

**THE 2006-2007 EVALUATION
OF THE SOUTH CAROLINA
21ST CENTURY
COMMUNITY LEARNING CENTER
PROGRAM**

**VOLUME I:
FEDERAL OBJECTIVES AND
EVALUATION REQUIREMENTS**

**PREPARED FOR THE SOUTH CAROLINA
DEPARTMENT OF EDUCATION
BY
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EXECUTIVE SUMMARY

The Statewide Evaluation for the 21st CCLC programs in South Carolina is divided into three volumes. Volume I measures the state's progress toward meeting the federal objectives and whether or not the programs have met the federal evaluation requirements. This portion of the evaluation is titled "The 2006-2007 Evaluation of the South Carolina 21st Century Community Learning Centers Program – Volume I: Federal Objectives and Evaluation Requirements."

There are three federal objectives. These objectives and how South Carolina 21st CCLC fared in meeting them during the 2006-2007 school year are as follows.

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes. The state standard for educational benefits is measured through standardized test scores and the local standard is measured through grades. During the 2006-2007 school year, South Carolina did not meet the state standard. However, it did meet the local standard. The state did meet the social and behavioral change portion of the objective.

Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services. South Carolina came quite close to meeting the standard that 85% of centers will offer at least one core academic subject. More than 87% of the programs reported that they offered at least one enrichment and support service, exceeding the standard of 85%. South Carolina also met the standard of establishing and maintaining community partnerships. However, South Carolina did not meet the standard for serving adults nor the standards regarding hours of service per week.

Objective 3: 21st CCLC program will serve children and community members that are located in high-poverty communities. 95.8% of feeder schools met the poverty criteria. Therefore, the state exceeded this objective.

The Federal 21st CCLC evaluation guidelines require that State Education Agencies (SEAs) administering 21st CCLC funds ensure that the programs conduct several evaluation activities and conduct several statewide evaluation activities. South Carolina is conducting these activities and meeting these requirements through the use of the various functions of the GEMS™ on-line database and reporting system. In addition, a state level evaluation is being conducted by an outside evaluator.

Four recommendations are made in the evaluation. These are:

1. It is recommended that training for 2008 include an emphasis on the appropriate manner for reporting services to adults.
2. It is recommended that the goals and objectives of all programs be reviewed to determine their hours of operation and that adjustments be made to increase the average weekly hours of services where necessary.

3. It is recommended that no action be taken at this time on the failure to meet state academic achievement standards until the comparison with the control group is made in Volume II of the evaluation. It is possible that the control group fared as badly or worse than the children who participated in 21st CCLC on state standards.
4. While the program did meet the behavioral objective, the proportion of students who were reported to have behavioral problems actually increased over the year. This was reported by the teachers in the Teacher Survey as well as in the SDE data. It is recommended that this issue be examined by the evaluators and the state office and an action plan be developed.

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INTRODUCTION

The 21st CCLC Program Federal and State Mandates

The 21st Century Community Learning Centers (CCLC) program is administered by the U. S. Department of Education (USDOE) and is authorized under Title IV, Part B, of the Elementary and Secondary Education Act, as amended by the *No Child Left Behind Act of 2001*. The purposes of this program are 1) to create or expand community learning centers that provide academic enrichment opportunities to assist students, particularly those who attend high-poverty and low-performing schools, in meeting state and local standards in core academic subjects; 2) to offer students a broad array of enrichment activities that can complement their regular academic programs; and 3) to offer literacy and other educational services to the families of participating children.

The South Carolina State Department of Education (SDE) administers the 21st Century Community Learning Centers (21st CCLC) program in South Carolina as the State Education Agency (SEA). Through a competitive process, the SDE awards funds received from the USDOE to local organizations for the purpose of establishing or expanding community learning centers. At the end of the 2006-2007 school year, there were 89 programs (operating 170 sites) funded in the state.

The 21st Century Community Learning Centers in South Carolina

The South Carolina 21st CCLC program is housed within the Community and Parent Services Office of the South Carolina Department of Education. The State Office states that “A community-learning center offers academic, artistic, and cultural enrichment opportunities to students and their families when school is not in session (before school, after school, during holidays, and/or during the summer recess).” The purposes of the South Carolina CCLC are to:

1. Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend high-poverty and low-performing schools, to meet State and local student performance standards in core academic subjects, such as reading and mathematics;
2. Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

At the beginning of the 2006-2007 school year, the South Carolina 21st CCLC had 91 programs and 183 sites. During the school year, two programs and 13 sites became inactive, leaving 89 programs and 170 sites. Of these programs, 19 were first funded in 2003, 41 in 2004, 12 in 2005 and 17 in 2006. A total of 15,025 students were reported to have attended 21st CCLC during 2006-2007.

Purpose of this Study

The overall purpose of this study is to determine what methods, program elements, interventions and other attributes contribute in what manner and to what extent to successful outcomes for students in the South Carolina 21st CCLC. The study methodology recognizes that not every demographic grouping of students necessarily responds with success to the same set of methods, elements, interventions and attributes. Therefore, differences in successful outcomes among various demographic variables are also examined. Ultimately, over time, the researchers hope to be able to describe best practices for South Carolina's after school and other after school programs. This study is also designed to meet the Federal evaluation requirements for a statewide evaluation of the 21st CCLC.

Federal Evaluation Requirements

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds to ensure that programs:

- Meet the principles of effectiveness based on the assessment of objective data, an established set of performance indicators, and scientifically-based research on helping students meet a state's high academic achievement standards;
- Use performance indicators and performance measures for evaluation;
- Conduct a periodic evaluation of how the program or activity is providing high quality academic enrichment;
- Use evaluation findings for continuous improvement of the program, broader dissemination of promising practices, and for the general information of the public;
- Receive ongoing technical assistance and training that enables them to implement effective program and evaluation strategies.

State level evaluations must also be conducted on a regular basis to determine the effectiveness of the statewide 21st CCLC program. Statewide evaluations must use performance indicators and measures for evaluation.

There are therefore two responsibilities of the SEAs regarding quality of programming. The first is direct accountability, a quality assurance function conducted through performance measurements taken at the program and site level. The second is a continuous quality improvement function conducted through an evaluation at the grantee and state level.

The Federal government requires that local sites submit Annual Performance Reports (APRs) on a web-based information system operated by Learning Point. In addition to the APR information provided by the sites, the states must provide a Competition Overview record for each competition held for funding; a State Activities record for activities carried out during the year; and a Grantee Profile record for all grantees that received a grant award since the current program year or earlier. This information is all submitted once a year, in the fall. The APR information is site level, and not student level, data. It is therefore very helpful for determining accountability for sites, programs and the state, but not useful for program evaluation purposes.

The 21st CCLC evaluation guidelines require two levels of program evaluation. These are comprehensive state level program evaluation and local grantee level periodic evaluation. The purposes of the two levels of program evaluation are, first, to determine the effectiveness of the 21st CCLC program in achieving its goals and, second, to provide information to allow for continuous program improvement at both the local and statewide levels.

At the state level, SEAs should conduct replicable studies including rigorous statistical analysis and generalizable conclusions. At the site level, grantees must conduct evaluations that answer questions that will let the site know how well it is improving positive academic outcomes for participants and how it is doing so. At both the state and site level, the evaluations must follow the standards of scientifically-based research.

21st CCLC Federal Objectives and Performance Indicators

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement Outcomes. Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standard in reading and mathematics.

1.2 Behavior Outcomes. Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services.

2.1 Core educational services. More than 85 percent of centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.

2.2 Enrichment and support activities. More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

2.3 Community involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

2.4 Services to parents and other adult community members. More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.

2.5 Extended hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.

Objective 3: 21st CCLC programs will serve children and community members with the greatest needs for expanded learning opportunities.

3.1 High-need communities. More than 80 percent of centers are located in high-poverty communities.

South Carolina's 21st CCLC Evaluation Approach

System Wide Solutions, a research and consulting firm based in Columbia, SC, has a five year contract with the SC SDE to evaluate the 21st CCLC. SWS has three overall responsibilities regarding the South Carolina 21st CCLC program. These are: gathering of data necessary for the evaluation; provision of methods and training for local program evaluations; and the design and conduct of the statewide evaluation.

Grant Evaluation Management System (GEMS™): To gather data, SWS uses the GEMS™. The GEMS™ is a web-based live database utilized by all 21st CCLC programs and sites. This comprehensive management information system serves several purposes. All student, site and program level data associated with the 21st CCLC program, with the exception of financial data, is entered into the GEMS™ by programs and sites except for individual PACT scores, discipline referrals and attendance, which are provided electronically by SDE and imported into the system by SWS. All reporting to PPICS and the state 21st CCLC office is done from GEMS™. GEMS™ contains the data from the Teacher Survey and, beginning in 2007, student and parent surveys. These surveys are completed on scannable forms and results are imported into the GEMS™. In addition, the data management system provides the formatted program level evaluations for each local program and site, as described below. All of the quantitative data necessary for the statewide evaluation is found in GEMS™.

Local Program Evaluations: The second responsibility of SWS is to work with the local programs to assist them in producing their own local evaluations. The GEMS™ produces summary reports on data entered into the system, which programs may use for evaluation and monitoring. Programs are trained on making use of these resources as part of their GEMS™ training.

Statewide Evaluation: The statewide evaluation is a five year process. The evaluation has two purposes. These purposes are:

- To determine if the South Carolina 21st CCLC conformed to the Federal 21st CCLC Federal objectives and performance measures.
- To conduct an in-depth evaluation of the state-wide South Carolina 21st CCLC. This evaluation will determine, over time, what methods, program elements, interventions and other attributes contribute in what manner and to what extent to successful student outcomes. Each of the five annual evaluation reports will examine this issue for the programs that were first funded three years prior to the year of the report. These evaluations will also compare changes in the PACT scores of students who attend all 21st CCLC programs with changes in the PACT scores of children in the same schools who do not attend these programs.

Organization of the Evaluation

The Statewide Evaluation for the 21st CCLC programs in South Carolina is divided into three volumes. Volume I measures the state's progress toward meeting the federal objectives and whether or not the programs have met the federal evaluation requirements. This portion of the evaluation is titled "The 2006-2007 Evaluation of the South Carolina 21st Century Community Learning Centers Program – Volume I: Federal Objectives and Evaluation Requirements."

Volume II of the 2006-2007 Evaluation is an in-depth study of the 41 programs that were first funded in the 2004 competition. This portion of the study identifies and describes with which student populations each program is most successful and to what factors that success may be attributed. The goal of this portion of the study is to identify the program variables that can be replicated in other programs to produce similar results. In other words, the goal is to attempt to identify the best practices for 21st Century Community Learning Centers in South Carolina. This portion of the evaluation is called "The 2006-2007 Evaluation of the South Carolina 21st Century Community Learning Centers Program – Volume II: Identification of Best Practices."

The third volume of the evaluation is a descriptive report of all programs that were active in the state of South Carolina during the 2006-2007 federal fiscal year. This report describes the activities, staffing patterns, students, and outcomes of each program to assist the State Department of Education in monitoring the progress of each site in achieving their goals. This portion of the evaluation is called "The 2006-2007 Evaluation of the South Carolina 21st Century Community Learning Centers Program – Volume III: Descriptive Report of Program Inputs and Outcomes."

METHODOLOGY FOR VOLUME I

Overview

Volume I of the evaluation begins with a presentation of how well the state has met the federal objectives and performance indicators for all funded programs during the 2006-2007 federal fiscal year. Volume I also includes a report on how the state of South Carolina is meeting the federal evaluation requirements.

Data Sources

Volume I utilizes data from three sources. These sources are:

- The 21st CCLC Grantee Evaluation Management System (GEMSTM)
- The information systems of the South Carolina Department of Education maintained by the Information Technology unit.
- Teacher surveys

The GEMSTM Database

The GEMSTM Database for the study was developed in Microsoft SQL Server 2005. Programs and sites entered program, site, and student level data directly into this database using a web-interface. The programs and sites were trained on the use of the GEMSTM in September of 2006. During this training, each program was informed of what information would be requested from them and how to input it into the system. Reminders to complete data entry were sent to the programs in March, April and May of 2007. During June, July and August of 2007, individual phone calls and emails were sent to programs and sites that had not appropriately responded. In September of 2007, individualized completion reports were provided to sites to assist in completing and correcting data from the sites. Technical assistance was provided throughout the process.

The GEMSTM database includes three main elements, described below.

Program Level Data

- Program Objectives: description and category
- Curricula: name or description of curriculum being used
- Community Partnerships: name of organization, activities conducted, subcontract amount, in-kind donation amount.
- Name and Contact information for Staff Members
- Site Locations: name of site and feeder school and feeder school district
- Type of Organization
- Other Funding Streams

Site-Level Data

- Number of Teachers and their Credentials/Education level
- Family Literacy Activities: frequency of activities offered and number of adults served.
- Activities and programming
- Operation: days and hours of operation, number of weeks open.
- Feeder Schools: name and type of school

Student-Level Data

- Demographics: Gender, Race, Grade level, Free/Reduced Lunch Status, Special Needs, limited English proficiency, School Attended, Date of Entry into the Program, Date Dropped from the Program.
- Grades in School: Math and English grades by grading period for current year.
- School Attendance: number of days absent from school by grading period for current and previous year.
- Discipline Referrals: number of discipline referrals by grading period for current and previous year.
- Program Attendance: number of days the student participated in the program
- PACT Scores: test score (levels) for previous and current year.
- Teacher Surveys

The Information Systems of the South Carolina Department of Education

The State Department of Education Information Technology unit provided 2006 and 2007 PACT scores, absences for the 2005-2006 and 2006-2007 school years, discipline referrals for the 2005-2006 and 2006-2007 school years, and demographic information for the students in the program, as well as the PACT scores and demographic information for students in the same schools, but not in the program. SWS received the final datasets from the State Department on October 8, 2007. The data was imported into the GEMSTM database.

Teacher Surveys

A teacher survey instrument was used to gather information on students' classroom performance. The surveys were completed by the students' English or math teacher. One teacher survey was completed for each student who regularly attended the program. This survey is included in Appendix One.

Analysis

Data in the GEMS™ database was analyzed using a combination of T-SQL queries and by importing the data into the Statistical Package for the Social Sciences (SPSS). The data was examined as it pertains to the federal objectives and performance indicators. Objective 1 and its two outcomes (see Introduction) were examined by comparing baseline data on the dependent variables with the comparative data. Objectives 2 and 3 and their indicators (see Introduction) were examined by utilizing the data as reported by the state, programs and sites. Analyses were presented utilizing tables and graphs developed in Microsoft Excel.

Limitations of the Study

During the 2006-2007 grant period, there were 89 active programs and 170 active sites. Of these, nine sites (5.3% of sites) did not provide complete and valid data to the research team. This is an improvement from the 26.1% of sites that did not provide complete and valid data for the 2005-2006 evaluation.

Furthermore, 27 sites (15.9% of sites) reported that they had provided programming to students during the summer, but did not provide demographic or attendance data for these students. In order to complete the reporting process for the federal APR, estimates of students served were derived from the number of students served during the school year and data from previous years. The operations data for these sites was included in the analysis; however, the estimates of students served during the summer are not included in this report. A method to ensure consistency in reporting summer and school year data has been identified and will be implemented during the 2007-2008 grant year.

Grades in school were provided by the individual sites. Schools in South Carolina utilize several different grading scales, such as 1 to 100, A through F, and three point grading scales such as Consistently Demonstrates, Somewhat Demonstrates, and Does Not Demonstrate. Analysis of changes in grades on these non-standardized scales proved inconsistent and was therefore rendered invalid. As a result, only those grades on the 1 to 100 and A to F grading scales were used. The evaluation team is in the process of identifying a method to account for grades on two and three point grading scales.

FINDINGS PART I: FEDERAL OBJECTIVES AND PERFORMANCE INDICATORS

The federal government requires 21st CCLC programs to report on three objectives. Reporting for these objectives is to be based on students “regularly participating” (that is, present 30 days or more) in programming at all of the programs receiving funding during the 2006-2007 grant period. The total number of regularly participating students served by the programs as reported to the Grantee Evaluation Management System (GEMS™) owned and maintained by System Wide Solutions, Inc. for the 2006-2007 grant period is 11,348.

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement Outcomes: Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and mathematics.

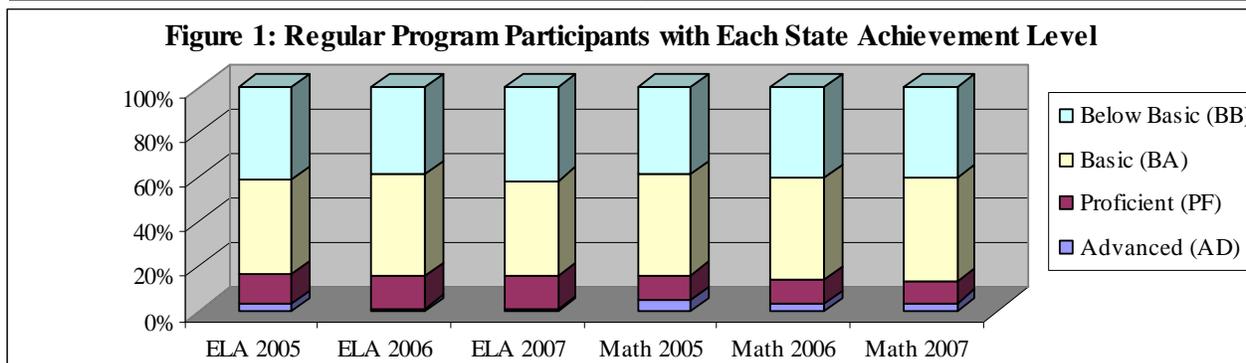
State Academic Standards

State academic achievement scores come from the PACT Standardized Test, which is administered at the end of every school year. Students who complete the PACT test are assigned one of the following performance levels: below basic (BB), basic (BA), proficient (PF), or advanced (AD). The standard for achievement is considered to be Basic. Aggregated data for 2005 PACT achievement levels was collected from the PPICS APR module. This data represents all students who regularly participated in 21st CCLC programming during the 2004-2005 grant period. Student-level data for the 2006 and 2007 PACT achievement levels was obtained from the SC Department of Education. This data represents all students who regularly participated in 21st CCLC programming during the 2005-2006 and 2006-2007 grant period, respectively. These three groups are compared to show the change in the percentage of regularly participating students who met or exceeded state standards in reading and mathematics.

Of the 9,103 regular program attendees who completed the ELA/Reading portion of the PACT test in 2005, 286 (3.1%) scored at the Advanced level, 1,224 (13.4%) scored at the Proficient level, 3,815 (41.9%) scored at the Basic level, and 3,778 (41.5%) scored at the Below Basic level. Overall, a total of 58.5% of the regular program attendees met or exceeded the state standard in reading in 2005. Of the 7,885 regular program attendees who completed the ELA/Reading portion of the PACT test in 2006, 67 (0.8%) scored at the Advanced level, 1,164 (14.8%) scored at the Proficient level, 3,607 (45.7%) scored at the Basic level, and 3,047 (38.6%) scored at the Below Basic level. Overall, a total of 61.4% of the regular program attendees met or exceeded the state standard in reading in 2006. Of the 8,772 regular program attendees who completed the ELA/Reading portion of the PACT test in 2007, 63 (0.7%) scored at the Advanced level, 1,287 (14.7%) scored at the Proficient level, 3,760 (42.9%) scored at the Basic level, and 3,662 (41.7%) scored at the Below Basic level. Overall, a total of 58.3% of the regular program attendees met or exceeded the state standard in reading in 2007. Therefore, the percentage of regular attendees who met or exceeded the state standard in reading decreased by 3.1% between 2006 and 2007. (See Table 1 and Figure 1.)

Of the 9,133 regular program attendees who completed the math portion of the PACT test in 2005, 448 (4.9%) scored at the Advanced level, 1,003 (11%) scored at the Proficient level, 4,154 (45.5%) scored at the Basic level, and 3,528 (38.6%) scored at the Below Basic level. Overall, a total of 61.4% of the regular program attendees met or exceeded the state standard in math in 2005. Of the 7,918 regular program attendees who completed the math portion of the PACT test in 2006, 239 (3%) scored at the Advanced level, 861 (10.9%) scored at the Proficient level, 3,632 (45.9%) scored at the Basic level, and 3,186 (40.2%) scored at the Below Basic level. Overall, a total of 59.8% of the regular program attendees met or exceeded the state standard in math in 2006. Of the 8,744 regular program attendees who completed the math portion of the PACT test in 2007, 304 (3.5%) scored at the Advanced level, 834 (9.5%) scored at the Proficient level, 4,070 (46.5%) scored at the Basic level, and 3,536 (40.4%) scored at the Below Basic level. Overall, a total of 59.6% of the regular program attendees met or exceeded the state standard in math in 2007. Therefore, the percentage of regular attendees who met or exceeded the state standard in math has remained about the same. The state did not meet this portion of the objective. (See Table 1 and Figure 1.)

Table 1: Number of Regular Program Participants with Each State Achievement Level						
	2005		2006		2007	
	#	%	#	%	#	%
ELA/Reading						
Advanced (AD)	286	3.1%	67	0.8%	63	0.7%
Proficient (PF)	1,224	13.4%	1,164	14.8%	1,287	14.7%
Basic (BA)	3,815	41.9%	3,607	45.7%	3,760	42.9%
Below Basic (BB)	3,778	41.5%	3,047	38.6%	3,662	41.7%
Total	9,103	100%	7,885	100%	8,772	100%
Math						
Advanced (AD)	448	4.9%	239	3.0%	304	3.5%
Proficient (PF)	1,003	11.0%	861	10.9%	834	9.5%
Basic (BA)	4,154	45.5%	3,632	45.9%	4,070	46.5%
Below Basic (BB)	3,528	38.6%	3,186	40.2%	3,536	40.4%
Total	9,133	100%	7,918	100%	8,744	100%



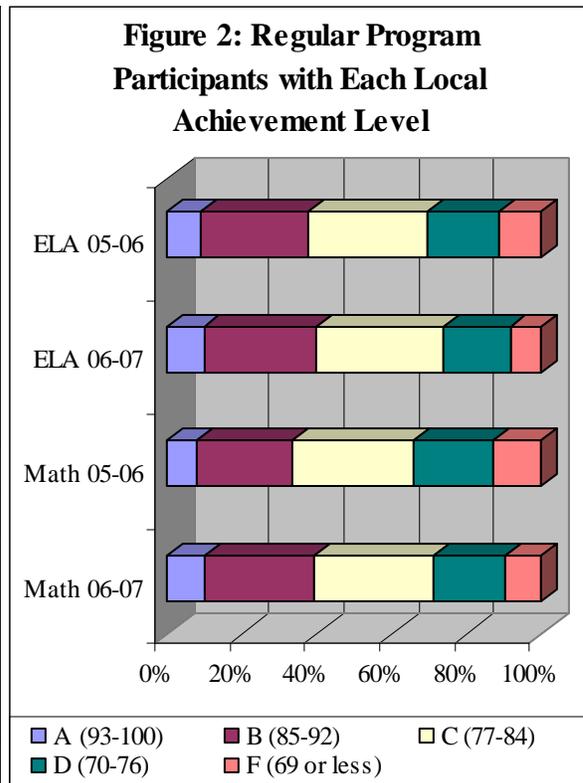
Local Academic Standards

Local academic achievement scores are the students' grades in school, which are assigned for each grading period by their school day teachers. Grades which are assigned by school teachers can be divided into five categories. These are A (93-100 points), B (85 to 92 points), C (77 to 84 points), D (70 to 76 points), and F (69 or fewer points). The standard for achievement is considered to be a C (average). The marking period grades for each year were averaged to calculate a total average grade for the year. In some cases, students did not have a grade for all of the marking periods. However, the total average grade for these students was still calculated utilizing the grades that were available, and these averages were included in the report. Data for 2005-2006 grades were collected from the individual program sites utilizing existing hard copy reporting methods. Data for the 2006-2007 grades were collected from the sites utilizing the Grantee Evaluation Management System (GEMS™). It must be noted that the only grades included in the counts for the 2005-2006 grant year are those on a 1-100 numeric grading scale. Grades were provided during the 2005-2006 grant period that were on other grading scales; however, the variety of these scales and variety of reporting methods made analysis difficult. A method was devised to account for these differences for the 2006-2007 grant year. The grades for the 2006-2007 grant year include grades on the 1-100 grading scale and the A-F grading scale.

ELA grades for the 2005-2006 grant year were reported for 8,787 of the 2005-2006 regular program attendees. Of these, 808 (9.2%) earned an A average, 2,526 (28.7%) earned a B average, 2,805 (31.9%) earned a C average, 1,658 (18.9%) earned a D average, and 990 (11.3%) earned an F average. Overall, a total of 69.9% of the 2005-2006 regular program attendees met or exceeded the local standard in ELA. ELA grades for the 2006-2007 grant year were reported for 9,355 of the 2006-2007 regular program attendees. Of these, 926 (9.9%) earned an A average, 2,795 (29.9%) earned a B average, 3,199 (34.2%) earned a C average, 1,655 (17.7%) earned a D average, and 780 (7.8%) earned an F average. Overall, a total of 74% of the 2006-2007 regular program attendees met or exceeded the local standard in ELA. Therefore, the percentage of regular attendees who met or exceeded the state standard in ELA has increased. The state has met this portion of the objective. (See Table 2 and Figure 2.)

Math grades for the 2005-2006 grant year were reported for 8,745 of the 2005-2006 regular program attendees. Of these, 711 (8.1%) earned an A average, 2,217 (25.4%) earned a B average, 2,831 (32.4%) earned a C average, 1,878 (21.5%) earned a D average, and 1,108 (12.7%) earned an F average. Overall, a total of 65.9% of the 2005-2006 regular program attendees met or exceeded the local standard in Math. Math grades for the 2006-2007 grant year were reported for 9,366 of the 2006-2007 regular program attendees. Of these, 965 (10.3%) earned an A average, 2,733 (29.2%) earned a B average, 2,985 (31.9%) earned a C average, 1,777 (19%) earned a D average, and 906 (9.7%) earned an F average. Overall, a total of 71.4% of the 2006-2007 regular program attendees met or exceeded the local standard in Math. Therefore, the percentage of regular attendees who met or exceeded the state standard in Math has increased. The state has met this portion of the objective. (See Table 2 and Figure 2.)

Table 2: Number of Regular Program Participants with Each Local Achievement Level					
		2005-2006		2006-2007	
		#	%	#	%
ELA/Reading					
A (93-100)		808	9.2%	926	9.9%
B (85-92)		2,526	28.7%	2,795	29.9%
C (77-84)		2,805	31.9%	3,199	34.2%
D (70-76)		1,658	18.9%	1,655	17.7%
F (69 or less)		990	11.3%	780	8.3%
Total		8,787	100%	9,355	100%
Math					
A (93-100)		711	8.1%	965	10.3%
B (85-92)		2,217	25.4%	2,733	29.2%
C (77-84)		2,831	32.4%	2,985	31.9%
D (70-76)		1,878	21.5%	1,777	19.0%
F (69 or less)		1,108	12.7%	906	9.7%
Total		8,745	100%	9,366	100%



1.2 Behavior Outcomes: Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

School Attendance and Disciplinary Actions

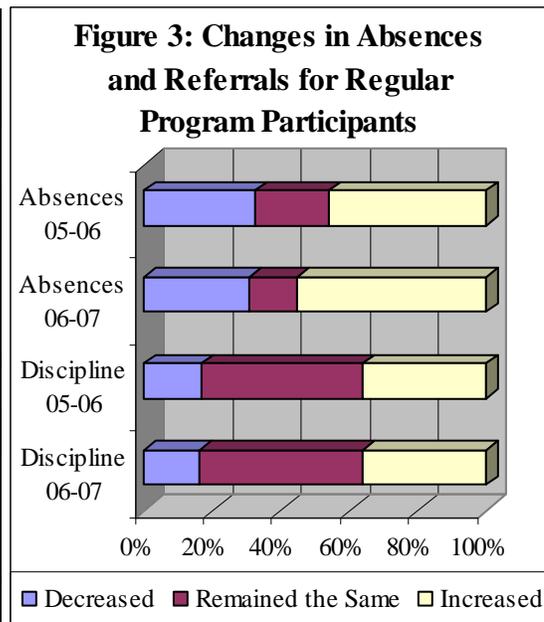
School attendance is measured using the number of days the student was absent from school. Disciplinary actions are measured using the number of times the student received a referral for a discipline problem. Data was collected for all students who participated in programming during the 2005-2006 grant period and the 2006-2007 grant period. For the purposes of this report, the comparative data are the students' number of days absent and number of discipline referrals during the academic year in which they participated and the baseline data are the students' number of days absent and number of discipline referrals during the previous academic year (i.e. For 2006-2007 participants, 2006-2007 absences are compared to 2005-2006 absences whereas for 2005-2006 participants, 2005-2006 absences are compared to 2004-2005 absences). In 2005-2006, data for number of days absent and the number of discipline referrals were collected from both the individual program sites and the SC Department of Education. In 2006-2007, data was collected from the SC Department of Education only. It must be noted that absences and referral data for 2005-2006 participants were available for fewer than half of the program participants.

Several steps were taken during the 2006-2007 grant year to ensure the quality and accuracy of the data for 2006-2007 participants. Therefore, progress toward meeting the objectives will be based upon the 2006-2007 data, and the 2005-2006 data is provided for informational purposes only.

Of the 4,093 regular attendees who participated in 2005-2006 and for whom both 2004-2005 and 2005-2006 data on absences from school were available, 1,327 (32.4%) had a decrease in absences, 891 (21.8%) had about the same number of absences, and 1,875 (45.8%) had an increase in absences. Of the 10,851 regular attendees who participated in 2006-2007 and for whom both 2005-2006 and 2006-2007 data on absences from school were available, 3,353 (30.9%) had a decrease in absences, 1,519 (14%) had no change in number of absences, and 5,979 (55.1%) had an increase in absences. Therefore, 30.9% of 2006-2007 regular attendees have shown improvements in school attendance. The state has met this objective. (See Table 3 and Figure 3.)

Of the 3,188 regular attendees who participated in 2005-2006 and for whom both 2004-2005 and 2005-2006 data on discipline referrals were available, 533 (16.7%) had a decrease in the number of referrals they received, 1,514 (47.5%) had about the same number of discipline referrals, and 1,141 (35.8%) had an increase in referrals. Of the 10,851 regular attendees who participated in 2006-2007 and for whom both 2005-2006 and 2006-2007 data on discipline referrals were available, 1,750 (16.1%) had a decrease in the number of referrals they received, 5,195 (47.9%) had about the same number of discipline referrals, and 3,906 (36.0%) had an increase in referrals. Therefore, 16.1% of 2006-2007 regular attendees have shown improvements in discipline referrals. The state has met this objective. (See Table 3 and Figure 3.)

Table 3: Changes in Absences and Referrals for Regular Attendees				
	2005-2006		2006-2007	
	#	%	#	%
Absences				
Decreased	1,327	32.4%	3,353	30.9%
Remained the Same	891	21.8%	1,519	14.0%
Increased	1,875	45.8%	5,979	55.1%
Total	4,093	100%	10,851	100%
Discipline Referrals				
Decreased	533	16.7%	1,750	16.1%
Remained the Same	1,514	47.5%	5,195	47.9%
Increased	1,141	35.8%	3,906	36.0%
Total	3,188	100%	10,851	100%



Classroom Performance

Classroom performance was measured using teacher surveys administered to the students' regular school day teachers at the end of the year. In 2005-2006, 8,883 surveys were completed on students who participated in programming during the 2005-2006 grant period. Surveys were administered to the teachers by the program staff and submitted to SWS for scoring and compilation. During the 2006-2007 grant year, surveys were completed on all students who participated in programming for 30 days or more during the 2006-2007 school year. Surveys were administered to the teachers by program staff and submitted to SWS for scoring and compilation. Responses to surveys in 2006-2007 were then imported into the Grantee Evaluation Management System (GEMS™) and connected to the students' demographics and attendance data using the state PERM number (i.e. SASI number). In 2006-2007, SWS received 9,067 teacher surveys from 156 sites. Of these, 6,707 teacher surveys from 145 sites had PERM numbers which matched the PERM numbers of regular attendees who had been entered into the GEMS™.

Possible responses to each item on the survey were: significant improvement, moderate improvement, slight improvement, no change, slight decline, moderate decline, and significant decline, and did not need to improve. In some instances, teachers did not respond to a particular question or marked two responses, making the item invalid. Therefore, the percentage of regular attendees who improved in each area of classroom behavior is derived from the total number of valid responses.

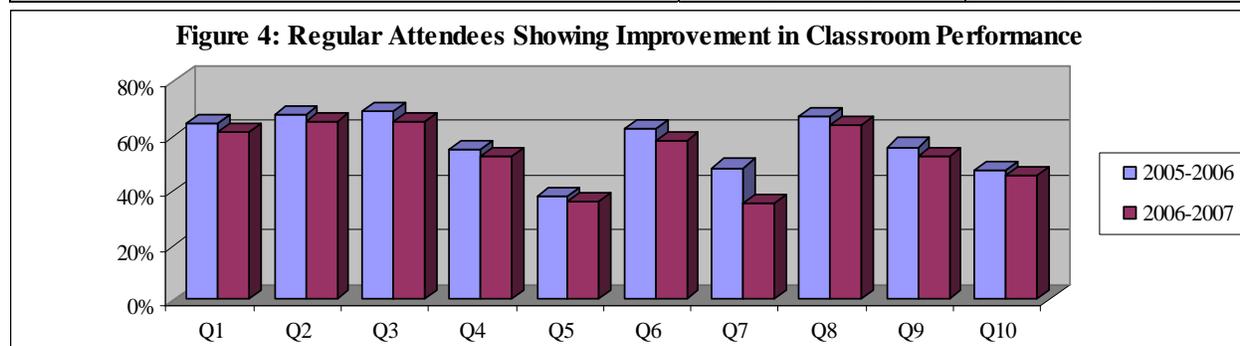
Of the 2005-2006 regular attendees for whom survey data was available, 5,653 (64.4%) were reported as having improved on turning their homework in on time (Question 1); 5,956 (67.8%) were reported as having improved on completing their homework to the teachers' satisfaction (Question 2); 6,085 (69.2%) were reported as having improved on participating in class (Question 3); 4,814 (54.7%) were reported as having improved on volunteering (Question 4); 3,288 (37.6%) were reported as having improved on attending class regularly (Question 5); 5,496 (62.5%) were reported as having improved on being attentive in class (Question 6); 4,237 (48.3%) were reported as having improved on behaving well in class (Question 7); 5,900 (67.2%) were reported as having improved on having classroom academic performance that was satisfactory or better (Question 8); 4,910 (55.9%) were reported as having improved on coming to school ready and prepared to learn (Question 9); 4,176 (47.5%) were reported as having improved on getting along well with other students (Question 10). (See Table 4 and Figure 4.)

Of the 2006-2007 regular attendees for whom survey data was available, 4,015 (61.4%) were reported as having improved on turning their homework in on time (Question 1); 4,273 (65.1%) were reported as having improved on completing their homework to the teachers' satisfaction (Question 2); 4,264 (64.9%) were reported as having improved on participating in class (Question 3); 3,425 (52.2%) were reported as having improved on volunteering (Question 4); 2,295 (36%) were reported as having improved on attending class regularly (Question 5); 3,816 (58%) were reported as having improved on being attentive in class (Question 6); 2,298 (35.2%) were reported as having improved on behaving well in class (Question 7); 4,224 (64%) were reported as having improved on having classroom academic performance that was satisfactory or better (Question 8); 3,445 (52.7%) were reported as having improved on coming to school ready and

prepared to learn (Question 9); and 2,939 (45.2%) were reported as having improved on getting along well with other students (Question 10). (See Table 4 and Figure 4.)

Overall, regular attendees are improving on classroom performance. The state has met this portion of the objective. The areas where students are making the most gains are in completing homework satisfactorily, participating in class, and having at least satisfactory classroom academic performance. The areas where students are making the least gains are in attending class regularly and behaving well in class.

Table 4: Regular Attendees Showing Improvement in Classroom Performance						
	2005-2006			2006-2007		
	#	%	Total	#	%	Total
1. Improved in turning in homework on time	5,653	64.4%	8,781	4,015	61.4%	6,537
2. Improved in completing homework satisfactorily	5,956	67.8%	8,790	4,273	65.1%	6,568
3. Improved in participating in class	6,085	69.2%	8,799	4,264	64.9%	6,568
4. Improved in volunteering	4,814	54.7%	8,794	3,425	52.2%	6,560
5. Improved in attending class regularly	3,288	37.6%	8,741	2,295	36.0%	6,374
6. Improved in being attentive in class	5,496	62.5%	8,792	3,816	58.0%	6,580
7. Improved in behaving well in class	4,237	48.3%	8,780	2,298	35.2%	6,525
8. Had at least satisfactory classroom academic performance	5,900	67.2%	8,786	4,224	64.0%	6,600
9. Improved in coming to school ready/prepared to learn	4,910	55.9%	8,785	3,445	52.7%	6,541
10. Improved in getting along well with other students	4,176	47.5%	8,789	2,939	45.2%	6,500



Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services.

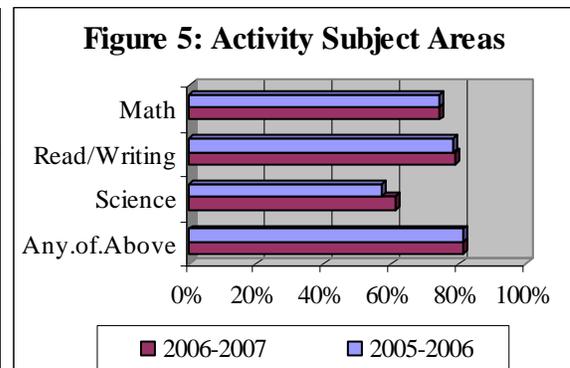
In 2005-2006, information for sections 2.1 through 2.5 was entered by each program into the PPICS system administered by Learning Point. In 2006-2007, this data was entered by each program into the GEMS™.

Objective 2.1 Core educational services. More than 85 percent of centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.

Of the 192 sites funded during the 2005-2006 grant period, 142 (74%) reported that they offered formal mathematics services; 150 (78.1%) offered reading and writing services; and 110 (57.3%) of the programs offered academic services in science. An examination of program elements offered in any of the core academic areas by all of the sites indicates that 81.3% of the sites offered services in at least one of the core academic areas.

Of the 170 sites funded during the 2006-2007 grant period, 126 (74.1%) reported that they offered formal mathematics services; 134 (78.8%) offered reading and writing services; and 104 (61.2%) of the programs offered academic services in science. An examination of program elements offered in any of the core academic areas by all of the sites indicates that 81.2% of the sites offered services in at least one of the core academic areas (any of the above). Therefore, the 21st CCLC program is close to meeting this standard. (See Table 5 and Figure 5.)

	2005-2006		2006-2007	
	#	%	#	%
Mathematics	142	74.0%	126	74.1%
Reading and Writing	150	78.1%	134	78.8%
Science	110	57.3%	104	61.2%
Any of the Above	156	81.3%	138	81.2%



Objective 2.2 Enrichment and support activities More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

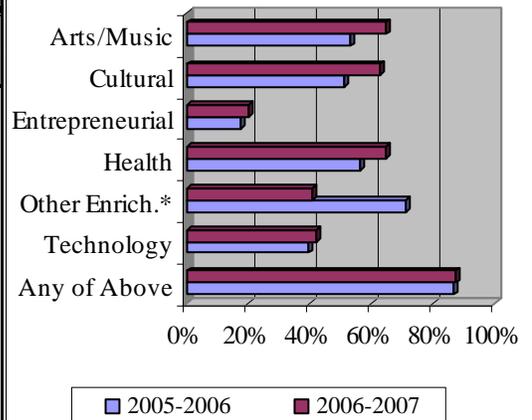
Of the 192 sites funded during the 2005-2006 grant period, 102 (53.1%) reported that they offered arts and music enrichment activities, 99 (51.6%) reported that they offered cultural activities, 34 (17.7%) offered entrepreneurial enrichment activities, 108 (56.3%) offered health activities, and 76 (39.6%) offered technology services. Other enrichment activities, a category that includes subjects such as youth development, violence prevention, character education and life skills, were offered by 137 (71.5%) of the sites. Eighty seven percent of the programs reported that they offered at least one of the above listed enrichment and support services. (See Table 6 and Figure 6.)

Of the 170 sites funded during the 2006-2007 grant period, 110 (64.7%) reported that they offered arts and music enrichment activities, 107 (62.9%) reported that they offered cultural activities, 34 (20%) offered entrepreneurial enrichment activities, 110 (64.7%) offered health activities, and 72 (42.4%) offered technology services. Other enrichment activities, a category that includes subjects such as youth development, violence prevention, character education and life skills, were offered by 70 (41.2%) of the sites. More than 87% of the programs reported that

they offered at least one of the above listed enrichment and support services. Hence, the program exceeded the standard of 85%. (See Table 6 and Figure 6.)

Table 6: Activity Subject Areas for Enrichment and Support Activities				
	2005-2006		2006-2007	
	#	%	#	%
Arts and Music	102	53.1%	110	64.7%
Cultural	99	51.6%	107	62.9%
Entrepreneurial	34	17.7%	34	20.0%
Health	108	56.3%	110	64.7%
Other Enrichment*	137	71.4%	70	41.2%
Technology	76	39.6%	72	42.4%
Any of the Above	167	87.0%	149	87.6%

Figure 6: Activity Subject Areas for Enrichment and Support Activities



*includes youth development, youth leadership, drug/violence prevention, counseling, character education, and life skills

Objective 2.3 Community involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

During the 2005-2006 grant year, 86 out of 90 programs (95.5%) and 186 out of 192 sites (96.9%) listed active community partners. There were 491 active partners for the state as a whole. This averaged 5.71 partners per program and 2.64 partners per site. Of the 491 active partners, 62 had been active for two years or more, 312 had been active for about one year, and 117 had been active for less than one year.

During the 2006-2007 grant year, 88 out of 89 programs (98.9%) and 169 out of 170 sites (99.4%) listed active community partners. There are 630 active partners for the state as a whole. This averages 7.16 partners per program and 3.73 partners per site. Of the 630 active partners, 270 had been active for two years or more, 104 had been active for about one year, and 256 had been active for less than one year.

Centers in South Carolina have established and maintained active partnerships within the community. Hence, the 21st CCLC program has met this standard.

Objective 2.4 Services to parents and other adult community members. More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.

Data on services to parents and adult community members was available from two sources during the 2005-2006 grant period. The first source was the site report on the total number of

adults they served. The second source was the site report of activities conducted with adults and the typical number of adults served. During the 2006-2007 grant period, the number of adults served was projected using the report of activities conducted.

During the 2005-2006 grant period, 105 of the 192 sites (54.6%) reported that they provided services to adults. Of these, 79 sites provided data on the total number of adults they served. These sites served a total of 3,390 adults. Of the 105 sites that provided services to adults, 85 sites provided data on the activities they provided to adults. These sites provided a total of 117 different activities to approximately 2,736 adults. Of the 117 activities provided to adults, 8 were career/job training events, 48 were events that promoted family literacy, 59 were events that promoted parental involvement, and two were other types of activities.

During the 2006-2007 grant period, 92 of the 170 sites (54.1%) reported that they provided services to adults. These sites provided a total of 172 different activities to approximately 3,398 adults. Of the 172 activities provided to adults, 11 were career/job training events, 34 were events that promoted family literacy, 126 were events that promoted parental involvement, and one was an “other” type of activities.

Anecdotal information from centers indicates that a number of sites refer adults to other sites or community educational resources, rather than providing services directly. However, this information is not captured by the current data system. The 92 sites that reported serving adults constitute 54.1% of the 170 sites. Therefore, the standard for serving adults has not been met.

Objective 2.5 Extended hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.

During the 2005-2006 grant year, all 192 sites provided services when school was not in session. Of these, 38 provided services before school, 191 provided services after school, five provided services on the weekend during the school year, 78 provided services on weekdays during the summer, and four sites provided services in the evening during the summer. One hundred eight sites provided at least 15 hours of services per week during the school year or summer. Of these, 75 sites provided at least 15 hours of service per week during the school year and 63 provide at least 15 hours of service per week during the summer. Overall, 107 out of 192 sites offered at least 15 hours of service that was provided when school was not in session (either before school, after school, or during the summer). These 107 sites constituted 55.7% of the total number of sites in 2005-2006.

During the 2006-2007 grant year, 168 sites reported that they provided services when school was not in session (two sites did not report operations data). Of these, 27 provided services before school, 166 provided services after school, seven provided services on the weekend during the school year, 64 provided services on weekdays during the summer, four sites provided services in the evening during the summer, and two provided services on weekends during the summer. Overall, 79 sites provided at least 15 hours of service per week during the school year and 56 provided at least 15 hours of service per week during the summer. Ninety eight out of 170 sites

offered at least 15 hours of service per week that was provided when school was not in session (either before school, after school, or during the summer). These 98 sites constituted 57.6% of the total number of sites in 2006-2007. Therefore the program did not meet this standard.

Objective 3: 21st CCLC programs will serve children and community members with the greatest needs for expanded learning opportunities.

Objective 3.1 High-need communities. More than 80 percent of centers are located in high-poverty communities.

Indicators of high poverty status used for this analysis are Title I designation and a rate of 40% or more of the students eligible for free or reduced lunch. Data for this objective was obtained from the State Department of Education.

During the 2005-2006 grant year, 116 schools that were feeder schools for 21st CCLC programs were both Title I schools and had 40% or more of their students eligible for free and reduced lunch. An additional 82 schools that did not have Title I designation had 40% or more of their students who were eligible for free or reduced lunch. Eight schools met neither of the poverty criteria. The status of one school is unknown. A total of 198 feeder schools (95.7%) out of 207 feeder schools met either Title I or free/reduced lunch criteria.

During the 2006-2007 grant year, 126 schools that were feeder schools for 21st CCLC programs were both Title I schools and had 40% or more of their students eligible for free and reduced lunch. An additional 46 schools that did not have Title I designation had 40% or more of their students who were eligible for free or reduced lunch and 11 schools that were designated as Title I schools were not on the list of schools with free or reduced lunch status data. Eight schools met neither of the poverty criteria. A total of 183 feeder schools (95.8%) out of 191 feeder schools met either Title I or free/reduced lunch criteria. Hence, the centers exceed the objective related to high-need communities.

FINDINGS PART II: MEETING THE FEDERAL EVALUATION REQUIREMENTS

The Federal 21st CCLC evaluation guidelines require that State Education Agencies (SEAs) administering 21st CCLC funds ensure that the programs conduct several evaluation activities and conduct several statewide evaluation activities. For each of these requirements, the state's methods for meeting the requirements are discussed.

Program-Level Evaluation Requirements

Meeting the Principles of Effectiveness

The Federal 21st CCLC evaluation guidelines state that the programs must “meet the principles of effectiveness based on the assessment of objective data, an established set of performance indicators, and scientifically-based research on helping students meet a state's high academic achievement standards.”

Volume III of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina* will utilize objective data to assess the program's progress on each set of performance indicators as presented in the Introduction section of this report. The data used to assess progress (outcome data) includes absences from school, discipline referrals, grades in school, and state assessment levels. This data was collected from the programs utilizing the GEMSTM and from the State Department of Education Information Technology Unit.

In Volume II of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina*, scientific research methods will be used to compare the aforementioned outcome data to the program inputs. The results of this study will assist the state in identifying ways to help students meet the state's academic achievement standards.

Using Performance Indicators and Performance Measures

The Federal 21st CCLC evaluation guidelines state that the programs must “use performance indicators and performance measures for evaluation.”

Volume I of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina* measures the progress toward meeting each of the federal performance indicators for the state as a whole. Progress for each program on these statewide performance measures will be assessed in Volume III of this study. Furthermore, each program has established program-specific objectives. At the end of each grant year, the grantees measure their progress toward meeting these objectives and report on their progress in the GEMSTM system. This data will be presented in Volume III of this study.

Conducting Periodic Evaluations

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds ensure that programs “conduct a periodic evaluation of how the program or activity is providing high quality academic enrichment.”

At the site and program levels, grantees must conduct evaluations that answer questions that will let the site know how well it is improving positive academic outcomes for participants and how it is doing so. The evaluations must follow the standards of scientifically-based research.

Each program has established program-specific objectives. Programs develop their own goals and objectives; however, the state requires that these objectives measure academic and behavioral outcomes. At the end of each grant year, the grantees measure their progress toward meeting these objectives. The grantees report their progress in an end-of-the year report to SDE and in the GEMSTM. The GEMSTM assists programs in evaluating progress toward meeting their objectives by generating summary reports on number of youth served, student to staff ratios, and average daily program attendance. Additional summary reports on changes in grades in school, changes in PACT score levels, and changes in behavioral outcomes will be added during the 2007-2008 grant year.

Volume III of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina* will present each grantee’s reported progress on meeting the program’s objectives and each grantee’s progress toward the statewide performance measures, including academic and behavioral outcomes.

Using Evaluation Findings for Continuous Improvement

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds to “use evaluation findings for continuous improvement of the program, broader dissemination of promising practices, and for the general information of the public.”

The 2005-2006 Evaluation of the 21st CCLC Programs in South Carolina identified several practices which appeared to improve the program’s desired outcomes. The results of the 2005-2006 evaluation were presented by SWS to the State Department of Education on January 19, 2007. Following this meeting, SWS developed an Executive Summary of the 2005-2006 Evaluation describing the results of this study. This executive summary was presented to program directors at the 2007 SC Afterschool Alliance Conference on March 20, 2007 and again to program directors and site coordinators at the Annual Program Directors Meetings on August 1 and 7, 2007. At each of these presentations, SWS described the findings of the study and how the programs could use this information to improve their programming. Furthermore, this report was published on the GEMSTM online information system and on the SWS company website for the general information of the programs and the public.

Receiving Ongoing Technical Assistance and Training

The Federal 21st CCLC evaluation guidelines require State Education Agencies (SEAs) administering 21st CCLC funds to ensure that programs “receive ongoing technical assistance and training that enables them to implement effective program and evaluation strategies.”

The South Carolina State Department of Education sponsored several training events throughout the 2006-2007 grant period. On September 13 and 14, 2006, SDE sponsored the Annual Program Directors Meeting for the 2006-2007 grant period. The SDE also sponsored a series of local program trainings for site coordinators of 21st CCLC programs. These trainings were held on October 17, 18, and 26, 2006 in Greenville, Charleston, and Florence, respectively. During these trainings, program staff heard presentations from the State 21st CCLC Program Staff, the SDE Finance Department, and System Wide Solutions. The State 21st CCLC Program Staff provided information regarding the background of 21st CCLC programs and what the programs needed to be doing throughout the year. The SDE Finance Department presented information on how to meet the budget and audit requirements for the State Department of Education. System Wide Solutions presented information on how to enter data into the GEMSTM and how to use the GEMS to conduct evaluations and meet the state’s evaluation requirements.

On March 20, 2007, SDE sponsored and presented at the 2007 SC Afterschool Alliance Conference. The presentation was a Project Directors Meeting for 21st CCLC programs and provided information on quality after school programming and the statewide evaluation. Staff from SDE provided an update on 21st CCLC programs, presented on connecting truancy initiatives to after school programs and infusing character education into programming, and conducted round table discussions on issues facing the 21st CCLC programs. SWS presented information on the statewide evaluation and utilizing the GEMSTM.

On September 21, 2007, SDE conducted an After-School Staff Training for directors, coordinators, teachers, community partners and volunteers. The workshops at this training covered topics such as behavior and discipline, standards-based teaching strategies for at-risk students, understanding gangs, and integrating emotional wellness with standards-based activities.

Technical assistance on implementing effective program strategies is provided by SDE on an on-going basis through telephone calls and periodic monitoring site visits. Technical assistance on implementing effective evaluation strategies is provided by SWS at the annual program directors training and on an on-going basis through telephone calls, e-mails and site visits.

State-Level Evaluation Requirements

Effectiveness of the Statewide Program

The Federal 21st CCLC evaluation guidelines require that state level evaluations be conducted on a regular basis to determine the effectiveness of the statewide 21st CCLC program. Statewide evaluations must use performance indicators and measures for evaluation. This requirement is met by Volume I of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina*.

Quality of Programming

There are two responsibilities of the SEAs regarding quality of programming. The first is direct accountability, a quality assurance function conducted through performance measurements taken at the program and site level. The second is a continuous quality improvement function conducted through an evaluation at the grantee and state level.

Direct Accountability at the Program and Site-Levels

At the site and program levels, grantees must conduct evaluations that answer questions that will let the site know how well it is improving positive academic outcomes for participants and how it is doing so. The evaluations must follow the standards of scientifically-based research. The state's method for meeting this requirement is discussed in the previous section on program-level evaluation requirements.

Continuous Quality Improvement

Continuous quality improvement is conducted through program evaluation at the state level and local grantee level. The purposes of the two levels of program evaluation are, first, to determine the effectiveness of the 21st CCLC program in achieving its goals and, second, to provide information to allow for continuous program improvement at both the local and statewide levels. At the state level, SEAs should conduct replicable studies including rigorous statistical analysis and generalizable conclusions.

SWS is conducting the program evaluations which will determine the effectiveness of the 21st CCLC program in achieving its goals. This program evaluation is conducted in two steps. The first step is done through measuring the state's progress in meeting the performance indicators, as stated in the Introduction section of this report. This progress is reported in Volume I of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina*. The second step is done through measuring each grantee's progress toward meeting the performance indicators and the program's individualized objectives. This progress is reported in Volume III of the *2006-2007 Evaluation of the 21st CCLC Programs in South Carolina*.

SWS is also conducting the program evaluation which will provide information to allow for continuous program improvement at both the local and statewide levels. This program evaluation will determine if different types of programming and program characteristics contribute to the program's outcomes. The study utilizes inferential statistics and scientific-based research methods and will result in generalizable conclusions which may then be used to identify best practice methods.

Annual Performance Reports

The Federal government requires that local sites submit Annual Performance Reports (APRs) on a web-based information system (PPICS) operated by Learning Point. For the APR, each grantee must report on program and site level data. Information on student outcomes is requested in

summary format only (i.e. the number of students who improved in math). In addition to the APR information provided by the sites, the states must provide a Competition Overview record for each competition held for funding; a State Activities record for activities carried out during the year; and a Grantee Profile record for all grantees that received a grant award since the current program year or earlier. This information is all submitted once a year, in the fall.

The Grantee Evaluation Management System (GEMS™), which is owned and maintained by System Wide Solutions, Inc. collects all grantee-level data required by the PPICS system. The data is collected by the GEMS™ on the program, site, and student-levels. The specific data for each level is described in detail in the Methodology section of this report.

Program and Site level data was collected by the sites in the same manner that it was to be reported in PPICS. The GEMS™ was designed to mirror the PPICS system in this manner to reduce the grantee's need to enter information into two systems and to ease the upload process of data from GEMS™ into PPICS.

Student level data was collected by the sites in a manner that would enable the data to be compiled and reported into PPICS. The GEMS™ includes several validation mechanisms that ensure accurate collection of data. These mechanisms prevent students from being counted in the same place twice, ensure that the student actually attended the program (has valid program attendance records) in order to be counted at all, and prevent a program from entering data (such as grades) for the same student twice in the same marking period. Furthermore, a student must first have a student record and an enrollment record (specifying when they participated) prior to having any program attendance, grades, or PACT scores entered for the specified enrollment period. These validation mechanisms ensured that the grades and PACT score outcomes as reported into PPICS accurately reflected the grades and PACT scores of the students who participated in programming.

During the 2006-2007 grant period, SWS developed a series of scripts which analyzed, aggregated, and presented the data in GEMS™ into the format accepted by PPICS for upload. These scripts do not aggregate all student level data in the GEMS™. Instead, the scripts report the demographics for all students who participated in programming (and have program attendance), then the scripts identify the core group of students (regular attendees) and report on the grades, PACT score, and classroom performance outcomes for only those students. Once developed, the scripts were then compiled into an APR Data Transformation Package. This package may be run on live data or data from previous grant years that has been entered into the GEMS™ and can be provided instantaneously.

CONCLUSIONS

Objective 1: Participants in 21st CCLC programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

1.1 Achievement Outcomes Increasing percentages of students regularly participating in the program will meet or exceed state and local academic achievement standard in reading and mathematics.

The percentage of regular attendees who met or exceeded the state standard in math has remained about the same, and the percentage of regular attendees who met or exceeded the state standard in reading has decreased. The state did not meet this portion of the objective.

The percentage of regular attendees who met or exceeded the local standard in math and reading has increased. The state has met this portion of the objective.

1.2 Behavior Outcomes Students participating in the program will show improvements on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behaviors.

The percentage of 2006-2007 regular attendees who have shown improvements in school attendance is 30.9%. The state has met this objective. The percentage of 2006-2007 regular attendees who have shown improvements in discipline referrals is 16.1%. Overall, regular attendees are improving on classroom performance. The state has met this objective.

Objective 2: 21st CCLC programs will offer a range of high-quality educational, developmental, and recreational services.

2.1 Core educational services. More than 85 percent of centers will offer high quality services in at least one core academic area, e.g., reading and literacy, mathematics, and science.

An examination of program elements offered in any of the core academic areas by all of the sites indicates that 81.2% of the sites offered services in at least one of the core academic areas. Therefore, the 21st CCLC program is close to meeting this standard.

2.2 Enrichment and support activities. More than 85 percent of centers will offer enrichment and support activities such as nutrition and health, art, music, technology, and recreation.

More than 87% of the programs reported that they offered at least one of the above listed enrichment and support services. Hence, the program exceeded the standard of 85%.

2.3 Community involvement. Centers will establish and maintain partnerships within the community to increase levels of community collaboration.

Centers in South Carolina have established and maintained active partnerships within the community. Hence, the 21st CCLC program has met this standard.

2.4 Services to parents and other adult community members. More than 85 percent of centers will offer services to parents, senior citizens, and other adult community members.

The 92 sites that reported serving adults constitute 54.1% of the 170 sites. Therefore, the standard for serving adults has not been met.

2.5 Extended hours. More than 75 percent of centers will offer services at least 15 hours a week on average and provide services when school is not in session, during the summer, and holidays.

Ninety eight out of 170 sites offered at least 15 hours of service per week that was provided when school was not in session (either before school, after school, or during the summer). These 98 sites constituted 57.6% of the total number of sites in 2006-2007. Therefore the program did not meet this standard.

Objective 3: 21st CCLC programs will serve children and community members with the greatest needs for expanded learning opportunities.

3.1 High-need communities. More than 80 percent of centers are located in high-poverty communities.

A total of 183 feeder schools (95.8%) out of 191 feeder schools met either Title I or free/reduced lunch criteria. Hence, the centers exceed the objective related to high-need communities.

RECOMMENDATIONS

1. It is recommended that training for 2008 include an emphasis on the appropriate manner for reporting services to adults.
2. It is recommended that the goals and objectives of all programs be reviewed to determine their hours of operation and that adjustments be made to increase the average weekly hours of services where necessary.
3. It is recommended that no action be taken at this time on the failure to meet state academic achievement standards until the comparison with the control group is made in Volume II of the evaluation. It is possible that the control group fared as badly or worse than the children who participated in 21st CCLC on state standards.
4. While the program did meet the behavioral objective, the proportion of students who were reported to have behavioral problems actually increased over the year. This was reported by the teachers in the Teacher Survey as well as in the SDE data. It is recommended that this issue be examined by the evaluators and the state office and an action plan be developed.

**APPENDIX ONE:
TEACHER SURVEY**



21st Century Community Learning Centers Teacher Survey

Student Name: _____

USE NO. 2 PENCIL ONLY

IMPORTANT INSTRUCTIONS

Regular school-day teachers should complete one of these surveys for each student who is a regular participant in the 21st CCLC program. For elementary school students, the teacher should be the regular classroom teacher. For middle and high school students, the teacher should be a math or English teacher.

Student SASI Number

0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

Center ID

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Feeder School ID

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

Over the last year, has this student...

	Significant Improvement	Moderate Improvement	Slight Improvement	No Change	Slight Decline	Moderate Decline	Significant Decline	Did Not Need to Improve
1. Improved in turning in his/her homework on time	7	6	5	4	3	2	1	NA
2. Improved in completing homework to your satisfaction	7	6	5	4	3	2	1	NA
3. Improved in participating in class	7	6	5	4	3	2	1	NA
4. Improved in volunteering (e.g. for extra credit or more responsibilities)	7	6	5	4	3	2	1	NA
5. Improved in attending class regularly	7	6	5	4	3	2	1	NA
6. Improved in being attentive in class	7	6	5	4	3	2	1	NA
7. Improved in behaving well in class	7	6	5	4	3	2	1	NA
8. Had classroom academic performance that was satisfactory or better	7	6	5	4	3	2	1	NA
9. Improved in coming to school ready/prepared to learn	7	6	5	4	3	2	1	NA
10. Improved in getting along well with other students	7	6	5	4	3	2	1	NA

Do Not Write In This Area