

MONTANA STATE EVALUATION REPORT 2018-19



21st
Century

Community Learning Centers

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2018-19 Annual Report

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JEM & R, LLC

Montana State Evaluation Report 2018-19

2018-19 ANNUAL REPORT

EXECUTIVE SUMMARY

The 21st Century Community Learning Center (CCLC) Grant is a federally funded program supporting 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 from the 21st CCLC grant in Montana between June 1, 2018 and May 31, 2019. 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 Montana 21st CCLC programs? What students and families do these programs serve? Are programs reaching the target populations? What is the extent and nature of partnerships between programs and local community organizations?

A total of 47 grantees with 110 centers offered 21st CCLC programming to approximately 10,082 Montana students during the school year and 5,262 during the summer. The total unduplicated student count (across both summer and school year programming) was 15,344. It should be noted that for the 2018-19 grant year, Montana experimented with implementing a consortium model in order to serve more students in rural communities by allowing multiple rural districts to submit a single grant application. Furthermore, more funds were allocated per grantee in order support these larger consortia and to facilitate implementation of best practices, such as use of evidence-based curriculum and high-quality professional development. Thus, the number of grantees fell from 79 grantees to 47 grantees. Similarly, the number of 21st CCLC centers also was reduced from 142 to 110 centers. Thus, comparisons to prior years should be made with caution as there is now a substantially different cohort of grantees.

On average, centers served 112 youth. 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 and has remained stable from the prior year. Across all Montana 21st CCLC programs, 93% of the targeted capacity was served; however, at the grantee level only 68% of grantees met their capacity goals.

A total of 1,532 staff provided services and supports to students in these programs during the school year. Of these staff members, 68% were paid staff and 32% were volunteers. Over half were teachers or other non-teaching school staff (51%). Grantees also reported establishing partnerships with 444 organizations to support the grant work, with the majority of these being non-profits, government entities, for-profit entities, and public schools. Partners primarily supported the grant by providing activities or programming.

Most students participating in 21st CCLC programs were White (64%), followed by American Indian (28%). As is to be expected given that the 21st CCLC grant targets low-income students and high-poverty schools, students receiving free or reduced lunch were over-represented among center attendees (69%) compared to statewide proportions (45%). In contrast, special education students were slightly under-represented (11%) compared to the state as a whole (13%). Attendees ranged from pre-Kindergarteners to 12th graders, with most students coming from elementary grades.

Students attending a center for 30 days or more during a reporting period are considered to be “regular attendees.” Thirty-six percent of the school-year students were regular attendees, which is approximately 10 points below the national average. Data on retention show that approximately 58% of 21st CCLC students had attended the prior year.

What are the characteristics of Montana 21st CCLC programming?

21st CCLC centers offered a wide range of activities during the 2018-19 program year. The most frequent activities (measured by days per week and hours per session) offered during summer programming included: STEM-related activities, physical activity, arts and music, and literacy. The most frequent activities offered during the school year were similar, including: STEM-related activities, arts and music, physical fitness, literacy, community or service learning, and homework help. The least-offered activities were ELL supports, counseling services, and programming related to truancy or violence prevention. Taken altogether, these findings show that while there is a clear focus on academics at 21st CCLC centers, there is also a strong emphasis on enrichment via arts and music and physical activity. Programs are doing well in providing diverse and complementary activities for a well-rounded experience among program participants.

Consistent with the goals surrounding the provision of family services, a total of 955 adults/family members were served. Half of centers (51%) offered parent or family programming. This represents an increase from the previous year, when this programming

was only offered at 46% of centers. Adult and family offerings primarily included family social events, information on supporting youth in academics and parenting or family management.

During the school year, centers typically were open for 32 weeks total for approximately 4 days per week, primarily afterschool, and typically for 3 hours per day. The average staff to student ratio during the school year was 1:10. Only 72% of centers offered summer programming which typically lasted for 6 weeks (27 days), 4 days per week, and approximately 3-4 hours per day

How well are Montana 21st CCLC centers meeting quality standards?

Grantees completed the Montana Monitoring and Quality Improvement Self-Reflection (MMQI-SR) tool, allowing centers to take a critical look at their programs by evaluating them against standards of best practices for afterschool programs. Results showed that the top self-rated areas for Montana 21st CCLC centers were: Grant Management and Sustainability, Health and Safety; Center Operations; and Staffing and Professional Development. The weakest areas were Partnerships, followed by Evaluation and Measuring Outcomes. These findings are comparable to those observed during prior grant years.

Statistical analyses also show that grantees who have more experience (five or more years) with the 21st CCLC grant self-report a higher level of compliance with quality indicators as compared to those who have less experience (1-4 years), particularly in the areas of Grant Management and Sustainability, Partnerships and Evaluation and Measuring Outcomes.

Analysis of MMQI-SR items that constitute key areas of practice for afterschool programs indicate that while rates of compliance were generally high, the only indicators met for 2018-19 grant year pertained to Grant Management and Sustainability and Health and Safety. Given that these rates of compliance were generally high, further efforts should be made to target struggling programs based on an at-risk assessment, and targeting future professional development to specific areas that show the most need, including: a) developing an advisory board (including involving parents in an advisory role), b) facilitating regular communication with partners, c) identifying new partnerships / collaborators, d) promoting youth voice/choice, e) communicating evaluation findings, and f) collecting/using success stories.

What SEA- and grantee-level supports are available to Montana 21st CCLC program staff? How effective are these resources? To what degree are recipients satisfied with the support they receive?

In order to obtain information about the resources and opportunities available to 21st CCLC program staff, staff members and administrators completed questionnaires about staff supports and communication. Responses indicated that 66% program administrators met with staff at least once per month to discuss programming, goals, and/or results.

Administrators were also asked the frequency in which they offered professional development activities during the 2018-19 grant year. The most common response was

between 2 and 3 offerings (24%). According to staff surveys, 60% of staff members were satisfied with the types of opportunities available and 66% were satisfied with the quality of the trainings that they participated in. While, in general, most staff were satisfied, a quarter to one-third were neutral in their ratings of the professional development offered by their programs. With regards to satisfaction with staff supports, 89% indicated that they received adequate support from their site supervisors. Eighty percent of staff felt they had enough resources to conduct their activities.

When asked specifically about state-provided trainings, staff and administrators were most satisfied with trainings on data collection supports, E-grant application, and assistance with career development programs. When asked about the areas where they would like to see additional training offerings, program staff and administrators agreed that the top priorities were trainings on ideas for programming, behavior management, connecting afterschool programming with the school day, and communicating with parents.

What is the impact of Montana 21st CCLC programs on student academic performance, student behaviors and positive youth assets? In what other ways have programs affected participants?

The following tables show the state performance indicators as specified in the Montana 21st CCLC logic model, and results from the current and prior grant year for each indicator. Goals and objectives addressed by each indicator are also provided.

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TABLE I. GOAL 1 | 21ST CCLC PROGRAMS WILL SEE IMPROVEMENTS IN THE ACADEMIC ACHIEVEMENT OF THEIR STUDENTS.

OBJECTIVE	PERFORMANCE INDICATOR	RESULTS ¹			
		2015-16	2016-17	2017-18	2018-19
1.1. Students in 21 st CCLC programs will improve performance in core academics.	GPRA 1.1.1. 36.7% of 21st CCLC regular participants (30 days or more) will meet or exceed the proficient level of performance on reading/language arts State Assessments among free/reduced lunch students statewide annually.	Not available	Baseline: 43.9% Reading Proficiency	45.1% Reading Proficiency (2.7% increase)	36.4% Reading Proficiency (only .3% difference = same level as state)
	GPRA 1.1.2. 29.1% of 21st CCLC regular participants (30 days or more) will meet or exceed the proficient level of performance on mathematics State Assessments among free/reduced lunch students statewide annually.	Not available	Baseline: 36.9% Math Proficiency	39.3% Math Proficiency (2.4% increase)	43.6% Math Proficiency (14.5% more than statewide average)
1.2. Students in 21 st CCLC programs will increase homework completion and class participation.	GPRA 1.2.1. At least 70% of 21 st CCLC participants will improve homework completion and class participation, annually, as measured by school day teacher surveys.	64.3% improved Homework Completion	60.6% improved Homework Completion	58.9% improved Homework Completion	60.2% Improved Homework Completion
		63.8% improved Class Participation	58.1% improved Class Participation	61.7% improved Class Participation	62.4% Improved Class Participation
1.3. Students in 21 st CCLC programs will maintain or improve class grades for core subjects and demonstrate on-time advancement to the next grade level.	GPRA 1.3.1. At least 70% of 21 st CCLC participants will maintain or improve math and reading grades (academics), annually, as measured by school day teacher surveys.	96.3% improved or maintained Math Performance 96.7% improved or maintained Reading Performance	93.3% improved or maintained Academic Performance ²	95.4% improved or maintained Academic Performance	95% improved or maintained Academic Performance
	1.3.2. At least 90% of 21 st CCLC participants will advance to the next grade level or graduate, as measured by OPI data.	Not available	96.1% Advanced or Graduated	97.8% Advanced or Graduated	98.3% Advanced or Graduated

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

² Subject-area data were not available for 2016-17 or 2017-18 grant years.

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TABLE II. GOAL 2 | 21ST CCLC PROGRAMS WILL PROVIDE A SAFE, SUPPORTIVE, AND HEALTHY ENVIRONMENT FOR YOUTH.

OBJECTIVE	INDICATOR	RESULTS			
		2015-16	2016-17	2017-18	2018-19
2.1. Students in 21 st CCLC programs increase their perceptions of support, connectedness, and safety.	2.1.1. At least 90% of 21 st CCLC students will report that they are supported by and connected to staff in their program, annually, as measured by student surveys.	Not available	87.5% felt Supported	89.9% felt Supported	86.7% felt Support
	2.1.2. At least 90% of 21 st CCLC students will report that they feel physically safe in their program, annually, as measured by student surveys.	Not available	85.9% felt Safe	86.2% felt Safe	87.3% felt Safe
	2.1.3. At least 75% of 21 st CCLC students will report that they feel connected to peers (including having a sense of belonging), annually, as measured by student surveys.	Not available	75.4% felt Connected	79.2% felt Connected	76.9% felt Connected
2.2. Students in 21 st CCLC programs will be provided healthy eating opportunities.	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.	72.9% of eligible centers (105 of 144) were enrolled in the Healthy Snack Program	71.2% of eligible centers (104 of 146) were enrolled in the Healthy Snack Program	72.5% of eligible centers (74 of 102) were enrolled in the Healthy Snack Program	78.1% of eligible centers (82 of 105) were enrolled in the Health Snack Program

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TABLE III. GOAL 3 | 21ST CCLC PROGRAMS WILL WORK COLLABORATIVELY WITH FAMILIES AND COMMUNITIES TO PROMOTE POSITIVE YOUTH DEVELOPMENT AND PARENT SKILLS.

OBJECTIVE	INDICATOR	RESULTS			
		2015-16	2016-17	2017-18	2018-19
3.1. Parents of students in 21 st CCLC programs will increase parental involvement, support, and knowledge of students.	3.1.1. At least 65% of 21 st CCLC parents and caregivers will report that they are satisfied with communication from center staff, annually, as measured by parent surveys.	Not available	82.1% were Satisfied	81.1% were Satisfied	77% were Satisfied
	3.1.2. At least 65% of parents will report that they have knowledge and awareness of student progress and activities in the 21 st CCLC program and school, annually, as measured by parent surveys.	Not available	87.2% were Knowledgeable and Aware	85.2% were Knowledgeable and Aware	83.8% were Knowledgeable and Aware
3.2. Students in 21 st CCLC programs will increase community and civic engagement and career development.	3.2.1. At least 50% of 21 st CCLC middle- and high-school students will report that they participate in community service or service learning opportunities, annually, as measured by student surveys.	Not available	52.5% participated in Community Service Learning	87.6% participated in Community Service Learning	96% participated in Community Service Learning
	3.2.2. At least 80% of 21 st CCLC centers will offer community or service learning activities in their programs, annually, as measured by data system records.	49.7% of centers (73 of 147) offered Community-Service Learning activities	50.3% of centers (75 of 149) offered Community-Service Learning activities	78.2% of centers (111 of 142) offered Community-Service Learning activities	56.2% of centers (59 of 105) offered Community Service-Learning activities
	3.2.3. At least 75% of 21 st CCLC high-school students will report that they are exposed to career development opportunities, annually, as measured by student surveys.	Not available	62.4% participated in Career Development opportunities	59.0% participated in Career Development opportunities	60% participated in Career Development opportunities

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TABLE IV. GOAL 4 | 21ST CCLC PROGRAMS WILL SEE AN INCREASE IN THE SOCIAL-EMOTIONAL SKILLS OF THEIR STUDENTS.

OBJECTIVE	INDICATOR	RESULTS			
		2015-16	2016-17	2017-18	2018-19
4.1. Students in 21 st CCLC programs will improve their perceptions of self-control and conflict resolution skills.	4.1.1. At least 50% of 21 st CCLC students will improve conflict resolution skills, annually, as measured by school day teacher surveys.	69.0% improved Conflict Resolution Skills	66.9% improved Conflict Resolution Skills	59.4% improved Conflict Resolution Skills	59.6% improved Conflict Resolution Skills
	4.1.2. At least 75% of 21 st CCLC students will report that they have personal control (over their behavior and future), annually, as measured by student surveys.	Not available	75.4% reported Personal Control	71.7% reported Personal Control	78% reported Personal Control
4.2. Students in 21 st CCLC programs will improve their behavior.	GPRA 4.2.2. At least 60% of 21 st CCLC students will improve behavior, annually, as measured by school day teacher surveys.	64.3% improved Behaving Well in Class	62.9% improved Behaving Well in Class	52.2% improved Behaving Well in Class	50.2% improved Behaving well in Class

TABLE V. GOAL 5| 21ST CCLC PROGRAMS WILL PROMOTE THE ACTIVE ENGAGEMENT OF ENROLLED PARTICIPANTS.

OBJECTIVE	INDICATOR	RESULTS			
		2015-16	2016-17	2017-18	2018-19
5.1. 21 st CCLC programs will offer engaging activities that promote participation, retention, and active learning experiences.	5.1.1. Increase the frequency of participation of regular students (30 days or more) attending 21 st CCLC programs annually as measured by attendance spreadsheets.	Total Enrollment increased from 16,688 to 18,438 (10.5%) ³	School Year Enrollment increased from 12,559 to 14,447 (15.3%) Summer Enrollment increased from 5,879 to 6,637 (12.9%)	School Year Enrollment decreased from 14,447 to 13,915 (-3.7%) Summer Enrollment decreased from 6,637 to 6,110 (-7.9%).	School Year Enrollment is 10,082 <i>(This is a baseline year given significant decline in grantees)</i> Summer Enrollment is 5,262 <i>(This is a baseline year given significant decline in grantees)</i>
	5.1.2. Increase the percent of students who are retained in 21 st CCLC programs annually, as measured by attendance spreadsheets.	Not available	Baseline: 62.5% were Retained	Retention increased from 62.5% (9,582 of 15,339 students) to 64.4% (8,041 of 12,482 students; 3.1%)	Retention is 58% (5,836 of 10,059 students) <i>(This is a baseline year given significant decline in grantees)</i>
	5.1.3. At least 80% of 21 st CCLC students will report that they are actively engaged in their learning experience at their local afterschool program, annually, as measured by student surveys.	Not available	80.5% were Actively Engaged	82.7% were Actively Engaged	79.4% were Actively Engaged

³ 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.

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TABLE VI. GOAL 6 | 21ST CCLC PROGRAMS WILL PROVIDE HIGH-QUALITY OPERATIONS.

OBJECTIVE	INDICATOR	RESULTS			
		2015-16	2016-17	2017-18	2018-19
6.1. 21 st CCLC programs will be perceived as valuable by parents, school teachers, and school administrators.	6.1.1. At least 85% of 21 st CCLC parents will report satisfaction with their students' afterschool program, annually, as measured by parent surveys.	Not available	97.5% were Satisfied	97.7% were Satisfied	96.6% were Satisfied
	6.1.2. At least 90% of school day teachers and principals will report that they perceive value in the 21 st CCLC program, annually, as measured by school day teacher surveys and school administrator surveys.	94.0% of school day teachers perceived the afterschool program to be valuable ⁴	96.4% of school day teachers and school administrators perceived the afterschool program to be valuable	97.5% of school day teachers and school administrators perceived the afterschool program to be valuable	93.5% of school day teachers and school administrators perceived the afterschool program to be valuable
6.2. 21 st CCLC programs will offer high-quality activities and operations that meet the needs of youth in the community.	6.2.1. 100% of 21 st CCLC grantees will serve at least 80% of their targeted capacity, annually, as measured by grantee reports.	77.2% of grantees (61 of 79) served 80% of their target capacity	64.5% of grantees (51 of 79) served 80% of their target capacity	64.5% of grantees (51 of 79) served 80% of their target capacity	68.1% of grantees (32 of 47) served 80% of their target capacity
	6.2.2. At least 80% of 21 st CCLC centers, school year programs will be available for a minimum of 60 hours per month, as measured by grantee reports.	Not available	30.4% of school-year centers (42 of 135) were open for 60 hours per month	30.8% of school-year centers (29 of 94) were open for 60 hours per month	29.5% of school year centers (31 of 105) were open for 60 hours per month
	6.2.3. At least 75% of 21 st CCLC centers will have summer offerings every year, as measured by grantee reports.	74.0% of centers (111 of 150) offered Summer Programming	79.6% of centers (113 of 142) offered Summer Programming	69.7% of centers (99 of 142) offered Summer Programming	72% of centers (78 of 108) offered Summer Programming
	6.2.4. 100% of 21 st CCLC centers will comply with at least 80% of quality indicators (10 of 12) for Organizational Structure and Management, annually, as measured by the OPI Self-Reflection tool.	80.0% of centers (112 of 140) met the compliance target for Organizational Structure and Management indicators	74.3% of centers (101 of 136) met the compliance target for Organizational Structure and Management indicators	88.3% of centers (120 of 136) met the compliance target for Organizational Structure and Management indicators	91.2% of centers (93 of 102) met the compliance target for Organizational Structure and Management indicators

⁴ School administrator data were not available

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OBJECTIVE	INDICATOR	RESULTS			
		2015-16	2016-17	2017-18	2018-19
	6.2.5. At least 75% of 21 st CCLC centers will offer health, physical fitness, or nutrition activities, annually, as measured by grantee reports.	84.9% of centers (124 of 146) offered Physical Fitness activities	76.5% of centers (114 of 149) offered Physical Fitness activities	90.8% of centers (129 of 142) offered Physical Fitness activities	88.9% of centers (96 of 108) offered Physical Fitness activities
	6.2.6. 100% of 21 st CCLC centers will comply with at least 80% of quality indicators (4 of 5) for Partnerships, annually, as measured by the OPI Self-Reflection tool.	80.7% of centers (109 of 135) met the compliance target for Partnership indicators	83.8% of centers (114 of 136) met the compliance target for Partnership indicators	83.8% of centers (114 of 136) met the compliance target for Partnership indicators	82.4% of centers (82 of 102) met the compliance target for Partnership indicators
	6.2.7. By the end of the third year of grant funding, 100% of grantees will have a Sustainability Plan, as measured by OPI Self-Reflection tool.	Not available	81.0% of grantees (64 of 79) had a Sustainability Plan	79.4% of grantees (81 of 102) had a Sustainability Plan.	83.7% of centers (77 of 92) had a Sustainability Plan
	6.2.8. 100% of 21 st CCLC centers will comply with at least 80% of quality indicators (8 of 10) for Staffing and Professional Development, annually, as measured by the OPI Self-Reflection tool.	88.6% of centers (124 of 140) met the compliance target for Staffing and Professional Development indicators	93.4% of centers (127 of 136) met the compliance target for Staffing and Professional Development indicators	93.4% of centers (127 of 136) met the compliance target for Staffing and Professional Development indicators	95.1% of centers (97 of 102) met the compliance target for Staffing and Professional Development indicators
	6.2.9. 100% of 21 st CCLC centers will comply with at least 80% of quality indicators (11 of 13) for Grant Management and Sustainability, annually, as measured by OPI Self-Reflection tool.	88.4% of centers (122 of 138) met the compliance target for Management and Sustainability indicators	87.5% of centers (119 of 136) met the compliance target for Management and Sustainability indicators	87.5% of centers (119 of 136) met the compliance target for Management and Sustainability indicators	100% of centers (102 of 102) met the compliance target for Management and Sustainability indicators
	6.3.0. 100% of 21 st CCLC centers will comply with at least 80% of quality indicators (11 of 13) for Health and Safety, annually, as measured by OPI Self-Reflection tool.	88.6% of centers (124 of 140) met the compliance target for Health and Safety indicators	94.9% of centers (129 of 136) met the compliance target for Health and Safety indicators	94.9% of centers (129 of 136) met the compliance target for Health and Safety indicators	100% of centers (102 of 102) met the compliance target for Health and Safety indicators

SUMMARY OF STATE OBJECTIVES RESULTS

Outcome data are available for 32 indicators, but target results are only available for 30 as there are two indicators that constitute baseline measures⁵ (number of students served and number retained). Of the 30 indicators, grantees successfully met 15 (50%). Indicators that were met included:

- Improvement in math proficiency and maintenance of reading proficiency on state assessments
- Improvement or maintenance in teacher perceptions of academic performance
- Student graduation or advancement to the next grade level
- Increased conflict resolution skills and perceptions of personal control among students
- Student engagement in community service
- Improvement in student feelings of peer connectedness
- Parent, teacher and school administrator satisfaction with 21st CCLC
- Parent satisfaction with communication from center staff
- Health and fitness offerings
- Compliance with Grant Management and Sustainability and Health and Safety

Compared to the 2017-18 program year, there was a slight increase in the percentage of performance indicators met (50% vs 44%). While indicators for student Active Engagement and Staff Support were not met this year as in the previous year, indicators that were met for 2018-19 (but not for 2017-18) were Student Math Proficiency, Personal Control, Grant Management and Sustainability, and Health and Safety.

Comparisons were also made to determine whether attendance (or “dosage”) influenced outcomes. Specifically, students were categorized by attendance, with students who attended less than 30 days (i.e., on only a monthly or quarterly basis) classified as “non-regular attendees” and students who attended 30 or more days (i.e., on a weekly basis) were classified as “regular attendees.” Results showed statistically significant relationships between dosage and student outcomes. Specifically, students who attended the program more frequently demonstrated and rated themselves as having more personal control, adult support, feelings of safety and peer connectedness. Older students who attended regularly reported having more access to career development opportunities. In contrast, teacher reports of student behavior, homework completion, class participation, and academics were less positive for regular attendees compared to non-regular attendees. However, this latter finding may be due to differences in the sample that were included for non-regular students; for the teacher survey, these students were defined as 15-30 days, not 1-30 days and this limited the sample.

Survey data reveals that positive progress is being made in other areas as well. For example, students reported that 21st CCLC programs helped them feel happy and get along with others, and parents reported that their students became interested in new areas and developed more positive attitudes towards school.

⁵ This is because prior year data is based on a significantly different cohort of 21st CCLC grantees than in 2018-19.

What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of Montana 21st CCLC programs?

The vast majority of students and parents reported high levels of satisfaction with the 21st CCLC program. Over 80% of grade 6-12 and grade 2-3 students agreed that they liked the program and would like to attend next year. As well, over 80% of students in grades 6-12 would recommend the program to their friends. Students who attended the program regularly (i.e., on a weekly basis) were statistically significantly more likely to be more interested and involved in program activities than students that did not attend regularly.

Nearly all parents (97%) indicated that they were satisfied with the program. Nearly all reported that the program was welcoming and was a good value for their family. Parents reported the highest satisfaction with program safety and the overall program. They were least satisfied with parent and family programming, which is consistent with the finding that adult activities are only offered at 51% of 21st CCLC centers. Of those who did participate in adult activities, 83% rated them to be worthwhile and 87% would recommend them to others. Additionally, most parents (77%) were satisfied with the communication they received from the program staff.

Ninety-four percent of teachers and school administrators felt that the 21st CCLC program was valuable. Over 90% reported that they were satisfied with the variety and quality of academic and enrichment opportunities offered to students. Over 70% of teachers and administrators reported being satisfied with communication and collaboration with program staff, and felt the afterschool program fit in with the school day. This is important given the emphasis of the new ESSA legislation on coordination and collaboration between afterschool and school day curricula.

What successes and challenges have been encountered in the delivery of Montana 21st CCLC programs?

Teachers, school administrators, program personnel, parents, and students were asked to respond to open-ended questions about the most successful aspects of 21st CCLC programming. According to responses, programs were most successful with regard to providing academic support to students, offering students opportunities to explore new interests and engage in a wide variety of activities, improving student behavior and interpersonal skills, and building strong relationships with program staff and the community members. Additionally, respondents indicated that the provision of a safe, supervised, and supportive environment for students afterschool fulfilled an important need in their communities, particularly in rural areas where most parents had long commutes to and from work.

Program staff and administrators were also asked to describe the most important challenges they encountered. Based on these reports, programs struggle with finding and retaining quality staff, dealing with challenging student behavior, fluctuations in daily attendance,

communicating and coordinating with school day teachers, finding appropriate space for activities, and modifying programming due to inclement weather.

What have been lessons learned? What recommendations are available for improvement, and how can programs better achieve goals and grant objectives?

Overall, Montana 21st CCLC programs have developed a strong foundation for serving youth and families in their communities. However, continued progress will require sustained supports and assistance from grantees and ongoing monitoring of student outcomes and program quality. Based on the challenges reported by teachers, school administrators, parents and program staff and administrators as well as other data analyzed throughout this report, it is recommended that the state focus efforts, supports, and future professional development toward:

- ❖ Helping programs provide better communication to parents and school day teachers with regards to activities and student behavior. Increased communication with school day staff would also promote alignment between afterschool programming and classroom learning.
- ❖ Helping programs better understand and manage student behaviors (e.g., how to integrate MBI and/or social emotional learning activities in afterschool programming)
- ❖ Offering diverse, engaging and innovative activities for different age and ability levels in order to increase student attendance and participation

Finding from the current report also indicate that improvements may be needed with regard to:

- ❖ Increasing operating hours by setting a statewide minimum for every 21st CCLC school year program (e.g., 8 hours per week) and encouraging centers to provide programming during summer and holiday breaks (e.g., providing targeted funds)
- ❖ Expanding the number of centers that offer adult programming
- ❖ Continuing to direct efforts toward long-term retention of participants

Given that several programs have been quite successful in some of these activities, sharing of successes and lessons learned would also benefit 21st CCLC programs in Montana (e.g., via statewide meetings – online or in-person, regular communications on best practices (e.g., quarterly newsletter), establishing a Community of Practice, building an online resource library, etc.).

Based on state performance indicators, the following areas should be targeted for improvement. Recommendations for improving upon these areas are also noted.

- ❖ Centers need to increase student enrollment, regular student attendance, participant retention and program hours. 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.

- ❖ Centers should incorporate adult and family activities, opportunities for career exploration, and community-service learning activities into programming. For the 2018-19 program year, the proportion of centers providing these offerings was low (less than 60% of centers) and among centers that did provide this programming, it was offered less frequently. It is important for centers, grantees, and state education agencies to collaborate to identify strategies that will help increase these offerings and offer professional development opportunities in related areas. Additionally, increased communication and networking opportunities between different centers across the state will allow programs to adopt strategies that other centers have found to be successful.
- ❖ Centers reported the lowest ratings in the areas of Partnerships and Sustainability Plans (as measured by the MT Monitoring and Quality Improvement Self-Reflection). This area could be targeted for additional training opportunities that could inform program personnel about strategies for establishing and collaborating with community partners and sustainability planning. There should also be continuing focus on program evaluation trainings (webinars, online recordings, annual conference and regional meetings), as center ratings indicate that ongoing support is needed.
- ❖ Objectives associated with student academics, motivation and school engagement (i.e. homework completion, class participation, academics, and classroom behavior) were not met and were not impacted by participation levels. Grantees should encourage collaboration with school day teachers to determine ways to better align afterschool programming with classroom learning and to offer consistent motivational strategies across both school day and afterschool programming.

In sum, the Montana 21st CCLC state team is to be commended for its efforts in assisting grantees with their implementation of these much-needed out of school time programs. 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.

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Project Overview

BACKGROUND

“Turning “non-school hours” into “learning hours” requires us to provide learning opportunities that address a broader spectrum of interests and talents possessed by today’s youth. We need educators, community organizations, employers, and volunteers not simply to work better together but also to work in new and more productive ways that spark student interest in learning. Afterschool and summer programs throughout the country are, for example, helping schools better fulfill their responsibility to teach students in the most engaging fashion. They are also providing a logical means to bring new community resources to the learning enterprise and to position schools as a hub of learning beyond the typical school day and year. In addition, they are empowering educators and families as facilitators or “orchestrators” of learning—not only in and around the school but also in the broader community.” - T.K. Peterson⁶

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”⁷ 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 for children, families, and communities. Data shows these well designed out-of-school programs positively impact youth, such as increasing student performance, providing a safe haven for children and youth during non-school hours, and reducing school violence.⁸ The overarching mission of the 21st CCLC grant offers a unique opportunity to collect data at the local, state, and national levels in order to build on research regarding the structure and implementations of effective afterschool programs. It is critical that state education agencies administering 21st CCLC grants conduct evaluations to support these important programs and help them improve. To support this effort, the Montana Office of Public Instruction Health Enhancement and Safety Division (OPI), which awards, administers, and supervises the 21st CCLC grant programs, has contracted with an evaluation firm, JEM & R, to conduct

⁶ Peterson, T. K. (ED., 2013). *Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success*. Retrieved from: <https://www.expandinglearning.org/expandingminds>

⁷ U.S. Department of Education (2016). *21st Century Community Learning Centers*. Retrieved from: <http://www2.ed.gov/programs/21stccclc/index.html>

⁸ Harvard Family Research Project (2002). *Evaluation of 21st CCLC Programs*. Retrieved from: www.hfrp.org/content/download/1094/48599/file/issuebrief2

annual evaluations of their programs.⁹ The present report provides results from the 2018-19 grant year.

MONTANA 21ST CCLC GRANT GOALS

GOAL 1 | *Montana 21st CCLC programs will see improvements in the academic achievement of their students.*

GOAL 2 | *Montana 21st CCLC programs will provide a safe, supportive, and healthy environment for youth.*

GOAL 3 | *Montana 21st CCLC programs will work collaboratively with families and communities to promote positive youth development and parent skills.*

GOAL 4 | *Montana 21st CCLC programs will see an increase in the socio-emotional skills of their students.*

GOAL 5 | *Montana 21st CCLC programs will promote the active engagement of enrolled participants.*

GOAL 6 | *Montana 21st CCLC programs will provide high-quality operations.*

EVALUATION DESIGN AND METHODOLOGY

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

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

Evaluation Framework

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

⁹ JEM & R LLC was hired in December of 2016 for the 5-year evaluation project.

MONTANA STATE EVALUATION REPORT

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, attendance records, and teacher ratings of student achievement and behavior.

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 produces results that 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 evaluation¹⁰ are provided in Table 1. The table also shows the alignment of these evaluation questions with the six goals of the Montana 21st CCLC grant and the objectives. As shown, these evaluation questions address both student outcomes and program implementation, in addition to aligning with current statewide goals and objectives.

TABLE 1. EVALUATION QUESTIONS, GOALS, AND OBJECTIVES

EVALUATION QUESTIONS	GOALS	OBJECTIVES
What are the characteristics of students and families served, and are programs reaching the target populations? What are the characteristics of the staff that provide 21 st CCLC programming? What are the characteristics of 21 st CCLC programming (e.g., services offered, frequency) and how well are they meeting quality standards?	GOAL 5: 21 st CCLC programs will promote the active engagement of enrolled participants.	OBJECTIVE 5.1: 21 st CCLC programs will offer engaging programmatic activities that promote participation, retention and active learning experiences.
	GOAL 2: 21 st CCLC programs will provide a safe, supportive, and healthy environment for youth.	OBJECTIVE 2.2: Students participating in 21 st CCLC programs will be provided with healthy eating opportunities.
	GOAL 6: 21 st CCLC programs will provide high-quality operations.	OBJECTIVE 6.2: 21 st CCLC programs will offer high-quality program activities and operations that meet the needs of youth in the community.
What is the extent and nature of local partnerships across programs and how does this influence implementation, sustainability and impacts?	GOAL 6: 21 st CCLC Programs will provide high-quality operations.	OBJECTIVE 6.2: 21 st CCLC programs will offer high-quality program activities and operations that meet the needs of youth in the community.
What is the impact of 21 st CCLC programs on the academic performance of participating students? Does participation in 21 st CCLC programs appear to contribute	GOAL 1: 21 st CCLC programs will see improvements in the academic achievement of their students.	OBJECTIVE 1.1: 21 st CCLC programs will increase students' performance in math and reading.
		OBJECTIVE 1.2: Students in 21 st CCLC programs will demonstrate increases in

¹⁰ Not all questions may be addressed each program year as the evaluation will evolve and be customized according to findings and lessons learned from prior years.

EVALUATION QUESTIONS	GOALS	OBJECTIVES
to improved academic outcomes and related indicators (e.g., classroom grades, on-time advancement to the next grade level, homework completion)?		<p>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>
Does participation in 21 st CCLC programs affect other behaviors and positive youth assets such as: regular school and program attendance, positive behavior, skill development (including career development or work-based learning for high school students), and healthy youth development?	GOAL 4: 21 st CCLC programs will see an increase in the socio-emotional skills of their students.	<p>OBJECTIVE 4.1: Students participating in 21st CCLC programs will demonstrate improvements in perceptions of self-control and conflict resolution skills.</p> <p>OBJECTIVE 4.2: Students participating in 21st CCLC programs will demonstrate improvements in behavior, including attendance.</p> <p>OBJECTIVE 4.3: High-school students participating in 21st CCLC programs will participate in career development opportunities.</p>
What other effects and/or unintended consequences have resulted from the implementation of out of school programs?	<p>GOAL 2: 21st CCLC programs will provide a safe, supportive, and healthy environment for youth.</p> <p>GOAL 3: 21st CCLC programs will work collaboratively with families and communities to promote positive youth development and parent skills.</p>	<p>OBJECTIVE 2.1: Students participating in 21st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety.</p> <p>OBJECTIVE 3.2: Students will demonstrate increases in community and civic engagement.</p> <p>OBJECTIVE 3.1: Parents of students in 21st CCLC programs will demonstrate increases in parental communication and support/knowledge of student.</p>
What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of afterschool programs?	GOAL 6: 21 st CCLC Programs will provide high-quality operations.	OBJECTIVE 6.1: 21 st CCLC programs will be perceived as valuable by parents and school teachers/administrators.
What SEA and grantee level resources and technical assistance are available for support to program staff? How effective are these and to what degree are recipients satisfied? What lessons learned and recommendations are available for improvement and to achieve grant goals/objectives?	GOAL 6: 21 st CCLC Programs will provide high-quality operations.	OBJECTIVE 6.2: 21 st CCLC programs will offer high-quality program activities and operations that meet the needs of youth in the community.

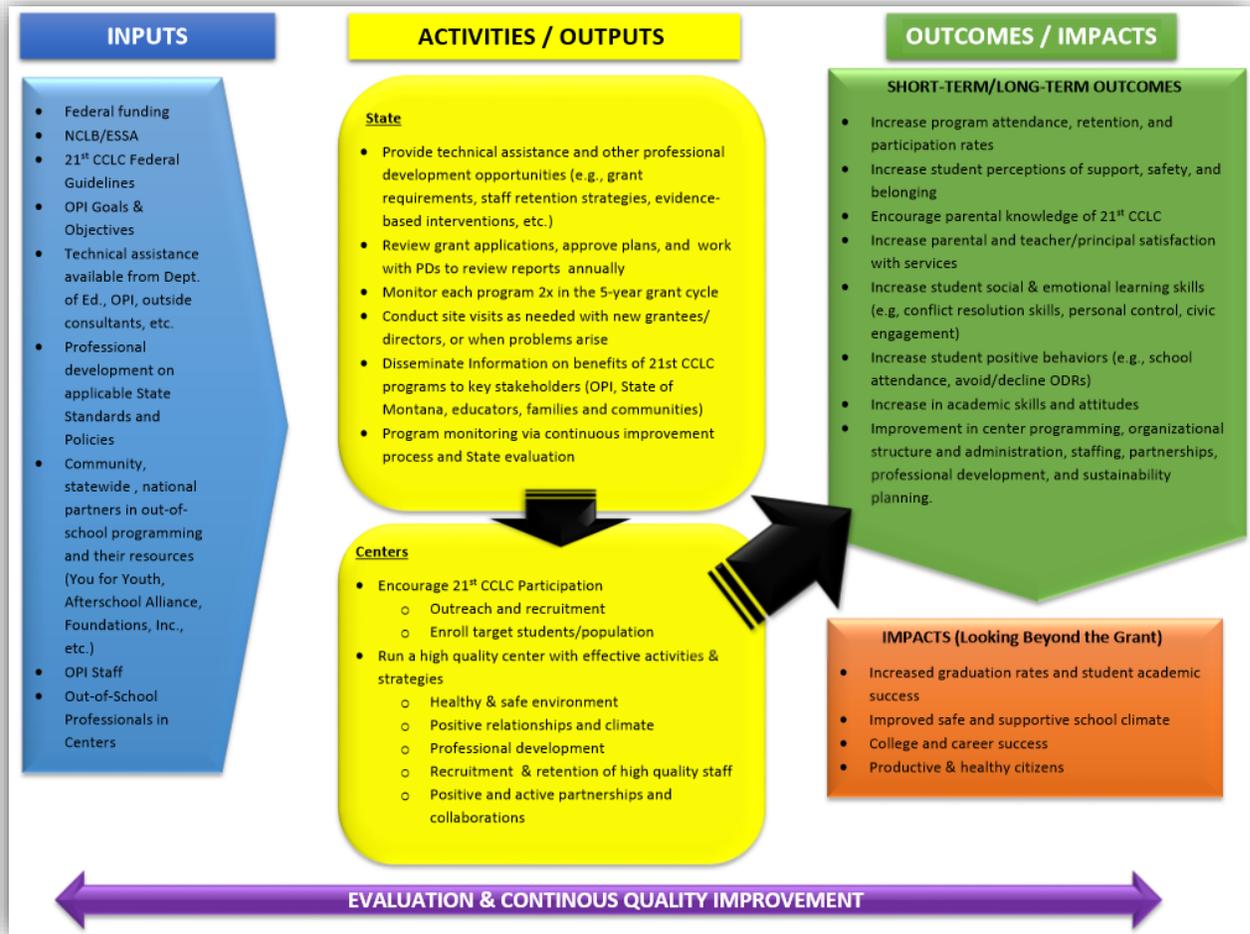
Summary of Progress

Over the course of the 2018-19 grant year, the evaluator has worked closely with grant staff to build an infrastructure that supports the data collection and reporting, The infrastructure aligns with the evaluation plan to provide training and support to grantees in meeting the goals of the outlined in the new plan. Major activities included:

- Conducting meetings and trainings for local grantees on the evaluation plan, measures, and processes;
- Ensuring timely completion of all data collection and reporting activities;
- Working with the state team for submission of APR Federal Reporting requirements including but not limited to: attendance, activities, staffing, partners, etc.
- Provide local evaluation reports to grantees and reviewing and monitoring completion of all local evaluation reports;
- Administering all surveys in Spring 2019 and providing survey reports to individual grantees within two months of completion;
- Administering the OPI 21st CCLC Self-Reflection tool;
- Working with OPI data team to obtain student-level academic and attendance data; and
- Completing the present report.

In sum, JEM & R has worked closely with the state grant team and local grantees to ensure that their unique needs, priorities and goals are addressed, and to plan and conduct an evaluation that will help inform decisions and improve project activities and outcomes. This process is illustrated in the following logic model.

FIGURE 1: MONTANA 21ST CCLC LOGIC MODEL - HIGH-LEVEL OVERVIEW



ORGANIZATION OF THE REPORT

The report begins with descriptive information about the grantees and centers, participating students and families, and the program offerings across centers. This is followed by data regarding outcomes observed during the 2018-19 grant year. When possible, historical comparisons are provided to contextualize the current data. The report closes with conclusions and recommendations for program improvement.

Descriptive Results

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, afterschool, and summer programs that adhere to the requirements of 21st CCLC. Across the state of Montana, much of which is rural, there were 47 grantees running 110 centers in 2018-19. 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 would primarily serve students attending schools where at least forty percent (40%) of students are eligible for Free or Reduced-Price Lunch. In addition, Federal regulations also require 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.

Prior to presenting descriptive findings, it should be noted that counts throughout the report vary due to missing data. Unfortunately, not all grantees or centers reported on every data point. The percentages presented are always based on the number of respondents.

WHAT ARE THE CHARACTERISTICS OF MONTANA 21ST CCLC PROGRAMS?

Grantees and Program Centers

Table 2 shows all grantees ($N = 47$) and centers ($N = 110$) that had 21st CCLC funding for the 2018-19 program year. It should be noted that for the 2018-19 grant year, Montana experimented with implementing a consortium model in order to serve more students in rural communities by allowing multiple rural districts to submit a single grant application. Furthermore, more funds were allocated per grantee in order support these larger consortia and to facilitate implementation of best practices, such as use of evidence-based curriculum and high-quality professional development. Thus, the number of grantees fell from 79 grantees to 47 grantees. Similarly, the number of 21st CCLC centers also was reduced from 142 to 110 centers. Furthermore, 8 of the 47 grantees are either new or had new centers added. Thus, comparisons to prior years should be made with caution as there is now a substantially different cohort of grantees.

For the 2018-19 grant year, there were 13 grantees (28%) with one center, 17 grantees (37%) with two centers and 16 (35%) that had three or more. The largest number of centers operated by a single grantee was six ($n = 3$, Browning Elem, Butte Elem, and Yellowstone Consortium).

TABLE 2. GRANTEES AND CENTERS: 2018-2019

GRANTEE		CENTER	
1	Boulder Elem - Consortium	1	Boulder Elementary School
1	Boulder Elem - Consortium	2	Basin Elementary School
1	Boulder Elem - Consortium	3	Jefferson High School District #1
1	Boulder Elem - Consortium	4	Twin Bridges School District #7
2	Boys & Girls Club of Glacier Country-COFLS	5	Boys & Girls Glacier-COLFLS
3	Boys & Girls Club of Lewistown	6	Boys & Girls Club of Lewistown
4	Boys & Girls Club of Yellowstone Co-Castle Rock	7	Bair Family Clubhouse - Castle Rock Elementary
4	Boys & Girls Club of Yellowstone Co-Castle Rock	8	Medicine Crow Clubhouse (formerly Bench)
5	Boys & Girls Club of Yellowstone-McKinley	9	Lockwood Clubhouse
5	Boys & Girls Club of Yellowstone-McKinley	10	Bair Family Clubhouse - McKinley Middle School
5	Boys & Girls Club of Yellowstone-McKinley	11	McKinley Clubhouse
6	Boys and Girls Clubs of Cascade County - Consortium	12	Westside Boys & Girls Club
6	Boys and Girls Clubs of Cascade County - Consortium	13	Great Falls Housing Authority Club
7	Browning Elem	14	Browning Elementary (2-3)
7	Browning Elem	15	Browning High School
7	Browning Elem	16	Browning Middle School (7-8)
7	Browning Elem	17	Browning Summer Center
7	Browning Elem	18	Browning-Vina Chattin/KW Bergan Elementary School
7	Browning Elem	19	Napi Elementary (4-6)
8	Butte Elem	20	Emerson Elementary
8	Butte Elem	21	Kennedy Elementary
8	Butte Elem	22	Margaret Leary Elementary
8	Butte Elem	23	West Elementary
8	Butte Elem	24	Butte-Whittier Elementary
8	Butte Elem	25	Butte Summer Center - East Middle School
9	Cascade Elem-Consortium	26	Cascade Public School
9	Cascade Elem-Consortium	27	Ulm Public School
10	Centerville Elem	28	Centerville Public School District
11	Charlo Elem	29	Charlo
12	Conrad Elem	30	CHS 7-12
12	Conrad Elem	31	Chester-Joplin-Inverness Schools
12	Conrad Elem	32	Meadowlark School
12	Conrad Elem	33	Conrad Trades Academy
12	Conrad Elem	34	Utterback School
13	Corvallis K-12 Schools	35	Corvallis 7-8
14	Dixon	36	Dixon School 21st CCLC
15	Drummond Elem	37	Drummond JH/HS (7-12)
15	Drummond Elem	38	Drummond Elementary (K-6)
16	East Helena Elem	39	Radley Elementary School
16	East Helena Elem	40	Prickly Pear Elementary School
17	Eureka Elem	41	Eureka Elementary

GRANTEE		CENTER	
18	Fairview Elem	42	Circle
18	Fairview Elem	43	Fairview
18	Fairview Elem	44	Frontier
19	Frenchtown K-12	45	Frenchtown-Colt's Community Learning Center
20	Greater Gallatin United Way	46	GGUW-Whittier
20	Greater Gallatin United Way	47	GGUW-Saddle Peak Elementary School
21	Hamilton K-12	48	Hamilton High School (9-12)
21	Hamilton K-12	49	Hamilton Middle School (6-8)
22	Hamilton Elementary	50	Keystone - Hamilton Elementary
23	Hays-Lodge Pole K-12	51	Hays Lodge Pole High School
23	Hays-Lodge Pole K-12	52	Hays Lodge Pole Elementary School
23	Hays-Lodge Pole K-12	53	St. Pauls Mission School
24	Heart Butte K-12	54	Heart Butte K-12 Center (?)
25	Helena Family YMCA	55	Bryant
25	Helena Family YMCA	56	Helena Middle School
26	HELP COM And BOYS & GIRLS CLUB	57	Boys & Girls Club of the Hi-Line
26	HELP COM And BOYS & GIRLS CLUB	58	Havre Middle School
26	HELP COM And BOYS & GIRLS CLUB	59	Sunnyside Intermediate School
27	Highwood K-12	60	Fort Benton Elementary
27	Highwood K-12	61	Geraldine Elementary
27	Highwood K-12	62	Highwood Elementary
28	Hot Springs K-12	63	Hot Springs High School
28	Hot Springs K-12	64	Plains High School
29	Irwin & Florence Rosten Foundation	65	MAPS Media Institute
30	Lame Deer	66	Lame Deer Elementary School
30	Lame Deer	67	Lame Deer High School
31	Libby K-12	68	Libby Elementary School
31	Libby K-12	69	Libby Middle/High School
32	Lincoln K-12	70	Augusta Public Schools
32	Lincoln K-12	71	Helmville Elementary
32	Lincoln K-12	72	Lincoln K-12 Schools
32	Lincoln K-12	73	Ovando Elementary
33	Lodge Grass Elem-Consortium	74	Wyola Public School
33	Lodge Grass Elem-Consortium	75	Lodge Grass High School
33	Lodge Grass Elem-Consortium	76	Lodge Grass Elementary School
33	Lodge Grass Elem-Consortium	77	Arrow Creek Elementary School
33	Lodge Grass Elem-Consortium	78	Plenty Coups High School
34	Lone Rock Elem	79	Lone Rock School
35	Missoula Elem	80	Missoula-Franklin Elementary School
35	Missoula Elem	81	Missoula-C.S. Porter Middle School
35	Missoula Elem	82	Missoula-Hawthorne Elementary School
36	Noxon Elem	83	Noxon Schools

GRANTEE		CENTER	
37	Phillips County Coalition for Healthy Choices-Consortium	84	Malta Boys & Girls Club
37	Phillips County Coalition for Healthy Choices-Consortium	85	Harlem 7-12 Center
37	Phillips County Coalition for Healthy Choices-Consortium	86	Harlem Elem
38	Polson Elem	87	Linderman
38	Polson Elem	88	Cherry Valley Summer Center
39	Rocky Boy H S -Consortium	89	Rocky Boy Schools
39	Rocky Boy H S -Consortium	90	Box Elder Schools
40	Ronan Elem	91	Ronan/Pablo-K. William Harvey Elementary
40	Ronan Elem	92	Ronan/Pablo-Pablo Elementary
41	Ronan Hs	93	Ronan High School
41	Ronan Hs	94	Ronan Middle School
42	Seeley Lake Elem	95	Clinton Elementary
42	Seeley Lake Elem	96	Seeley Lake Elementary
42	Seeley Lake Elem	97	Swan Valley Elementary
43	Sheridan Elem	98	Sheridan Elementary School
43	Sheridan Elem	99	Sheridan School (Middle School/High School)
44	Superior K-12 (Alberton)	100	Alberton School District #2
44	Superior K-12 (Alberton)	101	Superior School District #3
45	Townsend K-12	102	Stevens Youth Center
45	Townsend K-12	103	Townsend Schools
46	Whitehall H S	104	Whitehall K-8
47	Yellowstone Consortium	105	Friendship House
47	Yellowstone Consortium	106	Orchard School
47	Yellowstone Consortium	107	Huntley Project School District
47	Yellowstone Consortium	108	Bridger Public Schools
47	Yellowstone Consortium	109	Terry Schools
47	Yellowstone Consortium	110	Fromberg School District

As shown in Figure 2, grantees consisted primarily of school districts ($n = 36$) with the remaining being community-based organizations (e.g., Boys and Girls Club, United Way, YMCA).

FIGURE 2: TYPES OF GRANTEE ORGANIZATIONS



On average, centers served 112 students during the 2018-19 school year; however, this number varies substantially across different centers. Table 3 categorizes centers by size, based on the number of attendees served during the school year. Only 13% percent of centers served over 200 total attendees, whereas over half (57%) served 100 students or fewer. Given that much of Montana is rural, variability in center size is expected, and the present findings are consistent with the school populations.

TABLE 3. CENTER SIZE: TOTAL STUDENTS SERVED

TOTAL ATTENDEES	CENTERS	
1-50	27	25.0%
51-100	35	32.4%
101-200	32	29.6%
201-300	10	9.3%
301-400	3	2.8%
401-500	0	0.0%
501-600	1	0.9%
Total	108	

Program Staff

Table 4 shows staff characteristics for the school year and summer programs respectively ($N = 69$ centers provided data for Summer 2018; $N = 84$ centers provided school-year data). Total staff for the 2018-2019 school year was 1,532, which represents *24% decrease* from the prior year ($N = 2,020$); however as previously noted, there are substantially less grantees in 2018-19. Of these, 68% were paid staff and 32% were volunteers. As expected, there were fewer staff for summer programs ($N = 877$). Both school-year and summer programs relied more on paid staff, with 71% of staff in paid positions. As well, among the paid staff the majority were teachers or other non-teaching school staff. Community members were the largest source of volunteers for summer programs, whereas the majority of school-year volunteers were college students.

TABLE 4. PROGRAM STAFF

STAFF TYPE	SUMMER 2018				SCHOOL YEAR 2018-19			
	PAID STAFF		VOLUNTEER STAFF		PAID STAFF		VOLUNTEER STAFF	
Administrators	99	14.7%	2	1.0%	137	13.2%	5	1.0%
College Students	53	7.9%	10	4.9%	55	5.3%	199	40.1%
Community Members	90	13.4%	71	35.0%	157	15.2%	134	27.0%
High School Students	71	10.5%	17	8.4%	93	9.0%	32	6.5%
Other Non-Teaching School Staff	122	18.1%	11	5.4%	216	20.8%	14	2.8%
Parents	10	1.5%	57	28.1%	18	1.7%	67	13.5%
School Day Teachers	202	30.0%	12	5.9%	319	30.8%	22	4.4%
Other	27	4.0%	23	11.3%	41	4.0%	23	4.6%
Total	674		203		1,036		496	

WHAT STUDENTS AND FAMILIES DO MONTANA 21ST CCLC PROGRAMS SERVE? ARE PROGRAMS REACHING THE TARGET POPULATIONS?

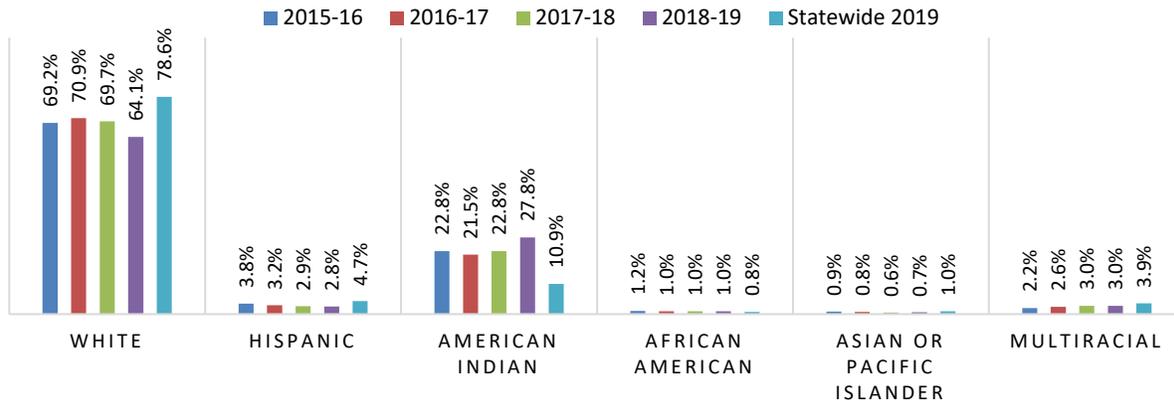
Student Participants

During the 2018-19 grant year, 21st CCLC programs served approximately 10,082 Montana students during the school year and 5,262 during the summer of 2018. The majority of students participating in Montana 21st CCLC programs in the 2018-19 school year identified as White (64%), followed by American Indian (28%). As would be expected given the federal and state guidance that 21st CCLC programs target students from low-income families, economically disadvantaged students were overrepresented in 21st CCLC programs compared to statewide data. Specifically, 69% of 21st CCLC participants are eligible for free or reduced lunch, compared to 57.6% across all Montana students. Students in summer programs were similar to school-year participants with regard to demographics (see Table 5). American Indian students were also overrepresented compared to statewide demographics (28% of 21st CCLC students versus 11% statewide). In turn, the proportion of White students was somewhat lower than in the statewide profile. Students in special education classes were slightly underrepresented compared to statewide data, indicating that more outreach efforts should be devoted to this special population. As shown in Figure 3, the demographic characteristics of Montana 21st CCLC programs have been highly consistent over time.

TABLE 5. STUDENT DEMOGRAPHIC CHARACTERISTICS

DEMOGRAPHIC GROUP	SUMMER 2018		SCHOOL YEAR 2018-19		STATEWIDE
	Count	Percent	Count	Percent	
GENDER					
Male	2,583	52.2%	5,103	50.7%	--
Female	2,349	47.5%	4,942	49.1%	--
RACE/ETHNICITY					
White	3,211	64.9%	6,450	64.1%	78.6%
Hispanic	135	2.7%	280	2.8%	4.7%
American Indian	1,249	25.3%	2,796	27.8%	10.9%
African American	57	1.2%	99	1.0%	0.8%
Asian/Pacific Islander	36	0.7%	73	0.7%	1.0%
Multiracial	190	3.8%	306	3.0%	3.9%
SPECIAL POPULATIONS					
LEP	130	2.6%	349	3.5%	--
Free/Reduced Lunch	3024	63.7%	6,808	68.6%	45.3%
Special Education	446	9.2%	1,092	11.0%	12.8%

FIGURE 3. STUDENT ETHNIC DISTRIBUTION BY GRANT YEAR



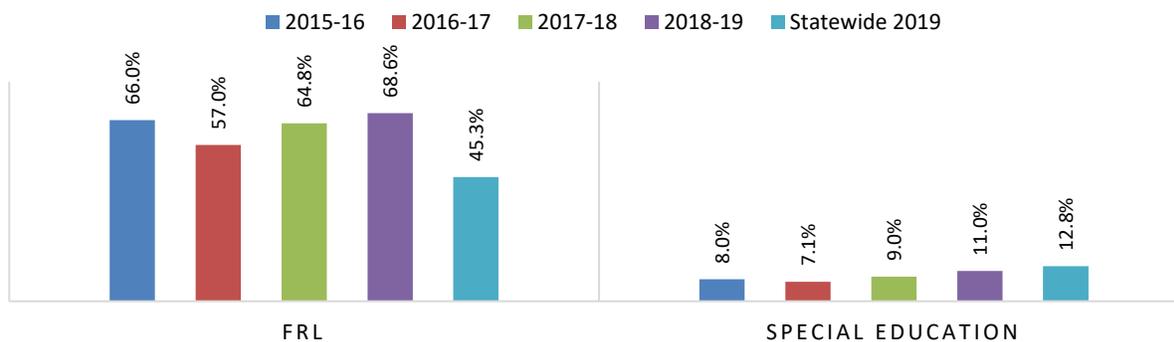
As previously noted, 21st CCLC programs have been designed to target students of low socio-economic status. Thus, it is important that these programs offer nutritional support to students by providing meals or snacks during programming. Offering nutritional snacks to youth constitutes a best practice. In order to monitor this, a state performance indicator was established, such that all eligible centers would enroll in a USDA Healthy Snack Program. In the 2018-19 grant year, 78% (82 out of 105) were enrolled in these programs. This did not reach the 100% target, and as such, this goal was not met.

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

RESULT: 78.1% of centers (82 of 105) enrolled in the Healthy Snack Program; goal was not met.



FIGURE 4. STUDENT AND STATEWIDE SPECIAL POPULATION DISTRIBUTIONS



Montana 21st CCLC centers serve students from pre-kindergarten through 12th grade. Table 6 shows the number and percentage of participants in each grade level during the 2018-19 school year. Across all participants, pre-Kindergarteners represent the smallest group (1%). Grades K through five were over-represented, accounting for more than half of the total (60%), with attendance rates peaking in 2nd grade (11%). As students got older, participation

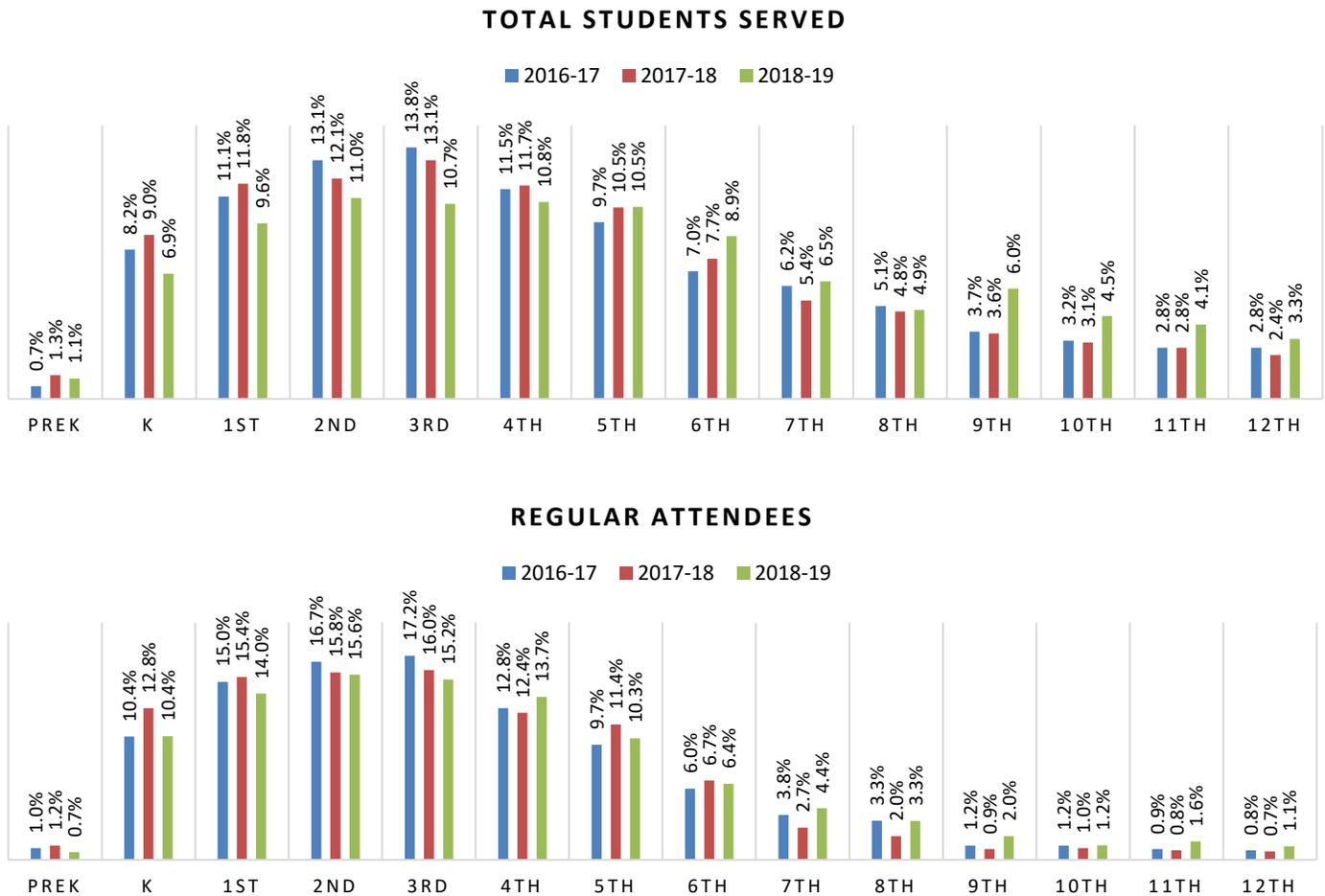
rates generally declined. High-school students (in grades 9-12) represent the smallest proportion of the attendees, together accounting for 18% of students.

TABLE 6. TOTAL AND REGULAR ATTENDEES BY GRADE LEVEL

GRADE	TOTAL SERVED		REGULAR ATTENDEES	
Pre-Kindergarten	136	1.1%	24	0.7%
Kindergarten	831	6.9%	382	10.4%
1 st grade	1165	9.6%	514	14.0%
2 nd grade	1333	11.0%	573	15.6%
3 rd grade	1294	10.7%	558	15.2%
4 th grade	1305	10.8%	504	13.7%
5 th grade	1273	10.5%	376	10.3%
6 th grade	1079	8.9%	235	6.4%
7 th grade	781	6.5%	160	4.4%
8 th grade	590	4.9%	120	3.3%
9 th grade	731	6.0%	73	2.0%
10 th grade	549	4.5%	45	1.2%
11 th grade	494	4.1%	57	1.6%
12 th grade	399	3.3%	42	1.1%
Unknown	127	1.1%	5	0.1%
Total	12,087		3,668	

When considering only regular attendees (students who attended the program for at least 30 days), a similar, but more distinct pattern emerges, with starker differences between older and younger students. Specifically, elementary students make up 80% of regular attendees compared 6% for high-school students. While the percentage of high school attendees doubled from the previous school year, high school attendance is still quite low compared to elementary attendees. Such findings are not surprising given that parents and caregivers use afterschool programming to a greater extent for their younger students, as older students tend to have less need for afterschool supervision. Additionally, older students are more likely to have other commitments that conflict with afterschool, such as extracurricular activities, sports, or a part-time job. As shown in Figure 5, the pattern of participation across grades is consistent across the 2016-17, 2017-18 and 2018-19 school years.

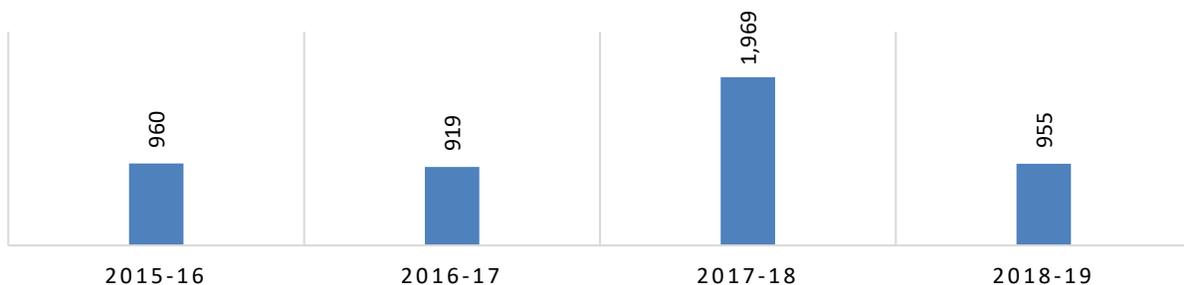
FIGURE 5. GRADE LEVEL DISTRIBUTION, ALL STUDENTS AND REGULAR ATTENDEES



Adult and Family Participants

The following figure shows the number of adult or family participants in 21st CCLC programming for the 2015-16, 2016-17, 2017-18, and 2018-19 grant years. As shown, while centers made significant progress in this area during the 2017-18 grant year, this was not maintained for 2018-19. However, as noted, this includes a different (and smaller) group of grantees. Centers will continue to monitor annual participation rates to determine if a similar pattern occurs in the upcoming years.

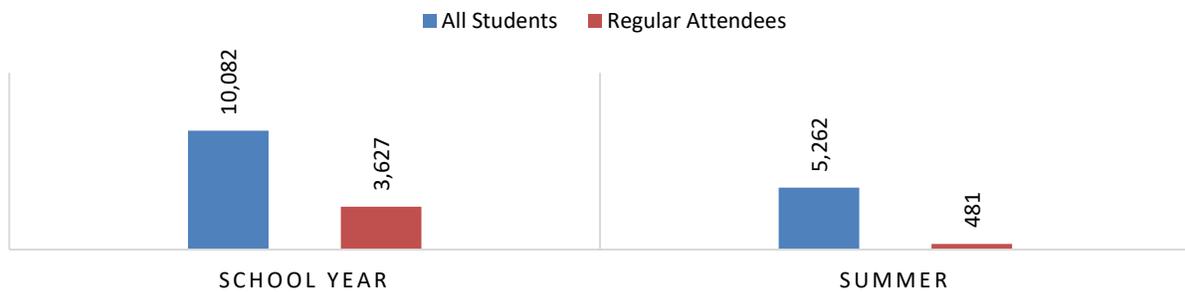
FIGURE 6. ADULT PARTICIPATION BY GRANT YEAR



Student Attendance

There are two classifications of student attendee data. The first classification includes all students who attended a center at least once during the reporting period (total students). The second group includes the subset of students who attended a center for at least 30 days during the reporting period (regular attendees). In Figure 7, total students are shown in blue, regular students are shown in red. As previously noted, a grand total of 10,082 students were served over the school year and 5,262 were served during summer programming. **The total unduplicated student count (across both summer and school year programming) was 15,344.** Furthermore, a greater proportion of students attended for at least 30 days (i.e., regular students) during the school year as compared to the summer, as would be expected.

FIGURE 7. TOTAL AND REGULAR STUDENTS SERVED BY TIMING



As previously noted, comparisons to prior year participation counts is not advisable given that the number of grantees has been reduced. Therefore, the state performance indicator, which specifies that student enrollment will increase each year, has been postponed and instead, 2018-19 serves as a baseline year from which future comparisons will be made.

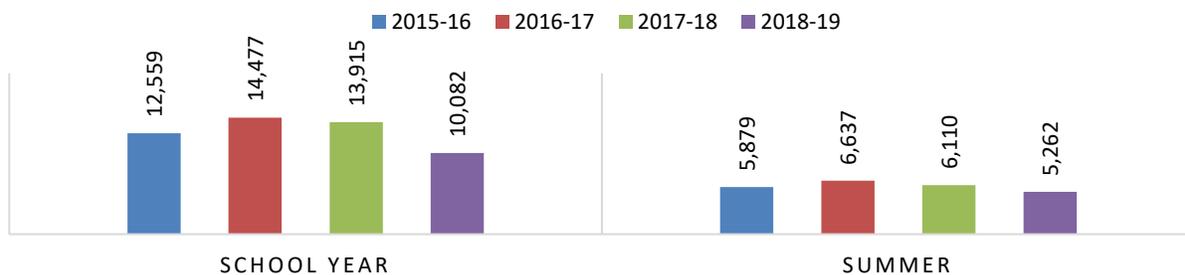
PERFORMANCE INDICATOR 5.1.1. The number of participants enrolled in 21st CCLC programs will increase annually, as measured by attendance spreadsheets.

RESULT: School Year Enrollment was 10,082.



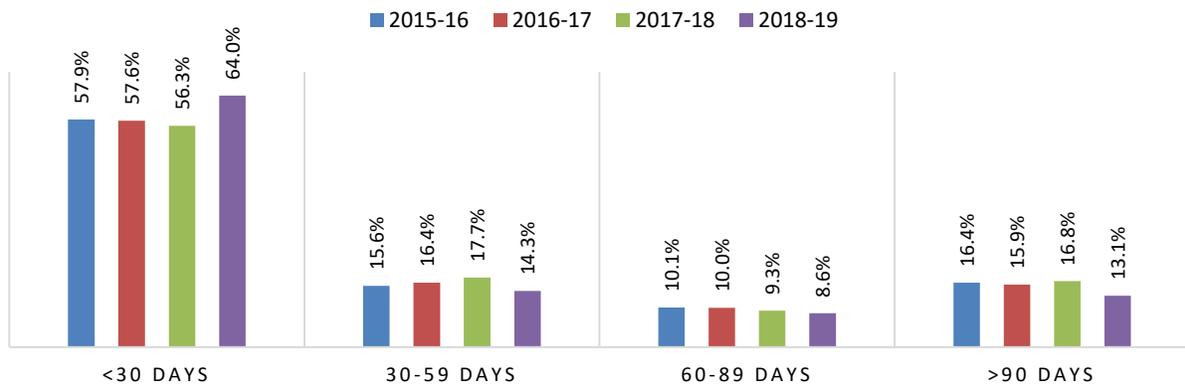
Figure 8 shows the number of students served over the course of four years; 2018-19 consists of a new cohort and should not be compared to prior years.

FIGURE 8. TOTAL STUDENTS SERVED BY GRANT YEAR



As indicated in Figure 9 most students participating in 21st CCLC programs attended for fewer than 30 days. **Approximately 36% of school-year participants were regular attendees.** In comparison, the most recent national data¹¹ indicates that on average, regular attendees make up 54% of all students participating in afterschool programs. Moreover, the proportion of students who are regular attendees has not improved over time.

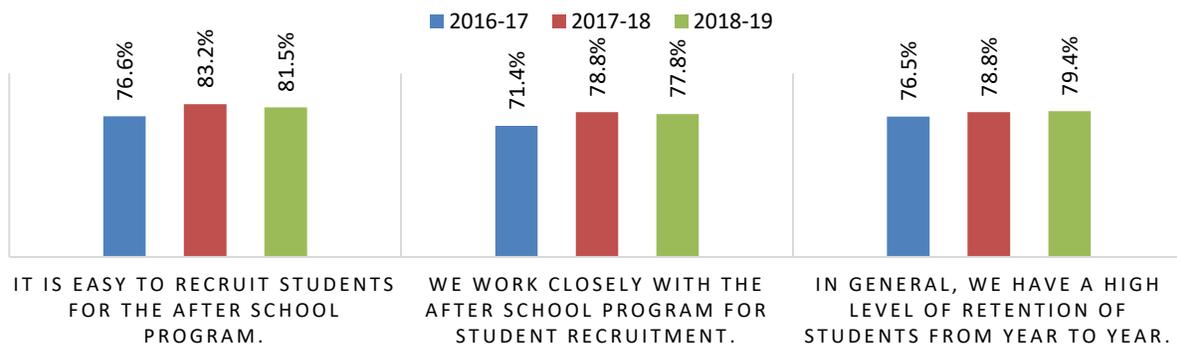
FIGURE 9. TOTAL DAYS ATTENDED DURING THE SCHOOL YEAR BY GRANT YEAR



Recruitment and Retention

As one means of gathering information on student recruitment and retention in Montana 21st CCLC programs, school administrators were asked three items via the School Administrator Survey (*N* = 125). Results for 2018-19 show that 82% of administrators agreed that it was easy to recruit students and 79% reported that they had high retention rates. As well, 79% of administrators agreed that they had a high level of retention. These rates are similar to those of prior years, despite there being less administrators partnering with 21st CCLC programs.

FIGURE 10. SCHOOL ADMINISTRATOR SATISFACTION WITH RECRUITMENT AND RETENTION EFFORTS

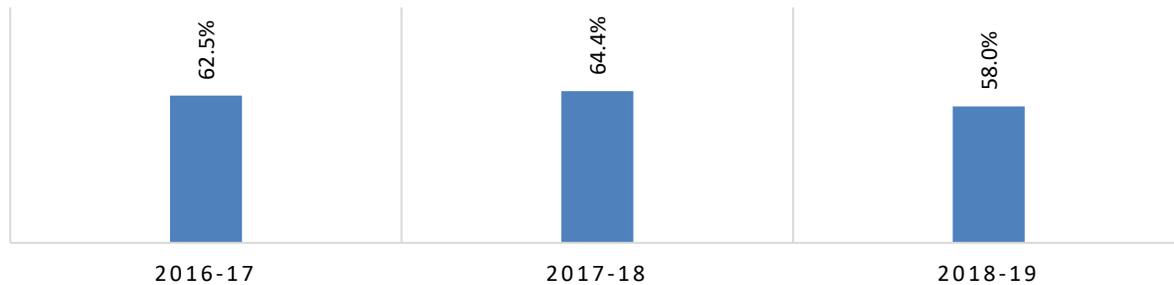


Last year, Montana set a state performance indicator to increase retention of students annually. Although responses from school administrators suggest improvements in this area, retention rates were also measured empirically. For these purposes, retention was defined as

¹¹ US Department of Education. (2017). 21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2015-16. Washington, DC.

the percentage of students from the current reporting year that attended during the prior program year.¹² As shown in Figure 11, 5,836 of 10,059 students (58%) of students were retained between the 2017-18 and 2018-19 program years. Similar to our state indicator for student participation, the 2018-19 retention results will serve as a baseline for future years.

FIGURE 11. STUDENT RETENTION BY GRANT YEAR



PERFORMANCE INDICATOR 5.1.2. The percentage of participants retained by 21st CCLC programs will increase annually, as measured by attendance spreadsheets.

RESULT: The retention rates was 58%.

Baseline Measure

Given the importance of student retention in maintaining 21st CCLC programs, it is necessary to continue efforts to support centers in this area. Improving retention may be a target area for future professional development opportunities.

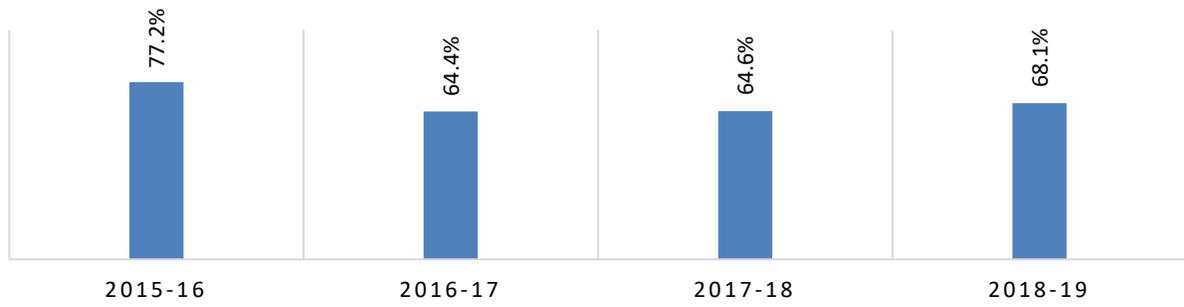
Meeting Capacity

As part of the grant application process, potential grantees are asked to provide a target for the number of students that they have capacity to serve, and then one of the grant objectives is to reach these capacity goals. Across all grantees, this total was summed to determine the statewide target capacity (i.e., number of students that were *planned* to be served). Results for 2018-19 indicate that while grantees reported targeting 13,081 students, they fell short of this goal by 7% ($N = 12,104$). Nevertheless, reaching 93% of the total estimated capacity is encouraging.

The state performance indicator specifies that all grantees serve at least 80% of their target capacity. Given this, data were also examined at the grantee level. Results show 32 grantees (68%) reached their capacity goals, and as a result, the target was not met. However, this represented an improvement in the number of grantees reaching their capacity goals compared to the 2017-18 rates. As shown in Figure 12, while there was an increase in 2018-19, there was a net drop over the course of 2015-16 to 2017-18 years.

¹² To determine retention, center staff indicate on their attendance spreadsheets the extent to which students attended during the prior year.

FIGURE 12. GRANTEES MEETING CAPACITY TARGETS BY GRANT YEAR



PERFORMANCE INDICATOR 6.2.1. 100% of 21st CCLC grantees will serve at least 80% of their Target Capacity, as measured by grantee reports.

RESULT: 68.1% of grantees (32 of 47) served 80% of their Target Capacity; goal was not met.



WHAT IS THE EXTENT AND NATURE OF PARTNERSHIPS BETWEEN MONTANA 21ST CCLC PROGRAMS AND LOCAL COMMUNITY ORGANIZATIONS?

Partner Types

In 2018-19, grantees reported having 444 local partners. The majority of partner organizations were non-profits, government entities, for-profit entities and public schools, which together accounted for 59% of all partnerships.

TABLE 7. TYPES OF PARTNER ORGANIZATIONS

TYPE OF ORGANIZATION	COUNT	PERCENT
Non-Profit Organization	99	22.30%
Government	56	12.61%
For-Profit Entity	54	12.16%
Public School	52	11.71%
Other Organizations	37	8.33%
Community-Based Organization	31	6.98%
Health-Based Organization	25	5.63%
Other	23	5.18%
College or University	21	4.73%
Library	14	3.15%
City or Municipal Agency	13	2.93%
Museum	8	1.80%
Faith-Based Organization	6	1.35%
Parks and Recreation Department	5	1.13%
Total	444	

Partner Supports

Grantees were also asked to report the types of resources and supports that partners provided to their 21st CCLC programs. As shown in Table 8, the most commonly cited partner supports were the provision of programming activities (49%) and goods and materials (11%).

TABLE 8. PARTNER RESOURCES AND SUPPORTS

TYPE OF SUPPORTS PROVIDED	COUNT	PERCENT
Programming Activity	219	49.10%
Goods and Materials	47	10.54%
Funding	43	9.64%
Volunteer Staffing	33	7.40%
Paid Staffing	11	2.47%
Evaluation Services	2	0.45%
Other	91	20.40%

WHAT ARE THE CHARACTERISTICS OF 21ST CCLC PROGRAMMING?

Types and Frequency of Program Offerings for Students

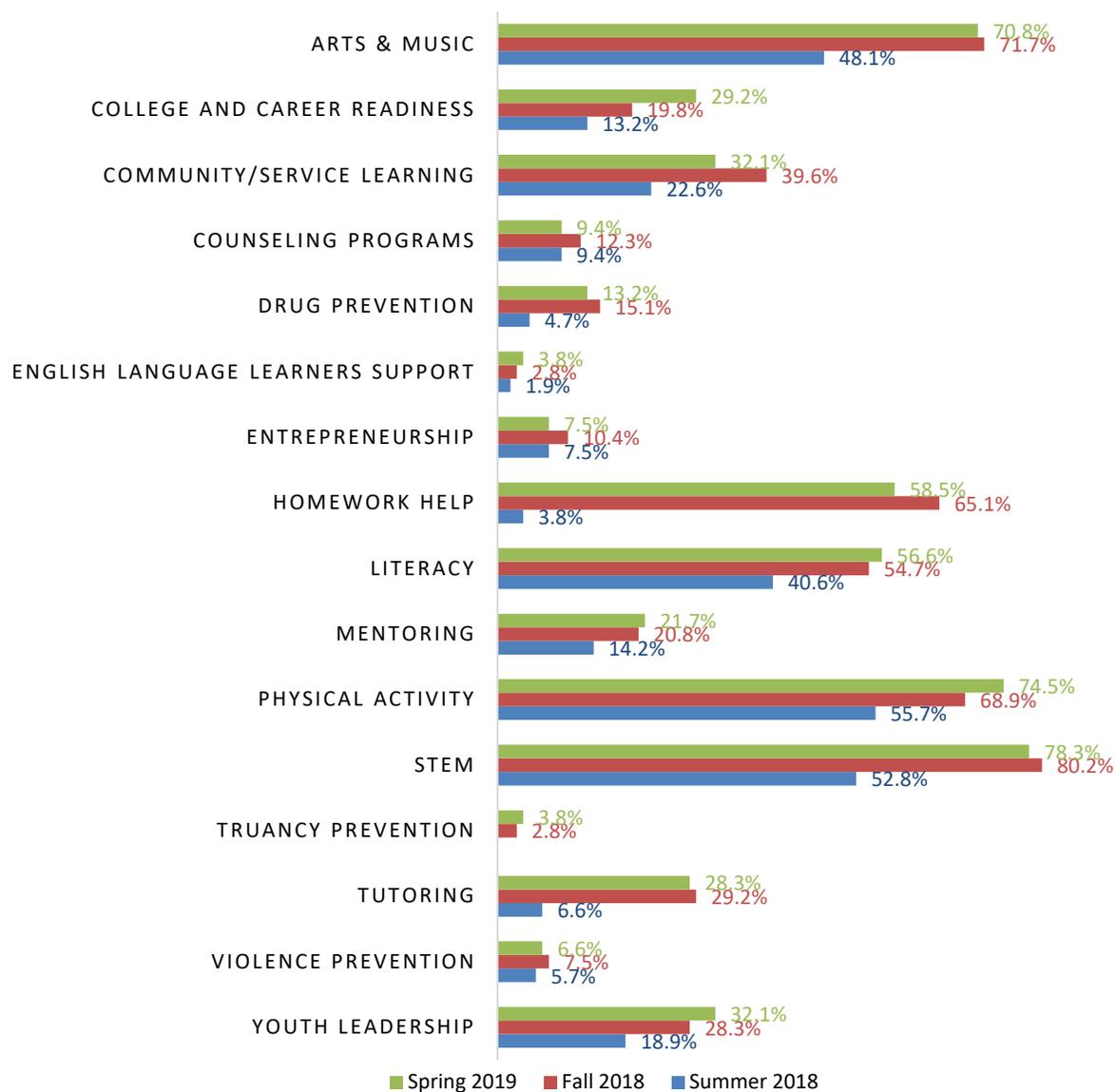
Montana 21st CCLC centers were required to report on the activities and services offered through their programs. Table 9 provides information about the type, duration, and availability of the activity opportunities offered during the 2018-19 grant year. As shown, centers offered a wide range of activities at their summer and school-year programs. Activities were similar across program terms. In summer programs, the most commonly offered activities (measured by the number of activities were offered) were: STEM-related activities, physical activity, arts and music, and literacy. Similarly, the most frequent activities offered during the school year (Fall and Spring semesters) were: STEM-related activities, arts and music, physical fitness, literacy, community or service learning, and homework help. On average, activities lasted approximately 2 hours and included 23 to 24 participants. These numbers were consistent across summer and school-year programming.

TABLE 9. CHARACTERISTICS OF STUDENT PROGRAMMING BY TERM

ACTIVITY	SUMMER 2018			FALL 2018			SPRING 2019		
	MODAL FREQUENCY	AVERAGE TIME (HRS)	AVERAGE STUDENTS	MODAL FREQUENCY	AVERAGE TIME (HRS)	AVERAGE STUDENTS	MODAL FREQUENCY	AVERAGE TIME (HRS)	AVERAGE STUDENTS
Arts and music	Daily	2.8	31	1-3x/week	1.3	20	1-3x/week	1.3	19
College and Career Readiness	Daily	2.3	25	1-3x/week	2.0	19	1-3x/week	1.7	19
Community service learning	Daily	1.9	46	1x/term	2.2	97	1-3x/month	1.9	24
Counseling	1-3x/week	1.8	22	1-3x/week	1.1	25	1-3x/week	1.1	21
Drug prevention	1-3x/week	1.0	26	1-3x/month	1.7	85	1-3x/week	1.4	24
ELL support	Daily	5.3	12	Daily	1.3	24	Daily	1.9	22
Entrepreneurship	Daily	2.9	21	1x/term	1.2	14	1-3x/week	1.3	14
Homework help	1-3x/week	1.6	31	Daily	1.1	27	Daily	1.2	26
Literacy	Daily	2.3	36	1-3x/week	1.0	23	1-3x/week	1.0	18
Mentoring	Daily	3.5	31	1-3x/week	1.5	23	1-3x/week	1.3	22
Physical fitness	Daily	2.7	37	1-3x/week	1.3	27	1-3x/week	1.2	22
STEM	Daily	2.6	24	1-3x/week	1.2	20	1-3x/week	1.2	20
Truancy prevention				Daily	1.8	83	Daily	1.5	10
Tutoring	Daily	3.8	29	1x/term	0.8	14	1-3x/week	1.0	16
Violence prevention	1-3x/week	0.9	35	1-3x/month	1.1	29	1-3x/month	0.8	19
Youth leadership	Daily	3.2	36	1x/term	1.0	21	1-3x/month	1.4	22

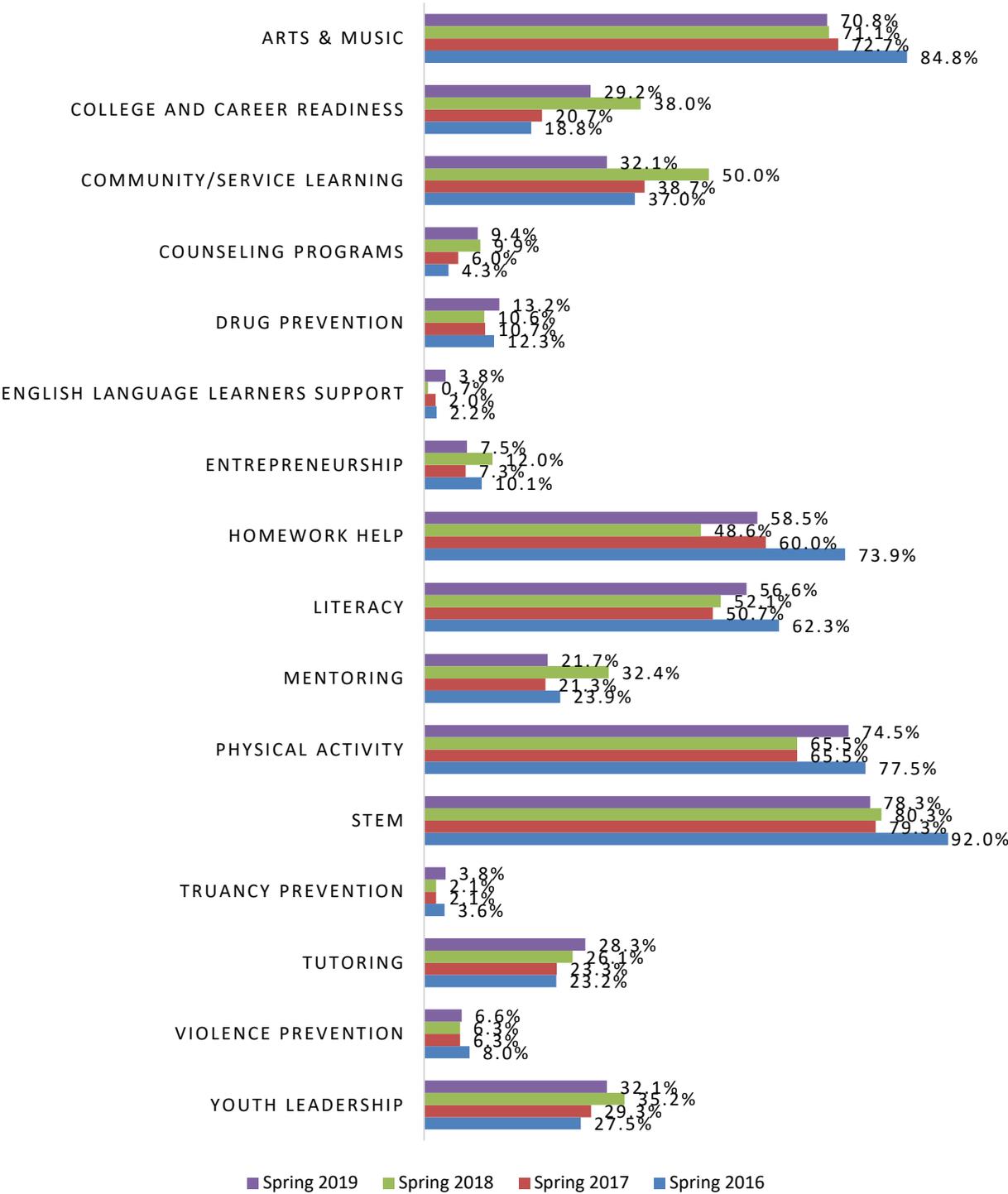
Figure 13 shows the number and percentage of centers that provided each type of activity during Summer 2018, Fall 2018 and Spring of 2019. During the Summer 2018 term, most centers provided physical fitness (56%) and STEM-related activities (53%). The next most common offerings were arts and music (48%), and literacy activities (40%). Similarly, in Fall 2018 and Spring 2019, most centers offered STEM (80%; 78%), arts and music (72%; 71%) and physical activities (69%; 75%), followed by literacy supports (55%; 57%), and community service learning (40%; 32%). As might be expected, homework help and tutoring were fairly common during the school year (by 65%; 59%, and 29%; 28% of centers, respectively) but were not frequently offered during the summer (by 4% and 7% of centers). For both Summer and School Year terms, the least common offerings were ELL supports, counseling services, and programming related to truancy or violence prevention, all offered at less than 10% of centers.

FIGURE 13. PROGRAMMING ACTIVITIES DURING 2018-19 GRANT YEAR



As shown in Figure 14, there was a notable increase in the percent of tutoring, homework help, and physical activity offered to students from 2017-18 to 2018-19. There was also a decline in college and career readiness, community/service learning, and mentoring activities.

FIGURE 14. PROGRAMMING ACTIVITIES BY GRANT YEAR

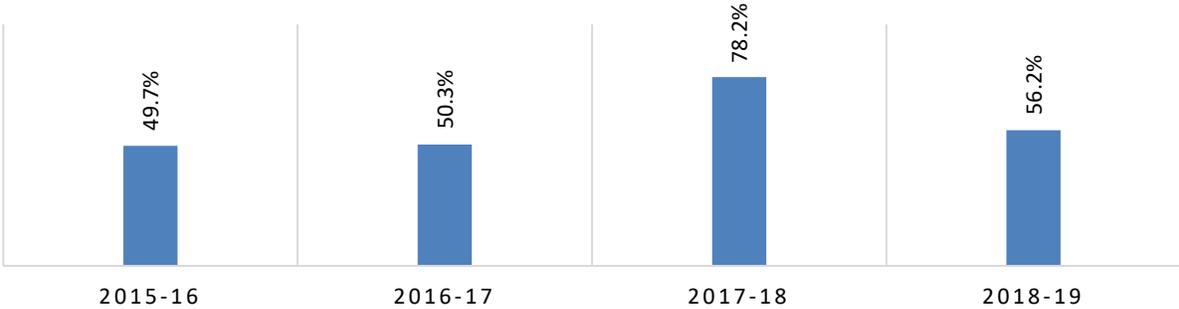


Findings clearly show that while there is a focus on academics at most Montana 21st CCLC centers, there is also a strong focus on enrichment through arts, music, and physical activity. Overall, programs are doing well in providing diverse and complementary activities for a well-rounded experience among program participants.

COMMUNITY-SERVICE LEARNING AND PHYSICAL ACTIVITY

There are two state indicators associated with 21st CCLC activities offered to students. The first is associated with the delivery of community or service-learning activities. Results show that 59 of the 105 centers (56%) offered community- or service-learning opportunities during the 2018-19 grant year. This represents a 22-point decrease from the previous year, when over ¾ of programs included community service learning. The results do not reach the goal specifying that at least 80% of centers would offer these activities. It is important to continue to support grantees in their efforts incorporate community service opportunities into their programs.

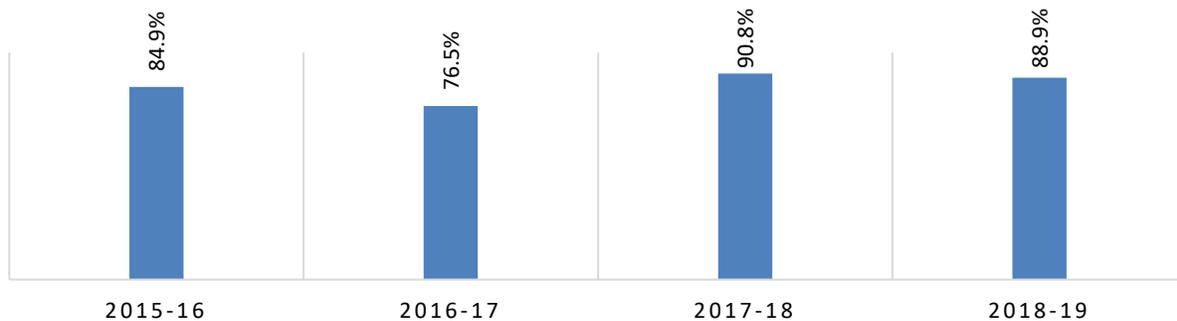
FIGURE 15. COMMUNITY-SERVICE LEARNING ACTIVITIES BY GRANT YEAR



PERFORMANCE INDICATOR 3.2.2. At least 80% of 21st CCLC centers will offer Community or Service Learning Programming, as measured by data system records.

RESULT: 56.2% of centers (59 of 105) offered Community-Service Learning Programming; goal not was met.

The other state indicator associated with activities offered to students is the provision of physical fitness activities. Results show that 96 of the 108 centers (89%) offered fitness opportunities to students during the 2018-19 grant year; thus, the goal of 75% of centers offering this activity was met. While this is a slight (2-point) decrease from 2017-18, this still represents an improvement from the 2015-16 and 2016-17 years.

FIGURE 16. PHYSICAL FITNESS ACTIVITIES BY GRANT YEAR

PERFORMANCE INDICATOR 6.2.5. At least 75% of 21st CCLC centers will offer Health, Physical Fitness, or Nutritional programming, as measured by grantee reports.

RESULT: 88.9% of centers (96 of 108) offer Health or Physical Fitness activities; goal was met.



Types and Frequency of Program Offerings for Adults and Families

Centers were also asked to report on any parent or family activities that they implemented. This information was provided by 55 centers. Grantees indicated that, during the 2018-19 program year, 51% of centers ($N=55$) provided parent or family programming. This represents a 5-percentage point increase from the previous grant year, when 46% of centers offered adult programs. Moreover, this continues a positive trend in which the percentage of centers offering adult programs has increased over time. Compared to the 2015-16 program year, when only 24% of centers provided adult programming, the percentage of centers offering these activities has doubled (30 percentage points). As shown in Table 10, the types of programming offered has been consistent over time, with family social events being the most commonly offered activity and its occurrence increasing significantly over time.

As shown in Table 11, more activities were offered during the school year than were during the Summer term. These activities had an average of 28 attendees during the school year and lasted for about 2 hours; however, the duration and number of participants varied based on the type and timing of the activity (see below).

TABLE 10. PARENT AND FAMILY PROGRAMMING ACTIVITIES

ACTIVITY OR SERVICE	2015-16 GRANT YEAR		2016-17 GRANT YEAR		2017-18 GRANT YEAR		2018-19 GRANT YEAR	
	# OF CENTERS	% OF CENTERS						
Career or Job Training for Adults	4	2.7%	5	3.3%	3	4.5%	4	7.3%
Family Social Event(S)	35	24.0%	47	31.3%	39	59.1%	47	85.5%
Parenting or Family Management	10	6.8%	12	8.0%	6	9.1%	15	27.3%
Supporting Their Youth In Academics	21	14.4%	17	11.3%	15	22.7%	19	34.5%
Supporting Their Youth in Postsec Education/ Career Options	4	2.7%	5	3.3%	1	1.5%	8	14.5%
Other	0	0%	12	8.0%	5	7.6%	10	18.2%
Total	35		47		66		55	

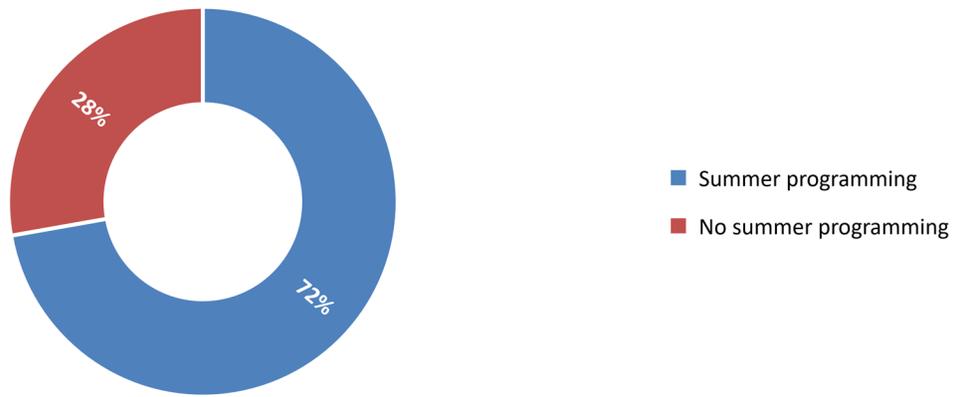
TABLE 11. PARENT AND FAMILY PROGRAMMING ACTIVITIES BY TERM

ACTIVITY OR SERVICE	SUMMER 2018			FALL 2019			SPRING 2019		
	FREQUENCY (MODE)	AVERAGE HOURS PER	AVERAGE NUMBER OF PARTICIPANTS	FREQUENCY (MODE)	AVERAGE HOURS PER	AVERAGE NUMBER OF PARTICIPANTS	FREQUENCY (MODE)	AVERAGE HOURS PER	AVERAGE NUMBER OF PARTICIPANTS
Career or Job Training for Adults	1-3x/Month	3.0	7	1-3x/Month	1.5	5	1-3x/Week	1.5	4
Family Social Event(S)	1x/Term	3.4	108	1x/Term	2.3	73	1x/Term	2.3	44
Parenting or Family Management	1x/Term	1.6	23	1-3x/Month	2.2	21	1-3x/Month	1.7	23
Supporting Their Youth In Academics	Daily	3.8	58	1x/Term	2.1	54	1x/Term	2.1	33
Supporting Their Youth in Postsec Education/ Career Options	Daily	6.0	80	1x/Term	2.5	27	1x/Term	2.2	24
Other	1-3x/Week	2.1	4	1-3x/Month	2.2	21	1x/Term	1.8	14

Center Operations

The State would like to see growth in the number of Montana 21st CCLC centers that are open during the summer. This is especially important in rural communities, which typically do not have many opportunities for supervised summer activities for youth. To facilitate progress in this area, a state performance indicator was created, implementing a target in which 75% of centers will offer summer programming. Results for the 2018-19 grant year show that 78 of 108 centers (72%) offered programming during the summer. This does not reach the annual target of 75% and represents a 2-point increase from the prior grant year, in which 99 of 142 (70%) centers had summer programs (see Figure 17).

FIGURE 17. CENTERS OFFERING SUMMER PROGRAMMING



PERFORMANCE INDICATOR 6.2.3. At least 75% of 21st CCLC centers will provide Summer Programming, as measured by grantee reports.

RESULT: 72% of centers (78 of 108) offered Summer Programming; goal was not met.



Table 12 provides information about the typical operating hours for Montana 21st CCLC centers during summer and school-year programming. On average, centers were open for 4 days per week. Summer programs were open for 6 weeks, and for approximately 3-4 hours per day. Centers open for an average of 32 weeks during the school year, primarily afterschool, and typically for 3 hours daily Monday through Thursday. On Fridays, centers were open for an average of 2 hours per day. Programs were closed on weekends.

TABLE 12. TYPICAL OPERATIONS

	AVERAGE # OF WEEKS CENTERS OPEN	AVERAGE # DAYS CENTERS OPEN/WEEK	TYPICAL NUMBER OF HOURS PER DAY
Summer	6	4	3-4
School Year	32	4	3

An additional state performance indicator created to measure center operations designated that 80% centers should be open, at minimum, 60 hours per month during the school year. This data was captured for the first time during the 2016-17 grant year. Results for 2018-19 showed that only 29.5% (31 of 105 reporting centers) reached the 60-hours benchmark, and as such, this target was not met. On average, centers were open for 54 hours per month; however, the monthly operating hours for individual centers varied considerably, ranging from 12 to 160 hours. Additionally, compared to the previous two years, this percentage has not improved (31% in 2017-18 and 2016-17).

PERFORMANCE INDICATOR 6.2.2. During the school year, at least 80% of 21st CCLC centers will provide at least 60 Hours of Programming per month, as measured by grantee reports.

RESULT: 29.5% of school-year centers (31 of 105) were open for 60 Hours per month; goal was not met.



Not
Yet

Together, this indicates that additional efforts must be directed toward improving center operations. The state will need to continue to work proactively with grantee directors to set expectations regarding minimum operating hours. Simultaneously, grantees must collaborate with centers to identify the types of supports that would facilitate these goals.

The final aspect of center operations that was examined was the average staff-to-student ratio across 21st CCLC centers. Table 13 presents the average ratios for summer and school-year programming. As shown, programs had similar staff-to-student ratios in the summer and the school year. Compared to the 2017-18 grant year, the staff-to-student ratios for school-year programs have not changed.

TABLE 13. STAFF TO STUDENT RATIO BY TERM

SUMMER STAFF TO STUDENT RATIO	SCHOOL YEAR STAFF TO STUDENT RATIO
1:9	1:10

HOW WELL ARE MONTANA 21ST CCLC CENTERS MEETING QUALITY STANDARDS?

Self-Reflection Ratings of Program Implementation and Practices

Ratings in Overall Sample

In January 2019, grantees were asked to complete the Montana Monitoring and Quality Improvement Self-Reflection (MMQI-SR). The primary purpose of this assessment is to improve the quality of the Montana 21st CCLC programs by helping grantees take a critical look at their own programs by evaluating them against standards of best practice. This provides an opportunity for program leaders, key staff, and other stakeholders to examine their programs using a common set of quality indicators and collaborate to plan, design and implement strategies for ongoing improvement. Respondents complete a series of worksheets pertaining to each of categories below. Worksheets include rating scales and open-ended questions for respondents to note the strengths of their programs and indicate priorities for improvement. At the conclusion of the assessment process, program staff are asked to integrate, prioritize, and refine their identified goals, guided by the format of the 21st CCLC Quality Improvement Plan. In addition to promoting quality improvement, the Self-Reflection process provides a common structure for partners and collaborators to compare perceptions of the program and identify potential concerns.

The MMQI-SR comprises of eight categories, listed below. The first section targets compliance with the 21st CCLC grant program and the remaining seven sections inquire about 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 and Activities
- ❖ Health and Safety
- ❖ Evaluation and Measuring Outcomes

With the exception of Grant Management and Sustainability¹³, the rating system uses four Performance Levels, described in Table 14, which allow the grantee to assess the extent to which their program practices embody the eight quality indicators.

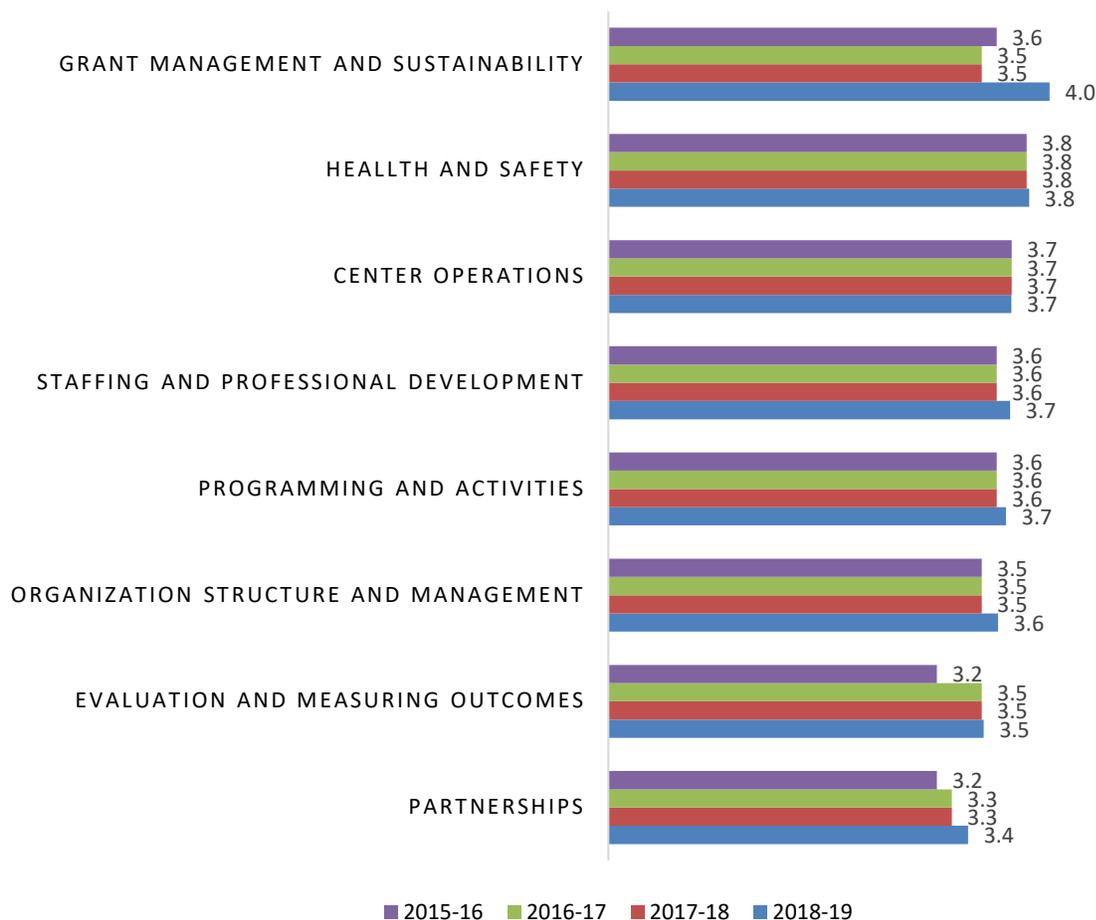
¹³ For this category, respondents indicated either "Yes, in compliance" or "Not."

TABLE 14. MMQI-SR PERFORMANCE LEVELS

PERFORMANCE LEVEL		DESCRIPTOR
1	<i>Developing</i>	Standard not met; needs improvement in this area
2	<i>Operational</i>	Approaching standard; could use additional focused assistance in this area
3	<i>Advancing</i>	Meets standard; opportunities exist to refine practices to reach the <i>Excelling</i> level
4	<i>Excelling</i>	Exceeds standards through the use of exemplary practices

The following pages show the results across all centers that completed a Self-Reflection for the 2018-19 grant year ($N = 109$). As shown in Figure 18, ratings were consistently high across all eight quality indicators. The areas with the highest ratings were: Grant Management and Sustainability, Health and Safety; Center Operations; and Staffing and Professional Development. Although ratings indicated that Partnerships was the weakest category for programs, followed by Evaluation and Measuring Outcomes, the average ratings for these areas was 3.4 and 3.5, respectively, indicating that respondents generally perceived their programs to be *Advancing* or *Excelling* in this area. Moreover, the 2018-19 findings are generally higher than previous grant years, likely due to the greater experience of the grantees.

FIGURE 18. 2017 SELF-RATING OF BEST PRACTICES BY GRANT YEAR



Ratings by Cohort

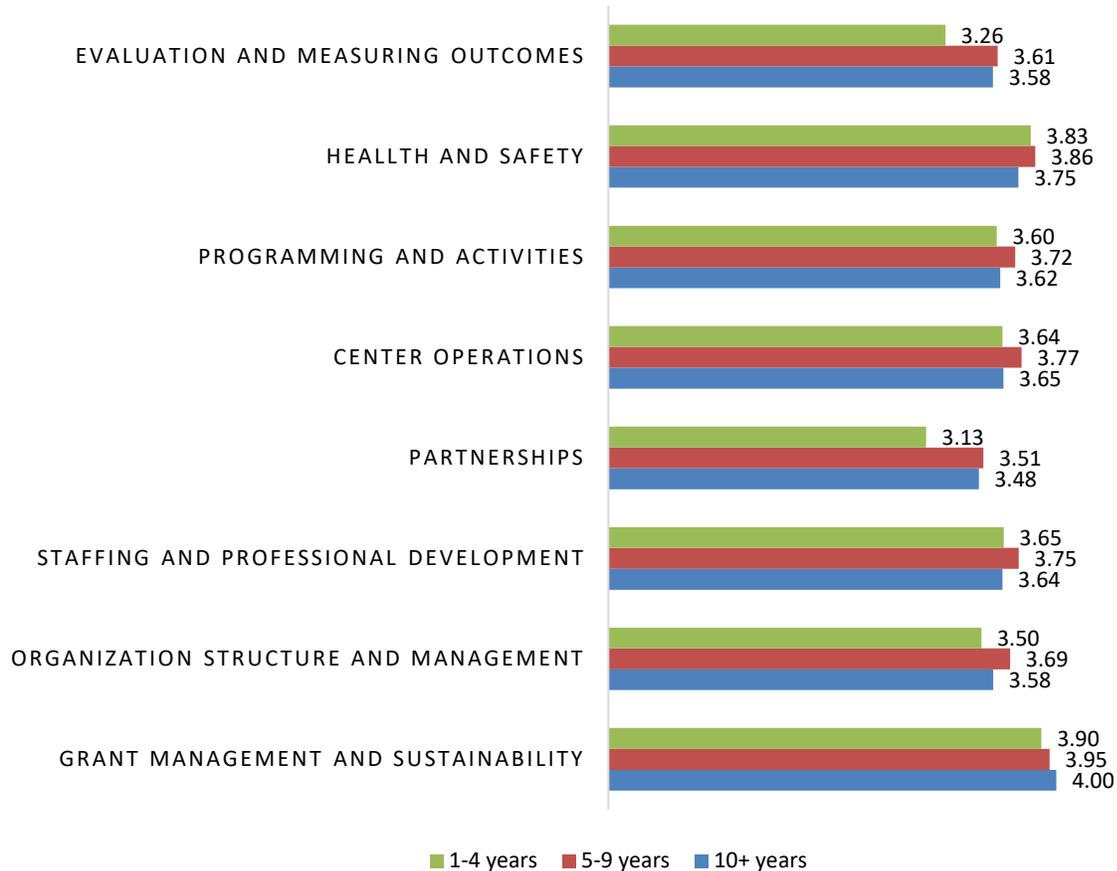
In order to determine whether participation in the 21st CCLC grant is related to greater capacity to meet state-identified quality standards, analyses were conducted by cohort (i.e., years participating in the 21st CCLC grant). More specifically, analyses tested the hypothesis that more experience with the 21st CCLC grant is associated with higher rates of standard achievement. To do this, centers were classified according to the number of years that they had received 21st CCLC funding (1-4 years, $n = 25$; 5-9 years, $n = 47$; and 10 or more years, $n = 31$). Statistical analyses indicated that there was a positive relationship between grant experience and meeting quality standards¹⁴. As shown in Figure 20, pairwise comparisons revealed that **programs that had been involved with the 21st CCLC grant for either 5-9 years or more than 10 years reported significantly higher ratings on the MMQI quality indicators than programs with only 1-4 years of grant experience**, $p < .05$. Examination by MMQI category showed significant relationships between grant experience and ratings pertaining to Grant Management and Sustainability, Partnerships and Evaluation and Measuring Outcomes¹⁵. Additionally, there was a marginally significant relationship between longer grant experience and higher ratings in the Organization Structure and Management category¹⁶. While these were the only statistically significant differences, there was a general pattern of higher quality ratings with longer grant participation (as shown by the larger blue and red bars in Figure 19). It should be noted, however, that there were not substantial differences in the ratings of grantees participating for 5-9 and those participating for 10 years or more. In fact, most ratings were higher for grantees participating for 5-9 than those participating for 10 years or more. This suggests that **after a single grant cycle, 21st CCLC centers gain a better understanding of best practices and set policies and procedures that align with quality standards.**

¹⁴ $F(16, 186) = 2.32, p = .004$

¹⁵ Grant Management and Sustainability ($F(2,1) = 7.039, p = .001$); Partnerships ($F(2) = 3.62, p = .030$); Evaluation and Measuring Outcomes ($F(2) = 5.16, p = .007$)

¹⁶ Organization Structure and Management ($F(2) = 2.638, p = .076$)

FIGURE 19. 2018 SELF-RATING OF IMPLEMENTATION OF AFTERSCHOOL PROGRAMMING BEST PRACTICES BY YEARS IN GRANT



Self-Reflection Ratings for Performance in Specific Areas

On the following pages, Tables 15 -22 display the results for individual MMQI-SR items that constitute key areas of practice for afterschool programs.

Under **Grant Management and Sustainability**, the highest-rated items relate to the program serving eligible students (A1), conducting outreach (A2), offering at least 3 local activities (A4), providing high quality academic activities (A5), being held in a safe and accessible facility (A7), maintaining documentation (A12), retaining records (A13), actively collaborating with schools (A16), and maintaining a separate 21st CCLC budget (A18). All centers reported 100% compliance for these items. The item with the lowest average rating relates to having a sustainability plan and making efforts to gain non-grant funding and resources (A9) with 90% of centers reporting that they comply with best practices. **Given that these sustainability plans are necessary for extending the benefits of 21st CCLC programs to future students, improving in this area should be a high priority for the few grantees that were not in compliance.**

TABLE 15. ITEM RATINGS FOR GRANT MANAGEMENT AND SUSTAINABILITY*

Grant Management and Sustainability (Grant Compliance)	No	Yes	Average (Based on scale 1-4)
A.1. The grantee has identified and is serving eligible students and their families consistent with the original grant application (or approved amendments).	0.0%	100.0%	4.0
A.2. The grantee is conducting outreach to eligible participants as described in the original grant application (or approved amendments).	0.0%	100.0%	4.0
A.3. The grantee is providing the number of hours of programming described in the original grant application (or approved amendments).	2.9%	97.1%	3.9
A.4. The grantee offers AT LEAST three of the local activities listed below and these must align to the identified needs of the community.	0.0%	100.0%	4.0
A.5. The grantee is implementing the high quality academic and achievement activities described in the original grant application, as per ESSA	0.0%	100.0%	4.0
A.6. The grantee is addressing the transportation needs of children as described in the original grant application (or approved amendments).	5.9%	94.1%	3.8
A.7. The grantee houses the program in a safe and easily accessible facility, as per ESSA	0.0%	100.0%	4.0
A.8. The grantee demonstrates progress toward achieving the goals set out in the original grant application (or approved amendments) including adherence to the grant reporting deadlines and assurances provided in E-Grants as well as, as per ESSA	1.0%	99.0%	4.0
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, as per ESSA	9.8%	90.2%	3.7
A.10. Grantee staff has attended the required state 21st CCLC meetings/trainings (at a minimum, one annual state conference, and two regional meetings)	1.9%	98.1%	3.9
A.11. The grantee expends 21st CCLC funds appropriately, as per ESSA	1.0%	99.0%	4.0
A.12. The grantee maintains documentation for materials and equipment purchased with 21st CCLC funds, as per the Uniformed Grant Guidance 2 CFR Part 200	0.0%	100.0%	4.0
A.13. The grantee retains grant records a minimum of three years or until any legal action concerning the records is settled, as per State and Federal Grants Handbook	0.0%	100.0%	4.0
A.14. The grantee maintains appropriate documentation, including job descriptions for employees and volunteers of the grant program, as per ESSA	2.9%	97.1%	3.9
A.15. The grantee uses 21st CCLC funds to supplement rather than to supplant Federal, State, local, or non-federal funds, as per ESSA	1.0%	99.0%	4.0
A.16. The program works in active collaboration with the schools that participating students attend and any partnership entities, as per ESSA	0.0%	100.0%	4.0
A.17. The grantee participates in the state's data collection and evaluation in a timely and complete manner, as per ESSA	1.0%	99.0%	4.0
A.18. The grantee delineates its budget of 21st CCLC funds from other program income or parent fees.	0.0%	100.0%	4.0

*The scale is from 4 = Yes in compliance and 1 = Not in compliance.

Establishing a sustainability plan for all grantees with at least 3 years of funding¹⁷ is also a specific state indicator. However, results from the 2018-19 program year indicate that only 84% of centers had established such a plan. While this was an improvement from 2017-18 in which 79% of centers had a Sustainability Plan, this goal was not met.

PERFORMANCE INDICATOR 6.2.7. By the end of the third year of grant funding, 100% of 21st CCLC grantees will have a Sustainability Plan, as measured by OPI Self Assessment.

RESULT: 83.7% of centers (77 of 92) had a Sustainability Plan; goal was not met.



Not
Yet

In order to promote more general compliance on grant-management related activities, Montana established a State performance indicator such that all centers should be compliant (i.e., *Advancing* or *Excelling*) with at least 80% of the MMQI items in this section (listed in Table 15 above). Results showed that during the 2018-19 grant year, the compliance rate among 21st CCLC centers was 100%, such that this goal was met. This is an improvement from the prior 3 grant years in which the percentage of centers achieving this objective had remained unchanged (88% in 2015-16, 2016-17, and 2018-19).

PERFORMANCE INDICATOR 6.2.9. 100% of 21st CCLC centers will comply with at least 80% for the quality indicators (14 of 18) for Grant Management and Sustainability, as measured by the OPI self-assessment tool.

RESULT: 100% of centers (102 of 102) met the compliance target for Grant Management and Sustainability; goal was met.



With respect to **Organizational Structure and Management**, centers overwhelming reported that the majority of practices were at least *Operational*. The highest-rated items indicate that centers had appropriate student/staff ratios (B6, with 86% of centers reported to be *Excelling*), had developed/adopted procedures to keep track of income generated from 21st CCLC funds (B4; 81% *Excelling*), and had the administrative capacity to develop budgets, track expenses and collect and maintain program data (B12; 80% *Excelling*). The lowest-rated item pertained to having an advisory board that is provided information regarding 21st CCLC goals and objectives (B15); specifically, only 44% report that they are *Excelling* in this area, and 32% of programs had not fully implemented this practice (i.e., *Developing* or *Operational*).

¹⁷ The state indicator specifies that grantees with three or more years of funding must have an established sustainability plan; at this point, all centers with the exception of 15, have at least three years of funding.

TABLE 16. ITEM RATINGS FOR ORGANIZATIONAL STRUCTURE AND MANAGEMENT

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%	3.9%	19.4%	76.7%	3.7
B.2. The organization has developed/adopted written policies and procedures to promote effective management.	0.0%	6.8%	32.0%	61.2%	3.5
B.3. The organizational fiscal structure is well defined and sound. Grantees communicates regularly with the business clerk or fiscal manger ensuring that drawdowns are regular and align with grantees budget.	0.0%	2.9%	22.3%	74.8%	3.7
B.4. The organization has developed/adopted procedures to keep track of any income generated from 21st CCLC funds.	1.0%	2.9%	14.7%	81.4%	3.8
B.5. The organization inventories, equipment such as computers, cameras and curriculum. OPI is sent a request to purchase items when purchases of curriculum or equipment exceed \$1000.00 or more.	4.9%	5.8%	16.5%	72.8%	3.6
B.6. The student/staff ratio is appropriate and safe for the specific activity conducted and meets student needs.	0.0%	0.0%	13.6%	86.4%	3.9
B.7. Staff is trained in program policies/procedures. Staff is aware of program goals and can explain the relationship of program activities to those goals.	0.0%	3.9%	29.1%	67.0%	3.6
B.8. Organization volunteers are recruited, screened, and trained.	1.9%	10.7%	25.2%	62.1%	3.5
B.9. Organizational staff communicates with school day staff to support individual student educational development.	1.0%	4.9%	33.0%	61.2%	3.5
B.10. Organizational staff collaborates with school-day personnel regarding use of facilities and	0.0%	1.0%	20.4%	78.6%	3.8
B.11. The program director communicates regularly with the school principal and administration.	0.0%	3.9%	23.3%	72.8%	3.7
B.12. The organization has the administrative capacity and infrastructure to develop budgets, track expenses, and to collect and maintain program	0.0%	0.0%	20.4%	79.6%	3.8
B.13. The organization employs a marketing strategy to publicize the program and its achievements within the school(s) and broader community.	0.0%	15.5%	30.1%	54.4%	3.4
B.14. The organization maintains on-going documentation of contributions (in-kind or resources) from the public and partnering agencies.	1.0%	6.8%	22.3%	69.9%	3.6
B.15. 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	8.9%	22.8%	24.8%	43.6%	3.0

A state performance indicator also specified that all centers should meet at least 80% of Organizational Structure and Management standards. During the 2018-19 program year, 91% of centers (93 of the total 102 that provided data) met at least 80% of the Organizational Structure and Management indicators. While the 100% target was not reached, this is a 5-percentage-point improvement from the previous grant year, when only 88% of centers met compliance targets for Organizational Structure and Management.

PERFORMANCE INDICATOR 6.2.4. 100% of 21st CCLC centers will comply with at least 80% for the quality indicators (12 of 15) for Organizational Structure and Management, as measured by the OPI self-assessment tool.

RESULT: 91.2% of centers (93 of 102) met the compliance target for Organizational Structure and Management; goal was not met.



Not
Yet

In the area of **Staffing and Professional Development**, the highest-rated items indicate that director and staff are qualified, motivated and professional (C1; 87% *Excelling*) and have undergone background checks and fingerprinting protocols (C3; 95% *Excelling*). The lowest rated item pertains to evaluating staff and providing feedback for improvement (C9). In this area, only 48% of centers are *Excelling* and 11% of centers have not fully implemented best practices regarding staff evaluation. Compared to the previous year however, this is a 6% improvement (see Table 17).

The state performance indicator set for Staffing and Professional Development that all centers meet at least 80% of the MMQI quality indicators for this area. Results showed that 95% of centers (97 of 102) met the compliance benchmark, such that the target for this indicator was not met. This percentage is a slight (2%) improvement from 2016-17 and 2017-18 reports, when 93% of centers met compliance targets for staffing-related standards.

PERFORMANCE INDICATOR 6.2.8. 100% of 21st CCLC centers will comply with at least 80% for the quality indicators (8 of 10) for Staffing and Professional Development, as measured by the OPI self-assessment tool.

RESULT: 95.1% of centers (97 of 102) met the compliance target for Staffing and Professional Development; goal was not met.



Not
Yet

TABLE 17. ITEM RATINGS FOR STAFFING AND PROFESSIONAL DEVELOPMENT

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%	0.0%	12.6%	87.4%	3.9
C.2. The organization selects staff members based on prior experience, qualifications, and where applicable specialized training and/or certification.	0.0%	1.9%	13.6%	84.5%	3.8
C.3. The organization completes appropriate fingerprinting and background checks for all staff.	0.0%	0.0%	4.9%	95.1%	4.0
C.4. Staff has the experience and background to address diverse needs of target population. Staff is sensitive to the culture and language of	0.0%	1.0%	18.4%	80.6%	3.8
C.5. Staff has competence in their area of responsibility.	0.0%	0.0%	17.5%	82.5%	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.	1.0%	4.9%	31.1%	63.1%	3.6
C.7. Professional development/training opportunities are designed to respond to staff interest and needs, to share best practices and align with program objectives.	0.0%	5.8%	32.0%	62.1%	3.6
C.8. The organization coordinates staff development activities with those of school and community partners.	2.0%	6.9%	37.3%	53.9%	3.4
C.9. Staff and volunteers are evaluated on a regular basis and given clear feedback for continuous performance improvement.	1.0%	9.7%	41.7%	47.6%	3.4
C.10. The organization works to retain quality staff, providing a consistent and stable staffing base for the program.	0.0%	1.9%	23.3%	74.8%	3.7

Ratings for items related to **Partnerships** were lower than those in other areas. Notably, responses for Partnership items still had high rates of overall compliance (84-91%) but showed a larger proportion of *Advancing* practices than did other sections of the MMQI assessment. The item with the highest average rating pertained to recruiting and retaining established partners and collaborators (D1), with 68% of centers *Excelling* in this area. The next highest average rating was regarding formal written agreements (D5) with 65% of centers *Excelling* in this area. However, this item also had the highest percentage of centers indicating noncompliance, with 4% of centers reporting that this practice was only *Developing*, and 5% reporting that it was *Operational*. The lowest-rated item was regularly communicating with and seeking input from partners (D3). Only 41% of programs were *Excelling* in this area, and 14% were not fully implementing best practices.

TABLE 18. ITEM RATINGS FOR PARTNERSHIPS

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.	1.0%	9.7%	21.4%	68.0%	3.6
D.2. Organization partners are aware of the program goals and objectives and how their activities support the achievement of those goals.	1.0%	11.8%	30.4%	56.9%	3.4
D.3. The organization regularly communicates with and seeks input from its partners.	1.9%	11.7%	44.7%	41.7%	3.3
D.4. The organization seeks additional collaborators using a variety of methods to address unmet needs, to expand and enhance services for all students.	1.9%	13.6%	38.8%	45.6%	3.3
D.5. The organization enters formal written agreements with subcontractors when applicable.	3.9%	4.9%	26.5%	64.7%	3.5

The state indicator related to Partnerships specified that all programs will meet at least 80% of the MMQI quality indicators in this area. Results showed that 82% of centers met this goal, such that the indicator target was not achieved. This percentage is a slight decrease from the previous year, when 84% of centers met this goal.

PERFORMANCE INDICATOR 6.2.6. 100% of 21st CCLC centers will comply with at least 80% for the quality indicators (4 of 5) for Partnerships, as measured by the OPI self-assessment tool.

RESULT: 82.4% of centers (84 of 102) met the compliance target for Partnerships; goal was not met.



Not
Yet

Under the category of **Center Operations**, the highest-rated item related to the staff being committed to the development of positive relationships with students and serving as role models (E8, 86% of centers *Excelling*). Centers also rated themselves highly on items pertaining to promotion of activities or services in targeted schools / communities (E2, 85% *Excelling*), adopting and applying clear and consistent standards for student behavior (E5; 83% *Excelling*), and implementation of retention strategies (E4, 82% *Excelling*). The item with the lowest ratings related to providing family activities and involving parents in program planning (E9). Only 42% of centers reported that they were *Excelling* in this area, while 15% reported these practices were *Operational* and 3% reported that they were only *Developing*. These findings are consistent with those from previous program years, and with the data describing adult and family participation.

TABLE 19. ITEM RATINGS FOR CENTER OPERATIONS

Center Operations	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
E.1. The organization's hours, activities, schedules, and locations meet the needs of the target population.	0.0%	0.0%	24.3%	75.7%	3.8
E.2. Organization activities and services are promoted in the targeted schools and community	0.0%	0.0%	15.5%	84.5%	3.8
E.3. Reasonable/cost effective efforts are made to provide transportation to students who need it to participate in programming.	5.9%	1.0%	11.8%	81.4%	3.7
E.4. The organization implements retention strategies and maintains a waiting list as needed.	2.0%	2.9%	12.7%	82.4%	3.8
E.5. The organization has adopted clear standards for student behavior that are applied appropriately and consistently by staff.	0.0%	1.0%	16.5%	82.5%	3.8
E.6. The organization effectively communicates standards for student behavior to students and parents.	0.0%	1.0%	21.6%	77.5%	3.8
E.7. Organization staff uses appropriate techniques to guide the behavior of students.	0.0%	0.0%	24.3%	75.7%	3.8
E.8. Organization staff is committed to the development of positive student-adult relationships and serve as positive role models.	0.0%	0.0%	13.6%	86.4%	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%	14.6%	41.7%	40.8%	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.	0.0%	8.8%	27.5%	63.7%	3.5

Most centers had high self-ratings in the area of **Programming and Activities**. The item with the highest ratings was associated with having an appropriate schedule, flow, and duration of activities (F5; 85% of centers *Excelling*). Items related to choosing activities that address the program mission (F1) and the needs and interests of students (F3, F4 and F7) also had high rates of compliance (i.e., *Advancing* or *Excelling*; 99-100%). The lowest-rated items pertained to providing a range of opportunities to showcase participants' work (F6; 48% *Excelling* and 16% not fully complaint) and enabling youth to explore resources and issues in their community (F6; 54% *Excelling* and 18% not fully compliant). This pattern is generally consistent with reports from previous grant years.

TABLE 20. ITEM RATINGS FOR PROGRAMMING AND ACTIVITIES

Program/Activities	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
F.1. Organization activities reflect the goals and mission of the program.	0.0%	1.0%	18.4%	80.6%	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%	4.9%	23.3%	71.8%	3.7
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	0.0%	0.0%	24.3%	75.7%	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%	1.0%	18.4%	80.6%	3.8
F.5. The organization has an appropriate schedule, flow, and duration of activities, including a balance of structured and unstructured time, and time for social connections and community building.	0.0%	1.0%	14.6%	84.5%	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.	1.9%	15.5%	35.0%	47.6%	3.3
F.7. The organization accommodates students with special needs and encourages their participation in the program within the means of the program.	0.0%	0.0%	23.3%	76.7%	3.8
F.8. The organization engages participants in the development and selection of program activities and the recruitment of others into the program.	0.0%	6.9%	25.5%	67.6%	3.6
F.9. The organization provides a range of opportunities to showcase participants' work.	0.0%	9.7%	34.0%	56.3%	3.5

Centers provided high ratings for items pertaining to **Health and Safety** practices. This is not surprising given that there are federal, state, and local health and safety regulations that must be adhered to by programs. Ninety percent or more centers reported *Excelling* with regard to maintaining internet safety (G10, 92%), accessibility of basic safety equipment (G2; 90%), addressing unique student health needs (G5; 90%), adhering to state and federal regulations related to transmitting materials via the Internet (G10; 89%). The lowest-rated items pertained to adopting an emergency plan (G8; 66% *Excelling* and 8% not fully compliant) and conducting all required safety drills (G9; 65% *Excelling* and 8% not fully complaint).

TABLE 21. ITEM RATINGS FOR HEALTH AND SAFETY

Health and Safety	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
G.1. Organization activities occur in spaces that are adequate, appropriate, and safe for the purpose used and are welcoming to young people.	0.0%	0.0%	10.7%	89.3%	3.9
G.2. The organization has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	0.0%	0.0%	9.7%	90.3%	3.9
G.3. The vehicles used for transportation are safely maintained and inspected on a regular basis.	2.0%	0.0%	12.7%	85.3%	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	0.0%	1.0%	10.7%	88.3%	3.9
G.5. The organization addresses any unique health needs of students that have been identified by the parents and/or the school.	0.0%	0.0%	9.7%	90.3%	3.9
G.6. The organization follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and	0.0%	0.0%	11.7%	88.3%	3.9
G.7. Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	0.0%	0.0%	12.6%	87.4%	3.9
G.8. The organization has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	0.0%	7.8%	26.2%	66.0%	3.6
G.9. The organization conducts all required fire/safety drills.	0.0%	7.8%	27.2%	65.0%	3.6
G.10. The organization avoids transmitting any material via Internet that violates federal or state regulation. This includes copyrighted materials and threatening or obscene materials.	0.0%	0.0%	7.8%	92.2%	3.9
G.11. The organization has policies and training in place to assure safe and appropriate use of the Internet.	0.0%	0.0%	12.6%	87.4%	3.9
G.12. Staff is trained in first aid and CPR and is familiar with current health, safety, and nutrition	0.0%	1.9%	18.4%	79.6%	3.8
G.13. The organization has security policies in place.	0.0%	1.9%	20.4%	77.7%	3.8

There was a state performance indicator specifying that all centers meet at least 80% of the Health and Safety quality indicators on this MMQI (listed in Table 18 above). Results showed that this goal was met, with 100% programs meeting the 80% target. This percentage is an improvement from the previous program year when 95% of centers met the target indicator.

PERFORMANCE INDICATOR 6.3.0. 100% of 21st CCLC centers will comply with at least 80% for the quality indicators (11 of 13) for Health and Safety, as measured by the OPI self-assessment tool.

RESULT: 100% of centers (102 of 102) met the compliance target for Health and Safety; goal was met.



MONTANA STATE EVALUATION REPORT

The final area that was assessed dealt with best practices related to **Evaluation and Measuring Outcomes**. Ratings for most items (H1, H2, H3, H6, and H7; listed in Table 19, below) were similar, with between 62% and 71% of centers indicating that they were *Excelling*. Best practices were the least developed for communicating evaluation findings (H4; 51% *Excelling* and 18% not fully compliant) and collecting stories about program impacts outside of standard evaluations (H5; 51% *Excelling* and 21% not fully compliant). In general, these findings are consistent with previous program years.

TABLE 22. ITEM RATINGS FOR EVALUATION AND MEASURING OUTCOMES

Evaluation/Measuring Outcomes	Developing	Operational	Advancing	Excelling	Average (based on scale 1-4)
H.1. The organization has adopted and applies an evaluation process to measure program goals and outcomes. This evaluation includes qualitative and quantitative program information and data on participation, performance, and outcomes.	0.0%	2.9%	35.0%	62.1%	3.6
H.2. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	1.0%	5.8%	22.3%	70.9%	3.6
H.3. The organization uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	0.0%	2.9%	34.0%	63.1%	3.6
H.4. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	0.0%	18.4%	31.1%	50.5%	3.3
H.5. In addition to evaluation data, the organization collects stories about program impacts on students and their families.	1.0%	20.4%	28.2%	50.5%	3.3
H.6. The organization demonstrates an understanding of the State Logic Model and the relation between their local activities and grant goal and performance measures.	0.0%	1.0%	35.0%	64.1%	3.6
H.7. The organization identifies and shares promising practices internally and through	1.0%	6.8%	30.1%	62.1%	3.5

In summary, data from the Montana Monitoring and Quality Improvement Self-Reflection suggest that centers generally adhere to best practices for high-quality programming. **Ratings were lowest for items pertaining to Partnerships and Sustainability Plan, indicating that these areas should be targets for future improvement. In addition, when examining individual items, results show that grantees are struggling most with the following: a) developing an advisory board (including involving parents in an advisory role), b) facilitating regular communication with partners, c) identifying new partnerships / collaborators, d) promoting youth voice/choice, e) communicating evaluation findings, and f) collecting/using success stories.**

Results from MMQI-SR ratings also indicate that grantees who have more than five years of experience with the 21st CCLC grant report significantly higher levels of compliance with

quality indicators as compared to those who have less experience, particularly in the areas of Grant Management and Sustainability, Partnerships and Evaluation and Measuring Outcomes. More experienced centers also report somewhat greater implementation of best practices pertaining to Organization Structure and Management.

Specific state indicators of quality programming have been established for practices related to Management and Sustainability, Health and Safety, Partnerships, Staffing and Professional Development, and Organizational Management and Structure. These indicators stipulate that all grantees should meet at least 80% of the MMQI quality indicators in the sections above. An additional indicator requires all centers to establish a sustainability plan. Although rates of compliance were generally high, the only indicators met for 2018-19 grant year pertained to Grant Management and Sustainability and Health and Safety. This is an improvement **compared to the previous years in which none of the state performance indicators were met. Given that overall, compliance rates are generally high, further efforts should target struggling programs. Collaboration with center administration and staff will allow struggling programs to communicate their unique needs so that supports can be tailored to better facilitate improvement in areas of difficulty.**

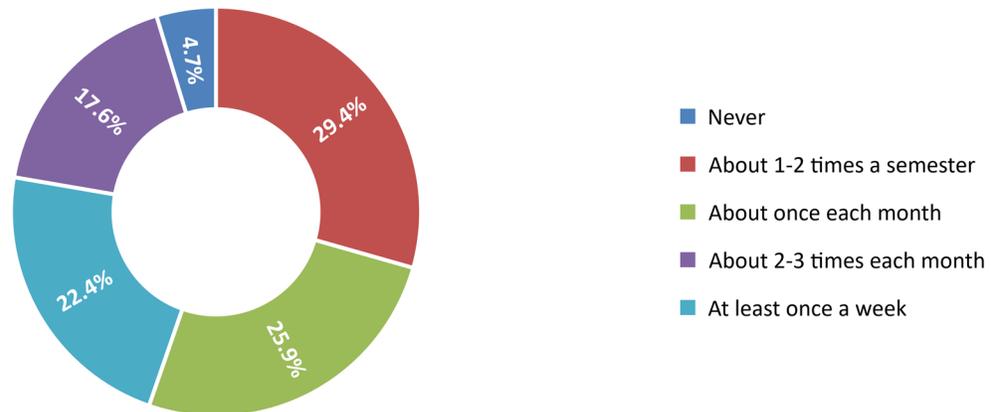
WHAT SEA- AND GRANTEE-LEVEL SUPPORTS ARE AVAILABLE TO MONTANA 21ST CCLC PROGRAM STAFF?

In order to obtain information about the resources and opportunities available Montana 21st CCLC program staff, staff members and program administrators were each asked to complete several survey questions about staff supports and communication. Survey data from 368 staff members and 89 administrators was available for analyses.

As shown in Figure 20 below, 66% of program administrators reported that they met with staff at least once per month, with 40% meeting multiple times each month. While, the remaining 34% of administrators could benefit from more frequent structured meetings to gather input from staff and share important program information, only 4 administrators (4.7%) reported that they never met with staff members. Compared to the 2017-18 grant year, there was an increase in the percentage of administrators that never held meetings with staff members.

FIGURE 20. PROGRAM ADMINISTRATOR COMMUNICATION WITH PROGRAM STAFF

HOW OFTEN DO YOU HAVE MEETINGS WITH YOUR PROGRAM STAFF?



Administrators were further asked about specific areas of communication with program staff. These questions were also asked to program staff. Results are presented in Figures 21 and 22 below.

Results showed that they most frequently discussed program plans and strategies (with 84% of administrators reporting that they discussed this area at least once a month), followed by program goals (approximately 64% discussed at least monthly). Youth outcomes was the least frequently discussed, with the most common response (approximately 42%) indicating that this topic was discussed only once or twice each semester. However, most respondents (approximately 55%) indicated that they discussed youth outcomes with staff on at least a monthly. This differed slightly from the 2017-18 grant year in which program goals was the least frequently discussed.

Similar to administrators, program activities were the most frequently discussed topic (81% talked about at least monthly). Unlike administrators, staff respondents indicated that both

program goals and youth outcomes were discussed much more often (76% at least monthly). Compared to the previous year, staff members indicated that they discussed program planning slightly less often (-2%) but discussed youth outcomes and program goals with administrators more frequently. Specifically, the percentage of staff that discuss youth outcomes at least monthly has increased by 2 percentage points (from 74% to 76%) and at-least-monthly discussions about program goals have increased by 5 percentage points (from 71% to 76%). Thus, there is a positive trend for increased communication.

FIGURE 21. PROGRAM ADMINISTRATOR COMMUNICATION WITH PROGRAM STAFF BY TOPIC

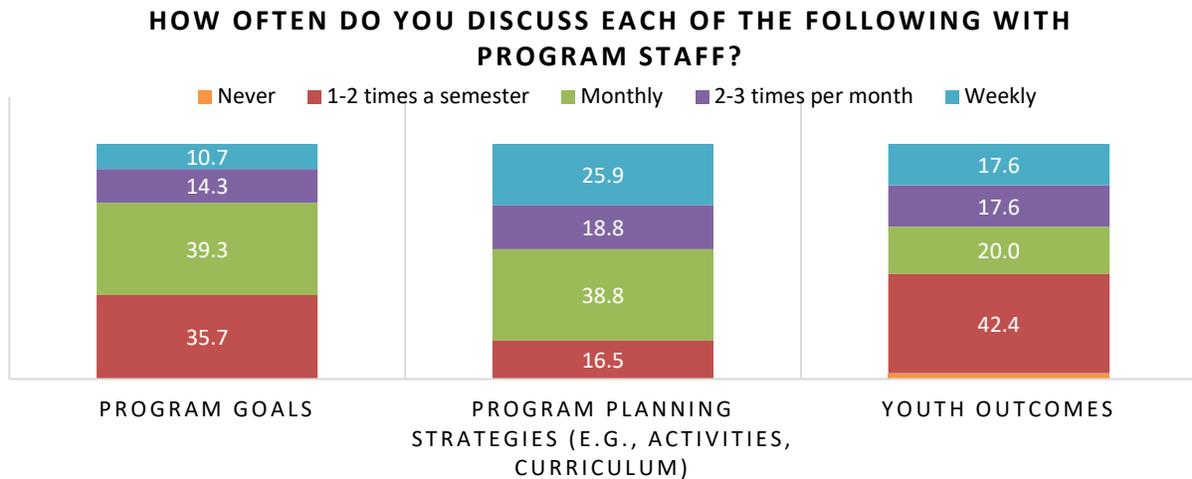
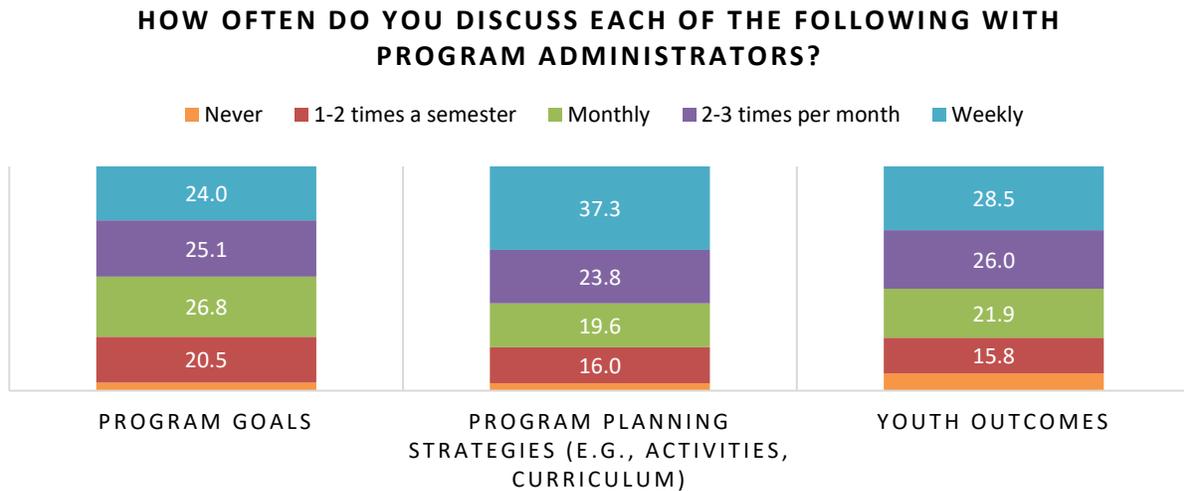


FIGURE 22. PROGRAM STAFF COMMUNICATION WITH PROGRAM ADMINISTRATORS BY TOPIC



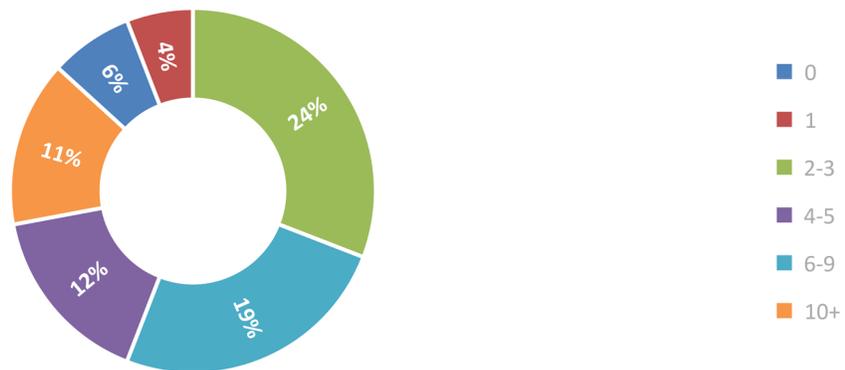
Administrators were also asked the frequency in which they offered professional development activities during the 2018-19 grant year. There were data available from 89 administrators. Notably, 5 administrators did not respond to this item (6% of overall sample) and 16 provided responses that could not be numerically interpreted (e.g., “several throughout the year;” or “I am not sure” 18% of the overall sample). Thus, the findings below may reflect over-reporting of positive responses (e.g., if a blank response was intended to

indicate that no professional development opportunities were offered). Given this, the rank order of the different response categories may allow for more meaningful comparisons with data from previous years than would the raw percentages.

The most common response was that program administrators provided between two and three professional development opportunities (24% of all administrators, 31% of responding administrators). This was followed closely by six to nine opportunities (19% of all administrators, 25% of those responding). Even when non-responders are accounted for, this represents a change in professional development opportunities from the 2017-18 grant year. While the modal response decreased from four to five opportunities in 2017-18 to two to three opportunities in 2018-19, the percentage of sites offering six to nine (18% in 2017-18 to 25% in 2018-19) and ten + (5% in 2017-18; 15% in 2018-19) opportunities increased.

FIGURE 23. PROFESSIONAL DEVELOPMENT OFFERINGS

HOW MANY PROFESSIONAL DEVELOPEMENT ACTIVITIES DID YOU OFFER STAFF THIS YEAR?

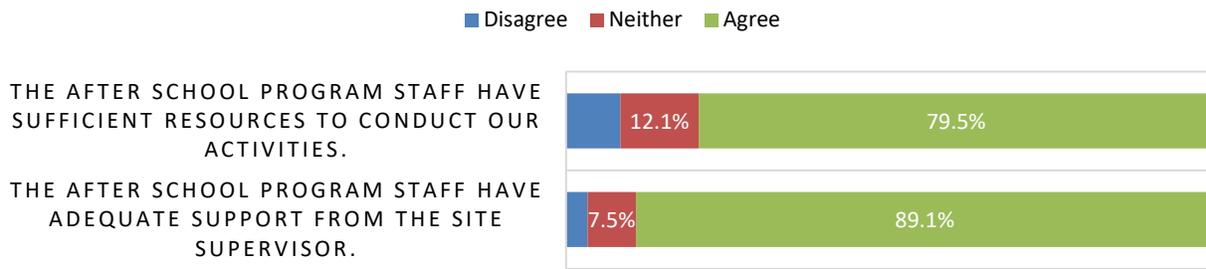


HOW EFFECTIVE ARE SUPPORTS OFFERED TO MONTANA 21ST CCLC STAFF? TO WHAT DEGREE ARE RECIPIENTS SATISFIED WITH SUPPORT THEY RECEIVE?

Perceived Effectiveness

Staff members at Montana 21st CCLC programs were also asked the extent to which they felt supported by their local administrators. As shown in Figure 24, a significant percentage (89%) indicated that they received adequate support from their site supervisors and 80% reported that they had sufficient resources to conduct program activities. However, despite feeling generally supported by program administration, material resources may be lacking for a small proportion of staff.

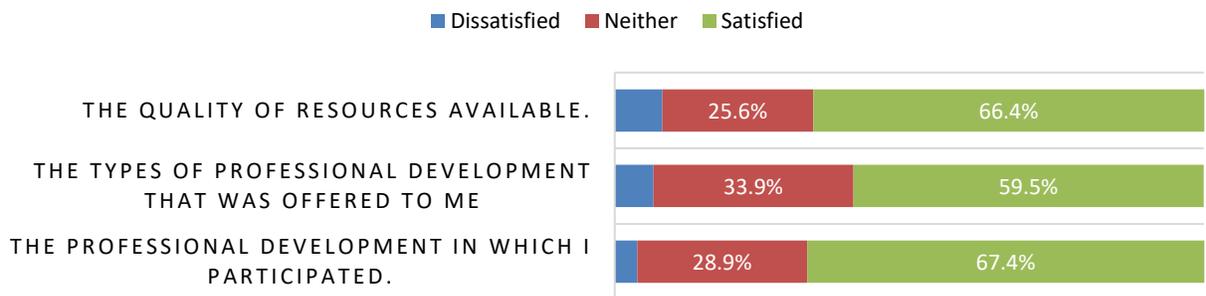
FIGURE 24. STAFF SUPPORT AND RESOURCES



Staff Satisfaction

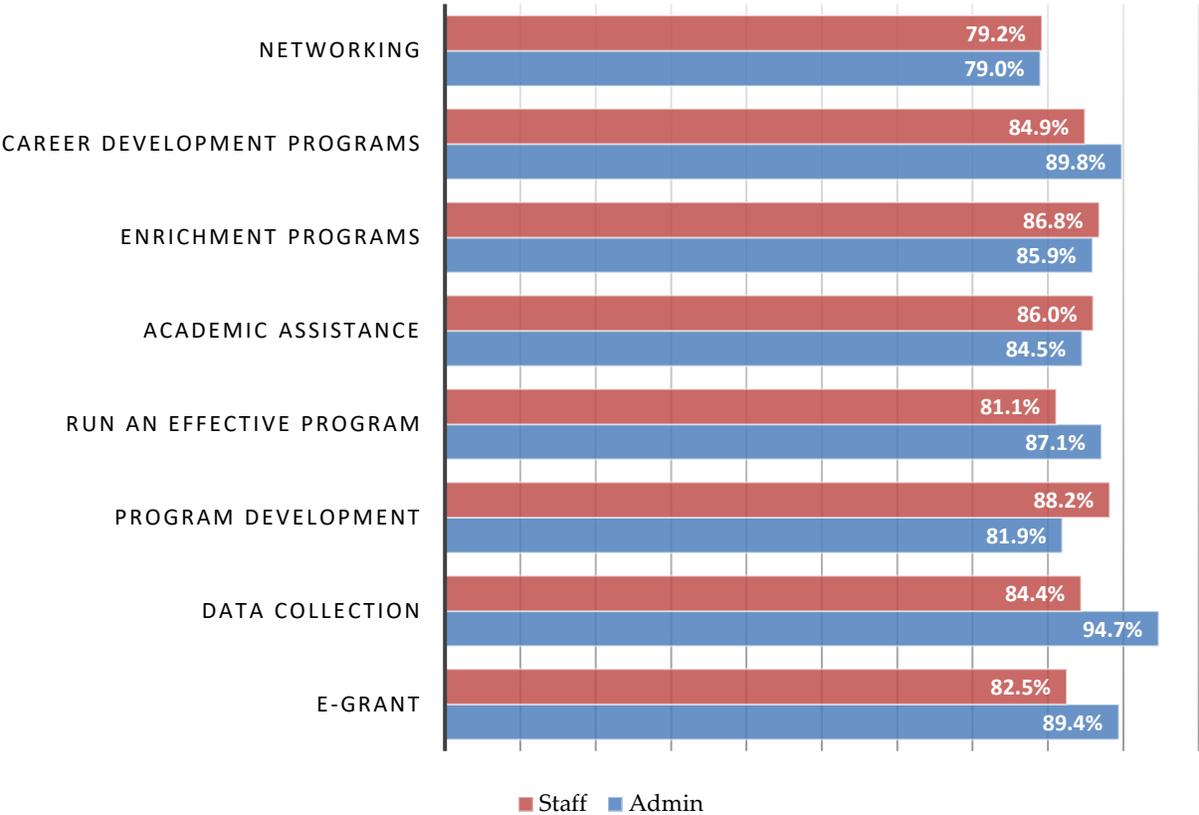
Program staff were also asked to rate their satisfaction with the professional development offered by their programs. As shown in Figure 25, 66% reported satisfaction with the quality of resources, while 67% were satisfied with the professional development opportunities in which they participated, and 60% with the types of professional development opportunities that were available. While the remaining staff generally indicated neutrality rather than dissatisfaction, between 8% of staff were not satisfied with the existing resources. Clearly, there is room for improvement in this area.

FIGURE 25. RATINGS OF PROFESSIONAL DEVELOPMENT OFFERED BY LOCAL 21ST CCLC PROGRAMS



Program staff and administrators were also asked to rate the training and supports offered by OPI. As shown in Figure 26, ratings were generally favorable. On average, program administrators provided slightly higher ratings than did staff members. Among administrators, assistance with data collection was the highest-rated area, with 95% of respondents indicating that supports and trainings in this area were *Good* or *Excellent*. Among program staff, the highest-rated area was assistance with program development, with 88% of respondents providing positive ratings. Staff and administrator ratings were lowest for networking, with only 79% of respondents providing positive ratings for support in this area.

FIGURE 26. PROGRAM ADMINISTRATOR AND STAFF SATISFACTION WITH OPI SUPPORTS



Training and Support Needs

Program staff and administrators were also asked about their support needs; that is, in which areas they would like additional training. As shown in Table 23 below, staff and administrators agreed that they would like additional training on: 1) ideas for programming, 2) behavior management, 3) connecting afterschool programming with the school day, and 4) communicating with parents. These were also the most-requested areas for additional training in 2016-17 and 2017-18. Both staff and administrators indicated that they would like additional training for program management, but for the remaining items, training priorities differed. **Based on these findings, it is recommended that OPI focus on the top three identified training needs for future professional development opportunities.** Further recommendations are discussed in the final section of this report.

TABLE 23. TRAINING NEEDS AMONG 21ST CCLC STAFF AND ADMINISTRATORS

RANK	PROGRAM STAFF		PROGRAM ADMINISTRATORS	
1	Behavior management	41.9%	Programming ideas	39.3%
2	Programming ideas	41.2%	Communicating with parents	34.8%
3	Connecting programming with school day	36.9%	Behavior management	33.7%
4	Communicating with parents	22.5%	Connecting programming with school day	25.8%
5	Program management	15.2%	Program management	23.6%
6	Helping students with math	15.2%	Working with partners	21.3%
7	Working with partners	13.9%	How to evaluate the program	19.1%
8	How to evaluate the program	13.4%	Working with volunteers	18.0%
9	Communicating with teachers	11.6%	Communicating with teachers	18.0%
10	Helping students with reading	11.4%	Helping students with reading	14.6%
11	Working with volunteers	10.4%	Helping students with math	12.4%
	Other ¹	5.3%	Other ²	9.0%

¹ For staff, other areas for training included building community outreach, fundraising, working with special needs students, STEM and STEAM activities, teen programming, conflict resolution, student motivation.

² For administrators, other areas for training included funding and sustainability, staff management, family engagement.

Outcome Results

In order to evaluate the effects that 21st CCLC programs are having on Montana students, survey, academic, and program data were collected from students, parents, staff, administrators and teachers. Based on these data and the research questions of interest, state performance objectives were set, primarily in the form of annual target goals.

WHAT IS THE IMPACT OF MONTANA 21ST CCLC PROGRAMS ON STUDENT ACADEMIC PERFORMANCE, STUDENT BEHAVIORS AND POSITIVE YOUTH ASSETS? IN WHAT OTHER WAYS HAVE PROGRAMS AFFECTED PARTICIPANTS?

Success Stories

Prior to sharing the quantitative results, it is important to put a “face” on the children being affected by these programs. Below are two success stories shared by grantees about the impact that their programs are having on students. These success stories, which are provided annually by all grantees via their local evaluation reports, are useful tools for educating stakeholders about the outcomes of the work and the results that are being achieved.

Student J is a student who attended 21st CCLC during the school year and summer program each year that he was in school. He was referred to the program due to academics and attendance issues. Throughout his elementary years he gradually improved from being a student needing academic interventions to a student who rose to the top reading/math group before exiting elementary school. JP’s attendance improved each year which in turn led to increased success academically.

Student J was a student many people would have predicted to drop out of high school. In fact, the Montana Office of Public Instruction’s Early Warning System identified Student J as have a high probability of dropping out of high school. Student J ended up being a National Honor Society student who received several scholarships, both academically and athletically, to attend college. Last year, he walked across the stage as a college graduate! Student J’s 21st CCLC experience played a significant role in changing this student’s life and broke a cycle of poverty in his family!

Student K is a 7th grader who tries her hardest to blend into the background. She wears plain clothes and keeps her head down, shoulders caved in, and back hunched. When she speaks she has an unintentionally loud tone. Her teacher recommended she join The Flagship Program to make friends. She is hesitant, in fact downright scared of the prospect.

The first day of programs started and she didn't attend. Kelsey feels too nervous to begin Flagship. I speak with her teacher and we decide her teacher will walk Kelsey to where Flagship starts, from there I walk her to her classroom and introduce her to the instructors. Kelsey begins attending regularly and soon doesn't need the assistance of her teacher walking her to programs.

Over the semester Student K joins 4 days of afterschool programs. She speaks up in programs, sharing her ideas and creative side with her peers. She crawls inch-by-inch out of her shell. One of the last days of her programs she shares that she was bullied a great deal at her previous school and had no friends. "They called me fat and ugly," [Student A] laments with her head down. "But now I have these great friends like [Student L] and [Student A] and [Student S] and [Student L] who call me beautiful and are all coming to my birthday party."

Some of the friends she mentioned sit next to her and nod their heads. [Student S] pipes in, "You are beautiful!" They pat Student K's back and smile.

In addition to individual success stories, it is clear that 21st CCL centers have had big impacts on their students. One of these successful and unique programs in the state is the MAPS Media Institute program. The MAPS program, which stands for Media Arts in Public Schools, is an entrepreneurial program in which students learn graphic design, filmmaking, recording music, and video game design. Students then apply those skills to real world projects. MAPS students have received numerous local, state and national awards for the work they produce in the program. Not only are students learning skills that can be applied toward a future career/higher education, they are gaining confidence, discovering and expanding their horizons beyond the classroom.



Other programs of note include the Farm to School program in Boulder and F1 in Schools program in Harlem. The F1 in Schools program works just like a real Formula 1 team. The students are the engineers that design the car, they manufacture and maintain the cars and have a media team for marketing and social media. This program has competed in national and world competitions and was the first ever Native American team to compete at the national level. Students in the Farm to School program engage in hands on learning and grow their own food from seed to harvest to food preparation. The food grown in the garden is then served in the school cafeteria. This program not only teaches kids about where food comes from, but the difference between processed and fresh food. These programs provide hands on relevance learning for students out of school time when they would not normally have a place to go or anything to do. As well, it gives kids a voice and makes them feel more confident in who they are and who they want to become.

Academic Achievement

Student Achievement

IMPACT OF 21ST CCLC - MATCHED SAMPLE

A quasi-experimental study was conducted whereby comparisons are made between students involved in the program and students not involved in the program who are matched to program participants in terms of key demographic variables (via propensity scoring methods). Montana students participating in 21st CCLC afterschool programs in the 2018-19 school year were selected for inclusion in this study ($n=9,128$). Similar students in Montana that did not participate in 21st CCLC programming were selected ($n=9,083$) based on propensity scoring and matching methods. This is described in more detail in Appendix A. This procedure matched *each* 21st CCLC student with the closest non- 21st CCLC student based on the following key demographic variables:

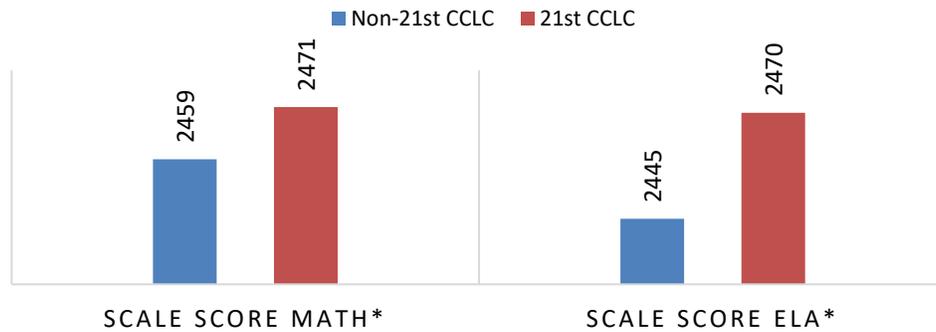
- Grade
- Gender
- Free/Reduced Lunch
- Limited English Proficiency
- Special Education
- Minority Status

Students in Montana completed the Smarter Balanced Assessment (SBAC) in spring 2019 as a measure of proficiency in mathematics and English/Language Arts (ELA). Student scale scores and performance levels were analyzed to examine the differences between students participating in 21st CCLC programming and selected students that did not participate.

MONTANA STATE EVALUATION REPORT

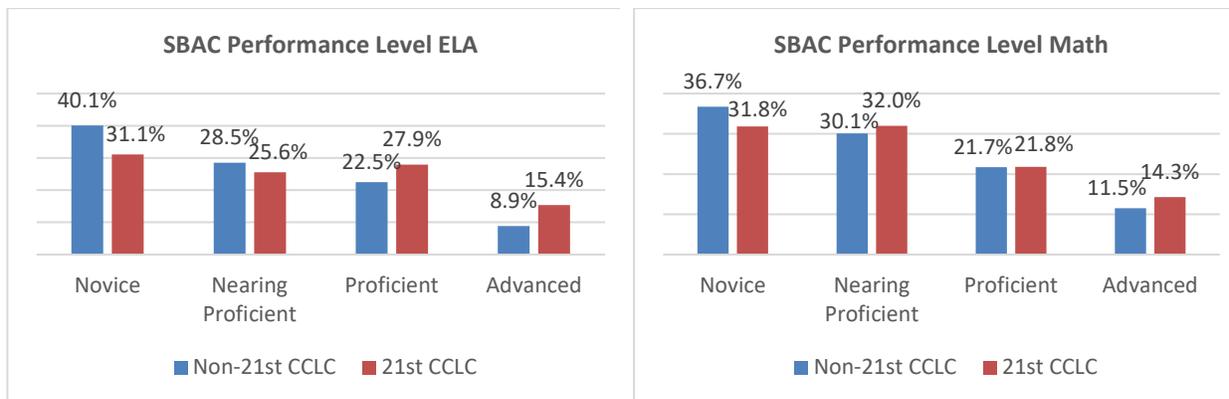
Results indicated that selected students participating in 21st CCLC programming had significantly higher scale scores than did non-participating students for both math and ELA¹⁸.

FIGURE A1. MONTANA STATE ASSESSMENT SCALE SCORES- MATH & ELA



Scale scores on the SBAC are classified into four categories of performance called achievement levels. These achievement levels are referred to as Novice, Nearly Proficient, Proficient and Advanced. Students performing at Proficient or Advanced levels are considered on track to demonstrating the knowledge and skills for college and career readiness. Students participating in 21st CCLC programs significantly differed from students that did not participate in 21st CCLC programming on SBAC math and ELA Performance Levels¹⁹. As shown, there were greater numbers of 21st CCLC students than non-21st CCLC students that were at Proficient or Advanced levels. As well, there were more non-21st CCLC students than 21st CCLC in the Novice level for both math and ELA.

FIGURE A2. MONTANA STATE ASSESSMENT PERFORMANCE LEVELS - MATH & ELA



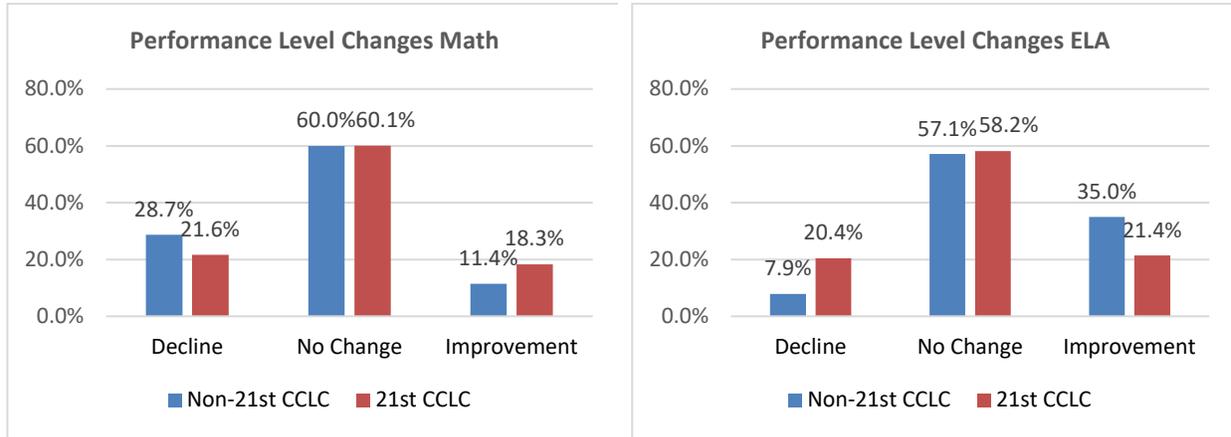
Changes in SBAC Performance Levels in Math and ELA from Spring 2018 to Spring 2019 were also examined between the two groups of students. With respect to math, 21st

¹⁸ Math t=-4.712, p<.000; ELA t=-9.541, p<.000

¹⁹ Math X²= 42.737, p<.001; ELA X²=217.149, p<.001

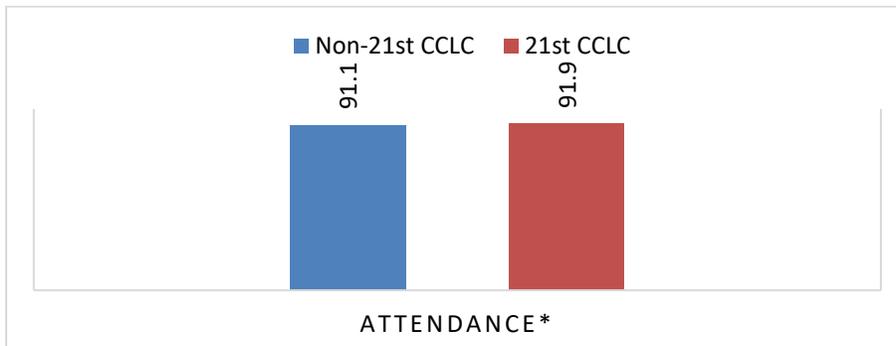
CCLC students showed greater improvement over time, while non-21st CCLC students showed greater decline in assessment scores. For ELA, non-21st CCLC students showed greater improvement, and less decline over time than did 21st CCLC students.

FIGURE A3. MONTANA STATE ASSESSMENT PERFORMANCE LEVEL CHANGES - MATH & ELA



Student school day attendance levels were also analyzed for differences between the two groups of students. Indeed, student participating in 21st CCLC programming had significantly higher attendance rates than non-participating students.²⁰

FIGURE A4. SCHOOL DAY ATTENDANCE



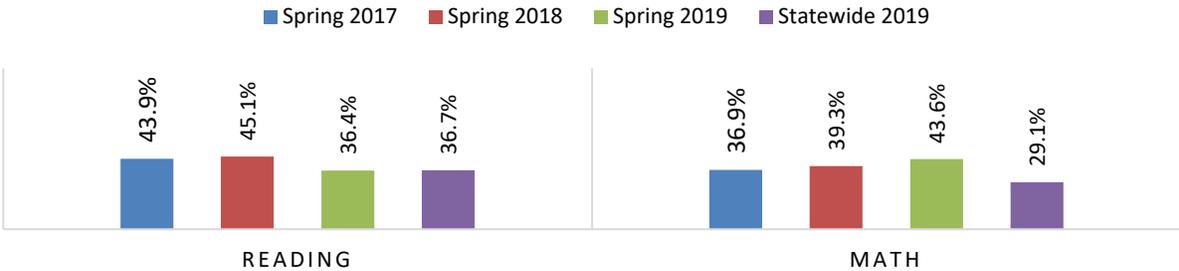
²⁰ Attendance, $t=-4.927$, $p<.001$

FEDERAL AND STATE GRANT OBJECTIVES

As part of the federal grant, all grantees are required to report on student outcomes (i.e., "GPRA" measures). Outcomes can include achievement on state assessments, attendance rates, and teacher-reported performance. During the initial review of the Montana 21st CCLC Evaluation Plan in 2015-16, it was decided that the state would investigate collecting data from all three sources to determine the feasibility, reliability, and validity of these multiple sources of academic outcome data. Results from the 2016-17 program year showed that collecting and reporting of student grades was not feasible nor was it done with a lot of reliability.²¹ As a result, student grades are not reported. Acquiring student assessment data was found to be feasible. Program attendance data was provided to OPI, who was able to pull this information from their statewide student information system (GEMS) and through a confidentiality and data sharing agreement, share this with the State Evaluator. Technical staff at OPI use an algorithm to match student program attendance data to state academic data. For Spring 2019 assessment data, this process had an 82.5% match rate, resulting in data from a total of 7,611 students. Thus, while data is not available on 100% of program attendees, the high match rate is deemed as highly representative of the 21st CCLC student population.

Results from the 2018-19 grant year show that 36% of student program participants were proficient on the state assessment in reading and 44% were proficient in math. As shown in Figure 27, rates are similar to the statewide average of students receiving free or reduced lunch in reading and 14.5% above the statewide average of students receiving free or reduced lunch in math.

FIGURE 27. READING AND MATH PROFICIENCY RATES



The two state objectives that are associated with these data have changed for the 2018-19 grant year. The revised indicators specify that proficiency rates should meet or exceed the proficient level of performance on reading/language arts and mathematics State Assessments among free/reduced lunch students statewide. As shown, rates from 2018-19 are higher than the statewide average in for math, and very similar for reading (a difference of only -.3% indicating meeting the state level of performance). Thus, the targets were met.

²¹ Specifically, local grantees reported many challenges in gathering this data from districts (from confidentiality issues to the district simply not having certain types of information to share). Furthermore, there was substantial variability across the state regarding the format and types of grade data that was provided (e.g., letter grades, standards-based grades, proficiency percentages).

PERFORMANCE INDICATOR 1.1.1. 36.7% of 21st CCLC regular participants (30 days or more) will meet or exceed the proficient level of performance on reading/language arts State Assessments among free/reduced lunch students statewide annually.

RESULT: Reading proficiency rate was 36.4%; goal was met.



PERFORMANCE INDICATOR 1.1.2. 29.1% of 21st CCLC regular participants (30 days or more) will meet or exceed the proficient level of performance on mathematics State Assessments among free/reduced lunch students statewide annually.

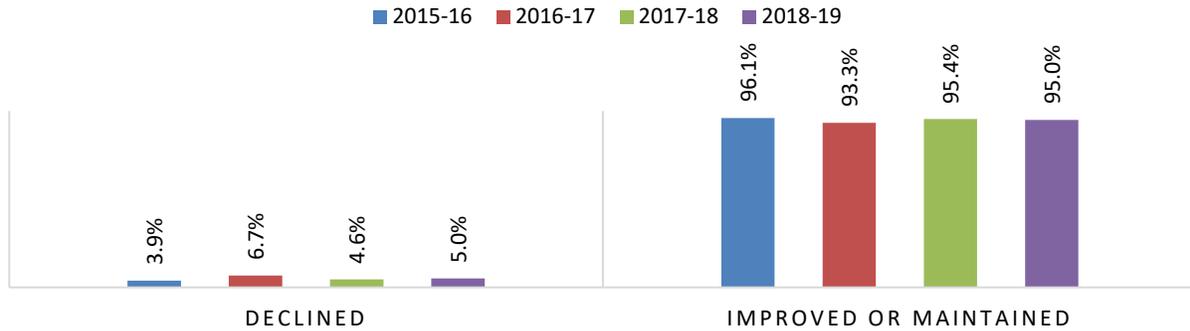
RESULT: Math proficiency rate was 43.6%; goal was met.



As previously noted, another option for obtaining student academic data is to collect this information from teachers through surveys. That is, teachers can complete questionnaires to describe the extent to which program participants have demonstrated changes in their math and reading performance. In order to capture this information, grantees were asked to collect survey data from teachers of program attendees through their district partnerships during the Spring of 2019. In order to promote a high response rate, the State Evaluator and state team provided guidance on how to collect this information, held a webinar, and provided a detailed guidebook which included templates for communicating with their school partners. Multiple reminders were also sent to grantees. Despite these efforts, the data was only available for 30% of students (3,067 out of a possible 10,082). Thus, these findings are not as reliable as the state academic outcome data and may not reflect the entire 21st CCLC student population. Given this, these findings should be interpreted with caution. With this caveat in mind, teachers reported that 95% of 21st CCLC students²² either improved or maintained their level of academic performance during the 2018-19 school year, and the state indicator goal (70% of more) was met (see Figure 28). As shown, the overall rate of students who improved or maintained their academic performance level was generally consistent with previous years.

²² Students not requiring improvement are excluded.

FIGURE 28. TEACHER PERCEPTIONS OF CHANGES IN STUDENT ACADEMIC PERFORMANCE BY GRANT YEAR



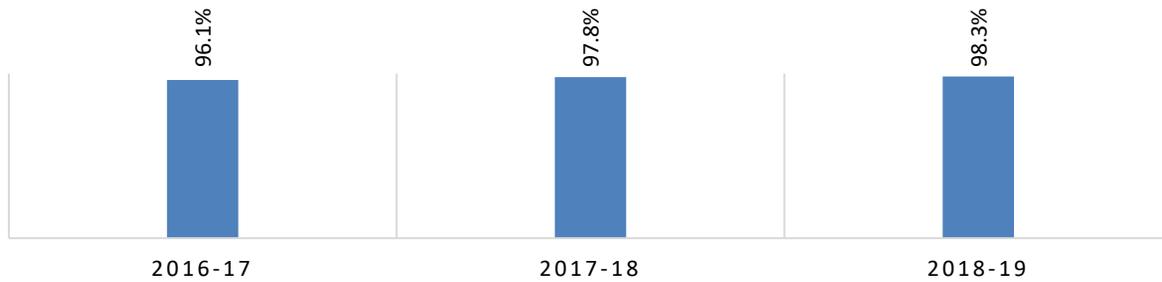
PERFORMANCE INDICATOR 1.3.1. At least 70% of 21st CCLC students will maintain or improve Math and Reading Grades, as measured by teacher surveys.

RESULT: 95% of students maintained or improved Academic Performance; goal was met.



A related state indicator pertains to student advancement, which specified that at least 90% of 21st CCLC students will graduate or advance to the next grade level. According to teacher reports, 98.3% of students graduated or were promoted to the next grade level at the end of the 2018-19 school year, and thus the goal was met. As shown in Figure 29, this represents a slight increase from the previous year, when 97.8% of students advanced.

FIGURE 29. STUDENT ADVANCEMENT BY GRANT YEAR



PERFORMANCE INDICATOR 1.3.2. At least 90% of 21st CCLC students will Graduate or Advance to the next grade level, as measured by OPI data.

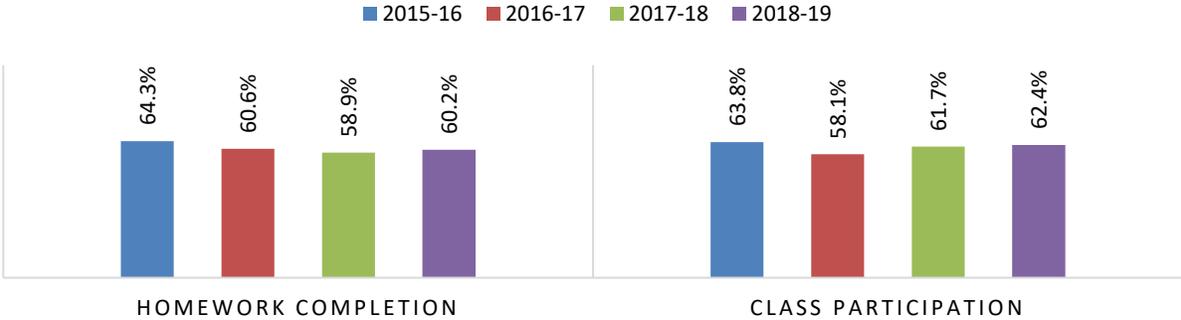
RESULT: 98.3% of students Advanced or Graduated; goal was met.



Student Engagement

Teachers were also asked to respond to two items that described homework completion and three items that described classroom participation (i.e., school engagement). Items required teachers to rate students on a scale from 1 to 5, with 1 indicating a *Significant Decline*, 3 indicating *No Change*, and 5 indicating a *Significant Improvement*. Ratings for each area were averaged across questions, and averages above 3.5 were designated as showing improvement. Responses showed that 60% of 21st CCLC students improved homework completion and 62% of students improved class participation over the course of the school year. Unfortunately, the state indicators of 70% were not met. Compared to previous year, the percentage of students improving homework completion and class participation increased slightly (see Figure 30).

FIGURE 30. TEACHER PERCEPTIONS OF IMPROVEMENT IN STUDENT ENGAGEMENT BY GRANT YEAR



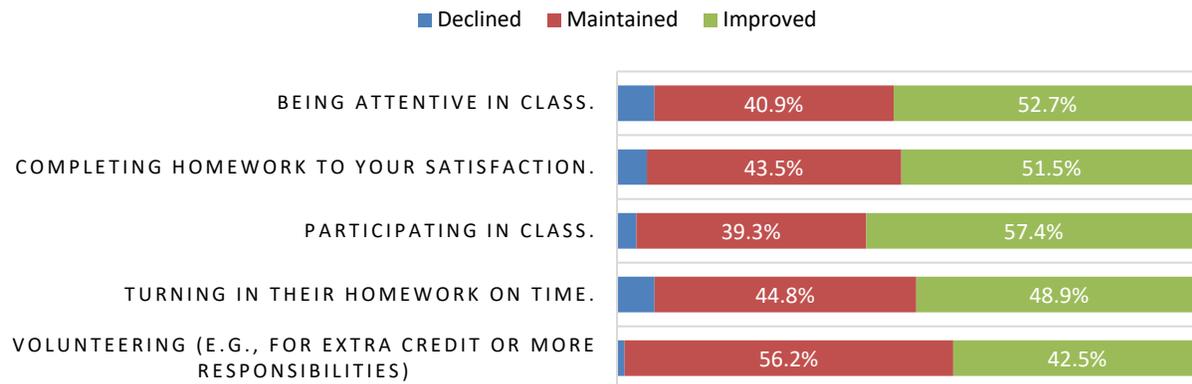
PERFORMANCE INDICATOR 1.2.1. At least 70% of 21st CCLC students will improve Homework Completion and Class Participation, as measured by teacher surveys.

RESULT: 60.2% of students improved Homework Completion and 62.4% improved Class Participation; goal was not met.



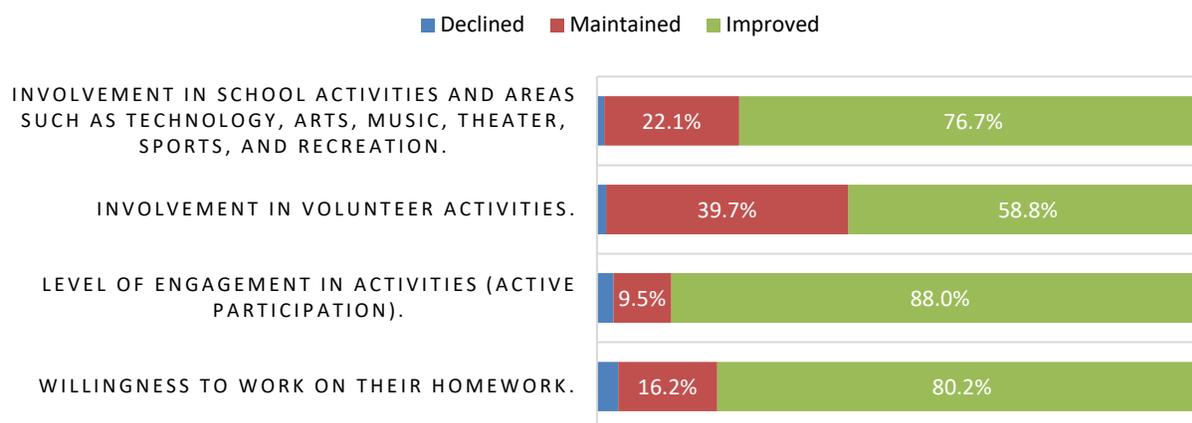
Analyses of the individual items are presented in Figure 31. Results show that the largest improvements were in classroom participation (57% of students improved) and attentiveness (53% improved). The least improved area was volunteering for extra credit work (43% improved), which was also the item that most teachers did not answer.

FIGURE 31. TEACHER PERCEPTIONS OF CHANGES IN STUDENT ENGAGEMENT BY ITEM



Program staff ($N = 396$) provided similar reports regarding their perceptions of student engagement in program and volunteer activities. Unlike teacher reports, which provided student-level ratings, staff survey data was aggregated across all 21st CCLC students at their center. Results show that most staff believed that, overall, their students improved or maintained a good level of engagement (98%) and involvement in program activities, such as technology, arts, sports, and recreation (99%). Staff also felt that students maintained or improved in their involvement in volunteer opportunities (99%), and their willingness to work on homework (96%).

FIGURE 32. PROGRAM STAFF PERCEPTIONS OF CHANGES IN STUDENT ENGAGEMENT



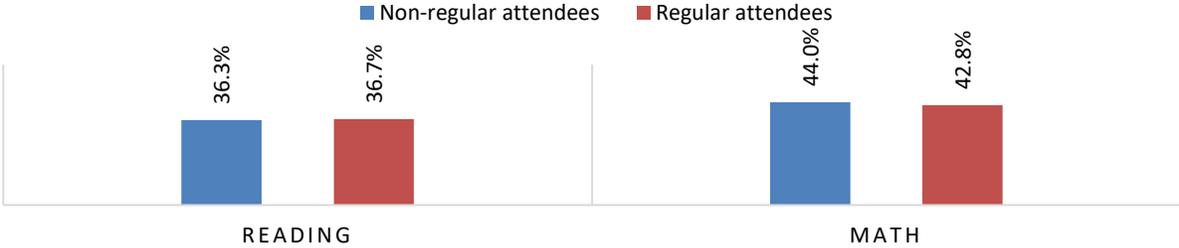
Academic Impacts by Participation Level

Analyses compared academic impacts among regular attendees (i.e., those who attended at least 30 days) and non-regular students. It was hypothesized that reading and math proficiency rates would be higher for students who attend the program more often ($n = 1,822$) compared to those who attend less frequently ($n = 4,036$). Additionally, it was expected that teacher reports of grade advancement, academic improvement, classroom participation, and homework completion would be higher for regular attendees ($n = 1,565$) compared to non-regular attendees ($n = 645$). It should be noted that data from teachers is

disproportionately higher for regular students given that teachers are only asked to survey students with 15 or more days of attendance.

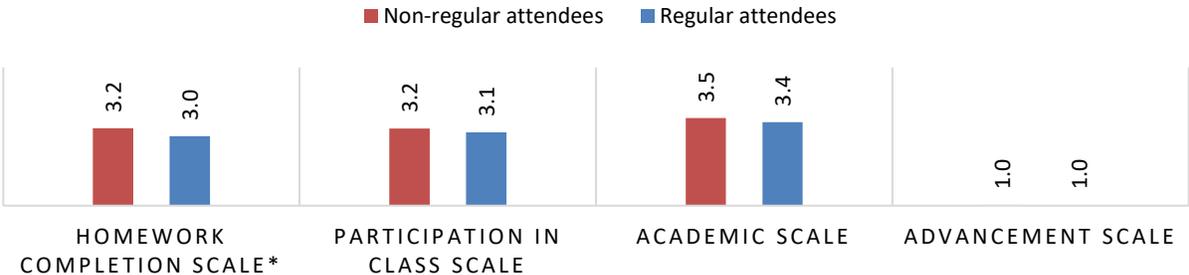
Results show that there was no significant difference in math or reading proficiency between students who attended the program for 30 or more days and those that did not.²³, see Figure 33. **This suggests that regular 21st CCLC program participation does not have an influence on students' performance on state assessments.**

FIGURE 33. ACADEMIC OUTCOMES AMONG REGULAR AND NON-REGULAR ATTENDEES



In contrast, when teachers were asked for the level of improvement among 21st CCLC students in homework completion, class participation, advancement and overall academics, results showed a significant difference in homework completion with non-regular students showing higher average teacher rating than regular students. Non-significant ($p > .05$) differences were observed on the participation in class, and overall academic scales²⁴ both in favor of non-regular attendees. As well, there was no difference between regular and non-regular attendees on the advancement scale. These findings may be due, in part, to the fact that surveys were not collected for students with less than 15 days of attendance and therefore do not reflect the full sample of non-regular attendees.

FIGURE 34. TEACHER PERCEPTIONS OF ACADEMIC PERFORMANCE AND SCHOOL ENGAGEMENT AMONG REGULAR AND NON-REGULAR ATTENDEES: PERCENT IMPROVEMENT



²³ Math proficiency, $t = 0.874, p = .382$; reading proficiency, $t = -0.348, p = .728$.

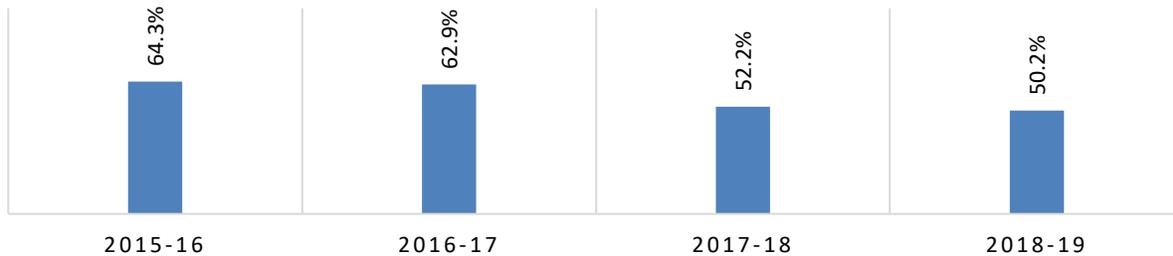
²⁴ Homework completion, $t = 3.138, p < .01$; class participation, $t = 1.702, p = .09$; academic scale, $t = 1.649, p = .10$; grade advancement, $t = 0.722, p = .47$.

Behavioral Impacts

Classroom Behavior

Another state performance indicator measures the extent to which teachers perceive positive changes in student behavior, including behavior in class, school attendance, and being motivated to learn ($N = 3,067$). Teaching ratings show that, on average, 50% of students were rated as improving in their behavior and thus, the state indicator was not met. Additionally, this percentage is lower than those from previous years (see Figure 35).

FIGURE 35. TEACHER PERCEPTIONS OF CHANGES IN STUDENT BEHAVIOR BY GRANT YEAR



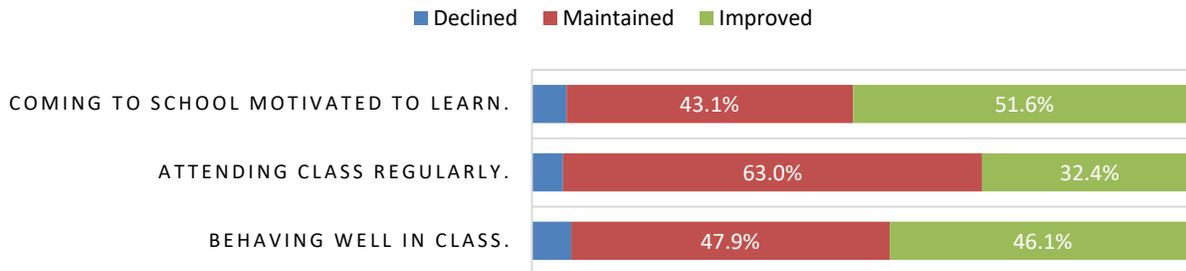
PERFORMANCE INDICATOR 4.2.2. At least 60% of 21st CCLC students will improve Behaving Well in Class, as measured by teacher surveys.

RESULT: 50.2% of students improved Behaving Well in Class; goal was not met.



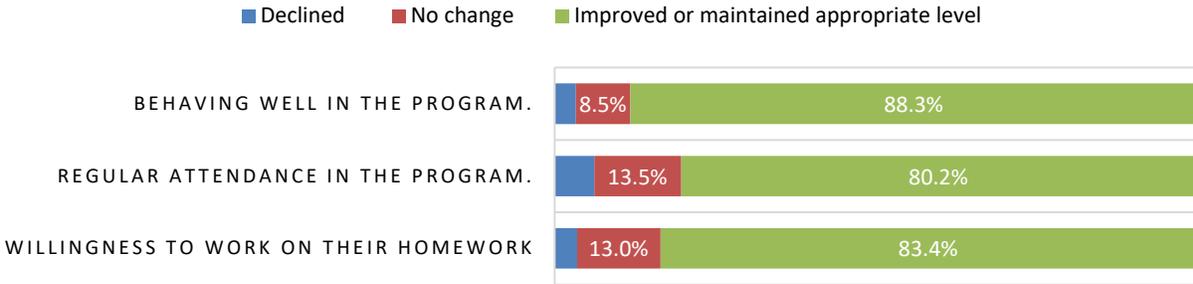
Examination by individual items that constitute this scale shows that the greatest level of change was observed in coming to school motivated to learn (52% improved), followed by behaving well in class (46% improved; see Figure 36).

FIGURE 36. TEACHER PERCEPTIONS OF CHANGES IN STUDENT BEHAVIOR BY ITEM



21st CCLC program staff were also asked to report on changes they observed in student behavior over the course of the program year ($N = 396$). Program staff indicated that students improved the most regarding their behavior at the program (88% improved; see Figure 37). Overall, ratings provided by program staff indicated more student improvement than did teacher ratings.

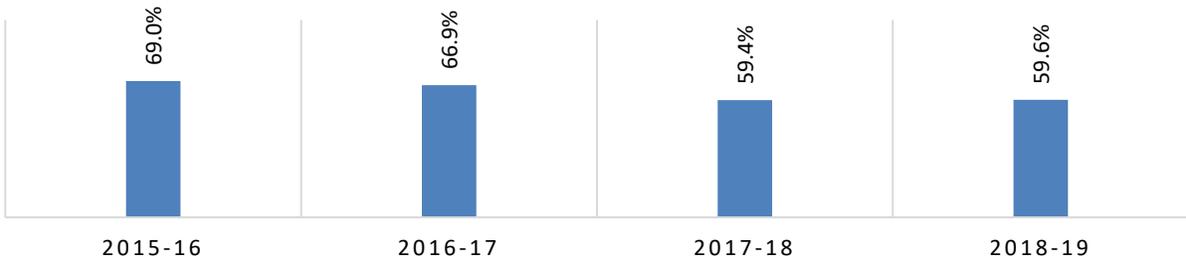
FIGURE 37. PROGRAM STAFF PERCEPTIONS OF CHANGES IN STUDENT BEHAVIOR



Interpersonal Relations

High-quality out-of-school programming can also impact students’ interpersonal skills. To examine this, a state performance indicator was designed to measure the extent to which teachers perceived positive changes in these skills. Specifically, teachers rated improvements in students’ ability to get along with other students and with staff members, and their ability to handle conflicts in a positive manner. Data was available for 3,067 students. Responses indicate that 60% of teachers reported improvement among students during the 2018-19 grant year (see Figure 38). This represents a slight increase from the improvement rate in the 2017-18 year. The state goal of at least 50% of students demonstrating improvement was met.

FIGURE 38. TEACHER PERCEPTIONS OF CHANGES IN STUDENT CONFLICT RESOLUTION SKILLS BY GRANT YEAR



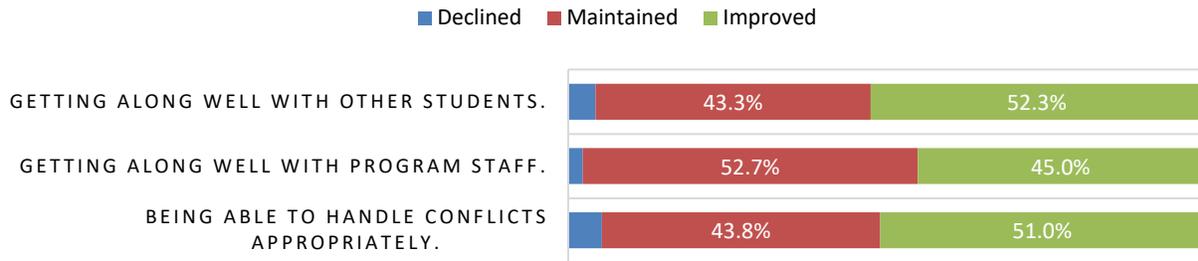
PERFORMANCE INDICATOR 4.1.1. At least 50% of 21st CCLC students will improve Conflict Resolution Skills, as measured by teacher surveys.

RESULT: 59.6% of students improved Conflict Resolution Skills; goal was met.



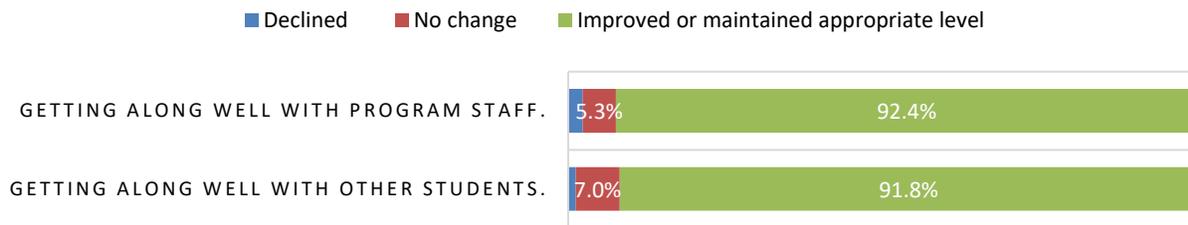
Analyses by the individual items that make up the conflict-resolution scale suggest that students have shown the greatest improvement in their abilities to get along with other students (52% of students improved; see Figure 39).

FIGURE 39. TEACHER PERCEPTIONS OF CHANGES IN STUDENT CONFLICT RESOLUTION SKILLS BY ITEM



Similarly, program staff were asked about changes in student interpersonal skills during 21st CCLC programming. Results from staff were significantly higher than those reported by school day teachers. As shown in Figure 40, over 90% of staff indicated that overall, students' interpersonal skills improved over the course of the program year.

FIGURE 40. PROGRAM STAFF PERCEPTIONS OF CHANGES IN STUDENT INTERPERSONAL SKILLS



RESULTS BY PARTICIPATION LEVEL

Analyses were also conducted to examine if regular versus non-regular participation was related to student behavior and conflict resolution skills. As shown in Figure 41, there was no relationship between student attendance at the 21st CCLC program and teacher-reported changes in conflict resolution skills. However, there was a marginally significant relationship between program attendance and teacher-reported behavior, in which teacher ratings were significantly lower for regular attendees than for non-regular attendees.²⁵ As previously noted, these findings may be due to the fact that surveys were not collected for students with less than 15 days of attendance and therefore do not reflect the full sample of non-regular attendees.

FIGURE 41. TEACHER PERCEPTIONS OF CHANGES INTERPERSONAL SKILLS AMONG REGULAR AND NON-REGULAR ATTENDEES



²⁵ Behavior Scale, $t = -2.655$, $p = .008$

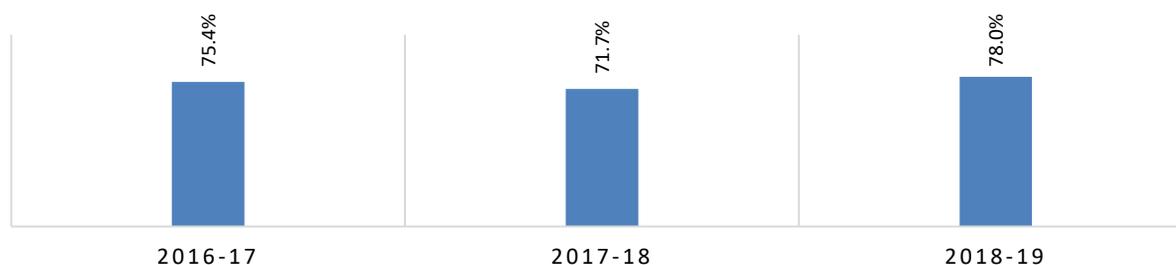
Personal Control

Student perceptions of personal control also may be influenced by participation in 21st CCLC programs. That is, the extent to which students perceive they have control over their actions and future. A state indicator was developed, specifying that 75% of attending students would report possessing personal control. In order to measure this construct, 2,951 students were asked to rate themselves on a scale of 1 (*Strongly Disagree*, or for younger students, *NO!*) to 5 (*Strongly Agree* or *YES!*) on the following items:

- I think carefully about what I'm going to do before I do it.
- I have control over how I act.
- I have control over my future.

As indicated in Figure 42, 78% of students reported possessing personal control. This is higher than the percentage of students reporting personal control in 2017-18 and 2016-17, and the state indicator of 75% was met.

FIGURE 42. PERCENT OF STUDENTS WHO PERCEIVE PERSONAL CONTROL BY GRANT YEAR

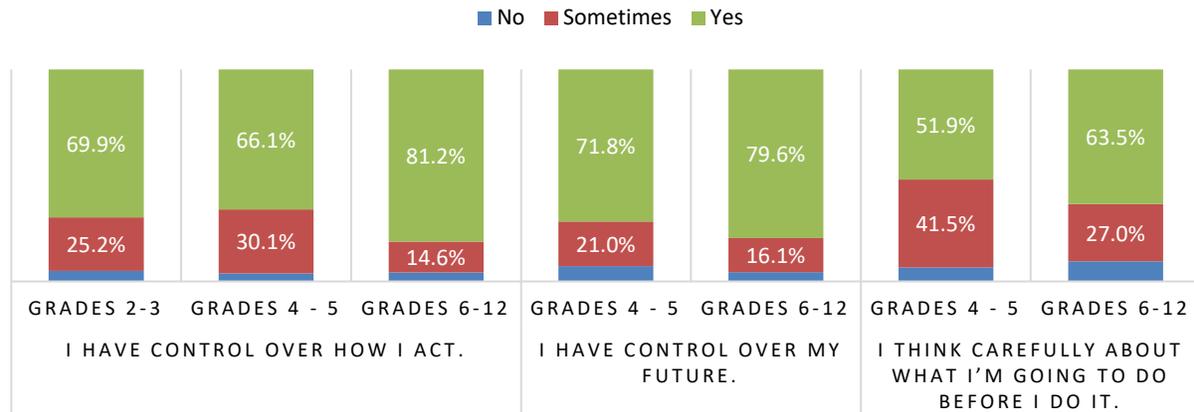


PERFORMANCE INDICATOR 4.1.2. At least 75% of 21st CCLC students will report that they have Personal Control (over their behavior and future), as measured by student surveys.

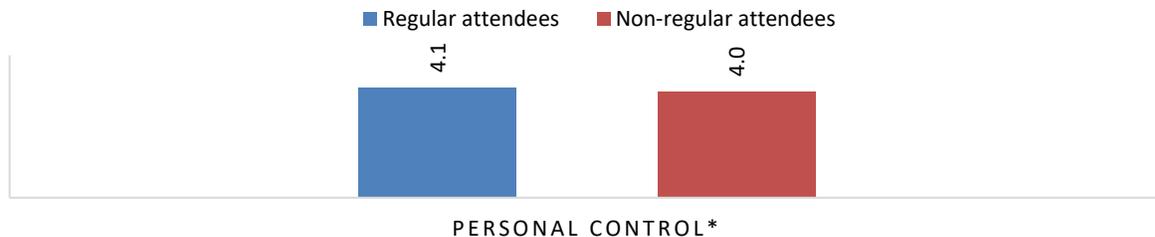
RESULT: 78% of students had Personal Control; goal was met.



Results by the individual items and grade span show that students perceive personal control primarily in their ability to control their future (71% Grades 4-5; 80% Grades 6-12) and their actions (70% Grades 2-3; 66% Grades 4-5; 81% Grades 6-12), but only 52% of Grade 4-5 students and 64% Grade 6-12 students endorsed thinking before they act. **Thus, it may be beneficial for programs to target this area and teach social-emotional learning skills related to impulsivity.**

FIGURE 43. STUDENT RATINGS OF PERSONAL CONTROL BY ITEM

Analyses also evaluated whether frequency of program participation was related to changes in personal control. This was done by comparing students who attended their 21st CCLC program weekly to those who attended only monthly or quarterly. Results showed a statistically significant difference, such that students who attended more frequently demonstrated greater perceptions of personal control than those who attend less frequently²⁶ (see Figure 44).

FIGURE 44. STUDENT PERCEPTIONS OF PERSONAL CONTROL BY PROGRAM PARTICIPATION

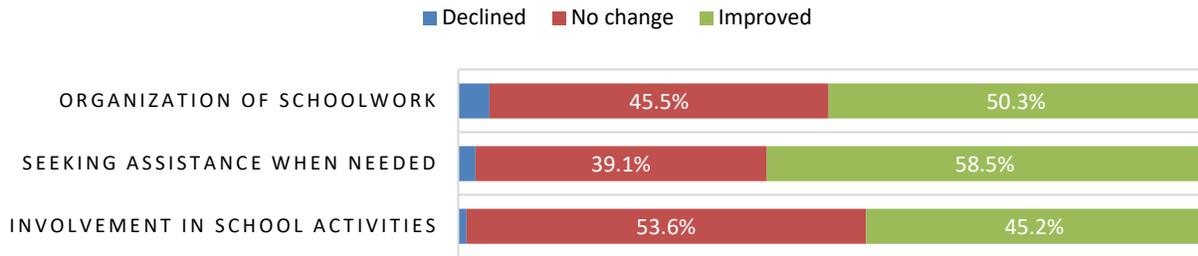
Positive Youth Assets

Organizational Skills, Assistance Seeking, and Engagement in School Activities

Teachers were also asked to rate students in other areas that could benefit from out-of-school programming, such as organizational skills, assistance-seeking behavior, and involvement in extracurricular activities. As shown in Figure 45, ratings indicate that 59% of students demonstrated improvement in assistance-seeking behavior and 50% improved their organizational skills, and 45% became more involved in extracurricular activities, such as technology, arts, music, theater, sports, and recreation as rated by their school day teachers.

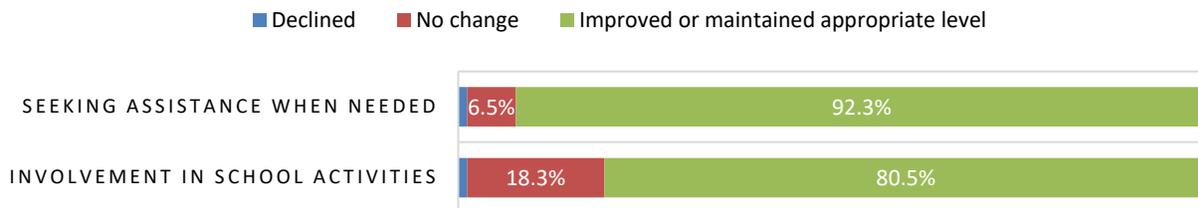
²⁶ Personal control, $t = 2.318, p < .05$

FIGURE 45. TEACHER PERCEPTIONS OF CHANGES IN OTHER POSITIVE YOUTH ASSETS



Ratings from program staff showed that students, overall, demonstrated substantial improvement in involvement in program activities, such as technology, arts, and recreation (92%) and assistance-seeking behaviors (81%). Consistent with prior findings, program staff rated reported more improvement than did school day teachers.

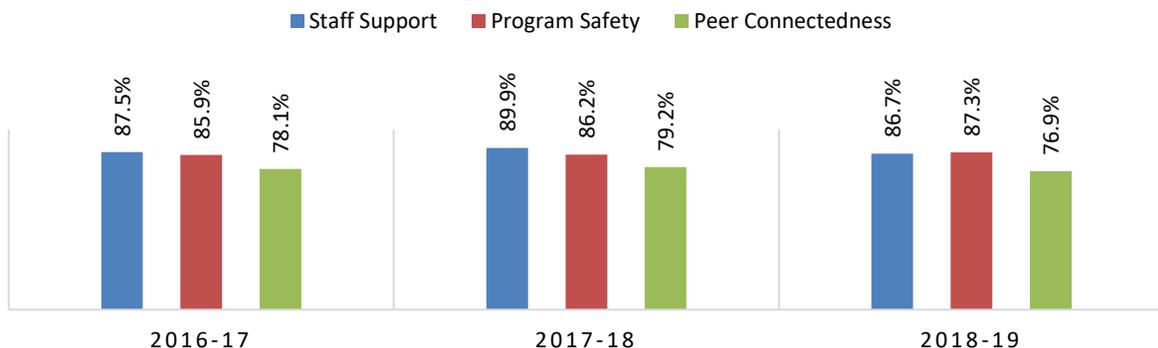
FIGURE 46. PROGRAM STAFF PERCEPTIONS OF CHANGES IN OTHER POSITIVE YOUTH ASSETS



Staff Support, Safety, and Peer Connectedness

Students (*N* = 3,034) were surveyed to determine the extent to which they perceived adult support, safety, and connectedness with peers in 21st CCLC program. Results show that 87% of students felt supported by afterschool staff, and felt safe at their programs. Additionally, 77% of students reported that they felt connected with their peers in the program. Compared to 2017-18, program safety improved slightly (see Figure 47), but all other areas declined. The performance indicators for peer connectedness were met, but the percentage of students who felt safe and supported by staff in the program fell below the 90% target.

FIGURE 47. STUDENT PERCEPTIONS OF STAFF SUPPORT, PROGRAM SAFETY, AND PEER CONNECTEDNESS BY GRANT YEAR



Of the items related to perceptions of adult support, the highest-rated item among students was that adults in the afterschool program cared about the students (87% Grades 2-3; 83% Grades 4-5; 79% Grades 6-12) and the lowest-rated pertained to adults listening to students (65% Grades 2-3; 59% Grades 4-5; 76% Grades 6-12; see Figure 48).

PERFORMANCE INDICATOR 2.1.1. At least 90% of 21st CCLC students will report that they are Supported by and Connected to staff in their program, as measured by student surveys. 

RESULT: 86.7% of students felt Supported; goal was not met.

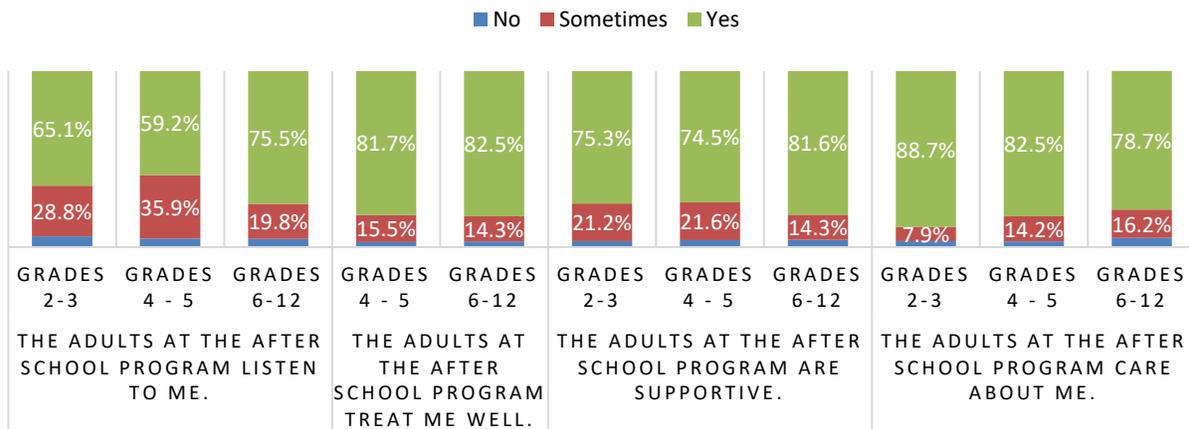
PERFORMANCE INDICATOR 2.1.2. At least 90% of 21st CCLC students will report that they feel physically Safe in their program, as measured by student surveys. 

RESULT: 87.3% of students felt Safe; goal was not met.

PERFORMANCE INDICATOR 2.1.3. At least 75% of 21st CCLC students will report that they feel Connected to their peers and have a sense of belonging, as measured by student surveys. 

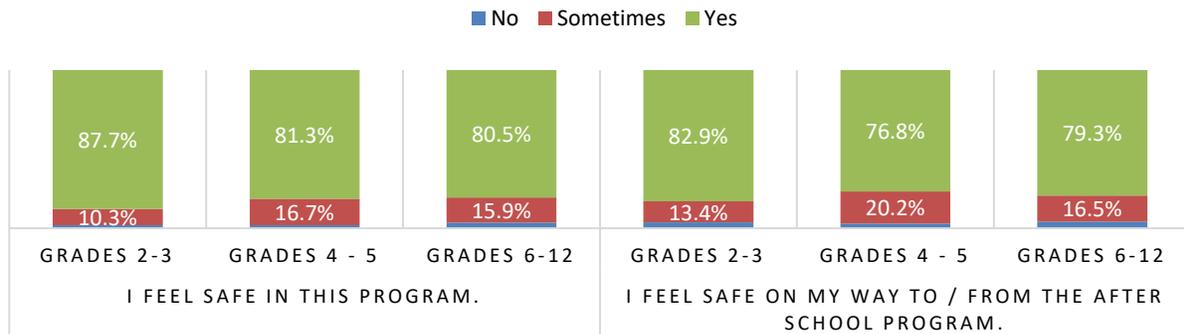
RESULT: 76.9% of students felt Connected; goal was met.

FIGURE 48. STUDENT PERCEPTIONS OF STAFF SUPPORT BY ITEM



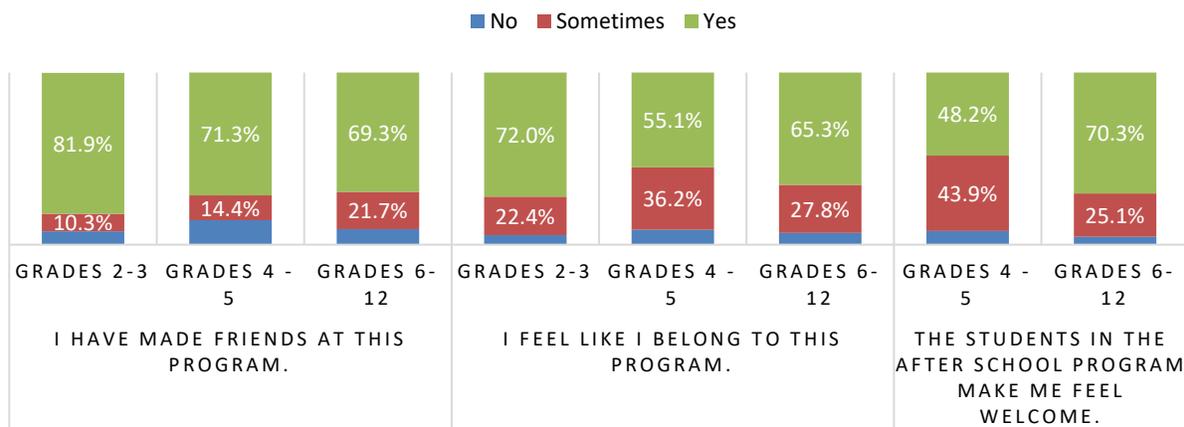
As shown in Figure 49, over 80% of students felt safe at the program, and over 76% felt safe on their way to and from the program. It is important to note that this varied slightly by grade span, with Grade 2-3 students reporting higher levels of perceived safety than students in Grades 4-5 and 6-12.

FIGURE 49. STUDENT PERCEPTIONS OF PROGRAM SAFETY BY ITEM



On items related to peer connectedness, the majority reported that they made friends with students in the program, and agreed they felt like they belonged. With regards to the level of agreement between the grade spans, students in Grades 2-3 indicated higher levels of agreement for these two items (82% and 72% respectively), while students in Grades 4-5 and 6-12 reported somewhat lower levels of agreement. With regards to feeling welcomed, only 48% of Grade 4-5 students agreed while 70% of students in Grades 6-12 (see Figure 50).

FIGURE 50. STUDENT PERCEPTIONS OF PEER CONNECTEDNESS BY ITEM

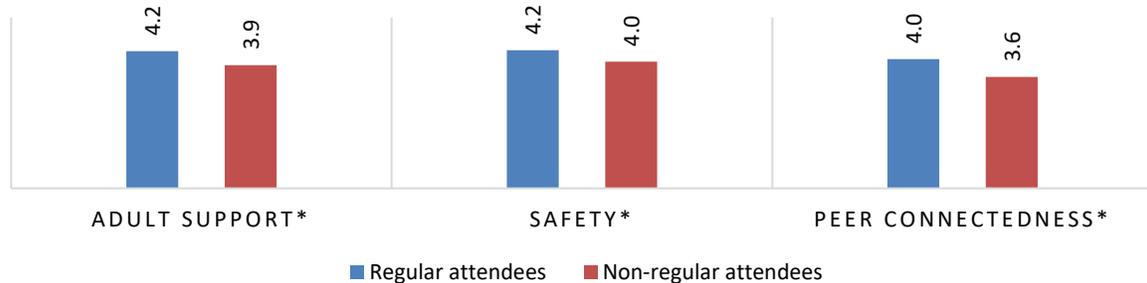


RESULTS BY PARTICIPATION LEVEL

Analyses were also conducted to examine if regular attendance was related to the student perceptions of support, safety, and connectedness. Analyses showed significant relationships between student attendance at the 21st CCLC program and their perceptions in all three

areas.²⁷ As shown in Figure 51, students who attended the program regularly demonstrated more positive perceptions than those who attended only monthly or quarterly.

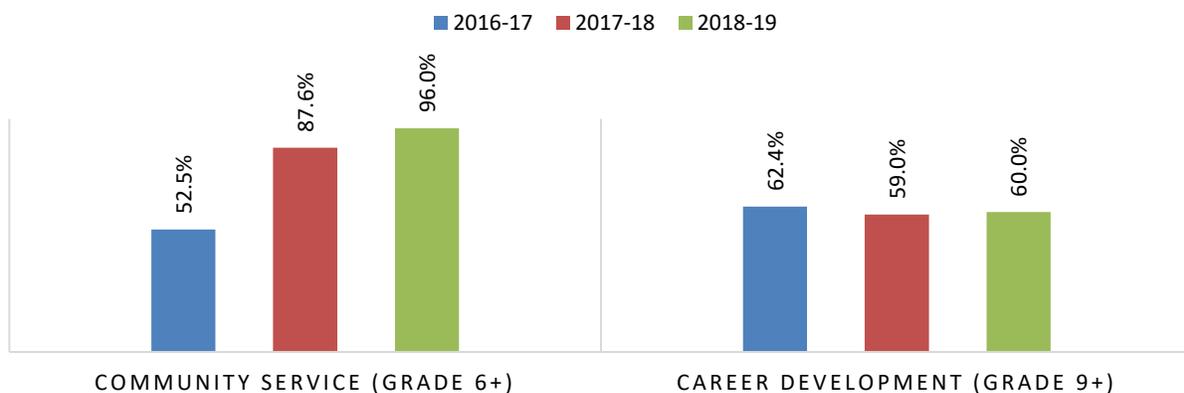
FIGURE 51. STUDENT PERCEPTIONS OF SAFETY, PEER CONNECTIONS, AND SUPPORT AMONG REGULAR AND NON-REGULAR ATTENDEES



Engagement in Community Service and Career Development Opportunities

An additional goal of the Montana 21st CCLC state grant is to enhance opportunities for students in civic or community service learning and career development and encourage students to become more involved in these areas. Thus, objectives were set for increasing engagement in these activities. Results show that 96% of 6th-12th-grade students (*N* = 906) actively engaged in community service opportunities, and that 60% of 9th-12th-grade students (*N* = 225) received career development opportunities from their afterschool programs. The 50% target for community service opportunities was met, but programs did not reach the 75% target for career development. As shown in Figure 52, these results for community service engagement and career development increased from 2016-17 and 2017-18 rates.

FIGURE 52. STUDENT INVOLVEMENT IN COMMUNITY SERVICE AND CAREER DEVELOPMENT OPPORTUNITIES BY GRANT YEAR



²⁷ Perceptions of support, $t = 6.336, p < .001$; perceptions of safety, $t = 4.749, p < .001$; perceptions of connectedness, $t = 7.491, p < .001$

Results for individual items show that 52% of high-school students reported that their afterschool program provides students with opportunities to explore careers and 45% believed that participating in the program has opened career opportunities. Levels of involvement in community service were similar, with 50% of middle- to high-school students reporting that they spent time volunteering or helping others in their communities (see Figure 53).

PERFORMANCE INDICATOR 3.2.1. At least 50% of 21st CCLC middle- and high-school students will report that they participate in Community Service or Service Learning opportunities, as measured by student surveys.

RESULT: 96.0% of students participated in Community Service Learning; goal was met.

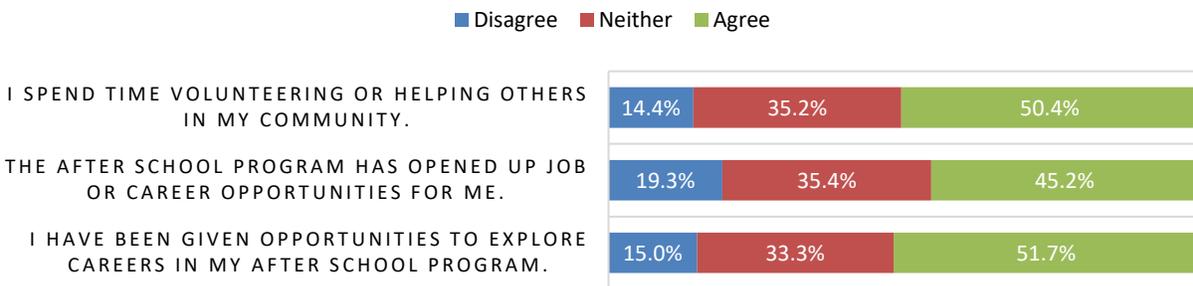


PERFORMANCE INDICATOR 3.2.3. At least 75% of 21st CCLC high-school students will report involvement in Career Development opportunities, as measured by student surveys.

RESULT: 60.0% of students participated in Career Development opportunities; goal was not met.



FIGURE 53. STUDENT INVOLVEMENT IN COMMUNITY SERVICE AND CAREER DEVELOPMENT OPPORTUNITIES BY ITEM

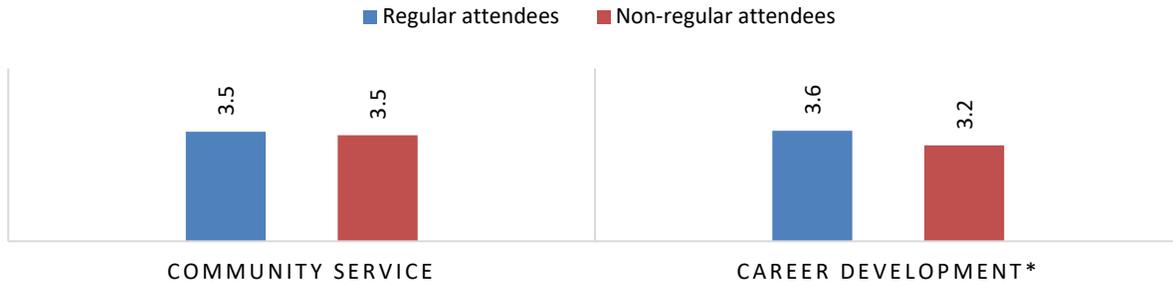


RESULTS BY PARTICIPATION LEVEL

Analyses were conducted to examine if regular attendance at 21st CCLC programs was related to students’ participation in these community service and career development activities. Results showed significant relationships between student attendance at the 21st CCLC program and their engagement levels in career development.²⁸ As shown in Figure 54, students who attended the program regularly demonstrated more positive engagement in career development opportunities than those who attended only monthly or quarterly. There was no significant relationship between students that attended the program regularly and students that did not with regards to community service.

²⁸ Career development, $t = 4.868, p < .001$

FIGURE 54. INVOLVEMENT IN COMMUNITY SERVICE AND CAREER DEVELOPMENT OPPORTUNITIES AMONG REGULAR AND NON-REGULAR ATTENDEES

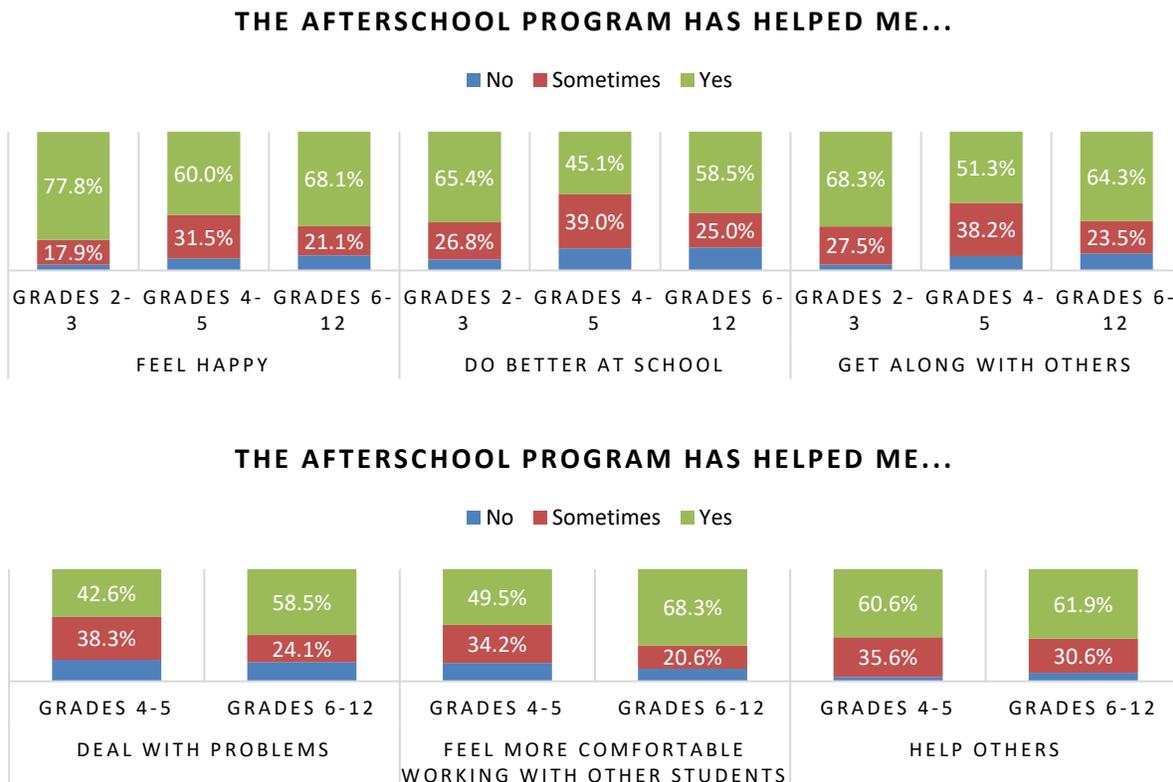


Other Program Impacts

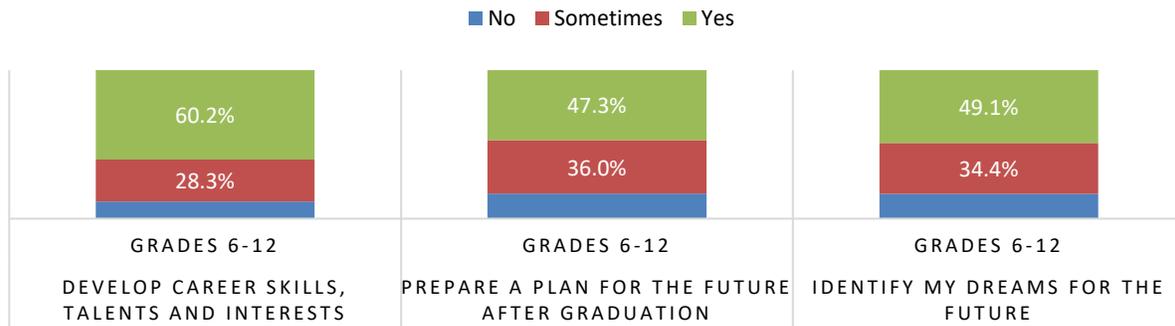
Student Impacts

Student surveys also inquired about different areas where the program positively impacted them ($N = 2,221$). Figure 55 shows the results, which are grouped by grade span. The program had the most impact on feelings of happiness (Grades 2-3, 77.8%) and the program had the least impact on dealing with problems (Grades 4-5, 42.6%). **These data show that while programming helps to promote positive feelings and support from others, students continue to need assistance dealing with problems, doing better in school, and for older students, planning for the future.**

FIGURE 55. STUDENT PERCEPTIONS OF OTHER PROGRAM IMPACTS



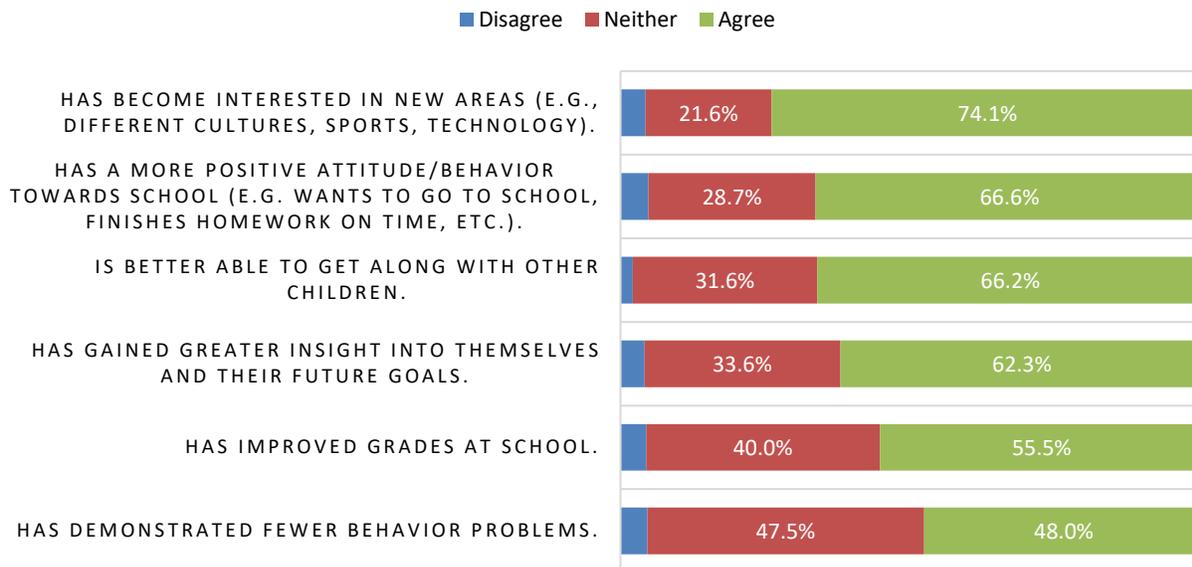
THE AFTERSCHOOL PROGRAM HAS HELPED ME...



Similarly, parents (*N* = 1,611) were asked to report on their perceptions of ways the program impacted several different aspects of their students' behavior. As shown in Figure 56, most parents felt that the program positively influences their students' interests in new areas (74%), their attitudes towards schools (67%), and their ability to get along with their peers (66%). In contrast, less than half of parents (48%) felt that their student had fewer behavior problems, and only 56% reported improved grades. Less than 5% felt their programs did not assist students, indicating that overall, parents perceive the impacts of the 21st CCLC program to be positive.

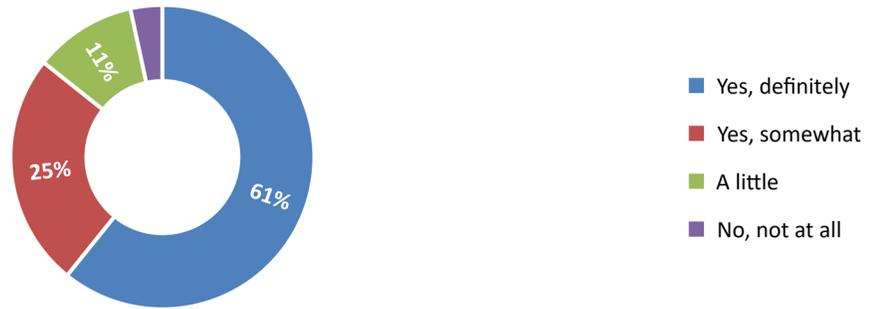
FIGURE 56. PARENT PERCEPTIONS OF OTHER PROGRAM IMPACTS

SINCE STARTING THE AFTERSCHOOL PROGRAM, MY CHILD...



Teachers were also asked about the extent to which each of their students benefited from 21st CCLC programming. Teachers responses indicated that they felt 86% of their students directly benefitted from attending the afterschool program.

FIGURE 57. TEACHERS’ PERCEPTIONS OF WHETHER STUDENTS BENEFIT FROM THE AFTERSCHOOL PROGRAM

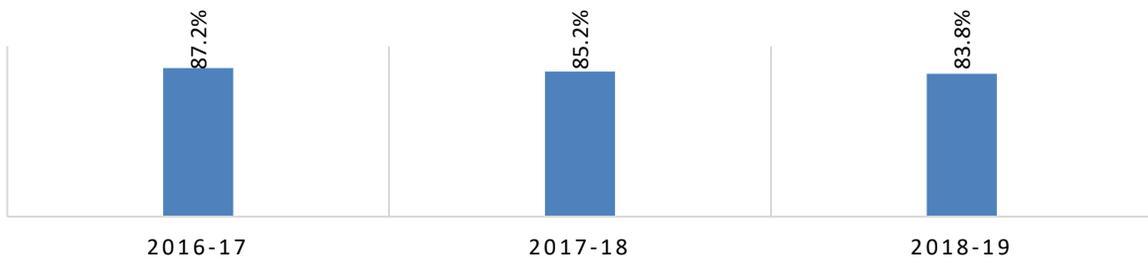


“The program gives kids a chance to enhance their learning, both academically and socially. In addition, they have opportunities to pursue interests outside of the regular curriculum. They talk about their projects and activities all the time.” - School Day Teacher

Parent Impacts

Another goal of 21st CCLC programs is to assist parents and caregivers so that they can better support students’ education, health, and mental well-being. This includes providing information on the importance of being involved and knowledgeable in their students’ activities and education. Parents who participated in 21st CCLC adult offerings (1,520) were surveyed to determine whether they felt knowledgeable about their students’ schooling. It should be noted, however, that programming directed to families was limited to only 55 centers in Montana during the grant year. With this in mind, results show that 84% of parents reported being aware and knowledgeable of their students’ activities and progress. This result exceeds the annual target of 65% and as such, the target goal was met. As shown in Figure 58, this is a slight decline from 2016-17 and 2017-18 percentages.

FIGURE 58. PARENT KNOWLEDGE AND AWARENESS OF STUDENT PROGRESS BY GRANT YEAR



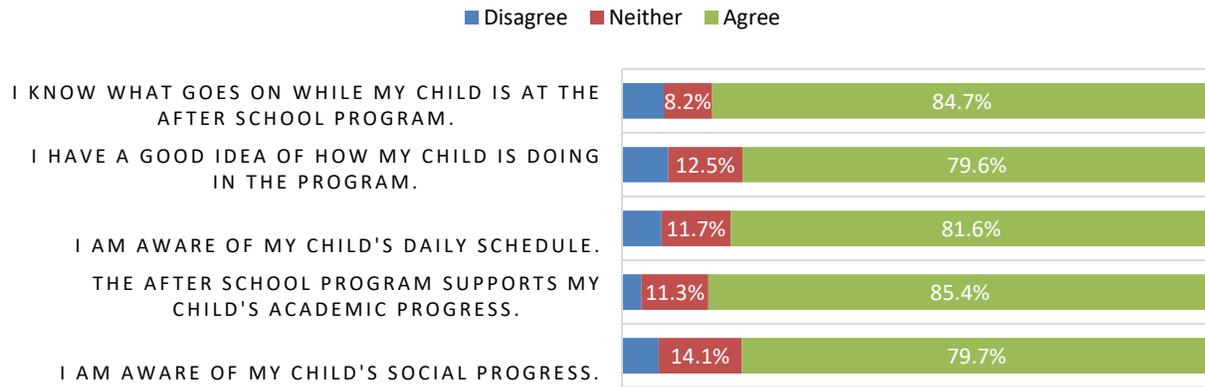
PERFORMANCE INDICATOR 3.1.2. At least 65% of 21st CCLC parents will report that they have Knowledge and Awareness of student progress and activities at the school and afterschool program, as measured by parent surveys.

RESULT: 83.8% of parents were Knowledgeable and Aware; goal was met.



In general, across all items a high proportion of 21st CCLC parents report awareness and knowledge. As shown in Figure 59, parents reported the greatest awareness regarding program supports of students' academic progress (85%).

FIGURE 59. PARENT KNOWLEDGE AND AWARENESS OF STUDENT PROGRESS BY ITEM

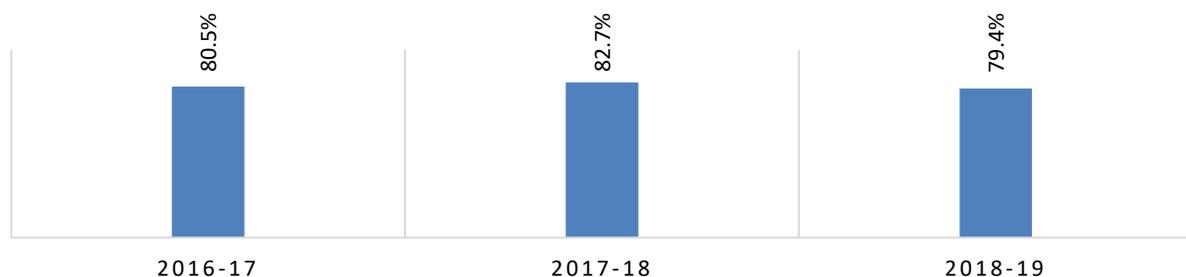


WHAT IS THE LEVEL OF STUDENT, PARENT, STAFF, AND ADMINISTRATION SATISFACTION CONCERNING THE IMPLEMENTATION AND IMPACT OF MONTANA 21ST CCLC PROGRAMS?

Student Satisfaction

Satisfaction with a program can manifest itself in multiple ways. For example, program engagement and interest in a program can be indicative of satisfaction. As one measure of satisfaction, students were surveyed on their level of involvement and interest in 21st CCLC programming and activities ($N = 2,972$). Results show that 79% of students reported being actively engaged with their 21st CCLC program, slightly lower than the percentage of engaged students in 2016-17 and 2017-18 (see Figure 60). This did not reach the target set in the state performance indicator of 80%.

FIGURE 60. STUDENT INVOLVEMENT AND INTEREST BY GRANT YEAR



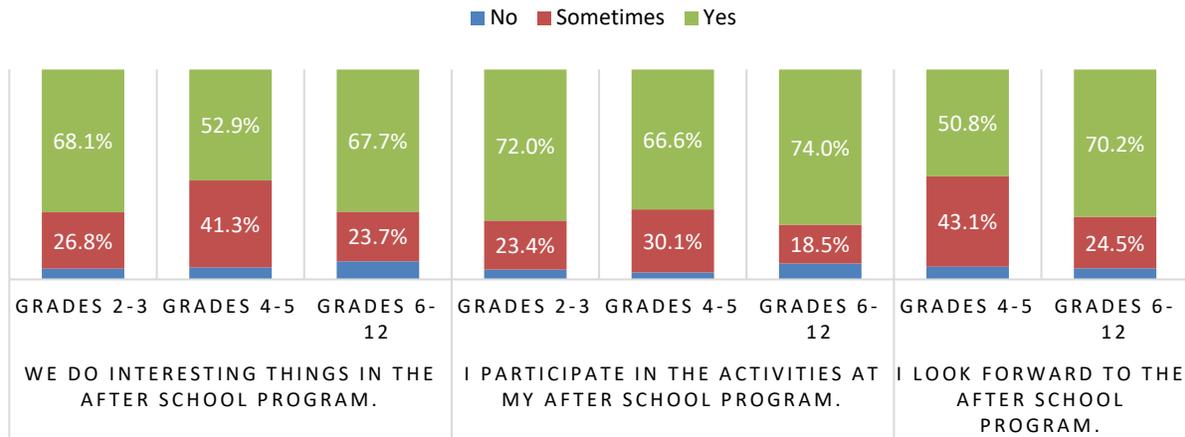
PERFORMANCE INDICATOR 5.1.3. At least 80% of 21st CCLC students will report that they are Actively Engaged in their learning experience at their local afterschool program, as measured by student surveys.

Not
Yet

RESULT: 79.4% of students were Actively Engaged; goal was not met.

Analyses by the individual items that constitute this scale by grade span show that the majority of students agree they participate in program activities (72% Grades 2-3; 67% Grades 4-5; 74% Grades 6-12). As shown in Figure 61, a substantial percentage of Grades 2-3 (68%) and Grades 6-12 (68%) students reported doing interesting things in the program and most students in Grades 6-12 (70%) looked forward to the program.

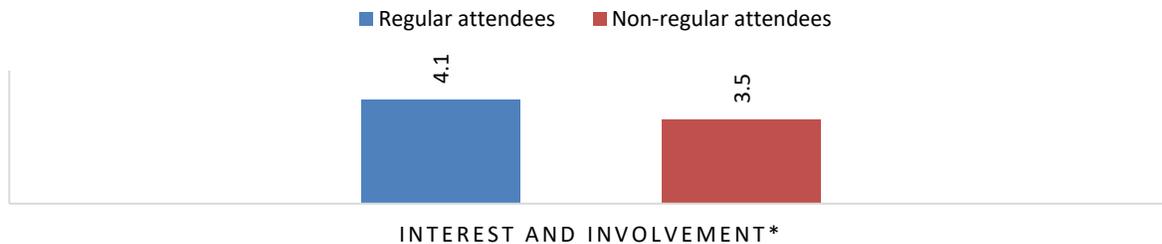
FIGURE 61. STUDENT INVOLVEMENT AND INTEREST BY ITEM



RESULTS BY PARTICIPATION LEVEL

Figure 62 displays levels of program engagement reported by regular and non-regular attendees. As seen in prior results, analyses indicated that that students who attended the 21st CCLC program regularly reported higher levels of involvement and engagement than did those who did not attend regularly.²⁹

FIGURE 62. STUDENT INVOLVEMENT AND INTEREST BY PARTICIPATION LEVEL

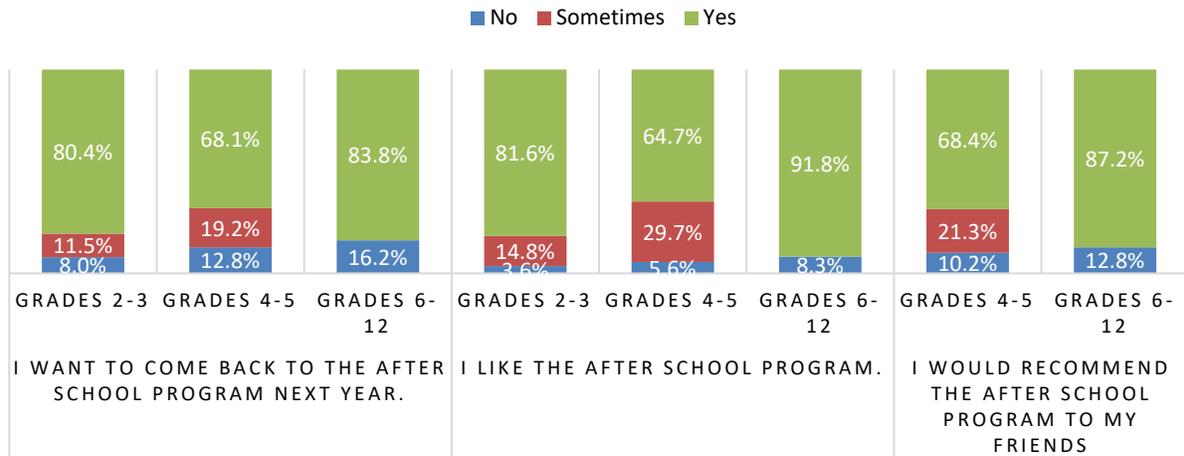


Student Enjoyment

Students were also asked several items designed to measure their general satisfaction with the program. Over 80% of Grade 6-12 and Grade 2-3 students agreed that they liked the program and would like to attend next year. As well, over 80% of students in grades 6-12 would recommend the program to their friends. Over 60% of students in Grades 4-5 agreed that they liked the program, would recommend it to friends, and want to come back next year, see Figure 63.

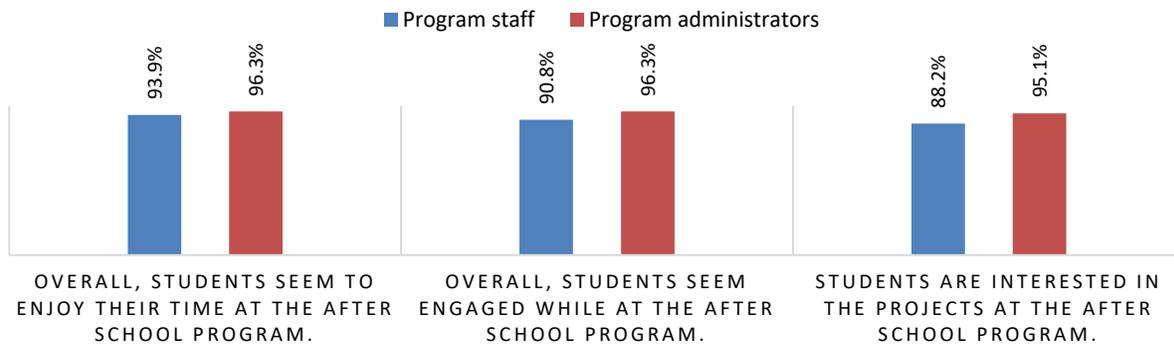
²⁹ Involvement, $t=10.901, p < .001$

FIGURE 63. STUDENT ENJOYMENT



Program staff ($N = 396$) and administrators ($N = 89$) were also asked about their perceptions of student engagement and interest in their 21st CCLC programs and school. As shown in Figure 64, a high percentage of staff and administrators agreed that students seemed to enjoy their time at the program, were engaged, and interested in the projects of the 21st CCLC program. Administrator perceptions tended to be more favorable than those of staff.

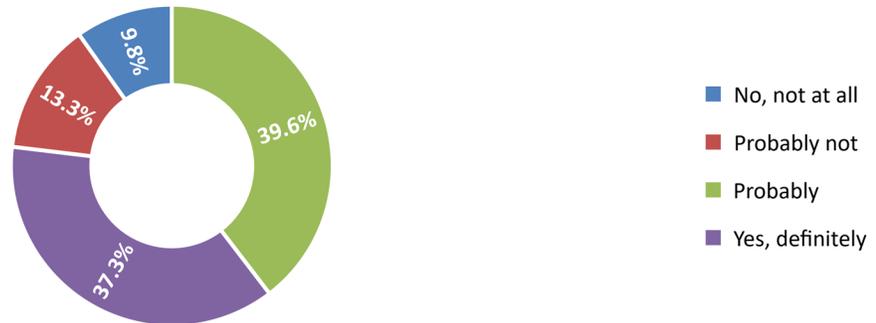
FIGURE 64. PROGRAM STAFF AND ADMINISTRATOR PERCEPTIONS OF STUDENT INVOLVEMENT AND INTEREST



Students were also asked whether they would like to see additional activities (other than homework help). As shown, 77% of students agreed. **These findings also support the state’s push for additional programming that expands on existing educational supports (e.g., arts and culture, physical activities, etc.).**

FIGURE 65. STUDENT DESIRE FOR ADDITIONAL PROGRAM ACTIVITIES

WOULD YOU LIKE MORE ACTIVITIES, OTHER THAN HOMEWORK HELP, IN THE AFTERSCHOOL PROGRAM?

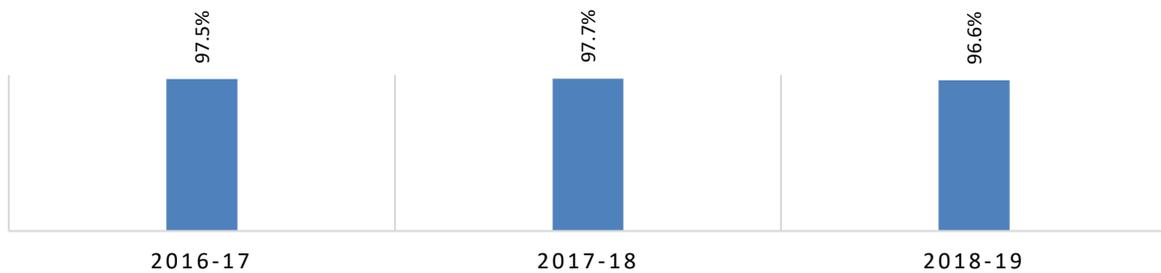


Parent Satisfaction

Program Satisfaction

Parents ($N = 1,487$) were also surveyed to indicate their satisfaction with 21st CCLC programs. Of these, nearly all parents reported that they were satisfied (97%). This exceeded the annual target of 85% satisfaction, such that the state indicator was successfully met. As shown in Figure 66, parent satisfaction was similar across program years.

FIGURE 66. PARENT SATISFACTION BY GRANT YEAR



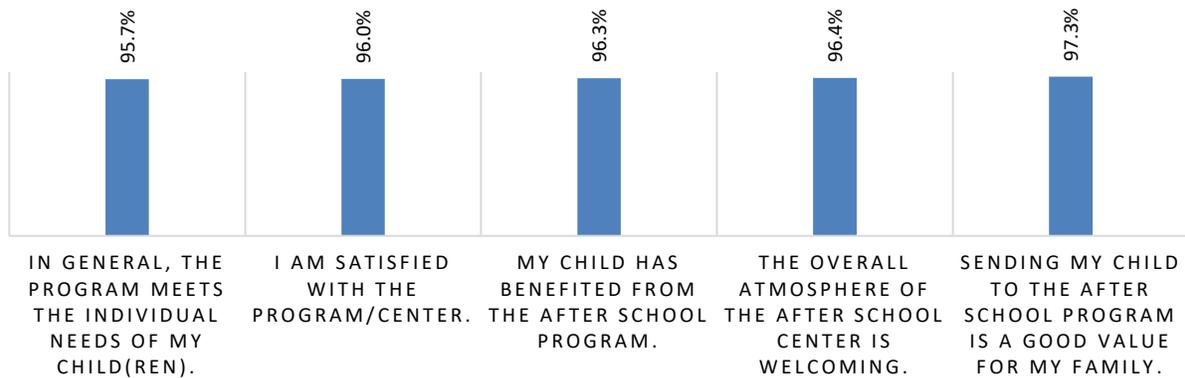
PERFORMANCE INDICATOR 6.1.1. At least 85% of 21st CCLC parents will report Satisfaction with their students afterschool program, as measured by parent surveys.

RESULT: 96.6% of parents were Satisfied with Afterschool Programs; goal was met.



Across all items, parent satisfaction was consistently high (see Figure 67). Nearly all parents agreed that the program was welcoming, a good value for their family, and that they were satisfied with the program. Similarly, parents overwhelmingly agreed that programs met their students' needs and that their students benefitted from participating.

FIGURE 67. PARENT SATISFACTION BY ITEM



The following word cloud visualization shows the most frequent responses given by parents when asked what they liked best from the 21st CCLC program. The size of each word indicates its prominence in parent responses, with larger words appearing more frequently than smaller words. Most parents appreciated students doing their homework in the program so they can spend more quality time together at home. As well, parents appreciated their students having a safe place to go afterschool.

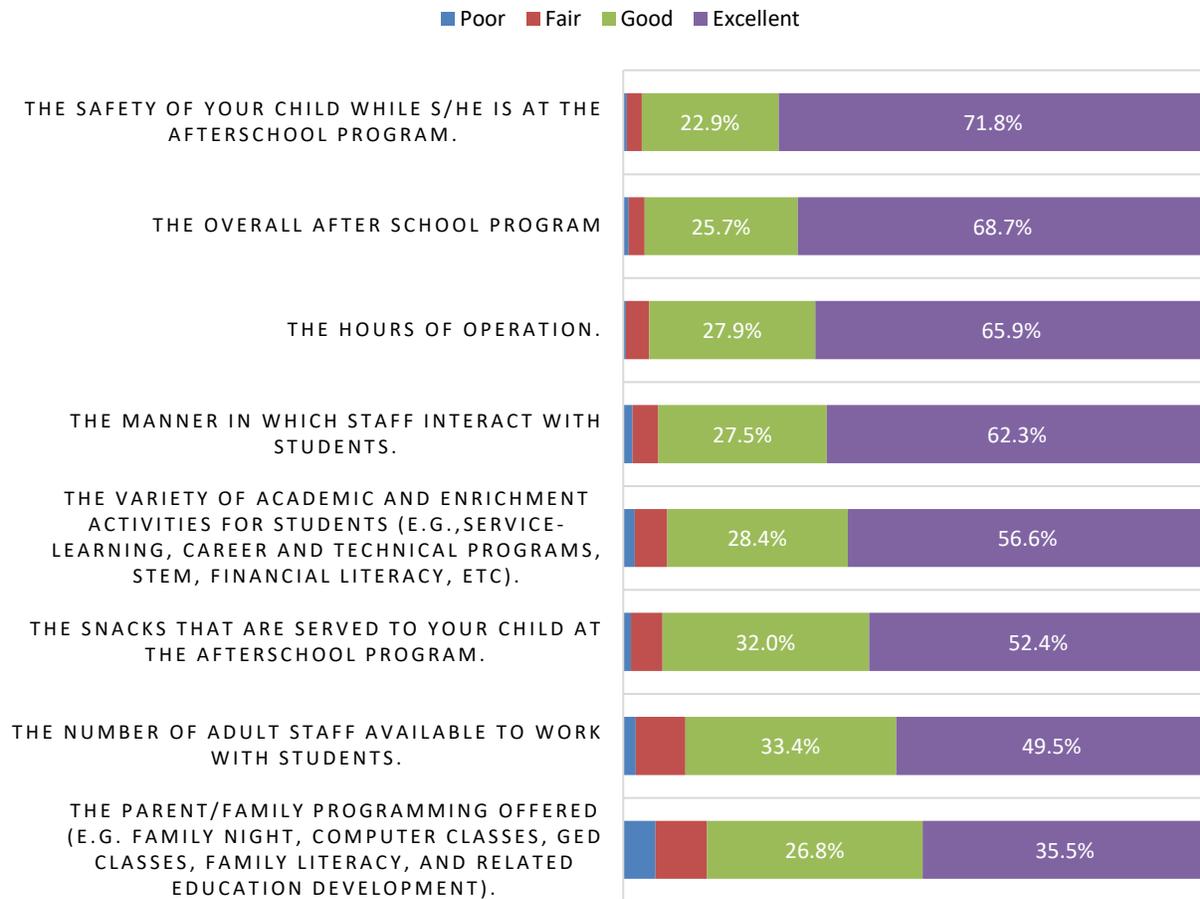
FIGURE 68. PARENT WORD CLOUD: WHAT ARE THE BEST PARTS OF THE AFTERSCHOOL PROGRAM?



Parents were also asked to rate different components of the 21st CCLC program. As shown in Figure 69, the most highly rated areas were safety, overall program, and the hours of operation. The least favorable aspects were the parent and family offerings. This is consistent with findings that only 55 centers are providing family programming. **This suggests that**

grantees direct more efforts to providing more programming that supports adults and families.

FIGURE 69. PARENT SATISFACTION WITH PROGRAM COMPONENTS



Satisfaction with Adult and Family Programming

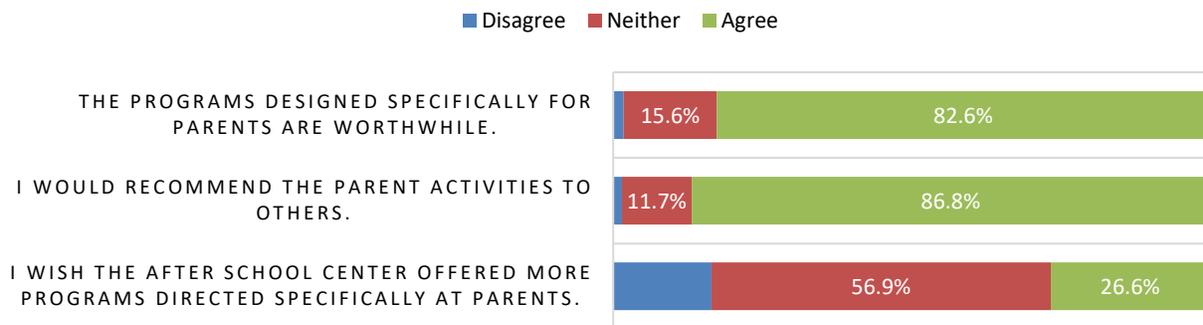
In order to gather data on the parent and family activities being offered by Montana 21st CCLC programs, parents (*N* = 1,611) were asked whether they participated any program activities and if so, how satisfied they were with the programming they attended. As shown in Figure 70, only 29% of parents surveyed participated in this programming. Given this, the feedback provided is limited to a small subset of parents (*n* = 407).

FIGURE 70. PARENT PARTICIPATION IN ADULT PROGRAMMING



Bearing this in mind, most parents agreed that the adult programming is worthwhile (83%) and that they would recommend it to others (87%; see Figure 71). Interestingly, when asked if there should be more programs directed specifically toward parents, only 27% agreed. Thus, among those who have participated in family and parent activities, most find the offerings to be sufficient.

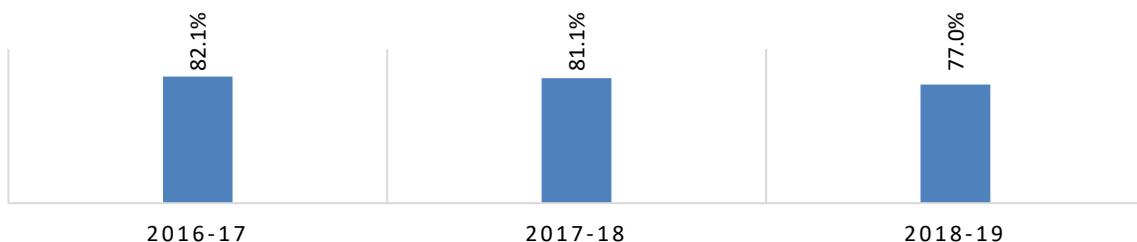
FIGURE 71. PARENT SATISFACTION WITH ADULT PROGRAMMING



Satisfaction with Communication

Parents were also asked about their satisfaction with their communications and interactions with staff at the 21st CCLC programs. A high percentage of parents (77%) indicated that they were satisfied with the communication they receive program staff. Moreover, this exceeded the annual target of 65% and as such, the goal identified in the state performance indicator was met. As shown in Figure 72, parent satisfaction with communication represents a decrease from 2016-17 and 2017-18 reports.

FIGURE 72. PARENT SATISFACTION WITH COMMUNICATION BY GRANT YEAR



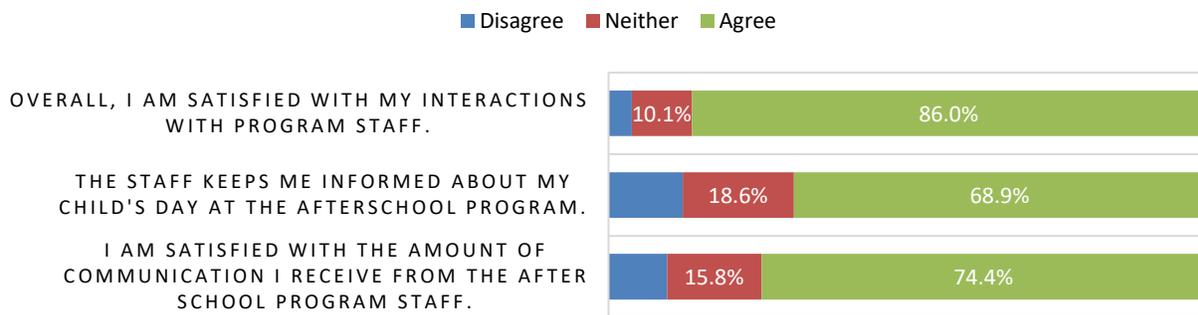
PERFORMANCE INDICATOR 3.1.1. At least 65% of 21st CCLC parents and caregivers will report that they were Satisfied with Communication from center staff, as measured by parent surveys.



RESULT: 77% of parents were Satisfied with Communication; goal was met.

Examination of individual items showed that 86% of parents were satisfied with their interactions with program staff (see Figure 73). While 74% indicated that they were satisfied with the amount of communication with program staff, only 69% agreed that staff kept parents informed about their child’s day during afterschool programming.

FIGURE 73. PARENT SATISFACTION WITH COMMUNICATION BY ITEM

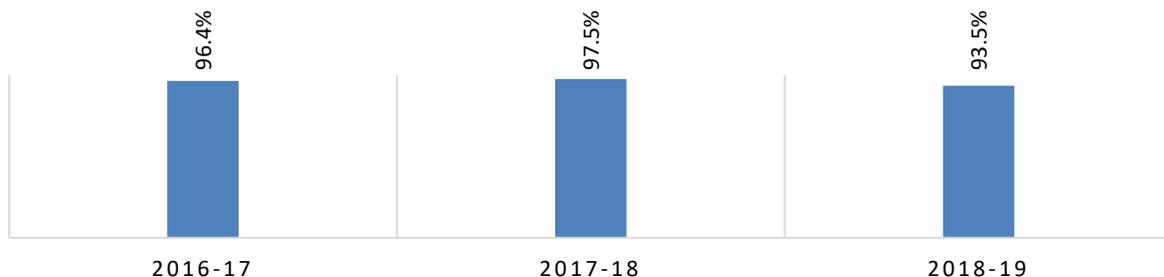


Teacher and Administrator Satisfaction

Perceived Value

School day teachers ($n = 908$) and school administrators ($n = 125$) from partnering schools were also asked about their perceptions of the value of 21st CCLC programs. As shown in Figure 74, the majority of teachers and administrators (94%) reported that the 21st CCLC programs are valuable. While this was slightly less than the previous year’s rating, this percentage exceeded the annual target of 90% and thus, the performance goal was met.

FIGURE 74. TEACHER AND SCHOOL ADMINISTRATOR PERCEPTIONS OF PROGRAM VALUE BY GRANT YEAR



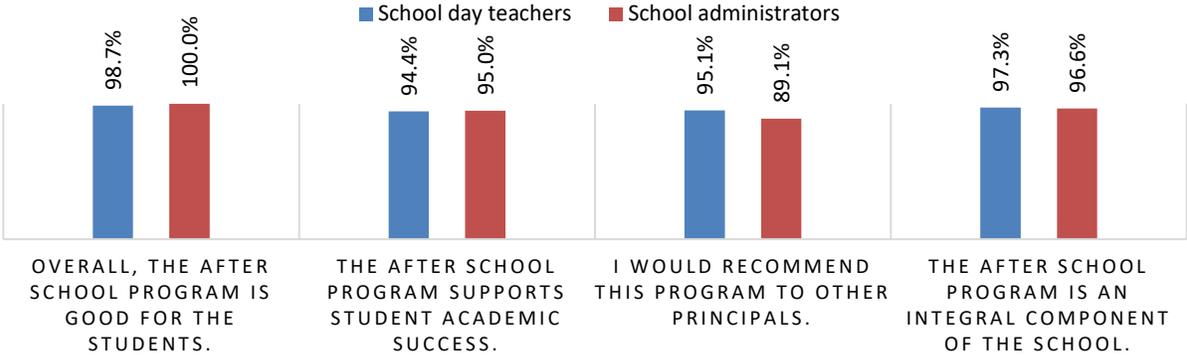
PERFORMANCE INDICATOR 6.1.2. At least 90% of school day teachers and principals will report that they Perceive Value in the 21st CCLC program, as measured by teacher and school administrator surveys.

RESULT: 93.5% of teachers and school administrators Perceived Value in their afterschool programs; goal was met.



With regards to individual items, agreement was high for both teachers and school day administrators. As shown in Figure 75, the items with the highest endorsement pertained to perceptions that afterschool program was good for students and an integral component of the school. Administrators and teachers also reported that the 21st CCLC programs supported student academic success, and they would recommend the program to colleagues.

FIGURE 75. TEACHER AND SCHOOL ADMINISTRATOR SATISFACTION BY ITEM



Word clouds were also used to visualize responses from school administrators and teachers regarding the benefits of the program. These further support reports of high satisfaction with 21st CCLC programming. In particular, when asked how the program benefits students, teachers and principals concurred that the afterschool programs offer students a wide variety of activities to participate in. They also noted that the program benefits students by providing a safe environment where they can complete homework and receive additional academic supports.

FIGURE 76. SCHOOL ADMINISTRATOR WORD CLOUD: HOW DOES THE AFTERSCHOOL PROGRAM BENEFIT STUDENTS?

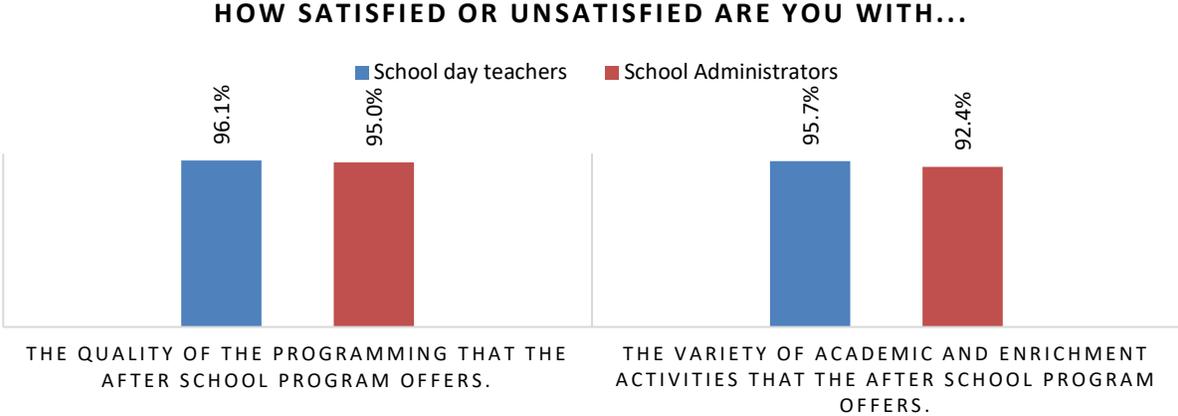


FIGURE 77. SCHOOL DAY TEACHER WORD CLOUD: HOW DOES THE AFTERSCHOOL PROGRAM BENEFIT STUDENTS?



Teachers and school administrators were also asked to rate the variety and quality of the programming offered by 21st CCLC programs. Results again show high rates of satisfaction with the academic and enrichment opportunities programs provided to students (see Figure 78).

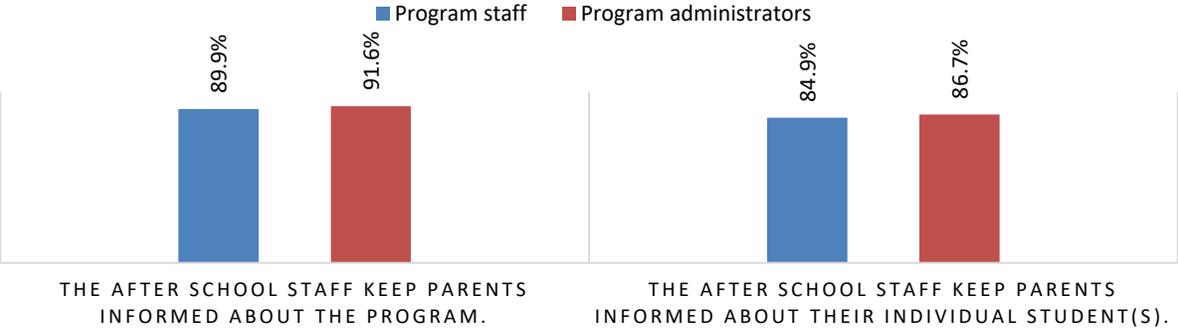
FIGURE 78. TEACHER AND SCHOOL ADMINISTRATOR SATISFACTION WITH AFTERSCHOOL PROGRAMMING



Satisfaction with Communication

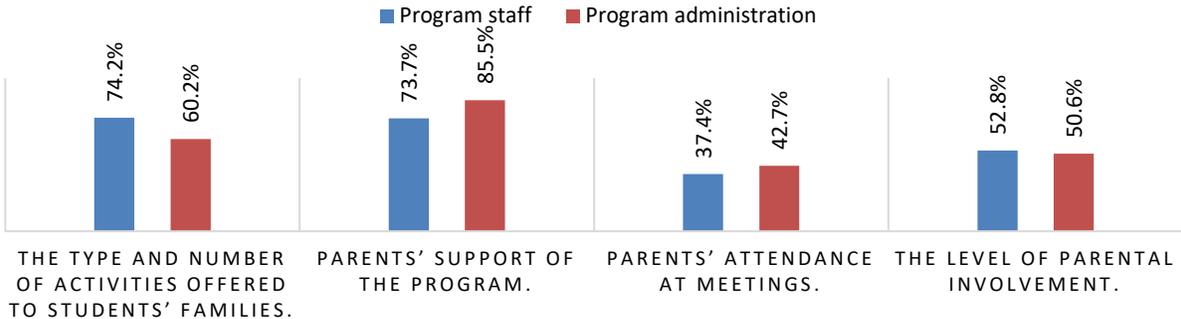
Program staff (*N* = 396) and administrators (*N* = 89) were also asked about the extent to which they kept parents informed about their programs and students. As shown in Figure 79 below, over 80% of staff and administrators reported that they communicated with parents to keep them informed of the program and the progress of their students. This supports parents’ perceptions of the extent of communication with program staff.

FIGURE 79. STAFF PERCEPTIONS OF COMMUNICATION WITH PARENTS



When program staff and administrators were asked about their satisfaction with the level of parental involvement in their programs, results were mixed (see Figure 80). While over 73% of program staff and 85% of administrators felt that parents supported the 21st CCLC program, only half were satisfied with the level of parent involvement, and only fewer were satisfied with parent attendance at meetings. Additionally, when asked about satisfaction with the number and types of family activities offered, 74% of program staff and 60% of administrators were satisfied. While this is a high percentage, incorporating more parent and family offerings may be a target for some programs moving forward.

FIGURE 80. PROGRAM STAFF AND ADMINISTRATOR SATISFACTION WITH PARENT INVOLVEMENT

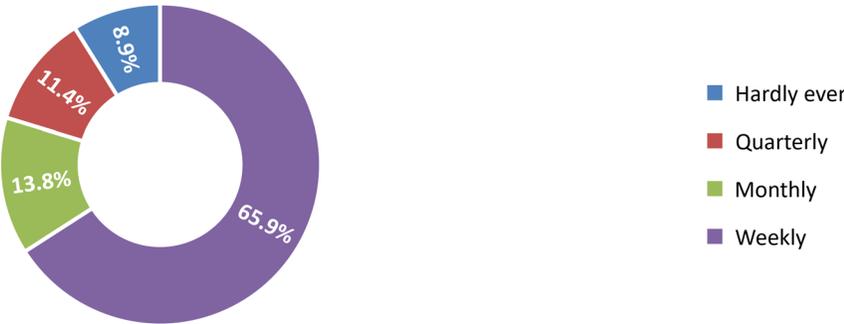


Another important partnership in 21st CCLC programs is that between schools and the staff and administrators at the afterschool program. For many grantees in Montana, these typically consist of the same individuals since most grantees are school-based organizations (78%). Despite this, many of these school-based programs include staff from outside of the school district (e.g., college students, high school students, community members, volunteers, etc.) and thus, collaboration and communication between school-day and program personnel is a central component of effective program operations.

To measure the extent to which collaboration and communication is occurring, school day teachers (*N* = 908) and administrators (*N* = 125) were asked how often they visited programs and communicated with staff. Results showed that 66% of school administrators indicated that they communicated with program administrators at least weekly (see Figure 81).

FIGURE 81. SCHOOL AND PROGRAM ADMINISTRATOR COMMUNICATION

HOW OFTEN DO YOU INTERACT WITH THE AFTER SCHOOL SITE ADMINISTRATOR?



As shown in Figures 82 and 83, teachers interacted with program staff less frequently than did school administrators. Results showed that 38% of school teachers visited the program regularly, and an additional 40% reported that they visited the program at least 2-3 times per year. Only 14% reported that they never visited the afterschool program.

FIGURE 82. SCHOOL DAY TEACHER VISITS TO AFTERSCHOOL PROGRAM

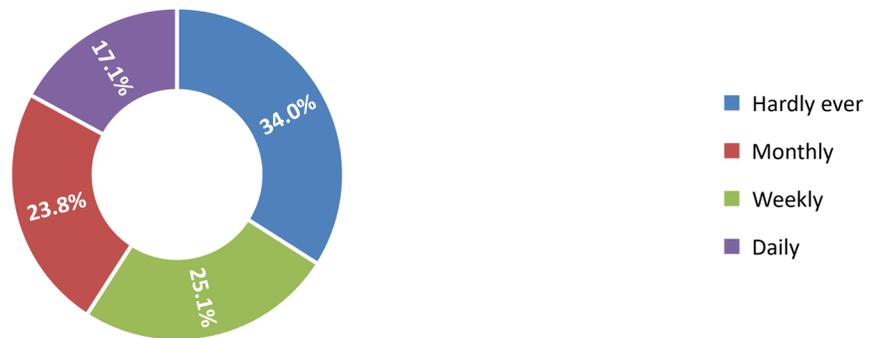
HOW OFTEN HAVE YOU VISITED THE AFTER-SCHOOL PROGRAM?



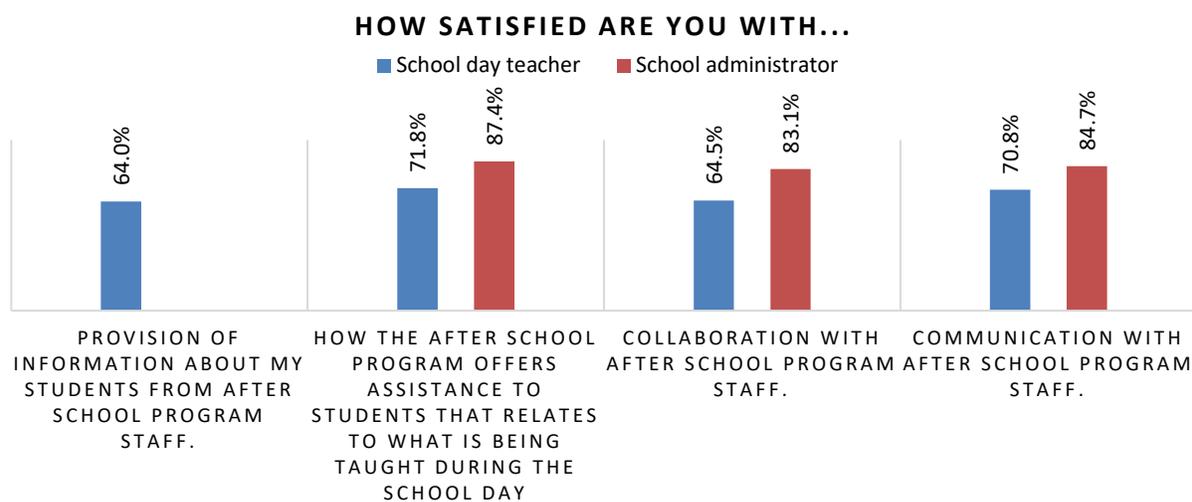
Unfortunately, only 42% of teachers indicated that they communicated with program staff on at least a weekly basis, and 34% of teachers reported that they *'hardly ever'* communicated with program staff. **This suggests that more supports are needed to improve collaboration between school day teachers and program staff - this is especially important given that ESSA emphasizes the alignment of afterschool programming and school day operations.**

FIGURE 83. SCHOOL DAY TEACHER AND PROGRAM STAFF COMMUNICATION

HOW OFTEN DO YOU COMMUNICATE WITH AFTER-SCHOOL PROGRAM STAFF ABOUT PARTICULAR STUDENTS OR CURRICULUM?



School administrators and teachers were also asked to report on their satisfaction with 21st CCLC programs with respect to their communication, collaborative activities, and integration with school day activities. As with the prior findings, school administrators reported greater satisfaction with collaboration than did teachers (see Figure 84). Administrators provided consistent high ratings across all items. For teachers, the highest-rated item was satisfaction with the assistance the program provides to students (72% of respondents were satisfied). The lowest-rated items pertained to satisfaction with collaborative activities (65%) and with afterschool staff providing teachers with information about their students' progress (64%).

FIGURE 84. SCHOOL DAY TEACHER AND ADMINISTRATOR SATISFACTION WITH PROGRAM COLLABORATION AND SCHOOL DAY INTEGRATION

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

- ❖ Among school administrators, it was suggested that communication could be improved through regularly scheduled meetings between program staff and school personnel or regular emails, newsletters and or/ monthly reports. Several administrators also commented that they had good working relationships with program staff and were satisfied with the level of communication they were receiving.
- ❖ Teachers were mixed with regards to their perception of communication with program staff. Some teachers reported that they were satisfied with the level of communication they receive while others reported that they had not received any communication. Other teachers indicated that they felt they should be making more of an effort to communicate with program staff and share information about what they are doing in class to help the program staff better support the students.

"I SHOULD BE TAKING INITIATIVE TO ATTEND THE PROGRAM MORE OFTEN AND SEE WHAT I CAN BE DOING TO HELP MAKE IT MORE SUCCESSFUL FOR THE KIDDOS COMING FROM OUR SCHOOL AND MY CLASSROOM. MAYBE PROVIDING OUR STAFF WITH A SCHEDULE AND/OR AN INFREQUENT (QUARTERLY?) NEWSLETTER LETTING US KNOW WHAT'S GOING ON AND WHAT WE CAN DO TO HELP? I REALIZE THAT'S ALREADY MORE WORK FOR THE PROGRAM DIRECTORS, BUT I WOULD LIKE TO BE MORE HELPFUL IF I COULD BE."

- ❖ Most of teachers preferred to communicate with program staff via email. Several teachers also commented that they were often unaware of the activities taking place in the afterschool program. They suggested that it might be helpful to receive a monthly or quarterly newsletter from the program to update them on program activities.

In summary, while most 21st CCLC centers have collaborative relationships between teachers and program staff, there is also evidence that with increased communication surrounding student needs, school day activities, and program offerings, these collaborations can become more productive. As discussed in the following section, this is an area that the state would do well to address these communication needs in future training and support opportunities.

WHAT SUCCESSES AND CHALLENGES WERE ENCOUNTERED IN THE DELIVERY OF PROGRAMS?

In order to explore both the successes and challenges experienced by 21st CCLC programs and their partners and key stakeholders, open-ended items were included on surveys completed by school administrators, program administrators, school day teachers, program staff, and parents. The comments for each question were analyzed to identify themes. Themes were designated when similar comments recurred across participants. What follows is a summary of the main findings obtained from survey responses, organized by the survey question and respondent type.

Successes

What Are Your Greatest Successes in The Afterschool Program This Year? In What Ways Does the Afterschool Program Benefit Students and The School Community?

Program administrators, center staff, and school principals were asked to respond to one or both of the above questions regarding the aspects of the 21st CCLC programs that were most successful or had the greatest positive impact on students and schools.

- ❖ Program administrators, Program Staff and School Day Administrators all agreed that one of the greatest successes of their program was an increase in student achievement and learning gains. All felt the program was a safe, engaging place for students that provided them with homework help and access to fun extracurricular activities.

“GIVING STUDENTS THE OPPORTUNITY TO BE IN THE CARE OF TEACHERS WHO ARE DEDICATED TO INCREASING ACHIEVEMENT IS THE GREATEST SUCCESS. KNOWING THAT STUDENTS WHO WOULD NOT HAVE AFTERSCHOOL SUPERVISION ARE HAVING OPPORTUNITIES TO LEARN AND GROW IS ANOTHER SUCCESS OF THE PROGRAM.”

- ❖ In addition to academic growth, program administrators, program staff and school day administrators indicated that their students gained confidence, leaderships skills, and increased engagement. For program staff, connecting to students and establishing positive adult student relationships was one of their greatest successes this year. In turn, this improved student’s social-emotional skills, leading to more positive interactions between students and fewer behavior problems.

"MY GREATEST SUCCESSES ARE HOW I HAVE BEEN ABLE TO CONNECT WITH THE KIDS I WORK WITH AND HELP THEM FEEL LOVED. A LOT OF THESE KIDS ARE COMING FROM FAMILIES THAT BOTH PARENTS WORK AND ARE EXTREMELY BUSY, AND I VALUE HELPING THE KIDS FEEL LOVED. I HAVE MADE SO MANY AMAZING FRIENDSHIPS WITH THE KIDS AND I LOVE THEM SO MUCH AND WANT THE BEST FOR THEM. WHEN THE KIDS ATTEND THIS PROGRAM I MAKE IT A PRIORITY TO HELP THEM FEEL LOVED, AND HELP THEM WITH ANYTHING THEY MAY NEED. I HAVE SEEN AMAZING SUCCESS IN THIS PROGRAM IMPROVING THE CHILDREN IN SO MANY WAYS, NOT JUST ACADEMICALLY."

- ❖ As well, program administrators noted that they were successful at increasing program offerings and hours which has led to increased student participation and retention.

What Things Do You Like Best About the Afterschool Program?

Surveys also elicited information from students and parents regarding the aspect of the program that they were most satisfied with.

- ❖ Parents reported that the primary benefit of the program was having a safe place for their child to go afterschool. They appreciated that it is a structured environment that allows them to do their homework, interact socially and enjoy an activity. Generally, parents were appreciative of the hours and location of the afterschool centers and with the affordability of the program.

"IT IS FANTASTIC THAT THERE IS NO COST TO THE PARENTS FOR OUR PROGRAM AND THAT IT IS HELD RIGHT AT MY CHILD'S SCHOOL. SO I DON'T HAVE TO TRY TO FIGURE OUT HOW TO TRANSPORT MY CHILD TO A PROGRAM AFTERSCHOOL, WHICH IS IN THE MIDDLE OF MY WORK DAY AND I WORK 30 MINUTES AWAY."

- ❖ Many parents were also appreciative of the snacks and meals that the programs provided. This was also cited by students as being their favorite part of the program.

"MY BOYS ARE BOTH STARVING AFTERSCHOOL, AND THE SNACK PROVIDED KEEPS THEM HAPPY UNTIL DINNER."

- ❖ Parents and students also liked the variety of activities available. Parents noted that the activities were inclusive and for a good range of ages. Parents also liked that students are able to make choices about the activities they participate in. Students also liked that they had a choice in their activities and indicated computers, coding, cooking, arts and crafts, music, games, physical activities and sports as some of their favorite activities. Students also noted that they liked that they could 'just have fun with friends' and that they were able to get help with their homework.

"MY FAVORITE PART OF THE AFTERSCHOOL PROGRAM IS THAT SCIENCE OLYMPIAD ALLOWS ME TO PURSUE THINGS WITH A GREATER DEPTH AND WITH MORE OPPORTUNITIES THAN I WOULD HAVE SIMPLY STUDYING A TOPIC ON MY OWN OUTSIDE OF SCHOOL."

"MY FAVORITE PART OF THE AFTERSCHOOL PROGRAM IS WHEN WE ARE SOCIAL WITH THE OTHER KIDS. YOU GET TO KNOW PEOPLE YOU NEVER THOUGHT YOU WOULD GET TO BE FRIENDS WITH."

- ❖ For some parents and students, the aspect of the program that they most liked was the center staff. They reported that staff were dedicated, passionate and professional. Parents also liked that the staff were consistent and set clear boundaries so student always knew what to expect. The students felt like the staff cared about them and were supportive.

“MY FAVORITE PART OF THE AFTERSCHOOL PROGRAM IS THAT I CAN RECEIVE ONE-ON-ONE HELP FROM THE STAFF AND HOW THEY ARE ALWAYS SUPPORTIVE, EVEN WHEN I'M IN THE WRONG. THEY ARE ALWAYS KIND ENOUGH TO PUT TIME ASIDE AND HELP ME WITH MY PROBLEMS.”

“I APPRECIATE THE STRUCTURE AND THE STAFF BEING CONSISTENT WITH THE STUDENTS. THEY KNOW WHAT IS EXPECTED OF THEM AND THERE ARE CLEAR BOUNDARIES AND CONSEQUENCES FOR EACH STUDENT.”

In Your Opinion, What Has Been the Most Positive Result Of Your Child's Participation In The Afterschool Program This Year?

Parents and teachers also indicated the aspects of the program that had most impacted their students.

- ❖ The majority of parents and teachers reported that the primary benefit of afterschool programs was its impact of student academics. Both parents and teachers indicated that the homework help, tutoring and ability to engage in hands on learning activities lead to increased academic achievement. Some parents noted improvements in their child's grades as well as math and reading skills. Teachers indicated that the engaging activities and supportive staff has enriched the students academically. The enrichment and homework help they receive supports what they are doing in the classroom and ensures that students stay on track.

“HE HAS THE SUPPORT OF HIS INSTRUCTORS BOTH SOCIALLY AND ACADEMICALLY. THE INSTRUCTORS HOLD HIM ACCOUNTABLE FOR TURNING IN HIS WORK AND STUDYING. THIS PROGRAM IS THE BEST SUPPORT A SINGLE WORKING MOTHER COULD ASK FOR. HE IS SAFE, LEARNING, SOCIALLY ENGAGED WITH PEERS, IS ABLE TO SEEK SUPPORT WITH BOTH PEER RELATIONSHIPS AND TUTORING AND HE HAS HIS HOMEWORK DONE BY THE TIME HE GETS HOME. I WORK LONG HOURS AS A NURSE MANAGER, THEREFORE I AM VERY TIRED AFTER WORK. WE HAVE A BETTER RELATIONSHIP NOW THAT HIS WORK IS COMPLETE. LESS ARGUMENTS MORE HEALTHY FAMILY TIME. I LOVE THIS PROGRAM!!”

“THE AFTERSCHOOL PROGRAM BENEFITS STUDENTS BECAUSE IT FOCUSES ON TEACHING CONCEPTS IN AREAS WHERE STUDENTS STRUGGLE. IT GIVES STUDENTS EXTRA PRACTICE AND ALLOWS THEM TO GAIN CONFIDENCE IN THEIR ACADEMICS. IT ALSO HELPS PREPARE THEM FOR TESTING. THE AFTERSCHOOL ACTIVITIES PROGRAM BENEFITS OUR SCHOOL COMMUNITY AS IT ALLOWS A HIRED TEACHER TO WORK ONE ON ONE WITH STUDENTS, ALLOWING THEM TO BE MORE SUCCESSFUL IN THE CLASSROOM AND ON TESTS WHERE SCHOOL SCORES ARE IMPORTANT.”

- ❖ Some parents and teachers indicated that the afterschool programs exposed students to new activities and subjects outside of the classroom. They noted that students are receiving valuable lifelong skills such as sewing, gardening and cooking and opportunities to utilize math and reading skills in real-world situations.

“STUDENTS ARE EXPOSED TO A VARIETY OF ACTIVITIES THAT ARE NOT OFFERED THROUGH THE GENERAL EDUCATION CURRICULUM. THEY ARE GIVEN OPPORTUNITIES IN A SAFE ENVIRONMENT THAT HELPS FOSTER CREATIVITY.”

- ❖ According to some parents and teachers, participating in afterschool programs has allowed students to develop or improve their social-emotional skills. Parents noted that the interaction with students outside of the classroom helped their children gain social skills as well as confidence and self-esteem.

“THE CONFIDENCE AND SELF ESTEEM IT HAS GIVEN HER. SHE EMOTIONALLY WAS SO STRESSED OUT SHE WAS SICK AND ALWAYS WANTED TO STAY HOME. THE AFTERSCHOOL PROGRAM HAS TURNED THAT AROUND.”

- ❖ Finally, teachers agreed with other stakeholders that by providing a safe place for students to go afterschool, the 21st CCLC programs were filling important needs in their communities.

“OUR AFTERSCHOOL PROGRAM IS A SAFE PLACE FOR OUR STUDENTS TO BE AS MOST OF THEIR PARENTS WORK 30 MILES AWAY EACH DAY. THE ACTIVITIES AND PROGRAMS THAT ARE OFFERED ARE PERFECT AFTER OUR LONG DAYS DUE TO OUR FOUR DAY WEEK.”

What Has Been the Most Successful Outcome Of The Partnership Between The 21st CCLC Afterschool And School Day Programs?

Program administrators were asked to respond to an additional question regarding the success of the partnerships between schools and 21st CCLC programs. The most common responses are described below.

- ❖ Program administrators found that school partnerships benefited the students by maintaining consistency between school and afterschool environments. At many programs, afterschool centers were located on school campuses making it easy to communicate and plan with school day teachers and fostering a connection to the school day. As well, this allowed for continuity of services and educational objectives for students.

“THIS HAS BEEN A SUCCESSFUL PARTNERSHIP. THE SCHOOL IS SMALL, HAS TWO TEACHERS, WHICH HAS MADE THE CONNECTION TO THE SCHOOL DAY A PRIORITY. EACH TEACHER STAFF MORNING AND AFTERSCHOOL PROGRAMMING.”

- ❖ Administrators also reported that close communication with teachers allowed program staff to better address the needs of individual students. Furthermore, close communication with school administrators, specifically with regards to data sharing, has been helpful in assisting struggling students.

“TEACHERS ARE ABLE TO COMMUNICATE DIRECTLY WITH PROGRAM STAFF REGARDING STUDENTS ACADEMICS AND AREAS THEY NEED ASSISTANCE. THE COMMUNITY SEES THE PARTNERSHIP BETWEEN THE SCHOOL AND 21ST CCLC AND IS ABLE TO APPRECIATE THE PARTNERSHIP AND VALUE OF THE PROGRAM.”

Challenges

What Have Been the Greatest Challenges In The Afterschool Program This Year?

Administrators and staff at 21st CCLC centers were asked about difficulties they experienced during the 2018-19 program year.

- ❖ Administrators and staff agreed finding and retaining quality staff has been a major challenge for programs. Some indicated that difficulty in finding interested teachers, lack of funding, and finding quality applicants are barriers to hiring staff members. Furthermore, teachers who also staff the afterschool program experience burnout and thus, there are high turnover rates. These high turnover rates require that administrators spend more time training new staff members.

“THE GREATEST CHALLENGES TO THE AFTERSCHOOL PROGRAM HAVE BEEN STAFFING. IT IS OFTEN DIFFICULT TO PREDICT THE NUMBER OF STUDENTS THAT WILL ATTEND AND ON OCCASION THERE HAVE BEEN INSTANCES IN WHICH ADDITIONAL STAFF WOULD HAVE BENEFITED THE KIDS.”

- ❖ For staff and many administrators, the greatest challenge has been behavior management. Respondents indicated that the behavior problems of a few students were often disruptive and difficult to manage. Resolving behavior often required staff to direct their attention away from other students, interfering with effectively offering programming to the larger group. Handling such behavioral issues can be especially challenging to staff who are not teachers or otherwise have not received training in behavior/class management.

“KID BEHAVIOR AND THEIR DESIRE TO PARTICIPATE HAVE BEEN TWO OF OUR BIGGEST HURDLES. HOWEVER, THERE HAS BEEN SIGNIFICANT IMPROVEMENT OF BOTH OF THESE THROUGHOUT THE SCHOOL YEAR!”

“THE GREATEST CHALLENGES HAVE BEEN DEALING WITH THE DIFFICULT KIDS AND HOW TO IMPROVE THEIR BEHAVIOR WITHOUT TAKING TOO MUCH TIME AWAY FROM THE OTHER KIDS.”

- ❖ Responses from both administrators and staff indicate that recruiting and retaining regularly attending students has also been a considerable challenge for many programs. They noted that competing extracurricular activities and afterschool activities played a large role in reductions or fluctuations in attendance. As well, student interest in participation dwindles over the course of the school year.

“STUDENT RETENTION IN THE AFTERSCHOOL ACTIVITIES. STUDENTS AND PARENTS SIGN UP FOR ACTIVITIES AND ATTENDANCE DWINDLES AFTER A COUPLE OF MONTHS.”

- ❖ Some staff members indicated that they encountered challenges related to communication between staff members or with program administrators. Staff reported several problems with inconsistencies in program operations that were the result of miscommunication or lack of communication.

- ❖ Administrators also reported that parent involvement and parental participation in family events has been a challenge. Staff reported that communicating with parents in a lower socio-economic school was difficult, specifically with displaced families. Staff also indicated that getting parents to pick up students on time has been an on-going challenge.

“COMMUNICATION WITH PARENTS IN A LOWER INCOME SCHOOL IS DIFFICULT, WE HAD DISPLACED FAMILIES, OR HOUSEHOLDS THAT DIDN'T HAVE A WAY TO COMMUNICATE WITH CORE TEACHER.”

- ❖ Another common challenge noted by staff and administrators was a lack of designated space for afterschool activities. This was especially difficult when winter weather conditions canceled outside activities.

“FINDING SPACE FOR ALL OF THE KIDS WHO ATTEND THE PROGRAM. WE HAVE AVERAGED 214 KIDS A DAY THIS YEAR WITH MANY DAYS IN THE 230'S AND EVEN 240'S SO IT HAS TAKEN SOME CREATIVE SCHEDULING TO GET THEM ALL A PLACE TO BE.”

WHAT ARE THE LESSONS THAT HAVE BEEN LEARNED? WHAT RECOMMENDATIONS ARE AVAILABLE FOR IMPROVEMENT, AND HOW CAN PROGRAMS BETTER ACHIEVE GOALS AND GRANT OBJECTIVES?

Lessons Learned and Areas for Improvement

While students and parents generally indicated high levels of satisfaction with 21st CCLC programs, surveys also included an opportunity for parents and students to indicate the areas of the program that have been less successful and to make suggestions for improvement. The most commonly observed themes in their responses are described in the summaries below.

Are There Any Areas of The Afterschool Program That You Believe Could Improve?

Responses to the question above suggest that 21st CCLC programs may be able to improve in the following areas.

- ❖ When asked about what areas for improvement, the most popular suggestion among parents was more communication from the program staff. Parents indicated that they wanted to know more about what their child was doing during the day, their child's academic and social progress, and their child's behavior during the program. Many parents reported that they never received any communication from staff and therefore had no idea what their child was doing or how they were doing in the program. As well, they wanted more communication regarding attendance, drop-offs and pick-ups. Some parents indicated that often the staff don't even acknowledge when a student is picked up. Parents had several suggestions as to how they would like to receive communication regarding activities and their child's behavior which included

daily/weekly/monthly reports, a parent portal or google drive folder to share messages and documents, a weekly schedule of activities and regular emails.

“COMMUNICATING DAILY SCHEDULE AND ACTIVITIES AND HOW INDIVIDUALS NEEDS OF THE STUDENTS IN THE PROGRAM ARE BEING MET. THAT SAID, AS AN EDUCATOR MYSELF I REALIZE IT'S A MASSIVE TASK TO ACCOMPLISH.”

- ❖ Several students and a few parents suggested that there could be more variety in the activities offered at the programs. Parents indicated they would like to see more cultural activities like arts and music, and students specifically expressed the desire for more time devoted to the activities they enjoyed. These activities varied considerably, but additional time spent outside, and computer related activities were the most common requests.

“I WOULD LIKE TO HAVE THE SCIENCE MORE THAN ONE DAY A WEEK. WE DON'T GET LOTS OF SCIENCE DURING THE SCHOOL DAY. I GET TO LEARN LOTS OF DIFFERENT THINGS ABOUT SCIENCE.”

- ❖ Parents and students indicated they would like the program to be more available. Some parents indicated they would like the program to be open 5 days per week or even available on weekends to accommodate working families. As well, some commented that it would be great if the program was open all school year, extended hours and holiday breaks.

“THE SCHEDULE SHOULD ALLOW FOR THE PROGRAM TO FOLLOW THE ACADEMIC YEAR AND BE AVAILABLE TO THE CHILDREN DURING EARLY RELEASE DAYS. THE COMMUNICATION SHOULD BE MORE CONSISTENT AND STRUCTURED.”

- ❖ Parents would like to see an improvement in the way that program staff interacts with the students and parents. Some parents commented that some of the staff has had an “attitude” or is unfriendly towards parents and students, and that they seem to be uninterested in family and student interaction. Some parents indicated they have had difficulties with specific staff members and have witnessed them belittling students. As well some students commented that they wish the teachers would stop “screaming” at students.

“YES I WOULD LIKE TO KNOW WHAT MY SON IS DOING AND HOW HE DOING. PLUS I WISH THE WORKERS WOULDN'T HAVE ATTITUDE WITH ME OR MY SON. PLUS I HAVE HEARD THEM YELLING AT MY ... IT SEEMS THEY HAVE THEIR FAVORITES KIDDOS! I LOVE THE HELP THAT THEY HELP MY SON WITH HIS HOMEWORK SO I DON'T HAVE THAT HEADACHE BUT I WISHED I KNEW HOW HE IS DOING (LIKE IS HE STRUGGLING OR IS HE GETTING IT)? I JUST WISHED THEY COMMUNICATE.”

- ❖ Students' primary request was to receive larger snacks and to have more variety in the snacks and drinks offered at the program. As well, some parents indicated that the snacks were not adequate and they would like to see healthier snacks provided.

“THE SNACKS ARE NOT ADEQUATE, ESPECIALLY THE MAKE YOUR OWN PIZZA ONES. TYPICALLY THERE IS NOT ENOUGH OF EVERYTHING TO GO AROUND SO SOME KIDS ONLY GET A DRINK AND A PIECE OF FRUIT.”

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. They also aim to provide other educational services, including literacy, to the families of participating children. The present report summarizes results from the 2018-19 annual state evaluation and offers data collected in accordance with the expanded Montana evaluation plan.

During the 2018-19 grant year, a total of 47 grantees with 110 centers offered 21st CCLC programming to approximately 10,082 students during the school year and 5,262 during the summer. In general, the centers offered diverse, high-quality programming, including but not limited to: STEM related activities, physical fitness, arts and music homework help, and literacy. During the school year, programs were staffed by 1,532 adults, most of whom were teachers or other non-teaching school staff. Of these staff members, 32% were volunteers. In addition, programs partnered with 444 organizations. Partners primarily supported afterschool centers by providing activities or programming to students.

Results showed that 21st CCLC administrators rated their centers as meeting a number of quality standards. For example, 100% of centers met compliance targets for Grant Management and Sustainability and Health and Safety. Additionally, while the goal was not met, over 90% of centers met compliance targets for Organizational Structure and Management, and Staffing and Professional Development. Analyses also show that grantees who have more than five years of experience with the 21st CCLC grant self-report a greater compliance with quality indicators than those who have less experience. Statistically significant differences were observed for quality indicators related to Grant Management and Sustainability, Partnerships and Evaluation and Measuring Outcomes. Additionally, marginally significant differences were observed for Organization Structure and Management.

During the 2018-19 grant year, 21st CCLC grantees successfully met 15 out of 30 state performance objectives (50%). This represents an increase from the prior year, when 44% of indicators were met. Specifically, indicators were met in the areas of: improvements in math proficiency and meeting reading proficiency targets, teacher perceptions of academic improvement, student graduation or advancement, students' conflict resolution skills and perceptions of personal control, students' feelings of peer connectedness, parent satisfaction with center staff communication, student engagement in community service, health and fitness offerings, and student, parent, teacher, and administrator satisfaction with 21st CCLC.

Analyses also examined the hypothesis that students who attend 21st CCLC programs more frequently (i.e., on a weekly basis, or for more than 30 days during the school year) will show more positive benefits than students who attend less frequently (i.e., on a monthly or quarterly basis, or for less than 30 days during the school year). Regular students who attended the program more frequently demonstrated higher levels of personal control and student interest and involvement; this indicates that promotion of greater participation in 21st

CCLC programming is critical to making impacts on student engagement, well-being and relationships.

Survey data shows high rates of satisfaction with 21st CCLC programs among students and parents. The majority of students reported that they enjoyed the program, would recommend it to their friends, and would like to attend again next year. Parents reported high rates of satisfaction with the overall program and cited program safety and the hours of operation as areas where the program was doing especially well. They were least satisfied with parent and family programming and the number of adults available to assist students. Teachers and school administrators felt that the afterschool program was valuable for students and an integral component of the school. They also reported high levels of satisfaction with the variety and quality of academic and enrichment opportunities offered to attendees. Most school administrators reported that they were satisfied with the communication and collaboration, and felt the afterschool program supported school day instruction. This is important given the emphasis of the new ESSA legislation on coordination and collaboration between afterschool and school day curricula.

Recommendations

Based on the aforementioned challenges and other data reported herein, it is recommended that the state focus future professional development and supports toward:

- ❖ Helping programs provide better communication to parents and school day teachers with regards to activities and student behavior. Increasing communication with school day staff would also promote alignment between afterschool programming and classroom learning.
- ❖ Helping programs better understand and manage student behaviors (e.g., how to integrate MBI and/or social emotional learning activities in afterschool programming)
- ❖ Offering more diverse, engaging, cultural and innovative activities for different age and ability levels in order to increase student attendance and participation
- ❖ Fostering greater opportunities for networking among grantees

Other areas that the present report shows as needing improvement include:

- ❖ Increasing operating hours by setting a statewide minimum for every 21st CCLC school year program (e.g., 8 hours per week)
- ❖ Building stronger relationships and better communication with parents, including expanding the number of centers that offer adult programming
- ❖ Continuing to direct efforts toward increasing regular attendance and long-term retention of participants

Given that several programs have been quite successful in some of these activities, sharing of successes and lessons learned would also benefit 21st CCLC programs in Montana (e.g., via statewide meetings - online or in-person, regular communications on best practices (e.g., quarterly newsletter), establishing a Community of Practice, building an online resource library, etc.).

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

- ❖ Centers need to increase student enrollment, regular student attendance, participant retention and program hours. 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.
- ❖ Centers should incorporate adult and family activities, opportunities for career exploration, and community-service learning activities into programming. For the 2018-19 program year, the proportion of centers providing these offerings was low (less than 60% of centers) and among centers that did provide this programming, it was offered less frequently. It is important for centers, grantees, and state education agencies to collaborate to identify strategies that will help increase these offerings and offer professional development opportunities in related areas. Additionally, increased communication between different centers across the state will allow programs to adopt strategies that other centers have found to be successful.
- ❖ Centers reported the lowest ratings in the areas of Partnerships and Sustainability Plans (as measured by the MT Monitoring and Quality Improvement Self-Reflection). This area could be targeted for additional training opportunities that could inform program personnel about strategies for establishing and collaborating with community partners. There should also be continuing focus on program evaluation trainings (webinars, online recordings, annual conference and regional meetings), as center ratings indicate that ongoing support is needed.
- ❖ Objectives associated with student academics, motivation and school engagement (i.e. homework completion, class participation, academics, and classroom behavior) were not met and were not impacted by participation levels. Grantees should encourage collaboration with school day teachers to determine ways to better align afterschool programming with classroom learning and to offer consistent motivational and behavioral strategies across both school day and afterschool programming.

AFTERSCHOOL BEST PRACTICES

The following recommendations are drawn from *Making Out-of-School-Time Matter: Evidence for an Action Agenda*. The RAND Corporation, in partnership with the Wallace Foundation, conducted a broad-ranging literature review to identify, frame and assess the relevant issues in the out-of-school-time (OST) field. The following is derived from the findings of that review.

Align programs with practices that are associated with strong impacts

Drawing upon compendiums and studies of quality indicators in OST, results show a convergence of several program factors that might be associated with improved youth outcomes:

- having a clear mission
- setting high expectations and positive social norms
- a safe and healthy environment
- a supportive emotional climate
- a small total enrollment
- stable, trained personnel (low turnover)
- appropriate content and pedagogy relative to the children's needs and the program's mission, with opportunities to engage
- integrated family and community partners
- frequent assessment.

Improving Participation

If quality programming is provided, then it might be appropriate to consider how to improve participation and, especially, how to target those children and youth who could most benefit from the services. Proven or promising ways to bolster enrollment rates include identifying all possible participants, dedicating sufficient and effective resources for outreach and recruitment, locating such efforts in places where targeted youth and their key influencers congregate, and combining advertising resources across like organizations. Monitoring attendance and quality, following up on absentees, and offering incentives to programs for achieving high attendance rates are potential ways to improve attendance. Most importantly, to successfully target a group and provide accessible services requires knowledge of their needs at the local level.

Improving Collaboration between programs and partners

Programs should aim for more-integrated approaches with collaboration, joint planning, and networking to better identify shared challenges, best practices, and share common interests among the groups involved.

Align program goals with needs

OST programs would benefit from a better accounting of real demand, both in qualitative terms (what do children, youth, and parents want in OST programming?) and quantitatively (how many slots are demanded for different goals?). The first steps in that direction are survey-based local-area assessments of demand, and then matching program content and support to those specific needs. Resources would be well spent in assessing local needs and barriers to participation and developing programs to meet those needs and remove those barriers. Furthermore, any push toward rapid expansion

of slots should be tempered with an assessment of how that expansion in quantity might affect the quality of the programs offered. The opposite might also be true: improvement in program quality could have the effect of increasing demand.

Ensure the timely collection and dissemination of evaluation data.

Support for collection and analysis of data for use in decision making about provision of services and accountability based on state and local guidelines and practices is essential for understanding program needs, processes, and associated impacts. Furthermore, development of effective local forums, methods, and incentives to disseminate results and best practices is important to promote better practices statewide and for sustainability.

In sum, the Montana 21st CCLC grant 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.

APPENDIX A: PROPENSITY SCORING MATCHING METHOD

The following three step procedure was used to match the 21st CCLC students to the non-21st CCLC students:

Step 1. First the propensity to be 21st CCLC student is modeled as a function of student-level covariates. A logistic regression model is used to model the propensity to be a 21st CCLC student. The predicted probability from the logistic regression serves as a measure of the propensity of being a 21st CCLC student, and is also used as a distance measure to implement the matching described below. This predicted probability serves to reduce the multidimensional student-level characteristics into a single number that can be used to match 21st CCLC students and non- 21st CCLC students.

Variables included in the initial logistic regression model include:

- Grade level
- Receiving Free or Reduced Price Lunch
- Gender
- Minority Status
- Limited English Proficiency Status
- Special Education Status

Step 2. Matches for the treatment group were obtained from the control group using a nearest neighbor algorithm (Ho et al., 2005, p. 9): “Matches are chosen for each treated unit one at a time, and at each matching step we choose the control unit that is not yet matched but is closest to the treated unit on the distance measure.”

Step 3. Balance was assessed through chi-square tests to examine differences in the proportion of 21st CCLC students and non-21st CCLC students within various subgroup populations. Table A1 shows the number (n) and percents for each of the demographic categories that students were matched on. As noted, no significant differences were obtained between the matched 21st CCLC students and non- 21st CCLC students. Thus, the propensity matching procedure resulted in students that were similar with respect to the aforementioned demographic characteristics.

TABLE A1. PROPORTIONS OF MONTANA 21ST CCLC STUDENTS AND SELECTED NON- 21ST CCLC STUDENTS BY DEMOGRAPHIC CATEGORIES

		Group	N	Percent	Chi-square	p-value
Gender	Female	Non -21 st CCLC	4407	48.3%	.525	.469
		21 st CCLC	4434	48.8%		
	Male	Non -21 st CCLC	4721	51.7%		
		21 st CCLC	4649	51.2%		
Minority Status	White (non-minority)	Non -21 st CCLC	5982	65.5%	.014	.907
		21 st CCLC	5945	65.5%		
	Minority	Non -21 st CCLC	3146	34.5%		
		21 st CCLC	3138	34.5%		
Grade	Grades 1 - 5	Non -21 st CCLC	6345	69.5%	4.198	.839
		21 st CCLC	6291	69.1%		
	Grades 6-9	Non -21 st CCLC	2783	30.4%		
		21 st CCLC	2792	30.8%		
Free-Reduced Lunch	Not FRL	Non -21 st CCLC	2811	30.8%	3.262	.071
		21 st CCLC	2910	32.0%		
	FRL	Non -21 st CCLC	6317	69.2%		
		21 st CCLC	6173	68.0%		
Limited English Proficiency	Not LEP	Non -21 st CCLC	8657	94.8%	1.755	.185
		21 st CCLC	8653	95.3%		
	LEP	Non -21 st CCLC	471	5.2%		
		21 st CCLC	430	4.7%		
Special Education	Not Special ED	Non -21 st CCLC	8030	88.0%	.682	.409
		21 st CCLC	7954	87.6%		
	Special ED	Non -21 st CCLC	1098	12.0%		
		21 st CCLC	1129	12.4%		