

Connecticut's State-Funded After School Programs, 2015-16
Connecticut State Department of Education

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Executive Summary

The Connecticut After School Grant Program, as defined in Section 10-16x of the Connecticut General Statutes, was implemented in the 2007-08 school year. The program began its fifth two-year funding cycle during the 2015-16 school year. Each two year funding cycle consists of a new cohort of grantees awarded the grants through a competitive application process.

This report presents the result of a process and outcome evaluation of state-funded after school programs (ASPs) operating during the 2015-16 school year. The Center for Applied Research in Human Development at the University of Connecticut was commissioned to analyze existing data provided by the Connecticut State Department of Education and participating after school programs. The full report provides an overview of the characteristics of the ASP sites and the youth who were involved in the ASPs. The report also presents data on youth's performance on outcome indicators identified by the legislature: school day attendance and behavior.

Characteristics of After School Program Sites and Patterns of Attendance

In 2015-16, funding provided by the General Assembly supported 32 grant initiatives. Through these grants, 6,040 students were served at 65 afterschool sites in 24 school districts across the state. For all qualifying participants (e.g., students attending a minimum of four days of after school programming), students attended an average of 86 days of after school programming, with high school students attending less (Mean: 30 days) as compared to elementary and middle school students (Mean: 96 days). Programs varied in the degree to which they served the number of students they had planned to serve. Across all sites, the average daily program attendance was 87.0 percent; meaning that, on average, sites were serving more than three-quarters of the number of youth they planned to serve. This exceeds the 60 percent target set by the Connecticut State Department of Education. Average daily attendance varied from site to site, but only 8 sites (12.3%) did not attain or exceed 60 percent throughout the grant period. Sites serving elementary and middle school students had higher average daily attendance than sites serving either primarily middle school or primarily high school students.

Across all sites, about 79.6 percent of students registered in afterschool programs attended 30 or more days of programming (which is defined as an "adequate level of dosage" by the Connecticut State Department of Education). This percentage also varied considerably from site to site. Sites serving K through 8 students had, on average, higher proportions of regularly attending students compared to elementary, middle school, and high school sites. However, the percentages of students attending at least 30 days of programming were similar across K through 8 sites, elementary sites, and middle school sites.

Attendance was also examined in terms of individual participants' attendance rates, defined as the number of days a student attended his or her after school site divided by the number of days that site was open. Overall, the average participant attended 61.0 percent of days his or her site was open. Sites serving elementary, elementary and middle school students, or only middle school students had, on average, higher rates of individual attendance than did sites serving only high school students.

Characteristics of After School Program Participants

In 2015-16, state-funded after school sites served more females than males, with both genders showing similar attendance rates. Programs enrolled/served a higher number of elementary and middle school students than older students; older students also attended less frequently.

State-funded ASPs included comparable proportions of English Language Learner students (ELLs) and higher proportions of students whose home language was not English as compared to the total population of students statewide. These findings suggest that recruitment and retention of students whose families speak a language other than English at home has been partially successful in meeting the needs of students in ASP districts.

Student Performance

Participants were compared with students statewide and with the public school population in the school districts where state-funded after school sites were located on the two performance indicators of interest. The third performance indicator, academic achievement, was not assessed this school year due to changes in testing format.

With regard to school day attendance rates, ASP participants had significantly higher rates of school attendance when compared to students in ASP districts and statewide. These results indicate that ASP participants attend two additional school days a year when compared to students statewide and four additional days per year when compared to students in ASP districts.

The second performance measure, school day behavior, was assessed using records of participants' disciplinary infractions during the 2015-16 school year. ASP participants showed a favorable divergence from the population in the districts where sites were located. Among students in the 2015-16 participant group, 7.7 percent had at least one disciplinary infraction, a significantly smaller percentage than the 11.1 percent of students with at least one disciplinary infraction in the comparison districts. In comparison to students statewide, ASP participants had a significantly higher percentage of students reporting at least one disciplinary infraction (State: 7.0%). The average number of infractions per student was better among students in ASPs (average of 1.7 incidents), than among students in comparison districts (2.8), and students statewide (2.8).

Finally, comparisons were made between students who attended one, two, three, four, five, or six years of ASP programming between the 2009-10 and 2015-16 academic years. Comparisons for school-day attendance indicated there was a statistically significant difference in school day attendance rates between the one, two, three, four, five, six, or seven-year students. Specifically, students attending ASP for two or four years had significantly higher school day attendance rates than students attending for only one year and there was a nonsignificant trend of increased school day attendance for students who have attended 2,3,5 and 6 years compared to students attending only one year. Lastly, there was an overall trend in the average number of disciplinary infractions among students with at least one infraction decreasing the longer the student participates in ASP, with the exception of year four, but the trend was not statistically significant. However, though there is no difference in the means of students' school based DIs, students tend to maintain an average of less than 2 DI's per year as they age and continue participation in the after school

Conclusions

The results of this evaluation indicate that 2015-16 state-funded ASPs delivered programming that was consistent with the After School Grant Program's purpose of providing opportunities for academic enrichment that complement students' school day learning. Moreover, the evaluation results suggest that state-funded ASPs generally are serving students who are representative of the school districts in which the programs are located.

The findings regarding participants' rates of attendance at their ASP sites showed a clear pattern of differences based on the primary age group served by the site. Overall, sites serving primarily elementary students, elementary and middle school students, and middle school students showed higher rates of attendance compared to sites serving high school students. This pattern was found across two of the three metrics used to measure program attendance. State-funded ASPs may benefit from continued examination of the programming being offered to high school students and the efforts being made to recruit and retain older participants.

ASP participants had significantly higher rates of school day attendance as compared to students in ASP districts and statewide. This provides a promising finding, as analyses indicate that ASP participants attend four additional school day per year compared to ASP districts, and two additional school days per year as compared to students statewide. Finally, there was a statistically significant difference in school day attendance across multi-year participants, with students attending ASPs for two or four years having significantly higher school day attendance rates than students attending for only one year. There is an overall trend that suggests that multiple

years of ASP participation is related to a decrease in disciplinary infractions, with the exception of year four, but these trends were not found to be statistically significant.

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Introduction

Connecticut's state-funded after school initiative began during the 2006-07 school year, when the Connecticut State Department of Education (CSDE) piloted a one-year after school grant program. In the following year, 2007-08, legislation formally established the After School Grant Program, as defined in Section 10-16x of the Connecticut General Statutes. The purpose of this grant program is to implement or expand high-quality programs outside of school hours that offer academic, enrichment, and recreational activities to students in grades K through 12. These activities are intended to reinforce and complement the regular academic program of participating students.

The grants awarded through the After School Grant Program are available to any non-profit organization within the state of Connecticut, including community-based organizations, towns, and school districts. The grants are awarded through a competitive process, and those competing for the grants are required to submit their application with a partner applicant with whom they would collaborate to provide the ASP services. Most partner applicants have been school districts, boards of education, or particular schools or community organizations such as museums, youth service bureaus, or branches of the YMCA. Many awardees serve multiple locations using funds from a single grant.

As established by the legislature, Connecticut's state-funded after school programs (ASPs) operate on a two-year grant cycle. The first cycle spanned the 2007-08 and 2008-09 school years, when 36 grant initiatives operated 69 sites across 29 cities and towns. After a second competitive application process, the second cycle of grants spanned the 2009-10 and 2010-11 school years. During the second grant award process, a total of 40 grants were awarded to operate 59 sites throughout the state. Of these 40 grantees, 12 were new and 28 carried over from the prior funding cycle (2007-09). During the third cycle of grants, the 2011-12 and 2012-13 school years, a total of 35 grants were awarded to operate throughout the state, with 6 grantees being new and the others carrying over from the previous funding cycle (2009-11). The 2015-16 school year marks the beginning of the fifth funding cycle. During this funding cycle, 32 grants were awarded to operate 65 sites.

In addition to allocating funds for direct services, the legislation also provides for "technical assistance, evaluation, program monitoring, professional development, and accreditation support," and further stipulates that a report on performance must be submitted based on measures identified by the legislation. As established by legislation, the report "shall include, but not be limited to, measurement of the impact on student achievement, school attendance, and in-school behavior of student participants" (C.G.S., § 10-16x)¹. For the 2015-16 fiscal year, the CSDE commissioned the University of Connecticut's Center for Applied Research in Human Development (CARHD) to evaluate the state-funded after school programs (ASPs) operating during this period. This report focuses primarily on the sites operating during the 2015-16 period; some information about previous years' ASP participants is also included for comparison purposes.

This report includes the following sections: (a) site characteristics (b) a description of youth who participated in the programs; (c) details about program implementation and activities, including academic and family/parent programming, the relationships programs had with their partner schools, and the staff who worked in these programs; (d) student performance data, including academic achievement, school day attendance, and disciplinary infractions; (e) student performance data for students participating across multiple years, and (f) interpretation of results and discussion of next steps in terms of both programming and evaluation.

¹ Connecticut General Statutes, Title 10, Chapter 164, Section 10-16x.

Evaluation Methods

Information about After School Programs

Site- and program-level data were drawn from two sources. Basic information, such as student enrollment in ASPs and program hours of operation, were provided by the CSDE using information stored in the *AfterSchool21* data system. All state-funded ASPs are required to use this data collection system to report to the CSDE regularly and systematically on program operations.

Additional information about program implementation and operations was available from a required End of Year Report (EYR) that was completed by all sites at the conclusion of the 2015-16 program year. CARHD evaluators in collaboration with the CSDE developed the EYR. The survey was used to gather information about specific areas of program operation and implementation, including the academic, enrichment, recreation, and family/parent programming that programs offered, the relationships programs had with their partner schools, and the staff who worked in these programs. The site coordinator at each state-funded after school site completed the EYR.

Information about Individual Participants

Information about individual students' 2015-2016 ASP attendance and some demographic information was obtained from the *AfterSchool21* database mentioned above. The CSDE provided CARHD with data about students who participated in state-funded ASPs during 2015-16, including students' demographics, school day attendance, and disciplinary infractions. Performance data for students who attended multiple years of ASP programming was also available for a smaller sample of participants.

Information about State and Regional Student Characteristics

For an additional point of comparison, CARHD evaluators used information requested from the CSDE to examine differences between ASP participants and the general public school population in the state and in the specific districts where state-funded ASPs operated².

Comparison data from the state and ASP districts in regard to students' school day attendance and disciplinary infractions were specifically requested for the purposes of this report. Therefore, for these measures, comparison data is available for the 2015-16 academic year. It should be noted that schools are only required to report serious disciplinary infractions to the state, but some schools choose to also report less serious disciplinary infractions, like school policy violations. Therefore, the comparison data for disciplinary infractions at the district and state level may be skewed in favor of certain districts because some schools reported both serious and less serious offenses, whereas other schools only reported serious offenses.

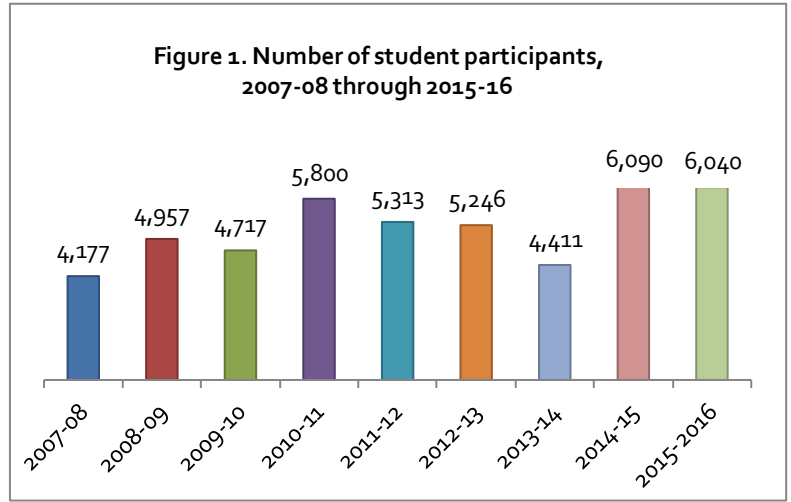
² District and state numbers were obtained at the aggregate level, so ASP participants' data are included in district and state level percentages. However, it is unlikely that this biased the results, given that the group of ASP participants is small (6,040) relative to the number of students in ASP districts (173,488 students) and statewide (543,748 students).

Section 1: Site Characteristics

Size, Location, and Participant Enrollment at State-Funded ASPs

Funding provided by the General Assembly for ASPs in 2015-16 supported 32 grant initiatives operating a total of 65 sites. Twenty-five sites were run primarily by a community-based organization, 25 were operated primarily by a school district, and 14 were operated by another agency. Figure 1 (right) shows the number of students that state-funded ASPs served across the last eight years.

Thirty-one sites (47.7%) reported serving elementary school students, 19 sites reported serving K-8 students (29.2%), 13 sites reported serving middle school students (20.0%), and 7 sites reported serving high school students (10.8%). (Site coordinators were allowed to choose all categories that applied, so percentages can sum to more than 100.)



The 65 sites were located in 24 Connecticut school districts. Figure 2 (below) shows the geographic distribution of sites throughout the state. Table 1 (next page) shows the specific numbers of grants, sites, and participants for each of the 24 represented districts.

Figure 2. Location of state-funded after school sites in 2015-16

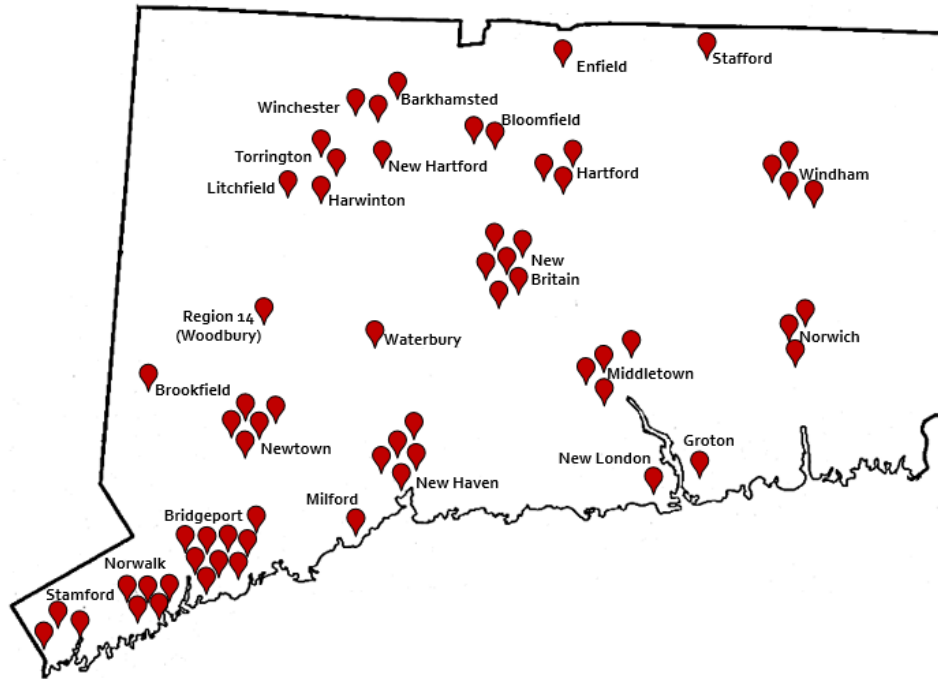


Table 1. Number of grantees, sites, and participants by district

Districts	# of Grants	# of Sites (Names)	# of ASP Participants
Bloomfield	2	1 (Carmen Arace-Journeys)	152
Bridgeport	3	9 (Blackham, Discovery, Hallen, JFK, Roosevelt, Tisdale, Blackrock, Geraldine Johnson, & John Winthrop)	1398
Enfield	1	1 (JFK)	225
Groton	1	1 (Ella Grasso HS)	101
Hartford	3	3 (Kennelly, Batchelder, & Betances)	264
Litchfield, Barkhamsted, Newtown, Torrington, Region 14, Brookfield, Region 10	1	13 (Barkhamsted, Huckleberry, Antolini, Hawley, Harwinton, Litchfield, Head O'Meadow, , Middlegate, Reed, Sandy Hook, Mitchell, Torrington School, & Vogel Whitmore)	560
Middletown	2	4 (MacDonough, Snow, Spencer, & Bielefield)	227
Milford	1	1 (West Shore Middle School)	87
New Britain	2	6 (Jefferson, Gaffney, Smalley, Chamberlain, Northend, & Smith)	312
New Haven	3	5 (Nathan Hale, Conte/West Hills, Bishop Woods, Common Ground, & COOP)	731
New London	1	1 (STMHS)	273
Norwalk	3	5 (Ponus Ridge MS, Roton MS, Side by Side Charter, Norwalk Housing Authority & Choices for Success)	401
Norwich	2	3 (Stanton, Kelly, & Teacher's Memorial)	319
Stafford	1	1 (Stafford Elementary School)	130
Stamford	2	3 (Turn of River Middle School, Stamford High School, & Westhill High School)	314
Waterbury	1	1 (Sprague)	117
Winchester	1	2 (Batcheller & Parsons)	95
Windham	2	4 (Natchaug, Sweeney, Barrows, & Windham Heights Center)	334
TOTAL	32	65	6040

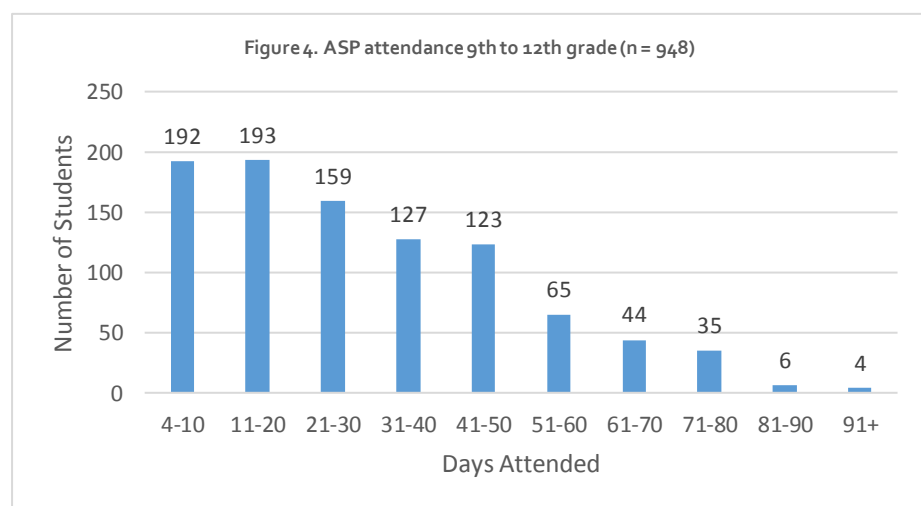
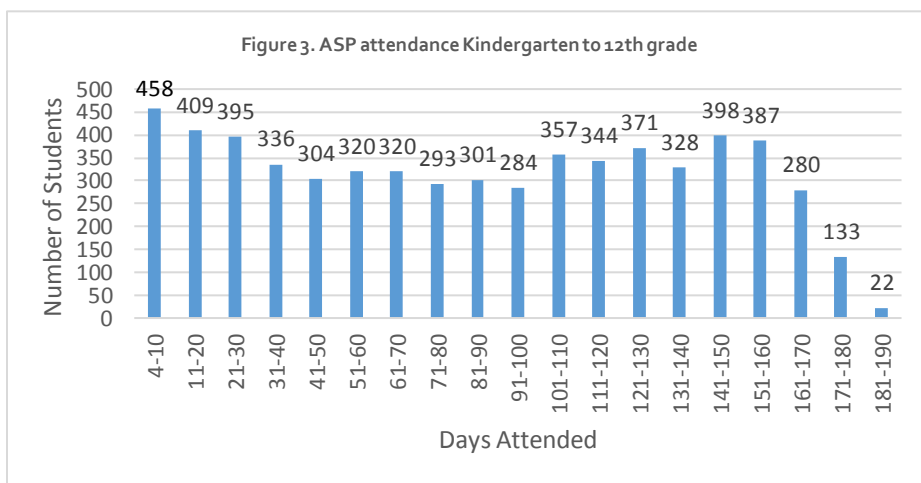
Snacks

Nutrition is an important component of after school participants' overall wellness, and offering snacks to participants is one way to promote wellness. **Sixty-four sites (98.5%) offered snacks for participants.** Seven sites (10.8%) indicated that they used federal reimbursement money to provide snacks. Snacks were also provided through the National School Lunch Program at 24 sites (36.9%) and through the Child and Adult Care Food Program at 16 sites (24.6%), both specific sources of federal funding. Therefore, 47 sites (72.3%) in total used at least one federal funding source to provide either snacks or a meal. Twenty-three sites (35.4%) used their own budget for snacks, one site (1.5%) had children bring their own snacks, three sites (4.6%) funded snacks through donations, and four sites (6.2%) used school funds. These numbers add up to more than 45 because sites could select more than one funding source for snacks.

Participant Attendance Patterns across Sites

The requirement of the program as articulated in the RFP is that students must attend their ASP for four or more days over the school year in order to be included in attendance analyses. In 2015-16, 6,040 students met this criterion, and the following analyses pertain to those students.

Of the 6,040 students who attended at least 4 days of after school programming, they attended an ASP for an average of 86 days (Range: 4 to 190 days) during the 2015-16 school year. Figure 3 (right) shows the distribution of students' ASP attendance. Student attendance at ASPs was then broken down further by grade level. Specifically, high school students' attendance was examined separately from students in elementary and middle school. Figure 4 (right) shows the distribution of ASP attendance for students in grades 9 through 12. As can be seen from this figure, high school students, on average, attended ASPs less often than their younger counterparts. Specifically, high school students attended an average of 30 days of after school programming (Range: 4 to 135 days). Elementary and middle school students attended an average of 96 days of after school programming (Range: 4 to 190 days) during the 2015-16 school year. The distribution of elementary and middle school students' attendance is not shown because it is



similar to the distribution of the total sample. These results suggest that recruitment and retention of high school students is more difficult than recruitment and retention for elementary and middle school students. Therefore, the remaining attendance analyses were broken down into primary age groups served, and the results in the report are presented this way.

Three additional metrics were used to examine patterns of participant attendance across sites: average daily attendance at the site, percent of participants at the site attending at least 30 days of programming, and the average percentage of days of the site's programming that participants attended.

Average Daily Attendance

The first metric, “average daily attendance” (ADA), compares the number of youth attending a site on a given day to that site’s target number.³ The CSDE has established 60 percent ADA as the goal for state-funded ASPs. **Across all sites, the ADA was 87.0 percent, meaning that on an average day, sites were serving at least 87 percent of their target number of students.** Of the 65 sites, 8 had an ADA of less than 60 percent. Although the average daily attendance was well above CSDE’s established target of 60 percent, this suggests attention may need to be given to improving certain sites’ ability to serve their targeted number of participants.

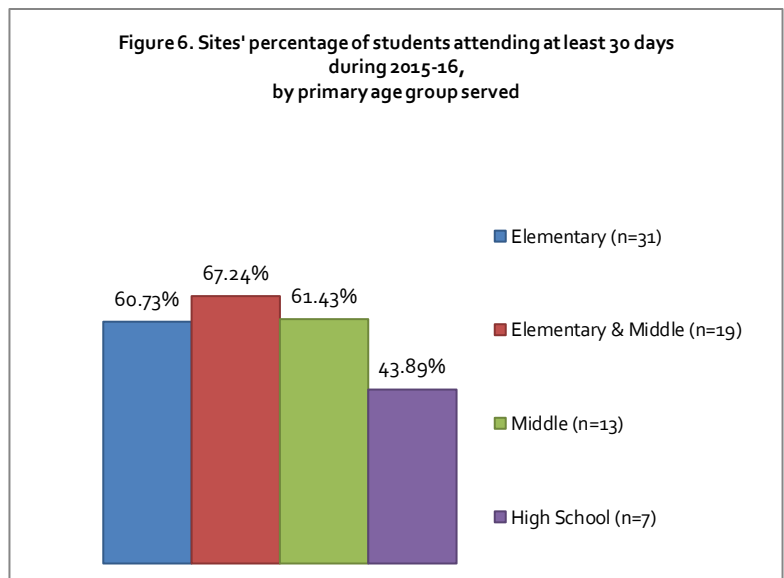
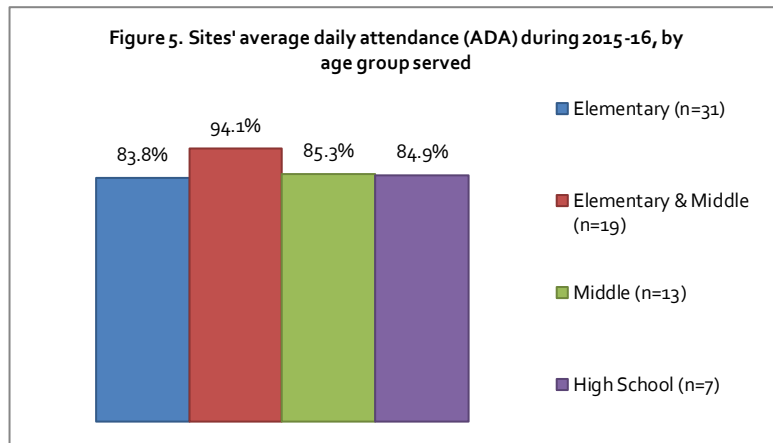
Figure 5 (right) shows the ADA according to the age group served. The total number of sites is more than 65 due to a few sites serving students from multiple age groups. Sites serving elementary and middle school students had a higher ADA than sites serving either middle or high school students. This finding is quite similar to the findings from previous years.

Twenty of the elementary sites (91.3%) had 60 percent ADA or higher, compared to 19 elementary and middle sites (100%), 3 middle school sites (76.9%), and 4 high school sites (57.1%). In 2014-15, 87 percent of elementary sites, 100 percent of elementary and middle sites, 81.8 percent of middle school sites, and 60 percent of high school sites had an ADA of 60 percent or more. Compared to last year, more sites serving all student populations are meeting the benchmark ADA of 60 percent.

Percentage of Youth Attending 30 or More Days of Programming

Average daily attendance is a useful metric for examining how successful sites are at recruiting participants to attend their program. It is also important, however, to know whether sites are able to retain those participants for a significant period of time

(for example, sites could have high average daily attendance but serve a different group of students each day). The extent to which sites served a consistent group of participants was examined through the percentage of students who attended the program “regularly” at each site. Individuals were considered regular attendees if they attended the program at least 30 days over the academic year. Similar to ADA, the CSDE has set 60 percent



³ The “average daily attendance” value for each site was calculated using the following formula: (Total Number of Individual Attendances) / (Target Number of Youth to Be Served * Total Number of Days Open). An ‘individual attendance’ refers to one student attending on one day.

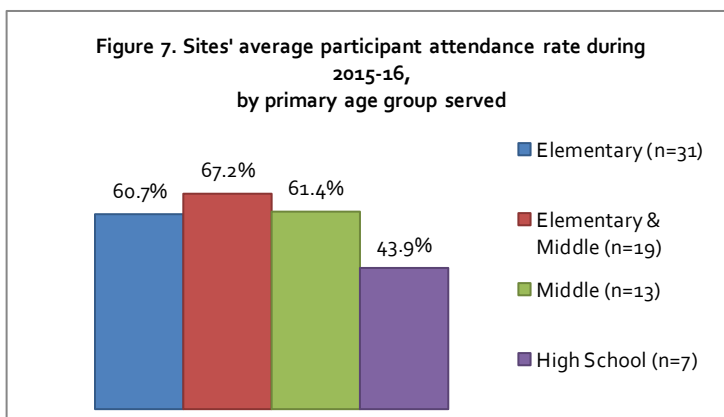
as a target; it is expected that at least 60 percent of the participants registered at each site will attend at least 30 days of programming.

Across all sites, 79.6 percent of students attended regularly. This means that over three-quarters of all registered participants attended their ASP at least 30 days during 2015-16. This percentage is higher than that reported for the 2014-15 (74.1%) academic year. Figure 6 (above) shows the distribution of sites in terms of the percentage of students who attended at least 30 days during the 2015-16 year, according to the primary age group served by the site.

Fifty-eight sites (89.2%) met the CSDE's target of having at least 60 percent of students attend 30 or more days of programming. There is an increase in the number of sites meeting the criteria of having 60 percent of registered students attend regularly from last year (2014-15 = 36 sites). As with ADA, there are differences according to the age group served at the site. Sites serving elementary, elementary and middle school, and middle school students had higher percentages of students attending 30 or more days (85.1 and 89.3%), as compared to the high school sites (62.7). These differences are similar to past years, however there is a larger discrepancy between high school sites and all other sites compared to last year (2014-15, elementary sites= 78.0%, elementary and middle school sites= 72.2, middle school sites= 73.5, and high school sites, 78.0%).

Average Participant Attendance Rate

Because sites differ in the number of days they are open, another metric to measure attendance is the actual percentage of available days that youth attend. This was computed individually for each participant by dividing the number of days he or she attended the site by the total number of days his or her site was open during 2015-16. This percentage was then averaged across all participants at each site to obtain a site-level figure of average participant attendance rate.



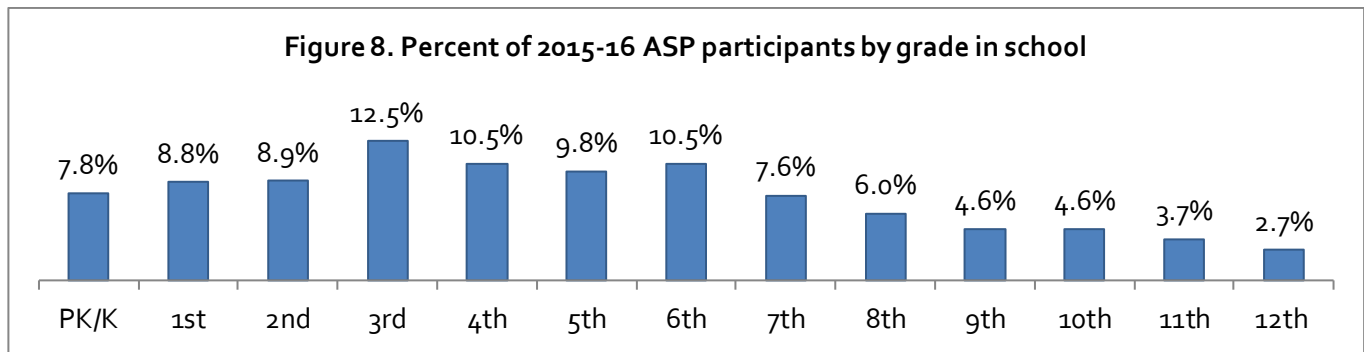
Across all 2015-16 ASP sites, the average participant attendance rate was 61.0% percent. This means that, on average, participants attended about 60 percent of the days that their sites were open. This varied considerably from site to site, however (range: 16%-84%). Overall, sites serving different age groups had similar average participant attendance rates, but sites serving high school students had lower rates (43.9%) as compared to elementary school, combination elementary and middle school sites, and middle school sites (Figure 7, above).

Section 2: Description of Participants

Participant Demographic Information

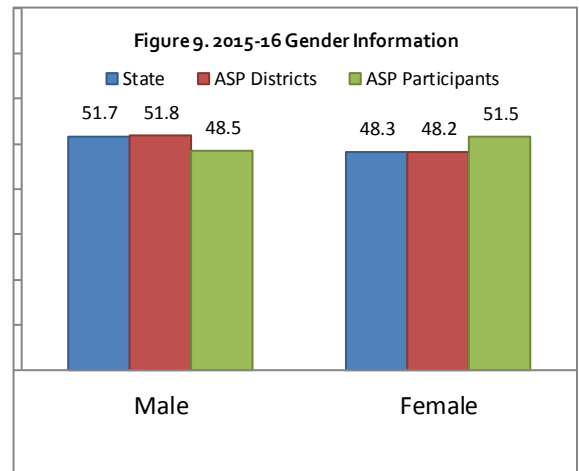
Grade Level

In 2015-16, ASPs served students from pre-kindergarten to 12th grade. Grade level information was available for 5,895 participants (97.6%). Figure 8 (below) shows the distribution of ASP participants by grade. As the figure shows, the highest numbers of participants were in 3rd, 4th, and 6th grade. Far fewer older students participated in ASPs, as was also the case in previous years.



Gender

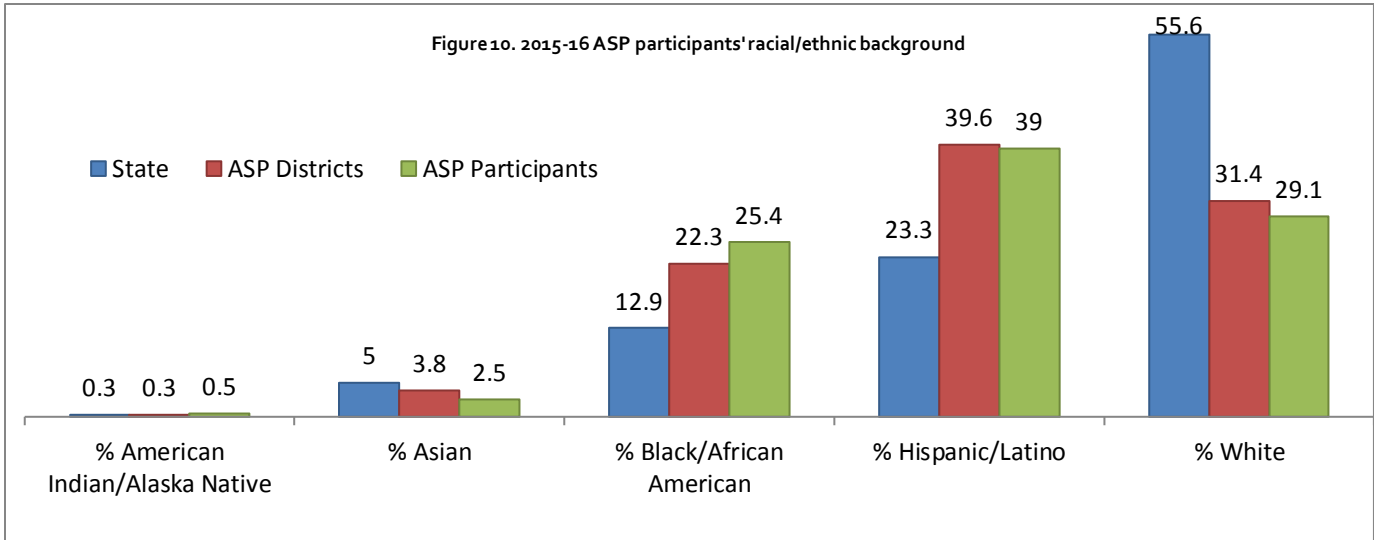
Gender information was available for 5,926 of the 6,040 (98.1%) 2015-16 ASP participants. Figure 9 (right) shows gender information of ASP participants in comparison to the public school population in the same ASP districts and statewide. Slightly under 52 percent of ASP participants were female, compared to the 48.2 percent in the public school population in the districts where ASPs were located during 2015-16. Males comprised 48.5 percent of the ASP group, compared to 51.8 in the ASP districts. Consistent with findings from 2011-12, 2012-13, 2013-14, and 2014-15 it appears that ASPs served a slightly higher proportion of girls compared with the general school population where the ASPs were located.



Racial/Ethnic Background

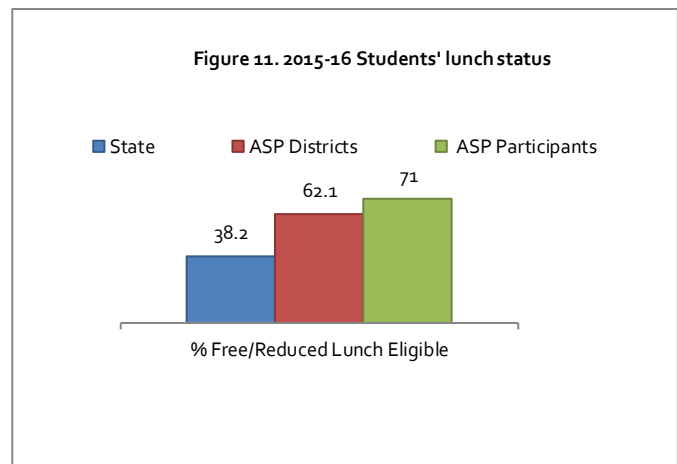
Racial/ethnic background information was available for 6,010 participants (99.5%). Figure 10 (next page) shows the racial/ethnic background of ASP participants in comparison to the public school population in the ASP districts and statewide. Ethnicity and racial data for 201 students who reported to be multi-racial or from another racial background are not included in the table below. ASPs enrolled a higher portion of American Indian/Alaska Native, and Black/African American students and a lower portion of all other racial/ethnic groups compared to the student population in the districts in which ASPs were located and the state as a whole. The only exception to this is Hispanic students. ASP enrolled a higher proportion of Hispanic students compared to state as a whole but not compared to the student population in the districts in which ASPs were located. The differences for the percentages of American Indian/Alaska Native, Black/African American, White, and Asian students were

statistically significant between ASP students and both ASP districts⁴ and the state as a whole.⁵ The percentage of Hispanic/Latino students significantly differed between ASP students and the state as a whole.



Free/Reduced Lunch Status

Information on student lunch status was available for 5, 546 students (91.8%). Figure 11 (right) shows the percentage of students who were eligible for free/reduced lunch statewide, in the ASP districts, and in the ASPs. During 2015-16, 71.0 percent of ASP participants were eligible for free/reduced price lunch, compared to 62.1 percent of students in ASP districts and 38.2 percent of the general public school population. Compared to students statewide, ASP participants were substantially more likely to be eligible for free/reduced lunch.⁶ ASP participants were also more likely to be eligible for free or reduced lunch than students in ASP districts.⁷



⁴ Statistical tests were used to evaluate differences between ASP participants group and students in ASP districts. For some of the racial ethnic groups, the differences were statistically significant. The test statistic was the z statistic, which evaluates whether the difference between two population values is larger than expected due to chance, based on the distribution of scores within each population. Statistically significant differences between ASPs and ASP districts included: proportion of Asian students (2.5% vs. 3.8%), $z = -5.29$, $p < 0.001$, proportion of Black/African American students (25.5% vs. 22.3%), $z = 5.89$, $p < 0.001$, proportion of American Indian/Native Alaskan students (.5% vs. .3%), $z = 3.19$, $p < 0.001$, and proportion of White students (29.1% vs. 31.4%), $z = -3.72$, $p < 0.001$.

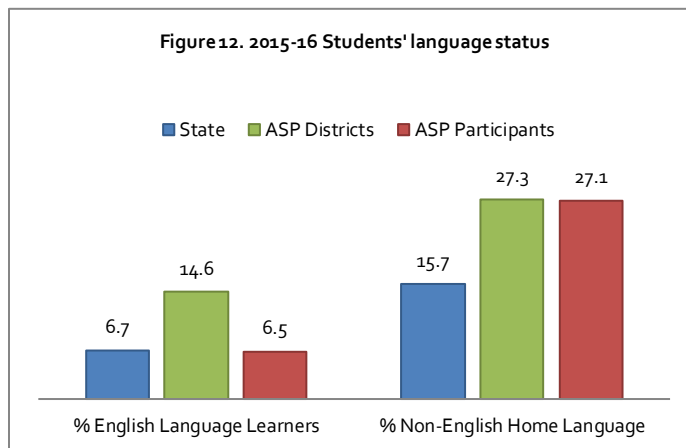
⁵ Statistically significant differences between ASPs and the state included: proportion of Asian students (2.5% vs. 5.0%), $z = -8.78$, $p < 0.001$, proportion of Native American/Alaskan students (.5% vs. .3%), $z = 2.54$, $p < 0.01$, proportion of Black/African American students (25.5% vs. 12.9%), $z = 28.95$, $p < 0.001$, proportion of Hispanic/Latino students (39.0% vs. 23.3%), $z = 37.50$, $p < 0.001$, and proportion of White students (29.1% vs. 55.6%), $z = -41.1$, $p < 0.001$.

⁶ Comparing ASP participants with students statewide, there was a statistically significant difference in the proportion of students receiving free/reduced lunch (71.0% vs. 38.2%), $z = 49.90$, $p < 0.001$.

⁷ Comparing ASP participants with students in ASP districts, there was a statistically significant difference in the proportion of students receiving free/reduced lunch (71.0% vs. 62.3%), $z = 13.49$, $p < 0.001$.

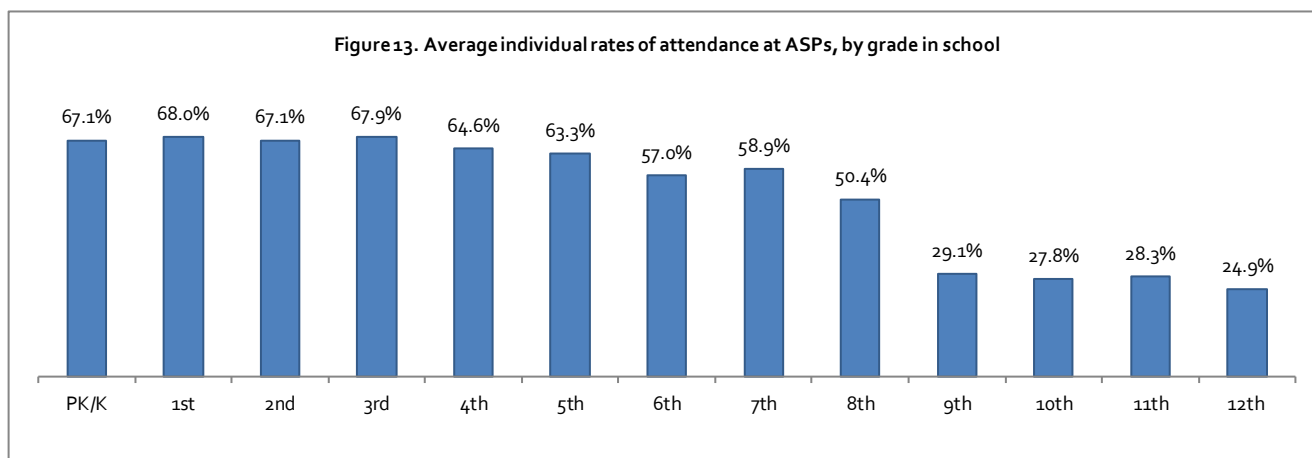
Language Status

Figure 12 (right) shows the percentages of students statewide and in the ASPs who were English Language Learners (ELLs) and who spoke a language other than English at home. During 2015-16, 6.3 percent of ASP participants were ELLs and 27.0 percent spoke a language other than English at home. ASP district students were more likely to be ELLs compared to ASP participants.⁸ A significantly larger amount of ASP participants spoke a language other than English at home compared to students statewide.⁹



Individual Rates of Attendance

The average participant attendance rate was used to investigate whether individual attendance differed by students' demographic characteristics. As noted earlier, the rate of attendance was computed for each participant by dividing the number of days he or she attended the site by the total number of days his or her site was open. Across all students, the average participant attended about 57.6 percent of the days that his or her site was open¹⁰.



Attendance rates differed based on participants' grade in school, racial/ethnic background, and whether participants spoke a language other than English at home. Figure 13 (previous page) shows participants'

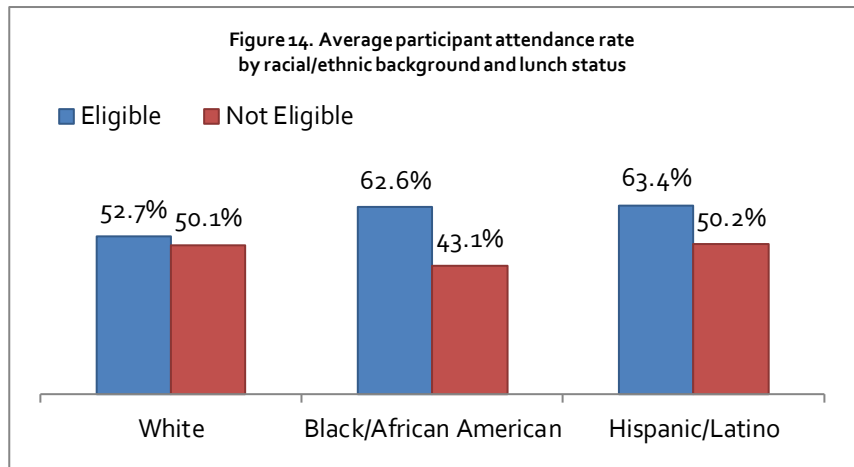
⁸ Comparing ASP participants with students in ASP districts, there was a statistically significant difference in the proportion of students who were ELLs (6.6% vs. 14.6%), $z=-17.03, p<0.001$.

⁹ Comparing ASP participants with students statewide, there was a statistically significant difference in the proportion of students who spoke a language other than English at home (27.1% vs. 15.7%), $z=24.02, p<0.001$.

¹⁰ This is different from the 61 percent average site-level individual attendance reported in the previous section because the two percentages are calculated differently. The average site-level participant attendance rate starts with individual rates, then combines them across all students at each site, then averages across all sites (so the sample size is the 65 sites). The average reported here, however, is across all students regardless of site (the sample size is 6,040).

average attendance rates according to grade in school. As shown in the figure, younger children had significantly higher attendance rates when compared with older attendees.¹¹

Attendance rates were statistically different between the three racial/ethnic groups. Black/African American participants attended at a significantly lower rate (59.1%) than Hispanic/Latino participants (62.1%).¹² White participants attended at a significantly lower rate (51.2%) than Black/African American participants and Hispanic/Latino participants.¹³ Attendance rates significantly differed among participants who were and were not eligible for free or reduced price lunch. Participants who were eligible for free lunch attended on average higher attendance rates than those who were not eligible.¹⁴



However, further analyses showed more complex relationships between participants' attendance rates, racial/ethnic background, and eligibility for free or reduced price lunch. Figure 14 (above) summarizes these differences. It should be noted that these analyses were completed with a smaller number of participants, including only those that had information about both their lunch status and race/ethnicity.

As shown in Figure 14, Hispanic/Latino students eligible for free or reduced lunch attended their programs at a significantly higher rate compared to Hispanic/Latino students who were not eligible for free or reduced lunch.¹⁵

Overall, participants who spoke a language other than English at home attended their programs at a higher rate than participants who primarily spoke English at home (63.9% and 55.4%, respectively).¹⁶

Male and female participants had the same program attendance rate (57.5%)¹⁷.

Consistent with data from past years, the elementary and middle school grades have the highest number of participants; this year 3rd, 4th, and 6th grades had the highest enrollment in ASP. Overall, there were some significant difference between ASP participants and the students in ASP districts and statewide. ASPs had a higher proportion of African American students and Native American/Alaskan students as compared to ASP districts and statewide; and they had a significantly lower portion of Asian students and White students as compared to ASP districts and statewide. ASPs also had a significantly larger proportion of Hispanic/Latino students compared to students statewide. Additionally, ASP participants were more likely to qualify for free/reduced lunch as compared to ASP districts and statewide; ASP participants were less likely to be ELLs as compared to statewide; and ASP participants were more likely to speak a language other than English at home

¹¹ Overall test for differences by grade was significant, $F(12, 5473) = 9.215, p = .000$.

¹² Overall test for differences by race/ethnicity was significant ($F(2, 5624) = 55.69, p = .000$). Post hoc comparisons revealed that Black/African American participants (59.1%) attended significantly less than Hispanic/Latino (62.1%) participants.

¹³ Overall test for differences by race/ethnicity was significant ($F(2, 5624) = 55.69, p = .000$). Post hoc comparisons revealed that White participants attended at a significantly lower rate (51.2%) than Black/African American participants and Hispanic/Latino participants.

¹⁴ Overall test for differences between those eligible for free/reduced lunch and those that were not was significant ($t(5544) = 13.39, p = .00$).

¹⁵ Comparing Hispanic/Latino students who were eligible for free or reduced lunch with those who were not (63.4% vs. 50.2%) resulted in a significant difference in attendance rates ($t(2218) = 6.51, p = .013$).

¹⁶ Attendance rates of participants who primarily spoke a language other than English at home (63.9%) were significantly higher than participants who spoke primary English at home (55.4%; $t(5922) = -9.192, p = .000$).

¹⁷ Overall test of differences by gender was not significant ($t(5924) = -.269, p = .788$).

as compared to students in ASP districts. Finally, after school program attendance rates differed based on participants' grade in school, racial/ethnic background, and whether participants spoke English at home.

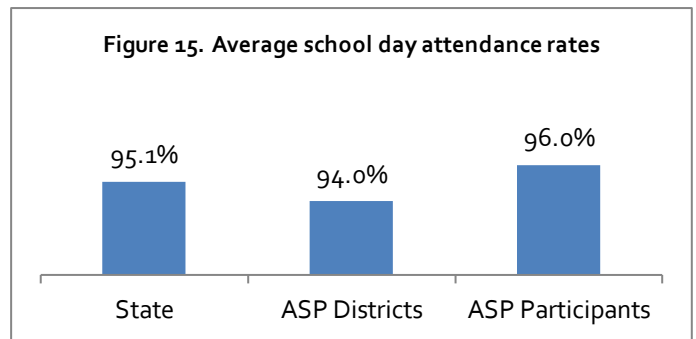
Section 3: Performance Measures

Based on requirements outlined by the legislature, three measures were chosen as performance indicators for ASP participants: academic achievement, school day attendance, and school day behavior.

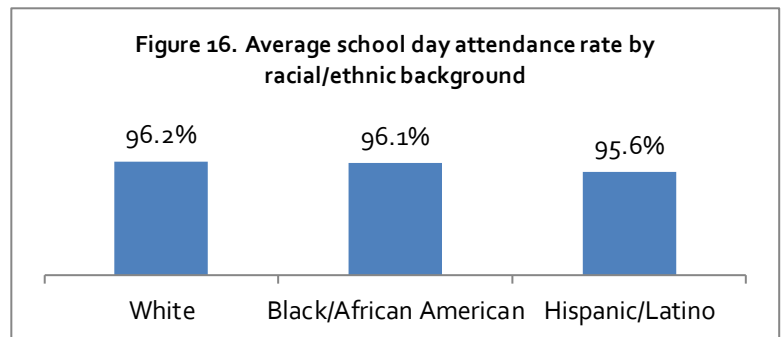
Performance Measure 1: School Day Attendance

The first performance measure is based on the school day attendance rate of ASP participants. School day attendance is calculated as a percentage (number of days attended/number of days enrolled * 100) to account for variation in students' enrollment across the school year. In other words, due to relocation or school changes, some students will not be enrolled in a specific school for the entire 180-day school year. Data on school day attendance were available for 5,918 students (97.9%). School attendance for individual participants varied, from 35 to 100 percent. The average attendance rate was 96 percent (Range: 35% to 100%; SD: .041), which is equivalent to missing 7.2 days in a 180-day school year.

Figure 15 (right) shows average school day attendance rates for state, ASP districts (Range: 92.2% to 97.1%), and ASP participants. ASP participants had significantly higher school day attendance rates than students statewide¹⁸ and students in the ASP districts¹⁹. Although these differences were statistically significant, they represent a very small difference in attendance across the school year. Overall, ASP participants attended about two additional school days per year than students statewide and about four additional school days per year than students in ASP districts.



School day attendance rates also differed based on participants' racial/ethnic background, as summarized in Figure 16. Attendance rates were statistically different between the three racial/ethnic groups. Hispanic/Latino participants attended at a significantly lower rate (95.6%) than Black/African American participants (96.1%) and White participants (96.2%).²⁰



¹⁸ Using a one-sample *t*-test with a test value of 95.1, ASP participants' rate of school day attendance is significantly higher than that of students statewide [$t(5917)=16.89, p<.001$].

¹⁹ Using a one-sample *t*-test with a test value of 94.0, ASP participants' rate of school day attendance is significantly higher than the rate for students in ASP districts [$t(5917)=37.53, p<.001$].

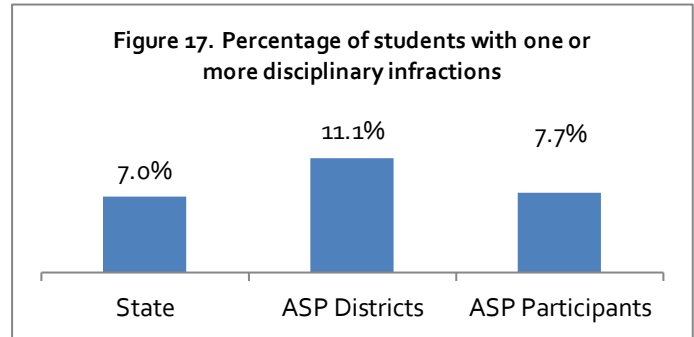
²⁰ Overall test for differences by race/ethnicity was significant ($F(2,5516)=9.782, p=.000$). Post hoc comparisons revealed that Hispanic/Latino participants attended at a significantly lower rate (95.6%) than Black/African American participants (96.1%) and White participants (96.2%).

Performance Measure 2: School Day Behavior (Discipline Infractions)

The third performance measure consists of information about the in-school behavior of ASP participants, measured through behavior infractions incurred during the 2015-16 school year. As a reminder, the schools are only required to report serious disciplinary infractions to the state, but some schools choose to report less serious offenses as well. As such, the data may be skewed in favor of the schools and districts that only reported serious offenses to the state.

Percentage of Students with Infractions

During 2015-16, 466 of the 6,040 ASP participants with disciplinary data, or 7.7 percent, had at least one disciplinary infraction. As shown in Figure 16 (right), the rate of disciplinary infractions for ASP participants (7.7%) was significantly lower than the rate for students in ASP districts (11.1%).²¹ The rate for ASP participants (7.7%) was significantly higher than the rate for all public school students statewide (7.0%).²²



Average Number of Infractions per Student

Discipline data for the state and for ASP district students from 2015-16 were used for comparison purposes. Considering only students in ASP districts who had one or more infractions, the average number of infractions was 2.8. For all students in the Connecticut public school system with one or more disciplinary infractions, the average was 2.8 incidents. Finally, based on the available data on number of infractions, ASP participants had an average rate of 1.7 infractions per student, for students who had at least one disciplinary infraction.

The average number of disciplinary infractions per student differed based on participants' racial/ethnic background. The average number of disciplinary infractions per student were statistically different between the three racial/ethnic groups. On average, African American participants had significantly more disciplinary infractions (.22) than Hispanic/Latino participants (.14) and White participants (.07). Additionally, Hispanic/Latino participants had significantly more disciplinary infractions than White participants.²³

²¹ Comparing ASP participants with students in ASP districts, there was a statistically significant difference in the proportion of students with a disciplinary infraction (7.7% vs. 11.1%, $z=-8.24$, $p<0.001$).

²² Comparing ASP participants to students statewide, the difference was statistically significant (7.7% vs. 7.0%, $z=2.12$, $p=0.034$).

²³ Overall test for differences by race/ethnicity was significant ($F(2,5624)=20.38$, $p=.000$). Post hoc comparisons revealed that African American participants had significantly more disciplinary infractions (.22) than Hispanic/Latino participants (.14) and White participants (.07). Additionally, Hispanic/Latino participants had significantly more disciplinary infractions than White participants.

Section 4: Multi-Year Participants

This section of the report examines students who attended one, two, three, four, five, six, or seven years of ASP programming between the 2009-10 and 2015-16 academic years. Comparisons are made between one-, two-, three-, four-, five-, six- and seven-year participants on school-day attendance and disciplinary infractions. The objective of this portion of the report was to examine whether students who attended an ASP for more years differed from those who attended fewer years in terms of overall performance (attendance and disciplinary behaviors). These comparisons were made using data from the 2015-16 academic year since they were the most recent data available and because all students in the sample had participated in an ASP during this academic year.

One-year participants were those that attended an ASP only during the 2015-16 academic year, and did not attend during any of the previous academic years according to our records. Two-year participants were those that attended during the 2015-16 academic year and one previous year. Three-year participants were those that attended during the 2015-16 academic year and two previous years, four-year participants were those that attended during the 2015-16 academic year and three previous years, five-year participants were those that attended during the 2015-16 academic year and four previous years, six-year participants attended during the 2015-16 academic year and five previous years, and seven-year participants attended all years between 2009-10 and 2015-16.

The subgroup of participants who participated in an ASP across all seven academic years consisted of 16 individuals ("seven-year participants"). Another 46 participants attended an ASP for six academic years ("six-year participants"), 117 participants attended an ASP for five academic years ("five-year participants"), 249 participants attended an ASP for four academic years ("four-year participants"), 787 participants attended an ASP for three academic years ("three-year participants"), and 1,143 participants attended an ASP for two academic years ("two-year participants"). Finally, 3,682 students attended an ASP only during the 2015-16 academic year ("one-year participants").

It is important to note that these analyses span four different cohorts of grantees. The number of grantees changed across time, with some grantees being funded during multiple cohorts and others only being funded during one of these cohorts. This resulted in differences in students' opportunities to attend a state-funded ASP in their district.

Table 2 (next page) displays the average school day attendance rate for participants within each subgroup. After controlling for differences in school day attendance rates according to grade level, there was still a statistically significant difference between these scores, implying that there are some differences in school day attendance according to the number of years a student participates in ASP. Specifically, students attending ASP for two or four years had significantly higher school day attendance rates than students attending for only one year.

Finally, Table 2 displays the percent of students who had one or more disciplinary infractions and the average number of disciplinary infractions per student during the 2015-16 academic year. Although there is an overall trend with the average number of disciplinary infractions among individuals with at least one infraction decreasing the longer they participate in afterschool programming, with the exception of students attending four years, this trend is not statistically significant.²⁴ In general students who attend the ASPs multiple years tend to have fewer disciplinary infractions up to 4 years. Since student participation rates decrease over time, the sample sizes past year three are too small to draw conclusions about overall trends in student disciplinary over time. However, though there is no difference in the means of students' school based DIs, students tend to maintain an average of less than 2 DI's per year as they age and continue participation in the after school

²⁴ There was not a statistically significant difference in the average number of disciplinary infractions among participants ($F=0.57, p=0.755$)

programming. It is important to keep in mind that the mean values for DI's are averages, not exact values for each student.

Table 2. Student data for students attending ASPs for 1, 2, 3, 4, 5, 6, and 7 years

Performance Indicator	1-Year N=3,682	2-Year N=1,143	3-Year N=787	4-Year N=249	5-Year N=117	6-Year N=46	7-Year N=16		
	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)	<i>Mean</i> (<i>SD</i>)	<i>F</i>	<i>Sig</i>
School Day Attendance	95.8 (.04)	96.2 (.04)	96.1 (.04)	96.3 (.03)	96.5 (.03)	96.4 (.02)	95.0 (.05)	2.385	.026
Disciplinary Infractions (Percent of Students with ≥ 1 Disciplinary Infraction)	8.1	6.5	6.7	7.2	15.4	6.5	18.7	-	-
Disciplinary Infractions (Number of Incidents Per Student for Students with ≥ 1 disciplinary infraction)	1.8	1.7	1.6	2.2	1.9	1.0	1.7	.569	.755

Section 5: Discussion

The results of this evaluation indicate that, during the 2015-16 school year, the operation of Connecticut's ASPs was consistent with the After School Grant Program's purpose: to provide K-12 students with high-quality out-of-school enrichment opportunities that complement school day learning. Within this section of the report, observations and recommendations are presented based on the overall trends observed within the data.

Meeting Students' and Families' Needs: Serving the Target Population

Program Capacity and Participation across Age Groups

As in prior years, the majority of ASP sites appeared to succeed in serving the number of students they planned to serve and in encouraging their participants to attend regularly. As noted in Section 1 of this report, the average daily attendance (ADA) across all 65 sites was 87.0 percent, which exceeds the 60 percent target set by the CSDE. The percent of registered students attending their after school site at least 30 days was 79.6. Although programs collectively were successful in serving the number of participants they expected to serve, there was variability in the degree to which sites were able to recruit participants and encourage their regular attendance. Eight sites (12.5%) did not meet the 60 percent ADA benchmark set forth by the state; this is comparable to last year when 6 sites (12.3%) did not meet this benchmark and markedly better than in 2013-14 when 16 sites (34%) did not meet this benchmark. These findings suggest that previous efforts to focus on recruitment and retention of students have been successful, some sites still need to continue to focus these issues. Consistent to most previous years, but contrary to last year, attendance patterns were different across sites serving different primary age groups. Specifically, sites serving elementary, elementary and middle school students, or only middle school students had, on average, higher rates of individual attendance than did sites serving only high school students. In addition to these site level findings, analysis of individual-level program attendance data indicated differences between older students and younger students. There were fewer older students participating in programs, and older students, on average, attended their ASPs at a lower rate.

These findings have improved from previous years, particularly with sites serving middle school students. The improvement in these results suggests that sites serving older students have benefited from increased focus on the unique needs of their students, including the need for flexibility in programming.

Performance Indicators: How Are ASP Participants Doing?

Findings in regard to ASP participants' school attendance rates were positive. Participants had significantly higher attendance rates than students in ASP districts and students statewide.

The findings for ASP participants' school day behavior were mixed. Participants showed a rate of disciplinary infractions considerably lower than students in ASP districts, but significantly higher than students statewide. Participation in ASPs may have positive effects on students' in-school behavior, perhaps through increasing their connection to or engagement in their school. It is also possible, however, that ASPs tend to recruit and retain students who already have a low rate of infractions.

Multi-Year Participants

Overall students who attend the ASPs multiple years tend to have fewer disciplinary infractions up to 4 years. Since student participation rates significantly decrease after students attending 3 years, the sample sizes of students attending four or more years are too small to draw conclusions about overall trends in student disciplinary infractions over time.

Appendix A: End of Year Survey

1. Welcome Page and Survey Instructions

Welcome, State-Funded After School Site Coordinators.

Thank you in advance for completing the 2015-16 End of Year Survey for your state-funded after school program site. These surveys serve two purposes: (1) to help the State Department of Education (SDE) and the University of Connecticut evaluators (UConn) describe state-funded after school programming in Connecticut, and (2) to help SDE work with sites collectively and individually to improve state-funded after school programming. Your responses to these questions will be used by SDE to support the quality advising process and inform decisions about upcoming professional development and also by UConn to develop the 2015-16 Evaluation Survey on all state-funded programs.

All of the questions in this survey refer to operations at your individual site during the 2015-16 school year. Throughout the survey, please provide responses that describe what occurred AT YOUR SITE, not at other sites covered by the same grant. Please describe what occurred during 2015-16, even if the site plans to make changes in the coming school year. It is important that the information you provide accurately reflects your site operations during the 2015-16 school year.

If you encounter technical difficulties, you should contact the evaluation team at UConn:

Jennifer Dealy, jennifer.dealy@uconn.edu

Alexander Reid, alexander.reid@uconn.edu

The deadline for completing this survey is THURSDAY, JUNE 30, 2016 AT 10PM. The survey will no longer be accessible after this date.

Once again, THANK YOU FOR YOUR PARTICIPATION!

2. Program Overview: Basic Information about Your Site

* 1. Basic information about you and your site

Your name:

Your position:

Name of your grantee (lead applicant):

Name of your site:

ZIP code for your site:

Your email address:

* 2. Type of lead applicant for your site:

- School district
- Community-based organization
- Other (please specify):

* 3. During the 2015-16 school year, where was your site located?

- At a school
- At another location
- At both a school and another location

* 4. During the 2015-16 school year, what type of school(s) did your site serve? (check all that apply)

- Elementary school (including kindergarten)
- K-8 school
- Middle school or junior high school
- High school

* 5. On what date did this site START programming for the 2015-16 school year?

Start date MM DD YYYY

/ /

* 6. On what date did this site END programming for the 2015-16 school year?

MM DD YYYY
End date / /

* 7. For how many DAYS did this site provide programming during the 2015-16 school year? (Please do not include school vacation weeks unless the site provided vacation programming.)

Number of days

* 8. How many DAYS PER WEEK did this site serve participants in a typical week during the 2015-16 school year?

- 1 day a week
- 2 days a week
- 3 days a week
- 4 days a week
- 5 days a week
- 6 days a week
- 7 days a week

* 9. During the 2015-16 school year, when was your site open to participants? (check all that apply)

- Before school
- After school
- Weekend

* 10. Approximately how many HOURS PER DAY was the site open to participants during the 2015-16 school year?

Number of hours per day

* 11. During 2015-16, how did most participants GET HOME from the program?

- Bus, provided by school
- Bus, provided by your program
- Public transportation
- Parent pick up
- Walking

(Optional) Comments:

* 12. What meals did you provide to students?

- breakfast
- snack
- dinner
- did not provide meals

3. Breakfast Funding

* 1. How was breakfast funded? (check all that apply)

- Federal reimbursement
- Grantee's own budget
- Children brought their own breakfast
- Donation
- School funds
- School Breakfast Program
- Child and Adult Care Food Program- At Risk After School Meals, Snack
- Other (please specify):

4. Snack Funding

* 1. How were snacks funded? (check all that apply)

- We did not provide snacks
- Federal reimbursement
- Grantee's own budget
- Children brought their own snacks
- Donation
- School funds
- National School Lunch Program- After School Snack Program
- Child and Adult Care Food Program- At Risk After School Meals, Snack
- Other (please specify):

5. Dinner Funding

* 1. How was supper funded? (check all that apply)

- We did not provide dinner
- Federal reimbursement
- Grantee's own budget
- Children brought their own supper
- Donation
- School funds
- School Supper Program
- Child and Adult Care Food Program- At Risk After School Meals, Supper
- Other (please specify):

6. Cultural Awareness

* 1. For each statement below, please indicate how well the statement describes the operations at this site during the 2015-16 school year.

	1- Never	2- Rarely	3- Sometimes	4- Frequently	5- Almost always
Students can participate in cultural awareness projects/clubs/programs/celebrations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff/volunteers match the cultural background of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The physical space included pictures, books, games, posters, and other materials that reflect the participants and families served by the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events were held that celebrated diversity and highlighted specific cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written materials related to the program were available in languages other than English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When necessary, interpreters were available to communicate with students and family members who spoke languages other than English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After school staff/volunteers speak the same language as students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Youth Leadership

* 1. During the 2015-16 school year, how often did your site use each of the following youth involvement strategies?

	Rarely or never	A few times a year	About once a month	About once a week	More than once a week
Opportunities for participants to choose the activities they participate in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chances for participants to have more time to work on something they are particularly interested in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for participants to initiate projects related to their own particular interest area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for participants to be involved in the planning and design of activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asking participants to assume specific jobs and responsibilities for the running of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveying students about programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for participants to act in leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Homework Help

* 1. On days that homework help was available, how many MINUTES were usually dedicated to it PER DAY?

Minutes per day

* 2. Approximately how many minutes were allotted for homework help in a typical week?

Minutes per week

* 3. On a daily basis, how many of the staff directly involved in homework help were certified teachers?

Number of HW help staff who were certified teachers

* 4. During homework help, what was your staff to student ratio?

Staff

Students

9. Academic Assistance for Students at Academic Risk

* 1. Did your site identify students who were struggling academically?

- no
 yes

* 2. How did your site identify participants who were struggling academically? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Low grades | <input type="checkbox"/> Parent request or recommendation |
| <input type="checkbox"/> Low test scores | <input type="checkbox"/> Referral from guidance counselor or case manager |
| <input type="checkbox"/> Teacher recommendations | <input type="checkbox"/> English Language Learning status |
| <input type="checkbox"/> Poor homework completion rates | <input type="checkbox"/> Special education status or existence of IEP |
| <input type="checkbox"/> Behavior/discipline issues | <input type="checkbox"/> None of these |
| <input type="checkbox"/> Low family income | <input type="checkbox"/> Other |

If you chose other, please describe:

* 3. What was the primary strategy your site used to address participants' need of academic support?

- One-on-one tutoring with a certified teacher
 One-on-one tutoring with other paid staff/volunteers
 Small group tutoring with a certified teacher
 Small group tutoring with other paid staff/volunteers
 None of the above
 Other strategies (please describe):

10. Programming Highlights

1. (OPTIONAL) Describe your site's academic programming (e.g., curriculum used, staff involvement)

2. (OPTIONAL) What enrichment activities do you offer?

* 3. How often do youth have the option to participate in physical activities?

minutes per day

11. Partnerships with Parents and Families

* 1. Which of the following activities were provided for family engagement? (check all that apply)

- We did not offer any parent or family events
- Family literacy events
- Social events
- Field trips
- Cultural events
- Community service
- Parents serving as volunteers
- Adult education
- Workshops for parents
- Parent advisory council
- Other

If you answered other, please describe:

2. Do you have a staff member dedicated to family engagement?

- no
- yes

3. (OPTIONAL) Please discuss a specific family engagement challenge you experienced during the 2015-16 school year and how you addressed it.

A large, empty rectangular box with a thin black border, intended for the user to write their response to the question above. The box occupies the upper half of the page.

12. Partnerships with School

The questions in this section address your site's connection with the school or schools that your 2015-16 participants attended. These schools are called your "partner" schools. If your site is located at a school and the majority of your participants attend that school, it is still considered your partner school. If your site serves participants from multiple schools, please answer questions based on the general trends across schools. You may use the comment fields to explain situations where your responses would be different for different schools.

* 1. How often did the site coordinator communicate with each of the following people?

	1- Not at all	2-A few times during the year	3-Approximately monthly	4-Weekly	5-Daily
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vice Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Support Staff (for example, school counselor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other staff member (please explain)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

* 2. Please rate whether the following factors were strengths or challenges for your program.

	1- Clear strength of the program	2- Somewhat of a strength	3- Neither strength nor challenge	4- This was a minor challenge	5- This was a major challenge
Commitment/Support from school day staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with school day staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to meet with school day staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistency of expectations of students between school day and after school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to data/information from school day staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant recruitment from schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to space at after school site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staffing changes at partner site(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

13. Community Partnerships

* 1. During the 2015-16 school year, which of the following were ways in which you partnered with the community? (check all that apply)

- We did not partner with the community
- Students participated in service learning projects
- We received resources from the community (donation of supplies, materials, etc)
- Members of community organizations or local high schools and universities volunteered at the site
- Outside experts from local community came in to teach specific activities (e.g., from science center, to teach science, or local writer to teach writing).
- Other (please specify)

* 2. During the 2015-16 school year, were any of the services or programs offered at your site contracted out to community providers?

- no
- yes

3. (OPTIONAL) Thinking about the community partners that your site worked with during 2015-16, please describe the community partnership that was the most meaningful or substantial and what the activity was.

14. Site Staffing

* 1. How many total staff members worked at your site during the 2015-16 school year?

Number of total staff members

* 2. During 2015-16, approximately how many staff members fell into each of the following categories? (these numbers should add up to the total number of staff members listed in the previous question)

Certified staff (e.g., teachers, caregivers)

Youth development workers

College student volunteers where program involvement was at least 3 months

Parents

Other volunteers

* 3. During the 2015-16 school year, what was your staff:student ratio on a typical day? (Please include both paid staff and volunteers.)

Staff

Students

15. Staff Meetings and Staff Development

* 1. During the 2015-16 school year, how often did your site have scheduled staff meetings specifically for the after school program?

- | | |
|--|---|
| <input type="radio"/> Never | <input type="radio"/> Monthly |
| <input type="radio"/> Once a year | <input type="radio"/> Once a week |
| <input type="radio"/> Every 2-3 months | <input type="radio"/> More than once a week |

2. Do you provide professional development to your after school staff?

- no
- yes

16. Professional Development

* 1. During 2015-16, about how often were the following topics addressed during staff training or professional development events for your site's staff?

	1 - Never	2 - Once	3 - Twice	4 - Three times	5 - Four or more times
Creating structure, rules, and positive behavior supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Youth development (e.g., conflict resolution, leadership, community service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with participants from a variety of cultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with participants with a variety of academic needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic instruction strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to deliver social development activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to deliver recreational/health activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining physical and psychological safety at the site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involving parents and families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing connections with school(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you answered other, please describe:

17. Staff Evaluation

* 1. Did you formally evaluate the performance of staff members?

no

yes

18. Staff Evaluation2

* 1. How often did you evaluate the performance of your staff?

- once per year
- twice per year
- three times or more per year

2. What methods were used to evaluate staff? (check all that apply)

- Allotted specific observation time(s)
- Used program-specific performance standards or goals
- Gave staff oral feedback
- Gave staff written feedback
- Developed individual goals for staff members

* 3. Did you have regular supervision meetings with individual staff members?

- no
- yes

19. Supervision

1. How often did you have regular supervision meetings with individual staff members?

- weekly or more
- about monthly (6-10 times a year)
- about 4 times per year
- 1-3 times per year

20. Support

* 1. What types of supports were made available to staff to improve their delivery of academic and/or recreation/enrichment activities? (Check all that apply)

- None of these supports were available to staff
- Curriculum planning provided by an educational coordinator
- Coaching of site staff
- Co-teaching with site staff
- Evaluation of site staff
- Student data evaluation shared by education coordinator
- Education coordinator leading specific lessons/activities with students
- Paid planning time
- Professional development
- Staff meetings
- Other (please describe):

2. Please rank in order the top 5 areas that you would like for professional development? (1=most desired)

Please answer N/A for any additional items.

<input type="text"/>	Parent and family programming	<input type="checkbox"/> N/A
<input type="text"/>	Academic programming	<input type="checkbox"/> N/A
<input type="text"/>	Variety of activities	<input type="checkbox"/> N/A
<input type="text"/>	Recruitment, retention, & attendance	<input type="checkbox"/> N/A
<input type="text"/>	Organization/planning, communication/feedback	<input type="checkbox"/> N/A
<input type="text"/>	Community partnerships	<input type="checkbox"/> N/A
<input type="text"/>	Staffing (e.g., recruitment, retention, development)	<input type="checkbox"/> N/A
<input type="text"/>	Behavior management	<input type="checkbox"/> N/A
<input type="text"/>	School partnerships	<input type="checkbox"/> N/A
<input type="text"/>	Youth involvement, leadership, and engagement	<input type="checkbox"/> N/A
<input type="text"/>	Health and wellness	<input type="checkbox"/> N/A
<input type="text"/>	Social/youth development	<input type="checkbox"/> N/A
<input type="text"/>	Data management	<input type="checkbox"/> N/A

21. Finishing Up Your End of Year Survey

Congratulations!! You've reached the end of the End of Year Survey.

Thank you for completing the survey for your site. The information you provided in this survey is very important for accurately describing state-funded after school programs and supporting program improvement. SDE and the UConn evaluators want this survey to be as useful as possible, and we're interested in your feedback. If you would like to provide feedback on the surveying process, please do so in the optional question included below.

Please click "SUBMIT" and you will be FINISHED! After you click "SUBMIT" on this page, your survey will be finalized and will be sent to SDE. You will not be able to access your survey again.

If you would like a print copy of this survey for your records, please email me at jennifer.dealy@uconn.edu to let me know.

Once again, thank you for your assistance!

1. We are interested in your feedback about this End of Year Survey. Please feel free to comment on any the questions that were confusing, that you think could be improved, or that you think might require further explanations of your responses.