



Montana 21st Century Community Learning Centers State Evaluation Report: 2019-20



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Organization of the Report

The report begins with a description of the grantees, including their partners and staff characteristics, and individuals who participate in 21st CCLC programming across the state. The report continues with a description of the services / activities that were offered and program attendance. This is followed by impacts observed over the prior two years of the five year grant (Cohort 4: 2018-23). When possible, statewide and national comparisons are provided. The report wraps up with lessons learned and recommendations. *It should be noted that counts/% will vary throughout this report because of missing data. Percentages are always based on the number of actual respondents who reported data.*

A group of children and adults are gathered around a long wooden table, engaged in a craft project. They are using sticks and small white candy pieces to create geometric structures. The scene is set in a room with a red wall decorated with various posters and photos. The overall atmosphere is educational and collaborative.

Introduction

Introduction

“In afterschool, kids get time with friends and mentors, hands-on learning, creative enrichment and expression, a chance to lead, explore and create without stress. That space has dramatically altered, and in some communities, taken away [due to COVID]... We are confident we will get through this crisis together, and when we do, the afterschool field will be ready. Youth will need expanded support to emerge from this crisis strong, resilient, and hopeful - and we'll be there to help them do so.” – Afterschool Alliance

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. Research indicates that well-designed afterschool programs can positively impact academic performance, reduce misbehaviors, promote physical health, and provide a safe, structured environment for the children of working parents. Given the no-cost nature of 21st CCLC, this grant helps ensure that *all* children have access to quality after school activities and the experiences and benefits that come with them. And now more than ever, students need a safe place where they can learn and thrive given the current instability of the nation in light of the COVID-19 pandemic and other events affecting children, their families and the educators who support them.

The federal 21st CCLC grant is a federal *pass-through* grant. This means that the federal government allows the grant recipient (Montana Office of Public Instruction, OPI) to act as a pass-through entity whereby funds transfer to other subrecipients (the local programs, referred herein as the *grantees*), while OPI manages the 21st CCLC grant funds. Through a competitive application process, the OPI sub-grant funds Montana communities to run effective out of school programs that adhere to the requirements of 21st CCLC. While centers are open to all Montana students, 21st CCLC programs focus on serving student populations who are academically or economically disadvantaged.

Across the state of Montana, much of which is rural, there are 29 grantees running 89 centers.

It should be noted that the number of grantees fell from 47 grantees to 29 grantees in 2019-20. Similarly, the number of 21st CCLC centers was reduced from 110 to 89 centers. This is due to the consortium model being implemented since the 2018-19 grant year to serve more students in rural communities by allowing multiple rural districts to submit a single grant application. Furthermore, more funds are being 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.



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.

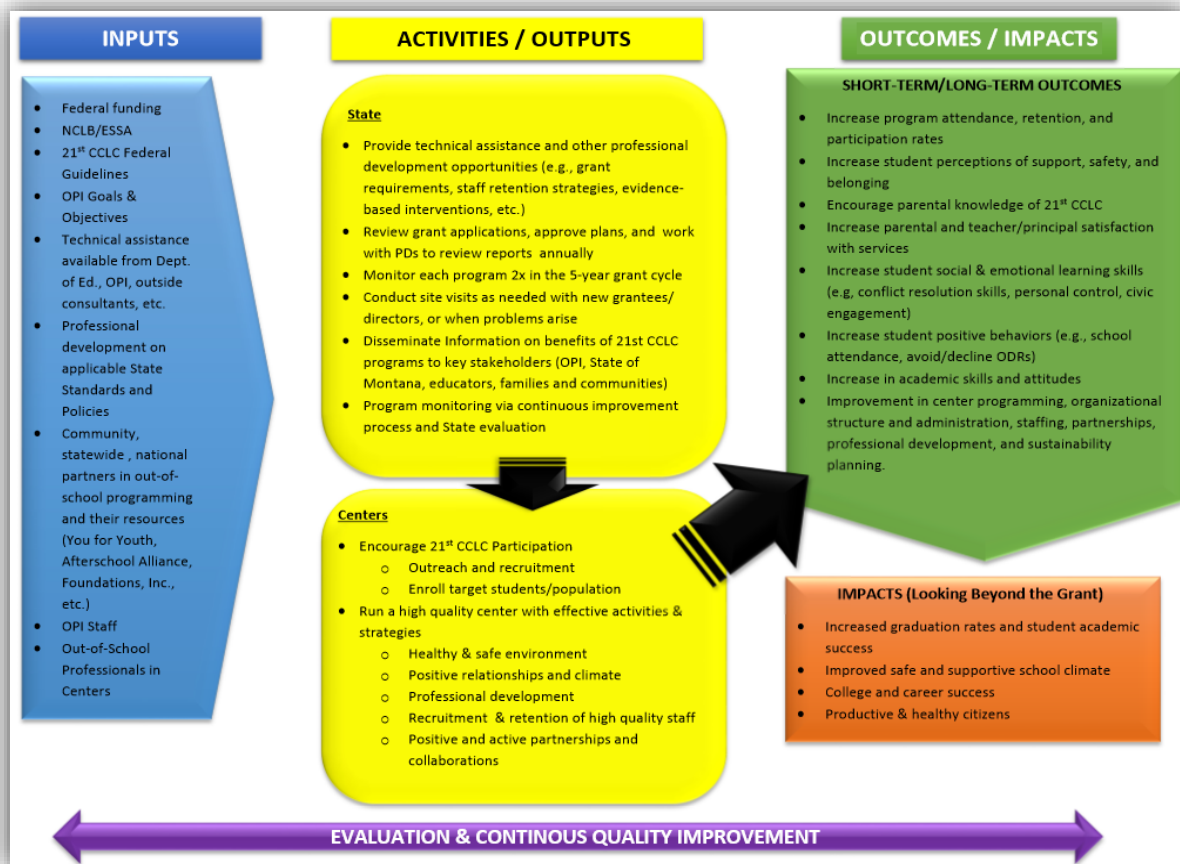
GOAL 5 | Montana 21st CCLC programs will promote the active engagement of enrolled participants.

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

Montana 21st CCLC Evaluation Overview

In order to further understand Montana 21st CCLC programs occurring outside of regular school hours, the OPI hired JEM & R, an independent, external evaluator to help conduct a needs-based participatory evaluation to monitor and report on important grant activities and outcomes. The purposes of the 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. Over the past five years, 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 program activities and outcomes. This process is illustrated in the following logic model. For more information on the evaluation design and methods employed, the reader is referred to Appendix A.

Figure 1. OPI 21st CCLC Logic Model Overview



What are the Characteristics of Montana 21st CCLC Participants and Programs?



What are the Characteristics of Montana 21st CCLC Participants and Programs?

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

Student Participation

Approximately 8,070 students were served over the school year and 3,719 were served during summer programming. Across both summer and school year programming, a total of 9,756 unduplicated students participated in the grant. As shown in Figure 2, a similar number of students participated at least one day in programming activities during Fall 2019 and Spring 2020. However, when examining the average number of days attended (gray boxes), a drop is observed in Spring 2020. This is unsurprising given program closures that occurred as a result of the COVID-19 pandemic.

Figure 2. Student Participation

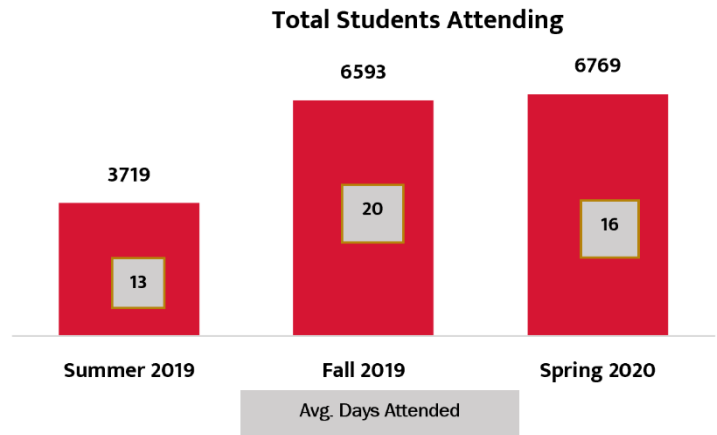
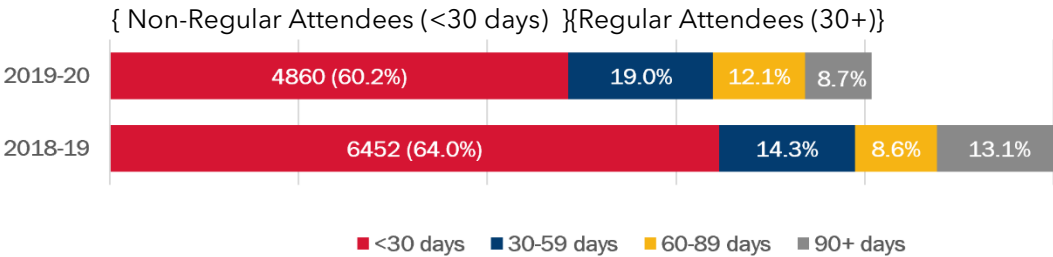


Figure 3 shows that 40% of students attended their program regularly (30 or more days) during the 2019-20 school year¹. This is an increase from the 2018-19 school year in which 36% attended regularly. Of the students that attended the program regularly during the school year, most attended between 30-59 days.

Figure 3. Participation Rates by Days Attended



Total
8,070
10,082

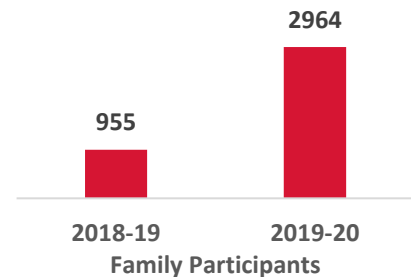
Objective of annual increase in regular participation met.

Adult and Family Participation²

Approximately 2,964 family members were served during the 2019-20 school year. This is an increase from 2018-19 in which only 955 parents were served, and is likely due to the increased family support activities (e.g., assisting with food distribution and resource navigation) that occurred in Spring 2020 following school closures.

Table 1. Family Participation

Total Centers Reporting Family Participation	Average Served)	Range Served
36	33	2-274



¹ "Regular" students are students who attended a center for at least 30 days during the reporting period (regular attendees).

² Of note, these counts likely include duplicates as parents may have participated in multiple activities in Fall and Spring terms.

Meeting Capacity

As part of the grant application process, potential grantees are asked to provide the targeted number of *total* and *regular* students that they plan on serving each year. The average statewide target set by grantees was 347 for 2019-20; on average, grantees feel short of this goal by only 13.

Objective of 100% of grantees meeting 80% of annual total attendance targets not met.

Results by grantee show that on average, 79% of grantees exceeded 80% of their targets for *total* students served (n=23) which represents an increase from 2018-19 (68%). This is noteworthy given the shutdown of many programs during Spring 2019.

Figure 4. Average Students Served Per Grantee

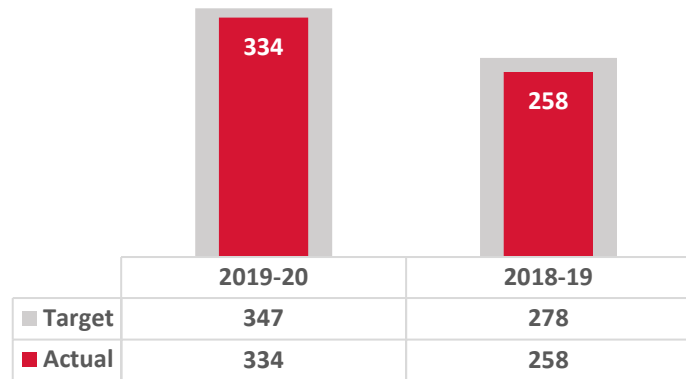
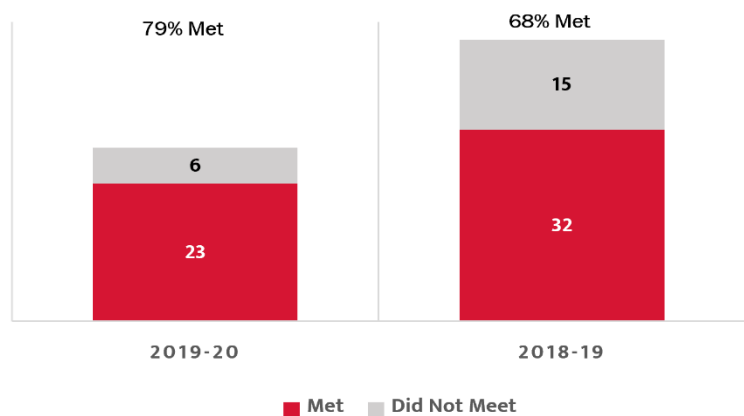


Figure 5. Number and % of Grantees Meeting Targets



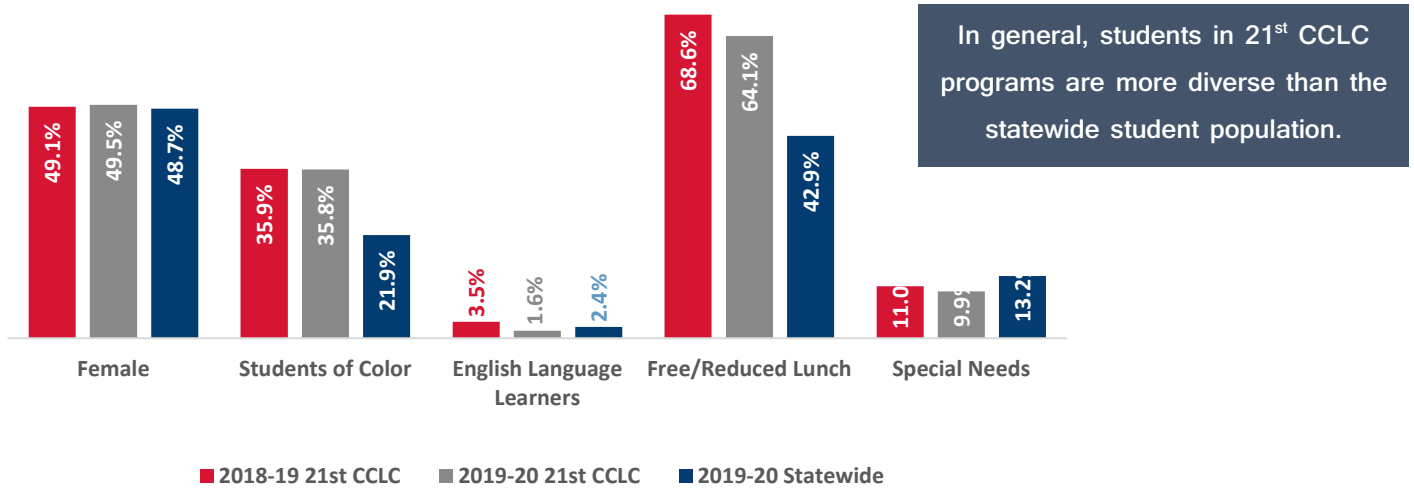
Student Demographic Characteristics

21st CCLC participating students are mostly White which is consistent with statewide demographics. That said, the overall percentage of White students is lower (64% vs 78%) and significantly higher for Native Americans (28% vs 11%). Furthermore, the majority are receiving free/reduced lunch which is to be expected given that this grant targets low-income students. Compared to statewide statistics, there is also a lower percentage of special need students in after school programming which indicates that more efforts should be targeted for this subpopulation.

Table 2. Student Demographics

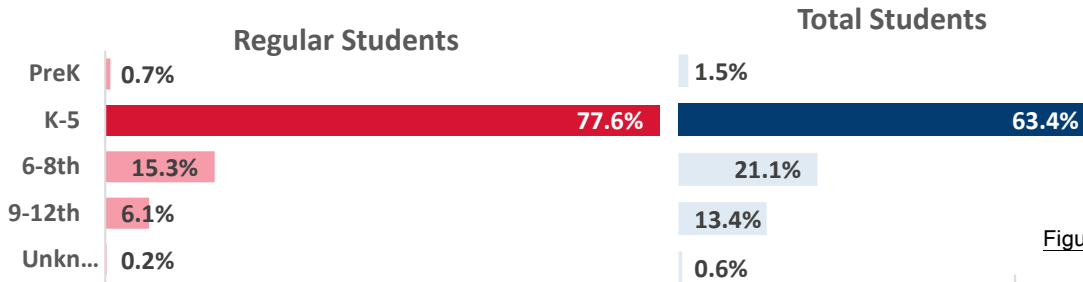
Category		Summer 2019		2019-20 School Year		Statewide %
Gender	Male	1871	50.4%	4066	50.5%	51.3%
	Female	1840	49.6%	3983	49.5%	48.7%
Ethnicity	White	2325	62.9%	5156	64.2%	78.1%
	Hispanic/Latino	85	2.3%	237	3.0%	5.2%
	Native American	1099	29.7%	2207	27.5%	10.8%
	African American	32	0.9%	92	1.1%	0.8%
	Asian/ Pacific Islander	29	0.8%	84	1.0%	1.0%
	Two or more races	126	3.4%	253	3.2%	4.2%
Special Populations	English Language Learners	54	1.5%	123	1.6%	2.4%
	Free/Reduced Lunch	2282	63.7%	5045	64.1%	42.9%
	Special Needs	361	10.0%	774	9.9%	13.2%

Figure 6. 21st CCLC Student and Statewide Demographic Distributions



Elementary (grades K-5) make up the majority of *regular* student (>30) and total attendance while high school (grades 9-12) make up the least (excluding PreK).

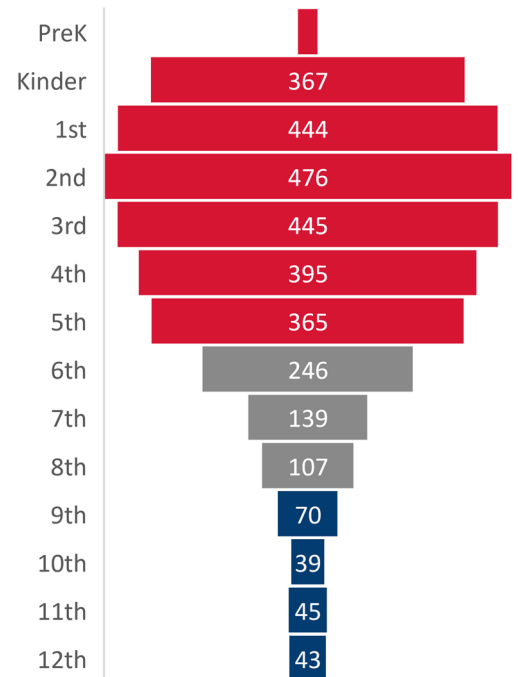
Figure 7. Regular and Total Students by Grade



Results by individual grades show that students in grades K through five were over-represented with attendance rates peaking in 2nd grade. From that point, participation decreases as grade levels increase.



Figure 8. Total Students by Grade



What are the characteristics of 21st CCLC operations and programming?

Student and Family Activities

Montana 21st CCLC centers were required to report on the activities and services offered through their programs. The following table shows the distribution of activity categories overall and by term, frequency of activities, and typical number of participants. 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 % 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 were STEM-related activities, arts and music, literacy, and physical fitness. On average, activities occurred multiple times per week, and included 20 to 30 participants. **Of note, programs had to quickly adapt to a new virtual learning environment that began in Spring 2020 and are to be commended for their efforts to ensure that students and their families felt supported and connected despite some early technology accessibility challenges.**

Table 3. Types and Frequency of Program Offerings for Youth

Activity Type	% of Centers Offering (n=97)	% of Summer Activity Sessions	% of Fall Activity Sessions	% of Spring Activity Sessions	Typical Frequency (SY)	Typical # of Participants (SY)
STEM	93.3%	24.0%	26.2%	28.1%	Weekly (1-3X/ week)	22
Physical Activity	85.4%	19.0%	11.2%	11.6%	Daily (4-5X/ week)	30
Arts & Music	84.3%	15.0%	15.4%	15.6%	Weekly (1-3X/ week)	20
Literacy	73.0%	12.4%	11.1%	12.6%	Weekly (1-3X/ week)	23
Homework Help	67.4%	1.3%	6.2%	6.9%	Daily (4-5X/ week)	24
Community/Service Learning	59.6%	5.3%	6.0%	3.9%	Monthly	23
Mentoring	48.3%	3.1%	5.5%	5.2%	Weekly (1-3X/ week)	20
Youth Leadership	46.1%	4.6%	5.6%	5.3%	Weekly (1-3X/ week)	29
College and Career Readiness	43.8%	6.7%	4.4%	3.7%	Weekly (1-3X/ week)	21
Tutoring	43.8%	1.4%	3.2%	3.9%	Daily (4-5X/ week)	16
Counseling Programs	21.3%	2.7%	2.0%	1.8%	Weekly (1-3X/ week)	30
Entrepreneurship	21.3%	2.7%	1.1%	0.7%	Weekly (1-3X/ week)	16
Drug Prevention	13.5%	0.9%	0.8%	0.2%	Weekly (1-3X/ week)	19
Violence Prevention	10.1%	0.4%	0.7%	0.3%	Weekly (1-3X/ week)	34
English Language Learners Support	4.5%	0.4%	0.3%	0.1%	Weekly (1-3X/ week)	36
Truancy Prevention	4.5%	0.1%	0.4%	0.2%	Daily (4-5X/ week)	9

Overall, these findings clearly show that there is a dual focus on academic enrichment and youth development via arts and music and physical activity among Montana 21st CCL centers. Thus, overall programs are doing well in providing diverse and complementary activities for a well-rounded experience among program participants.



Grantees indicated that, during the 2019-20 program year, 68.5% of centers (N = 61) provided parent or family programming; this represents a marked increase as compared to last year (51% offered). As shown in Table 4, among centers offering family activities, the most frequently offered activity was family social events. Furthermore, there were notable differences by term – there was a drop in family engagement activities from Fall to Spring. This is no doubt due to the impact of COVID on family programming needs.

Table 4. Percent of Centers (N=61) Offering Adult/Family Activities by Term

Activity Type	Summer	Fall	Spring
Family social event(s)	14.6%	53.9%	34.8%
Supporting their youth in academics	5.6%	20.2%	16.9%
Parenting or family management	2.2%	13.5%	7.9%
Supporting their youth in postsecondary education/career options	2.2%	9.0%	1.1%
Other	4.5%	5.6%	5.6%

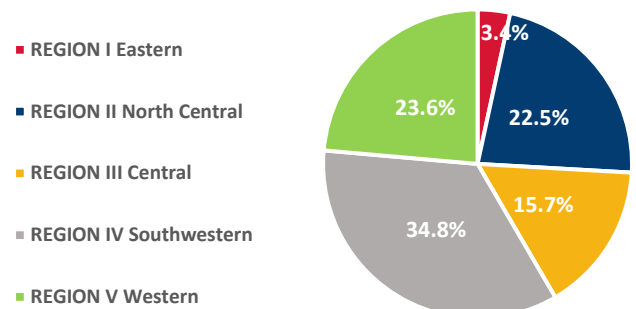


On average, centers served 111 students during the 2019-20 school year; however, this number varies substantially across different centers. Table 5 categorizes centers by size, based on the number of attendees served during the school year. Only 10% percent of centers served over 200 total attendees, whereas over half (52%) served 100 students or fewer. Most centers served between 101-200 students (38%). Given that much of Montana is rural, variability in center size is expected, and the present findings are consistent with the school populations. Results by region shows that the Southwestern, Western and North Central regions of the state serve the most 21st CCLC students. Appendix B (Table B1) shows a complete list of grantees, centers, and attendance counts.

Table 5. Centers by # of Students Served

Attendees Served (Total)	Frequency	Percent
1-50	25	28.1%
51-100	21	23.6%
101-200	34	38.2%
201-300	6	6.7%
301+	3	3.4%
Total	89	100.0%

Figure 8. Centers by Region



Center Operations

Table 6. Grantees by Locale: School Year

During the school year, on average, centers typically were open for 17 hours per week for approximately 4-5 days per week (primarily after school). Furthermore, programs were open for approximately 34 weeks or 8 months – the majority of the school year. As expected, summer hours were considerably longer and weeks substantially less.

		Total # of Weeks Center(s) Were in Operation	Total Days Per Week Open	Total Weekly Hours	Total Hours per Month
School Year (2019-20)	Average	34	4.5	17	67
	Minimum	4	4	3	12
	Maximum	40	5	50	200
Summer 2019	Average	7	29	23	
	Minimum	1	2	4	
	Maximum	13	54	55	

Staffing

Total unduplicated staff for the 2019-2020 school year was 1,466 which is similar to the prior year (n=1,532). Paid staff constituted 58% of the total staff whereas volunteers made up the remaining 42% of school-year staff. Across both school year and summer programs, the majority were teachers, community members, other non-teaching school day staff, or college students (69% collectively).

During Spring 2020, program administrators (n=43) were asked to report on how they engaged paid staff during the time when programs were unable to serve youth on-site. As shown below, most programs offered PD, held virtual staff meetings, worked on lesson plans, and/or engaged in systems planning.

Table 8. Staff Activities During Spring 2020 (Impact of COVID)

Staff Activity	%
Professional development for our staff	79.1%
Virtual staff meetings (conference calls, Zoom meetings, Skype, etc.)	69.8%
Lesson plan development	53.5%
Systems planning work (e.g., summer programs, evaluation, sustainability, safety, budgeting)	53.5%
Online program delivery for participants	41.9%
21st CCLC program data entry/validation	34.9%
Curriculum work	32.6%
Services related to providing federally approved afterschool meals or snack programs	16.3%

Figure 9. Program Staff by Pay Status

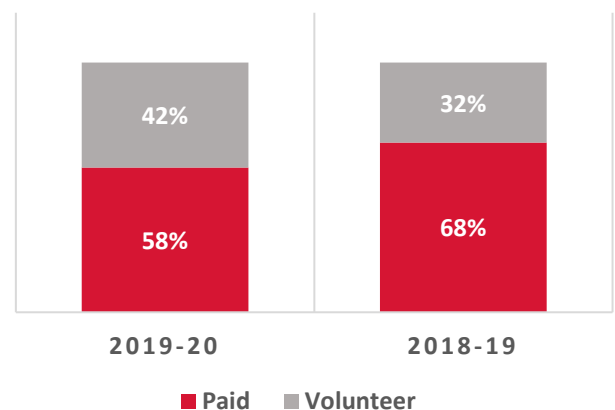


Table 7. Program Staff by Type

	Number	Percent
School Day Teachers	444	21.2%
Community Members	359	17.1%
Other Non-Teaching School Staff	330	15.7%
College Students	315	15.0%
Administrators	223	10.6%
Parents	194	9.2%
High School Students	124	5.9%
Other	110	5.2%
Total	2099	100.0%
Average Per Center	15	

What is the extent and nature of partnerships across programs?

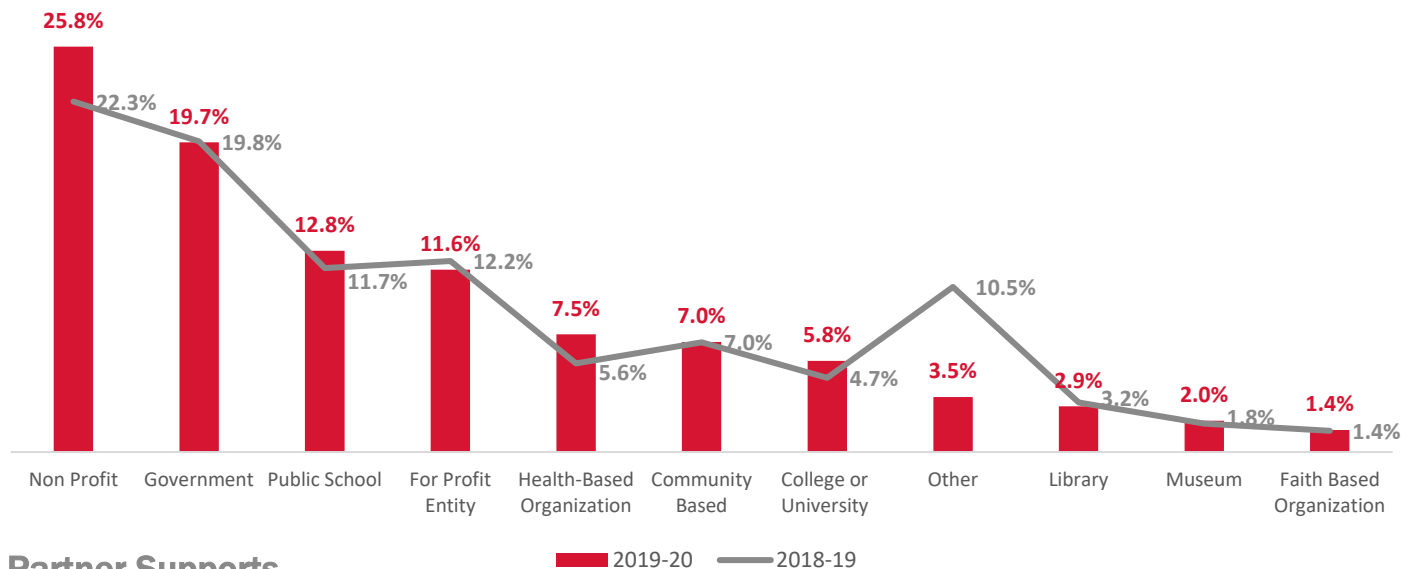
Encouraging partnerships between schools and other organizations is an important component of the 21st CCLC grant. This is because partnerships provide grantees with connections to the community and additional resources that may not be available to the program otherwise.

Partner Types

During the 2019-20 grant year, 345 partners were reported with an average of 13 partners per grantee. This represents a decline as compared to the prior year (n=444) and is largely due to social distancing measures that were put in place in Spring 2020 which limited the number of in-person partners that could provide Spring programming. With this in mind, non-profit and government entities made up the majority of program partnerships during the 2018-19 and 2019-20 program years.



Figure 10. Partner Types by Year



Partner Supports

By far, the most common contribution made by partners was in programming activity supports (over half). This was followed by volunteer staffing and good & materials.

Figure 11. Partner Contributions

"I couldn't ask for a better partnership [with school district]. I have total support and our students benefit greatly from it. Most of my staff members are certified teachers so they have a great pulse each student's academic and/or behavioral challenges."

"Our school district is a huge support and communication is great. Students are able to transition from class to the program seamlessly and safely. Both incorporate the same expectations."

– Program Administrators

	Frequency	Percent
Programming Activity	190	55%
Other	39	11%
Volunteer Staffing	37	11%
Goods and Materials	36	10%
Funding	19	6%
Paid Staffing	8	2%
Advisory Board	5	1%
Facility	4	1%
Professional Development	4	1%
Transportation	3	1%
Total	345	100.0

To What Extent Are Montana 21st CCLC Programs Meeting State Objectives?



To What Extent Are We Meeting State Objectives?

Program Spotlight: Anaconda

Anaconda Copperhead Enrichment is a new 21s CCLC grantee, awarded in 2019-20. As a new grantee, we were particularly interested in learning how their program has developed over a challenging school year. Located in the southwestern part of Montana, the school district partnered with the Anaconda Community Intervention and the YES! programs to form "Copperhead Enrichment." The consortium has shared vision of achieving two major goals: 1) improve school attendance (all age groups) and, 2) graduation rate. As shared by the Program Director, despite the program's shut down in Spring 2020 because of Covid-19, including long-planned field trips "everything went well for our first year. We were able to have Summer Programs (2020), while following guidelines from the Health department...Overall, our first year of 21st CCLC was a huge success. Our students enjoyed our clubs and the teachers did amazing. Our parents and community also were involved and liked that we are reaching more students than just our athletes and musicians. These programs have been great and I can't wait to see our data trend upwards as we progress throughout this grant."



One Student's Story

"This student, we'll call her Susan, was in 5th grade and participated in our STEAM Club and Coding Clubs at Fred Moody Intermediate for our 21st CCLC program (Anaconda). She was above 90% attendance (before Covid-19 shutdown) and she went from getting B+'s to A's in her Science and Math classes. With this being our first year, we were only able to look at her attendance/participation versus her grades from 1st to 2nd quarter and her grades from previous years before she was involved in 21st Century programs. Her mother stated that she started to enjoy her science and math courses more due to STEAM and Coding because she was able to relate lessons from her classes into her after school course lessons. She became more engrossed in her learning and loved going to her after school programs and science and math because she saw the correlations from classwork to real life scenarios. Her mother credits the 21st Century Programs with her daughter's improved grades and overall enjoyment for school. She said these courses really opened her daughter's eyes to the science fields and she has signed up to continue these courses again this school year."

DATA NOTE: Prior to sharing the outcome results, it is important to consider that statewide there were significantly less surveys collected as a result of COVID, especially student and caregiver surveys. Furthermore, there were less grantees this year (n=29) as compared to the prior grant year (n=47). Therefore, 2019-20 interpretations and comparisons to prior year findings should be made with caution. Given the general lack of outcome data in 2019-20, all outcomes, including targets, will be reviewed during the 2020-21 year.

Performance on State Objectives and Performance Measures

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



Table 10. Results for Goal 1: Academic Achievement

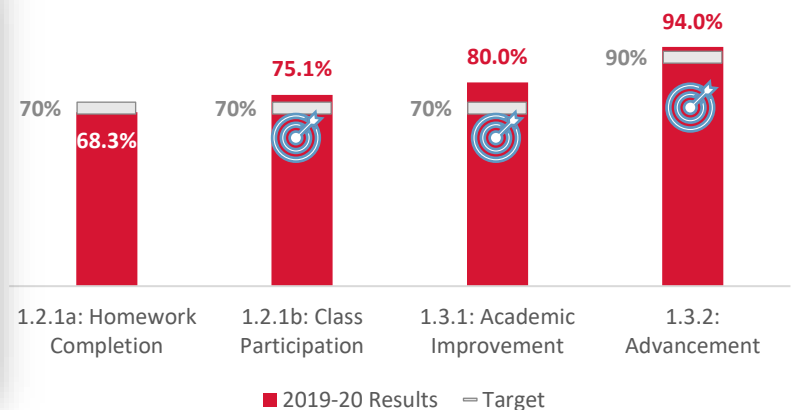
State Objective*	Measure (Indicator)	2018-19	2019-20
1.2. Students in 21 st CCLC programs will increase homework completion and class participation.	GPRA 1.2.1. 70% or more of 21 st CCLC participants will improve homework completion and class participation, annually, as measured by school day teacher surveys.	60.2% Improved Homework Completion 62.4% Improved Class Participation	68.3% (955/1399) Improved Homework Completion 75.1% (1082/1440) Improved Class Participation
	GPRA 1.3.1. 70% or more of 21 st CCLC participants will maintain or improve math and reading grades (academics), annually, as measured by school day teacher surveys.	95% improved or maintained Academic Performance	80.0% (1174/1467) improved or maintained Academic Performance
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.	REVISED 2019-20**: 1.3.2. 90% or more of 21 st CCLC participants will demonstrate adequate competency to advance to the next grade level or graduate, as measured by school day teacher survey.	Not applicable*	94.3% (1544/1638) demonstrated competency to advance to the next grade level

* Objective 1.1 on improvement in academic performance as measure by state assessment scores were unavailable for the Spring 2019-20 school year given lack of statewide testing (COVID). Historical results are available in Appendix B.

**This indicator is now measured via teacher surveys as compared to academic advancement to the next grade level.



Figure 12. 2019-20 Results & Targets for Goal 1



Goal 1 is associated with academic performance. Statewide testing was cancelled due to the COVID-19 pandemic and as such, data is only available from teacher self-reports. Results show that despite school closures and the upheaval that occurred last spring, students continued to demonstrate positive academic-related gains, and 3 of the 4 state targets were met. Examination of these results by dosage (number of days attended) revealed no significant impact of program dosage³.

³ Statistical results from the Teacher Survey are available in Appendix B. Results are available overall, by dosage, and grade level range.

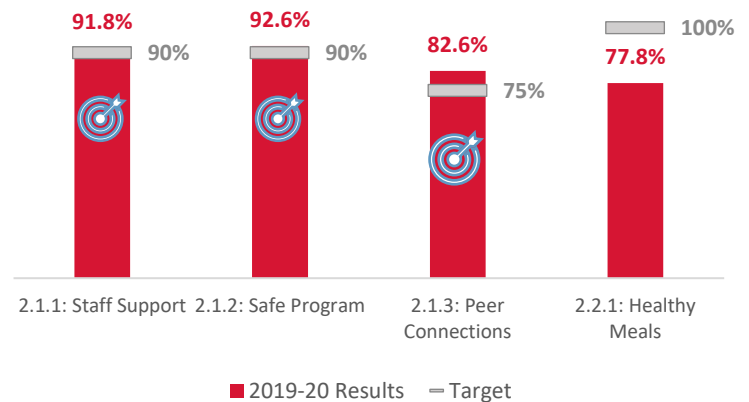
GOAL 2: 21st CCLC programs will provide a safe, supportive, and healthy environment.



Table 11. Results for Goal 2: Safe & Supportive Environment

State Objective	Measure (Indicator)	2018-19	2019-20
2.1. Students in 21 st CCLC programs increase their perceptions of support, connectedness, and safety.	2.1.1. 90% or more of 21 st CCLC students will report that they are supported by and connected to staff in their program as measured by student surveys.	86.7% felt Support	91.8% (291/317) felt Support
	2.1.2. 90% or more of 21 st CCLC students will report that they feel physically safe in their program, annually, as measured by student surveys.	87.3% felt Safe	92.6% (277/299) felt Safe
	2.1.3. 75% or more 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.	76.9% felt Connected	82.6% (262/317) 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 program records.	78.1% of centers (82 of 105) were enrolled in the Healthy Snack	77.8% of centers (46 of 63) were enrolled in Healthy Snack

Figure 13. 2019-20 Results & Targets for Goal 2



Results for Objective 3 (Safe & Supportive Environment) reveal that students felt supported by staff and their peers, and felt safe at their 21st CCLC program⁴. Indeed, targets were met for all three indicators for Objective 2.1. However, not all centers were enrolled in the USDA Healthy Snack Program and as such, this indicator was not met.

Responses to item: “Is there anything else you want to share with program staff?”

- ❖ *I would want them to know that I miss them, and thank you for taking care of me.*
- ❖ *I really like the way you guys treat every one here and you help us be better people.*
- ❖ *They are a great influence to us all!*
- ❖ *I am very thankful for everything they do and I hope they are all staying safe and healthy.*



⁴ Student survey results for each item and broken out by grade level are available in Appendix B (Table B2). Given the limited number of surveys collected, analysis by dosage or other subgroups is not possible.

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

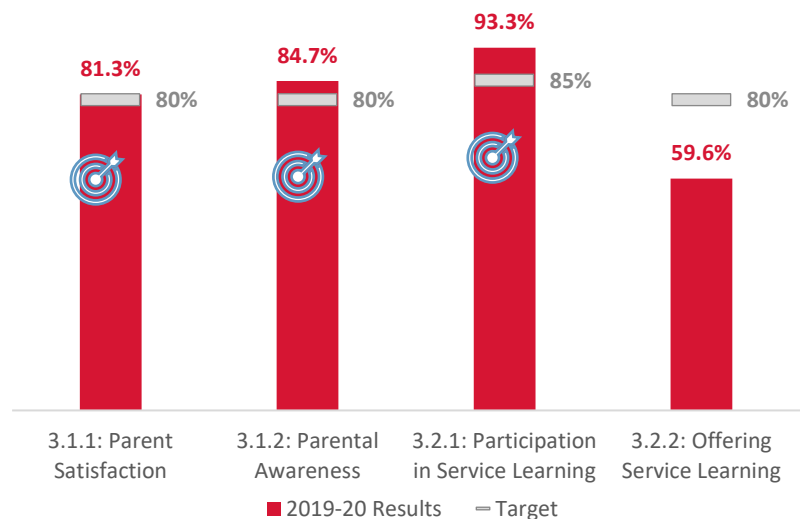


Table 12. Results for Objective 3: Partnerships

State Objective	Measure (Indicator)	2018-19	2019-20
3.1. Parents of students in 21 st CCLC programs will increase parental involvement, support, and knowledge of students.	REVISED 2019-20* : 3.1.1. 80% or more of 21 st CCLC parents and caregivers will report that they are satisfied with communication from staff as measured by parent surveys.	77% were Satisfied	81.3% (312/384) were Satisfied
	REVISED 2019-20* : 3.1.2. 80% or more 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.	83.8% were Knowledgeable and Aware	84.7% (327/386) were Knowledgeable and Aware
3.2. Students in 21 st CCLC programs will increase community and civic engagement and career development.	REVISED 2019-20** : 3.2.1. 85% or more 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.	96% participated in Community Service Learning	93.3% (56/60) participated in Community Service Learning
	3.2.2. 80% or more of 21 st CCLC centers will offer community or service learning activities in their programs, annually, as measured by data system records.	56.2% of centers (59 of 105) offered Community Service-Learning activities	59.6% of centers (53 of 89) offered Community Service-Learning activities

*Target changed from 65% to 80%. **Target changed from 50% to 80%.

Figure 15. 2019-20 Results & Targets for Goal 3



"Wonderful program! I am so grateful for this program for working families. My child has learned so much this year!"

Results for Goal 3 (Partnerships) show that the majority of parents report satisfaction with the communication they receive from staff (81.3%), and feel they have knowledge and awareness of their student’s progress and activities (84.7%). Indeed, not only were targets met, but these findings were reported during a time when contact was limited to electronic communications. Most middle and high school students surveyed (n=60) also reported participating in service learning opportunities (93%). That said, only a little over half (60%) of centers offer these opportunities. Full parent survey results are available in Appendix B (Table B3).

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



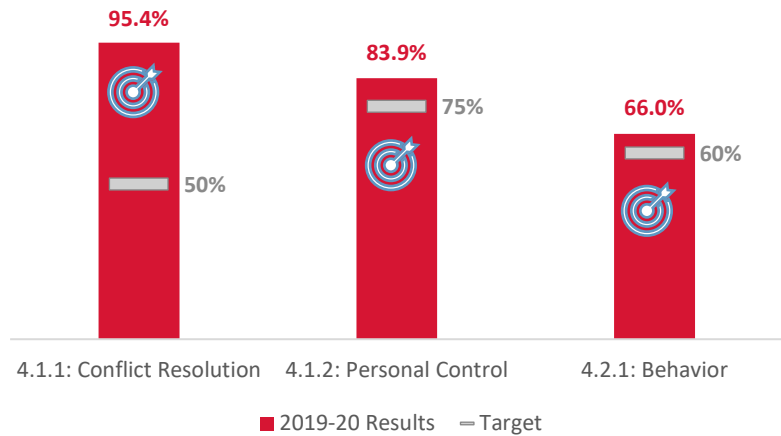
Table 13. Results for Goal 4: Social Emotional Skills

State Objective	Measure (Indicator)	2018-19	2019-20
4.1. Students in 21 st CCLC programs will improve their perceptions of self-control and conflict resolution skills.	REVISED 2019-20* : 4.1.1. 50% or more of 21 st CCLC students will improve conflict resolution skills, annually, as measured by school day teacher surveys.	Not applicable*	95.4% (1273/1335) improved Conflict Resolution Skills
	4.1.2. 75% or more of 21 st CCLC students will report that they have personal control (over their behavior and future), annually, as measured by student surveys.	78% reported Personal Control	83.9% (251/299) reported Personal Control
4.2. Students in 21 st CCLC programs will improve their behavior.	GPRA 4.2.1. 60% or more of 21 st CCLC students will improve behavior, annually, as measured by school day teacher surveys.	50.2% improved Behaving well in Class	66.0% (878/1331) improved Behaving well in Class

*One item was dropped in the measurement of this indicator. Therefore, prior results are not directly comparable.

Goal 4 aims at impacting student social emotional skills which is of particular relevance during these times. Results showed that all targets were exceeded. Specifically, the percent of students who demonstrated improvements in conflict resolution and classroom behavior over the school year was relatively high (95% and 66% respectively) and students also self-reported high amounts of self-control (84%). Such positive behaviors and coping skills are noteworthy given the trauma that many students experienced last Spring.

Figure 18. 2019-20 Results & Targets for Goal 4



K. William Harvey 1st Grade After School Club group activity & Pablo After School Club Winter Family

GOAL 5: 21st CCLC programs will promote the active engagement of enrolled participants.



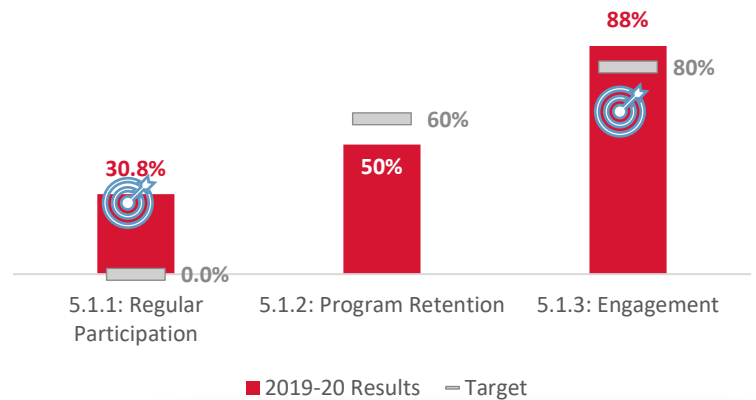
Table 15. Results for Goal 5: Engagement

State Objective	Measure (Indicator)	2018-19	2019-20
5.1. 21 st CCLC programs will offer engaging activities that promote participation, retention, and active learning experiences.	REVISED 2019-20* : 5.1.1. Increase the frequency of participation of regular students (30 days or more) attending 21st CCLC programs during the school year annually as measured by attendance spreadsheets.	Regular participation = 2454 (Baseline Year)	Gain of 756 students, 31% gain (Regular Participation=3210)
	REVISED 2019-20** : 5.1.2. 60% or more of students will be retained in 21 st CCLC programs annually, as measured by attendance spreadsheets.	58% (5,836 of 10,059 students) retained	50% (4,847 of 9,697 students) retained
	5.1.3. 80% or more 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.	79.4% were Actively Engaged	88% (279/317) were Actively Engaged

*Indicator changed to reflect any amount of increase (previously an annual increase of 5% was targeted).

**Indicator changed to reflect a specific target of 60% retention, as opposed to annual growth in retention.

Figure 19. 2019-20 Results & Targets for Goal 5



Student engagement is also a critical measure, particularly given the programming challenges that have occurred as a result of COVID-19. Results show that despite these hurdles, there was a significant gain in the number of regular students (i.e., attending 30 or more days) and in student reports of active engagement (88%). Retention fell slightly, however, as compared to the prior grant year.

Data was shared by OPI on 2018-19 and 2019-20 school day attendance rates for 21st CCLC students (2019-20 cohort) and students who did not attend the program⁵. Results showed a decline in school attendance from 2018-19 and 2019-20 across both groups which is not surprising given school closures in Spring 2020. Moreover, the decline rate was similar between 21st CCLC students (-2.4%) and those not attending the after school program (-2.2%), $F(1, 29469) = 3.57, p=.06$. Thus, both types of students experienced slight declines.



⁵ Unlike the prior year, propensity scoring methods were not possible given the format in which data was shared and lack of outcome data collected in 2019-20. Therefore, the comparison sample consists of *all other* students at their respective schools that do not attend 21st CCLC programs.

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



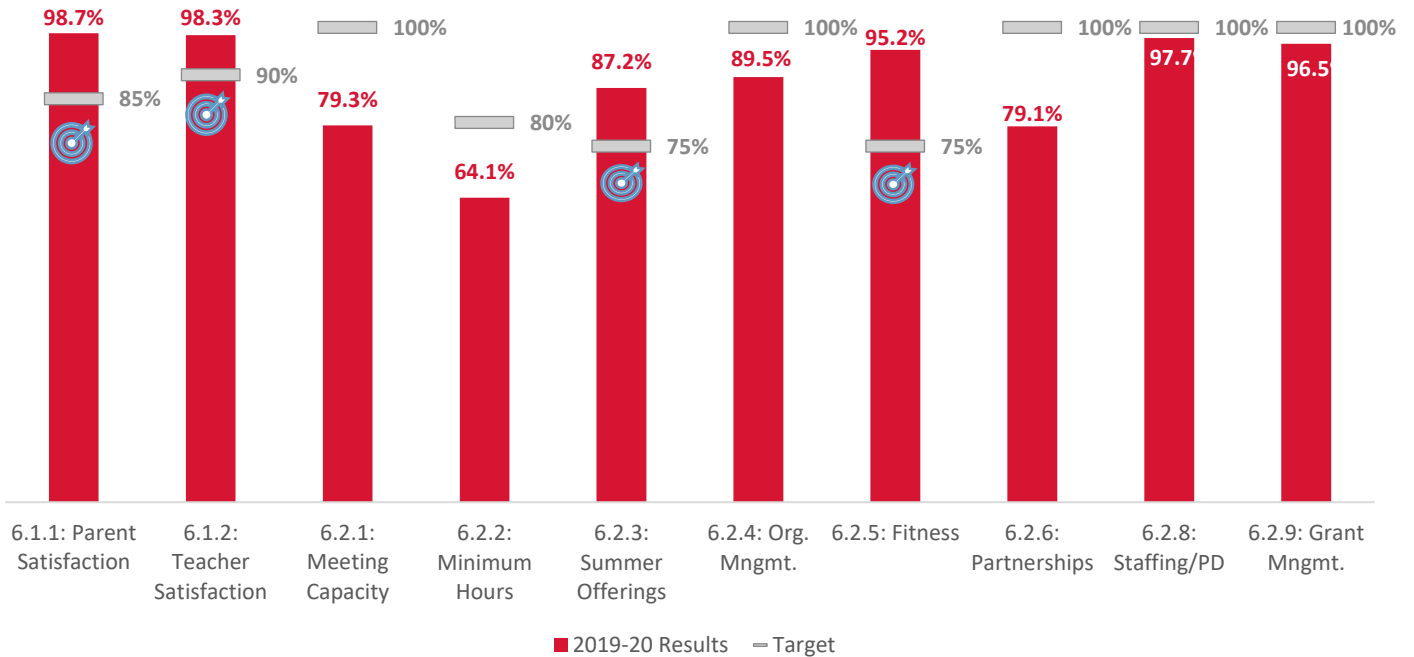
Table 13. Results for Goal 6: High Quality Programs

State Objective	Measure (Indicator)	2018-19	2019-20
6.1. 21 st CCLC programs will be perceived as valuable by parents, school teachers, and school administrators.	6.1.1. 85% or more of 21 st CCLC parents will report satisfaction with their students' afterschool program, annually, as measured by parent surveys.	96.6% were Satisfied	98.7% (370/375) were Satisfied
	6.1.2. 90% or more 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.	93.5% of school day teachers and school administrators value program	98.3% (525/534) of school day teachers and school administrators value program
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.	68.1% of grantees (32 of 47) served 80% of their target capacity	79.3% of grantees (23 of 29) served 80% of their target capacity
	REVISED 2019-20* : 6.2.2. 80% or more of 21 st CCLC centers, school year programs will be available for a minimum of 40 hours per month, as measured by grantee reports.	29.5% of school year centers (31 of 105) were open for 60 hours* per month	64.1% of reporting centers (41/64) were open for 40 hours per month
	REVISED 2019-20** : 6.2.3. 75% or more of 21 st CCLC centers will have summer offerings for 15 days or more as measured by grantee reports.	Not applicable**	87.2% of centers (41/47) offered 15+ days of 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.	91.2% of centers (93 of 102) met the compliance target	89.5% of centers (77/86) met the compliance target
	6.2.5. 75% or more of 21 st CCLC centers will offer health, physical fitness, or nutrition activities, annually, as measured by records.	88.9% of centers (96 of 108) offered Physical Fitness activities	95.2% of centers (60/63) 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.	82.4% of centers (82 of 102) met the compliance target	79.1% of centers (68/86) met the compliance target
	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.	83.7% of centers (77 of 92) had a Sustainability Plan	Not applicable (most grantees only have 2 years in current grant cohort)
	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.	95.1% of centers (97 of 102) met the compliance target	97.7% of centers (84/86) met the compliance target
	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.	100% of centers (102 of 102) met the compliance target	96.5% of centers (83/86) met the compliance target
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.	100% of centers (102 of 102) met the compliance target	98.8% of centers (85/86) met the compliance target	

*Indicator changed from 60 hours per month to 40 hours per month.

**Indicator changed to a specific number of days for summer programming (prior goal was for 75% of centers to offer summer programming).

Figure 16. 2019-20 Results & Targets for Goal 6



Results for the final grant goal (High Quality Programs) show that 4 out of the 10 objectives were met during the 2019-20 school year. In particular, parent and teacher satisfaction exceeded the targets of 85% and 93%, respectively, indicating that both types of stakeholders value their afterschool programs. And while most of the other indicators were not met, programs should be commended for the significant number of grantees that report high quality programming (90%+) in the areas of organizational management, partnerships, staffing and professional development, and grant management/ sustainability. More detailed results relating to quality standards is summarized in a subsequent section.



“They have a place where they can connect with positive adult role models, feel safe, accepted and valued. The sense of belonging and self-worth is priceless!” - Program Administrator



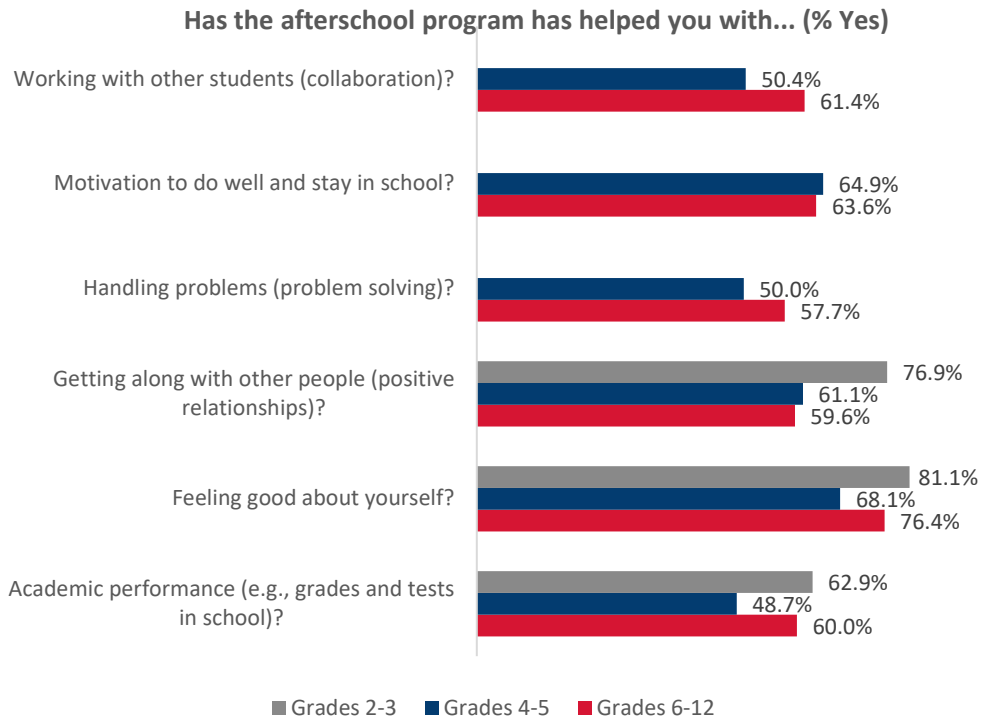
What are Other Impacts of the 21st CCLC Program?

Student Perceptions

In general, 21st CCLC students felt their program has helped them in multiple areas, including interpersonal skills, academic motivation, problem solving skills, well-being, and academic performance. The highest rated areas were in “getting along with others” and “feeling good about yourself”; the lowest rated areas were handling problems, working with others, and academic performance. Ratings among younger students (grades 2-3) also tended to be slightly higher than their older counterparts.



Figure 23. Student Perceptions of the Impact of 21st CCLC



Messages from Students to 21st CCLC Program Staff:

“Thanks for making me have a fun time and grown a relationship with you and my peers.”

“I think that they are awesome for taking time out of their schedules to be with us in the after school programs and would like to thank them.”

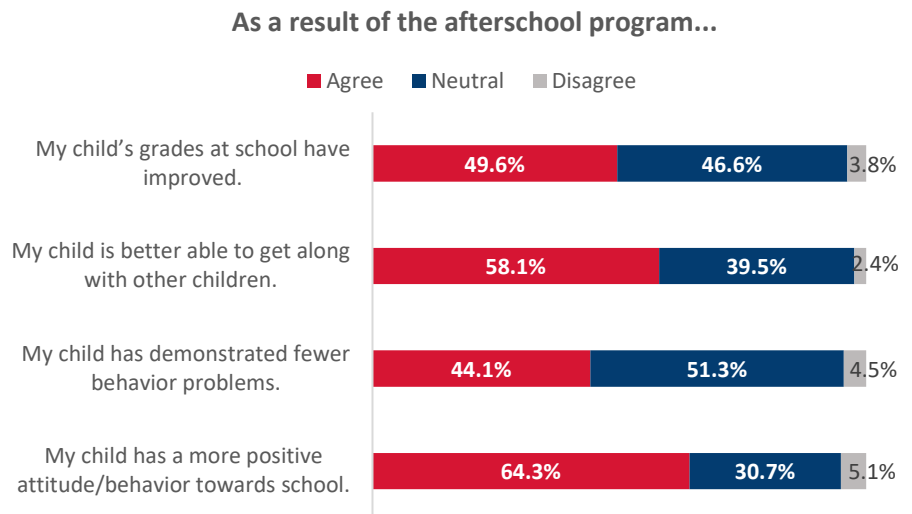
“There is not many hours of the after school program, I wish we can have more hours. We should make other student put there devices in their backpacks because it's still part of school :)”

Caregiver Perceptions

Similarly, the majority of caregivers (over 50%) reported that their 21st CCLC program had a positive influence on their student’s attitudes towards school and interpersonal skills.

“I am very thankful for the interaction with the other children and staff as well as the variety of creative activities.”- Caregiver

Figure 24. Caregiver Perceptions of the Impact of 21st CCLC



Program Staff Perceptions

Program staff (n=192) and administrators (n=43) were also asked about their perceptions of the 21st CCLC programs on their students. As shown in the figures, program staff report the greatest changes in engagement, interpersonal skills (getting along with staff and behaving well), and seeking assistance when needed.

Overwhelmingly, program administrators and staff also report that students were engaged in their program, enjoyed their time at the program, are interested in the activities, and try to do well while participating in programming.

In what way(s) does the after program activities benefit students?

“ The after school program creates an environment where students feel confident about their academic performance and gives them more individualized and well-rounded instruction. The variety of activities allow students to explore different interests and skill sets they may not otherwise have the opportunity to explore.”

“Our whole child approach offers beneficial enrichment activities for the students while providing a safe and fun place for them to learn, grow and connect with an adult.”

“It allows students receive support for school work, allows students to explore stem based curricula with fun engaging activities, and allows more social interaction and emotional development during the short hours of the program.”

Figure 25. Staff Perceptions of the Impact of 21st CCLC

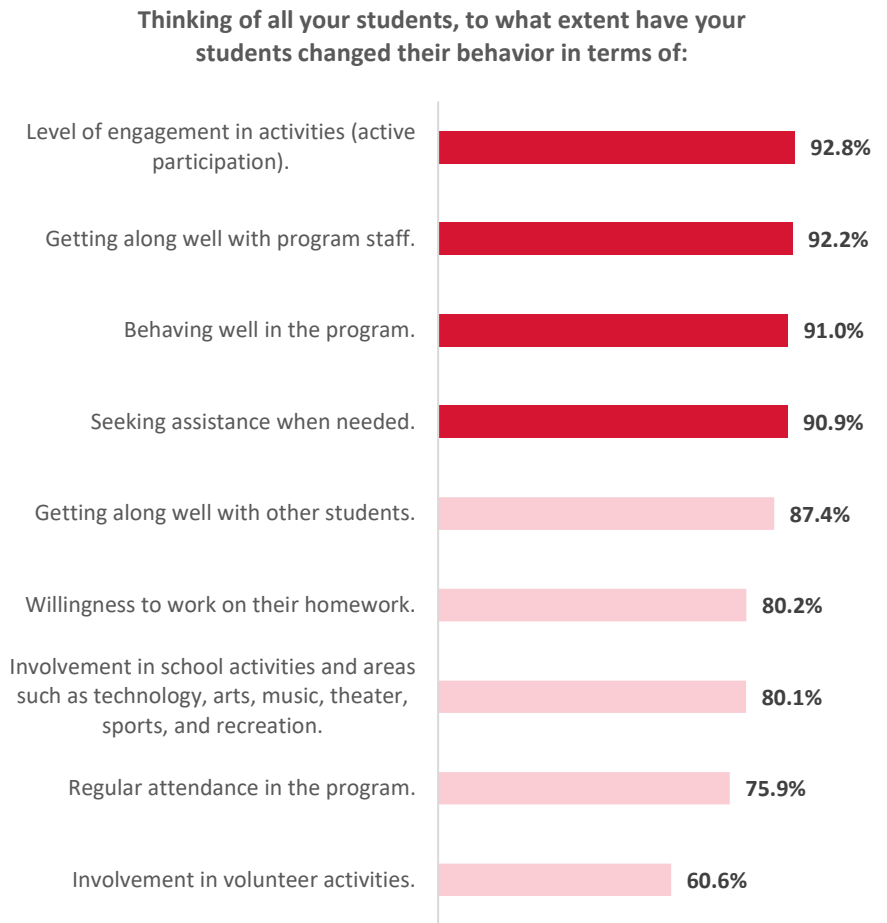
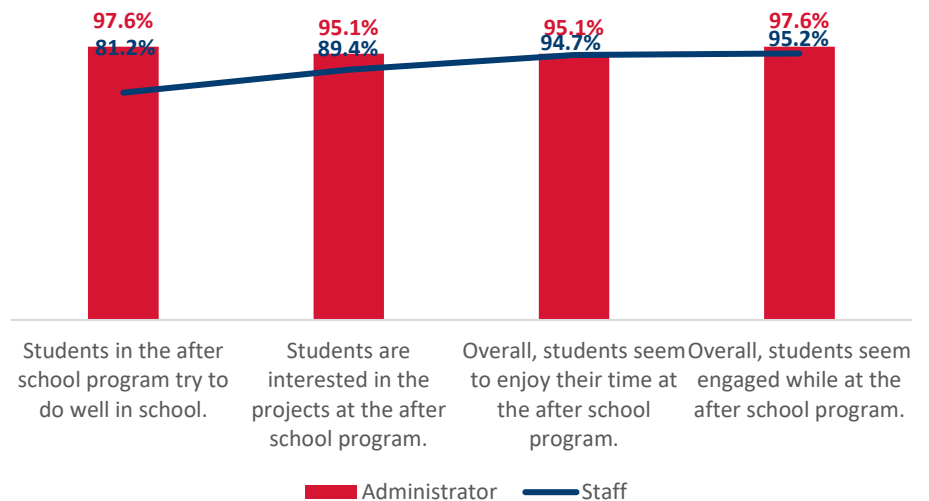


Figure 26. Program Admin & Staff Perceptions of Student Impacts



What is the Level of Satisfaction for 21st CCLC Programs?



What is the level of satisfaction for 21st CCLC programs among students, caregivers, staff, and administrators?

In order to gauge how well programs are perceived by the community and identify potential areas of success as well as of concern, the evaluation included several items designed to measure the extent to which participants and providers of 21st CCLC are satisfied with various important components of the program.

Student Satisfaction with Program

Over 80% of all students want to come back to their 21st CCLC program next year and like participating in the program. A large majority also reported that they would recommend the program and look forward to going to their program. While there was some variation by grade level, in general the ratings were quite positive, Figure 27.

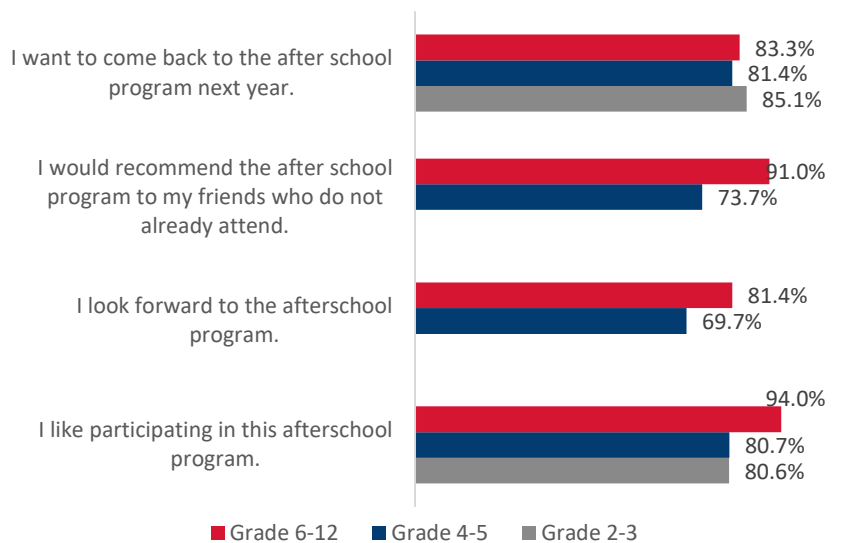
What is your favorite part of the 21st CCLC program?

“Hanging out with teachers outside of a classroom setting where they are relaxed and spending time with friends outside of class.”

“I like getting my homework done because then I have more time for fun afterward.”

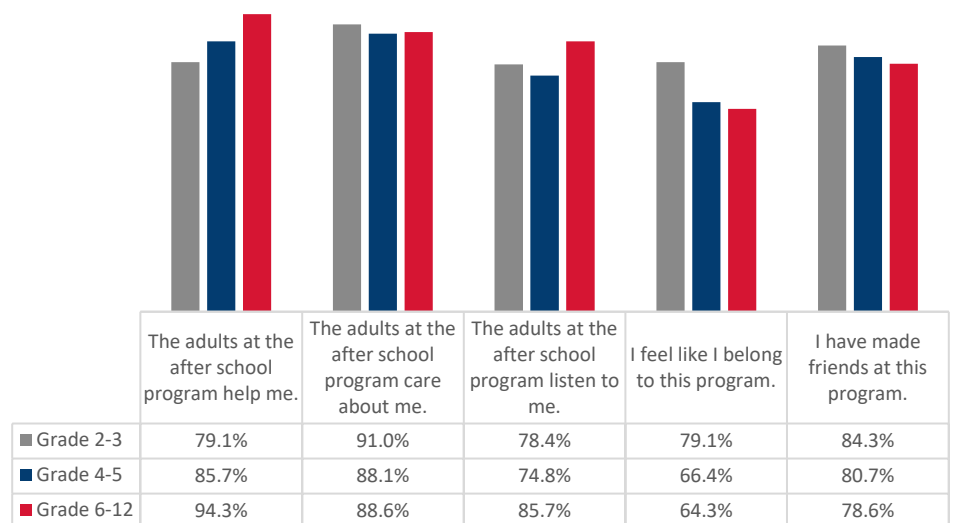
“I would choose the people who work there because they are super kind and another part that I love is all of the kids there and everything we like to do!”

Figure 27. Student Satisfaction (%) with Program



Students were also asked about their perceptions of the adults and the program. As shown in the figure, the majority of students reported feeling supported by adults (“help me” and “care about me”) and over ¾ had made friends at the program. While still reflecting a high percentage (64%+), the lowest rated items pertained to adults “listening” to students and their feelings of belongingness. This indicates that students need more of their voices heard and programs should aim for a more welcoming environment.

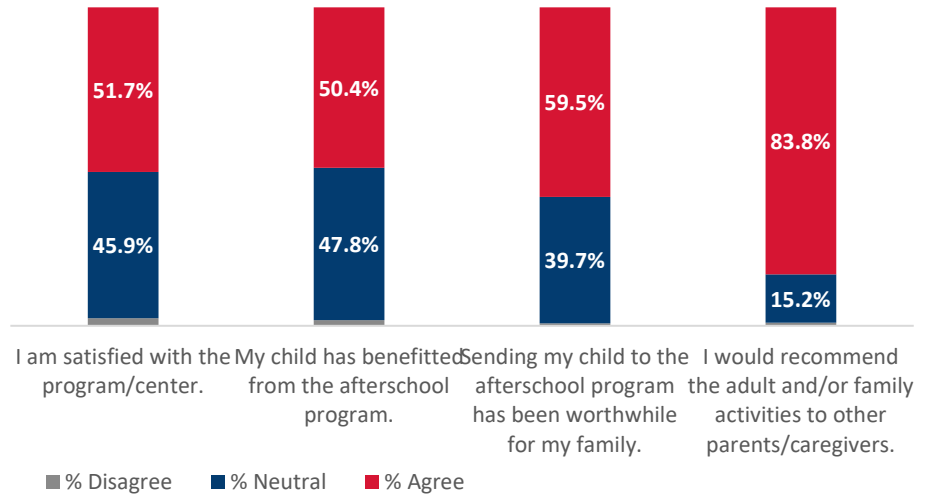
Figure 28. Student Perceptions of Supports / Belongingness (% Agree)



Caregiver Satisfaction with Program

While the majority of caregivers were satisfied across all items (50%+), it was not particularly high and a large proportion were neutral in their ratings (see Figure 29). Most parents (60%) indicated that the program has been worthwhile for their family. Furthermore, among those who participated in family engagement opportunities, 84% indicated that they would recommend the adult/family activities. When asked for feedback on specific components, the most highly rated areas were the variety in activities that were offered, opportunities to engage in non-traditional academic activities, safety, and the overall climate.

Figure 29. Parent Satisfaction with Program



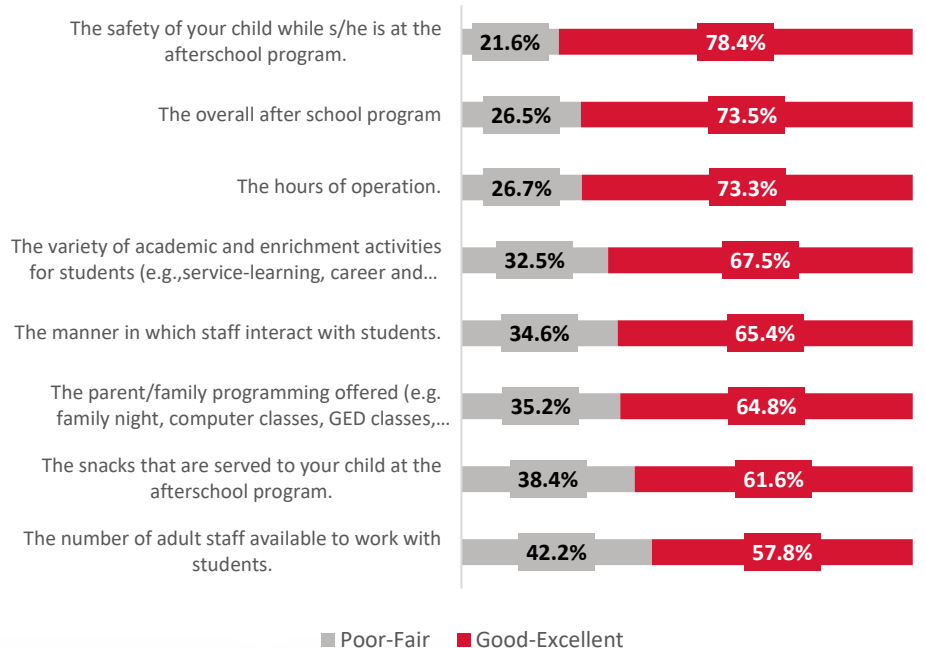
I love that my kids get help with homework, I don't get off work until 5:30 so it's very helpful for me that it's already done when they get home so we can spend quality family time together.

This program has been very helpful and beneficial for my boys. They love it and are sad when it's not in session. They look forward to it almost more than their regular school day.

I like how my child is always creating projects and gets to spend more time with friends and improving her social skills.

I appreciate that my kids are not only supervised but nurtured after school ends so I can work with peace of mind.

Figure 30. Parent Satisfaction with Program Components



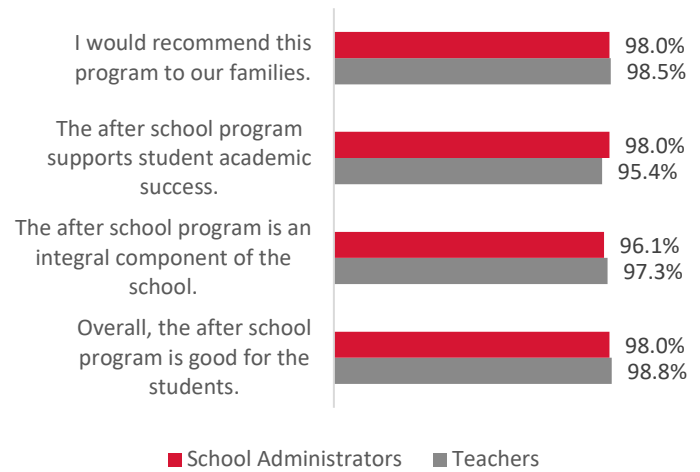
School Day Teacher and Administrator Satisfaction with Program

School day teachers and school administrators from partnering schools were also asked about their perceptions of the value of 21st CCLC programs. As shown, they overwhelmingly approved and recommended their afterschool program partner, felt it helps support student success, is an integral part of the school, and is a good investment for students.

"I see that the program is extremely beneficial to those students who do not have support at home. The after school program, provides continued structure and opportunities for those kids to get homework completed that would not necessarily get done at home." - Teacher

"The after school program personnel are interested in the academic success of the students. A representative comes into the classrooms to get to know the students' teachers and learn how they can help our students. The classroom/after school program connection is important to the students, and they are more likely to go to that familiar person for help after school." - Teacher

Figure 31. School Day Satisfaction with Program



Satisfaction with Communication & Collaboration

Communication between Caregivers and Program Staff

The vast majority of parents (89%) were satisfied with their interactions with program staff and the amount of communication with program staff (79%), see Figure 32. Program staff and administrators were also asked about the extent to which they kept parents informed about their programs and students. As shown, more than 80% of staff and administrators reported that they communicated with parents to keep them informed of the program and the progress of their students.

Figure 32. Caregiver Satisfaction with Communication

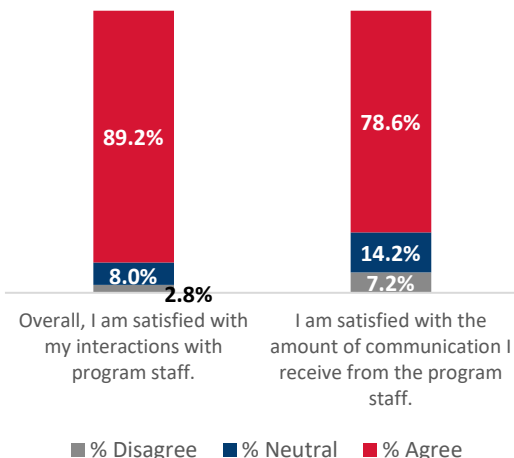
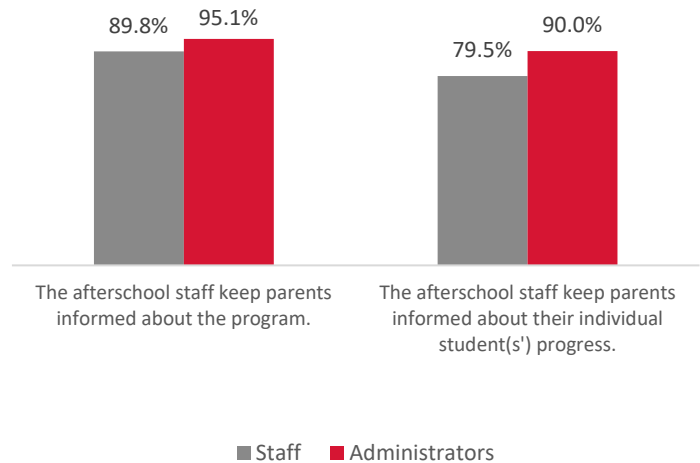
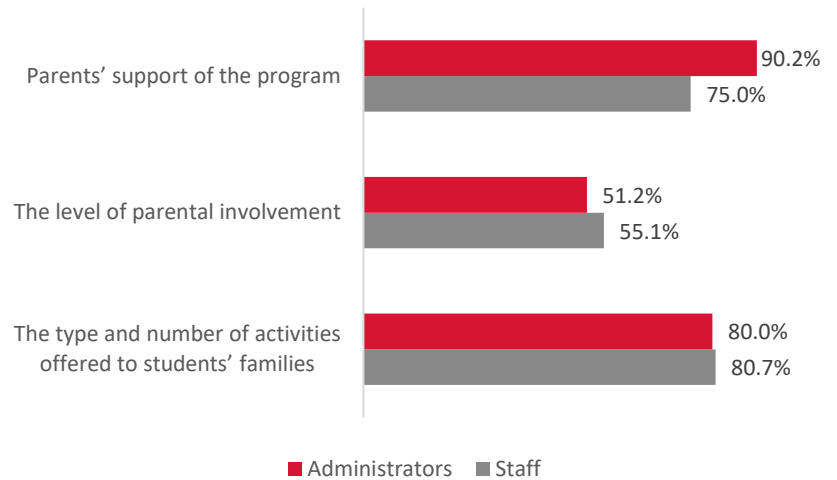


Figure 33. Staff and Administrator Perceptions of Parent Communication



When program staff and administrators were asked about their satisfaction with the level of parental involvement in their programs, results were mixed (see Figure 34). While 75% of staff and 90% of administrators felt their parents support the program and over 80% were satisfied with the type and number of family activities, only 55% of program staff and 51% of administrators were satisfied with the level of parent involvement.

Figure 34. Staff and Administrator Satisfaction with Parent Involvement

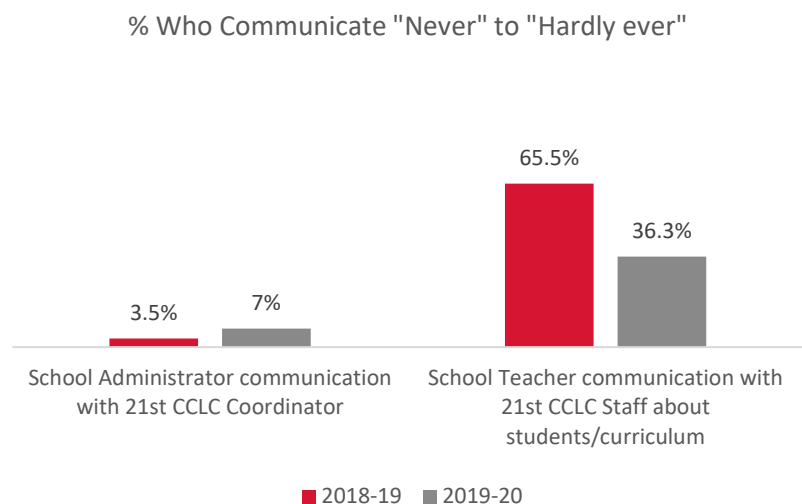


Communication & Collaboration between Program and School Day

Another important partnership in 21st CCLC programs is that between schools and the staff at the afterschool program. For many grantees in Montana, these typically consist of the same individuals since most grantees are school-based organizations (62%). Despite this, many of these programs include staff from outside of the school district (e.g., college students, community members, volunteers, etc.) and thus, collaboration and communication between school-day and program personnel is a central component of effective program operations.

School administrators and school day teachers were asked to report how frequently they communicated with their counterparts in the afterschool program. Figure 35 shows the percent of respondents who responded “never to hardly ever” when asked how often they communicated with their counterparts. As shown, there has been a significant improvement since the prior year with less teachers reporting that they communicated hardly ever with 21st CCLC staff about particular students or about activities/curriculum.

Figure 35. Frequency of Communication between Program and School Day



School day teachers and administrators were also asked their satisfaction with the level of collaboration and communication from their afterschool partners. As shown, ratings were quite positive; generally they were most satisfied with the connections being made to what is being done during the school day.

Program staff and administrators were also asked how they perceived communication and collaboration between program staff and school day teachers. As indicated in Figure 37, responses varied such that program administrators tended to have more positive ratings than their staff. Overall, over 2/3 of staff felt satisfied with the information they exchange with school day teachers and the regularity of their communication with teachers.

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.



Figure 36. School Day Satisfaction with Communication

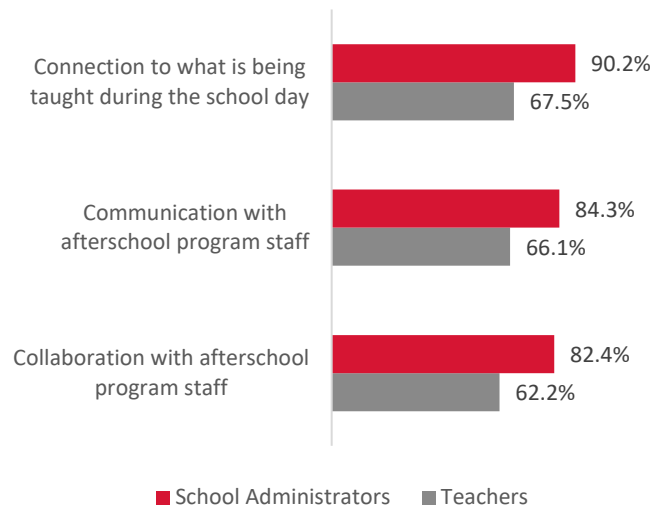
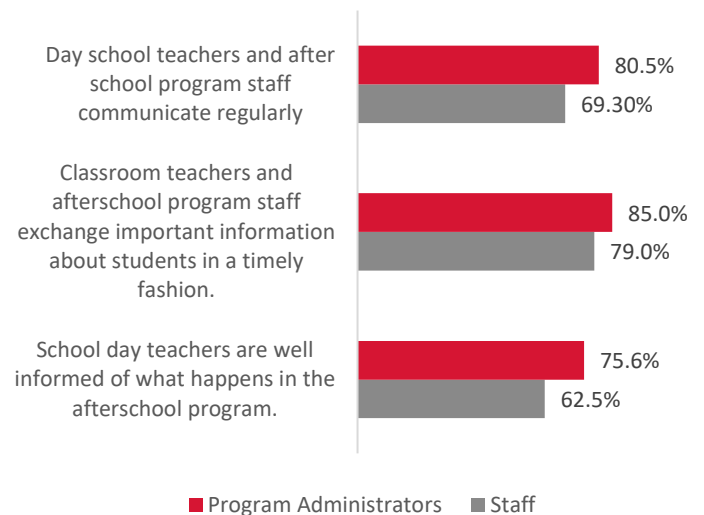


Figure 37. Program Satisfaction with Communication between School and 21st CCLC



How could communication be improved?

“Weekly or biweekly emails that give update about what is going on in the after school program and checking in with school day teachers about more than the homework students need to do, but about what is going on in the classroom, would be helpful.” – Teacher

“School should provide better direction to After School Program staff on policies, rules, expectations of staff and students of the after school program.” – School Administrator

“Perhaps a monthly update, or access to our staff lesson plans could be shared with the after school staff about content specific things we’re working on so students can receive extra support as needed.” - Teacher

“The after school program staff are great to work with. Anytime I had a question, concern, or wanted to have my student work on something specific during the program hours, they were will and happy to help.” -Teacher



**How well are centers
meeting quality standards?**

How well are centers meeting quality standards?

Self-Reflection Ratings of Program Implementation and Practices

A Self Reflection Tool was developed and administered in January 2020. The purpose of this tool is to improve the quality of Montana’s 21st CCLC programs by helping practitioners take a critical look at their programs against standards of best practice. The tool also gives structure and content to an external monitoring process that will promote accountability, quality improvement, and targeted technical assistance efforts. This provides an opportunity for program leaders, key staff, and other stakeholders to examine their programs using a common set of quality objectives and collaborate to plan, design, and implement strategies for ongoing improvement.

The tool is organized under eight general categories. The first section (Section A) targets compliance with the 21st CCLC grant program. The remaining categories (Section B-H) are organized by areas of practice in afterschool programs.

- A. 21st CCLC Grant Management and Sustainability (Compliance)
- B. Organizational Structure and Management
- C. Staffing and Professional Development
- D. Partnerships
- E. Center Operations
- F. Programming/Activities
- G. Health and Safety
- H. Evaluation/Measuring Outcomes

In sum, the Self Reflection Tool is used as a workbook to assess areas of strength and opportunity, and incorporates a program rating worksheet for each element of quality and provides users with a place to notate strengths and broad priorities for improvement. At the conclusion of the process, program staff integrate, prioritize, and refine the improvement goals identified into a formal Action Plan that is submitted annually as part of our Continuous Quality Improvement Process.

Directions:

Each section of the Self Reflection Tool includes a list of standards of practice or *Quality Indicators* that drive quality outcomes for programs and the students they serve. For each indicator, grantees rate their program in terms of performance levels and priority for improvement.

1) The *Performance Levels* rating system (1-4) allows the user to assess the current level of competency or mastery of each quality indicator:

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

2) The *Priority for Improvement* rating encourages the user to consider how pressing is the need for change in practice with regard to a particular indicator. Is immediate action required, or can the issue be addressed satisfactorily over the longer term?

Figure 39. Program Reflection Ratings: Overall



Results show that the highest rated quality indicators were the Grant Compliance items and Health & Safety. This is not surprising as most of the items under these two categories are requirements that all grantees must adhere to (advance/excel). The lowest rated indicator consisted of Partnerships. Nevertheless, the fact that the average rating for all elements reached the “Advancing” level (3 and above) indicates that overall, grantees feel they are implementing high quality programs across multiple indicators. Table 19 examines the items that constitute each quality indicator (with exception of Compliance items) to identify specific areas of strength (top 10 in green) and areas that may need improvement (bottom 10 in pink).

Table 19. Self Reflection Results by Item

Item	% Advancing	Average Rating
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.	100.0%	3.9
B.2. The organization has developed/adopted written policies and procedures to promote effective management.	90.8%	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.	95.4%	3.7
B.4. The organization has developed/adopted procedures to keep track of any income generated from 21st CCLC funds.	90.7%	3.6
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.	94.1%	3.6
B.6. The student/staff ratio is appropriate and safe for the specific activity conducted and meets student needs.	97.7%	3.8
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.	95.4%	3.5
B.8. Organization volunteers are recruited, screened, and trained.	93.1%	3.6
B.9. Organizational staff communicates with school day staff to support individual student educational development.	91.9%	3.6
B.10. Organizational staff collaborates with school-day personnel regarding use of facilities and resources.	94.3%	3.8
B.11. The program director communicates regularly with the school principal and administration.	96.6%	3.8
B.12. The organization has the administrative capacity and infrastructure to develop budgets, track expenses, and to collect and maintain program data.	96.6%	3.7
B.13. The organization employs a marketing strategy to publicize the program and its achievements within the school(s) and broader community.	86.0%	3.3

Item	% Advancing	Average Rating
B.13. The organization employs a marketing strategy to publicize the program and its achievements within the school(s) and broader community.	86.0%	3.3
B.14. The organization maintains on-going documentation of contributions (in-kind or resources) from the public and partnering agencies.	83.7%	3.4
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 regularly.	70.9%	3.0
C.1. The organizational director and organization staff are highly qualified, motivated, and demonstrate professionalism.	98.9%	3.8
C.2. The organization selects staff members based on prior experience, qualifications, and where applicable specialized training and/or certification.	98.9%	3.8
C.3. The organization completes appropriate fingerprinting and background checks for all staff.	100.0%	3.9
C.4. Staff has the experience and background to address diverse needs of target population. Staff is sensitive to the culture and language of participants.	100.0%	3.8
C.5. Staff has competence in their area of responsibility.	100.0%	3.8
C.6. The organization assesses training needs of staff and provides relevant training and ongoing professional development experiences to build more effective program practices.	95.4%	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.	96.6%	3.6
C.8. The organization coordinates staff development activities with those of school and community partners.	87.4%	3.5
C.9. Staff and volunteers are evaluated on a regular basis and given clear feedback for continuous performance improvement.	85.1%	3.4
C.10. The organization works to retain quality staff, providing a consistent and stable staffing base for the program.	98.9%	3.8
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.	88.5%	3.5
D.2. Organization partners are aware of the program goals and objectives and how their activities support the achievement of those goals.	90.8%	3.5
D.3. The organization regularly communicates with and seeks input from its partners.	88.5%	3.4
D.4. The organization seeks additional collaborators using a variety of methods to address unmet needs, to expand and enhance services for all students.	83.9%	3.4
D.5. The organization enters formal written agreements with subcontractors when applicable.	80.2%	3.3
E.1. The organization's hours, activities, schedules, and locations meet the needs of the target population.	100.0%	3.8
E.2. Organization activities and services are promoted in the targeted schools and community.	100.0%	3.9
E.3. Reasonable/cost effective efforts are made to provide transportation to students who need it to participate in programming.	88.0%	3.6
E.4. The organization implements retention strategies and maintains a waiting list as needed.	95.4%	3.7
E.5. The organization has adopted clear standards for student behavior that are applied appropriately and consistently by staff.	100.0%	3.8
E.6. The organization effectively communicates standards for student behavior to students and parents.	100.0%	3.8
E.7. Organization staff uses appropriate techniques to guide the behavior of students.	100.0%	3.8
E.8. Organization staff is committed to the development of positive student-adult relationships and serve as positive role models.	100.0%	3.9
E.9. The organization seeks to involve parents in planning the organization's operations and provides activities for families of participating students.	83.7%	3.4
E.10. The organization provides regular communication with and outreach to participants' families, including information regarding students' experiences, behavior, and achievements in the program.	96.6%	3.6
F.1. Organization activities reflect the goals and mission of the program.	98.9%	3.9
F.2. The organization provides evidence-based academic support and enrichment activities, aligned with school day curricula and individualized to meet students' needs.	96.6%	3.7

Item	% Advancing	Average Rating
F.3. Organization activities address the physical, social and emotional needs of students by providing a majority of participants with diverse recreational, cultural, and youth development activities.	98.9%	3.7
F.4. Organization activities are selected based on student needs and interests. Activities are commensurate with the age and skill level of the participants and enable participants to develop new skills during the program year.	100.0%	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.	100.0%	3.9
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.	75.9%	3.1
F.7. The organization accommodates students with special needs and encourages their participation in the program within the means of the program.	98.9%	3.8
F.8. The organization engages participants in the development and selection of program activities and the recruitment of others into the program.	91.9%	3.6
F.9. The organization provides a range of opportunities to showcase participants' work.	92.0%	3.5
G.1. Organization activities occur in spaces that are adequate, appropriate, and safe for the purpose used and are welcoming to young people.	98.9%	3.9
G.2. The organization has access to basic safety equipment (i.e. First aid kits, gloves, fire extinguishers, etc).	100.0%	3.9
G.11. The organization has policies and training in place to assure safe and appropriate use of the Internet.	98.9%	3.8
G.12. Staff is trained in first aid & CPR and is familiar with current health, safety, & nutrition standards.	92.0%	3.6
G.13. The organization has security policies in place.	100.0%	3.8
G.3. The vehicles used for transportation are safely maintained and inspected on a regular basis.	95.2%	3.8
G.4. The organization provides daily nutritional snacks during program operation within a sanitary environment and drinking water is readily available. Uses snack reimbursement program when possible.	98.9%	3.9
G.5. The organization addresses any unique health needs of students that have been identified by the parents and/or the school.	100.0%	3.9
G.6. The organization follows established procedures for authorized student pick-ups and has provided notice of these procedures to staff and families.	98.9%	3.9
G.7. Emergency contact information for students and staff is maintained in an easily accessible, but secure central location.	100.0%	3.9
G.8. The organization has adopted an emergency readiness plan and has provided notice of this plan to staff and families.	94.3%	3.5
G.9. The organization conducts all required fire/safety drills.	92.0%	3.5
G.10. The organization avoids transmitting any material via Internet that violates federal or state regulation. This includes copyrighted materials and threatening or obscene materials.	100.0%	3.9
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.	88.5%	3.4
H.2. The evaluation process includes requesting feedback from stakeholders such as students, parents, and partners.	92.0%	3.5
H.3. The organization uses the information collected through this evaluation process in decision making, program refinement, and for purposes of quality improvement.	90.8%	3.5
H.4. Evaluation findings are regularly and effectively communicated to staff, community partners, parents, students, and other stakeholders.	86.2%	3.2
H.5. In addition to evaluation data, the organization collects stories about program impacts on students and their families.	88.5%	3.4
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.	96.6%	3.6
H.7. The organization identifies and shares promising practices internally and with afterschool networks.	92.9%	3.7

What are program staff training needs and to what degree are they satisfied with OPI supports?



What are staff training needs and to what degree are they satisfied with OPI supports received?

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 the Figure below, staff and administrators agreed that they would like additional training on: 1) ideas for programming, 2) behavior management, and 3) communicating with parents (the top 3 areas across both respondents). These were also the most-requested areas for additional training in prior years. For the remaining items, training priorities differed somewhat depending on the respondent. 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 end of this report.

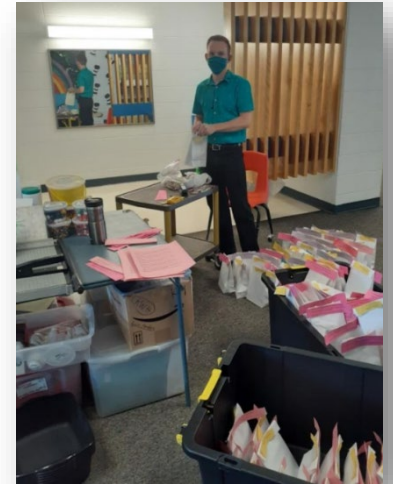
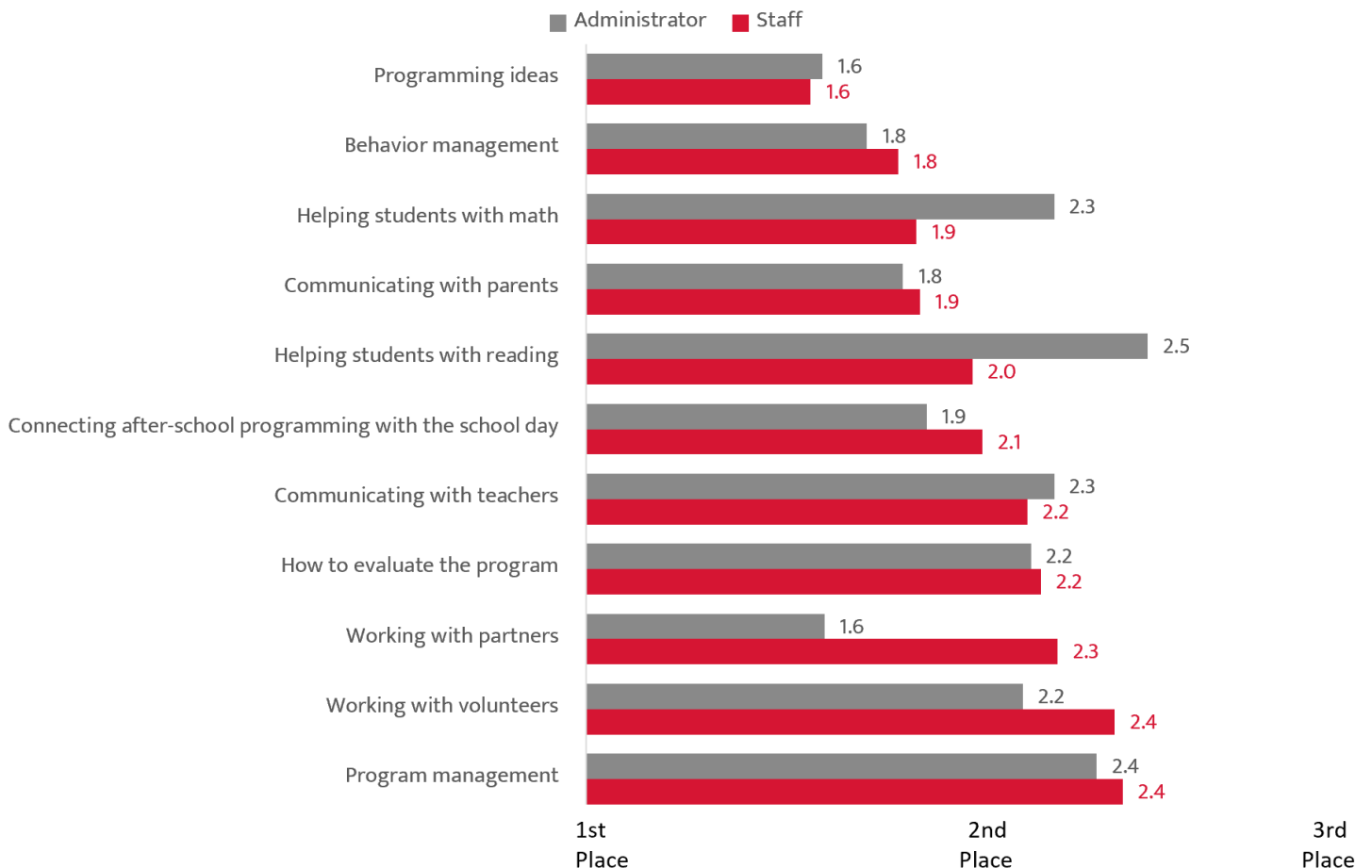


Figure 21. Training Needs* Among 21st CCLC Staff & Administrators

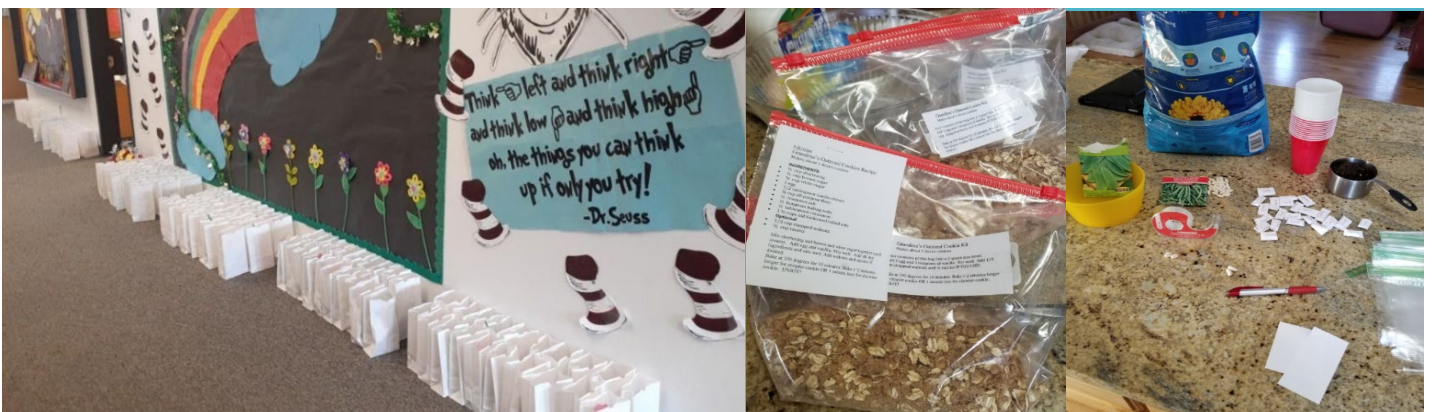
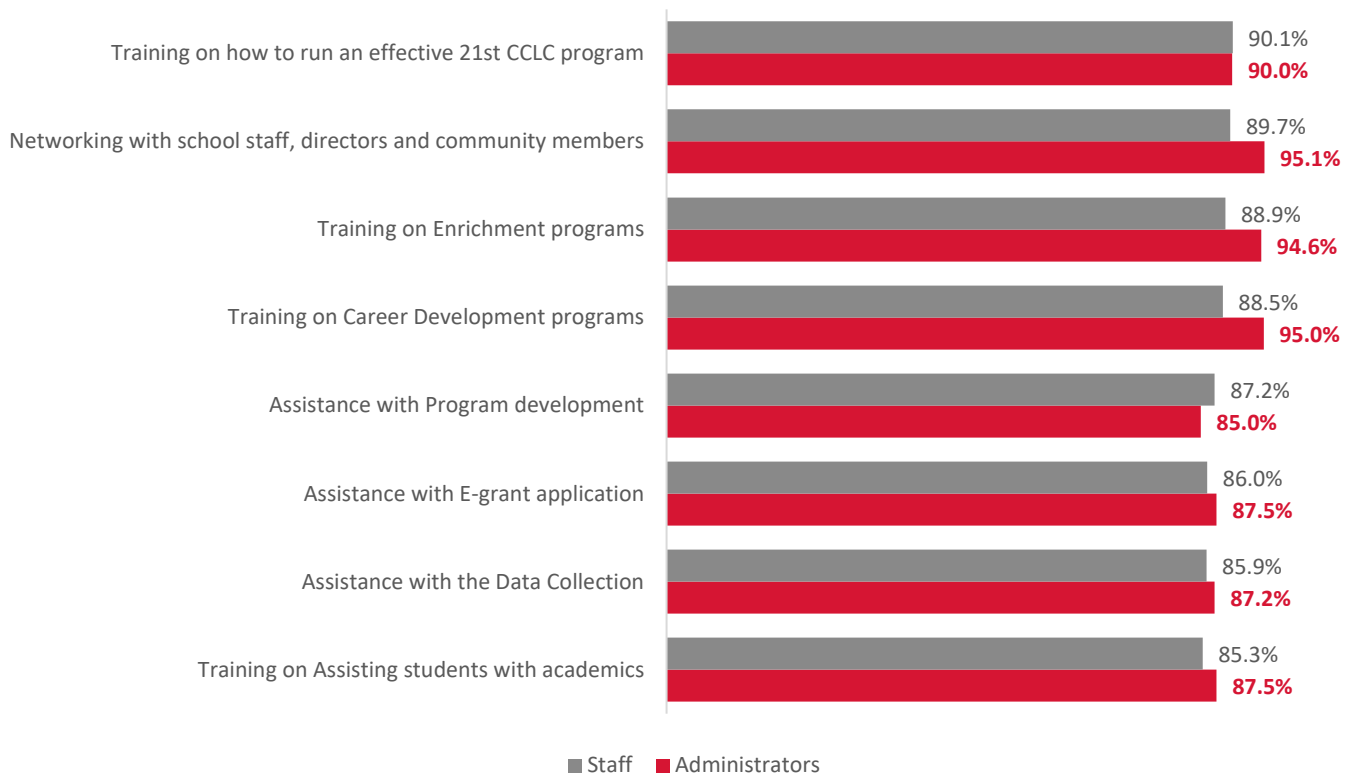


*Respondents ranked the top 3 (1=top choice, etc.) so that the lower the score, the higher the need.

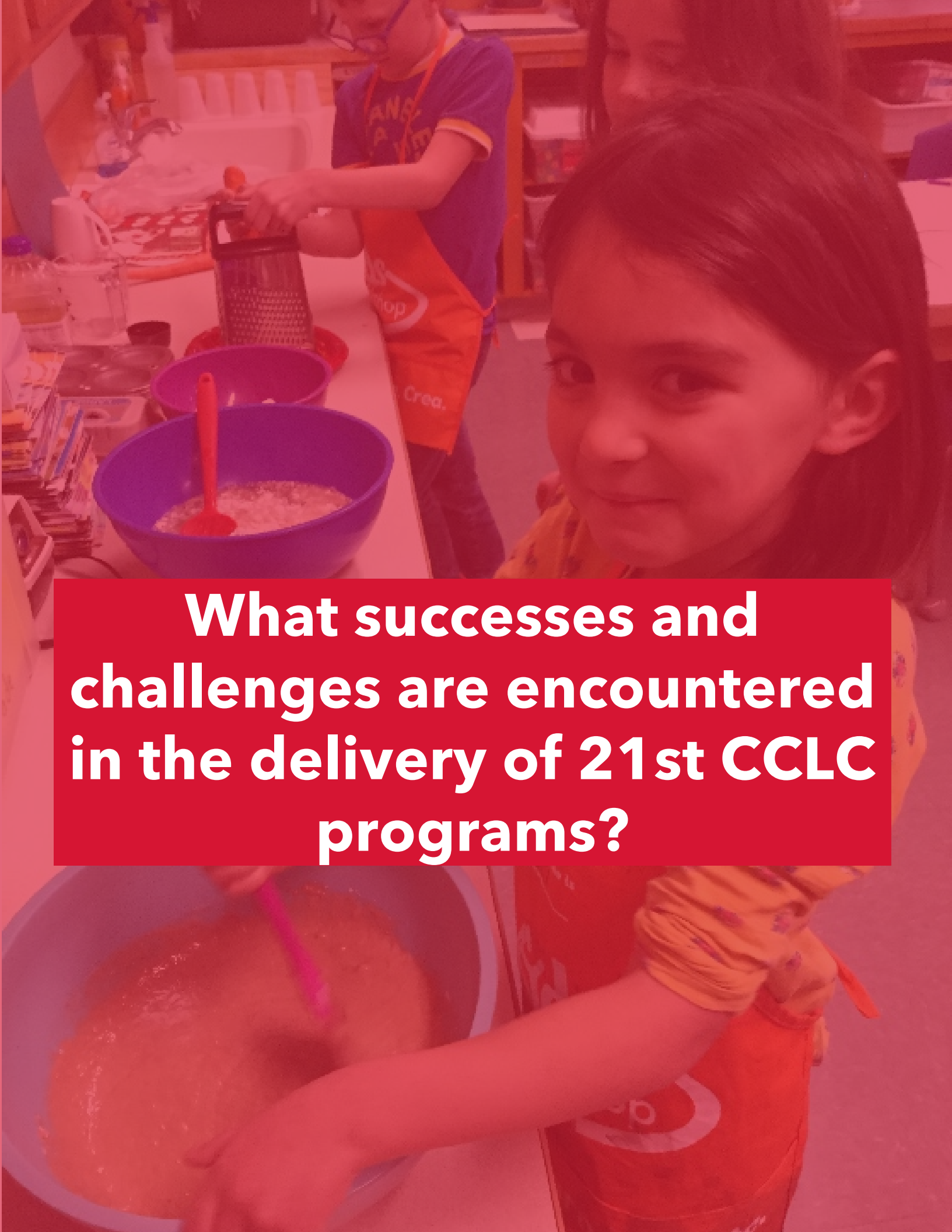
Satisfaction with Supports

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, networking and training on career development and enrichment programs were the highest-rated areas, with 95% of respondents indicating that supports and trainings in this area were *Good* or *Excellent*. Among program staff, the highest-rated areas were assistance with program development/management (effective practices), networking and training on enrichment programs (90%+).

Figure 44. Program Administrator and Staff Satisfaction with OPI Supports (% Good to Excellent)



Ronan Elem After School Program: Shown are “Take-home activity kits” created in Spring 2020.

A photograph of children in a kitchen. In the background, a boy in a purple shirt and orange apron is grating a vegetable. In the foreground, a girl in a yellow shirt and orange apron is stirring a thick, brown mixture in a large blue bowl. The scene is overlaid with a semi-transparent red box containing white text.

What successes and challenges are encountered in the delivery of 21st CCLC programs?

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

“Through 21st CCLC, we are supporting community by staying in touch with information about health during COVID 19, many Site Coordinators are making phone calls, offering activities and sending messages to families and students”. – Program Administrator

In March 2020, the coronavirus pandemic spurred an unprecedented upheaval of K-12 education in the United States that included a near total shutdown of school buildings. Almost every state either ordered or recommended that schools remain closed through the end of the 2019-20 school year. In Montana, schools across the state were closed in March, 2020 and most remained closed for the remainder of the year. This had a devastating impact on students and their families, from economic and health to education and mental health impacts. As a result, now more than ever 21st CCLC is playing an important role in our communities’ response to the pandemic and recovery. Programs across the state are innovating to keep kids safe and engaged in their learning, help essential workers continue to do their jobs, provide food for families in need, and stay connected with caregivers and parents.



Challenges

Grantees reported that the effects of school closures, long distance learning, and lack of in person meeting options due to COVID-19 was the biggest challenge they faced in the Spring 2020. School closures meant program staff struggled to reach students and families and to keep students engaged. After attending distance classes all day students were not interested in attending distance after school programming. School and program closures due to COVID-19 also made parent involvement and communicating student needs to parents that much harder.

Another area that the majority of grantees cited as a challenge was staffing. Specific staffing challenges included not having enough staff to run programs, general turnover, and difficulty finding qualified staff. Space to house after school programming presented a challenge, with many grantees reporting there was oftentimes not available space to house after school programming, needing to change locations at the last minute and other difficulties related to sharing space with other programs or educators. Enrollment continued to be a challenge for some sites, along with recruitment, retention and marketing, especially at the middle and high school ages.

There were also challenges associated with students’ behavioral issues and lack of confidence from staff in how to deal with these issues. Grantees also reported challenges related to engaging their targeted age groups, especially at the high school level, competing with other activities, and finding programming that was of interest to participants. 21st CCLC staff reported that it was often challenging to try new things, create new routines, or to find new activities to add. It was reported that engagement issues were often complicated by negative student attitudes and the overarching emotional trauma being experienced by youth.

Grantees indicated that program support and communication at both the state and local level provided some challenges. Specifically, that there was a lack of support from administration and that it was hard to connect with schools. Additionally, there were difficulties navigating grant expectations versus school expectations and that communication with school staff and connecting school day teachers to after school programming was tough. As well, it was also reported by a few sites that they felt there was a lack of communication at the State level regarding program expectations and grant requirements, leading to a feeling of unrealistic expectations for grantees.



Successes

Sites also reported a great deal of successes during the year. The majority of respondents reported that their biggest success was being able to support students that would not have access to supports or programming otherwise. Almost every site expressed that they were able to witness marked improvement in student behavior, growth in general, improved homework and grades, students' ability to make real world connections and positive growth in their relationships with adults and other students. They also reported increased student successes in the classroom overall, because of afterschool programming.

21st CCLC grantees expressed that despite COVID-19 they were able to connect with new families, had success switching to online learning and had rising student participation. Indeed, many grantees were able to reach an increased number of students and found a greater continuity in attendance, especially amongst core groups of attendees. Staff also reported that they were able to increase their local partnership activities, which was helpful in holding student engagement and making connections to real world opportunities. Many grantees reported that their programs had great success in increasing both STEM and robotics offerings and that these activities were very meaningful and engaging for participating students.

While there were a number of challenges related to COVID-19 there were also some related successes. Indeed, a number of 21st CCLC staff indicated that the lack of in person programming allowed them to take advantage of additional professional development opportunities that increased the quality of programming, leadership, and skills they bring to after school programming. This in turn helped with student management, contributed to the quality of programming, and increased engagement.



Lessons Learned

While many grantees indicated that OPI has been a great support over the course of the grant, many grant administrators indicated that it would be very helpful if there was a grantee handbook they could access to help them address issues in their programs, understand grant requirements, deadlines, etc. and provide ideas for programming. Specifically, many grant administrators would like ideas on how to engage middle school and high school students and expressed curiosity in terms of how other programs address this issue. They also reported wanting more feedback about their program in general and would welcome onsite visits with associated feedback related to their programs. Grantees also expressed that they'd like more formal opportunities to network, share and learn from other grantees and that they wished the summer conference focused primarily on after school programming. 21st CCLC administrators would also like to see more in person and hands on training opportunities, as well as additional opportunities for online training and webinars outside regular working hours. Lastly, several grant administrators indicated they would appreciate a simplified grant and evaluation process that would cut down on paperwork.

A photograph of two people painting a vibrant, multi-colored mural on a wall. The mural features horizontal bands of green, yellow, red, and blue, with white, stylized, feather-like or cloud-like shapes. One person is kneeling in the foreground, focused on painting a white shape, while another person is visible in the background, also painting. The scene is outdoors, with a white protective sheet on the ground.

Conclusion

Conclusion

It is clear that Montana’s 21st CCLC program administrators and staff mobilized in an extraordinary manner during the 2019-20 grant year to ensure all youth have access to tangible and intangible supports, including learning and social engagement opportunities they need to emerge from this crisis resilient and strong. As the pandemic continues into the 2020-21 grant year, the following recommendations are focused on how we can better prepare and equip grantees with the tools they need to deliver high quality programming during these unprecedented times. This is especially important as many programs are planning for the restart of in-person programming to help youth re-engage, re-connect, and thrive.

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



Re-Opening Programs

“To reopen safely in the COVID-19 pandemic and maximize the use of in-person instruction, schools need sufficient resources as well as strong State and local public health measures that everyone follows. Consistent implementation of effective strategies for mitigating the transmission of COVID-19 during all school-related activities is critical for reopening schools – and keeping them open.” With this in mind, there are numerous resources and guides available to assist schools and after school centers with re-opening planning. In addition to state resources, national guidance is available from the Centers for Disease Control and Prevention (CDC), U.S. Department of Education, and [NEA](#) including:

- [CDC: Operational Strategy for K-12 Schools through Phased Mitigation](#)
- [NEA Overview of CDC Guidance](#)



Connecting with Youth and Families (SEL)

Research shows that positive, supportive relationships and rich, stimulating environments spur the brain to form and strengthen connections that promote further development and learning. As such, focusing on students’ well-being is critical to student learning. As a result of the pandemic, there has been a plethora of resources and trainings released to help after school professionals meet the social emotional learning needs of youth and to make them feel connected to their peers and community. The bullets below provide brief tips for building relationships in a virtual environment⁶. For more information, see [NEA’s SEL Guide](#).

- **Cultivate social presence.** Educators can establish a social presence by:
 - Being actively and visibly involved in students’ learning by posting messages, responding to others, and participating in groups.
 - Engaging in interactions where they offer clues to their histories, personalities, and current circumstances. They can also provide opportunities and encourage others to share appropriate

⁶ https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_series_research-based-strategies-for-effective-remote-learning.asp

personal information, personalities (for example, attitudes, demeanor, sense of humor), and current circumstances. Doing so allows participants to recognize what they have in common with each other, which supports relationship building.

- **Communicate with students and their families outside of class.** The more contact staff have with students and families, the better. The most effective communication is personalized (that is, not just newsletters or email blasts). Use communication strategies that are appropriate for the purpose and audience. Communicate in a way that allows students and families to perceive the educator as a real person. Use communication to develop relationships with the learners.
- **Add synchronous elements when the class is primarily asynchronous, if possible.** This might include scheduled discussion groups. If groups are large, use breakout groups to allow for more student interaction.
- **Engage in deliberate rapport building.** It is often harder to establish relationships in an online setting, so educators should deliberately plan for opportunities to establish rapport. This may include asking more questions of students than one might do in a face-to-face setting.
- **Develop ways for students to engage with each other.** This could be discussion forums, group discussions, group work, peer review of work, or games. Some research also suggests that instructors can build community by asking all students to share or react in class.



Addressing Inequities

According to the U.S. Department of Education, “it is important to recognize that communities of color and people with disabilities/chronic conditions have borne a disproportionate burden of illness and serious outcomes from COVID-19 and require additional considerations.” As a result, it is essential that all schools and students receive resources, technical assistance, and other supports while paying close attention to communities who have borne a disproportionate burden of COVID-19. Strategies are presented below⁷:

- **Programs must continue to reach and serve a significant number of youth from low-income families, and racially diverse backgrounds.** It is critical that programs consider capacity for families to be involved in the digital learning process, support student access to the digital world (e.g., provision of laptops, mobile hotspots, etc.) and provide the (virtual) space for students from varied backgrounds to gain confidence through engaging, real world learning experiences.
- **Program staff should be well-equipped to serve as resource navigators** by helping families connect with food, health, mental health, economic, and other supports critically needed during this pandemic. This may involve conducting a community resource mapping exercise to identify what is available as well as gaps.
- **Afterschool staff should be included in aligned statewide efforts on diversity, equity and inclusion training for educators and other state employees.** These trainings could address systematic cultural barriers, recognizing dominant culture norms, and explicit strategies for reaching English Language Learner families. Similarly, Montana should coordinate between state agencies, community foundations, school districts, child

⁷ Tips from Afterschool Alliances and WestEd resources.

care centers, and afterschool and summer programs on the development and implementation of diversity, equity, and inclusion strategies.

- It is essential that resources and guidance to help afterschool and summer programs include parents, families, and youth as authentic partners in program design focused specifically on inclusive practices.
- Programs should pursue partners that have a track record of effectively engaging communities of color and other underserved youth.
- **Effective family engagement** contributes to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels. As a resource, [this toolkit](#) was developed by WestEd to provide schools with practical planning and evaluation tools that support efforts to engage families, particularly those of underrepresented and underserved students.



Virtual Learning Best Practices

As schools around the country shifted to digital learning to help slow the spread of the coronavirus, the International Society for Technology in Education ([ISTE](#)) put together the following recommendations for creating a digital learning plan that maintains a high quality of education for all students. Given that 21st CCLC programs are likely to continue offering digital activities alongside in-person programming, these recommendations remain important.

- **Focus on accessibility.** Accessibility for all students and stakeholders is critical. The needs of English-language learners, students with disabilities, and families must be considered, and efforts made to provide instruction and critical information in the languages that students and families speak at home.
- **Protect your students' privacy.** Especially within a digital environment, it is important to safeguard personal information of students and staff.
- **Communicate daily schedules & set clear expectations with students and families.** Consistent and clear communication between administrators, staff, parents, and students is crucial throughout digital learning. Ensure that frequently asked questions have answers so that everyone is on the same page, and be prepared to provide extra support so that students know when to be online and everyone involved knows how to ask for help.
- **Provide robust learning.** Break learning up into small chunks. Be clear about online expectations and participation, and provide prompt and frequent feedback to students using online knowledge checks and comments. Be sure to include virtual meetings, live chats, and video tutorials as much as possible.
- **Choose the right tools and stick with them.** There are a variety of free apps and digital resources available to keep students as engaged as possible. But rather than trying to use all tools available, stick to a few so that families and students aren't overwhelmed.
- **Address the emotional toll.** It's important to check in with students and colleagues, especially those who are less comfortable with digital tools and digital learning. While there is a convenience to working from home, it can be challenging to keep to a regular schedule. Some things that can help include taking regular breaks, making time to exercise and move, keeping a regular sleep schedule, limiting distractions when possible (e.g., social media), setting daily goals, and being sure to take time to socialize (at a safe distance) and decompress.



Sustaining Connections with Community and School Partners

OPI should continue to guide grantees on a process for fostering successful and positive communication with external stakeholders such as parents, school-day personnel, and other community members. When information, resources and tools are shared across contexts, it creates a complementary learning environment that supports the development of students. In particular, 21st CCLC programs, especially community-based programs, should work on improving their connections with school districts and school-day personnel, especially as districts are planning to re-open throughout the state.


- Consider identifying exemplar grantees who have been effective communicators with parents and community members, and school day partners. Results from this evaluation indicates that while communication has improved over time, it can continue to improve. These exemplars could share their methods as a webinar or at a statewide network meeting.
- Grantees should identify specific point person(s) to facilitate communication with the school, community and with parents. This will establish a single individual who can be identified by community partners, families and schools as a dedicated liaison. This individual can also serve the program as an informant for student progress and targeted need. The unique structure and more holistic approach of the afterschool program make afterschool staff especially well positioned to work with these partners.



Quality Assessment

Montana 21st CCLC has developed a continuous quality improvement process with the explicit purpose of improving the quality and performance of grantees. As part of this process, grantees engage in an annual program quality reflection process. It is recommended that current quality elements, sub-elements, and indicators be reviewed and revised to reflect changes in local environments and to fully address all quality expectations for Montana after school programs. In order to accomplish this task, it is important to involve diverse stakeholders across OPI, 21st CCLC programs, as well as incorporate caregiver and youth voice.



A young girl with long dark hair, wearing a teal t-shirt and purple patterned pajamas, is holding a large, carved jack-o'-lantern. The jack-o'-lantern is illuminated from within, casting a warm orange glow. The carving features a central face with large, hollowed-out eyes and a wide, open mouth. The background is a cluttered room with various items hanging on the wall and a bed visible in the upper right corner.

Appendices

Appendix A: Evaluation

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. As part of the 21st CCLC grant, all grantees are required to report on outcomes as part of both federal and state evaluation requirements. For the Federal evaluation, this includes “GPRA” measures (Government Performance Reporting Act measures) on teacher-reported performance. Additional state level outcomes were established in 2015-16 in collaboration with the state evaluator. Prior to identifying additional outcome measures, a logic model was first created to outline the anticipated outputs and outcomes as a result of grant activities and aligned to grant goals and objectives. This was followed by the creation of the Montana 21st CCLC Evaluation Plan to guide the evaluation process. Data collection tools and a comprehensive infrastructure was subsequently developed based on the evaluation plan. As part of the evaluation plan, the evaluation team along with key state stakeholders regularly review data and make adjustments to objectives as needed so that they are SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

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. 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 evaluation⁸ are provided in Table A1. The table also shows the alignment of these evaluation questions with the six

⁸ 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.

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 A1. 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 to improved academic outcomes and related indicators (e.g., classroom grades, on-time advancement to the next grade level, homework completion)?	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 measures of engagement such as homework completion and class participation.
		OBJECTIVE 1.3: Students in 21 st CCLC programs will demonstrate increases in class grades for core subjects and on-time advancement to the next grade level.
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.	OBJECTIVE 4.1: Students participating in 21 st CCLC programs will demonstrate improvements in perceptions of self-control and conflict resolution skills.
		OBJECTIVE 4.2: Students participating in 21 st CCLC programs will demonstrate improvements in behavior, including attendance.
		OBJECTIVE 4.3: High-school students participating in 21 st CCLC programs will participate in career development opportunities.
What other effects and/or unintended consequences have resulted from the implementation of out of school programs?	GOAL 2: 21 st CCLC programs will provide a safe, supportive, and healthy environment for youth.	OBJECTIVE 2.1: Students participating in 21 st CCLC programs will demonstrate increases in perceptions of support, connectedness, and safety.
	GOAL 3: 21 st CCLC programs will work collaboratively with families and communities to promote positive youth development and parent skills.	OBJECTIVE 3.2: Students will demonstrate increases in community and civic engagement.
		OBJECTIVE 3.1: Parents of students in 21 st CCLC programs will demonstrate increases in parental communication and support/knowledge of student.
What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of 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.

EVALUATION QUESTIONS	GOALS	OBJECTIVES
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 2019-20 grant year, the evaluator has worked closely with grant staff to support program staff as changes in programming and data collection occurred as a result of the pandemic. Major activities included:

- Identifying and sharing resources related to distance/remote learning activities/tips, and data collection during remote learning.
- Conducting meetings and trainings for local grantees on the evaluation plan, measures, and processes;
- Facilitating timely completion of all data collection and reporting activities;
- Completed an Action Plan template for grantees to complete following review of local evaluation results and program reflections.
- Working with the state team for submission of APR Federal Reporting requirements including but not limited to: attendance, activities, staffing, partners, etc.
- Providing local evaluation reports to grantees and reviewing and monitoring completion of all local evaluation reports;
- Revising surveys so that measures were applicable and reflected changes in programming, and 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.

Appendix B: Data Tables

Table B1. Montana 21st CCLC Grantees & Centers by Participation

Grantee	Center	Summer		School Year	
		Total Students	Regular Students	Percent Regular	
ANACONDA COPPERHEAD ENRICHMENT	Anaconda Junior-Senior High School	0	113	1	0.9%
	Fred Moodry Intermediate	0	71	6	8.5%
	YES Youth Empowerment Services	0	45	28	62.2%
BOULDER ELEM - CONSORTIUM	Basin Elementary School	0	21	8	38.1%
	Boulder Elementary School (K-8)	131	178	132	74.2%
	Jefferson High School District #1	25	107	23	21.5%
	Twin Bridges School District #7	55	75	29	38.7%
BOYS & GIRLS CLUB OF GLACIER COUNTRY-COLFLS	Boys & Girls Glacier-COLFLS	62	102	65	63.7%
	Columbia Falls High School	0	11	6	54.5%
	Columbia Falls Middle School	3	9	7	77.8%
BOYS & GIRLS CLUB OF LEWISTOWN	Boys & Girls Club of Lewistown	116	136	103	75.7%
BOYS & GIRLS CLUB OF YELLOWSTONE	McKinley Site	51	83	79	95.2%
	Medicine Crow Site	106	112	105	93.8%
BOYS AND GIRLS CLUBS OF CASCADE COUNTY - CONSORTIUM	Great Falls Housing Authority Club	51	52	37	71.2%
	Westside Boys & Girls Club	199	133	78	58.6%
BROWNING ELEM	Browning Elementary (2-3)	0	20	7	35.0%
	Browning High School (9-12)	0	147	9	6.1%
	Browning Middle School (7-8)	0	25	1	4.0%
	Browning Summer Center	285	0	0	--
	East Glacier School	0	38	18	47.4%
	Napi	0	25	3	12.0%
BUTTE ELEM	Butte Summer Center-East Middle School	404	0	0	--
	Butte-Whittier Elementary	0	127	42	33.1%
	Emerson Elementary	0	112	32	28.6%
	Kennedy Elementary	0	98	56	57.1%
	Margaret Leary Elementary	0	111	44	39.6%
	West Elementary	0	95	61	64.2%
CASCADE ELEM-CONSORTIUM	Cascade Public School	100	147	81	55.1%
	Ulm Public School	0	79	38	48.1%
CONRAD ELEM	Chester-Joplin-Inverness Schools	72	88	46	52.3%
	Conrad High School 7-12	89	166	8	4.8%
	Conrad Trades Academy	1	11	11	100.0%
	Meadowlark School	30	79	37	46.8%
	Utterback School	23	30	11	36.7%
EAST HELENA ELEM	Eastgate Elementary	0	45	41	91.1%
	Radley Elementary School	103	92	77	83.7%
EUREKA ELEM	Eureka Elementary	34	98	23	23.5%
	Eureka HS	0	104	0	0.0%
	Eureka MS	0	104	10	9.6%
GREATER GALLATIN UNITED WAY - Gallatin County Consortium	GGUW-Saddle Peak Elementary School (Belgrade)	0	51	40	78.4%
	GGUW-Whittier (Bozeman)	10	68	53	77.9%
GREATER GALLATIN UNITED WAY - Gallatin County Consortium II	Hyalite Elementary School-Bozeman	0	45	31	68.9%
	Irving Elementary School-Bozeman	0	56	30	53.6%
	Three Forks Elementary School	0	84	43	51.2%
	Three Forks Middle School	0	26	9	34.6%

Grantee	Center	Summer	School Year		
			Total Students	Regular Students	Percent Regular
	West Yellowstone Elementary School	0	79	47	59.5%
HEART BUTTE K-12	Heart Butte	51	186	131	70.4%
HELP COM and BOYS & GIRLS CLUB	Boys & Girls Club of the Hi-Line	438	520	409	78.7%
	Havre Middle School	0	112	12	10.7%
HOT SPRINGS	Hot Springs High School	9	35	25	71.4%
	Plains High School	23	128	16	12.5%
IRWIN & FLORENCE ROSTEN FNDTN	Helena	0	46	6	13.0%
	MAPS Media Institute – Ravalli	29	59	34	57.6%
LIVINGSTON	Arrowhead School	9	24	19	79.2%
	Big Timber After School Club	0	32	20	62.5%
	Eastside School	0	44	42	95.5%
	Sleeping Giant Middle School	0	118	7	5.9%
	Washington Elementary	0	22	21	95.5%
	Winans Elementary	0	45	44	97.8%
LODGE GRASS ELEM-CONSORTIUM	Arrow Creek Elementary School (K-6)	36	27	7	25.9%
	Lodge Grass Elementary School	15	99	15	15.2%
	Lodge Grass High School	55	125	1	0.8%
	Plenty Coups High School (7-12)	5	26	0	0.0%
	Wyola Public School	36	66	9	13.6%
MISSOULA ELEM	Missoula-C.S. Porter Middle School	56	206	30	14.6%
	Missoula-Franklin Elementary School	51	203	25	12.3%
	Missoula-Hawthorne Elementary School	56	293	11	3.8%
PHILLIPS COUNTY COALITION FOR HEALTHY CHOICES-CONSORTIUM	Harlem 7-12 Center	81	113	8	7.1%
	Harlem Elementary Center	80	182	6	3.3%
	Malta Boys & Girls Club	116	109	59	54.1%
ROCKY BOY H S -CONSORTIUM	Box Elder Schools	63	118	31	26.3%
	Rocky Boy Schools	43	213	1	0.5%
RONAN ELEM	Ronan/Pablo-K. William Harvey Elementary	18	232	75	32.3%
	Ronan/Pablo-Pablo Elementary	15	107	60	56.1%
RONAN HS	Ronan High School	37	91	2	2.2%
	Ronan Middle School	43	111	24	21.6%
SEELEY LAKE ELEM	Clinton Elementary	66	105	41	39.0%
	Seeley Lake Elementary	45	111	51	45.9%
	Swan Valley Elementary	7	18	0	0.0%
SHERIDAN / WHITEHALL	Sheridan Elementary	32	72	22	30.6%
	Sheridan School (Middle School/High School)	0	3	0	0.0%
	Whitehall K-8	65	76	35	46.1%
ST REGIS	St. Regis School	0	136	51	37.5%
YELLOWSTONE VALLEY CONSORTIUM	Bridger Public Schools	40	56	36	64.3%
	Friendship House	45	44	40	90.9%
	Fromberg School District	0	35	26	74.3%
	Huntley Project School District	0	90	60	66.7%
	Orchard School	56	63	47	74.6%
	Terry Schools	48	71	35	49.3%

Table B2. Teacher Survey Results by Item

Items	Significant decline	Some decline	No Change	Some improvement	Significant improvement	Did not need to improve	% Improved
Getting along well with other students.	14	42	324	567	310	366	98.9%
Being able to handle conflicts appropriately.	15	47	346	563	333	313	92.7%
Behaving well in class.	17	51	364	489	317	375	95.4%
Math performance.	7	32	268	627	355	201	91.8%
Reading performance.	9	29	298	669	365	202	90.2%
Participating in class.	9	27	346	584	379	258	90.8%
Engagement in school activities and areas such as technology, arts, music, theater, sports, and recreation.	6	26	355	516	311	258	89.4%
Turning in their schoolwork on time.	22	49	376	489	329	335	91.1%
Completing schoolwork to your satisfaction.	28	51	339	541	358	294	90.6%
Organization of schoolwork.	24	37	419	548	297	287	85.4%

Teacher Survey Results by Grade Level

Measure (Chi-square)	PreK-5th		6-12th		
	Count	N %	Count	N %	
Homework Completion Indicator, $\chi^2(1)=1.527, p=.22$	Not	377 _a	32.5%	67 _a	28.4%
	Improved	783 _a	67.5%	169 _a	71.6%
Class Participation Indicator, $\chi^2(1)=1.849, p=.174$	Not	305 _a	25.6%	53 _a	21.5%
	Improved	888 _a	74.4%	194 _a	78.5%
Academic Performance Indicator, $\chi^2(1)=5.695, p=.017$	Not	256 _a	21.2%	37 _b	14.6%
	Improved or maintained	954 _a	78.8%	217 _b	85.4%
Student Behavior Indicator, $\chi^2(1)=0.305, p=.581$	Not	380 _a	34.4%	72 _a	32.4%
	Improved	726 _a	65.6%	150 _a	67.6%
Conflict Resolution Indicator, $\chi^2(1)=0.061, p=.805$	Not	51 _a	4.6%	11 _a	5.0%
	Improved	1059 _a	95.4%	210 _a	95.0%
Competency to advance to the next grade level or graduate (if 12th grader), $\chi^2(1)=8.577, p=.003$	Not	68 _a	5.0%	26 _b	9.5%
	Improved	1292 _a	95.0%	247 _b	90.5%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at $p < .05$ in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test.

Teacher Survey Results by Dosage

		Attendance Category					
		1-29 days		30-59 days		60+ days	
		Count	N %	Count	N %	Count	N %
Homework Completion Indicator, $X^2(2)=0.773$, $p=.679$	Not	125 _a	33.1%	131 _a	32.3%	180 _a	30.5%
	Improved	253 _a	66.9%	275 _a	67.7%	410 _a	69.5%
Class Participation Indicator, $X^2(2)=2.604$, $p=.272$	Not	110 _a	27.3%	99 _a	24.6%	140 _a	22.8%
	Improved	293 _a	72.7%	304 _a	75.4%	473 _a	77.2%
Academic Performance Indicator, $X^2(2)=0.010$, $p=0.995$	Not	80 _a	20.0%	83 _a	19.8%	123 _a	19.7%
	Improved or maintained	320 _a	80.0%	336 _a	80.2%	500 _a	80.3%
Student Behavior Indicator, $X^2(2)=1.849$, $p=0.397$	Not	129 _a	35.7%	132 _a	35.3%	183 _a	31.9%
	Improved	232 _a	64.3%	242 _a	64.7%	390 _a	68.1%
Conflict Resolution Indicator, $X^2(2)=0.469$, $p=0.791$	Not	18 _a	5.0%	15 _a	4.0%	27 _a	4.7%
	Improved	345 _a	95.0%	363 _a	96.0%	545 _a	95.3%
Competency to advance to the next grade level or graduate (if 12th grader), $X^2(2)=3.705$, $p=0.157$	Not	31 _a	6.9%	30 _a	6.5%	31 _a	4.5%
	Improved	419 _a	93.1%	433 _a	93.5%	665 _a	95.5%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at $p < .05$ in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test.

Table B3. Student Survey Results by Item

		Grade Range					
		PreK-5		6-8		9-12	
How often do you usually attend the after school program?	3-7 days per week	173	67.8%	29	48.3%	8	70.0%
	1-2 days per week	42	16.5%	21	35.0%	3	30.0%
	1-3 times per month	25	9.8%	4	6.7%	0	0.0%
	A few times per year	15	5.9%	6	10.0%	0	0.0%
Do the activities you do in the after school program relate to what you're doing in school?	Yes	0	0.0%	42	70.0%	7	70.0%
	No	0	0.0%	18	30.0%	3	30.0%
Would you like more activities, other than homework help, in the after school program?	No, not at all	9	7.7%	3	5.3%	1	10.0%
	Probably not	17	14.5%	2	3.5%	1	10.0%
	Probably	31	26.5%	20	35.1%	4	40.0%
	Yes, definitely	60	51.3%	32	56.1%	4	40.0%
Involvement and Interest Indicator	Not	31	12.3%	8	13.3%	0	0.0%
	Improved	222	87.7%	52	86.7%	10	100.0%
Support from Program Staff Indicator	Not	22	8.7%	4	6.7%	1	10.0%
	Improved	231	91.3%	56	93.3%	9	90.0%
Peer Connectedness Indicator	Not	34	13.4%	22	36.7%	1	10.0%
	Improved	219	86.6%	38	63.3%	9	90.0%
Program Safety Indicator	Not	17	7.0%	6	11.3%	0	0.0%
	Improved	225	93.0%	47	88.7%	10	100.0%
Community Service Indicator (Grade 6+)	Not	0	0.0%	4	7.7%	0	0.0%
	Improved	0	0.0%	48	92.3%	10	100.0%
Personal Control Indicator	Not	41	16.9%	5	9.4%	2	20.0%
	Improved	201	83.1%	48	90.6%	8	80.0%

Survey Results by Grade Span

Grade 6-12 Items	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	% Agree
I look forward to the after school program.	0	0	13	23	34	81.4%
I participate in activities at my after school program.	0	1	5	30	34	91.4%
I am interested in the things we are doing at my after school program.	0	2	8	27	33	85.7%
The after school program motivates me to do well in school.	2	6	20	26	16	60.0%
The staff at the after school program care about me.	1	0	7	22	40	88.6%
The adults at the after school program are supportive.	1	2	1	29	37	94.3%
The staff at the after school program treat me with respect.	0	0	2	27	41	97.1%
The staff at the after school program listen when I have something to say.	0	1	9	29	31	85.7%
The program staff make me feel welcome in the after school program.	0	0	7	25	38	90.0%
The students in the after school program make me feel welcome.	1	2	16	30	21	72.9%
I feel like I belong to this program.	2	6	17	20	25	64.3%
I have made friends at this program.	4	3	8	23	32	78.6%
The after school program has helped me identify my dreams for the future.	6	10	22	22	10	45.7%
The after school program has helped me develop career skills, talents and interest.	5	5	17	27	16	61.4%
The after school program has helped me prepare a plan for the future after graduation.	5	11	23	19	12	44.3%
I think carefully about what I'm going to do before I do it.	5	5	18	19	16	55.6%
I look for opportunities to help others in my community.	3	5	17	22	16	60.3%
I feel safe at school.	4	3	14	26	16	66.7%
I am responsible for my decisions.	2	1	2	30	28	92.1%
I spend time volunteering or helping others in my community.	4	5	19	19	15	54.8%
I have control over how I act.	1	1	6	23	32	87.3%
I have control over my future.	2	3	8	20	30	79.4%
I feel safe on my way to / from the after school program.	0	1	10	23	29	82.5%
I feel safe in this program.	0	0	8	21	34	87.3%
I like the after school program.	1	3		28	35	94.0%
I would recommend the after school program to my friends who do not already attend.	1	5		28	33	91.0%
I want to come back to the after school program next year.	2	9		24	31	83.3%
As a result of the afterschool program...	No, not at all	A little	Quite a bit	Yes, definitely	I don't know	% Quite - Yes
Doing better in school?	9	11	12	18	14	60.0%
Feeling happier?	4	9	11	31	9	76.4%
Helped you get along with other people?	3	18	10	21	12	59.6%
Helped you be able to deal with problems?	9	13	9	21	12	57.7%
Increased desire to do well and stay in school?	7	13	11	24	8	63.6%
Helped you feel more comfortable working with other students?	6	16	11	24	6	61.4%

Grades 4-5 Items	No	Sometimes	Yes	% Yes
I look forward to the after school program.	2	34	83	69.7%
I participate in the activities at my after school program.	3	27	88	74.6%
We do interesting things in the after school program.	6	28	85	71.4%
The adults at the after school program care about me.	2	12	104	88.1%
The adults at the after school program are supportive.	6	11	102	85.7%
The adults at the after school program treat me well.	3	13	102	86.4%
The adults at the after school program listen to me.	4	26	89	74.8%
The other students in the after school program make me feel welcome.	5	37	77	64.7%
I feel like I belong to this program.	8	32	79	66.4%
I have made friends at this program.	11	12	96	80.7%
I like the after school program.	1	22	96	80.7%
I would recommend the after school program to my friends.	7	24	87	73.7%
I want to come back to the after school program next year.	6	16	96	81.4%
Do better at school.	14	44	55	48.7%
Feel happy.	2	34	77	68.1%
Get along with others.	4	40	69	61.1%
Deal with problems.	14	42	56	50.0%
Feel more comfortable in working with other students.:	16	40	57	50.4%
I think carefully about what I'm going to do before I do it.	4	48	59	53.2%
I feel safe at school.	4	23	84	75.7%
I help others.	1	38	72	64.9%
I have control over how I act.	1	30	80	72.1%
I have control over my future.	3	23	85	76.6%
I feel safe on my way to / from the after school program.	2	11	97	88.2%
I feel safe in this program.	1	10	99	90.0%

Grades 2-3 Items	No	Sometimes	Yes	% Yes
I participate in the activities at my after school program.	2	26	106	79.1%
We do interesting things in the after school program.	4	33	97	72.4%
The adults at the after school program help me.	4	24	106	79.1%
The adults at the after school program care about me.	2	10	121	91.0%
The adults at the after school program listen to me.	6	23	105	78.4%
I feel like I belong to this program.	5	23	106	79.1%
I have made friends at this program.	11	10	113	84.3%
I like the after school program.	4	22	108	80.6%
I want to come back to the after school program next year.	5	15	114	85.1%
Do better at school.	17	32	83	62.9%
Feel happy.	2	23	107	81.1%
Get along with others.	3	27	100	76.9%
I feel safe at school.	2	17	112	85.5%
I help others.	2	20	109	83.2%
I have control over how I act.	4	23	104	79.4%
I feel safe on my way to / from the after school program.	1	11	119	90.8%
I feel safe in this program.	2	15	113	86.9%
	Sad	Neutral	Happy	% Happy
How do you feel about your after school program?	3	20	111	82.8%
How do you feel about adults your after school program?	1	17	115	86.5%
How do you feel about the activities at your after school program?	4	19	110	82.7%
I participate in the activities at my after school program.	2	26	106	79.1%
We do interesting things in the after school program.	4	33	97	72.4%
The adults at the after school program help me.	4	24	106	79.1%

Table B4. Caregiver Survey Results by Item

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	% Agree
I know what goes on while my child is at the after school program.	*	19	33	186	148	85.4%
The staff keeps me informed about my child's day at the afterschool program.	*	35	59	167	120	73.8%
I have a good idea of how my child is doing in the program.	*	25	54	165	141	78.9%
I am aware of my child's daily schedule.	*	19	56	179	128	79.3%
I am satisfied with the amount of communication I receive from the after school program staff.	*	23	55	162	143	78.6%
The after school program supports my child's academic progress.	*	*	47	177	157	86.1%
Overall, I am satisfied with my interactions with program staff.	*	*	31	161	185	89.2%
I am aware of my child's social progress.	*	26	46	178	135	80.7%
In general, the program meets the individual needs of my child(ren).	*	*	204	168	0	44.2%
I am satisfied with the program/center.	*	*	174	196	0	51.7%
My child has benefited from the after school program.	*	*	181	191	0	50.4%
The overall atmosphere of the after school center is welcoming.	*	14	170	192	0	50.7%
Sending my child to the after school program is a good value for my family.	*	*	150	225	0	59.5%
My child has a more positive attitude/behavior towards school (e.g. wants to go to school, finishes homework on time, etc.).	*	13	115	192	49	64.3%
My child has demonstrated fewer behavior problems.	*	14	192	135	30	44.1%
My child is better able to get along with other children.	*	*	146	170	45	58.1%
My child's grades at school have improved.	*	12	174	141	44	49.6%
My child has become interested in new areas (e.g., different cultures, sports, technology,).	*	10	90	201	71	72.9%
My child has gained greater insight into him/herself and his/her future goals.	*	10	161	159	41	53.8%
My child has become more cooperative with adults.	0	*	161	163	43	55.1%
	Poor	Fair	Good	Excellent	I don't know	% Good-Excellent
The overall after school program	*	*	94	272	*	98.7%
The safety of your child while s/he is at the afterschool program.	*	*	72	288	*	97.6%
The snacks that are served to your child at the afterschool program.	*	23	117	213	18	92.4%
The hours of operation.	*	11	89	272	*	97.0%
The variety of academic and enrichment activities for students (e.g.,service-learning, career and technical programs, STEM, financial literacy, etc).	0	11	111	224	29	96.8%

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	% Agree
The parent/family programming offered (e.g. family night, computer classes, GED classes, family literacy, and related education development).	*	18	106	136	107	90.3%
The number of adult staff available to work with students.	*	28	127	196	20	91.2%
The manner in which staff interact with students.	*	16	111	235	*	95.1%
	Yes	No				% Yes
I have participated in program activities designed specifically for parents.	99	269				26.9%
If yes...	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	% Agree
The programs designed specifically for parents are worthwhile.	*	*	17	64	17	81.8%
I would recommend the parent activities to others.	*	*	15	59	24	83.8%
I wish the after school center offered more programs directed specifically at parents.	10	44	251	53	14	18.0%