INDIANA DEPARTMENT of EDUCATION

Indiana 21st Century Community Learning Centers Statewide Evaluation Report: 2022-2023

December 2024

DIEHL CONSULTING GROUP
evaluation | analytics | solutions

Executive Summary

Indiana's 21st CCLC Programs

The 21st Century Community Learning Centers (21st CCLC) program provides students with access to quality out-of-school time programming. During 2022-2023, the Indiana Department of Education (IDOE) administered 21st CCLC grants within two cohorts (Cohort 10, Cohort 11) to 64 grantees. A total of 198 sites participated in the Indiana 21st CCLC program.

16,606
Students served in 2022-2023

59%
Of students were 1st to 5th grade

84
Average students per site

53%
of program participants attended 45 or more days

Benefits for 21st CCLC Students

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

Figure I: Academic Performance: ILEARN Growth 4-8 (2022-2023)

A higher percentage of 21st CCLC participants attending at higher levels showed growth on the ILEARN assessment compared to students attending less frequently.

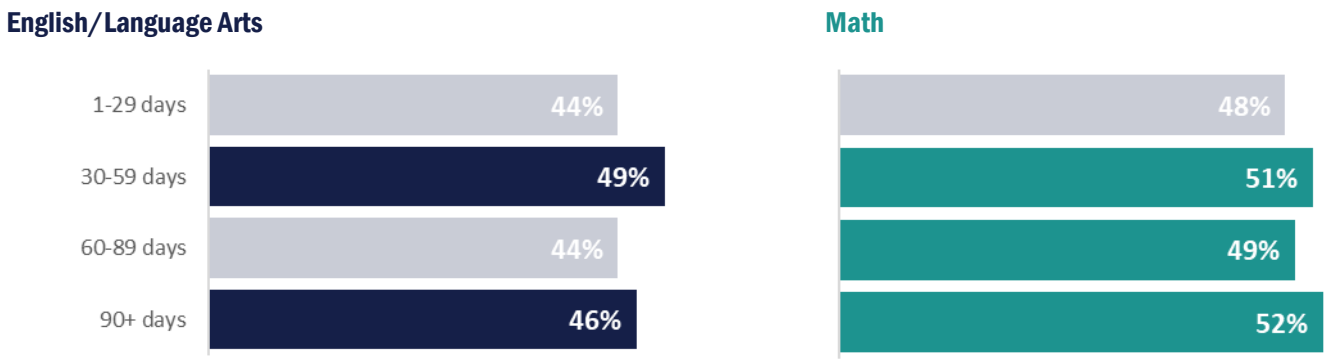


Figure II: Academic Performance: Report Card Grades K-12 (2022-2023)

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

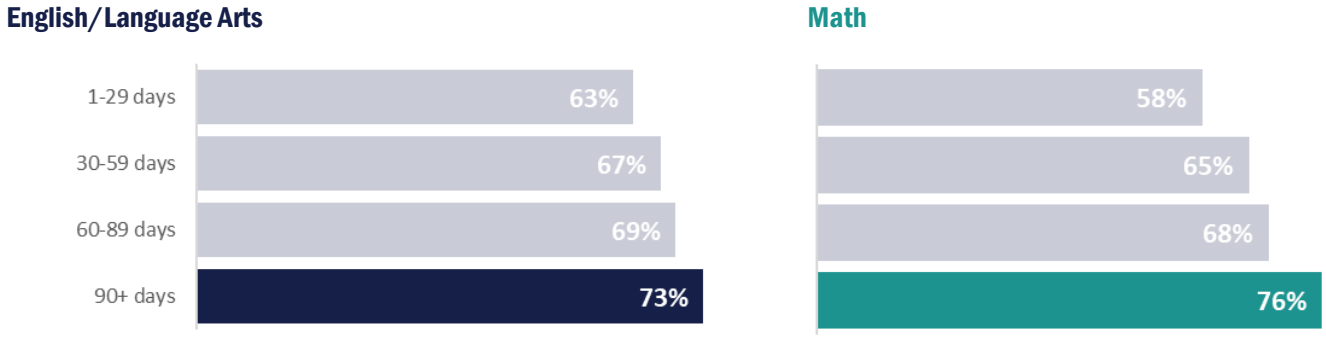
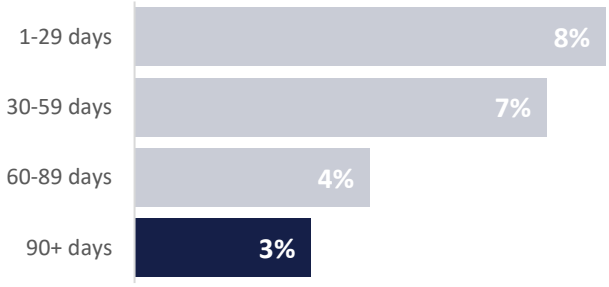


Figure III: In-School Suspensions: Grades K-12 (2022-2023)



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

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

Figure IV: Percentage of Performance Measures Met – All Sites (2022-2023)

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

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Detailed Summary & Conclusions

Overview of 21st CCLC

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

Through 21st CCLC, youth and families are provided with a diversity of opportunities focusing on academic enrichment and youth development. Programs are designed to provide students with a safe environment during non-school hours, while supporting students' social-emotional development and overall academic success. During 2022-2023, the Indiana Department of Education (IDOE) administered 21st CCLC grants within two cohorts (Cohort 10 and Cohort 11) to 64 grantees. A total of 198 sites participated in the Indiana 21st CCLC program.

2022-2023 Evaluation

This evaluation report describes the status of Indiana 21st CCLC programs operating in the 2022-2023 program year. It builds on methods from prior evaluations. Key findings and considerations are first summarized in this section. Results are further described in the sections that follow, including an overall description of program context, the levels of 21st CCLC participation, descriptive and impact analyses describing relationships between participation and student outcomes, a summary of performance measures reported by grantees, and results of a quality survey completed by program sites. Detailed analyses are included in the appendices, along with methods and detailed program context information.

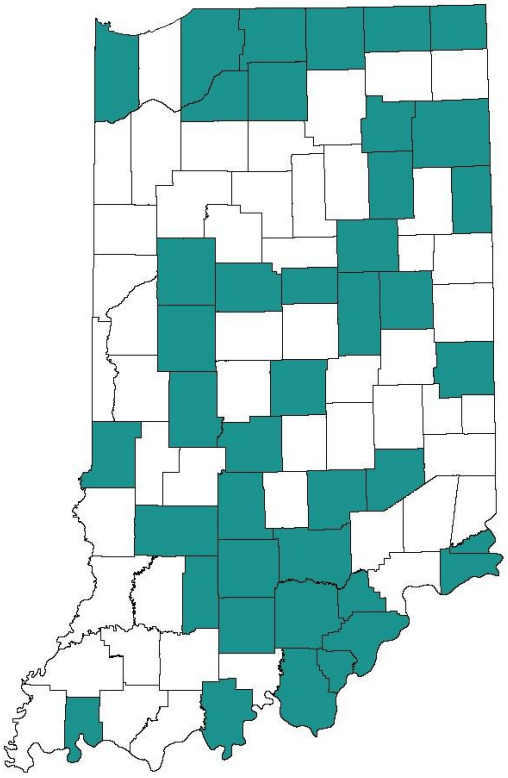
The evaluation is organized around the following key approaches:

- Program Context
- Descriptive Analysis
- Site Quality Survey
- Matched-Groups Analysis
- Performance Measures Summary

Program Context

In 2022-2023, a total of 198 sites across 45 Indiana counties (through 64 grantees) participated in the Indiana Department of Education's (IDOE) 21st CCLC program. A total of 16,606 participants were served in 21st CCLC programming.

Figure i: 21st CCLC Program Locations (2022-2023)



Approach

Background

Program context summarizes the characteristics of 21st CCLC programming offered by grantees during the 2022-2023 grant year, including grantee characteristics, participant demographics, attendance levels, activity data, and staff/volunteer demographics.

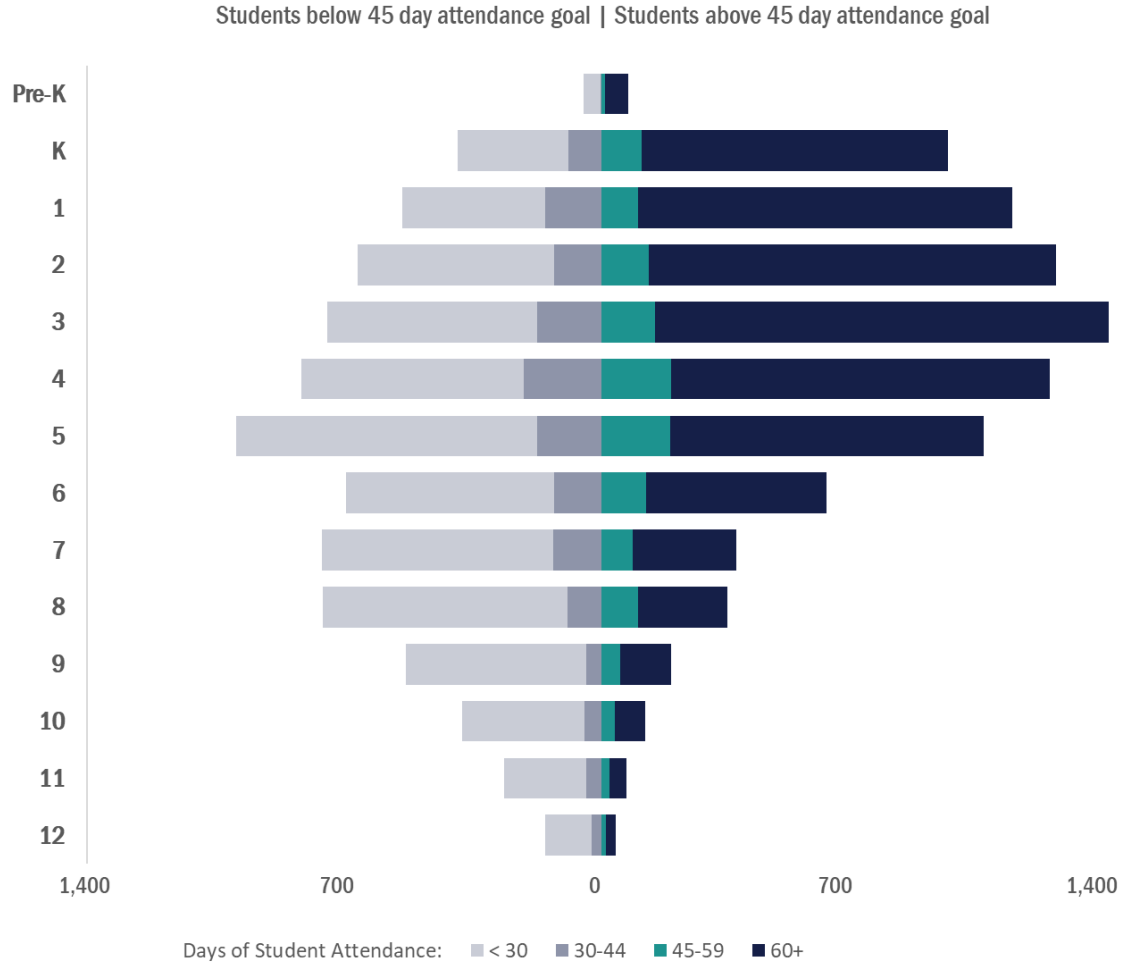
Data Sources

Data were entered into the TransAct/Cayen Afterschool Software by grantees, subcontractors (e.g., local evaluators), and IDOE during the 2022-2023 grant year and exported by the evaluation team during fall 2023 and winter 2023. Where appropriate, historical attendance data (2015, 2016, 2017, 2018, 2019, 2020, 2001, 2022) were utilized to provide additional context. Additionally, grantees' local evaluation reports and executive summaries were also utilized.

The majority of program participants were elementary school students (grades 1-5), and most of these students attended 45 or more days.

Figure ii: 21st CCLC Student Attendance (2022-2023)

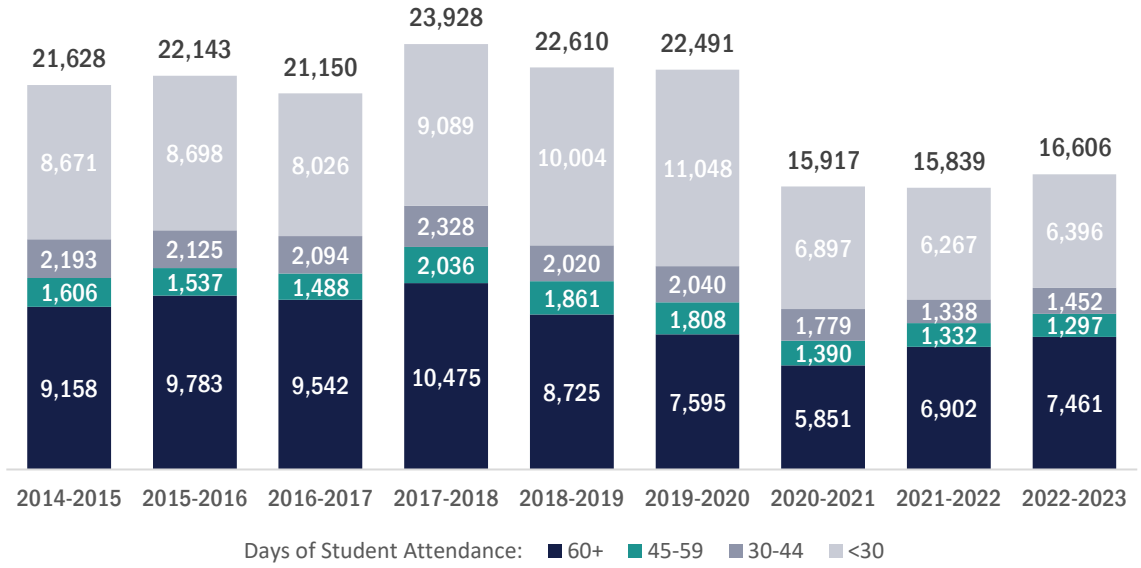
More than half of all participants in pre-kindergarten through 5th grade attended for at least 45 days.



While it remains below pre-pandemic levels, participation in 21st CCLC programming increased from 2021-2022 to 2022-2023. Of note, the number of students attending 60+ days increased by 28% from its lowest point in 2020-2021.

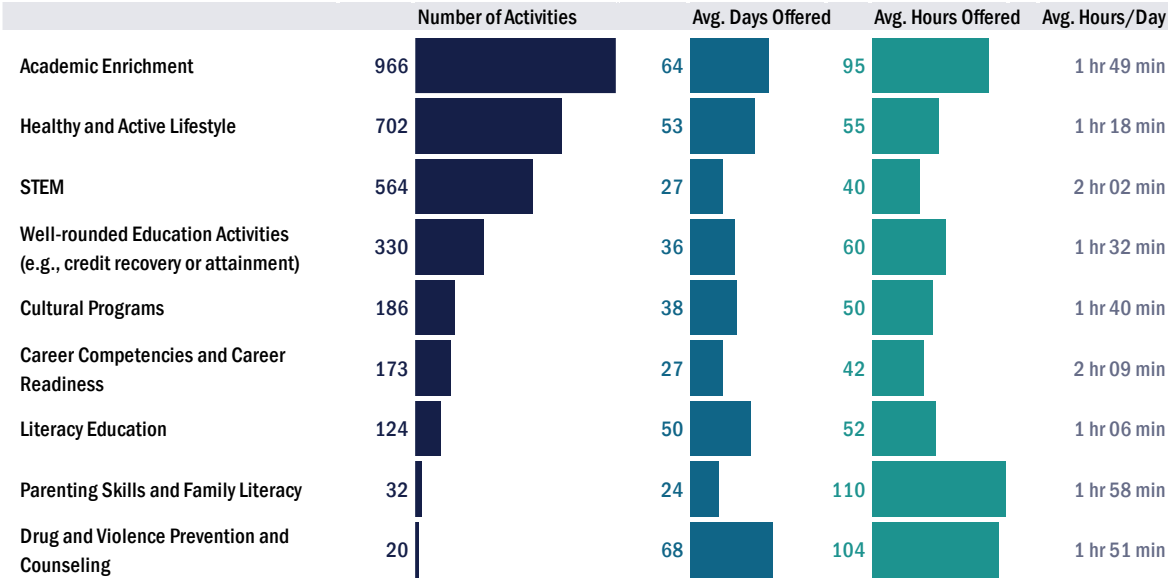
Figure iii: Annual 21st CCLC Participation (2015-2023)

The number of 21st CCLC participants served decreased begining in 2020-2021, likey due to the effects of the COVID-19 pandemic. Participantion has begun to increase in 2022-2023.



21st CCLC sites provide a variety of activity topics, including academic enrichment, career readiness, cultural programs, drug and violence prevention, educational activities, healthy and active lifestyles, literacy, and STEM – among many others.

Figure iv: 21st CCLC Activities Offered (2022-2023)



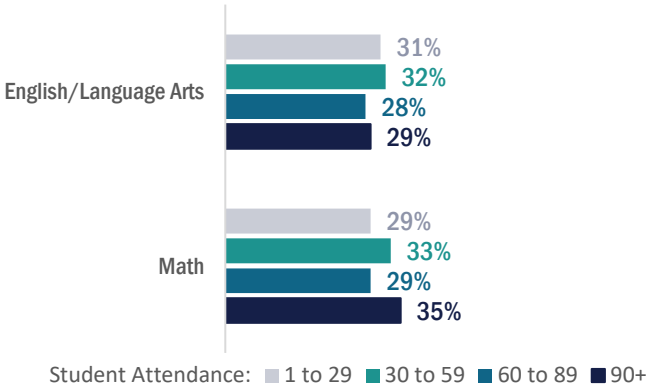
Descriptive Analysis

Relationship Between Academic Performance and 21st CCLC Participation

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

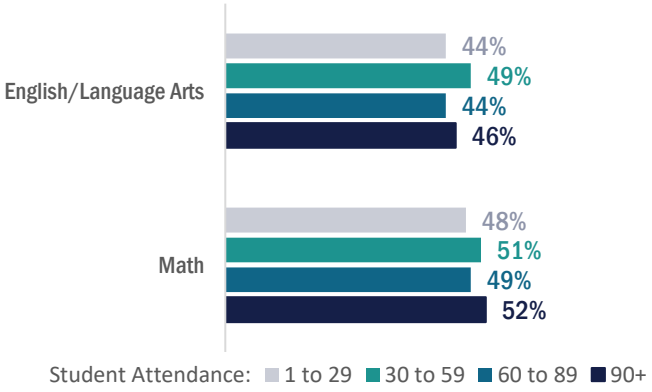
INDIANA STATE ASSESSMENT PROFICIENCY (ILEARN): During 2022-2023, a higher percentage of 21st CCLC participants in grades 3 to 8 attending 90+ days passed the math portion of ILEARN compared to those attending less frequently (Figure v).

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



ILEARN GROWTH: During 2023, a higher percentage of 21st CCLC participants in grades 4 to 8 attending 90+ days demonstrated growth (i.e., Student Growth Percentiles (SGP) ≥ 50) on the math portion of ILEARN compared to those attending less frequently (Figure vi).

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



APPROACH

Background

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

Outcome Measures

ILEARN: Indiana Learning Evaluation Assessment Readiness Network (ILEARN) data were utilized to examine academic achievement in English/language arts and math for grades 3-8. ILEARN was administered in the spring of 2023. All data were provided by IDOE. ILEARN scale scores, growth, and proficiency levels were reported.

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

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

→ ***Matched-Groups.*** Small, statistically significant effects (described below) were found for *ILEARN* proficiency and growth (as defined by SGP) in 2023.These findings generally supported findings noted in the descriptive analyses.

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

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

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

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

behavior. Two versions of the survey were administered based on grade level.

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

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

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

In-School Suspension: IDOE's discipline data layout (DOE-ES) defines in-school suspensions as incidents in which a "student is removed from an assigned class or activity to another setting in order to maintain an orderly and effective educational system" (n.p.).

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

Data Sources

Data were entered into TransAct/Cayen by grantees, subcontractors, and IDOE staff during the 2022-2023 grant years and exported by the evaluation team during fall 2023. Additional outcome data were provided by IDOE in spring 2024.

REPORT CARD GRADES: For 2023, a higher percentage of 21st CCLC participants attending 90 or more days were more likely to improve their grades or maintain satisfactory grades in English/language arts and math compared to those attending less frequently (Figures vii and viii).

Figure vii: Improving or Maintaining a B or Higher: K-12 (2022-2023)

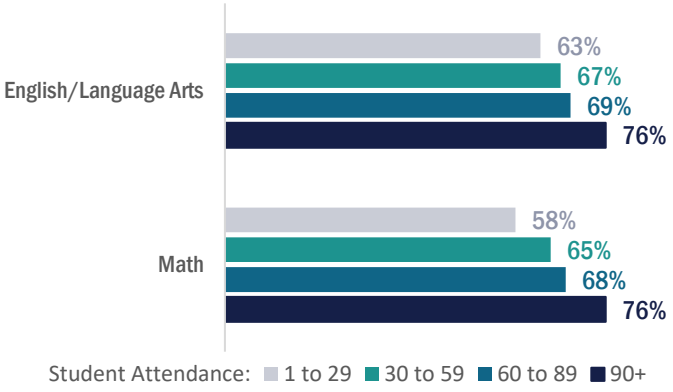
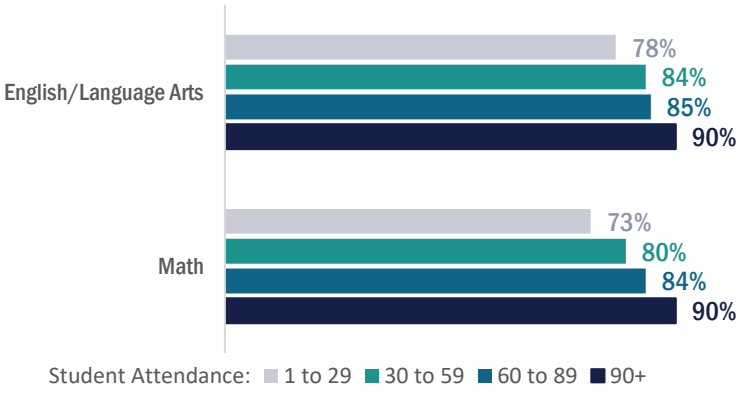
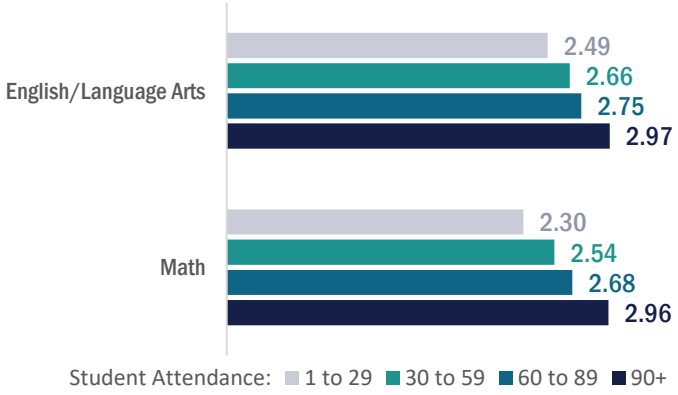


Figure viii: Improving or Maintaining a C or Higher: K-12 (2022-2023)



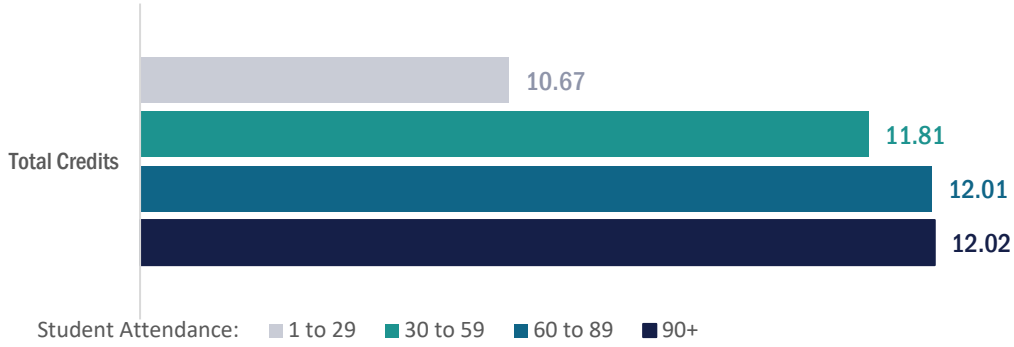
Average Final Grades: There was a statistically significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12. Students attending at higher levels (30 to 59 days, 60 to 89 days, and 90+ days) had significantly higher final grades compared to those attending less frequently (Figure ix). Grades could range from 0 (F) to 4 (A) with most scores falling between 2 (C) and 4 (A).

Figure ix: Average English/Language Arts & Math Spring Grades: K-12 (2022-2023)



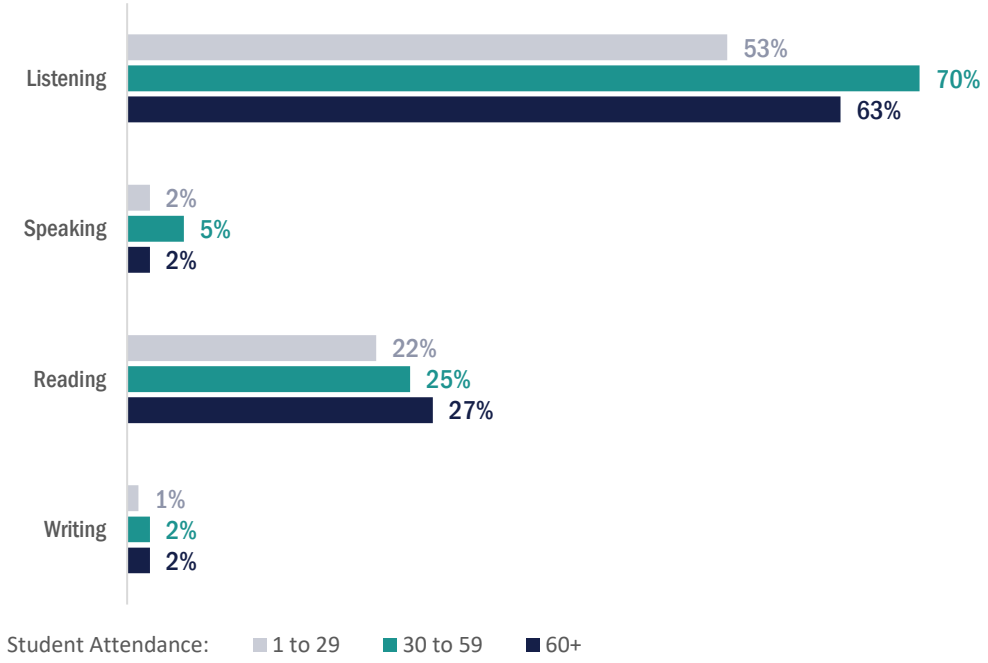
Annual High School Credits Obtained: High school students attending 21st CCLC at higher levels obtained a greater number of credits during the 2022-2023 school year compared to students who attended less frequently.

Figure x: Total Credits Obtained: 9-12 (2022-2023)



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

Figure xi: ACCESS for ELLs Proficiency: K-12 (2022-2023)



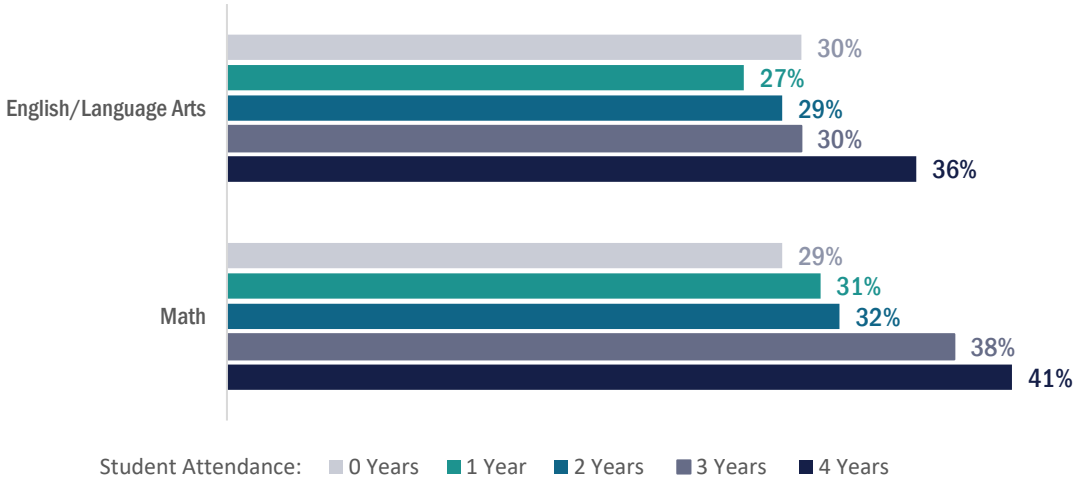
Relationship Between Academic Performance and 21st CCLC Participant Subgroups

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

MULTI-YEAR ATTENDANCE: The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' academic performance data from spring 2023 and disaggregated by the number of years (0 years, 1 year, 2 years, 3 years, or 4 years).

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

Figure xii. Multi-year Attendance (Grades 3-8) by ILEARN English/Language Arts & Math Proficiency (2022-2023)



- ***Average Grades.*** For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (i.e., 60+ days) and final average English/language arts and math grades. For both subjects, students who attended regularly in three or four years had the highest final spring grades. For students in grades 9-12, there was a statistically significant relationship between years of regular attendance and final average English/language arts grades. Students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year and two to four years.

Figure xiii. Multi-year Attendance (Grades 3-8) by English/Language Arts & Math Final Grades (2022-2023)

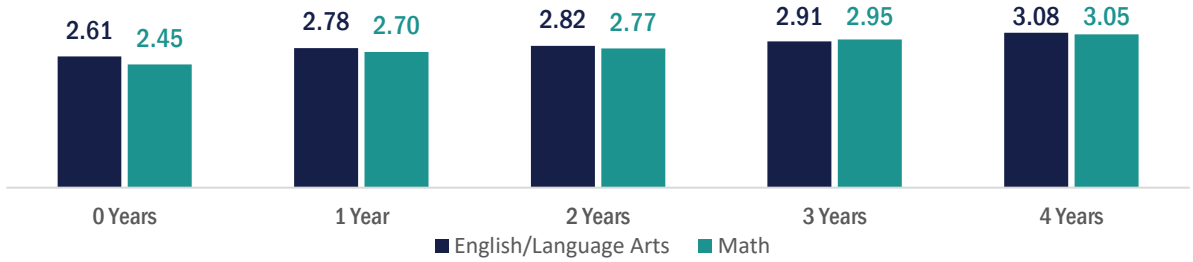
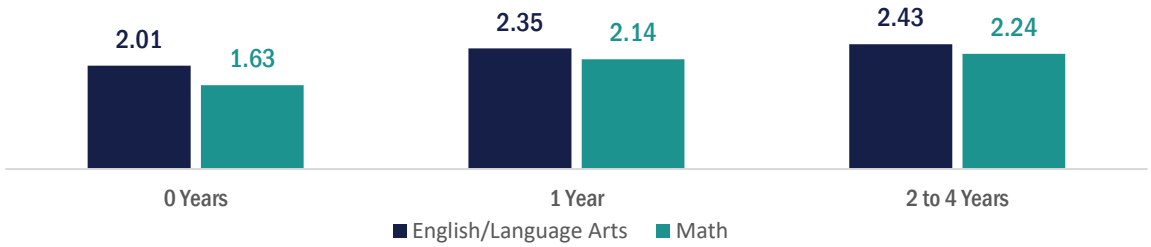
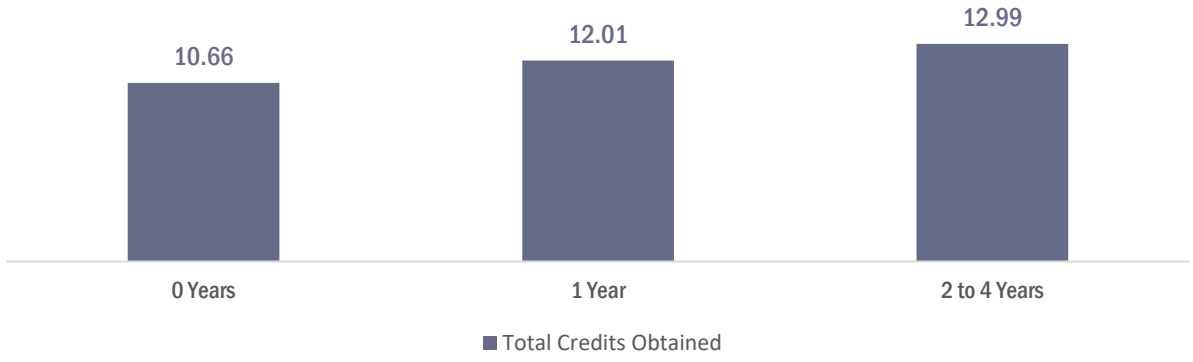


Figure xiv. Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades (2022-2023)



→ ***Course Completion.*** When controlling for the number of courses taken ($p < .001$), there was a significant relationship between years of regular attendance and total credits obtained ($p < .001$) for grades 9-12. Students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year and two to four years. Students attending regularly for one year obtained significantly fewer credits compared to those attending regularly for two to four years.

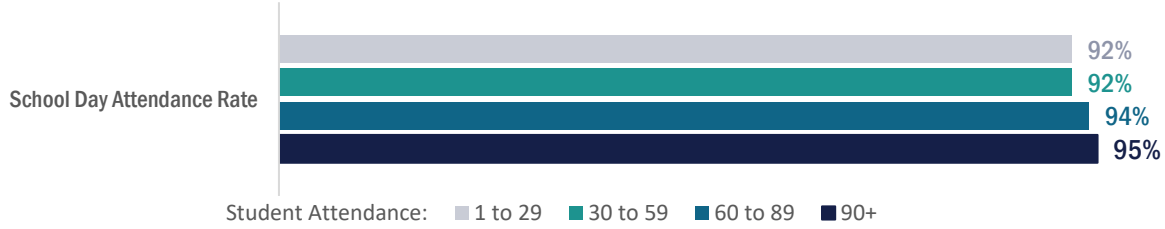
Figure xv. Multi-year Attendance (Grades 9-12) by Credits Obtained (2022-2023)



Relationship Between School Attendance and 21st CCLC Participation

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

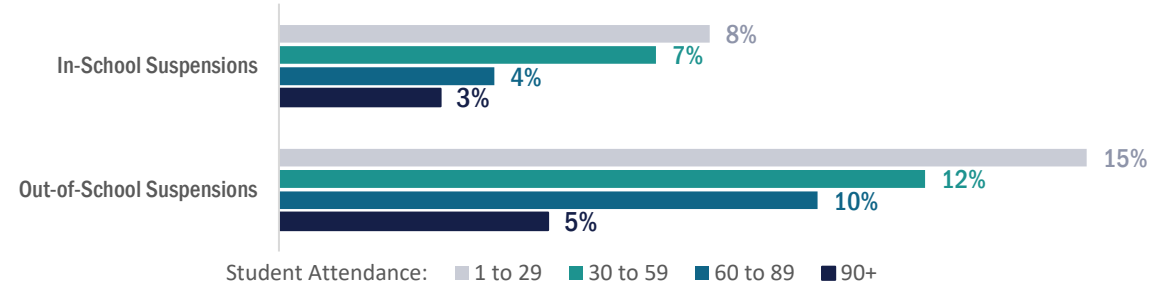
Figure xvi: Attendance Rates: K-12 (2022-2023)



Relationship Between School Discipline and 21st CCLC Participation

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

Figure xvii: Suspension Rates: K-12 (2022-2023)



Relationship Between Behavior and 21st CCLC Participant Subgroups

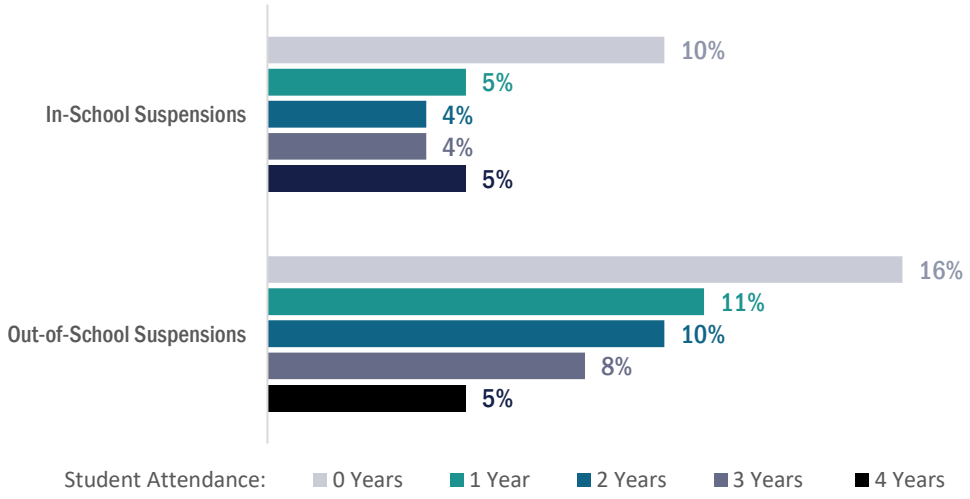
A series of exploratory descriptive analyses with unique subgroups further highlight a relationship between high levels of 21st CCLC participation and measures of student behavior. These analyses explored relationships between participation and behavior in respect to participants who participated at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

MULTI-YEAR ATTENDANCE: The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' behavioral data from spring 2023 and disaggregated by the number of years (0 years, 1 year, 2 years, 3 years, or 4 years). Due to smaller sample sizes in the higher participation levels among high school students, the

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

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

Figure xviii: Suspension Rates: 3-8 (2022-2023)

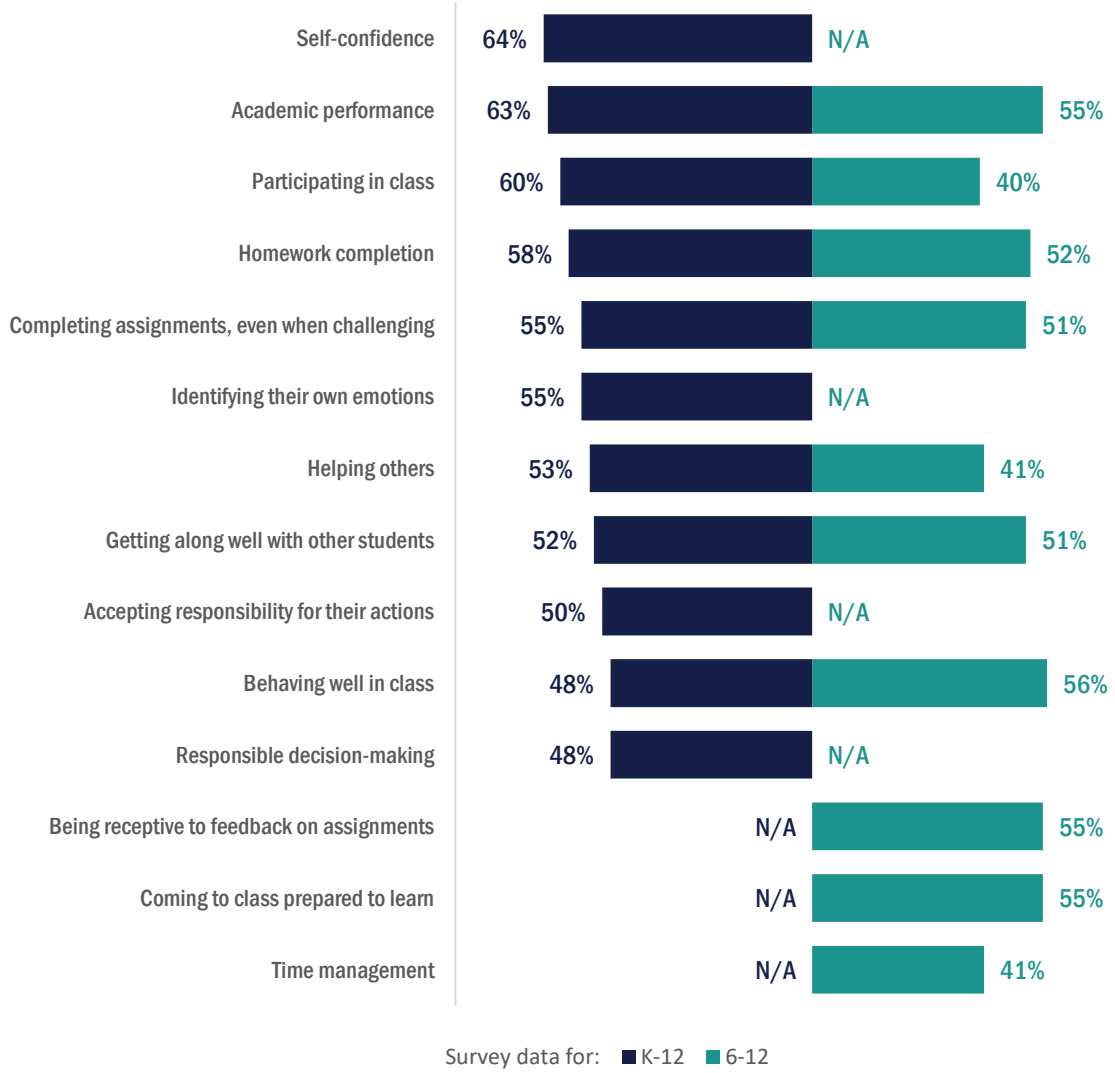


Relationship Between School-Related Behaviors and 21st CCLC Participation

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

SCHOOL-RELATED BEHAVIORS: At least 5 out of 10 participants attending 60+ days in the 21st CCLC program and identified as needing to improve their school-related behaviors were reported by their teacher as improving in self-confidence, academic performance, class participation, and homework completion for K-12 students and improving in classroom behavior, academic performance, being receptive to feedback on assignments, and class preparation for 6-12 students.

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



Summary of Indiana 21st CCLC Performance Measures

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

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

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

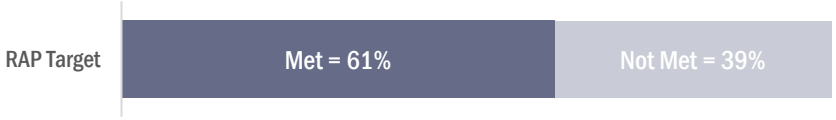
Academic Performance Measures (Grades K-12): Across all sites, 81% of Academic performance measures were met (603/743). Within the Academic performance measures, all sites were required to include English/language arts and math grade measures. Across all sites, 82% of English/language arts grade measures (169/205) and 82% of math grade measures (168/205) were met.

Social/Behavioral Performance Measures (Grades K-12): Of the 466 Social/Behavioral performance measures set by sites, 73% (342/466) were met.

Family Engagement (Grades K-12): Across all sites, 90% of all Family Engagement performance measures (303/335) were met.

Regularly Attending Participants (RAP) Targets (Grades K-12): Over half (61%) of sites met their targets for regularly attending participants (RAPs). To be a regularly attending participant for state reporting in 2022-2023, a student must attend at least 45 days of school year programming.

Figure xxi: Percentage of Sites Meeting RAP Targets



Approach

Background

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

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

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

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

Data Source

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

Site-Level Program Quality

Complete responses were provided by 100% of eligible sites (i.e., those receiving 21st CCLC funding and providing programming during the 2023-2024 school year). The majority of sites (58%) had received 21st CCLC funding for less than 10 years. When experience of program and site leadership was examined, survey responses revealed that over half of program directors had worked at least 5 years in their current position (53%), while the majority of site coordinators had worked in their current position for 3 years or less (54%).

Staffing

Across participating sites, programs reported that a total of 1,345 paid, frontline staff members (not including the site coordinator, partners, contractors, or volunteers) worked with 21st CCLC students during the 2023-2024 program year. The number of staff working in each site ranged from 0 to 31, with a mean of 7.04. The majority (77%) of frontline staff had five or fewer years of experience working in afterschool programs, and over half (60%) were employed at the site during the prior program year. Further, 58% of staff worked in a related field prior to their current position. More than half (55%;) of frontline staff had not yet completed some form of post-high school training program or degree (e.g., associate's, bachelor's, master's). In addition, 28% were certified teachers and 9% had a current/active Child and Youth Care Worker (CYC) Certification, or a specialized credential that is directly related to the programming provided.

Staff Training, Evaluation, and Planning: Survey responses showed that in most sites (81% to 90%), the majority of staff have access to orientation when hired, are required to attend regular staff meetings, have received a formal evaluation at least once per year, and have paid time for planning.

Hiring and Recruiting: In over half of Indiana's sites, site coordinators participated in interviews (57%) and had autonomy to make staffing decisions (67%) at least most of the time. In 62% of sites, school day staff had input into staffing decisions less than half the time.

Approach

Background

A site-level questionnaire was administered to capture program quality information from all sites offering school-year 21st CCLC programming in Indiana with the goals of 1) providing an overall summary of quality across grantees and sites and 2) supporting continuous quality improvement at the site level.

This section focuses on sites that provided 21st CCLC-funded programming during the 2023-2024 grant year, whereas other sections of the report focus primarily on data from 2022-2023.

Definitions

For the purposes of the survey, **paid, frontline staff** were defined as paid staff working directly with 21st CCLC students, not including the site coordinator, partners, contractors, or volunteers. This included staff funded by sources other than 21st CCLC.

Data Sources

Data were drawn from a questionnaire developed to assess observable, research-based indicators of afterschool quality covering site background, staffing, program design, and instructional practices. The development of items was supported by a review of afterschool program quality in the literature. The instrument was developed by the state evaluation team with support from IDOE and Indiana 21st CCLC Evaluation Advisory Group. It was piloted by five 21st CCLC grantees in 2020. The survey was completed by program staff from March to May 2024.

Program Design

Over half (54%) of sites reported that they regularly use published or externally developed curricula. Site coordinators, program directors, and program staff/youth workers were most frequently responsible for program planning.

Enrollment and Recruitment Policy: In Indiana, most sites (81%) have developed a structured system for schools to refer students with academic needs and created strategies to mitigate income (91%) and transportation (66%) barriers for participants.

Youth Ownership: In nearly all sites, students have opportunities to take ownership in programming. However, these opportunities are somewhat limited; students helping make activity plans and making content choices occur between some of the time and most of the time within the majority of sites.

Program Structure: The majority of sites utilized a predefined calendar that included weekly and daily schedules (75%) and employed structured transitions (e.g., established hallway norms) between activities (63%) at least most of the time.

In the majority of sites, most or all homework help/tutoring and academic enrichment activities incorporated state standards and utilized a written lesson plan during a typical month.

Most or all homework help/tutoring, academic enrichment, and recreational activities offered during a typical month were developed to respond to students' feedback in the majority of sites.

Linkage to the School Day: Survey responses showed that many sites have implemented practices to create linkages with the school day. The majority (73%) of sites have identified a school day staff member to serve as a formal liaison between the site and the school.

Nearly all sites used informal processes (e.g., unscheduled conversations) to solicit information from teachers about students' academic progress. In 67% of sites, formal processes, such as scheduled meetings and regular email updates, were in place.

In the majority of sites, staff reviewed what students were learning in school to inform activities and communicated with school staff to review students' academic progress at least once per month.

Academic performance (e.g., grades and test scores) was reviewed by the majority of the sites at least once a month.

Instructional Practices

Survey responses showed that many sites have made progress implementing high-quality instructional practices. In the majority of sites (83%), students had opportunities to work with their peers in small groups at least a few times a week. Students had the freedom to choose their activities at least a few days per week in over half of sites (75%). Opportunities for students to lead group activities occurred less frequently; however, half of sites (63%) provided leadership opportunities at least once a week.

During a typical month, the majority of sites reported that most or all sessions included:


Interaction with staff/other adults


Hands-on components


Individual or small group tutoring


Alignment with student interests or backgrounds


Opportunities to acknowledge students


Step-by-step instruction


Sequential sessions in which complexity increased to build skills

Conclusions

The 2022-2023 evaluation of Indiana's 21st CCLC programs provides ongoing evidence of the relationship between high levels of participation in afterschool programming and improved outcomes for Indiana's youth. When examined in the context of prior evaluations, current results suggest that participation in programming is increasing following substantial decreases during and immediately following pandemic-related program closures. Moreover, when compared to prior reports, outcomes for elementary school students remained consistent, middle school students showed a decline in performance, and high school students demonstrated improved results. These results were consistent with the state evaluation of REACH programming offered during the same time period. A summary of key conclusions and implications follows.

Descriptive analyses suggested a positive relationship between high levels of 21st CCLC participation and academic performance (e.g., ILEARN, reading and math grades), school day attendance, and school behavior. Findings appear to be strongest among students who attend 90 or more days. Moreover, participants who attend 21st CCLC programs for multiple years and attend at higher levels during those years (60 or more days each year) appear to have better academic and behavioral outcomes compared to those who attend less frequently.

Relationships between high levels of attendance and academic performance were confirmed by matched-groups analyses, which showed that students attending at higher levels were more likely to pass and demonstrate growth on the ILEARN assessment. Moreover, the matched-groups analyses suggested evidence of a relationship between attendance in the program and fewer school disciplinary issues.

When compared to prior years, stronger effect sizes were noted for several outcomes, which suggests that the relationships between participation and outcomes may have been greater in 2022-2023 than in the years immediately following COVID-19 program shutdowns. In particular, the most notable differences in effect sizes were observed when comparing results across years for participants in grades 9-12. Many high school students who attended at high levels participated in programming offered by a small subset of grantees, and these grantees may serve as a model for high school programming in future years.

Middle school performance was weaker in 2022-2023 compared to prior evaluations, which may suggest that since the pandemic, programs are struggling to address new challenges faced by middle school participants. This was consistent with findings from the REACH state evaluation, as well as state and national trends.

Recommendations

Based on findings from the 2022-2023 state 21st CCLC evaluation, the following recommendations are proposed for consideration. Current initiatives led by Indiana's 21st CCLC Stakeholders Group are well positioned to support grantees in these areas.

- **Promoting Within Year Student Attendance:** The evaluation has identified linkages between program attendance and improved outcomes for youth, particularly those who attend more than 90 days. Consideration may be given to strategies that increase the number of youth who attend programming at high levels during the school year. A variety of strategies are encouraged,

including, but not limited to, 1) adopting policies that incentivize grantees to offer additional days of programming and to mitigate attendance-related barriers for grantees and 2) providing grantees with examples of best practices and relevant support/resources for recruiting and retaining youth. Current efforts by 21st CCLC Stakeholders Group related to attendance are well aligned with the findings and recommendations included in this report.

- **Promoting Multi-Year Participation:** Positive outcomes have been observed for youth who participate in programming at high levels over multiple years. Consideration may be given to strategies that support consistent access to programming over multiple years, as well as approaches that encourage youth and their families to participate for multiple years. Strategies may include, but are not limited to, 1) providing grantees with resources to sustain programming across multiple years (including without 21st CCLC funding), 2) promoting program models that support multi-year attendance (e.g., serving multiple grade levels and/or feeder schools), and 3) providing support and examples of best practices for sustaining participation across multiple years.

- **Providing Resources to Mitigate Student Challenges:** In the years following the pandemic, youth have faced a variety of serious obstacles including learning loss and disruptions to social and behavioral development. Afterschool programming is well positioned to support youth as they face these challenges. Program leaders are encouraged to continue providing targeted resources to help programs address their participants' changing needs. For example, through the 21st CCLC Stakeholders Group a variety of supports have been developed and provided to grantees related to the specific needs of youth (e.g., peer learning panels, OST special education FAQs). As applicable, these supports should be continued and expanded.

- **Identifying Successful High School Models:** As noted above, stronger effects were noted for high school participants compared to prior years. While many high school students who participated at the highest levels (e.g., 60-89, 90+ days) attended programming offered by a small subset of grantees, these programs may be used as models for expanding quality high school activities across Indiana. As applicable, consideration may be given to additional evaluation activities that identify best practices employed in programs where high school students appear to benefit the most.

Considerations

The 2022-2023 evaluation of the Indiana 21st CCLC program highlights a number of promising findings associated with implementation of 21st CCLC programming. The current evaluation builds on prior findings. Many previous methods were continued, and enhancements were added to address new evaluation questions or increase rigor. Several considerations should be taken into account when interpreting and utilizing results from this evaluation.

- **Limitations of Matched-Groups and Descriptive Analyses:** As noted elsewhere in this report, while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not

available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013). In addition, multiple descriptive analyses were conducted. This approach represents all 21st CCLC participants with available data and is useful for understanding overall program trends. However, when describing relationships between program participation and relevant outcomes, it is understood that these data do not imply causation.

- **Limitations of Available Data:** Indiana requires grantees to enter program context, participation, and outcome information into a statewide web-based attendance system. For the 2022-2023 evaluation, this software tool was the TransAct/Cayen AfterSchool Software. The statewide evaluation was dependent on the veracity of data entered by grantees into the system. In some cases, data were not entered for participants (Table B1 in Appendix B), which limited analyses. In other cases, the nature of the available information did not allow for meaningful study. For example, to ensure consistency in the type of data being used within analyses specific to English/language arts and math grades, only participants with traditional report card grades (i.e., A+ or A to F) were included; however, a portion of participants reported non-traditional report card information. Given variance in scales used and uncertainty in what the scales represented, these data were not included in analyses.
- **Contextualizing Effect Sizes:** Throughout the report, effect size estimates are provided to demonstrate the magnitude of differences between participant groups. To aid in the communication of these effects, multi-disciplinary guidelines for effect size interpretation were utilized where appropriate (see Appendix B: Methodology and Analysis). While these guidelines are utilized consistently across a variety of settings, it is also important to contextualize effect sizes contained in this report within the field of education. Kraft (2018) notes that in education settings, effects generally labeled "small" have been described as "of policy interest" (Hedges & Hedberg, 2007), "substantively important" (What Works Clearinghouse, 2014, p. 23), and "having educational significance" (Bloom et al., 2008).
- **Program Quality:** Results from the analyses suggested some statistically significant, positive differences between 21st CCLC participants attending with higher frequency compared to those attending less frequently; however, as noted, differences between these groups consisted of mostly small effect sizes. While these effects are similar to results from other studies, several studies that link program quality to youth outcomes should be considered (e.g., Durlak, Weissberg, & Pachan, 2010; Leos-Urbel, 2013; Naftzger et al., 2013; Shernoff, 2010). While the literature may suggest that program quality has some influence on student outcomes, the current evaluation does not differentiate between programs operating at higher quality compared to those operating at lower levels or control for program quality or a robust set of site-level characteristics in its analyses.

Program Context

Program Context: 2022-2023

21st CCLC Locations

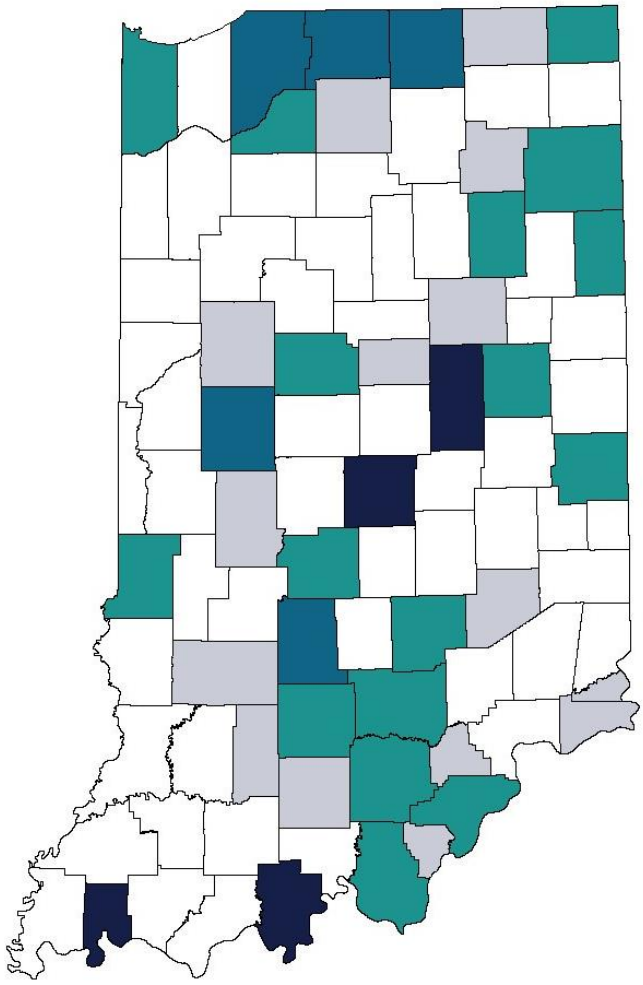
In 2022-2023, 64 grantees with a total of 198 sites (with attendees)[1] participated in the Indiana Department of Education's (IDOE) 21st Century Community Learning Centers (CCLC) program. 21st CCLC programs were offered in 41 Indiana counties.

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

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

The counties with the highest volume of 21st CCLC participants included Marion (3,515), Perry (1,590), Vanderburgh (1,118), and Madison (1,012). Clinton County was new to providing 21st CCLC programs in 2022-2023. For a complete listing of counties with student attendance, see Table C1 in Appendix C.

Figure 1: 21st CCLC Indiana Map 2022-2023



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

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

Grantees

Of Indiana's 64 grantees in 2022-2023, over half (58%) were a community-based organization and over a third (38%) were a school corporation. Other types of organizations included charter schools and universities. Data are displayed in Figure 2. See Table C2 in Appendix C for additional details.

Figure 2: 21st CCLC Grantees 2022-2023

Of grantees are community-based organizations.

Of grantees are school districts.

Activities

21st CCLC sites provide a variety of activity topics, including academic enrichment, career readiness, cultural programs, drug and violence prevention, educational activities, healthy and active lifestyles, literacy, and STEM – among many others. The activity topics with the greatest number of activities (which represents activity variety) across the 21st CCLC sites were academic enrichment, healthy and active lifestyle, and STEM activities. Sites reported the greatest number of average hours spent on parenting skills and family literacy, drug and violence prevention, and academic enrichment; these represent the activities that were offered for the greatest amount of time (if offered).

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

Figure 3: Activity Implementation 2022-2023I

	Number of Activities	Avg. Days Offered	Avg. Hours Offered	Avg. Hours/Day
Academic Enrichment	966	64	95	1 hr 49 min
Healthy and Active Lifestyle	702	53	55	1 hr 18 min
STEM	564	27	40	2 hr 02 min
Well-rounded Education Activities (e.g., credit recovery or attainment)	330	36	60	1 hr 32 min
Cultural Programs	186	38	50	1 hr 40 min
Career Competencies and Career Readiness	173	27	42	2 hr 09 min
Literacy Education	124	50	52	1 hr 06 min
Parenting Skills and Family Literacy	32	24	110	1 hr 58 min
Drug and Violence Prevention and Counseling	20	68	104	1 hr 51 min

[3] There were 15 activities that were missing data for their activity category (0.5%). Missing data are not included in the figure.

Attendance

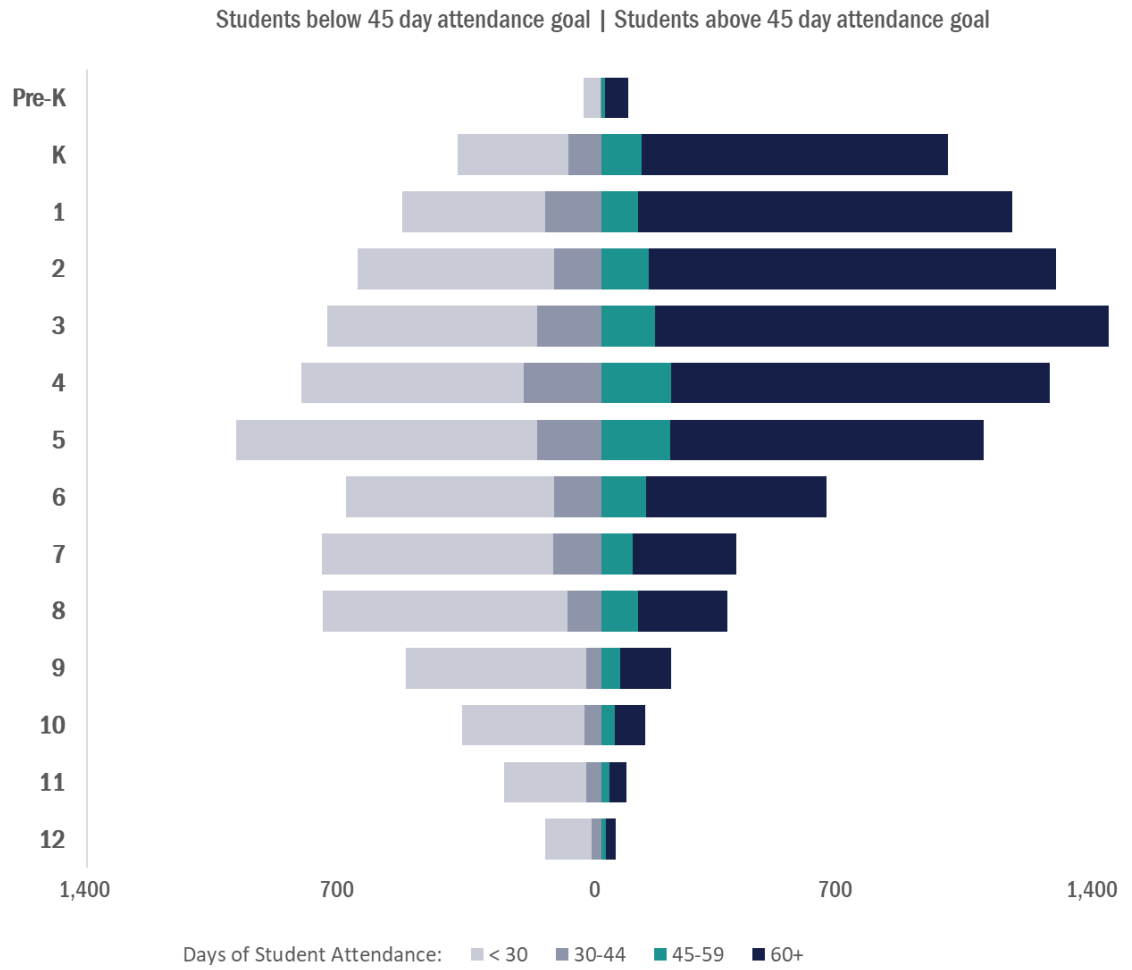
21st CCLC programs were available for participants enrolled in pre-kindergarten (pre-K) through 12th grade, with a total of 16,606 participating in 2022-2023. The number of students participating in each grade level ranged from the smallest group of 120 pre-kindergarten students to the largest group of 2,128 3rd grade students. The majority of 21st CCLC participants (59%) were in 1st through 5th grade.[4]

16,606 Students were served by 21st CCLC programming in Indiana during 2022-2023

Indiana's 2022-2023 data show that more than half of all participants in pre-K through 5th grade attended at least 45 days. In addition, more than half of students in pre-K through 4th grade attended for 60 or more days. For additional data, see Table C4 in Appendix C.

Figure 4: Student Attendance 2022-2023

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

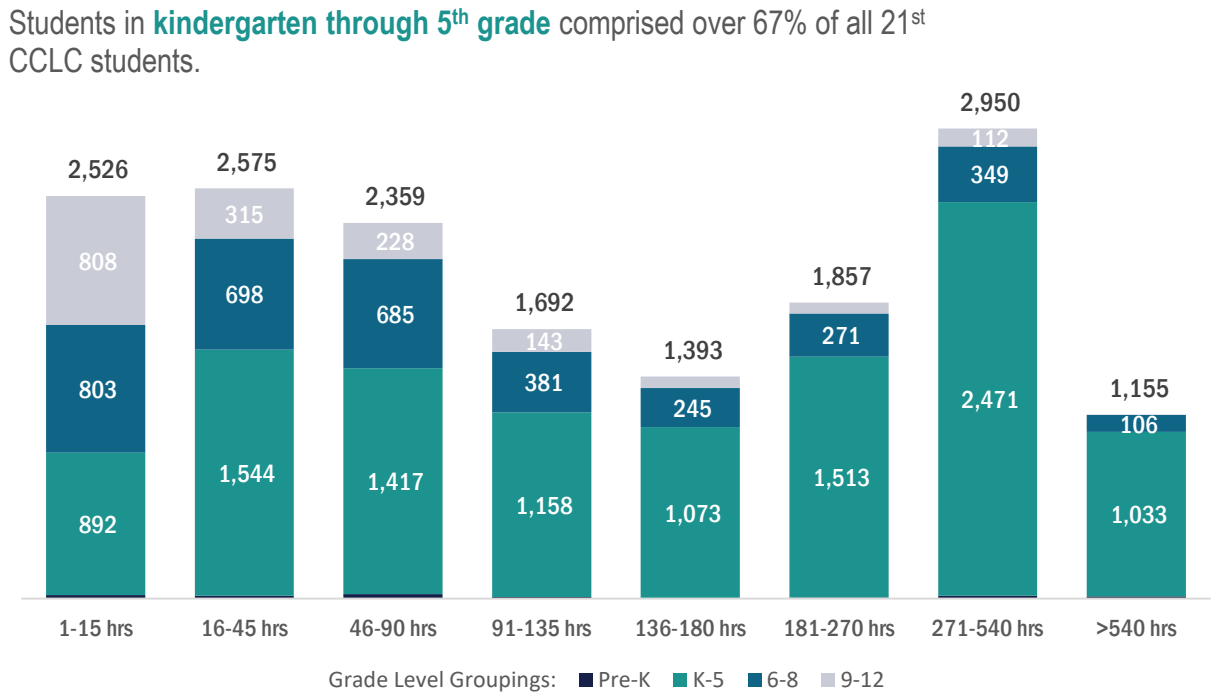


[4] Data entry for the 2022-2023 school year allowed student grade-level to be labeled as "unknown." As a result, grade level was unknown for 99 students (0.6%). Unknown students are not included in the figure.

Hourly Attendance (GPRA Thresholds)

Another way to examine 21st CCLC attendance is through hourly student attendance by federally identified Government Performance and Results Modernization Act (GPRA) thresholds used for federal reporting. This includes grouping attendance by pre-defined hours ranges (e.g., 1-15 hours). The chart below highlights attendance characteristics for Indiana's 21st CCLC students by GPRA ranges. These data mirror results noted in Figure 4 on the previous page, including students in kindergarten through 5th grade comprising a large group of students (11,101; 67%) that also had higher rates of attendance in 21st CCLC programming (55% attended for 136 hours or more). The largest group of students (2,950) had an hourly attendance range of 271-540 hours. For additional data, see Table C5 in Appendix C.[5]

Figure 5: Student Attendance by GPRA Thresholds 2022-2023

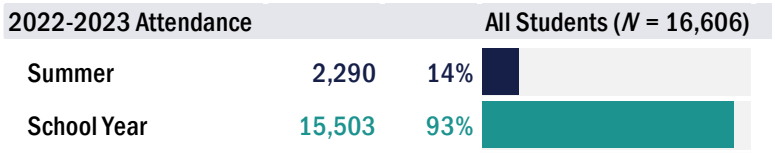


Results below 100 students are not labeled due to space constraints.

Attendance by Term

Programming for 21st CCLC was provided throughout the 2022-2023 school year and during summer 2022. Of participating students (*N* = 16,606), the majority attended during the school year (15,503; 93%). Data are displayed in the figure below with additional details in Table C6 in Appendix C.

Figure 6: Attendance by Term 2022-2023



[5] Data for GRPA thresholds were missing for 1,129 students (6.8%). Missing data are not included in the figure.

Attendance by Student Demographics

21st CCLC student attendance varied slightly depending on student demographic characteristics, such as race/ethnicity, eligibility for free/reduced lunch, or special education status. The figures that follow show student participation by demographics, with further details in Tables C7-12 in Appendix C.[6]

Figure 7: Student Attendance by Race and Ethnicity 2022-2023

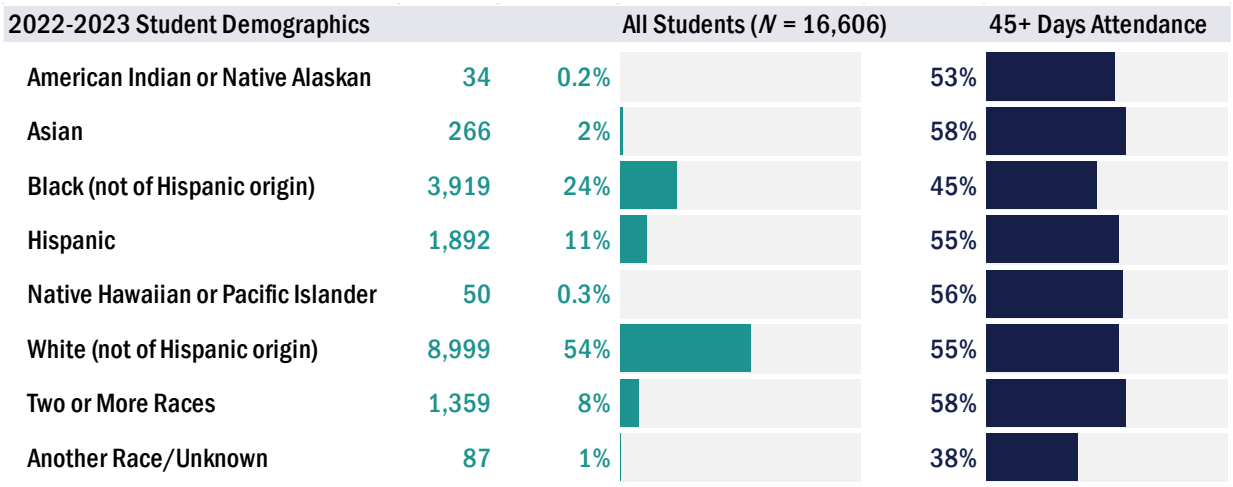
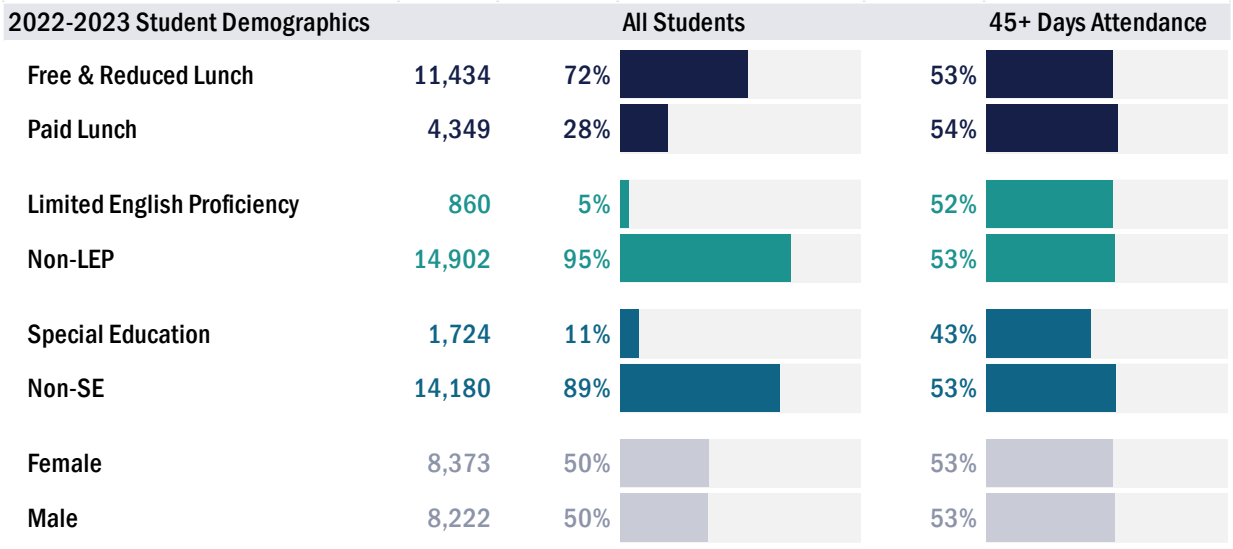


Figure 8: Student Attendance by Demographics 2022-2023



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

Attendance Trends

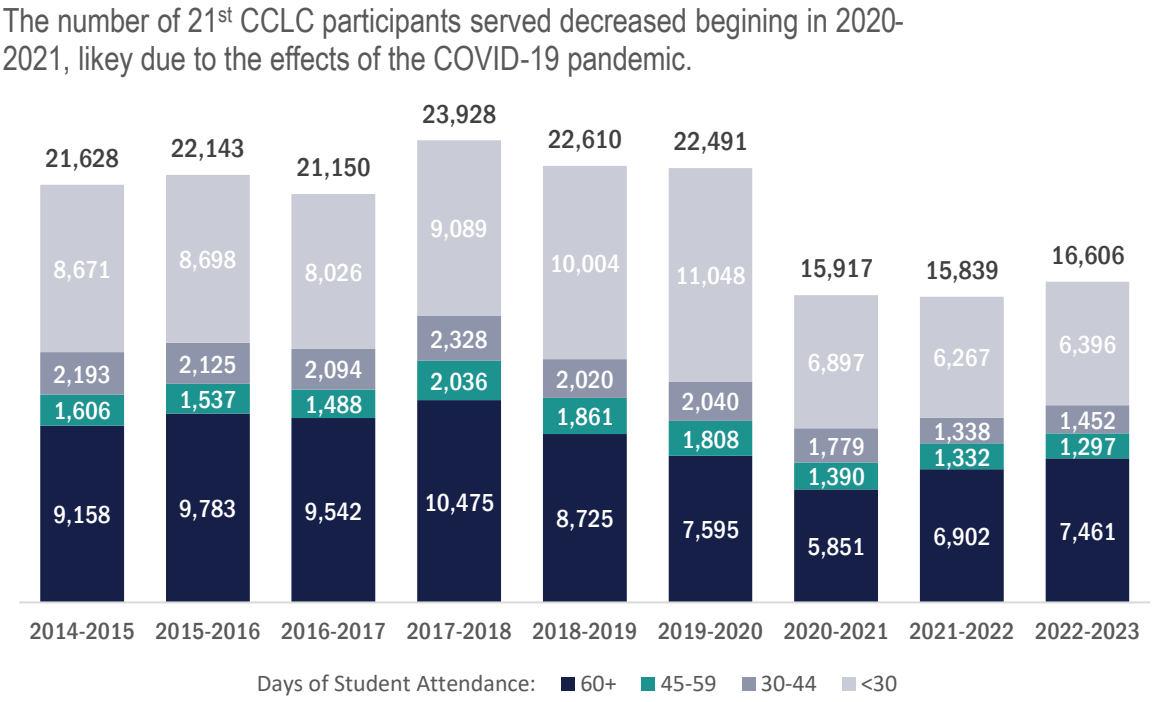
The COVID-19 pandemic likely continues to impact the number of students served in 2022-2023. Prior to the pandemic, the number of participants served annually by 21st CCLC programming had increased by over 980 participants from 2014-2015 to 2018-2019. The COVID-19 pandemic beginning in spring 2020 affected attendance totals especially in the 2020-2021 school year and beyond. In 2020-2021, the number of 21st CCLC students decreased by over 6,570 students from the prior year (2019-2020). Still in 2022-2023, the number of 21st CCLC students remained lower than usual (5,885 students fewer than in 2019-2020). However, while the overall number of participants remained lower than pre-pandemic levels, the number of students attending 60+ days has rebounded more quickly, with the percentage of youth attending 60+ days consistent with rates observed prior to 2019-2020.

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

Attendance by Year

Over the past nine years (2014-2015 through 2022-2023), 41% of students attended 60 or more days, and 59% attended at least 30 days. For additional data, see Table C13 in Appendix C.

Figure 9: Student Attendance by Year



Average Participants Per Site by Year

Over the six school years from 2014-2015 through 2019-2020, the average number of participants per site remained steady, with an average of 100 to 110 students served per site each year. However, the

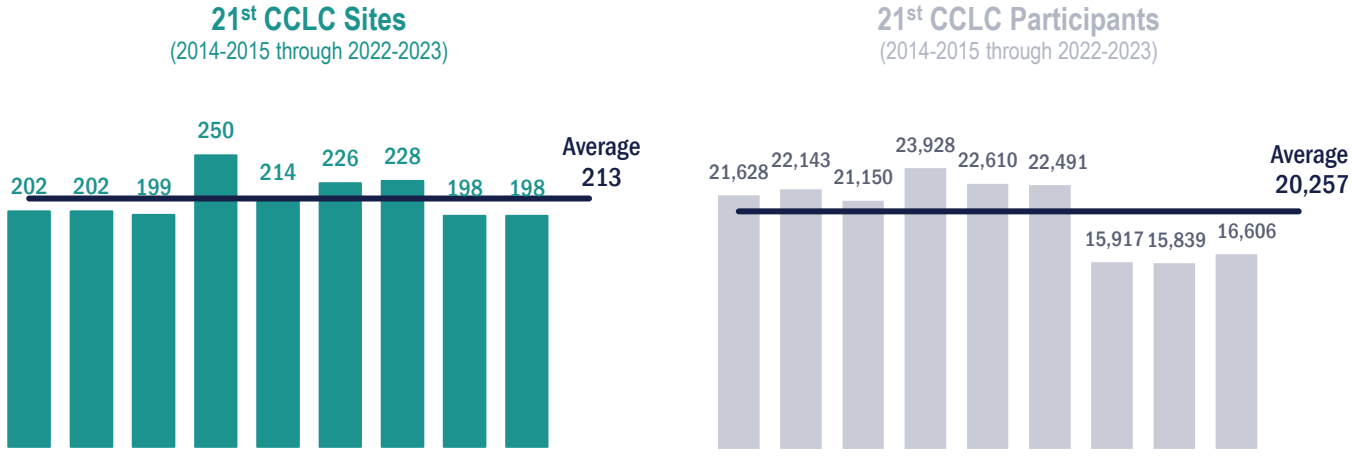
recent school years of 2020-2021 through 2022-2023 averaged 70 to 84 students served per site, likely due to the effects of COVID-19. Further data are available in Table C14 in Appendix C.

Figure 10: Average Participants Per Site by Year

Annual Participants and Sites by Year

Since the 2014-2015 school year, the number of 21st CCLC sites has remained relatively consistent, averaging 213 sites per school year with a minimum of 198 sites and maximum of 250 sites. Similarly, since 2014-2015, the number of 21st CCLC participants has remained relatively close to the average number of students (20,257 students). However, since the 2020-2021 school year, there were fewer students than in the previous years. This is a noticeable difference from the annual trends of the previous six school years, likely due to the impact of COVID-19. Additional student data are available in Table C15 in Appendix C.

Figure 11: Annual Participants and Sites by Year



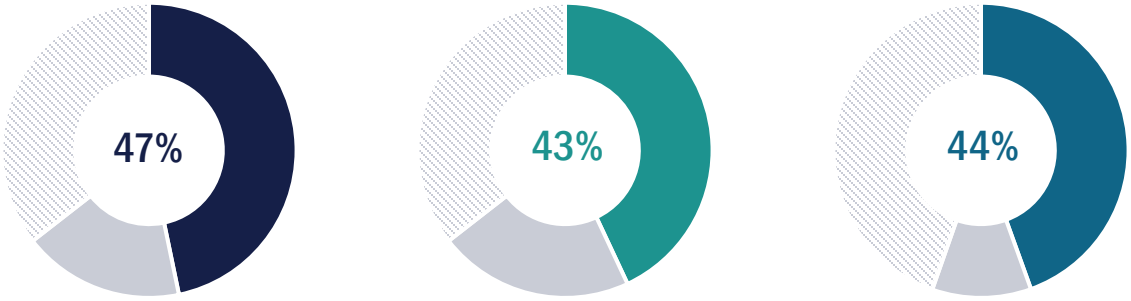
Staff & Volunteers

1,427 Individuals provided 21st CCLC programming to students in Indiana in 2022-2023

A total of 1,427 individuals worked with 21st CCLC participants in 2022-2023. The largest number of staff/volunteers were not certified teaching staff (667; 47%) and were not school district employees (614; 43%). The largest number of staff were also part-time (635; 44%). For staff with data, about half had 1-5 years of overall experience (233). For additional staff data, see Tables C16-19 in Appendix C.

Figure 12: 21st CCLC Staff & Volunteers 2022-2023

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



Of staff were not certified teachers (18% were certified teachers).

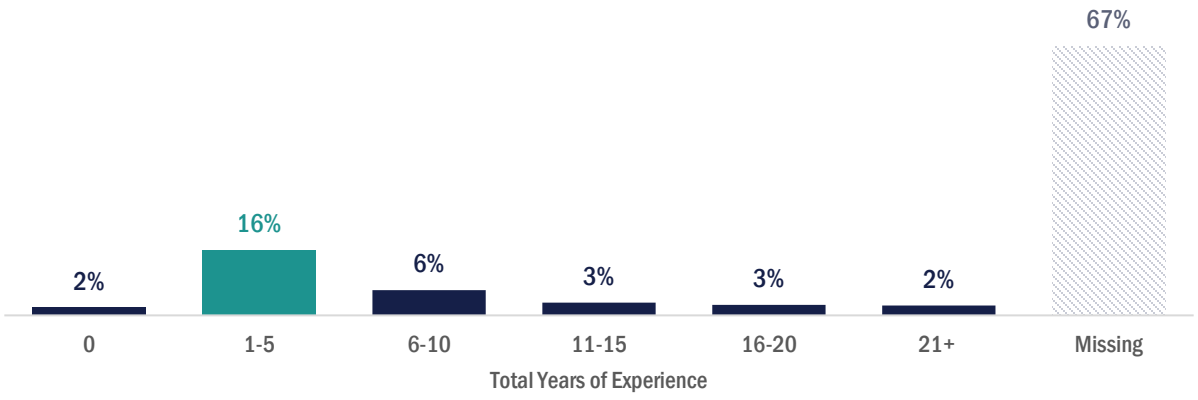
Of staff were not school district employees (21% were employees).

Of staff were part-time (11% were full-time).

Shaded areas in the graph represent missing data.

Figure 13: 21st CCLC Staff & Volunteers Experience 2022-2023

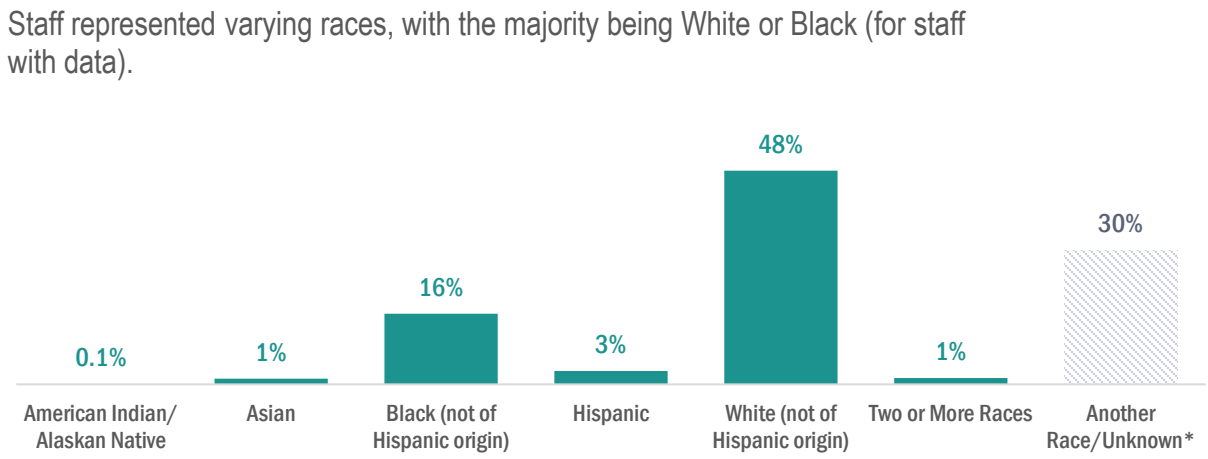
Of staff with data, about half had **1-5 total years of experience**.



Staffing Demographics

Around two of every three staff and volunteers (n = 997; missing = 30%) had data related to race and ethnicity. For those with data, approximately two of every three staff were White and not of Hispanic origin (685).

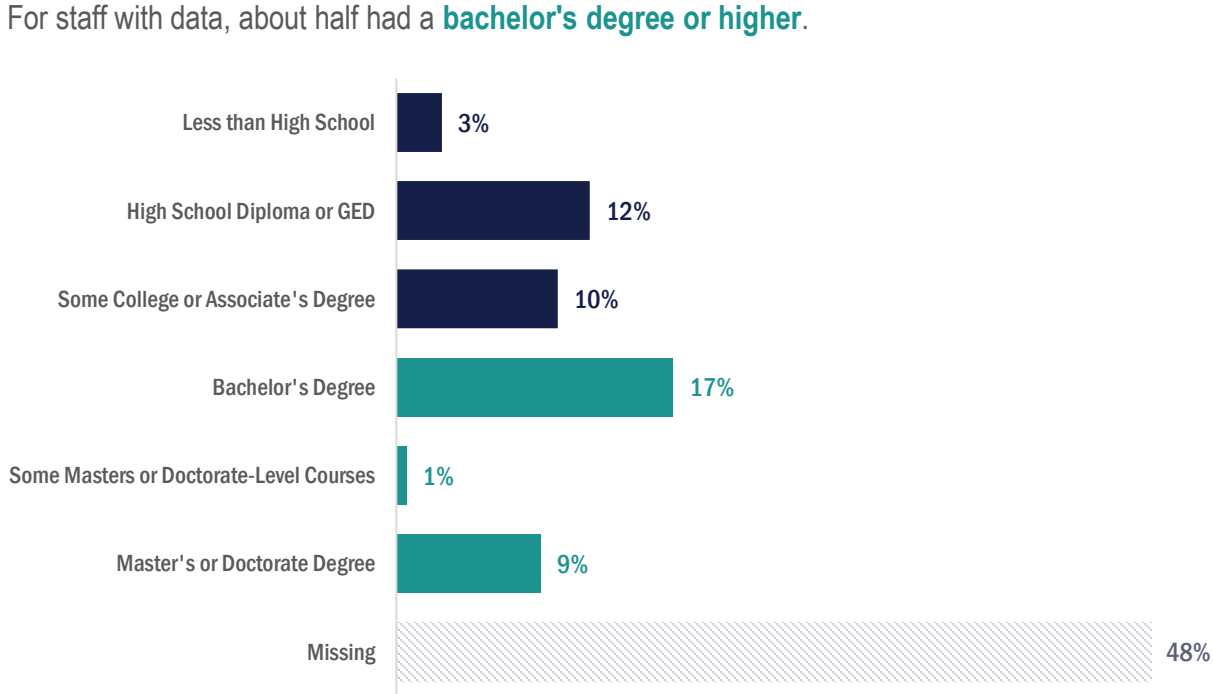
Figure 14: 21st CCLC Staff & Volunteer Demographics 2022-2023



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

Around 52% of staff and volunteers (n = 748; missing = 48%) had information about their highest level of educational attainment. Of those with data, about one of every two had a bachelor's degree or higher (388). For additional staff and volunteer demographic data, see Tables C20-21 in Appendix C.

Figure 15: 21st CCLC Staff & Volunteer Educational Attainment 2022-2023

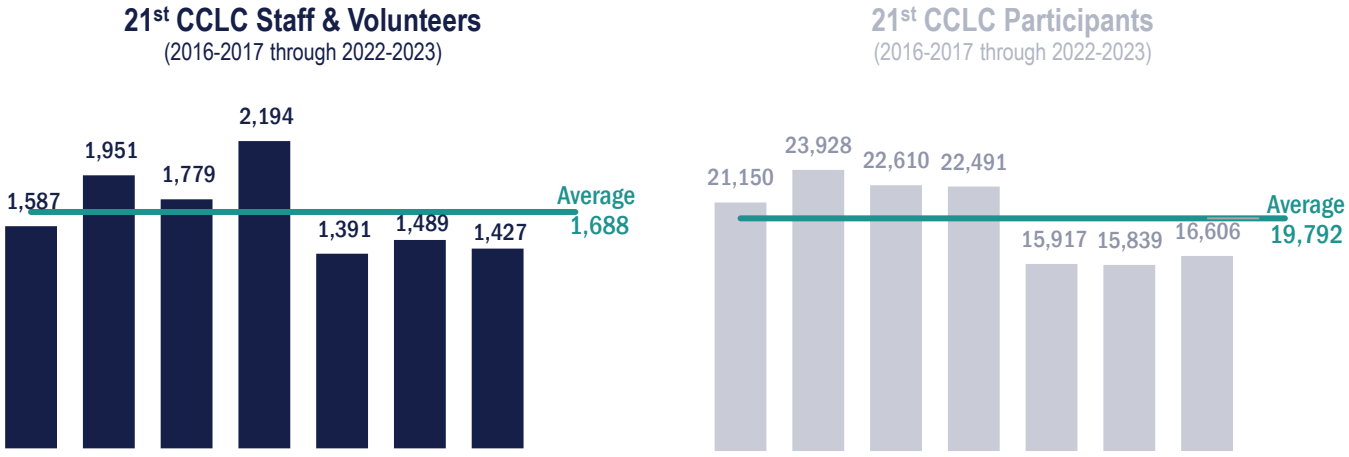


Annual Staffing Trends

Since the 2016-2017 school year, the number of staff and volunteers has averaged 1,688 individuals per year. The 2019-2020 school year had the greatest number of staff and volunteers with 2,194 individuals, and the following year (2020-2021 school year) had the least number of staff and volunteers with 1,391 (a decrease of over 800 staff and volunteers from the year prior). In 2022-2023, the number of staff was very similar to the previous year (62 fewer staff). Data are available in Table C22 in Appendix C.

Figure 16: 21st CCLC Staff & Volunteers by Year

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



Descriptive Analysis

Descriptive Analysis: State Assessment and 21st CCLC Participation

State Assessment

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

Indiana Learning Evaluation Assessment Readiness Network (ILEARN)	ILEARN: Indiana Learning Evaluation Assessment Readiness Network (ILEARN) data were utilized to examine academic achievement in English/language arts and math for grades 3-8. ILEARN was administered in the spring of 2023. All data were provided by IDOE. ILEARN scale scores, growth (based on student growth percentile (SGP)), and proficiency levels were reported. Given the nature of the ILEARN scaling, comparisons of mean scores were presented independently by grade level (see Appendix B). Proficiency levels were provided by IDOE.

English/Language Arts ILEARN Proficiency by 21st CCLC Participation

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

Figure 17: Student Attendance Gradations by English/Language Arts ILEARN Proficiency – 2022-2023

The relationship between days of 21st CCLC participation and ILEARN proficiency was mixed for participants in grades 3-8.

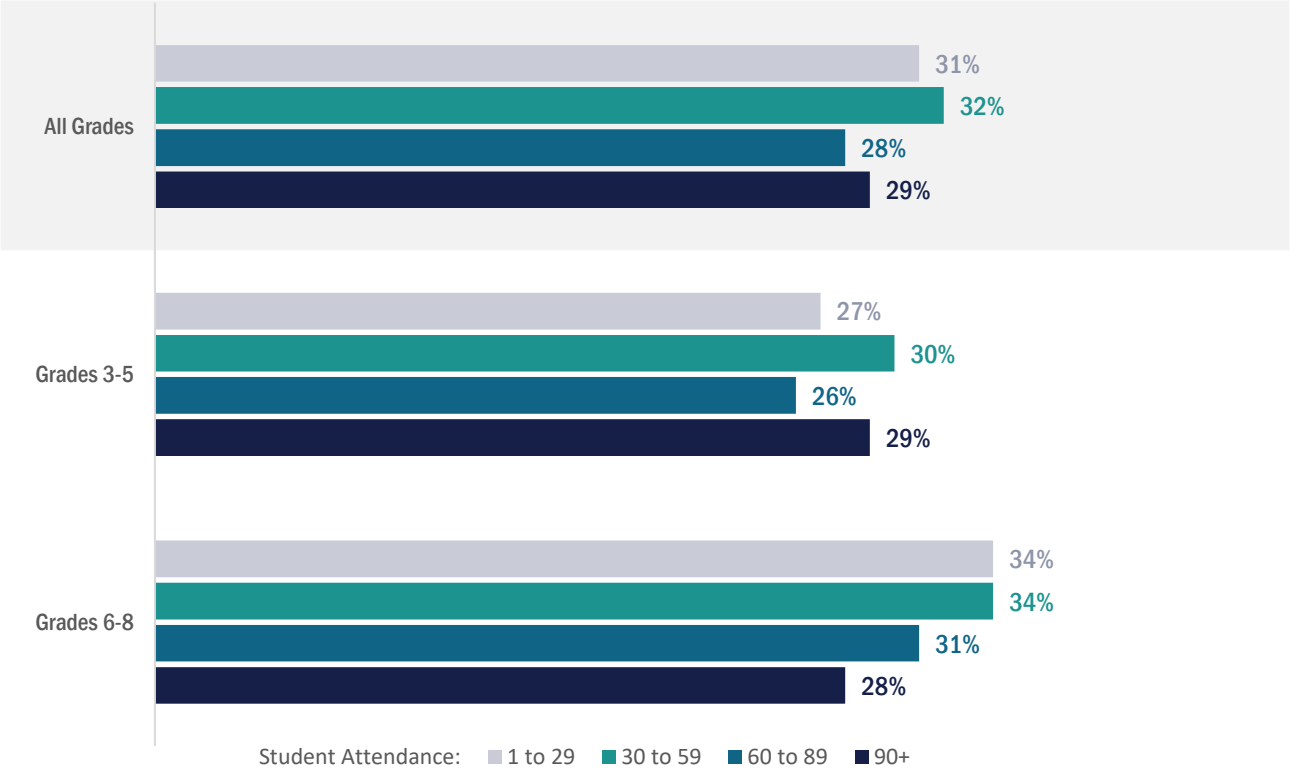


Table 1: Student Attendance Gradations by English/Language Arts ILEARN Proficiency – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (3-8)	908/2976	31%	484/1526	32%	292/1059	28%	771/2693	29%
3-5	393/1452	27%	288/953	30%	191/732	26%	603/2096	29%
6-8	515/1524	34%	196/573	34%	101/327	31%	168/597	28%

Math ILEARN Proficiency by 21st CCLC Participation

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

Figure 18: Student Attendance Gradations by Math ILEARN Proficiency – 2022-2023

A higher percentage of 21st CCLC participants attending **90+ days** passed ILEARN Math compared to those attending fewer days for 3-8 grade levels. This association was driven by youth in grades 3 to 5.

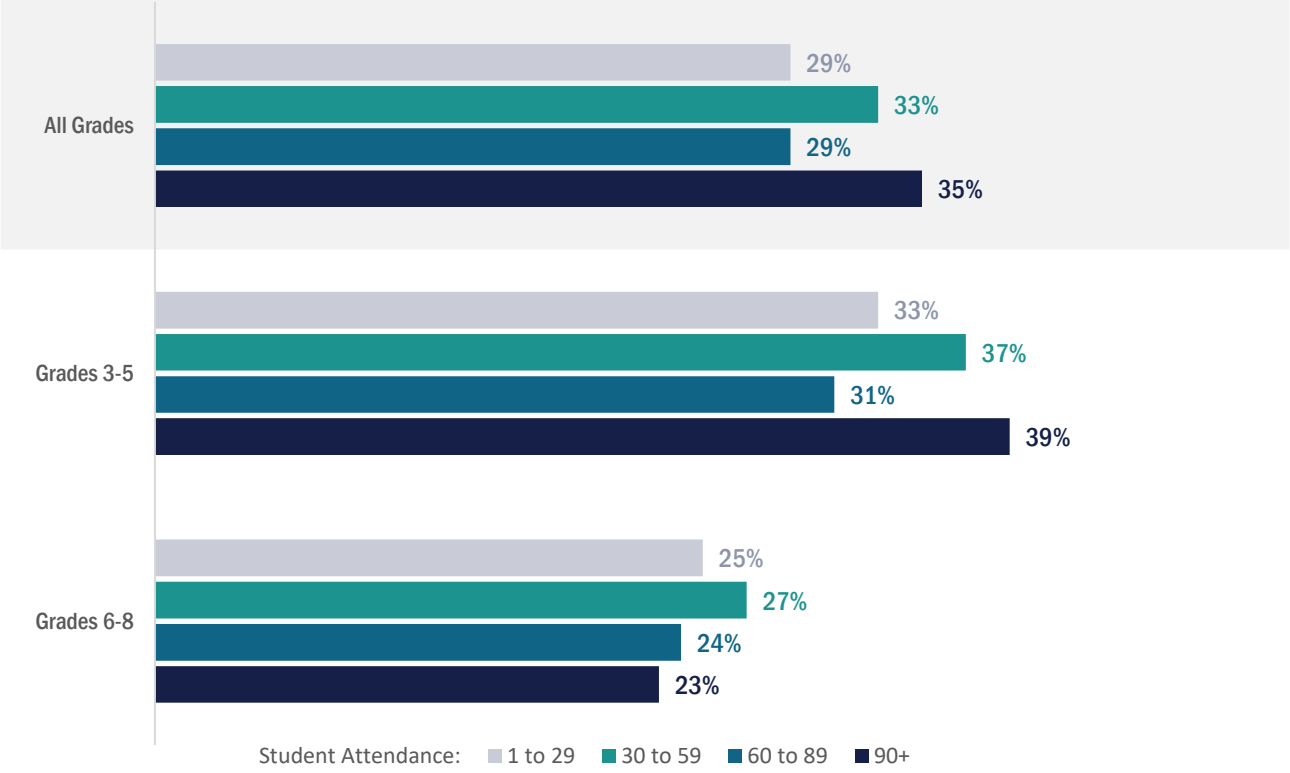


Table 2: Student Attendance Gradations by ILEARN Math Proficiency – 2022-2023

Math: Percentage of 21st CCLC participants passing ILEARN

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (3-8)[a]	862/2971	**29%**	508/1528	**33%**	301/1057	**29%**	951/2692	**35%**
3-5[a]	483/1450	**33%**	355/954	**37%**	223/732	**31%**	816/2096	**39%**
6-8	379/1521	**25%**	153/574	**27%**	78/325	**24%**	135/596	**23%**

[a] Statistically significant association.

English/Language Arts ILEARN Growth (GPRA 1a) by 21st CCLC Participation

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

Figure 19: Student Attendance Gradations by English/Language Arts ILEARN Growth – 2022-2023

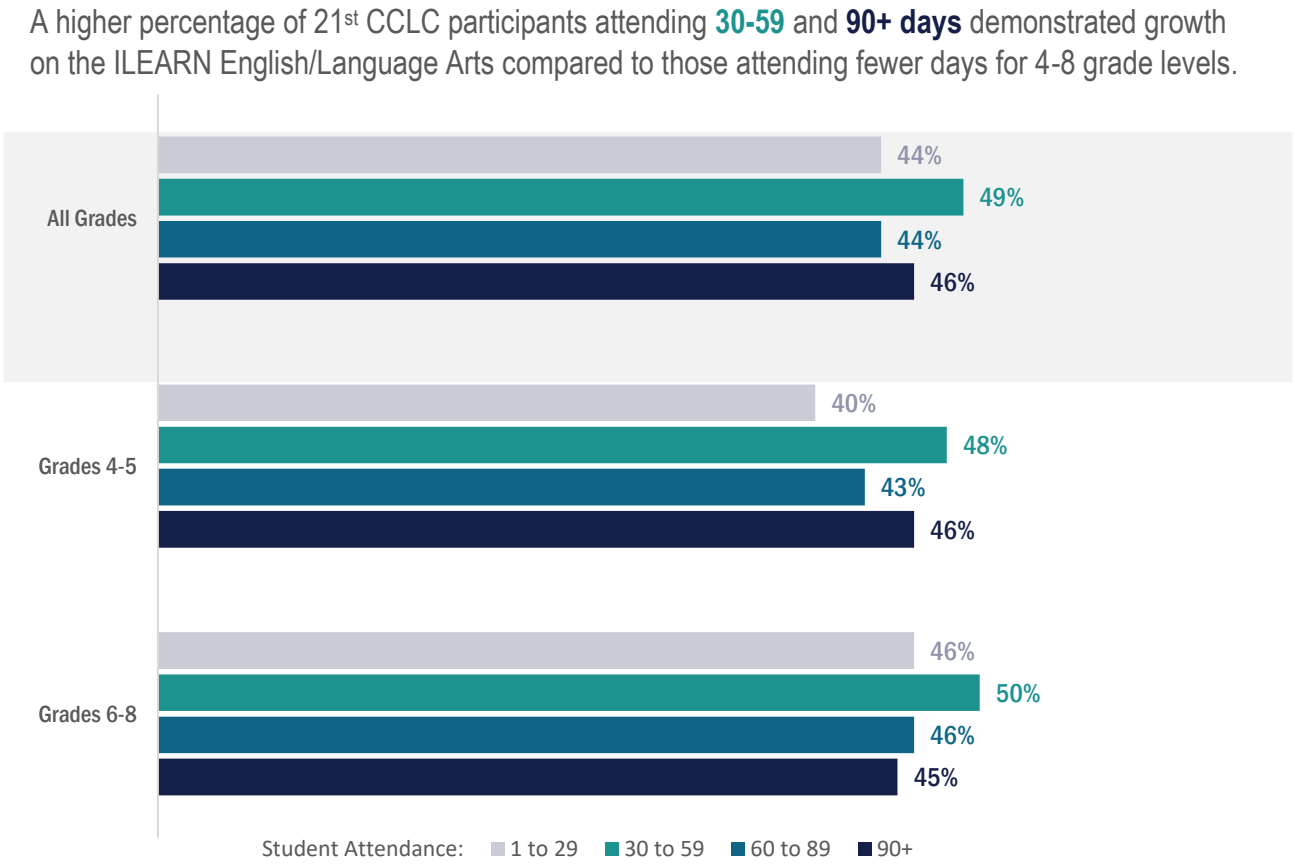


Table 3: Student Attendance Gradations by English/Language Arts ILEARN Growth – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (4-8)[a]	1099/2517	44%	587/1200	49%	334/758	44%	822/1800	46%
4-5[a]	415/1039	40%	311/649	48%	192/447	43%	559/1219	46%
6-8	684/1478	46%	276/551	50%	142/311	46%	263/581	45%

[a] Statistically significant association.

Math ILEARN Growth (GPRA 1b) by 21st CCLC Participation

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

Figure 20: Student Attendance Gradations by Math ILEARN Growth – 2022-2023

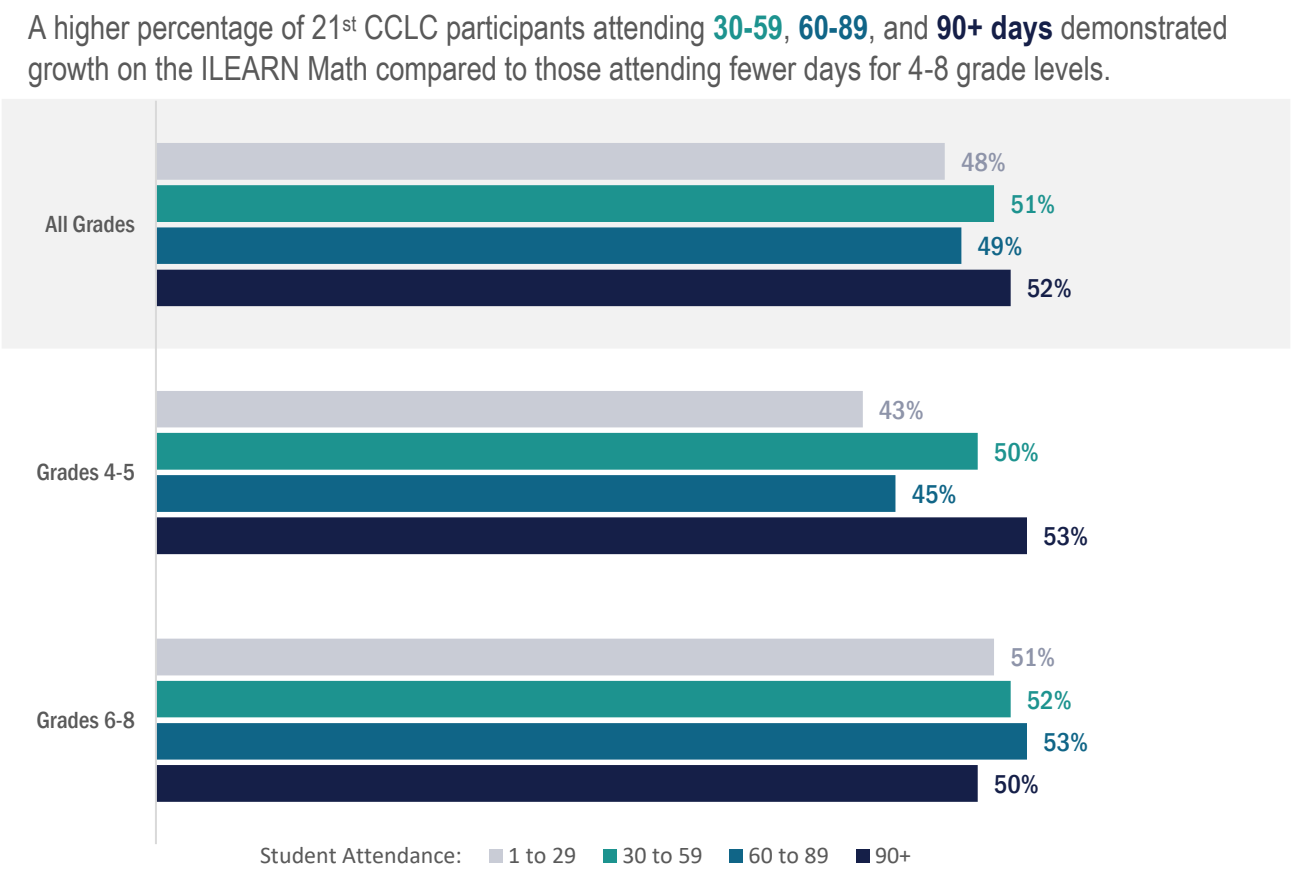


Table 4: Student Attendance Gradations by ILEARN Math Growth – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades (4-8)[a]	1202/2512	48%	610/1198	51%	367/757	49%	935/1802	52%
4-5[a]	450/1040	43%	320/647	50%	202/447	45%	644/1223	53%
6-8	752/1472	51%	290/551	52%	165/310	53%	291/579	50%

[a] Statistically significant association.

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

Indiana Academic Progress Indicators

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

High Academic/Growth Progress Indicator

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

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

Satisfactory Academic/Growth Progress Indicator

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

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

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

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

Figure 21: Student Attendance Gradations by English/Language Arts B or Better or Improving Grade – 2022-2023

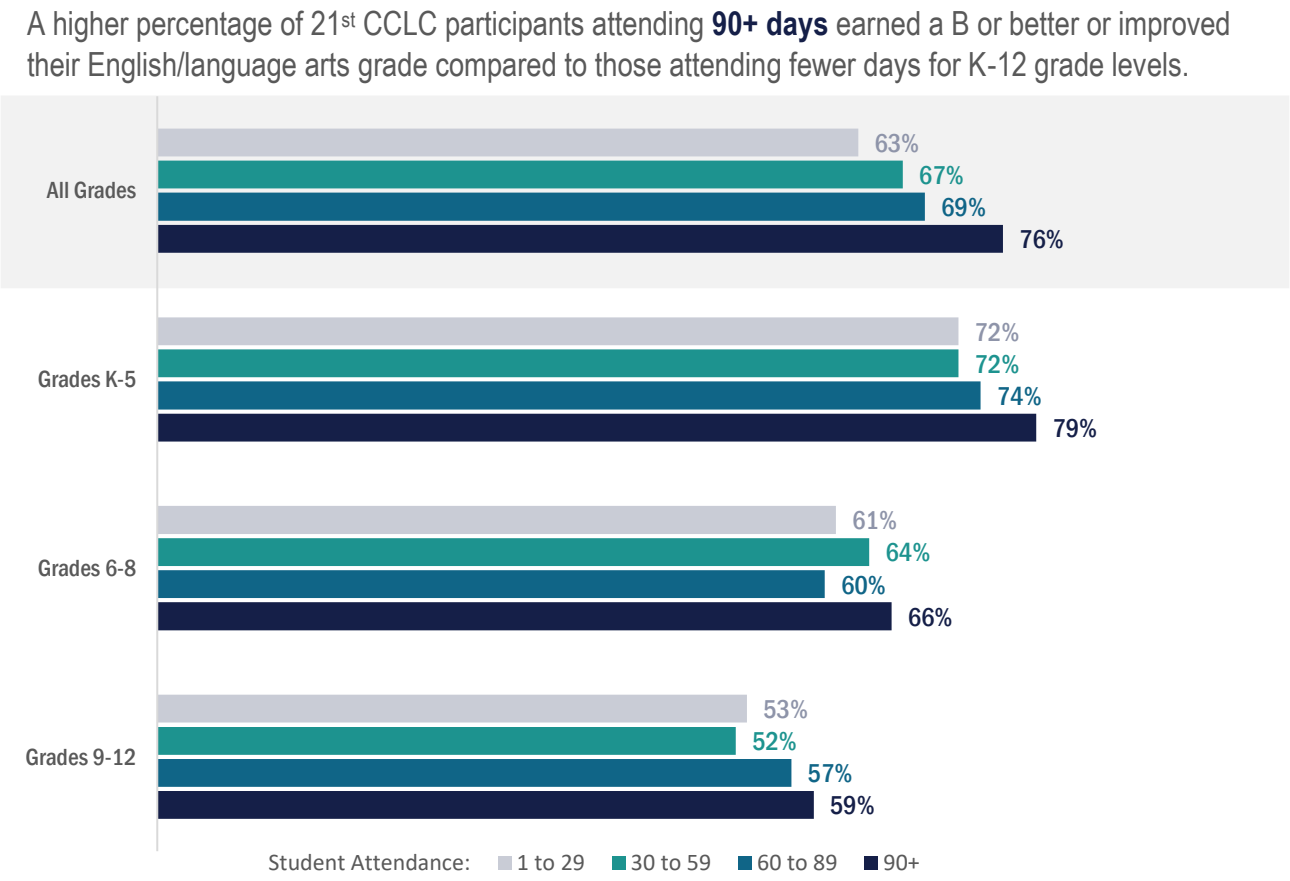


Table 5: Student Attendance Gradations by English/Language Arts B or Better or Increasing Grade – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	2354/3714	**63%**	1139/1696	**67%**	826/1194	**69%**	2344/3068	**76%**
K-5[a]	1042/1440	**72%**	699/970	**72%**	593/800	**74%**	1963/2477	**79%**
6-8	809/1325	**61%**	331/518	**64%**	158/262	**60%**	305/462	**66%**
9-12	503/949	**53%**	109/208	**52%**	75/132	**57%**	76/129	**59%**

[a] Statistically significant association.

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

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

Figure 22: Student Attendance Gradations by Math B or Better or Improving Grade – 2022-2023

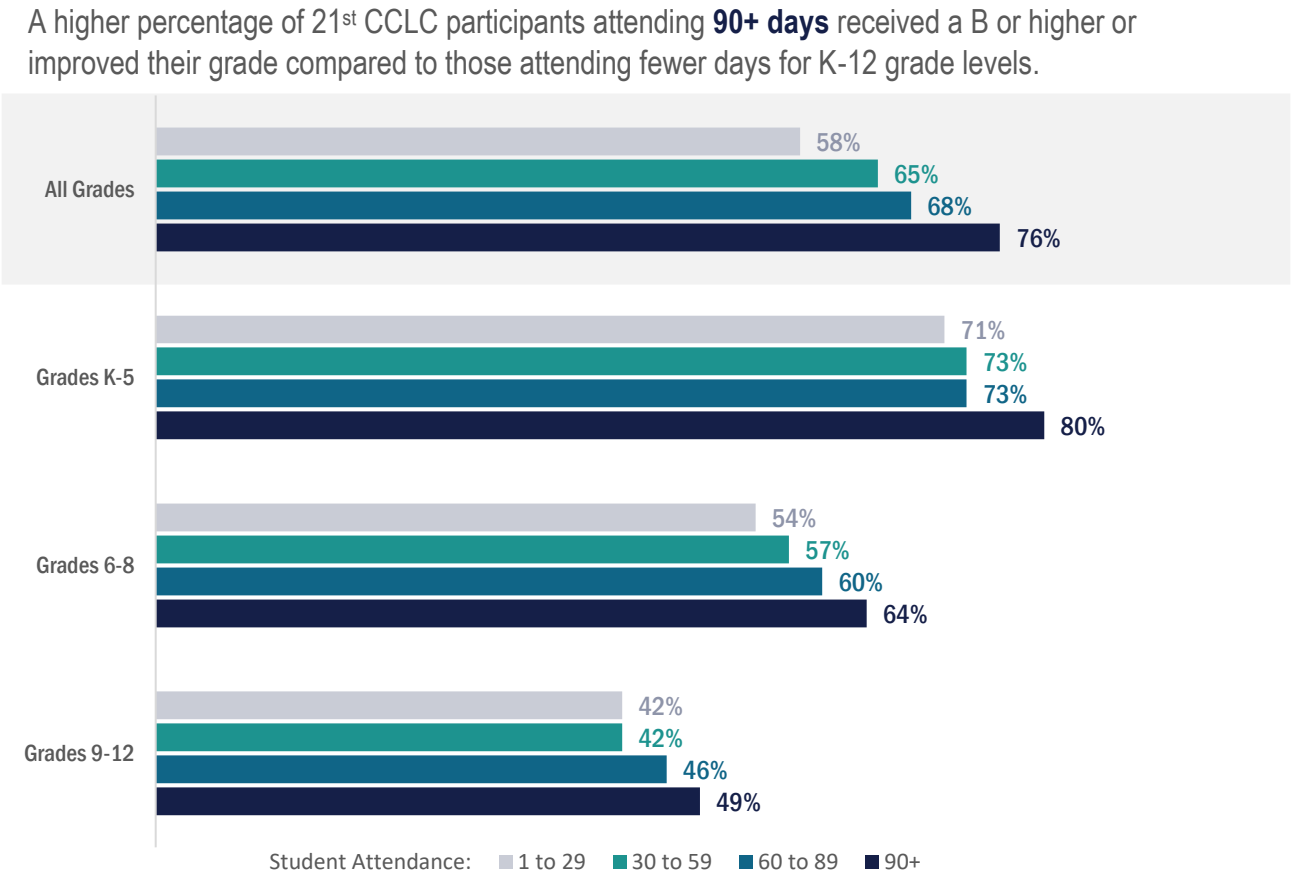


Table 6: Student Attendance Gradations by Math B or Better – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	2106/3647	58%	1088/1680	65%	800/1184	68%	2365/3103	76%
K-5[a]	1022/1444	71%	715/975	73%	586/800	73%	2099/2514	80%
6-8[a]	701/1298	54%	288/504	57%	156/259	60%	293/461	64%
9-12	383/905	42%	85/201	42%	58/125	46%	63/128	49%

[a] Statistically significant association.

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

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

Figure 23: Student Attendance Gradations by English/Language Arts C or Better or Improving Grade – 2022-2023

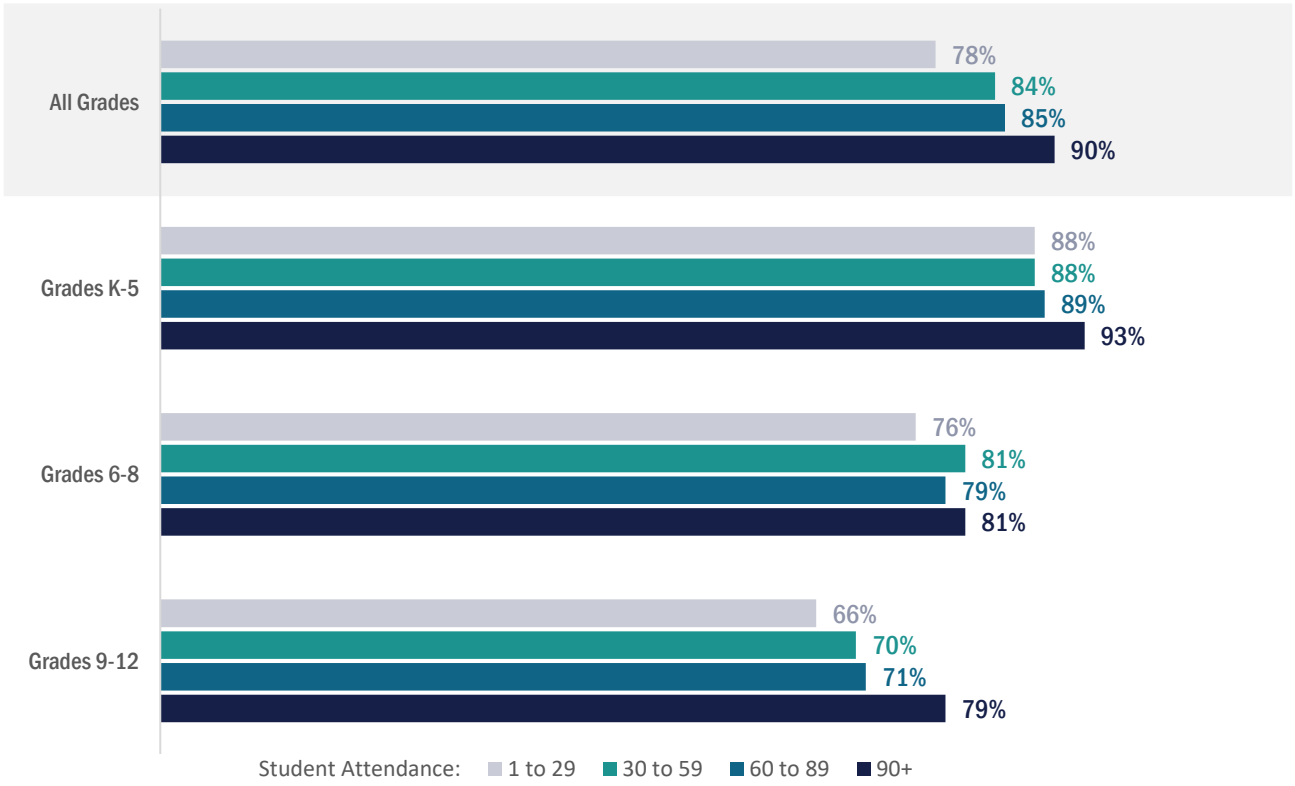


Table 7: Student Attendance Gradations by English/Language Arts C or Better – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	2893/3714	**78%**	1417/1696	**84%**	1013/1194	**85%**	2769/3068	**90%**
K-5[a]	1260/1440	**88%**	854/970	**88%**	712/800	**89%**	2293/2477	**93%**
6-8[a]	1003/1325	**76%**	418/518	**81%**	208/262	**79%**	374/462	**81%**
9-12[a]	630/949	**66%**	145/208	**70%**	93/132	**71%**	102/129	**79%**

[a] Statistically significant association.

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

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

Figure 24: Student Attendance Gradations by Math C or Better or Improving Grade – 2022-2023

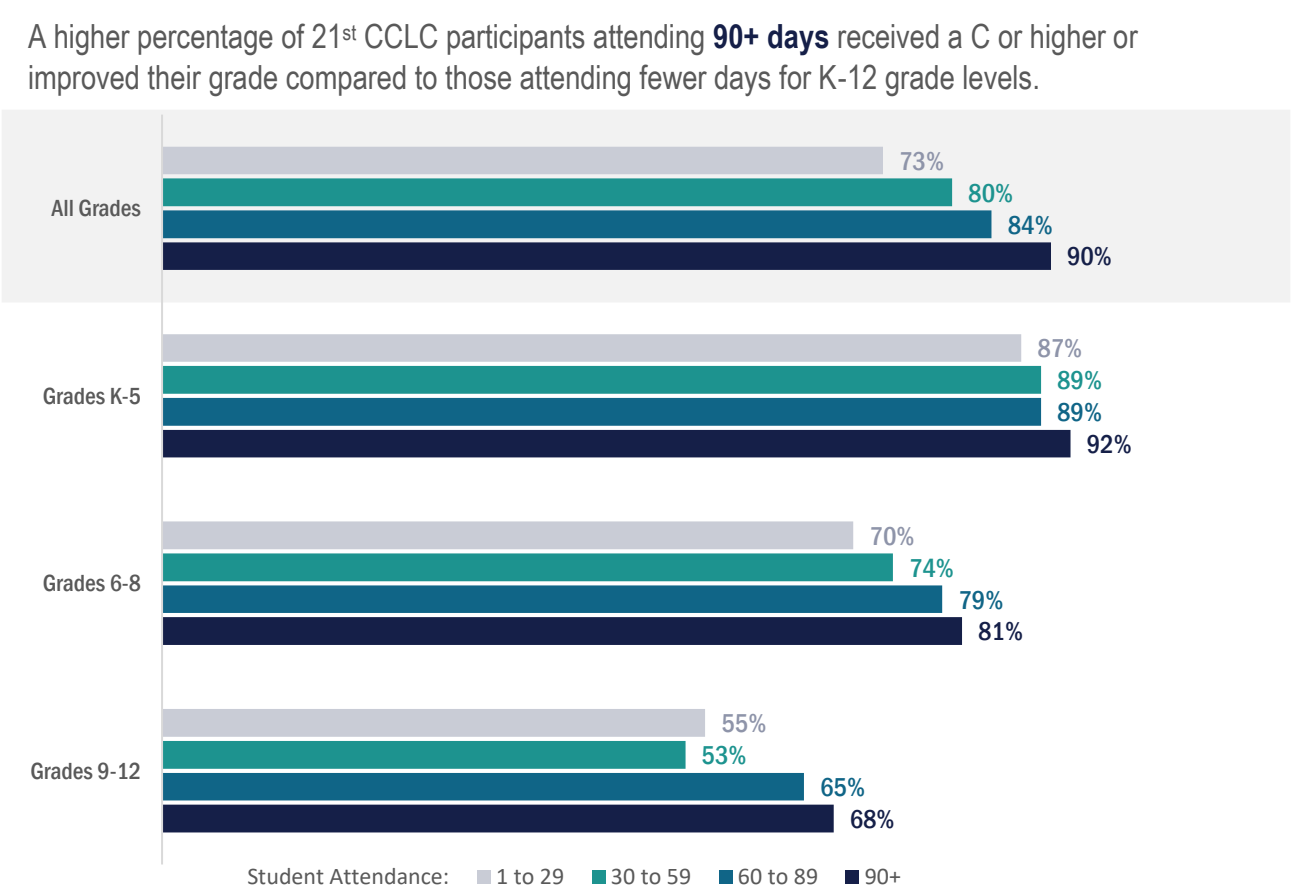


Table 8: Student Attendance Gradations by Math C or Better or Improving Grade – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	2659/3647	**73%**	1346/1680	**80%**	996/1184	**84%**	2778/3103	**90%**
K-5[a]	1256/1444	**87%**	868/975	**89%**	711/800	**89%**	2320/2514	**92%**
6-8[a]	906/1298	**70%**	372/504	**74%**	204/259	**79%**	371/461	**81%**
9-12[a]	497/905	**55%**	106/201	**53%**	81/125	**65%**	87/128	**68%**

[a] Statistically significant association.

Descriptive Analysis: Average Final Grades and 21st CCLC Participation

Average Final Grades

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and academic outcomes as measured by average English/language arts and math grades. Based on participants' English/language arts and math final grades from spring 2023, average grades were calculated as follows:

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

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

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

There was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades K-12. Students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Moreover, students attending 1-29 days had lower grades than student attending 30-59 days ($p < .001$) and 60-89 days ($p < .001$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-5 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades K-5. Students attending 90+ days had significantly higher final grades on average compared to students attending 1 to 29 days ($p < .001$), 30-59 days ($p < .001$) and 60-89 days ($p < .001$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades 9-12 ($p = .01$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Students attending 90+ days had significantly higher final grades on average compared to students attending 1 to 29 days ($p = .01$). Effect sizes were small.

Figure 25: Student Attendance Gradations by Average English/Language Arts Final Spring Grade – 2022-2023

For K-12, 21st CCLC participants attending **90+ days** had higher average English/language arts grades in spring 2023 compared to 1-29 days, 30-59 days, and 60-89 days.

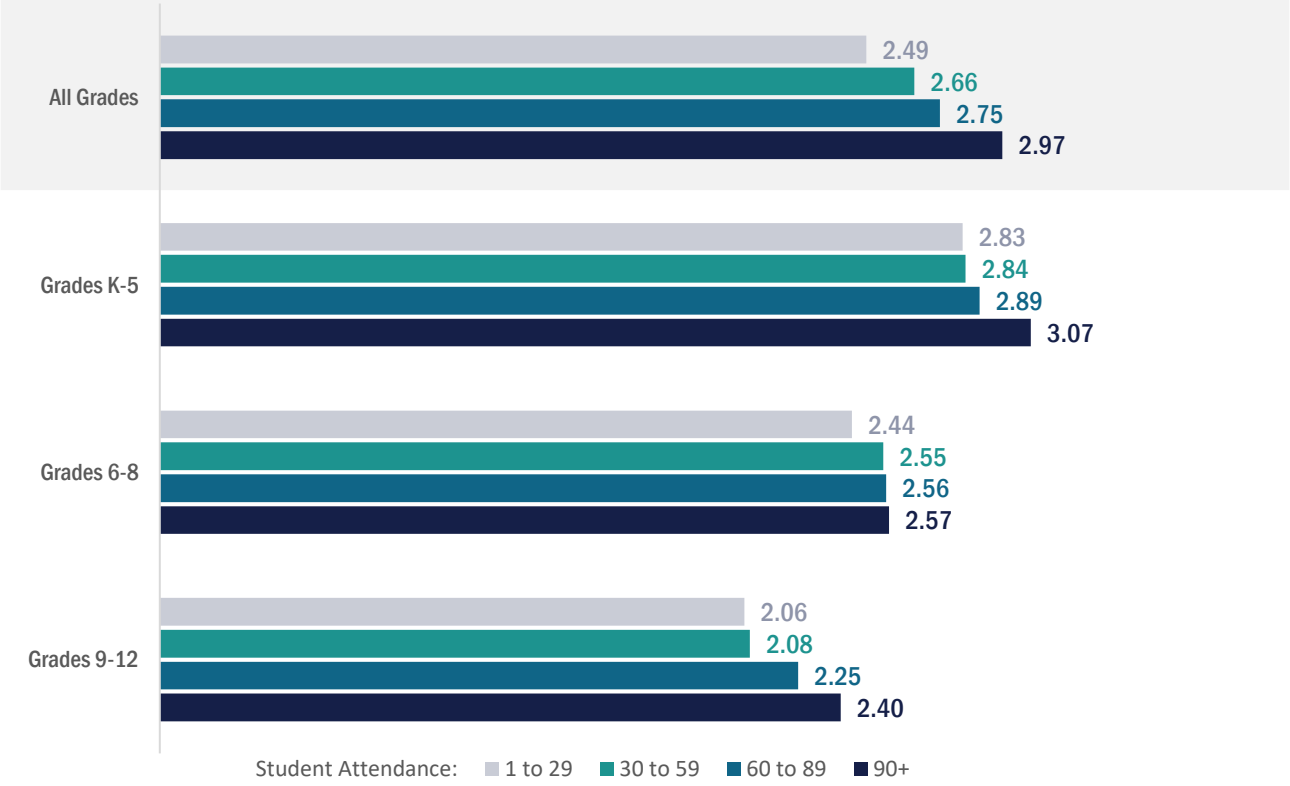


Table 9: Student Attendance Gradations by English/Language Arts Average Final Spring Grade – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades[a]	3714	**2.49**	1696	**2.66**	1194	**2.75**	3068	**2.97**	9672
K-5[a]	1440	**2.83**	970	**2.84**	800	**2.89**	2477	**3.07**	5687
6-8	1325	**2.44**	518	**2.55**	262	**2.56**	462	**2.57**	2567
9-12[a]	949	**2.06**	208	**2.08**	132	**2.25**	129	**2.40**	1418

[a] Statistically significant.

Math: Average Spring Final Grade by 21st CCLC Participation

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

There was a significant relationship between afterschool attendance frequency and final average math grade for grades K-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 5% of the variance in final average grades for students in grades K-12. Students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 60-89 days had significantly higher final grades on average compared to students attending 1-29 days ($p = .03$). Students attending 60-89 days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p = .01$). Students attending 30-59 days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$). Effect sizes were small to medium.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades K-5 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades K-5. Students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 6-8 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 6-8. Students attending 1-29 days had significantly lower final grades on average compared to students attending 30-59 days ($p = .03$), 60-89 days ($p = .009$), and 90+ days ($p < .001$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 9-12 ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Students attending 90+ days had significantly higher final grades on average compared to students attending 1-29 days ($p = .002$) and 30-59 days ($p = .004$). Effect sizes were small.

Figure 26: Student Attendance Gradations by Math Average Final Spring Grade – 2022-2023

21st CCLC participants attending **90+ days** had higher average math grades in spring 2023 compared to students attending 1-29 days, 30-59 days, and 60-89 days for all grades K-12.

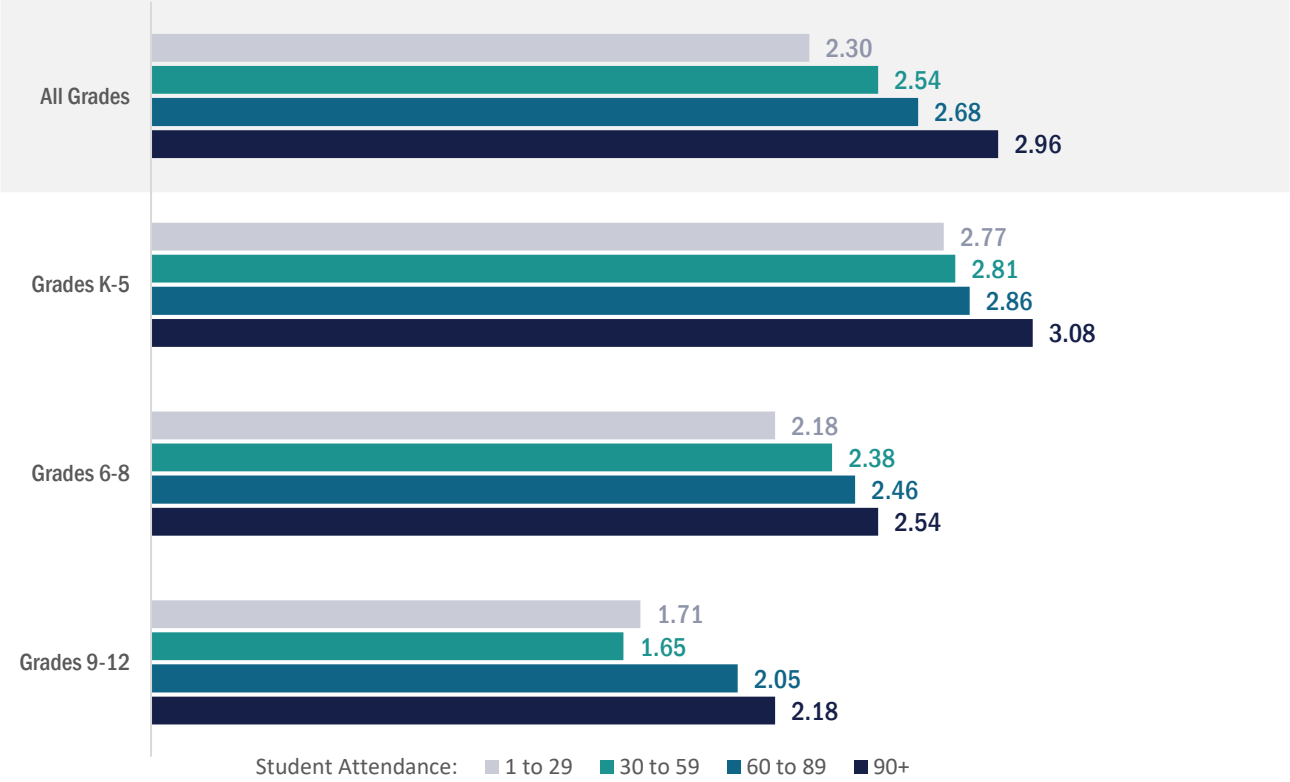


Table 10: Student Attendance Gradations by Math Average Final Spring Grade – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades[a]	3647	**2.30**	1680	**2.54**	1184	**2.68**	3103	**2.96**	9614
K-5[a]	1444	**2.77**	975	**2.81**	800	**2.86**	2514	**3.08**	5733
6-8[a]	1298	**2.18**	504	**2.38**	259	**2.46**	461	**2.54**	2522
9-12[a]	905	**1.71**	201	**1.64**	125	**2.05**	128	**2.18**	1359

[a] Statistically significant.

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

High School Course Completion

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and high school course completion. Course completion data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 9-12 grade participants for whom a successful STN match was available. This included 1,657 (95%) of the 1,745 high school students participating in 21st CCLC programs during the school year. As described below, the descriptive analyses examined high school credits obtained, ELA credits obtained, and math credits obtained by attendance gradation.

High School Course Completion	Course Completion: Data from the IDOE Course Completion Report (DOE-CC) were available for the evaluation. Annually, course completion data are collected by IDOE from public schools (traditional and charter), accredited nonpublic schools, and non-accredited nonpublic schools participating in the Choice Scholarship program.

Annual High School Credits Obtained

The number of credits obtained by high school students during the 2022-2023 school year was provided by IDOE and linked with 21st CCLC participation data. Total credits obtained across all school subjects was examined by attendance gradation (controlling for number of courses taken), along with specific analyses for ELA and math credits obtained during the 2022-2023 school year.

Annual Total Credits Obtained by 21st CCLC Participation

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of credits obtained for grades 9-12. The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in total credits obtained. Students attending 1-29 days obtained significantly fewer credits compared to students attending 30-59 days ($p < .001$), 60-89 days ($p < .001$), and 90+ days ($p < .001$). Effect sizes were small.

Figure 27: Participant Attendance Gradations by Total Credits Obtained – 2022-2023

Students attending **1-29 days** earned significantly fewer credits compared to students attending **30-59 days**, **60-89 days**, and **90+ days**.

Table 11: Participant Attendance Gradations by Total Credits Obtained – 2022-2023

Total credits obtained for 21st CCLC participants by attendance gradations

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1115	**10.67**	267	**11.81**	143	**12.01**	132	**12.02**

Annual ELA Credits Obtained by 21st CCLC Participation

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of ELA credits obtained for grades 9-12 ($p < .001$). The effect was small, with afterschool attendance frequency explaining approximately 3% of the variance in math credits obtained. Students attending 1-29 days obtained significantly fewer credits compared to students attending 30-59 days ($p < .001$), 60-89 days ($p = .001$), and 90+ days ($p < .001$). Effect sizes were small.

Figure 28: Participant Attendance Gradations by ELA Credits Obtained – 2022-2023

Students attending **1-29 days** earned significantly fewer credits compared to students attending **30-59 days**, **60-89 days**, and **90+ days**.

Table 12: Participant Attendance Gradations by ELA Credits Obtained – 2022-2023

ELA credits obtained for 21st CCLC participants by attendance gradations

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1118	1.75	266	2.10	144	2.06	131	2.14

Annual Math Credits Obtained by 21st CCLC Participation

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12 ($p < .001$). The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in math credits obtained. Students attending 1-29 days obtained significantly fewer credits compared to students attending 30-59 days ($p < .001$), 60-89 days ($p = .001$), and 90+ days ($p < .001$). Effect sizes were small.

Figure 29: Participant Attendance Gradations by Math Credits Obtained – 2022-2023

Students attending **1-29 days** earned significantly fewer credits compared to students attending **30-59 days**, **60-89 days**, and **90+ days**.

Table 13: Participant Attendance Gradations by Math Credits Obtained – 2022-2023

Math credits obtained for 21st CCLC participants by attendance gradations

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1090	1.51	255	1.81	142	1.89	129	1.96

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

WIDA ACCESS for ELLs

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

WIDA ACCESS for ELLs	WIDA ACCESS for ELLs: ACCESS for ELLs is a suite of English language proficiency tests for K–12 students. Yearly, the assessment measures students' English language proficiency across four domains: listening, speaking, reading, and writing. Local Education Agencies (LEAs) and schools use results to guide instructional decisions related to ELL students (e.g., programming, course selection). Based on performance on discrete English language development standards defined by WIDA, students are scored for each domain and are assigned into one of six proficiency levels: Level 1 Entering, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging, and Level 6 Reaching. Based on guidance from IDOE, the current evaluation focused on these proficiency levels. For alignment with IDOE, benchmark values were defined as scoring at or above Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2021). As recommended by IDOE, proficiency for each domain was reported separately to support ongoing planning and interventions.

WIDA ACCESS for ELLs Proficiency

2022-2023 WIDA ACCESS for ELLs assessment data were provided by IDOE and linked with 21st CCLC participation data. Benchmark thresholds were identified based on consultation with IDOE and using Indiana's threshold for English language proficiency. For alignment with IDOE, benchmark values were defined as proficiency levels greater than or equal to Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2021).

WIDA Listening Domain

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

Figure 30: Student Attendance Gradations by WIDA Listening Proficiency – 2022-2023

Most K-8 students across all levels of attendance passed the WIDA Listening assessment. No significant differences were observed.

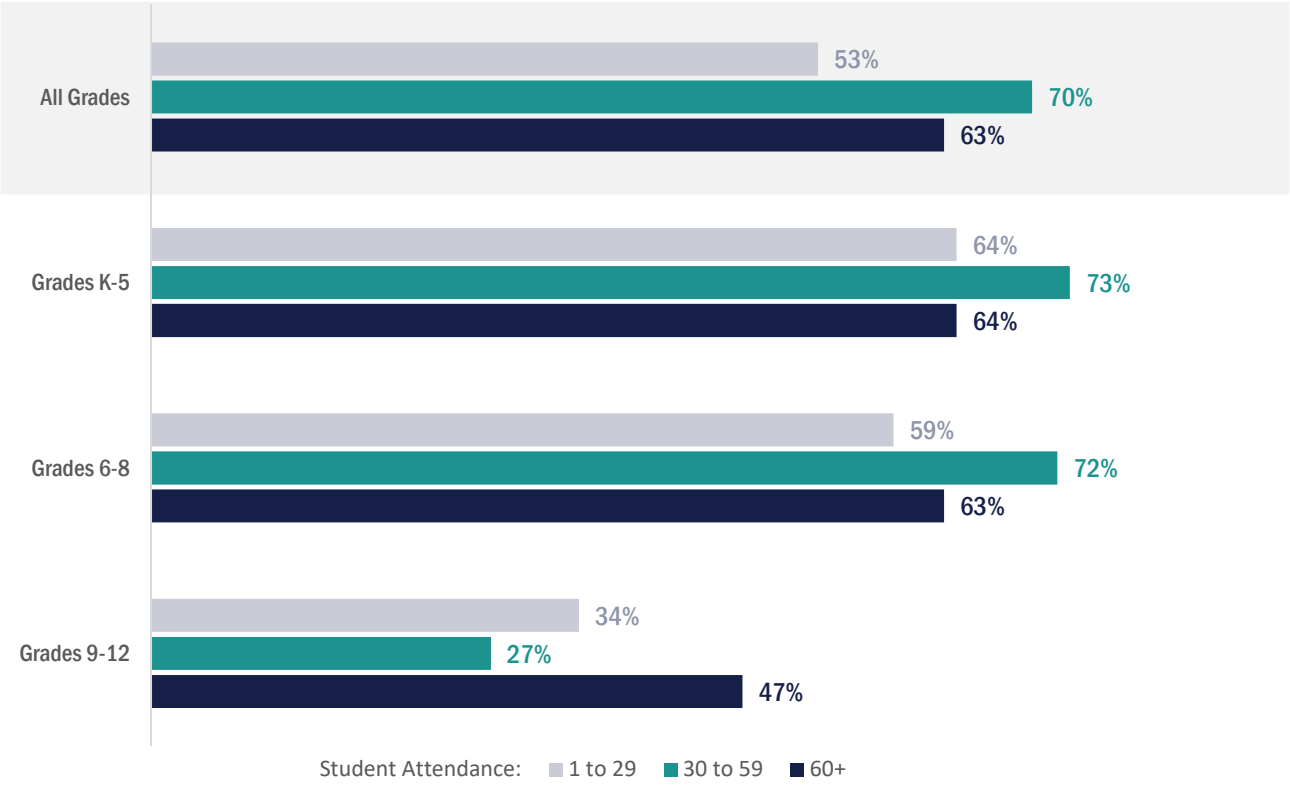


Table 14: Student Attendance Gradations by WIDA Listening Proficiency – 2022-2023

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

2022-2023	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades	188/352	**53%**	108/155	**70%**	403/637	**63%**
K-5	99/155	**64%**	84/115	**73%**	329/512	**64%**
6-8	53/90	**59%**	21/29	**72%**	59/93	**63%**
9-12	36/107	**34%**	3/11	**27%**	15/32	**47%**

WIDA Speaking Domain

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

Figure 31: Student Attendance Gradations by WIDA Speaking Proficiency – 2022-2023

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

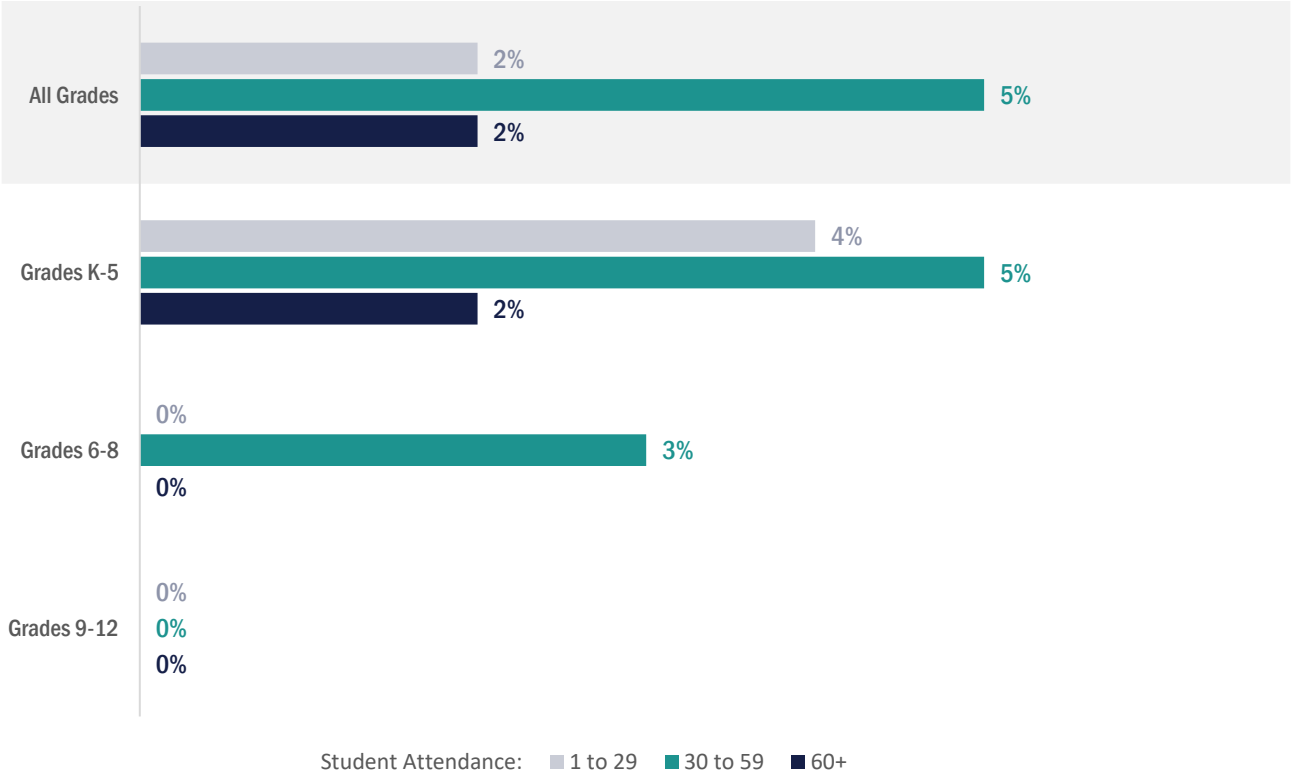


Table 15: Student Attendance Gradations by WIDA Speaking Proficiency – 2022-2023

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

2022-2023	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades	6/352	2%	7/153	5%	12/637	2%
K-5	6/155	4%	6/115	5%	12/512	2%
6-8	0/90	0%	1/29	3%	0/93	0%
9-12	0/107	0%	0/9	0%	0/32	0%

WIDA Reading Domain

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

Figure 32: Student Attendance Gradations by WIDA Reading Proficiency – 2022-2023

The percentage of 21st CCLC participants meeting the benchmark on the WIDA assessment was consistent across attendance gradations for K-8 grade levels. For grades 9-12, there was some evidence to suggest that participants who attended at higher levels were more likely to meet the benchmark.

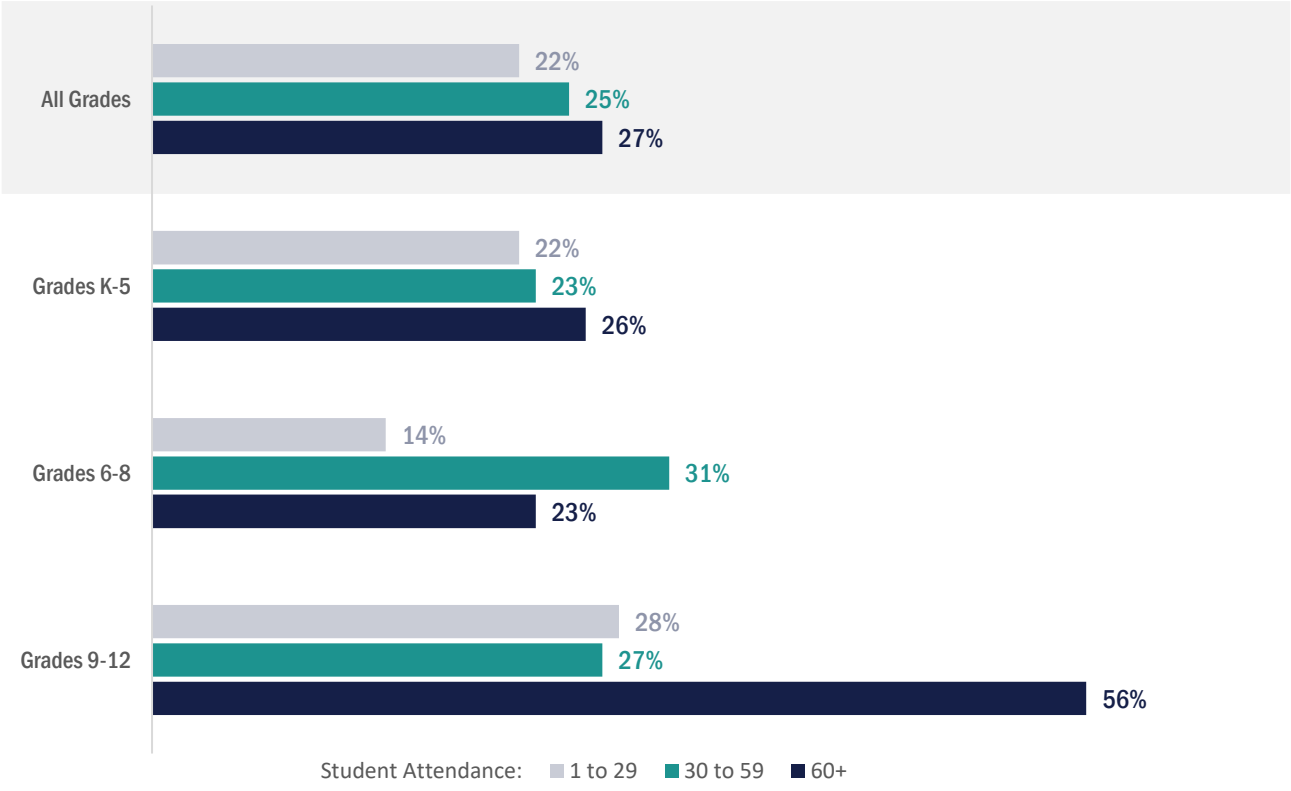


Table 16: Student Attendance Gradations by WIDA Reading Proficiency – 2022-2023

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

2022-2023	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades	77/352	**22%**	38/155	**25%**	174/637	**27%**
K-5	34/155	**22%**	26/115	**23%**	135/512	**26%**
6-8	13/90	**14%**	9/29	**31%**	21/93	**23%**
9-12	30/107	**28%**	3/11	**27%**	18/32	**56%**

WIDA Writing Domain

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

Figure 33: Student Attendance Gradations by WIDA Writing Proficiency – 2022-2023

The percentage of 21st CCLC participants meeting the benchmark on the WIDA assessment was consistent across attendance gradations for K-8 grade levels. For grades 9-12, there was some evidence to suggest that participants who attended **30-59 days** were more likely to meet the benchmark.

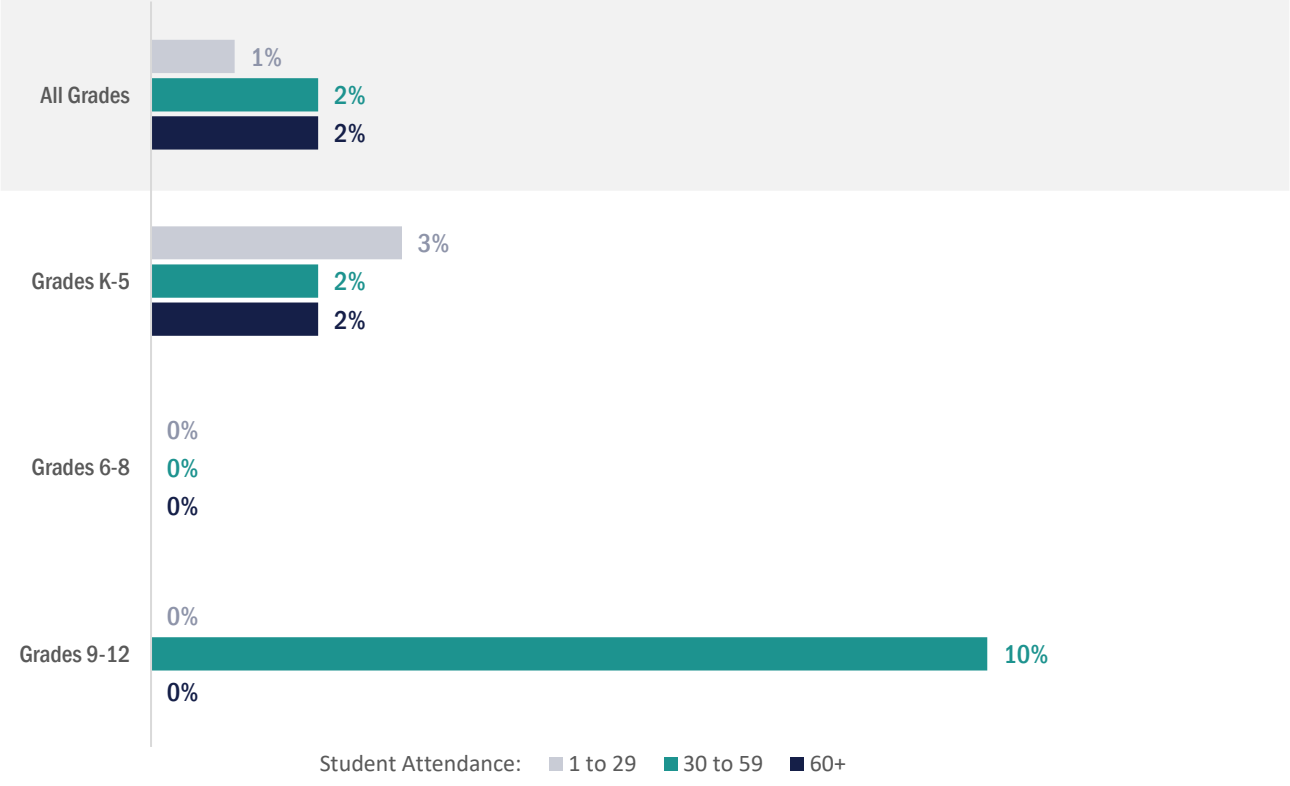


Table 17: Student Attendance Gradations by WIDA Writing Proficiency – 2022-2023

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

2022-2023	1-29 days		30-59 days		60+ days	
	n/N	%	n/N	%	n/N	%
All Grades	5/352	1%	3/154	2%	11/636	2%
K-5	5/155	3%	2/115	2%	11/511	2%
6-8	0/90	0%	0/29	0%	0/93	0%
9-12	0/107	0%	1/10	10%	0/32	0%

Descriptive Analysis: Academic Performance and 21st CCLC Participant Subgroups

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

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

Figure 34: Attendance Gradations for Lower Performing Students by English/Language Arts Improvement – 2022-2023

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

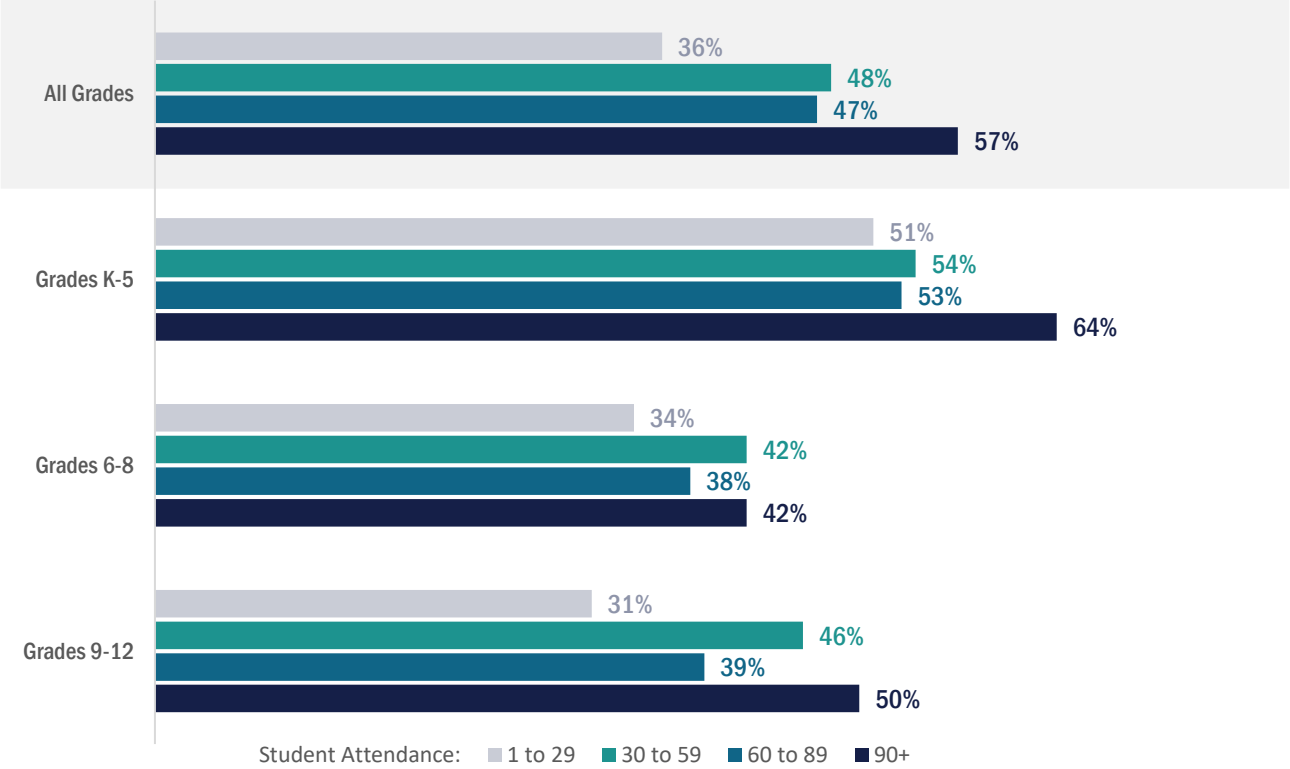


Table 18: Attendance Gradations for Lower Performing Students by English/Language Arts Increases – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	306/840	36%	142/297	48%	86/183	47%	192/335	57%
K-5[a]	86/169	51%	67/124	54%	57/107	53%	142/221	64%
6-8	109/317	34%	45/108	42%	15/40	38%	37/88	42%
9-12[a]	111/354	31%	30/65	46%	14/36	39%	13/26	50%

[a] Statistically significant association.

Math Lower Performing Participants by 21st CCLC Participation

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

Figure 35: Attendance Gradations for Lower Performing Students by Math Improvement – 2022-2023

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

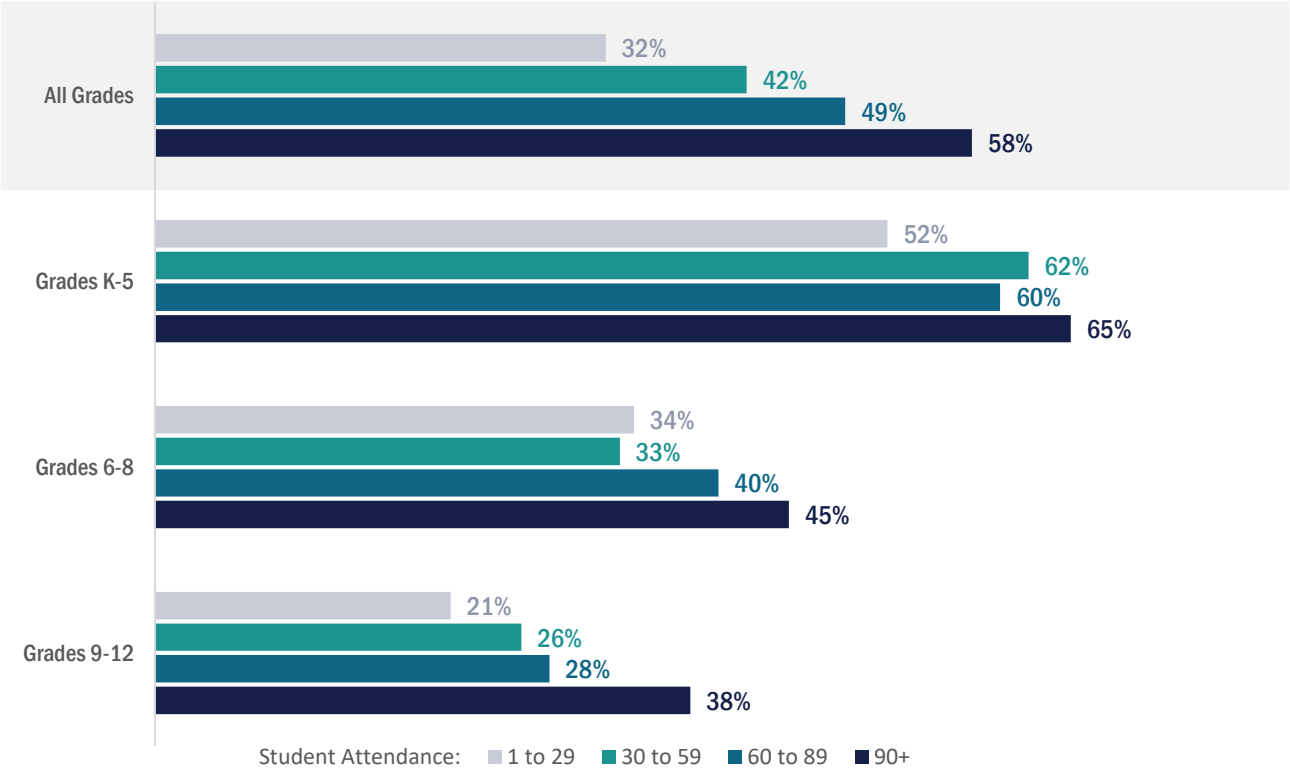


Table 19: Attendance Gradations for Lower Performing Students by Math Increases – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	319/1004	**32%**	147/353	**42%**	94/194	**49%**	211/363	**58%**
K-5	97/185	**52%**	79/127	**62%**	64/106	**60%**	160/245	**65%**
6-8	136/403	**34%**	42/127	**33%**	19/48	**40%**	39/86	**45%**
9-12	86/416	**21%**	26/99	**26%**	11/40	**28%**	12/32	**38%**

[a] Statistically significant association.

State Assessment Proficiency by Multi-Year 21st CCLC Participation

Multi-year attendance was linked with participants' English/language arts and math proficiency from spring 2023 and disaggregated by the number of years of attendance (0 years, 1 year, 2 years, 3 years, or 4 years).

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

There was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency ($p < .001$) for grades 3-8. This association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years. When examined by grade level band, there was also a significant association between years of 60 or more days of attendance and ILEARN English/Language Arts proficiency for students in grades 3-5 ($p < .001$). For students in grades 3-5, this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Figure 36: Multi-year Attendance (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2022-2023

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

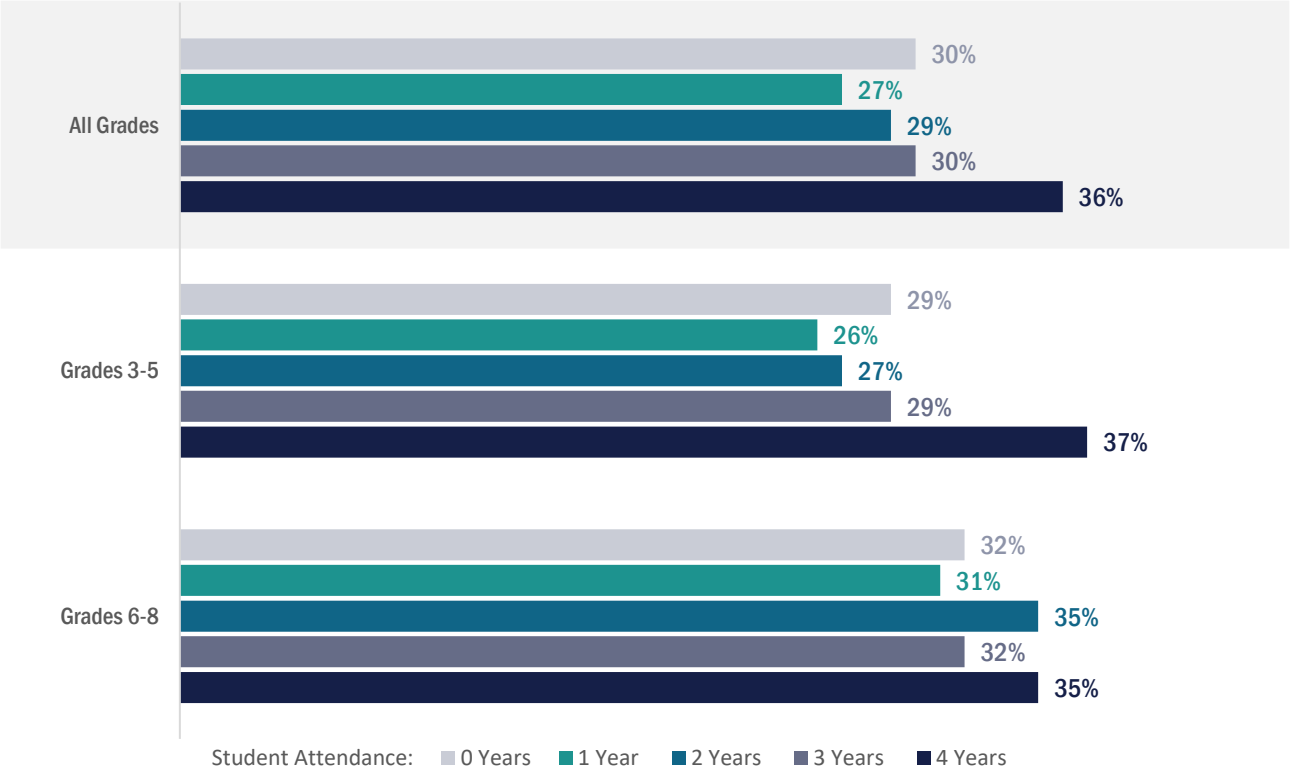


Table 20: Multi-year 60+ Days Participation (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	1102/3665	**30%**	651/2376	**27%**	342/1171	**29%**	205/681	**30%**	193/530	**36%**
3-5[a]	553/1938	**29%**	425/1657	**26%**	226/843	**27%**	147/502	**29%**	152/412	**37%**
6-8	549/1727	**32%**	226/719	**31%**	116/328	**35%**	58/179	**32%**	41/118	**35%**

[a] Statistically significant association.

Math Multi-year analysis: Grades 3-8

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

Figure 37: Multi-year Attendance (Grades 3-8) by Math ILEARN Proficiency – 2022-2023

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

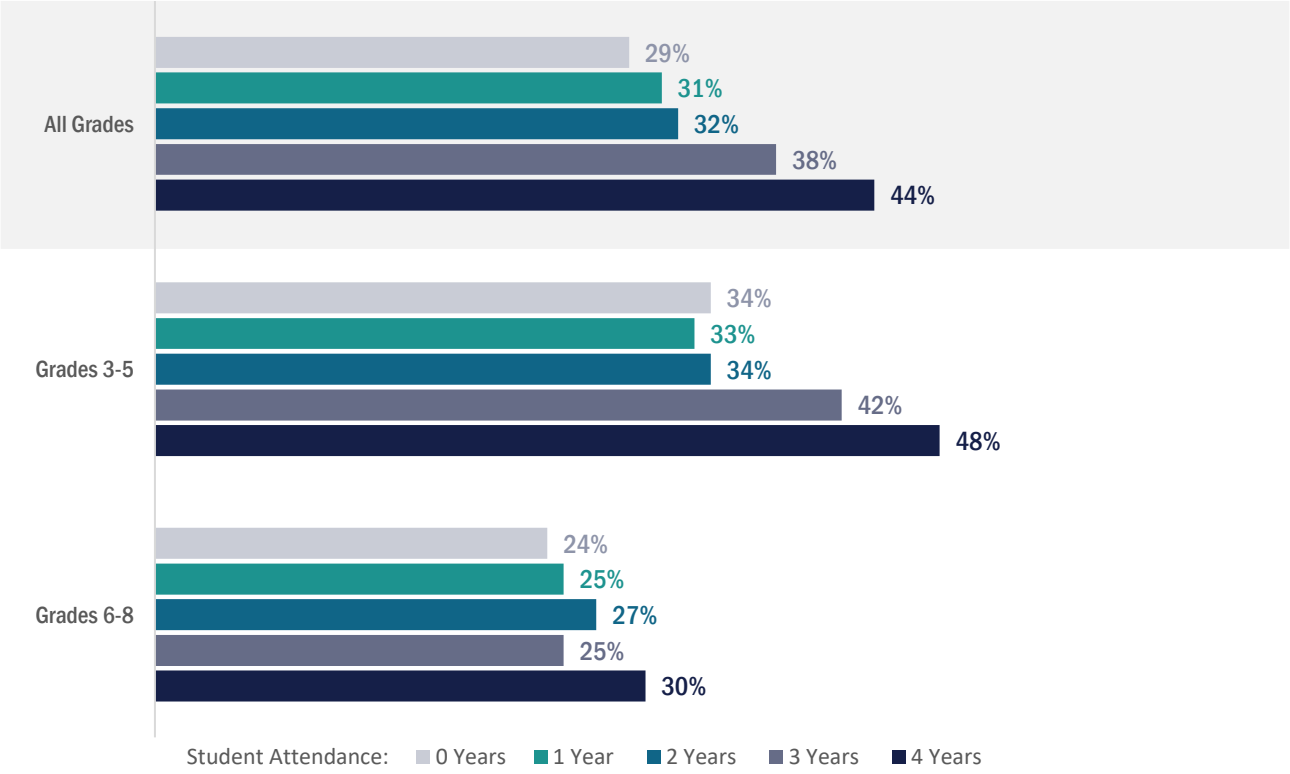


Table 21: Multi-year 60+ Days Participation (Grades 3-8) by Math ILEARN Proficiency – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	1062/3664	29%	723/2374	31%	379/1169	32%	257/681	38%	233/530	44%
3-5[a]	653/1938	34%	547/1657	33%	290/842	34%	213/502	42%	198/412	48%
6-8	409/1726	24%	176/717	25%	89/327	27%	44/179	25%	35/118	30%

[a] Statistically significant association.

English/Language Arts & Math 2023 Final Average Grades by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' final average English/language arts and math grade from spring 2023 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. Note: students who did not attend 60 days during any year = zero years.

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

Multi-year analysis: Grades 3-8

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

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year ($p < .001$), two years ($p < .001$), three years ($p < .001$), and four years ($p < .001$). Additionally, students who attended regularly for four years had significantly higher grades than students who attended regularly in one year ($p < .001$) and two years ($p < .001$). Finally, students who attended regularly for three years had significantly higher grades than students who attended regularly in one year ($p < .001$) and two years ($p = .04$). Effect sizes were small.

Figure 38: Multi-year Attendance (Grades 3-8) by English/Language Arts & Math Final Grades – 2022-2023

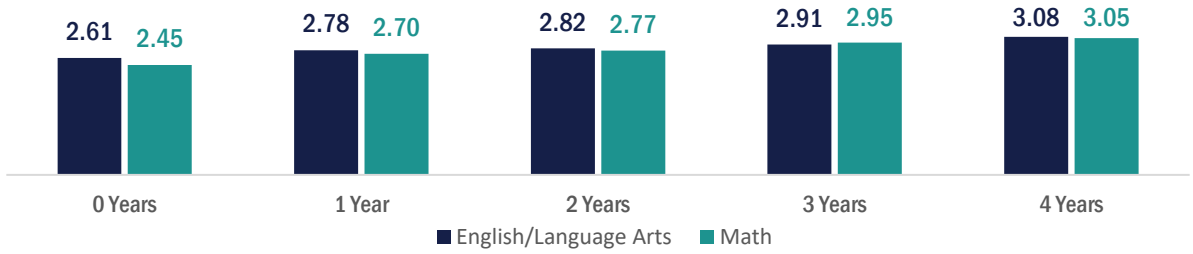


Table 22: Multi-year 60+ Days Participation (Grades 3-8) by Average Final Grade – 2022-2023

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

2022-2023	Grades 3 to 8 | Years Attending 60+ days									
	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
English/ Language Arts[a]	3029	**2.61**	1702	**2.78**	842	**2.82**	529	**2.91**	419	**3.08**
Math[a]	3004	**2.45**	1718	**2.70**	849	**2.77**	524	**2.95**	421	**3.05**

[a] Statistically significant.
*See Appendix B for a detailed description of results.

Multi-year analysis: Grades 9-12

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year ($p = .001$) and two to four years ($p = .007$). Effect sizes were small.

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly had significantly lower final grades compared to students attending regularly for one year ($p < .001$) and two to four years ($p < .001$). Effect sizes were small.

Figure 39: Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades – 2022-2023

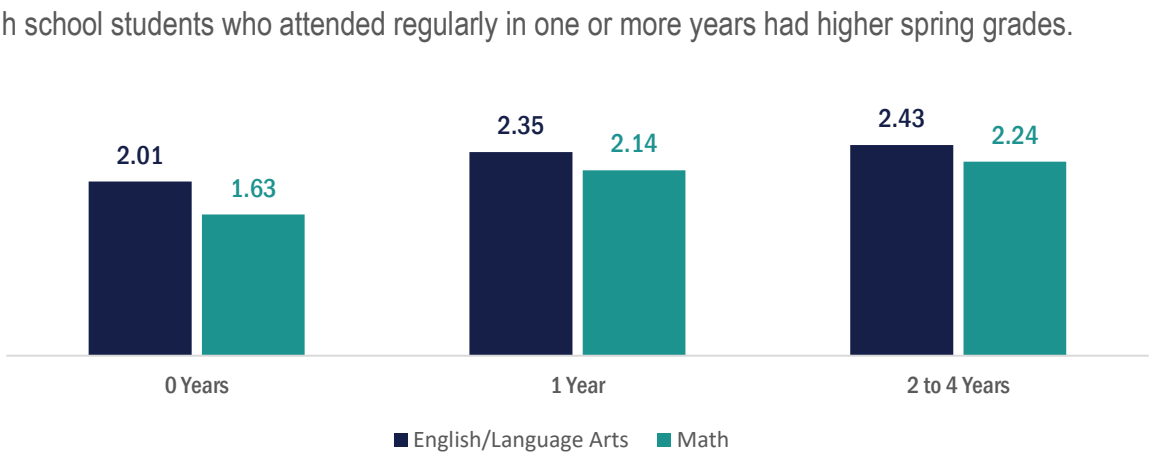


Table 23: Multi-year 60+ Days (Grades 9-12) by Average English/Language Arts & Math Final Grade – 2022-2023

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

2022-2023	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
English/Language Arts[a]	1035	**2.01**	277	**2.35**	107	**2.43**
Math[a]	994	**1.63**	264	**2.14**	102	**2.24**

[a] Statistically significant.

*See Appendix B for a detailed description of results.

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

The number of years participants attended 60 or more days in programming was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' annual total high school credits obtained, ELA credits obtained, and math credits obtained. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years.

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

When controlling for the number of courses taken ($p < .001$), there was a significant relationship between years of regular attendance and total credits obtained ($p < .001$) for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 5% of the variance in credits obtained for students in grades 9-12. Students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year ($p < .001$) and two to four years ($p < .001$). Students attending regularly for one year obtained significantly fewer credits compared to those attending regularly for two to four years ($p = .04$) Effect sizes were small to medium.

When controlling for the number of ELA courses taken ($p < .001$), there was a significant relationship between years of regular attendance and ELA credits obtained ($p < .001$) for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 3% of the variance in ELA credits obtained for students in grades 9-12. Students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year ($p < .001$) and two to four years ($p < .001$). Students attending regularly for one year obtained significantly fewer credits compared to those attending regularly for two to four years ($p = .08$) Effect sizes were small to medium.

When controlling for the number of math courses taken ($p < .001$), there was a significant relationship between years of regular attendance and math credits obtained for grades 9-12 ($p < .001$). The effect was small, with years of regular (60+ day) participation explaining approximately 3% of the variance in credits obtained for students in grades 9-12. Students who had never attended regularly obtained significantly fewer credits compared to students attending regularly for one year ($p < .001$) and students attending regularly for two to four years ($p < .001$). Effect sizes were small.

Figure 40: Multi-year Attendance (Grades 9-12) by English/Language Arts & Math Final Grades – 2022-2023

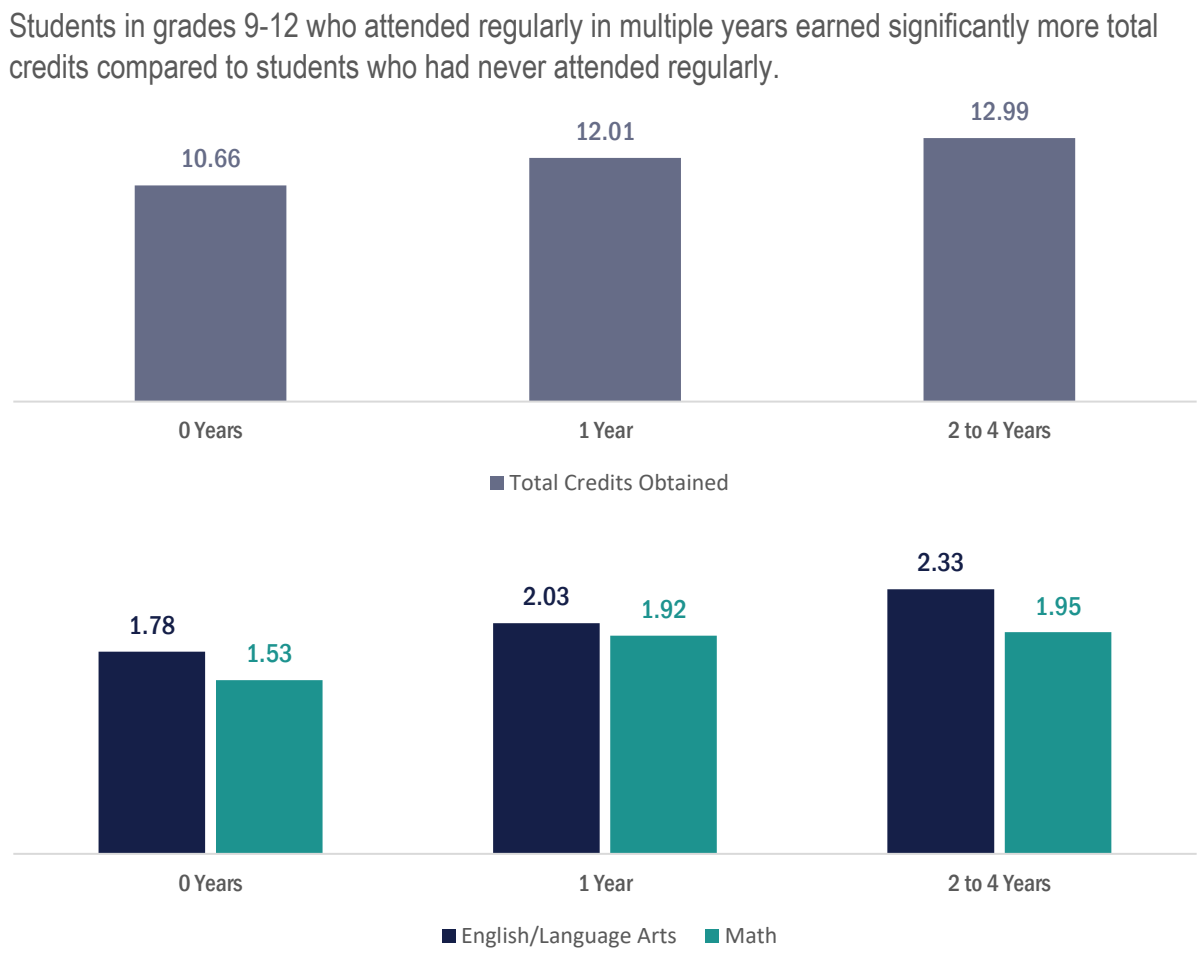


Table 24: Multi-year 60+ Days (Grades 9-12) by Average Annual Credits Obtained – 2022-2023

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

2022-2023	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
Total[a]	1226	**10.66**	316	**12.01**	120	**12.99**
English/Language Arts[a]	1229	**1.78**	316	**2.03**	119	**2.33**
Math[a]	1198	**1.53**	308	**1.92**	115	**1.95**

[a] Statistically significant.

*See Appendix B for a detailed description of results.

Descriptive Analysis: Behavioral Improvement and 21st CCLC Participation

Teacher-Reported Behavioral Improvement by 21st CCLC Participation

As part of the United States Department of Education (USDOE) requirements for providing 21st CCLC programs, centers are required to administer surveys to teachers regarding participants who attend afterschool programs. The purpose of the teacher survey is to ask regular school day teachers to report on the extent to which certain behaviors exhibited by a center's attendees improved or did not improve during the reporting period. In Indiana, grantees may choose one of two versions of the survey for each of their sites: a K-12 survey or 6-12 survey. Many items overlap between the K-12 and 6-12 surveys, as identified in Tables 25 and 26.

In 2023, a total of 12,537 teacher surveys were collected. This included 12,361 K-12 surveys and 176 grade 6-12 surveys. As part of the survey, teachers were asked to rate the extent to which participants changed in various behaviors from the beginning of the school year. If a student did not need to improve in a selected behavior, teachers were asked to note this on the rating scale. As shown in Tables 25 and 26, the majority of participants were identified as needing improvement on both the K-12 and 6-12 surveys. Academic performance was the highest improvement need reported across both surveys.

Table 25: Teacher-Reported Behaviors Needing Improvement – K-12 Survey - 2022-2023

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

School-Related Behaviors (K-12 Survey)	2022-2023 (N=12,361)
Participating in class[a]	71%
Getting along well with other students[a]	64%
Behaving well in class[a]	67%
Academic performance[a]	78%
Helping others[a]	65%
Completing assignments, even when challenging[a]	75%
Responsible decision-making[a]	71%
Self-confidence	78%
Accepting responsibility for their actions	68%
Identifying their own emotions	71%
Homework completion[a]	78%

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

Table 26: Teacher-Reported Behaviors Needing Improvement – 6-12 Survey - 2022-2023

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

School-Related Behaviors (6-12 Survey)	2022-2023 (N=176)
Participating in class[a]	72%
Getting along well with other students[a]	60%
Behaving well in class[a]	59%
Academic performance[a]	78%
Helping others[a]	63%
Completing assignments, even when challenging[a]	71%
Responsible decision-making[a]	70%
Coming to class prepared to learn	66%
Being receptive to feedback on assignments	56%
Time management	74%
Homework completion[a]	78%

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

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

Table 27: Teacher-Reported Benefit by Attendance Gradation – 2022-2023

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

	2022-2023	
	>=30 Days	>=60 Days
K-12 Survey	95%	95%
6-12 Survey	99%	98%

Teachers were asked to rate improvement on a three-point scale (1 - Behavior Declined, 2 - No Change in Behavior, or 3 - Behavior Improved). The figure below depicts improvement for participants attending 60 or more days in the program who needed to improve. Tables 28 and 29 include participants who attended 30 or more and 60 or more days.

Figure 41: Teacher-Reported Improvement (K-12 Survey and 6-12 Survey) – 2022-2023

At least 5 out of 10 participants attending 60+ days in the 21st CCLC program and identified as needing to improve their school-related behaviors were reported by their teacher as improving in **self-confidence, academic performance, class participation, and homework completion for K-12 students** and improving in **classroom behavior, academic performance, being receptive to feedback on assignments, and class preparation for 6-12 students**.

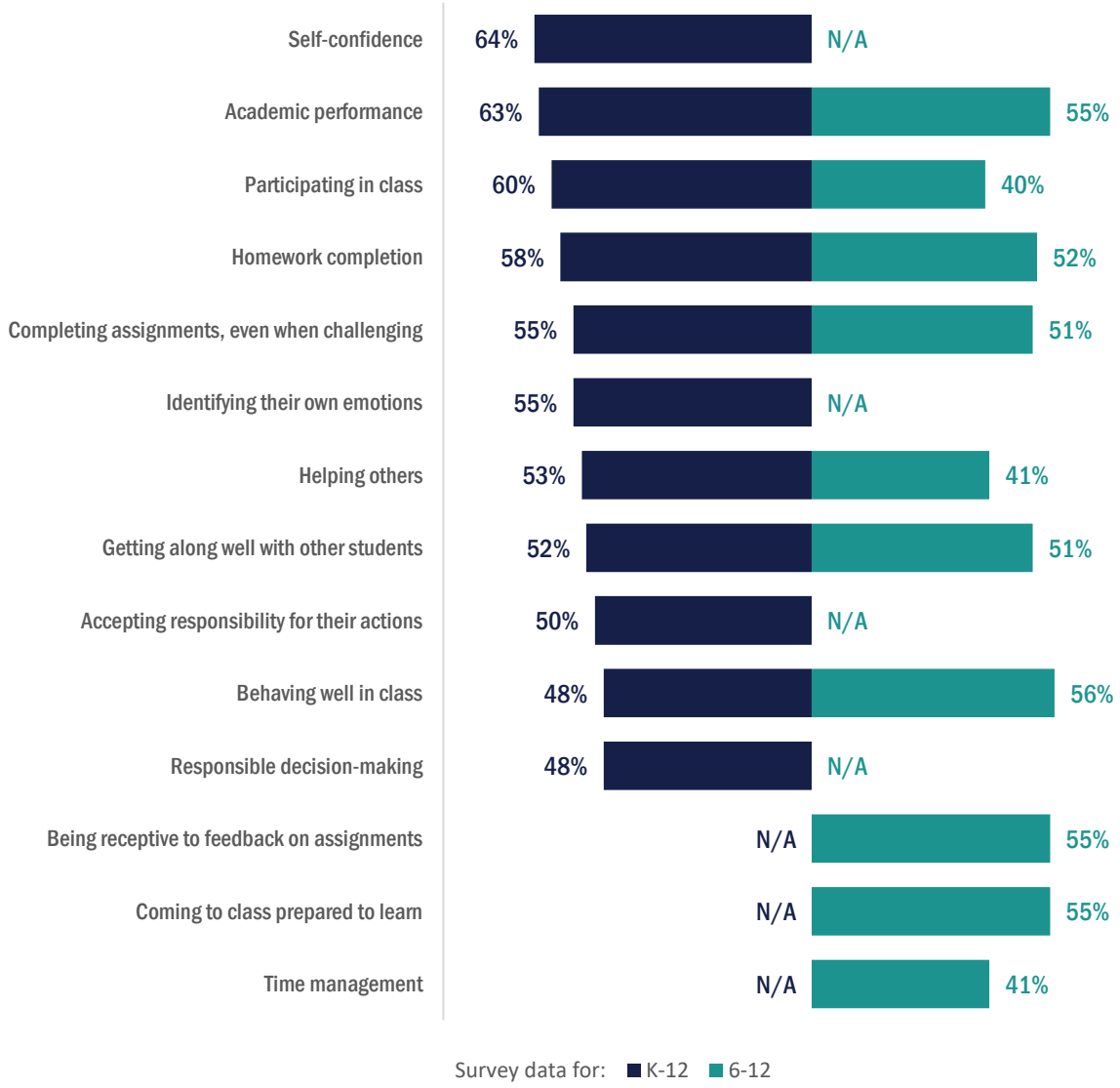


Table 28: Teacher-Reported Improvements by Attendance Gradation – K-12 Survey – 2022-2023

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

K-12 Survey	2022-2023	
	>=30 Days	>=60 Days
Participating in class	58%	60%
Getting along well with other students	50%	52%
Behaving well in class	48%	50%
Academic performance	62%	63%
Helping others	52%	53%
Completing assignments, even when challenging	55%	55%
Responsible decision-making	47%	48%
Self-confidence	63%	64%
Accepting responsibility for their actions	49%	50%
Identifying their own emotions	53%	55%
Homework completion	58%	58%

Table 29: Teacher-Reported Improvements by Attendance Gradation – 6-12 Survey – 2022-2023

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

6-12 Survey	2022-2023	
	>=30 Days	>=60 Days
Participating in class	37%	40%
Getting along well with other students	47%	51%
Behaving well in class	50%	56%
Academic performance	47%	55%
Helping others	33%	41%
Completing assignments, even when challenging	48%	51%
Responsible decision-making	42%	45%
Coming to class prepared to learn	49%	55%
Being receptive to feedback on assignments	51%	55%
Time management	39%	41%
Homework completion	48%	52%

School Day Attendance by 21st CCLC Participation (GPRA 3)

To examine the relationship between 21st CCLC participation and school day attendance, a subset of participants was examined. IDOE successfully matched school day attendance data with 15,271 (92%) of the 16,594 K-12 students who attended 21st CCLC programming during the school year. This subset was further filtered to include only participants with minimum enrollment periods of 162 days, which is consistent with IDOE accountability (see Appendix B for methodology). In 2023, school day attendance data were available for 13,820 K-12 participants attending at least one day in the 21st CCLC program during the school year.

School Day Attendance

There was a significant relationship between afterschool attendance frequency and school day attendance for grades K-12, *Welch's F*(3, 5292.61) = 166.87, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance frequency explaining approximately 3% of the variance in school day attendance. Post-hoc comparisons revealed that students attending 90+ days ($M = 95.10$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 92.35$, $p < .001$, $d = .44$), 30-59 days ($M = 93.59$, $p < .001$, $d = .30$), and 60-89 days ($M = 94.11$, $p < .001$, $d = .22$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .24$) and 30-59 days ($p = .02$, $d = .09$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .17$). Effects were small.

For K-5 students, there was a significant relationship between afterschool attendance frequency and school day attendance ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 3% of the variance in school day attendance for K-5 students. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$), 30-59 days ($p < .001$), and 60-89 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .005$). Effects were small.

For students in grades 6-8, there was a significant relationship between afterschool attendance frequency and school day attendance ($p < .001$). The effect was small, with afterschool attendance level explaining approximately 2% of the variance in school day attendance for 6-8 students. Post-hoc comparisons revealed that students attending 90+ days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$) and 30-59 days ($p < .001$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$). Effects were small.

For 9-12 students, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3, 430.45) = 53.67, $p < .001$, $\omega^2 = .09$. The effect was medium, with afterschool attendance level explaining approximately 9% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 96.22$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 89.60$, $p < .001$, $d = .58$), 30-59 days ($M = 91.96$, $p < .001$, $d = .52$), and 60-89 days ($M = 93.63$, $p = .003$, $d = .43$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to

students attending 1-29 days ($p < .001$, $d = .35$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .004$, $d = .20$). Effects were small to medium. Detailed analyses are described in Appendix B.

Figure 42: Participant Attendance Gradations by School Day Attendance Rate – 2022-2023

For all grade levels, 21st CCLC participants attending 21st CCLC programs more frequently had significantly higher levels of school day attendance in 2022-2023 compared to participants who attended less.

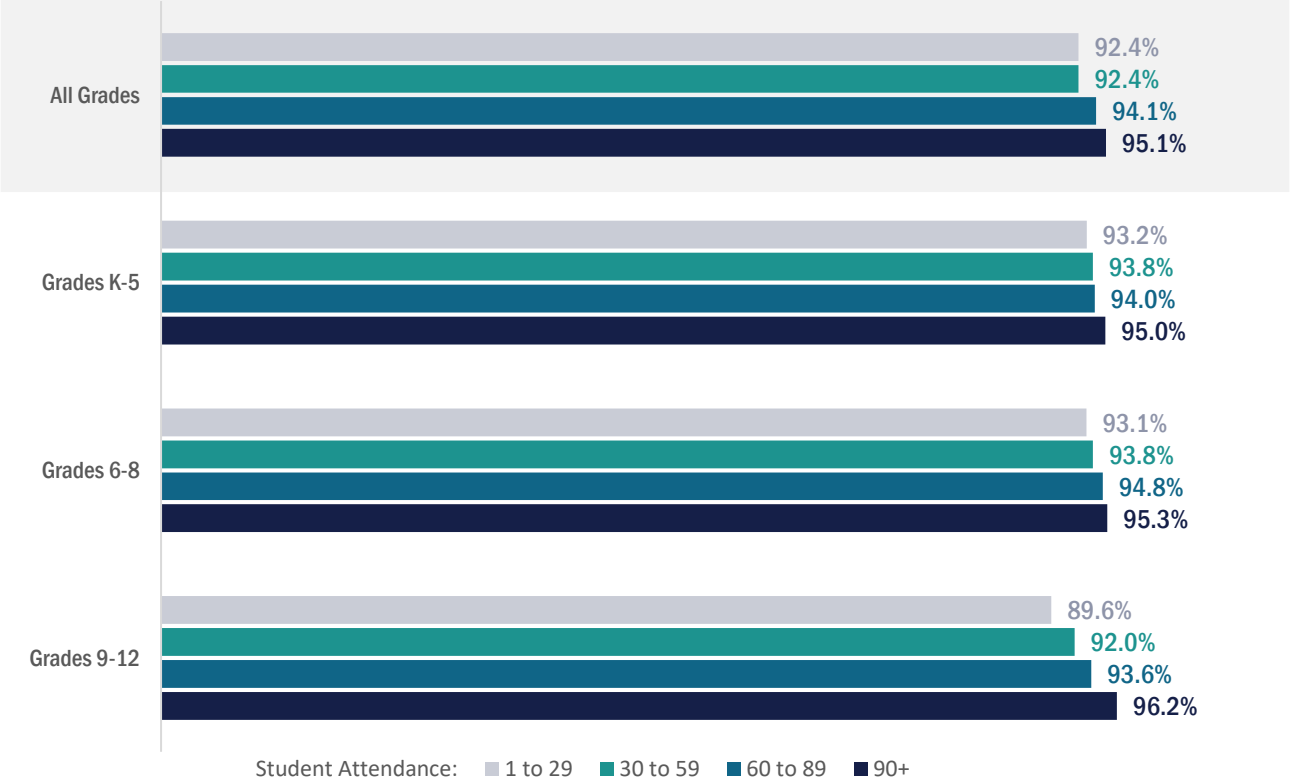


Table 30: Participant Attendance Gradations by School Day Attendance Rate – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
All Grades[a]	4787	**92.35%**	2358	**93.59%**	1726	**94.11%**	4949	**95.10%**
K-5[a]	2217	**93.17%**	1525	**93.78%**	1259	**93.98%**	4213	**95.04%**
6-8[a]	1480	**93.14%**	571	**93.81%**	327	**94.80%**	594	**95.25%**
9-12[a]	1090	**89.60%**	262	**91.96%**	140	**93.63%**	142	**96.22%**

[a] Statistically significant.

School Day Attendance Rate Improvement (GPRA 3)

GPRA 3 examines the percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year (2021-2022) and demonstrated an improved attendance rate in the current school year (2022-2023). For federal reporting Indiana defines *improvement* as a 3% or more increase in attendance rate from the previous year.

Figure 43: Attendance Gradations for by Attendance Rate Improvement – 2022-2023

For grades 1-12, a higher percentage of 21st CCLC participants attending **90+ days** and **60-89 days** who had an attendance rate lower than 90% in 2021-2022 improved their attendance rate in 2022-2023 compared to those attending less frequently.

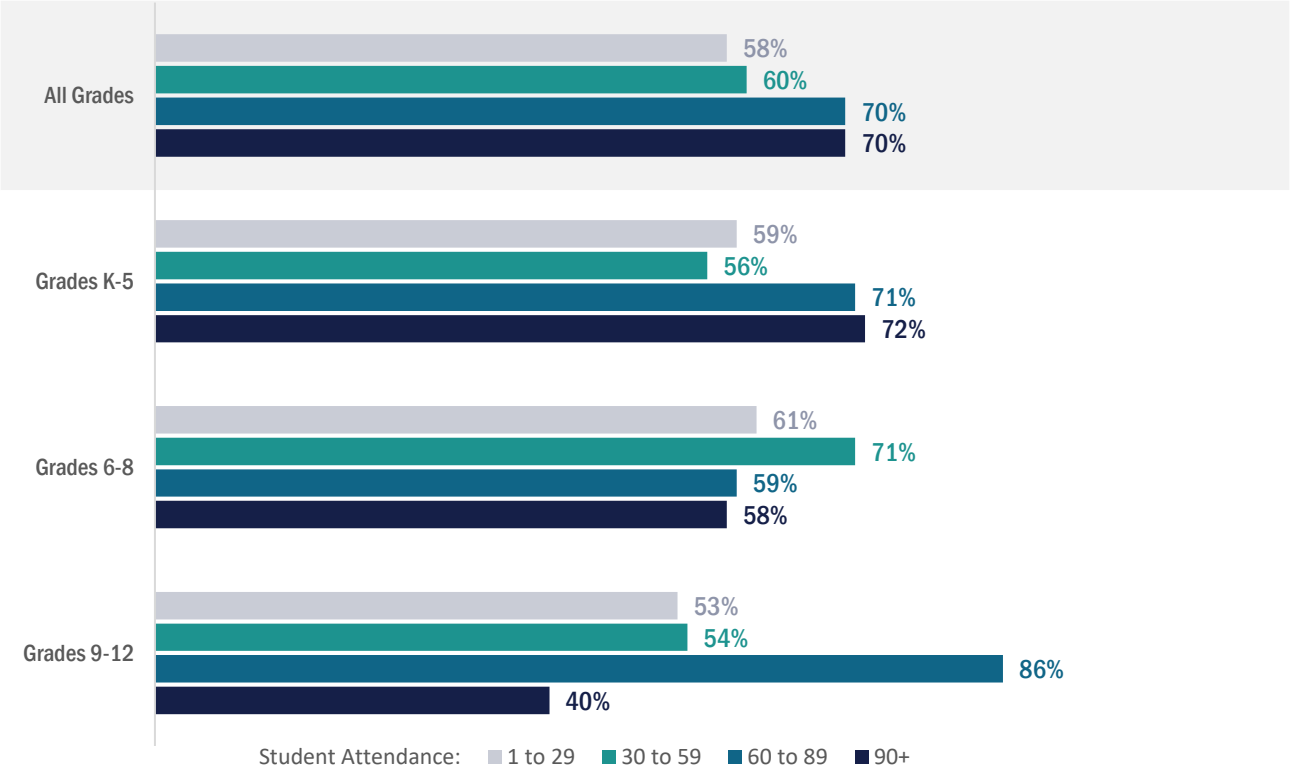


Table 31: Attendance Gradations by Attendance Rate Improvement – 2022-2023

School Day Attendance: The percentage of students in grades 1-12 participating in 21st CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year (2021-2022) and demonstrated an improved attendance rate in the current school year (2022-2023)

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	628/1087	**58%**	237/395	**60%**	188/267	**70%**	350/503	**70%**
1-5[a]	249/419	**59%**	128/227	**56%**	145/204	**71%**	305/422	**72%**
6-8	202/332	**61%**	77/109	**71%**	24/41	**59%**	41/71	**58%**
9-12[a]	177/336	**53%**	32/59	**54%**	19/22	**86%**	4/10	**40%**

[a] Statistically significant association.

School Discipline by 21st CCLC Participation (GPRA 4)

To examine the relationship between 21st CCLC participation and school behavior, a subset of participants was examined. IDOE successfully matched school behavior data with 15,120 (98%) of the 15,421 K-12 students who attended 21st CCLC programming during the school year. Data were available for in-school and out-of-school suspensions.

In-School Suspension (GPRA 4)

When examining all grade levels, there was a significant association between afterschool attendance and in-school suspensions ($p < .001$). Specifically, students attending 90 or more days and 60 to 89 days were less likely to be suspended compared to students who attended less frequently. Detailed analyses are described in Appendix B.

Figure 44: Participant Attendance Gradations by In-School Suspension Rate – 2022-2023

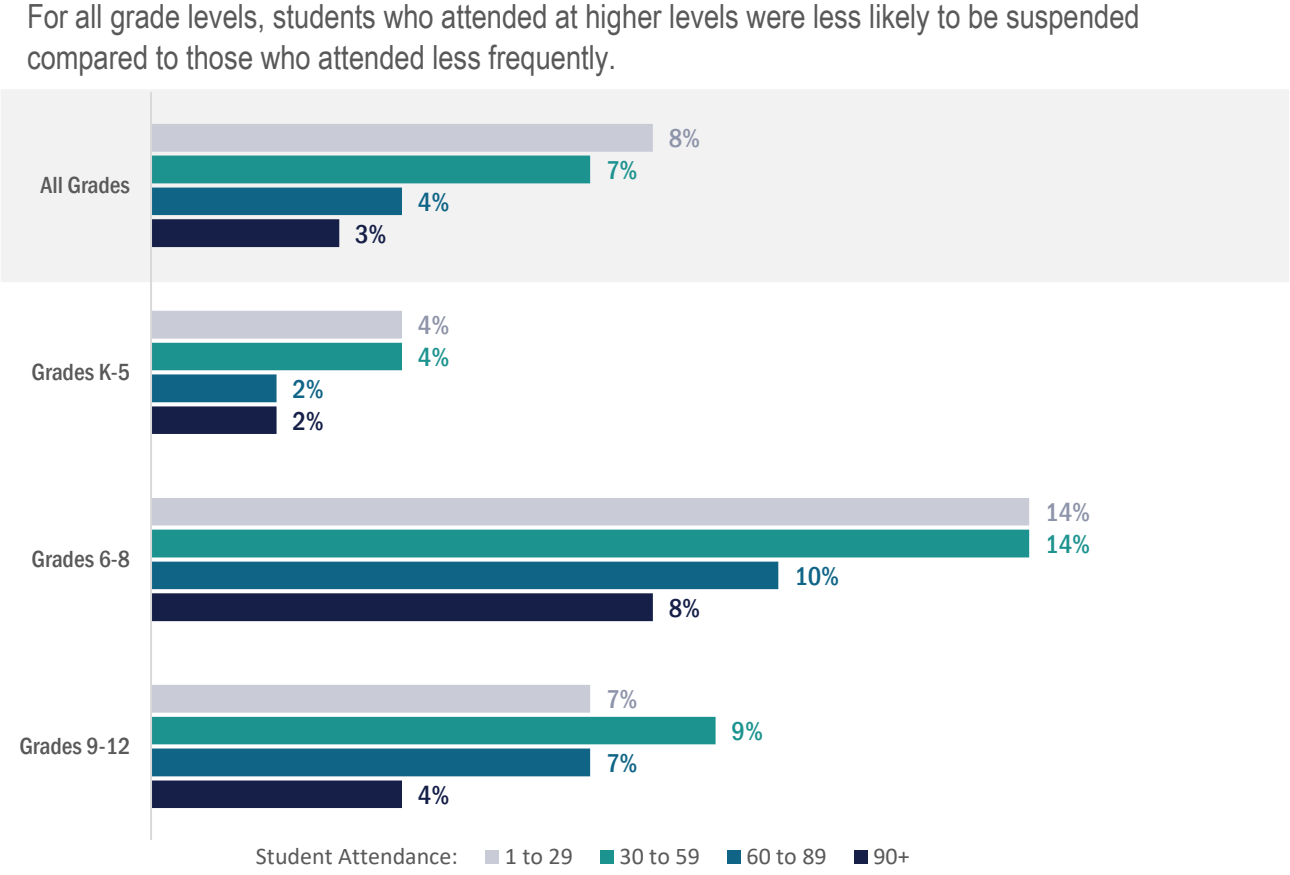


Table 32: Student Attendance Gradations by In-School Suspension Rate – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	389/5074	8%	166/2483	7%	69/1771	4%	141/5003	3%
K-5[a]	100/2375	4%	56/1615	4%	25/1290	2%	91/4258	2%
6-8[a]	214/1565	14%	85/600	14%	34/337	10%	45/601	8%
9-12	75/1134	7%	25/268	9%	10/144	7%	5/144	4%

[a] Statistically significant association.

In-School Suspension Decreases from Prior Year (GPRA 4)

GPRA 4 examines the percentage of students in grades 1-12 who attended 21st CCLC programming during who experienced a decrease in in-school suspensions compared to the previous school year.

Figure 45: Participant Attendance Gradations by In-School Suspension Decreases – 2022-2023

For all grade levels, students who had been suspended in the prior and attended at higher levels were more likely to decrease their suspensions compared to those who attended less frequently.

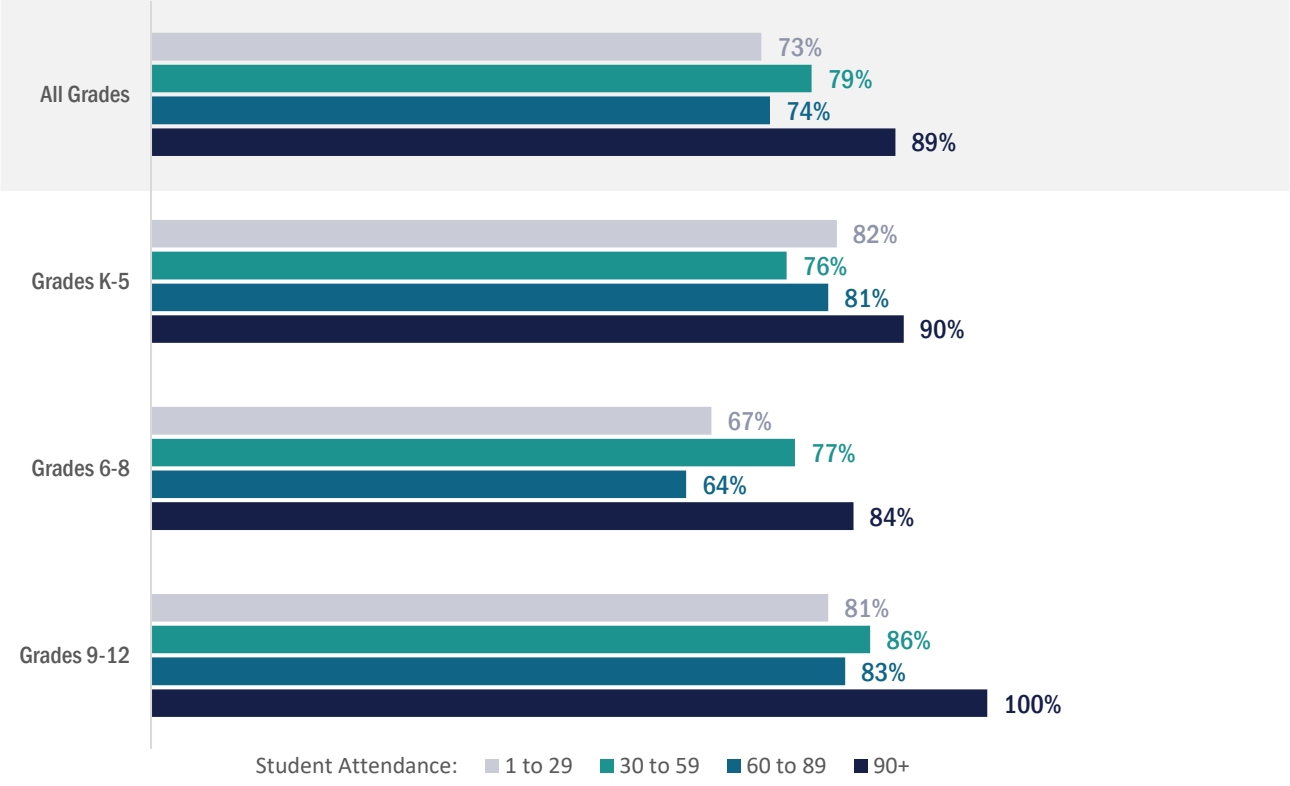


Table 33: Student Attendance Gradations by In-School Suspension Decreases – 2022-2023

Behavior: Percentage of 21st CCLC participants who decreased suspensions compared to the prior year

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	220/300	**73%**	88/112	**79%**	43/58	**74%**	90/101	**89%**
1-5	40/49	**82%**	29/38	**76%**	17/21	**81%**	52/58	**90%**
6-8	113/168	**67%**	40/52	**77%**	16/25	**64%**	27/32	**84%**
9-12	67/83	**81%**	19/22	**86%**	10/12	**83%**	11/11	**100%**

[a] Statistically significant association.

Out-of-School Suspension

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

Figure 46: Participant Attendance Gradations by Out-of-School Suspension Rate – 2022-2023

21st CCLC participants attending at higher levels were less likely to receive an out-of-school suspension in 2023 compared to participants attending less frequently for all grade levels.

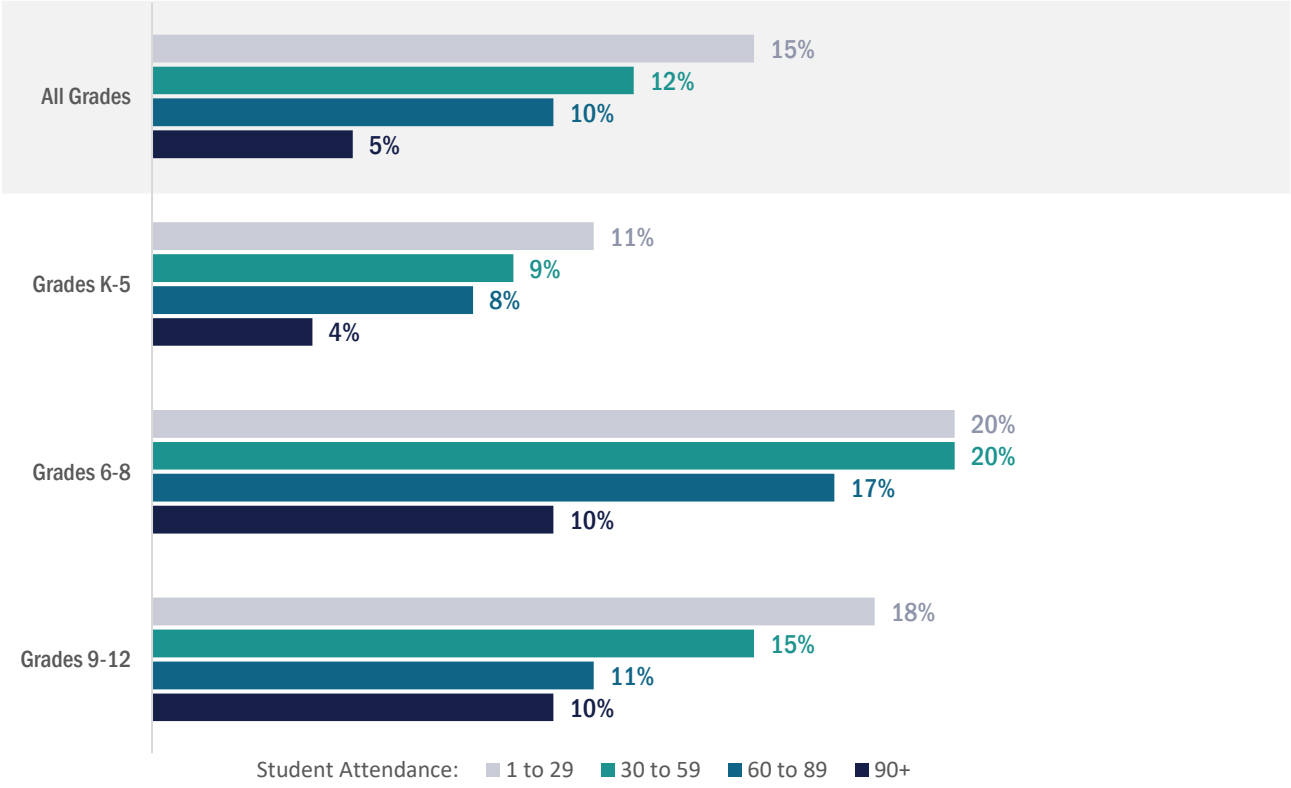


Table 34: Student Attendance Gradations by Out-of-School Suspension Rate – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	767/5054	**15%**	303/2483	**12%**	183/1771	**10%**	261/5003	**5%**
K-5[a]	253/2375	**11%**	141/1615	**9%**	109/1290	**8%**	189/4258	**4%**
6-8[a]	312/1565	**20%**	122/600	**20%**	58/337	**17%**	58/601	**10%**
9-12[a]	202/1134	**18%**	40/268	**15%**	16/144	**11%**	14/144	**10%**

[a] Statistically significant association.

Descriptive Analysis: Behavior and 21st CCLC Participant Subgroups

School Day Attendance by Multi-Year 21st CCLC Participation

Analyses were conducted to examine the relationship between multiple years of participation in 21st CCLC and school day attendance. The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was then linked with participants' school day attendance data from 2022-2023 and disaggregated by the number of years (zero years, one year, two years, three years, or four years) students attended 60 or more days. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis (see Appendix B for school day attendance methodology). Note: Students who did not attend 60 days during any year = zero years.

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

For 3-8 students, there was a significant relationship between years of regular attendance and school day attendance($p < .001$). The effect was small, with years of regular attendance explaining approximately 5% of the variance in school day attendance for 3-8 students. Students who had never attended regularly attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($p < .001$), two years ($p < .001$), three years ($p < .001$), and four years ($p < .001$). Additionally, students attending regularly for four years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$) and two years ($p < .001$). Students attending regularly for three years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$) and two years ($p = .001$). Effect sizes were small.

Figure 47: Multi-year Attendance (Grades 3-8) by School Day Attendance Rate – 2022-2023

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

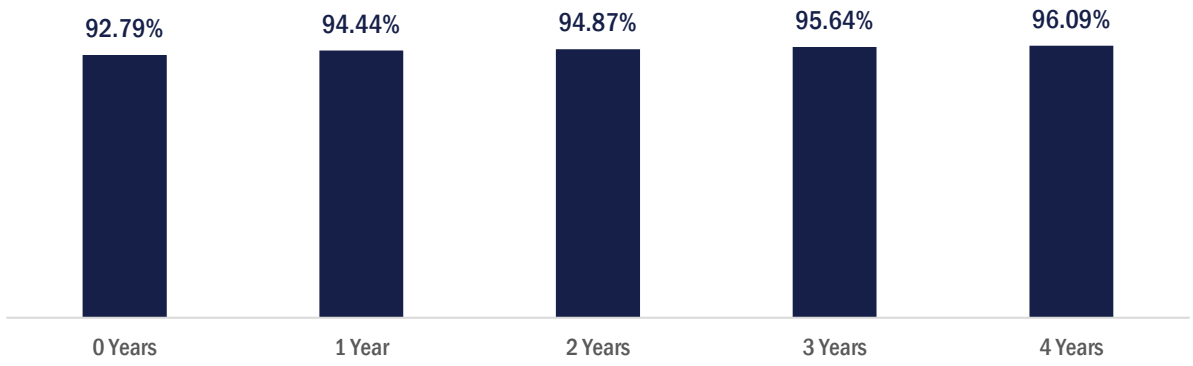


Table 35: Multi-year 60+ Days Participation (Grades 3-8) by School Day Attendance Rate – 2022-2023

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

2022-2023	Grades 3 to 8 | Years Attending 60+ days									
	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
Attendance Rate[a]	3798	**92.79%**	2434	**94.44%**	1185	**94.87%**	693	**95.64%**	530	**96.09%**

[a] Statistically significant.

*See Appendix B for a detailed description of results.

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

For 9-12 students, there was a significant relationship between years of regular attendance and school day attendance ($p < .001$). The effect was medium, with years of regular attendance explaining approximately 7% of the variance in school day attendance for 9-12 students. Students who had never attended regularly attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($p = .03$) and students attending regularly for two to four years ($p < .001$). Effect sizes were small.

Figure 48: Multi-year Attendance (Grades 9-12) by School Day Attendance Rate – 2022-2023

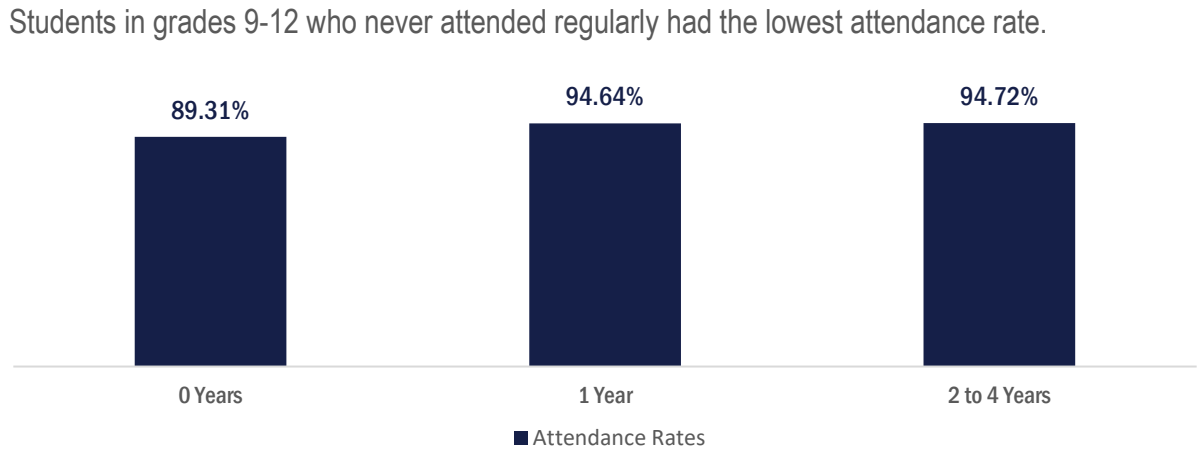


Table 36: Multi-year 60+ Days (Grades 9-12) by School Day Attendance Rate – 2022-2023

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

2022-2023	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
School Day Attendance Rate[a]	1245	89.31%	323	94.64%	127	94.72%

[a] Statistically significant.

*See Appendix B for a detailed description of results.

School Discipline by Multi-Year 21st CCLC Participation

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

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

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and in-school suspensions ($p < .001$). Students attending 60 or more days for one or more years were less likely to be suspended compared to students who never attended regularly.

For grade levels 3-5, there was a significant association between multi-year regular attendance and in-school suspensions ($p < .001$). Students who never attended regularly were more likely to be suspended compared to students who attended more frequently.

For grade levels 6-8, there was a significant association between multi-year regular attendance and in-school suspensions ($p < .001$). Students who never attended regularly were more likely to be suspended compared to students who attended more frequently. Detailed results are described in Appendix B.

Figure 49: Years Attended by In-School Suspension Rate – 2022-2023

For grades 3-8, 21st CCLC participants attending **60 or more days** for **1 year**, **2 year**, **3 years** or **4 years** were less likely to receive an in-school suspension compared to those attending 60 or more days in fewer years.

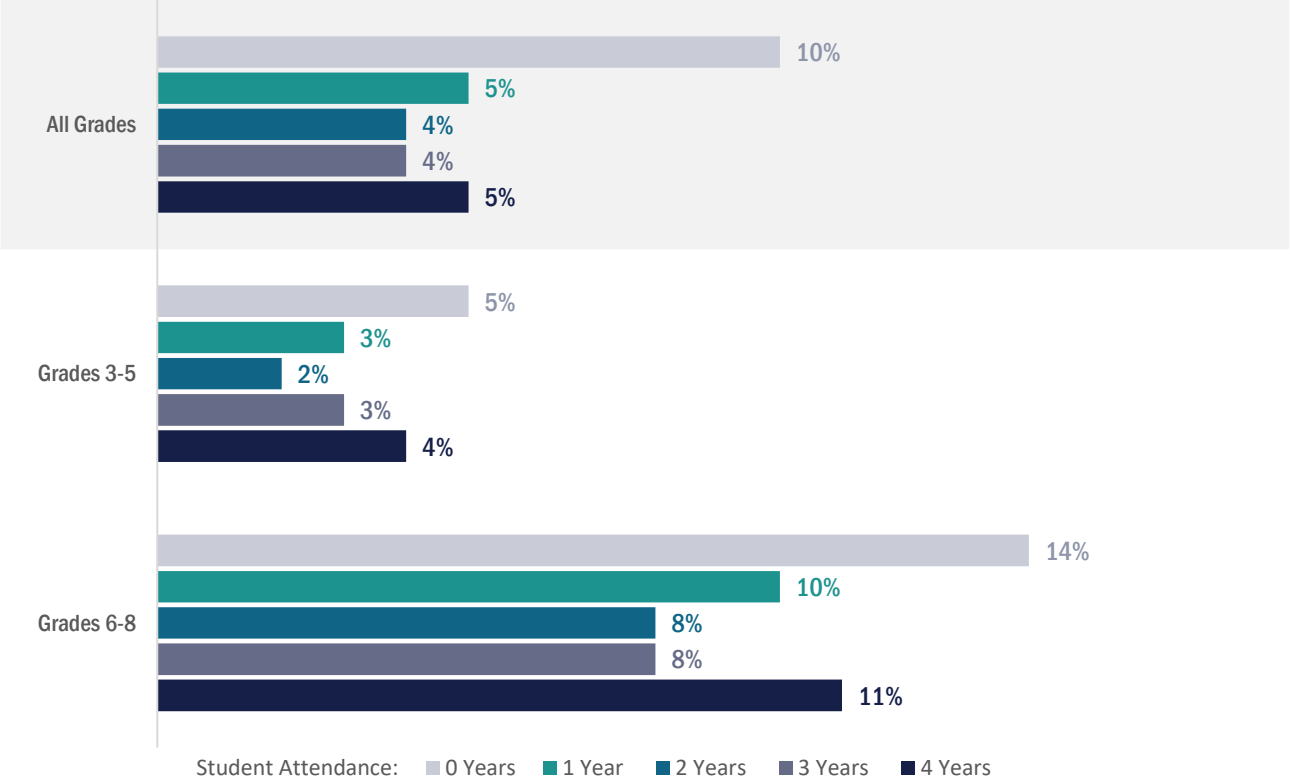


Table 37: Multi-year 60+ Days Participation (Grades 3-8) by In-School Suspension Rate – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	363/3800	**10%**	123/2434	**5%**	45/1185	**4%**	30/693	**4%**	28/530	**5%**
3-5[a]	105/2010	**5%**	50/1693	**3%**	18/852	**2%**	16/513	**3%**	15/412	**4%**
6-8[a]	258/1790	**14%**	73/741	**10%**	27/333	**8%**	14/180	**8%**	13/118	**11%**

[a] Statistically significant association.

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

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

Figure 50: Multi-Year Attendance (Grades 9-12) by In-School Suspension Rate – 2022-2023

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

Table 38: Multi-Year 60+ Days (Grades 9-12) by In-School Suspension Rate – 2022-2023

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

2022-2023	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
In-School Suspension Rate	92/1245	**7%**	18/323	**6%**	5/127	**4%**

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

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

For grades 3-5, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p < .001$). Students attending 60 or more days for four years were less likely to be suspended compared to students who attended less frequently.

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

Figure 51: Years Attended by Out-of-School Suspension Rate – 2022-2023

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

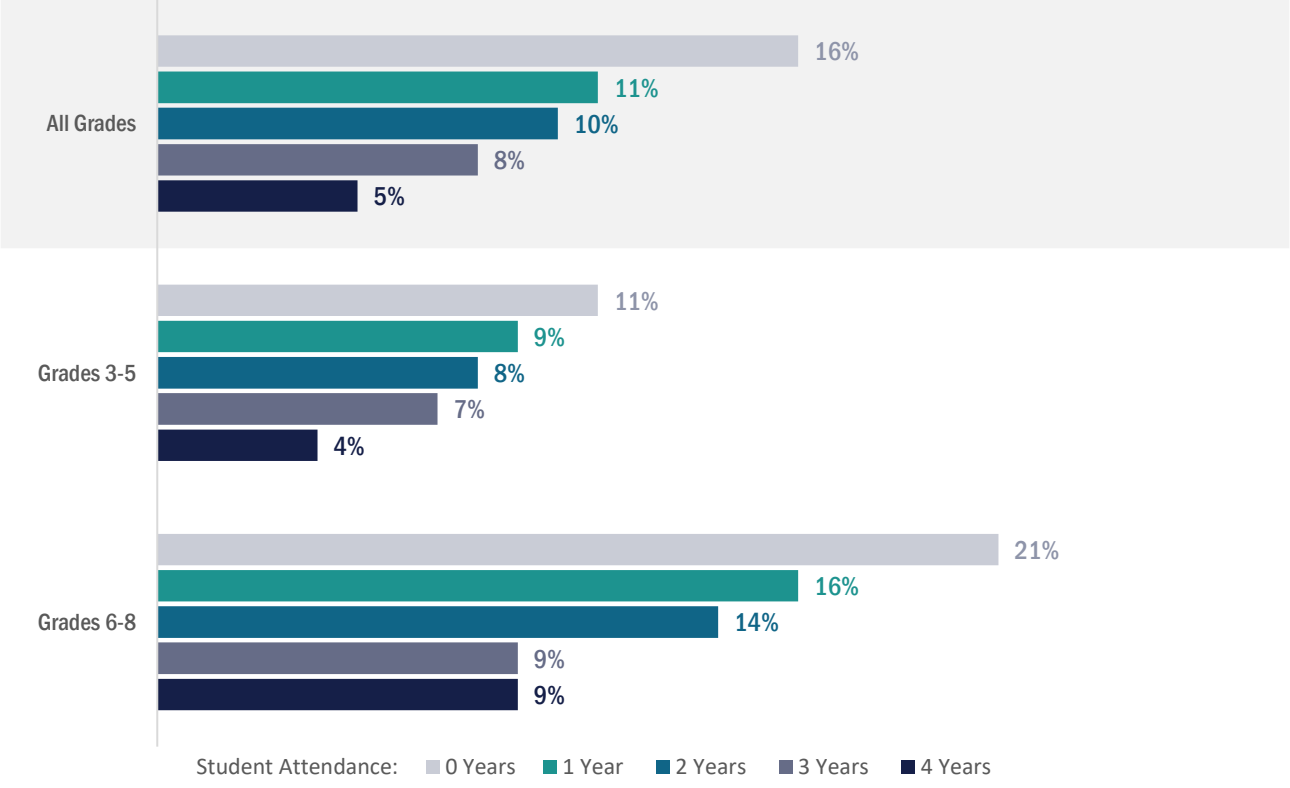


Table 39: Multi-Year 60+ Days Participation (Grades 3-8) by Out-of-School Suspension Rate – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades[a]	600/3800	**16%**	261/2434	**11%**	114/1185	**10%**	54/693	**8%**	27/530	**5%**
3-5[a]	222/2010	**11%**	145/1693	**9%**	68/852	**8%**	37/513	**7%**	17/412	**4%**
6-8[a]	378/1790	**21%**	116/741	**16%**	46/333	**14%**	17/180	**9%**	10/118	**9%**

[a] Statistically significant.

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

When examining grade levels 9-12, there was a significant association between multi-year regular attendance and out-of-school suspensions ($p < .001$). Students attending 60 or more days for two or more years were less likely to be suspended compared to students who never attended regularly.

Figure 52: Multi-year Attendance (Grade 12) by Out-of-School Suspension Rate – 2022-2023

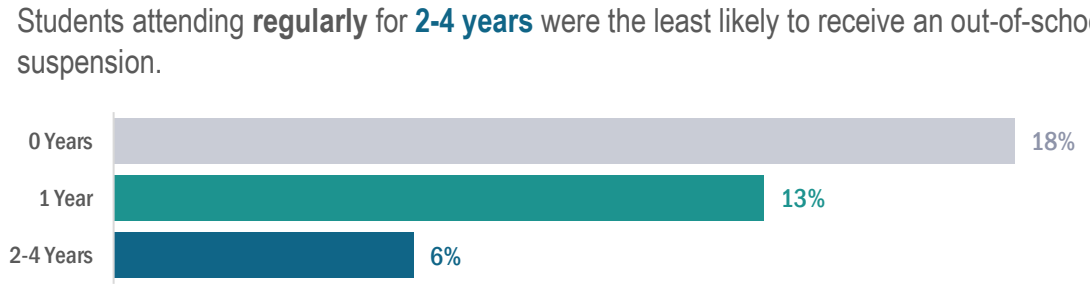


Table 40: Multi-year 60+ Days (Grades 9-12) by Out-of-School Suspension Rate – 2022-2023

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

2022-2023	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
Out-of-School Suspension Rate[a]	226/1245	**18%**	41/323	**13%**	8/127	**6%**

[a] Statistically significant.

Matched-Groups Analysis

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

Matched-Groups Analysis and Academic Performance

A series of analyses were completed to examine the impact of 21st CCLC participation on selected English/language arts (ELA) and math outcomes. Specifically, ILEARN data were utilized to examine academic achievement in English/language arts and math. The assessments were administered in the spring of 2023. ILEARN proficiency and growth (based on student growth percentile (SGP) and ILEARN growth targets) were reported. All data were provided by IDOE.

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

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

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

Table 41: Sample Size for Matched Groups: Academics – 2022-2023

2022-2023	30 Day Attendance Threshold		60 Day Attendance Threshold		90 Day Attendance Threshold	
	>= 30	< 30	>= 60	< 60	>= 90	< 90
Academics[a]	1959	1959	1772	1772	1507	1507

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

30-Day Matched-Groups

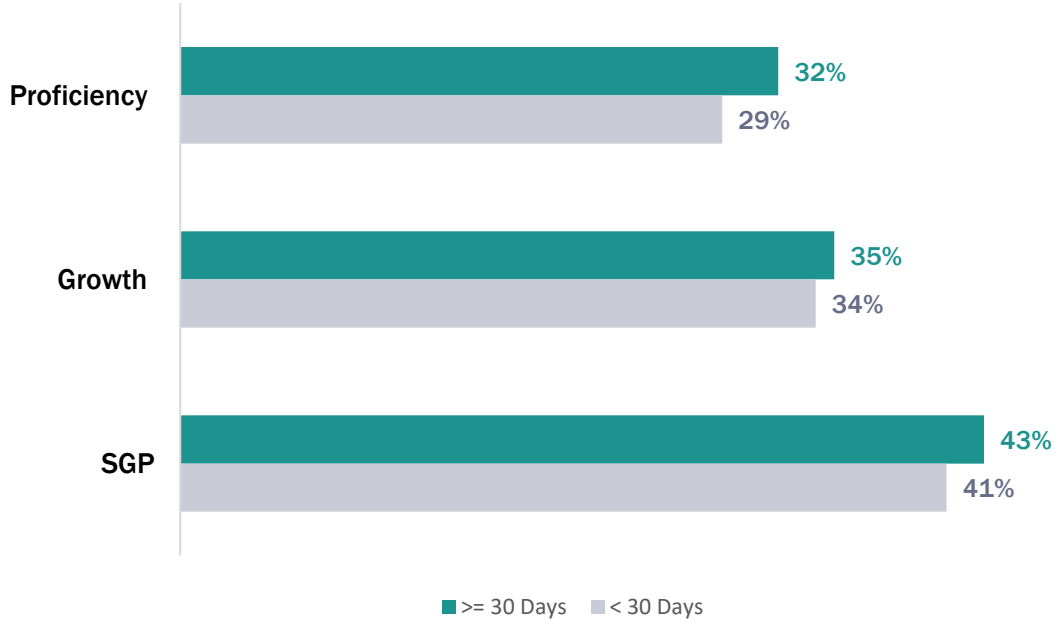
Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. These groups were balanced on key demographics, including prior academic performance. See Appendix B for detailed analyses.

English/Language Arts

Students who attended for 30 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Figure 53: 30-Day Matched Groups for ILEARN ELA – 2022-2023

Students who attended for **30 or more days** were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50, and score at or above proficiency. However, these differences were not statistically significant.

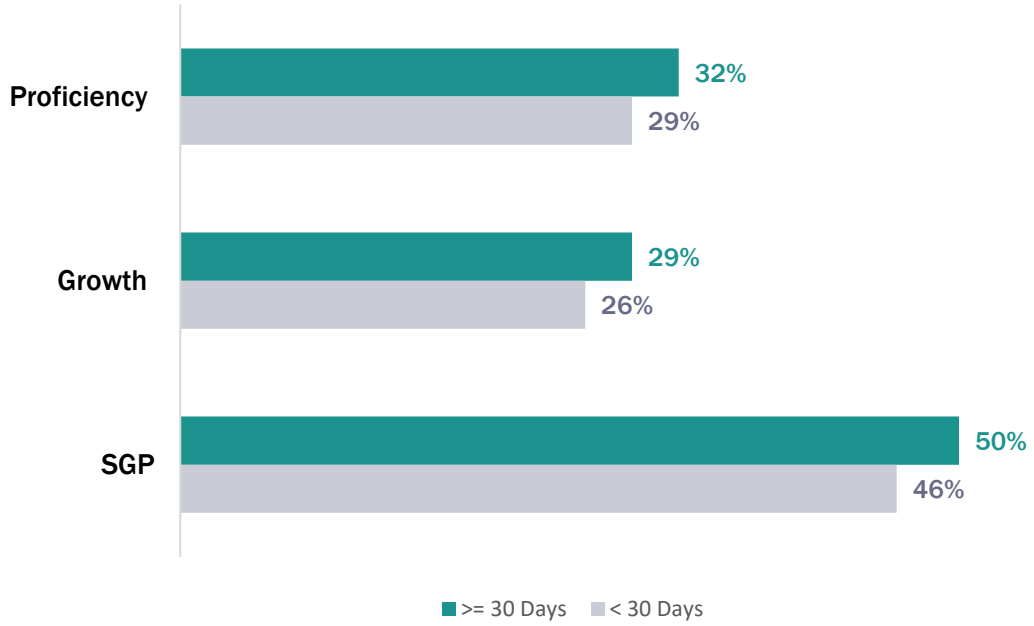


Math

Students who attended for 30 or more days were statistically significantly more likely to meet their ILEARN math growth targets (p = .03) and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) (p = .009).

Figure 54: 30-Day Matched Groups for ILEARN Math – 2022-2023

Students who attended for **30 or more days** were significantly more likely to meet their ILEARN math growth targets and earn an SGP greater than or equal to 50.



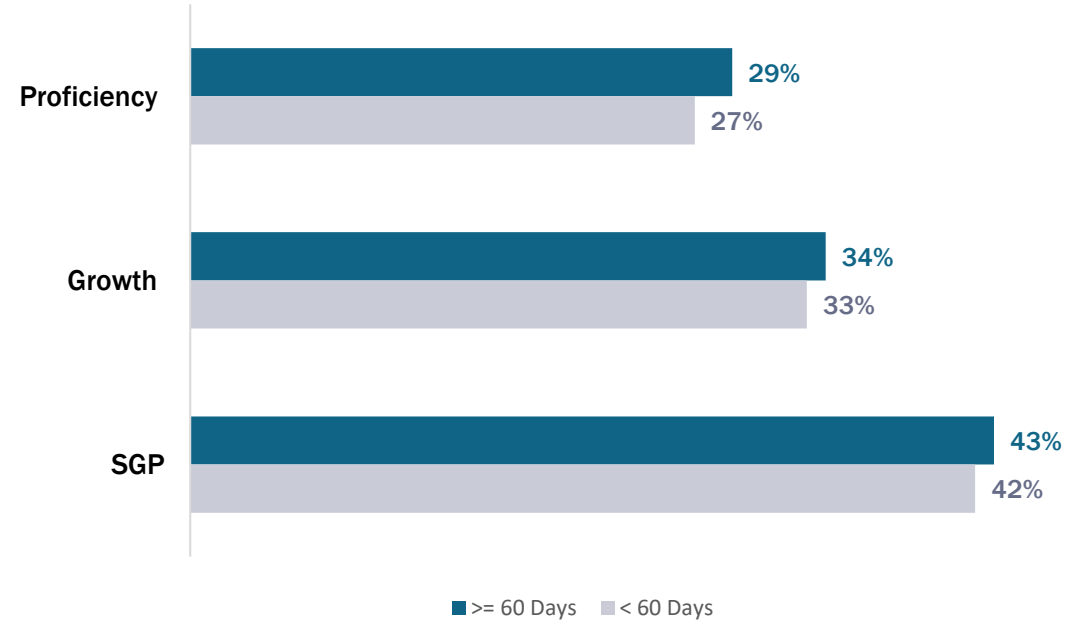
60-Day Matched-Groups

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

English/Language Arts

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

Figure 55: 60-Day Matched Groups for ILEARN ELA – 2022-2023

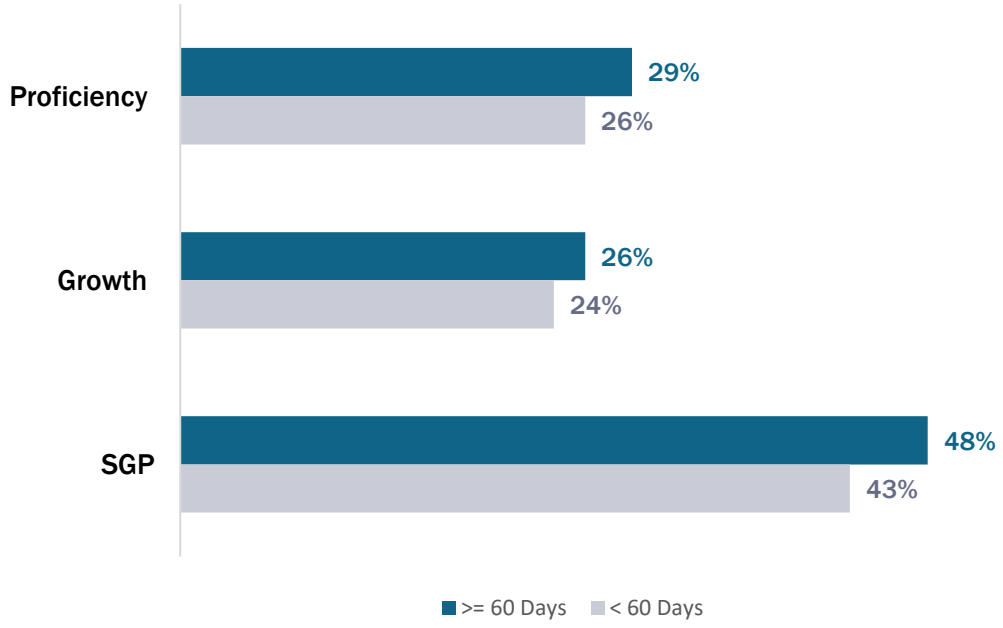


Math

Students who attended for 60 or more days were statistically significantly more likely to earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) (p = .002).

Figure 56: 60-Day Matched Groups for ILEARN Math – 2022-2023

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



90-Day Matched-Groups

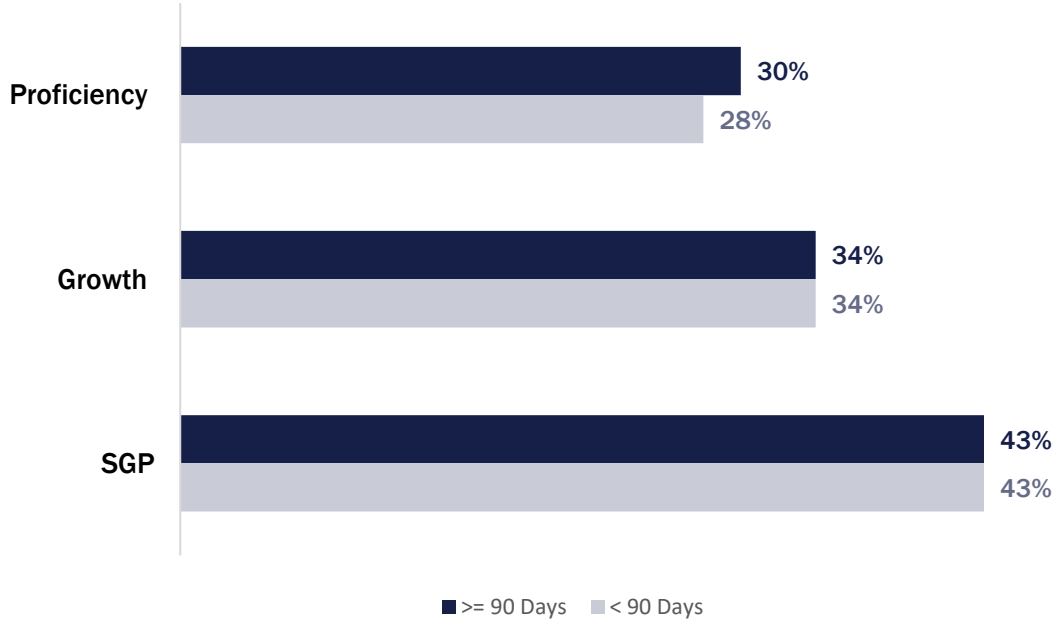
Propensity score matching was used to identify two groups of students: (1) students attending for 90 days or more and (2) students attending fewer than 90 days. Like the 30-day and 60-day matched groups, these groups were balanced on key demographics, including prior academic performance. See Appendix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

English/Language Arts

Students who attended 90 or more days had similar ILEARN performance compared those attending less frequently.

Figure 57: 90-Day Matched Groups for ILEARN ELA – 2022-2023

Students in both groups performed at similar rates.

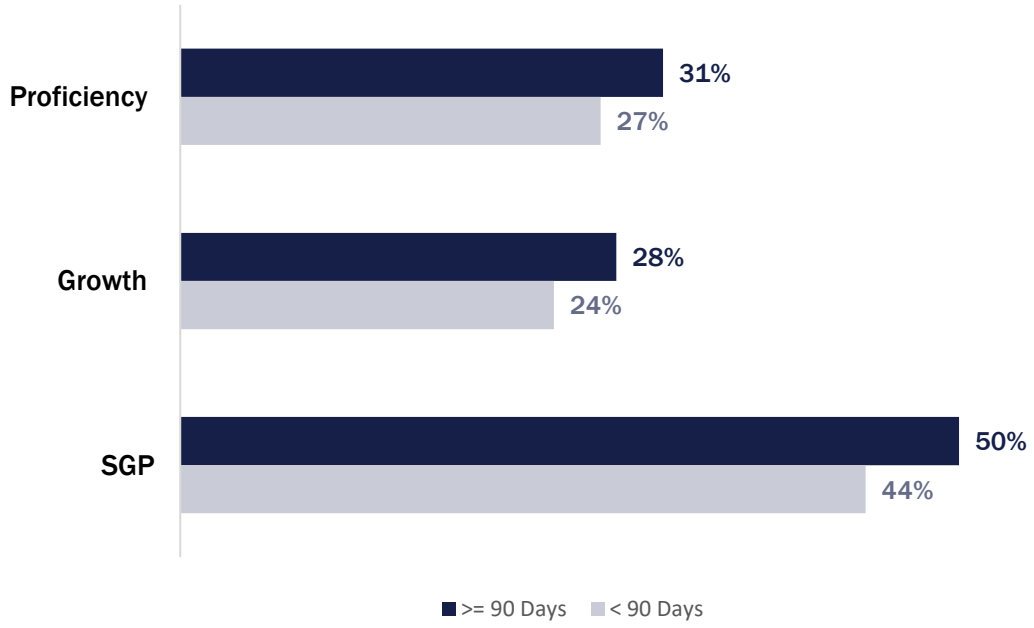


Math

Students who attended for 90 or more days were statistically significantly more likely to meet their ILEARN math growth targets (p = .01), earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) (p = .004), and score at or above proficiency (p = .03).

Figure 58: 90-Day Matched Groups for ILEARN Math – 2022-2023

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



Matched-Groups Analysis: Discipline and 21st CCLC Participation

Matched-Groups Analysis and Discipline

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

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

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

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

Table 42: Sample Size for Matched Groups: Discipline – 2022-2023

2022-2023	30 Day Attendance Threshold		60 Day Attendance Threshold		90 Day Attendance Threshold	
	>= 30	< 30	>= 60	< 60	>= 90	< 90
Discipline[a]	3682	3682	3499	3499	3216	3216

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

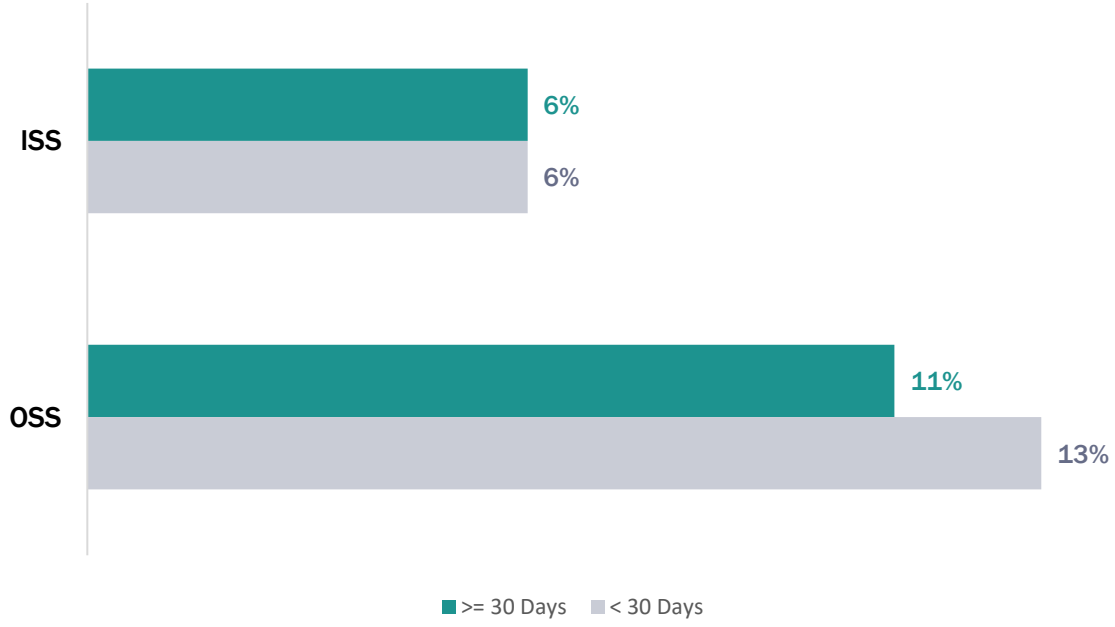
30-Day Matched-Groups

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

Students who attended for 30 or more days were less likely to receive out-of-school suspensions ($\chi 2(1, N = 6874) = 4.36$, $p = .04$) compared to those who attended less frequently.

Figure 59: 30-Day Matched Groups for ISS and OSS – 2022-2023

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



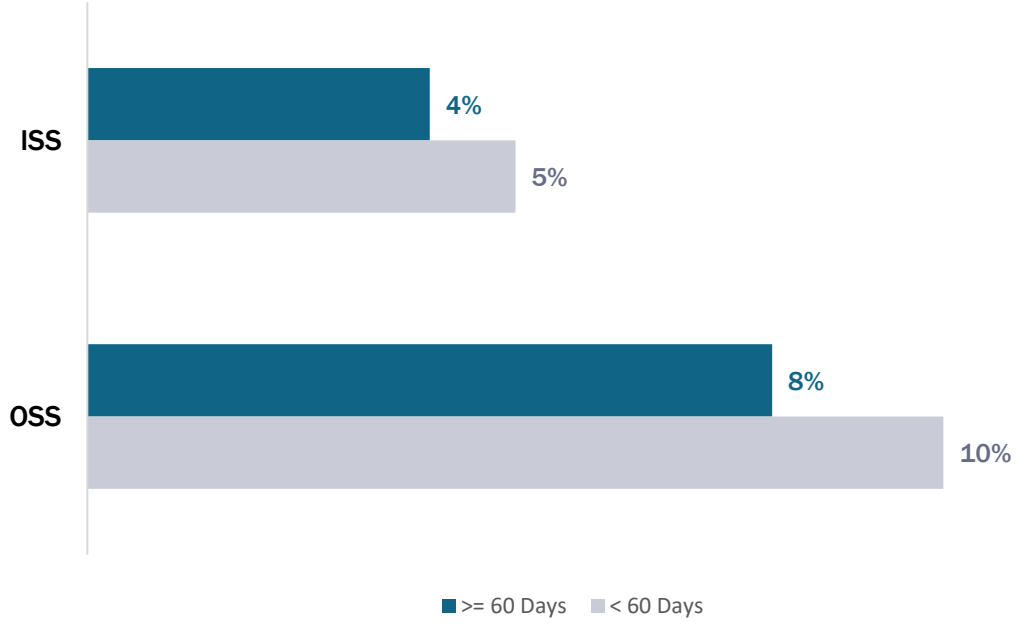
60-Day Matched-Groups

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

Students who attended for 60 or more days were less likely to receive in-school ($p < .001$) and out-of-school suspensions ($p = .006$) compared to those who attended less frequently.

Figure 60: 60-Day Matched Groups for ISS and OSS – 2022-2023

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



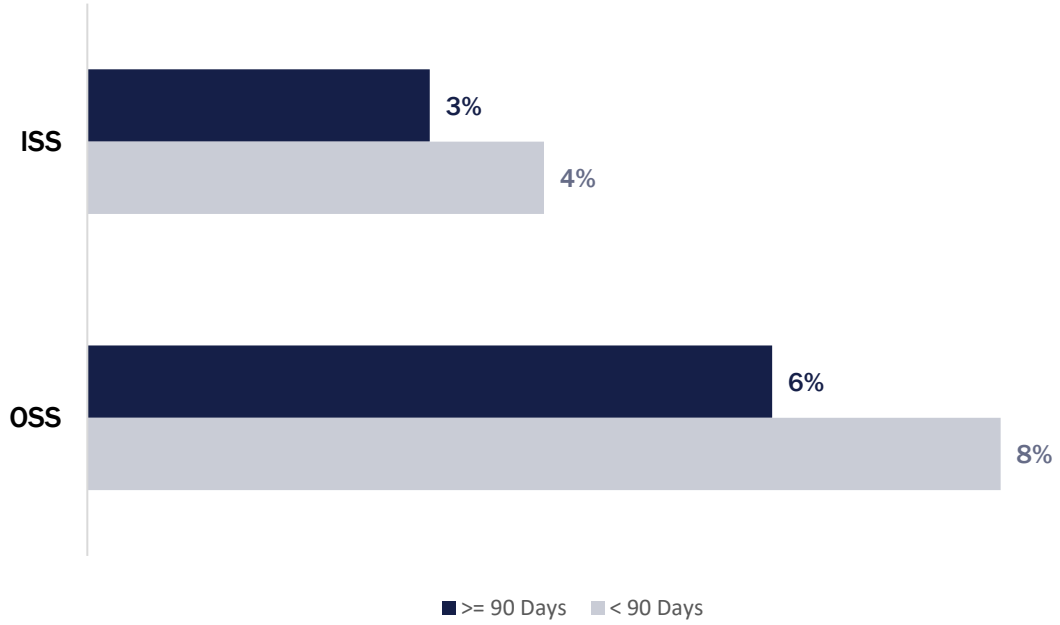
90-Day Matched-Groups

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

Students who attended for 90 or more days were less likely to receive out-of-school suspensions (p = .03) compared to those who attended less frequently.

Figure 61: 90-Day Matched Groups for ISS and OSS – 2022-2023

Students who attended for **90 or more days** were less likely to receive in-school and out-of-school suspensions compared to those who attended less frequently. A significant difference was observed for out-of-school suspensions.



Summary of Indiana 21st CCLC Performance Measures

Summary of Indiana 21st CCLC Performance Measures

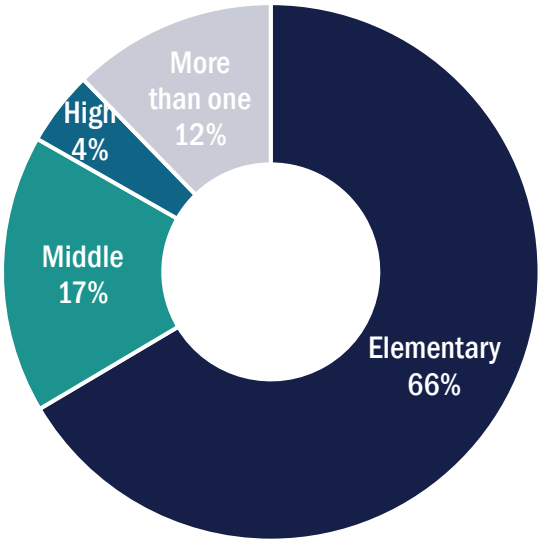
Beginning in 2019, Indiana's Performance Measurement Framework was revised to include a focus on Academic, Social/Behavioral, and Family Engagement outcomes. Specifically, each site is required to track and report on four to six Academic measures, two to four Social/Behavioral measures, and two Family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

In fall 2023, 179 sites provided an executive summary detailing progress toward performance measures to the Indiana Department of Education (IDOE). For the 2022-2023 grant year, 10% of sites (*n* = 19) were unable to report on one or more measures due to various data limitations. Data were compiled and analyzed by the state evaluation team. Key findings are reported in the following sections.

Sites Reporting

Of the sites reporting performance measures, 66% served students in elementary school only, 17% served middle school only, and 4% served high school only. The remaining 12% provided services to students of mixed grade-level groups: K-12 (2%), elementary/middle schools (8%), elementary/high schools (1%), and middle/high schools (1%).

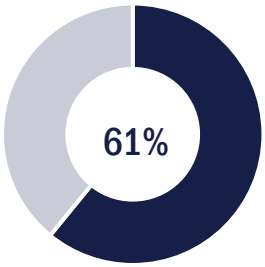
Figure 62: 21st CCLC Students Served



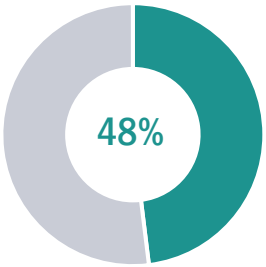
Sites providing executive summaries were relatively evenly split between Cohort 10 (48%) and Cohort 11 (52%).

Over half (61%) of sites met their targets for regularly attending participants (RAPs). To be a regularly attending participant in 2022-2023, students must have attended at least 45 days of school year programming. For additional characteristics of 21st CCLC sites providing performance measure data, see Tables C23-25 in Appendix C.

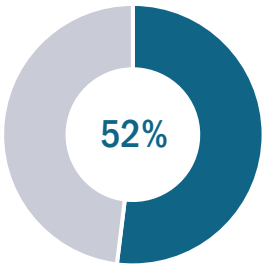
Figure 63: 21st CCLC Site Characteristics



Of sites met their RAP targets in 2022-2023.



Of sites were in Cohort 10.



Of sites were in Cohort 11.

Performance Measures Met

As noted above, each 21st CCLC site sets unique performance measures and targets for Academic, Social/Behavioral, and Family Engagement categories. As a result, this section aggregates all performance measures and provides an overview of the total number met. For additional performance measure data, see Tables C26-31 in Appendix C.

Academic Performance Measures

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

- Across all sites, 81% of Academic performance measures were met (603/743).
- Within the Academic performance measures, all sites were required to include English/language arts and math grade measures. Across all sites, 82% of English/language arts grade measures (169/205) and 82% of math grade measures (168/205) were met.

Social/Behavioral Performance Measures

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

- Of the 466 Social/Behavioral performance measures set by sites, 73% (342/466) were met.

Family Engagement

Two Family Engagement performance measures were required for each site, and unique measures were created by each site. Example measures included the percentage of parents attending school-sponsored family sessions and the percentage of parents reporting an increase in time spent reading with their child. Data sources utilized by sites included, but were not limited to, afterschool staff surveys, parent surveys, and family event attendance.

- Across all sites, 90% of all Family Engagement performance measures (303/335) were met.

Figure 64: Performance Measures Met Across All Sites

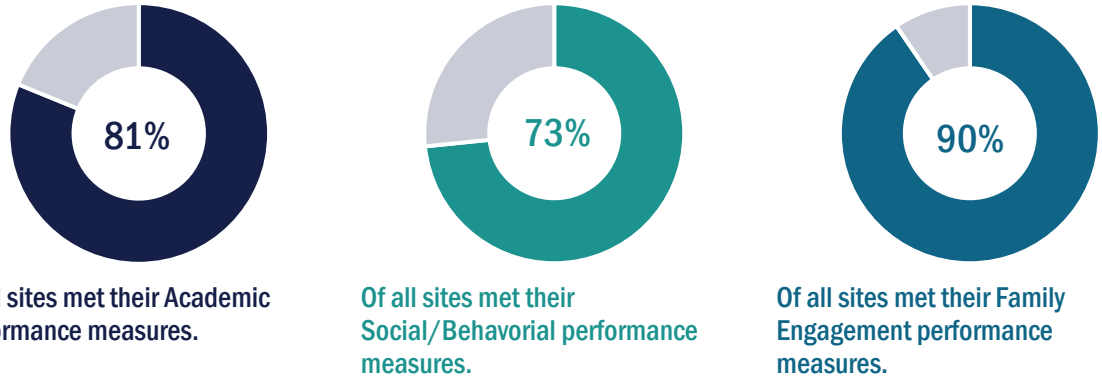


Figure 65: Percent of Performance Measures Met by Site Type

	# of Sites	Academic	Social/Behavioral	Family Engagement
Elementary School	119	84%	78%	91%
Middle School	30	72%	71%	84%
High School	8	42%	61%	100%
More Than One	22	87%	54%	97%
Cohort 10	86	77%	71%	91%
Cohort 11	93	85%	76%	90%
Not Met RAP Target	70	75%	67%	86%
Met RAP Target	109	85%	78%	93%

Site-Level Quality Summary

Site-Level Quality Summary

A site-level questionnaire was administered to capture program quality information from all sites offering school-year 21st CCLC programming in Indiana with the goals of 1) providing an overall summary of quality across grantees and sites and 2) supporting continuous quality improvement at the site level. The development of items was supported by a review of afterschool program quality in the literature. Because of 21st CCLC's focus on academics, the research consulted included a specific concentration on identifying individual, observable practices that were shown to be related to academic outcomes for students. Moreover, a strong emphasis was placed on recommendations compiled by the What Works Clearinghouse and research cited in the IDOE 21st CCLC Best Practice Toolkit. Those resources were supplemented with research from leaders in the field (e.g., Deborah Vandell, Joseph Durlak) and state 21st CCLC evaluations in Washington, Oregon, and Arkansas (American Institutes for Research & Weikart Center). These resources were used to identify/develop items to assess observable, research-based indicators of afterschool quality covering site background, staffing, program design, and instructional practices. The questionnaire was developed for completion by the 21st CCLC site coordinator; however, grantees were given flexibility to accommodate a variety of staffing structures. The instrument was developed by the state evaluation team with support from IDOE and Indiana 21st CCLC Evaluation Advisory Group. It was piloted by five 21st CCLC grantees. The questionnaire was administered electronically during March-May 2024.

Background

Complete responses were provided by 100% (198/198) of eligible sites (i.e., those receiving 21st CCLC funding and providing programming during the 2023-2024 school year[7]). The length of out of school time programming provided by the sites and the length of 21st CCLC funding (including prior funding cohorts) for participating sites ranged from less than a year to twenty years or more.

Figure 66: Duration of Out-of-School Time Programming at the Site (Including Other Funding Sources)

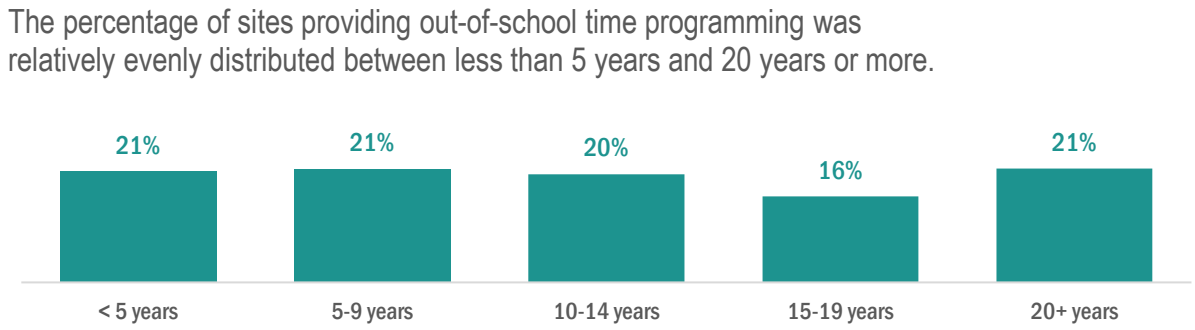
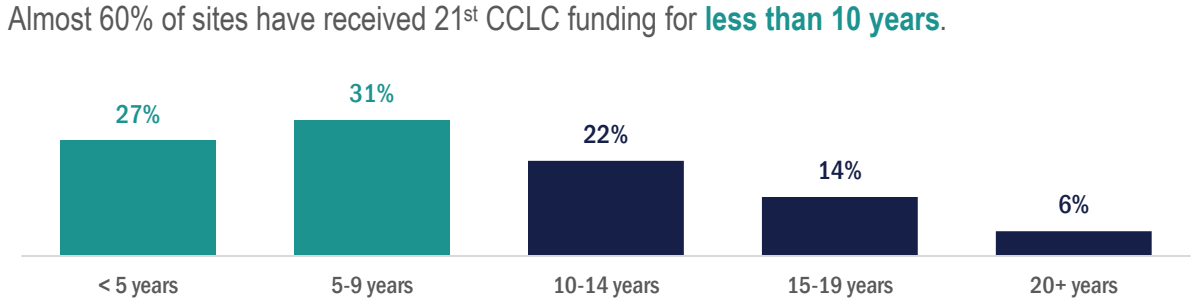


Figure 67: 21st CCLC Funding Duration

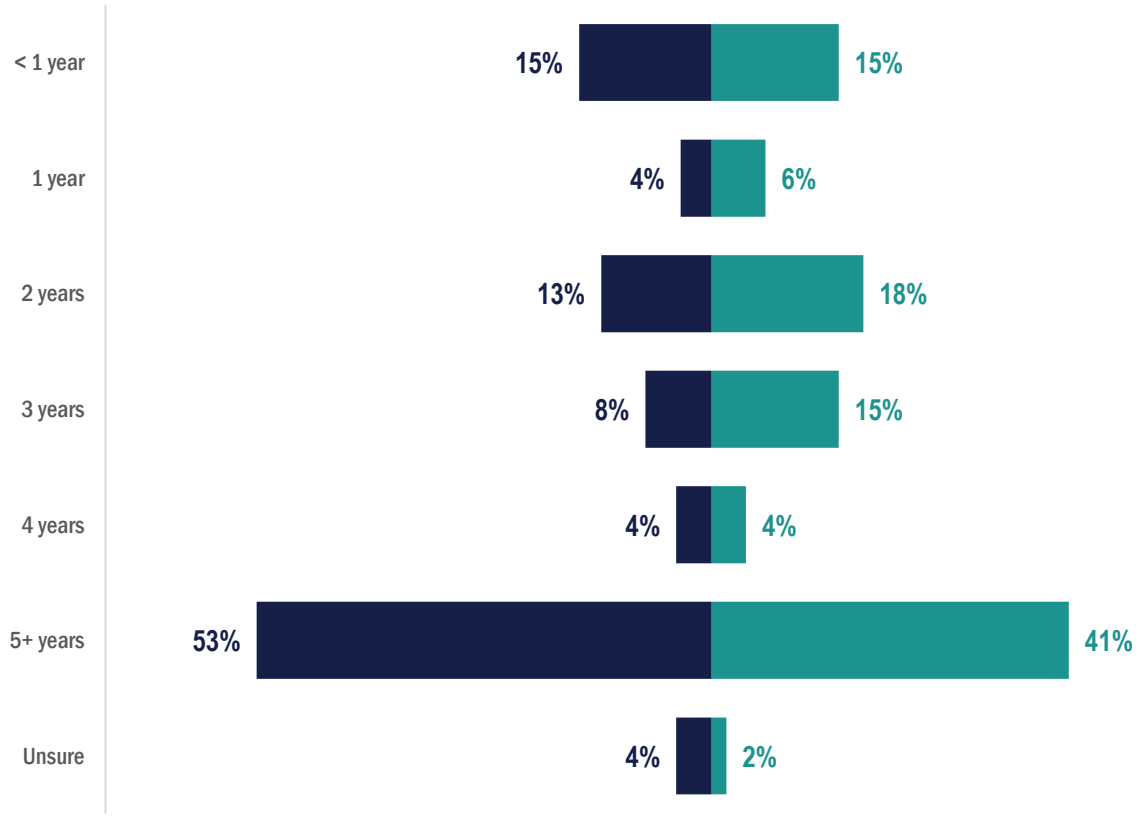


When experience of program and site leadership was examined, survey responses revealed that over half of program directors had worked at least 5 years in a leadership role within the organization (53%; 103/196), and the majority of site coordinators had worked for the organization for 3 years or less (53%; 94/177). For additional data, see Tables C32-C36 in Appendix C.

[7] Note: This section focuses on sites that provided 21st CCLC-funded programming during the 2023-2024 grant year, whereas other sections of the report focus primarily on data from 2022-2023.

Figure 68: Program Director and Site Coordinator Length of Employment

Over half the **program directors** have been in a leadership position for 5 years or more and over half of the **site coordinators** have been with the organization for 3 years or less.

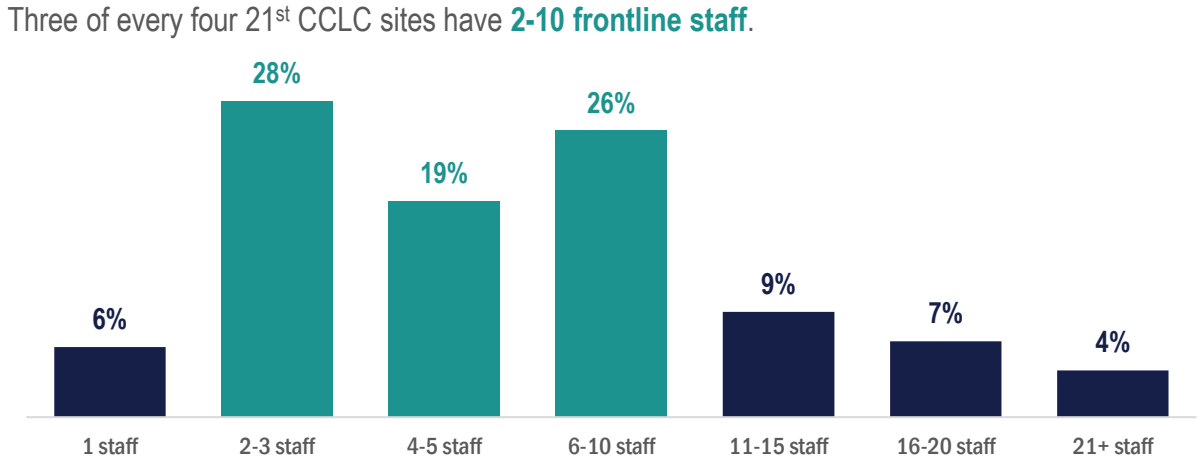


Staffing

Existing afterschool research has highlighted a relationship between staffing characteristics and student outcomes. In particular, there is evidence to suggest that staff members' years of afterschool work experience (Huang & Dietel, 2011; Vandell, 2013), prior experience in related fields (Khashu & Dougherty, 2007), education level (Capaldi, 2009; Fagan, 2007; Huang & Dietel; Khashu & Dougherty, 2007; Massachusetts After-School Research Study, 2005), and teaching certifications (Khashu & Dougherty, 2007; Massachusetts After-School Research Study, 2005) are associated with improved academic outcomes for students.

Across participating sites (*N* = 198), programs reported that a total of 1,345 paid, frontline staff members (not including the site coordinator, partners, contractors, or volunteers) worked with 21st CCLC students during the 2023-2024 program year. The number of staff working in each site ranged from 0 to 31, with a mean of 7.04.

Figure 69: Frontline Staff at 21st CCLC Sites



The majority (77%; 1,055/1,369) of frontline staff had five or fewer years of experience working in afterschool programs, and over half (60%; 796/1,316) were employed at the site during the prior program year (2022-2023). Further, 58% of staff (744/1,282) had worked in a related field (e.g., education, childcare, social services, community organizations, the arts) prior to their current position. More than half (55%; 777/1,405) of frontline staff had not yet completed some form of post-high school training program or degree (e.g., associate's, bachelor's, master's). In addition, 28% (378/1,330) were certified teachers and 9% (116/1,335) had a current/active Child and Youth Care Worker (CYC) Certification, or a specialized credential that is directly related to the programming provided. See Tables C37-C39 in Appendix C.

Figure 70: Frontline Staff Characteristics

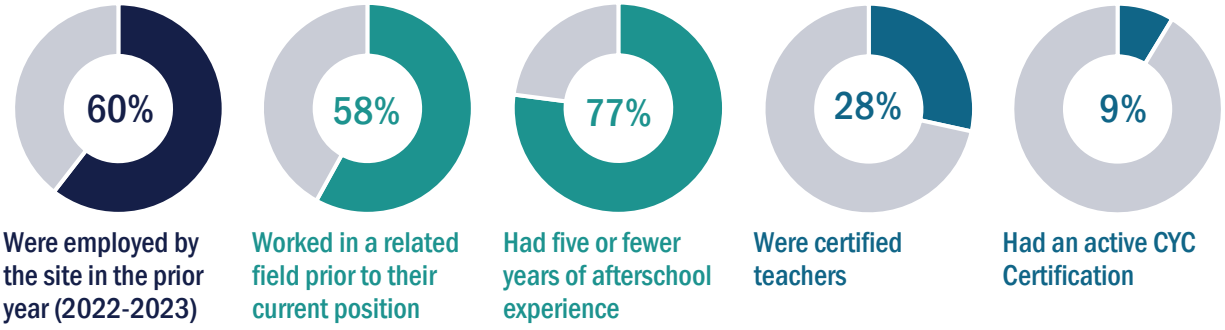
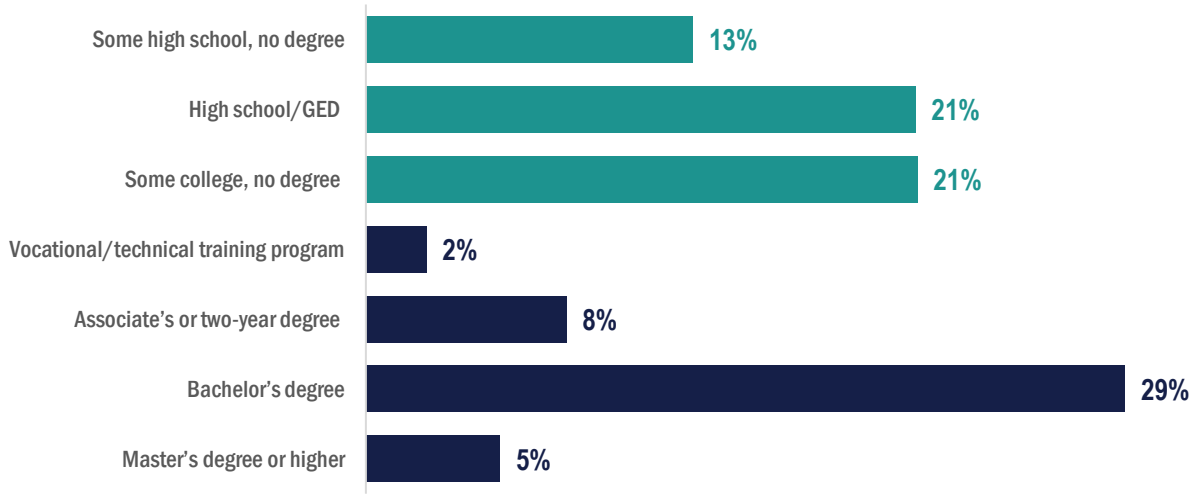


Figure 71: Frontline Staff Educational Attainment

Over 50% of frontline staff have **not yet completed a post-high school training or degree program**.



Staff Training, Evaluation, and Planning

Research suggests that participating in orientation (Huang & Cho, 2010), attending regular staffing meetings (Khashu & Dougherty, 2007) and relevant training (Beckett et al., 2009, Khashu & Dougherty, 2007; Rapp-Paglicci et al., 2006), receiving formal evaluation (Huang et al., 2010), and being compensated for planning, trainings, and meetings (Vandell, 2013) are linked with program quality and student academic outcomes. In sites offering high-quality programming, larger portions of program staff have access to these training, evaluation, and planning opportunities (Beckett et al., 2009, Huang & Cho, 2010; Huang et al., 2010; Khashu & Dougherty, 2007; Rapp-Paglicci et al., 2006; Vandell, 2013).

Survey responses showed that in most sites, the majority of staff (81% to 90%) receive compensation for participating in trainings or meetings, have received a formal evaluation at least once per year, and have access to orientation when hired. See Table C40 in Appendix C.

Figure 72: Staff Training, Evaluation, and Planning

Survey results suggest that in most sites, the majority of frontline staff participate in critical training, evaluation, and planning opportunities.

	No Staff	Up to 25% of Staff	26-50% of Staff	51-75% of Staff	76-100% of Staff
Participated in a program orientation when hired.	2%	2%	4%	11%	81%
Required to attend regular staff meetings.	3%	4%	6%	9%	78%
Received specific training related to providing academic support for youth participants.	4%	6%	8%	19%	63%
Received specific training related to classroom behavior management.	4%	2%	10%	17%	67%
Received specific training related to cultural competence, diversity, or related topics.	4%	5%	11%	21%	59%
Formally evaluated at least once per year.	1%	2%	4%	9%	84%
Receive paid time for planning.	8%	8%	5%	11%	68%
Receive compensation for participating in trainings or meetings.	5%	2%	1%	3%	90%

Hiring and Recruiting

To promote student success, the literature suggests that in high-quality sites, programs employ hiring and recruiting practices that balance site autonomy (Khashu & Dougherty, 2007) with input from school day staff employed in schools served by the program (e.g., principals) (What Works Clearinghouse, 2009). In over half of Indiana's sites, site coordinators participated in interviews (57%; 108/189) and had autonomy to make staffing decisions (67%; 128/190) at least most of the time. In 62% (117/190) of sites, school day staff had input into staffing decisions less than half the time. See Table C41 in Appendix C.

Figure 73: Hiring and Recruitment

In most sites, the site coordinators have autonomy in hiring and participate in interviewing; however, in the majority of sites, school day staff have input less than half the time.

	Never or Almost Never	Some of the Time	Half of the Time	Most of the Time	Always or Almost Always
When staff are being hired, the site coordinator participates in the interview process.	29%	11%	4%	15%	42%
The site coordinator has the autonomy to make staffing decisions.	16%	13%	4%	22%	46%
School day staff have input into recruitment and hiring decisions at the site.	39%	22%	12%	10%	16%

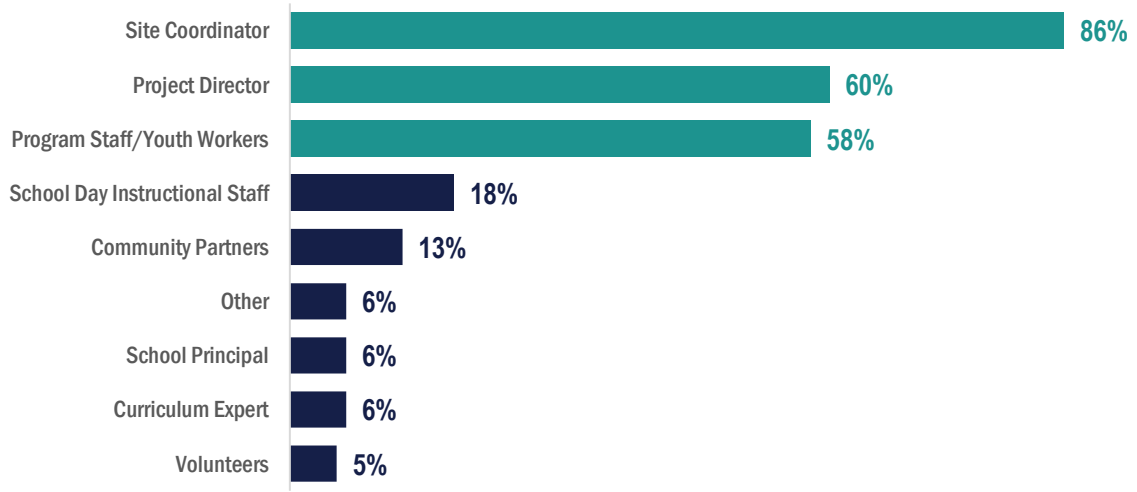
Program Design

The literature demonstrates links between components of high-quality program design and academic achievement for participants. Specifically, enrollment and recruitment strategies (Vandell, 2013), linkages to the school day (Beckett et al., 2009), youth ownership (Vandell, 2013), and program design (Beckett et al., 2009; Khashu & Dougherty, 2007) have been associated with academic achievement.

Programming offered during a typical week had a mean of 14.78 hours per week. Site coordinators, project directors, and program staff/youth workers were most frequently responsible for program planning. See Table C42 in Appendix C.

Figure 74: Staff Responsible for Program Planning

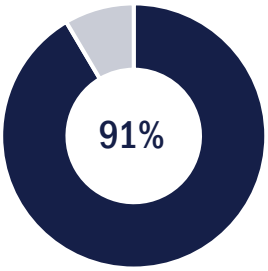
The **site coordinator** followed by the **project director** and **program staff/youth workers** were primarily responsible for planning programming at most sites. (Sites identified all staff who were responsible for planning.)



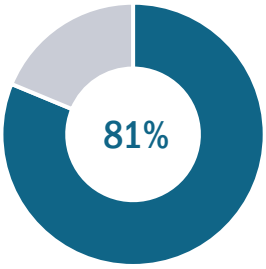
Enrollment and Recruitment Policy

Within program design, student enrollment and recruitment policies emerged as key aspects of program quality. To promote program quality, Vandell (2013) recommended that afterschool programs utilize policies that maximize participation in the program, including providing avenues through which school staff can refer students with academic needs and eliminate participation barriers, such as cost and transportation. In Indiana, most sites (81%; 156/192) have developed a structured system for schools to refer students with academic needs and created strategies to mitigate income (91%; 172/188) and transportation (66%; 126/192) barriers for participants. See Table C43 in Appendix C.

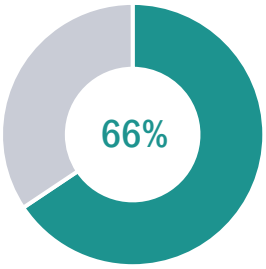
Figure 75: Enrollment and Recruitment



Participation in the program is free or income-based scholarships are available.



A structured referral system is in place within the school that allows school staff to refer students with academic needs.



Transportation is typically provided to all participants who need transportation.

Youth Ownership

Within program design, youth ownership was identified as an important component of program quality. Vandell (2013) emphasized the importance of promoting participants' engagement through strategies that allow students to take ownership over the types of activities that are offered and the content that is covered within activities. In nearly all sites, students have opportunities to take ownership in programming. However, these opportunities are somewhat limited; students helping make activity plans and making content choices occur between some of the time and most of the time within the majority of sites. See Table C44 in Appendix C.

Figure 76: Youth Ownership

In nearly all sites, students were given some ownership opportunities, with most participants making plans and choices between some of the time and most of the time.

	Never or Almost Never	Some of the Time	Half of the Time	Most of the Time	Always or Almost Always
Students help make plans for what activities are offered at the program.	4%	36%	24%	31%	5%
Students make choices about what specific content is covered within activities.	4%	39%	27%	26%	4%

Program Structure

The literature has identified program structure as a critical program design element. Following a review of existing afterschool research, the What Works Clearinghouse recommended that programs intentionally structure activities to address the academic needs (e.g., learning goals, state standards) of students as well as feedback from youth and their parents (Beckett et al., 2009).

In the majority of sites, state standards were incorporated into most or all homework help/tutoring, academic enrichment, and recreational activities during a typical month. The majority of sites reported that most or all academic enrichment, homework help/tutoring, and recreation activities utilized a written lesson plan with specific learning goals. In most sites, most or all academic enrichment activities offered during a typical month were developed to respond to students' feedback. Parent feedback was the least likely to be incorporated into activities during the typical month; in most sites, less than 50% of activities were developed (all or most of the time) in response to feedback from parents.

Figure 77: Program Structure – Homework Help and Tutoring Offered During a Typical Month

For the majority of sites, most or all homework help and tutoring activities offered during a typical month had a written lesson plan and promoted skill building in relation to state standards.

	None	Some	Half	Most	All
Homework/tutoring activities had a written lesson plan with specific learning goals.	8%	16%	12%	37%	27%
Homework/tutoring activities promoted skill building in relation to state standards.	2%	8%	9%	43%	37%
Homework/tutoring activities were developed to respond to feedback from youth.	5%	22%	14%	38%	21%
Homework/tutoring activities were developed to respond to parent feedback.	8%	33%	12%	29%	17%

Figure 78: Program Structure – Academic Enrichment Offered During a Typical Month

At the majority of sites, most or all academic enrichment activities offered during a typical month had a written lesson plan, promoted skill building in relation to state standards, and were developed to respond to youth feedback. Less than 45% of sites developed academic enrichment activities (most or all of the time) to respond to parent feedback.

	None	Some	Half	Most	All
Academic enrichment activities had a written lesson plan with specific learning goals.	3%	12%	8%	41%	36%
Academic enrichment activities promoted skill building in relation to state standards.	2%	5%	7%	46%	40%
Academic enrichment activities were developed to respond to feedback from youth.	3%	17%	17%	41%	22%
Academic enrichment activities were developed to respond to parent feedback.	11%	36%	10%	29%	15%

Figure 79: Program Structure – Recreation Activities Offered During a Typical Month

At the majority of sites, most or all recreation activities offered during a typical month promoted skill building in relation to state standards, were developed in response to feedback from youth, and included a written lesson plan with specific learning goals.

	None	Some	Half	Most	All
Recreation activities had a written lesson plan with specific learning goals.	7%	25%	13%	33%	22%
Recreation activities promoted skill building in relation to state standards.	3%	16%	13%	38%	29%
Recreation activities were developed to respond to feedback from youth.	2%	19%	14%	42%	23%
Recreation activities were developed to respond to parent feedback.	15%	36%	12%	24%	13%

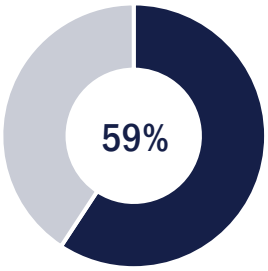
Figure 80: Program Structure

The majority of sites used a predefined calendar that included weekly and daily schedules (75%) and employed structured transitions between activities (63%).

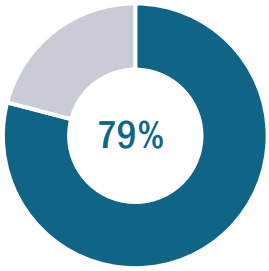
	Never or Almost Never	Some of the Time	Half of the Time	Most of the Time	Always or Almost Always
The site uses a predefined program calendar that includes a weekly & daily schedule.	1%	2%	2%	20%	75%
There are structured transitions between activities (e.g., established hallway norms).	0%	4%	4%	29%	63%

When asked about reviewing programs and activities offered by the center, 59% (112/189) of sites indicated that formal processes (e.g., structured review by subject matter expert or use of established tools/resources) and 79% (151/191) indicated that informal processes (e.g., unstructured review, general feedback provided) were in place to review activities for cultural appropriateness and alignment prior to implementation. In addition, 54% (103/191) of sites regularly used published or externally developed curricula selected specifically to support activities delivered in the program. Examples of published or external curricula included BGCA approved programming, CATCH Kids, Every Monday Matters Education, Heggerty and Core Lexia, Kidz Lit, Kidz Math, LitArt, Next Wave STEM, Positive Action, Second Step SEL, Skillastics, Too Good for Drugs, and Too Good for Violence. See Tables C45-C49 in Appendix C.

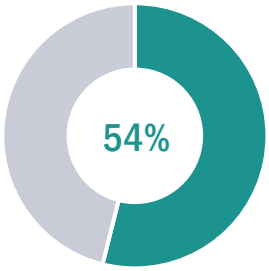
Figure 81: Program Structure Review & External Curriculum



Of sites have programs/activities formally reviewed for cultural appropriateness and alignment prior to implementation.



Of sites have programs/activities informally reviewed for cultural appropriateness and alignment prior to implementation.



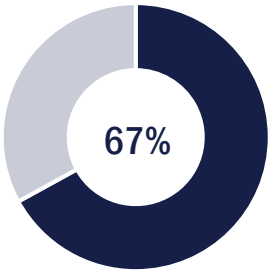
Of sites regularly use published or externally developed curriculum.

Linkages to the School Day (Practices)

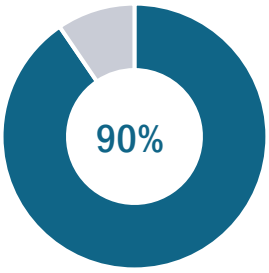
School day linkages were identified as an important aspect of program design. Because of goals shared between afterschool programs and schools, collaboration was encouraged (Beckett et al., 2009). Specifically, to promote students' academic success, the What Works Clearinghouse recommended that programs develop strong linkages with schools that are built on intentional communication and strategies that align goals and learning objectives (Beckett et al., 2009).

The majority (73%; 140/192) of sites have identified a school day staff member to serve as a formal liaison between the sites and the school. When asked about regular communication with teachers, 67% (128/191) of sites indicated that formal processes (e.g., scheduled meetings, regular email updates) and 90% (171/189) of sites indicated that informal processes (e.g., unscheduled conversations) were in place to solicit information from teachers related to students' academic progress. In addition, at the majority of sites, staff reviewed what participants were learning in school to inform program activities (55%; 104/190) and communicated with school day staff to review individual students' academic progress (54%; 103/190) at least every two to three weeks. See Tables C50-C51 in Appendix C.

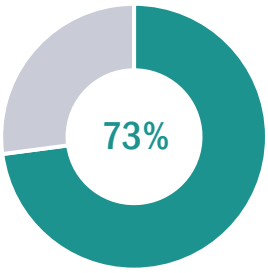
Figure 82: Linkages to the School



Of sites have formal processes for soliciting information from teachers related to students' academic progress.



Of sites have informal processes for soliciting information from teachers related to students' academic progress.



Of sites have identified a school day staff member to formally serve as a liaison between the site and the school.

Figure 83: Linkages to the School – Linkage Activities Since the Beginning of the School Year

In about three of every four sites, staff reviewed what students were learning in school to inform activities (73%) and communicated with school staff to review students' academic progress (75%) at least once per month since the beginning of the school year. About two of every three sites reviewed academic performance (e.g., grades and test scores) at least once a month.

	Never	< Once a Month	Once a Month	Every 2-3 Weeks	Once a Week	A Few Days per Week	Daily
Reviewed what participants are learning in school to inform program activities.	4%	23%	18%	17%	16%	9%	12%
Communicated with school-day staff to review individual students' academic progress.	2%	23%	21%	21%	13%	13%	7%
Reviewed students' academic performance to inform activities.	4%	27%	19%	18%	13%	13%	5%

Instructional Practices

The literature highlights the role of quality instructional practices in promoting student engagement and adapting to individual academic needs, which are correlated with academic achievement (Beckett et al., 2009; Durlack & Weissburg, 2013; Durlak, Weissberg, & Pachan, 2010). Specific What Works Clearinghouse recommendations include activities that are "interactive, hands-on, learner-directed, and related to the real world, while remaining grounded in academic learning goals," (Beckett et al., 2009, p. 29). In addition, Durlack & Weissburg (2013) promote the use of sequenced programming and step-by-step instruction.

Survey responses showed that many sites have made progress implementing high-quality instructional practices. In the majority of sites (53%; 102/191), students had daily opportunities to work with their peers in small groups, and in 83% of sites, students had small group opportunities at least a few days a week. Students had the freedom to choose their activities at least a few days per week in the majority of sites (75%; 143/191). Opportunities to lead group activities occurred less frequently; over half of sites (63%; 115/191) provided leadership opportunities at most once a week.

Figure 84: Instructional Practices – Opportunities for Student Voice/Choice Since the Beginning of the School Year

In the majority of sites, students had the opportunity to work collaboratively with their peers in small groups every day since the beginning of the school year. Since the beginning of the school year, most sites (75%) provided opportunities for students to choose their activities at least a few days per week.

	Never	< Once a Month	Once a Month	Every 2-3 Weeks	Once a Week	A Few Days per Week	Daily
Work collaboratively with other students in small groups.	0%	1%	2%	2%	12%	30%	53%
Have the freedom to choose what activities they are going to work on or participate in.	2%	2%	4%	2%	16%	29%	46%
Lead group activities.	1%	7%	17%	15%	24%	26%	11%

The majority of sites reported that during a typical month, most or all academic activities included key characteristics that have been shown to correlate with academic achievement. During a typical month, the majority of sites reported that most or all sessions included interaction with staff/other adults (96%; 184/191), hands-on components (86%; 163/190), individual or small group tutoring (77%; 147/190), step-by-step instruction (77%; 148/191), opportunities to acknowledge students (77%; 146/190), alignment with student interests (e.g., sports, entertainment, current events) or backgrounds (e.g., family, language, culture, community) (65%; 142/190), and sequential sessions in which task complexity increased to build explicit skills (62%; 118/190). See Tables C52-C53 in Appendix C.

Figure 85: Instructional Practices – Academic Activity Characteristics During a Typical Month

The majority of sites reported that during a typical month, most or all academic activities included critical quality components highlighted in the literature, especially opportunities to interact with adults and hands-on learning.

	None	Some	Half	Most	All
Included individual or small group tutoring (3-9 students).	2%	11%	9%	46%	32%
Connected instruction to student interests and/or backgrounds.	1%	14%	11%	54%	21%
Included at least one hands-on component.	1%	4%	9%	55%	31%
Provided opportunities for students to interact with staff or other adults.	0%	2%	2%	39%	58%
Were part of a sequence of sessions where task complexity increased to build explicit skills.	2%	17%	18%	46%	16%
Included opportunities to acknowledge students for achievements, contributions and responsibilities.	0%	16%	7%	48%	28%
Incorporated step-by-step instruction.	0%	6%	17%	49%	29%

Appendices

Appendix A: 21st CCLC Grantees

Table A1: 21st CCLC Grantees by Cohort

	2022-2023
Grantee	Cohort
Anderson Community School Corporation	Cohort 10, Cohort 11
AYS	Cohort 11
Ball State University	Cohort 11
Barbara B Jordan YMCA	Cohort 10
Bartholomew Consolidated School Corporation	Cohort 10
Bauer Family Resources	Cohort 10
Big Brothers Big Sisters of Northeast Indiana, Inc.	Cohort 11
Blue River Services, Inc.	Cohort 10, Cohort 11
Boys & Girls Clubs of Adams County	Cohort 11
Boys & Girls Clubs of Bloomington	Cohort 10
Boys & Girls Clubs of Elkhart County	Cohort 10
Boys & Girls Clubs of Fort Wayne	Cohort 10, Cohort 11
Boys & Girls Clubs of Harrison-Crawford Counties	Cohort 10, Cohort 11
Boys & Girls Clubs of Huntington County	Cohort 10, Cohort 11
Boys & Girls Clubs of Lawrence County	Cohort 11
Boys & Girls Clubs of Seymour	Cohort 11
Boys & Girls Clubs of St. Joseph County	Cohort 10
Boys & Girls Clubs of Wayne County	Cohort 10, Cohort 11
Boys and Girls Clubs of Indianapolis	Cohort 10
Bremen Public Schools	Cohort 11
Burmese American Community Institute	Cohort 10
Clinton Central School Corporation	Cohort 11
Cloverdale Community Schools Corporation	Cohort 10
Crawfordsville Community School Corporation	Cohort 11
Decatur County Family YMCA	Cohort 10
Edna Martin Christian Center	Cohort 11
Evansville Vanderburgh School Corp	Cohort 10, Cohort 11
Family and Children First, Inc.	Cohort 10
Gary Community School Corporation	Cohort 11
Health & Science Innovations	Cohort 10
Hobart Family YMCA	Cohort 10
Hoosier Uplands	Cohort 10, Cohort 11

	2022-2023
Grantee	Cohort
Indiana Alliance of Boys & Girls Clubs	Cohort 10
Indiana Alliance of Boys & Girls Clubs	Cohort 10
Indiana Math and Science Academy North	Cohort 11
Indiana Parenting Institute Inc St Joseph County	Cohort 10
John H. Boner Community Center	Cohort 11
Lafayette School Corp	Cohort 10
Martin Luther King Community Multi-Service Center	Cohort 10, Cohort 11
Medora Community Schools c/o Blue River Services	Cohort 11
Michigan City Area Schools/Safe Harbor	Cohort 10, Cohort 11
Mississinewa Community School Corporation	Cohort 11
Monroe County Community School Corporation	Cohort 10, Cohort 11
Mother Theodore Catholic Academies	Cohort 10
MSD of Pike Township	Cohort 10, Cohort 11
MSD of Shakamak	Cohort 10
MSD of Warren Township	Cohort 10
Muncie Community Schools	Cohort 10
Muncie Public Library	Cohort 10
New Albany-Floyd County	Cohort 10
Paramount Schools of Excellence	Cohort 11
Perry Central Community School Corporation	Cohort 11
Scott County School District 1 (Austin Learning Center)	Cohort 11
Starke County Youth Club	Cohort 10
Steuben County Literacy Coalition	Cohort 10, Cohort 11
Switzerland County School Corporation	Cohort 10
Tell City-Troy School Corp	Cohort 11
The Center for Whitley County Youth	Cohort 10
Thrive	Cohort 11
Training Center Incorporated	Cohort 10
Vigo County School Corporation	Cohort 11
YMCA of Greater Indianapolis	Cohort 10
YMCA of Southwestern Indiana	Cohort 11
Youth Link Southern Indiana	Cohort 10, Cohort 11

Appendix B: Methodology & Analysis

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

Dependent Measures

ACCESS for ELLs: ACCESS for ELLs is a suite of English language proficiency tests for K–12 students. Yearly, the assessment measures students' English language proficiency across four domains: listening, speaking, reading, and writing. LEAs and schools use results to guide instructional decisions related to ELL students (e.g., programming, course selection). Based on performance on discrete English language development standards defined by WIDA, students are scored for each domain and are assigned into one of six proficiency levels: Level 1 Entering, Level 2 Emerging, Level 3 Developing, Level 4 Expanding, Level 5 Bridging, and Level 6 Reaching. Based on guidance from IDOE, the current evaluation focused on these proficiency levels. For alignment with IDOE, benchmark values were defined as proficiency levels greater than or equal to Level 5 for the purpose of the evaluation. In Indiana, students scoring at or above a Level 5 are no longer considered ELLs (J. Woo, personal communication, March 22, 2021).

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

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

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

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

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

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

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

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

School Day Attendance: School day attendance records were provided by IDOE. School day attendance was based on the percentage of school days attended out of the total number of days enrolled (based on a minimum enrollment of 162 days). Prior to calculating attendance rates, frequencies on all enrollment and days attended were conducted. Some participants had enrollment periods that exceeded 180 days, which is the minimum instructional requirement for Indiana. To control for differences in school enrollments, each distribution was reviewed separately to determine the maximum cutoff based on extreme changes in data availability. For 2022-2023, the range for inclusion was 162 to 191 days.

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

Data Availability

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

Table B1: Available Data from Cayen/IDOE

Outcome/Attendance Level	2022-2023 (N =15,568)[a]			2021-2022 (N =14,887)[a]		
	Number Available	Percent Available	Total Students	Number Available	Percent Available	Total Students
Reading Spring Final Grade (A to F, A+ to F)						
1-29 days	3722	68%	5476	2426	46%	5315
30-59 days	1696	63%	2671	1429	54%	2670
60-89 days	1195	62%	1922	1137	58%	1947
90+ days	3069	56%	5499	2533	51%	4955
Total	9682	62%	15568	7525	51%	14887
Math Spring Final Grade (A to F, A+ to F)						
1-29 days	3655	67%	5476	2173	41%	5315
30-59 days	1680	63%	2671	1395	52%	2670
60-89 days	1185	62%	1922	1133	58%	1947
90+ days	3104	56%	5499	2482	50%	4955
Total	9624	62%	15568	7183	48%	14887
DOE Teacher Survey						
1-29 days	3130	57%	5476	3893	73%	5315
30-59 days	1705	64%	2671	2088	78%	2670
60-89 days	1196	62%	1922	1536	79%	1947
90+ days	3305	60%	5499	4122	83%	4955
Total	9336	60%	15568	11639	78%	14887
School Day Attendance[bc]						
1-29 days	5128	94%	5476	4967	93%	5315
30-59 days	2495	93%	2671	2495	93%	2670
60-89 days	1782	93%	1922	1764	91%	1947
90+ days	5049	92%	5499	4450	90%	4955
Total	14454	93%	15568	13676	92%	14887
ILEARN ELA (grades 3-8)[c]						
1-29 days	2976	90%	3319	2312	65%	3581
30-59 days	1526	90%	1696	1037	61%	1688
60-89 days	1059	91%	1158	630	56%	1134
90+ days	2693	91%	2944	1425	55%	2594
Total	8254	91%	9117	5404	60%	8997
ILEARN Math (grades 3-8)[c]						
1-29 days	2971	90%	3319	2301	64%	3581
30-59 days	1528	90%	1696	1032	61%	1688
60-89 days	1057	91%	1158	625	55%	1134
90+ days	2692	91%	2944	1420	55%	2594
Total	8248	90%	9117	5378	60%	8997
WIDA ACCESS for ELLs Assessment[c]						
1-29 days	371	7%	5476	349	7%	5315
30-59 days	169	6%	2671	163	6%	2670
60-89 days	151	8%	1922	187	10%	1947
90+ days	541	10%	5499	374	8%	4955

Outcome/Attendance Level	2022-2023 (N =15,568)[a]			2021-2022 (N =14,887)[a]		
	Number Available	Percent Available	Total Students	Number Available	Percent Available	Total Students
Total	1232	8%	15568	1073	7%	14887
Course Completion (grades 9-12)[c]						
1-29 days	1115	96%	1167	305	65%	468
30-59 days	267	97%	276	194	88%	220
60-89 days	143	97%	147	158	84%	189
90+ days	132	89%	148	56	72%	78
Total	1657	95%	1738	713	75%	955
School Discipline[c]						
1-29 days	5130	94%	5476	5159	97%	5315
30-59 days	2495	93%	2671	2585	97%	2670
60-89 days	1782	93%	1922	1870	96%	1947
90+ days	5049	92%	5499	4837	98%	4955
Total	14456	93%	15568	14451	97%	14887

[a] Students attending school year programming. [b] The evaluation utilized an attendance rate calculated using days enrolled and days present. For both years, students enrolled 162-191 were retained for the 2022-2023 analysis and 162-190 for the 2021-2022 analysis. [c] Data were provided by IDOE.

Race and Ethnicity

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

Propensity Score Matching

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

Student Level

USDA (2016a, 2016b) Urban Influence Code (Student Demographic, Indicator of Rural vs. Urban)
Free/Reduced Lunch Status (Student Demographic, Indicator of Socioeconomic Status)
Race (Student Demographic)
Limited English Proficiency (Student Demographic)
Special Education (Student Demographic)
Ethnicity (Student Demographic)
Sex (Student Demographic)
Spring 2022 ILEARN English/Language Arts Scale Score (Indicator of Prior Academic Achievement)
Spring 2022 ILEARN Math Scale Score (Indicator of Prior Academic Achievement)

2022-2023 Suspensions (Indicator of Prior Behavior)

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

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

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

These procedures yielded balanced samples. Multivariate and univariate tests revealed no evidence of imbalance. The overall balance chi-square tests (Hansen & Bowers, 2010) were nonsignificant, which indicated that no variable or linear combination of variables was significantly unbalanced after matching. Relative multivariate imbalance statistics (Iacus, King, & Porro, 2011) suggested improved balance following matching for each model. Finally, no standardized differences between treatment and control means exceeded .06 for any covariates, which indicated small differences between groups following matching and was consistent with recent recommendations (Ho, Imai, King, & Stuart, 2007).

LIMITATIONS: Based on the findings of Cook, Shadish, and Wong (2008) and Glazerman, Levy, and Meyers (2003), Somers et al. (2013) provide recommendations that quasi-experimental studies should employ to reduce bias and replicate randomized control trials. Specifically, Somers et al. (2013) suggest that to control bias effectively, a comparison group should 1) contain prescreened individuals with motivation and incentives (or deterrents) to participate that are similar to those of the treatment group, 2) contain individuals from close geographical proximity to the treatment group (e.g., regional), and 3) include those who have similar pretest scores on the outcome of interest compared to the treatment group. By utilizing a population of students who attended afterschool programs in Indiana-based programs (as opposed to including non-participants and/or students from other states), the current study satisfies the first two criteria, and prior-year ILEARN and/or behavior data were utilized to satisfy the third criterion. Because 2022 ILEARN data were utilized as a matching variable for academic analyses, matching was only completed for grades 4 through 8. For behavior analyses, prior year suspension data were used as a matching variable, and therefore, kindergarten students were excluded from the analysis. It should be noted that while propensity score matching was used to create comparison groups that were similar to the students attending the program at high levels, the process cannot control all bias and should not be considered equivalent to a true experimental study. The analyses may be limited by the existence of variables that predict student attendance or academic performance but were not available to the evaluation team. These analyses should be interpreted as only preliminary evidence of program impacts (Naftzger et al., 2016; Somers et al., 2013).

Contextualizing Effect Sizes

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

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

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

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

Detailed Analysis Supporting Main Report Sections

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

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

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

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

Table B3: Student Attendance Gradations by Average English/Language Arts ILEARN Scale Score – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
3rd	377	5424.99	276	5418.87	272	5411.92	830	5417.05	1755
4th	444	5449.04	359	5458.66	230	5445.40	709	5454.52	1742
5th	631	5469.75	318	5476.16	230	5463.33	557	5478.10	1736
6th	472	5505.78	224	5509.18	138	5493.25	303	5504.86	1137
7th	550	5523.91	193	5536.02	105	5517.38	152	5512.18	1000
8th	502	5535.56	156	5542.13	84	5549.79	142	5522.53	884

Math Average ILEARN Scale Score by 21st CCLC Participation

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

Table B4: Student Attendance Gradations by Average Math ILEARN Scale Score – 2022-2023

Math: 21st CCLC participants by average ILEARN scale score

2022-2023	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	Mean	
3rd	375	6411.38	277	6412.23	271	6403.80	830	6410.59	1753
4th	444	6446.82	359	6453.80	230	6445.93	709	6454.32	1742
5th	631	6452.93	318	6457.53	231	6444.57	557	6468.71	1737
6th	471	6484.53	224	6493.17	138	6479.76	302	6488.53	1135
7th	549	6491.01	193	6500.05	103	6488.89	152	6482.06	997
8th	501	6497.27	157	6503.53	84	6528.23	142	6481.68	884

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

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' spring 2019 ILEARN proficiency and disaggregated by the number of years (zero years, one year, two years, three years, or four years). To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

ILEARN English/Language Arts

There was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency ($\chi2(4, N = 8423) = 17.89, p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN English/Language Arts proficiency for students in grades 3-5 ($\chi2(4, N = 5352) = 21.93, p < .001$). For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Table B5: Multi-year 60+ Days Participation (Grades 3-8) by English/Language Arts ILEARN Proficiency – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	1102/3665	30%	651/2376	27%	342/1171	29%	205/681	30%	193/530	36%
3-5	553/1938	29%	425/1657	26%	226/843	27%	147/502	29%	152/412	37%
6-8	549/1727	32%	226/719	31%	116/328	35%	58/179	32%	41/118	35%

ILEARN Math

There was a significant association between years of 60 or more days attendance and ILEARN Math proficiency ($\chi2(4, N = 8418) = 62.80, p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for 3 or 4 years. These students were more likely to pass the assessment compared to students who attended regularly for fewer years. When examined by grade level band, there was a significant association between years of 60 or more days attendance and ILEARN Math proficiency for students in grades 3-5 ($\chi2(4, N = 5351) = 46.54, p < .001$) For students in grades 3-5, standardized residuals suggest that this association was driven by students attending 60 or more days for 3 years or 4 years. These students were more likely to pass the assessment compared to students who attended regularly in fewer years.

Table B6: Multi-year 60+ Days Participation (Grades 3-8) by Math ILEARN Proficiency – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	1062/3664	**29%**	723/2374	**31%**	379/1169	**32%**	257/681	**38%**	233/530	**44%**
3-5	653/1938	**34%**	547/1657	**33%**	290/842	**34%**	213/502	**42%**	198/412	**48%**
6-8	409/1726	**24%**	176/717	**25%**	89/327	**27%**	44/179	**25%**	35/118	**30%**

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

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

English/Language Arts Final Average Grades

There was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-12, Welch's $F(3, 3852.07) = 91.16$, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.97$) had significantly higher final grades on average compared to students attending 1-29 days ($M = 2.49$, $p < .001$, $d = .39$), 30-59 days ($M = 2.66$, $p < .001$, $d = .27$), and 60-89 days ($M = 2.75$, $p < .001$, $d = .20$). Moreover, students attending 1-29 days had lower grades than student attending 30-59 days ($p < .001$, $d = .13$) and 60-89 days ($p < .001$, $d = .20$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades K-5, Welch's $F(3, 2260.34) = 21.49$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days ($M = 3.07$) had significantly higher final grades on average compared to students attending 1 to 29 ($M = 2.83$, $p < .001$, $d = .23$), 30-59 days ($M = 2.84$, $p < .001$, $d = .22$) and 60-89 days ($M = 2.89$, $p < .001$, $d = .17$). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average English/language arts grade for grades 9-12, Welch's $F(3, 316.92) = 3.70$, $p = .01$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students attending 90+ days ($M = 2.40$) had significantly higher final grades on average compared to students attending 1 to 29 ($M = 2.0+$, $p = .01$, $d = .25$). Effect sizes were small.

Table B7: Student Attendance Gradations by English/Language Arts Average Final Spring Grade – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades	3714	**2.49**	1696	**2.66**	1194	**2.75**	3068	**2.97**	9672
K-5	1440	**2.83**	970	**2.84**	800	**2.89**	2477	**3.07**	5687
6-8	1325	**2.44**	518	**2.55**	262	**2.56**	462	**2.57**	2567
9-12	949	**2.06**	208	**2.08**	132	**2.25**	129	**2.40**	1418

Math Final Average Grades

There was a significant relationship between afterschool attendance frequency and final average math grade for grades K-12, Welch's $F(3, 3836.79) = 162.58$, $p < .001$, $\omega^2 = .05$. The effect was small, with afterschool attendance level explaining approximately 5% of the variance in final average grades for

students in grades K-12. Post-hoc comparisons revealed that students attending 90+ days (M = 2.96) had significantly higher final grades on average compared to students attending 1-29 days (M = 2.30, p < .001, d = .52), 30-59 days (M = 2.54, p < .001, d = .36), and 60-89 days (M = 2.68, p < .001, d = .24). Students attending 60-89 days had significantly higher final grades on average compared to students attending 1-29 days (p = .03, d = .10). Students attending 60-89 days had significantly higher final grades on average compared to students attending 1-29 days (p < .001, d = .28) and 30-59 days (p = .01, d = .11). Students attending 30-59 days had significantly higher final grades on average compared to students attending 1-29 days (p < .001, d = .18). Effect sizes were small to medium.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades K-5, *Welch's* $F(3, 2281.96) = 31.76$, p < .001, ω^2 = .02. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in final average grades for students in grades K-5. Post-hoc comparisons revealed that students attending 90+ days (M = 3.08) had significantly higher final grades on average compared to students attending 1-29 days (M = 2.77, p < .001, d = .29), 30-59 days (M = 2.81, p < .001, d = .25), and 60-89 days (M = 2.86, p < .001, d = .21). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 6-8, Welch's $F(3, 849.08) = 10.34$, p < .001, ω^2 = .01. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 6-8. Post-hoc comparisons revealed that students attending 1-29 days (M = 2.18) had significantly lower final grades on average compared to students attending 30-59 days (M = 2.38, p = .03, d = .14), 60-89 days (M = 2.46, p = .009, d = .20), and 90+ days (M = 2.54, p < .001, d = .26). Effect sizes were small.

When examined by grade level band, there was a significant relationship between afterschool attendance frequency and final average math grade for grades 9-12, Welch's $F(3, 304.29) = 6.55$, p < .001, ω^2 = .01. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students attending 90+ days (M = 2.18) had significantly higher final grades on average compared to students attending 1-29 days (M = 1.71, p = .002, d = .32) and 30-59 days (M = 1.64, p = .004, d = .40). Effect sizes were small.

Table B8: Student Attendance Gradations by Math Average Final Spring Grade – 2022-2023

Math: 21st CCLC participants by average final grades

2022-2023	1-29 days		30-59 days		60-89 days		90+ days		N
	n	mean	n	mean	n	mean	n	mean	
All Grades	3647	2.30	1680	2.54	1184	2.68	3103	2.96	9614
K-5	1444	2.77	975	2.81	800	2.86	2514	3.08	5733
6-8	1298	2.18	504	2.38	259	2.46	461	2.54	2522
9-12	905	1.71	201	1.64	125	2.05	128	2.18	1359

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

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' final average English/language arts and math grades from spring 2023 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Because K-2 participants were not able to attend a full four years, these grade levels were excluded from the analysis. Due to small sample sizes for high school students, years two through four were collapsed. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%). Note: Students who did not attend 30 days during any year = zero years.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades, *Welch's F*(4, 1643.57) = 23.65, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who attended regularly for four years ($M = 3.08$) had significantly higher spring grades than students who never attended regularly ($M = 2.61$, $p < .001$, $d = .38$), attended regularly in one year ($M = 2.78$, $p < .001$, $d = .26$), or attended regularly in two years ($M = 2.82$, $p = .001$, $d = .23$). Students who attended regularly for three years ($M = 2.91$) had significantly higher spring grades than students who never attended regularly ($p < .001$, $d = .25$). Students who attended regularly for two years had significantly higher spring grades than students who never attended regularly ($p < .001$, $d = .17$). Students who attended regularly for one year had significantly higher spring grades than students who never attended regularly ($p < .001$, $d = .14$). Effect sizes were small.

For students in grades 3-8, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades, *Welch's F*(4,1651.81) = 45.17, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades 3-8. Post-hoc comparisons revealed that students who had never attended regularly ($M = 2.45$) had significantly lower final grades compared to students attending regularly for one year ($M = 2.70$, $p < .001$, $d = .20$), two years ($M = 2.77$, $p < .001$, $d = .25$), three years ($M = 2.95$, $p < .001$, $d = .39$), and four years ($M = 3.05$, $p < .001$, $d = .47$). Additionally, students who attended regularly for four years had significantly higher grades than students who attended regularly in one year ($p < .001$, $d = .29$) and two years ($p < .001$, $d = .25$). Finally, students who attended regularly for three years had significantly higher grades than students who attended regularly in one year ($p < .001$, $d = .20$) and two years ($p = .04$, $d = .15$). Effect sizes were small.

Table B9: Multi-year 60+ Days Participation (Grades 3-8) by Average English/Language Arts & Math Final Grade – 2022-2023

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

2022-2023	Grades 3 to 8 | Years Attending 60+ days									
	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
English/ Language Arts	3029	**2.61**	1702	**2.78**	842	**2.82**	529	**2.91**	419	**3.08**
Math	3004	**2.45**	1718	**2.70**	849	**2.77**	524	**2.95**	421	**3.05**

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

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+) and final average English/language arts grades, $F(2, 1416) = 10.06$, $p < .001$, $\omega^2 = .01$. The effect was small, with afterschool attendance level explaining approximately 1% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 2.01$) had significantly lower final grades compared to students attending regularly for one year ($M = 2.35$, $p = .001$, $d = .25$) and two to four years ($M = 2.43$, $p = .007$, $d = .30$). Effect sizes were small.

For students in grades 9-12, there was a statistically significant relationship between years of regular attendance (60+) and final average math grades, *Welch's* $F(1,249.35) = 18.99$, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance level explaining approximately 3% of the variance in final average grades for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 1.63$) had significantly lower final grades compared to students attending regularly for one year ($M = 2.14$, $p < .001$, $d = .34$) and two to four years ($M = 2.24$, $p < .001$, $d = .41$). Effect sizes were small.

Table B10: Multi-year 60+ Days Participation (Grades 9-12) by Average English/Language Arts & Math Final Grade – 2022-2023

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

2022-2023	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
English/Language Arts	1035	**2.01**	277	**2.35**	107	**2.43**
Math	994	**1.63**	264	**2.14**	102	**2.24**

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

Course Completion by 21st CCLC Participation

Descriptive analyses were conducted to examine the relationship between levels of afterschool attendance and high school course completion. Course completion data were provided and matched with 21st CCLC participation data to support these analyses. Analyses were completed only for 9th to 12th grade participants for whom a successful STN match was available. This included 1,657 (95%) of the 1,745 high school students participating in 21st CCLC programs during the school year. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%).

Total Credits

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of credits obtained for grades 9-12, $F(3, 1652) = 13.97$, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in total credits obtained. Post-hoc comparisons revealed that students attending 1-29 days ($M = 10.67$) obtained significantly fewer credits compared to students attending 30-59 days ($M = 11.81$, $p < .001$, $d = .20$), 60-89 days ($M = 12.01$, $p < .001$, $d = .41$), and 90+ days ($M = 12.02$, $p < .001$, $d = .42$). Effect sizes were small.

Table B11: Participant Attendance Gradations by Total Credits Obtained – 2022-2023

Total credits obtained for 21st CCLC participants by attendance gradations

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1115	10.67	267	11.81	143	12.01	132	12.02

ELA Credits

When controlling for the total number of courses taken ($p < .001$), There was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12, $F(3, 1654) = 17.54$, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance frequency explaining approximately 3% of the variance in math credits obtained. Students attending 1-29 days ($M = 1.75$) obtained significantly fewer credits compared to students attending 30-59 days ($M = 2.10$, $p < .001$, $d = .25$), 60-89 days ($M = 2.06$, $p = .001$, $d = .30$), and 90+ days ($M = 2.14$, $p < .001$, $d = .53$). Effect sizes were small to medium.

Table B12: Participant Attendance Gradations by ELA Credits Obtained – 2022-2023

ELA credits obtained for 21st CCLC participants by attendance gradations

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1118	1.75	266	2.10	144	2.06	131	2.14

Math Credits

When controlling for the total number of courses taken ($p < .001$), there was a significant relationship between afterschool attendance frequency and the total number of math credits obtained for grades 9-12, $F(3, 1611) = 14.24$, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance frequency explaining approximately 2% of the variance in math credits obtained. Students attending 1-29 days ($M = 1.51$) obtained significantly fewer credits compared to students attending 30-59 days ($M = 1.81$, $p < .001$, $d = .25$), 60-89 days ($M = 1.89$, $p = .001$, $d = .37$), and 90+ days ($M = 1.96$, $p < .001$, $d = .42$). Effect sizes were small.

Table B13: Participant Attendance Gradations by Math Credits Obtained – 2022-2023

Math credits obtained for 21st CCLC participants by attendance gradations

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
9-12	1090	**1.51**	255	**1.81**	142	**1.89**	129	**1.96**

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

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' annual total high school credits obtained, ELA credits obtained, and math credits obtained. Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years.

Total Credits

When controlling for the number of courses taken ($p < .001$), there was a significant relationship between years of regular attendance and total credits obtained, $F(2, 1659) = 41.77$, $p < .001$, $\omega^2 = .05$ for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 5% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 10.66$) obtained significantly fewer credits compared to students attending regularly for one year ($M = 12.01$, $p < .001$, $d = .38$) and two to four years ($M = 12.99$, $p < .001$, $d = .56$). Students attending regularly for one year obtained significantly fewer credits compared to those attending regularly for two to four years ($p = .04$, $d = .28$) Effect sizes were small to medium.

English/Language Arts Credits

When controlling for the number of ELA courses taken ($p < .001$), there was a significant relationship between years of regular attendance and ELA credits obtained, $F(2, 1660) = 25.93$, $p < .001$, $\omega^2 = .03$ for grades 9-12. The effect was small, with years of regular (60+ day) participation explaining approximately 3% of the variance in ELA credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 1.78$) obtained significantly fewer credits compared to students attending regularly for one year ($M = 2.03$, $p < .001$, $d = .22$) and two to four years ($M = 2.33$, $p < .001$, $d = .51$). Students attending regularly for one year obtained significantly fewer credits compared to those attending regularly for two to four years ($p = .08$, $d = .35$) Effect sizes were small to medium.

Math Credits

When controlling for the number of math courses taken ($p < .001$), there was a significant relationship between years of regular attendance and math credits obtained for grades 9-12, $F(2, 191.17) = 23.33$, $p < .001$, $\omega^2 = .03$. The effect was small, with years of regular (60+ day) participation explaining approximately 3% of the variance in credits obtained for students in grades 9-12. Post-hoc comparisons revealed that students who had never attended regularly ($M = 1.53$) obtained significantly fewer credits compared to students attending regularly for one year ($M = 1.92$, $p < .001$, $d = .36$) and students attending regularly for two to four years ($M = 1.95$, $p < .001$, $d = .34$). Effect sizes were small.

Table B14: Multi-year 60+ Days (Grades 9-12) by Average Annual Credits Obtained – 2022-2023

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

2022-2023	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
Total	1226	**10.66**	316	**12.01**	120	**12.99**
English/Language Arts	1229	**1.78**	316	**2.03**	119	**2.33**
Math	1198	**1.53**	308	**1.92**	115	**1.95**

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

School Day Attendance by 21st CCLC Participation

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

There was a significant relationship between afterschool attendance frequency and school day attendance for grades K-12, *Welch's F*(3, 5292.61) = 166.87, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance frequency explaining approximately 3% of the variance in school day attendance. Post-hoc comparisons revealed that students attending 90+ days ($M = 95.10$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 92.35$, $p < .001$, $d = .44$), 30-59 days ($M = 93.59$, $p < .001$, $d = .30$), and 60-89 days ($M = 94.11$, $p < .001$, $d = .22$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .24$) and 30-59 days ($p = .02$, $d = .09$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .17$). Effects were small.

- For K-5 students, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3,3413.90) = 79.78, $p < .001$, $\omega^2 = .03$. The effect was small, with afterschool attendance level explaining approximately 3% of the variance in school day attendance for K-5 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 93.17$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 93.17$, $p < .001$, $d = .40$), 30-59 days ($M = 93.98$, $p < .001$, $d = .28$), and 60-89 days ($M = 95.04$, $p < .001$, $d = .25$). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .15$). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p = .005$, $d = .11$). Effects were small.

- For students in grades 6-8, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3, 1079.21) = 24.73, $p < .001$, $\omega^2 = .02$. The effect was small, with afterschool attendance level explaining approximately 2% of the variance in school day attendance for 6-8 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 95.25$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 93.14$, $p < .001$, $d = .35$) and 30-59 days ($M = 93.81$, $p < .001$, $d = .27$). Students attending 60-89 days ($M = 94.80$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($p < .001$, $d = .26$). Effects were small.

- For 9-12 students, there was a significant relationship between afterschool attendance frequency and school day attendance, *Welch's F*(3, 430.45) = 53.67, $p < .001$, $\omega^2 = .09$. The effect was medium, with afterschool attendance level explaining approximately 9% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students attending 90+ days ($M = 96.22$) attended a significantly greater percentage of days enrolled compared to students attending 1-29 days ($M = 89.60$, $p < .001$, $d = .58$), 30-59 days ($M = 91.96$, $p < .001$, $d =$

.52), and 60-89 days (M = 93.63, p = .003, d = .43). Students attending 60-89 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days (p < .001, d = .35). Students attending 30-59 days attended a significantly greater percentage of days enrolled compared to students attending 1-29 days (p = .004, d = .20). Effects were small to medium.

Table B15: Participant Attendance Gradations by School Day Attendance Rate – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n	mean	n	mean	n	mean	n	mean
All Grades	4787	**92.35%**	2358	**93.59%**	1726	**94.11%**	4949	**95.10%**
K-5	2217	**93.17%**	1525	**93.78%**	1259	**93.98%**	4213	**95.04%**
6-8	1480	**93.14%**	571	**93.81%**	327	**94.80%**	594	**95.25%**
9-12	1090	**89.60%**	262	**91.96%**	140	**93.63%**	142	**96.22%**

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

School Day Attendance by Multi-Year 21st CCLC Participation

The number of years participants attended 60 or more days was calculated for 21st CCLC participants from 2020 to 2023. Multi-year attendance was linked with participants' final average English/language arts and math grade from spring 2023 and disaggregated by the number of years (zero years, one year, two years, three years, or four years). Due to smaller sample sizes in the higher participation levels among high school students, the maximum number of years was collapsed into two or more years. Because K-2 participants in prior years were not able to attend a full four years, these grade levels were excluded from the analysis. To control for Type I error across multiple comparisons, Benjamini-Hochberg (1995) corrections were applied (False Discovery Rate = 10%). Note: Students who did not attend 60 days during any year = zero years.

For 3-8 students, there was a significant relationship between years of regular attendance and school day attendance, *Welch's F*(4, 2439.89) = 107.47, $p < .001$, $\omega^2 = .05$. The effect was small, with years of regular attendance explaining approximately 5% of the variance in school day attendance for 3-8 students. Post-hoc comparisons revealed that students who had never attended regularly ($M = 92.79$) attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($M = 94.79$, $p < .001$, $d = .25$), two years ($M = 94.44$, $p < .001$, $d = .32$), three years ($M = 94.87$, $p < .001$, $d = .43$), and four years ($M = 96.09$, $p < .001$, $d = .49$). Additionally, students attending regularly for four years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$, $d = .31$) and two years ($p < .001$, $d = .30$). Students attending regularly for three years attended a greater percentage of school days enrolled compared to those attending regularly for one year ($p < .001$, $d = .23$) and two years ($p = .001$, $d = .18$). Effect sizes were small.

Table B16: Multi-year 60+ Days Participation (Grades 3-8) by School Day Attendance Rate– 2022-2023

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

	Grades 3 to 8 | Years Attending 60+ days									
2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n	mean	n	mean	n	mean	n	mean	n	mean
Attendance Rate	3798	**92.79%**	2434	**94.44%**	1185	**94.87%**	693	**95.64%**	530	**96.09%**

For 9-12 students, there was a significant relationship between years of regular attendance and school day attendance, *Welch's F*(2, 389.05) = 65.55, $p < .001$, $\omega^2 = .07$. The effect was medium, with years of regular attendance explaining approximately 7% of the variance in school day attendance for 9-12 students. Post-hoc comparisons revealed that students who had never attended regularly ($M = 83.31$) attended a significantly lower percentage of days enrolled compared to students attending regularly for one year ($M = 94.64$, $p = .03$, $d = .47$) and students attending regularly for two to four years ($M = 94.72$, $p < .001$, $d = .46$). Effect sizes were small.

Table B17: Multi-year 60+ Days (Grades 9-12) by School Day Attendance Rate 2022-2023

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

2022-2023	Grades 9 to 12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n	mean	n	mean	n	mean
School Day Attendance Rate	1245	**89.31%**	323	**94.64%**	127	**94.72%**

In-School Suspension by 21st CCLC Participation

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

When examining all grade levels, there was a significant association between afterschool attendance and in-school suspensions ($\chi2(3, N = 14,331) = 133.51, p < .001$). Students attending more than 90 days and 60-89 days were less likely to be suspended compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and in-school suspensions for students in grades K-5 ($\chi2(3, N = 9,538) = 29.77, p < .001$) and 6-8 ($\chi2(3, N = 3103) = 19.23, p < .001$). For students in grades K-5, standardized residuals suggest that this association was driven by students attending 90 or more days and those attending 60-89 days. For students in grades 6-8, standardized residuals suggest that this association was driven by students attending 90 or more days. These students were less likely to be suspended compared to students who attended less frequently.

Table B18: Student Attendance Gradations by In-School Suspension Rate – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	389/5074	8%	166/2483	7%	69/1771	4%	141/5003	3%
K-5	100/2375	4%	56/1615	4%	25/1290	2%	91/4258	2%
6-8	214/1565	14%	85/600	14%	34/337	10%	45/601	8%
9-12	75/1134	7%	25/268	9%	10/144	7%	5/144	4%

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

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

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

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 8642) = 82.43$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for one or more years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

For grade levels 3-5, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 5480) = 22.13$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students who never attended regularly. Specifically, these students were more likely to be suspended compared to students who attended more frequently.

For grade levels 6-8, there was a significant association between multi-year regular attendance and in-school suspensions ($\chi 2(4, N = 3162) = 20.68$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students who never attended regularly. Specifically, these students were more likely to be suspended compared to students who attended more frequently.

Table B19: Multi-year 60+ Days Participation (Grades 3-8) by In-School Suspension Rate – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	363/3800	**10%**	123/2434	**5%**	45/1185	**4%**	30/693	**4%**	28/530	**5%**
3-5	105/2010	**5%**	50/1693	**3%**	18/852	**2%**	16/513	**3%**	15/412	**4%**
6-8	258/1790	**14%**	73/741	**10%**	27/333	**8%**	14/180	**8%**	13/118	**11%**

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

Table B20: Multi-year 60+ Days (Grades 9-12) by In-School Suspension Rate – 2022-2023

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

2022-2023	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
In-School Suspension Rate	92/1245	**7%**	18/323	**6%**	5/127	**4%**

Out-of-School Suspension by 21st CCLC Participation

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

When examining all grade levels, there was a significant association between afterschool attendance and out-of-school suspensions ($\chi2(3, N = 14{,}331) = 269.84$, $p < .001$). Specifically, students attending more than 90 days were less likely to be suspended compared to students who attended less frequently. When examined by grade level band, there was a significant association between afterschool attendance and out-of-school suspensions for students in grades K-5 ($\chi2(3, N = 9538) = 98.90$, $p < .001$), 6-8 ($\chi2(3, N = 3103) = 34.98$, $p < .001$), and 9-12 ($\chi2(3, N = 1690) = 9.73$, $p = .02$). For students in grades K-5, 6-8, and 9-12 standardized residuals suggest that this association was driven by students attending 90 or more days. These students were less likely to be suspended compared to students who attended less frequently.

Table B21: Student Attendance Gradations by Out-of-School Suspension Rate – 2022-2023

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

2022-2023	1-29 days		30-59 days		60-89 days		90+ days	
	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	767/5054	15%	303/2483	12%	183/1771	10%	261/5003	5%
K-5	253/2375	11%	141/1615	9%	109/1290	8%	189/4258	4%
6-8	312/1565	20%	122/600	20%	58/337	17%	58/601	10%
9-12	202/1134	18%	40/268	15%	16/144	11%	14/144	10%

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

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

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

When examining grade levels 3-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 8642) = 95.45$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for one year, two years, three years, or four years. Specifically, these students were less likely to be suspended compared to students who never attended 60+ days.

For grades 3-5, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 5480) = 25.84$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for four years. Specifically, these students were less likely to be suspended compared to students who attended less frequently.

For grades 6-8, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(4, N = 3162) = 34.77$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for three year and four years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Table B22: Multi-Year 60+ Days Participation (Grades 3-8) by Out-of-School Suspension Rate – 2022-2023

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

2022-2023	0 Years		1 Year		2 Years		3 Years		4 Years	
	n/N	%	n/N	%	n/N	%	n/N	%	n/N	%
All Grades	600/3800	**16%**	261/2434	**11%**	114/1185	**10%**	54/693	**8%**	27/530	**5%**
3-5	222/2010	**11%**	145/1693	**9%**	68/852	**8%**	37/513	**7%**	17/412	**4%**
6-8	378/1790	**21%**	116/741	**16%**	46/333	**14%**	17/180	**9%**	10/118	**9%**

When examining grade levels 9-12, there was a significant association between multi-year regular attendance and out-of-school suspensions ($\chi^2(2, N = 1695) = 15.57$, $p < .001$). A review of the standardized residuals suggests that this association was driven by students attending 60 or more days for two or more years. Specifically, these students were less likely to be suspended compared to students who never attended regularly.

Table B23: Multi-year 60+ Days (Grades 9-12) by Out-of-School Suspension Rate – 2022-2023

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

2022-2023	Grades 9-12 | Years Attending 60+ days					
	0 Years		1 Year		2 to 4 Years	
	n/N	%	n/N	%	n/N	%
Suspension Rate	226/1245	18%	41/323	13%	8/127	6%

Matched-Groups Analysis

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

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

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

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

Table B24: Sample Size for Matched Groups: Academics – 2022-2023

2022-2023	30 Day Attendance Threshold		60 Day Attendance Threshold		90 Day Attendance Threshold	
	>= 30	< 30	>= 60	< 60	>= 90	< 90
Academics[a]	1959	1959	1772	1772	1507	1507
Discipline[b]	3682	3682	3499	3499	3216	3216

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

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

Matched-Group Analysis: Academics – ILEARN ELA

30+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were more likely to meet their ILEARN ELA growth targets, earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target), and score at or above proficiency. However, these differences were not statistically significant.

Table B25: ILEARN ELA Performance by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

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

		≥ 30 Days		< 30 Days				
ILEARN ELA Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	Proficiency[a]	567/1796	**32%**	499/1743	**29%**	3.64	.06	1.15
	Growth Target[b]	641/1839	**35%**	617/1805	**34%**	.18	.67	1.03
	SGP[c]	783/1828	**43%**	737/1801	**41%**	1.36	.24	1.08

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

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

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

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

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

Table B26: ILEARN ELA Performance by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

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

		≥ 60 Days		< 60 Days				
ILEARN ELA Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	Proficiency[a]	482/1642	**29%**	425/1565	**27%**	1.91	.17	1.11
	Growth Target[b]	564/1666	**34%**	537/1627	**33%**	.27	.61	1.04
	SGP[c]	718/1659	**43%**	677/1621	**42%**	.77	.38	1.06

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

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

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

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

90+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students in both groups performed at similar rates.

Table B27: ILEARN ELA Performance by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

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

		≥ 90 Days		< 90 Days				
ILEARN ELA Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	Proficiency[a]	409/1386	**30%**	371/1342	**28%**	1.16	.28	1.10
	Growth Target[b]	473/1398	**34%**	470/1382	**34%**	.009	.92	.99
	SGP[c]	605/1393	**43%**	586/1378	**43%**	.23	.63	1.04

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

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

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

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

Matched-Group Analysis: Academics – ILEARN Math

30+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were statistically significantly more likely to meet their ILEARN math growth targets ($\chi 2(1, N = 3644) = 4.78$, $p = .03$) and earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi 2(1, N = 3629) = 6.75$, $p = .009$).

Table B28: ILEARN Math Performance by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

Math: Percentage of 21st CCLC participants by ILEARN performance

		≥ 30 Days		< 30 Days				
ILEARN Math Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	Proficiency[a]	567/1796	**32%**	499/1743	**29%**	3.64	.06	1.15
	Growth Target[b]	530/1839	**29%**	462/1805	**26%**	4.78	.03	1.18
	SGP[c]	910/1828	**50%**	819/1801	**46%**	6.75	.009	1.19

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

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

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

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

60+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were statistically significantly more likely to earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi 2(1, N = 3280) = 9.24$, $p = .002$).

Table B29: ILEARN Math Performance by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

Math: Percentage of 21st CCLC participants by ILEARN performance

		≥ 60 Days		< 60 Days				
ILEARN Math Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	Proficiency[a]	469/1641	**29%**	414/1566	**26%**	1.85	.17	1.11
	Growth Target[b]	440/1666	**26%**	382/1627	**24%**	3.78	.05	1.17
	SGP[c]	799/1659	**48%**	695/1621	**43%**	9.24	.002	1.24

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

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

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

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

90+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were statistically significantly more likely to meet their ILEARN math growth targets ($\chi 2(1, N = 2780) = 6.67$, $p = .01$), earn an SGP greater than or equal to 50 (Indiana's 21st CCLC federal reporting target) ($\chi 2(1, N = 2771) = 8.15$, $p = .004$), and score at or above proficiency ($\chi 2(1, N = 2730) = 4.68$, $p = .03$).

Table B30: ILEARN Math Performance by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

Math: Percentage of 21st CCLC participants by ILEARN performance

		≥ 90 Days		< 90 Days				
ILEARN Math Outcome		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	Proficiency[a]	429/1385	**31%**	366/1345	**27%**	4.68	.03	1.20
	Growth Target[b]	395/1398	**28%**	331/1382	**24%**	6.67	.01	1.25
	SGP[c]	690/1393	**50%**	608/1378	**44%**	8.15	.004	1.24

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

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

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

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

Matched-Group Analysis: Discipline

30+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 30 or more days and (2) students attending fewer than 30 days. Students who attended for 30 or more days were less likely to receive out-of-school suspensions ($\chi2(1, N = 6874) = 4.36, p = .04$) compared to those who attended less frequently.

Table B31: Suspension Rate by Matched Group Attendance Type (≥ 30 Days vs. < 30 Days)

Discipline: Percentage of 21st CCLC participants by suspension rate

Discipline Outcome		≥ 30 Days		< 30 Days				
		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	ISS	201/3466	**6%**	216/3408	**6%**	.88	.35	.91
	OSS	381/3466	**11%**	430/3408	**13%**	4.36	.04	.86

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

60+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 60 or more days and (2) students attending fewer than 60 days. Students who attended for 60 or more days were less likely to receive in-school ($\chi2(1, N = 6488) = 12.82, p < .001$) and out-of-school suspensions ($\chi2(1, N = 6488) = 7.47, p = .006$) compared to those who attended less frequently.

Table B32: Suspension Rate by Matched Group Attendance Type (≥ 60 Days vs. < 60 Days)

Discipline: Percentage of 21st CCLC participants by suspension rate

Discipline Outcome		≥ 60 Days		< 60 Days				
		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	ISS	118/3276	**4%**	175/3212	**5%**	12.82	<.001	.64
	OSS	273/3273	**8%**	331/3212	**10%**	7.47	.006	.79

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

90+ Days: Propensity score matching was used to identify two groups of students: (1) students attending for 90 or more days and (2) students attending fewer than 90 days. Students who attended for 90 or more days were less likely to receive out-of-school suspensions ($\chi2(1, N = 5906) = 4.91, p = .03$) compared to those who attended less frequently.

Table B33: Suspension Rate by Matched Group Attendance Type (≥ 90 Days vs. < 90 Days)

Discipline: Percentage of 21st CCLC participants by suspension rate

Discipline Outcome		≥ 90 Days		< 90 Days				
		n/N	%	n/N	%	χ^2 (1)	*p*	Odds Ratio
2022-2023	ISS	96/2980	**3%**	121/2926	**4%**	3.48	.06	.77
	OSS	191/2980	**6%**	231/2926	**8%**	4.91	.03	.87

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

Appendix C: Data Tables

Program Context

Program context data were entered by program staff into the Cayen AfterSchool (Cayen) data collection software during the 2022-2023 grant year. Data were entered as part of normal 21st CCLC implementation using policies and procedures determined by IDOE. Data accuracy and quality are determined by grantees, IDOE, and various subcontractors (e.g., technical assistance providers, local evaluators). Program context contained in this report reflects the raw data exported from Cayen in summer 2023. No alterations were made by the state evaluation team in the preparation of this report.

Program Context: 2022-2023

Table C1: 21st CCLC Indiana Counties

	2022-2023	
County	Students	Percent
Adams County	213	1.3%
Allen County	244	1.5%
Bartholomew County	205	1.2%
Clark County	211	1.3%
Clinton County	218	1.3%
Decatur County	74	0.4%
Delaware County	215	1.3%
Elkhart County	506	3.0%
Floyd County	177	1.1%
Grant County	177	1.1%
Greene County	145	0.9%
Harrison County	291	1.8%
Huntington County	402	2.4%
Jackson County	210	1.3%
LaGrange County	42	0.3%
Lake County	357	2.1%
LaPorte County	521	3.1%
Lawrence County	484	2.9%
Madison County	1,012	6.1%
Marion County	3,515	21.2%
Marshall County	71	0.4%
Martin County	34	0.2%
Monroe County	699	4.2%

	2022-2023	
County	Students	Percent
Montgomery County	660	4.0%
Morgan County	261	1.6%
Ohio County	76	0.5%
Orange County	119	0.7%
Perry County	1,590	9.6%
Putnam County	117	0.7%
St. Joseph County	606	3.6%
Scott County	190	1.1%
Starke County	229	1.4%
Steuben County	318	1.9%
Switzerland County	145	0.9%
Tippecanoe County	199	1.2%
Tipton County	99	0.6%
Vanderburgh County	1,118	6.7%
Vigo County	357	2.1%
Washington County	208	1.3%
Wayne County	228	1.4%
Whitley County	63	0.4%
Total	*16,606*	

Table C2: Grantee Types

	2022-2023	
	Grantees	Percent
Charter School	2	3.1%
Community Based Organization	37	57.8%
School Corporation	24	37.5%
University	1	1.6%
Total	*64*	

Table C3: Activity Frequencies and Time Spent

	2022-2023			
	Frequency	Mean Days	Mean Hours	Mean Hours/Day
Academic Enrichment	966	64.4	95.3	1 hr 49 min
Assistance to Students who have been Truant, Suspended, or Expelled	8	27.1	27.0	1 hr 03 min
Career Competencies and Career Readiness	173	27.0	42.4	2 hr 09 min
Cultural Programs	186	38.1	50.0	1 hr 40 min
Drug and Violence Prevention and Counseling	20	68.0	103.9	1 hr 51 min
Expanded Library Service Hours	8	20.3	20.3	1 hr 00 min
Healthy and Active Lifestyle	702	53.3	55.3	1 hr 18 min
Literacy Education	124	49.5	52.1	1 hr 06 min
Parenting Skills and Family Literacy	32	23.5	109.8	1 hr 58 min
Science, Technology, Engineering, and Mathematics, including computer science	564	26.9	39.9	2 hr 02 min
Telecommunications and Technology Education	3	34.7	28.0	0 hr 50 min
Well-rounded Education Activities, including credit recovery or attainment	330	36.5	60.5	1 hr 32 min
Missing	15	66.5	99.1	1 hr 56 min
Total	*3,131*			

Table C4: Student Attendance Gradations by Grade Level

	2022-2023				
Grade Level	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Pre-K	38.3% (n=46)	1.7% (n=2)	8.3% (n=10)	51.7% (n=62)	120
K	22.7% (n=303)	6.7% (n=89)	8.2% (n=109)	62.5% (n=834)	1,335
1	23.4% (n=388)	9.3% (n=154)	6.0% (n=99)	61.4% (n=1019)	1,660
2	28.2% (n=536)	6.8% (n=129)	6.8% (n=129)	58.3% (n=1,110)	1,904
3	26.8% (n=571)	8.2% (n=175)	6.8% (n=145)	58.1% (n=1,237)	2,128
4	29.7% (n=606)	10.4% (n=212)	9.3% (n=190)	50.5% (n=1,030)	2,038
5	40.3% (n=821)	8.6% (n=175)	9.2% (n=187)	41.9% (n=853)	2,036
6	43.3% (n=566)	9.9% (n=130)	9.3% (n=121)	37.5% (n=491)	1,308
7	55.9% (n=630)	11.6% (n=131)	7.4% (n=84)	25.1% (n=283)	1,128
8	60.4% (n=666)	8.4% (n=93)	9.1% (n=100)	22.1% (n=243)	1,102
9	67.9% (n=490)	5.8% (n=42)	7.1% (n=51)	19.3% (n=139)	722
10	66.5% (n=332)	9.4% (n=47)	7.4% (n=37)	16.6% (n=83)	499
11	66.9% (n=224)	12.5% (n=42)	6.3% (n=21)	14.3% (n=48)	335
12	66.1% (n=127)	13.5% (n=26)	6.8% (n=13)	13.5% (n=26)	192
Total	***38.2% (n=6,306)***	***8.8% (n=1,447)***	***7.9% (n=1,296)***	***45.2% (n=7,458)***	*16,507*

Table C5: Student Attendance by GPRA and Grade Level Groupings

Hours	2022-2023 Grade Level Groupings Pre-K	K-5	6-8	9-12	Total
1-15 hours	0.9% (n=23)	35.3% (n=892)	31.8% (n=803)	32.0% (n=808)	2,526
16-45 hours	0.7% (n=18)	60.0% (n=1544)	27.1% (n=698)	12.2% (n=315)	2,575
46-90 hours	1.2% (n=29)	60.1% (n=1417)	29.0% (n=685)	9.7% (n=228)	2,359
91-135 hours	0.6% (n=10)	68.4% (n=1158)	22.5% (n=381)	8.5% (n=143)	1,692
136-180 hours	0.2% (n=3)	77.0% (n=1073)	17.6% (n=245)	5.2% (n=72)	1,393
181-270 hours	0.3% (n=6)	81.5% (n=1513)	14.6% (n=271)	3.6% (n=67)	1,857
271-540 hours	0.6% (n=18)	83.8% (n=2471)	11.8% (n=349)	3.8% (n=112)	2,950
>540 hours	1.1% (n=13)	89.4% (n=1033)	9.2% (n=106)	0.3% (n=3)	1,155
Total	*0.7% (n=120)*	*67.3% (n=11101)*	*21.4% (n=3538)*	*10.6% (n=1748)*	*16,507*

Table C6: Attendance by Term

	2022-2023 Students	Percent
Summer 2022	2,290	13.8%
Spring 2022-2023	15,503	93.4%
Total	*16,606*	

*Students may attend programming in the summer, fall, and/or spring, based on when 21st CCLC programming is offered at their site.

Table C7: Attendance by Student Race/Ethnicity Categories[8]

Race/Ethnicity	2022-2023 Student Attendance Gradation <30	30-44	45-59	60+	Total
American Indian or Native Alaskan	41.2% (n=14)	5.9% (n=2)	2.9% (n=1)	50.0% (n=17)	34
Asian	37.2% (n=99)	4.9% (n=13)	7.5% (n=20)	50.4% (n=134)	266
Black (not of Hispanic origin)	44.5% (n=1744)	10.0% (n=392)	9.4% (n=370)	36.1% (n=1413)	3,919
Hispanic	37.0% (n=700)	8.0% (n=151)	6.6% (n=124)	48.5% (n=917)	1,892
Native Hawaiian or Pacific Islander	40.0% (n=20)	4.0% (n=2)	4.0% (n=2)	52.0% (n=26)	50
White (not of Hispanic origin)	36.7% (n=3305)	8.6% (n=775)	7.2% (n=650)	47.4% (n=4269)	8,999
Two or More Races	35.2% (n=478)	7.3% (n=99)	9.2% (n=125)	48.3% (n=657)	1,359
Another Race/Unknown*	41.4% (n=36)	20.7% (n=18)	5.7% (n=5)	32.2% (n=28)	87
Total	***38.5% (n=6396)***	***8.7% (n=1452)***	***7.8% (n=1297)***	***44.9% (n=7461)***	*16,606*

*Another Race/Unknown includes students with missing race/ethnicity fields. Missing data included 32 students (0.2% of total students).

Table C8: Student Attendance Gradations by Free/Reduced Lunch (FRL)

	2022-2023 Student Attendance Gradation <30	30-44	45-59	60+	Total
Paid Lunch	36.9% (n=1603)	8.7% (n=377)	6.3% (n=273)	48.2% (n=2096)	4,349
FRL	38.9% (n=4453)	8.5% (n=976)	8.2% (n=941)	44.3% (n=5064)	11,434
Total	***38.4% (n=6056)***	***8.6% (n=1353)***	***7.7% (n=1214)***	***45.4% (n=7160)***	*15,783*

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

Table C9: Student Attendance Gradations by Limited English Proficiency (LEP)

	2022-2023				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Non-LEP	38.2% (n=5686)	8.9% (n=1327)	7.9% (n=1179)	45.0% (n=6710)	14,902
LEP	39.9% (n=343)	8.0% (n=69)	8.8% (n=76)	43.3% (n=372)	860
Total	***38.3% (n=6029)***	***8.9% (n=1396)***	***8.0% (n=1255)***	***44.9% (n=7082)***	*15,762*

Table C10: Student Attendance Gradations by Special Education (SE)

	2022-2023				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Non-SE	37.8% (n=5366)	8.7% (n=1229)	8.1% (n=1154)	45.4% (n=6431)	14,180
SE	47.0% (n=810)	10.2% (n=176)	6.8% (n=118)	36.0% (n=620)	1,724
Total	***38.8% (n=6176)***	***8.8% (n=1405)***	***8.0% (n=1272)***	***44.3% (n=7051)***	*15,904*

Table C11: Student Attendance Gradations by Sex

	2022-2023				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
Female	39.2% (n=3280)	8.3% (n=691)	7.5% (n=629)	45.1% (n=3773)	8,373
Male	37.8% (n=3110)	9.2% (n=758)	8.1% (n=668)	44.8% (n=3686)	8,222
Total	***38.5% (n=6390)***	***8.7% (n=1449)***	***7.8% (n=1297)***	***44.9% (n=7459)***	*16,595*

Table C12: Student Attendance Gradations by Student's Primary Language

	2022-2023				
	Student Attendance Gradation				Total
	<30	30-44	45-59	60+	
English	35.3% (n=4010)	8.7% (n=985)	7.5% (n=857)	48.5% (n=5502)	11,354
Non-English	32.0% (n=393)	5.5% (n=68)	5.1% (n=62)	57.4% (n=704)	1,227
Total	***35.0% (n=4403)***	***8.4% (n=1053)***	***7.3% (n=919)***	***49.3% (n=6206)***	*12,581*

Table C13: Student Attendance Gradations 2014-2015 through 2022-2023

	2014-2015		2015-2016		2016-2017	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<30	8,671	40.1%	8,698	39.3%	8,026	37.9%
30-44	2,193	10.1%	2,125	9.6%	2,094	9.9%
45-59	1,606	7.4%	1,537	6.9%	1,488	7.0%
60+	9,158	42.3%	9,783	44.2%	9,542	45.1%
Total	***21,628***		***22,143***		***21,150***	

	2017-2018		2018-2019		2019-2020	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<30	9,089	38.0%	10,004	44.2%	11,048	49.1%
30-44	2,328	9.7%	2,020	8.9%	2,040	9.1%
45-59	2,036	8.5%	1,861	8.2%	1,808	8.0%
60+	10,475	43.8%	8,725	38.6%	7,595	33.8%
Total	***23,928***		***22,610***		***22,491***	

	2020-2021		2021-2022		2022-2023	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
<30	6,897	30.7%	6,267	39.6%	6,396	38.5%
30-44	1,779	7.9%	1,338	8.4%	1,452	8.7%
45-59	1,390	6.2%	1,332	8.4%	1,297	7.8%
60+	5,851	26.0%	6,902	43.6%	7,461	44.9%
Total	***15,917***		***15,839***		16,606	

Table C14 Average Participants Per Site by Year

	Annual Trends				
	Number of Sites	Minimum	Maximum	Mean	Std. Deviation
2014-2015	202	9	582	107.1	89.5
2015-2016	202	11	650	109.6	94.7
2016-2017	199	18	686	106.3	94.2
2017-2018	250	5	595	100.3	95.3
2018-2019	214	6	941	105.7	111.1
2019-2020	220	11	557	102.2	97.9
2020-2021	228	1	513	69.81	76.13
2021-2022	198	11	558	80.0	82.1
2022-2023	198	3	590	83.9	86.0

Table C15: Annual Participants and Sites by Year

	Annual Trends	
	Number of Sites	Number of Participants
2014-2015	202	21,628
2015-2016	202	22,143
2016-2017	199	21,150
2017-2018	250	23,928
2018-2019	214	22,610
2019-2020	226	22,491
2020-2021	228	15,917
2021-2022	198	15,839
2022-2023	198	16,606

Table C16: Certified Teacher

	2022-2023	
	Frequency	Percent
Certified Teacher	253	17.7%
Not Certified Teacher	667	46.7%
Missing	507	35.5%
Total	*1,427*	

Table C17: School District Employee

	2022-2023	
	Frequency	Percent
School District Employee	306	21.4%
Not School District Employee	614	43.0%
Missing	507	35.5%
Total	*1,427*	

Table C18: Full-Time or Part-Time Status

	2022-2023	
	Frequency	Percent
Full-Time	155	10.9%
Part-Time	635	44.5%
Missing	637	44.6%
Total	*1,427*	

Table C19: Years of Experience

	2022-2023	
	Frequency	Percent
0 Years	28	2.0%
1-5 Years	233	16.3%
6-10 Years	90	6.3%
11-15 Years	45	3.2%
16-20 Years	37	2.6%
21-25 Years	13	0.9%
26-30 Years	13	0.9%
31-35 Years	2	0.1%
36+ Years	7	0.5%
Missing	959	67.2%
Total	*1,427*	

Table C20: Staff & Volunteer Race/Ethnicity

	2022-2023	
	Frequency	Percent
American Indian/Alaskan Native	1	0.1%
Asian	18	1.3%
Black (not of Hispanic origin)	227	15.9%
Hispanic	43	3.0%
White (not of Hispanic origin)	685	48.0%
Two or More Races	20	1.4%
Another Race/Unknown*	433	30.3%
Total	*1,427*	

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

Table C21: Staff & Volunteer Education Level

	2022-2023	
	Frequency	Percent
Less than High School	41	2.9%
High School Diploma or GED	174	12.2%
Some College or Associate's Degree*	145	10.2%
Bachelor's Degree	249	17.4%
Some Master's or Doctorate-Level Courses	9	0.6%
Master's or Doctorate Degree	130	9.1%
Missing	679	47.6%
Total	*1,427*	

*The Some College or Associate's Degree education field is combined in the Cayen dataset and cannot be disaggregated.

Table C22: Staff & Volunteers by Year

	Annual Trends	
	Number of Staff & Volunteers	Number of Participants
2016-2017	1,587	21,150
2017-2018	1,951	23,928
2018-2019	1,779	22,610
2019-2020	2,194	22,491
2020-2021	1,391	15,917
2021-2022	1,489	15,839
2022-2023	1,427	16,606

Performance Measures

Table C23: 21st CCLC Students Served

	2022-2023	
	Grantees	Percent
Elementary School	119	66.5%
Middle School	30	16.8%
High School	8	4.5%
K-12 School	4	2.2%
Elementary/Middle School	15	8.4%
Elementary/High School	1	0.6%
Middle/High School	2	1.1%
Total	*179*	

*In the body of the report, K-12 school, elementary/middle school, elementary/high school, and middle/high school are combined into more than one school.

Table C24: 21st CCLC Cohorts

	2022-2023	
	Grantees	Percent
Cohort 10	86	48.0%
Cohort 11	93	52.0%
Total	*179*	

Table C25: Regularly Attending Participants (RAP) Targets

	2022-2023	
	Grantees	Percent
Did Not Meet RAP Target	70	39%
Met RAP Target	109	61%
Total	*179*	

Table C26: Academic Performance Measures (PMs) by Students Served

	2022-2023									
		Academic PMs			ELA Grade PMs			Math Grade PMs		
	N	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Elementary School	119	441	525	84.0%	122	143	85.3%	119	143	83.2%
Middle School	30	76	106	71.7%	17	27	63.0%	20	27	74.1%
High School	8	11	26	42.3%	3	7	42.9%	3	7	42.9%
K-12 School	4	18	25	72.0%	7	8	87.5%	6	8	75.0%
Elementary/Middle	15	49	52	94.2%	17	17	100.0%	17	17	100.0%
Elementary/High School	1	0	0	n/a	0	0	n/a	0	0	n/a
Middle/High School	2	8	9	88.9%	3	3	100.0%	3	3	100.0%
Total	*179*	*603*	*743*	*81.2%*	*169*	*205*	*82.4%*	*168*	*205*	*82.0%*

Table C27: Social/Behavioral and Family Engagement Performance Measures (PMs) by Students Served

	2022-2023						
		Social/Behavioral PMs			Family Engagement PMs		
	N	Met	Total	% Met	Met	Total	% Met
Elementary School	119	246	315	78.1%	210	232	90.5%
Middle School	30	56	79	70.9%	47	56	83.9%
High School	8	11	18	61.1%	14	14	100.0%
K-12 School	4	6	13	46.2%	8	8	100.0%
Elementary/Middle School	15	22	38	57.9%	20	21	95.2%
Elementary/High School	1	0	0	n/a	0	0	n/a
Middle/High School	2	1	3	33.3%	4	4	100.0%
Total	*179*	*342*	*466*	*73.4%*	*303*	*335*	*90.4%*

Table C28: Academic Performance Measures (PMs) by Cohort

	2022-2023									
		Academic PMs			ELA Grade PMs			Math Grade PMs		
	N	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Cohort 10	86	290	375	77.3%	82	101	81.2%	79	101	78.2%
Cohort 11	93	313	368	85.1%	87	104	83.7%	89	104	85.6%
Total	*179*	*603*	*743*	*81.2%*	*169*	*205*	*82.4%*	*168*	*205*	*82.0%*

Table C29: Social/Behavioral and Family Engagement Performance Measures (PMs) by Cohort

	2022-2023						
		Social/Behavioral PMs			Family Engagement PMs		
	N	Met	Total	% Met	Met	Total	% Met
Cohort 10	86	170	240	70.8%	152	167	91.0%
Cohort 11	93	172	226	76.1%	151	168	89.9%
Total	*179*	*342*	*466*	*73.4%*	*303*	*335*	*90.4%*

Table C30: Academic Performance Measures (PMs) by Regularly Attending Participant (RAP)

	2022-2023									
		Academic PMs			ELA Grade PMs			Math Grade PMs		
	N	Met	Total	% Met	Met	Total	% Met	Met	Total	% Met
Did Not Meet RAP Target	70	202	270	74.8%	54	71	76.1%	57	71	80.3%
Met RAP Target	109	401	473	84.8%	115	134	85.8%	111	134	82.8%
Total	*179*	*603*	*743*	*81.2%*	*169*	*205*	*82.4%*	*168*	*205*	*82.0%*

Table C31: Social/Behavioral and Family Engagement Performance Measures (PMs) by Regularly Attending Participant (RAP)

	2022-2023						
		Social/Behavioral PMs			Family Engagement PMs		
	N	Met	Total	% Met	Met	Total	% Met
Did Not Meet RAP Target	70	120	180	66.7%	107	124	86.3%
Met RAP Target	109	222	286	77.6%	196	211	92.9%
Total	***179***	***342***	***466***	***73.4%***	***303***	***335***	***90.4%***

Site-Level Quality

Table C32: Number of Years Sites Have Provided Out-of-School Time Programming (Including Other Funding Sources)

	2022-2023	
	Frequency	Percent
< 1 year	2	1.0%
1 year	2	1.0%
2 years	15	7.8%
3 years	19	9.9%
4 years	2	1.0%
5 years	6	3.1%
6 years	10	5.2%
7 years	10	5.2%
8 years	10	5.2%
9 years	5	2.6%
10 years	12	6.3%
11 years	2	1.0%
12 years	6	3.1%
13 years	7	3.6%
14 years	12	6.3%
15 years	20	10.4%
16 years	2	1.0%
17 years	3	1.6%
18 years	3	1.6%
19 years	3	1.6%
20 years or more	41	21.4%
Total	***192***	

Table C33: Number of Years Sites Received 21st CCLC Funding (Including Prior Cohorts)

	2022-2023	
	Frequency	Percent
< 1 year	1	0.5%
1 year	1	0.5%
2 years	23	12.0%
3 years	19	9.9%
4 years	7	3.6%
5 years	7	3.6%
6 years	17	8.9%
7 years	20	10.4%
8 years	14	7.3%
9 years	2	1.0%
10 years	8	4.2%
11 years	4	2.1%
12 years	11	5.7%
13 years	6	3.1%
14 years	13	6.8%
15 years	12	6.3%
16 years	5	2.6%
17 years	2	1.0%
18 years	5	2.6%
19 years	2	1.0%
20 years or more	11	5.7%
Total	*190*	

Table C34: Number of Years Program Director Has Been in a Leadership Role with the Organization

	2022-2023	
	Frequency	Percent
< 1 year	30	15.3%
1 year	7	3.6%
2 years	25	12.8%
3 years	15	7.7%
4 years	8	4.1%
5 or more years	103	52.6%
Unsure	8	4.1%
Total	*196*	

Table C35: Site Coordinator Hired at the Site

	2022-2023	
	Frequency	Percent
Yes	180	90.9%
No	18	9.1%
Total	*198*	

Table C36: Number of Years Site Coordinator Worked for the Organization

	2022-2023	
	Frequency	Percent
< 1 year	26	14.7%
1 year	11	6.2%
2 years	31	17.5%
3 years	26	14.7%
4 years	7	4.0%
5 or more years	73	41.2%
Unsure	3	1.7%
Total	*177*	

Table C37: Paid Frontline Staff Members Per Site

	2022-2023	
Number of Frontline Staff	Frequency	Percent
0	1	0.5%
1	11	5.8%
2	29	15.2%
3	25	13.1%
4	18	9.4%
5	19	9.9%
6	18	9.4%
7	9	4.7%
8	6	3.1%
9	8	4.2%
10	8	4.2%
11	4	2.1%
12	6	3.1%
13	4	2.1%
14	4	2.1%
15	0	0.0%
16	1	0.5%
17	2	1.0%
18	3	1.6%
19	2	1.0%
20	5	2.6%
21	0	0.0%
22	4	2.1%
23	0	0.0%
24	1	0.5%
25	1	0.5%
26	0	0.0%
27	0	0.0%
28	0	0.0%
29	1	0.5%
30	0	0.0%
31	1	0.5%
Total	*191*	

Table C38: Frontline Staff Years of Experience in Afterschool Programming

	2022-2023	
	Frequency	Percent
0 years	322	23.5%
Less than 1 year	347	25.3%
1-2 years	386	28.2%
3-5 years	156	11.4%
5-10 years	57	4.2%
11-15 years	30	2.2%
16-19 years	71	5.2%
20+ years	322	23.5%
Total	*1,369*	

Table C39: Frontline Staff Educational Attainment

	2022-2023	
	Frequency	Percent
Some high school, no degree	178	12.7%
High school/GED	299	21.3%
Some college, no degree	300	21.4%
Vocational/technical training program	33	2.3%
Associate's or two-year degree	109	7.8%
Bachelor's degree	413	29.4%
Master's degree or higher	73	5.2%
Total	*1,405*	

Table C40: Staff Training, Evaluation, and Planning

	2022-2023					
	No Staff	Up to 25% of Staff	26-50% of Staff	51-75% of Staff	76-100% of Staff	*Total*
Participated in a program orientation when hired.	4	4	8	20	154	***190***
Required to attend regular staff meetings.	6	7	11	17	147	***188***
Received specific training related to providing academic support for youth participants.	7	11	16	37	120	***191***
Received specific training related to classroom behavior management.	8	3	19	33	129	***192***
Received specific training related to cultural competence, diversity, or related topics.	7	9	21	40	112	***189***
Formally evaluated at least once per year.	2	3	8	18	160	***191***
Receive paid time for planning.	15	16	10	20	128	***189***
Receive compensation for participating in trainings or meetings.	9	3	2	5	170	***189***

Table C41: Hiring and Recruitment

	2022-2023					
	Never or Almost Never	Some of the Time	Half of the Time	Most of the Time	Always or Almost Always	*Total*
When staff are being hired, the site coordinator participates in the interview process.	54	20	7	29	79	***189***
The site coordinator has the autonomy to make staffing decisions.	30	25	7	41	87	***190***
School day staff have input into recruitment and hiring decisions at the site.	75	42	23	19	31	***190***

Table C42: Staff Responsible for Program Planning (Select All Question)

	2022-2023	
	Frequency	Percent
Community Partners	24	12.5%
Curriculum Expert	12	6.3%
School Day Instructional Staff	35	18.2%
Site Coordinator	165	85.9%
Volunteers	10	5.2%
Project Director	115	59.9%
Program Staff/Youth Workers	111	57.8%
School Principal	12	6.3%
Other*	12	6.3%

*Other responses included: AmeriCorps Participants, Area Director & Unit Director, Data Specialist (3), Program Director and Education Director, Program Manager (8), and Youth

Table C43: Enrollment and Recruitment

	2022-2023			
	Yes	No	Unsure	*Total*
A structured referral system is place with the school that allows school staff to refer students with academic needs.	156	21	15	***192***
Transportation is typically provided to all participants who need transportation.	126	52	14	***192***
Participation in the program is free or income-based scholarships are available.	172	6	10	***188***

Table C44: Student Ownership

	2022-2023					
	Never or Almost Never	Some of the Time	Half of the Time	Most of the Time	Always or Almost Always	*Total*
Students help make plans for what activities are offered at the program.	7	68	46	59	10	***190***
Students make choices about what specific content is covered within activities.	7	74	51	50	8	***190***

Table C45: Program Structure – Homework Help and Tutoring Offered During a Typical Month

	2022-2023					
	None	Some	Half	Most	All	*Total*
Homework/tutoring activities had a written lesson plan with specific learning goals.	15	31	22	71	52	***191***
Homework/tutoring activities promoted skill building in relation to state standards.	4	16	17	82	70	***189***
Homework/tutoring activities were developed to respond to feedback from youth.	9	42	27	73	40	***191***
Homework/tutoring activities were developed to respond to parent feedback.	16	63	22	55	33	***189***

Table C46: Program Structure – Academic Enrichment Offered During a Typical Month

	2022-2023					
	None	Some	Half	Most	All	*Total*
Academic enrichment activities had a written lesson plan with specific learning goals.	5	23	16	77	69	***190***
Academic enrichment activities promoted skill building in relation to state standards.	3	9	14	86	75	***187***
Academic enrichment activities were developed to respond to feedback from youth.	5	32	32	76	42	***187***
Academic enrichment activities were developed to respond to parent feedback.	20	67	19	54	28	***188***

Table C47: Program Structure – Recreation Activities Offered During a Typical Month

	2022-2023					
	None	Some	Half	Most	All	*Total*
Recreation activities had a written lesson plan with specific learning goals.	13	48	24	63	41	***189***
Recreation activities promoted skill building in relation to state standards.	6	31	24	73	56	***190***
Recreation activities were developed to respond to feedback from youth.	4	36	27	80	43	***190***
Recreation activities were developed to respond to parent feedback.	29	68	23	45	25	***190***

Table C48: Program Structure

	2022-2023					
	Never or Almost Never	Some of the Time	Half of the Time	Most of the Time	Always or Almost Always	*Total*
The site uses a predefined program calendar that includes a weekly & daily schedule.	2	3	4	38	144	***191***
There are structured transitions between activities (e.g., established hallway norms).	0	8	7	56	120	***191***

Table C49: Program Structure Review & External Curriculum

	2022-2023			
	Yes	No	Unsure	*Total*
Most programs and activities offered by the site are formally reviewed for cultural appropriateness and alignment prior to implementation.	112	48	29	***189***
Most programs and activities offered by the site are informally reviewed for cultural appropriateness and alignment prior to implementation.	151	17	23	***191***
Regularly use published or externally developed curriculum selected specifically to support activities delivered in the program.	103	60	28	***191***

Table C50: Linkages to the School

	2022-2023			
	Yes	No	Unsure	*Total*
Site has identified a school day staff member to formally serve as a liaison between the site and the school.	140	38	14	***192***
Site has a formal process (e.g., scheduled meetings, regular email updates) for soliciting information from teachers related to students' academic progress.	128	52	11	***191***
Site has an informal process (e.g., unscheduled conversations) for soliciting information from teachers related to students' academic progress.	171	9	9	***189***

Table C51: Linkages to the School – Linkage Activities Since the Beginning of the School Year

	2022-2023							
	Never	Less than Once a Month	Once a Month	Every 2-3 Weeks	Once a Week	A Few Days per Week	Daily	*Total*
Reviewed what participants are learning in school to inform program activities.	8	43	35	33	31	17	23	***190***
Communicated with school-day staff to review individual students' academic progress.	4	44	39	40	25	25	13	***190***
Reviewed students' academic performance to inform activities.	7	51	37	35	25	25	10	***190***

Table C52: Instructional Practices – Opportunities for Student Voice/Choice Since the Beginning of the School Year

	2022-2023							
	Never	Less than Once a Month	Once a Month	Every 2-3 Weeks	Once a Week	A Few Days per Week	Daily	*Total*
Work collaboratively with other students in small groups.	0	2	3	4	23	57	102	***191***
Have the freedom to choose what activities they are going to work on or participate in.	3	3	8	4	30	55	88	***191***
Lead group activities.	2	13	33	28	45	49	21	***191***

Table C53: Instructional Practices – Academic Activity Characteristics During a Typical Month

	2022-2023					
	None	Some	Half	Most	All	*Total*
Included individual or small group tutoring (3-9 students).	4	21	18	87	60	***190***
Connected instruction to student interests and/or backgrounds.	2	26	20	103	39	***190***
Included at least one hands-on component.	1	8	18	104	59	***190***
Provided opportunities for students to interact with staff or other adults.	0	3	4	74	110	***191***
Were part of a sequence of sessions where task complexity increased to build explicit skills.	4	33	35	88	30	***190***
Included opportunities to acknowledge students for achievements, contributions and responsibilities.	0	30	14	92	54	***190***
Incorporated step-by-step instruction.	0	11	32	93	55	***191***

Appendix D: References

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