

Acknowledgements

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Executive Summary

In California, the largest sources of funding for afterschool programs are the federal 21st Century Community Learning Center (21st CCLC) program and the state's After School Education and Safety (ASES) initiative, both of which are administered through the California Department of Education (CDE). ASES is poised to grow from its current \$121 million to \$550 million upon the triggering of Proposition 49; a state initiative to fund afterschool programming that was spearheaded by now-Governor Arnold Schwarzenegger. When Proposition 49 is triggered (estimates are as early as 2006-2007), at least \$1 billion, including the required matching funds, will be invested in California's afterschool programming.

With increased investment has come increased attention to program evaluation. Both 21st CCLC and ASES grantees are required to pursue particular programmatic activities and provide evaluation data annually. Such evaluations are intended to both provide information to policy-makers regarding the impact of their investment and inform ongoing program planning. The rapid growth of afterschool funding has coincided with increasing demands on schools to demonstrate student improvement in academic achievement as measured by standardized test scores. In this context, required afterschool evaluations have adopted an increased emphasis on academic achievement, in addition to focusing on youth development and safety outcomes.

While there has been an increased demand for programs to demonstrate their effects, there has been limited investment in supporting program evaluation activities and related technical assistance. To date, there has also been little documentation of local-level experiences with evaluation and few opportunities for local input regarding future planning and investment.

This study collected information from 271 ASES and 21st CCLC site-based leaders, and from district coordinators and regional leads about current evaluation practices. We found that site-based program leaders generally accept the need for evaluation of California's ASES and 21st CCLC-funded programs, and that they appreciate the potential for evaluation activities to inform program practice. The following findings, documented in this report, are reflective of the issues and challenges site-based program leaders face in conducting program evaluations and using findings to inform their practice:

- Responsibility for coordinating and conducting evaluation activities is handled in a variety of ways across sites, in most cases falling to either site-based program directors or district-level program coordinators;
- Some site-level leaders are unfamiliar with required evaluation guidelines, and therefore the basis upon which their programs are assessed;
- The current structure of required evaluation processes does not facilitate efficient evaluation practices at the site level and effective use of evaluation findings;
- Limited funds and lack of time present the greatest barriers to a programs' ability to conduct and use evaluations;
- Program leaders would like more, and more useful, training on designing and using evaluation for two purposes: to assess program effects and to pursue formative assessment that is critical to overall program planning and tailoring work with individual participants;

- Current evaluation practices are not well designed to assess program effects across student populations that differ in terms of language, race/ethnicity, and/or academic abilities; and
- There is a potential lack of “fit” between program activities, the realities of how participants engage in them, and the outcomes and measures employed by required evaluations. Respondents also appear to believe that program outcome goals should differ somewhat from what they are currently.

Based on these findings, we recommend the following steps to inform public and private investment, the development of Proposition 49 evaluation guidelines, and any review of 21st Century Learning Center and ASES evaluation guidelines:

1. *Structure required evaluation processes in ways that better reflect the realities of program cycles and time lines.*
 - Communicate ASES and 21st CCLC evaluation requirements in a timely manner.
 - Coordinate ASES and 21st CCLC data collection, reporting, and evaluation timelines.
 - Time the ASES and 21st CCLC evaluation cycles so they can inform program planning.
2. *Take steps to ensure that the substantive findings of required evaluations are useful to program sites.*
 - Construct evaluation guidelines that include a combination of defined and flexible options.
 - Report back to sites on the state and federal evaluation data that they are required to submit.
3. *Allocate resources specifically to support program evaluation.*
 - Make funds available to support evaluation activities.
 - Provide more support, and/or funding to pay for supporting, designing, conducting and using evaluations.
4. *Further consider what constitutes appropriate required program elements, outcomes and measures for California’s afterschool programs in light of policy-makers’ needs, providers’ capacities, school and other institutional partners’ interests and demands, and parent and youth interests.*
5. *Invest in designing evaluation supports and guidelines that enable sites to assess whether all children, youth and families are benefiting from their programs.*
 - Ensure that data collection and analysis processes enable programs to examine program access and outcomes for sub-populations by race/ethnicity, language, neighborhood/community, socio-economic status, and special needs.
 - Provide training and technical assistance on best practices for eliciting feedback from populations that are more challenging to reach, including speakers of languages other than English, people with limited literacy skills, undocumented individuals, and others who might be uncomfortable interacting with schools and/or school-based programs.

SECTION 1: INTRODUCTION AND STUDY DESIGN

Introduction

This report presents an investigation of afterschool service providers' perspectives and experience regarding program evaluation. The goal of this study was to document current evaluation practices, supports and constraints, and future interests. The findings are intended to serve two primary purposes: (1) to inform public and private investment in afterschool evaluation program support and technical assistance; and (2) to inform the development of Proposition 49 evaluation guidelines, along with any review of 21st Century Learning Center and ASES evaluation guidelines.

Over the past 10 years, public and private investment in afterschool programming has expanded exponentially. In California, the largest sources of funding are the federal 21st Century Community Learning Center (21st CCLC) program and the state's After School Education and Safety (ASES) initiative, both of which are administered through the California Department of Education (CDE). Federal investment in nationwide afterschool programming through the 21st CCLC has grown from \$25 million to \$2.5 billion over the past ten years; this does not include federal dollars that flow to afterschool programming from other areas (for example Health and Human Services).¹ In California, state investment through the ASES initiative has also increased, and is poised to grow from its current \$121 million to \$550 million upon the triggering of Proposition 49, a state initiative to fund afterschool programming that was spearheaded by now-Governor Arnold Schwarzenegger. When Proposition 49 is triggered (estimates are as early as 2006-2007), these funds will be extended to all schools through a competitive grant process.² Including the required matching funds, at least \$1 billion will be invested in California's afterschool programming.

With increased investment has come increased attention to program evaluation. Both 21st CCLC and ASES grantees are required to pursue particular programmatic activities and provide evaluation data annually. Such evaluations are intended to both provide information to policy-makers regarding the impact of their investment and inform ongoing program planning. Rapid growth of afterschool funding has coincided with increasing demands on schools to demonstrate student improvement in academic achievement as measured by standardized test scores. In this context, required afterschool evaluations have adopted an increased emphasis on academic achievement, in addition to focusing on youth development and safety outcomes. Comprehensive afterschool programs are expected to improve students' regular school attendance, classroom grades, and test scores both directly and indirectly.³ In 2004, requirements were as follows:

¹ Gayl, C.L. (2004). *After-School Programs: Expanding Access and Ensuring Quality*. Washington D.C.: Progressive Policy Institute.

² California Legislative Analyst's Office, "Afterschool Programs And Proposition 49," in *Analysis of the 2005-06 Budget Bill* (February 2005). Available at http://www.lao.ca.gov/analysis_2005/education/ed_11_After_School_Programs_anl05.htm#_Toc96497532

³ Refer to NGA Center for Best Practices (2005). *Afterschool Programs and Extra Learning Opportunities Closing the Achievement Gap* (http://www.subnet.nga.org/educlear/achievement/afterschool/afterschool_problem.html).

- 21st CCLC programs must include academic enrichment opportunities and additional support services to help students meet state and local standards in the core academic content areas. Mandated evaluations focus on four outcomes: enhanced educational results (as measured by CAT6 reading and math scores, the California Standards Tests in English-language arts and mathematics, English language proficiency), increased school and program attendance, and improved student behavior (as measured by the California Healthy Kids Survey).⁴
- ASES programs must include homework help and tutoring in one or more of five subject areas: language arts, math, history, social science, and science. Programs must also include an enrichment and/or recreation component that may include art, music, physical activity, health promotion, service-learning, and other youth development activities. Mandated evaluations assess participants' academic outcomes (as measured by State STAR test results and grade promotion), school and program attendance, and social and behavioral outcomes (as measured by a student survey).⁵

There is also evidence that at least some programs engage in evaluation activities beyond those required by state and federal funding sources, in response to other grant-makers' requirements, local partner organizations' requests for information, and/or for internal purposes. However, there is little detailed documentation of these efforts.

While there has been an increased demand for programs to demonstrate their effects, there has been limited investment in supporting program evaluation activities and related technical assistance. There has also been little documentation of local-level experiences with evaluation and few opportunities for local input regarding future planning and investment. This report focuses on *program-based perspectives*, with the goal of bringing them to bear upon the development of any new afterschool evaluation guidelines and technical assistance.

Study Design

This study was guided by the following questions:

Core Program Components

- What are the core elements of afterschool programs?
- Why are these core elements chosen?

Current Evaluation Practices

- What outcomes and measures form the basis of program evaluation?
- What kinds of data are programs collecting?
- Who is involved in evaluation, to what extent is it happening, how are findings used?
- To what extent are core activities aligned with evaluation strategies?

Future Interests

- What do program leaders suggest as evaluation outcomes and measures?
- What are a program's capacity-building needs around designing and conducting evaluations, as well as making good use of evaluation findings? Resource needs?

⁴ California Department of Education (2004). *Guidebook to evaluation of California's 21st Century Community Learning Centers*.

⁵ California Department of Education (2004). *Afterschool Education and Safety Programs Evaluation Guide*.

Program Similarities and Differences

- To what extent, and in what ways, do practices and needs differ across programs that serve different age-groups, vary in size, and are located in different community types?

Three strategies were pursued to gather data for this report: (1) surveys of site-based afterschool program leaders; (2) surveys of the regional lead contacts within the 11 service regions of the California County Superintendents' Educational Services Association; and (3) interviews with district-level afterschool program coordinators (see Appendix A for survey instruments).

Surveys of Afterschool Program Leaders

A survey of afterschool program leaders constitutes the primary data source for this report. The questionnaire was designed by the Principal Investigators and distributed to the 2,257 current ASES and 21st CCLC grantees.⁶ A total of 304 questionnaires were returned. Of these, 271 surveys were analyzed for a sample of 12%.⁷

Surveys of Regional Leads

The eleven regional leads were asked to complete a short survey regarding regional evaluation practices and technical assistance. A total of nine surveys were returned for a response rate of 82%.

District Afterschool Coordinator Interviews

Four district-level ASES and 21st CCLC program coordinators were interviewed (three by phone and one face-to-face) using a semi-structured interview protocol. They represent one rural district, one suburban district, one small urban district, and one large urban district. The purpose of the interviews was to develop a more nuanced understanding of program and evaluation practices, as well as to further probe on emerging survey findings.

The Study Sample

The study sample appears to be highly representative of the full cohort of ASES and 21st CCLC grantees in terms of district type, geographical location, grade-level of students served, and district-level demographics (see Appendix B for this analysis). Responding program sites include 192 elementary schools (71% of the sample), 26 elementary/middle schools (10% of the sample), and 49 secondary schools (18% of the sample).⁸ Rural programs and elementary schools are

⁶ The survey was based on a review of literature on evaluation of afterschool programming, and drew extensively from two documents: (1) C. S. Mott Foundation Committee on After-School Research and Practice (2005). *Moving Towards Success: Framework for After-School Programs*. Washington D.C.: Collaborative Communications Group, and (2) California Tomorrow (2003). *Pursuing the Promise: Addressing Equity, Access and Diversity in After School and Youth Programs*. Oakland, CA: California Tomorrow. The Regional Leads, the California Department of Education afterschool consultants, and members of the Committee on After School Accountability provided additional input.

⁷ 33 surveys were returned either with data on multiple school sites or completed by an individual at the district level. Because our focus was on the individual program site, these surveys were not included in the final data analysis.

⁸ Remaining grantees serve other combinations of grade levels (e.g., preschool, preschool/elementary school, high school, and all levels).

slightly over-represented and large urban programs and programs at middle schools are slightly underrepresented in comparison with all current grantees. 21st CCLC grantees responded in greater numbers than ASES grantees, resulting in under-representation of ASES recipients (25% of our sample, in comparison with 42% of all afterschool grantees), and an over-representation of 21st CCLC grantees and recipients of both grants (50% and 24% of the sample respectively, in comparison with 44% and 14% of all grantees).

Most responding sites estimated that their program served over 50 students per day; of these almost half served over 100 students per day. Student participants appear to be racially and ethnically diverse. According to self-reporting, at 89% of respondents' program sites, at least one-fifth of participants are Hispanic/Latino. At 45% of sites, at least one-fifth of participants are non-Hispanic white, and at 24% at least one fifth of participants are African American. Just 10% of respondents serve a population that is at least 20% Southeast Asian, and less than 5% of programs serve high concentrations of Native American, other Asian, and Pacific Islander participants.

ASES and 21st CCLC funds are the primary funding source for responding afterschool program sites. Other federal funds, private foundations, local businesses, individual donors, and public health funds are a substantial source of afterschool support to only a small percentage of programs.

Limitations of the Study

While we believe that this report is fairly representative of California ASES and 21st CCLC program experience, we note several limitations of the study:

- Findings are based entirely on self-reported data; analysis was subject to the interpretation of the authors;
- The report is based primarily on program-based leaders' responses, but at many sites there is significant district-level staff involvement in evaluation activities. In the context of limited resources, we pursued site-level perspectives on evaluation, as they are rarely heard and provide the most accurate information about program activities. However, ideally we would have surveyed both program and district-level staff;
- We requested that site-level afterschool program coordinators complete the survey and a variety of site-level program leaders did so. The vast majority of respondents identified themselves as program coordinators/directors or principals. We can not confirm that respondents play the same role across programs; and
- Finally, this preliminary interpretation of the survey data draws upon limited statistical analysis and focuses on responses only according to the grade-level of participants served. However, initial review of the data suggests the importance of further analysis, including looking more closely at distinctions based on program size and community type.

Therefore, this report is intended as a first step in understanding the experience of afterschool program evaluation from the vantage point of afterschool program leaders.

SECTION 2: FINDINGS

The findings section is divided into four sub-sections. The first three (Core Program Activities, Current Evaluation Strategies, and The Alignment of Program Activities, Program Outcomes, and Evaluation Requirements) explore structural components, current evaluation practices, and future interests of site-level program leaders. The fourth (Supporting Evaluation Activities) delves into existing supports for program evaluation activities.

Core Program Activities

As part of our effort to understand the evaluation practices of California's ASES and 21st CCLC grantees, this study examined the types of programming that they offer. The following section provides a description of the types of activities in which programs report that children and youth are engaged, highlighting emerging findings and areas that would benefit from further inquiry.

A broad range of activities is supported by 21st CCLC and ASES funding. Some types of activities are more commonly offered than others. Table 1 provides a list of the twelve possible categories of activities offered in the survey, along with the percentage of respondents that noted them.⁹ All but Career/college preparation, Prevention activities, and Other skill-building activities were indicated by at least half of respondents as activities that were offered.¹⁰

Table 1: Core program activities¹¹

Activities n=263	% Offering
Homework support	99
Recreational/sports programs/activities	94
Tutoring/enrichment in core academic subjects	90
Other skill-building (e.g., arts, technology, etc.)	88
Activities to support English Learners	75
Technology-based programs/activities	71
Mentoring	65
Youth empowerment / leadership activities	62
Family involvement programs	57
Social, health and/or mental health services	53
Prevention (drug, alcohol, pregnancy, gangs)	49
College/career preparation	37
Other	6

The four categories of activities that appear to be most commonly offered across the full sample of respondents (indicated in bold) were each reported by more than 85% of all respondents.

⁹ Adapted from *Moving Toward Success: Framework for Afterschool Programs* (C.S. Mott Foundation 2005) and a national survey of afterschool programs created by California Tomorrow (California Tomorrow 2003).

¹⁰ The low percentage of programs offering college and career preparation might in part be attributable to the relatively lower percentage of the sample that served secondary school students.

¹¹ Unless noted otherwise, valid percentages are used throughout this report. Because all respondents did not answer all questions, there is variation in "n" across tables.

Table 2, showing the most commonly reported activities by grade level served along with their ranking, suggests that while Homework support, Tutoring/enrichment in core academic subjects and Recreational sports programs/activities are the three most common activities at all levels, there are some differences in the commonality of activities across programs serving different grade levels. Programs serving different grade-levels also demonstrated some variation in the least commonly offered activities.

Table 2: Percentages of respondents by grade level served reporting offering activities

Activities	% Primary Only n=188		Secondary Only n=47		Elementary/Middle n=23	
	Rank	%	Rank	%	Rank	%
Homework support	1	99	1	100	3	85
Tutoring/enrichment in core academic subjects	3	89	2	96	1	96
Recreational/sports programs/activities	2	95	3	94	2	87
Activities to support English Learners	4	77	5	75	6	70
Other skill-building (e.g., arts, technology, etc.)	5	66	4	89	5	78
Mentoring	5	66	8	55	4	79

Program activities do not necessarily involve all program participants. In fact, the most commonly offered activities did not always engage a high percentage of program participants. For example, looking at Table 3, one can see that while 99% of respondents noted Homework support as a program element, approximately 74% of these programs described this activity as a “minor” program element, meaning that it engaged less than 25% of program participants. We saw a similar pattern amongst two of the three other most common activities: Recreation/sports and Tutoring/enrichment in core academic subjects. Slightly more than half of programs offering Recreation and sports activities reported that less than 25% of program participants were engaged in such activities. This was the case amongst programs offering Tutoring/enrichment in core academic subjects as well.

In contrast, approximately two-thirds of programs offering Other skill-building activities noted that 25-100% of program participants were involved in them. This suggests the possibility that while four types of activities emerged as most common (Homework support, Recreation/sports programs/activities, Tutoring/enrichment in core academic subjects, and Other skill-building), within a given program participants may be more likely to engage in “Other skill-building” activities.

Table 3: Levels of participation in activities where they are offered¹²

Activities	% Core (≥75%)	% Key (25%-74%)	% Minor (<25%)	% Total Offering n=263
Homework support	5	21	74	99
Tutoring/enrichment in core academic subjects	12	37	51	90
Mentoring	42	33	25	65
Activities to support English Learners	37	39	23	75
Other skill-building (e.g., arts, technology, etc.)	27	39	34	88
Recreational/sports programs/activities	15	32	52	94
Technology-based programs/activities	42	42	16	71
Youth empowerment / leadership activities	46	38	16	62
Social, health and/or mental health services	63	25	12	53
Prevention (drug, alcohol, pregnancy, gangs)	62	28	11	49
Family involvement programs	55	29	16	57
College/career preparation	66	27	7	37
Other	19	37	44	6

In looking at programs from this perspective, several other activities emerge as central to some afterschool programs. For example, approximately three-quarters of respondents noted Activities to support English Learners and Technology-based programs/activities as program elements. In each case, more than three-quarters of them indicated that 25-100% of their participants are involved in such activities. Activities focused on Prevention of risk behaviors, Social, health and/or mental health services, and Family involvement programs were some of those offered least often. Yet programs that do offer these activities engage relatively high percentages of their participants in them.

Based on limited qualitative data, we speculate that the trend of common program elements such as Homework support and Tutoring/enrichment in core academic subjects that serve less than the majority of program participants, might be attributed to program designs in which subsets of participants receive such supports. This might be due in part to the cost of providing a strong academic program. One district-level coordinator in a small urban setting pointed out that her district's emphasis on offering high-quality academic support led them to hire certified teachers, which required that they draw upon multiple other sources of funding, including those available to them as a program-improvement district. In other settings, such as an isolated rural district, the challenge of cost was compounded by the difficulty of finding employees with the skill to provide academic support and enrichment.

Another factor might be that programs offer participants the option of choosing multiple activities. In this case, children/youth might not be choosing to participate in certain activities, or the number of choices offered at a given point decreases the concentration of participants across activities. A third possibility is that some programs emphasize other types of activities over those that are most commonly offered across the sample.

¹² Activities designated as “Core” involve at least 75% of program participants. “Key” activities involve 25%-74% of program participants, and “Minor” activities involve less than 25% of program participants. The overall percentage of respondents that offer each type of activity are included in the “Total Offering” column.

This study did not generate information about the amounts of time that participants spend on each of these activities. A combination of data on the types of programming offered, percentages of participants involved in each, and amounts of time spent on each (both in terms of the program schedule and individual students' participation) would enable the field to more accurately assess the "fit" between program outcome goals, program activities, and evaluation measures.

While many programs are emphasizing academic support, not all students are receiving such support. In addition, many other types of activities are offered as well, and program participants engage in them to varying extents. The variable nature of programming across sites, as well as for individual students within sites, raise challenging questions about how to best design evaluation strategies that reflect the reality of program designs and the ways in which they serve participants.

This study also generated limited information regarding why programs pursue certain activities and not others, and offer them in particular ways. Greater understanding of the forces and factors behind local-level program design and program use would inform our assessment of what is possible for afterschool programs across all California communities.

Interviewees suggested that designing afterschool programs demands an intricate balancing of multiple, and sometimes, competing interests and demands. Dilemmas mentioned as shaping program offerings and schedules include the following:

- Balancing the requirement and desire to support participants' academic learning with participants' and parents' desire for enrichment activities;
- Needing to increase staff capacity to offer strong academic support, yet not having the resources to hire staff with needed skills (if they are even available) and/or provide professional development;
- Negotiating the cultures, interests and demands of partner institutions (e.g., schools, community-based organizations, and local agencies such as Parks and Recreation and libraries); and
- Needing to attract and retain participants both across the year and throughout the afternoon.

Current Evaluation Strategies

One goal of this study was to document the current evaluation practices of ASES and 21st CCLC afterschool programs. While both ASES and 21st CCLC grants require particular evaluation strategies, we were curious about gaining a local-level perspective on evaluation practices, as well as exploring whether programs were collecting data beyond what are required state guidelines. The following section reports on evaluation oversight, along with preliminary descriptive data on outcomes and measures used, data collected, and analysis strategies.¹³

¹³ Because this survey targeted site-based program leadership, the following description of program's evaluation activities should not be viewed as complete and accurate, but rather reflective of site-level perspectives.

Evaluation Oversight

Most evaluation activities are coordinated within the school system. As Table 4 demonstrates, almost 90% of respondents indicated that evaluation activities are overseen either by site-based staff, district-wide coordinators, or school administrators. The remaining respondents report either that a combination of these positions oversees evaluation activities, or that they work with an external consultant, partner organization, or agency.

Table 4: Oversight of evaluation activities

Types of Oversight n=262	Percentage
Site-based program director/coordinator	48
District-wide afterschool program director/coordinator	30
School Principal/Administrator	11
Other	11

Preliminary review of the data suggests that program evaluation leadership may vary somewhat across different types of communities. For example, school principals/administrators appear to oversee evaluation somewhat more often in rural programs than in suburban and urban settings.

Descriptive Data on Outcomes

This section describes preliminary findings on primary program outcomes. Table 5 provides a list of the outcomes that were asked about in the survey, along with the percentage of respondents that indicated them as primary focus areas.

Table 5: Key program outcomes

Outcome n=257	Percentage
Improved academic achievement	94
Increased standardized test scores	46
Improved behavior in school	44
Increased access to safe afterschool care	43
Improved school attendance	34
Increased English language skills	34
Improved social skills	30
Reduced risk behavior	25
Improved emotional and/or physical well-being	18
Increased skills in the arts and/or technology	16
Increased leadership and responsibility	15
Community development/ improvement	9
Increased awareness of real-life uses of academic skills	8
Increased parent/family engagement or leadership	7
Decreased drop-out rates	5

While programs collectively noted a range of goals, there was a clear pattern of more and less common primary outcomes. When asked about primary program goals, 94% of respondents mentioned Improved academic achievement. Approximately 40% of respondents mentioned Increased standardized test scores, Improved student behavior, and Increased access to safe afterschool care. These outcomes generally reflect the assessment of regional leads, who together noted the top four outcomes as: Improved academic achievement, Increased access to afterschool care, Improved behavior in school and Improved school attendance. However, only one Regional Lead noted increasing standardized test scores as a primary outcome.

The least common primary program outcomes amongst respondents are Decreased drop-out rates, Increased parent/family engagement or leadership, Increased awareness of real-life uses of academic skills, and Community development/improvement.¹⁴

These patterns appear to vary somewhat depending upon the grade-level of participants. Table 6 shows the top four outcomes by grade-level served.

Table 6: Top four outcomes by grade-level served

Grade-level served	Outcomes	% Response
Programs serving primary school students only	Academic achievement	91
	Improved behavior	45
	Access to safe afterschool care	43
	Increased standardized test scores	42
Programs serving secondary school students only	Academic achievement	82
	Increased standardized test scores	45
	Improved behavior	39
	Improved attendance	33
Programs serving both elementary and middle school students	Academic achievement	100
	Increased test scores	54
	Improved English learner's skills	42
	Improved behavior	35

Programs serving primary grades indicated a slightly greater emphasis on increased access to safe afterschool care, while programs serving secondary students indicated improved school attendance in greater numbers than other sites. Programs serving a combination of elementary and middle school students noted a slightly greater focus on Increased English language skills in comparison with sites serving only primary or secondary grade students.

Descriptive Data on Measures

The following section describes preliminary findings regarding programs' use of evaluation criteria and the types of data that are collected. This survey asked respondents to work with a list of 19 evaluation measures as listed in Table 7.

¹⁴ While the limited focus on Decreased drop-out rates might be due to the small number of high schools in this sample, just 10% of programs serving only secondary school students noted decreasing drop-out rates as an outcome.

Table 7: Evaluation measures used to assess program effects

Evaluation Measures
Program attendance
School attendance
Parents and/or participants reporting satisfaction with the program
Number of nutritious snacks/meals consumed per day
Standardized test scores
Grades
Numbers and types of activities in which children/youth participate
Homework completion rates
Stakeholders reporting increased positive or decreased negative behavior
Amount and type of participation in physical activities
Decrease in behavior reports and/or disciplinary activities
Percent participants reporting increased personal safety in the program
Stakeholders reporting better relationships among diverse set of peers
Stakeholders reporting improved problem-solving skills
Percent of stakeholders reporting decrease in participants' risk behavior
Percent of stakeholders reporting increase in participant leadership skills
Decreased drop-out rate
Neighborhood improvements resulting from participant activities
Percent decrease in community crime rates

Many site-level program leaders appear to be unsure about the measures that are used to assess program effectiveness. The percentage of respondents that noted not knowing or not being sure whether a particular measure was used as evaluation criteria ranged from approximately 10-to-40%, in most cases falling near the middle. We speculate that this reflects respondents' indication that at some program sites evaluation activities are coordinated elsewhere.

By far the most commonly used (and most widely known to be used) measure is Program attendance. Program attendance was noted as a measure by more than 85% of respondents. Other measures that were marked as being used by more than 50% of respondents include School attendance, Parents and/or participants reporting satisfaction, Grades, Number of nutritious snacks/meals consumed per day, Numbers and types of activities in which children/youth participate, and Standardized test scores.

Descriptive Data on Types of Data

The survey asked respondents whether they collected or did not collect the types of data listed in Table 8 in the past year. Respondents also had the option of indicating that they did not know whether the data were collected.

Table 8: Types of data collected at least annually

Data
Program attendance
Participant background information (e.g., grade, ethnicity, etc.)
School attendance
Standardized test scores
Discipline data and/or incident reports
Grades
Teacher surveys on students' knowledge/behavior
Parent/community focus group, interviews and/or surveys on program quality
Student focus groups, interviews and/or surveys on program quality
Pre/post student surveys on behavior, knowledge and/or experience
English Learner (EL) reclassification
Homework or reading logs
Drop-out rates
Logs tracking nutritional intake, exercise, etc.
Records of student service activities
Local crime statistics

Not all respondents were sure about the types of data being collected as part of evaluation activities. While survey respondents were more informed about the types of data being collected or not being collected as part of program evaluations than they were about the measures used to assess the programs, approximately 2-to-30% of respondents noted not knowing or not being sure whether their program collected specific types of data. Again, we speculate that this reflects respondents' indication that at some program-sites evaluation activities are coordinated elsewhere.

Program attendance was by far the most commonly collected data, although many programs reported collecting other types of data as well. Over 95% of respondents reported collecting Program attendance data. Other types of data collected by at least 50% of respondents include Participant background information, School attendance, Standardized test scores, Grades, and Discipline data and/or incident reports.

Few programs appear to be collecting data that would enable them to assess program effects on the community more broadly. Eighteen percent of respondents reported collecting records of student service activities, and 8% reported collecting local crime statistics. Approximately 30% of respondents were unsure whether such data were collected.

Data Analysis

The following section describes preliminary findings relevant to data analysis strategies.

More than half of respondents describe their analysis strategy as entailing tracking groups of participants over time. Slightly more than 30% of respondents indicated that their program tracks

individual participant and school-wide data over time.¹⁵ Just one program noted through the write-in option that their program's evaluation strategy entailed a matched comparison of participants and non-participants.

The survey data raise at least two concerns about program evaluation practices with respect to assessing program effects for students across all racial, ethnic, and language backgrounds, as well as academic abilities. First, data collection strategies that seek input from children, youth and families may be missing out on feedback from non- and limited- English speakers. While 68% of respondents noted that at least 20% of their participants are English learners, and 55% noted that at least 20% of their participants are fluent English speakers whose home language is other than English, only 9% of respondents noted that resources were used to translate assessment tools into languages other than English in the past year.

Second, current evaluation strategies appear unlikely to yield information about whether and how programs are serving students across racial, ethnic, and linguistic groups. Programs in this sample appear to serve an ethnically and racially diverse student population. While 72% of respondents reported collecting student background data, only 4% reported analyzing their evaluation data by race, ethnicity and language. One program reported disaggregating data in order to look at outcomes for special needs students.

The Alignment of Program Activities, Program Outcomes, and Evaluation Requirements

The combination of descriptive data on programs' activities and evaluation strategies raise important questions about their alignment. The following section outlines key issues for consideration.

Stated program outcomes appear to reflect the program requirements and the general focus of program evaluation requirements. ASES and 21st CCLC mandated evaluations generally focus on program development, as well as program effects around academic outcomes (e.g., school and program attendance, educational results). As noted in the previous section, by far the most commonly stated outcome across the sample and within sub-groups serving the same grade-levels was Improved academic achievement. This reflects ASES and 21st CCLC program guidelines. Other responses shared by more than one-third of respondents across each sub-group were Increased standardized test scores and Improved behavior in school.

The survey data raise the possibility that there is a mismatch between the types of activities in which students are engaged and program outcomes. While survey data have not been analyzed to check alignment within individual sites, broad patterns suggest a possible misalignment between the nature of actual programs and program outcomes and evaluation designs.

¹⁵ Approximately 20% of respondents also noted that they were unsure about their program's data and analysis methods, so these data should be interpreted with caution. Reasons for being unsure included primary responsibility for evaluation residing at the district level and being new to the position.

The activities most widely reported to be offered across the sample include Homework support, Recreational/sports programs and activities, Tutoring/enrichment in core academic subjects, and Other skill-building.¹⁶ While many of these activities offer the potential to be associated with Improved academic achievement, activities that might be associated with Improved behavior in school were not as widely offered (e.g. Social/health and/or mental service, Prevention activities, Family involvement program, Mentoring).¹⁷

Although almost all respondents reported that their program offers direct academic supports such as Homework support and Tutoring/enrichment in core academic subjects, more than half also noted that less than 25% of their program participants engaged in these activities. Only approximately 5% of respondents that offer Homework support reported that at least 75% of program participants are involved in this activity. Amongst those that offer Tutoring, less than 15% reported that at least 75% of their program participants are served in this manner.

As noted earlier, we do not have data regarding the amount of time that program participants are engaged in each activity (both based on how program schedules are structured, and levels of individuals' participation). Such information would round out our understanding of the extent to which children and youth are directly involved in activities related to increasing their Grade Point Averages (GPAs) and standardized test scores. Another important question is the extent to which staff have the capacity to provide strong support for homework completion and tutoring when these activities are offered. This is significant in light of the high numbers of part-time staff, and interviewee reports of high staff turnover, the limited ability to offer professional development, and what is often a prohibitive cost of hiring trained teachers.

Site-based respondents appear to believe that their program outcomes should be somewhat broader than they are currently. When asked what their program outcomes *should* be, respondents still very clearly indicated that Improved academic achievement should be a central goal. Improved behavior in school also remained an important outcome. While Increased test scores continued to be of some interest, other outcomes were noted slightly more frequently, including Increased awareness of real-life uses of academic skills, Increased parent/family engagement or leadership, and Increased participants' English language skills.

Site-based respondents also appear to be interested in using some other types of measures for assessing their effectiveness. When asked to indicate measures that should be used to assess program effects, the most frequent responses included Program attendance, Grades, Parents and/or participants reporting satisfaction with the program, School attendance, and Homework completion rates. Stakeholders reporting Increased positive or decreased negative behavior and Decrease in behavior reports and/or disciplinary activities were both somewhat less frequently indicated. The next most frequently indicated measures, which were noted approximately half as often as the top five measures, were Numbers and types of activities in which children/youth participate and Test scores.

¹⁶ All of these activities were offered by at least 85% of respondents.

¹⁷ All of these activities were offered by approximately half of the respondents.

Interviewees also pointed out the challenge of truly capturing program effects. One program coordinator explained her concern as follows.¹⁸

Statistics are fine but they don't measure if we are reaching the core of a child. I think people who do evaluations need to go to the program and actually see what is happening. Not a day—3 or more. You can not measure things like behavior. Our kids are well-mannered now, before they weren't. How can you be successful academically if you can't control your own behavior? It would be nice to see more value given to that component. You need to get kids to a point where they can actually hear what a teacher is teaching. It seems the cart comes before the horse. There is no, or little, evaluation of that piece.

Supporting Evaluation Activities

This final section of the findings explores the types of resources available to sites around designing, conducting, and using evaluations. We particularly emphasize respondents' perspectives on the support they need to strengthen the evaluation process.

A lack of staff time is the greatest perceived barrier to conducting program evaluation, followed by insufficient funding and a lack of staff technical expertise. Table 9 provides a list of the barriers to conducting program evaluations offered in the survey, along with the percentage of respondents that indicated them as relevant to their site. Over three quarters of site-level survey respondents reported that the greatest barrier to conducting program evaluations is limited staff time. These sentiments were echoed by regional leads and the district coordinators who, when interviewed, said that additional time is needed for planning and carrying out evaluation activities. District coordinators also noted that time is needed for both administrative and program staff to participate in professional development around the evaluation process.

Table 9: Barriers to conducting program evaluations

Barriers n=207	% Respondents
Not enough staff time	75
Not enough funding	32
Not enough technical expertise on staff	28
Not enough local support	8
Not seen as valuable	8
Concern about negative feedback	6

Write-in responses provided additional insight into specific staffing issues and challenges for sites. Respondents noted that staffing challenges included high staff turn-over, not having enough staff, staff seeing evaluation as separate from work with students, training of staff, tired staff, and staff not being trained on what is expected. Financial concerns included the cost of

¹⁸ There is a lack of survey data exploring underlying rationale for such a recommendation.

carrying out evaluation activities, not being sure if money for the program would be there each year, and the lack of funding for clerical support/data entry.

The three most requested types of funding support for program evaluation were:

- Staff development on the overall evaluation process (e.g., how to improve their program, how to judge the effectiveness of the program, identifying needs and how to adapt the program to address those identified needs, interpreting and reporting findings, and using evaluation findings);
- External evaluation support to carry out evaluation activities; and
- Staff time to develop, implement evaluation activities, and utilize results.

One individual captured what may be behind a number of respondents' requests for additional funding for "evaluation" by noting the relationship between available funds and the evaluation's potential to capture program outcomes. This person wrote that if a program could conduct five days of direct observation it would be more likely to have better data than if it did two days of observation.

In general, respondents seem to understand the need for program evaluation and are supportive of evaluation activities, although there were several instances in which respondents suggested that the school and/or district culture in which they operated was not. Two site-level respondents expressed their thoughts as follows.

Seven years ago we had four sites funded through the federal 21st CCLC grant. Each site was funded at nearly \$130,000 per year. We had an outside evaluator who spent considerable time on the site - observing and making recommendations. Since the funds now go through the CDE the funding is cut nearly in half and the requirements have increased. Although I value evaluation the reality is that we can no longer afford an outside evaluator. Administrative time to oversee the program has also been cut, which translates to minimal time spent on evaluation.

Though I personally value evaluations a great deal I have a masters degree in program design and evaluation, I am in a district that does not, at least for this program. "Evaluations" are strictly a ritual at the District level to meet state funding requirements for an annual report. The sites and staff are not involved in this at all.

Economies of scale may play a role in the types of barriers sites face in carrying out evaluation activities, as well as in who is more likely to provide evaluation oversight. This study did not explore the role of community and district types with respect to evaluation resources. Anecdotal comments, however, suggest that these differences do exist. For instance, when asked about barriers to evaluation, a district coordinator (located in a small, rural district) noted that there were no "major" barriers. She relies almost entirely on her own time and energy for designing, gathering data, and reporting evaluation findings. For her, serving as both district- and site-level coordinator provides a direct link to students, parents, and school-day teachers and administrative staff, simplifying the evaluation process.

While this individual seems to be able to work with the resources available to her, in general, larger and better funded districts appear to be better able to access additional resources and institutional support (e.g., Office of Research). The district coordinator of a large, multi-site urban program, in comparison, relies on a combination of external and internal evaluation staff and program leadership to design and conduct evaluation activities. This district coordinator also relies on a multi-layered program support staff for delivering program activities. Evaluation activities in the district are complicated, and often expensive. Gathering feedback from students, for example, entails distributing and analyzing thousands of pre- and post-surveys.

Sites appear to have a need for access to additional resources to support evaluation activities. A little more than half of respondents indicated that Staff training and Paid staff to collect student and program data are the most currently utilized resources for program evaluation at the site level (see Table 10). A Funded budget line-item, Paid staff to develop program recommendations based on the evaluations, and a Computer with appropriate software were used at approximately a quarter of the program sites.

Table 10: Types of resources used for evaluation at program sites

Resources n=248	% Responding
Staff training	57
Paid staff to collect student and program data	55
Funded budget line item	36
A computer with appropriate software	29
Paid staff to develop program recommendations based on the evaluations	29
Support to translate data collection tools into primary languages other than English	11
Parent/community training on collecting and/or analyzing data	6
Youth training on collecting and/or analyzing data	6

The vast majority of site-level respondents expressed interest in receiving basic training and basic resources on the evaluation process in general. A smaller number expressed an interest in information about what other programs have evaluated.

Based on written responses, the three types of training most requested were:

- Overview of the evaluation process in general;
- Evaluation design and data collection process; and
- Use of evaluation outcomes/results (including for program improvement)

The two types of resources most requested were:

- Templates, examples of sample tools and evaluation instruments; and
- Basic assessment guidelines (“how-to” materials)

While at least some resources appear to be available at most program sites, our investigation does not make it clear if there are sites with access to limited resources. Data on the types of training available from other sources at the site and district level would also provide a better understanding of issues around access to evaluation resources.

There appears to be a mismatch between existing program evaluation resources and those needed by program sites. Table 11 looks at the usefulness of a number of items in helping sites conduct program evaluations. Responses indicate that for those site-based leaders who received training and support, 35-to-41% found the support Not useful and 10% or less found any one support as Very useful. Approximately a quarter of the respondents who answered this question indicated that they either did not receive, or were unsure if they received, these supports (N/A).¹⁹

Table 11: Usefulness of support in helping do evaluations

Supports	% Very Useful	% Useful	% Somewhat Useful	% Not Useful	% N/A
A workshop on conducting evaluation n=180	10	16	38	37	26
A workshop on using evaluation findings n=177	6	14	42	38	28
Ongoing training and/or coaching on evaluation n=178	8	23	34	35	26
Training on involving youth and/or parents n=180	10	17	33	41	26
Resource materials n=183	3	15	42	39	23

Write-in responses suggest a number of resources that would be helpful in doing evaluations. These supports included the need for on-going district and funder support (e.g., continued cooperation of the school district, support from grantor to evaluate program, time to plan and implement evaluation activities, and an awareness of district evaluation plans).

There does not appear to be any one desired source for providing training around evaluation. Organizations dedicated to training, regional leads, and CDE afterschool consultants all appear to be somewhat desirable training sources. Respondents seem least interested in training provided by colleges/universities. Write-in responses for other sources for training included County Offices of Education, Regional Learning Centers, intermediaries (e.g., YMCA), districts, private evaluation consultants, and other program coordinators. These comments included the suggestion that training be grant-specific and that the training staff be acquainted with the uniqueness of the area.

Respondents received little support on including students, parents, and the community in the evaluation process. Only about 6% of the site leaders who responded currently involve students and parents in analyzing evaluation data. Further, respondents received little training around involving youth and parent/community members in program evaluation.

Approximately 10% of site leaders have support to translate data collection tools into primary languages other than English. Several write-in comments mentioned difficulty in collecting data from parents (e.g., parents afraid to give information, many illegal immigrants, and difficulty receiving surveys from parents).

Additional resources to help sites use evaluation findings would be useful. Roughly half of the respondents reported using evaluation for on-going and future program planning and improvement, as well as for staffing decisions (suggesting that roughly half of the responding programs do not use evaluations for these purposes). When asked what types of training support

¹⁹ Note: remember that a high percentage of site-level respondents are not directly involved in the evaluation process.

would be useful, respondents listed training on how to use data to both improve the program (e.g., adjust program delivery) and to judge the overall effectiveness of the program. Training on reporting and using findings could also be beneficial as most program sites reported that they do not currently use evaluation findings for fund-raising efforts or for outreach/marketing decisions.

Respondents reported four barriers to using evaluation findings. Approximately 60% noted that staff time was the greatest barrier. This was followed by insufficient funding, lack of expertise in how to apply findings to the program, and no evaluation feedback being available (reported by roughly 25% of respondents). The following two types of reasons for not using evaluation findings were noted in written responses:

- Evaluations were completed solely for compliance purposes (e.g., didn't use evaluation findings, they are strictly a state funding ritual, or no interest at district or site level); or
- Sites were not involved in the evaluation process (e.g., I don't do it, I've been involved tangentially, using [evaluation findings] was not required).

Respondents would like to receive evaluation feedback. Approximately 20% of respondents indicated that they do not receive evaluation feedback. One respondent suggested that at that particular site even if they did receive feedback, it was of limited use because they did not get the results back in a timely fashion. Another individual suggested that since evaluation activities do occur, it would be worth taking the extra step to ensure that they contribute to program improvement.

Evaluations are fine but the result should not be dormant. They should be a part of future program development.

Ensuring access to evaluation findings, as well as involving site-based staff more directly in the process could increase buy-in and overall support for conducting and using evaluation findings. Ensuring that evaluation findings are funneled back to the site level would also support this process. As a respondent commented, while sites are accountable for submitting evaluation reports they don't always know that the data have been used.

As of yet, I am not certain if the data we have submitted over six years has been analyzed or even processed. No annual report on achievement of goals and objectives is forthcoming.

Respondents appear to be interested in receiving information about what should be evaluated, along with guidelines for determining expected results or program success. Respondents made specific requests for information on how to design and develop a good evaluation, the correlation between instructional programs and the evaluation instrument, input on what outcomes one might expect to see, types of data that are considered meaningful, strategies for evaluating staff and program components, examples of measurement tools (e.g., how to design pre- and post-surveys/tests, and conduct interviews, use of running records, holistic scoring, documenting test scores, homework completion and grade improvement, and getting input from classroom teachers, parents, and students), and how to report program findings. Respondents also requested information on what funders want to see in evaluations and examples of evaluation documents

from other particularly successful programs. Finally, simply having access to examples of instruments that already exist would be useful, as this respondent noted.

It would be extremely helpful to have sample questions available on-line to look through when creating or changing our surveys. Why not use what already works?

Regional leads, district coordinators and many site-level respondents would like to have better coordination between ASES and 21st CCLC evaluation activities. This is especially important to sites receiving both grants, as they need to coordinate two separate but related evaluations, as well as any other reporting and evaluation requirements imposed by the program, school, and district.

Regional leads are very interested in the development of a common statewide database that links to individual district databases. Four of the seven regional leads who listed types of evaluation supports they thought would be useful to ASES and 21st CCLC program sites, mentioned the need for a statewide database. It is not clear from their comments what the purpose of such a system would be. Site based leaders, however, need information that is specific to their program. While ASES and 21st CCLC programs are similar, each program and every site has unique needs and characteristics. As the following comment suggests, evaluations should allow the flexibility to capture a diversity of vision and goals.

I hold a Master of Arts in Psychology. I understand the use and importance of measured outcomes. However, my school has 50 Special Day School children that are bussed. I have many of those kids in my program and feel my program should only be measured against other schools with similar ages and conditions. Otherwise the outcome measurements would not be reliable.

There is a need for better clarity around state-level evaluation policies and for better alignment between ASES and 21st CCLC evaluation guidelines. In addition to requests for a better match between state and federal expectations (e.g., consistent data requests from all parties), both site- and district-level respondents noted that if evaluation is to occur, staff need, among other things, time and resources to develop and execute evaluations and the continued support of the district to provide both data and evaluation results.

SECTION 3: CONCLUSION

Summary of Findings

Preliminary data analysis suggests that California's ASES and 21st CCLC-funded program leaders generally accept the need for evaluation and appreciate the potential for evaluation activities to inform program practice. In sum, the following findings have emerged from their responses to this study:

- Responsibility for coordinating and conducting evaluation activities is handled in a variety of ways across sites, in most cases falling to either site-based program directors or district-level program coordinators.
- Some site-level leaders are unfamiliar with required evaluation guidelines, and therefore the basis upon which their programs are assessed.
- The current structure of required evaluation processes does not facilitate efficient evaluation practices at the site level and effective use of evaluation findings.
- Limited funds and lack of time present the greatest barriers to programs' ability to conduct and use evaluations.
- Program leaders would like more, and more useful, training on designing and using evaluation for two purposes: to assess program effects and to pursue formative assessment that is critical to overall program planning and tailoring work with individual participants.
- Current evaluation practices are not well designed to assess program effects across student populations that differ in terms of language, race/ethnicity, and/or academic abilities.
- There is a potential lack of "fit" between program activities, the realities of how participants engage in them, and the outcomes and measures employed by required evaluations. Respondents also appear to believe that program outcomes goals should differ somewhat from what they are currently.

Collectively these afterschool leaders express their hope that future evaluation supports and requirements will further enable evaluation processes to inform ongoing program improvement. To this end, this report concludes with recommendations regarding the structure of ASES and 21st CCLC grant-driven evaluation processes, resources for evaluation, and the substantive focus of evaluation.

Recommendations

1. Structure required evaluation processes in ways that better reflect the realities of program cycles and timelines.

Key changes would include the following:

- *Provide detailed information about ASES and 21st CCLC evaluation requirements in a timely manner.* Receiving clear information regarding outcomes, measures, and, especially, data requests, as well as the format in which data are required, prior to the start of the school year would enable programs to put data collection systems in place at the outset. This would help reduce the stress and time that are associated with compliance.
- *Coordinate ASES and 21st CCLC data collection, reporting, and evaluation timelines.* To the extent that this is possible, coordinated evaluation requirements would enable recipients of both grants to use the scarce resources that are available for evaluation more efficiently.
- *Time the ASES and 21st CCLC evaluation cycles to provide feedback that can inform program planning.* Current evaluation timelines do not facilitate program's use of findings to inform their program planning. To do so, they would typically need to have the results of any data analysis by the middle of the summer.

2. Take steps to ensure that the substantive findings of required evaluations are useful to program sites.

Two ways to help ensure the utility of findings are as follows:

- *Construct evaluation guidelines that include a combination of defined and flexible options.* Such guidelines would allow for both cross-site analysis and the tailoring of evaluations to the realities of local program designs and local needs for information.
- *Report back to sites on any state and federal-level analysis of the evaluation data that they are required to submit.* Reports back to sites offer the possibility of providing useful data. Such reporting would also demonstrate that, in the words of one interviewee, someone is “listening.”

3. Allocate resources specifically to support program evaluation.

Resources should be allocated in at least two ways:

- *Make funds available to support evaluation activities.* While general administrative dollars partially cover expenses associated with evaluation, respondents suggest that they do not fully cover all costs, including time spent on data collection and data entry. More extensive formative assessment—for example, to ascertain gaps in individual participants' academic skills and follow-up on their learning—is even more resource-intensive.
- *Provide more support, and/or funding to pay for support, on designing evaluations and using evaluation data.* Increased access to high quality training and technical assistance around doing and using evaluations would be of interest to grant recipients. In light of the range of ways that grantees handle oversight of evaluation activities, it is critical that training targets the appropriate audiences.

Preliminary data analysis suggest the importance of further exploring whether different community and district types, as well as programs of different sizes, present different needs with respect evaluation resources.

4. Further consider what constitutes appropriate required program elements, outcomes and measures for California’s afterschool programs in light of policy-makers’ needs, providers’ capacities, school and other institutional partners’ interests and demands, and parent and youth interests.

This study reflects only one afterschool constituency’s perspectives, and as such, does not lend itself to taking a stance on how to design evaluation requirements that both address multiple interests and reflect the realities of program offerings and young people’s participation in them. However, as afterschool programs become more central to meeting educational, social, and emotional needs of California’s children, there is a pressing need to engage multiple stakeholders in reflection on both what these guidelines should be, as well as who should decide, and how.

5. Invest in designing evaluation supports and guidelines that enable sites to assess whether all children, youth, and families are benefiting from their programs.

No matter how Californians decide to define the focus of afterschool programs and program evaluation, any evaluation strategy must ensure that all California children are benefiting from them. To this end, we suggest the following:

- *Data collection and analysis processes should enable programs to examine program access and outcomes for sub-populations by race/ethnicity, language, neighborhood/community, socio-economic status, and special needs.*
- *Training and technical assistance should provide information on best practices for eliciting feedback from populations that might be more challenging to reach, including speakers of languages other than English, people with limited literacy skills, undocumented individuals, and others who might be uncomfortable interacting with schools and/or school-based programs.*

Effective evaluation practices are one way of ensuring program activities result in desired outcomes. By providing a better understanding of ASES and 21st CCLC program perspectives regarding program evaluation we hope that this report will suggest improvements to policy and practice that will ensure California’s children are safe, healthy and learning each day.

Appendix A: Survey Instruments

Dear Colleague,

We recently sent the following survey out through the Afterschool Regional Leads and are now following up with a mail version. This is a unique chance for ASES and 21st CCLC site-based program coordinators to “speak to” afterschool funders and policymakers. We are asking you to fill out a 15-minute survey and return it by June 15.

This survey is part of a Center for Community School Partnerships/University of California Davis study of evaluation practices in afterschool programs. The study is supported by private afterschool funders and endorsed by the CA Department of Education. We know that at some sites evaluation work is carried out at the district level, but we are interested in your site-based perspective. If you prefer to respond to the survey online, you may access it through the following link: <http://www.zoomerang.com/recipient/survey-intro.zgi?p=WEB224CUZZF6ER>. None of your responses to this survey will be directly attributed to you or your site—we ask your site name, but this information will only be used for analyzing the survey data at U.C. Davis. We hope that this allows you to respond freely. **Please fax completed survey to 530.752.3754 or 530.752.6135.**

PART A: PROGRAM PROFILE

A1. Please enter your school's name: _____

If your program is **not** based at a school site, please enter the name of your site.

A2. Please enter the name of your school district: _____

If your program is **not** based at a school, enter the name of the school district that serves most of your students.

A3. What is your position title? _____

A4. In what type of community is your program located?

- a) Large urban b) Urban c) Suburban d) Rural
 e) Mixed (please describe): _____

A5. Based on your best estimate, what is the average number of participants who attend your program each day?

- a) Less than 10 b) 10-25 c) 26-50 d) 50-100 e) More than 100

A6. Based on your best estimate, how many paid staff work at your after school program?

- a) Number Part time (50% or less): _____ b) Number Part time (51%-99%): _____ c) Number Full time: _____

A7. Please indicate the primary source(s) of funding for your afterschool program. (check all that provide more than 25% of funding)

- a) 21st Century Community Learning Center grant (21st CCLC) b) California Department of Education ASES grant
 c) Local businesses d) Private foundation funds
 e) Individual donors f) Other federal funds
 g) Municipal funds h) Public health funds (local, county, state or federal)
 i) Don't know j) other (please explain): _____

A8. What grade level(s) does your program serve? (check all that apply)

- a) Preschool b) Elementary c) Middle/Junior high d) High School

A9. Based on your best estimate, which of the following racial/ethnic groups make up at least 20% of your program participants? (check all that apply)

- a) White/non-Hispanic b) Hispanic/Latino/a
 c) African American d) American Indian
 e) Southeast Asian f) Other Asian
 g) Pacific Islander h) Other (please explain): _____

B4. Please mark the **ways that you used** your evaluation findings in the last year. (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> a) Fund-raising efforts | <input type="checkbox"/> b) On-going program planning and improvement |
| <input type="checkbox"/> c) Future program planning | <input type="checkbox"/> d) Outreach/marketing decisions |
| <input type="checkbox"/> e) Staffing decisions | <input type="checkbox"/> f) Met funder requirements |
| <input type="checkbox"/> g) Don't know | <input type="checkbox"/> h) Other (please explain): _____ |

B5. What are your greatest **barriers to doing** program evaluations? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> a) Not enough funding | <input type="checkbox"/> b) Not enough staff time |
| <input type="checkbox"/> c) Not enough technical expertise on staff | <input type="checkbox"/> d) Not enough local support |
| <input type="checkbox"/> e) Not seen as valuable | <input type="checkbox"/> f) Concern about negative feedback |
| <input type="checkbox"/> g) Other (please explain): _____ | |

B6. What are your greatest **barriers to using** evaluation findings? (check all that apply)

- | |
|---|
| <input type="checkbox"/> a) Not enough funding |
| <input type="checkbox"/> b) Not enough staff time |
| <input type="checkbox"/> c) Staff resistance |
| <input type="checkbox"/> d) Management resistance |
| <input type="checkbox"/> e) Not enough expertise in applying findings for program use |
| <input type="checkbox"/> f) Evaluations do not provide useful information |
| <input type="checkbox"/> g) We do not receive evaluation feedback |
| <input type="checkbox"/> h) Other (please explain): _____ |

PART C: EVALUATION DESIGN

C1. Please mark **up to four** primary outcomes, or goals, that your program is trying to achieve.

Outcomes	Select up to 4
01 Improved academic achievement.....	<input type="checkbox"/>
02 Increased standardized test scores.....	<input type="checkbox"/>
03 Improved behavior in school.....	<input type="checkbox"/>
04 Improved school attendance.....	<input type="checkbox"/>
05 Increased English language skills.....	<input type="checkbox"/>
06 Increased skills in the arts and/or technology.....	<input type="checkbox"/>
07 Increased awareness of real-life uses of academic skills.....	<input type="checkbox"/>
08 Improved social skills.....	<input type="checkbox"/>
09 Increased leadership and responsibility.....	<input type="checkbox"/>
10 Reduced risk behavior.....	<input type="checkbox"/>
11 Decreased drop-out rates.....	<input type="checkbox"/>
12 Improved emotional and/or physical well-being.....	<input type="checkbox"/>
13 Increased access to safe afterschool care.....	<input type="checkbox"/>
14 Increased parent/family engagement or leadership.....	<input type="checkbox"/>
15 Community development/ improvement.....	<input type="checkbox"/>
16 Other (please explain): _____	<input type="checkbox"/>

C2. Using the outcomes listed in Question C1, please select up to THREE that you believe **should be required** goals for your program. Place their corresponding numbers in the spaces below.

C3. For each of the following types of data, please mark whether your program collects these data AT LEAST ANNUALLY. If you did not collect the data, mark "Not Collected." If you don't know or are unsure whether these data are collected, mark "Not Sure."

Data Types	Collected	Not Collected	Not Sure
a) Program attendance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) School attendance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Standardized test scores.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) English Learner (EL) reclassification.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Participant background information (e.g., grade, ethnicity, etc.).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Homework or reading logs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Drop out rates.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Teacher surveys on students' knowledge/behavior.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Pre/post student surveys on behavior, knowledge and/or experience.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Discipline data and/or incident reports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Student focus groups, interviews and/or surveys on program quality.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Parent/community focus group, interviews and/or surveys on program quality..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Local crime statistics.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Records of student service activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Logs tracking nutritional intake, exercise, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Other (please explain): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C4. Please mark the evaluation criteria that were used during the past year to measure how well your program is doing. Mark "Not used" if the criterion was not used. If you don't know or are unsure whether they were used, mark "Not Sure."

Measures	Used	Not used	Not Sure
01 Grades.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02 Standardized test scores.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03 Homework completion rates.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04 School attendance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05 Program attendance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06 Numbers and types of activities in which children/youth participate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07 Parents and/or participants reporting satisfaction with the program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08 Stakeholders reporting increased positive or decreased negative behavior*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09 Stakeholders reporting better relationships among diverse set of peers*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Stakeholders reporting improved problem-solving skills*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Percent of stakeholders reporting increase in participant leadership skills*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Percent of stakeholders reporting decrease in participants' risk behavior*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13 Percent decrease in community crime rates.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14 Decrease in behavior reports and/or disciplinary activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15 Number of nutritious snacks/meals consumed per day.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16 Amount and type of participation in physical activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17 Percent participants reporting increased personal safety in the program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18 Neighborhood improvements resulting from participant activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19 Decreased drop-out rate.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20 Other (please explain): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Stakeholders are defined as program participants, program staff, teachers, parents, and/or others

C5. Using the measures listed in Questions C4, please select UP TO SIX measures that you believe **should be used** to measure how well your program is doing. Place their corresponding numbers in the boxes provided.

C6. Which of the following data collection and analysis methods do you use? (check all that apply)

- a) One-time "snap-shots" of program participants
- b) Track individual participant data over time
- c) Track groups of participants over time
- d) Track school-wide data over time
- e) Track community-level data over time
- f) Look at data by race, ethnicity, language, etc.
- g) Don't know
- h) Other (please explain): _____

PART D. EVALUATION SUPPORT

D1. Which one of the following ways of designing evaluation guidelines would best meet your needs?

- a) Defined outcomes and measures
- b) Optional outcomes and measures from which sites could select
- c) A combination of defined and optional outcomes and measures
- d) Other (please explain): _____

D2. Please rate the usefulness of each of these items in helping you do evaluations. If you did not receive the support, or are not sure, mark "N/A."

	Very useful	Useful	Somewhat useful	Not useful	N/A
a) A workshop on conducting evaluation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A workshop on using evaluation findings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ongoing training and/or coaching on evaluation...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Training on involving youth and/or parents.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Resource materials.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other (please explain) _____..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D3. From whom would you most like to receive training around evaluation? (Select one)

- a) CA Department of Education consultants
- b) Regional Leads
- c) Staff of your private funders
- d) Organization dedicated to training
- e) Colleges/Universities
- f) Other (please explain): _____

D4. What types of support would be most useful to your efforts to do and use program evaluations? Please fill in the blanks that reflect your needs.

- a) Funding for _____
- b) Training on _____
- c) On-going training/coaching on _____
- d) Resource materials such as _____
- e) Evaluation guidelines such as _____
- f) Other (please explain) _____

D5. Please share any further comments about your evaluation needs and interests. _____

Please fax responses to: 530.752.3754 or 530.752.6135

or mail responses to: CCSP, UC Davis, TB 206, Davis, CA 95695

Thank You.

Regional Leads - Afterschool Evaluation Practices Survey

1. What region do you represent? (1 - 11) _____

Note: We need to know what region you represent for data analysis purposes. We will report data in a way that does NOT reveal individual responses.

2. Based on your best estimate, please indicate the three program areas that serve the greatest number of students in ASES and 21st CCLC sites within your region.

Program Area	Check the 3 areas that serve the greatest number of students within your region.
a) Homework support.....	<input type="checkbox"/>
b) Tutoring/enrichment in core academic subjects.	<input type="checkbox"/>
c) Mentoring.....	<input type="checkbox"/>
d) Activities to support English Learners.....	<input type="checkbox"/>
e) Other skill-building (e.g., arts, technology, etc.)	<input type="checkbox"/>
f) Recreational/sports programs/activities.....	<input type="checkbox"/>
g) Technology based programs/activities.....	<input type="checkbox"/>
h) Youth empowerment / leadership activities.....	<input type="checkbox"/>
i) Social, health and/or mental health services.....	<input type="checkbox"/>
j) Prevention (drug, alcohol, pregnancy, gangs)....	<input type="checkbox"/>
k) Family involvement programs.....	<input type="checkbox"/>
l) College/career preparation.....	<input type="checkbox"/>
m) Other (please explain): _____	<input type="checkbox"/>

3. To the best of your knowledge, who has primary responsibility for oversight of afterschool program evaluation(s) in the programs with which you work?

<input type="checkbox"/> a) Site-based program director/coordinator	<input type="checkbox"/> b) District-wide afterschool program director/coordinator
<input type="checkbox"/> c) School Principal/Administrator	<input type="checkbox"/> d) Other (please explain): _____

4. Please indicate whether you provided any of the following types of technical assistance during the last academic year (2004-05). In the cases in which you provided technical assistance, please note the approximate number of participants.

	Provided TA	Did NOT Provide TA	Approx. # Participants
a) A workshop on conducting evaluations.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A workshop on using evaluation findings.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Ongoing training and/or coaching on evaluation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Training on involving youth and/or parents in evaluation process.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Resource materials.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other (please explain) _____..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Please indicate **any ways that you used** regional ASES and 21st CCLC evaluation findings in the last year (check all that apply).

- a) To guide development and delivery of technical assistance
- b) To assist program sites with on-going program planning and improvement
- c) To assist programs in outreach/marketing decisions
- d) Other (please explain): _____
- e) Did not use evaluation findings

5a. If you did **not** use ASES and 21st CCLC programs' evaluation findings was it because you did not have access to them? Yes No

6. From your perspective, what are the greatest **challenges for ASES and 21st CCLC program sites** when doing program evaluations? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> a) Not enough funding | <input type="checkbox"/> b) Not enough staff time |
| <input type="checkbox"/> c) Not enough technical expertise on staff | <input type="checkbox"/> d) Not enough local support |
| <input type="checkbox"/> e) Not seen as valuable | <input type="checkbox"/> f) Concern about negative feedback |
| <input type="checkbox"/> g) Other (please explain): _____ | |

7. Please mark **up to four** primary outcomes, or goals, that you believe ASES and 2st CCLC programs in your region are trying to achieve.

Outcomes	Select up to 4
01 a) Improved academic achievement.....	<input type="checkbox"/>
02 b) Increased standardized test scores.....	<input type="checkbox"/>
03 c) Improved behavior in school.....	<input type="checkbox"/>
04 d) Improved school attendance.....	<input type="checkbox"/>
05 e) Increased English language skills.....	<input type="checkbox"/>
06 f) Increased skills in the arts and/or technology.....	<input type="checkbox"/>
07 g) Increased awareness of real-life uses of academic skills.....	<input type="checkbox"/>
08 h) Improved social skills.....	<input type="checkbox"/>
09 i) Increased leadership and responsibility.....	<input type="checkbox"/>
10 j) Reduced risk behavior.....	<input type="checkbox"/>
11 k) Decreased drop-out rates.....	<input type="checkbox"/>
12 l) Improved emotional and/or physical well-being.....	<input type="checkbox"/>
13 m) Increased access to safe afterschool care.....	<input type="checkbox"/>
14 n) Increased parent/family engagement or leadership.....	<input type="checkbox"/>
15 o) Community development/ improvement.....	<input type="checkbox"/>
16 p) Other (please explain): _____	<input type="checkbox"/>

8. Using the outcomes listed in Question 9, please select up to THREE that you believe should be required goals for ASES and 21st CCLC programs in your region. Place their corresponding numbers in the spaces below (e.g., 04, 07, 16).

9. What types of evaluation support would be most useful to ASES and 21st CCLC programs in your region? Please fill in the blanks that reflect perceived needs.

- a) Funding for _____
- b) Training on _____
- c) On-going training/coaching on _____
- d) Resource materials such as _____
- e) Evaluation guidelines such as _____
- f) Other (please explain) _____

10. Please share any further comments about your evaluation needs and interests.

Please fax responses to: 530.752.3754 or 530.752.6135, e-mail to jbookmyer@ucdavis.edu
or mail responses to: CCSP, UC Davis, TB 206, Davis, CA 95695

Thank You.

Afterschool Case Study Interview Protocol

CCSP is conducting a study to learn more about ASES and 21st CCLC afterschool program evaluation practices. Since we are particularly interested in the perspective of site and program coordinators I want to thank you upfront for taking the time to talk to us.

With your permission, I'd like to tape record your responses. This is to save me from having to try to listen and write at the same time—and to make sure I accurately capture what you say. Is this ok with you?

I'd also like to remind you that your participation in this interview is voluntary and that what you say will be confidential in that we will not include your name, the name of your school or district or any other identifying information in any reports that are produced. We will most likely describe your site by its characteristics—for example—a small, rural elementary program in Northern California. Is this ok with you?

I have a list of open-ended questions that I would like to ask you, beginning with this first one.

1. Would you please tell me about your role at X district/school and how long you have been in this position?

2. Would you also confirm if X district/school receives 21st CCLC or ASES funding (or both) and how long the program has been in existence? Do you have any other significant sources of afterschool funding?

3. Can you tell me more about your program? I'm particularly interested in learning more about the students you serve (characteristics, entire school or sub-population...)

4. I'm also interested in finding out what your core program elements are. By core program elements I mean activities and / or services that involve at least 75% of your participants (see list below if prompt is needed).

5. Can you tell me why your program is structured this way? We recognize that there are a lot of ways to organize an afterschool program and so we are curious about why you offer the activities that you do (is it driven by students, parents, school/district administrators, funding guidelines, staff strengths...)

My next questions have to do specifically with program evaluation.

6. Would you talk about what program evaluations took place at X district/school over the last year (2004-2005 school year)?

Prompts:

Why this(ese) evaluations? What was your role in the evaluation? Who else was involved and why? What kinds of data were collected and why that data? (program attendance, school attendance, standardized test scores, grades...) What were the key evaluation findings? Can you provide an example of how the findings were used and explain what led you to use them in this way?

7. What are your greatest barriers to doing evaluation? Are there any other challenges or concerns with respect to program evaluation? (funding, staff expertise, perceived value, staff time, local support...) What would help you to address these challenges? (strategies on how to improve evaluation process locally, CDE, leg, funders, TA...)

8. This last question I have for you is more general. As part of this study we did a survey that asked people to identify their core program elements (the same question I asked you earlier). The responses to this surprised us and so we are trying to better understand the results. Sites indicated that the program elements that served the most participants (25 to 100%) were 1) technology, 2) family involvement, 3) EL support. The program elements that served the least number of participants were tutoring, College/Career readiness, and Homework support. Does this seem in line with your own experiences and what you know about afterschool programming? Could you speculate on why the academic component seems to involve the fewest number of participants, given the big emphasis on this in the policy world?

Is there anything else you would like to add? Do you have any questions?

Again, thank you so much for taking the time to talk to us.

Appendix B: Research Methods

Three strategies were pursued to gather data for this report.

1. Surveys of Afterschool Program Leaders

A survey of afterschool program leaders constitutes the primary data source for this report. The questionnaire was designed by CCSP and distributed to all current ASES and 21st CCLC grantees.²⁰ The list of 2,257 grantees was provided by the California Department of Education. An electronic link to the questionnaire was e-mailed to the Regional Leads along with a request to forward it to site-based program leaders. Two weeks later a hard copy of the questionnaire was sent directly to program leaders by mail, providing respondents with the opportunity to either complete the questionnaire electronically (using Internet-based *Zoomerang* software) or to manually complete and mail or fax the completed questionnaire to CCSP. Paper questionnaires were subsequently entered into *Zoomerang*. As we found no significant difference in response patterns, statistical analysis was completed on the entire sample using SPSS.

2. Surveys of Regional Leads

The eleven Regional Leads were asked to complete a short survey regarding regional evaluation practices and technical assistance. The survey was administered by mail and returned by fax.

3. District Afterschool Coordinator Interviews

Four district-level ASES and 21st CCLC program coordinators were interviewed (three by phone and one face-to-face) using a semi-structured interview protocol. The purpose of the interviews was to develop a more nuanced understanding of program and evaluation practices, as well as to further probe on emerging survey findings.

Characteristics of the Sample

Response Rate

The site-level questionnaire was sent to a total of 2257 ASES and 21st CCLC program sites. A total of 304 questionnaires were returned. Of these, 271 surveys were analyzed.²¹ for a sample of 12%.

The Regional Lead survey was sent to a total of 11 Regional Leads. A total of eight surveys were returned for a response rate of 73%.

²⁰ The survey drew extensively from C. S. Mott Foundation Committee on After-School Research and Practice (2005). *Moving Towards Success: Framework for After-School Programs*. Washington D.C.: Collaborative Communications Group, and California Tomorrow (2003). *Pursuing the Promise: Addressing Equity, Access and Diversity in After School and Youth Programs*. Oakland, CA: California Tomorrow. The Regional Leads, the California Department of Education afterschool consultants, and members of the Committee on After School Accountability provided additional input.

²¹ Thirty-three surveys were returned either with data on multiple school sites or completed by an individual at the district level. Because our focus was on the individual program site, these surveys were not included in the final data analysis.

Comparison of Grant Type

Table 1 shows the distribution of respondents by grant type in relationship to the actual numbers of ASES and 21st CCLC grantees.

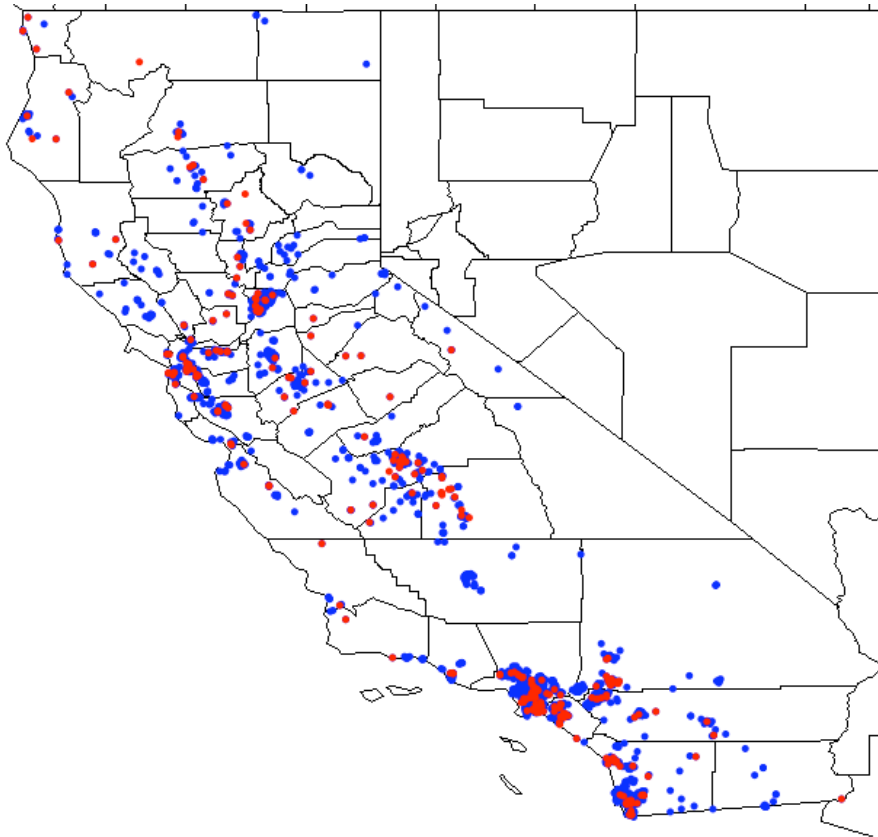
Table 1: Comparison of Grant Type²²

Grant Type	# Surveys Received	% Surveys Received	# Surveys Distributed	% Surveys Distributed
ASES only	67	25	943	42
21 st CCLC only	133	50	990	44
ASES and 21 st CCLC	64	24	324	14
N/A	7	3	0	0
Total	271		2257	

GIS Distribution of survey respondents

Map 1 indicates where questionnaire respondents are located in relationship to all current ASES and 21st CCLC grantees. Black circles represent ASES or 21st CCLC program sites. Gray circles represent ASES or 21st CCLC program sites that responded to questionnaire.

Map 1: GIS Distribution of Survey Respondents



²² N/A indicates that the CDS code did not match our database of grantees.

Comparison of School and Community Type

Figures 1 and 2 shows the distribution of respondents by school type in relationship to the actual numbers of ASES and 21st CCLC grantees.

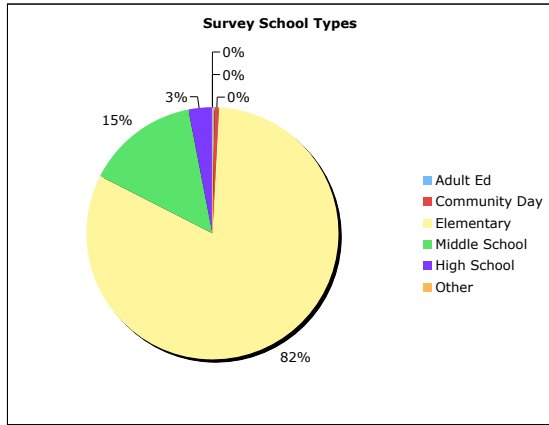


Figure 1

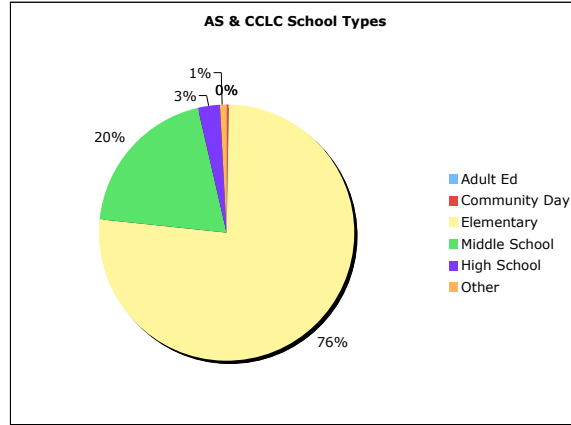


Figure 2

Figures 3 and 4 show the distribution of respondents by community type in relationship to the actual number of ASES and 21st CCLC grantees.^{23 24}

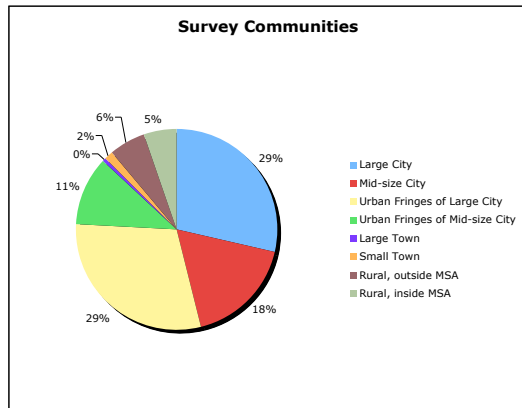


Figure 3

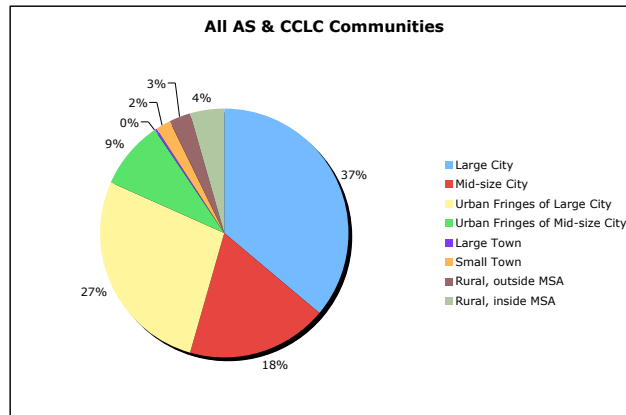


Figure 4

²³ Data for comparisons is based on CDS codes from the CDE Complete Data Files (CBEDS). The discrepancy between the number of surveys used to calculate percentages and the study sample (271) is the result of missing demographic information on some schools in the comparison table (e.g. newer schools data not in CBEDS).

²⁴ This information is based on school level information – not students actually being served by afterschool programs.

Comparison of Student Ethnicity

Figures 5 and 6 show the distribution of respondents by school type in relationship to the actual number of ASES and 21st CCLC grantees.

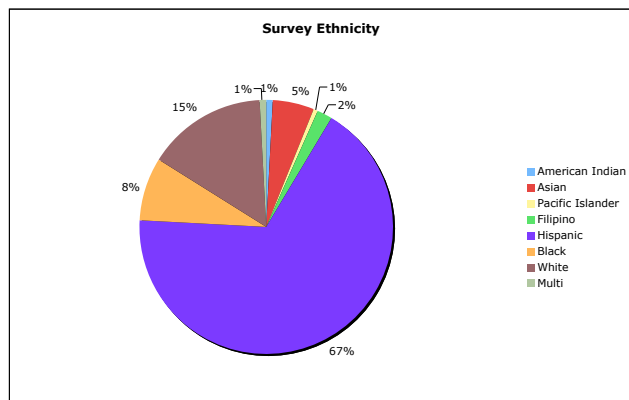


Figure 5

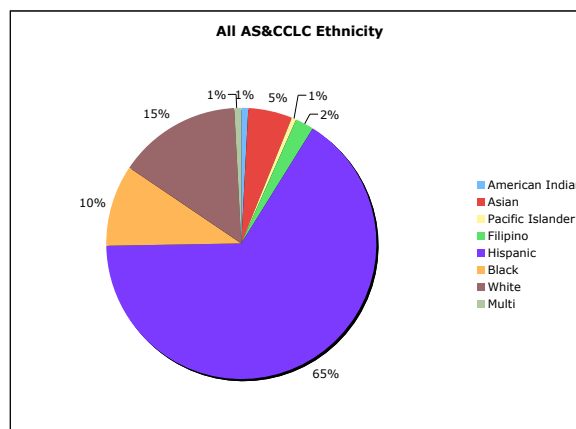


Figure 6

Demographics of responding afterschool programs

Average number of daily participants. Most responding sites estimated that their program served over 50 students per day, and of these almost half served over 100 students per day.

Racial/ethnic groups that make up at least 20% of program participants. Eighty-nine percent of the program sites served at least 20% Hispanic/Latino students, 45% served at least 20% White-non-Hispanic students, 24% served at least 20% African American students, and 10% served at least 20% southeast Asian. Much smaller percentages (less than 5%) of programs served at least 20% of other listed racial/ethnic groups including American Indian, other Asian, and Pacific Islanders.

Primary source(s) of funding for afterschool program. ASES and 21st CCLC funds are the primary funding source for responding program sites. Primary funding (defined as sources providing at least 25% of funding) including federal funds, private foundations, local businesses, individual donors and public health funds were available to a small percentage of programs.

Grade levels served. Responding program sites represent 192 (71%) elementary schools, 26 elementary/middle schools (10%), and 49 secondary schools (18%).²⁵

²⁵ Remaining grantees serve other combinations of grade levels (e.g., community day, adult education).