

MONTANA STATE EVALUATION REPORT



21st
Century

Community Learning Centers

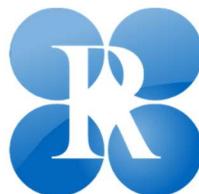
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2015-16 Annual Report

PREPARED BY:

Miriam Resendez, M.A.

Program Evaluator



JEM & R, LLC

Montana State Evaluation Report

2015-16 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 2015 to May 2016. 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 149 centers offered 21st CCLC programming to approximately 12,559 students during the school year and 5,879 during the summer. A total of 1,771 staff provided services and supports to students in these programs. Of these staff members, 68% were paid staff and 32% were volunteers. Over half of them (56%) were teachers or other non-teaching school staff. Grantees also reported establishing partnerships with 890 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 2015-2016 reporting period and is lower than the national average of 53.5%. On average, centers served 108 youth with 46 being regular attendees. However, when center populations are categorized, there is some variability evident. For example, only 13% of centers served over 200 students, whereas over half (57%) served 100 or less. This is consistent with the rural nature of Montana.

In terms of demographics, students were divided almost evenly between males and females, and the large majority were White (71%) 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 (7%) 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 2015-2016 program year. The most frequent activities (measured by days per week and hours per session) offered during summer programming included: youth leadership, arts and music, physical fitness, college and career readiness, and STEM-related activities. The most frequent activities offered during the school year (Fall and Spring semesters) included: college and career readiness, tutoring, mentoring, 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 (92%), arts and music (85%), physical activity (78%), and homework help (74%). 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, especially during the summer. 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 960 adults/family members were served. All centers provided services to students, whereas a smaller number of centers (N=35) 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.

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 equally, 3) Programming/Activities, Grant Management & Sustainability, and Staffing/Professional Development. The weakest areas are in Partnerships and Evaluation/Measuring Outcomes.

Five of the 8 key areas of practice in afterschool programs are included as state objectives. Below are the 2015-16 results for these objectives. While none met the state target (that 100% of centers will meet compliance targets), the fact that over 80% of centers are compliant in the vast majority of indicators that constitute each key area is noteworthy.

- 112 of 140 centers (80.0%) met compliance target for Organizational Structure and Management
- 109 of 135 centers (80.7%) met compliance target for Partnership
- 124 of 140 centers (88.6%) met compliance target for Staffing and Professional Development
- 122 of 138 centers (88.4%) met compliance target for Management and Sustainability
- 124 of 140 centers (88.6%) met compliance target for Health & Safety

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?

With respect to outcomes, there are a few limitations that should first be noted. Academic state assessment data were not available for the 2015-2016 school year, and are not reported. Instead, academic outcome indicators are solely based on teacher surveys. Furthermore, a number of indicators rely on additional surveys (parent, school administrator, students, etc.) which were not available during the reporting year. There are also two program level indicators that are not currently available to the evaluator. Finally, this is the first year in which some of the outcome data has been collected and reported and thus, this serves as a baseline year for these indicators. Given these caveats, data was available for 18 indicators. Of the 18 indicators measured, seven (39%) were met. Indicators that were met included:

- Improvement or maintenance in student reading performance (over 95%)
- Improvement or maintenance in student math performance (over 95%)
- Improvement in student conflict resolution skills (over 50%)
- Improvement in student behavior (over 60%)

- Teacher satisfaction (over 90% satisfied)
- Increase in the frequency of participation of enrolled students (over 5% growth)
- Offering health/physical fitness/nutrition activities (over 75% of centers)

Comparisons were also made to determine whether attendance (or “dosage”) influenced teacher perceptions of changes observed among their students. Specifically, teachers’ ratings of students who attended only 30-89 days (low dosage) were compared to ratings of students who attended over 90 days (high dosage). Overall, results were mixed. In some areas, such as academic performance, a slightly higher percentage of teachers who rated high dosage students perceived more improvement as compared to teachers who rated low dosage students. In other areas, such as student participation and homework completion, the opposite occurred. We will continue to monitor these trends to examine if differences are observed over time and across different respondents.

Despite the limited number of indicators that were met, other data from the teacher surveys (and the aforementioned Self Assessment) reveals that positive progress is being made. For example, when rating students who had room to grow, teachers reported the greatest amount of improvement in overall academic performance (72%), reading performance (71%) and math performance (69%). They also observed a great deal of improvement in student behaviors such as seeking assistance (67%) and handling conflicts (65%). The areas that showed the least amount of improvement (though still a high amount) were in attending class regularly and volunteering (both 51%). Furthermore, over $\frac{3}{4}$ of teachers reported being satisfied with communication and collaboration with program staff, and a greater majority (86%) 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. Teachers also reported overwhelmingly that they value the 21st CCLC programs and feel it benefits their students academically, which is a major goal of this grant.

In sum, Montana currently 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

“A powerful convergence of factors—including a lack of federal, state and local funding, and families and communities beset by tight budgets—leaves 15.1 million school-age children alone and unsupervised in the hours after school. Afterschool programs are essential to keep kids safe, engage children in enriching activities, and give peace of mind to moms and dads during the out-of-school hours. There are approximately 8.4 million school-age children in afterschool programs. This includes 1.6 million kids who attend 21st Century Community Learning Centers (21st CCLC), programs that serve children living in high-poverty areas and attending low performing schools. At a time when families and communities are struggling financially and kids are falling behind academically, afterschool programs are needed more than ever.” – Afterschool Alliance¹

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”² 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 youth during non-school hours, and reducing school violence³. 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

¹ Afterschool Alliance (2013) National Fact Sheet. Retrieved from: http://www.afterschoolalliance.org/National_fact_sheet_04_03_13.pdf

² U.S. Department of Education (2016). 21st Century Community Learning Centers. Retrieved from: <http://www2.ed.gov/programs/21stcclc/index.html>

³ Harvard Family Research Project (2002). Evaluation of 21st CCLC Programs. Retrieved from: www.hfrp.org/content/download/1094/48599/file/issuebrief2.pdf

FIGURE 1. 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.

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 recently revised their state evaluation plan to: 1) ensure alignment between program activities and state goals and objectives, 2) meet the new ESSA requirements for state and local evaluations, and 3) promote a continuous program improvement process that offers timely feedback to key stakeholders. The present report provides results from the 2015-16 program. Of note, the present evaluator was not hired until December 2016, and results presented herein rely on existing data as well as the prior evaluation framework (see next section).

EVALUATION DESIGN AND METHODOLOGY

Understanding the importance of evaluation, OPI commissioned a 5-year evaluation plan in 2015 to effectively identify the indicators and data needed to measure and evaluate the effectiveness of 21st CCLC in Montana. This plan consisted of both the federal GPRA measures, as well as additional indicators identified in Montana as important in order to analyze and measure the success of its 21st CCLC programs. During this time, the United States Department of Education also went through a redesign of their Annual Performance Report (APR) data collection system. Because of the redesign, a temporary infrastructure was created with sub-grantees in Montana to report their program specific data to OPI for the 2014-16 grant years, which could then be aggregated and submitted to meet federal data reporting requirements. As a result, the 2015-16 evaluation results reported herein rely on (and are limited to) the following sources of information:

- Attendance, Activities, and Staffing APR excel spreadsheets
- Monitoring and Quality Improvement Self-Assessment Tool
- Teacher Survey

Upon hiring of the new research and evaluation firm in December of 2016, JEM & R LLC has worked closely with OPI and key stakeholders to (re)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.

Evaluation Framework

It is important that comprehensive evaluations, such as this one, include both process and outcome measures. Moreover, under both NCLB and ESSA, such an approach is required. Specifically, 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 evaluation⁴ are provided in the table below. 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.

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</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>

⁴ Not all questions will be addressed each program year as the evaluation will evolve and be customized according to findings and lessons learned from prior years.

Evaluation Questions	Goals	Objectives
high school students), and healthy youth development?		Objective 4.3: High school students participating in 21 st CCLC programs will participate in career development opportunities.
What other effect(s) and/or unintended consequences have resulted from the implementation of out of school programs?	<i>MT GOAL 2: 21st Century Community Learning Center Programs will provide a safe, supportive, and healthy environment for youth.</i>	Objective 2.1: Students participating in 21 st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety.
	<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 3.2: Students will demonstrate increases in community and civic engagement.
	<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 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.

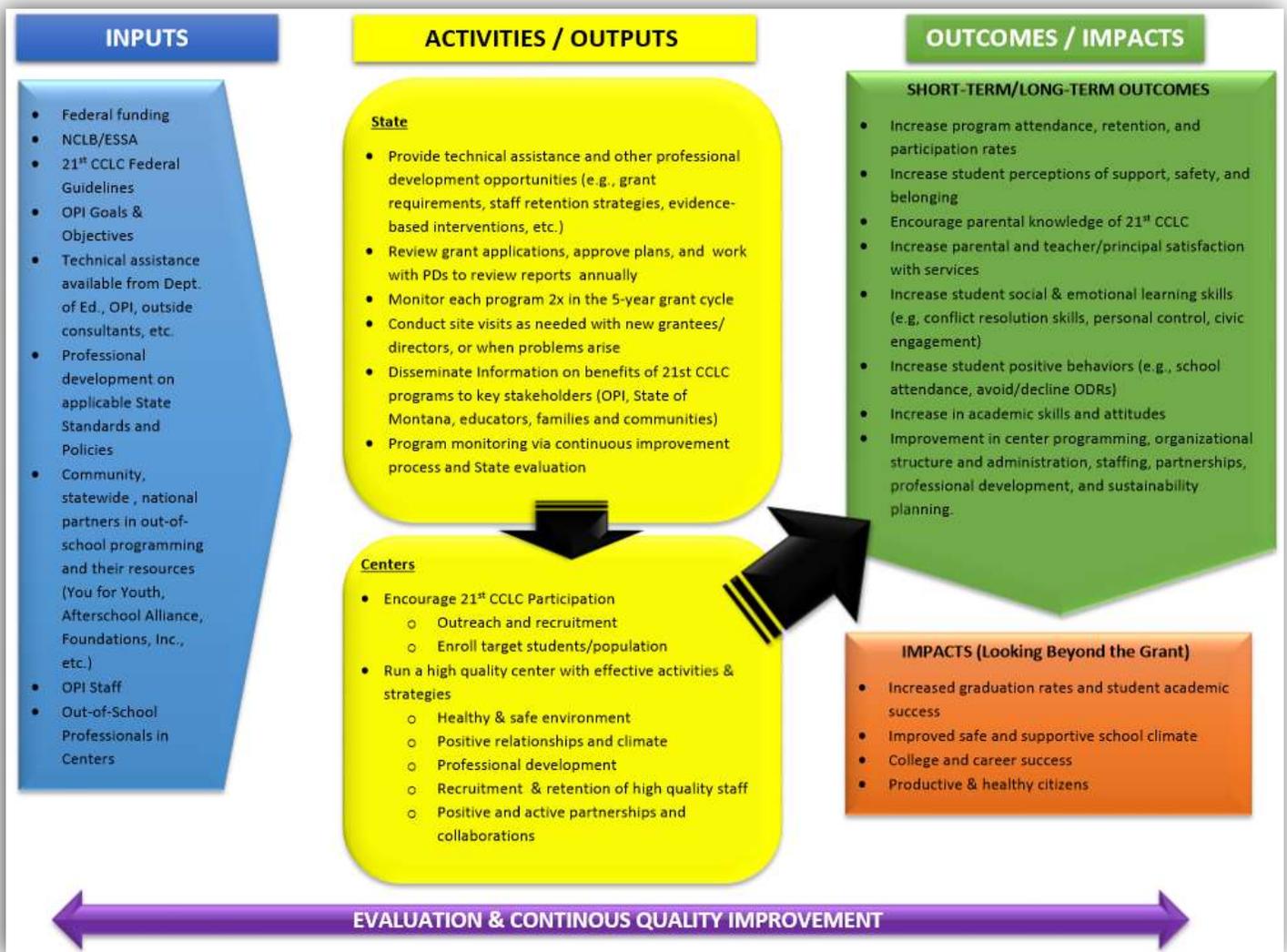
Summary of Progress

During the first four months, the evaluator has worked closely with grant staff to clarify grant activities, outcomes and measures, roles and responsibilities, and potential barriers and contextual influences that could impact the evaluation. Activities conducted thus far include, but are not limited to:

- Revised the evaluation plan that was developed previously and the OPI Monitoring and Quality Improvement Tool so these align to new ESSA requirements and state goals/objectives;
- Developed a logic model that illustrates the alignment between inputs (assets), activities, and outcomes that constitute the Montana 21st CCLC Grant program. A full logic model and brief, high-level logic model were produced. The following figure shows the high-level logic model that has been shared with local grantees for communication purposes as well.
- Conducted several 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.
- Developed new surveys for teachers, school administrators, students, parents, program staff, and program administrators. Also developed a process guide for administration. These are being administered Spring 2017.
- Completed the present report.

FIGURE 2. MONTANA 21ST CCLC LOGIC MODEL – HIGH LEVEL OVERVIEW



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 enhances the likelihood that the process and findings are utilized to inform decisions and improve project activities and outcomes.

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. Centers primarily serve students during the school year, but many have summer programs, and others provide services to family members. The report continues with a description of the services / activities that were offered and program attendance. This is followed by outcomes observed during the 2015-16 grant year. Of note, due to lack of accessibility to both the prior federal system (PPICS) and state grant data collection system (Creating Change), historical comparisons are not possible at this time. Therefore, all findings are presented for the 2015-16 grant year only. The report wraps up with conclusions, recommendations, and proposed future plans for the state evaluation.

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 149 centers in 2015-16. 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 2015-16 program year.

TABLE 2. 21ST CCLC GRANTEE AND CENTERS: 2015-2016

# 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 of Red Lodge	12	Boys & Girls Club of Red Lodge
8	Boys & Girls Club of Red Lodge	13	Roberts
9	Boys & Girls Clubs N Cen MT	14	B & G Club of NC MT
10	Boys & Girls Club Glacier Co	15	Boys & Girls Glacier-COLFLS
11	Boys & Girls Clubs of Lewistown	16	Boys & Girls of Club of Lewistown
12	HELP Com and Boys & Girls Club	17	Boys & Girls of the Hi-Line (HAVRE)
13	Boys & Girls Club Yellowstone-LOCKWOOD	18	Lockwood
14	Boys & Girls Club Yellowstone-CASTLE RCK	19	Bair Family Clubhouse
14	Boys & Girls Club Yellowstone-CASTLE RCK	20	Bench Extension
15	Boys & Girls Club Yellowstone-MCKINLEY	21	McKinley/Teen
16	Bridger K-12 Schools	22	Bridger
17	Browning Elem	23	Babb Elementary (K-6)
17	Browning Elem	24	Browning Elementary (2-3)
17	Browning Elem	25	Browning High School (9-12)
17	Browning Elem	26	Browning Middle School (7-8)
17	Browning Elem	27	Browning Summer Center
17	Browning Elem	28	Napi Elementary (4-6)
18	Butte Elem	29	Butte High School (Summer Only)
18	Butte Elem	30	Emerson
18	Butte Elem	31	Kennedy
18	Butte Elem	32	Margaret Leary
18	Butte Elem	33	West Elementary
18	Butte Elem	34	Whittier School
19	Cascade Elem	35	Cascade

# Sites	Grantees	# Centers	Centers
20	Centerville Elem	36	Big Stone School
20	Centerville Elem	37	Centerville LEAP
21	Charlo Elem	38	Charlo
22	Conrad Elem	39	Meadowlark School
22	Conrad Elem	40	Prairie View School
22	Conrad Elem	41	Utterback School (6-8)
23	Corvallis K-12 Schools	42	Corvallis 7-8
24	Dixon Elem	43	Dixon School
25	Drummond Elem	44	Drummond (K-6)
25	Drummond Elem	45	Drummond (7-12)
26	Dutton/Brady K-12 Schools	46	Dutton-Brady Schools
26	Dutton/Brady K-12 Schools	47	Dutton/Brady Birch Creek Colony
26	Dutton/Brady K-12 Schools	48	Dutton/Brady Pondera Colony
27	East Glacier Park Elem	49	East Glacier
28	East Helena Elem	50	East Helena Schools
29	Eureka Elem	51	Eureka Elementary
30	Fairview Elem	52	Fairview
30	Fairview Elem	53	Circle
30	Fairview Elem	54	Frontier
31	Frazer H S	55	Frazer High School
31	Frazer H S	56	Plenty Coups High School
32	Frenchtown K-12 Schools	57	Frenchtown Elementary
33	Friendship Montana	58	Friendship House
34	Greater Gallatin United Way - Boseman	59	Chief Joseph (GG)
34	Greater Gallatin United Way - Boseman	60	Emily Dickinson (GG)
34	Greater Gallatin United Way - Boseman	61	Hawthorne School HAWKS (GG)
34	Greater Gallatin United Way - Boseman	62	Hyalite Center (GG)
34	Greater Gallatin United Way - Boseman	63	Irving Tigers (GG)
34	Greater Gallatin United Way - Boseman	64	Longfellow CARES (GG)
34	Greater Gallatin United Way - Boseman	65	Lucky Stars (Morning Star) (GG)
34	Greater Gallatin United Way - Boseman	66	Meadowlark SOAR
34	Greater Gallatin United Way - Boseman	67	Whittier Wildcats (GG)
35	Greater Gallatin United Way - Belgrade	68	Belgrade Middle School (5-8)
35	Greater Gallatin United Way - Belgrade	69	Heck/Quaw Elementary
35	Greater Gallatin United Way - Belgrade	70	Saddle Peak Elementary
35	Greater Gallatin United Way - Belgrade	71	Ridge View Elementary
36	Hamilton K-12 Schools	72	K-1 Washington School Center
36	Hamilton K-12 Schools	73	Keystone Center
37	Hamilton K-12 Schools	74	High School
37	Hamilton K-12 Schools	75	Hamilton Middle School Center
38	Hardin Elem	76	Crow Agency
38	Hardin Elem	77	Fort Smith

# Sites	Grantees	# Centers	Centers
38	Hardin Elem	78	Hardin Intermediate (3-5)
38	Hardin Elem	79	Hardin Primary (PreK-2)
39	Harlem H S	80	Harlem Elementary
39	Harlem H S	81	Harlem High School
40	Harlowton Elem	82	Harlowton Elementary
40	Harlowton Elem	83	Harlowton High School
41	Hays-Lodge Pole K-12	84	Hays-High School
41	Hays-Lodge Pole K-12	85	Lodge Pole Elementary
41	Hays-Lodge Pole K-12	86	Mission Grade School
42	Heart Butte K-12 Schools	87	Heart Butte K-12 Center
43	Helena Family YMCA	88	Bryant
43	Helena Family YMCA	89	Helena Middle School
44	Highwood K-12	90	Highwood
44	Highwood K-12	91	Fort Benton
44	Highwood K-12	92	Geraldine
45	Hot Springs K-12	93	Hot Springs
45	Hot Springs K-12	94	Dayton
45	Hot Springs K-12	95	Valley View
46	Hot Springs K-12	96	Hot Springs High School
46	Hot Springs K-12	97	Plains High School
47	Huntley Project K-12 Schools	98	Huntley Elementary
48	Irwin & Florence Rosten Foundation	99	MAPS
49	Lame Deer Elem	100	Lame Deer Elementary
49	Lame Deer Elem	101	Lame Deer 7-12
50	Libby K-12 Schools	102	Libby Elementary
50	Libby K-12 Schools	103	Libby MS/HS
51	Lincoln K-12 Schools	104	Lincoln K-12 Schools
51	Lincoln K-12 Schools	105	Augusta Public Schools
51	Lincoln K-12 Schools	106	Helmville K-8
51	Lincoln K-12 Schools	107	Ovando K-8
52	Livingston Elem	108	Livingston East Side Elementary
53	Lone Rock Elem	109	Lone Rock
54	Melstone Elem	110	Melstone School
55	Missoula Elem	111	Missoula-Franklin
55	Missoula Elem	112	Missoula-Hawthorne
56	Missoula Elem	113	Missoula-Porter Middle School
57	Noxon Elem	114	Noxon Elementary/Junior HS/HS
58	Philipsburg K-12 Schools	115	Philipsburg
59	Phillips Co Coalition for Healthy	116	Malta Boys & Girls Club
60	Plains Elem	117	Plains
60	Polson Elem	118	Thompson Falls Elementary

# Sites	Grantees	# Centers	Centers
61	Polson Elem	119	Polson Summer Center
61	Polson Elem	120	Cherry Valley
61	Polson Elem	121	Linderman
61	Polson Elem	122	Polson Middle School
62	Potomac Elem	123	Potomac
63	Rocky Boy H S	124	Rocky Boy
64	Ronan HS	125	Ronan High School/Middle School
65	Ronan Elem	126	Ronan/Pablo-K. William Harvey
65	Ronan Elem	127	Ronan/Pablo-Pablo Elementary
65	Ronan Elem	128	Ronan/Pablo-Summer Center
66	Seeley Lake Elem	129	Seeley Lake Elementary School
66	Seeley Lake Elem	130	Clinton Elementary School
66	Seeley Lake Elem	131	Swan Valley School
67	Shelby Elem	132	Shelby
68	Sheridan Elem	133	Sheridan Elementary
68	Sheridan Elem	134	Sheridan Junior HS/High School
69	St. Ignatius K-12 Schools	135	St Ignatius Schools
70	St. Regis K-12 Schools	136	St Regis K-12 Schools
71	Sun River Valley Elem	137	Sun River - Fort Shaw School
72	Superior K-12 Schools	138	Superior
72	Superior K-12 Schools	139	Alberton
73	Terry K-12 Schools	140	Terry
74	Townsend K-12 Schools	141	Townsend Schools
74	Townsend K-12 Schools	142	Stevens Youth Center
75	Trout Creek Elem	143	Trout Creek Elementary
76	Troy Elem	144	Troy (7-12)
76	Troy Elem	145	Troy Elementary (K-6)
77	Twin Bridges K-12 Schools	146	Twin Bridges
78	Vaughn Elem	147	Fairfield Elementary and MS
78	Vaughn Elem	148	Vaughn Elementary and MS
79	Whitehall H S	149	Whitehall Elementary and MS

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 = 144). Total staff for the 2015-2016 school year was 1,771. There were 1,212 paid staff, which makes up 68% of the total staff. Volunteers made up the remaining 32% of school-year staff. As expected, summer programs were considerably smaller with total staff equaling 881. There were 694 (79%) paid staff, and 187 (21%) volunteer staff. Across both school year and summer programs, among the paid staff the majority (32%) were teachers or other non-teaching school staff (24%). Among volunteers, community members (33%) and college students (29%) were the most frequent volunteers.

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

Type of Staff Member	Summer 2015				School Year 2015-2016			
	Paid Staff		Volunteer Staff		Paid Staff		Volunteer Staff	
Administrators	104	15.0%	9	4.8%	144	11.9%	11	2.0%
College Students	38	5.5%	14	7.5%	45	3.7%	200	35.8%
Community Members	42	6.1%	84	44.9%	87	7.2%	162	29.0%
High School Students	100	14.4%	18	9.6%	113	9.3%	48	8.6%
Parents	12	1.7%	24	12.8%	12	1.0%	52	9.3%
School Day Teachers	209	30.1%	9	4.8%	398	32.8%	43	7.7%
Subcontracted Staff	26	3.7%	3	1.6%	29	2.4%	4	0.7%
Other Non-Teaching School Staff	126	18.2%	17	9.1%	338	27.9%	24	4.3%
Other	37	5.3%	9	4.8%	46	3.8%	15	2.7%
Total	694	100.0%	187	100.0%	1212	100.0%	559	100.0%
Average # staff per center	8	--	2	--	8	--	4	--

Results also show that a total 1,136 of staff (64% of SY total) were not funded under 21st CCLC funds. In terms of retention of staff, 164 staff members left the center during the grant year and were replaced.

In 2015-2016, grantees reported having 890 partners. The majority were non-profits, government entities, public schools, and for profit entities (56.7%).

TABLE 4. PARTNER ORGANIZATIONS BY TYPE

Type of Organization	Count	Percent
Non-Profit	157	17.6%
Government	132	14.8%
Public School	110	12.4%
For Profit Entity	106	11.9%
Community Based	87	9.8%
Organization	78	8.8%
Health-Based Org	42	4.7%
College University	40	4.5%
Other	40	4.5%
Library	28	3.1%
City	23	2.6%
Faith Based Org	17	1.9%
Museum	17	1.9%
Park Recreation District	10	1.1%
Charter School	2	0.2%
Private School	1	0.1%
Total	890	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 (42.5%).

TABLE 5. PARTNER RESOURCES / SUPPORTS

Partner Service	Count	Percent
Programming Activity	378	42.5%
Other	159	17.9%
Goods & Materials	127	14.3%
Funding	99	11.1%
Volunteer Staffing	96	10.8%
Paid Staffing	16	1.8%
Eval Services	15	1.7%
Total	890	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 counts all students who attended a center at least once during the reporting period, referred to as all students or total students. The second group includes the subset of students who attended a center for at least 30 days during the reporting period, called regular attendees. In Figure 2, total students are shown in blue, regular students are shown in yellow. As shown, the majority attended during the school year (and Spring in particular), while smaller numbers attended during the summer, as would be expected.

FIGURE 3. TOTAL AND REGULAR STUDENTS SERVED BY TIMING

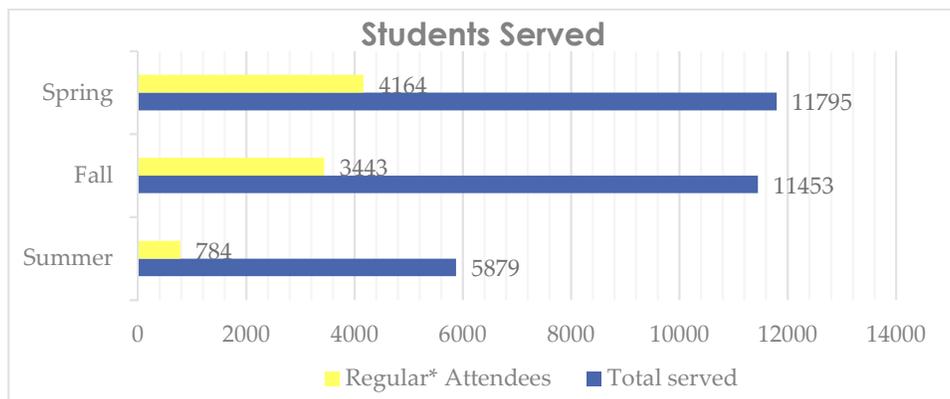


Table 6 and Figure 4 shows that a smaller proportion of total students attended 30 or more days as compared to students who attended less than 30 days. **Specifically, approximately 42% of school year participants were regular attendees. In comparison, nationally 53.5% of total students were regular attendees⁵.**

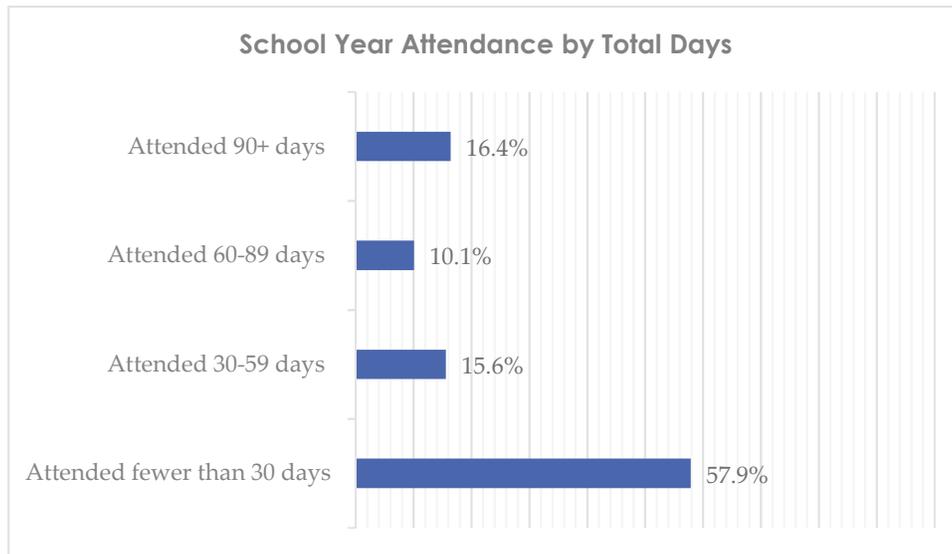
TABLE 6. TOTAL ATTENDANCE BY DAYS ATTENDED AND TIMING

	Summer 2015		SY 2015-16	
Total served*	5879		12559	
Attended fewer than 30 days	5186	88.2%	7544	57.9%
Attended 30-59 days	676	11.5%	2037	15.6%
Attended 60-89 days	17	0.3%	1320	10.1%
Attended 90+ days	0	0.0%	2139	16.4%

*Missing data means that total served is not the sum of days attended

⁵ US Department of Education. (2016). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2014-15 (11th report)*. Washington, DC.

FIGURE 4. PERCENT OF TOTAL DAYS ATTENDED



The following table shows the statewide totals as well as center averages. As shown, on average each center served 108 students, and 46 (or 43%) were regular attendees.

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

	State Total	Center Average
Total served	12559	108
Attended fewer than 30 days	7544	62
Attended 30+ days (Regular Attendee)	5014	46

Table 8 categorizes centers by the number of attendees served in the 2015-2016 school year. Centers vary greatly in size. Only 13% percent of centers served over 200 total attendees, whereas over half (57%) 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	21	18.8
51-100	43	38.4
101-200	33	29.5
201-300	12	10.7
301-400	2	1.8
401-500	1	0.9
Total	112	100.0

SUMMARY OF ATTENDANCE RESULTS

- The average number of students served by Centers during grant period: 108
- The average number of regular student attendees: 46
- Percentage of student attendees meeting the definition of regular student: 42%
- Total number of school year student attendees: 12,559
- Total number of school year regular student attendees: 7,544
- Total number of summer student attendees: 5,879

Student Demographic Characteristics

The majority of students served identified as White (71%), followed by American Indian (21%). 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 (57%). The proportion of summer and school year program attendee distributions was also fairly constant.

TABLE 9A. DEMOGRAPHIC COUNTS DISTRIBUTIONS AMONG PROGRAM ATTENDEES AND STATEWIDE

Demographic Category	Type	Summer		Spring*		Statewide
Gender	Male	2952	50.8%	5846	50.2%	
	Female	2860	49.2%	5800	49.8%	
Ethnicity/Race	White	4161	71.3%	7618	70.9%	79.2%
	Hispanic	178	3.0%	342	3.2%	4.5%
	American Indian	1196	20.5%	2304	21.5%	11.4%
	African American	61	1.0%	109	1.0%	0.9%
	Asian / Pacific Islander	55	0.9%	82	0.8%	0.8%
	Two or more races	187	3.2%	283	2.6%	3.1%
Special Populations	LEP	99	1.7%	161	1.4%	
	Free/reduced lunch	3371	57.3%	6724	57.0%	44%
	Special needs	441	7.5%	837	7.1%	12%

*School Year data was not available by demographic characteristics (only semester data). The Spring 2016 data is used as a proxy for the school year as it had the majority of participants.

In comparison to statewide proportions (see Figures 5 and 6), 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 5. STUDENT AND STATEWIDE ETHNIC DISTRIBUTIONS

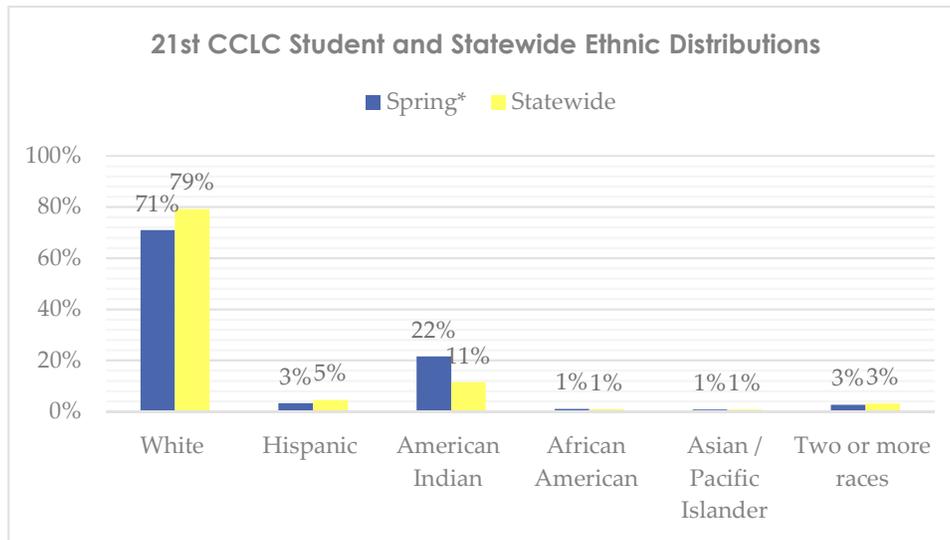


FIGURE 6. STUDENT AND STATEWIDE SPECIAL POPULATION DISTRIBUTIONS

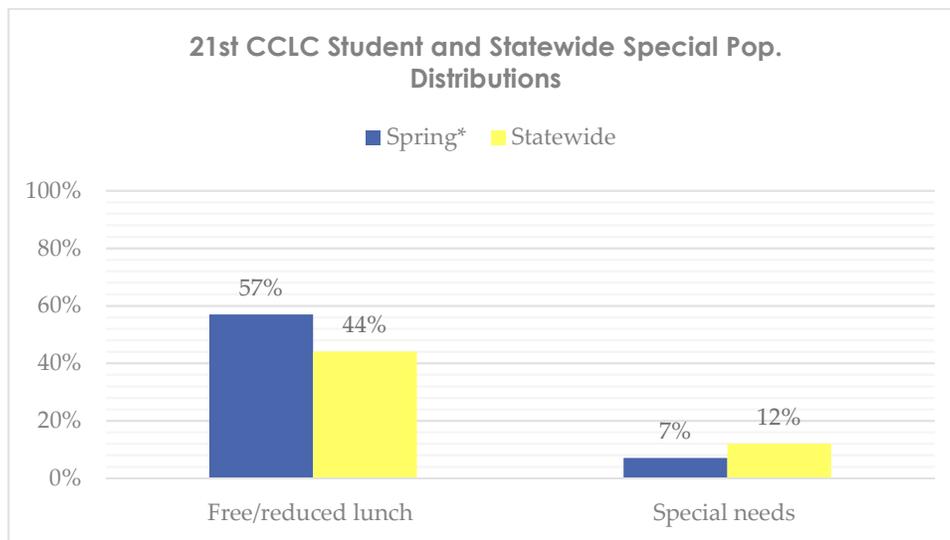
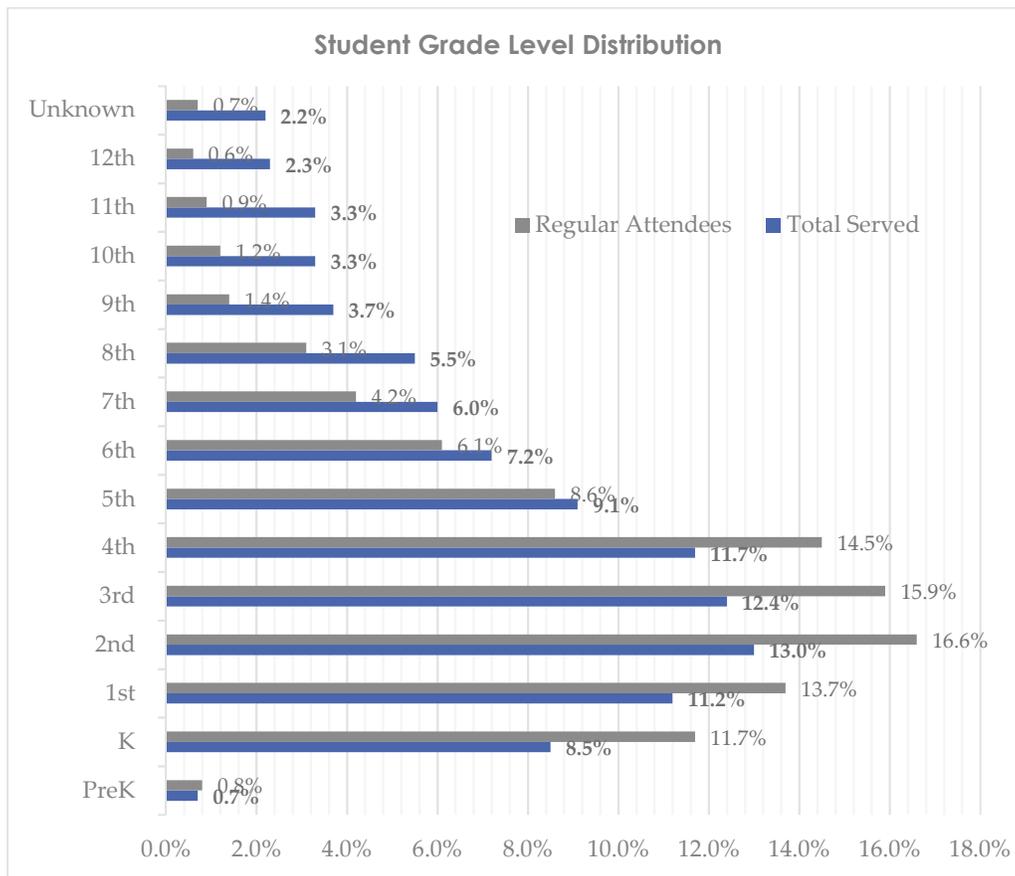


Table 9 shows the number and percent distribution of total and regular attendees by grade. Centers serve students from pre-kindergarten through 12th grade. Of the 14 grades, pre-kindergarteners represent the fewest at a little over half a percent of total attendees. Among both total and regular attendees, grades K through five are over-represented, accounting for more than half of the total, 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 9B. TOTAL SERVED AND REGULAR ATTENDEE BY GRADE LEVEL

Grade	Total Served		Regular Attendees	
PreK	84	0.7%	42	0.8%
K	1088	8.5%	640	11.7%
1st	1444	11.2%	748	13.7%
2nd	1678	13.0%	903	16.6%
3rd	1592	12.4%	865	15.9%
4th	1506	11.7%	789	14.5%
5th	1167	9.1%	470	8.6%
6th	930	7.2%	332	6.1%
7th	767	6.0%	227	4.2%
8th	714	5.5%	169	3.1%
9th	482	3.7%	79	1.4%
10th	423	3.3%	64	1.2%
11th	421	3.3%	49	0.9%
12th	294	2.3%	34	0.6%
Unknown	279	2.2%	39	0.7%
Total*	12869	100.0%	5450	100.0%

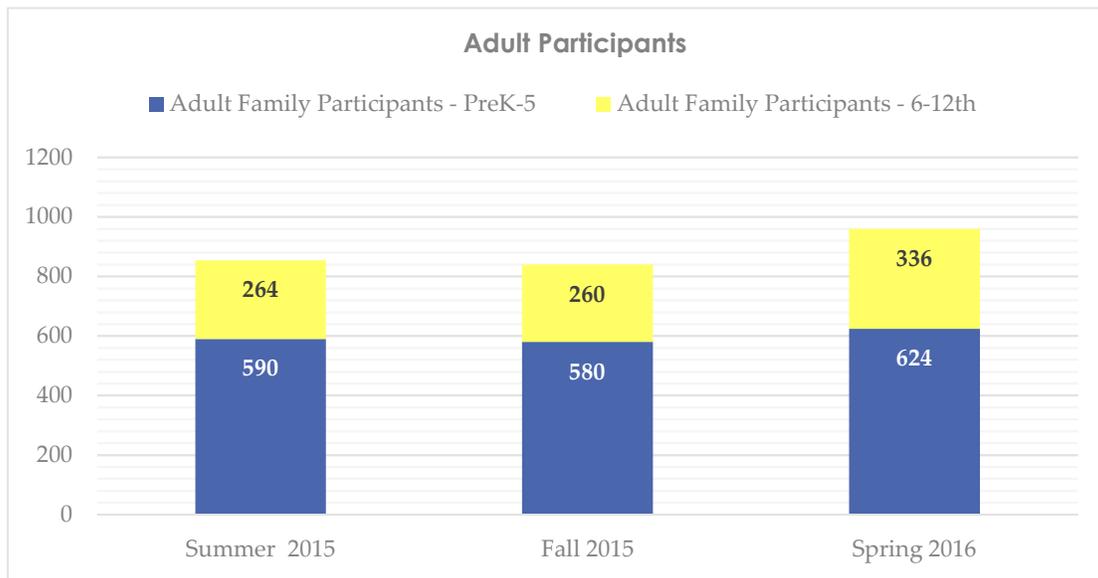
*Total may not equal other total counts due to missing data.



Adult / Family Participants

The following table shows the number of adult or family participants in 21st CCLC programming. The highest participation occurred in the Spring semester with a total of 960 adult/family participants. In addition, a greater proportion of participation (65%) occurred among adults/family members of elementary students (preK-5) as compared to middle to high school students (35%). This is not surprising given that the majority of program participants are elementary students.

FIGURE 7. ADULT PARTICIPATION BY STUDENT GRADE LEVEL



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, and for STEM activities, which academic areas it targeted. As shown in Table 10, centers offered a wide range of activities during the 2015-2016 program year. The most frequent activities offered (measured by days per week and hours per session) during summer programming included: youth leadership, arts and music, physical fitness, college and career readiness, and STEM-related activities. The most frequent activities offered during the school year (Fall and Spring semesters) included: college and career readiness, tutoring, mentoring, homework help, and literacy activities. Thus, there is a focus during school year programming on academic supports as compared to summer programming which tends to focus on personal and physical enrichment activities. The average number of hours per activity is 3-3.5 hours per week, and the average number of participants per activity is 24 during summer and 20 during the school year.

TABLE 10. 21ST CCLC PROGRAM STUDENT ACTIVITIES (FREQUENCY, AVERAGE HOURS PER SESSION, AND AVERAGE NUMBER OF PARTICIPANTS)

Activity or Service	Summer 2015			Fall 2015			Spring 2016		
	Average days per week	Average hours per session	Average number of participants	Average days per week	Average hours per session	Average number of participants	Average days per week	Average hours per session	Average number of participants
Arts & Music	<i>Weekly</i>	3.7	26	<i>Weekly</i>	2.3	22	<i>Weekly</i>	2.1	20
College and Career Readiness	<i>Weekly</i>	3.6	15	<i>Weekly</i>	3.2	22	<i>Weekly</i>	3	20
Community/Service Learning	<i>Monthly</i>	5.1	49	<i>Monthly</i>	2.2	23	<i>Monthly</i>	1.4	26
Counseling Programs	<i>Weekly</i>	0.8	15	<i>Weekly</i>	0.8	15	<i>Monthly</i>	1	16
Drug Prevention	<i>Monthly</i>	8.8	34	<i>Monthly</i>	1.1	52	<i>Weekly</i>	1.5	29
English Language Learners Support	<i>Weekly</i>	1	1	<i>Weekly</i>	1.5	9	<i>Weekly</i>	1.2	15

Activity or Service	Summer 2015			Fall 2015			Spring 2016		
	Average days per week	Average hours per session	Average number of participants	Average days per week	Average hours per session	Average number of participants	Average days per week	Average hours per session	Average number of participants
Entrepreneurship	Monthly	2.6	18	Monthly	2.4	11	Monthly	1.7	16
Homework Help	Weekly	2.4	28	Weekly	2.7	21	Weekly	2.6	21
Literacy	Weekly	3.2	5	Weekly	1.6	11	Weekly	2.5	8
Mentoring	Weekly	3.4	21	Weekly	2.9	16	Weekly	2.3	16
Physical Activity	Weekly	3.7	26	Weekly	2.3	26	Weekly	2.2	25
STEM	Weekly	3.6	25	Weekly	2.1	19	Weekly	2.3	21
STEM-Engineering	Weekly	3.2	24	Weekly	2.4	21	Weekly	2.6	21
STEM-Math	Weekly	3.2	27	Weekly	1.9	20	Weekly	2.4	21
STEM-Science	Weekly	3.7	26	Weekly	2.2	21	Weekly	2.3	21
STEM-Technology	Weekly	3	27	Weekly	2.4	20	Weekly	2.2	22
Truancy Prevention	Monthly	2.5	55	Monthly	1.2	16	Monthly	1.2	17
Tutoring	Weekly	2.2	19	Weekly	4.6	17	Weekly	1.1	16
Violence Prevention	Weekly	2.3	35	Monthly	10	27	Monthly	1.2	21
Youth Leadership	Weekly	3.8	20	Monthly	8.3	20	Monthly	5	21

Figure 8 and Table 11 show the number and percent of centers that provided each type of activity during Spring of 2016⁶ and the Summer of 2015 respectively. During the Spring of 2016, the majority of centers provided STEM-related activities (92%), arts and music (85%), physical activity (78%), and homework help (74%). These were also the most commonly offered activities during the summer: physical activity (83%), STEM-related activities (76%), arts and music (71%). The least offered program activities during the school year were counseling programs, ELL supports, truancy prevention, 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**

⁶ The Spring 2016 data is used as a proxy for the school year as it had the majority of participants.

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.

FIGURE 8. PROPORTION OF CENTERS ENGAGING IN ACTIVITY TYPE BY TIMING

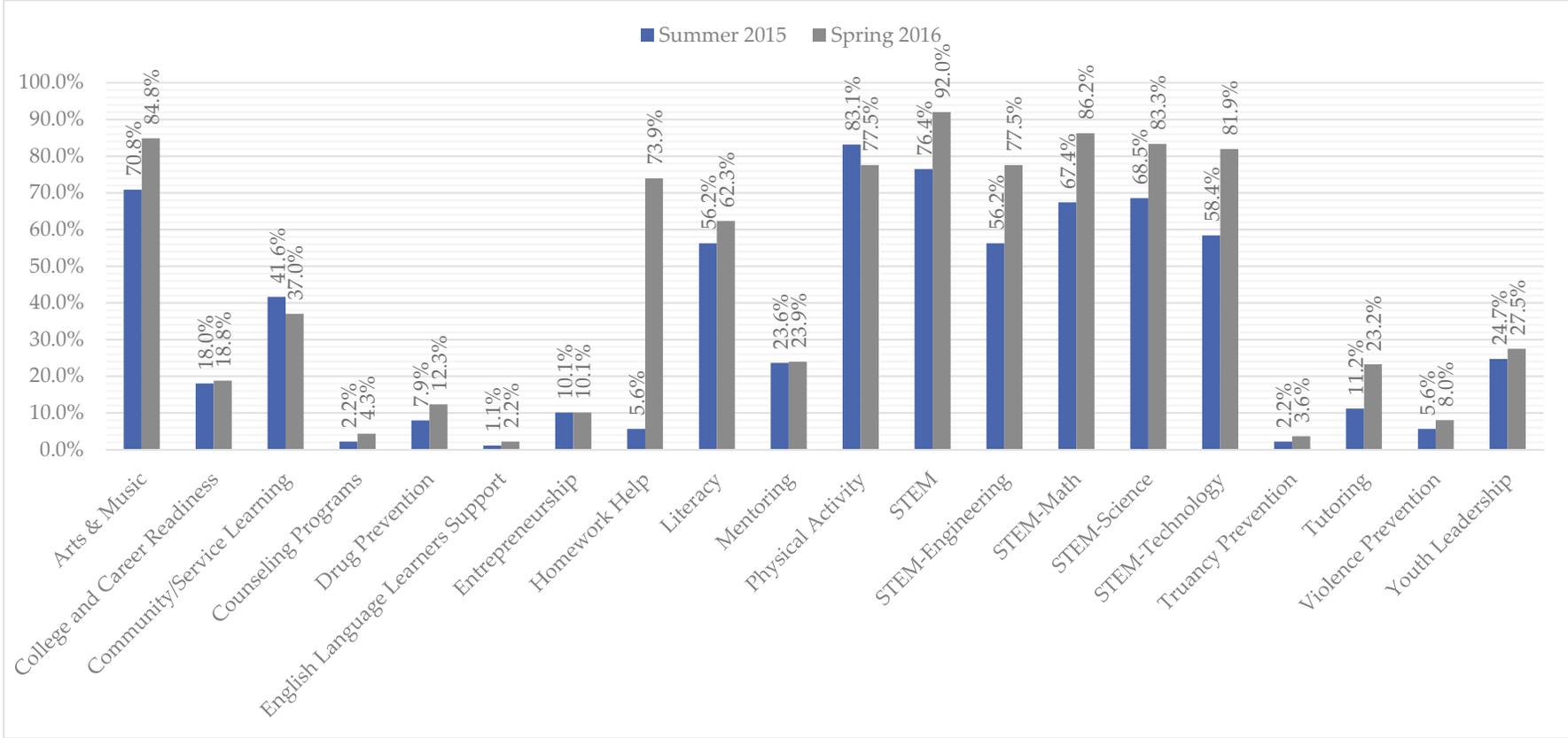


TABLE 11. NUMBER AND PROPORTION OF CENTERS BY ACTIVITY IMPLEMENTATION

Activities	Summer 2015		Spring 2016	
	# of Centers	% of Centers	# of Centers	% of Centers
Arts & Music	63	70.8%	117	84.8%
College and Career Readiness	16	18.0%	26	18.8%
Community/Service Learning	37	41.6%	51	37.0%
Counseling Programs	2	2.2%	6	4.3%
Drug Prevention	7	7.9%	17	12.3%
English Language Learners Support	1	1.1%	3	2.2%
Entrepreneurship	9	10.1%	14	10.1%
Homework Help	5	5.6%	102	73.9%
Literacy	50	56.2%	86	62.3%
Mentoring	21	23.6%	33	23.9%
Physical Activity	74	83.1%	107	77.5%
STEM	68	76.4%	127	92.0%
STEM-Engineering	50	56.2%	107	77.5%
STEM-Math	60	67.4%	119	86.2%
STEM-Science	61	68.5%	115	83.3%
STEM-Technology	52	58.4%	113	81.9%
Truancy Prevention	2	2.2%	5	3.6%
Tutoring	10	11.2%	32	23.2%
Violence Prevention	5	5.6%	11	8.0%
Youth Leadership	22	24.7%	38	27.5%
Total	89	100.0%	138	100.0%

Centers were also asked to report on any parent/family activities that they implemented. As shown below, the most frequent activity is career or job training (when offered, it is typically done weekly for an average of 2 hours). All other activities occur once per term or on an as needed basis. Examination by the number (and %) of centers that engage in these activities shows that parent / family activities were implemented by only ¼ of centers (N=35, see Table 13). Most of the centers implementing this programming conducted family social events.

TABLE 12. PARENT ACTIVITIES (FREQUENCY, AVERAGE HOURS PER SESSION, AND AVERAGE NUMBER OF PARTICIPANTS)

Activity or Service	Summer 2015			Fall 2015			Spring 2016		
	Average days per week	Average hours per session	Average number of participants	Average days per week	Average hours per session	Average number of participants	Average days per week	Average hours per session	Average number of participants
Career or job training for adults	Weekly	2.0	13	Weekly	2.3	8	Weekly	2.0	4
Family social event(s)	Once per term	2.3	55	Once per term	2.6	51	Once per term	3.5	60
Parenting or family management	Once per term	1.8	11	Monthly	3.1	17	Once per term	2.0	65
Supporting their youth in academics	NA	2.0	31	NA	4.5	32	NA	6.9	9
Supporting their youth in postsec education/ career options	NA	2.3	24	Once per term	3.1	29			

TABLE 13. NUMBER AND PROPORTION OF CENTERS BY PARENT ACTIVITY IMPLEMENTATION

Activity or Service	# of Centers	% of Centers
Career or job training for adults	4	2.7%
Family social event(s)	35	24.0%
Parenting or family management	10	6.8%
Supporting their youth in academics	21	14.4%
Supporting their youth in postsec education/ career options	4	2.7%
Total	146	100%

How well are centers meeting quality standards?

During the summer of 2016, 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 2015-16 grant year (N=140). As shown in Figure 9, the top rated areas are: 1) Health & Safety, 2) Center Operations, and equally, 3) Programming/Activities, Grant Management & Sustainability, and Staffing/PD. The weakest areas are in Partnerships and Evaluation/Measuring Outcomes.

FIGURE 9. SELF-RATING OF IMPLEMENTATION OF AFTERSCHOOL PROGRAMMING BEST PRACTICES



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, 93% fully compliant). The lowest rated item relates to having a sustainability plan (A9, about 40% are not or partially compliant).

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).	0.7%	3.6%	24.6%	71.0%	3.7
A.2. The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).	0.0%	8.8%	36.5%	54.7%	3.5
A.3. The grantee is providing the number of hours of programming described in the original grant application (or approved amendments).	0.0%	6.6%	16.1%	77.4%	3.7
A.4. The grantee is implementing the high quality academic and enrichment activities described in the original grant application (or approved amendments).	0.0%	4.3%	37.0%	58.7%	3.5
A.5. The grantee is implementing the parent/family programming or activities described in the original grant application (or approved amendments).	2.9%	15.2%	50.0%	31.9%	3.1
A.6. The grantee is addressing the transportation needs of children as described in the original grant application (or approved amendments).	3.8%	16.5%	15.0%	63.2%	3.3
A.7. The grantee houses the program in a safe and accessible facility.	0.0%	0.0%	7.2%	92.8%	3.9
A.8. The grantee demonstrates progress toward achieving the goals set out in the original grant application (or approved amendments).	0.0%	2.9%	39.9%	57.2%	3.5
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.	13.0%	26.8%	38.4%	21.7%	2.7
A.10. Grantee staff has attended the required state 21st CCLC meetings (Fall Conference and any other designated meetings).	0.7%	5.1%	14.6%	79.6%	3.7
A.11. The grantee expends 21st CCLC funds appropriately.	0.0%	4.3%	10.1%	85.5%	3.8
A.12. The grantee maintains documentation for materials and equipment purchased with 21st CCLC funds.	0.0%	3.6%	10.1%	86.2%	3.8
A.13. The grantee retains grant records a minimum of three years or until any legal action concerning the records	0.7%	4.4%	7.4%	87.5%	3.8
A.14. The grantee maintains appropriate documentation for employees of the grant program.	0.0%	6.5%	6.5%	87.0%	3.8
A.15. The grantee uses 21st CCLC funds to supplement rather than to supplant funds from non-federal sources.	2.9%	11.0%	19.1%	66.9%	3.5
A.16. The program works in genuine collaboration with at least one partner to implement program services.	0.7%	4.4%	21.9%	73.0%	3.7
A.17. The grantee participates as requested in the Creating Change data collection system and the state monitoring and evaluation process in a timely and complete manner. Student records are retained permanently.	0.0%	4.7%	20.9%	74.4%	3.7

With respect to Organizational Structure and Management, the highest rated items consisted of the organizational structure being well-defined and sound (B1, 84% of centers excelling), and having the administrative capacity and infrastructure to develop budgets, track expenses, and to collect and maintain program data (B9, 81% excelling). The lowest rated item relates to having an advisory board (B12, about 18% are developing).

TABLE 14. 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%	5.7%	10.7%	83.6%	3.8
B.2. The organization has developed/adopted written policies and procedures to promote effective management.	2.1%	9.3%	42.1%	46.4%	3.3
B.3. The student/staff ratio is appropriate and safe for the specific activity conducted and meets student needs.	2.9%	2.9%	17.3%	77.0%	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.	2.2%	13.8%	34.1%	50.0%	3.3
B.5. Organization volunteers are recruited, screened, and trained.	4.3%	5.7%	30.7%	59.3%	3.5
B.6. Organizational staff communicates with school day staff to support individual student educational development.	0.0%	5.8%	33.8%	60.4%	3.5
B.7. Organizational staff collaborates with school-day personnel regarding use of facilities and resources.	0.7%	5.9%	19.1%	74.3%	3.7
B.8. The program director communicates regularly with the school principal and administration.	0.0%	4.3%	24.3%	71.4%	3.7
B.9. The organization has the administrative capacity and infrastructure to develop budgets, track expenses, and to collect and maintain program data.	0.0%	2.9%	15.8%	81.3%	3.8
B.10. The organization employs a marketing strategy to publicize the program and its achievements within the school(s) and broader community.	3.6%	16.4%	30.7%	49.3%	3.3
B.11. The organization maintains on-going documentation of contributions (in-kind or resources) from the public and partnering agencies.	3.6%	10.1%	30.2%	56.1%	3.4
B.12. The organization has an advisory board (that may be comprised of at least one community representative, school staff, partner, parent and student) that is provided information regarding 21st CCLC goals and objectives. This board meets regularly.	18.1%	27.5%	29.7%	24.6%	2.6

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 15. 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%	22.1%	77.1%	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%	17.9%	79.3%	3.8
C.3. The organization completes appropriate fingerprinting and background checks for all staff.	0.0%	2.1%	6.4%	91.4%	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%	2.1%	14.3%	83.6%	3.8
C.5. Staff has competence in their area of responsibility.	0.0%	2.1%	17.9%	80.0%	3.8
C.6. The organization assesses training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices.	4.3%	10.7%	32.1%	52.9%	3.3
C.7. Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	3.6%	7.9%	35.3%	53.2%	3.4
C.8. The organization coordinates staff development activities with those of school and community partners.	4.3%	15.1%	25.2%	55.4%	3.3
C.9. Staff and volunteers are evaluated on a regular basis and given clear feedback for continuous performance improvement.	10.0%	14.3%	35.0%	40.7%	3.1
C.10. The organization works to retain quality staff, providing a consistent and stable staffing base for the program.	1.4%	2.2%	27.3%	69.1%	3.6

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 16. ITEM RATINGS FOR PARTNERSHIPS (% OF CENTERS)

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.	3.6%	8.6%	43.9%	43.9%	3.3
D.2. Organization partners are aware of the program goals and objectives and how their activities support the achievement of those goals.	2.2%	10.8%	38.8%	48.2%	3.3
D.3. The organization regularly communicates with and seeks input from its partners.	2.9%	14.4%	41.0%	41.7%	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.	4.3%	18.0%	41.7%	36.0%	3.1
D.5. The organization enters formal written agreements with subcontractors when applicable.	8.9%	11.9%	20.7%	58.5%	3.3

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, 91% of centers are 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 37% excelling). This latter finding is consistent with the adult/family participation data.

TABLE 17. 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%	1.4%	18.6%	80.0%	3.8
E.2. Organization activities and services are promoted in the targeted schools and community.	0.0%	0.7%	22.1%	77.1%	3.8
E.3. Reasonable/cost effective efforts are made to provide transportation to students who need it to participate in programming.	9.2%	6.9%	14.5%	69.5%	3.4
E.4. The organization implements retention strategies and maintains a waiting list as needed.	4.5%	5.2%	18.7%	71.6%	3.6
E.5. The organization has adopted clear standards for student behavior that are applied appropriately and consistently by staff.	0.0%	1.4%	17.1%	81.4%	3.8
E.6. The organization effectively communicates standards for student behavior to students and parents.	0.0%	2.1%	16.4%	81.4%	3.8
E.7. Organization staff uses appropriate techniques to guide the behavior of students.	0.0%	0.7%	20.1%	79.1%	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%	8.6%	90.7%	3.9
E.9. The organization seeks to involve parents in planning the organization’s operations and provides activities for families of participating students.	2.9%	16.5%	43.2%	37.4%	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%	8.6%	30.7%	60.0%	3.5

Within the area of Programming/Activities, the highest rated items are associated with having an appropriate schedule, flow, and duration of activities (F5, 83% of centers are excelling), activities addressing the physical, social and emotional needs of students (F3, 81% excelling) and activities reflecting the goals and mission of the program (F1, 80% excelling). The lowest rated items were providing a range of opportunities to showcase participants’ work (F9, 49% excelling) and enabling youth to explore resources and issues in their community (F6, 53% excelling).

TABLE 18. ITEM RATINGS FOR PROGRAMMING/ACTIVITIES (% OF CENTERS)

Programming/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%	0.0%	19.7%	80.3%	3.8
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%	3.6%	29.9%	66.4%	3.6
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%	4.3%	14.5%	81.2%	3.8
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 year.	0.0%	2.9%	23.2%	73.9%	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%	2.2%	14.5%	83.3%	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.	5.8%	11.6%	29.7%	52.9%	3.3
F.7. The organization accommodates students with special needs and encourages their participation in the program within the means of the program.	2.9%	5.8%	12.4%	78.8%	3.7
F.8. The organization engages participants in the development and selection of program activities and the recruitment of others into the program.	0.7%	12.3%	23.2%	63.8%	3.5
F.9. The organization provides a range of opportunities to showcase participants’ work.	2.9%	15.9%	31.9%	49.3%	3.3

As shown in the table below, 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.

TABLE 19. 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%	2.9%	5.7%	91.4%	3.9
G.2. The organization has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	2.1%	1.4%	5.0%	91.4%	3.9
G.3. The vehicles used for transportation are safely maintained and inspected on a regular basis.	4.7%	1.6%	7.8%	86.0%	3.8
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.	0.7%	0.7%	15.9%	82.6%	3.8
G.5. The organization addresses any unique health needs of students that have been identified by the parents and/or the school.	0.0%	1.4%	7.2%	91.3%	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%	3.0%	7.4%	89.6%	3.9
G.7. Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	0.0%	0.7%	9.3%	90.0%	3.9
G.8. The organization has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	2.9%	7.9%	25.2%	64.0%	3.5
G.9. The organization conducts all required fire/safety drills.	3.6%	8.7%	18.8%	68.8%	3.5
G.10. If the organization uses the Internet for academic or enrichment activities; the organization avoids transmitting any material in violation of any federal or state regulation via the Internet.	0.0%	1.4%	7.2%	91.4%	3.9
G.11. The organization has policies and training in place to assure safe and appropriate use of the Internet.	0.7%	7.2%	11.5%	80.6%	3.7
G.12. Staff is trained in first aid and CPR and is familiar with current health, safety, and nutrition standards.	3.6%	10.1%	20.9%	65.5%	3.5
G.13. The organization has security policies in place.	0.0%	4.3%	14.5%	81.2%	3.8

The final area that is self-assessed is Evaluation/Measuring Outcomes. As shown in the table below, ½ of all centers are excelling on two items: 1) using information in decision making, program refinement, and quality improvement (H3), and 2) identifying and sharing promising practices (H6). The lowest rated items are regularly communicating evaluation findings (H4) and collecting stories about program impacts (H5).

TABLE 20. ITEM RATINGS FOR HEALTH AND SAFETY (% 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.	2.9%	15.9%	39.9%	41.3%	3.2
H.2. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	2.9%	10.1%	45.7%	41.3%	3.3
H.3. The organization uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	2.9%	10.2%	36.5%	50.4%	3.3
H.4. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	4.4%	21.2%	39.4%	35.0%	3.1
H.5. In addition to evaluation data, the organization collects stories about program impacts on students and their families.	7.2%	18.8%	35.5%	38.4%	3.1
H.6. The organization identifies and shares promising practices internally and through afterschool networks.	3.7%	18.4%	27.2%	50.7%	3.3

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?

Performance on State Objectives

There are several limitations to the 2015-16 data which affects the extent to which we can provide results. Academic state assessment data were not available for the 2015-2016 school year, and are not reported. Instead, academic outcome indicators are solely based on teacher surveys. Furthermore, a number of indicators rely on additional surveys (parent, school administrator, students, etc.) which were not available during the reporting year. Finally, there are two program level indicators that are not currently available to the evaluator. These are being reported by grantees to OPI (in progress) and therefore, results will not be available until the summer of 2017 when all grantee reports have been submitted.

The following series of tables show the overall statewide results for each indicator as specified in the current logic model. Goals, objectives, and the primary construct addressed by each indicator are also provided. This is followed by more detailed results from the teacher survey.

TABLE 21. PERFORMANCE ON 21ST CCLC STATE OBJECTIVES AND INDICATORS

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

Objective	Primary Construct	Indicator	2015-16 Result ⁷
Objective 1.1. 21ST CCLC Programs will increase students’ performance in core academics.	F) Academic and Enrichment Components	GPRA 1.1.1. 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.	Not available for 2015-16 School Year
	F) Academic and Enrichment Components	GPRA 1.1.2. The percentage of 21 st CCLC participants who meet or exceed the proficient level of performance on State Assessments in	Not available for 2015-16 School Year

⁷ Results, when available, are color-coded. Red font results did not meet indicator and green results met indicator.

Objective	Primary Construct	Indicator	2015-16 Result ⁷
		mathematics will increase by 5% annually.	
Objective 1.2. Students in 21ST CCLC Programs will demonstrate increases in homework completion and class participation.	F) Academic and Enrichment Components	GPRA 1.2.1. 70% or more of 21 st 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
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.	F) Academic and Enrichment Components	GPRA 1.3.1. 70% or more of 21 st CCLC participants will demonstrate maintenance or increases in math and reading grades annually as measured by school day teacher surveys.	96.3% increase or no change in Math "Performance" 96.7% increase or no change in Reading "Performance"
	F) Academic and Enrichment Components	1.3.2. 90% or more of 21 st CCLC participants will advance to the next grade level or graduate as measured by OPI data.	Not available for 2015-16 School Year

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

Objective	Primary Construct	Indicator	2015-16 Result
Objective 2.1: Students participating in 21st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety.	D) Participant Involvement	2.1.1 90% or more of 21 st 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
	D) Participant Involvement	2.1.2. 90% or more of 21 st CCLC students will report feeling physically safe in their program annually as measured by student surveys.	Not available for 2015-16 School Year
	D) Participant Involvement	2.1.3. 75% or more of 21 st CCLC students will report feeling connected to peers (including having a sense of belonging) annually as measured by student surveys.	Not available for 2015-16 School Year
Objective 2.2: Students participating in 21st CCLC programs will be provided with healthy eating opportunities.	D) Participant Involvement	2.2.1 100% of 21 st 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.	105 of 144 centers (72.9%) enrolled in the USDA Healthy Snack Program

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

Objective	Primary Construct	Indicator	2015-16 Result
Objective 3.1: Parents of students in 21 st CCLC Programs will demonstrate increases in parental involvement and support/knowledge of student.	C) Partnerships, Collaborations, and Sustainability	3.1.1. 65% or more of 21 st CCLC parents/ caregivers will report that they are satisfied with communication from center staff annually as measured by parent surveys.	Not available for 2015-16 School Year
	C) Partnerships, Collaborations, and Sustainability	3.1.2. 65% or more of parents will report knowledge and awareness of student progress and activities in 21 st CCLC program and school annually as measured by parent surveys.	Not available for 2015-16 School Year
Objective 3.2: Students will demonstrate increases in community and civic engagement, and career development.	C) Partnerships, Collaborations, and Sustainability	3.2.1. 50% or more of middle and high school students and 25% or more of elementary students in 21 st CCLC programs that offer community service activities will report participation in community service/ service learning opportunities annually as measured by student survey.	Not available for 2015-16 School Year
	C) Partnerships, Collaborations, and Sustainability	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
	C) Partnerships, Collaborations, and Sustainability	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

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

Objective	Primary Construct	Indicator	2015-16 Result
Objective 4.1: Students participating in 21 st CCLC programs will demonstrate	F) Academic and Enrichment Components	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

improvements in perceptions of self-control and conflict resolution skills.	F) Academic and Enrichment Components	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
Objective 4.2: Students participating in 21 st CCLC programs will demonstrate improvements in behavior.	F) Academic and Enrichment Components	4.2.1 Increase 21 st CCLC students' demonstrated personal control over their behavior through a 25% decrease in formal behavior referral(s) to the principal or administrator during the school day annually as measured by school discipline records.	Not available for 2015-16 School Year
	F) Academic and Enrichment Components	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

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

Objective	Primary Construct	Indicator	2015-16 Result
Objective 5.1 Programs will offer engaging programmatic activities that promote participation, retention and active learning experiences.	D) Participant Involvement	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 ⁸ <u>2014-15</u> Total = 16,688 10.5% increase
	D) Participant Involvement	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
	D) Participant Involvement	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

⁸ 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.

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

Objective	Primary Construct	Indicator	2015-16 Result
Objective 6.1. 21 st CCLC Programs will be perceived as valuable by parents and school teachers/administrators.	G. Evaluation of Program Goals, Progress and Effectiveness	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
	G. Evaluation of Program Goals, Progress and Effectiveness	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
Objective 6.2. Programs will offer high-quality program activities and operations that meet the needs of youth in the community.	A) Program Management and Operations	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
	A) Program Management and Operations	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
	A) Program Management and Operations	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
	A) Program Management and Operations	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
	F) Academic and Enrichment Components	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
	C) Partnerships, Collaborations, and Sustainability	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
	C) Partnerships, Collaborations, and Sustainability	6.2.7. By the end of 3rd year of funding, 100% of grantees will have a sustainability plan.	Not currently available
	B) Staffing and Professional Development	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

Objective	Primary Construct	Indicator	2015-16 Result
	A) Program Management and Operations	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
	A) Program Management and Operations	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 & Safety indicators as measured by annual OPI self-assessment monitoring tool.	124 of 140 centers (88.6%) met compliance target for Health & Safety

SUMMARY OF STATE OBJECTIVES RESULTS

Data was available for 18 indicators. Of the 18 indicators measured, seven (39%) were met. Indicators that were met included:

- Improvement or maintenance in student reading performance (over 95%)
- Improvement or maintenance in student math performance (over 95%)
- Improvement in student conflict resolution skills (over 50%)
- Improvement in student behavior (over 60%)
- Teacher satisfaction (over 90% satisfied)
- Increase in the frequency of participation of enrolled students (over 5% growth)
- Offering health/physical fitness/nutrition activities (over 75% of centers)

Teacher Survey Results

To examine whether attendance (or “dosage”) influenced teacher perceptions of changes observed among their students, data was analyzed by student program attendance. Specifically, results were categorized such that teachers’ ratings of students who attended only 30-89 days (low dosage, n=2174) were compared to ratings of students who attended over 90 days (high dosage, n=922). It was hypothesized that greater attendance would be associated with more improvement. As shown in the following pages, overall results were mixed. In some areas, such as academic performance, a slightly higher percentage of teachers who rated students that attended 90 or more days in 21st CCLC programs perceived improvement as compared to teachers who rated students attending programs less than 90 days. In other areas, such as student participation and homework completion, the opposite occurred. We will continue to monitor these trends to examine if differences are observed over time and across different respondents.

FIGURE 10. TEACHER SURVEY RESULTS BY DOSAGE: GETTING ALONG WITH OTHERS

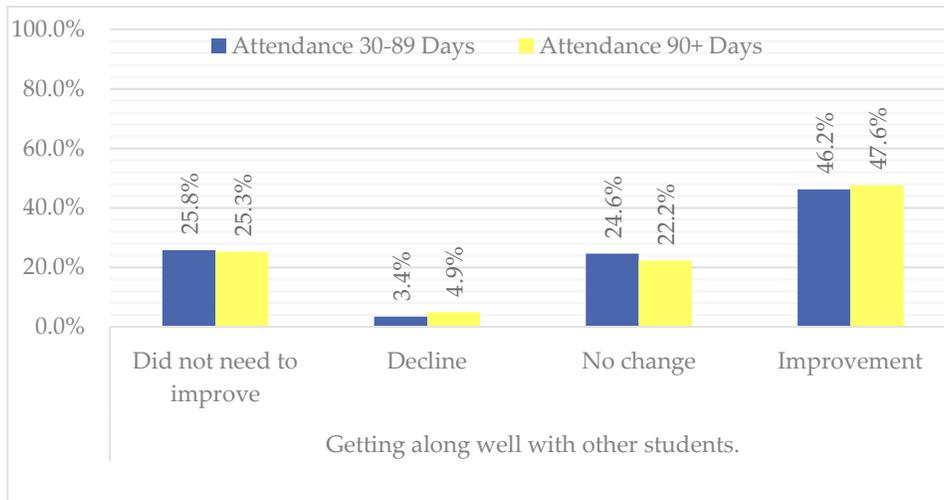


FIGURE 11. TEACHER SURVEY RESULTS BY DOSAGE: GETTING ALONG WITH STAFF

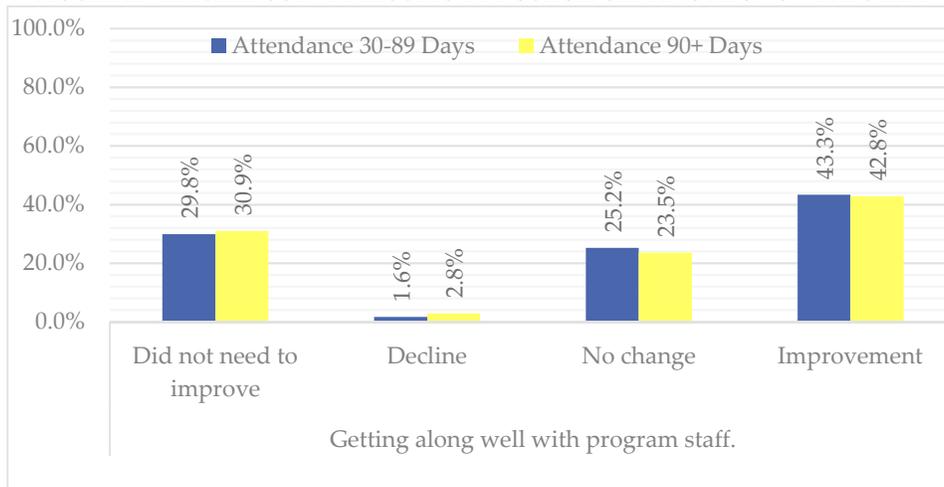


FIGURE 12. TEACHER SURVEY RESULTS BY DOSAGE: HANDLING CONFLICTS

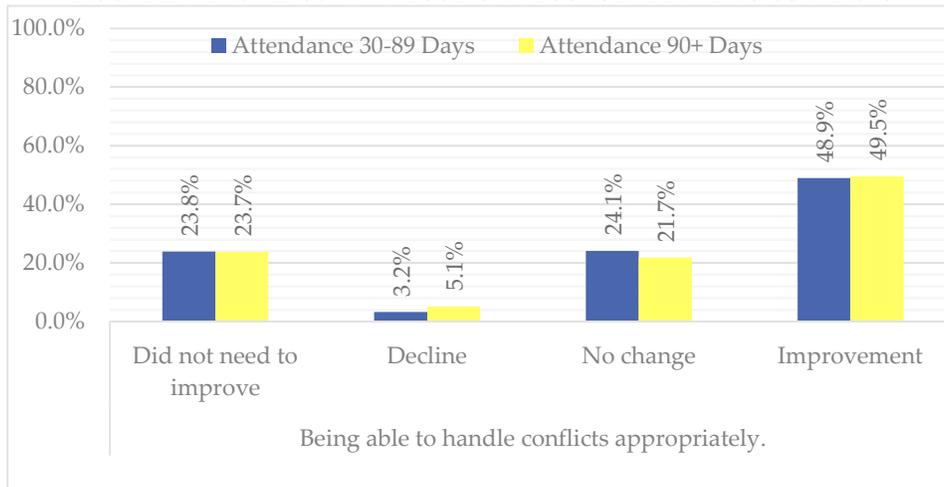


FIGURE 13. TEACHER SURVEY RESULTS BY DOSAGE: BEHAVING WELL

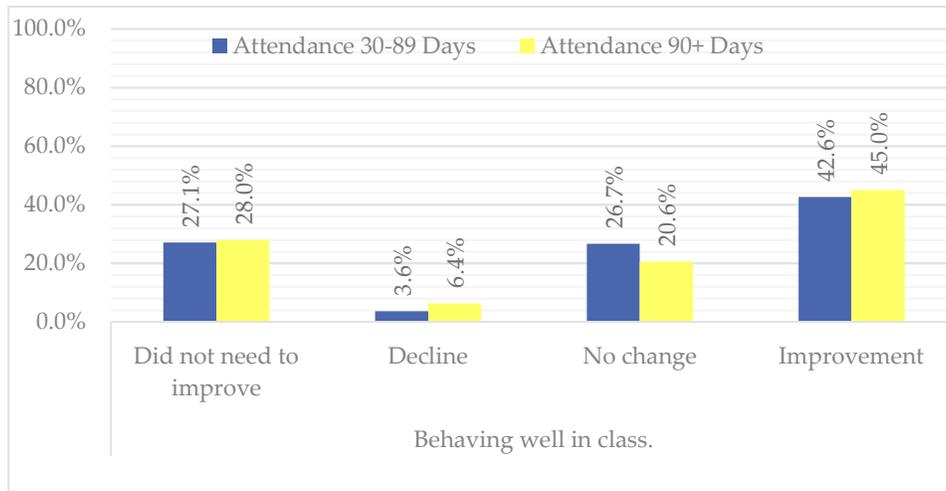


FIGURE 14. TEACHER SURVEY RESULTS BY DOSAGE: REGULAR ATTENDANCE

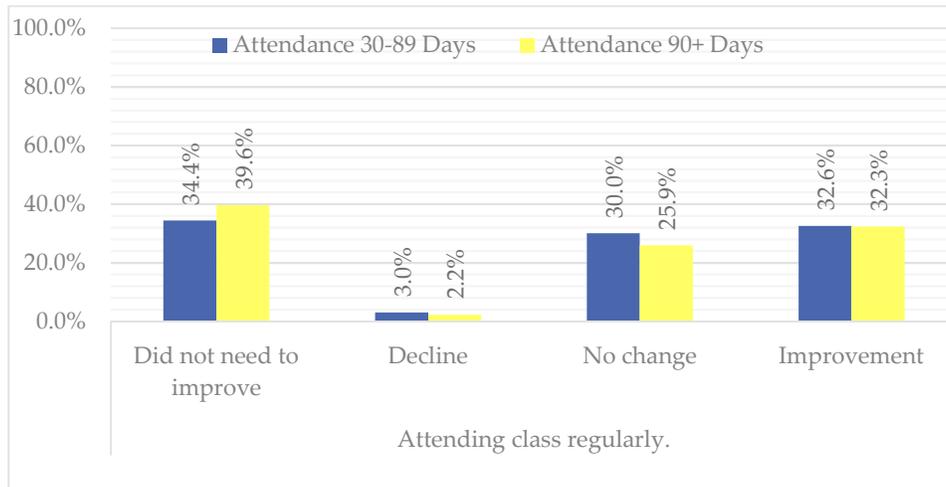


FIGURE 15. TEACHER SURVEY RESULTS BY DOSAGE: SCHOOL MOTIVATION

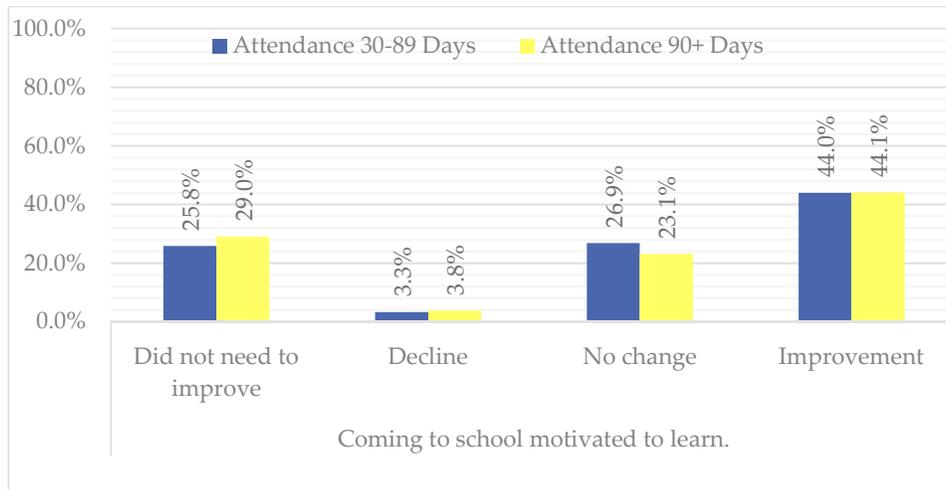


FIGURE 16. TEACHER SURVEY RESULTS BY DOSAGE: ACADEMIC PERFORMANCE

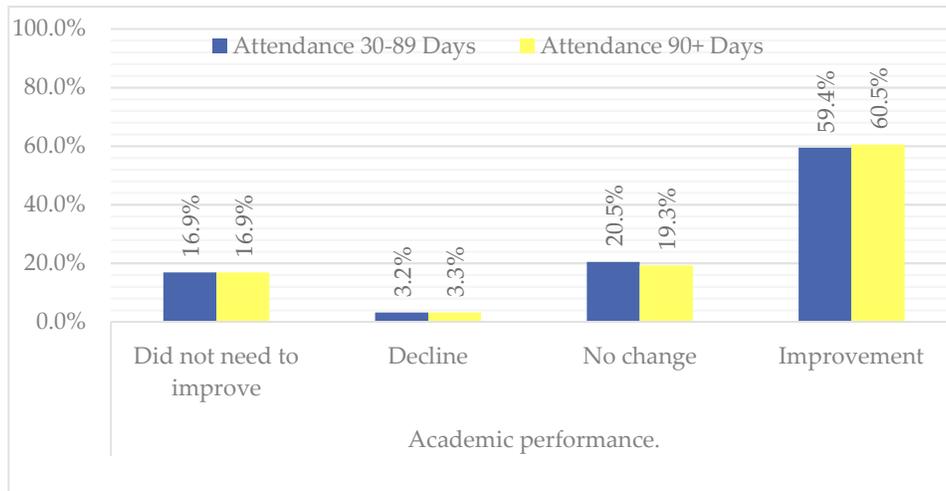


FIGURE 17. TEACHER SURVEY RESULTS BY DOSAGE: MATH PERFORMANCE

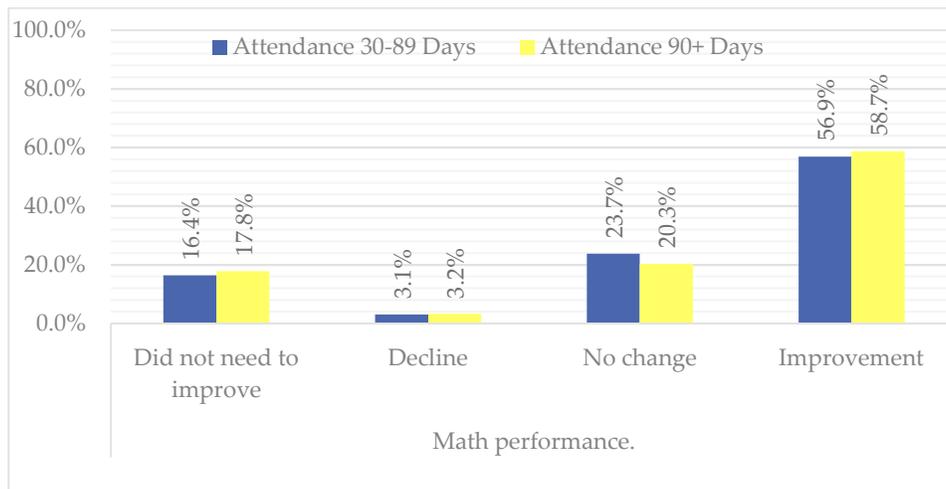


FIGURE 18. TEACHER SURVEY RESULTS BY DOSAGE: READING PERFORMANCE

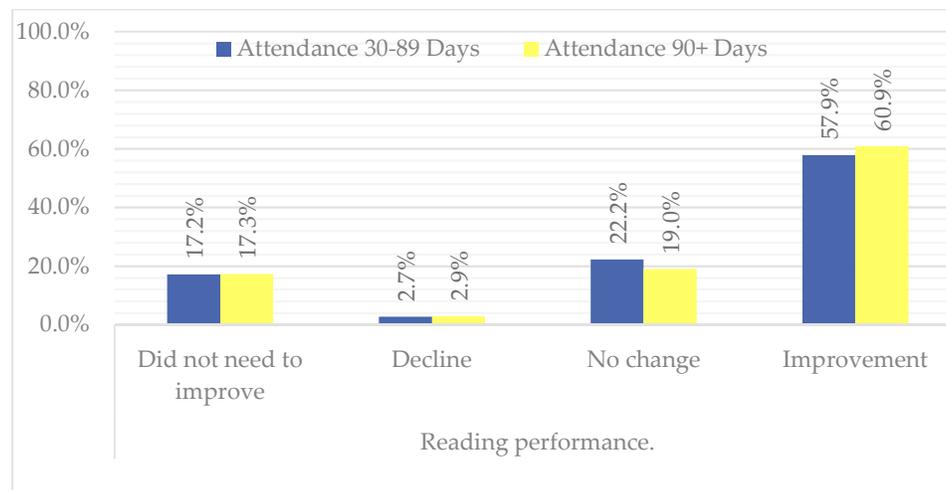


FIGURE 19. TEACHER SURVEY RESULTS BY DOSAGE: ORGANIZATION

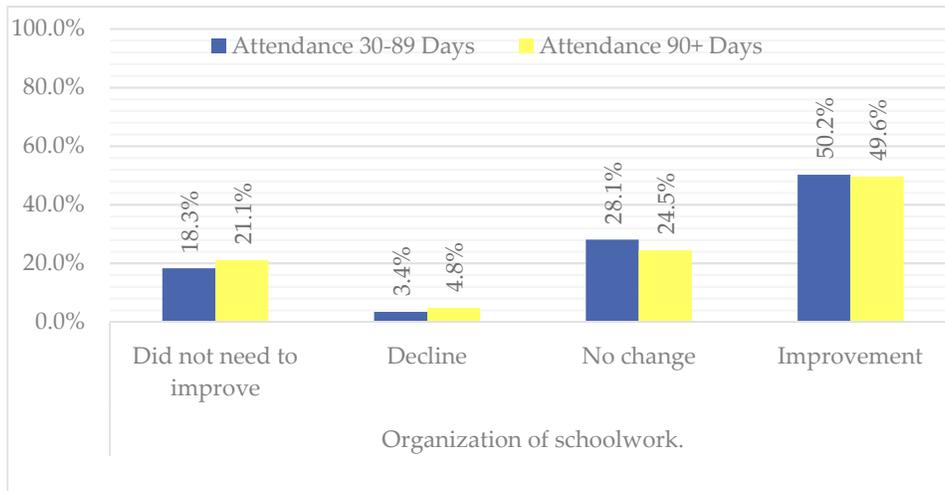


FIGURE 20. TEACHER SURVEY RESULTS BY DOSAGE: SEEKING ASSISTANCE

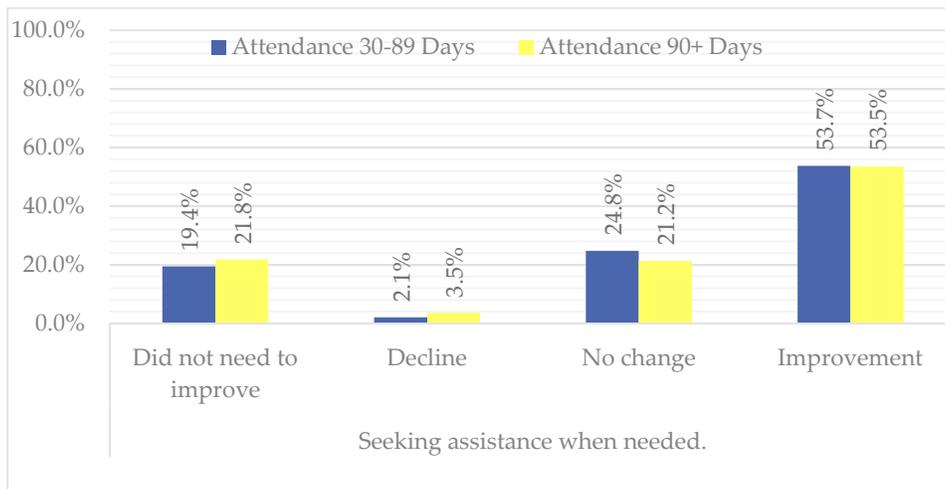


FIGURE 21. TEACHER SURVEY RESULTS BY DOSAGE: HOMEWORK COMPLETION

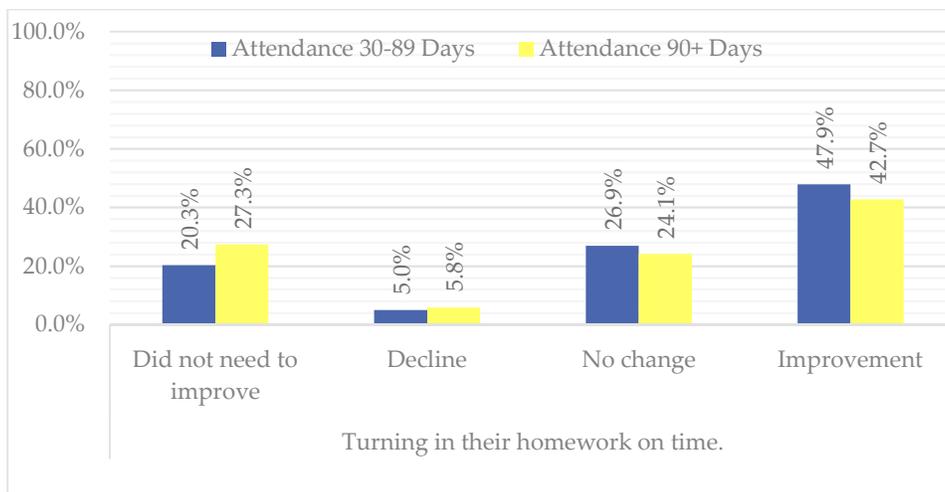


FIGURE 22. TEACHER SURVEY RESULTS BY DOSAGE: HOMEWORK SATISFACTION

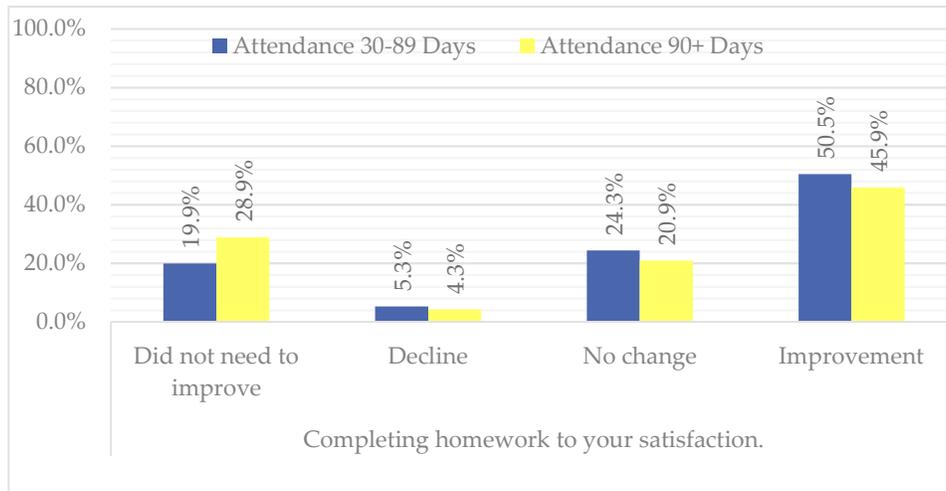


FIGURE 23. TEACHER SURVEY RESULTS BY DOSAGE: PARTICIPATION

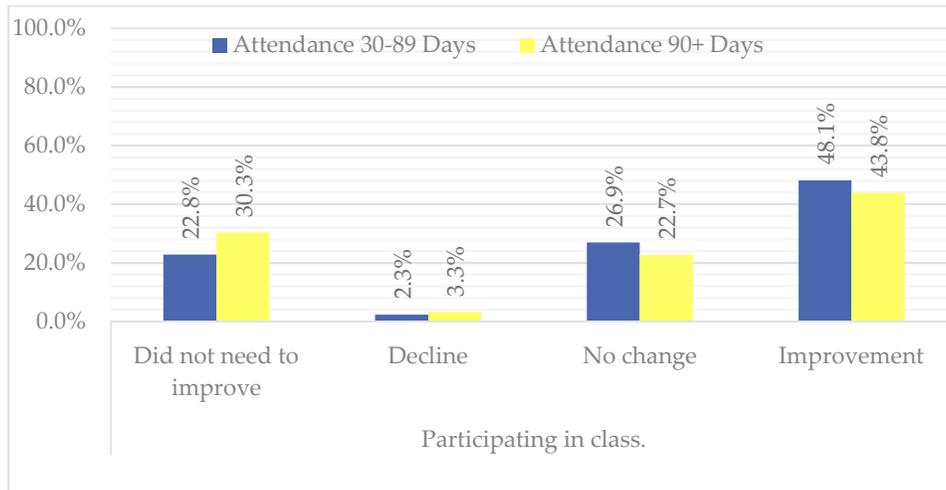


FIGURE 24. TEACHER SURVEY RESULTS BY DOSAGE: ATTENTIVENESS

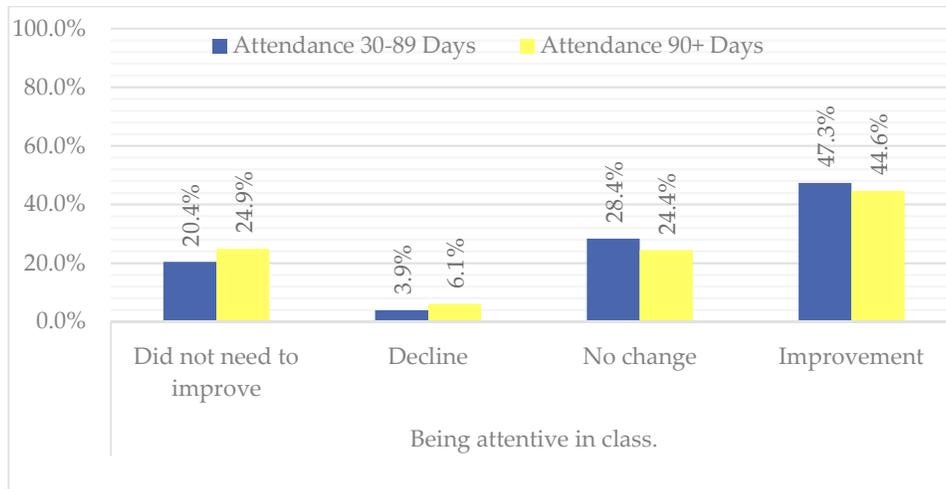


FIGURE 25. TEACHER SURVEY RESULTS BY DOSAGE: VOLUNTEERING

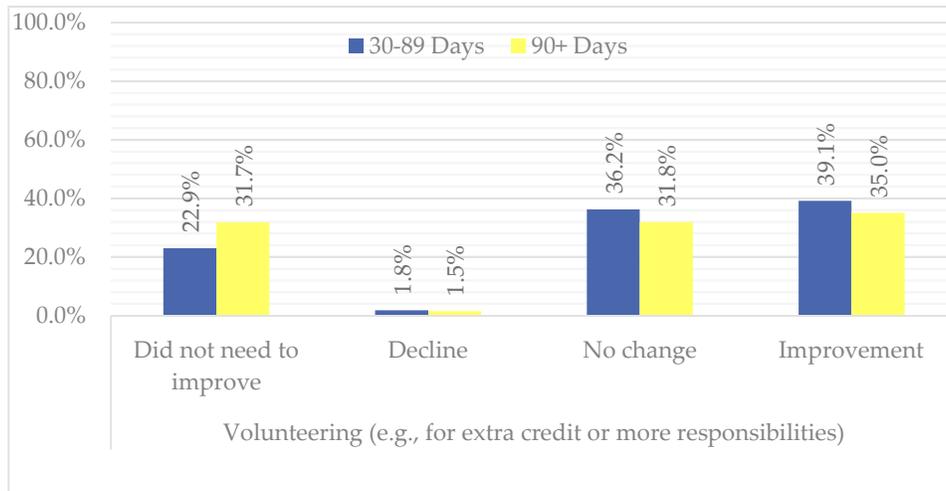
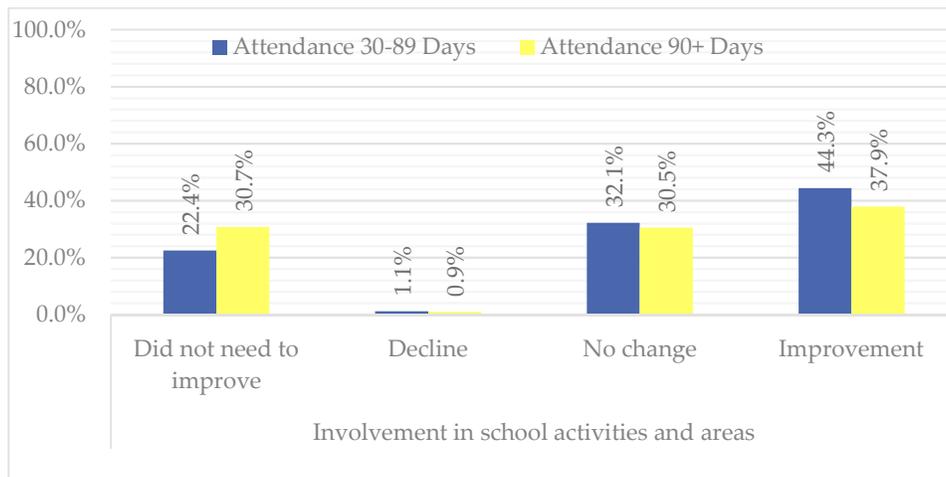


FIGURE 26. TEACHER SURVEY RESULTS BY DOSAGE: SCHOOL INVOLVEMENT



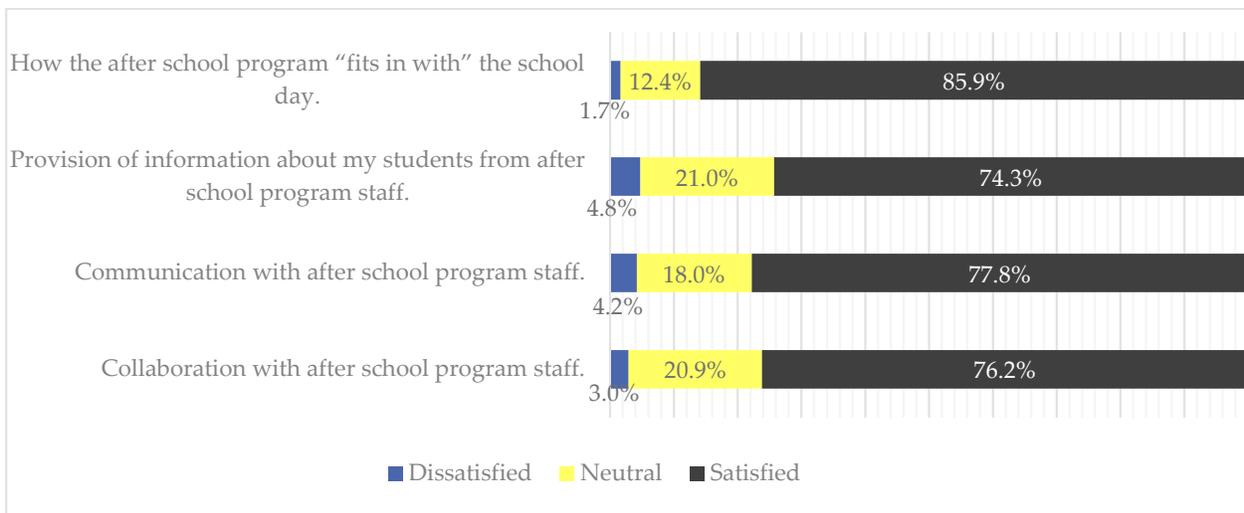
The following table displays the overall results (regardless of dosage) of teacher ratings for students who had room for improvement. As shown, teachers reported the greatest amount of improvement in overall student academic performance (72%), reading performance (71%) and math performance (69%). They also observed a great deal of improvement in student behaviors such as seeking assistance (67%) and handling conflicts (65%). The areas that showed the least amount of improvement (though still high) were in attending class regularly and volunteering (both 51%).

TABLE 22. OVERALL TEACHER SURVEY RESULTS: PERCENT WHO REPORTED STUDENT CHANGE

	Decline	No change	Improvement
Academic performance.	3.9%	23.9%	72.2%
Reading performance.	3.3%	25.5%	71.2%
Math performance.	3.7%	27.0%	69.3%
Seeking assistance when needed.	3.0%	29.6%	67.4%
Being able to handle conflicts appropriately.	4.8%	30.6%	64.6%
Completing homework to your satisfaction.	6.4%	30.6%	63.0%
Getting along well with other students.	5.1%	32.0%	62.8%
Organization of schoolwork.	4.6%	33.1%	62.3%
Getting along well with program staff.	2.7%	35.1%	62.2%
Participating in class.	3.4%	34.6%	62.1%
Coming to school motivated to learn.	4.6%	34.9%	60.5%
Behaving well in class.	6.0%	34.1%	59.9%
Turning in their homework on time.	6.6%	34.0%	59.4%
Being attentive in class.	5.7%	35.1%	59.2%
Involvement in school activities and areas	1.4%	42.4%	56.2%
Attending class regularly.	4.3%	44.4%	51.3%
Volunteering (e.g., for extra credit or more responsibilities)	2.3%	47.1%	50.6%

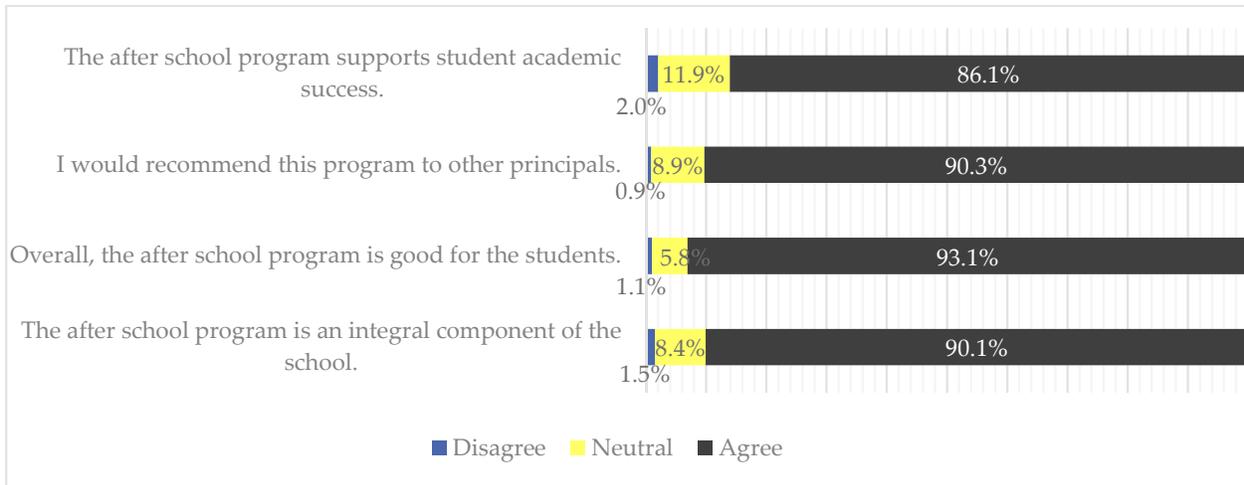
Teachers were also asked to report on their satisfaction with 21st CCLC programs. As shown on the following figure, over ¾ of teachers reported being satisfied with communication and collaboration with program staff. A greater majority (86%) felt the after school program fit in with the school day. The lowest rated item (though still high at 74%) was associated with the provision of information about their students’ progress from afterschool staff.

FIGURE 27. TEACHER SATISFACTION WITH PROGRAMS



Teachers also gave high ratings for the 21st CCLC programs. The vast majority (over 90%) would recommend their program, felt the program is good for their students, and that it was an integral component of the school. A large proportion (86%) also agreed that the 21st CCLC program supported student academic success. In sum, teachers overwhelmingly value the 21st CCLC programs and feel it benefits their students academically, which is a major goal of this grant.

FIGURE 28. TEACHER PERCEPTIONS OF 21ST CCLC PROGRAMS



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 2015-16 grant year and serves, in part, as a baseline report from which future grant years can be compared.

During the 2015-16 grant year, a total of 79 grantees and 149 centers offered 21st CCLC programming statewide, serving approximately 12,559 students and 960 adults/family members. In general, the centers offered high quality programming, including but not limited to: college and career readiness, tutoring, mentoring, homework help, youth leadership, arts and music, and physical fitness. Thus, programming was diverse and were in line with the needs of youth (e.g., summer programming features enrichment and recreational activities whereas school year programming focuses on academics). 21st CCLC programs were staffed by approximately 1,771 adults, most of whom are teachers or other non-teaching school staff. Of these staff members, 32% are volunteers. In addition, programs partnered with 890 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. In addition, data available on 18 state objectives showed that of these, only 7 were met (39%). Indicators were met in the areas of: student reading and math performance, student conflict resolution skills, student behavior, teacher satisfaction, participation of enrolled students, and centers offering health/physical fitness/nutrition activities. In contrast, indicators that were not met involved: a) academic indicators associated with homework completion and class participation, b) percent of centers offering healthy snacks, community/service learning activities, and summer programming, and c) the percent of centers in compliance with key areas of afterschool programs. Overall, while state targets were not met for a high proportion of objectives, as a baseline year in which data is being analyzed and reported for the first time, it will be important to monitor these results annually to examine changes and trends over time, as well as whether or not adjustments to state targets are needed.

Other data from the teacher surveys reveals that the 21st CCLC programs are being rated positively. For example, over $\frac{3}{4}$ of teachers reported being satisfied with communication and collaboration with program staff and felt the afterschool program fit in with the school

day. The vast majority also reported that they would recommend their program, felt the program is good for their students, and that it was an integral component of the school.

RECOMMENDATIONS

Given the lack of outcome data, recommendations are limited to a subset of data that could only measure a limited number of indicators. With this in mind, the following are areas that are should be targeted for improvement based on state goals, and recommendations for improving upon these areas:

- **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.
 - Include attendance as a rubric item as part of grantee monitoring visits/ applications.
- **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 and Evaluation/Measuring Outcomes (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.**
 - Programmatic strategies for providing engaging learning experiences include: (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 program participants.
- Encourage collaboration with school day teachers to determine ways to offer consistent motivational strategies across both school day and afterschool programming.

The evaluator also reviewed the extant literature for research-based recommendations and practical advice for implementing successful 21st CCLC programs.

In the Institute of Education Sciences (IES) guidebook (2009), *Structuring out-of-school time to improve academic achievement: A practice guide*⁹, five recommendations for organizing and delivering effective out of school (OST) programming are provided. The five recommendations in the guide are intended to help district and school administrators, out-of-school program providers, and educators design out-of-school time programs that will increase learning for students, and also describes the research supporting each recommendation, how to carry out each recommendation, and how to address roadblocks that might arise in implementing them. Below is a summary of the five recommendations offered by IES¹⁰:



1. **Align OST programs academically with the school day.** 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.
2. **Maximize student participation and attendance.** Strategies for maximizing student participation in OST include: (a) design program features to meet the needs and

⁹ Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide* (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>

¹⁰ "Evidence" in the figure refers to the amount and quality of research that supports the recommendation. Also see: Foley, E. (2010). *Promising Practices New Jersey 21st Century Community Learning Centers 2008-09 and 2009-10*. Washington DC: Policy Studies Associates. Retrieved from www.state.nj.us/education/students/safety/afterschool/eval/promising.pdf

preferences of students and parents, (b) promote awareness of the OST program within schools and to parents, and (c) use attendance data to identify students facing difficulties in attending the program.

3. **Adapt instruction to individual and small group needs.** Strategies for adapting instruction include: (a) use formal and informal assessment data to inform academic instruction, (b) use one-on-one tutoring if possible; otherwise, break students into small groups, and (c) provide professional development and ongoing instructional support to all instructors.
4. **Provide engaging learning experiences.** Strategies for providing engaging learning experiences include: (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.
5. **Assess program performance and use the results to improve the quality of the program.** Strategies for evaluation and program monitoring include: (a) develop an evaluation plan, (b) collect program and student performance data, (c) analyze the data and use findings for program improvement, and (d) conduct a summative evaluation.

In addition, a recent review by the Harvard Family Research Project (2011)¹¹, includes several recommendations for rural OST programs. In particular, given the scarce resources in rural communities -- which comprise the majority of Montana, "OST programs in these areas need to be strategic and creative in their approaches to ensure that they are able to successfully serve the youth in their communities. The following strategies contribute to sustained youth program participation in quality OST programs. While not necessarily unique to rural programming, per se, the strategies listed below, culled from the studies profiled, are particularly helpful in addressing the specific challenges faced by programs in rural areas.

1. **Ensure that programs are affordable.** OST program affordability can be a determining factor in whether youth join and stay in a given program, especially in rural areas where poverty rates tend to be higher.

¹¹ Harris, E., Malone, H., & Sunnanon, T. (March 2011). *Research Update 6: Out-of-School Time Programs in Rural Areas*. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/research-update-6-out-of-school-time-programs-in-rural-areas>.

2. **Provide a safe and welcoming environment for participants after school.** Rural areas tend to have fewer options than urban or suburban areas for organized and constructive afterschool settings with adult supervision to keep children safe. Thus, OST programs can help to fill a crucial gap in offering a safe place to go after school. In addition to safety, programs also need to be seen as welcoming.
3. **Make programs accessible.** Since transportation can be a particular challenge for OST programs in rural areas, programs need to ensure that program offerings are convenient for parents. Transportation concerns can be alleviated when program hours are coordinated with parents' schedules and when program locations are convenient to parents' places of work or homes.
4. **Invest in staff.** As noted above, recruiting and retaining staff can be particularly difficult in rural settings. As such, rural programs need to devote substantial resources to hiring and training staff. One successful strategy is to hire school-day teachers to teach in the programs, since, in many cases, they have already built strong bonds with the children served. Hiring teachers can be especially successful when programs take place on school sites."

FUTURE PLANS FOR THE STATE EVALUATION

For the current grant year (2016-17), the evaluator has incorporated the following evaluation methods and plans:

- We will be collecting indicator data from multiple sources, including teachers, parents, students, school administrators, program staff, and program administrators. To the extent that we are measuring the same indicators (e.g. satisfaction with program), we will be able to triangulate findings across multiple respondents to provide a clearer and more holistic picture of the indicator(s).
- Given that this is essentially a "baseline" year for the evaluation of state outcomes (as the evaluator does not have access to prior years' data), future years will also be able to look at trends over time. For example, do changes occur and if they do, are they increasing, decreasing, or being maintained?
- As part of our continuous improvement efforts, the evaluator is working with the State team to ensure that data collection is efficient and effective. This includes but is not limited to: 1) utilization of online, cloud-based data collection applications so that the State and grantees have real-time access to data and reports; 2) working with the OPI Data Governance team to gain access to state assessment and other data housed within the statewide student longitudinal system, GEMS; and 3) providing data collection and evaluation guides, webinars, and presentations so that

grantees have a clear understanding of the entire evaluation process (why, what, when, how).

- A more rigorous evaluation design is also planned for the upcoming years and will include comparison groups (e.g., comparing grantees by year(s) of funding and/or comparing group of schools and students who have not participated in 21st CCLCs to those that have).

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.