

21st Century Community Learning Centers Statewide Evaluation Report

REPORT

2016-2017

**21st Century Community Learning Center
Evaluation Report**

Submitted by: Agency of Education

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Introduction

In 2010, the Vermont Agency of Education (VTAOE) contracted with Vermont Afterschool to create an evaluation plan for the state's expanded learning programs that receive funding from the federal 21st Century Community Learning Centers (21C) initiative. The plan was established to ensure that 21C school year and summer programs serve the neediest students, support high quality programming and thrive under effective leadership. Baseline data from 2008-09 and 2009-10 were collected and targets were set.

During each of the four years that followed (2010-11 through 2013-14), data for these outcomes were collected from 21C-funded projects and each of their corresponding program sites. Project directors submitted data through two separate systems: the federally maintained Profile and Performance Information Collection System (PPICS) and VTAOE's annual performance reports (APRs). In 2014, the US Department of Education announced the suspension of PPICS in favor of a new data collection system. Currently, project directors submit data into this new federal system.

Also in 2014, the Agency of Education and Vermont Afterschool reassessed the statewide evaluation plan. A task force comprised of program leaders from around the state, representatives from Vermont Afterschool and the 21C Coordinator at the Agency of Education established four new goal areas along with results and measures for each of them. The following goal areas were established:

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

Under each goal area, three or four related results were created to help concretely define each of them. Each result comprises between one and six specific measures for which data are directly submitted. Most measures identify site-level, project-level, or statewide targets to be met.

Directors of 21C projects have submitted their evaluation data for each measure into a streamlined system beginning in 2014-15. VTAOE created and launched two online surveys 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 numbers of operational weeks per year).

Data were also collected from the direct beneficiaries of 21C programs: Vermont's school age children and youth themselves. One of the measures under the second goal area is about the participants' feelings related to their experiences in 21C programs. In the spring of 2015, the Agency of Education launched a pilot survey, which was completed by several hundred 21C program attendees in grades 5-12. A revised version of the survey was launched in the spring of both 2016 and 2017 and completed by several hundred 21C attendees.

This report focuses on measure-by-measure comparisons of statewide evaluation results between the years 2015-16 and 2016-17. The focus on these two years allows for a site-by-site performance breakdown; that is, for most measures, charts are used to show how many sites improved their performance, decreased their performance, or maintained their performance from one year to the next. In addition, statewide averages are shown for each year and measure where applicable.

Vermont's 21st Century Community Learning Centers

In 2016-17, 29 projects received funding from the 21C initiative to run expanded learning programs. These projects operated a total of 102 individual sites in school buildings across all 14 Vermont counties. In the previous year, 2015-16, 31 projects had received funding from the initiative. One project, which comprised three sites, did not submit data that year and was subsequently defunded. Another two projects merged, leading to a total of 29 projects in 2016-17. Between 2015-16 and 2016-17, four additional sites lost their funding and two new sites gained funding. In 2015-16, a middle school and high school in the same town submitted data separately and were counted as two sites. The following year, they submitted data as one site and were counted as one unified site.

Throughout this report, the terms “programs” and “program sites” are used in addition to “sites” to refer to 21C-funded sites.

Overall, there are approximately 84,500 Pre-K through 12th grade students enrolled in Vermont public schools annually. Afterschool and summer learning programs that are funded by 21C dollars served approximately 16% of those students in each of 2015-16 and 2016-17. They served about 7% of all of Vermont’s students on a regular basis, defined as 30 days or more throughout the year. The chart below summarizes the numbers of projects, sites and percentages of schools and students in Vermont that were served by 21C programming in 2015-16 and 2016-17.

21C projects, sites, and students served	2015-16	2016-17
Number of projects	31	29
Number of program sites	108	102
Percent of Vermont public schools with 21C programming	35%	34%
Percent of Vermont’s students served by 21C programming	> 15.7%	15.6%
Percent of Vermont’s students served by 21C programming on a regular basis	> 7.2%	6.9%

**In 2015-16, one 21C project, which comprised three sites, did not submit any evaluation data. Therefore, the number of students served by those sites are unknown. The statewide percentages of students served and those served on a regular basis were calculated without the enrollment numbers from those sites. Therefore, the percentages for 2015-16 are actually higher but the exact percentages are unknown.*

Highlighted Areas of Strength and Improvement in 2016-2017

Quality Staffing at 21C Programs in Vermont

Programs were led by directors and site coordinators with significant levels of education and expertise. In 2016-17, nearly all directors (27 out of 29) had bachelor's degrees or higher. This was a slight decrease from the previous year in which all directors had at bachelor's degrees or higher. In both years, 93% of directors had at least three years of experience. Approximately three-quarters of site coordinators held bachelor's degrees or higher (77% in 2015-16 and 74% in 2016-17). In both years, most sites (96% in 2015-16 and 91% in 2016-17) were led by coordinators with at least three years of experience. These leadership factors helped foster quality programming in both 2015-16 and 2016-17.

Programs improved staff retention at the site level. This was an area listed in need of improvement in the 2015-16 report. That year, there were a significant number of newly hired site coordinators as compared with the previous year. In total, 57% of projects had more than one third of their site coordinators in their first or second year of tenure at their particular sites. In 2016, eight projects improved on this measure (as compared with three projects that performed worse) and a total of 32 sites improved on this measure, which is to say that they had fewer site coordinators in their first or second year of tenure. The net result was that the percentage of projects with more than one third of their site coordinators in their first or second year of tenure at their particular sites decreased from 57% to 31%. These percentages show that program sites successfully decreased staff turnover, resulting in presumed progress toward improved program quality for 21C students. Projects that increase their retention can save time and costs related to recruiting, hiring, and training staff.

Project directors took advantage of more professional development opportunities in 2016-17 than in 2015-16. Also in areas listed as in need of improvement in the 2015-16 report, measure 3.4 states that 21C leaders participate in professional development and networking opportunities, as determined by the participation in at least 25 total hours of professional development over the course of the year. In 2015-16, 80% of directors met this requirement and in 2016-17, 86% of directors met this requirement. Furthermore, twice the number of directors reported an increase in their total professional development hours than reported a decrease in number of hours between the two years. Directors were asked to report the number of hours of professional development they had completed in each year by selecting one of the following options: 0-25 hours, 25-50 hours, 50-100 hours, and 100+ hours. Over half of all directors (52%) reported more total professional development hours in 2016-17 than in 2015-16 based on these categories.

Program Quality Assessment

Between 2015-16 and 2016-17, a greater number of sites that were in at least their second operation in both years successfully involved staff in the Youth Program Quality Intervention (YPQI) initiative. All program sites that receive 21C funding are required to complete self-assessments and program improvement plans through YPQI each year beyond their first year of operation. There were 70 sites that were in at least their second year of operation in both 2015-16 and 2016-17 that successfully completed YPQI both years. Between the two years, staff involvement in this process improved. In 2015-16, eight sites that completed YPQI did not involve staff, and the following year only one site that completed YPQI did not involve any staff. On a statewide level, the percentage of sites that were in at least their second year of operation and involved staff in the completion of self-assessments and program improvement plans increased from 72% to 92%. Twenty-four sites improved in this measure from one year to the next, either because they completed YPQI after not doing so the first year, or because they added staff involvement after not doing so in 2015-16.

Over half of all sites that completed self-assessments through YPQI in both 2015-16 and 2016-17 improved upon their scores from one year to the next. Quality improvement for afterschool and summer learning programming is a continuous process. The quality improvement tools that are provided through 21C funding and that are required for sites in at least their second year of operation give program leaders the structure and resources for identifying and targeting specific areas for quality improvement. Therefore score increases from year to year are one way to denote the successful implementation of the process. Between the first two years that the implementation was required of all 21C sites (2014-15 and 2015-16), 78% of sites increased their scores. Between the more recent two years, (2015-16 and 2016-17), 54% of sites increased their scores. One way to support quality improvement for even more sites is to support site leaders in completing the assessment process early enough in the year so that changes and program improvements can be implemented.

School Day Linkages

In both 2015-16 and 2016-17, roughly nine out of ten 21C sites (90% in 2015-16 and 89% in 2016-17) had site coordinators that met with their associated school building principals on a regular (at least monthly) basis. Program leaders that have strong relationships with their building principals are best situated to advocate on behalf of their programs. In turn, school building principals who are aware of the importance of afterschool and summer learning programs that take place in their schools are most likely to vouch for them on various levels.

On the statewide level in both 2015-16 and 2016-17, more than one-third of both school year and summer staff were licensed educators. Among school-year programs, 38% of all statewide staff in 2015-16 were licensed educators and 34% of all statewide staff were licensed educators in 2016-17. Among summer sites, 38% of all statewide staff in summer 2015 were licensed educators and 36% of all statewide staff were licensed educators in summer 2016. In 2016-17, 50% of all 21C sites were staffed by at least one-third licensed educators during the school year (a 9% decrease from the previous year) and 49% of summer sites were staffed by at least one-third licensed educators (also 9% decrease from the previous year). Licensed teachers can both foster supportive learning environments and help students reinforce what they have learned during the school day.

Areas in Need of Attention in 2016-2017

Decrease in Programming Hours

On a statewide level, among the sites that offered summer programming for students in summer 2016 (either at the school-year location or elsewhere), the percentage that provided at least 21 hours of programming per week declined from summer 2015. In summer of 2015, at least 86% of sites* that provided summer programming operated for at least 21 hours per week. The following year, 67% of sites offered summer programming to their students for at least 21 hours per week. Thirty-three summer sites decreased the number of weekly hours they offered between the two years (while 25 sites increased their hours, 12 sites retained their number of hours, and data are unclear for 32 sites). For parents who work full-time, the ability to have their children attend quality summer programming for the majority of their work week is important.

On average, 21C program sites offered 11 hours per week of school year programming in 2016-17. This is a one-hour decrease from the previous year and falls short of the statewide goal of 14 hours per week. Furthermore, 47 program sites offer fewer than 11 hours of programming per week, with 11 offering fewer than eight hours per week. In order for programs to provide adequate hours of programming for working families and for providing students with sufficient opportunities for learning and exploring topics in depth, at least a few hours of programming should be offered afterschool each day of the week. This is not the case when program are offering fewer than 10-14 hours per week.

**In 2015-16, sites that offered summer programming for fewer than 25 hours per week could only select "less than 25" on the APR. For the purpose of calculating the percentage of sites that offered at least 21 hours for the summer of 2015, those who indicated "less than 25" were conservatively considered to not have offered more than 21 hours, although some may have done so. This means that it is highly possible that more than 86% of sites met the goal for that summer, thus exacerbating the percentage difference between 2015 and 2016.*

Diversity in Sustainability Funding

Many projects submitted financial data showing that they might be relying too heavily on 21C funding. While money from the 21C initiative is understandably a major source of funding for projects, having several diverse funding sources is ideal so that projects can increase their likelihood of continuing to operate in the event that they should ever lose their 21C funding. Projects that have been in operation for more than five years are expected to receive no more than 55% of their total funding from any single source. The percentage of projects that have been in operation for more than five years and are successfully meeting this goal has been declining steadily over the past three years: in 2014-15, 71% of such projects were successful, followed by 61% in 2015-16 and 57% in 2016-17. In the most recent year, out of the 23 projects that had been in operation for more than five years, ten were unsuccessful in ensuring that no more than 55% of their total funding came from a single source. For eight of those projects, their largest funding source was 21C. For two, the largest funding source was subsidy money.

Youth Survey Responses

Survey results from youth that attended 21C programs show that many students had positive feelings and experiences in their programs; however, strides can be made to ensure that even more students can respond positively to survey statements about their experiences. This report shows results from student surveys in 2015-16 and 2016-17. In both years, students responded to questions such as "I feel like I matter at this program," and "I am challenged in a good way," with either "almost always true," "true about half the time," or "almost never true." In 2016-17, 10% of students responded "almost never true," and 41% of students

responded “true about half the time” to the latter statement. Likewise, to the former statement, 9% of students responded “almost never true,” and 29% of students responded “true about half the time.” Among five additional positive statements, the breakdown was similar: between 6% and 15% of students responded “almost never true,” between 30% and 50% of students responded “true about half the time,” and between 40% and 65% of students responded “almost always true.” It would be beneficial for programs to help foster experiences that would compel more students to respond “almost always true” and fewer students to respond “almost never true” to statements about how important, interested, and appropriately challenged they feel in their programs.

Action Items for 2016-2017 and Beyond

Program Quality

Continue to support high quality afterschool and summer learning programming. This support should include funding to ensure that program leaders can continue to attend professional development opportunities and that staff salaries are high enough to help prevent staff turnover. 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.

Support programs in meeting the earlier submittal date for YPQI assessments and program improvement plans. Conducting self-assessments and creating program improvement plans by the end of December allows program leaders to have from January through June to implement their plans, conduct staff trainings, and make meaningful changes to their programs. Without sufficient time to make improvements, it will continue to be difficult for programs to raise their YPQI scores from one year to the next.

Consider looking into the reasons for decreased performances in any or all of the following areas: programming hours, sustainable funding, and student survey responses. Between 2015-16 and 2016-17, 36 sites offered fewer weekly hours of programming, nine sites offered fewer days per week of programming, and 37 sites offered fewer hours per week of programming during the school year. Just under half of projects that were in operation for at least five years (8 out of 20) had fewer funding sources in 2016-17 than in 2015-16. On the youth survey, the percentages of youth that responded “almost always true” to positive statements about their experiences decreased for five out of the seven items on the first (longer) part of the survey. It is unclear why these decreases occurred. With proper support, funding, and professional development opportunities available to programs, their access and quality should be steadily increasing from year to year.

Share state evaluation data with directors and site leaders so that clear expectations are set for where grantees need to focus attention and make improvements. Individualized site-level charts showing results for each measure for the past three years will be provided to each director. The charts include stated evaluation goals and statewide averages for 2016-17. Therefore, each director and site coordinator should have a good understanding of each of their site’s progress toward meeting the statewide evaluation goals. Perhaps some sort of system wherein directors affirm that they understand how each of their programs have been performing and will work toward making program improvements is worth exploring as a possibility. State goals should be reaffirmed each year so that directors (especially new directors) understand their need to foster the achievement of these goals for their programs.

Data and Reporting

Leverage the power of SurveyMonkey to ensure that all required data items are entered into each APR before submission. This will serve to prevent the need to follow up with directors to obtain missing data. One of the advantages of using an online survey tool for collecting annual performance data is the ability to collect data consistently and make it downloadable as a spreadsheet to help ease the analysis process. The responses to the open-ended question at the end of each of the site-level and project-level APRs revealed that directors and site coordinators appreciate the smooth and improved data collection process that SurveyMonkey provides. However, it is often the case that APRs are submitted with blank fields that should have been completed. The process of contacting directors after they have submitted their APRs in order to obtain the missing data points is not only time-consuming and a hold-up to the analysis process, but could easily be prevented by marking items as ‘required’ on the SurveyMonkey design end.

Consider possible alternative ways to calculate the percentages of students from lower-income families that attended programs on a regular basis. In 2016-17, 23 programs operated in schools that were eligible to provide free or reduced price lunch to all of its students under Vermont’s Community Eligibility Provision (CEP). Each program that operated in a CEP school reported their number of free-or-reduced lunch regular attendees in different ways. Some programs reported the same number of regular attendees and free-and-reduced lunch regular attendees. In other cases, it is hard to know the veracity of the reported percentages of the free-and-reduced lunch students in each CEP school for comparison purposes. For these reasons, these 21 programs that operated at CEP schools were eliminated from the calculations related to Result 1.1, *21C funded programs serve students who have limited opportunities to learn outside of the school day*. With such a significant percentage of data missing, it is difficult to make accurate year-to-year comparisons to determine whether programs are doing a sufficient job serving the neediest students.

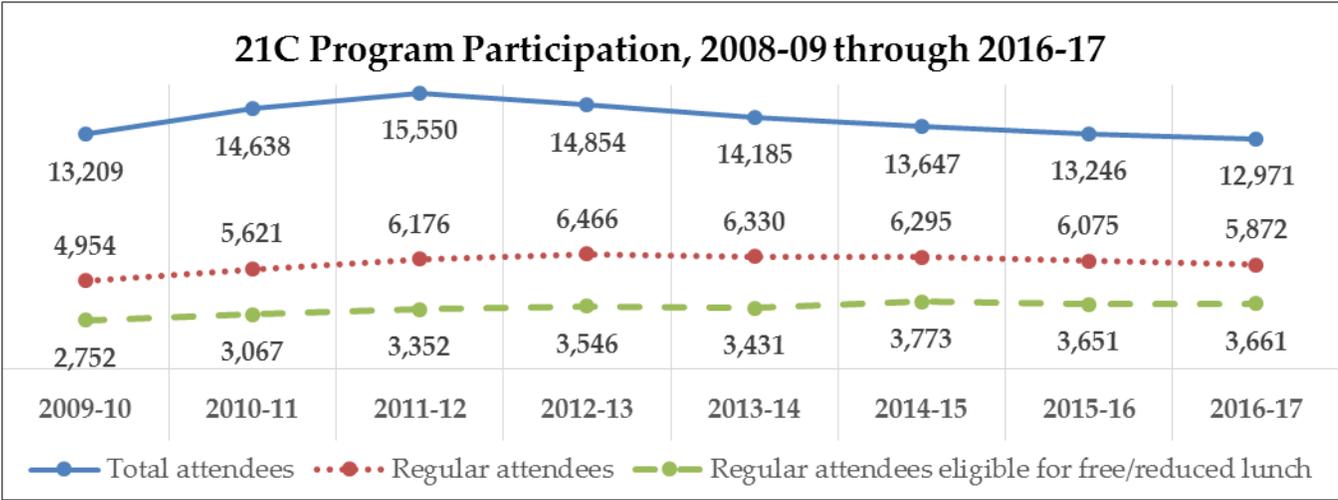
Work on obtaining data from the new federal 21C data collection system in an attempt to use it so that the APR can be shortened. For the past two years, 21C leaders have been entering evaluation data into both Vermont’s Survey Monkey APR and the new federal system that replaced the Profile and Performance Information Collection System (PPICS) in 2014. There are data that are entered into each of these systems. If the Vermont data can be obtained from the national system and subsequently used to inform the statewide evaluation, the statewide APR can be shortened in order to help alleviate the data entry work that is placed upon directors.

Evaluation Results for 2016-17 and Comparisons with 2015-16

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 21C programs must be available and accessible to them. The following four results were created to ensure that access and equity would be assured for all students:

- 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.



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 sessions while students from lower income families struggle to keep up with their peers academically, socially and behaviorally. These lower income students (defined as those who are eligible to receive free or reduced-price lunch at school) can greatly benefit from opportunities for learning beyond the school day (Huang, et al. 2000). Programs funded with 21C dollars can and should provide such opportunities to them, as described by Result 1.1. The chart above shows the number of total attendees, regular attendees (defined as those who attended a program for at least 30 days during the year), and regular attendees who were eligible to receive free or reduced price lunch each year from 2009-10 through 2016-17. Even though the total number of 21C attendees has been steadily decreasing in recent years, the number of students eligible for free or reduced lunch has remained stable, sometimes even increasing slightly from year to year.

Results 1.2 and 1.3 were developed to ensure that both school year and summer programs would be open for a sufficient number of weeks during the year and days and hours during the week. Programs that operate for a sufficient number of weeks, days per week and hours per week during both the school year and summer are able to foster social, behavioral, and learning gains among the children and youth they serve (Policy Study Associates, 2004). Likewise, students must attend the programming regularly during these operational hours in order to fully reap the benefits of such programming. As referenced in Result 1.4, regular attendance is a prerequisite to achieving desirable outcomes of expanded learning opportunities.

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

Result 1.1	2015-16		2016-17	
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.	50%		61%	
	Rate	Goal met:	Rate:	Goal met:
b. At the state level, the overall free and reduced lunch rate among regular attendees is greater than 40%.	59%	Yes	58%	Yes
c. At the state level, the overall rate of regular attendees on Individual Education Plans (IEP) meets or exceeds the state average of 15%.	19%	Yes	19%	Yes

In 2016-17, 61% of all 21C sites had a free and reduced lunch rate among regular attendees that met or exceeded their corresponding school rates. This was an increase from the previous year in which 50% of sites had met the goal. Between 2015-16 and 2016-17, 41 sites increased their percentages of students on free or reduced lunches that were served. Likewise, 3 sites neither increased nor decreased their percentages and 35 sites decreased their percentages. For 23 sites, the increase or decrease is unclear because their corresponding school was eligible for the Community Eligibility Provision during either or both years, and as such, the numbers of free-and-reduced lunch students who were regular attendees were reported using varying methodologies. The chart below shows these figures.

Changes for sites on <u>Measure 1.1a</u> between 2015-16 and 2016-17 (Percentages of students served who were eligible for free or reduced lunch)		
Sites that...	#	%
Increased percentage	41	40%
Maintained percentage	3	3%
Decreased percentage	35	34%
<i>n/a or unclear</i>	23	23%

The fact that nearly a quarter (23%) of sites in 2015-16 or 2016-17 operated in schools that provided free or reduced prices lunches to all of its students under the CEP makes it difficult to truly assess how well the state has performed on measures 1.1a and 1.1b. Even in these schools with high percentages of their student populations coming from lower income households, the 21C programs that operate there should still strive to recruit its neediest students.

In 2016-17, 58% of all 21C students served were on free or reduced lunch. This was a slight decrease from the previous year in which the rate was 59%, and both are higher than the stated goal rate of 40%.

Statewide, 15% of students receive specialized instruction and services as part of the state’s Individualized Education Program (IEP). These students should be equally represented among regular attendees in 21C programming. In 2015-16, the goal was met as 19% of regular attendees statewide were part of the IEP. It was met again in 2016-17 when again 19% of regular 21C attendees were part of the IEP.

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

Result 1.2	2015-16		2016-17	
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.	66%		74%	
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%		71%	
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.	30%		30%	
	State avg:	Goal met:	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	33 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	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	11 hours	No

Nearly three quarters (74%) of 21C sites were open for at least 32 weeks during the 2016-17 school year (Measure 1.2a). This was an increase from the previous year in which 66% of sites were open for at least 32 weeks. From 2015-16 to 2016-17, 40 sites operated for a greater number of weeks, 26 sites operated for the same number of weeks, and 36 sites operated for fewer weeks. On average, sites were open for 33 weeks per year in 2016-17, which was a one-week decrease from the previous year (Measure 1.2d).

Changes for sites on <u>Measure 1.2a</u> between 2015-16 and 2016-17 (Weeks open during the school year)		
Sites that...	#	%
Offered more weeks	40	39%
Offered same # of weeks	26	25%
Offered fewer weeks	36	35%

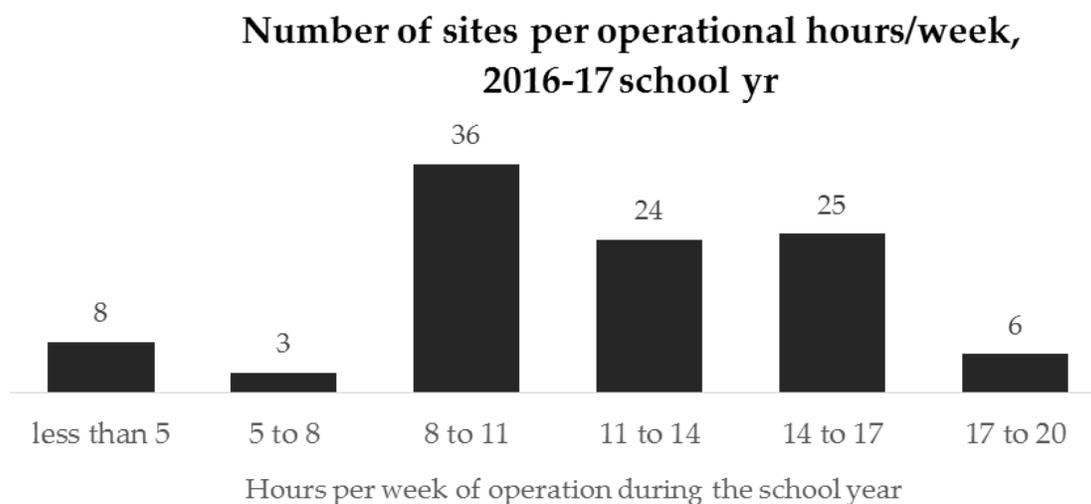
Between 2015-16 and 2016-17, the average number of days per week that sites operated remained stable. On the statewide level, the average number of days that sites operated also remained the same at 4.7 days (Measure 1.2e). In 2015-16, 69% of sites operated for five days per week during the school year; this percentage increased to 71% in 2016-17. Most sites (77%) operated for the same number of days both years. Thirteen sites increased their number of operational days, all of which increased their days to five per week. However, there were nine sites that decreased their number of operating days; in 2015-16, all nine of these sites had operated for 5 days per week and then in 2016-17, all of them dropped to four days per week.

Changes for sites on <u>Measure 1.2b</u> between 2015-16 and 2016-17 (Days per week open during the school year)		
Sites that...	#	%
Offered more days	13	13%
Offered same # of days	80	78%
Offered fewer days	9	9%

In 2016-17, sites were open for an average of 11 hours per week during the school year, which was a one hour decrease from the previous year (Measure 1.2f). This was lower than the goal of 14 hours per week. The chart below shows that 37 sites performed worse on this measure while another 37 performed better on this measure between the two years. Relatedly, 30% of sites operated for at least 12 hours per week in 2015-16, while 30% operated for at least 12 hours per week in 2016-17 (Measure 1.2c).

Changes for sites on <u>Measure 1.2c</u> between 2015-16 and 2016-17 (Hours per week open during the school year)		
Sites that...	#	%
Offered more hours	37	36%
Offered same # of hours	28	27%
Offered fewer hours	37	36%

Sites ranged in operation from “less than five” hours per week (8 sites) to 17-20 hours per week (6 sites) in 2016-17. The vast majority of sites operated between eight and 17 hours per week in 2016-17. The chart below displays the number of sites that operated for different ranges of weekly hours in 2016-17.



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

Result 1.3	2015-16		2016-17	
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.	69%		70%	
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.	84%		88%	
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.	86%		68%	
	State avg:	Goal met:	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.	5.1 weeks	Yes	5.1 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	4.9 days	Yes
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.			30.9 hours	Yes

Result 1.3 was developed to ensure that summer learning programs are open for a sufficient number of weeks, days per week and hours per week during the summer months. Of the 102 sites funded by 21C in 2016-17, 92 provided summer programming for their students in the summer of 2016, either at the school itself or at a nearby school. Of those, 70% provided such programming for at least five weeks (Measure 1.3a). This was a slight improvement upon the 69% of sites that provided summer programming in 2015 and did so for at least five weeks. The chart below shows the breakdown among all sites, including those that didn't necessarily provide summer programming both years, of which operated for more weeks, fewer weeks, or the same number of weeks in 2016-17 compared with the previous year. Of the 30 sites that offered more weeks from one year to the next, 12 went from not providing any summer programming in 2015 to providing a program that ran for at least four weeks in 2016. Of the 20 sites that performed worse from one year to the next, two went from providing a program that ran for four or five weeks in summer 2015 to not providing any summer programming for its students in summer 2016. Of the 52 programs whose performance remained the same on this measure, eight did not provide summer programming in either year.

Changes for sites on <u>Measure 1.3a</u> between 2015-16 and 2016-17 <i>(Weeks open during the summer)</i>		
Sites that...	#	%
Offered more weeks	30	29%
Offered same # of weeks	52	51%
Offered fewer weeks	20	20%

Summer programs should run for five days per week, which was accomplished by most sites that offered programming (84% in 2015-16 and 88% in 2016-17; Measure 1.3b). On average, summer programs ran for 4.8 days per week in summer 2015 and 4.9 days per week in the following summer (Measure 1.3e). The goal was considered to have been met in 2016-17, even though 4.9 is slightly less than 5.0, because the only way for an average of 5.0 days to be obtained would have been for all summer sites to have operated for five days per week. There was marked improvement between the two years: twenty sites offered more days in summer 2016 than in summer 2015. Of these 20 sites, 12 did not offer summer programming at all in 2015 and then all offered it for five days per week in 2016. The remaining eight sites increased their days per week from four to five. There were six sites that offered fewer days in summer 2016 than they did in summer 2015; three programs decreased from five days to four days, one program decreased from five days to three days and two discontinued a summer program offering. The reason that such a high percentage (75%) of sites operated for the same number of days per week in 2016 as they did in 2015 was that most of them (62 sites) had already been offering five days of programming. These figures are summarized in the chart below.

Changes for sites on <u>Measure 1.3b</u> between 2015-16 and 2016-17 <i>(Days / week open during the summer; of sites that provided programming both years)</i>		
Sites that...	#	%
Offered more days	20	20%
Offered same # of days	76	75%
Offered fewer days	6	6%

There was a bit more fluctuation in terms of weekly hours as compared with days per week of summer programming offered between the two years among sites that offered summer programming. Twenty-five sites offered more hours in 2016-17 than in 2015-16 while 33 sites offered fewer hours. While the percent of summer sites that offered at least 21 hours of programming per week decreased (86% in 2015-16 compared with 68% in 2016-17; Measure 1.3c), it's difficult to know how the average number of hours per week changed between the two years (Measure 1.3f). In 2015-16, sites that offered summer programming for fewer than 25 hours per week could only select "less than 25" on the APR. For the purpose of calculating the percentage of sites that offered at least 21 hours for the summer of 2015, those who indicated "less than 25" were conservatively considered to not have offered more than 21 hours, although some may have done so. This means that it is highly possible that more than 86% of sites met the goal for that summer, thus exacerbating the percentage difference between 2015 and 2016. It also means that for 32 sites, it is unclear as to whether their summer hours increased or decreased between the two years.

Changes for sites on <u>Measure 1.3c</u> between 2015-16 and 2016-17 (Hours / week open during the summer; of sites that provided programming both years)		
Sites that...	#	%
Offered more hours	25	25%
Offered same # of hours	12	12%
Offered fewer hours	33	32%
<i>n/a or unclear</i>	32	31%

Result 1.4	2015-16		2016-17	
Measures:	% 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).	85%		81%	
	State avg:	Goal met:	State avg:	Goal met:
b. At the state level, the average number of regular attendees will meet or exceed one-third of the total participants served.	46%	Yes	45%	Yes

Students who are “regular attendees” are said to attend at least 30 days of programming per year. Per Measure 1.4a, 81% of sites succeeded at serving one-third of their participants on a regular basis in 2016-17. This was a four percent decrease from the preceding year. The statewide average of regular attendees was 46% in 2015-16 and 45% in 2016-17 (Measure 1.4b). These exceeded the statewide goal of one-third (33%) set by Measure 1.4b. By looking at Result 1.4 on a statewide level, one could make the assumption that sites each generally served the same percentage of regular attendees in both years. However, the chart below reveals that a low percentage of sites (16%) served the same percentage (within 2%) of students on a regular basis in both 2015-16 and in 2016-17; most sites either increased or decreased this percentage by more than 2%. Thirty-nine percent of sites increased the percentage of total participants they served on a regular basis between the two years while 45% decreased in this percentage. The fact that Measures 1.4a and 1.4b show a small percentage change between the two years obscures the fact that nearly half of all sites (46 sites) actually did worse at serving attendees on a regular basis in 2016-17 than in 2015-16.

Changes for sites on <u>Measure 1.4a</u> between 2015-16 and 2016-17 (Percentage of participants that were regular attendees)		
Sites that...	#	%
Increased percentage	40	39%
Maintained percentage (+/- 2%)	16	16%
Decreased percentage	46	45%

Goal Area 2: All 21C funded programs are of high quality

This goal is intended to ensure that 21C funding goes toward programs that are of high quality and are designed to support student learning as measured by the following results:

- 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.

Afterschool and summer learning programs can supplement learning that occurs during the regular school day. Result 2.1 measures the extent to which these programs do in fact support learning based on three types of indicators: program design, test scores, and student feedback. It is important for programs to be designed to be able to help students who might be struggling academically. Methods that go beyond homework help are likely to help boost the academic performance of such students.

As per Result 2.2, programs should also allow students time to pursue interests through activities that are not available during the regular school day. Rather than simply being introduced to such activities, students should be given opportunities to explore them in depth. Culminating end products and performances 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 2016-17 were, as reported in APRs:

- *Students from the **Tai Chi** workshop demonstrated Tai Chi for the school's Celebration of Learning Assembly. Students' peers and teachers were blown away!*
- ***Make Your Own Board Game:** Students researched what parts make up a good board game or what different parts that they wanted to include in their board games. They then spent the next 6 weeks collecting materials and creating their own board games. They had to make most of the pieces, cards and create the directions. The last day of the session students then had a chance to play each other's board games.*
- *We performed the Lion King as our **musical** this year. The group was geared for 2nd-6th graders involved who have a love of singing and dancing. We worked many weeks doing 3 shows to show off our hard work. Many practices were led by students and students decided how the practices went. Some students helped out with props and were responsible for set changes.*

Dr. Kenneth Wesson, neuroscientist and keynote speaker at Vermont Afterschool's 2012 annual conference would likely be an advocate for Result 2.3 since he wrote the following statement about the link between health and cognitive functioning: "Nutrition provides the fuel for the body and the brain [...]. In addition to water, all students need to exercise to increase cerebral blood flow." (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 17% of Vermont's children under 18 live in food insecure households (What is the Issue?, 2014). This rate is likely higher among Vermont's regularly attending 21C participants since more than half of them were from low income households in 2016-17, as indicated by the fact that they were eligible for free or reduced price lunches.

Projects that use formal methods of measuring social-emotional outcomes can best equip themselves to maintain and improve program quality, as is the intention of Result 2.4. Vermont Afterschool, Inc. has partnered with the Weikart Center for Youth Program Quality for the past seven consecutive years in order

administer a quality improvement system in afterschool sites throughout Vermont. All 21C funded sites are 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).

Result 2.1: 21C funded programs support learning.

Result 2.1	2015-16		2016-17	
Measures a-e:	% 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%		81%	
b. 21C funded sites will have a percent of regular attendees proficient or above in language arts that meets or exceeds school average.	no data		no data	
c. 21C funded sites will have a percent of regular attendees proficient or above in mathematics that meets or exceeds school average.	no data		no data	
	State avg:	Goal met:	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.	no data	un-known	no data	un-known
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.	no data	un-known	no data	un-known

In both 2016-17, 81% of 21C sites indicated that they had at least one program strategy beyond homework help specifically designed to support students who were performing below grade level or struggling academically, which was a two percent increase from the previous year (Measure 2.1a). The chart below shows that while 17 sites went from not offering this type of program strategy in 2015-16 to offering one the following year, 14 sites had actually offered one in 2015-16 but then did not offer one the following year. Seventy percent of sites continued doing what they had been doing between the two years: for five of them, that was not offering strategies to support struggling students, and for 66 of them it was to offer strategies to support struggling students.

Changes for sites on <u>Measure 2.1a</u> between 2015-16 and 2016-17 (Sites that had program strategies to help students struggling academically)		
Sites that...	#	%
Went from NOT having a program strategy to having one	17	17%
Either had a strategy or didn't have one both years (no change)	71	70%
Went from having a program strategy to NOT having one	14	14%

Measures 2.1b – 2.1e relate to standardized testing data that are unavailable at the time of the writing of this report. In 2014-15, the Smarter Balanced Assessment (SBA) for assessing students' mathematics and language arts skills replaced the New England Common Assessment Program (NECAP). Vermont AOE and Vermont Afterschool are still awaiting the release of the SBA data from the new federal 21C reporting system for both 2015-16 and 2016-17.

Result 2.1 (continued)	2015-16		2016-17	
Measure 2.1f:	State avg:	Goal met:	State avg:	Goal met:
f.i. Statewide student survey for grades 5-12. At the state level, 70% of students will respond "almost always true" or "extremely" or "quite a lot" for ALL survey items.	4%	No	7%	No
f.ii. Statewide student survey for grades 5-12. At the state level, 70% of students will respond "almost always true" for <u>Part 1</u> of survey items.	16%	No	18%	No
f.iii. Statewide student survey for grades 5-12. At the state level, 70% of students will respond "extremely" or "quite a lot" for <u>Part 2</u> of survey items.	14%	No	17%	No

Measure 2.1f showcases the third category designed to measure whether programs support learning: student feedback. For the third consecutive year in 2016-17, children and youth that attended programs were asked to complete surveys about their experiences. A total of 356 students in grades 5-12 from 15 different 21C schools throughout the state completed surveys in 2016-17. In 2015-16, a total of 381 students in grades 5-12 representing 15 schools had completed surveys.

Measure 2.1f originally stated, "At the state level, 70% of students will respond 'almost always true' for ALL survey items." This was relevant back in 2014-15 when 'almost always' true was an option for all of the survey items. In 2015-16 a second part of the survey was added which included the response choices "extremely" and "quite a lot." To account for this, Measure 2.1f was revised to 2.1f.i with the response choices "extremely" and "quite a lot" added since they most closely paralleled the "almost always true" choice. The full survey used in both 2015-16 and 2016-17 contained ten total items. Four percent of the students responded "almost always true" or "extremely" or "quite a lot" for all of the items in 2015-16 and 7% did so in 2016-17. This is quite a bit lower than the goal of 70%. Rather than using this overall percentage as an indicator of student satisfaction and learning in their programs, it is helpful to break down the measure further and look in depth at the responses to each question.

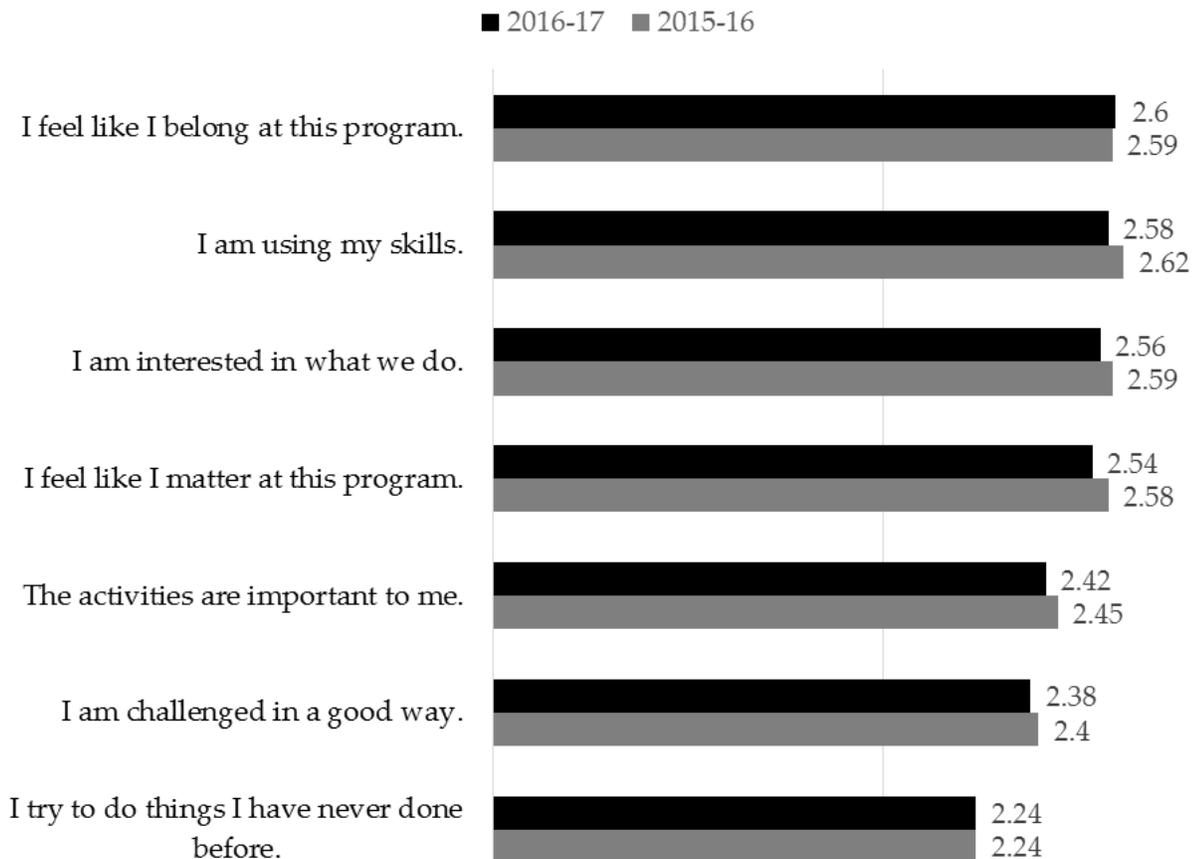
On Part 1 of the survey in 2015-16 and in 2016-17, there were a series of statements to which the students were asked to respond, “Almost always true,” “True about half the time,” or “Almost never true.” They were positive statements such as, “I feel like I matter at this program,” and “I am using my skills.” The table below lists each of these statements along with the percentages of students that selected each response for both years. The statements are listed in order from those with the highest percentage of students that responded “Almost always true” to those with the lowest percentage of students that responded “Almost always true” in 2016-17.

Measure 2.1f	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Survey Items (Part 1)	<i>Almost always true</i>		<i>True about half the time</i>		<i>Almost never true</i>	
<i>I feel like I belong at this program.</i>	67%	66%	24%	28%	8%	6%
<i>I am using my skills.</i>	66%	64%	30%	29%	4%	6%
<i>I feel like I matter at this program.</i>	65%	63%	28%	29%	7%	9%
<i>I am interested in what we do.</i>	63%	62%	33%	32%	4%	6%
<i>The activities are important to me.</i>	52%	49%	40%	43%	7%	8%
<i>I am challenged in a good way.</i>	48%	48%	44%	41%	8%	10%
<i>I try to do things I have never done before.</i>	38%	39%	48%	46%	14%	15%

The percentages in the table above were used to calculate a score between 1.00 and 3.00 for each item, with a score of 1.00 indicating that all students responded “almost never true,” and a score of 3.00 indicating that all students responded “almost always true.” The scores for both years, which ranged from 2.24 to 2.60, are depicted on the chart below. For five of the seven items, the 2016-17 score was slightly lower than the 2015-16 score. In both years, “I feel like I belong at this program” and “I am using my skills” both ranked at the top of the list, followed in order by “I am interested in what we do,” “I feel like I matter at this program,” “The activities are important to me,” “I am challenged in a good way,” and “I try to do things I have never done before.”

In both years, fewer than 40% of students responded that it is almost always true that they try to do things that they have never done before. Afterschool and summer learning programs are ideal opportunities for children and youth to engage in activities and learning endeavors that they would not have necessarily had opportunities to engage in during the regular school day. Program leaders should continue to work to ensure students not only have opportunities to do things they have never done before, but also that they are excited about doing such things. For each of the other items, it is encouraging that 90% or more of the students responded “almost always true” or “true about half the time” to all of them. Additionally, for each of those six items, “almost always true,” was always the most popular selection, followed by “true about half the time,” and then “almost never true.” In general, students feel like they belong at their programs and are being challenged and engaged in positive ways.

Measure 2.1f - Youth Survey Questions - Part 1



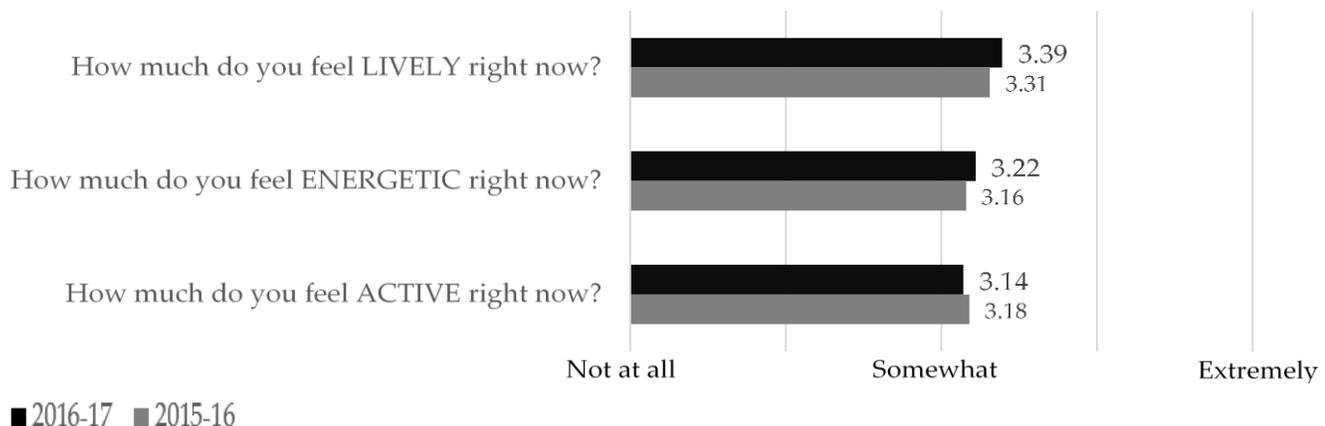
The second part of the youth survey comprises the questions, “How much do you feel LIVELY right now?,” “How much do you feel ENERGETIC right now?,” and “How much do you feel ACTIVE right now?” These items were used with permission from the Social Emotional Health module of the California Healthy Kids Survey (2016). Social-emotional learning skills, which have been garnering increased national, statewide, and local attention in the past few years, are fostered by strong afterschool and summer learning programs. These programs give children and youth opportunities to learn essential life skills that they wouldn’t necessarily learn in the classroom such as how to take initiative, work collaboratively, creatively problem-solve, and develop responsibility. The three statements that were selected from the California Health Kids Survey fell under the Engaged Living domain of the Social Emotional Health module.

For each of the three SEL questions on Part 2 of the survey, youth were asked to indicate the extent to which they agreed with each statement with one of the following choices: “extremely,” “quite a lot,” “somewhat,” “a little,” or “not at all.” The table below shows the percentages of all 356 students in 2016-17 and the percentages of all 381 students in 2015-16 that selected each response for each statement. For all three of the statements in both years, the most commonly selected option was “somewhat,” followed closely by “quite a lot.” Overall, the positive statements of “extremely” and “quite a lot” were selected more frequently than the statements on the other end of the spectrum, “a little” and “not at all.”

Measure 2.1f	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Survey items (Part 2)	<i>Extremely</i>		<i>Quite a lot</i>		<i>Somewhat</i>		<i>A little</i>		<i>Not at all</i>	
<i>How much do you feel LIVELY right now?</i>	19%	19%	29%	26%	30%	30%	15%	17%	6%	7%
<i>How much do you feel ENERGETIC right now?</i>	14%	13%	24%	24%	39%	37%	16%	19%	7%	7%
<i>How much do you feel ACTIVE right now?</i>	12%	15%	25%	27%	35%	29%	20%	19%	8%	7%

A score between 1.00 and 5.00 was calculated for each of the three statements. A score of 1.00 would have indicated that all students would have answered “not at all” for all items, while a score of 5.00 would have indicated that all students would have responded, “extremely” for all items. Since the most frequently elected responses for each item were “quite a lot,” and “somewhat,” it is logical that each score was between 3.00 and 4.00. The items, depicted with their scores, are listed in the chart below. The statement about how lively the students felt received the highest overall score in both years. In summary, students have mostly responded positively to the questions of how much they have felt lively, energetic and active in their programs, and perhaps there is room for improvement. It is also important to consider that it should not necessarily be expected that students would feel extremely lively, energetic, or active during afterschool programming time. Some activities are more sedentary, thought provoking and/or creative rather than lively, energizing, or active by design.

Measure 2.1f - Youth Survey Questions - Part 2



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

Result 2.2	2015-16	2016-17
Measures:	% of sites meeting goal:	
a.i. Each 21C funded site will demonstrate that ALL programs had the opportunity to create culminating end products and/or performances.	5.7%	4.9%
a.ii. Each 21C funded site will demonstrate that ALL or MOST programs had the opportunity to create culminating end products and/or performances.	54%	59%
a.iii. Each 21C funded site will have at least five examples of culminating activities.	79%	85%
b. Each 21C funded site will have at least 5 of its program offerings meet for a minimum of 10 days.	89%	83%

Under Result 2.2, there were originally only two measures (2.2a and 2.2b). Measure 2.2a stated, “Each 21C funded site will demonstrate that ALL programs have the opportunity to create culminating end products and/or performances.” Since 21C sites provide a wide variety of programming options, it is difficult for most of them to be able to respond “Yes” to this item since it qualifies that ALL of their programming options must meet this criteria. Since the percentage for this measure was small in both years (5.7% in 2015-16 and 4.9% in 2016-17), two variations on this measure were amended in order to reveal a more detailed view of the extent to which sites offered culminating activities. The original Measure 2.2a was relabeled as Measure 2.2a.i and Measures 2.2a.ii and 2.2a.iii were added. Measure 2.2a.ii shows that the percentage of sites that were able to report that all or *most* of their programs had the opportunity to create culminating end products and/or performances; this percentage increased from 54% in 2015-16 to 59% in 2016-17.

On the annual performance report, directors listed examples of culminating end products and performances. The item read, “List the best completed examples of culminating end products or performances” and included space for up to ten examples to be listed. Measure 2.2a.iii shows that most sites (79% in 2015-16 and 85% in 2016-17) were able to list at least five examples. In 2015-16, sites listed an average of 7.1 examples, and in 2016-17, sites listed an average of 7.6 examples. It is important to distinguish the difference between listing “the best examples” and listing “all examples.” In many cases, directors may not have listed all of the examples of end products for every site. Therefore, the results for Measure 2.2a.iii do not indicate that 79% and 85% of sites *had* at least five examples of end products in 2015-16 and 2016-17 respectively, but rather that 79% and 85% of sites *listed* at least five examples of end products in 2015-16 and 2016-17 respectively. This is to say that sites that listed fewer than five end products may have actually had more but did not list them, which renders the percentages not completely reliable. Furthermore, in 2015-16, 38 sites listed ten examples and in 2016-17, 39 sites listed ten examples. It’s possible that these sites had more examples to list but could not due to the field length limit on the APR.

The chart below shows the changes between 2015-16 and 2016-17 for Measure 2.2a.iii on the site-level. Forty-five percent of sites listed more examples of culminating end products in 2016-17 as compared with 2015-16, and 30% of programs listed fewer examples (the remaining 25% of programs listed the same number of examples both years). It is important to note that this may not actually be an indicator that these sites actually *offered* more or fewer programs with culminating end products and/or performances, but rather that they

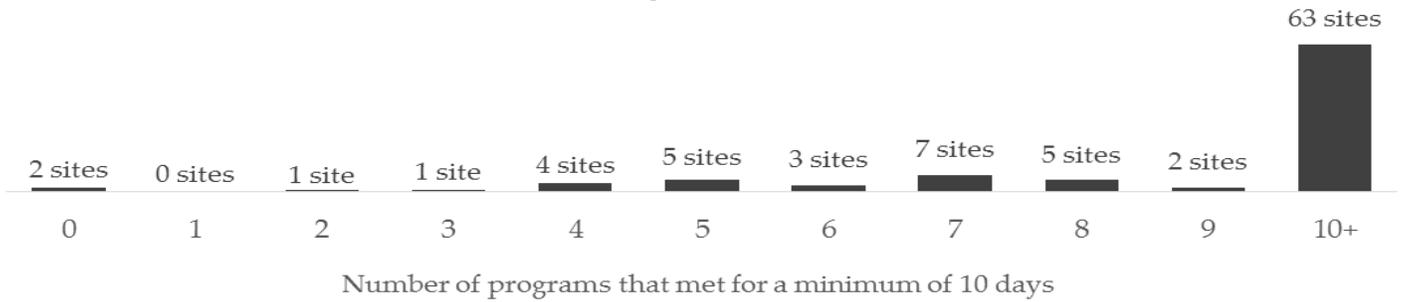
simply *listed* fewer programs on the APR. They may have offered more or fewer such programs, but the wording of this question makes it impossible to know.

Changes for sites on <u>Measure 2.2a.iii</u> between 2015-16 and 2016-17 <i>(Sites' listed examples of programs had culminating end products or performances)</i>		
Sites that...	#	%
Listed more examples	46	45%
Listed the same # of examples	25	25%
Listed fewer examples	31	30%

Measure 2.2b states, "Each 21C funded site will have at least 5 of its program offerings meet for a minimum of 10 days." A question on the site-level APR asked for the number of unique programs that met for 10 or more days during afterschool time. In 2015-16, 89% of sites indicated that five or more of their program offerings met for a minimum of 10 days, and in 2016-17, 86% of sites did so. In both years the vast majority of program sites met this goal. Nearly one-third of sites increased the number of program offerings that met for at least 10 days between the two years. Twenty percent had fewer such offerings and another 20% had the same number of such offerings between the two years. For a quarter of sites, it is unclear how the number of program offerings changed because they were indicated either as a range (1-5, 6-10) or as "10+." The histogram below shows that the majority of sites (63 sites) offered 10 or more programs that operated for at least 10 days in 2016-17. They have surpassed the program goal by at least five programs.

Changes for sites on <u>Measure 2.2b</u> between 2015-16 and 2016-17 <i>(Sites at least 5 of its program offerings meet for a minimum of 10 days.)</i>		
Sites that...	#	%
Listed more offerings	34	32%
Listed the same number of offerings	21	20%
Listed fewer offerings	21	20%
<i>n/a or unclear</i>	26	25%

Site reports of numbers of programs that met for at least 10 days in 2016-17



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

Result 2.3	2015-16	2016-17
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.	90%	97%
b. 21C funded sites will score 4.00 or above on the Nourishment scale of the Safe Environment domain of YPQA.	94%	97%

The outcomes for Measure 2.3a show that the vast majority of 21C sites provided physical activity for their students on a regular basis. In both years, there was an item on the site-level APR about whether the opportunity for at least 20 minutes of physical activity for every two hours of programming was offered. It clarified that physical activity time could include outdoor time, physical activity enrichment choices, or physical activity embedded into programs.

The chart below shows that in 2016-17, 97% percent of sites responded with either “yes” or “yes-most but not all days,” the latter of which was considered to be an indicator of the goal being met for the purpose of this analysis. This was a 7% increase from the previous year in which 90% of sites met this goal. The chart below shows that 77% of sites performed the same on this measure in both years. For two of those sites, that meant that they did not provide sufficient physical activity in either year. For 77 of these sites, that meant they did provide sufficient physical activity in both years. Sixteen percent of all sites improved on this measure between the two years. Seven of those sites went from offering insufficient physical activity programming to sufficient physical activity programming. Nine sites offered sufficient programming in both years but their response improved from “yes-most but not all days” to simply, “yes.” For the seven percent of sites that didn’t offer as much in terms of opportunities for physical activity in 2016-17 as they did in 2015-16, only one site went from offering a sufficient amount in 2015-16 to offering an insufficient amount in 2016-17. The remaining six sites went from responding “yes” in 2015-16 to responding “yes-most but not all days” in 2016-17.

Changes for sites on <u>Measure 2.3a</u> between 2015-16 and 2016-17 (Sites that provided the opportunity for at least 20 minutes of physical activity daily for every two hours of programming offered.)		
Sites that...	#	%
Improved on this measure	16	16%
Offered sufficient physical activity or didn't (same both years)	79	77%
Didn't offer as much or sufficient physical activity the 2nd year	7	7%

Measure 2.3b relates to the Youth Program Quality Assessment (YPQA). In particular, it deals with the Nourishment scale, which contains three items: (1) drinking water is available and easily accessible to all children, (2) food and drinks are plentiful and available at appropriate times for all children during the session, and (3) available food and drink are healthy. The extent to which each item was implemented determined each site's score for the scale, which could range from 1.00 to 5.00. In 2016-17, the statewide average score was 4.85. Of the 96 sites that completed the YPQA in 2016-17, 77 of them achieved a perfect score of 5.00 on this measure. Similar results were seen in 2015-16: the statewide average was 4.83, and of the 95 sites that completed self-assessments through YPQI, 69 of them had scores of 5.00. As seen in the chart below, 60 sites did not improve their score between the two years; that's because 59 of them had already achieved a score of 5.00 in 2015-16 and therefore had no room to improve. The 23 sites for which a comparison between the two years is not applicable are ones which did not complete the YPQA in both years. Overall 21C program sites succeeded in providing healthy and accessible food and drinks.

Changes for sites on <u>Measure 2.3b</u> between 2015-16 and 2016-17 (Site scores on Nourishment scale of YPQA)		
Sites that...	#	%
Scored higher	11	11%
Scored the same	60	61%
Scored lower	7	7%
<i>n/a (sites that didn't use YPQI both years)</i>	23	23%

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

Result 2.4	2015-16	2016-17
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.	72%	92%

b. 21C funded sites that are in at least their third year of operation show improvement in their YPQI self-assessment domain scores from the previous year.		78%			54%	
		Nat'l avg:	State avg:	Goal met:	State avg:	Goal met:
c. The Vermont state average of 21C programs' YPQI domain scores meets or exceeds the national average of external assessment domain scores.	School Age:	4.00	4.34	Yes	4.30	Yes
	Youth:	3.47	4.44	Yes	4.37	Yes

Every 21C-funded site that is in at least their second year of operation is required to complete a self-assessment using either the Youth Program Quality Assessment (YPQA; designed for grades 4-12) or the School Age Program Quality Assessment (SAPQA; designated for grades K-6) each year. They are expected to involve their staff in the planning, implementation, and program improvement elements of the process. In 2015-16, 72% of sites that were in at least their second year of funding and completed a self-assessment responded positively to the question on the APR related to staff involvement in the process (Measure 2.4a). Ninety-five sites completed YPQI self-assessments and 87 of them involved staff in the process. Interestingly, four sites that did not complete YPQI self-assessments indicated that they did include staff in the process. These sites were not counted as having completed the measure since they were required to have fully completed YPQI as well as involving staff in the process. In 2016-17, 96 sites completed YPQI self-assessments and all but one site involved staff in the process. In total, 92% of 21C sites in at least their second year of funding both completed YPQI self-assessments and involved staff in the process in 2016-17. Overall, there was a significant improvement on this measure between 2015-16 and 2016-17.

Measure 2.4b looks at improvement in YPQA self-assessment scores between years. Sites with at least three years of 21C funding were expected to have completed at least two consecutive years of self-assessments using YPQI. Seventy-two sites completed self-assessments in both 2014-15 and 2015-16. Fifty-six of these sites (78%) had higher scores in the second year. Increased scores suggest that sites used their self-assessment results from one year to create program improvement plans which were used to make necessary improvements with the involvement of staff. It should be noted that five of the sites that improved their scores between 2014-15 and 2015-16 used the Youth Program Quality Assessment in 2014-15 followed by the School Age Program Assessment in 2015-16. This was also the case of one of the sites that experienced a score decrease between the two years. While the two versions of the assessment are very similar, they are not identical. It is impossible to know the extent to which each of these sites experienced score increases (or decreases) as a result of intentional program changes or a result of using a slightly different assessment tool. Between 2015-16 and 2016-17, 60 sites completed YPQI in both years, and 54% improved their scores. Three sites used different assessment tools between the two years.

Both the YPQA and SAPQA comprise four domains, each of which comprises multiple scales. Each scale contains multiple items, on which sites rate themselves with a score of 1, 3, or 5. Scores for each scale, domain, and for the overall assessment are subsequently calculated. In 2015-16, the average score for sites that used the SAPQA was 4.34, which decreased slightly to 4.30 in the following year. The average score for sites that used

the YPQA in 2016-17 was 4.37, which slightly decreased from 4.44 in 2015-16. In all four cases, scores were higher than the matching assessment scores for the large national sample. However, these large national sample scores were from assessments that were completed by external evaluators. It is important to note that scores from external evaluators are typically lower than scores obtained 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 with the national averages.

Goal Area 3: All 21C funded programs have effective leaders

The third goal area was developed to ensure that well-qualified individuals lead 21C programs. 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.

Directors, site coordinators and staff with high levels of experience and expertise that regularly work toward improving and developing their professional skills and knowledge are best equipped to provide the most positive and beneficial expanded learning experiences for children and youth. Staff that are licensed educators and also work in the building during the school day 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.

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

Result 3.1	2015-16	2016-17
Measures:	% of projects meeting goal:	
a. 21C programs will be led by directors with significant levels of expertise (bachelor’s degree or higher in related field).	100%	93%
b. 21C programs will be led by directors with significant levels of experience (3+ years of experience).	93%	93%
	% 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).	77%	74%
d. 21C sites will be led by site coordinators with significant levels of experience (3+ years of experience).	96%	91%

Results 3.1a and 3.1b refer to project directors while Results 3.1c and 3.1d deal with site-level leadership. In 2015-16, all 30 21C project directors for whom we have information had a bachelor’s degree or higher (Result 3.1a). This decreased slightly to 93% in 2016-17. Two projects that had directors with bachelor’s degrees in 2015-16 were replaced by directors with associate’s degrees in 2016-17.

Result 3.1b states the 21C programs will be led by directors with at least three years of experience. In both 2015-16 and 2016-17, 93% of sites were led by directors with at least three years of experience. On the APR, directors were given the option to select either “1,” “2,” or “3+” years of experience. Twenty-seven directors

selected “3+” in both 2015-16 and 2016-17. These directors, most of whom remained with their projects between the two years, obviously each gained one year of experience between 2015-16 and 2016-17, but it is not reflected in the data since any number of years higher than two could only be reported as “3+.” The two projects that reported a lower number in 2015-16 than in 2016-17 had changed directors between these two years. The chart below outlines these changes.

Changes for projects on <u>Measure 3.1b</u> between 2015-16 and 2016-17		
<i>(Project directors' years of experience)</i>		
Projects whose leadership...	#	%
Increased in years of experience	0	0%
Stayed at “3+ years” experience	27	93%
Decreased in years of experience	2	7%

In 2016-17, 74% of sites were led by coordinators that had at least a bachelor’s degree, which was a slight decrease from 77% in the previous year. Some sites had two site coordinators; in such cases, if one site coordinator had at least a bachelor’s degree and the other did not, the site was considered to be led by someone with at least a bachelor’s degree. This was the case for two sites in each year. Between the two years, 12 sites improved on this measure, as indicated in the chart below. All 12 of these sites replaced site coordinators that had associate’s degrees, some college experience, or only a high school diploma with coordinators that had either bachelor’s, master’s or doctoral degrees. Conversely, 15 sites replaced site coordinators that had bachelor’s, master’s, or doctoral degrees with coordinators that had less than bachelor’s degrees. Most sites’ performances on this measure remained the same, which was due to a relative lack of staff turnover.

Changes for sites on <u>Measure 3.1c</u> between 2015-16 and 2016-17		
<i>(Sites led by those with at least a bachelor's degree)</i>		
Sites which...	#	%
Improved on this measure	12	12%
Stayed the same on this measure	75	74%
Decreased on this measure	15	15%

Most sites were led by coordinators with sufficient experience; 91% of sites had at least one site coordinator with three years or more of related experience in 2016-17, which was a slight decrease from 96% in 2015-16 (Measure 3.1d). The reason for the decrease of one percentage point was that seven sites decreased in this measure between the two years while four sites improved in this measure. Ninety-one sites remained the same; they all had at least one coordinator with three or more years of experience in both years.

Changes for sites on <u>Measure 3.1d</u> between 2015-16 and 2016-17 <i>(Sites led by those with at least 3 years of experience)</i>		
Sites whose leadership...	#	%
Increased in years of experience	4	4%
Stayed at "3+ years" experience	91	89%
Decreased in years of experience	7	7%

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

Result 3.2	2015-16		2016-17	
Measures:	% of sites meeting goal:			
a. 21C sites will be staffed by at least one-third licensed educators during the school year.	59%		50%	
b. 21C sites that operate in the summer will be staffed by at least one-third licensed educators in the summer.	58%		49%	
	State avg:	Goal met:	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.	38%	Yes	34%	Yes
d. At the state level, at least one-third of the staff working in 21C programs during the summer will be licensed educators	38%	Yes	36%	Yes

Sites with at least 33% of their staff as licensed teachers can help foster supportive learning environments and help students make connections between their afterschool and summer experiences and their regular school day lessons. In 2015-16, 59% of sites met this goal, with an average of 38% of staff at each site as licensed teachers. The following year, 45 sites had increased their percentage of staff that were licensed teachers while 53 sites decreased their percentage of staff that were licensed teachers, resulting in 50% of 21C sites meeting the goal of one-third of their staff being licensed educators. On average, 34% of staff at each school year site were licensed educators.

In the summer of 2015, summer programming took place at 69 total sites. In many cases, summer sites provided programming not only to students from the school itself, but also to students from other schools in the district. That summer, 58% of these 69 summer locations met the goal of having at least one-third of their respective staff members as licensed teachers. On average, 38% of staff at each site were licensed educators. The following year, there were 65 sites that hosted summer programming. Of the sites that hosted summer programming in both years, 19 increased their percentage of licensed teachers while 27 decreased their percentage of licensed teachers. This resulted in a total of 49% of summer sites successfully fulfilling the measure. On average, 36% of staff at each summer site in 2016 were licensed educators.

Changes for sites on <u>Measure 3.2a</u> between 2015-16 and 2016-17 <i>(Sites staffed by 1/3 licensed educators during school year)</i>		
School year sites that...	#	%
Increased percentage of licensed teachers	45	44%
Maintained percentage of licensed teachers	53	52%
Decreased percentage of licensed teachers	4	4%

Changes for sites on <u>Measure 3.2b</u> between 2015-16 and 2016-17 <i>(Sites staffed by 1/3 licensed educators during summer)</i>		
Summer sites that...	#	%
Increased percentage of licensed teachers	19	19%
Maintained percentage of licensed teachers	27	26%
Decreased percentage of licensed teachers	3	3%
<i>n/a (sites that didn't provide summer or sent students to other schools' summer sites)</i>	55	54%

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

Result 3.3	2015-16		2016-17	
Measures:	% of projects 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.	43%		69%	
	% directors:	Goal met:	% directors:	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.	23%	Yes	17%	Yes

The first measure under this result (3.3a) contains two levels. It is necessary to look at both individual sites and the projects to which they belong to in order to calculate it. The phrase, “at each of their particular sites” is a key component of this measure. It underlines the importance of looking at each individual site within a project rather than at the total number of site coordinators for a project. For example, a two-site project might have one site with a single coordinator and another site with two site coordinators. If for example, the single coordinator was in their first year of tenure and the two site coordinators with the other site both had over two years of tenure, then by simply tallying coordinators, it would appear that this project has successfully completed the measure because two-thirds of the site coordinators would have been sufficiently experienced. However, only one site would have actually reaped the benefits of coordinator experience. Therefore, this measure was calculated to take into consideration whether each individual site met the criteria; in this hypothetical example, this project would not have successfully completed this measure because 50%, which is greater than 33% of its sites did not have sufficiently experienced site leadership.

It is therefore logical to begin by looking at the individual sites and the tenure of their site coordinator or coordinators to determine whether each had met the criteria of the measure. Sites could have had either one or two site coordinators. Most sites (87) reported information for only one site coordinator. Of these 87 sites, the site coordinators for 25 of them were in their first or second year of tenure. The remaining 62 coordinators had sufficient tenure. Fifteen sites reported information for two coordinators. Of these 15 sites, ten of them reported that both site coordinators had at least two years of experience in their current positions. For each of the five remaining sites, the corresponding coordinators were split: one had sufficient tenure and the other was in their first or second year. The chart below lays out these figures.

<i>Sites with...</i>	Sites with 1 coordinator	Sites with 2 coordinators
...0 site coordinators in 1st or 2nd yr	62 (met criteria)	10 (met criteria)
...1 site coordinator in 1st or 2nd yr	25 (did not meet criteria)	5 (ambiguous)

For the five sites that had one coordinator with sufficient years of tenure and the other with insufficient years of tenure, it is not clear as to whether they met the criteria for the measure. On the one hand, they did possess one site coordinator with sufficient experience. On the other hand, compared with sites that had two coordinators with sufficient experience or even a single-coordinator site with a well-tenured leader, it’s unclear as to whether their site-level leadership would have been as effective. In the context of the calculation of this measure on the project-level, however, it did not matter. Three of the sites were from multi-site projects in which all of the other sites in the project had clearly met the measure; one was from a seven-site project, one from a five-site project, and one from a four-site project. For each of these projects, the measure was met since the majority of sites had coordinators with sufficient tenure. One site was part of a ten-site project for which seven sites successfully achieved the measure. The remaining site was part of an eight-site project for which three sites did not complete the measure; therefore, that project was not considered to have successfully completed the measure.

Of the 30 projects that submitted APR data for 2015-16, thirteen projects (43%) had no more than one-third of their sites with a coordinator or coordinators in their first or second year. Then in 2016-17, 69% of projects had no more than one-third of their site coordinators in their first or second year of tenure. The table below shows that a reason for this is that fewer sites had at least one site coordinator in their first or second year of tenure in 2016-17 than in 2015-16. In 2015-16, 42 sites had one or two site coordinators in their first or second year of

tenure while in 2016-17, this number decreased to 30. It can be reasonably assumed that site coordinator turnover decreased between the two years; as such, site coordinators were able to gain an additional year of tenure and many therefore increased their years of tenure from one to two years or from two to three years.

<i>Sites with at least one coordinator in 1st or 2nd year of tenure</i>	
2015-16	2016-17
42 (40%)	30 (29%)

Overall, eight projects performed better on this measure in 2016-17 than in 2015-16 and three projects did worse. Eighteen projects performed the same in both years, as in they had the same percentage of sites that met the criteria for the measure. These figures are represented in the chart below.

Changes for projects on <u>Measure 3.3a</u> between 2015-16 and 2016-17 <i>(Site coordinators have sufficient tenure)</i>		
Projects that...	#	%
Improved	8	28%
Performed the same	18	62%
Performed worse	3	10%

The second measure for Result 3.3 refers to the tenure of directors. It reads, “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.” In 2016-17, five of the 29 directors (17%) were in their first or second year of tenure. This was a slight decrease from the previous year in which seven of the 30 directors (23%) were in their first or second year of tenure. This is the only measure for which a decrease in percentage is desirable. In both years the goal was met.

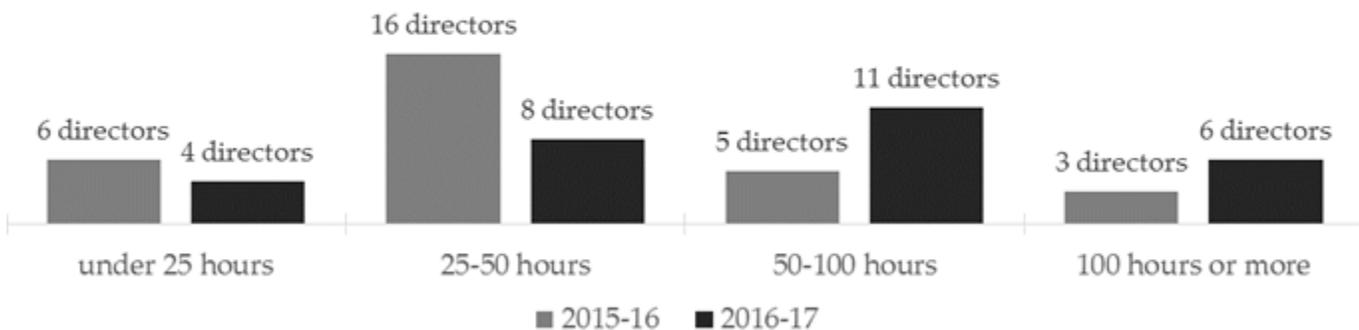
Result 3.4	2015-16	2016-17
Measures:	% of projects meeting goal:	
a. 21C project directors participate in at least 25 total hours of professional development opportunities per year.	80%	86%

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-six percent of project directors achieved the goal of participating in at least 25 hours of professional development programming in 2016-17, which was an increase from 80% of directors who did so in 2015-16. That year, six of the 30 directors did not complete at least 25 hours of professional development, whereas in the following year (2016-17), four of the 29 project directors did not complete at least 25 hours.

On the Annual Performance Report, directors were given four options from which to select their hours of professional development for the year: “Under 25 hours,” “25-50 hours,” “50-100 hours,” and “100 hours or more.” Fourteen projects had directors that selected a higher bracket of hours in 2016-17 than in 2015-16 while seven projects had directors that selected a lower bracket of hours in 2016-17 than in 2015-16. This helps explain the percentage increase between the two years of projects that successfully completed this measure. Eight projects directors selected the same bracket in both years. This means that their directors each completed approximately the same amount of professional development in both years. It is likely that their exact number of completed hours changed, but it is impossible to know given the way that the data were collected. The visualizations below show these findings in greater detail.

Changes for projects on <u>Measure 3.4a</u> between 2015-16 and 2016-17		
<i>(Directors' total hours of annual professional development)</i>		
Projects with directors that...	#	%
Increased # of hours of PD	14	48%
Had similar # of hours of PD	8	28%
Decreased # of hours of PD	7	24%

21C directors' annual hours of PD, 2015-16 and 2016-17



Goal Area 4: All 21C funded programs are sustainable

The methods to ensure that 21C-funded afterschool and summer learning programs are sustainable 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.

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 also work to increase the likelihood that their programs can be sustained from year to year even without it. Program leaders can help make this happen in three main ways: by evoking support from school principals, by diversifying funding sources, and by developing local financial partners.

School buildings are the primary locations for both school year and summer learning opportunities. School principals who understand the importance of the programming that take 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, supervisory union, or even state level.

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. Furthermore, afterschool and summer learning projects that foster partnerships with community groups and organizations can gain access to valuable resources that can help increase their sustainability.

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

Result 4.1	2015-16	2016-17
Measures:	% 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.	90%	89%

It is crucial for program leaders to meet with their associated building principals regularly in order to build strong connections and advocate for their programs. This was the case for leaders of 90% of 21C sites in 2015-16 and 89% of sites in 2016-17. The associated item on the site-level APR was a straightforward yes/no question that read, "Does the project director or site coordinator meet with the associated building principal at least once per month OR at least a total of nine times during the calendar year?"

From 2015-16 to 2016-17, five sites went from not having their site coordinators or directors meeting with the associated building principal at least once a month or a total of nine times during the calendar year to doing so. Conversely, six sites were successful in this endeavor in 2015-16 but not in 2016-17. Ninety-one sites

performed the same on this measure in both years. Leaders from each of these sites may have actually changed the exact frequency with which they interacted with their school principals, but not enough to change their individual response for this measure from “yes” to “no” or vice versa.

Changes for sites on <u>Measure 4.1</u> between 2015-16 and 2016-17		
<i>(Site leaders' meeting frequency with school principals)</i>		
Sites whose leaders met with school principal...	#	%
More frequently	5	5%
At about the same frequency	91	89%
Less frequently	6	6%

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

Result 4.2	2015-16		2016-17	
Measures:	% of projects 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.	74%		87%	
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.	61%		57%	
	State total:	Goal met:	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.	\$5.81 million	Yes	\$6.23 million	Yes

In 2015-16, there were 23 projects that had been in operation for more than five years and 17 of them (74%) received funding from at least five sources. The following year, there were also 23 projects that had been in operation for more than five years and 20 of them (87%) received funding from at least five different sources (Measure 4.2a). In-kind funding sources were not included in the tallies for either year. There were 20 projects that had been in operation for more than five years in both years. Six of them increased their number of funding sources from 2015-16, eight of them decreased their number of funding sources, and six of them maintained their number of funding sources. The table below displays these figures.

Changes for projects on <u>Measure 4.2a</u> between 2015-16 and 2015-16		
<i>(Projects in operation for >5 years and funding sources)</i>		
Projects that...	#	%
Increased # of funding sources	6	21%
Had same # of funding sources	6	21%
Decreased # of funding sources	8	28%
<i>n/a (not funded for >5 years in both years)</i>	9	31%

Measure 4.2b originally read, “21C funded projects that have been in operation for more than five years receive no more than 50% of their annual funding from a single funding source.” The percentage was increased to 55% due to the fact that more 21C money was awarded in 2014-15 to cover a statewide licensed teacher retirement issue that year. Fourteen out of the 23 projects that were in operation for more than five years in 2015-16 had accomplished this goal (61%). In 2016-17, thirteen of the 23 projects that were in operation for more than five years in 2015-16 had accomplished this goal (57%). In 2016-17, projects had an average of 58% of their funding come from single sources (a 1% decrease from the previous year).

A total of 5.5 million dollars in federal funding are allocated annually to 21C projects in Vermont. The sum of funds from other sources such as schools, supervisory unions, fundraising and state funds totaled 5.81 million dollars in 2015-16 and 6.23 million dollars in 2016-17 (Measure 4.2c). This statewide goal was met in both years as aggregate cash funding from sources other than federal 21C funds exceeded 5.5 million dollars.

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

Result 4.3	2015-16	2016-17
Measure:	% of projects 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.	70%	76%

In 2016-17, 21C projects identified an average of at least 4.8 community partners that contributed the equivalent of at least \$1000 in resources and/or supports. The term, “at least” is specified because seven projects indicated on their APRs that they had “10+” partners. For the purpose of computing the average, the number 10 was used in these circumstances, but at least some of these projects likely had more than 10 partners. Twenty-two of the 29 projects (72%) were able to identify two or more such partners. This was an increase from the previous year in which 21 of the 30 projects (70%) were able to do so (Measure 4.3a). The chart below shows that between the two years, slightly more projects increased their number of such community partners than decreased them. Of the eighteen projects that increased their number of partners, seven had done so in such a way that they went from not accomplishing the goal of the measure to doing so. Of the two projects that decreased their number of partners, both were still successful in having more than two partners in both years. Of the nine projects that had the same number of partners in both years, six did not accomplish the goal either year (one had one partner both years and the other five did not have any

partners in either year), one project had two partners, one project had three partners, and one project had five partners. The table below displays these figures.

Changes for projects on <u>Measure 4.3a</u> between 2015-16 and 2016-17 <i>(Projects' community partners)</i>		
Projects that...	#	%
Increased # of partners	18	62%
Had same # of partners	9	31%
Decreased # of partners	2	7%

Conclusion

This report summarizes and compares statewide evaluation data that were collected for all 21C-funded projects and individual sites in 2015-16 and 2016-17. These data were collected via electronically submitted annual performance reports in both years. The submissions were aggregated and analyzed to inform all of the measures within each of the results of the four Goal Areas on the evaluation plan. Overall, improvement was seen between 2015-16 and 2016-17 on 22 measures. Nineteen of the measures showed decreased performance between the two years and 5 measures showed consistent performance. For four of the measures, data were unavailable and therefore year-to-year comparisons could not be made. This report clarified each of the calculations and explained the rationale behind each measure in terms of how each would ultimately benefit children and youth served by 21C programs throughout Vermont.

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Appendix: Tabled Summary of Evaluation Results for 2014-15, 2015-16 and 2016-17

Statewide Evaluation Results

Data summary for 2016-17 (with 2015-16 and 2014-15 comparisons)

Prepared by Erin Schwab (erinschwab@vermontafterschool.org), Vermont Afterschool for VT Agency of Education – Nov. 2017

	2015-16	2016-17	Description	Comments/Notes/Additional Info.
33	31	29	21C projects	
110	108	102	21C sites	
109	105	102	21C sites provided school year programming	
93	85	92	21C sites provided summer programming (either on site or at a different school building)	
92	85	102	21C sites provided both school year and summer programming	
84,446	84,546	84,433	Total students were enrolled in VT schools	
13,647	13,246	12,971	Total students were served	
6,295	6,075	5,872	Total students were served on a regular basis	
3,773	3,651	3,661	Total high risk students were served on a regular basis	<i>Includes students who attended schools with 100% free/reduced lunch rate under the new Community Eligibility Provision.</i>
1,098	1,130	1,095	Total students on IEPs were served on a regular basis	

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.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	1.1a.	site		61%	50%	61%	of sites had a free and reduced lunch rate among regular attendees that met or exceeded the school rate.	<i>Excludes 23 sites that claimed 100% free/reduced lunch rate under the Community Eligibility Provision in 2016-17, 3 such sites in 2015-16, and 12 such sites in 2014-15.</i>
Yes	1.1b.	state	>40%	53%	59%	58%	of regular attendees statewide were eligible to receive free or reduced lunch, excluding sites for which 100% of regular attendees were regarded as certified for free/reduced lunch under the Community Eligibility Provision.	
Yes	1.1c.	state	>=15%	17%	19%	19%	of regular attendees statewide were 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.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	1.2a.	site		70%	66%	74%	of 21C sites operated at least 32 weeks during the school year.	
	1.2b.	site		69%	69%	72%	of 21C sites operated at least 5 days per week during the school year.	
	1.2c.	site		35%	30%	30%	of 21C sites operated at least 14 hours per week during the school year	
Yes	1.2d.	state	>=32	33	34	33	was the statewide average number of weeks that sites operated during the school year.	
No	1.2e.	state	>=5	4.7	4.7	4.7	was the statewide average number of days per week that sites operated during the school year.	
No	1.2f.	state	>=14	12	12	11	was the statewide average number of hours per week that sites operated during the school year.	

1.3. 21C funded programs provide enough summer programming to address summer learning loss.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	1.3a.	site		66%	69%	70%	of 21C sites that provided summer programming operated for at least 5 weeks during the summer.	
	1.3b.	site		83%	84%	88%	of 21C sites that provided summer programming operated for at least 5 days per week during the summer.	
	1.3c.	site		88%	86%	68%	of 21C sites that provided summer programming operated for at least 21 hours per week during the summer.	<i>Prior to 2016-17, sites with <25 hours responded with the option, "<25 hours," rather than with the specific number of hours. These sites were considered to have not met the goal for the purpose of this calculation (when in actuality several of them may have operated for >21 hours).</i>
Yes	1.3d.	state	>=5	5.2	5.1	5.1	was the statewide average number of weeks that sites which provided summer programming operated during the summer.	
Yes	1.3e.	state	>=5	4.8	4.8	4.9	was the statewide average number of days per week that sites which provided summer programming operated during the summer.	
Yes	1.3f.	state	>=21			30.9	was the statewide average number of hours per week that sites which provided summer programming operated during the summer.	
	1.3f.*	state	>=21	37.2	38.4	40.2	was the statewide average number of hours per week that sites which provided summer programming operated during the summer *for sites that provided 25 or more hours of programming.	<i>Prior to 2016-17, sites with <25 hours responded with the option, "<25 hours," rather than with the specific number of hours, and were thus eliminated from the calculation (thereby artificially increasing the average).</i>

1.4 21C funded programs have a solid base of regular attendees.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	1.4a.	site		84%	85%	81%	of sites served at least one-third of their participants on a regular basis.	
Yes	1.4b.	state	>=33%	46%	46%	45%	of total attendees statewide were regular attendees.	

Goal Area 2: All 21C funded programs are of high quality.

2.1 21C funded programs support learning												
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.				
	2.1a.	site		79%	79%	81%	of sites had at least one program strategy, beyond homework help, that was specifically designed to support students who are performing below grade level or struggling academically.					
	2.1b.	site		__%	__%	__%	of sites had a rate of regular attendees proficient or above in language arts that is equal to or above the rate for the school.	<i>waiting for data from federal system</i>				
	2.1c.	site		__%	__%	__%	of sites had a rate of regular attendees proficient or above in mathematics that is equal to or above the rate for the school.	<i>waiting for data from federal system</i>				
	2.1d.	state	not yet set	__%	__%	__%	was the statewide percentage of regular attendees that are proficient or above in language arts.	<i>waiting for data from federal system</i>				
	2.1e.	state	not yet set	__%	__%	__%	was the statewide percentage of regular attendees that are proficient or above in mathematics.	<i>waiting for data from federal system</i>				
No	2.1f.i.	state	>=70%	n/a	4%	7%	of students surveyed in grades 5-12 responded "almost always true" or "extremely" or "quite a lot" for all survey questions.	<i>Survey changed slightly between 2014-15 and 2015-16.</i>				
	2.1f.ii.	state	not set	16%	16%	18%	of students surveyed in grades 5-12 responded "almost always true" for all of the following questions:	<i>Almost always true</i>	<i>True about half time</i>	<i>Almost Never True</i>		
◦ <i>I am interested in what we do.</i>							62%	32%	6%			
◦ <i>The activities are important to me.</i>							49%	43%	8%			
◦ <i>I try to do things I have never done before.</i>							39%	46%	15%			
◦ <i>I am challenged in a good way.</i>							48%	41%	10%			
◦ <i>I am using my skills.</i>							64%	29%	6%			
◦ <i>I feel like I belong at this program.</i>							66%	28%	6%			
◦ <i>I feel like I matter at this program.</i>	63%	29%	9%									
	2.1f.iii.	state	not set	n/a	14%	17%	of students surveyed in grades 5-12 responded "extremely" or "quite a lot" for all of the following survey questions:	<i>Extremely</i>	<i>Quite a lot</i>	<i>Some what</i>	<i>A little</i>	<i>Not at all</i>
◦ <i>How much do you feel ENERGETIC right now?</i>							13%	24%	37%	19%	7%	
◦ <i>How much do you feel ACTIVE right now?</i>							15%	27%	29%	20%	9%	
◦ <i>How much do you feel LIVELY right now?</i>							19%	26%	30%	17%	6%	

2.2 21C funded programs allow participants to experience interests in depth.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	2.2a.i	site		4.5%	5.7%	4.9%	of sites demonstrated that all programs had the opportunity to create culminating end products and/or performances.	
	2.2a.ii	site		40%	54%	59%	of sites demonstrated that ALL or MOST programs had the opportunity to create culminating end products and/or performances.	
	2.2a.iii	site		85%	79%	85%	of sites had at least five examples of culminating activities.	
	2.2b.	site		n/a	89%	83%	of sites had at least 5 of its program offerings meet for a minimum of 10 days.	
2.3 21C funded programs provide healthy food and physical activity.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	2.3a.	site		78%	90%	97%	of sites provided the opportunity for at least 20 minutes of physical activity daily for every two hours of programming offered.	<i>This was asked differently in 2014-15 than in subsequent years. 2014-15 data is likely less accurate.</i>
	2.3b.	site		91%	94%	97%	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.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	2.4a.	site		85%	72%	92%	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>In 2015-16 and 2016-17, there was a question on the APR that related directly to this measure. The percentages for these years show the amount of sites that BOTH completed YPQI and involved staff. Since there wasn't a question on the APR in 2014-15 about staff involvement, the percentage only shows sites that completed YPQI.</i>
	2.4b.	site		60%	78%	54%	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 81 sites that completed self-assessments in both 2015-16 and 2016-17; on 72 sites that completed self-assessments in both 2014-15 and 2015-16; and on 10 sites that completed self-assessments in both 2013-14 and 2014-15.</i>
Yes	2.4c.i.	state	>=4.00	4.00	4.34	4.30	was the state average of 21C programs' YPQI overall scores for sites that used the School Age Program Quality Assessment.	
Yes	2.4c.ii.	state	>=3.47	4.02	4.44	4.37	was the state average of 21C programs' YPQI overall scores for sites that used the Youth Program Quality Assessment.	

Goal Area 3: All 21C funded programs have effective leaders								
3.1	21C funded programs are led by experienced leaders.							
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	3.1a.	<i>proj.</i>		91%	100%	93%	of program directors had at least a bachelor's degree in a related field.	
	3.1b.	<i>proj.</i>		97%	93%	93%	of program directors had at least 3 years of experience.	
	3.1c.	<i>site</i>		75%	77%	74%	of sites were led by site coordinators with at least a bachelor's degree in a related field.	
	3.1d.	<i>site</i>		97%	96%	91%	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							
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	3.2a.	<i>site</i>		n/a	59%	50%	of sites were staffed by at least one-third licensed educators during the school year.	
	3.2b.	<i>site</i>		n/a	58%	49%	of sites that operated in the summer were staffed by at least one-third licensed educators.	
Yes	3.2c.	<i>state</i>	>=33%	n/a	38%	34%	of statewide 21C school year staff were licensed educators.	
Yes	3.2d.	<i>state</i>	>=33%	n/a	38%	36%	of statewide 21C summer staff were licensed educators.	

3.3 21C funded programs have appropriate staff retention rates.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	3.3a.	site & proj.		80%	43%	69%	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.	
Yes	3.3b.	state	<=33%	27%	23%	17%	of program directors statewide were in their first or second year of tenure at each of their projects.	<i>This is the only measure for which we want to see a decrease in %.</i>
3.4 21C leaders participate in professional development and networking opportunities.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	3.4a.	proj.		85%	80%	86%	of program directors participated in at least 25 total hours of professional development opportunities during the most recent year.	

Goal Area 4: All 21C funded programs are sustainable.								
4.1 21C funded programs link with the school day.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	4.1a	site		61%	90%	89%	of sites had their program director or site coordinator met with its associated building principal at least nine times during the year.	<i>This was asked differently in 2014-15 than in subsequent years. 2014-15 data is likely less accurate.</i>
4.2 21C funded programs utilize diverse sources of funding.								
Statewide goal met in 2016-17?	Measure	Level	Goal for state avg.	2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	4.2a.	proj.		83%	74%	87%	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.	<i>Includes 21C as a funding source. Does not include "in-kind" as a source. (The 2014-15 report listed the result for that year as 71%; 21C was not included as a funding source and "in-kind" was included as a funding source for the analysis at that time).</i>
	4.2b.i	proj.		n/a	43%	39%	of projects that had been in operation for more than five years received no more than 50% of their annual funding from a single funding source.	
	4.2b.ii	proj.		71%	61%	57%	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 in 2014-15.</i>
Yes	4.2c.	state	>\$5.5 mil	\$6.15 mil	\$5.81 mil	\$6.23 mil	was the statewide aggregate cash funding from sources other than federal 21C funds.	
4.3 21C funded programs benefit from meaningful community partnerships.								
	Measure	Level		2014-15 Result	2015-16 Result	2016-17 Result	Description	Comments/Notes/Additional Info.
	4.3a.	proj.		76%	70%	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.	