

Soaring  
Beyond Expectations  
Enhancing Quality in the 21st Century



**A REPORT ON THE TEST OF THE MODELS  
OF SUCCESSFUL 21<sup>ST</sup> CCLC  
AFTERSCHOOL PROGRAMS  
2008-2009**

**PREPARED FOR  
THE SOUTH CAROLINA DEPARTMENT OF EDUCATION**

**by  
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## **EXECUTIVE SUMMARY**

The purpose of this report is to provide an evaluation of the demonstration of program models developed by System Wide Solutions as part of its evaluation of the South Carolina 21<sup>st</sup> Century Community Learning Centers. These models may predict success at a significantly greater degree than the state average on specific outcomes for specific grade levels in specific South Carolina 21<sup>st</sup> Century Community Learning Centers.

The evaluation will occur over a three-year period starting in 2008-09. During this first year: the specific models to be tested and the demonstration sites will be decided by the SC Department of Education; baseline data for the demonstration will be gathered; the demonstration sites will be notified of their status; the sites will be described through qualitative and quantitative measures; a statistical analysis of the outcomes for the students in the sites in comparison to the students in other sites in the state will be conducted: and how closely the demonstration sites are replicating the models will be determined.

The South Carolina Department of Education chose to test five models in five sites. Two of the sites rotate students between them on a regular basis, and therefore had to be treated as one site for evaluation purposes. It is unclear whether the sites were notified of their status as test sites for the models.

Qualitative and quantitative baseline data for the sites was gathered which describe the sites. The descriptions of the Honea Path Elementary School and Open Arms Fellowship Baptist Church sites indicate that these sites are well suited for the demonstration of Model Two. Model Two predicts that the students in these sites would have more favorable behavioral outcomes than students in the state as a whole. The students in these sites did indeed have significantly better behavioral outcomes than students in the state as a whole.

The descriptions of the South Carolina Department of Juvenile Justice sites indicate that these sites are not well suited to demonstrate any of the models. This is understandable given the unique characteristics of the DJJ schools that work against those elements in the models (such as parental involvement and organizational culture) which are key to the success of the models.

Unfortunately, Model Two is the only model that is represented among the sites chosen. In order to test Model Three, an appropriate site serving kindergarten through second grade and ones serving middle school students and/or high school students would have to be identified. Potentially, additional sites would have to be identified to test Models Four and Five. However, the evaluators do not believe these models are of the same significance as Models One, Two and Three.

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# INTRODUCTION

## The 21<sup>st</sup> CCLC Program Federal and State Mandates

The 21<sup>st</sup> 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 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> 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, which served 13,899 students.

## The Models of Success

The System Wide Solutions evaluation of the South Carolina 21<sup>st</sup> Community Learning Center grant is now in its fourth year. During the first year, methods were developed to measure outcomes and the dozens of variables that might have an effect on outcomes. The major result discovered that year was that the variables that create effects on outcomes are so closely associated with one another that, for practical purposes, they cannot be separated. However, factors composed of variables can be identified which do account for most of the variation in student outcomes.

There were three of these factors identified. One was more powerful than the others, and was named the Primary Factor. The other two were identified as sub-factors. (The full report may be found at <http://www.swsolutionsinc.com/education.html>.)

During the second year, the work done in the first year was expanded upon. Qualitative and quantitative data suggested by the factors were gathered and analyzed against outcomes and demographics of students, programs and other issues. The result was the development of seven descriptive models that may predict success in specific outcome areas for students with specific demographic characteristics. (The full report may be found at <http://www.swsolutionsinc.com/education.html>.)

## **Demonstration of Models**

The South Carolina State Department of Education issued a contract to System Wide Solutions for the contract year July 1, 2008 – June 30, 2009 that, among others, contained the following requirements:

1. In coordination with SC 21<sup>st</sup> CCLC staff, SWS will identify and describe five specific pilot-program models that will be designed to test the efficacy of the findings of evaluation in improving specific outcomes for specific types of students.
2. SWS will assist SC 21<sup>st</sup> CCLC in implementing the pilot sites.
3. SWS will develop and implement an evaluation design to determine the success of the pilot sites.

## **Purpose of Report**

The purpose of this report is to provide an evaluation of the demonstration of the models as required by the contract described above. These models may predict success at a significantly greater degree than the state average on specific outcomes for specific grade levels in specific South Carolina 21<sup>st</sup> Century Community Learning Centers.

# METHODOLOGY

## Philosophy of the Approach

SWS uses an action research approach to conduct this evaluation. As described by Greenwood and Levin in *Introduction to Action Research*, action research involves the professional researcher working with the members of an organization and community to improve a situation. Action research (or, in this case, evaluation) means that information developed by the evaluator is used by the organization and community to change their activities as they new information emerges to make it more likely that the goals of the program will be achieved. In action research, the evaluator is part of the process, rather than assuming the role of a traditional evaluator in standing outside of the process.

## Methodology of the Evaluation

The evaluation will occur over a three year period. During the first year:

- the specific models to be tested will be chosen
- the demonstration sites will be chosen
- baseline data for the demonstration will be gathered
- the demonstration sites will be notified of their status
- the sites will be described through qualitative and quantitative measures
- a statistical analysis of the outcomes for the students in the sites in comparison to the students in other sites in the state will be conducted and
- how closely the demonstration sites are replicating the models will be determined

At the beginning of the second year, SWS will notify the state 21<sup>st</sup> CCLC office, through the evaluation, of what sites appear to be appropriate for which models and what actions are necessary for those sites to carry out the models. SWS will provide technical assistance to the state office necessary to implement the models in the appropriate sites. During the year, SWS will conduct site visits to each site to gather qualitative data. The qualitative data and the quantitative data from the GEMS® will be analyzed to determine how well the sites are following the models, how well the sites are providing positive outcomes in comparison to the other sites in the state, and what adjustments need to be made.

In the third year, a final set of site visits will be made to gather qualitative data and a final analysis will be conducted utilizing this data and data from the Grantee Evaluation Management System (GEMS®).

## Qualitative Measures

Volume II of the 2007-2008 Evaluation of the SC 21<sup>st</sup> CCLC program identifies specific common qualitative descriptors which are associated with positive outcomes. These qualitative

descriptors will be used to predict how likely it is that the sites chosen for demonstration sites will have exemplary (as compared to other sites) outcomes in the areas of behavior and academics. The specific findings of the 2007-2008 Evaluation were as follows.

There were three sites which have exemplary behavior outcomes. All three have high amounts of enrichment programming and a moderate organizational culture. Two of the three use intrinsic rewards for students, have strong leadership, exhibit a strong sense of community within the program and among the students, and use creative teaching methods. Two of the three use rituals to build group identity and support self-esteem.

Among the four exemplary academic sites, all have strong leadership, a moderate organizational culture and give a great deal of individual attention to students. Three of the four exhibit a strong sense of community within the program and among the students, have high amounts of enrichment programming, and use intrinsic rewards for students.

Also of interest is that 50% of the six sites (counting only once one site which was both exemplary in behavior and academics) have a mixed service provision format, meaning that a combination of a school and a private, non-profit organization each have responsibility for providing about 50% of the programming for the afterschool program.

## **Database**

The GEMS® was used for quantitative data gathering and data management. The SWS qualitative database was used for qualitative data management. These databases contain data on all sites from the 2006-2007 grant year to the present.

## **On-Site Visits**

On-site visits for the first report were conducted using the standard SWS 21<sup>st</sup> CCLC qualitative instrument (see Appendix One). Site visit data for the Anderson School District 2 site and the SC Department of Juvenile Justice sites were gathered during the 2006-2007 grant year. Site visit data for the Open Arms Fellowship Baptist Church sites was gathered during the 2008-2009 grant year.

## **Methods for Analysis**

The analysis of data for this study was conducted in four steps. The first step in the analysis was to describe the models identified in the report titled: *The 2006-2007 Evaluation of the SC 21<sup>st</sup> CCLC Program: Identification of Best Practices*.

The second step in the analysis was to describe each site included in the study and determine if the site fits any of the models identified in the aforementioned report. In order to determine if

the sites fit the models, data from the site visits was analyzed in addition to quantitative data entered into the GEMS® from the 2006-2007, 2007-2008, and 2008-2009 grant years.

The third step in the analysis was to compare the outcomes for each site to the outcomes of the remaining programs in the state. For this portion of the analysis, outcome data from the 2007-2008 grant year was utilized. 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. For each site, only those outcomes that were found to have significant differences to the state outcomes are presented.

In the fourth step of the analysis, the research team discussed the findings of the study from the first three steps. 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, a discussion, conclusions, and recommendations.

## **Limitations of the Study**

Determination of whether sites fit the models utilized data from several grant years. This was done because the site visits for three of the sites were conducted in 2006-2007 whereas the site visits for the remaining two sites were conducted in 2008-2009. Furthermore, the sites were on different cycles (that is, their grants began and ended in different years); therefore, analyzing data from only one grant year would not have provided a complete picture of the sites, given the experience gained from having the grant for multiple years and the fact that the amount of funding is reduced in years three and four of the grant.

The comparison of outcomes for each site to the remainder of sites in the states is limited by the large difference in the number of students in each group. Each site served between 50 and 200 students during the 2007-2008 school year; however, the data for these students is being compared to the averages for approximately 13,500 students. Therefore, the variances for each group are not equal, which causes the confidence intervals for each test of significant difference to increase (thereby decreasing the strength of the analysis).

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 21<sup>st</sup> 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 discipline referrals for an individual, 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.

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 in-depth analysis. The reduced variation may have contributed to the finding that none of the demonstration sites were significantly different from the state in the area of grades in school.

# FINDINGS

## Models and Sites

Five of the seven models were chosen for demonstration. These are:

1. Model One: A combination of a positive organizational culture, strong emphasis on Enhanced Learning Activities and a large amount of contributions from partners may predict positive differences in PACT scores. This combination of inputs appears to be most successful with sixth through eighth graders.
2. Model Two: A combination of having a Holistic or Mixed Site Policy approach, positive organizational culture, fewer hours of operation, larger average grant amount, and students who are present in the program for about 100 days may predict positive differences in behavior. This combination of inputs appears to be most successful with kindergarten through fifth graders.
3. Model Three: A combination of a positive organizational culture, positive impact on behavior, high parental involvement, strong emphasis on academics and a stronger emphasis on Enhanced Learning Activities may predict positive differences in math and ELA grades. This combination of inputs appears to be most successful with kindergarten through second graders and ninth through twelfth graders for math, and sixth through twelfth graders for ELA.
4. Model Four: A combination of a positive organizational culture, positive impact on behavior, intrinsic behavioral management style, high parental involvement, and smaller average grant amount may predict positive differences in science and social studies grades. This combination of inputs appears to be most successful with kindergarten through fifth graders for both science and social studies and ninth through twelfth graders for social studies.
5. Model Five: A combination of an Pedagogical or Enriched Academic Site Policy approach, rewards or mixed behavior management style, high parental involvement, a greater number of hours of operation, a larger student to staff ratio, smaller average grant amount, larger average contribution per site, and students who are present in the program for about 80-90 days may predict positive change in teachers' perception of classroom performance. This combination of inputs appears to be most successful with ninth through twelfth graders.

The state 21<sup>st</sup> CCLC office chose the Technical Assistance Demonstration (TAD) sites as the demonstration sites for this study. These sites are: Anderson School District 2 (Honea Path Elementary School), the Department of Juvenile Justice (Willow Lane High School and Middle School and Birchwood High School and Middle School) and Open Arms Fellowship Baptist Church (Open Arms Fellowship Baptist Church and Huspah Missionary Baptist Church).

## Description of the Sites and Fit to the Models

Specific site visit data are confidential. However, the rating scales which are derived from the data are not and provide a substantive description of the qualitative elements of the program at a site. The work sheets for those findings may be found in Appendix 2. Scores may be found in Appendix 3.

## **Anderson School District 2 – Honea Path Elementary**

Honea Path Elementary School's 21st CCLC program meets the qualitative requirements that would predict that its students would improve more than the average for all sites in South Carolina both on behavior and academics. The site has a strong enrichment portion of its program, a moderate organizational structure, strong leadership, provides intrinsic rewards to its students and there is a strong sense of community among the staff and students. The program serves students in grades second through fourth.

Honea Path Elementary seems to fit into Model Two mentioned in the previous section. This model predicts that kindergarten through fifth grade students may experience positive changes in behavior given certain program characteristics. Honea Path fits these characteristics in that the program has a Holistic Site Policy Approach, a positive organizational culture (score: 20 compared to model: 18), and students who are present in the program for about 100 days (ave: 98 days present compared to model: 121-134 days present). On the other hand, during the 2006-2007 grant year, the average grant amount received by Honea Path was approximately \$74,999 and the average grant amount received during the 2007-2008 grant year was approximately \$63,749, whereas the average grant amount for sites included in the model was \$115,315. During the 2008-2009 grant year, Honea Path Elementary received a new grant, for which their average grant amount is \$100,000.

Honea Path Elementary would appear to fit into Model Three mentioned in the previous section. This model predicts that kindergarten through second grade students may experience positive changes in math grades given certain program characteristics. Honea Path fits these characteristics in that the program has a positive organizational culture (score: 20 compared to model: 18), a positive impact on behavior (score: 12 compared to model: 10.4), high parental involvement (score: 5 compared to model: 4.9), a strong emphasis on academics (2006-2007 score: 1.75; 2007-2008 score: 2.5 compared to model: 1.4), and a stronger emphasis on enhanced learning activities (2006-2007 score: 3.24; 2007-2008 score: 3.01 compared to model: 2.6). However, since this site serves second through fourth grade students, rather than kindergarten through second grade, the model does not apply.

## **SC Department of Juvenile Justice – Willow Lane Middle/High**

Willow Lane Middle/High School's 21<sup>st</sup> CCLC program does not meet the qualitative requirements that would predict that its students would improve more than the average for all sites in South Carolina on behavior or academics. Enrichment activities are limited by the nature of the secure campus situation. The organization structure is internally focused, again by the nature of the environment. There is little or no sense of community, in part, because of the setting and frequent turnover of students. There are no intrinsic rewards. The program serves students in grades sixth through twelfth.

Willow Lane does not appear to fit into any of the five models described in the previous section. There are four models which may predict positive outcomes for students in the grade levels served by this program.

The first is Model One, which may predict improvements in PACT scores for students in middle school. The program at Willow Lane does not fit this model primarily due to the organizational culture of the program (score: 9 compared to model: 18) and the amount of contributions from partners (\$4,500 in 2006-2007 and \$6,000 in 2007-2008 compared to the models which vary from \$10,000 to \$30,000).

The second is Model Three, which may predict improvements in math grades for high school students and improvements in ELA grades for middle and high school students. The program at Willow Lane does not fit this model for several reasons, specifically: the organizational culture of the program (score: 9 compared to model: 18), the impact on behavior (score: 6 compared to model: 10.4), and parental involvement (not measureable in the context of the program).

The third is Model Four, which may predict improvements in social studies for high school students. The program at Willow Lane does not fit this model primarily due to the organizational culture of the program (score: 9 compared to model: 18), the impact on behavior (score: 6 compared to model: 10.4), and parental involvement (not measureable in the context of the program).

The fourth is Model Five, which may predict improvements in classroom performance for high school students. The program at Willow Lane does not fit this model for several reasons, specifically: the behavior management style (Intrinsic compared to Mixed or Rewards in the model), parental involvement (not measureable in the context of the program), and the amount of contributions from partners (\$4,500 in 2006-2007 and \$6,000 in 2007-2008 compared to the models which vary from \$10,000 to \$30,000).

Furthermore, it must be noted that this school is unique and the generalizability of lessons learned from this program is limited in any case to a specific population treated in a specific manner.

### **SC Department of Juvenile Justice – Birchwood High**

Birchwood Middle/High School is similar to Willow Lane, in that it serves incarcerated students in a secure residential setting. It does not meet the qualitative requirements that would predict that its students would improve more than the average for all sites in South Carolina on behavior or academics. Enrichment activities are limited by the nature of the campus situation. The organization structure is internally focused, again by the nature of the environment. There is little or no sense of community also because of the setting and frequent turnover of students.. There are no intrinsic rewards. The program serves students in grades sixth through twelfth.

Birchwood does not appear to fit into any of the five models described in the previous section. There are four models which may predict positive outcomes for students in the grade levels served by this program.

The first is Model One, which may predict improvements in PACT scores for students in middle school. The program at Birchwood does not fit this model primarily due to the organizational culture of the program (score: 15 compared to model: 18), the emphasis on enhanced learning activities (score: 1.45 compared to model: 2.6), and the amount of contributions from partners

(\$4,500 in 2006-2007 and \$6,000 in 2007-2008 compared to the models which vary from \$10,000 to \$30,000).

The second is Model Three, which may predict improvements in math grades for high school students and improvements in ELA grades for middle and high school students. The program at Birchwood does not fit this model for several reasons, specifically: the organizational culture of the program (score: 15 compared to model: 18), parental involvement (not measureable in the context of the program), the emphasis on academics (score: 0.75 compared to model: 1.4), and the emphasis on enhanced learning activities (score: 1.45 compared to model: 2.6).

The third is Model Four, which may predict improvements in social studies for high school students. The program at Birchwood does not fit this model primarily due to the organizational culture of the program (score: 15 compared to model: 18), the behavior management style (Consequences compared to Intrinsic in the model), and parental involvement (not measureable in the context of the program).

The fourth is Model Five, which may predict improvements in classroom performance for high school students. The program at Birchwood does not fit this model for several reasons, specifically: the behavior management style (Consequences compared to Mixed or Rewards in the model), parental involvement (not measureable in the context of the program), the number of hours of operation (271 compared to model: 633), the amount of contributions from partners (\$4,500 in 2006-2007 and \$6,000 in 2007-2008 compared to the models which vary from \$10,000 to \$30,000), and the average number of days students are present in the program (average in 2006-2007: 37 days; average in 2007-2008: 54 days compared to model 121-134 days).

Furthermore, it must be noted that this school is unique and the generalizability of lessons learned from this program is limited in any case to a specific population treated in a specific manner.

### **Open Arms Fellowship Baptist Church - Open Arms Fellowship Baptist Church and Huspah Missionary Baptist Church**

Open Arms Fellowship Baptist Church's 21st CCLC program and the Huspah Missionary Baptist Church's program are not distinguishable from each other, since the students rotate between the two. For the purposes of this analysis, the two have been combined. This program meets the qualitative requirements that would predict that its students would improve more than the average for all sites in South Carolina both on behavior and academics. The site has a strong enrichment portion of its program, a moderate organizational structure, strong leadership, provides intrinsic rewards to its students, provides rituals for the students, and has innovative instruction. The program serves students in grades second through sixth.

The Open Arms programs may fit into the second model mentioned in the previous section. This model predicts that kindergarten through fifth grade students may experience positive changes in behavior given certain program characteristics. Open Arms fits these characteristics in that the programs have a Holistic Site Policy Approach, a positive organizational culture (combined score: 18.5 compared to model: 18). On the other hand, during the 2006-2007 and 2007-2008

grant years, the average grant amount received by Open Arms was approximately \$93,855 and the average grant amount received during the 2008-2009 grant year was approximately \$70,391, whereas the average grant amount for sites included in the model was \$115,315. Furthermore, participants were present in the program for an average of 56 days in 2006-2007 and 77 days in 2007-2008, whereas the average number of days present for sites in the model is 121-134 days.

The Open Arms programs appear to fit into the third model mentioned in the previous section. This model predicts that kindergarten through second grade students may experience positive changes in math grades given certain program characteristics. Open Arms fits these characteristics in that the program has a positive organizational culture (combined score: 18.5 compared to model: 18), a positive impact on behavior (combined score: 12.5 compared to model: 10.4), high parental involvement (combined score: 5.5 compared to model: 4.9), a strong emphasis on academics (2006-2007 score: 2.6; 2007-2008 score: 2.6 compared to model: 1.4), and a stronger emphasis on enhanced learning activities (2006-2007 score: 4.5; 2007-2008 score: 4.1 compared to model: 2.6). However, since this site serves second through fifth grade students, rather than kindergarten through second grade, the model does not apply

## **Comparison of Outcomes to the State by Site**

Outcome data was compared to the outcomes for each site to the remainder of the programs in the state to determine if students who participate in 21<sup>st</sup> CCLC programs at these sites experienced greater gains in each area. Data from the 2007-2008 grant year was utilized as this was the most recent complete set of data available at the time of this report. 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. For each site, only those outcomes that were found to have significant differences to the state outcomes are presented.

### **Anderson School District 2 – Honea Path Elementary**

The 21<sup>st</sup> CCLC program at Honea Path Elementary School served 57 students during the 2007-2008 grant year. The remaining 170 sites in the state served a total of 13,842 students during the 2007-2008 grant year. Of the 14 outcomes for which data was analyzed, significant differences were found in changes in discipline actions, perceptions of changes in social skills, perceptions of changes in academics, and perceptions of changes in enhanced learning. There were no significant differences in the changes in absences, grades, PACT scores, or classroom performance between students at Honea Path and students at the remaining 170 sites.

#### **Discipline Actions at School**

Discipline actions at school for the academic years 2006-2007 and 2007-2008 were obtained for each student who participated in 2007-2008 school year programming. Students served by the 21<sup>st</sup> CCLC program at Honea Path Elementary in 2007-2008 had an average of 0.88 discipline incidents in 2006-2007 (n=57, SD=1.39). In 2007-2008, these same students had an average of 0.77 incidents of discipline action (SD=1.31). After excluding the outliers, students served by

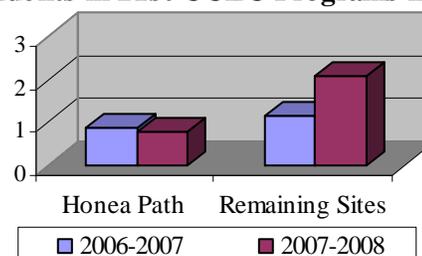
the remainder of the SC 21<sup>st</sup> CCLC programs in 2007-2008 had an average of 1.15 discipline incidents in 2006-2007 (n=12,478, SD=1.90). In 2007-2008, these same students had an average of 2.08 incidents of discipline action (SD=3.78). (See Table 1 and Figure 1.)

Overall, there is a significant difference between the change in discipline actions for students who attended the program at Honea Path Elementary and the change in discipline actions for students who attended programming at the remaining 170 sites (t=6.07, df=59.8, p=0.000). Therefore, students who attended the program at Honea Path Elementary had a significantly better change in discipline actions (mean=-0.11, n=57, SD=1.28) than students who attended the programs in the remainder of the state (mean=0.94, n=12,478, SD=3.43).

**Table 1: Change in Discipline (Matched Cases)**

	Honea Path	Remaining Sites
2006-2007 Discipline	0.88	1.14
2007-2008 Discipline	0.77	2.08
<b>Average Change</b>	<b>-0.11</b>	<b>0.94</b>

**Figure 1: Change in Discipline Actions for Students in 21st CCLC Programs in SC**



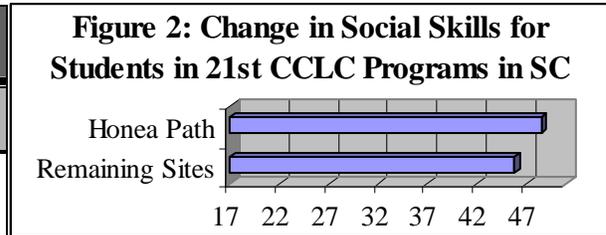
### The Change in Social Skills Composite

The Change in Social Skills component was created using 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 survey is included in Appendix Three. The items included in this composite are: “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, responses to the 17 items were added together.

For students who participated in the program at Honea Path Elementary, the average score for the Change in Social Skills composite was 48.49 (SD=4.33) on a scale of 17 to 51, where a higher score represents a greater improvement in social skills. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Social Skills composite was 45.8 (SD=6.51). (See Table 2 and Figure 2.)

Overall, there is a significant difference between the perceived change in social skills for students who attended the program at Honea Path Elementary and the perceived change in social skills for students who attended programming at the remaining 170 sites (t=-3.74, df=36.97, p=0.001). Therefore, students who attended the program at Honea Path Elementary had a more positive perception of their changes in social skills than students who attended the programs in the remainder of the state.

Table 2: Change in Social Skills		
	Honea Path	Remaining Sites
Average Score	48.49	45.80



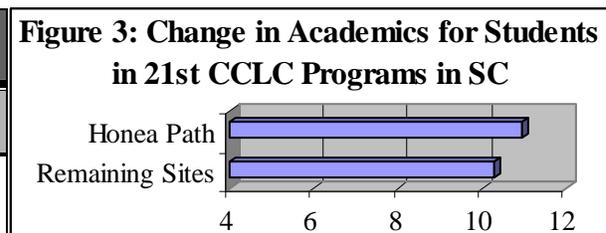
### The Change in Academics Composite

The Change in Academics component was created using 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 survey is included in Appendix Three. The items included in this composite are: “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, responses to the four items were added together.

For students who participated in the program at Honea Path Elementary, the average score for the Change in Academics composite was 10.95 (SD=1.46) on a scale of 4 to 12, where a higher score represents a greater improvement in academics. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Academics composite was 10.3 (SD=1.94). (See Table 3 and Figure 3.)

Overall, there is a significant difference between the perceived change in academics for students who attended the program at Honea Path Elementary and the perceived change in academics for students who attended programming at the remaining 170 sites ( $t=-2.88$ ,  $df=41.86$ ,  $p=0.006$ ). Therefore, students who attended the program at Honea Path Elementary had a more positive perception of their changes in academics than students who attended the programs in the remainder of the state.

Table 3: Change in Academics		
	Honea Path	Remaining Sites
Average Score	10.95	10.30



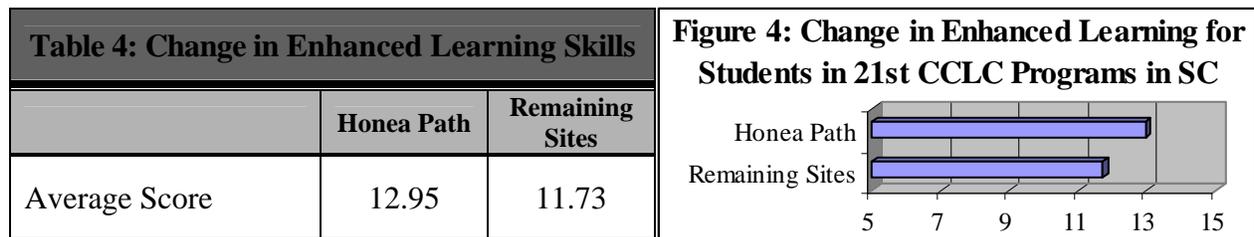
### The Change in Enhanced Learning Skills Composite

The Change in Enhanced Learning Skills component was created using 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 survey is included in Appendix Three. The items included in this composite are: “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

3. In order to calculate the change in enhanced learning skills, responses to the five items were added together.

For students who participated in the program at Honea Path Elementary, the average score for the Change in Enhanced Learning Skills composite was 12.95 (SD=2.25) on a scale of 5 to 15, where a higher score represents a greater improvement in enhanced learning skills. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Enhanced Learning Skills composite was 11.73 (SD=2.84). (See Table 4 and Figure 4.)

Overall, there is a significant difference between the perceived change in enhanced learning skills for students who attended the program at Honea Path Elementary and the perceived change in enhanced learning skills for students who attended programming at the remaining 170 sites ( $t=-3.28$ ,  $df=36.62$ ,  $p=0.002$ ). Therefore, students who attended the program at Honea Path Elementary had a more positive perception of their changes in enhanced learning skills than students who attended the programs in the remainder of the state.



### **SC Department of Juvenile Justice – Willow Lane Middle/High**

The 21<sup>st</sup> CCLC program at Willow Lane Middle/High School served 91 female students during the 2007-2008 grant year. The remaining 170 sites in the state served a total of 13,808 students during the 2007-2008 grant year. Of the 14 outcomes for which data was analyzed, significant differences were found according to change in absences, perceptions of changes in classroom performance, and perceptions of changes in enhanced learning. There were no significant differences in the changes in discipline actions, grades, PACT scores, perceptions of changes in social skills, and perceptions of changes in academics between students at Willow Lane and students at the remaining 170 sites.

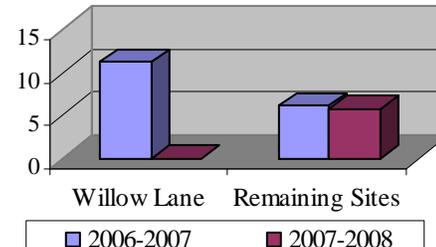
#### **Absences from School**

Absences from school for the academic years 2006-2007 and 2007-2008 were obtained for each student who participated in 2007-2008 school year programming. Students served by the 21<sup>st</sup> CCLC program at Willow Lane in 2007-2008 were absent from school for an average of 11.23 days in 2006-2007 ( $n=80$ ,  $SD=10.77$ ). In 2007-2008, these same students were absent 0 times ( $SD=0.00$ ). After excluding the outliers, students served by the remainder of the SC 21<sup>st</sup> CCLC programs in 2007-2008 were absent for an average of 6.06 days in 2006-2007 ( $n=12,479$ ,  $SD=5.82$ ). In 2007-2008, these same students were absent from school for an average of 5.71 days ( $SD=5.73$ ). (See Table 5 and Figure 5.)

Overall, there is a significant difference between the change in absences for students who attended the program at Willow Lane and the change in absences for students who attended programming at the remaining 170 sites ( $t=9.02$ ,  $df=79.29$ ,  $p=0.000$ ). Therefore, students who attended the program at Willow Lane had a significantly better change in absences (mean=-11.23,  $n=80$ ,  $SD=10.77$ ) than students who attended the programs in the remainder of the state (mean=-0.36,  $n=12,479$ ,  $SD=5.79$ ).

	<b>Willow Lane</b>	<b>Remaining Sites</b>
2006-2007 Absences	11.23	6.06
2007-2008 Absences	0.00	5.71
<b>Average Change</b>	<b>-11.23</b>	<b>-0.36</b>

**Figure 5: Change in Absences for Students in 21st CCLC Programs in SC**



### The Change in Classroom Performance

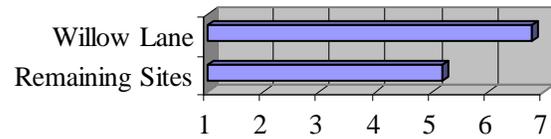
Classroom performance is measured using teacher surveys, which are measured on a student level basis. These items on this survey are improvement in: turning in homework on time; completing homework satisfactorily; participating in class; volunteering; attending class regularly; attentive in class; satisfactory 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 Three. 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.

For students who participated in the program at Willow Lane, the average score for the Change in Classroom Performance composite was 6.78 ( $SD=0.29$ ) on a scale of 1 to 7, where a higher score represents a greater improvement in classroom performance. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Classroom Performance composite was 5.19 ( $SD=1.16$ ). (See Table 6 and Figure 6.)

Overall, there is a significant difference between the perceived change in classroom performance for students who attended the program at Willow Lane and the perceived change in classroom performance for students who attended programming at the remaining 170 sites ( $t=-28.55$ ,  $df=30.39$ ,  $p=0.000$ ). Therefore, regular school day teachers of students who attended the program at Willow Lane had a more positive perception of the students’ changes in classroom performance than teachers of students who attended the programs in the remainder of the state.

Table 6: Change in Classroom Performance		
	Willow Lane	Remaining Sites
Average Score	6.78	5.19

**Figure 6: Change in Classroom Performance for Students in 21st CCLC Programs in SC**



### The Change in Enhanced Learning Skills Composite

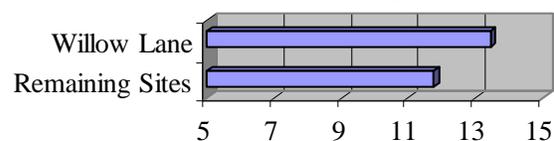
The Change in Enhanced Learning Skills component was created using the student survey. Students responded to the survey and reported on their perceptions of changes they had seen in themselves due to their involvement in the program. A copy of the survey is included in Appendix Three. The items included in this composite are: “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 enhanced learning skills, responses to the five items were added together.

For students who participated in the program at Willow Lane, the average score for the Change in Enhanced Learning Skills composite was 13.44 (SD=2.04) on a scale of 5 to 15, where a higher score represents a greater improvement in enhanced learning skills. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Enhanced Learning Skills composite was 11.73 (SD=2.84). (See Table 7 and Figure 7.)

Overall, there is a significant difference between the perceived change in enhanced learning skills for students who attended the program at Willow Lane and the perceived change in enhanced learning skills for students who attended programming at the remaining 170 sites ( $t=-3.14$ ,  $df=6,898$ ,  $p=0.002$ ). Therefore, students who attended the program at Willow Lane had a more positive perception of their changes in enhanced learning skills than students who attended the programs in the remainder of the state.

Table 7: Change in Enhanced Learning Skills		
	Willow Lane	Remaining Sites
Average Score	13.44	11.73

**Figure 7: Change in Enhanced Learning for Students in 21st CCLC Programs in SC**



## SC Department of Juvenile Justice – Birchwood Middle/High

The 21<sup>st</sup> CCLC program at Birchwood High School served 140 male students during the 2007-2008 grant year. The remaining 170 sites in the state served a total of 13,759 students during the 2007-2008 grant year. Of the 14 outcomes for which data was analyzed, significant differences

were found in changes in absences, discipline actions, perceptions of changes in classroom performance, perceptions of changes in academics, and perceptions of changes in enhanced learning. There were no significant differences in the changes in grades, PACT scores, and perceptions of changes in social skills between students at Birchwood High School and students at the remaining 170 sites.

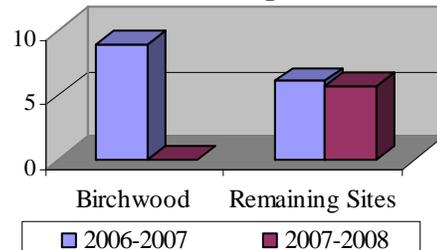
### Absences from School

Absences from school for the academic years 2006-2007 and 2007-2008 were obtained for each student who participated in 2007-2008 school year programming. Students served by the 21<sup>st</sup> CCLC program at Birchwood in 2007-2008 were absent from school for an average of 8.97 days in 2006-2007 (n=131, SD=11.42). In 2007-2008, these same students were absent 0 times (SD=0.00). After excluding the outliers, students served by the remainder of the SC 21<sup>st</sup> CCLC programs in 2007-2008 were absent for an average of 6.07 days in 2006-2007 (n=12,428, SD=5.79). In 2007-2008, these same students were absent from school for an average of 5.73 days (SD=5.73). (See Table 8 and Figure 8.)

Overall, there is a significant difference between the change in absences for students who attended the program at Birchwood and the change in absences for students who attended programming at the remaining 170 sites (t=8.64, df=130.69, p=0.000). Therefore, students who attended the program at Birchwood had a significantly better change in absences (mean=-8.97, n=131, SD=11.42) than students who attended the programs in the remainder of the state (mean=-0.34, n=12,428, SD=5.74).

	Birchwood	Remaining Sites
2006-2007 Absences	8.97	6.07
2007-2008 Absences	0.00	5.73
<b>Average Change</b>	<b>-8.97</b>	<b>-0.34</b>

**Figure 8: Change in Absences for Students in 21st CCLC Programs in SC**



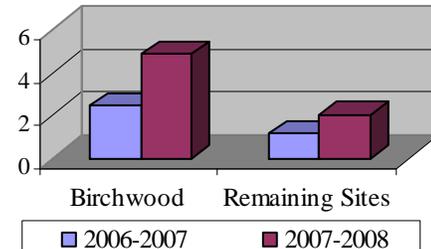
### Discipline Actions at School

Discipline actions at school for the academic years 2006-2007 and 2007-2008 were obtained for each student who participated in 2007-2008 school year programming. Students served by the 21<sup>st</sup> CCLC program at Birchwood in 2007-2008 had an average of 2.44 discipline incidents in 2006-2007 (n=136, SD=2.54). In 2007-2008, these same students had an average of 4.85 incidents of discipline action (SD=5.43). After excluding the outliers, students served by the remainder of the SC 21<sup>st</sup> CCLC programs in 2007-2008 had an average of 1.13 discipline incidents in 2006-2007 (n=12,399, SD=1.88). In 2007-2008, these same students had an average of 2.04 incidents of discipline action (SD=3.74). (See Table 9 and Figure 9.)

Overall, there is a significant difference between the change in discipline actions for students who attended the program at Birchwood and the change in discipline actions for students who attended programming at the remaining 170 sites ( $t=-2.86$ ,  $df=135.9$ ,  $p=0.005$ ). Therefore, students who attended programs in the remainder of the state had a significantly better change in discipline actions (mean=0.92,  $n=12,399$ ,  $SD=3.38$ ) than students who attended the program at Birchwood (mean=2.4,  $n=136$ ,  $SD=6.07$ ).

	Birchwood	Remaining Sites
2006-2007 Discipline	2.44	1.13
2007-2008 Discipline	4.85	2.04
<b>Average Change</b>	<b>2.40</b>	<b>0.92</b>

**Figure 9: Change in Discipline Actions for Students in 21st CCLC Programs in SC**



### The Change in Classroom Performance

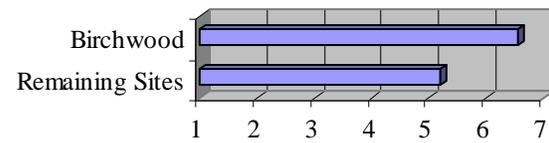
Classroom performance is measured using teacher surveys, which are measured on a student level basis. These items on this survey are improvement in: turning in homework on time; completing homework satisfactorily; participating in class; volunteering; attending class regularly; attentive in class; satisfactory 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 Three. 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.

For students who participated in the program at Birchwood, the average score for the Change in Classroom Performance composite was 6.55 ( $SD=0.32$ ) on a scale of 1 to 7, where a higher score represents a greater improvement in classroom performance. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Classroom Performance composite was 5.19 ( $SD=1.16$ ). (See Table 10 and Figure 10.)

Overall, there is a significant difference between the perceived change in classroom performance for students who attended the program at Birchwood and the perceived change in classroom performance for students who attended programming at the remaining 170 sites ( $t=-30.67$ ,  $df=68.98$ ,  $p=0.000$ ). Therefore, regular school day teachers of students who attended the program at Birchwood had a more positive perception of the students’ changes in classroom performance than teachers of students who attended the programs in the remainder of the state.

Table 10: Change in Classroom Performance		
	Birchwood	Remaining Sites
Average Score	6.55	5.19

**Figure 10: Change in Classroom Perf. for Students in 21st CCLC Programs in SC**



### The Change in Academics Composite

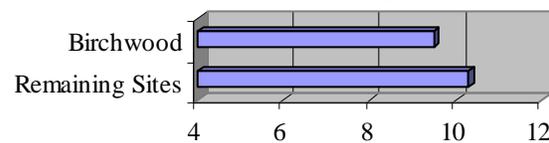
The Change in Academics component was created using the student survey. Students responded to the survey and reported on their perceptions of changes they had seen in themselves due to their involvement in the program. A copy of the survey is included in Appendix Three. The items included in this composite are: “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, responses to the four items were added together.

For students who participated in the program at Birchwood, the average score for the Change in Academics composite was 9.48 (SD=1.96) on a scale of 4 to 12, where a higher score represents a greater improvement in academics. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Academics composite was 10.31 (SD=1.94). (See Table 11 and Figure 11.)

Overall, there is a significant difference between the perceived change in academics for students who attended the program at Birchwood and the perceived change in academics for students who attended programming at the remaining 170 sites ( $t=3.18$ ,  $df=7,137$ ,  $p=0.002$ ). Therefore, students who attended programs in the remainder of the state had a more positive perception of their changes in academics than students who attended the program at Birchwood.

Table 11: Change in Academics		
	Birchwood	Remaining Sites
Average Score	9.48	10.31

**Figure 11: Change in Academics for Students in 21st CCLC Programs in SC**



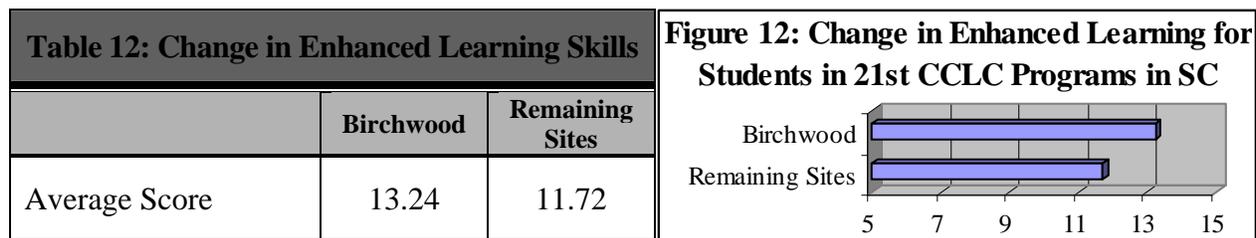
### The Change in Enhanced Learning Skills Composite

The Change in Enhanced Learning Skills component was created using 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 survey is included in Appendix Three. The items included in this composite are: “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 enhanced learning skills, responses to the five items were added together.

For students who participated in the program at Birchwood, the average score for the Change in Enhanced Learning Skills composite was 13.24 (SD=2.03) on a scale of 5 to 15, where a higher score represents a greater improvement in enhanced learning skills. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Enhanced Learning Skills composite was 11.72 (SD=2.84). (See Table 12 and Figure 12.)

Overall, there is a significant difference between the perceived change in enhanced learning skills for students who attended the program at Birchwood and the perceived change in enhanced learning skills for students who attended programming at the remaining 170 sites ( $t=-5.46$ ,  $df=54.65$ ,  $p=0.000$ ). Therefore, students who attended the program at Birchwood had a more positive perception of their changes in enhanced learning skills than students who attended the programs in the remainder of the state.



### **Open Arms Fellowship Baptist Church - Open Arms Fellowship Baptist Church and Huspah Missionary Baptist Church**

The 21<sup>st</sup> CCLC program at Open Arms Baptist Church and Huspah Missionary Baptist Church served 140 students during the 2007-2008 grant year. The remaining 170 sites in the state served a total of 13,759 students during the 2007-2008 grant year. Of the 14 outcomes for which data was analyzed, significant differences were found in changes in absences, discipline actions, perceptions of changes in classroom performance, perceptions of changes in social skills, perceptions of changes in academics, and perceptions of changes in enhanced learning. There were no significant differences in the changes in grades and PACT scores between students at Open Arms and Huspah and students at the remaining 170 sites.

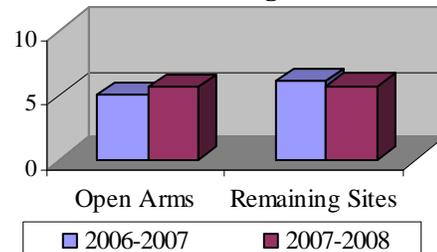
#### **Absences from School**

Absences from school for the academic years 2006-2007 and 2007-2008 were obtained for each student who participated in 2007-2008 school year programming. Students served by the 21<sup>st</sup> CCLC program at Open Arms and Huspah in 2007-2008 were absent from school for an average of 5.02 days in 2006-2007 (n=160, SD=4.66). In 2007-2008, these same students were absent for an average of 5.61 days (SD=5.01). After excluding the outliers, students served by the remainder of the SC 21<sup>st</sup> CCLC programs in 2007-2008 were absent for an average of 6.11 days in 2006-2007 (n=12,399, SD=5.89). In 2007-2008, these same students were absent from school for an average of 5.67 days (SD=5.74). (See Table 13 and Figure 13.)

Overall, there is a significant difference between the change in absences for students who attended the program at Open Arms and Huspah and the change in absences for students who attended programming at the remaining 170 sites ( $t=-2.19$ ,  $df=12,557$ ,  $p=0.028$ ). Therefore, students who attended programs in the remainder of the state (mean=-0.44,  $n=12,399$ ,  $SD=5.9$ ) had a significantly better change in absences than students who attended the program at Open Arms and Huspah (mean=0.59,  $n=160$ ,  $SD=5.01$ ).

	Open Arms & Huspah	Remaining Sites
2006-2007 Absences	5.02	6.11
2007-2008 Absences	5.61	5.67
<b>Average Change</b>	<b>0.59</b>	<b>-0.44</b>

**Figure 13: Change in Absences for Students in 21st CCLC Programs in SC**



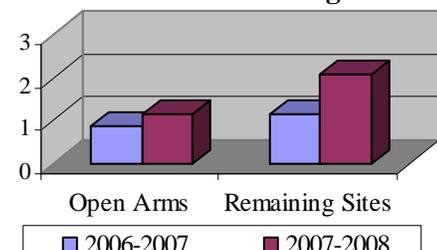
### Discipline Actions at School

Discipline actions at school for the academic years 2006-2007 and 2007-2008 were obtained for each student who participated in 2007-2008 school year programming. Students served by the 21<sup>st</sup> CCLC program at Open Arms and Huspah in 2007-2008 had an average of 0.86 discipline incidents in 2006-2007 ( $n=161$ ,  $SD=1.58$ ). In 2007-2008, these same students had an average of 1.16 incidents of discipline action ( $SD=2.32$ ). After excluding the outliers, students served by the remainder of the SC 21<sup>st</sup> CCLC programs in 2007-2008 had an average of 1.14 discipline incidents in 2006-2007 ( $n=12,374$ ,  $SD=1.9$ ). In 2007-2008, these same students had an average of 2.09 incidents of discipline action ( $SD=3.78$ ). (See Table 14 and Figure 14.)

Overall, there is a significant difference between the change in discipline actions for students who attended the program at Open Arms and Huspah and the change in discipline actions for students who attended programming at the remaining 170 sites ( $t=3.75$ ,  $df=170.95$ ,  $p=0.000$ ). Therefore, students who attended the program at Open Arms and Huspah (mean=0.3,  $n=161$ ,  $SD=2.14$ ) had a significantly better change in discipline actions than students who attended programs in the remainder of the state (mean=0.94,  $n=12,374$ ,  $SD=3.44$ ).

	Open Arms & Huspah	Remaining Sites
2006-2007 Discipline	0.86	1.14
2007-2008 Discipline	1.16	2.09
<b>Average Change</b>	<b>0.30</b>	<b>0.94</b>

**Figure 14: Change in Discipline Actions for Students in 21st CCLC Programs in SC**



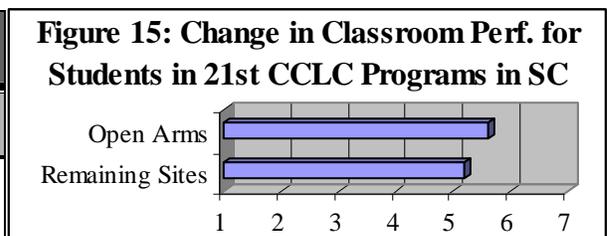
## The Change in Classroom Performance

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 Three. 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.

For students who participated in the program at Open Arms and Huspah, the average score for the Change in Classroom Performance composite was 5.61 (SD=1.11) on a scale of 1 to 7, where a higher score represents a greater improvement in classroom performance. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Classroom Performance composite was 5.19 (SD=1.16). (See Table 15 and Figure 15.)

Overall, there is a significant difference between the perceived change in classroom performance for students who attended the program at Open Arms and Huspah and the perceived change in classroom performance for students who attended programming at the remaining 170 sites ( $t=-3.88$ ,  $df=109.36$ ,  $p=0.000$ ). Therefore, regular school day teachers of students who attended the program at Open Arms and Huspah had a more positive perception of the students’ changes in classroom performance than teachers of students who attended the programs in the remainder of the state.

	<b>Open Arms &amp; Huspah</b>	<b>Remaining Sites</b>
Average Score	5.61	5.19



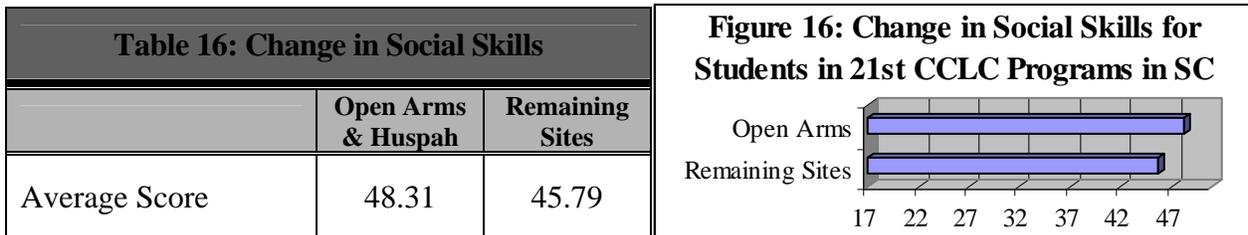
## The Change in Social Skills Composite

The Change in Social Skills component was created using 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 survey is included in Appendix Three. The items included in this composite are: “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, responses to the 17 items were added together.

For students who participated in the program at Open Arms and Huspah, the average score for the Change in Social Skills composite was 48.31 (SD=4.56) on a scale of 17 to 51, where a higher score represents a greater improvement in social skills. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Social Skills composite was 45.79 (SD=6.52). (See Table 16 and Figure 16.)

Overall, there is a significant difference between the perceived change in social skills for students who attended the program at Open Arms and Huspah and the perceived change in social skills for students who attended programming at the remaining 170 sites ( $t=-5.03$ ,  $df=88.8$ ,  $p=0.000$ ). Therefore, students who attended the program at Open Arms and Huspah had a more positive perception of their changes in social skills than students who attended the programs in the remainder of the state.



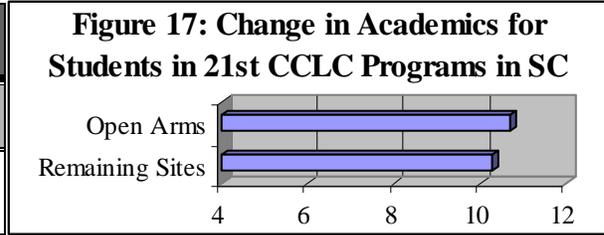
### The Change in Academics Composite

The Change in Academics component was created using 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 survey is included in Appendix Three. The items included in this composite are: “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, responses to the four items were added together.

For students who participated in the program at Open Arms and Huspah, the average score for the Change in Academics composite was 10.7 (SD=1.6) on a scale of 4 to 12, where a higher score represents a greater improvement in academics. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Academics composite was 10.3 (SD=1.94). (See Table 17 and Figure 17.)

Overall, there is a significant difference between the perceived change in academics for students who attended the program at Open Arms and Huspah and the perceived change in academics for students who attended programming at the remaining 170 sites ( $t=-2.41$ ,  $df=93.48$ ,  $p=0.018$ ). Therefore, students who attended the program at Open Arms and Huspah had a more positive perception of their changes in academics than students who attended programs in the remainder of the state.

Table 17: Change in Academics		
	Open Arms & Huspah	Remaining Sites
Average Score	10.70	10.30



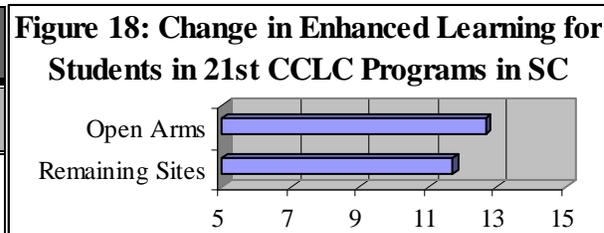
### The Change in Enhanced Learning Skills Composite

The Change in Enhanced Learning Skills component was created using 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 survey is included in Appendix Three. The items included in this composite are: “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 enhanced learning skills, responses to the five items were added together.

For students who participated in the program at Open Arms and Huspah, the average score for the Change in Enhanced Learning Skills composite was 12.66 (SD=2.22) on a scale of 5 to 15, where a higher score represents a greater improvement in enhanced learning skills. For students who participated in a program at one of the remaining programs in the state, the average score for the Change in Enhanced Learning Skills composite was 11.72 (SD=2.84). (See Table 18 and Figure 18.)

Overall, there is a significant difference between the perceived change in enhanced learning skills for students who attended the program at Open Arms and Huspah and the perceived change in enhanced learning skills for students who attended programming at the remaining 170 sites ( $t=-4.15$ ,  $df=102.74$ ,  $p=0.000$ ). Therefore, students who attended the program at Open Arms and Huspah had a more positive perception of their changes in enhanced learning skills than students who attended the programs in the remainder of the state.

Table 18: Change in Enhanced Learning Skills		
	Open Arms & Huspah	Remaining Sites
Average Score	12.66	11.72



# **DISCUSSION**

## **Process Discussion**

The South Carolina Department of Education chose to test five models in five sites. Two of the sites rotate students between them on a regular basis, and therefore had to be treated as one site for evaluation purposes. It is unclear whether the sites were notified of their status as test sites for the models.

## **Description of Sites Discussion**

Qualitative and quantitative baseline data for the sites was gathered which describe the sites. The descriptions of the Honea Path Elementary School and Open Arms Fellowship Baptist Church sites indicate that these sites are well suited for the demonstration of Model Two.

The descriptions of the South Carolina Department of Juvenile Justice sites indicate that these sites are not well suited to demonstrate any of the models. This is understandable given the unique characteristics of the DJJ schools that work against those elements in the models (such as parental involvement and organizational culture) which are key to the success of the models. There is also a possible anomaly in the data for the two sites in that there were no absences reported for the regular school day for either program during the year when absences were reported the previous year. This could be attributed to changes in policy in reporting absences, but if so, creates a difficulty in comparing the DJJ data to data from the other sites in the state.

## **Statistical Analysis and Replication**

The Honea Path Elementary School and Open Arms Fellowship Baptist Church sites both fit Model Two, which predicts that the students in these sites would have more favorable behavioral outcomes than students in the state as a whole. The students in these sites did have significantly better behavioral outcomes than students in the state as a whole.

Unfortunately, Model Two is the only model that is represented among the sites chosen. In order to test Model One, an appropriate middle school site would have to be identified. In order to test Model Three, an appropriate site serving kindergarten through second grade and ones serving middle school students and/or high school students would have to be identified. Potentially, additional sites would have to be identified to test Models Four and Five. However, the evaluators do not believe these models are of the same significance as Models One, Two and Three.

## CONCLUSIONS

1. The process objectives for the first year of the evaluation of the models of successful 21<sup>st</sup> CCLC programs were met.
2. The Honea Path Elementary School and Open Arms Fellowship Baptist Church Baptist Church sites are excellent choices for testing Model Two of the successful 21<sup>st</sup> CCLC programs.
3. The SC DJJ sites are not appropriate sites for testing the models.
4. Models One and Three should be tested.
5. Model Two was successfully replicated.

## **RECOMMENDATIONS**

1. Additional sites should be identified to test Models One and Three.
2. Model Two should be replicated in additional 21<sup>st</sup> CCLC sites.
3. Models Four and Five should not be tested at this time.

**APPENDIX 1**  
**SWS 21<sup>ST</sup> CCLC QUALITATIVE INSTRUMENT**

## **PROTOCOL FOR 21<sup>st</sup> CLCC SITE VISITS**

*Definitions:*

*Grantee – Designated recipient of 21CCLC funds (school, community or faith-based group; may consist of one site or several sites.*

*Program director – person providing administration and/or programmatic oversight for a local 21stCCLC grant*

*Site – individual location of a 21<sup>st</sup> CCLC*

*Site coordinator or lead teacher – person providing oversight and coordination for an individual 21stCCLC site*

*Staff – teachers, youth counselor or specialized instructors (e.g. karate, music) for 21stCCLC site*

*Students – students who attend a 21stCCLC program*

*Classroom teachers – Teachers in the host school or feeder school during regular school day. Some classroom teachers also teach in the 21stCCLC programs.*

Both qualitative and quantitative information is gathered to evaluate the performance of 21stCCLC programs. Quantitative data is obtained through the GEMS on line data system. Qualitative information is gathered through interviews, surveys and site visits, and then coded (converted to numeric form) for analysis. The site visits take place during a regular after school session, which is typically a 2 ½ -3 hour period.

This protocol describes the process and methods for obtaining on-site information from individual sites and converting this data into descriptive codes.

Goal: The purpose of the qualitative data gathering effort is not to monitor an individual program or to assess program compliance with expected standards. Instead, the purpose of the site visit is to discover the unique qualities and characteristics of this particular site, as seen by the teachers, staff, and students who participate in that program. In addition, the members of the site team make observations about program facilities, activities and interactions. This process will help to develop a body of Best Practices that produce demonstrable results.

Staffing: The site visit team should be composed of two individuals who are familiar with 21stCCLC operations, but who are not affiliated with the program under review. Examples might be trained peer reviewers from other programs, representative from a state education office or university, outside evaluator, or similar neutral party. It is suggested that one person be designated as Team Leader and the primary contact with the site. The other individual, called the Scribe, will assist the team leader and document comments and observations during group interviews. If the site is very large, a third team member may be required in order to make representative observations of classes and activities.

**Team Tasks:**

- Schedule visit to individual site. Ask site coordinator to set up group interviews (25 minutes each) with 6-10 students, 6-10 staff and (optional) interview with principal or other administrator. Ask to observe at least 4 different classes or activities (15 minutes each)

1-2 weeks before scheduled site visit:

- Review information about site from GEMS on line system; note any omissions.
- Review other available information about grant, feeder school site, etc.

## 21stCCLC qualitative forms

- Interview program director. The one-hour interview may be conducted by telephone.

On site: (approximately 2 ½ -3 hours or one typical after-school session)

- Interview site coordinator or lead teacher
- Interview school principal or other administrator (optional)
- Group interview of teachers and other staff
- Group interviews of students; the number of student groups depends on size of program and grade range.
- Observe classes and activities of “a normal day” e.g. homework time, direct instruction, arts, recreation, computer assisted learning, free play, games, social activities, clubs, etc) – at least four different observations (2 conducted separately by each member of team; 15 minutes each.)

If not available ahead of time, obtain on site the following documents

- Hour by hour schedule of activities in a typical week
- Names of teachers and special instructors, certification status and hours worked per week
- List of any curricula in use – workbooks, educational software

### **1. Site visit tasks** (exact schedule may vary by location – approx.. 3 hours)

- Meet the site coordinator or lead teacher. State the purpose of site visit is to discover Best Practices, not to check on compliance. Obtain any missing information not completed in program director telephone interview. Obtain weekly program schedule and staff list if not on file. Confirm team schedule for the day. (Order of team tasks may be adjusted.) Assure site coordinator that the team will adapt to the program’s schedule.
- Conduct interview with site coordinator (25 minutes)
- Conduct group interview with staff (teachers, aides, and other staff/volunteers) (25 minutes)
- Conduct group interview with students (25 minutes)
- Conduct interview with principal or other school administrator. (optional) (10 minutes)
- Each team member observes student/staff interaction during two activities (homework time, direct instruction, arts, recreation, computer assisted learning, free play, games, social activities, club, etc.) in order to complete at least 4 activity observations
- After the last scheduled activity, conduct a brief exit interview with site coordinator.

### **2. Staff responsibilities:** Each site team will consist of two staff.

#### **Team Leader responsibilities:**

- Be the primary team contact for communicating with the site
- Interview Program Director by telephone prior to the site visit and document results on form
- Write narrative summary of Program Director telephone interview
- Note any incomplete information to be obtained from the site coordinator
- Review information about the site in GEMS data system
- Note name(s) of program director and site coordinators so you can greet them by name.
- Make decisions about any logistics or schedule changes
- Determine the logistics (such as start time for car travel) for the team
- Take set of forms and observation checklists to conduct groups and activity observations

## 21stCCLC qualitative forms

- Lead group interviews with site coordinator, staff and students.
- Conduct two activity observations and fill out forms
- Work with other team member to assign coding for each content area.

### **Scribe/Assistant responsibilities**

- Get directions and map to the site
- Review existing information about the site in GEMS
- Assist the team leader in conducting interviews site coordinator, staff and students; document comments on form; add observations about each of the groups
- Conduct two activity observations and fill out forms
- Assist team leader in other tasks on site or fill in for team leader in case of emergency
- Interact informally with staff and students during the visit
- Work with Team Leader to assign coding to each of the content areas following the visit

### **3. Group Interviews**

#### **The Team Leader:**

Say: “My name is \_\_\_ and I represent \_\_\_\_ (organization). Thank you for taking time to talk with us today. The discussion will take about 20 minutes. Explain the purpose of the study: To discover what different 21stCCLC programs are doing that is working well (Best Practices) so that all of the programs can benefit. We want to get perceptions from different perspectives.” Assure confidentiality in any written documents, that you will give attribution for any comments. At the conclusion of the group, thank everyone again for their input.

#### **The Scribe/Assistant**

Document the number of people attending each of the groups and their demographics. Document participant responses on the form. Note observations about the group process, patterns of communication, nonverbal communication, etc. Give input to the Team Leader after each session and document any summary observations. Make sure that all forms and information are complete before leaving the site.

### **4. Activity Observation**

Using the Activity Observation form, each member of the team documents observation of at least two different activities that occur at the site – classes, activities or informal staff/student interactions. Each team member should observe two different classes or activities so that you have at least four total observations. Each observation should last 10-15 minutes. Be as inconspicuous as possible and do not distract students or staff from their usual routine.

### **5. Coding Qualitative Data**

Within 48 hours of site visit, both team members should confer and agree upon a coding for each subject area, according to the coding scale described in the site visit forms. Members enter a single numeric code for each subject area into the qualitative database. In case of disagreement between team members, a third party should arbitrate.

**PROGRAM ATTRIBUTES  
FOR ANALYSIS OF 21<sup>st</sup> CCLC QUALITATIVE DATA**

Site Name	_____	Contact phone	_____
Grantee organization	_____	Program Director	_____
Site visit date	_____	Site Coordinator	_____
Evaluation team	_____	Coding Date	_____

**PROGRAM DIRECTOR TELEPHONE INTERVIEW  
DIRECTIONS**

Schedule a telephone interview with the Program Director (Grantee manager) about two weeks before the anticipated site visit date. The interview will take 45-60 minutes. The purpose of the interview is to find out details about the individual site. When the interview begins, remind the Program Director that the purpose of the site visit is not to monitor the site for compliance, but to discover what is working well so that Best Practices in 21stCCLC can be identified.

Before you begin interview questions, ask if the site coordinator has all information about the team visit and the need to set up group interview and classroom observations. Emphasize that the team needs to observe the program classes or activities as they normally operate.

If the program director cannot answer a question, make a note to obtain that information during the site visit. Ask them to have it available for you in writing.

As soon as possible after the interview (1-2 days), staff should write a summary of the key points and observations, with particular emphasis on the directors' perspective about: what makes this program unique.

**PROGRAM DIRECTOR TELEPHONE INTERVIEW**

Interview date \_\_\_\_\_ Team member \_\_\_\_\_

Verify name(s) of site coordinator/lead teacher for the site and any general background information.

1. What do you see as the primary goal(s) of this after school program? Ask about program philosophy such as academic or holistic emphasis (Rating area 6a)
  
2. What do you see as the purpose of the enrichment activities they provide?(Rating area 3)
  
3. How do they use computers or other technology in this program? Ask if used for assessment, teaching academic skills, Internet research, games as an incentive or reward, etc. (Area 10)
  
4. What aspects of the program do you see as successful? Ask for examples. Probe for details on how the coordinator and staff make this happen. (Rating areas 1 and 6)
  
5. Tell me a little about how the Site Coordinator goes about her/his job. What do they do to coordinate the AS program? How do you work together? (Rating area 1)
  
7. Do you perceive the site coordinator's role as more community oriented or more academically oriented?(Rating area 1)
  
8. (If program is in a school)What is the relationship between the 21<sup>st</sup>CCLC and the host school? What type of support do they get from the school administration (principal, etc.)?

What space and resources are they allowed to use or not use? (gym, classrooms, library, computers) Does the school (or District) contribute direct financial or other support? (Rating area 7)

9. How do you recruit and retain qualified staff for the 21stCCLC? Is turnover a problem? If so, how have you dealt with this? (Rating area 8b)
  
9. Staff Description: Are teachers are certified in subjects they teach in the after school program? (Rating area 8a)
  
10. What does the AS program do to get involved with parents? ...To get involved with other adults in the community? How do they do that? What adult services do they offer to parents? To other adults? What aspects have been the most successful?(Rating area 9)
  
11. In this site, how supportive do you believe most parents are of education and their child staying in school? Based on what you see and hear, how strongly do parents stress regular attendance, homework, etc.? What evidence do you have for your view? (Rating area 2)
  
12. What, if anything, does the program do in a planned way to help students develop positive attitudes toward school and learning? How do they promote good school citizenship? (e.g. incentives or positive recognition) How do they reward academic or behavioral progress? How well does it work? (Rating area 4a, 4b)
  
13. What type of behavior management approach do they use in this program? How effective is it? Is this unique or a carryover from the school day? How do they reward or punish students? (Rating area 5)

14. What criteria does the program use to determine who can participate?

- |   |   |
|---|---|
| <input type="checkbox"/> None; all students can participate | <input type="checkbox"/> Poor homework completion rates |
| <input type="checkbox"/> Low grades                         | <input type="checkbox"/> Behavior/discipline issues     |
| <input type="checkbox"/> Low test scores                    | <input type="checkbox"/> Low family income              |
| <input type="checkbox"/> Teacher recommendations            | <input type="checkbox"/> Other: _____                   |

15. How do you recruit students?

16. Once the student is enrolled, what are the expectations about their attendance? Are some students allowed to attend for only parts of the total program, such as only for homework help or only two days per week but the program is open four days per week)

#### COLLABORATION

17. Does your program have a leadership team or governing board, and/or an advisory board? Who are the members and what are their roles?

18. What are the processes-formal or informal-for communication and coordination between you and your leadership/governance structure and the principal(s)/leadership team(s) of the host school OR feeder schools? (Area 7)

19. How does your program work with partners in the community? What are the most valuable supports you get from your partner organizations?

#### STAFF TRAINING AND PLANNING TIME

20. Does your staff have paid time for planning their after-school activities?

YES                      NO

- If yes, how much planning time are they paid for each week?

21. Does your staff write activity/lesson plans for the after-school activities they lead?

YES NO

- Do you or anyone else review their plans?

YES NO

22. Do you and/or your staff participate in training or technical assistance as part of their job at the after-school program?

YES NO

- What types of training or assistance have been offered?

- In-service skill training specific to after-school
- Mentoring or coaching from experienced staff/teachers
- Payment for attending outside training or courses
- Other \_\_\_\_\_ (specify)

Are staff compensated for the time or cost of training outside of program hours?

YES NO

**COMMENTS**

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Thank you for participating in this interview.

## **SITE VISIT FORMS**

Team members should conduct interviews and observations, complete the forms and determine the coding with 48 hours of the site visit.

### **Site Coordinator Interview.**

1. How long have you been site coordinator? \_\_\_\_\_(months, years)(Rating area 1)
  
2. What do you see as the primary goal(s) of this afterschool program? Ask about program philosophy such as academic or holistic emphasis (Rating area 6a)
  
3. What do you see as the purpose of the enrichment activities you provide?(Rating area 3)
  
4. How do you use computers or other technology in this program? Ask if used for assessment, teaching academic skills, Internet research, games as an incentive or reward, etc. (Area 10)
  
5. What aspects of the program do you see as successful? Ask for examples. Probe for details on how the coordinator and staff make this happen. (Rating areas 1 and 6)
  
6. Tell me a little about how you go about your job. What do you do to coordinate the AS program? How do you carry out your role? (Rating area 1)
  
  
  
  
  
  
  
  
  
  
10. Do you perceive your efforts as more community oriented or more academically oriented?(Rating area 1)

11. (If program is in a school)What is the relationship between the 21<sup>st</sup>CCLC and the host school? What type of support do you get from the school administration (principal, etc.)? What space and resources are you allowed to use or not use? (gym, classrooms, library, computers) Does the school contribute direct financial or other support? (Rating area 7)
  
12. How do you recruit and retain qualified staff for the 21scCCLC? Is turnover a problem? If so, how have you dealt with this? (Rating area 8b)
  
14. Staff Description: Give copy of staff list from the GEMS system. Ask if list is complete and up to date. Are teachers are certified in subjects they teach? (Rating area 8a)
  
15. What does the AS program do to get involved with parents? ...To get involved with other adults in the community? How do you do that? What adult services do you offer to parents? To other adults? What aspects have been the most successful?(Rating area 9)
  
16. How supportive do you believe most parents are of education and their child staying in school? Based on what you see and hear, how strongly do parents stress regular attendance, homework, etc.? What evidence do you have for your view? (Rating area 2)
  
17. What, if anything, does the program do in a planned way to help students develop positive attitudes toward school and learning? How do they promote good school citizenship? (e.g. incentives or positive recognition) How do they reward academic or behavioral progress? How well does it work? (Rating area 4a, 4b)

18. What type of behavior management approach do you use in this program? How effective is it? Is this unique or a carryover from the school day? How do you reward or punish students? (Rating area 5)

19. Do you use games, songs or rituals to help students identify with the program in a positive way? Ask for examples. (Rating area 5c)

**COMMENTS**

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**Teacher/Staff Group Interview**

Demographics	Part. 1	Part. 2	Part. 3	Part. 4	Part. 5	Part. 6	Part. 7	Part. 8	Part.9	Part. 10
Gender										
Race										
Longevity <sup>1</sup>										
Certified for subject they teach in 21 <sup>st</sup> CCLC? Y/N										

1. What aspects of the 21stCCLC program do you see as successful? How do the coordinator and staff make this happen? Ask for examples. (Area 1 or others as applicable)
  
2. (If teachers also work during regular school day) What do you do in the 21stCCLC that differs (if it does) from what you do with students during the regular school day? (Area 6a and 6e)
  
3. Tell me how you conduct teaching in the 21sCCLC classroom. Is it more individual work or more group work? Do you use peer teaching? Do you use any special or technology-based teaching approaches, e.g. Smart Boards? Do you use any particular approach for dealing with low-performing students?(Area 6e, Area10)
  
4. Tell me about your curricula and lesson plans. Do you develop your own lesson plans or are they provided to you? Are there specific curricula you are asked to use? If so, what are they?(Area 6b)
  
5. What is the philosophical approach of the program? Are you primarily trying to develop the whole child, primarily trying to improve their academic skills, or are you doing some of both? What is the emphasis? Please describe how the approach is carried out. (Area 6a)

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<sup>1</sup> Longevity - How long (months/years) has teacher or other staff worked in this after school program?

6. (If computer are used) How are computers used in this program? (Probe for diagnostic, teaching specific skills, Internet research, reward for good behavior, etc.) (Area 10)
  
7. What do you see as the purpose of the enrichment activities that the program provides?(Area 3)
  
8. Describe how the site coordinator leads the 21stCCLC program. What is their role? Do they take more of a community oriented or academic approach? (explain as needed) (Area 1)
  
9. What is the relationship between the 21<sup>st</sup>CCLC and the host school? (if applicable) What type of support do you get from the school administration? What space and resources are you allowed to use? (gym, classrooms, library, computers) Does the school contribute any direct financial or other support?
  
10. What does the 21stCCLC program do to get involved with parents? To get involved with other adults in the community? How do you do that? What adult services do you offer to parents or other adults? What aspects have been the most successful? (Area 9)
  
11. How supportive do you believe most parents are of education and their child staying in school? Based on what you see and hear, how strongly do parents stress regular attendance, homework, etc.? What evidence do you have for your view? (Rating area 2)
  
12. What, if anything, does the program do deliberately to help students develop positive attitudes toward school and learning? How do they promote good school citizenship? (e.g. incentives or positive recognition) How do they reward academic or behavioral progress? How well does it work? (Rating area 4a, 4b)

13. What type of behavior management approach do you use in this program? How effective is it? Is this system unique to the 21stCCLC or a carryover from the school day? How do you reward or punish students? (Rating area 5a, 5d)

14. How effective do you believe the behavior management system is? (Area 5b)

15. Any other information to let us know the unique characteristics of your program

**COMMENTS**

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### Student Group Interview

Demographics	Stu..1	Stu. 2	Stu. 3	Stu. 4	Stu. 5	Stu. 6	Stu. 7	Stu. 8	Stu.9	Stu. 10
Gender										
Race										
Grade										
Longevity <sup>2</sup>										

**1. Identify Successes:** What does the program do (activity, club, class) that **you really like**, that you want to do more of?

**2. Activities:**

a. How (if at all) is the afterschool program different from the regular school day? (Areas 4,5,6)

b. How do the teachers and other staff help you learn things in your academic subjects? (Math, ELA, science?) Do you do hands-on learning or group projects? Prompt for detail, methods. (Area 6e)

c. What kinds of enrichment activities do you have? (drama, clubs, dance, arts karate, etc.)Which ones are the most interesting? (Area 3)

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<sup>2</sup> Longevity - How long (months/years) has student attended this after school program?

3. **Impact on academics:** What difference (if any) has being in the afterschool program made in your grades or test scores? (Better, no change, worse) (Area 4b)
  
4. **Impact on behavior:** What difference (if any) has being in the program made in your getting along with others? (Better, no change, worse) (Area 5)
  
5. **Behavior Management** (Area 5)
  - a. How easy is it to know what the rules are in the afterschool program?
  
  - b. What happens if you follow the rules or do something good? (Ask about rewards or incentives)
  
  - c. What happens if you break the rules or do something bad? (Ask about punishments)
  
  - d. Do you think the rules are enforced fairly?  
\_\_Mostly yes                    \_\_Mixed                    \_\_Mostly no
  
6. **Strengths and weaknesses** of the afterschool program)
  - a. Name the 3 best things about the program
    - 1)
    - 2)
    - 3)
  - b. Name the 3 worst things about the program
    - 1)
    - 2)
    - 3)

7. (If time allows) What would you be doing in the afternoons if you didn't attend the afterschool program?

Comments:

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### **Principal/School Administrator Interview (optional)**

Principal Name \_\_\_\_\_ Interviewer \_\_\_\_\_

1. What is your role in relation to the 21stCCLC? (e.g. recommending or selecting students, seeking resources) (Area 7)
  
2. What aspects of the 21stCCLC program do you see as successful? How do the coordinator and staff make this happen? Ask for examples. (Area 1 or others as applicable)
  
3. What is the philosophical approach of the program? Is the program primarily trying to develop the whole child, primarily trying to improve their academic skills, or are they doing some of both? What is the emphasis? (Area 6a)
  
4. Describe how the site coordinator leads the 21stCCLC program. What is their role? Do they take more of a community oriented or academic approach? (explain as needed) (Area 1)
  
5. To what extent are you or other school administrators involved with the 21stCCLC? What type of support do you provide? What space and resources are they allowed to use? (gym, classrooms, library, computers) Does the school contribute any direct financial or other support? (Area 7)
  
6. What does the 21stCCLC program do to get involved with parents? To get involved with other adults in the community? How do they do that? What adult services do they offer to parents or other adults? What aspects have been the most successful? (Area 9)

**CLASSROOM ACTIVITY OBSERVATION FORM**

*Duplicate these forms, 1 for each activity or group observed by a team member*

**Demographics of Students**

	Stu. 1	Stu. 2	Stu. 3	Stu. 4	Stu. 5	Stu. 6	Stu. 7	Stu. 8	Stu.9
Gender									
Race									
	Stu. 10	Stu.11	Stu.12	Stu.13	Stu.14	Stu.15	Stu.16	Stu.17	Stu.18
Gender									
Race									
	Stu. 19	Stu. 20	Stu. 21	Stu. 22	Stu. 23	Stu. 24	Stu. 25	Stu. 26	Stu. 27
Gender									
Race									

**Student Grade Levels (Circle All that Apply)**

K    1    2    3    4    5    6    7    8    9    10    11    12

**Staff Present**

Staff Type	Academic Teacher	Special Instructor <sup>3</sup>	Teaching Aide	Adult Volunteer	Student Volunteer	Other Staff
Number						

**Activity Description (Circle All that Apply)**

Homework Assistance      Tutoring      Enrichment      Free Play  
 Snack      Clubs/Projects      Fitness      Academics  
 Study/Test Skills      Arts      Health      Career Prep  
 Computer Skills      Free Recreation      Other (Describe) \_\_\_\_\_

**If Academic, Which Knowledge Area (Please Circle)**

Math      Reading/Language Arts      Science      Social Studies

**Activity Method (Circle All that Apply)**

One-on-One, Student Initiated      One-on-One, Instructor Initiated      Small Groups, Student Led      Whole Group in a Single

<sup>3</sup> Karate instructor, music teacher, dance teacher or other specialty instructor



**APPENDIX 2**  
**SWS 21<sup>ST</sup> CCLC CODING SCALES**

## CODING SCALES

Code each area based on data from interviews with site coordinator, staff, students, and team observations.

These codes are used in the statistical analysis to determine what program attributes are most closely associated with positive outcomes.

**These are descriptive codes of program attributes, not evaluative ratings.**

### 1. LEADERSHIP ROLE TYPE – Role Attributes of the site coordinator.

General leadership: Coordinate between 21stCCLC staff and school administration, obtain resources, provide oversight for activities and staff, and communicate with parents re: student progress or problems.

Community-oriented roles: (rate 5-7, depending on degree of emphasis)

- a. \_\_\_Obtain community resources (ask partners to help, school district, businesses, etc.)
- b. \_\_\_Reach out to parents and other adults in the community
- c. \_\_\_Be a liaison between program and the community and other organizations/individuals
- d. \_\_\_Set up volunteer and other community activities for students (e.g. shadowing, service learning)
- e. \_\_\_Invite community members to be involved with 21stCCLC program/students (as volunteer, mentor, or speaker)

Academically focused roles: (rate 1-3, depending on degree of emphasis)

- f. \_\_\_Set direction for the academic program, suggest curricula, software and learning activities to teachers, provide consultation to teachers on teaching
- g. \_\_\_Set and maintain the standards for academic instruction
- h. \_\_\_Monitor student academic progress
- i. \_\_\_Train teachers or arrange training for teachers and staff in instructional methods
- j. \_\_\_Lead formal learning activities for students

Community oriented – leader invites broad involvement from community and student participation in community		Mixed (use 99 if unknown)		Educator – leader focus is primarily on academics & curriculum; outlook is insular, inward-focused on school		
7	6	5	4	3	2	1
Almost all community a,b,c,d,e	Mostly community	More community than academic	Some of each	More academic than community	Mostly academic	Almost all academic f,g,h,i,j

### 2. PARENTAL SUPPORT OF EDUCATION – Site coordinator and staff/teacher perception of how valuable parents believe education to be, how strongly they believe parents want their children to stay in school and to succeed academically.

Supportive of Education

- a. \_\_\_Parents encourage children to work hard in school, encourage them to learn
- b. \_\_\_Parents reward improvements in grades or child learning new academic skills

- c. \_\_\_Parents insist on regular attendance at school and at 21st CCLC
- d. \_\_\_Parents ask teachers and staff how they can assist own children w/school work

Non-supportive of Education

- e. \_\_\_Parents show indifference to education, tell kids that education is not important
- f. \_\_\_Parents ignore child’s school performance (whether positive or negative)
- g. \_\_\_Parents do not stress regular attendance at school or 21stCCLC
- h. \_\_\_Parents disregard staff suggestions or ways parents can help with school performance

High parent support for education		Mixed			Low/no parent support for education	
7	6	5	4	3	2	1
Almost all parents highly supportive a,b,c,d	Most parents supportive	More supportive than not supportive	About equal, can't say	More non supportive than supportive	Most parents non supportive	Almost all non supportive e,f,g,h

**3. ENRICHMENT – Structured, purposeful learning that is not connected directly to specific academic subjects.** Enrichment includes many activities such as drama, karate, Boy and Girl Scouts, crafts, cooking, clubs, singing, dance, life skills, field trips, ropes course, games with educational merit.

**High quality enrichment**

- a. \_\_\_Offer artistic and expressive activities (drama, dance, painting, woodworking)
- b. \_\_\_Enrichment includes hands on direct experience (nature field studies, animal study or care, cooking, gardening, science experiments, shadowing, ropes course, service learning)
- c. \_\_\_Activities include leadership and youth development (scouts, 4-H, clubs, etc.)
- d. \_\_\_Includes special events on a periodic basis (multicultural fair, field trips)
- e. \_\_\_Enrichment is purposeful, is more than entertainment; students are excited to participate

**Low quality enrichment**

- f. \_\_\_Few or no non-academic options offered
- g. \_\_\_Widespread use of videos or computers to divert students or to fill time
- h. \_\_\_Free play in gym or playground is program’s only designated enrichment time
- i. \_\_\_Enrichment seems like busywork; students seem bored or in-uninvolved with activities

High quality enrichment			Medium	Low quality or no enrichment		
7	6	5	4	3	2	1
Enrichment is integral to program a,b,c,d,e	Good variety, many types offered	Moderate quantity of enrichment options	Several enrichment offered	Some enrichment but low quality f,g,h,i	A few token efforts f,g,h,i	No enrichment offered

**4. ADJUSTMENT TO LEARNING ENVIRONMENT – Extent to which program consciously promotes positive student attitudes toward school and learning.**

- a. Program actively and consciously attempts to increase positive student attitudes toward school and learning, promotes good school citizenship, group responsibility, etc. Gives rewards or recognition to students who display positive attitudes, who help other students or staff, (e.g. Great Kid Award, “Gotcha doing something right” incentives.)

High effort to influence positive student attitudes			Neutral or mixed		Few or no efforts to promote positive student attitudes	
7 Consistently teach & reinforce positive attitudes	6 Much of the time teach positive attitudes	5 Moderate effort to positive attitudes	4 Sometimes try to influence attitudes	3 A few efforts mentioned	2 Students attitudes toward school not a concern	1 No efforts noted

- b. Students, site coordinator and teachers state that AS students have increased positive attitudes toward learning as a result of the program; students enjoy learning.

Highly positive attitude change		Neutral or mixed		Highly negative attitude change		
7 Almost all student attitudes are better	6 Most student attitudes are more positive now	5 Positive attitudes outnumber negative ones	4 Some better, some worse; no change	3 Negative attitudes outnumber positive ones	2 Most student attitudes are worse now	1 Almost all student attitudes are worse now

**5. BEHAVIOR MANAGEMENT – A structured system to promote desired student behavior and to discourage negative student behavior;** system may be a carryover from the regular school day or a unique feature of the 21<sup>st</sup> CLCC.

- a. Type of behavior management (site coordinator, staff, students, team observations)

Reward-oriented		Combination of punishments and rewards			Punishment-oriented	
7 Only use positive incentives	6 Mostly rewards, a few punishments	5 More rewards than punishments	4 Balance or mix, can't classify	3 More punishments than rewards	2 Mostly punishments, a few rewards	1 Only use punishments

- b. Effectiveness of behavior management (site coordinator, staff, students, team observations)

Highly effective		Neutral or mixed			Not at all effective	
7 Students consistently follow the rules, show appropriate behavior	6 Most of the students behave appropriately	5 Students well-behaved more of the time than not	4 Behavior not an issue, mixed, neutral	3 Do not behave well more time than they follow rules	2 Most of the students do not behave well.	1 Students consistently out of control; unsafe conditions

- c. Methods to Build Group Identity: Program uses songs, mottoes, rituals, mascots, etc. to build positive group identity and understanding of behavioral norms. Examples are reciting

Boys and Girls Club code, student identification with after school program mascot (“Eagle Pride”), structured way to begin each class or large group, teacher-led rituals for getting quiet (holding up hand, clap one, clap two), wearing t-shirts or other program logo items.

Strong use of methods to build identity			Mixed,		Weak use of group identity methods	
7 Use of rituals, mottoes is frequent and pervasive	6 Methods are used frequently, but not consistently	5 More staff use identity methods than do not	4 Mixed or varies between staff and activities	3 Fewer staff use rituals than use them	2 Slight evidence of rituals	1 No evidence of rituals or mottoes.

- d. Intrinsic rewards: Methods for rewarding students for desired behavior emphasize intrinsic (intangible) or social rewards, more heavily than prizes or “treats.” Examples are allowing students to assist teacher with tasks, lead other students in an activity, lead the line to go to next class, public recognition for accomplishments (“Great Kid Award”), student has lunch with the principal, etc.

Strong use of intrinsic rewards			Mixed,		Weak use of intrinsic rewards	
7 Use of intrinsic rewards is frequent and used by all staff	6 Methods are used frequently, but not consistently	5 More staff use intrinsic rewards than do not	4 Mixed or varied between staff and activities	3 Fewer staff use intrinsic rewards	2 Slight evidence of intrinsic rewards	1 No evidence of intrinsic rewards.

6. **PROGRAM APPROACH – Program philosophy or organizing principles**, how site coordinator, teacher, staff describe the basis for how they operate the program. May be based on a particular educational philosophy.

- a. Extent to which program uses an academic/pedagogical approach or a child development/holistic approach.

Holistic/child development focus			Mixed, can’t be classified		Academic Focus	
7 Develops all social, emotional, physical and cognitive areas	6 Focuses on most child development areas	5 More holistic than academic	4 Mixed or varied	3 More academic than holistic	2 Most focus is on academic help w/a few other elements	1 Total focus on academic improvement; develops cognitive areas only

- b. Curriculum/lesson plans for academic instruction

Teacher-developed Lesson Plans			Mixed		Packaged Curriculum or Computer Software	
7	6	5	4	3	2	1

All teachers consistently develop own plans based on student needs	Most teachers develop own plans or adapt lessons to students	More teacher-developed lessons than curriculum based	Mixed; – varies for different subjects	More curriculum-based than teacher-developed	Most instruction from set curricula	All instruction from prepared curricula or software
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d. List any curricula used \_\_\_\_\_  
 \_\_\_\_\_

e. Teaching methods used in the after school program (as observed by site team or described by teachers and student. Extent to which the program uses interesting and fun ways to get students involved in learning

Teaching is highly creative			Neutral or mixed		Teaching is dull	
7	6	5	4	3	2	1
Almost all teachers observed use innovative methods; students appear engaged w/lessons.	Most teachers observed use imaginative methods	More creative teaching than not	Mixed	More dull or trite methods than creative methods	Most methods observed are dull or boring	Almost all drill, rote instruction, worksheets; students appear disinterested

**7. SCHOOL INVOLVEMENT – Extent to which the 21stCCLC program gets support from the school** –Extent to which principal and other administrators are actively involved; extent of program access to use classrooms, gym, cafeteria, computer lab, playground, library, etc.; extent to which school provides additional funding or staff to assist 21<sup>st</sup> CLCC (e.g. food service staff, bus transportation, cash, librarian). *Do not use this rating are if 21stCCLC is located in a church or community setting.*

Total School Support			Neutral or mixed		No School Support	
7	6	5	4	3	2	1
Principal gives active support; seen as part of school; access to all school resources; gives more resources	Good communication with principal, access to most resources	Fair communication w/school; access to many resources	Acceptable communication, access to some resources; support is variable	Minimal communication; use of a few school resources	Principal not involved with ASP; inadequate space or resources;	Restricted from using resources; isolated from school staff; little or no communication w/administration

**8. STAFF CHARACTERISTICS – Qualifications and attributes of teacher and other staff.**

a. Staff qualifications – Extent to which direct instruction for academic subjects is done by teachers *certified and experienced in the subject area they teach in afterschool program.*

Highly qualified			Mixed		Less qualified	
7	6	5	4	3	2	1
All teachers are		More	Half and half	More non-	A few	No certified

certified in areas they teach in 21stCCLC	Most are certified in areas they teach	certified than not		certified than are certified	certified	teachers in subjects
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b. Experience (continuity) of teachers working in this after school program

Very experienced			Mixed	Very inexperienced		
7 All teachers have worked 3+ years in 21stCCLC	6 Most teachers have worked 2+ years	5 More experienced staff than not	4 Half and half	3 More new staff than returning staff	2 All staff are new this school year	1 Almost all staff have worked less than 6 months

c. Staff Morale (based on perceptions of evaluators during group interviews and observations)

High Morale			Mixed	Low Morale		
7 Almost all have consistent high energy and positive attitudes	6 Most staff are positive	5 More positive than negative	4 Half and half	3 More negative than positive	2 Most staff are negative or hopeless	1 All staff make negative comments, have low energy

**9. SERVICES TO PARENTS AND OTHER ADULTS IN COMMUNITY** – Extent to which 21<sup>st</sup>CCLC does outreach to parents, offers skill-building classes, parenting skills, computer skills, GED, job assistance, ESL, family life education, extra library time, adult literacy, etc.

High effort to offer adult services			Mixed	Low efforts to offer adult services		
7 Consistently teach and involve parents and community members	6 Much of the time provide adult services	5 Moderate effort to offer services	4 Sometimes try to offer services	3 A few attempts mentioned	2 Little time for adult services; not a priority	1 No adult service efforts noted

**10. COMPUTERS AND TECHNOLOGY** – Extent to which computers and other technology is integrated into the 21stCCLC program. Use of computer educational software or web sites to deliver subject content; emphasis on building computer literacy in students, program supports Internet research by students, use of technology by teachers and other staff as a teaching tool (e.g. Smart Boards, other interactive media, etc.)

Widespread use of technology			Mixed	Absence of technology		
7 Technology is pervasive throughout the program	6 Much of the time use technology	5 Frequent use of computer-assisted learning	4 Computers used in some aspects but not in others	3 Occasional use of computer learning	2 Isolated use of technology	1 No computers available

**11. AFTERSCHOOL SITE RESOURCES** – Inputs needed for the learning environment, including safe and clean physical surroundings, staff (teachers and aides), classroom and recreational space, bus transportation, books, games, equipment, manipulatives, art supplies, computers, software, Internet access, projectors, SmartBoards, other technology, etc.

**Adequate Resources**

- j.  Surroundings, regardless of age, are safe, clean and well-maintained
- k.  Staff is sufficient to provide supervision and instruction for number of students
- l.  Classroom and other space is available for types of activities offered;
- m.  Transportation home is provided
- n.  Books, games, manipulatives and other educational resources are available
- o.  Technology is available and accessible (computers, projectors)

**Inadequate Resources**

- a.  Surroundings and environment appear unsafe, dirty or poorly maintained
- b.  Staff shortages evident; staff ratios are high; supervision seems inadequate
- c.  Limited access to classrooms or other suitable space for activities
- d.  No transportation provided; parents do all transportation
- e.  Classrooms have few books, games or other educational resources
- f.  No computers or other technology available

High Resources		Medium			Low Resources	
7	6	5	4	3	2	1
Wealth of resources evident	Good variety of resources	Many resources; no obvious shortages	Moderate resources	Some resources; several shortages evident	Very few resources	Deprived or impoverished environment

**12. HOST SCHOOL RESOURCES** – Inputs needed for the learning environment, including safe and clean physical surroundings, staff (teachers and aides), classroom and recreational space, bus transportation, books, games, equipment, manipulatives, art supplies, computers, software, Internet access, projectors, SmartBoards, other technology, etc.

**Adequate Resources**

- a.  Surroundings, regardless of age, are safe, clean and well-maintained
- b.  Staff is sufficient to provide supervision and instruction for number of students
- c.  Classroom and other space is available for types of activities offered;
- d.  Transportation home is provided
- e.  Books, games, manipulatives and other educational resources are available
- f.  Technology is available and accessible (computers, projectors)

**Inadequate Resources**

- a.  Surroundings and environment appear unsafe, dirty or poorly maintained
- b.  Staff shortages evident; staff ratios are high; supervision seems inadequate
- c.  Limited access to classrooms or other suitable space for activities

- d. \_\_\_ No transportation provided; parents do all transportation
- e. \_\_\_ Classrooms have few books, games or other educational resources
- f. \_\_\_ No computers or other technology available

High Resources		Medium			Low Resources	
7 Wealth of resources evident	6 Good variety of resources	5 Many resources; no obvious shortages	4 Moderate resources	3 Some resources; several shortages evident	2 Very few resources	1 Deprived or impoverished environment

**APPENDIX 3**  
**DEMONSTRATION SITES CODING SCORES**

## CODING SCALES

Code each area based on data from interviews with site coordinator, staff, students, and team observations.

These codes are used in the statistical analysis to determine what program attributes are most closely associated with positive outcomes.

**These are descriptive codes of program attributes, not evaluative ratings.**

## BIRCHWOOD MIDDLE SCHOOL

### 2. LEADERSHIP ROLE TYPE – Role Attributes of the site coordinator.

General leadership: Coordinate between 21stCCLC staff and school administration, obtain resources, provide oversight for activities and staff, and communicate with parents re: student progress or problems.

Community-oriented roles: (rate 5-7, depending on degree of emphasis)

- k.  Obtain community resources (ask partners to help, school district, businesses, etc.)
- l.  Reach out to parents and other adults in the community
- m.  Be a liaison between program and the community and other organizations/individuals
- n.  Set up volunteer and other community activities for students (e.g. shadowing, service learning)
- o.  Invite community members to be involved with 21stCCLC program/students (as volunteer, mentor, or speaker)

Academically focused roles: (rate 1-3, depending on degree of emphasis)

- p.  Set direction for the academic program, suggest curricula, software and learning activities to teachers, provide consultation to teachers on teaching
- q.  Set and maintain the standards for academic instruction
- r.  Monitor student academic progress
- s.  Train teachers or arrange training for teachers and staff in instructional methods
- t.  Lead formal learning activities for students

Community oriented – leader invites broad involvement from community and student participation in community			Mixed (use 99 if unknown)		Educator – leader focus is primarily on academics & curriculum; outlook is insular, inward-focused on school	
7	6	5	4	3	2	1
Almost all community a,b,c,d,e	Mostly community	More community than academic	Some of each	More academic than community	Mostly academic	Almost all academic f,g,h,i,j

### 6. PARENTAL SUPPORT OF EDUCATION – (NOT APPLICABLE) Site coordinator and staff/teacher perception of how valuable parents believe education to be, how strongly they believe parents want their children to stay in school and to succeed academically.

Supportive of Education

- i.  Parents encourage children to work hard in school, encourage them to learn

- j. \_\_\_Parents reward improvements in grades or child learning new academic skills
- k. \_\_\_Parents insist on regular attendance at school and at 21st CCLC
- l. \_\_\_Parents ask teachers and staff how they can assist own children w/school work

Non-supportive of Education

- m. \_\_\_Parents show indifference to education, tell kids that education is not important
- n. \_\_\_Parents ignore child’s school performance (whether positive or negative)
- o. \_\_\_Parents do not stress regular attendance at school or 21stCCLC
- p. \_\_\_Parents disregard staff suggestions or ways parents can help with school performance

High parent support for education		Mixed			Low/no parent support for education	
7	6	5	4	3	2	1
Almost all parents highly supportive a,b,c,d	Most parents supportive	More supportive than not supportive	About equal, can't say	More non supportive than supportive	Most parents non supportive	Almost all non supportive e,f,g,h

**7. ENRICHMENT – Structured, purposeful learning that is not connected directly to specific academic subjects.** Enrichment includes many activities such as drama, karate, Boy and Girl Scouts, crafts, cooking, clubs, singing, dance, life skills, field trips, ropes course, games with educational merit.

**High quality enrichment**

- p. \_\_\_Offer artistic and expressive activities (drama, dance, painting, woodworking)
- q. \_\_\_Enrichment includes hands on direct experience (nature field studies, animal study or care, cooking, gardening, science experiments, shadowing, ropes course, service learning)
- r. \_\_\_Activities include leadership and youth development (scouts, 4-H, clubs, etc.)
- s. \_\_\_Includes special events on a periodic basis (multicultural fair, field trips)
- t. \_\_\_Enrichment is purposeful, is more than entertainment; students are excited to participate

**Low quality enrichment**

- u. \_\_\_Few or no non-academic options offered
- v. \_\_\_Widespread use of videos or computers to divert students or to fill time
- w. \_\_\_Free play in gym or playground is program’s only designated enrichment time
- x. \_\_\_Enrichment seems like busywork; students seem bored or in-uninvolved with activities

High quality enrichment		Medium		Low quality or no enrichment		
7	6	5	4	3	2	1
Enrichment is integral to program a,b,c,d,e	Good variety, many types offered	Moderate quantity of enrichment options	Several enrichment offered	Some enrichment but low quality f,g,h,i	A few token efforts f,g,h,i	No enrichment offered

**8. ADJUSTMENT TO LEARNING ENVIRONMENT – Extent to which program consciously promotes positive student attitudes toward school and learning.**

- c. Program actively and consciously attempts to increase positive student attitudes toward school and learning, promotes good school citizenship, group responsibility, etc. Gives rewards or recognition to students who display positive attitudes, who help other students or staff, (e.g. Great Kid Award, “Gotcha doing something right” incentives.)

High effort to influence positive student attitudes		Neutral or mixed			Few or no efforts to promote positive student attitudes	
7 Consistently teach & reinforce positive attitudes	6 Much of the time teach positive attitudes	5 Moderate effort to positive attitudes	4 Sometimes try to influence attitudes	3 A few efforts mentioned	2 Students attitudes toward school not a concern	1 No efforts noted

- d. Students, site coordinator and teachers state that AS students have increased positive attitudes toward learning as a result of the program; students enjoy learning.

Highly positive attitude change		Neutral or mixed			Highly negative attitude change	
7 Almost all student attitudes are better	6 Most student attitudes are more positive now	5 Positive attitudes outnumber negative ones	4 Some better, some worse; no change	3 Negative attitudes outnumber positive ones	2 Most student attitudes are worse now	1 Almost all student attitudes are worse now

**9. BEHAVIOR MANAGEMENT – A structured system to promote desired student behavior and to discourage negative student behavior;** system may be a carryover from the regular school day or a unique feature of the 21<sup>st</sup> CLCC.

- e. Type of behavior management (site coordinator, staff, students, team observations)

Reward-oriented		Combination of punishments and rewards			Punishment-oriented	
7 Only use positive incentives	6 Mostly rewards, a few punishments	5 More rewards than punishments	4 Balance or mix, can't classify	3 More punishments than rewards	2 Mostly punishments, a few rewards	1 Only use punishments

- f. Effectiveness of behavior management (site coordinator, staff, students, team observations)

Highly effective		Neutral or mixed			Not at all effective	
7 Students consistently follow the rules, show appropriate behavior	6 Most of the students behave appropriately	5 Students well-behaved more of the time than not	4 Behavior not an issue, mixed, neutral	3 Do not behave well more time than they follow rules	2 Most of the students do not behave well.	1 Students consistently out of control; unsafe conditions

- g. **Methods to Build Group Identity:** Program uses songs, mottoes, rituals, mascots, etc. to build positive group identity and understanding of behavioral norms. Examples are reciting Boys and Girls Club code, student identification with after school program mascot (“Eagle Pride”), structured way to begin each class or large group, teacher-led rituals for getting quiet (holding up hand, clap one, clap two), wearing t-shirts or other program logo items.

Strong use of methods to build identity			Mixed,		Weak use of group identity methods	
7 Use of rituals, mottoes is frequent and pervasive	6 Methods are used frequently, but not consistently	5 More staff use identity methods than do not	4 Mixed or varies between staff and activities	3 Fewer staff use rituals than use them	2 Slight evidence of rituals	1 No evidence of rituals or mottoes.

- h. **Intrinsic rewards:** Methods for rewarding students for desired behavior emphasize intrinsic (intangible) or social rewards, more heavily than prizes or “treats.” Examples are allowing students to assist teacher with tasks, lead other students in an activity, lead the line to go to next class, public recognition for accomplishments (“Great Kid Award”), student has lunch with the principal, etc.

Strong use of intrinsic rewards			Mixed,		Weak use of intrinsic rewards	
7 Use of intrinsic rewards is frequent and used by all staff	6 Methods are used frequently, but not consistently	5 More staff use intrinsic rewards than do not	4 Mixed or varied between staff and activities	3 Fewer staff use intrinsic rewards	2 Slight evidence of intrinsic rewards	1 No evidence of intrinsic rewards.

**10. PROGRAM APPROACH – Program philosophy or organizing principles,** how site coordinator, teacher, staff describe the basis for how they operate the program. May be based on a particular educational philosophy.

- c. Extent to which program uses an academic/pedagogical approach or a child development/holistic approach.

Holistic/child development focus			Mixed, can't be classified		Academic Focus	
7 Develops all social, emotional, physical and cognitive areas	6 Focuses on most child development areas	5 More holistic than academic	4 Mixed or varied	3 More academic than holistic	2 Most focus is on academic help w/a few other elements	1 Total focus on academic improvement; develops cognitive areas only

- d. Curriculum/lesson plans for academic instruction

Teacher-developed Lesson Plans	Mixed	Packaged Curriculum or
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				Computer Software		
7 All teachers consistently develop own plans based on student needs	6 Most teachers develop own plans or adapt lessons to students	5 More teacher-developed lessons than curriculum based	4 Mixed; – varies for different subjects	3 More curriculum-based than teacher-developed	2 Most instruction from set curricula	1 All instruction from prepared curricula or software

d. List any curricula used \_\_\_\_\_

e. Teaching methods used in the after school program (as observed by site team or described by teachers and student. Extent to which the program uses interesting and fun ways to get students involved in learning

Teaching is highly creative		Neutral or mixed			Teaching is dull	
7 Almost all teachers observed use innovative methods; students appear engaged w/lessons.	6 Most teachers observed use imaginative methods	5 More creative teaching than not	4 Mixed	3 More dull or trite methods than creative methods	2 Most methods observed are dull or boring	1 Almost all drill, rote instruction, worksheets; students appear disinterested

**11. SCHOOL INVOLVEMENT – Extent to which the 21stCCLC program gets support from the school** –Extent to which principal and other administrators are actively involved; extent of program access to use classrooms, gym, cafeteria, computer lab, playground, library, etc.; extent to which school provides additional funding or staff to assist 21<sup>st</sup> CLCC (e.g. food service staff, bus transportation, cash, librarian). *Do not use this rating are if 21stCCLC is located in a church or community setting.*

Total School Support		Neutral or mixed			No School Support	
7 Principal gives active support; seen as part of school; access to all school resources; gives more resources	6 Good communication with principal, access to most resources	5 Fair communication w/school; access to many resources	4 Acceptable communication, access to some resources; support is variable	3 Minimal communication; use of a few school resources	2 Principal not involved with ASP; inadequate space or resources;	1 Restricted from using resources; isolated from school staff; little or no communication w/administration

**12. STAFF CHARACTERISTICS – Qualifications and attributes of teacher and other staff.**

d. Staff qualifications – Extent to which direct instruction for academic subjects is done by teachers *certified and experienced in the subject area they teach in afterschool program.*

Highly qualified			Mixed	Less qualified		
7 All teachers are certified in areas they teach in 21stCCLC	6 Most are certified in areas they teach	5 More certified than not	4 Half and half	3 More non-certified than are certified	2 A few certified	1 No certified teachers in subjects

e. Experience (continuity) of teachers working in this after school program

Very experienced			Mixed	Very inexperienced		
7 All teachers have worked 3+ years in 21stCCLC	6 Most teachers have worked 2+ years	5 More experienced staff than not	4 Half and half	3 More new staff than returning staff	2 All staff are new this school year	1 Almost all staff have worked less than 6 months

f. Staff Morale (based on perceptions of evaluators during group interviews and observations)

High Morale			Mixed	Low Morale		
7 Almost all have consistent high energy and positive attitudes	6 Most staff are positive	5 More positive than negative	4 Half and half	3 More negative than positive	2 Most staff are negative or hopeless	1 All staff make negative comments, have low energy

**13. SERVICES TO PARENTS AND OTHER ADULTS IN COMMUNITY** – Extent to which 21<sup>st</sup>CCLC does outreach to parents, offers skill-building classes, parenting skills, computer skills, GED, job assistance, ESL, family life education, extra library time, adult literacy, etc.

High effort to offer adult services			Mixed	Low efforts to offer adult services		
7 Consistently teach and involve parents and community members	6 Much of the time provide adult services	5 Moderate effort to offer services	4 Sometimes try to offer services	3 A few attempts mentioned	2 Little time for adult services; not a priority	1 No adult service efforts noted

## CODING SCALES

Code each area based on data from interviews with site coordinator, staff, students, and team observations.

These codes are used in the statistical analysis to determine what program attributes are most closely associated with positive outcomes.

**These are descriptive codes of program attributes, not evaluative ratings.**

## WILLOW LANE MIDDLE AND HIGH SCHOOL

### 3. LEADERSHIP ROLE TYPE – Role Attributes of the site coordinator.

General leadership: Coordinate between 21stCCLC staff and school administration, obtain resources, provide oversight for activities and staff, and communicate with parents re: student progress or problems.

Community-oriented roles: (rate 5-7, depending on degree of emphasis)

- u.  Obtain community resources (ask partners to help, school district, businesses, etc.)
- v.  Reach out to parents and other adults in the community
- w.  Be a liaison between program and the community and other organizations/individuals
- x.  Set up volunteer and other community activities for students (e.g. shadowing, service learning)
- y.  Invite community members to be involved with 21stCCLC program/students (as volunteer, mentor, or speaker)

Academically focused roles: (rate 1-3, depending on degree of emphasis)

- z.  Set direction for the academic program, suggest curricula, software and learning activities to teachers, provide consultation to teachers on teaching
- aa.  Set and maintain the standards for academic instruction
- bb.  Monitor student academic progress
- cc.  Train teachers or arrange training for teachers and staff in instructional methods
- dd.  Lead formal learning activities for students

Community oriented – leader invites broad involvement from community and student participation in community			Mixed (use 99 if unknown)		Educator – leader focus is primarily on academics & curriculum; outlook is insular, inward-focused on school	
7	6	5	4	3	2	1
Almost all community a,b,c,d,e	Mostly community	More community than academic	Some of each	More academic than community	Mostly academic	Almost all academic f,g,h,i,j

**10. (SECTION NOT APPLICABLE) PARENTAL SUPPORT OF EDUCATION – Site coordinator and staff/teacher perception of how valuable parents believe education to be, how strongly they believe parents want their children to stay in school and to succeed academically.**

Supportive of Education

- q.  Parents encourage children to work hard in school, encourage them to learn
- r.  Parents reward improvements in grades or child learning new academic skills
- s.  Parents insist on regular attendance at school and at 21st CCLC
- t.  Parents ask teachers and staff how they can assist own children w/school work

Non-supportive of Education

- u.  Parents show indifference to education, tell kids that education is not important
- v.  Parents ignore child’s school performance (whether positive or negative)
- w.  Parents do not stress regular attendance at school or 21stCCLC
- x.  Parents disregard staff suggestions or ways parents can help with school performance

High parent support for education		Mixed			Low/no parent support for education	
7	6	5	4	3	2	1
Almost all parents highly supportive a,b,c,d	Most parents supportive	More supportive than not supportive	About equal, can’t say	More non supportive than supportive	Most parents non supportive	Almost all non supportive e,f,g,h

**11. ENRICHMENT – Structured, purposeful learning that is not connected directly to specific academic subjects.** Enrichment includes many activities such as drama, karate, Boy and Girl Scouts, crafts, cooking, clubs, singing, dance, life skills, field trips, ropes course, games with educational merit.

**High quality enrichment**

- y.  Offer artistic and expressive activities (drama, dance, painting, woodworking)
- z.  Enrichment includes hands on direct experience (nature field studies, animal study or care, cooking, gardening, science experiments, shadowing, ropes course, service learning)
- aa.  Activities include leadership and youth development (scouts, 4-H, clubs, etc.)
- bb.  Includes special events on a periodic basis (multicultural fair, field trips)
- cc.  Enrichment is purposeful, is more than entertainment; students are excited to participate

**Low quality enrichment**

- dd.  Few or no non-academic options offered
- ee.  Widespread use of videos or computers to divert students or to fill time
- ff.  Free play in gym or playground is program’s only designated enrichment time
- gg.  Enrichment seems like busywork; students seem bored or in-uninvolved with activities

High quality enrichment			Medium	Low quality or no enrichment		
7	6	5	4	3	2	1
Enrichment is integral to program	Good variety, many types	Moderate quantity of enrichment	Several enrichment offered	Some enrichment but low	A few token efforts f,g,h,i	No enrichment offered

a,b,c,d,e	offered	options		quality f,g,h,i		
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**12. ADJUSTMENT TO LEARNING ENVIRONMENT – Extent to which program consciously promotes positive student attitudes toward school and learning.**

- e. Program actively and consciously attempts to increase positive student attitudes toward school and learning, promotes good school citizenship, group responsibility, etc. Gives rewards or recognition to students who display positive attitudes, who help other students or staff, (e.g. Great Kid Award, “Gotcha doing something right” incentives.)

High effort to influence positive student attitudes			Neutral or mixed		Few or no efforts to promote positive student attitudes	
7 Consistently teach & reinforce positive attitudes	6 Much of the time teach positive attitudes	5 Moderate effort to positive attitudes	4 Sometimes try to influence attitudes	3 A few efforts mentioned	2 Students attitudes toward school not a concern	1 No efforts noted

- f. Students, site coordinator and teachers state that AS students have increased positive attitudes toward learning as a result of the program; students enjoy learning.

Highly positive attitude change			Neutral or mixed		Highly negative attitude change	
7 Almost all student attitudes are better	6 Most student attitudes are more positive now	5 Positive attitudes outnumber negative ones	4 Some better, some worse; no change	3 Negative attitudes outnumber positive ones	2 Most student attitudes are worse now	1 Almost all student attitudes are worse now

**13. BEHAVIOR MANAGEMENT – A structured system to promote desired student behavior and to discourage negative student behavior;** system may be a carryover from the regular school day or a unique feature of the 21<sup>st</sup> CLCC.

- i. Type of behavior management (site coordinator, staff, students, team observations)

Reward-oriented		Combination of punishments and rewards			Punishment-oriented	
7 Only use positive incentives	6 Mostly rewards, a few punishments	5 More rewards than punishments	4 Balance or mix, can't classify	3 More punishments than rewards	2 Mostly punishments, a few rewards	1 Only use punishments

- j. Effectiveness of behavior management (site coordinator, staff, students, team observations)

Highly effective		Neutral or mixed			Not at all effective	
7 Students consistently follow the rules, show	6 Most of the students behave appropriately	5 Students well-behaved more of the time than not	4 Behavior not an issue, mixed, neutral	3 Do not behave well more time than they	2 Most of the students do not behave well.	1 Students consistently out of control;

appropriate behavior				follow rules		unsafe conditions
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- k. **Methods to Build Group Identity:** Program uses songs, mottoes, rituals, mascots, etc. to build positive group identity and understanding of behavioral norms. Examples are reciting Boys and Girls Club code, student identification with after school program mascot (“Eagle Pride”), structured way to begin each class or large group, teacher-led rituals for getting quiet (holding up hand, clap one, clap two), wearing t-shirts or other program logo items.

Strong use of methods to build identity		Mixed,			Weak use of group identity methods	
7 Use of rituals, mottoes is frequent and pervasive	6 Methods are used frequently, but not consistently	5 More staff use identity methods than do not	4 Mixed or varies between staff and activities	3 Fewer staff use rituals than use them	2 Slight evidence of rituals	1 No evidence of rituals or mottoes.

- l. **Intrinsic rewards:** Methods for rewarding students for desired behavior emphasize intrinsic (intangible) or social rewards, more heavily than prizes or “treats.” Examples are allowing students to assist teacher with tasks, lead other students in an activity, lead the line to go to next class, public recognition for accomplishments (“Great Kid Award”), student has lunch with the principal, etc.

Strong use of intrinsic rewards		Mixed,			Weak use of intrinsic rewards	
7 Use of intrinsic rewards is frequent and used by all staff	6 Methods are used frequently, but not consistently	5 More staff use intrinsic rewards than do not	4 Mixed or varied between staff and activities	3 Fewer staff use intrinsic rewards	2 Slight evidence of intrinsic rewards	1 No evidence of intrinsic rewards.

**14. PROGRAM APPROACH – Program philosophy or organizing principles,** how site coordinator, teacher, staff describe the basis for how they operate the program. May be based on a particular educational philosophy.

- e. Extent to which program uses an academic/pedagogical approach or a child development/holistic approach.

Holistic/child development focus		Mixed, can't be classified			Academic Focus	
7 Develops all social, emotional, physical and cognitive areas	6 Focuses on most child development areas	5 More holistic than academic	4 Mixed or varied	3 More academic than holistic	2 Most focus is on academic help w/a few other elements	1 Total focus on academic improvement; develops cognitive areas only

- f. Curriculum/lesson plans for academic instruction

Teacher-developed Lesson Plans			Mixed		Packaged Curriculum or Computer Software	
7 All teachers consistently develop own plans based on student needs	6 Most teachers develop own plans or adapt lessons to students	5 More teacher-developed lessons than curriculum based	4 Mixed; – varies for different subjects	3 More curriculum-based than teacher-developed	2 Most instruction from set curricula	1 All instruction from prepared curricula or software

d. List any curricula used \_\_\_\_\_

\_\_\_\_\_

e. Teaching methods used in the after school program (as observed by site team or described by teachers and student. Extent to which the program uses interesting and fun ways to get students involved in learning

Teaching is highly creative			Neutral or mixed		Teaching is dull	
7 Almost all teachers observed use innovative methods; students appear engaged w/lessons.	6 Most teachers observed use imaginative methods	5 More creative teaching than not	4 Mixed	3 More dull or trite methods than creative methods	2 Most methods observed are dull or boring	1 Almost all drill, rote instruction, worksheets; students appear disinterested

**15. SCHOOL INVOLVEMENT – Extent to which the 21stCCLC program gets support from the school** –Extent to which principal and other administrators are actively involved; extent of program access to use classrooms, gym, cafeteria, computer lab, playground, library, etc.; extent to which school provides additional funding or staff to assist 21<sup>st</sup> CLCC (e.g. food service staff, bus transportation, cash, librarian). *Do not use this rating are if 21stCCLC is located in a church or community setting.*

Total School Support			Neutral or mixed		No School Support	
7 Principal gives active support; seen as part of school; access to all school resources; gives more resources	6 Good communication with principal, access to most resources	5 Fair communication w/school; access to many resources	4 Acceptable communication, access to some resources; support is variable	3 Minimal communication; use of a few school resources	2 Principal not involved with ASP; inadequate space or resources;	1 Restricted from using resources; isolated from school staff; little or no communication w/administration

**16. STAFF CHARACTERISTICS – Qualifications and attributes of teacher and other staff.**

g. Staff qualifications – Extent to which direct instruction for academic subjects is done by teachers *certified and experienced in the subject area they teach in afterschool program.*

Highly qualified			Mixed	Less qualified		
7 All teachers are certified in areas they teach in 21stCCLC	6 Most are certified in areas they teach	5 More certified than not	4 Half and half	3 More non-certified than are certified	2 A few certified	1 No certified teachers in subjects

h. Experience (continuity) of teachers working in this after school program

Very experienced			Mixed	Very inexperienced		
7 All teachers have worked 3+ years in 21stCCLC	6 Most teachers have worked 2+ years	5 More experienced staff than not	4 Half and half	3 More new staff than returning staff	2 All staff are new this school year	1 Almost all staff have worked less than 6 months

i. Staff Morale (based on perceptions of evaluators during group interviews and observations)

High Morale			Mixed	Low Morale		
7 Almost all have consistent high energy and positive attitudes	6 Most staff are positive	5 More positive than negative	4 Half and half	3 More negative than positive	2 Most staff are negative or hopeless	1 All staff make negative comments, have low energy

**17. SERVICES TO PARENTS AND OTHER ADULTS IN COMMUNITY** – Extent to which 21<sup>st</sup>CCLC does outreach to parents, offers skill-building classes, parenting skills, computer skills, GED, job assistance, ESL, family life education, extra library time, adult literacy, etc.

High effort to offer adult services			Mixed	Low efforts to offer adult services		
7 Consistently teach and involve parents and community members	6 Much of the time provide adult services	5 Moderate effort to offer services	4 Sometimes try to offer services	3 A few attempts mentioned	2 Little time for adult services; not a priority	1 No adult service efforts noted

## CODING SCALES

Code each area based on data from interviews with site coordinator, staff, students, and team observations.

These codes are used in the statistical analysis to determine what program attributes are most closely associated with positive outcomes.

**These are descriptive codes of program attributes, not evaluative ratings.**

## HUSPAH MISSIONARY BAPTIST CHURCH

### 4. LEADERSHIP ROLE TYPE – Role Attributes of the site coordinator.

General leadership: Coordinate between 21stCCLC staff and school administration, obtain resources, provide oversight for activities and staff, and communicate with parents re: student progress or problems.

Community-oriented roles: (rate 5-7, depending on degree of emphasis)

ee. X\_\_Obtain community resources (ask partners to help, school district, businesses, etc.)

ff. X\_\_Reach out to parents and other adults in the community

gg. X\_\_Be a liaison between program and the community and other organizations/individuals

hh. X\_\_Set up volunteer and other community activities for students (e.g. shadowing, service learning)

ii. X\_\_Invite community members to be involved with 21stCCLC program/students (as volunteer, mentor, or speaker)

Academically focused roles: (rate 1-3, depending on degree of emphasis)

jj. X\_\_Set direction for the academic program, suggest curricula, software and learning activities to teachers, provide consultation to teachers on teaching

kk. X\_\_Set and maintain the standards for academic instruction

ll. X\_\_Monitor student academic progress

mm. X\_\_Train teachers or arrange training for teachers and staff in instructional methods

nn. X\_\_Lead formal learning activities for students

Community oriented – leader invites broad involvement from community and student participation in community			Mixed (use 99 if unknown)	Educator – leader focus is primarily on academics & curriculum; outlook is insular, inward-focused on school		
7	6	5	4	3	2	1
Almost all community a,b,c,d,e	Mostly community	More community than academic	Some of each	More academic than community	Mostly academic	Almost all academic f,g,h,i,j

### 14. PARENTAL SUPPORT OF EDUCATION – Site coordinator and staff/teacher perception of how valuable parents believe education to be, how strongly they believe parents want their children to stay in school and to succeed academically.

Supportive of Education

- y.  Parents encourage children to work hard in school, encourage them to learn
- z.  Parents reward improvements in grades or child learning new academic skills
- aa.  Parents insist on regular attendance at school and at 21st CCLC
- bb.  Parents ask teachers and staff how they can assist own children w/school work

Non-supportive of Education

- cc.  Parents show indifference to education, tell kids that education is not important
- dd.  Parents ignore child’s school performance (whether positive or negative)
- ee.  Parents do not stress regular attendance at school or 21st CCLC
- ff.  Parents disregard staff suggestions or ways parents can help with school performance

High parent support for education		Mixed			Low/no parent support for education	
7	6	5	4	3	2	1
Almost all parents highly supportive a,b,c,d	Most parents supportive	More supportive than not supportive	About equal, can’t say	More non supportive than supportive	Most parents non supportive	Almost all non supportive e,f,g,h

**15. ENRICHMENT – Structured, purposeful learning that is not connected directly to specific academic subjects.** Enrichment includes many activities such as drama, karate, Boy and Girl Scouts, crafts, cooking, clubs, singing, dance, life skills, field trips, ropes course, games with educational merit.

**High quality enrichment**

- hh.  Offer artistic and expressive activities (drama, dance, painting, woodworking)
- ii.  Enrichment includes hands on direct experience (nature field studies, animal study or care, cooking, gardening, science experiments, shadowing, ropes course, service learning)
- jj.  Activities include leadership and youth development (scouts, 4-H, clubs, etc.)
- kk.  Includes special events on a periodic basis (multicultural fair, field trips)
- ll.  Enrichment is purposeful, is more than entertainment; students are excited to participate

**Low quality enrichment**

- mm.  Few or no non-academic options offered
- nn.  Widespread use of videos or computers to divert students or to fill time
- oo.  Free play in gym or playground is program’s only designated enrichment time
- pp.  Enrichment seems like busywork; students seem bored or in-uninvolved with activities

High quality enrichment		Medium		Low quality or no enrichment		
7	6	5	4	3	2	1
Enrichment is integral to program	Good variety, many types	Moderate quantity of enrichment	Several enrichment offered	Some enrichment but low	A few token efforts f,g,h,i	No enrichment offered

a,b,c,d,e	offered	options		quality f,g,h,i		
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**16. ADJUSTMENT TO LEARNING ENVIRONMENT – Extent to which program consciously promotes positive student attitudes toward school and learning.**

- g. Program actively and consciously attempts to increase positive student attitudes toward school and learning, promotes good school citizenship, group responsibility, etc. Gives rewards or recognition to students who display positive attitudes, who help other students or staff, (e.g. Great Kid Award, “Gotcha doing something right” incentives.)

High effort to influence positive student attitudes		Neutral or mixed			Few or no efforts to promote positive student attitudes	
7 Consistently teach & reinforce positive attitudes	6 Much of the time teach positive attitudes	5 Moderate effort to positive attitudes	4 Sometimes try to influence attitudes	3 A few efforts mentioned	2 Students attitudes toward school not a concern	1 No efforts noted

- h. Students, site coordinator and teachers state that AS students have increased positive attitudes toward learning as a result of the program; students enjoy learning.

Highly positive attitude change		Neutral or mixed			Highly negative attitude change	
7 Almost all student attitudes are better	6 Most student attitudes are more positive now	5 Positive attitudes outnumber negative ones	4 Some better, some worse; no change	3 Negative attitudes outnumber positive ones	2 Most student attitudes are worse now	1 Almost all student attitudes are worse now

**17. BEHAVIOR MANAGEMENT – A structured system to promote desired student behavior and to discourage negative student behavior;** system may be a carryover from the regular school day or a unique feature of the 21<sup>st</sup> CLCC.

- m. Type of behavior management (site coordinator, staff, students, team observations)

Reward-oriented		Combination of punishments and rewards			Punishment-oriented	
7 Only use positive incentives	6 Mostly rewards, a few punishments	5 More rewards than punishments	4 Balance or mix, can't classify	3 More punishments than rewards	2 Mostly punishments, a few rewards	1 Only use punishments

- n. Effectiveness of behavior management (site coordinator, staff, students, team observations)

Highly effective		Neutral or mixed			Not at all effective	
7 Students consistently follow the rules, show	6 Most of the students behave appropriately	5 Students well-behaved more of the time than not	4 Behavior not an issue, mixed, neutral	3 Do not behave well more time than they	2 Most of the students do not behave well.	1 Students consistently out of control;

appropriate behavior				follow rules		unsafe conditions
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- o. **Methods to Build Group Identity:** Program uses songs, mottoes, rituals, mascots, etc. to build positive group identity and understanding of behavioral norms. Examples are reciting Boys and Girls Club code, student identification with after school program mascot (“Eagle Pride”), structured way to begin each class or large group, teacher-led rituals for getting quiet (holding up hand, clap one, clap two), wearing t-shirts or other program logo items.

Strong use of methods to build identity		Mixed,			Weak use of group identity methods	
7 Use of rituals, mottoes is frequent and pervasive	6 Methods are used frequently, but not consistently	5 More staff use identity methods than do not	4 Mixed or varies between staff and activities	3 Fewer staff use rituals than use them	2 Slight evidence of rituals	1 No evidence of rituals or mottoes.

- p. **Intrinsic rewards:** Methods for rewarding students for desired behavior emphasize intrinsic (intangible) or social rewards, more heavily than prizes or “treats.” Examples are allowing students to assist teacher with tasks, lead other students in an activity, lead the line to go to next class, public recognition for accomplishments (“Great Kid Award”), student has lunch with the principal, etc.

Strong use of intrinsic rewards		Mixed,			Weak use of intrinsic rewards	
7 Use of intrinsic rewards is frequent and used by all staff	6 Methods are used frequently, but not consistently	5 More staff use intrinsic rewards than do not	4 Mixed or varied between staff and activities	3 Fewer staff use intrinsic rewards	2 Slight evidence of intrinsic rewards	1 No evidence of intrinsic rewards.

**18. PROGRAM APPROACH – Program philosophy or organizing principles,** how site coordinator, teacher, staff describe the basis for how they operate the program. May be based on a particular educational philosophy.

- g. Extent to which program uses an academic/pedagogical approach or a child development/holistic approach.

Holistic/child development focus		Mixed, can't be classified			Academic Focus	
7 Develops all social, emotional, physical and cognitive areas	6 Focuses on most child development areas	5 More holistic than academic	4 Mixed or varied	3 More academic than holistic	2 Most focus is on academic help w/a few other elements	1 Total focus on academic improvement; develops cognitive areas only

- h. Curriculum/lesson plans for academic instruction

Teacher-developed Lesson Plans		Mixed			Packaged Curriculum or Computer Software	
7 All teachers consistently develop own plans based on student needs	6 Most teachers develop own plans or adapt lessons to students	5 More teacher-developed lessons than curriculum based	4 Mixed; – varies for different subjects	3 More curriculum-based than teacher-developed	2 Most instruction from set curricula	1 All instruction from prepared curricula or software

d. List any curricula used \_\_\_\_\_

\_\_\_\_\_

e. Teaching methods used in the after school program (as observed by site team or described by teachers and student. Extent to which the program uses interesting and fun ways to get students involved in learning

Teaching is highly creative		Neutral or mixed			Teaching is dull	
7 Almost all teachers observed use innovative methods; students appear engaged w/lessons.	6 Most teachers observed use imaginative methods	5 More creative teaching than not	4 Mixed	3 More dull or trite methods than creative methods	2 Most methods observed are dull or boring	1 Almost all drill, rote instruction, worksheets; students appear disinterested

**19. SCHOOL INVOLVEMENT – Extent to which the 21stCCLC program gets support from the school** –Extent to which principal and other administrators are actively involved; extent of program access to use classrooms, gym, cafeteria, computer lab, playground, library, etc.; extent to which school provides additional funding or staff to assist 21<sup>st</sup> CLCC (e.g. food service staff, bus transportation, cash, librarian). *Do not use this rating are if 21stCCLC is located in a church or community setting.*

Total School Support		Neutral or mixed			No School Support	
7 Principal gives active support; seen as part of school; access to all school resources; gives more resources	6 Good communication with principal, access to most resources	5 Fair communication w/school; access to many resources	4 Acceptable communication, access to some resources; support is variable	3 Minimal communication; use of a few school resources	2 Principal not involved with ASP; inadequate space or resources;	1 Restricted from using resources; isolated from school staff; little or no communication w/administration

**20. STAFF CHARACTERISTICS – Qualifications and attributes of teacher and other staff.**

j. Staff qualifications – Extent to which direct instruction for academic subjects is done by teachers *certified and experienced in the subject area they teach in afterschool program.*

Highly qualified			Mixed	Less qualified		
7 All teachers are certified in areas they teach in 21stCCLC	6 Most are certified in areas they teach	5 More certified than not	4 Half and half	3 More non-certified than are certified	2 A few certified	1 No certified teachers in subjects

k. Experience (continuity) of teachers working in this after school program

Very experienced			Mixed	Very inexperienced		
7 All teachers have worked 3+ years in 21stCCLC	6 Most teachers have worked 2+ years	5 More experienced staff than not	4 Half and half	3 More new staff than returning staff	2 All staff are new this school year	1 Almost all staff have worked less than 6 months

l. Staff Morale (based on perceptions of evaluators during group interviews and observations)

High Morale			Mixed	Low Morale		
7 Almost all have consistent high energy and positive attitudes	6 Most staff are positive	5 More positive than negative	4 Half and half	3 More negative than positive	2 Most staff are negative or hopeless	1 All staff make negative comments, have low energy

**21. SERVICES TO PARENTS AND OTHER ADULTS IN COMMUNITY** – Extent to which 21<sup>st</sup>CCLC does outreach to parents, offers skill-building classes, parenting skills, computer skills, GED, job assistance, ESL, family life education, extra library time, adult literacy, etc.

High effort to offer adult services			Mixed	Low efforts to offer adult services		
7 Consistently teach and involve parents and community members	6 Much of the time provide adult services	5 Moderate effort to offer services	4 Sometimes try to offer services	3 A few attempts mentioned	2 Little time for adult services; not a priority	1 No adult service efforts noted

**11. COMPUTERS AND TECHNOLOGY** – Extent to which computers and other technology is integrated into the 21stCCLC program. Use of computer educational software or web sites to deliver subject content; emphasis on building computer literacy in students, program supports Internet research by students, use of technology by teachers and other staff as a teaching tool (e.g. Smart Boards, other interactive media, etc.)

Widespread use of technology			Mixed	Absence of technology		
7 Technology is pervasive throughout the program	6 Much of the time use technology	5 Frequent use of computer-assisted learning	4 Computers used in some aspects but not in others	3 Occasional use of computer learning	2 Isolated use of technology	1 No computers available

**11. AFTERSCHOOL SITE RESOURCES** – Inputs needed for the learning environment, including safe and clean physical surroundings, staff (teachers and aides), classroom and recreational space, bus transportation, books, games, equipment, manipulatives, art supplies, computers, software, Internet access, projectors, SmartBoards, other technology, etc.

**Adequate Resources**

- qq.  Surroundings, regardless of age, are safe, clean and well-maintained
- rr.  Staff is sufficient to provide supervision and instruction for number of students
- ss.  Classroom and other space is available for types of activities offered;
- tt.  Transportation home is provided
- uu.  Books, games, manipulatives and other educational resources are available
- vv.  Technology is available and accessible (computers, projectors)

**Inadequate Resources**

- g.  Surroundings and environment appear unsafe, dirty or poorly maintained
- h.  Staff shortages evident; staff ratios are high; supervision seems inadequate
- i.  Limited access to classrooms or other suitable space for activities
- j.  No transportation provided; parents do all transportation
- k.  Classrooms have few books, games or other educational resources
- l.  No computers or other technology available

High Resources		Medium			Low Resources	
7	6	5	4	3	2	1
Wealth of resources evident	Good variety of resources	Many resources; no obvious shortages	Moderate resources	Some resources; several shortages evident	Very few resources	Deprived or impoverished environment

**12. HOST SCHOOL RESOURCES** – Inputs needed for the learning environment, including safe and clean physical surroundings, staff (teachers and aides), classroom and recreational space, bus transportation, books, games, equipment, manipulatives, art supplies, computers, software, Internet access, projectors, SmartBoards, other technology, etc.

**Adequate Resources**

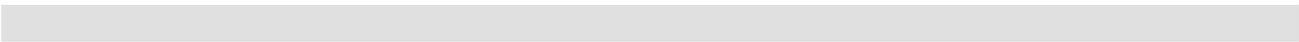
- g.  Surroundings, regardless of age, are safe, clean and well-maintained
- h.  Staff is sufficient to provide supervision and instruction for number of students
- i.  Classroom and other space is available for types of activities offered;
- j.  Transportation home is provided
- k.  Books, games, manipulatives and other educational resources are available
- l.  Technology is available and accessible (computers, projectors)

**Inadequate Resources**

- g.  Surroundings and environment appear unsafe, dirty or poorly maintained

- h. \_\_\_ Staff shortages evident; staff ratios are high; supervision seems inadequate
- i. \_\_\_ Limited access to classrooms or other suitable space for activities
- j. \_\_\_ No transportation provided; parents do all transportation
- k. \_\_\_ Classrooms have few books, games or other educational resources
- l. \_\_\_ No computers or other technology available

High Resources		Medium			Low Resources	
7 Wealth of resources evident	6 Good variety of resources	5 Many resources; no obvious shortages	4 Moderate resources	3 Some resources; several shortages evident	2 Very few resources	1 Deprived or impoverished environment



## CODING SCALES

Code each area based on data from interviews with site coordinator, staff, students, and team observations.

These codes are used in the statistical analysis to determine what program attributes are most closely associated with positive outcomes.

**These are descriptive codes of program attributes, not evaluative ratings.**

## OPEN ARMS

### 5. LEADERSHIP ROLE TYPE – Role Attributes of the site coordinator.

General leadership: Coordinate between 21stCCLC staff and school administration, obtain resources, provide oversight for activities and staff, and communicate with parents re: student progress or problems.

Community-oriented roles: (rate 5-7, depending on degree of emphasis)

- oo. X\_\_ Obtain community resources (ask partners to help, school district, businesses, etc.)
- pp. X\_\_ Reach out to parents and other adults in the community
- qq. X\_\_ Be a liaison between program and the community and other organizations/individuals
- rr. \_\_ Set up volunteer and other community activities for students (e.g. shadowing, service learning)
- ss. X\_\_ Invite community members to be involved with 21stCCLC program/students (as volunteer, mentor, or speaker)

Academically focused roles: (rate 1-3, depending on degree of emphasis)

- tt. X\_\_ Set direction for the academic program, suggest curricula, software and learning activities to teachers, provide consultation to teachers on teaching
- uu. \_\_ Set and maintain the standards for academic instruction
- vv. X\_\_ Monitor student academic progress
- ww. X\_\_ Train teachers or arrange training for teachers and staff in instructional methods
- xx. X\_\_ Lead formal learning activities for students

Community oriented – leader invites broad involvement from community and student participation in community			Mixed (use 99 if unknown)	Educator – leader focus is primarily on academics & curriculum; outlook is insular, inward-focused on school		
7	6	5	4	3	2	1
Almost all community a,b,c,d,e	Mostly community	More community than academic	Some of each	More academic than community	Mostly academic	Almost all academic f,g,h,i,j

### 18. PARENTAL SUPPORT OF EDUCATION – Site coordinator and staff/teacher perception of how valuable parents believe education to be, how strongly they believe parents want their children to stay in school and to succeed academically.

**Supportive of Education**

- gg.  Parents encourage children to work hard in school, encourage them to learn
- hh.  Parents reward improvements in grades or child learning new academic skills
- ii.  Parents insist on regular attendance at school and at 21st CCLC
- jj.  Parents ask teachers and staff how they can assist own children w/school work

**Non-supportive of Education**

- kk.  Parents show indifference to education, tell kids that education is not important
- ll.  Parents ignore child’s school performance (whether positive or negative)
- mm.  Parents do not stress regular attendance at school or 21stCCLC
- nn.  Parents disregard staff suggestions or ways parents can help with school performance

High parent support for education		Mixed			Low/no parent support for education	
7	6	5	4	3	2	1
Almost all parents highly supportive a,b,c,d	Most parents supportive	More supportive than not supportive	About equal, can't say	More non supportive than supportive	Most parents non supportive	Almost all non supportive e,f,g,h

**19. ENRICHMENT – Structured, purposeful learning that is not connected directly to specific academic subjects.** Enrichment includes many activities such as drama, karate, Boy and Girl Scouts, crafts, cooking, clubs, singing, dance, life skills, field trips, ropes course, games with educational merit.

**High quality enrichment**

- ww.  Offer artistic and expressive activities (drama, dance, painting, woodworking)
- xx.  Enrichment includes hands on direct experience (nature field studies, animal study or care, cooking, gardening, science experiments, shadowing, ropes course, service learning)
- yy.  Activities include leadership and youth development (scouts, 4-H, clubs, etc.)
- zz.  Includes special events on a periodic basis (multicultural fair, field trips)
- aaa.  Enrichment is purposeful, is more than entertainment; students are excited to participate

**Low quality enrichment**

- bbb.  Few or no non-academic options offered
- ccc.  Widespread use of videos or computers to divert students or to fill time
- ddd.  Free play in gym or playground is program’s only designated enrichment time
- eee.  Enrichment seems like busywork; students seem bored or in-uninvolved with activities

High quality enrichment		Medium		Low quality or no enrichment		
7	6	5	4	3	2	1
Enrichment is integral to program	Good variety, many types	Moderate quantity of enrichment	Several enrichment offered	Some enrichment but low	A few token efforts f,g,h,i	No enrichment offered

a,b,c,d,e	offered	options		quality f,g,h,i		
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**20. ADJUSTMENT TO LEARNING ENVIRONMENT – Extent to which program consciously promotes positive student attitudes toward school and learning.**

- i. Program actively and consciously attempts to increase positive student attitudes toward school and learning, promotes good school citizenship, group responsibility, etc. Gives rewards or recognition to students who display positive attitudes, who help other students or staff, (e.g. Great Kid Award, “Gotcha doing something right” incentives.)

High effort to influence positive student attitudes			Neutral or mixed		Few or no efforts to promote positive student attitudes	
7 Consistently teach & reinforce positive attitudes	6 Much of the time teach positive attitudes	5 Moderate effort to positive attitudes	4 Sometimes try to influence attitudes	3 A few efforts mentioned	2 Students attitudes toward school not a concern	1 No efforts noted

- j. Students, site coordinator and teachers state that AS students have increased positive attitudes toward learning as a result of the program; students enjoy learning.

Highly positive attitude change			Neutral or mixed		Highly negative attitude change	
7 Almost all student attitudes are better	6 Most student attitudes are more positive now	5 Positive attitudes outnumber negative ones	4 Some better, some worse; no change	3 Negative attitudes outnumber positive ones	2 Most student attitudes are worse now	1 Almost all student attitudes are worse now

**21. BEHAVIOR MANAGEMENT – A structured system to promote desired student behavior and to discourage negative student behavior;** system may be a carryover from the regular school day or a unique feature of the 21<sup>st</sup> CLCC.

- q. Type of behavior management (site coordinator, staff, students, team observations)

Reward-oriented		Combination of punishments and rewards			Punishment-oriented	
7 Only use positive incentives	6 Mostly rewards, a few punishments	5 More rewards than punishments	4 Balance or mix, can't classify	3 More punishments than rewards	2 Mostly punishments, a few rewards	1 Only use punishments

- r. Effectiveness of behavior management (site coordinator, staff, students, team observations)

Highly effective		Neutral or mixed			Not at all effective	
7 Students consistently follow the rules, show	6 Most of the students behave appropriately	5 Students well-behaved more of the time than not	4 Behavior not an issue, mixed, neutral	3 Do not behave well more time than they	2 Most of the students do not behave well.	1 Students consistently out of control;

appropriate behavior				follow rules		unsafe conditions
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- s. **Methods to Build Group Identity:** Program uses songs, mottoes, rituals, mascots, etc. to build positive group identity and understanding of behavioral norms. Examples are reciting Boys and Girls Club code, student identification with after school program mascot (“Eagle Pride”), structured way to begin each class or large group, teacher-led rituals for getting quiet (holding up hand, clap one, clap two), wearing t-shirts or other program logo items.

Strong use of methods to build identity		Mixed,			Weak use of group identity methods	
7 Use of rituals, mottoes is frequent and pervasive	6 Methods are used frequently, but not consistently	5 More staff use identity methods than do not	4 Mixed or varies between staff and activities	3 Fewer staff use rituals than use them	2 Slight evidence of rituals	1 No evidence of rituals or mottoes.

- t. **Intrinsic rewards:** Methods for rewarding students for desired behavior emphasize intrinsic (intangible) or social rewards, more heavily than prizes or “treats.” Examples are allowing students to assist teacher with tasks, lead other students in an activity, lead the line to go to next class, public recognition for accomplishments (“Great Kid Award”), student has lunch with the principal, etc.

Strong use of intrinsic rewards		Mixed,			Weak use of intrinsic rewards	
7 Use of intrinsic rewards is frequent and used by all staff	6 Methods are used frequently, but not consistently	5 More staff use intrinsic rewards than do not	4 Mixed or varied between staff and activities	3 Fewer staff use intrinsic rewards	2 Slight evidence of intrinsic rewards	1 No evidence of intrinsic rewards.

**22. PROGRAM APPROACH – Program philosophy or organizing principles,** how site coordinator, teacher, staff describe the basis for how they operate the program. May be based on a particular educational philosophy.

- i. Extent to which program uses an academic/pedagogical approach or a child development/holistic approach.

Holistic/child development focus		Mixed, can't be classified			Academic Focus	
7 Develops all social, emotional, physical and cognitive areas	6 Focuses on most child development areas	5 More holistic than academic	4 Mixed or varied	3 More academic than holistic	2 Most focus is on academic help w/a few other elements	1 Total focus on academic improvement; develops cognitive areas only

- j. Curriculum/lesson plans for academic instruction

Teacher-developed Lesson Plans		Mixed			Packaged Curriculum or Computer Software	
7 All teachers consistently develop own plans based on student needs	6 Most teachers develop own plans or adapt lessons to students	5 More teacher-developed lessons than curriculum based	4 Mixed; – varies for different subjects	3 More curriculum-based than teacher-developed	2 Most instruction from set curricula	1 All instruction from prepared curricula or software

d. List any curricula used \_\_\_\_\_

\_\_\_\_\_

e. Teaching methods used in the after school program (as observed by site team or described by teachers and student. Extent to which the program uses interesting and fun ways to get students involved.in learning

Teaching is highly creative		Neutral or mixed			Teaching is dull	
7 Almost all teachers observed use innovative methods; students appear engaged w/lessons.	6 Most teachers observed use imaginative methods	5 More creative teaching than not	4 Mixed	3 More dull or trite methods than creative methods	2 Most methods observed are dull or boring	1 Almost all drill, rote instruction, worksheets; students appear disinterested

**23. SCHOOL INVOLVEMENT – Extent to which the 21stCCLC program gets support from the school** –Extent to which principal and other administrators are actively involved; extent of program access to use classrooms, gym, cafeteria, computer lab, playground, library, etc.; extent to which school provides additional funding or staff to assist 21<sup>st</sup> CLCC (e.g. food service staff, bus transportation, cash, librarian). *Do not use this rating are if 21stCCLC is located in a church or community setting.*

Total School Support		Neutral or mixed			No School Support	
7 Principal gives active support; seen as part of school; access to all school resources; gives more resources	6 Good communication with principal, access to most resources	5 Fair communication w/school; access to many resources	4 Acceptable communication, access to some resources; support is variable	3 Minimal communication; use of a few school resources	2 Principal not involved with ASP; inadequate space or resources;	1 Restricted from using resources; isolated from school staff; little or no communication w/administration

**24. STAFF CHARACTERISTICS – Qualifications and attributes of teacher and other staff.**

m. Staff qualifications – Extent to which direct instruction for academic subjects is done by teachers *certified and experienced in the subject area they teach in afterschool program.*

Highly qualified			Mixed	Less qualified		
7 All teachers are certified in areas they teach in 21stCCLC	6 Most are certified in areas they teach	5 More certified than not	4 Half and half	3 More non-certified than are certified	2 A few certified	1 No certified teachers in subjects

n. Experience (continuity) of teachers working in this after school program

Very experienced			Mixed	Very inexperienced		
7 All teachers have worked 3+ years in 21stCCLC	6 Most teachers have worked 2+ years	5 More experienced staff than not	4 Half and half	3 More new staff than returning staff	2 All staff are new this school year	1 Almost all staff have worked less than 6 months

o. Staff Morale (based on perceptions of evaluators during group interviews and observations)

High Morale			Mixed	Low Morale		
7 Almost all have consistent high energy and positive attitudes	6 Most staff are positive	5 More positive than negative	4 Half and half	3 More negative than positive	2 Most staff are negative or hopeless	1 All staff make negative comments, have low energy

**25. SERVICES TO PARENTS AND OTHER ADULTS IN COMMUNITY** – Extent to which 21<sup>st</sup>CCLC does outreach to parents, offers skill-building classes, parenting skills, computer skills, GED, job assistance, ESL, family life education, extra library time, adult literacy, etc.

High effort to offer adult services			Mixed	Low efforts to offer adult services		
7 Consistently teach and involve parents and community members	6 Much of the time provide adult services	5 Moderate effort to offer services	4 Sometimes try to offer services	3 A few attempts mentioned	2 Little time for adult services; not a priority	1 No adult service efforts noted

**12. COMPUTERS AND TECHNOLOGY** – Extent to which computers and other technology is integrated into the 21stCCLC program. Use of computer educational software or web sites to deliver subject content; emphasis on building computer literacy in students, program supports Internet research by students, use of technology by teachers and other staff as a teaching tool (e.g. Smart Boards, other interactive media, etc.)

Widespread use of technology			Mixed	Absence of technology		
7 Technology is pervasive throughout the program	6 Much of the time use technology	5 Frequent use of computer-assisted learning	4 Computers used in some aspects but not in others	3 Occasional use of computer learning	2 Isolated use of technology	1 No computers available

**11. AFTERSCHOOL SITE RESOURCES** – Inputs needed for the learning environment, including safe and clean physical surroundings, staff (teachers and aides), classroom and recreational space, bus transportation, books, games, equipment, manipulatives, art supplies, computers, software, Internet access, projectors, SmartBoards, other technology, etc.

**Adequate Resources**

- fff.  Surroundings, regardless of age, are safe, clean and well-maintained
- ggg.  Staff is sufficient to provide supervision and instruction for number of students
- hhh.  Classroom and other space is available for types of activities offered;
- iii.  Transportation home is provided
- jjj.  Books, games, manipulatives and other educational resources are available
- kkk.  Technology is available and accessible (computers, projectors)

**Inadequate Resources**

- m.  Surroundings and environment appear unsafe, dirty or poorly maintained
- n.  Staff shortages evident; staff ratios are high; supervision seems inadequate
- o.  Limited access to classrooms or other suitable space for activities
- p.  No transportation provided; parents do all transportation
- q.  Classrooms have few books, games or other educational resources
- r.  No computers or other technology available

High Resources		Medium			Low Resources	
7	6	5	4	3	2	1
Wealth of resources evident	Good variety of resources	Many resources; no obvious shortages	Moderate resources	Some resources; several shortages evident	Very few resources	Deprived or impoverished environment

**12. HOST SCHOOL RESOURCES** – Inputs needed for the learning environment, including safe and clean physical surroundings, staff (teachers and aides), classroom and recreational space, bus transportation, books, games, equipment, manipulatives, art supplies, computers, software, Internet access, projectors, SmartBoards, other technology, etc.

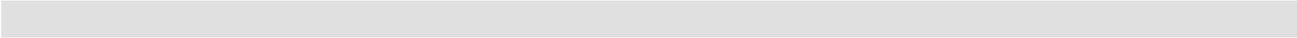
**Adequate Resources**

- m.  Surroundings, regardless of age, are safe, clean and well-maintained
- n.  Staff is sufficient to provide supervision and instruction for number of students
- o.  Classroom and other space is available for types of activities offered;
- p.  Transportation home is provided
- q.  Books, games, manipulatives and other educational resources are available
- r.  Technology is available and accessible (computers, projectors)

**Inadequate Resources**

- m. \_\_\_ Surroundings and environment appear unsafe, dirty or poorly maintained
- n. \_\_\_ Staff shortages evident; staff ratios are high; supervision seems inadequate
- o. \_\_\_ Limited access to classrooms or other suitable space for activities
- p. \_\_\_ No transportation provided; parents do all transportation
- q. \_\_\_ Classrooms have few books, games or other educational resources
- r. \_\_\_ No computers or other technology available

High Resources		Medium			Low Resources	
7 Wealth of resources evident	6 Good variety of resources	5 Many resources; no obvious shortages	4 Moderate resources	3 Some resources; several shortages evident	2 Very few resources	1 Deprived or impoverished environment



## CODING SCALES

Code each area based on data from interviews with site coordinator, staff, students, and team observations.

These codes are used in the statistical analysis to determine what program attributes are most closely associated with positive outcomes.

**These are descriptive codes of program attributes, not evaluative ratings.**

### Honea path

#### 6. LEADERSHIP ROLE TYPE – Role Attributes of the site coordinator.

General leadership: Coordinate between AS staff and school administration, obtain resources, provide oversight for AS activities and staff, and communicate with parents re: student progress

Community-oriented roles: (rate 5-7, depending on degree of emphasis)

yy.  Obtain community resources (ask partners to help, school district, businesses, etc)

zz.  Reach out to parents and other adults in the community

aaa.  Be a liaison between ASP and the community and other organizations/individuals

bbb.  Set up volunteer and other community activities for students (e.g. service learning)

ccc.  Invite community members to be involved with AS program/students (mentor, speaker)

Academically focused roles: (rate 1-3, depending on degree of emphasis)

ddd.  Set direction for the academic program, suggest curricula, software and learning activities to teachers

eee.  Set and maintain the standards for academic instruction

fff.  Monitor student academic progress

ggg.  Train teachers or arrange training for AS teachers and staff in instructional methods

hhh.  Lead formal learning activities for AS students

Community oriented – leader invites broad involvement from community and student participation in community		Mixed (use 99 if unknown)		Educator – leader focus is primarily on academics & curriculum; outlook is insular, inward-focused on school		
7	6	5	4	3	2	1
Almost all community a,b,c,d,e	Mostly community	More community than academic		More academic than community	Mostly academic	Almost all academic f,g,h,i,j

**22. PARENTAL SUPPORT OF EDUCATION – Site coordinator and staff/teacher view of how valuable parents believe education to be, how strongly parents want their children to stay in school and to succeed academically.**

**Supportive of Education**

- oo.  Parents encourage children to work hard in school, encourage them to learn
- pp.  Parents reward improvements in grades, child learning new skills
- qq.  Parents insist on regular attendance at school and 21st CCLC
- rr.  Parents ask AS teachers, staff how they can assist own children w/school work

**Non-supportive of Education**

- ss.  Parents show indifference to education, tell kids that education is not important
- tt.  Parents ignore child’s school performance (positive or negative)
- uu.  Parents do not stress regular attendance at school or 21stCCLC
- vv.  Parents disregard 21stCCLC staff suggestions or helpful hints

High parent support for education		Neutral			Low/no parent support for education	
7	6	5	4	3	2	1
Almost all parents highly supportive a,b,c,d	Most parents supportive	More supportive than not	About equal, can’t say	More non supportive than supportive	Most parents non supportive	Almost all non supportive e,f,g,h

**23. ENRICHMENT – Structured, purposeful learning that is not connected directly to specific academic subjects.** Enrichment includes many activities such as drama, karate, Boy and Girl Scouts, crafts, clubs, singing, life skills, field trips, and games with educational merit.

**High quality enrichment**

- lll.  Offer artistic and expressive activities (drama, dance, painting, woodworking) IN SUMMER
- mmm.  Enrichment includes hands on direct experience (nature field studies, animal study or care, gardening, science experiments, shadowing, ropes course, service learning)
- nnn.  Activities include leadership and youth development (scouts, 4-H, clubs, etc.)
- ooo.  Includes special events on a periodic basis (multicultural fair, field trips)
- ppp.  Enrichment is purposeful, is more than entertainment; students are excited

**Low quality enrichment**

- qqq.  Few or no non-academic options offered
- rrr.  Widespread use of videos or computers to entertain students or to fill time
- sss.  Seems like busywork; students seem bored or in-uninvolved with enrichment activities

High quality enrichment	Medium	Low or no enrichment – all
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					academic	
7 Enrichment is integral to program a,b,c,d	6 Good variety, many types offered	5 Several enrichment options	4 Some enrichment offered	3 Some enrichment but low quality f,g,h	2 A few token efforts f,g,h	1 No enrichment offered

**24. ADJUSTMENT TO LEARNING ENVIRONMENT – Extent to which program consciously promotes positive student attitudes toward school and learning.**

- k. Program actively and consciously attempts to increase positive student attitudes toward school and learning, promotes good school citizenship, group responsibility, etc. Gives rewards or recognition to students who display positive attitudes, who help other students or staff, (e.g. Great Kid Award, “Gotcha doing something right” incentives.)

High effort to influence positive student attitudes		Neutral or mixed			Few or no efforts to promote positive attitudes	
7 Consistently teach & reinforce positive attitudes	6 Much of the time teach positive attitudes	5 Moderate effort to positive attitudes	4 Sometimes try to influence attitudes	3 A few efforts mentioned	2 Students attitudes toward school not a priority	1 No efforts noted

- l. Students, site coordinator and teachers state that AS students have increased positive attitudes toward learning as a result of the program; students enjoy learning.

Highly positive attitude change		Neutral or mixed		Highly negative attitude change		
7 Almost all student attitudes are better	6 Most student attitudes are more positive now	5 Positive attitudes outnumber negative ones	4 Some better, some worse; no change	3 Negative attitudes outnumber positive ones	2 Most student attitudes are worse now	1 Almost all student attitudes are worse now

**25. BEHAVIOR MANAGEMENT – A structured system to promote desired student behavior and to discourage negative student behavior; system may be a carryover from the regular school day or a unique feature of the 21<sup>st</sup> CLCC.**

- u. Type of behavior management (site coordinator, staff, students, observations)

Reward-oriented		Combination of punishments and rewards			Punishment-oriented	
7 Only uses positive incentives	6 Mostly rewards, a few punishments	5 More rewards than punishments	4 Balance or mix, can't classify	3 More punishments than rewards	2 Mostly punishments, a few rewards	1 Only uses punishments

- v. Effectiveness of behavior management (site coordinator, staff, students, team observations)

Highly effective		Neutral or mixed			Not at all effective	
7 Students consistently follow the rules, show appropriate behavior	6 Most of the students behave appropriately	5 Well-behaved more of the time than not	4 Behavior not an issue, mixed, neutral	3 Do not behave well more time than they follow rules	2 Most of the students do not behave well.	1 Students consistently out of control

- w. Methods to Build Group Identity: Afterschool program uses songs, mottoes, rituals, mascots, etc. to build group identity and understanding of behavioral norms. Examples are reciting Boys and Girls Club code, identification with AS program mascot (“Eagle Pride”), teacher-led rituals for getting quiet (holding up hand, clap one, clap two), AS t-shirts or other logo items.

Strong use of methods to build identity		Mixed,			No use of group identity methods	
7 Use of rituals, mottoes is frequent and pervasive	6 Methods are used frequently, but not consistently	5 More staff use identity methods than do not	4 Mixed or varied between staff and activities	3 Fewer staff use rituals than use them	2 Slight evidence of rituals	1 No evidence of rituals or mottoes.

- x. Intrinsic rewards: Methods for rewarding students for desired behavior emphasize intrinsic (intangible) or social rewards, more heavily than prizes or “treats.” Examples are allowing students to assist teacher with tasks, lead other students in an activity, lead the line to go to next class, public recognition for accomplishments (“Great Kid Award”), student has lunch with the principal, etc.

Strong use of intrinsic rewards		Mixed,			No use of intrinsic rewards	
7 Use of intrinsic rewards is frequent and used by all staff	6 Methods are used frequently, but not consistently	5 More staff use intrinsic rewards than do not	4 Mixed or varied between staff and activities	3 Fewer staff use intrinsic rewards	2 Slight evidence of intrinsic rewards	1 No evidence of intrinsic rewards.

**26. PROGRAM APPROACH – Program philosophy or organizing principles,** how site coordinator, teacher, staff describe the basis for how they operate the program. May be based on a particular educational philosophy.

- k. Extent to which program uses an academic/pedagogical approach or a child development/holistic approach.

Holistic or child development		Mixed, can’t be classified			Academic Focus	
7	6	5	4	3	2	1

Develops all social, emotional, physical and cognitive areas	Focuses on most child development areas	More holistic than academic	Mixed or varied	More academic than holistic	Most focus on academic help w/a few enrichment elements	Total focus on academic improvement, develops cognitive areas only
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1. Curriculum/lesson plans for academic instruction

Teacher-developed Lesson Plans		Mixed			“Canned” Curriculum or Computer Software	
7 All teachers consistently develop own plans based on student needs	6 Most teachers develop own plans or adapt lessons to students	5 More teacher-developed based than curriculum based	4 Mixed; – varies for different subjects	3 More curriculum-based than teacher-developed	2 Most instruction from set curricula	1 All instruction from prepared curricula or software

d. List any curricula used \_\_\_\_\_ SOAR to Success Readers, Math Steps

e. Teaching methods observed by site team or described by teachers and student. Extent to which AS program uses interesting and fun ways to get students involved in learning

Teaching is highly creative		Neutral or mixed			Teaching is dull	
7 Almost all teachers observed use innovative methods; students appear engaged w/lessons.	6 Most teachers observed use imaginative methods	5 More creative teaching than not	4 Mixed	3 More dull or trite methods than creative	2 Most methods observed are dull or boring	1 Almost all drill, rote instruction,, worksheets; students appear disinterested

**27. SCHOOL INVOLVEMENT – Extent to which the 21stCCLC program gets support from the school** –Extent to which principal and other administrators are actively involved; extent of access to use classrooms, gym, cafeteria, computer lab, playground, library, etc.; extent to which school provides additional funding or staff to assist 21<sup>st</sup> CLCC (e.g. food service staff, money, librarian). *Do not use this rating if 21stCCLC is located in a church or community setting.*

Total School Support		Neutral or mixed			No School Support	
7 Principal gives active support; ASP seen as part of school; access to all resources; give more resources	6 Good communication with principal, access to most resources	5 Fair communication w/school; access to many resources	4 Acceptable communication, access to some resources; support is variable	3 Minimal communication; use of a few school resources	2 Principal not involved with ASP; inadequate space or resources;	1 Restricted from using resources; isolated from school staff; little or no communication w/administration

**28. STAFF CHARACTERISTICS – Qualifications and attributes of teacher and other staff.**

p. Staff qualifications – Extent to which direct instruction for academic subjects is done by teachers *certified and experienced in the subject area they teach in afterschool program.*

Appropriately qualified			Mixed	Unqualified		
7 All teachers are certified in areas they teach in ASP	6 Most are certified in areas they teach	5 More certified than not	4 Half and half	3 More non-certified than are certified	2 A few certified	1 No certified teachers in ASP subjects

q. Experience (continuity) working in this AS program

Very experienced			Mixed	Very inexperienced		
7 All teachers have worked 3+ years in 21stCCLC	6 Most teachers have worked 2+ years	5 More experienced staff than not	4 Half and half	3 More new staff than returning staff	2 All staff are new this school year	1 Almost all staff have worked less than 6 months

r. Staff Morale (perceptions of evaluators based on group interviews, observations and staff comments.)

High Morale			Mixed	Low Morale		
7 Almost all consistent high energy and positive attitudes	6 Most staff are positive	5 More positive than negative	4 Half and half	3 More negative than positive	2 Most staff are negative or hopeless	1 All staff make negative comments, have low energy

**29. Services to Parents and Other Adults in Community – Extent to which 21<sup>st</sup>CCLC does outreach to parents, offers skill-building classes, parenting skills, computer skills, GED, extra library time, literacy, etc.**

High effort to offer adult services		Neutral or mixed		Few or no efforts to offer adult services		
7 Consistently teach and involve parents and community members	6 Much of the time provide adult services	5 Moderate effort to offer services	4 Sometimes try to offer services	3 A few efforts mentioned	2 Adult services not a priority	1 No efforts noted