

# 21<sup>st</sup> Century Community Learning Centers Program 2022-23 State Evaluation Report

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*May 2024*



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## Executive Summary

The Nita M. Lowey 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program provides federal funds to provide academic, artistic, and cultural enrichment opportunities for students and their families. These opportunities must occur during non-school hours or periods when school is not in session to help students who attend high-poverty and low-performing schools meet state and local standards in core academic subjects. Centers must also offer students a broad array of activities that can complement their regular academic programs, including literacy and other educational services for families.

In the 2022-23 program year, there were 156 grantees from three grant funding cycles, each called a cohort: Cohort 9 included 41 grantees, Cohort 10 included 68 grantees, and Cohort 11 included 47 grantees. Cohorts 9 and 10 were eligible to operate the full program year (summer 2022 through the end of the 2022-23 school year) while Cohort 11 centers only operated for part of the program year because their grant contracts began on October 1, 2022.

### EVALUATION DESIGN

The state evaluation of Pennsylvania's 21<sup>st</sup> CCLC program examined three performance measures focused on students' positive academic, social, and behavioral changes. Data sources included the federal 21APR system, Pennsylvania 21<sup>st</sup> CCLC Implementation Survey, Center Operations data, Pennsylvania Student Data Spreadsheet, and other data from PDE and the Center for Schools and Communities, Pennsylvania's contractor for 21<sup>st</sup> CCLC technical assistance.

The Pennsylvania Department of Education (PDE) contracted the Allegheny Intermediate Unit (AIU) to conduct a comprehensive external evaluation of the 21<sup>st</sup> CCLC program to fulfill federal requirements under Title IV, Part B of the Elementary and Secondary Education Act, as amended, Sections 4202 (C) and 4203 (A) and Section H-5 of the *21<sup>st</sup> Century Community Learning Centers Non-Regulatory Guidance*. The program findings shared in this report are for the 2022-23 program year, including summer 2022 and school year 2022-23.

### GRANTEE CHARACTERISTICS

In the 2022-23 program year, there were 156 grantees in three funding cycles (cohorts). Grantees included schools, districts, charter, or career/technical schools (46 percent), community-based/nonprofit organizations (41 percent), intermediate units (7 percent), and higher education (6 percent). This varied somewhat by cohort. Cohort 11 had a higher concentration of schools, districts, charter, or career/technical schools (54 percent) and Cohort 10 had a higher concentration of community-based grantees (42 percent).

Grantees operated 21<sup>st</sup> CCLC programs in 584 centers (132 Cohort 9 centers, 281 Cohort 10 centers, and 171 Cohort 11 centers). Overall, grantees operated between one and sixteen centers with an average of three; however, most operated one center.

Fifty-six percent of grantees reported that their operating environment was urban, followed by 22 percent rural, 9 percent suburban, and 13 percent as a combination of these types.

## **PROGRAM IMPLEMENTATION**

Grantees have much design flexibility when providing out-of-school-time programs that offer students supplemental academic and enrichment activities. Details about how grantees implemented their programs are as follows.

### **Operations**

Grantees operated programs during the summer of 2022,<sup>1</sup> school year 2022-23, or both. Specific date ranges were not prescribed to allow for variable school year start or end dates. Program guidance required grantees to operate a minimum of 12-15 hours per week for 30-36 weeks per school year (depending on cohort), unless approved otherwise. Grantees reported operations data in the state's 21st CCLC online dashboard.

### **Program Design**

All but three grantees<sup>2</sup> completed an annual Implementation Survey to report the 21st CCLC program areas they addressed. Program area options were provided from a list of fifteen outlined in Pennsylvania's program guidance. Nearly all grantees offered academic enrichment (96 percent) and science, technology, engineering, and mathematics (STEM) activities (96 percent). Most also offered literacy education (87 percent), healthy and active lifestyle activities (87 percent), cultural programs (72 percent), and social emotional learning (SEL) activities (68 percent). The five least selected program areas addressed by grantees were expanded library hours (16 percent), assistance to students who have been truant, suspended, or expelled (27 percent), well-rounded education activities (39 percent), activities for English learners (40 percent), and services for individuals with disabilities (40 percent). These findings are similar to prior years.

Over half of grantees (65 percent) served grades 1-6. The most common grades served were 3 – 5 (71 to 76 percent of grantees, or between 109 and 116 grantees).

### **Adult Family Member Activities**

All 153 grantees that responded to the Implementation Survey reported that parents/adult family members participated in at least one activity during this program year, with counts ranging from one adult to 460. The average number of adult participants per grantee was 70. Overall, grantees reported a total of 10,674 adult family members participating, which is 1.4% more than the prior year.

### **Program Participation**

Grantees served 32,247 students during the summer 2022 and school year 2022-23 program year, which is nearly the same as the prior year<sup>3</sup>. In 2022-23, Pennsylvania's public school

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<sup>1</sup> Generally, grantees were required to operate during both summer and school year or school year only, depending on their contract. In some cases, a grantee contract ended early making them eligible to operate during a portion of the year.

<sup>2</sup> Three grantees of all 156 did not complete the survey. Unless otherwise indicated, all 153 responding grantees are included in the counts and percentages for each survey question.

<sup>3</sup> This is one percent lower than the total number of students served in the prior program year.

enrollment<sup>4</sup> was 1,686,844 students. Therefore, Pennsylvania's 21st CCLC programs served approximately 1.9 percent of the Pennsylvania public school population, again similar to the prior year. On average, students attended 121 hours of programming throughout the year.

Student program participation ranged from 19 to 904 students per grantee, with an average of 214. Student 21st CCLC program attendance was categorized into six hour bands, with most students attending between 15-44 hours (19 percent), 45-89 hours (19 percent), or 90-179 hours (19 percent). Sixteen percent of students attended less than 15 hours, fourteen percent attended 180-269 hours, and thirteen percent attended 270 hours or more. Most students (79 percent) only attended programming during the school year while 12 percent only attended during summer 2022, and 9 percent attended the entire program year (summer 2022 and school year 2022-23).

Overall, the 21st CCLC program served 7 percent more students during the program year than grantees proposed to serve in their grant applications (grantees proposed to serve 30,191 students, but final counts revealed that they served 32,247).<sup>5</sup> 7 percent more than expected. Of grantees, 78 served more students than proposed, with counts ranging from two students more (1 percent) to 677 more (401 percent). The average number of additional students served by these 78 grantees was 103 (51 percent more). One grantee served the same number of students they proposed. The remaining 74 grantees served fewer students than proposed, falling short of their target number by one (1 percent) to 219 students (91 percent). On average, grantees who served fewer than planned fell short by 73 students (36 percent).

## **STUDENT OUTCOMES**

Since summer of 2021, student outcomes have been defined by five GPRA measures: math and reading state assessments, school year GPA, school day attendance, behavior (in-school suspensions), and student engagement in learning.

### **Academics**

Of the 15,712 21st CCLC students in grades 4-8, roughly 80 percent had prior and current year state assessment data in math, reading, or both for comparison.

After excluding students who did not need to improve, 18 percent of students improved in math and 25 percent improved in reading. Most students had no change in their score level (68 percent for math; 59 percent for reading), while 14 percent declined in math and 16 percent declined in reading.

Although comparative data was not available for all students in grades 4 through 8, approximately 84 percent had 2022-23 state assessment scores. Students were more likely to perform better on reading state assessments, where 33 percent scored at the proficient or advanced level, compared to math where only 18 percent of students scored as proficient or advanced. Further, 67 percent scored at the basic or below basic level in reading compared to 82 percent in math. Overall, this indicates higher levels of proficient or advanced students in math than in prior years, and similar levels of reading scores compared to prior years.

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<sup>4</sup> This number is based on PDE 2022-23 academic year public enrollment records.

<sup>5</sup> Some duplication may be present in the overall count of students served. If a student was served by more than one grantee, they may be entered the dataset more than once if lack of identifying information made it impossible to determine whether an entry was a true duplicate.

There is also evidence of a relationship between 21st CCLC program attendance and assessment scores. Those who attended more often were also more likely to have proficient or advanced assessment levels and less likely to score at the basic or below basic levels. This trend was not as strong for reading assessments, though students historically performed better in reading overall.

Current and prior year GPA data was available for 6,233 students in grades 7-8 and 10-12, which is 66 percent of students reported in those grades. Between 2021-22 and 2022-23, the average GPA of these students did not change, with a 2.5 GPA average for both years.

Comparing GPA data from the 2021-22 to 2022-23 school years, 42 percent of students improved while 42 percent declined. Thirty-nine percent did not need to improve their GPA, and 16 percent exhibited no change. Overall, when excluding the “did not need to improve” group, 52 percent of students improved their GPA.

As with 21st CCLC program attendance and state assessment scores, there also appears to be a relationship between attendance and GPA improvement. After excluding students who did not need to improve, students with more 21st CCLC program hours were more likely to improve their GPA and less likely to experience a decline. However, there was little evidence that attendance term – summer only, school year only, and both summer and school year – may impact student GPA results. By term, 52 percent of summer only students, 50 percent of school year only students, and 51 percent of students who attended both terms had improvements in their GPA scores.

Overall, 7,264 students in grades 7, 8, or 10-12 had 2022-23 GPA data, representing 77 percent of all students in those grades. Of these students, 87 percent (6,331) completed the 2022-23 school year with a passing GPA (1.3/C-).<sup>6</sup>

The 21st CCLC Teacher Survey, administered to classroom teachers of regularly attending students in grades 1-5, included an indicator for teachers to report student change in academics. Teachers reported that 62 percent of students who needed to improve did so while 34 percent showed no change, and 4 percent declined. Thus, the number of students who improved (4,912) was more than 17 times greater than the number of students who declined (287).

Again, the percentage of students who steadily improved increased with the number of hours the student attended 21st CCLC programming. The percentages of students who declined were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours.

## **Behavior**

The 21st CCLC Teacher Survey asked teachers to rate students on 7 behavioral data points. Teachers rated between 9,684 and 9,846 students, or 61 to 62 percent of attendees in grades 1-5. Historically, student gains are most prevalent from these survey results. When students who did not need to improve in behavior are excluded from the analysis, each of the seven non-

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<sup>6</sup> This calculation is based on the standard 4.0 GPA scale, where a 1.3/C- score is considered passing. Schools may use their own scales to determine passing levels, but the standard scale is used in state calculations.



academic teacher survey indicators showed improvement by roughly half of regular attendees. Teachers reported that:

- 60 percent improved homework completion to their teacher's satisfaction,
- 61 percent improved their class participation,
- 45 percent improved in volunteering in class,
- 53 percent improved their class attentiveness,
- 48 percent improved their class behavior,
- 51 percent improved their motivation to learn, and
- 58 percent improved their engagement in learning.

Based on current GPRA measures, student behavior was also assessed using the number of in-school suspensions between 2021-22 and 2022-23. A total of 506 students received an in-school suspension in 2021-22, and therefore needed to improve on this measure. Of these students, 83 percent decreased their total number of suspensions in 2022-23 and 70 percent received no in-school suspensions.

Comparative school day attendance rates were available for 82 percent of students in grades 1-12. Of these students, 32 percent had a 2021-22 attendance rate at or below 90 percent, and therefore needed to improve. Of the 8,635 students who needed to improve, 72 percent did so, 28 percent declined, and less than one percent experienced no change in attendance rate.

Again, evidence suggests that greater 21st CCLC program attendance has a positive effect on school day attendance<sup>7</sup>.

## **Promotion**

Promotion status was available for 86 percent of 21st CCLC program participants (27,757 students). Of these students, nearly all (98 percent) were promoted at the end of the 2022-23 school year.

## **High School Credit/Course Recovery**

Twenty grantees (13 percent) reported that one or more high school students engaged in 2022-23 credit recovery programming. Grantees offered credit recovery instruction primarily through a blend of face-to-face instruction and computer-based instruction (65 percent), or primarily face-to-face instruction (35 percent). No grantee administered credit recovery programming primarily through computer-based instruction.

Nineteen of these grantees (95 percent) reported additional credit recovery details for 682 students (2 percent). Overall, 533 (78 percent) students recovered one or more credits, which is one percent more than the previous program year. The total number of credits recovered was 937.

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<sup>7</sup> Results were also analyzed by cohort, grade level, and years of participation in 21<sup>st</sup> CCLC programming. However, there was no evidence that these factors impacted student attendance outcomes.

Some students were also able to recover credits in more than one subject area. Of the 533 students:

- 195 (37 percent) recovered literacy-related credits,
- 176 (33 percent) recovered math-related credits, and
- 361 (68 percent) recovered credits for other subjects.

## **CONCLUSION**

Pennsylvania 21st CCLC programs provided a variety of academic and enrichment services to students and their families intended to influence student outcomes. Similar to last year, considerable numbers of students showed improvement in one or more academic and/or behavioral areas. Results further suggest that increased, ongoing, and sustained participation (e.g., collectively increased levels of program dosage) has a positive influence on students.

Although there were many gains, students still have considerable needs. Based on evaluation findings, it is recommended that grantees collaborate with their local evaluators to use state and local data results to inform decisions that promote continuous program improvement and positive student outcomes. Grantees should also implement strategies to increase student retention and ongoing, consistent program attendance. Prioritizing programming that addresses student learning loss and prepares them for future state assessments is also recommended.

At the state level, it is recommended that the state team adjust the three state performance measures to align with current GPRA measures, set benchmarks for each GPRA measure, and set a timeline for achievement. Further, the state team and evaluators should continue to adjust data collection, reporting, and monitoring processes to make them more efficient, simpler, and informative for grantees. As per current practice, it is also recommended that the state team continue to prioritize guidance and training to grantees on best practices that encourage repeat and consistent attendance. The state should work closely with grantees to identify barriers to attendance and develop evidence-based, creative solutions to address them. Solutions should also be developed to better allow grantees to accurately track their daily attendance. Finally, evaluators should incorporate longitudinal data analysis in future reports to assess student outcomes over time.

## Program Highlights

This section of the report presents program highlights that showcase 21<sup>st</sup> CCLC success and progress in the 2022-23 program year. Program areas for improvement are addressed in the [Reflections, Implications, and Recommendations](#) section at the end of this report.

- More than 32,000 students received structured, safe, and educational after-school programming. **Grantees served 32,247 students** during the summer 2022 and school year 2022-23 program year, which was approximately 1.9 percent of Pennsylvania's K-12 public school population (1.7 million).
- Over three-fourths of grantees (85 percent) offered STEM and literacy activities as part of their 2022-23 programs.
- 76 percent of grantees implemented daily literacy-related activities and 68 percent implemented daily math activities.
- Over half of grantees (56 percent) classified their geographic context as urban while 22 percent self-classified as rural; 9 percent as suburban; and 13 percent as a combination of these geographic contexts.
- 533 high school students recovered 937 credits to help them meet graduation requirements. These credits included 195 literacy credits, 176 math credits, and 361 other credits. Credit recovery students represented 1.7 percent of all 21<sup>st</sup> CCLC participants.
- 10,994 (34% of students) improved in at least one academic measure (reading/math state assessments, GPA, academic performance teacher survey data).
- All grantees maintained ongoing communication with school administrators (100 percent) and/or classroom teachers (94 percent) and 83 percent of grantees employed school-day teachers as program staff, providing a direct connection between the school day and the 21<sup>st</sup> CCLC program.
- Of students in grades 4-8 who needed to improve on their state assessments, 18 percent improved on their math assessment and 25 percent improved in reading.
- Fifty-two percent of students who needed to improve their GPA did so. On average, their GPAs improved by 41 percent, from 1.7 to 2.4. There is also evidence that a greater volume of attendance hours had a positive effect on student GPAs.
- Eighty-seven percent of students completed the 2022-23 school year with a passing GPA (1.3/C-).
- The 21<sup>st</sup> CCLC Teacher Survey results consistently showed large percentages of students improving on each measure. Classroom teachers may be able to detect small improvements made by individual students before those gains show up on state assessments or other measures. Further, when students who did not need to improve

were excluded from analyses, over half of regular attendees improved on five of the survey indicators and nearly half improved on the remaining two:

- 62 percent of students with teacher survey data improved their academic performance,
  - 61 percent of students with teacher survey data improved their class participation,
  - 60 percent of students with teacher survey data improved on completing homework to their teacher's satisfaction,
  - 58 percent of students with teacher survey data improved their engagement in learning,
  - 53 percent of students with teacher survey data improved their class attentiveness,
  - 51 percent of students with teacher survey data improved their motivation to learn,
  - 48 percent of students with teacher survey data improved their class behavior, and
  - 45 percent of students with teacher survey data improved in the area of volunteering in class.
- Of students who needed to improve, 72 percent improved their school day attendance rate. There is evidence that a greater volume of 21st CCLC program attendance had a positive effect on attendance rates.
  - Grantees served 10,674 adult family members of participating students.

# Introduction

## PROGRAM DESCRIPTION<sup>8</sup>

The 21st Century Community Learning Centers program (21<sup>st</sup> CCLC) provides federal funding for the establishment of community learning centers that offer academic and enrichment opportunities to children, particularly students who attend high-poverty and low-performing schools, to meet state and local standards in core academic subjects through a broad array of activities that can complement their regular academic programs. Literacy and other educational services to the families of participating children must also be provided.

The 21st CCLC program is authorized under Title IV, Part B of the Elementary and Secondary Education Act (P.L. 107-110), as amended by the No Child Left Behind Act of 2001.

The primary goal of Pennsylvania's 21<sup>st</sup> CCLC program is to help youth meet state standards for core academic subjects by providing them with academic and enrichment opportunities. In addition to academics, centers are encouraged to offer participants a broad array of other services and programs during non-school hours such as art, music, recreation activities, character education, career and technical training, drug and violence prevention programming, and technology education. Educational services for families of participating students, such as literacy instruction, computer training, or cultural enrichment, must also be provided<sup>9</sup>. Programs are encouraged to use innovative instructional strategies, coordinate academics with local curricula and assessments, and use assessment data to inform instruction and evaluate results. Academics are to involve more than just helping participants with homework and should not just repeat school day activities.

Pennsylvania's 21st CCLC program encourages active youth and family participation to ensure that both have decision-making roles in the creation, operation, and evaluation of every 21st CCLC program in Pennsylvania. Programs must offer quarterly open house meetings and maintain an open-door policy where adult family members feel welcome and are encouraged to drop in.

All 21<sup>st</sup> CCLC program activities should be based on rigorous scientific research. To this end, the Pennsylvania Department of Education (PDE) provides "principles of effectiveness" to guide programs in identifying and implementing programs that enhance student learning. All activities must address the needs of local schools and communities and be continuously evaluated at the local level.

## Grantee Eligibility

Per section 4203 (a)(3), federal law mandates that any public or private organization may apply for funding if it proposes to serve students who primarily attend schools eligible for school-wide programs under Title I section 1114, or schools that serve a high percentage of students (at least 40 percent) from low-income families and the families of such students. Non-school

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<sup>8</sup> Program information and requirements were adapted from 21<sup>st</sup> CCLC application and program guidance documentation.

<sup>9</sup> The majority of 21<sup>st</sup> CCLC activities must take place during non-school hours. However, activities for adult family members and pre-kindergarten students may take place during school hours if these times are the most appropriate to these constituents.

applicant agencies must collaborate with local education agencies when applying for funds and may establish memoranda of understanding, formal contracts, or informal agreements to facilitate implementation and data collection.

### **Participant Eligibility**

Eligible 21<sup>st</sup> CCLC participants are public and private/nonpublic school students in pre-kindergarten through grade 12 and their families. Programs target the ages and grades deemed to be at greatest risk and those students who are academically below proficiency. At-risk behaviors might include poor school performance, poor school attendance, drug or alcohol abuse, criminal activity, or any other indicators judged by the applicant as placing the child at higher risk and greater need.

## **21<sup>ST</sup> CCLC DATA COLLECTION AND REPORTING**

### **21 Annual Performance Report (21APR)**

21st CCLC is a federally authorized national program and, therefore, grantees are required to report program and outcomes data in the federal 21APR system, where “APR” stands for Annual Performance Report.

The 21APR system collects information on grantees and their centers, program staffing information, activities, program attendance, student characteristics, and student outcomes based on federal measures. Student outcome measures include state reading and math assessment gains, reading and math report card grades, and teacher survey responses.

### **State Data Collection**

21<sup>st</sup> CCLC state data is collected through the PA Implementation Survey, Center Operations report, and Student Data Spreadsheet. Each of these tools collects data at the state and cohort levels. Public school student and demographic data was provided by the Pennsylvania Information Management System (PIMS)<sup>10</sup> using student PASecureIDs collected from the Student Data Spreadsheet. These data were aggregated and analyzed at the state, cohort and grantee levels by the state contracted evaluator, the Allegheny Intermediate Unit (AIU).

### **Other Data Sources**

Additional information was collected about grantees and their programs by PDE and the Center for Schools and Communities (PDE’s subcontractor for 21st CCLC technical assistance).

Annually, local program evaluations are also conducted by grantees and their contracted external local evaluators. These results are reported to PDE separately from the state evaluation report and PDE program officers are the primary reviewers of these reports. Local grantee evaluation data is not reported as part of the annual state level report.

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<sup>10</sup> In some cases where grantees were unable to obtain students’ PAsSecureIDs, they collected the demographic and outcome data themselves and reported it to state evaluators.

## EVALUATION DESIGN

The 2022-23 evaluation of Pennsylvania's 21<sup>st</sup> CCLC program includes data from Cohort 9, 10, and 11 funding cycles. The 2022-23 program year included 156 grantees (41 Cohort 9 grantees, 68 Cohort 10 grantees, and 47 Cohort 11 grantees). Cohorts 9 and 10 were eligible to operate the full program year, which included summer 2022 and school year 2022-23. Because Cohort 11 began on October 1, 2022, these grantees only operated for part of the program year.

The evaluation of Pennsylvania's 21<sup>st</sup> CCLC program examined three performance measures for which grantees established their own performance indicators:

1. Participants in 21<sup>st</sup> CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes,
2. Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math, and
3. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

Data sources for this evaluation included the federal 21APR system, Pennsylvania 21<sup>st</sup> CCLC Implementation Survey, Center Operations data, Pennsylvania Student Data Spreadsheet, and other data from PDE and the Center for Schools and Communities, Pennsylvania's contractor for 21<sup>st</sup> CCLC technical assistance.

The Pennsylvania Department of Education (PDE) contracted the Allegheny Intermediate Unit (AIU) to conduct a comprehensive external evaluation of the 21<sup>st</sup> CCLC program to fulfill federal requirements under Title IV, Part B of the Elementary and Secondary Education Act, as amended, Sections 4202 (C) and 4203 (A) and Section H-5 of the *21<sup>st</sup> Century Community Learning Centers Non-Regulatory Guidance*. The program findings shared in this report are for the 2022-23 program year, including summer 2022 and school year 2022-23.

## Findings

The program findings shared in this report include information reported by grantees and state-level program staff about the 2022-23 program year, which includes summer 2022 and school year 2022-23. The various reporting methods are explained in the prior section of this report.

### GRANTEE CHARACTERISTICS

The 2022-23 program year included 156 grantees in three funding cycles (cohorts). Grantees were mainly schools, districts, charter, or career/technical schools (46 percent) or community-based/nonprofit organizations (41 percent) (See Figure 1). Counts of grantee organization type by cohort is also provided in Figure 2.

Figure 1: PA 21<sup>st</sup> CCLC Grantees



Schools / districts: 71



Community organizations: 64



Intermediate units: 11

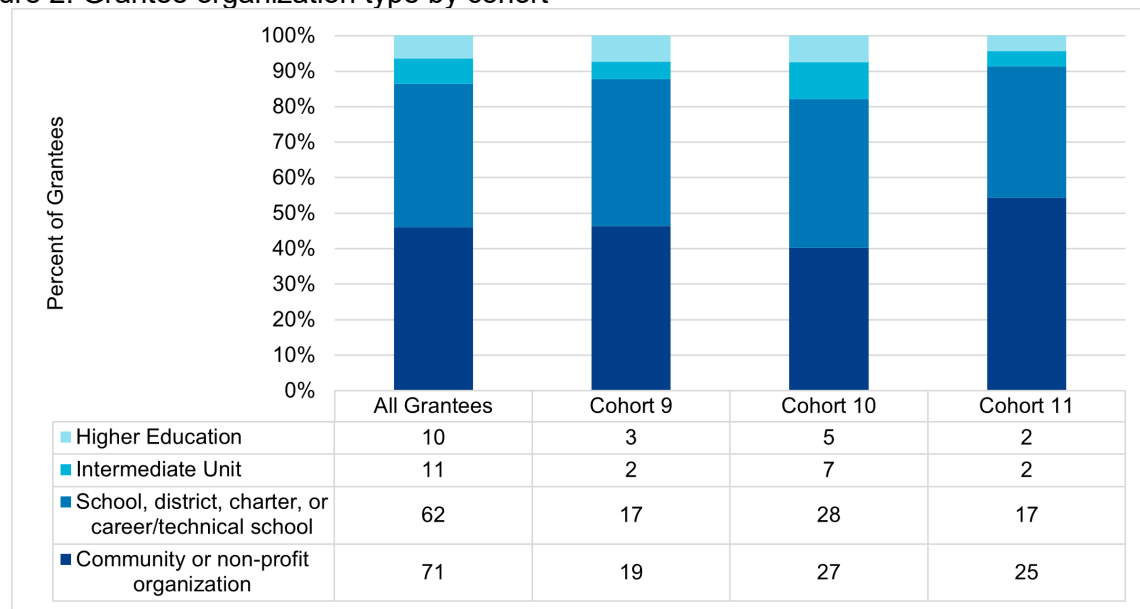


Higher education: 10

However, the grantee organization type is only indicative of the entity having fiscal and contractual responsibility for the program. Each grantee operated programming out of one or more centers (locations), which may be a different type than the organization that was funded. For example, a community organization may operate its program in school buildings and a school district may operate its program in a community organization's facility, or some combination thereof. Each grantee was permitted to operate its program in whatever manner was described in its approved grant application based on the needs of the population served.



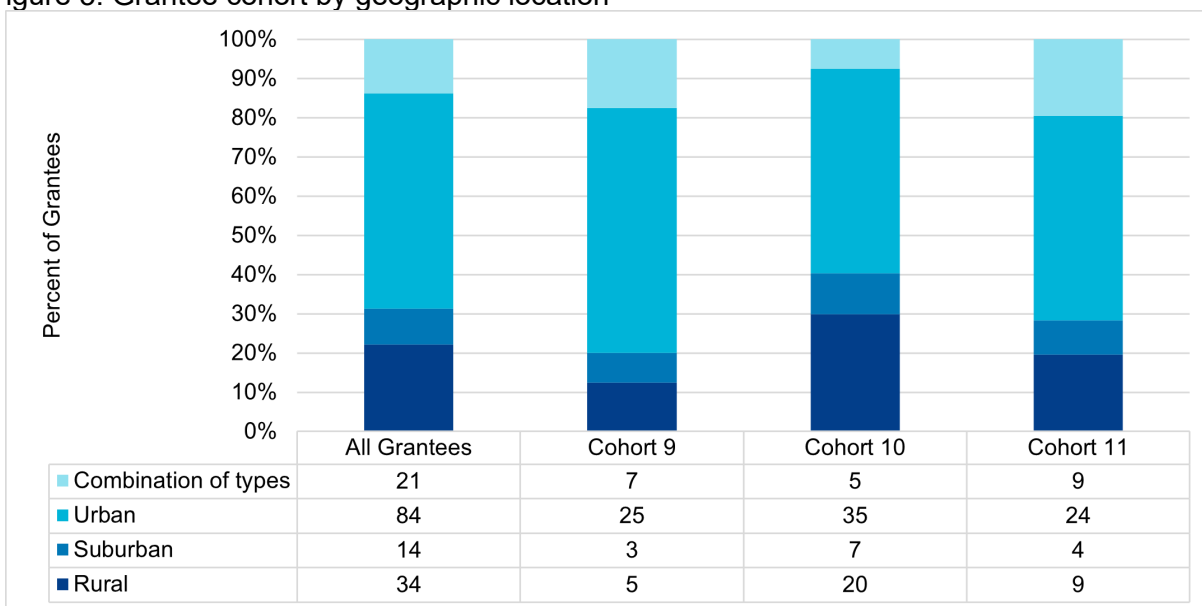
Figure 2: Grantee organization type by cohort



Grantees operated programs out of 584 centers (132 Cohort 9 centers, 281 Cohort 10 centers, and 171 Cohort 11 centers). Grantees operated between one and 16 centers with an average of 3 per grantee, however, the majority of grantees operated just one center.

Geographically, 56 percent of grantees classified their programs as operating in an urban environment, 22 percent as rural, 9 percent as suburban, and 13 percent as a combination of these types. Results were similar across cohorts. See Figure 3.

Figure 3: Grantee cohort by geographic location



## PROGRAM IMPLEMENTATION

Although there are operational requirements for 21st CCLC programs, grantees are also given latitude to design their programs flexibly to meet the needs of their unique target populations.

Student demographics data was available for over 80 percent of all students (27,300 students).<sup>11</sup> Data was either extracted from Pennsylvania's Information Management System (PIMS) using students PAsecureIDs<sup>12</sup> or reported by grantees for students who did not have an ID number, or whose number was unknown. Demographic information is used by grantees to prioritize at-risk and low-income populations as part of their grant eligibility requirements.

Of students with demographics data, almost half were from Cohort 10 (48 percent), 28 percent were from Cohort 11, and 24 percent were from Cohort 9. Student gender was equally distributed with 52 percent identifying as female and 48 percent identifying as male. These percentages differ slightly to those of the statewide public-school population where there are slightly more males than females (51 percent male and 49 percent female). Nearly three-fourths of students (73 percent) were considered economically disadvantaged, indicating that 21st CCLC grantees are prioritizing and reaching low-income populations.

Of students with race or ethnicity data, 39 percent identified as Black or African American, followed by White (35 percent) and Hispanic or Latino (19%). Other race and ethnicity categories account for less than ten percent of students. Overall, 21st CCLC programming was represented by a higher proportion of minority students than that of the entire statewide public-school enrollment.

Approximately 6 percent of students with data (1,985), were classified as current or former English learners (ELs), compared to 5 percent of all Pennsylvania public school students. One

<sup>11</sup> This figure has been rounded to the nearest hundredth.

<sup>12</sup> A unique number assigned to each student in Pennsylvania's public school system.

percent were former ELs whose language abilities are monitored, and less than 1 percent were former ELs whose abilities no longer need to be monitored.

Also, of students with demographic data, 19 percent were reported as having special needs. Forty-two percent were reported as having a specific learning disability, 21 percent had a speech or language impairment, and 18 percent had another health impairment<sup>13</sup>. Other special needs were less common. Table 1 provides counts and percentages for each of the demographic categories.

Table 1: Demographics of 21st CCLC Regular Attendees

Demographic	Count	Percentage	Statewide Percentage
<b>Race/Ethnicity</b>			
<i>American Indian / Alaskan Native</i>	51	<1%	<1%
<i>Asian</i>	512	2%	4%
<i>Black or African American</i>	10,965	39%	14%
<i>Hispanic</i>	5,268	19%	14%
<i>Two or more races</i>	1,544	5%	5%
<i>Native Hawaiian or other Pacific Islander (not Hispanic)</i>	32	<1%	<1%
<i>White</i>	9,934	35%	61%
<b>Economically Disadvantaged</b>			
<i>Yes</i>	20,362	73%	49%
<i>No</i>	7,408	27%	51%
<b>Sex</b>			
<i>Female</i>	14,789	52%	49%
<i>Male</i>	13,544	48%	51%
<b>English Learners (ELs)</b>			
<i>Total EL</i>	1,985	7%	5%
<i>Current EL</i>	1,671	6%	<i>Not available</i>
<i>Former EL (monitored)</i>	232	1%	<i>Not available</i>
<i>Former EL (unmonitored)</i>	82	<1%	<i>Not available</i>
<b>Disability</b>			
<i>Yes</i>	5,239	19%	19.3% <sup>14</sup>
<i>No</i>	22,534	81%	80.7%

<sup>13</sup> Pennsylvania Information Management System (PIMS) data on disability type was available for 5,118 students, or 98 percent of participants who were designated as having a disability.

<sup>14</sup> Data obtained from the [Pennsylvania Department of Education's \(PDE\) Special Education Data Reporting 2022-2023 State Report](#).

## Operations

Grantees were able to operate 21<sup>st</sup> CCLC programs during the summer of 2022,<sup>15</sup> school year 2022-23, or both. Specific date ranges were not prescribed to allow for various school year start and end dates based on locale. Program guidance required grantees to operate a minimum of 36 school year weeks (Cohorts 9 and 10) or 30 school year weeks (Cohort 11), for 12-15 hours per week after school, unless approved to operate otherwise. Grantees reported operations details in the state 21st CCLC Dashboard.

Grantees operated programs out of 584 centers.

Grantees operated 359 centers during summer 2022 (61 percent of all centers). Of these centers, 311 had detailed operations data available. These 311 centers operated between 12 and 45 hours per week, with almost all hours occurring during the day on weekdays (except one grantee who operated on Saturdays). Center operations averaged 22 hours per week during the summer with the most frequent operations volume being 16 hours per week. Centers operated between two and five days per week. Most of the centers (94 percent) operated either four or five days per week. Centers offered programs between one and ten weeks per center; 190 centers (65 percent) operated for six or more weeks.

During the school year, programming occurred at 544 centers (93 percent of all centers). Detailed operations data was available for 543 of these centers. Grantees offered school year programming between three and seven days per week, with an average of four days per week, and between six and 61 total hours per week,<sup>16</sup> with an average of 13 hours per week. The minimum requirement for hours per week during the school year was 12 hours; 475 centers with data (87 percent) met or exceeded this requirement.

Centers operated between two and 52 total weeks during the school year 2022-23, with 95 Cohort 9 centers (75 percent of school year centers) and 197 Cohort 10 centers (79 percent) operating the required 36 weeks or more. Ninety-seven Cohort 11 centers (58 percent) operated their required 30 weeks during the school year. Overall, 389 school year centers (72 percent) operated for the required number of weeks. Programming ran for an average of 35 weeks.

Compared to last year when more than one-third of grantees offered virtual/remote programming (53, 35%), less than 10 percent of grantees (13) did so in the 2022-23 program year. This continuous decrease in virtual/remote programming emphasizes the transition back to regular programming since the COVID-19 pandemic. Ninety-two percent (142) of the centers operated in-person.

Grantees were also asked to estimate the average ratio of students to teacher during programming.<sup>17</sup> The most common answer was ten students to one teacher (20 percent of 138 respondents), followed by 12 students to one teacher (17 percent), and eight students to one teacher (11 percent). The smallest ratio listed was three students to one teacher and the largest was 26 students to one teacher. On average, programs had a student-teacher ratio of 11:1.

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<sup>15</sup> Generally, grantees were required to operate during both summer and school year or school year only, depending on their contract. In some cases, a grantee contract ended early making them eligible to operate during a portion of the year.

<sup>16</sup> Centers reported PreK and K12 program hours separately.

<sup>17</sup> Some grantee responses included multiple student-to-staff ratios depending on summer- or school-operating years, grade levels, or types of programs offered.

In the Implementation Survey, grantees were asked how they provided transportation during traditional, in-person programming. Grantees indicated that parents most often provided transportation (77 percent), followed by 41 percent of grantees providing transportation during the school year. Thirty-seven percent of grantees reported that the program offered transportation during field trips and special events. Less commonly selected options were:

- Most students lived within walking distance of the program center (35 percent),
- Schools/districts provided transportation (33 percent),
- Grantees provided transportation on weekdays (25 percent),
- Students took public transportation (23 percent),
- Grantee did not provide any transportation (18 percent),
- Grantee shared that transportation was unnecessary (12 percent),
- Grantee shared that the program did not operate in-person (3 percent), and
- Grantees provided transportation on the weekends (1 percent).

## **Program Design**

PA 21<sup>st</sup> CCLC program guidance included a list of 15 allowable activities. In the PA Implementation Survey, grantees indicated which program areas they addressed. The largest percentages of grantees indicated they offered academic enrichment (96 percent), STEM activities (96 percent), literacy education (87 percent), and/or healthy and active lifestyle education (87 percent). Less common service categories included expanded library service hours (16 percent), assistance to students who have been truant, suspended, or expelled (27 percent), activities for English learners (40 percent), and/or services for individuals with disabilities (40 percent).

Grantees were most likely to serve grades 1-6, with between 65 and 76 percent of grantees selecting one or more of the grade levels in this range. Grades 3-5 had the highest percentage (71 to 76 percent of grantees, or between 109 and 116 grantees).

Table 2 provides counts of grade levels served by each grantee.

Table 2. Grantee Programs by Grade Level

Grade Level	All Grantees	Cohort 9	Cohort 10	Cohort 11
Pre-K	<b>15</b>	1	12	2
Kindergarten	<b>216</b>	37	126	53
1 <sup>st</sup> Grade	<b>257</b>	42	157	58
2 <sup>nd</sup> Grade	<b>267</b>	53	152	62
3 <sup>rd</sup> Grade	<b>292</b>	56	152	84
4 <sup>th</sup> Grade	<b>292</b>	52	159	81
5 <sup>th</sup> Grade	<b>296</b>	57	154	85
6 <sup>th</sup> Grade	<b>219</b>	61	82	76
7 <sup>th</sup> Grade	<b>207</b>	56	79	72
8 <sup>th</sup> Grade	<b>205</b>	57	79	69
9 <sup>th</sup> Grade	<b>87</b>	28	30	29
10 <sup>th</sup> Grade	<b>85</b>	25	30	30
11 <sup>th</sup> Grade	<b>84</b>	25	29	30
12 <sup>th</sup> Grade	<b>83</b>	24	29	30

Grantees indicated in the PA Implementation Survey strategies they used to identify students to enroll. Grantees could select from a list of strategies or share their own, and they could select all strategies that applied to them. The largest portion of grantees used teacher or school recommendations to identify students for enrollment (91 percent), followed by parent referrals (81 percent) and open enrollment (78 percent), among others.

Grantees also shared a variety of strategies they used to identify students' needs. The largest portion of grantees used teacher or school recommendations or referrals to identify students' needs (94 percent), followed by observation (85 percent), parent feedback (81 percent), and assessment data (74 percent), among others.

When selecting an intervention, grantees shared a variety of information or qualities that they considered to be the most important. Alignment with PA academic standards was the most common (72 percent), followed by demonstrated program success with specific student groups (63 percent), and prior experience using the model or program (63 percent), among others.

Identification and recruitment challenges grantees reported included competition with other programs (68 percent), parent commitment to consistent attendance (60 percent), and parent involvement and awareness (53 percent of grantees). Nine percent of grantees indicated that they did not experience or were not aware of any such challenges.

Grantee staff used a variety of strategies and protocols to encourage regular and repeated attendance in their programs. The largest portion of grantees did this by offering high-interest activities (98 percent), contacting the parents of students who were absent from the program (84 percent) and requiring regular attendance for continued enrollment (60 percent), among others.

In addition to examining implementation and operations of 21st CCLC programs, the PA Implementation Survey asked grantees to indicate how they collaborated with students' schools. Grantees collaborated in multiple ways, but all grantees indicated that they maintained ongoing

communication with school administrators (100 percent), and grantees maintained ongoing communication with school day teachers (94 percent). Eighty-three percent of grantees reported that school day teachers also served as program staff, providing a direct link between school and the 21st CCLC program.

Grantees used a variety of models or pre-packaged academic programs in their programs, including (given in order of frequency):

- STEM/STEAM learning websites, curriculum, apps, etc. (Lego Education, Mystery Science, Generation Genius, etc.),
- ELA/literacy learning websites, curriculum, apps, etc. (e.g., Lexia Literacy, Playbook Reader's Theater, Voyager Passport, etc.),
- Virtual learning platforms (e.g., Edmentum, IXL, iReady, etc.),
- Math learning websites, curriculum, apps, etc. (e.g., MANGO Math, DreamBox Learning, Crazy 8s Club, etc.),
- Websites providing digital learning resources and lessons (e.g., PBS LearningMedia, Scholastic, National Geographic, Mindworks, etc.),
- SEL resources, programs, etc. (e.g., Second Step Program, Positive Action Curriculum, Rachel's Challenge, etc.), and
- Less common themes, such as college and career readiness, drug and alcohol prevention, environmental education, educational standard-aligned curriculum, and others.

Grantees used several strategies to integrate the school day curricula into 21<sup>st</sup> CCLC program activities and to support regular school-day learning. Most often, programs collaborated with school day teachers and administrators to develop their programming. Other strategies that the programs used were (in order of frequency):

- Designing programming after school-day curriculum and/or state standards,
- Providing engaging activities that reinforced school day lessons,
- Making data-based decisions on programming and students' needs (e.g., via test scores, student portfolios, grades, etc.),
- Hiring school day teachers as program staff, which allowed for teachers to easily extend school day lessons and understand the needs of the students,
- Providing individual or small-group tutoring, and
- Other, less common strategies.

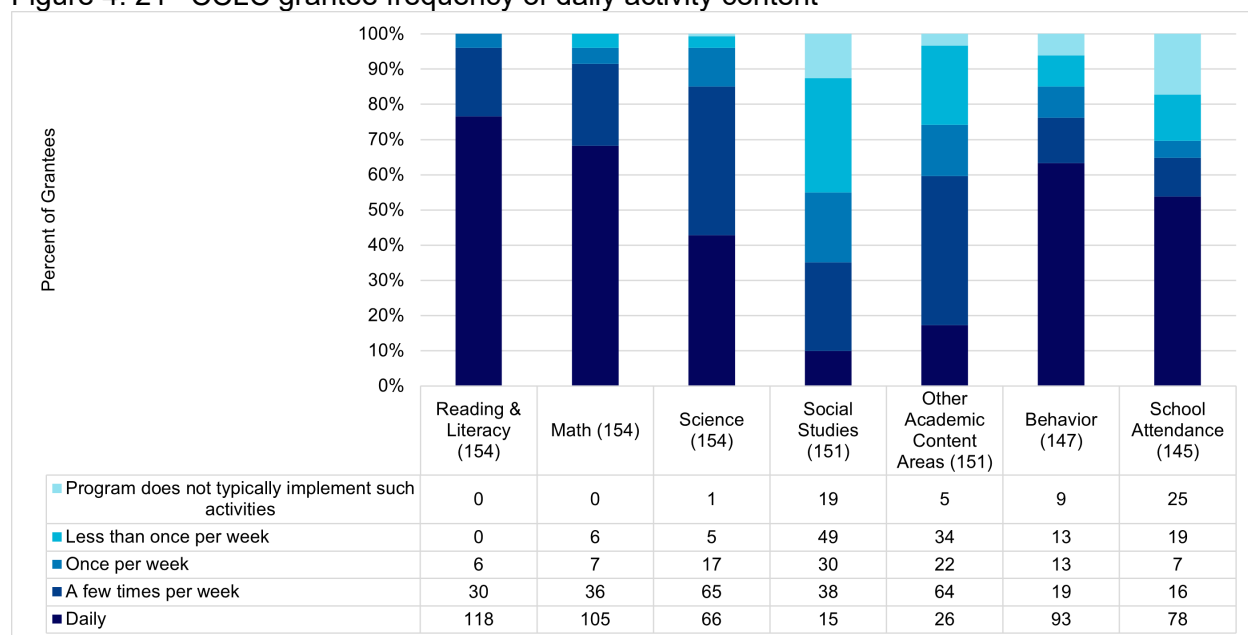
When asked to describe strategies or protocols used to influence positive student behavior when needed, most grantees noted the use of Social-Emotional Learning (SEL) activities or a SEL curriculum. Other strategies included (in no particular order):

- Opportunities to promote positive peer-to-peer social interactions,
- Reinforcement for consistent attendance and/or classroom-appropriate behaviors,
- Consistent "check-ins" with student's academic performance and/or mental well-being,
- Supportive staff and a focus on building positive relationships with students,
- Frequent student reminders of program rules/expectations,
- Teamwork and problem-solving activities,
- Creating a "safe space" environment in which students felt comfortable with open communication,
- Violence prevention education and skill development,
- Data-driven and individualized learning plans,

- Guest speakers and/or mentors who provided SEL education or additional student assistance,
- Cultural relativism and humility skill development,
- Peer mentoring / support sessions,
- Counseling sessions for students,
- Communication with family and/or staff of any issues or concerns,
- Behavior modification systems and/or tools,
- Requiring parents and/or students to sign a code of conduct contract,
- Student leadership opportunities, and
- Mental health educational components.

In the PA Implementation Survey, grantees were asked to indicate the frequency with which they implemented activities relevant to key content areas within a typical program week. Reading and math activities were the most frequently indicated as daily activities; 76 percent of grantees indicated daily reading or literacy activities and 68 percent of grantees indicated they had daily math activities in a typical program week. Grantees implemented science, social studies, and other areas less frequently. See Figure 4.

Figure 4: 21<sup>st</sup> CCLC grantee frequency of daily activity content



Grantees also described the strategies or protocols their program used to influence positive student behavior. The most common strategy was communication with parents (92 percent), followed by communication with schoolteachers and administrators (91 percent), and character education activities (76 percent), among others. Nine percent of grantees reported that improving behavior was not a focus of their respective programs.

Grantees also used a variety of strategies to positively influence student attendance at school. The most common strategy noted was communication with parents (83 percent), followed by communication with schoolteachers and administrators (81 percent) and requiring school-day



attendance for continued enrollment (70 percent), among others. Thirteen percent of grantees reported that improving school attendance was not a focus of their respective programs.

### Adult Family Member Activities

21<sup>st</sup> CCLC programs are required to serve parents and family members of participating students. In the PA Implementation Survey, grantees selected the types of parent or family activities they offered in 2022-23. Most grantees held open house activities (84 percent of grantees), followed by family literacy nights (54 percent of grantees) and health, nutrition, fitness, or wellness activities (45 percent), with other options selected to a lesser extent.

Table 3 provides counts and percentages of grantees offering different types of adult family member opportunities.

Table 3. Grantees' Adult Family Member Activity Types and Prevalence

Activity Type	Number of Grantees Offering Such Activities	Percentage of Grantees Offering Such Activities
Adult education opportunities and/or GED classes	23	15%
Adult ESL services	12	8%
Career/job training	23	15%
Computer/technology training	21	14%
Cultural events	63	41%
Family literacy nights	84	54%
Health, nutrition, fitness, or wellness activities	70	45%
Open House	130	84%
Parent reinforcement of the importance of school and education	58	37%
Parent training on how to help their children with schoolwork	49	32%
Parent training on post-secondary options and planning	22	14%
Parent volunteering at the program	22	14%
Parent/Center staff meetings	55	36%
Parenting skills classes	27	17%
Structured family recreation	55	36%
Other	16	10%

Grantees also reported methods used to communicate with parents, students, and the community. Open houses and/or family nights were the most common communication methods of sharing information (95 percent), followed by fliers, promotional materials, and/or newsletters (94 percent), informal feedback or communication (88 percent), and phone calls (88 percent), among other formal and informal methods selected with lower frequency.

All 153 grantees (100 percent) reported that they served parents/adult family members of 21<sup>st</sup> CCLC students during the program year. Adults participating in at least one 21<sup>st</sup> CCLC activity of any type ranged from one adult per grantee to 460, with an average of 69 adults. In total, grantees engaged 10,749 adult family members, which is a 2% higher than the prior year.

Grantees provided parent education/engagement activities and parent involvement activities throughout the year. Regarding parent education or engagement activities, including adult ESL, parent education/workshops, computer training, parenting skills, and similar offerings. Fifty-nine percent of grantees (92) reported serving 4,068 adults in these activities, with participation counts ranging from one to 293 participants and an average of 44 participants per grantee. Regarding parent involvement activities, such as open house events, family nights, and similar opportunities, 80 percent of grantees (124) reported serving 7,871 adult family members with grantee counts ranging from three to 377 participants and an average of 63 participants per grantee.

### **Grantee Provision of Professional Learning Opportunities**

Of the 153 grantees, 97 percent indicated that professional learning opportunities were available to staff, either through the grantee or their home school/agency. Professional learning mostly took the form of staff orientations (96 percent), health and safety training (75 percent), and state/national afterschool conferences (73 percent), among other options. Professional development sessions and trainings were typically provided by grantee staff (87 percent), presenters at conferences (63 percent), contractors and/or vendors (49 percent), the school district/LEA (42 percent), and/or partners (38 percent). As per their contracts, grantees were also required to participate in specific professional learning and conference opportunities, which are detailed in the following section.

When asked to indicate how professional development learning, information, and resources were shared with program staff, email was the most common answer (96 percent), followed by staff meetings (93 percent) and informal conversations (84 percent), among other methods to a lesser extent.

### **State Provision of Professional Learning Opportunities**

PDE and the Center for Schools and Communities offered and facilitated several professional development opportunities for grantees in the 2022-2023 academic year: the Extra Learning Opportunities: Promising Practices – Proven Strategies Conference, the annual 21<sup>st</sup> CCLC Grantees' Meeting, regional trainings, and webinars throughout the year. The Center for Schools and Communities was primarily responsible for state-level training opportunities and submitted a full report about all training events to PDE. A summary of this report is provided below.

The 2023 Extra Learning Opportunities (ELO) Conference was the first in-person conference since 2019. It took place from February 21 – 23, 2023 at the Hilton Harrisburg. Hasan Davis, JD, opened with a keynote address on the topic of *“Away from No Way: A Transformational Journey from J.D. (Juvenile Delinquent) to J.D. (Juris Doctor).”* ELO offered six 3-hour Institutes, twelve 90-minute Workshops, and six 2-hour Deep Dive sessions. Content featured presenters representing education agencies, state agencies, and leading state, and national organizations. The conference also offered an early evening documentary screening of *“Wings Over Water”* at the adjacent Whitaker Center. Overall conference feedback was positive, and the sessions were rated favorably. Among those with the highest ratings:

- *“The Promise of Play: Using LEGO® Education in Afterschool.”*
- *“Freedom from Email: Freedom to Work”*
- *“Read Up, Write Up, Talk Up: Building Literacy Rich Environments in OST Programs”*

- *“Pages from the Hope Dealer’s Handbook”*
- *“Afterschool STEM in the Early Grades”*
- *“Bringing Wildlife to Life in the Afterschool Classroom”*

The 21<sup>st</sup> CCLC Grantees’ Meeting was held on February 23, 2023. The meeting began with a welcome and updates from PDE, followed by a presentation from Clarisa Rosario and Samantha Rusho, both Family and Community Engagement (FACE) Specialists with the PA Department of Education. Next, the PA Evidence Resource Center offered a presentation on evidence-based learning and a brief overview of the resources housed on their website. Afterward, Laura Saccente, Director, offered updates from the PA Statewide Afterschool/Youth Development Network. The meeting concluded with a presentation of 2022-2023 Program Year Afterschool Fall and Winter Program Highlights submitted by 21<sup>st</sup> CCLC grantees across the Commonwealth. Two hundred and sixty-one grantees attended this in-person meeting.

Two Regional Trainings were held virtually on October 18 and 25, 2022. Each day’s content was identical and offered a *“Planning for Continuous Improvement and Implementing Activities with Fidelity”* session in the morning. The afternoon offered two concurrent sessions on *“Emergency Readiness Plan Completion and Implementation Strategies”* and *“Bullying Prevention and Response (including cyber/internet safety).”* Total attendance for the morning session was just over three hundred grantees. Attendance for the afternoon concurrent sessions was nearly equal at 173 for the Emergency Readiness Plan and 181 for the Bullying Prevention session.

Eight professional development webinar opportunities were also offered throughout the year. The session titled *“PA 21<sup>st</sup> CCLC Cohort 11 Orientation”* was the most highly attended, with 129 participants, followed closely by *“21<sup>st</sup> CCLC Evaluation – Accountability and Reporting Guide and 21APR”* with 120 participants and *“Preparing for your 21st CCLC Monitoring Visit / Cohort 9 Grant Closeout”* with 115 participants. All three were grant-specific and important to understanding the grant requirements for 21<sup>st</sup> CCLC programs. See Table 4 for more details.

Table 4: 21<sup>st</sup> CCLC 2022-23 Webinars

Webinar Title	Presenter(s)	Month/Year	Participants
<i>PA 21<sup>st</sup> CCLC Cohort 11 Orientation</i>	PDE 21 <sup>st</sup> CCLC Program Supervisor and Program Officers, AIU3 21 <sup>st</sup> CCLC Evaluation and Reporting Staff, Center for Schools and Communities 21 <sup>st</sup> CCLC TA Providers	November 15 (LEA) and November 16 (non-LEA), 2022	129
<i>Valuing Cultural Diversity in Afterschool Spaces</i>	Dr. Christine Herring, Founder and CEO, Herring Seminars and Consulting, Pittsburgh, PA	December 8, 2022	75
<i>Strengths-Based Practices for Migrant Families during Out-of-School Time</i>	Inès Vega, Statewide Migrant Education Parent Involvement and Special Projects Coordinator	January 19, 2023	50
<i>Meet the PA 21<sup>st</sup> CCLC State Advisory Board Members</i>	Contrell Armor, 21 <sup>st</sup> CCLC TA provider, Advisory Board members	February 9, 2023	58
<i>Promoting Promising Practices for Summer Programming</i>	Rachel Baur, PDE 21 <sup>st</sup> CCLC Program Officer Dawn Fitzhugh, Summer Learning Coordinator, Arizona Department of Education	March 9, 2023	75
<i>21<sup>st</sup> CCLC Evaluation – Accountability and Reporting Guide and 21APR</i>	Sheila Bell, Program Director, AIU3 Falon Weidman, Evaluation Specialist, AIU3	April 26, 2023	120
<i>Preparing for your 21<sup>st</sup> CCLC Monitoring Visit / Cohort 9 Grant Closeout (2-part webinar)</i>	WaTanya Ney, PDE 21 <sup>st</sup> CCLC Program Officer Sheila Bell, Program Director, AIU3 Falon Weidman, Evaluation Specialist, AIU3	May 11, 2023	115
<i>Local External Evaluator Training</i>	Sheila Bell, Program Director, AIU3 Falon Weidman, Evaluation Specialist, AIU3	May 24, 2023	90

### Professional Learning and Support Needs

As part of the PA Implementation Survey, grantees could share or explain their need for or interest in additional training or support; about 49 percent of grantees provided a substantive response. These needs and interests are outlined in the following pages in no particular order. Grantees were interested in both in-person programming and ongoing virtual/hybrid programs. Common themes, which are similar to those from past years, included needs related to staff training in social/emotional learning, parent engagement/involvement/programming, Social-Emotional Learning (SEL) tools and techniques, and successful student recruitment and retention strategies.

## Identification, Recruitment, and Retention

- Maintaining positive relationships with school administration, staff, and outside partners,
- Strategies to reduce budget costs of programming,
- Increasing family engagement and involvement with 21<sup>st</sup> CCLC programming, and
- Recruitment and retention strategies, especially for students with competing interests.

## Operations and Implementation

- Training opportunities for new and recurring staff.
- Best practices of 21<sup>st</sup> CCLC program implementation for staff,
- Student behavior and classroom management training,
- Strategies to address transportation issues and barriers for students,
- Accessible PDE webinars for staff,
- Strategies on how to encourage and maintain staff motivation,
- Networking opportunities to build professional development skills,
- Identifying engaging, evidence-based programs for students,
- Meeting academic standards alongside 21<sup>st</sup> CCLC programming,
- Staff trainings on trauma and/or mental health response strategies,
- Staff trainings on social-emotional learning (SEL) tools and techniques,
- Staff trainings on populations with specific needs and/or backgrounds,
- Social media literacy and etiquette training for students,
- Strategies on diversity and equity education,
- Ongoing, continuous professional development opportunities, and
- Financial supports.

## Data and Evaluation

- Training on gathering and reporting data,
- Program evaluation development opportunities, and
- Using data to guide daily program implementation and reporting.

## Creative and Innovative Strategies

Over three quarters of grantees (77 percent) shared one or more creative/innovative strategies that they used to engage students and address student needs. Like last year, the most common strategies were STEM/STEAM enrichment activities. Additional strategies, in no particular order, include:

- Identifying student needs and interests via surveys, assessment data, and informal conversations with students and/or parents,
- Involving students in curriculum and activity planning,
- Partnerships with providers to develop or enhance curriculum,
- SEL and/or wellness activities,
- Incentive- and reward-based systems to reinforce consistent attendance and positive student behavior,
- Lunch time with program staff,
- Interactive activities using technology,

- Organizing after-school events (e.g., family and student orientations, fairs, Open Houses, etc.),
- Outdoor programming,
- Creative arts programming,
- High-interest student clubs,
- Enrollment packages that collect student data and family goals,
- 1:1, small group, or peer-to-peer tutoring for students,
- Promotional flyers and/or handouts,
- Transportation services for students who reside in hard-to-reach locations,
- Career development skills,
- Environmental education programming,
- Community service projects,
- Hiring program staff to address unique student needs and/or challenges,
- Partnerships with community and/or educational organizations,
- Discussion of social issue topics and the roles students play in them, and
- Hiring teachers as program staff.

### **Social Emotional Learning and Environmental Education Program Funding**

During the 2022-23 year, PDE offered Cohort 9 grantees the opportunity to apply for supplementary funding, to implement social and emotional learning (SEL) programs and/or environmental education programs, through a mini-grant process. Nineteen grantees reported were awarded the mini-grants and reported on their use of these funds in the Implementation Survey.

Nineteen Cohort 9 grantees were approved for these supplemental programs and funds:

- Thirteen grantees operated SEL programs,
- Four grantees operated environmental education programs, and
- Two grantees operated both SEL and environmental education programs.

Grantees delivered mini-grant activities through a combination of program staff, school or LEA staff, community partners, and private contractors. Programming was offered to students in grades K-12.

Of the 15 grantees offering SEL programs, six (40 percent) offered SEL activities daily; two (13 percent) offered them several times per week; and seven (47 percent) offered them once per week.

Of the four grantees offering environmental education programs, three (75 percent) offered activities several times a week and one (25 percent) offered them once a week.

Social emotional learning programs covered topics including:

- SEL-based curriculums,
- Positive social-emotional activities (e.g., conflict resolution, decision making, self-awareness, self-management, etc.),
- Diversity and inclusion,
- Bullying prevention,
- Daily/weekly check-ins on emotional well-being,
- Drug abstinence, and

- Violence prevention.

Environmental education topics or programs included:

- Outdoor learning opportunities (e.g., field trips to environmental centers, etc.),
- Environmental systems education,
- Sustainability best practices, and
- Gardening skills.

## **Program Participation**

Grantees served approximately 32,247 students during the summer 2022 and school year 2022-23 program year (a one percent decrease from the previous year). Pennsylvania public school enrollment, based on PDE public enrollment records for the 2022-23 academic year, was 1,686,844 students. Therefore, Pennsylvania's 21st CCLC programs served approximately 1.9 percent of the Pennsylvania public school population, similarly to the 2021-22 program year.

Under typical circumstances, an individual student only receives services through one program/grantee. However, it is possible that a student receives services from more than one. For example, a student might transition from one grant to another: 1) because of normal grade progression (for example being eligible for one grade level and grant in summer and a different grade level and grant in the school year); 2) because a program ends; or 3) if the student moves to a new residence and is eligible for their new school's program. In 2022-23, approximately 445 students across 73 grantees were served by more than one grant. Therefore, the total count served provided above (32,247) includes 445 duplicated students because they could be reported by multiple grantees across cohorts as appropriate. However, because these 445 students make up only 1.4 percent of the students served through 21st CCLC, their inclusion in the total count is highly unlikely to influence results in any considerable way.

Across cohorts, Cohort 10 had the largest portion of students (48 percent), followed by Cohort 11 (28 percent), and Cohort 9 (24 percent). Participation ranged from 19 to 904 students per grantee, with an average of 214 students per grantee. Across all grantees, students attended an average of 121 program hours, with a median of 79 program hours, indicating that the average was skewed by the smaller number of students who attended high volumes of programming.

Attendance hours were grouped into six participation hours bands, or categories, determined by GPRA requirements. Distribution of students across categories was fairly even across all cohorts with most students attending between 15-44 hours (19 percent), 45-89 hours (19 percent), or 90-179 hours (19 percent). Sixteen percent of students attended less than 15 hours and fourteen percent attended 180-269 hours, while thirteen percent attended 270 hours or more. Approximately 47 percent of students attended 90 hours or more, which is the federally recommended, research-based dosage of hours and captures students who would have been considered regular attendees (30 or more attendance days) under the old GPRA. These results were similar across cohorts, apart from Cohort 11, where more students attended less than 15 hours (21 percent) or 15-44 hours (22 percent).

Grantees reported strategies used to encourage regular and repeated program attendance. High interest activities (98 percent), parent outreach following absences (84 percent), and requiring regular attendance for program enrollment (60 percent) were the most used strategies, among others. Additional details about program participation are provided in Figures 5, 6 and 7.

Figure 5: 21<sup>st</sup> CCLC students served by hours attended

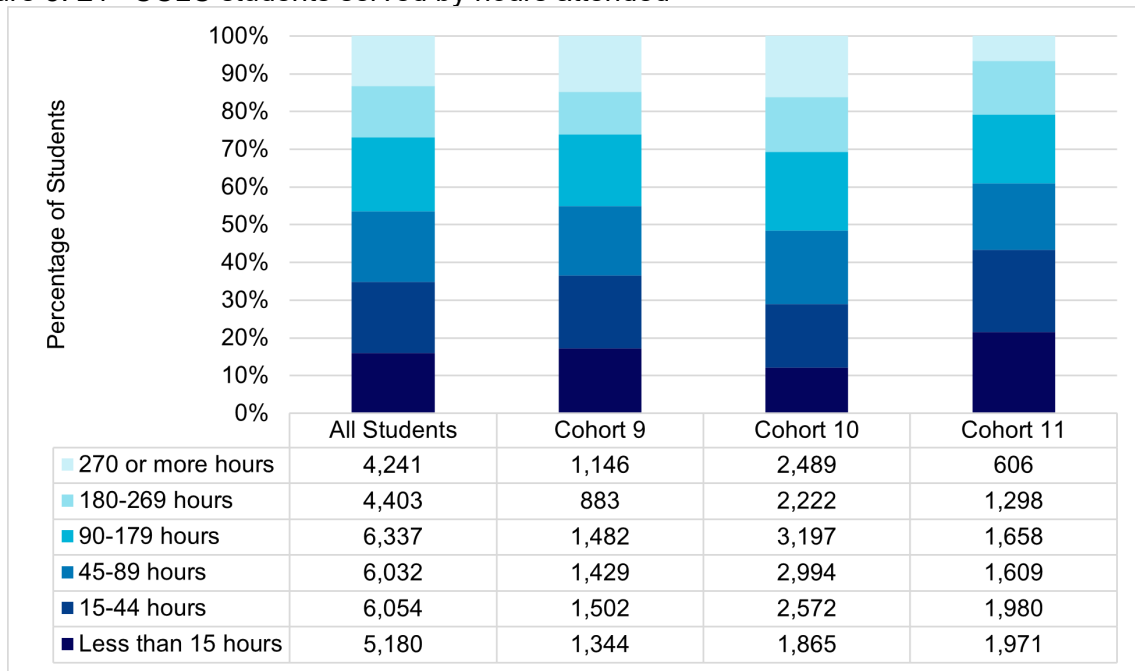


Figure 6: Total number of 21<sup>st</sup> CCLC students served by cohort

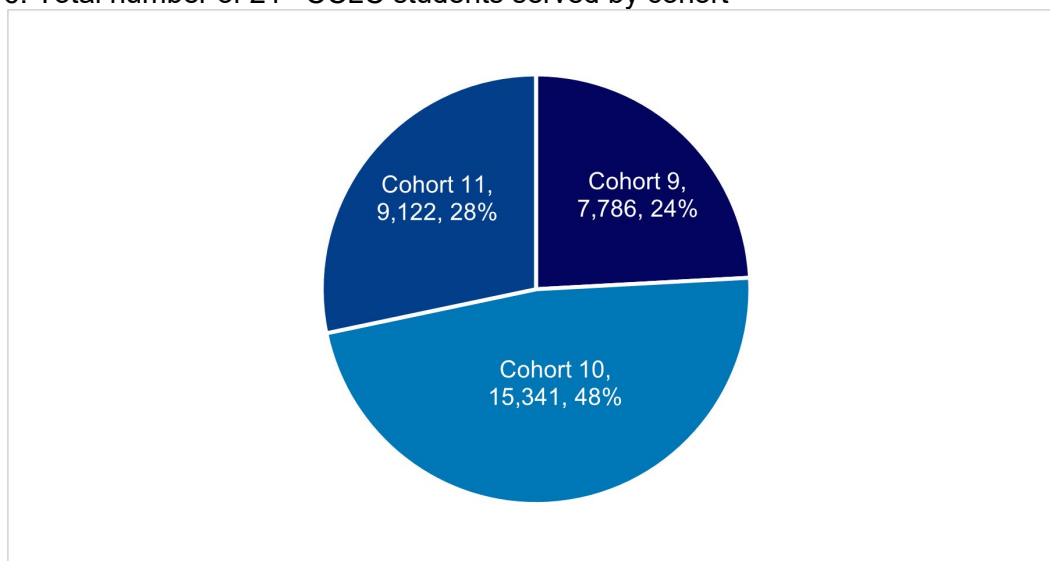
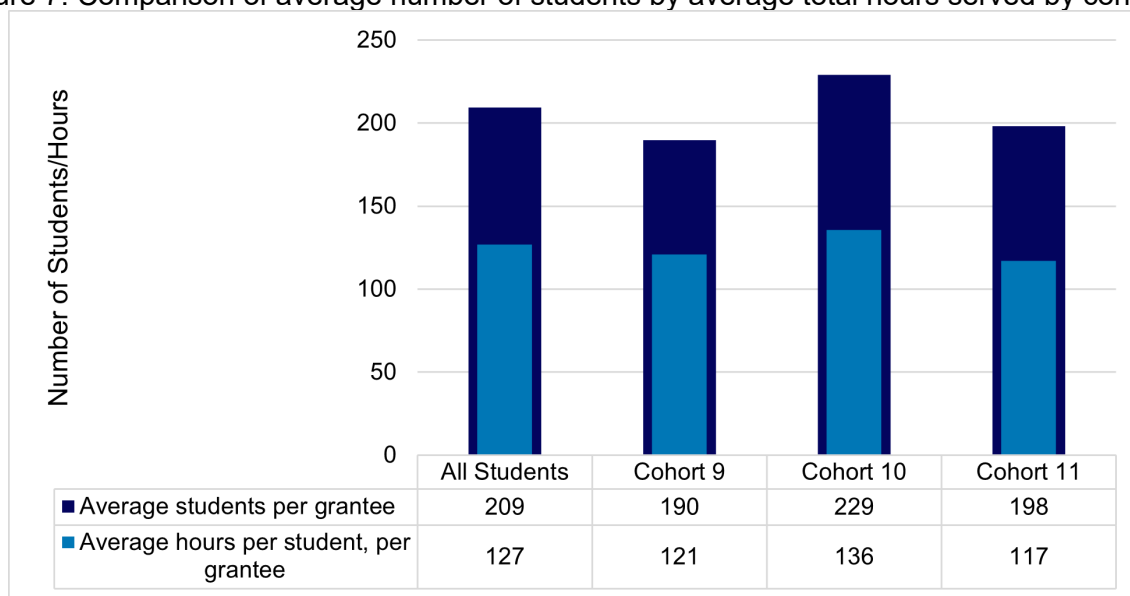


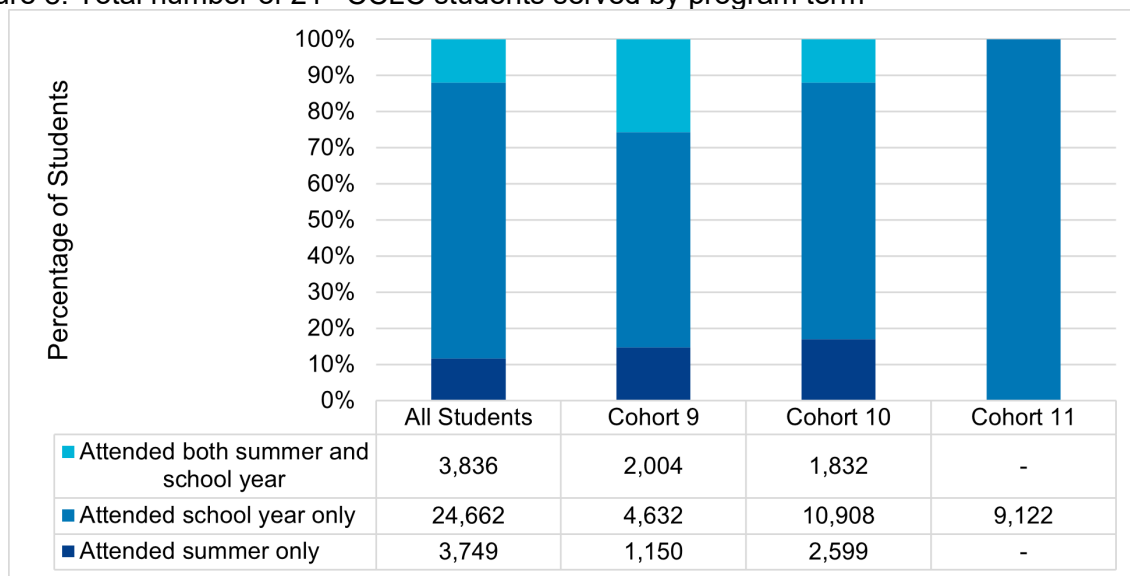


Figure 7: Comparison of average number of students by average total hours served by cohort



A majority of students (79 percent) attended 21<sup>st</sup> CCLC programming during the school year only. Twelve percent attended during summer 2022 only and 9 percent attended both summer 2022 and school year 2022-23 terms.

Figure 8: Total number of 21<sup>st</sup> CCLC students served by program term



Comparisons were also made with the number of students grantees proposed to serve in their grant applications with the number they actually served. The 154 grantees proposed serving 30,191 students. Based on the data reported, these same grantees served 32,247 students,

which is 2,056 more students, or an additional 7 percent of the total number that they had proposed to serve.<sup>18</sup>

Of the 154 grantees included in this comparison, 78 grantees served more students than they had proposed to serve in their grant applications, with counts ranging from two students more to 677 more, and an average of 103 students more than their proposed count. In terms of percentage over, this ranged from less than 1 percent more to 401 percent more students than proposed and averaged 51 percent more students.

One grantee reported serving the same exact number as they proposed to serve.

The remaining 74 grantees served fewer students than they had proposed to serve. These grantees fell short of their target number by one student to 219 students, with an average of 73 students (1 percent to 91 percent short of their target, or average 36 percent).

## **STUDENT OUTCOMES**

Grantees collected the following student outcome data:<sup>19</sup> GPA, teacher survey results, credit recovery, school day attendance, school behavior, and PSSA/PASA test results. In prior years, grantees were only required to report outcomes on regular attendees (those attending 30 or more days of programming). Starting in summer 2021, the concept of 'regular attendee' was retired and grantees were required to report on all students.

### **Academics**

Results provided in this section address the program performance measure: "Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math."

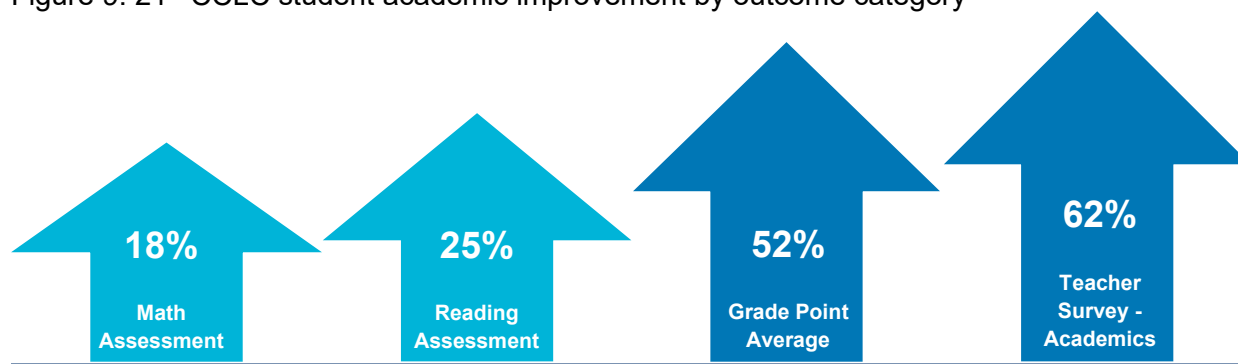
Figure 9 illustrates the overall percentage of students who improved based on each data source after excluding students who did not need to improve.

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<sup>18</sup> Some duplication may be present in the overall count of students served, as students served by multiple grantees may be counted more than once. While duplicates are removed, if identifying information is missing from a student's record, it is not possible to verify that the record is truly a duplicate, and it remains in the dataset.

<sup>19</sup> Results described in this report include all students having data reported that could be analyzed and may not represent all students served by the program. Relevant percentages describe the portion of students served who were included in analysis.

Figure 9: 21<sup>st</sup> CCLC student academic improvement by outcome category



### *State Reading and Math Assessments*

State reading and math assessment performance measures were evaluated using the following two GPRA measures:

- **GPRA #1. Academic Achievement – State Assessments (Reading and Language Arts)** - *Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.*
- **GPRA #1. Academic Achievement – State Assessments (Mathematics)** - *Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in mathematics on state assessments.*

Of the 15,712 21st CCLC students in grades 4 – 8, roughly 80 percent had prior and current year data in math, reading, or both for comparison. Students were marked “improved” if they moved up on the score range (below basic, basic, proficient, advanced) from 2021-22 to 2022-23. Students who scored at the advanced level in 2021-22 were coded as not needing to improve.

After excluding students who did not need to improve, 18 percent of students improved on the math assessment and 25 percent improved in reading. Those who had no change in their score level accounted for over half of all students (68 percent for math; 59 percent for reading). Fourteen percent of students declined in math and 16 percent declined in reading.

Math state assessment scores were also disaggregated and analyzed across the different participation hour bands. These results showed an increase in improvement as participation hours increased (14 percent for those who participated for less than 15 hours to 21 percent for those who participated for 270 or more hours). Roughly three-fourths of students (range 65 percent to 72 percent) had no change in their test score level<sup>20</sup>.

For reading, there was little difference in the percentage of students who improved once they reached 15 hours of program attendance (range from 25 percent to 26 percent). However, this

<sup>20</sup> Note: students are also given a numerical composite score on state assessments, which is then placed in one of the four score levels. Therefore, students may not have moved from one level to the next but may have made positive gains within a level.

difference is not large enough to confidently indicate that increased attendance is correlated with increased test scores. That said, most students (58 percent to 61 percent) across hour bands had no change in their score.

Test score results were also analyzed by attendance term (summer only, school year only, and both summer and school year) but results were similar across terms, indicating that term did not impact scores overall.

See Tables 5 and 6 for additional details on test scores by hour bands attended. Students who did not need to improve were excluded from these calculations.

Table 5. State Math Assessment Improvement Results for 2022-23

Score Level	All students	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
<i>Improved</i>	<b>18%</b>	14%	17%	17%	18%	21%	21%
<i>No change</i>	<b>68%</b>	72%	68%	69%	69%	66%	65%
<i>Declined</i>	<b>14%</b>	14%	15%	14%	13%	13%	14%

Table 6. State Reading Assessment Improvement Results for 2022-23

Score Level	All students	Less than 15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours
<i>Improved</i>	<b>25%</b>	21%	25%	25%	26%	25%	26%
<i>No change</i>	<b>59%</b>	60%	60%	58%	58%	61%	59%
<i>Declined</i>	<b>16%</b>	19%	15%	17%	16%	14%	15%

While comparative data was not available for all students in grades 4 through 8, approximately 84 percent of students had 2022-23 state assessment score data. Students were more likely to perform better on reading state assessments, where 33 percent of students scored at the proficient or advanced level, compared to 18 percent of students in math. Sixty-seven percent of students scored at the basic or below basic level in reading and 82 percent did so in math. Overall, this indicates higher levels of proficient or advanced students in math than in prior years, and similar levels of reading scores compared to prior years. Complete results by score level are provided in Table 7.

Table 7. State Math and Reading Assessments Score Level Results for 2022-23

	Math	Reading
<i>Advanced</i>	4%	6%
<i>Proficient</i>	14%	27%
<b>Total</b>	<b>18%</b>	<b>33%</b>
<i>Basic</i>	28%	46%
<i>Below basic</i>	54%	21%
<b>Total</b>	<b>82%</b>	<b>67%</b>

There is also evidence of a correlation between increased attendance and an increased percentage of students scoring at the proficient or advanced levels and a decrease in the percentage of students scoring at the basic or below basic level, as visualized in Figures 11 and 12. This trend is especially obvious for students scoring at the below basic level in math, accounting for 63 percent of students who attended at 15 hours or less of programming and steadily decreasing to 47 percent of students who attended 270 hours or more. This trend was not as strong with reading assessments, as the percent change between hour bands only ranged from between one to five percentage points for each score level. However, students historically perform better in reading, so it is to be expected that program-related gains would be more obvious for math scores. Additionally, grantees implement reading-based content into their programming more frequently than math-based content. Complete results are shared in the data table of [Appendix A](#).

Figure 10: Math assessment score level by program hours attended for 21<sup>st</sup> CCLC students in grades 4-8

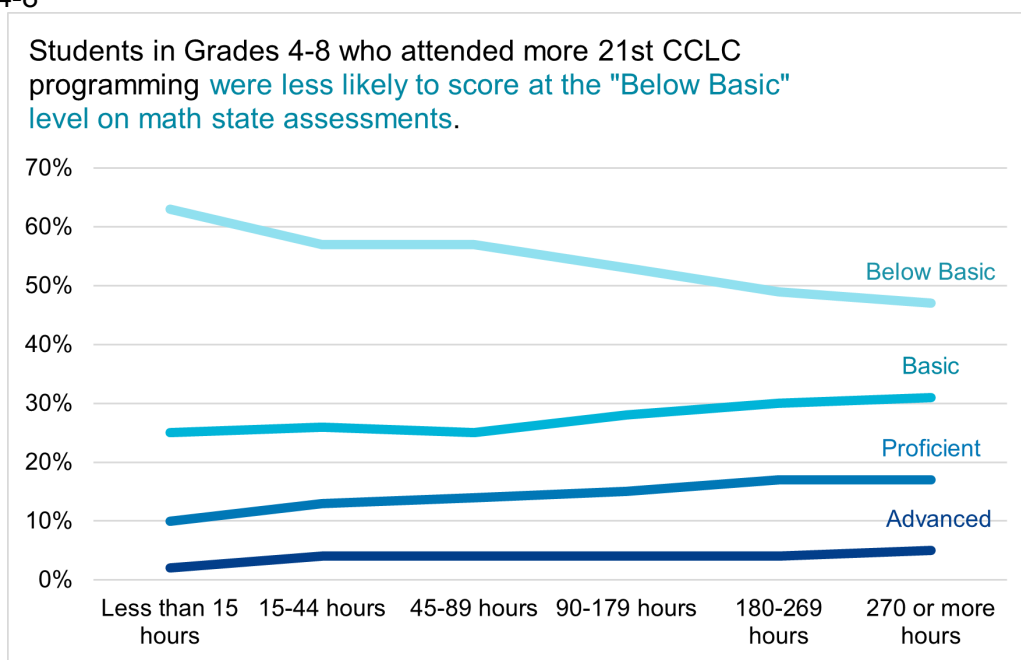
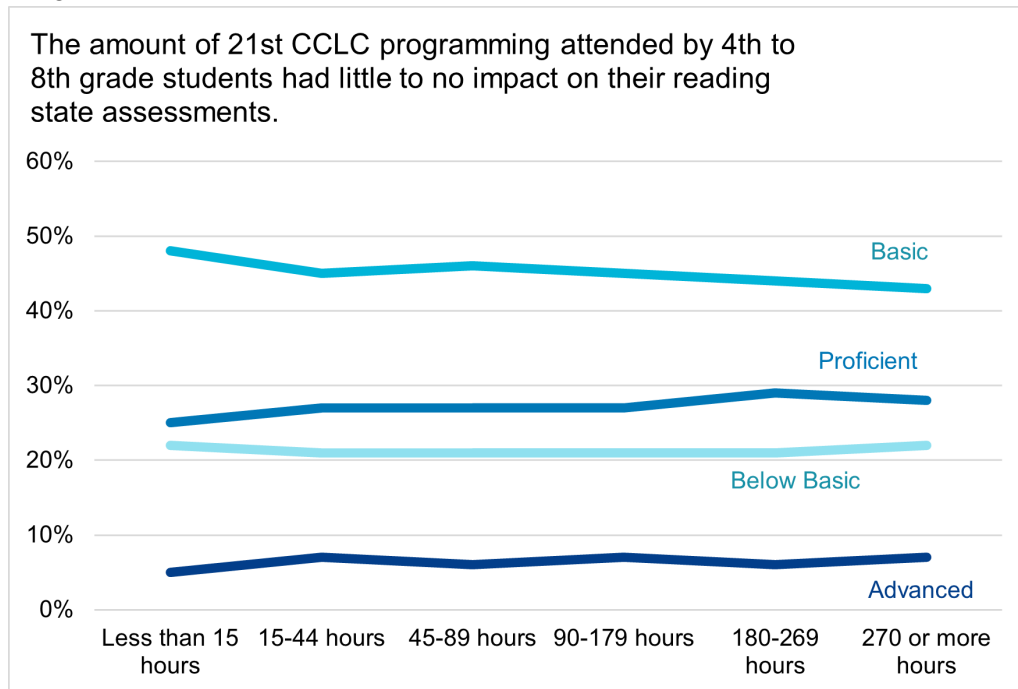


Figure 11: Reading assessment score level by program hours attended for 21<sup>st</sup> CCLC students in grades 4-8



State assessment scores and improvement percentages were also analyzed by each program cohort. Cohort results reflected those of the entire student population, and there were no overarching trends or outliers.

### Student GPA Results<sup>21</sup>

Student GPS was evaluated using the following GPRA measure:

- **GPRA #2. Academic Achievement - GPA** - Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved GPA.

To be counted as an improvement, students had to increase their GPA by one-tenth between school year 2021-22 and 2022-23. As determined by the federal GPRA measure, students who had a GPA of 3.0 or greater did not need to improve.

A total of 6,233 students in grades 7-8 and 10-12 had GPA data that could be compared, which is 66 percent of students reported in those grades. Between 2021-22 and 2022-23, the average GPA of these students did not change, with a 2.5 GPA average for both years. Across all

<sup>21</sup> Grantees reported individual student GPAs using the state de-identified student data workbook. In cases where a school provided only report card grades, grantees were required to convert those grades into a GPA using a provided calculator or their own method.

cohorts, students' average GPA slightly decreased except for Cohort 9, which saw a slight improvement. See also Table 8.

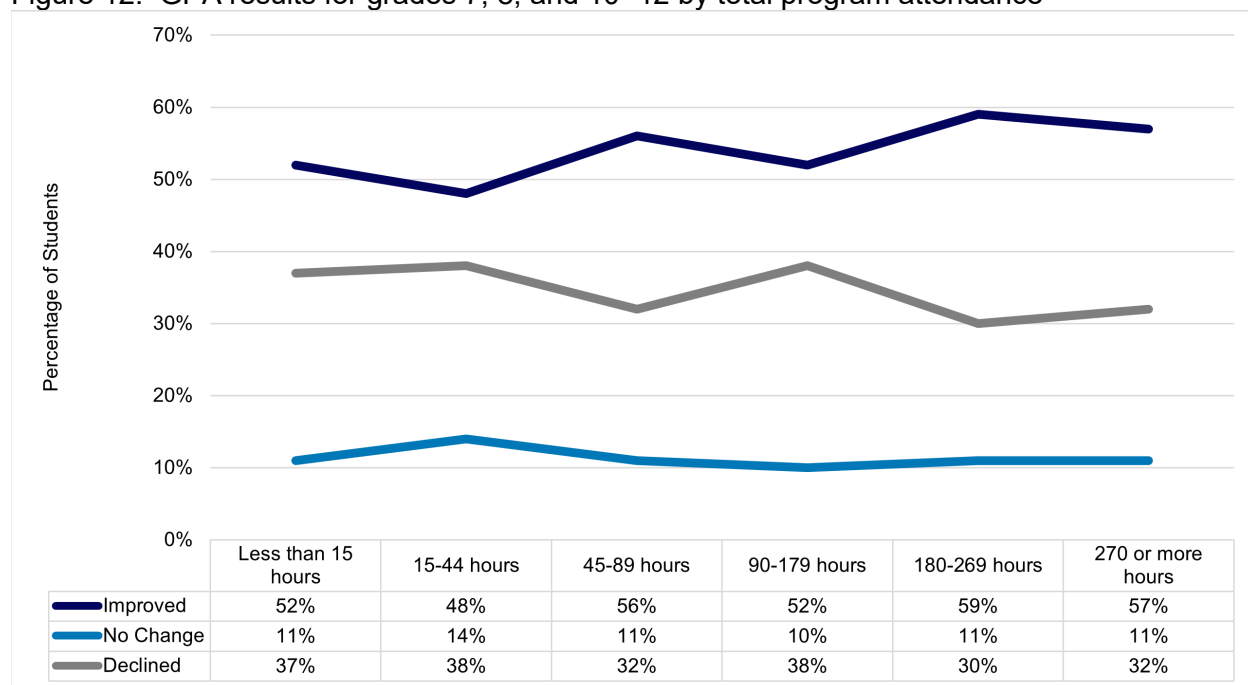
Table 8. Change in Average GPA for Students in Grades 7, 8, and 10-12

	2021-22	2022-23	GPA Change	Percent Change
<i>All Students</i>	2.5	2.5	0	0%
<i>Cohort 9</i>	2.4	2.5	0.1	4%
<i>Cohort 10</i>	2.4	2.3	-0.1	4%
<i>Cohort 11</i>	2.8	2.7	-0.1	4%

Of students with comparable GPA data (6,233), 39 percent did not need to improve their GPA from 2021-22 to 2022-23. Overall, 42 percent of students improved, 42 percent declined, and 16 percent had no change in their GPA. Excluding the group that did not need to improve, 52 percent of students improved their GPA. On average, these students' GPAs improved by 41 percent, from 1.7 to 2.4.

Results were disaggregated by program attendance category. After excluding students who did not need to improve, students who attended greater attendance hours were more likely to have improved their GPA and less likely to have declined, as shown in Figure 11. This trend is most obvious with students who attended at least 180 hours, where 59 percent of students improved, and 30 percent declined. Comparatively, 52 percent of students at the less than 15 hours band improved, and 37 percent declined..

Figure 12: GPA results for grades 7, 8, and 10 -12 by total program attendance



Student GPA results were also analyzed by cohort, which found that students in Cohort 9 were more likely to improve than the overall population or Cohorts 10 or 11. Conversely, students in Cohort 11 were more likely to have declined than the overall population or Cohorts 9 or 10. This is to be expected as Cohort 11 started programming during the school-year, thus limiting the impact the program could have had on their GPA. Results of Cohorts 10 most accurately reflected those of the entire program population.

When comparing GPA results by attendance term, there was little change in GPA. Students who only attended in the summer had the highest percentages of improving (42 percent) and experiencing no change (18 percent). Additionally, students who only attended during the school year had the highest percentage of decline (43 percent).

Overall, 7,264 students in grades 7, 8, or 10-12 had 2022-23 GPA data, representing 77 percent of all students in those grades. Of these students, 87 percent (6,331) completed the 2022-23 school year with a passing GPA (1.3/C-). By cohort, Cohort 11 students had the largest proportion of passing students with 93 percent, followed by Cohort 9 with 90 percent, and Cohort 10 with 82 percent<sup>22</sup>.

### *Academic Performance*

Teachers also reported on students' overall academic performance. For this measure, 62 percent of students who needed to improve did so, while 4 percent declined, and 34 percent showed no change. Twenty percent of all students with data did not need to improve and were excluded from these calculations. For a complete analysis of this measure, please see the [Teacher Survey](#) section of this report.

## **Behavior**

Results provided in this section address the following program performance measures:

1. Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes and
2. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

### *21st CCLC Teacher Survey*

Teachers rated students on 8 key indicators of classroom behavior on the 21<sup>st</sup> CCLC Teacher Survey. Teachers reported on change in student behavior based on their professional opinions and experience with each student. The survey provided a scale that included "did not need to improve," "improved," "no change," and "declined." Surveys were only completed for students in grades 1-5 (15,993).

21st CCLC Teacher Survey data for each indicator included between 9,684 and 9,846 (61 to 62 percent of attendees) in grades 1-5. The percentage differs by survey item as some teachers

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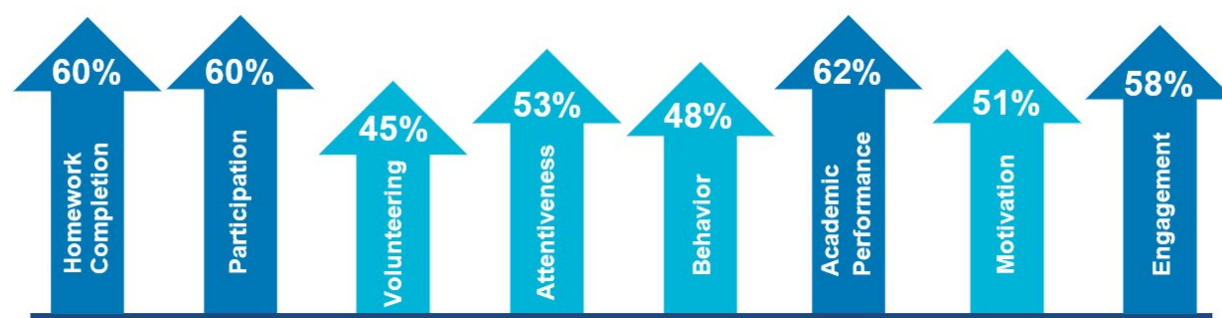
<sup>22</sup> It should be noted that more students may have passed their courses, as these calculations are based on conversions to the standard 4.0 GPA scale with a C- grade considered passing.



may not have provided a response for all items for all students who were included in grantee-submitted data. See also [Appendix B](#) for detailed percentages provided for each indicator.

Figure 13 illustrates the overall percentage of students who improved based on each survey question, after excluding students who did not need to improve.

Figure 13: 21<sup>st</sup> CCLC students who improved by teacher survey indicator



#### *Indicator 1: Satisfactory Homework Completion*

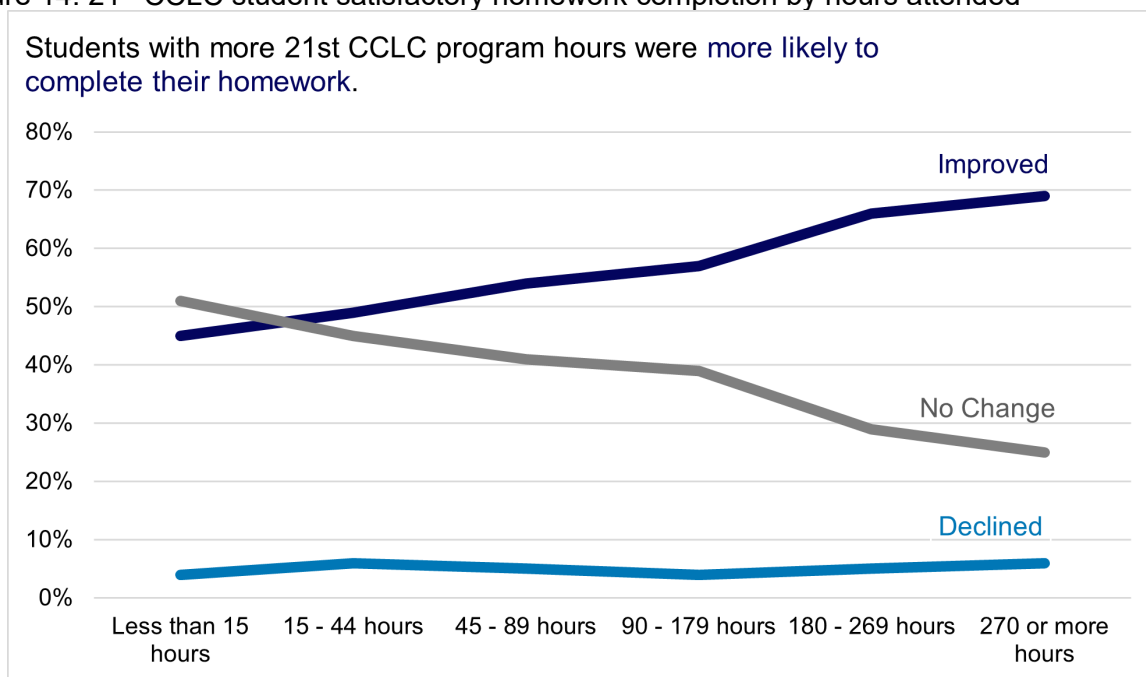
For the indicator of satisfactory homework completion, 60 percent of students who needed to improve did so, while 35 percent experienced no change and 5 percent declined. Students who did not need to improve were excluded from these calculations and accounted for 28 percent of all students with data.

**The number of students who improved with homework completion (4,177) was over 12 times greater than the number who declined (333).**

Teacher survey results for this indicator did not differ much by cohort and were similar to the overall state results. Improvement percentages by cohort ranged from 58 percent for Cohort 11 to 68 percent for Cohort 9. Percentages of decline were 5 percent or less across cohorts and the state. For each cohort, roughly more than one quarter of all students with data did not need to improve.

Overall, the percentage of satisfactory homework completion improvement steadily increased with the number of hours a student attended 21<sup>st</sup> CCLC programming. The most considerable difference was between students who attended 270 or more hours, of which 69 percent improved, and those who attended less than 15 hours, of which only 45 percent improved. Percentages of decline were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours. See also Figure 14.

Figure 14: 21<sup>st</sup> CCLC student satisfactory homework completion by hours attended



### Indicator 2: Class Participation

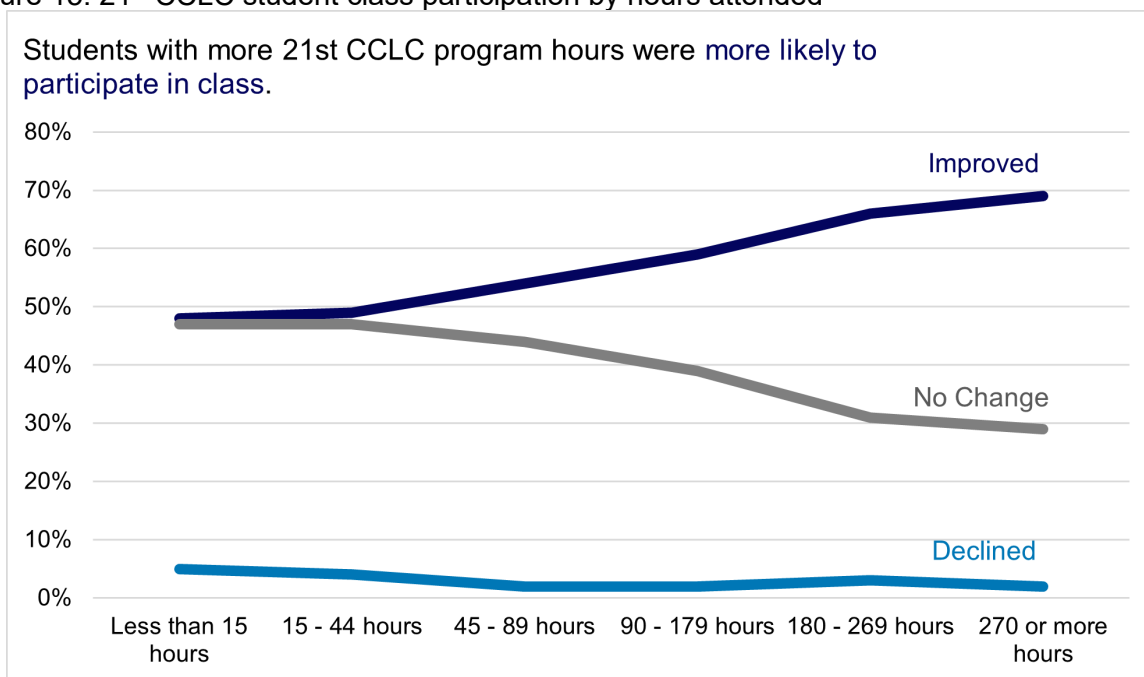
Sixty percent of students who needed to improve class participation did so, while 3 percent declined, and 37 percent showed no change. Twenty-four percent of all students with data did not need to improve and were excluded from these calculations.

**The number of students who improved class participation (4,517) was more than 22 times greater than the number who declined (200).**

As with the indicator above, cohort results did not vary and were similar to overall state results, with improvement percentages by cohort ranging from 58 percent for Cohort 10 to 69 percent for Cohort 9. Percentages of decline were 3 percent or less across cohorts and the state. For each cohort, less than one quarter of all students with data did not need to improve.

Overall, the percentage of class participation improvement steadily increased with the number of hours a student attended programming. The most considerable difference is between students who attended 270 or more hours, of which 69 percent improved, and those who attended less than 15 hours, of which 48 percent improved. Percentages of decline were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours. See also Figure 15.

Figure 15: 21<sup>st</sup> CCLC student class participation by hours attended



### Indicator 3: Student Volunteering in Class

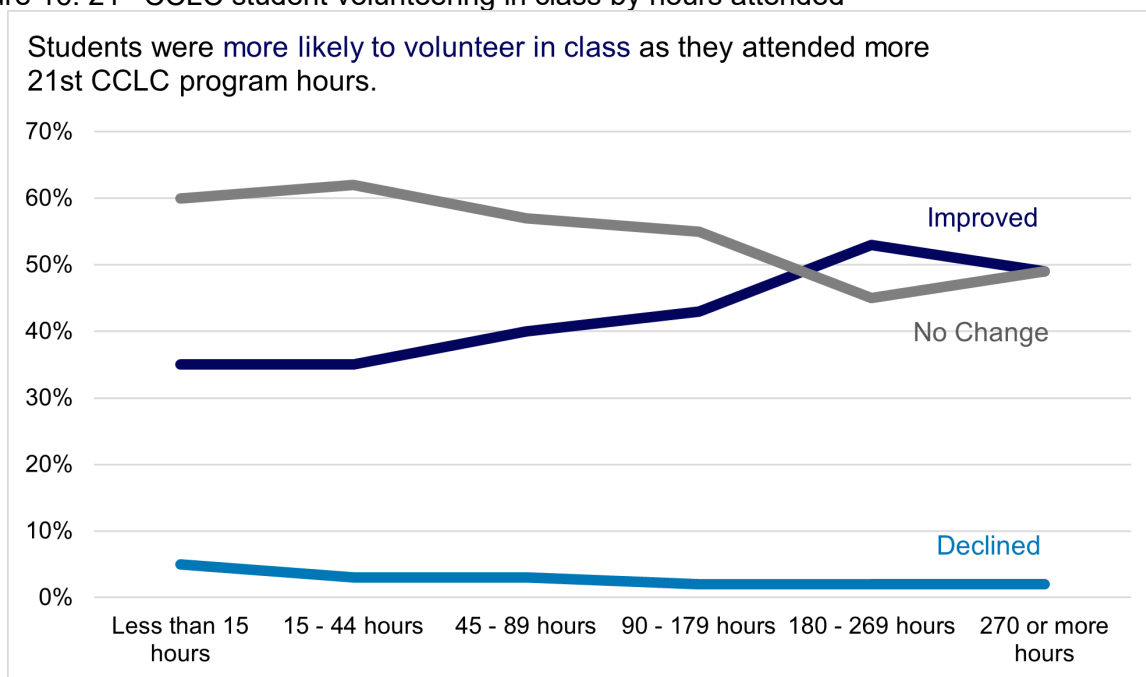
For the indicator of volunteering in class (i.e., for extra credit or more responsibilities), 45 percent of students who needed to improve did so, while 2 percent declined, and 53 percent showed no change. Twenty-six percent of all students with data did not need to improve and were excluded from these calculations.

**The number of students who improved volunteering in class (3,251) was more than 19 times greater than the number who declined (168).**

Again, cohort results were similar to the state results, though students in Cohort 9 were more likely to have improved (55 percent) compared to the state results and across the different participation hour bands. Percentages of decline were 3 percent or less across cohorts and the state. For each cohort, roughly one quarter of all students with data did not need to improve.

Overall, the percentage of improvement with volunteering in class steadily increased with the number of hours a student attended programming. The most considerable difference was between students who attended 180-269 hours, of which 53 percent improved, and those who attended less than 15 hours, of which 35 percent improved. Percentages of decline decreased with the number of hours a student attended programming, from 5 percent (less than 15 hours of programming) to 2 percent (270 or more hours of programming). The percentage of students who experienced no change decreased with more program hours. However, improvement rates decreased, and rates of no change increased for students who attended 270 or more hours of programming. See also Figure 16.

Figure 16: 21<sup>st</sup> CCLC student volunteering in class by hours attended



#### Indicator 4: Student Attentiveness in Class

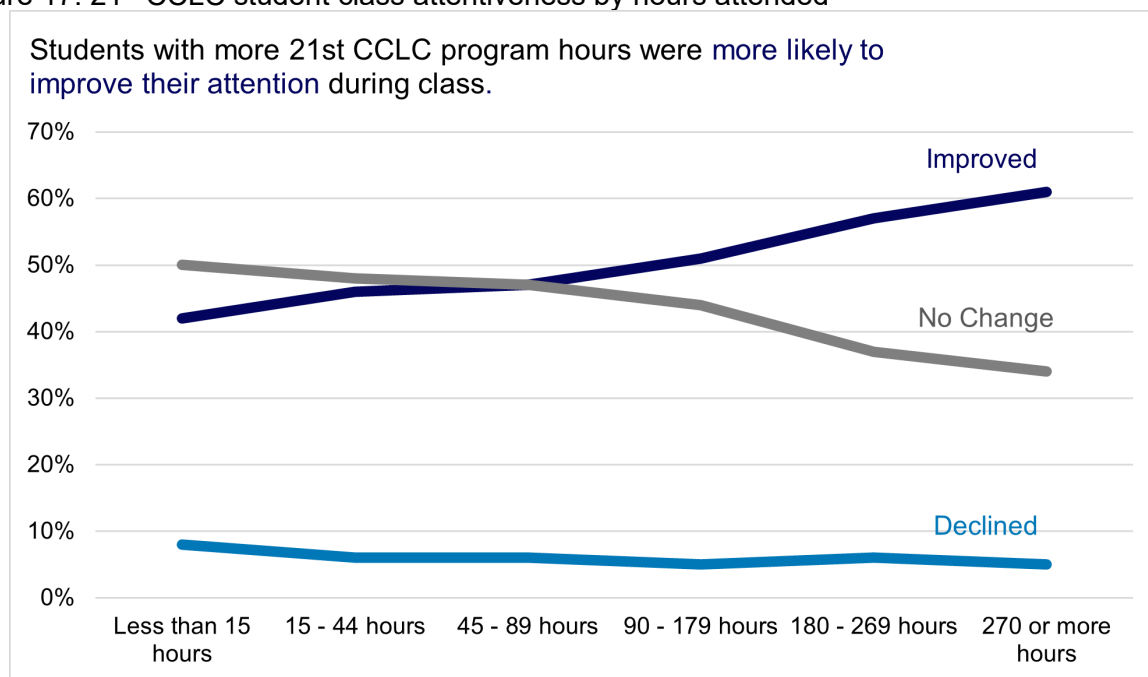
Class attentiveness results showed that, for students who needed to improve, 53 percent of students improved, 41 percent showed no change, and 6 percent declined.

**The number of students who improved class attentiveness (3,981) was more than 9 times greater than the number who declined (421).**

Cohort results were similar to the state results, though students in Cohort 9 students were somewhat more likely to improve and less likely to experience no change across the hour bands and all students. Percentages of decline were similar across cohorts. For each cohort, roughly one quarter of all students with data did not need to improve.

Again, the percentage of improvement steadily increased with the number of hours a student attended programming. The most considerable difference was between students who attended 270 or more hours, of which 61 percent improved, and those who attended less than 15 hours, of which 42 percent improved. Percentages of decline were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours. See also Figure 17.

Figure 17: 21<sup>st</sup> CCLC student class attentiveness by hours attended



#### Indicator 5: Class Behavior

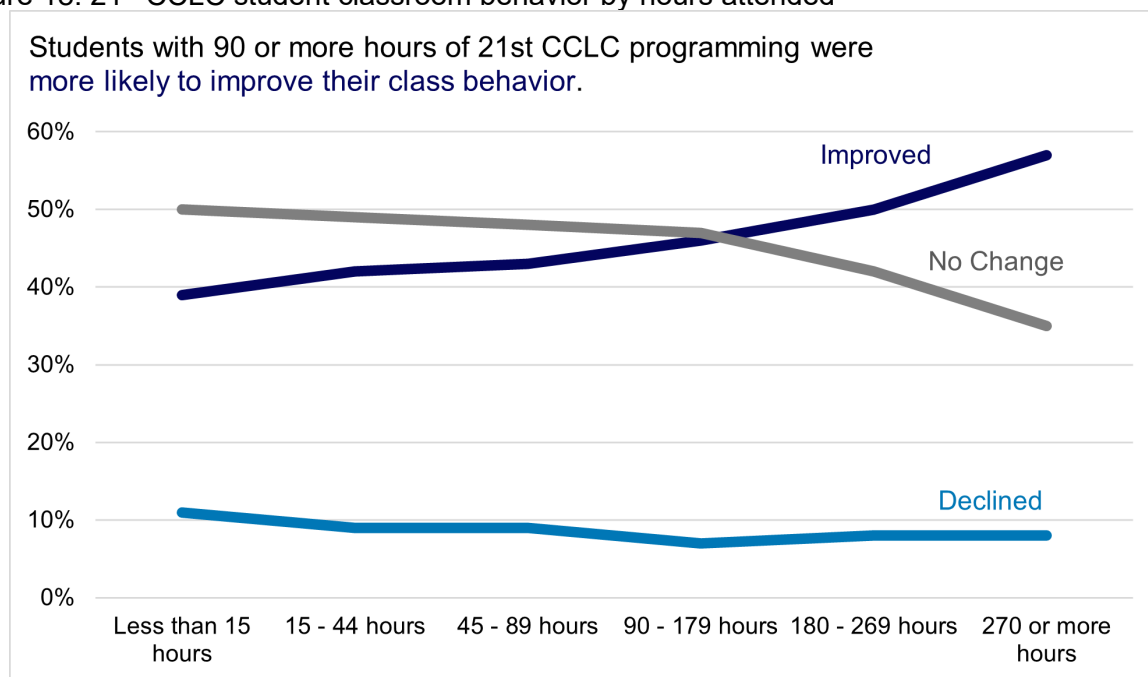
After excluding those who did not need to improve, class behavior results showed that 48 percent of students improved, 44 percent showed no change, and 8 percent declined. Thirty-three percent of all students with data did not need to improve and were excluded from these calculations.

**The number of students who improved their class behavior (3,160) was more than 6 times greater than the number who declined (525).**

Cohort results were similar to state results, though students in Cohort 9 were somewhat more likely to improve. Additionally, students in Cohort 9 were less likely to experience no change in than other Cohorts. Percentages of decline were similar across cohorts.

Overall, the percentage of improvement in class behavior increased with the number of hours a student attended programming. The most considerable difference was between students who attended 270 or more hours, of which 57 percent improved, and those who attended less than 15 hours, of which 39 percent improved. Percentages of decline were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours. See also Figure 18.

Figure 18: 21<sup>st</sup> CCLC student classroom behavior by hours attended



#### Indicator 6: Academic Performance

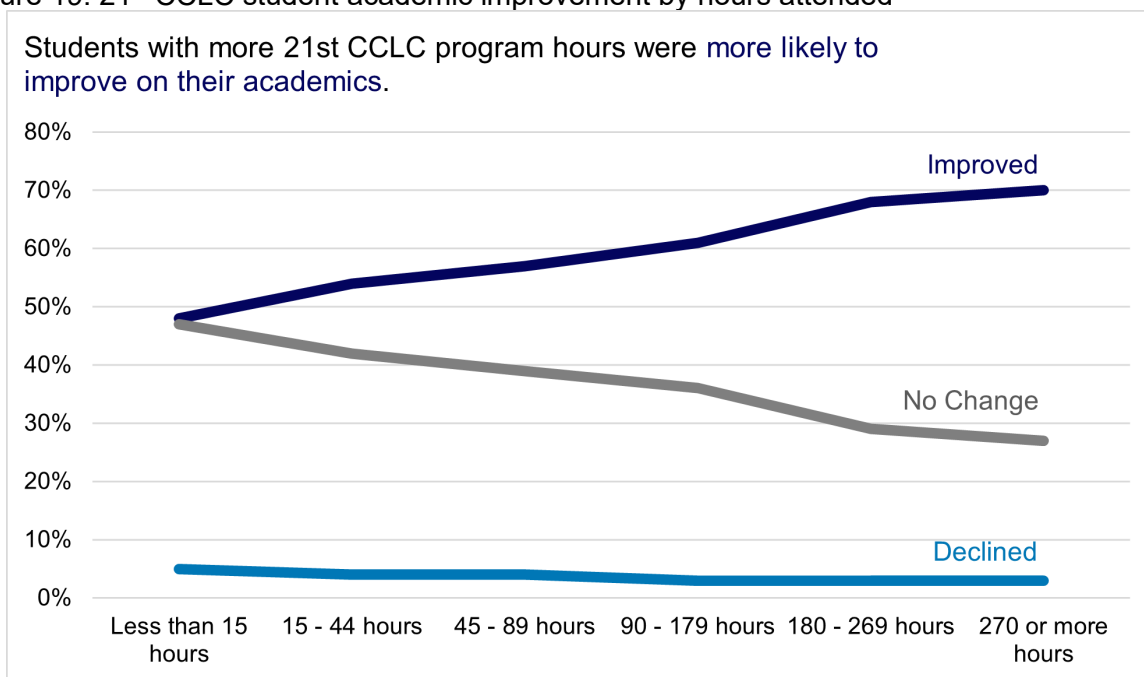
Sixty-two percent of students who needed to improve their academic performance did so, while 4 percent declined, and 34 percent showed no change. Twenty percent of all students with data did not need to improve and were excluded from these calculations.

**The number of students who improved their academic performance (4,912) was more than 17 times greater than the number who declined (287).**

Cohort results for percentages of improvement varied among all three Cohorts, with Cohort 9 having the highest percentage of students improving (72 percent), followed by Cohort 11 (63 percent) and Cohort 10 (59 percent). Students in Cohort 10 experienced the highest percentage of no change (37 percent), and percentages of decline were similar across Cohorts.

Similar to other indicators, the percentage of improvement steadily increased with the number of hours students attended programming. The most considerable difference was between students who attended 270 or more hours, of which 70 percent improved, and those who attended less than 15 hours, of which 48 percent improved. The percentages of decline were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours. See also Figure 19.

Figure 19: 21<sup>st</sup> CCLC student academic improvement by hours attended



#### *Indicator 7: Coming to School Motivated to Learn*

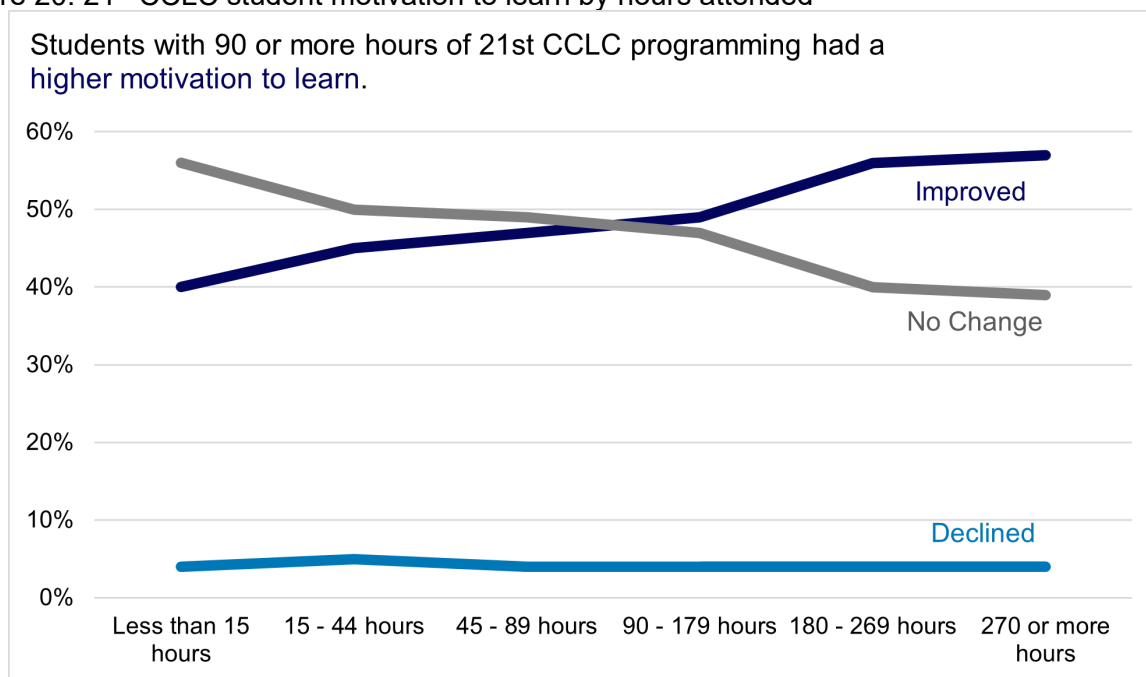
Of students who needed to improve with coming to school motivated to learn, 51 percent did so, 45 percent showed no change, and 4 percent declined.

**The number of students who improved their motivation (3,671) was more than 12 times greater than the number of students who declined (291).**

Cohort results for percentages of student motivation varied between all three Cohorts, with Cohort 9 having the highest percentage of students improving (63 percent), followed by Cohort 11 (51 percent) and Cohort 10 (48 percent). Students in Cohort 10 experienced the highest percentage of no change (48 percent), and percentages of decline were similar across Cohorts.

The percentage of students improving steadily increased with the number of hours a student attended programming. The most considerable difference was between students who attended 270 or more hours, of which 57 percent improved, and those who attended less than 15 hours, of which 40 percent improved. Percentages of decline were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours. See also Figure 20.

Figure 20: 21<sup>st</sup> CCLC student motivation to learn by hours attended



#### *Indicator 8: Engagement in Learning*

For the indicator of engagement in learning, which is also one of the five GPRA measures, 58 percent of students who needed to improve did so. Four percent of students declined, and 38 percent showed no change. Twenty-three percent of all students with data did not need to improve and were excluded from these calculations.

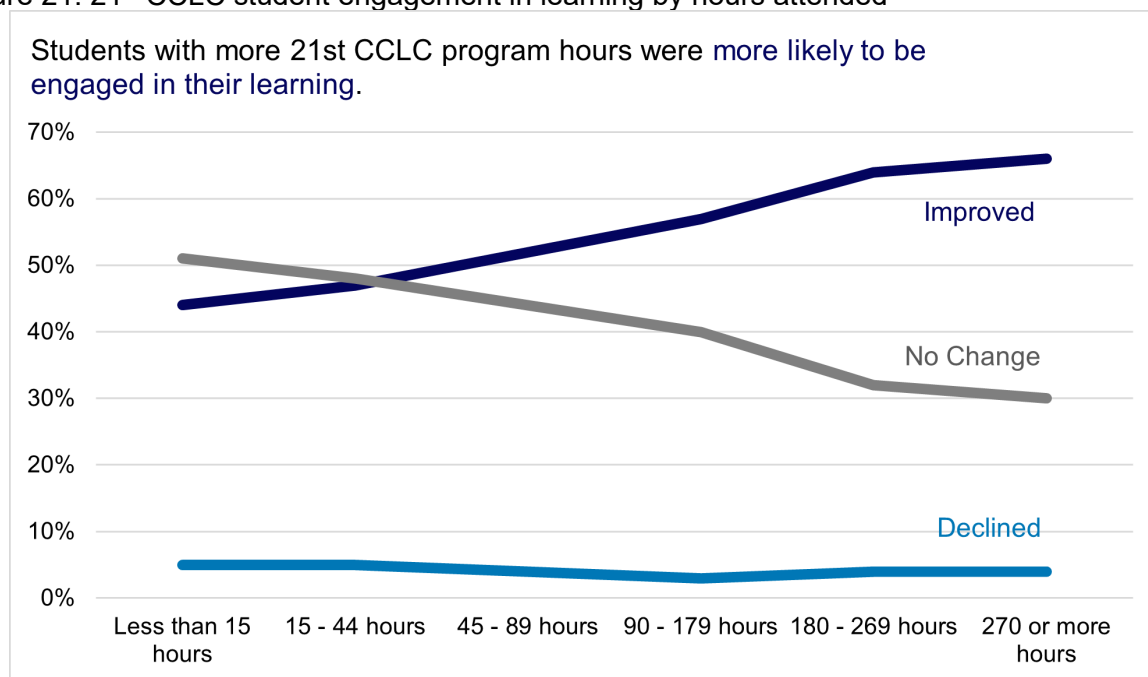
**The number of students who improved their engagement in learning (4,368) was more than 15 times greater than the number who declined (290).**

Cohort results were similar to the state results, though students in Cohort 9 were somewhat more likely to improve in their engagement in learning. Additionally, students in Cohort 9 were less likely to experience no change in than other Cohorts. Percentages of decline were similar across Cohorts.

Overall, the percentage of improvement with engagement in learning steadily increased with the number of hours a student attended programming. The most considerable difference was between students who attended 270 or more hours, of which 66 percent improved, and those who attended less than 15 hours, of which 44 percent improved. The percentages of decline were similar across hour bands, and the percentage of students who experienced no change decreased with more program hours. See also Figure 21.



Figure 21: 21<sup>st</sup> CCLC student engagement in learning by hours attended



### *School Behavior/Discipline and Attendance*

Results provided in this section address the program performance measure “Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.” This performance measure was evaluated using the following two GPRA measures:

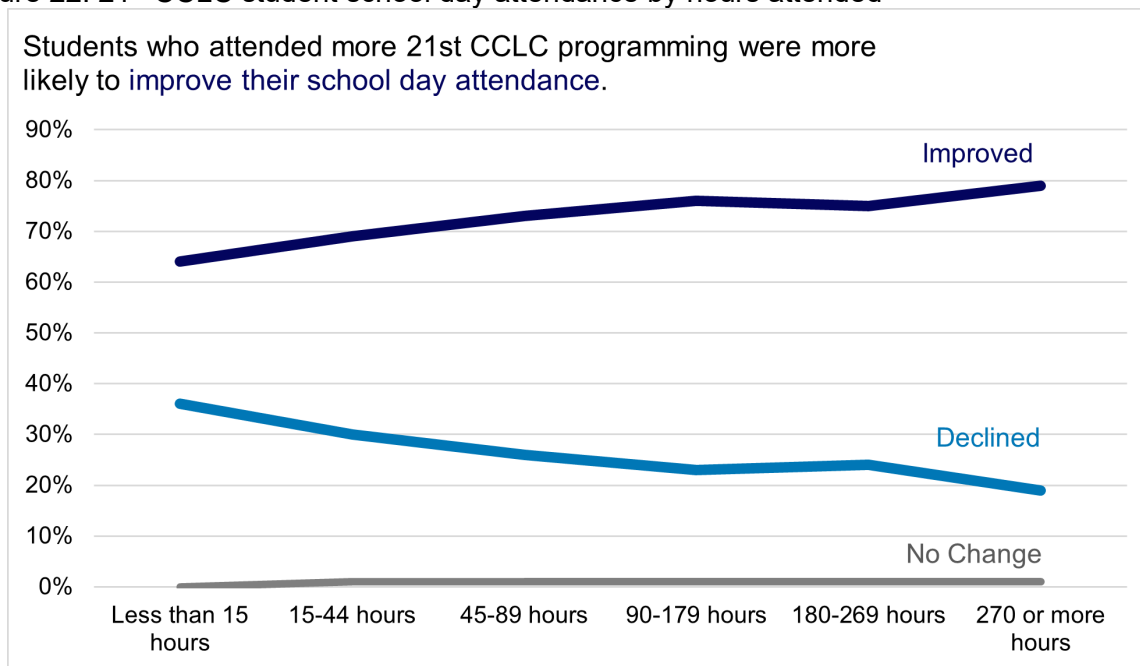
- **GPRA #3. School Day Attendance** - *Percentage of students in grades 1-12 participating in 21st CCLC programming during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.*
- **GPRA #4. Behavior** - *Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.*

Only two percent of 21st CCLC students in grades 1-12 were issued at least one in-school suspension during 2021-22 and 2022-23, therefore, a decrease in in-school suspensions is not a strong measure to determine student behavioral gains as they are overall an uncommon punitive measure in Pennsylvania’s schools. However, of the 506 students who did receive an in-school suspension in 2021-22, 83 percent decreased their number of suspensions and 70 percent received no suspensions in 2022-23. Since these students account for such a small number of the population, it cannot be said with confidence that there is a correlation between 21st CCLC participation and reduction in in-school suspensions. It is unclear if a low number of in-school suspensions were issued due to positive student behavioral gains or because schools did not issue them as a disciplinary measure. For a more relevant analysis of student behavior, please refer to the behavior question in the [Teacher Survey](#) section of this report.

Comparative school day attendance rates were available for 82 percent of students in grades 1-12. Of these students, 32 percent needed to improve, meaning they had a 2021-22 attendance rate at or below 90 percent. Of those students who needed to improve (8,635), 72 percent did so, 28 percent declined, and less than one percent experienced no change in attendance rate.

There is evidence that a greater volume of 21st CCLC program attendance has had a positive effect on attendance rates, with percentages of improvement increasing and percentages of decline decreasing steadily with each hour band (with the exception of the 90-179 hour band to the 180-269 hour band). This trend is most obvious between students who attended 270 or more hours, of which 79 percent improved their attendance, and students who attended less than 15 hours, of which 64 percent improved. Complete results by hour bands are provided in [Appendix C](#).

Figure 22: 21<sup>st</sup> CCLC student school day attendance by hours attended



Results were also analyzed by cohort, grade level, and duration in 21st CCLC programming (years of participation). However, data results revealed that these factors did not impact student attendance outcomes.

## Promotion

Promotion status was available for 27,757 students (86 percent of all 21<sup>st</sup> CCLC participants). Of these students, 98 percent were promoted at the end of the 2022-23 school year. Because nearly all students were promoted, additional disaggregation was not conducted as part of the analysis as it would not add value to the finding.

## High School Credit/Course Recovery

Credit recovery data was collected from the PA Implementation Survey and the grantee Student Data workbook. Overall, 20 grantees (13 percent of grantees) offered credit recovery programs in 2022-23 and reported that one or more high school students engaged in that type of programming.

Grantees offered course/credit recovery instruction through a blend of face-to-face instruction and computer-based instruction (65 percent) or primarily face-to-face instruction (35 percent).

Fourteen grantees indicated that students who participated in credit recovery also participated in other 21st CCLC activities. The most common reasons provided for why students did not participate in other 21st CCLC activities were that grantees targeted a different population than regular 21<sup>st</sup> CCLC programming or students were occupied with other family, home, school, or work obligations.

Fifteen grantees offered credit recovery programs during the summer. Two-thirds of these grantees (67 percent) reported that it typically took less than the length of the summer program to recover one course or credit. One-third of these grantees (33 percent) reported that it typically took the full summer term to recover one course or credit.

Seventeen grantees offered credit recovery programs during the school year. Of these grantees, 59 percent reported that it typically took students less than a semester to recover a single credit, while the remaining grantees reported that students took less than a full school year (six grantees) or a full program year (one grantee).

Of the 20 grantees who offered credit recovery programs, 19 (95 percent) reported additional details for 682 students (2 percent). Overall, 533 (78 percent) students recovered one or more credits, which is one percent more than the previous program year. The total number of credits recovered was 937.

Some students were also able to recover credits in more than one subject area. Of the 533 students:

- 195 (37 percent) recovered literacy-related credits,
- 176 (33 percent) recovered math-related credits, and
- 361 (68 percent) recovered credits for other subjects.

## Results by Locale Type

Recently, the 21<sup>st</sup> CCLC program made it a priority to engage rural and underserved communities in the commonwealth. As discussed earlier in this report, 56 percent of grantees identified their program as operating in an urban setting, 22 percent identified their program as operating in a rural setting, 9 percent reported their program as suburban, and 13 percent reported their program operated in a combination of these settings. By student count, 54 percent of students were served by a grantee in an urban setting, 20 percent in a rural setting, 12 percent in a suburban setting, and 13 percent in a combined setting.

The proportionality of 21st CCLC participants by locale type varied somewhat from the proportionality of Pennsylvania school-age youth by these classifications. According to locale

classifications by the National Center for Education Statistics (NCES) data,<sup>23</sup> approximately 54 percent of public school students in Pennsylvania are from suburban settings (12 percent of program participants), 22 percent are from city/urban settings (54 percent of participants), and 24 percent are from town/rural settings (20 percent of participants).<sup>24</sup> These results suggest that 21st CCLC programs were successful in reaching students in urban and rural settings, but reached a disproportionately low amount of students in suburban settings. However, it is important to remember that student need is a greater factor in grantee selection and service delivery than locale distribution.

Grantees determined locale type because some grantee programs operate in a different setting than the grantee's mailing address location. For example, a school district may operate in some, but not all schools; and different schools may have different settings. Also, this provided some insight into how the programs classify their identity, versus how they may be classified by others.

Academic performance was assessed by each locale type. Only students who needed to improve were included in these calculations. Except for GPA assessments, urban grantees had the highest percentage of students with no change in score level and the lowest percentage who declined for each measure (three out of four). Suburban grantees most often had the highest percentage of students who declined (three out of four measures). However, there was variability in improvement rates among the different locale types, and no locale type had higher rates of improvement than other types. Because the majority of students made no change in their state assessment score levels across all locales, it is difficult to make comparisons based on locale. Ultimately, further analysis is needed to investigate the potential correlation between student performance and locale.

- For math state assessments, rural students and those with a combination of locale had the highest improvement percentages (19 percent each), and suburban students had the lowest (14 percent). Urban students also had the lowest decline percentage (11 percent) but also the highest percentage of students who made no changes in their score level (71 percent).
- For reading state assessments, urban students had the highest improvement percentage (26 percent), the lowest percentage of decline (14 percent), and the highest percentage of no change in their score level (60 percent). Suburban grantees had the highest decline percentage (20 percent).
- For student GPAs, urban students had the highest percentage of improvement (55 percent), the highest percentage of decline (37 percent), and the lowest percentage of no change in their school level (8 percent). Students with a combination of locales had the lowest improvement percentage at 37 percent.
- For the teacher survey question on academic performance, suburban grantees had the highest percentage of improvement (65 percent) and the highest percentage of decline (5 percent). Urban grantees had the lowest improvement percentage (61 percent) and the lowest percentage of decline (3 percent).

See also Figures 23, 24, 25 and 26.

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<sup>23</sup> Source: <https://www.education.pa.gov/DataAndReporting/SchoolLocale/Pages/default.aspx>. 'Rural' and 'town' designations were combined into 'rural' for analysis.

<sup>24</sup> Students who were served by a grantee who self-classified as operating in a combination of locales were unable to be compared to the NCES data.

Figure 23: 21<sup>st</sup> CCLC student math assessment results by program locale

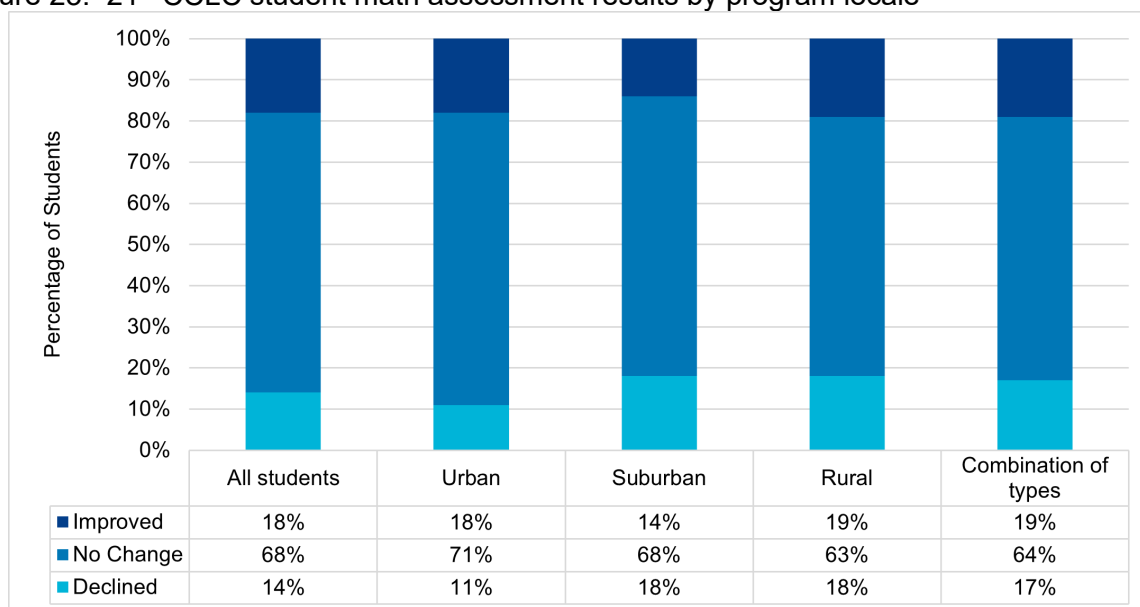


Figure 24: 21<sup>st</sup> CCLC student reading assessment results by program locale

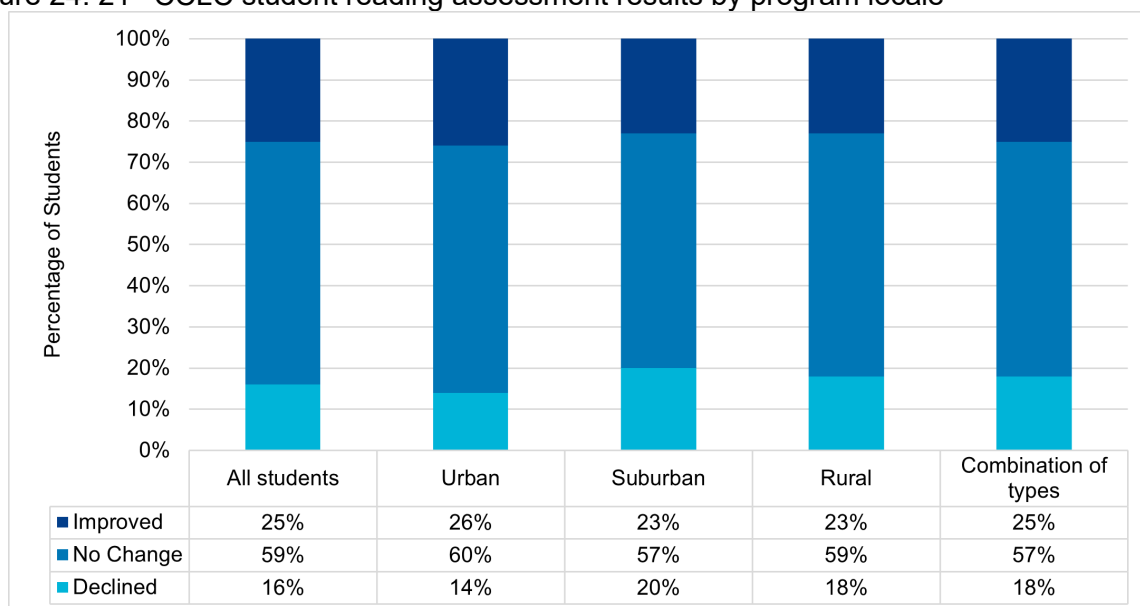


Figure 25: 21<sup>st</sup> CCLC student GPA results by program locale.

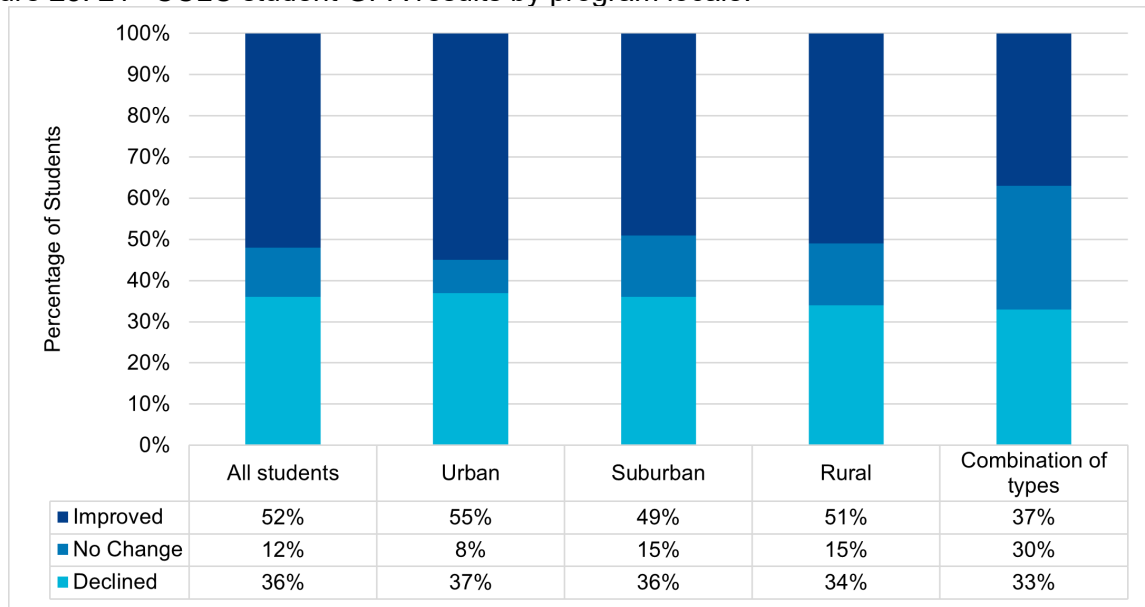
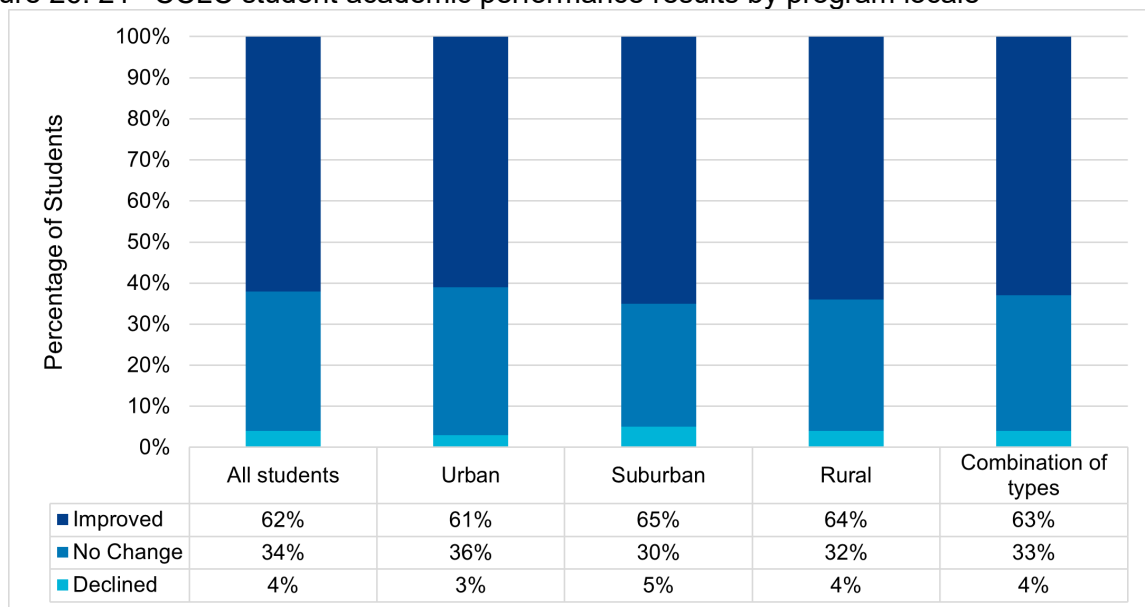


Figure 26: 21<sup>st</sup> CCLC student academic performance results by program locale



## 2022-23 Government Performance and Results Act

The federal 21st CCLC program established **performance objectives** as part of the Government Performance and Results Act (GPRA).

The indicators addressed here are related to and could be addressed within **Pennsylvania's three performance measures**:

1. Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes,
2. Increasing percentages of students **regularly**<sup>25</sup> participating in the program will meet or exceed state and local academic achievement standards in reading and math, and
3. Students participating in the program will show improvement in the performance measures of school attendance, classroom performance, and reduced disciplinary referrals.

These results are based upon state calculations and may differ from federal calculations, as state evaluators collected and analyzed individual student data submitted by grantees, while grantees reported counts of students by category in the 21APR system. Analysis methods may differ slightly from federal methods, as analysis methods or logic used at the federal level have not been made available to Pennsylvania.<sup>26</sup> As grantee-entered data are not exportable in an analysis-friendly format from 21APR, it is not possible at this time to determine the extent to which grantee-reported counts in 21APR are similar to individual student data grantees submitted to state evaluators.

**Federal Performance Objective 1:** Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes. See Table 9.

Table 9: GPRA Results (2021-2023)\*

GPRA Measure	2021-22 Result (Baseline)	2022-23 Result
1.1 Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in <b>reading and language arts on state assessments</b> .	22%	<b>25%</b>
1.2 Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in <b>mathematics on state assessments</b> .	18%	<b>28%</b>
2.1 Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted Grade Point Average (GPA) of less than 3.0 who demonstrated an improved <b>GPA</b> .	<b>56%</b>	52%
3.1 Percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved <b>attendance rate in the current school year</b> .	72%	72%

<sup>25</sup> Beginning with 2021-22, the concept of regular attendees is no longer used for the federal GPRA measures. This objective will be revisited and updated.

<sup>26</sup> The PA evaluation team used analysis methods provided under the previous federal evaluator American Institutes for Research.

GPRA Measure	2021-22 Result (Baseline)	2022-23 Result
4.1 Percentage of students in grades 1-12 attending 21st CCLC programming during the school year and summer who experienced a decrease in <b>in-school suspensions</b> compared to the previous school year.	62%	<b>83%</b>
5.1 Percentage of students in grades 1–5 participating in 21st CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported <b>engagement in learning</b> .	46%	<b>58%</b>

\*This table will be updated each year for comparison.

**Federal Performance Objective 2:** 21st CCLC will offer high-quality enrichment opportunities that positively affect student outcomes, such as school attendance and academic performance, and result in decreased disciplinary actions or other adverse behaviors.

Indicator 2.1: The percentage of 21st CCLC centers reporting emphasis in at least one core academic area.

Indicator 2.2: The percentage of 21st CCLC centers offering enrichment and support activities in other areas.

Information for these indicators has not been available in previous years because of changes in federal reporting. These elements are not explicitly included in 21APR reports. However, based on Implementation Survey data, 96 percent of grantees offered programming related to academic enrichment and 96 percent of programming related to STEM content. The second indicator is particularly broad. As such, it could be argued that 100 percent of grantees offer enrichment and support activities. Further definition is needed.



## Reflections, Implications, and Recommendations for Improvement

The 2022-23 21st CCLC program evaluation revealed many positive outcomes achieved by students and staff. Findings also revealed several areas that state and local program implementation teams can focus on to continue to improve the quality of programming in the coming year. The following recommendations are based on trends discussed in meetings throughout the year and on data presented in this report.

### CONSIDERATIONS FOR THE STATE TEAM

1. Pennsylvania's state performance measures have not been updated in several years, despite the implementation of the new GPRAs beginning in 2021-22.

**Recommendation:** The state team and evaluators should adjust the three state performance measures, as necessary, to align with the new GPRAs. Additionally, the state should consider setting benchmarks for each GPRA measure and a target timeline for completion, so evaluators may better assess the program's performance and trends over time.

2. Some grantees lack the capacity and knowledge to effectively identify and mitigate issues in their program implementation. Additionally, limited capacity at the state level to thoroughly assess each grantee and offer assistance is often a challenge. Data collection and reporting is completed following the end of each program year, meaning that issues may be addressed on a delayed basis. Any changes that could make the grantee performance review process more efficient would likely be beneficial to program performance.

**Recommendation:** The state team should consider reducing the data collection and reporting burden on grantees by asking them, with the help of their evaluator, to complete an annual grantee report card rather than the comprehensive local evaluation report, which could instead be completed biennially. A more systemic approach to local evaluation may allow the state to make comparisons more efficiently and effectively across grantees and highlight areas of success and those in need of improvement. Additionally, the state team should consider revisions to the current monitoring tool to make it more systemic and score based. Aggregated results of monitoring visits could also be incorporated into the annual report. More consistent and objective monitoring would be beneficial in assessing grantee performance. *Note: The monitoring tool is currently being revised for 2024-25.*

3. Evidence in this report indicates that a greater volume of program attendance may have a positive impact on several student outcomes.

**Recommendation:** The state team should consider prioritizing guidance and training for grantees in best practices to encourage consistent and repeated attendance. The state should work closely with grantees to identify barriers to attendance and develop evidence-based, creative solutions to address them. Solutions should also be developed

to better allow grantees to accurately track their daily attendance. Additionally, state evaluators should incorporate more robust analysis of individual students' outcomes, such as longitudinal or regression analysis, to better assess the correlation between volume of program attendance and positive results.

## CONSIDERATIONS FOR GRANTEES

1. Grantees reported that they most often use school, teacher, or parent recommendations to identify and enroll students in programs and similar sources when identifying student needs.

*Recommendation:* While programs are designed to serve primarily high-needs schools with high-needs students, grantees should consider using more objective sources of data and/or determine the extent to which objective sources of data are the basis for school, teacher, or parent recommendations. Data-sourced identification information can be used as baseline information to provide targeted student instruction and evaluate outcomes more accurately. Grantees should also ensure they are targeting students who do not have access to a similar afterschool program in their area.

2. Forty-seven percent of students attended Pennsylvania's 21st CCLC program for 90 hours or more, which captures students who would have been considered regular attendees (30 or more attendance days under the old GPRA). While an increase from the prior year's 40 percent, this means that more than half of 21st CCLC students are not attending the federally recommended, researched-based hours dosage (90 or more). Additionally, Pennsylvania's 21st CCLC outcomes indicate that students show greater percentages of improvement at higher attendance hours.

*Recommendation:* Grantees should prioritize student retention and repeated attendance, rather than volume of students served. It may be to students' and programs' advantage to serve slightly fewer students with greater intensity and duration. Additionally, grantees should exercise caution in operating centers that do not attract a consistent population of students. 21<sup>st</sup> CCLC program funding, resources, and staffing are limited, and grantees need to operate programming that offers the greatest benefit to the greatest number of students. Grantees should consider conducting annual or biennial cost-benefit analyses of their program centers. The state team and grantees should work more closely together to develop creative solutions for consistent attendance and to develop solutions to increase participation at low-performing sites.

3. While higher than prior years, student improvement percentages on state assessments were the lowest amongst the five GPRA measures, with only about one-fourth of students improving on each measure. Comparatively, 52 to 83 percent of students improved on the other four GPRA measures. This may be due to pandemic-related learning loss or possibly because improvement from one proficiency level to the next is uncommon in just one year.

*Recommendation:* Grantees should consider prioritizing programming that addresses student learning loss and prepares them for future state assessments. Grantees should also compare their local evaluation results to state results to gauge how their students are performing on this measure and to determine if there are certain grade levels,

cohorts, feeder schools, etc. that may benefit from greater support on state assessments. The state evaluation team should conduct longitudinal data analysis to explore whether students make gains on state assessments after more years in the 21<sup>st</sup> CCLC program.

3. Grantees have access to a wealth of data that can help identify areas of success and those in need of improvement. This data – analyzed in the local evaluation report – can be used to inform improved program implementation, identify best practices, and share program outcomes with stakeholders and funders.

**Recommendation:** Grantees should collaborate with their local evaluator to review and ensure they thoroughly understand their local evaluation findings. Grantees should use their results to consider areas of strength, especially those that could be expanded or replicated, and opportunities for improvement. Grantees should also consider comparing their local-level results to those at the state-level and using the state evaluation report to identify additional areas of local interest that they may not currently examine.

Grantees should use their findings to inform program activities and strategies that may be more likely to contribute to positive student outcomes. They should focus particularly on students whose results show a decline and those with the most significant needs to provide targeted, intensive strategies designed to support improvement.

Grantees should also prioritize sharing their program results with stakeholders, especially funders, to help ensure program sustainability following the end of their 21<sup>st</sup> CCLC grant.

Finally, the state evaluation team should consider providing grantees with additional resources and training on best practices in assessing their program results and sharing these outcomes with stakeholders.

## Appendix A: Math and Reading State Assessment Measures by Attendance Categories

State Assessments	15 or less hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270 or more hours	Total Number of Students
Math State Assessments							
<i>Below Basic</i>	63%	57%	57%	53%	49%	47%	<b>7,143</b>
<i>Basic</i>	25%	26%	25%	28%	30%	31%	<b>3,638</b>
<i>Proficient</i>	10%	13%	14%	15%	17%	17%	<b>1,887</b>
<i>Advanced</i>	2%	4%	4%	4%	4%	5%	<b>523</b>
<b>Total # of Students</b>	<b>1,697</b>	<b>2,560</b>	<b>2,549</b>	<b>2,799</b>	<b>1,866</b>	<b>1,720</b>	<b>13,191</b>
Reading State Assessments							
<i>Below Basic</i>	22%	21%	21%	21%	21%	22%	<b>2,799</b>
<i>Basic</i>	48%	45%	46%	45%	44%	43%	<b>5,996</b>
<i>Proficient</i>	25%	27%	27%	27%	29%	28%	<b>3558</b>
<i>Advanced</i>	5%	7%	6%	7%	6%	7%	<b>837</b>
<b>Total # of Students</b>	<b>1,702</b>	<b>2,558</b>	<b>2,556</b>	<b>2,791</b>	<b>1,863</b>	<b>1,720</b>	<b>13,190</b>

## Appendix B: Teacher Survey Responses by Attendance Categories

Teacher Survey Measure	<15 hours	15-44 hours	45-89 hours	90-179 hours	180-269 hours	270+ hours	Total # of Students
Completing Homework to Satisfaction							
Improved	45%	49%	54%	57%	66%	<b>69%</b>	<b>4177</b>
No Change	<b>51%</b>	45%	41%	39%	29%	25%	<b>2462</b>
Declined	4%	<b>6%</b>	5%	4%	5%	<b>6%</b>	<b>333</b>
Participating in Class							
Improved	48%	49%	54%	59%	66%	<b>69%</b>	<b>4517</b>
No Change	<b>47%</b>	<b>47%</b>	44%	39%	31%	29%	<b>2771</b>
Declined	<b>5%</b>	4%	2%	2%	3%	2%	<b>200</b>
Volunteering (e.g., for extra credit, etc.)							
Improved	35%	35%	40%	43%	<b>53%</b>	49%	<b>3251</b>
No Change	60%	<b>62%</b>	57%	55%	45%	49%	<b>3801</b>
Declined	<b>5%</b>	3%	3%	2%	2%	2%	<b>168</b>
Being Attentive in Class							
Improved	42%	46%	47%	51%	57%	<b>61%</b>	<b>3981</b>
No Change	<b>50%</b>	48%	47%	44%	37%	34%	<b>3081</b>
Declined	<b>8%</b>	6%	6%	5%	6%	5%	<b>421</b>
Behaving in Class							
Improved	39%	42%	43%	46%	50%	<b>57%</b>	<b>3160</b>
No Change	<b>50%</b>	49%	48%	47%	42%	35%	<b>2865</b>
Declined	<b>11%</b>	9%	9%	7%	8%	8%	<b>525</b>
Academic Performance							
Improved	48%	54%	57%	61%	68%	<b>70%</b>	<b>4912</b>
No Change	<b>47%</b>	42%	39%	36%	29%	27%	<b>2673</b>
Declined	<b>5%</b>	4%	4%	3%	3%	3%	<b>287</b>
Coming to School Motivated to Learn							
Improved	40%	45%	47%	49%	56%	<b>57%</b>	<b>3671</b>
No Change	<b>56%</b>	50%	49%	47%	40%	39%	<b>3213</b>
Declined	4%	<b>5%</b>	4%	4%	4%	4%	<b>291</b>
Engagement in Learning							
Improved	44%	47%	52%	57%	64%	<b>66%</b>	<b>4368</b>
No Change	<b>51%</b>	48%	44%	40%	32%	30%	<b>2859</b>
Declined	<b>5%</b>	<b>5%</b>	4%	3%	4%	4%	<b>290</b>

## Appendix C: Overall School Day Attendance Results by Total 21<sup>st</sup> CCLC Program Attendance

<b>School Day Attendance</b>	<b>&lt;15 hours</b>	<b>15-44 hours</b>	<b>45-89 hours</b>	<b>90-179 hours</b>	<b>180-269 hours</b>	<b>270+ hours</b>	<b>Total # of Students</b>
Improved	64%	69%	73%	76%	75%	79%	<b>8,635</b>
No Change	0%	1%	1%	1%	1%	1%	<b>2,388</b>
Declined	36%	30%	30%	23%	24%	19%	<b>54</b>
<b>Total # of Students</b>	<b>1,712</b>	<b>1,839</b>	<b>1,657</b>	<b>1,541</b>	<b>1,096</b>	<b>790</b>	<b>11,077</b>