

MONTANA STATE EVALUATION REPORT



21st
Century

Community Learning Centers

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2016-17 Annual Report

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Montana State Evaluation Report

2016-17 ANNUAL REPORT

EXECUTIVE SUMMARY

The 21st Century Community Learning Center (CCLC) Grant is a federally-funded program that supports out-of-school-time community learning centers that operate primarily on school campuses statewide. Targeting students who attend high-poverty schools, these programs help students meet core standards in academic subjects such as language arts and math while also offering a broad array of youth development and enrichment opportunities.

The following report presents results that cover the span of the 21st CCLC grant in Montana from June 1, 2016 to May 31, 2017. This document provides: (a) a state evaluation background and methodology; (b) a description of the participants, staff and partnerships that constitute the grant; (c) program implementation information, including the services that are offered through 21st CCLC programming; d) results for process and outcome measures; and (e) conclusion and recommendations. Key findings, organized by the evaluation questions, include:

What are the characteristics of students and families served, and are programs reaching the target population(s)? What is the extent and nature of local partnerships across programs?

In Montana, a total of 79 grantees with 147 centers offered 21st CCLC programming to approximately 14,477 students during the school year and 6,637 during the summer. This represents a noteworthy increase from the prior summer (12.9%) and school year (22.7%). A total of 1,983 staff provided services and supports to students in these programs during the school year, which also represents a 12% increase from last year. Of these staff members, 59% were paid staff and 41% were volunteers. Over half of them (62%) were teachers or other non-teaching school staff. Grantees also reported establishing partnerships with 894 organizations to support the grant work, with the majority of these being non-profits, government entities, public schools, and for profit entities. Partners primarily are supporting the grant through programming / activity provision.

Students attending a center for 30 days or more during a reporting period are considered to be “regular attendees”. Forty-two percent of the total student population was comprised of

these regular attendees during 2016-2017 reporting period and is lower than the national average of 54.2%. On average, centers served 104 youth with 44 being regular attendees. However, when center populations are categorized, there is some variability evident. For example, only 10% of centers served over 200 students, whereas over half (57%) served 100 or less. This is consistent with the rural nature of Montana and has remained stable as compared to the prior year. Data on retention shows that approximately 63% of students were retained in the program (i.e., attended the prior year). Furthermore, statewide 84.1% of the targeted capacity (population to be served) were actually served by 21st CCLC programs. At the grantee level, however, only 65% of grantees met their capacity goals.

In terms of demographics, students were divided almost evenly between males and females, and the large majority were White (69%) followed by American Indian (21%). Students receiving free/reduced lunch were over-represented among center attendees (57%) compared to statewide (44%) but this is to be expected given that the 21st CCLC grant targets low-income students and high poverty schools. In contrast, special education students were under-represented (8%) compared to the state as a whole (12%). Attendees came from all grades, pre-k through 12th, although students were more heavily concentrated in the elementary grades.

What are the characteristics of 21st CCLC programming (e.g., services offered, frequency, etc.)?

Centers offered a wide range of activities during the 2016-2017 program year. The most frequent activities (measured by days per week and hours per session) offered during summer programming included: STEM-related activities, arts and music, youth leadership, physical fitness, and literacy. The most frequent activities offered during the school year (Fall and Spring semesters) included: STEM-related activities, physical fitness, arts and music, homework help, and literacy activities. In terms of the percentage of centers offering these various activities, results show that most of the centers provided STEM-related activities (79%), arts and music (73%), physical activity (69%), and homework help (60%). The least offered program activities during the school year were counseling programs, ELL supports, truancy prevention, and violence prevention (all under 6% of centers). Taken altogether, these findings show that while there is a clear focus on academics among the majority of centers, there is also a strong emphasis on enrichment via arts and music, and physical activity. Thus, overall programs are doing well in providing diverse and complementary activities for a well-rounded experience among program participants.

Consistent with the goals of providing services to students and their families, a total of 919 adults/family members were served. All centers provided services to students, whereas 1/3 of centers (N=47) provided family social events, parental involvement/engagement,

information on supports for youth in academics and postsecondary education, and career and job training services to adults. That said, this represents an increase from 24% last year to 31% in 2016-17.

On average, centers with summer programming were open for 6 weeks (28 days), 5 days per week for approximately 4-5 hours per day. During the school year, centers typically were open for 33 weeks total for approximately 4 days per week (primarily after school). Daily hours averaged to about 3 hours of programming Monday through Friday, with centers closed over the weekend. The average staff to student ratio during the school year is 1:10.

How well are centers meeting quality standards?

Grantees completed the Montana Monitoring and Quality Improvement Self Assessment tool. This tool allows practitioners to take a critical look at their programs against standards of best practices for afterschool programs. Results showed that the top self-rated areas for Montana centers are: 1) Health & Safety, 2) Center Operations, and 3) Staffing/Professional Development. The weakest area is in Partnerships. These findings are also comparable to those observed during the prior grant year with the exception of a noteworthy increase in their capacity for Evaluation/Measuring Outcomes. As a result of changes in the statewide 21st CCLC evaluation process and approach, including greater attention to measurement and making data-driven decisions, this has produced an increase in grantees usage and understanding of evaluation data.

Statistical analyses also shows that grantees who have more years of experience (5+ years) with the 21st CCLC grant self-report a higher level of compliance with quality indicators as compared to those who have less experience (3-4 years), particularly in the areas of Staffing/Professional Development, Organizational Structure & Management, and Evaluation/ Measuring Outcomes.

What SEA and grantee level resources and technical assistance are available for support to program staff? How effective are these and to what degree are recipients satisfied?

In order to gain insight into communication and supports between program staff and administrators, they were asked the extent to which communication occurs and the types of information that are shared. Results showed that most program administrators (n=86) reported having meetings with staff at least once per week (43%), with an additional 31% having meetings a few times per month to monthly. In contrast, 26% reported having

meetings 1-2 times per semester or never. Thus, about ¼ of programs could benefit by more frequent and structured meetings to share important program information and gather feedback / input from staff.

Administrators were also asked the frequency in which they offered professional development activities during the 2016-17 grant year. The majority (41.8%) reported offering 2-3 opportunities during the grant year, followed by 4-5 (14%) and 1 (12%).

With respect to their satisfaction with supports and professional development, a significant percentage of program staff (90%) were satisfied with the support they receive from their site supervisor, 81% felt they had sufficient resources to conduct their activities, and almost 75% reported satisfaction with the quality of resources. Furthermore, approximately 67% were satisfied with the professional development they participated in and 61% liked the *types* of professional development they received. While, in general, most staff were satisfied, a significant proportion (about 1/4 to 1/3) were also neutral in their ratings of the professional development offered by their programs. When asked specifically about state-sponsored/provided trainings, the highest rated supports and training opportunities by both program staff and administrators consisted of trainings on the E-grant application, data collection, and assistance with program development. Additionally, when asked what they would like additional training on, the top three choices consisted of: 1) connecting after-school programming with the school day, 2) programming ideas, and 3) behavior management.

What is the impact of 21st CCLC programs on student academic performance, student behaviors and positive youth assets? What other effect(s) and/or unintended consequences have resulted from the implementation of these out of school programs?

The following series of tables show the overall statewide results from the current and prior grant year for each state performance indicator as specified in the current logic model. Goals and objectives addressed by each indicator are also provided.

PERFORMANCE ON 21ST CCLC STATE OBJECTIVES AND INDICATORS

GOAL 1: Student's in 21st CCLC Programs will show improvement in academic achievement.

Objective	Indicator	2015-16 Result ¹	2016-17 Result
Objective 1.1. 21ST CCLC Programs will increase students' performance in core academics.	GPRA 1.1.1. The percentage of 21 st CCLC participants who meet or exceed the proficient level of performance on State Assessments in reading/ language arts will increase by 5% annually.	Not available for 2015-16 School Year	44% proficiency Baseline
	GPRA 1.1.2. The percentage of 21 st CCLC participants who meet or exceed the proficient level of performance on State Assessments in mathematics will increase by 5% annually.	Not available for 2015-16 School Year	37% proficiency Baseline
Objective 1.2. Students in 21ST CCLC Programs will demonstrate increases in homework completion and class participation.	GPRA 1.2.1. 70% or more of 21st CCLC participants will demonstrate improvement in homework completion and class participation annually as measured by school day teacher surveys.	64.3% improved in Homework Completion 63.8% improved in Class Participation	60.6% improved in Homework Completion 58.1% improved in Class Participation
	Objective 1.3. Students in 21ST CCLC Programs will demonstrate maintenance or increases in class grades for core subjects and on-time advancement to the next grade level.	GPRA 1.3.1. 70% or more of 21st CCLC participants will demonstrate maintenance or increases in math and reading grades annually as measured by school day teacher surveys.	96.3% -Math "Performance" 96.7% -Reading "Performance"
	1.3.2. 90% or more of 21st CCLC participants will advance to the next grade level or graduate as measured by OPI data.	Not available for 2015-16 School Year	96.1% advanced

GOAL 2: 21st Century Community Learning Center Programs will provide a safe, supportive, and healthy environment for youth.

Objective	Indicator	2015-16 Result	2016-17 Result
Objective 2.1: Students participating in 21st CCLC programs will demonstrate increases in	2.1.1 90% or more of 21st CCLC students will report they are supported by and connected to staff in their program annually as measured by student surveys.	Not available for 2015-16 School Year	87.5% feel supported

¹ Results, when available, are color-coded. Red font results did not meet indicator and green results met indicator.

<p>perceptions of support, connectedness, and safety.</p>	<p>2.1.2. 90% or more of 21st CCLC students will report feeling physically safe in their program annually as measured by student surveys.</p>	<p>Not available for 2015-16 School Year</p>	<p>85.9% feel safe</p>
	<p>2.1.3. 75% or more of 21st CCLC students will report feeling connected to peers (including having a sense of belonging) annually as measured by student surveys.</p>	<p>Not available for 2015-16 School Year</p>	<p>75.4% feel connected</p>
<p>Objective 2.2: Students participating in 21st CCLC programs will be provided with healthy eating opportunities.</p>	<p>2.2.1 100% of 21st CCLC centers who meet eligibility criteria will enroll in the USDA Healthy Snack Program (NSLP or CACFP) as measured by School Nutrition Program and DPHHS enrollment records.</p>	<p>105 of 144 centers (72.9%) enrolled in the USDA Healthy Snack Program</p>	<p>104 of 146 centers (71.2%) enrolled in the USDA Healthy Snack Program</p>

GOAL 3: 21st CCLC Programs will work collaboratively with families and community to promote positive youth development and parental skills.

Objective	Indicator	2015-16 Result	2016-17 Result
<p>Objective 3.1: Parents of students in 21st CCLC Programs will demonstrate increases in parental involvement and support/knowledge of student.</p>	<p>3.1.1. 65% or more of 21st CCLC parents/ caregivers will report that they are satisfied with communication from center staff annually as measured by parent surveys.</p>	<p>Not available for 2015-16 School Year</p>	<p>75.4% satisfied</p>
	<p>3.1.2. 65% or more of parents will report knowledge and awareness of student progress and activities in 21st CCLC program and school annually as measured by parent surveys.</p>	<p>Not available for 2015-16 School Year</p>	<p>87.2% knowledge & awareness</p>
<p>Objective 3.2: Students will demonstrate increases in community and civic engagement, and career development.</p>	<p>3.2.1. 50% or more of middle and high school students will report participation in community service/ service learning opportunities annually as measured by student survey.</p>	<p>Not available for 2015-16 School Year</p>	<p>52.5% participation</p>

	3.2.2. 80% or more of 21 st CCLC centers are offering <u>community/service learning activities</u> in their programs annually as measured by data system records.	73 of 147 centers (49.7%) offer community/service learning activities	75 of 149 centers (50%) offer community/service learning activities
	3.2.3. 75% or more of 21 st CCLC high school participants will report exposure to career development opportunities annually as measured by student surveys.	Not available for 2015-16 School Year	62.4% participation

GOAL 4: 21st CCLC Programs will see an increase in the socio-emotional skills of their students.

Objective	Indicator	2015-16 Result	2016-17 Result
Objective 4.1: Students participating in 21 st CCLC programs will demonstrate improvements in perceptions of self-control and conflict resolution skills.	4.1.1 50% or more of 21 st CCLC students will demonstrate improvements in conflict resolution skills annually as measured by school day teacher surveys.	69.0% improved in Conflict Resolution Skills	66.9% improved in Conflict Resolution Skills
	4.1.2. 75% or more of 21 st CCLC students will report personal control (over their behavior and future) annually as measured by student surveys.	Not available for 2015-16 School Year	75.4% improved in personal control
Objective 4.2: Students participating in 21 st CCLC programs will demonstrate improvements in behavior.	4.2.1 Increase 21 st CCLC students' demonstrated personal control over their behavior through a 25% decrease in formal behavior referral(s) to administrator during the school day annually as measured by school discipline records.	Not available	Not available
	GPRA 4.2.2. 60% or more of 21 st CCLC participants will demonstrate improvements in behavior annually as measured by school day teacher surveys.	64.3% improved in Behaving well in class	62.9% improved in Behaving well in class

GOAL 5: 21st Century Community Learning Century Programs will promote the active engagement of enrolled participants.

Objective	Indicator	2015-16 Result	2016-17 Result
Objective 5.1 Programs will offer engaging programmatic activities that promote participation, retention and active learning experiences.	5.1.1 Increase the frequency of participation of enrolled students attending 21 st CCLC programs annually by 5% as measured by State attendance spreadsheets.	<u>2015-16:</u> School Year = 12,559 Summer = 5,879 Total = 18,438 ² <u>2014-15</u> Total = 16,688 10.5% increase	<u>2015-16:</u> School Year = 14,477 → 22.7% increase Summer = 6,637 → 12.9% increase
	5.1.2. Increase the percent of students who are retained in the 21st CCLC program by 5% annually as measured by State attendance spreadsheets.	Not available for 2015-16 School Year	62.5% retention Baseline
	5.1.3. 80% or more of 21 st CCLC students will report they are actively engaged in their learning experience at their local 21 st CCLC program annually as measured by student surveys.	Not available for 2015-16 School Year	80.5% engagement

GOAL 6: 21st CCLC Programs will provide high-quality operations.

Objective	Indicator	2015-16 Result	2016-17 Result
Objective 6.1. 21 st CCLC Programs will be perceived as valuable by parents and school teachers/administrators.	6.1.1. 85% or more of 21 st CCLC parents will report satisfaction with the 21st CCLC program annually as measured by a parent survey.	Not available for 2015-16 School Year	97.5% satisfied
	6.1.2. 90% or more of school day teachers and principals will report perceived value of the 21st CCLC program annually as measured by teacher and administrator satisfaction survey.	Results only available by teachers. 94% of teachers satisfied	96.4% of teachers and administrators satisfied
Objective 6.2. Programs will offer high-quality program activities and	6.2.1. 100% of 21 st CCLC grantees will serve at least 80% of their targeted capacity annually as measured by grantee reports.	61 of 79 grantees (77.2%) met their capacity targets	51 of 79 grantees (65%) met their capacity targets

² These may contain duplicates (students attended summer and SY programs). Unfortunately, we are unable to calculate unduplicated counts for this year as student level data was not provided.

Objective	Indicator	2015-16 Result	2016-17 Result
operations that meet the needs of youth in the community.	6.2.2. 80% or more of 21 st CCLC centers are available a minimum of 60 hours per month for school year programs as measured by grantee reports.	Not currently available	42 of 135 centers (31%) open for at least 60 hours per month
	6.2.3. 75% or more of 21 st CCLC centers will have summer offerings every year as measured by grantee reports.	111 of 150 centers (74.0%) have summer offerings	113 of 142 centers (79.6%) have summer offerings
	6.2.4. 100% of centers will be compliant in at least 80% (10 out of 12) of quality indicators for organizational structure and management as measured by annual OPI self-monitoring tool.	112 of 140 centers (80.0%) met compliance target for Organizational Structure and Management	101 of 136 centers (74.3%) met compliance target for Organizational Structure and Management
	6.2.5 75% or more of 21 st CCLC centers will offer health/physical fitness/nutrition activities annually as measured by grantee reports.	124 of 146 centers (84.9%) offering physical fitness	114 of 149 centers (76.5%) offering physical fitness
	6.2.6. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (4 out of 5) of quality Partnership indicators as measured by annual OPI self-assessment monitoring tool.	109 of 135 centers (80.7%) met compliance target for Partnership	114 of 136 centers (83.8%) met compliance target for Partnership
	6.2.7. By the end of 3rd year of funding, 100% of grantees will have a sustainability plan.	Not currently available	64 of 79 grantees (81%) have sustainability plans
	6.2.8. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (8 out of 10) of quality Staffing and Professional Development indicators as measured by annual OPI self-assessment monitoring tool.	124 of 140 centers (88.6%) met compliance target for Staffing and Professional Development	127 of 136 centers (93.4%) met compliance target for Staffing and Professional Development
	6.2.9. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (14 out of 17) of quality Management and Sustainability indicators as measured by annual OPI self-assessment monitoring tool.	122 of 138 centers (88.4%) met compliance target for Management and Sustainability	119 of 136 centers (87.5%) met compliance target for Management and Sustainability
	6.3.0. 100% of 21 st CCLC centers will be rated as Compliant in at least 80% (11 out of 13) of quality Health	124 of 140 centers (88.6%) met compliance	129 of 136 centers (94.9%) met compliance

Objective	Indicator	2015-16 Result	2016-17 Result
	& Safety indicators as measured by annual OPI self-assessment monitoring tool.	target for Health & Safety	target for Health & Safety

SUMMARY OF STATE OBJECTIVES RESULTS

Performance results are available for 30 indicators. Of the 30 indicators measured, fifteen (50%) were met. Indicators that were met included:

- Improvement or maintenance in teacher perceptions of math and reading performance
- Student engagement in community service
- Improvement in student behavior, conflict resolution skills and personal control
- Improvement in student feelings of peer connectedness and active engagement in the program
- Parent, teacher and school administrator satisfaction with 21st CCLC
- Increase in parental knowledge and awareness of their child’s progress
- Increase in the frequency of participation of enrolled students
- Offering health/physical fitness/nutrition activities and summer programming

Comparisons were also made to determine whether attendance (or “dosage”) influenced outcomes. Specifically, students were categorized by attendance, with students who attended less than 30 days or monthly/quarterly classified as “not regular” students and students who attended 30+ days or weekly classified as “regular” students. Results showed statistically significant relationships between dosage and changes in student outcomes. Specifically, regular students who attended the program more frequently demonstrated higher levels of performance or changes in the following areas: a) state assessment proficiency rates, b) advancement to the next grade level or graduation, c) personal control, d) perceptions of safety, e) feelings of peer connectedness, f) feelings of adult support, g) engagement in community service, h) participation in career development opportunities, and i) student involvement and interest in the program.

Survey data reveals that positive progress is being made in other areas as well. For example, a high percentage of teachers and program staff (over 2/3) report positive changes in student interpersonal skills. Students report that 21st CCLC programs help them feel happy (91%) and to help others (95%), while parents report that since starting the program, their students have become interested in new areas (77%) and have a more positive attitude towards school (66%).

There is also a high level of satisfaction among students (86-92%) and parents (97.5%) with respect to 21st CCLC programs. According to parents, they were most satisfied with safety, the overall program, and hours of operation. They were least satisfied with parent/family

programming and the number of adults available at 21st CCLC programs. Teachers and school administrators also reported a high level of satisfaction in the variety and quality of academic and enrichment opportunities offered to students. Furthermore, about 2/3 of teachers reported being satisfied with communication and collaboration with program staff, and felt the afterschool program fit in with the school day. This is important given the emphasis of the new ESSA legislation on coordination and collaboration between afterschool and school day curricula.

What successes and challenges are encountered in the delivery of programs? What lessons learned and recommendations are available for improvement and to achieve grant goals/objectives?

Based on the challenges reported by teachers, school administrators, parents and program staff/administrators as well as other data analyzed throughout this report, it is recommended that the state focus future professional development and supports towards: 1) helping programs better understand and manage student behaviors (e.g., how to integrate MBI and/or social emotional learning activities in after school programming), 2) offering diverse, engaging and innovative activities for different age and ability levels in order to increase student attendance and participation (and that is not limited to only homework help or academic support), and 3) building stronger relationships and better communication with parents. Other areas that the present report shows as needing improvement include: a) increasing community service opportunities for students (e.g., via community partnerships), b) increasing operating hours by setting a statewide minimum for every 21st CCLC school year program (e.g., 8 hours per week), and c) improving upon the collaboration and communication between program staff and school day teachers, including the integration of school day activities with afterschool programming. Given that some programs have been quite successful in some of these activities, sharing of successes and lessons learned would also benefit 21st CCLC programs in Montana (e.g., via statewide meetings – online or in-person, regular communications on best practices (e.g., quarterly newsletter), establishing a Community of Practice, building an online resource library, etc.).

In addition, the following are areas that should be targeted for improvement based on state performance indicator results. Recommendations for improving upon these areas are also noted.

- **Need to increase regular attendees (30+ days).**
 - Programmatic strategies for maximizing student participation include: (a) design program features to meet the needs and preferences of students and parents, (b) promote awareness of the program within schools and to parents, and (c) use attendance data to identify students facing difficulties in attending the program.
- **Adult/family activities, career readiness & community/service learning activities are offered at lower rate (about 50% of centers, and less frequent) – need to increase these offerings as these were stated as State priority areas.**
 - Identify strategies that will help increase these offerings & offer professional development opportunities.
 - Encourage collaboration – what are other sites doing & lessons learned?
- **Centers reported the lowest ratings in the areas of Partnerships (as measured by the MT Monitoring and Quality Improvement Self Assessment).**
 - Offer training on Partnerships (how to establish, collaborate, etc.) and continue the evaluation trainings (webinars, online recordings, annual conference and regional meetings) we have begun.
 - Examine the self-assessment data more critically to identify in what specific items they are scoring low, and identify / offer training to address these areas.
- **Objectives associated with student motivation/engagement in class activities (i.e. homework completion and class participation) were not met and were not impacted by participation levels. As well, only about 2/3 of teachers are seeing positive changes in student behavior and conflict resolution skills.**
 - Encourage collaboration with school day teachers to determine ways to offer consistent motivational strategies across both school day and afterschool programming.
 - Include evidence-based social emotional learning opportunities as part of programming.

In sum, Montana has a strong foundation from which to achieve positive results for communities and their youth. However, in order to make continued progress with respect to outcomes, grantees will require continued support, technical assistance, and ongoing progress monitoring.

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Project Overview

BACKGROUND

“Turning “non-school hours” into “learning hours” requires us to provide learning opportunities that address a broader spectrum of interests and talents possessed by today’s youth. We need educators, community organizations, employers, and volunteers not simply to work better together but also to work in new and more productive ways that spark student interest in learning. Afterschool and summer programs throughout the country are, for example, helping schools better fulfill their responsibility to teach students in the most engaging fashion. They are also providing a logical means to bring new community resources to the learning enterprise and to position schools as a hub of learning beyond the typical school day and year. In addition, they are empowering educators and families as facilitators or “orchestrators” of learning—not only in and around the school but also in the broader community.” – T.K. Peterson³

In order to “support the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools”⁴ the U.S. Department of Education developed the 21st Century Community Learning Centers Grant Program (21st CCLC). The program is largely focused on providing enrichment activities outside of school hours that help students meet state and local standards in core academic subjects. In addition, the 21st CCLC grant supports other educational services, including literacy, to the families of participating children.

Findings from afterschool evaluations indicate that afterschool programs can and do make a difference. Data shows these types of programs positively impact youth and their families, such as increasing student performance, providing a safe haven for children and

³ Peterson, T. K. (ED., 2013). *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Retrieved from: <https://www.expandinglearning.org/expandingminds>

⁴ U.S. Department of Education (2016). *21st Century Community Learning Centers*. Retrieved from: <http://www2.ed.gov/programs/21stcclc/index.html>

MONTANA 21ST CCLC GRANT GOALS

MT GOAL 1: Student's in 21st CCLC Programs will show improvement in academic achievement.

MT GOAL 2: 21st Century Community Learning Center Programs will provide a safe, supportive, and healthy environment for youth.

MT GOAL 3: 21st CCLC Programs will work collaboratively with families and the community to promote positive youth development and parental skills.

MT GOAL 4: 21st CCLC Programs will see an increase in the socio-emotional skills of their students.

MT GOAL 5: 21st Century Community Learning Century Programs will promote the active engagement of enrolled participants.

MT GOAL 6: 21st CCLC Programs will provide high-quality operations.

youth during non-school hours, and reducing school violence⁵. The overarching mission of the 21st CCLC grant offers a unique opportunity to collect data at three levels (local, state, and national) to build on research for afterschool programs. Indeed, it's crucial that state education agencies (SEAs) administering 21st CCLC grants work conduct evaluations that truly showcase and make use of the data supporting these important programs. To support this effort, the Montana Office of Public Instruction Health Enhancement and Safety Division (OPI), which awards, administers, and supervises the 21st CCLC grant programs, has contracted with an evaluation firm, JEM & R, to conduct annual evaluations of their programs. The present report provides results from the 2016-17 grant year.

EVALUATION DESIGN AND METHODOLOGY

JEM & R LLC⁶ has worked closely with OPI and key stakeholders to design an evaluation that addresses Montana's 21st CCLC evaluation needs by determining the overall effectiveness of programming in meeting goals and objectives, identifying strengths and weaknesses, and providing recommendations to improve program planning and implementation.

The overarching purposes of the current evaluation include: a) providing timely, useful feedback to stakeholders about the extent and quality of implementation of its program components and program outcomes; b) reviewing and upgrading/developing as needed, a data and reporting infrastructure that will provide key stakeholders with important information to inform program status, planning and activities; c) evaluating the statewide impacts of Montana's 21st CCLC grant; and d) providing technical assistance to the State regarding federal requirements and guidelines, evaluation and recent research and findings about out-of-school programming on a regular basis.

⁵ Harvard Family Research Project (2002). Evaluation of 21st CCLC Programs. Retrieved from: www.hfrp.org/content/download/1094/48599/file/issuebrief2.pdf.

⁶ JEM & R LLC was hired in December of 2016 for the 5 year evaluation project.

Evaluation Framework

It is important that comprehensive evaluations, such as this one, include both process and outcome measures. ESSA requires the collection of performance measures (GPRAs) that are to be monitored annually in addition to a program evaluation that “tracks student success and performance over time” (outcome or summative evaluation). Furthermore, ESSA requires that SEAs “monitor programs and activities assisted under this part” (process or formative evaluation). Accordingly, the state evaluation includes the investigation of the processes and outcomes associated with the Montana 21st CCLC overarching goals, objectives, and indicators. Examples of associated data elements are provided below:

- *Process measures* include measures of implementation, program quality, and program intensity or dosage. Examples of process measures include: program attendance, types of academic or enrichment activities, frequency of these activities, or student/parent/staff satisfaction with the program.
- *Outcome measures* are measures of behavior or performance (usually of students) that the program is designed to improve. Examples of outcome measures include: standardized test scores, grades, school attendance records, rates of suspension and other disciplinary actions based on district data.

JEM & R has designed an evaluation that combines these two types of measures so that we can explore “why” programs may be more successful in some areas than others and what strategies might be effective in addressing program weaknesses. Such an approach results in an evaluation that is designed to support program improvement, while at the same time addressing federal and state accountability requirements. Details on the questions we plan to address over the five year evaluation⁷ are provided in Table 1. The table also shows the alignment of these evaluation questions with the six goals of the Montana 21st CCLC grant and the objectives. As shown, these evaluation questions address both student outcomes and program implementation, in addition to aligning with current statewide goals and objectives.

⁷ Not all questions may be addressed each program year as the evaluation will evolve and be customized according to findings and lessons learned from prior years.

TABLE 1. EVALUATION QUESTIONS, GOALS, AND OBJECTIVES

Evaluation Questions	Goals	Objectives
<p>What are the characteristics of students and families served, and are programs reaching the target population(s)? What are the characteristics of the staff that provide 21st CCLC programming? What are the characteristics of 21st CCLC programming (e.g., services offered, frequency, etc.) and how well are they meeting quality standards?</p>	<p><i>MT GOAL 5: 21st Century Community Learning Century Programs will promote the active engagement of enrolled participants.</i></p>	<p>Objective 5.1: Programs will offer engaging programmatic activities that promote participation, retention and active learning experiences.</p>
	<p><i>MT GOAL 2: 21st Century Community Learning Center Programs will provide a safe, supportive, and healthy environment for youth.</i></p>	<p>Objective 2.2: Students participating in 21st CCLC programs will be provided with healthy eating opportunities.</p>
	<p><i>MT GOAL 6: 21st CCLC Programs will provide high-quality operations.</i></p>	<p>Objective 6.2: Programs will offer high-quality program activities and operations that meet the needs of youth in the community.</p>
<p>What is the extent and nature of local partnerships across programs and how does this influence implementation, sustainability and impact(s)?</p>	<p><i>MT GOAL 6: 21st CCLC Programs will provide high-quality operations</i></p>	<p>Objective 6.2: Programs will offer high-quality program activities and operations that meet the needs of youth in the community.</p>
<p>What is the impact of 21st CCLC programs on the academic performance of participating students? Does participation in 21st CCLC programs appear to contribute to improved academic outcomes and related indicators (e.g., classroom grades, on-time advancement to the next grade level, homework completion, etc.)?</p>	<p><i>MT GOAL 1: Student's in 21st CCLC Programs will show improvement in academic achievement.</i></p>	<p>Objective 1.1: 21st CCLC Programs will increase students' performance in math and reading.</p>
		<p>Objective 1.2: Students in 21st CCLC Programs will demonstrate increases in measures of engagement such as homework completion and class participation.</p>
		<p>Objective 1.3: Students in 21st CCLC Programs will demonstrate increases in class grades for core subjects and on-time advancement to the next grade level.</p>
<p>Does participation in 21st CCLC programs affect other behaviors and positive youth assets such as: regular school and program attendance, positive behavior, skill development (including career development or work-based learning for high school students), and healthy youth development?</p>	<p><i>MT GOAL 4: 21st CCLC Programs will see an increase in the socio-emotional skills of their students.</i></p>	<p>Objective 4.1: Students participating in 21st CCLC programs will demonstrate improvements in perceptions of self-control and conflict resolution skills.</p>
		<p>Objective 4.2: Students participating in 21st CCLC programs will demonstrate improvements in behavior, including attendance.</p>
		<p>Objective 4.3: High school students participating in 21st CCLC programs will participate in career development opportunities.</p>
<p>What other effect(s) and/or unintended consequences have resulted from the implementation of out of school programs?</p>	<p><i>MT GOAL 2: 21st Century Community Learning Center Programs will provide a safe, supportive, and healthy environment for youth.</i></p>	<p>Objective 2.1: Students participating in 21st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety.</p>
	<p><i>MT GOAL 3: 21st CCLC Programs will work collaboratively with families and the community to promote positive youth development and parental skills.</i></p>	<p>Objective 3.2: Students will demonstrate increases in community and civic engagement.</p>

Evaluation Questions	Goals	Objectives
	<i>MT GOAL 3: 21st CCLC Programs will work collaboratively with families and the community to promote positive youth development and parental skills.</i>	Objective 3.1: Parents of students in 21 st CCLC Programs will demonstrate increases in parental communication and support/knowledge of student.
What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of after school programs?	<i>MT GOAL 6: 21st CCLC Programs will provide high-quality operations.</i>	Objective 6.1: 21 st CCLC Programs will be perceived as valuable by parents and school teachers/administrators.
What SEA and grantee level resources and technical assistance are available for support to program staff? How effective are these and to what degree are recipients satisfied? What lessons learned and recommendations are available for improvement and to achieve grant goals/objectives?	<i>MT GOAL 6: 21st CCLC Programs will provide high-quality operations.</i>	Objective 6.2: Programs will offer high-quality program activities and operations that meet the needs of youth in the community.

Summary of Progress

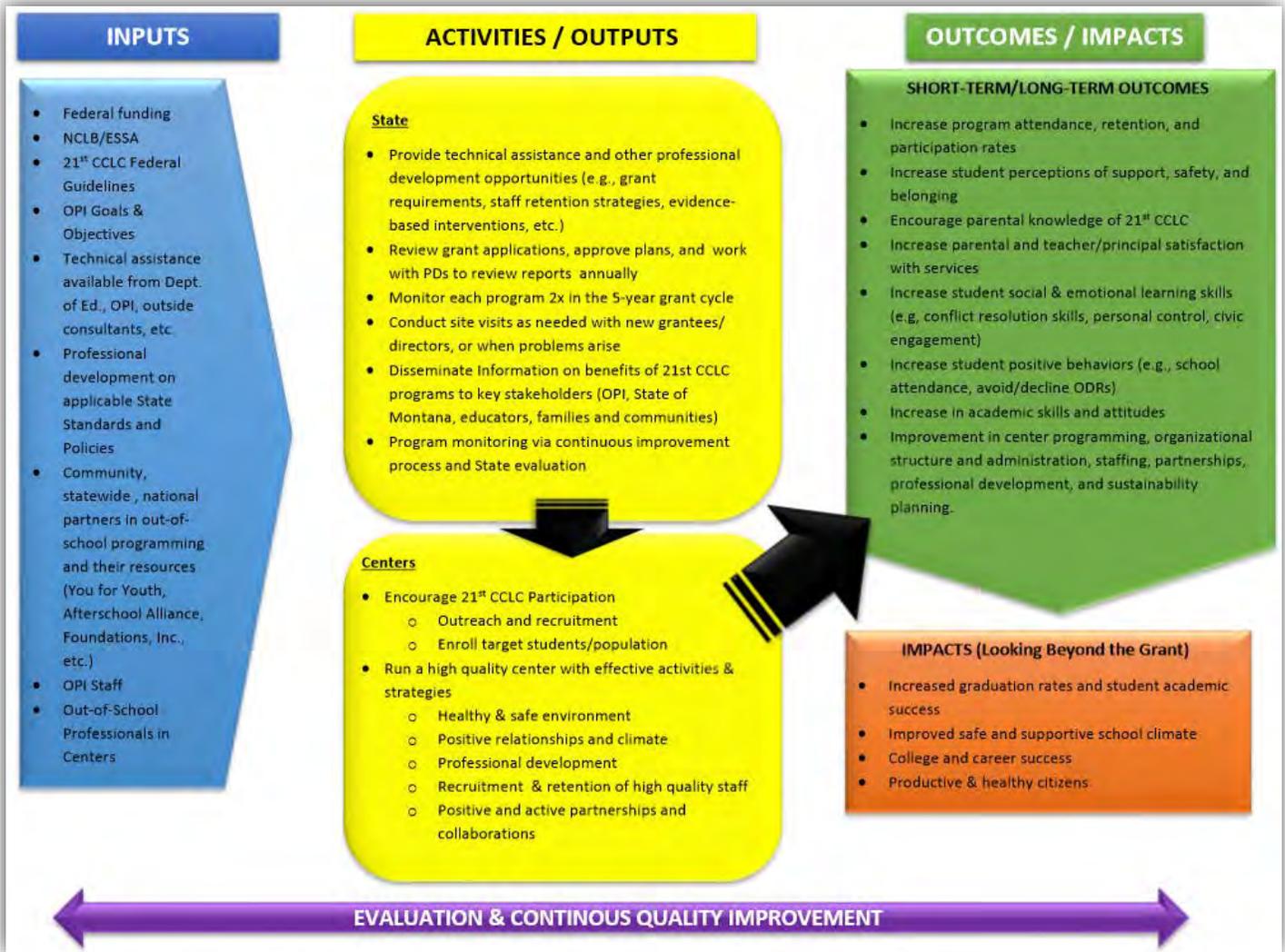
Over the course of the 2016-17 grant year, the evaluator has worked closely with grant staff to build a data collection and reporting infrastructure aligned to the evaluation plan and to provide training and support to grantees in meeting the goals of the new evaluation plan. Major activities conducted this year include, but are not limited to:

- Conducted meetings and trainings for both the state and local grantees on the new evaluation plan, measures, and processes.
- Developed a local evaluation report template and guide in order to standardize the local evaluation reports being conducted by grantees.
- Reviewed and monitored completion of all local evaluation reports.
- Developed new surveys for teachers, school administrators, students, parents, program staff, and program administrators. Also developed a process guide for administration.
- Administered all surveys in Spring 2017 and provided survey reports to individual grantees within 2 months after surveys were completed.
- Developed an online version of the OPI 21st CCLC Self-Assessment tool and administered in August 2017.
- Worked with OPI data team to obtain student level academic and attendance data.
- Completed the present report.

In sum, JEM & R has worked closely with the state grant team and local grantees to ensure that their unique needs, priorities and goals are addressed, and to plan and conduct an

evaluation that will help inform decisions and improve project activities and outcomes as shown in the logic model below (purple bar).

FIGURE 1. MONTANA 21ST CCLC LOGIC MODEL – HIGH LEVEL OVERVIEW



ORGANIZATION OF THE REPORT

The report begins with a description of the grantees, including their partners and staff characteristics, and individuals who participate in 21st CCLC programming across the state. The report continues with a description of the services / activities that were offered and program attendance. This is followed by outcomes observed during the 2016-17 grant year. Of note, when possible, historical comparisons are provided. The report wraps up with conclusions and recommendations.

Descriptive Results

GRANTEE AND PROGRAM PARTICIPANT CHARACTERISTICS

The Montana Office of Public Instruction manages the 21st CCLC grant funds. Through a competitive application process, the OPI sub-grants funds to communities across Montana to run effective before school, after school, and summer programs that adhere to the requirements of 21st CCLC. Across the state of Montana, much of which is rural, there were 79 grantees running 147 centers in 2016-17. While centers are open to all Montana students, 21st CCLC programs focused on serving student populations who are academically or economically disadvantaged. Indeed, in order to be awarded funds, they had to demonstrate that they will primarily serve students attending schools that meet or exceed forty percent (40%) Free and Reduced-Price Lunch eligibility. In addition, Federal regulations also required that a priority be given to applications that serve students attending schools with a 'school in need of improvement' designation under Title I and that are submitted jointly by a school district and a community-based organization.

Grantees and Centers

The following table shows all grantees and centers who had 21st CCLC funding for the 2016-17 program year.

TABLE 2. 21ST CCLC GRANTEE AND CENTERS: 2016-2017

# Sites	Grantees	# Centers	Centers
1	Arlee Elem	1	Arlee
2	Ashland Elem	2	Ashland
3	Belfry K-12 Schools	3	Belfry
4	Belt Elem	4	Belt
5	Bigfork ACES, Inc	5	Bigfork ACES, Inc.
5	Bigfork ACES, Inc	6	Deer Park School
5	Bigfork ACES, Inc	7	Kila School
5	Bigfork ACES, Inc	8	Marion School
5	Bigfork ACES, Inc	9	Swan River School
6	Boulder Elem	10	Boulder Elementary
7	Box Elder Elem	11	Box Elder K-12
8	Boys & Girls Club Glacier Co	12	Boys & Girls Glacier-COLFLS
9	Boys & Girls Club of Red Lodge	13	Boys & Girls Club of Red Lodge
9	Boys & Girls Club of Red Lodge	14	Roberts
10	Boys & Girls Club Yellowstone -LOCKWOOD	15	Lockwood
11	Boys & Girls Club Yellowstone -MCKINLEY	16	McKinley/Teen

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# Sites	Grantees	# Centers	Centers
12	Boys & Girls Club Yellowstone-CASTLE ROCK	17	Bair Family Clubhouse
12	Boys & Girls Club Yellowstone-CASTLE ROCK	18	Bench Extension
13	Boys & Girls Clubs North Central MT	19	B & G Club of NC Montana
14	Boys & Girls Clubs of Lewistown	20	Boys & Girls of Club of Lewistown
15	Bridger K-12 Schools	21	Bridger
16	Browning Elem	22	Babb Elementary (K-6)
16	Browning Elem	23	Browning Elementary (2-3)
16	Browning Elem	24	Browning High School (9-12)
16	Browning Elem	25	Browning Middle School (7-8)
16	Browning Elem	26	Browning Summer Center
16	Browning Elem	27	Napi Elementary (4-6)
17	Butte Elem	28	Butte HS School (Summer only)
17	Butte Elem	29	Emerson
17	Butte Elem	30	Kennedy
17	Butte Elem	31	Margaret Leary
17	Butte Elem	32	West Elementary
17	Butte Elem	33	Whittier School
18	Cascade Elem	34	Cascade
19	Centerville Elem	35	Big Stone School (Summer only)
19	Centerville Elem	36	Centerville LEAP
20	Charlo Elem	37	Charlo
21	Conrad Elem	38	Conrad High School (7-12)
21	Conrad Elem	39	Meadowlark School (K-3)
21	Conrad Elem	40	Utterback School (4-6)
22	Corvallis K-12 Schools	41	Corvallis 7-8
23	Dixon Elem	42	Dixon School
24	Drummond Elem	43	Drummond (7-12)
24	Drummond Elem	44	Drummond (K-6)
25	Dutton/Brady K-12 Schools	45	Dutton/Brady Pondera Colony
25	Dutton/Brady K-12 Schools	46	Dutton-Brady Schools
26	East Glacier Park Elem	47	East Glacier
27	East Helena Elem	48	East Helena Schools
28	Eureka Elem	49	Eureka Elementary
29	Fairview Elem	50	Circle
29	Fairview Elem	51	Fairview
29	Fairview Elem	52	Frontier
30	Frazer H S	53	Frazer High School
30	Frazer H S	54	Plenty Coups High School
31	Frenchtown K-12 Schools	55	Frenchtown Elementary
32	Friendship Montana	56	Friendship House
33	Greater Gallatin United Way Bozeman	57	Chief Joseph (GG)
33	Greater Gallatin United Way Bozeman	58	Emily Dickinson (GG)
33	Greater Gallatin United Way Bozeman	59	Hawthorne School HAWKS (GG)

# Sites	Grantees	# Centers	Centers
33	Greater Gallatin United Way Bozeman	60	Hyalite Center (GG)
33	Greater Gallatin United Way Bozeman	61	Irving Tigers (GG)
33	Greater Gallatin United Way Bozeman	62	Longfellow CARES (GG)
33	Greater Gallatin United Way Bozeman	63	Lucky Stars (Morning Star) (GG)
33	Greater Gallatin United Way Bozeman	64	Meadowlark SOAR
33	Greater Gallatin United Way Bozeman	65	Whittier Wildcats (GG)
34	Greater Gallatin United Way Belgrade	66	Belgrade Middle School (5-8)
34	Greater Gallatin United Way Belgrade	67	Heck/Quaw Elementary
34	Greater Gallatin United Way Belgrade	68	Ridge View Elementary
34	Greater Gallatin United Way Belgrade	69	Saddle Peak Elementary
35	Hamilton	70	Hamilton High School
35	Hamilton	71	Hamilton Middle School
36	Hamilton K-12 Schools	72	Keystone Center (K-5)
37	Hardin Elem	73	Crow Agency
37	Hardin Elem	74	Fort Smith
37	Hardin Elem	75	Hardin Intermediate (3-5)
37	Hardin Elem	76	Hardin Primary (PreK-2)
38	Harlem H S	77	Harlem Elementary
38	Harlem H S	78	Harlem High School
39	Harlowton Elem	79	Harlowton Elementary
39	Harlowton Elem	80	Harlowton High School
40	Hays-Lodge Pole K-12 Schls	81	Hays-High School
40	Hays-Lodge Pole K-12 Schls	82	Lodge Pole Elementary
40	Hays-Lodge Pole K-12 Schls	83	Mission Grade School
41	Heart Butte K-12 Schools	84	Heart Butte K-12 Center
42	Helena Family YMCA	85	Bryant
42	Helena Family YMCA	86	Helena Middle School
43	HELP Com and Boys & Girls Club	87	Boys & Girls of the Hi-Line (HAVRE)
44	Highwood K-12	88	Fort Benton
44	Highwood K-12	89	Geraldine
44	Highwood K-12	90	Highwood
45	Hot Springs	91	Hot Springs High School
45	Hot Springs	92	Plains High School
46	Hot Springs K-12	93	Dayton
46	Hot Springs K-12	94	Hot Springs
46	Hot Springs K-12	95	Valley View
47	Huntley Project K-12 Schools	96	Huntley Elementary
48	Irwin & Florence Rosten Foundation	97	MAPS
49	Lame Deer Elem	98	Lame Deer 7-12
49	Lame Deer Elem	99	Lame Deer Elementary
50	Libby K-12 Schools	100	Libby Elementary
50	Libby K-12 Schools	101	Libby MS/HS

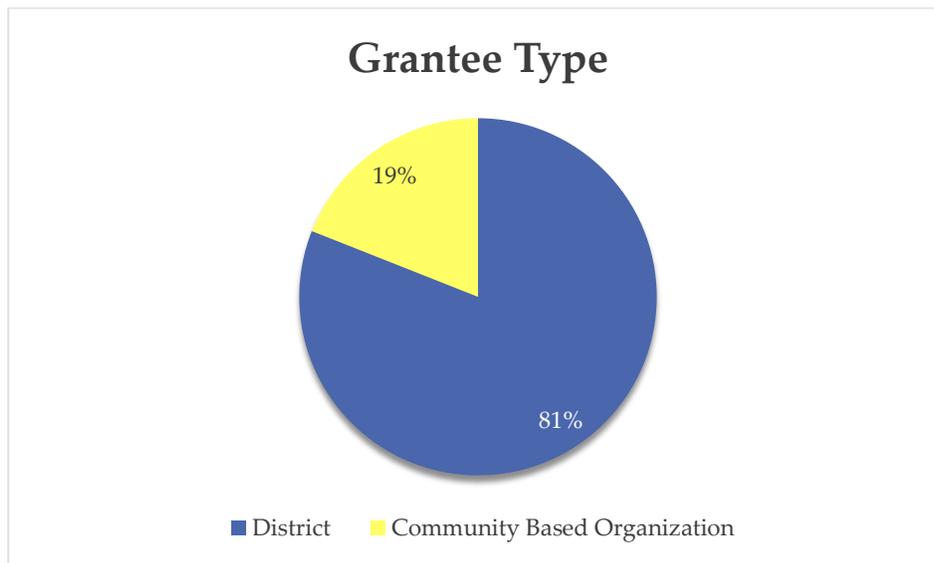
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# Sites	Grantees	# Centers	Centers
51	Lincoln K-12 Schools	102	Augusta Public Schools
51	Lincoln K-12 Schools	103	Helmville K-8
51	Lincoln K-12 Schools	104	Lincoln K-12 Schools
51	Lincoln K-12 Schools	105	Ovando K-8
52	Livingston Elem	106	Livingston East Side Elementary
53	Lone Rock Elem	107	Lone Rock
54	Melstone Elem	108	Melstone School
55	Missoula	109	Missoula-Porter Middle School
56	Missoula Elem	110	Missoula-Franklin
56	Missoula Elem	111	Missoula-Hawthorne
57	Noxon Elem	112	Noxon Elementary/Junior HS/HS
58	Philipsburg K-12 Schools	113	Philipsburg
59	Phillips Co Coalition for Healthy	114	Malta Boys & Girls Club
60	Plains Elem	115	Plains Elem
60	Plains Elem	116	Thompson Falls Elementary
61	Polson Elem	117	Cherry Valley
61	Polson Elem	118	Linderman
61	Polson Elem	119	Polson Middle School
61	Polson Elem	120	Polson Summer Center
62	Potomac Elem	121	Potomac
63	Rocky Boy H S	122	Rocky Boy
64	Ronan Elem	123	Ronan/Pablo-K. William Harvey
64	Ronan Elem	124	Ronan/Pablo-Pablo Elementary
64	Ronan Elem	125	Ronan/Pablo-Summer Center
65	Ronan HS	126	Ronan High School/Middle School
66	Seeley Lake Elem	127	Clinton Elementary School
66	Seeley Lake Elem	128	Seeley Lake Elementary School
66	Seeley Lake Elem	129	Swan Valley School
67	Shelby Elem	130	Shelby
68	Sheridan Elem	131	Sheridan Elementary
68	Sheridan Elem	132	Sheridan Junior HS/High School
69	St.Ignatius K-12 Schools	133	St Ignatius Schools
70	St.Regis K-12 Schools	134	St Regis K-12 Schools
71	Sun River Valley Elem	135	Sun River - Fort Shaw School
72	Superior K-12 Schools	136	Alberton
72	Superior K-12 Schools	137	Superior
73	Terry K-12 Schools	138	Terry
74	Townsend K-12 Schools	139	Stevens Youth Center
74	Townsend K-12 Schools	140	Townsend Schools
75	Trout Creek Elem	141	Trout Creek Elementary
76	Troy Elem	142	Troy (7-12)
76	Troy Elem	143	Troy Elementary (K-8)
77	Twin Bridges K-12 Schools	144	Twin Bridges

# Sites	Grantees	# Centers	Centers
78	Vaughn Elem	145	Fairfield Elementary and MS
78	Vaughn Elem	146	Vaughn Elementary and MS
79	Whitehall H S	147	Whitehall Elementary and MS

Grantees consist primarily of school districts (81%) with the remaining being community-based organizations (e.g, Boys and Girls Club, United Way, YMCA, etc.) as shown in the figure below.

FIGURE 2. 21ST CCLC GRANTEEES BY TYPE OF ORGANIZATION



Prior to proceeding to the descriptive findings, it should be noted that counts/% will vary throughout this report because of missing data. Unfortunately, not all grantees nor centers reported on every data point. Percentages are always based on the number of actual respondents who reported data on any given measure.

What are the characteristics of the staff that provide 21st CCLC programming? What is the extent and nature of local partnerships across programs?

Staff and Partner Data

Table 3 shows staff characteristics for the school year and summer programs respectively (N of reporting centers = 133). Total staff for the 2016-2017 school year was 1,983, which represents an increase of 12% from the prior year (n=1,771). There were 1,170 paid staff, which makes up 59% of the total staff. Volunteers made up the remaining 41% of school-year staff. As expected, summer programs were considerably smaller with total staff equaling 919. There were 736 (80%) paid staff, and 183 (20%) volunteer staff. Across both school year and summer programs, among the paid staff the majority were teachers or other non-teaching school staff. Among volunteers, college students (46.1%) and community members (28.3%) were the most frequent volunteers during the school year.

TABLE 3. 21ST CCLC PROGRAM STAFF BY STATUS AND TYPE

Type of Staff Member	Summer 2016				School Year 2016-2017			
	Paid Staff		Volunteer Staff		Paid Staff		Volunteer Staff	
Administrators	85	11.5%	4	2.2%	128	10.9%	4	0.5%
College Students	20	2.7%	18	9.8%	39	3.3%	375	46.1%
Community Members	106	14.4%	74	40.4%	119	10.2%	230	28.3%
High School Students	61	8.3%	24	13.1%	110	9.4%	44	5.4%
Other School Staff	164	22.3%	7	3.8%	296	25.3%	18	2.2%
Parents	17	2.3%	34	18.6%	21	1.8%	47	5.8%
School Day Teachers	271	36.8%	15	8.2%	430	36.8%	41	5.0%
Other	12	1.6%	7	3.8%	27	2.3%	54	6.6%
Total	736	100.0%	183	100.0%	1170	100.0%	813	100.0%
Average # staff per center	3	--	1	--	9	--	6	--

Results also show that 1,169 staff (50% of SY total) were not funded under 21st CCLC funds. In terms of retention of staff, 161 staff members left the center during the grant year and were replaced.

In 2016-2017, grantees reported having 894 partners. This remained stable as compared to the prior year (n=890). The majority were non-profits, government entities, public schools, and for profit entities (56.9%).

TABLE 4. PARTNER ORGANIZATIONS BY TYPE

Type of Organization	Count	Percent
Non-Profit	154	17.2%
Government	134	15.0%
Public School	112	12.5%
For Profit Entity	109	12.2%
Community Based Organization	87	9.7%
Other	75	8.4%
Health-Based Org	60	6.7%
College University	43	4.8%
Library	40	4.5%
Museum	27	3.0%
Faith Based Org	15	1.7%
City	13	1.5%
Park Recreation District	12	1.3%
Charter School	10	1.1%
Private School	2	0.2%
Private School	1	0.1%
Total	894	100.0%

Grantees were also asked to report the types of resources and supports that partners provided to the 21st CCLC program. As shown in Table 5, most partners provided programming activity supports to the grantee (40.3%).

TABLE 5. PARTNER RESOURCES / SUPPORTS

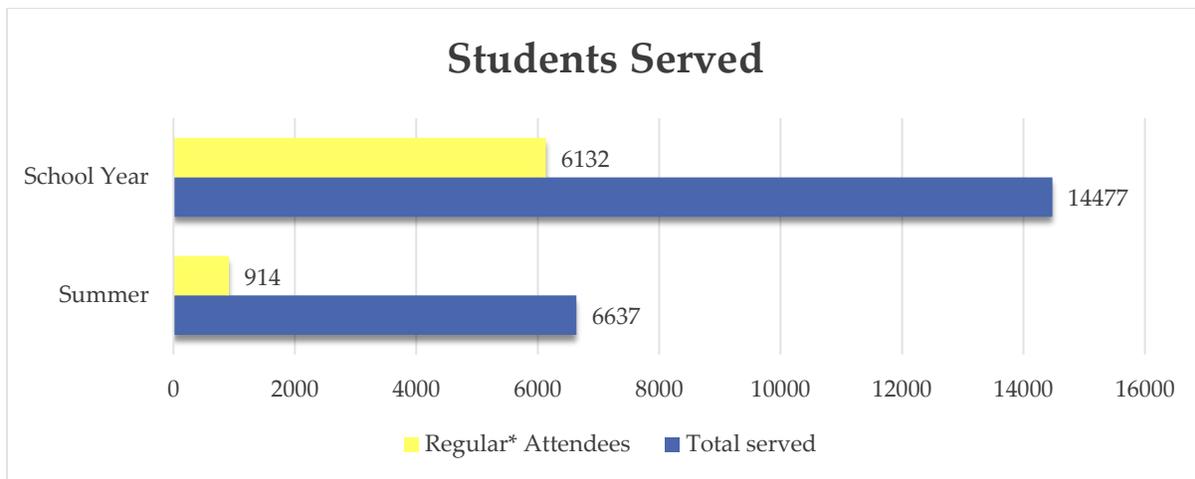
Partner Service	Count	Percent
Programming Activity	355	40.3%
Other	178	20.2%
Goods & Materials	127	14.4%
Volunteer Staffing	99	11.3%
Funding	91	10.3%
Paid Staffing	17	1.9%
Eval Services	13	1.5%
Total	880	100.0%

What are the characteristics of students and families served, and are programs reaching the target population(s)?

Student Participant Attendance

There are two classifications of student attendee data. The first classification includes all students who attended a center at least once during the reporting period (total students). The second group includes the subset of students who attended a center for at least 30 days during the reporting period (regular attendees). In Figure 3, total students are shown in blue, regular students are shown in yellow. A grand total of 14,477 students were served over the school year programming and 6,637 were served during summer programming. **The total unduplicated student count (across both summer and school year programming) was 17,291.** Furthermore, a greater proportion of students attended 30+ days (regular students) during the school year as compared to the summer, as would be expected.

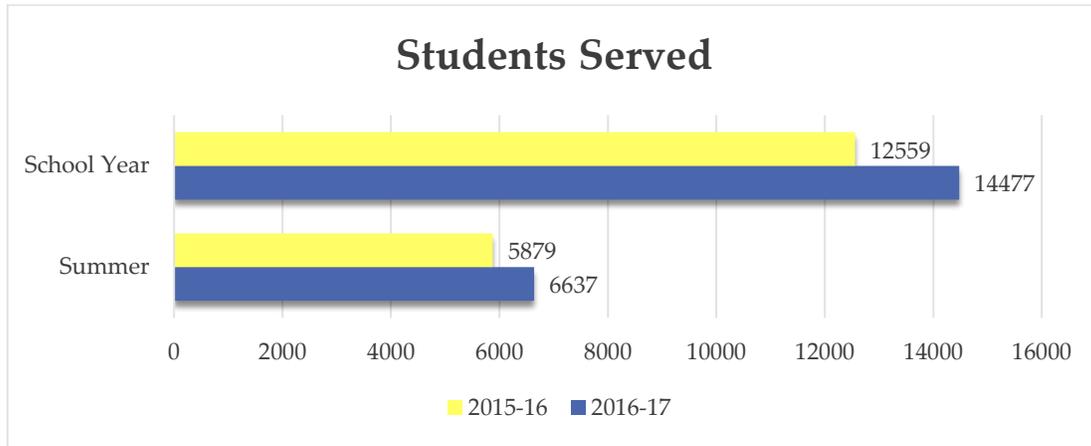
FIGURE 3. TOTAL AND REGULAR STUDENTS SERVED BY TIMING



*30+ days

Students attendees for the 2016-17 grant year were compared to the prior grant year. Of note, last year aggregate data was collected separately for Fall and Spring. As such, it was not possible to deduplicate Fall and Spring attendees. For comparison purposes, counts from Spring 2016 (which was greater than Fall) is used to represent the 2015-16 school year. With this caveat in mind, results showed a noteworthy increase in the number of students served during the summer (12.9% increase) and school year (22.7% increase) during the 2016-17 grant year, see Figure 4. Furthermore, as a state indicator, **the annual target was met.**

FIGURE 4. TOTAL STUDENTS SERVED BY GRANT YEAR



PERFORMANCE INDICATOR 5.1.1 - Increase the frequency of participation of enrolled students attending 21st CCLC programs annually by 5% as measured by State attendance spreadsheets.



RESULT: Increased by 22.7% during the school year and goal met.

Table 6 and Figure 5 shows that a smaller proportion of total students attended 30 or more days as compared to students who attended less than 30 days. **Specifically, approximately 42% of school year participants were regular attendees. In comparison, nationally 54.2% of total students were regular attendees in 2015-16⁸.**

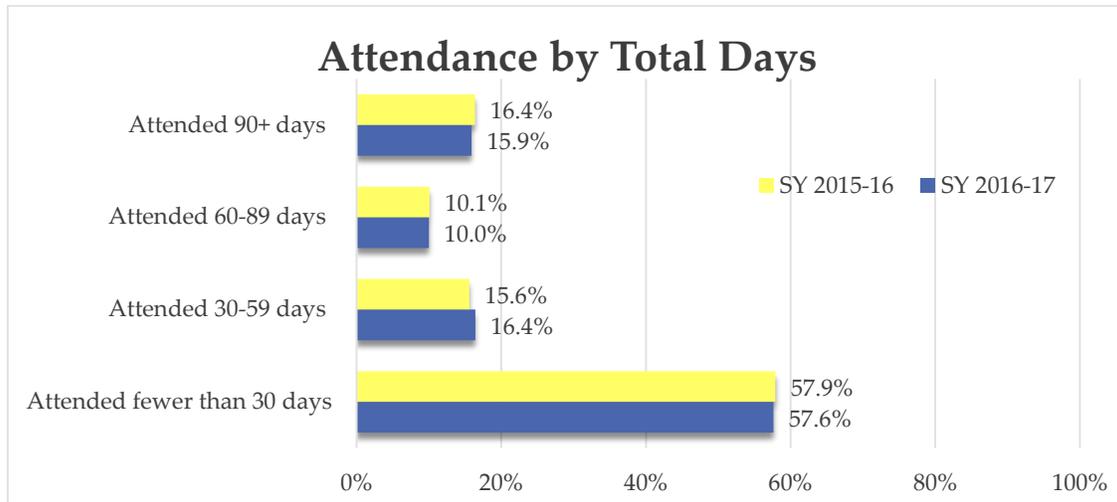
TABLE 6. TOTAL ATTENDANCE BY DAYS ATTENDED AND TIMING

	Summer 2016		SY 2016-17	
Total served*	6637		14477	
Attended fewer than 30 days	5723	86.2%	8345	57.6%
Attended 30-59 days	909	13.7%	2379	16.4%
Attended 60-89 days	5	0.1%	1449	10.0%
Attended 90+ days	0	0.0%	2304	15.9%

⁸ US Department of Education. (2017). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2015-16*. Washington, DC.

When compared to the prior grant year, results show stability in student attendance by total number of days attended during the school year as shown in Figure X.

FIGURE 5. PERCENT OF TOTAL DAYS ATTENDED BY GRANT YEAR



The following table shows the statewide totals as well as center averages. As shown, on average each center served 104 students, and 44 (or 41.5%) were regular attendees.

TABLE 7. SCHOOL YEAR PROGRAM ATTENDANCE BY DAYS ATTENDED: STATE AND CENTER AVERAGES

	State Total	Center Average
Total served	14477	104
Attended fewer than 30 days	8345	60
Attended 30+ days (Regular Attendee)	6132	44

Table 8 categorizes centers by the number of attendees served in the 2016-2017 school year. Centers vary greatly in size. Only 10% percent of centers served over 200 total attendees, whereas over half (57.6%) of the centers served 100 students or less. However, such findings are consistent with the school populations in this rural state.

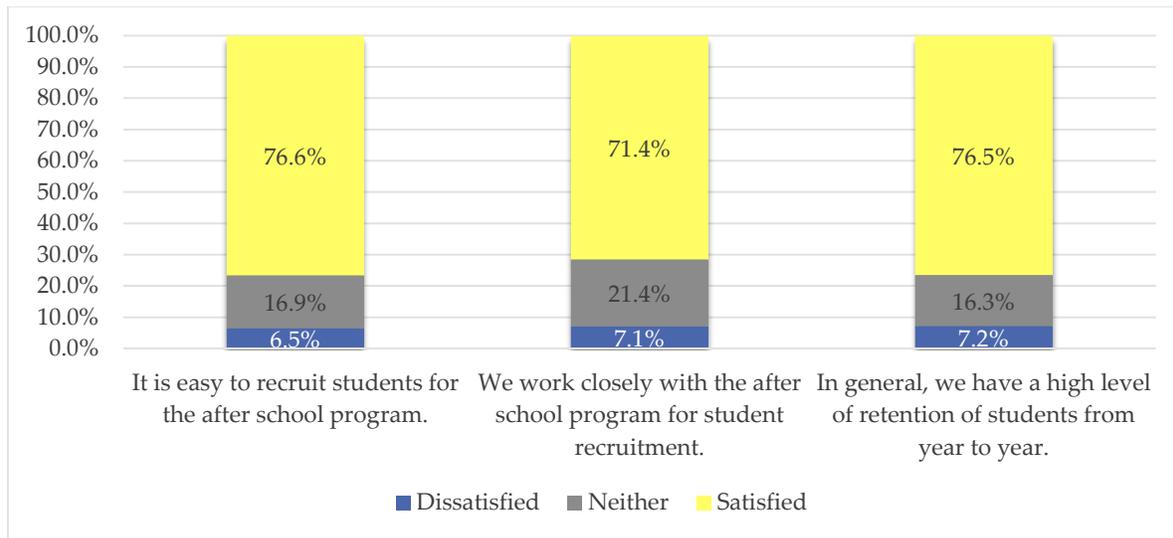
TABLE 8. NUMBER OF CENTERS BY # OF STUDENTS SERVED

Attendees Served (Total)	Frequency	Percent
1-50	31	22.3%
51-100	49	35.3%
101-200	45	32.4%
201-300	12	8.6%
301-400	1	0.7%
401-500	1	0.7%
Total	112	100.0

RECRUITMENT & RETENTION

In order to gather information on recruitment and retention efforts, school administrators were asked three items via the School Administrator Survey (N=157). Results show that over $\frac{3}{4}$ of administrators report that it is easy to recruit students and that they have a high level of retention of students. A smaller percentage, though still high (71%), report that they work closely with the after school program for student recruitment. **Given the importance of student outreach and retention for 21st CCLC programming, this may be an area that the state may wish to target for future professional development opportunities.**

FIGURE 6. PERCENT OF SCHOOL ADMINISTRATORS' SATISFIED WITH RECRUITMENT AND RETENTION EFFORTS



Montana has set a state performance indicator to increase retention of students by 5% annually. Retention is defined as the percentage of students from the current reporting year that attended during the prior program year⁹. Data was provided on a total of 15,339 students. Of these, 9,582 (62.5%) attended the program during the prior year. Since this is the first year in which this data has been reported, this serves as baseline from which future comparisons will be made.

PERFORMANCE INDICATOR 5.1.2 - Increase the percent of students who are retained in the 21st CCLC program by 5% annually as measured by State attendance spreadsheets.

RESULT: The retention rate for 2016-17 is 62.5%. This is a baseline measure.

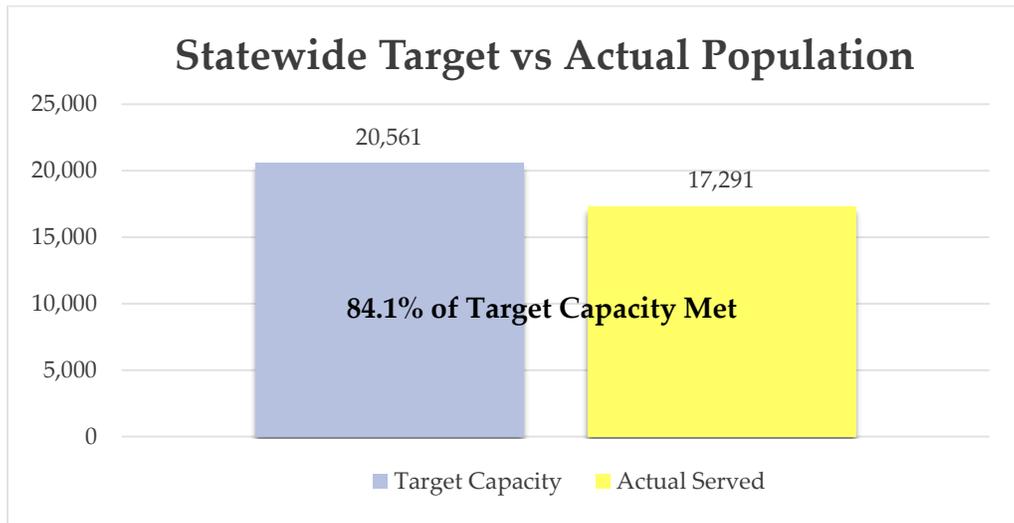
baseline

⁹ To determine retention, center staff indicate on their attendance spreadsheets the extent to which students attended during the prior year.

MEETING CAPACITY

As part of the grant application process, potential grantees are asked to provide the target number of students that they have capacity to serve as part of the grant. Across all grantees, this total was summed to determine the statewide targeted capacity (i.e., number of students that were *planned* to be served). Results for 2016-17 indicate that while grantees reported targeting 20,561 students, they fell short of this goal by 15.9% (n=17,291). That said, this is within 80% of the total estimated capacity. Examination of data at the grantee level (per the State Performance Indicator) shows that 65% (51 of 79) of grantees served at least 80% of their targeted capacity and as a result, the target was not met. This represents a drop as compared to last year’s results when 61 of 79 grantees (77.2%) met their targets.

FIGURE 7. NUMBER OF CENTERS BY # OF STUDENTS SERVED



PERFORMANCE INDICATOR 6.2.1 - 100% of 21st CCLC grantees will serve at least 80% of their targeted capacity annually as measured by grantee reports.

RESULT: 65% of grantees served 80% of capacity and goal was not met.



SUMMARY OF ATTENDANCE RESULTS

- The average number of students served by Centers during grant period: 104
- The average number of regular student attendees: 44
- Percentage of student attendees meeting the definition of regular student: 42%
- Total number of school year student attendees: 14,477
- Total number of school year regular student attendees: 6,132
- Total number of summer student attendees: 6,637

Student Demographic Characteristics

The majority of students served identified as White (69%), followed by American Indian (22.8%). There was a fairly equal proportion of males and females. In addition, as would be expected given the federal and state guidance that 21st CCLC programs target students who are receiving free/reduced lunch, a high proportion of students served were identified as receiving this assistance (66%). The proportion of summer and school year program attendee distributions was also fairly constant, see Table 9.

TABLE 9. DEMOGRAPHIC COUNTS DISTRIBUTIONS AMONG PROGRAM ATTENDEES AND STATEWIDE

Demographic Category	Type	Summer		School Year		Statewide
Gender	Female	3077	47.8%	7103	49.7%	
	Male	3362	52.2%	7195	50.3%	
Ethnicity/Race	White	4242	66.6%	9841	69.2%	78.7%
	Hispanic	270	4.2%	540	3.8%	4.7%
	American Indian	1545	24.3%	3238	22.8%	11.0%
	African American	69	1.1%	167	1.2%	.8%
	Asian / Pacific Islander	38	0.6%	125	0.9%	.9%
	Two or more races	201	3.2%	307	2.2%	3.6%
Special Populations	LEP	113	1.9%	291	2.1%	
	Free/reduced lunch	3977	64.5%	9211	66.0%	43.6%
	Special needs	328	8.3%	974	7.9%	12.3%

Historically, 21st CCLC programs have been designed to target students of low socio-economic status. Thus, it is important that these programs be able to offer nutritional support to students (via meals/snacks) during programming; moreover, it is a best practice to offer nutritional snacks to youth. In order to monitor this on annual basis, a state performance indicator has been established such that all (100%) of centers who meet eligibility will enroll in a USDA Healthy Snack Program. Results for the 2016-17 grant year show that 71.2% (104 out of 146) are enrolled in these programs and as such, the goal was not met.

PERFORMANCE INDICATOR 2.2.1 - 100% of 21st CCLC centers who meet eligibility criteria will enroll in the USDA Healthy Snack Program (NSLP or CACFP) as measured by School Nutrition Program and DPHHS enrollment records.

RESULT: 71.2% of grantees enrolled in Healthy Snack program and goal was not met.



In comparison to statewide proportions (see Figures 8 and 9), there were more American Indian participants (and less White) and students with free/reduced lunch. Interestingly, the proportion of students with special needs was less. This indicates that more outreach efforts should be devoted to this special population.

FIGURE 8. STUDENT AND STATEWIDE ETHNIC DISTRIBUTIONS

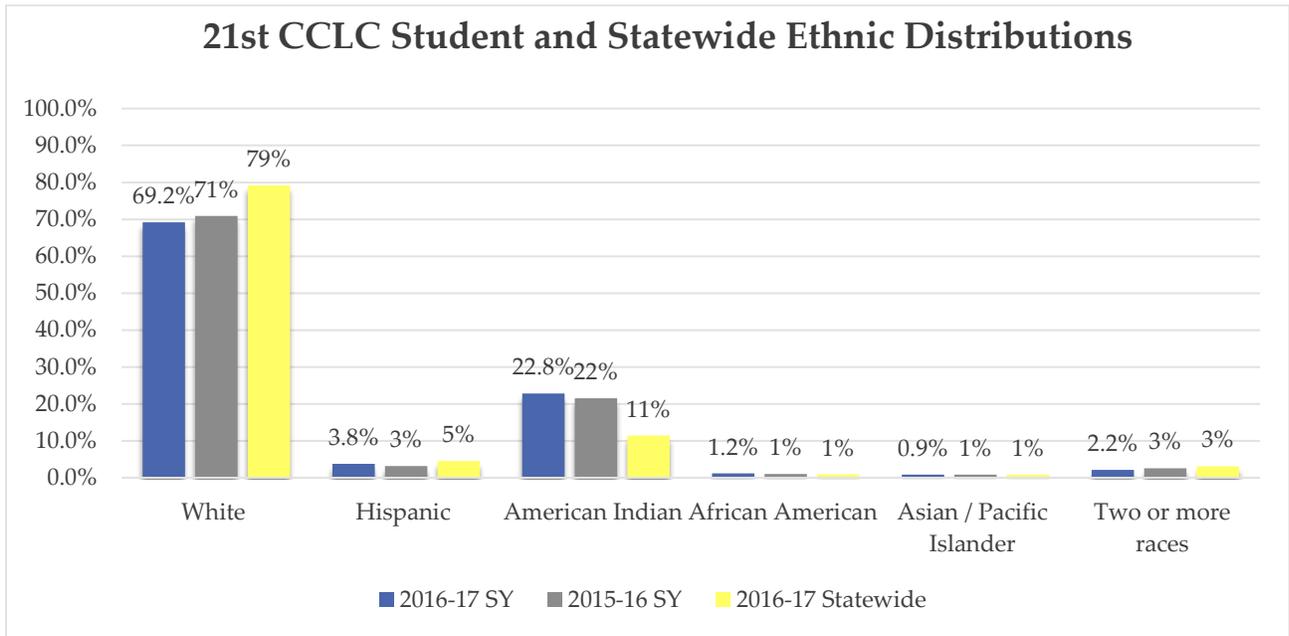


FIGURE 9. STUDENT AND STATEWIDE SPECIAL POPULATION DISTRIBUTIONS

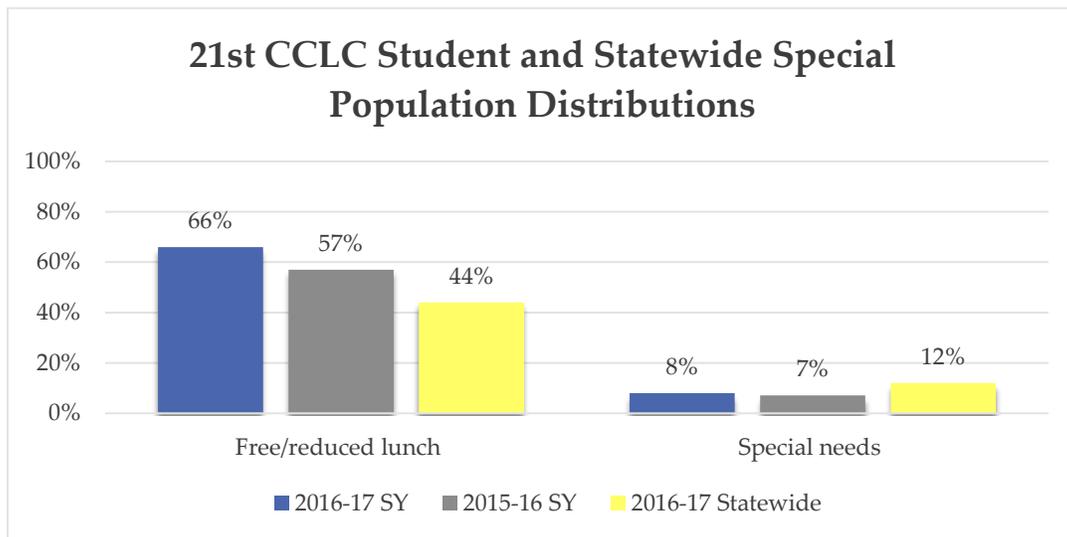


Table 10 shows the number and percent distribution of total and regular attendees by grade. Centers serve students from pre-kindergarten through 12th grade. Of the 14 grades, pre-kindergarteners represent the fewest at a little over half a percent of total attendees. Among both total and regular attendees, grades K through five are over-represented, accounting for more than half of the total (68%), and having at least 9% of the total in each of those grades. The four high school grades – 9 through 12 – represent the smallest proportion of the attendees with no more than 3.7% of the total in any one of those grades.

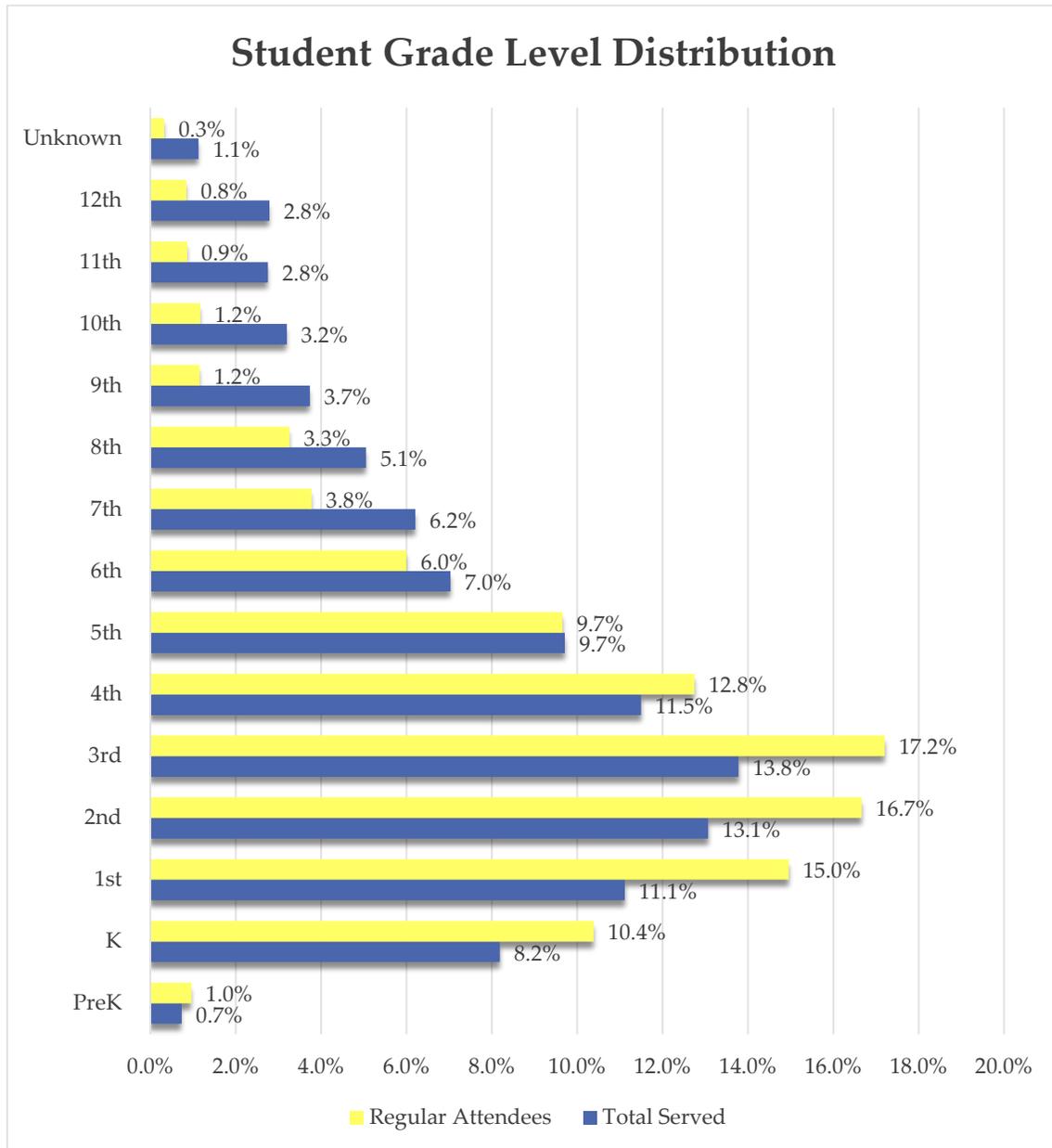
TABLE 10. TOTAL SERVED AND REGULAR ATTENDEE BY GRADE LEVEL

Grade	Total Served		Regular Attendees	
PreK	106	0.7%	59	1.0%
K	1185	8.2%	637	10.4%
1st	1609	11.1%	917	15.0%
2nd	1892	13.1%	1022	16.7%
3rd	1995	13.8%	1055	17.2%
4th	1664	11.5%	782	12.8%
5th	1406	9.7%	592	9.7%
6th	1018	7.0%	368	6.0%
7th	899	6.2%	232	3.8%
8th	732	5.1%	200	3.3%
9th	541	3.7%	71	1.2%
10th	463	3.2%	72	1.2%
11th	399	2.8%	53	0.9%
12th	404	2.8%	52	0.8%
Unknown	164	1.1%	20	0.3%
Total*	14,477	100.0%	6,132	100.0%

*Total may not equal other total counts due to missing data.

The figure below also shows that K-5 students, on average, attend 30+ days to a greater proportion than students in grades 6+. Such findings are not surprising given that parents/caregivers use after school programming for younger students to a greater extent as compared to their older students. Similarly, older students tend to have less need for after school programming (e.g., may have jobs or participate in other extracurricular activities such as sports).

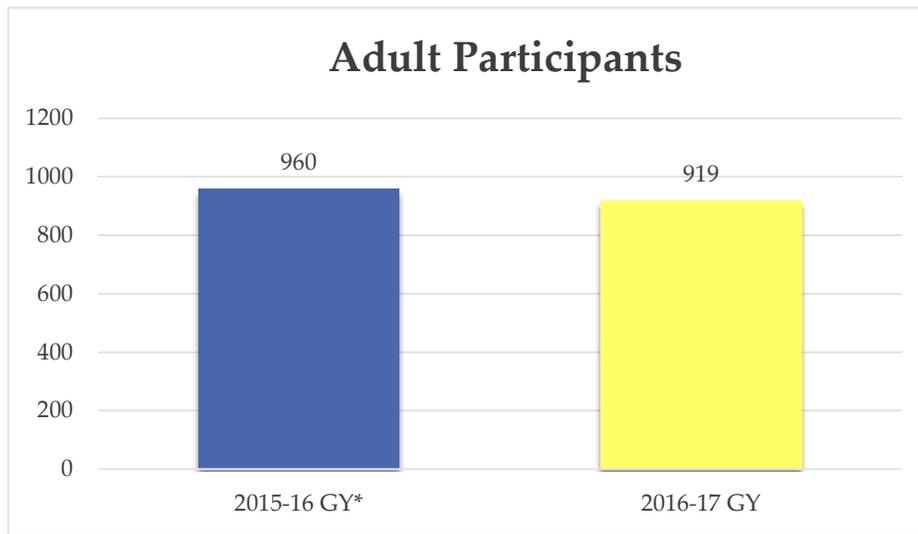
FIGURE 10. STUDENT GRADE LEVEL DISTRIBUTION BY TYPE



Adult / Family Participants

The following figure shows the number of adult or family participants in 21st CCLC programming for the 2016-17 and 2015-16 grant years. As shown, a greater number of adults/family members participated in the prior year (960) as compared to the current reporting year (919). That said, counts from the prior year may include duplicates, thus overestimating participation. This will be monitored on an annual basis to determine if a similar pattern occurs in the upcoming years.

FIGURE 11. ADULT PARTICIPATION BY STUDENT GRADE LEVEL



*Based on Spring 2016 data since unduplicated counts for the grant year were unavailable.

PROGRAM IMPLEMENTATION

What are the characteristics of 21st CCLC programming (e.g., services offered, frequency, etc.)?

As previously noted, 21st CCLC programs spanned grades K through 12. Centers were required to report the activities and services offered along with the type of activity, when and for how long it was offered. As shown in Table 11, centers offered a wide range of activities during the 2016-2017 program year. The most frequent activities offered (measured by how many activities were offered) during summer programming included: STEM-related activities, physical fitness, arts and music, and literacy. Similarly, the most frequent activities offered during the school year (Fall and Spring semesters) included: STEM-related activities, physical fitness, arts and music, homework help and literacy. Thus, activities were similar regardless of program timing. The average number of hours per activity is 1.6 hours, and the average number of participants per activity is 23 during summer and 23 during the school year.

TABLE 11. 21ST CCLC PROGRAM STUDENT ACTIVITIES (FREQUENCY, AVERAGE HOURS PER SESSION, AND AVERAGE NUMBER OF PARTICIPANTS)

Activity or Service	Summer 2016			Fall 2016			Spring 2017		
	Frequency (Mode)	Average hours per session	Average number of participants	Frequency (Mode)	Average hours per session	Average number of participants	Frequency (Mode)	Average hours per session	Average number of participants
Arts & Music	1-3X/month	2.4	19	1-3X/month	1.4	19	1-3X/month	1.5	19
College and Career Readiness	1-3X/month	2.1	18	1-3X/month	1.7	20	1-3X/month	1.5	24
Community/Service Learning	Daily	3.0	27	Daily	1.6	28	Daily	1.6	23
Counseling Programs	Daily	3.6	32	1-3X/week	1.5	49	1-3X/month	1.4	41
Drug Prevention	1-3X/month	1.5	25	1-3X/month	1.2	80	1-3X/month	1.1	27
English Language Learners Support	1-3X/month	6.0	20	1-3X/month	1.3	10	1-3X/month	1.0	11
Entrepreneurship	1-3X/month	2.7	15	1-3X/month	1.8	17	1-3X/month	1.9	15
Homework Help	Once per term	1.5	24	Once per term	1.2	20	Once per term	1.2	24

Activity or Service	Summer 2016			Fall 2016			Spring 2017		
	Frequency (Mode)	Average hours per session	Average number of participants	Frequency (Mode)	Average hours per session	Average number of participants	Frequency (Mode)	Average hours per session	Average number of participants
Literacy	Once per term	2.3	28	1-3X/month	1.2	23	1-3X/month	1.2	24
Mentoring	1-3X/week	4.1	32	1-3X/week	2.2	21	1-3X/week	1.2	19
Physical Activity	Daily	2.7	23	1-3X/month	1.5	23	1-3X/month	1.5	22
STEM	1-3X/month	3.5	21	1-3X/month	1.4	20	1-3X/month	1.5	20
Truancy Prevention	Daily	1.0	11	1-3X/week	2.3	26	1-3X/week	3.3	28
Tutoring	Once per term	2.0	26	1-3X/month	1.3	15	1-3X/month	1.6	16
Violence Prevention	1-3X/month	2.3	28	1-3X/month	1.0	26	1-3X/month	1.2	23
Youth Leadership	Once per term	4.1	22	1-3X/month	2.4	25	1-3X/month	2.9	21

Figure 12 and Table 12 show the number and percent of centers that provided each type of activity during Spring of 2017¹⁰ and the Summer of 2016 respectively. During the Spring of 2017, the majority of centers provided STEM-related activities (79%), arts and music (73%), physical activity (69%), and homework help (60%). These were also the most commonly offered activities during the summer: STEM-related activities (85%), arts and music (77.5%), and physical activity (75%). The least offered program activities during the school year were ELL supports, truancy prevention, counseling programs, and violence prevention (all under 6% of centers). **These findings also clearly show that while there is a clear focus on academics among the majority of centers, there is also a strong focus on enrichment via arts and music, and physical activity. Thus, overall programs are doing well in providing diverse and complementary activities for a well-rounded experience among program participants. These findings are also consistent with those observed during the prior grant year.**

¹⁰ The Spring 2017 data is used as a proxy for the school year as it had the majority of participants.

FIGURE 12. PROPORTION OF CENTERS ENGAGING IN ACTIVITY TYPE BY TIMING

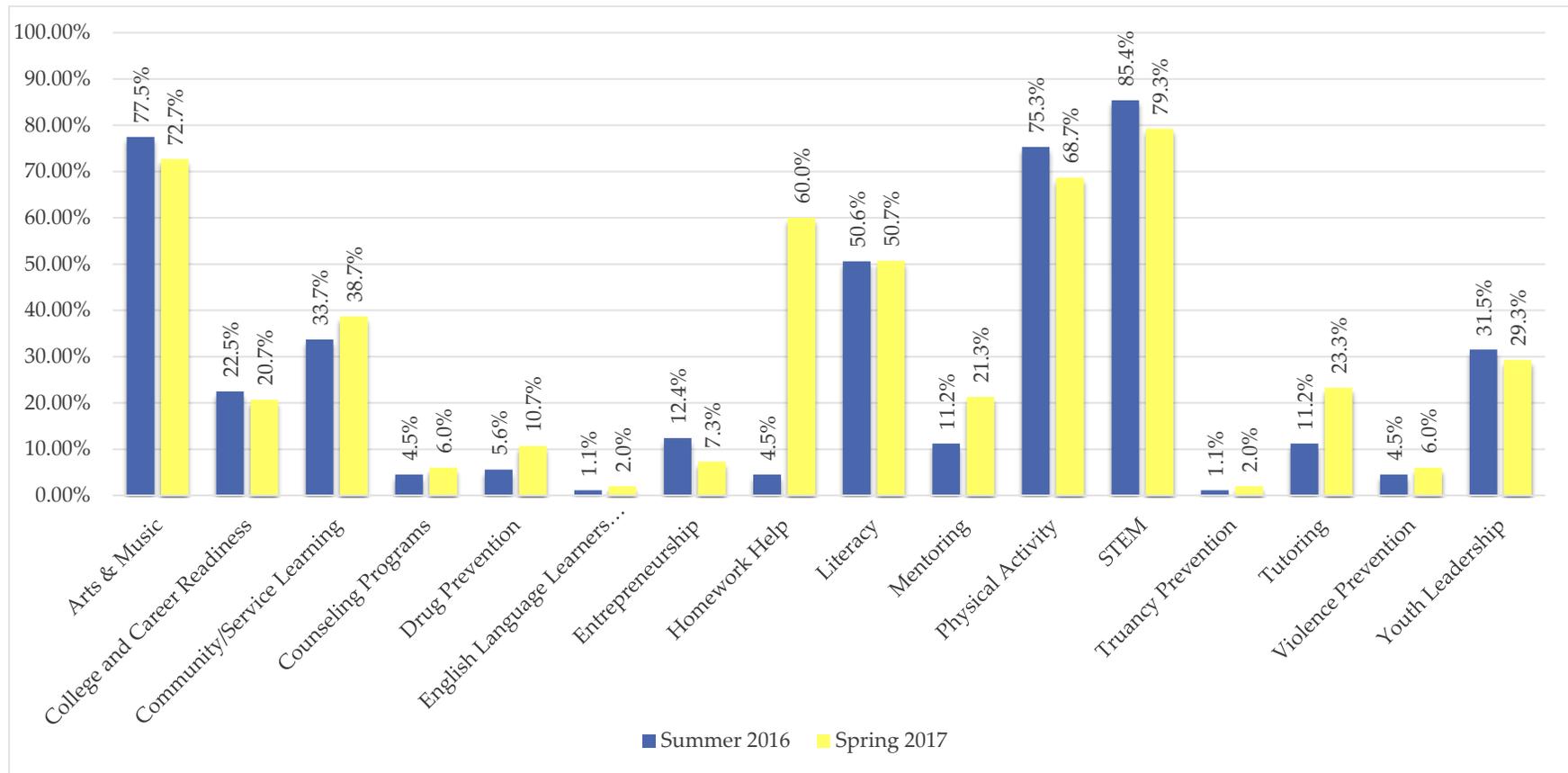
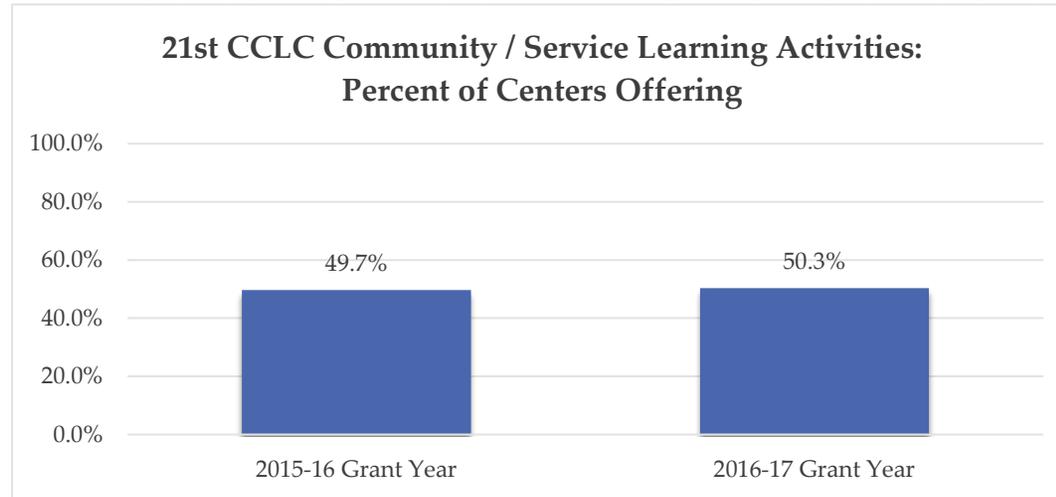


TABLE 12. NUMBER AND PROPORTION OF CENTERS BY ACTIVITY IMPLEMENTATION

Activities	2015-16 Grant Year				2016-17 Grant Year			
	Summer 2015		Spring 2016		Summer 2016		Spring 2017	
	# of Centers	% of Centers	# of Centers	% of Centers	# of Centers	% of Centers	# of Centers	% of Centers
Physical Activity	74	83.1%	107	77.5%	67	75.3%	103	68.7%
STEM	68	76.4%	127	92.0%	76	85.4%	119	79.3%
Arts & Music	63	70.8%	117	84.8%	69	77.5%	109	72.7%
Literacy	50	56.2%	86	62.3%	45	50.6%	76	50.7%
Community/Service Learning	37	41.6%	51	37.0%	30	33.7%	58	38.7%
Youth Leadership	22	24.7%	38	27.5%	28	31.5%	44	29.3%
Mentoring	21	23.6%	33	23.9%	10	11.2%	32	21.3%
College and Career Readiness	16	18.0%	26	18.8%	20	22.5%	31	20.7%
Tutoring	10	11.2%	32	23.2%	10	11.2%	35	23.3%
Entrepreneurship	9	10.1%	14	10.1%	11	12.4%	11	7.3%
Drug Prevention	7	7.9%	17	12.3%	5	5.6%	16	10.7%
Homework Help	5	5.6%	102	73.9%	4	4.5%	90	60.0%
Violence Prevention	5	5.6%	11	8.0%	4	4.5%	9	6.0%
Counseling Programs	2	2.2%	6	4.3%	4	4.5%	9	6.0%
Truancy Prevention	2	2.2%	5	3.6%	1	1.1%	3	2.0%
English Language Learners Support	1	1.1%	3	2.2%	1	1.1%	3	2.0%
Total	89	100.0%	138	100.0%	89	100.0%	150	100.0%

There are two state indicators associated with 21st CCLC activities offered to students. The first is associated with the delivery of community or service learning activities. Results show that 75 out of the 149 centers (50%) offered community/service learning opportunities to students during the 2016-17 grant year; thus, the goal of 80% of centers offering this activity was not met. In addition, the present year results are consistent with those observed last year. This indicates that more efforts should be made to support grantees in their efforts to provide students with community service opportunities which is an important goal for the state of Montana.

FIGURE 13A. PROPORTION OF CENTERS ENGAGING IN COMMUNITY/SERVICE LEARNING ACTIVITIES BY GRANT YEAR



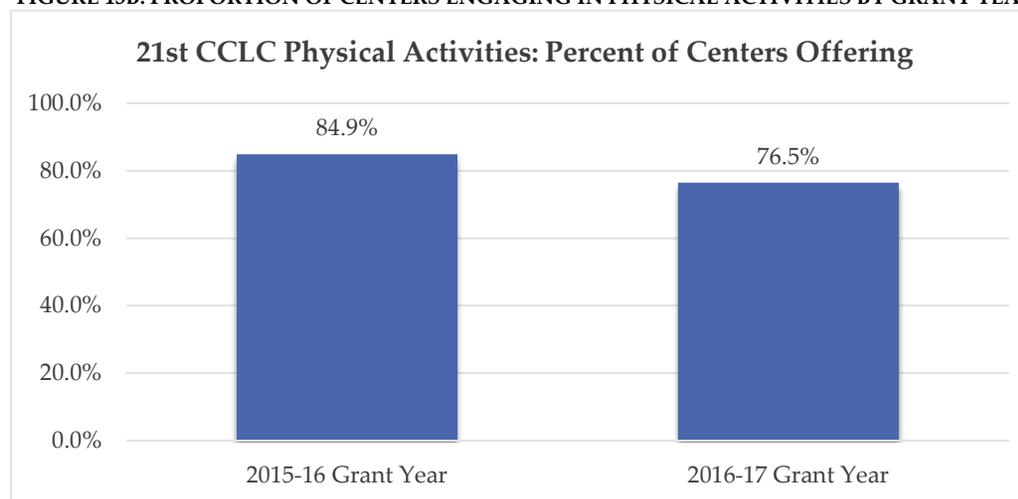
PERFORMANCE INDICATOR 3.2.2 - 80% or more of 21st CCLC centers are offering community/service learning activities in their programs annually as measured by data system records.

RESULT: 50% of centers offered these activities and the goal was not met.



Another state indicator is associated with the provision of physical fitness activities. Results show that 114 out of the 149 centers (76.5%) offered fitness opportunities to students during the 2016-17 grant year; thus, the goal of 75% of centers offering this activity was met again. That said, note that this represents a decline as compared to last year (85%).

FIGURE 13B. PROPORTION OF CENTERS ENGAGING IN PHYSICAL ACTIVITIES BY GRANT YEAR



PERFORMANCE INDICATOR 6.2.5 - 75% or more of 21st CCLC centers will offer health/physical fitness/nutrition activities annually as measured by grantee reports.

RESULT: 76.5% of centers offered fitness activities and goal was met.



Centers were also asked to report on any parent/family activities that they implemented. As shown below, the most frequent activities are family social events and activities designed to support youth in academics. Examination by the number (and %) of centers that engage in these activities shows that parent / family activities were implemented by only ~1/3 of centers (N=47, see Table 14). Compared to last year, this represents an increase in the percent of centers implementing parent/family activities (from 24% to 31%). Most of the centers implementing this programming conducted family social events.

TABLE 13. PARENT ACTIVITIES (FREQUENCY, AVERAGE HOURS PER SESSION, AND AVERAGE NUMBER OF PARTICIPANTS)

Activity or Service	Summer 2016			Fall 2016			Spring 2017		
	Frequency (mode)	Average hours per	Average number of participants	Frequency (mode)	Average hours per	Average number of participants	Frequency (mode)	Average hours per	Average number of participants
Career or job training for adults				1-3X/month	2.5	9	1-3X/month	2.6	9
Family social event(s)	NA	14.1	56	Weekly	3.2	50	Weekly	3.3	61
Parenting or family management	NA	1.5	3	1-3X/week	2.6	30	1-3X/week	2.7	20
Supporting their youth in academics	NA	2.3	16	Weekly	2.5	34	Weekly	6.1	26
Supporting their youth in postsec education/ career options	NA	4.0	4	Weekly	3.2	7	1-3X/month	2.8	22
Other	NA	3.1	25	1-3X/month	5.4	17	Weekly	5.4	19

TABLE 14. NUMBER AND PROPORTION OF CENTERS BY PARENT ACTIVITY IMPLEMENTATION

Activity or Service	2015-16 Grant Year		2016-17 Grant Year	
	# of Centers	% of Centers	# of Centers	% of Centers
Career or job training for adults	4	2.7%	5	3.3%
Family social event(s)	35	24.0%	47	31.3%
Parenting or family management	10	6.8%	12	8.0%
Supporting their youth in academics	21	14.4%	17	11.3%
Supporting their youth in postsec education/ career options	4	2.7%	5	3.3%
Other	0	0%	12	8.0%
Total	146	100%	149	100%

Center Operations

The following tables show the typical operating hours for Montana 21st CCLC centers during summer and school year programming respectively. As shown, on average, centers with summer programming were open for 6 weeks (28 days), 5 days per week for approximately 4-5 hours per day. During the school year, centers typically were open for 33 weeks total for approximately 4 days per week (primarily after school). Daily hours averaged to about 3 hours of programming Monday through Friday, with centers closed over the weekend.

TABLE 15. TYPICAL SUMMER OPERATIONS

Average # of WEEKS centers open for entire summer	Average # DAYS centers open total for summer	Typical number of days per week centers open for summer	Typical number of hours per week centers open		
			Typical WEEKDAY (M-F, 6am-5pm)	Typical WEEKDAY EVENING (M-F 5pm+)	Typical WEEKEND (Sat.-Sun.)
6	28	5	17	2.6	0

TABLE 16. TYPICAL SCHOOL YEAR OPERATIONS

Average # of WEEKS centers open TOTAL (for entire school year)	Typical number of DAYS PER WEEK centers open	Typical number of hours per week centers open:		
		BEFORE SCHOOL (MON.-FRI.)	DURING SCHOOL (MON.-FRI.)	AFTER SCHOOL (MON.-FRI.)
33	4	0.9	2.4	8.6

TABLE 17. TYPICAL DAILY TOTAL HOURS

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3	3	3	3	2	0	0

Two state performance indicators were created to measure center operations. First, in order to encourage centers to be open, at minimum, 60 hours per month this data was captured for the first time during the 2016-17 grant year. Results showed that only 31% (42 of 135 centers) reported being open for at least 60 hours per month, and as such, the target of 80% of centers meeting this goal was not met. This indicates that the state will need to work more proactively with grantee directors and perhaps set expectations for minimum operating hours.

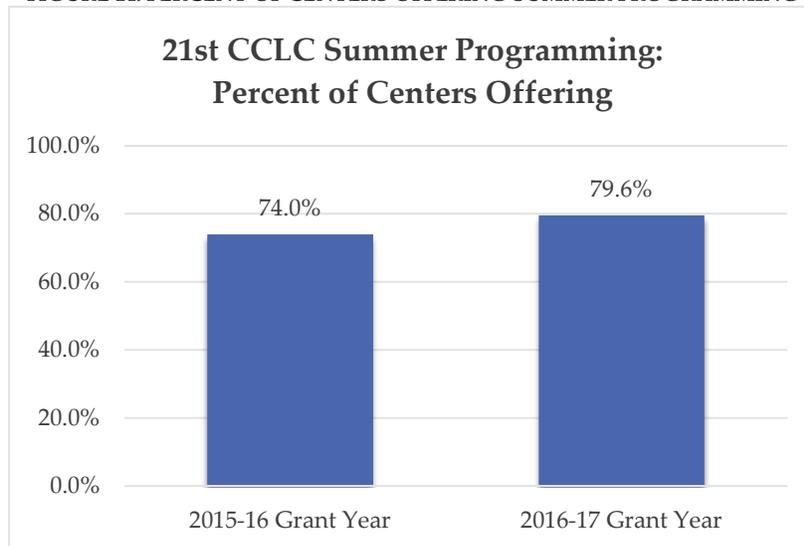
PERFORMANCE INDICATOR 6.2.2 - 80% or more of 21st CCLC centers are available a minimum of 60 hours per month for school year programs as measured by grantee reports.

RESULT: Only 31% of centers were open for at least 60 hours and the goal was not met.



Another area that the State would like to see growth in is the number of centers that are open during the summer. This is especially important in rural communities which typically do not have many opportunities for supervised summer activities for youth. Results for the 2016-17 grant year show that 113 of 142 centers (79.6%) offered summer programming. This exceeds the prior grant year and the annual target of 75%.

FIGURE 14. PERCENT OF CENTERS OFFERING SUMMER PROGRAMMING



PERFORMANCE INDICATOR 6.2.3 - 75% or more of 21st CCLC centers will have summer offerings every year as measured by grantee reports.

RESULT: 79.6% of centers provided summer programming and the goal was met.



The average staff to student ratio for centers is shown in Table 18. The ratio tends to be smaller with summer programming than school year programming.

TABLE 18. STAFF:STUDENT RATIO

Summer Staff: Student Ratio	School Year Staff: Student Ratio
1:7	1:10

How well are centers meeting quality standards?

During the summer of 2017, all grantees were asked to complete the Montana Monitoring and Quality Improvement Self Assessment Tool. The primary purpose of this self assessment is to improve the quality of Montana's 21st Century Community Learning Center (CCLC) programs by helping practitioners take a critical look at their programs against standards of best practice. In collaboration with other stakeholders, this instrument provides an opportunity for program leaders and key staff to apply a common set of quality indicators to assess, plan, design and implement strategies for ongoing program improvement. This tool incorporates a self-assessment worksheet following each category that provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the self-assessment process, program staff are asked to integrate, prioritize, and refine the improvement goals identified on these worksheets into the format of the 21st CCLC Quality Improvement Plan. In addition to promoting quality improvement, the self-assessment process provides program partners and collaborators with a common structure for comparing their perceptions and identifying concerns as they work together.

The self-assessment is organized under eight general categories. The first section targets compliance with the 21st CCLC grant program. The remaining categories are organized by key areas of practice in afterschool programs.

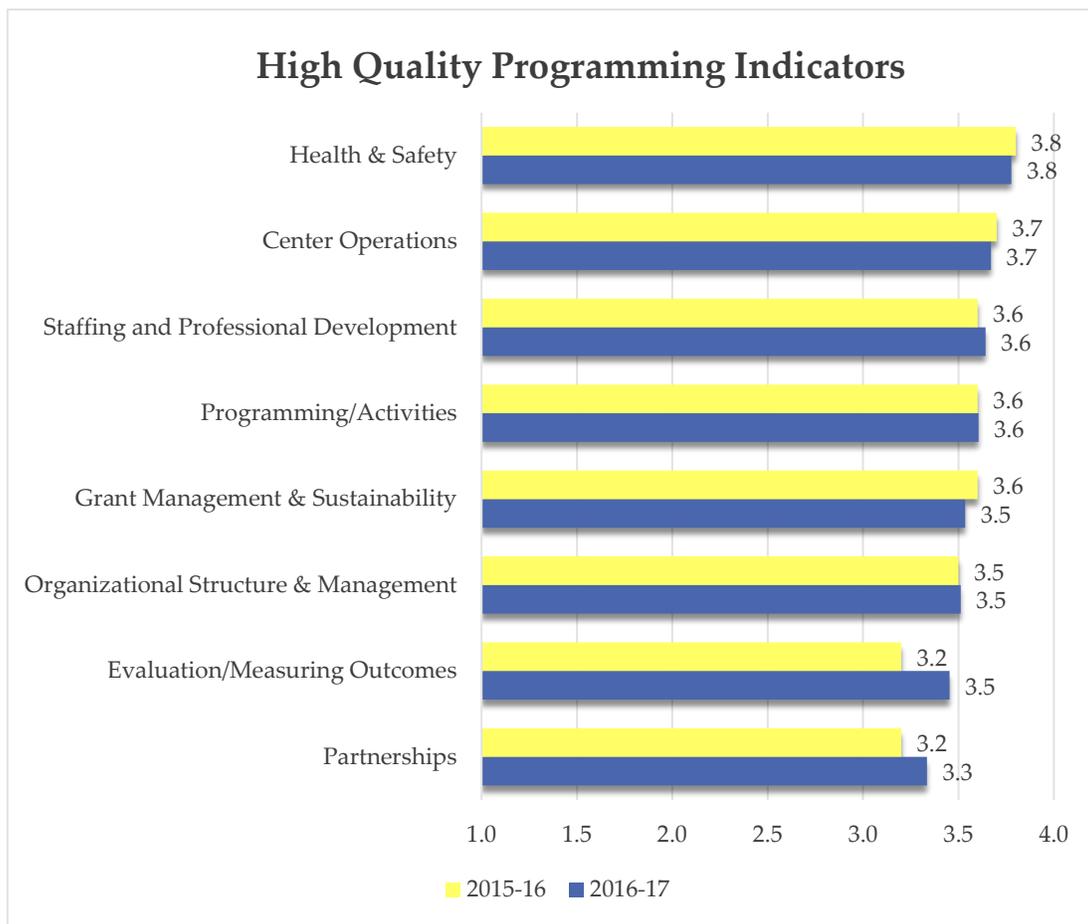
- Grant Management and Sustainability (21st CCLC Grant Compliance)
- Organizational Structure and Management
- Staffing and Professional Development
- Partnerships
- Center Operations
- Programming/Activities
- Health and Safety
- Evaluation/Measuring Outcomes

The Performance Levels rating system (1-4) allows the grantee to self-assess the current level of competency or mastery of each quality indicator. The four performance levels are:

- 4 – Excelling: Exceeds standards through the use of exemplary practices.
- 3 – Advancing: Meets standard; opportunities exist to refine practices to reach the Excelling level.
- 2 – Operational: Approaching standard; could use additional focused assistance in this area.
- 1 – Developing: Standard not met; needs improvement in this area.

The following pages show the overall results across all centers that completed a self-assessment for the 2016-17 grant year (N=135). As shown in Figure 15, the top rated areas are: 1) Health & Safety, 2) Center Operations, and 3) Staffing/PD. The weakest area is in Partnerships. These findings are also comparable to those observed during the prior grant year with the exception of a noteworthy increase in their capacity for Evaluation/Measuring Outcomes. As a result of changes in the statewide 21st CCLC evaluation process and approach, including greater attention to measurement and making data-driven decisions, this has produced an increase in grantees usage and understanding of evaluation data.

FIGURE 15. 2017 SELF-RATING OF IMPLEMENTATION OF AFTERSCHOOL PROGRAMMING BEST PRACTICES

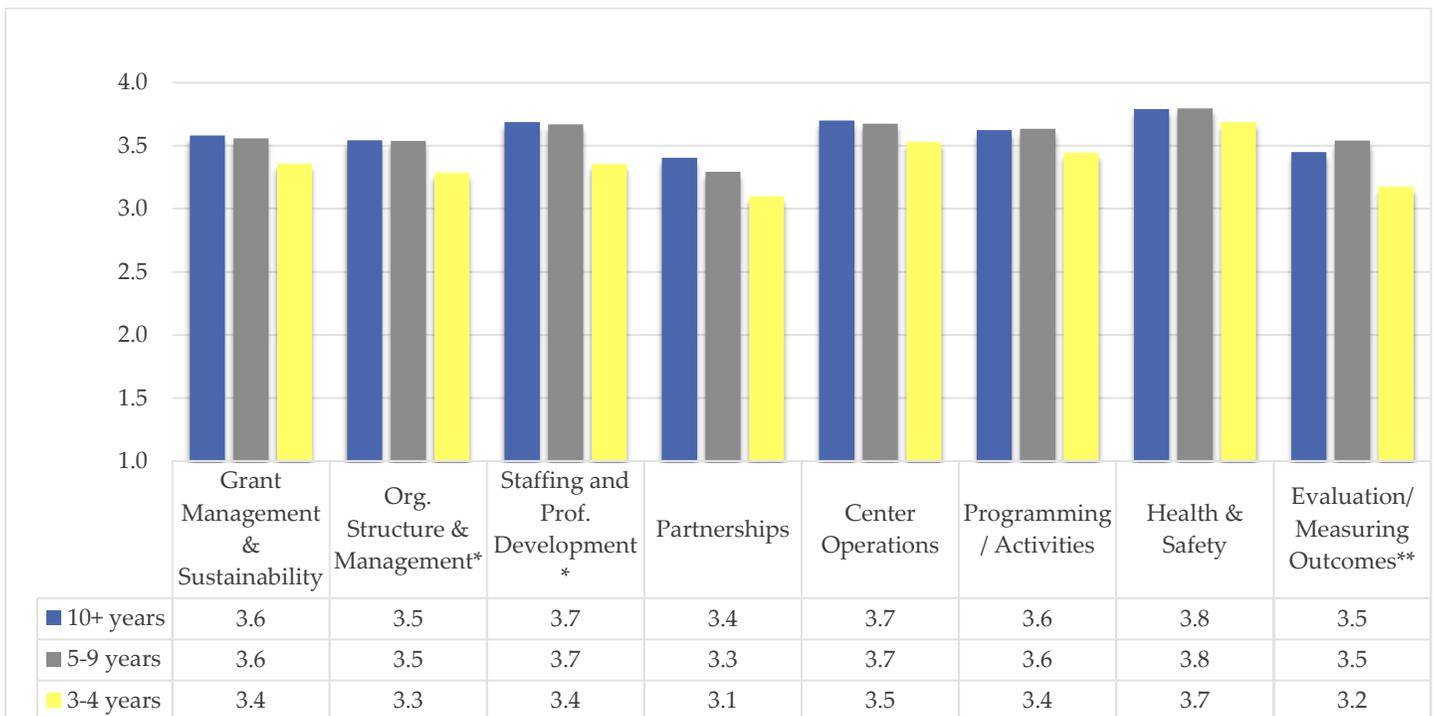


Results by Cohort

In order to determine whether participation in the 21st CCLC grant is related to greater capacity to meeting quality standards identified by the State of Montana, analyses were conducted by cohort (years in the grant). Specifically, grantee centers were classified according to the number of years of 21st CCLC funding (3-4 years, n=16; 5-9 years, n=45; and 10 or more years, n=73). Statistical analyses showed an overall relationship that trended towards significance, $F(2, 131) = 2.937$, $p=.06$. Examination by categories showed that this relationship was statistically significant for

Staffing/Professional Development [$F(2, 133)=6.037, p<.05$], and Organizational Structure & Management [$F(2, 133)=3.363, p<.05$], and trended towards significance for Evaluation/ Measuring Outcomes [$F(2, 133)=2.635, p<.10$]. As shown in the figure below, **grantees who have only 3-4 years of experience with the 21st CCLC grant self-report a lower level of compliance with quality indicators associated with these three categories as compared to those who have more experience.** While this pattern was observed in other categories (yellow bar is lower than blue or gray bars), these three areas reached statistical importance. Another interesting pattern emerged from the data as well; there was relatively no difference in many of the categories among grantees with 5-9 years and those with 10+ years, which indicates that **it does not take a great length of time for grantees to gain an understanding and set policies and procedures that align to best practices.**

FIGURE 16. 2017 SELF-RATING OF IMPLEMENTATION OF AFTERSCHOOL PROGRAMMING BEST PRACTICES BY YEARS IN GRANT



The tables on the following pages show the results for each of the individual items that constitute the key areas of practice in afterschool programs. The percent of centers who provided each rating is shown, along with the average score (scale 1-4).

Under **Grant Management & Sustainability**, the highest rated item relates to the program being held in a safe and accessible facility (A7, 87% fully compliant). The lowest rated item relates to having a sustainability plan (A9, about 37% are not or partially compliant).

TABLE 19. ITEM RATINGS FOR ORGANIZATIONAL STRUCTURE AND MANAGEMENT (% OF CENTERS)

Grant Management and Sustainability (Grant Compliance)	Non-compliant at all	Partially Compliant	Compliant with recommendations	Compliant	Average (Based on scale 1-4)
A.1. The grantee has identified and is serving eligible students and their families consistent with the original grant application (or approved amendments).	0.0%	5.9%	34.6%	59.6%	3.5
A.2. The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).	1.5%	11.8%	37.5%	49.3%	3.3
A.3. The grantee is providing the number of hours of programming described in the original grant application (or approved amendments)	0.0%	7.4%	24.4%	68.1%	3.6
A. 4. The grantee offers AT LEAST three of the local activities listed below	0.7%	5.2%	20.7%	73.3%	3.7
A.5. The grantee is implementing the high quality academic and achievement activities described in the original grant application.	1.5%	7.4%	37.8%	53.3%	3.4
A.6. The grantee is addressing the transportation needs of children as described in the original grant application (or approved amendments).	5.5%	13.4%	29.1%	52.0%	3.3
A.7. The grantee houses the program in a safe and easily accessible facility.	0.0%	1.5%	11.2%	87.3%	3.9
A.8. The grantee demonstrates progress toward achieving the goals set out in the original grant application (or approved amendments) including adherence to the grant reporting deadlines and assurances provided in E-Grants as well	0.0%	6.7%	42.2%	51.1%	3.4
A.9. The grantee has developed a sustainability plan and has made efforts to gain other sources of funding or in-kind resources to maintain the level of program services as grant support decreases in the fifth year.	9.6%	27.2%	44.1%	19.1%	2.7
A.10. Grantee staff has attended the required state 21st CCLC meetings/trainings (at a minimum, one annual state conference, and two regional meetings)	0.0%	5.9%	19.1%	75.0%	3.7
A.11. The grantee expends 21st CCLC funds appropriately.	0.0%	4.4%	14.1%	81.5%	3.8
A.12. The grantee maintains documentation for materials and equipment purchased with 21st CCLC funds, as per the Uniformed Grant Guidance 2 CFR Part 200	0.0%	5.9%	17.8%	76.3%	3.7
A.13. The grantee retains grant records a minimum of three years or until any legal action concerning the records is settled, as per State and Federal Grants Handbook: 400.7 Records Retention	0.0%	8.1%	10.3%	81.6%	3.7
A.14. The grantee maintains appropriate documentation, including job descriptions for employees and volunteers of the grant program.	1.5%	11.1%	27.4%	60.0%	3.5
A.15. The grantee uses 21st CCLC funds to supplement rather than to supplant Federal, State, local, or non-federal funds.	1.5%	9.6%	19.3%	69.6%	3.6
A.16. The program works in active collaboration with the schools that participating students attend and any partnership entities.	0.7%	7.4%	20.6%	71.3%	3.6
A.17. The grantee participates in the state's data collection and evaluation in a timely and complete manner.	0.0%	3.7%	27.2%	69.1%	3.7

In order to promote compliance on important grant management related activities, the State established a performance indicator such that all centers should be compliant with at least 80% of the items noted in the prior table. Results showed an overall compliance rate of 87.5% and the goal was not met. Compared to last year (88.4%), this has remained stable.

PERFORMANCE INDICATOR 6.2.9 - 100% of 21st CCLC centers will be rated as Compliant in at least 80% (14 out of 17) of quality Management and Sustainability indicators as measured by annual OPI self-assessment monitoring tool.

RESULT: 87.5% of centers measured (119/136) were compliant in at least 80% of the items in this scale and the goal was not met.



Another indicator associated with grant management relates to establishment of a sustainability plan. At this point, all grantees should have a sustainability plan¹¹; however, results show that 81.0% (64/79) have a plan and as a result, the goal was not met.

PERFORMANCE INDICATOR 6.2.7 - By the end of 3rd year of funding, 100% of grantees will have a sustainability plan.

RESULT: 81% of grantees have a sustainability plan and the goal was not met.



¹¹ All grantees have at least three years of funding.

With respect to **Organizational Structure and Management**, the highest rated items consisted of the organizational structure being well-defined and sound (B1, 79% of centers excelling), having the administrative capacity and infrastructure to develop budgets, track expenses, and to collect and maintain program data (B9, 78% excelling), and to communicate regularly with school administration (B8, 78%). The lowest rated item relates to having an advisory board (B12, about 6% are developing).

TABLE 20. ITEM RATINGS FOR ORGANIZATIONAL STRUCTURE AND MANAGEMENT (% OF CENTERS)

Organizational Structure and Management	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
B.1. The organizational structure is well defined and sound. The organization has a program director (site coordinator(s) for multiple sites) to supervise and lead the daily program and personnel.	0.0%	1.5%	19.1%	79.4%	3.8
B.2. The organization has developed/adopted written policies and procedures to promote effective	0.7%	5.9%	43.4%	50.0%	3.4
B.3. The student/staff ratio is appropriate and safe for the specific activity conducted and meets student needs.	0.0%	3.7%	19.9%	76.5%	3.7
B.4. Staff is trained in program policies/procedures. Staff is aware of program goals and can explain the relationship of program activities to those goals.	0.0%	5.9%	44.1%	50.0%	3.4
B.5. Organization volunteers are recruited, screened, and trained.	2.2%	4.4%	35.3%	58.1%	3.5
B.6. Organizational staff communicates with school day staff to support individual student educational development.	0.7%	4.4%	41.5%	53.3%	3.5
B.7. Organizational staff collaborates with school-day personnel regarding use of facilities and resources.	1.5%	2.2%	19.9%	76.5%	3.7
B.8. The program director communicates regularly with the school principal and administration.	0.0%	2.9%	19.1%	77.9%	3.8
B.9. The organization has the administrative capacity and infrastructure to develop budgets, track expenses, and to collect and maintain program data.	0.7%	0.7%	19.9%	78.7%	3.8
B.10. The organization employs a marketing strategy to publicize the program and its achievements within the school(s) and broader community.	1.5%	15.6%	43.0%	40.0%	3.2
B.11. The organization maintains on-going documentation of contributions (in-kind or resources) from the public and partnering agencies.	3.7%	6.7%	32.6%	57.0%	3.4
B.12. The organization has an advisory board that meets regularly to provide advice/feedback about program policies and /or activities, quality improvement, sustainability and strategic planning.	6.0%	28.6%	34.6%	30.8%	2.9

A state performance indicator was set for Organizational Structure and Management as well. Specifically, 100% of centers should meet at least 80% of the quality indicators (i.e.,

advancing or excelling in 80% of the items). Results showed that 74.3% (101/136) met at least 80% of the indicators and the goal was not met. This also represents a drop as

PERFORMANCE INDICATOR 6.2.4 - 100% of centers will be compliant in at least 80% (10 out of 12) of quality indicators for organizational structure and management as measured by annual OPI self-monitoring tool.

RESULT: 74.3% of centers measured (101/136) were compliant in at least 80% of the items in this scale and the goal was not met.

compared to last year when 80% of centers met the goal.



Within the area of **Staffing and Professional Development**, the highest rated item relates to completing background checks for all staff (C3, 91% of centers excelling). The lowest rated item pertains to evaluating staff and volunteers on a regular basis and giving them clear feedback for continuous performance improvement (C9, about 10% are developing).

TABLE 21. ITEM RATINGS FOR STAFFING AND PROFESSIONAL DEVELOPMENT (% OF CENTERS)

Staffing and Professional Development	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
C.1. The organizational director and organization staff are highly qualified, motivated, and demonstrate professionalism.	0.0%	0.7%	17.6%	81.6%	3.8
C.2. The organization selects staff members based on prior experience, qualifications, and where applicable specialized training and/or certification.	0.0%	2.9%	19.1%	77.9%	3.8
C.3. The organization completes appropriate fingerprinting and background checks for all staff.	0.0%	2.2%	6.6%	91.2%	3.9
C.4. Staff has the experience and background to address diverse needs of target population. Staff is sensitive to the culture and language of participants.	0.0%	2.2%	21.3%	76.5%	3.7
C.5. Staff has competence in their area of responsibility.	0.0%	0.7%	12.5%	86.8%	3.9
C.6. The organization assesses training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices.	0.7%	5.9%	39.3%	54.1%	3.5
C.7. Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	0.7%	4.4%	39.0%	55.9%	3.5
C.8. The organization coordinates staff development activities with those of school and community partners.	1.5%	6.6%	34.6%	57.4%	3.5
C.9. Staff and volunteers are evaluated on a regular basis and given clear feedback for continuous performance improvement.	0.7%	16.2%	44.1%	39.0%	3.2
C.10. The organization works to retain quality staff, providing a consistent and stable staffing base for the program.	0.0%	3.0%	23.7%	73.3%	3.7

The state performance indicator set for Staffing and Professional Development also specifies that 100% of centers will meet at least 80% of the quality indicators. Results showed that 93.4% (127/136) met at least 80% of the indicators and the goal was not met. However, compared to last year, this represents an increase on this indicator (88.6%).

PERFORMANCE INDICATOR 6.2.8 - 100% of centers will be compliant in at least 80% (8 out of 10) of quality indicators for Staffing and Professional Development as measured by annual OPI self-monitoring tool.

RESULT: 93.4% of centers measured (127/136) were compliant in at least 80% of the items in this scale and the goal was not met.



Within the area of **Partnerships**, the highest rated item involved entering into formal agreements with subcontractors (D5, 59% excelling). Interestingly, this item also had the highest percentage of centers that were still developing (9%).

TABLE 22. ITEM RATINGS FOR PARTNERSHIPS (% OF CENTERS)

PERFORMANCE INDICATOR 6.2.6 - 100% of centers will be compliant in at least 80% (4 out of 5) of quality indicators for Partnership as measured by annual OPI self-monitoring tool.

RESULT: 83.8% of centers measured (114/136) were compliant in at least 80% of the items in this scale and the goal was not met.



Partnerships	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
D.1. The organization makes efforts to recruit new and retain established partners and collaborators to ensure long-term commitments of resources, including human capital.	0.7%	8.1%	38.2%	52.9%	3.4
D.2. Organization partners are aware of the program goals and objectives and how their activities support the achievement of those goals.	0.7%	6.6%	43.4%	49.3%	3.4
D.3. The organization regularly communicates with and seeks input from its partners.	2.2%	13.2%	50.0%	34.6%	3.2
D.4. The organization seeks additional collaborators using a variety of methods to address unmet needs, to expand and enhance services for all students.	1.5%	13.3%	40.7%	44.4%	3.3
D.5. The organization enters formal written agreements with subcontractors when applicable.	1.5%	14.9%	26.9%	56.7%	3.4

The Partnership State Indicator specifies that 100% of centers will meet at least 80% of the quality indicators. Results showed that 83.8% (114/136) met at least 80% of the indicators and the goal was not met. However, compared to last year, this represents an increase for this indicator (80.7%).

Under the category of **Center Operations**, the highest rated item relates to the staff being committed to the development of positive student-adult relationships and serving as positive role models (E8, 84% of centers are excelling) and operating hours meeting needs of the target population (E1, 83% excelling). The lowest rated item related to involving parents in planning the organization’s operations and providing activities for families of participating students (E9, only 42% excelling). This latter finding is consistent with the adult/family participation data.

TABLE 23. ITEM RATINGS FOR CENTER OPERATIONS (% OF CENTERS)

Center Operations	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
E.1. The organization's hours, activities, schedules, and locations meet the needs of the target population.	0.0%	0.7%	16.2%	83.1%	3.8
E.2. Organization activities and services are promoted in the targeted schools and community	0.0%	1.5%	22.1%	76.5%	3.8
E.3. Reasonable/cost effective efforts are made to provide transportation to students who need it to participate in programming.	6.3%	5.5%	14.8%	73.4%	3.6
E.4. The organization implements retention strategies and maintains a waiting list as needed.	0.0%	4.5%	20.5%	75.0%	3.7
E.5. The organization has adopted clear standards for student behavior that are applied appropriately and consistently by staff.	0.0%	2.9%	16.2%	80.9%	3.8
E.6. The organization effectively communicates standards for student behavior to students and parents.	0.0%	4.4%	20.6%	75.0%	3.7
E.7. Organization staff uses appropriate techniques to guide the behavior of students.	0.0%	0.7%	20.7%	78.5%	3.8
E.8. Organization staff is committed to the development of positive student-adult relationships and serve as positive role models.	0.0%	0.7%	15.4%	83.8%	3.8
E.9. The organization seeks to involve parents in planning the organization's operations and provides activities for families of participating students.	1.5%	14.8%	41.5%	42.2%	3.2
E.10. The organization provides regular communication with and outreach to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	0.7%	5.9%	33.8%	59.6%	3.5

Within the area of **Programming/Activities**, the highest rated item is associated with having an appropriate schedule, flow, and duration of activities (F5, 81% of centers are excelling). The lowest rated items were providing a range of opportunities to showcase participants' work (F9, 45% excelling) and enabling youth to explore resources and issues in their community (F6, 53% excelling).

TABLE 24. ITEM RATINGS FOR PROGRAMMING/ACTIVITIES (% OF CENTERS)

Program/Activities	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
F.1. Organization activities reflect the goals and mission of the program.	0.0%	0.7%	25.4%	73.9%	3.7
F.2. The organization provides evidence-based academic support and enrichment activities, aligned with school day curricula and individualized to meet students' needs.	0.0%	7.4%	34.8%	57.8%	3.5
F.3. Organization activities address the physical, social and emotional needs of students by providing a majority of participants with diverse recreational, cultural, and youth development activities.	0.0%	3.0%	23.0%	74.1%	3.7
F.4. Organization activities are selected based on student needs and interests. Activities are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program.	0.0%	2.2%	23.7%	74.1%	3.7
F.5. The organization has an appropriate schedule, flow, and duration of activities, including a balance of structured and unstructured time, and time for social connections and community building.	0.0%	1.5%	17.2%	81.3%	3.8
F.6. The organization enables youth to explore resources and issues in their community through projects and activities, including service learning and real world contexts.	0.0%	11.9%	35.1%	53.0%	3.4
F.7. The organization accommodates students with special needs and encourages their participation in the program within the means of the program.	0.0%	2.2%	23.7%	74.1%	3.7
F.8. The organization engages participants in the development and selection of program activities and the recruitment of others into the program.	0.0%	5.2%	31.1%	63.7%	3.6
F.9. The organization provides a range of opportunities to showcase participants' work.	1.5%	14.8%	38.5%	45.2%	3.3

As shown in the following table, the vast majority of items within **Health and Safety** were rated highly and most centers are reporting that they are excelling in these areas. This is not surprising given that there are federal, state, and local health and safety regulations that must be adhered to by programs. That said, the three lowest rated items consisted of adopting an emergency plan (59%), conducting all required fire/safety drills (65%), and staff being trained in CPR and First Aid (68%).

TABLE 25. ITEM RATINGS FOR HEALTH AND SAFETY (% OF CENTERS)

Health and Safety	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
G.1. Organization activities occur in spaces that are adequate, appropriate, and safe for the purpose used and are welcoming to young people.	0.0%	0.0%	13.2%	86.8%	3.9
G.2. The organization has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers,	0.0%	0.7%	8.9%	90.4%	3.9
G.3. The vehicles used for transportation are safely maintained and inspected on a regular basis.	0.0%	0.8%	9.6%	89.6%	3.9
G.4. The organization provides daily nutritional snacks during program operation within a sanitary environment and drinking water is readily available. Uses snack reimbursement program when possible.	0.0%	2.2%	9.6%	88.2%	3.9
G.5. The organization addresses any unique health needs of students that have been identified by the parents and/or the school.	0.0%	0.0%	10.3%	89.7%	3.9
G.6. The organization follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and families.	0.0%	0.7%	14.8%	84.4%	3.8
G.7. Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	0.0%	0.7%	12.5%	86.8%	3.9
G.8. The organization has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	1.5%	11.0%	28.7%	58.8%	3.4
G.9. The organization conducts all required fire/safety drills.	1.5%	10.3%	23.5%	64.7%	3.5
G.10. The organization avoids transmitting any material via Internet that violates federal or state regulation. This includes copyrighted materials and threatening or obscene materials.	0.0%	0.0%	11.0%	89.0%	3.9
G.11. The organization has policies and training in place to assure safe and appropriate use of the Internet.	0.7%	0.7%	19.1%	79.4%	3.8
G.12. Staff is trained in first aid and CPR and is familiar with current health, safety, and nutrition standards.	0.7%	2.2%	28.7%	68.4%	3.6
G.13. The organization has security policies in place.	0.0%	2.2%	20.6%	77.2%	3.8

The state performance indicator for Health & Safety indicates that 100% of centers will meet at least 80% of the quality indicators. Results showed that 94.9% (129/136) met at least 80% of the indicators and the goal was not met. However, compared to last year, this represents an increase on this indicator (88.6%).

PERFORMANCE INDICATOR 6.3.0 - 100% of centers will be compliant in at least 80% (11 out of 13) of quality indicators for Health & Safety as measured by annual OPI self-monitoring tool.

RESULT: 94.9% of centers measured (129/136) were compliant in at least 80% of the items in this scale and the goal was not met.



The final area that is self-assessed is **Evaluation/Measuring Outcomes**. As shown in the table below, the highest rated items consist of: 1) using information in decision making, program refinement, and quality improvement (H3), and 2) identifying and sharing promising practices (H7). The lowest rated item is regularly communicating findings (H4).

TABLE 26. ITEM RATINGS FOR EVALUATION AND MEASURING OUTCOMES (% OF CENTERS)

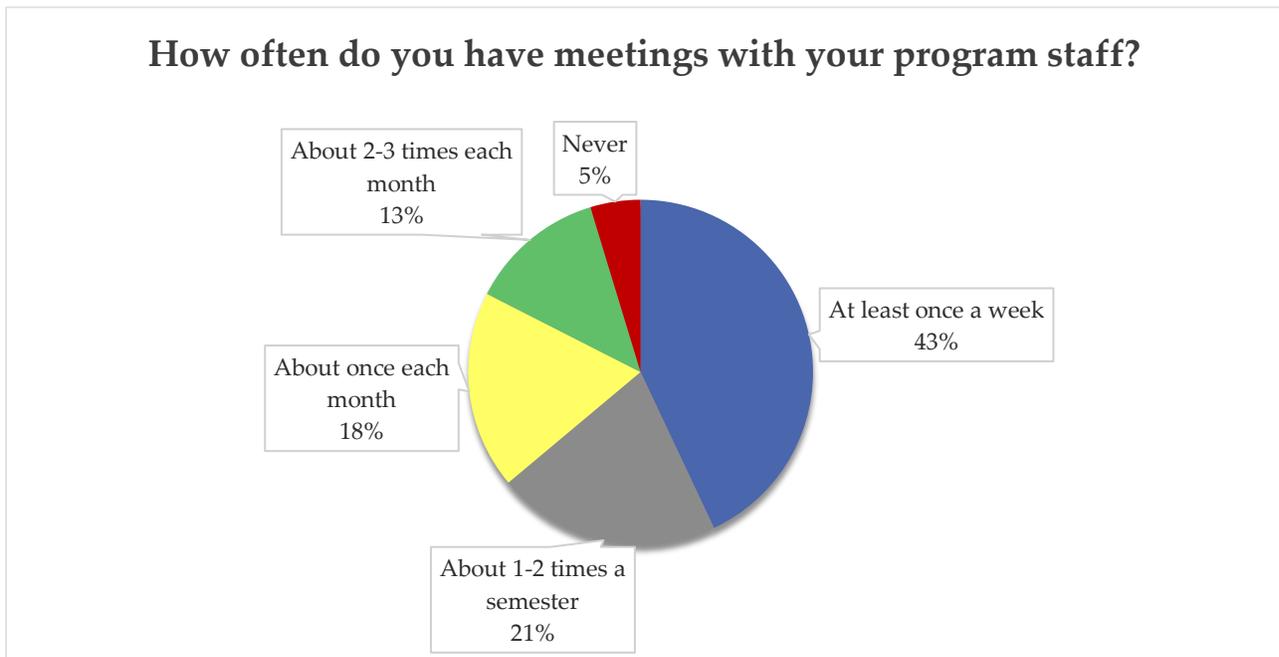
Evaluation/Measuring Outcomes	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
H.1. The organization has adopted and applies an evaluation process to measure program goals and outcomes. This evaluation includes qualitative and quantitative program information and data on participation, performance, and outcomes.	0.7%	7.4%	33.3%	58.5%	3.5
H.2. The evaluation process includes requesting feedback from stakeholders such as students, parents, and	0.7%	6.7%	31.1%	61.5%	3.5
H.3. The organization uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	0.7%	4.4%	31.1%	63.7%	3.6
H.4. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	0.7%	17.6%	41.2%	40.4%	3.2
H.5. In addition to evaluation data, the organization collects stories about program impacts on students and their families.	2.2%	17.6%	30.1%	50.0%	3.3
H.6. The organization demonstrates an understanding of the State Logic Model and the relation between their local activities and grant goal and performance measures.	0.7%	6.7%	31.1%	61.5%	3.5
H.7. The organization identifies and shares promising practices internally and through afterschool networks.	0.7%	8.1%	27.9%	63.2%	3.5

In summary, self-assessment data on adherence to high quality programming indicators indicates that there has been an overall increase in grantee self-ratings, and especially in the area of Evaluation/ Measuring Outcomes. Moreover, grantees who have more years of experience (5+ years) with the 21st CCLC grant self-report a higher level of compliance with quality indicators as compared to those who have less experience (3-4 years), particularly in the areas of Staffing/Professional Development, Organizational Structure & Management, and Evaluation/ Measuring Outcomes.

What SEA and grantee level resources and technical assistance are available for support to program staff? How effective are these and to what degree are recipients satisfied?

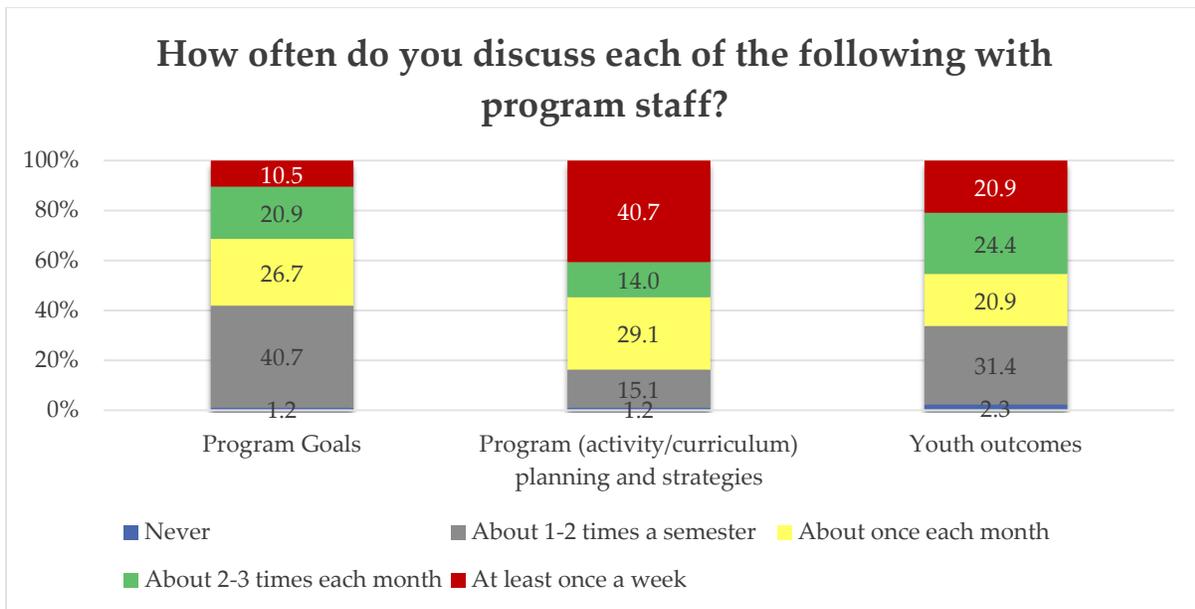
In order to gain insight into communication and supports between program staff and administrators, they were asked the extent to which communication occurs and the types of information that are shared. As shown in the figure below, most program administrators (n=86) reported that they have meetings with staff at least once per week (43%), with an additional 31% having meetings a few times per month to monthly. In contrast, 26% reported having meetings 1-2 times per semester or never. Thus, about a ¼ of programs could benefit by more frequent and structured meetings to share important program information and gather feedback / input from staff.

FIGURE 17. FREQUENCY OF PROGRAM ADMINISTRATOR COMMUNICATION WITH PROGRAM STAFF



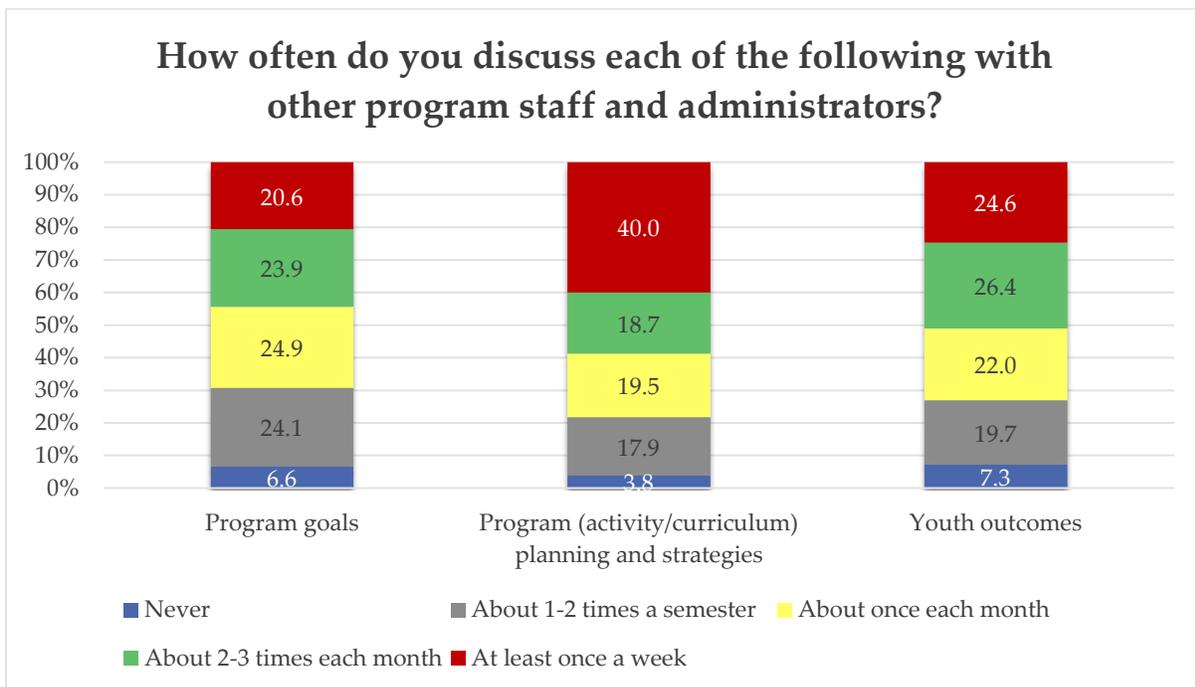
When administrators were asked about the frequency of their communications with respect to specific areas, results showed that they most frequently discussed program plans and strategies (over 80% at least monthly), followed by youth outcomes (approximately 66% at least monthly). Program goals was the least frequently discussed, with 41% reviewing goals about 1-2 times per semester, see Figure 18.

FIGURE 18. FREQUENCY OF PROGRAM ADMINISTRATOR COMMUNICATION WITH PROGRAM STAFF BY AREA



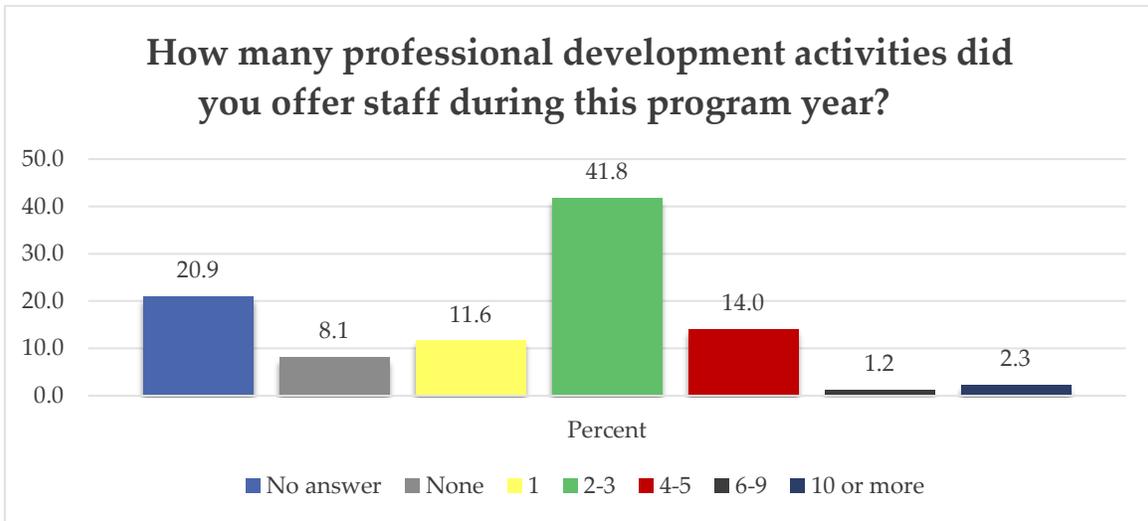
These findings were consistent with the order of communications between program staff and other staff/administrators (see Figure 19); however, it is also noteworthy that in general program staff report more frequent communication than administrators (gray bars smaller).

FIGURE 19. FREQUENCY OF PROGRAM STAFF COMMUNICATION WITH OTHERS BY AREA



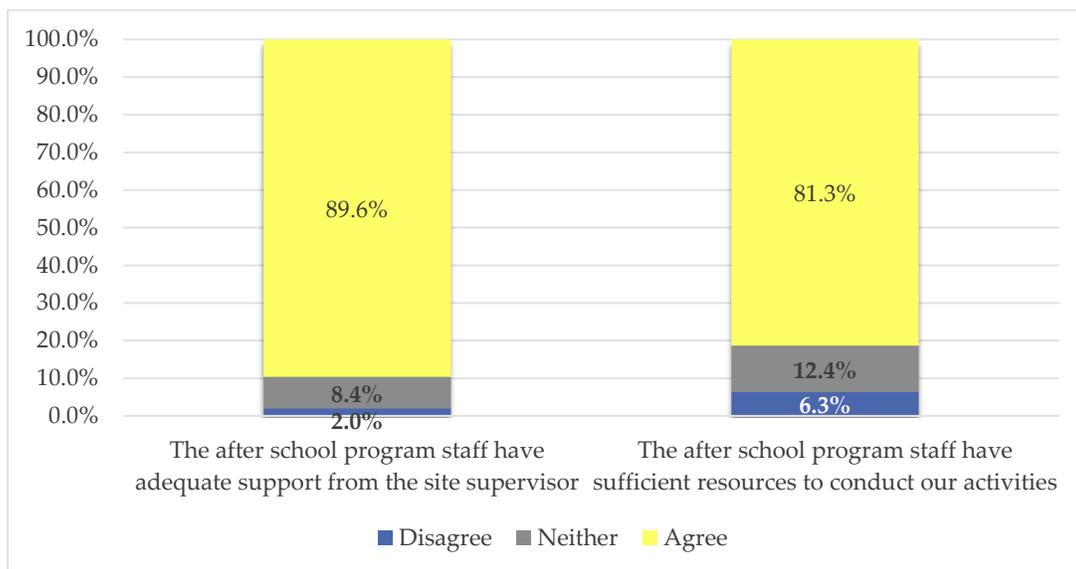
Administrators were also asked the frequency in which they offered professional development activities during the 2016-17 grant year. As shown in the figure below, the majority (41.8%) reported offering 2-3 opportunities during the grant year, followed by 4-5 (14%) and 1 (12%). While 8% reported offering no opportunities, a significant proportion did not respond to this item and therefore, this figure may be under-reported (respondents may have left blank to indicate no trainings).

FIGURE 20. PROFESSIONAL DEVELOPMENT PROVIDED BY PROGRAMS



Program staff were also asked the extent to which they felt supported. As shown, a significant percentage (90%) were satisfied with the support they receive from their site supervisor and 81% felt they had sufficient resources to conduct their activities. Thus, while they feel supported, materials resources may be lacking for a small proportion of staff.

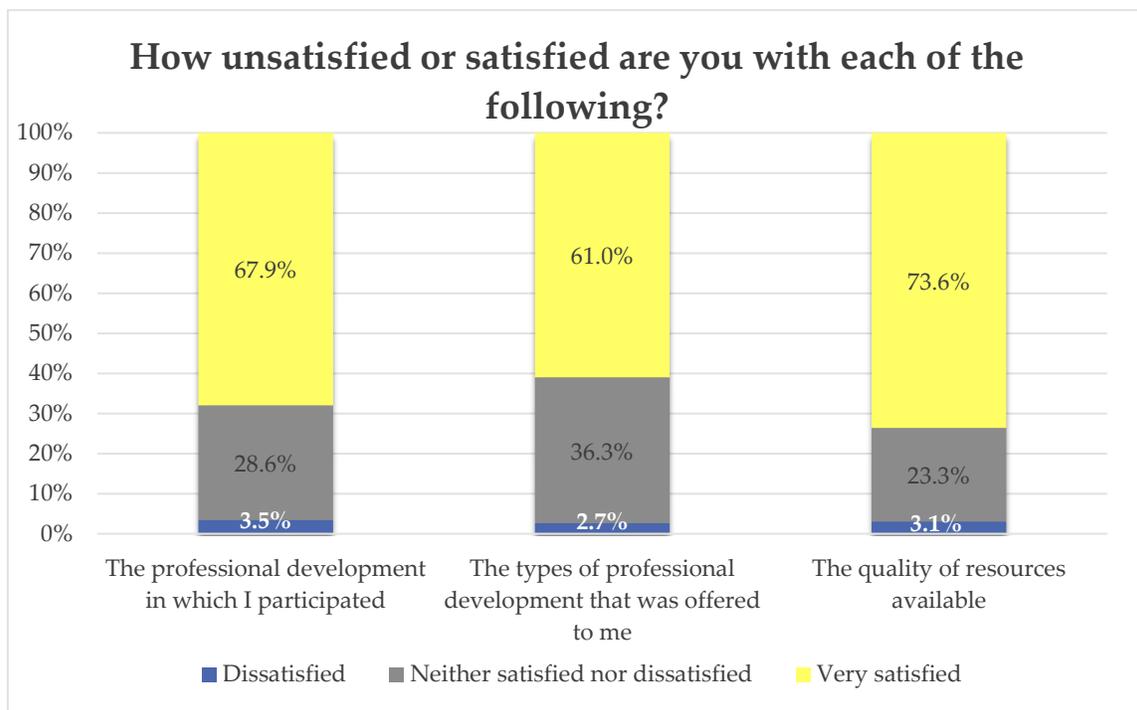
FIGURE 21. PERCEIVED SUPPORT FROM ADMINISTRATORS AND RESOURCES BY PROGRAM STAFF



Satisfaction with Supports/Training

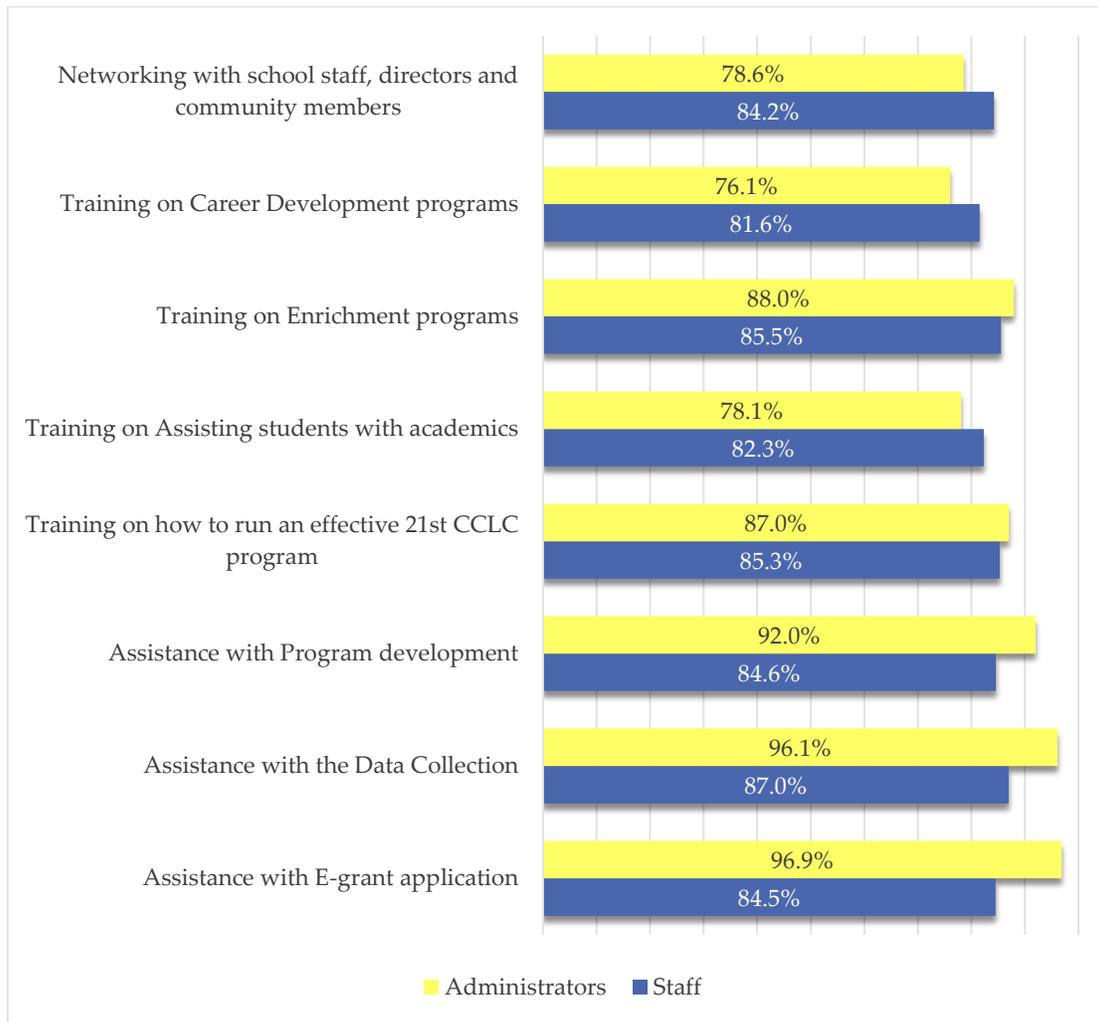
Program staff were also asked to rate their satisfaction with the professional development offered from their programs. As shown below, almost 3/4 reported satisfaction with the quality of resources. Approximately 2/3rds were satisfied with the PD they participated in and 61% liked the *types* of PD they received. While, in general, most participants were satisfied, a significant proportion (about 1/4 to 1/3) were also neutral in their ratings of the professional development offered by their programs.

FIGURE 22. RATINGS OF PROFESSIONAL DEVELOPMENT OFFERED BY LOCAL 21ST CCLC PROGRAMS



Program staff and administrators were also asked to rate the training and supports offered by OPI. Overall, ratings were quite favorable towards the various types of offerings. In particular, the highest rated supports and training opportunities by both program staff and administrators consisted of the E-grant application, data collection, and assistance with program development.

FIGURE 23. RATINGS OF SUPPORT AND TRAININGS OFFERED BY STATE OPI: PERCENT GOOD TO EXCELLENT



Training / Support Needs

Program staff and administrators were also asked about their support needs; that is, in what areas they would like additional training. As shown in the table below, responses for both staff and administrators tended to concur on the top three items. Specifically, they would like additional training on: 1) connecting after-school programming with the school day, 2) programming ideas, and 3) behavior management. For the remaining items, there tended to be variation between staff and administrators. **Based on these findings, it is recommended that OPI focus on the top three identified training needs for future professional development opportunities. Note that these findings are further discussed in the final results section of this report (“What recommendations and lessons learned are available?”).**

TABLE 27. TRAINING NEEDS OF 21ST CCLC PROGRAM STAFF AND ADMINISTRATORS RANKED BY PRIORITY

Program Staff		Program Administrator	
1)	Connecting after-school programming with the school day	1)	Connecting after-school programming with the school day
2)	Behavior management	2)	Programming ideas
3)	Programming ideas	3)	Behavior management
4)	Communicating with parents	4)	Program management
5)	Working with partners	5)	How to evaluate the program
6)	Helping students with math	6)	Working with partners
7)	Program management	7)	Communicating with parents
8)	Helping students with reading	8)	Working with volunteers
9)	Working with volunteers	9)	Communicating with teachers
10)	How to evaluate the program	10)	Helping students with math
11)	Communicating with teachers	11)	Helping students with reading
12)	Other*	12)	Other**

* Ways to leverage funding support from other sources, training on technology purchased with the grant funding, theme specific ideas, student social skills with others, service projects for the school and community, project resources, motivating students to succeed, how to help reach more students across Montana, helping students with special needs, fundraising, content specific training, and citizenship / community volunteerism.

** Career readiness, programming to offer parents, funding resources / fundraising, working more closely with Special Services for identified students, ideas on sustainability, where programs can go for more funding and what can programs do and not do when it comes to fund raising, communicating with parents, sustainability improvements, and grant writing.

“I am thankful to be a part of the After School Programs, I am thankful for all the assistance whether it be through OPI staff, or conferences, workshops, etc. I am so grateful to be working with children and watching them grow into respectful, contributing citizens.” – Program Administrator

Program administrators were also asked via the survey how OPI can better support their program needs. The following is a summary of major themes shared.

- The main thing OPI can do is simply offer more training. For program staff, this could be training in academics or how to handle behavior issues. Program directors would like more training in program management. They would like online training, webinars, workshops, and speakers.

"I just need more training on how to effectively run the after school program so that the students, parents and teachers are satisfied with the program."

- Related to this is program administrators would like OPI to be a resource for programming ideas, learning experiences, and projects.

"Online resource bank for ideas, projects, and learning experiences."

"State conferences that are more geared toward writing a logic model and ideas for after school activities and parent involvement."

"...Google hangouts monthly for questions pertaining to all aspects of the programming."

- Program administrators would like guidance from OPI specifically on sustainability plans.

"Our biggest challenge is our sustainability plan. Any help and suggestions relating to a very rural community would be welcome."

- Some also cited that the evaluation process and reporting have gotten complicated. They would like that to be simplified and streamlined, and they would like assistance with that.

"Someday it would be nice to have a more streamlined system for data reporting. Our Program Director spends much of his time working on reports, and some of that could be better spent on training staff and interacting with the kids."

"Personally, I just need more assistance in data entry and reporting, but I do get help right away whenever I call. They are great about that!"

Outcome Results

What is the impact of 21st CCLC programs on student academic performance, student behaviors and positive youth assets? What other effect(s) and/or unintended consequences have resulted from the implementation of these out of school programs?

In order to evaluate the effects that 21st CCLC programs are having on Montana students, survey, academic, and program data was collected from students, parents, staff, administrators and teachers. Based on these data and the research questions of interest, state performance objectives were set, primarily in the form of annual target goals. However, prior to sharing these quantitative results, it is important to put a “face” on the children being affected by these programs. With this in mind, below are two success stories shared by grantees about the impact that their programs are having on students. These success stories, which are provided annually by all grantees via their local evaluation reports, are useful tools for educating stakeholders about the outcomes of the work and the results that are being achieved.

HUNTLEY: Although our program has helped a huge number of students, Student A is one that stands out. He comes from a family that has a loving mother, but an absent father. He has an older brother and a baby sister. Mom is working hard to make her life and the lives of her children better by going to college. Being a single mom, attending college classes, and working is a certainly a challenge.

This is where Kid Connection comes into their lives. Both boys attend our program faithfully and it has made such a difference in their lives. Our program not only provides a safe and inexpensive environment for them, it also enables the boys to get their homework done and receive extra instruction in reading and math. Our program also provides enrichment activities to expand their knowledge about many different topics....

[In addition to academics] His behavior has also improved ... He is beginning to see how improved behavior can lead to more success in his class. Collaboration between his regular classroom teacher and the after-school teacher has made a tremendous difference. The after-school teacher is aware of any difficulties the student had during the day and is able to celebrate successes with him.

FRENCHTOWN: A 2nd grade boy enrolled in CCLC for this first time in September 2017. In class, in CCLC, in any group, he would not make eye contact and he spoke very little. He was painfully shy. His grandmother says he is mildly autistic.

At the beginning of the school year this little boy's reading level was at a first grade level, but his social and communication skills were incredibly low.

He lives with his dad and his grandparents in Frenchtown. His father has suffered from a lot of health problems. His mother is absent.

At first in CCLC, this guy would hardly speak his name when we took attendance. He sat by himself when eating snack, kept to himself if he could, and did not participate in activities. He was usually put in smaller groups of kids. He liked doing art, playing with legos, getting on the computer, and making things in general.

During the portion of CCLC each day when children have time to do homework, he liked to read – and he began to like to read with our good high school aides. Gradually I noticed that as we took roll and had the kids take snack, he was smiling most of the time, then he began to say hi, and not long ago he began running in the door and announcing, "I'm here!" Wow!

His CCLC teachers noticed the same things – eye contact, socialization, stating his opinions about things, and a willingness to participate.

His grandmother and I visit each day when she comes to get him. She tells me again and again that this program has been wonderful for her grandson! She tells me the teachers he especially likes, the friends he has made, and his desire to actually play with those friends outside of school – he has never been confident enough to do that.

His grandmother met with his IEP team lately and told them that for her grandson, "**CCLC has been the game changer.**" Somehow, through the love of teachers and aides, the warm acceptance he received, and the one-on-one time with teachers doing projects, he began to feel confident, comfortable, and secure. That confidence has recently been shown during the day in school, too. He is finding himself, knowing his worth – not just to his dad and grandparents, but to his friends at Frenchtown Elementary.

His STAR reading test of April 17th showed his reading level at 4.1. Not only has his personality blossomed and his confidence grown, but his reading has shot up, too.

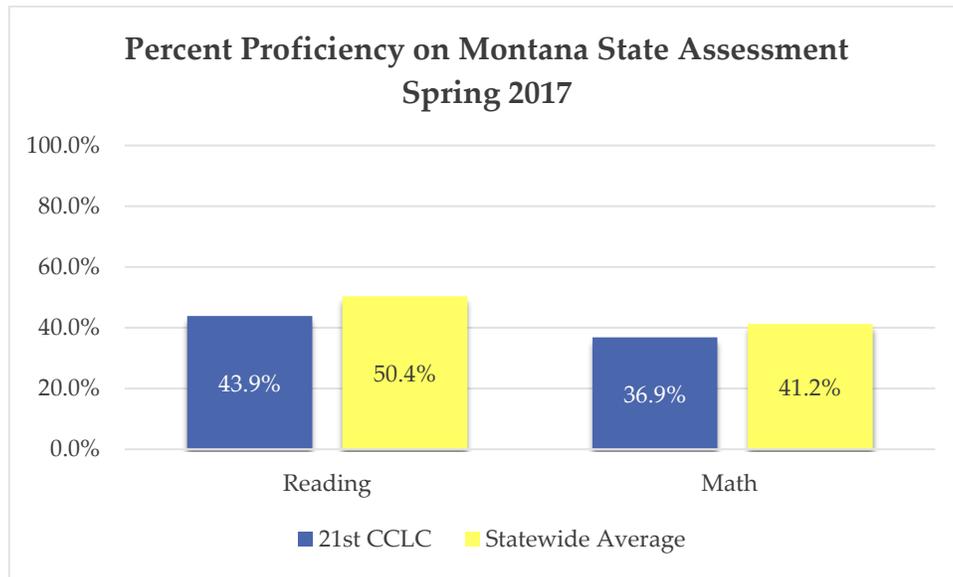
Academic Achievement

As part of the Federal grant, all grantees are required to report on a student academic outcome(s); these required outcome measures are known as “GPRA” measures. This can consist of state assessments, school grades, and/or teacher-reported performance. During the review of the Montana 21st CCLC Evaluation Plan, it was decided that the state would look into collecting data from all three sources to determine the feasibility, reliability, and validity of these multiple sources of academic outcome data. Results from the 2016-17 program year showed that collecting and reporting of student grades was not feasible nor was it done with a lot of reliability¹². As a result, student grades will not be collected nor reported. In contrast, student assessment data was found to be much more feasible as OPI is able to pull this information from their statewide student information system (GEMS) and through a confidentiality/data sharing agreement, share this with the State Evaluator. In order to achieve this, program attendance data is provided to OPI and through a sophisticated algorithm, OPI technical staff is able to match student program attendance data to state academic data. This process resulted in a 93.4% match. Thus, while data is not available on 100% of program attendees, the high level of matches is deemed as highly representative of the 21st CCLC student population.

With this background in mind, results from the 2016-17 grant year show that 44% of student program participants were proficient on the state assessment in reading and 37% were proficient in math. In comparison to statewide figures, this represents a difference of 6% and 4% respectively, with 21st CCLC students performing at a lower level than the statewide average.

¹² Specifically, local grantees reported a lot of challenges in gathering this data from districts (from confidentiality issues to the district simply not having certain types of information to share). Furthermore, there was great disparity across the state in terms of the format and types of grade data that was provided (e.g., letter grades vs standards-based grades vs percentages, etc.).

FIGURE 24. 21ST CCLC STUDENT PROFICIENCY RATES ON STATE ASSESSMENT



Two state objectives are associated with these data as indicated in the figure below (goal is to increase proficiency rates by 5% annually). However, since this is the first year in which state assessment data has been reported for this group of students, the 2016-17 grant year serves as a baseline year.

PERFORMANCE INDICATOR 1.1.1 (GPRA) - The percentage of 21st CCLC participants who meet or exceed the proficient level of performance on State Assessments in reading/ language arts will increase by 5% annually.

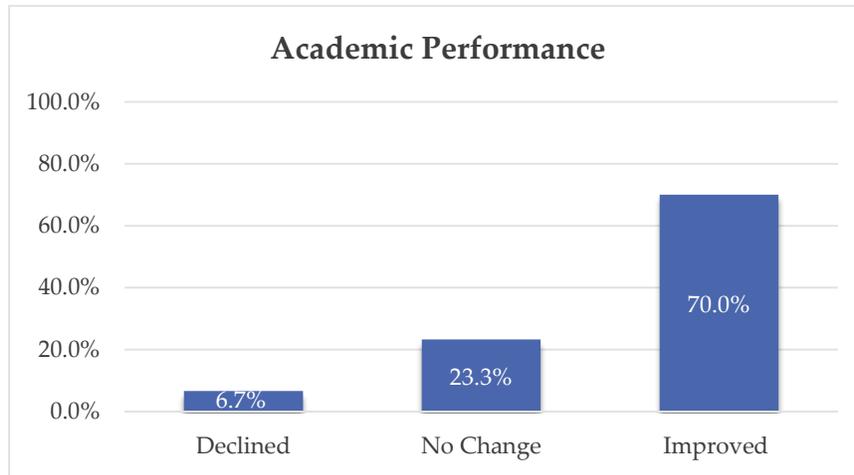
PERFORMANCE INDICATOR 1.1.2 (GPRA) - The percentage of 21st CCLC participants who meet or exceed the proficient level of performance on State Assessments in mathematics will increase by 5% annually.

RESULT: This is the first year that this data was reported and thus, this serves as a baseline year.

As previously noted, another option for obtaining student academic data is to collect this information from teachers via surveys. That is, teachers can be surveyed and asked the extent to which program participants have demonstrated changes in their math and reading performance. In order to capture this information, grantees were asked to collect survey data from teachers of program participants through their district(s) partnerships during the Spring of 2016. In order to facilitate a high response rate, the State Evaluator and state team provided guidance on how to collect this information, held a webinar and provided a detailed guide book which included templates on how to communicate with their school partners. Multiple reminders were also sent to grantees. Despite these efforts, the estimated

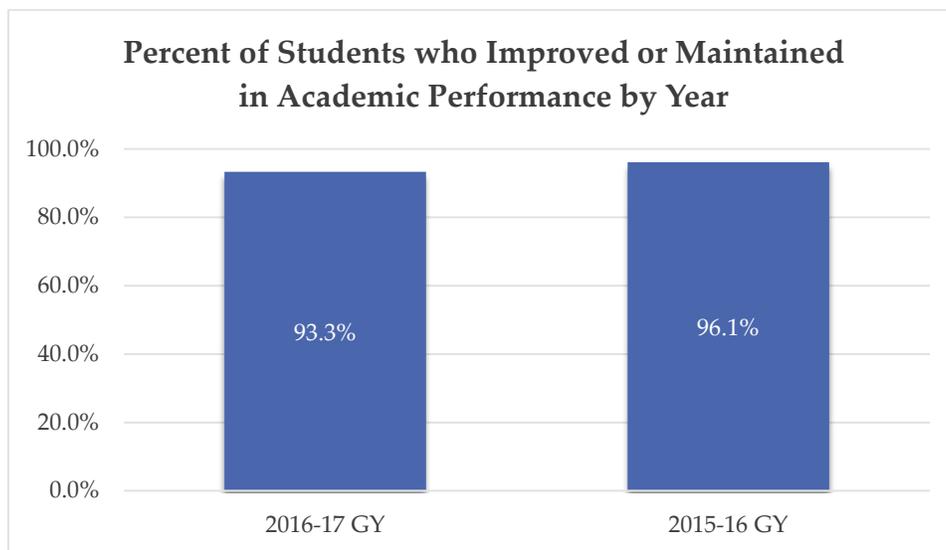
statewide response rate was only 31% (4,552 / 14,477). Thus, these findings lack the reliability and validity as compared to the state academic outcome data and should be interpreted with caution. With this caveat in mind, results show that a high proportion of teachers (93.3%) rated their 21st CCLC students¹³ as either improving or maintaining their current level of academic performance during the 2016-17 school year and the state indicator goal (70% of more) was met.

FIGURE 25. TEACHER RATINGS OF CHANGES IN STUDENT ACADEMIC PERFORMANCE



In comparison to last year, this represents a slight decline in teacher ratings of academic performance.

FIGURE 26. TEACHER RATINGS OF CHANGES IN STUDENT ACADEMIC PERFORMANCE BY YEAR



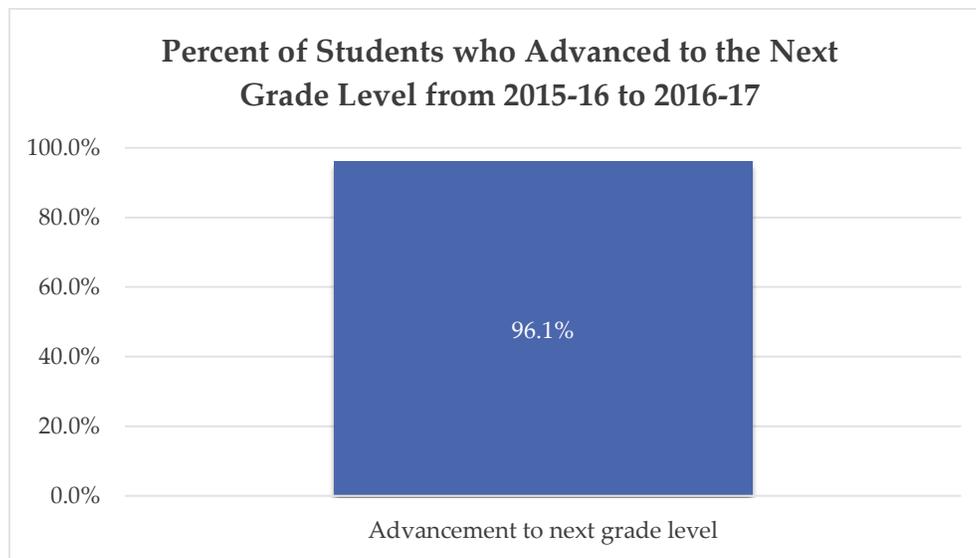
¹³ Students not requiring improvement are excluded.

PERFORMANCE INDICATOR 1.1.3 (GPRA) 70% or more of 21st CCLC participants will demonstrate maintenance or increases in math and reading (academic) performance annually as measured by school day teacher surveys.

RESULT: 93.3% of participants were rated as improving or maintaining (no change) their academic performance and the goal was met. 

A related state indicator pertains to student advancement; 90% or more students will advance to the next grade level/graduate. Results for the 2016-17 grant year, the first year in which this data was reported, shows that teachers reported 96% of 21st CCLC attendees advancing or graduating, and thus the goal was met.

FIGURE 27. PERCENT OF STUDENTS ADVANCING TO THE NEXT GRADE LEVEL OR GRADUATING



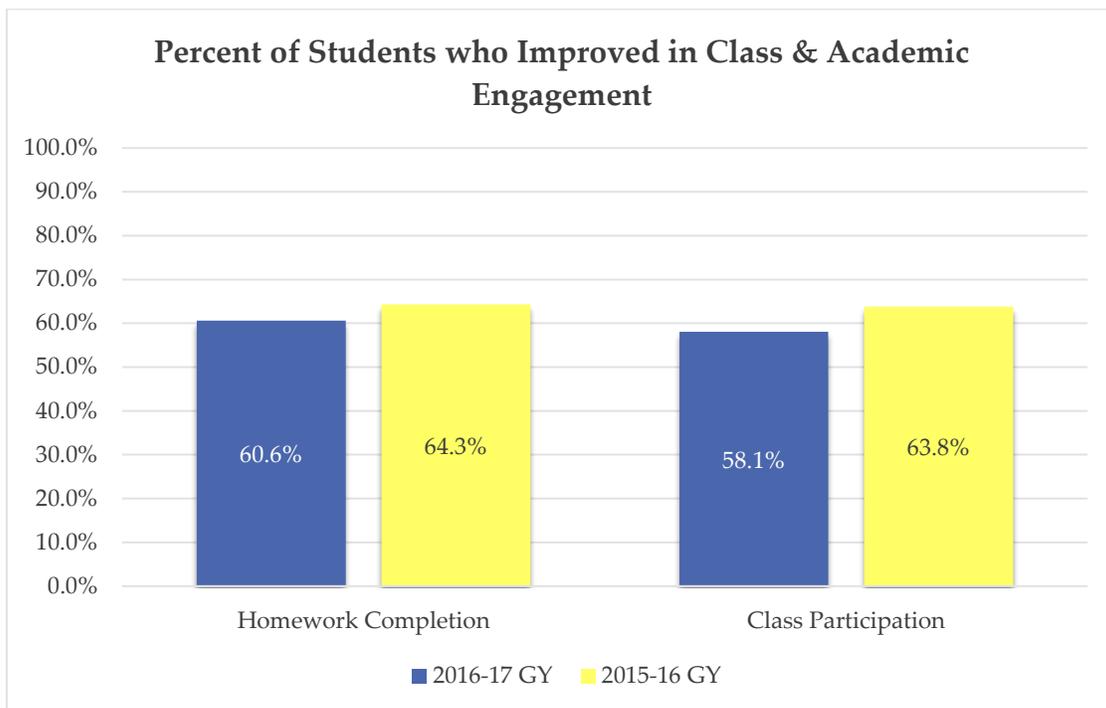
PERFORMANCE INDICATOR 1.3.2 90% or more of 21st CCLC participants will advance to the next grade level or graduate as measured by OPI data.

RESULT: 96% of participants advanced and the goal was met. 

Classroom / Academic Engagement

Teachers were also asked to rate their student’s on homework completion and class participation (i.e., school engagement) via five items¹⁴ (N=4337). Results show that teachers rated almost 61% of 21st CCLC students as improving in homework completion and 64% of students improving in class participation over the course of the school year. Unfortunately, the state indicator of 70% was not met, and the 2016-17 results are lower than those observed during the prior grant year.

FIGURE 28. PERCENT OF STUDENTS IMPROVING IN CLASS & ACADEMIC ENGAGEMENT



PERFORMANCE INDICATOR 1.2.1 70% or more of 21st CCLC participants will demonstrate improvement in homework completion and class participation annually as measured by school day teacher surveys.

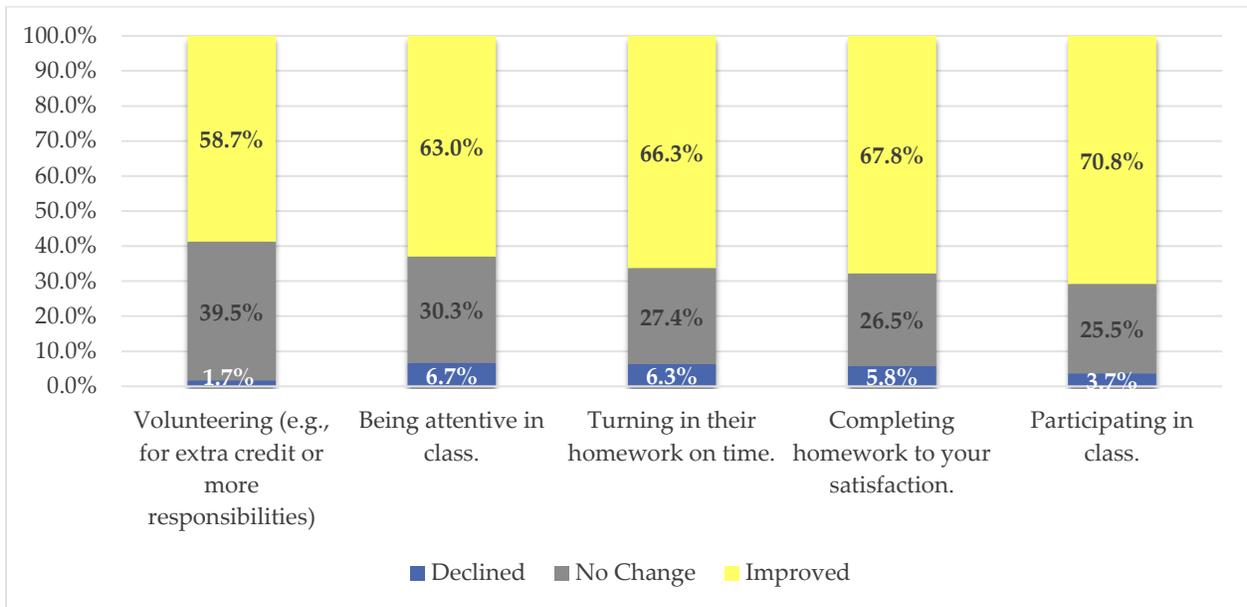
RESULT: 61% of participants improved in homework completion and 58% improved in class

participation and the goals were not met. 

¹⁴ The average score is calculated to produce an overall homework completion and class participation score. This score is then categorized to determine each students’ improvement level (3.5 and above = improvement).

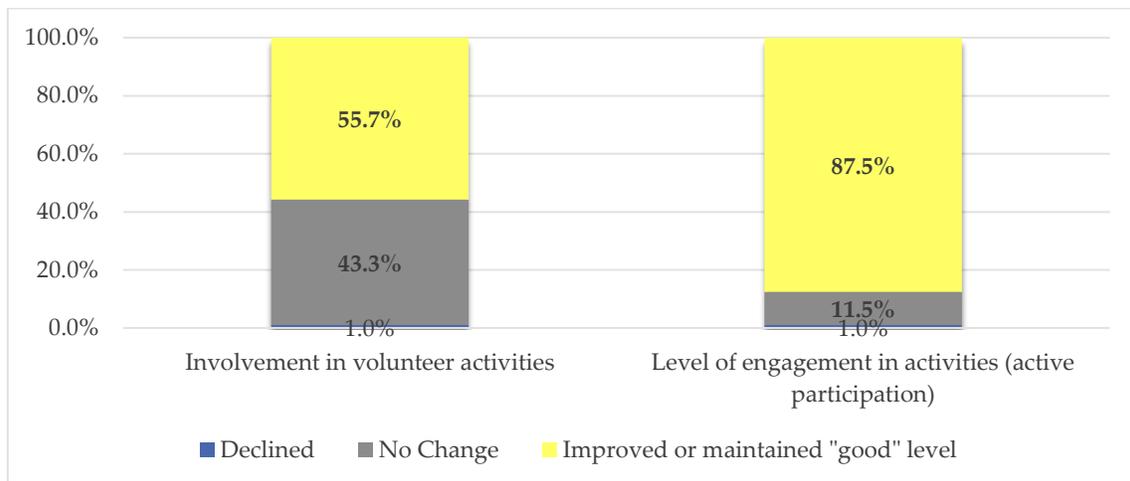
Analyses of the individual items that constitute these scales show that most improvement (yellow section of bars) came in the area of class participation and completing homework to teacher’s satisfaction and the least improved areas were in volunteering for extra credit / work (class participation), and being attentive in class. The very low percentage of students who declined (i.e., got worse) is also noteworthy.

FIGURE 29. TEACHER RATING OF CHANGE IN STUDENT CLASS & ACADEMIC ENGAGEMENT: 2016-17 GRANT YEAR



Similar items were asked of program staff as well (N=483). Results from 21st CCLC staff show that the majority of students either improved or maintained a good level of engagement / participation in program activities (88%). However, when asked about volunteer opportunities, there was less positive change (56%).

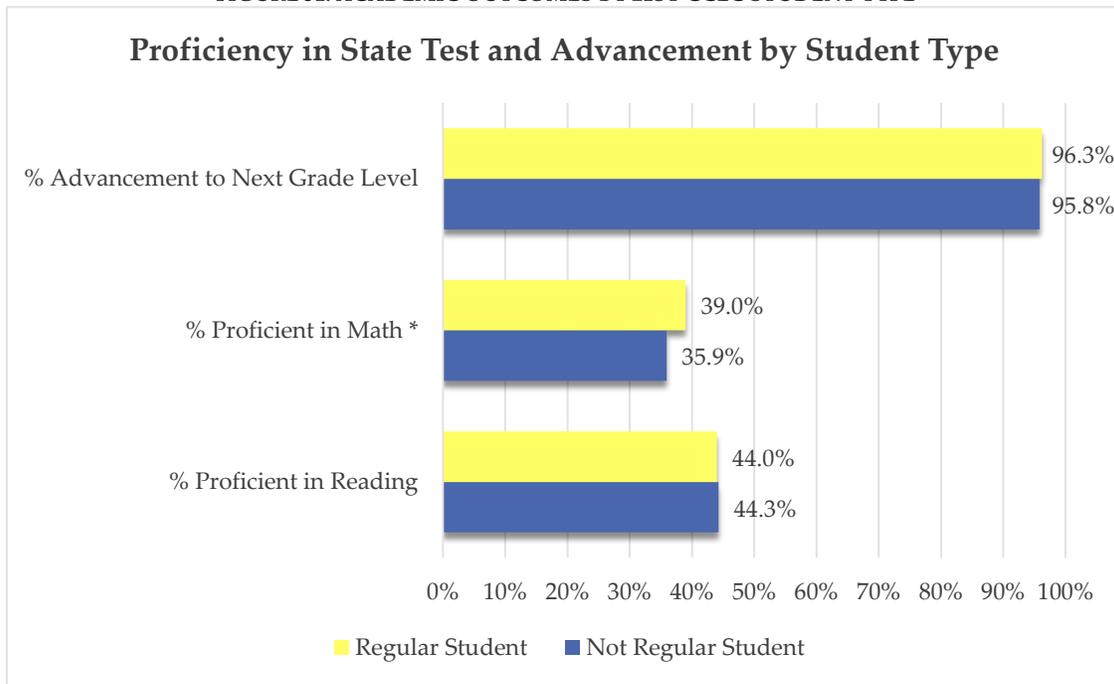
FIGURE 30. PROGRAM STAFF RATING OF STUDENT CHANGE IN PROGRAM ENGAGEMENT: 2016-17 GRANT YEAR



RESULTS BY PARTICIPATION LEVEL

Analyses were conducted that compare regular students (those who attended at least 30+ days in the program) to non-regular students (those who attended 1-29 days). It is hypothesized that students who attend the program to a greater extent (regular students, N=3154) will show more effects from the program than those who attend less (N=1185). Analyses revealed that this was the case for three areas: math proficiency, academic performance and homework completion. In all cases, students who attended the program for 30 or more days performed significantly better (statistically¹⁵) as compared to non-regular students, see Figures 31 and 32. **This suggests that 21st CCLC programs have a stronger influence on students academically when they attend the program regularly.**

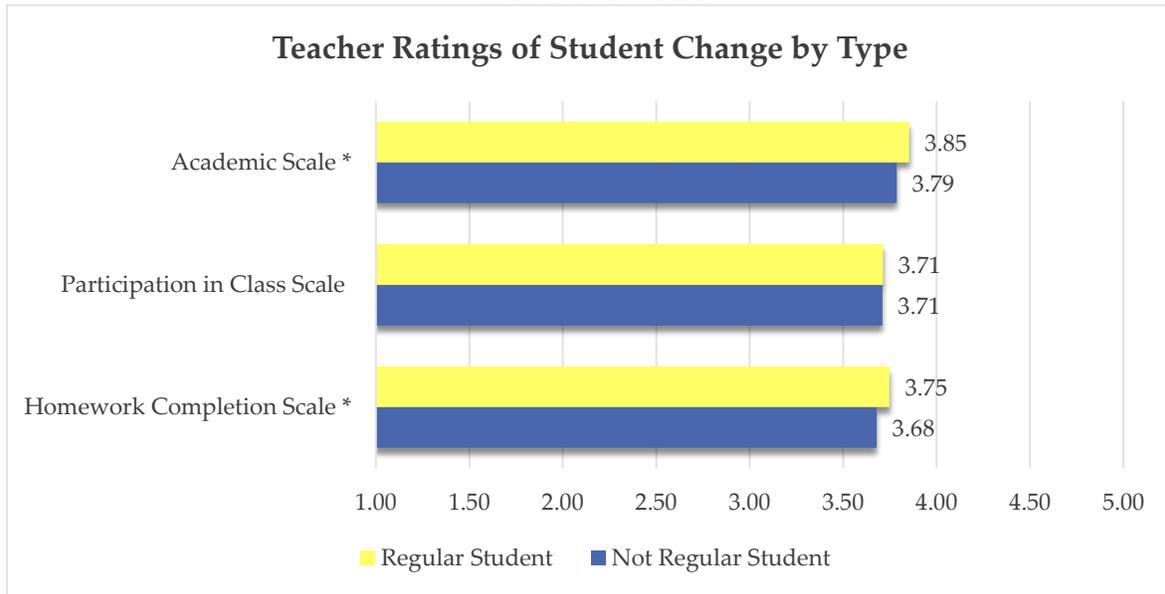
FIGURE 31. ACADEMIC OUTCOMES BY 21ST CCLC STUDENT TYPE



*p<.05

¹⁵ Math Proficiency $t(7471)=2.698, p<.05$, Academic Performance $t(4329)=2.521, p<.05$, Homework Completion $t(4318)=2.546, p<.05$.

FIGURE 32. AVERAGE TEACHER RATINGS OF STUDENT ACADEMIC PERFORMANCE AND ENGAGEMENT BY 21ST CCLC STUDENT TYPE

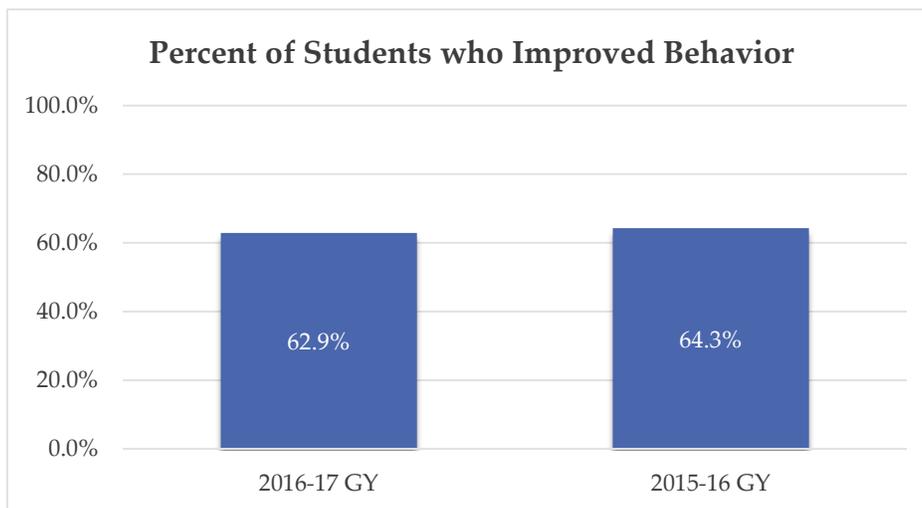


*p<.05; The higher the number, the more positive the rating.

Student Behavior

Another state performance indicator measures the extent to which teachers perceive positive changes in student behavior, including behavior in class, school attendance, and being motivated to learn (N=4336). Results for student behavior show that, on average, 62.9% of students were rated as improving in their behavior and thus, the indicator was met. This percentage is also very similar to that observed during the prior grant year as well, see Figure 33.

FIGURE 33. TEACHER RATINGS OF PERCENT OF STUDENTS WHO DEMONSTRATED IMPROVEMENT IN BEHAVIOR BY GRANT YEAR



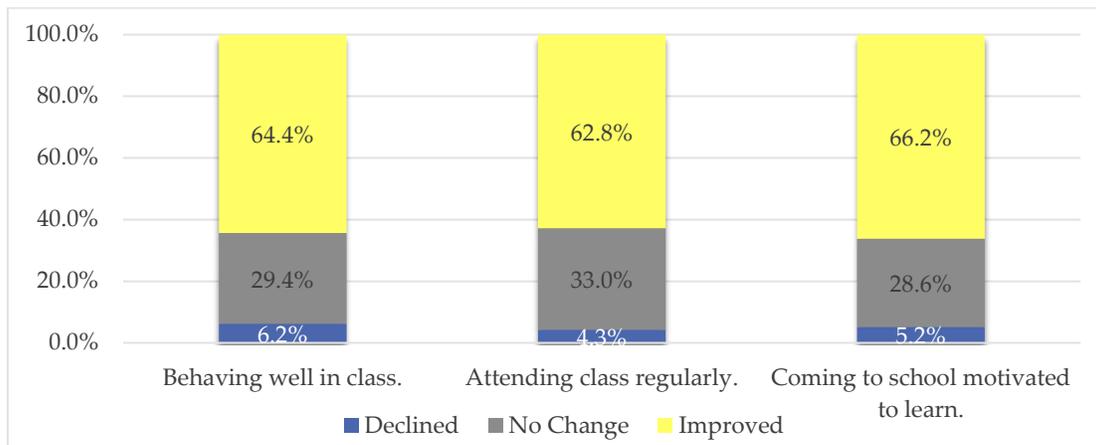
PERFORMANCE INDICATOR 4.2.2 (GPRA) 60% or more of 21st CCLC participants will demonstrate improvements in behavior annually as measured by school day teacher surveys.

RESULT: 62.9% of participants improved in behavior and the goal was met.



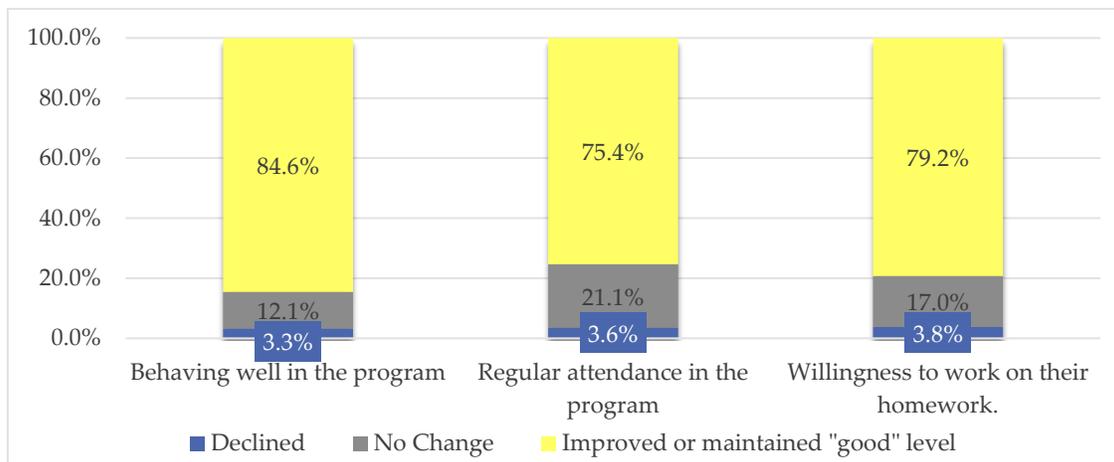
Examination by individual items that constitute this scale shows that for the most part, the greatest level of change was observed in going to school motivated to learn, followed by behaving well in class during the 2016-17 grant year, see Figure 34.

FIGURE 34. TEACHER RATINGS OF CHANGES IN STUDENT BEHAVIOR: 2016-17 GRANT YEAR



21st CCLC program staff were also asked to report on changes they observed in student behavior over the course of the program year (N=483). Similar to the teachers, program staff rated improvements in student behavior at the program highly followed by student willingness to work on assignments. Their ratings also were significantly higher than those of teachers.

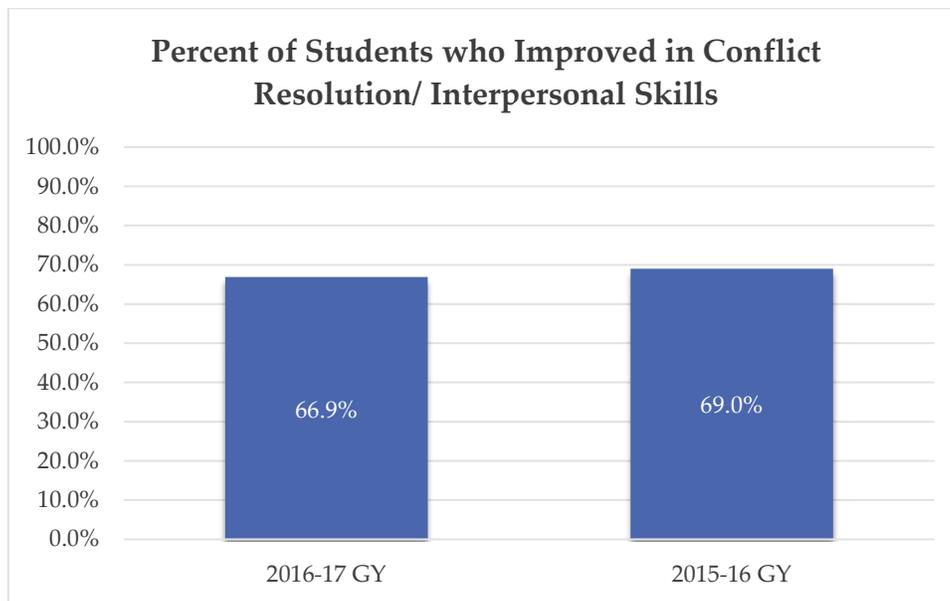
FIGURE 35. PROGRAM STAFF RATINGS OF CHANGES IN STUDENT BEHAVIOR: 2016-17 GRANT YEAR



Conflict Resolution / Interpersonal Relations

Another area that high quality out of school programming can have an impact on is student conflict resolution and interpersonal skills. To examine this, a state performance indicator was designed to measure the extent to which teachers perceive positive changes in these skills, including getting along with other students and staff, and handling conflicts in a positive manner (N=4337). Results for the 2016-17 grant year show that 67% of teachers reported improvement among students who needed to improve in this area. This represents a slight drop as compared to the prior year. Furthermore, the state goal of at least 50% of students demonstrating improvement was met.

FIGURE 36. TEACHER RATINGS OF PERCENT OF STUDENTS WHO DEMONSTRATED IMPROVEMENT IN INTERPERSONAL SKILLS / CONFLICT RESOLUTION BY GRANT YEAR



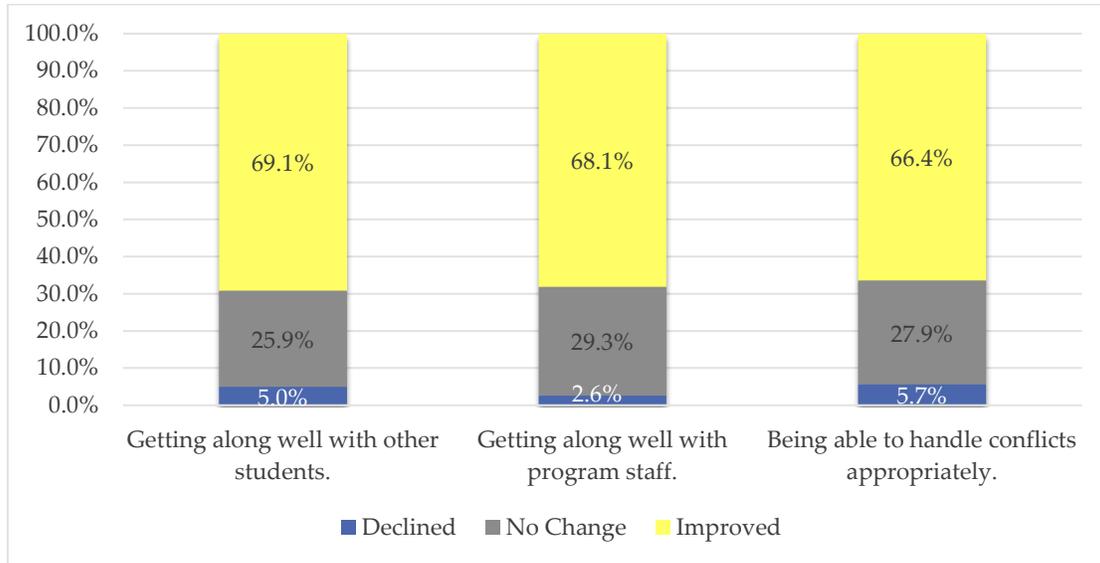
PERFORMANCE INDICATOR 4.1.1 50% or more of 21st CCLC participants will demonstrate improvements in conflict resolution skills annually as measured by school day teacher surveys.

RESULT: 67% of participants improved in skills and the goal was met.



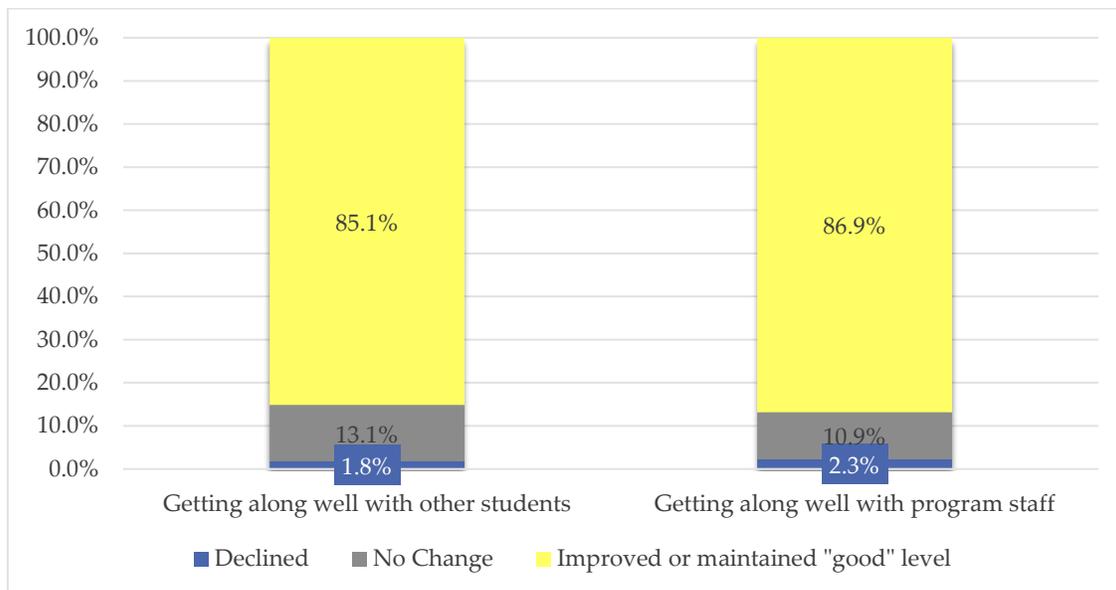
Analyses by the individual items that make up this scale show similar levels of improvement reported by teachers (66-69%) among the three items.

FIGURE 37. TEACHER RATINGS OF CHANGES IN STUDENT INTERPERSONAL SKILLS/ CONFLICT RESOLUTION: 2016-17 GRANT YEAR



Similarly, program staff were asked about changes in student interpersonal skills during 21st CCLC programming. Results from staff were significantly higher than those reported by school day teachers. As shown below, over 85% of staff rated students as improving in their behaviors towards other students and staff over the course of the program year.

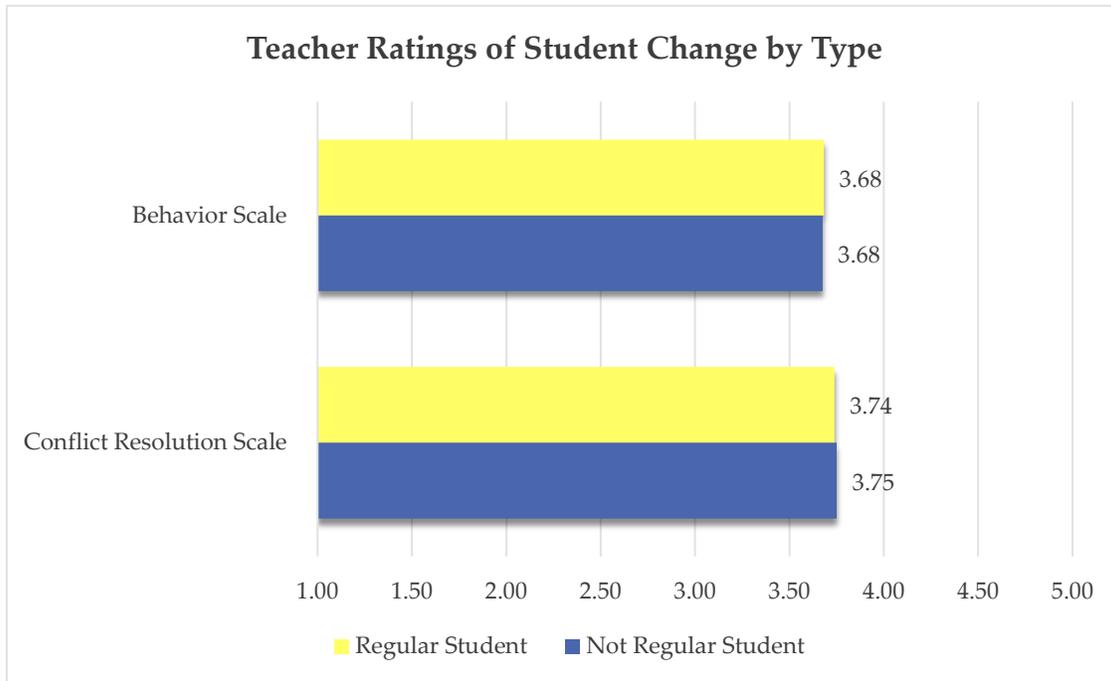
FIGURE 38. PROGRAM STAFF RATINGS OF CHANGES IN STUDENT INTERPERSONAL SKILLS: 2016-17 GRANT YEAR



RESULTS BY PARTICIPATION LEVEL

Analyses were also conducted to examine if student participation (regular vs non-regular students) was related to student behavior and conflict resolution skills. Statistical analyses showed that, unlike the results obtained for academic outcomes, there was not a significant relationship between student attendance at the 21st CCLC program and their behaviors, $p>.05$, see Figure 39.

FIGURE 39. TEACHER RATINGS OF STUDENT BEHAVIOR CHANGE BY PROGRAM PARTICIPATION

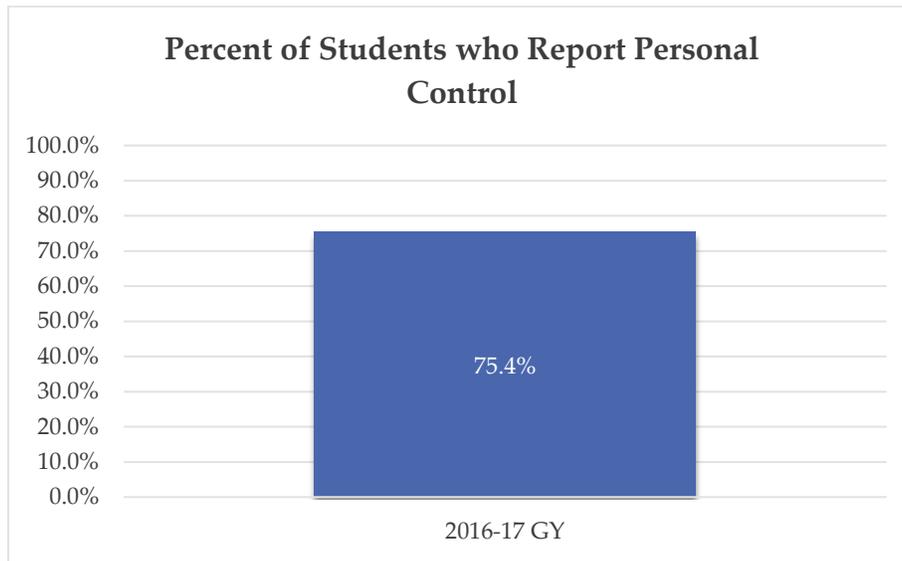


The higher the score, the more positive the rating.

Personal Control

A closely related construct identified by the state and research as being susceptible to influence by 21st CCLC programming is that of student perceptions of personal control. That is, the extent to which students perceive they have control over their actions and future. In order to measure this construct, students were asked to rate themselves on a scale of 1 (strongly disagree/NO!) to 5 (strongly agree/YES!) on the following items: 1) I think carefully about what I’m going to do before I do it, 2) I have control over how I act, and 3) I have control over my future. Results are presented in Figure 40 (N=3748); 75.4% of students reported possessing personal control and thus, the state performance goal of 75% was met.

FIGURE 40. PERCENT OF STUDENTS WHO PERCEIVE PERSONAL CONTROL



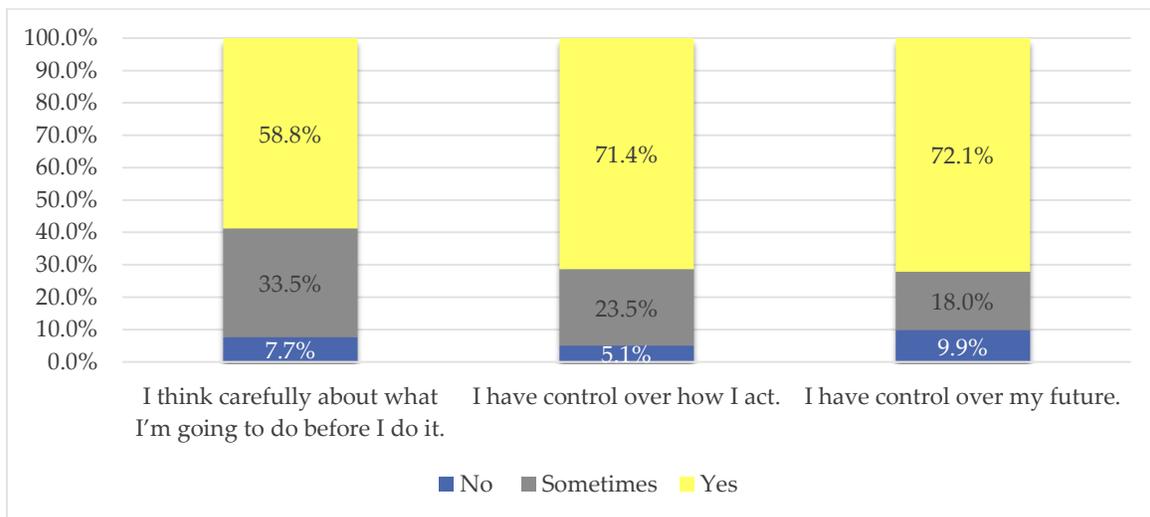
PERFORMANCE INDICATOR 4.1.2 75% or more of 21st CCLC participants will report personal control (over their behavior and future) annually as measured by student surveys.

RESULT: 75.4% of participants have personal control and the goal was met.



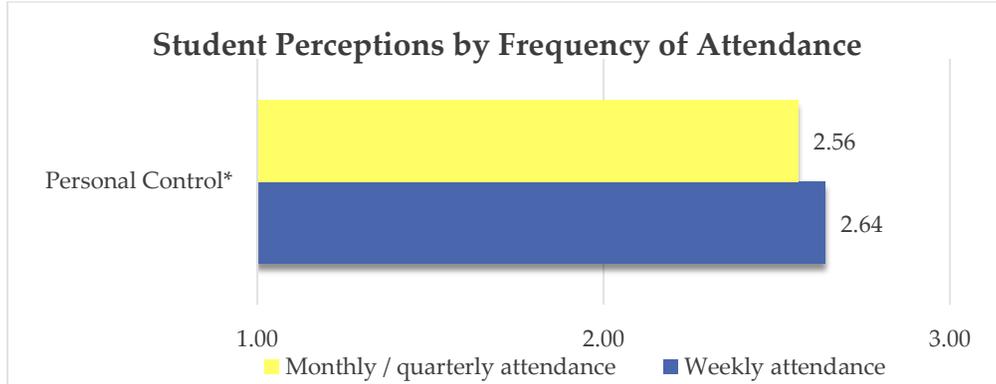
Results by the individual items show that students perceive personal control primarily in their ability to control their actions and their future. However, they perceive less control when it comes to thinking before they act. **Thus, programs would do well in targeting this area and related social emotional learning skills.**

FIGURE 41. STUDENT RATINGS OF PERSONAL CONTROL BY ITEMS



Analyses were also conducted by participation level to determine if differences existed between students who attended their 21st CCLC program frequently (weekly) versus less frequently (monthly-quarterly). Results showed a statistically significant difference with students who attend more frequently demonstrating greater perceptions of personal control than those who attend less frequently, $t(3710)=3.68, p<.05$, see Figure 42.

FIGURE 42. STUDENT PERCEPTIONS OF PERSONAL CONTROL BY PROGRAM PARTICIPATION

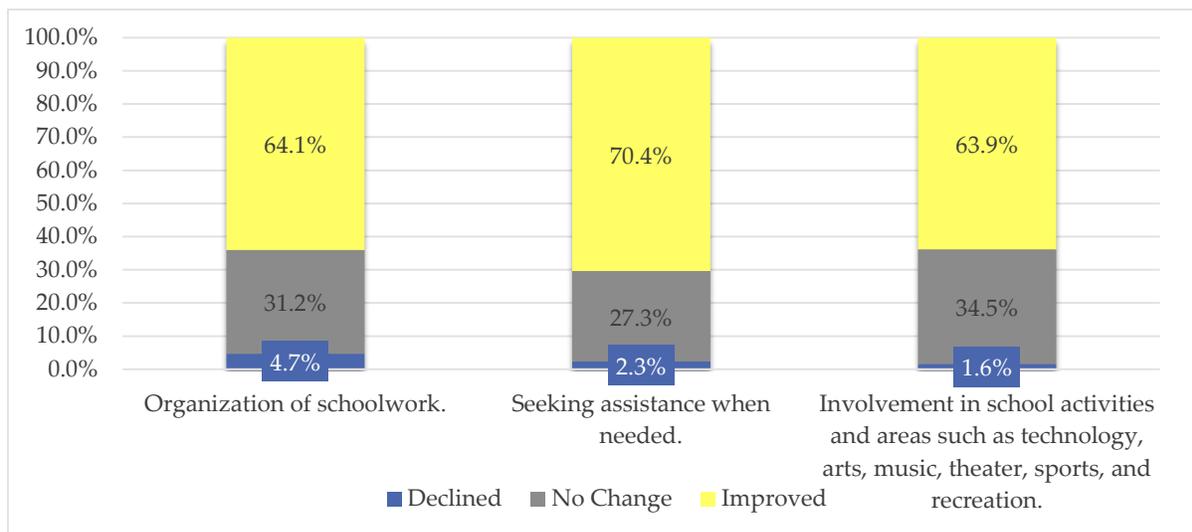


* $p<.05$; Scale 1(No) to Yes(3).

Other Positive Youth Assets

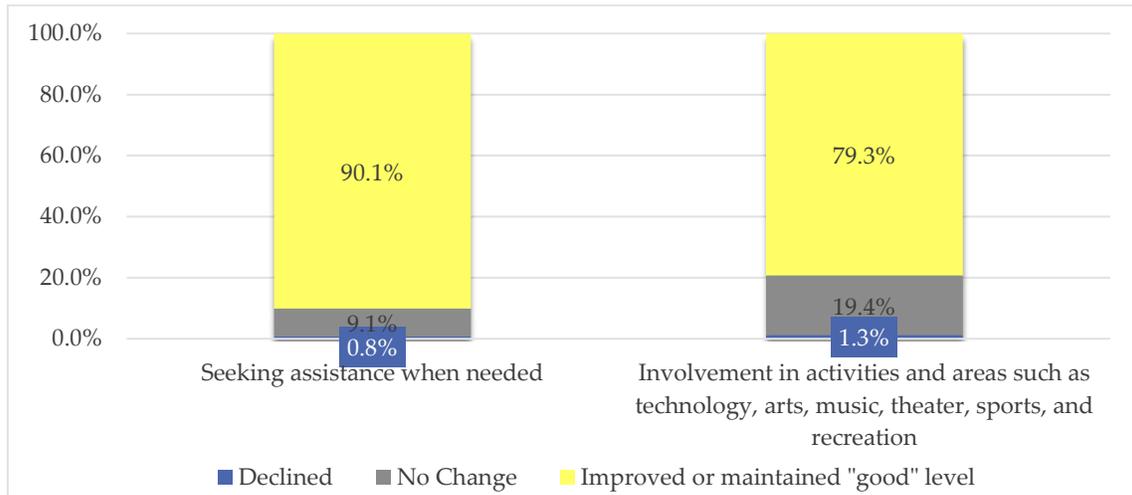
Teachers were also asked to rate students in other areas that could benefit from out of school programming, such as organizational skills, assistance-seeking behavior, and involvement in extracurricular activities. As shown in Figure 43, 70% of students were rated as demonstrating improvement in assistance-seeking behavior, following by 64% in schoolwork organization and extracurricular involvement.

FIGURE 43. TEACHER RATINGS OF CHANGES IN OTHER YOUTH ASSETS: 2016-17 GRANT YEAR



To a greater extent than teachers, program staff rated students as showing improvement in assistance-seeking and in their involvement in program activities. Consistent with prior findings, in general program staff perceive higher levels of improvement than school day teachers.

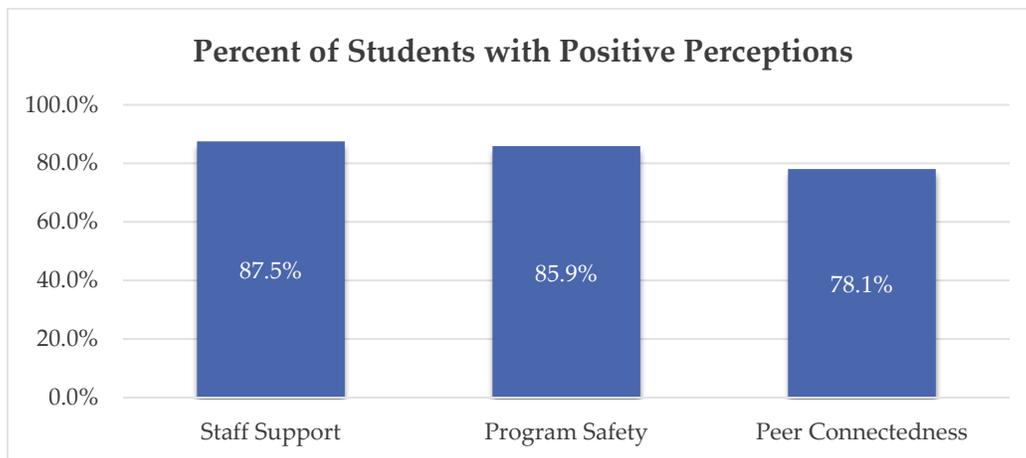
FIGURE 44. PROGRAM STAFF RATINGS OF CHANGES IN OTHER YOUTH ASSETS: 2016-17 GRANT YEAR



Staff Support, Safety, and Peer Connectedness

As a result of high quality 21st CCLC program participation, it is expected that students will experience positive feelings of adult support, safety, and connectedness with peers. To measure the extent to which this is the case, students were surveyed on their perceptions in these areas (N=3772). Results show that over 85% of students feel supported by staff and safe at their 21st CCLC programs, followed by 78% of students who perceive feeling connected with their peers. For staff support and safety, performance indicators fell just short of reaching state target goals (see next page).

FIGURE 45. PERCENT OF STUDENTS WHO PERCEIVE STAFF SUPPORT, PROGRAM SAFETY, PEER CONNECTEDNESS



PERFORMANCE INDICATOR 2.1.1 90% or more of 21st CCLC students will report they are supported by and connected to staff in their program annually as measured by student surveys.

RESULT: 87.5% of participants felt supported and the goal was not met.



PERFORMANCE INDICATOR 2.1.2 90% or more of 21st CCLC students will report feeling physically safe in their program annually as measured by student surveys.

RESULT: 85.9% of participants perceive program safety and the goal was not met.



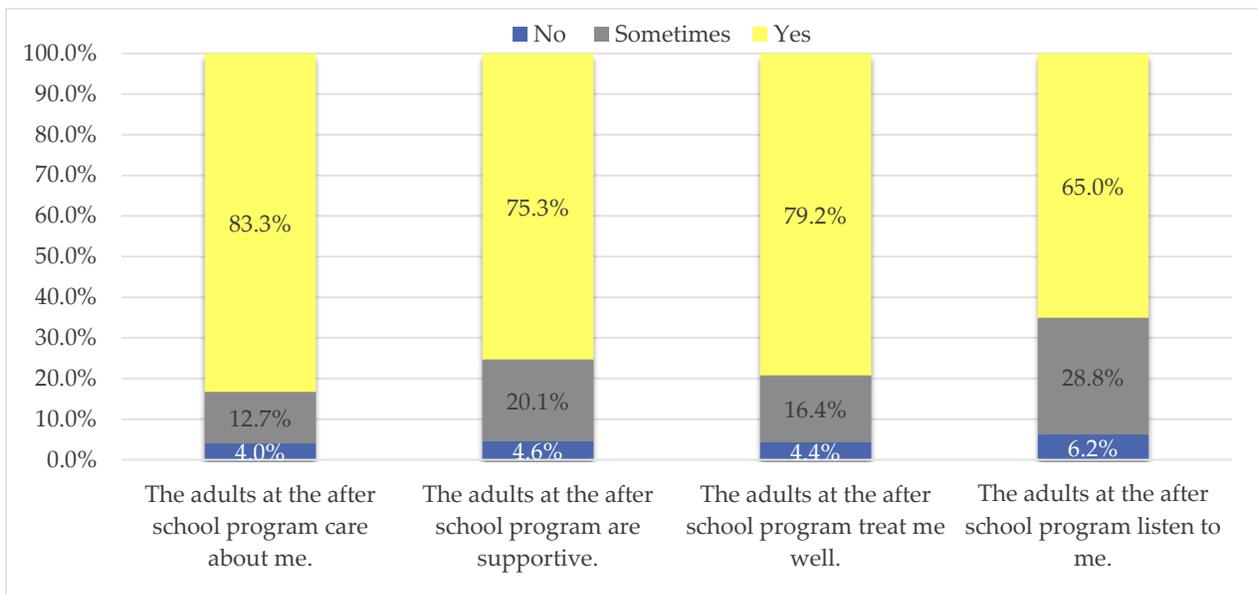
PERFORMANCE INDICATOR 2.1.3 75% or more of 21st CCLC students will report feeling connected to peers (including having a sense of belonging) annually as measured by student surveys.

RESULT: 75.4% of students perceive peer connectedness and the goal was not met.



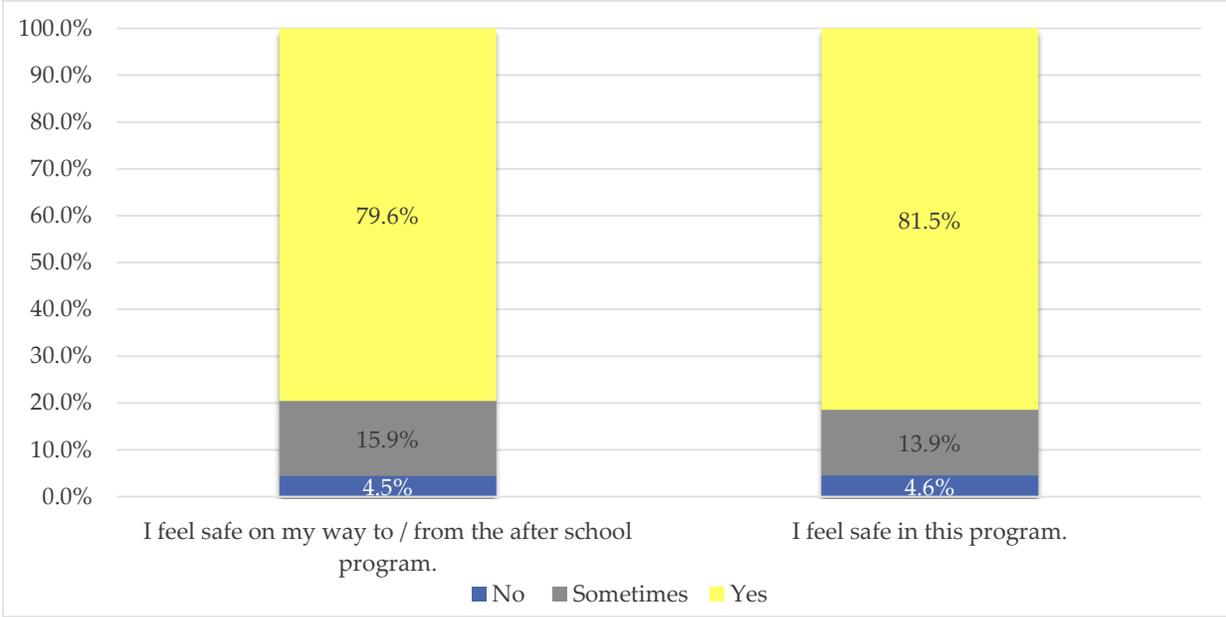
Analyses by individual items that make up each scale show some interesting patterns. As shown below, the highest rated item among students is that adults in the after school program care about them (83%) and the lowest rated pertained to adults listening to students (65%).

FIGURE 46. STUDENT PERCEPTIONS OF STAFF SUPPORT



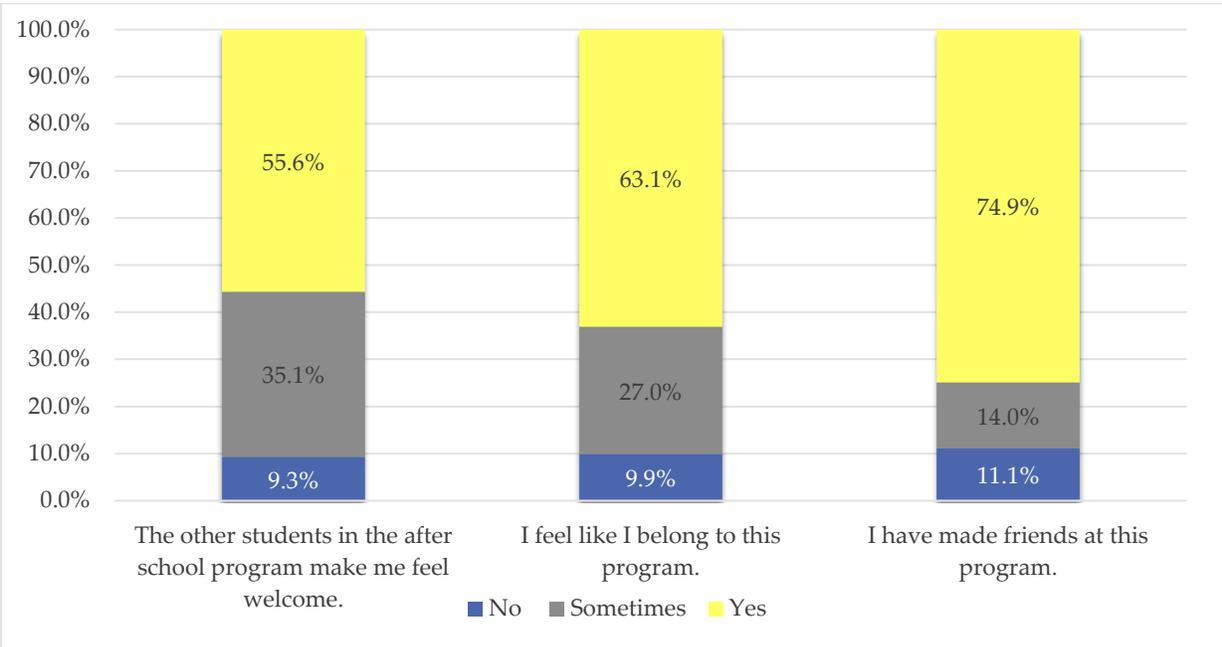
With respect to safety, approximately 80% of students feel safe at the program itself as well as on their way to/from the program.

FIGURE 47. STUDENT PERCEPTIONS OF PROGRAM SAFETY



In terms of peer connectedness, a little over half of students reported that students at the program made them feel welcome (another 35% reported this sometimes), and 63% agreed they felt like they belonged. That said, almost 3/4's reported making friends in the program.

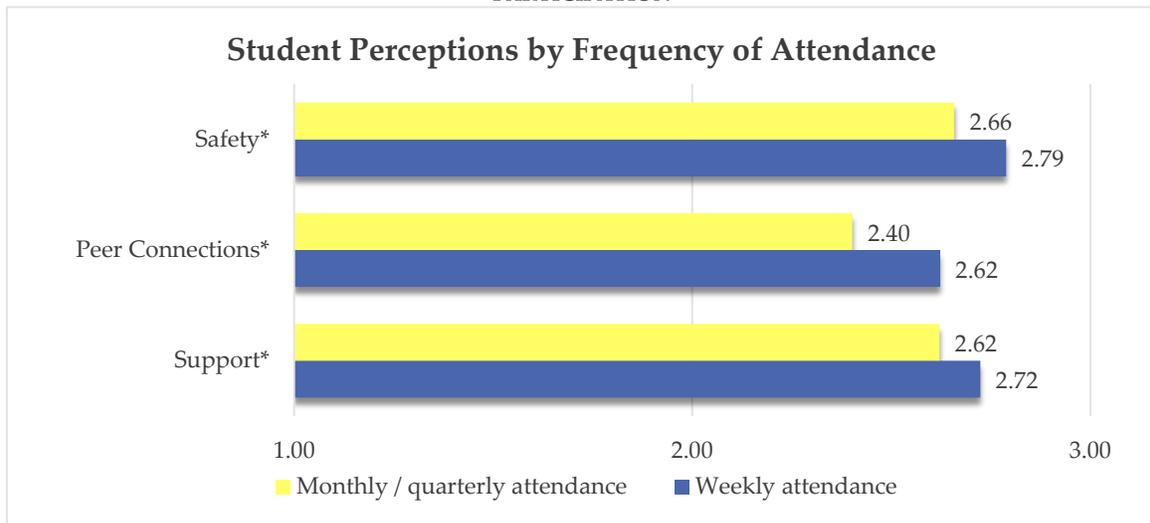
FIGURE 48. STUDENT PERCEPTIONS OF PEER CONNECTEDNESS



RESULTS BY PARTICIPATION LEVEL

Analyses were also conducted to examine if student participation (regular vs non-regular students) was related to the aforementioned student perceptions. Statistical analyses showed significant relationships between student attendance at the 21st CCLC program and their perceptions, $p < .05$, see Figure 49. In all cases, students who attended the program more frequently (weekly) demonstrated more positive perceptions than those who attended less frequently (monthly or quarterly), support: $t(3737)=5.93, p < .05$; safety: $t(3702)=6.92, p < .05$; and peer connections: $t(3710)=3.68, p < .05$.

FIGURE 49. STUDENT PERCEPTIONS OF SAFETY, PEER CONNECTIONS, AND SUPPORT BY PROGRAM PARTICIPATION

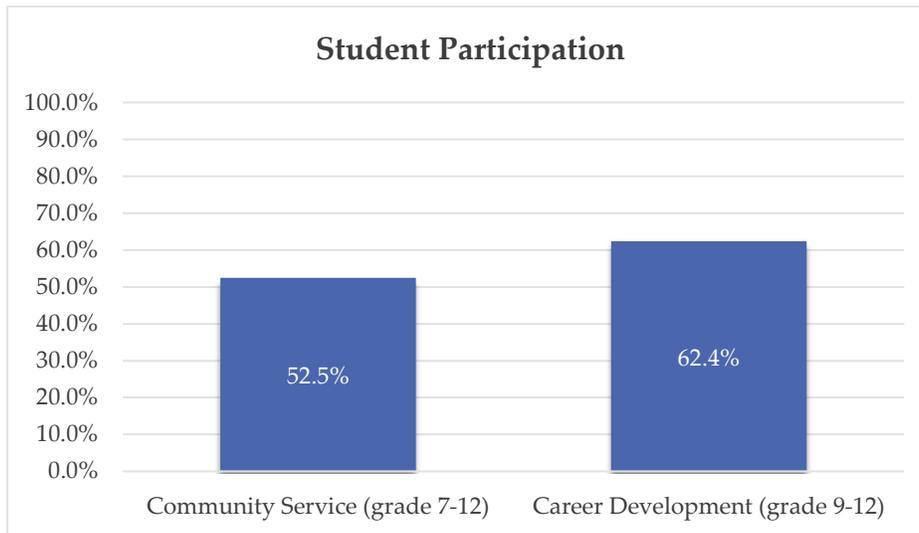


* $p < .05$; Scale 1(No) to Yes(3).

Engagement and Opportunities in Community Service and Career Development Opportunities

An additional goal of the Montana 21st CCLC state grant is to enhance and encourage greater opportunities for students in civic/community service learning and career development. Thus, objectives were set for increasing engagement levels in these activities. Results from students in grades 6-12 (N=824) for the former and grades 9-12 for the latter (N=229) show that 53% of students reported actively engaging in community service opportunities and 62% of students reported receiving career development opportunities from their after school programs. While the target was met for community service opportunities, it was not met for career development.

FIGURE 50. STUDENT PARTICIPATION IN COMMUNITY SERVICE AND CAREER DEVELOPMENT OPPORTUNITIES



PERFORMANCE INDICATOR 3.2.1 50% or more of middle and high school students will report participation in community service/ service learning opportunities annually as measured by student survey.

RESULT: 52.5% of students participated in community service and the goal was met.



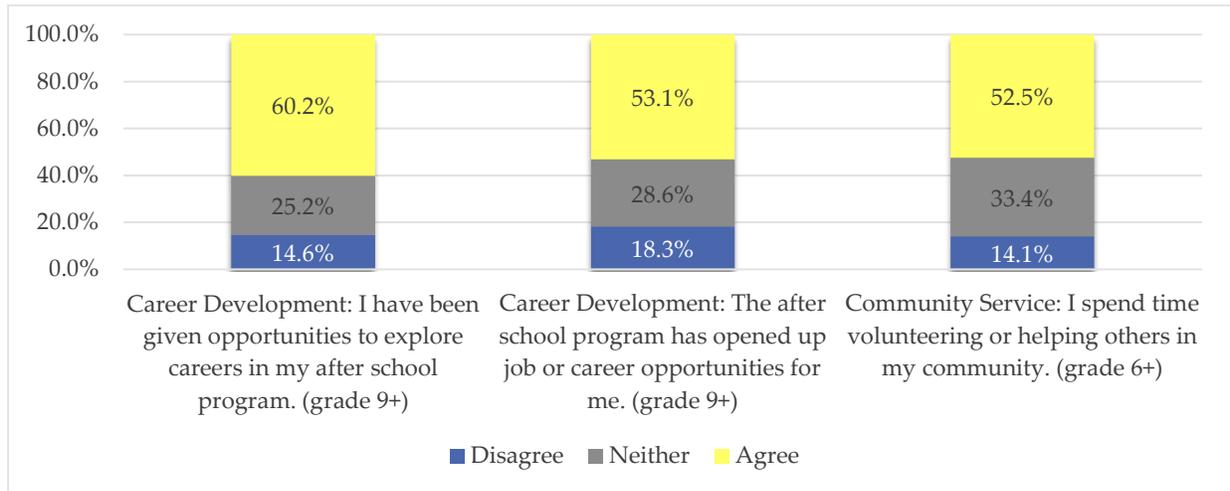
PERFORMANCE INDICATOR 3.2.3 75% or more of 21st CCLC high school participants will report exposure to career development opportunities annually as measured by student surveys.

RESULT: 62.4% of students participated in career development opportunities and the goal was not met.



Results by individual items show that over half of high school students reported that students are given opportunities to explore careers by their after school program. Similarly, 52.5% of middle to high school students reported spending time volunteering or helping others in their communities, see Figure 51.

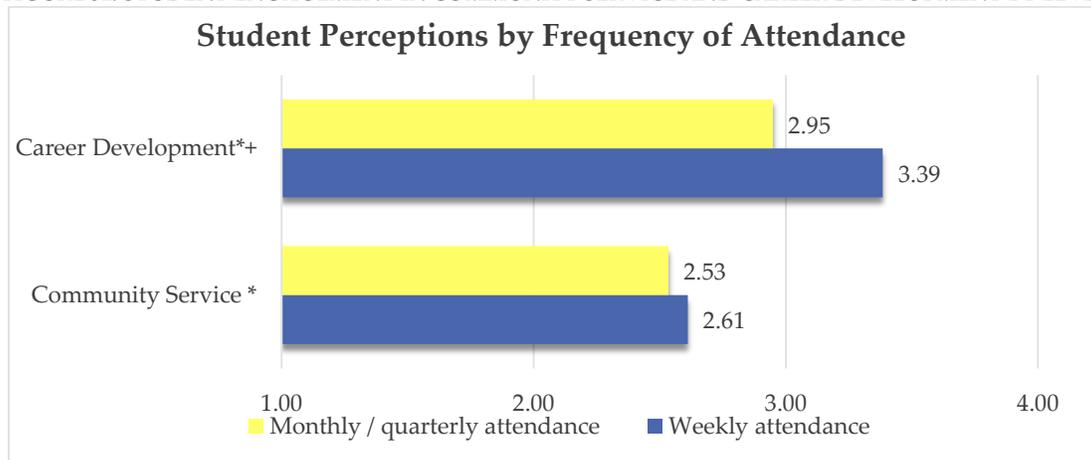
FIGURE 51. STUDENT PERCEPTIONS OF COMMUNITY SERVICE AND CAREER DEVELOPMENT OPPORTUNITIES



RESULTS BY PARTICIPATION LEVEL

Analyses conducted to examine if student participation (regular vs non-regular students) was related to participation in these activities showed significant relationships between student attendance at the 21st CCLC program and their engagement levels, $p < .05$, see Figure 52. In all cases, students who attended the program more frequently (weekly) demonstrated more positive engagement with community service and career development opportunities than those who attended less frequently (monthly or quarterly), community service: $t(3698)=3.12, p < .05$; career development: $t(824)=4.96, p < .05$.

FIGURE 52. STUDENT ENGAGEMENT IN COMMUNITY SERVICE AND CAREER DEVELOPMENT BY LEVEL

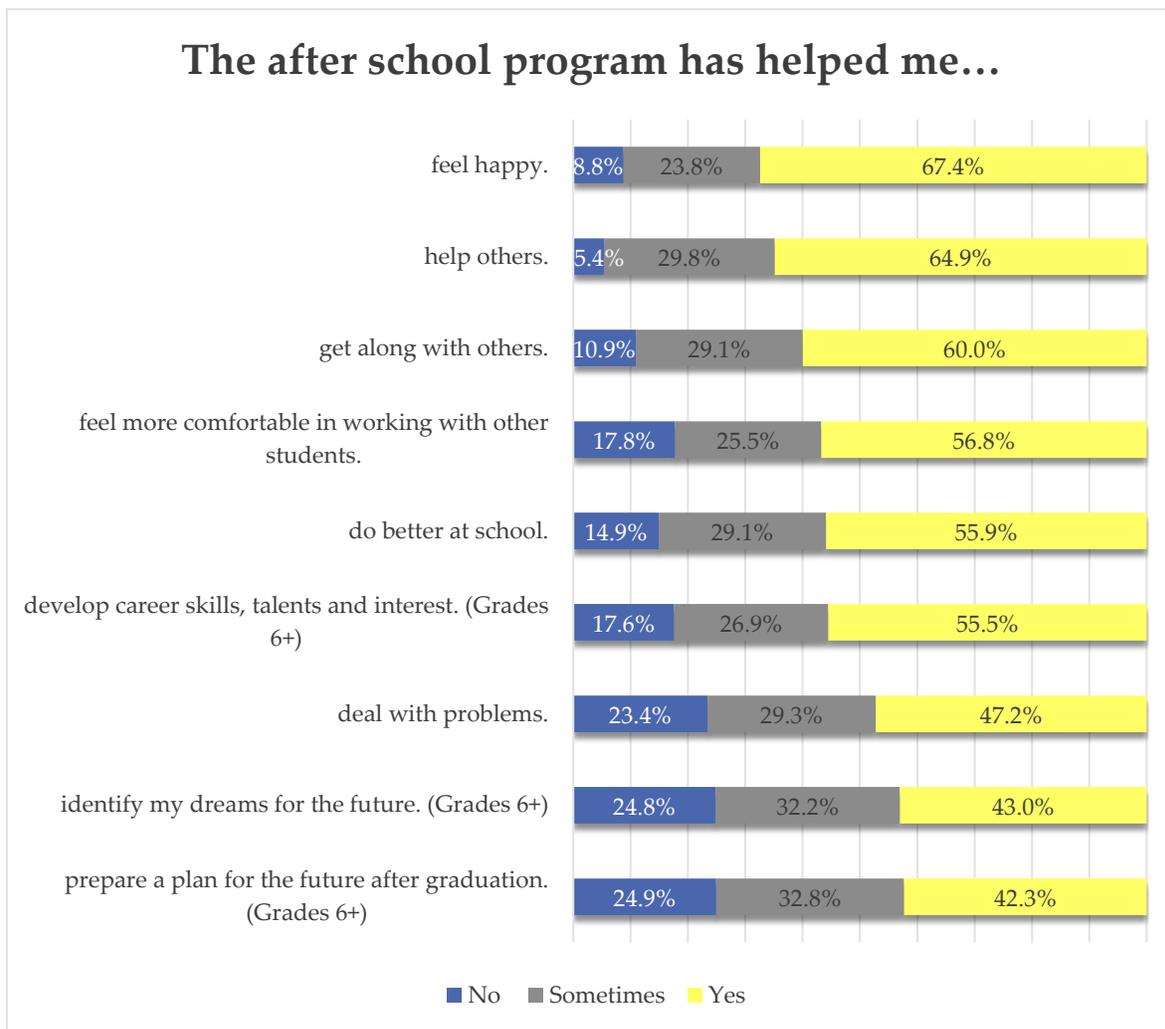


* $p < .05$; Scale 1(No) to Yes(3); + Scale 1(No) to 4(Yes)

Other Perceived Impacts on Students of 21st CCLC Programs

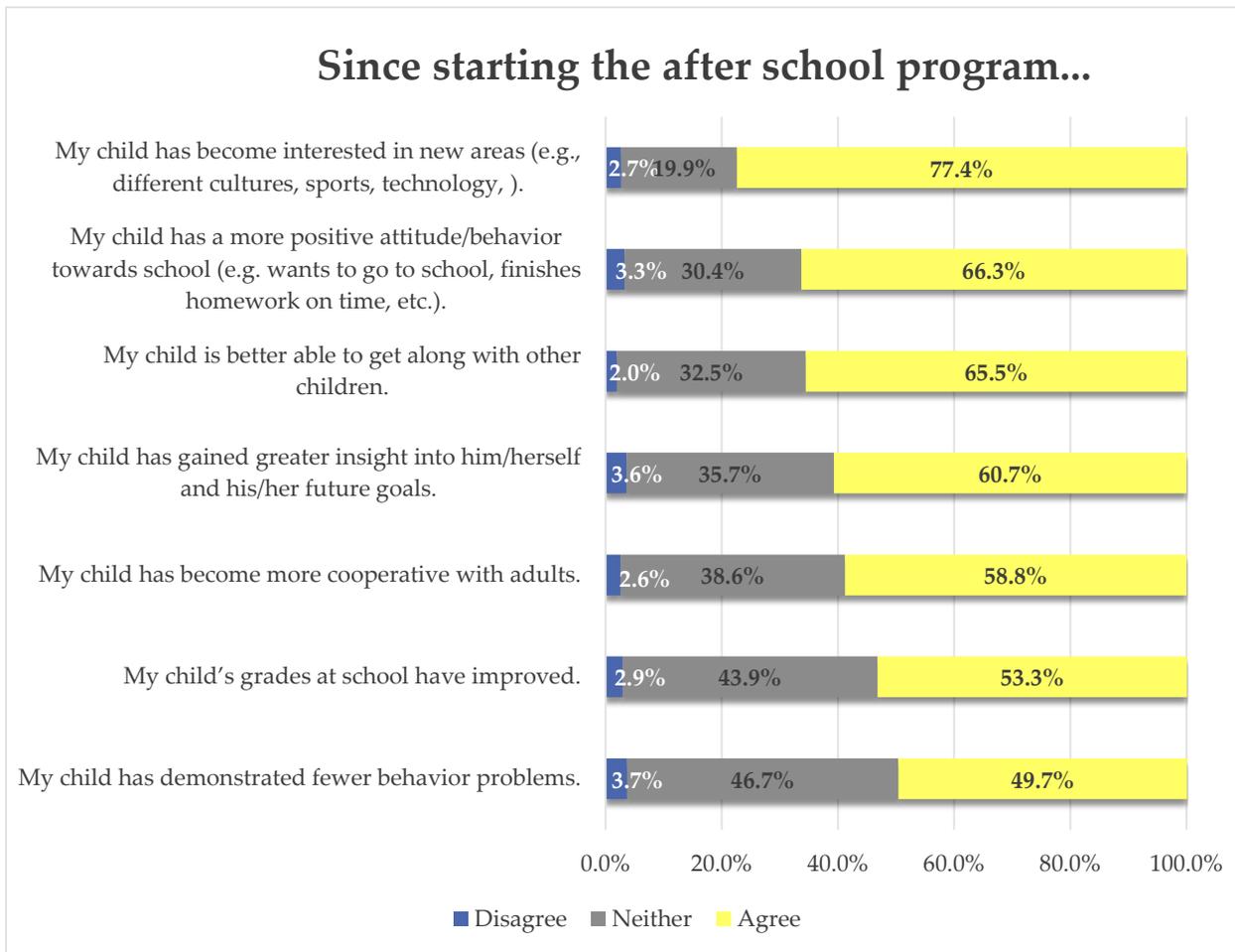
In addition to the items already discussed in the preceding sections, students were asked whether the program assisted them in a variety of areas (N=3671). Figure 53 shows the percent of students who responded Yes, Sometimes, or No, and results are rank ordered from the area most impacted (feeling happy) to the least (preparing students to plan for their future). These data show that while programming helps to promote positive feelings and support from others, students continue to need help with planning for their future (grades 6+) or dealing with problems (25%).

FIGURE 53. STUDENT PERCEPTIONS OF IMPACT OF 21ST CCLC PROGRAMS



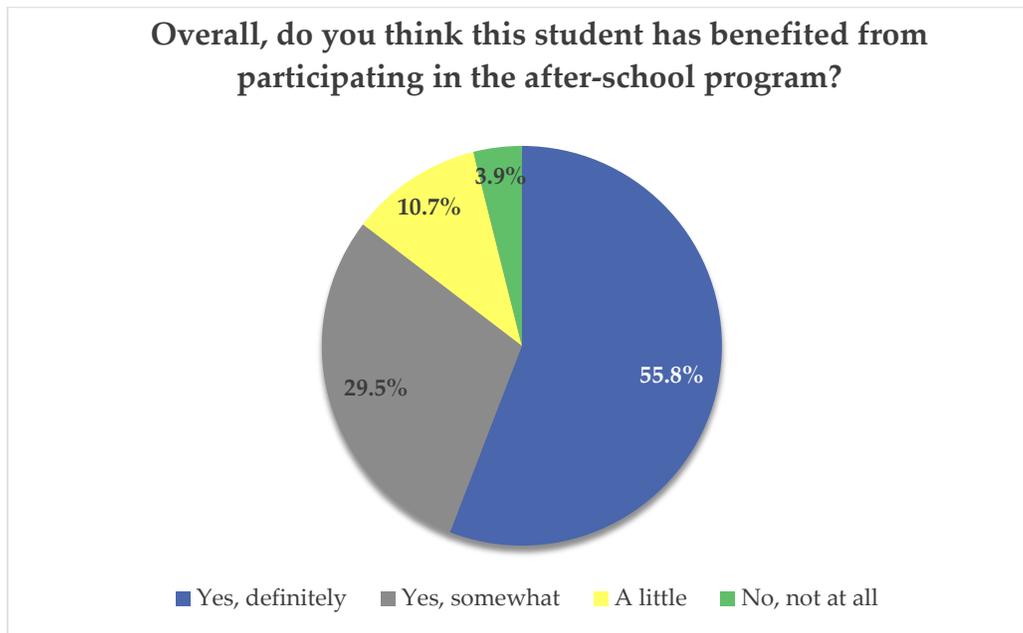
Similarly, parents were asked to rate their students in multiple areas (N=1759). Specifically, they were asked the extent to which their after school programs affected various types of behaviors. As shown in the figure below, most parents felt that the program positively influences their students’ interests in new areas, their attitudes towards schools, and their ability to get along with others. In contrast, almost half (44-47%) felt their students only sometimes improved their grades or had fewer behavioral problems. Less than 5% felt their programs did not assist students – thus, overall perceptions were positive with respect to the impacts of the 21st CCLC programs.

FIGURE 54. PARENT PERCEPTIONS OF IMPACTS OF 21ST CCLC PROGRAMS



Teachers were also asked about the extent to which each of their students benefited from 21st CCLC programming. Results show that approximately 86% of students were rated as directly benefiting from the program.

FIGURE 55. TEACHERS' PERCEPTIONS OF STUDENTS BENEFITING FROM 21ST CCLC PROGRAM

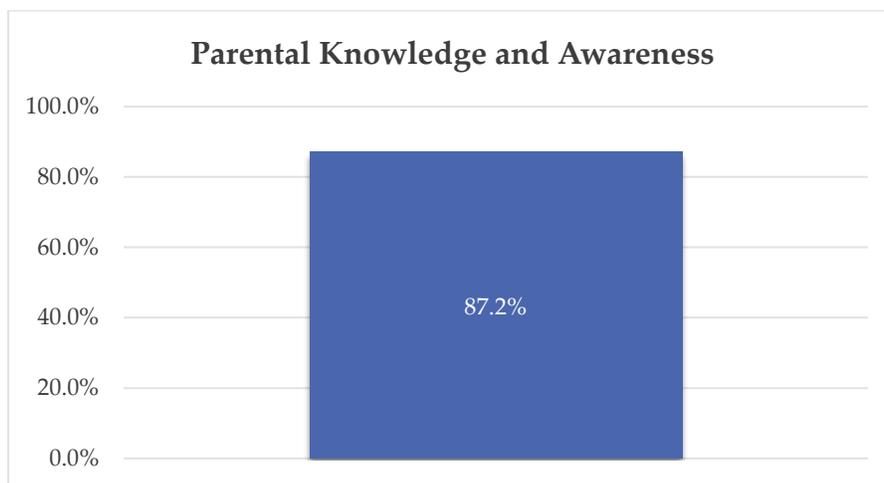


"Some students benefit from the extra attention and love that is exhibited by the program staff. Students benefit by being held accountable for their academics and homework assignments. Students also benefit by the exposure to basically unlimited discovery, exploration, and learning by engaging in board games, building games, teamwork games, etc. They are also exposed to a social environment and a safe environment that they may not have at home." – School Day Teacher

Impacts on Parental Knowledge and Awareness of Student Progress

Another goal of 21st CCLC programs is to provide assistance to parents/caregivers in their support of their students' education, health, and mental well-being. This includes providing them with information on the importance of being involved and knowledgeable in their students' activities and schooling. It should be noted, however, that programming directed to families was limited to only 47 centers in Montana during the grant year. With this in mind, results show that 87% of parents (N=1759) reported being aware and knowledgeable of their students' activities and progress. This result exceeds the annual target of 65% and as such, the target goal was met.

FIGURE 56. PERCENT OF PARENTS WITH KNOWLEDGE AND AWARENESS OF STUDENT PROGRESS



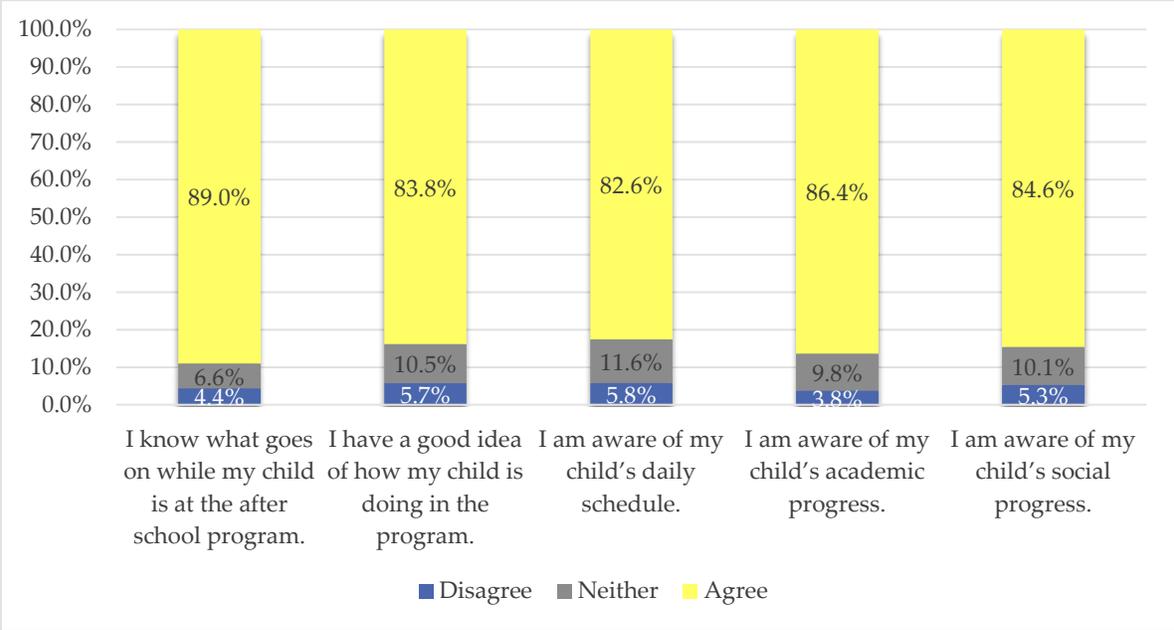
PERFORMANCE INDICATOR 3.1.2 65% or more of parents will report knowledge and awareness of students progress and activities in 21st CCLC program and school annually as measured by parent surveys.

RESULT: 87.2% of parents reported awareness and knowledge, the goal was met.



Results by individual items shows that parents are most knowledgeable about their student’s activities in the after school program specifically (89%) and their student’s academic progress (86%). In general, across all items a high proportion of 21st CCLC parents report awareness and knowledge.

FIGURE 57. PARENTAL KNOWLEDGE AND AWARENESS ITEMS: PERCENT OF PARENTS

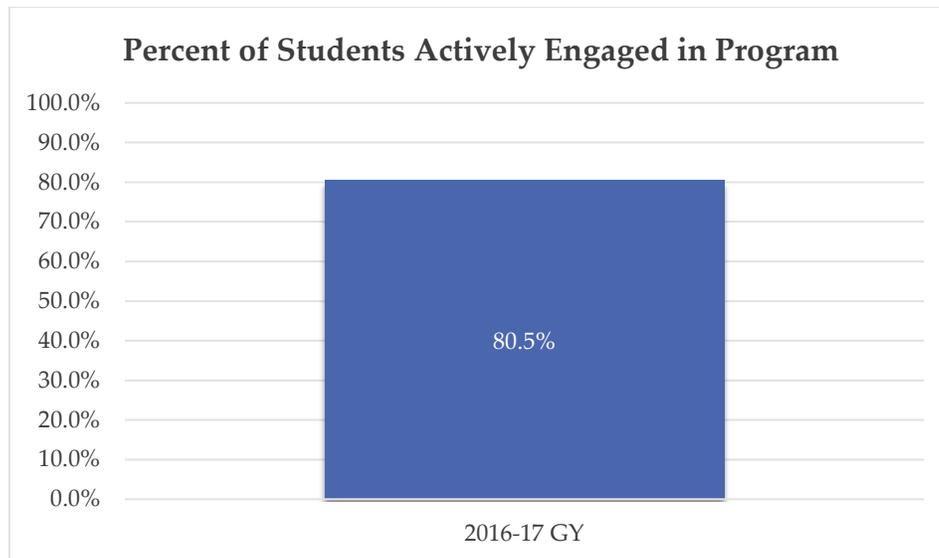


What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of after school programs?

Student Program Engagement

Satisfaction with a program can manifest itself in multiple ways. For example, program engagement and interest in a program can be indicative of satisfaction. As one measure of satisfaction, students were surveyed on their level of involvement and interest in 21st CCLC programming and activities (N=3799). Results show that almost 81% of students reported being actively engaged with their 21st CCLC program.

FIGURE 58. PERCENT OF STUDENTS ACTIVELY ENGAGED IN 21ST CCLC PROGRAM



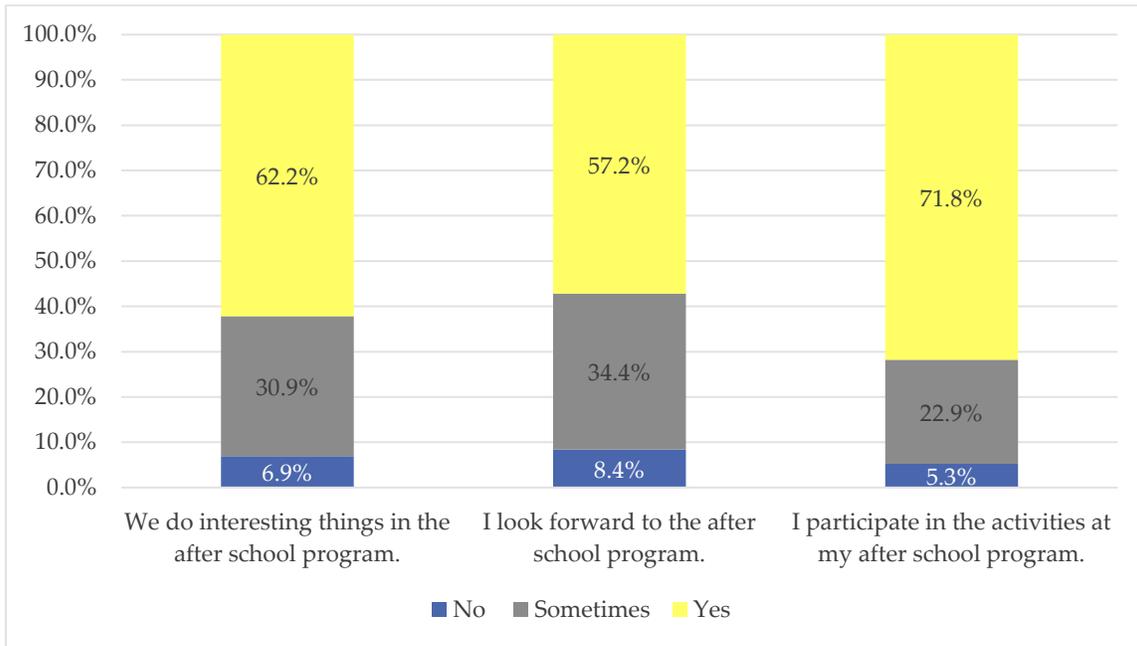
PERFORMANCE INDICATOR 5.1.3 80% or more of 21st CCLC students will report they are actively engaged in their learning experience at their local 21st CCLC program annually as measured by student surveys.

RESULT: 80.5% of students reported engagement and the goal was met.



Analyses by the individual items that constitute this scale show that the majority (72%) of students agree they participate in after school programming, with an additional 23% reporting that they “sometimes” participate. A smaller, though still significant, percentage reported doing interesting things and looking forward to the program, see Figure 59.

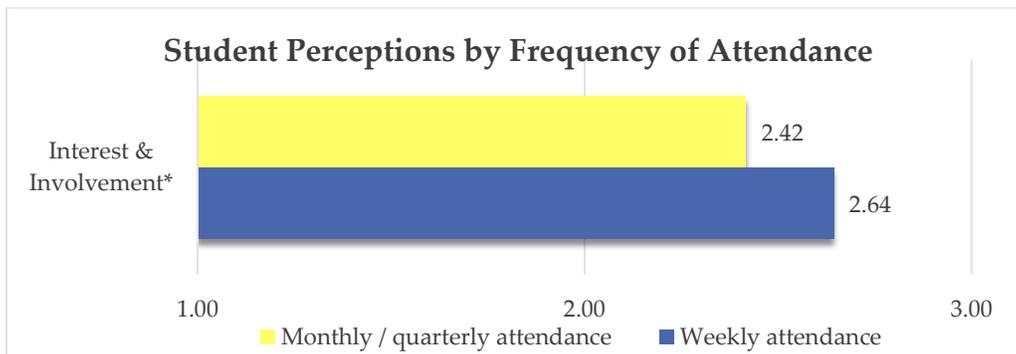
FIGURE 59. PERCEPTIONS OF PROGRAM INVOLVEMENT AND INTEREST



RESULTS BY PARTICIPATION LEVEL

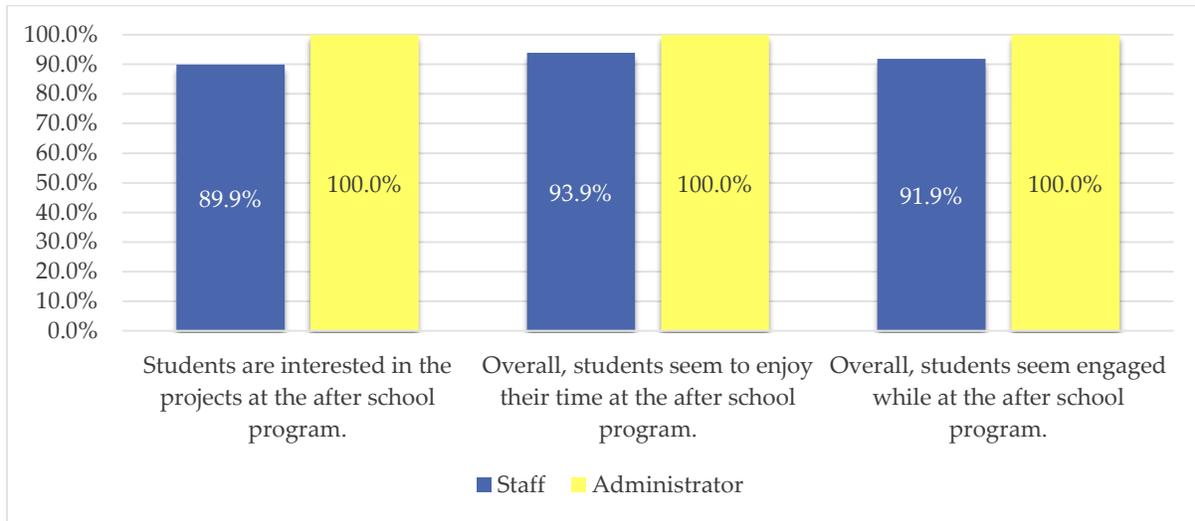
Similar to prior results, analyses conducted to examine if student participation (regular vs non-regular students) was related to program engagement showed a significant relationship between student attendance at the 21st CCLC program and their engagement levels, $p < .05$, see Figure 60. As shown, students who attended the program more frequently (weekly) demonstrated more interest and involvement in the program as compared to those who attended less frequently (monthly or quarterly), $t(3761)=12.163, p < .05$.

FIGURE 60. STUDENT INVOLVEMENT AND INTEREST BY PARTICIPATION LEVEL



Program staff and administrators were also asked about their perceptions of student engagement and interest in their 21st CCLC programs and school. A high percentage of staff and administrators agreed that students seemed to enjoy their time at the program, were engaged, and interested in the projects of the 21st CCLC program.

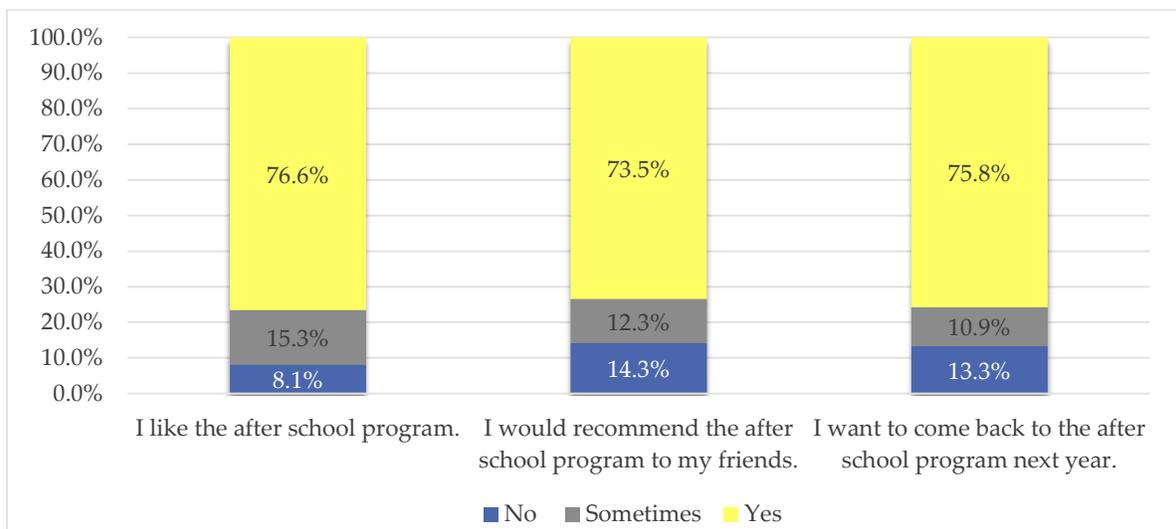
FIGURE 61. PERCENT OF PROGRAM STAFF & ADMINISTRATORS REPORTING STUDENT ENGAGEMENT & INTEREST



Student Satisfaction with Program

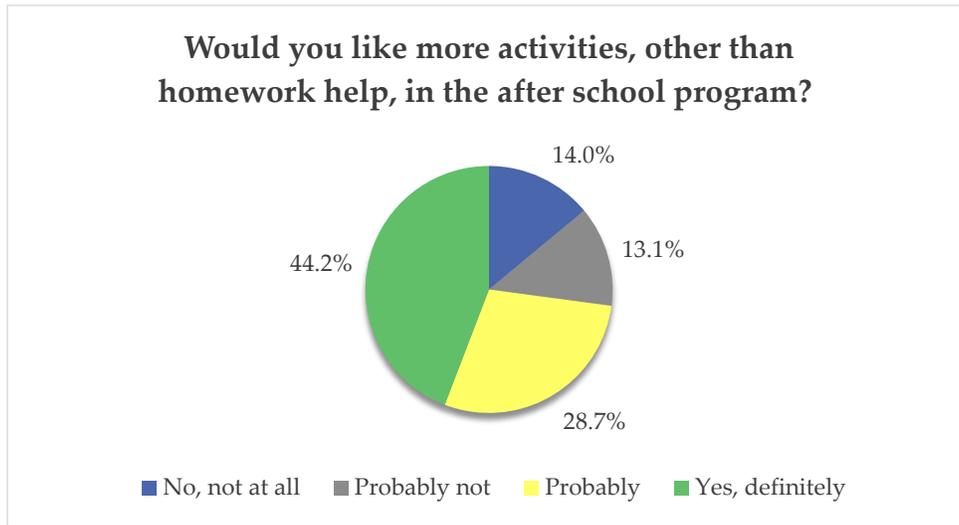
Students were also asked several items designed to measure their general satisfaction with the program. As shown, approximately ¾ of students agreed that they liked the program, would recommend it, and would like to attend next year. Only 8-14% of students disagreed. Such findings are noteworthy.

FIGURE 62. PERCENT OF STUDENTS SATISFIED WITH 21ST CCLC PROGRAM



Students were also asked whether they would like to see additional activities (other than homework help). As shown, $\frac{3}{4}$ of students agreed – these findings also support the state’s push for additional programming that expands on existing educational supports (e.g., arts and culture, physical activities, etc.).

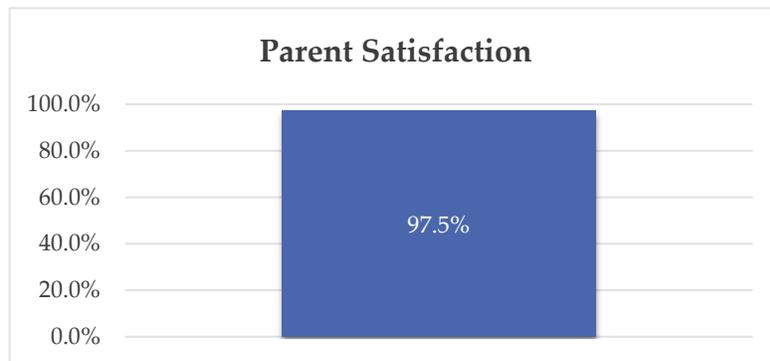
FIGURE 63. PERCENT OF STUDENTS REPORTING WHO WOULD LIKE MORE ACTIVITIES IN 21ST CCLC



Parent Satisfaction with Program

Parents were also surveyed to indicate their satisfaction of their student’s 21st CCLC program (N=1714). As shown, parents show a high level of satisfaction (97.5%), and the annual target of 85% satisfaction was exceeded.

FIGURE 64. PARENT SATISFACTION WITH PROGRAMS



PERFORMANCE INDICATOR 6.1.1 85% or more of 21st CCLC parents will report satisfaction with the 21st CCLC program annually as measured by a parent survey.

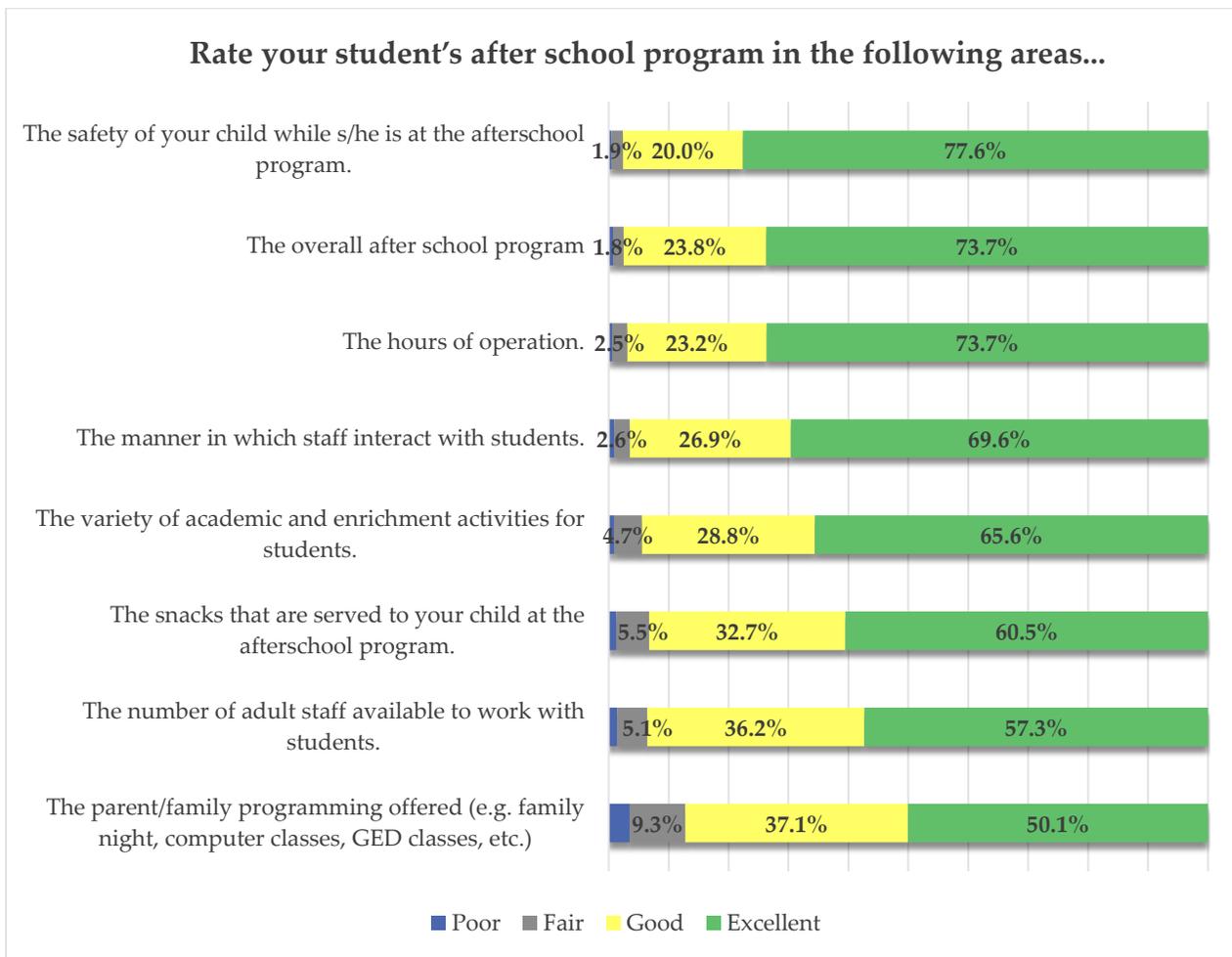
RESULT: 97.5% of parents reported satisfaction and the goal was met.



social interactions their child participated in.

Parents were also asked to rate different components of the 21st CCLC program that their students attend. As shown in Figure 65, the most highly rated areas consisted of safety, overall program, and the hours of operation. The two least favorable consisted of the parent/family programming offered and the number of adult staff available to work with students. The latter is consistent with findings that only 47 centers are implementing family programs/activities; and supports a greater focus among grantees on providing more of this much-needed type of adult support.

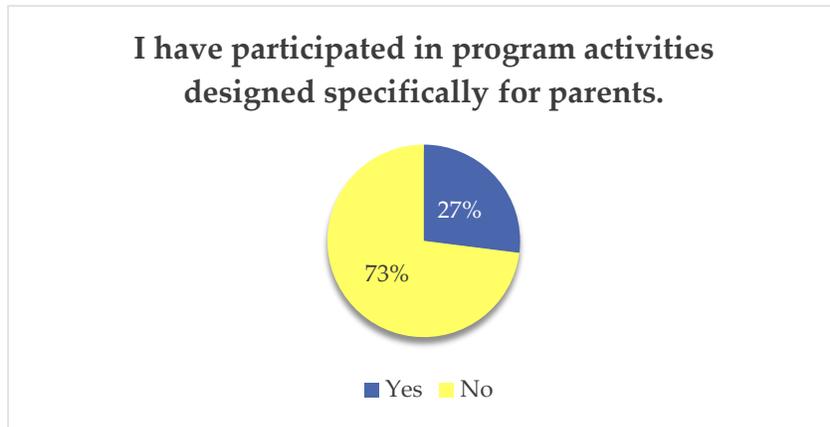
FIGURE 65. PARENT SATISFACTION WITH STUDENT AFTER SCHOOL PROGRAM ITEMS



Parent Satisfaction with Family/Parent Programming

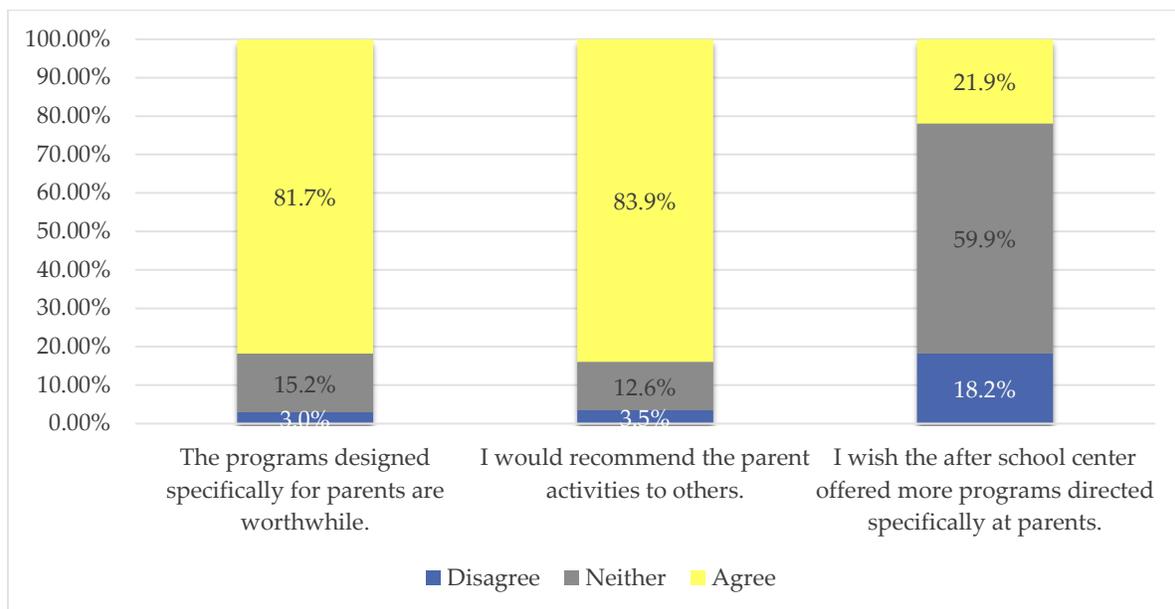
In order to gather data on the family/parent activities being offered by 21st CCLC programs in Montana, parents were asked whether or not they participated in any of these activities and if so, to provide satisfaction ratings. Results showed that only 27% of parents surveyed (N=463) participated in this programming and thus, feedback is limited to a small subset of parents.

FIGURE 66. PARENT PARTICIPATION IN FAMILY/PARENT ACTIVITIES



With this in mind, the majority of parents agreed that the parental programming is worthwhile (82%) and that they would recommend it to others (84%). Interestingly, when asked if there should be more programs directed specifically toward parents, only 22% agreed. Thus, among those who have participated in family/parent activities, the majority find that these activities are sufficient.

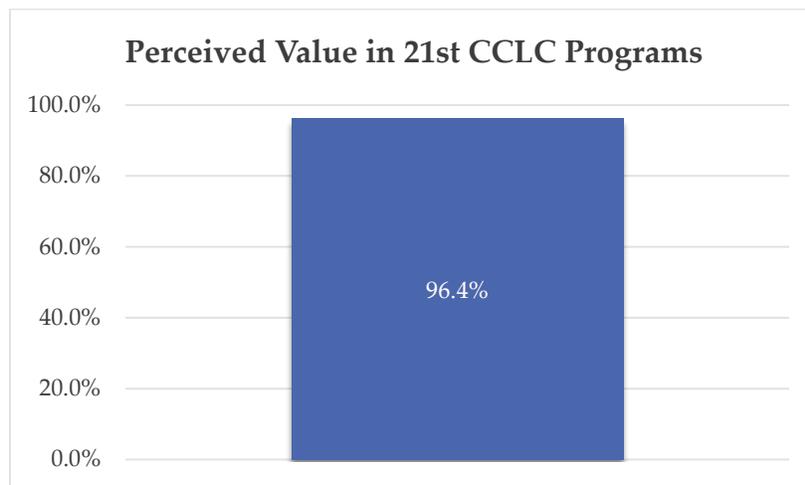
FIGURE 67. PARENTAL RATINGS OF FAMILY/PARENT ACTIVITIES



Teacher and School Administrator's Perceptions of the Value of 21st CCLC Program

Similar to parents, school day teachers (N=1219) and school administrators (N=153) from partnering schools were asked about their perceptions of the perceived value of 21st CCLC programs. As shown below, almost all teachers and administrators (96%) reported that the 21st CCLC programs are valuable. Furthermore, this percentage exceeded the annual target of 90% and thus, the goal was met.

FIGURE 68. PERCENT OF TEACHERS AND ADMINISTRATORS WHO PERCEIVE VALUE IN 21ST CCLC PROGRAMS

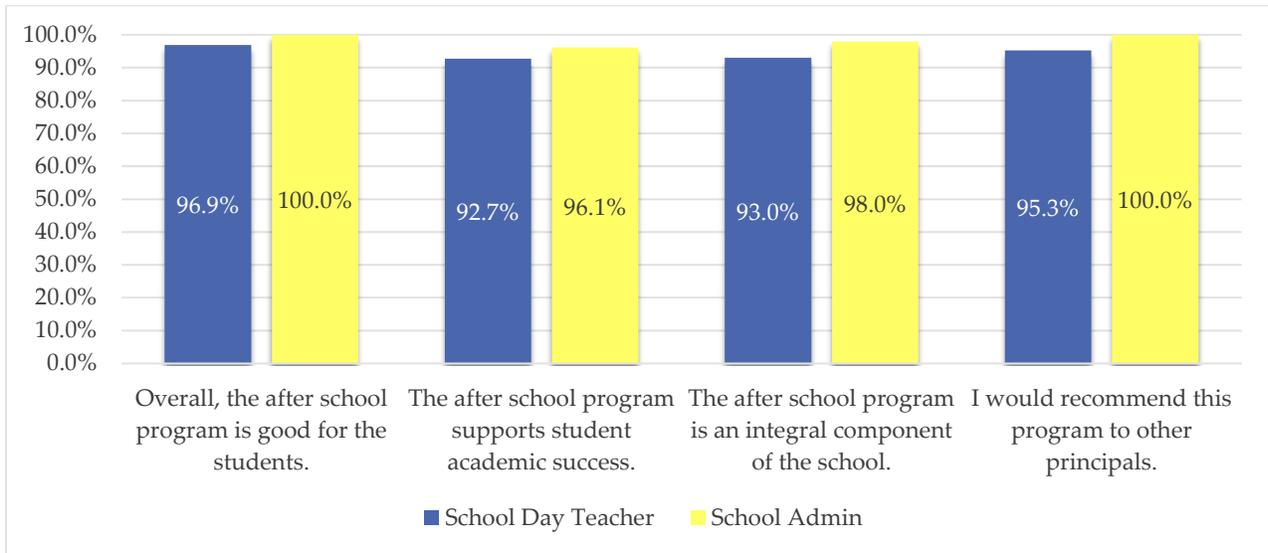


PERFORMANCE INDICATOR 6.1.2 90% or more of school day teachers and principals will report perceived value of the 21st CCLC program annually as measured by teacher and administrator satisfaction survey.

RESULT: 96.4% of school day teachers and principals reported perceived value of the program and the goal was met. 

When results are examined by the individual items, results show that, in general, the highest rated items from school day teachers and school administrators were: 1) the afterschool program is good for students, and 2) would recommend program to other principals/teachers. A high percentage also reported that the 21st CCLC programs support student academic success and is an integral part of the school.

FIGURE 69. PERCENT OF TEACHERS AND SCHOOL ADMINISTRATORS BY 21ST CCLC PROGRAM RATINGS

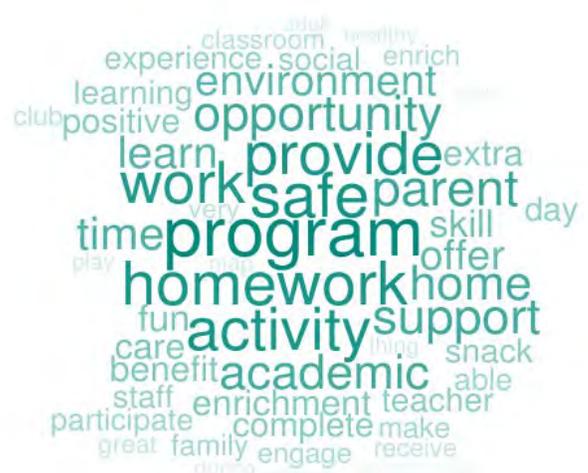


Word clouds from school administrators and teachers further supports their high level of satisfaction with 21st CCLC programming. In particular, when asked how the program benefits students, teachers and principals concurred that the after-school program is a safe environment for students to complete their homework and participate in a variety of academic and engaging activities.

School Administrators

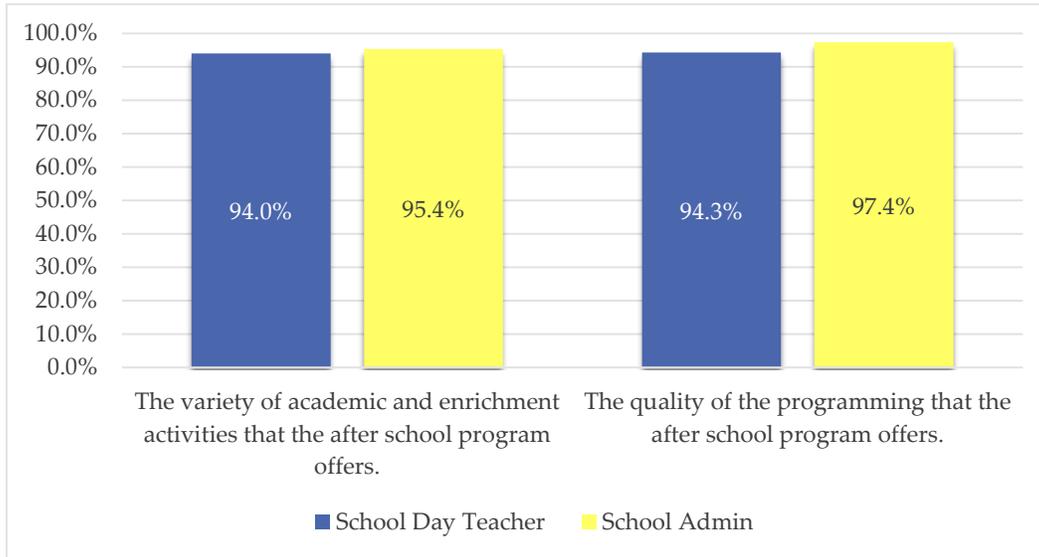


School Teachers



Teachers and school administrators were also asked to rate the variety and quality of the programming offered by 21st CCLC programs. Results again show a high level of satisfaction in the variety and quality of academic and enrichment opportunities offered to their students.

FIGURE 70. TEACHER AND SCHOOL ADMINISTRATOR SATISFACTION WITH AFTER SCHOOL PROGRAMMING

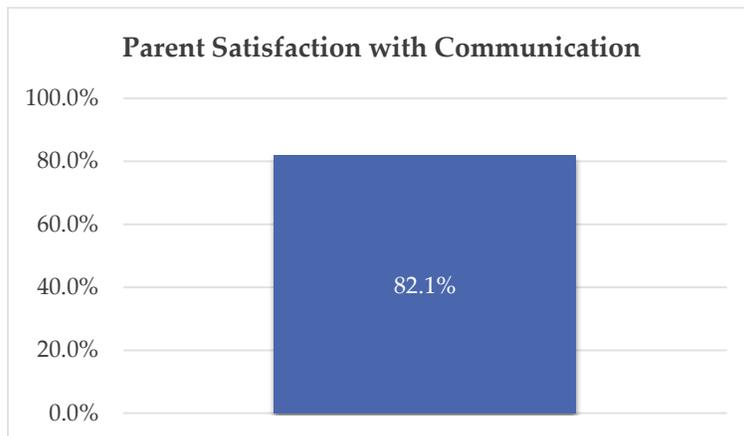


Partnership and Communication between Programs, Parents, and Schools

COMMUNICATION BETWEEN PARENTS AND 21ST CCLC STAFF

Parents were also asked about their satisfaction with their communications and interactions with program staff. Results showed that a high percentage of parents (82%) are satisfied with the communication they receive from 21st CCL program staff. Moreover, this exceeds the annual target and as such, the goal was met.

FIGURE 71. PERCENT OF PARENTS SATISFIED WITH COMMUNICATION FROM PROGRAM STAFF



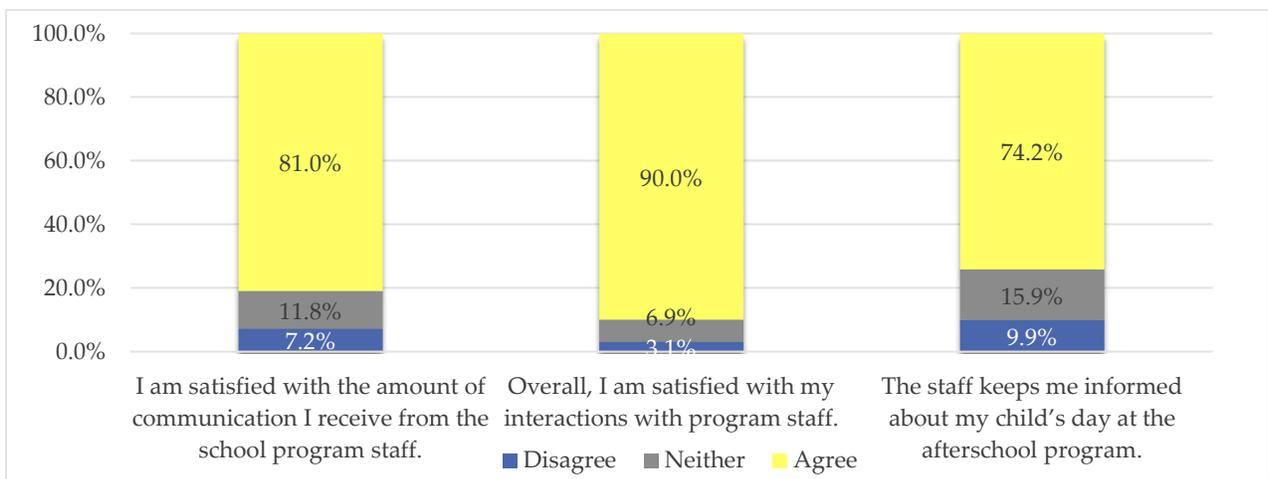
PERFORMANCE INDICATOR 3.1.1 65% or more of 21st CCLC parents/ caregivers will report that they are satisfied with communication from center staff annually as measured by parent surveys.

RESULT: 82.1% of parents reported satisfaction with communication; the goal was met.



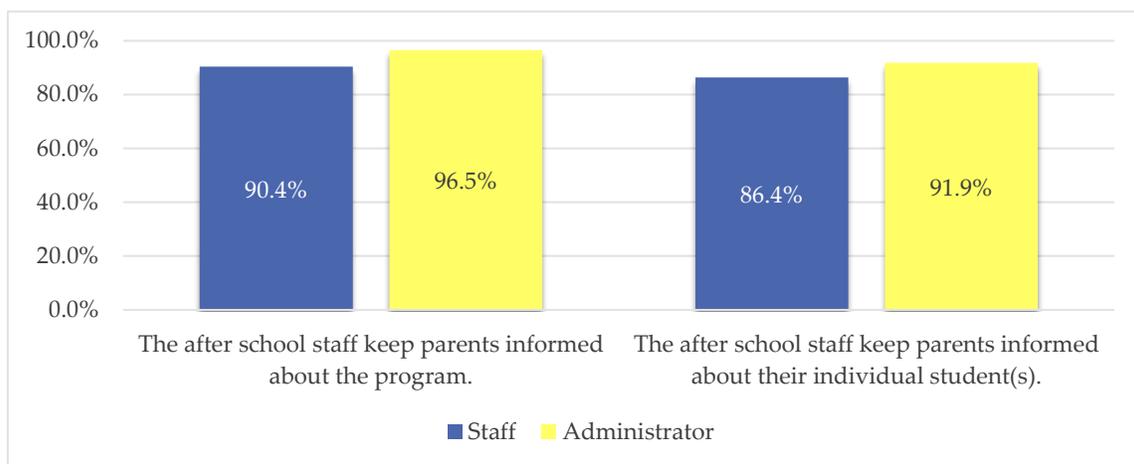
Results by individual items shows that parents are mostly satisfied with their interactions with staff (90%), followed by the amount of communication received by staff (81%) and to a lesser extent, information received about their student’s progress in the program (74%).

FIGURE 72. PARENT SATISFACTION WITH COMMUNICATION FROM STAFF BY ITEM



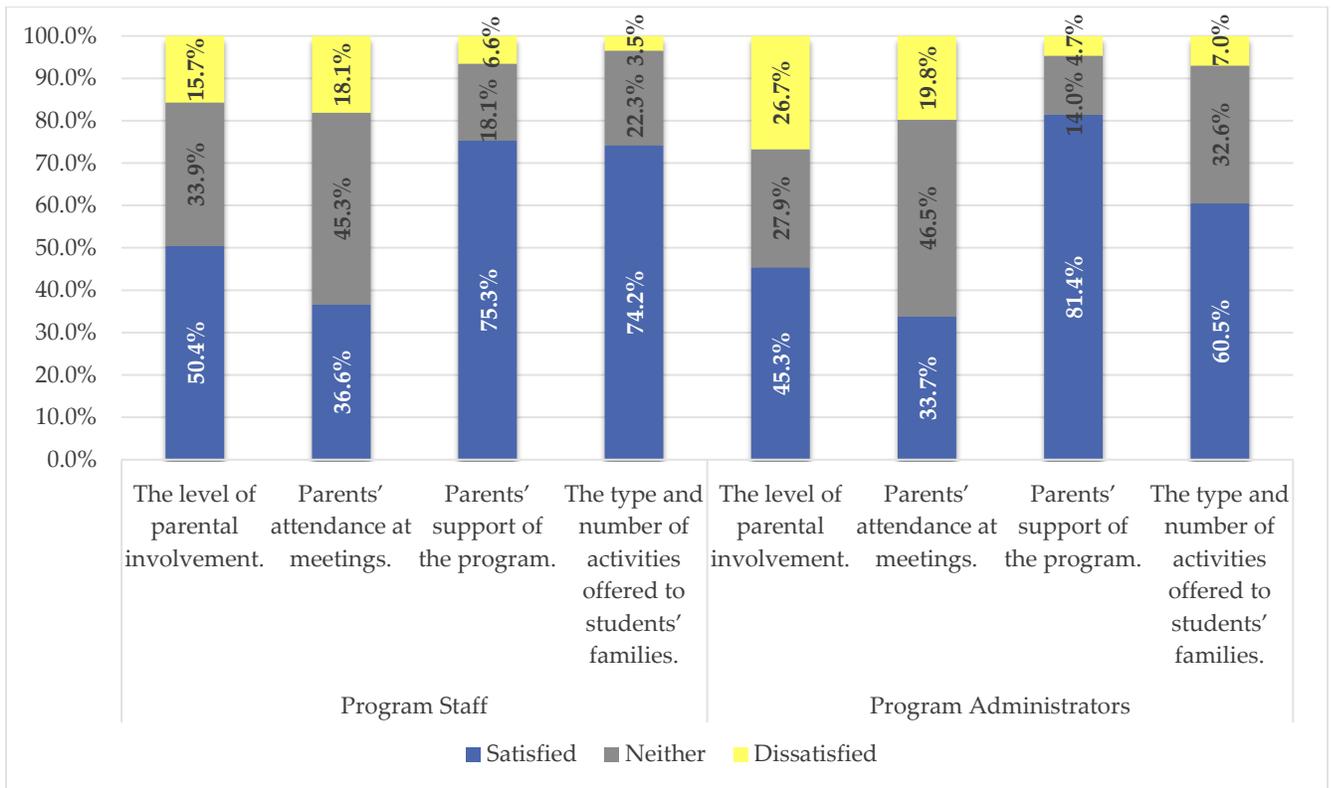
Program staff and administrators were also asked about the extent to which they kept parents informed about their programs and students. A high percentage (over 85%) of staff and administrators reported communicating with parents, which supports parents’ perceptions of the communications received by program staff.

FIGURE 73. PROGRAM STAFF AND ADMINISTRATOR COMMUNICATION WITH PARENTS



When staff and administrators were asked about their satisfaction with the level of parental involvement in their programs, results showed mixed results, see Figure 74. While over ¾ of program staff and administrators felt that parents support the 21st CCLC program, only about half were satisfied with the level of parent involvement, and only 1/3 were satisfied with parent attendance at meetings. There is also some indication by about 25% of program staff and administrators that more programming is needed to support their parents and families.

FIGURE 74. PROGRAM STAFF AND ADMINISTRATORS SATISFACTION WITH PARENT INVOLVEMENT IN PROGRAMS

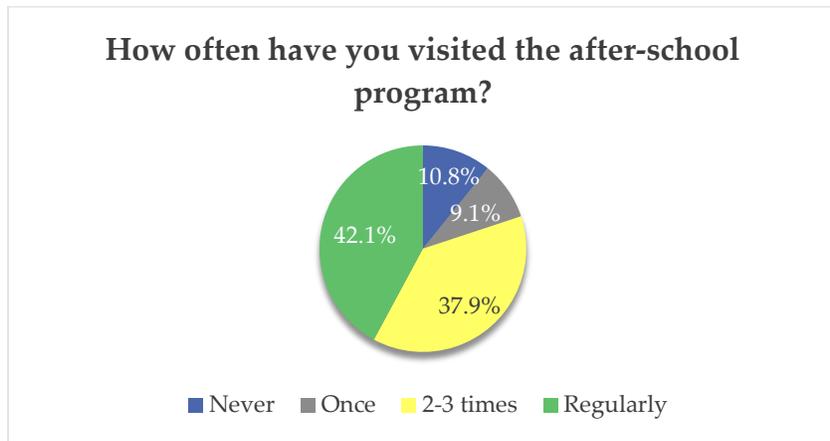


COMMUNICATION BETWEEN PROGRAM STAFF/ADMINISTRATORS AND SCHOOL DAY TEACHERS/ADMINISTRATORS

Another important partnership in 21st CCLC programs is that between schools and the after school program staff and administrators. For many grantees in Montana, these typically consist of the same individuals since the majority of grantees are school based organizations (81%). Nevertheless, many of these SBOs staff their programs with individuals outside of the school district (e.g., college students, community members, volunteers, etc.) and thus, collaboration and communication is central between school day teachers and administrators and their counterparts in the 21st CCLC programs.

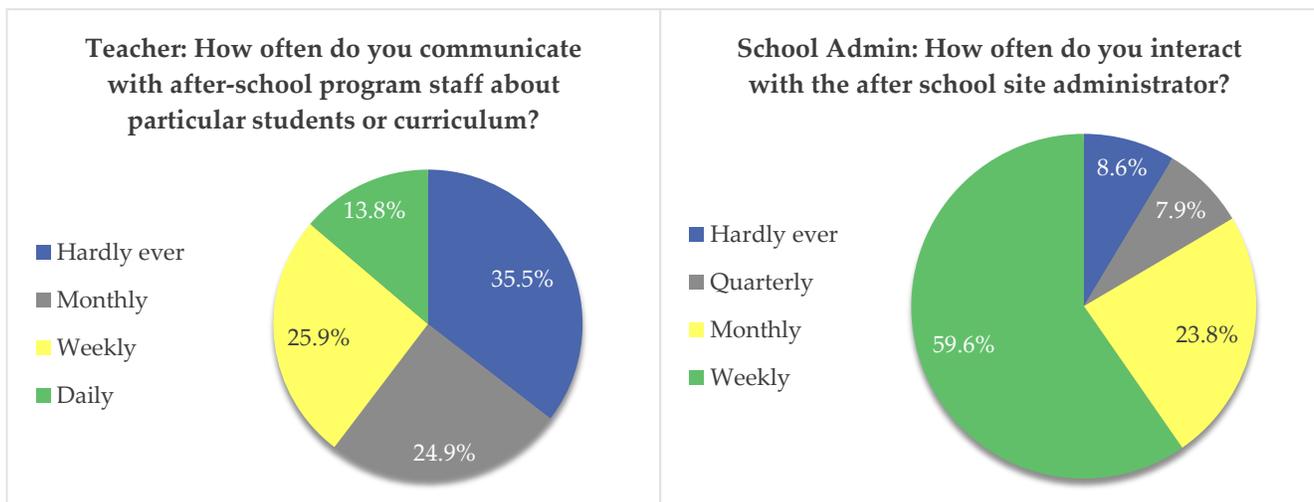
To measure the extent to which collaboration and communication is occurring, school day teachers and administrators were asked how often they visited programs and communicated with staff. Results show that 42% of school teachers visit the program regularly and an additional 38% report visiting the program at least 2-3 times per year. Only 11% reported never visiting their student’s after school program.

FIGURE 75. PERCENT OF SCHOOL DAY TEACHERS VISITING 21ST CCLC PROGRAMS



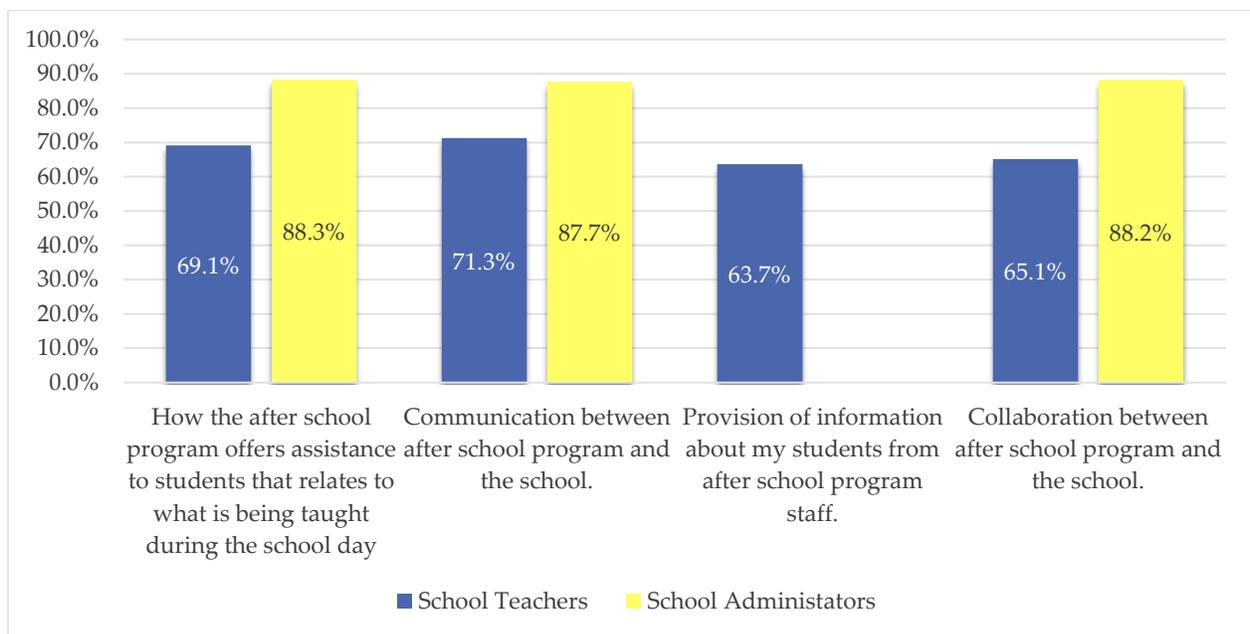
When asked specifically about their communications/interactions with program staff and administrators, 40% of teachers and 60% of school administrators communicate at least weekly with their counterparts, see Figure 76. Unfortunately, a high proportion (36%) of teachers report communicating “hardly ever” with program staff. **This suggests that more supports are needed to assist school day teachers and staff in their collaborations – this is especially important given the emphasis in ESSA on aligning after school programming with school days.**

FIGURE 76. FREQUENCY OF COMMUNICATIONS BETWEEN SCHOOL DAY TEACHERS/ADMINISTRATORS AND PROGRAM STAFF/ADMINISTRATORS



School administrators and teachers were also asked to report on their satisfaction with 21st CCLC programs with respect to their communication, collaborative activities, and integration with school day activities. As shown on the following figure, approximately 2/3's of teachers reported being satisfied with communication and collaboration with program staff, and felt the after school program fit in with the school day. The lowest rated item (64%) was associated with the provision of information about their students' progress from afterschool staff. Of note, school administrator perceptions tended to be substantially higher (88% agreement) than those of teachers. Thus, from an administration standpoint, collaborations tend to be perceived as stronger.

FIGURE 77. SCHOOL DAY TEACHER AND ADMINISTRATOR SATISFACTION WITH COLLABORATION AND INTEGRATION WITH THE SCHOOL DAY



As part of the school administrator and teacher surveys, respondents were asked to comment on how communication could be improved with after school staff. The following presents the main themes observed from this item: *If communication could be improved with after school program staff, how can this be accomplished?*

- ▣ Among school administrators, the most suggested improvement is to have regularly scheduled meetings between program staff and school personnel.

“Quarterly meetings with school personnel (including administrators and school counselors) and after school program administrators.”

“The administration from the District Office needs to implement regular and consistent meetings with the CCLC providers.”

- ▣ Teachers would like to be made aware of issues, observations, and concerns regarding their students, and on a more regular basis, either weekly or monthly, and preferably by email. Subjects of communication include homework, assignment completion, behavioral problems, and progress reports. Teachers could also discuss specific student needs with program staff and inform program staff of upcoming tests, assignments and ensure they know what is expected of the students academically. In sum, teachers would like to collaborate with program staff to align program activities with classroom curriculum.

"I often do not know if a student is having difficulty in the after school program until a parent mentions something or it is long after the fact. Ex: students not checking in right away, issues with other students. If I had a heads up on these things I would be more than happy to put things in place to help that student get back on track."

"Maybe through weekly or biweekly updates on what the kids are learning about and possible ties to the classroom curriculums."

"It would be nice to know more in depth what the after school program plans to cover monthly and if/how that aligns with what we are doing in the classroom."

- ▣ A vast majority of teachers prefer to communicate via email regarding students. Other methods mentioned include a student planner, a confidential Google doc accessible by all staff, or in person.

"Maybe a google doc that is accessible by all staff regarding their students. This way it can be an active, confidential document that can allow better, more efficient communication."

"We could all use the same format for assignments, for example a student planner."

"Monthly meetings to share information."

In summary, while there is a good level of collaboration between school day teachers and program staff for the majority of grantees, there is also evidence that this can be increased and improved for many centers. As discussed in the following section, this is an area that the state would do well in addressing via future training and support opportunities.

What successes and challenges are encountered in the delivery of programs? What lessons learned and recommendations are available for improvement and to achieve grant goals/objectives?

In order to explore both the successes and challenges experienced by 21st CCLC programs and their partners/key stakeholders, open-ended items were asked via the School Administrator, Program Administrator, School Day Teacher, Program Staff and Parent surveys. What follows is a summary of the main findings obtained from each respondent's feedback organized by the survey question. For analyses, the comments for each question were analyzed to identify themes. If a similar comment was made among the participants, it was considered a "Theme".

What are your greatest successes in the afterschool program this year?

PROGRAM ADMINISTRATORS

- There were substantial increases in student attendance, retention, and participation.

"We have seen such tremendous growth in regular attendance, which has built school spirit and a strong sense of school/community family."

- The program offers engaging, fun, and enriching educational activities. That contributed to the increase in student engagement. STEM activities were cited as ones that students were excited about.

"Four 8th graders were accepted to participate with all expenses paid to go to The Truth Initiative's Youth Activism Summit in D.C. We had 40 students complete our NASA Engineering Design Challenge."

"Students love technology, we have worked on coding with many different programs. And it has opened their eyes to a whole different world."

- Another success has been seeing students' academic progress and achievements. The academic / enrichment programs have helped and the programs give students the opportunity to get help with and complete their homework.

"I had a group of students who were memorizing the Gettysburg Address with me for history class and they got 80% to 100% on their project. Our students have increased their science knowledge and improved their spelling test scores."

“Our greatest success is the high homework completion rate for our students and how much the kids loved being at after school club. Students still ask me about after school club even though it is over for the year.”

- ▣ Students have gained self-confidence and self-esteem when they master a concept, complete assignments, or improve academically.

“Students that were doing very poorly in their classes are now more confident and caught up with their work. I see that they are trying harder and I have also seen a great improvement even in their personalities.”

“The excitement and glow of success on the students’ faces when they complete their work.”

PROGRAM STAFF

- ▣ Program staff members report their greatest success to be the activities. A wide variety of activities were offered including art and writing, and life skills, like sewing and cooking. Students are able to participate in activities they wouldn’t otherwise be exposed to. Many commented on the success of STEM projects and competitions.

“A couple students who struggled getting work done were enticed with the enrichment activities. They were more driven to get their work done knowing they could then do the fun project.”

“Students earning second-place Silver’s at State science fair the same students who at the beginning of the year could not get their homework done without after-school help.”

“Providing students who wouldn’t have the means to experience new and exciting activities and opportunities.”

- ▣ Academic progress and support was the second most mentioned success. Students’ reading and math skills have improved. Students are able to get the extra help they need. Many were willing and motivated to get their homework done.

“The greatest success was observing students who struggled in math but after completing some of the activities they learned different ways to understand and solve math problems. To see them benefit from the program was an awesome experience to be part of!”

“I see students wanting to come to the program where as last year they would cry. They have a willingness to complete homework, to get to the fun learning of the program.”

- Program staff saw an improvement in students' behavior and social development. They learned how to get along with others and be respectful. They have overcome behavioral issues and have improved their social skills.

"The greatest successes of the After-School program have been the way that the children are learning to behave and treat each other with proper respect."

"There are a few students in the program that struggle with anger management. I have seen improvement in almost all of them. They are working extremely well with other students now, and are not having outbursts like in the past."

- The program staff members build relationships with their students. They make personal connections, and they are able to carry this bond into the school day. Getting to know the students on a deeper level has had a positive impact on the children and on the program staff.

"I've loved forming a unique bond with students that is more informal and fun than in a classroom setting. I'm able to carry this bond into the school day and continue to connect with students of all grades."

"The relationships we form with the students. We do our best to make them feel loved and valued and how to treat others. We often get greeted with a friendly hello or big hugs in and outside of the program. There are days they teach me. They remind me how sometimes it's the little things in life that mean so much."

- Program staff have also seen personal growth in students. They've become more confident in themselves and persevered through difficult projects. The staff has helped students live up to their potential and helped them come out of their shells.

"Having kids try and try and try again until they succeed. Programming and game design takes A LOT of work and practice - it inspires me to see these kids not give up."

"I have seen such an increase in confidence levels in most of the kids. They have learned to ask for help when they need it or when they don't understand a certain concept. I have also seen their grades increase because we are able to help them with their missing work, homework and also on assignments they can re-do. This makes them feel very proud of themselves."

SCHOOL DAY ADMINISTRATORS

- The main successful outcome of the 21st CCLC program has been the academic progress and success of the students. They have a place to complete homework, get

extra help when they are struggling academically, and students' grades have improved as a result.

"Academic success for most of the students. The ability to complete homework/classwork in the program benefits many of the students at school..."

"We have seen the students who receive tutor help after school have more success in the classroom."

- The second most mentioned successful outcome relates to the activities provided by the program. The students are engaged in a variety of activities. Many participate in activities they wouldn't necessarily experience outside of the program. The schools are particularly enthusiastic because they can engage the students in STEM activities (some of the technology and material was purchased with grants) and the students have fun while they learn, which reinforces their desire to learn.

"Being able to provide activities that normally wouldn't fit into the school day that support the learning taking place in the classroom, while encouraging the kids' excitement to learn."

"The program is providing what I would consider a perfect blend of activities for our kids including nontraditional sports, academic tutoring and support (homework help), STEM activities, and outdoor adventure. There seems to be a rich variety of activities to keep kids engaged and give them opportunities they wouldn't otherwise have."

- The program encourages students to form stronger relationships with each other, teachers, staff, and the community. Students build friendships and learn to cooperate with each other. The adults in the program make strong connections with the students and can serve as mentors.

"Student and staff relationships have been enhanced as school staff members work in the afterschool program. The quality of the environment is positive for students and motivates them to want to be at school."

"The program is a very successful program in our school. We have a smaller student body that is very active in the 21st Century After School Program. It helps our students engage in meaningful and educational opportunities that otherwise wouldn't be available to them. It also engages our students with our community and brings a sense of pride and togetherness to everyone here."

- The program provides students with opportunities to grow and succeed. They can work on their skills in an enriching environment.

"Parents feel that their children are in safe hands and can get additional enrichment opportunities they wouldn't get elsewhere. It has the added benefit of being convenient and affordable for those parent who work and struggle to find afterschool care."

- ▣ Lastly, the program provides students a safe and supervised environment after school.

"It gives students a safe place to go after school while enhancing their academics with assistance they might not get at home."

"Many parents work late and need to be sure their youngster is in a safe place being cared for. This program provides for school aged children and their parents."

What was (or has been) the most successful outcome(s) of the partnership between the 21st CCLC afterschool and school day programs?

PROGRAM ADMINISTRATORS

- ▣ The outcome most cited was academic achievement and support. The program is a place where students can complete their homework, and teachers are onsite to provide tutoring to help students meet their academic goals. This has resulted in higher grades and performance.

"I also work in the school during the day so I know what students are working on during school hours so we use our after-school program to offer tutoring help were needed."

"I feel the student's academic success has been the highlight of our partnership with the school."

- ▣ Related to the above is program staff can coordinate with teachers on what students are doing in the classroom, so they can help students turn their homework in on time and work on specific academic needs.

"Working together with the teachers to help students complete and turn in their homework."

"I have been able to collaborate with some of the teachers with what they are doing and what we are doing. It also has help id students who need help in homework and to facilitate the specific kind of help that was needed."

"School day staff also work in after school, bridging the two easily. After school staff knows the students and their needs, communicates with school day staff, and helps students with individual challenges."

- The program offers activities that enrich students' learning and offers opportunities students might not otherwise have access to.

"...More enrichment offered than what school can. STEM program is excellent for the students too."

"The most successful outcome of this partnership is that we have been bring Native American culture into the program. The girls made dolls and the boys made drums. They also have made elk tooth necklaces and chokers for their outfits."

- There is increased coordination between the program staff and school staff when the program takes place in the same school the students attend. They have shared goals and work together to benefit the children, program, and the school.

"It is nice that we are a school-based program because it is seamless for the students who want to stay after school. Also, we can talk to the teachers anytime we want being our program is right here."

"It allows communication with the teachers and in a way making them a part of our team, as we have the same goals in mind..."

- When the program takes place in the same school the students attend, there is a seamless transition from the school day to the program. Many of the program staff are also teachers and aides from the same school. There are no issues with transporting students to another site, which makes it convenient for the students and parents.

"Students go from the regular school day right into our program. We do not have to worry about transportation from the school site. We hold our program in school classrooms and are staffed by school certified teachers and aides."

"It is nice that we are a school-based program because it is seamless for the students who want to stay after school. Also, we can talk to the teachers anytime we want being our program is right here."

- Because of the partnership, the program and the school share the same space and resources.

"I am very lucky to have access to the gym, library and even some classrooms. This is in case of bad weather or extra room for clubs."

"Because of the partnership we are able to share resources and tools for the students' success and it builds positive climate."

What have been the greatest challenges in the afterschool program this year?

PROGRAM ADMINISTRATORS

- The greatest challenge has been finding and retaining staff for the program.

“Finding individuals to run the after school program has become our biggest challenge. Some who have helped in the past are willing to help periodically but don’t want to commit regularly.”

- The next greatest challenge concern behavioral issues and behavioral management.

“...I had some new students in the after school program this year and there were a lot of challenging days. My staff and I were not properly trained to handle difficult situations dealing with behavior.”

“We have new students who are difficult when it comes to behavioral management. Also, it makes it harder when the program is not a structured classroom.”

- The third greatest challenge is retaining regular attendance of students and recruiting new ones. The attendance issue mostly has to do with students participating in sports or other activities.

“Retaining attendance during the sports seasons.”

- Budget cuts and funding are another challenge for program administrators.

“The greatest challenge is wanting to offer more structured projects and activities but not having the funding for supplies or to pay teachers to prepare activities. I am working on creative solutions for this next year.”

“Have enough money to support classes for the number of students that are interested in our program...”

- Communication and coordination with teachers and school staff was also cited as challenging. Because they are so busy, it is hard to find time to communicate with them. There were also issues with school teachers and staff not coordinating or cooperating with program staff.

“Meetings with school staff. The administration partnership is strong and teachers are receptive to communication efforts, however, due to the extremely taxing job of teaching, it is challenging to find time to meet as a group. Emails, one on one meetings usually take place. I feel that the communication efforts are present, even though it is a challenge.”

"It is tough getting all teachers on board and sharing resources with my ASP staff"

"Would like more time to coordinate with teachers regarding individual student needs."

- Another common challenge is limited space.

"As student numbers increase, space has become much more limited. Which in turn constricts which enrichment activities we can offer."

"...Staffing and space would have to grow in order to meet the growing demand for new student enrollment."

PROGRAM STAFF

- By far, the greatest challenge noted by program staff was unruly and disruptive behavior (i.e., anger or emotional issues). It was reported that some students don't listen to staff or are disrespectful, bully other children, act out, and/or have difficulty getting along with others.

"Dealing with reoccurring behavior issues with kids, such as not listening. Trying to figure out an effective to improve the behavior."

"The greatest challenge for me was teaching students social skills and helping them learn to be patient and kind with each other."

"Learning how to work with difficult students when we aren't given specific plans or strategies that outline how to deal with their behaviors."

- The next greatest challenge is retaining student attendance and getting students to come to the program. A large part of the reduced participation is because many students participate in sports or other extracurricular activities. Another issue cited was fluctuating attendance.

"Students are active in other activities after-school different times of the year; therefore there was attendance issues. For example; wrestling season, softball season, and baseball season."

"For us, the greatest challenge has been raising our numbers of students attending. We go through fluctuations of lots of students and very few students. We have targeted this by coming up with a schedule with different activities each day. This schedule is posted at the school and in the monthly newsletter that goes to parents. As well as on social media."

- Finding different activities to keep students engaged and interested is a challenge, especially when there is a wide range of ages, abilities, and needs.

“Keeping the older students interested in options other than outside/gym time is a point of concern. They love being active, but keeping them interested in academic based activities is difficult.”

“Finding fun, learning activities for a large group of children all different ages to keep them engaged all at one time inside when the weather is too cold to go outside.”

- Related to the above, a challenge cited by program staff is motivating students to do their homework and keeping students engaged and on task.

“Children are tired at the end of the day and don’t want to work.”

“Balancing the fun with the learning. The kids were very enthusiastic about the games and fun things but sometimes it would be a challenge to get them to want to do homework or school related things after a full day of school.”

- Recruiting and retaining staff and volunteers was cited as another obstacle. Also finding substitutes when staff members are absent is difficult. Program staff would like a smaller teacher to student ratio.

“The greatest challenge in the afterschool program has been the retention and recruitment of afterschool staff. We have some dedicated staff members who agree to staff the program afterschool, but most teachers are tired after teaching all day.”

“One big challenge is that some staff people don’t stay long enough in the program. Children need consistent teachers and familiarity with teachers’ personalities.”

- Funding continues to be a challenge, which has an impact on staffing, resources, program hours, and materials. This poses a problem when program enrollment is increasing.

“One of the greatest challenges we have faced is the reduction in our funding which has limited our participants to just 7th and 8th graders. The reduction in hours for our program director and other staff further challenges our ability to offer everything we would like.”

“We have had large numbers of students attending, and our biggest challenge is to have enough materials.”

- As far as managing the program, staff say that time management is an issue.

“Accomplishing tasks with the allotted time available per week to work with the students.”

“Time management/conflicts for myself and students. We all understand the value of the program but finding the time to meet/prepare is very challenging.”

- ❑ Program staff would like parents to be more engaged and involved. Parents are late picking up their children, and staff would like to see parent support in enforcing proper behavior.

“Number one as in all years is parental involvement. We have the same 2-3 parents that come and be involved with not only special events but with day to day activities.”

Are there any areas of the after school program that you believe could improve?

PARENTS

- ❑ As previously noted, overall parents were satisfied with their interactions with staff (90%), and by the information received about their student’s progress in the program (74%). However, for this open-ended item, the most suggested improvement was more communication from the program staff. Parents wanted to know in more detail how their children are progressing, what they are learning about, what the daily schedules are, what activities are offered and which ones their children participated in. Parents would like direct communication about activities and schedules, mostly in the form of emails and newsletters. They would like to know how their children behave and get along with their peers, and would like to be told about any concerns or issues.

“Newsletters or some form of communication about the schedule or programs. Right now, I think things are left at the door for pickup but I miss them in my focus of finding my child.”

“Parent to Program Communication could be improved, at least on a weekly basis. Whether it is a face to face checkup or an e-mail rundown of child’s behavior and projects worked on, etc.”

“Having the teacher share back with me how they feel my child is improving socially and academically would be beneficial and appreciated.”

- ❑ Next, parents suggested ways to improve activities. Many said they wanted more activities and a wider variety in general. Specifically, parents would like to see more structured and organized activities. They want more educational activities, like reading time; more outside activities, like hikes, gardening or baseball; more cultural and creative activities, like art and drama; more STEM activities; more field trips; more life-skill activities, like cooking or learning how to fix and build things; personal fitness classes, like yoga or self-defense; more family activities, like a movie night; and more activities geared to a specific age group.

“Perhaps more academic choices i.e., a second language, STEM activities, computer skills. Seems to be good size space....maybe even martial arts or yoga after school to increase exercise and body confidence during formative years.”

“It would be nice to have more programs geared towards exploration: science, math, programming, and engineering. It seems like there is mostly coloring and arts and crafts.”

“I believe that the after school program can improve by doing more hands on learning activities. Such as building bird houses or still learning from people who are part a trade industry. Teach them how to do fix something like they did when our parents were in school. Watching movie and coloring is something they can do at home any day of the week. I think a little more variety could me a much needed improvement one day a week.”

- ▣ Other parents would like to see more focus on academic support, assisting with homework, and making sure that homework is completed during program hours.

“I was informed that my child would have their homework completed at club which doesn't seem to happen. That's the only suggestion I would make, help them with their homework.”

“For a few kids I think it would be beneficial to have an area where you could work on your homework, and get help with it. One of my children would definitely benefit from help in math/reading.”

- ▣ Parents would like the program to be more available; either more hours in the day, more days a week, more weeks in the school year, or summer and/or year-round sessions.
- ▣ Parents would like to see an improvement in program staff. They would like them to be more engaged with their children, be better trained, see more leadership from adults, as opposed to high schoolers, be friendlier, and ensure the students are supervised properly and stop bullying.

“More teacher involvement/interaction, less sitting at their computer or phone. Introductions with new staff and parents, sometimes they don't even make eye contact and you're not sure if they even know you picked up your student.”

“Adults need to run this program not high school kids. If I wanted a babysitter I would just hire one!...”

“I think that discipline is often tough for after school programs. More teachers would be great, and perhaps a less public way of dealing with misbehaving children - it seems like

when I pick up my kids, other kids are being scolded in front of everyone, which I can only imagine contributes to their sense of isolation and shame.”

RECOMMENDATIONS

Based on the aforementioned challenges and other data reported herein, it is recommended that the state focus future professional development and supports towards: 1) helping programs better understand and manage student behaviors (e.g., how to integrate MBI and/or social emotional learning activities in after school programming), 2) offering diverse, engaging and innovative activities for different age and ability levels in order to increase student attendance and participation (and that is not limited to only homework help or academic support), and 3) building stronger relationships and better communication with parents. Other areas that the present report shows as needing improvement include: a) increasing community service opportunities for students (e.g., via community partnerships), b) increasing operating hours by setting a statewide minimum for every 21st CCLC school year program (e.g., 8 hours per week), and c) improving upon the collaboration and communication between program staff and school day teachers, including the integration of school day activities with afterschool programming. Given that some programs have been quite successful in some of these activities, sharing of successes and lessons learned would also benefit 21st CCLC programs in Montana (e.g., via statewide meetings – online or in-person, regular communications on best practices (e.g., quarterly newsletter), establishing a Community of Practice, building an online resource library, etc.).

In addition, the following are areas that should be targeted for improvement based on state performance indicator results. Recommendations for improving upon these areas are also noted.

- **Need to increase regular attendees (30+ days).**
 - Programmatic strategies for maximizing student participation include: (a) design program features to meet the needs and preferences of students and parents, (b) promote awareness of the program within schools and to parents, and (c) use attendance data to identify students facing difficulties in attending the program.
- **Adult/family activities, career readiness & community/service learning activities are offered at lower rate (about 50% of centers, and less frequent) – need to increase these offerings as these were stated as State priority areas.**
 - Identify strategies that will help increase these offerings & offer professional development opportunities.
 - Encourage collaboration – what are other sites doing & lessons learned?

- **Centers reported the lowest ratings in the areas of Partnerships (as measured by the MT Monitoring and Quality Improvement Self Assessment).**
 - Offer training on Partnerships (how to establish, collaborate, etc.) and continue the evaluation trainings (webinars, online recordings, annual conference and regional meetings) we have begun.
 - Examine the self-assessment data more critically to identify in what specific items they are scoring low, and identify / offer training to address these areas.
- **Objectives associated with student motivation/engagement in class activities (i.e. homework completion and class participation) were not met and were not impacted by participation levels. As well, only about 2/3 of teachers are seeing positive changes in student behavior and conflict resolution skills.**
 - Encourage collaboration with school day teachers to determine ways to offer consistent motivational strategies across both school day and afterschool programming.
 - Include evidence-based social emotional learning opportunities as part of programming.

Conclusion

The 21st CCLC program is focused on providing enrichment activities outside of school hours that help students meet state and local standards in core academic subjects and complement their regular academic programs, as well as provide other educational services, including career and job training, to the families of participating children. The present annual state evaluation report summarizes data collected during the 2016-17 grant year and offers a plethora of new data based on the new and expanded Montana evaluation plan.

During the 2016-17 grant year, a total of 79 grantees and 147 centers offered 21st CCLC programming statewide, serving approximately 14,477 students and 919 adults/family members. The number of students represents a 23% increase in participation during the school year. In general, the centers offered high quality programming, including but not limited to: STEM related activities, homework help, literacy, arts and music, and physical fitness. Thus, programming was diverse and aligns with school day academics as reported by school and program administrators. 21st CCLC programs were staffed by approximately 1,983 adults, most of whom are teachers or other non-teaching school staff. Of these staff members, 41% are volunteers. In addition, programs partnered with 894 organizations whom primarily provided programming and activity support services.

Results showed that 21st CCLC administrators rated their centers as meeting a number of quality standards. For example, over 88% of centers statewide met compliance targets for Staffing and Professional Development, Management and Sustainability, and Health & Safety. Analyses also shows that grantees who have more years of experience (5+ years) with the 21st CCLC grant self-report a higher level of compliance with quality indicators as compared to those who have less experience (3-4 years), particularly in the areas of Staffing/Professional Development, Organizational Structure & Management, and Evaluation/ Measuring Outcomes.

In addition, data available on 30 state objectives showed that of these, 15 were met (50%) during the grant year which represents an increase from the prior year in which only 39% of indicators were met. Indicators were met in the areas of: student reading and math performance, student behavior, conflict resolution skills, personal control, feelings of belongingness, parent, teacher and school administrator satisfaction with the program, parental knowledge and awareness of student progress, participation of enrolled students, and centers offering health/physical fitness/nutrition activities and summer programming.

Similar to the results on center experience, comparisons made to determine whether student attendance (or “dosage”) influenced outcomes showed that this was the case. Specifically, regular students who attended the program more frequently demonstrated

higher levels of performance or changes in a number of outcomes; this indicates that promotion of greater participation in 21st CCLC programming is critical to making impacts on student lives.

Other data from the surveys reveal that the 21st CCLC programs are being rated positively. For example, there is also a high level of satisfaction among students (86-92%) and parents (97.5%) with respect to 21st CCLC programs. According to parents, they were most satisfied with safety, the overall program, and hours of operation. They were least satisfied with parent/family programming and the number of adults available at 21st CCLC programs. Teachers and school administrators also reported a high level of satisfaction in the variety and quality of academic and enrichment opportunities offered to students. Furthermore, about 2/3 of teachers reported being satisfied with communication and collaboration with program staff, and felt the afterschool program fit in with the school day. This is important given the emphasis of the new ESSA legislation on coordination and collaboration between afterschool and school day curricula.

Best Practice Recommendations

The following recommendations are drawn from articles summarized in *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. This compendium is composed of nearly 70 research articles, essays and commentaries organized to help schools and communities leverage out of school time to accelerate student achievement and wellbeing.

- **Offer Inspired Programming**

There should be a major emphasis on providing students with fun, hands-on, engaged learning experiences that are tied to the regular school day. Some strategies for providing engaging learning experiences include but are not limited to: (a) make learning relevant by incorporating practical examples and connecting instruction to student interests and experience, (b) make learning active through opportunities for collaborative learning and hands-on academic activities, and (c) build positive adult-student relationships among OST program participants.

- **Aligning the 21st Century Community Learning Centers program with school-day learning to provide more time for youth to practice skills and expand knowledge.**

Strategies for aligning programs include: (a) use OST program coordinators to maintain communication between school and program personnel, (b) designate a school staff person to coordinate communication with OST programs and to help them support school needs, (c) connect OST instruction to school instruction by

identifying school-based goals and learning objectives, and (d) coordinate with the school to identify staff for OST programs. To support the alignment with the school day, programs are expected to have regularly scheduled communication and intentional planning between school day and center staff.

- **Well Structured and Diverse Program Offerings**

Structure includes minimum time requirements set by the state that will provide students with ample opportunities to engage in math, reading, and science enrichment, as well as a wide array of fine arts education, physical recreation, character building, service learning, tutoring, entrepreneurial education, and other personal enrichment activities not always available during the regular school day.

- **Results-Oriented Focus**

To enhance accountability and data-driven best practices, use extensive data tracking and monitoring procedures. This includes employing a continuous improvement model approach for progress and outcome monitoring.

- **Community Involvement**

Communities are at the core of successful programs. Grantees should make a strong effort to the surrounding community to procure business partnerships, expertise in enrichment areas, and best practice recommendations.

- **Strong Professional Development**

Excellent afterschool programs depend largely on the talents and abilities of staff and leaders. Strong professional development makes program staff aware of the impact of their decisions, the way they think about the program and participants, and how they handle challenges.

- **Promoting Family Engagement**

Programs should provide parents with an opportunity to provide input on all facets of the program, inform parents of participants' progress, and formally invite parents to attend program events.

In sum, the Montana 21st CCLC program is to be commended for its efforts in assisting grantees with their implementation of these much-needed out of school time programs. This includes but is not limited to monitoring visits, quarterly regional meetings, and regularly scheduled conference calls with grantees to share the latest news on 21st CCLC programming, lessons learned, and to recognize outstanding programming or

outcomes. While it is evident that there is progress to be made with respect to outcomes, with continued support, technical assistance, and progress monitoring, it is also clear that Montana has a strong foundation from which to build on and achieve positive results for communities and their youth.