
EVALUATION OF THE
**Kentucky 21st Century Community
Learning Centers Initiative**

2024-2025
STATEWIDE RESULTS

Final Report

February 2026



CENTER FOR
**EVALUATION, POLICY, &
RESEARCH**

1165 East Third Street, Bloomington, Indiana 47405
email: ky21cclc@iu.edu web: cepr.indiana.edu

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.....	15
School Day Attendance Rates and In-school Suspensions.....	17
Grade Point Averages.....	18
Middle/High School Student Survey Results.....	18
Teacher/Program Staff Survey Results.....	21
IV. Kentucky Summative Assessment (KSA) and the K-3 Reading Initiative	23
V. Program Characteristics	27
VI. Activity Types Offered During School Year	28
Appendix A. Executive Summary	32
Program Attendance/Demographics.....	32
Academic Outcomes.....	32
Behavioral Outcomes	33
Self-Reported Benefits of Attending 21 st CCLC Programs	33
Student Improvements Reported in Teacher/Program Staff Surveys	33
Program Characteristics.....	34
Activity Types Offered.....	34
Appendix B: Data Notes	35
Appendix C: Elementary School Student Survey.....	37
Appendix D: Middle/High School Student Survey.....	38
Appendix E: Teacher/Program Staff Survey Instrument.....	40

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 2025 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 2025 Annual Performance Report (APR) year (i.e., summer 2024 and school year 2024-2025), as well as outcome data as required by the GPRA measures for the 2023-2024 and 2024-2025 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 2024 and spring 2025 Kentucky Summative Assessment (KSA) (GRPA #1), GPA for middle/high school students (GPR #2), school day attendance rates (GPR #3), and numbers of in-school suspensions (GPR #4). This report is divided into seven sections: Kentucky statewide data, elementary students, middle and high school students, KSA and K-3 reading initiative results, program characteristics, and an analysis of statewide activity types 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 2024-2025 results is in [Appendix A](#), and additional detail on data and analysis is included in [Appendix B](#).

I. Kentucky Statewide Data

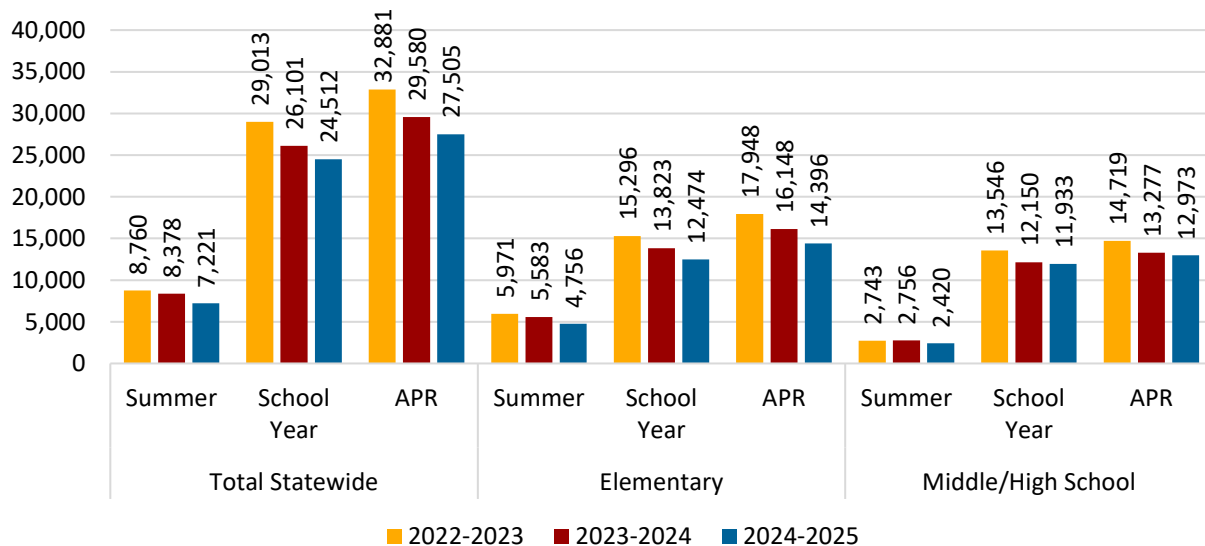
In total, Kentucky 21st CCLC programs served 27,505 students during the 2025 Annual Performance Report (APR) year, defined as summer 2024 and school year 2024-2025, and 7,221 students in summer 2024. During the 2024-2025 school year, 21st CCLC programs served 24,512 students at 169 program sites. Of the 27,505 students who attended in the 2025 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 2022-2023, 2023-2024, and 2024-2025, including totals for summer, school year, and APR year.

Table 1. School year 2024-2025 and 2025 APR year attendance

Attendance by Student Grade Level (ES or MS/HS)	School Year 2024-2025	Summer 2024	APR Year 2025
Total # of students served	24,512	7,221	27,505
# of elementary students	12,474	4,756	14,396
# of middle/high school students	11,933	2,420	12,973
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 (136 students missing a grade level).

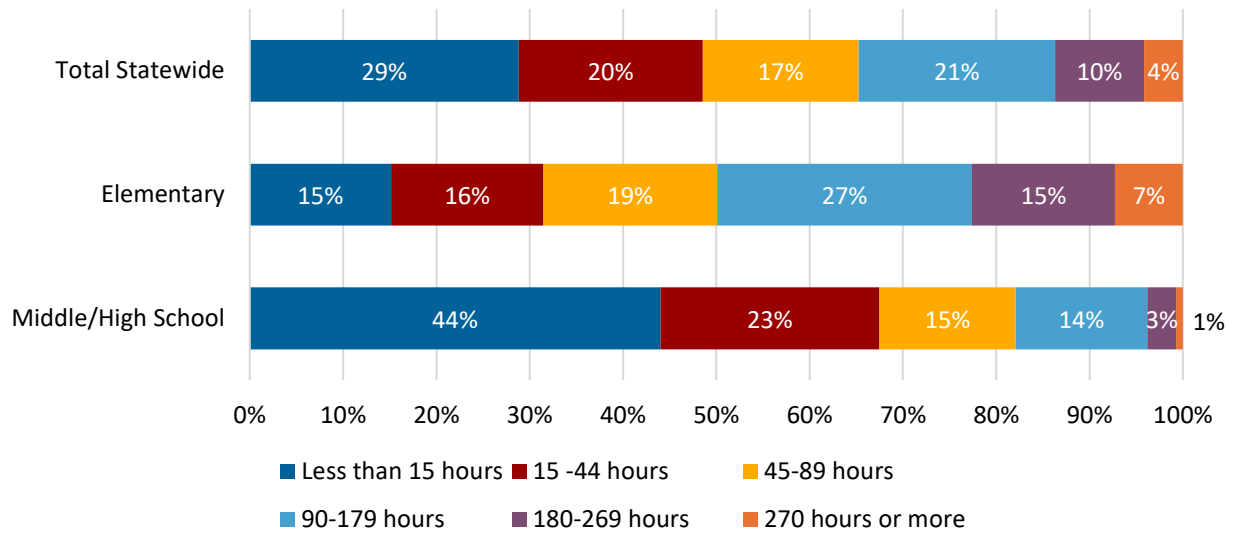
Figure 1. Total program attendance across 2022-2023, 2023-2024, and 2024-2025



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

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 2025 APR year. As indicated here, 35% of all participants attended 90 or more hours, 50% of elementary participants attended 90+ hours, and 18% of middle/high school participants attended 90 or more hours of programming during the 2025 APR year.

Figure 2. Total program attendance by hour bands in the 2025 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, 14,396 elementary students attended 21st CCLC programs for at least one hour of programming during the 2025 APR year, while 12,474 elementary students attended at least one hour of programming during the 2024-2025 school year.² In sum, 4,756 elementary students attended summer 2024 programs, of those students, 2,834 students attended both the summer and school year programs, and 1,922 attended summer programs only.

A total of 7,185 elementary students were regular attendees, meaning that they attended 21st CCLC programs for 90 or more hours during the 2025 APR year, which amounts to 50% of the total number of elementary students. Table 2 provides a breakdown of statewide elementary student attendance.

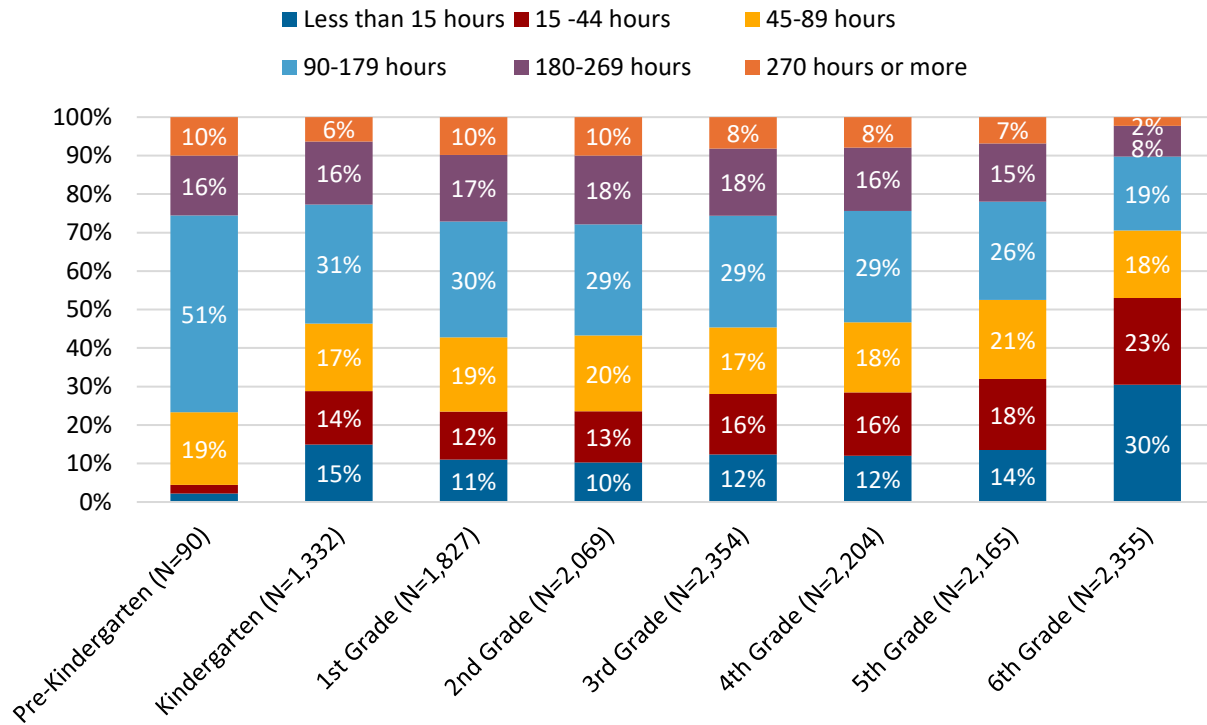
Table 2. Elementary student attendance

Elementary Student Attendance	
# of elementary students served in the 2025 APR year	14,396
# of elementary students served in the 2024-2025 school year	12,474
# of elementary students that attended summer programs in 2024	4,756
# of elementary students that attended both summer 2024 and 2024-2025 school year programs	2,834
# of elementary students that attended 2024 summer programs only	1,922
# of elementary students with 90+ hours of attendance during the 2025 APR year	7,185
% of elementary students with 90+ hours of attendance during the 2025 APR year	50%

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 2025 APR year. As shown in the figure, the grade levels with the highest percentages of students who attended regularly (90+ hours) were Pre-K (77%) and 1st and 2nd grades (57% each). Figure 3 also depicts the total attendance for students in each elementary grade level; in the 2025 APR year, 3rd and 6th graders constituted the greatest number of elementary level attendees, 2,354 and 2,355, respectively.

² There was some duplication between the number of students participating during the 2024-2025 school year and the students participating in the summer of 2024—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 2025 APR year



Demographic Information

Table 3 displays the demographic characteristics of elementary students who attended in the 2025 APR year. There were slightly more female than male students, and most students were white or Caucasian.

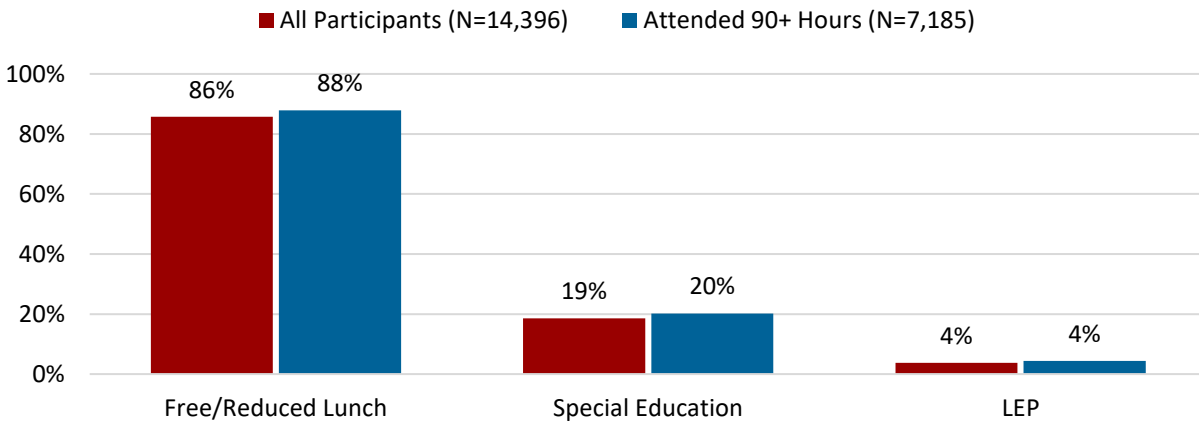
Table 3. Elementary participant characteristics: gender and race/ethnicity (N=14,396)

Gender	All elementary participants	Regular attendees (90+ hours)
Male	48%	47%
Female	52%	53%

Race/Ethnicity	All elementary participants	Regular attendees (90+ hours)
White or Caucasian	78%	74%
Black or African American	8%	10%
Hispanic or Latino	6%	6%
Multi-Racial	6%	7%
Other/Unknown	1%	1%
Asian	1%	1%
American Indian/Alaskan Native	<1%	<1%
Native Hawaiian or Other Pacific Islander	<1%	<1%

During the 2024-2025 APR year, 88% of regularly attending (90+ hours) elementary students qualified for free or reduced-price lunch, 20% of regularly attending elementary students qualified for special education services and 4% were designated as limited English proficient (LEP) (see Figure 4).

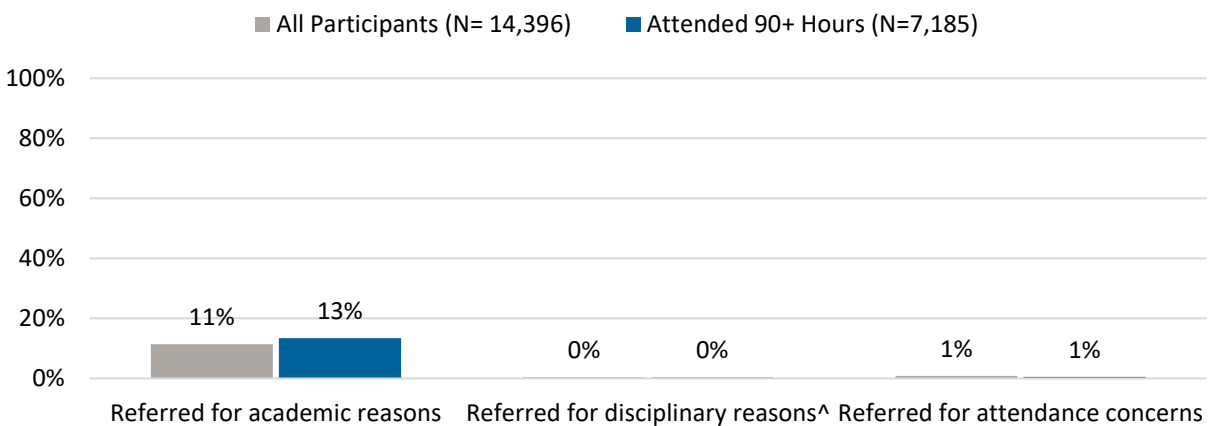
Figure 4. Eligibility for free/reduced lunch, special education services, and limited English proficiency among elementary student attendees during the 2025 APR year



At-risk Students

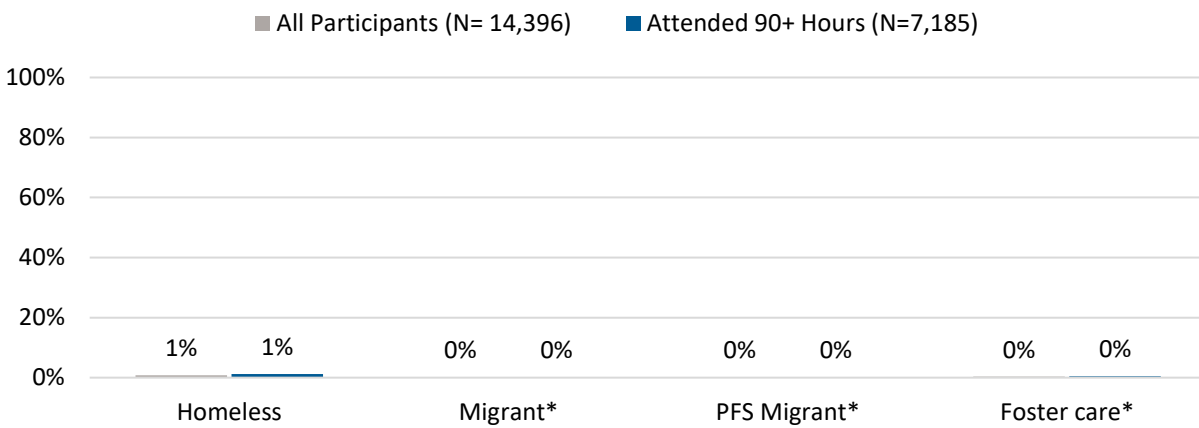
Program staff are asked to record data on attendees in certain “at-risk” categories, including reasons for referral to the afterschool program (academic, disciplinary, or attendance concerns), homelessness, migrant or priority-for-service (PFS) migrant status, or foster care status. Across all elementary and middle or high school sites statewide, 62% 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 2025 APR year



Note. ^Referred for disciplinary reasons <1%

Figure 6. At-risk classifications for elementary students in the 2025 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 2023-2024 and 2024-2025 school day attendance rates for 92% of all elementary student participants and 2023-2024 and 2024-2025 in-school suspensions for 97% 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 2023-2024 attendance rate below 90% and those who improved their 2023-2024 school day attendance from below 90% to a higher percentage in 2024-2025. As shown, 18% of elementary student participants had a 2023-2024 school day attendance rate below 90%, and of those, 80% improved their school day attendance rate in 2024-2025.

Figure 7. Elementary participant school day attendance rates and growth from 2023-2024 to 2024-2025

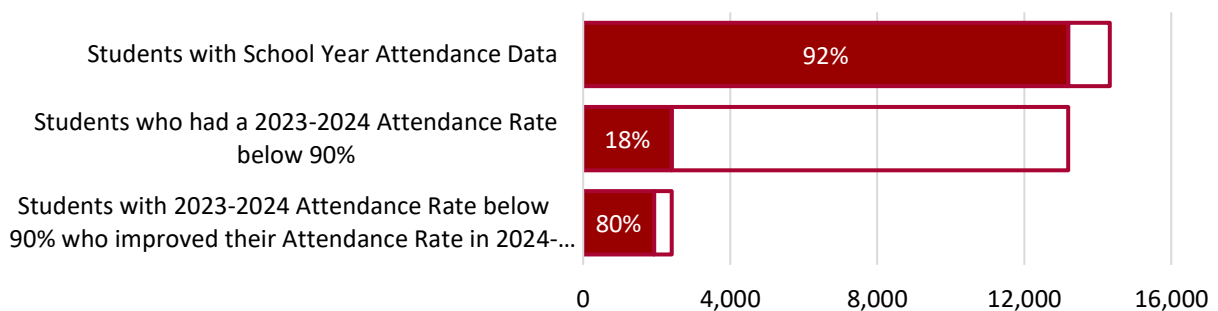
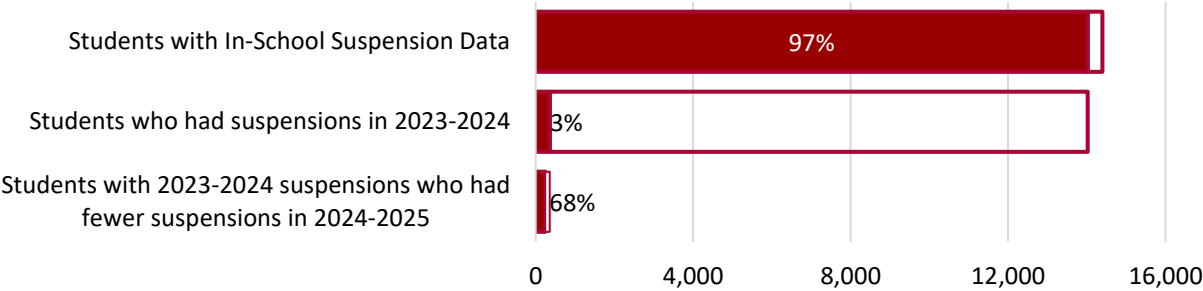


Figure 8 illustrates the numbers and percentages of elementary student participants with in-school suspension data, those who had one or more in-school suspensions in 2023-2024, and those who had fewer in-school suspensions in 2024-2025. As shown, 3% of all elementary participants during the

³ Please note that analyses include only students for whom both 2023-2024 and 2024-2025 data were provided.

2025 APR year had any in-school suspensions in 2023-2024, and of those, 68% had fewer in-school suspensions in 2024-2025.

Figure 8. Elementary participant in-school suspensions and improvement from 2023-2024 to 2024-2025



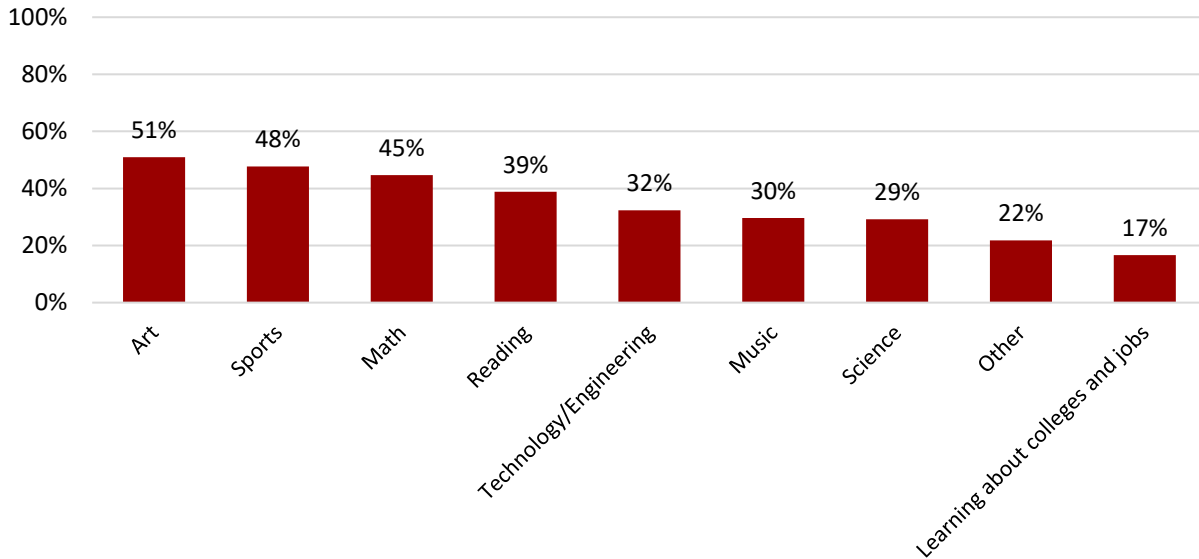
Elementary Student Survey Results

Student surveys were completed by 3,408 students in grades two through six at 86 sites (see [Appendix C](#)). Site staff distributed the surveys to all students in attendance on a day of their choosing during the spring 2025 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 22% and 17% of students selected, respectively. Art and sports were the most popular activities, at 51% and 48%, respectively. See Figure 9 for remaining survey options.

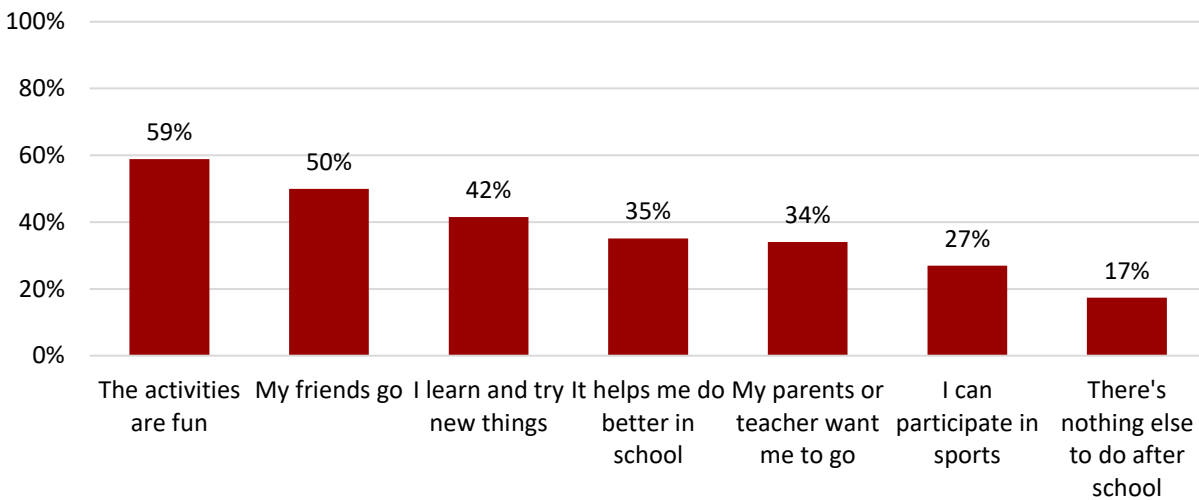
Figure 9. Elementary student responses to which activities they most like to participate in during the afterschool program (N=3,408)



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 (59%) 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 (50%), they got to learn and try new things (42%), it helped them do better in school (35%), their parents or teachers wanted them to go (34%), they could participate in sports (27%), and there was nothing else to do after school (17%).

Figure 10. Elementary students' motivations for attending the programs (N=3,408)

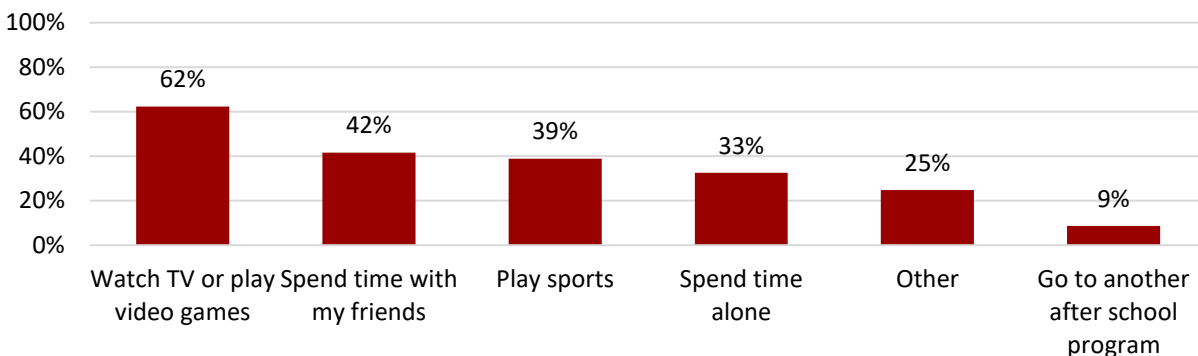


Alternative Activities to the Afterschool Program

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 (62%). One-third or more of students said that they would spend time with their friends (42%), play sports (39%), or spend time alone (33%). One quarter reported that they would engage in an activity categorized as “other” (25%). Among the options provided, the smallest percentage of students (9%) stated that they would go to another after school program.

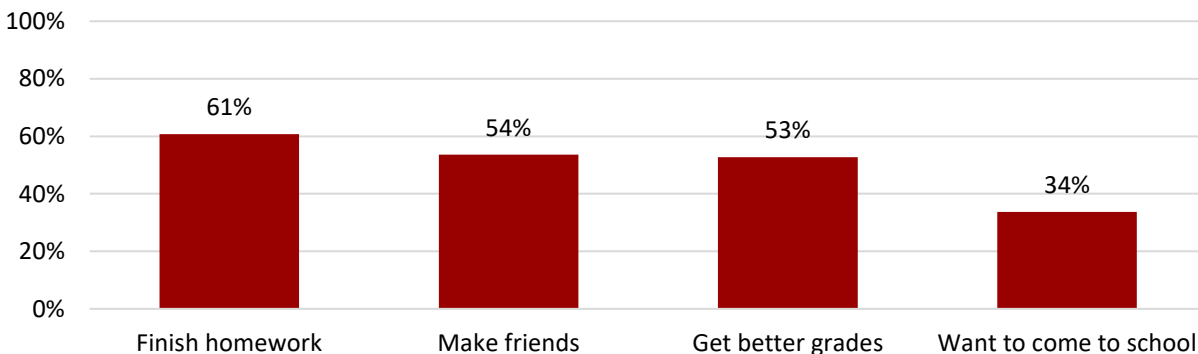
Figure 11. Alternative activities in which elementary students indicated they would engage in if they did not attend afterschool program (N=3,408)



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 in their ability to finish homework (61%), make friends (54%), or get better grades (53%). Over one-third of elementary students (34%) 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=3,408)



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

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

measures, as well as other changes in students’ classroom behaviors. A total of 12,379 surveys were collected, representing 86% of all elementary student participants during the 2025 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 (83%), being motivated to learn (80%), and being attentive during learning activities (80%). Nearly two-thirds 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 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	10,198	3%	15%	83%
Volunteering (extra credit or more responsibilities)	10,099	2%	23%	75%
Attending regularly	8,689	6%	30%	64%
Being attentive during learning activities	10,475	4%	16%	80%
Being motivated to learn	10,328	3%	17%	80%

Between 42% and 54% 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 (54%) or being motivated to learn (51%).

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

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.

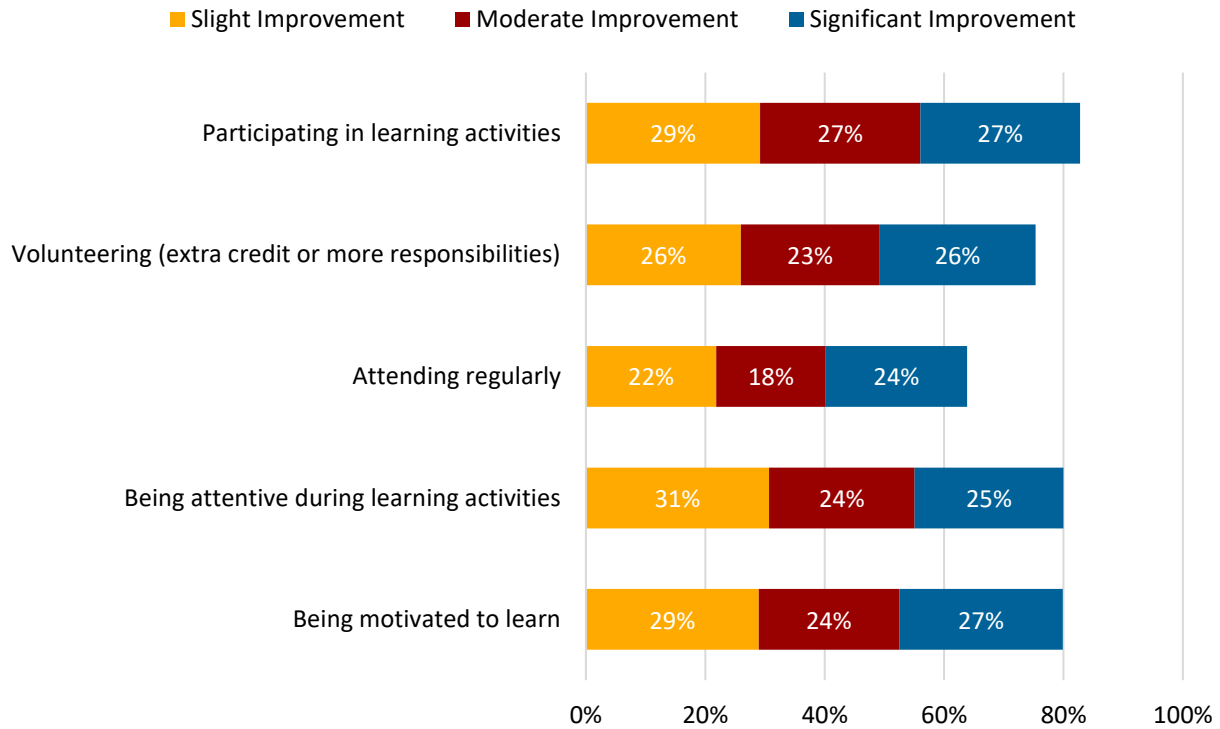
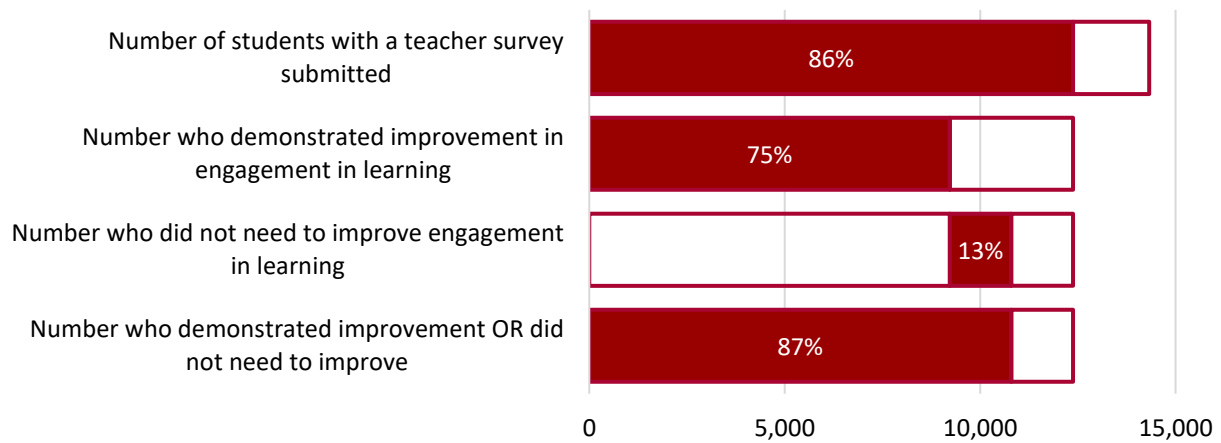


Figure 14 shows the numbers and percentages of participants who demonstrated growth in engagement in learning in the 2025 APR year and those who did not need to improve engagement in learning. As shown, 75% of participants demonstrated growth in engagement in learning, and an additional 13% were rated by their teachers/program staff as not needing to improve.

Figure 14. Elementary student improvement in engagement in learning in 2025 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, 12,973 middle/high school students attended 21st CCLC programs for at least one hour of programming during the 2025 APR year, while 11,933 students attended at least one hour of programming within the 2024-2025 school year.⁶ In sum, 2,420 middle/high school students attended summer 2024 programs, and of those students, 1,380 attended both the summer and school year programs, while 1,040 attended summer programs only.

Of all the middle/high school students who attended programs during the 2025 APR year, 2,324 students attended programming regularly (for 90 or more hours during the APR year), yielding a statewide regular attendance percentage of 18% within the 2025 APR year. Table 5 provides a breakdown of statewide student attendance of middle/high school students.

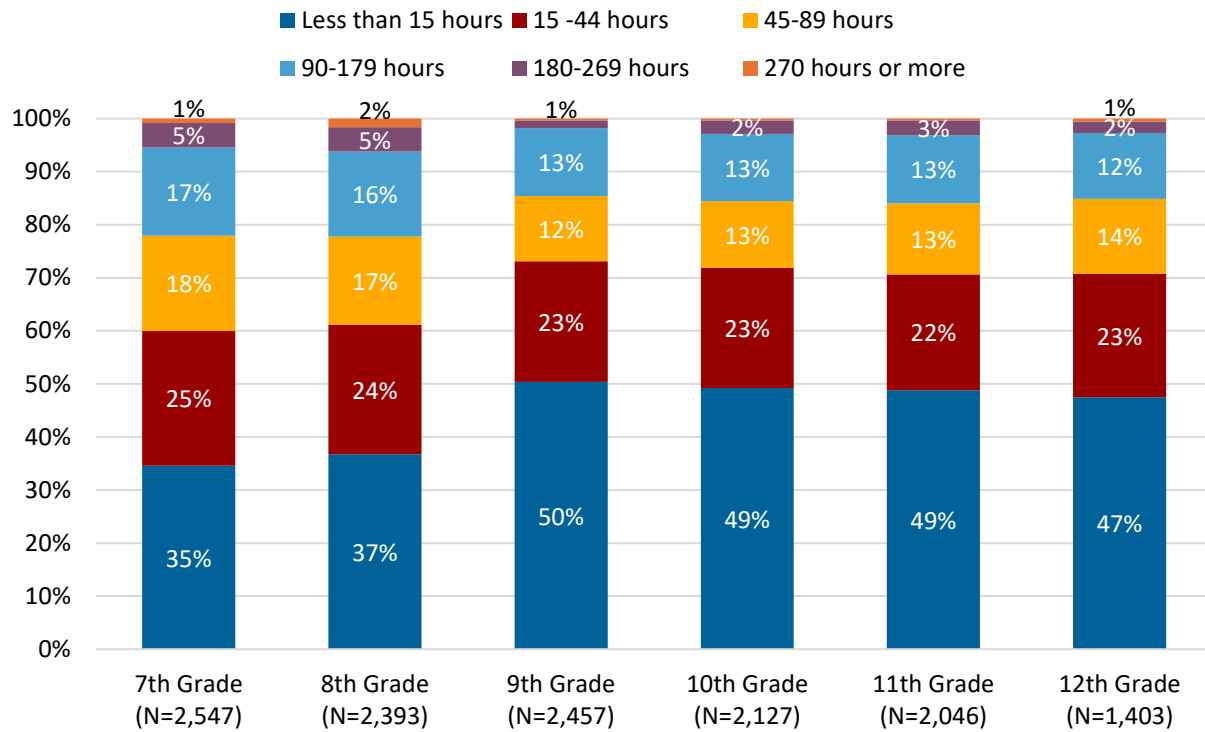
Table 5. Middle/High school attendance

Middle/High School Attendance	
# of middle/high school students served in the 2025 APR year	12,973
# of middle/high school students served in the 2024-2025 school year	11,933
# of middle/high school students that attended summer 2024 programs	2,420
# of middle/high school students that attended both summer 2024 and 2024-2025 school year programs	1,380
# of middle/high school students that attended summer 2024 programs only	1,040
# of middle/high school students with 90+ hours of attendance during the 2025 APR year	2,324
% of middle/high school students with 90+ hours of attendance during the 2025 APR year	18%

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 2025 APR year. As shown in the figure, the grade levels with the highest percentages of students who attended regularly (90+ hours) were 7th and 8th grade (22% each). Figure 15 also depicts the total attendance for students in each middle/high school grade level; in the 2025 APR year, 7th graders constituted the greatest number of middle or high school level attendees, with 2,547.

⁶ There was some duplication between the number of students participating during the 2024-2025 school year and the students participating in the summer of 2024—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. Middle/high school student attendance percentages by grade level and hour band in the 2025 APR year



Demographic Information

Table 6 displays the gender and race/ethnicity of all middle/high school students who attended programs during the 2024-2025 APR year. Most participants were White, and slightly more male than female participants attended regularly (90 or more hours).

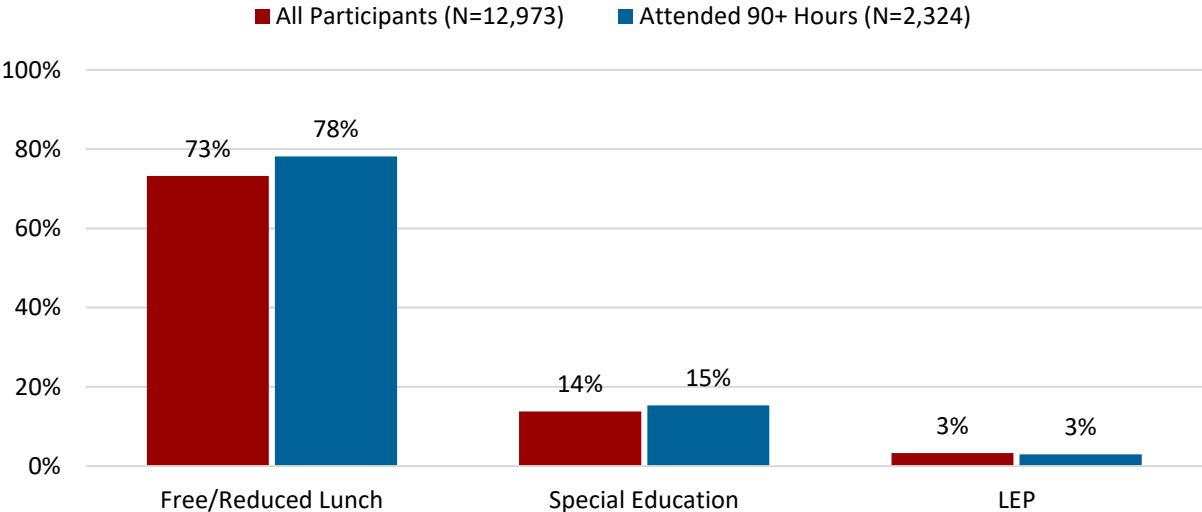
Table 6. Middle/high school participant characteristics: gender and race/ethnicity (N=12,973)

Gender	All middle/high school participants	Regular attendees (90+ hours)
Male	52%	52%
Female	48%	48%

Race/Ethnicity	All middle/high school participants	Regular attendees (90+ hours)
White or Caucasian	83%	83%
Black or African American	6%	5%
Hispanic or Latino	6%	6%
Multiracial	4%	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 2024-2025 APR year, 73% of middle/high school students were eligible for free or reduced-price lunch. Additionally, 14% of all attendees in middle/high school were eligible for special education services, and 3% 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 2025 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, 62% 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 2025 APR year

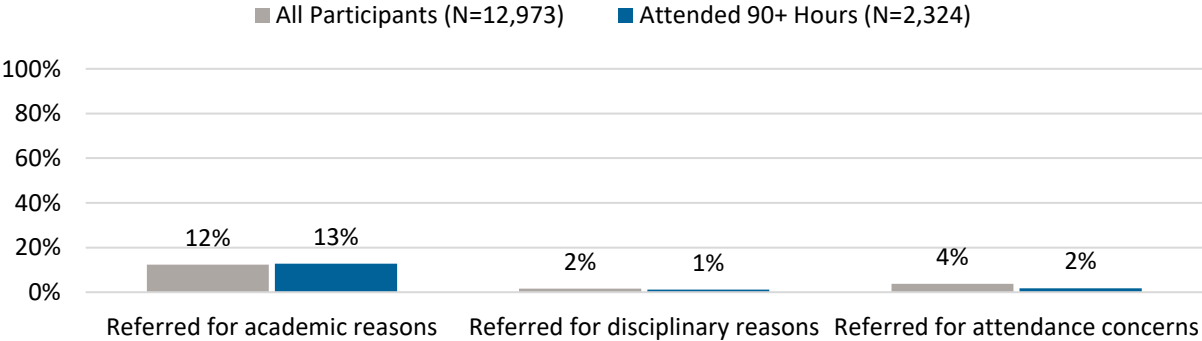
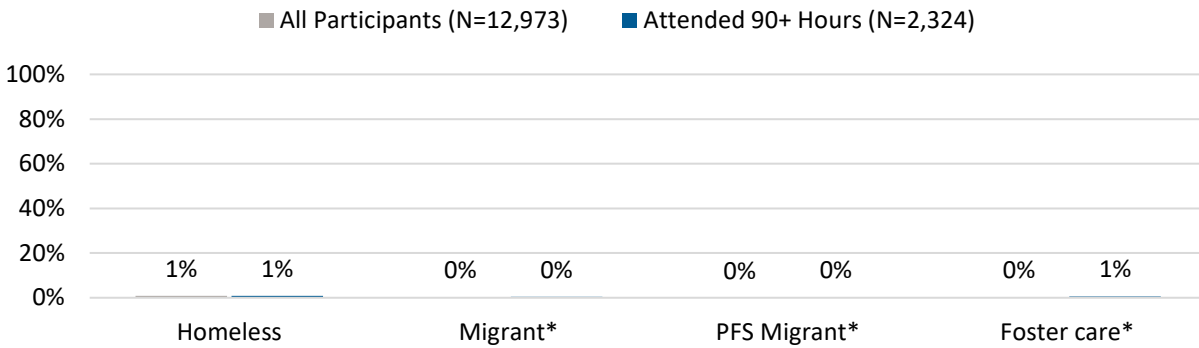


Figure 18. At-risk categories for middle/high school students in the 2025 APR year



Note. *Migrant, 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 2023-2024 and 2024-2025 school day attendance rates for 95% of all middle/high school student participants and 2023-2024 and 2024-2025 in-school suspensions for 98% 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 2023-2024 attendance rate below 90%, and those who improved their 2023-2024 school day attendance from below 90% to a higher percentage in 2024-2025. As shown, 23% of middle/high school student participants had a 2023-2024 school day attendance rate below 90%, and of those, 64% improved their school day attendance rate in 2024-2025.

Figure 19. Middle/high school participant school day attendance rates and growth from 2023-2024 and 2024-2025

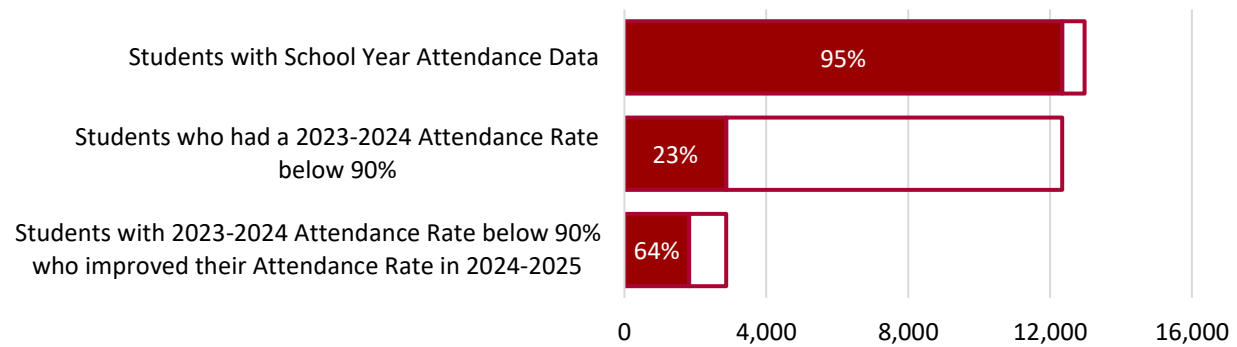
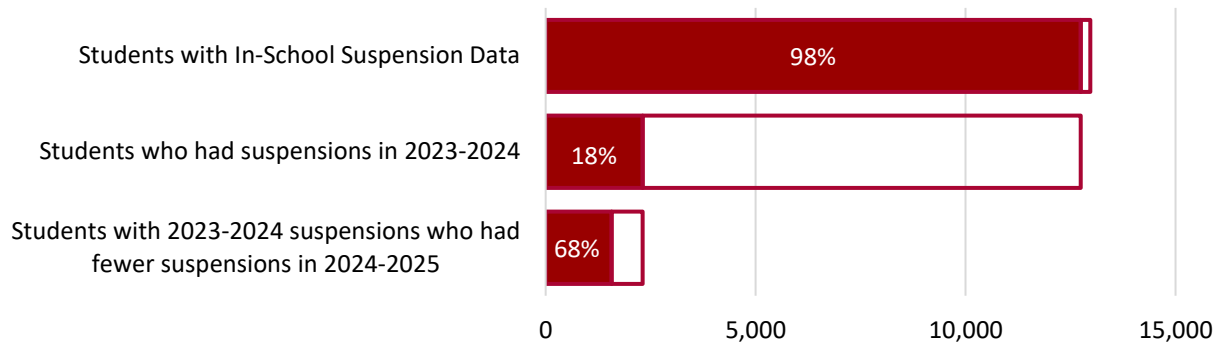


Figure 20 illustrates the numbers and percentages of middle/high school student participants with in-school suspension data, those who had one or more in-school suspensions in 2023-2024, and those who had fewer in-school suspensions in 2024-2025. As shown, 18% of all middle/high school participants during the 2025 APR year had any in-school suspensions in 2023-2024, and of those, 68% had fewer in-school suspensions in 2024-2025.

⁷ Please note that analyses include only students for whom both 2023-2024 and 2024-2025 data were provided.

Figure 20. Middle/high school participant in-school suspensions and improvement from 2023-2024 and 2024-2025

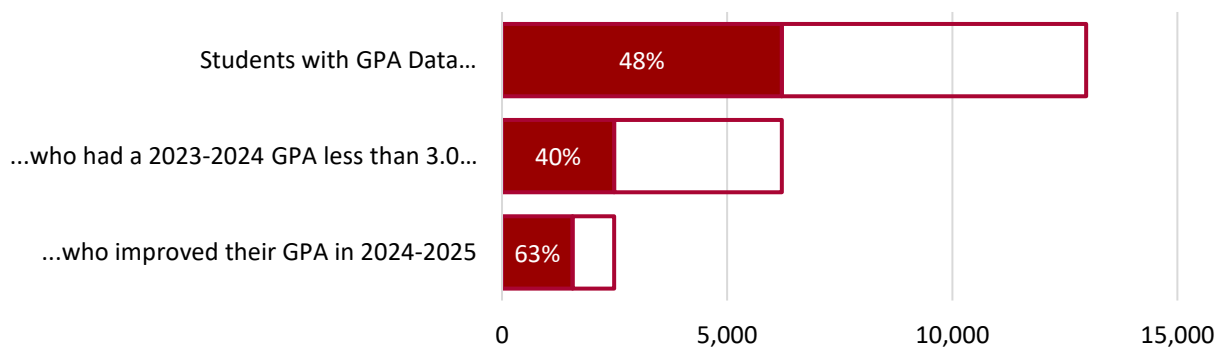


Grade Point Averages

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 2023-2024 and 2024-2025 GPAs for 48% 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 2023-2024 GPA less than 3.0, and those who improved their 2024-2025 GPA from below 3.0. As shown, 40% of middle/high school participants whose GPA data were provided had a 2023-2024 GPA less than 3.0; of those, 63% improved their GPA in 2024-2025.

Figure 21. Middle/high school participant GPA and improvement from 2023-2024 and 2024-2025



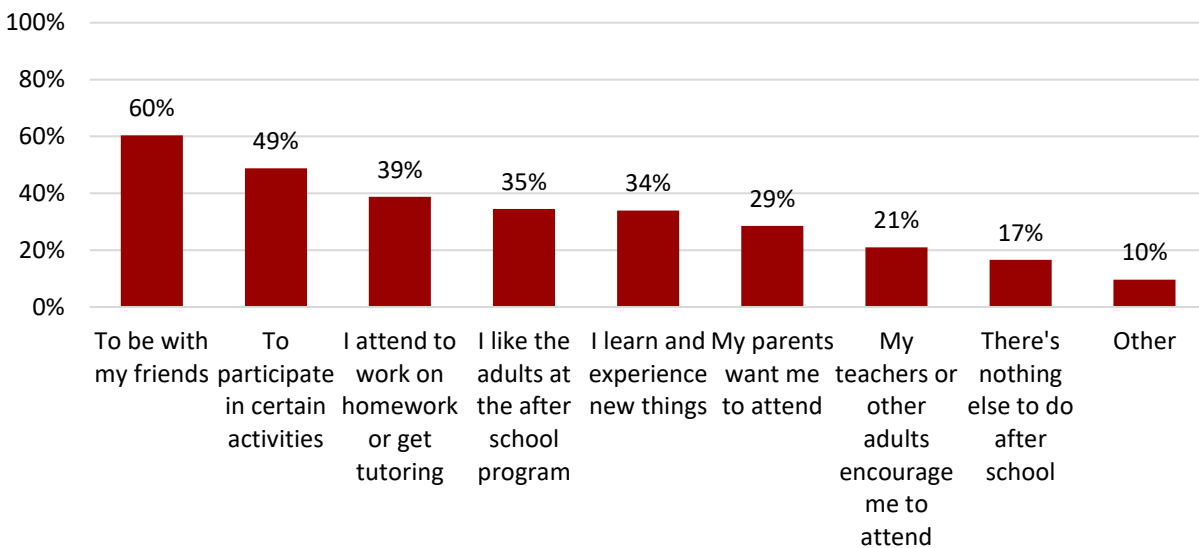
Middle/High School Student Survey Results

Students in grades seven through twelve completed student surveys (see [Appendix D](#)). There were 1,940 students who completed surveys at 53 sites. Site staff distributed the surveys to all students in attendance on a day of their choosing during the spring 2025 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 (60%), to participate in certain activities (49%), or to work on homework or get tutoring (39%). Approximately one quarter or more of students also attended the programs because they like the adults (35%), to learn and experience new things (34%), or because their parents want them to attend (29%). Less than one quarter of students attended because teachers or other adults encouraged them to attend (21%) or because there was nothing else to do (17%). Finally, 10% of students indicated that they attended the program for other reasons.

Figure 22. Middle/high school students' motivations for attending afterschool programs (N=1,940)



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, 94% of students agreed or strongly agreed that program staff and leaders listened to what they had to say and 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=1,940)

Staff and program leaders...	Strongly Disagree	Disagree	Agree	Strongly Agree
Listen to what I have to say	2%	2%	51%	42%
Challenge me to do my best	1%	3%	50%	44%

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 (89% or more) with all the following statements regarding how the afterschool program has helped them: “spend time

with or find new friends,” “experience new or interesting things,” “find something to do after school,” “get a better sense of what I like and can do,” “be better at things I do in the program,” and “get better grades in school.” “Enjoying coming to school” had the lowest overall level of agreement (80%). 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=1,940)

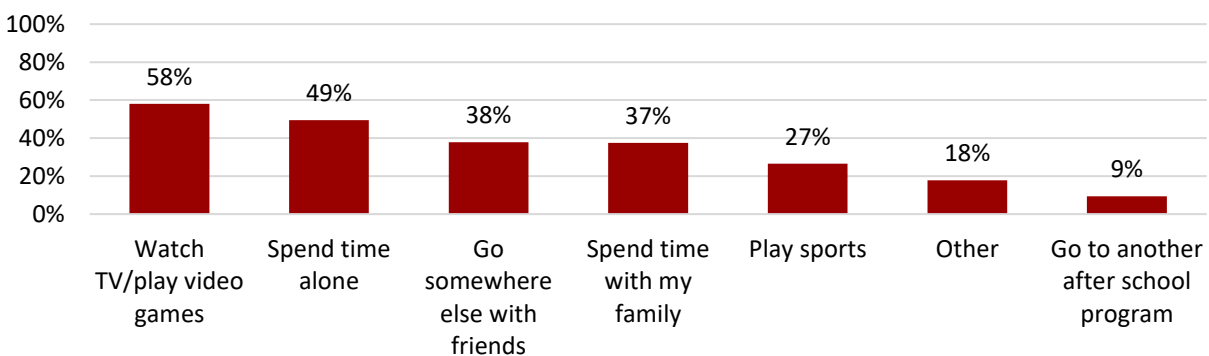
The afterschool program has helped me...	Strongly Disagree	Disagree	Agree	Strongly Agree
Be better at things I do in the program.	2%	7%	56%	33%
Be more creative.	2%	8%	51%	36%
Be more involved in school.	3%	7%	54%	33%
Build upon things I learn in school.	3%	7%	57%	30%
Enjoy coming to school.	7%	10%	49%	31%
Experience new or interesting things.	2%	6%	57%	34%
Find something to do after school.	2%	6%	52%	38%
Get a better sense of what I like and can do.	2%	6%	56%	34%
Get better grades in school.	2%	7%	55%	34%
Learn about what I can do in the future (college and/or career options).	4%	6%	52%	35%
Spend time with or find new friends.	2%	4%	52%	40%
Stay out of trouble.	4%	9%	51%	33%

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 (58%) 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 (49%), go somewhere else with friends (38%), or spend time with their family (37%). Less than one-third said they would play sports (27%) or engage in activities categorized as “other” (18%). Only 9% reported that they would attend another afterschool program.

Figure 23. Middle/high school student responses to alternatives to the afterschool program (N=1,940)



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 11,496 middle/high school students who attended Kentucky 21st CCLC afterschool programs during the 2024-2025 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 2025 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 (82%), being attentive during learning activities (80%), and being motivated to learn (80%). Over two-thirds 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	9,582	4%	14%	82%
Volunteering (extra credit or more responsibilities)	9,332	3%	24%	74%
Attending regularly	8,582	6%	26%	68%
Being attentive during learning activities	9,577	5%	15%	80%
Being motivated to learn	9,544	5%	15%	80%

Between 39% and 48% of middle/high school participants in need of improvement made moderate or significant improvement in each behavior area (Figure 24). Nearly half of middle/high school students made moderate to significant improvement in participating in learning activities (48%), being motivated to learn (46%), or volunteering (extra credit or more responsibilities) (45%).

⁸ Engagement in learning was measured through teacher/program staff survey responses to two questions about the extent to which the student has 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

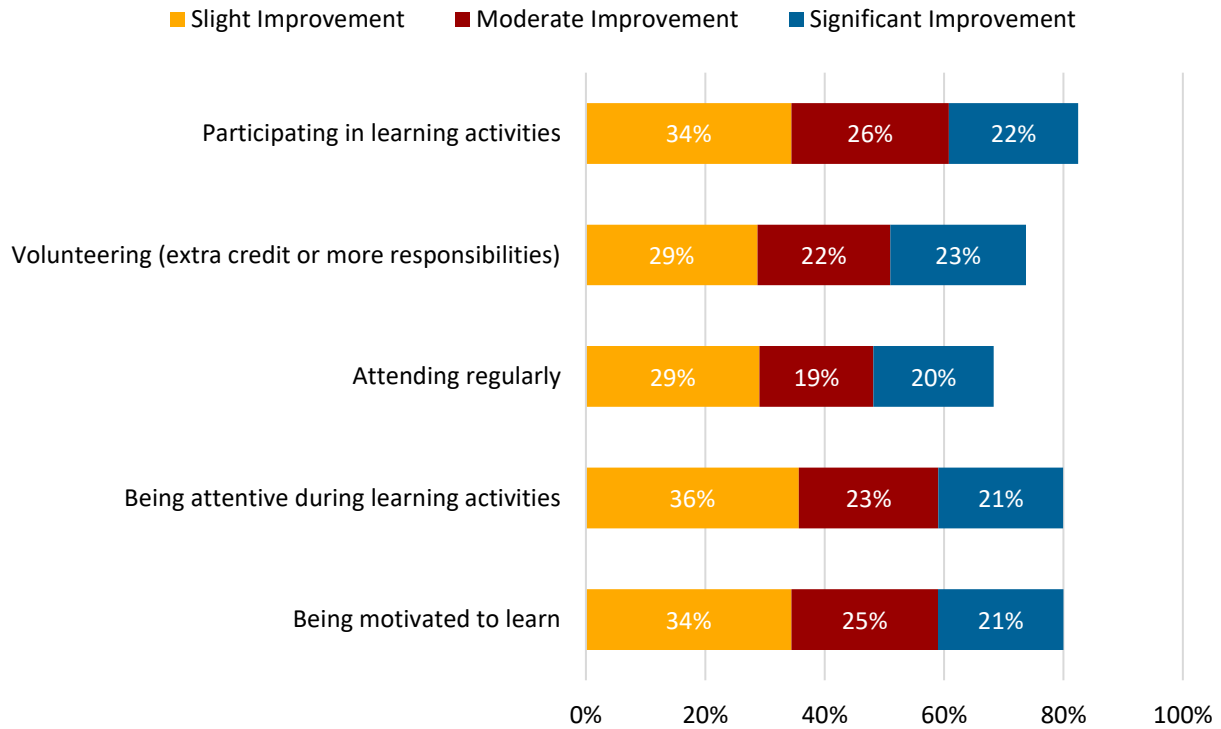
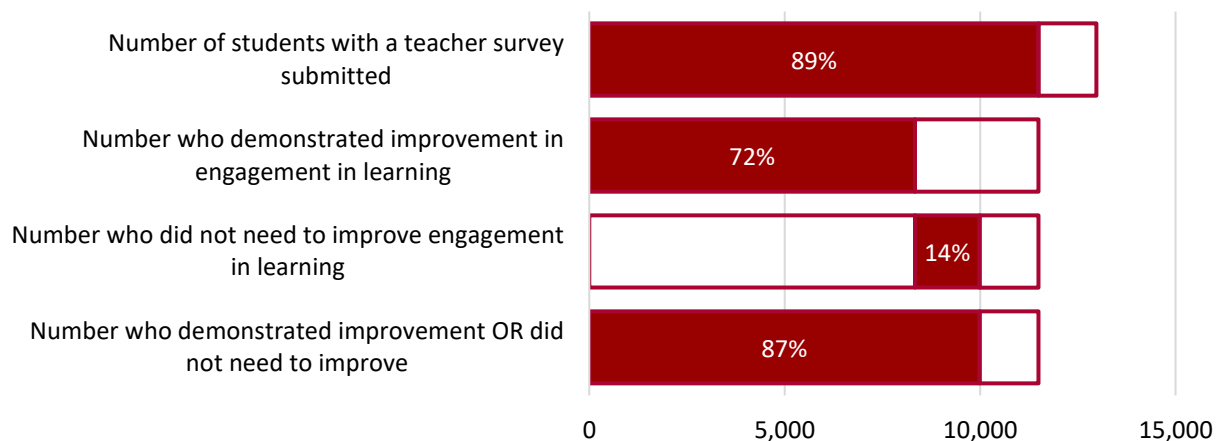


Figure 25 shows the numbers and percentages of participants who demonstrated growth in engagement in learning in the 2025 APR year and those who did not need to improve engagement in learning. As shown, 72% of participants demonstrated growth in engagement in learning, and an additional 14% were rated by their teachers/program staff as not needing to improve.

Figure 25. Middle/high school student improvement in engagement in learning in 2025 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 2024 and 2025 KSA reading and math performance levels for 91% of participants in 4th-8th grades.

Figure 26 shows the percentages of 3rd-8th grade participants with 2025 KSA data who scored within each performance level (i.e., novice, apprentice, proficient, distinguished) on the reading assessment in spring 2025, and Figure 27 depicts these performance levels by grade level. As shown, 47% scored at the proficient or distinguished level, and the highest proportions of students scoring at or above proficient in reading were in the 5th and 6th grades.

Figure 26. KSA Reading Performance Levels, 2025

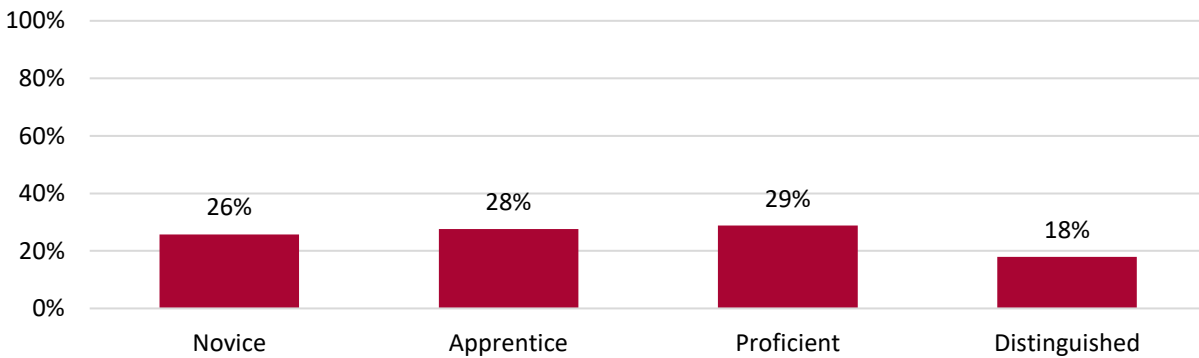


Figure 27. KSA Reading Performance Levels for each grade, 2025

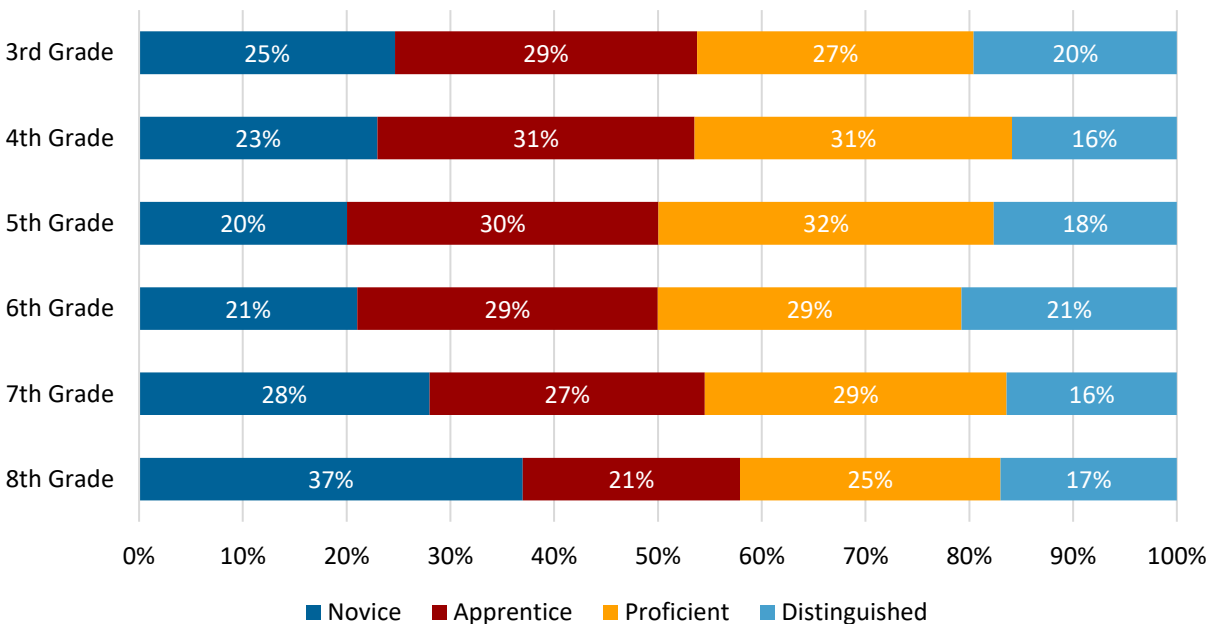


Figure 28 shows the numbers and percentages of 4th-8th grade participants with KSA data in reading, those who demonstrated growth from 2024 to 2025, and those who maintained the highest achievement level across both years.¹⁰ As shown, 24% of 4th-8th grade participants demonstrated growth¹¹ on their KSA reading performance levels from 2024 to 2025, and an additional 10% maintained the highest performance level¹² from one year to the next.

Figure 28. KSA Reading data and growth in performance levels for 4th-8th grade participants from 2024 to 2025

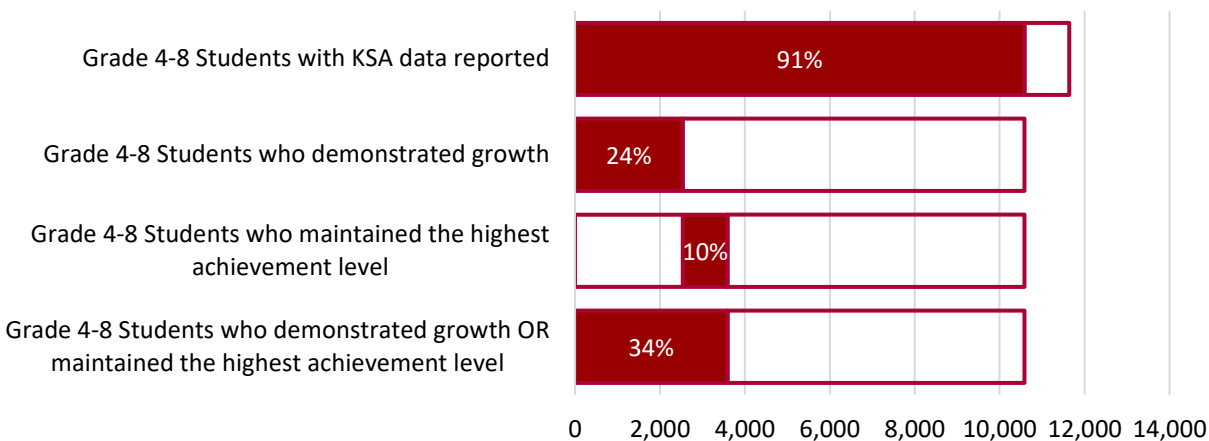
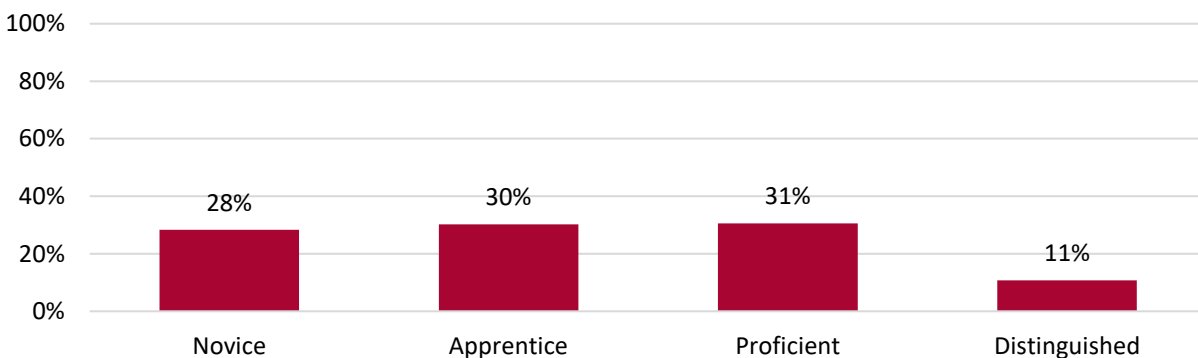


Figure 29 shows that 42% of 21st CCLC attendees in 2024-2025 achieved at the proficient or distinguished level on their KSA math assessment, and Figure 30 depicts these performance levels by grade level, indicating that the highest proportions of students scoring at or above proficient in math were in the 5th grade.

Figure 29. KSA Math Performance Levels, 2025



¹⁰ Please note that 3rd grade students are excluded from KSA growth analysis, because they do not have 2024 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, 2025

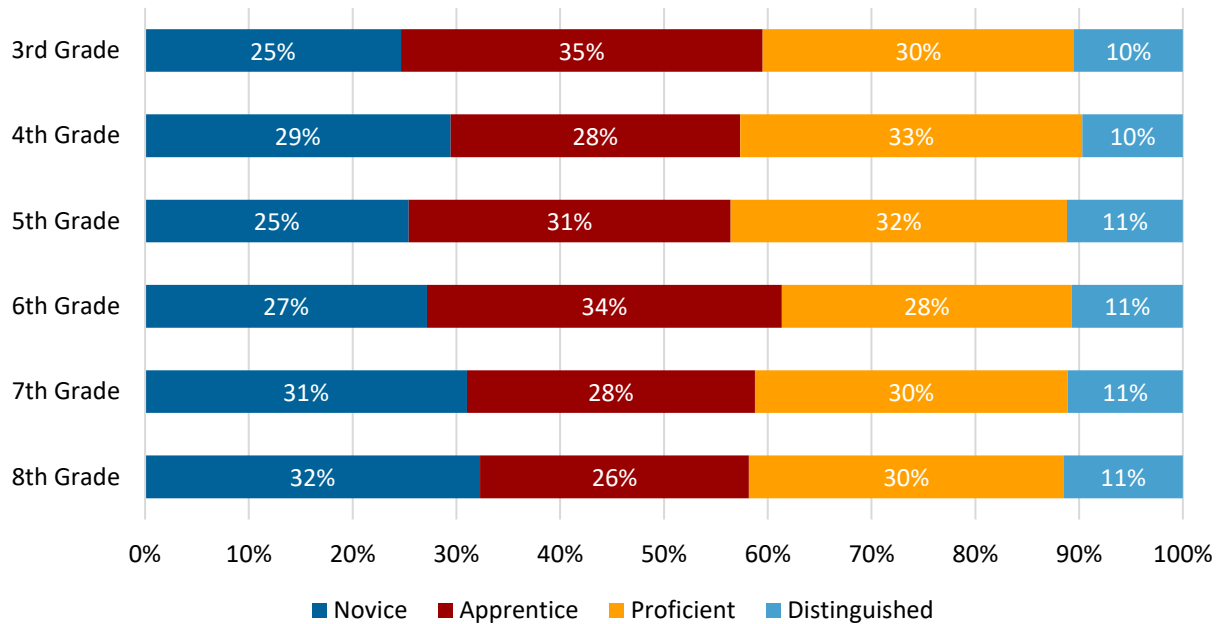
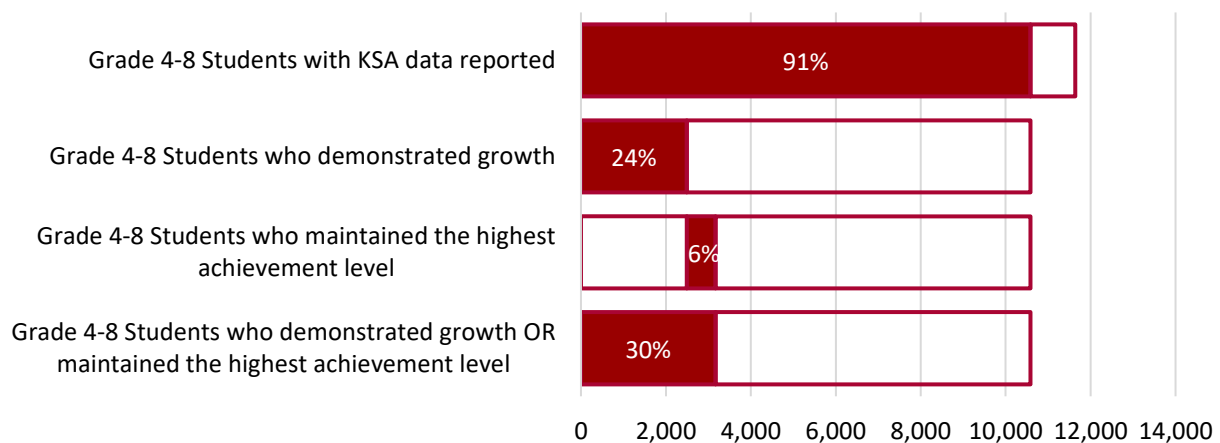


Figure 31 shows the numbers and percentages of 4th-8th grade participants with KSA data in math, those who demonstrated growth from 2024 to 2025, and those who maintained the highest performance level across both years.¹³ As shown, 24% of 4th-8th grade participants demonstrated growth¹⁴ on their KSA math performance levels from 2023 to 2024, and an additional 6% maintained the highest performance level¹⁵ from one year to the next.

Figure 31. KSA Math data and growth in performance levels for 4th-8th grade participants from 2024 to 2025



¹³ Please note that 3rd grade students are excluded from KSA growth analysis, because they do not have 2024 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, nearly three-quarters of students who participated in the K-3 reading initiative (74%) met a reading benchmark determined by program-specific assessments.

Table 9. K-3 Reading Initiative 2024-2025 results

Statewide Results	
# of programs with a K-3 program	72
# of students enrolled in the K-3 reading initiative	3,131
# of K-3 students that met a reading benchmark	2,324
% of K-3 students that met a reading benchmark out of the total enrolled	74%

V. Program Characteristics

This section summarizes program characteristics reported by sites on the 2024-2025 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 15 days for summer 2024 and 122 days for the 2024-2025 school year. The average number of days attended by any student in summer 2024 was four, and it was 40 for the school year. Statewide, a total of 3,782 parents/guardians or family members attended 21st CCLC program activities in 2024-2025, for an average of 22 per site, and there were 1,341 community partners, for an average of eight per site. Across the state, most program staff were paid school day teachers, with an average of six per site. See Table 11 for additional details.

Table 10. 2024-2025 Program Characteristics

Program length	Summer 2024	School Year 2024-2025
Maximum days with recorded program attendance	32	182
Minimum days with recorded program attendance	0	81
Average days with recorded program attendance	15	122
Maximum days attended by any student	24	178
Minimum days attended by any student	0	0
Average days attended by any student	4	40

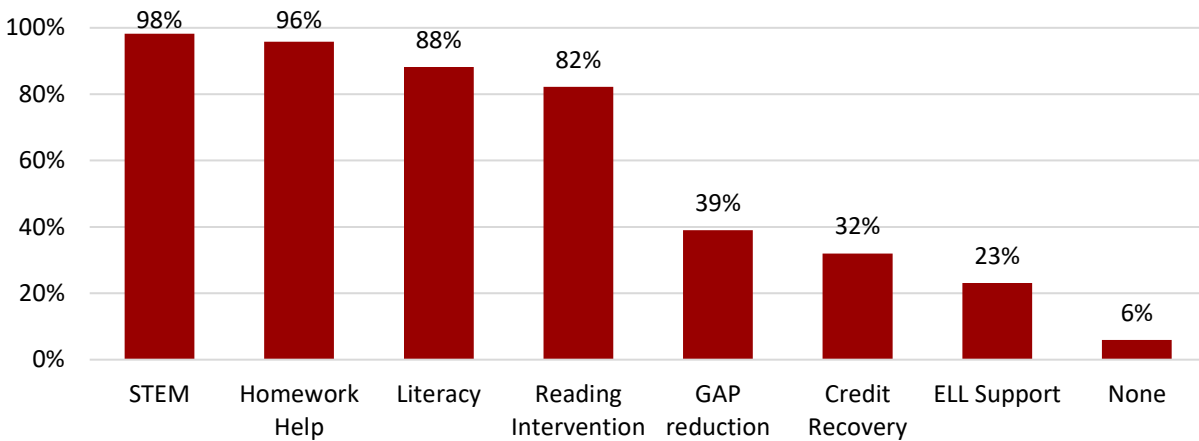
Family member attendance and community partners	Statewide Total	Average per site
Parents/guardians/family members attending activities	3,782	22
Community Partners	1,341	8

Program Staff Types	Statewide Total	Average per site
School day teachers—Paid	1,075	6
School day teachers—Volunteer	170	1
Administrators—Paid	134	1
Administrators--Volunteer	36	0
Other non-teaching school staff—Paid	302	2
Other non-teaching school staff—Volunteer	63	0
College students—Paid	35	0
College students—Volunteer	21	0
High School Students—Paid	70	0
High School Students—Volunteer	19	0
Parents—Paid	4	0
Parents—Volunteer	8	0
Subcontracted staff—Paid	27	0
Subcontracted staff—Volunteer	4	0
Other staff—Paid	43	0
Other staff—Volunteer	19	0

VI. Activity Types Offered During School Year

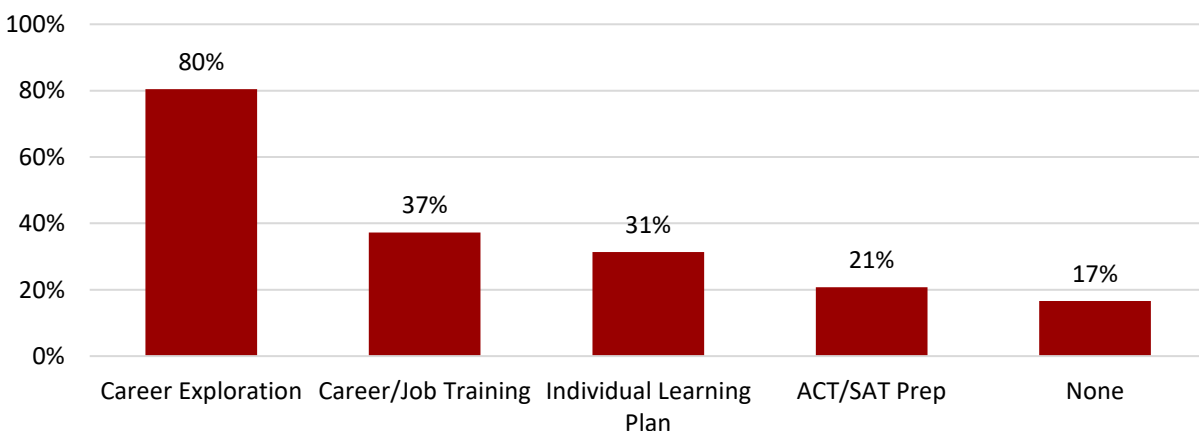
Program staff were asked about the activities they offered on the 2024-2025 KY 21st CCLC Data Verification Form that was administered to grantees. One category of activities was academic activities. As illustrated in Figure 32, nearly all staff members reported that the programs offered science, technology, engineering, and math (STEM) and homework help, 98% and 96% respectively. A majority also reported that their programs offered literacy (88%) and reading intervention activities (82%). Program staff reported that their programs offered GAP reduction at 39% of sites, credit recovery at 32%, and ELL support at 23%. Six percent of the sites 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=169)



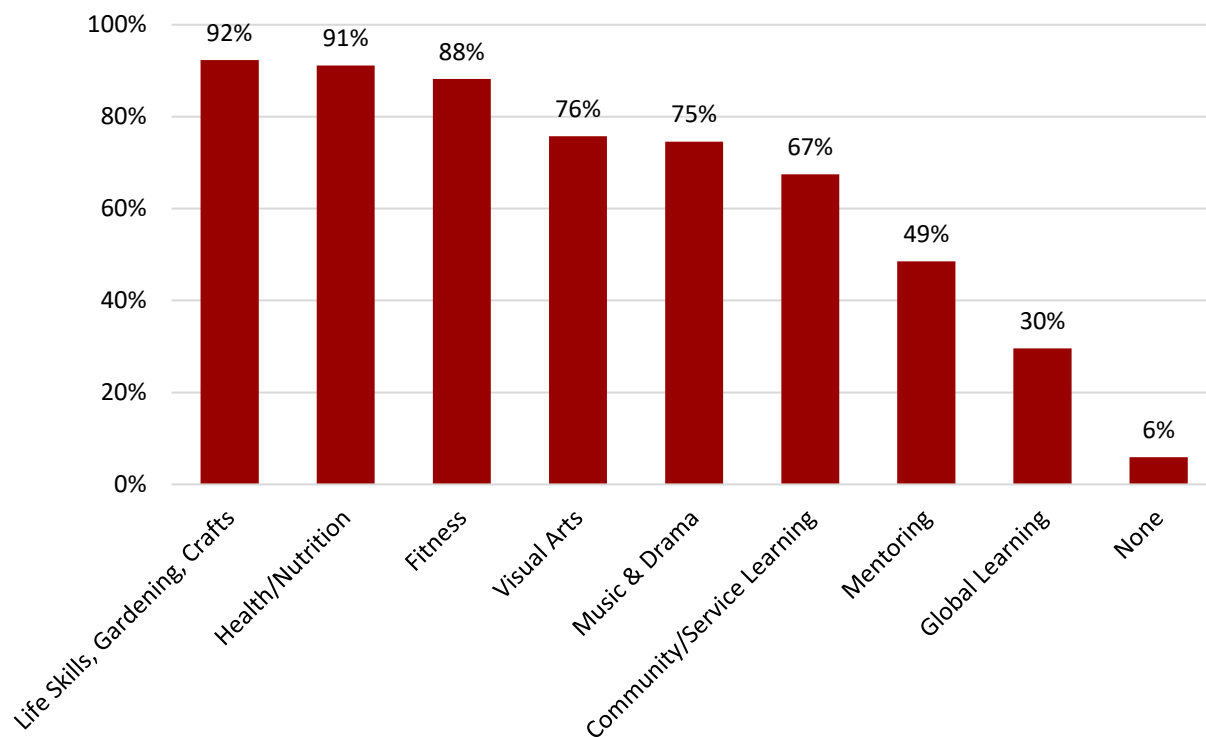
Another category on the form was college and career or transition readiness activities. As shown in Figure 33, over three-quarters of staff members (80%) reported that the programs offered career exploration. Over one-third (37%) reported that the afterschool programs offered career/job training. Less than one-third reported that the programs offered Individual Learning Plans (ILP; 31%) and ACT/SAT prep (21%). Seventeen 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=169)



A third category on the form was enrichment activities. Figure 34 shows that most staff members reported that the programs offered life skills, gardening, and crafts (92%); health and nutrition (91%); fitness (88%); visual arts (76%); and music & drama (75%). Two-thirds of program staff reported that their programs offered community/service learning (67%). Of the responding sites, 49% offered mentoring and 30% offered global learning. Six percent of 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=169)



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 (69%). Over half of afterschool programs offered afterschool program orientation and FAQ's (56%). Less than half of programs offered family STEM or STEAM nights (47%); family math night (40%); communicating with school staff (37%); or literacy/financial literacy (36%). Over one-quarter reported that they offered afterschool student performances (32%); social media/internet safety (31%); healthy relationships (31%); or Infinite Campus tutorial/Parent Portal or Google Classroom (30%). Refer to Figure 35 to view the remaining categories, which were selected by less than 25% of programs.

Figure 35. Percent of afterschool programs that offered each family engagement activity as reported by program staff (N=169)

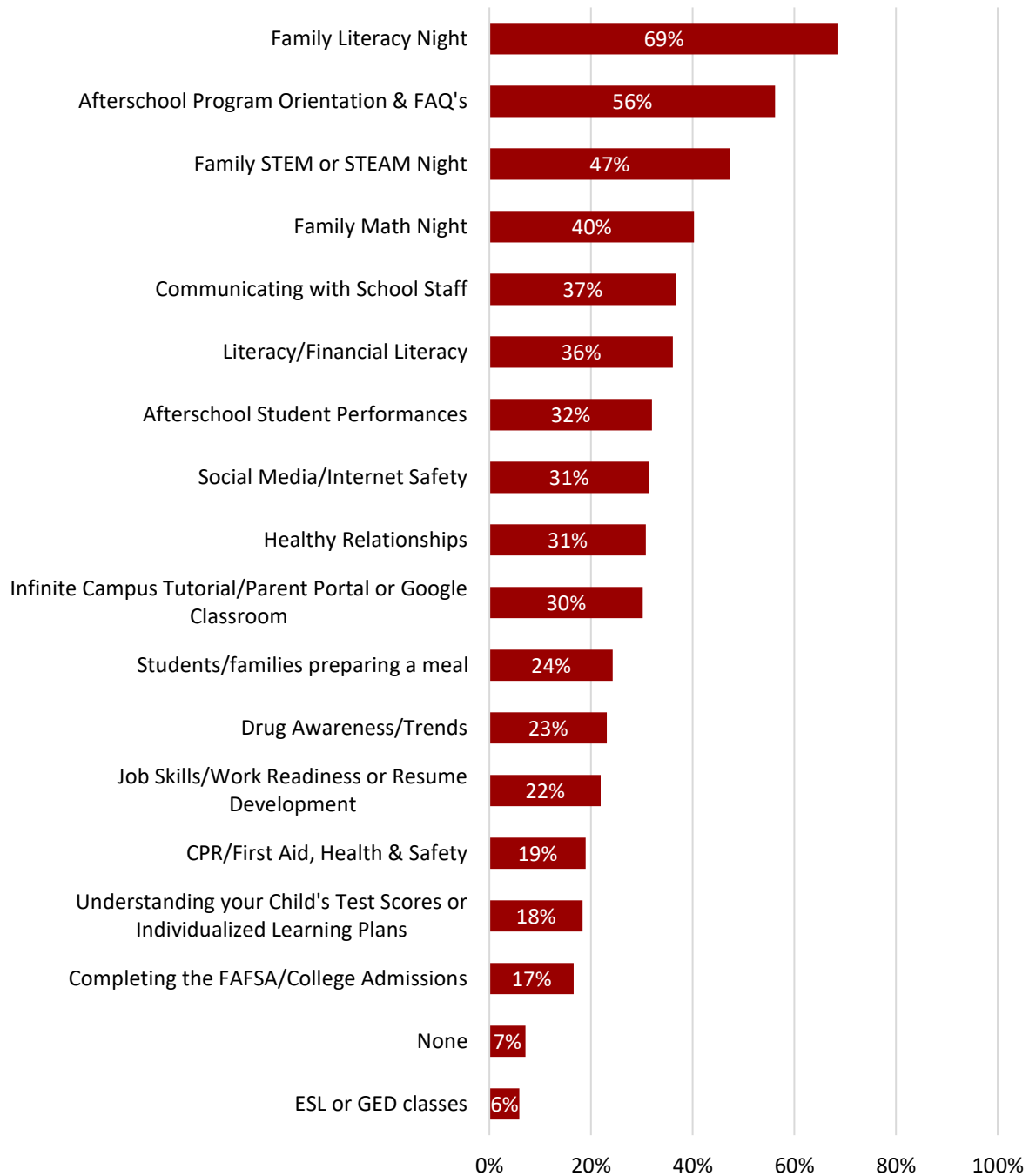
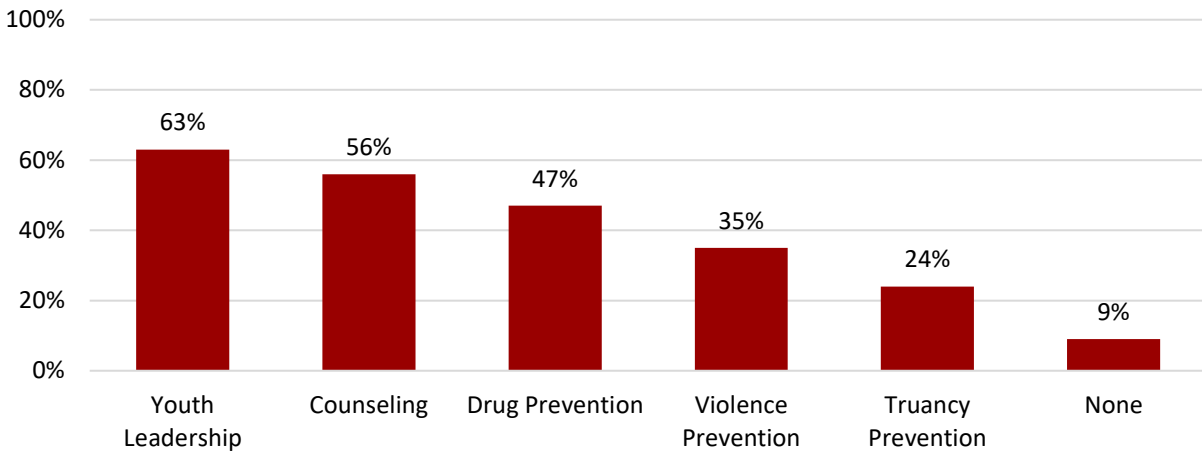


Figure 36 displays the percent of afterschool programs that offered character education activities. Nearly two-thirds of staff members (63%) reported that the programs offered youth leadership. Over half of respondents reported that they offered counseling (56%), and nearly half of respondents reported they offered drug prevention (47%). Thirty-five percent of staff reported that their programs offered violence prevention and 24% offered truancy prevention. Nine 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=169)



Appendix A. Executive Summary

This section presents a summary of the statewide aggregate results for the 2025 APR year, along with discussion of trends and comparisons to previous years' data. In the 2025 APR year, KY 21st CCLC sites served 27,505 students statewide, which represents a 7% decrease from the 2024 APR year, when total statewide attendance was 29,580. Summer program attendance decreased by 14% from 2023 (8,378) to 2024 (7,221). The number of sites operating during the entire school year increased by 4% from the 2024 APR year (163) to the 2025 APR year (169 sites).

Program Attendance/Demographics

Data collected during the 2025 APR Year (summer 2024 and the 2024-2025 school year) indicate that Kentucky 21st CCLC sites served a total of 27,505 students. Of these, 14,396 were elementary students (in grades Pre-K-6), 12,973 were middle or high school students (in grades 7-12), and 136 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 2025 APR year, 35% of all program participants statewide attended regularly. Among elementary students, 50% attended regularly, and among middle/high school students 18% attended regularly. Elementary school regular attendance rates increased by 1 percentage point while total statewide and middle/high school regular attendance rates remained the same when compared with the 2024 APR year. Eighty-six percent of all elementary student attendees and 73% of all middle/high school attendees were eligible for free or reduced-priced lunch, 19% of elementary attendees and 14% of middle/high school attendees were designated as eligible for receiving special education services, and 4% of elementary attendees and 3% of middle/high school attendees 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 2025 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 2023-2024, 63% improved their GPA in 2024-2025. 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 34% exhibited similar growth or maintenance in reading from 2024 to 2025. Among all KY 21st CCLC attendees with 2025 KSA performance levels reported, 41% scored at the proficient or distinguished level in math, and 47% 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, 74% 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 2023-2024 school day attendance rate below 90%, 80% improved their attendance rate in 2024-2025. Among the middle/high school students with school day attendance rates reported who had a 2023-2024 school day attendance rate below 90%, 64% improved their attendance rate in 2024-2025. For in-school suspensions, among both groups (elementary students and middle/high school students) who had any in-school suspensions in 2023-2024, 68% had fewer in 2024-2025.

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 (59%) of the elementary students reported that the activities were fun. Close to half also reported that they attend to be with their friends (50%) and that they could learn and try new things (42%). Over half (60%) of middle/high school students reported that they attended afterschool programs to be with their friends, and to participate in certain activities (49%). Finally, over a third (39%) 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 finish their homework (61%), make new friends (54%), and get better grades (53%). Most middle/high school students reported that the programs helped them spend time with/make new friends (92%), experience new or interesting things (90%), find something to do after school (90%), or get a better sense of what they like and can do (90%). 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 (62% and 59%, respectively). In addition, 94% 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 75% and 83% of them improved to some degree in: participating in learning activities, being motivated to learn, being attentive during learning activities, and volunteering. Among the middle/high school students that needed to improve, roughly 74%-82% of them improved to some degree in the same areas. These data inform the reporting on GPRA #5; according to the teacher/program staff surveys, 87% of both elementary and middle/high school students either improved or did not need to improve on their engagement in learning during the 2025 APR year.

Program Characteristics

Across the 169 program sites in the 2025 APR year, the average number of days of summer programming was 15, and the average number of days of school year programming was 122. Statewide, 3,782 parents/guardians/family members attended 21st CCLC activities, for an average of 22 per site, and 1,341 community partners were reported, for an average of 8 per site. Most program staff were paid school day teachers, with an average of 6 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, family engagement activities, and character education activities. Of these categories, the activities that were most commonly offered were STEM (98%); homework help (96%); life skills, gardening, & crafts (92%); health & nutrition (91%); fitness (88%); and literacy (88%).

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 7, 2025, and CEPR received the initial dataset from KDE on July 25, 2025. A request for 2024 and 2025 KSA performance levels was submitted to KDE on September 3, 2025, and CEPR received these data on December 10, 2025.

A statewide dataset including student participation and teacher/program staff survey results was provided to CEPR by TransACT Communication. The first request was made on August 20, 2025, and data were received on August 27, 2025. A request for corrected data was made on January 15, 2026, and a corrected dataset was received on January 27, 2026.

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 2025 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 2025 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*)

- | | |
|--|------------------------------|
| <input type="radio"/> Reading | <input type="radio"/> Art |
| <input type="radio"/> Math | <input type="radio"/> Music |
| <input type="radio"/> Science | <input type="radio"/> Sports |
| <input type="radio"/> Technology/Engineering | <input type="radio"/> Other |
| <input type="radio"/> Learning about colleges and jobs | |

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

- The activities are fun.
- My friends go.
- I learn and try new things.
- I can participate in sports.
- It helps me do better in school.
- My parents or teacher want me to go.
- 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*)

- | | |
|---|---|
| <input type="radio"/> Watch TV or play video games. | <input type="radio"/> Play sports. |
| <input type="radio"/> Spend time with my friends. | <input type="radio"/> Go to another after school program. |
| <input type="radio"/> Spend time alone. | <input type="radio"/> Other. |

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

- | | |
|--|---|
| <input type="radio"/> Finish homework. | <input type="radio"/> Make friends. |
| <input type="radio"/> Get better grades. | <input type="radio"/> 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)*

- To participate in certain activities.
- To be with my friends.
- I learn and experience new things.
- I attend to work on homework or get tutoring.
- I like the adults at the after school program.
- My parents want me to attend.
- My teachers or other adults encourage me to attend.
- There's nothing else to do after school.
- 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Staff and program leaders challenge me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Watch TV/play video games.
- Go somewhere else with friends.
- Spend time alone.
- Spend time with my family.
- Play sports.
- Go to another after school program.
- 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Experience new or interesting things.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Find something to do afterschool.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Be better at things I do in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Get better grades in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stay out of trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Get a better sense of what I like and can do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Be more creative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Enjoy coming to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Build upon things I learn in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Be more involved in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Learn about what I can do in the future (college and/or career options).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Significa nt Improve ment	Moderat e Improve ment	Slight Improve ment	No Change	Slight Decline	Moderat e Decline	Significa nt 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!