



# **Boys & Girls Clubs of Springfield 21st Century Community Learning Centers**

2003-2004 Evaluation Report – Federal and ISBE Sites Combined

**November 2004**



## TABLE OF CONTENTS

LIST OF TABLES & CHARTS .....	ii
INTRODUCTION .....	1
OVERVIEW OF THE EVALUATION .....	2
A BRIEF BACKGROUND ON THE BENEFITS OF AFTER-SCHOOL PROGRAMMING .....	3
METHODOLOGY .....	5
Youth Surveys.....	5
Parent Surveys .....	6
Teacher Surveys.....	7
Academic Records .....	7
Program Attendance and Dosage.....	7
Overview of Data Collected for the Evaluation Study .....	8
FINDINGS .....	8
Who Participated in the Evaluation?.....	8
About the 21 <sup>st</sup> CCLC Youth Who Completed a Survey .....	9
About the 21 <sup>st</sup> CCLC Parents Who Completed a Survey .....	11
Need for the 21 <sup>st</sup> CCLC Program.....	12
How Satisfied are Youth and Parents with the Program?.....	13
Youth Perceptions of the 21 <sup>st</sup> CCLC Program.....	14
Parent Perceptions of the 21 <sup>st</sup> CCLC Program .....	15
What Impact Does the Program Have on Academic Achievement? .....	16
Academic Records .....	16
Youth Perspective on Academic Impacts of the Program .....	18
Teachers' Perspective on Academic Impacts of the Program .....	20
Parents' Perspective on Academic Impacts of the Program .....	25
What Impact Does The Program Have On Youth Development? .....	25
Youth Perspective on Youth Development Impacts of the Program .....	26
Parent Perspective on Youth Development Impacts of the Program.....	28
SUMMARY & CONCLUSIONS.....	29
REFERENCES .....	31

## LIST OF TABLES & CHARTS

Table 1. An Overview of the Research on the Benefits of After-school Programming .....	4
Table 2. Data Collected for the 2003 – 2004 Springfield 21 <sup>st</sup> CCLC Evaluation .....	8
Table 3. Youth Demographic & Background Characteristics .....	10
Table 4. Family Demographic & Background Characteristics .....	11
Table 5. Reasons Why Parents Enrolled their Child in the Program.....	12
Chart 1. Percent of Parents for whom After-school Care is an Absolute Necessity.....	13
Table 6. Youth Perceptions of the Program.....	14
Table 7. Youth Perceptions of Program Staff.....	14
Chart 2. Parent Satisfaction with the Program.....	15
Table 8. Parent Perceptions of the Program.....	15
Table 9. Parent Perceptions of Program Staff.....	16
Table 10. Direction of Change in Reading and Math Grades by Grade Grouping.....	17
Table 11. Average Reading and Math Grades at Time 1 to Time 2 .....	17
Chart 3. Youth Perceptions of School Performance since Starting the Program.....	18
Table 12. Youth Academic Aspirations – Change from Time1 to Time2.....	19
Table 13. Youth Feelings about School – Mean at Time 1 and Time 2 .....	19
Table 14. Youth Reports of Academic Benefits of the Program .....	20
Table 15. Teacher Reports of Improvements in Youth Classroom Performance & Behavior .....	21
Table 16. Relationship between Classroom Improvement and Program Dosage.....	22
Chart 4. Relationship among 1 <sup>st</sup> & 2 <sup>nd</sup> Graders between Program Dosage and Improvement in Turning Homework in On Time .....	22
Chart 5. Relationship among 1 <sup>st</sup> and 2 <sup>nd</sup> Graders between Program Dosage and Improvement in Attending Class Regularly .....	23
Chart 6. Relationship among 3 <sup>rd</sup> – 5 <sup>th</sup> Graders between Program Dosage and Improvement in Turning Homework in On Time .....	23

Chart 7. Relationship among 3 <sup>rd</sup> – 5 <sup>th</sup> Graders between Program Dosage and Improvement in Completing Homework to Teacher’s Satisfaction .....	24
Chart 8. Relationship among 6th – 8th Graders between Program Dosage and Improvement in Getting Along with Others .....	24
Table 17. Parents’ Perceived Academic Impacts of Program on their Child .....	25
Table 18. Youth Reports of Youth Development Benefits from the Program .....	26
Table 19. Peer Group Cohesion – Average Score at Time 1 and Time 2.....	27
Table 20. Average Scores in Youth Development Outcomes among Older Youth .....	28
Table 21. Parent’s Perceived Youth Development Impacts on Child .....	28

## INTRODUCTION

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program was established by Congress as Title X, Part I of the Improving America's School Act of 1994 and received a \$750,000 budget appropriation in Fiscal Year 1995. The purpose of the community learning centers was to provide three year grants to rural and inner-city public schools to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community. Because of 21<sup>st</sup> CCLC funding, school districts were able to establish community learning centers to keep children safe during out-of-school time hours and provide academic enrichment opportunities as well as youth development and recreational opportunities. In addition, lifelong learning activities were available to adult community members.

As reauthorized by the No Child Left Behind Act of 2001, the 21<sup>st</sup> CCLC Program was transitioned to a state-administered program. The transition was accompanied by a focus on enhancing academic opportunities for students attending low performing schools. In Illinois, the Illinois State Board of Education is now responsible for delegating 21<sup>st</sup> CCLC funds to local communities through a competitive grant process. The passage of the No Child Left Behind Act made several significant changes to the 21<sup>st</sup> Century Community Learning Center program including:

- Shifting from a competitive grant awarded directly from the Federal government to school districts to a state formula based on each states' share of Title I funds.
- Transferring program administration from the Federal to the State level to manage grant competitions and award grants to eligible organizations as well as ensure all statutory requirements are met.
- Extending the duration of grant awards from three years to five years with an increased emphasis on program sustainability.
- Expanding eligibility for funding beyond local school districts to community-based and faith-based organizations.
- Increasing focus on providing academic enrichment services to students in schools with the highest need so that they can meet State and local student performance standards in core academic subjects.
- Implementing activities that enhance student learning based on rigorous scientific research.

According to the Illinois State Board of Education (2004), these changes provide additional State and local flexibility in how funds can be used to bolster higher academic achievement, and dramatically expand eligibility for 21<sup>st</sup> CCLC funding to public and private educational and youth-serving organizations. The new statute also ensures that the program focuses on helping children in high-needs schools succeed academically through the use of scientifically based practice and extended learning time.

The partnership between Springfield Public Schools Unit District #186 and the Boys and Girls Clubs of Springfield was first funded in 2001 to operate four 21<sup>st</sup> CCLC program sites in the city of Springfield. In 2003, the partnership was awarded funds through the state-administered 21<sup>st</sup> CCLC program to initiate program sites in three additional schools. Thus, during the 2003-2004 school year, the Springfield 21<sup>st</sup> CCLC program operated after-school programs at seven different schools including five elementary schools, one middle school, and one high school. Specific

program components include academic enrichment, technology training, life skills education, nutrition and health education, parent involvement activities, fitness and recreation activities, and cultural enrichment. These integrated program activities follow the holistic youth development model of the Boys and Girls Clubs of America.

## OVERVIEW OF THE EVALUATION

In Fall 2001, Springfield contracted with the Center for Prevention Research and Development (CPRD) at the University of Illinois to conduct an evaluation of their 21<sup>st</sup> Century Community Learning Center Program. As part of this evaluation, program staff worked with the evaluation team at CPRD to identify key program outcome areas expected to be impacted by 21<sup>st</sup> CCLC programming. Surveys were designed to assess these key outcome areas, and in August 2002 and November 2003, the program was provided with reports summarizing all survey data as well as academic and attendance records gathered during the 2001-2002 and 2002-2003 school years, respectively.

The current report focuses on the youth, parent, and teacher survey data and academic records gathered during the 2003-2004 school year at five of the seven Springfield 21<sup>st</sup> CCLC program sites. Two of the sites, the high school program and one of the elementary programs, have been excluded from this report because of their programs and data collection processes were not consistent with the other five sites. The report examines data from each data source separately and in combination with program attendance, to explore the relationship between program dosage and youth outcomes, a key element to understanding a program's impact on its participants.

The evaluation of the Springfield 21<sup>st</sup> Century Community Learning Center Program was designed to address the following questions:

**What impact does the program have on academic achievement?**

**What impact does the program have on youth development?**

In addition to addressing the questions above, the evaluation of the Springfield 21<sup>st</sup> CCLC was designed to support ongoing program development efforts. The findings presented in this report can, therefore, be used as one part of the larger process of continuous program development.

Another essential purpose of this report is for use in the community learning center's sustainability plan. A comprehensive evaluation is an integral part of any sustainability plan. Findings from the evaluation can be used to demonstrate to current and future funders that the program is having a positive impact upon the youth being served. Furthermore, evaluation results can make the value of after-school programming evident to families, community members and key constituencies, including policymakers.

## **A BRIEF BACKGROUND ON THE BENEFITS OF AFTER-SCHOOL PROGRAMMING**

In recent years, economic demands and changes in family structure in our society, combined with increasing pressure to address achievement gaps among our nation's youth have resulted in an unprecedented focus on after-school programs.

More parents than ever are working outside the home. Across the nation, more than 29 million school-aged youth have working parents. In 67% of all married couple households with children ages 6 – 17, both parents work outside the home (U.S. Department of Labor Statistics, 2004). In 77% of household headed by single mothers with children ages 6 – 17, the mother is employed (U.S. Department of Labor Statistics, 2004). With so many parents working outside the home, many children lack adult supervision during late afternoon and early evening hours on school days. Unsupervised children may be exposed to and engage in a myriad of high-risk behaviors. According to a Fight Crime: Invest in Kids report (2000), the hours after school are peak hours for teens to commit crimes, youth to become victims of a crime, 16 and 17 year olds to be in or cause an auto accident, teen sex and youth use of alcohol, tobacco and other drugs.

After school programs have also become a priority because of the increased emphasis on bolstering the academic achievement of youth as well as providing them with enrichment opportunities to build life skills. With the passage of the No Child Left Behind Act of 2001, the pressure placed on schools to achieve such outcomes is at an all time high.

Many communities have identified after-school programming as a key strategy for ensuring that youth are supervised during after school hours and as a resource to improve academic achievement and development of youth beyond the regular school day. The popularity of after-school programming as a strategy for achieving these outcomes has great merit. A growing body of literature suggests that after school programs are beneficial. Most notably parents support these programs, in part because the after-school programs are addressing their most basic need – that is, the need for safe environments for their children during the otherwise unsupervised after school hours. In addition, the findings from more formalized research studies suggest that after-school programs can make a difference in areas such as academic achievement, positive youth development, and avoidance of delinquent / high risk behavior. Table 1 provides an overview of recent findings related to the positive impacts of after-school programs in these areas.

**Table 1. An Overview of the Research on the Benefits of After-school Programming**

<i>Academic Achievement</i>	
Improved school attendance	LoSciuto, Hilbert, Fox, Porcellini, & Lanphear, 1999; Pierce & Vandell, 1999; Tierney, Grossman, & Resch, 2000; Schinke, Cole, & Poulin, 2000; Reisner, White, Birmingham, & Welsch, 2001; Urban School Initiative, 1999; Huang, Gribbons, Kim, Lee, & Baker, 2000; Lauver, 2002; Welsch, Russell, Williams, Reisner, & White, 2002; Bissell, Malloy, Johnson, & Jones, 2002; U.S. Department of Education, Office of the Under Secretary, 2003; Anderson-Butcher et al., 2003; Anderson-Butcher, Newsome, & Ferrari 2003; Massachusetts 2020, 2004
Improved school attitudes / behavior	Posner & Vandell, 1994; Schinke et al., 2000; Morrison, Storino, Robertson, Weissglass, & Dondero, 2000; Reisner et al., 2001; Grossman, Price, Fellerath, Jucovy, Kotloff, Raley, & Walker, 2002; BELL, 2003; Anderson-Butcher, Newsome, & Ferrari, 2003
School connectedness	Morrison, et al., 2000
Increased rates of homework completion	Lamare, 1997; O'Donnell, Michalak, & Ames, 1997; Scales, Morris, & George, 1998; University of Nevada, 1999; Urban School Initiative, 1999; Bissell, Dugan, Ford-Johnson, & Jones, 2002
Better grades	Posner & Vandell, 1994; Brooks, Mojica, & Land, 1995; Baker & Witt, 1996; Fashola, 1998; Tierney et al., 2000; Schinke et al., 2000; BELL, 2002; Massachusetts 2020, 2004
Higher achievement / standardized test scores	Vandell & Corasaniti, 1988; Morris, Shaw, & Perney, 1990; Ross, Saavedra, Shur, Winter, & Felner, 1992; Baker & Witt, 1996; Ross, Lewis, Smith, & Sterbin, 1996; Lamare, 1997; Zavela, Battistich, Dean, Flores, Barton, & Delaney 1997; Lattimore, Mihalic, Grotpeter, & Taggart, 1998; Hamilton, Le, & Klein 1999; Urban School Initiative, 1999; Fashola, 1998; Huang, Gribbons, Kim, Lee, & Baker, 2000; Chase & Clement, 2000; Cosden, Morrison, Albanese, & Macias, 2001; Johnson & Jenkins, 2000; BELL, 2002; Hangley & McClanahan, 2002; Minicucci Associates, 2002; Welsh, et al., 2002; Bissell, Malloy, Johnson, & Jones, 2002; Klein & Bolus, 2002; Bissell, Malloy, Ford-Johnson, & Jones, 2002; BELL, 2003; Lodestar Management/Research, Inc., 2003; Massachusetts 2020, 2004
Reduced drop out	Fashola, 1998
Grade Promotion	Massachusetts 2020, 2004
Work habits	Posner & Vandell, 1994; Pierce & Vandell, 1999; Bissell, Malloy, Ford-Johnson, & Jones, 2002; Lauver, 2002; Massachusetts 2020, 2004

<i>Positive Youth Development</i>	
Improved self-esteem	Heath, 1994; Baker & Witt, 1996; Lamare, 1997; Fashola, 1998; Phillips, 1999; Rodriguez, et al., 1999; BELL, 2003
Improved conflict resolution skills	U.S. Departments of Education and Justice, 1998; Pierce & Vandell, 1999; Warren, Brown, & Freudenberg, 1999; Rodriguez, Hirschl, Mead, & Goggin, 1999
Improved decision making skills	Rodriguez et al., 1999
Improved ability to make healthy choices, leadership skills, communication skills, social skills	Heath, 1994; Gambone & Arbretton, 1997; Rodriguez, et al., 1999; Warren, et al., 1999; Policy Studies Associates, Inc. 2001; Warren, Feist, & Nevarez, 2002; Anderson-Butcher et al., 2003
Stronger relationships with peers & adults	Posner & Vandell, 1994; Gambone & Arbretton, 1997; U.S. Departments of Education and Justice 1998; Scales, et al., 1998; Pierce & Vandell, 1999; University of Nevada, 1999; Reisner et al., 2001; Massachusetts 2020, 2004
High expectations for future	Heath, 1994; Lattimore, et al., 1998
<i>Avoidance of Negative / High Risk Behavior</i>	
Provision of healthy, pro-social alternatives	Schinke, Orlandi, & Cole, 1992; LoSciuto et al., 1999; Warren, Brown, & Freudenberg, 1999; Tierney et al., 2000; Policy Studies Associates, Inc., 2001; Warren, Feist, & Nevarez, 2002
Decreased likelihood to engage in drug use	Zavela, et al., 1997; Weiss & Nicholson, 1998; Warren, Brown, & Freudenberg, 1999; Warren, Feist, & Nevarez, 2002; Anderson-Butcher, Newsome, & Ferrari, 2003
Reduced juvenile crime & victimization	Schinke et al., 1992; Barker, 1998; U.S. Departments of Education and Justice, 1998; Tierney et al., 2000

As displayed in Table 1, existing research suggests that after-school programs can have positive impacts on youth participants in the areas of academic achievement, youth development and avoidance of high risk behavior. However, because the goals, focus, and program elements of after-school programs can vary widely, a clear definition of program quality does not exist. Thus, program evaluation is essential to uncovering the specific benefits of an after-school program and furthering on-going program development.

## METHODOLOGY

The evaluation of the Springfield 21<sup>st</sup> Century Community Learning Center used quantitative methods that included surveys and academic records. A detailed description of these data collection methods is provided below.

### **Youth Surveys**

Youth surveys were administered to youth participants in 4<sup>th</sup> grade and above during Fall 2003 and Spring 2004. Surveys were initially developed based upon the proposed program plan and in collaboration with the program staff.

The survey instrument was comprised of demographic/background items and a series of subscales that measured youth outcomes in the following areas:

Feelings about school  
Homework completion  
Academic aspirations  
Parent involvement in child's education  
Peer group cohesion  
Self-concept  
Problem-solving skills  
Perceptions of adult support  
Youth development / Academic benefits of the learning center  
Program satisfaction

Youth surveys were completed during program time and were administered by program staff who were trained by CPRD in survey administration procedures. The surveys were administered at the beginning of a youth's entry into the program and again at the end of the school year. A program staff member read the survey items aloud while participants followed along to ensure reading levels would not impact a child's ability to complete the survey. Youth in elementary school sites completed one version of the survey, while youth in the junior high site completed a different version. Program staff only asked youth to complete a survey if they had received a signed parental consent form.

The surveys did not contain individual identifying information. However, youth were assigned a unique identification number, and this number allowed youth survey data to be linked to program attendance and teacher survey data.

## **Parent Surveys**

Parent surveys were administered to parents of youth participants during Fall 2003 and Spring 2004. The parent survey was used to gather information from parents about their perceptions of the learning center and how the learning center impacted their child. The survey consisted of demographic/background questions and items designed to measure the following areas:

- Need for the program
- Why parents enrolled their child in the program
- Parent perceptions of the program
- Perceived program impacts on child
- Program satisfaction

Parent surveys were administered to parents by program staff, trained in survey administration, at the beginning of each youth's entry into the program and again at the end of the school year. In general, program sites asked parents to complete survey on site. If parents were unable to complete the survey on site, the survey was taken home and returned to program staff at a later date. Parent surveys were completely anonymous and could not be linked to youth or teacher survey data.

## **Teacher Surveys**

Teacher surveys were administered to the teachers of youth participants during Spring 2004. Due to the differing reporting requirements of the US Department of Education and the Illinois State Board of Education, two slightly different teacher surveys were used, depending on which 21<sup>st</sup> CCLC grant provided funding for the site. One survey was developed by the US Department of Education and the other survey by Learning Point Associates, the company selected by the US Department of Education to provide analytic support to state-administered 21<sup>st</sup> CCLC programs. In each case, the survey was slightly modified by CPRD to better measure the change across the program year. Both surveys were used to gather information from the teacher's perspective about youth participants' classroom behavior and performance. The surveys asked teachers to rate youth participants on the following:

- Turning in homework
- Class participation
- Classroom behavior
- Attendance
- Academic performance

As noted above, teacher surveys were administered once each year, near the end of the school year. Teacher surveys were delivered to teachers by program staff. Each survey had a cover page with the youth name written on it. The youth identification number (but not the youth's name) was pre-recorded on the survey so that ultimately teacher responses could be linked to other sources of data. Instructions on how to complete and return the surveys were included in the survey packet. After completing the survey, teachers were instructed to remove the cover page with the youth's name on it. Thus, none of the completed surveys contained identifying information other than the youth's unique identification number. To maintain confidentiality, teachers were asked to return their completed surveys in a sealed manila envelope to a box the program staff placed in the school office for this sole purpose.

## **Academic Records**

Report card data were gathered to measure improvements in reading and math between the first and the last grading periods. The report cards from the 2003 – 2004 school year were utilized.

The academic records were collected by program staff approximately one month after the end of the school year and sent to CPRD. The youth's assigned identification number was used to identify her or his report card. The names were removed from the records prior to sending them to CPRD.

## **Program Attendance and Dosage**

A database was designed by CPRD to track the daily program attendance of youth participants. The attendance data files used the same participant identification number as the youth surveys, teacher surveys, and academic records so that individual survey and academic record data could be linked to program attendance. The site director for each program site was responsible for the management of program attendance. Attendance was submitted monthly to CPRD. This report

includes evaluation results utilizing program attendance records from the 2003 – 2004 program year.

The daily program attendance data were used to create a measure of program dosage – the amount of after-school program exposure the youth participant received or more specifically, the total number of days each youth spent in the program. A key hypothesis of this evaluation is that there is a positive relationship between dosage of after-school programming and participant outcomes in the academic and youth development domains such that the higher the dosage, the better the outcomes.

## Overview of Data Collected for the Evaluation Study

The following table summarizes the amount and sources of data gathered for this report.

**Table 2. Data Collected for the 2003 – 2004 Springfield 21<sup>st</sup> CCLC Evaluation**

Data Source	Total Number Collected	Total Number Used for Analysis	Response Rate
Youth Surveys – Matched	71	71	21%
Parent Surveys – Spring 2004	51	51	N/A
Teacher Surveys – Spring 2004	293	292 <sup>1</sup>	50%
Academic Records – 2003 - 2004	285	285	49%
Program Attendance Records	581		

<sup>1</sup>Eliminated 1 case in which teacher survey was completed but no attendance data were available.

The response rate for the youth survey was calculated by dividing the number of matched youth surveys by 346, the number of youth eligible, in 4<sup>th</sup> grade or higher and having parental consent, to take the youth survey. The response rates for the teacher survey and academic records were calculated by dividing the number of surveys and records by 581, the total number of youth for whom attendance data were available. It should be noted that the response rates reported above are *low end approximations* and are based on the assumption that every youth eligible to take the survey or for whom attendance data are available were still enrolled in the Springfield 21<sup>st</sup> CCLC program in Spring 2004 when the data were collected. Because not every youth who was enrolled in the program at the beginning of the school year continued to be enrolled through the end of the school year, the response rates are approximate.

## FINDINGS

### Who Participated in the Evaluation?

Demographic and background characteristics were collected from the sample of youth and parents who participated in the evaluation. These characteristics are summarized below. Program staff can use the demographic and background characteristics, along with the response rates reported in the previous section, to assess how confident they can be about generalizing the evaluation results to their entire program.

## **About the 21<sup>st</sup> CCLC Youth Who Completed a Survey**

As noted in Table 2, at least 21% of youth in the Springfield 21<sup>st</sup> CCLC program completed a youth survey at both time points. Given the low youth survey response rate, the demographic information of the youth survey participants, presented in Table 3, should be reviewed and discussed by the program staff to determine how well the youth survey participants represent the Springfield 21<sup>st</sup> CCLC youth participants, as a whole. If the demographic and background characteristics of the youth survey participants are representative of all of the program participants, the results of the youth survey can be more confidently generalized to all youth participants in the program. Finally, it should be noted that some of the youth survey results are reported by two grade groupings, 4<sup>th</sup> – 5<sup>th</sup> grade and 6<sup>th</sup> – 8<sup>th</sup> grade. Because such a small number of youth in 6<sup>th</sup> – 8<sup>th</sup> grades completed a survey at both time points (n = 10), the youth survey results reported for this grade grouping should be interpreted with caution.

The demographic and background characteristics of youth who completed a survey are summarized in Table 3. The majority of youth reported an age of 9 to 11 years old (83%) and a grade level of 4<sup>th</sup> or 5<sup>th</sup> grade (85%). While the age and grade range extended up to 15 years and 8<sup>th</sup> grade, the majority of youth being of a younger age and grade is likely due to two factors. First, four of the five program sites included in this evaluation report served elementary schools, while only one program site was in a middle school. Secondly, as youth grow older, moving from elementary to middle school, they may have more competing activities after school or their parents may feel more confident about their children staying home alone after school.

More youth survey participants reported being female (63%) than male and the majority of participants reported their race/ethnicity was Black/African American (59%), with the second most common race/ethnicity reported being White (37%). When asked which adults live in their household, 40% of the youth survey participants reported living with a single parent.

**Table 3. Youth Demographic & Background Characteristics (n = 71)**

<b>Variable</b>	<b>Category</b>	<b>Percentage of Survey Respondents</b>
<b>Age</b>	9 years old	13%
	10 years old	40%
	11 years old	30%
	12 years old	7%
	13 years old	6%
	14 years old	3%
	15 years old	1%
<b>Grade</b>	4 <sup>th</sup> grade	46%
	5 <sup>th</sup> grade	39%
	6 <sup>th</sup> grade	3%
	7 <sup>th</sup> grade	6%
	8 <sup>th</sup> grade	6%
<b>Gender</b>	Female	63%
	Male	37%
<b>Race/Ethnicity*</b>	White	37%
	Black/African American	59%
	Latino	2%
	Asian American	0%
	Native American/American Indian	0%
	Other	7%
<b>Adults Living with Youth</b>	Both Parents	26%
	Parent & Stepparent	20%
	Mother only	36%
	Father only	4%
	Guardian	11%
	Other	3%

\*The percentages may add to more than 100 percent because respondents were able to select more than one category.

## About the 21<sup>st</sup> CCLC Parents Who Completed a Survey

Table 4 summarizes the family demographic and background characteristics of the parents who completed a survey. The majority of the parent survey participants (74%) have more than one child and over one-third of them are the only adult living in the household (36%). Additionally, 73% of the parent survey participants report that their child is eligible for free or reduced lunch. The results of the parent survey related to number of adults in the household and free/reduced lunch status (a proxy measure of income level) support the conclusion that the Springfield 21<sup>st</sup> CCLC program is achieving their goal of serving high-need children and families.

**Table 4. Family Demographic & Background Characteristics (n = 51)**

Variable	Category	Percentage of Survey Respondents
Number of Children in Household	1 child	26%
	2 children	40%
	3 children	16%
	4 children	6%
	5 or more children	12%
Number of Adults in Household	1 adult	36%
	2 adults	54%
	3 adults	8%
	4 or more adults	2%
Type of Adults in the Household	Both parents	24%
	Parent & Stepparent	18%
	Mother only	44%
	Father only	2%
	Guardian	12%
Free/Reduced Lunch Status	Free	73%
	Reduced	6%
	Neither	20%

## Need for the 21<sup>st</sup> CCLC Program

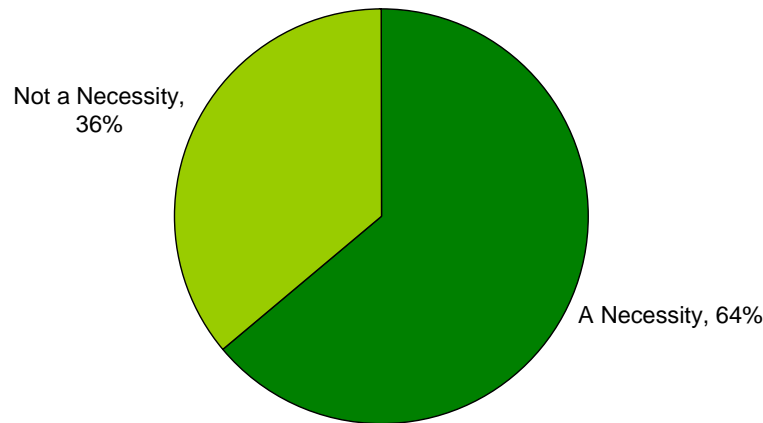
Table 5 summarizes some of the reasons parents chose to enroll their child(ren) in the Springfield 21<sup>st</sup> CCLC program. Parents' responses suggest that parents chose the program because it was affordable, had a good reputation and it provided academic support as well as recreational and social opportunities for their children. In summary, parents reported choosing the Springfield 21<sup>st</sup> CCLC because it provides an affordable, educational, and high-quality after-school experience for their children.

**Table 5. Reasons Why Parents Enrolled their Child in the Program (n = 51)**

<i>Why did you initially enroll your child in this after-school program?</i>	<b>% Parents who Selected Reason</b>
<b>Enhancement of Academic Performance</b>	
The program would help my child do better in school.	96%
My child would get help with reading and math.	94%
I wanted my child to get help with homework.	92%
A teacher referred my child to the program.	42%
<b>Program Activities</b>	
I wanted my child to take part in the recreational activities.	96%
I wanted my child to have a chance to take part in cultural activities.	88%
<b>Social Opportunities</b>	
I wanted my child to have an opportunity to interact with other children.	92%
My child would have a chance to be with friends after school.	84%
<b>Adult Supervision</b>	
I needed child care for my child.	52%
I was concerned about my child's safety and supervision after school.	51%
<b>Other Characteristics of the Program</b>	
The program has a good reputation.	96%
The program is affordable.	96%
I like the program staff.	96%
My child was interested/wanted to be in the program.	90%
The program is conveniently located.	88%

In addition to assessing the individual reasons that parents chose to enroll their child in the Springfield 21<sup>st</sup> CCLC, parents were asked how crucial it was to have after-school care for their child. As illustrated in Chart 1, 64% of parent survey participants reported that after-school care is an absolute necessity for their families. With nearly two-thirds of parents reporting this need, it is clear that the Springfield 21<sup>st</sup> CCLC is providing a much needed resource for families of school-age children.

**Chart 1. Percent of Parents for whom After-school Care is an Absolute Necessity (n=50)**



It is clear that the Springfield 21<sup>st</sup> CCLC program fill parents' crucial need for after-school care for their children. With their children in a safe, constructive, and educational environment during the afternoon and early evening hours, parents can be free to focus on work or other activities that support themselves and their family.

### **How Satisfied are Youth and Parents with the Program?**

Both youth and parent survey participants were given an opportunity to provide feedback on the Springfield 21<sup>st</sup> CCLC program. Youth were asked questions about their experiences in the program and about the program staff. Parents were asked how satisfied they were, overall, with the 21<sup>st</sup> CCLC program, as well as specific questions about their interactions with program staff and how well the program accommodated their child's after-school needs.

## Youth Perceptions of the 21<sup>st</sup> CCLC Program

### What Did Youth Participants Like Best about the Program?

*“Being able to have fun but learn at the same time”*

*“I feel safe and know that I can get my homework done”*

*“Being able to get my work done and getting a good grade for my hard work”*

When asked about their experience at the 21<sup>st</sup> CCLC program, the youth’s responses suggest that the Springfield 21<sup>st</sup> CCLC program provided an after-school environment where they were able to get a lot of work done and were encouraged to do high-quality work. Additionally, many youth felt that the program provided an opportunity to be involved in a variety of activities, including activities that allowed them to work with and get to know their peers. The combination of youth responses, summarized in Table 6, suggest that the Springfield 21<sup>st</sup> CCLC program is meeting its goal of providing opportunities for academic enrichment, supplemented by a variety of activities that allow for social connections among youth.

**Table 6. Youth Perceptions of the Program (n = 69)**

Program Experiences	Percent of Youth Reporting Usually or Almost Always
During the program, kids are expected to do their best work.	91%
Students get a lot of work done in the program.	90%
There are lots of things to do at this program.	85%
Students get to know each other well in the program.	81%
Students enjoy doing things with each other during the program.	81%
I look forward to attending the program.	75%
I like the program.	75%
Students like coming to this program.	68%

Youth also responded positively when they were asked specifically about their experiences with Springfield 21<sup>st</sup> CCLC program staff. Table 7 summarizes the youth perceptions of program staff.

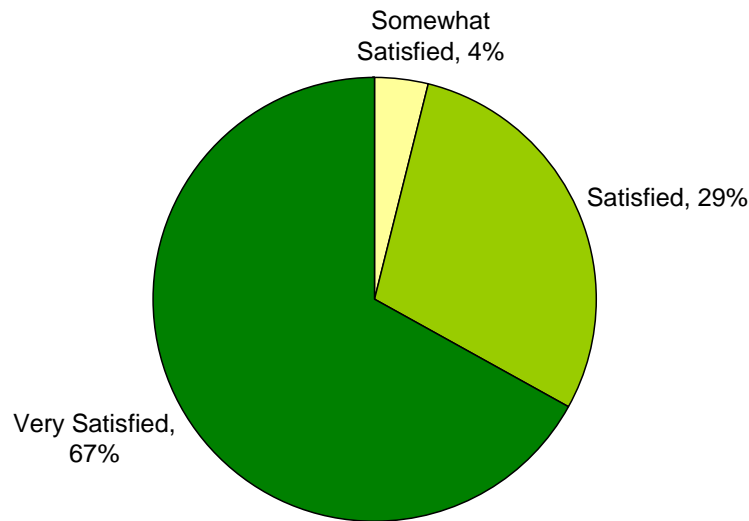
**Table 7. Youth Perceptions of Program Staff (n = 69)**

Perceptions of Program Staff	Percent of Youth Reporting Usually or Almost Always
Program staff care about the students in the program.	91%
There is someone available in the program to help me when I need it.	86%
I feel comfortable talking to the program staff.	78%
I get good ideas about how to do things from program staff.	71%
Program staff enjoy hearing what I am thinking about.	61%

## Parent Perceptions of the 21<sup>st</sup> CCLC Program

Parent survey participants were asked to rate their overall level of satisfaction with the Springfield 21<sup>st</sup> CCLC program. As can be seen in Chart 2, the results are very positive, with 96% of parents responding that they were “Satisfied” or “Very Satisfied” with the program. None of the parent survey participants reported that they were “Not Satisfied” with the Springfield 21<sup>st</sup> CCLC program.

**Chart 2. Parent Satisfaction with the Program (n = 48)**



Parents were also asked about their satisfaction with specific aspects of the program. Table 8 demonstrates that nearly all parent survey participants (95% - 96%) felt that the Springfield 21<sup>st</sup> CCLC program was affordable, convenient, and safe for their children.

**Table 8. Parent Perceptions of the Program (n = 48)**

Program Characteristics	Percent of Parents Who Agree or Strongly Agree
<i>The Springfield 21<sup>st</sup> CCLC...</i>	
is affordable.	96%
has procedures in place that help my child arrive at the program safely.	96%
has procedures in place that help my child return home safely.	96%
is flexible and accommodates my family and work schedule.	95%

Parents also had an opportunity on the parent survey to share how they perceived Springfield 21<sup>st</sup> CCLC staff. As summarized in Table 9, nearly all parent respondents (96%) agreed that the program staff have warm, caring relationships with their children and that staff keep parents informed about the program.

**Table 9. Parent Perceptions of Program Staff (n = 48)**

Staff Characteristics	Percent of Parents Who Agree or Strongly Agree
<i>The Springfield 21<sup>st</sup> CCLC Program Staff...</i>	
tell me about activities, schedules, and program changes.	96%
have warm, caring relationships with youth participants.	96%
use a variety of methods to keep parents informed.	92%
get to know youth participants as individuals.	89%
keep me informed about how my child is doing in the program.	88%
make parents feel they belong and are appreciated.	86%
are responsive to parents' ideas and suggestions.	86%
ask me for input about the program.	85%
inform me of various ways I can get involved in the program.	85%
provide a variety of alternatives for parent participation.	81%

## What Impact Does the Program Have on Academic Achievement?

To explore the impact that the Springfield 21<sup>st</sup> CCLC program had on academic achievement, the evaluation considers four sources of data: academic records, youth surveys, teacher surveys, and parent surveys. When multiple sources of data yield similar results, we can be more confident about the conclusions we can make about the impact of the program.

### Academic Records

Academic records were collected for each student in the program who had parental consent. A total of 285 academic records were received, which represents nearly one-half of youth participants. The first and fourth quarter math and reading grades from each academic record were translated into a number to allow for comparisons across time. Because different grade levels have different grading schemes, grade comparisons are separated into four different grade groupings: Kindergarten, Grades 1-2, Grades 3-5, and Grades 6-8.

Table 10 summarizes the direction of change in reading and math grades among youth who participated in the 21<sup>st</sup> CCLC program.

**Table 10. Direction of Change in Reading and Math Grades by Grade Grouping**

Grade Grouping	N	Subject	Direction of Change in Grade from Time 1 to Time 2		
			Declined by ½ letter grade or more	Stayed the Same	Improved by ½ letter grade or more
Kindergarten	33	Reading	0%	46%	55%
	33	Math	0%	39%	61%
Grades 1-2	69	Reading	4%	38%	58%
	66	Math	15%	53%	32%
Grades 3-5	115	Reading	14%	44%	43%
	123	Math	19%	36%	46%
Grades 6-8	59	Reading	41%	19%	41%
	59	Math	29%	20%	51%
All Grades	276	Reading	16%	37%	48%
	281	Math	18%	37%	45%

In addition to determining the direction of change in reading grades and in math grades, it is important to measure the magnitude of change. For this purpose, the average grade for each grade grouping and subject was calculated and compared across time. Table 11 compares the average reading and math grades at Time 1 (first quarter grades) and Time 2 (fourth quarter grades) for each grade grouping. The Potential Range column in the table describes the numeric range for the grades at each grade level. For each grade grouping and subject, the average grade at Time 2 was compared to the average grade at Time 1 and a statistical test was used to assess whether there was a significant improvement in the average grade from Time 1 to Time 2. The results of these comparisons indicate that youth in kindergarten through 5<sup>th</sup> grade had significant improvements in both reading and math grades.

**Table 11. Average Reading and Math Grades at Time 1 to Time 2**

Grade Grouping	Subject	N	Potential Range	Average Grade	
				Time 1	Time 2
Kindergarten	Reading	33	1 (novice work) – 4 (advanced work)	2.3	3.0*
	Math	33		2.3	2.9*
Grades 1-2	Reading	69		2.2	2.6*
	Math	66		2.5	2.7*
Grades 3-5	Reading	115		2.3	2.5*
	Math	123		2.1	2.3*
Grades 6-8	Reading	59	0 (F) – 4.33 (A+)	2.6	2.5
	Math	59		2.4	2.6

Note: N represents the number of grades collected for each grade level and subject.

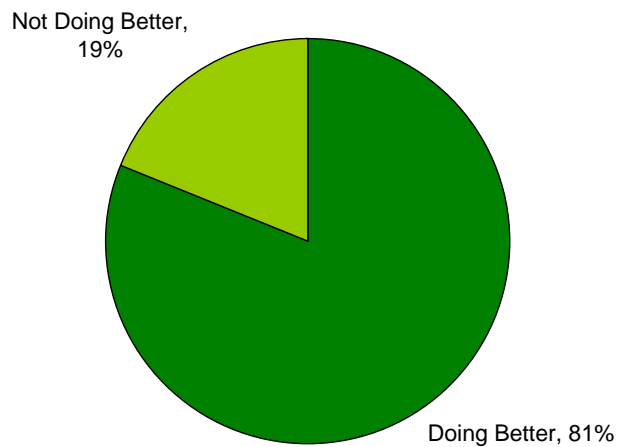
\*Statistically significant improvement from Time 1 to Time 2 (p< 0.05)

While youth in all elementary grade groupings significantly improved their reading and math grades from the beginning to the end of the program year, a significant relationship was not found between program dosage and improvement in reading and math grades. In other words, as a group, elementary youth who participated in the 21<sup>st</sup> CCLC program significantly improved their reading and math grades, regardless of whether they attended the program more or less often.

### **Youth Perspective on Academic Impacts of the Program**

As illustrated in Chart 3, the vast majority of youth survey participants (81%) felt they were doing better in school after participating in the 21<sup>st</sup> CCLC program. The youth's perceptions of improvement are supported by the improvements in average reading and math grades across the program year, displayed in Table 11. Program dosage was not significantly related to youth perception of academic gains, suggests that youth who attended the program more often were not significantly more likely to feel that they were doing better in school.

**Chart 3. Youth Perceptions of School Performance since Starting the Program (n = 64)**



Two additional factors assessed from the youth’s perspective that tend to influence academic achievement are academic aspirations and feelings about school. The **Academic Aspirations** outcome was measured by 4 items on the youth survey that ask youth about the personal importance of various academic attainments such as being promoted to the next grade level or graduating from high school. Youth are asked to rate each item on a 3-point response metric ranging from 1=not at all important to 3=very important. A higher score on this scale represents a higher level of aspiration toward academically focused goals. The **Feelings about school** outcome was measured by 10 items on the youth survey that ask youth about their comfort level within the school environment and how engaged they are in the learning process. Each item is rated on a 4-point response metric from 1=never to 4=always. A higher score represents a more positive attitude toward school. Youth survey participants answered questions about these two factors and their answers were used to calculate an Academic Aspiration score and Feelings about School score. Below, the results of assessing youth academic aspirations and feelings about school are summarized in Tables 12 and 13.

Table 12 summarizes the average academic aspiration score at Time 1 and Time 2 by grade grouping. While the average score increased slightly among both grade groupings, the increases were not statistically significant. It is important to note that the highest possible academic aspiration score is 3.0. Given that the average scores at Time 1 were near 3.0, especially among the younger grade grouping, it is not surprising that there were not significant increases at Time 2.

**Table 12. Youth Academic Aspirations – Change from Time1 to Time2**

Grade Grouping	N	Average Score	
		Time 1	Time 2
Grades 4-5	60	2.9	3.0
Grades 6-8	10	2.6	2.7

Response Metric: Not at all important=1, Important=2, & Very Important=3

Table 13 summarizes the Feelings about School score at Time 1 and Time 2 by grade grouping. While the average score decreased slightly among both grade groupings, the decreases were not statistically significant.

**Table 13. Youth Feelings about School – Mean at Time 1 and Time 2**

Grade Grouping	N	Average Score	
		Time 1	Time 2
Grades 4-5	71	3.1	3.0
Grades 6-8	10	2.8	2.7

Response Metric: Never=1, Sometimes=2, Usually=3, and Always=4

The final academic outcome assessed from the youth perspective is related to specific academic benefits of the program. For the **Academic benefits of the learning center** outcome, youth were asked a series of questions about how much they had learned in various areas such as getting help with school work, how to study for tests, and using computers. Table 14 summarizes the percent of youth who believed each area was part of the program and, of those youth, the percent that reported learning “nothing,” “a little bit,” or, “a lot.” The most common response for each academic area was that youth had “Learned a Lot.” These results provide evidence that youth in the program are benefiting from the emphasis on tutoring and academic enrichment in the Springfield 21<sup>st</sup> CCLC program.

**Table 14. Youth Reports of Academic Benefits of the Program (n = 68)**

How much have you learned in this program about how to do the following things?	Not part of the Program	Part of the Program		
		Learned Nothing	Learned a Little Bit	Learned A Lot
Complete homework	3%	0%	26%	74%
Study for tests	4%	4%	30%	66%
Get help with certain subjects in school	3%	2%	38%	60%
Use computers	10%	8%	38%	54%

### **Teachers’ Perspective on Academic Impacts of the Program**

Near the end of the program year, the primary teacher for each youth with parental consent to participate in the evaluation was asked to complete a brief survey about whether the youth’s performance and behavior in the classroom had improved over the course of the year. Table 15 summarizes the percent of youth who were rated by their teacher as having improved during the school year. Teachers of youth who attended a 21<sup>st</sup> CCLC program site funded directly through a federal grant received a slightly different survey than teachers of youth who attended a site funded through a state-administered grant, due to differences in reporting requirements. While most items on the two teacher surveys were alike, the items found only on one or the other version of the survey are marked in the table. A total of 292 teacher surveys were received, which represents 50% of youth participants.

**Table 15. Teacher Reports of Improvements in Youth Classroom Performance & Behavior**

Area of Classroom Performance and Behavior	N	Youth change since the beginning of the school year		
		Improved	No Room for Improvement	No Improvement
Turning in homework on time	285	51%	22%	27%
Completing homework to teacher's satisfaction	283	51%	22%	27%
Participating in class	283	55%	22%	23%
Volunteering	285	39%	19%	42%
Attending class regularly	286	21%	52%	27%
Being attentive in class	286	39%	26%	35%
Behaving well in class	285	40%	32%	28%
Getting along well with other students	284	40%	32%	28%
Coming to school ready/prepared to learn*	148	32%	43%	25%
Classroom academic performance that was satisfactory or better*	144	77%	0%	23%
Academic performance**	137	72%	10%	19%
Coming to school motivated to learn**	136	54%	15%	30%

\*Item only included on the Federal Teacher Survey (only assessed for youth at Federal sites)

\*\*Item only included on the ISBE Teacher Survey (only assessed for youth at ISBE sites)

Further analyses of the teacher survey results suggest that there is a relationship between program dosage, or the total number of days each child attended the 21<sup>st</sup> CCLC program, and improvement in the areas of classroom behavior and performance assessed on the teacher survey. In other words, **the survey results suggest that students who attended the 21<sup>st</sup> CCLC program more often were more likely to have been rated as having improved in certain areas of classroom behavior than students who attended the program less often.** It is also important to note that teachers had no knowledge of the length of time youth participants had been in the program, nor were they aware of the investigation of the relationship between academic performance and program dosage. The types of classroom behavior and performance outcomes that are significantly related to program attendance vary among the different grade groupings of youth. Table 16 specifies which outcomes were more likely to improve with higher program attendance for each grade grouping.

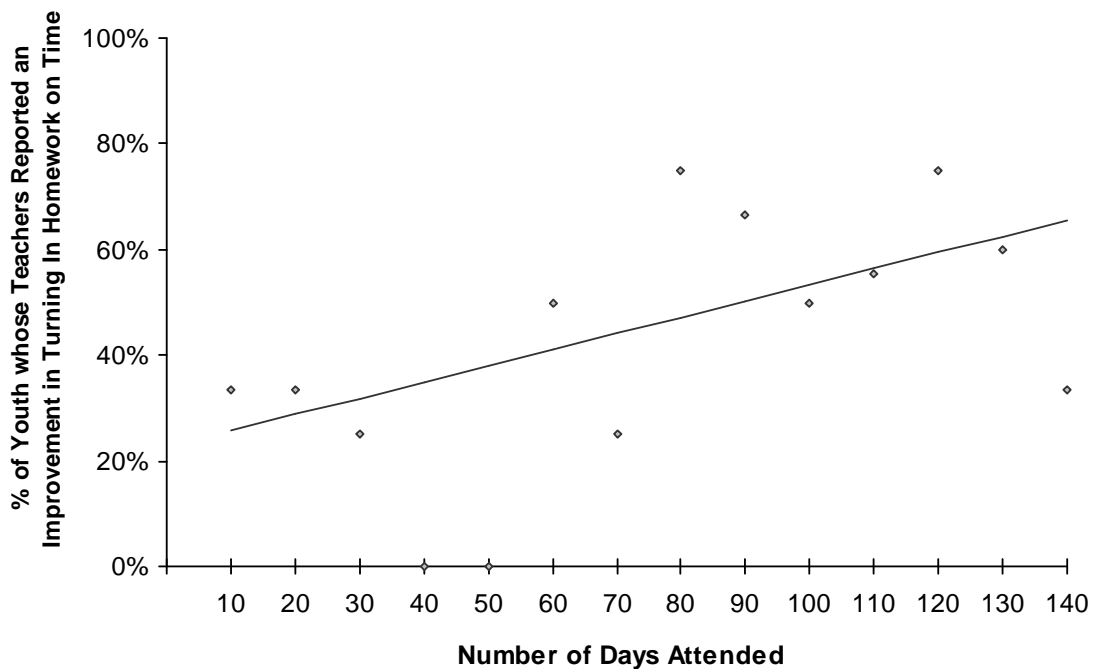
As noted in Table 16, Kindergarten was the only grade grouping that did not have a significant association between program dosage and improvements in any areas of classroom performance and behavior. One explanation for the lack of this relationship among Kindergarteners is that some of the outcomes (e.g. homework, attending class regularly) may not apply to such a young developmental level.

**Table 16. Relationship between Classroom Improvement and Program Dosage**

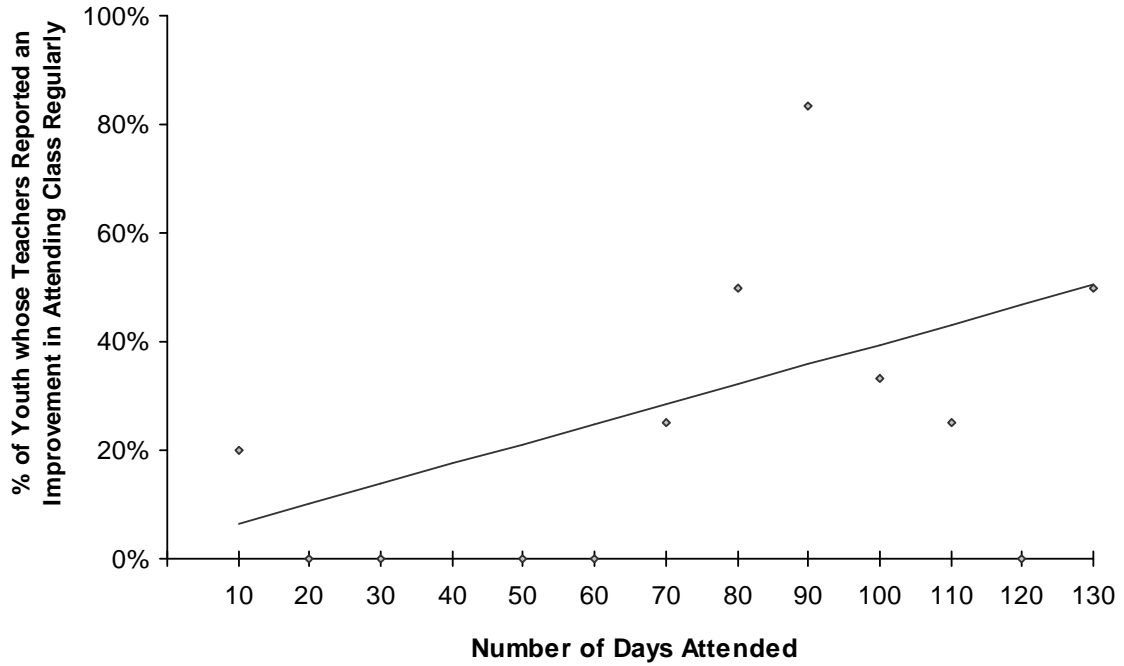
Grade Grouping	Classroom Behavior & Performance Outcomes in which Improvement was Positively Associated with Program Dosage
Kindergarten	(None)
Grades 1-2	<ul style="list-style-type: none"> <li>• Turning in homework on time</li> <li>• Attending class regularly</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Turning in homework on time</li> <li>• Completing homework to teacher’s satisfaction</li> </ul>
Grades 6-8	<ul style="list-style-type: none"> <li>• Getting along with others</li> </ul>

Charts 4 – 8 show the individual relationship between program dosage and improvement in each outcome listed in Table 16. For each of these outcomes, program dosage was positively associated with likelihood of teacher-reported improvement in the outcome. The line on each chart shows how, on average, the likelihood of teacher-reported improvement in each outcome increases as program dosage increases. In other words, on average, youth who attended the 21<sup>st</sup> CCLC program more often are more likely to have the teacher-report improvement noted in each chart.

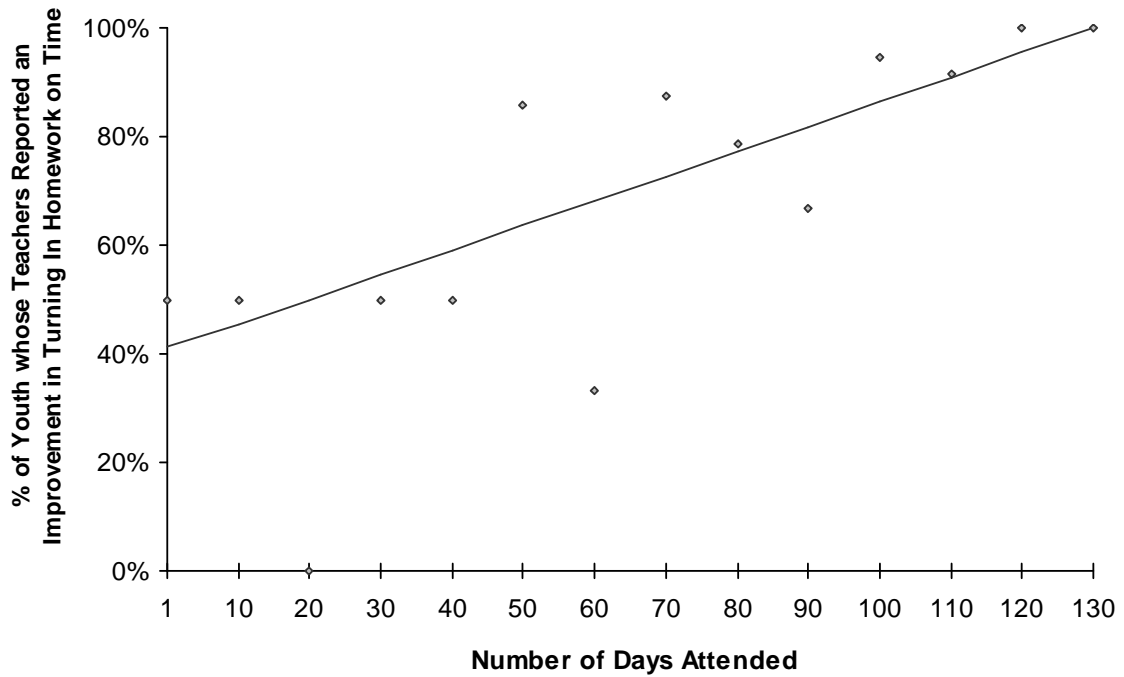
**Chart 4. Relationship among 1st & 2nd Graders between Program Dosage and Improvement in Turning Homework in On Time (n=71)**



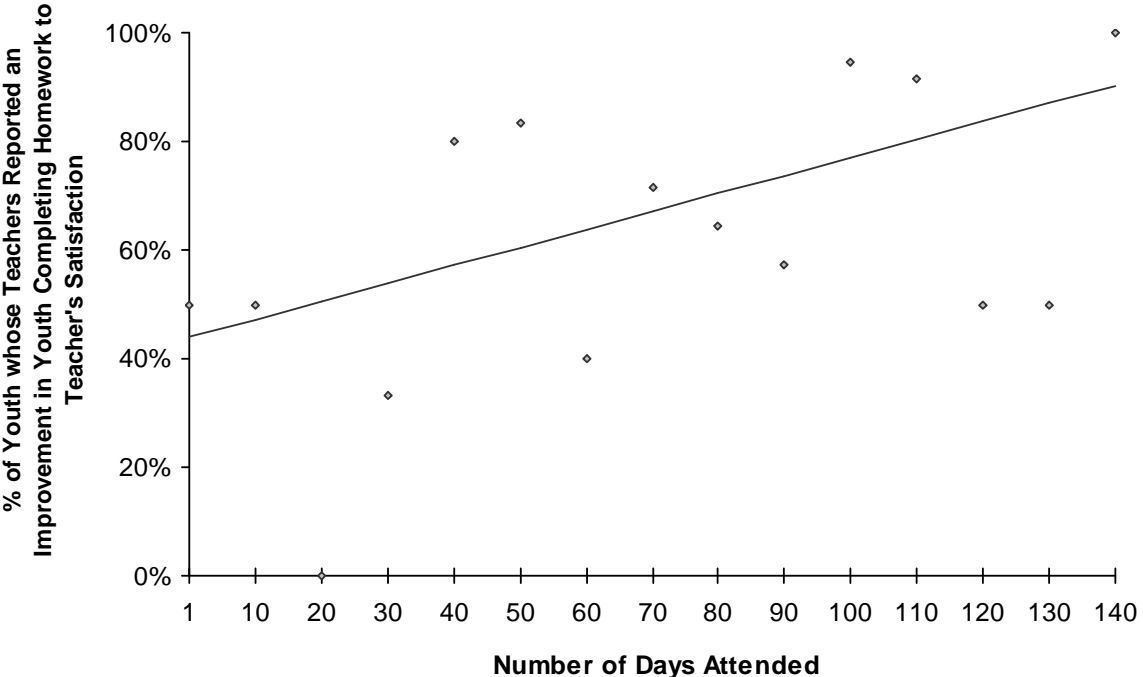
**Chart 5. Relationship among 1<sup>st</sup> and 2<sup>nd</sup> Graders between Program Dosage and Improvement in Attending Class Regularly (n = 48)**



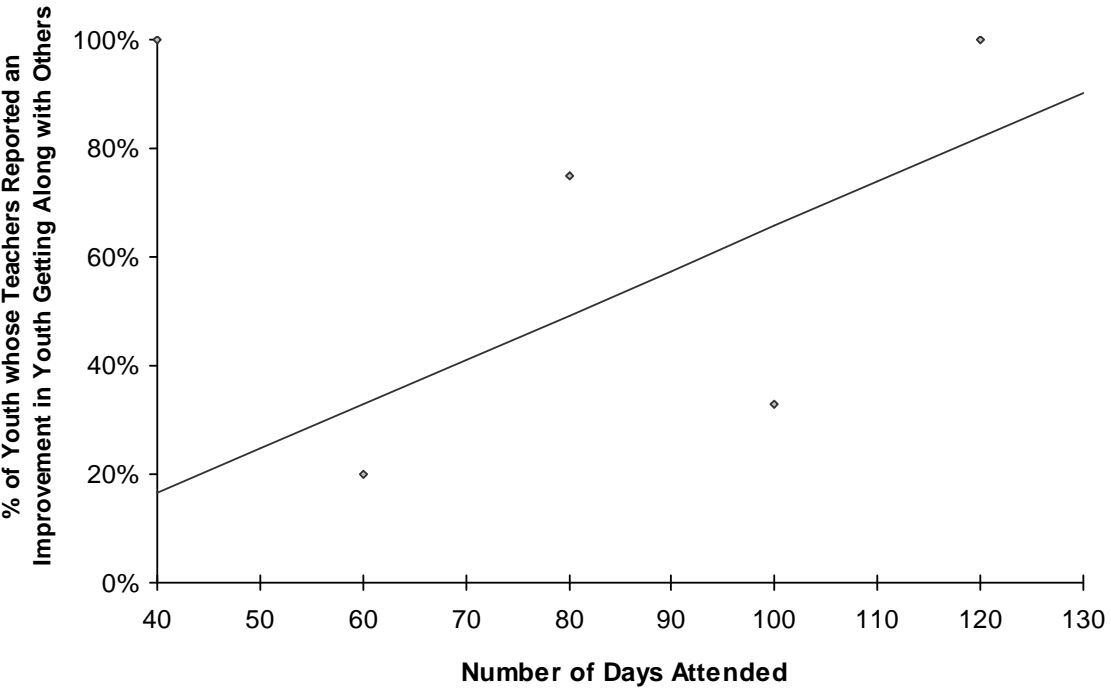
**Chart 6. Relationship among 3<sup>rd</sup> – 5<sup>th</sup> Graders between Program Dosage and Improvement in Turning Homework in On Time (n = 106)**



**Chart 7. Relationship among 3<sup>rd</sup> – 5<sup>th</sup> Graders between Program Dosage and Improvement in Completing Homework to Teacher’s Satisfaction (n = 104)**



**Chart 8. Relationship among 6<sup>th</sup> – 8<sup>th</sup> Graders between Program Dosage and Improvement in Getting Along with Others (n = 16)**



## Parents' Perspective on Academic Impacts of the Program

Parents of youth in the program were asked to report whether their child benefited from the 21<sup>st</sup> CCLC program in various academic areas. Parents were asked to rate how strongly they agreed or disagreed with statements about specific academic improvements their child may have made, after participating in the program. Table 17 summarizes the parents' responses. Nearly all parents who responded (92%) believed that their child has better academic skills as a result of participating in the Springfield 21<sup>st</sup> CCLC program.

**Table 17. Parents' Perceived Academic Impacts of Program on their Child (n = 50)**

Academic Area	Percent of Parents who Agree or Strongly Agree
<i>My Child...</i>	
has better academic skills	92%
is making better grades	88%
completes homework more often	86%
is a better reader	86%
knows how to study better	86%
is more likely to prepare for school projects and tests	82%
shows more interest in reading	80%
is more interested in school	79%

## What Impact Does The Program Have On Youth Development?

In addition to focusing on academic enrichment activities, the Springfield 21<sup>st</sup> CCLC program sought to provide a comprehensive after-school experience that encouraged youth development. The impact of the program on youth development outcomes was assessed from the youth's perspective as well as from the parent's perspective. On the youth survey, five types of youth development outcomes were assessed including:

**Youth development benefits of the program** were composed of 13 of questions asking youth how much they had learned in various areas from participation in the program. The items spanned all areas of programming from academic enrichment to recreational activities. The 9 youth development items included getting along with others, conflict resolution skills, and exposure to cultural activities/experiences. Youth indicated whether or not the area was a focus of their experience in the center and if yes, how much they learned: "nothing," "a little," or "a lot."

The **Peer Group Cohesion** scale contained 9 questions that measured youths' perceived social support and feelings of closeness among peers. The response metric was: Never=1, Sometimes=2, Usually=3, and Always=4, with a higher score reflecting greater perceptions among youth of cohesion and social support.

**Self-concept** was assessed using a 7 item scale that focused on how youth felt about themselves, if they were well liked by other youth and how well they got along with other youth. The response metric was: Strongly Disagree=1, Disagree=2, Agree=3, and Strongly Agree=4. A higher score represents a more positive perception of self.

The **Problem-solving skills** scale contained 10 items that measured students’ perceptions about how frequently they use problem-solving strategies (e.g., How often do they try to collect information, think, utilize resources when faced with a problem?). The response metric was: Never=1, Sometimes=2, Usually=3, and Always=4. A higher score reflects more frequent use of positive problem solving strategies.

**Youth Perspective on Youth Development Impacts of the Program**

Youth survey participants were asked how much they learned about nine areas of youth development and their responses are summarized in Table 18. The table summarizes the percent of youth who believed each area was part of the program and, of those youth, the percent that reported learning “nothing,” “a little bit,” or, “a lot.” The distribution of responses suggests that youth feel they learned similar amounts about each youth development area, with the highest percent of youth reporting that they learned “a lot” about solving problems & making decisions and the importance of exercise.

**Table 18. Youth Reports of Youth Development Benefits from the Program (n = 71)**

Youth Development Area	Not Part of the Program	Part of the Program		
		Learned Nothing	Learned A Little	Learned A Lot
learning about other cultures	14%	20%	45%	35%
learning about health & nutrition	7%	11%	36%	53%
communicating with others	3%	10%	36%	54%
getting along with others	1%	9%	39%	53%
setting goals for the future	7%	12%	35%	52%
learning about art, music, drama, and dance	17%	15%	36%	49%
understand the importance of exercise	9%	5%	34%	61%
solving problems & making decisions	1%	12%	32%	57%
dealing with conflict with others	11%	6%	48%	45%

Youth survey participants were also evaluated on peer group cohesion, a measure of youth’s perceived social support from peers. The youth surveys at both Time 1 and Time 2 included nine questions related to peer group cohesion. Responses to the nine questions were used to calculate a single peer group cohesion score, which was compared from Time 1 to Time 2. Table 19 shows the average peer group cohesion score at Time 1 and Time 2. While older youth (6<sup>th</sup> – 8<sup>th</sup> graders) had a significant improvement in the average peer group cohesion score from Time 1 to Time 2, younger youth (4<sup>th</sup> – 5<sup>th</sup> graders) did not.

**Table 19. Peer Group Cohesion – Average Score at Time 1 and Time 2**

Grade Grouping	N	Average Peer Group Cohesion Score	
		Time 1	Time 2
Grades 4-5	60	3.2	3.0
Grades 6-8	10	2.9	3.2*

Response Metric: Never=1, Sometimes=2, Usually=3, and Always=4 (Higher score reflects a greater perception of closeness with peers and social support)

\*Statistically significant improvement from Time 1 to Time 2 (p < 0.05)

The difference in Time 1 – Time 2 change in peer group cohesion between grade groupings is substantiated by the teacher survey results (pages 23-26). One of the items included on the teacher survey assessed a related outcome, “Getting along well with other students.” The relationship between teacher-reported improvement on this outcome and program dosage was significant among 6<sup>th</sup> – 8<sup>th</sup> Graders but not among 4<sup>th</sup> – 5<sup>th</sup> Graders, suggesting that program attendance may impact this outcome more among older youth than younger youth.

The grade grouping differences in both youth-reported and teacher-reported social support outcomes suggest older youth in the Springfield 21<sup>st</sup> CCLC had greater benefits than younger youth in this area of youth development. It would be beneficial for program staff to explore potential reasons for this difference. Possible factors could include developmental differences between the two groups or differences in programming at sites serving younger or older youth.

Three youth development outcomes, Self Concept, Problem-Solving, and Perceptions of Adult Support, were assessed only among older youth (6th – 8th graders). Each of these outcomes was assessed at Time 1 and Time 2, similarly to the Peer Group Cohesion outcome, with responses to multiple questions used to calculate a single score for each outcome. As summarized in Table 20, the average scores related to Self Concept, Problem-Solving, and Perceptions of Adult Support did not significantly change from Time 1 to Time 2. Additionally, no relationship was found between program dosage and changes in these youth development outcomes.

**Table 20. Average Scores in Youth Development Outcomes among Older Youth (n = 10)**

Area of Youth Development	Average Score	
	Time 1	Time 2
Self Concept	3.3	3.3
Problem-Solving	2.8	2.9
Perceptions of Adult Support	3.0	2.9

**Parent Perspective on Youth Development Impacts of the Program**

Parent survey participants were also asked how they believed the Springfield 21<sup>st</sup> CCLC program impacted their child with respect to youth development outcomes. Table 21 summarizes parents’ responses about ways the program impacted their children. The results suggest that the majority of parents agree that the Springfield 21<sup>st</sup> CCLC program and its staff reach beyond academic enrichment to encourage youth development.

**Table 21. Parent’s Perceived Youth Development Impacts on Child (n = 51)**

Area of Youth Development	Percent of Parents who Agree or Strongly Agree
<i>My Child...</i>	
is part of a caring, nurturing environment in the after-school program.	94%
looks up to program staff.	94%
is receiving positive feedback from other adults.	92%
is better at making and keeping friends.	89%
has learned to make good decisions.	88%
is better at solving problems.	88%
has learned to set goals.	79%

Overall, the youth development outcomes suggest that youth participating in the Springfield 21<sup>st</sup> CCLC program had maintained positive youth development outcomes, from Time 1 to Time 2, over the course of the program year. Additionally, youth and parents believed that the youth participants had benefited in such youth development areas as decision-making and social skills.

## SUMMARY & CONCLUSIONS

The findings presented in this report suggest that the Springfield 21<sup>st</sup> Century Community Learning Center is serving as a valuable resource for school-age youth and their families and is having a positive impact on youth participants of the program. Some highlights of the positive findings of this report include:

- ***High Satisfaction among Youth and Parents.*** The vast majority of youth and parent survey participants feel the Springfield 21<sup>st</sup> CCLC program staff are warm and caring. Additionally, over 90% of parents reported that the Springfield 21<sup>st</sup> CCLC program provides an affordable, convenient, and safe after-school environment for their children. Overall, 96% of parents were satisfied or very satisfied with the Springfield 21<sup>st</sup> CCLC program.
- ***Significant Improvements in Youth Academics.*** On average, elementary youth significantly improved both reading and math grades over the course of the program year. Additionally, there was a significant relationship between program dosage and teacher-reported improvement in classroom performance and behavior. These positive academic outcomes are supported by youth and parent perceptions of academic improvement.
- ***Positive Impacts on Youth Development.*** Both self-reported and teacher-reported measures of peer social support suggest that junior high youth in the program significantly improved in this area over the program year. Additionally the majority of parents surveyed believed that their children had improved their decision-making, problem-solving, and social skills since becoming involved in the Springfield 21<sup>st</sup> CCLC program.

In addition to demonstrating the positive impacts of the Springfield 21<sup>st</sup> CCLC, the evaluation identified some outcomes that may improve with further program development. In the area of youth development, both youth and teacher survey results suggest that the program is impacting social youth development outcomes, such as getting along with others and perceived peer social support, among older youth (6<sup>th</sup> – 8<sup>th</sup> graders) but not younger youth (4<sup>th</sup> and 5<sup>th</sup> graders). In the area of academics, average reading and math grades did not significantly increase among junior high youth. It would be beneficial for the program to consider why these outcomes may not have moved in the desired direction. The program will want to consider the differences among different age groups and how age differences may have influenced program outcomes. Additionally, it would be worthwhile to explore potential programming changes that would facilitate improved outcomes in future years.

As with all program evaluations, there are some issues to consider when interpreting the results. This report will be most useful when it is used as a discussion tool for program staff to explore areas of the program that are succeeding and areas that may benefit from further development. Additionally, it is important to keep in mind that the evaluation results are most meaningful when the sample of youth and parents is representative of the program, as a whole. The program staff should review the background and demographic information presented on the sample of youth and parent evaluation participants and consider whether their characteristics accurately represent all of the youth and parents involved in the program.

This report was intended to reflect the impact of the 2003-2004 Springfield 21<sup>st</sup> CCLC, overall. Because individual program sites varied with respect to their direct funding source (US Department of Education or Illinois State Board of Education), and consequently, level of resources, and program emphasis, it is also important to consider the two types of sites separately. While this is beyond the scope of this report, other reports are available that examine evaluation results for the federally-funded sites and the state-funded sites separately.

A program stands to benefit significantly by exploring ways in which the program can continuously be improved. Therefore, a key component of the evaluation is that the Springfield 21<sup>st</sup> CCLC uses the findings presented in this report for ongoing program development efforts. Engaging in group discussion and review of these data will also be helpful for evaluation planning. The information summarized in this report presents an opportunity to discuss the implementation of your program and the outcomes you hope to see.

Finally, as stated in the *Overview of the Evaluation* section, the data contained within this report are essential in your ongoing sustainability efforts as well. The information here is a valuable contribution to the development of your sustainability plan. The ways in which this information can be utilized in moving your plan forward should be explored.

## REFERENCES

- Afterschool Alliance (2003). *Afterschool alert poll report no. 6*. Washington, DC: Author.
- Anderson-Butcher, D., Newsome, S. W., & Ferrari, T. M. (2003). Participation in Boys and Girls Clubs and relationship to youth outcomes. *Journal of Community Psychology*, 31(1), 39-55.
- Anderson-Butcher, D. D., Midle, T., Fallara, L., Hansford, C., Uchida, K., Grotevant, S., & Munn, H. (2003). *Youth development programs in Central Ohio: An evaluation report for the City of Columbus and the United Way of Central Ohio*. Columbus, OH: College of Social Work and the Center for Learning Excellence, John Glenn Policy Institute, The Ohio State University.
- Baker, D., & Witt, P. (1996). Evaluation of the impact of two after-school recreation programs. *Journal of Parks and Recreation Administration*, 14(3), 23-44.
- Barker, N. C. (1998). Can specialized after-school programs impact delinquent behavior among African American youth? *Child Welfare and Juvenile Justice*. In *Proceedings of the annual research conference, a system of care for children's mental health: Expanding the research base* (Vol. 10, pp. 2-7, February 23-26, 1997). Tampa, FL.
- BELL (2002). *BASICs afterschool program 2001 – 2002 academic year evaluation report*. Dorchester, MA: Author.
- BELL (2003). *BELL accelerated learning summer program: 2003 program outcomes*. Dorchester, MA: Author.
- Bissell, J., Dugan, C., Ford-Johnson, A., & Jones, P. (2002). *Evaluation of the YS-CARE after school program for California Work Opportunity and Responsibility to Kids (CalWORKS)*. Irvine, CA: Department of Education, University of California-Irvine.
- Bissell, J. S., Mallory, J., Johnson, A., & Jones, P. (2002). *Evaluation of California's After School Learning and Safe Neighborhoods Partnerships program: 1999-2001*. Irvine, CA: Department of Education University of California at Irvine.
- Brooks, P. E., Mojica, C. M., & Land, R. (1995). *Final evaluation report: Longitudinal study of LA's BEST after-school education and enrichment program, 1992-1994*. Los Angeles, CA: UCLA Center for the Study of Evaluation.
- Bureau of Labor Force Statistics (2004). *Employment characteristics of families in 2003*. Washington, DC: U.S. Department of Labor.
- Chase, R., & Clement, D. (2000). *Hmong youth pride: Outcomes evaluation summary*. Saint Paul, MN: Wilder Research Center.
- Cosden, M., Morrison, G., Albanese, A. L., & Macias, S. (2001). When homework is not home work: After-school programs for homework assistance. *Educational Psychologist*, 36(3), 211-221.

Fashola, O. S. (1998). *Review of extended-day and after-school programs and their effectiveness.* (Report No. 24). Baltimore, MD: Center for Research on the Education of Students Placed At Risk (CRESPAR), John Hopkins University.

Fight Crime: Invest in Kids (2000). *America's after-school choice: The prime time for juvenile crime, or youth enrichment and achievement.* Washington, DC: Author.

Gambone, M. A., & Arbreton, A. J. A. (1997). *Safe havens: The contributions of youth organizations to healthy adolescent development.* Philadelphia, PA: Public/Private Ventures.

Grossman, J. B., Price, M. L., Fellerath, V., Jucovy, L. Z., Kotloff, L. J., Raley, R., & Walker, K. E. (2002). *Multiple choices after school: Findings from the Extended-Service Schools Initiative.* Philadelphia, PA: Public/Private Ventures.

Hamilton, L. S., Le V., Klein, S. P. (1999). *Foundations School-Age Enrichment program: Evaluation of student achievement.* Santa Monica, CA: RAND Education.

Hangley, B., & McClanahan, W. S. (2002). *Mustering the armies of compassion in Philadelphia: An analysis of one year of literacy programming in faith-based institutions.* Philadelphia, PA: Public/Private Ventures.

Heath, S. B. (1994). The project of learning from the inner-city youth perspective. *New Directions for Child Development*, 63, 25-34.

Huang, D., Gribbons, B., Kim, S. K., Lee, C., & Baker, E. V. (2000). *A decade of results: The impact of LA's BEST after-school enrichment program on subsequent student achievement and performance.* Los Angeles: UCLA Center for the Study of Evaluation.

Illinois State Board of Education 21<sup>st</sup> CCLC Highlights (2004). Retrieved August 17, 2004, from <http://www.isbe.net/21cclc/html/highlights.htm>

Johnson, J. L., & Jenkins, D. R. (2000). *North Carolina's support our students: Evaluation report for school year 1999 – 2000.* Raleigh-Durham, NC: EDSTAR Educational Evaluation Consultants.

Klein, S. P., & Bolus, R. (2002). *Improvements in math and reading scores of students who did and did not participate in the foundations after school enrichment program during the 2001-2002 school year.* Santa Monica, CA: Gansk & Associates.

Lamare, J. (1997). *Sacramento START: An evaluation report.* Sacramento, CA: Neighborhoods Planning and Development Services Department.

Lattimore, C. B., Mihalic, S. F., Grotzpetter, J. K., & Taggart, R. (1998). *Blueprints for violence prevention, book four: The Quantum Opportunities program.* Boulder, CO: Center for the Study and Prevention of Violence.

Lauver, S. C. (2002). *Assessing the benefits of an after-school program for urban youth: An impact and process evaluation.* Philadelphia, PA: Author.

- Lodestar Management/Research, Incorporated (2003). *Woodcraft rangers Los Angeles unified school district after school education and safety program: Annual evaluation report 2001-02*. Los Angeles, CA: Author
- LoSciuto, L., Hilbert, S. M., Fox, M. M., Porcellini, L., & Lanphear, A. (1999). A two-year evaluation of the Woodrock youth development project. *Journal of Early Adolescence*, 19(4), 488-507.
- Massachusetts 2020 (2004). *The transition to success pilot project*. Boston, MA: Author.
- Minicucci Associates (2002). *Sacramento START: Evaluation report 2001/2002*. Sacramento, CA: Author.
- Morris, D., Shaw, B., & Perney, J. (1990). Helping low readers in grades 2 and 3: An after-school volunteer tutoring program. *The Elementary School Journal*, 91(2), 133-150.
- Morrison, G. M., Storino, M. H., Robertson, L. M., Weissglass, T., & Dondero, A. (2000). The protective function of after-school programming and parent education and support for students at risk for substance abuse. *Evaluation and Program Planning*, 23(3), 365-371.
- O'Donnell, J., Michalak, E. A., Ames, E. B. (1997). Inner city youths helping children: After-school programs to promote bonding and reduce risk. *Social Work in Education*, 19(4), 231-442.
- Phillips, R. S. (1999). Intervention with siblings of children with developmental disabilities from economically disadvantaged families. *Families in Society: The Journal of Contemporary Human Services*, 80(6), 569-577.
- Pierce K., & Vandell, D. L. (1999). *Safe haven program evaluation (1997-98)*. Madison, WI: City of Madison and the Madison Metropolitan School District.
- Policy Studies Associates, Incorporated (2001). *Youths' experiences in their youthplaces: Results of a youth survey conducted in thirty-six of Baltimore's youthplaces*. Washington, DC: Author.
- Posner, J., & Vandell, D. L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65(2), 440-456.
- Posner, J., & Vandell, D. L. (1994). After-school activities and the development of low-income urban children: A longitudinal study. *Developmental Psychology*, 35(3), 868-879.
- Reisner, E. R., White, R. N., Brimingham, J., & Welsh, M. (2001). *Building quality and supporting expansion of after-school projects: Evaluation results from the TASC after-school program's second year*. Washington, DC: Policy Studies Associates, Incorporated.
- Rodriguez, E., Hirschl, T. A., Mead, J. P., & Goggin, S. E. (1999). *Final report: Understanding the difference 4-H clubs make in the lives of New York youth: How 4-H contributes to positive youth development*. Ithaca, NY: Cornell Cooperative Extension, Cornell University.

- Ross, J. G., Saavedra, P. J., Shur, G. H., Winters, F., & Felner, R. D. (1992). The effectiveness of an after-school program for primary grade latchkey students on precursors of substance abuse. *Journal of Community Psychology*, OSAP Special Issue, 22-38.
- Ross, S. M., Lewis, T., Smith, L., & Sterbin, A. (1996). *Evaluation of the extended-day tutoring program in Memphis city schools: Final report to CRESPAR*. Memphis, TN: University of Memphis.
- Scales, A. M., Morris, G. A., & George, A. W. (1998). A church operated after-school tutorial and enrichment program. *The Negro Educational Review*, 49(3), 153-164.
- Schinke, S. P., Cole, K. C., & Poulin, S. R. (2000). Enhancing the educational achievement of at-risk youth. *Prevention Science*, 1(1), 51-60.
- Schinke, P., Orlandi, M., & Cole, K. (1992). Boys and girls clubs in public housing developments: Prevention services for youth at risk. *Journal of Community Psychology*, OSAP Special Issue.
- Tierney, J. P., Grossman, J. B., & Resch, N. L. (2000). *Making a difference: An impact study of big brothers big sisters*. Philadelphia, PA: Public/Private Ventures.
- University of Nevada, Reno Cooperative Extension Service (1999). *Reducing delinquent behavior and improving academic achievement in after-school programs*. Retrieved March 2, 2001, from <http://www.cyfernet.org>
- Urban School Initiative (1999). *Urban School Initiative school age care project: 1998-1999 school year evaluation report*. Columbus, OH: Ohio Departments of Human Services and Education.
- U.S. Department of Education, Office of the Under Secretary (2003). *When schools stay open late: The national evaluation of the 21st-century community learning centers program, first year findings*. Washington, DC: Mathematica Policy Research, Incorporated.
- U.S. Departments of Education and Justice (1998). *Safe and smart: Making after-school hours work for kids*. Washington, DC: Author.
- Vandell, D. L., & Corasaniti, M. A. (1988). The relation between third-graders' after school care and social, academic, and emotional functioning. *Child Development*, 59(4), 868-875.
- Warren, C., Brown, P., & Freudenberg, N. (1999). *Evaluation of the New York City Beacons: Summary of phase I findings*. New York: Academy for Educational Development.
- Warren, C., Feist, M., & Nevarez, N. (2002). *A place to grow: Evaluation of the New York City Beacons summary report*. New York: Academy for Educational Development.
- Weiss, F. L., & Nicholson, H. J. (1998). Friendly PEERsuasion against substance use: The Girls Incorporated model and evaluation. *Drugs & Society*, 12(1/2), 7-22.

Welsh, M. E., Russell, C. A., Williams, I., Reisner, E. R., & White, R. N. (2002). *Promoting learning and school attendance through after-school programs: Student-level changes in educational performance across TASC's first three years*. Washington, DC: Policy Studies Associates, Incorporated.

Zavela, K. J., Battistich, V., Dean, B. J., Flores, R., Barton, R., & Delaney, R. J. (1997). Say yes first: A longitudinal, school-based alcohol and drug prevention project for rural youth and families. *Journal of Early Adolescence*, 17(1), 67-96.