

New Jersey 21st Century Community Learning Centers (21st CCLC) Impact Report 2009-10

September 2011

**Prepared for:
New Jersey Department of Education**

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Executive Summary

For the past eight years across the state of New Jersey, 21st Century Community Learning Centers (21st CCLCs) have provided students in high-poverty communities the opportunity to participate in academic enrichment programs and other youth development and support activities designed to enhance their academic well-being. The primary purpose of this report is to highlight how well afterschool programs funded by 21st CCLCs have fared in relation to the goals and objectives for supporting student growth and development specified for the program by the New Jersey Department of Education (NJDOE).

The majority of the results outlined in this report are associated with 21st CCLC-funded activities and services, delivered during the course of the 2009–10 school year, although at certain places in the report, data associated with the 2008–09 and 2010–11 school years are reported as well.

Evaluation Questions

The information collected and analyzed during the second year of the statewide 21st CCLC evaluation was meant to answer four primary evaluation questions related to the impact of the program on desired student outcomes:

1. To what extent does grantee performance on the *leading* and *summative indicators* defined for the program suggest that New Jersey 21st CCLC grantees are making progress in the delivery of effective programming and the achievement of desired program outcomes?
2. To what extent is there evidence that students participating in 21st CCLC-funded services and activities more frequently demonstrated (a) higher academic achievement in reading/language arts and mathematics and (b) an improvement in behaviors likely to be supportive of better academic achievement?
3. To what extent is there evidence of a relationship between select program and student characteristics and the likelihood that students demonstrated (a) higher academic achievement in reading/language arts and mathematics and (b) an improvement in behaviors likely to be supportive of better academic achievement?
4. To what extent is there evidence that students participating in services and activities funded by 21st CCLCs demonstrated better performance on state assessments in reading and mathematics than similar students not participating in the program?

Collectively, this domain of evaluation questions is representative of both the goals and objectives NJ DOE has specified for the 21st CCLC program and some of the more pressing questions currently before the afterschool field nationally.

Performance Indicator System

One of the tasks associated with the evaluation of the New Jersey 21st CCLC program was to develop a performance indicator system designed to:

- Outline how well an individual grantee and the state as a whole are doing relative to accomplishing the goals and objectives specified for the program.
- Help establish a standard of quality in the implementation of their programs that grantees should be striving toward.
- Influence grantee behavior by detailing service delivery expectations and performance relative to these expectations.
- Help inform state staff about the steps that need to be taken from a training, technical assistance, and policy development front to support grantees in the achievement of program improvement goals.

Two types of indicators were developed to support the 21st CCLC program in New Jersey: (1) *leading indicators* and (2) *summative indicators*. *Leading indicators* are meant to provide grantees with a summary of how well they are progressing toward meeting state-defined goals and objectives at the programming year midpoint and where deficiencies are noted, guiding them to resources, tools, and trainings that will facilitate their efforts to make the corrections necessary to get back on track before the programming year ends. This information also will prove useful to NJDOE staff by supporting the identification of common issues and areas that grantees statewide are struggling with and that can be targeted at statewide project director meetings and trainings to build program capacity in those areas. To date, a total of 21 leading indicators and 12 summative indicators have been defined and adopted by NJ DOE. Data underpinning both the domain of leading and summative indicators was obtained from the Program Activity and Review System (PARS21), the Evaluation Template and Reporting System (ETRS), the NJ SMART data warehouse, and the staff survey.

Although performance relative to the leading indicators was generally positive, there were some indicators that showed an opportunity for further growth and development on the part of participating grantees. This conclusion seemed to be the case in relation to indicators that use data about student academic and social–emotional/behavioral functioning to drive program design and delivery and in the adoption of service delivery practices that are consistent with core youth development principles. Examples of the latter include the adoption of approaches and strategies that promote youth ownership of the program and taking steps to embed content into activities that are meant to support the social–emotional learning of participating students. In these cases, roughly half of the reporting centers received scores on measures employed during the evaluation that indicated that the centers were not thinking about the design and delivery of programming in light of core youth development ideas and principles.

In contrast, the *summative indicators* developed for the program were meant to assess whether or not student participation in 21st CCLC programming was leading to student growth and development in both academic achievement and youth development-related behaviors and functioning. Almost all of the summative indicators established for the program, for which data

were available, were met, with the exception of one indicator that pertained to the program demonstrating a positive impact on *reading* state assessment scores relative to the scores from a comparison group made up of nonparticipating students. Overall, grantee performance relative to the summative indicators suggests that the program had a positive impact on student academic performance in mathematics and key academic-related behaviors.

Data on Program Outcomes and Impact

In a similar fashion, the program outcome data examined in this report suggests that, on the whole, 21st CCLC programs in operation during the 2008–09 and 2009–10 school years made progress in providing programming that contributed to student growth and development from both an academic and behavioral standpoint. The strongest evidence for such a conclusion was the small, but positive and significant, impact the program had on the mathematics state assessment results for students who participated in the program regularly (for 70 days or more) during the school year, compared to a group comprised of students from the same schools that did not participate in 21st CCLC programming (although it is important to note that approximately one quarter of participating students attended for 70 days or more). This result was found in relation to 21st CCLC programs operating during both the 2008–09 and 2009–10 school years. Similar results were not found in relation to student performance on reading state assessment results.

In addition, analyses examining the impact of program and student characteristics on student outcomes found that a positive and significant relationship existed between a higher number of days of attendance in 21st CCLC programming and improvement in student motivation and attentiveness, prosocial behaviors, and homework completion and quality, as well as in performance on state assessment results in mathematics. In addition, multiple years of participation in 21st CCLCs was found to be positively associated with student performance on state assessment outcomes in both reading and mathematics. In this regard, finding ways to retain students in 21st CCLCs across multiple programming years would seem to further facilitate efforts by centers to achieve the domain of desired academic outcomes associated with the program.

Theoretically, programs may find more success in retaining participants the more actively they take steps to adopt practices supported by the youth development literature. Based on center and staff performance on some of the newly developed leading indicators related to incorporating youth development and social–emotional learning into programming, there are opportunities for growth and development in this area, including the adoption and use of measures that would help programs better assess how students are functioning on these constructs and what they might want to target for growth and development through the provision of intentional programming.

The issue of obtaining and using student data to inform program staff about the needs of participating students and using this knowledge to design and deliver programming may also be potentially relevant to helping the state meet the one summative indicator that was not achieved in 2009–10— having a positive impact on reading state assessment results, when comparing program participants with nonparticipants. Here again, leading indicator results for 2008–09 and

2009–10 suggest that there are opportunities for growth in the use of student data to inform the design and delivery of programming.

Recommendations

In light of leading indicator results that suggest that additional steps can be taken by grantees to obtain and use student data on academic and social–emotional functioning to design and deliver programming, we would recommend that NJ DOE consider taking the following steps to further support the growth and development of 21st CCLC programs:

1. *Test approaches that help grantees gain access to data on student academic functioning and utilize these data to inform the design and delivery of programming.* Since the inception of the No Child Left Behind (NCLB) Act, most school systems are now awash with data from both state-mandated and district-adopted assessments that provide a substantial reservoir of information about the academic functioning of students served by the K–12 system. Unfortunately, there is less evidence that these data are being widely accessed by the majority of the programs funded by 21st CCLCs to support both (a) the identification of student academic needs and the construction of intentional programming to meet those needs and (b) the monitoring of student progress over time to assess the success of programming in supporting student growth and development in very specific and targeted ways.

We encourage the NJ DOE to consider taking steps to overcome these constraints by documenting the types of data states and districts maintain in their student and state assessment data warehouses; articulating how these data could be effectively used to support the design, delivery, and evaluation of 21st CCLC programming; and developing policies, procedures, and even Web interfaces about how these data could be delivered and presented to 21st CCLC grantees in a way that would more effectively support their utilization in program development and assessment.

2. *Select and pilot test one or more measures designed to assess the social–emotional and behavioral functioning of participating youth.* Unlike data on student academic functioning, there appears to be a dearth of data that exists in relation to how students are functioning from a behavioral and social–emotional standpoint. In this area, 21st CCLC programs are largely on their own in terms of selecting and using measures that would provide insight into student functioning in these areas, and, as a consequence, for a variety of reasons, these measurements are largely not done by most 21st CCLC projects. To address this gap, we would encourage NJ DOE to consider adopting on a pilot basis a validated measure or measures of social–emotional and behavioral functioning at the student level. Steps should also be taken by NJ DOE to work with its technical assistance provider to develop resources, support, and training on how programs can use information derived from such measures to again support both (a) the identification of student needs and the construction of intentional programming to meet those needs and (b) the monitoring of student progress over time to assess the success of programming in supporting student growth and development in very specific and targeted ways.

Future efforts undertaken as part of the statewide evaluation will focus on getting a series of online leading and summative indicator reports up and running as a way to help 21st CCLCs more actively engage with performance data about their programs and the steps they need to take to help ensure that the state is on the right track toward achieving the full domain of goals and objectives specified for the 21st CCLC program.

Introduction

For the past eight years across the state of New Jersey, 21st Century Community Learning Centers (21st CCLCs) have provided students in high-poverty communities the opportunity to participate in academic enrichment programs and other youth development and support activities designed to enhance their academic well-being. The primary purpose of this report is to highlight how well afterschool programs funded by 21st CCLC have fared relative to the goals and objectives specified for the program by the New Jersey Department of Education (NJDOE) in terms of supporting student growth and development. In particular, this report seeks to explore how the characteristics of both programs funded by 21st CCLCs and the students participating in afterschool activities and services at these sites may be related to the achievement of desired program outcomes. For example, are certain program or student characteristics more apt to be associated with gains in student achievement and related outcomes than others? Also, for the first time, results that compare the academic outcomes of students who participated in the 21st CCLC program are compared to the results of nonparticipants for the 2008–09 and 2009–10 school years.

In addition, this report outlines how well New Jersey 21st CCLC grantees performed in relation to a set of newly defined *leading* and *summative* indicators that are meant to assess how well grantees are both (a) implementing programming that is likely to support the achievement of the goals and objectives specified by NJDOE for the 21st CCLC program and (b) obtaining desired student outcomes. It is intended that this information will provide additional guidance and insight to both NJ DOE and grantees currently providing programming about the steps that should be taken to further support and undertake meaningful program improvement efforts.

The information contained in this report is the result of data collected and analyzed as part of a statewide evaluation, currently being conducted by the American Institutes for Research (AIR), of the 21st CCLC program in New Jersey. The results highlighted in this report represent findings from Year 2 of a four-year evaluation project, which is scheduled to conclude in February 2013.

The majority of the results outlined in this report are associated with 21st CCLC-funded activities and services delivered during the course of the 2009–10 school year, although at certain places in the report, data associated with the 2008–09 and 2010–11 school years are reported as well. Although steps were taken as part of this effort to gain access to and mine data housed in the administrative data system maintained by NJ DOE, some of the evaluation questions being explored required the collection of new data from 21st CCLC programs that were obtained from surveys conducted in the spring of 2009 and 2010, as well as from a new data collection system deployed in the spring of 2011. In this regard, the full domain of data needed to comprehensively examine the extent to which 21st CCLC-funded programs achieved the goals and objectives specified for the program by NJ DOE and how this performance may have varied based on program and student characteristics varies to some extent from one year to the next, given the variation in data collection activities across the three programming years in question.

In the sections that follow, the primary evaluation questions addressed in this report are outlined and the ways in which they relate to the goals and objectives specified for the 21st CCLC program by NJ DOE are explored. A summary about the types of data that were collected and analyzed to address the evaluation questions at the heart of this endeavor is then provided. Next, steps are taken to outline key grantee and center characteristics that are hypothesized to be related to the achievement of desired outcomes, especially improvement in student academic achievement. An effort is then made to summarize the newly developed leading and summative indicators and to describe how well 21st CCLC grantees have performed to date, relative to these indicators. Finally, analyses oriented at assessing the program's impact on student-level outcomes are summarized and discussed, preliminary conclusions are outlined, and recommendations to guide further evaluation and program improvement efforts are offered.

Evaluation Questions

The information collected and analyzed during the second year of the statewide 21st CCLC evaluation was meant to answer four primary evaluation questions related to the impact of the program on desired student outcomes:

1. To what extent does grantee performance on the *leading* and *summative indicators* defined for the program suggest that New Jersey 21st CCLC grantees are making progress in the delivery of effective programming and the achievement of desired program outcomes?
2. To what extent is there evidence that students participating in 21st CCLC-funded services and activities more frequently demonstrated (a) higher academic achievement in reading/language arts and mathematics and (b) an improvement in behaviors likely to be supportive of better academic achievement?
3. To what extent is there evidence of a relationship between select program and student characteristics and the likelihood that students demonstrated (a) higher academic achievement in reading/language arts and mathematics and (b) an improvement in behaviors likely to be supportive of better academic achievement?
4. To what extent is there evidence that students participating in services and activities funded by 21st CCLCs demonstrated better performance on state assessments in reading and mathematics, compared to similar students not participating in the program?

Collectively, this domain of evaluation questions is representative of both the goals and objectives NJ DOE has specified for the 21st CCLC program and of some of the more pressing questions currently before the afterschool field nationally. From the perspective of NJ DOE, programs receiving 21st CCLC funding from the state should “provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults” (State of New Jersey Department of the Treasury, 2008, Attachment 1, p. 41). The staff at NJ DOE responsible for administering the 21st CCLC program have taken steps to further operationalize this goal by specifying a series of objectives that outline what is to be achieved in this regard and by what means:

- “Goal 1: To provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.
 - Objective 1.1: The grantee will establish and maintain partnerships and collaborative relationships within the community to enhance students’ access to a variety of opportunities.
 - Objective 1.2: Participating students will demonstrate increased positive behavior through the center, infusing character education into components of the center’s program.
 - Objective 1.3: Students regularly participating in the program will meet or exceed the state standards in reading and mathematics.

- Objective 1.4: Students regularly participating in the program will demonstrate improved attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.”

The four objectives can be further broken down into two primary types. Objectives 1.1 (establishing and maintaining partnerships) and 1.2 (infusion of character education into program activities) detail operational elements that are seen by the state as being supportive of the academic achievement and behavioral outcomes central to the 21st CCLC program. Objectives 1.3 and 1.4 are more summative in nature, providing more detail about what constitutes improvement in academic achievement and behavior outcomes.

Additional insight into how staff responsible for the administration of 21st CCLC at NJ DOE see programmatic characteristics and attributes leading to the achievement of desired youth outcomes can be gleaned from the other two goals, and their associated objectives, formally identified by NJDOE for the program:

- “Goal 2: To implement activities that promote parental involvement and provide opportunities for literacy and related educational development to the families of participating students (RFP, Attachment 1, p. 41).
 - Objective 2.1: The agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.
 - Objective 2.2: At least 75 percent of the parents participating will increase involvement in the education of children under their care.
 - Objective 2.3: At least 75 percent of the parents of participating students will increase involvement in literacy-related activities with dependent children under their care.
- Goal 3: To measure participants’ progress and program effectiveness through monitoring and evaluating.
 - Objective 3.1: Throughout the grant period, the center will continually assess program implementation and effectiveness.
 - Objective 3.2: The center will measure students’ in-school progress in the areas of academic achievement, behavior, and social development.
 - Objective 3.3: Throughout the grant period, the center will use within-program measures and assessments of others (e.g., parents, program staff) to gauge direct program impact.
 - Objective 3.4: The center will measure the impact of the program on family members of participating students.”

Like Objectives 1.1 and 1.2, the objectives associated with Goals 2 and 3 either pertain to (a) operational elements and procedures such as offering family literacy activities or assessing program functioning and impact to support continuous improvement efforts or (b) more intermediate outcomes that are likely to be supportive of student achievement and behavioral change outcomes. Collectively, then, the domain of goals and objectives established by NJ DOE

appear to either directly or indirectly reinforce the primacy of student achievement and behavioral change as the outcomes of greatest interest and suggest that programs can take steps to realize these outcomes as follows:

- Establish and maintain partnerships and collaborative relationships within the community.
- Infuse character education into activities and services provided to students.
- Implement activities that promote parental involvement and provide opportunities for literacy and related educational development to the families of participating students.
- Measure participants' progress and program effectiveness through monitoring and evaluation efforts.

Each of these operational elements and approaches are represented in recent efforts in the field of afterschool education to identify the features of high-quality afterschool settings (Granger, Durlak, Yohalem, & Reisner, 2007; Little, 2007; Wilson-Ahlstrom & Yohalem, 2007; Vandell et al., 2005; Yohalem & Wilson-Ahlstrom, 2007). Generally, many of the measures developed and adapted for use in carrying out this evaluation are meant to assess how 21st CCLC grantees are performing across the operational elements and attributes embedded both in NJ DOE's goals and objectives for the program and in those characteristics that the current best practices literature suggests are associated with program features likely to affect positively student achievement outcomes.

Data Sources and Measures

Data collected and analyzed to carry out the Year 2 evaluation effort was obtained from four primary sources, which included administrative data systems, surveys, interviews, observations, and a newly developed data collection application designed to collect more standardized local evaluation data. Each source and how it contributed to the project is outlined in greater detail in the following subsections.

Program Activity and Review System (PARS21)

PARS21 is a Web-based data collection system developed and maintained by the NJ DOE that collects directly from grantees a broad array of program characteristic, student demographic, attendance, and outcome data throughout the program year. Data extracted from PARS21 were used to construct variables summarizing the activity and staffing models employed by sites, program maturity and organization type, the demographic makeup of the student population served and levels of program attendance, and teacher survey-based outcome data. A significant portion of the variables employed in analyses oriented toward assessing the relationship between program and student characteristics and behavioral outcomes were derived from PARS21 data.

Staff Survey

The purpose of the online staff survey was to obtain information from staff working directly with youth in programs funded by 21st CCLCs about the extent to which they engage in practices suggested by the afterschool research literature as likely to be supportive of both positive academic and youth development outcomes. Scales appearing on the survey included the following:

- Collective staff efficacy in creating interactive and engaging settings for youth.
- Intentionality in activity and session design.
- Practices supportive of academic skill building, including linkages to the school day and using data about student academic achievement to inform programming.
- Practices supportive of positive youth development.
- Opportunities for youth ownership.
- Staff collaboration and communication to support continuous program improvement.
- Practices supportive of parent involvement and engagement.

Using data about how many minutes staff had worked with students during the 2008–09 and 2009–10 school years that was collected in PARS21, staff were selected as part of the survey sample if they were actively providing services at the site during the last month in which data were reported by the site, and they were among the top 12 staff in terms of total minutes of activity provided during each school year. In cases in which centers had fewer than 12 staff active in the last month, the site reported activity data, and all staff active during the month in question were added to the sample. In all, a total of 499 complete surveys were obtained from 85 centers active during the 2008–09 school year, and 500 completed surveys were collected from

81 centers providing programming during the span the 2009–10 school year, an average of approximately six completed surveys per site. Questions asked on the staff survey can be found in Appendix A.

New Jersey 21st CCLC Evaluation Template and Reporting System

Newly developed by AIR as part of the statewide evaluation, the 21st CCLC Evaluation Template and Reporting System (ETRS) is a Web-based data collection application designed to obtain center-level information about the characteristics and performance of afterschool programs funded by 21st CCLCs, based on information garnered from local evaluation efforts. The system is designed to collect information at two time points: (1) midyear through a given school year and (2) at the end of given programming cycle. The system is made up of the following sections:

- Program Operations
 - Recruitment and retention
 - Policies and procedures
 - School-day linkages
 - Program staff
 - Monitoring tools
 - Summer programs
- Goals
 - Goal A: Improve student academic achievement.
 - Goal B: Improve student behavior and attitudes.
 - Goal C: Improve parent education and involvement.
 - Goal D: Improve community partnerships.
- Conclusions and Recommendations
 - Conclusions
 - Recommendations

The ETRS went into full production during the spring of 2011 and was utilized to collect midyear evaluation report information from 107 of 21st CCLC-funded programs active during the 2010–11 school year.

NJ Standards Measurement and Resource for Teaching (NJ SMART) Data Warehouse

Steps were also taken in the fall of 2010 to obtain access to New Jersey Assessment of Skills and Knowledge (NJASK) scores in reading and mathematics from the NJ SMART data warehouse maintained by NJ DOE for 21st CCLC participants served during the course of the 2008–09 and

2009–10 programming periods and for those students attending the same schools as the 21st CCLC participant population that did not participate in the program during these time periods. A total of 37,017 students were represented in the participant and nonparticipant dataset created for 2008–09 and 31,360 for 2009–10. These data were utilized to conduct an analysis of the impact of the program on mathematic and reading achievement, predicated on comparing program participants with nonparticipants.

Grantee-Level Characteristics

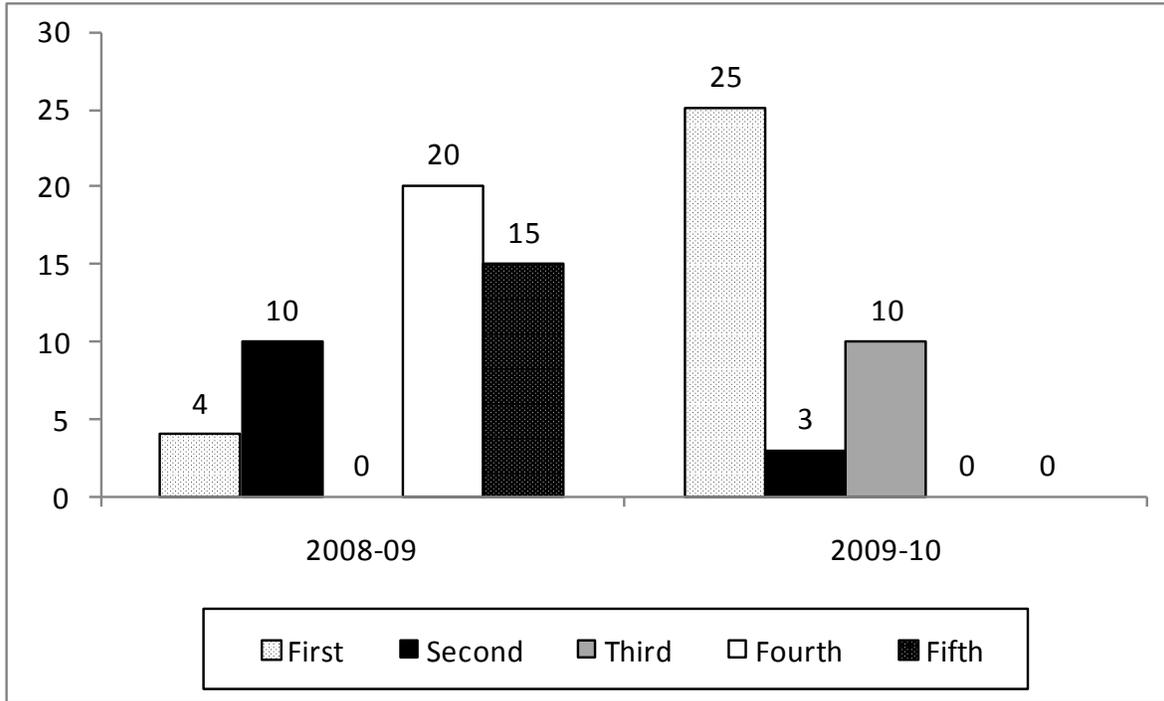
There are some elements associated with the design of the 21st CCLC program that make grantee-level characteristics (e.g., maturity and the type of organization serving as the grantee) worth examining when trying to ferret out which characteristics are likely to be associated with positive youth outcomes. In this instance, the term *grantee* refers to the organization that serves as the fiduciary agent on the grant in question, whether it is a school district, community-based organization, or other entities and whether it is ultimately responsible for administering grant funds at the local level.

Grantee Maturity

One element of how 21st CCLC programs function that is increasingly receiving attention in terms of exploring issues related to program quality relates to how programs evolve during the grant period to enhance the likelihood of program sustainability after the grant period is over and how they adjust to a step down in grant funding as they mature. For example, grantees may find themselves needing to emphasize some elements of their programs and reducing or eliminating others in response to changes in the students served or the changes in funding levels. In addition, the hope is that grantees over time would learn (1) how to provide more effective and engaging programming for youth and (2) how to more meaningfully embed academic content into their program offerings in ways that address the needs of the students they are serving. As shown in Figure 1, the majority of the grants active during the 2009–10 school year were in Years 1 or 3 of funding. Given that 21st CCLC grants can be made for a maximum of five years, many of the programs active during this period could be considered to be new, not yet having had the opportunity to work out the kinks in their program delivery strategies and approaches and find ways to overcome the challenges associated with getting a new program up and running. A very small number of grantees were in their second year of funding ($n = 3$).

In the impact models outlined later in this report, the year of funding associated with each grantee is applied to each center funded under the auspices of the grant in question as a way to explore the relationship between program maturity and the likelihood that desired youth outcomes were achieved.

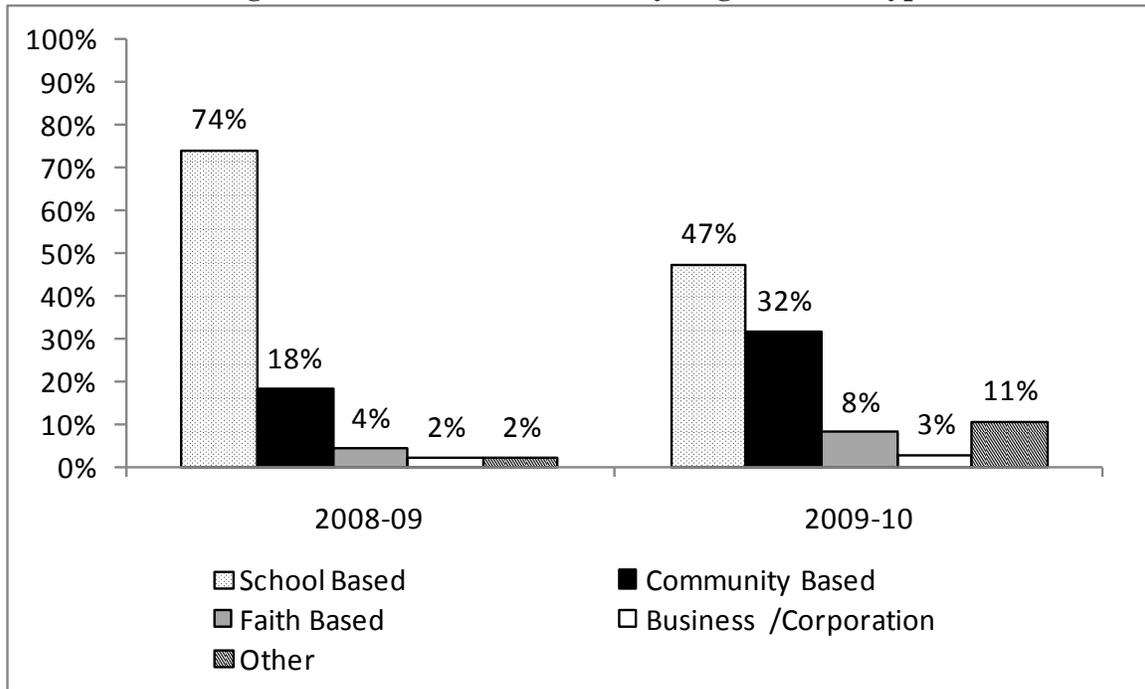
Figure 1. Number of Grantees by Year of Operation



Grantee Organization Type

One of the interesting elements of the 21st CCLC program is that all types of organizations are eligible to apply for and receive 21st CCLC grants. As shown in Figure 2, nearly half of grants active during the 2009–10 school year were held by school districts (a drop from 2008–09), and community-based organizations accounted for slightly fewer than one-third of the grants active during this period (an increase from 2008–09). All told, slightly more than 20 percent of the grants were held by faith-based organizations, businesses/corporations, and other entities, including units of local government and colleges and universities.

Figure 2. Number of Grantees by Organization Type



Like grantee maturity, organizational classification associated with each grantee is applied to each center funded under the auspices of the grant in question. This concept is presented in the impact models outlined later in this report as a way to explore the relationship between organization type and the likelihood that desired youth outcomes were achieved.

Key Center Characteristics

One of the primary goals of this report is to examine the relationship between key center characteristics and the likelihood that centers will have a positive impact on student achievement and behavioral outcomes. It is important to note that in this report, the term *center* is used to refer to the physical location where 21st CCLC-funded services and activities take place. Centers are characterized by defined hours of operation, have dedicated staffs, and usually have positions akin to site coordinators. Each 21st CCLC grantee in New Jersey has at least one center; many grantees have more than one center.

In addition, center characteristics can be termed either to be indicative of research-supported best practices or simply as innate attributes of the center in question without a strong connection to the afterschool quality practice literature. Center characteristics indicative of the latter might include the grade level served, program maturity, and organizational type. For example, identifying a program as one that serves only elementary students says nothing about the quality of that program. Although these types of variables are included in models oriented toward assessing the impact of the program on desired student outcomes, this report does not focus on them in depth.

Other characteristics, such as the activity (e.g., mostly tutoring, mostly academic enrichment) and staffing model employed, at a site are still somewhat ambiguous when viewed from a quality practice standpoint, with the literature less clear on the superiority of certain activities or staffing approaches. Some preliminary results derived from the Profile and Performance Information Collection System (PPICS) dataset seem to show certain advantages in these areas (i.e., mostly tutoring programs and program staffed by school-day teachers), but the manner in which these data are collected and processed do not lend themselves to robust casual inferences about the viability of one approach instead of another. From a policy standpoint, NJ DOE considers certain approaches to staffing for certain types of activities to be appropriate from a quality standpoint—namely, that certified teachers should staff academic programming provided in the afterschool program. The analyses contained in this report is intended to build an understanding of whether certain activity or staffing models seem to be more often associated with positive youth outcomes and thereby warrant consideration as a quality practice worthy of emulation and replication. Like the characteristics detailed earlier, however, this report does not spend a great deal of time exploring them from a purely characteristic standpoint.

Finally, the domain of characteristics assessed through the staff survey are meant to clearly reflect the best-practices literature. Particular attention will be dedicated in this report to explaining how staff responded to staff survey questions and what this response may mean in terms of how programs design and deliver activities in ways that are consistent with best practices.

Staffing Clusters and Ratios

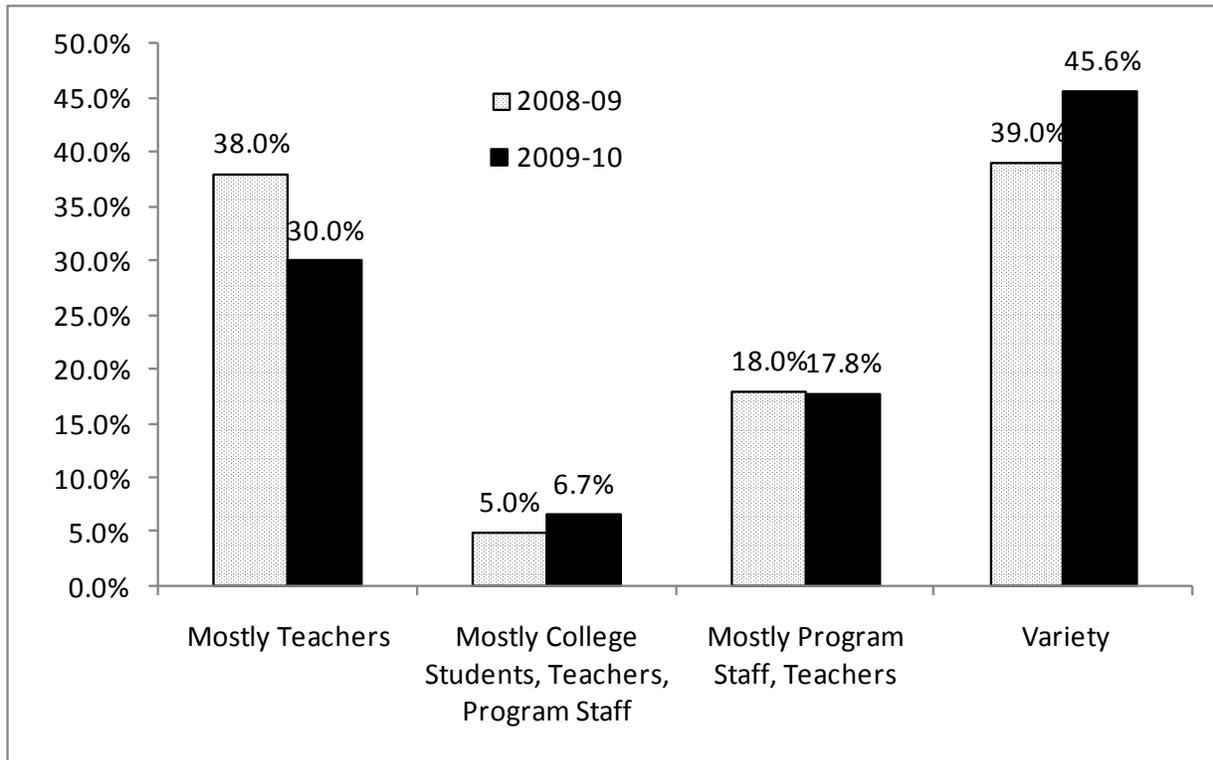
In addition to classifying staff from a practice and pedagogy standpoint, based on how they responded to the staff survey, efforts also were undertaken to classify centers based on the staffing model employed to support programming. Like their counterparts nationally, programs

funded by 21st CCLC in New Jersey employ a variety of staff, including academic teachers, nonacademic teachers, college and high school students, counselors, paraprofessionals from the school day, and other program staff with a wide spectrum of backgrounds and training. In order to more effectively summarize the different staffing models employed by centers during the 2009–10 school year, an effort was made to classify centers into groups or clusters using cluster analysis techniques, based on the extent to which they relied upon different categories of staff to deliver programming during the school year in question. In this instance, the variables used to create the clusters represented the percentage of total paid staff who were academic teachers, nonacademic teachers, counselors, and other staff working at a center during the school year. Data utilized to construct these variables were obtained from PARS21. As shown in Figure 3, four primary staffing models were identified:

- *Centers staffed mostly by teachers.* On average, 83 percent of the staff associated with centers in this cluster were academic teachers.
- *Centers staffed mostly by college students and program staff.* On average, 37 percent of the staff associated with centers in this cluster were college students, 15 percent were program staff, and 15 percent were teachers.
- *Centers staffed mostly by teachers and program staff.* On average, 25 percent of the staff associated with centers in this cluster were academic teachers, and 57 percent were program staff.
- *Centers staff by a variety of staff types.* On average, academic teachers represented the staffing category with the highest percentage (42 percent) of staff among centers in this cluster.

Overall, centers were most apt to be classified in either the Mostly Teachers or Variety clusters; only six centers were found to rely on mostly college students and program staff to staff their programs. Again, variables related to staffing cluster membership are included in the impact analyses that appear later in this report.

Figure 3. Number of Centers by Staffing Cluster Type



In addition to exploring the various approaches to staffing employed by centers during the 2009–10 school year, an effort was made to calculate the average staff-to-student ratio associated with activity sessions provided during the span of the school year in question. As shown in Table 1, the average staff-to-student ratio was found to be approximately 1 staff person for every 13 youth participating in specific activities, although the span of ratios was quite broad, ranging from just more than 1 to 44. Information on staff-to-student ratios is examined in the impact models outlined later in this report.

Table 1. Average Student-Teacher Ratio Per Center, 2008–09 and 2009–10

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
2009–10 Student-staff ratio	87	1.03	43.69	13.46	8.87
2008–09 Student-staff ratio	100	1.27	44.33	11.58	7.04

Latent Staff Profiles

In order to expand further on the themes outlined in the prior section and develop a more refined set of measures for use in the impact models highlighted later in this report, additional steps were taken in an attempt to empirically classify the staff responding to the staff survey into a smaller domain of categories or types. In order to do so, Rasch-derived scale scores across the following domain of scales were analyzed, using two classification techniques—profile analysis through multidimensional scaling (PAMS) and cluster analysis:

- Intentionality in activity and session design.
- Practices supportive of academic skill building, including linkages to the school day and using data on student academic achievement to inform programming.
- Practices supportive of positive youth development.
- Opportunities for youth ownership.
- Staff collaboration and communication to support continuous program improvement.

Scales related to collective staff efficacy in creating interactive and engaging settings for youth and practices supportive of parent engagement and involvement were not considered in this report, given that these scales deal more with collective practices rather than individual staff practices.

PAMS is an exploratory statistical technique that allows for the identification, in this instance, of the most typical (or latent) but different staff types present in the sample of staff completing the staff survey. In this regard, if an attempt was made to classify staff into one of two primary categories that are as unique from one another as possible, then the PAMS approach would be an appropriate technique to use in order to determine what those two primary categories should be. It is important to note that these latent staff types do not represent actual people in the survey sample. Rather, they serve as markers against which to compare a given staff member in an effort to answer the following question: Does the staff person more closely resemble staff type A or B? The results of these analyses suggested that two latent staff types were predominate in our sample, as shown in Figure 4. Along the *x* axis of the chart, each of the survey scales employed in the PAMS analysis are outlined:

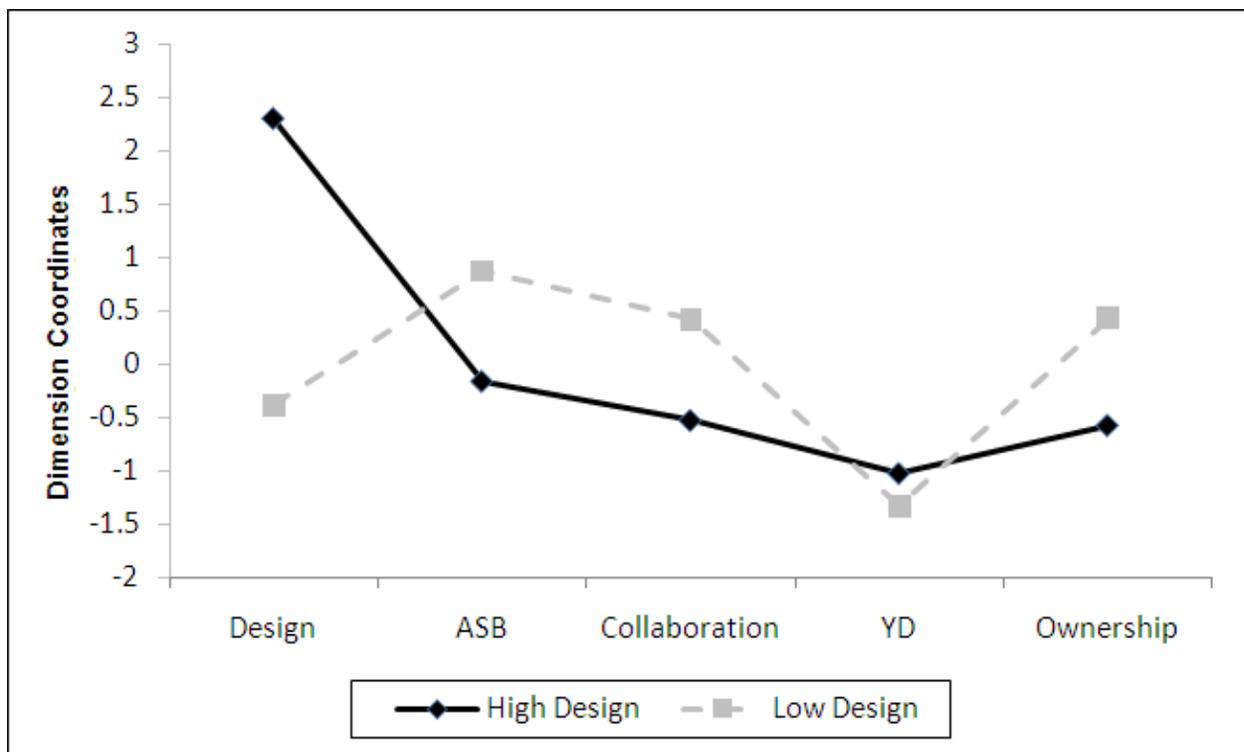
- *Design*: Intentionality in activity and session design.
- *ASB*: Practices supportive of academic skill building.
- *Collaboration*: Staff collaboration and communication.
- *YD*: Practices supportive of positive youth development.
- *Ownership*: Opportunities for youth ownership.

One latent staff type scored especially high on the intentionality in design scale of the staff survey (we have opted to call this profile type *High Design* in Figure 4). In this sense, staff resembling the High Design profile were more apt to have written lesson plans for individual sessions, lead activities meant to promote skill building and mastery in relation to one or more state standard, provide activities meant to build upon skills cultivated in a prior activity or

session, and other positive educational practices. However, staff resembling the High Design profile were less likely to engage in collaborative staff practices and engage in practices that provided students with opportunities to build ownership in the program. In sum, this staff profile seems to convey someone who is intentional about constructing afterschool activities, is relatively autonomous and independent in delivering afterschool activities, and retains a fair degree of control in terms of how he or she interacts with the students in the afterschool sessions he or she delivers.

In contrast, the other latent staff type outlined in Figure 4 scored especially low on the intentionality in design scale of the staff survey (we have opted to call this profile type *Low Design* in Figure 4). In many respects, this profile type is the mirror image of the High Design profile, with staff resembling this profile type more likely to engage in collaborative staff practices and more likely to provide youth with opportunities to build ownership in the program. Although not examined for this report, it is our hypothesis that staff found to more closely resemble the High Design profile are more likely to be school-day teachers, whereas staff who more closely resemble the Low Design profile are more apt to be nonteachers.

Figure 4. Primary Staff Profile Types



In addition to identifying the two primary staff profile types present in the sample, the PAMS approach also results in a variable for each staff-survey respondent, indicating how much he or she resembles both the High Design and Low Design profiles outlined in Figure 4. An example is shown in Table 2, in which the profile weights associated with three staff-survey respondents are presented. Staff A in Table 2 has a substantially high, positive weight relative to the High Design profile and a less substantial, negative weight in relation to the Low Design profile. In the

light of these results, Staff A’s responses to the staff survey are much more consistent with the High Design profile. The R-Squared column indicates the proportion of variance in the individual staff person’s data that was accounted for by the two profile types. In this instance, the two profile types in question accounted for 79 percent of the variance in Staff A’s scale scores, a meaningful amount. The weights associated with Staff B are largely the mirror image of Staff A. In this case, the responses provided by Staff B are much more consistent with the Low Design profile type. In this instance, the two profile types accounted for 92 percent of the variance in Staff B’s scale scores, a very large amount. Finally, Staff C has relatively low weights relative to both profile types, and the amount of variance accounted for, at 20 percent, is quite low as well. In this case, the two profile types in question are less helpful in explaining the variance associated with Staff C’s scale scores.

The ability to determine the extent to which a given staff member resembles a given staff profile type is very helpful because it allows us to ask the following question: Are certain staff profile types more likely to be associated with positive student achievement and behavioral outcomes? In order to address this question, steps were taken to calculate the average dimension weight for each of the two profile types for a given center. These center-level variables are included in the models detailed later in this report in an attempt to determine whether a given profile type is more apt to be associated with positive student outcomes.

Table 2. An Example of Profile Weights for Staff Survey Respondents

Respondent	Weight on High Design Profile	Weight on Low Design Profile	R-Squared
Staff A	16.76	-3.08	.79
Staff B	-2.23	13.99	.92
Staff C	1.59	-.78	.20

Activity Clusters

In addition to employing a wide variety of staffing models, New Jersey 21st CCLCs also have adopted a wide variety of approaches to providing activities and services to participating students. In order to explore differences among programs in terms of how they provided activities to youth during the 2009–10 school year, an attempt was made to identify a series of “activity clusters” based on the relative emphasis given to providing the following types of activities.

- Academic improvement/remediation
- Academic enrichment
- Tutoring/homework help
- Mentoring
- Drug and violence prevention counseling
- Expanded library service hours

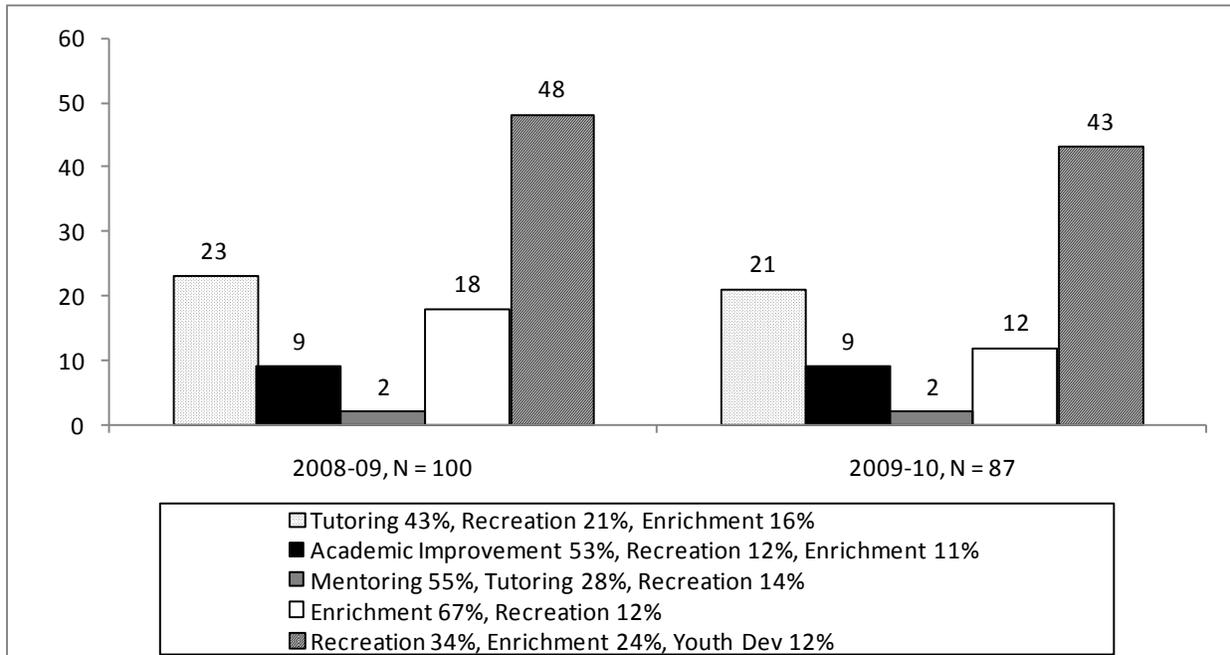
- Recreational activities
- Career/job training
- Supplemental educational services
- Community service learning programs
- Character education
- Youth development/learning activities

In order to construct a series of clusters outlining the primary types of activities employed by centers during the course of the 2009–10 school year, student-level attendance data collected in PARS21 were used to calculate the percentage of total hours of center programming allocated to each of the 12 activity categories. From these calculations, we can answer the following question: What percentage of a center’s total activity hours was dedicated to academic enrichment, tutoring/homework help, and so forth? Cluster analysis techniques were then employed using these percentages to derive the following five primary cluster types, shown in Figure 5:

- *Centers providing mostly tutoring/homework help (HW) activities.* On average, centers in this cluster spend 43 percent of their time on tutoring/homework, 21 percent on recreation, and 16 percent on academic enrichment.
- *Centers providing mostly academic improvement/remediation activities.* On average, centers in this cluster spend 53 percent of their time on academic improvement/remediation, 12 percent on recreation, and 11 percent on academic enrichment.
- *Centers providing mostly mentoring activities.* On average, centers in this cluster spend 55 percent of their time on mentoring activities, 28 percent of their time on tutoring/homework, and 14 percent on recreation.
- *Centers providing mostly academic enrichment activities.* On average, centers in this cluster spend 67 percent of their time on academic enrichment activities and 12 percent on recreation.
- *Centers providing mostly recreation and enrichment activities.* On average, centers in this cluster spend 34 percent of their time on recreation activities, 24 percent on academic enrichment, and 12 percent on youth development.

As shown in Figure 5, nearly half of the centers active during the 2009–10 school year were classified as falling within the Mostly Recreation and Enrichment cluster, whereas roughly one quarter of centers were assigned to the Mostly Tutoring/HW cluster. We are very interested in exploring how this diversity in activity models relates to the extent to which programs are able to support student academic and behavioral growth and development.

Figure 5. Number of Centers by Activity Cluster Type



In addition to the activity cluster, given NJ DOE’s emphasis on character education as an approach to supporting the development of positive behaviors among participating youth, indicated by its formal inclusion in the domain of statewide objectives that have been established for the program, an effort was made to calculate the total percentage of hours centers dedicated to the provision of character education activities during the course of the 2009–10 school year. In 2009–10, character education was offered by 67 percent of the centers, with those sites spending an average of 7 percent of their total hours on character education activities.

Participation in Reading and Mathematics Activities

Another approach to examining students’ participation in 21st CCLC programming offered during the span of the 2009–10 reporting period (including both the summer of 2009 and the 2009–10 school year) is to explore the extent to which students participated in activities that were meant to support skill building in mathematics and reading, regardless of activity type (e.g., enrichment, tutoring). As mentioned earlier, one of the central goals of the 21st CCLC program is to support student growth and development in reading and mathematics. As outlined in Table 3, students on average participated in approximately 22 hours of reading/literacy programming during the 2008–09 reporting period and 14 hours of mathematics programming. Each of these variables is included in models related to academic outcomes highlighted later in this report.

**Table 3. Average Number of Hours in Reading and Mathematics Per Student,
2008–09 and 2009–10**

	<i>N</i>	Minimum	Maximum	Mean	Standard Deviation
2009–10 reading/literacy education activities	11,232	0.00	702.0	28.5	53.9
2009–10 mathematics education activities	11,232	0.00	304.0	19.4	33.8
2008–09 reading/literacy education activities	12,077	0.00	268.25	22.30	40.20
2008–09 mathematics education activities	12,077	0.00	229.50	13.76	27.69

Grade Levels Served

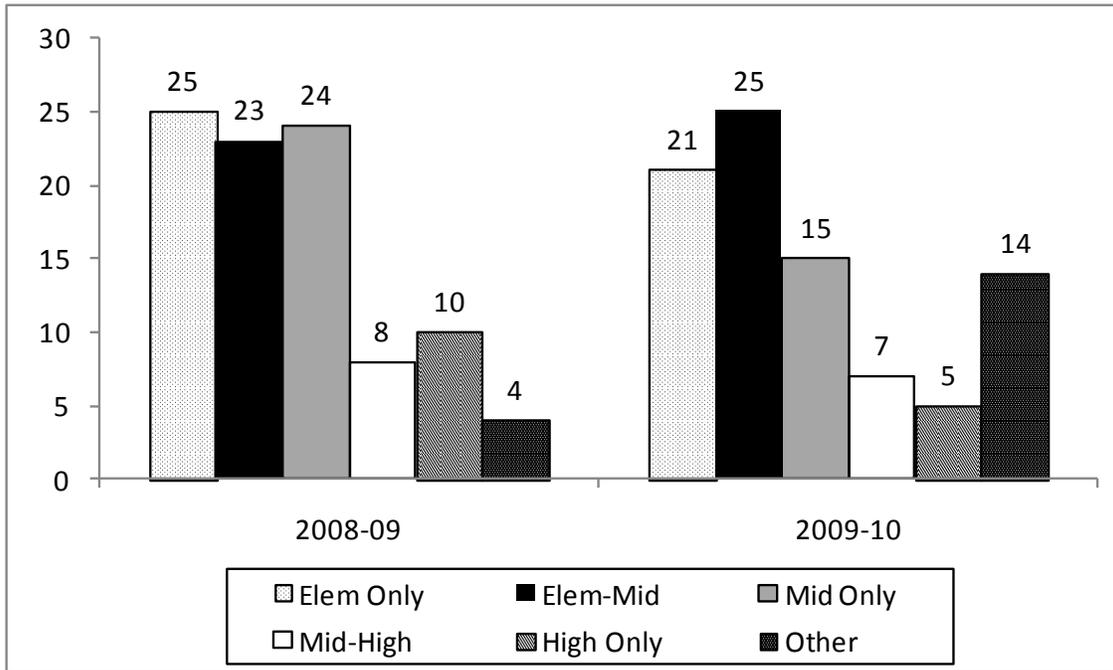
A topic garnering increasing attention on the federal stage relates to the role grade level plays in terms of (1) how 21st CCLC programs should structure their operations and program offerings and (2) the domain of outcomes they should be accountable for through performance indicator systems. Using student-level data about the grade levels of students attending centers, centers active during the 2009–10 school year were classified as follows:

- *Elementary Only*, defined as those centers serving students up to Grade 6.
- *Elementary/Middle*, defined as those centers serving students up to Grade 8.
- *Middle Only*, defined as centers serving students in Grades 5 to 8.
- *High Only*, defined as centers serving students in Grades 9 to 12.

A fifth category, called *other*, includes centers that did not fit one of the five categories.

The High Only category is especially important to analyze because afterschool programming for older students often looks considerably different from programming for elementary or middle school students (Naftzger et al., 2007). In addition, high school students have different needs from younger students, and they often have other afternoon obligations, such as jobs or extracurricular activities. As shown in Figure 6, the bulk of the centers active during the 2009–10 school year served elementary and/or middle school students in some capacity.

Figure 6. Number of Centers by Grade Level Served



Student Characteristics

During the course of the 2009–10 school year, a total of 11,232 students participated at some level (i.e., attended programming for at least one day) in 21st CCLC programming at 87 centers active during this period. This population was diverse, shown in Table 4. Generally, the population of students served during the 2009–10 school year was generally black and Hispanic/Latino; enrolled in elementary or middle school, especially in Grades 4 through 6; and was eligible for the free or reduced-price lunch programs.

Table 4. Summary of Demographic Information for Students, 2008–09 and 2009–10

	Demographic Category	2008–09		2009–10		
		Number of Students	Percentage	Number of Students	Percentage	
Race / Ethnicity	White	1,611	14.0%	1,200	10.7%	
	Black	4,045	35.3%	4,079	36.3%	
	Hispanic/Latino	5,432	47.3%	5,553	49.4%	
	Asian	169	1.5%	175	1.6%	
	Native American	21	0.2%	32	0.3%	
	Pacific Islander	28	0.2%	20	0.2%	
	Unknown	169	1.5%	173	1.5%	
Gender	Male	5,830	50.8%	5,703	50.8%	
	Female	5,645	49.2%	5,529	49.2%	
Grade Level	4	2,043	18.9%	1,680	15.6%	
	5	2,315	21.4%	2,192	20.3%	
	6	2,336	21.6%	2,147	19.9%	
	7	1,385	12.8%	1,811	16.8%	
	8	1,020	9.4%	1,515	14.0%	
	9	614	5.7%	575	5.3%	
	10	403	3.7%	389	3.6%	
	11	383	3.5%	297	2.8%	
	12	191	1.8%	194	1.8%	
	Free or Reduced-Price Lunch	Reduced	1,355	11.8%	1,271	11.3%
		Free	6,527	56.9%	7,253	64.6%
		N/A	3,593	31.3%	2,708	24.1%

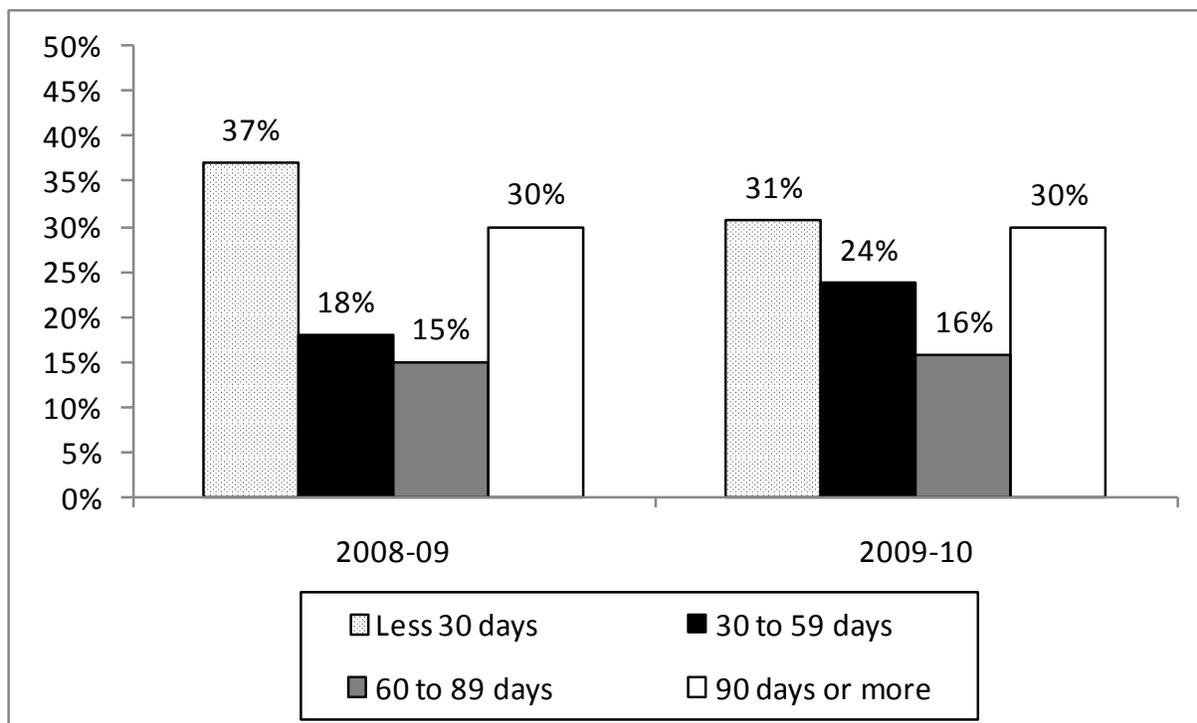
Student Attendance Levels

Attendance is an intermediate outcome indicator that reflects the potential breadth and depth of exposure to afterschool programming. In this regard, attendance can be considered in terms of (1) the total number of students who participated in the center’s programming throughout the course of the year, and (2) the frequency and intensity with which students attended programming when it was offered. The former number can be utilized as a measure of the breadth of a center’s reach, whereas the latter can be construed as a measure of how successful the center was in retaining students in center-provided services and activities.

Among students participating in activities during the 2009–10 school year, the average number of days attending 21st CCLC programming was 61. In Figure 7, the student population served during the 2009–10 school year is broken down into four attendance gradations—the percentage of students attending fewer than 30 days, those students attending 30 to 59 days, those students attending 60 to 89 days, and those students attending 90 days or more. As shown in Figure 7, slightly fewer than one third of the students attended fewer than 30 days, and slightly fewer than one third participated for 90 days or more. These thresholds are directly relevant to some of the impact data examined later in this report, given that behavior data derived from the teacher survey are reported only for students attending more than 30 days.

In order to demonstrate program impact, one would hope that there would be a positive relationship between higher levels of attendance in the program and the likelihood that students witnessed gains in student achievement and behavioral outcomes. We certainly have seen evidence of this fact through data collected nationally through PPICS, especially for elementary students (Naftzger, Vinson, & Swanlund, 2010). Efforts were also undertaken this year to expand the robustness of these analyses by exploring how nonparticipants compare to program participants on student achievement outcomes.

Figure 7. Percentage of Students Served in 21st CCLCs by Attendance Gradation



In addition to levels of program attendance during the course of the 2009–10 school year, we were interested in exploring the extent to which students participating during this period had been attending the program at a given center for more than the school year in question. Hypothetically, it would be expected that a higher number of years of continuous participation in the program would be associated with a greater degree of improvement on the outcomes of interest in this report. However, as shown in Table 5, for the vast majority of students, the 2009–10 school year represented the first year they participated in 21st CCLC programming at the center in question; approximately 20 percent were in their second year of participation. Three or more years of continuous participation was found to be relatively rare.

Table 5. Continuous Years of Student Participation, 2008–09 and 2009–10

	2008–09		2009-10	
	Number of Students	Percentage	Number of Students	Percentage
1 year	8,469	70.0%	9,615	85.6%
2 years	2,436	20.1%	1,218	10.8%
3 years	826	6.8%	346	3.1%
4 years	311	2.6%	42	0.4%
5 years	58	0.5%	10	0.1%
6 years	0	0.0%	1	0.0%

Note: One year of continuous participation, for example, indicates that a given student is either in his or her first year of programming during the 2009–10 school year or that there was an interruption in participation prior to the 2009–10 school year.

Student Attendance Profiles

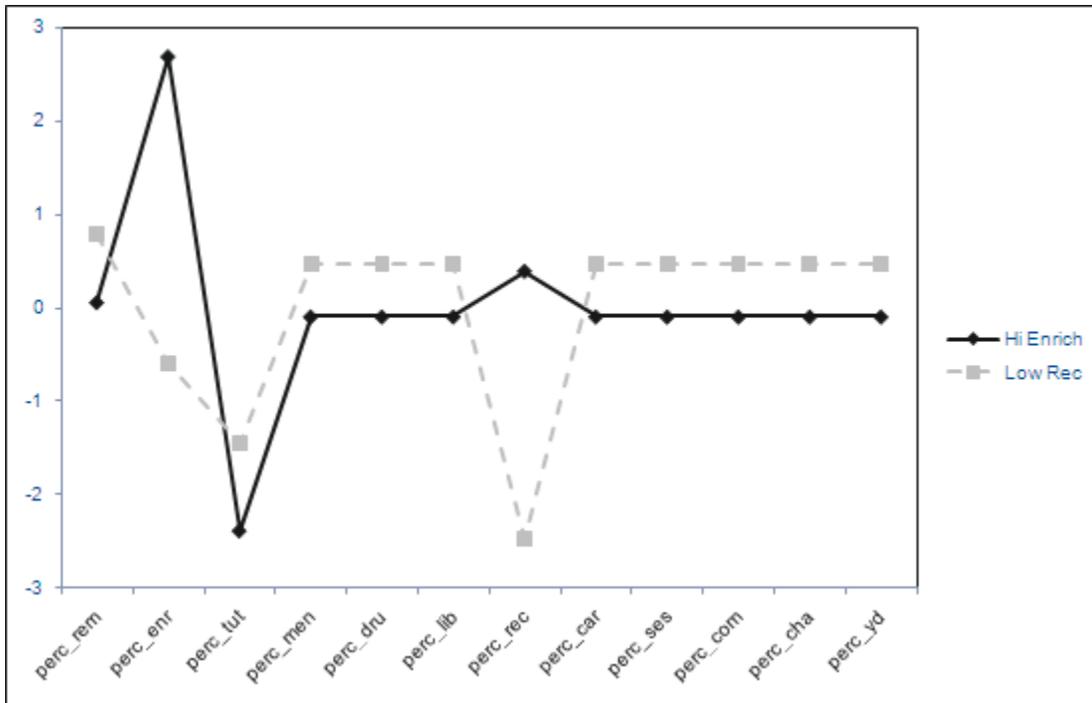
In earlier sections of this report, an effort was made to explore how the activity models adopted by centers varied. These analyses demonstrated that some centers, for example, had adopted a Mostly Tutoring model during the span of the 2009–10 school year, whereas others had pursued a service delivery approach that could be better characterized as mostly enrichment. A somewhat similar concept can be applied to students as well, in terms of the relative extent to which they participated in different types of activities during the school year. To achieve this outcome, we again employed PAMS to identify the two most dominant, latent student activity profile types within the population of students served during the school year in question.

The first step in this process was to identify for each student what percentage of his or her time in 21st CCLC was spent in each of the following types of activities:

- Academic improvement/remediation
- Academic enrichment
- Tutoring/homework help
- Mentoring
- Drug and violence prevention counseling
- Expanded library service hours
- Recreational activities
- Career/job training
- Supplemental educational services
- Community service learning programs
- Character education
- Youth development/learning activities

Variables summarizing the percentage of time a given student spent in each activity type were analyzed through multidimensional scaling techniques to identify the two most dominant latent student activity profile types present in the student population served in 21st CCLCs in 2009–10. Each of the two latent profile types is outlined in Figure 8, highlighting their difference across each of the activity types in question. It is clear that the primary difference between the two profile types is the time spent in enrichment activities and, to a slightly lesser degree, in recreation activities.

Figure 8. Primary Student Activity Profiles



In addition to identifying the two primary student activity profile types present in the sample, the PAMS approach also results in a variable for each student served during the 2009–10 school year, indicating how much they resemble both the High Enrichment and Low Enrichment profiles in Figure 8, similar to the example in Table 2.

The ability to determine to what extent a given student resembles a given student activity profile type is very helpful because it allows us to ask the following question: Are certain student activity profile types more likely to be associated with positive student achievement and behavioral outcomes? In an attempt to determine whether a given profile type is more apt to be associated with positive student outcomes, variables summarizing the extent to which a given student resembles each profile type are included in the models detailed later in this report.

Introduction to the Proposed Performance Indicator System

One of the tasks associated with the evaluation of the New Jersey 21st CCLC program was to develop a performance indicator system designed to:

- Outline how well an individual grantee and the state as a whole are doing relative to accomplishing the goals and objectives specified for the program.
- Help establish a standard of quality that grantees should be striving toward in the implementation of their programs.
- Influence grantee behavior by identifying service delivery expectations and their performance relative to these expectations.
- Help inform state staff on what steps need to be taken from a training, technical assistance, and policy development front to support grantees in the achievement of program improvement goals.

Two types of indicators have been developed to support the 21st CCLC programs in New Jersey: (1) *leading indicators* and (2) *summative indicators*. Borrowing from a similar concept currently being implemented by the 21st CCLC program in Michigan, *leading indicators* are meant to provide grantees with a summary of how well they are progressing toward meeting state-defined goals and objectives at the programming year midpoint and where deficiencies are noted, guiding them to resources, tools, and trainings that will facilitate their efforts to make the corrections necessary to get back on track before the programming year ends. This information also will prove useful to NJ DOE staff by supporting the identification of common issues and areas that grantees statewide are struggling with and that can be targeted at statewide project director meetings and trainings to build program capacity in those areas.

In contrast, *summative indicators* are meant to assess whether or not student participation in 21st CCLC programming is leading to student growth and development in both academic achievement and youth development-related behaviors and functioning. In this sense, the domain of summative indicators adopted by NJ DOE focuses exclusively on those objectives related to Goal 1 of the program that pertain directly to student growth and development:

- “Objective 1.2: Participating students will demonstrate increased positive behavior through the center infusing character education into components of the center’s program.
- Objective 1.3: Students regularly participating in the program will meet or exceed the state standards in reading and mathematics.
- Objective 1.4: Students regularly participating in the program will demonstrate improved attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.”

To date, a total of 21 leading indicators and a total of 12 summative indicators have been defined and adopted by NJ DOE. Data underpinning both the domain of leading and summative indicators is obtained from PARS21, ETRS, the NJ SMART data warehouse, and the staff

survey. In this report, leading and summative indicator results will be presented, based on data associated with the 2008–09, 2009–10 and 2010–11 programming periods. As will be explained more completely in the sections that follow, performance on three of the leading indicators and five of the summative indicators cannot yet be evaluated at the time of the preparation of this report, given (1) the need to add additional data fields to PARS21 in order to collect the data needed to calculate these indicators and (2) the need to obtain end-of-year performance data for the 2010–11 programming period in the ETRS in the fall of 2011.

Leading Indicators

The purpose of this section of the report is to outline the current set of leading indicators adopted by the 21st CCLC program. In the tables that follow, each statewide goal and objective is outlined, leading indicators for each objective are described, an approach to setting a performance target is specified, the source of data underpinning the indicator is identified, and performance levels are provided for the 2008–09, 2009–10, and/or 2010–11 programming period. It is important to note that not all data needed to calculate each leading indicator was available for each and every program year spanning 2008–09 to 2010–11. In this sense, leading indicator data was usually accessible for one or two years but never for all three years, given the need to create and deploy new data collection tools and approaches, such as the staff survey and the ETRS, as part of the statewide evaluation effort.

In addition, some of the indicators are based on data collected as part of the staff survey and ETRS that were part of formal scales appearing on each of these tools, in which staff or center performance was calibrated employing Rasch analysis techniques. Rasch models are mathematical models that allow the calculation of measures for each construct, creating a summary for a set of items that define that construct. Creating a construct from multiple questions more accurately captures the construct being considered. Rasch analysis techniques were employed for some of the leading indicators to create scale scores. As part of this process, each staff member or center associated with a scale appearing in the staff survey or the midyear report survey received a scale score ranging from 0 to 100 for 10 of the 21 leading indicators. Staff or centers with a higher scale score would have responded to the items associated with that scale in a manner that would suggest a higher level of functioning on that dimension of afterschool program quality. Interpreting results for these 10 scaled, leading indicators is bit more complicated, but as will be demonstrated, potentially more useful in supporting efforts by grantees to utilize these data to drive program improvement efforts.

Goal 1 – Student Growth and Development

In order to support the provision of high-quality educational and enrichment programs to students participating in 21st CCLC-funded programming (Goal 1), NJ DOE chose to adopt Objective 1.1 which specifies that “the grantee will establish and maintain partnerships and collaborative relationships within the community to enhance students’ access to a variety of opportunities.” In order to measure progress on Objective 1.1, two leading indicators were constructed:

- Leading Indicator 1: Partners associated with the center are actively involved in planning, decision making, evaluating, and supporting the operations of the afterschool program.
- Leading Indicator 2: Partner agencies contribute in meaningful ways to enhancing student access to a variety of opportunities.

Leading Indicator 1. As shown in greater detail in Table 6, scales were added to the midyear evaluation template in order to collect the information needed to assess progress toward the achievement of each indicator. Given that the ETRS was first deployed in the spring of 2011, leading indicator data for Objective 1.1 is only available for the 2010–11 reporting period. In the case of Leading Indicator 1, a total of 13 items spanning two different scales were used to create a scale score for each center, and then these individual scale scores were averaged to create the indicator value of 56.9.

By itself, this number has very little inherent meaning. However, one of the tasks to be completed during the summer of 2011 is to utilize the leading indicator data constructed for this report to develop a series of system-generated reports housed in the evaluation template reporting system that will be available to state and grantee users on an on-demand basis. For state users of the tool, the reports will allow them to see how grantees in aggregate across the state are doing in achieving desired performance levels. State users will be able to identify grantees that are performing at an exemplary level that warrant adulation and emulation and grantees that are lagging from a performance perspective and may require additional training, technical assistance, or support to correct deficiencies and achieve an expected level of performance.

For grantees, the report will provide an understanding of how well they are measuring up to statewide performance norms or targeted performance thresholds and how they compare to their peers in the state, especially those programs that are similar in terms of the demographic nature of the student population served, maturity, staffing approach, and activity model. In addition, these reports will allow for comparisons to be made across centers, regardless of funding cohort, and eventually across time as the evaluation template builds up a database of information across programming years.

Scale score rulers such as the one outlined in Figure 9 will serve as the basis for reports presented to grantees. One of the characteristics associated with the results derived from Rasch analyses is that item difficulties associated with scales being used to measure the construct of interest—in this case, program quality—can be placed on the same 0 to 100 scale that respondents are placed on, based on how they answered the questions appearing on a given scale.

For example, as shown in the table appearing in Figure 9, two scales appearing in the midyear evaluation template were used to calculate performance levels on Leading Indicator 1. The first scale asked respondents to answer a series of question associated with the following prompt: To what extent do you and those among your partners who were involved in programming work together to do the following? Each item associated with this scale could be answered by one of three response options: (1) did not do; (2) did informally; or (3) did formally. In reviewing the six items associated with this scale, respondents were less likely, or found it more difficult, to

endorse the *did formally* response for some items, compared to others. For example, respondents were less likely to select *did formally* in relation to the item about working with partners to orient new staff to the program (Item *b*) than other items represented in the scale. Because this item was more difficult for respondents because they were less likely to endorse the *did formally* response option, this item was found to have a higher item difficulty estimate, receiving a score of 57 on the 0 to 100 scale associated with the model. By way of comparison, the other items associated with this scale were found to have item difficulty estimates that ranged from 46 to 53. Because each item corresponds to a specific practice or opportunity that is hypothesized to be associated with a closer working relationship with program partners, the item difficulty estimates also can be interpreted as the relative ease or difficulty in working with partners on specific tasks or issues. In this sense, some tasks are easier to do with partners than others, with tasks with the lowest item difficulty estimates being the easiest to undertake with partners. For example, the item appearing in Figure 9 with the lowest item difficulty estimate is Item G: recruiting potential partners.

Rasch-derived, respondent scale scores and item difficulty estimates can be placed on the same scale or ruler and directly compared to one another, illustrated in Figure 9 on p.34. The first attribute associated with Figure 9 that should be considered is the gray scale bar ranging from 0 on the left side of the figure to 100 on the right. This bar is the ruler against which we are comparing both respondent information and item difficulty estimates from the Rasch analyses. The row labeled *Stats* pertains to respondent scores. In this row, *SM* stands for the state mean, so the average of the Rasch-scale score for all 107 centers completing a midyear evaluation report on Leading Indicator 1 was 56.9. The *S* values in the stats row indicate what constitutes one standard deviation above and below the mean. The numbers 1, 2, 3, and 4 in this row indicate the average scale score by quartile—so, for example, centers in the first (lowest quartile) have an average scale score of 40.7, respondents in the second quartile 50.5, and so forth. The *Item* row of Figure 9 outlines the relative difficulty of each item. Items with lower scores were easier in the sense that respondents had less difficulty endorsing response options that indicated a higher level of functioning, such as *did formally*.

The first two rows at the top of Figure 9 provides some additional information about the actual width of each response item relative to the construct being measured. Typically, ordinal response options such as those found in Figure 9 are treated as covering an equal spectrum of the underlying construct of interest—in this case, the extent to which centers engage with partners in tasks that demonstrate a closer, more integrated relationship. When conducting Rasch analyses of this kind, the actual width of a response category is empirically based on how respondents used the rating scale for the bank of items. The category information in Figure 9 indicates that both the overall state mean and means associated with the second and third quartiles fall within the *did informally* area of the scale. These results indicate that the average center is expected to engage with partners across the six items making up the *Working with Partners* scale informally rather than formally. Please note, however, that comparisons cannot be made between the *Category* and *Items* rows in Figure 9.

The second scale (S2 in the chart) used to derive Leading Indicator 1 can be interpreted in the same way, but in this case, only two response options were used: (1) did not do and (2) did do.

Here, the statewide mean and centers in Quartiles 2, 3, and 4 all fall within the *did do* area of Scale 2.

Our intention is to present a revised version of the scale score ruler to grantees, shown in Figure 10. Components that we do not intend to show grantees have been highlighted in yellow. As can be seen in Figure 10, a *C* has been added to the stats line to indicate the *centers* level of performance on Leading Indicator 1, which is below the state mean (SM). In order for the center to make progress toward the state mean, a series of recommendations are outlined under the scale score rule. The items that have been included in this ruler are those to the right of the center's score and represent those items that the center is less likely to be doing on a formal basis, given its score. If the center takes steps to undertake the tasks described in these items, it is more apt to progress toward the state mean. In this sense, the goal of the leading indicator reports that ultimately will be provided to grantees is to give them empirically based recommendations on the practices that they should consider adopting, based on their levels of performance, that are both attainable and that will move them in the direction of performing more in line with overall state levels.

Leading Indicator 2. As indicated in Table 6, Leading Indicator 2 is based on whether or not one or more partner organizations were identified as contributing in a *significant* fashion to 21st CCLC programming for students, reported in the midyear evaluation template. In this case, each center simply receives a designation of having met the indicator or is deemed not to meet it. Of the 107 centers supplying midyear evaluation template data, 86, or 80.4 percent, of centers indicated having a partner that contributed significantly to the provision of programming for participating youth. In order to make this information more meaningful, additional steps will be taken in the future to work with NJ DOE and the Evaluation Template Advisory Group (ETAG) to further define what constitutes a significant contribution on the part of partners.

Table 6. Leading Indicators 1–2

Goal 1

Provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

Objective 1.1: The grantee will establish and maintain partnerships and collaborative relationships within the community to enhance students’ access to a variety of opportunities.

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 1: <i>Partner Engagement</i>— Partners associated with the center are actively involved in planning, decision making, evaluating, and supporting the operations of the afterschool program.</p>	<p>Each center will receive a scale score on a 0 to 100 scale, based on responses provided to questions related to the degree of partner engagement that appear on the midyear version of the evaluation template. It is recommended that the spring 2011 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.</p>	<p>Responses to the following questions, which appear in the <i>Improve Community Partnerships</i> section of the evaluation template:</p> <ul style="list-style-type: none"> • To what extent do you and those among your partners who were involved in programming, work together to do the following? • Indicate whether staff from partner agencies were involved in the following types of activities or events. 	<p>56.9</p>
<p>Leading Indicator 2: <i>Community Partner Contribution</i>— Partner agencies contribute in meaningful ways to enhancing student access to a variety of opportunities.</p>	<p>The indicator will be based on whether or not one or more partner organization is contributing in a <i>significant</i> fashion to 21st CCLC programming for students, as reported in the midyear evaluation template. Each center will receive a designation of <i>having met</i> or <i>did not meet</i> the indicator in question.</p>	<p>Responses to the following question, which appears in the <i>Improve Community Partnerships</i> section of the evaluation template:</p> <ul style="list-style-type: none"> • For each of the following, how much assistance was provided through partner contributions? 	<p>80.4%</p>

Figure 9. Scale Score Ruler for Leading Indicator 1—Partner Engagement

S1	Did Not Do										Did Informally		Did Formally							
S2	Did Not Do										Did Do									
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95
Scale																				
Stats									1	S		2	SM	3		S	4			
Items	g					i			j	l	a	f	d	c	k	b				
											h	e								
											m									

Item Label	Item
	To what extent do you and those among your partners who were involved in programming, work together to do the following? (Scale 1 or S1)
a.	Establish goals and objectives for the program.
b.	Orient new staff to the program.
c.	Provide professional development opportunities to program staff.
d.	Review evaluation results and target areas for improvement.
e.	Develop and evaluate the effectiveness of operational procedures (e.g., recruitment, scheduling, activity transitions, and so forth).
f.	Plan for program sustainability and/or expansion.
	Indicate whether staff from partner agencies were involved in the following types of activities or events. (Scale 2 or S2))
g.	Recruiting potential partners.
h.	Inviting partners to center events.
i.	Serving on the advisory board.
j.	Participating in program planning.
k.	Assessing programs.
l.	Helping build sustainability.
m.	Facilitating regular communication with partners.

Figure 10. Example Grantee Report for Leading Indicator 1—Partner Engagement

S1	Did Not Do										Did Informally		Did Formally							
S2	Did Not Do										Did Do									
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95
Scale																				
Stats									1	S	C	2	SM	3		S	4			
Items	g						i			j	a	f	d	c	k	b				
									l		h	e								
											m									

Recommendations	
You may want to consider working with your partners more formally to do the following:	
c.	Provide professional development opportunities to program staff.
d.	Review evaluation results and target areas for improvement.
e.	Develop and evaluate the effectiveness of operational procedures (e.g., recruitment, scheduling, activity transitions, and so forth).
f.	Plan for program sustainability and/or expansion.
You may want to consider getting your partners involved in the following types of activities or events:	
h.	Inviting partners to center events.
k.	Assessing programs.
m.	Facilitating regular communication with partners.

Leading Indicators Associated with Objectives 1.2 and 1.4

Objectives 1.2 and 1.4 outline how 21st CCLC programs are envisioned to adopt service delivery strategies and approaches that support student growth in the areas of social–emotional learning and character development, ultimately leading to better behavioral outcomes, particularly in relation to behaviors likely to facilitate academic growth and development. In order to measure progress toward the achievement of Objectives 1.2 and 1.4, four leading indicators were developed.

- Leading Indicator 4: Strategies are adopted to support the character and social-emotional development of participating youth.
- Leading Indicator 5: Infusion of program components that are meant to support youth development-related behaviors and socioemotional functioning of participating youth.
- Leading Indicator 6: There is collective staff efficacy in creating interactive and engaging settings for youth.
- Leading Indicator 7: Staff adopt practices to support youth development and youth ownership in the program.

Complete descriptions of the definitions for each of these indicators, how they were calculated, and the sources of data for each are outlined in greater detail in Table 7. It is important to note that the data needed to calculate Leading Indicator 5 requires that additional fields be added to PARS21 as part of the activity creation screens housed within the system. These additional fields will allow the NJ DOE to track, activity by activity, the extent to which intentional steps are being taken to support the social–emotional functioning of participating students and the extent to which curriculum are being leveraged externally to support this effort. Ultimately, 21st CCLC programs will be asked to specify if activities contain components meant to intentionally support student skill development in the following areas:

- Academic self-efficacy
- Educational expectations and aspirations
- Feelings toward school/schooling
- Task persistence, self-reliance, work orientation
- Motivation and attentiveness
- Reduction of risky behaviors (cheating, lying, theft, physical aggression, carrying weapons, and so forth)
- Reduction of disruptive behaviors
- Feeling of support from adults
- Relationship quality with peers/friendship quality/social support
- Emotional reactivity and regulation/impulse control
- Resistance to negative peer influence
- Reduction of aggression, asocial behavior/bullying
- Reduction of feelings of loneliness, social dissatisfaction, exclusion by peers, and victimization

Data related to center progress on Leading Indicator 5 is envisioned to be available by early 2012.

Leading Indicator 4. Leading Indicator 4 is predicated on data collected as part of a scale appearing on the midyear evaluation template on the extent to which a given center adopted strategies and approaches that are likely to support the social–emotional development of participating youth. Data to calculate performance relative to this indicator is only available in relation to the 2010–11 school year. Rasch analysis techniques were used to place responses to the six items appearing on this scale on a 0 to 100 scale. The average center-level of performance on this scale was 58.8. Like Leading Indicator 1, this value has relatively little inherent meaning by itself, and although the 2010–11 performance level will serve as a baseline against which to measure growth in the coming years, the true value will come in the form of the leading indicator reports provided to grantees such as the example outlined in Figure 11 in which center-level performance is identified, and recommendations are made to support further development of the program.

As shown in Figure 11, there is a fairly wide span in the difficulty of the items associated with this scale, with items associated with character education activities (Item *c*), formal rules/guidelines for behavior (Item *a*), and acknowledge youth achievements, contributions, and responsibilities (Item *e*) being the easiest for programs to endorse and therefore the most prevalent strategies employed by centers in 2010–11. Eighty-seven percent to 95 percent of centers indicated that they do these things to support social–emotional development of participating youth. It is also clear that centers make a distinction between character education activities (Item *c*) and embedding social–emotional development in the curriculum (Item *b*), which was endorsed as a strategy by 56 percent of grantees. The ubiquitous nature of character education activities is likely reflective of the emphasis NJ DOE has given to these activities in the Request for Proposal (RFP) and monitoring processes adopted by the state.

The use of assessment tools containing standards for supportive youth environments (Item *f*) was the least frequently endorsed strategy, with only 19 percent of grantees using such tools as a strategy to support the social–emotional development of participating students.

Table 7. Leading Indicators 4–7

Goal 1

Provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

Objective 1.2. Participating students will demonstrate increased positive behavior through the center infusing character education into components of the center’s program.

Objective 1.4. Students regularly participating in the program will demonstrate improved attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 4: Strategies are adopted to support the character and social–emotional development of participating youth.</p>	<p>Each center will receive a scale score on a 0 to 100 scale, based on responses provided to questions related to the degree to which strategies are adopted to support the character and social–emotional development of participating youth that appear on the midyear version of the evaluation template. It is recommended that the spring 2011 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.</p>	<p>Responses to the following question, which appears in the <i>Improve Student Behavior and Attitudes</i> section of the evaluation template.</p> <ul style="list-style-type: none"> • What strategies were used to support the social–emotional development of participating youth? (Check all that apply.) 	<p>58.8</p>

Table 7. Leading Indicators 4–7 (continued)

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 5: Infusion of program components that are meant to support youth development-related behaviors and socioemotional functioning of participating youth.</p>	<p>It is recommended that NJ DOE add fields to the activities details page in PARS21 to allow users to specify if an activity is intentionally characterized by an infusion of components that are meant to support youth development-related behaviors and socioemotional functioning of participating youth. This addition would include specifying what areas of youth and character development are being targeted. Performance targets could include the following:</p> <ul style="list-style-type: none"> • 20 percent of activity session delivered during the first semester of the school year are characterized by an infusion of components that are meant to support youth development-related behaviors and socioemotional functioning of participating youth. • 50 percent of students participating in 21st CCLC programming for more than 15 days will have participated in activities infused with components that are meant to support youth development-related behaviors and socioemotional functioning for at least 20 percent of their total time in the program. 	<p>A new series of fields added to the activities details page in PARS21:</p> <ul style="list-style-type: none"> • Is this activity intentionally designed to support the improvement of youth development-related behaviors and socioemotional functioning in any of the following areas (check all that apply)? • Is a particular curriculum being employed in the delivery of this activity to support the improvement of youth development-related behaviors? 	<p><i>Not able to be calculated—requires the addition of fields to PARS21</i></p>

Table 7. Leading Indicators 4–7 (continued)

Leading Indicator	Description and Calculation	Source	Indicator Value		
			2009	2010	2011
Leading Indicator 6: Collective staff efficacy in creating interactive and engaging settings for youth.	Each center will receive a scale score on a 0 to 100 scale, based on responses provided to questions related to the degree of collective staff efficacy in creating interactive and engaging settings for youth. It is recommended that the spring 2009 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.	Responses to questions, which appear in the <i>Collective Staff Efficacy</i> scale of the staff survey.	62.0	62.0	NC*
Leading Indicator 7: Adoption of practices by staff to support youth development and youth ownership in the program.	Each center will receive a scale score on a 0 to 100 scale, based on responses provided to questions related to the degree to which staff reported adopting practices designed to support youth development and ownership. It is recommended that the spring 2009 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.	Responses to questions, which appear in the <i>Practices Supportive of Positive Youth Development</i> and <i>Opportunities for Youth Ownership</i> scales of the staff survey.	2009	2010	2011
			Youth Development		
			61.9	62.00	NC*
			Ownership		
			61.7	61.7	NC*

*Staff survey data was not collected in the spring of 2011. The staff survey will be administered again in the spring of 2012.

Figure 11. Scale Score Ruler for Leading Indicator 4—Social–Emotional Development Strategies

	Did Not Do										Did Do									
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95
Scale																				
Stats				1			S		2			SM	3				S	4		
Items			c	a		e						b				d			f	

Item Label	Item
	What strategies were used to support the social–emotional development of participating youth (check all that apply)?
a.	Formal rules/guidelines for behavior.
b.	Embedding social-emotional development in curriculum.
c.	Character education activities.
d.	Intentionally designed activities for emotion regulation.
e.	Acknowledge youth achievements, contributions, and responsibilities.
f.	Assessment tools containing standards for supportive youth environments.

Leading Indicators 6 and 7. Leading Indicators 6 and 7 are predicated on data from three scales appearing on the staff survey that was administered in both the spring of 2009 and the spring of 2010: (1) *Collective Staff Efficacy in Creating Interactive and Engaging Environments for Youth*, (2) *Practices Supportive of Positive Youth Development*, and (3) *Opportunities for Youth Ownership*. Each of these scales is designed to assess the degree to which staff are engaging in research-based practices that are theoretically associated with developmentally appropriate settings conducive to and supportive of the social–emotional development of participating youth.

Here again, Rasch analysis techniques were used to place respondents on a 0 to 100 scale, and then the average was calculated to derive the overall state level of performance, outlined in Table 8. Unlike scales appearing on the evaluation template, information was available for each of these scales for two years, allowing for some comparison across time. As shown in Table 8, the mean level of performance is remarkably stable for both 2009 and 2010 for each of the three scales. Staff survey data will be collected again in the spring of 2012, and it is recommended that the spring 2009 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.

Scale score rulers for each of the three scales appear in Figures 12–14 for the data collected in the spring of 2010. The items associated with the *Collective Staff Efficacy* scale ask respondents to reflect on the collective instructional practice of all staff who work with youth in the program in creating an interactive and engaging environment for youth. As shown in the item row of Figure 12, most of the items associated with this scale are clustered at the middle of the scale and the SM falls in the *agree* range of the scale.

By way of comparison, the items associated with the *Collective Staff Efficacy* scale are easier to agree with, on the whole, than the items associated with Figures 13 and 14 that dealt explicitly with individual staff practices detailed on the *Practices Supportive of Positive Youth Development* and *Opportunities for Youth Ownership* scales respectively. In this regard, respondents seem to demonstrate greater confidence in the ability of the staff as a collective unit to create an interactive and engaging environment for participating youth than what is represented in their self-reported application of such practices in their own approach to service delivery.

The category information in Figure 13 indicates that both the overall respondent mean and means, associated with the 1, 2, and 3 quartiles related to practices supportive of positive youth development fall within the *available occasionally* area of the scale. These results indicate that the average staff person is expected to provide the types of opportunities represented across the seven items making up the *Practices Supportive of Positive Youth Development* scale to youth just *occasionally* rather than to *regularly* or *always*.

In terms of the *Opportunities for Youth Ownership* scale (Figure 14), the overall mean is associated with the *agree* portion of the scale, which suggests that the average person is expected to be slightly more apt than not to afford youth these types of opportunities to build ownership in the program. In addition, the six items making up the scale seem to cluster into two primary groups. Items related to providing youth opportunities to set goals (Item *b*), take responsibility for their program (Item *a*), and make plans for what activities are offered in the program (Item *c*)

were slightly easier for respondents to agree with than items related to affording youth choice about both *what* and *how* content is covered (Items *d* and *e*) and providing opportunities for youth to help create rules and guidelines for the program (Item *f*).

Figure 12. Scale Score Ruler for Leading Indicator 6—Collective Staff Efficacy for Creating an Interactive and Engaging Setting for Youth

	Strongly Disagree										Disagree					Agree					Strongly Agree				
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95					
Scale																									
Stats										S 1			2	SM 3		S	4								
Items									b	c	a	d													
									f	e	g														
									h	i	j														

Item Label	Item
	Please rate the extent to which you agree or disagree with the following statements regarding all staff that work with students in this program.
a.	Program staff listen to youth more than talk at them.
b.	Program staff actively and continuously consult and involve youth.
c.	Program staff provide structured and planned activities explicitly designed to help youth to get to know one another.
d.	Program staff provide opportunities for youth to lead activities.
e.	Program staff provide opportunities for youth to help or mentor other youth in completing a project or task.
f.	Program staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized.
g.	Program staff provide ongoing opportunities for youth to reflect on their experiences (e.g., formal journal writing, informal conversational feedback).
h.	Program staff are effective at finding ways to provide youth with meaningful choices when delivering activities.
i.	Program staff are effective at providing youth with opportunities to set goals and make plans within the confines of the program.
j.	Program staff ask for and listen to student opinions about the way things should work in the program.

Figure 13. Scale Score Ruler for Leading Indicator 7—Practices Supportive of Youth Development

	Never Available										Available Occasionally in Some Classes or Activities					Available Regularly in Most Classes or Activities			Always Available				
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95			
Scale																							
Stats										S 1		2	SM 3			S 4							
Items										a	b e f	c	d g										

Item Label	Item
	How often are students participating in the activities <u>you</u> provide in the program afforded the following types of opportunities:
a.	Work collaboratively with other students in small groups.
b.	Have the freedom to choose what activities or projects they are going to work on or participate in.
c.	Work on group projects that take more than one day to complete.
d.	Lead group activities.
e.	Provide feedback on the activities they are participating in during time allocated explicitly for this purpose.
f.	Participate in activities that are specifically designed to help students get to know one another.
g.	Make formal presentations to the larger group of students.

Figure 14. Scale Score Ruler for Leading Indicator 7—Practice Supportive of Youth Ownership

	Strongly Disagree									Disagree					Agree					Strongly Agree					
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95					
Scale																									
Stats											S 1			2				SM 3			S 4				
Items											a	c	d	e											
											b		f												

Item Label	Item
Please indicate your level of agreement with the following statements about how your students build ownership of the program:	
a.	Youth are afforded opportunities to take responsibility for their own program.
b.	Youth have the opportunity to set goals for what they want to accomplish in the program.
c.	Youth help make plans for what activities are offered at the program.
d.	Youth make choices about <i>what</i> content is covered in program offerings.
e.	Youth make choices about <i>how</i> content is covered in program offerings.
f.	Youth help create rules and guidelines for the program.

Leading Indicators Associated with Objectives 1.3

Objective 1.3 outlines how 21st CCLC programs are expected to engage students who attend the program regularly in academically oriented activities that facilitate the ability of the students in question to meet or exceed state standards in reading and mathematics. In order to measure progress toward the achievement of Objective 1.3, five leading indicators were developed.

- Leading Indicator 8: Strategies are adopted to support the academic development of participating youth.
- Leading Indicator 9: Steps are taken by program staff to establish meaningful and effective linkages to the school day, resulting in information about curriculum and the academic support needs of students that is used to inform the design and delivery of programming meant to support student academic growth and development.
- Leading Indicator 10: Youth enrolled in the program participate in a meaningful level of activities designed to support student skill building in mathematics and reading/language arts.
- Leading Indicator 11: Intentionality in activity and session design among staff responsible for the delivery of activities is meant to support student growth and development in mathematics and reading/language arts.
- Leading Indicator 12: Staff responsible for the delivery of activities meant to support student growth and development in mathematics and reading/language arts adopt practices that are supportive of academic skill building, including linkages to the school day and using data on student academic achievement to inform programming.

Complete descriptions of the definitions for each of these indicators, how they were calculated, and the sources of data for each are outlined in greater detail in Table 8.

Table 8. Leading Indicators 8–12

Goal 1

Provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

Objective 1.3. Students regularly participating in the program will meet or exceed the state standards in reading and mathematics.

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 8: Strategies are adopted to support the academic development of participating youth.</p>	<p>Each center will receive a scale score on a 0 to 100 scale, based on responses provided to questions related to the degree to which strategies are adopted to support the academic development of participating youth that appear on the midyear version of the evaluation template. It is recommended that the spring 2011 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.</p>	<p>Responses to the following question, which appears in the <i>Improve Student Academic Achievement</i> section of the evaluation template:</p> <ul style="list-style-type: none"> • Which strategies were used to improve achievement in reading / English and mathematics (check all that apply)? 	<p>61.7</p>
<p>Leading Indicator 9: Steps taken by program staff to establish meaningful and effective linkages to the school day, resulting in information about curriculum and the academic support needs of students that is used to inform the design and delivery of programming meant to support student academic growth and development.</p>	<p>Each center will receive a scale score on a 0 to 100 scale, based on responses provided to questions related to the degree to which strategies are adopted to support the academic development of participating youth that appear on the midyear version of the evaluation template. It is recommended that the spring 2011 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.</p>	<p>Responses to the following questions, which appear in the <i>Improve Student Academic Achievement</i> section of the evaluation template:</p> <ul style="list-style-type: none"> • How did the program obtain student information? How accessible was this information, and how often was it used? • What strategies did you use to link the program to the regular school day? • What strategies were your staff members using to communicate with classroom teachers, and how frequently were they being used? 	<p>55.0</p>

Table 8. Leading Indicators 8–12 (continued)

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading indicator 10: Youth enrolled in the program participate in a meaningful level of activities designed to support student skill building in mathematics and reading/language arts</p>	<p>Using data collected in PARS21 in relation to student attendance in activities with either a mathematics or reading/language arts focus, performance targets could include the following:</p> <ul style="list-style-type: none"> • Goal A: 50 percent of activity sessions delivered during the first semester of the school year are intentionally meant to support student growth and development in either mathematics or reading/language arts and are led by a certified teacher. • Goal B: 75 percent of students participating in 21st CCLC programming for more than 15 days during the first semester of the school year will have participated in activities that are intentionally meant to support student growth and development in mathematics and reading/language arts for at least 50 percent of their total time in the program. 	<p>Activity detail and attendance pages in PARS21</p>	<p>Goal A: Data needed to calculate not available.</p> <p>Goal B: 13.1 percent met, based on activity session data for 8,686 students attending at least 15 days during the fall.</p>

Table 8. Leading Indicators 8–12 (continued)

Leading Indicator	Description and Calculation	Source	Indicator Value		
			2009	2010	2011
Leading Indicator 11: Intentionality in activity and session design among staff responsible for the delivery of activities is meant to support student growth and development in mathematics and reading/language arts.	Each center will receive a scale score on a 0 to 100 scale, based on mean responses provided to questions related to the degree of intentionality in activity and session design appearing on the staff survey. It is recommended that the spring 2009 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.	Responses to questions, which appear in the <i>Intentionality in Activity and Session Design</i> scales of the staff survey.	60.6	62.4	NC*
Leading Indicator 12: Staff responsible for the delivery of activities meant to support student growth and development in mathematics and reading/language arts adopt practices that are supportive of academic skill building, including linkages to the school day and using data on student academic achievement to inform programming.	Each center will receive a scale score on a 0 to 100 scale, based on mean responses provided to questions related to linkages to the school day and using data on student academic achievement to inform programming appearing on the staff survey. It is recommended that the spring 2009 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.	Responses to questions, which appear in the <i>Linkages to the School Day and Using Data on Student Academic Achievement</i> to inform programming scales of the staff survey.	61.7	61.1	NC*

*Staff survey data was not collected in the spring of 2011. The staff survey will be administered again in the spring of 2012.

Leading Indicators 8 and 9. Leading indicator 8 and 9 are predicated on scales that appear in the midyear evaluation template that attempt to measure how well a center is engaging in practices and strategies that are likely to support the academic development of participating students, including the use of student information and data, efforts to link afterschool programming to school-day instruction and curriculum, and steps taken to establish and use communication avenues with teachers and other school-day staff. Rasch analysis techniques were used to create a scale score for each of the 107 centers completing the 2010–11 midyear evaluation template. These scale scores were then averaged to determine the overall SM.

Like other scale scores derived from evaluation template data, this information is best seen as a baseline against which to measure change over time at the state level and as a way to provide grantees with normative information on how they compare to state averages and what steps they can take from a practice standpoint to improve their score over time.

The scale score rulers for Leading Indicators 8 and 9 are outlined in Figures 15, 16, 17, and 18. As outlined in Figure 15, grantee representatives completing the midyear evaluation template for a given center were able to identify whether or not a given academic support strategy was adopted to facilitate either reading or mathematics achievement. Generally, it was more likely that a given strategy would be adopted for reading as compared to supporting student growth and development in mathematics. This conclusion is shown in Figure 15 by the higher item difficulty estimates associated with strategies pertaining to mathematics compared to their counterpart strategies associated with reading. The least commonly adopted strategy was regular communication with parents (indicated by the higher item difficulty estimates), which was selected by 68 percent of centers in relation to reading and 65 percent of centers in relation to mathematics. In addition, and, surprisingly to some extent, 84 percent of centers indicated having purchased curriculum specifically/explicitly for afterschool program in reading and 82 percent in math. Generally, grantee respondents were inclined to endorse the majority of the items on this scale the majority of the time, which may impede the utility of this scale as a measure of center growth over time.

In terms of receipt and use of student information, efforts to communicate with afterschool staff (Item *d*), students (Item *c*), and school-day teachers (Item *a*) about student needs were the most common type of information received about students, shown in Figure 16 by the lower item difficulty estimates associated with the communication items. In this instance, 97 percent of centers indicated communicating with afterschool staff often, although similar percentages for students and school-day teachers were 88 percent and 79 percent respectively. By way of comparison, the most difficult student information to gain access to and use was information about a student's individualized education program (IEP) goals (Item *i*), state assessment results (Item *j*), and other information housed in online student information systems (Item *k*). In this regard, 18 percent of programs reported using IEP and state assessment information often, and 34 percent reported using information from online student information systems at this degree of frequency. The SM fell solidly in the *rarely to occasionally use* spectrum of the scale, as did each of the quartile means. This result would seemingly be a scale where there is opportunity for further growth and development on the part of 21st CCLC grantees in New Jersey.

Strategies associated with linking the 21st CCLC program to the school day are addressed in the scale in Figure 17. Items pertaining to help with homework (Item *b*) and taking steps to hire regular school-day teachers (Item *d*) were the most common strategies employed to link the program to the school day, with 87 percent and 88 percent of responding centers indicating this strategy was a major one to link with the school day. On the opposite end of the spectrum, employing teacher (Item *f*) and staff (Item *g*) survey results to inform programming were the least frequently to be endorsed as a major strategy, followed by *use student assessment and/or grades data* (Item *e*). In these instances, 54 percent of centers considered *use student assessment and/or grades data* to be a major strategy, and 44 percent and 28 percent, respectively, considered staff and teacher surveys as a major strategy.

In terms of strategies to communicate directly with school-day teachers, there was a significant distinction made between informal forms of communication and more formalized approaches, shown in Figure 18. For example, although 86 percent of responding centers indicated engaging in informal communications (Item *d*) at least once per grading period to monthly or more frequently, this percentage for teacher-written updates (Item *b*) was only 34 percent, although a full 25 percent of programs did indicate getting daily, written updates from teachers.

Figure 15. Scale Score Ruler for Leading Indicator 8—Strategies Adopted to Support Academic Development

	Did Not Do										Did Do									
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95
Scale																				
Stats								1		S		2		SM 3			S	4		
Items					c		d		g	h	e		f	k	l		a		b	
								i		j										

Item Label	Item
	Which strategies were used to improve achievement in reading/English and mathematics (check all that apply)?
a.	Purchased curriculum specifically/explicitly for afterschool program—reading.
b.	Purchased curriculum specifically/explicitly for afterschool program—math.
c.	Homework assistance—reading.
d.	Homework assistance—math.
e.	Integrated projects (project-based learning opportunities incorporated into programming)—reading.
f.	Integrated projects (project-based learning opportunities incorporated into programming)—math.
g.	Tutoring—reading.
h.	Tutoring—math.
i.	Regular communication with classroom teachers—reading.
j.	Regular communication with classroom teachers—math.
k.	Regular communication with parents—reading.
l.	Regular communication with parents—math.

Figure 16. Scale Score Ruler for Leading Indicator 9—Receipt and Use of Student Information

	Do Not Receive								Rarely to Occasionally Use							Often Use						
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95		
Scale																						
Stats										1	S	2		SM		S						
Items			d		c		a		b	f	g	h	j	i								
								e				k										

Item Label	Item
	How accessible was student information, and how often was it used?
a.	Communication with regular school-day teachers.
b.	Communication with parents.
c.	Communication with students.
d.	Communication with 21st CCLC staff.
e.	Examination of student assessments or other reports—report cards.
f.	Examination of student assessments or other reports—progress reports.
g.	Examination of student assessments or other reports—state test scores.
h.	Examination of student assessments or other reports—discipline incident records.
i.	Examination of student assessments or other reports—IEPs.
j.	Examination of student assessments or other reports—reading assessment.
k.	Access to the school online databases.

Figure 17. Scale Score Ruler for Leading Indicator 9—Strategies to Link to the School Day

	Not a Major Strategy										Somewhat Major Strategy			Major Strategy							
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	
Scale																					
Stats										1	S	2	SM	3		S					
Items							b	a	i	e	g		f								
							c	h													
							d														

Item Label	Item
	What strategies did you use to link the program to the regular school day?
a.	Align curriculum and standards.
b.	Help with homework.
c.	Focus on academics.
d.	Hire regular school-day teachers.
e.	Use student assessment and/or grades data to inform programming.
f.	Use state teacher survey results to inform programming.
g.	Use 21st CCLC staff survey results to inform programming.
h.	Regular face-to-face meetings.
i.	Regular electronic communications.

Figure 18. Scale Score Ruler for Leading Indicator 9—Communication with School-Day Teachers

	Not Used							Once per Grading Period to Monthly				Weekly				Daily				
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95
Scale																				
Stats										1 S	2	SM 3		S 4						
Items										d		e		a c	b					

Item Label	Item
	What strategies were your staff members using to communicate with classroom teachers, and how frequently were they being used?
a.	Regular meeting times.
b.	Teacher-written updates.
c.	After school staff-written updates.
d.	Informal communications (e.g., e-mails, informal meetings).
e.	Information communicated by student.

Leading Indicator 10. Leading Indicator 10 is predicated on the idea that students need to actively participate in programming that is focused on cultivating skills development and mastery in reading and mathematics if students are likely to show gains in these content areas. Using data collected in PARS21 in relation to student attendance, during the fall semester of 2010, in activities with either a mathematics or reading/language arts focus, it was anticipated that center performance relative to two goals would be assessed in the following fashion:

- Goal A: Fifty percent of activity sessions delivered during the first semester of the school year were intentionally meant to support student growth and development in either mathematics or reading/language arts and were led by a certified teacher.
- Goal B: Seventy-five percent of students participating in 21st CCLC programming for more than 15 days during the first semester of the school year will have participated in activities that were intentionally meant to support student growth and development in mathematics and reading/language arts for at least 50 percent of their total time in the program.

As this juncture, information has not been received from NJ DOE to address Goal A. In terms of Goal B, only 13 percent of fall semester participants participating for 15 days or more were found to have met this threshold. It is clear that some revisions are warranted to the proposed performance level for this threshold, which seemed reasonable at the time but was really arbitrarily set. In any event, it does seem that this indicator is one in which there is plenty of room for growth on the part of New Jersey 21st CCLC-funded programs.

Leading Indicator 11. As articulated in the 2008–09 impact report submitted by AIR in the spring of 2010, centers characterized by staff that had a high level of correspondence with a *low intentionality in design* profile were significantly more likely to be characterized by students that performed less well on both mathematics and reading state assessments performance. Being intentional in the design and delivery of programming in terms of the skills one wants to develop in participating students and how this result is to occur over time is very important to the successful delivery of 21st CCLC programming. This concept is the core concept behind Leading Indicator 11, which is predicated on data from a scale appearing on the staff survey that was administered in both the spring of 2009 and the spring of 2010.

Like other indicators derived from staff survey data, the performance levels calculated for 2009 and 2010 are relatively stable for Leading Indicator 11, although there was a very small uptick between the two years. As shown in Figure 19, there is a very tight clustering of items in the middle of the scale, which suggests that respondents have a tendency to answer each of these items in very similar ways. Of some interest is the slight clustering of items by item difficulty in terms of whether or not the items relate to incorporating youth feedback and preferences into the design of sessions. Items *g* and *h* reflect these ideas and were found to be the items contained in the scale with the highest difficulty estimates. Recommendations likely to be outlined in leading indicator reports provided to grantees will be especially relevant to programs in the lowest quartile (labeled as *l* in the stats row), where there will be opportunities for enhancing intentionality by further adopting most of the strategies described in the items appearing on this scale.

Figure 19. Scale Score Ruler for Leading Indicator 11—Intentionality in Program Design

	Rarely										Sometimes to Frequently										Always				
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95					
Scale																									
Stats										S 1		2	SM	3		S		4							
Items									c	a b d e f	h g														

Item Label	Item
	How often do you lead or participate in program activities that are...
a.	Based on written plans for the session, assignments, and projects?
b.	Well planned in advance?
c.	Tied to specific learning goals?
d.	Meant to build upon skills cultivated in a prior activity or session?
e.	Explicitly meant to promote skill building and mastery in relation to one or more state standard?
f.	Explicitly meant to address a specific developmental domain (e.g., cognitive, social, emotional, civic, physical, and so forth)?
g.	Structured to respond to youth feedback on what the content or format of the activity should be?
h.	Informed by the expressed interests, preferences, and/or satisfaction of participating youth?

Leading Indicator 12. Leading Indicator 12 is similar to Leading Indicator 9 because the focus is both on the receipt and use of student data and establishing meaningful linkages to the school day, especially with school-day teachers; however, in Leading Indicator 12 the emphasis is on obtaining this information from staff that work in the afterschool program directly through the staff survey rather than relying upon program directors and site coordinators completing the evaluation template to provide this information.

The scale score ruler associated with Leading Indicator 12 is shown in Figure 20. Although a separate response scale was used for items pertaining to school-day linkages (Items *a* to *i*) and use of student data (Items *j* to *m*), the item and respondent estimates for each item type were calibrated together. This approach was taken based on evidence gathered from initial Rasch analyses that the full domain of items in question appeared to be supported by one latent construct that could be described as connections to the school day supportive of academic skill building. Given that there were two types of response scales, there are two category rows in Figure 20—one for data use items, which indicates whether the data from a given source was actually received by the staff person in question, and a different agreement scale for school-day linkages.

As shown in Figure 20, items pertaining to the receipt and use of student data to inform programming tended to be more difficult for afterschool staff to endorse. Items *j*, *k*, and *l* in particular pertain to using formal, more empirical sources of student-like grades and assessment results to inform programming. This difficulty was the case particularly in relation to use of student assessment results (Item *k*) and individual student academic plans (Item *j*), where 57 percent and 52 percent of respondents, respectively, indicated not having access to these types of data.

In terms of the items related to school-day linkages associated with the agreement scale (Items *a* through *i*), the items seem to cover a wider span of the scale than what was witnessed in relation to other scales examined from the staff survey. Items relatively easy to agree with are related to knowing who to contact at the students' day schools if the respondent has questions about progress or status (Item *c*) and receiving input from school-day teachers about the academic needs of students (Item *m*). In this sense, these items seem to convey more passive and informal forms of communication with school-day staff. The next cluster of items (Items *a* to *l* moving from left to right on the scale) indicate more formal communication channels with school-day staff, more intentional efforts to work school-day content into afterschool activities, and the use of some forms of student data (e.g., grades) to inform programming. These types of practice are what may be expected from a program demonstrating greater proficiency in structuring activities in ways that are likely to support academic skill building among participating youth.

Figure 20. Scale Score Ruler for Leading Indicator 12—Practices Supportive of Academic Skill Building

S1	Strongly Disagree										Disagree					Agree					Strongly Agree				
S2	Do Not Receive										Occasionally Use to Often Use														
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95					
Scale																									
Stats									1	S		2	SM 3				S 4								
Items									c	m	d	a	b	l	h	i	k								
												e	f												
												g													

Item Label	Item
Please rate the extent to which you agree or disagree with the following statements regarding linkages to the school day (S1):	
a.	On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the afterschool program.
b.	I coordinate the content of the afterschool activities I provide with my students’ school-day homework.
c.	I know whom to contact at my students’ day schools if I have a question about their progress or status.
d.	The activities I provide in the afterschool program are tied to specific learning goals that are related to the school-day curriculum.
e.	I use student assessment data to provide different types of instruction to students attending my afterschool activities, based on their ability levels.
f.	I help manage a formal three-way communication system that links parents, program, and day-school information.
g.	I participate in regular, joint staff meetings for afterschool and regular school-day staff in which steps to further establish linkages between the school day and afterschool are discussed.
h.	I meet regularly with school-day staff not working in the afterschool program to review the academic progress of individual students.
i.	I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program. (Note: If you are a school-day teacher, please respond to this question in relation to students you do not have in your school-day classroom).

Please indicate whether you receive each of the following, and to what extent you use it in planning for the activities you provide (S2):	
j.	Individual student academic plans.
k.	Students' standardized test scores.
l.	Students' grades.
m.	Input from students' day-school teachers.

Goal 2—Parent Involvement and Educational Development

Another quality practice represented in the domain of goals and objectives specified by NJ DOE for 21st CCLCs relates to engaging the parents and adult family members of participating youth in family literacy activities, both to build the skills of adult participants and facilitate greater involvement in supporting the educational development of participating youth. NJ DOE has specified three objectives in relation to Goal 2.

- “Objective 2.1. The agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.
- Objective 2.2. At least 75 percent of the parents participating will increase involvement in the education of children under their care.
- Objective 2.3. At least 75 percent of the parents of participating students will increase involvement in literacy-related activities with dependent children under their care.”

The approach taken to constructing a set of leading indicators related to parent involvement and educational development was to develop a single set of leading indicators that are relevant to each of these objectives. Four leading indicators were identified in relation to Goal 2 and each of its corresponding objectives:

- Leading Indicator 13: Partner agencies contribute in meaningful ways to offering opportunities for literacy and related educational activities to the families of participating students.
- Leading Indicator 14: Activity sessions that are delivered by staff employed directly by partners—i.e., staff from partner organizations that are meaningfully involved in the provision of these types of activities at the center—provide literacy and related educational activities to the families of participating students.
- Leading Indicator 15: Parents and other adult family members of youth enrolled in the program participate in activities designed to support parental/adult family member involvement and skill building.
- Leading Indicator 16: Staff engage in practices supportive of parent involvement and engagement.

Complete descriptions of the definition for each of these indicators, how they were calculated, and the sources of data for each are explained in greater detail in Table 9.

Table 9. Leading Indicators 13–16

Goal 2

To implement activities that promote parental involvement and provide opportunities for literacy and related educational development to the families of participating students.

Objective 2.1. The agency will establish collaborative relationships that offer opportunities for literacy and related educational activities to the families of participating students.

Objective 2.2. At least 75 percent of the parents participating will increase involvement in the education of children under their care.

Objective 2.3. At least 75 percent of the parents of participating students will increase involvement in literacy-related activities with dependent children under their care.

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 13: Partner agencies contribute in meaningful ways to offering opportunities for literacy and related educational activities to the families of participating students.</p>	<p>The indicator will be based on whether or not one or more partner organization is contributing to the 21st CCLC program by providing programming for parents and other adult family members, reported in the midyear evaluation template. Each center will receive a designation of <i>having met</i> or <i>did not meet</i> the indicator in question.</p>	<p>Responses to the following question, which appears in the <i>Improve Community Partnerships</i> section of the evaluation template:</p> <ul style="list-style-type: none"> • For each of the following, how much assistance was provided through partner contributions? <ul style="list-style-type: none"> ▪ Enrichment activities or programs for parents and families (e.g., during parent classes) ▪ Career/job-related activities or programs for parents 	<p>78.5%</p>

Table 9. Leading Indicators 13–16 (continued)

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 14: Activity sessions that are delivered by staff employed directly by partners—staff from partner organizations that are meaningfully involved in the provision of these types of activities at the center—provide literacy and related educational activities to the families of participating students..</p>	<p>It is recommended that NJ DOE add a mandatory field to the staff information page in PARS21 to indicate if a partner or collaborator employs a given paid staff person. This addition would support the calculation of the proposed leading indicator, which will indicate the proportion of total activity sessions delivered during the first semester of the school year by staff employed directly by a partner or collaborating agency that provides literacy and related educational supports to the families of participating students. Once this data has been collected for at least one school year, a recommended performance threshold could be defined against which to evaluate proficiency.</p>	<p>A new field added to the staff information page in PARS21:</p> <ul style="list-style-type: none"> • Is this staff person employed by a partner or collaborating organization to provide activities or services to participants enrolled in 21st CCLC programming at this site? <ul style="list-style-type: none"> ▪ Yes ▪ No 	<p><i>Not able to be calculated—requires the addition of fields to PARS21</i></p>
<p>Leading Indicator 15: Parents and other adult family members of youth enrolled in the program participate in activities designed to support parental/adult family member involvement and skill building.</p>	<p>Using data collected in PARS21 in relation to parent and adult family member attendance in activities, there could be a possible performance target of 15 percent of youth attending programming during the school year will have at least one parent or adult family member participate in at least one activity meant to support parental/adult family member involvement or skill building.</p>	<p>Activity detail and attendance pages in PARS21</p>	<p>8.5%</p>

Table 9. Leading Indicators 13–16 (continued)

Leading Indicator	Description and Calculation	Source	Indicator Value		
			2009	2010	2011
Leading Indicator 16: Staff engage in practices supportive of parent involvement and engagement.	Each center will receive a scale score on a 0 to 100 scale, based on mean responses provided to questions related to the extent to which staff engage in practices supportive of parent involvement and engagement. It is recommended that the spring 2009 average level of center performance be utilized as a baseline against which to make future comparisons of growth by 21st CCLC-funded programs.	Responses to questions, which appear in the <i>Practices Supportive of Parent Involvement and Engagement</i> scale of the staff survey.	62.3	61.7	NC*

*Staff survey data was not collected in the spring of 2011. The staff survey will be administered again in the spring of 2012.

Leading Indicator 13. In addition to providing activities and services that expand the domain of program offerings made available to students, partners also can play a critical role in the provision of meaningful services and activities for parents and the adult family members of participating youth. Predicated on data collected in the midyear evaluation template (and therefore associated with 21st CCLC operations during the 2010–11 school year), Leading Indicator 13 is based on whether or not one or more partner organization is contributing to the 21st CCLCs by providing programming for parents and adult family members, including enrichment activities, career and job training activities, and other programming targeting parents and adult family members. As shown in Table 9, nearly 79 percent of centers had one or more partner providing these services to parents.

Leading Indicator 14. Related to the concept outlined in relation to Leading Indicator 13, Leading Indicator 14 is predicated on tracking the extent to which staff from partner organizations lead activity sessions that provide literacy and related educational activities to the families of participating students. In order to do this tracking, an additional field will need to be added to PARS21 to collect these data. In this regard, performance relative to this indicator will be evaluated during the 2012 submission of the midyear evaluation template.

Leading Indicator 15. Using data collected in PARS21 in relation to parent and adult family member attendance in activities, Leading Indicator 15 examines the extent to which parents and other adult family members of youth enrolled in the program participate in activities designed to support parental/adult family member involvement and skill building. Employing data from the fall semester of the 2010–11 school year collected in PARS21, a preliminary performance target was set—15 percent of youth attending programming during this period would have at least one parent or adult family member participate in at least one activity meant to support parental/adult family member involvement or skill building. The actual level, shown in Table 9, was 8.5 percent. This result is not terribly surprising because past evaluation efforts have documented the struggles programs have in attracting and retaining parents and adult family members in programming meant to enhance their skills and knowledge. This area is one in which there are ample opportunities for further program growth and development.

Leading Indicator 16. Information about the extent to which programs participated in practices supportive of parent involvement and engagement was obtained through a series of questions asked on the staff surveys administered in the spring of 2009 and in the spring of 2010. Like other survey scales represented in the domain of leading indicators described thus far, average staff performance on the parent engagement scale was remarkably stable across both the 2009 and 2010 administrations. As shown in Figure 21, items seem to fall within three general clusters, ranging from items that were relatively easy for respondents to endorse, such as sending information home to parents (Item *a*) or holding events or meetings to which parents are invited (Item *c*) where 53 percent and 43 percent of respondents answered that they do these things frequently, to practices that are less common like asking parents for input on how activities should be provided (Item *f*) or sending information home about how the student is progressing in the program (Item *b*), where only 23 percent and 32 percent indicated doing these things frequently. Both the mean scale score and the means associated with respondents in the second and third quartile fall within the *sometimes* portion of the scale.

Figure 21. Scale Score Ruler for Leading Indicator 16—Practices Supportive of Parent Involvement and Engagement

	Never										Sometimes					Frequently				
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95
Scale																				
Stats									1	S			2	SM	3		S	4		
Items										a	c	e	d	b	f					
											h		g							

Item Label	Item
	How often do you or other center staff:
a.	Send materials about program offerings home to parents?
b.	Send information home about how the student is progressing in the program?
c.	Hold events or meetings to which parents are invited?
d.	Have conversations with parents over the phone?
e.	Meet with one or more parents.?
f.	Ask for input from parents on what and how activities should be provided?
g.	Encourage parents to participate in center-provided programming meant to support their acquisition of knowledge or skills?
h.	Encourage parents to participate in center-provided programming with their children?

Goal 3—Monitoring and Evaluating Student Progress

Another quality practice represented in the domain of goals and objectives specified by NJ DOE for 21st CCLCs relates to taking steps to both measure and evaluate the progress being made by participating students toward the academic and behavioral outcomes specified for the program. Taking steps to accurately identify the needs of participating students and use this information on an ongoing and iterative basis to design programming that is intentionally meant to support skill building and mastery in these areas is likely to be an important element of a successful 21st CCLC program. NJ DOE has specified three objectives in relation to Goal 3, and anywhere from one to two leading indicators have been developed for each of these objectives.

- “Objective 3.1. Throughout the grant period, the center will continually assess program implementation and effectiveness.”
 - Leading Indicator 17: Staff at the center complete one or more self-assessments during the programming period.
- “Objective 3.2. The center will measure students’ in-school progress in the areas of academic achievement, behavior, and social development.”
 - Leading Indicator 18: Measuring youth functioning on youth development-related behaviors and socioemotional constructs—center staff take steps to implement measures meant to assess youth functioning on youth development-related behaviors and socioemotional constructs and use that information to inform program design and delivery.
 - Leading Indicator 19: Measuring youth functioning in core academic areas—center staff take steps to obtain data on how well students are functioning from an academic standpoint and use that information to inform program design and delivery.
- “Objective 3.3. Throughout the grant period, the center will use within-program measures and assessments of others (e.g., parents, program staff) to gauge direct program impact.”
 - Leading Indicator 20: Staff at the center implement within-program measures to assess participant functioning and gauge program impact.
- “Objective 3.4. The center will measure the impact of the program on family members of participating students.”
 - Leading Indicator 21: Staff at the center implement measures to assess program impact on the parents and family members of participating students.

Complete descriptions of the definitions for each of these indicators, how they were calculated, and the sources of data for each are outlined in greater detail in Tables 10–13.

Table 10. Leading Indicator 17

Goal 3

To measure participants’ progress and program effectiveness through monitoring and evaluating.

Objective 3.1. Throughout the grant period, the center will continually assess program implementation and effectiveness.

Leading Indicator	Description and Calculation	Source	Midyear Value
<p>Leading Indicator 17: Staff at the center complete one or more self-assessments during the programming period.</p>	<p>Each center will receive a designation of <i>having met</i> or <i>did not meet</i> the indicator in question, depending upon whether or not they reported completing one or more self-assessments at some point during the school year. This information will be reported in the midyear evaluation template.</p>	<p>Responses to the following question, which appears in the <i>Program Operations</i> section of the evaluation template.</p> <ul style="list-style-type: none"> • Were any of the following self-assessment tools completed at this center during the program period? (Select all that apply.) 	<p>83.2%</p>

Table 11. Leading Indicator 18–19

Goal 3

To measure participants’ progress and program effectiveness through monitoring and evaluating.

Objective 3.2. The center will measure students’ in-school progress in the areas of academic achievement, behavior, and social development.

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 18: Measuring youth functioning on youth development-related behaviors and socioemotional constructs—center staff take steps to implement measures meant to assess youth functioning on youth development-related behaviors and socioemotional constructs and use that information to inform program design and delivery.</p>	<p>Each center will receive a designation of <i>having met</i> or <i>did not meet</i> the indicator in question, depending upon whether or not they reported implementing one or more measures at some point during the school year to assess youth functioning on one or more youth development-related behavior or socioemotional construct. This information will be reported in the midyear evaluation template. The data yielded from these measures should ultimately be used to (1) inform how programming meant to support youth development and socioemotional constructs is developed and implemented and (2) serve as a baseline against which to measure student growth across the school year in question.</p>	<p>Responses to the following question, which appears in the <i>Improve Student Behaviors and Attitudes</i> section of the evaluation template.</p> <ul style="list-style-type: none"> Please indicate if you have been able to measure youth development-related behaviors and socioemotional functioning of participating youth in each of the following areas. 	<p>41.1%</p>

Table 11. Leading Indicators 18–19 (continued)

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 19: Measuring youth functioning in core academic areas—center staff take steps to obtain data on how well students are functioning from an academic standpoint and use that information to inform program design and delivery.</p>	<p>Each center will receive a designation of <i>having met</i> or <i>did not meet</i> the indicator in question, depending upon whether or not they reported obtaining data on youth academic functioning at some point during the school year when completing the midyear evaluation template. The data yielded from these measures should ultimately be used to (1) inform how programming meant to support student academic growth and development is developed and implemented and (2) serve as a baseline against which to measure student growth across the school year in question.</p>	<p>Responses to the following question, which appears in the <i>Improve Student Academic Achievement</i> section of the evaluation template:</p> <ul style="list-style-type: none"> • Please indicate if you have been able to measure the academic functioning of participating youth using one or more of the following data sources. 	<p>57.9%</p>

Table 12. Leading Indicator 20

Goal 3

To measure participants’ progress and program effectiveness through monitoring and evaluating.

Objective 3.3. Throughout the grant period, the center will use within-program measures and assessments of others (e.g., parents, program staff) to gauge direct program impact.

Leading Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 20: Staff at the center implement within-program measures to assess participant functioning and gauge program impact.</p>	<p>Each center will receive a designation of <i>having met</i> or <i>did not meet</i> the indicator in question, depending upon whether or not they reported implementing within-program measures in each of the two following areas when completing the midyear evaluation template:</p> <ol style="list-style-type: none"> 1. Goal A: Improve student academic achievement 2. Goal B: Improve student behavior and attitudes 	<p>Responses to the following questions, which appear in the <i>Goal A: Improve student academic achievement</i> and <i>Goal B: Improve student behavior and attitudes</i> sections of the evaluation template respectively.</p> <ul style="list-style-type: none"> • Please indicate if you have been able to measure the academic functioning of participating youth using one or more of the following data sources: <ul style="list-style-type: none"> ▪ Improve student assessment scores —program-level pretests or posttests. ▪ Improve student homework completion. • Please indicate if you have been able to measure youth development-related behaviors and socioemotional functioning of participating youth in each of the following areas <ul style="list-style-type: none"> ▪ Improve youth development-related behaviors and socioemotional functioning of participating youth. 	<p>Goal A: 48.6% Goal B: 41.1% Goal A & B: 34.6%</p>

Table 13. Leading Indicator 21

Goal 3

To measure participants’ progress and program effectiveness through monitoring and evaluating.

Objective 3.4. The center will measure the impact of the program on family members of participating students.

Indicator	Description and Calculation	Source	Indicator Value
<p>Leading Indicator 21: Staff at the center implement measures to assess program impact on the parents and family members of participating students.</p>	<p>Each center will receive a designation of <i>having met</i> or <i>did not meet</i> the indicator in question depending upon whether or not they reported implementing within-program measures in the <i>Goal C: Improve parent education and involvement</i> section of the midyear evaluation template:</p>	<p>Responses to the following question, which appears in the <i>Goal C: Improve parent education and involvement</i> section of the evaluation template:</p> <ul style="list-style-type: none"> • Please indicate if you have been able to measure progress on the objectives you specified, and what types of measures were used. <ul style="list-style-type: none"> ▪ Parent surveys ▪ Student surveys ▪ Teacher surveys 	<p>58.9%</p>

Leading Indicator 17. In recent years, many afterschool systems have come to rely on self-assessment tools and processes as way to assess how consistent program implementation is with established and research-based practices designed to support student growth and development on desired academic and behavioral outcomes. Using information collected in the 2010–11 midyear evaluation template, Leading Indicator 17 is predicated on the extent to which centers utilized a self-assessment tool during the course of the 2010–11 school year to assess program functioning and inform program improvement efforts. In all, 83 percent of centers operating during this period met this indicator, and it would seem reasonable in the future to set a performance target of 100 percent for 21st CCLC programs funded by NJ DOE.

Leading Indicators 18 and 19. Both Leading Indicator 18 and Leading Indicator 19 are predicated on the idea that centers should take steps to obtain information about the academic and behavioral functioning of students participating in 21st CCLCs and use that information to design and implement programming that is aligned with student needs for growth and development. Each center received a designation of *having met* or *did not meet* the indicator in question, depending upon whether or not it reported, when completing the midyear evaluation template for 2010–11, obtaining data on youth development-related behavior or socioemotional capacities (Leading Indicator 18) and academic functioning (Leading Indicator 19) at some point during the school year. Although 41 percent of the centers were found to have met Leading Indicator 18 in relation to assessing youth development-related behavior or social–emotional functioning, nearly 59 percent of centers met Leading Indicator 19 in relation to assessing the academic levels of participating students. Such a gap between efforts to assess student academic functioning compared to student status on youth development-related behaviors and social–emotional constructs was not surprising, given the plethora of locally based assessments that exist and that are accessible to 21st CCLC-funded programs and that schools employ to make formative judgments about the academic needs of students. Similar measures for youth development and social–emotional learning are seemingly less prevalent in supporting school-day operations.

Leading Indicator 20. Although somewhat similar to Leading Indicators 18 and Leading Indicator 19, Leading Indicator 20 focuses on the extent to which 21st CCLC-funded programs employ measures *within* the program to assess student academic and behavioral functioning, based on data provided in the midyear evaluation template. In this sense, the focus is on using measures explicitly selected to measure student status and growth and development within the confines of the afterschool program. Although nearly 49 percent of centers reported employing a within-program measure of student academic functioning, 41 centers reported doing so in relation to youth development-related behaviors and social-emotional functioning, the same percentage as Leading Indicator 18. Only 35 percent of centers reported implementing both academic and behavioral, within-program measures of student functioning.

Leading Indicator 21. Leading Indicator 21 focuses on the extent to which centers adopted measures that would afford them the capacity to assess program impact on the parents and family members of participating students served by the program during the reporting period. Again, data to address this issue was collected as part of the midyear evaluation template. In all, 59 percent of centers reported adopting some type of measure to assess the impact of programming and services that targeted parent and adult family members of students participating in the program.

Leading Indicators—Conclusions and Next Steps

To date, steps have been taken to define a fairly extensive list of leading indicators aligned to each of the objectives specified by NJ DOE for the 21st CCLC program. However, there are three characteristics that make the data being reported for the leading indicators less than optimal.

1. The indicators are being calculated from data collected during the 2008–09, 2009–10, and 2010–11 programming years, but there is no one year in which the data is available to populate the full domain of indicators.
2. There are some indicators for which no data is available, largely due to the need to add variables to PARS21 to allow for the collection of data needed to populate the indicators in question.
3. The leading indicators were populated with data after the 2010–11 programming period had come to a close. Ideally, these data would be available to grantees around January of a given year so steps could be taken to modify the programs during the spring semester to address areas in need of improvement.

In addition, for most of the indicators, an effort was not made to define performance targets or thresholds, although some recommendations were made in some instances (see Leading Indicator 10 as an example), based on what other states using indicator systems such as the one set forth had adopted for similar types of indicators. It is our thinking that this step should be done in conjunction with NJ DOE.

Also, many of the performance values associated with the adopted indicators are based on an average scale score derived from Rasch analysis techniques. Although these scores and the manner in which they were developed will be especially useful to grantees in understanding how they compare to statewide norms and in providing grantees with definitive and customized recommendations for what steps they should consider to improve programming in a given area, these values have little inherent meaning at the state level, except as a mechanism to track improvement on the indicator in question over time.

In addition, in terms of opportunities for growth and improvement, some indicators afford more room for improvement in grantee performance than others. For example, in relation to Leading Indicator 17, 83 percent of centers completing the midyear evaluation template met the indicator by reporting completion of a self-assessment tool/process during the 2010–11 school year. In contrast, in relation to Leading Indicator 10, only 13.1 percent of students participating in 21st CCLC programming for more than 15 days during the first semester of the 2010–11 school year participated in activities that were intentionally meant to support student growth and development in mathematics and reading/language arts for at least 50 percent of their total time in the program. The recommended performance level had been set at 75 percent.

In this regard, if NJ DOE is inclined to make the leading indicator system more parsimonious by dropping some indicators, we would recommend keeping those that afford ample opportunities for

program growth and development. This preservation seems to be the case especially in relation to indicators related to using data about student academic and social–emotional/behavioral functioning to drive program design and delivery (Leading Indicators 18–20) and in the adoption of service delivery practices that are consistent with core youth development principles like those exemplified on items associated with Leading Indicator 4 (predicated on the *Improve Student Behavior and Attitudes* section of the evaluation template) and Leading Indicator 7 (predicated on the youth ownership scale of the staff survey). In these cases, roughly half of reporting centers fell in the *did not do* section of the scale in relation to Leading Indicator 4, and roughly half of respondents fell in the *disagree* section of the scale in terms of the adoption of practices underpinning Leading Indicator 7, an indication that sizeable numbers of programs and staff are not thinking about the design and delivery of programming in light of core youth development ideas and principles.

Moving forward, it is our intent to work with ETAG to design reports housed in the ETRS that will allow grantee staff to get a good sense of how they are performing relative to the leading indicators defined for the program and what steps they can take before the end of a given school year to improve program design and delivery.

Data on Program Outcomes

Two types of data were employed to assess how well students participating in 21st CCLC programming during the course of the 2009–10 school year improved in student achievement and behavioral change outcomes:

- School-day teacher-reported changes in individual student behaviors collected from a teacher survey administered by center staff in spring 2010 and reported in PARS21.
- State assessment scores in reading and mathematics taken during the 2008–09 and 2009–10 school years, recorded in the NJ SMART data warehouse.

Teacher Survey Data

The teacher survey is a federally developed instrument associated with the annual performance reporting process in PPICS. Administered near the end of the school year, the instrument is made up of 10 questions. Each question appearing on the survey asks the school-day teacher about a youth participating in the program 30 days or more during the school year. The survey inquires (a) whether the student needed to improve on a given academic-related behavior, such as turning in homework on time at the beginning of the school year and (b) if so, whether the student in question actually improved in terms of this behavior during the course of the school year. It is important to note that the survey is specific to a given youth, and school-day teachers may complete a number of these surveys near the end of the school year for students who have participated in 21st CCLC programming during the year. Staff at a given center are responsible for administering the surveys to teachers, collecting completed surveys, and entering student-level results into PARS21. During the course of the 2009–10 school year, a total of 6,323 students were found to have teacher survey data summarizing changes in behavior over the course of the school year entered into PARS21.

Rasch analyses were undertaken to develop scale scores for three constructs supported by the teacher survey, each of which is supported by two items appearing on the survey. This approach mirrors the approach members of the research team have taken when analyzing the same data collected at the national level through PPICS. The stem for all items is the following: To what extent has your student changed their behavior in terms of:

- Homework
 - Turning in his/her homework on time.
 - Completing homework to your satisfaction.
- Motivation and Attentiveness
 - Being attentive in class.
 - Coming to school motivated to learn.
- Prosocial Behaviors
 - Behaving well in class.
 - Getting along with other students.

For all items, the following seven-point scale was employed: *Significant Improvement, Moderate Improvement, Slight Improvement, No Change, Slight Decline, Moderate Decline, and Significant Decline.*

State Assessment Data

Steps were taken to identify (a) students participating in 21st CCLC programming during the course of the 2009–10 school year, based on information supplied in PARS21 and (b) the public schools attended by these students during the span of the school year in question. This information was provided to the NJ SMART data warehouse team at NJ DOE that matched this information against the data warehouse in order to provide assessment scores in reading and mathematics for the full domain of students enrolled in the schools in question, while preserving the information needed to determine if a given student participated in 21st CCLC programming during the school year. Of the 11,232 students that participated in 21st CCLC programming during the course of the 2009–10 school year, 7,414, or 66 percent, were successfully matched against the NJ SMART data warehouse files.

The types of test scores available in the data vary, including the following:

- Grade Eight Proficiency Assessment (GEPA)
- High School Proficiency Assessment (HSPA)
- New Jersey Assessment of Skills and Knowledge (NJASK), Grades 4–8
- Special Review Assessment (SRA)
- TerraNova Assessment

Because the assessments employed and the grade levels of the students vary, assessment scores were standardized within sample (i.e., converted to z -scores) using the following approach:

$$z\text{-score}_{it} = (\text{score}_{it} - \text{mean}_t) / \text{standard deviation}_t$$

Any individual student i 's standardized score is simply the difference between his or her score and the mean performance (within the sample) on test t divided by the standard deviation of test t . Once standardized, the z -scores are comparable across assessments and grade levels as they convert all scores into standard deviation units.

Program Dosage

Some of the models of program impact discussed in greater detail in the *Analytic Approach* subsection that follows include measures of program dosage. In addition to assessing the relationships among various individual and center characteristics with the outcomes of interest, the intensity of program participation also was explored as a potential predictor of youth outcomes. The individual student-level measures of the extent of program participation, included in the models, were as follows:

- Days of 21st CCLC program attendance
- Hours in activities designated as mathematics-focused
- Hours in activities designated as reading-focused
- Continuous years of 21st CCLC program participation

In addition, another measure that may capture intensity of program participation is the student-staff ratio in a given center. The average ratio, across activity offerings in a center, is included in some of the model specifications as a center-level characteristic.

Analytic Approach

To explore the impact of the 21st CCLC program on the student outcomes of interest, within-participant comparisons were made in multilevel models. A two-level model, with students at Level 1 and centers at Level 2, accounted for the nested structure of the data and allowed for exploration of relationships among center-level characteristics, student-level characteristics, and student-level outcomes. In particular, the outcomes employed in these analyses included teacher survey reports and student assessment results.

Table 14 provides summary statistics to describe the students for whom outcome measures were available and included in the analyses that follow.

Table 14. Summary Statistics: Student Outcomes

	Mean for 2009–10 21st CCLC Participants
Teacher Surveys (<i>n</i> = 6,323)	
Improving homework completion and quality	63.641 (22.327)
Being attentive in class and coming to class motivated to learn	61.771 (16.861)
Behaving well in class and getting along with others	61.309 (14.734)
State Assessments (<i>n</i> = 7,414)	
Mathematics standardized score	0.000 (0.999)
Reading standardized score	0.000 (0.999)

Note: Standard deviations are reported in parentheses.

The primary approach to modeling student outcomes data was a hierarchical linear modeling (HLM) framework nesting individual students within their 21st CCLC program center of attendance. This approach allows for exploration of center effects, while essentially modeling, or controlling for, the effects of other student-level characteristics on the outcomes of interest. The general two-level HLM is conceived as follows:

$$\text{Student Level } Y_{ij} = \pi_{0j} + \pi_{1j} \text{attendance}_{ij} + \sum \pi_{pj} X_{pij} + e_{ij} \quad (1)$$

$$\text{Center Level } \pi_{pj} = \beta_{p0} + \beta_{p1} \text{scalescore}_j + \sum \beta_{pq} Z_{qj} + u_{pj} \quad (2)$$

where Y_{ij} is the outcome measure for student i in center j , attendance_{ij} is the student's days attended at center j , and X_{pij} are all other student-level covariates to be included in the model, including demographics such as race/ethnicity, gender, and grade level. At Level 2, scalescore_j is a continuous variable measuring a construct of assessing center-level quality, such as implementation of practices supportive of youth development, for center j . Z_{qj} are other center-level covariates, which may include other scale scores as well as center-level characteristics from the program profile.

To place the analyses that follow in context, Table 15 presents the characteristics of the 2009–10 participant sample, modeled at Level 1 in the HLMs. As displayed in Table 15, most students in the sample were in Grades 5, 6, and 7 (57 percent); the majority (89 percent) were minorities, there was an even split in males and females, more than four fifths (81 percent) qualified for free or reduced-price lunch, and only 8 percent were designated as having limited proficiency in English.

Table 15. Summary Statistics: Student Characteristics

Proportion of 2009–10 21st CCLC Participants	
Grade Level (<i>n</i> = 10,800)	
4th	.156
5th	.203
6th	.199
7th	.168
8th	.140
9th	.053
10th	.036
11th	.028
12th	.018
Minority Status (<i>n</i> = 11,059)	
Minority	.892
Nonminority	.109
Gender (<i>n</i> = 11,232)	
Male	.508
Female	.492

Table 15. Summary Statistics: Student Characteristics (continued)

	Proportion of 2009–10 21st CCLC Participants
Free or Reduced-Price Lunch Status (FRPL) (<i>n</i> = 7,861)	
Eligible	.812
Not eligible	.188
Limited English Proficiency (LEP) Designation (<i>n</i> = 10,793)	
Yes	.079
No	.921

It should be noted that not all students represented in the summary statistics were included in the analyses of program impact. For any specific model, students and centers with complete (i.e., nonmissing) data on the included covariates and outcome measure contributed to the estimation of effects, whereas those records with missing data were subject to listwise deletion.

Similarly, Table 16 provides descriptive data on the 2009–10 21st CCLC centers included in the analyses. Centers predominantly served the elementary and middle school grades, were school based (72 percent), and were in either their first or second year of 21st CCLC funding (77 percent). Table 16 also displays descriptive statistics on staffing and activity cluster membership.

Table 16. Summary Statistics: Center Characteristics

	Proportion of 2009-10 21st CCLC Centers
Grade Levels Served (<i>n</i> = 87)	
Elementary only	.241
Elementary/middle	.287
Middle only	.172
Middle/high	.081
High only	.058
Other	.161
Grantee Type (<i>n</i> = 87)	
School-based	.851
Non-school-based	.149
Grantee Maturity (<i>n</i> = 87)	
New (first or second year of grant)	.770
Mature (fourth or fifth year of grant)	.230
Staffing Cluster (<i>n</i> = 87)	
Mostly teachers	.322
All other staffing clusters	.678
Activity Cluster (<i>n</i> = 87)	
Mostly academic enrichment	.138
Mostly mentoring	.023
Mostly academic improvement/remediation	.104
Mostly tutoring	.241
Mostly recreation	.494

Teacher Survey Outcomes

In the analyses that follow, we explore the relationships between student- and center-level characteristics and the teacher survey scales: *being attentive*, *behaving well*, and *improving homework*. A series of two-level models were employed to include student- and center-level predictors.

Models include center-level profile variables, student demographics, and a dosage measure to assess the importance of program participation intensity. As well, to explore measures that may be associated with high-quality programming, staff survey scale scores were incorporated as center-level predictors. These scale scores are intentionally aligned with best practices identified in afterschool research and literature on quality programming attributes.

As shown in Table 17, several student level predictors were either positively or negatively correlated with the three teacher survey reports. The following student-level predictors were positively associated with each of the three teacher survey reports:

- Free or reduced-price lunch eligibility
- Limited English proficiency designation
- Days attended

At the center level, the following predictors were either positively or negatively associated with each of the three teacher survey reports:

- School-based centers (positive association)
- Centers staffed by mostly teachers (negative association)
- Staff scale score for practices supportive of academic skill-building (positive association)
- Staff scale score for practices supportive of communication/collaboration (negative association)

Also at the center level, the following significant associations with individual teacher survey outcomes were identified:

- The mostly tutoring activity cluster was positively related to the teacher scale score for improving homework.
- The average student-staff ratio was negatively related to the *being attentive* and *improving homework* scale score.
- The collective staff efficacy scale was positively related to the *behaving well* scale score.

Table 17. Model Results: Teacher Survey Outcomes with Staff Survey Predictors

Predictors	Being Attentive	Behaving Well	Improving Homework
Intercept	60.064*** (0.872)	59.578*** (0.781)	60.071*** (1.117)
Elementary only	0.453 (3.140)	-1.504 (3.095)	1.133 (4.201)
Elementary/middle	-0.727 (3.313)	-1.834 (3.050)	2.200 (4.264)
Middle only	-0.355 (4.117)	-0.650 (3.695)	4.061 (5.428)
Middle/high	1.419 (4.475)	-0.330 (4.567)	3.587 (4.486)
High only	-4.215 (10.501)	-5.583 (8.595)	-2.560 (11.973)
School-based	9.241*** (3.136)	8.833** (2.887)	7.544* (4.047)
Mostly teachers staffing cluster	-7.435*** (2.553)	-7.674*** (2.202)	-9.174** (3.621)
New grantee (first or second year)	3.438 (2.622)	2.862 (2.525)	4.667 (3.372)
Mostly academic enrichment activity cluster	-3.782 (3.036)	-4.660 (2.782)	-3.958 (4.293)
Mostly academic improvement/remediation activity cluster	-8.714 (6.700)	-7.269 (5.982)	-8.884 (7.670)
Mostly tutoring activity cluster	4.272 (2.563)	3.481 (2.551)	9.386** (3.854)
Average student-staff ratio	-0.218* (0.115)	-0.182 (0.109)	-0.268* (0.150)
Intentionality in program design scale	-0.073 (0.188)	-0.129 (0.160)	-0.190 (0.262)
Practices supportive of academic skill-building scale	0.453** (0.183)	0.476** (0.180)	0.517** (0.235)
Practices supportive of communication/collaboration scale	-0.436** (0.194)	-0.422** (0.149)	-0.485* (0.273)
Practices supportive of parent engagement scale	-0.149 (0.205)	-0.175 (0.180)	-0.098 (0.256)
Collective staff efficacy scale	0.307 (0.247)	0.523** (0.235)	0.241 (0.314)
Youth development scale	-0.092 (0.244)	-0.172 (0.201)	-0.155 (0.303)
Youth ownership scale	0.262 (0.195)	0.160 (0.205)	0.355 (0.293)

Table 17. Model Results: Teacher Survey Outcomes with Staff Survey Predictors (continued)

Predictors	Being Attentive	Behaving Well	Improving Homework
<i>Slopes</i>			
Grade level	0.214 (0.426)	0.160 (0.323)	0.163 (0.505)
Minority status	1.163 (0.757)	0.913* (0.546)	2.727** (1.329)
Gender	1.301** (0.542)	0.567 (0.380)	1.708*** (0.544)
Free or reduced-price lunch eligibility	1.812*** (0.585)	0.950* (0.538)	1.423* (0.775)
Limited English proficiency designation	2.050** (0.982)	1.745** (0.794)	3.118** (1.369)
Days attended	0.019* (0.011)	0.017* (0.009)	0.034** (0.017)
Hours – mathematics	0.012* (0.005)	0.010** (0.005)	0.012 (0.008)
Hours – reading	-0.002 (0.010)	-0.004 (0.011)	0.006 (0.020)
Continuous years in program	-0.908 (0.724)	-0.491 (0.644)	-1.428 (1.245)
High enrichment profile	3.267 (5.383)	2.717 (3.504)	1.529 (9.974)
Low enrichment profile	15.858* (8.185)	13.085** (5.978)	20.346 (13.986)

Notes: Robust standard errors are reported in parentheses; *** sig. at 0.01, ** sig. at 0.05, * sig. at 0.10.

Similar models also were run with the inclusion of three additional center-level covariates. These models explored the associations between teacher survey outcomes and the domain of predictors included in Table 17 (above) with the addition of the following measures:

- Total staff survey scale score
- Correspondence with high intentionality in design profile
- Correspondence with low intentionality in design profile

Although many of the significant relationships displayed in Table 17 remain, the additional variables are not significantly related to the three teacher-reported student behavior outcomes.

State Assessment Outcomes

The same domain of analyses was carried out with state assessment outcomes in reading and mathematics as the dependent variables. The outcome measures employed in undertaking these analyses were standardized scores, so the coefficients reported in the following tables can be interpreted as effect sizes or standard deviation units. The models that follow, displayed in Table 18, include center-level characteristics, center-level staff survey scale scores, individual student demographics, measures of program dosage, and both high and low enrichment profile weights.

At the student level, the following predictors were significantly associated with both state assessment outcomes:

- Minority status
- Free or reduced-price lunch eligibility
- Limited English proficiency designation
- Continuous years in the program
- High enrichment profile
- Low enrichment profile

Also at the student level, the following significant associations with one of the state assessment outcomes were identified:

- Gender was positively associated with the reading/language arts outcome.
- Days attended was positively associated with the mathematics outcome.

At the center level, the following predictors were positively associated with both state assessment outcomes:

- Mostly teachers staffing cluster
- Mostly tutoring activity cluster

Table 18. Model Results: State Assessment Outcomes with Staff Survey Predictors

Predictors	Mathematics	Reading/ Language Arts
Intercept	-0.075** (0.039)	-0.055 (0.036)
Elementary only	0.082 (0.181)	0.0007 (0.176)
Elementary/middle	-0.045 (0.135)	-0.058 (0.132)
Middle only	-0.053 (0.163)	0.053 (0.149)
Middle/high	0.190 (0.155)	0.118 (0.188)
High only	0.265 (0.318)	0.402 (0.272)
School-based	-0.125 (0.111)	-0.080 (0.100)
Mostly teachers staffing cluster	0.404*** (0.102)	0.360*** (0.082)
New grantee (first or second year)	-0.112 (0.135)	0.0002 (0.120)
Mostly academic enrichment activity cluster	0.007 (0.125)	-0.007 (0.113)
Mostly academic improvement/remediation activity cluster	0.104 (0.141)	-0.022 (0.108)
Mostly tutoring activity cluster	0.206* (0.120)	0.233* (0.109)
Average student-staff ratio	-0.001 (0.004)	-0.002 (0.003)
Intentionality in program design scale	-0.0006 (0.007)	0.003 (0.007)
Practices supportive of academic skill-building scale	0.003 (0.009)	-0.010 (0.009)
Practices supportive of communication/collaboration scale	-0.005 (0.009)	0.002 (0.008)
Practices supportive of parent engagement scale	-0.0008 (0.007)	0.001 (0.006)
Collective staff efficacy scale	-0.010 (0.012)	-0.003 (0.011)
Youth development scale	0.000 (0.010)	-0.002 (0.010)
Youth ownership scale	0.018 (0.012)	0.001 (0.010)

**Table 18. Model Results: State Assessment Outcomes with Staff Survey Predictors
(continued)**

Predictors	Mathematics	Reading/ Language Arts
<i>Slopes</i>		
Grade level	-0.011 (0.019)	-0.020 (0.019)
Minority status	-0.312*** (0.053)	-0.276*** (0.067)
Gender	-0.035 (0.025)	0.263*** (0.025)
Free or reduced-price lunch eligibility	-0.189*** (0.036)	-0.279*** (0.036)
Limited English proficiency designation	-0.389*** (0.101)	-0.441*** (0.107)
Days attended	0.001*** (0.0004)	0.0006 (0.0004)
Hours – mathematics	-0.0001 (0.0004)	-0.00006 (0.0003)
Hours – reading	0.0009 (0.0006)	0.0004 (0.0006)
Continuous years in program	0.127*** (0.019)	0.107*** (0.024)
High enrichment profile	1.502*** (0.458)	1.678*** (0.531)
Low enrichment profile	1.013** (0.417)	1.104*** (0.405)

Notes: Robust standard errors are reported in parentheses; *** sig. at 0.01, ** sig. at 0.05, * sig. at 0.10.

Finally, similar models also were run with the inclusion of three additional center-level covariates. These models explored the associations between state assessment outcomes and the domain of predictors included in Table 18, with the addition of the following predictors:

- Total staff survey scale score
- Correspondence with high intentionality in design profile
- Correspondence with low intentionality in design profile

Although the significant relationships displayed in Table 18 remain, the additional variables are not significantly related to the state assessment outcomes.

Findings from the Within-Program Analyses

The analyses of program impact explored individual and center characteristics, as well as measures of program dosage, as potential predictors of the outcomes of interest, including teacher survey reports of being attentive, behaving well, and improving homework and performance on state mathematics and reading assessments. More specifically, the domain of HLM analyses undertaken in this section of the report is based on two primary questions related to the impact of 21st CCLCs on desired program outcomes:

- To what extent was there evidence of a relationship between higher levels of attendance in 21st CCLC programming and the achievement of desired academic and behavioral outcomes?
- To what extent was there evidence that particular center and student characteristics and attributes were associated with student academic performance and behavioral improvement?

Relationship Between Program Attendance and Outcomes

In answering the first question, it was hypothesized that higher levels of attendance in 21st CCLC programming (as measured by the number of days of attendance in the 21st CCLC program at a given center during the 2009–10 school year) would be associated with greater student performance on the student achievement and behavioral outcomes of interest. This hypothesis was largely supported by results obtained from the aforementioned models in which teacher survey-based outcomes were of interest. The number of days of 21st CCLC attendance during the school year was significantly and positively associated with teacher-reported improvements in *homework completion and quality* ($p < .01$), *motivation and attentiveness* ($p < .05$), and *pro-social behaviors* ($p < .05$). In a similar fashion, a positive and significant ($p < .01$) relationship also was found between days of attendance in 21st CCLC programming and student performance on the mathematics portion of state assessments. These significant findings in relation to both the teacher survey and state assessment results in mathematics are consistent with similar findings obtained when these same analyses were done with 2008–09 data, documented in the Year 1 impact report. These results suggest that higher levels of attendance in 21st CCLC programming were associated with a greater degree of improvement in teacher-report behaviors and mathematics state assessment results. Curiously, similar positive relationships were not found to exist in relation to reading state assessment results. This finding is also consistent with results obtained from the analysis of 2008–09 data.

The potential benefits associated with participation in 21st CCLC programming can be examined from the perspective of continuous enrollment in 21st CCLC programming across multiple years. Our hypothesis was that multiple years of participation in 21st CCLC programming would be associated with a greater degree of student performance on academic and behavioral outcomes. Although no evidence of this relationship was found to exist in relation to the domain of teacher survey outcomes examined, a positive and very significant relationship was found to exist between years of 21st CCLC participation and student performance on state assessment outcomes in both reading and mathematics ($p < .01$). This finding was consistent with result obtained from the analysis of 2008–09 data.

In addition to examining the connection between overall levels of 21st CCLC program attendance and participation and academic and behavioral outcomes, an effort was made to explore how certain types of program attendance may be related to desired program outcomes. During this process, we considered whether the number of hours students spent in reading and mathematics programming during the 2009–10 school year would be associated with student performance on academic and behavioral outcomes. This assumption was predicated on the hypothesis that greater participation in subject-specific activities would be associated with a greater likelihood of improvement and performance on the outcomes of interest, especially on the subject in question when examining state assessment results. Interestingly, the existence of a significant relationship in this regard was not found to exist for either reading/language arts or mathematics state assessment results nor in relation to the *improving homework* scale of the teacher survey. Of some interest was that a positive and significant relationship was found to exist between hours spent in mathematics programming and teacher-reported improvement in being attentive ($p < .10$) and behaving well ($p < .05$) in class. This finding was not necessarily expected and was not found in the analysis of 2008–09 data last year.

Another way we explored different types of program attendance and program outcomes was through a predictor derived from activity participation data, which indicated the extent to which a given student's participation in 21st CCLC programming more closely resembled a high academic enrichment profile rather than a low academic enrichment profile. In relation to state assessment results, a higher degree of correspondence with both the high and low academic enrichment profiles was positively and significantly ($p < .01$) associated with student performance on reading and mathematics state assessment results. Similar findings were found in relation to 2008–09 results for reading. In terms of the teacher survey outcomes examined, correspondence with the low enrichment profile was positively related to being attentive ($p < .10$) and behaving well ($p < .05$) in class. This result is certainly curious, but what is not clear at this juncture is whether or not some form of selection bias is driving this result (i.e., students with higher academic self-efficacy are being slotted into these activity profiles) or if there is something truly there in terms of the relationship between activity type participation and program outcomes. This bias is certainly something we intend to investigate further in the future.

Relationship Between Program Characteristics and Outcomes

Best Practices

As noted earlier in this report, center characteristics can be termed to be indicative of research-supported best practices or simply innate attributes of the center in question, without a strong connection to the afterschool quality practice literature. The domain of characteristics assessed through the staff survey and utilized to construct a series of predictors employed in the HLM analyses of interest were meant to clearly reflect the best practices literature. Information obtained from the staff surveys collected during the 2009–10 school year were employed in two ways in the outcome models highlighted earlier:

1. Average center-level scale scores for individual subscales contained on the staff survey, each of which is meant to assess a different facet of program quality like intentionality in program design, practices supportive of academic skill building, and so forth.

2. Average center-level correspondence with the *high intentionality in design* profile versus correspondence with the *low intentionality in design* profile. As demonstrated earlier, how staff making up the staff survey sample responded to questions asked on the *intentionality in program design* subscale was key to identifying two categories of staff that were as distinct from one another as possible.

Starting with average center-level scale scores for individual staff survey subscales, little was found in the way of a significant relationship between average scale score values and the outcomes of interest. The two exceptions in this regard were the *practices supportive of academic skill-building* and the *collective staff efficacy in creating interactive and engaging settings for youth* subscales. During the 2008–09 analyses, the *collective staff efficacy* subscale was very significantly ($p < .01$) and positively associated with each of the three teacher survey-based outcomes of interest. For 2009–10, a significant, positive relationship was found to exist only in relation to the *behaving well* teacher survey scale ($p < .01$). This finding is still of profound interest because this scale is one of two scales on the survey that asks about collective rather than individual staff practice. As of now, we have a working hypothesis that these collective measures are more likely to have utility when attempting to create a center-level metric based on quality, although individual practice measures seem to have more utility when considering students nested within specific staff types.

By way of comparison, the *practices supportive of academic skill-building* subscale of the staff survey was positively and significantly associated with each teacher survey outcome ($p < .01$), although this relationship was not found in relation to state assessment outcomes in reading and mathematics. In fact, none of the staff survey-derived scales were significantly related to state assessment outcomes.

In terms of average center-level correspondence with the *high intentionality in design* profile versus correspondence with the *low intentionality in design* profile, correspondence with the *low intentionality in design* profile was significantly related to both mathematics and reading/language arts performance ($p > 0.01$ and $p > 0.10$ respectively) and negatively so, based on results from the 2008–09 analysis. This relationship was not replicated in the analysis of 2009–10 data.

Generally, these analyses seem to reveal some promising lines of inquiry in terms of further exploring the relationship between research-supported practices and the likelihood that youth will demonstrate an improvement in academic and behavioral outcomes. In particular, data collected via the *collective staff efficacy* and *Practices supportive of academic skill-building* subscales appear to warrant continued consideration as viable predictors in assessing student academic and behavioral gains and performance.

Activity and Staffing Models

In running similar models as explained in the Year 1 impact report, programs characterized by a *mostly tutoring* and *mostly academic enrichment* activity model and those programs staffed mostly by school-day teachers were shown to be positively associated with select teacher survey and state assessment outcomes.

In terms of activity model, significant findings were identified only in relation to state assessment outcomes. A significant and positive relationship was found between centers classified in the *mostly tutoring* cluster and student performance in both reading/language arts ($p < .10$) and mathematics ($p < .10$). These findings are consistent with results from the 2008–09 analysis and similar findings from the PPICS work of Learning Point Associates and a statewide evaluation of 21st CCLC programs in Texas. A significant relationship between mostly academic enrichment programs and state assessment outcomes was not replicated in the analysis of 2009–10 data, and no activity models were found to be significantly related to teacher survey outcomes.

Generally, it seems more needs to be learned about centers that provide mostly tutoring in terms of the ways they define their targeted student population, engage in recruitment and retention efforts, approach issues of intentionality in program design, and actively employ youth development strategies to support the achievement of desired outcomes.

We also had anticipated that centers that employ mostly school-day teachers would possibly be more likely to support student improvement and performance, especially from an academic perspective. This hypothesis was born out in relation to state assessment models for both reading and mathematics where a very significant ($p < .01$) and positive relationship was found to exist between membership in the *mostly teachers* cluster performance on each type of state assessment. Curiously, the opposite relationship was found in relation to teacher survey outcomes where membership in the *mostly teachers* cluster was negatively associated with each teacher survey subscale.

Relationship Between Student Characteristics and Outcomes

Generally, we had no formally defined hypotheses regarding how student characteristics may be associated with the achievement of desired academic and behavioral outcomes. In reviewing the results obtained from the domain of HLM analyses described earlier, it is striking how the importance of student characteristics as predictors of student improvement and performance vary by the outcome under consideration. For example, across the full domain of models run with teacher survey data, females were more likely than their male peers to demonstrate significant and positive improvement in terms of motivation and attentiveness ($p < .01$) and homework completion and quality ($p < .05$). These results are consistent with 2008–09 results.

In addition, minority status, free or reduced-price lunch eligibility, and LEP status were very significantly ($p < .01$) and negatively associated with performance in both mathematics and reading state assessment results. Although the first two findings were consistent with results for 2008–09, the finding related to LEP status was the opposite of what was found the previous year. These findings are representative of the fact that these populations in general have a tendency to perform less well on state assessment in reading and mathematics, a finding that is not specific to the 21st CCLC program. Curiously, teacher survey results across each of these student demographic groups were significant and positively associated with teacher-reported improvement on each of the subscales in question for LEP and FRPL students (ranging from $p < .01$ to $p < .10$), as well as for minority students in terms of behaving well ($p < .10$) and improving homework ($p < .05$).

Impact Analyses

To explore the impact of the 21st Century Community Learning Centers (CCLC) program in New Jersey, the evaluation team employed a propensity score matching approach to identify similar nonparticipating students attending the same schools as participating students for comparison. Ideally, one would compare students who are randomly assigned to participation in 21st CCLCs with those who are randomly assigned to continue in out-of-school-time activities, as in the case with lotteries to address oversubscription to programs with limited slots. In this case, students who participate in the program are similar in both observable and unobservable characteristics to those who want to participate but do not get slots in the lottery. In the absence of random assignment, it is necessary to closely match participating students with nonparticipants along observable dimensions under the critical assumption that this approach also provides a good match of unobservable characteristics, such as motivation, engagement, socioemotional skills, and parental involvement, for example.

The Approach

To generate a closely and locally matched sample of nonparticipating students, the comparison group is drawn from Grades 4–8 in the same schools that 21st CCLC participants attended in the 2008–09 and 2009–10 school years. Using a number of individual characteristics and mathematics and reading scores, propensity scores that assign to each individual a probability of participation in 21st CCLCs based on those characteristics are generated. The variables included in creating the propensity scores were the following:

- Age and grade level
- Gender
- Race/ethnicity
- Migrant status
- Free or reduced-price lunch eligibility
- Special education status
- Indicator of LEP
- Indicator of retention
- Standardized math and reading scores from the previous year

For a more detailed description of the process and analysis employed, please see Appendix B: Impact Analysis Approach.

Outcomes

After selecting a closely and locally matched sample of nonparticipating students, the next step in the analysis involved using the propensity scores in assessing program impact on outcomes of interest. Again, it is important to note that this approach assumes the comparability of the two groups—participants and nonparticipants—relying on the strong assumption that the observable characteristics fully explain selection into 21st CCLC participation (i.e., there is no selection on unobservable factors).

To make the samples as comparable as possible, outliers were excluded, and only those observations in the range of common support—those with overlapping propensity scores were included in the analysis. This process is described in greater detail in Appendix B. Two approaches of employing the propensity score were leveraged with the trimmed sample, using inverse probability weighting to match the samples more closely and including the propensity score as a covariate in the outcomes analysis. Because these approaches did not differ substantively or substantially in their results, the latter is summarized for the purposes of discussing findings.

Table 19 displays the results for math and reading outcomes in the 2008–09 school year for students who participated in 21st CCLCs for 30 days or more and their nonparticipating peers in the same schools. The propensity score is included to control for demographic characteristics and prior year test performance. The participation variable is the treatment indicator that differentiates the treatment group of 21st CCLC participants and their comparison nonparticipants. Because the outcomes are standardized *z*-scores, the coefficients can be interpreted as effect sizes (i.e., in standard deviation units). Notably, fixed effects for feeder schools are included in all models, so 21st CCLC participants are always being compared to nonparticipants in their same schools in an attempt to most closely match students who attend with similar students who do not attend.

Table 19. Impact of Program Participation on Math and Reading Outcomes: 2008–09 School Year—30 Days or More

	Math	Reading
21st CCLC Participation— 30 Days or More	0.0407** (0.0161)	-0.0133 (0.0160)
Propensity Score	-1.1757*** (0.0809)	-1.0567*** (0.0817)
<i>n</i>	30,739	30,777
R-squared	0.0561	0.0584
School Fixed Effects	Yes	Yes

Notes: Robust standard errors reported in parentheses.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

As displayed in the table, 21st CCLC participation has a positive and statistically significant effect on math test score outcomes and no detectable effect in reading. Table 20 presents the same model with 21st CCLC participation defined as attending 70 days or more.

**Table 20. Impact of Program Participation on Math and Reading Outcomes:
2008–09 School Year—70 Days or More**

	Math	Reading
21st CCLC Participation— 70 Days or More	0.0632*** (0.0193)	-0.0057 (0.0190)
Propensity Score	-1.5138*** (0.1008)	-1.2016*** (0.1023)
<i>n</i>	30,552	30,588
R-squared	0.0567	0.0573
School Fixed Effects	Yes	Yes

Notes: Robust standard errors reported in parentheses.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Again, there is a positive and significant effect on end-of-year math scores and no effect in reading for participants at the greater intensity level. Tables 21 and 22 present the results of the same models in the 2009–10 school year.

**Table 21. Impact of Program Participation on Math and Reading Outcomes:
2009–10 School Year—30 Days or More**

	Math	Reading
21st CCLC Participation— 30 Days or More	-0.0208 (0.0158)	-0.0539*** (0.0160)
Propensity Score	1.5166*** (0.0982)	1.3690*** (0.1002)
<i>n</i>	26,642	26,642
R-squared	0.0931	0.0644
School Fixed Effects	Yes	Yes

Notes: Robust standard errors reported in parentheses.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

When looking at the 30-day margin of participation, the effect in math is not statistically different from 0, and the effect in reading is negative and significant. The pattern detected in the 2008–09 data reemerges, however, when assessing the 70-day margin of participation, presented in Table 22.

**Table 22. Impact of Program Participation on Math and Reading Outcomes:
2009–10 School Year—70 Days or More**

	Math	Reading
21st CCLC Participation— 70 Days or More	0.0429** (0.0197)	0.0110 (0.0200)
Propensity Score	1.3928*** (0.1178)	1.7416*** (0.1206)
<i>n</i>	26,639	26,639
R-squared	0.0904	0.0655
School Fixed Effects	Yes	Yes

Notes: Robust standard errors reported in parentheses.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Again in the 2009–10 school year, there is a statistically significant and positive effect of greater 21st CCLC participation on math scores (0.04 s.d.) and no detectable effect on reading scores.

Summary of Impact Analyses

Generally, the domain of impact analyses performed, comparing 21st CCLC participants with nonprogram participants, demonstrated that the program is having a consistent, small, positive impact on student achievement in mathematics, particularly in relation to students who participate in the program for 70 days or more during a given school year. No such effect was found in relation to the program having a similar impact on reading results.

Summative Indicators

As mentioned earlier, the performance indicator system developed for NJ DOE is predicated on leading indicators designed to help 21st CCLC grantees, in particular, make judgments about issues of program delivery and design that are likely to contribute or facilitate the achievement of desired outcomes and summative indicators that were are designed to draw more definitive judgments on the impact of the 21st CCLC program, particularly at the state level in relation to student-related outcomes (NJ DOE Objectives 1.2 and 1.3).

- Objective 1.2: Participating students will demonstrate increased positive behavior through the center infusing character education into components of the center’s program
- Objective 1.4: Students regularly participating in the program will demonstrate improved attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.
 - Summative Indicator 4: A significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and the teacher survey construct related to behaving well in class and getting along with others.
 - Summative Indicator 5: A significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and the teacher survey construct related to homework completion/quality.
 - Summative Indicator 6: A significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and the teacher survey construct related to being attentive in class and coming to school motivated to learn.
- Objective 1.3: Students regularly participating in the program will meet or exceed the state standards in reading and mathematics.
 - Summative Indicator 9: A significant, positive relationship is found to exist between years of continual participation in 21st CCLC programming and student performance on reading state assessments.
 - Summative Indicator 10: A significant, positive relationship is found to exist between years of continual participation in 21st CCLC programming and student performance on mathematics state assessments.
 - Summative Indicator 11: A significant, positive relationship is found to exist between participation in 21st CCLC programming and student performance on reading state assessments compared to a comparison group made up of students from the schools in question not participating in the 21st CCLC program.
 - Summative Indicator 12: A significant, positive relationship is found to exist between participation in 21st CCLC programming and student performance on mathematics state assessments as compared to a comparison group made up of students from the schools in question not participating in the 21st CCLC program.

Several of the summative indicators that have been defined for the program are linked to the within program and impact analyses, summarized in the previous section of the report, and are described in detail in Tables 23 and 24 for 2009–10. The remaining summative indicators are linked to the end-of-year evaluation template, which will go into production for the first time in the fall of 2011. Summative indicators to be populated by data collected in the end-of-year evaluation template can be found in Appendix C. As outlined in Tables 23 and 24, almost all of the summative indicators for which data were available were met, with the exception of Summative Indicator 11, which pertained to demonstrating a positive impact on reading state assessment scores relative to the scores of a comparison group made up of nonparticipating students.

Table 23. Summative Indicators 4–6

Goal 1

Provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

Objective 1.2. Participating students will demonstrate increased positive behavior through the center infusing character education into components of the center’s program.

Objective 1.4. Students regularly participating in the program will demonstrate improved attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Summative Indicator	Description and Calculation	Source	Indicator Value
<p>Summative Indicator 4: A significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and the teacher survey construct related to behaving well in class and getting along with others.</p>	<p>Items appearing on the teacher survey, collected as part of the annual performance reporting process related to behaving well in class and getting along with others, will be used to create a scale score for each student with teacher survey data reported. These scores will be used as dependent variables in statistical models, where the number of days of student attendance is used as a predictor. The indicator will be met if a significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and higher scales scores on behaving well in class and getting along with others.</p>	<p>Scores on items appearing on the teacher survey related to behaving well in class and getting along with others and student 21st CCLC attendance data as reported in PARS21.</p>	<p>MET</p>

Table 23. Summative Indicators 4–6 (continued)

Summative Indicator	Description and Calculation	Source	Indicator Value
<p>Summative Indicator 5: A significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and the teacher survey construct related to homework completion/quality.</p>	<p>Items appearing on the teacher survey collected as part of the annual performance reporting process related to homework completion/quality will be used to create a scale score for each student, with teacher survey data reported. These scores will be used as dependent variables in statistical models where the number of days of student attendance is used as a predictor. The indicator will be met if a significant positive relationship is found to exist between days of attendance in 21st CCLC programming and higher scales scores on homework completion/quality.</p>	<p>Scores on items appearing on the teacher survey related to homework completion/quality and student 21st CCLC attendance data as reported in PARS21.</p>	<p>MET</p>
<p>Summative Indicator 6: A significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and the teacher survey construct related to being attentive in class and coming to school motivated to learn.</p>	<p>Items appearing on the teacher survey, collected as part of the annual performance reporting process related to being attentive in class and coming to school motivated to learn, will be used to create a scale score for each student, with teacher survey data reported. These scores will be used as dependent variables in statistical models where the number of days of student attendance is used as a predictor. The indicator will be met if a significant, positive relationship is found to exist between days of attendance in 21st CCLC programming and higher scales scores on being attentive in class and coming to school motivated to learn.</p>	<p>Scores on items appearing on the teacher survey related to being attentive in class and coming to school motivated to learn and student 21st CCLC attendance data as reported in PARS21.</p>	<p>MET</p>

Table 24. Summative Indicators 9–12

Goal 1

Provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults.

Objective 1.3. Students regularly participating in the program will meet or exceed the state standards in reading and mathematics.

Summative Indicator	Description and Calculation	Source	Indicator Value
Summative Indicator 9: A significant, positive relationship is found to exist between years of continual participation in 21st CCLC programming and student performance on reading state assessments.	The state assessment reading scores of 21st CCLC participants will be used as dependent variables in statistical models, where the number of years of continual enrollment in 21st CCLC programming is used as a predictor. The indicator will be met if a significant, positive relationship is found to exist between continual years of enrollment in 21st CCLC programming and higher scales scores on the reading_state assessment taken during the school year.	Student state assessment reading scores and student 21st CCLC enrollment data as reported in PARS21.	MET
Summative Indicator 10: A significant, positive relationship is found to exist between years of continual participation in 21st CCLC programming and student performance on mathematics state assessments.	The state assessment mathematics scores of 21st CCLC participants will be used as dependent variables in statistical models where the number of years of continual enrollment in 21st CCLC programming is used as a predictor. The indicator will be met if a significant, positive relationship is found to exist between continual years of enrollment in 21st CCLC programming and higher scales scores on the mathematics state assessment taken during the school.	Student state assessment mathematics scores and student 21st CCLC enrollment data as reported in PARS21.	MET

Table 24. Summative Indicators 9—12 (continued)

Summative Indicator	Description and Calculation	Source	Indicator Value
<p>Summative Indicator 11: A significant, positive relationship is found to exist between participation in 21st CCLC programming and student performance on reading state assessments, compared to a comparison group made up of students from the schools in question not participating in the 21st CCLC program.</p>	<p>The state assessment reading scores of 21st CCLC participants and a comparison group made up of students from the schools in question not participating in the 21st CCLC program will be used as dependent variables in statistical models, where enrollment in 21st CCLC programming is used as a predictor. The indicator will be met if a significant, positive relationship is found to exist between enrollment in 21st CCLC programming and higher scales scores on the reading state assessment taken during the school year in question.</p>	<p>Student state assessment reading scores obtained from NJ SMART and student 21st CCLC enrollment data as reported in PARS21.</p>	<p>NOT MET</p>
<p>Summative Indicator 12: A significant, positive relationship is found to exist between participation in 21st CCLC programming and student performance on mathematics state assessments as compared to a comparison group made up of students from the schools in question not participating in the 21st CCLC program.</p>	<p>The state assessment mathematics scores of 21st CCLC participants and a comparison group made up of students from the schools in question not participating in the 21st CCLC program will be used as dependent variables in statistical models where enrollment in 21st CCLC programming is used as a predictor. The indicator will be met if a significant, positive relationship is found to exist between enrollment in 21st CCLC programming and higher scales scores on the mathematics state assessment taken during the school year in question.</p>	<p>Student state assessment mathematics scores obtained from NJ SMART and student 21st CCLC enrollment data as reported in PARS21.</p>	<p>MET</p>

Conclusions and Next Steps

Generally, the evidence examined in this report suggests that 21st CCLC programs in operation during the 2009–10 school year made progress in providing programming that contributed to student growth and development from both an academic and behavioral standpoint. The strongest evidence for such a conclusion was the finding that six of the seven summative indicators defined for the program were met, yielding evidence that the program is having a small, but statistically significant impact on student performance on state assessments in mathematics and is likely contributing to the development of desirable academic-related behaviors the more intensively students participate in programming during the span of given school year.

These positive results are linked, however, to retaining students in programming, particularly at the 70-day threshold (it is important to note that approximately one quarter of participating students attended for 70 days or more). Theoretically, programs may find more success in retaining participants the more actively they take steps to adopt practices supported by the youth development literature. Based on center and staff performance on some of the leading indicators related to incorporating youth development and social–emotional learning into programming, there are opportunities for growth and development in this regard, including the adoption and use of measures that would help programs better assess how students are functioning on these constructs and what they might want to target for growth and development through the provision of intentional programming.

The issue of obtaining and using student data to inform program staff about the needs of participating students and using this knowledge to design and deliver programming is also potentially relevant to helping the state meet the one summative indicator which was not met in 2009-10 in terms of having a positive impact on reading state assessment results. To some extent, findings from the within-program analyses of teacher survey outcomes reinforce the idea of establishing strong linkages to the school day and using data to inform programming. In this regard, the only staff survey subscale that was positively related to each teacher survey outcomes was *practices supportive of academic skill building*, which contained a number of items related to the use of student academic data in an intentional fashion. Leading indicator results suggested there were opportunities for growth in this area.

Recommendations

In light of leading indicator results, which suggest additional steps can be taken by grantees to obtain and use student data on academic and social–emotional functioning to design and deliver programming, we would recommend that NJ DOE consider taking the following steps to further support the growth and development of 21st CCLC programs:

1. *Test approaches that help grantees gain access to data on student academic functioning and utilize these data to inform the design and delivery of programming.* Since the inception of NCLB, most school systems are now awash with data from both state-mandated and district-adopted assessments that provide a substantial reservoir of information about the academic functioning of students served in the K–12 system. Unfortunately, there is less evidence that these data are being widely accessed by the majority of programs funded by 21st CCLCs to support both (a) the identification of student academic needs and the construction of intentional programming to meet those needs and (b) the monitoring of student progress over time to assess the success of programming in supporting student growth and development in very specific and targeted ways. The reasons why this is not happening, we believe, largely relates to the following constraints:
 - An inability to gain access to student-level assessment data, particularly for non-school-based grantees
 - An insufficient amount of time to dedicate to accessing, processing, and using such data to inform the development of intentional programming meant to support student skill building in targeted ways;
 - A lack of capacity to effectively interpret such data with a high degree of confidence;
 - A perception of what constitutes quality afterschool programming that minimizes or ignores the importance of using data about student needs to drive programming.

We encourage NJ DOE to consider taking steps to overcome these constraints by documenting the types of data states and districts maintain in their student and state assessment data warehouses; articulate how these data could be effectively used to support the design, delivery, and evaluation of 21st CCLC programming; and develop policies, procedures, and even Web-interfaces regarding how these data could be delivered and presented to 21st CCLC grantees in a way that would more effectively support their utilization to support program development and assessment.

2. *Select and pilot test one or more measures designed to assess the social–emotional and behavioral functioning of participating youth.* Unlike data on student academic functioning, there appears to be a dearth of data that exists in relation to how students are functioning from a behavioral and social–emotional standpoint. In this area, 21st CCLC programs are largely on their own in terms of selecting and using measures that would provide insight into student functioning in these areas, and, as a consequence, for a variety of reasons, this selection is largely not done by most 21st CCLC projects. To address this gap, we would encourage NJ DOE to consider adopting a validated measure

or measures of social–emotional and behavioral functioning at the student level on a pilot basis. Steps should also be taken by NJ DOE to work with its technical assistance provider to develop resources, support, and training on how programs can use information derived from such measures to again support both (a) the identification of student needs and the construction of intentional programming to meet those needs and (b) the monitoring of student progress over time to assess the success of programming in supporting student growth and development in very specific and targeted ways.

Future efforts undertaken as part of the statewide evaluation will focus on getting a series of leading and summative indicator reports up and running in the ETRS as a way to help 21st CCLC more actively engage with performance data about their program and the steps they need to take to help ensure the state is on the right track in achieving the full domain of goals and objectives specified for the 21st CCLC program.

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Appendix A: Staff Survey
New Jersey 21st CCLC Evaluation
Staff Survey
(Center Name—Staff Name)

The survey you are being asked to complete is part of an evaluation being performed by Learning Point Associates of the 21st Century Community Learning Centers (21st CCLC) program in New Jersey. Although this survey is being conducted with the approval and support of the New Jersey Department of Education (NJ DOE), this effort is not an evaluation of you or your program specifically, nor will individual or program-level results be shared with NJ DOE.

It is important to note that all responses you provide in taking this survey will be kept confidential. No information about your responses will be provided to your supervisor or program administrators. In addition, reports containing survey results will be based on aggregate results only, and no individual responses will be reported.

There are no foreseeable risks to you based on your participation in this survey. The survey should take approximately 20 minutes to complete.

If you have any questions about the survey or the evaluation being conducted by Learning Point Associates, please contact the staff at Learning Point Associates by sending an e-mail to NJ21stCCLC@learningpt.org. If you have any questions about your rights as a research subject, you may contact Dr. Nancy Zajano, IRB Chair at Learning Point Associates at nancy.zajano@learningpt.org or at 312–288–7600.

Afterschool Program
 NJ 21st CCLC Evaluation Staff Survey

Program Goals and Vision

What, in your view, are the goals of the afterschool program:	Not a Goal	Secondary Goal	Primary Goal
a. Enable the <i>lowest performing</i> students to achieve grade-level proficiency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Raise the academic performance levels of <i>any</i> students who have an interest in participating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Provide supervised space for students to complete homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide opportunities for students to participate in activities not offered during the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Provide students with access to academic enrichment opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Enhance the social or civic development of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Enhance the artistic development of students (e.g., visual and performing arts, and so forth).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Provide students with the opportunity to participate in sports and recreation activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other. Please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Afterschool Program
 NJ 21st CCLC Evaluation Staff Survey

Collective Staff Efficacy

Please rate the extent to which you agree or disagree with the following statements regarding all staff that work with students in this program:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a. Program staff listen to youth more than talk at them.	<input type="radio"/>				
b. Program staff actively and continuously consult and involve youth.	<input type="radio"/>				
c. Program staff provide structured and planned activities explicitly designed to help youth to get to know one another.	<input type="radio"/>				
d. Program staff provide opportunities for youth to lead activities.	<input type="radio"/>				
e. Program staff provide opportunities for youth to help or mentor other youth in completing a project or task.	<input type="radio"/>				
f. Program staff provide opportunities for the work, achievements, or accomplishments of youth to be publicly recognized.	<input type="radio"/>				

Please rate the extent to which you agree or disagree with the following statements regarding all staff that work with students in this program:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a. Program staff provide ongoing opportunities for youth to reflect on their experiences (e.g., formal journal writing, informal conversational feedback).	<input type="radio"/>				
b. Program staff are effective at finding ways to provide youth with meaningful choices when delivering activities.	<input type="radio"/>				
c. Program staff are effective at providing youth with opportunities to set goals and make plans within the confines of the program.	<input type="radio"/>				
d. Program staff ask for and listen to student opinions about the way things should work in	<input type="radio"/>				

the program.					
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Afterschool Program NJ 21st CCLC Evaluation Staff Survey
Program Design

How often do you lead or participate in program activities that are...	Rarely	Sometimes	Frequently	Always
a. Based on written plans for the session, assignments, and projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Well planned in advance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tied to specific learning goals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meant to build upon skills cultivated in a prior activity or session?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Explicitly meant to promote skill building and mastery in relation to one or more state standard?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Explicitly meant to address a specific developmental domain (e.g., cognitive, social, emotional, civic, physical, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Structured to respond to youth feedback on what the content or format of the activity should be?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Informed by the expressed interests, preferences, and/or satisfaction of participating youth?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Afterschool Program
 NJ 21st CCLC Evaluation Staff Survey

Communication and Linkages to the School Day

Please rate the extent to which you agree or disagree with the following statements regarding linkages to the school day:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a. On a week-to-week basis, I know what academic content will be covered during the school day with the students I work with in the afterschool program.	○	○	○	○	○
b. I coordinate the content of the afterschool activities I provide with my students' school-day homework.	○	○	○	○	○
c. I know whom to contact at my students' day school if I have a question about their progress or status.	○	○	○	○	○
d. The activities I provide in the afterschool program are tied to specific learning goals that are related to the school-day curriculum.	○	○	○	○	○
e. I use student assessment data to provide different types of instruction to students attending my afterschool activities based on their ability level.	○	○	○	○	○
f. I help manage a formal three-way communication system that links parents, program, and day-school information.	○	○	○	○	○
g. I participate in regular, joint staff meetings for afterschool and regular school-day staff in which steps to further establish linkages between the school day and afterschool are discussed.	○	○	○	○	○
h. I meet regularly with school-day staff not working in the afterschool program to review the academic progress of individual students.	○	○	○	○	○
i. I participate in parent-teacher conferences to provide information about how individual students are faring in the afterschool program. (NOTE: If you are a school-day teacher, please respond to this question in relation to students you do not have in your school-day classroom).	○	○	○	○	○

Please indicate whether you receive each of the following, and to what extent you use it in planning for the activities you provide:	Do not Receive	Occasionally Use	Often Use
a. Individual student academic plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students' standardized test scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students' grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Input from students' day school teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other. Specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Afterschool Program NJ 21st CCLC Evaluation Staff Survey
Service Delivery Practices

How often are students participating in the activities <i>you</i> provide in the program afforded the following types of opportunities:	Never Available	Available Occasionally in Some Classes or Activities	Available Regularly in Most Classes or Activities	Always Available
a. Work collaboratively with other students in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have the freedom to choose what activities or projects they are going to work on or participate in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work on group projects that take more than one day to complete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lead group activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provide feedback on the activities they are participating in during time set aside explicitly for this purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Participate in activities that are specifically designed to help students get to know one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

g. Make formal presentations to the larger group of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Afterschool Program NJ 21st CCLC Evaluation Staff Survey
Youth Ownership

Please indicate your level of agreement with the following statements about how your students build ownership of the program:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
a. Youth are afforded opportunities to take responsibility for their own program.	<input type="radio"/>				
b. Youth have the opportunity to set goals for what they want to accomplish in the program.	<input type="radio"/>				
c. Youth help make plans for what activities are offered at the program.	<input type="radio"/>				
d. Youth make choices about <i>what</i> content is covered in program offerings.	<input type="radio"/>				
e. Youth make choices about <i>how</i> content is covered in program offerings.	<input type="radio"/>				
f. Youth help create rules and guidelines for the program.	<input type="radio"/>				

Afterschool Program
NJ 21st CCLC Evaluation Staff Survey

Internal Communication

How frequently do you engage in the following tasks with other staff working in the afterschool program:	Never	A Couple of Times Per Year	About Once a Month	Nearly Every Week
a. Conduct program planning based on a review of program data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Use evaluation data to set program improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Discuss progress on meeting program improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Observe other afterschool staff delivering programming in order to provide feedback on their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Conduct program planning in order to meet specific learning goals in coordinated ways across multiple activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Share ideas on how to make programming more engaging for participating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Share experiences and follow up about individual youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Receive feedback from school-day teachers and/or administrators on how the program could better support student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participate in training and professional development on how to better serve youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Discuss current research-based instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Afterschool Program
 NJ 21st CCLC Evaluation Staff Survey

Parent Communication

How often do you or other center staff:	Never	Sometime	Frequently
a. Send materials about program offerings home to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Send information home about how the student is progressing in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Hold events or meetings to which parents are invited.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Have conversations with parents over the phone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Meet with one or more parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Ask for input from parents on what and how activities should be provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Encourage parents to participate in center-provided programming meant to support their acquisition of knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Encourage parents to participate in center-provided programming with their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On average, how many hours per week do you work in this program?

On average, how many students do you work with on a daily basis in the program?

What is your highest level of education?

- Less than high school
- High school or GED
- Some college, other classes/training not related to a degree
- Completed two-year college degree
- Completed four-year college degree
- Some graduate work
- Master's degree or higher

Do you hold a teaching credential or certification?

- Yes
- No

Which of the following best describes your primary role in the program?

- I teach or lead regular program activities (e.g., group leader).
- I assist in activities (e.g., assistant group leader).
- I am a master teacher or educational specialist (e.g., supervise or train other program staff).
- I am an activity specialist (e.g., dance instructor, music instructor, martial arts instructor).
- I am the parent liaison.
- I perform administrative duties.

Appendix B: Impact Analysis Approach

To facilitate the impact analysis presented in this report, matching of student-level data from NJ DOE records including achievement data to PARS21 data for indicators of participation in 21st CCLC was conducted. In the 2008–09 school year data, of 11,700 participants in the PARS21 data, 7,677 were solid matches to the NJ DOE-provided assessment data, 576 did not match, and 3,517 were partial matches (and were treated as matches for the purposes of these analyses). In the 2009–10 school year data, of 11,087 participants in PARS21 data, 6,450 were solid matches to the assessment data, 1,958 did not match, and 2,679 were partial matches.

Standardization of Test Scores

The outcomes of interest in this analysis are individual student assessment scores on mathematics and reading/language arts exams. Because the exams are not vertically equated, scores are standardized to allow for comparability across grade levels (although comparisons of participants and nonparticipants are only made within grade level). Individual test scores from the previous school year, also standardized, are included in the generation of propensity scores and to control for prior achievement in explaining outcomes.

Assessment data was extracted from the state’s data warehouse and provided by NJ DOE. For the purposes of this report, we employ the mathematics and reading/language arts scores on the New Jersey Assessment of Skills and Knowledge (NJASK), Grades 3–8, as outcomes of interest and pretest controls for prior achievement.

Because the assessments employed and the grade levels of the students vary, assessment scores were standardized within sample—i.e., converted to *z*-scores—using the following approach:

$$z\text{-score}_{it} = (\text{score}_{it} - \text{mean}_t) / \text{standard deviation}_t$$

Any individual student *i*’s standardized score is simply the difference between their score and the mean performance (within the sample) on test *t* divided by the standard deviation of test *t*. Once standardized, the *z*-scores are comparable across assessments and grade levels as they convert all scores into standard deviation units.

Creation of Propensity Scores

Propensity scores were generated by employing a logistic regression, modeling participation in 21st CCLC—for 30 days or more or 70 days or more—as a function of a variety of individual characteristics. The model included variables for age, grade level, gender, race and ethnicity, migrant status, free or reduced-price lunch eligibility, retention, special education status, LEP status, and math and reading assessment scores from the previous year:

(1)

where P is the participation variable for student i , which takes on a value of 1 if the student participated for 30 days or more (or 70 days or more in the models for greater participation) and 0 otherwise. CH is a vector of student characteristics and PRE is a vector of prior achievement for individual student i .

Higher-order and interaction terms were also included to improve the fit of the model, generating propensity scores that contained the greatest amount as possible of information about program participation, given the observable characteristics of students. Age and prior test scores were included as squared terms, and gender was interacted with age and prior test scores. Age was interacted with grade level, and race and ethnicity were interacted.

The predicted values, or residuals, from the participation equation (1) are the propensity scores. Propensity scores range, theoretically, from 0 to 1, indicating the likelihood or probability of participation, based on an individual student's characteristics and prior achievement. Once the propensity scores are generated, the distributions are compared for participants and nonparticipants, and any areas that do not overlap are trimmed to retain only those individual students in the region of common support—that is, those participating and nonparticipating students who are most comparable.

In addition, inverse probability weights (IPW) are constructed using the propensity score:

(2)

All individual students in the treatment group (21st CCLC participants) are given a weight of 1. The weights can then be used analytically in modeling the impact of program participation on outcomes or in conducting tests of mean comparisons. The weights essentially “upweight” the comparison group (nonparticipating) students who look most like the 21st CCLC participants.

Participation

Propensity score creation allows for exploration of the predictors of 21st CCLC participation, at least as measured by the data available. There are, of course, numerous factors—both measured and unmeasured—which influence an individual student's decision to participate and the intensity with which they participate. Table B1 displays the predictors of participation in the 2008–09 school year data, in which there are 4,595 21st CCLC attendees who participated 30 days or more, with nonmissing data on all the variables and 27,182 nonparticipants, which includes those who participated with less intensity than 30 days in the 2008–09 school year and those who did not participate at all.

Table B1. Predictors of Participation 30 Days or More: 2008–09 School Year

Variable	Marginal Effect (dy/dx)
Age	0.0204 (0.0812)
Grade 5 (Grade 4)	0.0764 (0.1769)
Grade 6 (Grade 4)	0.0749 (0.2609)
Grade 7 (Grade 4)	0.4307 (0.5648)
Grade 8 (Grade 4)	0.5010 (0.7554)
Female	0.0174 (0.0306)
Black (White)	0.1017*** (0.0075)
Asian (White)	0.0525*** (0.0165)
Pacific Islander (White)	0.0976 (0.0662)
American Indian (White)	0.0261 (0.0429)
Hispanic Ethnicity	0.0543*** (0.0067)
Migrant Status	0.0450 (0.0857)
Free or Reduced-Price Lunch Eligibility	0.0291*** (0.0044)
Retained in Grade Level	-0.0403*** (0.0143)
Special Education Status	0.0021 (0.0056)
Limited English Proficiency	0.0094 (0.0066)
Previous Year Math Score	0.0034 (0.0037)
Previous Year Reading Score	-0.0012 (0.0039)

Notes: Higher-order polynomials and interaction terms are not reported, although these variables were included in the creation of propensity scores. Omitted categories are indicated in parentheses for indicator variables. Marginal effects from the logistic regression are reported with robust standard errors in parentheses.

* p<0.10, ** p<0.05, ***p<0.01

Table B2 displays the predictors of greater participation in the 2008–09 school year data, in which there are 2,995 21st CCLC attendees who participated 70 days or more, with nonmissing data on all the variables and 28,782 nonparticipants, which includes those who participated with less intensity than 70 days in the 2008–09 school year and those who did not participate at all.

Table B2. Predictors of Participation 70 Days or More: 2008–09 School Year

Variable	Marginal Effect (dy/dx)
Age	-0.0538 (0.0630)
Grade 5 (Grade 4)	0.1752 (0.2213)
Grade 6 (Grade 4)	0.2686 (0.3859)
Grade 7 (Grade 4)	0.8675*** (0.2603)
Grade 8 (Grade 4)	0.8629** (0.3746)
Female	-0.0075 (0.0234)
Black (White)	0.0899*** (0.0069)
Asian (White)	0.0338** (0.0139)
Pacific Islander (White)	0.0987 (0.0611)
American Indian (White)	0.0039 (0.0315)
Hispanic Ethnicity	0.0378*** (0.0056)
Migrant Status	-0.0361 (0.0410)
Free or Reduced-Price Lunch Eligibility	0.0155*** (0.0034)
Retained in Grade Level	-0.0212* (0.0114)
Special Education Status	-0.0010 (0.0043)
Limited English Proficiency	0.0017 (0.0051)
Previous Year Math Score	0.0019 (0.0029)
Previous Year Reading Score	-0.0004 (0.0031)

Notes: Higher-order polynomials and interaction terms are not reported, although these variables were included in the creation of propensity scores. Omitted categories are indicated in parentheses for indicator variables. Marginal effects from the logistic regression are reported with robust standard errors in parentheses.

* p<0.10, ** p<0.05, ***p<0.01

As demonstrated in the tables, being black is positively associated with 21st CCLC participation, as is being of Hispanic descent. In addition, free or reduced-price lunch eligibility is positively predictive of participation. Finally, having been retained in grade level is negatively associated

with 21st CCLC participation. Notably, prior achievement, as measured by test scores, is not statistically significantly predictive of participation.

Tables B3 and B4 display the means for these same characteristics by participant and nonparticipant status, illustrating the same trends previously mentioned. It is important to note that when the sample is weighted using inverse probability weights, essentially to make the nonparticipant, comparison sample more closely resemble the participant sample, none of these differences in means are statistically significant. In other words, the samples are comparable.

Table B3. Comparison of 30-day Participants and Nonparticipants: 2008–09 School Year

Variable	Participants	Nonparticipants	p-value (with weights)
Age in years	11.31	11.98	0.758
Grade 4	20.56%	12.49%	0.818
Grade 5	25.77%	14.86%	0.865
Grade 6	25.75%	23.15%	0.937
Grade 7	15.36%	24.39%	0.842
Grade 8	12.57%	25.12%	0.825
Female	50.23%	48.78%	0.824
White	14.42%	25.30%	0.693
Black	39.50%	29.89%	0.678
Asian	2.51%	2.68%	0.987
Pacific Islander	0.40%	0.25%	0.961
American Indian	0.65%	0.50%	0.945
Hispanic Ethnicity	45.89%	44.47%	0.897
Migrant Status	0.08%	0.10%	0.915
Free or Reduced-Price Lunch Eligibility	74.87%	65.11%	0.558
Retained in Grade Level	0.90%	1.32%	0.870
Special Education Status	15.19%	15.75%	0.770
Limited English Proficiency	12.59%	11.46%	0.921
Previous Year Math Score (z-score)	-0.0052	0.0009	0.799
Previous Year Reading Score (z-score)	-0.0189	0.0032	0.728

Notes: Tests of statistical significance, for which p-values are reported, were conducted using inverse probability weights.

Table B4. Comparison of 70-day Participants and Nonparticipants: 2008–09 School Year

Variable	Participants	Non-participants	p-value (with weights)
Age in years	11.18	11.95	0.761
Grade 4	23.92%	12.59%	0.765
Grade 5	26.23%	15.41%	0.960
Grade 6	24.13%	23.45%	0.951
Grade 7	14.71%	23.96%	0.865
Grade 8	11.02%	24.59%	0.815
Female	51.86%	48.70%	0.943
White	13.05%	24.85%	0.870
Black	44.60%	29.90%	0.682
Asian	2.30%	2.69%	0.988
Pacific Islander	0.44%	0.25%	0.974
American Indian	0.65%	0.51%	0.895
Hispanic Ethnicity	42.53%	44.88%	0.848
Migrant Status	0.03%	0.10%	0.985
Free or Reduced-Price Lunch Eligibility	74.48%	65.68%	0.694
Retained in Grade Level	0.92%	1.30%	0.878
Special Education Status	14.88%	15.75%	0.829
Limited English Proficiency	11.13%	11.66%	0.877
Previous Year Math Score (z-score)	-0.0124	0.0013	0.858
Previous Year Reading Score (z-score)	-0.0224	0.0023	0.766

Notes: Tests of statistical significance, for which p-values are reported, were conducted using inverse probability weights.

The same process of generating propensity scores was employed for the 2009–10 school year data, again allowing for exploration of the predictors of participation (30 days or more), as displayed in Table B5. In the 2009–10 school year data, there are 4,922 21st CCLC attendees with nonmissing data on all the variables and 22,286 nonparticipants, which includes those who participated fewer than 30 days in the 2009–10 school year and those who did not participate at all.

Table B5. Predictors of Participation (30 Days or More): 2009–10 School Year

Variable	Marginal Effect (dy/dx)
Age	0.0407 (0.1135)
Grade 5 (Grade 4)	0.0187 (0.1955)
Grade 6 (Grade 4)	-0.0595 (0.2479)
Grade 7 (Grade 4)	-0.1771 (0.2402)
Grade 8 (Grade 4)	-0.1189 (0.3853)
Female	0.1422*** (0.0382)
Black (White)	0.0829*** (0.0094)
Asian (White)	0.0008 (0.0160)
Pacific Islander (White)	0.0149 (0.0985)
American Indian (White)	-0.0702 (0.0439)
Hispanic Ethnicity	0.0274*** (0.0084)
Migrant Status	0.0620 (0.0550)
Free or Reduced-Price Lunch Eligibility	0.0115* (0.0062)
Retained in Grade Level	-0.0594*** (0.0182)
Special Education Status	-0.0086 (0.0072)
Limited English Proficiency	0.0125* (0.0074)
Previous Year Math Score	0.0078* (0.0044)
Previous Year Reading Score	-0.0026 (0.0045)

Notes: Higher-order polynomials and interaction terms are not reported, although these variables were included in the creation of propensity scores. Omitted categories are indicated in parentheses for indicator variables. Marginal effects from the logistic regression are reported with robust standard errors in parentheses.

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Table B6 displays the predictors of greater participation in the 2009–10 school year data, in which there are 2,900 21st CCLC attendees who participated 70 days or more, with nonmissing data on all the variables and 24,308 nonparticipants, which includes those who participated with less intensity than 70 days in the 2009–10 school year and those who did not participate at all.

Table B6. Predictors of Participation (70 Days or More): 2009–10 School Year

Variable	Marginal Effect (dy/dx)
Age	0.0699 (0.0963)
Grade 5 (Grade 4)	-0.0899 (0.0711)
Grade 6 (Grade 4)	-0.1192 (0.1206)
Grade 7 (Grade 4)	-0.1492 (0.1696)
Grade 8 (Grade 4)	-0.2065 (0.2225)
Female	0.0876*** (0.0300)
Black (White)	0.0667*** (0.0077)
Asian (White)	0.0102 (0.0132)
Pacific Islander (White)	0.0192 (0.0807)
American Indian (White)	-0.0761*** (0.0186)
Hispanic Ethnicity	0.0190*** (0.0065)
Migrant Status	0.0793 (0.0518)
Free or Reduced-Price Lunch Eligibility	-0.0046 (0.0048)
Retained in Grade Level	-0.0402*** (0.0125)
Special Education Status	-0.0032 (0.0055)
Limited English Proficiency	-0.0169*** (0.0052)
Previous Year Math Score	0.0054 (0.0034)
Previous Year Reading Score	-0.0018 (0.0035)

Notes: Higher-order polynomials and interaction terms are not reported, although these variables were included in the creation of propensity scores. Omitted categories are indicated in parentheses for indicator variables. Marginal effects from the logistic regression are reported with robust standard errors in parentheses.

* p<0.10, ** p<0.05, ***p<0.01

Several of the same predictors were again relevant in the 2009–10 school year in their relationship to 21st CCLC participation. In particular, being black and being of Hispanic descent are positively associated with participation. In addition, being female is positively predictive of attending. Retention is again negatively associated with participation in 21st CCLC.

Tables B7 and B8 provide the comparison of 21st CCLC participants and their nonparticipating peers in the same schools for the 2009–10 school year. Again, the results of tests of mean differences are provided.

Table B7. Comparison of 30-day Participants and Nonparticipants: 2009–10 School Year

Variable	Participants	Nonparticipants	p-value (with weights)
Age in years	11.36	11.93	0.912
Grade 4	20.26%	13.74%	0.942
Grade 5	25.28%	16.28%	0.910
Grade 6	23.95%	21.85%	0.894
Grade 7	17.73%	24.16%	0.977
Grade 8	12.78%	23.96%	0.968
Female	49.26%	48.13%	0.907
White	9.93%	13.06%	0.860
Black	40.15%	31.77%	0.743
Asian	2.31%	3.09%	0.965
Pacific Islander	0.16%	0.24%	0.970
American Indian	0.29%	0.56%	0.953
Hispanic Ethnicity	48.94%	53.06%	0.783
Migrant Status	0.29%	0.24%	0.913
Free or Reduced-Price Lunch Eligibility	82.54%	80.42%	0.987
Retained in Grade Level	1.69%	2.34%	0.908
Special Education Status	14.13%	16.11%	0.759
Limited English Proficiency	15.04%	16.06%	0.910
Previous Year Math Score (z-score)	0.0259	-0.0057	0.778
Previous Year Reading Score (z-score)	0.0131	-0.0029	0.792

Notes: Tests of statistical significance, for which p-values are reported, were conducted using inverse probability weights.

Table B8. Comparison of 70-day Participants and Nonparticipants: 2009–10 School Year

Variable	Participants	Nonparticipants	p-value (with weights)
Age in years	11.19	11.90	0.846
Grade 4	24.32%	13.81%	0.913
Grade 5	26.02%	16.93%	0.870
Grade 6	22.58%	22.18%	0.893
Grade 7	16.06%	23.83%	0.917
Grade 8	11.02%	23.26%	0.929
Female	51.96%	47.91%	0.938
White	9.19%	12.89%	0.965
Black	44.97%	31.89%	0.727
Asian	2.42%	3.01%	0.981
Pacific Islander	0.16%	0.23%	0.871
American Indian	0.19%	0.55%	0.999
Hispanic Ethnicity	44.41%	53.24%	0.725
Migrant Status	0.34%	0.23%	0.918
Free or Reduced-Price Lunch Eligibility	80.93%	80.77%	0.972
Retained in Grade Level	1.43%	2.32%	0.949
Special Education Status	13.82%	15.99%	0.870
Limited English Proficiency	11.43%	16.39%	0.853
Previous Year Math Score (z-score)	0.0259	-0.0031	0.894
Previous Year Reading Score (z-score)	0.0160	-0.0019	0.882

Notes: Tests of statistical significance, for which p-values are reported, were conducted using inverse probability weights.

Exploration of Outcomes

After the sample is trimmed to the region of common support—i.e., those treatment and comparison group students with overlapping propensity scores—one can conduct analysis of program impact on outcomes of interest using comparable individuals. By including the propensity score in the outcome equation, all variables contained therein are controlled for in comparing participants and non-participants:

$$(3)$$

where Y is the test score outcome for individual student i in school k . $21st\ CCLC$ is an indicator variable for participation (30 days or more or 70 days or more), P is the propensity score, and γ

are school fixed effects. The inclusion of school fixed effects ensures that all comparisons between participants and their nonparticipating peers are made within school, controlling for aspects of the school that may also affect test score outcomes. β_1 is the coefficient of interest, indicating whether 21st CCLC participation has an effect on test score outcomes, assuming all important factors predicting selection into 21st CCLC participation are captured in the propensity score.

Appendix C: Summative Indicators Predicated on End-of-Year Evaluation Template

Goal 1— Provide high-quality educational and enrichment programs that will enable students to improve academic achievement and promote positive behavior and appropriate social interaction with peers and adults

Objective	Summative Indicator	Description and Calculation	Source
<p>Objective 1.2: Participating students will demonstrate increased positive behavior through the center infusing character education into components of the center’s program.</p> <p>Objective 1.4: Students regularly participating in the program will demonstrate improved attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.</p> <p>(Generally, it is believed that the same domain of summative indicators are relevant to both of these objectives.)</p>	<p>Summative Indicator 1: Percentage of centers employing school-day attendance as a measure of student behavioral change that report a higher average number of school days attended by students participating in center programming for 30 days or more during the school year than a comparison group made up of students from the school in question not participating in the 21st CCLC program.</p>	<p>As part of the evaluation template, each center has the option of (1) employing school-day attendance as a measure of student behavioral change and (2) using a comparison group comprised of students not participating in the 21st CCLC program as a way to assess program impact. For those centers opting to employ both of these options, center staff will be directed to (a) identify those students who attended the center for 30 days or more during the school year; (b) determine the average number of school days attended during the school year in question by students in this group; and (c) compare this average with the average number of school days attended by a comparison group comprised of students from the school in question who did not participate in the 21st CCLC program during the school year. If the average number of school days attended by students enrolled in 21st CCLC is higher than the average for students associated with the comparison group, then the center in question can indicate in the online evaluation template that there was greater improvement in school-day attendance by the 21st CCLC-enrolled group. Once this data has been collected for at least one school year, a recommended performance threshold can be defined.</p>	<p>Responses to the <i>School Attendance Records</i> comparison group dropdown, which appears in the <i>Results</i> section of <i>Goal B: Improve student behavior and attitudes</i> section of the evaluation template.</p>

Objective	Summative Indicator	Description and Calculation	Source
<p>Objective 1.2: Participating students will demonstrate increased positive behavior through the center infusing character education into components of the center’s program.</p> <p>Objective 1.4: Students regularly participating in the program will demonstrate improved attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.</p> <p>(Generally, it is believed that the same domain of summative indicators are relevant to both of these objectives.)</p>	<p>Summative Indicator 2: Percentage of centers employing school-day discipline incidents as a measure of student behavioral change that report a lower average number of discipline incidents among students participating in center programming for 30 days or more during the school year than a comparison group made up of students from the school in question not participating in the 21st CCLC program.</p>	<p>As part of the evaluation template, each center has the option of (1) employing school-day discipline incidents as a measure of student behavioral change and (2) using a comparison group comprised of students not participating in the 21st CCLC program as a way to assess program impact. For those centers opting to employ both of these options, center staff will be directed to (a) identify those students who attended the center for 30 days or more during the school year; (b) determine the average number of school day discipline incidents during the school year in question among students in this group; and (c) compare this average with the average number of school-day discipline incidents associated with a comparison group comprised of students from the school in question who did not participate in the 21st CCLC program during the school year. If the average number of school-day discipline incidents associated with students enrolled in 21st CCLC is lower than the average for students associated with the comparison group, then the center in question can indicate in the online evaluation template that there was greater improvement in school-day discipline incidents by the 21st CCLC-enrolled group. Once this data has been collected for at least one school year, a recommended performance threshold can be defined.</p>	<p>Responses to the <i>School-day discipline incidents</i> comparison group dropdown, which appears in the <i>Results</i> section of <i>Goal B: Improve student behavior and attitudes</i> section of the evaluation template.</p>

Objective	Summative Indicator	Description and Calculation	Source
<p>Objective 1.2: Participating students will demonstrate increased positive behavior through the center infusing character education into components of the center’s program.</p> <p>Objective 1.4: Students regularly participating in the program will demonstrate improved attendance, classroom performance and decreased disciplinary actions or other adverse behaviors.</p> <p>(Generally, it is believed that the same domain of summative indicators are relevant to both of these objectives.)</p>	<p>Summative Indicator 3: Percentage of centers employing program-level, youth development-related pretests and posttests as measures of student behavioral change that report a higher average posttest scores among students participating in center programming for 30 days or more during the school year as compared to the average pretest scores.</p>	<p>As part of the evaluation template, each center has the option of employing program-level, youth development-related pretests and posttests as a measure of student behavioral change. For those centers opting to employ pretests and posttests in relation to one or more construct area (e.g., academic self-efficacy, educational expectations and aspirations), center staff will be directed to (a) identify those students who attended the center for 30 days or more during the school year; (b) determine the average pretest score in a given construct area for students in this group; and (c) compare this average with the average posttest score for the same domain of students. If the average posttest score for a given construct area is greater than the average pretest score, then the center in question can indicate in the online evaluation template that improvement occurred on the construct. In order for the center to receive a designation of having met the indicator, improvement must have been demonstrated in at least one construct area pretest to posttest. Once this data has been collected for at least one school year, a recommended performance threshold can be defined.</p>	<p>Responses to the dropdown(s), which appear in relation to the <i>Program-level, youth development-related pre/post tests</i> row(s) of the <i>Results</i> section of <i>Goal B: Improve student behavior and attitudes</i> section of the evaluation template.</p>

Objective	Summative Indicator	Description and Calculation	Source
<p>Objective 1.3: Students regularly participating in the program will meet or exceed the state standards in reading and mathematics.</p>	<p>Summative Indicator 7: Percentage of centers employing district-level pre tests and posttests (e.g., NWEA MAP Assessment, Stanford 9) as measures of student academic change that report a higher average level of improvement in reading by students participating in center programming for 30 days or more during the school year than a comparison group comprised of students from the school in question not participating in the 21st CCLC program.</p>	<p>As part of the evaluation template, each center has the option of (1) employing district-level pretests and posttests as measures of student academic change and (2) using a comparison group comprised of students not participating in the 21st CCLC program as a way to assess program impact. For those centers opting to employ both of these options, center staff will be directed to (a) identify those students that attended the center for 30 days or more during the school year; (b) determine the average degree of improvement in reading by students in this group between pretest and posttest administrations of the assessment in question; and (c) compare this average with the average degree of improvement demonstrated by a comparison group comprised of students from the school in question who did not participate in the 21st CCLC program during the school year. If the average degree of improvement demonstrated by students enrolled in 21st CCLC is higher than the improvement of students associated with the comparison group, then the center in question can indicate in the online evaluation template that there was greater improvement in reading by the 21st CCLC-enrolled group. Once this data has been collected for at least one school year, a recommended performance threshold can be defined.</p>	<p>Responses to the <i>comparison group</i> dropdown(s), which appear in relation to the <i>reading</i> row under the <i>District-level Pre/Post Tests</i> (e.g., <i>NWEA MAP Assessment, Stanford 9</i>) heading of the <i>Results</i> section of <i>Goal A: Improve student achievement</i> section of the evaluation template.</p>

Objective	Summative Indicator	Description and Calculation	Source
<p>Objective 1.3: Students regularly participating in the program will meet or exceed the state standards in reading and mathematics.</p>	<p>Summative Indicator 8: Percentage of centers employing district-level Pretests and posttests (e.g., NWEA MAP Assessment, Stanford 9) as measures of student academic change that report a higher average level of improvement in mathematics by students participating in center programming for 30 days or more during the school year than a comparison group comprised of students from the school in question not participating in the 21st CCLC program.</p>	<p>As part of the evaluation template, each center has the option of (1) employing district-level pretests and posttests as measures of student academic change and (2) using a comparison group comprised of students not participating in the 21st CCLC program as a way to assess program impact. For those centers opting to employ both of these options, center staff will be directed to (a) identify those students that attended the center for 30 days or more during the school year; (b) determine the average degree of improvement in mathematics by students in this group between pre and post administrations of the assessment in question; and (c) compare this average with the average degree of improvement demonstrated by a comparison group comprised of students from the school in question who did not participate in the 21st CCLC program during the school year. If the average degree of improvement demonstrated by students enrolled in 21st CCLC is higher than the improvement of students associated with the comparison group, then the center in question can indicate in the online evaluation template that there was greater improvement in mathematics improvement by the 21st CCLC-enrolled group. Once this data has been collected for at least one school year, a recommended performance threshold can be defined.</p>	<p>Responses to the <i>comparison group</i> dropdown(s), which appear in relation to the <i>mathematics</i> row under the <i>District-level Pre/Post Tests</i> (e.g., <i>NWEA MAP Assessment, Stanford 9</i>) heading of the <i>Results</i> section of <i>Goal A: Improve student achievement</i> section of the evaluation template.</p>