Female higher
Minority/White (reference group) compared to Hispanic, African American, and Other race groups	Non-Minority higher	Non-Minority higher	W higher than AA	W higher than AA	W higher than H and AA	W higher than H and AA, O higher than W	W higher than AA, O higher than W	W higher than AA and H, O higher than W
Special Education Status	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher
Limited English Status		Non-LEP higher	Non-LEP higher	Non-LEP higher	Non-LEP higher	Non-LEP higher	Non-LEP higher	Non-LEP higher
Disadvantaged Status	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher
Prior Year Achievement	NA	NA	NA	NA	NA	NA	NA	NA

**Table 3. Four-Year Achievement and Student-Level Interaction Outcomes Summary in Reading for Grades 4-8**

Covariates	Reading							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC vs. Control		CCLC vs. Control		CCLC vs. Control		CCLC vs. Control	
<i>Interactions</i>								
Special Education		NA		NA		NA		NA
Not Special Education		NA	Control higher -0.12	NA		NA		NA
Limited English Proficient		NA		NA		NA		NA
Not Limited English Proficient		NA	Control higher -0.09	NA		NA		NA
Economically Disadvantaged			Control higher -0.07					
Not Economically Disadvantaged			Control higher -0.12					

**Note: the values below the group represent the effect size.**

Results of the descriptive analysis of reading outcomes for students in grade three who did not have prior-year test scores available showed that for proficiency outcomes, 21<sup>st</sup> CCLC participants in 2014-2015 were outperformed by non-participants in reading proficiency for all students combined and all 14 available subgroupings and by Virginia in reading proficiency for all students combined and all available subgroupings. In terms of SOL scaled scores, third-grade 21<sup>st</sup> CCLC participants in 2014-2015 were outperformed by non-participants overall and in all 14 subgroup comparisons in reading. The “Virginia 21<sup>st</sup> CCLC 2014-2015 Third-grade Descriptive Analysis” section of the Supplemental Technical Report provides details on the participant, nonparticipant, and overall Virginia samples, and also details differences in reading proficiency

and mean SOL assessment scaled scores in both 2013-2014 and 2014-2015 for these two different sets of third-grade students. As noted in that section, it is not appropriate to look at changes (either positive or negative) across years in either proficiency or scaled scores between the two third-grade cohorts, as those changes can be misleading since there is essentially no overlap between these two groups.

## **Objective 2: Improve Student Academic Achievement in Mathematics**

When examining the combination of all matched control group and 21<sup>st</sup> CCLC participants in grades four through twelve, participation in 21<sup>st</sup> CCLC programs (“Yes” or “No”) did not have a statistically significant effect on participants’ mathematics standardized SOL scaled scores or their mathematics proficiency levels, after controlling for student demographic variables. In addition, the effect sizes for both analyses (Cox Index effect size (CIES) = 0.02 and  $g = 0.03$  respectively) were not substantively important based on What Works Clearinghouse (2014) guidelines (i.e.,  $\geq \pm 0.25$ ).

For the proficiency analysis, none of the impacts of participation by subgroup (based on disability (“Yes” or “No”), limited English proficiency (“Yes” or “No”), and economically disadvantaged status (“Yes” or “No”) were statistically significant, and all had effect sizes that were not substantively important, ranging from CIES = 0.01 to 0.07. For the standardized SOL mathematics scaled score analysis, no statistically significant differences were found between 21<sup>st</sup> CCLC students who were economically disadvantaged and control students who were economically disadvantaged. When only looking at 21<sup>st</sup> CCLC participants, the number of days a student participated in 21<sup>st</sup> CCLC had a very small, but statistically significant positive impact on mathematics proficiency and SOL outcomes.

The following student-level trends in statistically significant achievement outcomes emerged in mathematics over the past four years (2011- 2012 to 2014- 2015) (see Table 4 and Table 5):

*For both 21<sup>st</sup> CCLC students only (Analysis of Center Effects) and 21<sup>st</sup> CCLC vs. control students' analyses*

- Non-minority students outperformed minority students<sup>4</sup> on the proficiency analyses as well as the standardized SOL scaled score analyses.
- Non-special education students outperformed special education students on the proficiency analyses as well as the standardized SOL scaled score analyses.
- Non-economically disadvantaged students outperformed economically disadvantaged students on the proficiency analyses as well as the standardized SOL scaled score analyses.
- Non-LEP students outperformed LEP students on both the proficiency and standardized SOL scaled score analyses for the last three years.

*For the 21<sup>st</sup> CCLC only analyses*

- The impact of prior-year mathematics achievement was positive for both the proficiency and standardized SOL scaled score outcomes, with higher achievement in the prior year translating into higher performance in the current year.

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<sup>4</sup> Note that the coding for minority status in 2011-2012 did not distinguish among the different minority ethnic groups.

**Table 4. Four-Year Achievement and Student-Level Demographic Outcomes Summary in Mathematics for Grades 4-12**

Covariates	Mathematics							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC Only		CCLC Only		CCLC Only		CCLC Only	
<i>Student Demographics</i>								
Number of days of participation in CCLC							Positive	Positive
CCLC Participant	NA	NA	NA	NA	NA	NA	NA	NA
Time	NA	NA	NA	NA	NA	NA	NA	NA
Female	Males higher					Female higher	Female higher	Female higher
Minority/White (reference group) compared to Hispanic, African American, and Other race groups	Non-Minority higher	Non-Minority higher	W higher than H and AA	W higher than H and AA	W higher than AA	W higher than AA, O higher than W	W higher than AA	W higher than AA
Special Education Status	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher
Limited English Status						Non-LEP higher	Non-LEP higher	Non-LEP higher
Disadvantaged Status	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher
Prior Year Achievement	Positive	Positive	Positive	Positive	Positive	Positive	Positive	Positive

**Table 4, continued**

Covariates	Mathematics							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC vs. Control		CCLC vs. Control		CCLC vs. Control		CCLC vs. Control	
<i>Student Demographics</i>								
Number of days of participation in CCLC	NA	NA	NA	NA	NA	NA	NA	NA
CCLC Participant	Control higher			CCLC higher				
	-0.17			0.06				
Time	Negative	Positive	Positive	Positive	Positive		Positive	Positive
Female			Males higher					Female higher
Minority/White (reference group) compared to Hispanic, African American, and Other race groups	Non-Minority higher	Non-Minority higher	W higher than AA	W > than AA, O > than W	W > than AA and H, O > than W	W > than AA and H, O > than W	W > than AA and H, O > W	W > AA, O > W
Special Education Status	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher	Non-SPED higher
Limited English Status	LEP higher		Non-LEP higher	Non-LEP higher	Non-LEP higher	Non-LEP higher	Non-LEP higher	Non-LEP higher
Disadvantaged Status	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher	Non-ED higher
Prior Year Achievement	NA	NA	NA	NA	NA	NA	NA	NA

**Table 5. Four-Year Achievement and Student-Level Interaction Outcomes Summary in Mathematics for Grades 4-12**

Covariates	Mathematics							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC vs. Control		CCLC vs. Control		CCLC vs. Control		CCLC vs. Control	
<i>Interactions</i>								
Special Education	CCLC higher	NA		NA		NA		NA
	0.15							
Not Special Education	CCLC higher	NA		NA		NA		NA
	0.63							
Limited English Proficient	CCLC higher	NA		NA		NA		NA
	0.66							
Not Limited English Proficient	CCLC higher	NA		NA		NA		NA
	0.54							
Economically Disadvantaged	CCLC higher			CCLC higher				
	0.48			0.08				
Not Economically Disadvantaged	CCLC higher	Control higher						
	0.92	-0.1						

**Note: the values below the group represent the effect size.**

The results of the grade-three-only analyses of proficiency level data showed that third-grade 21<sup>st</sup> CCLC participants in 2014-2015 were outperformed by non-participants for all students combined and on 11 out of 14 subgroupings and Virginia on all but two subgroupings. In terms of SOL scaled scores, third-grade non-participants did better in all but three out of 14 subgroupings compared to 21<sup>st</sup> CCLC participants in 2014-2015.

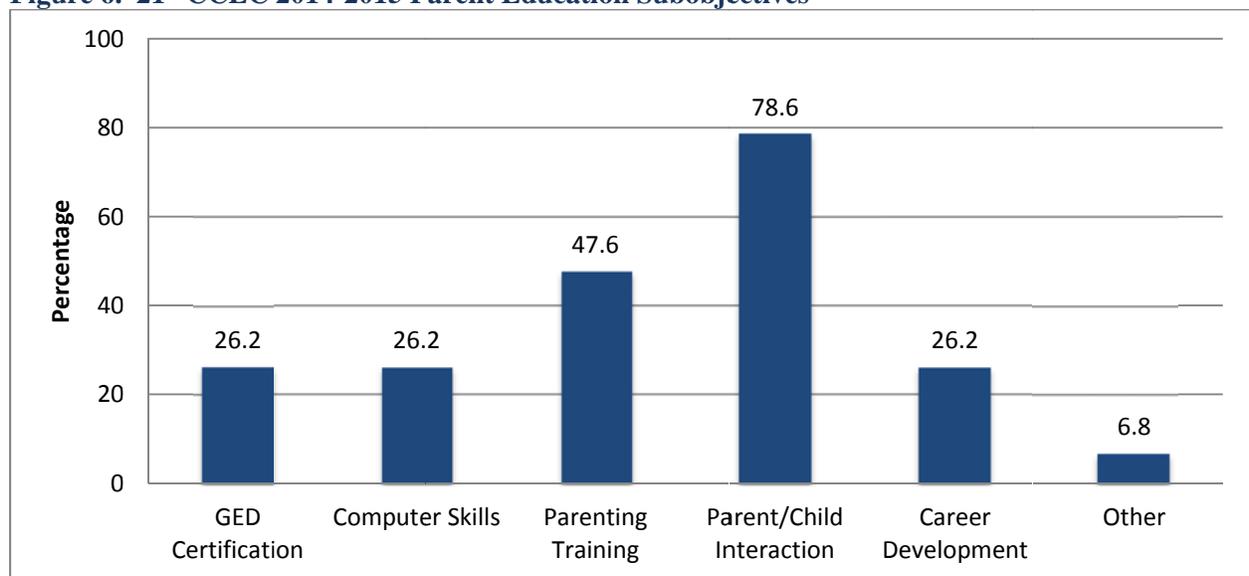
For the details on the participant, nonparticipant, and overall Virginia samples and for the details of differences in mathematics proficiency and mean SOL scaled scores in both 2013-2014 and 2014-2015 for these two different sets of third-grade students, readers are referred to the “Virginia 21<sup>st</sup> CCLC Third-grade Descriptive Analysis” section of the Supplemental Technical

Report available upon request from the VDOE. As noted in that section, it is not appropriate to look at changes (either positive or negative) across years in either proficiency or scaled scores between the two third-grade cohorts, as those changes can be misleading since there is essentially no overlap between these two groups.

**Objective 3: Provide Opportunities for Parental Education**

Center administrators (85.8 percent) indicated that they provided a variety of activities to meet this objective. In 2014-2015, the majority of centers reported implementing activities that provided activities for parent/child interaction (78.6 percent), and other parental education opportunities as shown in Figure 6. It is important to note that grantees determined their own criteria for success in meeting parental education objectives and reported their outcomes accordingly.

**Figure 6. 21<sup>st</sup> CCLC 2014-2015 Parent Education Subobjectives**

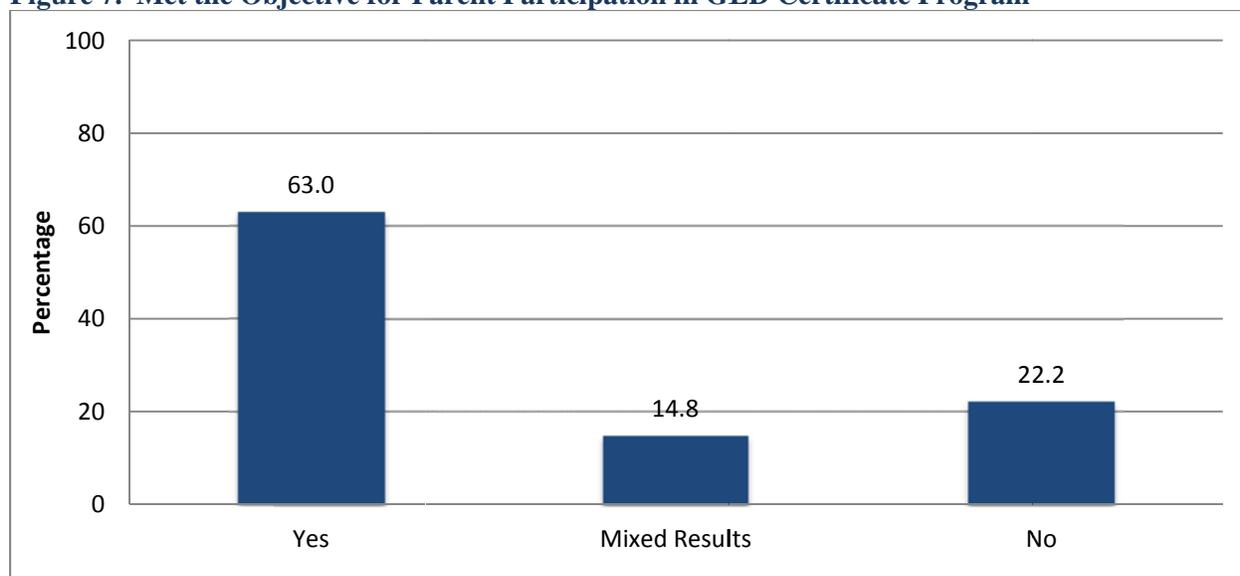


**General Education Development.** General Education Development (GED) certification was selected as a subobjective by 26.2 percent of the reporting centers. Of those centers, 51.9 percent reported scheduling the GED certificate program classes at the center and 77.8 percent reported referring parents to GED certification programs in the community. To determine

whether centers had met the GED subobjective by providing a GED certificate program (whether in-house or outside the center), 77.8 percent of centers used an attendance report and 55.6 percent of centers used the number of certificate recipients. Figure 7 shows the percentage of centers that reported meeting the GED subobjective. The percentages are based on the number of centers that chose to include the subobjective of “providing a GED certificate program.”

Almost two-thirds (63.0 percent) of the centers providing a GED certificate program reported meeting this subobjective. While several grantees reported GED graduates during the 2014-2015 school year, some grantees indicated that there was low interest in the program and others mentioned that transportation or work schedules prevented parents from participating.

**Figure 7. Met the Objective for Parent Participation in GED Certificate Program**

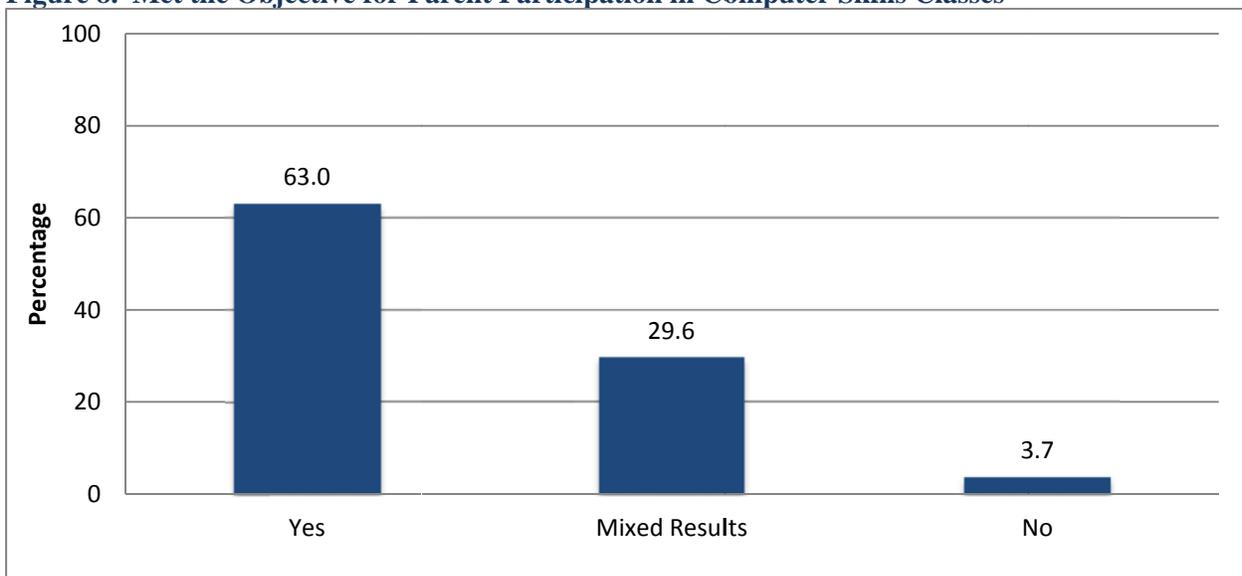


**Computer Skills.** Parent computer skills instruction was selected as a subobjective by 26.2 percent of the reporting centers. Computer skills classes were reported to be offered by 96.3 percent of centers that reported providing computer usage activities. Almost two-thirds of centers (63.0 percent) reported developing activities and/or projects integrating computer use for parents and children to complete together. Other centers (7.4 percent) offered parents opportunities to learn about and engage with computer-based learning programs in order to learn

about community resources that were available to their children and family. Centers that provided computer usage activities reported using a variety of measures to determine whether they had met this subobjective, including records of the numbers of sessions offered (85.2 percent), attendance reports (96.3 percent), and pre/post skills assessments (37.0 percent).

Figure 8 shows the percentage of centers that reported meeting the computer skills subobjective based on the number of centers that chose parent participation in computer skills classes as an objective.

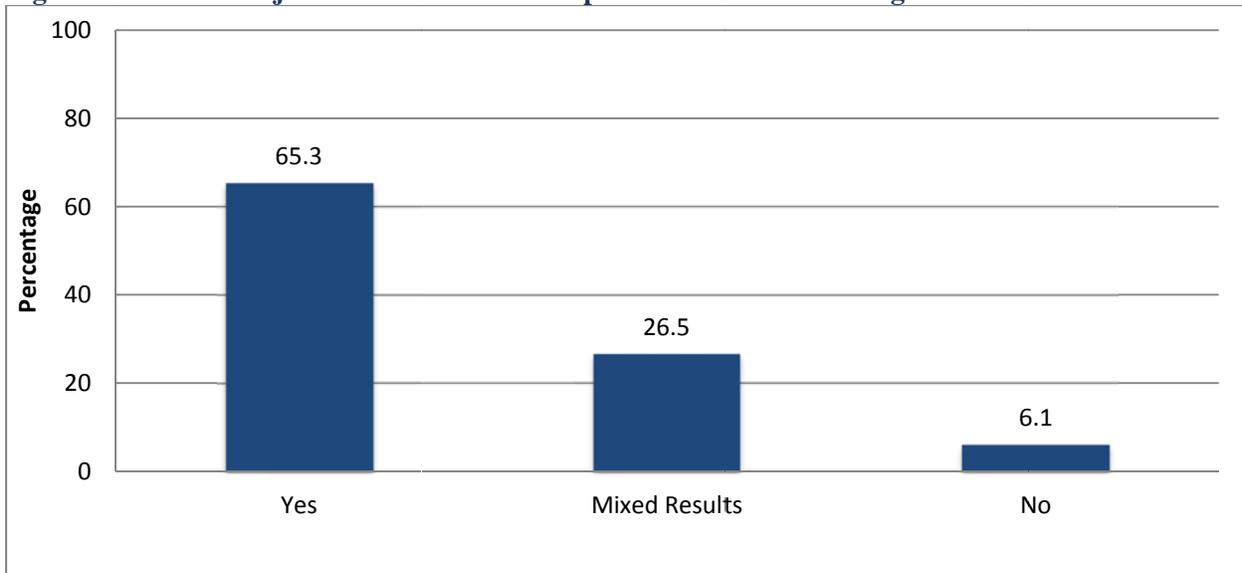
**Figure 8. Met the Objective for Parent Participation in Computer Skills Classes**



**Parent Training.** Of those centers providing parent training classes (47.6%), parenting skills classes were provided by 83.7 percent of centers that completed the ALERT. The use of community speakers was reported by 57.1 percent of the centers. Topics included technology in education, bullying prevention, financial literacy, cooking classes, and ESL classes for parents. Other centers (12.2 percent) offered field trips, cultural arts activities attended by the entire family, and parent/child collaborative educational activities. Centers that offered parenting skills classes reported using a variety of data sources to determine whether they had met this subobjective, including attendance reports (89.8 percent), records of the number of sessions

offered (79.6 percent), evaluation forms completed by parents (46.9 percent), and other (4.1 percent). Figure 9 shows the percentage of centers that reported meeting the parenting skills subobjective based on the number of centers that chose parent participation in parent training classes as an objective.

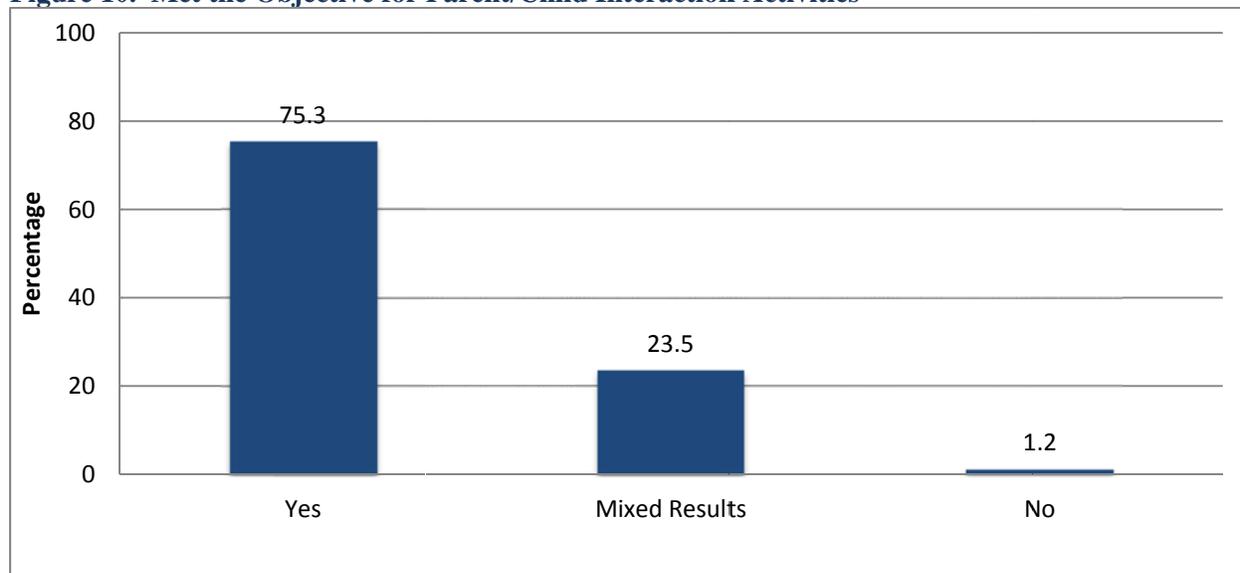
**Figure 9. Met the Objective for Parent Participation in Parent Training Classes**



**Parent/Child Interaction Activities.** Opportunities for parent/child interaction in academic activities were offered by 78.6 percent of the reporting centers. Most of these centers offered family nights with parent/child activities (95.1 percent), and many held open houses for parents to learn about their children’s work (80.2 percent). Some offered parent training in homework help (39.5 percent) or take-home projects for parent/child completion (34.6 percent). Other activities reported included family literacy, SOL preparation, and social interaction/communication. Centers that offered opportunities for parent/child interaction in academic activities reported using a variety of data sources to determine whether they had met this subobjective, including attendance reports (87.7 percent), the number of sessions offered (79.0 percent of centers), and evaluation forms completed by parents (48.1 percent). Figure 10 shows the percentage of centers that reported meeting the parent/child interaction in academic

activities subobjective based on the number of centers that chose parent/child interaction in academic activities as an objective.

**Figure 10. Met the Objective for Parent/Child Interaction Activities**



**Career Development.** Providing career development information to parents was selected as a subobjective by 26.2 percent of the reporting centers. The centers that addressed this area most frequently offered career exploration classes (63.0 percent), job application assistance sessions (59.3 percent), job fairs (48.1 percent) and vocational classes (11.1 percent). Other activities reported (22.2 percent of centers) included career readiness, English language acquisition, job training, GED completion, job application assistance, vocational courses, college admission process, FAFSA process, and financial concerns involving college (e.g., loans, scholarships, grants). Centers that reported career development as a subobjective used a variety of data sources to determine whether they had met this subobjective, including records of attendance reports (88.9 percent), the number of sessions offered (74.1 percent), and evaluation forms completed by parents (51.9 percent). Figure 11 shows the percentage of centers that reported meeting the career development subobjective based on the number of centers that chose parent participation in career development activities as a subobjective.

**Figure 11. Met the Objective for Parent Participation in Career Development Activities**

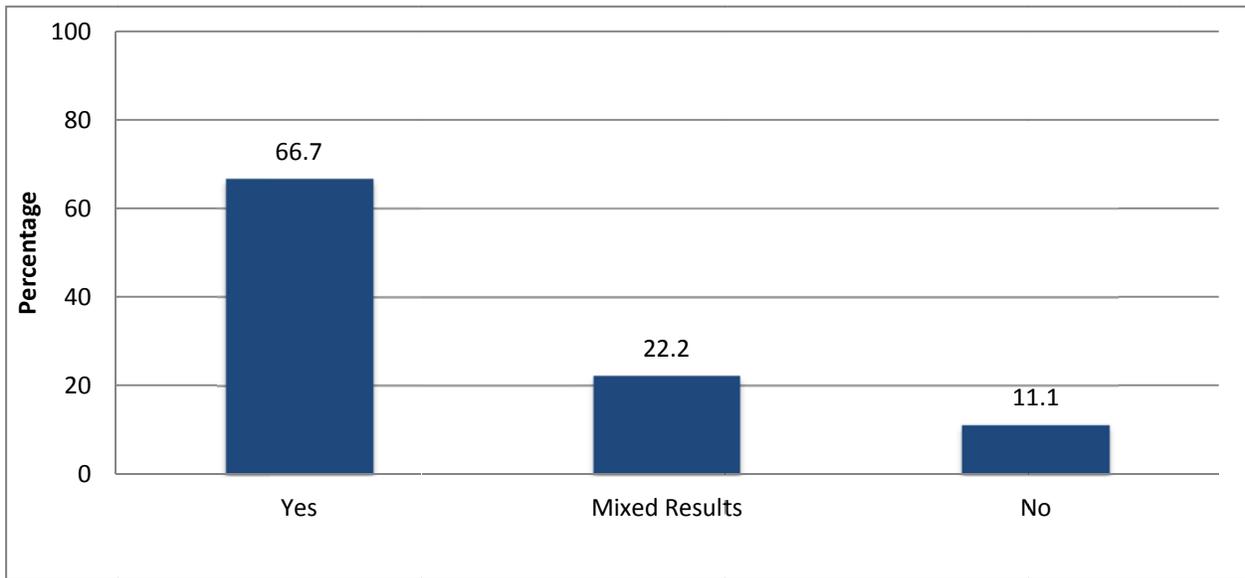


Table 6 shows the comparative success that centers reported having in meeting parent education subobjectives. It is important to note that grantees determined their own criteria for success in meeting parental education objectives and reported their outcomes accordingly.

**Table 6. Centers Meeting Parent Education Subobjectives**

Subobjective	Selected (percent)*	Met (percent)	Mixed Results (percent)	Did Not Meet (percent)
General Education Development	26.2	63.0	14.8	22.2
Computer Skills Instruction	26.2	63.0	29.6	3.7
Parent Training	47.6	65.3	26.5	6.1
Parent/Child Interaction Activities	78.6	75.3	23.5	1.2
Career Development	26.2	66.7	22.2	11.1

\*Percentages total more than 100 percent because grantees selected more than one subobjective.

### Associations between Center Characteristics and Outcomes

This section of the evaluation report includes the results of statistical analyses of associations between various categories of center-level data and reading and mathematics outcomes of students in Grades 4-12 participating in 21<sup>st</sup> CCLC with two years of assessment data available. These analyses provide information that may be useful to program leaders and are summarized below.

From 2007-2008 to 2011-2012, there had been a decrease each year in the total number of individual activities that the centers have offered. In 2012-2013, the number of individual activities began to increase again, with 2014-2015 having slightly fewer activities compared to 2013-2014, while the mean number of activities in 2014-2015 decreased to the lowest level since 2008-2009. There has been a continual downward trend in the mean (i.e., average) number of activities since 2009-2010, and until the 2012- 2013 year, a downward trend in the total number of providers, with 2014-2015 having the third highest number of providers. The 2007-2008 year had the highest total number of activities, the highest mean number of activities, and the second largest number of providers. The 2008-2009 year had the largest number of providers and the second highest total number of activities, but the smallest mean number of activities. The 2011-2012 year had the lowest total number of activities and the lowest number of providers. The “Results for Grades 4–12” section of the separate Supplemental Technical Report provides more detailed, statistically oriented findings on the center-level outcomes.

### **The association between center characteristics and reading achievement**

The number of days of participation in 21<sup>st</sup> CCLC was not shown to be a statistically significant predictor of either reading proficiency level or standardized reading SOL scaled score outcomes. In the full model, the percent of activities that were academic was the only center-level variable that was a statistically significant positive predictor of reading proficiency level. No center-level variables were statistically significant predictors of standardized reading SOL scaled scores.

A separate set of analyses for students with one to 29 days of attendance in 21<sup>st</sup> CCLC, students with 30 to 59 days of attendance in 21<sup>st</sup> CCLC, students with more than 59 days of attendance, and for the combined group of all students with one or more days of attendance in

21<sup>st</sup> CCLC were conducted. Results of the correlation analyses revealed that for the group of students who attended 21<sup>st</sup> CCLC for 60 days or more, there was a statistically significant positive correlation between days attended and 2014-2015 reading z-scores, with more days of attendance being associated with an increase in the standardized reading SOL scaled score. However, the magnitude of the relationship ( $r = 0.06$ ) was considered very small. There was no statistically significant correlation between days attended and 2014-2015 reading z-scores for students who attended one to 29 days ( $r = -0.02$ ), or for students who attended 21<sup>st</sup> CCLC for 30 to 59 days ( $r = -0.01$ ). For the combined group of students who attended 21<sup>st</sup> CCLC more than one day, there was a statistically significant negative correlation between days attended and 2014-2015 reading z-scores, with more days of attendance being associated with a decrease in the standardized reading SOL scaled score ( $r = -0.07$ ). Again, the magnitude of the relationship was considered very small.

**None of the center-level variables included had a consistently statistically significant impact on achievement outcomes in reading over the past four years (2011- 2012 to 2014- 2015) for the 21st CCLC students only analyses (Analysis of Center Effects) (see**

Table 7).

**Table 7. Four-Year Achievement and Center-Level Outcomes Summary in Reading for Grades 4-8**

Covariates	Reading							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC Only		CCLC Only		CCLC Only		CCLC Only	
<i>Center Information</i>								
Number of hours center was open								
Number (percent) of unique activities at the center								
Total number of hours of activities at the center								
Percent of center activities that were academic				Negative			Positive	
				-0.002			0.006	
Number (percent) of paid school-day teachers at the center	Positive	Positive						
	0.01	0.01						

**Note: the values below the group represent the coefficient for the analysis.**

### **The association between center characteristics and mathematics achievement**

The number of days attended was shown to be a small, but statistically significant positive predictor of mathematics proficiency level and standardized mathematics SOL scaled score outcomes. Only one center-level variable, percent of center activities that were academic, was a statistically significant predictor of mathematics proficiency level outcomes, as well as standardized mathematics SOL scaled score outcomes in 2014-2015. However, the impact was very small (0.009 and 0.002). For each additional increase in percent of academic activities, there was a 1 percent increase in the odds of scoring proficient and a 0.2 increase in standardized mathematics SOL scaled scores.

In addition, for students with more than 60 days of attendance in 21<sup>st</sup> CCLC, there was a statistically significant positive correlation between days attended and 2014-2015 mathematics z-scores, with more days of attendance being associated with an increase in the standardized mathematics SOL scaled score. However, the magnitude of the relationship ( $r = 0.05$ ) was very small. There was no statistically significant relationship between days of attendance and 2014-

2015 z-scores in mathematics for students with one to 29 days of attendance ( $r = 0.02$ ) or for students with 30 to 59 days of attendance ( $r = 0.02$ ). The “Results for Grades 4–12” section of the separate Supplemental Technical Report provides more detailed, statistically oriented findings on the center-level outcomes.

None of the center-level variables included had a consistently statistically significant impact on achievement outcomes in mathematics over the past four years (2011- 2012 to 2014-2015) for the 21st CCLC students only analyses (Analysis of Center Effects) (see Table 8).

**Table 8. Four-Year Achievement and Center-Level Outcomes Summary in Mathematics for Grades 4-12**

Covariates	Mathematics							
	2011-2012		2012-2013		2013-2014		2014-2015	
	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL	Proficiency	SOL
	CCLC Only		CCLC Only		CCLC Only		CCLC Only	
<i>Center Information</i>								
Number of hours center was open	Positive	Positive						
	0.01	0.01						
Number (percent) of unique activities at the center				Negative				
				-0.006				
Total number of hours of activities at the center								
Percent of center activities that were academic	Negative	Negative					Positive	Positive
	-0.01	-0.01					0.009	0.002
Number (percent) of paid school-day teachers at the center	Positive				Positive			
	0.01				0.021			

**Note: the values below the group represent the coefficient for the analysis.**

### Promising Practices and Challenges

As part of the self-reporting information provided in the ALERT, grantees were asked to provide comments regarding activities they felt were most effective in helping them to meet program objectives, factors that could have been associated with the lower results for objectives not met or showing mixed results, and recommendations they might have for improving the

program in their centers future. The challenges and promising practices faced by the reporting centers are summarized and details are reported below.

**Challenges.** Grantees were asked to reflect upon their centers' objectives that were not met, or showed mixed results, and to identify challenges that might have been associated with the lower results. Overarching themes, often across objectives, were present in the grantees' responses. These overarching themes, referred to as challenges, include: parent/family involvement, program staffing and structure, attendance, student personal/behavioral issues, community partnerships, and communication.

***Lack of parent and family involvement.*** Grantees indicated that the absence of parent and family involvement as a major challenge. They explained that many families do not understand the importance of academic assistance programs such as those offered through CCLC, and often may not be reinforcing the value of education. As one respondent described:

Sometimes parents want to make a positive change in their lives for their family, but if some parents cannot read themselves, dropped out of school or if school was not a good experience for them, sometimes it is hard to get them to buy into education as the key to success" (ALERT survey respondent, 2014-2015).

Some grantees expressed that parents and/or families seldom followed-through or maintained consistency in their child's attendance, possibly from a fear of getting involved or simply a lack of interest. In other instances, grantees expressed that parents and families are often unavailable or appeared indifferent due to jobs and changing work schedules, responsibilities associated with other children, and/or a lack of transportation that may interfere with their ability to be involved or attend events and other activities. Grantees noted the need to vary the schedule and times that parent workshops, incentives, and other opportunities are offered so that parents with varying

schedules have multiple options. Additionally, grantees indicated that some families are non-native English speakers who struggle with understanding communication from school and assignments given to their child, and therefore may not be as invested in or value the program.

*Program staff and structure.* Another challenging area mentioned by grantees was regarding hiring and retaining highly-qualified program staff. The success of CCLC programs relies heavily on their operating staff. Grantees cited issues with access to a large enough pool of skilled staffing candidates. At the heart of it all, according to grantees, is serving the most students possible and providing one-on-one work opportunities with students. Grantees noted that more training and development needs to take place in order for program staff to be successful. They also stressed the importance of maintaining clear communication on a regular basis with the students' classroom teachers. Grantees expressed that communicating with the classroom teachers is critical in order for program staff to be informed and therefore more intentional about working with students on specific areas of need. Some ideas offered to remedy issues with lack of available program staff included exploring the use of qualified paraprofessionals and considering job sharing/split days to lessen the time commitment involved.

With respect to program structure and associated administrative tasks, grantees indicated a need for better record-keeping as well as additional staff to coordinate and manage data. One grantee explained, "The inconsistency of data collection as well as inconsistent monitoring of the program seemed to be the biggest hurdle for improving student academic achievement" (ALERT survey respondent, 2014-2015). Some grantees also described inconsistent application and communication of program components and rules that negatively affect successful program outcomes.

*Attendance.* Grantees noted various reasons that student attendance for some CCLC programs was frequently low. One reason grantees frequently mentioned was a lack of reliable transportation. Some students reside in rural counties or their parents simply do not have the means or ability to transport them to the program sites. One grantee explained, “Transportation continues to pose a problem for many of the students. The school district limits transportation to two days per week, and then it is only provided to designated town stops” (ALERT survey respondent, 2014-2015). Other reasons for low student attendance offered by grantees included late dismissals from school and/or other extra-curricular activities, persistent negative stigmas regarding education, an unwillingness to participate or lack of interest, and little to no parent/family support or influence on attendance. Grantees are continually seeking ways to increase student attendance and engagement, revisiting attendance policies, and allowing students to take more ownership in the programs.

*Student personal/behavioral issues.* Grantees acknowledged that student academic and personal/behavioral problems pose challenges to program success. Grantees indicated that academically, students have especially low reading levels, as well as weaknesses in other core areas. Grantees also stated that students need additional help with homework. As described by one grantee, “Our program offers time for staff to ensure youth are completing their homework, but greater results could have been achieved with more one on one time and more direct assistance with the students (i.e. tutoring, mentoring)” (ALERT survey respondent, 2014-2015). With respect to personal/behavioral issues, grantees explained that the environment and community that students reside in can frequently create problems. Grantees cited the need for more support to be given to students in dealing with the challenges they face in their day-to-day family and personal lives. They noted that it’s critical to teach students strategies to cope with

their feelings and factors that are out of their control. Grantees suggested that program staff must be given the appropriate training and resources to work through student behavioral challenges. They also maintain that consistency with parent and family involvement can help students with these issues.

Some grantees mentioned high numbers of students in their programs, meaning that the classes may be stacked or full, which can lead to student behavior issues. Grantees detailed the importance of the right balance of students in each program group in order to be successful. Finally, grantees mentioned that most of their programs are offered after school. For students who are on medication for emotional issues, some severe, those medications generally cease working in the afternoons which can be a major roadblock to student and program success.

*Community partnerships.* Another challenge that grantees mentioned was regarding community partnerships. Grantees acknowledged the need to establish experienced partners early in the process, as well as involve partners in planning from the onset of the grant. They also noted the importance of partner inclusion—they need to not only have similar goals and expectations, but also be a part of solving problems for programs and students. Grantees described the need to more effectively communicate programmatic needs to partners and are working on ways to accomplish this (e.g., newsletters, phone calls). Additionally, grantees cited that some programs are located in smaller or more rural areas and have few community organizations with which to partner. Other grantees acknowledged that some partner organizations experience high turnover, which leads to both student and partner disengagement.

*Communication.* Grantees identified communication as another challenge to program success. They cited the need for better communication between all stakeholders and more inclusion of community partners. More importantly, grantees acknowledged the need for better

communication between classroom teachers and program staff. Respondents noted that it's crucial to maintain consistency communicating all program expectations and components.

**Promising practice.** Grantees were asked to elaborate upon the centers' objectives that were met and the activities or promising practices that appeared to be most effective in helping them to meet these objectives. The grantees' responses frequently included the following: academic tutoring, clubs and enrichment, quality program staff, community partnerships, parent/family involvement, and other promising concepts.

**Academic tutoring.** Within survey comments, grantees revealed their commitment to responding to student academic performance issues. Specifically, they communicated the need for students to receive rigorous tutoring, ideally within small groups, that is specifically tied to school curriculum. Grantees also indicated that they believe this academic assistance is often more successful when delivered for the whole school year and led by highly-trained staff or the students' classroom teachers when possible. Classroom teachers have already developed relationships with students and are familiar with student assessment data, thereby able to focus on specific student needs and make quick adjustments to the support provided. Other effective practices that grantees noted were utilizing before-school remediation when students and teachers are most alert, technology-driven tutoring and a focus on STEM activities, problem-based learning activities, grouping students by ability, homework study centers, unique courses to facilitate improved literacy (e.g., sign language), mentoring from community partners, enrichment activities that support academics, and incentives for students who improve their grades. Also, grantees often specifically indicated that academic remediation during the summer months is critical to student academic success. While summer career and enrichment programs are important, grantees described how summer academic remediation helps students retain

information learned during the school year and boosts student confidence prior to the start of the new year. One grantee noted about summer programs, “it keeps them actively engaged in learning, participating regularly in non-traditional learning opportunities, and in constant contact with the peer group and positive adult mentors” (ALERT survey respondent, 2014-2015).

***Clubs and enrichment.*** Grantees described how student activity clubs and enrichment activities allow students the opportunity to gather together, to focus on specific academic needs, and/or increase emphasis on non-academic areas of interest. Grantees noted that academic learning and student engagement are increased through these type of endeavors and a sense of belonging is developed. Enrichment activities encourage creativity and critical thinking, which can provide so much more than traditional paper and pencil work typical utilized in a standard classroom setting. Examples of the types of enrichment that are being offered by grantees include field trips to expose students to new places and encounter hands-on learning; mobile enrichment that brings opportunities and resources directly to students and their communities; programs that help students identify and foster specific interests, areas of strength, and/or increase awareness of potential career paths (e.g., STEM, cooking, photography, performing arts, robotics, gardening); online writing programs that encourage students to write and publish their own stories; as well as various opportunities for students to get involved with community service activities in their communities.

***Quality program staff.*** Grantees indicated that maintaining highly-qualified program staff that utilize a variety of instructional methods helps ensure the success for their programs/centers. They also believe that providing access to supportive teachers who are able to provide non-traditional instruction was critical to the success of their program participants. As communicated by one grantee:

It is important for each staff member to develop relationships with their individual students. Relationships are the basis for all of the work to be done; solid adult-child relationships legitimize every effort and improve their effectiveness. Clearly communicating expectations and then adhering to them is also an important strategy. (ALERT survey respondent, 2014-2015).

Specifically, grantees described that the students' day teachers generally already have strong relationships built, they have identified students' areas of need and can focus on these needs in one-on-one or small groups, and their involvement provides a more thorough coordination between the school day and before/after school programs. When involvement of classroom teachers is not possible, grantees often mentioned the importance of ensuring strong communication between program staff and the students' classroom teachers to collaborate on content alignment, discuss student data, and ensure holistic monitoring of student needs and progress.

***Community partnerships.*** According to grantees, engaging community partners in their endeavors strengthens their work, provides students access to much-needed resources within their communities, and offers critical opportunities for students to develop positive relationships with successful role models. In general, grantees indicated that it was important for them to continue to foster partnerships with organizations whose goals and objectives are in alignment with theirs, and they encourage community partners to be an integral part of planning and setting objectives for the centers. They also noted that partners are willing to provide support and high-quality programming and mentorship to students and their families which has helped increase student success. Grantees described how community partners and organizations have helped develop and sponsor many events, workshops, job fairs, and new learning experiences that

allowed students to expand their horizons. Other partnerships that grantees have encouraged are with college students. Some centers utilized ambassadors from local colleges that not only provide academic assistance but also acted as peer mentors that students may relate to and trust.

***Parent and family involvement.*** Grantees indicated that promoting child and adult interactions in an academic setting is key to student success. Grantees specifically described their role in facilitating the family dynamic by having parents and other family members become actively involved in the classroom and other academic situations, advocating for their child and asking important questions, learning the newest technology, as well as providing events and workshops. This connection bridges the gap between parents and teachers, helps increase student attendance and participation, and boosts student academic achievement.

Many grantees have developed opportunities that encourage parent and family involvement. Those opportunities included recruiting parent ambassadors to their programs, furthering parents' education by helping them plan for and complete the GED, cyber cafes which offer access to technology and free Wi-Fi, professional and parenting workshops, motivational speakers, incentives (e.g., gift cards, books, and games), field trips for parents, and other family events centered around literacy, and experiences that promote family participation. Grantees also indicated some centers experience working with larger numbers of ESL/non-English speaking students and families. To increase program effectiveness for these individuals, grantees described providing translations of all program materials, providing interpreters at events, offering English classes, and utilizing bilingual liaisons to assist with community outreach.

***Other promising concepts.*** As has been illustrated above, Grantees have worked hard to get creative and use unconventional methods to increase promising practices. Other innovative ideas that grantees have designed to increase attendance and sustain success included

incorporating physical fitness into programs to help boost student interest, fitness levels, and reinforce learning; offering meals to students to not only help boost attendance but also provide the nutrition needed for students to be more alert and successful; offering increased rewards and incentives for student and parent participation; promoting students as active participants in the programs by allowing them to help develop electives and enrichment opportunities, as well as become leaders in certain activities; providing credits for on-time graduation through varying remediation opportunities; and offering career camps and other enrichment opportunities throughout the summer.

### **Conclusions**

#### **What is the nature of the Virginia 21st CCLC grant program and level of participation by students?**

During the 2014-2015 school year, the majority of the centers were operated in schools and most centers were open 6-15 hours per week. The centers employed 3,685 paid and volunteer staff members to facilitate Virginia 21<sup>st</sup> CCLC programs. The majority of the paid staff members included school-day teachers, nonteaching school staff, and center administrators or coordinators, while the majority of the volunteer staff was made up of college and high school students, community members, and parents. There were 22,489 students served in 2014-2015, with 10,050 of those students (44.7 percent) attending center programs regularly. Regular attendance is defined as Virginia 21<sup>st</sup> CCLC students who were in attendance for a minimum of 30 days. Students served by Virginia 21<sup>st</sup> CCLC programs were enrolled in pre-kindergarten through grade 12, with the majority of regular attenders enrolled in grades 3-8. Overall, the racial/ethnic information of students attending Virginia 21<sup>st</sup> CCLC programs regularly was reported as follows: African American (42.5 percent), White (33.1 percent), Hispanic/Latino

(15.8 percent), Asian/Pacific Islander (3.4 percent), and American Indian/Alaskan Native (1.6 percent). Over half (59.1 percent) of students regularly attending Virginia 21<sup>st</sup> CCLC programs were eligible for free or reduced price lunches. Regularly attending students identified as having limited English proficiency comprised 6.5 percent and those identified as having special needs or disabilities represented 11.0 percent. Similar to prior years, approximately equal numbers of boys and girls participated regularly in the programs.

### **To what degree did centers meet Virginia’s objectives for the program?**

**Objective 1: Improve Student Academic Achievement in Reading.** Based on the statistical analyses for grades four through eight that included two years of test data, participation in the 21<sup>st</sup> CCLC program was not a statistically significant or educationally meaningful predictor of reading achievement outcomes based on either proficiency levels or standardized SOL scaled scores. The number of days participated was also not a statistically significant predictor of reading outcomes. In addition, there were no statistically significant or educationally meaningful effects of participation in 21<sup>st</sup> CCLC on reading achievement outcomes for any of the three subgroups analyzed (based on disability, limited English proficiency, or economically disadvantaged status).

It should be noted that the predictor variables included in the statistical analyses could not explain all of the variance (i.e., variability) in reading achievement. In other words, additional variables not included in these models (e.g., student motivation, school-day attendance, parental involvement) could be accounting for some of the variability in reading achievement.

Results of the descriptive analyses of outcomes for students in grade three who did not have prior-year test scores available showed that overall, third-grade 21<sup>st</sup> CCLC participants in 2014-2015 were outperformed by non-participants in reading proficiency for all students

combined and all 14 available subgroupings and by Virginia in reading proficiency for all students combined and all available subgroupings. In terms of SOL scaled scores, third-grade 21<sup>st</sup> CCLC participants in 2014-2015 were outperformed by non-participants overall and in all 14 subgroup comparisons in reading.

**Objective 2: Improve Student Academic Achievement in Mathematics.** Based on the statistical analyses for grades four through twelve that included two years of test data, participation in the 21<sup>st</sup> CCLC program was not a statistically significant or educationally meaningful predictor of mathematics achievement outcomes based on either proficiency levels or standardized SOL scaled scores. The number of days of participation was a small, but statistically significant positive predictor of mathematics outcomes. There were however, no statistically significant or educationally meaningful effects of participation in 21<sup>st</sup> CCLC on mathematics achievement outcomes for any of the three subgroupings analyzed (based on disability, limited English proficiency, or economically disadvantaged status).

However, it should be noted that the predictor variables included in the statistical analyses did not explain all of the variance in mathematics achievement. Therefore, additional variables not included in these models could be accounting for some of the variability in mathematics achievement.

Results of the descriptive analyses of outcomes for students in grade three who did not have prior-year test scores available showed that in terms of mathematics proficiency, third-grade 21<sup>st</sup> CCLC participants were outperformed by non-participants for all students combined and on 11 out of 14 subgroupings and Virginia on all but two subgroupings. In terms of SOL scaled scores, third-grade non-participants did better in all but three out of 14 subgroupings compared to 21<sup>st</sup> CCLC participants in 2014-2015.

**Objective 3: Provide Opportunities for Parent Education.** As required by the 21<sup>st</sup> CCLC grant, grantees offered General Education Development (GED) certificate programs, computer instruction, parenting skills classes, parent/child activities, and/or career development activities for parents. Center administrators (85.8 percent) indicated that they provided a variety of activities to meet this objective. Additionally, center administrators reported selecting subobjectives which included parent/child interaction in academic activities (78.6 percent), parent training (47.6 percent), GED (26.2 percent), computer skills instruction (26.2 percent), and career development information (26.2 percent). Finally, the center administrators reported meeting their selected subobjectives as follows: parent/child interaction in academic activities (75.3 percent), parent training (65.3 percent), GED (63.0 percent), computer skills instruction (63.0 percent), and career development information (66.7 percent).

**In what ways do attendance at a 21st CCLC, type and time allocated to activities, and hours of operation predict academic achievement?** The results suggest that a higher percentage of center activities that were academic had a statistically significant and positive, yet small impact on both reading and mathematics proficiency levels, as well as mathematics SOL scaled scores. No other center-level variables had a statistically significant impact on students' academic achievement.

It should be noted that the predictor variables included in the statistical analyses did not explain all of the variance in either reading or mathematics achievement. Consequently, additional variables not included in these models could be accounting for some of the variability in achievement.

**What promising practices and challenges regarding the achievement of required objectives were identified by centers?** Grantees were asked to elaborate upon their centers' objectives that were met, and the activities or promising practices that appeared to be the most effective in helping them to meet these objectives. The grantees' responses frequently included the following themes: academic tutoring, clubs and enrichment, quality program staff, community partnerships, parent/family involvement, and other promising concepts. Promising practices involving academic tutoring were frequently mentioned by grantees. Grantees shared a commitment to responding to student academic performance needs, the need for small group tutoring tied to the school curriculum, and described specific activities and programs utilized to address the needs of their students. As for clubs and enrichment activities, grantees described how these activities increased academic learning and student engagement, and developed a sense of belonging among students. Grantees also noted that enrichment activities encourage creativity and critical thinking. Grantees pointed out that maintaining highly-qualified program staff and providing access to supportive teachers were critical to the success of their program participants. Grantees mentioned that student success frequently increased when the students' school/homeroom teachers were also involved or leading the program experiences.

According to grantees, engaging community partners strengthened their work, provided students access to much-needed resources within their communities, and offered opportunities for students to develop positive relationships with successful role models. Other partnerships that grantees have encouraged were with college students that not only provide academic assistance but also acted as trusted peer mentors. As for parent and family involvement, grantees indicated that promoting child and adult interactions in an academic setting is key to student success and they specifically described their role in facilitating this family dynamic. This

connection bridges the gap between parents and teachers, helps increase student attendance and participation, and boosts student academic achievement. Grantees also indicated some centers work with larger numbers of ESL/non-English speaking students and families, and described providing translations of all program materials and interpreters at events, offering English classes, and utilizing bilingual liaisons to assist with community outreach.

Grantees were also asked to reflect upon their centers' objectives that were not met or that showed mixed results, and identify challenges what might have been associated with the lower results. Challenges were present in the grantees' responses and included: lack of parent and family involvement, program staffing and structure, communication, attendance, student individual issues, and community partnerships. Grantees indicated that the lack of parent and family involvement was a major challenge. They explained that many families do not understand the importance of academic assistance programs, may not value education, are often unavailable due to jobs and changing work schedules, have other family responsibilities, and lack transportation to events and other activities. Additionally, grantees indicated that some families are non-native English speakers who struggle with understanding communication from school and the program, and the assignments given to their child.

Another challenging area mentioned by grantees involved hiring and retaining highly-qualified program staff. Grantees cited issues with access to a large enough pool of skilled staffing candidates and noted the need for more training and development. They also stressed the importance of maintaining clear and consistent communication with the students' classroom teacher, which is critical in order for program staff to be informed and more intentional when working with students. Grantees also identified communication as another challenge to program

success, and cited the need for better communication between all stakeholders, the inclusion of community partners, and better communication between classroom teachers and program staff.

Grantees noted various reasons for low or inconsistent student attendance, including a lack of transportation to or from the program site, late dismissals from school, extra-curricular activities, persistent negative stigmas regarding education, an unwillingness to participate or lack of interest, and little to no parent or family support or influence on attendance. Grantees also acknowledged that student academic and personal/behavioral problems pose challenges to program success. Grantees indicated that academically, students have especially low reading levels, weaknesses in other core areas, and need additional help with homework. With respect to personal/behavioral issues, grantees cited the need to support students in dealing with day-to-day challenges, to teach students coping strategies, and to train program staff and provide resources to work with student behavioral challenges. Finally, grantees mentioned that most of their programs are offered after school, and for students who are on medication for emotional issues, those medications generally cease working in the afternoons which can be a major roadblock to student and program success.

Another challenge that grantees mentioned was regarding community partnerships. Grantees acknowledged the need to establish experienced partners early in the process, to involve partners in planning from the onset of the grant, to include partners in solving problems for programs and students, and to communicate program needs effectively to partners (e.g., newsletters, phone calls). Finally, grantees cited that programs located in smaller or more rural areas have fewer community organizations with which to partner, and that some partner organizations experience high turnover, which leads to both student and partner disengagement.

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## Appendix A: Supplemental Program Objectives

In addition to the state mandated 21<sup>st</sup> CCLC program objectives, some grantees chose supplemental objectives as part of their center activities. This appendix provides information on the percentage of centers choosing each supplemental objective and the success centers reported in meeting these objectives.

### Objective: Improvement of Student Behavior

The objective for improving student behavior was selected by 59.2 percent of centers that completed the ALERT. The percentage of centers selecting various subobjectives for this objective is shown in Table A-1. Success of the reporting centers in meeting these subobjectives is shown in Table A-2. Please note that grantees determined and self-reported their individual levels of success in meeting student behavior objectives based on their own criteria.

**Table A-1. Percentage of Centers Selecting Subobjectives for Improving Student Behavior in 2014-2015**

Subobjective	Percentage of Centers Selecting
Improve classroom behavior	81.4
Complete homework satisfactorily	83.1
Improve classroom participation	77.5
Improve class attendance	71.8
Improve motivation to learn	73.2
Improve ability to get along with other students	69.0
Other	4.2

**Table A-2. Percentages of Success by Reporting Centers in Meeting Subobjectives for Improving Student Behavior in 2014-2015**

Subobjective	Met (percent)	Mixed Results (percent)	Did Not Meet (percent)
Improve classroom behavior	65.5	32.8	1.7
Complete homework satisfactorily	72.9	25.4	1.7
Improve classroom participation	72.7	25.5	1.8
Improve class attendance	66.7	31.4	2.0
Improve motivation to learn	75.0	23.1	1.9
Improve ability to get along with other students	77.6	18.4	0.0

## Objective: Provide Enrichment Opportunities

The objective for providing enrichment opportunities was selected by 88.3 percent of centers that completed the ALERT. The percentage of centers selecting various subobjectives for this objective is shown in Table A-3. Success of the reporting centers in meeting these subobjectives is shown in Table A-4. Please note that grantees determined and self-reported their individual levels of success in meeting enrichment opportunity objectives, based on their own criteria.

**Table A-3. Percentage of Centers Selecting Subobjectives for Providing Enrichment Opportunities in 2014-2015**

Subobjective	Percentage of Centers Selecting
Increase children's exposure to the fine arts and cultural events	67.9
Increase children's depth of understanding of academic subjects through non-traditional instruction	76.4
Increase children's health awareness and physical education	73.6
Provide programs in preventing drug/alcohol use and/or violence	33.0
Other	5.7

**Table A-4. Percentages of Success by Reporting Centers in Meeting Subobjectives for Providing Enrichment Opportunities in 2014-2015**

Subobjective	Met (percent)	Mixed Results (percent)	Did Not Meet (percent)
Increase children's exposure to the fine arts and cultural events	87.5	6.9	4.2
Increase children's depth of understanding of academic subjects through nontraditional instruction	88.9	11.1	0.0
Increase children's health awareness and physical education	82.1	16.7	1.3
Provide programs in preventing drug/alcohol use and/or violence	97.1	0.0	2.9

**Objective: Improve Community Partnerships**

The objective for improving community partnerships was selected by 50.8 percent of centers that completed the ALERT. The percentage of centers selecting various subobjectives for this objective is shown in Table A-5. Success of the reporting centers in meeting these subobjectives is shown in Table A-6. Please note that grantees determined and self-reported their individual levels of success in meeting community partnership objectives, based on their own criteria.

**Table A-5. Percentage of Centers Selecting Subobjectives for Improving Community Partnerships in 2014-2015**

Subobjective	Percentage of Centers Selecting
Increase the number of partners	52.5
Increase the activities of partners	73.8
Improve communication with partners	70.5
Improve the sustainability of the program through partner commitments beyond the grant period	44.3
Other	0.0

**Table A-6. Percentages of Success by Reporting Centers in Meeting Subobjectives for Improving Community Partnerships in 2014-2015**

Subobjective	Met (percent)	Mixed Results (percent)	Did Not Meet (percent)
Increase the number of partners	75.0	15.6	9.4
Increase the activities of partners	86.7	6.7	6.7
Improve communication with partners	74.4	20.9	4.7
Improve the sustainability of the program through partner commitments beyond the grant period	55.6	29.6	14.8