CRESST REPORT 789

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INDEPENDENT STATEWIDE EVALUATION OF AFTER SCHOOL PROGRAMS

APRIL 2011

The National Center for Research on Evaluation, Standards, and Student Testing

Graduate School of Education & Information Sciences
UCLA | University of California, Los Angeles

Independent Statewide Evaluation of After School Programs
ASES and 21st CCLC
Year 2 Annual Report

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Abstract

After school programs offer an important avenue for supplementing educational opportunities. In California, the After School Education and Safety (ASES) program creates incentives for locally driven after school programs to partner with schools and communities in providing academic support and safe, constructive alternatives for elementary and middle school students. This paper presents findings from Year 2 of a four-year longitudinal study describing the statewide landscape of the California ASES programs. It examines the effectiveness and efficiencies of these programs in recruiting and retaining students at risk and in increasing their academic successes as indicated by California Standardized Test scores, youth development outcomes, and the English learners' California English Language Development Test scores.

INTRODUCTION

The purpose of this report is to present the preliminary Year 2 findings of a four-year longitudinal study on the California statewide after school programs funded by the California Department of Education (CDE). Since the provisions of Proposition 49[1] became effective with the passage of the 2006-07 State Budget, Senate Bill 638 became the implementation legislation signed by Governor Schwarzenegger on September 21, 2006. As a result, total funding for the ASES (After School Education and Safety) program increased from around $120 million to $550 million annually. One of the stipulations of this funding is that the California Department of Education shall contract for an independent statewide evaluation on the effectiveness of programs receiving funding. The National Center for Research on Evaluation, Standards, and Student Testing (CRESST) has taken on the responsibility of this task and is currently responsible for conducting two statewide evaluations of after school programs: one for programs serving elementary and middle school students (ASES and 21st

[1] In 2002, California voters passed a ballot initiative called Proposition 49, which was sponsored by now-Governor Arnold Schwarzenegger to increase the state's investment in after school programming. As it is written, Prop 49 provides funding to allow *every* public elementary and middle school in California to access state funds for after school programs.

CCLC [21st Century Community Learning Centers] programs) and the second for programs serving high school students (ASSETs program). This report summarizes activities conducted during Year 2 of the four-year study on the statewide evaluation of after school programs serving elementary and middle school students.

In general, this report follows the structure of the Year 1 Annual Report. While the Year 1 report focused on the analysis that generated the sampling frame and the procedures on the development of study instruments, this report also presents the preliminary analysis and findings collected during Year 2 of the study. In this report, Chapter I presents the study theory and the evaluation questions that guide the study. Chapter II provides descriptions of the data sources, sampling structure, and sampling design for Study Sample IV. Chapter III introduces the data collection methodology in Year 2. Chapter IV presents preliminary findings on the academic and behavioral outcomes for Study Samples I and II. Chapter V describes the Year 2 findings of the effects of attending after school programs for Study Sample III. Chapter VI contains the thorough analysis of Sample IV findings from the sampled program sites in Year 2. Finally, Chapter VII summarizes the findings from Year 2.

CHAPTER I:
THEORETICAL MODEL OF THE STUDY

It is essential that an evaluation of after school programming be rooted in the research on effective, high-quality program provisions. Based on the extensive literature review conducted last year, the following theoretical model was developed.

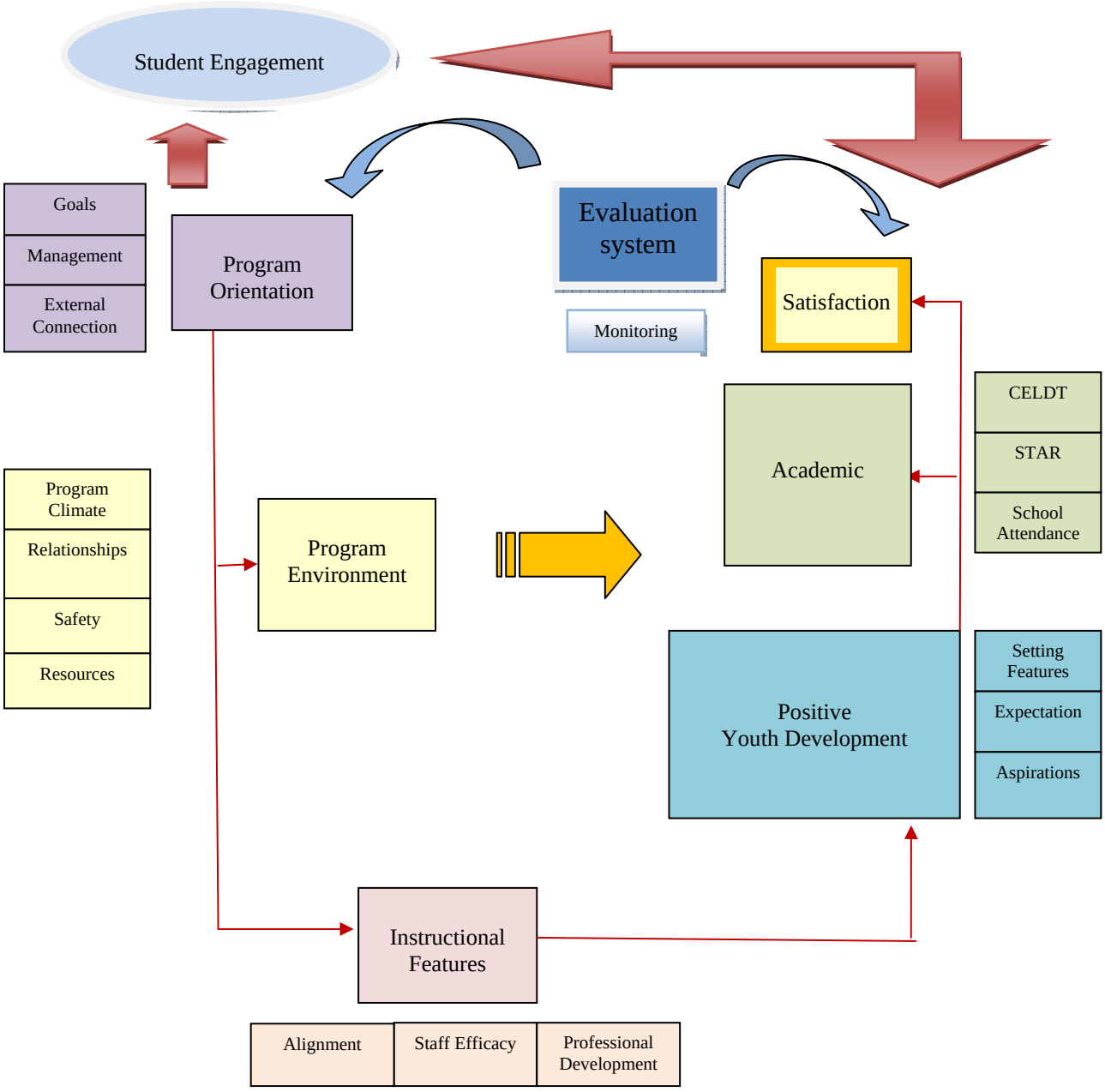


Figure 1. Theoretical model.

As specified in the model, efficient organization, environment, and instructional features are crucial for maintaining high-quality after school programs. Having a strong team of site staff who are qualified, experienced, committed, and open to professional development opportunities is also critical for a successful organization and an overall high-quality program. Beyond site staff, involvement of children's families and communities can enhance the after school program experience, foster program growth, and increase program sustainability. In order to gauge program success, consistent and systematic methods of evaluation are important; they ensure that students, families, and communities involved in the program are being effectively served, and they create opportunities for the program to continuously self-improve.

Evaluation Questions

The following evaluation questions (per Education Code Sections 8421.5, 8428, 8482.4, 8483.55©, and 8484), together with the theoretical model, guide CRESST in meeting the purposes of the comprehensive independent after school program evaluations.

1. What is the impact of after school programs on the academic performance of participating students? Does participation in after school programs appear to contribute to improved academic achievement?
2. Does participation in after school programs affect other behaviors such as school day attendance, homework completion, positive behavior, skill development, and healthy youth development?
3. What are the similarities and differences in program structure and implementation? How and why has implementation varied across programs and schools, and what impact have these variations had on program participation, student achievement, and behavior change?
4. What is the level of student, parent, staff, and administration satisfaction concerning the implementation and impact of after school programs?
5. What is the nature and impact of organizations involved in local partnerships?
6. What unintended consequences have resulted from the implementation of the after school programs?

CHAPTER II:
ESTABLISHING A SAMPLING FRAME

This chapter provides descriptions of data sources, sampling structure, and sampling design.

Data Sources

Similar to Year 1 of the study, data sources for this study include:

1. Student-level academic assessment results and demographic data provided annually by the CDE, including data from the following: the Standardized Testing and Reporting Program (STAR), the California English Language Development Test (CELDT), and the California Physical Fitness Test;
2. The CRESST-designed "After School Profile Questionnaire," which is sent to all participating after school programs annually to gather in-depth information about their program orientation, environment, and instructional features;
3. Annual collection of student-level behavioral data on sample of 100 districts for the elementary and middle school after school programs identified by CRESST; and
4. In-depth data collection on a subsample of 40 ASES and/or 21st CCLC after school sites during Years 2 and 3. The CRESST-designed instruments include surveys and protocols for focus groups and interviews. The instruments explore program orientation, program environment, instructional features, and level of student, parent, staff, and administration satisfaction concerning implementation and impact of after school programs.

Sampling Structure

This study is designed to utilize administrative data collected by the CDE and school districts (secondary data sources), as well as new data collected by the evaluation team (primary data sources). The secondary data sources are intended to provide student-level information pertaining to after school program participation, demographics, grade progression, mobility, and test score performance. The primary data sources are intended to provide detailed information about after school program characteristics and operations. The data for the evaluation is summarized in Appendix A.

Sampling Design

To address all the research questions stipulated in the evaluation's Statement of Work (SOW), four study samples were constructed based on program participation during the 2007-08 school year. This section describes the process CRESST used to define each sample. An overview of each sample is presented in Table 1. Chapter III will explain the data

collection process in all of the four samples, while the in-depth analysis of these collected data will be conducted in Chapters IV, V, and VI in this report.

Table 1

Overview of Study Samples

Sample	Purpose	Sampling universe	Selection criteria
Sample I	Examine statewide after school attendance patterns and estimate effects of after school participation on academic achievement	All schools in the STAR database with an after school program	After school participants attending a school (based on STAR 2007-08) with at least 25 after school participants or at least 25% of all students participating in an ASES/21st CCLC after school program
Sample II	Examine behavioral outcomes from district-collected data (e.g., school day attendance and suspensions)	School districts with at least one school participating in an after school program (as defined by Sample I)	Sample of 100 ASES/21st CCLC districts based on probability-proportional-to-size sampling, where size is defined by number of students in the district's STAR records
Sample III	Examine characteristics of after school agencies and program sites	All agencies receiving after school funding and each of their program sites	After school agencies and program sites that returned the After School Profile Questionnaire and are included in Sample I.
Sample IV	In-depth examination of after school program operations and participation	All schools in Sample II districts with an after school program (as defined by Sample I)	Random selection of 40 ASES/21st CCLC schools from sampling universe

Sample I

Sample I is intended to include all of the school sites participating in an ASES/21st CCLC after school program and are included in the STAR database. The primary purpose of Sample I is to examine statewide after school attendance patterns and estimate effects of participation on academic achievement. In Year 1 of the study, the study team defined after school program participants as any student with at least one hour of after school attendance. After school program schools are defined as schools in the STAR data with at least 25 program participants or at least 25% of the school's students participating in an after school program.

The students' after school attendance data were then merged with the STAR database using the Statewide Student Identifier (SSID), and schools with after school programs were identified based on each participant's CDS code as reported in the STAR 2007-08 data. Since

the ASES/21st CCLC funding focuses on elementary and middle schools students, Sample I is restricted to students in grades 2-8. In both Years 1 and 2, these two inclusion criteria resulted in 380,410 after school participants for Sample I (or about 98% of participants found in the STAR data). The 380,410 students included in Sample I cover 3,053 schools, 415 districts, and 54 of the 58 counties in California.

Creating a Comparison Group for Sample I (Propensity Score Matching). To examine the effect of after school participation on measurable outcomes, such as California Standards Test (CST) performance or attendance, it is necessary to know not only how participants fare on these outcomes, but also how they would have fared if they had not participated in an after school program (Holland, 1986; Morgan & Winship, 2007; Rubin, 2005; Schneider, Carnoy, Kilpatrick, Schmidt, & Shavelson, 2007). In Year 1, a comparison sample was established using propensity score matching. The propensity score matching approach is a popular strategy in producing unbiased estimates of program effects when one can accurately estimate the selection process (Morgan & Winship, 2007; Rosenbaum & Rubin, 1983).

Sample II

The second evaluation question inquires about the effect of after school participation on student behavior-related outcomes. Since student-level, behavior-related outcomes are not collected by the state, CRESST drew a probability sample of California districts to gather district-maintained student behavior data. The primary behavior data to collect from Sample II districts are school attendance/absence data, student suspension data, and student course marks (e.g., citizenship and work habits). As stipulated in the statement of work, a sample of 100 districts was identified in Year 1 for the ASES study. Of these districts, 91 submitted all or part of the requested data. As a result, Sample II includes 274,893 after school participants from 1,804 schools that span across 26 counties in California.

Sample III

In order to provide the CDE with a comprehensive overview of the grantees they serve and to monitor the grantees' annual development and change, CRESST designed a profiling data system to collect grantee level information on an annual basis. Beginning March 22, 2010, CRESST requested for all agencies and after school program sites on record as receiving ASES and/or 21st CCLC funding in 2009-10 to complete an after school profile questionnaire via a web-based survey application. The purpose of the questionnaire is to examine both grantee- and site-level practices and characteristics. To connect these practices and characteristics to student outcomes, Sample III was constructed based on the program

sites in Sample I that completed the after school profile questionnaire by July 15, 2010. For Year 2, Sample III includes 1,073 schools, with 190,760 Sample I after school participants. The schools span 172 districts and 43 counties in California.

Sample IV

To address the more in-depth research questions about after school program operations and activities, CRESST selected a random sample of 40 after school sites to conduct observations, interviews, surveys, and focus groups. Sample IV sites were selected at random from the 1,812 school sites in Sample II. The resulting sample of 40 sites covers 5,629 students across 24 districts and 13 counties in California. For the Year 2 Annual Report, analysis of Sample IV data is restricted to 21 sites in 6 districts and 5 counties, for which data were collected prior to July 15, 2010. Data collection procedures for Sample IV are presented in Chapter III.

Early in this research, CRESST constructed the sampling design so that after school participants in each study sample would be representative of all after school participants in the state, on average. Representativeness of Sample III, however, is dependent on which school sites responded to the profiling questionnaire, and representativeness of Sample IV is limited by the small number of schools selected for in-depth analysis. The student characteristics come from the 2006-07 and 2007-08 STAR data, and the school characteristics come from the CDE Public Schools Database and the 2007 Base Academic Performance Index (API) file.

In the Year 1 Annual Report, the research team documented the characteristics of students in Samples I through IV. Students in the samples were representative of the population of all after school program attendees in the state, with some expected small differences likely due to sampling variations. Since Sample III is dependent on which school sites respond to the profiling questionnaire each year, the student and school characteristics for Sample III can change from year to year. Tables A1 and A2 in Appendix A presents a comparison of student and school characteristics for the 2008-09 Sample III and the 2009-10 Sample III. Overall, the students represented by each year are very similar and reflect the broader after school participant population (Sample I).

As previously mentioned (and discussed in more detail in the following chapter), not all the data of the sites originally selected for Sample IV has been included in this report. Overall, students in the 23 sites included in the analysis of Sample IV reflect the original Sample IV student population, and the broader after school participant population (Sample I). Student characteristics of the original and included Sample IV population are presented in

Table A3 in Appendix A. A few notable differences between the original and included Sample IV populations exist. For example, compared to the original Sample IV population, the included Sample IV has a slightly higher percentage of Hispanic students (84% vs. 76%) and more Title I students (98% vs. 85%). Additionally, the included Sample IV had a slightly higher percentage of students in the middle school grades (53% vs. 45%). Data will be collected at all 40 sites in Year 3; any variation in sampling will be addressed statistically in the final report.

CHAPTER III:
DATA COLLECTION IN YEAR 2

As in Year 1, CRESST received statewide CDE data and collected data from after school programs through the CRESST-developed After School Profile Questionnaire in Year 2. Year 2 also marked the first year CRESST collected additional student-level data from the Sample II districts and site-level data from Sample IV sites. This chapter details the data collected in Year 2.

Sample I

In Year 1, CRESST received statewide data for the school years leading up to and including 2007-08. For the same time period, the CDE also provided CRESST with after school attendance. To extend the analysis of program participation effects on state standardized tests to the 2008-09 school year, the CDE provided CRESST with statewide data for 2008-09. The following data sources were included in this update:

- STAR
- CELDT
- Physical Fitness Test

CRESST is still in the process of receiving 2008-09 after school attendance data and CSIS (California School Information Services) data from the CDE. As a result, these data are not included in the Year 2 analysis. Table A5 in Appendix A summarizes the current status of the data for the evaluation.

Sample II

With student-level behavior-related outcomes not collected by the state, CRESST drew a probability sample of California districts to address the second evaluation question on the effect of after school participation on student behavior-related outcomes. As stipulated in the SOW, the study team drew a sample of 100 districts for the ASES/21st CCLC study and a sample of 30 districts for the ASSETs study. The resulting sample of 100 ASES/21st CCLC districts includes 15 districts also selected for inclusion in the 30 Sample II ASSETs districts. The 100 Sample II districts include 263,470 after school participants in 1,812 schools, spanning 32 counties in California. The behavior data collected from Sample II districts includes school attendance, suspensions, and student course marks (e.g., citizenship and work habits).

Data collection from 100 Sample II districts for the 2006-07, 2007-08, and 2008-09 school years began in January 2010. In a group e-mail, the CDE consultants sent a data request to superintendents and regional leads. Included in the email was information about the evaluation as well as a guide to assist districts in completing the request. The guide instructed districts to contact CRESST for technical assistance when completing the request. District staff uploaded files to the exFiles File Transfer System created by the CDE, and the CDE then provided CRESST with the data to process, clean, and analyze. Of the 100 districts from which data were requested, 91 districts provided data. Six districts had not provided data at the time this report was written despite several contact attempts. Three districts received permission not to complete the data request due to special circumstances.

Of the Sample II districts that provided data, 89% (n = 81) gave complete data (i.e. usable, error free data for the 2006-07, 2007-08, 2008-09 school years). A slightly fewer number, 86% (n = 78) provided CRESST with complete suspension data. Districts had the greatest difficultly with providing behavior course marks; less than half of the 100 districts gave CRESST complete behavioral data (n = 42). Barriers to data collection as cited by districts in the drawn sample included inconsistent reporting by school sites to the district, a lack of electronic recordkeeping by districts, and a lack of appropriately trained staff to compile the data request.

To investigate whether the Sample II data received were representative of the students in the STAR population, Sample I, and the drawn Sample II, student and school characteristics variables were compared for these groups of students. Tables A6 and A7 in Appendix A present the student and school characteristics by sample type. As shown, student and school characteristics of the Sample II data were very similar to student and school characteristics of the drawn Sample II, Sample I, and the STAR population.

Sample III

Based on the grantee list provided by the CDE, CRESST designed a database system to house all individual after school profiles[2] created for the study. The CRESST-designed after school profile questionnaire was sent to all after school programs annually to gather in-depth information about their program goals, structures, and process. In order to gather information

[2] School profiles are profiles created by CRESST for each after school program grantee. The profiles contains information like location of the school, number of sites the after school program operates with, the number of students served, program goals, how the program is structured (local partnerships, scheduling, activities offered, etc.), what program process the after school program employs (relationships, motivational strategies, management styles, etc.), and what outcomes are measured. The profiles will be updated each year with the Profile and Performance Information Collection System (PPICs) from Learning Point Associates (LPA) and the CDE data.

from different perspectives, the questionnaire was developed with two sections. Part A of the questionnaire focused on the grantee perspective by surveying the program directors. In contrast, the Part B questionnaire focused on the site perspective by surveying the site coordinators.

The data from the questionnaire were entered into their individual profiles and updated each study year. At the end of Year 3, these programs will be sorted by their program characteristics, such as program goals, content focus, organizational structures, program delivery style, etc. Then programs will be categorized into different program types and styles such as tutoring programs, programs that focused on specific content (e.g., art or science), school district affiliated programs, community-based programs, and so on, for further in-depth analyses. CRESST refers to this sample as Study Sample III.

Data Collection Process

In order to obtain an optimal level of response, several dissemination strategies were researched by CRESST. After careful testing and consideration, a web-based data collection system was selected. To further promote the response rate and to ensure that the web links to the questionnaires reached the intended participants at both the grantee and site levels, CRESST conducted a thorough review of the contact list provided by the CDE. This review was done by calling and/or emailing the contacts on record for the grants and asking them to verify or update the program director and site information. Contact was also made with the regional leads in order to update the program director information.

During Year 2, data collection for Part A of the questionnaire was initiated after the majority of contacts were verified (March 22, 2010). Subsequent waves of data collection were conducted on an ongoing basis as additional contacts were verified. The web links for Part A of the questionnaire were sent directly to the program directors. Within five business days of their participation, program directors were emailed to request the current contact information for the site coordinators under his/her authority. The web links for Part B of the questionnaire was initiated upon receipt of the verified site coordinator contacts (April 1, 2010).

CRESST regularly monitored the completion of the questionnaires, sending reminder notices as appropriate to the program directors and site coordinators. Data collection for the questionnaires was formally closed on July 15, 2010, after which data cleaning commenced. Issues that were handled by CRESST during this process included the handling of inconsistencies (or missing responses) concerning the grantee names, site names, and/or CDS codes. This resulted in 306 program directors completing Part A, for a response rate of 77.3%

during Year 2. In addition, 1,336 site coordinators completed Part B of the questionnaire.[3] The number of responses represent an increase in participation by the program directors, as well as a decrease in participation by site coordinators from the Year 1 data collection (Part A = 269, Part B = 1,888). Possible reasons for the lower response rate on the Part B survey include staff turnover at sites during the Year 2 data collection, confusion that some site coordinators expressed concerning research requests they were receiving by other studies, as well as greater job pressures because of the economy.

Sample IV

In order to gather site-based evidence concerning the theoretical model, a subsample of schools (40 for ASES and 21st CCLC) were drawn using stratified random sampling methods. This ensures that the selected schools represent the entire population of all schools with ASES- and/or 21st CCLC-funded after school programs and that the findings for this subsample can be broadly generalized. CRESST refers to this sample, on which much more detailed data will be gathered, as Study Sample IV. Observations, surveys, interviews, and focus groups were designed by CRESST with input from the CDE and after school community. The first cycle of data collection took place from the winter to the summer of 2010.

Data Collection Process

The CRESST research team employed both qualitative and quantitative research methodologies, including interviews, focus groups, surveys, and program observations for the investigation of Sample IV sites. After obtaining permission from the district IRBs, the team contacted the school principals asking them to participate in the study and to provide a letter of compliance. Once this was done, the team proceeded with the remaining methodologies, as described in the following paragraphs.

Adult surveys. Site coordinators, site staff, and parents were each surveyed once during the school year. CRESST mailed or hand-delivered the surveys to the sites along with the information sheets used for consent. The instruments were completed at a time convenient for the participants and returned to the CRESST researchers at the time of the site visits. Site coordinator and site staff surveys each asked questions about program satisfaction, program process, and community partnerships. Site coordinator surveys also asked questions about program goals. Parent surveys also asked questions about program satisfaction and process, as well as participation in the program.

[3] Since a small percentage of the after school sites have multiple programs and/or are funded by multiple grantees, the total response rate for the site coordinators is not presented.

Student surveys. CRESST sent parent permission forms to the site coordinators for distribution to the parents of students who participate in the program. CRESST staff distributed the student assent forms and administered the student surveys at the time of the site visits. Students were asked questions about program satisfaction, program process, their participation in the program, and the impact of the program on their learning and development.

Principal and project director interviews. CRESST conducted interviews with school principals and project directors from the after school programs. The consent forms were hand delivered or sent electronically to the principals and project directors. Once the consent forms were signed and returned, their interviews were conducted by telephone or in person. Each of these interviews lasted 30-60 minutes and were audio taped. The project directors interviews included questions on program satisfaction, program goals, program process, community partnerships, and unintended consequences of program participation. Similarly, the principal interviews included questions on program satisfaction and unintended consequences.

Staff focus group. CRESST conducted focus groups with site staff at the time of their site visit. Site staff were asked to sign a consent form prior to the start of the focus group, which generally lasted 30 to 60 minutes. Focus group protocols for use with site staff included questions on program satisfaction, program process, and community partnership.

Student focus group. CRESST sent parent permission forms to the site coordinators for distribution. CRESST staff distributed the student assent forms and conducted the focus groups at the time of their site visits. One or two focus groups were conducted per site, each consisting of about four to six students. These focus groups lasted about 30 to 60 minutes each and included questions about program satisfaction, program process, their participation in the program, and the impact of the program on their learning and development.

Observations. Observations were conducted at each of the after school sites. After coordinating with the site coordinators, the CRESST researchers observed two to four activities at each site with the goal of seeing the major programmatic features. Observation checklists and rating sheets focused on program structure and implementation at the after school programs. In addition, researchers took field notes to provide additional evidence.

Recruitment of Participants

Qualitative and quantitative research methodologies were employed at after school sites that were funded by the ASES and/or 21st CCLC programs. This included 16 elementary schools and 5 middle schools, representing 6 districts. All recruitment of sites was conducted

by the research staff, and permission was obtained from the districts and school principals to conduct surveys, focus groups, interviews, and observations. The after school programs helped the research staff to distribute and collect the site coordinator surveys, site staff surveys, parent surveys, and parent permission forms. It should be noted that the research team failed to meet the goal of recruiting 40 sites during the first phase of the study. This was the result of difficulties in obtaining permission from some of the districts and schools that were initially selected for participation. Table 2 shows the specific number of participants who were recruited for the surveys, interviews, and focus groups.

Table 2

Study Participants by Role

Participants	Surveys	Interviews and focus groups
Site staff		
Program directors	--	13
Site coordinators	18	--
Site staff	119	69
Other Stakeholders		
Principals	--	17
Students	574	192
Parents	901	--

CHAPTER IV:
PRELIMINARY ESTIMATES OF AFTER SCHOOL PARTICIPATION EFFECTS

This chapter presents preliminary findings on the academic and behavioral outcomes for Study Samples I and II. For the Year 1 Annual Report, CRESST examined the effect of after school participation on academic achievement during the 2007-08 school year. For the matched samples, the research team found that after school participation at the elementary level (grades 3-5) had a slightly negative, but substantively weak, effect on participants' English language arts (ELA) and math CST scores. The difference between after school participants and the comparison groups was equal to about one scale score point. At the middle school level (grades 6-8), no statistically significant difference was found between participants and the comparison students. Similarly for the CELDT, a slight negative, but substantively weak, effect was found for elementary (grades 3-5) participants, and no statistical difference in CEDLT performance was found between middle school (grade 6-8) participants and the comparison students.

For this Year 2 Annual Report, the analysis of after school participation effects is expanded in three ways. First, CRESST extended the analysis to include students' 2008-09 academic achievement outcomes measures. Second, the research team examined a set of behavioral outcomes in addition to the academic achievement outcomes. The behavioral outcome variables include performance on the state physical fitness exam, school day attendance rate, and school suspension rate. Please refer to Table 3 for the specific academic achievement and behavior outcomes examined in this report. Third, in addition to looking at the outcomes for all after school participants (i.e., students with at least one day of after school attendance), the team compared the outcomes for a subset of after school participants who "frequently" attended an after school program. The definition and description of frequent after school participants will be discussed in the next section in this chapter.

Table 3

Outcomes Examined for the Year Two Annual Report

Outcomes	Data coverage		
	Sample	2007-08	2008-09
Academic achievement outcomes			
ELA CST scale score	I	✓	✓
Mathematics CST scale score	I	✓	✓
CELDT overall scale score	I	✓	✓
Behavior outcomes			
Fitnessgram® healthy fitness zone attainment	I		✓
School day attendance rate	II	✓	✓
Ever suspended from school	II	✓	✓

Note. CELDT = California English Language Development Test; CST = California Standards Tests; ELA = English language arts.

Since the 2008-09 after school participation data was not available in time for inclusion in this report, CRESST will analyze the data for the later report to determine whether 2007-08 participants continued in an after school program or whether 2007-08 control students entered an after school program in 2008-09. Additionally, the propensity score matching used to create comparable participant and control groups was based on the 2007-08 data; therefore, CRESST will also examine later how group comparability degrades over time due to students switching program participation or across different outcome measures. As a result, findings for the 2008-09 outcomes should be interpreted with caution and should be considered preliminary. Future analyses will investigate how the matched group comparability changes over time and across outcome measures.

The rest of this chapter consists of a section on after school participation and frequent participants, a section on the findings for the analysis of academic achievement outcomes and behavior outcomes for Sample I, and a parallel section for the analysis of behavior outcomes for Sample II.[4] Throughout this chapter, academic achievement and behavior outcomes are reported for students in the propensity score matched sample with non-missing data for the relevant outcome measures.

[4] Sample I includes all schools in the STAR database with an after school program, and this is the data used for examining statewide after school attendance patterns and estimating the effects of after school participation on participants' academic achievement. Sample II includes a sample of 100 ASES/21st CCLC and its purpose is for examining behavioral and achievement outcomes.

Levels of After School Participation and Frequent Participants

The state funding through ASES mandates that school sites stay open until 6:00 p.m. with programs running a minimum of fifteen hours per week. In addition, all participating elementary students must attend the program five days a week, Monday through Friday. Middle school students are required to attend the program three consistent days per cycle. With that said, students had varying levels of attendance, and not all program participants attended as many days as required. As shown in Figure 2, elementary students were more likely to attend relatively regularly, while middle school students tend to attend less consistently (26% attended less than 10 days).

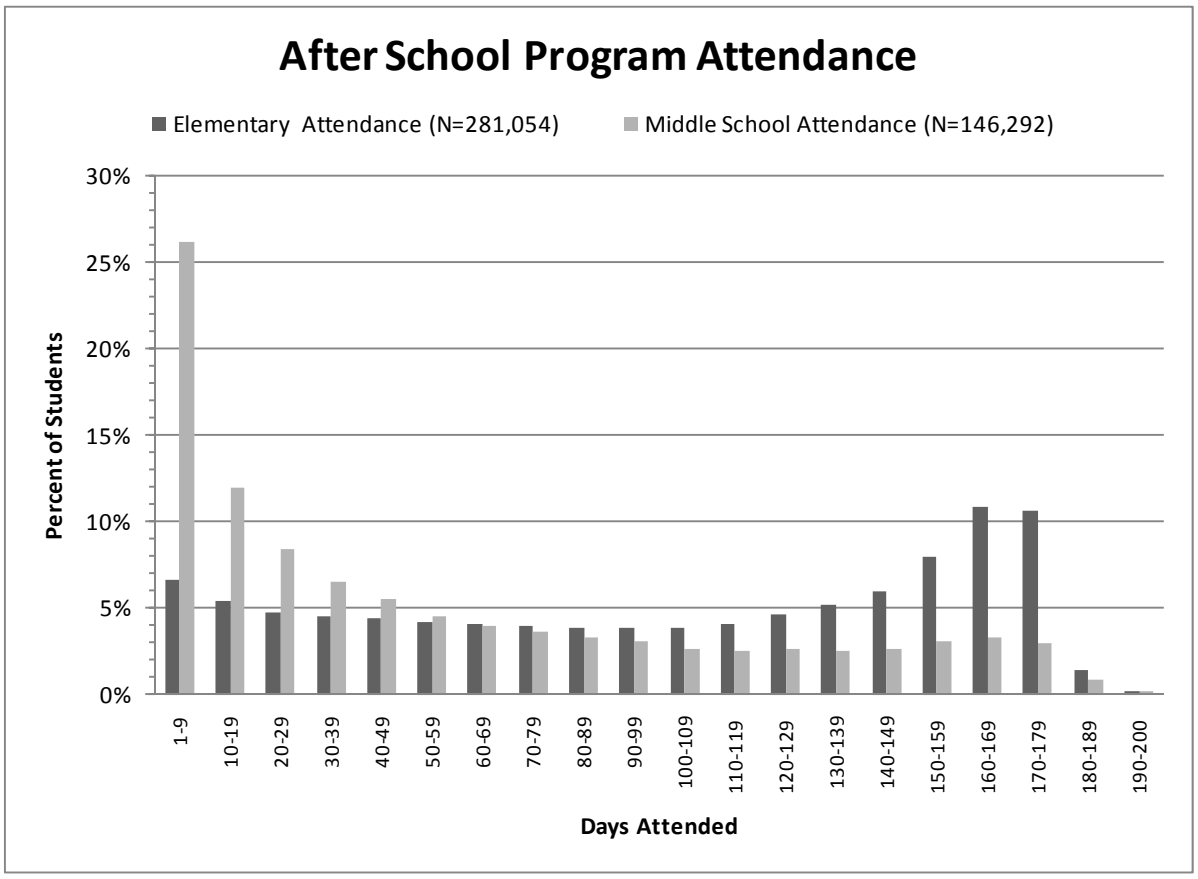


Figure 2. Distribution of after school program attendance for elementary and middle school students, 2007-08. A small number of students have more than 180 days of after school attendance. Generally, these numbers represent students that have transferred schools during the year and attend a school with a different calendar.

In consideration of the varying participation requirement for elementary and middle/high school students, different cutoff days were used to classify participants in terms of whether they were frequent participants or not. CRESST defined frequent participants as students that attend after school programming the majority of days required. At the

elementary level, frequent participants were those students who attended the program three days a week, or 108 days or more during the school year. With the above definition, frequent participants represent 52% of elementary after school attendees. In middle school, students were classified as frequent participants if they attended at least 72 days during the school year, equivalent to two or more days a week. Thirty-two percent of middle school students participated at least two days a week.

Tables B1 and B2 in Appendix B report the student characteristics and school characteristics for frequent participants, all participants, and non-participants for Sample I and the matched sample[5]. A review of the student characteristics of frequent participants, all participants, and non-participants for the Sample I and matched sample data shows that all groups are similar demographically, and frequent participants in both samples have nearly identical student and school characteristics as the control and the overall participant groups, with a few exceptions. Slight differences between CST scores were found in the matched sample; frequent participants were on average more likely to have higher CST math and ELA scores. Frequent participants were also less likely to be new to their school during the 2007-08 school year and were more likely to come from smaller schools that had slightly higher API scores.

Academic Achievement Outcomes (Sample I)

There are two academic achievement outcome measures: CST and CELDT. As in the Year 1 Annual Report, CST and CELDT scale scores were standardized based on the statewide mean and standard deviation for each subject test. Standardization puts the scale scores on a common metric and aids comparability across grades, tests, and years. A standardized scale score of zero means the student scored at the mean for all other students in the state who took the same test. A standardized scale score of 1.0 means the student scored one standard deviation higher than the statewide mean, and a standardized scale score of -1.0 means the student scored one standard deviation lower than the statewide mean.

Performance on the CST

To examine the effect of after school participation on participants' academic performance, the research team examined their performance on the CST ELA and mathematics. Table 4 reports the mean performance on the ELA and mathematics CST for three groups of students: (1) the matched control group (students who didn't participate in the

[5] Non-participants are only included in the demographic analysis to examine the representativeness of the different student categories. Non-participants will be excluded from any future analysis; the matched comparison group will be used instead.

after school program in 2007-08 and were randomly matched to the after school participants), (2) 2007-08 after school participants (ASPs), and (3) 2007-08 ASPs who were classified as frequent participants. The mean scores are relatively steady across the two years and similar between the groups. For example, among the elementary schools students (grades 3-5), all three groups of students scored about 0.3 standard deviation below the statewide mean in ELA and about 0.2 standard deviation below the statewide mean in mathematics for both 2007-08 and 2008-09. With that said, frequent ASPs were found to perform slightly better than both the control group and the overall ASP group for both years and for both ELA and mathematics.

Table 4

Standardized CST Scale Score Means for Matched Control and After School Participant Groups

Outcome	Control	ASP	Freq.
Elementary school grades			
ELA CST, 2007-08	-0.299	-0.340	-0.286
ELA CST, 2008-09	-0.295	-0.332	-0.284
Math CST, 2007-08	-0.228	-0.242	-0.177
Math CST, 2008-09	-0.236	-0.254	-0.195
Middle school grades			
ELA CST, 2007-08	-0.289	-0.283	-0.236
ELA CST, 2008-09	-0.278	-0.275	-0.231
Math CST, 2007-08	-0.154	-0.127	-0.100
Math CST, 2008-09	-0.100	-0.084	-0.041

Note. ASP = After school participant; CST = California Standards Test; ELA = English language arts; Freq = Frequent after school participant.

Since some residual differences in ability might exist between the control and participant groups—even after incorporating the propensity score methodology discussed in the Year 1 report—the research team further estimated the participation effect by adjusting for each student's prior CST performance through a regression model (i.e., for the ELA CST outcomes the team controlled for 2006-07 ELA CST scores, and for the mathematics CST outcomes the team controlled for 2006-07 mathematics CST scores). The regression-based estimates are reported in Table 5.

Table 5

Estimated Effect of After School Participation on Standardized CST Scale Score (Matched Sample)

	All ASP				Frequent ASP			
Outcome	*N*	Estimate	(*SE*)		*N*	Estimate	(*SE*)	
Elementary school grades								
ELA CST, 2007-08	247,508	-0.030	(0.003)	**	169,025	-0.017	(0.003)	**
ELA CST, 2008-09	242,487	-0.032	(0.003)	**	165,772	-0.021	(0.004)	**
Math CST, 2007-08	248,820	-0.006	(0.003)		169,862	0.021	(0.004)	**
Math CST, 2008-09	242,775	-0.015	(0.004)	**	165,988	0.009	(0.005)	*
Middle school grades								
ELA CST, 2007-08	217,163	-0.003	(0.006)		117,744	0.020	(0.007)	**
ELA CST, 2008-09	203,197	-0.001	(0.006)		110,012	0.018	(0.008)	*
Math CST, 2007-08	216,195	0.012	(0.006)		117,214	0.020	(0.011)	
Math CST, 2008-09	203,972	0.009	(0.007)		110,420	0.034	(0.011)	**

Note. Participation effect estimates control for 2006-07 CST scores. Standard errors adjusted for school-level clustering. ASP = After school participant; CST = California Standards Test; ELA = English language arts.
* p-value < 0.05; ** p-value < 0.01

Among elementary grade students (grades 3-5), the overall effect of after school participation on ELA CST performance was slightly negative, but substantively weak. For example, on the 2007-08 ELA CST, ASPs scored, on average, 0.03 standard deviations lower than the control group, and frequent ASPs scored, on average, 0.017 standard deviations lower than the control group (after adjusted for prior year ELA CST performance). While this difference meets traditional thresholds for statistical significance, it only represents a difference of about one or two scale score points. The after school participation effect was smaller for the mathematics CST and slightly positive among frequent ASP. Among middle school students (grades 6-8), after school participation had no statistically significant effect on ELA or mathematics CST performance, on average, for all ASPs. For frequent ASPs, the effect was slightly positive but, again, represented a substantively weak effect size.

Performance on the CELDT

English learners (ELs) account for 42% of the Sample I ASPs. To assess the English language development of EL students, California requires EL students to take the CELDT each year. Students' overall CELDT scores are used to see the effect of after school participation on ELs' English language development. Average performance on the CELDT is reported in Table 6. Mean standardized scale scores are reported separately for the matched

control and ASP groups, as well as for frequent participants. For all groups, the mean scores are much higher in 2008-09 than the scores for 2007-08. This increase likely reflects the language development that occurs over the year, since the students are a year older in 2008-09. It is important to note that the analysis for this report focuses on the within-year comparison of ASP and control students and was not designed to examine growth of time. Within each year, the average Overall CELDT scores are very similar across groups, with the average scores for frequent ASPs slightly higher than both the control group and the overall ASP group.

Table 6

Standardized Overall CELDT Scale Score Means for Matched Control and After School Participant Groups

Outcome	Control	ASP	Freq.
Elementary school grades			
Overall CELDT, 2007-08	0.035	0.018	0.044
Overall CELDT, 2008-09	0.197	0.186	0.221
Middle school grades			
Overall CELDT, 2007-08	0.043	0.043	0.051
Overall CELDT, 2008-09	0.104	0.116	0.174

Note. ASP = After school participant; CELDT = California English Language Development Test; Freq = Frequent after school participant.

As with the analysis of CST performance, the CRESST team estimated the participation effect on CELDT performance with a regression model that adjusts for each student's 2006-07 CELDT performance to account for potential residual differences in ability that might exist between the control and participant groups, even after incorporating the propensity score methodology. The regression-based estimates are reported in Table 7. Among elementary grade students (grades 3-5), after school participation had no statistically significant effect on EL students' overall CELDT performance. Frequent after school participation, however, was associated with a minor statistically significant positive effect of 0.021 standard deviations on the 2008-09 CELDT, as compared to the matched control group. The same pattern held for middle school students (grades 6-8), where the only statistically significant effect was on the 2008-09 CELDT. Again, however, this effect was a substantively minor effect of 0.063 standard deviations.

Table 7

Estimated Effect of After School Participation on Standardized Overall CELDT Scale Scores (Matched Sample)

Outcome	All ASP			Frequent ASP			
	N	Estimate	(*SE*)	*N*	Estimate	(*SE*)	
Elementary school grades							
Overall CELDT, 2007-08	112,482	-0.006	(0.006)	75,392	0.003	(0.007)	
Overall CELDT, 2008-09	94,004	-0.004	(0.006)	62,263	0.021	(0.007)	**
Middle school grades							
Overall CELDT, 2007-08	61,717	0.015	(0.012)	33,119	0.003	(0.014)	
Overall CELDT, 2008-09	51,458	0.018	(0.010)	27,508	0.063	(0.013)	**

Note. Participation effect estimates control for 2006-07 CELDT overall scores. Standard errors adjusted for school-level clustering. ASP = After school participant. CELDT = California English Language Development Test.

* p-value < 0.05; ** p-value < 0.01

Behavior Outcomes

Most after school programs aim to affect more than just student academic achievement. While the Year 1 Annual Report focused on academic outcomes, this annual report has been extended to examine three behavior outcomes: physical fitness, school day attendance, and school suspensions. The physical fitness analysis covered Sample I students by using the statewide data from the Fitnessgram® assessment. The analysis of attendance and suspensions was restricted to students in the districts from which CRESST requested and received the appropriate data (Sample II), as the individual-level school day attendance and school suspension data are not collected by the state. For the future reports, CRESST plans to include an analysis of two additional behavior outcomes: school mobility and classroom behavior (e.g., citizenship).

Physical Fitness (Sample I)

Student health has become an increasing concern among schools over the past decade, and most ASES and 21st CCLC after school programs include a recreational or physical fitness component. To examine whether after school participation benefits student health, the research team analyzed student performance on the 2008-09 Fitnessgram® assessment (2007-08 data were not available). Fitnessgram® is a physical fitness assessment program administered by the state to students in grades 5, 7, and 9. The assessment program includes a variety of health-related physical fitness tests designed to assess cardiovascular fitness, body composition, muscle strength, muscular endurance, and flexibility. Based on criterion-

referenced health standards, Fitnessgram® tests students in six fitness categories and reports whether the student falls into the "healthy fitness zones" (HFZ) for each category (Welk & Meredith, 2008).

For this report, the research team looked at the percentage of students who met the HFZ criteria for each of the six fitness categories and tested whether after school participation increased the likelihood of falling into an HFZ. CRESST estimated the effect of after school participation on the likelihood of attaining an HFZ with a separate logistic regression model for each fitness category, controlling for their 2006-07 ELA CST scale score to improve group comparability. Since after school program participation is defined in 2007-08, and since CRESST has fitness data for grades 5, 7, and 9 in 2008-09 only, results for the elementary school students only reflect participants who were in 4th grade in 2007-08, and results for the middle school student participants who were in sixth and eighth grade in 2007-08.

The percent of students in each of HFZ is reported in Table 8 About 60% to 85% of the students fall within the HFZ depending on the fitness category. More students attained the trunk strength HFZ (over 80%) than any other fitness categories, while fewer students attained the aerobic capacity HFZ (less than 65%) than any other categories. ASPs tended to perform slightly better on the Fitnessgram®, on average, than control students, and frequent participants performed better than regular ASPs. For example, 60.3% of elementary school control group students met the aerobic capacity HFZ, compared to 62.9% of the elementary school ASPs and 64.7% of the elementary school frequent ASPs.

Table 8

Percent of Students in Healthy Fitness Zones (2008-09) for Matched Control and After School Participant Groups

Outcome	Control	ASP	Freq.
Elementary school grades			
Aerobic capacity	60.3%	62.9%	64.7%
Body composition	62.0%	62.9%	64.1%
Abdominal strength	76.6%	77.7%	78.9%
Trunk strength	86.0%	86.8%	88.0%
Upper body strength	64.0%	65.4%	66.5%
Flexibility	65.2%	66.0%	67.1%
Middle school grades			
Aerobic capacity	57.7%	61.9%	64.1%
Body composition	61.7%	63.0%	64.7%
Abdominal strength	79.4%	81.0%	83.0%
Trunk strength	86.1%	87.4%	88.4%
Upper body strength	67.8%	69.3%	70.6%
Flexibility	73.8%	75.3%	75.4%

Note. ASP = After school participant; Freq = Frequent after school participant.

The estimated effects of after school participation on the percent change in the likelihood of meeting the HFZ benchmarks are reported in Table 9. For both elementary school and middle school students, being an ASP or a frequent ASP was associated with a statistically significant increase in the likelihood of meeting each HFZ benchmark (with the exception of flexibility for elementary school students). The largest estimated effect was for aerobic capacity. For elementary school, ASPs had an 11.5% increase in the likelihood of meeting the aerobic capacity HFZ compared to control students, and frequent ASPs had a 19.9% increase in the likelihood compared to control students. For the middle school grades, the estimated effects were slightly higher. ASPs had an 18.5% increase, and frequent ASPs had a 29.4% increase in the likelihood of meeting the aerobic capacity HFZ, compared to control students.

Table 9

Estimated Effect of After School Participation on 2008-09 Healthy Fitness Zone Attainment (Matched Sample)

	All ASP				Frequent ASP			
Outcome	*N*	Estimate	(*SE*)		*N*	Estimate	(*SE*)	
Elementary school grades								
Aerobic capacity	81,767	11.5%	(1.8%)	**	56,059	19.9%	(2.2%)	**
Body composition	81,767	4.0%	(1.8%)	*	56,059	8.8%	(2.1%)	**
Abdominal strength	81,767	6.7%	(2.1%)	**	56,059	13.1%	(2.6%)	**
Trunk strength	81,767	6.7%	(2.6%)	*	56,059	18.5%	(3.6%)	**
Upper body strength	81,767	6.0%	(1.9%)	**	56,059	10.5%	(2.3%)	**
Flexibility	81,767	3.5%	(1.9%)		56,059	7.3%	(2.2%)	**
Middle school grades								
Aerobic capacity	136,285	18.5%	(2.1%)	**	74,949	29.4%	(3.1%)	**
Body composition	136,285	5.0%	(1.8%)	**	74,949	12.1%	(2.4%)	**
Abdominal strength	136,285	10.1%	(2.6%)	**	74,949	24.9%	(3.8%)	**
Trunk strength	136,285	11.4%	(3.0%)	**	74,949	20.9%	(3.8%)	**
Upper body strength	136,285	6.6%	(2.1%)	**	74,949	12.3%	(2.7%)	**
Flexibility	136,285	7.6%	(2.4%)	**	74,949	6.9%	(2.9%)	*

Note. Participation effect estimates reflect percent change in likelihood of attaining healthy fitness zone, using a logistic regression controlling for 2006-07 ELA CST score. Standard errors adjusted for school-level clustering. ASP = After school participant.
* p-value < 0.05; ** p-value < 0.01

School Day Attendance (Sample II)

School day attendance can be both a reflection of school engagement and a necessary intermediary for student learning. To examine whether after school participation improves day school attendance, CRESST requested student-level school attendance data from all Sample II school districts. The attendance data were converted into attendance rate for a given school year based on the number of days enrolled and days absent that were reported by each Sample II district.[6] Average attendance rates for the 2007-08 and 2008-09 school

[6] All data provided by Sample II districts were reviewed and cleaned by CRESST. Attempts were made to contact districts that provided data with large amounts of student records showing over 180 days enrolled. In cases in which districts did not respond or were unable to provide revised data, cases with over 200 days enrolled were not included in the analysis. In many districts, duplicate cases for students were found. Using the assumption that students attended more than one school in a year, attendance values for duplicate cases were added together if the total number of days enrolled was less than 200 days. In instances where duplicate cases were greater than 200, the case with the highest number of days enrolled was included in the analysis.

years are reported in Table 10 by schooling level and group. In general, the average attendance rates were above 95% and did not differ much across years or groups. Attendance rates are slightly higher for elementary grade students compared to middle school students, and slightly higher for frequent ASPs compared to the overall ASPs and control students.

Table 10

School Day Attendance Rate Means for Matched Control and After School Participant Groups

Outcome	Control	ASP	Freq.
Elementary school grades			
Attendance rate, 2007-08	95.9%	96.7%	97.1%
Attendance rate, 2008-09	96.1%	96.7%	97.0%
Middle school grades			
Attendance rate, 2007-08	95.1%	96.2%	96.8%
Attendance rate, 2008-09	94.5%	95.4%	96.0%

Note. ASP = After school participant; Freq = Frequent after school participant.

The research team estimated the effect of after school participation on the school day attendance rate with a regression model that adjusts for both a student's 2006-07 attendance rate and 2006-07 ELA CST scale score. The regression-based estimates are reported in Table 11. For both elementary and middle school grades, after school participation had a statistically significant but substantively minor effect on attendance rates. For example, for elementary grade students, attending an after school program was associated with a 0.4 percentage-point increase in a student's attendance rate in 2007-08, which roughly amounts to less than one additional school day, on average. The estimate effect for frequent ASPs was slightly higher, with an estimated effect of 1.1 percentage points in 2007-08 for frequent ASPs in the middle school grades. One should note that for the analysis of frequent ASPs, there is ambiguity about whether attending more after school program days results in higher school day attendance or whether having higher school day attendance allows one to attend more after school program days.

Table 11

Estimated Effect of After School Participation on School Day Attendance Rates (Matched Sample)

Outcome	All ASP				Frequent ASP			
	N	Estimate	(*SE*)		*N*	Estimate	(*SE*)	
Elementary school grades								
Attendance rate, 2007-08	85,594	0.004	(0.000)	**	56,008	0.006	(0.000)	**
Attendance rate, 2008-09	80,961	0.003	(0.000)	**	52,976	0.005	(0.001)	**
Middle school grades								
Attendance rate, 2007-08	67,265	0.005	(0.001)	**	37,141	0.011	(0.001)	**
Attendance rate, 2008-09	57,077	0.006	(0.001)	**	31,627	0.012	(0.002)	**

Note. Participation effect estimates control for 2006-07 attendance rate and ELA CST score. Standard errors adjusted for school-level clustering. ASP = After school participant.
* p-value < 0.05; ** p-value < 0.01

School Suspensions (Sample II)

After school programs seeking to improve positive youth development are expected to reduce student behavior problems at school, like school suspensions. To examine whether after school participation did reduce school suspensions, CRESST requested student-level school suspension data from all Sample II school districts. In this report, the research team analyzed the suspension data in terms of whether a student was ever suspended during a given school year.

The percent of Sample II students ever suspended during the 2007-08 and 2008-09 school years is reported in Table 12 by schooling level and group. School suspensions are more prevalent in the middle school grades than the elementary school grades; about 5% of elementary students had been suspended during the 2007-08 school year, and over 10% of middle school students had been suspended during that year. Similarly, for the matched sample, suspensions were slightly more prevalent in 2008-09 than 2007-08, which most likely reflects the fact that suspensions increase during the adolescence years, and students in the matched sample are a year older in 2008-09. Within a given grade level and year, the percent of suspended students was similar between the three groups.

Table 12

Percent of Students Ever Suspended during the School Year for Matched Control and After School Participant Groups

Outcome	Mean outcome values		
	Control	ASP	Freq.
Elementary school grades			
Ever suspended, 2007-08	4.8%	5.0%	4.2%
Ever suspended, 2008-09	6.9%	7.4%	6.4%
Middle school grades			
Ever suspended, 2007-08	13.0%	12.9%	11.7%
Ever suspended, 2008-09	14.4%	14.2%	13.6%

Note. Participation effect estimates reflect mean difference from control group. P-values based on logistic regression controlling for 2006-07 ELA CST score and adjusted for school-level clustering. ASP = After school participant; Freq = Frequent after school participant.

The research team estimated the effect of after school participation on the likelihood that a student was suspended in a given year using a logistic regression model that adjusts for both whether a student was suspended in 2006-07 and the student's 2006-07 ELA CST scale score. The regression-based estimates are reported in Table 13. Overall, being an ASP or a frequent ASP does not result in a statistically significant change in a student's likelihood of suspension for either elementary or middle school students.

Table 13

Estimated Effect of After School Participation on School Suspension (Matched Sample)

Outcome	All ASP			Frequent ASP		
	N	Estimate	(*SE*)	*N*	Estimate	(*SE*)
Elementary school grades						
Ever suspended, 2007-08	98,615	4.6%	(5.0%)	64,160	-5.9%	(6.1%)
Ever suspended, 2008-09	91,159	8.0%	(4.1%)	59,334	-2.9%	(5.1%)
Middle school grades						
Ever suspended, 2007-08	82,558	5.1%	(5.8%)	44,398	-10.0%	(7.5%)
Ever suspended, 2008-09	72,468	4.1%	(5.9%)	38,561	-5.9%	(7.0%)

Note. Participation effect estimates reflect percent change in likelihood of being suspended during the school year using a logistic regression controlling for whether a student was suspended in 2006-07 and 2006-07. Standard errors adjusted for school-level clustering. ASP = After school participant.

Summary

In this chapter, preliminary estimates of after school participation effects on students' academic achievement and behavioral outcomes were presented. With 2008-09 after school participation data not available for inclusion in this report, findings reported here for the 2008-09 outcomes using 2007-08 after school program participation data should be interpreted with caution and should be considered preliminary. Future analyses will investigate whether 2007-08 participants continued in an after school program, or whether 2007-08 control students entered an after school program in 2008-09, and how the matched group comparability changes over time due to students switching program participation or across different outcome measures. More sophisticated analyses drawing on Hierarchal Linear Modeling (HLM) and using the site/school as a unit of analysis are planned for next year.

Based on the 2007-08 after school participation data and 2008-09 outcome data, CRESST found that after school participation at both elementary and middle school levels had slightly negative to no effect on students' academic achievement outcomes and small positive effects on some behavioral outcomes. The most consistent finding was a small, statistically significant, positive effect of after school participation on physical fitness and a statistically significant, yet minor, positive effect on school day attendance rates. Please refer to Figures 3 and Figure 4 for more detailed results for elementary grade students and middle school students, respectively.

Figures 3 and Figure 4 also report the parallel findings for the frequent participants. For most outcomes, the after school program effects were slightly larger for students who frequently attended an after school program, rather than just attending at some time during the year. Compared to the results found for all after school participants, frequent participants had higher mathematics CST scores for both 2007-08 and 2008-09, higher CELDT scores in 2008-09, and larger positive effects on three physical fitness measures.

In the coming year, CRESST will extend the analyses to incorporate additional behavioral outcomes—student mobility and classroom behavior—and examine variation in after school participation effects across schools. Additionally, CRESST will look at the longitudinal nature of after school participation and participation effects for specific student cohorts.

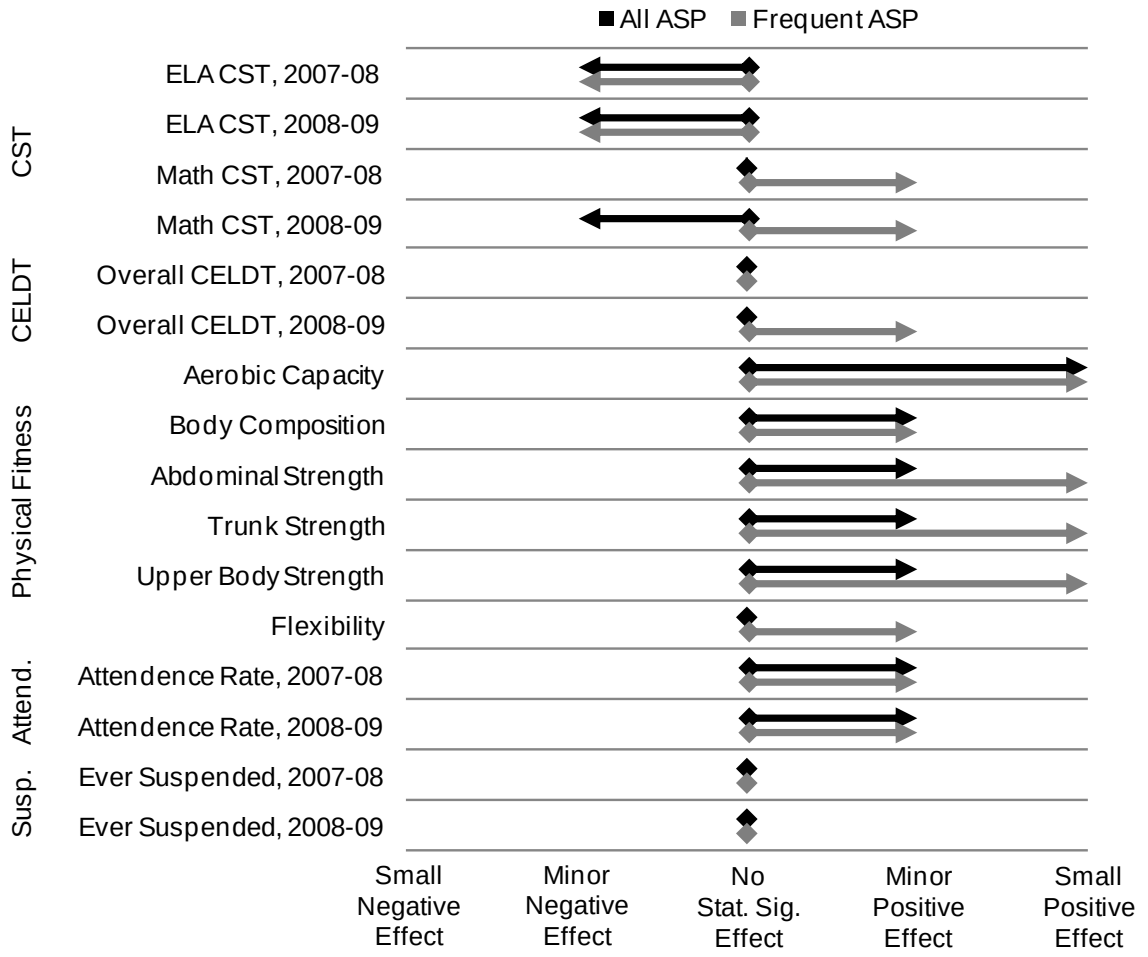


Figure 3. Summary of after school participation effects for elementary grade students. No Stat. Sig. Effect = Estimated effect of after school participation was not statistically significant at a 95% confidence level. Minor Effect = Estimated effect of after school participation was statistically significant, but the magnitude of the effect was weak. For continuous outcomes, minor effects were less than 0.10 of the outcome's standard deviation. For dichotomous outcomes, minor effects were less than a 10% change in the likelihood of obtaining the outcome. Small Effect = Estimated effect of after school participation was statistically significant and may be substantively meaningful. For continuous outcomes, small effects were between 0.10 and 0.30 of the outcome's standard deviation. For dichotomous outcomes, small effects were between a 10% and 30% change in the likelihood of obtaining the outcome.

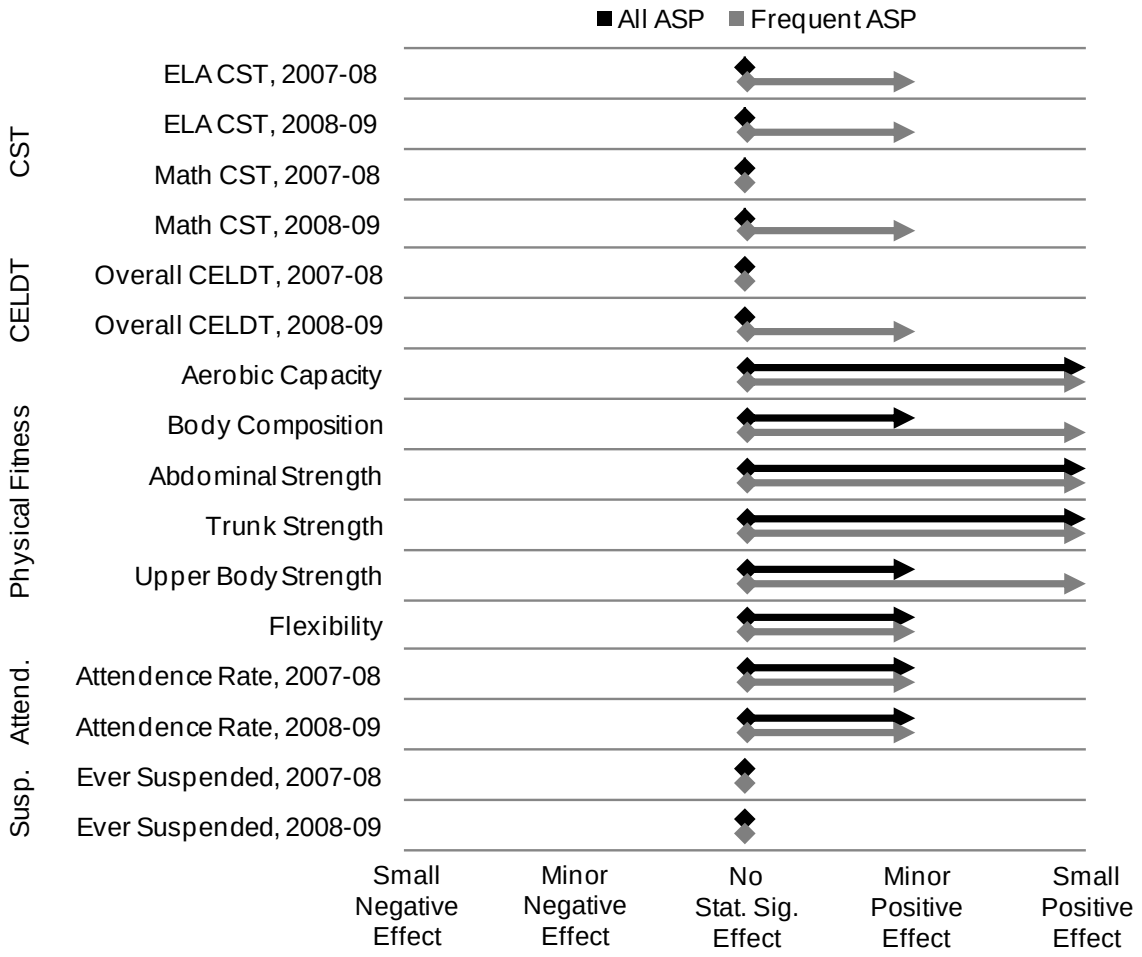


Figure 4. Summary of after school participation effects for middle school students. No Stat. Sig. Effect = Estimated effect of after school participation was not statistically significant at a 95% confidence level. Minor Effect = Estimated effect of after school participation was statistically significant, but the magnitude of the effect was not substantively meaningful. For continuous outcomes, minor effects were less than 0.10 of the outcome's standard deviation. For dichotomous outcomes, minor effects were less than a 10% change in the likelihood of obtaining the outcome. Small Effect = Estimated effect of after school participation was statistically significant and may be substantively meaningful. For continuous outcomes, small effects were between 0.10 and 0.30 of the outcome's standard deviation. For dichotomous outcomes, small effects were between a 10% and 30% change in the likelihood of obtaining the outcome.

CHAPTER V:
DESCRIPTIVE RESULTS OF YEAR 2 GRANTEE PROFILING REPORTS (STUDY SAMPLE III)

This chapter presents the descriptive Year 2 results on the data collected and analyzed for Study Sample III. Prior to the first year of data collection, CRESST conducted reviews on the available annual after school accountability reports from the CDE and the existing Profile and Performance Information Collection System (PPICs) from Learning Point Associates (LPA), followed with an extensive literature review on out-of-school time. Several critical components (i.e., program environment, goal-oriented programs, and program orientation) emerged from this synthesis of literature and materials, which CRESST incorporated into the theoretical model that guided the development of the profiling system.

In order to obtain an optimal level of response, a web-based data collection system was selected. During year 2, data collection took place from March 22 to July 15, 2010. The web links for Part A of the questionnaire were sent directly to the program directors, while the web links for Part B were sent directly to the site coordinators. The after school profile questionnaire included questions covering the following eight themes: (a) funding sources, (b) fee scale and enrollment strategies at sites, (c) student recruitment and retention, (d) goals and outcomes, (e) programming and activities, (f) staffing, (g) professional development, and (h) community partnerships. Figure 5 illustrates the alignment of these themes to the critical components extracted from the synthesis of literature. In addition, the letters in the parentheses indicate whether the theme was included in Part A and/or Part B of the questionnaire.

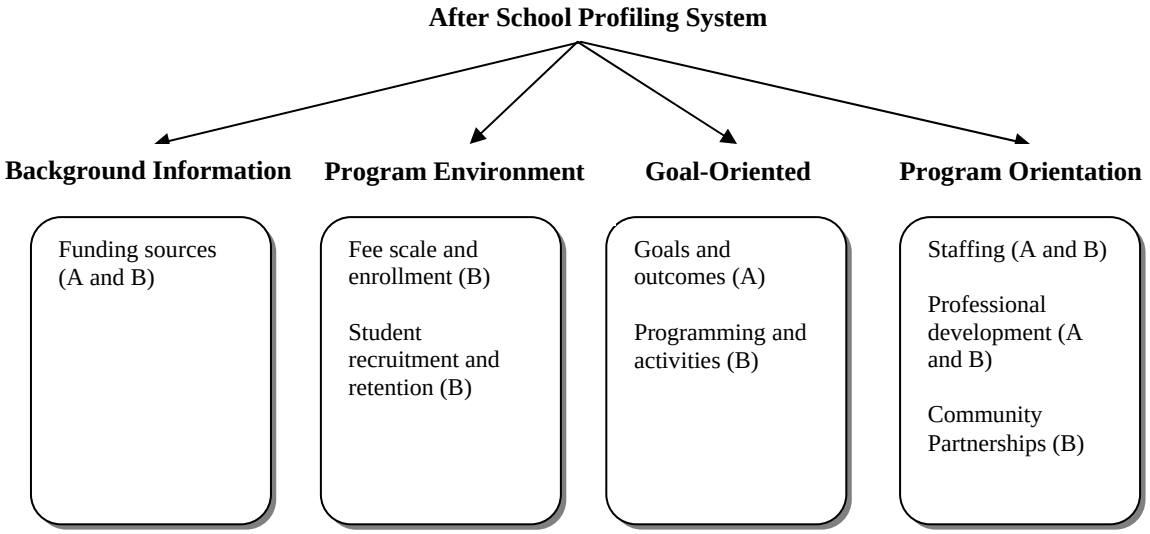


Figure 5. Organization of the After School Profile Questionnaire.

In order to provide more clarity to the analyses, we will present the descriptive results separately by the critical components and their themes (See Sections I-IV). Results for the Part B questionnaire will be further analyzed by the subgroups of urbanicity and grade span. Urbanicity is a variable to classify after school sites by their geographic location within a city, suburb, or town/rural area.[7] Similarly, grade span classifies after school sites by the grade levels that their program serves. In this report, the grade spans reported include elementary school and middle school. Tables that provide more details of the results are included in Appendix A. In addition, the complete findings for the ASES and 21st CCLC program are discussed in a separate descriptive report.

Funding Sources

The majority of grantees are funded solely by the ASES program (74.0%). In addition, 5.3% of grantees are funded solely by the 21st CCLC, 6.3% are funded by both the 21stCCLC and ASES, and 14.4% of the grantees receive both K-9 (ASES and/or 21st CCLC) and high school (ASSETs) funding. Of these grantees, 312 out of a possible 396 completed the Part A questionnaire. This represents a total response rate of 78.8% for grantees that receive funding for K-9 programs. In perspective to the funding streams, the distribution of the Part A questionnaires completed was similar to the distribution of the funding. For example, the majority (71.2%) of the questionnaires were completed by the program directors for the ASES only grantees (See Figures 6 and 7).

[7] Urbanicity was derived from a classification system developed by the U.S. Department of Education Institute of Education Sciences (See http://nces.ed.gov/ccd/rural_locales.asp for more information).

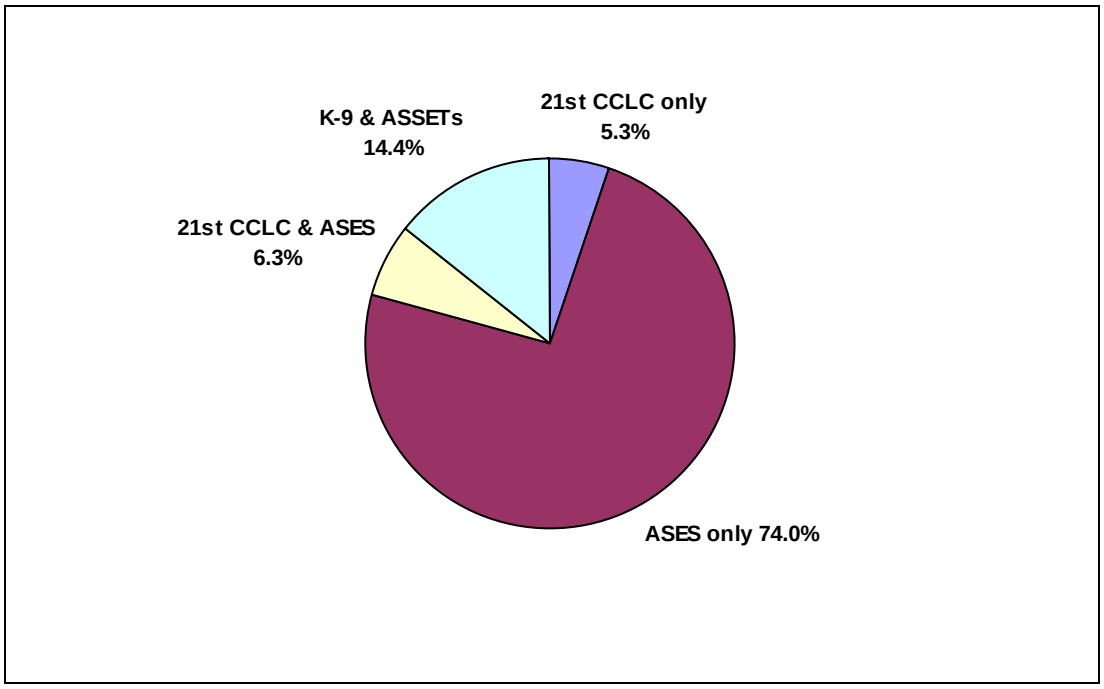
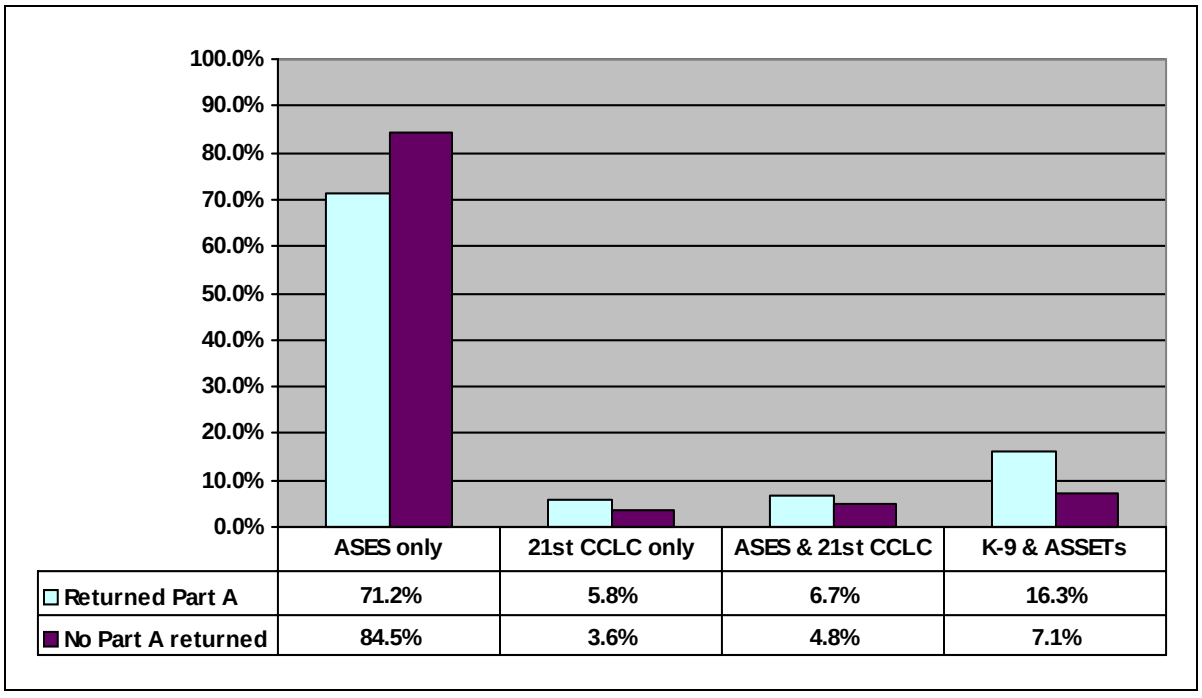


Figure 6. Overall funding of grantees (*n* = 396).



	ASES only	21st CCLC only	ASES & 21st CCLC	K-9 & ASSETs
Returned Part A	71.2%	5.8%	6.7%	16.3%
No Part A returned	84.5%	3.6%	4.8%	7.1%

Figure 7. Participation by type of funding, Part A questionnaire (*n* = 312).

At the site level, the Part B questionnaire was completed by 1,336 site coordinators. Since a small percentage of the K-9 sites were funded by multiple grantees or hosted multiple after school programs, the total response rate is not presented. In terms of the funding

streams, the distribution of the Part B questionnaires completed was similar to the distribution for Part A. The site coordinators for the ASES only sites completed the majority (84.1%) of the questionnaires. Interestingly, more than half of the sites (54.2%) for which a Part B questionnaire was completed were located in the cities. Similarly, the distribution of sites by grade span was unequal, with 76.1% of the sites being hosted at schools that serve elementary students only.

Fee Scale and Enrollment Strategies at Sites

Within the Part B questionnaire, site coordinators were asked to report about their enrollment capacity. Interestingly, only 49.0% of the respondents reported that they were able to enroll all of the students who wished to participate at their site. When examining the results by urbanicity, a moderately greater percentage of respondents in the town/rural areas (62.7%) reported that they had enough capacity, than did the respondents from the cities (46.8%) and suburbs (44.7%). Likewise, greater percentages of respondents whose sites spanned middle school only (75.8%) reported that they were able to enroll all interested students when compared with the sites that spanned elementary only (40.8%).

While about half of the site coordinators reported being able to enroll all of the interested students at their sites, it is interesting that an even greater number indicated that they maintain a waiting list (78.5%). When examining the results by subgroup, the results are the reverse of those concerning enrollment capacity. The respondents from the city (83.8%) and suburban (81.2%) areas, who reported a lower ability to enroll all interested students, were also much more likely than those from town/rural areas (58.1%) to report that they maintained a waiting list. Furthermore, the respondents whose sites spanned elementary only were less likely than the respondents whose sites spanned middle school only (50.8%) to report that they had enough capacity and were more likely to report that they maintained a waiting list (86.9%).

Site coordinators were also asked about the fees they charge and strategies they use for enrollment. In regards to this first issue, the majority of site coordinators (87.8%) indicated that participation at their sites is free for all students. This is not surprising since both the ASES and 21st CCLC programs discourage sites from charging fees in general and prohibit them from excluding children because of lack of finances. The majority of respondents (61.6%) also reported that they enroll students on a first-come, first-serve basis. In contrast, only 3.9% indicated that they prioritize enrollment based on economic need. Since the programs are normally located in low-income communities, the site coordinators may not consider this issue as salient.

Student Recruitment and Retention

After school programs have been shown to produce positive development and academic achievement outcomes for students who are consistently enrolled (Keating, Tomishima, Foster, & Alessandri, 2002; Hall, Yohalem, Tolman, & Wilson, 2003; Durlak et al., 2007). The recruitment and retention of certain targeted student populations, specifically those who are considered to be academically and economically disadvantaged, are thus central to the effectiveness of the program (Schwartz, 1996; Durlak et al., 2007).

Recruitment of Students

Site coordinators were asked to report on the different techniques that they use to recruit students. The most common techniques reported were teacher referral (89.1%), followed by the dissemination of flyers at the school or in the neighborhood (79.3%), and parent referral (75.1%). Many of the respondents also reported using student referrals (70.7%), and having the site staff (65.4%) and regular school day personnel (62.3%) do public relations for the site. The percentage of respondents who reported using the different techniques was consistent across urbanicity. In contrast, greater percentages of respondents who worked with middle school only sites than elementary only sites reported using each of the recruitment techniques.

Site coordinators also reported on the populations that they target when recruiting students for their sites. The greatest percentage of respondents indicated that they target those students who are at-risk academically (77.3%). Moderately fewer respondents indicated that they target English Learners (59.5%) or students who are at-risk because of emotional and/or behavioral issues (53.1%). Little or no difference was present concerning the students targeted when examining the results by subgroup.

While trying to achieve their targeted attendance goals, site coordinators must overcome a variety of obstacles. The most commonly reported obstacles to recruitment were student participation in other after school activities (25.4%), transportation (21.6%), lack of parental support (19.1%), and students supervising their siblings after school (17.2%). Other obstacles selected were student disinterest (16.8%), lack of staff (14.1%), cost (4.3%), and students work after school (2.8%). Concerning the subgroups, the ordering of the obstacles by percentage is similar to their ordering in general. Despite this, with the exception of cost, small to moderately greater percentages of respondents who worked with middle school only than elementary school only reported confronting each of the obstacles.

Retention of Students

The results pertaining to obstacles for student retention were similar to those for student recruitment. While student involvement in other after school activities was still the most commonly selected obstacle (33.5%), the percentage of site coordinators who indicated that it was a retention issue increased by 8.1%. Furthermore, student disinterest appears to be more of an obstacle for retention than recruitment, with a small increase (5.3%) in the percentage of site coordinators who reported this issue (22.1%). When examining the responses by urbanicity, percentages were generally similar. Transportation is one exception with moderately more respondents from the suburbs indicating that it was a retention issue than those in the cities (28.2% and 19.2%, respectively). Furthermore, as with recruitment, respondents from the middle schools were more likely than were the respondents from the elementary schools to report that they confronted the different obstacles to retention. For example, moderately more middle school only respondents (31.7%) than elementary only respondents (12.9%) indicated that students supervising other siblings after school was an obstacle to student retention.

Goals and Outcomes

The specification of goals is a hallmark of quality after school programs (Chung, 2000; Latham & Yukl, 1975). Goals provide direction to programs (Patton, 1997), mediate performance, and regulate actions. Once established, administrators ought to design learning activities that contribute to the attainment of programmatic goals (Brophy & Alleman, 1991). In order to evaluate the impact of a program effectively, goals and activities should be aligned (Brophy & Alleman, 1991; Zais, 1976). The information garnered from the evaluation may then be used to facilitate decision-making in regards to funding, program design, and program improvement (Chung, 2000).

Resources for Setting Goals and Determining Outcomes

On the Part A questionnaire, the program directors reported on the stakeholders and data sources that they turn to when setting goals or determining outcomes. The greatest percentages of respondents indicated that they solicited feedback concerning goals and outcomes from program level staff (86.5% and 83.0%), day school administrators (86.2% and 80.8%), and/or site supervisors (84.3% and 81.1%). Likewise, three of the data sources were reportedly used by the vast majority of respondents. These included state achievement scores (84.9% and 85.9%), after school program attendance (81.7% and 82.1%), and site observations (72.1% and 71.5%). Few if any of the program directors indicated that they did

not seek feedback from any stakeholders or use any data sources when setting goals and/or determining outcomes.

Goal Setting and Outcomes at the Grantee Level

Both ASES & 21st CCLC guidelines require their grantees to have a strong academic focus (CDE, 2008). Therefore, it is not surprising that the majority of program directors responded on the Part A questionnaire (See Table 14) that their program goals for the 2009-10 school year included both academic improvement (93.6%) and improved homework completion (80.6%). The majority of respondents (86.9%) also reported that they set goals for improving program attendance during the 2009-10 school year.

Table 14

Goals Set and Progress Made during the 2009-10 School Year, Part A Questionnaire

Goal	Set goal	Met goal	Progressed towards goal	Set goal, but not evaluated	Failed to progress
Academic improvement (*n* = 298)	93.6%	15.4%	49.1%	35.5%	0.0%
Improved day school attendance (*n* = 275)	68.0%	27.8%	36.9%	34.8%	0.5%
Improved homework completion (*n* = 279)	80.6%	29.3%	40.9%	29.3%	0.4%
Positive behavior change (*n* = 270)	69.3%	19.8%	50.8%	28.3%	1.1%
Improved program attendance (*n* = 274)	86.9%	43.7%	35.3%	19.3%	1.7%
Increased skill development (*n* = 260)	62.3%	23.5%	45.1%	30.2%	1.2%

For program directors who reported setting one or more of the above goals, they were asked whether these goals were met, progressed toward being met, were not yet evaluated, or failed to progress. Although academic improvement was the most commonly reported goal, it was also the goal that was most likely to not be evaluated (35.5%), and when evaluated, it was the goal least likely to be met (15.4%). This result may have to do with the timing of data collection for this study, which took place prior to the release of the state achievement score results for the 2009-10 school year. It is also interesting to note that none of the program directors who reported setting academic improvement as a goal reported that their programs failed to progress towards this goal.

Goal Setting and Outcomes at the Site Level

Results for goal setting and progress are represented at the site-level in order to allow for examination of the data by urbanicity as well as grade span. The data originates from responses provided by the program directors to the Part A questionnaire. These responses are then linked to each of their sites that completed a Part B questionnaire (See Appendix A).

Overall, academic improvement was the most commonly set goal (93.3%), followed by homework completion (81.1%), and positive behavior change (73.0%). Furthermore, moderate to large differences were present between the three types of location, with most of the goals more likely to be established for the suburban sites than for the city or town/rural sites. Prominent among these differences was increased skill development, with a much larger percentage of sites in the suburbs having this goal (77.8%) than in the cities or suburbs (50.9% and 44.8%, respectively). Small differences were also present based on grade span. Elementary school sites were slightly more likely than middle school sites to have academic goals set for them. Conversely, middle school sites were slightly more likely than elementary school sites to have behavioral goals set for them.

Based on the program director reports, more than half of the sites that had goals set (57.5% or higher) also had them evaluated. Likewise, the majority of these sites (57.4% or higher) either met or were showing progress towards meeting their set goals. Interestingly, the sites located in the cities were more likely than those sites in the other locations to have their academic goals evaluated, while those in the town/rural areas were more likely than the sites in the other locations to have their behavioral goals evaluated. This trend was also true when looking at whether sites were reported to have met or progressed towards their goals. It is also important to note that, with the exception of homework completion and improved program attendance, most of the urbanicity differences were small. Small differences were also found by grade span, with the middle school sites more likely than the elementary school sites to have their program director report that their goals were being evaluated. This was also true concerning whether sites were meeting or progressing towards their goals.

Programming and Activities

Both the ASES and 21st CCLC programs require after school sites to provide academic assistance and enrichment to their participants. For example, programs must include tutoring and/or homework assistance, must support the school curriculum, and must provide additional activities that complement the regular school day program. This following presents the findings concerning programming emphasis from the Part B questionnaire.

Programming Emphasis

The site coordinators were asked to rate the level of emphasis that they placed on different activities and outcomes using a four-item scale ranging from "Not at all" to "A great deal" (See Appendix A) As was previously noted, greater percentages of sites had goals set that concerned academic issues. Therefore, it is not surprising that high percentages of site coordinators reported placing a great deal of emphasis on homework assistance (91.8%) and academic achievement (86.5%). When examining the results by urbanicity, small to moderate differences were present for tutoring with more sites in the town/rural areas (60.7%) than the cities (50.1%) and suburbs (47.8%) placing a great deal of emphasis on this program feature. In addition, respondents in the town/rural areas were moderately less likely than their colleagues in the other locations were to place a great deal of emphasis on either program attendance or school attendance. The results by grade span had similar differences, with 65.2% of respondents who worked with middle school only sites and 46.9% of those working with elementary only sites emphasizing tutoring a great deal. In contrast, the respondents for the elementary schools were slightly more likely than those at middle schools to place a great deal of emphasis on program attendance (86.5% and 76.9%) or school attendance (65.7% and 59.4%).

Alignment between the site coordinator responses about programming emphasis and the goals and outcomes reported by their program directors was examined (See Appendix A). These areas of emphasis involved academics, homework, program attendance, and school attendance. In each instance, almost all of the site coordinators who stated that they placed a great deal of emphasis on one of these areas had their program director report that their site had a corresponding goal, which they had met or progressed toward meeting. For example, 95.2% of sites where a great deal of emphasis was made concerning school attendance met or progressed towards that goal.

Academic Activities

Site coordinators were asked about the core academic activities that were offered at their sites during the 2009-10 school year (See Appendix A). Overall, moderate to large differences were present, with more respondents reporting that they were offering math and language arts/literacy activities (81.4% and 78.9%, respectively) than science and history activities (65.3% and 42.8%, respectively). Differences across urbanicity were small to minimal. Furthermore, small to moderate differences were present concerning grade span. The largest of these differences involved science activities; Over two-thirds (69.3%) of the

elementary respondents reported that they offer these activities, while only 52.2% of middle school respondents reported the same.

The site coordinators were also asked to report whether they offer general academic assistance activities (See Appendix A). The majority of this type of activity that were reported by greater than half of the respondents also directly met the ASES and 21st CCLC program requirements. These included homework assistance (94.9%), academic enrichment (89.7%), and tutoring (60.7%). Interestingly, the majority of site coordinators also reported offering nutrition education activities (71.6%). When examining the results by subgroup, little or no difference was found for many of the general academic activities.

Non-Academic Enrichment Activities

Despite the recent emphasis on developmental issues by researchers and policy makers, few of the developmental activities listed on the Part B questionnaire were offered at a majority of the sites during the 2009-10 school year (See Appendix A). Only slightly more than half of the site coordinators reported offering activities such as school safety (57.1%) and youth development (53.7%). Only small or minimal differences were found when examining the results across each of the urbanicity areas. In addition, site coordinators whose sites served middle school only were slightly more likely than those whose sites served elementary school only to report that they offer the developmental non-academic activities. One exception was school safety, which was reported moderately more by site coordinators who served elementary only (61.0%) than by those who served middle school only (44.9%).

Site coordinators were also asked about whether they offered some other common non-academic activities (See Appendix A). High percentages responded that they offer physical activity/sports (92.1%), arts/music (89.5%), and recreational activities (87.4%). Furthermore, more than half of the site coordinators reported offering activities focused on computer/Internet skills (54.6%). With the exception of computer/Internet skills, differences concerning the subgroups were generally small. Respondents in the town/rural areas (65.3%) were moderately more likely than were those in the suburbs (56.1%) or cities (50.3%) to report offering this type of activity. Similarly, site coordinators who worked with middle school only (61.5%) were more likely than those who worked with elementary school only (52.4%) to report that they offer activities on computers/Internet skills.

Staffing

Literature reveals that a key characteristic of quality after school programs is having well qualified staff members that are sufficiently trained for their respective roles (Fashola, 2002). In order to maintain the quality of an after school site, it is important that staff

turnover is low, which can be achieved by maintaining staff motivation and morale in providing staff with opportunities for training and learning.

Staff Qualifications

Program directors were asked about the required qualifications for their position, as well as for the program's site coordinators and site staff (See Table 15). For program directors, the qualifications mentioned by the greatest percentage of respondents were prior administrative experience (71.2%), followed closely by general work with children (68.3%). With regard to site coordinators, the qualifications mentioned most frequently were general work with children (77.9%) and teaching experience (50.6%). Finally, the greatest percentage of respondents indicated that members of the site staff were required to be an instructional aide (73.4%) and/or a paraprofessional (66.7%). The result for site staff is not surprising considering that the ASES program requires staff members who directly supervise students to meet their districts' requirements for instructional aides, while the 21st CCLC program requires site staff to meet federal requirements for paraprofessionals.

Table 15

Qualifications Required for After School Staff, Part A Questionnaire

Qualification	Program director (n = 312)	Site coordinator (n = 312)	Site staff (n = 312)
Teaching certification	63.5%	27.2%	11.9%
Prior administrative experience	71.2%	43.9%	--
Teaching experience	59.3%	50.6%	--
General work with children	68.3%	77.9%	--
Paraprofessional	--	--	66.7%
Instructional Aide	--	--	73.4%

Site Management

Site coordinators were asked about their style of management. Across all sites, respondents indicated that they were much more likely to employ a collaborative approach (81.0%) than a top-down or other type of management approach (12.5% and 6.5%, respectively). Differences across the urbanicity areas were generally small, with slightly greater percentages of site coordinators in the cities (83.0%) reporting that they use a collaborative approach than in the suburbs and town/rural areas (79.7% and 77.0%,

respectively). In contrast, there was no real difference concerning the collaborative approach when examining the results by grade span.

Types of Staff Employed and their Retention

Site coordinators reported on the types of staff who worked at their sites on a typical day during the 2009-10 school year. Almost all of the respondents (99.3%) reported that at least one site coordinator was present at their site on a typical day. Most sites also reported to have at least one credentialed staff member (60.6%) and/or at least 3 staff who were classified as paraprofessionals/instructional aides (87.6%) at their site on a typical day.

When examining the results by urbanicity and grade span, some variations showed up. For example, site coordinators in the town/rural areas (70.8%) were moderately more likely than their colleagues in cities (54.9%) to report that they have at least one credentialed staff member on site. However, they (77.3%) were moderately less likely than their colleagues in the cities and suburbs (89.3% and 91.0%, respectively) to report that they had at least three paraprofessionals/instructional aides on site. When looking at the grade span results, it appeared that moderately more middle schools than elementary schools (73.7% and 56.1%, respectively) employed credentialed staff.

Site coordinators were also asked to report on which types of staff they had to replace during the 2009-10 school year. Overall, the majority of respondents (74.4%) indicated that they had to replace at least one staff member who was classified as a paraprofessional or instructional aide. In contrast, less than one-third reported that their site had to replace a credentialed staff member or a site coordinator (22.6% and 30.0%, respectively). When examining the results by urbanicity, only small differences were present concerning the replacement of site coordinators or credentialed staff. However, sites located in the suburbs (80.8%) were moderately more likely than those in the cities or town/rural areas (73.6% and 66.5%, respectively) to replace one or more staff members who were paraprofessionals or instructional aides.

The results by grade span showed middle school respondents (36.2%) were slightly more likely than the elementary school respondents (28.2%) to report that their site had replaced a site coordinator during the current school year.

Techniques used to Recruit Staff by Urbanicity and Grade Span

Site coordinators were asked about the techniques they used for the recruitment of staff. According to the respondents, they would most likely offer support for educational goals (34.0%) and least likely use benefits (13.9%) as a technique for recruitment. This also holds

true when looking at the results by urbanicity, except concerning the use of opportunities for promotion; with moderately fewer site coordinators in the town/rural areas (17.8%) reportedly using this technique than their colleagues in the suburbs and cities (30.9% and 32.7%, respectively).

When examining the results for grade span, respondents from middle school sites were slightly more likely to use salary (34.0%) as a recruitment technique than were those from elementary sites (28.5%). In contrast, elementary school respondents were slightly more likely to use opportunities for promotion (30.3%) as a recruitment method than were middle school respondents (26.6%).

Techniques used to Retain Staff by Urbanicity and Grade Span

The majority of respondents (57.1%) indicated that they used recognition of staff for retention. Interestingly, the site coordinators from the town/rural areas (22.9%) were moderately less likely than their colleagues in the cities and suburbs (60.1% and 58.8%, respectively) to utilize opportunities for promotion as a technique, instead their second most popular strategy is support for educational goals (33.5%)

Site coordinators in middle and elementary schools used similar techniques to retain staff, but the greatest difference involved the use of salary, with slightly more site coordinators in the middle schools (35.9%) utilizing this retention technique than those in the elementary schools (28.8%).

Professional Development

Professional development for after school staff has been repeatedly shown to positively affect the outcomes of youth either directly (Early et al., 2005, as cited in Harvard Family Research Project, 2005, 2006) or indirectly through improvements in staff competency and program quality (Harvard Family Research Project, 2005, 2006). In order to maximize the benefits of professional development opportunities, it is important that these trainings not only be aligned with program goals but they should also focus on individual and organizational development (Alexander 1986; Harvard Family Research Project, 2006; Partee, 2003).

Staff Offered Professional Development

Both program directors and site coordinators were asked whether any staff members, if any, were given opportunities to participate in professional development during the 2009-10 school year. Whereas only 5.3% of program directors claimed that no professional development was offered, almost a quarter of site coordinators (23.8%) stated the same.

Based on results from both the program directors and site coordinators, the two types of staff who receive the most opportunities for professional development are site coordinators (96.5% and 93.4%, respectively) and site staff who are paraprofessionals/instructional aides (92.0%, respectively) In addition, over three-quarters of the program directors (78.3%) indicated that they were also given opportunities for professional development. When examining the results by urbanicity, the responses were very similar. One exception involved opportunities for volunteers, with site coordinators in the town/rural areas (11.1%) reporting moderately fewer opportunities than those in the cities and suburbs (21.1% and 22.4%, respectively). In addition, respondents whose sites served middle school students were moderately more likely to report offering professional development opportunities to their credentialed staff than respondents who served elementary students (41.1% and 32.7%, respectively).

Organizations Providing Professional Development

Program directors and site coordinators were also asked about the organizations that provided the professional development during the 2009-10 school year (See Table 16). The after school programs and school districts were the top two organizations chosen by both program directors (78.7% and 65.4%, respectively) and site coordinators (82.6% and 50.9%, respectively). The majority of program directors also reported that they utilize their Regional Lead Office and/or County Office of Education (61.5% and 55.6%, respectively) for professional development. In contrast, only about one third of site coordinators reported that they use these two resources (27.5% and 37.4%, respectively). The least reported resource by both groups of participants was a federal agency.

Table 16

Organizations that Provided Professional Development during the 2009-10 School Year, Part A and Part B Questionnaires

Organization	Grantee level (*n* = 286)	Site level (*n* = 971)
The California Department of Education	21.0%	23.6%
Federal agency	1.7%	2.0%
California After School Resource Center (CASRC)	24.5%	18.0%
Regional Lead Office	61.5%	27.5%
County Office of Education	55.6%	37.4%
School district	65.4%	50.9%
Day school staff (e.g., teachers, administrators	40.6%	34.1%
After school program (e.g., staff development dept., traveling leadership staff, site coordinator)	78.7%	82.6%
Nonprofit organization	39.5%	33.8%

Types of Professional Development

Both the Part A and Part B questionnaires asked about the types of professional development offered during the 2009-10 school year. Similar percentages of program directors and site coordinators reported offering each of the different types of professional development. In both cases, most of the respondents reported offering trainings and/or workshops (91.3% and 93.0%, respectively), program-level meetings for leadership staff (90.2% and 91.8%, respectively), and site-level meetings for site staff (89.5% and 85.3%, respectively). Job preparation for leadership staff was the least mentioned, with only about half of the program directors and site coordinators (54.5% and 56.5%, respectively) mentioning its availability.

Professional Development Topics

Finally, both program directors and site coordinators were asked to report on the professional development topics offered during the 2009-10 school year (See Table 17). In general, the program directors and site coordinators were very similar in their responses. Most of these respondents reported that classroom management (89.5% and 89.7%, respectively), behavior management (88.8% and 87.4%, respectively), and federally mandated trainings (82.5% and 81.4%, respectively) were offered. The only topics where program director and site coordinator reports differed moderately involved conflict resolution (58.0% and 69.0%, respectively) and technology (48.3% and 36.7%, respectively) training.

Table 17

Professional Development Topics Offered During the 2009-10 School Year, Part A and Part B Questionnaires

Professional development topic	Grantee level (n = 286)	Site level (n = 971)
Federally mandated training (e.g., CPR, first aid)	82.5%	81.4%
Information about human resources	54.5%	52.1%
Background information about the ASP	71.3%	70.3%
Site management	66.4%	63.7%
Classroom management	89.5%	89.7%
Behavior management	88.8%	87.4%
Student motivation and/or engagement	78.0%	76.7%
Conflict resolution	58.0%	69.0%
Lesson planning	72.7%	76.8%
Content-specific training	65.0%	62.6%
Curriculum specific training	63.6%	59.3%
Technology	48.3%	36.7%
Working with families and/or the community	44.8%	45.0%

Community Partnerships

The partnering of community members with after school programs is beneficial for program efficiency and effectiveness. Current studies indicated that community partnerships are beneficial for program development, program sustainability, and maintaining program quality (C. S. Mott Foundation Committee on After-School Research and Practice, 2005). This section of the report presents the findings from the Part B questionnaire concerning the individuals and organizations with whom the sites partner and the roles that they play.

Community Involvement by Urbanicity and Grade Span

Site coordinators were asked whether there was any community involvement in their program during the current school year. Overall, approximately three-quarters (74.5%) of the site coordinators reported that they did have some form of community involvement in their program. Differences were small when comparing the results by location, with those in the town/rural areas (71.6%) being slightly less likely than those in the cities and suburbs (74.4% and 76.5%, respectively) to report having community involvement. Similarly, there was no difference by grade span.

Individuals and Organizations that Partner with the Sites

Site coordinators were asked to report about the different community members that play a role at their site. Of the options provided on the Part B questionnaire, the majority of respondents indicated that parents (80.8%), school or district staff (66.7%), and high school students (60.8%) had played a role. When examining the results for the different urbanicity areas, site coordinators from the cities (25.2% and 29.6%, respectively) were moderately less likely than their colleagues in the suburbs (35.0% and 43.1%, respectively) and town/rural areas (29.1% and 38.5%, respectively) to report that the involvement of employees from local businesses or agencies. In contrast, site coordinators from the town/rural areas (70.8% and 25.5%, respectively) were moderately less likely than those in the cities (85.0% and 49.3%) and suburbs (78.8% and 42.3%) to report the involvement of parents and college students. When examining the results across grade span, the biggest difference had to do with members of local nonprofit organizations, with moderately more site coordinators at the middle schools than elementary schools reporting on these partnerships (49.5% and 38.4%, respectively).

Site coordinators were also asked to report on the different Local Education Agencies (LEAs) that played a role at their sites. Similar to the results for community members, the majority of site coordinators responded that the public schools and/or their school district played a role in the operation of their site (61.5% and 57.1%, respectively). With regards to the involvement of the County Offices of Education, site coordinators in the town/rural areas (59.6%) were moderately more likely than those in the suburbs were (30.7%) and much more likely than those in the cities (18.3%) were to report having these partnerships. In contrast, site coordinators in the cities (18.3%) were more likely than those in the suburbs and town/rural areas (19.3% and 9.9%, respectively) were to report having a college play a role at their site. When examining the results by grade span, the biggest differences had to do with the involvement of colleges and County Offices of Education. In both cases, the site coordinators who worked with the middle schools (27.3% and 38.6%, respectively) were moderately more likely than those who worked with the elementary schools (17.3% and 26.3%, respectively) to report on the involvement of these LEAs.

Different Roles at the After School Sites

Finally, those site coordinators who reported having community partners were asked about the roles that these different types of community members played (See Table 18). In general, site coordinators were more likely to report the involvement of the LEAs rather than the parents or other community members in the different roles listed. For example, site

coordinators were moderately more likely to report that the LEAs (41.2%) provided professional development than did other community members or parents (18.2% and 1.1%, respectively). In contrast, greater percentages of site coordinators reported that parents (41.9% and 26.3%, respectively) helped provide goods/supplies or raise funds than did the LEAs (33.0% and 19.2%, respectively) or other community members (29.6% and 20.6%).

Table 18

Roles that Community Members Play at the After School Sites, Part B Questionnaire

Role	LEAs (n = 942)	Parents (n = 942)	Other community members (n = 942)
Oversee management of ASP	34.4%	5.7%	6.1%
Participate in data collection for evaluation(s)	36.4%	21.1%	8.7%
Raising funds	19.2%	26.3%	20.6%
Setting or revising program goals	36.1%	19.1%	11.8%
Implementing programs	35.0%	9.9%	14.8%
Providing goods or supplies	33.0%	41.9%	29.6%
Recruiting site staff	29.7%	10.3%	17.6%
Involved in the hiring process of staff	27.8%	1.5%	6.6%
Involved in the staff review process	26.8%	3.4%	5.4%
Providing professional development	41.2%	1.1%	18.2%

Summary

During the 2009-10 school year, 396 grantees received ASES and/or 21st CCLC funding from the CDE. Although most of these grantees received funding from only one of these programs, small percentages received funding from both ASES and 21st CCLC or from one or more of these programs and the ASSETs program for high school students. The grantees and sites generally targeted students considered academically at-risk and/or English Learners. Recruitment and retention obstacles cited most often were the following: students being involved in other after school activities, transportation, lack of parental support, and students supervising other siblings after school. Those sites located in the cities were somewhat less likely than those in the other areas to report that transportation was an obstacle. Furthermore, site coordinators who worked with middle schools were more likely than those at elementary schools to confront most of the obstacles to recruitment and retention.

Overall, the sites funded by the ASES and 21st CCLC programs tended to use a collaborative management style. Furthermore, over three-quarters of the program directors reported that they solicited feedback for goals and outcomes from program-level staff, site supervisors, and/or day school administrators. Similarly, program directors most often used state achievement scores, after school program attendance, and site observations as their data sources in establishing their goals and determining their outcomes. Program directors for a majority of the grantees stated that their programs had academically oriented goals. Increased program attendance and improved homework completion are other goals that were frequently mentioned. These results were true across urbanicity and grade span. The majority of program directors also indicated that they evaluated their goals and that they had met or made progress towards each.

As for activities offered, math and language arts were offered by most sites. Science and history activities were offered to a lesser extent. The top academic assistance activities were homework assistance, academic enrichment, and nutrition education. The top three non-academic activities were physical fitness/sports, arts/music, and recreation. Furthermore, the top developmental activities, which were each offered by a majority of the respondents, were school safety and youth development.

In terms of staff qualifications, having general work experience with children was most important for staff in leadership positions (i.e., program directors and site coordinators). In contrast, it was most important for site staff who directly supervised students to meet the ASES and 21st CCLC requirements of being paraprofessionals and/or instructional aides. With respect to daily operations, the majority of sites claimed that they had at least one site coordinator, some credentialed staff, and/or at least three paraprofessionals/instructional aides working on a typical day. Interestingly, the sites located in the town/rural areas were more likely than sites located in other areas to report that they employed some credentialed teachers. Furthermore, sites located at schools that served middle school students were more likely than sites that served elementary school students to employ credentialed teachers.

As for staff replacement rates (turnover), sites were more likely to replace staff members who were paraprofessionals and/or instructional aides than staff who were credentialed teachers or site coordinators. With respect to recruitment techniques, over one quarter of the site coordinators reported that their program supports educational goals, provides salary incentives, recognizes staff accomplishments, and provides opportunities for promotion. Interestingly, moderately greater percentages of respondents reported that they use recognition of staff and/or opportunities for promotion as techniques to retain staff.

For professional development, there were discrepancies at the grantee and site levels. Program directors were more likely than site coordinators to report that there were opportunities for professional development. Furthermore, program directors were moderately more likely than site coordinators to report that credentialed site staff and volunteers were offered professional development.

As for organizations that offered professional development to the sites, more than three-quarters of the grantees and site coordinators stated that the after school programs were the most likely to provide such services. The top three types of professional development reported by the grantees and site coordinators were trainings/workshops, program-level meetings, and meetings at the after school sites. Furthermore, the top three topics were classroom management, behavior management, and federally mandated topics such as CPR and first aid.

The great majority of sites funded by the ASES and/or 21st CCLC program maintained community partnerships. The most frequently reported individuals were parents, school or district staff, and high school students. Likewise, the majority of sites reported that they maintained community partnerships with the Local Education Agencies (LEAs) of public schools and school districts. LEAs were more strongly involved in more aspects of the ASES and 21st CCLC sites than were the parents and other community members. This included participating in many operational aspects at the sites including, but not limited to data collection, professional development, and site management. Parents and other community members were generally more involved in providing goods and raising funds for the sites.

These findings will support the ongoing development of the profiling system and provide the necessary information for the grantee database to be monitored and merged with the data from the previous and upcoming coming years (years 1 and 3).

CHAPTER VI:
DESCRIPTIVE RESULTS OF PROGRAM SITES—SAMPLE IV

Results from Sample III provide general grantee characteristics. In order to conduct in-depth analyses to address the six evaluation questions through site visits, telephone interviews, and focus groups, a subsample of 40 ASES and/or 21st CCLC after school sites (Sample IV) was established. Respondents to this study sample include program directors, school principals, site coordinators, site staff, parents, and student participants. This chapter presents the results of the preliminary analysis of Sample IV in Year 2. According to the theoretical model for the study and similar to Sample III, the discussion of the Sample IV results will be framed under the categories of (1) program orientation, (2) program environment, and (3) instructional features. First, descriptive characteristics of the respondents are provided.

Sample IV Respondent Characteristics

Student Characteristics

Among the students surveyed, 79.4 % were from elementary schools (n = 456), and 20.6 % were from middle schools (n = 118). The majority of these students claimed to attend school regularly (92.9% for elementary students and 99.2% for middle school) and the after school program 5 days a week (87.8% for elementary school participants and 86.0% for middle school participants). Based on self-report, most elementary students attended the same school (86.3%) and the same after school program (67.7%) they were in during the prior year, while a little more than half (56.8%) of middle school students did so as well. Tables 19 and 20 display the student's self-reported data on their attendance and grades, respectively.

Table 19

Self-Report Data for School and After School Program Attendance During the Prior School Year

Attendance history	Elementary % (n = 447)	Middle % (n = 112)
Attended the same school	86.3%	56.8%
Attended the same after school program	67.7%	57.6%
Attended another after school program	13.2%	27.1%

Table 20

Self-Report Data for Grades Received

Reported grades	Elementary % (n = 447)	Middle % (n = 112)
Mostly A's	36.2	49.1
Mostly B's	43.6	30.4
Mostly C's	12.5	17.9
Other grades	7.6	2.7

Over three quarters of the middle school and elementary student respondents reported to have earned mostly A's and B's. Having been recruited from low-performing schools and high-crime locations, this student population appeared to be performing higher than expected.

On a multiple-choice, multiple-answer question, the surveyed students provided the reasons that they attend their after school programs. Over half (52.9%) of elementary participants chose, "My parents want me to go," as one of their reasons. The second most common response for them was, "I get help with my homework," (44.3% for elementary). These two reasons were also the most common responses for the middle school students, as 48.3% of the surveyed middle school students selected these two options. Table 21 displays the options and students' responses in percentage.

Table 21

Reasons for Attending the After School Program

Reason	Elementary % (*n* = 456)	Middle % (*n* = 118)
My parents want me to go.	52.9	48.3
The school suggested that I go.	9.2	11.0
My friends go here.	27.9	26.3
I do not want to go home.	12.9	17.8
There are interesting things to do here.	21.9	40.7
I get help with my homework.	44.3	48.3
It is a safe place to be after school.	27.6	21.2
I attended this after school program last year.	19.1	27.1
I get to participate in physical activities, such as sports.	NA	33.1
Other	21.5	11.0

Parent Characteristics

Nine hundred and one parents participated in the survey. Most of them were parents of 2nd to 6th graders. About 90% of them had children who had attended their programs for more than 6 months, and about 60% of the parents surveyed had children who had attended their program for more than a year. Nearly all K-9 parents (94.8%) reported that their children attended the program 5 days a week.

Twenty-one percent of the parents (*n* = 880) picked up their children early from the program. Of those parents, 40.8% picked their children up early five days a week, 25.3% of them did so one day a week, and 19.0% of them did so two days a week. It should be noted that students who were picked up early might not have reaped the full benefits from the program because they left earlier than intended.

Staff Qualifications

The following presents qualifications of the staff members.

Site coordinators. When asked to report their highest level of education, 35.3% of site coordinators reported that their highest level of education was “some college.” The next most common responses were that they held either an Associate’s degree (23.5%) or a Bachelor’s degree (also 23.5%). About one fifth (22.2%) of the site coordinators had teaching

credentials. And a small number (5.6%) of site coordinators were enrolled in a teaching credential program at the time they completed the survey.

All of the site coordinators who were surveyed spoke English, while 72.2% also spoke Spanish. Nearly three quarters (72.2%) of the site coordinators had been working at their program for more than three years, while 22.2% had been there for one to three years. In addition, 52.9% reported that they had been involved in management at their current program for three years or more, and 41.2% were involved in management at their program for one to three years. When site coordinators were asked how long they have been working in community organizations in general, 76.5% reported that they worked in community organizations for more than three years.

Site staff. Almost half (48.6%) of the site staff who were surveyed had completed some college education; 21.9% had a Bachelor's degree, and 13.3% had an Associate's degree. Most of the site staff (90.7%) indicated that they did not have teaching credentials, and most were not enrolled in a teaching credential program.

Most of the site staff (94.1%) spoke English, while 58.8% spoke Spanish. Less than half of the site staff (40.3%) indicated that they had been working at their programs for one to three years, and a quarter of the site staff (25.2%) had been working there for over three years. When site staff were asked how long they have been working in community organizations in general, 54.6% reported that they worked in community organizations for more than three years; another 31.5% indicated that they worked in community organizations for one to three years.

These findings suggest that, in general, the site coordinators and site staff have sufficient knowledge and experience to carry out their tasks. Since a majority of the students were Hispanics, it is helpful to have a good number of the site staff who speak Spanish.

Program Orientation

In order to confirm the representativeness of the Sample IV programs, site coordinators and staff were again inquired about their goals and program orientation. To further expand Sample III findings, they were also asked to express their opinions on the alignment of program goals to program activities.

Goal-Oriented Programs

On a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree), the site coordinators were asked about the goals of their program. The majority of them strongly agreed that their program has clear goals for students and/or a clear mission statement for program's vision. They also believed that the program activities had aligned to the goals, while slightly more than half (55.6%) strongly agreed that most staff members are aware of the program's goals. Table 22 displays the means and distributions of the site coordinators' answers regarding program goals.

Table 22

Site Coordinator Responses Regarding Program Goals

	Site coordinator (n = 18)	
Survey prompt	Mean	% Strongly agree
Our program has clear goals for students.	3.67	66.7
We have a clear mission statement that explains our program's vision.	3.72	72.2
We align our program activities to our goals.	3.50	55.6
Most staff members are aware of our program's goals.	3.50	55.6
Most staff members adhere to our program's goals.	3.44	44.4

Innovative Management

At the same time, it is also important to have program leadership that can motivate staff, provide positive organizational climates that validate staff commitment to program goals, and open the communication channels between after school, day school, parents, and the community (American Youth Policy Forum, 2006; Wright, Deich, & Szekely, 2006).

On the same 1-4 Likert scale, most site coordinators strongly agreed that staff members met with each other regularly to discuss student development and to share techniques on

engaging the students. Most staff members agreed with the site coordinators—though there was a lower mean and a lower percentage for the site staff who responded "strongly agree," especially regarding the statement about having regular staff meetings to help struggling students. Table 23 displays the comparisons between the site staff and site coordinators in their responses to these questions. In general, these data support Sample III findings that most sites incorporate a collaborative approach to management.

Table 23

Site Coordinator and Site Staff Responses Regarding Program Implementation

	Site coordinator $n = 18$		Staff $n = 119$	
Survey prompt	Mean	% Strongly agree	Mean	% Strongly agree
Staff members meet with each other to share techniques on how to keep students engaged.	3.72	72.2	3.08	26.3
Staff members meet with each other on a regular basis to discuss strategies to help students who are struggling.	3.47	52.9	2.95	24.4

Local Partnerships

In addition to advocating goal-oriented programs and innovative management, research on after school programs consistently associates family and community involvement with program quality (Owens & Vallercamp, 2003; Tolman, Pittman, Yohalem, Thomases, & Trammel., 2002,Wright, 2005). Through local partnerships, students can gain a sense of belonging in their communities, learn about different trades and careers, and obtain in-service training. They may also be encouraged to participate in community service projects, which encourage a sense of empowerment and pride in their respective communities and develop good citizenship. The next paragraphs will discuss how the after school programs in Sample IV have partnered with the host schools, the local communities, and the parents.

Host school. When responding to questions regarding their programs' partnerships with the day schools, more than half of the site coordinators strongly agreed that they were informed by the school administrators of important decisions and issues related to their program. Most of them also agreed that day school teachers were collaborative with their staff (M =3.06), and their staff was responsive to day school staff's ideas and suggestions (M

= 3.39). Table 24 shows site coordinators' answers to questions regarding the programs partnered with the day schools.

Table 24

Site Coordinator Responses Regarding Partnerships with the Day School

Survey prompt	Site coordinator (n = 18)	
	Mean	% Strongly agree
Day school teachers are willing to collaborate with our staff.	3.06	27.8
Our staff is responsive to ideas and suggestions from day school staff.	3.39	38.9
School administrator(s) keep me informed of important decisions and issues that affect our program.	3.44	50.0

Community. Site coordinators were asked seven questions regarding their program's partnerships with the local communities. As shown in Table 25, the majority of site coordinators agreed that their programs had an established a system to connect with local communities, invite community members to participate in program events and meetings, encourage local education agencies to give input regarding after school activities, partner with the local community to publicize the programs, and have community members participate in special events. On the other hand, the majority of site coordinators did not agree that the local communities had supplied resources for the program or that community members had participated in curricular decision-making.

Table 25

Site Coordinator Responses Regarding Partnerships with Local Communities

Survey prompt	Site coordinator (n = 18)				
	Mean	% Strongly agree	% agree	% disagree	% strongly disagree
Our organization has an established system to connect with the local community.	2.94	16.7	66.7	11.1	5.6
Community members are invited to events and meetings at our program.	2.83	11.1	66.7	16.7	5.6
Local education agencies (districts, schools, etc.) are encouraged to give input regarding after school activities.	2.71	0	66.7	27.8	0
The program partners with the local community to publicize the program.	2.61	5.6	55.6	33.3	5.6
Community members participate in curricular decision-making (consultation, evaluation, etc.).	2.28	5.6	22.2	66.7	5.6
The local community supplies resources for after school activities.	2.06	0	22.2	61.1	16.7
Community members participate in special events.	2.71	11.8	58.8	17.6	11.8

Parents. Survey instruments examined the different perspectives of the site coordinators, staff, and parents, asking them about their opinions on the programs' relationships with the parents.

Parent participation. Of those 878 parents who responded, 59.6% of the parents had visited their children's after school programs and 35.2% reported that they had participated in the program.

Survey responses from the site coordinators, staff, and parents were mostly in agreement in terms of how parents participated in the program. Among the 303 parents who reported to have participated, a majority of them attended program events, many attended meetings hosted by the programs, and some volunteered in program activities such as field trips and back-to-school nights.

The staff shared similar opinions. During the staff focus groups, staff members often provided examples of how they involved parents with their children's program. One of the

staff said, “I think that’s why we have family night, you know, so we can get to know the parents a little bit better, for them to see what the parent—to see what the kids do because we’ll have—the kid will show either their art or the work that they’ve done over the past couple of months. So, we try to involve the parents with the activities that the kids like to do here. Sometimes we’ll have them do the same activities to see exactly what it is that the kids do here.”

There were also disagreements among the stakeholders. For example, while only 18.2% of parents strongly agreed that they provided feedback on program activities and curriculum, the majority (77.8%) of the site coordinators strongly agreed that the parents did, while more than half (52.1%) of staff strongly agreed. Table 26 displays their responses.

Table 26

Parent Participation in the Program, as Reported by Parents, Staff, and Site Coordinators

	Parents *n* = 303	Staff *n* = 119	Site coordinator *n* = 18
Survey prompt	% strongly agreed	%strongly agreed	% strongly agreed
Attend meetings hosted by the program (parent-staff meetings, conferences, etc.)	60.4	56.3	72.2
Attend program events (open houses, performances, etc.)	79.2	69.7	83.3
Volunteer in program activities (field trips, etc.)	22.8	38.7	55.6
Give feedback on program activities and curriculum	18.2	52.1	77.8
Other	3.0	10.9	16.7

Obstacles to participation. When the parents (*n* = 901) were inquired about the obstacles that had prevented them from participating in their children’s program, the most common answer (40.6%) was the time conflicts between the parents’ work and the program hours. Having to care for other children who were not in the program was the next common reason (19.9%) that made it difficult for the parents’ to participate. Additionally, 13.4% of parents listed that a language barrier has prevented them from taking part in their children’s after school programs. Table 27 shows the list of answers from the parents’ survey.

Table 27

Barriers to Program Participation (n = 901)

Barriers to parent participation	%
Language barrier	13.4
Program location	1.6
Lack of transportation	2.1
Staff make me feel unwelcome	1.6
Program is held during my work hours	40.6
Staff discourage me from participating	2.7
I must take care of my children who are not in the program	19.9
Other	8.1

Program policies for parental involvement. Parents, site coordinators, and site staff were asked to respond to a set of items about the parents' roles if and when they get involved in the program. Table 28 presents the results.

At the policy level, site coordinators in general agreed that parental involvement was an integral component of the program (M = 3.17). However, they responded below 3 (based on the Likert score of 3 as Agree) on the item which states that the program has a defined plan for parental involvement. They scored even lower on parental input considered in decisions about programming (M = 2.89).

Meanwhile, the parents, site coordinators, and staff generally agreed that the staff kept the parents informed with what was going on in the program (M = 3.39, 3.39, 3.09, respectively). They also agreed that the staff communicated with parents about children's well-being (3.39, 3.5, 3.22). However, though the parents and site coordinators agreed that staff members communicated with parents about how a parent can help their child learn (3.14, 3.44), the site staff barely agreed (2.92).

It is interesting to note that the results from the parent surveys indicated that the parents held a more positive view of their involvement with the programs than the staff and the site coordinators did. It is also worthwhile to note a few discrepancies among the different stakeholders. While the majority of the site coordinators reported that their staff met with the parents regularly, 33.6% of staff disagreed they did so. In the same line, most of the parents believed their input was considered in decisions about after school programs, but 22.2% of site coordinators disagreed.

Table 28

Parent Involvement in the After School Program

Survey prompt	Parents *n* = 879		Site coordinator *n* = 18		Site staff *n* = 119	
	Mean	% Strongly agree	Mean	% Strongly agree	Mean	% Strongly agree
Parent involvement is an integral component of the program.	-	-	3.17	27.8	-	-
Our program has a clearly defined plan for parent involvement.	-	-	2.94	22.2	-	-
The staff meets with the parents on a regular basis	-		3.11	27.8	2.63	15.1
Parents' input is considered in decisions about after school programming.	3.21	34.9	2.89	11.1	-	-
Staff members keep parents informed about what is going on in the program.	3.39	50.3	3.39	44.4	3.09	27.7
Staff members communicate with parents about children's well-being.	3.39	51.8	3.50	55.6	3.22	35.3
Staff members communicate with parents about how a parent can help their children learn.	3.14	37.9	3.44	44.4	2.92	19.5
Staff members communicate with parents about their children's behavior at the program.	3.38	48.7	-	-	-	-
Parents are encouraged to give input on rules for appropriate behavior at the program.	3.10	33.2	-	-	-	-
Parents are kept informed about how their child is doing in the academic activities at the after school program.	3.25	42.3	-	-	-	-

Next, program environment at these sites were examined.

Program Environment

The program environment focuses on how the structure of the after school program creates an atmosphere conducive to positive academic achievement and self-esteem for students.

Program Climate

The most important feature of the program environment is safety and security within the indoor and outdoor space (National Institute on Out-of-School Time, 2002; New Jersey School-Age Care Coalition, 2002; Philadelphia Youth Network, 2003; St. Clair, 2004; Wright, Deich, & Szekely., 2006). The main aim is to make sure that students are in a safe, supervised environment that provides ample resources for physical and emotional growth. Students, parents, site coordinators, and site staff were asked about the climate at their after school program. The questions touched upon the topics of physical and psychological safety, relationships amongst the staff and students, and students' feelings of belonging.

Survey findings revealed that students in after school programs were in fact provided with a safe, supervised environment. When asked whether they agreed with the statement, "I feel safe in the after school program," the majority of students strongly agreed (49.7%) that they felt safe ($M = 3.27$, $n = 565$).

The establishment of this physically safe environment helps the development of positive relationships.

Relationships

Quality afterschool settings can provide the opportunities for students to develop relationships that signify positive, influential connections with adults and with peers (Beckett, Hawken, & Jacknowitz, 2001; Birmingham, Pechman, Russell, & Mielke, 2005; Huang, 2001).

Staff-student. Aside from primary-based interactions within the home, the interaction between the staff members and students is vital for demonstrating affirmative adult-student relationships (Birmingham et al., 2005; Bodilly & Beckett, 2005; Harvard Family Research Project, 2004; New Jersey School-Age Care Coalition, 2002). When staff members are able to form personable, one-on-one relationships with students through daily conversations and engagement (St. Clair, 2004), this initiates a sense of community and belonging for the students because they are personally bonded to staff members (Wright et al., 2006).

Survey results indicate that students perceived that they had a positive relationship with after school staff. They stated that they felt the site staff cared about them ($M = 3.12$, $n = 561$) and listened to what they had to say ($M = 3.13$, $n = 556$). Parents had a similar view of the relationship between their children and adults in the program. They felt that students had positive relationships with both the site staff ($M = 3.31$, $n = 870$) and volunteers ($M = 3.25$,

n = 858). It is of interest to note that parents also felt that their children had a positive relationship with the day school staff (*M* = 3.35, *n* = 871).

Student-Student. Positive peer relationships and friendships are key ingredients in shaping students' social-emotional development (Halpern, 2004; Harvard Family Research Project, 2004; Yohalem, Wilson-Ahlstrom, & Yu, 2005). Students need to interact with each other, building strong "partnerships" based on trust and respect with their peers (Yohalem, Pittman, & Wilson-Ahlstrom, 2004). Healthy interaction with other students of various ages, and being involved in age appropriate activities, helps students to demonstrate appropriate problem-solving strategies, especially during times of conflict (Wright et al., 2006). The following excerpt from a student focus group helps express the students' point of view:

Interviewer:	Do you think the program has helped you get along better with your peers?
Student 1:	They help us with our conflict with them.
Student 2:	They help us get along better by working as a team.
Student 3:	We can participate in class more.
Student 4:	And make new friends.
Interviewer:	Make new friends, uh-hm.
Student 4:	Even when you're shy.
Interviewer:	Uh-hm. So Student 1 mentioned that they help them with conflicts. [Do you have] any examples?
Student 1:	Like if, let's say you're in an argument inside class with someone and the Mentor will *(pause)* will like tell you guys to step outside. And then he or she will help you guys talk it out and like will help *(pause)* will give advice or solutions to help us stop the conflict.

As with their relationship with adults at both the program and the day school, parents reported that students had positive relationships with their peers in the after school program (*M* = 3.36 *n* = 873) In addition, they reported that their children also had positive relationships with their peers in the day school (*M* = 3.38, *n* = 871).

Opportunities to Belong. Students reported fairly strong feelings of belongingness with respect to the program. They felt close to the staff (*M* = 2.99, *n* = 565) and were happy to attend the program (*M* = 3.09, *n* = 565). The following are some of their expressions:

- "If you got hurt in the classroom, they [staff] tell you if you want to go to room 3 or sometimes they have band-aids…They keep you safe."
- "I come to this program because I like the game, I like the people who keep us safe, and my friends come here."

- "I like it because if I don't attend, who's gonna take care of me? I have nowhere else…"

Next, resources at the program will be examined.

Resources

In order to promote the physical and emotional wellness of students, adequate materials and comfortable space is needed for staff members to conduct a range of stimulating activities. The indoor and outdoor space should be used appropriately, catering to the activity being carried out (e.g., sports, creative arts, and eating), so that the goals of the activities can be sufficiently met (New Jersey School-Age Care Coalition, 2002; Philadelphia Youth Network, 2003).

Staff members and site coordinators were asked several questions regarding the resources available at their after school programs. Generally, both stakeholders agreed that they had enough materials such as books, papers, and pens and that they had enough time to work with students. They also seemed to agree that they had enough space to conduct their work. In general, the site coordinators appeared to have a more positive view regarding resources available to them. For example, site coordinators were more likely to report that they had enough staff/personnel and enough resources than the program staff were. See Table 29 for means and distributions for both stakeholders.

Table 29

Resources available at the program reported by Site Coordinator and Site Staff

	Site coordinator (n = 17)		Site staff (n = 119)	
Survey prompt	Mean	% Strongly agree	Mean	% Strongly agree
Our site has enough materials, such as books, papers, pens, etc.	3.61	72.2	3.15	36.8
Staff members have enough time to work with students.	3.28	38.9	3.10	32.8
Staff members have enough time to prepare for activities.	2.89	16.7	2.89	27.0
Our site has enough staff/personnel.	3.28	44.4	3.08	28.0
Our site has enough space for students to do their work.	3.17	44.4	3.03	27.7
Overall, we have enough resources.	3.50	50.0	2.92	23.1

Instructional Features

When programs employ a variety of research-proven teaching and learning strategies, they can help staff members increase engagement among students with different learning styles (Birmingham et al., 2005). Contrarily, a failure to design activities that meet the needs and interests of students may result in reduced program attendance (Sepannen et al., 1993). In order to induce the intended impact of a program effectively and make sure that students receive the intended enrichment, interesting and engaging activities have to be available for students to participate.

Students' level of engagement in activities. Students were asked to respond to how often they participated in certain activities; they could respond on a four-point Likert scale ranging from 1 (never) to 4 (every day). Survey results showed that "homework," "sports and games," and "math" have the highest percentage of students stating that they carried out those activities every day. This supports the Sample III findings that high percentages of site coordinators reported placing a great deal of emphasis on homework assistance (91.8%), academic achievement (86.5%), and physical activity/sports (92.1%). Table 30 presents students' reports on their levels of engagement in activities.

Table 30

Students' Levels of Engagement in Activities

Activity	Mean	% Everyday
Homework (*n* = 563)	3.45	65.7
Reading (*n* = 561)	2.78	34.4
Writing (*n* = 559)	2.75	33.5
Math (*n* = 561)	3.01	47.8
Science (*n* = 550)	2.18	18.7
Arts (dance, drawing, etc.) (*n* = 554)	2.70	34.7
Sports and games (*n* = 553)	3.26	55.9
Use the computer (*n* = 558)	2.12	20.1

Staff Efficacy

Literature reveals that a key characteristic of quality after school programs is having well-qualified staff that are sufficiently trained for their respective roles so that they are confident in engaging their students in activities (Fashola, 2002). Staff and site coordinators'

responses on the surveys, interviews, and focus groups allowed the study team to investigate staff efficacy in more detail. First, the roles that the staff played in the after school program are explored.

Roles played by staff in the after school program. When site staff were asked what role they played in the after school program, the majority of them reported that they spent time helping students with their homework and tutoring students. It is also important to note that the staff also reported to engage with students in other enrichment activities such as recreational activities and physical education. Findings are presented in Table 31.

Table 31

Roles Played by Staff in the After school Program

Role	Site staff (*n* =119) %
Homework help	82.4
Tutoring	52.1
Language arts instruction	26.9
Math instruction	42.9
Science instruction	18.5
Visual & performing arts instruction	28.6
Physical education	49.6
Other recreational activities	50.4
Parent/community outreach	26.9
Other	18.5

Support for Efficacy

As stated in *Program Orientation*, staff perceived that they received sufficient support in terms of materials, space, and time to work with students, even though there is an indication that more preparation time is needed.

Previous research in program quality has posited that it is essential for staff to have qualifications such as training and higher levels of education in order to implement best practices at school (Wiss, 2006). These staff appeared to be well qualified for their roles as the majority of them reported to have an Associate, Bachelor, or Master degree. Furthermore, staff efficacy is enhanced when the site staff meet together to share techniques on engaging

students and to collaborate to resolve student academic and behavioral challenges. Regarding program implementation and support, as shown in Table 32, staff also appeared to agree that they met with each other to share techniques and strategies to help students to be engaged and help those students who were struggling

Table 32

Program Implementation and Support

	Site staff		
Survey prompt	*n*	Mean	% Strongly agree
Staff members meet with each other to share techniques on how to keep students engaged.	119	3.08	26.3
Staff members meet with each other on a regular basis to discuss strategies to help students who are struggling.	119	2.95	24.4

Professional Development

Professional development further enhances staff efficacy. Staff generally reported that they received training annually, that the training offered was aligned with program goals, and that they felt the training enhanced their competencies.

In general, site coordinators appeared to have a more positive view of the professional development offered compared to the staff's view of the training they received. For example, a higher percentage of site coordinators strongly agreed that staff members were offered professional developmental annually than the site staff. A higher percentage of site coordinators also strongly agreed that professional development sessions helped the site staff to do their job better than the staff members. It is also interesting to point out that a higher percentage of site coordinators strongly agreed that they may request additional training for career advancement than were the site staff. Table 33 displays the means and distributions of both stakeholders.

Table 33

Professional Development Responses from both Site Coordinators and Site Staff

Survey prompt	Site coordinator (n = 17)		Site staff (n = 119)	
	Mean	% Strongly agree	Mean	% Strongly agree
Staff members are offered opportunities for professional development annually.	3.59	58.8	3.09	25.0
Professional development offered is aligned with program goals.	3.47	52.9	3.15	26.3
Staff members receive training prior to teaching content-specific activities.	3.24	41.2	3.04	28.0
Staff members are offered training in behavior management.	3.35	52.9	3.00	19.7
Staff members may request additional training for career advancement within the organization.	3.12	35.3	2.94	20.7
Professional development sessions help site staff to do their jobs better.	3.53	58.8	3.11	26.3

Although the site staff generally seem to be satisfied with the professional development received, they were likely to report that they would like to receive additional training on behavior management, using age appropriate teaching techniques, teaching academic skills, and explaining ideas to improve student understanding. See Table 34 for details.

Table 34

Areas of Training that Site Staff Would Like to Receive

Area of training	Site staff (n = 119) %
Teaching academic skills (language arts, math, science, etc.)	47.1
Explaining homework materials	22.7
Explaining ideas to help improve student understanding	46.2
Using age-appropriate teaching techniques	47.9
Implementing non-academic activities (visual arts, performing arts, sports, etc.)	31.9
Managing behavior in the classroom	48.7
Building leaderships skills (for site staff)	31.9
Communicating with my students' parents	26.1
Communicating with my students' day school teacher(s)	26.9
Communicating with school administrators at my site	20.2
Other	3.4

Overall, the respondents indicated that these after school programs offered support in enhancing staff efficacy.

Fostering Positive Youth Development

Recently, support for the Positive Youth Development Approach has continued to build. This approach suggests that helping young people achieve their full potential is the best way to prevent them from engaging in risky behaviors (Larson, 2006). Positive youth development is both a philosophy and an approach to policies and programs that serve young people, focusing on the development of assets and competencies in all youth. After school programs that promote positive youth development give youth the opportunity to exercise leadership, build skills, and get involved (Larson, 2000). Karen Pittman (2008), Executive Director of the Forum for Youth Investment, identified the following key features as essential for the healthy development of young people: physical and psychological safety, appropriate structure, supportive relationships, opportunities to belong, positive social norms, support of efficacy and mattering, opportunity for skill building, and integration of family, school, and community efforts. This study's preliminary findings on these key features at the Sample IV sites are presented in this section.

Table 35 provides descriptors of the eight features of positive developmental settings (National Research Council and Institute of Medicine, 2002). This section of the report will examine whether and/or how the after school program sites under study have adhered to these setting features. In addition, the report will also briefly discuss site staff's perception of high expectations, the importance of future aspirations, and the fostering of students' academic self-efficacy, cognitive competence, and socio-emotional competence.

Table 35

Features of Positive Development Settings

Feature	Descriptors
Physical and psychological safety	Safe and health-promoting facilities that increase safe peer group interaction and decrease unsafe or confrontational peer group interaction.
Appropriate structure	Limit-setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries, and age-appropriate monitoring.
Supportive relationships	Warmth, closeness, connectedness, good communication, caring, support, guidance, secure attachment, and responsiveness.
Opportunities to belong	Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement, and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence.
Positive social norms	Rules of behavior, expectations, injunctions, ways of doing things, values and morals, and obligations for service.
Support for efficacy and mattering	Youth-based, empowerment practices that support autonomy make a real difference in one's community and are being taken seriously; practices that include enabling, granting responsibility, and meaningful challenge; and practices that focus on improvement rather than on relative current performance levels.
Opportunities for skill building	Opportunities to learn physical, intellectual, psychological, emotional, and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacies, media literacy, communication skills, and good habits of mind; preparation for adult employment; and opportunities to develop social and cultural capital.
Integration of Family, school, and community efforts	Concordance, coordination, and synergy among family school, and community.

Safety, Caring Relationships, and Belongingness

A feeling of physical and psychological safety is necessary for intellectual, psychological, emotional, and social development to take place (National Research Council, 2002). As mentioned in the *Program Environment* section of this chapter, students generally felt safe in their after school programs. Furthermore, intellectual, psychological, emotional, and social development occurs via the interaction between students and caring, supportive others (National Research Council, 2002). As stated previously, students felt that they had supportive relationships with adults in the after school programs. In addition, their parents observed that their children had supportive relationships with their peers. Finally, as noted earlier, these supportive relations were one means of creating students' sense of belongingness in the programs.

Appropriate Structures and Positive Social Norms

All programs have a set of norms that help shape students' perception of what is appropriate behavior. Norms are particularly salient to development because they "shape morals, present ways of relating to others, and provide templates of self-control" (National Research Council, 2002). Program staff expressed a high degree of support and encouragement for students' use of pro-social behavior. They stated that they implemented rules that strongly emphasized such things as respect for others and avoidance of fights (M = 3.61, n = 118). These appropriate structures provide positive social norms for positive youth development.

Opportunities for Skill Building, Support for Efficacy and Mattering

Furthermore, students are given the opportunity to engage in meaningful participation when they participate in activities that are relevant, engaging, and interesting (Austin & Duerr, 2005). They should also be given opportunities to be autonomous and responsible that are appropriate to their developmental stage (National Research Council, 2002).

As shown in Table 36, students generally reported that they were able to participate in their programs in meaningful ways. They participated in activities that interested them (M = 3.15, n = 564) and, to a lesser extent, were able to choose things to do in the program (M = 2.57, n = 560). However, it does appear that students did not have much say with respect to rule-setting (M = 1.95, n = 558). The following were comments made by a couple of middle school students:

> A little too strict. Like, right now they say that we have to stay in one area and we can't like switch our activities. Like, if we don't want to do arts and crafts anymore we have to stay there and we can't go to another [activity] like to do softball or anything like that.

Another student added:

> And we used to have a coach who let us do [things]. And sometimes you had to go, like, outside to find, like, water or, like, if you wanted soda. But [the new coaches] don't let you do anything. They're pretty bossy [the new coaches] and, like, we used to go outside and they'd like *(pause)*—First, they told us that we could go outside but we had to come back inside in time. But now they don't let us get out because if you get out you stay out. Like we were pets, but we're not; we're children *(pause)* teenagers, children.

On the other hand it also appears that the students were also afforded the opportunity to be responsible and contributing members of the program as they did things in the program to be helpful ($M = 3.07$, $n = 563$). These experiences created a sense of meaningful participation for the students. The following quote is from a student's remarks during the student focus groups:

> I used to have doubt in graduating and stuff and at the program they've [the site staff] helped me *(pause)* they've helped me, like, feel more comfortable. And they helped me raise up my *(pause)* my feelings for, like, that helped me know that I could graduate. And that they helped me do more of my math and English.

Table 36

Meaningful Participation: Students' Perspective

Survey prompt	Mean	% Strongly agree
I do activities that interest me. ($n = 564$)	3.15	41.0
I am able to choose things to do. ($n = 560$)	2.57	20.5
I can help make rules if I want to. ($n = 558$)	1.95	7.9
I do things to be helpful. ($n = 563$)	3.07	35.2

Similar to the students, both the site coordinators and site staff tended to agree that students were able to participate in their programs in meaningful ways. As shown in Table 37, they stated that students could give feedback about the activities in which they participated and about what activities they would like made available to them. They also noted that students were given the opportunity to plan and carry out activities, although to a lesser extent than giving feedback.

Table 37

Meaningful Participation: Staff Perspective

Survey prompt	Site coordinator			Site staff		
	n	Mean	% Strongly agree	*n*	Mean	% Strongly agree
The staff give students opportunities to give their input about activities they would like to have in the program.	18	3.28	50.0	117	3.34	44.4
The staff give students opportunities to plan and carry out activities in the program.	18	3.06	41.2	118	3.11	32.2
The staff give students opportunities to provide feedback about the activities they are currently doing in the program.	17	3.41	41.2	117	3.21	38.5

High Expectations

To encourage student efficacy and mattering, after school site staff should let students know that they believe that the students can and will succeed and that they are resilient; they should provide guidance that is youth-centered and strengths-focused (Austin & Duerr, 2005). At these program sites, students generally felt that the site staff had high expectations for them. They reported that the staff believed they could do a good job ($M = 3.28$, $n = 561$). In addition, students reported that staff would make sure to comment upon their successful endeavors ($M = 3.09$, $n = 563$).

With respect to staff members' emphasis on academic success, both site coordinators and site staff members generally were in agreement with students, as shown in Table 38. Both stakeholders indicated that they place a fairly strong emphasis on academics. However, site coordinators tended to have a slightly more positive view of enhancing expectations for student academic success than site staff.

Table 38

Program and Staff Members' Expectations for Academic Success

Survey prompt	Site coordinator			Site staff		
	n	Mean	% Strongly agree	*n*	Mean	% Strongly agree
Staff members show students that they care about them doing well academically.	18	3.56	61.1	118	3.36	40.7
The program strongly emphasizes/ teaches students that school is important.	18	3.67	72.2	119	3.47	53.8

Future Aspirations

Using caring relationships as a conduit, after school staff may convey high expectations for students. It is through this nurturing relationship that students can learn to believe that they will be successful in the future (Austin & Duerr, 2005). Similar to staff expectations of students' academic success, staff members stated that they encouraged their students to plan for their future (M = 3.59, n = 117), finish high school (M = 3.62, n = 117), and attend college or vocational school (M = 3.62, n = 116).

Other Aspects of Positive Youth Development

The staff survey also inquired about the various aspects of positive youth development that the site staff cultivate. Site staff reported that they foster students' feelings of academic self-efficacy (M = 3.52,). In addition, they foster students' cognitive competence with respect to critical thinking (M = 3.36) and problem-solving (M = 3.25)Finally, site staff cultivate their students' socio-emotional competence by encouraging them to be empathetic (M = 3.64).

Integration of Family, School, and Community Efforts

Finally, positive youth development is facilitated when there is communication amongst the various settings in which the youth interact. Consistent positive messages across settings decrease the likelihood that youth will adopt deviant values and behavior (National Research Council, 2002). As stated previously, there was a fair amount of integration and communication between the after school programs, the host schools, the community, and parents (see *Local Partnerships*). One of the school principals commented:

> One of the most important ones is with Campbell's Soup, where they donate soup and even to family members if they show up twice a week. That was a big deal for parents. There's also great connection with law enforcement, the fire station. Those are a few that come to mind…The soup wouldn't have an academic importance, its more of a social-health importance. Really the others that came to mind, they may not have an academic focus. It's more of a community performance.

Another program director mentioned:

> Because we have all these additional resources with Boys and Girls Club, we are able to bring out…for example, we have a partnership with Chalk and Health Smiles, so during our family nights they'll send out a representative. So if there's parents that have no health insurance or need resources, we are able to connect them with this other agency to get referred to other programs.

With these setting features in place, the following section provides the perceived outcomes of the students.

Perceived Outcomes

It has been suggested that the greater the number of features of positive developmental settings a program has, the more significant the impact it will have on the positive development of youth (National Research Council, 2002). Several resilience or positive youth development traits may be fostered, including academic self-efficacy, academic attitudes, academic skills, cognitive competence, socio-emotional competence, school attendance, students' life-skills/knowledge, and future aspirations (Austin & Duerr, 2005; Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004).

Academic Self-Efficacy

The CRESST instruments probed students and parents with a series of questions about students' feelings of self-efficacy. Both students and parents expressed that attending a program has led students to feel more efficacious with respect to their academic skills. When asked whether the program has helped them do better in school, some students responded:

> Student 1: They help with homework and they teach me a little math and English.
>
> Student 2: They helped me do more of my math and English.

It should be noted that parents tended to feel more positive about an improvement in their children's confidence in their academic abilities ($M = 3.31$); whereas, students expressed less confidence when asked if their comfort-level during tests had improved ($M = 2.75$).

Academic Attitudes

Academic attitudes have been found to be associated, both directly and indirectly, with achievement (Abu-Hilal, 2000; Dumais, 2009). When asked, students expressed that attending an after school program resulted in an improvement in their attitude towards school. They stated that the program helped them want to come to school more often (*M* = 3.03,). They also said that the program helped them work harder in school (*M* = 3.04,). After school staff and parents also reported that attending a program had a positive effect on students' academic attitudes. Table 39 presents their responses to the survey items regarding students' academic attitudes.

Table 39

Academic Attitudes: After School Site staff and Parents' Perspective

	Site coordinator			Site staff			Parents		
Survey prompt	*n*	Mean	% Strongly agree	*n*	Mean	% Strongly agree	*n*	Mean	% Strongly agree
I am satisfied that the program has helped students to improve their schoolwork habits.	18	3.39	38.9	116	3.31	36.2	879	3.33	41.3
I am satisfied that the program has helped students to like going to school more.	18	3.44	44.4	115	3.27	38.3	-	-	-
I am satisfied that the program has helped students to want to attend day school more regularly.	18	3.50	50.0	117	3.27	36.8	-	-	-
I am satisfied that the program has helped students to want to be on time for day school more often.	17	3.18	23.5	116	3.14	29.3	-	-	-

Academic Skills

Considering the association between academic self-efficacy, attitudes, and achievement, CRESST decided to ask students if they felt that their academic skills had improved as a result of attending an after school program. As shown in Table 40, students

believed that attending an after school program helped them improve their academic skills. However, with respect to language arts, computer use, and test-taking skills, they tended to state that their skills improved *a little* rather than *a lot*. The notable exception to this finding is that students had a more positive view concerning their improvement in homework ($M = 3.37$) than they did concerning their improvement in other aspects of academic achievement.

Table 40

Academic Skills: Students' Perspective

Survey prompt	Mean	% A lot
How much has this after school program helped you in your English class? $n = 562$	2.83	36.3
How much has this after school program helped you read better? $n = 560$	2.89	37.5
How much has this after school program helped you write better? $n = 557$	2.77	33.4
How much has this after school program helped you solve math problems better? $n = 556$	3.12	49.6
How much has this after school program helped you do better with your homework? $n = 557$	3.37	60.1
How much has this after school program helped you get better grades? $n = 559$	3.04	44.5
How much has this after school program helped you learn to use computers? $n = 557$	2.14	20.8
How much has this after school program helped you do better on tests? $n = 558$	2.74	32.1

As shown in Table 41, site coordinators, site staff, and parents generally agreed that attending a program resulted in an improvement in students' academic skills. As compared to the students' responses above, site coordinators, site staff, and parents tended to have a more positive view of the improvement in academic skills than did the students.

Table 41

Academic Skills: After School Site staff and Parents' Perspective

	Site coordinator			Site staff			Parents		
Survey prompt	*n*	*M*	% Strongly agree	*n*	*M*	% Strongly agree	*n*	*M*	% Strongly agree
I am satisfied that the program has helped students to improve their language arts skills.	18	3.39	38.9	118	3.15	28.8	882	3.31	41.3
I am satisfied that the program has helped students to improve their math skills.	18	3.11	27.8	116	3.26	36.2	880	3.29	41.6
I am satisfied that the program has helped students to improve their science skills.	18	3.28	44.4	113	3.00	23.9	874	3.22	35.8
I am satisfied that the program has helped students to improve their standardized test scores.	16	3.13	18.8	115	3.10	29.6	861	3.21	34.6
I am satisfied that the program has helped my child improve his/her grades.							878	3.29	41.9

Cognitive Competence

Site coordinators, site staff, and parents generally agreed that attending a program resulted in an improvement in students' cognitive competence, as shown in Table 42.

Table 42

Cognitive Competence

Survey prompt	Site coordinator			Site staff			Parents		
	n	*M*	% Strongly agree	*n*	*M*	% Strongly agree	*n*	*M*	% Strongly agree
I am satisfied that the program has helped students' problem-solving skills (trying different solutions until one works, etc.).	16	3.44	50.0	118	3.23	29.7	863	3.27	36.3
I am satisfied that the program has made students feel more comfortable asking their teachers for help when needed.	17	3.41	47.1	117	3.34	41.0	874	3.32	41.0
I am satisfied that the program has helped students develop decision-making skills (thinking about possible consequences before making decisions).	17	3.35	41.2	118	3.34	41.5	870	3.28	37.6

Socio-Emotional Competence

As shown in Table 43, students generally reported that their socio-emotional competency improved as a result of attending a program. Students tended to agree that they were better able to get along with others and make new friends. This finding is not surprising considering that most site staff stated that they encouraged pro-social behavior during the program (see *Appropriate Structures and Positive Social Norms*). When students were asked whether the program has helped them get along better with their peers, they responded:

Student 1: They help us with our conflict with them.

Student 2: They help us get along better by working as a team.

Student 3: We can participate in class more.

Student 4: And make new friends…Even when you're shy.

Table 43

Socio-Emotional Competence: Students' Perspective

Survey prompt	Mean	% A lot
How much has this after school program helped you make new friends? *n* = 559	3.26	54.7
How much has this after school program helped you get into less trouble at school? *n* = 551	2.99	47.0
How much has this after school program helped you avoid fights?. *n* = 553	2.91	49.4
How much has this after school program helped you get along with others? .*n* = 559	3.17	49.2
How much has this after school program helped you understand other people's feelings? *n* = 559	3.08	45.8
How much has this after school program helped you work out problems with your friends? *n* = 561	3.06	48.7

Table 44 displays site coordinators', staff's, and parents' perspectives on the students' socio-emotional competence. Similar to the students, site coordinators, site staff, and parents generally agreed that attending a program resulted in an improvement in students' socio-emotional competence. As with many of the other outcomes, site coordinators tended to have an equally or more positive view of the improvement overall. The exception involved students' interest in helping people in their community, in which parents (M = 3.29) had moderately more positive views than the site coordinators (M = 3.13) and site staff (M = 3.09).

Table 44

Socio-Emotional Competence: After School Site staff and Parents' Perspective

	Site coordinator			Site staff			Parents		
Survey prompt	*n*	*M*	% Strongly agree	*n*	*M*	% Strongly agree	*n*	*M*	% Strongly agree
I am satisfied that the program has helped students' leadership skills.	17	3.35	47.1	118	3.33	39.8	858	3.24	34.8
I am satisfied that the program has helped increase students' interest in helping people in the community.	16	3.13	25.0	116	3.09	27.6	862	3.29	38.2
I am satisfied that the program has helped students be more considerate of other people's feelings.	17	3.53	52.9	118	3.30	34.7	870	3.31	37.8
I am satisfied that the program has helped students improve their ability to handle their emotions in an appropriate manner (stopping and calming down when excited or upset, etc.).	17	3.41	47.1	118	3.14	31.4	866	3.21	33.8
I am satisfied that the program has helped students improve their ability to identify their emotions.	17	3.24	29.4	118	3.23	33.1	868	3.23	35.0
I am satisfied that the program has helped students improve their ability to handle disagreements with others in a positive way.	17	3.29	41.2	117	3.21	31.6	867	3.25	34.7

Belonging and Attendance

Students reported that they felt after school programs helped them feel like they belonged in school (M = 3.12, n = 564). This finding is similar to the finding that students felt a sense of belongingness in the after school programs (see *Opportunities to Belong*).

When asked about their children's school attendance, parents stated that they were satisfied that their children attended day school more regularly (M = 3.56, n = 867) and their children were tardy for day school less often (M = 3.16, n = 825). This finding is not surprising due to the fact that it has been shown that a sense of belonging is associated with school attendance (Sanchez, Colon, & Esparza, 2005).

Life Skills and Knowledge

After school programs can be a means to prepare youth for future challenges and opportunities (Reisner, White, Russell, & Birmingham, 2004). Students indicated that the programs provided them with information about different jobs or careers (M = 2.99, n = 560).

Future Aspirations

Having positive future expectations is associated with better social and emotional adjustment in school and is a protective factor against negative developmental outcomes (Austin & Duerr, 2005; Catalano, et al., 2004). Similar to life skills and knowledge, students reported that the after school programs helped them feel they could reach their goals, believe that they could go to college or vocational school, and get a good job after finishing school. The data representing students' perspective on future aspirations is presented in Table 45. After school staff and parents also stated that they felt that the program helped increase the students' desire to attend college and their belief that they could get a good job. The data representing site coordinators', staff's, and parents' perspective on future aspirations is presented in Table 46.

Table 45

Future Aspirations: Students' Perspective

Survey prompt	Mean	% A Lot
How much has this after school program helped you believe you can finish high school? n = 561	3.28	58.5
How much has this after school program helped you believe you can go to college? n = 560	3.30	59.1
How much has this after school program helped you believe you will get a good job after finishing school? n = 558	3.35	61.6
How much has this after school program helped you believe that you can reach your goals? n = 563	3.32	60.2

Table 46

Future Aspirations: After School Site staff and Parents' Perspective

	Site coordinator			Site staff			Parents		
Survey prompt	*n*	*M*	% Strongly agree	*n*	*M*	% Strongly agree	*n*	*M*	% Strongly agree
I am satisfied that the program has helped students to want to attend college/vocational school.	18	3.33	38.9	116	3.29	37.9	852	3.58	61.4
I am satisfied that the program has helped students believe they will get a good job after high school.	18	3.39	50.0	116	3.25	35.3	855	3.49	56.8
I am satisfied that the program has helped increase student interest in certain career fields.	18	3.33	44.4	116	3.18	35.7			

Study findings revealed that the programs which were visited showed indications of embodying the eight features of positive youth development settings. Students felt safe in the programs, had positive relationships with both adults and peers, and felt a sense of belongingness in the programs and schools. In order for after school programs to maintain their efficacious outcomes, they need to set up an evaluative system to monitor their successes and failures. The next section discusses the process of continuous program improvement.

Evaluation System and Use of Data for Continuous Improvement

It is noted by the U.S. Department of Education and U.S. Department of Justice (2000) that effective after school programs should use continuous evaluations to fine tune and determine whether they are meeting their program goals. These evaluations generally involve gathering data from students, teachers, school administrators, staff, and volunteers to continuously monitor instructional adherence to and effectiveness of program goals, to provide feedback to all stakeholders for program improvement, and to identify the need for additional resources such as increased collaboration, staff, or materials.

Site coordinators, staff, and parents were asked to provide feedback on the after school programs' practices on tracking stakeholders' levels of satisfaction. Survey results indicated that parents were less likely to report that the after school program kept track of their levels of satisfaction than the site coordinator and staff. These findings are presented in Table 47.

Table 47

Does the after school program keep track of the level of satisfaction with the program?

Stakeholder	% Yes	% No
Site coordinator (*n* = 17)	70.6	29.4
Staff (*n* = 114)	78.1	21.9
Parent (*n* = 858)	65.7	34.3

Of those sites that did keep track of levels of satisfaction, site coordinators stated that they sampled all of the most pertinent stakeholders (e.g., students, parents, and after school staff). Table 48 shows the percentage of site coordinators and staff that poll the different stakeholders for their levels of satisfaction.

Table 48

Which Stakeholders Are Asked About Their Levels of Satisfaction: Site Coordinator and Site Staff Perspective

Stakeholder	Site coordinator (*n* = 12)	Site staff (*n* = 89)
Students	91.7%	71.9%
Parents	91.7%	79.8%
After school staff	91.7%	71.9%
Day school staff	91.7%	53.94%
Other stakeholder	25.0%	9.0%

Site coordinators mostly agreed that their programs have internal evaluation procedures (*M* = 3.29), that they track goal attainment to improve students' academic and non-academic outcomes (*M* = 3.18), and that staff are surveyed to identify needed areas of program improvement (*M* = 3.13). It is less likely that students' academic achievement (*M* = 2.76) or social skill development (*M* = 2.82) were evaluated. Encouragingly, over half (58.8%,

M = 3.41) of the site coordinators strongly agreed that the evaluation findings were used to improve the program. Table 49 displays the findings.

Table 49

Site Coordinator Responses on Questions Assessing Their Use of Evaluation Methods in Their Program.

Survey prompt	Mean	% Strongly agree
Our program does measure and track goal attainment to improve students' academic outcomes. (n = 17)	3.18	41.2
Our program does measure and track goal attainment to improve students' non-academic outcomes. (n = 17)	3.18	35.3
We have an internal method for evaluating program activities. (n = 17)	3.29	47.1
The students' academic achievement is evaluated. (n = 17)	2.76	11.8
The students' social skills development is evaluated. (n = 17)	2.82	5.9
Staff members are surveyed to identify needed areas of program improvement. (n = 16)	3.13	31.3
Evaluation findings are used to improve the program. (n = 17)	3.41	58.8

Next, the satisfaction outcomes from different stakeholders are reviewed.

General Satisfaction Outcomes

Stakeholders' satisfaction with the program structure, program environment, and program implementation are crucial in maintaining program participation and inducing positive youth outcomes (Watts, Witt, & King, 2008).Site coordinators, site staff, and parents were asked a series of questions regarding their level of satisfaction with the programs' abilities to meet the students' academic and emotional needs as well as the programs' structure and implementation. As shown in Table 50, most site coordinators, site staff, and parents agreed that the programs met students' needs and that they are satisfied with the programs' structure and implementation.

Table 50

Satisfaction Regarding Students' Needs and Program Implementation and Structure

	Site coordinator		Site staff		Parent	
Survey prompt	Mean	% Strongly agree	Mean	% Strongly agree	Mean	% Strongly agree
I am satisfied that the program meets students' academic needs.	3.22	38.9 (*n* = 18)	3.09	24.8 (*n* = 117)	3.38	45.2 (*n* = 881)
I am satisfied that the program meets students' emotional needs.	3.22	27.8 (*n* = 18)	3.18	31.6 (*n* = 117)	3.33	40.6 (*n* = 875)
I am satisfied with the activities that are offered to the students this year.	3.35	47.1 (*n* = 17)	3.15	31.6 (*n* = 117)	3.44	48.6 (*n* = 880)
Overall, I am satisfied with how the program runs.	3.56	55.6 (*n* = 18)	3.37	44.8 (*n* = 116)	3.57	59.7 (*n* = 879)
I am satisfied with the security of the program.	3.50	55.6 (*n* = 18)	3.38	43.6 (*n* = 117)	3.47	50.8 (*n* = 880)
I am satisfied that the program is a good environment for students to build friendships.	3.83	83.3 (*n* = 18)	3.53	56.0 (*n* = 116)	3.48	50.5 (*n* = 880)

Student Satisfaction

Eighty percent (*n* = 551) of the K-9 student participants reported that they would recommend the after school program to a friend. Below is an excerpt from an elementary school student focus group. In this excerpt, students were asked if they would recommend the program to a friend and why. This excerpt captures students' satisfaction with the activities, resources, space, and academic assistance that the program provides.

Interviewer: Raise your hand if you would recommend this program to a friend…So, why would you recommend this program to a friend? What are some reasons? Snake?

Snake: Because it's fun and…especially on Fridays.

Interviewer: Especially on Fridays. What do you guys do on Fridays that's so fun?

Snake: We watch movies, go on computers, play outside…

Interviewer: So you get to do a lot of fun stuff on Fridays. Panda?

Panda: It's helpful with your homework.

Panda: And it can improve your grades.

As indicated by the responses, in general, parents, site coordinators, staff, and students are satisfied with the program and perceive that the programs have had a positive impact on the students. Although evidence and literature indicate that many children and youth from low-income families would benefit from participating in after school programs, many of these children or youth do not participate. This study explored the obstacles from the perspectives of site staff and students.

Perceived Recruitment Obstacles

Little (2007) argued that the six most common obstacles that hinder students' participation in after school programs are affordability, students wanting to hang out with friends instead, lack of transportation, poor program quality, the need to work after school, and family factors such as the need to take care of younger siblings.

Perceived Obstacles for Participation

In this study, site coordinators and site staff were presented with these circumstances and were asked to select those that affected students in their programs. It is interesting to note that the majority of site coordinators and site staff did not perceive any obstacles preventing students from participating in the program. The two obstacles that were selected most often were language barriers and lack of transportation.

Students were also queried about their perceived obstacles in participation. Since the survey went to students who were already participating regularly, it is not surprising that the majority of them did not perceive any obstacles. Approximately 68% of students reported that they believe that there was nothing that hindered their participation in the after school program. However, it is interesting to point out that some students reported that they had another activity, and that made it difficult for them to participate in the program. Table 51 presents the findings.

Table 51

Perceived Obstacles and Impacts

What makes it difficult for students to participate in program	Site coordinators (*n* = 17) Percent	Site staff (*n* = 99) Percent	Students (*n* = 550) Percent
None	52.9	43.4	68.4
Language Barrier	5.9	22.2	4.4
Program location	5.9	6.1	5.1
Lack of transportation	23.5	22.2	3.6
Students must work after school	11.8	5.1	-
Students must take care of their siblings	11.8	10.1	6.5
Students go to another school program	-	-	5.5
Students do another activity	-	-	10.5
Not satisfied with program	-	-	1.3
Other	29.4	19.2	11.1

Summary

Based on the Sample IV findings, majority of the elementary and middle school students who participated in the survey self-reported to attend school and the after school program regularly. Over 80% of them also claimed to have received mostly A's and B's. The most common reasons for their attending the programs were based on the decisions of parents and for homework support.

The majority of the staff at these program sites reported to have some college education, a Bachelor's degree, and an Associate's degree. Most of the staff did not have teaching credentials, and when asked if they were currently enrolled in a teaching credential program, the majority of the site staff reported that were not currently enrolled.

It is important to mention that the majority of the staff reported to speak English, and Spanish, Since over 60% of the students in the study samples were Hispanic/Latinos, this additional language skill is an asset for the after school programs in communicating and bonding with students and parents. These programs also appeared to be able to maintain a stable environment in terms of staff turnover, as the majority of the staff reported that they had worked at the same after school program for more than three years.

Moreover, these programs appeared to be well-grounded in program orientation, with most of the site coordinators reporting that their programs are oriented by clear goals. Most of the program sites also reported to employ a collaborative management style.

In terms of the programs' partnerships with external connection, survey instruments examined the programs' relationships with the host schools, parents, and local communities. In general, the site coordinators reported a strong connection with the host schools. With regards to relationships with local communities, there appeared to be an established system for the programs where communities would participate in program events and gave input. However, the involvement was less pronounced in terms of local communities providing supplies or in terms of local communities being considered during curricular decision-making.

Findings from the parent survey present a picture of a modest degree of involvement: 60% of parents had visited their children's program, and about one in three had attended an event hosted by their children's programs. About one in five said they had volunteered or given feedback to the programs.

The most frequently mentioned obstacles to parental involvement include time conflicts with jobs, needing to care for other children, and language barrier. It is therefore assumed that, in order to increase parental participation, the programs may need to provide childcare, and translation services.

As for program environment, students perceived the program climate to be safe physically and emotionally. They felt cared for and supported by the staff, while the staff reported to encourage students' efficacy and aspiration. In terms of resources, in general, staff reported to have sufficient writing materials, space to work, and enough time to work with the students. However, there was a discrepancy in the levels of agreement between site coordinators and site staff about overall resources, with the site coordinators generally offering a more positive view. It is also important to note that both site staff and site coordinators were likely to report that they did not have time to prepare for activities.

Regarding instructional features, homework seemed to be the most common activity reported by students. Staff were generally adequately prepared for their roles and staff efficacy was enhanced by professional development. Both site coordinators and site staff agreed that the professional development offered was aligned with program goals and that the training was provided annually. Once again, there was a discrepancy in levels of agreement between the two stakeholders. It appears that site coordinators generally had a more positive view in the training offered compared to the staff's view in the training they

received. In regards to future training, site staff reported that they would like to receive training in areas such as behavior management, using age-appropriate teaching techniques, teaching academic skills, and explaining ideas to help students to improve understanding.

Study findings also revealed that the programs which were visited showed indications of embodying the eight features of positive youth development settings. Students felt safe in the programs, had positive relationships with both adults and their peers, and felt a sense of belongingness in the programs and schools. With the exception of rule-setting, students were provided with opportunities to participate in activities that were relevant and interesting. They also had a fair degree of autonomy within the programs. Finally, site staff and parents reported that the programs were moderately integrated with the host schools and the communities in which they were located. Parents also played a minor role in the implementation of the programs.

Overall, students, parents, and after school staff all have positive perceptions on the effects of program participation. Both students and their parents felt that attending a program led to students feeling more academically efficacious. Students, their parents, and site staff felt that attending a program had a positive effect on students' academic attitudes. Students felt there was an improvement in their academic skills. However, they were slightly less positive in this assertion when compared to their feelings about their growth in efficacy and attitudes. Site staff and parents generally agreed that attending a program resulted in an improvement in students' cognitive competence. Students expressed a similar opinion with respect to their socio-emotional competence. Parents reported that they believed that students' attendance improved as a result of attending the program. Finally, students reported that they felt that they had obtained information about different jobs or careers as a result of attending an after school program and helped them to aspire for their future, such as attending college.

In order to maintain and sustain these positive outcomes, after school programs have to continuously monitor, evaluate, and fine tune their program activities and offerings. Most site coordinators and staff reported that they keep track of the stakeholders' levels of satisfaction with the program. Of these stakeholders, parents were less likely than site coordinators or staff to report that the after school program monitors their level of satisfaction. Most site staff reported having an internal method of evaluating program activities and using their findings to improve the program. A future implication is to identify whether and how the findings that the programs obtain are utilized and what outcomes are derived from their monitoring and evaluations. Lastly, additional efforts can be made to sample parents, as there was a

discrepancy between their perception of the use of evaluation and the site staff and site coordinators' report on how much they were targeted.

According to the self-reports, parents, site coordinators, and staff agreed that they were satisfied across different aspects of the after school programs—specifically, program structure, implementation, academic assistance, and meeting students' emotional needs. According to site staff, there were few to none perceived obstacles in student recruitment, the two obstacles mostly mentioned were language barriers and lack of transportation. Similarly, the majority of students reported that there was nothing that made it difficult for them to participate in the program other than the interference of another activity or after school program.

The findings presented in this chapter are preliminary and descriptive in nature. During next year (2011) following the year 3 data collection procedures, these data will be merged with the new data set and examined longitudinally. Additionally the findings of the four study samples will be triangulated and cross-examined to extract common themes and patterns. More sophisticated analyses drawing on HLM and using the site/school as a unit of analysis are also planned for next year.

CHAPTER VII:
SUMMARY OF YEAR 2 FINDINGS

In Year 2, CRESST focused on data collection. Specifically, the following tasks have been accomplished:

- **Study Sample I.** Continuous monitoring of the database.
- **Study Sample II.** Completed data collection for years 2006-07 through 2008-09 and analyzed academic performance, attendance, and suspension outcome data.
- **Study Sample III.** The After School Profile Questionnaire (Part A and Part B) Year 2 data for the ASES and 21st CCLC programs were gathered, and analyses were conducted. In addition, the After School Profiling System was designed and implemented with the intention that the system may continue to serve as a program-monitoring tool for the CDE after CRESST turns over the database to the CDE at the end of the study.
- **Study Sample IV.** Piloting and the first round of data collection were conducted. Research instruments were revised for the remainder of this study. A preliminary analysis focused on program features and stakeholder satisfaction for the Study Sample IV was conducted.

Some preliminary analyses were conducted. CRESST urges caution in the interpretation of these early findings. For the purpose of this annual report, preliminary findings from Year 2 are summarized as follows.

In Samples I and II, preliminary study findings revealed that after school participation at both elementary and middle school levels had minor negative to no effect on students' academic achievement outcomes and small positive effects on some behavioral outcomes. There are small positive effects of after school participation on physical fitness and on school day attendance rates. For most outcomes, the after school program effects were slightly larger for students who frequently attended an after school program, rather than just attending at some time during the year. Compared to the results found for all after school participants, frequent participants had higher mathematics CST scores for both 2007-08 and 2008-09, higher CELDT scores in 2008-09, and larger positive effects on three physical fitness measures.

In Sample III, most of the 396 grantees served by the CDE targeted students considered academically at-risk, followed by English learners. Math and language arts were offered by most programs. Transportation was sometimes an obstacle to student attendance in rural areas. In terms of program structure, many programs funded by the ASES and 21st CCLC programs maintained local partnerships, the majority of which were represented by Local

Education Agencies of public schools. Internally, after school programs in this sample tended to use a collaborative management style. Staff qualifications varied depending on the role and location of a site, while turnover rates were lower for credentialed teachers and site leaders than for paraprofessionals and/or instructional aides. Professional development opportunities were mainly offered by the after school program.

In Sample IV, CRESST utilized a comprehensive set of instruments to study 13 randomly selected programs. Data drawn from this phase of the research comes from a wide range of after school program stakeholders: day school administrators, program directors, site coordinators, site staff, parents, students, and the research team's classroom observations. The program orientation, program environment, instructional features, evaluation system (program features) and its effects on positive youth development, and stakeholder satisfaction (program outcomes) were evaluated. CRESST also examined other perceived obstacles and impacts faced by the ASES and 21st CCLC grantees.

Preliminary findings are promising. Overall, students felt safe in the programs, had positive relationships with both adults and their peers, and felt a sense of belongingness in the programs. Both students and their parents felt that attending a program led to students feeling more academically efficacious. Despite expressing different degrees of satisfaction, parents, site coordinators, and staff generally agreed that they were satisfied across multiple aspects of the after school programs, including program structure, implementation, and their effects on students' participation. The lack of transportation, language barriers, and the need to take care of siblings or to work after school are the barriers perceived by staff in terms of student participation and parental involvement in the programs.

Looking Ahead: Roadmap for Year 3

The in-depth data collection on the subsample (Sample IV) will continue during Year 3. The ASES sites will be revisited between October 15, 2010 and March 30, 2011. CRESST will again revisit the contact list for all ASES and 21st CCLC grantees. The After School Profiling Questionnaire will be rolled out again in mid-January to update the profiles of the grantees. The system is anticipated to close down on April 15, 2010. Year 2 findings will support the ongoing development of the profiling system and provide the necessary information for the grantee database to be monitored and merged with data from the previous year (Year 1) and the incoming year (Year 3).

CRESST will also extend the analyses in Samples I and II to incorporate additional behavioral outcomes—student mobility and classroom behavior—and examine variation in

after school participation effects across schools. The longitudinal nature of after school participation and participation effects for specific student cohorts will also be examined.

Renewal of the application for UCLA OPRS will be a continuous effort as instruments are revised and new procedures developed. Annual reports will be provided at the end of Year 3.

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APPENDIX A:
SUMMARY OF DATA SOURCES AND PROFILES OF STUDENT CHARACTERISTICS (CHAPTER III)

Table A1

Profile of ASES/21st Century (Grades 2-8) Participants by Sample III Inclusion: Student Characteristics

	Total in STAR	Sample I	2008-09 Sample III	2009-10 Sample III
Number of Students	386,298	380,410	190,760	139,808
% Female	49%	49%	49%	49%
Race/Ethnicity (%):				
African American/Black	11%	11%	10%	11%
Asian/Pacific Islander	8%	8%	8%	10%
Hispanic/Latino	67%	67%	71%	66%
White	13%	13%	10%	12%
Other	2%	2%	1%	2%
Eng. Lang. Class. (%):				
English Only	40%	40%	36%	38%
I-FEP	7%	7%	8%	7%
R-FEP	11%	11%	12%	11%
English Learner	41%	42%	44%	43%
Parent Education (%):				
College Degree	12%	12%	9%	10%
Some College	16%	16%	15%	15%
High School Graduate	23%	23%	24%	23%
Less Than HS Grad	25%	25%	27%	25%
Non-Response	24%	24%	25%	28%
% Title I	81%	82%	85%	81%
% NSLP	79%	79%	83%	80%
% Student w/Disabilities	10%	10%	10%	10%
% GATE	8%	8%	7%	8%

Table A1 Continued

Profile of ASES/21st Century (Grades 2-8) Participants by Sample III Inclusion: Student Characteristics

	Total in STAR	Sample I	2008-09 Sample III	2009-10 Sample III
% New to School	39%	38%	38%	38%
% Retained in Grade	1%	1%	1%	1%
Grade Level (%):				
2nd Grade	14%	14%	15%	15%
3rd Grade	16%	16%	16%	17%
4th Grade	15%	15%	15%	16%
5th Grade	14%	14%	14%	15%
6th Grade	15%	15%	15%	13%
7th Grade	13%	13%	13%	13%
8th Grade	12%	12%	12%	12%
2007 CST ELA Results:				
% Prof. or Advanced	31%	31%	29%	30%
Standardized Scale Score	-0.33	-0.33	-0.38	-0.35
2007 CST Math Results:				
% Prof. or Advanced	40%	40%	39%	40%
Standardized Scale Score	-0.26	-0.26	-0.29	-0.27

Table A2

Profile of ASES/21st Century (Grades 2-8) Participants by Sample III Inclusion: School Characteristics

	Total in STAR	Sample I	2008-09 Sample III	2009-10 Sample III
Mean School Enrollment	742	745	811	685
Mean 2007 Base API	705	704	696	703
Mean School SCI	163	163	162	163
School Location (%):				
Urban	59%	60%	63%	64%
Suburban	39%	39%	35%	34%
Rural	6%	6%	6%	7%

Table A3

Profile of ASES/21st Century (Grades 2-8) Participants by Sample IV Sites Included in Analysis: Student Characteristics

	Total in STAR	Sample I	Sample II	Original Sample IV	Included Sample IV
Number of Students	386,298	380,410	286,067	5,629	4,251
% Female	49%	49%	49%	49%	49%
Race/Ethnicity (%):					
African American/Black	11%	11%	12%	11%	7%
Asian/Pacific Islander	8%	8%	9%	7%	7%
Hispanic/Latino	67%	67%	68%	76%	84%
White	13%	13%	10%	5%	2%
Other	2%	2%	1%	1%	0%
Eng. Lang. Class. (%):					
English Only	40%	40%	38%	30%	21%
I-FEP	7%	7%	8%	8%	9%
R-FEP	11%	11%	12%	16%	21%
English Learner	41%	42%	42%	46%	49%
Parent Education (%):					
College Degree	12%	12%	11%	8%	6%
Some College	16%	16%	15%	13%	10%
High School Graduate	23%	23%	22%	22%	20%
Less Than HS Grad	25%	25%	24%	31%	29%
Non-Response	24%	24%	27%	26%	36%
% Title I	81%	82%	83%	85%	98%
% NSLP	79%	79%	80%	84%	88%
% Student w/Disabilities	10%	10%	10%	10%	10%
% GATE	8%	8%	8%	5%	7%

Table A3 Continued

Profile of ASES/21st Century (Grades 2-8) Participants by Sample IV Sites Included in Analysis: Student Characteristics

	Total in STAR	Sample I	Sample II	Original Sample IV	Included Sample IV
% New to School	39%	38%	38%	39%	34%
% Retained in Grade	1%	1%	1%	1%	1%
Grade Level (%):					
2nd Grade	14%	14%	14%	13%	11%
3rd Grade	16%	16%	15%	15%	13%
4th Grade	15%	15%	15%	14%	11%
5th Grade	14%	14%	13%	12%	13%
6th Grade	15%	15%	15%	17%	20%
7th Grade	13%	13%	14%	14%	16%
8th Grade	12%	12%	13%	14%	17%
2007 CST ELA Results:					
% Prof. or Advanced	31%	31%	31%	23%	22%
Standardized Scale Score	-0.33	-0.33	-0.33	-0.49	-0.52
2007 CST Math Results:					
% Prof. or Advanced	40%	40%	40%	33%	32%
Standardized Scale Score	-0.26	-0.26	-0.26	-0.42	-0.41

Table A4

Profile of ASES/21st Century (Grades 2-8) Participants by Sample IV Sites Included in Analysis: School Characteristics

	Total in STAR	Sample I	Sample II	Original Sample IV	Included Sample IV
Mean School Enrollment	742	745	834	1,039	1,214
Mean 2007 Base API	705	704	699	676	657
Mean School SCI	163	163	163	160	159
School Location (%):					
Urban	59%	60%	69%	78%	70%
Suburban	39%	39%	33%	20%	30%
Rural	6%	6%	1%	2%	0%

Table A5

Summary of Data Collection

Database	Source	Planned data coverage		Current status
		Population	Time period	
After school attendance	The CDE	All After School Participants	2006-07 to 2009-10	Received & processed data for 2006-07 and 2007-08
STAR	The CDE	All tested students (grades 2-9)	2005-06 to 2009-10	Received & processed data for 2005-06, 2006-07, and 2007-08
CELDT	The CDE	All tested students (grades K-9)	2005-06 to 2009-10	Received & processed data for 2005-06, 2006-07 and 2007-08
CSIS	The CDE	All students	2006-07 to 2009-10	Received data for 2005-06, 2006-07, and 2007-08; Data processing in progress
Student behavior & performance data	LEA	All students in Sample II	2006-07 to 2009-10	Data collection protocol in development; expect to contact Sample II districts in October 2009
After school profile questionnaire	CRESST	All After School Agencies & Sites	2008-09 to 2010-11	Data collection completed; Analyses for 2008-09 and 2009-10 have been completed
Principal interview	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Project director interview	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Site coordinator survey	CRESST	Schools in Sample IV	2010-11	Protocol created and approved for use in Fall 2010
Site staff survey	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Site coordinator survey	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Parent survey	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Student survey	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Student focus groups	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Site staff focus groups	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use
Site observations	CRESST	Schools in Sample IV	2009-10 to 2010-11	Protocol approved and is in use

Note. CELDT = California English Language Development Test; CSIS = California School Information Services; LEA = Local Educational Agency; STAR = Standardized Testing and Reporting.

Table A6

Profile of ASES/21st CCLC (Grades 2-8) Participants by Study Sample (Student Characteristics)

	Total in STAR	Sample I	Sample II	Sample III	Sample IV
Number of Students	386,298	380,410	263,470	190,760	5,629
Number of Schools	5,034	3,053	1,812	1,593	40
Number of Districts	700	415	100	238	24
Number of Counties	54	54	32	42	13
% Female	49%	49%	49%	49%	49%
Race/Ethnicity (%):					
African American/Black	11%	11%	13%	10%	11%
Asian/Pacific Islander	8%	8%	9%	8%	7%
Hispanic/Latino	67%	67%	68%	71%	76%
White	13%	13%	10%	10%	5%
Other	2%	2%	1%	1%	1%
Eng. Lang. Class. (%):					
English Only	40%	40%	37%	36%	30%
I-FEP	7%	7%	8%	8%	8%
R-FEP	11%	11%	13%	12%	16%
English Learner	41%	42%	42%	44%	46%
Parent Education (%):					
College Degree	12%	12%	11%	9%	8%
Some College	16%	16%	14%	15%	13%
High School Graduate	23%	23%	22%	24%	22%
Less Than HS Grad	25%	25%	24%	27%	31%
Non-Response	24%	24%	28%	25%	26%
% Title I	81%	82%	83%	85%	85%
% NSLP	79%	79%	79%	83%	84%
% Student w/Disabilities	10%	10%	10%	10%	10%
% GATE	8%	8%	9%	7%	5%

Table A6 Continued

Profile of ASES/21st CCLC (Grades 2-8) Participants by Study Sample (Student Characteristics)

	Total in STAR	**Sample I**	**Sample II**	**Sample III**	**Sample IV**
% New to School	39%	38%	38%	38%	39%
% Retained in Grade	1%	1%	1%	1%	1%
Grade Level (%):					
2nd Grade	14%	14%	14%	15%	13%
3rd Grade	16%	16%	16%	16%	15%
4th Grade	15%	15%	15%	15%	14%
5th Grade	14%	14%	14%	14%	12%
6th Grade	15%	15%	15%	15%	17%
7th Grade	13%	13%	13%	13%	14%
8th Grade	12%	12%	13%	12%	14%
2007 CST ELA Results:					
% Prof. or Advanced	31%	31%	31%	29%	23%
Standardized Scale Score	-0.33	-0.33	-33%	-0.38	-0.49
2007 CST Math Results:					
% Prof. or Advanced	40%	40%	40%	39%	33%
Standardized Scale Score	-0.26	-0.26	-0.26	-0.29	-0.42

Note. Sources: 2006-07 and 2007-08 STAR data files matched with 2007-08 after school attendance data. "New to School" means student CDS code in 2008 does not match CDS code in 2007; "Retained in Grade" means student grade-level in 2008 is the same (or lower) than the grade-level reported in 2007; "Standardized Scale Scores" are the CST scale scores converted to z-scores (M = 0, std. dev. = 1) based on the statewide mean and standard deviation for each CST subject area test.

Table A7

Profile of ASES/21st CCLC (Grades 2-8) Participants by Study Sample (School Characteristics)

	Total in STAR	Sample I	Sample II	Sample III	Sample IV
Number of Schools	5,034	3,053	1,812	1,593	40
Mean School Enrollment	742	745	842	811	1,039
Mean 2007 Base API	705	704	701	696	676
Mean School SCI	163	163	163	162	160
School Location (%):					
Urban	59%	60%	67%	63%	78%
Suburban	39%	39%	34%	35%	20%
Rural	6%	6%	2%	6%	2%

Note. Sources: The CDE Public School Database and 2007 Base Academic Performance Index file.
API = Academic Performance Index; SCI = School performance index.

Table A8

Goals Set During the 2009-10 School Year by Urbanicity, Part A Questionnaire

Goals set	City	Suburb	Town/rural	Overall Total
Academic improvement	(*n* = 715)	(*n* = 374)	(*n* = 222)	(*n* = 1,311)
Goal set	93.4%	98.1%	84.7%	93.3%
Goal not set	6.6%	1.9%	15.3%	6.7%
Homework completion	(*n* = 696)	(*n* = 325)	(*n* = 209)	(*n* =1,230)
Goal set	81.0%	87.4%	71.8%	81.1%
Goal not set	19.0%	12.6%	28.2%	18.9%
Improved program attendance	(*n* = 640)	(*n* =362)	(*n* = 201)	(*n* = 1,203)
Goal set	54.2%	85.6%	62.7%	65.1%
Goal not set	45.8%	14.4%	37.3%	34.9%
Improved day school attendance	(*n* = 629)	(*n* = 316)	(*n* = 188)	(*n* = 1,133)
Goal set	47.2%	68.4%	53.7%	54.2%
Goal not set	52.8%	31.6%	46.3%	45.8%
Positive behavior change	(*n* = 590)	(*n* = 323)	(*n* = 198)	(*n* = 1,111)
Goal set	58.3%	86.1%	95.5%	73.0%
Goal not set	41.7%	13.9%	4.5%	27.0%
Increased skill development	(*n* = 566)	(*n* = 311)	(*n* = 183)	(*n* = 1,060)
Goal set	50.9%	77.8%	44.8%	57.7%
Goal not set	49.1%	22.2%	55.2%	42.3%

Table A9

Goals Set During the 2009-10 School Year by Grade Span, Part A Questionnaire

Goals set	Elementary School	Middle School	Overall Total
Academic improvement	(*n* = 1,001)	(*n* = 303)	(*n* = 1,311)
Goal set	94.6%	88.8%	93.3%
Goal not set	5.4%	11.2%	6.7%
Homework completion	(*n* = 944)	(*n* = 281)	(*n* = 1,230)
Goal set	82.8%	75.1%	81.1%
Goal not set	17.2%	24.9%	18.9%
Improved program attendance	(*n* = 929)	(*n* = 270)	(*n* = 1,203)
Goal set	63.4%	71.1%	65.1%
Goal not set	36.6%	28.9%	34.9%
Improved day school attendance	(*n* = 875)	(*n* = 253)	(*n* = 1,133)
Goal set	52.0%	61.7%	54.2%
Goal not set	48.0%	38.3%	45.8%
Positive behavior change	(*n* = 851)	(*n* = 256)	(*n* = 1,111)
Goal set	70.4%	81.6%	73.0%
Goal not set	29.6%	18.4%	27.0%
Increased skill development	(*n* = 822)	(*n* = 234)	(*n* = 1,060)
Goal set	56.9%	60.7%	57.7%
Goal not set	43.1%	39.3%	42.3%

Table A10

Evaluation of Goals and Progress Made During the 2009-10 School Year by Urbanicity, Part A Questionnaire

Goals and progress made	City	Suburb	Town/rural	Overall Total
Academic improvement	(*n* = 668)	(*n* = 367)	(*n* = 188)	(*n* = 1,223)
Goal not evaluated	26.9%	35.4%	29.8%	29.9%
Met or progressed towards goal	73.1%	64.6%	70.2%	70.1%
Homework completion	(*n* = 564)	(*n* = 284)	(*n* = 150)	(*n* = 998)
Goal not evaluated	29.4%	41.9%	39.3%	34.5%
Met or progressed towards goal	70.6%	58.1%	58.7%	65.2%
Improved program attendance	(*n* = 347)	(*n* = 310)	(*n* = 126)	(*n* = 783)
Goal not evaluated	42.4%	31.9%	27.8%	35.9%
Met or progressed towards goal	57.6%	68.1%	72.2%	64.1%
Improved day school attendance	(*n* = 297)	(*n* = 216)	(*n* = 101)	(*n* = 614)
Goal not evaluated	30.3%	31.0%	28.7%	30.3%
Met or progressed towards goal	68.0%	68.1%	71.3%	68.6%
Positive behavior change	(*n* = 344)	(*n* = 278)	(*n* = 189)	(*n* = 811)
Goal not evaluated	28.5%	24.1%	20.6%	25.2%
Met or progressed towards goal	71.5%	75.2%	79.4%	74.6%
Increased skill development	(*n* = 288)	(*n* = 242)	(*n* = 82)	(*n* = 612)
Goal not evaluated	41.7%	45.5%	36.6%	42.5%
Met or progressed towards goal	58.3%	54.5%	63.4%	57.5%

Table A11

Evaluation of Goals and Progress Made During the 2009-10 School Year by Grade Span, Part A Questionnaire

Goals and progress made	Elementary School	Middle School	Overall Total
Academic improvement	(*n* = 947)	(*n* = 269)	(*n* = 1,223)
Goal not evaluated	30.9%	26.4%	29.9%
Met or progressed towards goal	69.1%	73.6%	70.1%
Homework completion	(*n* = 782)	(*n* = 211)	(*n* = 998)
Goal not evaluated	34.7%	34.6%	34.5%
Met or progressed towards goal	65.1%	64.9%	65.2%
Improved program attendance	(*n* = 589)	(*n* = 192)	(*n* = 783)
Goal not evaluated	39.0%	26.6%	35.9%
Met or progressed towards goal	61.0%	73.4%	64.1%
Improved day school attendance	(*n* = 455)	(*n* = 156)	(*n* = 614)
Goal not evaluated	34.5%	18.6%	30.3%
Met or progressed towards goal	64.6%	79.5%	68.6%
Positive behavior change	(*n* = 599)	(*n* = 209)	(*n* = 811)
Goal not evaluated	27.2%	19.6%	25.2%
Met or progressed towards goal	72.5%	80.4%	74.6%
Increased skill development	(*n* = 468)	(*n* = 142)	(*n* = 612)
Goal not evaluated	47.4%	26.8%	42.5%
Met or progressed towards goal	52.6%	73.2%	57.5%

Table A12

Programming Emphasis by Urbanicity, Part B Questionnaire

Emphasis	City	Suburb	Town/rural	Total
Academic achievement	(*n* = 692)	(*n* = 363)	(*n* = 232)	(*n* = 1,287)
A great deal	86.1%	88.2%	84.9%	86.5%
Somewhat or less	13.9%	11.8%	15.1%	13.5%
Homework assistance	(*n* = 692)	(*n* = 364)	(*n* = 232)	(*n* = 1,288)
A great deal	92.5%	91.2%	90.5%	91.8%
Somewhat or less	7.5%	8.8%	9.5%	8.2%
Tutoring	(*n* = 674)	(*n* = 358)	(*n* = 229)	(*n* = 1,261)
A great deal	50.1%	47.8%	60.7%	51.4%
Somewhat or less	49.9%	52.2%	39.3%	48.6%
Non-academic enrichment	(*n* = 682)	(*n* = 362)	(*n* = 231)	(*n* = 1,275)
A great deal	70.2%	70.4%	63.2%	69.0%
Somewhat or less	29.8%	29.6%	36.8%	31.0%
Program attendance	(*n* = 692)	(*n* = 364)	(*n* = 230)	(*n* = 1,286)
A great deal	87.0%	87.9%	70.4%	84.3%
Somewhat or less	13.0%	12.1%	29.6%	15.7%
School attendance	(*n* = 680)	(*n* = 361)	(*n* = 228)	(*n* = 1,269)
A great deal	65.7%	68.7%	53.1%	64.3%
Somewhat or less	34.3%	31.3%	46.9%	35.7%

Table A13

Programming Emphasis by Grade Span, Part B Questionnaire

Emphasis	Elementary School	Middle School	Total
Academic achievement	(*n* = 980)	(*n* = 300)	(*n* = 1,287)
A great deal	86.6%	86.0%	86.5%
Somewhat or less	13.4%	14.0%	13.5%
Homework assistance	(*n* = 981)	(*n* = 300)	(*n* = 1,288)
A great deal	91.5%	92.7%	91.8%
Somewhat or less	8.5%	7.3%	8.2%
Tutoring	(*n* = 955)	(*n* = 299)	(*n* = 1,261)
A great deal	46.9%	65.2%	51.4%
Somewhat or less	53.1%	34.8%	48.6%
Non-academic enrichment	(*n* = 968)	(*n* = 300)	(*n* = 1,275)
A great deal	68.5%	71.0%	69.0%
Somewhat or less	31.5%	29.0%	31.0%
Program attendance	(*n* = 980)	(*n* = 299)	(*n* = 1,286)
A great deal	86.5%	76.9%	84.3%
Somewhat or less	13.5%	23.1%	15.7%
School attendance	(*n* = 964)	(*n* = 298)	(*n* = 1,269)
A great deal	65.7%	59.4%	64.3%
Somewhat or less	34.3%	40.6%	35.7%

Table A14

Alignment between Goals Set, Progress Made, and Program Emphasis, Part A and B Questionnaires

	Academic achievement (*n* = 1,040)	Homework (*n* = 923)	Program attendance (*n* = 539)	Day school attendance (*n* = 483)
Goal not set, evaluated or failed to progress	2.0%	4.2%	3.5%	4.8%
Met or progressed towards goal	98.0%	95.8%	96.5%	95.2%

Note. Program emphasis represents the percentage of sites that reported they emphasized a programmatic feature "A great deal" only.

Table A15

Core Academic Activities Offered during the 2009-10 School Year by Urbanicity, Part B Questionnaire

Core academic activity	City (n = 724)	Suburb (n = 376)	Town/rural (n = 236)	Total (n = 1,336)
History	44.2%	42.3%	39.4%	42.8%
Language arts/literacy	80.2%	76.9%	78.0%	78.9%
Math	81.5%	79.0%	85.2%	81.4%
Science	67.4%	64.9%	59.7%	65.3%

Table A16

Core Academic Activities offered during the 2009-10 School Year by Grade Span, Part B Questionnaire

Core academic activity	Elementary School (n =1,017)	Middle School (n = 312)	Total (n = 1,336)
History	42.9%	42.9%	42.8%
Language arts	81.3%	70.8%	78.9%
Math	83.0%	76.0%	81.4%
Science	69.3%	52.2%	65.3%

Table A17

General Academic Assistance Activities offered during the 2009-10 School Year by Urbanicity, Part B Questionnaire

General academic activity	City (n = 724)	Suburb (n = 376)	Town/rural (n = 236)	Total (n = 1,336)
Academic enrichment	89.6%	90.2%	89.0%	89.7%
Career technical education	14.0%	13.8%	18.9%	13.0%
College preparation	16.2%	15.7%	5.5%	14.1%
Computer programming/IT skills	36.7%	37.2%	41.1%	37.6%
Entrepreneurship	11.7%	8.2%	5.5%	9.7%
Expanded library services	22.1%	22.6%	32.2%	24.0%
Homework assistance	94.3%	95.7%	95.3%	94.9%
Mentoring programs	36.5%	31.9%	32.6%	34.5%
Nutrition education	71.4%	73.4%	69.5%	71.6%
Preparation for the CAHSEE	3.3%	5.9%	3.0%	4.0%
Remedial education	14.4%	10.9%	23.7%	15.0%
Tutoring	58.6%	57.2%	72.9%	60.7%

Table A18

General Academic Assistance Activities offered during the 2009-10 School Year by Grade Span, Part B Questionnaire

General academic assistance	Elementary School (*n* =1,017)	Middle School (*n* = 312)	Total (*n* = 1,336)
Academic enrichment	90.0%	88.5%	89.7%
Career technical education	10.9%	19.9%	13.0%
College preparation	8.7%	32.1%	14.1%
Computer programming/IT skills	35.6%	43.3%	37.6%
Entrepreneurship	8.6%	12.8%	9.7%
Expanded library services	22.0%	29.8%	24.0%
Homework assistance	95.1%	94.2%	94.9%
Mentoring programs	31.5%	43.3%	34.5%
Nutrition education	74.4%	62.2%	71.6%
Preparation for the CAHSEE	3.2%	6.4%	4.0%
Remedial education	12.9%	22.4%	15.0%
Tutoring	56.4%	74.4%	60.7%

Table A19

Developmental Non-Academic Activities offered during the 2009-10 School Year by Urbanicity, Part B Questionnaire

Developmental non-academic activities	City (*n* = 724)	Suburb (*n* = 376)	Town/rural (*n* = 236)	Total (*n* = 1,336)
Career development	17.8%	19.1%	10.6%	16.9%
Community service	44.9%	56.4%	46.2%	48.4%
Counseling/character education programs	30.2%	44.1%	36.4%	35.3%
Leadership/entrepreneurial skills development	45.6%	49.5%	39.8%	45.7%
Mentoring opportunities	31.5%	35.4%	31.4%	32.6%
School safety	56.2%	60.9%	53.8%	57.1%
Service learning	31.5%	33.0%	31.8%	32.0%
Tutoring younger pupils	43.4%	48.9%	54.2%	46.9%
Youth development	56.2%	53.2%	46.6%	53.7%

Table A20

Developmental Non-Academic Activities offered during the 2009-10 School Year by Grade Span, Part B Questionnaire

Developmental non-academic activities	Elementary School (*n* =1,017)	Middle School (*n* = 312)	Total (*n* = 1,336)
Career development	14.6%	25.0%	16.9%
Community service	46.6%	53.8%	48.4%
Counseling/character education programs	32.8%	43.3%	35.3%
Leadership/ entrepreneurial skills development	43.2%	53.5%	45.7%
Mentoring opportunities	29.4%	42.6%	32.6%
School safety	61.0%	44.9%	57.1%
Service learning	31.0%	34.9%	32.0%
Tutoring younger pupils	46.8%	46.2%	46.9%
Youth development	53.2%	55.1%	53.7%

Table A21

Common Non-Academic Activities offered during the 2009-10 School Year by Urbanicity, Part B Questionnaire

Common non-academic activity	City (*n* = 724)	Suburb (*n* = 376)	Town/rural (*n* = 236)	Total (*n* = 1,336)
Arts/music	89.1%	91.5%	87.7%	89.5%
Computer/Internet skills	50.3%	56.1%	65.3%	54.6%
Coordinated school health services	16.4%	21.3%	14.0%	17.4%
Physical fitness/sports	91.4%	93.9%	91.5%	92.1%
Recreational activities	88.7%	88.3%	82.2%	87.4%

Table A22

Common Non-Academic Activities offered during the 2009-10 School Year by Grade Span, Part B Questionnaire

Common non-academic activity	Elementary School (*n* =1,017)	Middle School (*n* = 312)	Total (*n* = 1,336)
Arts/music	89.9%	88.1%	89.5%
Computer/Internet skills	52.4%	61.5%	54.6%
Coordinated school health services	17.0%	18.9%	17.4%
Physical fitness/sports	92.1%	92.0%	92.1%
Recreational activities	87.3%	87.5%	87.4%

APPENDIX B:
STUDENT AND SCHOOL CHARACTERISTICS (CHAPTER IV)

Table B1

Profile of ASES/21st CCLC (Grades 2-8) Participants and Non-Participants (Student Characteristics)

	Total in STAR		Sample I	
	Non-Part.	Part.	Non-Part.	Part.
Number of Students	2,833,591	386,298	1,038,036	380,410
Number of Schools	8,313	5,034	3,053	3,053
Number of Districts	972	700	415	415
Number of Counties	58	54	54	54
% Female	49%	49%	49%	49%
Race/Ethnicity (%):				
African American/Black	7%	11%	8%	11%
Asian/Pacific Islander	13%	8%	10%	8%
Hispanic/Latino	47%	67%	67%	67%
White	31%	13%	14%	13%
Other	2%	2%	1%	2%
Eng. Lang. Class. (%):				
English Only	57%	40%	40%	40%
I-FEP	8%	7%	8%	7%
R-FEP	9%	11%	13%	11%
English Learner	26%	41%	40%	42%
Parent Education (%):				
College Degree	26%	12%	12%	12%
Some College	19%	16%	16%	16%
High School Graduate	19%	23%	24%	23%
Less Than HS Grad	16%	25%	25%	25%
Non-Response	19%	24%	23%	24%
% Title I	47%	81%	77%	82%
% NSLP	51%	79%	74%	79%
% Student w/Disabilities	11%	10%	10%	10%
% GATE	10%	8%	9%	8%

Table B1 continued on next page.

Table B1 (Continued)

Profile of ASES/21st CCLC (Grades 2-8) Participants and Non-Participants Continued (Student Characteristics)

	Total in STAR		Sample I	
	Non-Part.	Part.	Non-Part.	Part.
% New to School	40%	39%	40%	38%
% Retained in Grade	1%	1%	1%	1%
Grade Level (%):				
2nd Grade	14%	14%	15%	14%
3rd Grade	14%	16%	14%	16%
4th Grade	14%	15%	14%	15%
5th Grade	14%	14%	14%	14%
6th Grade	14%	15%	15%	15%
7th Grade	15%	13%	14%	13%
8th Grade	15%	12%	15%	12%
2007 CST ELA Results:				
% Prof. or Advanced	47%	31%	36%	31%
Standardized Scale Score	0.06	-0.33	-0.22	-0.33
2007 CST Math Results:				
% Prof. or Advanced	53%	40%	44%	40%
Standardized Scale Score	0.06	-0.26	-0.16	-0.26

Note. Sources: 2006-07 and 2007-08 STAR data files matched with 2007-08 after school attendance data. GATE = Gifted And Talented Education; HS = High School; I-FEP = Initial Fluent English Proficient; R-FEP = Redesignated Fluent English Proficient; STAR = Standardized testing and reporting. “New to School” means the student CDS code in 2008 does not match CDS code in 2007; “Retained in Grade” means the student grade-level in 2008 is the same (or lower) than the grade-level reported in 2007; “Standardized Scale Scores” are the CST scale scores converted to z-scores (M = 0, std. dev. = 1) based on the statewide mean and standard deviation for each CST subject area test.

Table B2

Profile of ASES/21st CCLC (Grades 2-8) Participants by Study Sample (School Characteristics)

	Total in STAR		Sample I	
	Non-Part.	**Part.**	**Non-Part.**	**Part.**
Mean School Enrollment	686	742	765	745
Mean 2007 Base API	765	705	711	704
Mean School SCI	171	163	164	163
School Location (%):				
Urban	43%	59%	53%	60%
Suburban	54%	39%	47%	39%
Rural	11%	6%	5%	6%

Note. API = Academic performance index; SCI = School performance index. *Cited from* the CDE Public School Database and 2007 Base Academic Performance Index file.