Indiana
DEPARTMENT OF EDUCATION

# Indiana 21st Century Community Learning Centers Statewide Evaluation Report: 2021-2022

July 2023

DIEHL CONSULTING GROUP
evaluation | analytics | solutions

# Executive Summary

## Indiana's 21st CCLC Programs

The 21st Century Community Learning Centers (21st CCLC) program provides students with access to quality out-of-school time programming. During 2021-2022, the Indiana Department of Education (IDOE) administered 21st CCLC grants within two cohorts (Cohort 10, Cohort 11) to 71 grantees. A total of 198 sites participated in the Indiana 21st CCLC program.

**15,839**
Students served in 2021-2022

**77%**
Of students were K-6th grade

**80**
Average students per site

**52%**
of program participants attended 45 or more days

## Benefits for 21st CCLC Students

Descriptive analyses suggested a positive relationship between high levels of 21st CCLC participation and 1) student academic performance and 2) school behaviors.

Figure I: Academic Performance: ILEARN 3-8 (2021-2022)

*A higher percentage of 21st CCLC participants attending 90+ days earned a passing score on the ILEARN assessment compared to students attending less frequently.*

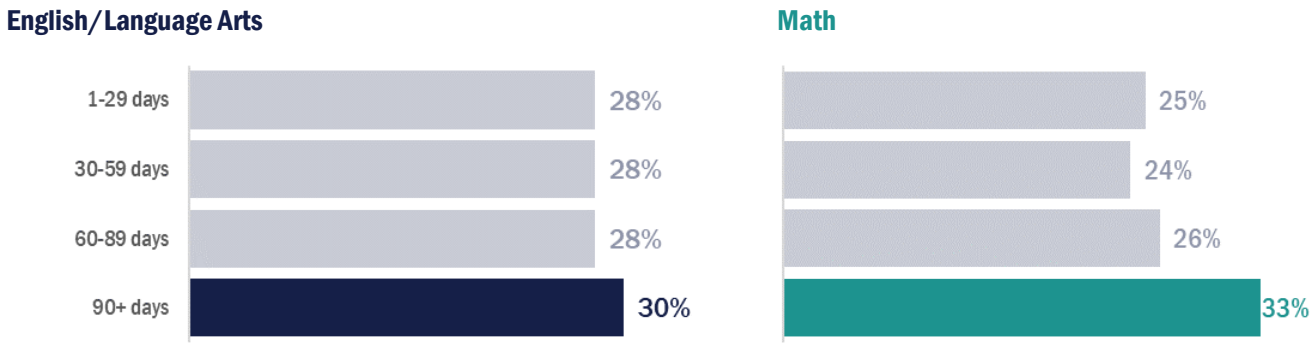


Figure II: Academic Performance: Grades K-12 (2021-2022)

*A higher percentage of 21st CCLC participants attending 90+ days earned a B or better on their spring semester grade or showed improvement compared to students attending less frequently.*

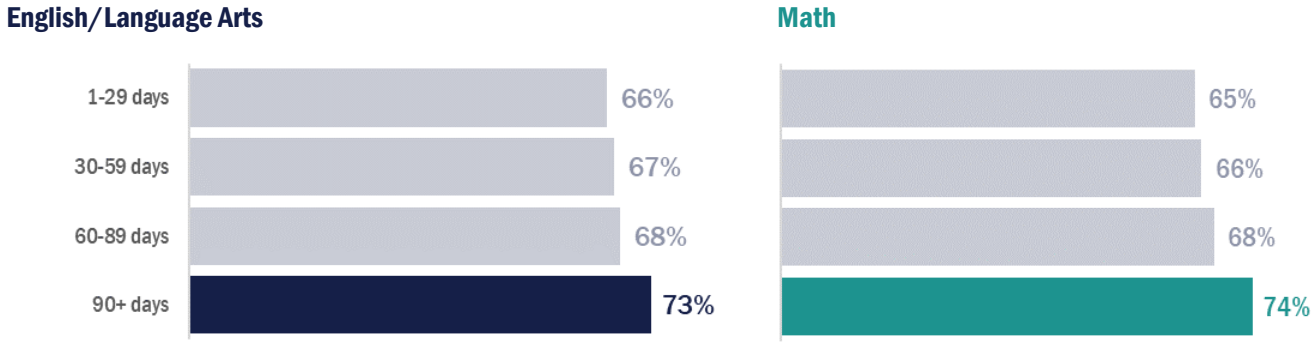
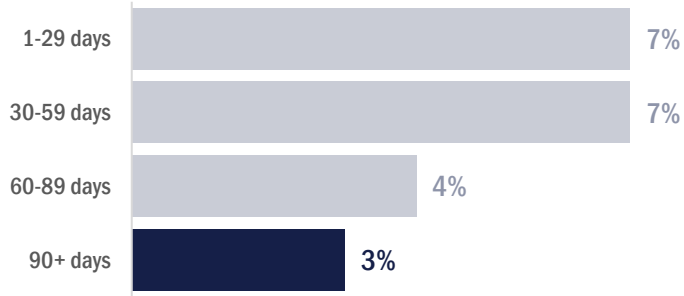



Figure III: In-School Suspensions: Grades K-12 (2021-2022)




*21st CCLC participants attending 90+ days were less likely to receive an in-school suspension compared to students attending less frequently.*

Figure IV. High School Graduation: Grade 12 (2021-2022)

**92% of 12th grade 21st CCLC participants graduated on schedule.**

Beginning in 2019, Indiana's Performance Measurement Framework was revised to include a focus on Academic, Social/Behavioral, and Family Engagement outcomes. All 21st CCLC sites are required to track and report on performance measures in each of these areas.

Figure V: Percentage of Performance Measures Met – All Sites (2021-2022)


*Overall, sites met the majority of performance measures in all three areas, based on results reported in each site's Executive Summary.*

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# Detailed Summary & Conclusions

## Overview of 21st CCLC

The 21st Century Community Learning Centers (21st CCLC) program provides students with access to quality out-of-school time programming. The grant initiative began in 1994 under the Elementary and Secondary School Act and was later expanded in 2001 through the No Child Left Behind Act and again in 2015 through the Every Child Succeeds Act. The program is currently administered by state education agencies.

Through 21st CCLC, youth and families are provided with a diversity of opportunities focusing on academic enrichment and youth development. Programs are designed to provide students with a safe environment during non-school hours, while supporting students' social-emotional development and overall academic success. During 2021-2022, the Indiana Department of Education (IDOE) administered 21st CCLC grants within two cohorts (Cohort 10, Cohort 11) to 71 grantees. A total of 198 sites participated in the Indiana 21st CCLC program.

## 2021-2022 Evaluation

This evaluation report describes the status of Indiana 21st CCLC programs operating in the 2021-2022 program year. It builds on methods from prior evaluations. Key findings and considerations are first summarized in this section. Results are further described in the sections that follow, including an overall description of program context, the levels of 21st CCLC participation, descriptive and impact analyses describing relationships between participation and student outcomes, a summary of performance measures reported by grantees, and results of a quality survey completed by program sites. Detailed analyses are included in the Appendices, along with methods and detailed program context information.

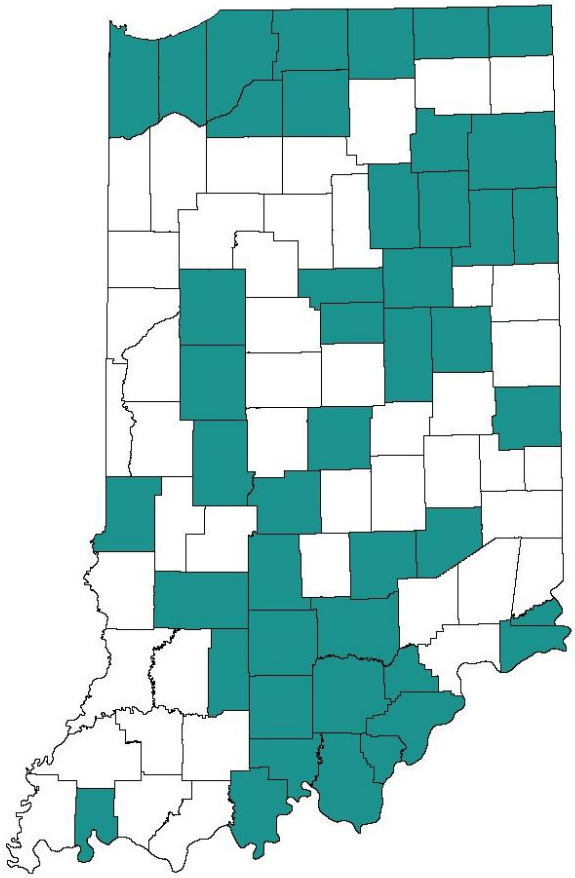
The evaluation is organized around the following key approaches:

- Program Context
- Descriptive Analysis
- Case Studies
- Matched-Groups Analysis
- Performance Measures Summary

# Program Context

In 2021-2022, a total of 198 sites across 45 Indiana counties (through 71 grantees) participated in the Indiana Department of Education's (IDOE) 21st CCLC program. A total of 15,839 participants were served in 21st CCLC programming.

Figure i: 21st CCLC Program Locations (2021-2022)



## Approach

### Background

Program context summarizes the characteristics of 21st CCLC programming offered by grantees during the 2021-2022 grant year, including grantee characteristics, participant demographics, attendance levels, activity data, and staff/volunteer demographics.

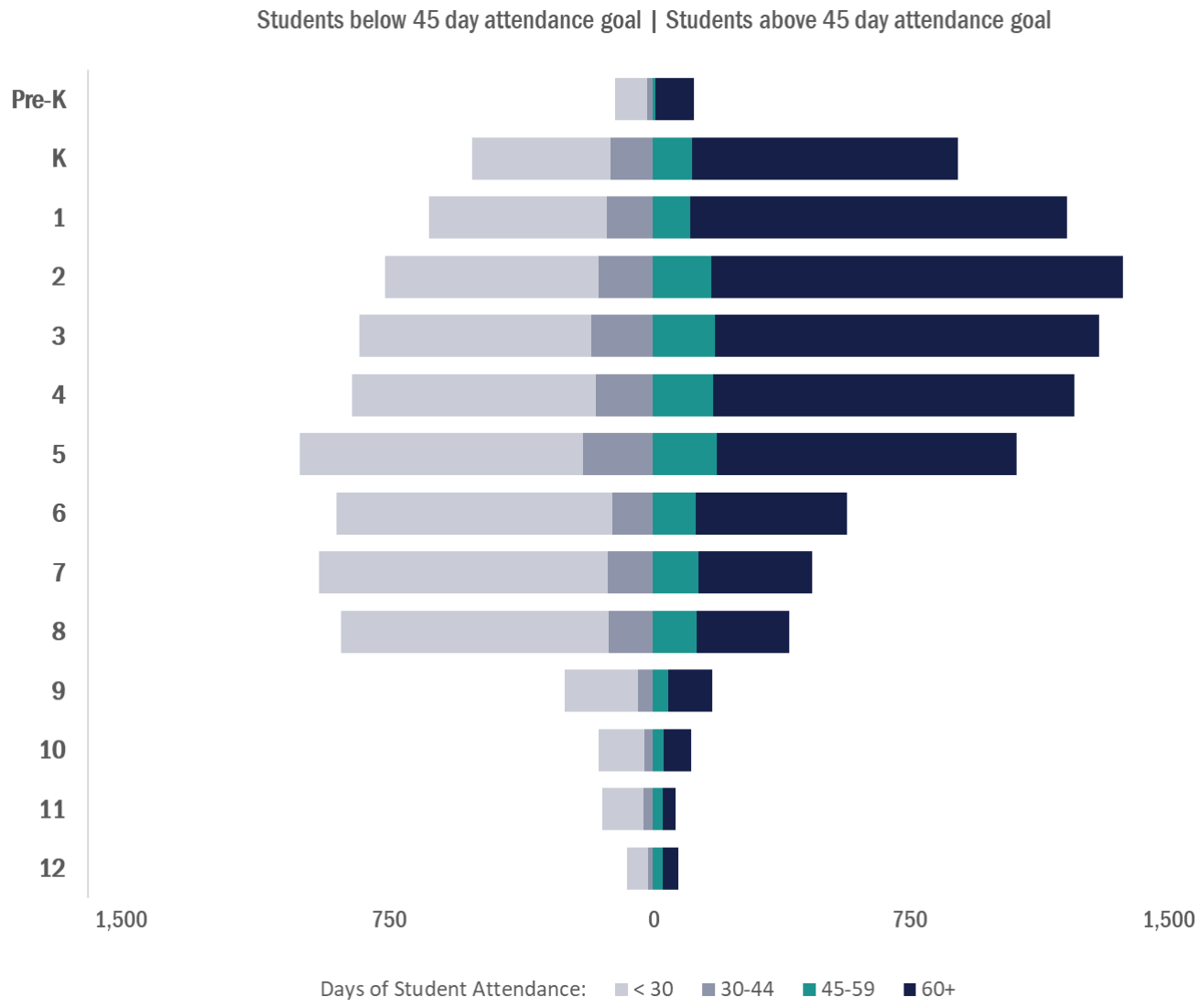
### Data Sources

Data were entered into the Cayen Afterschool Software by grantees, subcontractors (e.g., local evaluators), and IDOE during the 2021-2022 grant year and exported by the evaluation team during fall 2022 and winter 2022. Where appropriate, historical attendance data (2015, 2016, 2017, 2018, 2019, 2020, 2021) were utilized to provide additional context. Additionally, grantees' local evaluation reports and executive summaries were also utilized.

The majority of program participants were elementary school students (grades K-5), and most of these students attended 60 or more days.

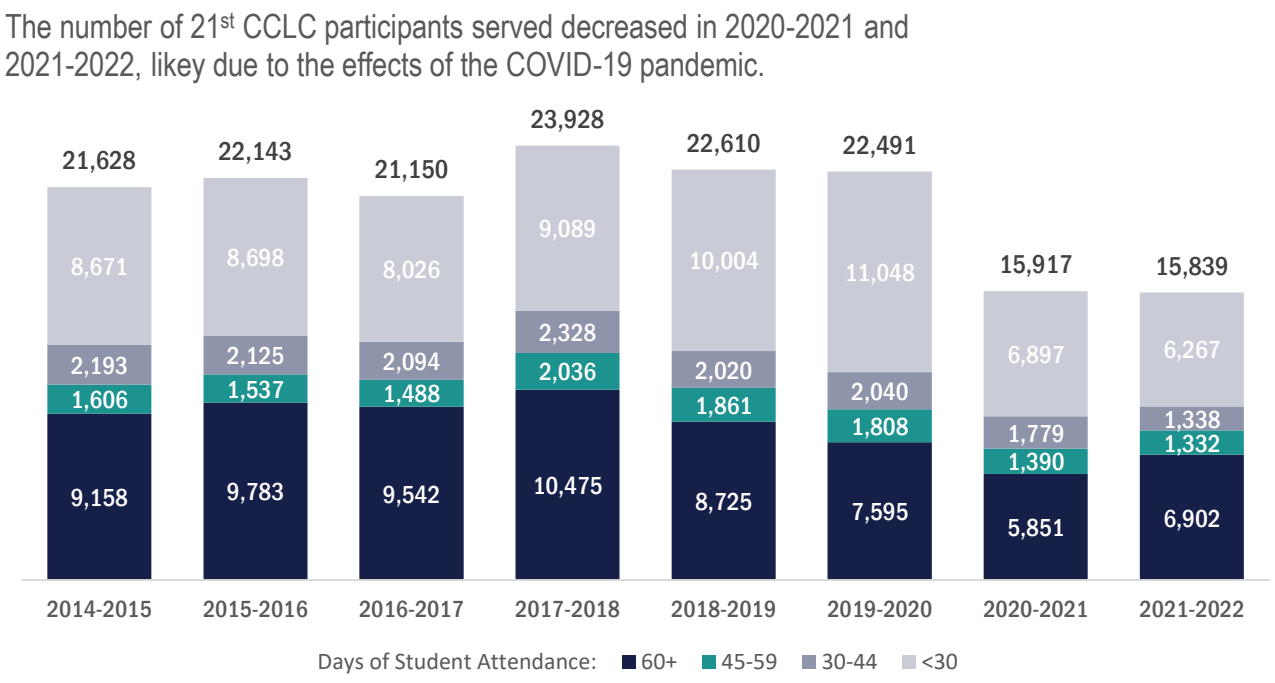
Figure ii: 21st CCLC Program Locations (2021-2022)

More than half of all participants in pre-Kindergarten through 5th grade attended for at least 45 days.



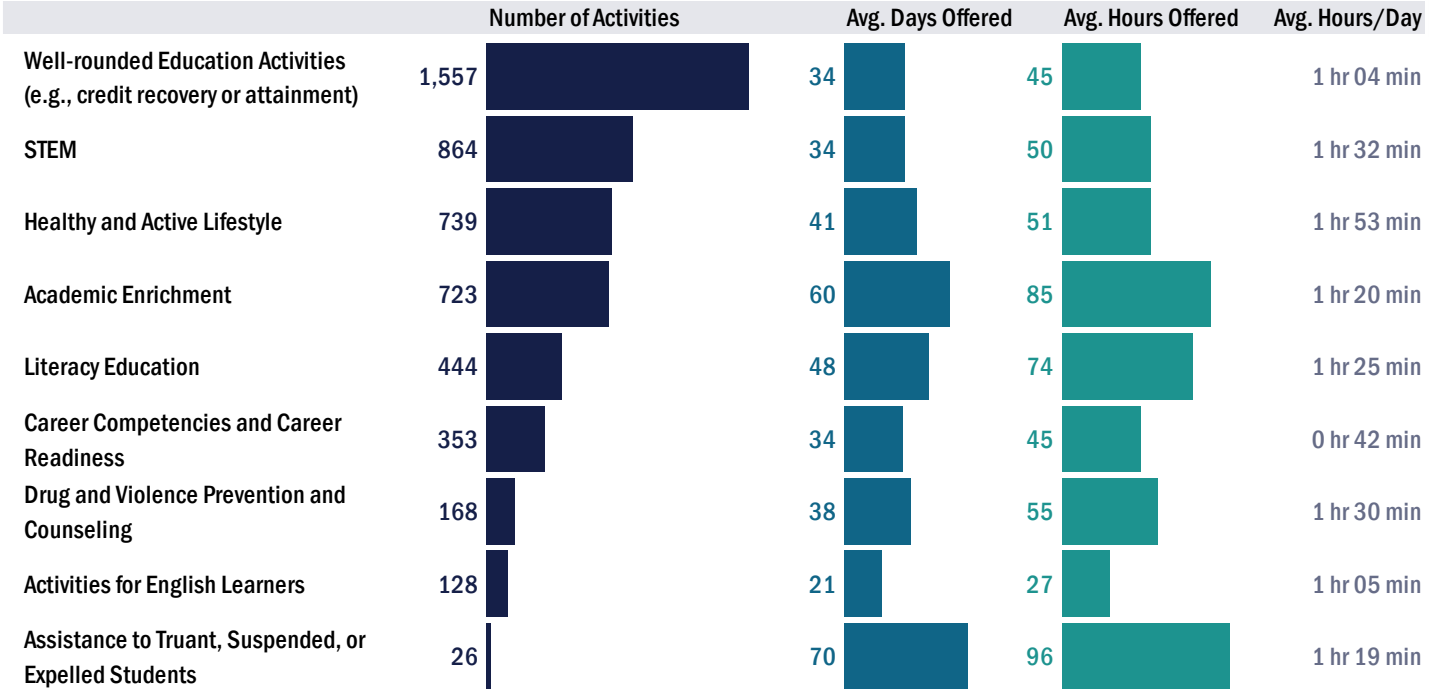
The number of participants decreased by 6,652 (30% decrease) from 2019-2020 to 2021-2022. This decrease can largely be attributed to the COVID-19 pandemic.

Figure iii: Annual 21st CCLC Participation (2015-2022)




Programming included a variety of activities such as educational activities, STEM, health and fitness, academic enrichment, and literacy – among many others.

Figure iv: 21st CCLC Activities Offered (2021-2022)



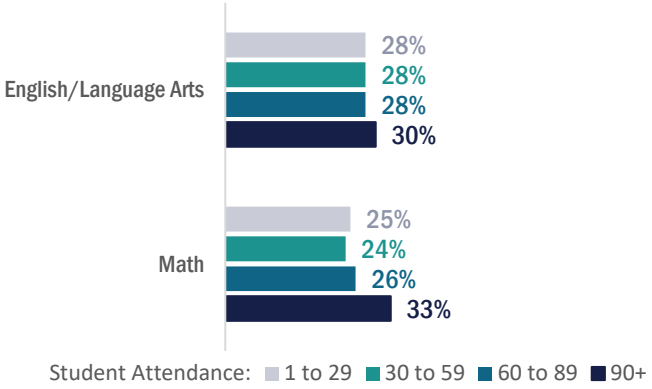
# Descriptive Analysis

## Relationship Between Academic Performance and 21st CCLC Participation

A series of descriptive and impact analyses with 21st CCLC participants highlight a relationship between high levels of 21st CCLC participation and measures of academic performance. Findings appear to be strongest among students who participate in 90 or more program days.

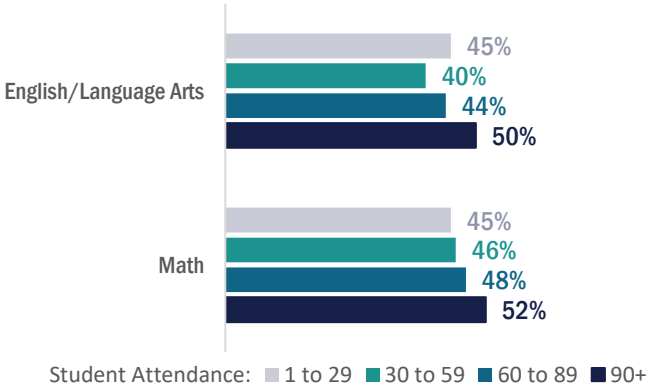
**INDIANA STATE ASSESSMENT PROFICIENCY (ILEARN):** During 2021-2022, a higher percentage of 21st CCLC participants in grades 3 to 8 attending 90+ days passed the ELA and math portions of ILEARN compared to those attending less frequently (Figure v).

Figure v: Percent Passing ILEARN Grades 3-8 (ELA/Math)




**ILEARN GROWTH:** During 2022, a higher percentage of 21st CCLC participants in grades 4 to 8 attending 90+ days demonstrated growth (i.e., Student Growth Percentiles (SGP) ≥ 50) on the ELA and math portions of ILEARN compared to those attending less frequently (Figure vi).

Figure vi: Percent Showing Growth on ILEARN Grades 3-8 (ELA/Math)




## APPROACH

### Background

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic and behavioral outcomes. Subgroup analyses were completed using multi-year attendees and low performing students (receiving a D+, D, D-, or F in the fall). For matched-groups analyses, groups of regular attendees (30+, 60+, 90+) were matched with a demographically similar comparison group using propensity score matching. It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study.

### Definitions

Academic performance indicators were examined across various levels of program participation: (a) ***High Academic Performance Indicator*** defined as the percentage of 21st CCLC participants maintaining a C or better on the spring semester grade or increasing their grade from fall to spring; and (b) ***Satisfactory Academic Performance Indicator*** defined as the percentage of 21st CCLC participants maintaining a C or better on the spring semester grade or increasing their grade from fall to spring.

### Outcome Measures

**ILEARN:** Indiana Learning Evaluation Assessment Readiness Network (ILEARN) data were utilized to examine academic achievement in English/language arts and math for grades 3-8. ILEARN was administered in the spring of 2022. All data were provided by IDOE. ILEARN scale scores, growth, and proficiency levels were reported.

→ ***Matched-Groups.*** Small, statistically significant effects (described below) were found for the *ILEARN* growth (as defined by SGP) in 2022.These findings generally supported findings noted in the descriptive analyses.

*30 or More Days (ILEARN Math Growth):* Students who attended for 30 or more days were statistically significantly more likely to earn an SGP greater than or equal to 50 on ILEARN Math compared to the matched control group. Additionally, students who attended 30 or more days were more likely to meet their ILEARN Growth Target compared to the matched control group.

*60 or More Days (ILEARN Math Growth):* Students who attended for 60 or more days were statistically significantly more likely to earn an SGP greater than or equal to 50 on ILEARN Math compared to the matched control group. Additionally, students who attended 60 or more days were more likely to meet their ILEARN Growth Target compared to the matched control group.

*90 or More Days (ILEARN ELA Proficiency):* Students who attended for 90 or more days were statistically significantly more likely to pass the ILEARN ELA assessment compared to the matched control group.

*90 or More Days (ILEARN Math Proficiency):* Students who attended for 90 or more days were statistically significantly more likely to pass the ILEARN Math assessment compared to the matched control group.

*90 or More Days (ILEARN Math Growth):* Students who attended for 90 or more days were statistically significantly more likely to earn an SGP greater than or equal to 50 on ILEARN Math compared to the matched control group. Additionally, students who attended 90 or more days were more likely to meet their ILEARN Growth Target compared to the matched control group.

**Average Final Grades:** Final average grades were calculated by recoding traditional report card grades to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). In some cases, sites also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale.

**Department of Education (DOE) Teacher Survey:** Teacher-perceived school-related behaviors were assessed utilizing the DOE Teacher Survey, which is a required data element for Indiana 21st CCLC. The survey measures teacher perceptions of student improvement in 11 areas of behavior. Two versions of the survey were administered based on grade level.

**School Day Attendance:** School day attendance was calculated by the number of days attended out of days enrolled based on a minimum enrollment of 162 days.

**ACCESS for ELLs:** ACCESS for ELLs measures students' English language proficiency across four domains: listening, speaking, reading, and writing. Schools use results to guide instructional decisions for ELL students.

**Course Completion:** Data from the IDOE Course Completion Report (DOE-CC) were available for the evaluation. The evaluation focused on dual credits and high school credits.

**Graduation:** Data from the IDOE Graduate Report (DOE-GR) were available for the evaluation. Annually, graduation data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program.

**In-School Suspension:** IDOE's discipline data layout (DOE-ES) defines

**REPORT CARD GRADES:** For 2022, a higher percentage of 21st CCLC participants attending 90 or more days were more likely to improve their grades or maintain satisfactory grades in English/language arts and math compared to those attending less frequently (Figures vii and viii).

Figure vii: Improving or Maintaining a B or Higher: K-12 (2021-2022)

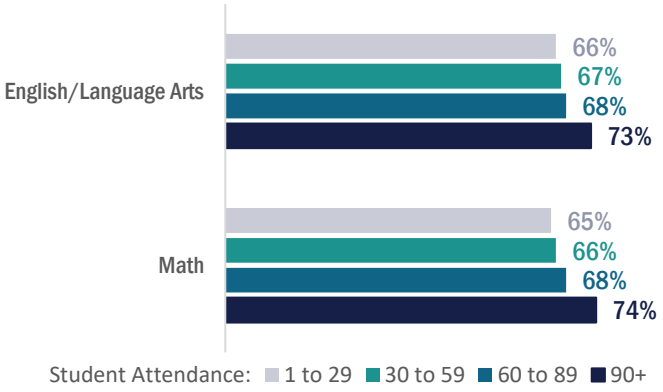
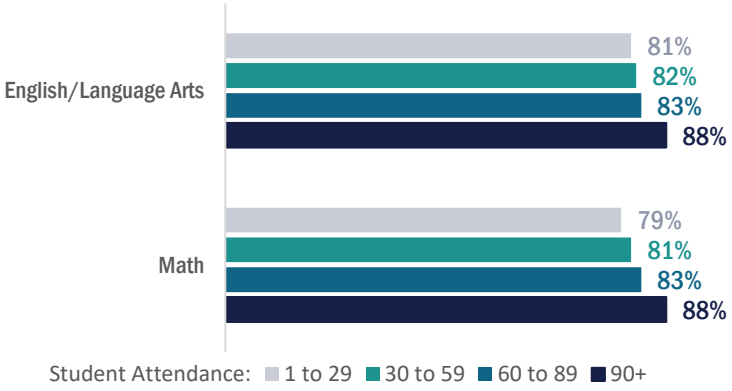



Figure viii: Improving or Maintaining a C or Higher: K-12 (2021-2022)




in-school suspensions as incidents in which a "student is removed from an assigned class or activity to another setting in order to maintain an orderly and effective educational system" (n.p.).

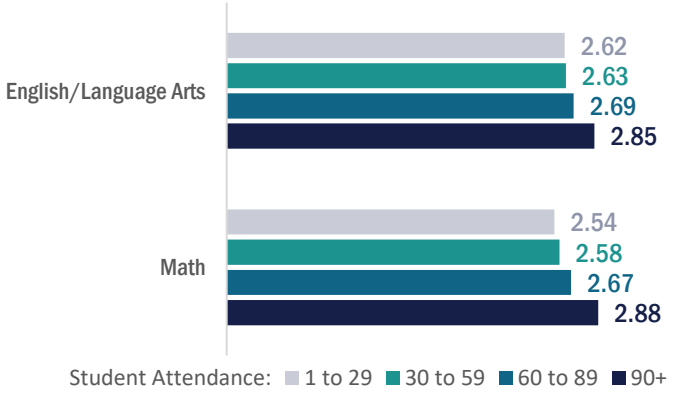
**Out-of-School Suspension:** If no "instructional time" (i.e., approved course, curriculum, or educationally related activity under the direction of a teacher) is provided to the student, the suspension is classified as an out-of-school suspension.

### Data Sources

Data were entered into Cayen by grantees, subcontractors, and IDOE staff during the 2021-2022 grant years and exported by the evaluation team during fall 2022. Additional outcome data were provided by IDOE in spring 2022.

**AVERAGE FINAL GRADES:** There was a statistically significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12, when controlling for participant age. Students attending at higher levels (60 to 89 days and 90+ days) had significantly higher final grades compared to those attending less frequently (Figure ix). Grades could range from 0 (F) to 4 (A) with most scores falling between 2 (C) and 4 (A).

Figure ix: Average English/Language Arts & Math Spring Grades: K-12 (2021-2022)

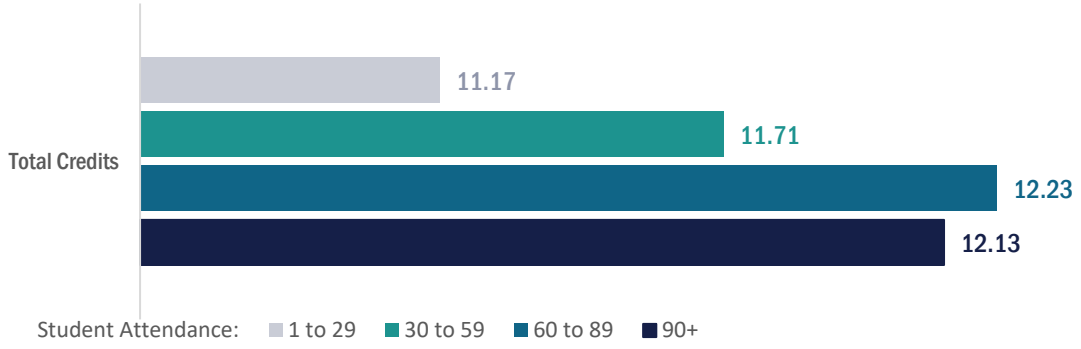



**HIGH SCHOOL GRADUATION:** Nearly all (92%, 114/124) 12th grade 21st CCLC participants graduated on schedule. Of graduates, the majority of students 61% (69/114) earned a Core 40 diploma with no additional honors. When graduation was examined based on attendance gradations, a higher percentage of 21st CCLC participants attending 30-59 days graduated compared to those attending at other levels.

Figure x: Graduation Status: Grade 12 (2021-2022)

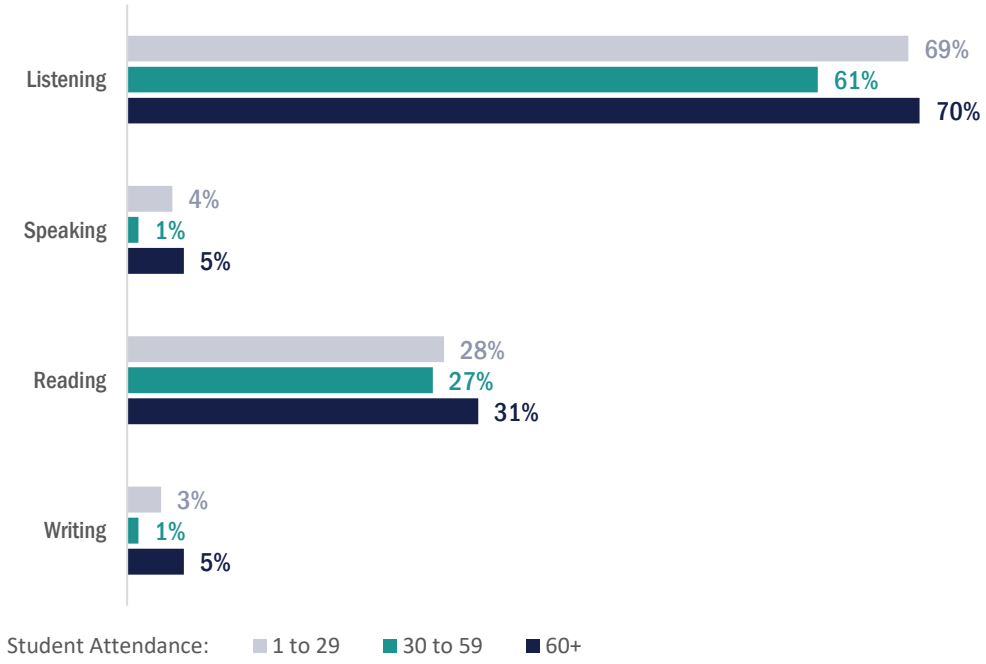
**ANNUAL HIGH SCHOOL CREDITS OBTAINED:** High school students attending 21st CCLC at higher levels obtained a larger number of credits during the 2021-2022 school year compared to students who attended less frequently.

Figure xi: Total Credits Obtained: 9-12 (2021-2022)




**WIDA ACCESS FOR ELLS PROFICIENCY:** Across WIDA domains, results were mixed, which suggested that additional support is needed for ELL students attending 21st CCLC. However, there was some evidence to suggest greater proficiency for students attending at the highest levels.

Figure xii: ACCESS for ELLs Proficiency: K-12 (2021-2022)



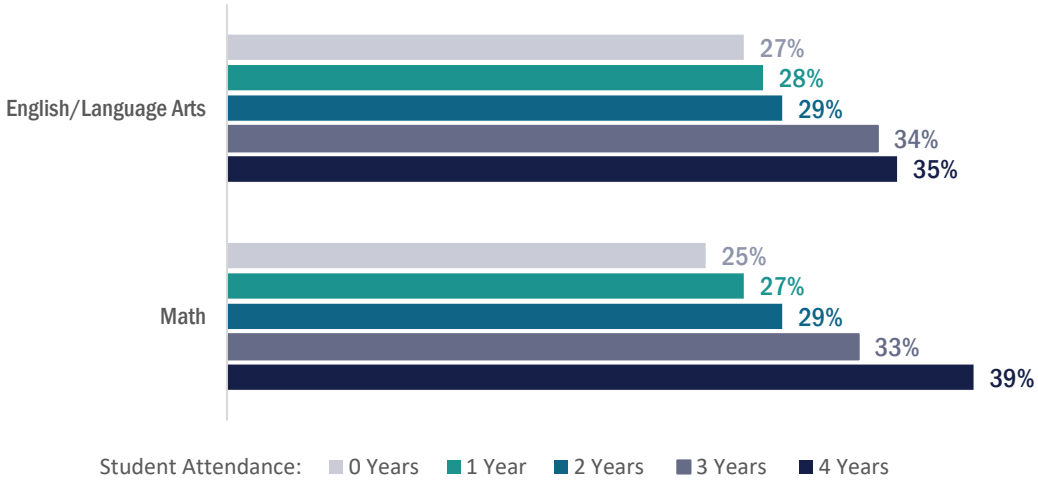
## Relationship Between Academic Performance and 21st CCLC Participant Subgroups

A series of exploratory descriptive analyses with unique subgroups further highlight a relationship between high levels of 21st CCLC participation and measures of academic performance. These analyses explored relationships between participation and academic performance in respect to participants who participated at high levels in multiple years.

**MULTI-YEAR ATTENDANCE:** The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with participants' academic performance data from spring 2022 and disaggregated by the number of years (0 years, 1 year, 2 years, 3 years, or 4 years).

- ***ILEARN ELA Proficiency.*** There was a statistically significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency. This association was driven by students attending 60 or more days in 3 years or 4 years. These students were more likely to pass the assessment compared to students who attended regularly (i.e., 60 or more days) in fewer years.
- ***ILEARN Math Proficiency.*** There was a statistically significant association between years of 60 or more days attendance and ILEARN Math proficiency. This association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly for fewer years.

Figure xiii. Multi-year Attendance (Grades 3-8) by ILEARN English/Language Arts & Math Proficiency (2021-2022)




- ***Average Grades.*** For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (i.e., 60+ days) and final average English/language arts and math grades. For both subjects, students who never attended regularly in three or four years had the highest final spring grades. For grades 9-12, no statistically significant relationships between years of regular attendance and final average English/language arts or math grades were observed. However, when viewed descriptively, results suggested that high school students who attended at higher levels in multiple years have higher grades.

Figure xiv. Multi-year Attendance (Grades 3-8) by English/Language Arts & Math Final Grades (2021-2022)

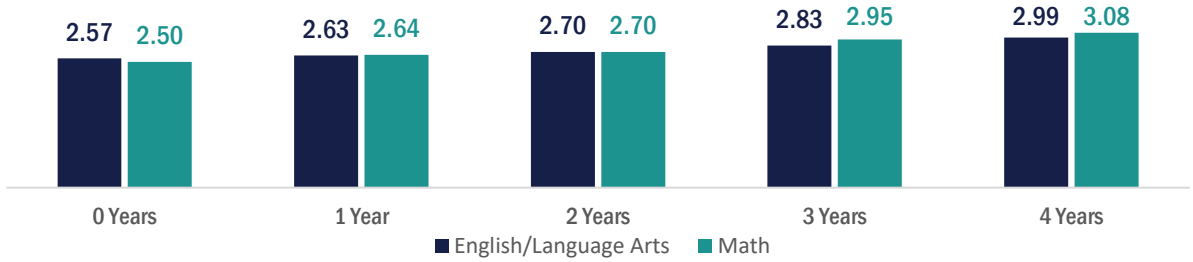
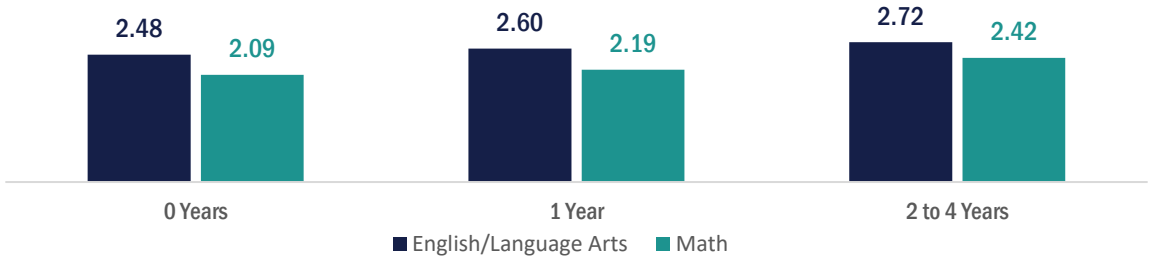
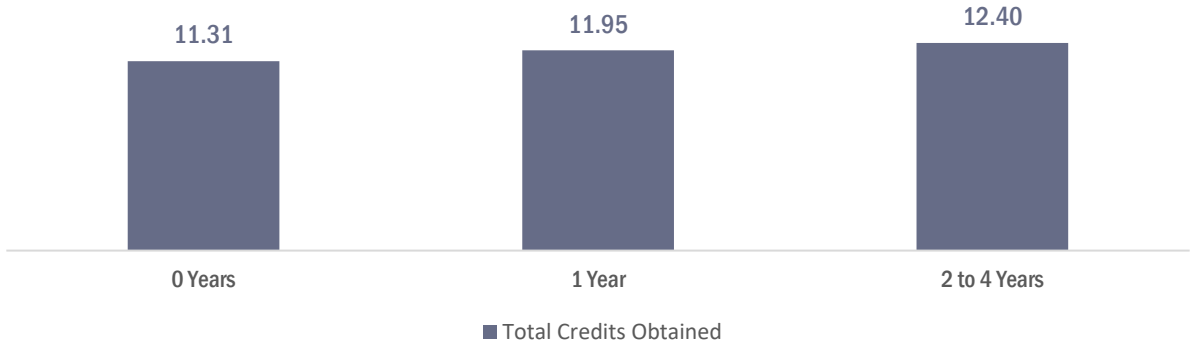



Figure xv. Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades (2021-2022)




→ ***Course Completion.*** For students in grades 9-12, significant relationships were observed between years of regular attendance and total credits. Students attending regularly in zero years obtained significantly fewer credits than their peers who attended regularly in two to four years.

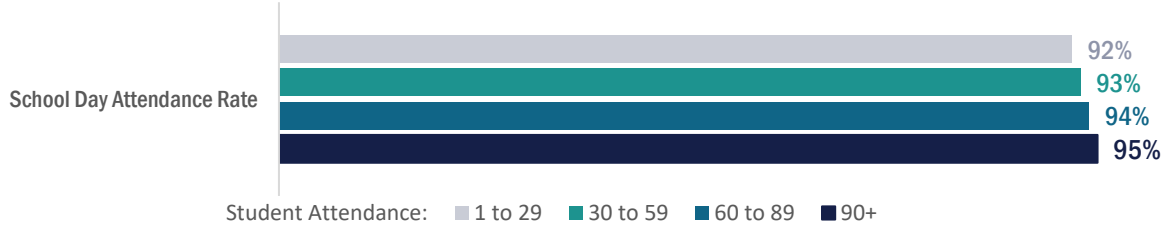
Figure xvi. Multi-year Attendance (Grades 9-12) by Credits Obtained (2021-2022)



## Relationship Between School Attendance and 21st CCLC Participation

A subset of participants who had school day enrollment and attendance data entered within Indiana's data collection system was examined. A statistically significant relationship between participation in out-of-school-time programming and school attendance was found. Participants attending more days of out-of-school-time programming had higher school day attendance rates compared to participants attending out-of-school-time programming less frequently.

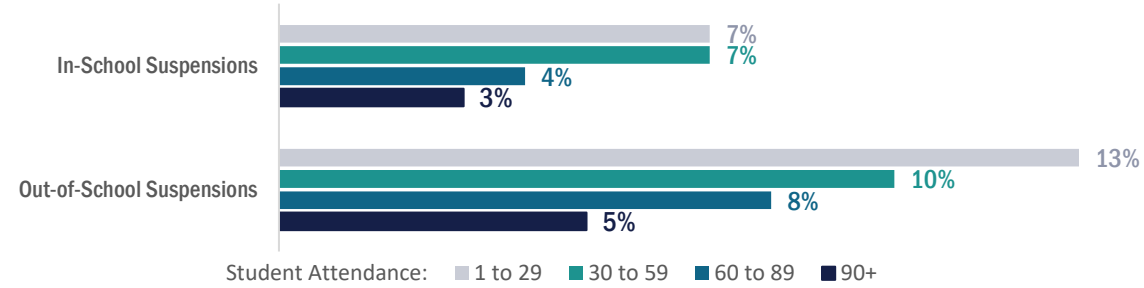
Figure xvii: Attendance Rates: K-12 (2021-2022)




## Relationship Between School Discipline and 21st CCLC Participation

A series of descriptive analyses with 21st CCLC participants highlight a relationship between high levels of 21st CCLC participation and lower suspension rates. Findings appear to be strongest among students who participate in 90 or more program days.

Figure xviii: Suspension Rates: K-12 (2021-2022)




## Relationship Between Behavior and 21st CCLC Participant Subgroups

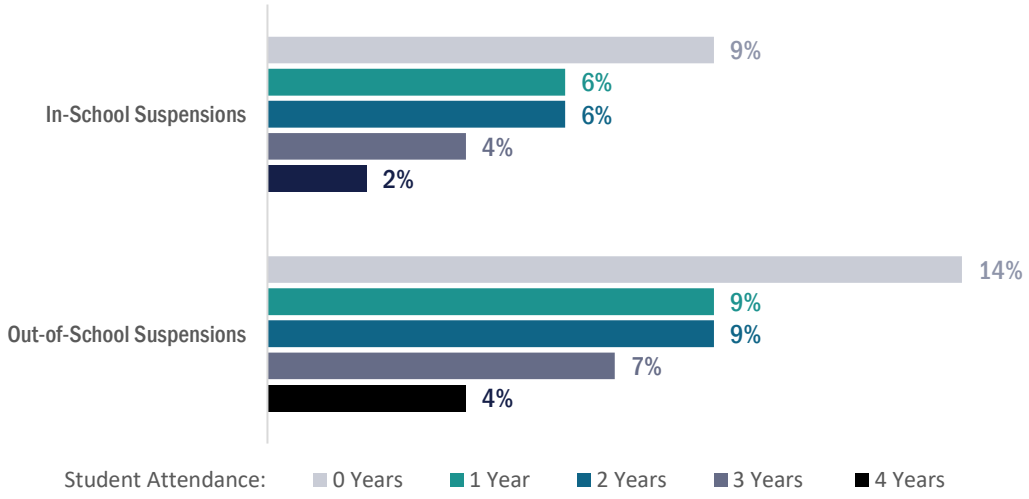
A series of exploratory descriptive analyses with unique subgroups further highlight a relationship between high levels of 21st CCLC participation and measures of student behavior. These analyses explored relationships between participation and behavior in respect to participants who participated at high levels in multiple years.

**MULTI-YEAR ATTENDANCE:** The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2018 to 2022. Multi-year attendance was linked with participants' behavioral data from spring 2022 and disaggregated by the number of years (0 years, 1 year, 2 years, 3 years, or 4 years). Due to smaller sample sizes in the higher participation levels among high school students, the

maximum number of years was collapsed into two or more years. Because K-2 participants were not able to attend a full 4 years, these grade levels were excluded from the analyses.

- ***In-School Suspension.*** For grades 3-8, there was a significant association between the number of years of regular attendance and in-school suspension rates. Students who attended 60+ days during three or four years were significantly less likely to be suspended than those who attended less frequently.
- ***Out-of-School Suspension.*** For grades 3-8, there was a significant association between the number of years of regular attendance (i.e., 60+ days) and out-of-school suspension. Students who never attended 60+ days were significantly more likely to be suspended compared to peers who attended more frequently.

Figure xix: Suspension Rates: 3-8 (2021-2022)

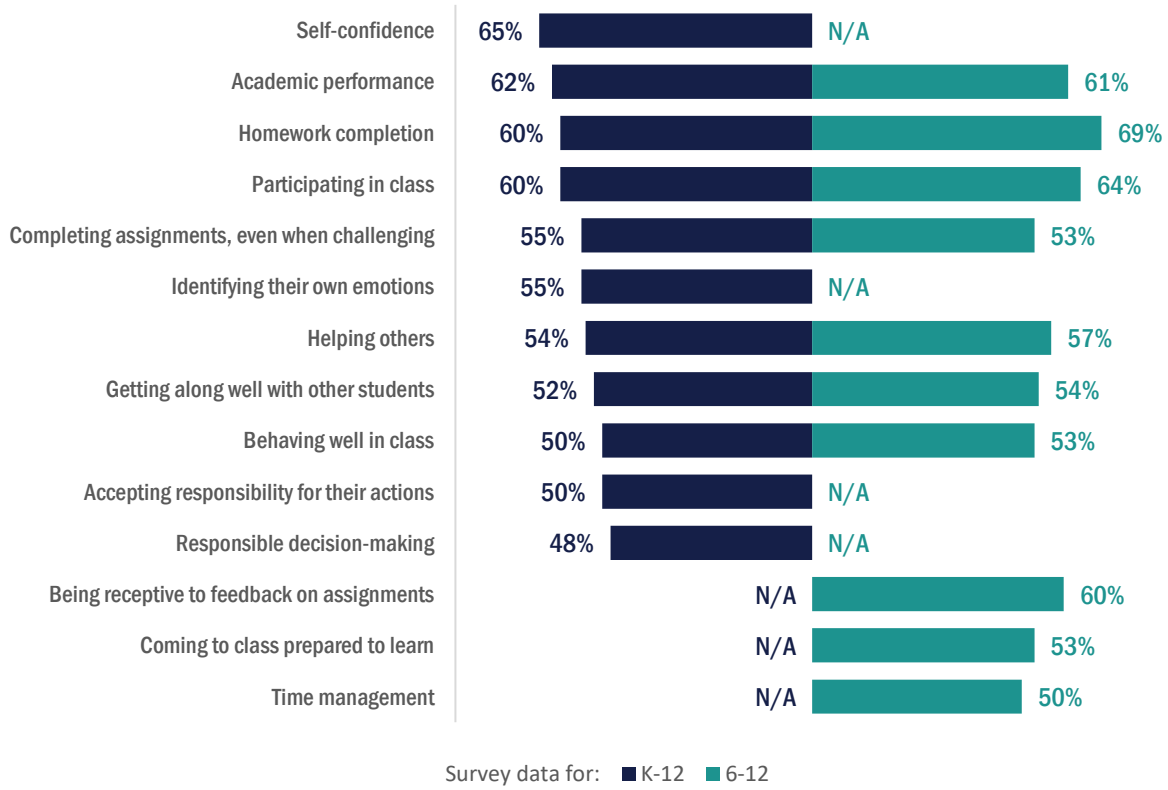


## Relationship Between School-Related Behaviors and 21st CCLC Participation

At the end of the school year, school day teachers were asked to report on the extent to which certain behaviors exhibited by a site's attendees improved or did not improve during the reporting period. Two survey instruments were available to grantees: a K-12 survey and a 6-12 grade survey (which included several items specifically designed for middle and high school students). In most cases, the majority of participants who attended 30 or more days and those attending 60 or more days were reported by teachers as improving on specific items.

**SCHOOL-RELATED BEHAVIORS:** At least 6 out of 10 participants attending 60+ days in the 21st CCLC program and identified as needing to improve their school-related behaviors were reported by their teacher as improving in self-confidence, academic performance, homework completion, and class participation for K-12 students and improving in homework completion, academic performance, class participation, and receptiveness to feedback for 6-12 students.

Figure xx: Teacher-Reported Improvement (K-12 Survey & 6-12 Survey)



# Summary of Indiana 21st CCLC Performance Measures

## Summary of Progress toward Performance Measure Targets: Grades K-12

Results from local 21st CCLC Executive Summaries were reviewed, and a state summary was compiled. Across all sites, the majority of performance measures were met. Sites were most likely to meet Family Engagement measures, followed by Social/Behavioral and Academic measures (see Background in sidebar).

Figure xxi: Percentage of Performance Measures Met – All Sites (Grades K-12)


**Academic Performance Measures (Grades K-12):** Across all sites, 75% of Academic performance measures were met (534/714). Within the Academic performance measures, all sites were required to include English/language arts and math grade measures. Across all sites, 75% of English/language arts grade measures (146/194) and 78% of math grade measures (151/193) were met.

**Social/Behavioral Performance Measures (Grades K-12):** Of the 427 Social/Behavioral performance measures set by sites, 77% (330/427) were met.

**Family Engagement (Grades K-12):** Across all sites, 93% of all Family Engagement performance measures (280/302) were met.

**Regularly Attending Participants (RAP) Targets (Grades K-12):** Over half (57%) of sites met their targets for regularly attending participants (RAP). To be a regularly attending participant for state reporting in 2021-2022, students must attend at least 30 days of school year programming.

Figure xxii: Percentage of Sites Meeting RAP Targets


## Approach

### Background

Beginning in 2019, Indiana's Performance Measurement Framework was revised to include a focus on Academic, Social/Behavioral, and Family Engagement outcomes. All 21st CCLC sites are required to track and report on performance measures in each of these areas. With the support of their local evaluator, grantees identify local assessment tools and create site-level performance measures and targets. All performance measures are approved by IDOE.

**Academic:** Example measures included the percentage of students earning a B or higher or increasing their English/language arts grade from fall to spring and the percentage of students improving academic performance as reported by classroom teachers.

**Social/Behavioral:** Example measures included the percentage of students reporting increased optimism about their school day and the percentage of students improving classroom behavior as reported by classroom teachers.

**Family Engagement:** Example measures included the percentage of parents attending school-sponsored family sessions and the percentage of parents reporting an increase in time spent reading with their child.

### Data Source

Data sources utilized by sites included, but were not limited to, report card grades, standardized test scores/proficiency, stakeholder surveys, and the IDOE Teacher Survey. Site-level results were reported in the Executive Summary of the yearly local evaluation reports required for each 21st CCLC grantee.

# Conclusions

The 2021-2022 evaluation of Indiana's 21st CCLC programs provides ongoing evidence of the relationship between high levels of participation in afterschool programming and improved outcomes for Indiana's youth. When examined in the context of prior evaluations, current results are consistent with trends that have emerged across over five years of evaluation. Moreover, these results suggest that while the COVID-19 pandemic may have restricted access to the program (as demonstrated in lower levels of statewide participation), benefits remained for students who were able to take advantage of 21st CCLC services. A summary of key conclusions and implications follows.

Descriptive analyses suggested a positive relationship between high levels of 21st CCLC participation and academic performance (e.g., ILEARN, reading and math grades), school day attendance, and school behavior. Findings appear to be strongest among students who attend 90 or more days. Moreover, participants who attend 21st CCLC programs for multiple years and attend at higher levels during those years (60 or more days each year) appear to have better academic and behavioral outcomes compared to those who attend less frequently. Relationships between high levels of attendance and academic performance were confirmed by matched-groups analyses, which showed that students attending at higher levels were more likely to pass and demonstrate growth on the ILEARN assessment. Moreover, the matched-groups analyses suggested evidence of a relationship between attendance in the program and fewer school disciplinary issues. Course completion results suggest that high school students may benefit from participation in the program, especially at higher levels and over multiple years.

# Considerations

The 2021-2022 evaluation of the Indiana 21st CCLC program highlights a number of promising findings associated with implementation of 21st CCLC programming. The current evaluation builds on prior findings. Many previous methods were continued, and enhancements were added to address new evaluation questions or increase rigor. While promising findings have been noted, several considerations should be taken into account when interpreting and utilizing results from this evaluation.

- **LIMITATIONS OF MATCHED-GROUPS AND DESCRIPTIVE ANALYSES:** As noted elsewhere in this report, while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). In addition, multiple descriptive analyses were conducted. This approach represents all 21st CCLC participants with available data and is useful for understanding overall program trends. However, when describing relationships between program participation and relevant outcomes, it is understood that these data do not imply causation.
- **LIMITATIONS OF AVAILABLE DATA:** Indiana requires grantees to enter program context, participation, and outcome information into a statewide web-based attendance system. For the 2021-2022 evaluation, this software tool was the TransAct/Cayen AfterSchool Software. The statewide evaluation was dependent on the veracity of data entered by grantees into the system. In some cases, data were not entered for participants (Table B1 in Appendix B), which limited

analyses. In other cases, the nature of the available information did not allow for meaningful study. For example, to ensure consistency in the type of data being used within analyses specific to English/language arts and math grades, only participants with traditional report card grades (i.e., A+ or A to F) were included; however, a portion of participants reported non-traditional report card information. Given variance in scales used and uncertainty in what the scales represented, these data were not included in analyses.

- **Contextualizing Effect Sizes:** Throughout the report, effect size estimates are provided to demonstrate the magnitude of differences between participant groups. To aid in the communication of these effects, multi-disciplinary guidelines for effect size interpretation were utilized where appropriate (see Appendix B: Methodology and Analysis). While these guidelines are utilized consistently across a variety of settings, it is also important to contextualize effect sizes contained in this report within the field of education. Kraft (2018) notes that in education settings, effects generally labeled "small" have been described as "of policy interest" (Hedges & Hedberg, 2007), "substantively important" (What Works Clearinghouse, 2014, p. 23), and "having educational significance" (Bloom et al., 2008).
- **Program Quality:** Results from the analyses suggested some statistically significant, positive differences between 21st CCLC participants attending with higher frequency compared to those attending less frequently; however, as noted, differences between these groups consisted of mostly small effect sizes. While these effects are similar to results from other studies, several studies that link program quality to youth outcomes should be considered (e.g., Durlak, Weissberg, & Pachan, 2010; Leos-Urbel, 2013; Naftzger et al., 2013; Shernoff, 2010). While the literature may suggest that program quality has some influence on student outcomes, the current evaluation does not differentiate between programs operating at higher quality compared to those operating at lower levels or control for program quality or a robust set of site-level characteristics in its analyses. Methods are proposed for subsequent evaluations that will better examine the relationships between quality and program outcomes.

# Program Context

# Program Context: 2021-2022

## 21st CCLC Locations

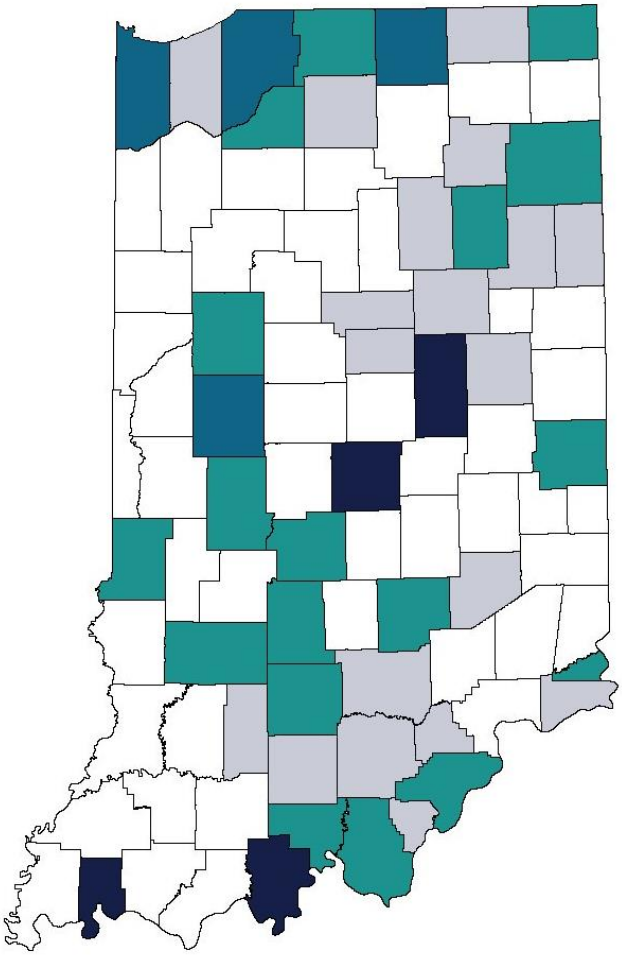
In 2021-2022, 71 grantees with a total of 198 sites (with attendees)[1] participated in the Indiana Department of Education's (IDOE) 21st Century Community Learning Centers (CCLC) program. 21st CCLC programs were offered in 45 Indiana counties.

These counties are highlighted in the map (Figure 1) based on the number of 21st CCLC participants in summer and school year programming:[2]

- 200 or fewer participants
- 201 – 500 participants
- 501 – 1,000 participants
- 1,001 or more participants

The counties with the highest volume of 21st CCLC participants included Marion (2,652), Perry (1,214), Madison (1,166), and Vanderburgh (1,044). Grant County and Whitley County were new to providing 21st CCLC programs in 2021-2022. For a complete listing of counties with student attendance, see Table C1 in Appendix C.

Figure 1: 21st CCLC Indiana Map 2021-2022



[1] Includes school year and summer-only sites.

[2] All data included within this section of the report were pulled from Indiana's 21st CCLC afterschool data management system (Cayen), with student duplicates removed.

# Grantees

Of Indiana's 71 grantees in 2021-2022, over half (54%) were a community-based organization and two of every five (38%) were a school district. Other types of organizations included charter schools and colleges/universities. Data are displayed in Figure 2. See Table C2 in Appendix C for additional details.

Figure 2: 21st CCLC Grantees 2021-2022


Of grantees are community-based organizations.

Of grantees are school districts.

# Activities

21st CCLC sites provide a variety of activity topics, including academic enrichment, career readiness, drug and violence prevention, educational activities, healthy and active lifestyles, literacy, and STEM – among many others. The activity topics with the greatest number of activities (which represents activity variety) across the 21st CCLC sites were well-rounded education activities and STEM activities. Sites reported the greatest number of average hours spent assisting students who were truant, suspended, or expelled and providing academic enrichment; this represents where participants spent most of their time.

Topics with more than 10 activities and their corresponding average number of days offered, average number of hours offered, and average hours per day are presented in Figure 3 below. Data include both school year and summer programming. Additional data are available in Table C3 of Appendix C.[3]

Figure 3: Activity Implementation 2021-2022

| | Number of Activities | Avg. Days Offered | Avg. Hours Offered | Avg. Hours/Day |
|---|---|---|---|---|
| Well-rounded Education Activities (e.g., credit recovery or attainment) | 1,557 | 34 | 45 | 1 hr 04 min |
| STEM | 864 | 34 | 50 | 1 hr 32 min |
| Healthy and Active Lifestyle | 739 | 41 | 51 | 1 hr 53 min |
| Academic Enrichment | 723 | 60 | 85 | 1 hr 20 min |
| Literacy Education | 444 | 48 | 74 | 1 hr 25 min |
| Career Competencies and Career Readiness | 353 | 34 | 45 | 0 hr 42 min |
| Drug and Violence Prevention and Counseling | 168 | 38 | 55 | 1 hr 30 min |
| Activities for English Learners | 128 | 21 | 27 | 1 hr 05 min |
| Assistance to Truant, Suspended, or Expelled Students | 26 | 70 | 96 | 1 hr 19 min |

[3] There were 270 activities that were missing data for their activity category (5%). Missing data are not included in the figure.

# Attendance

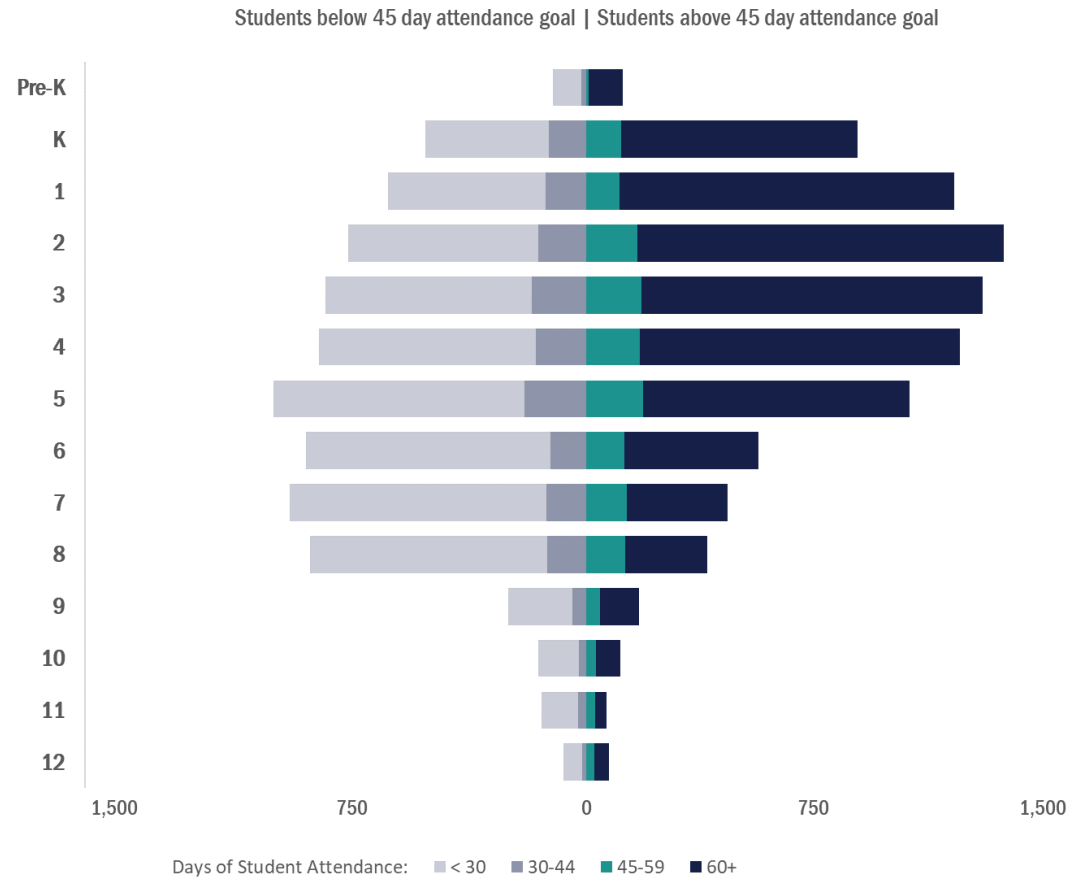
21st CCLC programs were available for participants enrolled in pre-kindergarten (pre-K) through 12th grade, with a total of 15,839 participating in 2021-2022. Likely influenced by the COVID-19 pandemic, there were over 6,600 fewer students in 2021-2022 than before the pandemic in 2019-2020. The number of students participating in each grade level ranged from the smallest group of 136 12th grade students to the largest group of 1,967 3rd grade students. The majority of 21st CCLC participants (77%) were in 1st through 7th grade.[4]

**15,839** Students were served by 21st CCLC programming in Indiana in during 2021-2022

Indiana's 2021-2022 data show that more than half of all participants in pre-K through 5th grade attended at least 45 days. In addition, more than half of students in kindergarten through 3rd grade attended for 60 or more days. For additional data, see Table C4 in Appendix C.

Figure 4: Student Attendance 2021-2022

More than half of all participants in pre-Kindergarten through 5th grade attended for at least 45 days.

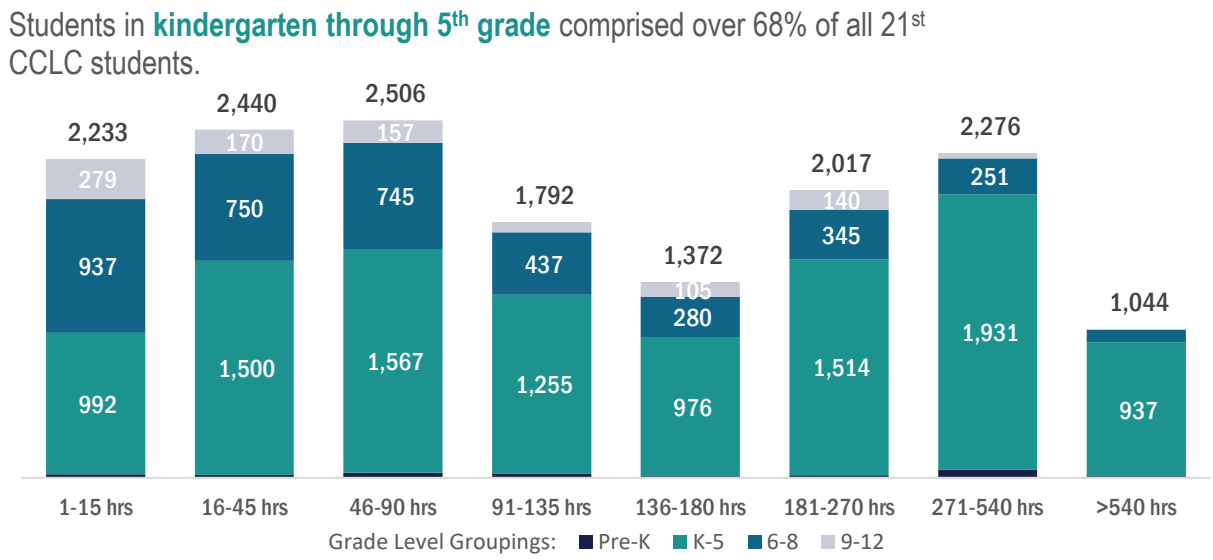



[4] Data entry for the 2021-2022 school year allowed student grade-level to be labeled as "unknown." As a result, grade level was unknown for 66 students (0.4%). Unknown students are not included in the figure.

## Hourly Attendance (GPRA Thresholds)

Another way to examine attendance trends is by looking at the breakdown of hourly student attendance by federally identified Government Performance and Results Modernization Act (GPRA) thresholds used for federal reporting. This includes grouping attendance by pre-defined hours ranges (e.g., 1-15 hours). The chart below highlights trends for Indiana's 21st CCLC students by GPRA ranges. These data mirror trends noted in Figure 4 on the previous page, including students in kindergarten through 5th grade comprising a large group of students (10,672; 68%) that also had higher rates of attendance in 21st CCLC programming (50% attended for 136 hours or more). The largest group of students (2,506) had an hourly attendance range of 46-90 hours, with students attending for 16-45 hours (2,440 students) being the second largest group. For additional data, see Table C5 in Appendix C.[5]

Figure 5: Student Attendance by GPRA Thresholds 2021-2022

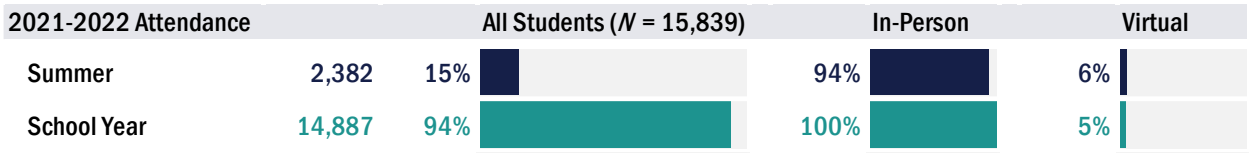



*Results below 100 students are not labeled due to space constraints.*

## Attendance by Term

Programming for 21st CCLC was provided throughout the 2021-2022 school year and during summer 2021. Of participating students (*N* = 15,839), the majority attended during the school year (14,887; 94%). Similarly, most students attended in-person programming, though virtual and hybrid (both in-person and virtual) formats were also offered. Data are displayed in the figure below with additional details in Tables C6-7 in Appendix C.

Figure 6: Attendance by Term 2021-2022




*Some programming was offered in a hybrid format where students participated both in-person and virtually.*

[5] Data for GRPA thresholds were missing for 159 students (1%). Missing data are not included in the figure.

## Attendance by Student Demographics

21st CCLC student attendance varied slightly depending on student demographic characteristics, such as race/ethnicity, eligibility for free/reduced lunch, or special education status. The figures that follow show student attendance trends by demographics, with further details in Tables C8-13 in Appendix C.[6]

Figure 7: Student Attendance by Race and Ethnicity 2021-2022

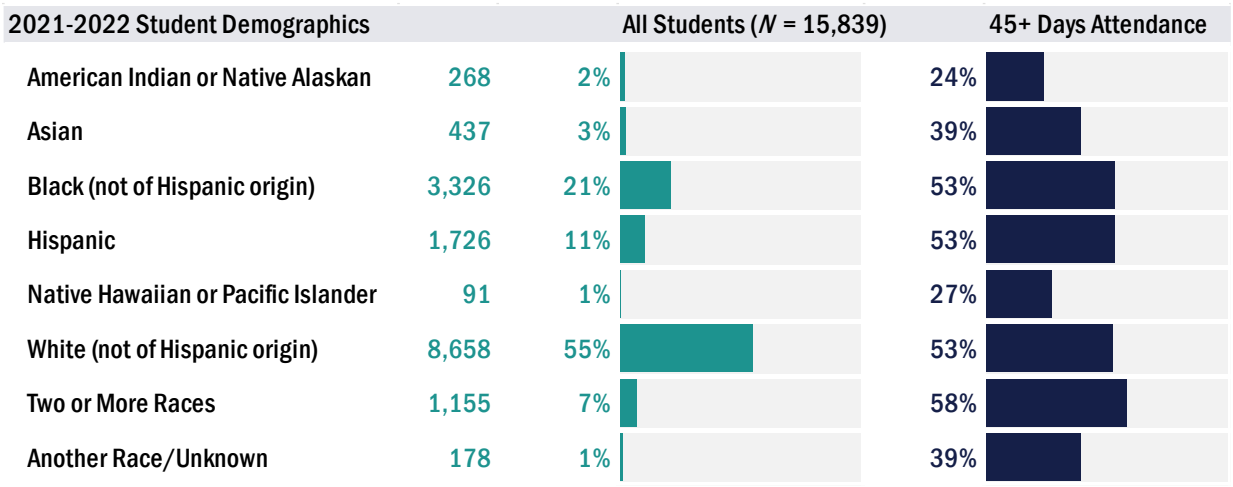
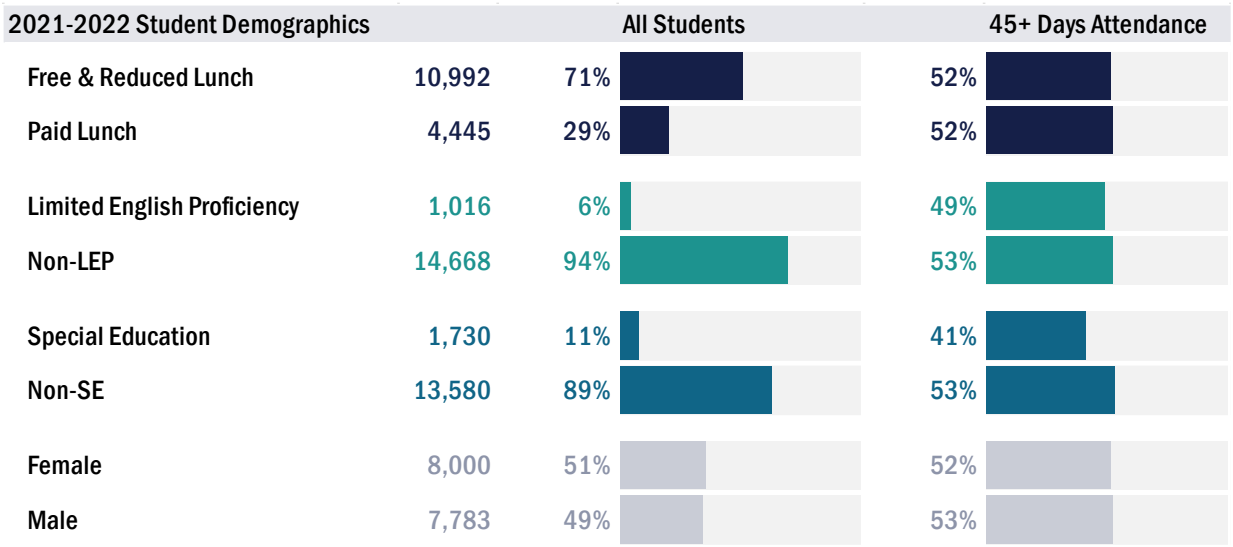



Figure 8: Student Attendance by Demographics 2021-2022




[6] Details for missing data in student demographics are available in Appendix C. Missing data are not included in Figure 8.

# Attendance Trends

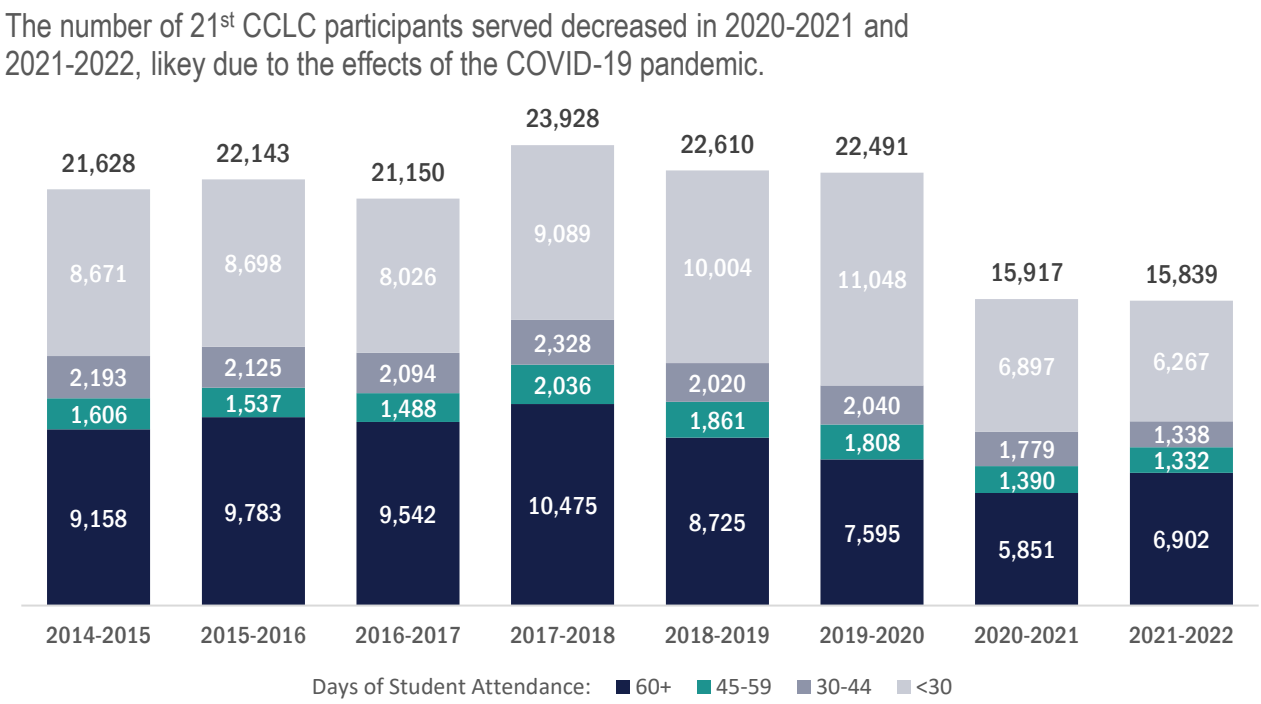
The COVID-19 pandemic likely impacted the number of students served in 2021-2022. Prior to the pandemic, the number of participants served annually by 21st CCLC programming had increased by over 980 participants from 2014-2015 to 2018-2019. The COVID-19 pandemic beginning in spring 2020 likely affected attendance totals in the 2019-2020, 2020-2021, and 2021-2022 school years. In 2020-2021, the number of 21st CCLC students decreased by over 6,570 students from the prior year (2019-2020). Again in 2021-2022, the number of 21st CCLC students remained lower than usual (6,652 students fewer than in 2019-2020).

Further, changes in the number of participants served may be attributed in part to differences in the number of sites funded by 21st CCLC in Cohort 6 (2014-2017), Cohort 7 (2015-2018), Cohort 8 (2018-2022), Cohort 9 (2019-2022), Cohort 10 (2021-2025), and Cohort 11 (2022-2026). The number of grantees funded under each of these cohorts varied, thereby influencing the availability of 21st CCLC programming across Indiana.

## Attendance by Year

Over the past eight years (2014-2015 through 2021-2022), 41% of students attended 60 or more days, and 59% attended at least 30 days. For additional data, see Table C14 in Appendix C.

Figure 9: Student Attendance by Year

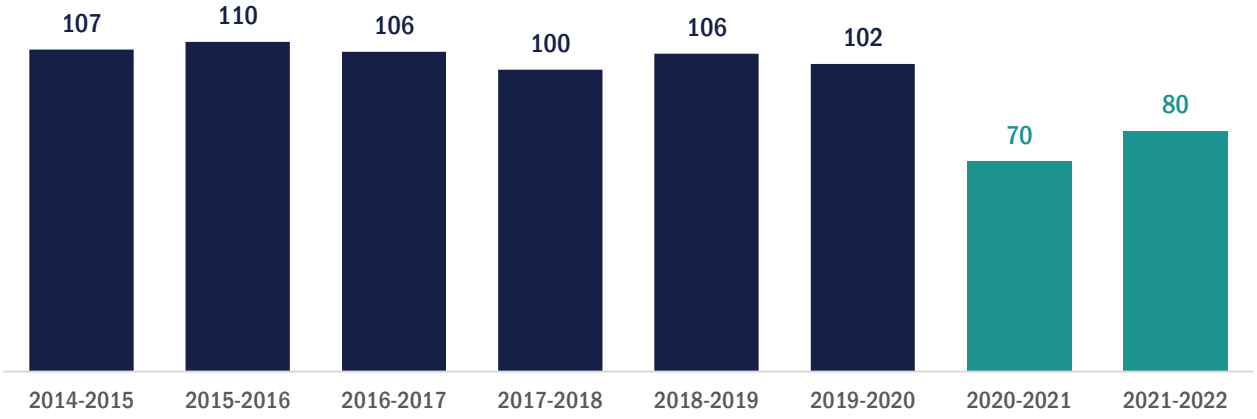



## Average Participants Per Site by Year

Over the previous six school years (2014-2015 through 2019-2020), the average number of participants per site has remained steady, with an average of 100 to 110 students being served per site each year. However, in the 2020-2021 and 2021-2022 school years, averages of 70 and 80 students were served per site, likely due to the effects of COVID-19. Further data are available in Table C15 in Appendix C.

Figure 10: Average Participants Per Site by Year

The **average number of 21st CCLC participants by site** remained at or above 100 until the **2020-2021 and 2021-2022 school years**.



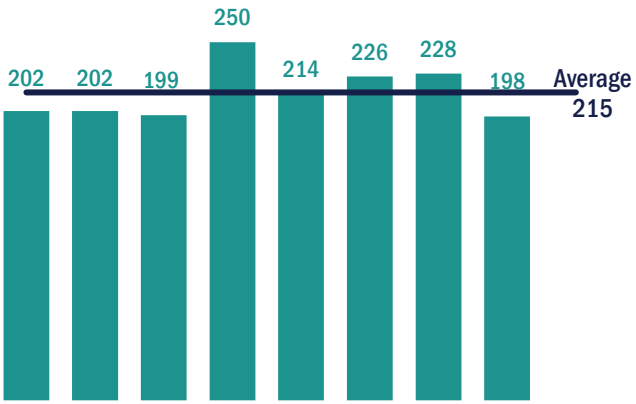

## Annual Participants and Sites by Year

Since the 2014-2015 school year, the number of 21st CCLC sites has remained relatively consistent, averaging 215 sites per school year with a minimum of 192 sites and maximum of 250 sites. Similarly, since 2014-2015, the number of 21st CCLC participants has remained relatively close to the average number of students (20,713 students). However, in 2020-2021 and 2021-2022, there were fewer students than in the previous years. This is a noticeable difference from the annual trends of the previous six school years, likely due to the impact of COVID-19. Additional student data are available in Table C16 in Appendix C.

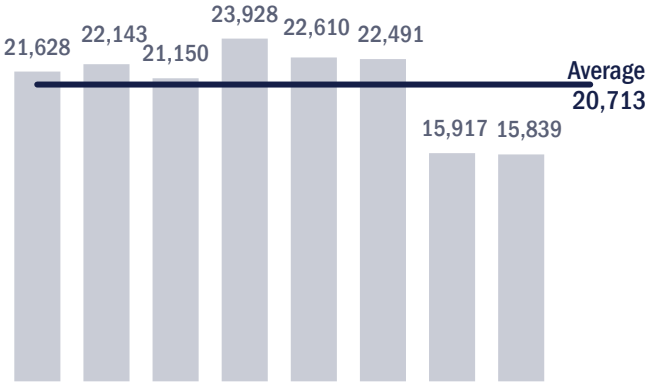
Figure 11: Annual Participants and Sites by Year

The number of **21st CCLC sites** and **21st CCLC participants** have stayed close to the average for every school year except 2020-2021 and 2021-2022 for 21st CCLC participants.

**21st CCLC Sites**
(2014-2015 through 2021-2022)




**21st CCLC Participants**
(2014-2015 through 2021-2022)



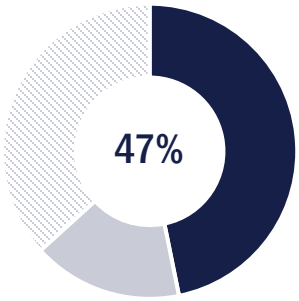
# Staff & Volunteers

**1,489** Individuals provided 21st CCLC programming to students in Indiana in 2021-2022

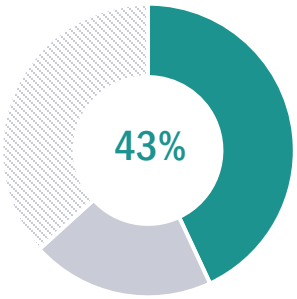
Over 1,480 individuals worked with 21st CCLC participants in 2021-2022. The largest number of staff/volunteers were not certified teaching staff (697; 47%) and were not school district employees (641; 43%). For staff with data, the majority had 1-5 years of out-of-school-time experience (380; 26%). For additional staff data, see Tables C17-19 in Appendix C.

Figure 12: 21st CCLC Staff & Volunteers 2012-2022

The majority of staff with data available were **not certified teachers** and **not school district employees**. Data were missing for about 2 of every 5 staff members.




**Of staff were not certified teachers**
(16% were certified teachers).

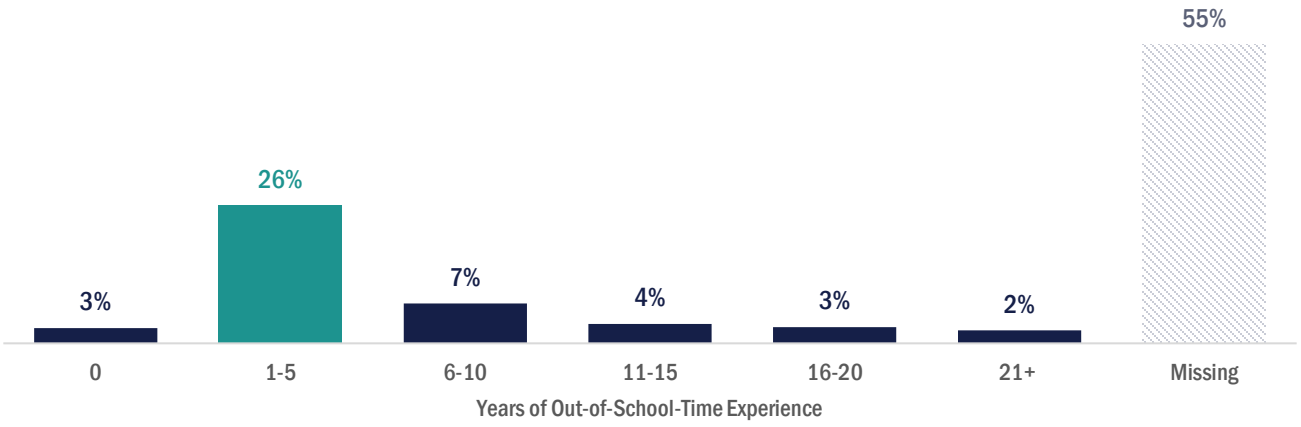



**Of staff were not school district employees**
(20% were school district employees).

*Shaded areas in the graph represent missing data.*

Figure 13: 21st CCLC Staff & Volunteers Experience 2021-2022

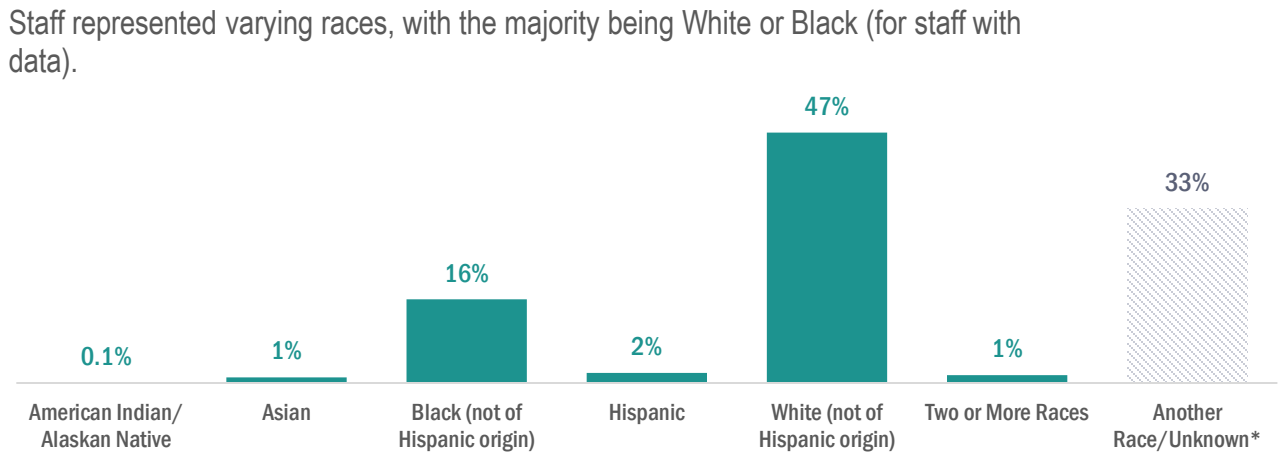
The majority of staff had **1-5 years of out-of-school-time experience**. (This is over half of staff members with data available.)



## Staffing Demographics

Around two of every three staff and volunteers (n = 998; missing = 33%) had data related to race and ethnicity, and 80% (n = 1,196; missing = 20%) had data related to sex. For those with data, approximately one of every two staff were White and not of Hispanic origin (47%), and two of every three staff were female (67%).

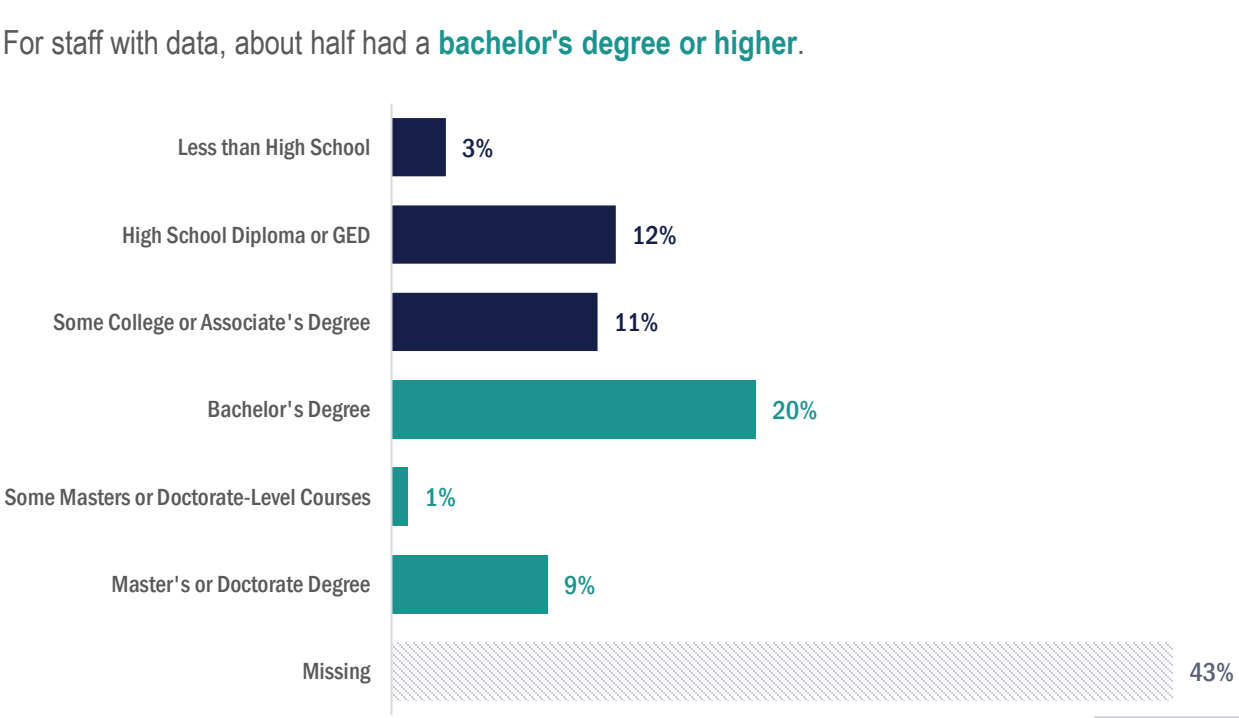
Figure 14: 21st CCLC Staff & Volunteer Demographics 2021-2022




**Another Race/Unknown includes staff/volunteers with missing race/ethnicity fields.*

Around 57% of staff and volunteers (n = 844; missing = 43%) had information about their highest level of educational attainment. Of those with data, about one of every two had a bachelor's degree or higher (53%). For additional staff and volunteer demographic data, see Tables C20-22 in Appendix C.

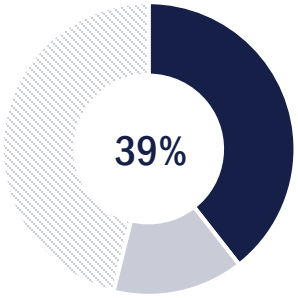
Figure 15: 21st CCLC Staff & Volunteer Educational Attainment 2021-2022



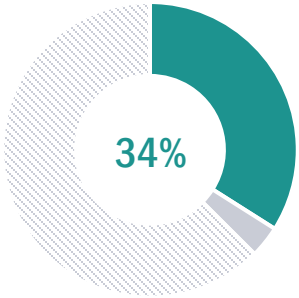
## Staff Wages

Around 54% of staff and volunteers (n=802; missing=46%) had data for full-time or part-time status and around 38% (n=558; missing=62%) had wage data. Of those with data, the majority were part-time and received hourly wages. For additional staff and volunteer wage data, see Tables C23-24 in Appendix C.

Figure 16: 21st CCLC Staff & Volunteer Status and Wages 2021-2022




**Of staff were part-time**
(14% were full-time).




**Of staff were houly**
(3% were salary or volunteers).

*Shaded areas in the graph represent missing data.*

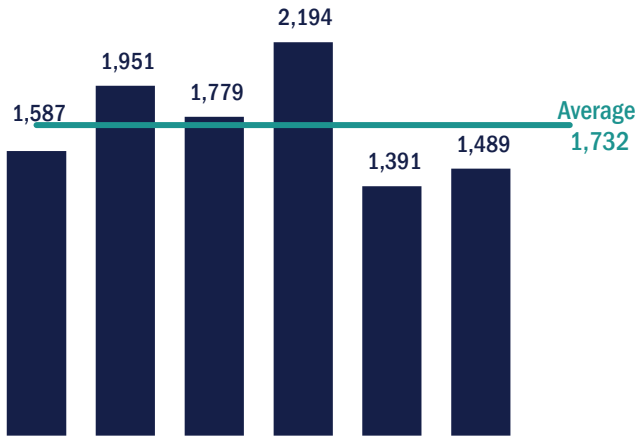
## Annual Staffing Trends

Since the 2016-2017 school year, the number of staff and volunteers has averaged 1,732 individuals per year. The 2019-2020 school year had the greatest number of staff and volunteers with 2,194 individuals. The 2021-2022 school year saw a decrease of over 800 staff and volunteers from the year prior. Staffing numbers slightly increased in 2021-2022 (98 more staff). Data are available in Table C25 in Appendix C.

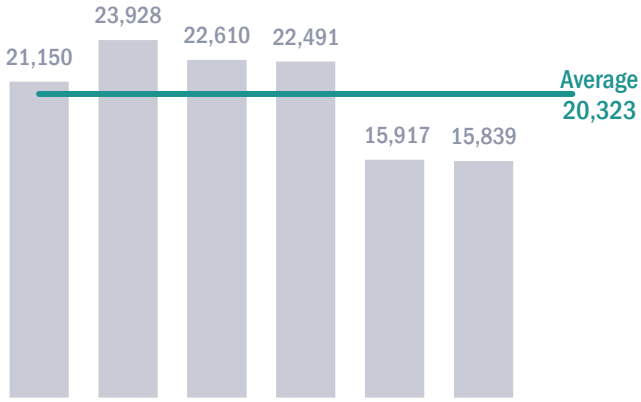
Figure 17: 21st CCLC Staff & Volunteers by Year

The number of **21st CCLC staff and volunteers** and 21st CCLC participants have stayed close to the average for every school year except 2020-2021 and 2021-2022.

**21st CCLC Staff & Volunteers**
(2016-2017 through 2021-2022)




21st CCLC Participants
(2016-2017 through 2021-2022)



# Descriptive Analysis

# Descriptive Analysis: State Assessment and 21st CCLC Participation

## State Assessment

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic outcomes as measured by Indiana's state assessment, the Indiana Learning Evaluation Assessment Readiness Network (ILEARN). Beginning in 2019, ILEARN is completed annually to measure student mastery of basic skills. Including both a written and multiple-choice assessment, ILEARN is completed each spring by students in grades 3-8. As described below, the main descriptive analyses examined proficiency levels. Average scale scores for each grade level are reported in Appendix B and in the matched-groups analyses.

| | |
|---|---|
| **Indiana Learning Evaluation Assessment Readiness Network (ILEARN)** | ILEARN: Indiana Learning Evaluation Assessment Readiness Network (ILEARN) data were utilized to examine academic achievement in English/language arts and math for grades 3-8. ILEARN was administered in the spring of 2022. All data were provided by IDOE. ILEARN scale scores, growth (based on student growth percentile (SGP)), and proficiency levels were reported. Given the nature of the ILEARN scaling, comparisons of mean scores were presented independently by grade level (see Appendix B). Proficiency levels were provided by IDOE. |

# English/Language Arts ILEARN Proficiency by 21st CCLC Participation

The percentage of 21st CCLC participants who scored at or above proficiency on the ILEARN English/Language Arts was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 18: Student Attendance Gradations by English/Language Arts ILEARN Proficiency – 2021-2022

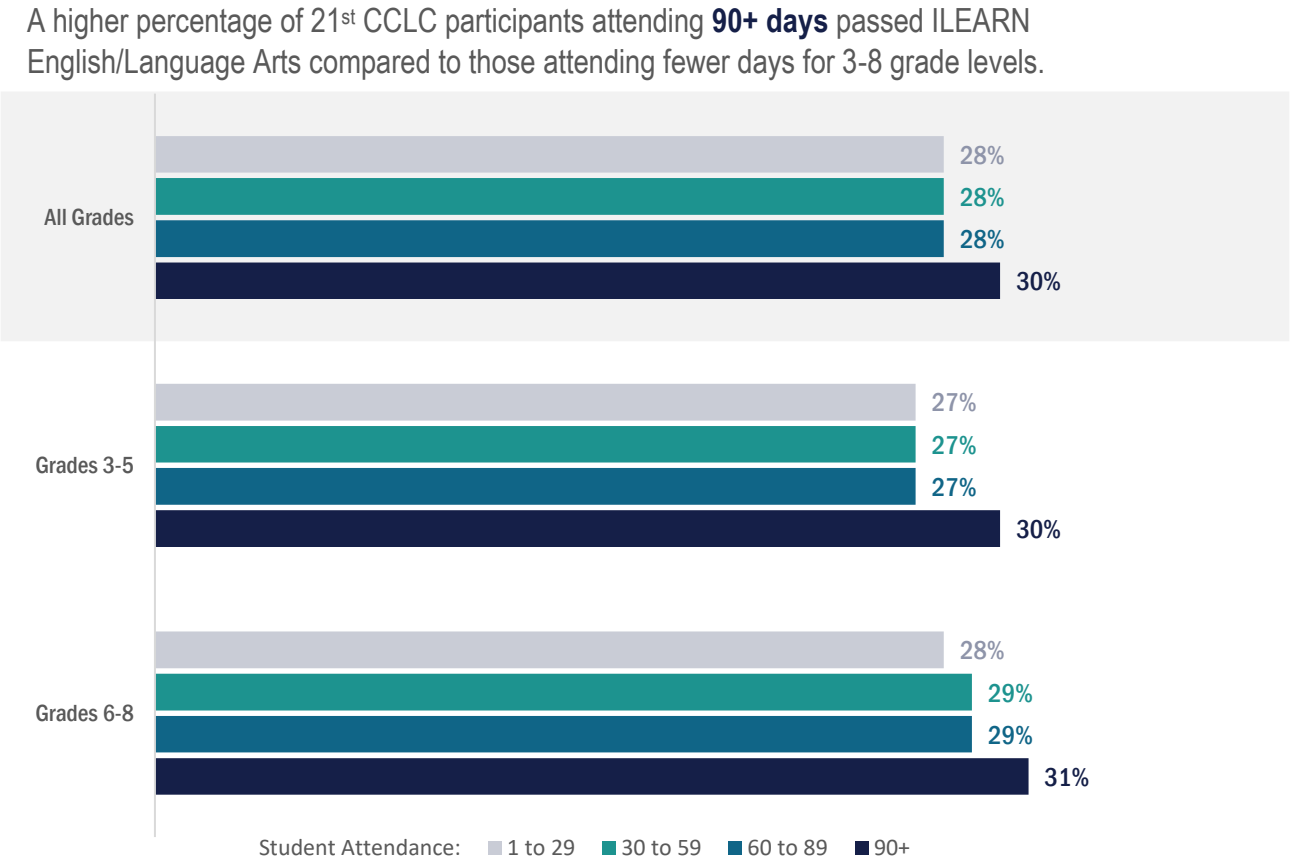



Table 1: Student Attendance Gradations by English/Language Arts ILEARN Proficiency – 2021-2022

*English/Language Arts: Percentage of 21st CCLC participants passing ILEARN*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades (3-8) | 641/2312 | 28% | 289/1037 | 28% | 174/630 | 28% | 433/1425 | 30% |
| 3-5 | 257/939 | 27% | 153/562 | 27% | 104/388 | 27% | 335/1104 | 30% |
| 6-8 | 384/1373 | 28% | 136/475 | 29% | 70/242 | 29% | 98/321 | 31% |

# Math ILEARN Proficiency by 21st CCLC Participation

The percentage of 21st CCLC participants who scored at or above proficiency on the ILEARN Math was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 19: Student Attendance Gradations by Math ILEARN Proficiency – 2021-2022

A higher percentage of 21st CCLC participants attending **90+ days** passed ILEARN Math compared to those attending fewer days for 3-8 grade levels.

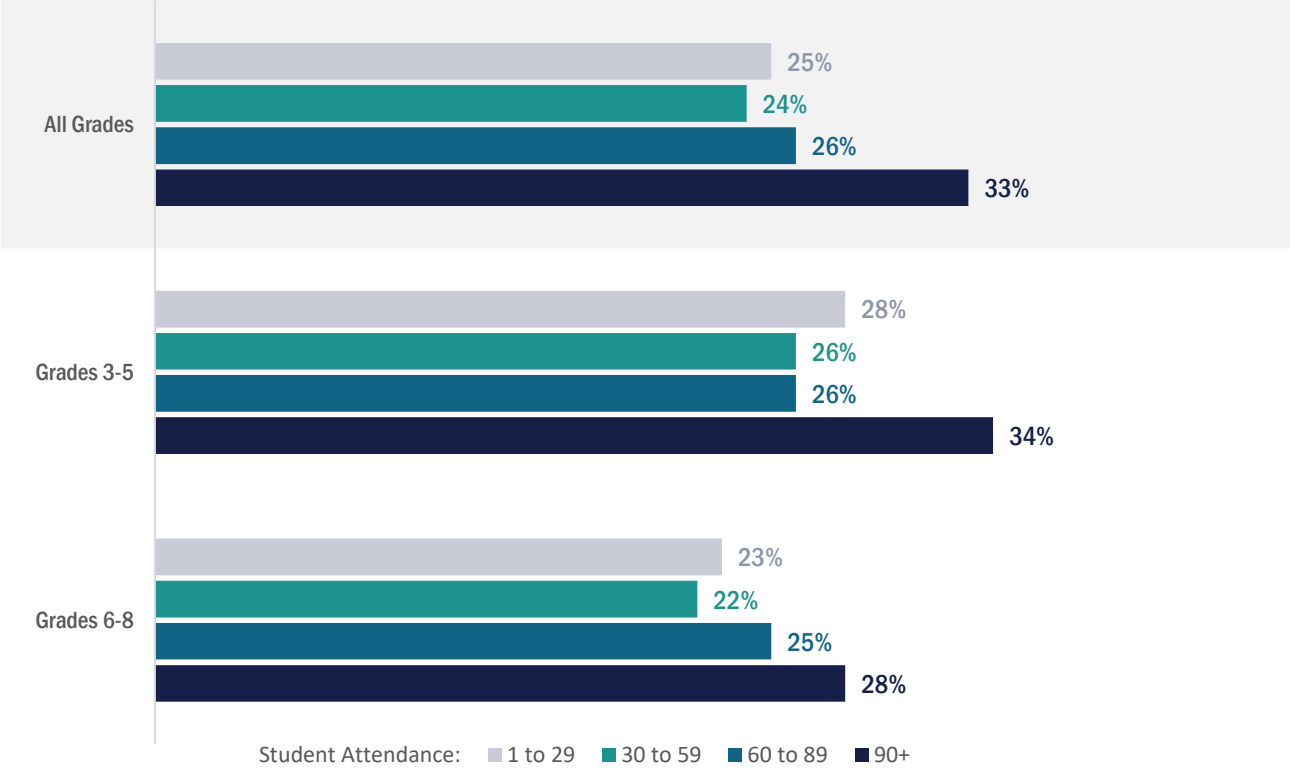



Table 2: Student Attendance Gradations by ILEARN Math Proficiency – 2021-2022

*Math: Percentage of 21st CCLC participants passing ILEARN*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades (3-8)[a] | 585/2301 | **25%** | 247/1032 | **24%** | 161/625 | **26%** | 462/1420 | **33%** |
| 3-5[a] | 264/931 | **28%** | 144/558 | **26%** | 101/385 | **26%** | 374/1100 | **34%** |
| 6-8 | 321/1370 | **23%** | 103/474 | **22%** | 60/240 | **25%** | 88/320 | **28%** |

[a] Statistically significant association.

# English/Language Arts ILEARN Growth by 21st CCLC Participation

The percentage of 21st CCLC participants (grades 4 to 8) with a student growth percentile (SGP) greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) on the ILEARN English/Language Arts was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 20: Student Attendance Gradations by English/Language Arts ILEARN Growth – 2021-2022

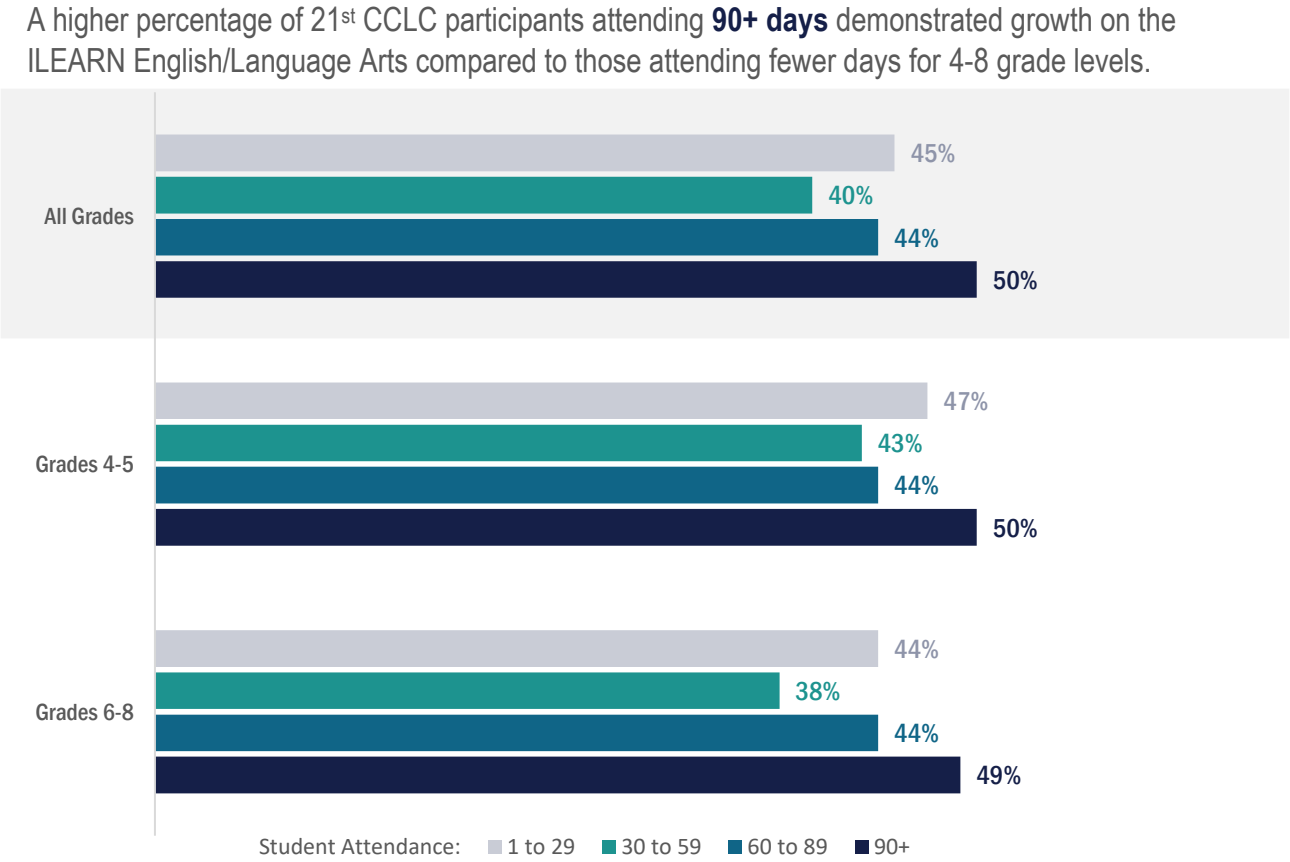



Table 3: Student Attendance Gradations by English/Language Arts ILEARN Growth – 2021-2022

*English/Language Arts: Percentage of 21st CCLC participants demonstrating growth (SGP ≥ 50) on ILEARN*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades (4-8)[a] | 1210/2705 | 45% | 483/1196 | 40% | 339/776 | 44% | 781/1578 | 50% |
| 4-5[a] | 477/1023 | 47% | 247/580 | 43% | 182/415 | 44% | 556/115 | 50% |
| 6-8[a] | 733/1682 | 44% | 236/616 | 38% | 157/361 | 44% | 225/463 | 49% |

[a] Statistically significant association.

# Math ILEARN Growth by 21st CCLC Participation

The percentage of 21st CCLC participants (grades 4 to 8) with an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) on the ILEARN Math was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 21: Student Attendance Gradations by Math ILEARN Growth – 2021-2022

A higher percentage of 21st CCLC participants attending **90+ days** demonstrated growth on the ILEARN Math compared to those attending fewer days for 4-8 grade levels.

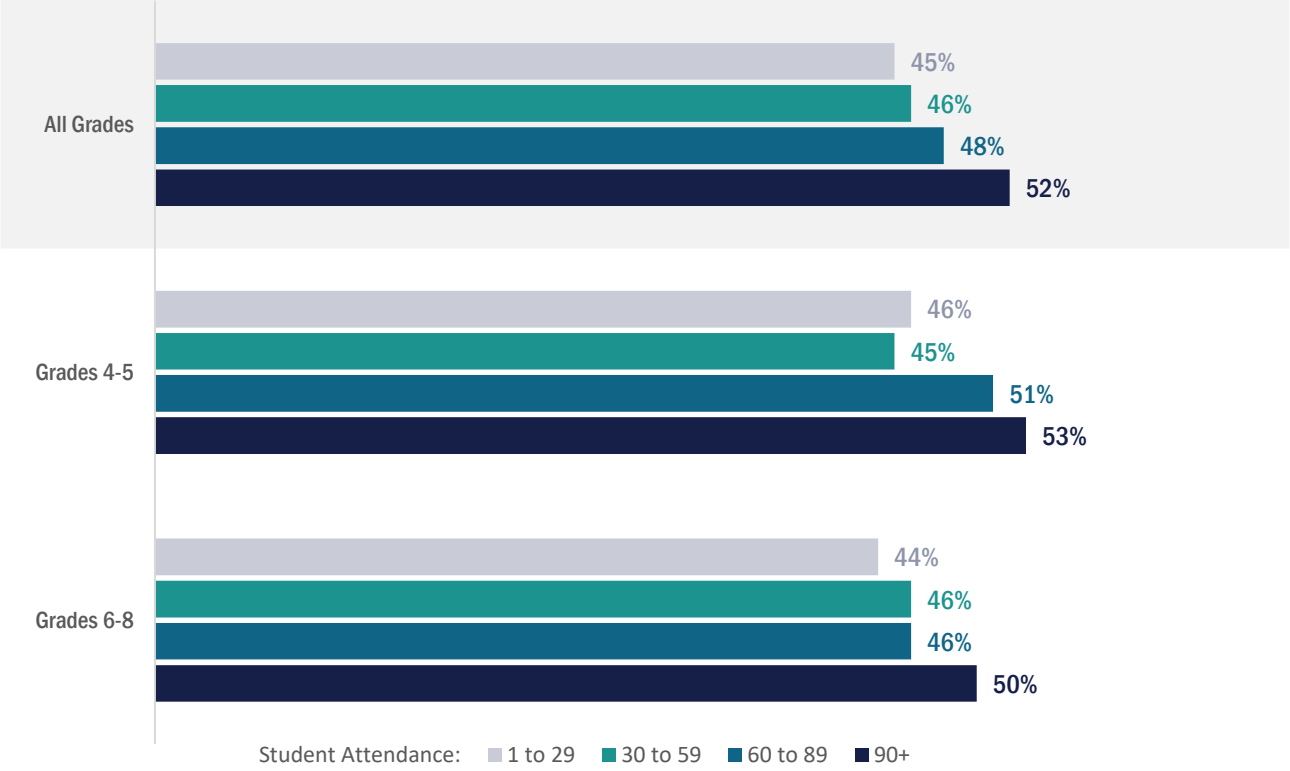



Table 4: Student Attendance Gradations by ILEARN Math Growth – 2021-2022

*Math: Percentage of 21st CCLC participants demonstrating growth (SGP ≥ 50) on ILEARN*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades (4-8)[a] | 1202/2701 | **45%** | 545/1191 | **46%** | 373/774 | **48%** | 814/1573 | **52%** |
| 4-5[a] | 466/1019 | **46%** | 261/579 | **45%** | 209/414 | **51%** | 586/1113 | **53%** |
| 6-8 | 736/1682 | **44%** | 284/612 | **46%** | 164/360 | **46%** | 228/460 | **50%** |

[a] Statistically significant association.

# Descriptive Analysis: Report Card Grade Performance and 21st CCLC Participation

## Indiana Academic Progress Indicators

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic outcomes. Beginning in 2018-2019, Indiana adopted an outcome measurement framework whereby grantees are required to submit an academic performance measure based on improvement and attainment of math and English/language arts grades from fall to spring. Consistent with this approach, the following academic progress indicators for grantees with traditional report card grades (e.g., A through F, A+ through F) were examined across various levels of program participation:

### High Academic/Growth Progress Indicator

Percentage of 21st CCLC participants earning a B or better or increasing their grade from fall to spring

→ Participants who improved their grade by at least one letter grade from the fall to spring semester or received a B or higher in the final grading period

### Satisfactory Academic/Growth Progress Indicator

Percentage of 21st CCLC participants earning a C or better or increasing their grade from fall to spring

→ Participants who improved their grade by at least one letter grade from the fall to spring semester or received a C or higher in the final grading period

# English/Language Arts: High Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who earned a B or better as their final spring grade or improved their English/language arts grade from the fall to the spring semester (*High Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 22: Student Attendance Gradations by English/Language Arts B or Better or Improving Grade – 2021-2022

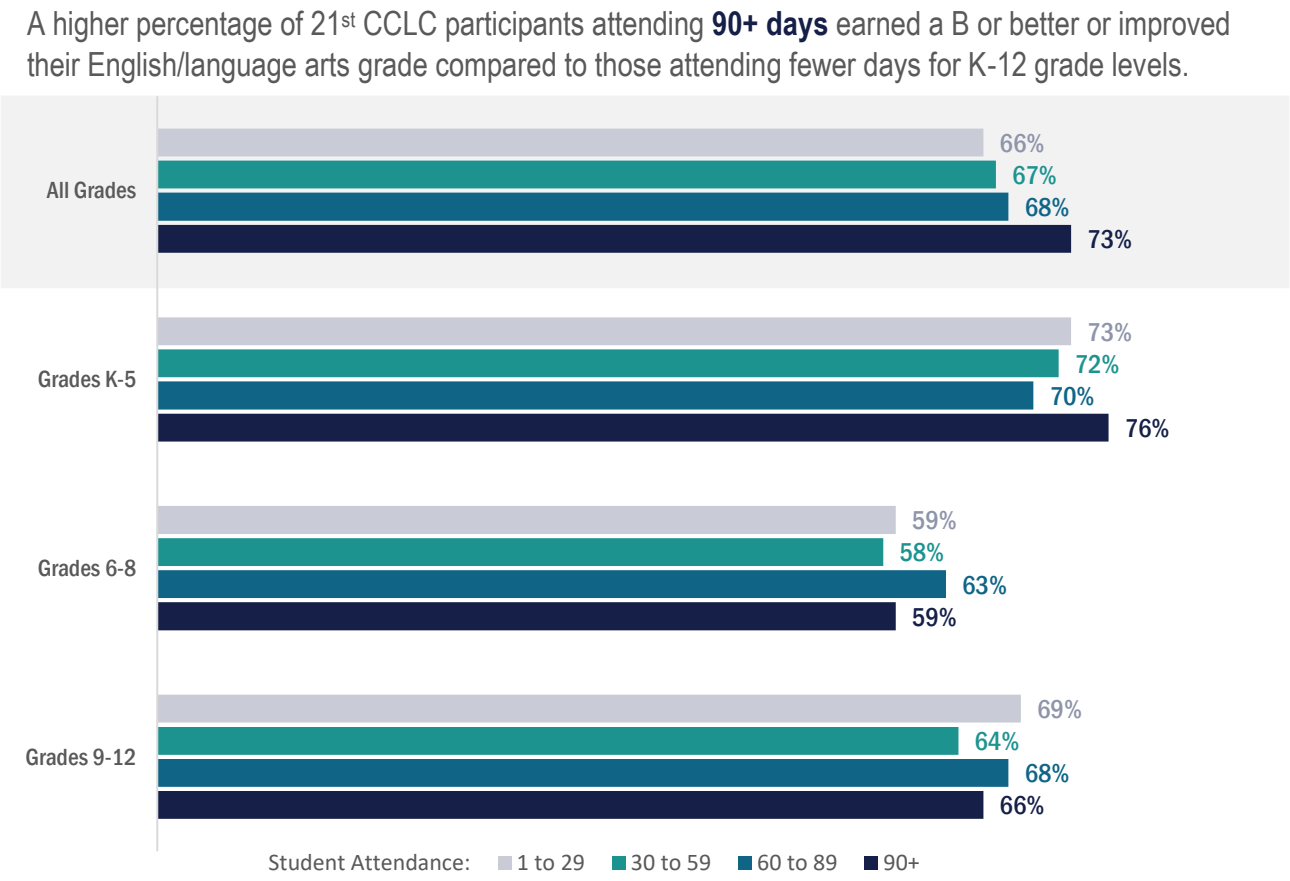



Table 5: Student Attendance Gradations by English/Language Arts B or Better or Increasing Grade – 2021-2022

***English/Language Arts: Percentage of 21st CCLC participants earning a B or better or improving their grade from fall to spring***

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 1608/2420 | **66%** | 949/1427 | **67%** | 777/1137 | **68%** | 1853/2531 | **73%** |
| K-5[a] | 835/1146 | **73%** | 595/831 | **72%** | 502/713 | **70%** | 1592/2096 | **76%** |
| 6-8 | 629/1065 | **59%** | 260/448 | **58%** | 171/272 | **63%** | 218/370 | **59%** |
| 9-12 | 114/209 | **69%** | 94/148 | **64%** | 104/152 | **68%** | 43/65 | **66%** |

[a] Statistically significant association.

# Math: High Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who received a B or higher as their final spring grade or improved their math grade from the fall to the spring semester (*High Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 23: Student Attendance Gradations by Math B or Better or Improving Grade – 2021-2022

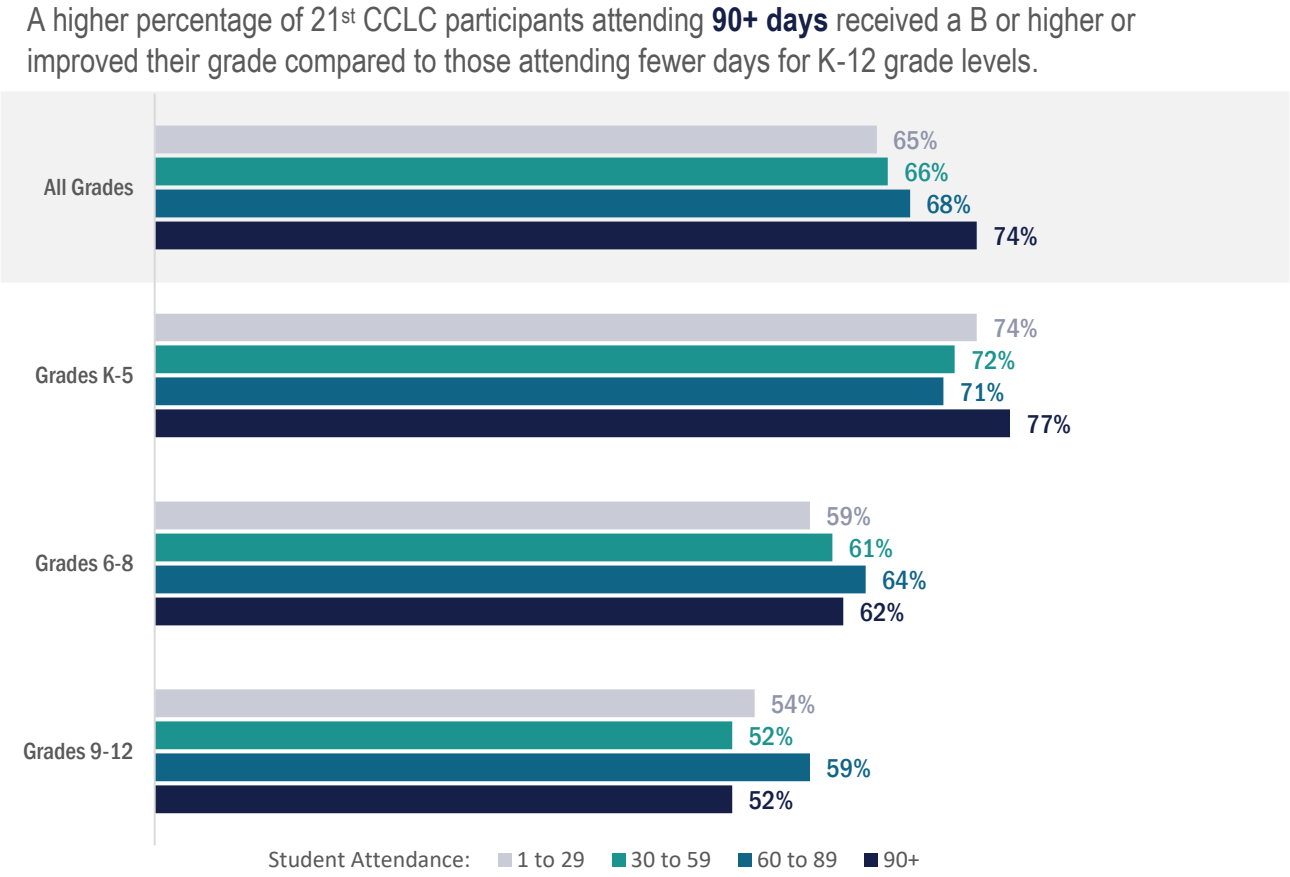



Table 6: Student Attendance Gradations by Math B or Better – 2021-2022

*Math: Percentage of 21st CCLC participants earning a B or better or improving their grade from fall to spring*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 1414/2167 | **65%** | 922/1393 | **66%** | 768/1133 | **68%** | 1845/2480 | **74%** |
| K-5[a] | 740/1001 | **74%** | 588/822 | **72%** | 510/718 | **71%** | 1592/2059 | **77%** |
| 6-8 | 565/963 | **59%** | 261/430 | **61%** | 169/264 | **64%** | 221/359 | **62%** |
| 9-12 | 109/203 | **54%** | 73/141 | **52%** | 89/151 | **59%** | 32/62 | **52%** |

[a] Statistically significant association.

# English/Language Arts: Satisfactory Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who earned a C or better as their final grade or improved their English/language arts grade from the fall to the spring semester (*Satisfactory Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 24: Student Attendance Gradations by English/Language Arts C or Better or Improving Grade – 2021-2022

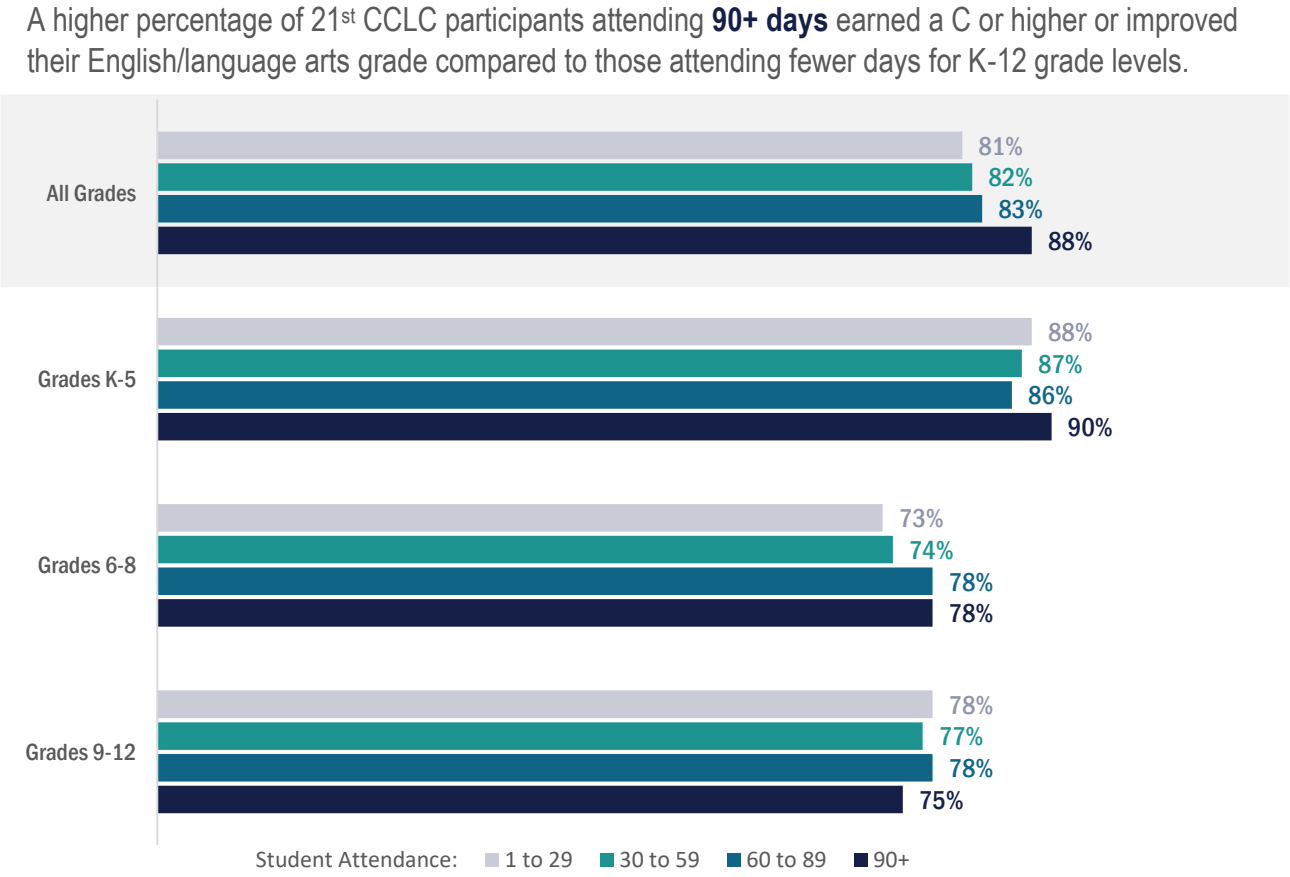



Table 7: Student Attendance Gradations by English/Language Arts C or Better – 2021-2022

*English/Language Arts: Percentage of 21st CCLC participants earning a C or better or improving their grade from fall to spring*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 1950/2420 | 81% | 1171/1427 | 82% | 945/1137 | 83% | 2228/2531 | 88% |
| K-5[a] | 1011/1146 | 88% | 726/831 | 87% | 614/713 | 86% | 1890/2096 | 90% |
| 6-8 | 777/1065 | 73% | 331/448 | 74% | 212/272 | 78% | 289/370 | 78% |
| 9-12 | 162/209 | 78% | 114/148 | 77% | 119/152 | 78% | 49/65 | 75% |

[a] Statistically significant association.

# Math: Satisfactory Academic/Growth Progress Indicator by 21st CCLC Participation

The percentage of 21st CCLC participants who earned a C or better as their final grade or improved their math grade from the fall to the spring semester (*Satisfactory Academic/Growth Progress Indicator*) was calculated for participants and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 25: Student Attendance Gradations by Math C or Better or Improving Grade – 2021-2022

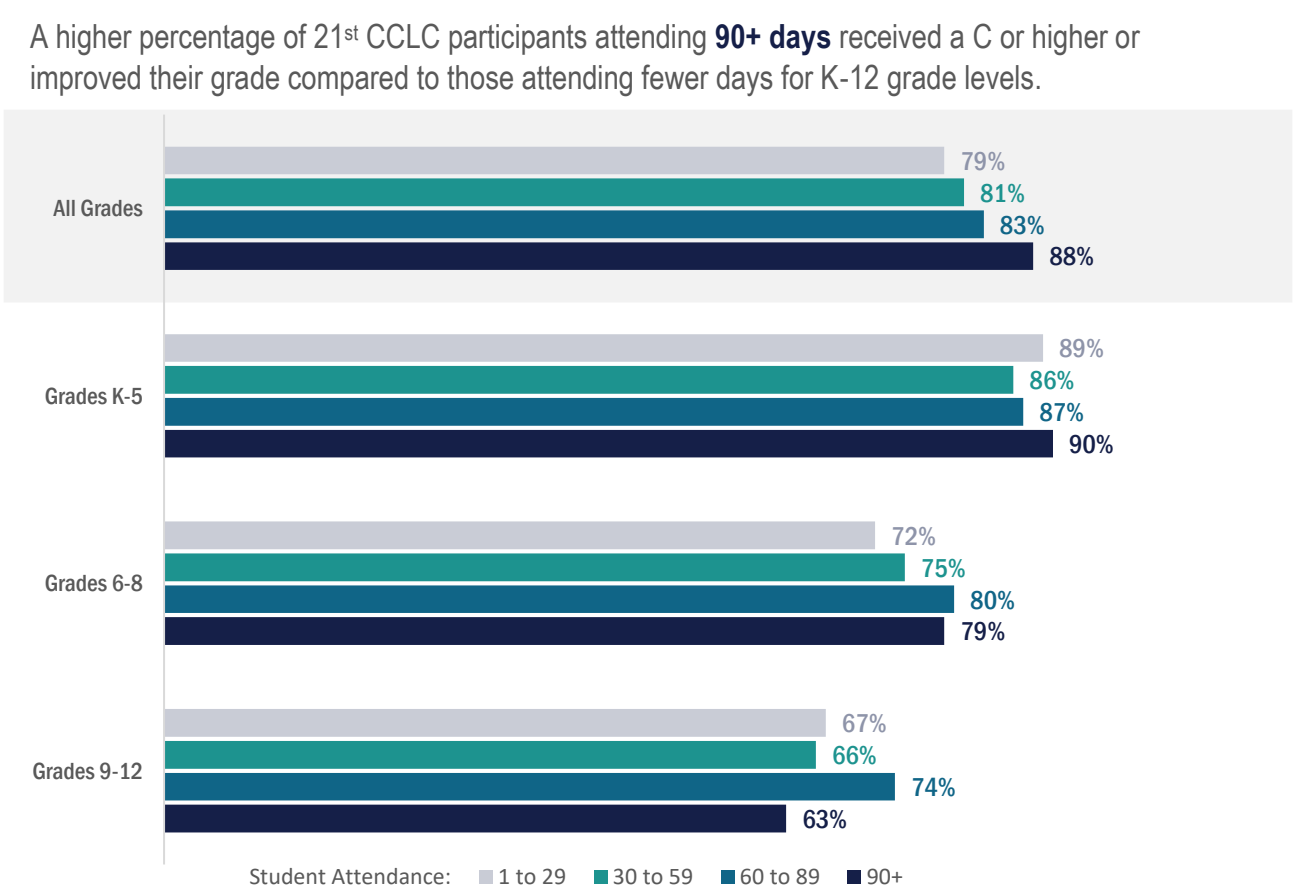



Table 8: Student Attendance Gradations by Math C or Better or Improving Grade – 2021-2022

*Math: Percentage of 21st CCLC participants earning a C or better or improving their grade from fall to spring*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 1720/2167 | **79%** | 1124/1393 | **81%** | 944/1133 | **83%** | 2185/2480 | **88%** |
| K-5[a] | 887/1001 | **89%** | 709/822 | **86%** | 621/718 | **87%** | 1861/2059 | **90%** |
| 6-8[a] | 697/963 | **72%** | 322/430 | **75%** | 211/264 | **80%** | 285/359 | **79%** |
| 9-12 | 136/203 | **67%** | 93/141 | **66%** | 112/151 | **74%** | 39/62 | **63%** |

[a] Statistically significant association.

# Descriptive Analysis: Average Final Grades and 21st CCLC Participation

## Average Final Grades

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic outcomes as measured by average English/language arts and math grades. Based on participants' English/language arts and math final grades from spring 2022, average grades were calculated as follows:

| | |
|---|---|
| **Average final report card grade** | An average grade was calculated for all students who had grades entered on an A to F scale. Grades were recoded to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). In some cases, centers also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale. |

# English/Language Arts: Average Spring Final Grade by 21st CCLC Participation

Participants' average English/language arts grades were calculated based on the final spring grade and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days). Grades could range from 0 (F) to 4 (A) with most scores falling between 2 (C) and 4 (A).

There was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p = .001$).

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-5 ($p = .001$). The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 30-59 days ($p < .05$) and 60-89 days ($p < .05$).

Figure 26: Student Attendance Gradations by Average English/Language Arts Final Spring Grade – 2021-2022

For K-12, 21st CCLC participants attending **90+ days** had higher average English/language arts grades in spring 2022 compared to 1-29 days, 30-59 days, and 60-89 days.

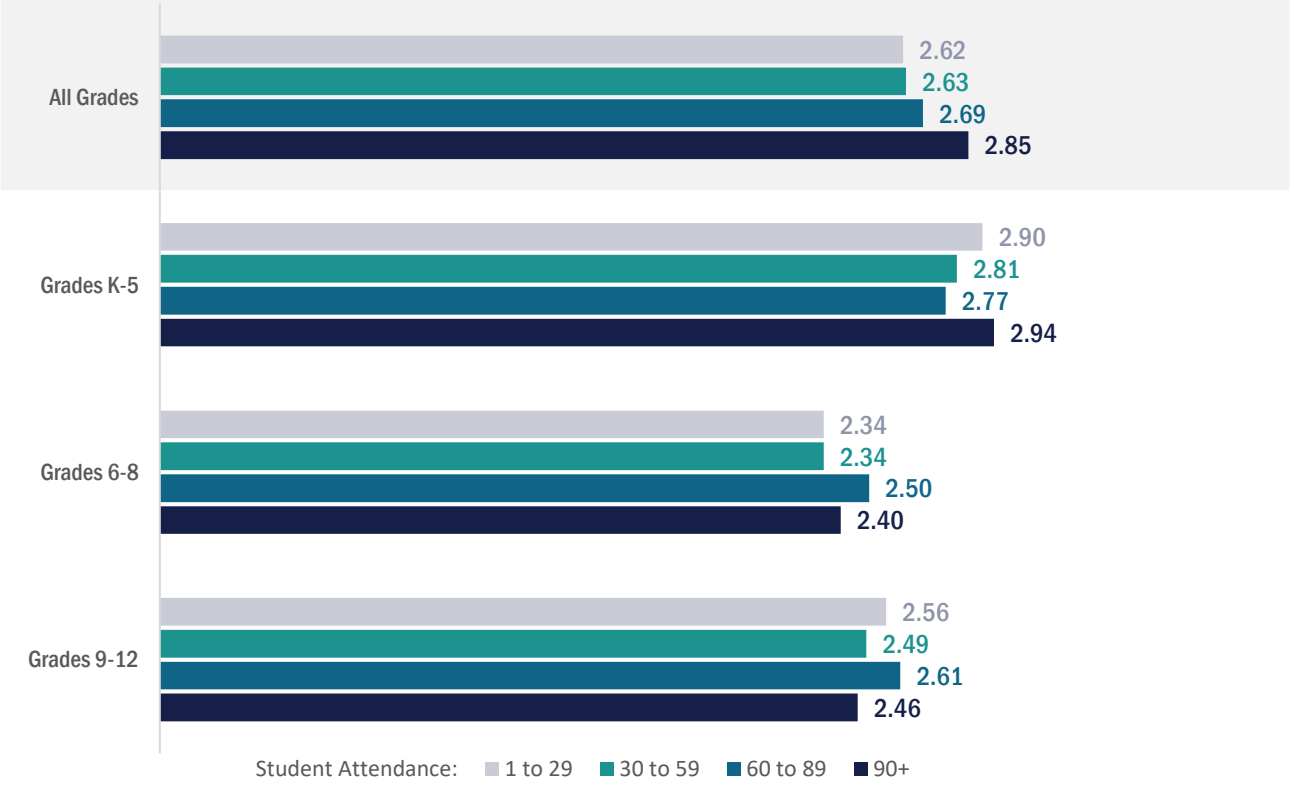



Table 9: Student Attendance Gradations by English/Language Arts Average Final Spring Grade – 2021-2022

*English/Language Arts: Percentage of 21st CCLC participants by average final grades*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | | N |
|---|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean | |
| All Grades[a] | 2420 | **2.62** | 1427 | **2.63** | 1137 | **2.69** | 2531 | **2.85** | 7515 |
| K-5[a] | 1146 | **2.90** | 831 | **2.81** | 713 | **2.77** | 2096 | **2.94** | 4786 |
| 6-8 | 1065 | **2.34** | 448 | **2.34** | 272 | **2.50** | 370 | **2.40** | 2155 |
| 9-12 | 209 | **2.56** | 148 | **2.49** | 152 | **2.61** | 65 | **2.46** | 574 |

[a] Statistically significant.

# Math: Average Spring Final Grade by 21st CCLC Participation

Participants' average math grades were calculated based on the final spring grade and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days). Grades could range from 0 (F) to 4 (A) with most scores falling between 2 (C) and 4 (A).

There was a significant relationship between afterschool attendance frequency and final average math grade for grades K-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 60-89 days had significantly higher final grades on average compared to students attending 1-29 days ($p = .03$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades K-5 ($p < .001$). The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p = .03$), 30-59 days ($p < .001$), and 60-89 days ($p = .002$). Effect sizes were small.

Moreover, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 6-8 ($p = .04$). The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades 6-8.

Figure 27: Student Attendance Gradations by Math Average Final Spring Grade – 2021-2022

21st CCLC participants attending **90+ days** had higher average math grades in spring 2022 compared to students attending 1-29 days, 30-59 days, and 60-89 days for all grades K-12.

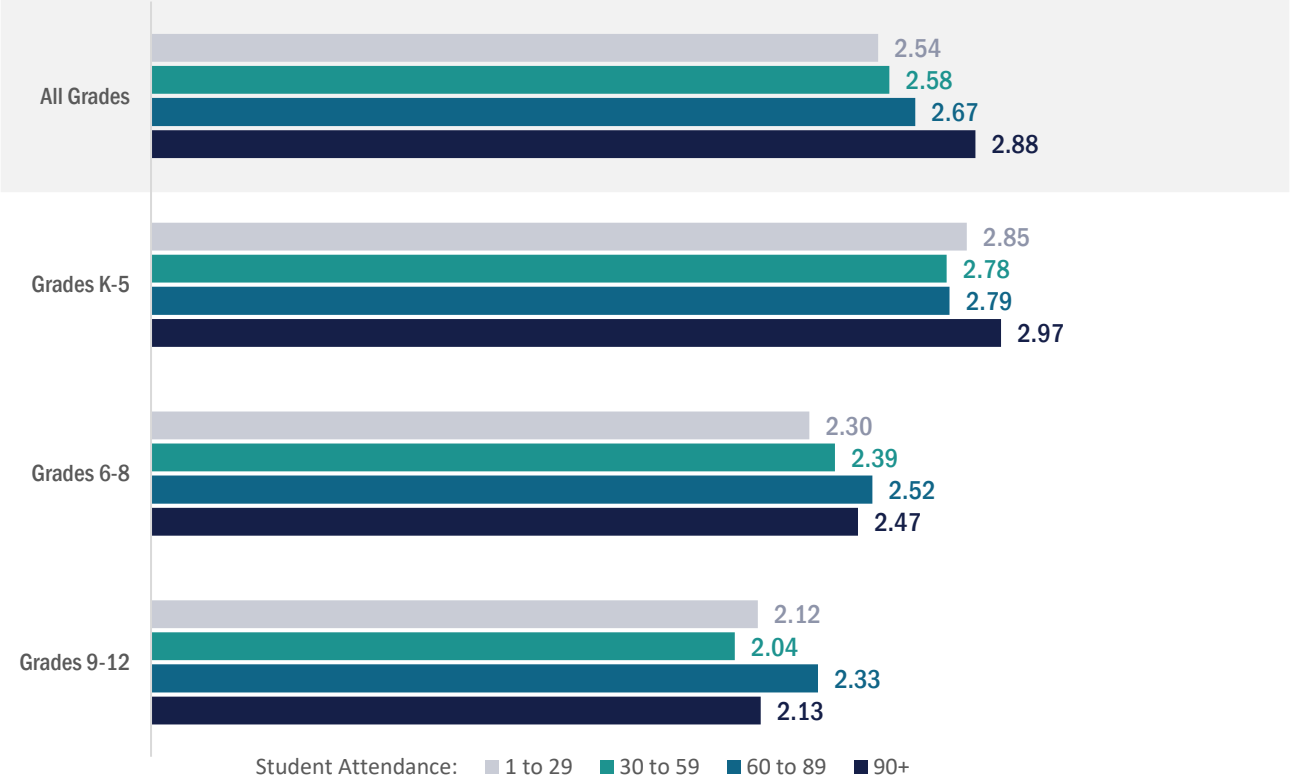



Table 10: Student Attendance Gradations by Math Average Final Spring Grade – 2021-2022

*Math: Percentage of 21st CCLC participants by average final grades*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | | N |
|---|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean | |
| All Grades[a] | 2167 | **2.54** | 1393 | **2.58** | 1133 | **2.67** | 2480 | **2.88** | 7173 |
| K-5[a] | 1001 | **2.85** | 822 | **2.78** | 718 | **2.79** | 2059 | **2.97** | 4600 |
| 6-8[a] | 963 | **2.30** | 430 | **2.39** | 264 | **2.52** | 359 | **2.47** | 2016 |
| 9-12 | 203 | **2.12** | 141 | **2.04** | 151 | **2.33** | 62 | **2.13** | 557 |

[a] Statistically significant.

# Descriptive Analysis: High School Graduation and 21st CCLC Participation

## High School Graduation

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and graduation outcomes. Graduation data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 12th grade participants for whom a successful Student Test Number (STN) match was available. This included 91% (124/136) of 12th grade 21st CCLC participants.

| | |
|---|---|
| **High School Graduation** | **Graduation:** Data from the IDOE Graduate Report (DOE-GR) were available for the evaluation. Annually, graduation data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program. Based on IDOE (2020) guidelines, a successful graduate is defined as meeting any of the following:<br>1. Students earning a diploma before October 1 following an academic year.<br>2. Students attending an adult secondary credit (ASC) program to obtain credit toward their diploma during the evening or after school hours AND enrolled at the high school.<br>3. Students completing their graduation requirements EARLY; whether a year early OR semester early.<br>4. Students who graduated in a previous year and were omitted from the DOE-GR submission.<br>5. Students completing their graduation requirements while attending an alternative education program or adult secondary credit program not located in the issuing diploma high school.<br>6. Students completing their graduation requirements while attending their last year of school in a foreign country as an exchange student.<br>7. Students completing their graduation requirements while attending somewhere other than the issuing diploma high school for other reasons. |

# High School Graduation Rate

Across all attendance levels, 92% (114/124) of 12th grade 21st CCLC participants (i.e., attending one or more days of school year programming) graduated from high school. Across various subgroups, the majority of 21st CCLC students graduated.

Figure 28: Graduation Rate by Participant Demographics – 2021-2022

Nearly all 21st CCLC participants in 12th grade graduated from high school. This trend was consistent across sex, education program, and lunch status.

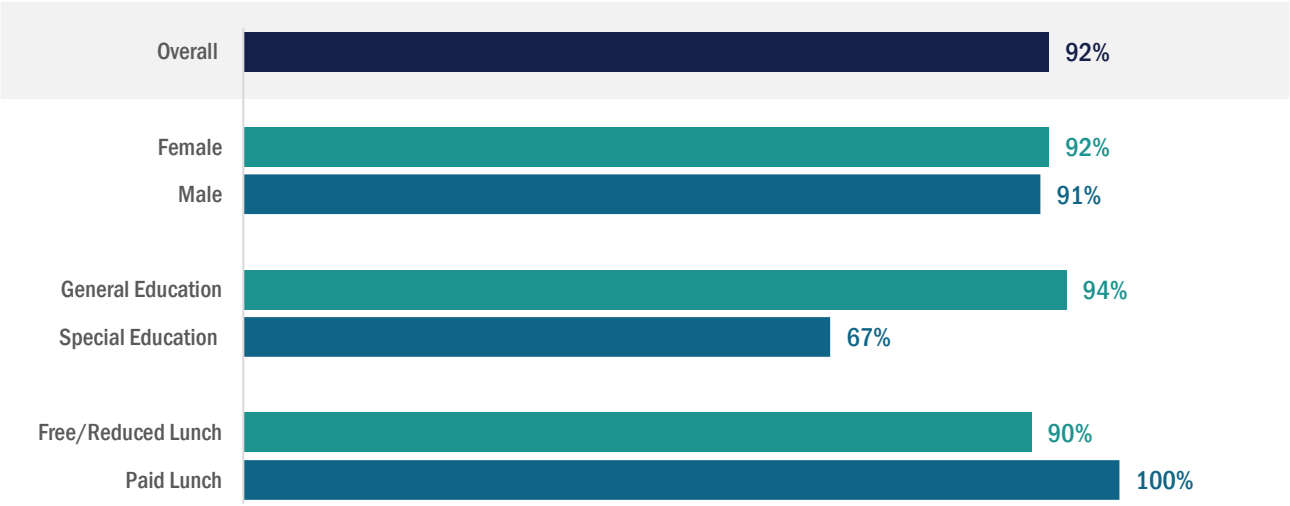



Figure 29: Graduation Rate by Race/Ethnicity[7] – 2021-2022

The majority of 21st CCLC participants in 12th grade graduated from high school. This trend was consistent across all racial/ethnic groups.


[7] Note: In the Cayen system, race and ethnicity are entered into the same variable. As a result, both race and ethnicity are reported together throughout the evaluation report (see Appendix B for more detailed discussion).

## High School Graduation by 21st CCLC Participation

The percentage of 21st CCLC participants who graduated was calculated and disaggregated by the four attendance gradations (1-29 days, 30-59 days, 60-89, and 90+ days).

A higher percentage of 21st CCLC 12th grade participants attending 1-29 days graduated compared to those attending 30-59 days, 60-89 days, and 90+ days.

Figure 30: Student Attendance Gradations by Graduation Rate – 2021-2022

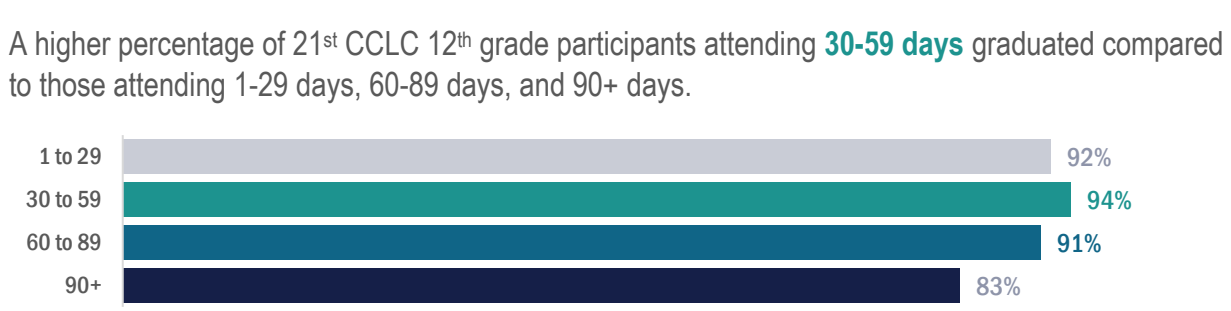



Table 11: Student Attendance Gradations by Graduation – 2021-2022

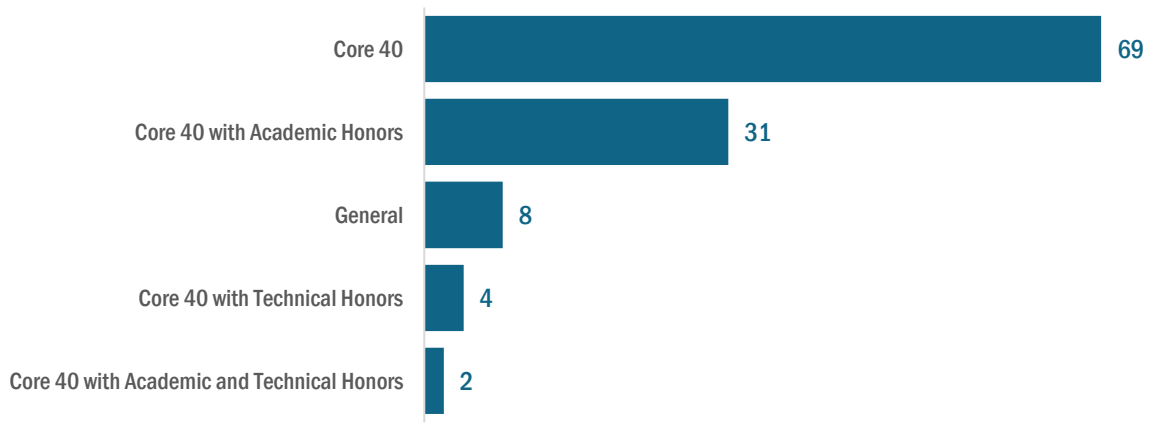
*Graduation: Percentage of 21st CCLC participants graduating on schedule*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| Grade 12 | 45/49 | **92%** | 34/36 | **94%** | 30/33 | **91%** | 5/6 | **83%** |

## Graduation Type

As noted above, 92% (114/124) of 12th grade students graduated. Of these, 61% of students (69/114) earned a Core 40 diploma with no additional honors. The second largest group of graduates earned a Core 40 with Academic Honors diploma (27%; 31/114), followed by the General diploma (7%; 8/114).

Figure 31: Graduation Type – 2021-2022



# Descriptive Analysis: High School Course Completion and 21st CCLC Participation

## High School Course Completion

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and high school course completion. Course completion data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 9-12 grade participants for whom a successful STN match was available. This included 1,711 (94%) of the 1,821 high school students participating in 21st CCLC programs during the school year. As described below, the descriptive analyses examined high school credits obtained, ELA credits obtained, math credits obtained, science credits obtained, participation in dual credit courses, and dual credits obtained by attendance gradation.

| | |
|---|---|
| **High School Course Completion** | Course Completion: Data from the IDOE Course Completion Report (DOE-CC) were available for the evaluation. Annually, course completion data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program. The evaluation focused on *dual credits* and *high school credits*. IDOE defines dual credit courses as those that provide both high school credit and transcripted college credit from a post-secondary institution. Only credits from state-approved courses may provide dual credits. |

# Annual High School Credits Obtained

The number of credits obtained by high school students during the 2021-2022 school year was provided by IDOE and linked with 21st CCLC participation data. Total credits obtained across all school subjects was examined by attendance gradation, along with specific analyses for ELA, math, and science credits obtained during the 2021-2022 school year.

## Annual Total Credits Obtained by 21st CCLC Participation

There was a significant relationship between afterschool attendance frequency and the total number of credits obtained for grades 9-12 ($p$ = .02). The effect was small, with afterschool attendance frequency explaining approximately 1% of the variance in total credits obtained. Students attending 1-29 days obtained significantly fewer credits compared to students attending 60-89 days ($p$ = .01). Effect sizes were small.

Figure 32: Participant Attendance Gradations by Total Credits Obtained – 2021-2022

Students attending **1-29 days** earned significantly fewer credits compared to students attending **60-89** days.


Table 12: Participant Attendance Gradations by Total Credits Obtained – 2021-2022

*Total credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 305 | 11.17 | 194 | 11.71 | 158 | 12.23 | 56 | 12.13 |

## Annual ELA Credits Obtained by 21st CCLC Participation

There were no significant relationships between afterschool attendance frequency and the total number of ELA credits obtained for grades 9-12.

Figure 33: Participant Attendance Gradations by ELA Credits Obtained – 2021-2022

No significant relationships were observed between ELA credits and afterschool attendance. When examined descriptively, there is some evidence to suggest that students attending at higher levels may have obtained more credits.


Table 13: Participant Attendance Gradations by ELA Credits Obtained – 2021-2022

*ELA credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 298 | 2.13 | 192 | 2.17 | 155 | 2.37 | 55 | 2.11 |

## Annual Math Credits Obtained by 21st CCLC Participation

There was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12 ($p$ = .001). The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in math credits obtained. Students attending 60-89 days obtained significantly more math credits compared to students attending 1-29 days ($p$ = .001) or 30-59 days ($p$ = .04). Effect sizes were small. Note: Small sample sizes for the 90+ day group likely affected the lack of significant pairwise comparisons.

Figure 34: Participant Attendance Gradations by Math Credits Obtained – 2021-2022

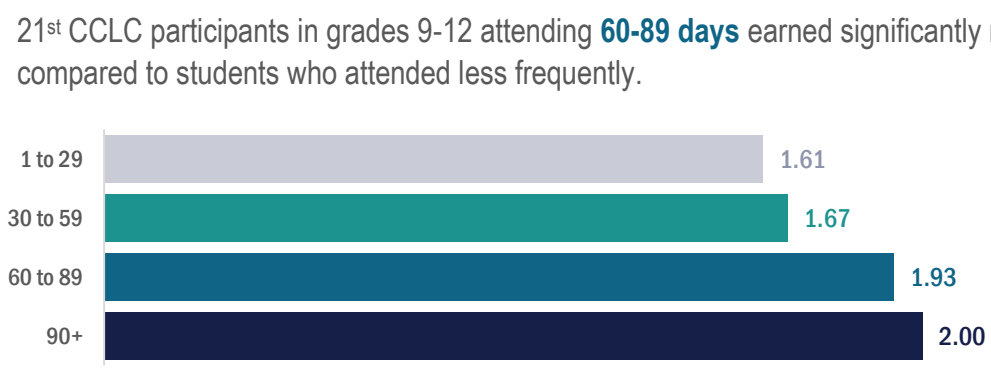



Table 14: Participant Attendance Gradations by Math Credits Obtained – 2021-2022

*Math credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 284 | 1.61 | 186 | 1.67 | 153 | 1.93 | 52 | 2.00 |

## Annual Science Credits Obtained by 21st CCLC Participation

There were no significant relationships between afterschool attendance frequency and the total number of science credits obtained for grades 9-12.

Figure 35: Participant Attendance Gradations by Science Credits Obtained – 2021-2022

No significant relationships were observed between Science credits and afterschool attendance. When examined descriptively, there is some evidence to suggest that students attending at higher levels may have obtained more credits.


Table 15: Participant Attendance Gradations by Science Credits Obtained – 2021-2022

*Science credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 266 | 1.60 | 169 | 1.65 | 139 | 1.75 | 50 | 1.70 |

# Descriptive Analysis: WIDA ACCESS for ELLs and 21st CCLC Participation

## WIDA ACCESS for ELLs

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and performance on the WIDA ACCESS for English Language Learners (ELL) assessment. Assessment data were provided by IDOE and matched with 21st CCLC participation data to support these analyses. As described below, the descriptive analyses examined differences in proficiency levels across each assessment domain: listening, speaking, reading, and writing by attendance gradation. Note: due to small sample sizes, only three gradations were reported: 1-29 days, 30-59 days, and 60+ days.

| | |
|---|---|
| **WIDA ACCESS for ELLs** | WIDA ACCESS for ELLs: ACCESS for ELLs is a suite of English language proficiency tests for K–12 students. Yearly, the assessment measures students' English language proficiency across four domains: listening, speaking, reading, and writing. Local Education Agencies (LEAs) and schools use results to guide instructional decisions related to ELL students (e.g., programming, course selection).<br><br>Based on performance on discrete English language development standards defined by WIDA, students are scored for each domain and are assigned into one of six proficiency levels: Level 1 Entering, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging, and Level 6 Reaching. Based on guidance from IDOE, the current evaluation focused on these proficiency levels.<br><br>For alignment with IDOE, benchmark values were defined as scoring at or above Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2022). As recommended by IDOE, proficiency for each domain was reported separately to support ongoing planning and interventions. |

# WIDA ACCESS for ELLs Proficiency

2021-2022 WIDA ACCESS for ELLs assessment data were provided by IDOE and linked with 21st CCLC participation data. Benchmark thresholds were identified based on consultation with IDOE and using Indiana's threshold for English language proficiency. For alignment with IDOE, benchmark values were defined as proficiency levels greater than or equal to Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2022).

## WIDA Listening Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days).

Figure 36: Student Attendance Gradations by WIDA Listening Proficiency – 2021-2022

The majority of students across all levels of attendance passed the WIDA Listening assessment. No significant differences were observed.

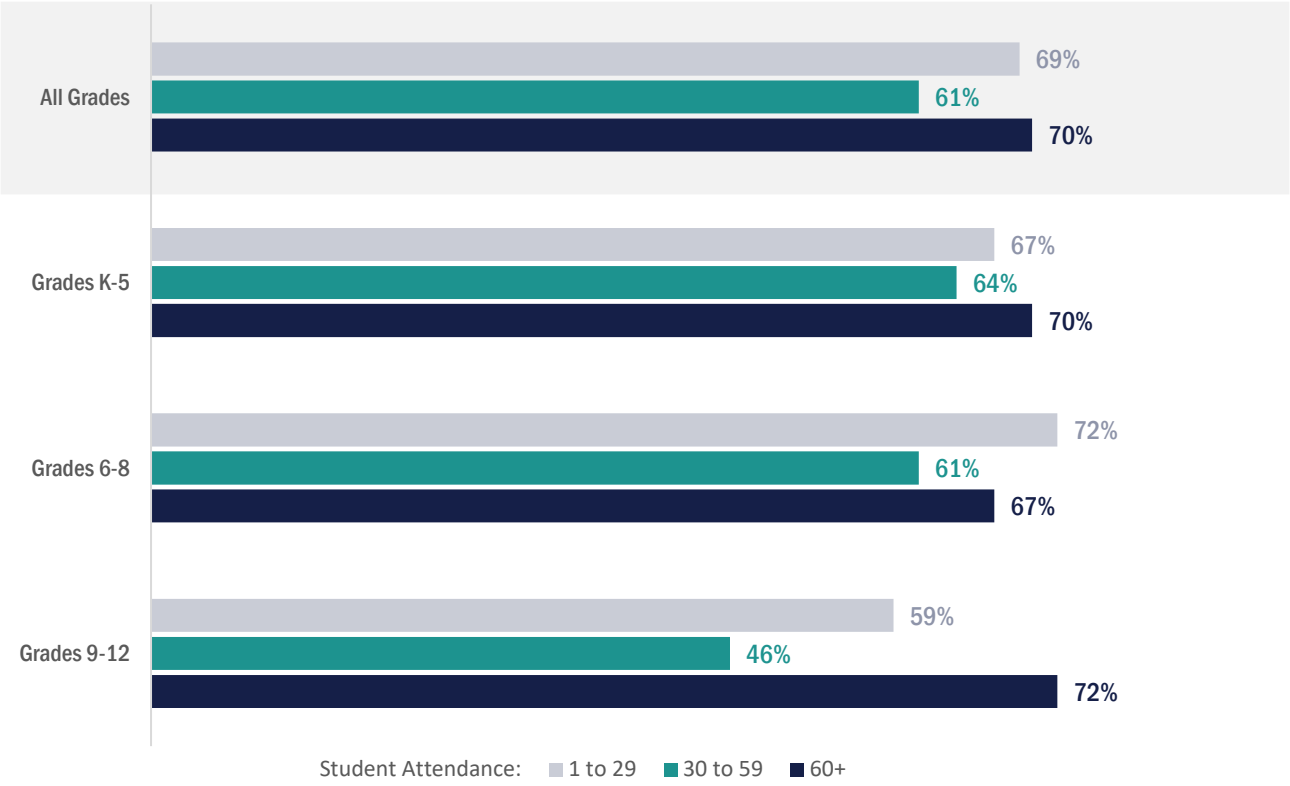


Table 16: Student Attendance Gradations by WIDA Listening Proficiency – 2021-2022

*Listening: Percentage of 21st CCLC participants earning Level 5 or better*

| 2021-2022 | 1-29 days | | 30-59 days | | 60+ days | |
|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % |
| All Grades | 239/349 | 69% | 100/163 | 61% | 392/561 | 70% |
| K-5 | 138/206 | 67% | 79/123 | 64% | 325/462 | 70% |
| 6-8 | 90/125 | 72% | 11/18 | 61% | 54/81 | 67% |
| 9-12 | 10/17 | 59% | 10/22 | 46% | 13/18 | 72% |

## WIDA Speaking Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days).

Figure 37: Student Attendance Gradations by WIDA Speaking Proficiency – 2021-2022

The percentage of 21st CCLC participants meeting the benchmark on the WIDA assessment was consistent across attendance gradations for K-12 grade levels.

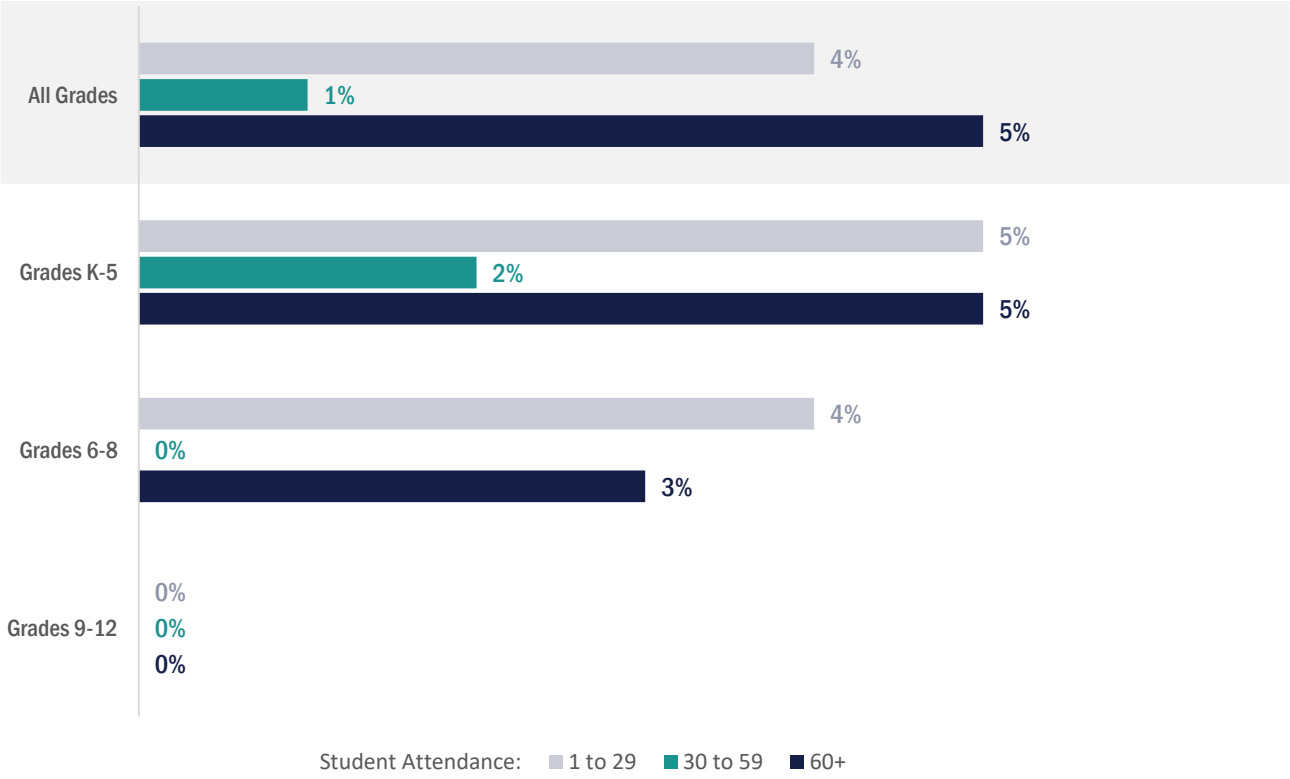


Table 17: Student Attendance Gradations by WIDA Speaking Proficiency – 2021-2022

*Speaking: Percentage of 21st CCLC participants earning Level 5 or better*

| 2021-2022 | 1-29 days | | 30-59 days | | 60+ days | |
|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % |
| All Grades | 15/349 | 4% | 2/163 | 1% | 25/560 | 5% |
| K-5 | 10/206 | 5% | 2/123 | 2% | 23/461 | 5% |
| 6-8 | 5/125 | 4% | 0/18 | 0% | 2/81 | 3% |
| 9-12 | 0/17 | 0% | 0/22 | 0% | 0/18 | 0% |

## WIDA Reading Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days). No significant associations were observed.

Figure 38: Student Attendance Gradations by WIDA Reading Proficiency – 2021-2022

The percentage of 21st CCLC participants meeting the benchmark on the WIDA assessment was consistent across attendance gradations for K-12 grade levels.

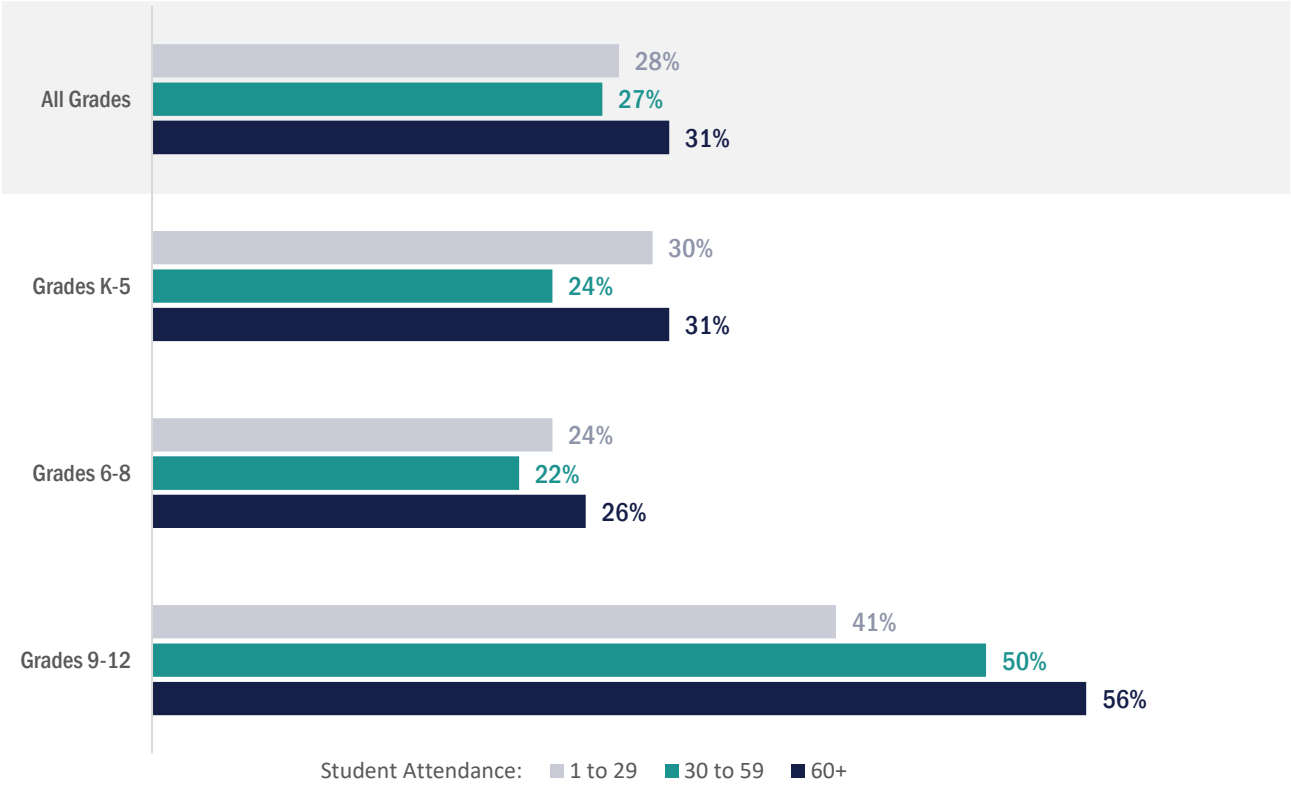


Table 18: Student Attendance Gradations by WIDA Reading Proficiency – 2021-2022

*Reading: Percentage of 21st CCLC participants earning Level 5 or better*

| 2021-2022 | 1-29 days | | 30-59 days | | 60+ days | |
|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % |
| All Grades | 98/349 | **28%** | 44/163 | **27%** | 172/561 | **31%** |
| K-5 | 61/206 | **30%** | 29/123 | **24%** | 141/462 | **31%** |
| 6-8 | 30/125 | **24%** | 4/18 | **22%** | 21/81 | **26%** |
| 9-12 | 7/17 | **41%** | 11/22 | **50%** | 10/18 | **56%** |

## WIDA Writing Domain

The percentage of 21st CCLC participants meeting the benchmark was calculated and disaggregated by three attendance gradations (1-29 days, 30-59 days, and 60+ days). There was a significant association between afterschool attendance and WIDA Writing proficiency.

Figure 39: Student Attendance Gradations by WIDA Writing Proficiency – 2021-2022

There was a significant association between afterschool attendance and WIDA Writing proficiency for grades K-12. Students attending **60+ days** were more likely to pass the assessment.

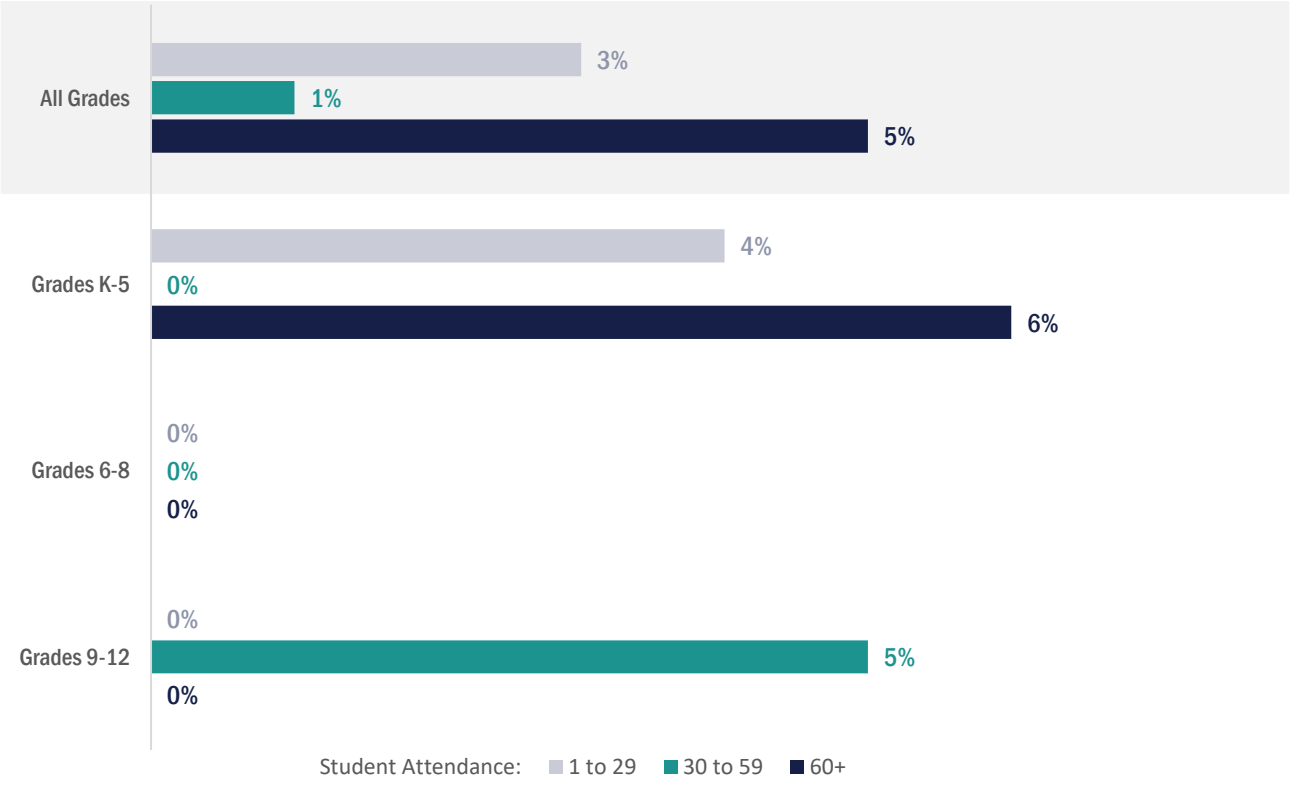


Table 19: Student Attendance Gradations by WIDA Writing Proficiency – 2021-2022

*Writing: Percentage of 21st CCLC participants earning Level 5 or better*

| 2021-2022 | 1-29 days | | 30-59 days | | 60+ days | |
|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % |
| All Grades | 9/349 | 3% | 1/163 | 1% | 25/556 | 5% |
| K-5 | 9/206 | 4% | 0/123 | 0% | 25/458 | 6% |
| 6-8 | 0/125 | 0% | 0/18 | 0% | 0/81 | 0% |
| 9-12 | 0/17 | 0% | 1/22 | 5% | 0/17 | 0% |

# Descriptive Analysis: Academic Performance and 21st CCLC Participant Subgroups

## English/Language Arts Lower Performing Participants by 21st CCLC Participation

To examine improvement, participants who received an F or D grade in English/language arts at the end of the fall semester were identified. Next, the percentage of participants who increased their grade from fall to spring was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 40: Attendance Gradations for Lower Performing Students by English/Language Arts Improvement – 2021-2022

A higher percentage of 21st CCLC participants attending **90+ days** and **60-89 days** who received an F or D grade at the end of the fall semester increased their grade from fall to spring compared to 1-29 days and 30-59 days for all grade levels.

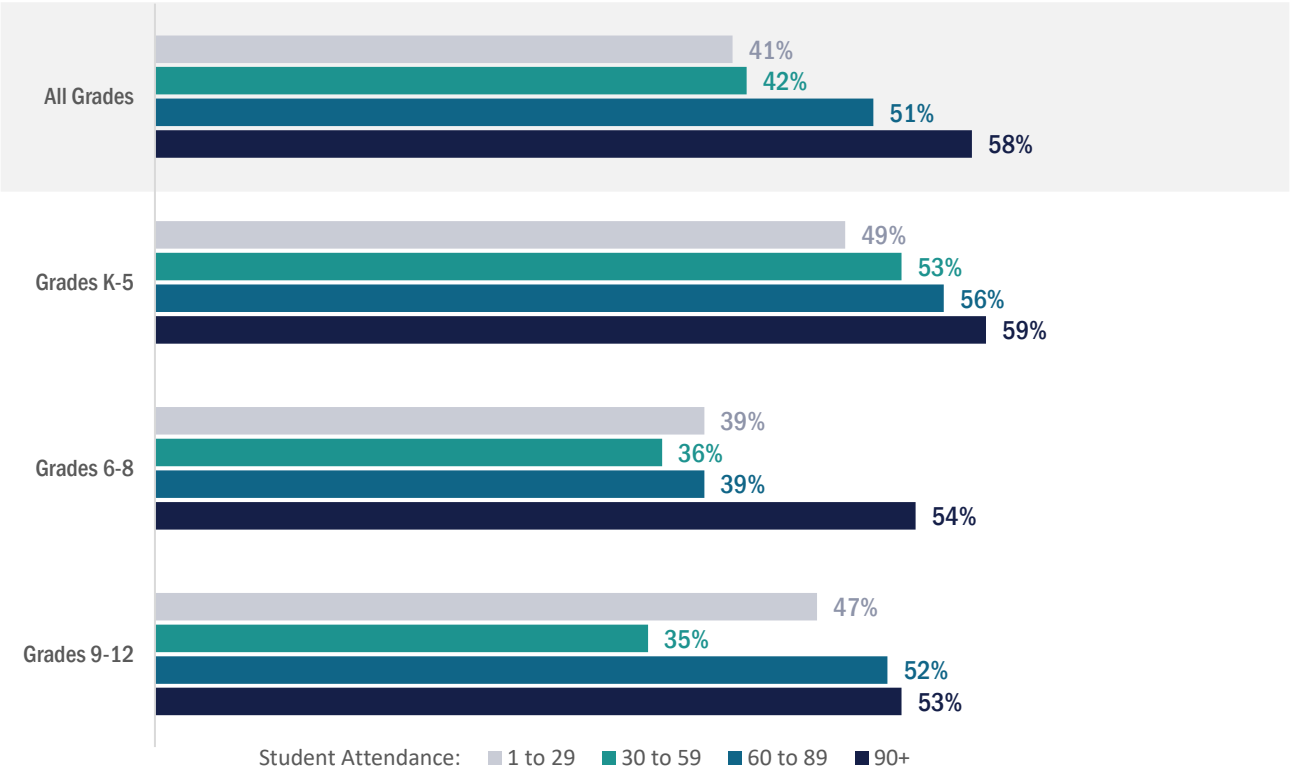


Table 20: Attendance Gradations for Lower Performing Students by English/Language Arts Increases – 2021-2022

*English/Language Arts: Percentage of low performing participants who received an F or D grade at the end of the fall semester and increased their grade from fall to spring*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 185/450 | 41% | 104/245 | 42% | 102/201 | 51% | 214/372 | 58% |
| K-5 | 64/132 | 49% | 51/96 | 53% | 64/114 | 56% | 157/266 | 59% |
| 6-8[a] | 91/254 | 39% | 41/115 | 36% | 21/54 | 39% | 48/89 | 54% |
| 9-12 | 30/64 | 47% | 12/34 | 35% | 17/33 | 52% | 9/17 | 53% |

[a] Statistically significant association.

# Math Lower Performing Participants by 21st CCLC Participation

To examine improvement, participants who received an F or D grade in math at the end of the fall semester were identified. Next, the percentage of participants who increased their grade from fall to spring was calculated and disaggregated by four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Figure 41: Attendance Gradations for Lower Performing Students by Math Improvement – 2021-2022

A higher percentage of 21st CCLC participants attending **90+ days** who received an F or D grade at the end of the fall semester increased their grade from fall to spring compared to 1-29 days, 30-59 days, and 60-89 days for all grade levels.

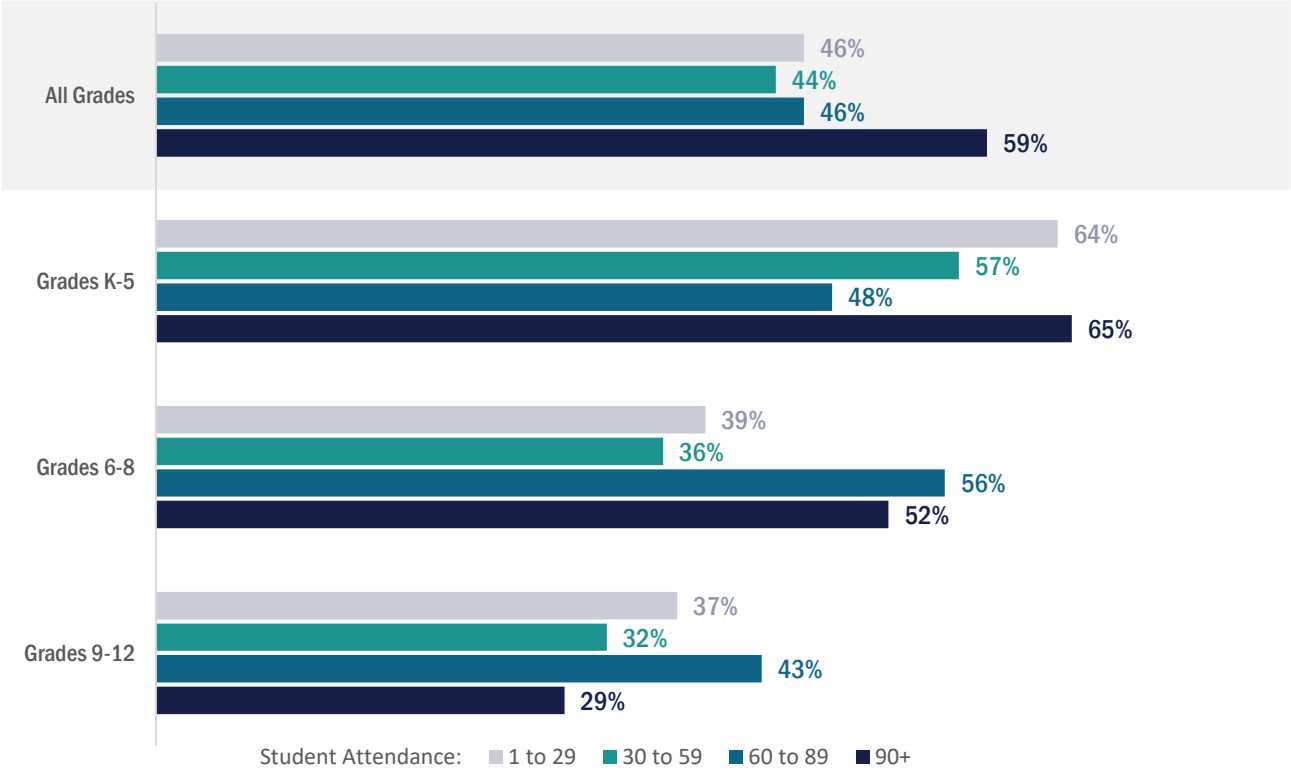


Table 21: Attendance Gradations for Lower Performing Students by Math Increases – 2021-2022

*Math: Percentage of low performing participants who received an F or D grade at the end of the fall semester and increased their grade from fall to spring*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 207/451 | **46%** | 127/288 | **44%** | 100/216 | **46%** | 212/360 | **59%** |
| K-5[a] | 87/136 | **64%** | 69/121 | **57%** | 55/115 | **48%** | 157/243 | **65%** |
| 6-8 | 94/244 | **39%** | 43/120 | **36%** | 28/61 | **56%** | 48/93 | **52%** |
| 9-12 | 26/71 | **37%** | 15/47 | **32%** | 17/40 | **43%** | 7/24 | **29%** |

[a] Statistically significant association.

# State Assessment Proficiency by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' English/language arts and math proficiency from spring 2022 and disaggregated by the number of years of attendance (0 years, 1 year, 2 years, 3 years, or 4 years).

## English/Language Arts Multi-year analysis: Grades 3-8

There was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency ($p$ = .02) for grades 3-8. This association was driven by students attending 60 or more days for 3 or for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years. When examined by grade level band, there was also a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency for students in grades 3-5 ($p$ = .03). For students in grades 3-5, this association was driven by students attending 60 or more days for 3 years or 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Figure 42: Multi-year Attendance (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2021-2022

For grades 3-8, students attending 60 or more days for **3 years** or **4 years** were more likely to pass the assessment compared to students who attended regularly in fewer years.

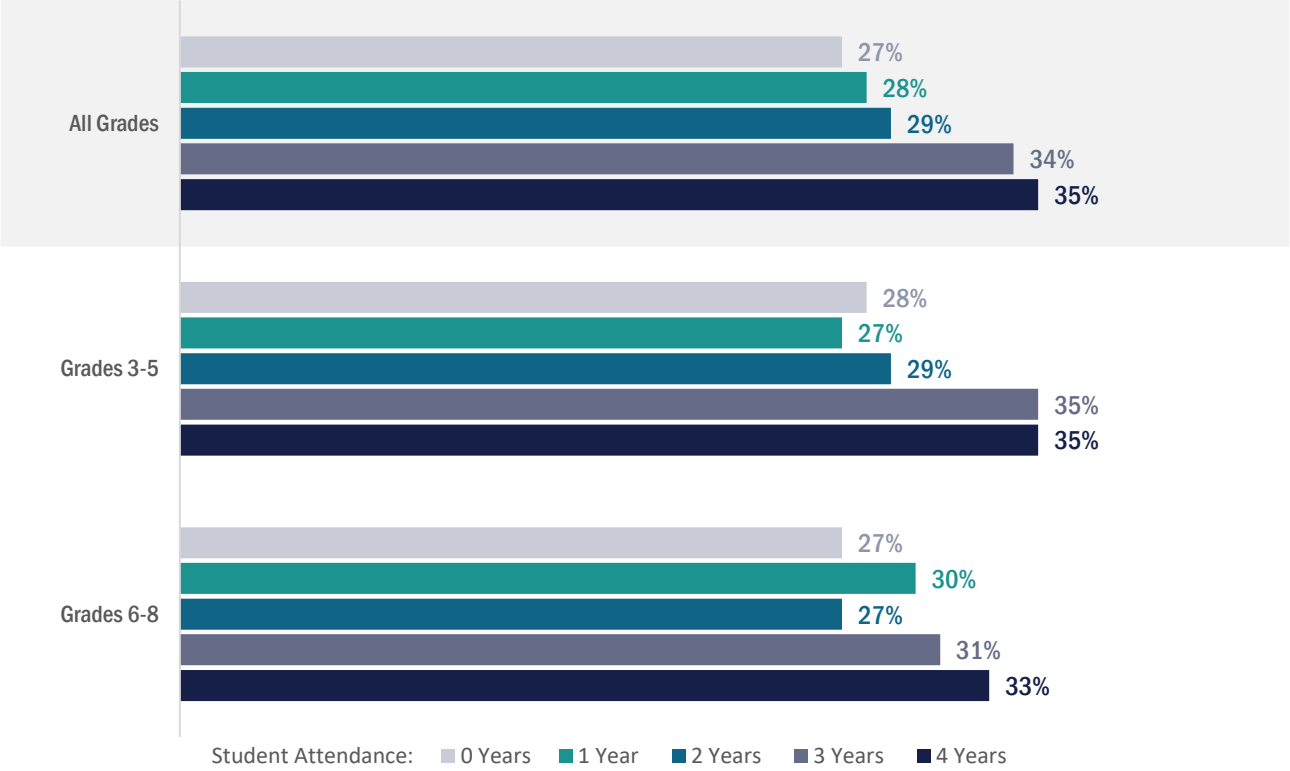



Table 22: Multi-year 60+ Days Participation (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2021-2022

*English/Language Arts: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN*

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 871/3208 | **27%** | 411/1468 | **28%** | 169/592 | **29%** | 121/357 | **34%** | 80/231 | **35%** |
| 3-5[a] | 384/1373 | **28%** | 252/945 | **27%** | 121/413 | **29%** | 95/274 | **35%** | 68/195 | **35%** |
| 6-8 | 487/1835 | **27%** | 159/523 | **30%** | 48/179 | **27%** | 26/83 | **31%** | 12/36 | **33%** |

[a] Statistically significant association.

## Math Multi-year analysis: Grades 3-8

There was a significant association between years of 60 or more days attendance and ILEARN Math proficiency ($p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly for fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN Math proficiency for students in grades 3-5 ($p = .001$) For students in grades 3-5, this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Figure 43: Multi-year Attendance (Grades 3-8) by Math ILEARN Proficiency – 2021-2022

Students attending 60 or more days for **3 years** or **4 years** were more likely to pass the assessment compared to students who attended regularly for fewer years.

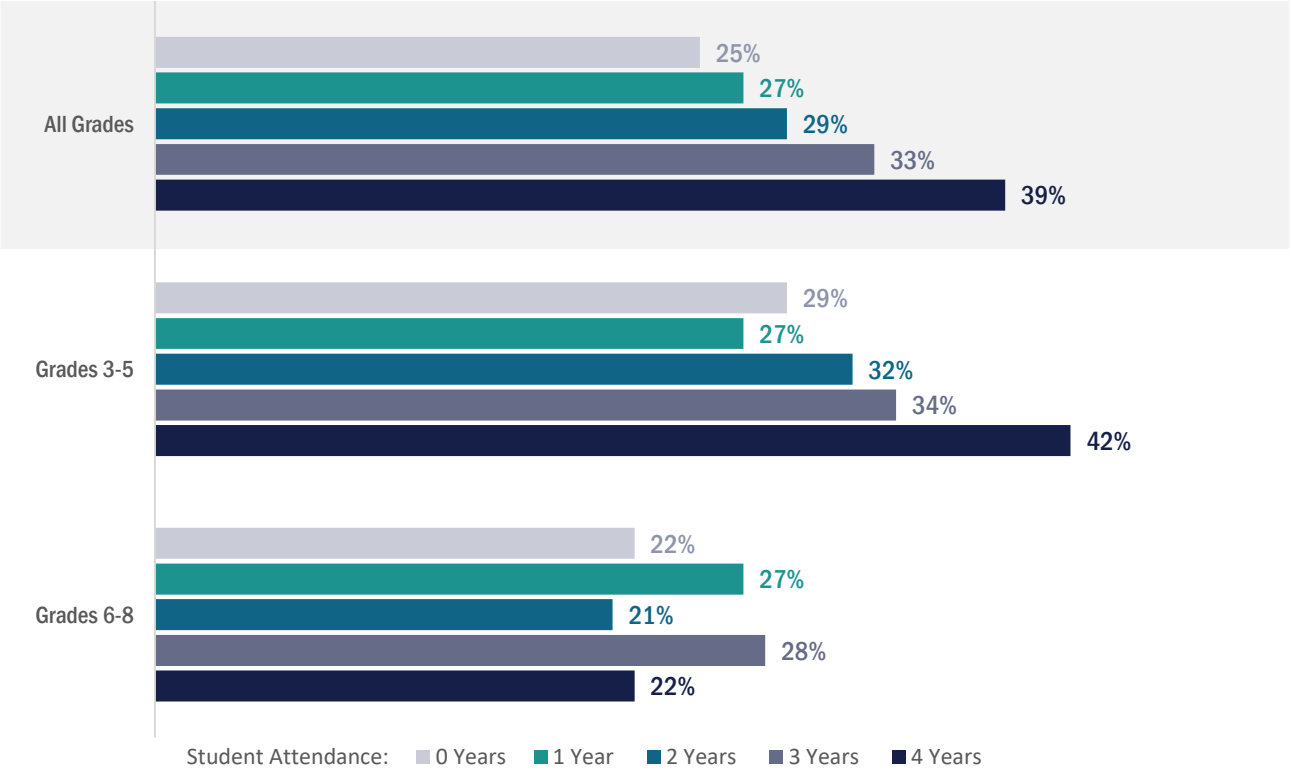



Table 23: Multi-year 60+ Days Participation (Grades 3-8) by Math ILEARN Proficiency – 2021-2022

*Math: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN*

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 803/3186 | **25%** | 399/1462 | **27%** | 171/590 | **29%** | 117/357 | **33%** | 89/231 | **39%** |
| **3-5[a]** | 395/1360 | **29%** | 257/940 | **27%** | 133/412 | **32%** | 94/274 | **34%** | 81/195 | **42%** |
| **6-8** | 408/1826 | **22%** | 142/522 | **27%** | 38/178 | **21%** | 23/83 | **28%** | 8/36 | **22%** |

[a] Statistically significant association.

# English/Language Arts & Math 2022 Final Average Grades by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with participants' final average English/language arts and math grade from spring 2022 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: students who did not attend 60 days during any year = zero years.

Final average grades were calculated by recoding traditional report card grades to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). In some cases, centers also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale.

## Multi-year analysis: Grades 3-8

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 3-8. Students who attended regularly for four years had significantly higher spring grades than students who never attended regularly ($p < .001$), attended regularly in one year ($p < .001$), or attended regularly in two years ($p = .003$). Students who attended regularly for three years had significantly higher spring grades than students who never attended regularly ($p < .001$), attended regularly in one year ($p < .001$), or attended regularly in two years ($p = .003$). Effect sizes were small.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 3-8. Students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year ($p = .01$), two years ($p = .002$), three years ($p < .001$), and four years ($p < .001$). Additionally, students who attended regularly for four years had significantly higher grades than students who attended regularly in one year ($p < .001$) and two years ($p < .001$). Finally, students who attended regularly for three years had significantly higher grades than students who attended regularly in one year ($p < .001$) and two years ($p = .01$). Effect sizes were small.

Figure 44: Multi-year Attendance (Grades 3-8) by English/Language Arts & Math Final Grades – 2021-2022

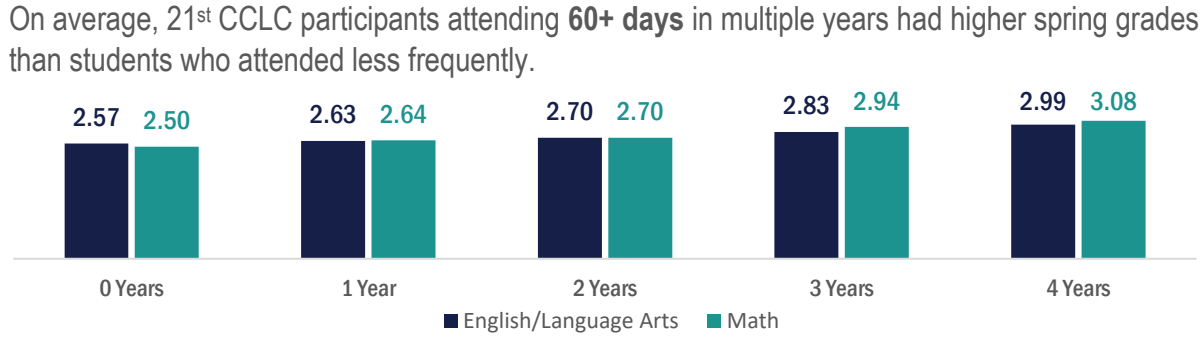


Table 24: Multi-year 60+ Days Participation (Grades 3-8) by Average Final Grade – 2021-2022

*English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades*

| 2021-2022 | Grades 3 to 8 \| Years Attending 60+ days | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
| | n | mean | n | mean | n | mean | n | mean | n | mean |
| English/ Language Arts[a] | 2600 | **2.57** | 1523 | **2.63** | 647 | **2.70** | 385 | **2.83** | 290 | **2.99** |
| Math[a] | 2401 | **2.50** | 1491 | **2.64** | 629 | **2.70** | 364 | **2.95** | 276 | **3.08** |

[a] Statistically significant.

*See Appendix B for a detailed description of results.

## MULTI-YEAR ANALYSIS: GRADES 9-12

For grades 9-12, no statistically significant relationships between years of regular attendance and final average English/language arts or math grades were observed. However, when viewed descriptively, results suggested that high school students who attended at higher levels in multiple years had higher grades.

Figure 45: Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades – 2021-2022

No significant relationships were noted; however, when viewed descriptively, results suggested that high school students who attended regularly in multiple years had higher spring grades.

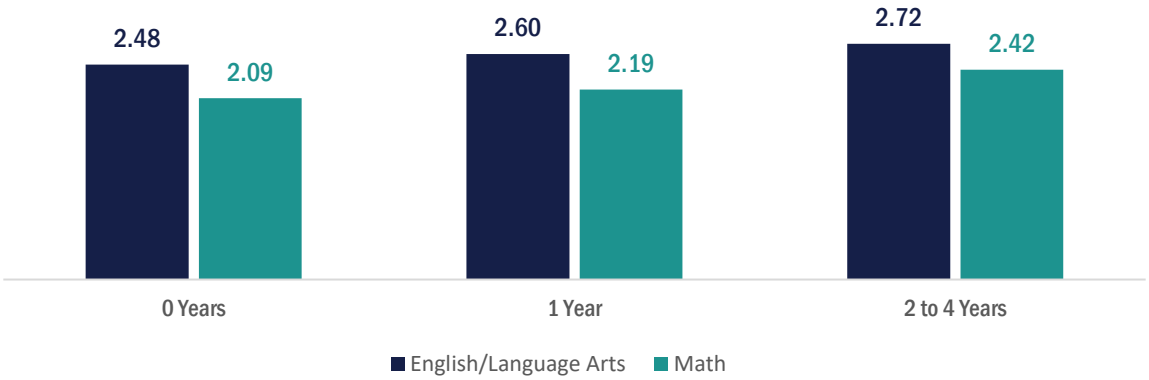



Table 25: Multi-year 60+ Days (Grades 9-12) by Average English/Language Arts & Math Final Grade – 2021-2022

***English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades***

| 2021-2022 | Grades 9 to 12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n | mean | n | mean | n | mean |
| English/Language Arts | 308 | 2.48 | 208 | 2.60 | 59 | 2.72 |
| Math | 295 | 2.09 | 206 | 2.19 | 57 | 2.42 |

*See Appendix B for a detailed description of results.

# High School Course Completion by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days in programming was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with participants' annual total high school credits obtained, ELA credits obtained, math credits obtained, and science credits obtained. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years.

## Annual Credits Obtained Multi-year analysis: Grades 9-12

For grades 9-12, there was a significant relationship between years of regular attendance and total credits obtained ($p$ = .02). The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in credits obtained for students in grades 9-12. Students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for two to four years ($p$ = .04). Effect sizes were small.

For grades 9-12, there was a significant relationship between years of regular attendance and math credits obtained ($p$ = .04). The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in credits obtained for students in grades 9-12. Students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year ($p$ = .04). Effect sizes were small.

Figure 46: Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades – 2021-2022

Students in grades 9-12 who attended regularly in multiple years earned significantly more total credits compared to students who had never attended regularly.

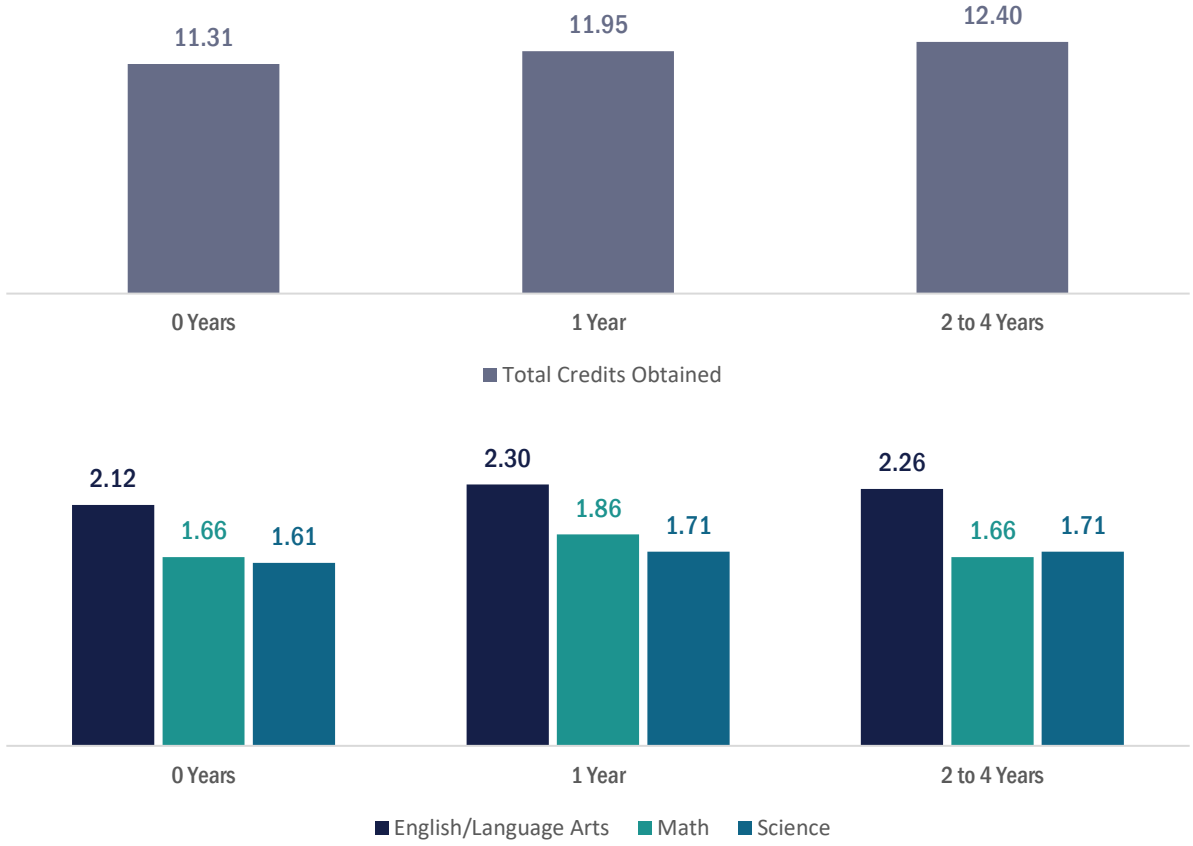



Table 26: Multi-year 60+ Days (Grades 9-12) by Average Annual Credits Obtained – 2021-2022

***Total, English/Language Arts, Math, & Science: 21st CCLC participants attending 60+ days across multiple years by average credits obtained***

| 2021-2022 | Grades 9 to 12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n | mean | n | mean | n | mean |
| Total[a] | 440 | **11.31** | 218 | **11.95** | 68 | **12.40** |
| English/Language Arts | 432 | **2.12** | 213 | **2.30** | 68 | **2.26** |
| Math[a] | 414 | **1.66** | 208 | **1.86** | 65 | **1.66** |
| Science | 380 | **1.61** | 198 | **1.71** | 58 | **1.71** |

[a] Statistically significant.

*See Appendix B for a detailed description of results.

# High School Graduation by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with 12th grade participants' high school graduation status. Due to smaller sample sizes in the higher participation levels among 12th grade students, the maximum number of years was collapsed into two or more years.

## Graduation Multi-year analysis: Grade 12

Attendance rates were similar across groups. No significant relationships were observed.

Figure 47: Multi-year Attendance (Grade 12) by Graduation Status – 2021-2022

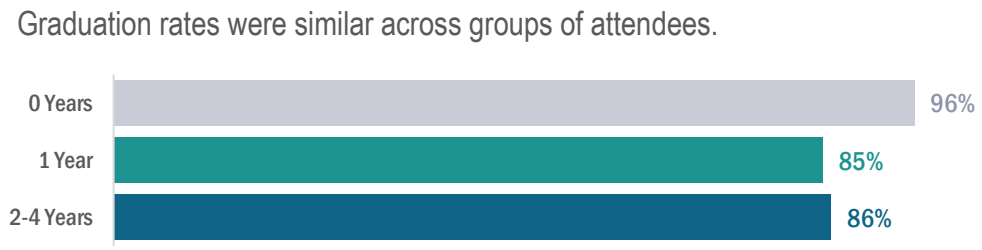



Table 27: Multi-year 60+ Days (Grade 12) by Graduation Status – 2021-2022

*Graduation: 21st CCLC participants attending 60+ days across multiple years by graduation status*

| 2021-2022 | Grade 12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n/N | % | n/N | % | n/N | % |
| Graduation | 73/76 | 96% | 29/34 | 85% | 12/14 | 86% |

# Descriptive Analysis: Behavioral Improvement and 21st CCLC Participation

## Teacher-Reported Behavioral Improvement by 21st CCLC Participation

As part of the United States Department of Education (USDOE) requirements for providing 21st CCLC programs, centers are required to administer surveys to teachers regarding participants who attend afterschool programs. The purpose of the teacher survey is to ask regular school day teachers to report on the extent to which certain behaviors exhibited by a center's attendees improved or did not improve during the reporting period. In Indiana, grantees may choose one of two versions of the survey for each of their sites: a K-12 survey or 6-12 survey. Many items overlap between the K-12 and 6-12 surveys, as identified in Tables 28 and 29.

In 2022, a total of 11,920 teacher surveys were collected. This included 10,621 K-12 surveys and 1,299 grade 6-12 surveys. As part of the survey, teachers were asked to rate the extent to which participants changed in various behaviors from the beginning of the school year. If a student did not need to improve in a selected behavior, teachers were asked to note this on the rating scale. As shown in Tables 28 and 29, the majority of participants were identified as needing improvement on both the K-12 and 6-12 surveys. Academic performance was the highest improvement need reported across both surveys.

Table 28: Teacher-Reported Behaviors Needing Improvement – K-12 Survey - 2021-2022

*Percentage of participants reported by teachers as needing to improve in specific school-related behaviors*

| School-Related Behaviors (K-12 Survey) | 2021-2022 (N=10,621) |
|---|---|
| Participating in class[a] | 65% |
| Getting along well with other students[a] | 60% |
| Behaving well in class[a] | 59% |
| Academic performance[a] | 73% |
| Helping others[a] | 58% |
| Completing assignments, even when challenging[a] | 69% |
| Responsible decision-making[a] | 64% |
| Self-confidence | 69% |
| Accepting responsibility for their actions | 62% |
| Identifying their own emotions | 58% |
| Homework completion[a] | 60% |

[a] Included on both K-12 and 6-12 surveys.

Table 29: Teacher-Reported Behaviors Needing Improvement – 6-12 Survey - 2021-2022

*Percentage of participants reported by teachers as needing to improve in specific school-related behaviors*

| School-Related Behaviors (6-12 Survey) | 2021-2022 (N=1,299) |
|---|---|
| Participating in class[a] | 66% |
| Getting along well with other students[a] | 55% |
| Behaving well in class[a] | 55% |
| Academic performance[a] | 75% |
| Helping others[a] | 55% |
| Completing assignments, even when challenging[a] | 72% |
| Responsible decision-making[a] | 62% |
| Coming to class prepared to learn | 62% |
| Being receptive to feedback on assignments | 59% |
| Time management | 69% |
| Homework completion[a] | 69% |

[a] Included on both K-12 and 6-12 surveys.

Teachers were asked to indicate if they believed students had benefited from participating in the afterschool program.

Table 30: Teacher-Reported Benefit by Attendance Gradation – 2021-2022

*Percentage of participants attending 30+ and 60+ days who benefited from participating in the afterschool program, as reported by teachers*

| | 2021-2022 | |
|---|---|---|
| | >=30 Days | >=60 Days |
| K-12 Survey | 95% | 96% |
| 6-12 Survey | 89% | 91% |

Teachers were asked to rate improvement on a three-point scale (1 - Behavior Declined, 2 - No Change in Behavior, or 3 - Behavior Improved). The figure below depicts improvement for participants attending 60 or more days in the program who needed to improve. Tables 31 and 32 include participants who attended 30 or more and 60 or more days.

Figure 48: Teacher-Reported Improvement (K-12 Survey and 6-12 Survey) – 2021-2022

**At least 6 out of 10** participants attending 60+ days in the 21st CCLC program and identified as needing to improve their school-related behaviors were reported by their teacher as improving in **self-confidence, academic performance, homework completion, and class participation for K-12 students** and improving in **homework completion, class participation, academic performance, and receptiveness to feedback for 6-12 students**.

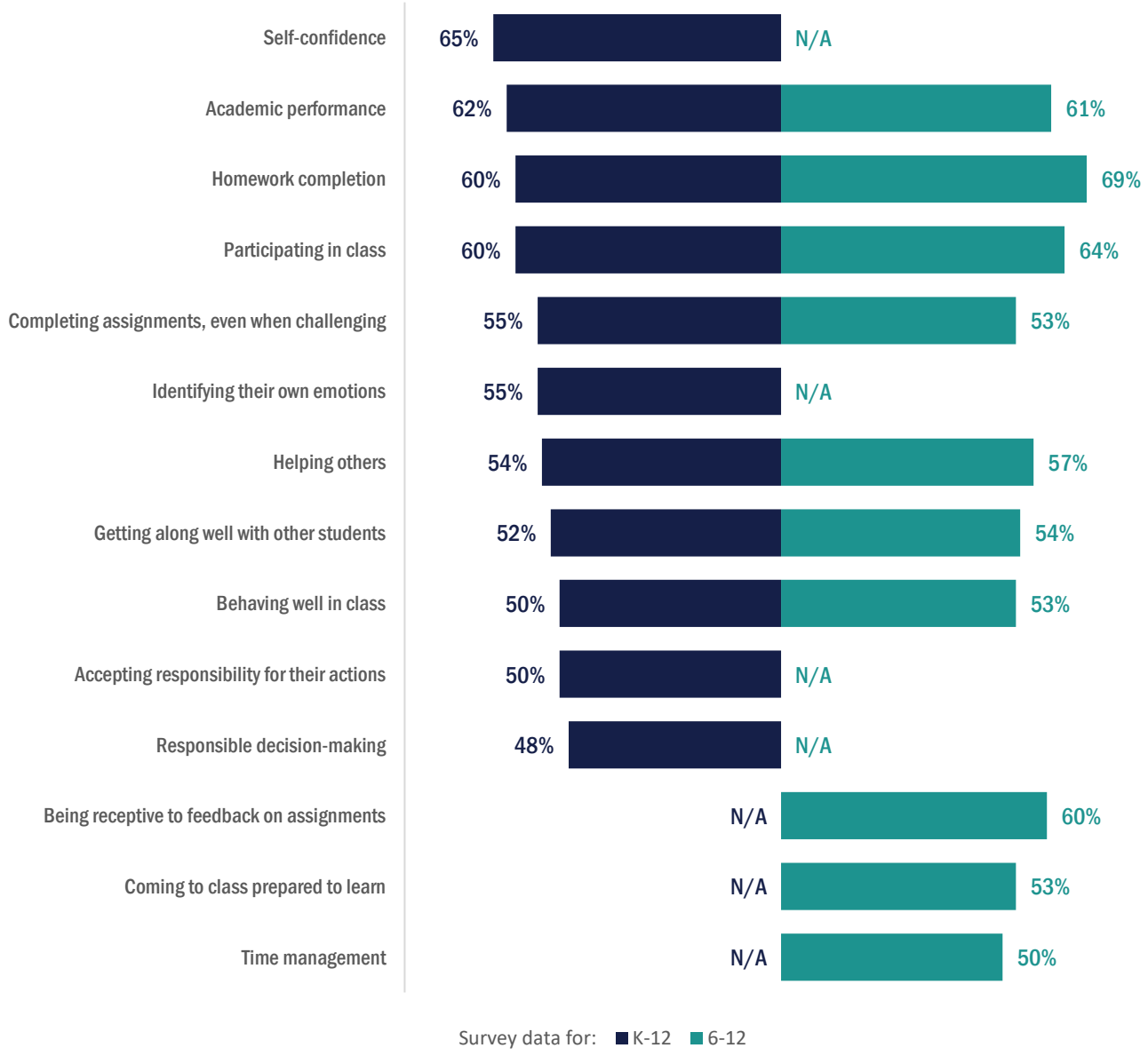


Table 31: Teacher-Reported Improvements by Attendance Gradation – K-12 Survey – 2021-2022

*Percentage of participants attending 30+ and 60+ days (and identified as needing to improve by their teachers) who improved school-related behaviors*

| K-12 Survey | 2021-2022 | |
|---|---|---|
| | >=30 Days | >=60 Days |
| Participating in class | 58% | 60% |
| Getting along well with other students | 51% | 52% |
| Behaving well in class | 48% | 50% |
| Academic performance | 61% | 62% |
| Helping others | 52% | 54% |
| Completing assignments, even when challenging | 54% | 55% |
| Responsible decision-making | 46% | 48% |
| Self-confidence | 63% | 65% |
| Accepting responsibility for their actions | 48% | 50% |
| Identifying their own emotions | 53% | 55% |
| Homework completion | 58% | 60% |

Table 32: Teacher-Reported Improvements by Attendance Gradation – 6-12 Survey – 2021-2022

*Percentage of participants attending 30+ and 60+ days (and identified as needing to improve by their teachers) who improved school-related behaviors*

| 6-12 Survey | 2021-2022 | |
|---|---|---|
| | >=30 Days | >=60 Days |
| Participating in class | 53% | 64% |
| Getting along well with other students | 47% | 54% |
| Behaving well in class | 46% | 53% |
| Academic performance | 54% | 61% |
| Helping others | 46% | 57% |
| Completing assignments, even when challenging | 48% | 53% |
| Responsible decision-making | 42% | 50% |
| Coming to class prepared to learn | 45% | 53% |
| Being receptive to feedback on assignments | 50% | 60% |
| Time management | 42% | 50% |
| Homework completion | 60% | 69% |

# School Day Attendance by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and school day attendance, a subset of participants was examined. IDOE successfully matched school day attendance data with 14,379 (92%) of the 15,565 K-12 students who attended 21st CCLC programming during the school year. This subset was further filtered to include only participants with minimum enrollment periods of 162 days, which is consistent with IDOE accountability (see Appendix B for methodology). In 2022, school day attendance data were available for 12,763 K-12 participants attending at least one day in the 21st CCLC program during the school year.

## School Day Attendance

There was a significant relationship between afterschool attendance frequency and school day attendance for grades K-12 ($p < .001$). The effect was small, with afterschool attendance frequency explaining approximately 4% of the variance in school day attendance. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p = .007$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Effects were small.

For K-5 students, there was a significant relationship between afterschool attendance frequency and school day attendance ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 3% of the variance in school day attendance for K-5 students. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .008$). Effects were small.

For students in grades 6-8, there was a significant relationship between afterschool attendance frequency and school day attendance ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 3% of the variance in school day attendance for 6-8 students. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p = .007$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .01$). Effects were small. Detailed analyses are described in Appendix B.

Figure 49: Participant Attendance Gradations by School Day Attendance Rate – 2021-2022

For all grade levels, 21st CCLC participants attending 21st CCLC programs more frequently had significantly higher levels of school day attendance in 2021-2022 compared to participants who attended less.

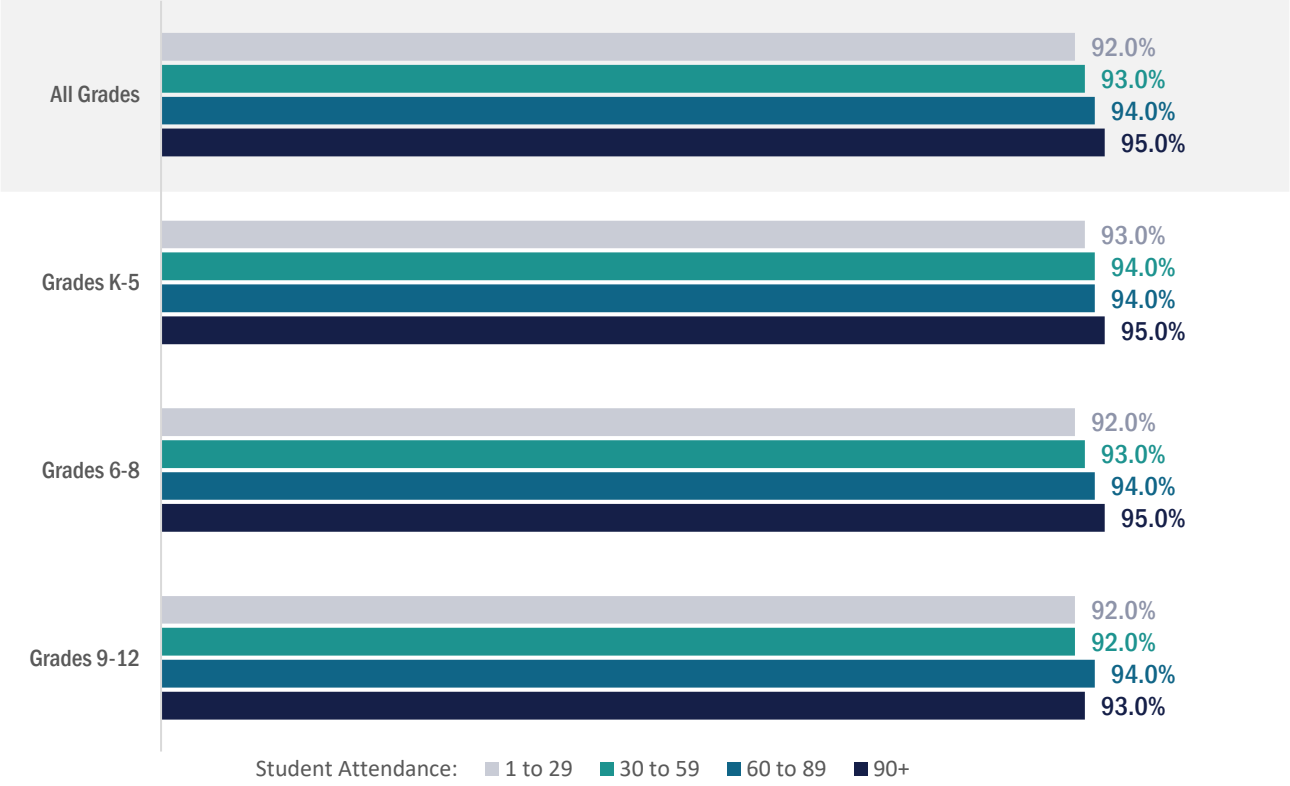



Table 33: Participant Attendance Gradations by School Day Attendance Rate – 2021-2022

***School day attendance rate for 21st CCLC participants by attendance gradations***

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| All Grades[a] | 4546 | **92%** | 2291 | **93%** | 1673 | **94%** | 4253 | **95%** |
| K-5[a] | 2437 | **93%** | 1460 | **94%** | 1152 | **94%** | 3750 | **95%** |
| 6-8[a] | 1744 | **92%** | 635 | **93%** | 360 | **94%** | 470 | **95%** |
| 9-12 | 365 | **92%** | 196 | **92%** | 161 | **94%** | 53 | **93%** |

[a] Statistically significant.

# School Discipline by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and school behavior, a subset of participants was examined. IDOE successfully matched school behavior data with 14,818 (93%) of the 15,917 K-12 students who attended 21st CCLC programming during the school year. Data were available for in-school and out-of-school suspensions.

## In-School Suspension

When examining all grade levels, there was a significant association between afterschool attendance and in-school suspensions ($p < .001$). Specifically, students attending 90 or more days were less likely to be suspended compared to students who attended less frequently. Detailed analyses are described in Appendix B.

Figure 50: Participant Attendance Gradations by In-School Suspension Rate – 2021-2022

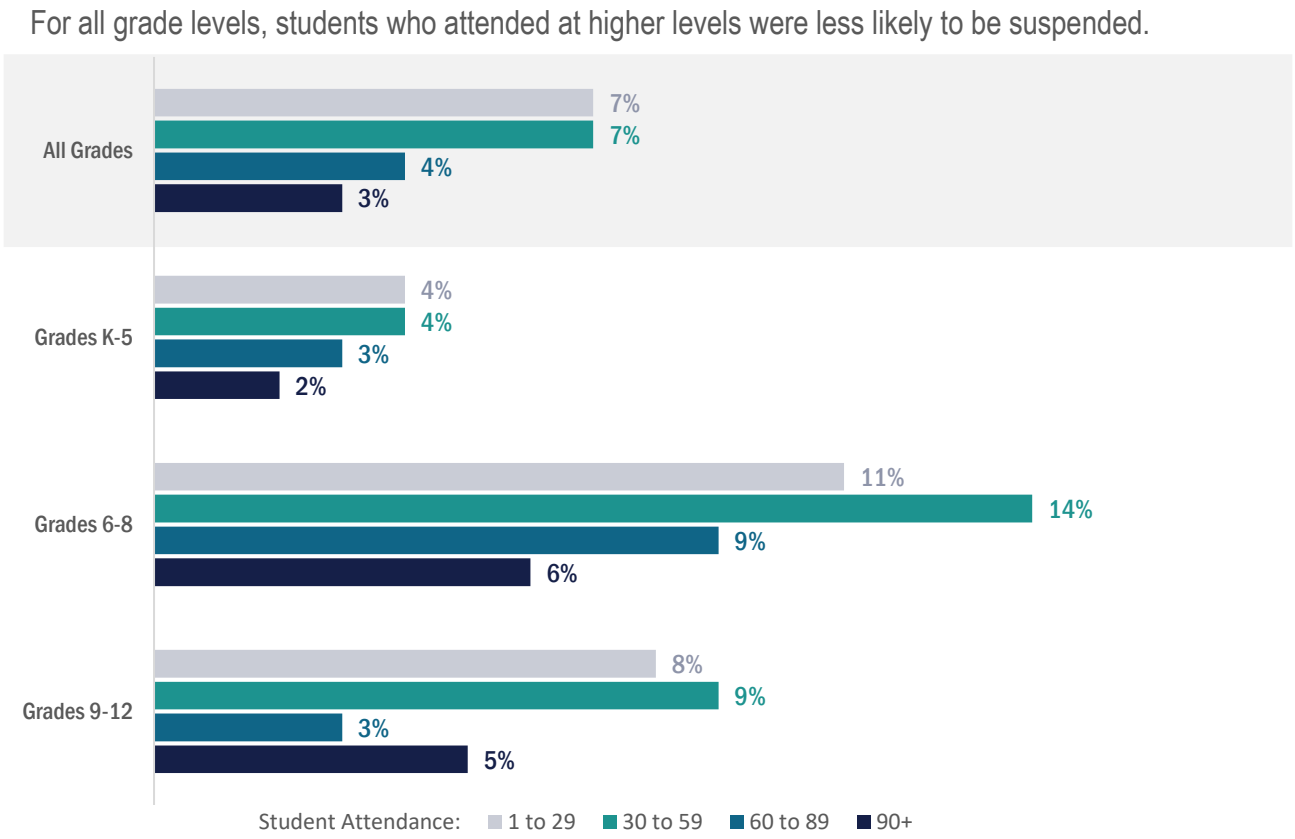


Table 34: Student Attendance Gradations by In-School Suspension Rate – 2021-2022

*Behavior: Percentage of 21st CCLC participants receiving at least one in-school suspension*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 358/5086 | 7% | 184/2566 | 7% | 81/1854 | 4% | 135/4754 | 3% |
| K-5[a] | 111/2796 | 4% | 73/1675 | 4% | 40/1295 | 3% | 100/4136 | 2% |
| 6-8[a] | 213/1879 | 11% | 92/679 | 14% | 35/381 | 9% | 31/542 | 6% |
| 9-12 | 34/411 | 8% | 19/212 | 9% | 6/178 | 3% | 4/76 | 5% |

[a] Statistically significant association.

## Out-of-School Suspension

When examining all grade levels, there was a significant association between afterschool attendance and out-of-school suspensions ($p < .001$). Specifically, students attending 60 or more days were less likely to be suspended compared to students who attended less frequently. Detailed analyses are described in Appendix B.

Figure 51: Participant Attendance Gradations by Out-of-School Suspension Rate – 2021-2022

21st CCLC participants attending at higher levels were less likely to receive an out-of-school suspension in 2022 compared to participants attending less frequently for all grade levels.

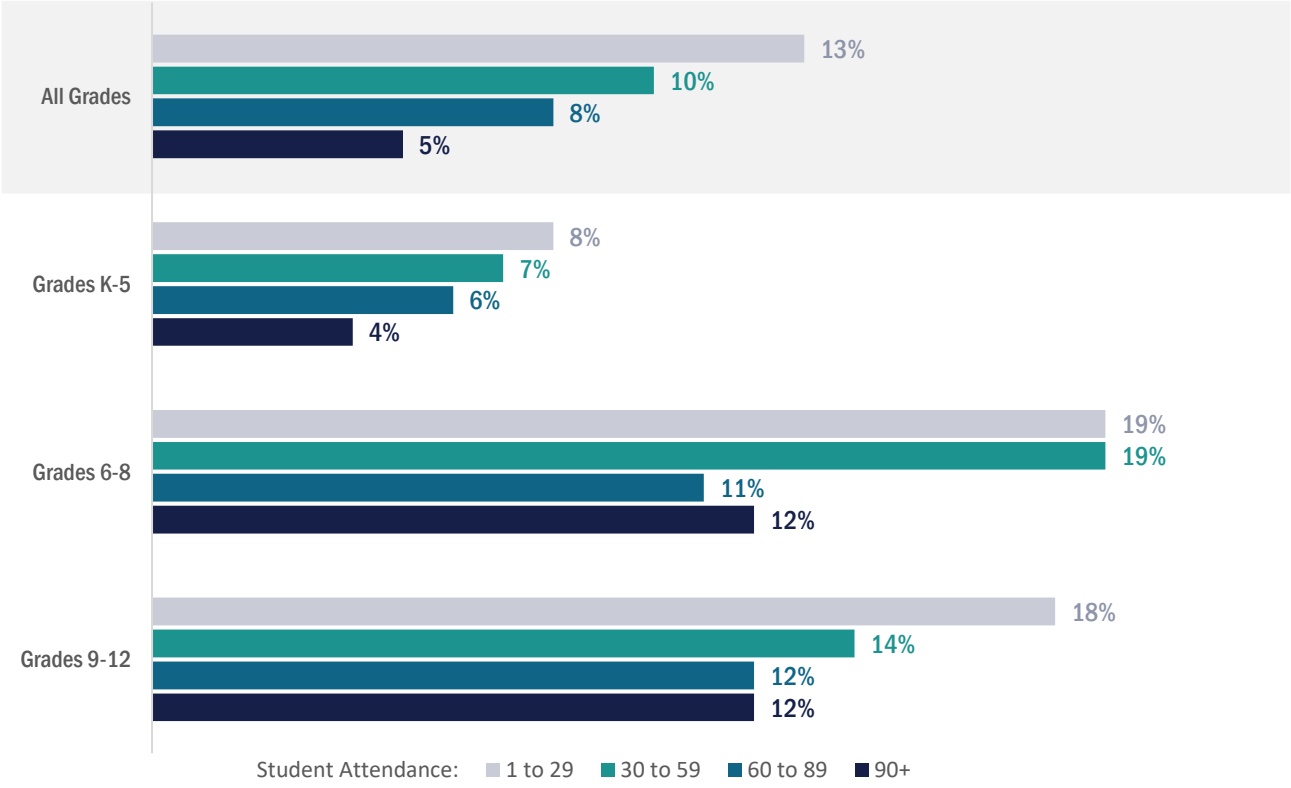


Table 35: Student Attendance Gradations by Out-of-School Suspension Rate – 2021-2022

*Behavior: Percentage of 21st CCLC participants receiving at least one out- of-school suspension*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 645/5086 | 13% | 267/2566 | 10% | 139/1854 | 8% | 230/4754 | 5% |
| K-5[a] | 223/2796 | 8% | 110/1675 | 7% | 76/1295 | 6% | 156/4136 | 4% |
| 6-8[a] | 350/1879 | 19% | 127/679 | 19% | 42/381 | 11% | 65/542 | 12% |
| 9-12 | 72/411 | 18% | 30/212 | 14% | 21/178 | 12% | 9/76 | 12% |

[a] Statistically significant association.

# Descriptive Analysis: Behavior and 21st CCLC Participant Subgroups

## School Day Attendance by Multi-Year 21st CCLC Participation

Analyses were conducted to examine the relationship between multiple years of participation in 21st CCLC and school day attendance. The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was then linked with participants' school day attendance data from 2021-2022 and disaggregated by the number of years (zero years, one year, two years, three years, or four years) students attended 60 or more days. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis (see Appendix B for school day attendance methodology). Note: students who did not attend 60 days during any year = zero years.

## Multi-year Analysis – School Day Attendance Rate: Grades 3-8

For 3-8 students, there was a significant relationship between years of regular attendance and school day attendance ($p < .001$). The effect was medium, with years of regular attendance explaining approximately 6% of the variance in school day attendance for 3-8 students. Post-hoc comparisons revealed that students who had never attended regularly attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($p < .001$), two years ($p < .001$), three years ($p < .001$), and four years ($p < .001$). Additionally, students attending regularly for four years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$), two years ($p < .001$), and three years ($p = .001$). Students attending regularly for three years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$). Students attending regularly for two years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p = .002$). Effect sizes were small to medium.

Figure 52: Multi-year Attendance (Grades 3-8) by School Day Attendance Rate – 2021-2022

On average, 21st CCLC participants attending **60+ days** during multiple years had the highest school day attendance rates.

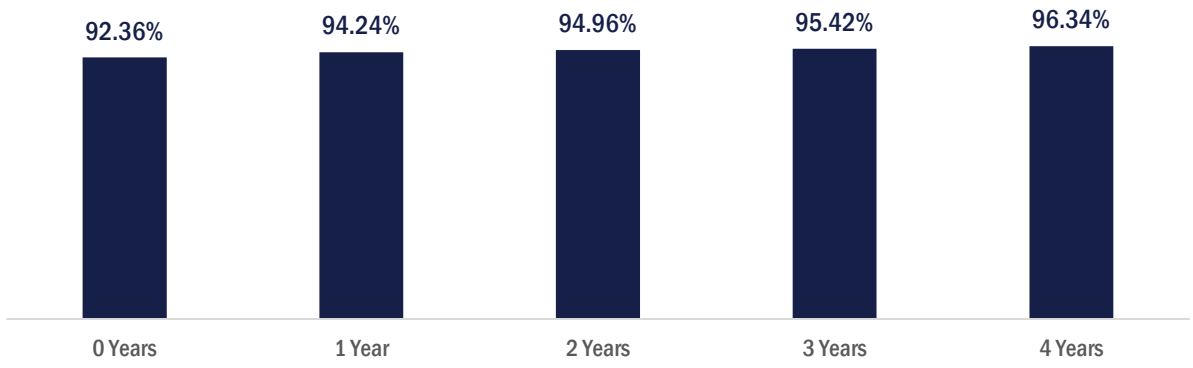



Table 36: Multi-year 60+ Days Participation (Grades 3-8) by School Day Attendance Rate – 2021-2022

***School Day Attendance: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate***

| | Grades 3 to 8 \| Years Attending 60+ days | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
| | n | mean | n | mean | n | mean | n | mean | n | mean |
| Attendance Rate[a] | 4334 | **92.36%** | 2260 | **94.24%** | 934 | **94.96%** | 608 | **95.42%** | 410 | **96.34%** |

[a] Statistically significant.

*See Appendix B for a detailed description of results.

## Multi-year Analysis – School Day Attendance Rate: Grades 9-12

For 9-12 students, there was a significant relationship between years of regular attendance and school day attendance, *Welch's F*(2, 186.23) = 4.37, $p$ = .01, $\omega^2$ = .01. The effect was small, with years of regular attendance explaining approximately 1% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students who had never attended regularly ($M$ = 92.01) attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($M$ = 93.60, $p$ = .03, $d$ = .19).

Figure 53: Multi-year Attendance (Grades 9-12) by School Day Attendance Rate – 2021-2022

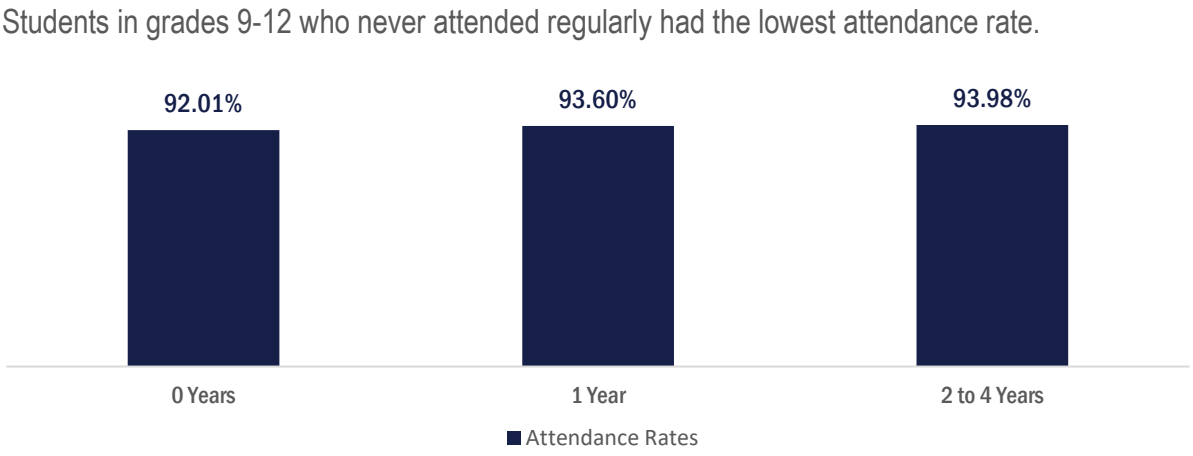



Table 37: Multi-year 60+ Days (Grades 9-12) by School Day Attendance Rate – 2021-2022

***School Day Attendance: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate***

| 2021-2022 | Grades 9 to 12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n | mean | n | mean | n | mean |
| School Day Attendance Rate[a] | 501 | 92.01% | 218 | 93.60 | 68 | 93.98 |

[a] Statistically significant.

*See Appendix B for a detailed description of results.

# School Discipline by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' school disciplinary data and disaggregated by the number of years (zero years, one year, two years, three years, or four years) they attended 60 or more days. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: Students who did not attend 60 days during any year = zero years.

## In-School Suspension Rate Multi-year analysis: Grades 3-8

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and in-school suspensions ($p < .001$). This relationship was driven by students attending 60 or more days for three or four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grade levels 3-5, there was a significant association between multi-year regular attendance and in-school suspensions ($p = .02$). This relationship was driven by students attending 60 or more days for three or four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grade levels 6-8, there was a significant association between multi-year regular attendance and in-school suspensions ($p < .001$). This relationship was driven by students attending 60 or more days for one, two, or four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently. Detailed results are described in Appendix B.

Figure 54: Years Attended by In-School Suspension Rate – 2021-2022

For grades 3-8, 21st CCLC participants attending **60 or more days** for **3 years** or **4 years** were less likely to receive an in-school suspension compared to those attending 60 or more days in fewer years.

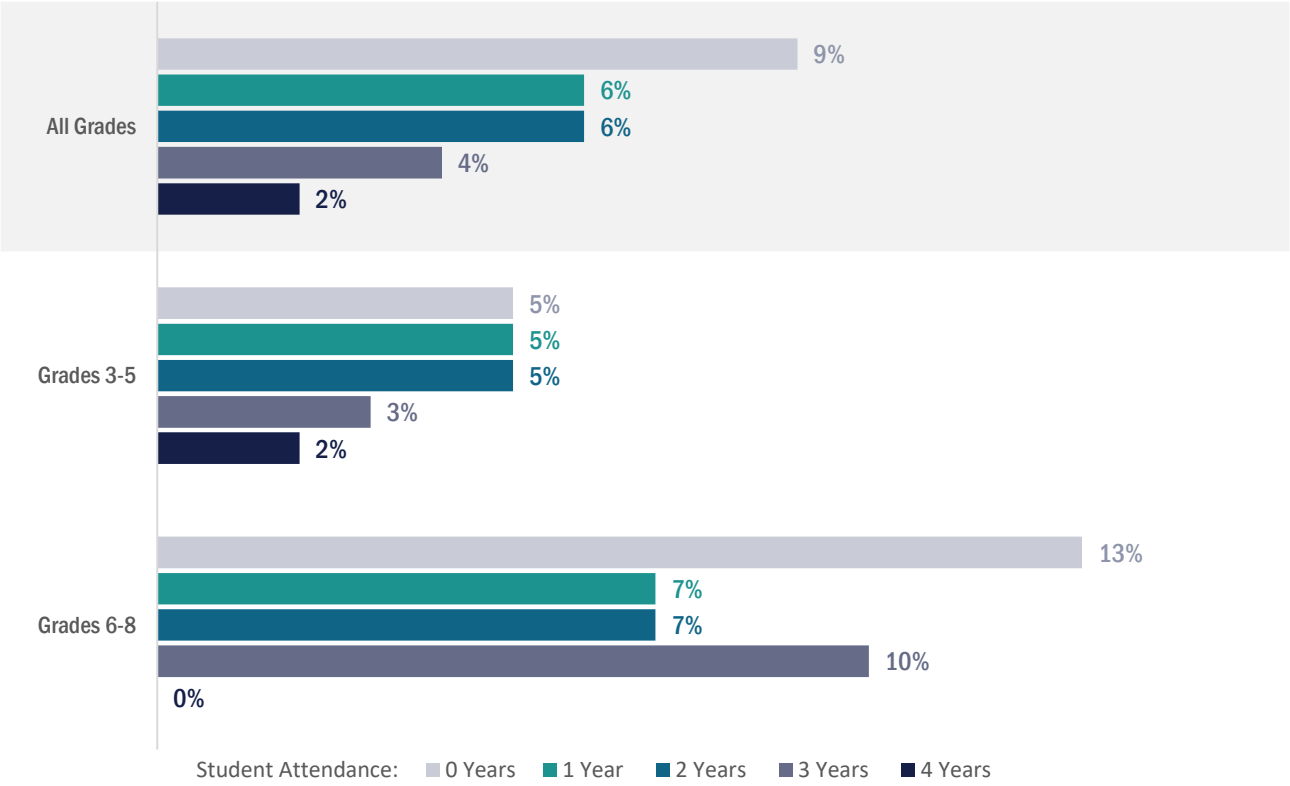



Table 38: Multi-year 60+ Days Participation (Grades 3-8) by In-School Suspension Rate – 2021-2022

*In-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate*

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 444/4794 | **9%** | 140/2500 | **6%** | 57/1013 | **6%** | 28/664 | **4%** | 8/443 | **2%** |
| 3-5[a] | 121/2342 | **5%** | 78/1663 | **5%** | 36/728 | **5%** | 14/520 | **8%** | 8/378 | **2%** |
| 6-8[a] | 323/2452 | **13%** | 62/837 | **7%** | 21/285 | **7%** | 14/144 | **10%** | 0/65 | **0%** |

[a] Statistically significant association.

## In-School Suspension Rate Multi-year analysis: Grades 9-12

When examining grade levels 9-12, no significant relationships were observed; however, when viewed descriptively, students who attended during multiple years were less likely to receive an in-school suspension.

Figure 55: Multi-Year Attendance (Grades 9-12) by In-School Suspension Rate – 2021-2022

Participants attending **60 or more days** for **1 year** or **2-4 years** were less likely to receive an in-school suspension compared to participants who never attended regularly.


Table 39: Multi-Year 60+ Days (Grades 9-12) by In-School Suspension Rate – 2021-2022

*In-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate*

| 2021-2022 | Grades 9-12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n/N | % | n/N | % | n/N | % |
| In-School Suspension Rate | 46/556 | **8%** | 14/258 | **5%** | 5/77 | **6%** |

## Out-of-School Suspension Rate Multi-year analysis: Grades 3-8

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p < .001$). This relationship was driven by students attending 60 or more days for one year, two years, three years, or four years. Specifically, these students were less likely to be suspended compared to students who never attended 60+ days.

For grades 3-5, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p = .002$). This relationship was driven by students attending 60 or more days for four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grades 6-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p < .001$). This association was driven by students attending 60 or more days for one year and four years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Figure 56: Years Attended by Out-of-School Suspension Rate – 2021-2022

For grades 3-8, participants attending **60 or more days** for **4 years, 3 Years, 2 Years,** and **1 Year** were less likely to receive an out-of-school suspension compared to those who never attended 60+ days.

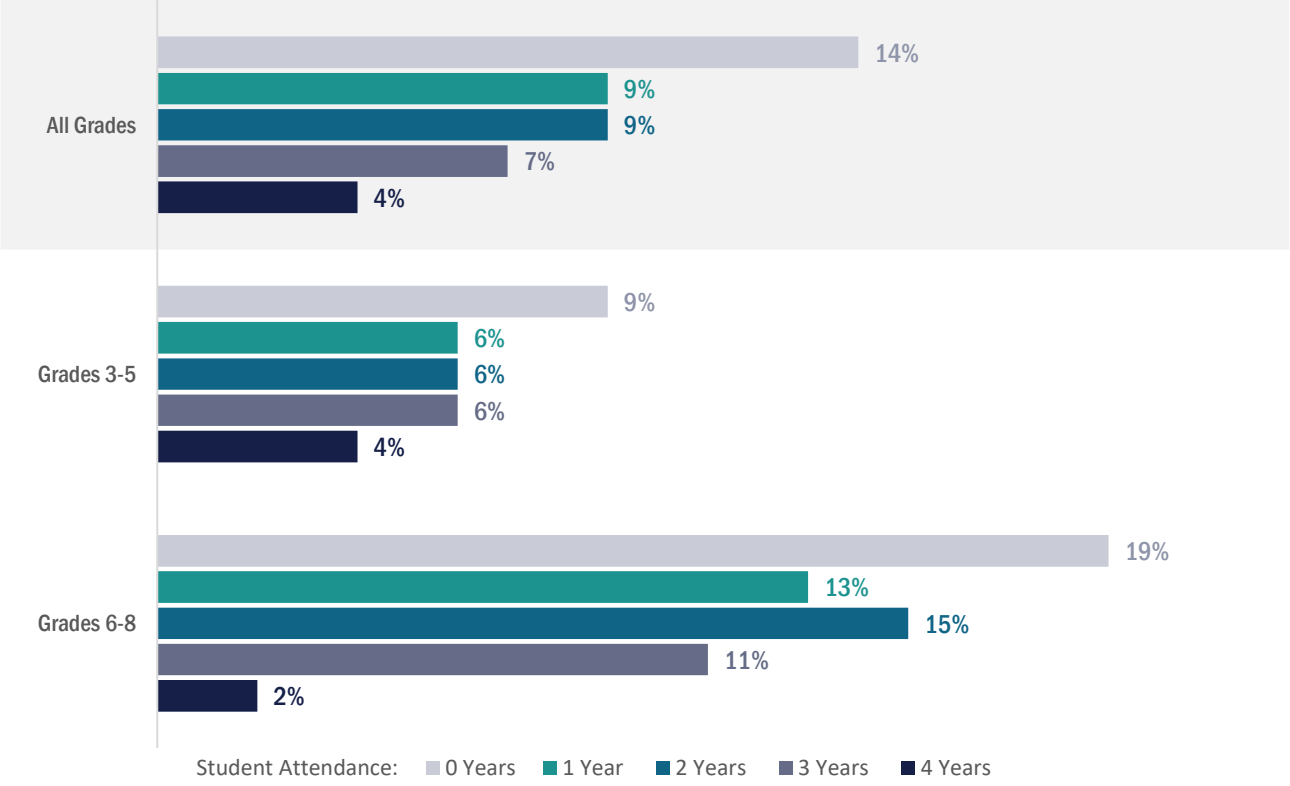


Table 40: Multi-Year 60+ Days Participation (Grades 3-8) by Out-of-School Suspension Rate – 2021-2022

*Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate*

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades[a] | 674/4794 | **14%** | 216/2500 | **9%** | 88/1013 | **9%** | 46/664 | **7%** | 16/443 | **4%** |
| 3-5[a] | 201/2342 | **9%** | 107/1663 | **6%** | 45/728 | **6%** | 30/520 | **6%** | 15/378 | **4%** |
| 6-8[a] | 473/2452 | **19%** | 109/837 | **13%** | 43/285 | **15%** | 16/144 | **11%** | 1/65 | **2%** |

[a] Statistically significant.

## Out-of-School Suspension Rate Multi-year analysis: Grades 9-12

When examining grade levels 9-12, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p$ = .05). The association was driven by students attending 60 or more days during two or more years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Figure 57: Multi-year Attendance (Grade 12) by Out-of-School Suspension Rate – 2021-2022

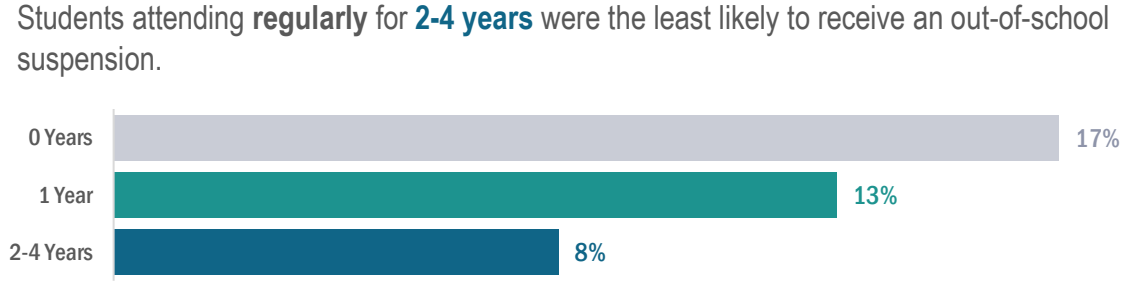



Table 41: Multi-year 60+ Days (Grades 9-12) by Out-of-School Suspension Rate – 2021-2022

*Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate.*

| 2021-2022 | Grades 9-12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n/N | % | n/N | % | n/N | % |
| Out-of-School Suspension Rate[a] | 96/556 | **17%** | 34/258 | **13%** | 6/77 | **8%** |

[a] Statistically significant.

# Matched-Groups Analysis

# Matched-Groups Analysis: Academic Performance and 21st CCLC Participation

## Matched-Groups Analysis and Academic Performance

A series of analyses were completed to examine the impact of 21st CCLC participation on selected English/language arts (ELA) and math outcomes. Specifically, ILEARN data were utilized to examine academic achievement in English/language arts and math. The assessments were administered in the spring of 2022. ILEARN proficiency and growth (based on student growth percentile (SGP) and ILEARN growth targets) were reported. All data were provided by IDOE.

To control for potential differences between groups, propensity score matching was used to identify treatment students (i.e., students attending with high frequency) and comparison groups (students attending less frequently) that were balanced on key demographics, including prior academic performance. Specifically, the following matched groups were created for the analyses: (a) >=30 days attendance compared to <30 days attendance; (b) >=60 days compared to <60 days; and (c) >=90 days compared to <90 days. Because prior ILEARN performance was utilized as a matching variable, only students in grades 4 to 8 were included in the analysis.

It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). A detailed description of methodology is provided in Appendix B.

Overall sample size was determined by the number of students in both the treatment and comparison groups who could be successfully matched (i.e., were similar). Because there were fewer students who attended 90 or more days, there were smaller matched groups for these analyses. A summary of the matched groups created for these analyses is included in the table that follows.

Table 42: Sample Size for Matched Groups: Academics – 2021-2022

| 2021-2022 | 30 Day Attendance Threshold | | 60 Day Attendance Threshold | | 90 Day Attendance Threshold | |
|---|---|---|---|---|---|---|
| | >= 30 | < 30 | >= 60 | < 60 | >= 90 | < 90 |
| Academics[a] | 1841 | 1841 | 1567 | 1567 | 1317 | 1317 |

[a] Students in grades 4-8 were included in the academic matched-groups analyses.

# 30-Day Matched-Groups

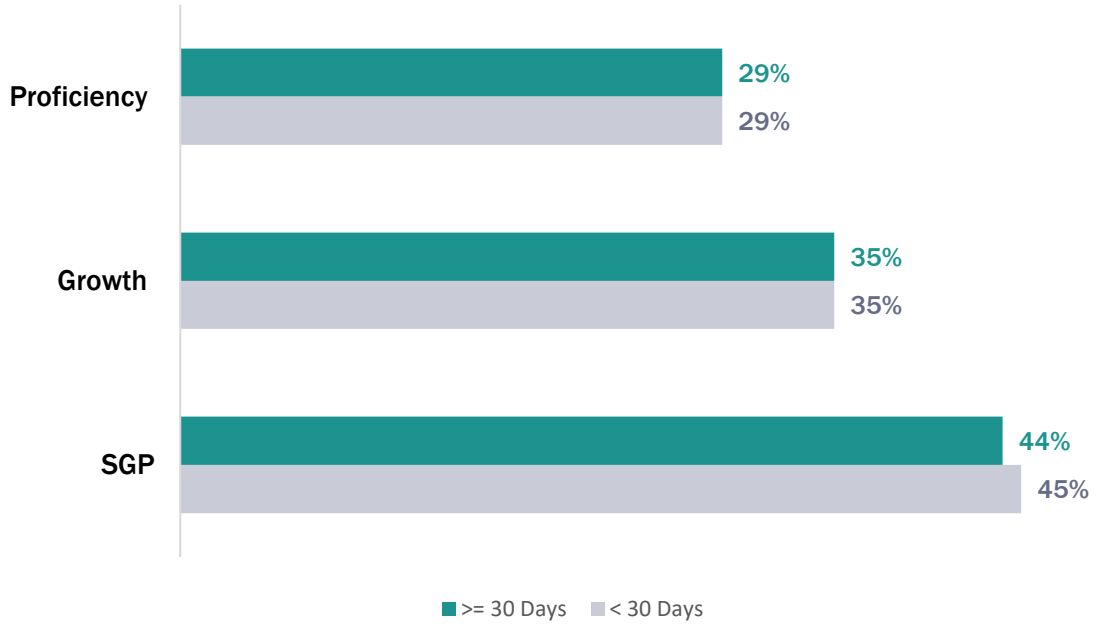
Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. These groups were balanced on key demographics, including prior academic performance. See Appendix B for detailed analyses.

## English/Language Arts

Both groups met ILEARN ELA growth targets, earned student growth percentile (SGP) greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and scored at or above proficiency at similar rates.

Figure 58: 30-Day Matched Groups for ILEARN ELA – 2021-2022

Both groups passed the ILEARN Assessment and demonstrated growth at similar rates. No significant differences were observed.

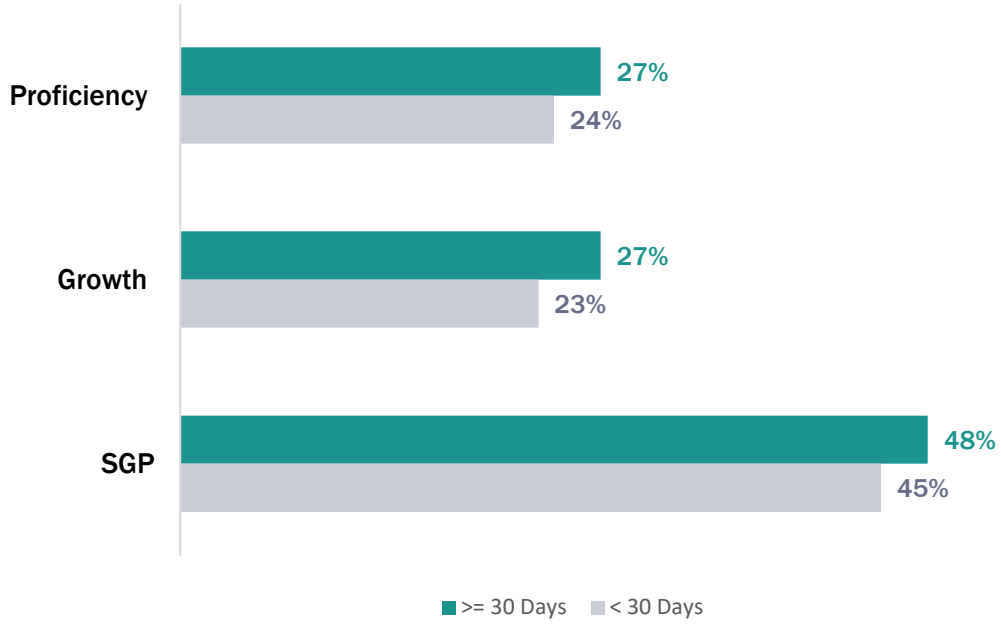


## Math

Students who attended for 30 or more days were statistically significantly more likely to meet their ILEARN math growth target ($p$ = .02) and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($p$ = .04), compared to students who attended less frequently.

Figure 59: 30-Day Matched Groups for ILEARN Math – 2021-2022

Students who attended for **30 or more days** were statistically significantly more likely to meet their growth target and earn an SGP greater than or equal to 50, compared to students who attended less **than 30 days**.



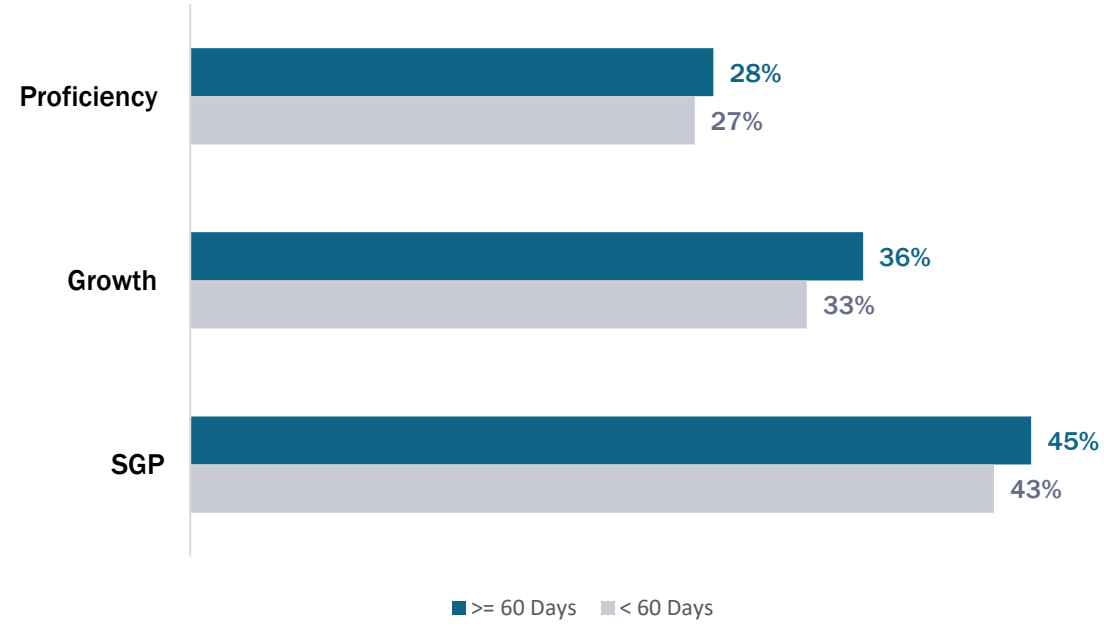
# 60-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 60 days or more and (2) students attending fewer than 60 days. As with the 30-day matched groups, these groups were balanced on key demographics, including prior academic performance. See Appendix B for detailed analyses.

## English/Language Arts

Students who attended for 60 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Figure 60: 60-Day Matched Groups for ILEARN ELA – 2021-2022

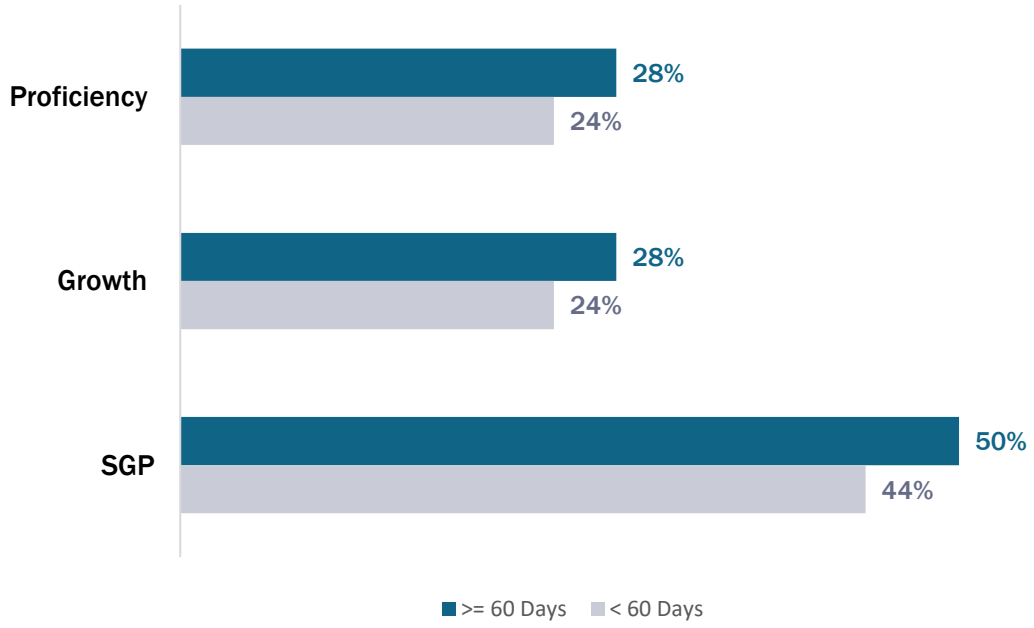


## Math

Students who attended for 60 or more days were statistically significantly more likely to meet their ILEARN math growth targets ($p$ = .01) and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($p$ = .001).

Figure 61: 60-Day Matched Groups for ILEARN Math – 2021-2022

Students who attended for **60 or more days** were significantly more likely to meet their growth targets and earn an SGP greater than or equal to 50.



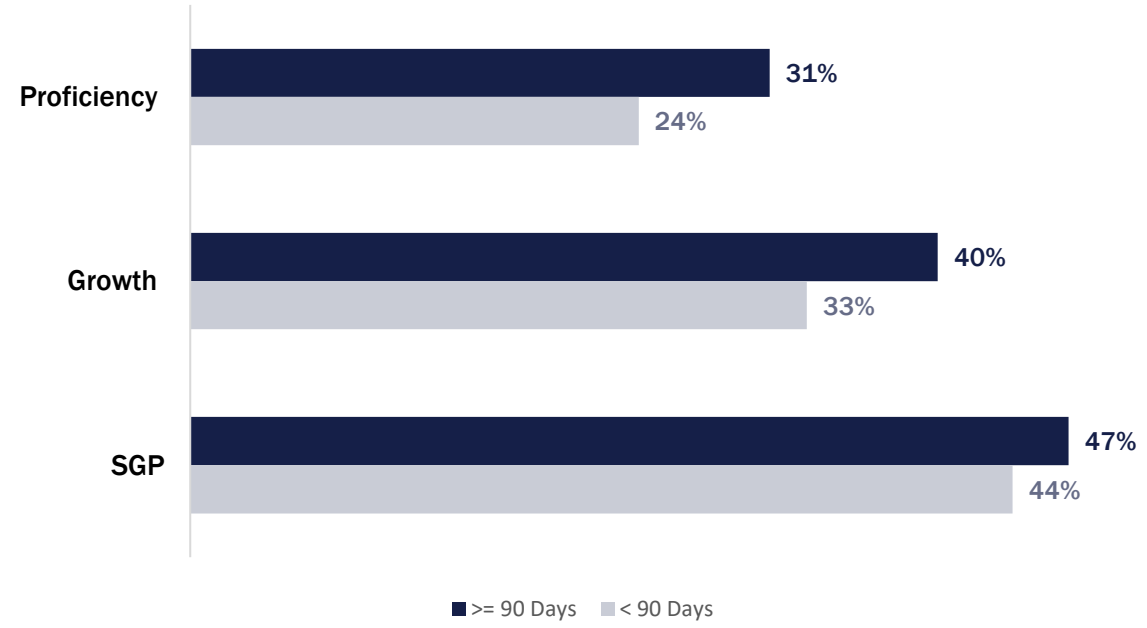
# 90-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 90 days or more and (2) students attending fewer than 90 days. Like the 30-day and 60-day matched groups, these groups were balanced on key demographics, including prior academic performance. See Appendix B for detailed analyses.

## English/Language Arts

Students who attended 90 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. A significant difference was observed between groups for growth targets ($p < .001$) and proficiency ($p < .001$).

Figure 62: 90-Day Matched Groups for ILEARN ELA – 2021-2022

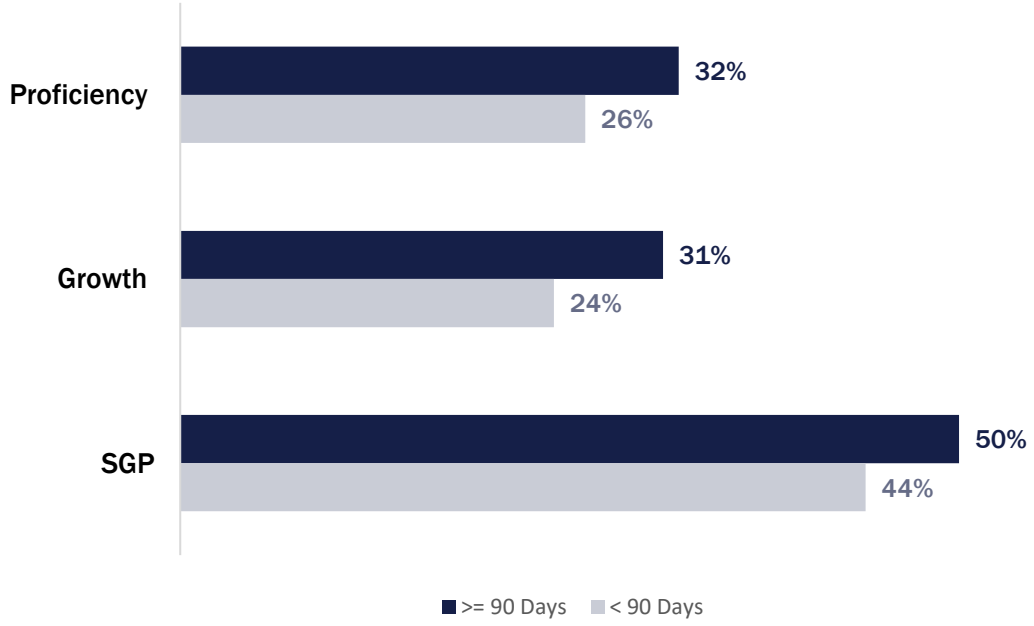


## Math

Students who attended for 90 or more days were statistically significantly more likely to meet their ILEARN math growth targets ($p < .001$), earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($p = .002$), and score at or above proficiency ($p = .001$).

Figure 63: 90-Day Matched Groups for ILEARN Math – 2021-2022

Students who attended for **90 or more days** were significantly more likely to meet their growth targets, earn an SGP greater than or equal to 50, and score at or above proficiency.



# Matched-Groups Analysis: Discipline and 21st CCLC Participation

## Matched-Groups Analysis and Discipline

A series of analyses to examine the impact of 21st CCLC participation on selected in-school suspension (ISS) and out-of-school suspension (OSS) indicators were conducted. The numbers of ISS and OSS suspensions received for each participant were provided by IDOE. Based on these data, students who received an ISS or OSS were flagged. Analyses examined associations between participation levels and suspensions.

To control for potential differences between groups, propensity score matching was used to identify treatment students (i.e., students attending with high frequency) and comparison groups (students attending less frequently) that were balanced on key demographics (including prior year disciplinary data). Specifically, the following matched groups were created for the analyses: (a) >=30 days attendance compared to <30 days attendance; (b) >=60 days compared to <60 days; and (c) >=90 days compared to <90 days. Because prior year suspensions were utilized as a matching variable, students in grades 1 to 12 were included in the analysis.

It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). A detailed description of methodology is provided in Appendix B.

Sample size was determined by the number of students in both the treatment and comparison groups who could be successfully matched (i.e., were similar). A summary of the matched groups created for these analyses is included in the table that follows.

Table 43: Sample Size for Matched Groups: Discipline – 2021-2022

| 2021-2022 | 30 Day Attendance Threshold | | 60 Day Attendance Threshold | | 90 Day Attendance Threshold | |
|---|---|---|---|---|---|---|
| | >= 30 | < 30 | >= 60 | < 60 | >= 90 | < 90 |
| Discipline[a] | 3220 | 3220 | 3268 | 3268 | 2974 | 2974 |

[a] Students in grades 1-12 were included in the disciplinary matched-groups analyses.

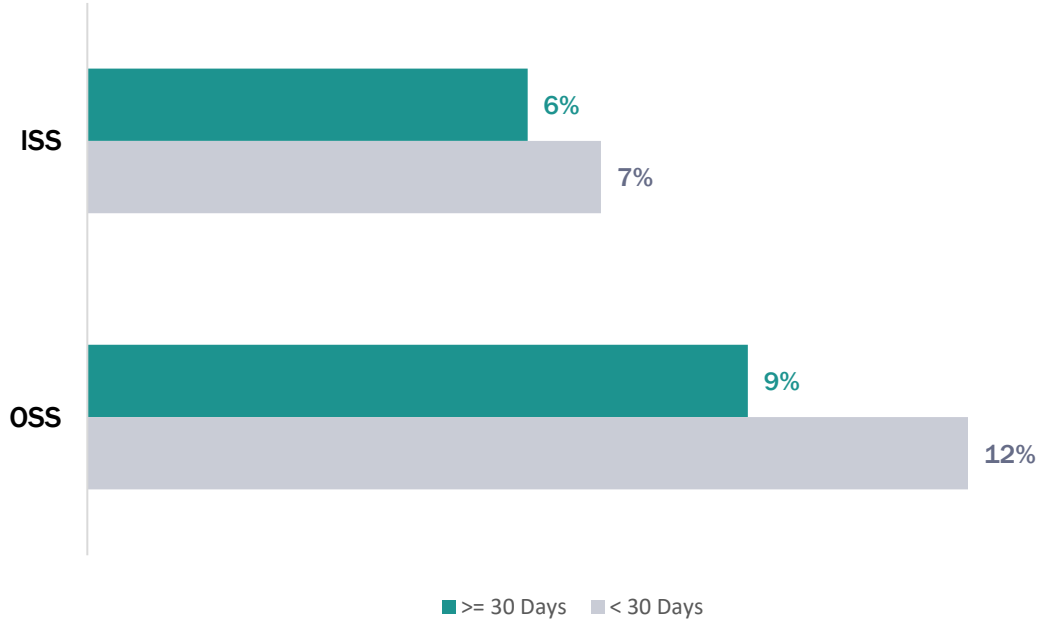
# 30-Day Matched-Groups

Propensity score matching was used to identify two groups of participants: (1) students attending for 30 days or more and (2) students attending fewer than 30 days. These groups were balanced on key demographics and prior year discipline. See Appendix B for detailed analyses.

Students who attended for 30 or more days were significantly less likely to receive out-of-school suspensions ($p < .001$) compared to those who attended less frequently.

Figure 64: 30-Day Matched Groups for ISS and OSS – 2021-2022

Students who attended for **30 or more days** were less likely to receive in-school and out-of-school suspensions compared to those who attended less frequently. A significant difference was observed for out-of-school suspensions.



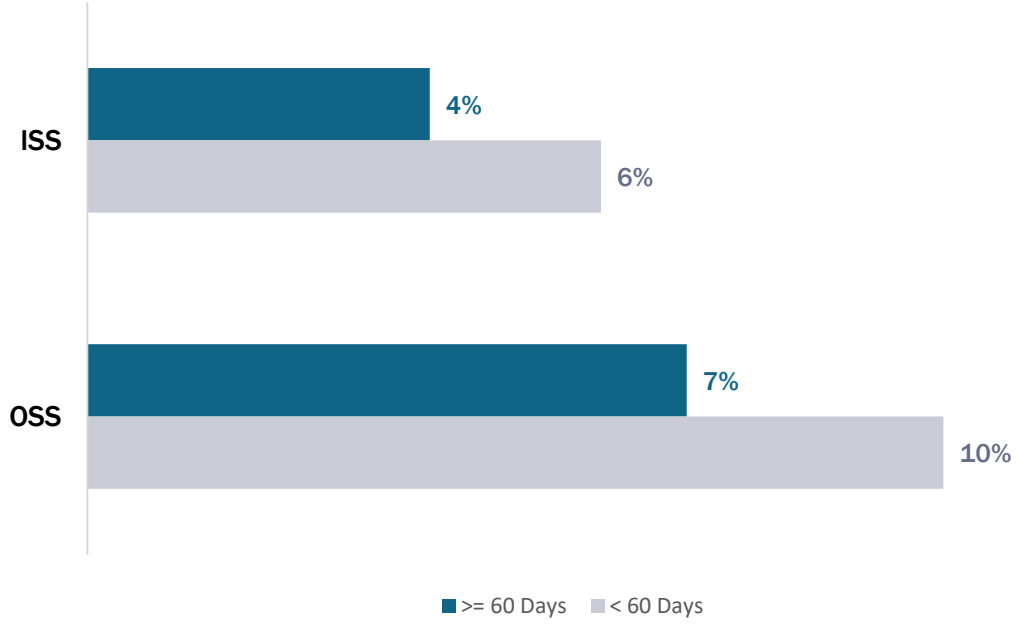
# 60-Day Matched-Groups

Propensity score matching was used to identify two groups of participants: (1) students attending for 60 days or more and (2) students attending fewer than 60 days. As with the 30-day matched groups, these groups were balanced on key demographics and prior year discipline. See Appendix B for detailed analyses.

Students who attended for 60 or more days were less likely to receive in-school ($p$ = .001) and out-of-school suspensions ($p$ < .001) compared to those who attended less frequently.

Figure 65: 60-Day Matched Groups for ISS and OSS – 2021-2022

Students who attended for **60 or more days** were significantly less likely to receive in-school and out-of-school suspensions compared to those who attended less frequently.

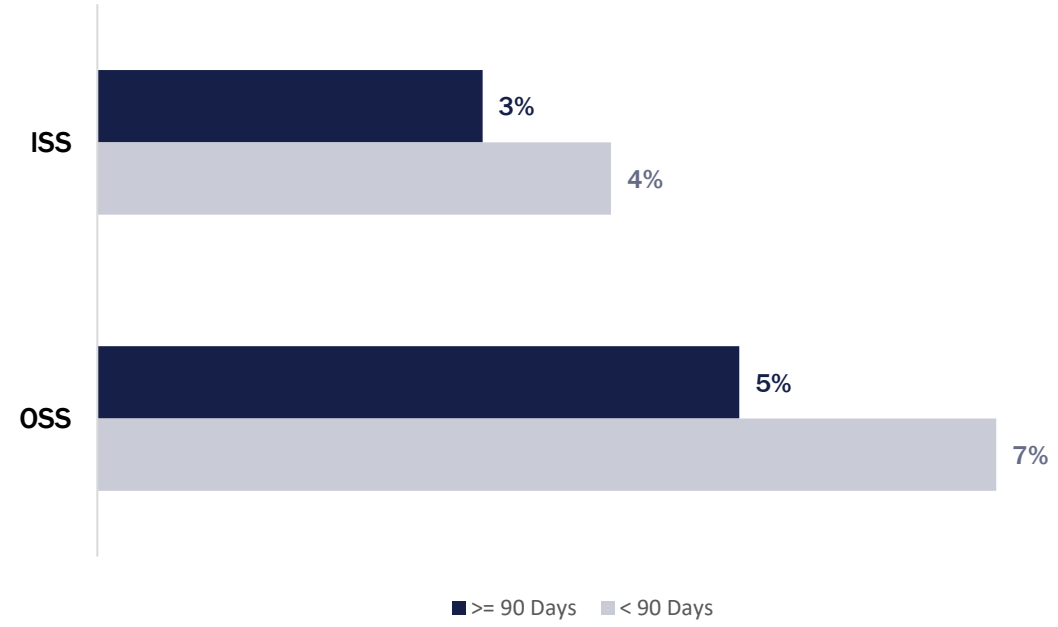


# 90-Day Matched-Groups

Propensity score matching was used to identify two groups of students: (1) students attending for 90 days or more and (2) students attending fewer than 90 days. Like the 30-day and 60-day matched groups, these groups were balanced on key demographics and prior year discipline. See Appendix B for detailed analyses.

Students who attended for 90 or more days were less likely to receive in-school and out-of-school suspensions compared to those who attended less frequently. Significant differences were observed for out-of-school suspensions ($p$ = .002).

Figure 66: 90-Day Matched Groups for ISS and OSS – 2021-2022



# Summary of Indiana 21st CCLC Performance Measures

# Summary of Indiana 21st CCLC Performance Measures

Beginning in 2019, Indiana's Performance Measurement Framework was revised to include a focus on Academic, Social/Behavioral, and Family Engagement outcomes. Specifically, each site is required to track and report on four to six Academic measures, two to four Social/Behavioral measures, and two Family Engagement measures. Within Academics, all sites are required to track English/language arts and math report card grades. Site-level results are reported in the Executive Summary of the yearly local evaluation reports required for each 21st CCLC grantee.

In fall 2022, 172 sites provided an Executive Summary detailing progress toward performance measures to the Indiana Department of Education (IDOE). For the 2021-2022 grant year, 36% of sites (*n* = 62) were unable to report on one or more measures due to various data limitations. Data were compiled and analyzed by the state evaluation team. Key findings are reported in the following sections.

## Sites Reporting

Of the sites reporting performance measures, 66% served students in elementary school only, 15% served middle school only, and 5% served high school only (see Figure 67). The remaining 13% provided services to students of mixed grade-level groups: K-12 (3%), K-8 (6%), and middle and high school (3%).

Sites providing executive summaries evenly split between Cohort 10 (55%) or Cohort 9 (45%).

Over half (57%) of sites met their targets for regularly attending participants (RAPs). To be a regularly attending participant in 2021-2022, students must attend at least 45 days of school year programming.

Figure 67: 21st CCLC Students Served

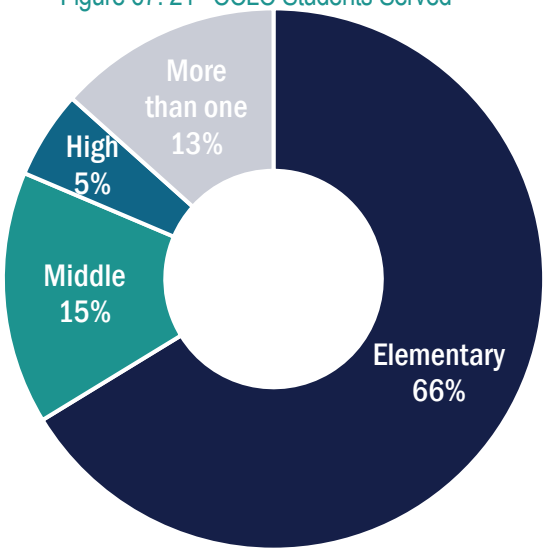
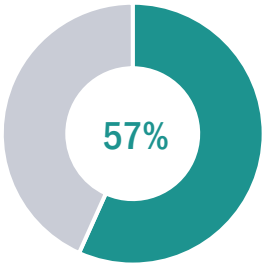
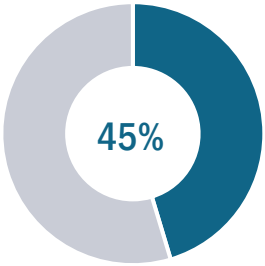


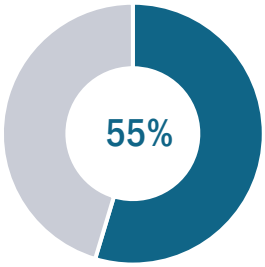
Figure 68: 21st CCLC Site Characteristics




Of sites met their RAP targets in 2021-2022.




Of sites were in Cohort 9.




Of sites were in Cohort 10.

# Performance Measures Met

As noted above, each 21st CCLC site sets unique performance measures and targets for Academic, Social/Behavioral, and Family Engagement categories. As a result, this section aggregates all performance measures and provides an overview of the total number met.

## Academic Performance Measures

Four to six Academic performance measures were required for each site, and each site created unique measures with support from their local evaluator. Example measures included the percentage of students earning a B or higher or increasing their English/language arts grade from fall to spring and the percentage of students improving academic performance, as reported by classroom teachers. Data sources utilized by sites included, but were not limited to, report card grades, standardized test scores/proficiency, and the IDOE Teacher Survey.

- Across all sites, 75% of Academic performance measures were met (534/714).
- Within the Academic performance measures, all sites were required to include English/language arts and math grade measures. Across all sites, 75% of English/language arts grade measures (146/194) and 78% of math grade measures (151/193) were met.

## Social/Behavioral Performance Measures

Two to four Social/Behavioral performance measures were required for each site, and each site was given the opportunity to create unique measures. Example measures included the percentage of students reporting increased optimism about their school day and the percentage of students improving classroom behavior, as reported by classroom teachers. Data sources utilized by sites included, but were not limited to, the IDOE Teacher Survey, student surveys, afterschool staff surveys, and parent surveys.

- Of the 427 Social/Behavioral performance measures set by sites, 77% (330/427) were met.

## Family Engagement

Two Family Engagement performance measures were required for each site, and unique measures were created by each site. Example measures included the percentage of parents attending school-sponsored family sessions and the percentage of parents reporting an increase in time spent reading with their child.

Data sources utilized by sites included, but were not limited to, afterschool staff surveys, parent surveys, and family event attendance.

- Across all sites, 93% of all Family Engagement performance measures (280/302) were met.

Figure 69: Performance Measures Met Across All Sites

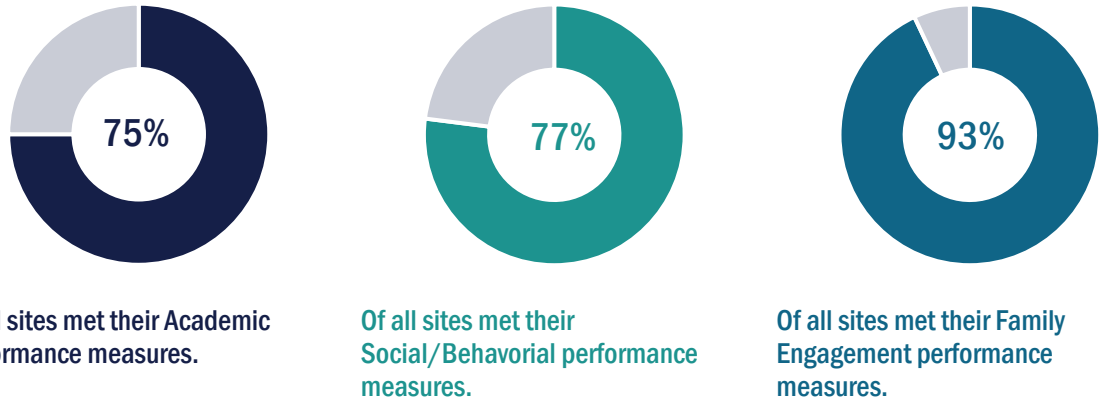



Figure 70: Percent of Performance Measures Met by Site Type

| | # of Sites | Academic | Social/Behavioral | Family Engagement |
|---|---|---|---|---|
| Elementary School | 114 | 78% | 79% | 93% |
| Middle School | 26 | 73% | 73% | 92% |
| High School | 9 | 50% | 81% | 100% |
| More than one | 23 | 69% | 72% | 90% |
| Cohort 9 | 78 | 81% | 82% | 93% |
| Cohort 10 | 94 | 70% | 74% | 93% |
| Not Met RAP Target | 74 | 72% | 79% | 91% |
| Met RAP Target | 97 | 77% | 76% | 94% |

# Case Studies

# Literacy Programming Case Study

2021-2022

## Overview

Virtual interviews were conducted with three 21st CCLC afterschool grantees with a literacy programming focus: Boys and Girls Club of Wayne County, Cloverdale Community Schools, and YMCA of Muncie. Questions related to literacy programming were developed for the case studies. Unique aspects of literacy programming, types of cirricula used, program design, staffing, and school-day linkages were discussed.

## Successes & Student Growth

Across all literacy programs, successes related to improved reading scores, greater confidence when reading, and general increases in excitement to participate in reading activities/reading tutoring were noted by those interviewed.

Programs reported tracking student growth both formally and informally using a variety of tools, strategies, and assessments:

- I-Ready
- I-READ
- ILEARN
- IXL
- Assessed Reading Levels BOY/ MOY/ EOY (Accelerated Reader AR)
- Talking with school day teachers and tutors
- Checking grades
- Talking with parents and families

### Grantee Spotlight

The Boys & Girls Club of Wayne County tests students' reading levels at the beginning of the year and tests again after students have attended 30 literacy activities.

Cloverdale Community Schools monitors I-Ready scores, along with feedback from parents and school day teachers to help identify areas where students need support.

The YMCA of Muncie collects feedback from parents, school day teachers, and reading volunteers to identify students who have shown improvement. Test scores and reading assessments from the previous year are also used as a baseline for gauging improvement as students progress through the program.

## Program Design Strategies

Programs reported using a variety of methods to develop/plan literacy activities.

All programs provide students with access to classroom libraries or electronic databases of books (e.g., EPIC, MyON) to utilize while in the program. Further, all programs allow students to borrow or exchange books, receive free books, or purchase books from the school's book fair, ensuring students have access to reading materials at school and at home.

At some programs, specific curricula were used daily (LIT ART, I-Ready) and in others, staff members were given the opportunity to plan activities based on the needs and interests of their students. Students typically participated in designated literacy activities a minimum of two days a week; however, literacy skills and components were built into the majority of afterschool offerings.

**INSTRUCTIONAL PRACTICES:** All programs offer one-on-one reading support, homework help, or tutoring with an adult. The specific qualifications of the reading support/tutoring staff varied across programs and included community volunteers, library staff, and/or school day teachers.

Students also have opportunities for independent and paired reading (e.g., buddy reading/reading lab) during the program. During independent reading, students were given the choice to select reading materials.

For programs who utilized a specific curriculum, all students typically read the same story or book and then completed a series of lessons or activities. These are staff-led and follow along a predetermined set of instructions from the curriculum guide.

**STAFFING:** Across each of the participating programs, staff member characteristics varied. Programs often sought out participation from school day teachers but varied in access to teachers and success recruiting them. Programs that have difficulty recruiting school day teachers to participate in afterschool programs have relied on community organizations, college students, and volunteers to staff programs. 21st CCLC programs utilized a variety of staff to support literacy programming.

- School day teachers were typically utilized as tutoring staff.
- College students provided literacy lessons to participants as student teachers and classroom assistants.
- Public library staff oversaw reading activities or checking out books from library.
- Education coordinators/site coordinators planned programming.
- Community Organizations (e.g., United Way) provided volunteers for reading support.

**SCHOOL DAY LINKAGES:** Linkages with the school day varied across participating programs. All programs reported utilizing state standards and learning goals, and most programs utilized the same assessments and online educational programs used by the schools during the regular school day (e.g., IXL, EPIC, MyON, Accelerated Reader, I-Ready).

Programs that were school-based reported having an easier time of communicating with school day teachers or school personnel. For community-based organizations, employing school day staff as afterschool support can fulfill a valuable liaison role between the program and the school. Moreover, providing roles for school administration to support program decision making was also noted as a strength. Finally, being intentional about scheduling times to communication with school staff was critical for community-based organizations.

### Grantee Spotlight

When hiring, The Boys & Girls Club of Wayne County seeks out teachers/staff from the schools that participants attend.

Cloverdale Community Schools uses school day teachers to staff all afterschool positions. Theses staff are knowledgeable about all aspects of the curriculum and have to access to grades, classroom textbooks, and assignments.

At The YMCA of Muncie, the program director has monthly meetings with the school's principal. They use this time to connect about specific students or concerns. The director also meets bi-monthly with the education director for Muncie Community Schools who leads curriculum and instruction for all local schools.

"As a separate organization, it can be a challenge to communicate with our schools, so having a tutor who is also a school day teacher serves as our link to our club member's school. We also have superintendents from each school who serve on our [Board of Directors]. This is helpful when collaborating with our schools on big-picture types of projects and programming."

# Best Practices & Lessons Learned

Participating programs highlighted a variety of best practices that should be considered when planning and implementing literacy in afterschool programs.

**Using Afterschool Programs to Support a Lifelong Love of Reading:** "Reading should never feel like a punishment for students, help students find something that they are interested in (maybe a magazine or a comic book)."

**Building Literacy into All Afterschool Activities:** "Literacy components can be incorporated into all enrichment and afterschool activities (opportunities for students to read, learn new vocabulary words, write, and share or speak about their perspective or experience) can occur in STEM, History, Cooking, Art."

**Providing Sufficient Planning Time & Adequate Resources for Staff:** "Ensure classroom staff have time away from programming to plan literacy activities, and that they have the necessary budget for supplies and games."

**Partnering with the Community to Support Literacy:** "Public library staff and community organizations such as the United Way can be a resource for supporting literacy programming afterschool."

**Involving Family in Literacy:** "Literacy nights are a great way to involve family members in reading activities."

**Aligning Activities with what Students are Learning:** "Identify textbooks, curriculum, and assessments the school is using, and make sure your activities are supporting that school-day learning."

# Boys and Girls Club of Wayne County

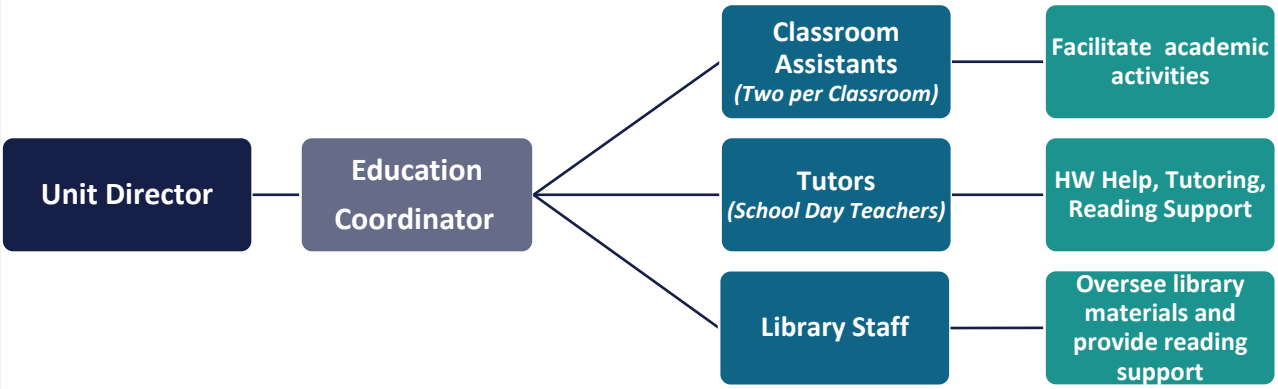
The Boys & Girls Club (BGC) of Wayne County served youth at three sites during the 2021-2022 school year. To keep youth voice and choice at the core of their program, afterschool staff refer to participants as "Club Members," and youth take part in "Open Programming," which means they can choose which rooms and activities they take part in each day.

With 21st CCLC funding, BGC of Wayne County has continued to focus on enhancing literacy-based program offerings for their students through the use of expanded library access (mini libraries), utilizing community library staff as afterschool literacy staff, offering tutoring and reading support, and incorporating electronic reading resources such as MyON for use at the program and at home.

BGC education coordinators are responsible for developing a monthly schedule of activities that is reviewed by the unit director. Unit staff provide feedback to the education coordinator related to incorporating literacy components into all activities (Cooking, Game Room, Physical Activities, STEM, Art).

Formal literacy activities are offered weekly; however, there are no restrictions on any student who wants to use the library or read independently. Participants reported that participants love having their own library in the program space.

*"Our students love MyON. We like to describe MyON as Netflix for books. MyON has something for everyone, and [participants] can search for topics and interests based on what they want to read about. The kids love trying to come up with different combinations to see if they can stump MyON, like let's see if they have a book on earthworms in Africa."*



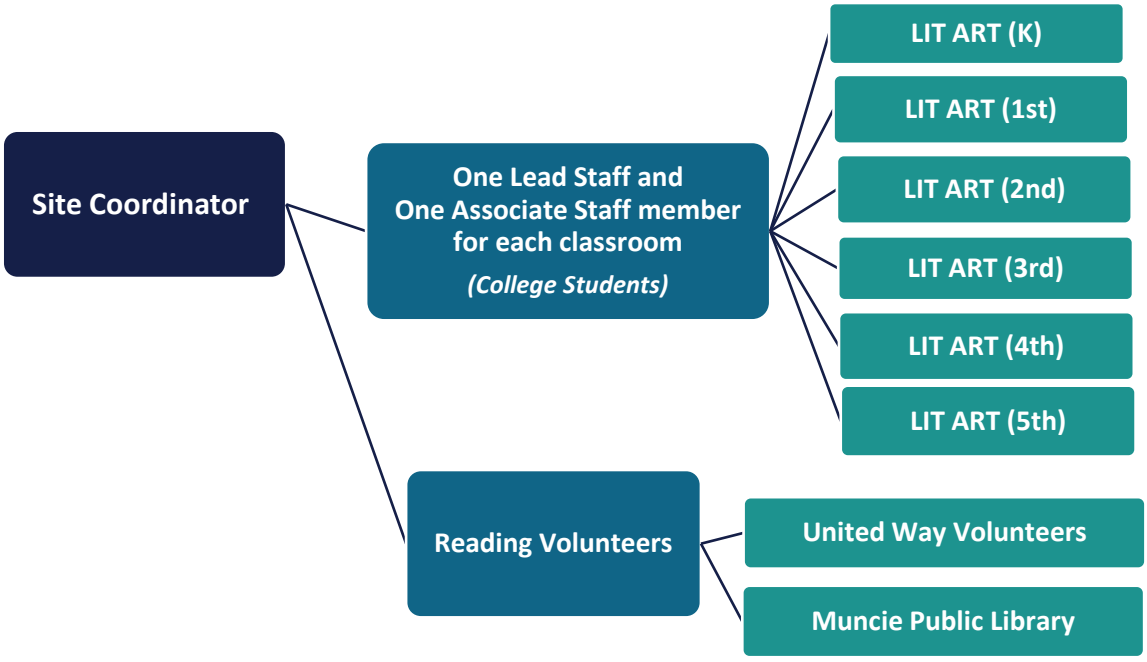
# YMCA of Muncie at Grissom Gold

The YMCA of Muncie served students in grades K-5 at one site during the 2021-2022 school year. With the 21st CCLC funding, YMCA Muncie-Grissom Gold focuses on providing electronics-free, hands-on literacy activities. The site utilized the LIT ART curriculum. This curriculum provides specific activities that follow along with a selected book or story. Students read the book/story in their grade level groups, then complete activities that are related to the story (e.g., literacy, vocabulary, writing, SEL, physical activity, or art).

In addition to the activities built into the curriculum, the site provides one-on-one reading support each week. Volunteers are assigned to students and work with them on reading and literacy skills. Individual improvement and growth were noted for students who read weekly with the volunteers.

Collaboration and partnerships emerged as a key asset for the YMCA of Muncie. Specifically, Grissom Gold leverages community partnerships for staffing support and materials. Students from local universities and colleges prepare and deliver literacy-based lesson plans to the afterschool students, and the Delaware County Teacher Store provides free books to the afterschool program (donated by Scholastic).

*"We have so many great community partnerships that have supported our literacy programming (United Way, Muncie Public Library, Ball State University, Ivy Tech Community College, and Delaware County Teacher Store)."*



# Cloverdale Community Schools

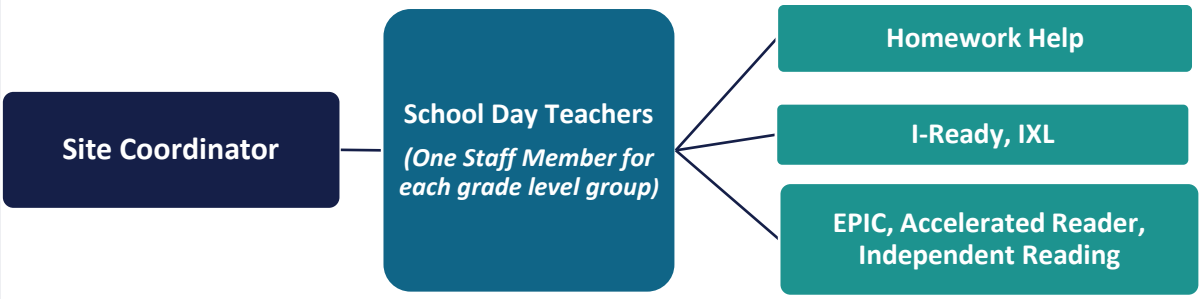
Cloverdale Community Schools provides 21st CCLC-funded afterschool programs in two sites: Cloverdale Elementary School and Cloverdale Middle School. The interview focused on literacy programming offered at the elementary school. Cloverdale Elementary served students in grades K-5 during the 2021-2022 school year. The elementary site focused their 21st CCLC funding to support literacy programming. The program demonstrates strong school day linkages, as all afterschool staff members are also school day teachers who are familiar with state standards as well as district curricula and individual classroom expectations.

Staff utilize the same educational assessments and online curriculum resources used during the school day during the afterschool program. Students complete online activities and lessons using IXL, I-Ready, EPIC, and Accelerated Reader computer programs. Specifically, students are required to complete IXL and/or I-Ready lessons at least twice a week. Cloverdale staff use these data and assessment scores to identify which students need additional support.

Afterschool staff also develop their own literacy activities and/or integrate literacy skills/concepts into other enrichment activities. Per the program director, "Literacy programming fits out-of-school time seamlessly. Kids may be working on a cooking lesson and don't realize they are using literacy skills. We try to incorporate literacy into everything we do."

The program also stresses the importance of reading and ensures all students have access to reading materials both at school and at home. Each student receives $30 to purchase their own books from the school's book fair. Allowing the students to pick their own books lets them take ownership of their reading and gives them the opportunity to find something that is of interest to them.

*"Within our program we approach literacy activities in a different way during the afterschool program. We give kids more choices on what they can read (EPIC), how they read (independently, small group, paired), and where they read (on the floor, in a chair, laying down)."*



# Appendices

# Appendix A: 21st CCLC Grantees

Table A1: 21st CCLC Grantees by County

| | 2021-2022 |
|---|---|
| Grantee | Counties Served |
| Anderson Community School Corporation | Madison |
| AYS, Inc. | Marion |
| Ball State University | Delaware |
| Barbara B Jordan YMCA | Morgan |
| Bartholomew Consolidated School Corporation | Bartholomew |
| Bauer Family Resources | Tippecanoe |
| Bloomfield School District | Greene |
| Blue River Services, Inc. | Harrison, Washington |
| Boys & Girls Clubs of Adams County | Adams |
| Boys & Girls Clubs of Bloomington | Monroe |
| Boys & Girls Clubs of Elkhart | Elkhart |
| Boys & Girls Clubs of Fort Wayne | Allen |
| Boys & Girls Clubs of Harrison-Crawford Counties | Crawford, Harrison |
| Boys & Girls Clubs of Huntington County | Huntington |
| Boys & Girls Clubs of Indiana | LaPorte, Porter, Wells |
| Boys & Girls Clubs of Indianapolis | Marion |
| Boys & Girls Clubs of Lawrence County | Lawrence |
| Boys and Girls Clubs of St. Joseph County | St. Joseph |
| Boys and Girls Clubs of Wayne County | Wayne |
| Bremen Public Schools | Marshall |
| Burmese American Community Institute | Marion |
| Christel House Academy | Marion |
| City Life Center | Lake |
| Clinton Central School Corporation | Crawford |
| Cloverdale Community Schools Corporation | Putnam |
| Communities in Schools of Clark County | Clark |
| Crawfordsville Community School Corporation | Montgomery |
| Decatur County Family YMCA | Decatur |
| Edna Martin Christian Center | Marion |
| Elkhart Community Schools | Elkhart |
| Evansville Vanderburgh School Corporation | Vanderburgh |
| Family and Children First, Inc. | Floyd |

| | 2021-2022 |
|---|---|
| Grantee | Counties Served |
| Greencastle Community School Corporation | Putnam |
| Health and Science Innovations | Marion |
| Hobart Family YMCA | Lake |
| Hoosier Uplands | Lawrence, Martin, Orange, Washington |
| Indiana Alliance of Boys & Girls Clubs | Lake, Tipton |
| Indiana Council on Educating Students of Color | Marion |
| Indiana Math and Science Academy North | Marion |
| Indiana Parenting Institute Inc St Joseph County | St. Joseph |
| John H. Boner Community Center | Marion |
| Lafayette School Corporation | Tippecanoe |
| Lake Ridge Schools c/o Calumet New Tech HS | Lake |
| Martin Luther King Community Multi-Service Center | Marion |
| Medora Community Schools c/o Blue River Services | Jackson |
| Michigan City Area Schools/Safe Harbor | LaPorte |
| Monroe County Community School Corporation | Monroe |
| Mother Theodore Catholic Academies | Marion |
| MSD of Lawrence Township | Marion |
| MSD of Pike Township | Marion |
| MSD of Shakamak | Greene |
| MSD of Warren Township | Marion |
| Muncie Community Schools | Delaware |
| Muncie Public Library | Delaware |
| Near Eastside Innovation School Corporation | Marion |
| New Albany-Floyd County | Floyd |
| Perry Central Community School Corporation | Perry |
| Rising Sun-Ohio County Community School Corp. | Ohio |
| Scott County School District 1 | Scott |
| Starke County Youth Club | Starke |
| Steuben County Literacy Coalition | LaGrange, Steuben |
| Switzerland County School Corporation | Switzerland |
| Tell City-Troy School Corp | Perry |
| The Center for Whitley County Youth | Whitley |
| Training Center Incorporated | Grant |
| Vigo County School Corporation | Vigo |
| Vincennes University | Allen |
| Wabash County YMCA | Wabash |
| YMCA of Greater Indianapolis | Marion |
| YMCA of Kokomo Indiana | Howard |
| YMCA of Southwestern Indiana | Vanderburgh |

# Appendix B: Methodology & Analysis

Mixed quantitative and qualitative methods were used to describe and explore the relationship between 21st CCLC program participation and various academic and behavioral outcomes. This section provides additional detail to support analyses presented throughout this report.

## Dependent Measures

***ACCESS for ELLs:*** ACCESS for ELLs is a suite of English language proficiency tests for K–12 students. Yearly, the assessment measures students' English language proficiency across four domains: listening, speaking, reading, and writing. LEAs and schools use results to guide instructional decisions related to ELL students (e.g., programming, course selection). Based on performance on discrete English language development standards defined by WIDA, students are scored for each domain and are assigned into one of six proficiency levels: Level 1 Entering, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging, and Level 6 Reaching. Based on guidance from IDOE, the current evaluation focused on these proficiency levels. For alignment with IDOE, benchmark values were defined as proficiency levels greater than or equal to Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2022).

***Average Final Grades:*** Final average grades were calculated by recoding traditional report card grades to a 0-4 scale (A=4, B=3, C=2, D=1, F=0). An average grade was calculated for all students who had grades entered on an A to F scale. In some cases, centers also included +/-. To allow for consistent comparisons, these grades were converted to the traditional scale.

***Course Completion:*** Data from the IDOE Course Completion Report (DOE-CC) were available for the evaluation. Annually, course completion data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program. The evaluation focused on *dual credits* and *high school credits*. IDOE defines dual credit courses as those that provide both high school credit and transcripted college credit from a post-secondary institution. Only credits from state-approved courses may provide dual credits.

***Department of Education (DOE) Teacher Survey:*** Teacher-perceived school-related behaviors were assessed utilizing the DOE Teacher Survey, which is a required data element for Indiana 21st CCLC. The survey measures teacher perceptions of student improvement in 11 areas of behavior on the K-12 survey and in 10 areas of behavior on the middle and high school instrument.

***Graduation:*** Data from the IDOE Graduate Report (DOE-GR) were available for the evaluation. Annually, graduation data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program. Based on IDOE (2020) guidelines, a successful graduate is defined as meeting any of the following:

1. Student graduated in a previous year and was omitted from the DOE-GR submission.
2. Students attending an Adult Secondary Credit (ASC) program to obtain credit toward their diploma during the evening or after school hours AND enrolled at the high school.
3. Students completing their graduation requirements EARLY; whether a year early OR semester early.
4. Students completing their graduation requirements while attending an alternative education program or adult secondary credit program not located in the issuing diploma high school.
5. Students completing their graduation requirements while attending their last year of school in a foreign country as an exchange student.
6. Students completing their graduation requirements while attending somewhere other than the issuing diploma high school for other reasons.
7. Students earning a diploma before October 1 following an academic year.

***Indiana 21st CCLC Academic Performance Indicators:*** Academic Performance Indicators were examined across various levels of program participation: (a) *High Academic Performance Indicator* defined as the percentage of 21st CCLC participants earning a B or better on their spring semester grade; and (b) *Satisfactory Academic Performance Indicator* defined as the percentage of 21st CCLC participants earning a C or better on their spring semester grade.

***In-School Suspension:*** IDOE's discipline data layout (DOE-ES) defines in-school suspensions as incidents in which a "student is removed from an assigned class or activity to another setting in order to maintain an orderly and effective educational system" (n.p.). If "instructional time" (i.e., approved course, curriculum, or educationally related activity under the direction of a teacher) is provided to the student during the suspension, it is classified as an in-school suspension.

***Out-of-School Suspension:*** If no "instructional time" (i.e., approved course, curriculum, or educationally related activity under the direction of a teacher) is provided to the student, the suspension in classified as an out-of-school suspension.

***School Day Attendance:*** School day attendance records were provided by IDOE. School day attendance was based on the percentage of school days attended out of the total number of days enrolled (based on a minimum enrollment of 162 days). Prior to calculating attendance rates, frequencies on all enrollment and days attended were conducted. Some participants had enrollment periods that exceeded 180 days, which is the minimum instructional requirement for Indiana. To control for differences in school enrollments, each distribution was reviewed separately to determine the maximum cutoff based on extreme changes in data availability. For 2021-2022, the range for inclusion was 162 to 190 days.

***Spring Final Grades:*** Spring grades from traditional grading scales (A to F, A+ to F) for math and English/language arts were utilized.

## Data Availability

All data associated with this evaluation were provided by IDOE or derived from the Cayen Afterschool Attendance System, which grantees are required to utilize.

Table B1: Available Data from Cayen/IDOE

| Outcome/Attendance Level | 2021-2022 (N =14,887)[a] | | | 2020-2021 (N =15,391)[a] | | |
|---|---|---|---|---|---|---|
| | Number Available | Percent Available | Total Students | Number Available | Percent Available | Total Students |
| Reading Spring Final Grade (A to F, A+ to F) | | | | | | |
| 1-29 days | 2426 | 46% | 5315 | 2754 | 43% | 6371 |
| 30-59 days | 1429 | 54% | 2670 | 1620 | 51% | 3169 |
| 60-89 days | 1137 | 58% | 1947 | 1078 | 52% | 2065 |
| 90+ days | 2533 | 51% | 4955 | 1877 | 50% | 3786 |
| Total | 7525 | 51% | 14887 | 7329 | 48% | 15391 |
| Math Spring Final Grade (A to F, A+ to F) | | | | | | |
| 1-29 days | 2173 | 41% | 5315 | 2570 | 40% | 6371 |
| 30-59 days | 1395 | 52% | 2670 | 1594 | 50% | 3169 |
| 60-89 days | 1133 | 58% | 1947 | 1062 | 51% | 2065 |
| 90+ days | 2482 | 50% | 4955 | 1790 | 47% | 3786 |
| Total | 7183 | 48% | 14887 | 7016 | 46% | 15391 |
| DOE Teacher Survey | | | | | | |
| 1-29 days | 3893 | 73% | 5315 | 967 | 15% | 6371 |
| 30-59 days | 2088 | 78% | 2670 | 2282 | 72% | 3169 |
| 60-89 days | 1536 | 79% | 1947 | 1577 | 76% | 2065 |
| 90+ days | 4122 | 83% | 4955 | 2960 | 78% | 3786 |
| Total | 11639 | 78% | 14887 | 7786 | 51% | 15391 |
| School Day Attendance[bc] | | | | | | |
| 1-29 days | 4967 | 93% | 5315 | 4800 | 75% | 6371 |
| 30-59 days | 2495 | 93% | 2670 | 2340 | 74% | 3169 |
| 60-89 days | 1764 | 91% | 1947 | 1630 | 79% | 2065 |
| 90+ days | 4450 | 90% | 4955 | 3253 | 86% | 3786 |
| Total | 13676 | 92% | 14887 | 12023 | 78% | 15391 |
| ILEARN ELA (grades 3-8)[c] | | | | | | |
| 1-29 days | 2312 | 65% | 3581 | 3336 | 82% | 4051 |
| 30-59 days | 1037 | 61% | 1688 | 1538 | 82% | 1881 |
| 60-89 days | 630 | 56% | 1134 | 1006 | 85% | 1181 |
| 90+ days | 1425 | 55% | 2594 | 1666 | 90% | 1849 |
| Total | 5404 | 60% | 8997 | 7546 | 84% | 8962 |
| ILEARN Math (grades 3-8)[c] | | | | | | |
| 1-29 days | 2301 | 64% | 3581 | 3323 | 82% | 4051 |
| 30-59 days | 1032 | 61% | 1688 | 1535 | 82% | 1881 |
| 60-89 days | 625 | 55% | 1134 | 1006 | 85% | 1181 |
| 90+ days | 1420 | 55% | 2594 | 1665 | 90% | 1849 |
| Total | 5378 | 60% | 8997 | 7529 | 84% | 8962 |
| WIDA ACCESS for ELLs Assessment[c] | | | | | | |
| 1-29 days | 349 | 7% | 5315 | 452 | 7% | 6371 |
| 30-59 days | 163 | 6% | 2670 | 218 | 7% | 3169 |
| 60-89 days | 187 | 10% | 1947 | 138 | 7% | 2065 |
| 90+ days | 374 | 8% | 4955 | 189 | 5% | 3786 |

| Outcome/Attendance Level | 2021-2022 (N =14,887)[a] | | | 2020-2021 (N =15,391)[a] | | |
|---|---|---|---|---|---|---|
| | Number Available | Percent Available | Total Students | Number Available | Percent Available | Total Students |
| Total | 1073 | 7% | 14887 | 997 | 6% | 15391 |
| | | | | | | |
| High School Graduation (grade 12)[c] | | | | | | |
| 1-29 days | 49 | 89% | 55 | 217 | 100% | 218 |
| 30-59 days | 36 | 97% | 37 | 96 | 98% | 98 |
| 60-89 days | 33 | 92% | 36 | 28 | 97% | 29 |
| 90+ days | 6 | 86% | 7 | 38 | 97% | 39 |
| Total | 124 | 92% | 135 | 379 | 99% | 384 |
| | | | | | | |
| Course Completion (grades 9-12)[c] | | | | | | |
| 1-29 days | 305 | 65% | 468 | 1033 | 97% | 1062 |
| 30-59 days | 194 | 88% | 220 | 302 | 85% | 354 |
| 60-89 days | 158 | 84% | 189 | 139 | 98% | 142 |
| 90+ days | 56 | 72% | 78 | 206 | 94% | 219 |
| Total | 713 | 75% | 955 | 1680 | 95% | 1777 |
| | | | | | | |
| School Discipline[c] | | | | | | |
| 1-29 days | 5159 | 97% | 5315 | 6180 | 97% | 6371 |
| 30-59 days | 2585 | 97% | 2670 | 3036 | 96% | 3169 |
| 60-89 days | 1870 | 96% | 1947 | 1979 | 96% | 2065 |
| 90+ days | 4837 | 98% | 4955 | 3623 | 96% | 3786 |
| Total | 14451 | 97% | 14887 | 14818 | 96% | 15391 |

[a] Students attending school year programming. [b] The evaluation utilized an attendance rate calculated using days enrolled and days present. For both years, students enrolled 162-190 were retained for the analysis. [c] Data were provided by IDOE.

# Race and Ethnicity

As noted elsewhere in the report, race and ethnicity are not entered separately in the Cayen system. Specifically, in a student registration dropdown menu labeled *Ethnicity*, Indiana Cayen users may select from the following categories: American Indiana/Alaskan Native, Asian, Black (Not of Hispanic origin), Hispanic, Native Hawaiian or Other Pacific Islander, Other/Unknown, Two or More Races, or White (Not of Hispanic origin). While the distinctions between race and ethnicity are understood, data availability hindered robust reporting of these demographics throughout the report.

# Propensity Score Matching

**PROPENSITY SCORE DEVELOPMENT:** Propensity scores (i.e., the conditional probability of treatment assignment) were created using a logistic regression model that incorporated observable covariates or proxies theoretically related to participation in 21st CCLC programming and/or the academic outcomes explored (Austin, 2011; Caliendo & Kopeinig, 2008; D'Agostino, 1998; Rosenbaum & Rubin, 1983). The selection of covariates was informed by relevant literature and theory, institutional selection processes, and empirical methods (Austin, 2011; Blundell, Deardeb, & Sianesi, 2005; Caliendo & Kopeinig, 2008; Sianesi, 2004). Based on Naftzger et al. (2016), site- and student-level variables were included.

### Student Level

USDA (2016a, 2016b) Urban Influence Code (Student Demographic, Indicator of Rural vs. Urban)
Free/Reduced Lunch Status (Student Demographic, Indicator of Socioeconomic Status)
Race (Student Demographic)
Limited English Proficiency (Student Demographic)

Special Education (Student Demographic)
Ethnicity (Student Demographic)
Sex (Student Demographic)
Spring 2021 ILEARN English/Language Arts Scale Score (Indicator of Prior Academic Achievement)
Spring 2021 ILEARN Math Scale Score (Indicator of Prior Academic Achievement)
2021-2022 Suspensions (Indicator of Prior Behavior)

**Site Level**
Average Number of School Year Days Attended
Number of Students Receiving Free/Reduced Lunch

To account for missing data, the missing indicator method was used to model the relationship between the pattern of missing data and propensity to participate in 21st CCLC (Naftzger et al., 2016; Rosenbaum & Rubin, 1984). The model was fit separately for each definition of treatment condition (30+ days, 60+ days, 90+ days) (Naftzger et al., 2016), with exact matches on grade level.

**MATCHING:** To balance the treatment and comparison groups, the research team utilized nearest neighbor matching (with caliper) using the R-Essentials SPSS extension (D'Agostino, 1998; Ho, Imai, King, & Stuart, 2007). Simply, this process involved matching a treatment individual to the comparison individual with the most similar propensity scores (D'Agostino, 1998; Stuart, 2010). The use of the caliper was employed to reduce the number of poor matches utilized in the analysis (Stuart, 2010). A caliper width of 0.15 of the standard deviation of the propensity score was used (Austin, 2011; Rosenbaum & Rubin, 1985; Cochran & Rubin). Unmatched cases were excluded from the analysis.

These procedures yielded balanced samples. Multivariate and univariate tests revealed no evidence of imbalance. The overall balance chi-square tests (Hansen & Bowers, 2010) were nonsignificant, which indicated that no variable or linear combination of variables was significantly unbalanced after matching. Relative multivariate imbalance statistics (Iacus, King, & Porro, 2011) suggested improved balance following matching for each model. Finally, no standardized differences between treatment and control means exceeded .09 for any covariates, which indicated small differences between groups following matching and was consistent with recent recommendations (Ho, Imai, King, & Stuart, 2007).

**LIMITATIONS:** Based on the findings of Cook, Shadish, and Wong (2008) and Glazerman, Levy, and Meyers (2003), Somers et al. (2013) provide recommendations that quasi-experimental studies should employ to reduce bias and replicate randomized control trials. Specifically, Somers et al. (2013) suggest that to control bias effectively, a comparison group should 1) contain prescreened individuals with motivation and incentives (or deterrents) to participate that are similar to those of the treatment group, 2) contain individuals from close geographical proximity to the treatment group (e.g., regional), and 3) include those who have similar pretest scores on the outcome of interest compared to the treatment group. By utilizing a population of students who attended afterschool programs in Indiana-based programs (as opposed to including non-participants and/or students from other states), the current study satisfies the first two criteria, and prior-year ILEARN and/or behavior data were utilized to satisfy the third criterion. Because 2021 ILEARN data were utilized as a matching variable for academic analyses, matching was only completed for grades 4 through 8. For behavior analyses, prior year suspension data were used as a matching variable, and therefore, kindergarten students were excluded from the analysis. It should be noted that while propensity score matching was used to create comparison groups that were similar to

the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013).

# Contextualizing Effect Sizes

Where applicable, effect sizes (odds ratios, Cohen's *d*, and omega-squared ($\omega^2$)) were reported. Omnibus, univariate ANOVA, and ANCOVA effect sizes were reported using omega-squared ($\omega^2$), Cohen's *d* for *t*-tests and post-hoc comparisons, and odds ratios for Pearson's chi-square (Field, 2009). Cohen's (1988) guidelines were utilized to interpret the magnitude of effect for the omega square (.01 is small, .06 is medium, and .14 or greater is large) and Cohen's *d* (.2 is small, .5 is medium, and .8 or greater is large) (Weinfurt, 1995). Interpretation of odds ratios were guided by Chen, Cohen, and Chen (2009). Finally, Coe's (2002) recommendations for interpreting effect sizes were employed where appropriate.

While these guidelines are utilized consistently across a variety of settings, it is also important to contextualize effect sizes contained in this report within the field of education. The literature provides a variety of alternative approaches that may be examined to contextualize evaluation findings in education. For example, Kraft (2018) notes that in education settings, standardized mean differences of .20 to .25 have been described as "of policy interest" (Hedges & Hedberg, 2007), "substantively important" (What Works Clearinghouse, 2014, p. 23), and "having educational significance" (Bloom et al., 2008). Moreover, the work of Hill et al. (2008) suggests that the effect of one year of in-school and out-of-school learning was .31 standard deviation units for reading and .42 for math. Finally, findings from evaluations of 21st CCLC outside of Indiana may be examined for additional context. While the effects described in the report were generally smaller than the education thresholds cited above, these descriptions may provide additional support when interpreting the results of this evaluation.

Table B2: Interpretations of Effect Sizes (Coe, 2002)

| Cohen's *d* | Percentage of Control Group Below the Average Person in Treatment Group |
|---|---|
| 0.0 | 50% |
| 0.1 | 54% |
| 0.2 | 58% |
| 0.3 | 62% |
| 0.4 | 66% |
| 0.5 | 69% |
| 0.6 | 73% |
| 0.7 | 76% |
| 0.8 | 79% |
| 0.9 | 82% |
| 1.0 | 84% |
| 1.2 | 88% |
| 1.4 | 92% |
| 1.6 | 95% |
| 1.8 | 96% |
| 2.0 | 98% |
| 2.5 | 99% |
| 3.0 | 99.9% |

# Detailed Analysis Supporting Main Report Sections

Descriptively, data were analyzed using frequencies, descriptive statistics, and crosstabulations. To test the statistical significance of relationships, inferential statistics, including Pearson's chi-square, one-way analysis of variance (ANOVA), one-way analysis of covariance (ANCOVA), and independent-samples *t*-tests were utilized. Bonferroni, Tukey, Sidak, or Games-Howell post-hoc tests were employed, where applicable, and based on statistical assumptions. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

To ease interpretation, detailed text was minimized throughout this document. This section provides additional calculations supporting prior results, as applicable. In some cases, duplicated tables may have been inserted for clarity.

## English/Language Arts Average ILEARN Scale Score by 21st CCLC Participation

Participants' average English/language arts ILEARN scale scores were calculated and disaggregated by the four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Table B3: Student Attendance Gradations by Average English/Language Arts ILEARN Scale Score – 2021-2022

*English/Language Arts: 21st CCLC participants by average ILEARN scale score*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | | N |
|---|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean | |
| 3rd | 268 | 5465.98 | 178 | 5464.33 | 131 | 5471.70 | 394 | 5470.46 | 971 |
| 4th | 281 | 5471.45 | 190 | 5459.29 | 131 | 5459.85 | 406 | 5473.55 | 1008 |
| 5th | 390 | 5461.36 | 194 | 54.64.80 | 126 | 5468.25 | 304 | 5472.32 | 1014 |
| 6th | 398 | 5477.26 | 137 | 5480.34 | 76 | 5479.88 | 156 | 5472.32 | 767 |
| 7th | 482 | 5507.10 | 175 | 5497.99 | 90 | 5494.19 | 96 | 5483.67 | 843 |
| 8th | 493 | 5510.60 | 163 | 5506.04 | 76 | 5500.05 | 69 | 5482.16 | 801 |

## Math Average ILEARN Scale Score by 21st CCLC Participation

Participants' average Math ILEARN scale scores were calculated and disaggregated by the four attendance gradations (1-29 days, 30-59 days, 60-89 days, and 90+ days).

Table B4: Student Attendance Gradations by Average Math ILEARN Scale Score – 2021-2022

*Math: 21st CCLC participants by average ILEARN scale score*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | | N |
|---|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | Mean | |
| 3rd | 268 | 6446.65 | 178 | 6446.32 | 131 | 6442.90 | 393 | 6452.58 | 970 |
| 4th | 279 | 6454.45 | 187 | 6438.14 | 128 | 6441.39 | 406 | 6455.95 | 1000 |
| 5th | 384 | 6442.36 | 193 | 6449.02 | 126 | 6452.39 | 301 | 6458.35 | 1004 |
| 6th | 398 | 6456.51 | 134 | 6456.50 | 74 | 6454.20 | 155 | 6459.19 | 761 |
| 7th | 481 | 6473.30 | 176 | 6472.53 | 90 | 6473.34 | 96 | 6462.35 | 843 |
| 8th | 491 | 6475.16 | 164 | 6476.67 | 76 | 6468.54 | 69 | 6457.51 | 800 |

## English/Language Arts & Math ILEARN Proficiency by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with participants' spring 2019 ILEARN proficiency and disaggregated by the number of years (zero years, one year, two years, three years, or four years). To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

### *ILEARN English/Language Arts*

There was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency ($\chi2(4, N = 5856) = 12.24$, $p = .02$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency for students in grades 3-5 ($\chi2(4, N = 3200) = 10.25$, $p = .03$). For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 3 years or 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Table B5: Multi-year 60+ Days Participation (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2021-2022

*English/Language Arts: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN*

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades | 871/3208 | **27%** | 411/1468 | **28%** | 169/592 | **29%** | 121/357 | **34%** | 80/231 | **35%** |
| **3-5** | 384/1373 | **28%** | 252/945 | **27%** | 121/413 | **29%** | 95/274 | **35%** | 68/195 | **35%** |
| **6-8** | 487/1835 | **27%** | 159/523 | **30%** | 48/179 | **27%** | 26/83 | **31%** | 12/36 | **33%** |

### *ILEARN Math*

There was a significant association between years of 60 or more days attendance and ILEARN Math proficiency ($\chi2(4, N = 5826) = 27.97$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly for fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN Math proficiency for students in grades 3-5 ($\chi2(4, N = 3181) = 19.45$, $p = .001$) For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Table B6: Multi-year 60+ Days Participation (Grades 3-8) by Math ILEARN Proficiency – 2021-2022

*Math: Percentage of 21st CCLC participants attending 60+ days across multiple years passing ILEARN*

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades | 803/3186 | **25%** | 399/1462 | **27%** | 171/590 | **29%** | 117/357 | **33%** | 89/231 | **39%** |
| **3-5** | 395/1360 | **29%** | 257/940 | **27%** | 133/412 | **32%** | 94/274 | **34%** | 81/195 | **42%** |
| **6-8** | 408/1826 | **22%** | 142/522 | **27%** | 38/178 | **21%** | 23/83 | **28%** | 8/36 | **22%** |

## English/Language Arts & Math Final Average Grades by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and average final spring grades, a one-way analysis of variance (ANOVA) was utilized to examine the relationship between levels of afterschool attendance and final average report card grades. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

### *English/Language Arts Final Average Grades*

There was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12, Welch's $F(3, 7158) = 18.24$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.85$) had significantly higher final grades on average compared to students attending 1-29 days ($M = 2.62$, $p < .001$, $d = .19$), 30-59 days ($M = 2.63$, $p < .001$, $d = .18$), and 60-89 days ($M = 2.69$, $p = .001$, $d = .14$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-5, Welch's $F(3, 5.38) = 12.15$, $p = .001$, $\omega^2 = .002$. The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.94$) had significantly higher final grades on average compared to students attending 30-59 days ($M = 2.81$, $p < .05$, $d = .12$) and 60-89 days ($M = 2.77$, $p < .05$, $d = .15$). Effect sizes were small.

Table B7: Student Attendance Gradations by English/Language Arts Average Final Spring Grade – 2021-2022

*English/Language Arts: 21st CCLC participants by average final grades*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | | N |
|---|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean | |
| All Grades | 2420 | 2.62 | 1427 | 2.63 | 1137 | 2.69 | 2531 | 2.85 | 7515 |
| K-5 | 1146 | 2.90 | 831 | 2.81 | 713 | 2.77 | 2096 | 2.94 | 4786 |
| 6-8 | 1065 | 2.34 | 448 | 2.34 | 272 | 2.50 | 370 | 2.40 | 2155 |
| 9-12 | 209 | 2.56 | 148 | 2.49 | 152 | 2.61 | 65 | 2.46 | 574 |

### *Math Final Average Grades*

There was a significant relationship between afterschool attendance frequency and final average math grade for grades K-12, Welch's $F(3, 3305.65) = 35.47$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.88$) had significantly higher final grades on average compared to students attending 1-29 days ($M = 2.54$, $p < .001$, $d = .28$), 30-59 days ($M = 2.58$, $p < .001$, $d = .25$), and 60-89 days ($M = 2.67$, $p < .001$, $d = .18$). Students attending 60-89 days had significantly higher final grades on average compared to students attending 1-29 days ($p = .03$, $d = .10$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades K-5, *Welch's* $F(3, 1899.430) = 8.55$, $p < .001$, $\omega^2 = .004$.

The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days ($M$ = 2.97) had significantly higher final grades on average compared to students attending 1-29 days ($M$ = 2.85, $p$ = .03, $d$ = .11), 30-59 days ($M$ = 2.78, $p$ < .001, $d$ = .17), and 60-89 days ($M$ = 2.97, $p$ = .002, $d$ = .16). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 6-8, Welch's $F(3, 790.24) = 2.71$, $p$ = .04, $\omega^2$ = .002. The effect was small, with afterschool attendance level explaining less than 1% of the variance in final average grades for students in grades 6-8. While the omnibus ANOVA was significant, there were no significant post-hoc comparisons.

Table B8: Student Attendance Gradations by Math Average Final Spring Grade – 2021-2022

***Math: 21st CCLC participants by average final grades***

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | | N |
|---|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean | |
| **All Grades** | 2167 | **2.54** | 1393 | **2.58** | 1133 | **2.67** | 2480 | **2.88** | 7173 |
| **K-5** | 1001 | **2.85** | 822 | **2.78** | 718 | **2.79** | 2059 | **2.97** | 4600 |
| **6-8** | 963 | **2.30** | 430 | **2.39** | 264 | **2.52** | 359 | **2.47** | 2016 |
| **9-12** | 203 | **2.12** | 141 | **2.04** | 151 | **2.33** | 62 | **2.13** | 557 |

## English/Language Arts & Math Final Average Grades by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with participants' final average English/language arts and math grades from spring 2022 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Because K-2 participants were not able to attend a full four years, these grade levels were excluded from the analysis. Due to small sample sizes for high school students, years two through four were collapsed. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%). Note: Students who did not attend 30 days during any year = zero years.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades, *Welch's F*(4, 1176.30) = 21.27, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who attended regularly for four years ($M = 2.98$) had significantly higher spring grades than students who never attended regularly ($M = 2.57$, $p < .001$, $d = .32$), attended regularly in one year ($M = 2.63$, $p < .001$, $d = .29$), or attended regularly in two years ($M = 2.70$, $p = .003$, $d = .24$). Students who attended regularly for three years ($M = 2.83$) had significantly higher spring grades than students who never attended regularly ($p < .001$, $d = .20$), attended regularly in one year ($p < .001$, $d = .16$), or attended regularly in two years ($p = .003$, $d = .11$). Effect sizes were small.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades, *Welch's F*(4,1133.05) = 25.65, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who had never attended regularly ($M = 2.50$) had significantly lower final grades compared to students attending regularly for one year ($M = 2.64$, $p = .01$, $d = .10$), two years ($M = 2.70$, $p = .002$, $d = .15$), three years ($M = 2.94$, $p < .001$, $d = .33$), and four years ($M = 3.08$, $p < .001$, $d = .44$). Additionally, students who attended regularly for four years had significantly higher grades than students who attended regularly in one year ($p < .001$, $d = .37$) and two years ($p < .001$, $d = .32$). Finally, students who attended regularly for three years had significantly higher grades than students who attended regularly in one year ($p < .001$, $d = .26$) and two years ($p = .01$, $d = .21$). Effect sizes were small.

Table B9: Multi-year 60+ Days Participation (Grades 3-8) by Average English/Language Arts & Math Final Grade – 2021-2022

***English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades***

| 2021-2022 | Grades 3 to 8 \| Years Attending 60+ days | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
| | n | mean | n | mean | n | mean | n | mean | n | mean |
| English/ Language Arts | 2600 | 2.57 | 1523 | 2.63 | 647 | 2.70 | 385 | 2.83 | 290 | 2.99 |
| Math | 2401 | 2.50 | 1491 | 2.64 | 629 | 2.70 | 364 | 2.95 | 276 | 3.08 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

For grades 9-12, no statistically significant relationships between years of regular attendance and final average English/language arts or math grades were observed. However, when viewed descriptively, results suggested that high school students who attended at higher levels in multiple years have higher grades.

Table B10: Multi-year 60+ Days Participation (Grades 9-12) by Average English/Language Arts & Math Final Grade – 2021-2022

***English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by average final spring grades***

| 2021-2022 | Grades 9 to 12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n | mean | n | mean | n | mean |
| English/Language Arts | 308 | 2.48 | 208 | 2.60 | 59 | 2.72 |
| Math | 295 | 2.09 | 206 | 2.19 | 57 | 2.42 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

## Course Completion by 21st CCLC Participation

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and high school course completion. Course completion data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 9th to 12th grade participants for whom a successful STN match was available. This included 891 (92%) of the 970 high school students participating in 21st CCLC programs during the school year. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

### *Total Credits*

There was a significant relationship between afterschool attendance frequency and the total number of credits obtained for grades 9-12, *Welch's F*(3, 229.70) = 3.78, $p$ = .02, $\omega^2$ = .01. The effect was small, with afterschool attendance frequency explaining approximately 1% of the variance in total credits obtained. Post-hoc comparisons revealed that students attending 1-29 days ($M$ = 11.17) obtained significantly fewer credits compared to students attending 60-89 days ($M$ = 12.23, $p$ = .01, $d$ = .23). Effect sizes were small.

Table B11: Participant Attendance Gradations by Total Credits Obtained – 2021-2022

*Total credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 305 | 11.17 | 194 | 11.71 | 158 | 12.23 | 56 | 12.13 |

### *ELA Credits*

No significant relationships were observed.

Table B12: Participant Attendance Gradations by ELA Credits Obtained – 2021-2022

*ELA credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 298 | 2.13 | 192 | 2.17 | 155 | 2.37 | 55 | 2.11 |

### *Math Credits*

There was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12, *Welch's F*(3, 202.18) = 6.01, $p$ = .001, $\omega^2$ = .02. The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in math credits obtained. Students attending 60-89 days ($M$ = 1.93) obtained significantly more math credits compared to students attending 1-29 days ($M$ = 1.61, $p$ = .001, $d$ = .35) or 30-59 days ($M$ = 1.67, $p$ = .04, $d$ = .30). Effect sizes were small.

Table B13: Participant Attendance Gradations by Math Credits Obtained – 2021-2022

*Math credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 284 | 1.61 | 186 | 1.67 | 153 | 1.93 | 52 | 2.00 |

### *Science Credits*

There were no significant relationships between afterschool attendance frequency and the total number of science credits obtained for grades 9-12.

Table B14: Participant Attendance Gradations by Science Credits Obtained – 2021-2022

*Science credits obtained for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| 9-12 | 266 | 1.60 | 169 | 1.65 | 139 | 1.75 | 50 | 1.70 |

## High School Course Completion by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with participants' annual total high school credits obtained, ELA credits obtained, math credits obtained, science credits obtained. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years.

### *Total Credits*

For grades 9-12, there was a significant relationship between years of regular attendance and total credits obtained, *Welch's F*(2, 192.92) = 4.11, $p$ = .02, $\omega^2$ = .01. The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M$ = 11.31) obtained significantly fewer credits compared to students attending regularly for two to four years ($M$ = 12.40, $p$ = .04, $d$ = .27). Effect sizes were small.

### *English/Language Arts Credits*

No significant relationships were observed.

### *Math Credits*

For grades 9-12, there was a significant relationship between years of regular attendance and math credits obtained, *Welch's F*(2, 191.17) = 3.23, $p$ = .04, $\omega^2$ = .01. The effect was small, with years of regular (60+ day) participation explaining approximately 1% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M$ = 1.66) obtained significantly fewer credits compared to students attending regularly for one year ($M$ = 1.86, $p$ = .04, $d$ = .21). Effect sizes were small.

### *Science Credits*

No significant relationships were observed.

Table B15: Multi-year 60+ Days (Grades 9-12) by Average Annual Credits Obtained – 2021-2022

***Total, English/Language Arts, Math, & Science: 21st CCLC participants attending 60+ days across multiple years by average credits obtained.***

| 2021-2022 | Grades 9 to 12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n | mean | n | mean | n | mean |
| Total | 440 | 11.31 | 218 | 11.95 | 68 | 12.40 |
| English/Language Arts | 432 | 2.12 | 213 | 2.30 | 68 | 2.26 |
| Math | 414 | 1.66 | 208 | 1.86 | 65 | 1.66 |
| Science | 380 | 1.61 | 198 | 1.71 | 58 | 1.71 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

## School Day Attendance by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and school day attendance, a subset of participants for whom IDOE successfully matched STN was examined. This subset was further filtered to include only participants with specific school enrollment periods. A one-way analysis of variance (ANOVA) was utilized to examine the relationship between levels of afterschool attendance and school day attendance. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

There was a significant relationship between afterschool attendance frequency and school day attendance for grades K-12, *Welch's F*(3,5124.18) = 174.54, $p < .001$, $\omega^2 = .04$. The effect was small, with afterschool attendance frequency explaining approximately 4% of the variance in school day attendance. Post-hoc comparisons revealed that students attending 90+ days ($M = 95.15$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 92.43$, $p < .001$, $d = .45$), 30-59 days ($M = 93.26$, $p < .001$, $d = .36$), and 60-89 days ($M = 93.89$, $p < .001$, $d = .27$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .21$) and 30-59 days ($p = .007$, $d = .10$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .12$). Effects were small.

- For K-5 students, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3,3252.23) = 105.66, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance level explaining approximately 3% of the variance in school day attendance for K-5 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 95.20$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 92.89$, $p < .001$, $d = .44$), 30-59 days ($M = 93.3$, $p < .001$, $d = .35$), and 60-89 days ($M = 93.80$, $p < .001$, $d = .31$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .15$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .008$, $d = .10$). Effects were small.
- For students in grades 6-8, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3, 1140.10) = 37.21, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance level explaining approximately 3% of the variance in school day attendance for 6-8 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 95.20$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 92.89$, $p < .001$, $d = .41$) and 30-59 days ($M = 93.53$, $p < .001$, $d = .33$). Students attending 60-89 days ($M = 93.80$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .30$) and 30-59 days ($p = .007$, $d = .20$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .01$, $d = .13$). Effects were small.
- For 9-12 students, no significant relationships were observed.

Table B16: Participant Attendance Gradations by School Day Attendance Rate – 2021-2022

*School day attendance rate for 21st CCLC participants by attendance gradations*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n | mean | n | mean | n | mean | n | mean |
| All Grades | 4546 | **92%** | 2291 | **93%** | 1673 | **94%** | 4253 | **95%** |
| K-5 | 2437 | **93%** | 1460 | **94%** | 1152 | **94%** | 3750 | **95%** |
| 6-8 | 1744 | **92%** | 635 | **93%** | 360 | **94%** | 470 | **95%** |
| 9-12 | 365 | **92%** | 196 | **92%** | 161 | **94%** | 53 | **93%** |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

## School Day Attendance by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2019 to 2022. Multi-year attendance was linked with participants' final average English/language arts and math grade from spring 2022 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%). Note: Students who did not attend 60 days during any year = zero years.

For 3-8 students, there was a significant relationship between years of regular attendance and school day attendance, *Welch's F*(4, 1910.4) = 126.16, $p < .001$, $\omega^2 = .06$. The effect was medium, with years of regular attendance explaining approximately 6% of the variance in school day attendance for 3-8 students. Post-hoc comparisons revealed that students who had never attended regularly ($M = 92.36$) attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($M = 94.24$, $p < .001$, $d = .27$), two years ($M = 94.96$, $p < .001$, $d = .37$), three years ($M = 95.42$, $p < .001$, $d = .43$), and four years ($M = 96.34$, $p < .001$, $d = .55$). Additionally, students attending regularly for four years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$, $d = .41$), two years ($p < .001$, $d = .32$), and three years ($p = .001$, $d = .23$). Students attending regularly for three years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$, $d = .23$). Students attending regularly for two years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p = .002$, $d = .14$). Effect sizes were small to medium.

Table B17: Multi-year 60+ Days Participation (Grades 3-8) by School Day Attendance Rate– 2021-2022

***School Day Attendance: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate***

| 2021-2022 | Grades 3 to 8 \| Years Attending 60+ days | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
| | n | mean | n | mean | n | mean | n | mean | n | mean |
| Attendance Rate | 4334 | **92.36%** | 2260 | **94.24%** | 934 | **94.96%** | 608 | **95.42%** | 410 | **96.34%** |

For 9-12 students, there was a significant relationship between years of regular attendance and school day attendance, *Welch's F*(2, 186.23) = 4.37, $p$ = .01, $\omega^2$ = .01. The effect was small, with years of regular attendance explaining approximately 1% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students who had never attended regularly ($M$ = 92.01) attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($M$ = 93.60, $p$ = .03, $d$ = .19). Effect sizes were small.

Table B18: Multi-year 60+ Days (Grades 9-12) by School Day Attendance Rate 2021-2022

***English/Language Arts & Math: 21st CCLC participants attending 60+ days across multiple years by school day attendance rate***

| 2021-2022 | Grades 9 to 12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n | mean | n | mean | n | mean |
| School Day Attendance Rate | 501 | 92.01% | 218 | 93.60 | 68 | 93.98 |

## In-School Suspension by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and in-school suspensions, a subset of participants for whom IDOE successfully matched STN was examined. Pearson's chi-square analyses were conducted to examine the relationship between levels of 21st CCLC participation (1-29 days, 30-59 days, 60-89 days, 90+ days) and receiving at least one in-school suspension. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

When examining all grade levels, there was a significant association between afterschool attendance and in-school suspensions ($\chi 2(3, N = 14260) = 108.76$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 90 or more days and those attending less than 60 days. Specifically, students attending more than 90 days were less likely to be suspended compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and in-school suspensions for students in grades K-5 ($\chi 2(3, N = 9902) = 20.22$, $p < .001$) and 6-8 ($\chi 2(3, N = 3481) = 21.62$, $p < .001$). For students in grades K-5 and 6-8, standardized residuals suggest that this association was driven by students attending 90 or more days. These students were less likely to be suspended compared to students who attended less frequently.

Table B19: Student Attendance Gradations by In-School Suspension Rate – 2021-2022

*Behavior: Percentage of 21st CCLC participants receiving at least one in-school suspension*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades | 358/5086 | 7% | 184/2566 | 7% | 81/1854 | 4% | 135/4754 | 3% |
| K-5 | 111/2796 | 4% | 73/1675 | 4% | 40/1295 | 3% | 100/4136 | 2% |
| 6-8 | 213/1879 | 11% | 92/679 | 14% | 35/381 | 9% | 31/542 | 6% |
| 9-12 | 34/411 | 8% | 19/212 | 9% | 6/178 | 3% | 4/76 | 5% |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

## In-School Suspension by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' school disciplinary data and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: Students who did not attend 60 days during any year = zero years.

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 9414) = 72.04$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for three or four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grade levels 3-5, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 5631) = 11.64$, $p = .02$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for three or four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grade levels 6-8, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 3783) = 34.65$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for one, two, or four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

Table B20: Multi-year 60+ Days Participation (Grades 3-8) by In-School Suspension Rate – 2021-2022

***In-School Suspension: Percentage of 21st CCLC participants attending 60+ days across multiple years by in-school suspension rate***

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades | 444/4794 | 9% | 140/2500 | 6% | 57/1013 | 6% | 28/664 | 4% | 8/443 | 2% |
| 3-5 | 121/2342 | 5% | 78/1663 | 5% | 36/728 | 5% | 14/520 | 3% | 8/378 | 2% |
| 6-8 | 323/2452 | 13% | 62/837 | 7% | 21/285 | 7% | 14/144 | 10% | 0/65 | 0% |

When examining grade levels 9-12, no significant relationships were observed; however, when viewed descriptively, students who attended during multiple years were less likely to receive an in-school suspension.

Table B21: Multi-year 60+ Days (Grades 9-12) by In-School Suspension Rate – 2021-2022

***In-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate.***

| 2021-2022 | Grades 9-12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n/N | % | n/N | % | n/N | % |
| In-School Suspension Rate | 46/556 | 8% | 14/258 | 5% | 5/77 | 6% |

## Out-of-School Suspension by 21st CCLC Participation

To examine the relationship between 21st CCLC participation and out-of-school suspensions, a subset of participants for whom IDOE successfully matched STN was examined. Pearson's chi-square analyses were conducted to examine the relationship between levels of 21st CCLC participation (1-29 days, 30-59 days, 60-89 days, 90+ days) and receiving at least one out-of-school suspension. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

When examining all grade levels, there was a significant association between afterschool attendance and out-of-school suspensions ($\chi2(3, N = 14260) = 196.36$, $p < .001$). Specifically, students attending more than 60 days were less likely to be suspended compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and out-of-school suspensions for students in grades K-5 ($\chi2(3, N = 9902) = 57.90$, $p < .001$) and 6-8 ($\chi2(3, N = 3481) = 24.33$, $p < .001$). For students in grades K-5, standardized residuals suggest that this association was driven by students attending 90 or more days. For students in grades 6-8, standardized residuals suggest that this association was driven by students attending 60 or more days. These students were less likely to be suspended compared to students who attended less frequently.

Table B22: Student Attendance Gradations by Out-of-School Suspension Rate – 2021-2022

*Behavior: Percentage of 21st CCLC participants receiving at least one out-of-school suspension*

| 2021-2022 | 1-29 days | | 30-59 days | | 60-89 days | | 90+ days | |
|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades | 645/5086 | 13% | 267/2566 | 10% | 139/1854 | 8% | 230/4754 | 5% |
| K-5 | 223/2796 | 8% | 110/1675 | 7% | 76/1295 | 6% | 156/4136 | 4% |
| 6-8 | 350/1879 | 19% | 127/679 | 19% | 42/381 | 11% | 65/542 | 12% |
| 9-12 | 72/411 | 18% | 30/212 | 14% | 21/178 | 12% | 9/76 | 12% |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

## Out-of-School Suspension by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' school disciplinary data and disaggregated by the number of years (zero years, one year, two years, three years, or four years) students attended 60 or more days. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: Students who did not attend 60 days during any year = zero years.

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 9414) = 101.13$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for one year, two years, three years, or four years. Specifically, these students were less likely to be suspended compared to students who never attended 60+ days.

For grades 3-5, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 5631) = 16.93$, $p = .002$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grades 6-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 3783) = 33.83$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for one year and four years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Table B23: Multi-Year 60+ Days Participation (Grades 3-8) by Out-of-School Suspension Rate – 2021-2022

***Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate***

| 2021-2022 | 0 Years | | 1 Year | | 2 Years | | 3 Years | | 4 Years | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n/N | % | n/N | % | n/N | % | n/N | % | n/N | % |
| All Grades | 674/4794 | **14%** | 216/2500 | **9%** | 88/1013 | **9%** | 46/664 | **7%** | 16/443 | **4%** |
| 3-5 | 201/2342 | **9%** | 107/1663 | **6%** | 45/728 | **6%** | 30/520 | **6%** | 15/378 | **4%** |
| 6-8 | 473/2452 | **19%** | 109/837 | **13%** | 43/285 | **15%** | 16/144 | **11%** | 1/65 | **2%** |

When examining grade levels 9-12, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 891) = 5.92$, $p = .05$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days during two or more years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Table B24: Multi-year 60+ Days (Grades 9-12) by Out-of-School Suspension Rate – 2021-2022

*Out-of-School Suspension: 21st CCLC participants attending 60+ days across multiple years by suspension rate.*

| 2021-2022 | Grades 9-12 \| Years Attending 60+ days | | | | | |
|---|---|---|---|---|---|---|
| | 0 Years | | 1 Year | | 2 to 4 Years | |
| | n/N | % | n/N | % | n/N | % |
| Suspension Rate | 96/556 | **17%** | 34/258 | **13%** | 6/77 | **8%** |

## Matched-Groups Analysis

A series of analyses were completed to examine the impact of 21st CCLC participation on selected English/language arts (ELA), math, and disciplinary outcomes. Specifically, ILEARN data were utilized to examine academic achievement in English/language arts and math, and ISS and OSS rates were used to examine school discipline.

To control for potential differences between groups, propensity score matching was used to identify treatment students (i.e., students attending with high frequency) and comparison groups (i.e., students attending less frequently) that were balanced on key demographics, including prior academic performance. Specifically, the following matched groups were created for the analyses: (a) >=30 days attendance compared to <30 days attendance; (b) >=60 days compared to <60 days; and (c) >=90 days compared to <90 days. Because prior ILEARN performance was utilized as a matching variable, only students in grades 4 to 8 were included in the academic analyses. Because prior year suspensions were utilized as a matching variable, students in grades 1 to 12 were included in the disciplinary analyses.

It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). A detailed description of methodology is provided in Appendix B.

Overall sample size was determined by the number of students in both the treatment and comparison groups who could be successfully matched (i.e., were similar). Because there were fewer students who attended 90 or more days, there were smaller matched groups for these analyses. A summary of the matched groups created for these analyses is included in the table that follows.

Table B25: Sample Size for Matched Groups: Academics – 2021-2022

| 2021-2022 | 30 Day Attendance Threshold | | 60 Day Attendance Threshold | | 90 Day Attendance Threshold | |
|---|---|---|---|---|---|---|
| | >= 30 | < 30 | >= 60 | < 60 | >= 90 | < 90 |
| Academics[a] | 1841 | 1841 | 1567 | 1567 | 1317 | 1317 |
| Discipline[b] | 3220 | 3220 | 3268 | 3268 | 2974 | 2974 |

[a] Students in grades 4-8 were included in the academic matched-groups analyses.

[b] Students in grades 1-12 were included in the disciplinary matched-groups analyses.

### *Matched-Group Analysis: Academics – ILEARN ELA*

**30+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Both groups met ILEARN ELA growth targets, earned student growth percentile (SGP) greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and scored at or above proficiency at similar rates.

Table B26: ILEARN ELA Performance by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

*English/Language Arts: Percentage of 21st CCLC participants by ILEARN performance*

| | | ≥ 30 Days | | < 30 Days | | | | |
|---|---|---|---|---|---|---|---|---|
| ILEARN ELA Outcome | | n/N | % | n/N | % | $\chi^2$ (1) | *p* | Odds Ratio |
| 2021-2022 | Proficiency[a] | 504/1716 | **29%** | 487/1675 | **29%** | .04 | .85 | 1.01 |
| | Growth Target[b] | 578/1645 | **35%** | 561/1596 | **35%** | .00 | .99 | .99 |
| | SGP[c] | 716/1645 | **44%** | 718/1596 | **45%** | .70 | .40 | .96 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

**60+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Table B27: ILEARN ELA Performance by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

*English/Language Arts: Percentage of 21st CCLC participants by ILEARN performance*

| | | ≥ 60 Days | | < 60 Days | | | | |
|---|---|---|---|---|---|---|---|---|
| ILEARN ELA Outcome | | n/N | % | n/N | % | $\chi^2$ (1) | *p* | Odds Ratio |
| 2021-2022 | Proficiency[a] | 403/1435 | **28%** | 378/1416 | **27%** | .69 | .40 | 1.05 |
| | Growth Target[b] | 493/1385 | **36%** | 442/1337 | **33%** | 1.94 | .16 | 1.07 |
| | SGP[c] | 621/1385 | **45%** | 569/1337 | **43%** | 1.44 | .23 | 1.05 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

**90+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended 90 or more days were more likely to meet their ILEARN math growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. A significant difference was observed between groups for growth target ($\chi 2(1, N = 2252) = 12.33$, $p < .001$) and proficiency ($\chi 2(1, N = 2348) = 14.60$, $p < .001$).

Table B28: ILEARN ELA Performance by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

### *English/Language Arts: Percentage of 21st CCLC participants by ILEARN performance*

| ILEARN ELA Outcome | | ≥ 90 Days n/N | ≥ 90 Days % | < 90 Days n/N | < 90 Days % | $\chi^2$ (1) | *p* | Odds Ratio |
|---|---|---|---|---|---|---|---|---|
| 2021-2022 | Proficiency[a] | 374/1190 | **31%** | 282/1158 | **24%** | 14.60 | < .001 | 1.29 |
| | Growth Target[b] | 461/1156 | **40%** | 359/1096 | **33%** | 12.33 | < .001 | 1.21 |
| | SGP[c] | 544/1156 | **47%** | 481/1096 | **44%** | 2.28 | .13 | 1.07 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

### *Matched-Group Analysis: Academics – ILEARN Math*

**30+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were statistically significantly more likely to meet their ILEARN math growth targets ($\chi 2(1, N = 3235) = 5.39$, $p = .02$) and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi 2(1, N = 3235) = 4.20$, $p = .04$).

Table B29: ILEARN Math Performance by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

### *Math: Percentage of 21st CCLC participants by ILEARN performance*

| ILEARN Math Outcome | | ≥ 30 Days n/N | ≥ 30 Days % | < 30 Days n/N | < 30 Days % | $\chi^2$ (1) | *p* | Odds Ratio |
|---|---|---|---|---|---|---|---|---|
| 2021-2022 | Proficiency[a] | 456/1699 | **27%** | 403/1657 | **24%** | 2.79 | .10 | 1.10 |
| | Growth Target[b] | 440/1641 | **27%** | 371/1594 | **23%** | 5.39 | .02 | 1.15 |
| | SGP[c] | 792/1641 | **48%** | 712/1594 | **45%** | 4.20 | .04 | 1.08 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

**60+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were statistically significantly more likely to meet their ILEARN math growth targets ($\chi2(1, N = 2714) = 6.59$, $p = .01$) and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi2(1, N = 2714) = 11.86$, $p = .001$).

Table B30: ILEARN Math Performance by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

***Math: Percentage of 21st CCLC participants by ILEARN performance***

| | | ≥ 60 Days | | < 60 Days | | | | |
|---|---|---|---|---|---|---|---|---|
| ILEARN Math Outcome | | n/N | % | n/N | % | $\chi^2$ (1) | *p* | Odds Ratio |
| 2021-2022 | Proficiency[a] | 395/1431 | **28%** | 343/1404 | **24%** | 3.71 | .05 | 1.13 |
| | Growth Target[b] | 387/1381 | **28%** | 316/1333 | **24%** | 6.59 | .01 | 1.18 |
| | SGP[c] | 692/1381 | **50%** | 580/1333 | **44%** | 11.86 | .001 | 1.15 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

**90+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were statistically significantly more likely to meet their ILEARN math growth targets ($\chi2(1, N = 2243) = 12.91$, $p < .001$), earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi2(1, N = 2243) = 8.35$, $p = .002$), and score at or above proficiency ($\chi2(1, N = 2342) = 10.42$, $p = .001$).

Table B31: ILEARN Math Performance by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

***Math: Percentage of 21st CCLC participants by ILEARN performance***

| | | ≥ 90 Days | | < 90 Days | | | | |
|---|---|---|---|---|---|---|---|---|
| ILEARN Math Outcome | | n/N | % | n/N | % | $\chi^2$ (1) | *p* | Odds Ratio |
| 2021-2022 | Proficiency[a] | 378/1187 | **32%** | 298/1155 | **26%** | 10.42 | .001 | 1.23 |
| | Growth Target[b] | 353/1151 | **31%** | 261/1092 | **24%** | 12.91 | < .001 | 1.28 |
| | SGP[c] | 575/1151 | **50%** | 479/1092 | **44%** | 8.35 | .004 | 1.13 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

[a] Percentage of participants scoring at or above ILEARN proficiency.

[b] Percentage of participants meeting their ILEARN growth target.

[c] Percentage of participants earning a student growth percentile (SGP) greater than or equal to 50.

### *Matched-Group Analysis: Discipline*

**30+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were less likely to receive out-of-school suspensions ($\chi2(1, N = 6260) = 13.98$, $p < .001$) compared to those who attended less frequently.

Table B32: Suspension Rate by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

*Discipline: Percentage of 21st CCLC participants by suspension rate*

| Discipline Outcome | | ≥ 30 Days | | < 30 Days | | | | |
|---|---|---|---|---|---|---|---|---|
| | | n/N | % | n/N | % | $\chi^2$ (1) | *p* | Odds Ratio |
| 2021-2022 | ISS | 199/3134 | **6%** | 214/3126 | **7%** | .63 | .43 | .96 |
| | OSS | 277/3134 | **9%** | 366/3126 | **12%** | 13.98 | < .001 | .75 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

**60+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were less likely to receive in-school ($\chi2(1, N = 6329) = 10.54$, $p = .001$) and out-of-school suspensions ($\chi2(1, N = 6329) = 19.34$, $p < .001$) compared to those who attended less frequently.

Table B33: Suspension Rate by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

*Discipline: Percentage of 21st CCLC participants by suspension rate*

| Discipline Outcome | | ≥ 60 Days | | < 60 Days | | | | |
|---|---|---|---|---|---|---|---|---|
| | | n/N | % | n/N | % | $\chi^2$ (1) | *p* | Odds Ratio |
| 2021-2022 | ISS | 133/3163 | **4%** | 190/3166 | **6%** | 10.54 | .001 | .70 |
| | OSS | 221/3163 | **7%** | 319/3166 | **10%** | 19.34 | <.001 | .69 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

**90+ Days:** Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were less likely to receive in-school and out-of-school suspensions ($\chi2(1, N = 5775) = 9.31$, $p = .002$) compared to those who attended less frequently.

Table B34: Suspension Rate by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

*Discipline: Percentage of 21st CCLC participants by suspension rate*

| Discipline Outcome | | ≥ 90 Days | | < 90 Days | | | | |
|---|---|---|---|---|---|---|---|---|
| | | n/N | % | n/N | % | $\chi^2$ (1) | *p* | Odds Ratio |
| 2021-2022 | ISS | 97/2896 | **3%** | 125/2879 | 4% | 3.84 | .05 | .77 |
| | OSS | 146/2896 | **5%** | 200/2879 | 7% | 9.31 | .002 | .73 |

Note: To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

# Appendix C: Data Tables

## Program Context

Program context data were entered by program staff into the Cayen AfterSchool (Cayen) data collection software during the 2021-2022 grant year. Data were entered as part of normal 21st CCLC implementation using policies and procedures determined by IDOE. Data accuracy and quality are determined by grantees, IDOE, and various subcontractors (e.g., technical assistance providers, local evaluators). Program context contained in this report reflects the raw data exported from Cayen in summer 2022. No alterations were made by the state evaluation team in the preparation of this report.

### Program Context: 2021-2022

Table C1: 21st CCLC Indiana Counties

| | 2021-2022 | |
|---|---|---|
| County | Students | Percent |
| Adams | 137 | 0.9% |
| Allen | 409 | 2.6% |
| Bartholomew | 247 | 1.6% |
| Clark | 231 | 1.5% |
| Crawford | 390 | 2.5% |
| Decatur | 61 | 0.4% |
| Delaware | 197 | 1.2% |
| Elkhart | 738 | 4.7% |
| Floyd | 139 | 0.9% |
| Grant | 59 | 0.4% |
| Greene | 276 | 1.7% |
| Harrison | 272 | 1.7% |
| Howard | 55 | 0.3% |
| Huntington | 390 | 2.5% |
| Jackson | 46 | 0.3% |
| LaGrange | 29 | 0.2% |
| Lake | 644 | 4.1% |
| LaPorte | 594 | 3.8% |
| Lawrence | 495 | 3.1% |
| Madison | 1,166 | 7.4% |
| Marion | 2,652 | 16.7% |
| Marshall | 66 | 0.4% |
| Martin | 33 | 0.2% |

| | 2021-2022 | |
|---|---|---|
| County | Students | Percent |
| Monroe | 395 | 2.5% |
| Montgomery | 538 | 3.4% |
| Morgan | 242 | 1.5% |
| Ohio | 356 | 2.2% |
| Orange | 118 | 0.7% |
| Perry | 1,214 | 7.7% |
| Porter | 22 | 0.1% |
| Putnam | 245 | 1.5% |
| Scott | 159 | 1.0% |
| St. Joseph | 376 | 2.4% |
| Starke | 202 | 1.3% |
| Steuben | 300 | 1.9% |
| Switzerland County | 122 | 0.8% |
| Tippecanoe | 207 | 1.3% |
| Tipton | 137 | 0.9% |
| Vanderburgh | 1,044 | 6.6% |
| Vigo | 291 | 1.8% |
| Wabash | 66 | 0.4% |
| Washington | 125 | 0.8% |
| Wayne | 248 | 1.6% |
| Wells | 46 | 0.3% |
| Whitley | 60 | 0.4% |
| *Total* | *15,839* | |

Table C2: Grantee Types

| | 2021-2022 | |
|---|---|---|
| | Grantees | Percent |
| Charter School | 3 | 4.2% |
| College/University | 2 | 2.8% |
| Community Based | 38 | 53.5% |
| School District | 27 | 38.0% |
| Other | 1 | 1.4% |
| *Total* | *71* | |

Table C3: Activity Frequencies and Time Spent

| | 2021-2022 | | | |
|---|---|---|---|---|
| | Frequency | Mean Days | Mean Hours | Mean Hours/Day |
| Academic Enrichment | 723 | 60.3 | 84.8 | 1 hr 20 min |
| Activities for English Learners | 128 | 21.1 | 27.2 | 1 hr 05 min |
| Assistance to Truant, Suspended, or Expelled Students | 26 | 70.2 | 96.1 | 1 hr 19 min |
| Career Competencies and Career Readiness | 353 | 33.5 | 45.2 | 0 hr 42 min |
| Cultural Programs | 4 | 3.3 | 3.0 | 1 hr 13 min |
| Drug and Violence Prevention and Counseling | 168 | 37.7 | 55.3 | 1 hr 30 min |
| Healthy and Active Lifestyle | 739 | 40.8 | 50.7 | 1 hr 53 min |
| Literacy Education | 444 | 48.2 | 74.5 | 1 hr 25 min |
| Parenting Skills and Family Literacy | 4 | 1.0 | 1.6 | 1 hr 35 min |
| Science, Technology, Engineering, and Mathematics, including Computer Science | 864 | 34.0 | 50.2 | 1 hr 32 min |
| Well-rounded Education Activities (e.g., credit recovery or attainment) | 1,557 | 33.9 | 45.4 | 1 hr 04 min |
| Missing | 270 | 45.6 | 51.6 | 1 hr 22 min |
| *Total* | *5,280* | | | |

Table C4: Student Attendance Gradations by Grade Level

| | 2021-2022 | | | | |
|---|---|---|---|---|---|
| Grade Level | Student Attendance Gradation | | | | Total |
| | <30 | 30-44 | 45-59 | 60+ | |
| Pre-K | 40.9% (n=85) | 7.2% (n=15) | 3.4% (n=7) | 48.6% (n=101) | 208 |
| K | 28.6% (n=369) | 8.7% (n=112) | 8.1% (n=105) | 54.6% (n=706) | 1,292 |
| 1 | 27.9% (n=473) | 7.2% (n=122) | 5.8% (n=99) | 59.1% (n=1002) | 1,696 |
| 2 | 29.0% (n=568) | 7.3% (n=144) | 7.9% (n=154) | 55.8% (n=1095) | 1,961 |
| 3 | 31.4% (n=617) | 8.3% (n=164) | 8.3% (n=164) | 52.0% (n=1022) | 1,967 |
| 4 | 33.8% (n=649) | 7.9% (n=151) | 8.3% (n=160) | 50.0% (n=959) | 1,919 |
| 5 | 39.5% (n=752) | 9.8% (n=186) | 8.9% (n=170) | 41.8% (n=797) | 1,905 |
| 6 | 54.0% (n=732) | 8.0% (n=108) | 8.3% (n=113) | 29.7% (n=403) | 1,356 |
| 7 | 58.7% (n=769) | 9.1% (n=119) | 9.2% (n=120) | 23.1% (n=302) | 1,310 |
| 8 | 59.8% (n=711) | 9.8% (n=117) | 9.8% (n=116) | 20.6% (n=245) | 1,189 |
| 9 | 49.4% (n=194) | 10.4% (n=41) | 10.4% (n=41) | 29.8% (n=117) | 393 |
| 10 | 49.8% (n=122) | 9.0% (n=22) | 11.8% (n=29) | 29.4% (n=72) | 245 |
| 11 | 56.6% (n=111) | 12.2% (n=24) | 13.3% (n=26) | 17.9% (n=35) | 196 |
| 12 | 41.2% (n=56) | 8.8% (n=12) | 18.4% (n=25) | 31.6% (n=43) | 136 |
| *Total* | ***39.4% (n=6208)*** | ***8.5% (n=1337)*** | ***8.4% (n=1329)*** | ***43.7% (n=6899)*** | *15,773* |

### Table C5: Student Attendance by GPRA and Grade Level Groupings

| Hours | 2021-2022 Grade Level Groupings Pre-K | K-5 | 6-8 | 9-12 | Total |
|---|---|---|---|---|---|
| 1-15 hours | 1.1% (n=25) | 44.4% (n=992) | 42.0% (n=937) | 12.5% (n=279) | 2,233 |
| 16-45 hours | 0.8% (n=20) | 61.5% (n=1500) | 30.7% (n=750) | 7.0% (n=170) | 2,440 |
| 46-90 hours | 1.5% (n=37) | 62.5% (n=1567) | 29.7% (n=745) | 6.3% (n=157) | 2,506 |
| 91-135 hours | 1.6% (n=28) | 70.0% (n=1255) | 24.4% (n=437) | 4.0% (n=72) | 1,792 |
| 136-180 hours | 0.8% (n=11) | 71.1% (n=976) | 20.4% (n=280) | 7.7% (n=105) | 1,372 |
| 181-270 hours | 0.9% (n=18) | 75.1% (n=1514) | 17.1% (n=345) | 6.9% (n=140) | 2,017 |
| 271-540 hours | 2.5% (n=57) | 84.8% (n=1931) | 11.0% (n=251) | 1.6% (n=37) | 2,276 |
| >540 hours | 1.1% (n=11) | 89.8% (n=937) | 8.5% (n=89) | 0.7% (n=7) | 1,044 |
| *Total* | *1.3% (n=207)* | *68.1% (n=10672)* | *24.5% (n=3834)* | *6.2% (n=967)* | *15,680* |

### Table C6: Attendance by Term – Total 2021-2022

| | 2021-2022 Students | Percent |
|---|---|---|
| Summer 2021 | 2,382 | 15.0% |
| Spring 2021-2022 | 14,887 | 94.0% |
| *Total* | *15,839* | |

*Students may attend programming in the summer, fall, and/or spring, based on when 21st CCLC programming is offered at their site.

### Table C7: Attendance by Term – In-Person and Virtual 2021-2022

| | Summer 2021 | | School Year 2021-2022 | |
|---|---|---|---|---|
| | Students | Percent | Students | Percent |
| In-Person | 2,245 | 94.2% | 14,858 | 99.8% |
| Virtual | 137 | 5.8% | 693 | 4.7% |
| *Total* | *2,382* | | *14,887* | |

*Programming was offered in-person, virtual, or hybrid. Hybrid programming included both in-person and virtual; therefore, a student could be counted in both. As a result, percent values may equal more than 100% and student counts may sum to more than the total for each season (e.g., summer 2021).

## Table C8: Attendance by Student Race/Ethnicity Categories[8]

| Race/Ethnicity | 2021-2022 Student Attendance Gradation <30 | 30-44 | 45-59 | 60+ | Total |
|---|---|---|---|---|---|
| American Indian or Native Alaskan | 65.7% (n=176) | 10.4% (n=28) | 10.4% (n=28) | 13.4% (n=36) | 268 |
| Asian | 48.3% (n=211) | 12.6% (n=55) | 14.6% (n=64) | 24.5% (n=107) | 437 |
| Black (not of Hispanic origin) | 37.1% (n=1235) | 9.6% (n=318) | 9.7% (n=323) | 43.6% (n=1450) | 3,326 |
| Hispanic | 39.8% (n=687) | 7.5% (n=130) | 5.6% (n=96) | 47.1% (n=813) | 1,726 |
| Native Hawaiian or Pacific Islander | 60.4% (n=55) | 12.1% (n=11) | 6.6% (n=6) | 20.9% (n=19) | 91 |
| White (not of Hispanic origin) | 39.6% (n=3425) | 7.9% (n=681) | 8.2% (n=714) | 44.3% (n=3838) | 8,658 |
| Two or More Races | 33.1% (n=382) | 8.8% (n=102) | 7.5% (n=87) | 50.6% (n=584) | 1,155 |
| Another Race/Unknown* | 53.9% (n=96) | 7.3% (n=13) | 7.9% (n=14) | 30.9% (n=55) | 178 |
| *Total* | ***39.6% (n=6267)*** | ***8.4% (n=1338)*** | ***8.4% (n=1332)*** | ***43.6% (n=6902)*** | ***15,839*** |

*Another Race/Unknown includes students with missing race/ethnicity fields. Missing data included 103 students (0.7% of total students).

## Table C9: Student Attendance Gradations by Free/Reduced Lunch (FRL)

| | 2021-2022 Student Attendance Gradation <30 | 30-44 | 45-59 | 60+ | Total |
|---|---|---|---|---|---|
| Paid Lunch | 39.3% (n=1748) | 8.6% (n=382) | 8.2% (n=363) | 43.9% (n=1952) | 4,445 |
| FRL | 39.7% (n=4361) | 8.4% (n=926) | 8.5% (n=937) | 43.4% (n=4768) | 10,992 |
| *Total* | ***39.6% (n=6109)*** | ***8.5% (n=1308)*** | ***8.4% (n=1300)*** | ***43.5% (n=6720)*** | ***15,437*** |

[8] Note: In the Cayen system, race and ethnicity are entered into the same variable. As a result, both race and ethnicity are reported together throughout the evaluation report (see Appendix B for more detailed discussion).

Table C10: Student Attendance Gradations by Limited English Proficiency (LEP)

| | 2021-2022 | | | | |
|---|---|---|---|---|---|
| | Student Attendance Gradation | | | | Total |
| | <30 | 30-44 | 45-59 | 60+ | |
| Non-LEP | 39.1% (n=5729) | 8.4% (n=1238) | 8.6% (n=1256) | 43.9% (n=6445) | 14,668 |
| LEP | 42.2% (n=429) | 8.7% (n=88) | 6.3% (n=64) | 42.8% (n=435) | 1,016 |
| *Total* | ***39.3% (n=6158)*** | ***8.5% (n=1326)*** | ***8.4% (n=1320)*** | ***43.9% (n=6880)*** | *15,684* |

Table C11: Student Attendance Gradations by Special Education (SE)

| | 2021-2022 | | | | |
|---|---|---|---|---|---|
| | Student Attendance Gradation | | | | Total |
| | <30 | 30-44 | 45-59 | 60+ | |
| Non-SE | 38.8% (n=5271) | 8.4% (n=1136) | 8.6% (n=1163) | 44.3% (n=6010) | 13,580 |
| SE | 48.5% (n=839) | 10.3% (n=178) | 8.8% (n=152) | 32.4% (n=561) | 1,730 |
| *Total* | ***39.9% (n=6110)*** | ***8.6% (n=1314)*** | ***8.6% (n=1315)*** | ***42.9% (n=6571)*** | *15,310* |

Table C12: Student Attendance Gradations by Sex

| | 2021-2022 | | | | |
|---|---|---|---|---|---|
| | Student Attendance Gradation | | | | Total |
| | <30 | 30-44 | 45-59 | 60+ | |
| Female | 39.7% (n=3172) | 8.7% (n=699) | 8.0% (n=640) | 43.6% (n=3489) | 8,000 |
| Male | 39.2% (n=3054) | 8.2% (n=635) | 8.8% (n=687) | 43.8% (n=3407) | 7,783 |
| *Total* | ***39.4% (n=6226)*** | ***8.5% (n=1334)*** | ***8.4% (n=1327)*** | ***43.7% (n=6896)*** | *15,783* |

Table C13: Student Attendance Gradations by Student's Primary Language

| | 2021-2022 | | | | |
|---|---|---|---|---|---|
| | Student Attendance Gradation | | | | Total |
| | <30 | 30-44 | 45-59 | 60+ | |
| English | 36.8% (n=4046) | 8.2% (n=896) | 8.0% (n=874) | 47.0% (n=5164) | 10,980 |
| Non-English | 31.6% (n=306) | 7.8% (n=76) | 8.4% (n=81) | 52.2% (n=506) | 969 |
| *Total* | ***36.4% (n=4352)*** | ***8.1% (n=972)*** | ***8.0% (n=955)*** | ***47.5% (n=5670)*** | *11,949* |

Table C14: Student Attendance Gradations 2014-2015 through 2021-2022

| | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|---|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| <30 | 8,671 | 40.1% | 8,698 | 39.3% | 8,026 | 37.9% |
| 30-44 | 2,193 | 10.1% | 2,125 | 9.6% | 2,094 | 9.9% |
| 45-59 | 1,606 | 7.4% | 1,537 | 6.9% | 1,488 | 7.0% |
| 60+ | 9,158 | 42.3% | 9,783 | 44.2% | 9,542 | 45.1% |
| *Total* | *21,628* | | *22,143* | | *21,150* | |

| | 2017-2018 | | 2018-2019 | | 2019-2020 | |
|---|---|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| <30 | 9,089 | 38.0% | 10,004 | 44.2% | 11,048 | 49.1% |
| 30-44 | 2,328 | 9.7% | 2,020 | 8.9% | 2,040 | 9.1% |
| 45-59 | 2,036 | 8.5% | 1,861 | 8.2% | 1,808 | 8.0% |
| 60+ | 10,475 | 43.8% | 8,725 | 38.6% | 7,595 | 33.8% |
| *Total* | *23,928* | | *22,610* | | *22,491* | |

| | 2020-2021 | | 2021-2022 | |
|---|---|---|---|---|
| | Frequency | Percent | Frequency | Percent |
| <30 | 6,897 | 30.7% | 6,267 | 39.6% |
| 30-44 | 1,779 | 7.9% | 1,338 | 8.4% |
| 45-59 | 1,390 | 6.2% | 1,332 | 8.4% |
| 60+ | 5,851 | 26.0% | 6,902 | 43.6% |
| *Total* | *15,917* | | *15,839* | |

Table C15: Average Participants Per Site by Year

| | Annual Trends | | | | |
|---|---|---|---|---|---|
| | Number of Sites | Minimum | Maximum | Mean | Std. Deviation |
| 2014-2015 | 202 | 9 | 582 | 107.1 | 89.5 |
| 2015-2016 | 202 | 11 | 650 | 109.6 | 94.7 |
| 2016-2017 | 199 | 18 | 686 | 106.3 | 94.2 |
| 2017-2018 | 250 | 5 | 595 | 100.3 | 95.3 |
| 2018-2019 | 214 | 6 | 941 | 105.7 | 111.1 |
| 2019-2020 | 220 | 11 | 557 | 102.2 | 97.9 |
| 2020-2021 | 228 | 1 | 513 | 69.81 | 76.13 |
| 2021-2022 | 198 | 11 | 558 | 80.0 | 82.1 |

Table C16: Annual Participants and Sites by Year

| | Annual Trends | |
|---|---|---|
| | Number of Sites | Number of Participants |
| 2014-2015 | 202 | 21,628 |
| 2015-2016 | 202 | 22,143 |
| 2016-2017 | 199 | 21,150 |
| 2017-2018 | 250 | 23,928 |
| 2018-2019 | 214 | 22,610 |
| 2019-2020 | 226 | 22,491 |
| 2020-2021 | 228 | 15,917 |
| 2021-2022 | 198 | 15,839 |

Table C17: Certified Teacher

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| Certified Teacher | 245 | 16.5% |
| Not Certified Teacher | 697 | 46.8% |
| Missing | 547 | 36.7% |
| *Total* | *1,489* | |

Table C18: School District Employee

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| School District Employee | 301 | 20.2% |
| Not School District Employee | 641 | 43.0% |
| Missing | 547 | 36.7% |
| *Total* | *1,489* | |

Table C19: Years of Out-of-School-Time Experience

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| 0 Years | 42 | 2.8% |
| 1-5 Years | 380 | 25.5% |
| 6-10 Years | 110 | 7.4% |
| 11-15 Years | 53 | 3.6% |
| 16-20 Years | 45 | 3.0% |
| 21-25 Years | 14 | 0.9% |
| 26-30 Years | 12 | 0.8% |
| 31-35 Years | 4 | 0.3% |
| 36+ Years | 6 | 0.4% |
| Missing | 823 | 55.3% |
| *Total* | *1,489* | |

Table C20: Staff & Volunteer Race/Ethnicity

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| American Indian/Alaskan Native | 1 | 0.1% |
| Asian | 16 | 1.1% |
| Black (not of Hispanic origin) | 233 | 15.6% |
| Hispanic | 28 | 1.9% |
| White (not of Hispanic origin) | 698 | 46.9% |
| Two or More Races | 22 | 1.5% |
| Another Race/Unknown* | 491 | 33.0% |
| *Total* | *1,489* | |

*Another Race/Unknown includes staff/volunteers with missing race/ethnicity fields.

Table C21: Staff & Volunteer Sex

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| Female | 1,004 | 67.4% |
| Male | 191 | 12.8% |
| Non-Binary | 1 | 0.1% |
| Missing | 293 | 19.7% |
| *Total* | *1,489* | |

Table C22: Staff & Volunteer Education Level

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| Less than High School | 45 | 3.0% |
| High School Diploma or GED | 185 | 12.4% |
| Some College or Associate's Degree* | 170 | 11.4% |
| Bachelor's Degree | 301 | 20.2% |
| Some Master's or Doctorate-Level Courses | 14 | 0.9% |
| Master's or Doctorate Degree | 129 | 8.7% |
| Missing | 645 | 43.3% |
| *Total* | *1,489* | |

*The Some College or Associate's Degree education field is combined in the Cayen dataset and cannot be disaggregated.

Table C23: Full-Time or Part-Time Status

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| Full-Time | 215 | 14.4% |
| Part-Time | 587 | 39.4% |
| Missing | 687 | 46.1% |
| *Total* | *1,489* | |

Table C24: Staff & Volunteer Wage Type

| | 2021-2022 | |
|---|---|---|
| | Frequency | Percent |
| Hourly | 506 | 34.0% |
| Salary | 50 | 3.4% |
| Volunteer | 2 | 0.1% |
| Missing | 931 | 62.5% |
| *Total* | *1,489* | |

Table C25: Staff & Volunteers by Year

| | Annual Trends | |
|---|---|---|
| | Number of Staff & Volunteers | Number of Participants |
| 2016-2017 | 1,587 | 21,150 |
| 2017-2018 | 1,951 | 23,928 |
| 2018-2019 | 1,779 | 22,610 |
| 2019-2020 | 2,194 | 22,491 |
| 2020-2021 | 1,391 | 15,917 |
| 2021-2022 | 1,489 | 15,839 |

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