



21st Century Community Learning Centers Statewide Evaluation Report: 2014-2015

Vermont Agency of Education

21st Century Community Learning Centers
Evaluation Report: 2014-2015

This report was prepared by Vermont Afterschool, Inc.
November 2015

Vermont Afterschool, Inc.

123 Ethan Allen Avenue, Dupont Hall #308-309
Colchester, VT 05446 T (802) 448-3464

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Introduction

In 2010, the Vermont Agency of Education identified goals for the state's expanded learning programs that receive funding from the federal 21st Century Community Learning Centers (21C) initiative. These goals were set to ensure that the programs, which serve students during both the school year and summer serve the neediest students, support high quality programming and thrive under strong leadership. The Agency defined measurable outcomes related to these goals and accumulated baseline data from the two preceding academic years.

For the four academic years that followed (2010-11 through 2013-14), data for each of these outcomes were collected from 21C-funded projects operating expanded learning sites. Projects submitted data through two separate systems: the federally maintained Profile and Performance Information Collection System (PPICS) online and Annual Performance Reports submitted directly to the Agency of Education.

In 2014, the US Department of Education announced that it would be discontinuing PPICS in favor of a new system for collecting data from 21C projects. The Agency recognized that this change would likely hinder its ability to collect timely data for the 2014-15 academic year. In addition, it was unclear as to whether the new federal system would collect the same information as it previously collected with PPICS.

Concurrently, the Agency of Education and Vermont Afterschool agreed that it was time to re-evaluate the current measures and determine how to best evaluate 21C projects in 2014-15 and beyond. As a result, a task force was formed. It comprised program leaders from various regions of the state, representatives from Vermont Afterschool and the 21C Coordinator at the Agency of Education. The task force established four new goal areas along with results and measures for each of them. The four goals areas are:

- 1) Access and equity are assured for all students.
- 2) All 21C funded programs are of high quality.
- 3) All 21C funded programs have strong leaders.
- 4) All 21C funded programs are sustainable.

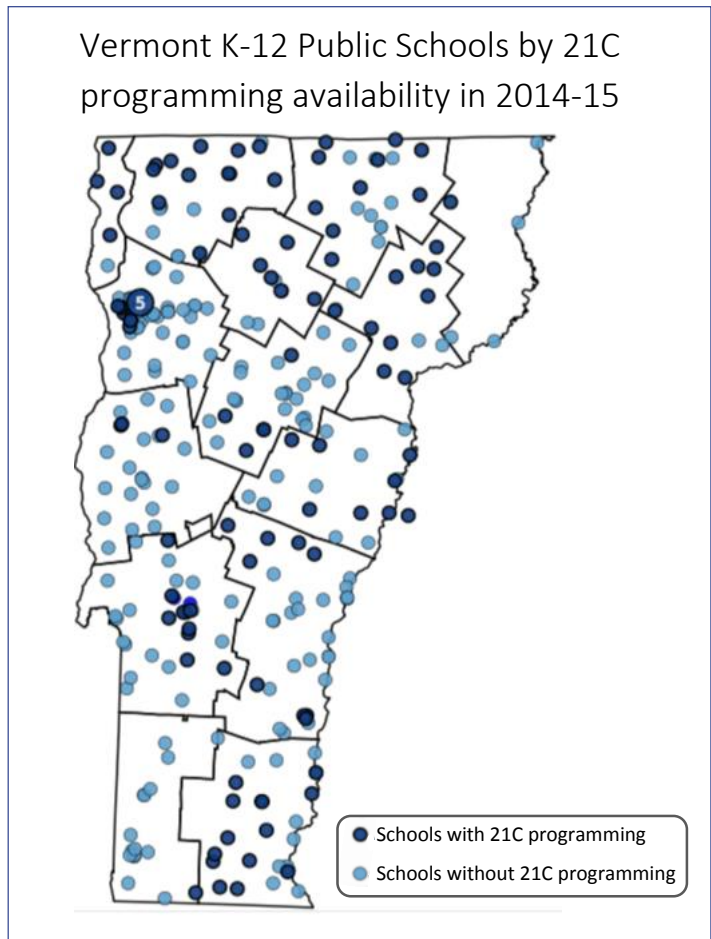
The task force also determined how to best collect data for the new outcomes. The group recognized the news of PPICS' termination as an opportunity to consolidate the two methods of data collection (PPICS and Annual Performance Reports) into a single, more streamlined system. As a result, two online surveys were created through a single platform (SurveyMonkey.com): one for collecting project-level data (such as the credentials of project directors) and one for collecting site-level data (such as the number of operational weeks per year).

The task force also recognized the need to collect data from the direct beneficiaries of 21C programs: Vermont's school age children and youth themselves. Specifically, one of the outcomes under the second goal area reflects the participants' feelings about their own experiences in 21C programs. In the spring of 2015, the Agency of Education launched a pilot survey (also hosted on SurveyMonkey.com) which was completed by 21C program attendees in grades 5-12.

Vermont’s 21st Century Community Learning Centers in 2014-15

In 2014-15, 33 projects received funding from the 21C initiative to run expanded learning programs. These projects operated a total of 110 individual sites in school buildings throughout thirteen of the state’s fourteen counties. All but one site, which was summer-only, provided programming throughout the academic year. A total of 93 sites provided programming during the summer months. Twenty-five of the 35 total projects provided programming at more than one site. North Country Supervisory Union provided the most sites (ten), followed closely behind by Burlington School District with nine sites. The median number of sites per project was three.

| Vermont’s 21C programs in 2014-15 | |
|--|-----|
| Number of projects | 33 |
| Number of program sites | 110 |
| Sites that provided school year programming | 109 |
| Sites that provided summer programming | 93 |
| Sites that provide both school year and summer programming | 92 |
| Percent of Vermont public schools with 21C programming | 36% |



Highlighted Areas of Strength

The average number of hours per week offered by 21C-funded summer programs in Vermont in the summer of 2014 was well above the national mean. The national mean number of weekly operational hours for summer learning programs is currently 21 hours per week. In Vermont, 21C summer learning programs provided an average of 37 hours per week of programming in summer. Considering that full-time working parents typically work 40 hours per week at their jobs, these summer learning programs are providing students with opportunities for enrichment and learning for a large majority of the time that their parents are not free to care for them. In addition to the number of hours per week that summer programming was available, the number of weeks of programming has been increasing over the past several summers. In the summer of 2014, most programs offered five days per week of programming for at least five weeks of the summer.

Programs provided healthy food and opportunities for physical activity. Afterschool and summer are important times for children and youth to be active and stay healthy. Nine out of every ten 21C sites in Vermont provided some form of physical activity for their students on a daily basis, either through outdoor time or through some other type of physical activity enrichment opportunity. Most sites also provided drinking water

and healthy food, as indicated by their scores on the Nourishment scale of the Youth Program Quality Assessment (YPQA).

Programs were intentionally designed to help students struggling academically. Nearly 80% of 21C funded expanded learning opportunities provided students with at least one strategy other than homework help for advancing learning. Specifically, these strategies were intended for students who were performing below their grade level academically. Expanded learning opportunities that provided these additional opportunities for struggling students served to help narrow the academic achievement gap.

Program leaders had appropriate levels of experience and expertise. The vast majority of 21C program directors had a four year degree and/or at least three years of experience (91% and 97%, respectively). Site coordinators had similarly high rates of these credentials. Three-quarters of site coordinators held at least a bachelor's degree and 97% of them had at least three years of experience. Expanded learning opportunities require strong leaders to guide both the staff and students in becoming successful through positive experiences with their programs.

Highlighted Areas of Improvement

Programs were open for more weeks during the school year in 2014-15 than they were in any other year since the baseline year of 2008-09. In 2013-14, programs were open for an average of 34 weeks per year. Almost three-quarters of programs (73%) were open for at least the same number of weeks as the national average (32 weeks). Both the average number of operational weeks per school year and the percent of programs that offered at least 32 weeks of programming had been steadily increasing since the baseline years.

Programs increased their ability to serve students on a regular basis. Students who attended at least 30 days of programming during the school year were considered regular attendees. These students had more opportunities to experience the benefits of afterschool and summer programming than those who did not attend regularly. In 2014-15, 46% of all 21C program attendees were regular attendees. This is a modest gain from the previous two years, but an increase of 8% since the baseline years. Additionally, 84% of sites were able to claim that they served at least one-third of their participants on a regular basis in 2014-15. This is an overall increase of 19% since 2008-09. In each year, the group of sites representing those that had been continuously funded since 2008-09 boasted a slightly higher rate for this measure than the rate for the group representing all programs.

Programs increased their sustainability by diversifying their funding sources and by acquiring funding from sources other than 21C. Nearly three-quarters (71%) of programs that had been in operation for at least five years had at least five different funding sources. Seventy-one percent of programs in operation for at least five years received more than half of their funding from sources other than 21C. In 2013-14, only 47% of sites could make this claim and only 26% of sites could make it in the year before that. At the state level, projects were awarded a total of \$5.5 million from federal 21C funds. A total of \$6.15 million from non-21C sources helped to fund 21C projects in 2014-15.

Areas in Need of Attention

A significant percentage of students said they didn't feel like they belonged or mattered at their programs. One quarter of the students surveyed said that they felt like they mattered at their programs about half of the time. Over a quarter of the students surveyed said that they felt like they belonged at their programs about half the time. According to Maslow's Hierarchy of Needs, the need for belonging must be achieved before higher level needs such as confidence, achievement, creativity and morality can be attained. Small but noticeable

percentages of students (10% and 12% respectively) said that they "almost never" felt like they belonged or that they mattered at their programs. This must be addressed. Program providers should work to ensure that all students feel like they belong and matter. This is vital for the students' confidence and self-esteem as individuals during their formative years. Students cannot be expected to make academic gains and creative leaps or form new interests without first feeling like they belong and matter.

Many site coordinators need to be more actively engaged with their school principals. Nearly four out of ten programs (39%) did not have regular site coordinator-principal interaction. Site coordinators (or directors of single-site projects) should be meeting with their building principals at least once per month or for a total of at least nine times throughout the school year. This would help ensure that their school principals understand the importance of expanded learning opportunities. Principals may not always initiate these interactions, so site coordinators and directors need to facilitate appropriate times and meetings for principals to see firsthand the program benefits and to discuss the needs and current issues facing the programs.

Some projects may need to add culminating end projects to some of their programming opportunities. The 2014-15 academic year was the first time that site leaders were asked to report culminating projects that took place in conjunction with programs. Forty percent of sites demonstrated that "all or most" of their programs had culminating end projects. Eighty-five percent of sites were able to list at least five examples. Fewer than five percent of programs were able to report that all programs offered end projects. It's difficult to discern whether all of the programs without end projects would have benefitted students to have them. For example, programming that is designed for students struggling academically may not easily lend itself to culminating end projects. Program leaders should look for opportunities to add more culminating end projects when it makes sense to do so.

Action Items for 2015-2016 and beyond

To best support continued success for 21C afterschool and summer learning programs in Vermont, the Agency of Education should strive toward doing the following:

Continue to provide funding for 21C programs and professional development opportunities for their leaders and staff. In 2014-15, over 13,000 children and youth in Vermont attended afterschool and summer learning programs that were made possible with funding from the 21C initiative. Program leaders worked hard and attended professional development opportunities to help ensure quality programming. Throughout this report, data around historical trends show that programs have been making annual improvements in most goal areas. Furthermore, programs that have been receiving 21C funding every year since 2008-09 have had higher rates of performance and improvement in many areas. These areas included the rates of lower income students as regular attendees, the number of weeks of both school year and summer programming, the number of summer hours per week provided, the percentage of sites serving at least one-third of their attendees on a regular basis, the percentage projects with directors that have at least bachelor's degrees and the percentage of projects with at least two valuable community partners. We can reasonably conclude that consistent funding provides increased opportunities for 21C funded projects to improve the quality of their sites and in turn provide valuable expanded learning opportunities for the children and youth that attend them.

Continue to improve on the collection of Annual Performance Report data. For the first time in 2014-15, program leaders submitted their annual performance data through online surveys. One survey existed for site-level data and another existed for project-level data. Both were created and hosted on SurveyMonkey.com. An open-ended question on each survey asked for general feedback and comments about the reporting method.

Over half of the comments were positive, making note of the fact that the surveys made for easier, faster, and more efficient data entry. Many respondents noted that the method was more streamlined, efficient and allowed for targeted reflection. About 25% of the responses mentioned one of two potential areas for improvement. The first was about the Safety Needs Assessment section. Many respondents found the wording of that section to be confusing. Others noted their desire to complete the survey in more than one sitting by saving their responses and going back to them later. This functionality is not currently available in SurveyMonkey. Based on this feedback and on Vermont Afterschool's reflection of the data analysis, the following action items are proposed:

1. Continue to make edits to the measures so they best reflect the intended results and overall goals of the 21st Century Community Learning Centers. Specifically, reflect on the measures created for the new results. The measures surrounding culminating end products, outdoor time, and principal interaction are a few of the new ones. Are the targets for these measures reasonable? Are there more efficient ways to phrase the survey questions for any of them?
2. Research potential alternatives to SurveyMonkey for data collection. Focus on the potential for program leaders to be able to save their responses and come back to them at a later time.
3. Clarify the wording on the Safety Needs Assessment section.
4. Reflect on the Youth Survey and on Measure 2.1f which is based on it. This was the first year that a youth survey was released, so changes between 2014-15 and 2015-16 will be able to be observed. However, it may not be realistic to expect 70% of all youth surveyed to respond "almost always true" to every statement on the survey.
5. When data from the federal system are released, ensure that between it and the Annual Performance Report surveys, that data necessary for all calculating all of the new measures are available.

Wait at least a few years before using standardized test scores to assess the quality of 21C programming. Then reflect on whether there are enough student scores available for using them to make valid judgements about program quality. The 2014-15 academic year was the first in which Vermont used a new method of assessing English language arts/literacy and mathematics: the Smarter Balanced Assessment. The student test scores released in 2015 established a new baseline and therefore should not be compared to previous statewide test scores. Teachers and students will need a period of adjustment to get used to the new standards and tests. Vermont's Secretary of Education Rebecca Holcombe issued a memorandum in August 2015 (Holcombe, 2015) to School Administrators, Board Members, Educators and Parents which included information on proper use of test scores. The memorandum referenced a report (Hollingshead & Childs, Spring 2011) that found that comparisons of test results are considered to be accurate when schools have a minimum of 81 students taking exams, but are even more trustworthy when the group is greater than 160. The analysis of measures 2.1b and 2.1c requires comparisons of proficiency rates between regular attendees and their corresponding schools' student bodies. Many sites had fewer than 81 regular attendees in 2014-15, so score comparisons between regular 21C program attendees and their associated schools would not be adequately trustworthy for such sites.

Current Results and Historical Trends

The following section outlines the results for each of the four goal areas; each goal area contains a subsection listing the goal's results with a table displaying the measures and the outcomes for 2014-15. In addition, historical data are presented in the form of line graphs for each result, when available. Historical trends are not available for many of the measures which are new for 2014-15.

Many of the graphs with historical trends contain two lines. One of the lines represents all sites or projects that were funded with 21C dollars in the corresponding year. However, this is not a consistent group from year to year. Some projects and sites lose funding while others gain funding for the first time. It is therefore difficult to fully understand the evolution of a specific group of 21C-funded projects. In order to better show how a specific group of projects and sites has improved (or worsened) since the baseline years, a cohort group was identified for more accurate year-to-year comparison purposes. Twenty projects received funding in 2008-09 have continued to receive it through 2014-15. Sixty-four sites that comprise these projects have been continually funded by 21C dollars since the baseline years. In many of the historical charts, a second line represents this cohort of projects or sites that have been continuously funded since 2008-09.

A single comprehensive table with all of the goal areas, results and measures for 2014-15 data is available in the Appendix.

Goal Area 1: Access and Equity are Assured for All Students

In order for Vermont's children and youth to benefit from expanded learning time opportunities, these opportunities must first be available and accessible to all students. Four results were developed as a way to assure this goal would be met:

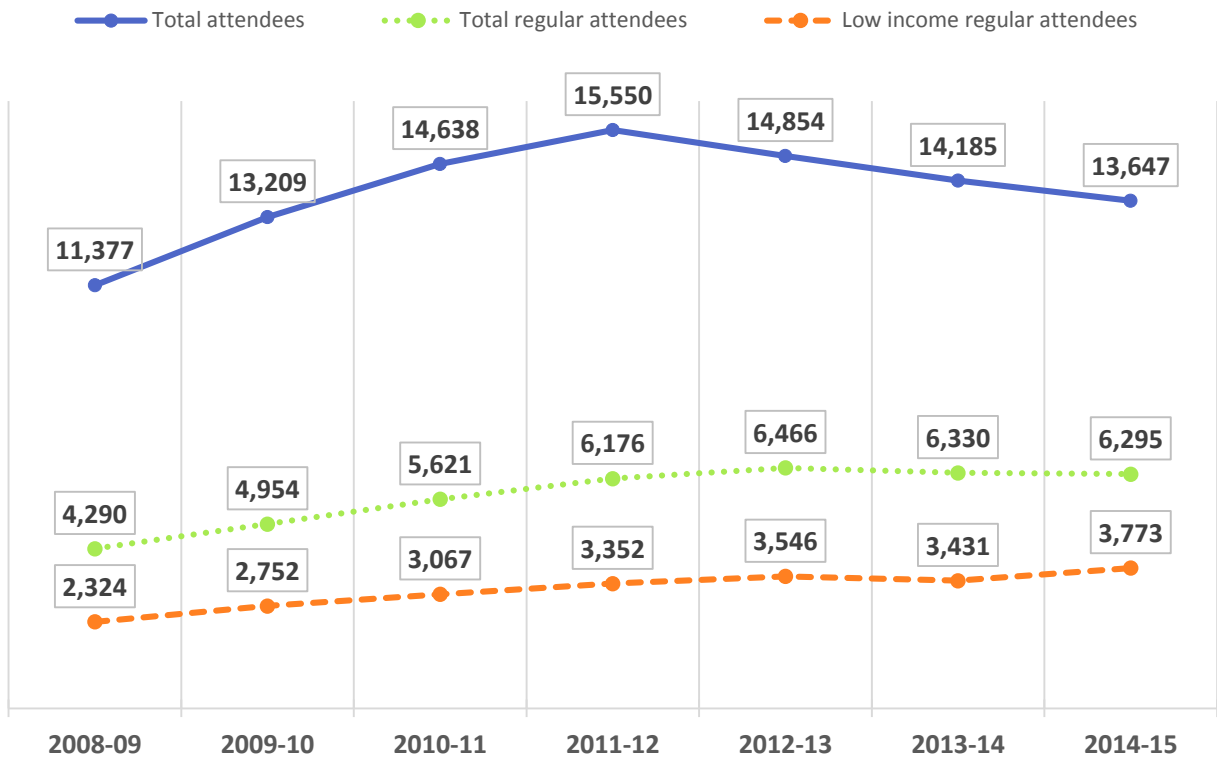
- 1.1 21C funded programs serve students who have limited opportunities to learn outside of the school day.
- 1.2 21C funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.
- 1.3 21C funded programs provide enough summer programming to address summer learning loss.
- 1.4 21C funded programs have a solid base of regular attendees.

Result 1.1: 21C funded programs serve students who have limited opportunities to learn outside of the school day.

Compared with their peers, students from lower income families have fewer opportunities to learn outside of the school day. The achievement gap widens as students from wealthier families attend private dance lessons, sports camps and tutoring lessons while students from lower income families struggle to keep up with their peers academically, socially and behaviorally. These lower income students benefit more from opportunities for learning beyond the school day. Programs funded with 21C dollars can provide such opportunities. Note: “regular attendees” are defined as those who attended a given program for at least 30 days during the year.

Approximately 16% of Vermont’s 84,546 children and youth attended 21C programs in 2014-15. From 2008-09 to 2011-12, the number of attendees had been steadily increasing, but then began dropping at a steady rate. However, both the number of regular attendees as well as the number of regular attendees from low income families have been continually increasing.

21C Program Participation, 2008-09 through 2014-15



For measures 1.1a and 1.1b, low income status is determined by students’ eligibility to receive free or reduced price lunches. For the first time in 2014-15, Vermont schools were given the opportunity under the Community Eligibility Provision (CEP) to offer breakfast and lunch at no charge to all students for a four-year period. Schools with at least 40% of their students directly certified for free meals had the opportunity to participate in the CEP. Twelve 21C schools signed up in 2014-15 and as a result, the data show that 100% of their regular attendees receive free lunches. This figure is not a true reflection of low income status for individual students. Therefore, these 12 sites were eliminated from the analysis for measures 1.1a and 1.1b.

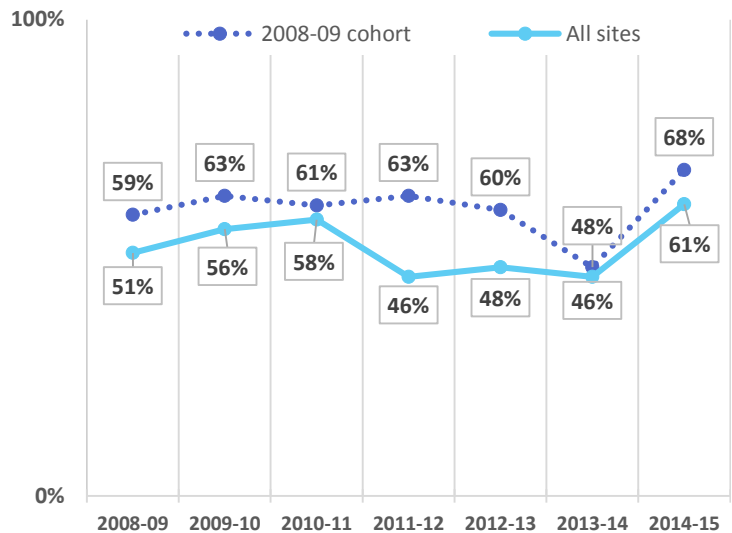
| Result 1.1 Measures: | % of sites meeting goal: | |
|--|--------------------------|------------|
| a. 21C funded sites have a free and reduced lunch rate among regular attendees that meets or exceeds the school rate. | 61% | |
| | Rate: | Goal met: |
| b. At the state level, the overall free and reduced lunch rate among regular attendees is greater than 40%. | 53% | Yes |
| c. At the state level, the overall rate of regular attendees on Individual Education Programs (IEP) meets or exceeds the state average of 15%. | 17% | Yes |

In 2014-15, 61% of 21C sites had a good representation of students from low income families as regular attendees. This is to say that their rate of regular low income attendees was at least as high as the rate of low income attendees for the school. The 2014-15 school year saw the highest percentage of sites to accomplish this. Among the sites continuously funded since 2008-09, this rate had been consistently higher than for the group representing all sites funded in any given year.

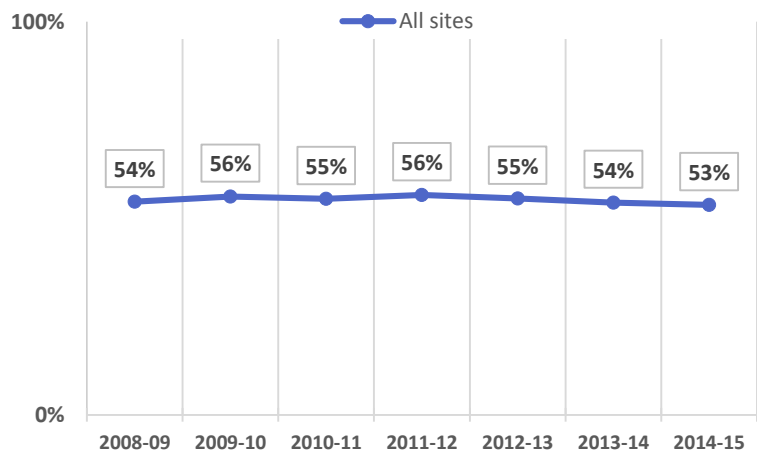
More than half of the students who attended 21C programs statewide on a regular basis came from low income families. This exceeds the 40% of Vermont students statewide that are from low income families (Vermont Agency of Education, 2015). This rate has remained fairly steady since 2008-09. Data for the 2008-09 cohort are not available for this measure.

In Vermont, 15% of students receive specialized instruction and services due to a disability as part of the state’s Individualized Education Program (IEP). These students should be equally represented among regular attendees in 21C programming. In 2014-15, this was a measure for the first time and the goal was met: 17% of regular attendees statewide were part of the IEP in 2014-15.

Percent of 21C sites of sites that have a F&R lunch rate among regular attendees that meets or exceeds the school rate.



Percent of regular attendees statewide eligible to receive F&R lunch.



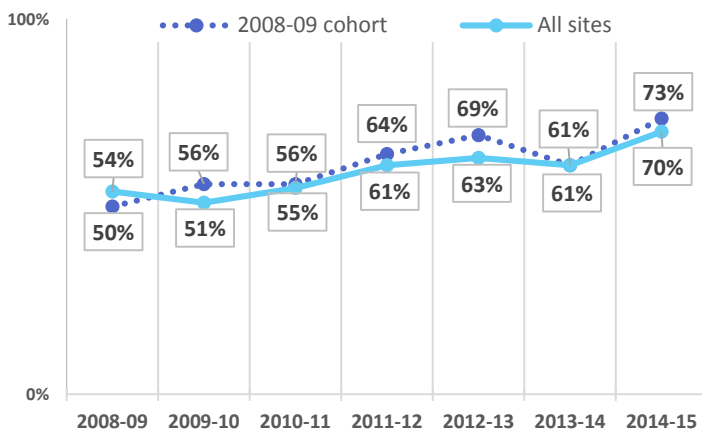
Result 1.2: 21C funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year.

Research on afterschool and summer learning (Policy Study Associates, 2004) reveals that programs that operate for a sufficient number of weeks, days per week and hours per week during both the school year and summer have a higher probability of fostering social, behavioral, and learning gains among the youth they serve. Result 1.2 was developed to ensure that school year programs were open for a sufficient number of weeks during the year and days and hours during the week.

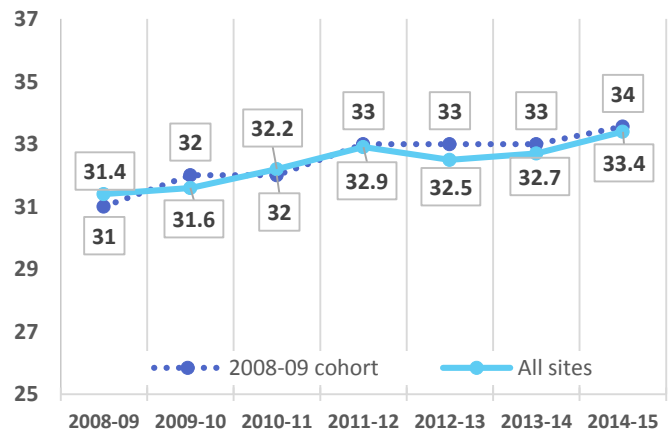
| Result 1.2 Measures: | % of sites meeting goal: | |
|---|--------------------------|-----------|
| a. 21C funded sites offer enough program weeks to match or exceed the current national mean by operating for at least 32 weeks during the school year. | 70% | |
| b. 21C funded sites offer enough program days to match or exceed the current national mean by operating for at least 5 days per week during the school year. | 69% | |
| c. 21C funded sites offer enough program hours to match or exceed the current national mean by operating for at least 14 hours per week during the school year. | 35% | |
| | State avg: | Goal met: |
| d. At the state level, the average number of program weeks offered at sites will match or exceed the current national mean of at least 32 weeks during the school year. | 34 weeks | Yes |
| e. At the state level, the average number of program days offered at sites will match or exceed the current national mean of at least 5 days per week during the school year. | 4.7 days | No |
| f. At the state level, the average number of program hours offered at sites will match or exceed the current national mean of at least 14 hours per week during the school year. | 12 hours | No |

Seventy percent of 21C sites were open for at least 32 weeks. This rate has been generally increasing since 2008-09. On average, 21C sites that offered school year programming were open for 34 weeks during the school year. This number has also been increasing slightly each year since 2008-09.

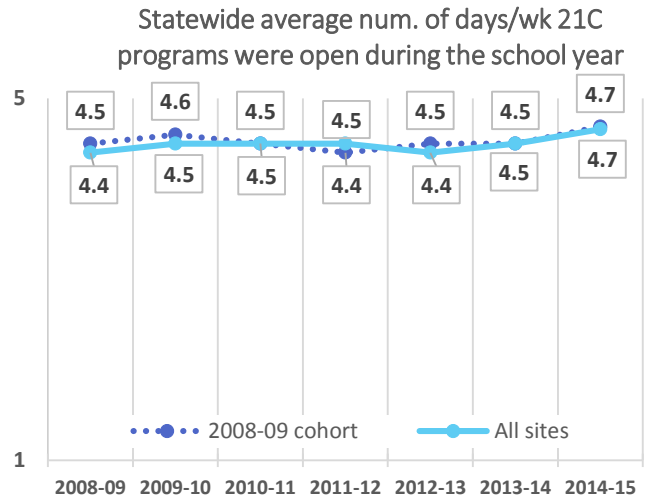
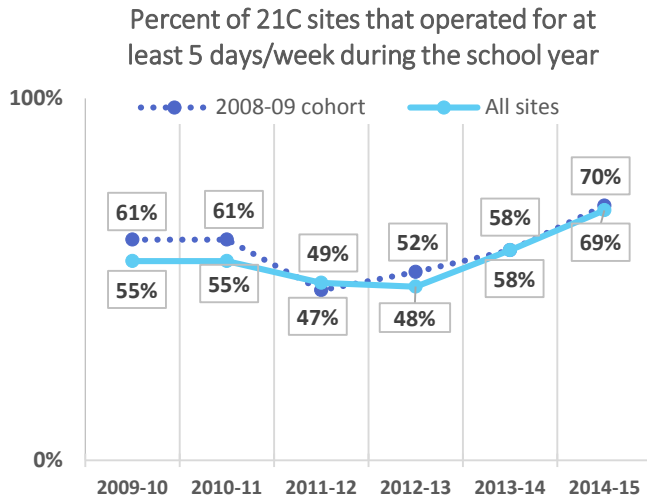
Percent of 21C sites that operated for at least 32 weeks during the school year



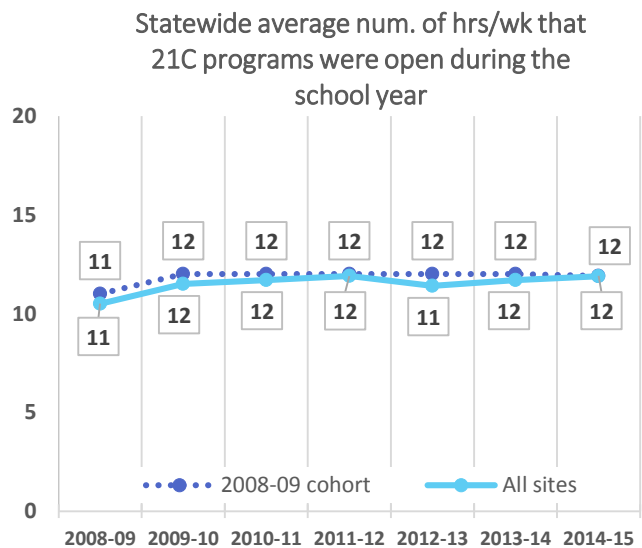
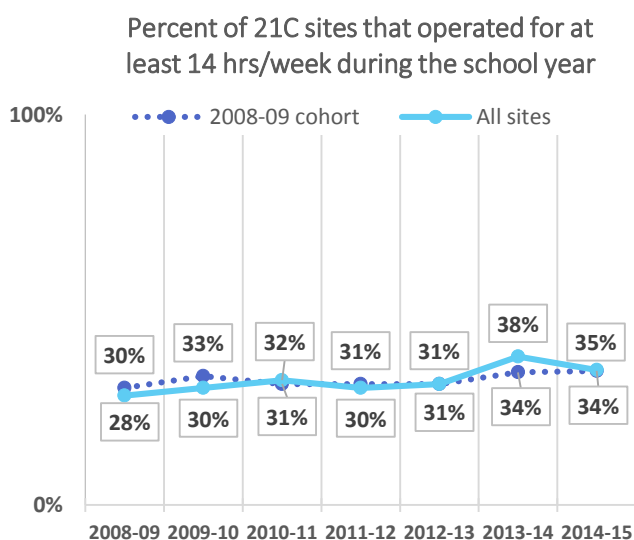
Statewide average num. of wks that 21C programs were open during the school year



Seventy percent of sites that received 21C funding in 2014-15 were open for five days per week during the school year. Some of these sites may have been open for weekend days also. This rate for all sites and for the 2008-09 cohort was at a peak in 2014-15 after increasing steadily since 2011-12. On average, 21C program sites were open for 4.7 days per week during the school year in 2014-15. Technically, this goal was not met at the statewide level since all programs should be ideally open for five days per week. Barring the possibility of weekend operation, all sites would need to operate daily Monday through Friday for this goal to be met. Since the baseline years, this average number of operating days per week had been consistently higher than four and had been slowly increasing.



Thirty-five percent of sites were open for at least 14 hours per week during the school year in 2014-15. This rate decreased slightly from 38% in the previous year. On average, 21C program sites were open for 12 hours per week during the school year in 2014-15; over half of the sites (55%) operated for at least this many hours per week. Divided by the average number of days per week open (4.7), this means that each site was open for an average of 2.5 hours per day for each day of operation. Considering that the school day typically ends at 3 pm, this means that sites were generally open until around 5:30 pm. Although this goal was technically not met, 21C sites seemed to provide a sufficient number of operating hours after the school day, on average.

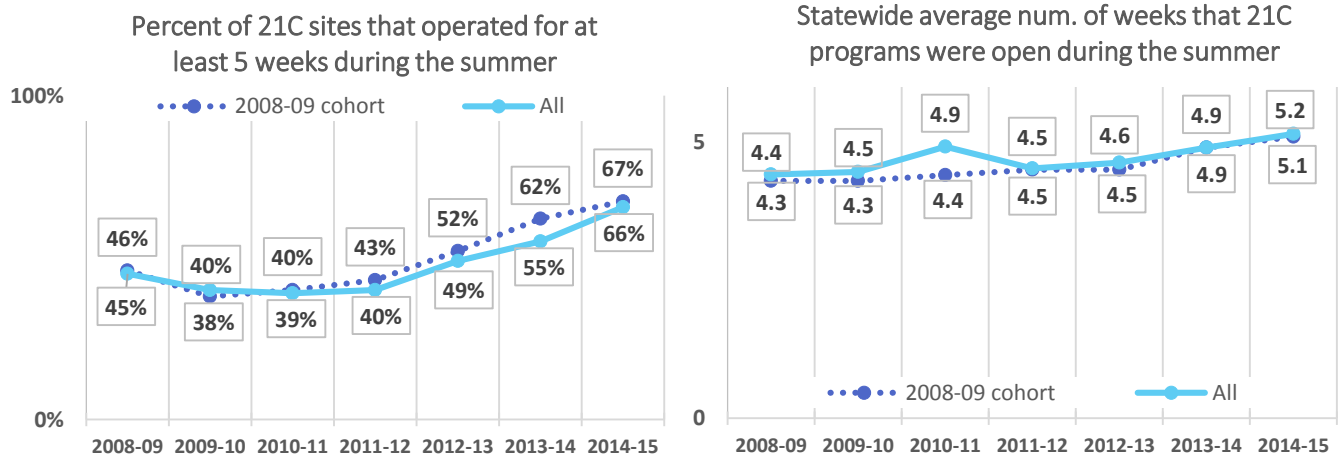


Result 1.3: 21C funded programs provide enough summer programming to address summer learning loss.

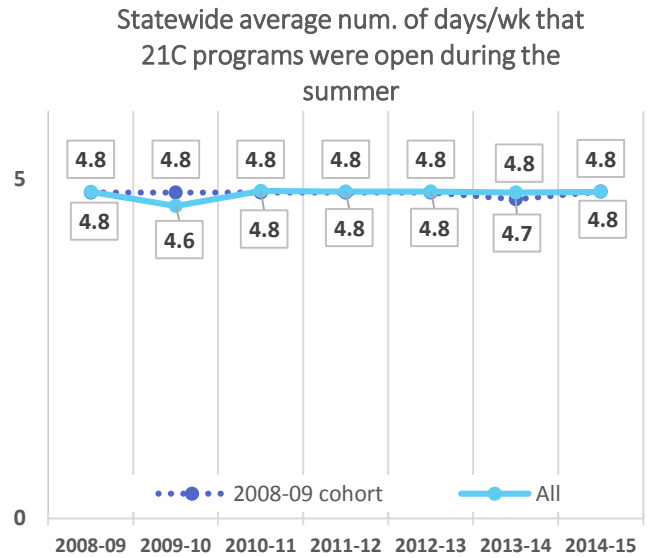
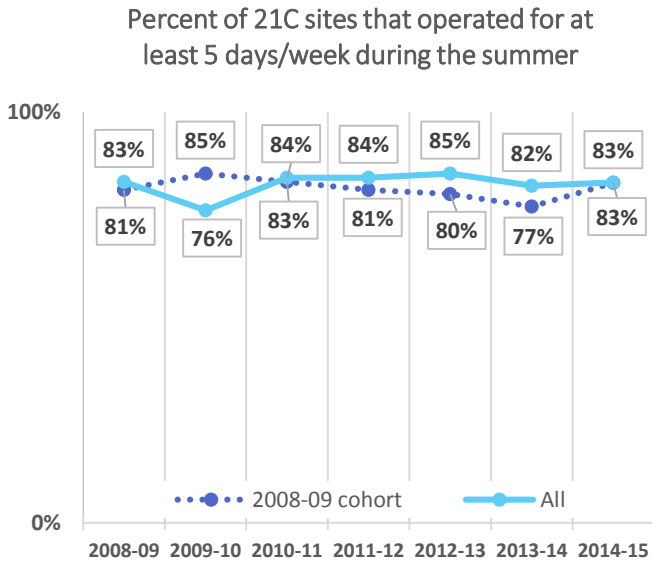
Result 1.3 was developed to ensure that summer learning programs were open for a sufficient number of weeks, days per week and hours per week during the summer months.

| Result 1.3 Measures: | % of sites meeting goal: | |
|--|--------------------------|-----------|
| a. 21C funded sites that offer summer programming are open for enough program weeks to match or exceed the current national mean by operating for at least 5 weeks during the summer. | 66% | |
| b. 21C funded sites that offer summer programming are open for enough program days to match or exceed the current national mean by operating for at least 5 days per week during the summer. | 83% | |
| c. 21C funded sites that offer summer programming are open for enough program hours to match or exceed the current national mean by operating for at least 21 hours per week during the summer. | 88% | |
| | State avg: | Goal met: |
| d. At the state level, the average number of program weeks offered at sites will match or exceed the current national mean of at least 5 weeks during summer. | 5.2 weeks | Yes |
| e. At the state level, the average number of program days offered at sites will match or exceed the current national mean of at least 5 days per week during summer. | 4.8 days | No |
| f. At the state level, the average number of program hours offered at sites will match or exceed the current national mean of at least 21 hours per week during summer. | 37 hours | Yes |

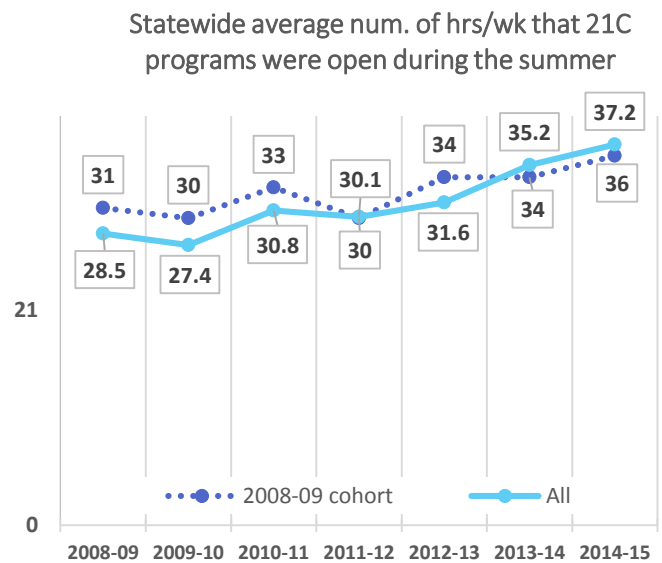
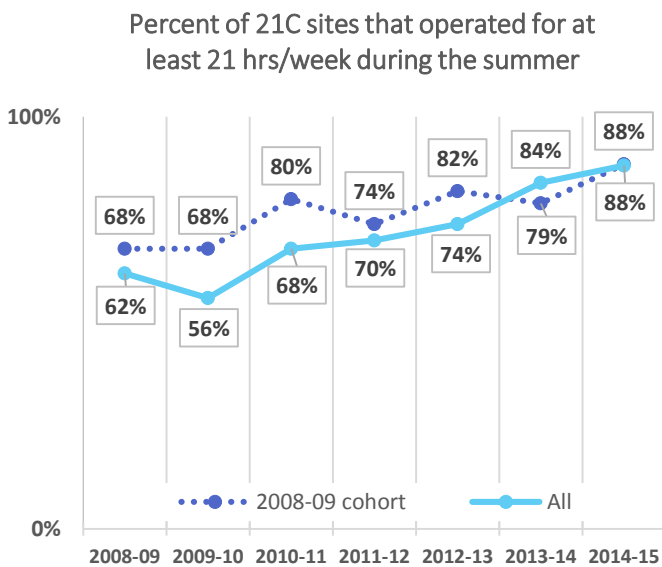
Ninety-three of the 110 21C sites funded in 2014-15 provided summer programming during the summer of 2014. Exactly two-thirds of these sites operated for at least five weeks. This rate had been steadily increasing since 2009-10 when only 40% of summer sites operated for at least five weeks. The recent emphasis on summer learning likely contributed to this significant increase. The statewide average number of weeks of summer operation had also been generally on the rise among the 2008-09 cohort as well as the entire group of 21C sites that provided summer programming each year.



The majority (83%) of sites that received 21C funding in 2014-15 and ran summer programming were open for five days per week during the summer of 2014. This rate had been generally steady since the baseline years and had actually decreased slightly among the 2008-09 cohort. On average, 21C program sites were open for 4.8 days per week during the summer of 2014, just short of the goal of five days per week. Since the baseline years, the statewide average held steady at just under five days per week.



Since 2008-09, the results that represent both the percent of summer sites that have operated for at least 21 hours per week and the average number of operational hours per week had been steadily rising. The recent emphasis on the importance of summer learning most likely contributed to these increases. In the summer of 2014, 88% of sites operated for at least 21 hours per week. On average, sites operated for 37.2 hours per week, which is well above the national average of 21 hours per week. This number of hours indicates that summer sites often provided enough hours to match the number of working hours per week for parents.



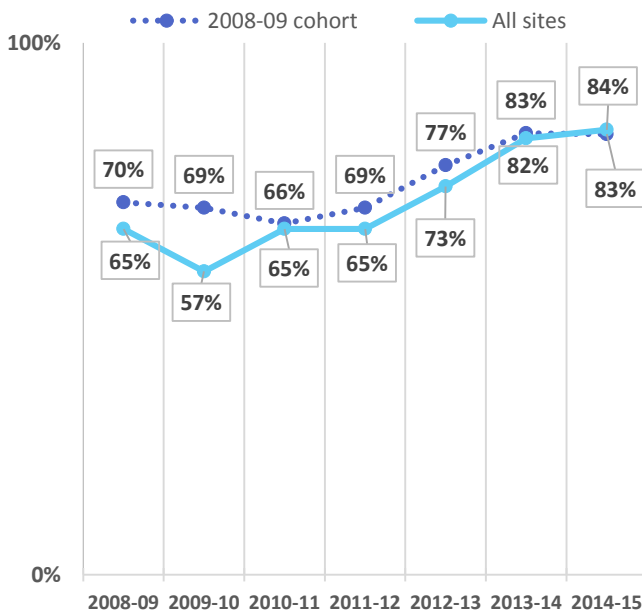
Result 1.4: 21C funded programs have a solid base of regular attendees.

Programs must operate for a sufficient number of weeks, days, and hours, and in addition students must attend the programming regularly during these operational hours in order to fully reap the benefits of such programming. Regular attendance is a prerequisite to other outcomes of expanded learning opportunities such as academic gains. Students who are “regular attendees” are said to attend at least 30 days of programming per year.

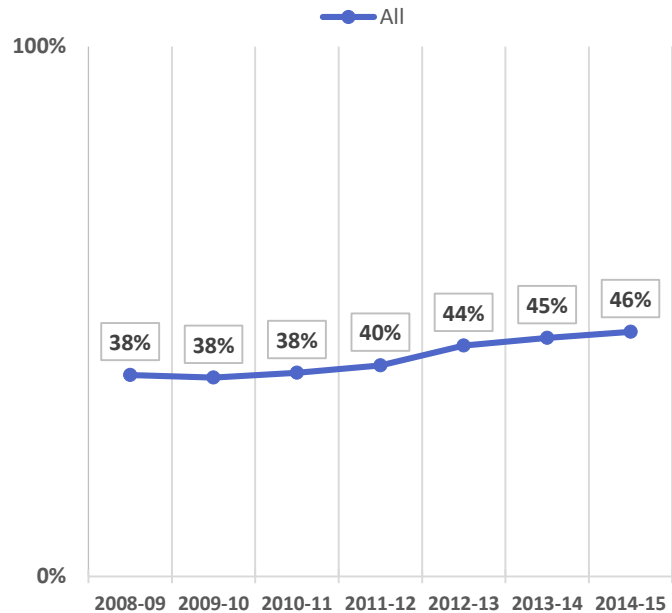
| Result 1.4 Measure: | % of sites meeting goal: | |
|--|--------------------------|------------|
| a. 21C funded sites will serve at least one-third of their total participants on a regular basis (at least 30 days/year). | 84% | |
| | State avg: | Goal met: |
| b. At the state level, the average number of regular attendees will meet or exceed one-third (33%) of the total participants served. | 46% | Yes |

In 2014-15, 46% of total statewide 21C students participated in their programs regularly. This exceeds the goal of 33% of students participating regularly. Since the baseline years, this rate had been steadily trending upward. In addition, an increasing amount of sites had been serving at least one-third of their respective attendees on a regular basis. In 2014-15, 83% of sites served at least one third of their attendees for at least 30 days during the school year.

Percent of 21C sites of sites serve at least one-third of their participants regularly.



Percent of total 21C attendees statewide that are regular attendees.



Goal Area 2: All Programs are of High Quality

This goal area is intended to ensure that 21C funding goes toward programs that are of high quality and are designed specifically to support student learning. The following four results were determined to measure how well 21C projects and sites were progressing toward this goal.

- 2.1 21C funded programs support learning.
- 2.2 21C funded programs allow participants to experience interests in depth.
- 2.3 21C funded programs provide healthy food and physical activity options.
- 2.4 21C funded programs strive for continuous improvement through the use of the Youth Quality Program Intervention.

Most of the measures outlined under these four results were new for 2014-15. Historical trends are not available for these measures.

Result 2.1: 21C funded programs support learning.

There are several ways to measure whether 21C programs support student learning. Result 2.1 outlines three methods of measuring this result: program design, standardized test results, and student feedback. In terms of program design, it is important for programs to have a way to help students who are struggling academically and in need of extra help. Help with completing homework can serve some of these students well, but methods that go beyond homework help are more likely to help boost the academic performance of struggling students. Seventy-nine percent of 21C sites indicated that they had at least one program strategy beyond homework help that was specifically designed to support students who were performing below grade level or struggling academically.

State assessment scores can provide a way of understanding how students who attended the program regularly perform academically. In 2014-15, the New England Common Assessment Program (NECAP) was replaced with the Smarter Balanced Assessment for assessing students' mathematics and English language arts/literacy knowledge and skills. Since 2014-15 was the first year that the assessment was used, the scores established a new baseline and should not be compared to NECAP scores of previous years. Therefore, historical data are not presented for this measures. Additionally, Smarter Balanced Assessment scores have not yet become available for 21C attendees specifically. This report will be amended with the scores when they do become available.

For the first time in 2014-15, youth that attended programs were asked to complete surveys to reveal how supported they felt in their programs. A total of 425 students in grades 5-12 representing 18 schools completed the survey. The students were presented with eight positive statements about their experiences in their programs (such as "I am challenged in a good way" and "I feel like I matter at this program") and for each statement were asked to rate whether it was "almost always true," "true about half the time," or "almost never true." Ten percent of the students responded "almost always true" for all eight statements, which fell short of the goal of 70%. On average, students responded "almost always true" for four of the eight statements. Sixty-two percent of the students did not respond with "almost never true" for any of the questions and of those who did, 79% selected that response for only one or two items.

The statements, "I feel like I belong at this program" and "I feel like I matter at this program" elicited the highest rate of the response, "almost always true," with 62.6% in both cases. The two items with the lowest rate of a positive response were, "I try to do things I have never done before" and "I really have to concentrate to

complete the activities” with 37.6% and 37.4% of students responding “almost always true,” respectively. The statement “I really have to concentrate to complete the activities” was meant to indicate that students were presented with appropriately challenging material and therefore used high level critical thinking, which is beneficial. It may have been the case that some students interpreted the statement more as “the atmosphere is noisy and distracting and therefore I really have to concentrate to complete the activities.” This is one possible explanation for the low score of this statement, which should be reevaluated for inclusion in future surveys.

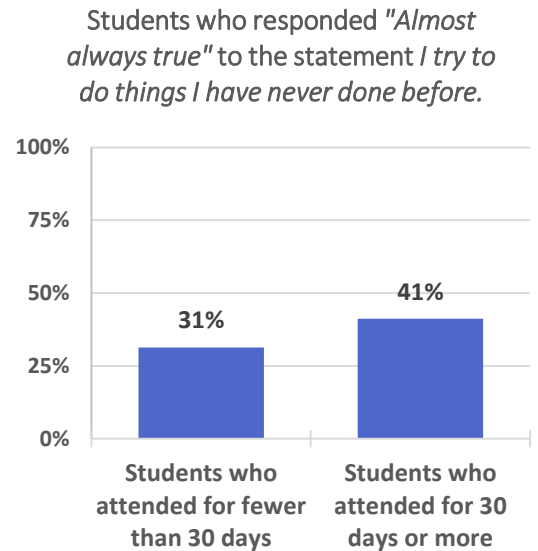
| Result 2.1 Measures: | | % of sites meeting goal: | | |
|---|---|-------------------------------|---------------------------------|--------------------------|
| a. | 21C funded sites have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically. | 79% | | |
| b. | 21C funded sites will have a percent of regular attendees proficient or above in language arts that meets or exceeds school average. | Data not yet available | | |
| c. | 21C funded sites will have a percent of regular attendees proficient or above in mathematics that meets or exceeds school average. | Data not yet available | | |
| | | State avg: | Goal met: | |
| d. | At the state level, 21C funded sites will have a percent of regular attendees proficient or above in language arts that meets or exceeds school average. | Data not yet available | | |
| e. | At the state level, 21C funded sites will have a percent of regular attendees proficient or above in mathematics that meets or exceeds school average. | Data not yet available | | |
| | | State avg: | Goal met: | |
| f. | Statewide student survey for grades 5-12. At the state level, 70% of students will respond <i>almost always true</i> for each survey question. | 10% | No | |
| | | Almost Always True | True About Half the Time | Almost Never True |
| Survey Questions (beginning with best results): | | | | |
| <i>I feel like I belong at this program.</i> | | 62.6% | 27.1% | 10.4% |
| <i>I am using my skills.</i> | | 61.4% | 29.4% | 9.2% |
| <i>I feel like I matter at this program.</i> | | 62.6% | 25.4% | 12.0% |
| <i>I am interested in what we do.</i> | | 56.0% | 34.4% | 9.6% |
| <i>The activities are important to me.</i> | | 52.7% | 35.1% | 12.2% |
| <i>I am challenged in a good way.</i> | | 48.5% | 38.8% | 12.7% |
| <i>I try to do things I have never done before.</i> | | 37.6% | 45.4% | 16.9% |
| <i>I really have to concentrate to complete the activities.</i> | | 37.4% | 45.2% | 17.4% |

The 425 survey responses were coded according to the students’ total days of attendance in three categories: fewer than 30 days, 30-59 days, and 60 days or more. Surveys completed by students who had attended their programs for fewer than 30 days comprised 153 responses; surveys completed by students who had attended

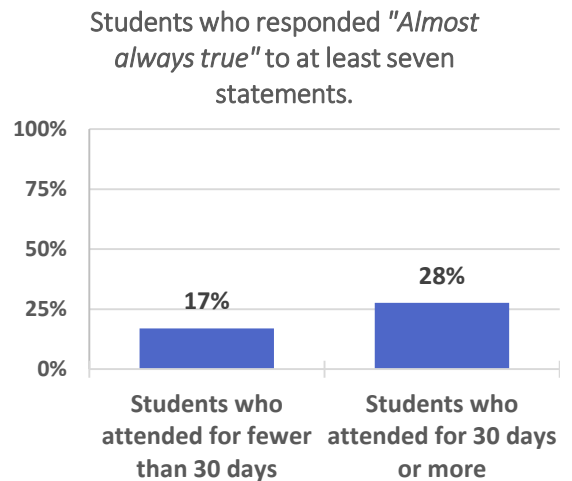
their programs for between 30 days and 59 days comprised 156 responses; and surveys completed by students who had attended their programs for 60 days or more comprised 116 responses. The purpose of this coding method was to test the hypothesis that students who attend programs more frequently would be more likely to agree with each of the eight positive statements comprising the survey.

Chi-square analysis was done in order to test for statistical significance of response differences between the groups. A few significant differences were found. We can assume that the following two findings are not due to chance, but rather are due to actual differences among 21C students:

Students who attended for at least 30 days more often responded almost always true to the statement, I try to do things that they have never done before than students who attended for fewer than 30 days. Among students who attended programming for fewer than 30 days, 31% indicated that they “almost always” try things that they have never done before in their programs. Among the students who attended for either 30-59 days or 60 days and higher, 41% responded “almost always true” to this statement. The result of the chi-square analysis shows that if this study was conducted 100 more times with different students each time, the higher attendance group would have the higher rate of “almost always true” responses about 96 times ($p = 0.045$). Thus it can be reasonably concluded that frequency of attendance positively influences students’ motivation to try new things in their programs.



Students who attended for at least 30 days more often responded almost always true for at least 7 items than students who attend for fewer than 30 days. Among students who attended programming for fewer than 30 days, 17% responded “almost always true” to at least seven statements. Among the students who attended for 30 days or more, 28% responded “almost always true” to at least seven statements. The result of the chi-square analysis shows that if this study was conducted 100 more times with different students each time, the higher attendance group would have a higher rate of responding “almost always true” for at least seven responses about 99 times ($p = 0.014$).

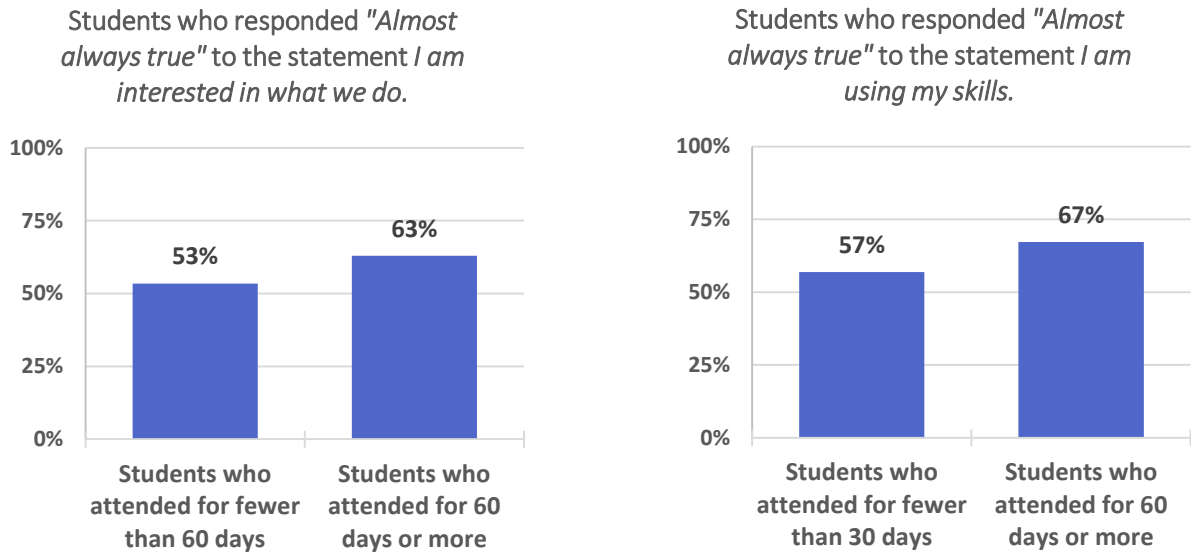


A few additional differences between the attendance groups were found, but with lower levels of significance. We can make a few statements with lower levels of confidence:

Students who attended for at least 60 days are more often responded "almost always true" to the statement, "I am interested in what we do" than students who attended for fewer than 60 days. Among students who attended programming for more than 60 days, 63% indicated that they are “almost always” interested in what they do in their programs. Among the students who attended for fewer than 60 days, 53% responded “almost always true” to this statement. The result of the chi-square analysis shows that if this study was conducted 100 more times with different students each time, we

would likely find that the higher attendance group would have a higher rate of “almost always true” responses about 92 times ($p = 0.078$).

Students who attended for at least 60 days more often responded "almost always true" to the statement, "I am using my skills" than students who attend for fewer than 30 days. Among students who attended programming for fewer than 30 days, 57% indicated that they “almost always” use their skills in their programs. Among the students who attended for more than 60 days, 67% responded “almost always true” to this statement. The result of the chi-square analysis shows that if this study was conducted 100 more times with different students each time, we would likely find that the higher attendance group would have a higher rate of “almost always true” responses about 92 times ($p = 0.083$).



Overall, the responses to the survey were positive; for six out of eight of the statements, “almost always true” was the most frequently selected response. However there weren’t any significant response differences between attendance level groups for five out of the eight statements. Therefore, we can’t make any reasonable conclusions about whether higher attendance positively contributed to students feeling that the activities were important to them, that they were challenged in a good way, that they had to concentrate to complete the activities, that they belonged or that they mattered in their programs. For the three measures where significant differences between attendance levels were found, the differences were minor.

Result 2.2: 21C funded programs allow participants to experience interests in depth.

Expanded learning opportunities allow students time to pursue interests through activities that are not available during the regular school day, such as cooking, gardening, archery and many others. Rather than simply being introduced to such activities, students often have the option to pursue them in depth. Culminating end products and performances that students work toward are ways to facilitate in-depth learning and exploration of specific interests. A few examples of such activities and their culminating end products offered at 21C sites in 2014-15 were:

- *African Drumming students performed at Kids Day and Family Night to showcase their learned drumming skills.*
- *History Day Club: Students created websites and other presentations for competition.*
- *Cooking Club: Students followed given recipes for creating meals that were taken home with them.*
- *Students performed a play at our Lights on Afterschool event that they had been practicing during the afterschool program.*
- *Printmaking: Students created a large mural using all of the themed prints they had made throughout the session.*

Most sites (85%) were able to give at least five examples of end products or culminating experiences that were available through their programming. Forty percent of 21C sites indicated that all or most of their programs offered the opportunity to create end products and/or performances. The original measure, which stated that each 21C site demonstrated that ALL programs had the opportunity to create culminating end products and/or performances was only met by 4.5% of the sites. It is likely that programs that offer academic programming cannot report culminating end projects for such programming and therefore cannot respond positively that ALL programs offered culminating end products or performances. Even still, every site was able to list at least one example of a culminating end project.

In the chart below which outlines Result 2.2, measures 2.2a(i) and 2.2a(ii) are shown; these measures were amended to the original plan to provide a more complete summary of culminating projects offered by 21C programs. Result 2.2b, which states that each 21C funded site will have at least 25% of its program offerings meet for a minimum of 10 days, does not have associated data for 2014-15. Data for this measure will be collected for the first time in 2015-16.

| Result 2.2 Measures: | % of sites meeting goal: |
|--|--------------------------|
| a. Each 21C funded site will demonstrate that ALL programs had the opportunity to create culminating end products and/or performances. | 4.5% |
| <i>a(i). Each 21C funded site will demonstrate that ALL or MOST programs had the opportunity to create culminating end products and/or performances.</i> | 40% |
| <i>a(ii). Each 21C funded site will have at least five examples of culminating end products and/or performances.</i> | 85% |
| b. Each 21C funded site will have at least 25% of its program offerings meet for a minimum of 10 days. | data unavailable |

Result 2.3: 21C funded programs provide healthy food and physical activity options.

In 2011, Dr. Kenneth Wesson, neuroscientist and keynote speaker at Vermont Afterschool’s Conference in 2012 wrote about the important link between health and cognitive functioning in his online magazine *Brain World*. “Nutrition provides the fuel for the body and the brain [...]. In addition to water, all students need to exercise to increase cerebral blood flow,” he wrote (Wesson, 2011). After a full school day of mostly sedentary activity, students cannot be expected to engage in expanded learning opportunities to their fullest potential without proper nourishment and opportunities for exercise. In addition, Hunger Free Vermont noted that 21% of Vermont’s children under 18 live in food insecure households (What is the Issue?, 2014). This rate is likely higher among Vermont’s 21C participants since more than half of them were from low income households in 2014-15.

Fortunately, most 21C funded sites in Vermont provided programming that met these basic needs. Ninety-two percent of sites provided at least 20 minutes of physical activity daily for every two hours of programming they offered in 2014-15. Additionally, 91% of sites scored at least a 4.0 (out of a possible score of 5.0) on the nourishment scale of the Youth (or School Age) Program Quality Assessment (YPQA). The nourishment scale measures how well sites can claim the following:

- Drinking water is available and easily accessible to all children.
- Food and drinks are plentiful and available at appropriate times for all children during the session.
- Available food and drink is healthy (e.g., vegetables, fresh fruit, and real juices).

| Result 2.3 Measures: | % of sites meeting goal: |
|--|--------------------------|
| a. 21C funded sites provide the opportunity for at least 20 minutes of physical activity daily for every two hours of programming offered. | 92% |
| b. 21C funded sites will score at a 4.0 or above on the nourishment scale under the safe environment domain of YPQA. | 91% |

Result 2.4: 21C funded programs strive for continuous improvement through the use of the Youth Quality Program Intervention.

Projects that use formal methods of measuring social-emotional outcomes can best equip themselves to maintain and improve program quality. During the 2014-15 academic year, Vermont Afterschool, Inc. partnered with the David P. Weikart Center for Youth Program Quality for the fifth consecutive year in order to administer a quality improvement system in afterschool sites throughout Vermont. For the first time in 2014-15, all 21C funded sites were required to involve their staff in the completion of self-assessments and program improvement plans through the Youth Program Quality Intervention (YPQI). This assessment-driven continuous improvement process is intended to: (a) build program leaders' continuous quality improvement skills; (b) increase the quality of instructional practices delivered in afterschool programs; and (c) increase students' engagement with program content and opportunities for skill-building (Hallman, Bertolotti, & Wallace, 2011).

Eighty-five percent of 21C-funded sites completed both self-assessments and program improvement plans through YPQI in 2014-15. Each of these sites involved its staff in the completion of these processes. Sites could choose either the Youth Program Quality Assessment (YPQA; designed for grades 4-12) or the School Age Program Quality Assessment (SAPQA; designed for grades K-6) to complete their self-assessments. Seventy-five sites used the SAPQA and 21 sites used the YPQA. The statewide average of overall scores among sites that used the SAPQA was 4.00 (out of a maximum possible score of 5.00). This matched the national average of external assessments, which was based on a sample size of 205 sites that used the SAPQA nationally. The statewide average of overall scores among sites that used the YPQA was 4.02. This exceeded the national average of external assessments of 3.47, which was based on a sample size of 1263 sites nationally that used the YPQA. It is important to note that scores from external assessment are typically lower than scores from self-assessments. Since the national averages were compiled from external assessments and the Vermont 21C scores were obtained from self-assessments, it is difficult to know exactly how well Vermont's scores ranked compared to the national average.

Since YPQI is a method for improving program quality, it is important to identify which 21C sites' scores improved from year to year. Since 2014-15 was the first year in which sites were required to complete self-assessments and some sites were newly funded in 2014-15, only ten sites completed assessments in both 2013-14 and 2014-15. Of these ten sites, six (60%) showed improvement in their scores between these two years.

| Result 2.4 Measures: | | % of sites meeting goal: | | | |
|----------------------|--|--------------------------|------------|-----------|-----|
| a. | 21C funded sites that are in at least their second year of operation involve staff in the completion of self-assessments and program improvement plans through YPQI each year. | 85% | | | |
| b. | 21C funded sites that are in at least their third year of operation show improvement in their YPQI self-assessment overall scores from the previous year. | 60% | | | |
| | | Nat'l avg: | State avg: | Goal met: | |
| c. | The Vermont state average of 21C programs' YPQA overall scores meets or exceeds the national average of external assessment domain scores. | School Age: | 4.00 | 4.00 | Yes |
| | | Youth: | 3.47 | 4.02 | Yes |

Goal Area 3: 21C Funded Programs are Led by Strong Leaders

The third goal area was developed to ensure that well-qualified individuals lead 21C programs. Directors, site coordinators and staff with high levels of experience and expertise that regularly work toward improving and developing themselves professionally are best equipped to provide the most positive and beneficial expanded learning experiences for children and youth. Staff that work in the same school building during the school day as licensed educators are often able to help students make connections between topics that they learn during the regular school day and those which they explore in afterschool settings. Finally, sites that have low turnover rates among leadership can best work toward improving the experiences for children and youth who attend programming at their sites. Goal Area 3 comprises four results:

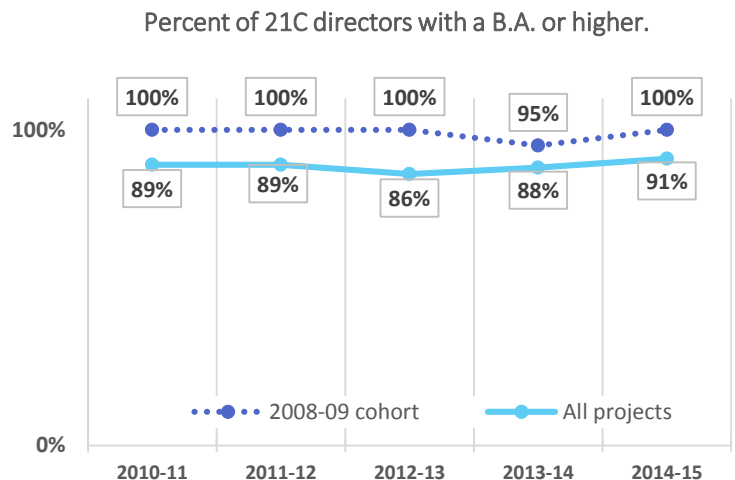
- 3.1 21C funded programs are led by experienced leaders.
- 3.2 21C funded programs utilize high quality staff to run programs.
- 3.3 21C funded programs have appropriate staff retention rates.
- 3.4 21C leaders participate in professional development and networking opportunities.

Result 3.1: 21C funded programs are led by experienced leaders.

Most 21C project directors in the state had at least bachelor’s degrees and three years of experience. Ninety-one percent of directors had at least a bachelor’s degree and 97% had at least three years of experience. Site coordinators also rated highly on these measures: three quarters had at least a four year degree and 97% had at least three years of experience.

| Result 3.1 Measures: | % of programs meeting goal: |
|--|-----------------------------|
| a. 21C programs will be led by directors with significant levels of expertise (bachelor’s degree or higher in related field). | 91% |
| b. 21C programs will be led by directors with significant levels of experience (3+ years of experience). | 97% |
| | % of sites meeting goal: |
| c. 21C sites will be led by site coordinators with significant levels of expertise (bachelor’s degree or higher in related field). | 75% |
| d. 21C sites will be led by site coordinators with significant levels of experience (3+ years of experience). | 97% |

Among 21C projects continuously funded since 2008-09, all directors had at least a bachelor’s degree in all but one of the years. This is logical, considering in many cases these 20 projects had been led by the same director each year. Among all projects, this rate had been as low as 86% in 2012-13 and as high as 91% in the most recent year. Historical trends are not available for site coordinators since their credentials were evaluated for the first time in 2014-15.

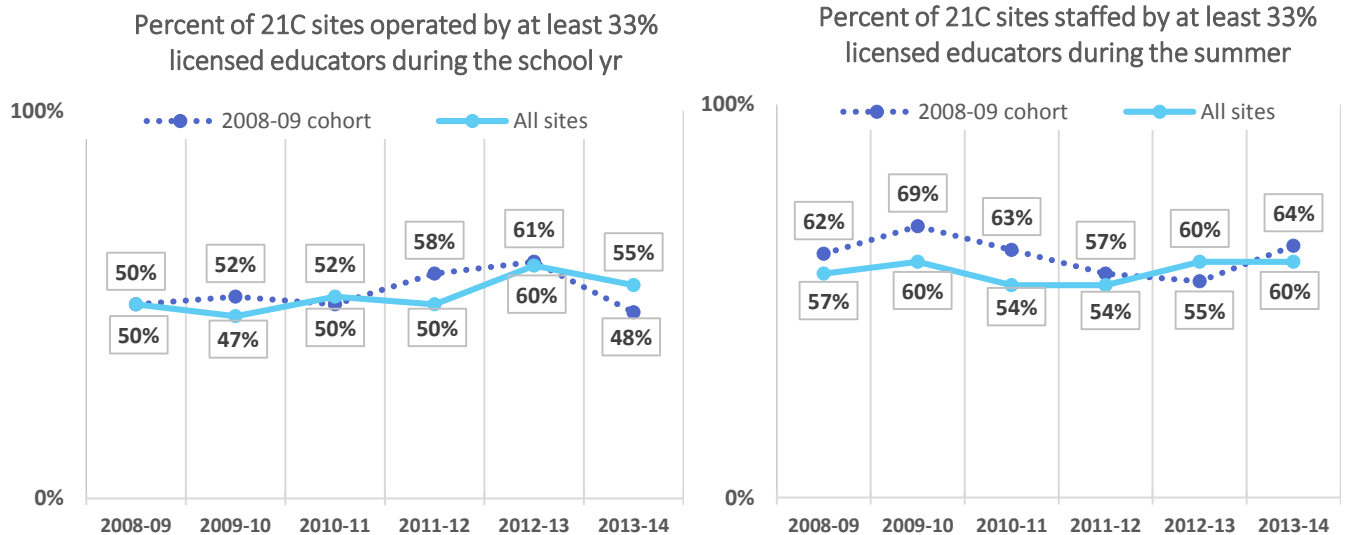


Result 3.2: 21C funded programs utilize high quality staff to run programs.

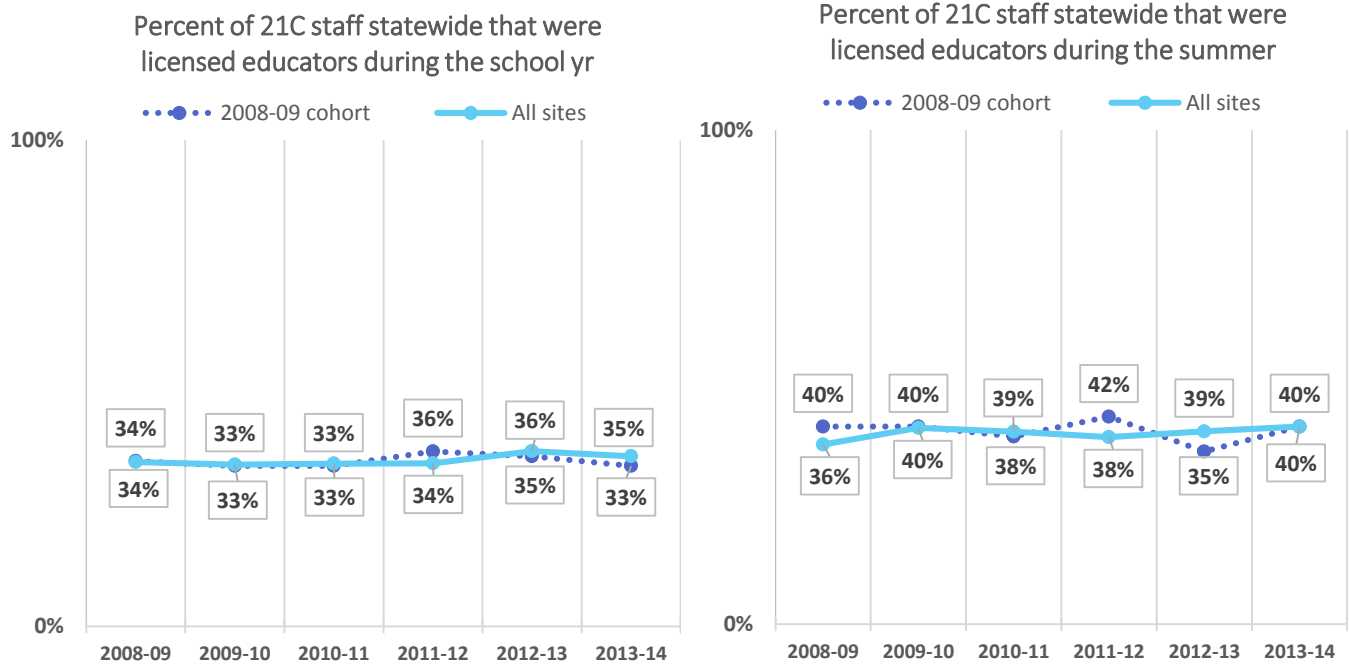
21C projects and sites that are staffed by individuals with teaching licenses assumedly have the proper knowledge, skills and experiences to facilitate learning among students enrolled in 21C programs. Sites with at least 33% of their staff as licensed teachers can help foster a supportive learning environment and help students make connections between their afterschool and summer experiences and their regular school day learning. Data for the measures under this result will be available when data from the new federal data collection system to replace PPICS are released. This report will be amended at that time.

| Result 3.2 Measures: | % of sites meeting goal: | |
|---|-------------------------------|------------------|
| a. 21C sites will be staffed by at least one-third licensed educators during the school year. | Data not yet available | |
| b. 21C sites that operate in the summer will be staffed by at least one-third licensed educators in the summer. | Data not yet available | |
| | State avg: | Goal met: |
| c. At the state level, at least one-third of the staff working in 21C programs during the school year will be licensed educators. | Data not yet available | |
| d. At the state level, at least one-third of the staff working in 21C programs during the summer will be licensed educators. | Data not yet available | |

Although current data for these measures are not yet available, historical data are available for each of the four measures. In the years between 2008-09 and 2013-14, between 47% and 61% of sites had at least one-third of their school year staff as licensed educators. There was no apparent trend or significant difference between all sites and those funded continuously since 2008-09. Likewise, among sites that offered summer programming, between 57% and 69% of sites employed licensed educators as at least one-third of their staff between 2008-09 and 2013-14. Overall, it appears that a slightly higher rate of sites which were part of the 2008-09 cohort employed at least one-third licensed educators in the years between 2008-09 and 2011-12 than the complete group of all 21C funded sites.



On a statewide level, at least 33% of total 21C staff were licensed educators each year between 2008-09 and 2013-14. This was true for both school year and summer programming staff. The rates remained fairly steady over that span of six years, ranging between 33% and 36% among school year staff and 35% and 42% among summer staff. There are not any apparently significant differences between the staff representing sites continuously funded since 2008-09 and the staff representing all 21C funded sites for any given year.



Result 3.3: 21C funded programs have appropriate staff retention rates.

For the first time in 2014-15, 21C projects and sites were required to report on their staff retention rates. Most sites (85%) of projects were able to report that no more than one-third of their site coordinators were in their first or second year of tenure at each of their particular sites. Six projects were single-site projects each with only one site coordinator; only one of these six site coordinators was in at least his or her third year of tenure. Twenty-two of the thirty five projects had one site coordinators per site, but some projects had co-site coordinators for at least one of each of their sites.

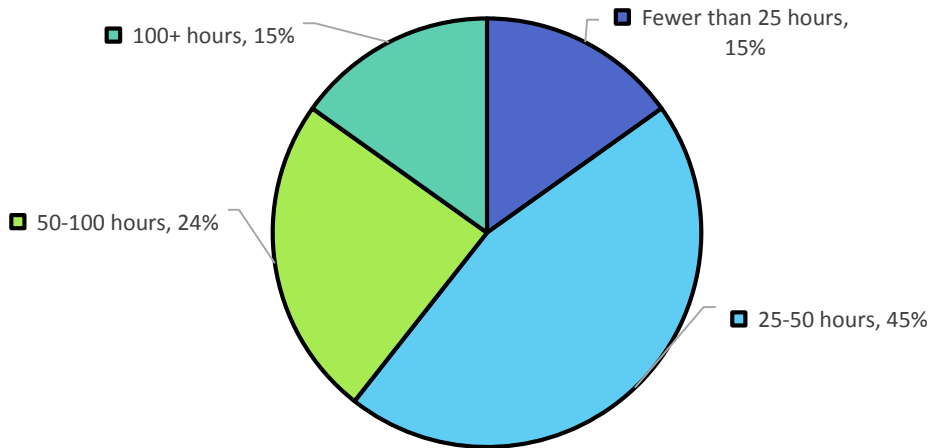
At the state level, 27% of 21C project directors were in their first or second year of tenure at their respective programs. This meets the goal set for Vermont of no more than one-third of directors in their first or second year of tenure.

| Result 3.3 Measures: | % of programs meeting goal: | |
|--|-----------------------------|------------|
| a. 21C funded projects have no more than a third of their site coordinators in their first or second year of tenure at each of their particular sites. | 85% | |
| | % of programs: | Goal met: |
| b. At the state level, no more than a third of the 21C directors are in their first or second year of tenure at their program. | 27% | Yes |

Result 3.4: 21C leaders participate in professional development and networking opportunities. Directors of 21C projects are required to continuously engage in professional development opportunities in order to keep current with the field of afterschool and summer learning and acquire new skills and resources for running their programs and managing their staff. Eighty five percent of project directors achieved the goal of participating in at least 25 hours of professional development programming in 2014-15. Forty-five percent of directors participated in between 25 and 50 hours of professional development; 24% of directors participated in between 50-100 hours of professional development, and 15% of directors participated in 100 or more hours of professional development.

| Result 3.4 Measure: | % of programs meeting goal: |
|---|-----------------------------|
| a. 21C project directors participate in at least 25 total hours of professional development opportunities per year. | 85% |

21C Project Directors by Number of Professional Development Hours in 2014-15



Goal Area 4: Programs are Sustainable

Funding from the federal 21st Century Community Learning Centers initiative gives schools throughout Vermont monetary resources as well as training opportunities to help make quality expanded learning opportunities available to school age children and youth. While this funding is crucial, project leaders need to work to increase the likelihood that their programs can be sustained from year to year. This can happen in three main ways: by evoking support from school principals, by diversifying funding sources, and by developing partnerships with local organizations. These methods are outlined as the three results for Goal Area 4:

- 4.1 21C funded programs link with the school day.
- 4.2 21C funded programs utilize diverse sources of funding.
- 4.3 21C funded programs benefit from meaningful community partnerships.

Result 4.1: 21C funded programs link with the school day.

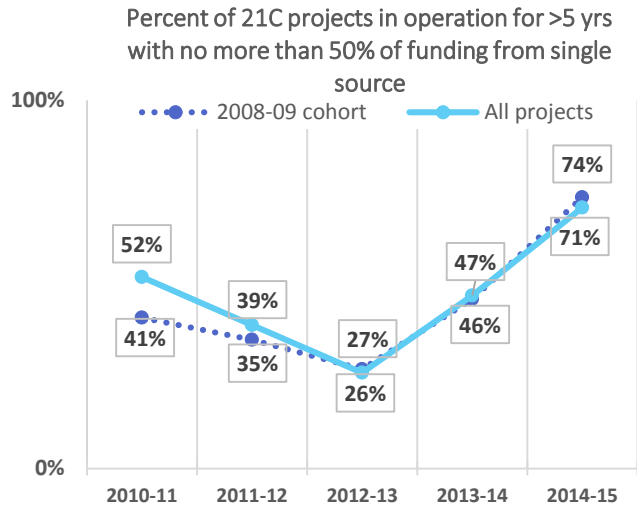
School buildings are the primary location for both school year and summer learning opportunities. School principals who understand the importance of the programming that takes place in their schools are most likely to help those programs sustain themselves by providing resources, support and potential connections to new partners or funding sources. Principals who can articulate the benefits of their school’s afterschool and summer learning programs are well-equipped to help advocate for the programs at the school district or supervisory union level. It is crucial for program leaders to meet with their associated building principals regularly in order to advocate on behalf of the children and youth. Sixty-one percent of 21C project directors or site coordinators in 2014-15 reported that they met with their principal at least once per month or nine times total during the year. Of the sites that did not meet this goal, 27% reported that their director or site coordinator met with the principal “a few times” during the year and 2% reported that the director or site coordinator did not meet with the principal at all.

It is worth noting that for this measure, the following options were provided as responses to the question, “*What phrase best describes how many times the principal visited the program and/or met with the site coordinator or project director?*”: (1) never (2) a few times (3) bi-monthly (4) twice monthly (5) monthly (6) weekly and (7) daily. The term “bi-monthly” refers to something occurring either twice per month or once every two months. Since “twice monthly” was already its own option, the latter was assumed to be the meaning of the term “bi-monthly” in this case. Therefore, the measure was calculated by tallying only those projects that indicated that the frequency of their interactions with the principal were “twice monthly” or more. Ten percent of the respondents chose “bi-monthly” but there is a chance that they interpreted this option as “twice per month.”

| Result 4.1 Measure: | % of sites meeting goal: |
|--|--------------------------|
| a. The associated building principal of each 21C site meets with program director and/or site coordinator at least once a month or a total of nine times during the calendar year. | 61% |

Result 4.2: 21C funded programs utilize diverse sources of funding.

Projects funded with 21C dollars that are also able to obtain funding from a diverse array of sources have more financial security and sustainability than projects that rely heavily on just a few sources. Projects that have been in operation for five years or more are expected to have had enough time to establish and secure funding from at least four funding sources other than 21C. Seventy-one percent of projects that had been in operation for at least five years were able to report five or more funding sources in 2014-15. Since 2012-13, the percent of total 21C projects that had met this goal had increased rapidly: in 2012-13, 26% of projects in operation for more than five years had at least five funders; in 2013-14 this rate jumped to 47%, followed by 71% in 2014-15.

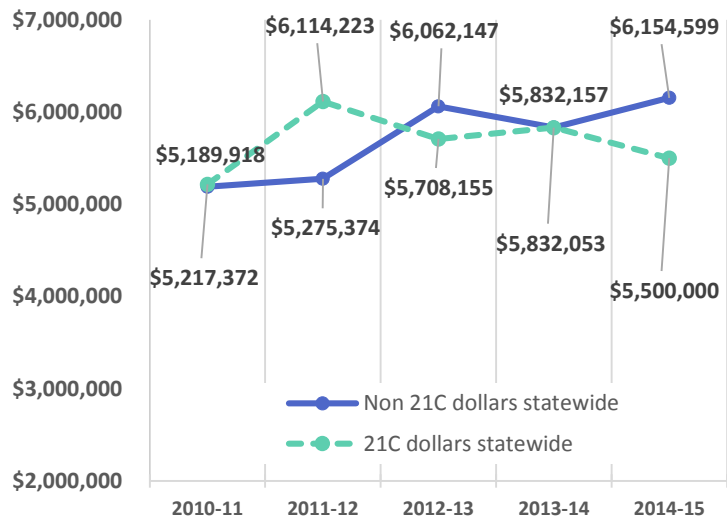


These projects which had been in operation for at least five years should also not receive more than half of their funding from a single source. For the majority of projects, this measure can be interpreted as “no more than 50% of their annual funding from 21C dollars.” In 2014-15, an average of 5% of additional 21C funding was awarded to each site due to an issue surrounding the retirement of licensed teachers statewide. These extra funds were unexpected so it would have been unfair to expect projects to procure additional non-21C funding in order to have no more than 50% of their funding come from 21C dollars. Therefore, this measure was changed to indicate that projects that had been in operation for at least five years received no more than 55% of their annual funding from a single source. Seventy one percent of 21C projects met this goal in 2014-15.

| Result 4.2 Measures: | % of programs meeting goal: | |
|--|-----------------------------|-----------|
| a. 21C funded projects that have been in operation for more than five years have at least five different sources of funding contributing to their annual operating budget. | 71% | |
| b. 21C funded projects that have been in operation for more than five years receive no more than 55% of their annual funding from a single funding source. | 71% | |
| | State total: | Goal met: |
| c. At the state level, aggregate cash funding from sources other than federal 21C funds will exceed 5.5 million dollars. | \$6.15 mil | Yes |

In 2014-15, a total of 5.5 million dollars in federal funding were allocated to projects in Vermont that provided expanded learning opportunities under the 21C initiative. The sum of funds from other sources such as schools, supervisory unions, fundraising and state funds totaled 6.15 million dollars. This is the second year since 2010-11 that the aggregate cash funding from sources other than federal 21C funds exceeded that of federal 21C funds. In 2012-13 the aggregate of non-21C funds exceeded the 21C funds by about \$354,000, and in 2014-15 the difference was about \$646,000. In general, the amount of money that projects had been able to procure from other sources has been increasing since 2010-11. This is a good indicator of projects making efforts toward sustainability for their programs.

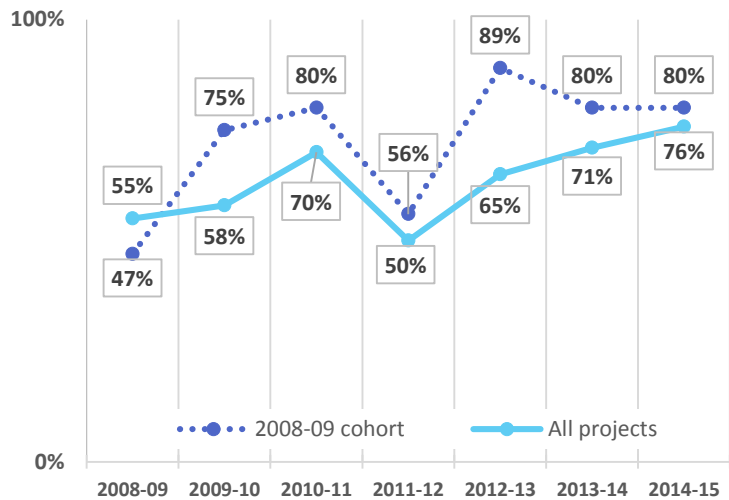
Statewide aggregate cash funding sources (21c and non-21C sources)



Result 4.3: 21C funded programs benefit from meaningful community partnerships.

Afterschool and summer learning projects that foster partnerships with community groups and organizations can gain access to valuable resources. Seventy-six percent of projects funded by 21C dollars in 2014-15 could identify at least two community partners that each contributed the equivalent of at least \$1000 in resources or support. Since 2011-12, this rate had been on a steady upward trend. For every year since 2009-10, the cohort of projects representing those that have been continuously funded since the baseline years had a higher rate of those able to identify two or more community partners than the group representing all projects. This suggests that projects with longer tenure are better able to secure community partners.

21C projects with at least two community partners that contributed at least \$1000/yr



| Result 4.3 Measure: | % of programs meeting goal: |
|--|-----------------------------|
| a. 21C funded projects work with a minimum of two community partners that contribute the equivalent of at least \$1000/year each in resources or support to the program. | 76% |

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Appendix: Quick Summary of Evaluation Results for 2014-15

| Basic Information | | Notes | | | | |
|--|--|---------------|--|------------|---|---|
| Number of 21C projects | | 33 | | | | |
| Number of 21C sites | | 110 | | | | |
| Number of 21C sites that provide school year programming | | 109 | | | | |
| Number of 21C sites that provide summer programming | | 93 | | | | |
| Number of 21C sites that provide both school year and summer programming | | 92 | | | | |
| Total number of attendees | | 13,647 | | | | |
| Total number of regular attendees | | 6,295 | | | | |
| Total number of high risk regular attendees | | 3,773 | <i>Includes students who attended schools with 100% free/reduced lunch rate under the new Community Eligibility Provision.</i> | | | |
| Total number of regular attendees on an individualized learning plan (IEP) | | 1,098 | | | | |
| Goal Area 1: Access and Equity are Assured for All Students | | | | | | |
| 1.1 | 21C funded programs serve students who have limited opportunities to learn outside of the school day. | | | | | |
| Goal met? | Measure | Level | Compare | Result | Description | Comments/Notes/Additional Info. |
| | 1.1a. | <i>site</i> | | 61% | of sites have a free and reduced lunch rate among regular attendees that meets or exceeds the school rate. | <i>Excludes 12 sites that claim 100% free/reduced lunch rate under the Community Eligibility Provision.</i> |
| <i>Goal MET</i> | 1.1b. | <i>state</i> | 40% | 60% | of regular attendees statewide are eligible to receive free or reduced lunch, including sites for which 100% of regular attendees are regarded as certified for free/reduced lunch under the Community Eligibility Provision. | <i>Includes all 110 sites.</i> |
| | | | | 53% | of regular attendees statewide are eligible to receive free or reduced lunch, excluding sites for which 100% of regular attendees are regarded as certified for free/reduced lunch under the Community Eligibility Provision. | <i>Excludes 12 sites that claim 100% free/reduced lunch rate under the Community Eligibility Provision.</i> |
| <i>Goal MET</i> | 1.1c. | <i>state</i> | 15% | 17% | of regular attendees statewide are on Individual Education Plans (IEPs). | |

| 1.2 21C funded programs are open for enough hours, days, and weeks to meet student and family needs during the school year. | | | | | | |
|--|---------|-------|---------|-------------|--|---------------------------------|
| Goal met? | Measure | Level | Compare | Result | Description | Comments/Notes/Additional Info. |
| | 1.2a. | site | | 70% | of 21C sites operate at least 32 weeks during the school year. | |
| | 1.2b. | site | | 69% | of 21C sites operate at least 5 days per week during the school year. | |
| | 1.2c. | site | | 35% | of 21C sites operate at least 14 hours per week during the school year | |
| <i>Goal MET</i> | 1.2d. | state | 32 | 33.4 | is the statewide average number of weeks that sites operate during the school year. | |
| <i>Goal almost met</i> | 1.2e. | state | 5 | 4.7 | is the statewide average number of days per week that sites operate during the school year. | |
| <i>Goal NOT met</i> | 1.2f. | state | 14 | 12 | is the statewide average number of hours per week that sites operate during the school year. | |
| 1.3. 21C funded programs provide enough summer programming to address summer learning loss. | | | | | | |
| Goal met? | Measure | Level | Compare | Result | Description | Comments/Notes/Additional Info. |
| | 1.3a. | site | | 66% | of 21C sites that provide summer programming operate for at least 5 weeks during the summer. | |
| | 1.3b. | site | | 83% | of 21C sites that provide summer programming operate for at least 5 days per week during the summer. | |
| | 1.3c. | site | | 88% | of 21C sites that provide summer programming operate for at least 21 hours per week during the summer. | |
| <i>Goal MET</i> | 1.3d. | state | 5 | 5.2 | is the statewide average number of weeks that sites which provide summer programming operate during the summer. | |
| <i>Goal almost met</i> | 1.3e. | state | 5 | 4.8 | is the statewide average number of days per week that sites which provide summer programming operate during the summer. | |
| <i>Goal MET</i> | 1.3f. | state | 21 | 37 | is the statewide average number of hours per week that sites which provide summer programming operate during the summer. | |

| 1.4 21C funded programs have a solid base of regular attendees. | | | | | | | | |
|---|---------|-------|---------|--------|---|--------------------------------------|---------------------------------|--------------------------|
| Goal met? | Measure | Level | Compare | Result | Description | Comments/Notes/Additional Info. | | |
| | 1.4a. | site | | 84% | of sites serve at least one-third of their participants on a regular basis. | | | |
| Goal MET | 1.4b. | state | 33% | 46% | of total attendees statewide are regular attendees. | | | |
| Goal Area 2: All Programs are of High Quality | | | | | | | | |
| 2.1 21C funded programs support learning | | | | | | | | |
| Goal met? | Measure | Level | Compare | Result | Description | Comments/Notes/Additional Info. | | |
| | 2.1a. | site | | 79% | of sites have at least one program strategy, beyond homework help, that is specifically designed to support students who are performing below grade level or struggling academically. | | | |
| | 2.1b. | site | | ___% | of sites have a rate of regular attendees proficient or above in language arts that is equal to or above the rate for the school. | waiting for data from federal system | | |
| | 2.1c. | site | | ___% | of sites have a rate of regular attendees proficient or above in mathematics that is equal to or above the rate for the school. | waiting for data from federal system | | |
| Goal met? | 2.1d. | state | | ___% | is the statewide percentage of regular attendees that are proficient or above in language arts. | waiting for data from federal system | | |
| Goal met? | 2.1e. | state | | ___% | is the statewide percentage of regular attendees that are proficient or above in mathematics. | waiting for data from federal system | | |
| Goal NOT met | 2.1f. | state | 70% | 10.4% | of students surveyed in grades 5-12 responded "almost always true" for each survey question. Survey Questions (ordered from best-scoring to worst-scoring): | Almost Always True | True About Half the Time | Almost Never True |
| | | | | | <i>I feel like I belong at this program.</i> | 62.6% | 27.1% | 10.4% |
| | | | | | <i>I am using my skills.</i> | 61.4% | 29.4% | 9.2% |
| | | | | | <i>I feel like I matter at this program.</i> | 62.6% | 25.4% | 12.0% |
| | | | | | <i>I am interested in what we do.</i> | 56.0% | 34.4% | 9.6% |
| | | | | | <i>The activities are important to me.</i> | 52.7% | 35.1% | 12.2% |
| | | | | | <i>I am challenged in a good way.</i> | 48.5% | 38.8% | 12.7% |
| | | | | | <i>I try to do things I have never done before.</i> | 37.6% | 45.4% | 16.9% |
| | | | | | <i>I really have to concentrate to complete the activities.</i> | 37.4% | 45.2% | 17.4% |

| 2.2 21C funded programs allow participants to experience interests in depth. | | | | | | |
|---|---------|-------|---------|---|--|--|
| | Measure | Level | Compare | Result | Description | Comments/Notes/ Additional Info. |
| | 2.2a. | site | | 4.5% | of sites demonstrated that all programs had the opportunity to create culminating end products and/or performances. | |
| 40% | | | | of sites demonstrated that ALL or MOST programs had the opportunity to create culminating end products and/or performances. | | |
| 84.5% | | | | of sites had at least five examples of culminating activities. | | |
| | 2.2b. | site | | <i>data unavailable</i> | of sites had at least 25% of its program offerings meet for a minimum of 10 days. | <i>Data will be collected beginning in 2015-16.</i> |
| 2.3 21C funded programs provide healthy food and physical activity. | | | | | | |
| | Measure | Level | Compare | Result | Description | Comments/Notes/ Additional Info. |
| | 2.3a. | site | | 92% | of sites provided the opportunity for at least 20 minutes of physical activity daily for every two hours of programming offered. | |
| | 2.3b. | site | | 91% | of sites scored a 4.0 or above on the Nourishment scale under the Safe Environment domain of the YPQA. | |
| 2.4 21C funded programs strive for continuous improvement through the use of the Youth Quality Program Intervention. | | | | | | |
| Goal met? | Measure | Level | Compare | Result | Description | Comments/Notes/ Additional Info. |
| | 2.4a. | site | | 85% | of sites that were in at least their second year of operation involved staff in the completion of self-assessments and program improvement plans through YPQI. | <i>All sites that completed self-assessments involved at least some of their staff in the process.</i> |
| | 2.4b. | site | | 60% | of sites that were in at least their third year of operation showed improvement in their YPQI self-assessment overall scores from the previous year. | <i>Based on 10 sites that completed self-assessments in both 2013-14 and 2014-15.</i> |
| <i>Goal MET</i> | 2.4c. | state | 4.00 | 4.00 | is the state average of 21C programs' YPQI overall scores for sites that used the School Age Program Quality Assessment. | |
| | | | 3.47 | 4.02 | is the state average of 21C programs' YPQI overall scores for sites that used the Youth Program Quality Assessment. | |

| Goal Area 3: 21C Funded Programs are Led by Strong Leaders | | | | | | |
|---|--|---------------------------|--------------|------------|--|---|
| 3.1 | 21C funded programs are led by experienced leaders. | | | | | |
| | Measure | Level | Com- pare | Result | Description | Comments/Notes/ Additional Info. |
| | 3.1a. | <i>project</i> | | 91% | of program directors have at least a bachelor's degree in a related field. | |
| | 3.1b. | <i>project</i> | | 97% | of program directors have at least 3 years of experience. | |
| | 3.1c. | <i>site</i> | | 75% | of sites were led by site coordinators with at least a bachelor's degree in a related field. | |
| | 3.1d. | <i>site</i> | | 97% | of sites were led by site coordinators with at least 3 years of experience. | |
| 3.2 | 21C funded programs utilize high quality staff to run programs. | | | | | |
| Goal met? | Measure | Level | Com- pare | Result | Description | Comments/Notes/ Additional Info. |
| | 3.2a. | <i>site</i> | | __% | of sites were staffed by at least one-third licensed educators during the school year. | <i>waiting for data from federal system</i> |
| | 3.2b. | <i>site</i> | | __% | of sites that operate in the summer were staffed by at least one-third licensed educators. | <i>waiting for data from federal system</i> |
| <i>Goal met?</i> | 3.2c. | <i>state</i> | 33% | __% | of statewide 21C school year staff were licensed educators. | <i>waiting for data from federal system</i> |
| <i>Goal met?</i> | 3.2d. | <i>state</i> | 33% | __% | of statewide 21C summer staff were licensed educators. | <i>waiting for data from federal system</i> |
| 3.3 | 21C funded programs have appropriate staff retention rates. | | | | | |
| Goal met? | Measure | Level | Com- pare | Result | Description | Comments/Notes/ Additional Info. |
| | 3.3a. | <i>site & project</i> | | 85% | of projects had no more than one third of their site coordinators in their first or second year of tenure at each of their particular sites. | |
| <i>Goal MET</i> | 3.3b. | <i>state</i> | 33% | 27% | of program directors statewide were in their first or second year of tenure at each of their projects. | |
| 3.4 | 21C leaders participate in professional development and networking opportunities. | | | | | |
| | Measure | Level | Com- pare | Result | Description | Comments/Notes/ Additional Info. |
| | 3.4a. | <i>project</i> | | 85% | of program directors participated in at least 25 total hours of professional development opportunities during the most recent year. | |

| Goal Area 4: Programs are Sustainable | | | | | | |
|--|--|---------|--------------|-------------------|---|---|
| 4.1 | 21C funded programs link with the school day. | | | | | |
| | Measure | Level | Com- pare | Result | Description | Comments/Notes/ Additional Info. |
| | 4.1a | site | | 61% | of sites had their program director or site coordinator met with its associated building principal at least nine times during the year. | |
| 4.2 | 21C funded programs utilize diverse sources of funding. | | | | | |
| Goal met? | Measure | Level | Com- pare | Result | Description | Comments/Notes/ Additional Info. |
| | 4.2a. | project | | 71% | of projects that had been in operation for more than five years had at least five different sources of funding contributing to their annual operating budget. | |
| | 4.2b. | project | | 71% | of projects that had been in operation for more than five years received no more than 55% of their annual funding from a single funding source. | <i>Measure was changed from "50% of annual funding" to "55% of annual funding" since more 21C money was awarded to cover licensed teacher statewide retirement issue.</i> |
| <i>Goal MET</i> | 4.2c. | state | \$5.5 mil | \$6.15 mil | is the statewide aggregate cash funding from sources other than federal 21C funds. | |
| 4.3 | 21C funded programs benefit from meaningful community partnerships. | | | | | |
| | Measure | Level | Com- pare | Result | Description | Comments/Notes/ Additional Info. |
| | 4.3a. | project | | 76% | of projects worked with a minimum of two community partners that contributed the equivalent of at least \$1000/year each in resources or support to them. | |