THE 2007-2008 EVALUATION OF THE SOUTH CAROLINA 21ST CENTURY COMMUNITY LEARNING CENTER PROGRAM

Soaring Beyond Expectations
Enhancing Quality in the 21st Century

Volume IV: An Examination Of Differences In Outcomes Among South Carolina 21st CCLC Service Provision Organizations

**Prepared For the South Carolina
Department of Education
By
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EXECUTIVE SUMMARY

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 21st CCLC Evaluation is designed to meet part of the Federal requirement for a statewide evaluation of the 21st CCLC and portions of the Federal requirements for local evaluations. There are five volumes in the evaluation of grant year 2007-2008. The purpose of Volume IV of the evaluation is to determine if there are differences in outcomes for students in the 21st CCLC program in South Carolina among four different types of service provision organizations.

The study was conducted by examining the outcome data for all programs in the state to determine if students who participated in 21st CCLC programs experienced different gains depending on the type of organization(s) providing the programming. The outcomes examined were divided into three areas: academic achievement (grades in school and standardized Palmetto Achievement Challenge Tests (PACT) scores); behavior (absences from school and discipline actions during school); and preparation for learning (changes in classroom behavior as reported by the classroom teachers, and changes in social skills, changes in academic skills, and changes in Enhanced Learning Skills score (as reported by the students).

The following conclusions were reached.

On the whole, students who participate in programming provided by schools and private organizations experience more desirable average changes in grades than those participating in programming provided by faith-based and mixed organizations.

Students participating in programming provided by mixed organizations have significantly better changes in PACT scores than students participating in programming provided by schools, private organizations or faith-based organizations, with the exception of science. There is no significant difference in Science PACT scores according to the type of organization providing the programming.

Students participating in programming provided by private organizations experience a more desirable average change in absences and in discipline actions during school than students served by other types of organizations.

On the whole, there is not a great deal of difference in changes in Preparation for Learning among the organization providing the programming, with the exception of Changes in Social

Skills, where students served by private and faith-based organizations experienced a significantly better change than students served by schools and mixed organizations.

It is recommended that further study be conducted to determine if there are statistically significant differences within changes among the four types of organizations and if there are variables that may influence the outcomes among the different types of organizations, that is, what accounts for the differences?

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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 2007-2008 grant year, there were 95 programs (operating 171 sites) funded in the state that served 13,899 students.

Purpose of the Evaluation

The South Carolina 21st CCLC Evaluation is designed to meet part of the Federal requirement for a statewide evaluation of the 21st CCLC and portions of the Federal requirements for local evaluations. There are five volumes in the evaluation of grant year 2007-2008. Volume I of the evaluation covers the state's progress on meeting federal objectives. Volume II states the achievements of the program, including a comparison group analysis; and describes the characteristics of sites with successful outcomes for students. Volume III provides administrative and programmatic recommendations which the evaluators believe will strengthen the program. Volume V is a series of one page summaries of the program highlights for each of the 95 programs from the 2007-2008 grant year.

Purpose of Volume IV

The purpose of Volume IV of the evaluation is to determine if there are differences in outcomes for students in the 21st CCLC program in South Carolina among four different types of service provision organizations. These organizations are public schools and school districts; private non-profit and for profit organizations; faith-based organizations; and a mixed category in which two or more types of organizations provide approximately equal amounts of services.

METHODOLOGY

Volume IV of the evaluation is a special report which compares outcomes among students who are in programs administered by school districts, faith-based organizations, private organizations, and combinations of these organizations (mixed organizations).

Outcomes (Dependent Variables) Examined

The outcomes examined are:

- Change in English Language Arts (ELA), Math, Science, and Social Studies Palmetto Achievement Challenge Tests (PACT) scores from 2007- 2008.
- Change in ELA, math, science, and social studies grades from the first semester in the 2007-2008 academic year to the last semester.
- Change in the number of days absent from school from the 2006-2007 academic year to the 2007-2008 academic year.
- Change in the number of discipline referrals during school from the 2006-2007 academic year to the 2007-2008 academic year.
- Number of days the student was present in the afterschool program.
- Teacher perceptions of improvement in classroom performance.
- Student perceptions of changes to social, academic, and enhanced learning skills.

Sources of Quantitative Data

Quantitative data for the study was obtained from three sources. Outcome data included in the study is related to and collected during the school year; therefore, all analyses are conducted utilizing quantitative data for school year programming. The sources for data are:

- Data related to student demographics, student program attendance, and student grades in school were entered into the Grant Evaluation Management System (GEMS®) by program directors and site coordinators.
- Data related to student absences in school, student discipline actions in school, Palmetto Achievement Challenge Tests (PACT) score data, and demographics for the control group were obtained from the State Department of Education Office of Data Management and Analysis and imported into the GEMS® database.
- Responses to the Teacher and Student Surveys were scanned into three separate DataLink™ files using an Advantage™ 1200 Test Scanner. The data files were then exported into text files and imported into the GEMS® database.

Program Data Included in the Study

This study is based on sites that were active at the end of the 2007-2008 grant period. Three sites were excluded from the analysis due to the dissimilarity of their program operation from other

programs in the state. These three sites were two sites operated by the Department of Juvenile Justice and one site operated through Clemson University. Only those students who participated at the remaining sites during the school year are included in the analysis. This portion of the study includes 168 sites and 13,035 students.

Service Providing Organization (Independent Variable) Definitions

A service providing organization: the organization that is actually providing the services, as opposed to the organization that is the fiscal agent, unless these two organizations are the same. The definitions for the organizations given below are derived from the South Carolina Department of Education, the United States Department of Education, the Internal Revenue Service and the Center for Faith and Service definitions.

1. Schools
    a. School District: A school district is a public school district recognized by the State of South Carolina and listed by the State Department of Education as receiving state funds.
    b. Individual schools: A school that includes one or more of grades K-12, is publicly financed, and is part of a school district in South Carolina.
    c. Charter School: A school that includes one or more of grades K-12 and is included in the South Carolina Department of Education Charter List.
2. Faith-Based Organization:
    a. A religious congregation (church, mosque, synagogue, or temple)
    b. A project sponsored/hosted by a religious congregation (may be incorporated or not incorporated)
    c. A nonprofit organization founded by a religious congregation or religiously-motivated incorporators and board members that clearly states in its name, incorporation, or mission statement that it is a religiously motivated institution a collaboration of organizations that clearly and explicitly includes organizations from the previously described categories.
3. Private Organizations
    a. Non-profit organizations: An entity organized and operated exclusively for one or more of the purposes set forth in Internal Revenue Code Section 501(c)(3) (generally to further a charitable, civic, scientific, or other similar purpose).
    b. For-profit organizations: An organization that is incorporated under State law the purpose of which is to make a profit through the sale of services or goods.
4. Mixed Organizations: Two or more of the first three organizations have approximately equal responsibility for service provision.   Sub-categories can be any combination of the other categories.

Methods for Analysis

The study was conducted in three phases. In the first phase, each 21st CCLC site in the state was examined to determine what organization or organizations actually delivered the services at the site during 2007-2008. Delivery of services had to be significant, involving responsibility for

program outcomes and objectives. The information was obtained from proposals, experience with the sites, site visits, telephone conversations with site coordinators and data on the GEMS® system.

In the second phase, outcome data was evaluated for all programs in the state to determine if students who participated in 21st CCLC programs experienced different gains depending on the type of organization(s) providing services during the program. The outcomes examined include: absences from school, discipline actions during school, grades in school, standardized PACT test scores, changes in classroom behavior, changes in social skills, changes in academic skills, and changes in enhanced learning skills. Only a summary of the outcomes and the comparison by organization type is provided in this report. State outcomes were examined in depth in Volume II of this evaluation report.

In the third phase of the project, the research team discussed the findings of the study from phase one. For purposes of this discussion and reporting, the findings were organized into three areas, academics (grades and PACT scores), behavior (absences from school and discipline actions) and preparation for learning (classroom behavior, social skills, academic skills and enhanced learning skills). From this discussion, the research team determined the meaning of the findings and prepared the conclusions and recommendations. A report was written which includes an introduction to the project, the methodology, findings of the study, conclusions, and recommendations.

Limitations of the Study

Anomalies were observed with the attendance and discipline data provided by the State Department of Education (SDE). Values were provided for every student for both 2006-2007 and 2007-2008. This would imply that no new students moved into or out of the state from the 21st CCLC program during this period, which is known from other sources not to be the case. Moreover, there were instances when large fluctuations occurred between years in the number of absences for an individual student, for example from a value of zero in one year to over 140 in the next. These anomalies limit the amount of trust that can be placed in this data. In an attempt to lessen this limitation, data was requested from SDE regarding the school that the student attended during the previous year. If the school which the student attended was unknown, the absence and discipline data for the previous year was excluded. In addition, as discovered in Volume II of the 2007-2008 evaluation, several outliers to the absences and discipline data existed. These outliers appeared to indicate that certain students experienced an increase in absences or discipline of 40 incidents or more. These outliers were excluded from the analysis. A complete explanation of how these outliers were identified is included in Volume II of the 2007-2008 evaluation.

Data on prior year PACT scores were obtained from both the State Department of Education and from the individual sites. For some students, the data was contradictory, in that one source would report that the student scored Basic on the ELA PACT while the other would report that the student had scored Below Basic. In these instances, the data obtained from the State Department of Education was used. The research team felt this would be the most appropriate

response, as the method for classification would be more consistent from the State Department of Education.

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 Rarely Demonstrates. Grades that are on an A-F and grades on three point grading scales are useful in determining change for individual students; however, by transforming the data into one scale, the variation of grades is reduced. Analysis of changes in grades using grades on all available scales proved inconsistent and was therefore rendered invalid. As a result, grades on a 1 to 100 grading scale were converted to the A-F scale and only grades on these two scales were used for the analysis.

The analysis in this study was conducted using ANOVA analyses which determine if the change experienced by students is different according to the type of service providing organization. The analysis does not examine if the change for a particular type of organization is significant. For example, the analysis does not determine if the 2008 Math PACT scores for students served by mixed organizations significantly increased from the 2007 Math PACT scores. Therefore, while there may be a change in outcomes, the change has not been tested to be significant and therefore may be due only to chance.

FINDINGS: DIFFERENCES IN STATE OUTCOMES OF 21ST CCLC PROGRAMS BY TYPE OF SERVICE PROVIDING ORGANIZATION

The 168 sites included in the analysis served a total of 13,035 students during the 2007-2008 school year. Of these, 3,569 (27.4%) were served by private organizations, 1,610 (12.4%) were served by faith-based organizations, 7,047 (54.1%) were served by schools or school districts, and 809 (6.2%) were served by programs in which two or more of the above types of organizations had equal responsibility for providing services.

Behavior

Absences from School

Students in the study were absent from school for an average of 6.08 days in 2006-2007 (n=12,230, SD=5.8, Range=0 to 40). In 2007-2008, students in the study were absent from school for an average of 5.8 days (n=12,584, SD=5.76, Range=0 to 40). The change in absences was calculated for each student by subtracting the student's absences in 2007-2008 from their absences in 2006-2007. This variable shows that absences for students in the study who had data for both years decreased by an average of 0.26 days (n=12,203, SD=5.64, Range=-37 to 36) from 6.04 (SD=5.74) in 2006-2007 to 5.78 (SD=5.74) in 2007-2008.

The difference in the change in absences from school is significantly different according to the type of service providing organization (F=7.84, df=3, p=0.000). Students who participated in programming provided by private organizations had an average decrease in absences of 0.53 days (n=3,347, SD=5.45), whereas students who participated in programming provided by schools had an average decrease in absences of 0.28 days (n=6,556, SD=5.76), students who participated in programming provided by faith-based organizations had an average increase in absences of 0.28 days (n=1,516, SD=5.59), and students who participated in programming provided by mixed organizations had an average increase in absences of 0.2 days (n=784, SD=5.5). Therefore, students who participated in programming provided by private organizations experienced a more desirable average change in absences than students served by other types of organizations. (See Table 1 and Figure 1.)

Table 1: Differences in the Change in Absences	Mean
Private Organizations	-0.53
Faith-Based Organizations	0.28
School District	-0.28
Mixed	0.02
Total Average Change	**-0.26**

Figure 1: Difference in the Change in Absences by Service Providing Organization
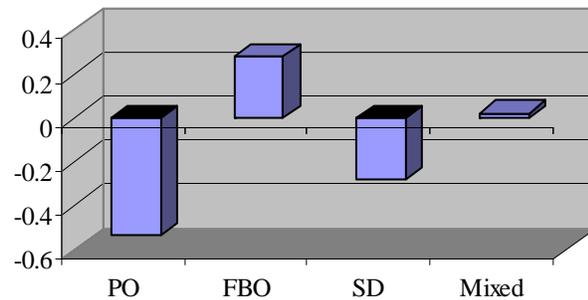
Discipline Actions at School

Students in the study had an average of 1.13 incidents of discipline action in 2006-2007 (n=12,265, SD=1.89, Range=0 to 9). In 2007-2008, students in the study had an average of 2.03 incidents of discipline action (n=12,521, SD=3.73, Range=0 to 24). The change in discipline incidents was calculated for each student by subtracting the student's discipline actions in 2007-2008 from their discipline actions in 2006-2007. This variable shows that discipline actions for students in the study who had data for both years increased by an average of 0.92 actions (n=12,169, SD=3.38, Range=-9 to 23) from 1.12 (SD=1.88) in 2006-2007 to 2.04 (SD=3.74) in 2007-2008.

The difference in the change in discipline incidents is significantly different according to the type of service providing organization (F=35.78, df=3, p=0.000). Students who participated in programming provided by private organizations had an average increase in discipline of 0.47 incidents (n=3,361, SD=2.51), whereas students who participated in programming provided by faith-based organizations had an average increase in discipline of 0.73 incidents (n=1,525, SD=2.78), students who participated in programming provided by schools had an average increase in discipline of 1.19 incidents (n=6,498, SD=3.84), and students who participated in programming provided by mixed organizations had an average increase in discipline of 1.07 incidents (n=785, SD=3.44). Therefore, students who participated in programming provided by private organizations experienced a more desirable average change in discipline actions than students served by other types of organizations. (See Table 2 and Figure 2.)

Table 2: Differences in the Change in Discipline Actions	
	Mean
Private Organizations	0.47
Faith-Based Organizations	0.73
School District	1.19
Mixed	1.07
Total Average Change	**0.92**

Figure 2: Difference in the Change in Discipline Actions by Service Providing Organization
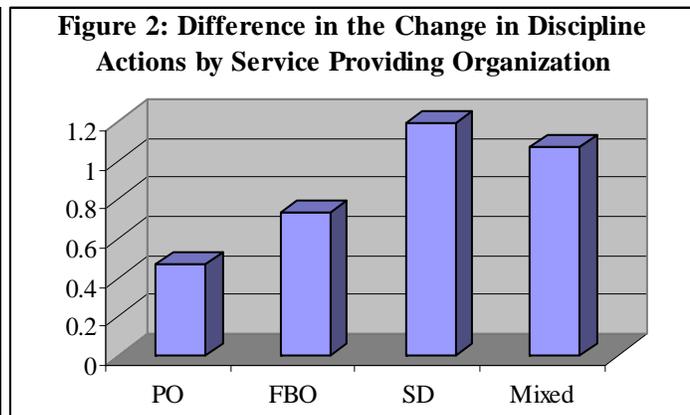
Grades in School

Grades in school were calculated by averaging all available grades by subject for the Fall Semester and averaging all available grades by subject for the Spring Semester. All grades were then converted to the A-F grading scale so that all grades would be on a consistent grading scale. The difference in grades was calculated by subtracting the Fall grade from the Spring grade for each subject.
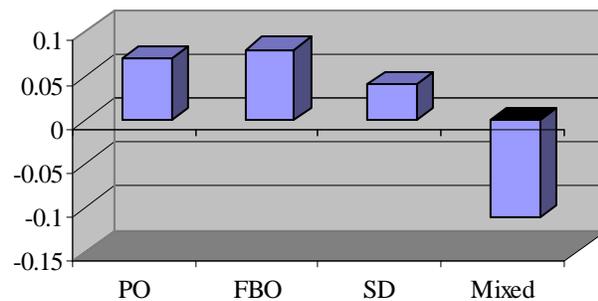
ELA Grades

Students in the study had an average English/Language Arts (ELA) grade of 3.17 (C average) during the fall semester of 2007-2008 (n=10,266, SD=1.19, Range=1 to 5). During the spring semester, students in the study had an average ELA grade of 3.22 (n=9,444, SD=1.18, Range=1 to 5). The change in ELA grades was calculated for each student by subtracting the student's fall grade from their spring grade. This variable shows that ELA grades for students in the study who had data for both semesters increased by an average of 0.04 points (n=9,051, SD=0.89, Range=-4 to 4) from 3.19 (SD=1.18) during the fall to 3.23 (SD=1.17) during the spring.

The difference in the change in ELA grades is significantly different according to the type of service providing organization (F=7.26, df=3, p=0.000). Students who participated in programming provided by faith-based organizations had an average increase in ELA grades of 0.08 points (n=1,037, SD=0.84), students who participated in programming provided by private organizations had an average increase in ELA grades of 0.07 points (n=2,191, SD=0.83), and students who participated in programming provided by schools had an average increase in ELA grades of 0.04 points (n=5,203, SD=0.92), whereas students who participated in programming provided by mixed organizations had an average decrease in ELA grades of 0.11 points (n=620, SD=0.91). Therefore, students who participated in programming provided by private organizations, faith-based organizations, and schools experienced about the same change in ELA grades. This change is a more desirable average change than the change in ELA grades experienced by students served by mixed organizations. (See Table 3 and Figure 3.)

Table 3: Differences in the Change in ELA Grades	
	Mean
Private Organizations	0.07
Faith-Based Organizations	0.08
School District	0.04
Mixed	-0.11
Total Average Change	**0.04**

Figure 3: Difference in the Change in ELA Grades by Service Providing Organization

Math Grades

Students in the study had an average math grade of 3.11 (C average) during the fall semester of 2007-2008 (n=10,403, SD=1.22, Range=1 to 5). During the spring semester, students in the study had an average math grade of 3.12 (n=9,700, SD=1.19, Range=1 to 5). The change in math grades was calculated for each student by subtracting the student's fall grade from their spring grade. This variable shows that Math grades for students in the study who had data for both semesters increased by an average of 0.01 points (n=9,326, SD=0.91, Range=-4 to 4) from 3.12 (SD=1.21) during the fall to 3.13 (SD=1.19) during the spring.

The difference in the change in math grades is significantly different according to the type of service providing organization (F=8.59, df=3, p=0.000). Students who participated in programming provided by private organizations had an average increase in math grades of 0.04 points (n=2,369, SD=0.85) and students who participated in programming provided by schools had an average increase in math grades of 0.03 points (n=5,192, SD=0.95), whereas students who participated in programming provided by faith-based organizations had an average decrease in math grades of 0.09 points (n=1,048, SD=0.84) and students who participated in programming provided by mixed organizations had an average decrease in math grades of 0.09 points (n=717, SD=0.88). Therefore, students who participated in programming provided by private organizations and schools experienced a more desirable average change in math grades than students served by faith-based and mixed organizations. (See Table 4 and Figure 4.)

Table 4: Differences in the Change in Math Grades	
	Mean
Private Organizations	0.04
Faith-Based Organizations	-0.09
School District	0.03
Mixed	-0.09
Total Average Change	**0.01**

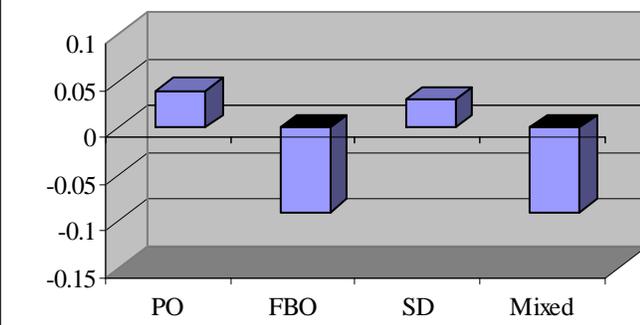Figure 4: Difference in the Change in Math Grades by Service Providing Organization

Science Grades

Students in the study had an average science grade of 3.22 (C average) during the fall semester of 2007-2008 (n=10,022, SD=1.19, Range=1 to 5). During the spring semester, students in the study had an average science grade of 3.27 (n=9,363, SD=1.18, Range=1 to 5). The change in science grades was calculated for each student by subtracting the student's fall grade from their spring grade. This variable shows that science grades for students in the study who had grades for both semesters increased by an average of 0.04 points (n=8,990, SD=0.94, Range=-4 to 4) from 3.24 (SD=1.19) in the fall to 3.28 (SD=1.18) in the spring.

The difference in the change in science grades is significantly different according to the type of service providing organization (F=5.73, df=3, p=0.001). Students who participated in programming provided by mixed organizations had an average increase in science grades of 0.13 points (n=712, SD=0.97), students who participated in programming provided by private organizations had an average increase in science grades of 0.05 points (n=2,185, SD=0.89), and students who participated in programming provided by schools had an average increase in science grades of 0.05 points (n=5,069, SD=0.97), whereas students who participated in programming provided by faith-based organizations had an average decrease in Science grades of 0.06 points (n=1,024, SD=0.88). Therefore, students who participated in programming provided by private organizations, mixed organizations, and schools experienced about the same change in science grades. This change is a more desirable average change in Science grades than the change experienced by students served by faith-based organizations. (See Table 5 and Figure 5.)

Table 5: Differences in the Change in Science Grades	
	Mean
Private Organizations	0.05
Faith-Based Organizations	-0.06
School District	0.05
Mixed	0.13
Total Average Change	**0.04**

Figure 5: Difference in the Change in Science Grades by Service Providing Organization

Social Studies Grades
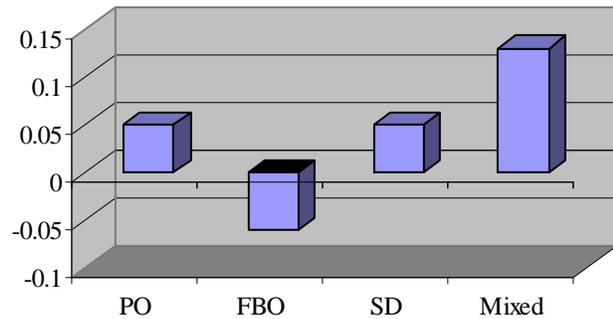
Students in the study had an average social studies grade of 3.18 (C average) during the fall semester of 2007-2008 (n=9,983, SD=1.22, Range=1 to 5). During the spring semester, students in the study had an average social studies grade of 3.21 (n=9,051, SD=1.2, Range=1 to 5). The change in social studies grades was calculated for each student by subtracting the student's fall grade from their spring grade. This variable shows that social studies grades for students in the study who had grades for both semesters increased by an average of 0.01 points (n=8,874, SD=0.94, Range=-4 to 4) from 3.2 (SD=1.22) in the fall to 3.21 (SD=1.2) in the spring.

The difference in the change in social studies grades is significantly different according to the type of service providing organization (F=2.95, df=3, p=0.031). Students who participated in programming provided by schools had an average increase in social studies grades of 0.04 points (n=4,983, SD=0.97), whereas students who participated in programming provided by private organizations had an average decrease in social studies grades of 0.01 points (n=2,187, SD=0.88), students who participated in programming provided by faith-based organizations had an average decrease in social studies grades of 0.05 points (n=997, SD=0.88), and students who participated in programming provided by mixed organizations had no change in social studies grades (mean=0.00, n=707, SD=0.96). Therefore, students who participated in programming provided by schools experienced a more desirable average change in social studies grades than students served by faith-based, private, and mixed organizations. (See Table 6 and Figure 6.)

Table 6: Differences in the Change in Social Studies Grades	
	Mean
Private Organizations	-0.01
Faith-Based Organizations	-0.05
School District	0.04
Mixed	0.00
Total Average Change	**0.01**

Figure 6: Difference in the Change in Social Studies Grades by Service Providing Organization
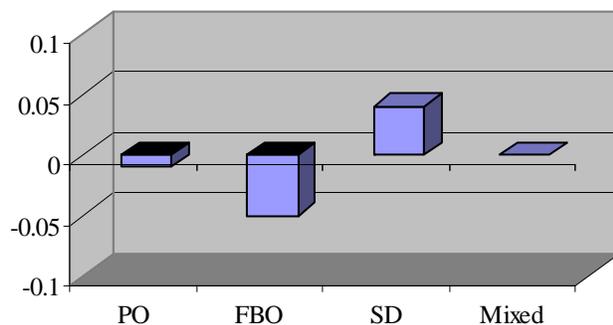
Standardized PACT Test Scores

Standardized PACT test scores in math, ELA, science and social studies were obtained for each student for the academic years 2006-2007 and 2007-2008. PACT tests were administered during the spring of the school year. Scores for each student are categorized according to the following achievement levels: Below Basic (BB), Basic (BA), Proficient (PF), and Advanced (AD).

ELA PACT Scores

Students in the study had an average English/Language Arts (ELA) PACT Score of 1.74 (between BA and BB) on the test administered in Spring 2007 (n=7,873, SD=0.74, Range=1 to 4). Students in the study had an average ELA PACT Score of 1.75 (n=9,927, SD=0.74, Range=1 to 4) on the test administered in Spring 2008. The change in ELA PACT Scores was calculated for each student by subtracting the student's 2007 score from their 2008 score. This variable shows that ELA PACT Scores for students in the study who had scores for both years decreased by an average of 0.07 points (n=7,593, SD=0.61, Range=-2 to 2) from 1.75 (SD=0.74) in 2007 to 1.68 (SD=0.71) in 2008.

The difference in the change in ELA PACT Scores is significantly different according to the type of service providing organization (F=3.55, df=3, p=0.014). Students who participated in programming provided by mixed organizations had an average decrease in ELA PACT Scores of 0.01 points (n=649, SD=0.61), whereas students who participated in programming provided by private organizations had an average decrease in ELA PACT Scores of 0.1 points (n=1,870, SD=0.6), students who participated in programming provided by faith-based organizations had an average decrease in ELA PACT Scores of 0.08 points (n=812, SD=0.59), and students who participated in programming provided by schools had an average decrease in ELA PACT Scores of 0.07 points (n=4,262, SD=0.62). Therefore, students who participated in programming provided by mixed organizations had a lower average decrease in scores on the ELA PACT test than students who participated in programming provided by private organizations, faith-based organizations, or schools. (See Table 7 and Figure 7.)

Table 7: Differences in the Change in ELA PACT Scores	
	Mean
Private Organizations	-0.10
Faith-Based Organizations	-0.08
School District	-0.07
Mixed	-0.01
Total Average Change	**-0.07**

Figure 7: Difference in the Change in ELA PACT Scores by Service Providing Organization
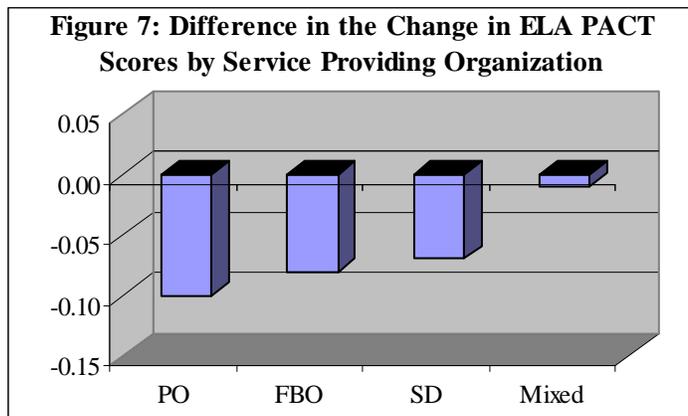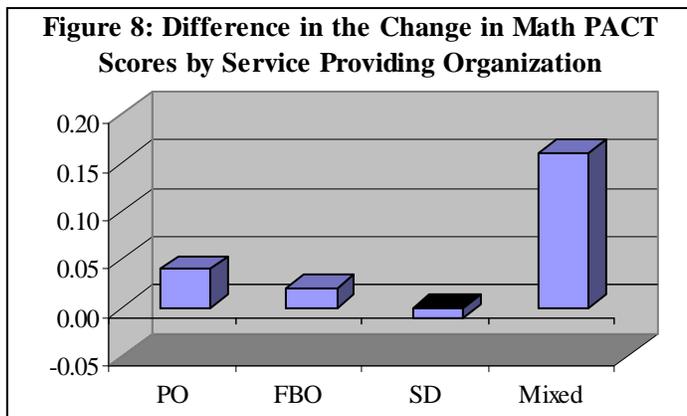
Math PACT scores

Students in the study had an average Math PACT Score of 1.72 (between BA and BB) on the test administered in Spring 2007 (n=7,898, SD=0.77, Range=1 to 4). Students in the study had an average Math PACT Score of 1.75 (n=9,739, SD=0.79, Range=1 to 4) on the test administered in Spring 2008. The change in Math PACT Scores was calculated for each student by subtracting the student's 2007 score from their 2008 score. This variable shows that Math PACT Scores for students in the study who had data for both years increased by an average of 0.02 points (n=7,622, SD=0.66, Range=-3 to 3) from 1.72 (SD=0.77) in 2007 to 1.75 (SD=0.79) in 2008.

The difference in the change in Math PACT Scores is significantly different according to the type of service providing organization (F=13.08, df=3, p=0.000). Students who participated in programming provided by mixed organizations had an average increase in Math PACT Scores of 0.16 points (n=648, SD=0.68), whereas students who participated in programming provided by private organizations had an average increase in Math PACT Scores of 0.04 points (n=1,876, SD=0.65), students who participated in programming provided by faith-based organizations had an average increase in Math PACT Scores of 0.02 points (n=817, SD=0.64), and students who participated in programming provided by schools had an average decrease in Math PACT Scores of 0.01 points (n=4,281, SD=0.66). Therefore, students who participated in programming provided by mixed organizations had a significantly better change in scores on the Math PACT test than students who participated in programming provided by private organizations, faith-based organizations, or schools. (See Table 8 and Figure 8.)

Table 8: Differences in the Change in Math PACT Scores	
	Mean
Private Organizations	0.04
Faith-Based Organizations	0.02
School District	-0.01
Mixed	0.16
Total Average Change	**0.02**

Figure 8: Difference in the Change in Math PACT Scores by Service Providing Organization

Science PACT scores

Students in the study had an average Science PACT Score of 1.51 (between BA and BB) on the test administered in Spring 2007 (n=5,520, SD=0.77, Range=1 to 4). Students in the study had an average Science PACT Score of 1.59 (n=6,546, SD=0.82, Range=1 to 4) on the test administered in Spring 2008. The change in Science PACT Scores was calculated for each student by subtracting the student's 2007 score from their 2008 score. This variable shows that Science PACT Scores for students in the study who had data for both years increased by an average of 0.09 points (n=3,536, SD=0.72, Range=-3 to 3) from 1.49 (SD=0.75) in 2007 to 1.58 (SD=0.83) in 2008.

The difference in the change in Science PACT Scores is not significantly different according to the type of service providing organization (F=2.43, df=3, p=0.064). Students who participated in programming provided by private organizations had an average increase in Science PACT Scores of 0.07 points (n=889, SD=0.71), students who participated in programming provided by faith-based organizations had an average increase in Science PACT Scores of 0.08 points (n=373, SD=0.74), students who participated in programming provided by schools had an average increase in Science PACT Scores of 0.08 points (n=1,981, SD=0.71), and students who participated in programming provided by mixed organizations had an average increase in Science PACT Scores of 0.19 points (n=293, SD=0.77). Therefore, there is no significant difference in Science PACT Scores according to the type of service providing organization. (See Table 9 and Figure 9.)

Table 9: Differences in the Change in Science PACT Scores	
	Mean
Private Organizations	0.07
Faith-Based Organizations	0.08
School District	0.08
Mixed	0.19
Total Average Change	**0.09**

Figure 9: Difference in the Change in Science PACT Scores by Service Providing Organization
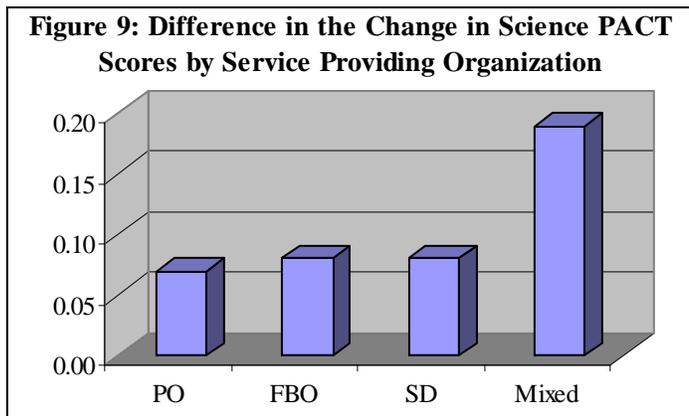
Social Studies PACT scores

Students in the study had an average Social Studies PACT Score of 1.66 (between BA and BB) on the test administered in Spring 2007 (n=5,430, SD=0.76, Range=1 to 4). Students in the study had an average Social Studies PACT Score of 1.73 (n=6,477, SD=0.83, Range=1 to 4) on the test administered in Spring 2008. The change in Social Studies PACT Scores was calculated for each student by subtracting the student's 2007 score from their 2008 score. This variable shows that Social Studies PACT Scores for students in the study who had data for both years decreased by an average of 0.06 points (n=3,407, SD=0.77, Range=-3 to 3) from 1.71 (SD=0.79) in 2007 to 1.65 (SD=0.8) in 2008.

The difference in the change in Social Studies PACT Scores is significantly different according to the type of service providing organization (F=5.16, df=3, p=0.001). Students who participated in programming provided by mixed organizations had an average increase in Social Studies PACT Scores of 0.07 points (n=276, SD=0.76), whereas students who participated in programming provided by private organizations had an average decrease in Social Studies PACT Scores of 0.04 points (n=836, SD=0.72), students who participated in programming provided by faith-based organizations had an average increase in Social Studies PACT Scores of 0.01 points (n=353, SD=0.76), and students who participated in programming provided by schools had an average decrease in Social Studies PACT Scores of 0.1 points (n=1,942, SD=0.8). Therefore, students who participated in programming provided by mixed organizations had a significantly

better change in scores on the Social Studies PACT test than students who participated in programming provided by private organizations, faith-based organizations, or schools. (See Table 10 and Figure 10.)

Table 10: Differences in the Change in Social Studies PACT Scores	
	Mean
Private Organizations	-0.04
Faith-Based Organizations	0.01
School District	-0.10
Mixed	0.07
Total Average Change	**-0.06**

Figure 10: Difference in the Change in Social Studies PACT Scores by Service Providing Organization
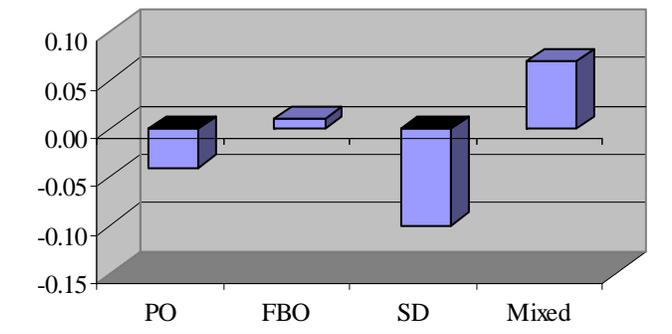
Preparation for Learning

Classroom Performance

Classroom performance is measured using teacher surveys, which are measured on a student level basis. These items on this survey are improvement in: turning in homework on time; completing homework satisfactorily; participating in class; volunteering; attending class regularly; attentive in class; satisfactory or better classroom academic performance; coming to school ready and prepared to learn; getting along well with other students. Teachers responded to each item on the survey according to the degree to which the student improved. The potential responses are: "significant improvement," "moderate improvement," "slight improvement," "no change," "slight decline," "moderate decline," "significant decline," and "did not need to improve." A copy of the teacher survey is included in Appendix One.

In order to calculate the Change in Classroom Performance variable, responses to the teacher survey were added together and divided by the total number of potential responses. Responses of "did not need to improve" were excluded from this composite. Students in the study had an average Change in Classroom Performance score of 5.19 (moderate improvement) on a scale of 1 to 7 (n=7,456, SD=1.16).

The difference in the change in classroom performance is significantly different according to the type of service providing organization (F=9.11, df=3, p=0.000). Students who participated in programming provided by private organizations had an average score of 5.23 (n=2,333, SD=1.24), students who participated in programming provided by schools had an average score of 5.2 (n=3,759, SD=1.13), and students who participated in programming provided by mixed organizations had an average score of 5.2 (n=468, SD=1.08), whereas students who participated in programming provided by faith-based organizations had an average score of 5.0 (n=896, SD=1.09). Therefore, students who participated in programming provided by private

organizations, mixed organizations, and schools experienced about the same Change in Classroom Performance scores. This change is significantly better than the Change in Classroom Performance experienced by students served by faith-based organizations. (See Table 11 and Figure 11.)

Table 11: Differences in the Change in Classroom Performance	
	Mean
Private Organizations	5.23
Faith-Based Organizations	5.00
School District	5.20
Mixed	5.20
Total Average Change	**5.19**

Figure 11: Difference in the Change in Classroom Performance by Service Providing Organization
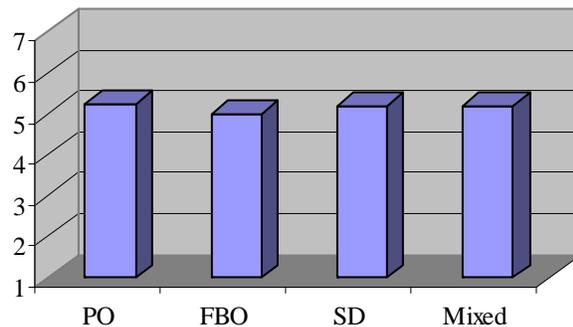
The Change in Social Skills Composite

The Change in Social Skills Composite is measured using student-level data from the student survey. Students responded to the survey and reported on their perceptions of changes they had seen in themselves due to their involvement in the program. A copy of the student survey is included in Appendix One. The Change in Social Skills Composite was identified during the 2006-2007 analysis and is utilized again for the 2007-2008 analysis. The composite includes the variables "helped with goals," "turn to adults," "be a good citizen," "violence is wrong," "teamwork is important," "follow rules," "respect others," "respect self," "be drug free," "improve in sports," "improve in self expression," "improve in making friends," "improve in getting along with others," "improve in solving problems," "improve in helping others," "safe environment," and "adults who care." Each variable represents the degree to which students agree with the statement on a scale of 1 to 3. In order to calculate the change in social skills variable, responses to the 17 items were added together. Students in the study had an average Change in Social Skills score of 45.82 (improvement) on a scale of 17 to 51 (n=6,129, SD=6.49).

The difference in the Change in Social Skills scores is significantly different according to the type of service providing organization (F=16.58, df=3, p=0.000). Students who participated in programming provided by private organizations had an average score of 46.61 (n=1,921, SD=6.4) and students who participated in programming provided by faith-based organizations had an average score of 46.1 (n=667, SD=6.62), whereas students who participated in programming provided by schools had an average score of 45.36 (n=3,199, SD=6.47) and students who participated in programming provided by mixed organizations had an average score of 45.12 (n=342, SD=6.54). Therefore, students who participated in programming provided by private and faith-based organizations experienced a significantly better Change in Social Skills scores than students served by schools and mixed organizations. (See Table 12 and Figure 12.)

Table 12: Differences in the Change in Social Skills	
	Mean
Private Organizations	46.61
Faith-Based Organizations	46.10
School District	45.36
Mixed	45.12
Total Average Change	**45.82**

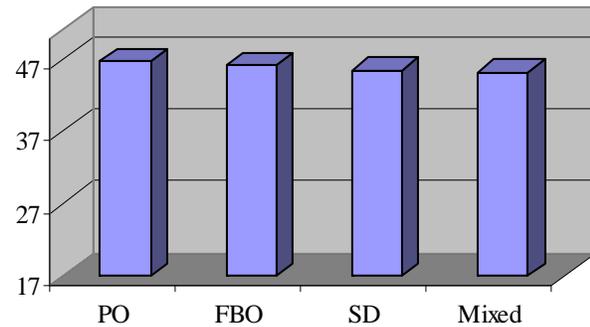**Figure 12: Difference in the Change in Social Skills by Service Providing Organization**

The Change in Academics Composite

The Change in Academic Skills Composite is measured using student-level data from the student survey. Students responded to the survey and reported on their perceptions of changes they had seen in themselves due to their involvement in the program. A copy of the student survey is included in Appendix One. The Change in Academic Skills Composite was identified during the 2006-2007 analysis and is utilized again for the 2007-2008 analysis. The composite includes the variables "helped with homework," "helped with grades," "helped with math," and "helped with reading." Each variable represents the degree to which students agree with the statement on a scale of 1 to 3. In order to calculate the Change in Academics Skills variable, responses to the four items were added together. Students in the study had an average Change in Academics score of 10.32 (improvement) on a scale of 4 to 12 (n=6,978, SD=1.93).

The difference in the Change in Academic Skills is not significantly different according to the type of service providing organization (F=2.46, df=3, p=0.061). Students who participated in programming provided by private organizations had an average score of 10.37 (n=2,169, SD=2.04), students who participated in programming provided by faith-based organizations had an average score of 10.33 (n=755, SD=1.96), students who participated in programming provided by schools had an average score of 10.31 (n=3,654, SD=1.86), and students who participated in programming provided by mixed organizations had an average score of 10.09 (n=400, SD=1.89). Therefore, there is no significant difference in the Change in Academic Skills score according to the type of service providing organization. (See Table 13 and Figure 13.)

Table 13: Differences in the Change in Academic Skills	
	Mean
Private Organizations	10.37
Faith-Based Organizations	10.33
School District	10.31
Mixed	10.09
Total Average Change	**10.32**

Figure 13: Difference in the Change in Academic Skills by Service Providing Organization
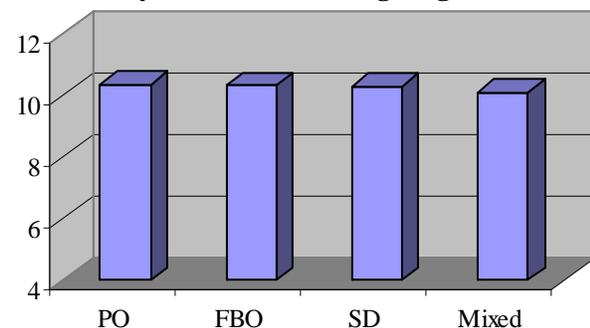
The Change in Enhanced Learning Skills Composite

The Change in Enhanced Learning Skills Composite is measured using student-level data from the student survey. Students responded to the survey and reported on their perceptions of changes they had seen in themselves due to their involvement in the program. A copy of the student survey is included in Appendix One. The Change in Enhanced Learning Skills Composite was identified during the 2006-2007 analysis and is utilized again for the 2007-2008 analysis. The composite includes the variables "helped with art and music," "helped with technology," "helped with career," "helped with culture," and "improved computer skills." Each variable represents the degree to which students agree with the statement on a scale of 1 to 3. In order to calculate the change in the Enhanced Learning Skills variable, responses to the five items were added together. Students in the study had an average Change in Enhanced Learning Skills score of 11.71 (improvement) on a scale of 5 to 15 (n=6,740, SD=2.84).

The difference in the Change in Enhanced Learning Skills score is not significantly different according to the type of service providing organization (F=1.16, df=3, p=0.322). Students who participated in programming provided by private organizations had an average score of 11.8 (n=2,097, SD=2.98), students who participated in programming provided by faith-based organizations had an average score of 11.74 (n=745, SD=2.9), students who participated in programming provided by schools had an average score of 11.66 (n=3,510, SD=2.75), and students who participated in programming provided by mixed organizations had an average score of 11.65 (n=388, SD=2.83). Therefore, there is no significant difference in the change in Enhanced Learning Skills scores according to the type of service providing organization. (See Table 14 and Figure 14.)

Table 14: Differences in the Change in Enhanced Learning Skills	
	Mean
Private Organizations	11.80
Faith-Based Organizations	11.74
School District	11.66
Mixed	11.65
Total Average Change	**11.71**

Figure 14: Difference in the Change in Enhanced Learning Skills by Service Providing Organization
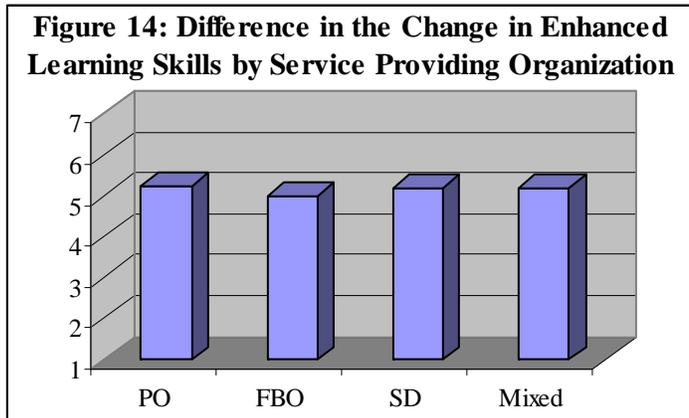
CONCLUSIONS

Academics

In ELA grades, students who participated in programming provided by private organizations, faith-based organizations, and schools experienced about the same change in ELA grades, which was a more desirable average change than the change in ELA grades experienced by students served by mixed organizations. Students who participated in programming provided by private organizations and schools experienced a more desirable average change in math grades than students served by faith-based and mixed organizations.   Students who participated in programming provided by private organizations, mixed organizations, and schools experienced about the same change in science grades, which was a more desirable average change than the change experienced by students served by faith-based organizations. Students who participated in programming provided by schools experienced a more desirable average change in social studies grades than students served by faith-based, private, and mixed organizations. On the whole, students who participated in programming provided by schools and private organizations experienced more desirable average changes in grades than those participating in programming provided by faith based and mixed organizations.

Students participating in programming provided by mixed organizations have a significantly better change in ELA, Math and Social Studies PACT scores than students who participate in programming provided by private organizations, faith-based organizations, or schools. There is no significant difference in Science PACT scores according to the type of organization providing the programming. On the whole, students participating in programming provided by mixed organizations have significantly better changes in PACT scores than students participating in programming provided by schools, private organizations or faith-based organizations.

Behavior

Students participating in programming provided by private organizations experience a more desirable average change in absences and in discipline actions during school than students served by other types of organizations.

Preparation for Learning

Students who participated in programming provided by private organizations, mixed organizations, and schools experienced about the same Change in Classroom Performance scores. Students who participated in programming provided by private and faith-based organizations experienced a significantly better Change in Social Skills scores than students served by schools and mixed organizations. There is no significant difference in the Change in Academic Skills or Change in Enhanced Learning Skills scores according to the type of service providing organization. On the whole, there is not a great deal of difference in changes in Preparation for Learning among the organizations providing the programming, with the exception of Change in Social Skills, where students served by private and faith based organizations experienced a significantly better change than students served by schools and mixed organizations.

RECOMMENDATIONS

It is recommended that further study be conducted to determine:

1. If the change in each outcome variable is statistically significant for each of the four types of organizations. For example, mixed organizations had significantly better changes on the ELA PACT test than other types of organizations. Is the change for students in mixed organizations significant?

2. If there are additional variables which are available that may influence the outcomes among the different types of organizations (i.e., what accounts for the differences?)

APPENDIX 1: SURVEY INSTRUMENTS

21st Century Community Learning Centers
Teacher Survey

Student Name:

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

21st Century Community Learning Centers
Student Satisfaction Survey

Student Name:

This is the number used by your school district to report data to the **South Carolina Department of Education.** If you are uncertain whether you have the correct number, contact your District Office.

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
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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

IMPORTANT INSTRUCTIONS

South Carolina's 21st CCLC programs have not forgotten that we are here to serve students, and as such we want to ensure that each program site gets credit for the numbers and types of students they are serving. A such, this survey should be completed for EVERY student that the program has served for AT LEAST ONE DAY. Even if a student only attends a single day, they need to be entered in South Carolina's Grant Evaluation Management System (GEMS).

STUDENTS

USE NO. 2 PENCIL ONLY

- EXAMPLE: ☺ ● ☹
- MAKE *DARK* MARKS
- ERASE *COMPLETELY* TO CHANGE
- MAKE NO STRAY MARKS

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

Directions: Please tell us what you think of this after school program. Pencil in only ONE face for each question.

	Definitely	Kind of	Not at all
Do you like the after school program?	☺	😐	☹
Do you want to attend the after school program next year?	☺	😐	☹

Did the program help you:

	Definitely	Kind of	Not at all
with your homework?	☺	😐	☹
with your grades?	☺	😐	☹
with your reading ability?	☺	😐	☹
with your mathematics?	☺	😐	☹
with your arts and music ability?	☺	😐	☹
with your technology learning?	☺	😐	☹
with your understanding of career options?	☺	😐	☹

25635

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APPERSON PRINT MANAGEMENT SERVICES

This survey was adapted with permission from the University of Florida 21st CCLC Leadership Team, Program Evaluation Unit.

Did the program help you:

	Definitely	Kind of	Not at all
improve your school attendance?	☺	☺	☹
learn about other people's cultures?	☺	☺	☹
improve your ability to set goals?	☺	☺	☹
understand that you can turn to adults for help?	☺	☺	☹
understand how to be a good citizen?	☺	☺	☹
understand that violence is wrong?	☺	☺	☹
realize that teamwork is important?	☺	☺	☹
understand the importance of following rules?	☺	☺	☹
understand the need for respecting others?	☺	☺	☹
know the importance of respecting yourself?	☺	☺	☹
understand the importance of being drug free?	☺	☺	☹
with your computer skills and abilities?	☺	☺	☹

Did the program improve your:

	Definitely	Kind of	Not at all
skills in playing sports and games?	☺	☺	☹
creative ability and self expression?	☺	☺	☹
ability to make friends?	☺	☺	☹
ability to get along with others?	☺	☺	☹
ability to solve problems in a positive way?	☺	☺	☹
willingness to do things for others?	☺	☺	☹
Did the program give you a safe environment to learn and play?	☺	☺	☹
Did the program have adults who cared about you?	☺	☺	☹
Did you enjoy the activities?	☺	☺	☹
Did you go to neat and fun places?	☺	☺	☹

What would you be doing between 3:00 p.m. and 6:00 p.m. if there wasn't an after school program? *(Fill in circles that apply)*

- Watching TV ○
- Playing at home ○
- Playing outside ○
- Doing homework ○
- Hanging out at home ○
- Hanging out at a friend's house ○
- Hanging out on the street ○
- Other (please specify):_____ ○

Who would you usually be with between 3:00 p.m. and 6:00 p.m. in the afternoon if you were not in the after school program? *(Fill in circles that apply)*

- Nobody (Home alone) ○
- Friend(s) ○
- Adult neighbors or sitter ○
- Mother or Father ○
- Sister or Brother ○
- Grandmother or Grandfather ○
- Aunt or Uncle ○
- Another Relative ○
- Other (please specify):_____ ○

Do Not Write In This Area