EVALUATION OF THE

Kentucky 21st Century Community Learning Centers Initiative

2023-2024
STATEWIDE RESULTS

Final Report

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CENTER FOR
EVALUATION, POLICY, & RESEARCH

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Table of Contents

Introduction i

I. Kentucky Statewide Data 3

II. Elementary Students 5

- Program Attendance and Student Grade Levels 5
- Demographic Information 6
- School Day Attendance Rates and In-School Suspensions 8
- Elementary Student Survey Results 9
- Teacher/Program Staff Survey Results 11

III. Middle/High School Students 14

- Program Attendance and Student Grade Levels 14
- Demographic Information 16
- School Day Attendance Rates and In-school Suspensions 18
- Grade Point Averages 19
- Middle/High School Student Survey Results 19
- Teacher/Program Staff Survey Results 22

IV. Kentucky Summative Assessment (KSA) and the K-3 Reading Initiative 24

V. Program Characteristics 28

VI. Activity Types Offered During School Year 29

VII. Remote/Virtual Support and Activities 33

Appendix A. Executive Summary 34

- Program Attendance/Demographics 34
- Academic Outcomes 34
- Behavioral Outcomes 35
- Self-Reported Benefits of Attending 21st CCLC Programs 35
- Student Improvements Reported in Teacher/Program Staff Surveys 35
- Program Characteristics 35
- Activity Types Offered 36

Appendix B: Data Notes 37

Appendix C: Elementary School Student Survey 39

Appendix D: Middle/High School Student Survey 40

Appendix E: Teacher/Program Staff Survey Instrument 42

Introduction

The 21st Century Community Learning Centers (CCLC) program originally began as part of Congress' reauthorization of the Elementary and Secondary Education Act of 1994, to provide grants to schools to expand education services beyond the regular school hours. Since that time, the 21st CCLC program has been a stable funding source for afterschool programs nationally, with a FY 2024 appropriation of $1.33 billion, serving 52 states and territories. The Every Child Succeeds Act 2015 (ESSA; Pub. L. No. 114-95, § 4204, 2015) amended the Elementary and Secondary Education Act (ESEA) and reauthorized the 21st CCLC program under Title IV Part B. Although the basic philosophy of the program remained the same, the reauthorization resulted in some changes in the eligibility criteria to 21st CCLC funds. These changes included expanding eligibility to local education agencies planning to add 300 or more hours within the school year from within or outside of a typical school day. In contrast, under the No Child Left Behind Act 2001 (Pub. L. No. 107-110, § 4201, 2002), 21st CCLC funds were restricted to applicants offering out-of-school time academic enrichment activities not associated with the school day.

As a program under the U.S. Department of Education, the 21st CCLC program is subject to the provisions of the Government Performance and Results Act (GPRA). This requires that agencies establish performance goals and create performance measures to assess progress, known as GPRA measures. In 2020, the Department of Education approved a set of five new GPRA measures for the 21st CCLC program, which were initially implemented in the 2021-2022 APR year. These GPRA measures require the state 21st CCLC program to collect and report on certain student outcomes data for all students who attend the program during the summer and/or school year. The GPRA measures are: 1) Academic achievement in reading and math (growth on state assessments in math and reading for students in grades 4-8); 2) Academic achievement overall (improvement on GPA for students with prior year GPA below 3.0 in grades 7-8 and 10-12); 3) School day attendance (improvement in attendance rate for students with prior year attendance below 90%); 4) Behavior (decrease in in-school suspensions compared to previous year); and 5) Engagement in learning (improvement in teacher/program staff-reported engagement in learning). Additional data required for GPRA reporting include data on program activities, staffing, and participation.

The Kentucky Department of Education (KDE) contracts with evaluators at the Center for Evaluation, Policy, and Research (CEPR) at Indiana University to facilitate collection of all data as required by the GPRA measures, to evaluate the overall statewide effort, and to analyze data on each of the individual centers operating under the 21st CCLC grant. CEPR's evaluation activities include the provision of technical support related to data collection and maintenance, analysis of data provided by KDE and entered into the TransACT/Cayen database by grantees, including survey data, and facilitation and support of a quality improvement process through site visits and professional development trainings.

The present report summarizes data collected and reported by staff at program sites operating during the 2024 Annual Performance Report (APR) year (i.e., summer 2023 and school year 2023-2024), as well as outcome data as required by the GPRA measures for the 2022-2023 and 2023-2024 school years provided on student participants by KDE from the statewide student information system (SIS). Data collected and reported by site staff include program characteristics, program attendance, student demographics, K-3 reading initiative results, student survey results, and teacher/program staff survey results (GPRA #5). Student outcome data provided by KDE include math and reading performance

levels on the spring 2023 and spring 2024 Kentucky Summative Assessment (KSA) (GRPA #1), GPA for middle/high school students (GPRA #2), school day attendance rates (GPRA #3), and numbers of in-school suspensions (GPRA #4). This report divides into seven sections: Kentucky statewide data, elementary students, middle and high school students, KSA and K-3 reading initiative results, program characteristics, an analysis of statewide activity types, and virtual/remote programming offered. Throughout the report, tables and figures are provided to summarize the data and present trends over time where applicable, with many displaying percentages as points of comparison. An executive summary of the 2023-2024 results is in Appendix A, and additional detail on data and analysis is included in Appendix B.

I. Kentucky Statewide Data

In total, Kentucky 21st CCLC programs served 29,580 students during the 2024 Annual Performance Report (APR) year, defined as summer 2023 and school year 2023-2024, and 8,378 students in summer 2023. During the 2023-2024 school year, 21st CCLC programs served 26,101 students at 163 program sites. Of the 29,580 students who attended in the 2024 APR year, 35% of these attended 90 or more hours of programming, which is considered regular attendance. Table 1 shows the attendance frequencies and percentages for the school year, the summer, and the APR year by student grade level.[1] Figure 1 shows statewide program attendance totals for 2021-2022, 2022-2023, and 2023-2024, including totals for summer, school year, and APR year.

Table 1. School year 2023-2024 and 2024 APR year attendance

Attendance by Student Grade Level (ES or MS/HS)	School Year 2023-2024	Summer 2023	APR Year 2024
Total # of students served	26,101	8,378	29,580
# of elementary students	13,823	5,583	16,148
# of middle/high school students	12,150	2,756	13,277
Percent of students with 90+ hours of attendance during the APR Year			35%

Note. The total # of APR year students does not equal the total # of summer students plus the total # of school year students because students may have attended both (i.e. students who attended during the summer may also have attended during the school year). Students missing grade level characteristics were not counted in the elementary and middle/high school categories but were included in total # of students served (155 students missing a grade level).

Figure 1. Total program attendance across 2021-2022, 2022-2023, and 2023-2024

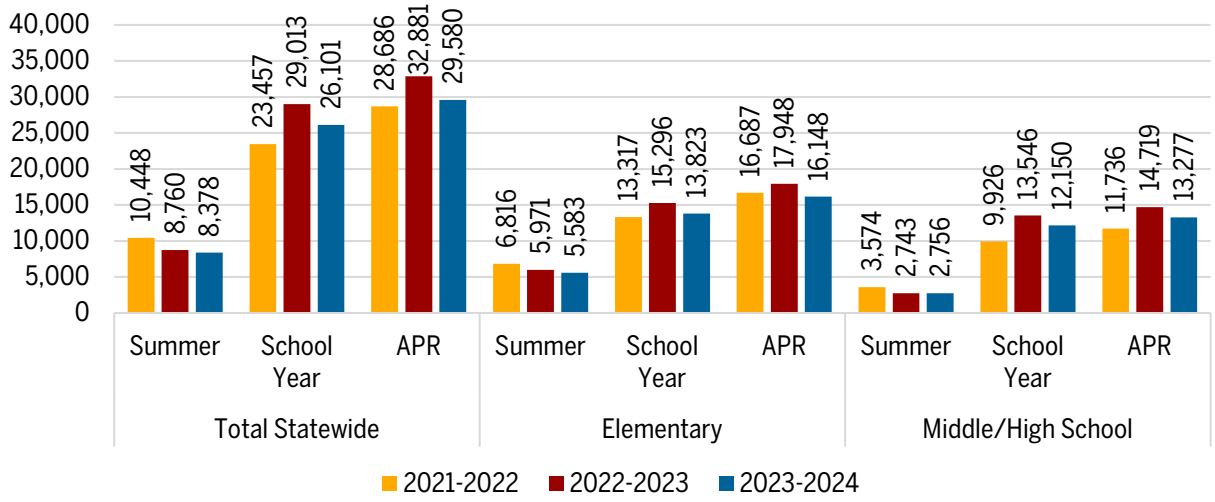
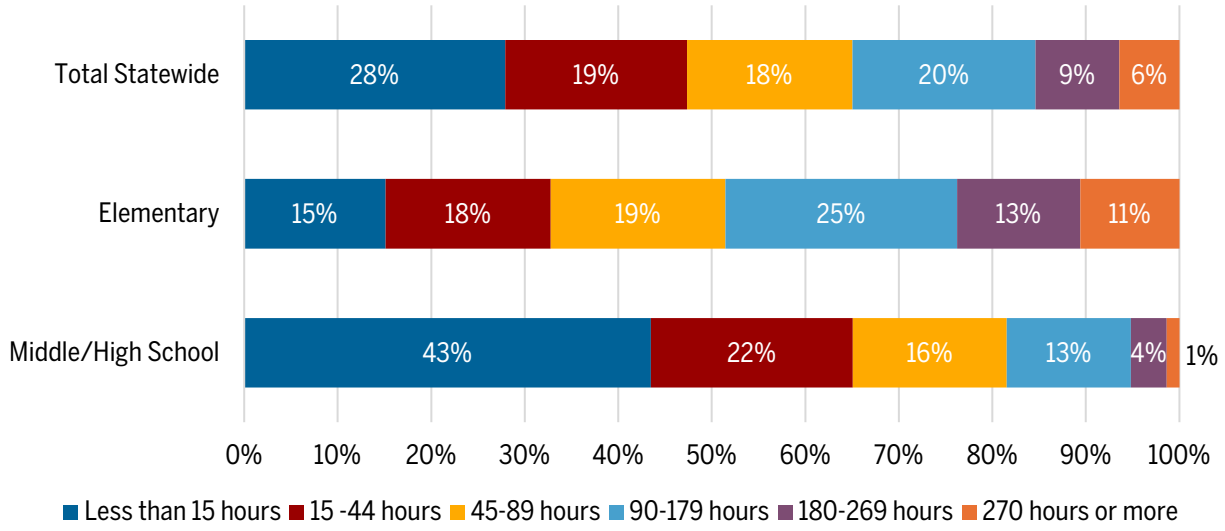


Figure 2 displays the percentages of all students, elementary students, and middle high/school students by who attended 21st CCLC programs for less than 15 hours, for 15-44 hours, for 45-89 hours, for 90-179 hours, for 180-269 hours, and for 270 hours or more during the 2024 APR year. As indicated

[1] Students in Pre-K-6 are considered elementary students, and students in 7-12 are considered middle/high school students.

here, 35% of all participants attended 90 or more hours, 49% of elementary participants attended 90+ hours, and 18% of middle/high school participants attended 90 or more hours of programming during the 2024 APR year.

Figure 2. Total program attendance by hour bands in the 2024 APR year



II. Elementary Students

The current section summarizes program attendance, demographics, school day attendance rates, in-school suspensions, student survey results, and teacher/program staff survey results for elementary (Pre-K-6th grade) students. Data summary calculations exclude students with missing data, such as grade level, eligibility for free or reduced-price lunch, and school outcomes.

Program Attendance and Student Grade Levels

In total, 16,148 elementary students attended 21st CCLC programs for at least one hour of programming during the 2024 APR year, while 13,823 elementary students attended at least one hour of programming during the 2023-2024 school year.[2] In sum, 5,583 elementary students attended summer 2023 programs, of those students, 3,258 students attended both the summer and school year programs, and 2,325 attended summer programs only.

A total of 7,839 elementary students were regular attendees, meaning that they attended 21st CCLC programs for 90 or more hours during the 2024 APR year, which amounts to 49% of the total number of elementary students. Table 2 provides a breakdown of statewide elementary student attendance.

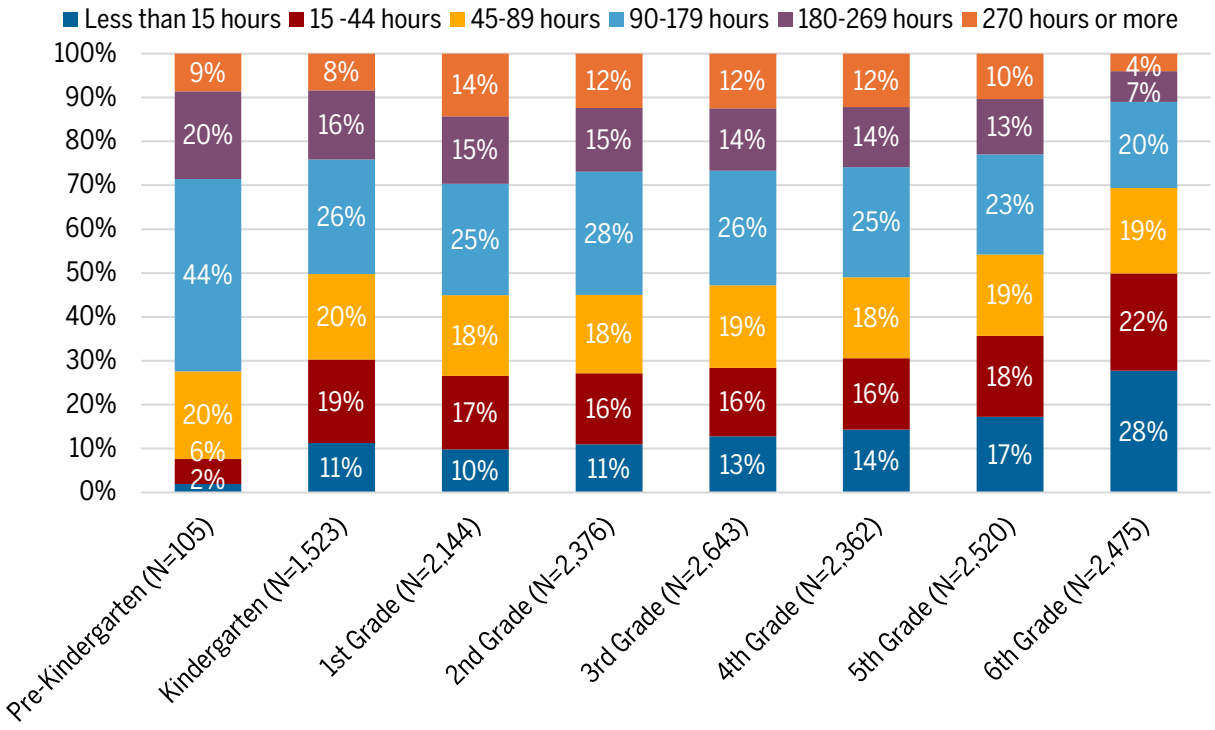
Table 2. Elementary student attendance

Elementary Student Attendance	
# of elementary students served in the 2024 APR year	16,148
# of elementary students served in the 2023-2024 school year	13,823
# of elementary students that attended summer programs in 2023	5,583
# of elementary students that attended both summer 2023 and 2023-2024 school year programs	3,258
# of elementary students that attended 2023 summer programs only	2,325
# of elementary students with 90+ hours of attendance during the 2024 APR year	7,839
% of elementary students with 90+ hours of attendance during the 2024 APR year	49%

Figure 3 displays the percentages of elementary students by grade level who attended 21st CCLC programs for less than 15 hours, for 15-44 hours, for 45-89 hours, for 90-179 hours, for 180-269 hours, and for 270 hours or more during the 2024 APR year. As shown in the figure, the grade levels with the highest percentages of students who attended regularly (90+ hours) were Pre-K (73%) and 1st and 2nd grades (54% and 55%, respectively). Figure 3 also depicts the total attendance for students in each elementary grade level; in the 2024 APR year, 3rd graders constituted the greatest number of elementary level attendees, with 2,643.

[2] There was some duplication between the number of students participating during the 2023-2024 school year and the students participating in the summer of 2023—i.e. students who attended during the summer may also have attended during the school year. This means the APR values do not equal the sum of the number participating during the school year and those participating during the summer.

Figure 3. Elementary student attendance percentages by grade level and hour band in the 2024 APR year



Demographic Information

Table 3 displays the demographic characteristics of elementary students who attended in the 2024 APR year. There were slightly more female than male students, and most students were white or Caucasian.

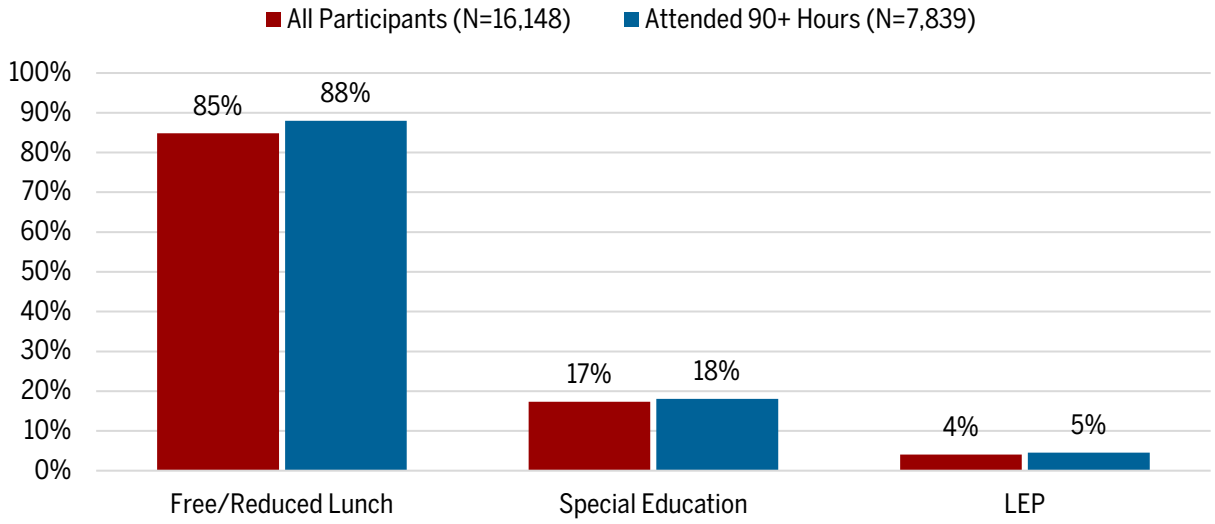
Table 3. Elementary participant characteristics: gender and race/ethnicity (N=16,148)

Gender	All elementary participants	Regular attendees (90+ hours)
Male	49%	49%
Female	51%	51%

Race/Ethnicity	All elementary participants	Regular attendees (90+ hours)
White or Caucasian	77%	75%
Black or African American	9%	10%
Hispanic or Latino	6%	6%
Multi-Racial	6%	7%
Other/Unknown	2%	1%
Asian	1%	1%
American Indian/Alaskan Native	<1%	<1%
Native Hawaiian or Other Pacific Islander	<1%	<1%

During the 2023-2024 APR year, 88% of regularly attending (90+ hours) elementary students qualified for free or reduced-price lunch, 18% of regularly attending elementary students qualified for special education services and 5% were designated as limited English proficient (LEP) (see Figure 4).

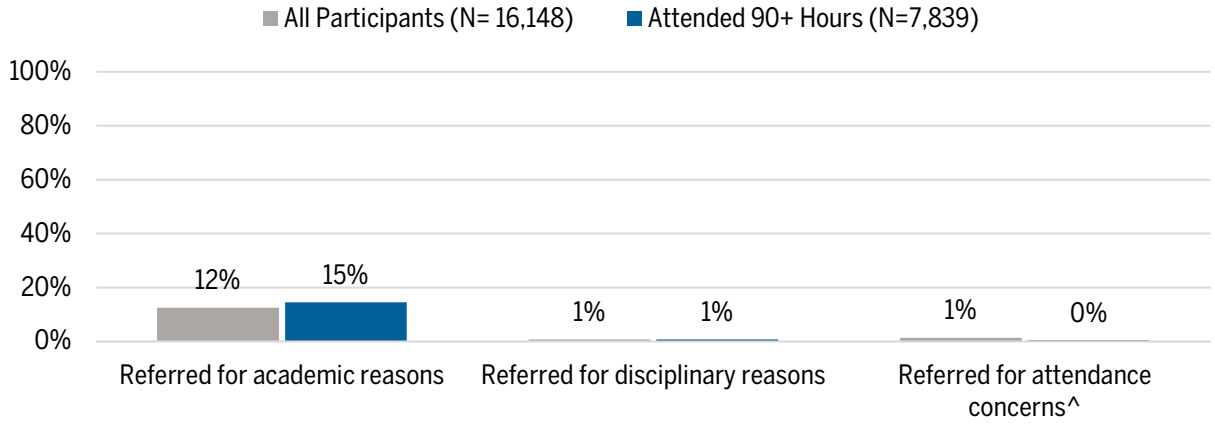
Figure 4. Eligibility for free/reduced lunch, special education services, and limited English proficiency among elementary student attendees during the 2024 APR year



At-risk Students

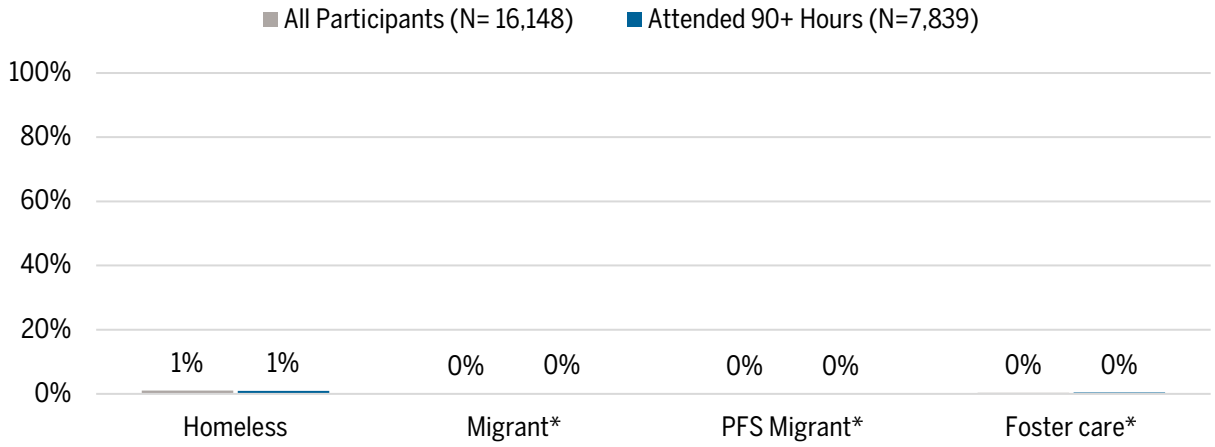
Program staff are asked to record data on attendees in certain "at-risk" categories, including reasons for referral to the afterschool program (academic, disciplinary, or attendance concerns), homelessness, migrant or priority-for-service (PFS) migrant status, or foster care status. Across all elementary and middle or high school sites statewide, 66% of sites reported 0% of their students in each of these categories, which may indicate that these data are not being collected accurately. Please note that students may be classified in more than one of these categories. Figures 5 and 6 depict the percentages of elementary students in each of these at-risk categories, broken down by all participants and those who attended regularly (90+ hours of programming).

Figure 5. Referral reasons for elementary students in the 2024 APR year



Note. ^Referred for attendance concerns for students who attended 90+ hours <1%

Figure 6. At-risk classifications for elementary students in the 2024 APR year



Note. *Migrant, PFS migrant, and Foster care <1%

School Day Attendance Rates and In-School Suspensions

In compliance with the federal Government Performance Results Act (GPRA) measures, KDE provides data on 21st CCLC program participants' rates of school day attendance and numbers of in-school suspensions. Based on data available from the statewide SIS, KDE provided 2022-2023 and 2023-2024 school day attendance rates for 92% of all elementary student participants and 2022-2023 and 2023-2024 in-school suspensions for 98% of all elementary student participants.[3]

Figure 7 shows the numbers and percentages of elementary students with school year attendance data, those who had a 2022-2023 attendance rate below 90% and those who improved their 2023-2024 school day attendance from below 90% to a higher percentage in 2023-2024. As shown, 21% of elementary student participants had a 2022-2023 school day attendance rate below 90%, and of those, 76% improved their school day attendance rate in 2023-2024.

Figure 7. Elementary participant school day attendance rates and growth from 2022-2023 to 2023-2024

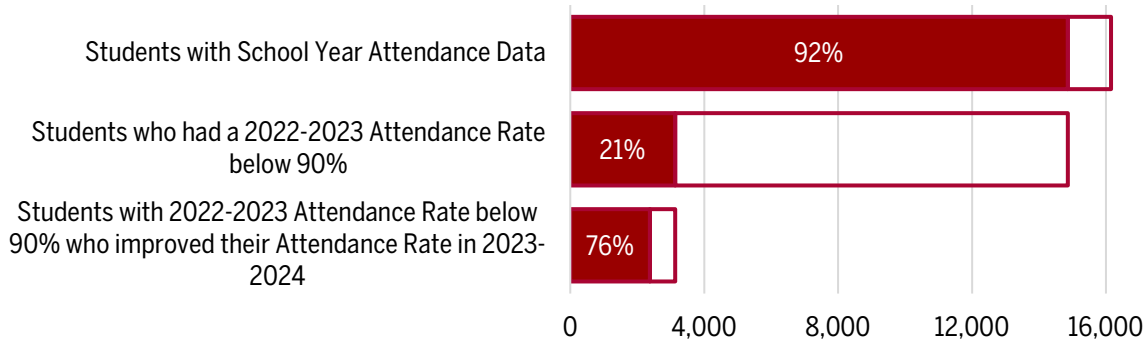
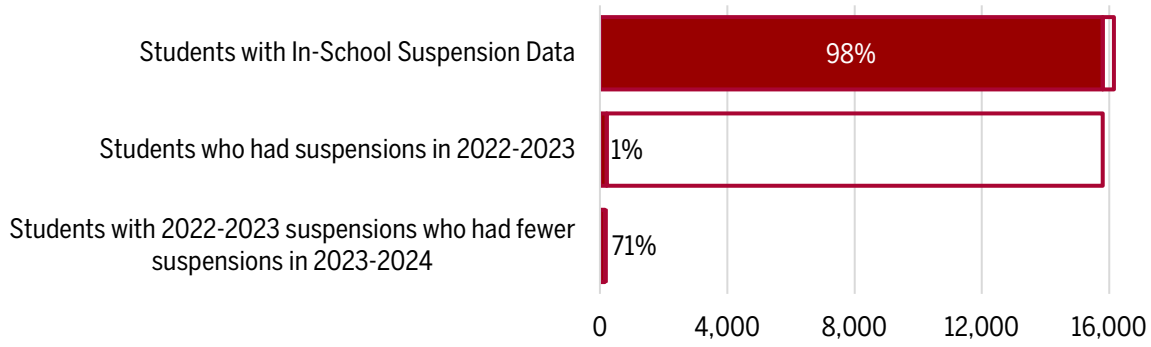


Figure 8 illustrates the numbers and percentages of elementary student participants with in-school suspension data, those who had one or more in-school suspensions in 2022-2023, and those who had fewer in-school suspensions in 2023-2024. As shown, 1% of all elementary participants during the

[3] Please note that analyses include only students for whom both 2022-2023 and 2023-2024 data were provided.

2024 APR year had any in-school suspensions in 2022-2023, and of those, 71% had fewer in-school suspensions in 2023-2024.

Figure 8. Elementary participant in-school suspensions and improvement from 2022-2023 to 2023-2024



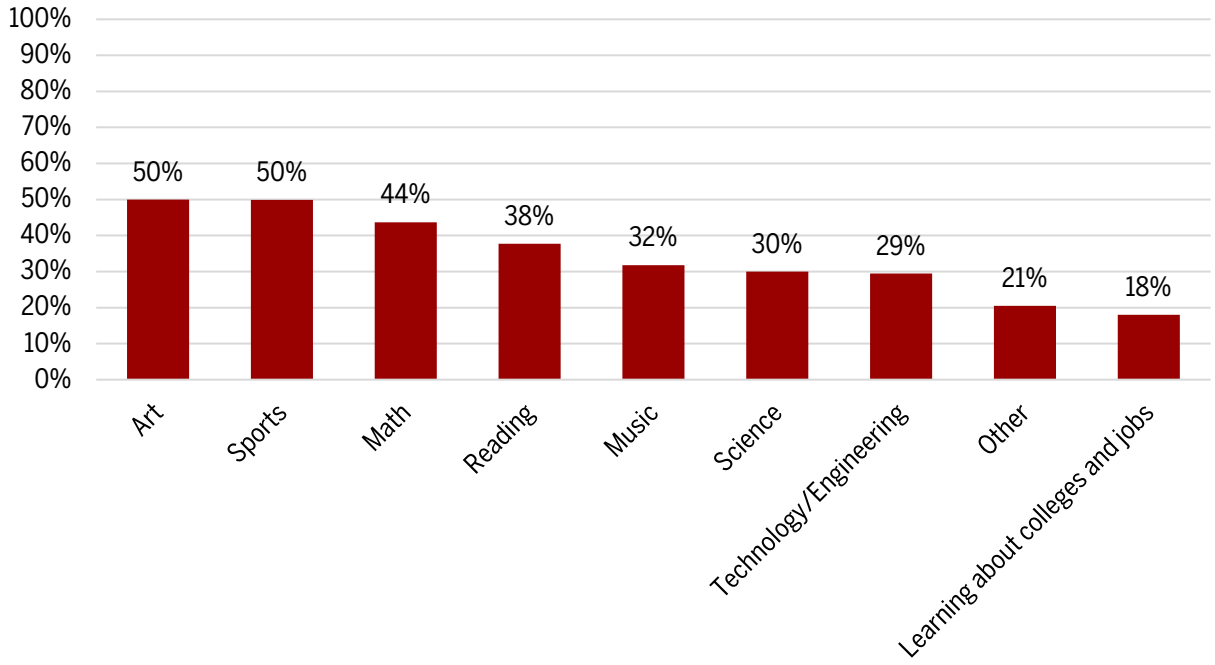
Elementary Student Survey Results

Student surveys were completed by 3,357 students in grades two through six at 83 sites (see Appendix C). Site staff distributed the surveys to all students in attendance on a day of their choosing during the spring 2024 semester. Students had the opportunity to choose more than one category for each question, and therefore the total percentages reported for all possible response items exceed 100%.

Students' Afterschool Program Activity Preferences

Students reported the kinds of activities in which they enjoyed participating during the afterschool program by choosing from the following responses: art, sports, math, reading, technology/engineering, science, music, learning about colleges and jobs, and other. As shown in Figure 9, roughly one quarter or more of students enjoyed learning about all areas except for other and learning about colleges and jobs which only 21% and 18% of students selected, respectively. Art and sports were the most popular activities, at 50% each. See Figure 9 for remaining survey options.

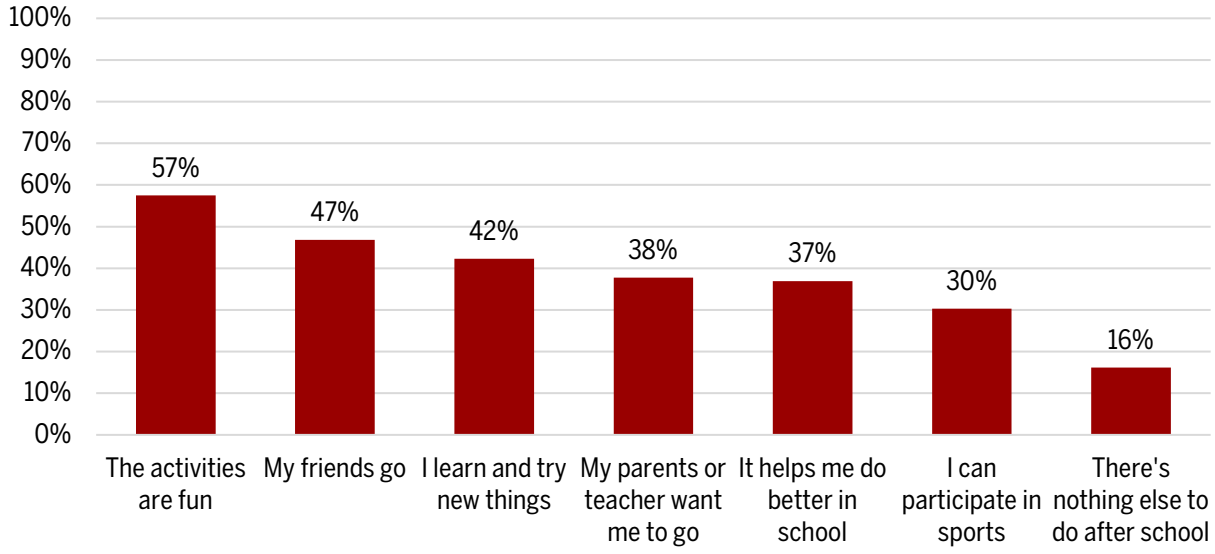
Figure 9. Elementary student responses to which activities they most like to participate in during the afterschool program (N=3,357)



Students' Motivations for Attending the Programs

Students reported on their motivations for attending the afterschool programs (see Figure 10). The item receiving the most responses (57%) indicated that students were motivated to attend the programs because the activities were fun. In addition, students reported that they attended the programs because: their friends went (47%), they got to learn and try new things (42%), their parents or teachers wanted them to go (38%), it helped them do better in school (37%), they could participate in sports (30%), and there was nothing else to do after school (16%).

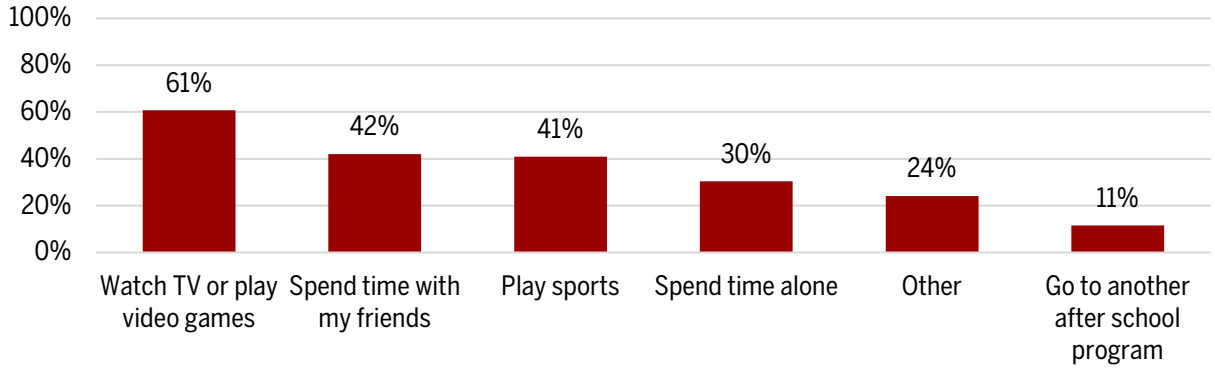
Figure 10. Elementary students' motivations for attending the programs (N=3,357)



Alternative Activities to the Afterschool Program

Figure 11 displays the alternative activities in which elementary students indicated they would engage if they did not attend the afterschool programs. The greatest percentage of students reported that they would watch TV or play video games if they did not attend the afterschool programs (61%). One-third or more of students said that they would spend time with their friends (42%) or play sports (41%). Approximately one quarter or more reported that they would spend time alone (30%) or engage in an activity categorized as "other" (24%). Among the options provided, the smallest percentage of students (11%) stated that they would go to another after school program.

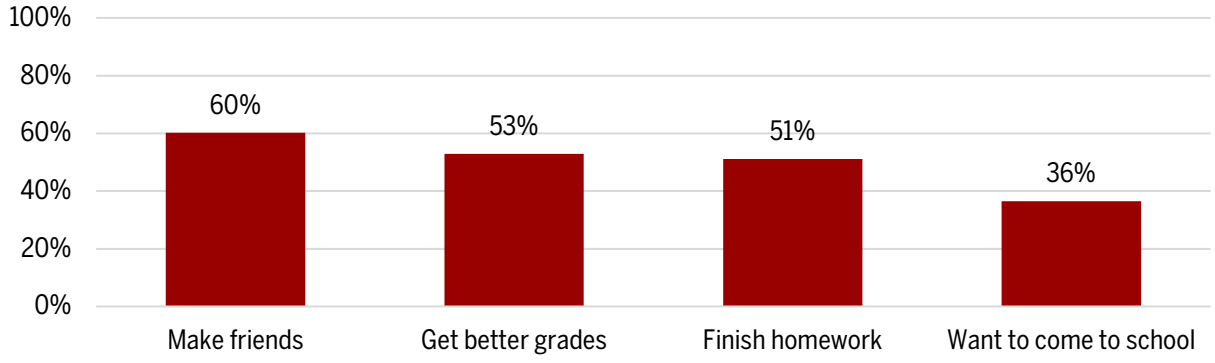
Figure 11. Alternative activities in which elementary students indicated they would engage in if they did not attend afterschool program (N=3,357)



Programs' Areas of Impact

Students selected area(s) in which they felt the afterschool programs had helped them (Figure 12). Over half of students mentioned that the programs helped them make friends (60%), get better grades (53%), or in their ability to finish homework (51%). Over one-third of elementary students (36%) indicated increased desire to attend school as a result of the afterschool programs.

Figure 12. Elementary student responses to areas in which the afterschool program helped them (N=3,357)



Teacher/Program Staff Survey Results

The evaluation of the 21st CCLC initiative requires programs to gather data on students' engagement in learning via administering a standardized survey to one school day teacher (homeroom, reading/ELA, or math) for each student who attends the program during the school year or to

program staff for each student who attends summer programming. The teacher/program staff survey intends to assess changes in a student's engagement in learning,[4] as required by the federal GPRA measures, as well as other changes in students' classroom behaviors. A total of 13,471 surveys were collected, representing 83% of all elementary student participants during the 2024 APR year.[5]

Table 4 shows students selected (by their teachers/program staff) as needing to improve in each listed indicator. Students rated by teachers/program staff as "Did Not Need to Improve" are excluded from these calculations. As displayed in the table, students that needed to improve showed improvements in all behaviors, such as participating in learning activities (81%), being motivated to learn (78%), and being attentive during learning activities (77%). Over half of students showed improvement in each area, as judged by their teachers/program staff. In no area did a substantial percentage (more than 5%) of students in need of improvement decline.

Table 4. Percentage of elementary student participants who needed to improve (as reported by their teachers/program staff) that improved, had no change, or declined in a particular behavior

Teacher/Program Staff Response Categories	# of Students that Needed to Improve	% of Students that Declined	% of Students that Showed No Change	% of Students that Improved
Participating in learning activities	11,219	2%	17%	81%
Volunteering (extra credit or more responsibilities)	11,025	2%	26%	72%
Attending regularly	9,437	5%	33%	61%
Being attentive during learning activities	11,308	4%	20%	77%
Being motivated to learn	11,228	3%	19%	78%

Between 41% and 52% of attending elementary students in need of improvement made moderate or significant improvement in each behavior area (Figure 13). Half or more elementary students made moderate or significant improvement in participating in learning activities (52%) or being motivated to learn (50%).

[4] Engagement in learning was measured through teacher/program staff survey responses to two questions on to what extent has the student changed their behavior in terms of 1) participating in learning activities and 2) being attentive during learning activities. Students who were counted as "demonstrated improvement" on this measure were indicated as improved on the teacher/program staff survey on one or both questions. Students who were counted as "no improvement needed" were indicated as such on both questions.

[5] For students who attended both summer and school year programs and may have had both a program staff and a teacher survey submitted, only the teacher (school year) survey data were included for analyses.

Figure 13. Degree of improvement for elementary students who needed to improve in a particular behavior

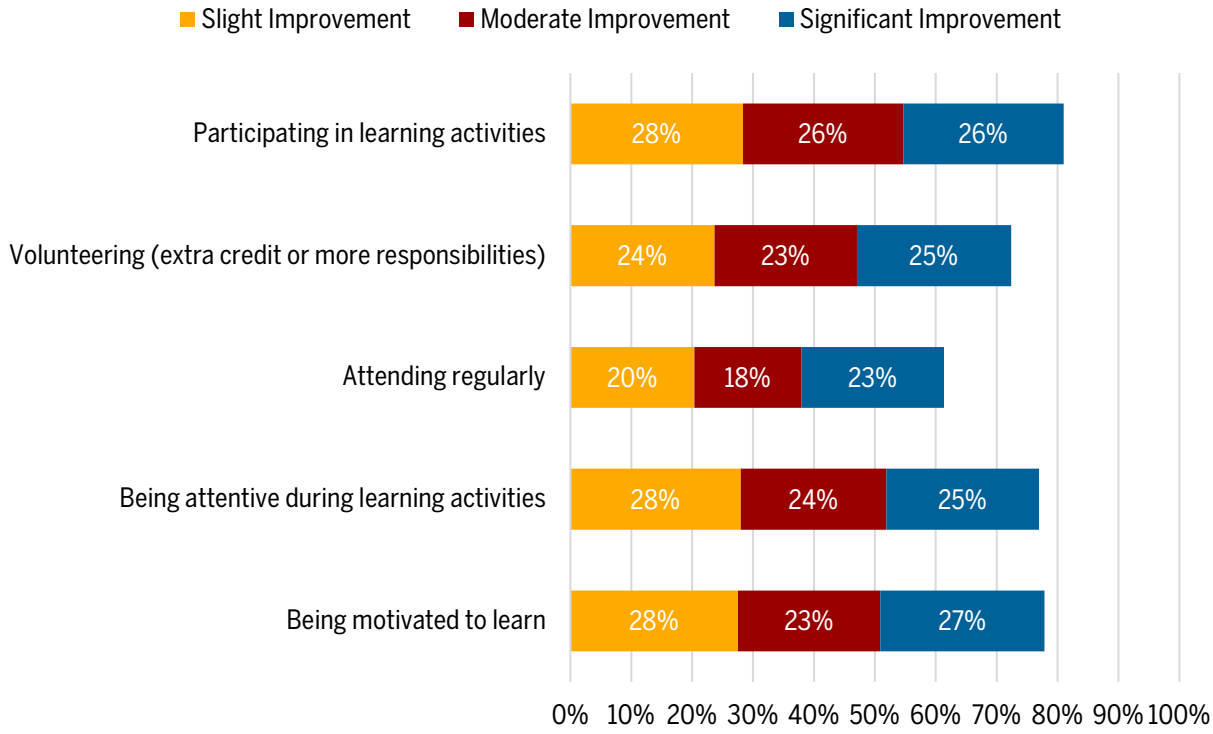
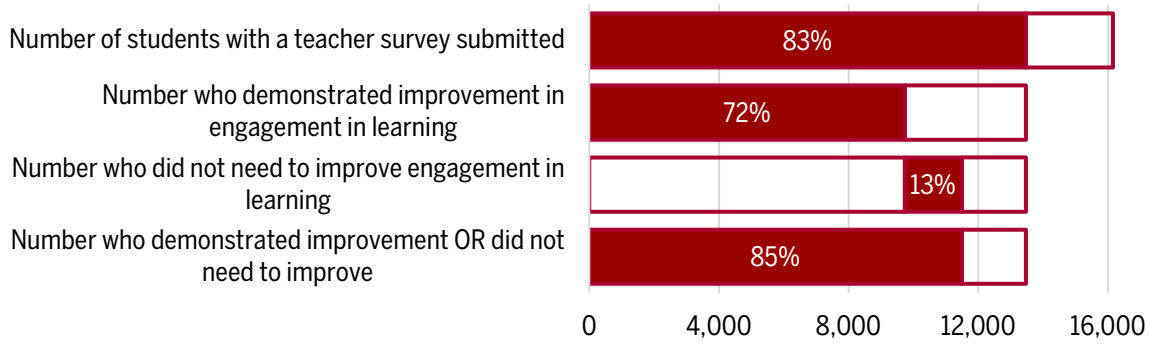


Figure 14 shows the numbers and percentages of participants who demonstrated growth in engagement in learning in the 2024 APR year and those who did not need to improve engagement in learning. As shown, 72% of participants demonstrated growth in engagement in learning, and an additional 13% were rated by their teachers/program staff as not needing to improve.

Figure 14. Elementary student improvement in engagement in learning in 2024 APR year



III. Middle/High School Students

This section summarizes program attendance, demographics, GPA, school day attendance rates, in-school suspensions, student survey results, and teacher/program staff survey results for middle/high school students (7th-12th grade). Data summary calculations exclude students with missing characteristics, such as grade level, free or reduced-price lunch eligibility, and school day outcomes.

Program Attendance and Student Grade Levels

In total, 13,277 middle/high school students attended 21st CCLC programs for at least one hour of programming during the 2024 APR year, while 12,150 students attended at least one hour of programming within the 2023-2024 school year.[6] In sum, 2,756 middle/high school students attended summer 2023 programs, and of those students, 1,629 attended both the summer and school year programs, while 1,127 attended summer programs only.

Of all the middle/high school students who attended programs during the 2024 APR year, 2,452 students attended programming regularly (for 90 or more hours during the APR year), yielding a statewide regular attendance percentage of 18% within the 2024 APR year. Table 5 provides a breakdown of statewide student attendance of middle/high school students.

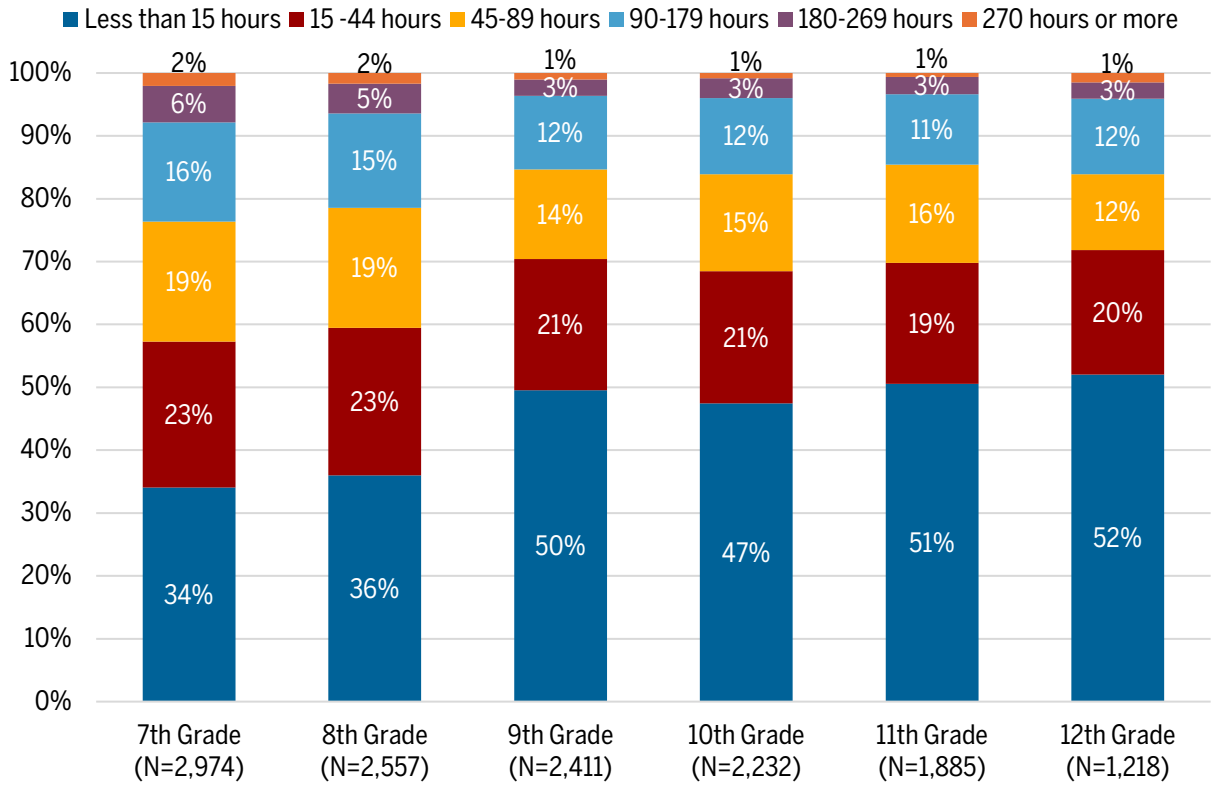
Table 5. Middle/High school attendance

Middle/High School Attendance	
# of middle/high school students served in the 2024 APR year	13,277
# of middle/high school students served in the 2023-2024 school year	12,150
# of middle/high school students that attended summer 2023 programs	2,756
# of middle/high school students that attended both summer 2023 and 2023-2024 school year programs	1,629
# of middle/high school students that attended summer 2023 programs only	1,127
# of middle/high school students with 90+ hours of attendance during the 2024 APR year	2,452
% of middle/high school students with 90+ hours of attendance during the 2024 APR year	18%

[6] There was some duplication between the number of students participating during the 2023-2024 school year and the students participating in the summer of 2023—i.e. students who attended during the summer may also have attended during the school year. This means the APR values do not equal the sum of the number participating during the school year and those participating during the summer.

Figure 15 displays the percentages of middle/high school students by grade level who attended 21st CCLC programs for less than 15 hours, for 15-44 hours, for 45-89 hours, for 90-179 hours, for 180-269 hours, and for 270 hours or more during the 2024 APR year. As shown in the figure, the grade levels with the highest percentages of students who attended regularly (90+ hours) were 7th grade (24%). Figure 15 also depicts the total attendance for students in each middle/high school grade level; in the 2024 APR year, 7th graders constituted the greatest number of middle or high school level attendees, with 2,974.

Figure 15. Middle/high school student attendance percentages by grade level and hour band in the 2024 APR year



Demographic Information

Table 6 displays the gender and race/ethnicity of all middle/high school students who attended programs during the 2023-2024 APR year. Most participants were White and slightly more male than female participants attended regularly (90 or more hours).

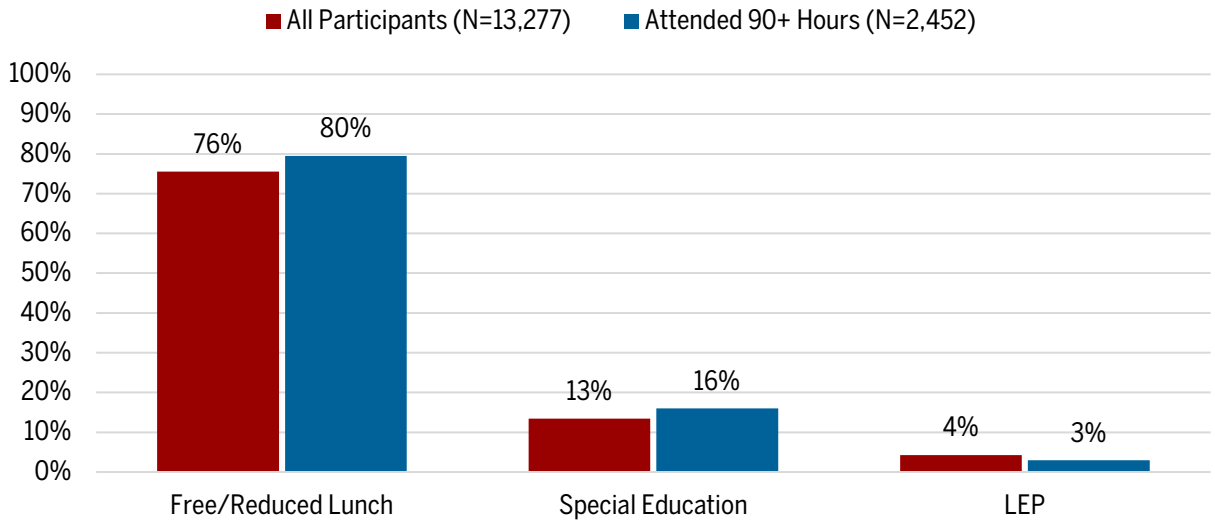
Table 6. Middle/high school participant characteristics: gender and race/ethnicity (N=13,277)

Gender	All middle/high school participants	Regular attendees (90+ hours)
Male	51%	51%
Female	49%	49%

Race/Ethnicity		
White or Caucasian	79%	80%
Black or African American	7%	8%
Hispanic or Latino	7%	5%
Multiracial	5%	5%
Asian	<1%	1%
Other/Unknown	1%	1%
Native Hawaiian or Other Pacific Islander	<1%	<1%
American Indian or Alaskan Native	<1%	<1%

During the 2023-2024 APR year, 76% of middle/high school students were eligible for free or reduced price lunch. Additionally, 13% of all attendees in middle/high school were eligible for special education services, and 4% were limited English proficient (LEP). There was a slightly higher percentage of those who attended 90+ hours who were eligible for free/reduced lunch or eligible for special education services (Figure 16).

Figure 16. Free/Reduced lunch, special education eligibility, and LEP status among regular middle/high school attendees in the 2024 APR year



At-risk Students

Program staff are asked to record data on attendees in certain "at-risk" categories, including reasons for referral to the afterschool program (academic, disciplinary, or attendance concerns), homelessness, migrant or priority-for-service (PFS) migrant status, or foster care status. Across all elementary and middle or high school sites statewide, 66% of sites reported 0% of their students in each of these categories, which may indicate that these data are not being collected accurately. Please note that students may be classified in more than one of these categories. Figures 17 and 18 depict the percentages of middle/high school students in each of these at-risk categories, broken down by all participants and those who attended regularly (90+ hours of programming).

Figure 17. Referral reasons for middle/high school students in the 2024 APR year

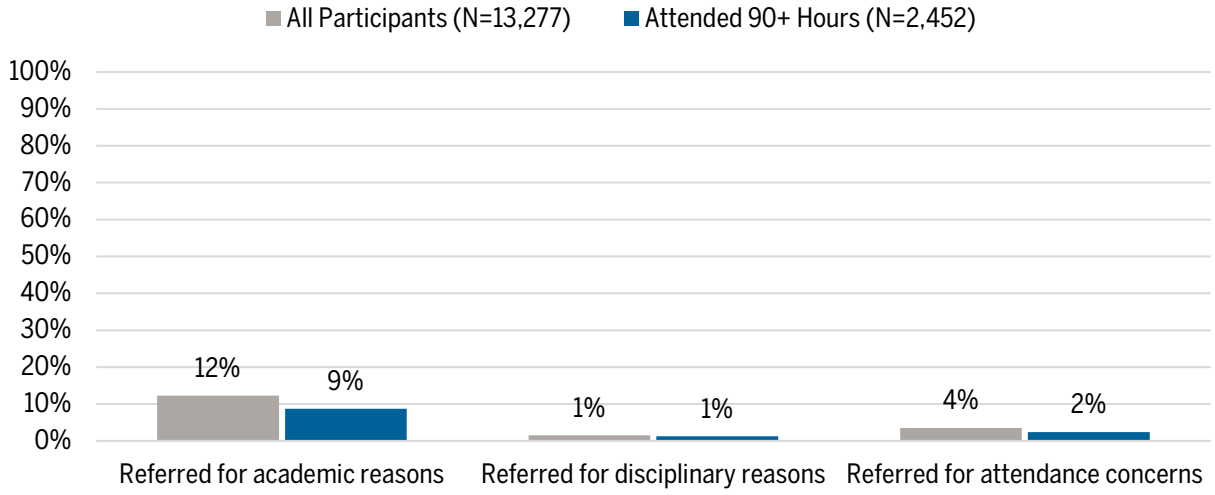
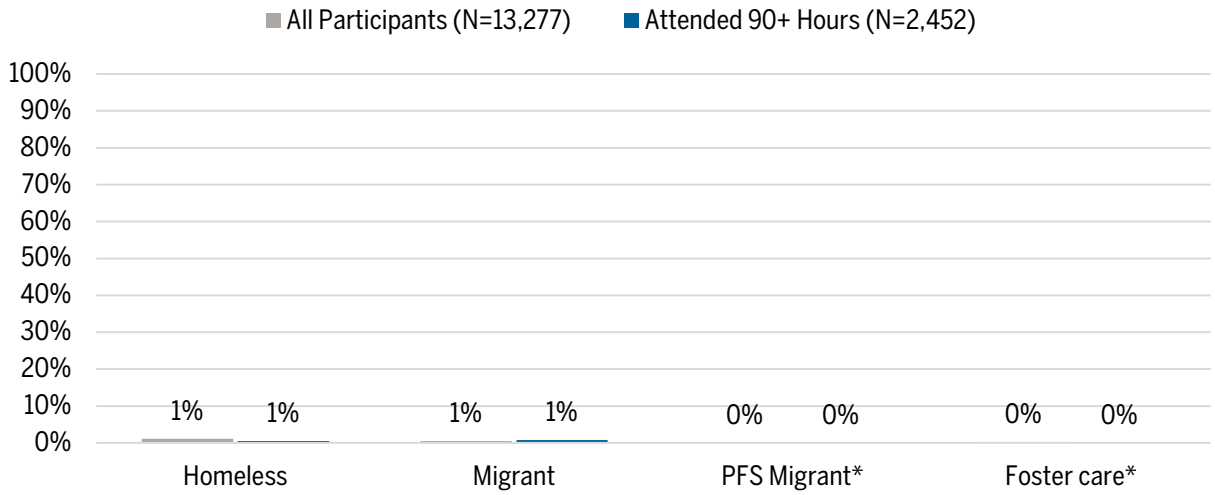


Figure 18. At-risk categories for middle/high school students in the 2024 APR year



Note. *PFS migrant and Foster care <1%

School Day Attendance Rates and In-school Suspensions

In compliance with the federal GPRA measures, KDE provided data on 21st CCLC program participants' rates of school day attendance and numbers of in-school suspensions. Based on data available from the statewide SIS, KDE provided 2022-2023 and 2023-2024 school day attendance rates for 96% of all middle/high school student participants and 2022-2023 and 2023-2024 in-school suspensions for 99% of all middle/high school student participants.[7]

Figure 19 shows the numbers and percentages of middle/high school students with school year attendance data, those who had a 2022-2023 attendance rate below 90%, and those who improved their 2022-2023 school day attendance from below 90% to a higher percentage in 2023-2024. As shown, 23% of middle/high school student participants had a 2022-2023 school day attendance rate below 90%, and of those, 60% improved their school day attendance rate in 2023-2024.

Figure 19. Middle/high school participant school day attendance rates and growth from 2022-2023 to 2023-2024

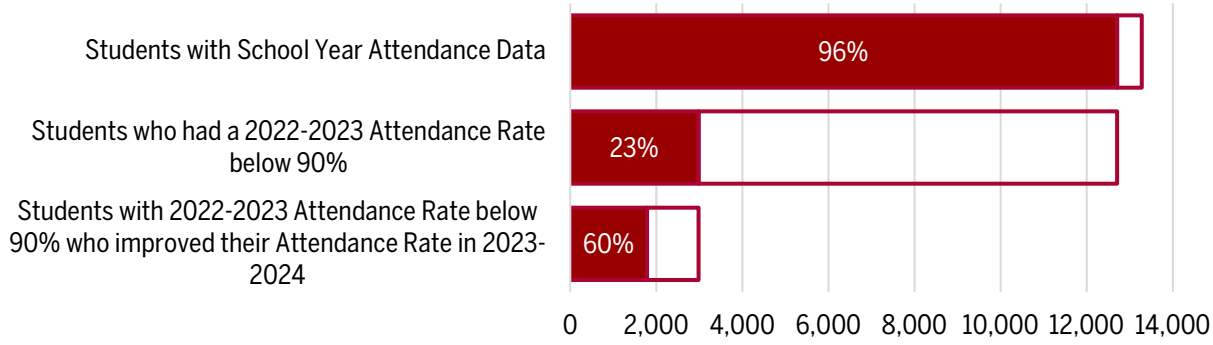
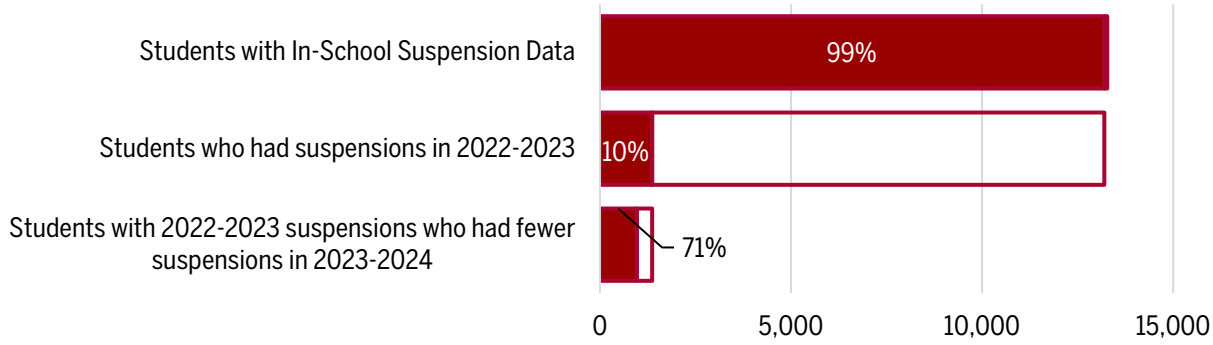


Figure 20 illustrates the numbers and percentages of middle/high school student participants with in-school suspension data, those who had one or more in-school suspensions in 2022-2023, and those who had fewer in-school suspensions in 2023-2024. As shown, 10% of all middle/high school participants during the 2024 APR year had any in-school suspensions in 2022-2023, and of those, 71% had fewer in-school suspensions in 2023-2024.

Figure 20. Middle/high school participant in-school suspensions and improvement from 2022-2023 to 2023-2024



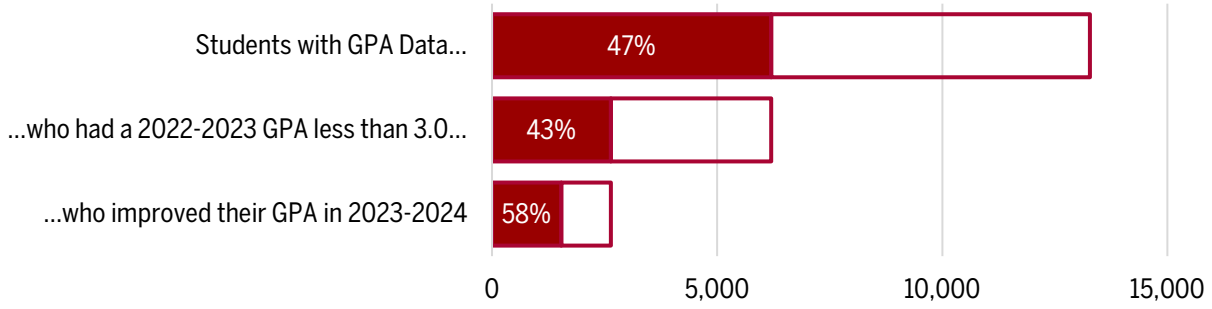
[7] Please note that analyses include only students for whom both 2022-2023 and 2023-2024 data were provided.

Grade Point Averages

KDE provided data on 21st CCLC program participants' grade point averages (GPA) for students in the middle and high school grade levels, in compliance with the federal GPRA measures. Based on data available from the statewide SIS, KDE provided 2022-2023 and 2023-2024 GPAs for 47% of participants in middle/high school.

Figure 21 shows the numbers and percentages of middle/high school participants with GPA data, those who had a 2022-2023 GPA less than 3.0, and those who improved their 2023-2024 GPA from below 3.0. As shown, 43% of middle/high school participants whose GPA data were provided had a 2022-2023 GPA less than 3.0; of those, 58% improved their GPA in 2023-2024.

Figure 21. Middle/high school participant GPA and improvement from 2022-2023 to 2023-2024



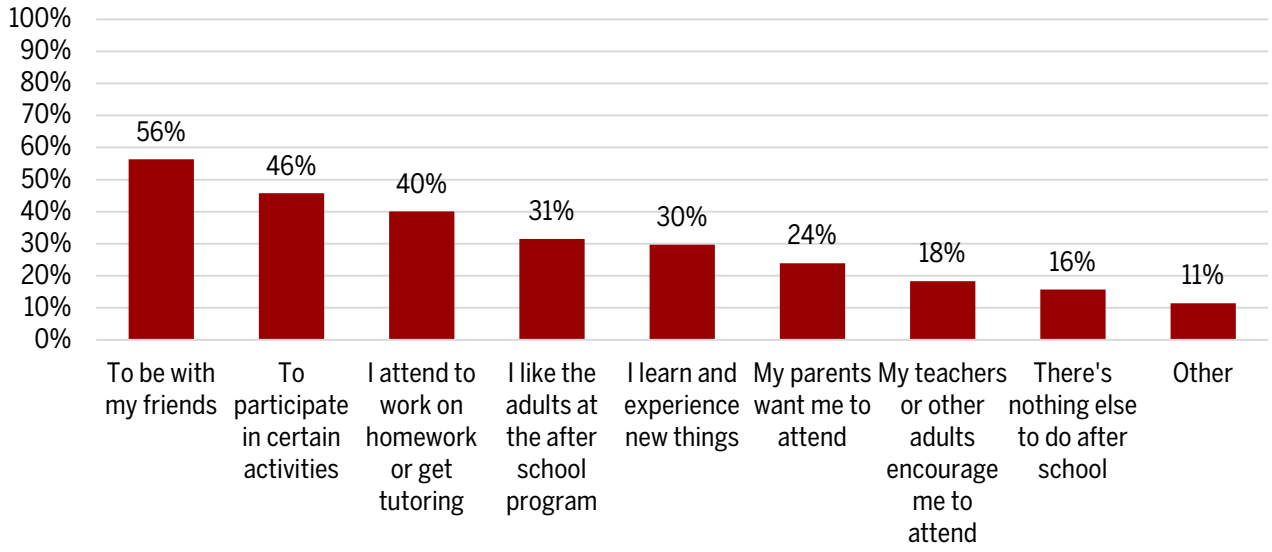
Middle/High School Student Survey Results

Students in grades seven through twelve completed student surveys (see Appendix D). There were 2,185 students who completed surveys at 56 sites. Site staff distributed the surveys to all students in attendance on a day of their choosing during the spring 2024 semester. Students had the opportunity to choose more than one category for each question, and therefore the total percentages reported for all possible response items exceed 100%.

Students' Motivations for Attending the Programs

Figure 22 displays the reasons participants reported for attending the afterschool programs. Students most frequently stated that they attended the programs to be with friends (56%), to participate in certain activities (46%), or to work on homework or get tutoring (40%). Approximately one quarter or more of students also attended the programs because they like the adults (31%) or to learn and experience new things (30%). Less than one quarter of students attended because their parents want them to attend (24%), because teachers or other adults encouraged them to attend (18%), or because there was nothing else to do (16%). Finally, 11% of students indicated that they attended the program for other reasons.

Figure 22. Middle/high school students' motivations for attending afterschool programs (N=2,185)



Perceptions of Afterschool Program Staff at Middle/High School Sites

Students rated the extent to which they agreed with statements about afterschool program staff. As shown in Table 7, 93% of students agreed or strongly agreed that program staff and leaders listened to what they had to say and 92% agreed or strongly agreed that staff challenged them to do their best. Detailed results from this survey question are shown in Table 7 below.

Table 7. Middle/high school student perceptions of afterschool program staff (N=2,185)

Staff and program leaders...	Strongly Disagree	Disagree	Agree	Strongly Agree
Listen to what I have to say	2%	3%	59%	34%
Challenge me to do my best	2%	3%	56%	36%

Programs' Areas of Impact

Table 8 displays the extent to which students agreed with various statements about how the afterschool programs positively affected them. Students agreed or strongly agreed (87% or more) with all the following statements regarding how the afterschool program has helped them: "spend time with or find new friends," "find something to do after school," "experience new or interesting things," "be better at things I do in the program," "get a better sense of what I like and can do," and "get better grades in school." "Enjoying coming to school" had the lowest overall level of agreement (79%). Detailed information on levels of agreement for each of the 12 statements is in the table below.

Table 8. Middle/high school students' perceptions of programs' impacts (N=2,185)

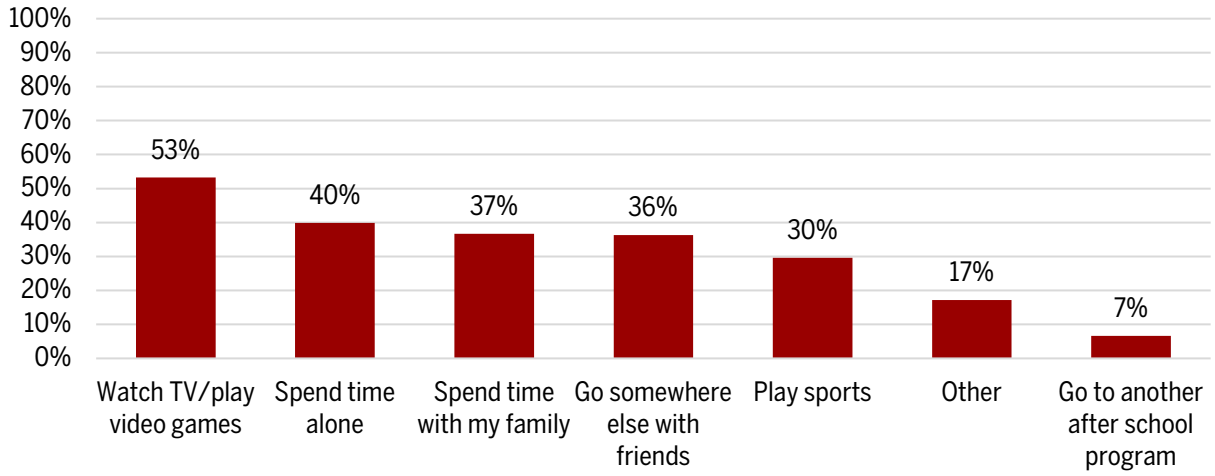
The afterschool program has helped me...	Strongly Disagree	Disagree	Agree	Strongly Agree
Be better at things I do in the program.	2%	8%	63%	24%
Be more creative.	3%	10%	58%	28%
Be more involved in school.	3%	11%	58%	25%
Build upon things I learn in school.	3%	9%	63%	23%
Enjoy coming to school.	6%	13%	56%	23%
Experience new or interesting things.	2%	7%	62%	26%
Find something to do after school.	2%	7%	60%	29%
Get a better sense of what I like and can do.	2%	8%	61%	26%
Get better grades in school.	3%	8%	59%	28%
Learn about what I can do in the future (college and/or career options).	4%	9%	58%	27%
Spend time with or find new friends.	3%	4%	59%	32%
Stay out of trouble.	4%	10%	58%	26%

Note. Between 2-3% of respondents did not answer these questions, so percentage totals will not equal 100%.

Alternatives to the Afterschool Program

Students were asked to select one or more options from a list of activities that they would do if they did not attend the afterschool programs (see Figure 23). Over half of students (53%) reported that they would watch TV or play video games if they did not attend the afterschool program. Approximately one-third or more stated that they would: spend time alone (40%), spend time with their family (37%), or go somewhere else with friends (36%). Less than one-third said they would play sports (31%) or engage in activities categorized as "other" (17%). Only 7% reported that they would attend another afterschool program.

Figure 23. Middle/high school student responses to alternatives to the afterschool program (N=2,185)



Teacher/Program Staff Survey Results

The evaluation of the 21st CCLC initiative requires programs to gather data on students' engagement in learning via administering a standardized survey to one school day teacher (ELA or math) for each student who attends the program during the school year or to program staff for each student who attends summer programming. Teacher/program staff surveys were completed for 11,771 middle/high school students who attended Kentucky 21st CCLC afterschool programs during the 2023-2024 APR year. The teacher/program staff survey intends to assess changes in a student's engagement in learning,[8] as required by the federal GPRA measures, as well as other changes in students' classroom behaviors. The total number of surveys collected represents 89% of all middle/high school participants during the 2024 APR year.[9]

Table 9 shows students selected (by their teachers/program staff) as needing to improve in each listed indicator. Students rated by teachers/program staff as "Did Not Need to Improve" are excluded from these calculations. As displayed in the table, students that needed to improve showed improvements in all behaviors, such as participating in learning activities (78%), being attentive during learning activities (76%), and being motivated to learn (75%). Over half of students showed improvement in each area, as judged by their teachers/program staff. In no area did a substantial percentage (more than 6%) of students in need of improvement decline.

Table 9. Percentage of middle/high school student participants who needed to improve (as reported by their teachers/program staff) that improved, had no change, or declined in a particular behavior

Teacher/Program Staff Response Categories	# of Students that Needed to Improve	% of Students that Declined	% of Students that Showed No Change	% of Students that Improved
Participating in learning activities	9,488	4%	18%	78%
Volunteering (extra credit or more responsibilities)	9,520	3%	30%	67%
Attending regularly	8,419	6%	34%	60%
Being attentive during learning activities	9,525	6%	18%	76%
Being motivated to learn	9,498	5%	20%	75%

Between 32% and 41% of middle/high school participants in need of improvement made moderate or significant improvement in each behavior area (Figure 24). Over a third of middle/high school students made moderate to significant improvement in participating in learning activities (41%), being motivated to learn (40%), or being attentive during learning activities (39%).

[8] Engagement in learning was measured through teacher/program staff survey responses to two questions on to what extent has the student changed their behavior in terms of 1) participating in learning activities and 2) being attentive during learning activities. Students who were counted as "demonstrated improvement" on this measure were indicated as improved on the teacher/program staff survey on one or both questions. Students who were counted as "no improvement needed" were indicated as such on both questions.

[9] For students who attended both summer and school year programs and may have had both a program staff and a teacher survey submitted, only the teacher (school year) survey data were included for analyses.

Figure 24. Degree of improvement for middle/high school participants who needed to improve in a particular behavior

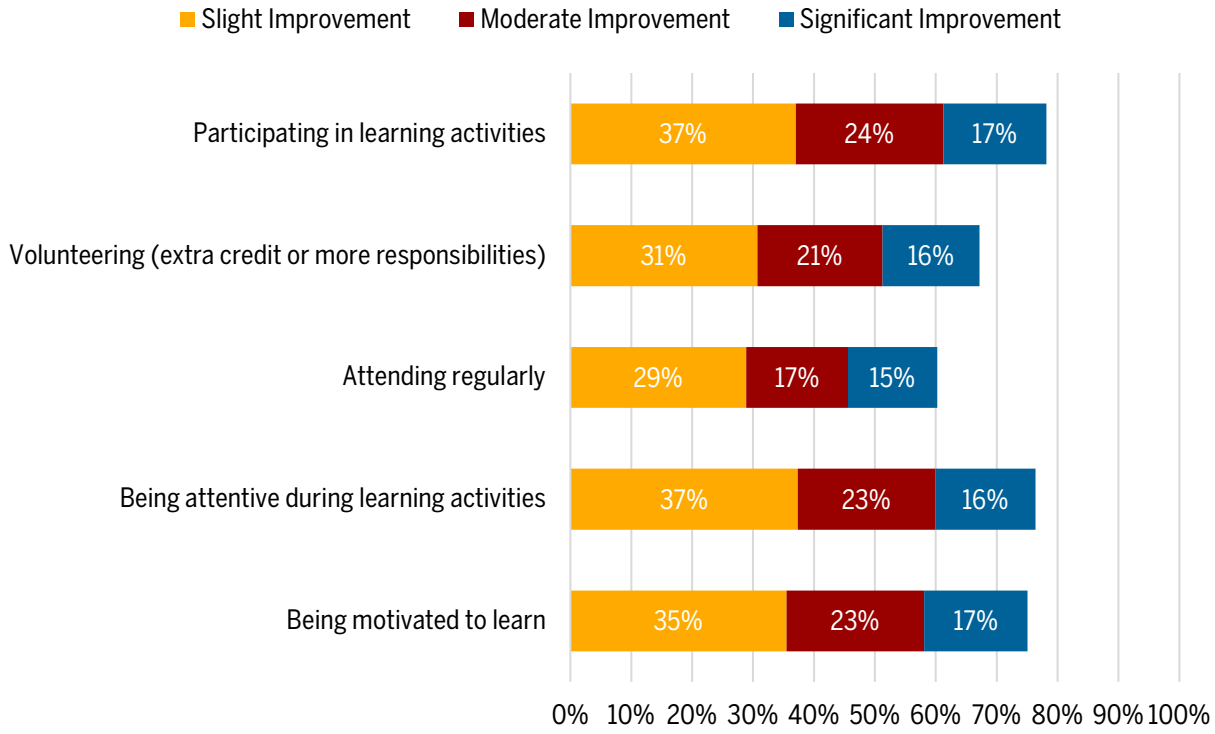
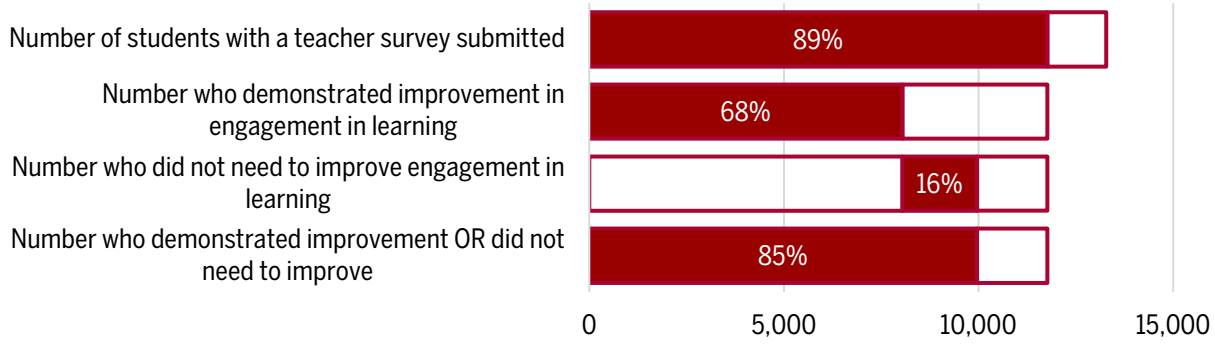


Figure 25 shows the numbers and percentages of participants who demonstrated growth in engagement in learning in the 2024 APR year and those who did not need to improve engagement in learning. As shown, 68% of participants demonstrated growth in engagement in learning, and an additional 16% were rated by their teachers/program staff as not needing to improve.

Figure 25. Middle/high school student improvement in engagement in learning in 2024 APR year



IV. Kentucky Summative Assessment (KSA) and the K-3 Reading Initiative

KDE provided data on 21st CCLC program participants' Kentucky Summative Assessment (KSA) reading and math performance levels for students in grades 3-8, in compliance with the recently updated federal GPRA measures. Based on data available from the statewide SIS, KDE provided 2023 and 2024 KSA reading and math performance levels for 91% of participants in grades 4th-8th.

Figure 26 shows the percentages of 3rd-8th grade participants with 2024 KSA data who scored within each performance level (i.e., novice, apprentice, proficient, distinguished) on the reading assessment in spring 2024, and Figure 27 depicts these performance levels by grade level. As shown, 45% scored at the proficient or distinguished level, and the highest proportions of students scoring at or above proficient in reading were in the 6th and 7th grades.

Figure 26. KSA Reading Performance Levels, 2024

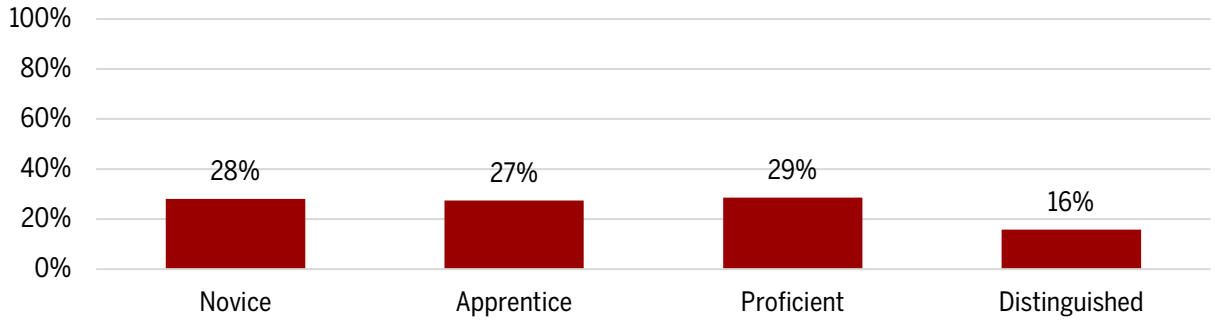


Figure 27. KSA Reading Performance Levels for each grade, 2024

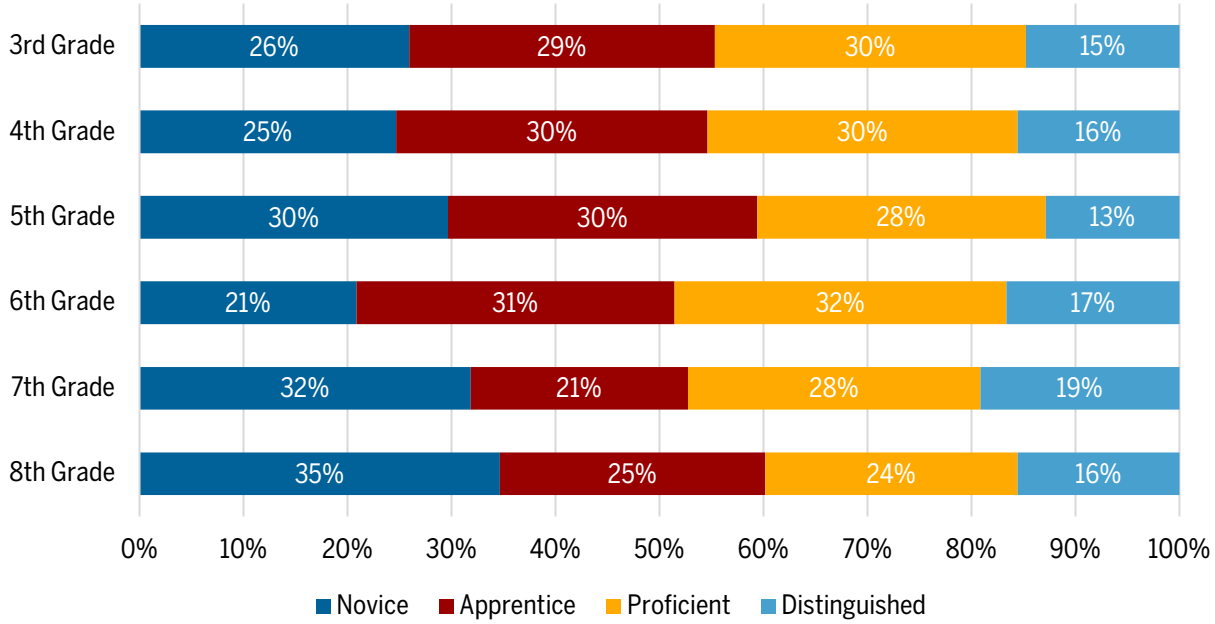


Figure 28 shows the numbers and percentages of 4th-8th grade participants with KSA data in reading, those who demonstrated growth from 2023 to 2024, and those who maintained the highest achievement level across both years.[10] As shown, 23% of 4th-8th grade participants demonstrated growth[11] on their KSA reading performance levels from 2023 to 2024, and an additional 10% maintained the highest performance level[12] from one year to the next.

Figure 28. KSA Reading data and growth in performance levels for 4th-8th grade participants from 2023 to 2024

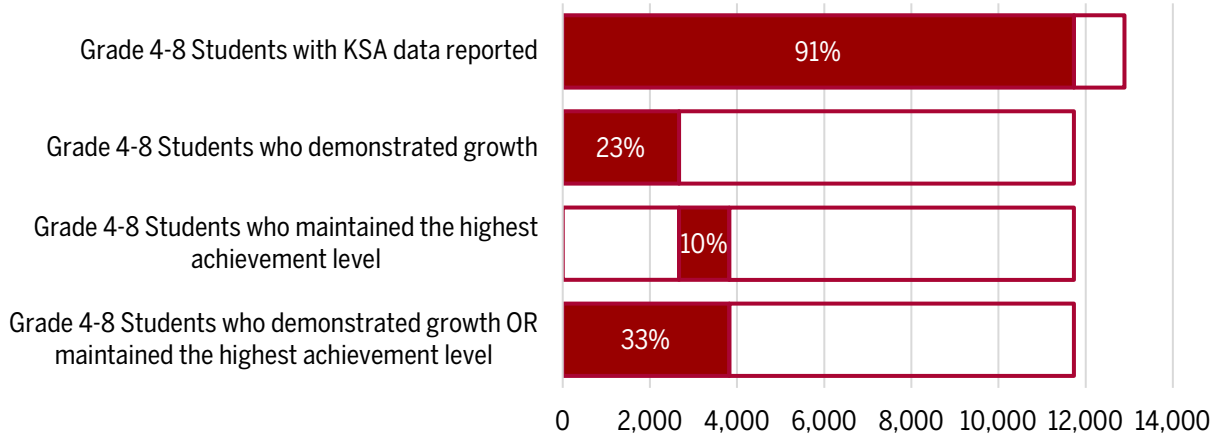
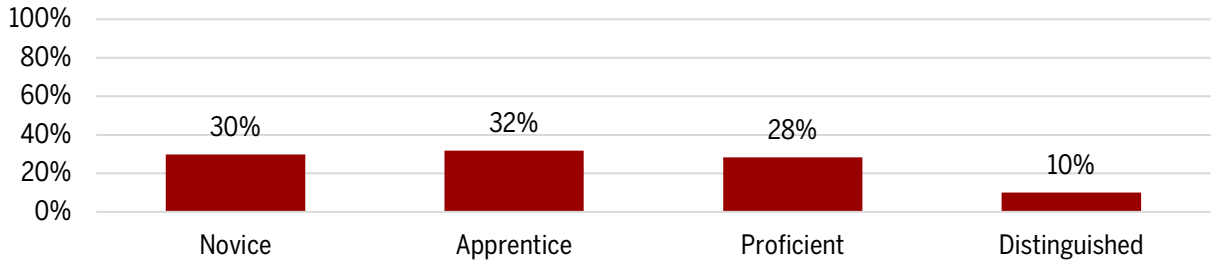


Figure 29 shows that 38% of 21st CCLC attendees in 2023-2024 achieved at the proficient or distinguished level on their KSA math assessment, and Figure 30 depicts these performance levels by grade level, indicating that the highest proportions of students scoring at or above proficient in math were in the 6th grade.

Figure 29. KSA Math Performance Levels, 2024



[10] Please note that 3rd grade students are excluded from KSA growth analysis, because they do not have 2023 performance levels to compare.
[11] Please note that growth is indicated by moving from a lower KSA performance level to a higher one (e.g., novice to apprentice).
[12] The highest performance level on KSA is distinguished.

Figure 30. KSA Math Performance Levels for each Grade, 2024

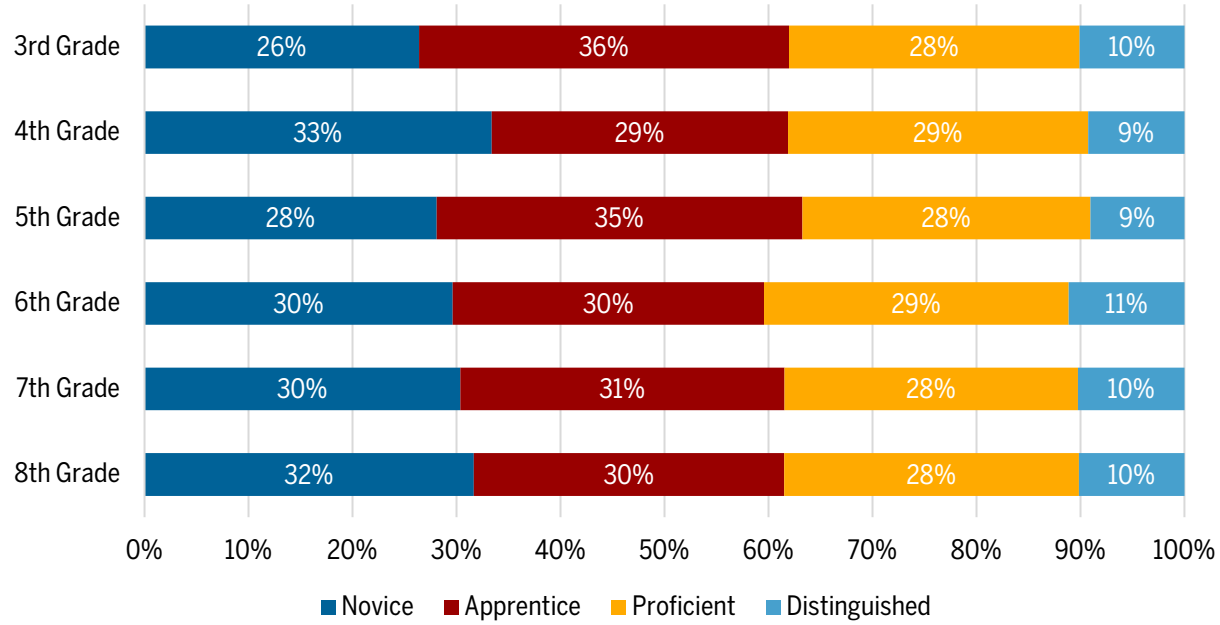
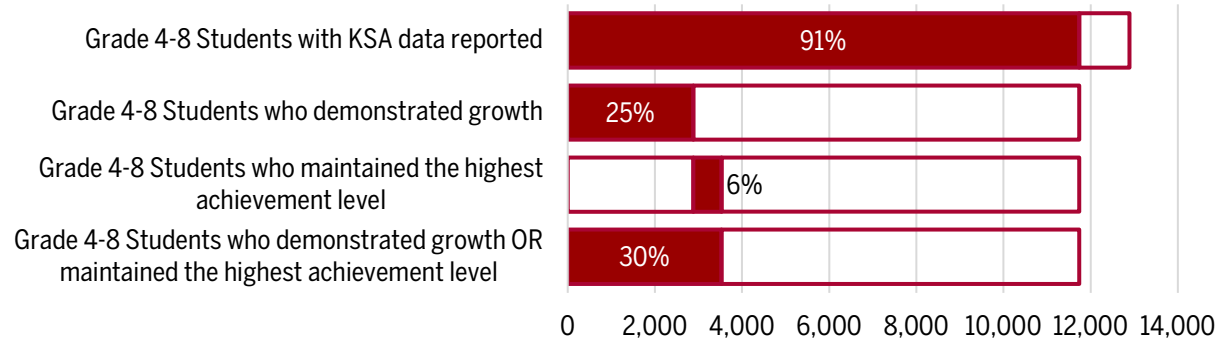


Figure 31 shows the numbers and percentages of 4th-8th grade participants with KSA data in math, those who demonstrated growth from 2023 to 2024, and those who maintained the highest performance level across both years.[13] As shown, 25% of 4th-8th grade participants demonstrated growth[14] on their KSA math performance levels from 2023 to 2024, and an additional 6% maintained the highest performance level[15] from one year to the next.

Figure 31. KSA Math data and growth in performance levels for 4th-8th grade participants from 2023 to 2024



[13] Please note that 3rd grade students are excluded from KSA growth analysis, because they do not have 2023 proficiency levels to compare.
[14] Please note that growth is indicated by moving from a lower KSA performance level to a higher one (e.g., novice to apprentice).
[15] The highest performance level on KSA is distinguished.

Programs serving students in grades K-3 are required to offer targeted reading interventions for students in these grade levels. Grantees report annually on students enrolled in and meeting benchmarks in the K-3 reading initiative. Table 10 lists the outcomes from the programs that implemented a 21st CCLC K-3 reading initiative. As shown, over three-quarters of students who participated in the K-3 reading initiative (77%) met a reading benchmark determined by program-specific assessments.

Table 9. K-3 Reading Initiative 2023-2024 results

	Statewide Results
# of programs with a K-3 program	72
# of students enrolled in the K-3 reading initiative	3,247
# of K-3 students that met a reading benchmark	2,492
% of K-3 students that met a reading benchmark out of the total enrolled	77%

V. Program Characteristics

This section summarizes program characteristics reported by sites on the 2023-2024 Data Verification form and within the TransACT/Cayen database. Table 11 shows the program characteristics at all sites, including program length, family member attendance, community partners, and types of program staff. The average number of days with recorded program attendance for all sites was 16 days for Summer 2023 and 130 days for the 2023-2024 school year. The average number of days attended by any student in Summer 2023 was four, and it was 40 for the school year. Statewide, a total of 3,261 parents/guardians or family members attended 21st CCLC program activities in 2023-2024, for an average of 20 per site, and there were 1,242 community partners, for an average of eight per site. Across the state, most program staff were paid school day teachers, with an average of seven per site. See Table 11 for additional detail.

Table 10. 2023-2024 Program Characteristics

Program length	Summer 2023	School Year 2023-2024
Maximum days with recorded program attendance	35	182
Minimum days with recorded program attendance	0	65
Average days with recorded program attendance	16	130
Maximum days attended by any student	24	174
Minimum days attended by any student	0	0
Average days attended by any student	4	40

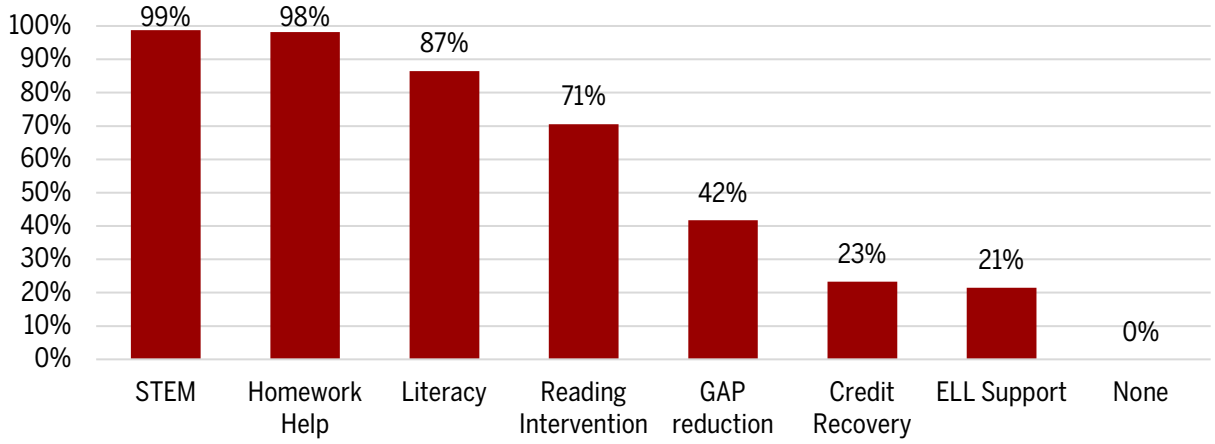
Family member attendance and community partners	Statewide Total	Average per site
Parents/guardians/family members attending activities	3,261	20
Community Partners	1,242	8

Program Staff Types	Statewide Total	Average per site
School day teachers—Paid	1,199	7
School day teachers—Volunteer	131	1
Administrators—Paid	147	1
Administrators--Volunteer	25	0
Other non-teaching school staff—Paid	338	2
Other non-teaching school staff—Volunteer	71	0
College students—Paid	42	0
College students—Volunteer	28	0
High School Students—Paid	85	1
High School Students—Volunteer	27	0
Parents—Paid	0	0
Parents—Volunteer	0	0
Subcontracted staff—Paid	5	0
Subcontracted staff—Volunteer	20	0
Other staff—Paid	30	0
Other staff—Volunteer	2	0

VI. Activity Types Offered During School Year

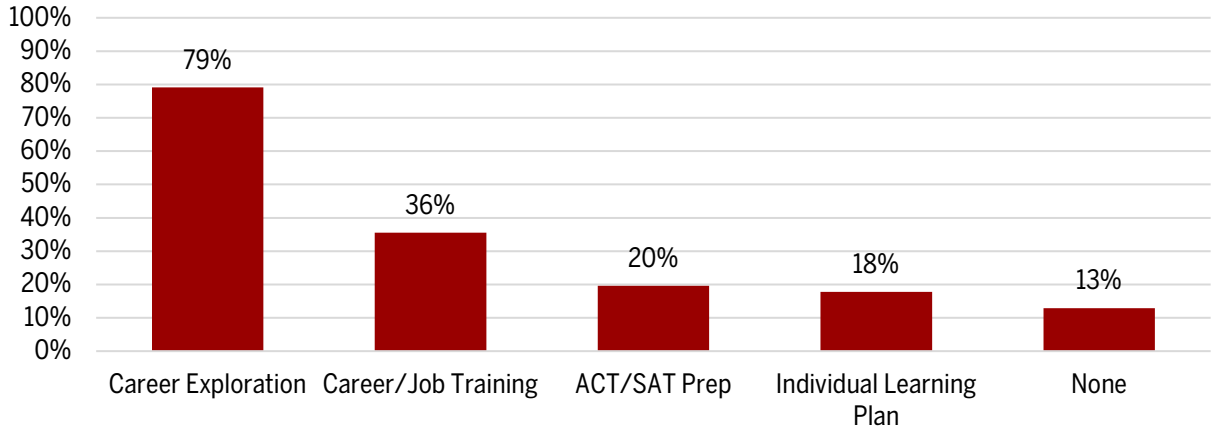
Program staff were asked about the activities they offered on the 2023-2024 KY 21st CCLC Data Verification Form that was administered to grantees. One category of activities was academic activities. As illustrated in Figure 32, nearly all staff members reported that the programs offered science, technology, engineering, and math (STEM) and homework help, 99% and 98% respectively. A majority also reported that their programs offered literacy (87%) and reading intervention activities (71%). Program staff reported that their programs offered GAP reduction at 42% of sites, credit recovery at 23%, and ELL support at 21%. No respondents reported that the programs offered none of the academic activities listed.

Figure 32. Percent of afterschool programs that offered academic activities as reported by program staff (N=163)



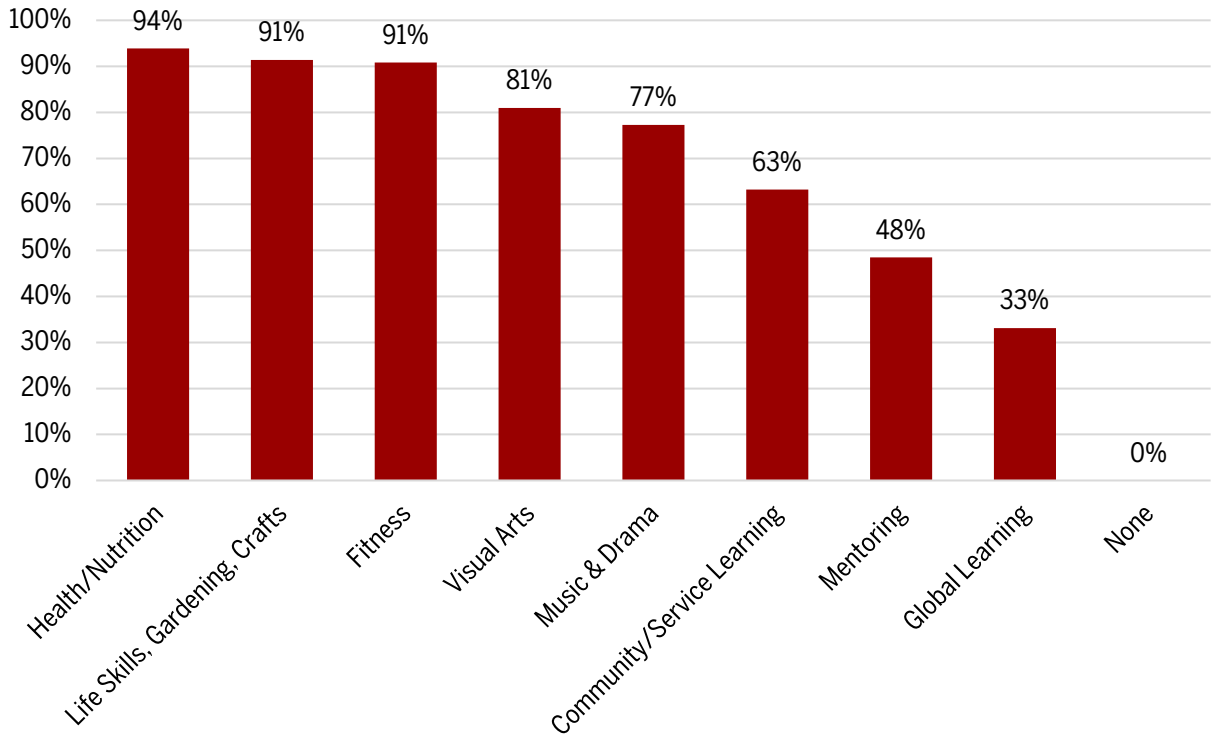
Another category on the form was college and career or transition readiness activities. As shown in Figure 33, over three-quarters of staff members (79%) reported that the programs offered career exploration. Over one-third (36%) reported that the afterschool programs offered career/job training. And less than one-third reported that the programs offered ACT/SAT prep (20%) and Individual Learning Plans (ILP; 18%). Thirteen percent of the sites reported offering none of the college and career readiness or transition readiness activities listed.

Figure 33. Percent of afterschool programs that offered each transition readiness activity as reported by program staff (N=163)



A third category on the form was enrichment activities. Figure 34 shows that most staff members reported that the programs offered health and nutrition (94%); life skills, gardening, and crafts (91%); fitness (91%); visual arts (81%); and music & drama (77%). Over half of program staff reported that their programs offered community/service learning (63%). Of the responding sites, 48% offered mentoring and 33% offered global learning. Zero respondents reported that the programs offered none of the enrichment activities listed.

Figure 34. Percent of afterschool programs that offered each enrichment activity as reported by program staff (N=163)



A fourth category of activities on the form was activities for family engagement. As shown in Figure 35, the most commonly offered activity for families was family literacy night (52%). About one-quarter reported that they offered opportunities for students/families to prepare a meal (28%); Family STEM or STEAM nights (26%); afterschool student performances (25%); Christmas/holiday showcase (22%); or opportunities to serve as a chaperone (22%). Sites also reported offering Family Math Night (21%); Lights On (18%); or Family Game Night or Family Movie Night (12%). Nineteen percent of sites reported that they did not offer any of these family engagement activities.

Figure 35. Percent of afterschool programs that offered each family engagement activity as reported by program staff (N=163)

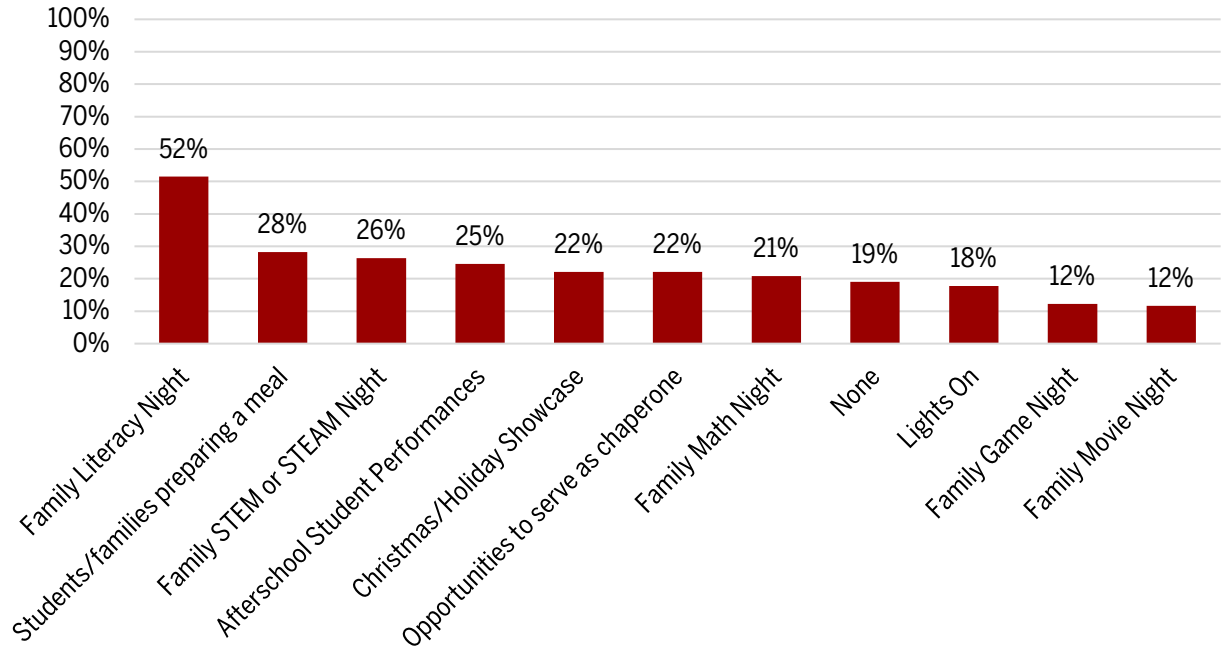


Figure 36 displays the percent of afterschool programs that offered character education activities. Over two-thirds of staff members (69%) reported that the programs offered youth leadership. Over half of respondents reported that they offered counseling (52%), and half of respondents reported they offered drug prevention (50%). Thirty-nine percent of staff reported that their programs offered violence prevention and 25% offered truancy prevention. Ten percent of staff reported that their programs offered none of the character education activities listed.

Figure 36. Percent of afterschool programs that offered each character education activity as reported by program staff (N=163)

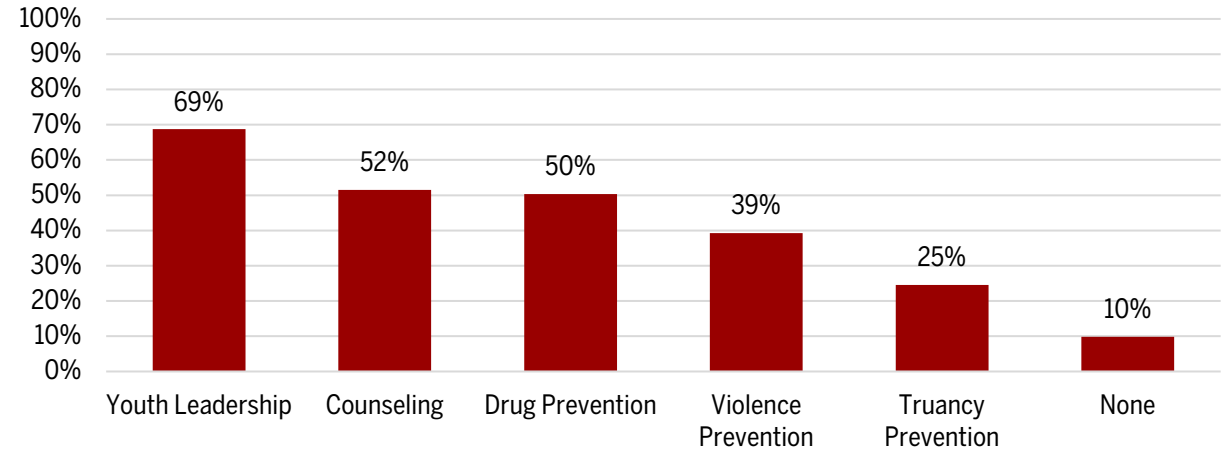
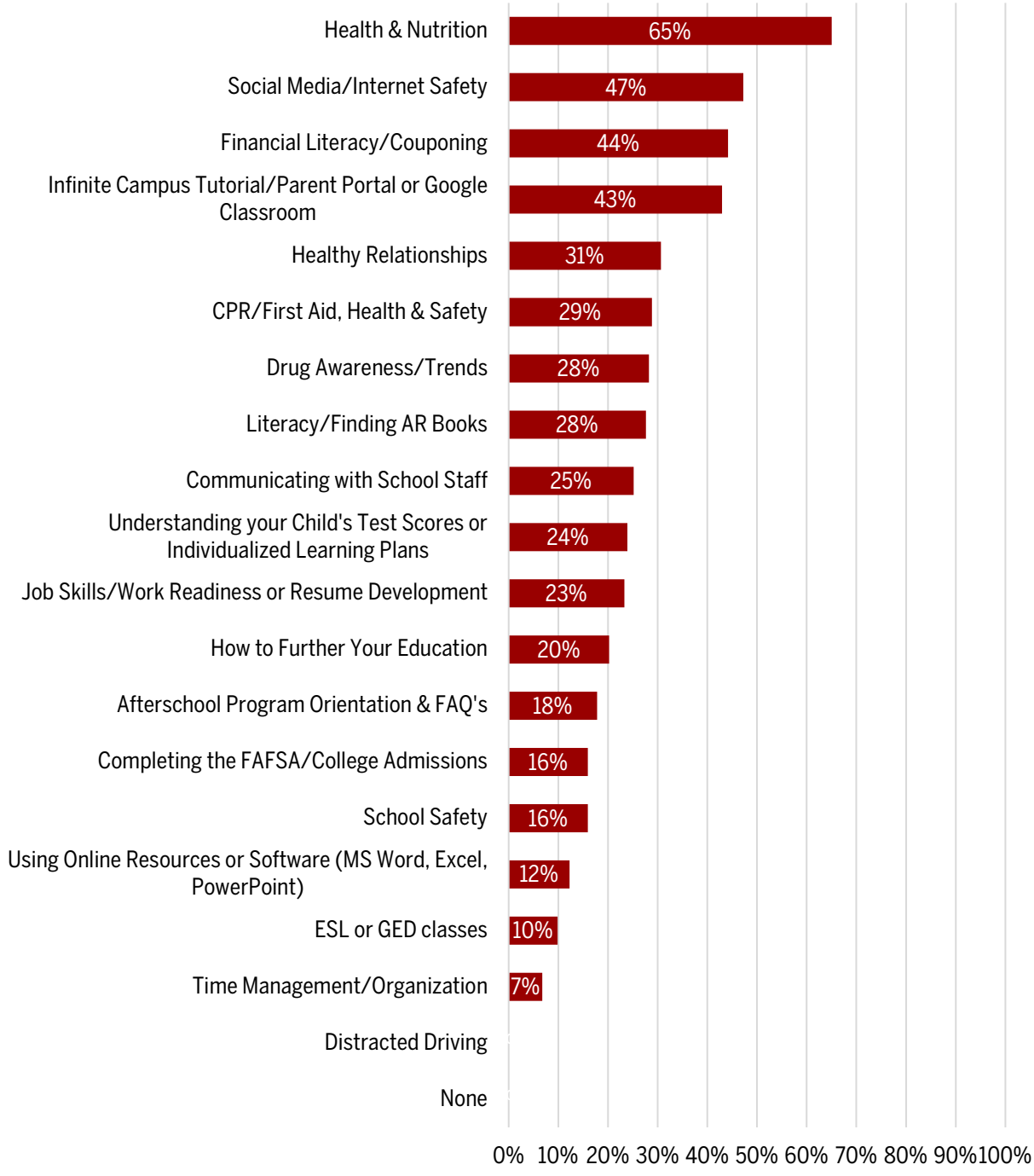


Figure 37 depicts the percentages of programs offering different types of adult skill-building activities during 2023-2024. Nearly two-thirds of afterschool programs offered health & nutrition (65%). Less than half of programs offered social media/internet safety (47%); financial literacy/couponing (44%); or activities on Infinite Campus tutorial/Parent Portal or Google Classroom (43%). One-quarter or

more of programs offered activities about healthy relationships (31%); CPR/first aid, health & safety (29%); drug awareness/trends (28%); literacy/finding AR books (28%); or communicating with school staff (25%). Refer to Figure 37 to view the remaining categories, which were selected by less than 25% of programs.

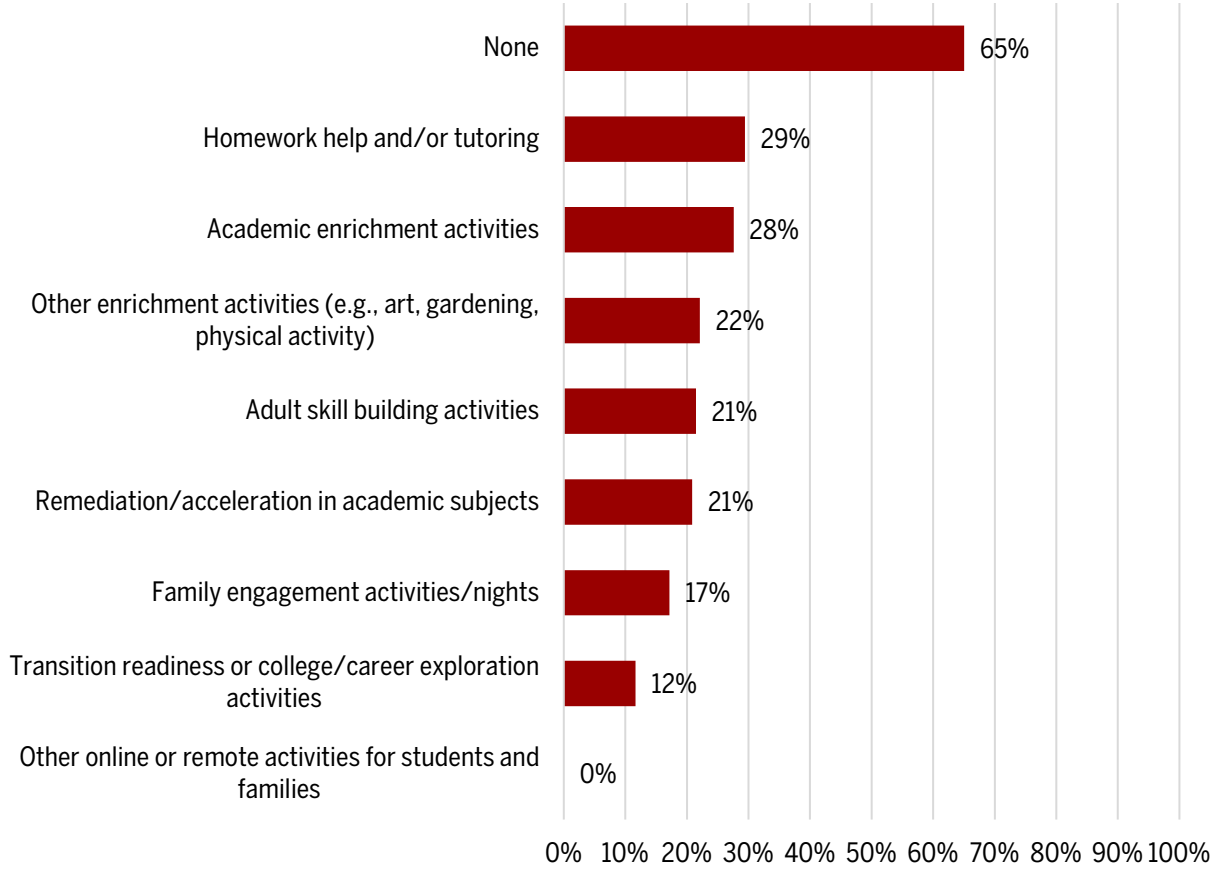
Figure 37. Percentage of afterschool programs that offered each adult skill-building activity as reported by program staff (N=163)



VII. Remote/Virtual Support and Activities

On the 2023-2024 Data Verification form, programs were asked whether they provided remote or virtual support or activities to students and families and which remote/virtual activities they provided. As Figure 38 depicts, nearly two-thirds of programs offered no virtual or remote support/services to students and families. However, over a quarter of programs offered virtual homework help and/or tutoring (29%) or academic enrichment activities (28%). Less than a quarter of programs offered other virtual enrichment activities (22%), adult skill building activities (21%), or remediation/acceleration in academic subjects (21%). See Figure 38 for other types of activities offered remotely or virtually.

Figure 38. Virtual or remote support/services provided to students and families (N=163)



Appendix A. Executive Summary

This section will present a summary of the statewide aggregate results for the 2024 APR year, along with discussion of trends and comparisons to previous years' data. In the 2024 APR year, KY 21st CCLC sites served 29,580 students statewide, which represents a 10% decrease from the 2023 APR year, when total statewide attendance was 32,881. Summer program attendance decreased by 4% from 2022 (8,760) to 2023 (8,378). The number of sites operating during the entire school year also decreased by 6% from the 2023 APR year (173) to the 2024 APR year (163 sites).

Program Attendance/Demographics

Data collected during the 2024 APR Year (summer 2023 and the 2023-2024 school year) indicate that Kentucky 21st CCLC sites served a total of 29,580 students. Of these, 16,148 were elementary students (in grades Pre-K-6), 13,277 were middle or high school students (in grades 7-12), and 155 students did not have a grade level indicated. In alignment with the GPRA measures, program attendance is now tracked within hour bands of attendance, instead of the number of days. We approximate 90 or more hours of program attendance during the APR year (summer and school year) as regular attendance, and in the 2024 APR year, 35% of all program participants statewide attended regularly. Among elementary students, 49% attended regularly, and among middle/high school students 18% attended regularly. Total statewide, elementary, and middle/high school regular attendance rates each increased by 1-3 percentage points when compared with the 2023 APR year. Eighty-five percent of all elementary student attendees and 76% of all middle/high school attendees were eligible for free or reduced-priced lunch, 17% of elementary attendees and 13% of middle/high school attendees were designated as eligible for receiving special education services, and 4% of participants in all grade levels were designated as limited English proficient. Compared to other grade levels, students in Pre-K, first, and second grades had the highest levels of regular attendance (90+ hours) during the 2024 APR year.

Academic Outcomes

The GPRA measures require two consecutive years of academic outcome data (GPA and KSA reading and math performance levels) for students in certain grade levels to assess growth in these areas. Among the middle/high school students with GPA data reported who had a GPA below 3.0 in 2022-2023, 58% improved their GPA in 2023-2024. Among the 4th-8th grade students with KSA reading and math performance levels reported, 30% demonstrated growth or maintained the highest performance level in math, while 33% exhibited similar growth or maintenance in reading from 2023 to 2024. Among all KY 21st CCLC attendees with 2024 KSA performance levels reported, 38% scored at the proficient or distinguished level in math, and 45% scored at the proficient or distinguished level in reading.

Programs serving students in grades K-3 were required to implement a reading initiative to support students' reading progress in those grade levels. In the 72 programs that participated in the K-3 reading initiative, 77% of students in K-3 met a reading benchmark set by their school.

Behavioral Outcomes

The GPRA measures require two consecutive years of data on school day attendance rates and in-school suspensions for all participants in grades 1-12 to assess growth in these areas. Among the elementary students with school day attendance rates reported who had a 2022-2023 school day attendance rate below 90%, 76% improved their attendance rate in 2023-2024. Among the middle/high school students with school day attendance rates reported who had a 2022-2023 school day attendance rate below 90%, 60% improved their attendance rate in 2023-2024. For in-school suspensions, among elementary students AND middle/high school students who had any in-school suspensions in 2022-2023, 71% had fewer in 2023-2024.

Self-Reported Benefits of Attending 21st CCLC Programs

Student perceptions of Kentucky 21st CCLC programming were gathered through student surveys in the spring semester. When asked why they attended afterschool programs, over half (57%) of the elementary students reported that the activities were fun. Close to half also reported that they attend to be with their friends and that they could learn and try new things. Around half (56%) of middle/high school students reported that they attended afterschool programs to be with their friends, and to participate in certain activities (46%). Finally, over a third (40%) of middle/high school students reported that they attended afterschool programs to work on homework or receive tutoring.

Students also reported numerous benefits to participation. Over half of elementary students reported that the afterschool program helped them make new friends, get better grades, and finish their homework. Most middle/high school students reported that the programs helped them spend time with/make new friends, find something to do after school, or experience new or interesting things. Over half of elementary students and middle/high school students reported that had they not attended the afterschool programs, time after school would have been spent watching television or playing video games. In addition, more than 90% of middle/high school students agreed that program staff challenged them to do their best and listened to what they had to say.

Student Improvements Reported in Teacher/Program Staff Surveys

Teachers and program staff (for summer programming) completed surveys regarding areas in which students needed to improve, and whether students improved in those areas. Teachers/program staff reported that among the elementary students that needed to improve, between 72% and 81% of them improved to some degree in: participating in learning activities, being motivated to learn, being attentive during learning activities, and volunteering. Among the high school students that needed to improve, roughly 75%-78% of them improved to some degree in the same areas, excluding volunteering which saw a 67% improvement. These data inform the reporting on GPRA #5; according to the teacher/program staff surveys, 85% of both elementary and middle/high school students either improved or did not need to improve on their engagement in learning during the 2024 APR year.

Program Characteristics

Across the 163 program sites in the 2024 APR year, the average number of days of summer programming was 16, and the average number of days of school year programming was 130. Statewide,

3,261 parents/guardians/family members attended 21st CCLC activities, for an average of 20 per site, and 1,242 community partners were reported, for an average of 8 per site. Most program staff were paid school day teachers, with an average of 7 per site.

Activity Types Offered

Program staff at each program were asked about the activities they offered. Programs had several categories of activities available, including academic activities, transition readiness activities, enrichment activities, adult skill-building activities, family engagement activities, and character education activities. Of these categories, the activities that were most commonly offered were STEM (99%); homework help (98%); health & nutrition (94%); life skills, gardening, & crafts (91%); fitness (91%); literacy (87%); and visual arts (81%).

Programs also were asked to report on the types of virtual/remote support and activities they provided during the 2024 APR year. Of 163 sites, 29% reported that they offered virtual homework help or tutoring, 28% offered virtual academic enrichment activities, and 22% offered other virtual enrichment activities such as art, gardening, physical activity, etc.

Appendix B: Data Notes

DATA NOTES:
A statewide dataset including student outcomes was provided to CEPR by KDE. The data request was submitted by CEPR on July 11, 2024, and CEPR received the initial dataset from KDE on August 27, 2024. A request for corrected data was submitted to KDE on August 23, 2024, and CEPR received a corrected dataset on August 27, 2024. A request for 2023 and 2024 KSA performance levels was submitted to KDE on September 2, 2024, and CEPR received these data on October 4, 2024. Additional analysis resulted in a request for a corrected dataset (for KSA data), which was provided by KDE on November 19, 2024.

A statewide dataset including student participation and teacher/program staff survey results was provided to CEPR by Cayen Systems. The first request was made on August 19, 2024, and data were received on August 27, 2024.

In some cases, percentages round to 0 (e.g., 1 out of 300).

Students with unknown grade level or at-risk demographic category specifications are included in the analysis. For example, in the TransACT/Cayen system, grantees may select "unknown" as a designation in these categories.

Example Comparison of "Regularly Attending" due to Federal Change from Counting Days to Counting Hours

Changes to federal APR data reporting now require tracking of attendance in number of hours instead of number of days attended. Federal APR data requirements also no longer limit reporting of data to participants deemed as "regularly attending." Recognizing that some states or programs may wish to still identify students as "regularly attending," federal guidance translates the former threshold of 30 or more days of attendance to 90 or more hours of attendance, and we use 90+ hours of attendance during the APR year (summer and school year) to denote regular attendance throughout this report. However, comparisons between the new 90 or more hours as regular attendance and the former 30 or more days are not necessarily valid – i.e., direct comparisons of "regularly attending" participants from years prior to 2021-2022 should not be made. The example below illustrates how 30 or more days does not necessarily equate to 90 or more hours.

EXAMPLE

Imagine an afterschool program with 10 student participants in the 2024 APR year where each day of programming was 3 hours long. The table below summarizes the students' total hours and total days of attendance in the 2024 APR year. An * denotes students considered as "regularly attending" by the 90 or more hours threshold while a + denotes students considered "regularly attending" by the former 30 or more days threshold.

Student	Total Hours	Total Days	Regularly Attending	Student	Total Hours	Total Days	Regularly Attending
Student A	300	100	* +	Student F	60	60	+
Student B	84	28		Student G	92	40	* +
Student C	75	25		Student H	57	35	+
Student D	120	34	* +	Student I	20	20	
Student E	40	20		Student J	100	36	* +

By the former 30 or more days threshold, 6 students are "regularly attending" this program and by the new 90 or more hours threshold 4 students are "regularly attending." This occurs because some students do not attend the full 3 hours of programming each day they attend (like Student A). For instance, Student F only attends the program for Homework Help and then is picked up early by their parent, so they easily attended more than 30 days but did not attend 90 or more hours. This may be a common occurrence in afterschool programs, particularly high school programs.

Unlike this example, if a program has more than 3 hours of programming per day, the opposite could appear, where a student meets the 90 or more hours without meeting the 30 or more days. For instance, if a program has 3.5 hours of programming per day, a student could attend for 91 hours which would be only 26 full days of programming.

The above examples highlight how caution is needed when comparing regular attendance between the former 30 or more days and the new 90 or more hours thresholds. Despite this, counting hours of attendance will provide programs and KDE with a clearer picture of the impact of programming. For example, take two students who attended 40 days of programming (at a program with 3 hour days) but who are otherwise very similar students. One of these students attends the full programming day, resulting in 120 hours of attendance while the second student attends only the first hour each day, resulting in 40 hours of attendance. If this program has meaningful and impactful activities, then the program and KDE should expect the first student to see more positive impact from their attendance than the second student.

Appendix C: Elementary School Student Survey

Elementary School Student Survey
(for Students in Grades 2-6)

This survey asks questions about the after school program you attend. It is not a test that has right and wrong answers.

1. Which activities do you most like to participate in during the afterschool program? *(Check as many as you want)*

O Reading
O Math
O Science
O Technology/Engineering
O Learning about colleges and jobs
O Art
O Music
O Sports
O Other

2. Why do you go to the after school program? *(Check as many as you want)*

O The activities are fun.
O My friends go.
O I learn and try new things.
O I can participate in sports.
O It helps me do better in school.
O My parents or teacher want me to go.
O There's nothing else to do after school.

3. If you did not go to the after school program, what would you do in the afternoons instead? *(Check as many as you want)*

O Watch TV or play video games.
O Spend time with my friends.
O Spend time alone.
O Play sports.
O Go to another after school program.
O Other.

4. Has the afterschool program helped you do any of the things below? *(Check as many as you want)*

O Finish homework.
O Get better grades.
O Make friends.
O Want to come to school.

Appendix D: Middle/High School Student Survey

Middle/High School Student Survey
(for students in grades 7-12)

This survey asks questions about the after school program you attend. This is not a test that has right and wrong answers. You are being asked to describe yourself and your experiences in the program. Please be as honest as you can. This survey will help to improve the after school program.

1. Why do you go to the after school program? *(check all that apply)*

   O To participate in certain activities.
   O To be with my friends.
   O I learn and experience new things.
   O I attend to work on homework or get tutoring.
   O I like the adults at the after school program.
   O My parents want me to attend.
   O My teachers or other adults encourage me to attend.
   O There's nothing else to do after school.
   O Other.

We would like to ask you about the adults at the after school program. These adults include staff and program leaders as well as other adults you have contact with through the different activities. How much do you agree with each of the following statements?

	Strongly disagree	**Disagree**	**Agree**	**Strongly agree**
2. Staff and program leaders listen to what I have to say.	O	O	O	O
3. Staff and program leaders challenge me to do my best.	O	O	O	O

4. If you did NOT attend the after school program, what would you do in the afternoons instead? (*check all that apply*)

O Watch TV/play video games.
O Go somewhere else with friends.
O Spend time alone.
O Spend time with my family.
O Play sports.
O Go to another after school program.
O Other.

We want to know if participating in the after school program helps you learn different things. How much do you agree or disagree with the following statements?

The after school program has helped me…	**Strongly disagree**	**Disagree**	**Agree**	**Strongly agree**
5. Spend time with or find friends.	O	O	O	O
6. Experience new or interesting things.	O	O	O	O
7. Find something to do afterschool.	O	O	O	O
8. Be better at things I do in the program.	O	O	O	O
9. Get better grades in school.	O	O	O	O
10. Stay out of trouble.	O	O	O	O
11. Get a better sense of what I like and can do.	O	O	O	O
12. Be more creative.	O	O	O	O
13. Enjoy coming to school.	O	O	O	O
14. Build upon things I learn in school.	O	O	O	O
15. Be more involved in school.	O	O	O	O
16. Learn about what I can do in the future (college and/or career options).	O	O	O	O

Appendix E: Teacher/Program Staff Survey Instrument

21st CCLC Teacher Survey Form

Student's Name	Grade	School	Teacher's Name

Heading/Question	Did Not Need to Improve	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline
To what extent has your student changed their behavior in terms of: Participating in learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Volunteering (e.g., for extra credit or more responsibilities)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Attending regularly	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Being motivated to learn	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
To what extent has your student changed their behavior in terms of: Being attentive during learning activities	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

Please return this survey within 7 days to:

THANK YOU FOR YOUR ASSISTANCE IN OUR EVALUATION EFFORTS!