

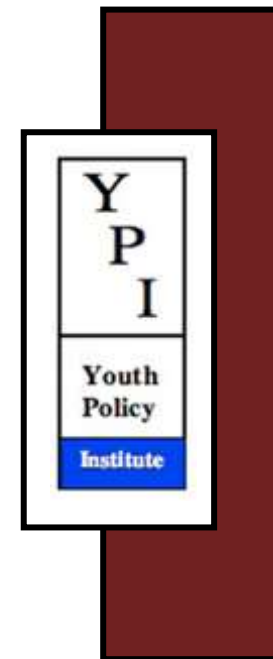


PARTNERSHIP FOR RESULTS
21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM

**SERVING ELEMENTARY AND MIDDLE SCHOOL STUDENTS
IN THE AUBURN ENLARGED CITY SCHOOL DISTRICT**

**Annual Evaluation Report:
2011-2012 Academic Year**

August 2012



**PARTNERSHIP FOR RESULTS 21ST CENTURY COMMUNITY LEARNING CENTERS
INITIATIVE**

Evaluation Report

*Fourth Year Implementation in Three Buildings in the
Auburn Enlarged City School District: 2011 - 2012*

This Evaluation Report was prepared by:

Youth Policy Institute, Inc.

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Partnership for Results' 21st Century Community Learning Centers Program should be directed to:*

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INTRODUCTION

In August of 2008, the Partnership for Results (“Partnership”) received funding from the New York State Education Department to establish 21st Century Community Learning Centers at four schools in the Auburn Enlarged City School District (AECSD) – Casey Park Elementary School, Genesee Street Elementary School, East Middle School, and West Middle School. The goal of the Learning Centers is to serve a total of 400 students annually in grades 3-8, providing academic and other enrichment activities, social-emotional support services, and nutrition on a daily basis throughout the school year, coupled with a career connections camp during the summer.

At the end of Year 3 (2010-2011), AECSD closed West Middle School, converted East Middle School to Auburn Junior High School, which enrolls all 7th and 8th grade students in the district, and added a 6th grade to each elementary school. Although the number and the configuration of the participating building have changed, for Year 4, the goals of the Auburn 21st Century Project remain intact.

During the 2011-2012 academic year, the fourth year of the 21st Century Initiative, each of the Centers provided one hour of academic enrichment programming four days per week, youth development activities and services on a daily basis, and family support and engagement activities. At three sites – Casey Park and Genesee Street Elementary Schools and Auburn Junior High School – the Partnership is directly responsible for out-of-school (OST) activities, employing staff and supervising their work. This represents a change from prior years, when one OST site, West Middle School, was administered by staff from the Booker T. Washington Community Center.

EVALUATION OVERVIEW

The evaluation of the Partnership’s 21st Century project is being conducted by the Youth Policy Institute, Inc. (YPI), a not-for-profit evaluation and research agency based in central New York. YPI is conducting both a formative study and an impact study of the four, now three, Auburn sites, examining whether critical programs are being implemented as planned and whether they are having their intended effect. The evaluation explores the extent to which the project serves students who are likely to benefit from the program and the level of adherence to the highest standards of after-school programming determined by research.

Data Sources

To provide a multi-faceted view of this 21st Century project, YPI collects and analyzes data from six sources:

1. Program information, such as patterns of enrollment, that are stored in the Partnership databases;
2. School archival data, including standardized test scores, grades, attendance, and other indicators of student engagement;
3. Surveys of program staff, teachers, participating students, parents, and adult 21st Century participants;
4. Implementations of the NYS After-school Network Program Quality Self-Assessment Tool;
5. Interviews with program staff and teachers; and
6. Site visits using structured interview protocols and an observation instrument.¹

All data is collected in a manner that ensures that no student is identified by the evaluators. As with prior reports, this report could not have been completed without the timely cooperation of Partnership for Results staff. Thomas Clarke, the Partnership's MIS Director, ensured that essential data stored in project databases was made available in a manner that ensured the confidentiality of participants. Catherine Moran (Executive Director of the Partnership), Susan Muldoon (the Partnership's 21st Century Director), and Susan Cook facilitated the survey data collection process and ensured ready access to staff and programs.

The Partnership's support and ongoing commentary on the Auburn 21st Century program are an essential component of this Year 4 evaluation. However, the Youth Policy Institute carries sole responsibility for the analytic strategy adopted and the conclusions drawn in this report.

CURRENT ALIGNMENT WITH EVIDENCE-BASED PRACTICES

The Auburn 21st Century project is aligned with numerous best practices in the field of out-of-school time programming:

- ★ *School-Based Program.* The programs are implemented in a school setting, with an explicit and comprehensive working relationship delineated between the school administrators and the implementing agency, the Partnership.
- ★ *Direct Connection to Classroom Instruction.* All teachers at each site are drawn from the building's instructional staff, enabling ongoing coordination between school day instruction and after-school educational enrichment activities.
- ★ *Safety Standards.* Each site meets high standards for safety, having been accorded a School-Age Child Care (SACC) operating certificate from the New York State Office of Children and Family Services (OCFS).
- ★ *Security Protocols.* Partnership staff maintains a high level of security at the sites, from student sign-ins to orderly, well-designed dismissals.

¹ Pechman, E.M., Russell, C.A., and Birmingham, J. (February 2008) *Out-of-School (OST) Observation Instrument*. Policy Research Associates, Inc. (prepared with the support of the Charles Stewart Mott Foundation).

- ★ *Community Partnerships.* A range of community-based organizations are providing significant portions of the creative and recreational programming offered to participants.
- ★ *Clear Roles and Responsibilities.* The terms of employment for project staff are well articulated; site visits and staff interviews show that project employees have a clear understanding of their duties and responsibilities.
- ★ *Appropriate Staffing Levels.* Site visits, record reviews, and staff interviews clearly indicate that each of the 3 sites has sufficient staff to maintain a 10:1 ratio and maintain that ratio on a regular basis. The Partnership, moreover, continues to implement ongoing training and professional development activities.
- ★ *Supportive and Structured Environment.* The instructional staff at the three sites is establishing a collaborative learning environment that encourages student enquiry and exploration.
 - ◇ Across all 3 sites, expectations for appropriate behavior are clearly communicated to the students and consistently enforced. Compared to the first three years of implementation, OST participants are generally more attentive to instructions, respectful toward staff and each other, and engaged in all activities, instructional and recreational.
 - ◇ In the elementary schools and at Auburn Junior High School, project and instructional staff are able to combine academic activities with social and emotional skill building.

RECOMMENDED ALIGNMENT WITH EVIDENCE-BASED PRACTICES

There are areas where the Auburn 21st Century project could improve its alignment with the best out-of-school time practices as identified by research.

- ★ *Principal Involvement.* The active interest and involvement of principals in after-school programs can help *promote* effective staff collaboration, elevate support for the program among students and staff, expand recruitment and participation, and improve the overall effectiveness of the program.
 - ◇ The engagement of principals has, throughout the four years of the initiative, varied by site. In both *elementary schools*, the principals are significantly engaged in the OST programs, are aware of their activities, show an interest in program quality, encourage student engagement, and are interested in suggesting ways to improve the program. Principal engagement is less extensive at the middle school site.
- ★ *Differentiated Instruction.* It is well established in the research literature that students struggling in one or more academic areas will benefit from differentiated instruction, which matches materials, content, and pedagogical techniques to a student's level of readiness, interests, and preferred modes of learning.
 - ◇ Data from site visits and staff interviews indicate that particularly in Year 4, each of the three sites has made a substantial effort to implement a program of differentiated learning for its participating students.

- ◇ During Year 4, more than in prior years, the 21st Century project has made efforts to promote a greater understanding of differentiated education techniques among project teachers and staff. There is more cross-site sharing of approaches to differentiated instruction among site coordinators and principals; however, more can be done, in part by fostering more discussion of best practices and by providing site coordinators and instructional staff with a clear set of expectations in this regard.
- ★ *Sequencing and Skill-Building.* According to current research on effective pedagogical practices, skill-building within and among sessions should be designed to move from areas currently within the grasp of students to those areas in which they most need support. This approach reinforces information and builds self-confidence among students.
 - ◇ Compared to earlier years, OST staff at all three sites more routinely structured some educational skill-building activities to be sequenced within sessions or to be linked to clear learning goals across sessions. However, in its site visits and discussions with staff, YPI found that these strategies were not uniformly used across all first-hour activities. In some rooms, for example the focus during the educational enrichment hour was entirely on homework completion.
 - ◇ Across all three sites, some, but not all staff are establishing multi-week goals for student skill-building. This is important for focusing the students on achievable benchmarks, an essential element of effective skill-building.
- ★ *Social and Emotional Supports.* To support students' social and emotional health, Mobile Outreach Service Team (MOST) clinicians are provided through the Partnership for Results to serve eligible after-school participants at the four 21st Century sites.
 - ◇ During Years 1 to 3, MOST clinicians assigned to the 21st Century project were only incidentally involved in after-school activities, and, as a result, their impact on student behavior was unnecessarily limited. This issue has been successfully addressed in Year 4. MOST clinicians are providing counseling services to individual students at risk, are using their skills to help program staff develop age-appropriate and supportive management skills, and are providing group sessions at the schools to address persistent issues, such as anger management problems and gender identity/relationships.
- ★ *Cross-site Collaboration.* Cross-site collaboration is a hallmark of program improvement.
 - ◇ Although it is less the case in Year 4 than in prior years, 21st Century program sites continue to be too isolated from each other and are not benefiting enough from the opportunity to share best practices. Each of the Auburn sites should have the opportunity to more routinely share program designs, activities, and other project elements that are working well.
- ★ *Student Initiative.* High-quality after-school programs promote student choice, autonomy, and initiative.
 - ◇ In each of its prior evaluation reports, YPI has noted that students needed more encouragement to take leadership of discussions, to engage in active enquiry, and to work collaboratively. Opportunities for students to take initiative have improved, but data from the site visits in Year 4 indicate that there are still many activities which are structured in a directive manner that restricts choice, autonomy, and initiative. In both Years 3 and 4, positive steps were taken in this area, but it remains an inconsistent element of these programs.

FINDINGS FROM THE NYSAN QUALITY SELF-ASSESSMENT (QSA)

The involvement of 21st Century staff in program development and in monitoring compliance with research-based practices is a key aspect of the project. To gauge the extent of that involvement and the degree of alignment with research-based OST protocols and practices, OST site coordinators and staff at each building completed a New York State AfterSchool Network (NYSAN) Program Quality Self-Assessment (QSA) three times during each project year, in September, January, and May.

Each of the 10 QSA scales has 7 to 18 sub-components, which are scored on a four-point scale:

1. Standard not met
2. Approaching standard
3. Meets standard
4. Exceeds standard

The Average Performance Levels in **Table 1** below are the mean of the scores of the sub-components for each QSA scale.

Table 1
Quality Self-Assessment (QSA) Scores for 2010-2011 (Year 3)

Green = Average May 2012 QSA score is *greater than or equal to* September 2011 score; **Red** = May 2012 QSA score is *lower than* September 2011 score

<i>Quality Self-Assessment Scales</i>	<i>September 2011</i>				<i>January 2012</i>				<i>May 2012</i>			
	Casey Park	Gen. St.	Auburn JHS	Avg.	Casey Park	Gen. St.	Auburn JHS	Avg.	Casey Park	Gen. St.	Auburn JHS	Avg.
1. <u>Environment/Climate</u> (e.g. supportive; safe & clean; safety plans & procedures; adequate security; dismissal plans; nutritious food; awareness of special needs)	3.07	3.71	3.64	3.47	3.62	4.00	3.83	3.82	3.08	3.83	4.00	3.64
2. <u>Administration/Organization</u> (e.g. clear attendance and participation expectations; adequate documentation; employee handbook; clear salary structure; well-defined communication between school and Partnership; plan for family involvement; documentation of participant location)	3.25	3.94	3.39	3.53	3.50	3.75	3.76	3.67	2.81	3.94	4.00	3.58
3. <u>Relationships</u> (e.g. staff shows mutual respect & models positive relationships; respectful interactions with families and participants; sensitivity to culture of participants)	2.55	3.82	3.55	3.31	3.50	4.00	3.75	3.75	2.88	3.67	4.00	3.52
4. <u>Staffing/Professional Development</u> (e.g. program director committed to professional development; staff reflects diversity of community; staff competent in core academic areas; appropriate staff/participant ratio; positive working conditions for staff)	3.40	4.00	3.00	3.47	3.83	4.00	3.83	3.89	2.81	4.00	3.83	3.54

<i>Quality Self-Assessment Scales</i>	<i>September 2011</i>				<i>January 2012</i>				<i>May 2012</i>			
	Casey Park	Gen. St.	Auburn JHS	Avg.	Casey Park	Gen. St.	Auburn JHS	Avg.	Casey Park	Gen. St.	Auburn JHS	Avg.
<u>5. Programming/Activities</u> (e.g. activities reflect program's mission and are age- and skill-appropriate; project-based experiential activities that promote creativity and self-expression; enrichment in core academic areas, arts, technology, recreation, and health; incorporation of culture and language of participants; schedule known to staff, participants, and families)	2.86	4.00	3.86	3.57	3.80	4.00	4.00	3.93	3.00	4.00	3.90	3.63
<u>6. Linkages Between Day & After-School</u> (e.g. commitment of resources from school principal; strong linkages to school day and complementary programming)	3.89	4.00	3.89	3.93	3.75	3.78	3.89	3.81	3.44	3.89	3.78	3.70
<u>7. Youth Participation/Engagement</u> (e.g. variety of engagement activities; participants take ownership of program selection and development; participants have opportunities to develop life skills, resiliency and self-esteem; promote consistent participation)	1.90	3.80	3.67	3.12	3.33	3.89	3.88	3.70	2.78	3.67	3.67	3.37
<u>8. Parent/Family/Community Partnerships</u> (e.g. families involved in decision making & planning; communication with families regarding well-being of children; opportunities for literacy and other educational experiences for participants' families)	1.50	3.75	3.14	2.80	2.14	4.00	2.63	2.92	2.63	3.75	3.50	3.29
<u>9. Program Sustainability/Growth</u> (e.g. written statement of mission and goals; staff understands the mission and goals; long-term sustainability plan; effective marketing strategy)	1.43	3.86	3.20	2.83	3.50	4.00	2.71	3.40	2.00	3.71	3.29	3.00
<u>10. Measuring Outcomes/Evaluation</u> (e.g. plans for program evaluation, including gathering qualitative and quantitative data; use objective data to measure participants' academic progress; identifies and shares promising practices; uses evaluation findings for continuous program improvement)	2.00	3.90	3.78	3.23	2.90	4.00	3.30	3.40	2.57	3.78	3.70	3.35

- ★ In the first half of Year 4, from September 2011 to January 2012, average scores for the project (at all three sites) increased for nine of the ten QSA scales, indicating more confidence among program staff that their programs were in alignment with research-based standards. Only one area had lower average scores: Linkages Between Day and After-School (#6).
 - ◇ For eight of the QSA scales, the increases in scores were substantial by mid-year. The area with the lowest scale score, Parent/Family/Community Partnerships (#8) was the only scale with a score below 3.0 in January 2012.

- ★ In May 2012, average scores for 9 of 10 QSA scales were somewhat lower than in January 2012. Nonetheless, the May 2012 QSA scale scores were still higher than scores from the beginning of the year, with the exception of Linkages Between Day and After-School (#6), which declined over the course of the year.
- ★ During the fourth year of this 21st Century Community Learning Center grant, the average performance level was at least 3.0 (meets standard) in:
 - ◇ 8 of the 10 QSA scales in the September 2011 administration;
 - ◇ 9 of the 10 scales in the January 2012 administration; and
 - ◇ 10 of the 10 scales in the May 2012 administration.
- ★ *The average QSA scale score for all sites in May of each year has increased during the past three years of the Auburn 21st Century project:*
 - ◇ 3.02 in Year 2
 - ◇ 3.33 in Year 3
 - ◇ 3.46 in Year 4

PERSPECTIVES OF PROJECT STAFF AND PRIMARY CAREGIVERS: SURVEYS

Survey Response Rates. YPI surveys of program staff and parents/caregivers are administered in May of each program year. The surveys provide additional information about the alignment of the Partnership’s 21st Century program with established practices.

During Year 3 of the project, the Partnership, in consultation with YPI, more actively encouraged staff to complete the annual evaluation survey, resulting in a dramatic increase in the participation rate. During Year 4, however, there was a dramatic decline in the return rate of staff surveys. This was the result of a number of factors including a late year decrease in staff size due to budget constraints and a failure of project and evaluation staff to set aside sufficient occasions for staff to complete the surveys, particularly in the elementary schools (**Table 2**).

Table 2
Number of Staff Surveys Submitted by School: Years 1-4

	Casey Park ES	Genesee St. ES	East MS	West MS	Auburn JHS	Total	% of Project Staff
May 2009	6	8	5	1	N/A	20	31%
May 2010	13	4	7	3	N/A	27	42%
May 2011	17	13	13	16	N/A	59	91%
May 2012	3	8	N/A	N/A	16	27	42%

Return rates of surveys of primary caregivers declined from Year 3 to 4 (**Table 3**). This occurred even though primary caregivers were strongly encouraged to participate at appropriate venues near the end of the school year.

Table 3
Number of Parent/Caregiver Surveys Submitted by School: Years 1-4

	Casey Park ES	Genesee St. ES	East MS	West MS	Auburn JHS	Total	% of Households
May 2009	91	46	24	3	N/A	164	40%
May 2010	72	47	24	10	N/A	153	30%
May 2011	86	47	33	26	N/A	192	40%
May 2012	45	27	N/A	N/A	25	97	27%

Staff Education and Experience

The staff surveys indicate that *the Partnership 21st Century program in 2011-2012, as in prior years, relied on staff who, by virtue of their education and experience working in schools, were exceptionally qualified to participate in the program.*

- ★ *Teachers.* In Year 3, 95% of the AECSD teachers in the project had a Master’s degree, and in Year 4, it was 100%.
 - ◇ In Year 4, the 21st Century teachers had an average of 15.4 years of experience in education, only slightly less than in Year 3 (16.3 years).
- ★ *After-school Program Assistants.* The educational attainment of program assistants over the four years was relatively consistent. Approximately six in ten program assistants had a high school degree, while approximately four in ten had either an associate’s or bachelor’s degree.
 - ◇ Program assistants had, on average, 4.4 years of experience working in schools in Year 4, compared to 5.4 in Year 3.

Staff Involvement in Program Development, Recruitment, and Support

Research indicates that staff involvement in developing an OST program and recruiting participation and support is a critical factor in establishing long-term staff engagement and commitment. It is strongly related to program quality and is an essential component in ensuring high levels of student participation. *In general, staff involvement in supporting the development of the after-school program increased in Year 4.*

- ★ As seen in **Table 4** below, in Years 1 to 3, 23-29% of the Partnership’s 21st Century staff respondents reported they were “extensively” involved in *establishing the project’s overall goals and objectives*. In Year 4, this rose to 41% of staff.
- ★ In Years 1 to 3, 16-26% of staff were “extensively” involved in *program design*. In Year 4 this increased to 37% of staff. Each year, a far greater percentage of staff were “extensively” involved in *developing program activities and materials*, increase from 17% of respondents in Year 1 to 70% in Year 4.
- ★ In Year 4, more than one-half of staff was moderately or extensively engaged in *publicizing the program*, approximately the same as in prior years.
- ★ During Year 4 of the Auburn 21st Century project, 37% of staff were either “moderately” or “extensively” involved in *gaining support from community volunteers*, more than Year 3 but substantially less than Year 2.

Table 4
Auburn 21st Century Project Staff Involvement in Developing the Program and Recruiting Participants and Support: Years 1-4

% of staff participating in...	Year 1			Year 2			Year 3			Year 4		
	<i>Minimally/ Not at all</i>	<i>Moderately</i>	<i>Extensively</i>	<i>Minimally/ Not at all</i>	<i>Moderately</i>	<i>Extensively</i>	<i>Minimally/ Not at all</i>	<i>Moderately</i>	<i>Extensively</i>	<i>Minimally/ Not at all</i>	<i>Moderately</i>	<i>Extensively</i>
Establishing the program goals & objectives	26%	47%	26%	27%	50%	23%	51%	20%	29%	37%	19%	41%
Developing the program design	42%	42%	16%	35%	46%	19%	41%	33%	26%	30%	27%	37%
Developing program activities & materials	17%	61%	17%	11%	54%	35%	20%	24%	56%	8%	19%	70%
Publicizing the program to students, parents, & the community	50%	20%	30%	41%	33%	26%	47%	27%	25%	37%	33%	26%
Gaining support from community volunteers	75%	10%	15%	53%	35%	12%	76%	20%	3%	59%	22%	15%

Delivery of Diverse Academic, Arts, and Recreational Programs

According to staff surveys, interviews with the 21st Century program staff, and site visit data, the Auburn 21st Century OST program consistently provided a broad array of opportunities for children to develop academically and creatively in the areas of language, mathematics, sciences, civics, and the arts (**Table 5** below).

Table 5
Program Opportunities Available to Participants According to Auburn 21st Century Project Staff: Years 1-4

% of staff reporting that students had access to programs regarding...	Year 1			Year 2			Year 3			Year 4		
	Seldom/ Never	Usually	Always	Seldom/ Never	Usually	Always	Seldom/ Never	Usually	Always	Seldom/ Never	Usually	Always
Communication skills in reading, writing, speaking, spelling & listening	0%	25%	75%	0%	11%	89%	2%	12%	86%	0%	4%	96%
Math skills in computation, application & problem-solving	0%	20%	80%	0%	15%	85%	1%	21%	78%	0%	15%	85%
Scientific inquiry & practical applications of science & technology	20%	20%	60%	7%	48%	44%	18%	41%	41%	18%	22%	59%
Computers & multimedia technology	10%	20%	60%	15%	33%	52%	12%	36%	52%	0%	33%	67%
Visual arts, music, dance & drama	15%	10%	75%	7%	22%	70%	5%	27%	68%	4%	7%	89%
Physical fitness	5%	25%	70%	0%	19%	82%	2%	18%	80%	4%	4%	93%
Study & time management skills	10%	30%	60%	4%	33%	63%	5%	19%	76%	4%	11%	85%
Personal & civic responsibility and the significance of service to others	25%	25%	50%	11%	41%	48%	11%	34%	55%	8%	15%	78%
Appreciation of & respect for differences in culture, race, & gender	15%	25%	60%	7%	22%	70%	5%	31%	64%	0%	11%	89%

Staff Perception of Stakeholder Support

Research indicates that broad-based support from stakeholders can be critical in ensuring high levels of participation and program quality. Auburn 21st Century staff members were asked to assess the extent to which different groups were expressing support for the after-school program.

- ★ In Year 4, 63% of staff respondents reported that central administration was “very” or “somewhat supportive” of the after-school program, a level slightly higher than in previous years. A lower percentage of teachers, 48% of respondents, indicated that the teachers union was “very” or “somewhat supportive.”
- ★ Staff reported **high levels of support from community members and the business community**. In Years 2 to 4, over 70% of respondents reported that these stakeholders were either “very” or “somewhat supportive” of the Auburn 21st Century program.
- ★ Project staff believe they are highly supported by the school community, including *school faculty* and *parents/caregivers*. Across all four years of the project, over 90% of project staff believed that these groups were “very” or “somewhat supportive” of the program.
- ★ During all four years of the project, staff reported that 93-100% of primary caregivers were “very” or “somewhat supportive” of the program.

Staff Perception of Community Involvement and Use of Community Resources

The direct involvement of primary caregivers in an OST program can promote student engagement and interest in the initiative and provide critical supports to program staff. Extensive OST program partnerships with community organizations and the widespread use of available public resources are clear signs of programmatic strength and sustainability.

- ★ The majority of staff survey respondents in Years 2 to 4 indicated that *parents and primary caregivers and other family members* “occasionally” participated in 21st Century (**Table 6**).
 - ◇ However, in Years 2 to 4, only 4-5% of staff indicated that primary caregivers and other family members were “actively” involved.
- ★ The majority of staff also reported that *community members* were “occasionally” willing to be involved in the OST project, sharing particular talents with the students.
- ★ In Years 1 through 4, over 90% of 21st Century staff reported that public facilities such as libraries and museums were either “occasionally” or “actively” used by the program. This use of public resources also extended to private resources and supports from local institutions of higher education.

Table 6
Community Involvement & Use of Community Resources According to Auburn 21st Century Project Staff: Years 1-4

% of staff reporting that...	Year 1			Year 2			Year 3			Year 4		
	Never	Occasionally	Actively	Never	Occasionally	Actively	Never	Occasionally	Actively	Never	Occasionally	Actively
Parents/caregivers & other family members participate in OST activities	37%	47%	16%	5%	90%	5%	27%	68%	5%	11%	85%	4%
Community members share special talents	16%	58%	26%	38%	50%	12%	16%	75%	9%	15%	67%	19%
Public institutions, (e.g. libraries & museums) are used by the OST program	10%	30%	60%	0%	46%	54%	6%	55%	39%	0%	30%	70%
Area businesses donate surplus supplies & equipment	47%	40%	13%	25%	63%	13%	23%	62%	15%	19%	67%	15%
Local colleges & universities provide student volunteers & faculty expertise	44%	44%	13%	38%	54%	8%	43%	48%	9%	30%	56%	15%

Parental and Caregiver Involvement in Program Development

Research indicates that encouraging even modest levels of parent engagement is a common problem for most OST programs. Over the long term, low levels of parent involvement hinder improvements in program quality and student interest and attendance.

- ★ **Primary caregivers indicated in their survey responses that they were rarely involved in program planning over the four years of the project.** At least eight in ten primary caregivers of elementary and middle school students reported they were never involved in this manner. Parents and caregivers were more active when it came to *providing feedback to the program* (Tables 7a and 7b).

Table 7a
Involvement of Parents & Caregivers of Elementary School Participants in Developing the 21st Century Program: Years 1-4

	Year 1				Year 2				Year 3				Year 4			
	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>
<i>% of primary caregivers reporting they...</i>																
Helped plan the 21 st C. program	81%	11%	5%	3%	90%	6%	3%	2%	89%	5%	2%	3%	80%	9%	2%	3%
Provided feedback to staff and administrators	41%	25%	22%	11%	44%	30%	16%	11%	46%	18%	26%	10%	36%	32%	17%	14%

Table 7b
Involvement of Parents & Caregivers of Middle School Participants in Developing the 21st Century Program: Years 1-4

	Year 1				Year 2				Year 3				Year 4			
	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>
<i>% of primary caregivers reporting they...</i>																
Helped plan the 21 st C. program	92%	4%	0%	4%	85%	6%	3%	6%	81%	12%	2%	5%	94%	3%	0%	3%
Provided feedback to staff and administrators	21%	50%	17%	13%	55%	15%	24%	6%	39%	27%	25%	9%	53%	17%	19%	11%

Parental and Caregiver Involvement in Program Activities

- ★ Only a small minority of parents and caregivers of participants over all four years either *volunteered in program activities or participated in programming for parents and other community members* more often than “a little” (**Tables 8a and 8b**).
- ◇ In Year 4, 8% of elementary school parents and 11% of middle school parents volunteered to be involved in the program either “somewhat” or “a great deal.”

Table 8a
Participation of Parents & Caregivers of *Elementary* School Participants in the 21st Century Program: Years 1-4

% of primary caregivers who...	Year 1				Year 2				Year 3				Year 4			
	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>
Served as a volunteer in the 21 st C. program	79%	10%	6%	5%	78%	13%	7%	2%	85%	7%	6%	2%	3%	89%	5%	3%
Participated in program activities for parents and other community members	65%	16%	19%	10%	62%	19%	9%	10%	67%	22%	7%	5%	58%	26%	9%	3%

Table 8b
Participation of Parents & Caregivers of *Middle* School Participants in the 21st Century Program: Years 1-4

% of primary caregivers who...	Year 1				Year 2				Year 3				Year 4			
	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>	<i>Never</i>	<i>A Little</i>	<i>Somewhat</i>	<i>A Great Deal</i>
Served as a volunteer in the 21 st C. program	88%	4%	4%	4%	84%	9%	3%	3%	84%	10%	2%	4%	89%	0%	8%	3%
Participated in program activities for parents and other community members	71%	21%	4%	4%	88%	3%	3%	6%	71%	14%	10%	6%	3%	69%	17%	11%

Parental, Caregiver, and Staff Opinions about Program Quality

During all four years of the 21st Century project, over nine in ten primary caregivers of elementary and middle school participants reported that they either “agreed” or “strongly agreed” with each of the four indicators of program quality presented in the YPI survey (Tables 9a and 9b below). There was only one exception to this pattern – in Year 4, 83% of primary caregivers of middle school students either “agreed” or “strongly agreed” that the program understood and embraced cultural differences.

- ◇ In addition, 99% of parent/caregiver respondents during all four years of the initiative “agreed” or “strongly agreed” that the sites were clean and aesthetically pleasing (an observation with which program staff generally concurred).

Table 9a
Assessment of Program Quality by Parents/Caregivers of Elementary School Participants: Years 1-4

% of primary caregivers reporting that...	Year 1			Year 2			Year 3			Year 4		
	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
After-school staff understands & embraces cultural differences & plans activities that reflect them	1%	61%	39%	4%	53%	43%	1%	62%	37%	7%	64%	29%
School & program staff create a welcoming environment for students & their families	1%	47%	52%	1%	46%	53%	0	53%	47%	5%	58%	38%
21 st Century staff models respect, cooperation, and honesty	10%	45%	54%	1%	48%	51%	1%	49%	50%	2%	56%	40%
The program offers a broad range of activities for students & community members	1%	48%	51%	1%	55%	44%	2%	51%	47%	5%	54%	41%

Table 9b
Assessment of Program Quality by Parents/Caregivers of Middle School Participants: Years 1-4

% of primary caregivers reporting that...	Year 1			Year 2			Year 3			Year 4		
	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>	<i>Disagree/Strongly Disagree</i>	<i>Agree</i>	<i>Strongly Agree</i>
After-school staff understands & embraces cultural differences & plans activities that reflect them	9%	82%	9%	6%	58%	36%	9%	70%	30%	17%	64%	19%
School & program staff create a welcoming environment for students & their families	8%	70%	22%	7%	48%	45%	5%	46%	48%	0%	69%	31%
21 st Century staff models respect, cooperation, and honesty	0	70%	30%	0	59%	41%	2%	48%	50%	3%	56%	42%
The program offers a broad range of activities for students & community members	4%	70%	26%	3%	52%	45%	4%	47%	49%	6%	58%	31%

Staff Development

It is an OCFS requirement and a marker of high program quality that the staff in an after-school project have access to a broad spectrum of relevant professional development (PD) opportunities.

- ★ During the first two years of the 21st Century project, over 85% of program staff who were not AECSD employees indicated that they were included in PD opportunities offered by the district. In Year 3, this declined to 50% of non-AECSD employees working in the 21st Century project. This was largely due to problems in communicating the schedule to Program Assistants in a timely manner. In Year 4, these communication issues were effectively addressed and 79% of non-AECSD program staff were included in school PD offerings.

In addition to AECSD training, the Partnership 21st Century program also implemented a wide-ranging program for OST staff. Although the return rate of staff surveys was very low in Year 4,² making it impossible to differentiate levels of PD by staff role with great precision, it is evident from the survey responses that a higher percentage of program staff received training in critical OST areas in Year 4 than in prior year (**Table 10**).

Table 10
Percentage of Staff Participating in OST-Related Professional Development: Years 1-4

	Year 1			Year 2			Year 3			Year 4		
	AECSD Teachers	AECSD Aides	21 st C. Program Assistants	AECSD Teachers	AECSD Aides	21 st C. Program Assistants	AECSD Teachers	AECSD Aides	21 st C. Program Assistants	AECSD Teachers	AECSD Aides	21 st C. Program Assistants
<i>Professional development topics:</i>												
Child and adolescent development	0	66%	33%	20%	80%	25%	0	38%	0	50%	100%	80%
Recognizing the range of children's abilities	14%	67%	43%	33%	70%	33%	11%	62%	33%	43%	100%	80%
Developing multiple activities for a wide range of age and skill levels	14%	67%	28%	33%	70%	50%	11%	45%	36%	29%	100%	33%
Understanding cultural diversity	0	67%	43%	33%	60%	33%	11%	31%	14%	29%	100%	17%
Guiding behavior	0	83%	43%	16%	70%	16%	16%	62%	43%	50%	100%	67%
Program management and evaluation	0	33%	29%	0	70%	50%	16%	62%	21%	57%	100%	100%
Leadership behavior	29%	50%	29%	0	70%	17%	11%	31%	21%	67%	100%	67%
Communication skills	0	83%	43%	0	70%	33%	5%	46%	21%	57%	100%	100%
Group processes	14%	33%	29%	17%	70%	33%	16%	23%	36%	27%	100%	83%
Working with families	0	67%	43%	17%	40%	33%	11%	23%	29%	50%	50%	33%
Identifying and working with children with special needs	14%	33%	29%	17%	50%	17%	21%	23%	14%	50%	100%	0%

² Only 9 AECSD teachers, 3 AECSD aides and assistants and 6 program assistants responded to the staff survey. With so few respondents for each program role, these data are merely suggestive in nature.

Program Direction and Coordination

Program leadership, as measured by clear and supportive communication and ongoing feedback, is a critical determinant of the success of an after-school initiative.

- ★ *Communication Skills.* During the past two years, program staff have given very high ratings to the Program Director’s communication skills. This assessment did not vary significantly by school or type of staff position.
 - ◇ In Year 3, 85% of staff rated the Program Director’s communication with after-school staff as “good” or “excellent.” In Year 4, this increased to 96% of staff, with 77% of staff indicating the Program Director’s communication skills were “excellent.”
- ★ *Continuous Feedback and Assessment of Training Needs.* During each of the four project years, at least 92% of staff reported that the Program Director and/or site coordinator met with them regularly to provide continuous feedback and to determine training needs.
- ★ *School-program coordination.* Coordination of activities between school and after-school administrators is another critical factor affecting program quality. During all four years, more than 9 in 10 staff respondents “agreed” or “strongly agreed” that the school principals and site coordinators were working together to prevent or resolve problems and that school and after-school staffs were promoting consistent school day and after-school practices that reflected and celebrated diversity.
 - ◇ In addition, at least 93% of program staff during each of the four years of the OST project indicated that school and after-school staffs showed “professional respect” for one another.

REACHING THE TARGET POPULATION: ENROLLMENT, ATTENDANCE, AND DEMOGRAPHICS

The Partnership’s 21st Century program has a primary goal to serve a total of at least 400 students annually. In addition, the goal is for each school to have 50 participants attending per day, and for each program participant to attend approximately 75 days per year. The program is also designed to serve students who are in need of educational enrichment.

- ★ *Overall Enrollment.*³ During Years 2 and 3, the Auburn 21st Century project greatly exceeded its enrollment target, with 522 and 476 students enrolled, respectively. However, in Year 4, enrollment fell short of the target at 354 students. This was no doubt due to the restructuring of the school district at the end of Year 3. In Year 4, with the opening of a Junior High School serving all the district’s 7th and 8th grade students and the placement of 6th grade students in elementary schools, the 21st Century project could only recruit 6th grade students at Casey Park and Genesee Street Elementary Schools, limiting the pool of potential participants in this grade by 60% (**Table 11** below).

³ Given the delayed roll-out of the East MS program in Year 1, this section of the evaluation report will focus on enrollment, attendance and target population in Years 2-4.

Table 11
Auburn 21st Century Enrollment by School: Years 2-4

School	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment
Casey Park ES	124	129	130
Genesee St. ES	101	86	100
East MS	112	96	N/A
West MS	185	165	N/A
Auburn JHS	N/A	N/A	124
TOTAL	522	476	354

- ★ *Early Enrollment.* Students who enroll early in the fall semester have ample opportunities to benefit academically and behaviorally from the OST program’s educational, social, emotional, and creative enrichment programs. ***The Auburn 21st Century initiative was notably successful at enrolling students early in the school year.***
 - ◇ In Years 2, 3, and 4, over 60% of student participants were enrolled by the end of October, and over 70% by the end of November.
- ★ *Average Daily Attendance by School.* During Year 4, only Casey Park ES reached the project target of an average of 50 students attending daily. Genesee Street ES did increase daily attendance significantly from prior years and nearly attained the attendance objective. The average daily attendance at the Auburn JHS site was significantly below the target of 50 students (**Table 12**).

Table 12
Auburn 21st Century Average Daily Attendance by School: October-May, Years 2, 3 and 4

School	Year 2 Average Daily Attendance	Year 3 Average Daily Attendance	Year 4 Average Daily Attendance
Casey Park ES	41.0	45.1	53.7
Genesee St. ES	33.9	36.5	44.9
East MS	26.4	32.1	N/A
West MS	76.8	62.4	N/A
Auburn JHS	N/A	N/A	38.3

- ★ *Students Attending At Least 30 Days.* The federal government sets 30 days as the minimum number of days of attendance for a student to be counted as a 21st Century program participant. ***During Years 2, 3 and 4, at least two-thirds of enrolled participants met the attendance threshold of at least 30 days (Table 13 below).***
 - ◇ In Year 4, over three-quarters of elementary school participants attended 30 or more days and 56% of middle school participants.

Table 13
Total Number of Participants Attending the 21st Century Program Frequently: Years 2 and 4

	Year 2: Number of students attending...						Year 3: Number of students attending...						Year 4: Number of students attending					
	1-29 days	30-49 days	% 30+ days	50-74 days	75+ days	% 75+ days	1-29 days	30-49 days	% 30+ days	50-74 days	75+ days	% 75+ days	1-29 days	30-49 days	% 30+ days	50-74 days	75+ days	% 75+ days
Casey Park	30	20	76%	42	32	26%	34	35	74%	37	23	18%	28	30	78%	30	42	32%
Genesee St	16	26	84%	46	13	13%	17	15	80%	17	37	43%	25	14	75%	16	45	45%
East MS	62	20	55%	15	15	13%	30	20	69%	17	37	39%	N/A	N/A	N/A	N/A	N/A	N/A
West MS	45	27	76%	38	75	41%	64	21	61%	32	48	29%	N/A	N/A	N/A	N/A	N/A	N/A
Auburn JHS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	55	22	56%	17	30	24%
TOTAL	153	93	71%	141	135	26%	145	91	70%	103	145	30%	108	66	67%	63	87	27%

- ★ *Students Attending At Least 75 Days.* As in prior years, the Auburn 21st Century site in Year 4 fell far short of meeting its target of having its participants attend the program at least 75 days during the school year. In Year 4, only 27% of students met this objective, approximately the same percentage as in prior years.
- ★ *Enrollment and Attendance by Gender.* The gender distribution changed dramatically from Year 2, when there were more males than females in the OST program, to Year 4, when there were more females than males enrolled (**Table 14**).
 - ◇ *In Years 2 and 3, females attended more days on average than males. In Year 4, average attendance was the same for male and female students.*

Table 14
Average Number of Days Attended by Male and Female Participants: Years 2-4

	Year 2		Year 3		Year 4	
	% of Student Participants	Average # of Days Attended	% of Student Participants	Average # of Days Attended	% of Student Participants	Average # of Days Attended
Females	46.0%	56.7	50.5%	55.7	54.6%	48.3
Males	54.0%	49.0	49.5%	50.6	45.4%	48.2
All Students		52.5		53.2		48.2

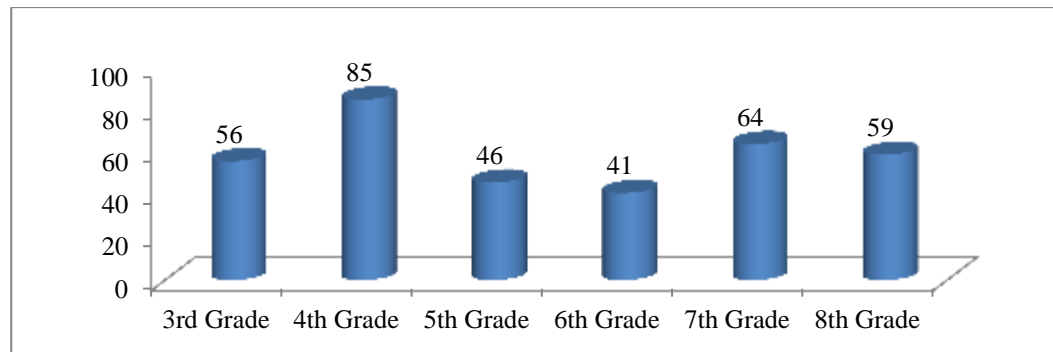
- ★ *Race and Ethnicity.* Enrollment data in the Partnership database, site visits, and parent and teacher surveys confirm that the program accepted and welcomed all students, regardless of race or ethnicity (**Table 15** below).

Table 15
Distribution by Race/Ethnicity of the Auburn 21st Century Participants: Years 2-4

	Year 2				Year 3				Year 4			
	African American	Caucasian	Hispanic or Latino	Other	African American	Caucasian	Hispanic or Latino	Other	African American	Caucasian	Hispanic or Latino	Other
21 st Century Participants	24%	69%	4%	3%	22%	66%	4%	7%	15%	62%	1%	18%
Target School Population ⁴	14%	82%	2%	1%	16%	80%	2%	2%	11%	76%	4%	9%

- ★ *Students with Disabilities.* Quantitative and qualitative data clearly indicate that students with disabilities were encouraged to participate in the Auburn 21st Century program and were able to do so without any serious impediments. In Year 2, 15% of the enrolled students had an IEP; in Year 3, 16%; and in Year 4, 14%. According to the Auburn district’s Special Education Plan for 2010-2011, 18.5% of district students had special needs.⁵
- ★ *Distribution by Grade.* The plurality of students in participating in the elementary school sites were in 4th grade, a total of 85 in Year 4. By contrast, there were only 41 6th grade and 46 5th grade students who attended the after-school program at Casey Park and Genesee Street elementary schools. At the new junior high school, there were only slightly more 7th than 8th grade students (**Figure 1** below). *Given the need to increase enrollment in Year 5, YPI recommends that increased attention be given to recruitment of student participants in 5th and 6th grade during the late summer and early autumn.*

Figure 1
Distribution of Auburn 21st Century Participants by Grade: Year 4



⁴ Based on 2010-2011 Auburn Enlarged City School District Report Card data: <https://reportcards.nysed.gov/schools.php?district=800000054614&year=2011>

⁵ Auburn Enlarged City School District Special Education District Plan - http://district.auburn.cnyric.org/district/forms/District_Plan_SpecialED10-11.pdf

REACHING THE TARGET POPULATION: STUDENTS IN NEED OF EDUCATIONAL ENRICHMENT

A principal goal of the Auburn 21st Century project is to offer after-school educational enhancements for students who are academically underachieving at the beginning of the school year. YPI used two approaches to measure the extent to which the OST program successfully reached students at academic risk: standardized test scores from the student’s preceding year and course grades from the current year’s first marking period.

Standardized Test Scores. A score of a “1” or a “2” on the prior year’s Math and/or ELA (English Language Arts) New York State standardized test is a clear indication of the need for the academic supports and enrichments provided by the Auburn 21st Century project. As can be seen in **Table 16** below, *according to the NYS standardized test scores, the Auburn 21st Century project was substantially better at targeting academically underachieving students in Year 4 than in prior years.*

- ★ In Year 4, 77% of students participating in the program had a score of “1” or “2” on either or both of the Math and ELA exams. Compared to Years 1 to 3, a far greater percentage of students in the after-school program scored below a “3” on *both* standardized exams in the prior year.

Table 16
Auburn 21st Century Participants’ Prior Year Standardized Test Scores: Years 1-4

	<i>% of Participants with Prior Year Standardized ELA Score of “1” or “2” and Math “3” or “4”</i>	<i>% of Participants with Prior Year Standardized Math Score of “1” or “2” and ELA “3” or “4”</i>	<i>% of Participants with Prior Year Standardized ELA and Math Scores of “1” or “2”</i>	<i>% of Participants with Prior Year Standardized ELA and Math Scores of “3” or “4”</i>
Year 1	26%	6%	22%	46%
Year 2	18%	7%	13%	62%
Year 3	17%	5%	37%	42%
Year 4	23%	8%	46%	23%

Grades in the First Marking Period. Grades in English Language and Math courses are an additional indicator of a student’s need for educational enrichment. A grade of 80 or below in the first marking period of the academic year may indicate that the student would benefit from the academic services provided by Auburn 21st Century project.

- ★ In Years 1 and 2, a higher percentage of students participating in the Auburn 21st Century project stood to benefit from the program’s academic supports on the basis of first marking period grades than on the basis of prior year standardized test scores.
- ★ However, in Years 3 and 4, approximately the same percentage of students in the program were at academic risk on the basis of grades as standardized test scores. For example, 76% of students in Year 4 were academically at risk as measured by first marking period grades and 77% as measured by standardized test scores (**Table 17**).

Table 17
First Marking Period Grades in Math and ELA of Auburn 21st Century Participants: Years 1-4

	<i>% of Participants with First Marking Period Grades of ≤ 80 in ELA and ≥ 81 in Math</i>	<i>% of Participants with First Marking Period Grades of ≤ 80 in Math and ≥ 81 in ELA</i>	<i>% of Participants with First Marking Period Grades of ≤ 80 in Math and in ELA</i>	<i>% of Participants with First Marking Period Grades of ≥ 81 in Math and ELA</i>
Year 1	13%	16%	37%	33%
Year 2	15%	14%	35%	36%
Year 3	18%	14%	30%	38%
Year 4	27%	21%	28%	24%

SCHOOL ENGAGEMENT AMONG AFTER-SCHOOL PROGRAM PARTICIPANTS

During the month of May every year, YPI administers two student surveys for 21st Century participants, one for elementary school and another for middle school participants. The following evaluation of the student survey data does not include data from the first year of the project, which was a start-up year for some sites. It is noteworthy that the *percentage of students in Year 4 who returned surveys decreased substantially in elementary school sites (Table 18 below).*

Table 18
Number of Student Surveys Submitted by School: Years 2-4

		<i>Casey Park ES</i>	<i>Genesee St. ES</i>	<i>East MS</i>	<i>West MS</i>	<i>Auburn JHS</i>	<i>Total</i>
Year 2 (2009-10)	# of Surveys	73	52	24	37	N/A	186
	% of Students	59%	51%	21%	20%	N/A	36%
Year 3 (2010-11)	# of Surveys	92	50	56	26	N/A	224
	% of Students	71%	58%	58%	16%	N/A	47%
Year 4 (2011-12)	# of Surveys	57	32	N/A	N/A	51	106
	% of Students	44%	32%	N/A	N/A	41%	40%

Both elementary and middle school students participating in the OST program reported *high levels of school attachment and readiness; however, levels of engagement, as measured by doing homework in a timely manner and enjoying going to school, declined from Year 2 to 4.*

- ★ *Homework:* From Year 2 to 4, the percentages of after-school participants who usually or always completed their homework on time declined. In Year 4, the elementary school respondents included 6th grade students, who were less likely to complete homework on time than 3rd to 5th graders and more likely than 7th and 8th graders. This may explain the slight decline in timely return of homework among elementary school participants, but cannot explain the very substantial decline among middle school participants, from 75% in Year 2 to 55% in Year 4. (**Tables 19a and b**, below).

- ★ *Enjoy going to school:* From Year 2 to Year 4, significantly fewer elementary and middle school students reported they enjoyed going to school either usually or all the time.
- ★ *Reading:* All three years, seven in ten elementary school students responded they “liked to read” either usually or all the time. ***From Year 2 to 4, more middle school students reported that they frequently enjoyed reading.***

Table 19a
School Engagement and Readiness among Auburn 21st Century Elementary School Participants: Years 2-4

% of students who report that they...	Year 2			Year 3			Year 4		
	Rarely	Sometimes	Always/ Usually	Rarely	Sometimes	Always/ Usually	Rarely	Sometimes	Always/ Usually
Complete their homework on time.	1%	6%	93%	4%	14%	82%	1%	11%	87%
Like going to school.	6%	26%	69%	12%	20%	67%	15%	26%	59%
Like to read.	9%	21%	70%	91%	18%	73%	12%	17%	71%

Table 19b
School Engagement and Readiness among Auburn 21st Century Middle School Participants: Years 2-4

% of students who report that they...	Year 2			Year 3			Year 4		
	Rarely	Sometimes	Always/ Usually	Rarely	Sometimes	Always/ Usually	Rarely	Sometimes	Always/ Usually
Complete their homework on time.	3%	21%	75%	2%	32%	65%	8%	38%	54%
Like going to school.	10%	26%	64%	15%	23%	62%	14%	41%	45%
Like to read.	38%	21%	41%	21%	32%	46%	8%	37%	55%

There is no evidence in the student surveys that the after-school program had a positive effect on study habits. From Year 2 to 4, Auburn 21st Century participants of all ages *were spending more time watching television*. While elementary school students spent the same amount of time on homework and reading, it is clear that *middle school students spent less time on homework and only a minority read when they were home*.

- ★ The percentage of elementary school survey respondents who spent at least one hour daily watching television increased from 56% in Year 2 to 63% in Year 4. Throughout the project, approximately one-quarter of elementary school respondents spent at least one or more hours a day studying or doing homework when they got home, while three-quarters read at least fifteen minutes a day.

- ★ The percentage of middle school participants who watched at least one hour of television daily increased from 77% of respondents in Year 2 to 86% in Year 4. At the same time, a smaller percentage of middle school respondents spent at least one or more hours a day studying or doing homework, from 51% in Year 2 to 44% in Year 4. Nearly six in ten middle school participants indicated they never read at home (56% in Years 2 and 59% in Year 4).

REASONS FOR ATTENDING THE AFTER-SCHOOL PROGRAM

YPI analyzed two sources to ascertain the reasons why students participated in the Partnership’s 21st Century program – parent/caregiver and student surveys.

Reasons Given by Primary Caregivers for Enrolling Their Child in the After-School Program

- ★ From Year 2 to 4, program parents/caregivers most frequently decided to enroll their children in the program because it *offered academic instruction and help with homework* and *because their child wanted to attend* (Table 20 below).
- ★ In Years 2 to 4, the least frequent reason cited by elementary and middle school parents/caregivers was that their children were latchkey, or left unattended.

Table 20
Reasons Primary Caregivers of Elementary and Middle School Participants Gave for Enrolling their Children in the 21st Century Program: Years 2-4

	Elementary School			Middle School		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Academic instruction & help with homework	77%	75%	64%	97%	92%	84%
Child wanted to attend the program	70%	81%	76%	56%	70%	48%
Opportunity to participate in athletic activities	49%	45%	41%	44%	51%	28%
Opportunity to participate in music & art activities	49%	42%	43%	38%	46%	28%
Acquiring information about basic life skills	39%	30%	27%	29%	34%	28%
Opportunity to make new friends	35%	39%	39%	62%	54%	36%
Child’s friends are enrolled in the after-school program	21%	22%	24%	12%	15%	4%
No one is at home and child needs a place to go	7%	10%	8%	15%	9%	4%

Parents and caregivers were also asked what setting their children would be in after school if the Auburn 21st Century program were not available. The primary option cited by parents and caregivers of both middle school and elementary students was that their children would play with friends in a supervised setting after school (approximately one-third of primary caregivers).

Reasons Given By Students for Enrolling In the After-School Program

Students were also asked in a survey to list the principal reasons why they wanted to attend the after-school program.

- ★ In Year 2 the primary reason elementary students enrolled in the Auburn 21st Century project was to get help with their homework, but by Year 4, the most common reason was to spend time with their friends and make new ones. (**Table 21** below).
- ★ By Year 4, middle school students enrolled in the Auburn 21st Century program primarily to spend time with friends but also for educational reasons – *to receive assistance with their homework and improve their school performance.*
- ★ As with their primary caregivers, the least common reason given by student respondents of any age for enrolling was that they would otherwise be home alone.

Table 21
Reasons Why Elementary and Middle School Participants
Enrolled in the 21st Century Program: Years 2-4

	Elementary School			Middle School		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Receive assistance with their homework	58%	52%	40%	43%	65%	65%
Improve school performance	43%	42%	47%	43%	61%	61%
Learn in areas not taught during the school day	45%	32%	37%	23%	27%	23%
Socialize with friends or make new friends	44%	44%	57%	39%	40%	74%
Participate in athletic activities	41%	38%	45%	26%	28%	42%
Participate in music and art activities	37%	40%	40%	12%	20%	26%
No one is at home after school	10%	11%	24%	13%	11%	10%

IMPACTS OF THE 21ST CENTURY PROGRAM

YPI analyzed several data sources to gather a balanced picture of the impact of the Partnership's 21st Century program on the academic performance and school day behavior of participants. These include surveys of parents, teachers, and students, and project data. However, the multiple sources of data do not always provide a consistent picture of academic and school engagement or behavioral impacts. This analysis will highlight both impacts that are seen across all data sources and impacts which are not consistently seen.

Key Findings Summary

Data reveal that the after-school program had a substantial, positive effect on the educational achievement of students who were academically underachieving.

1. For students whose classroom teachers assessed them as needing to advance academically, there was, from Year 2 to 4, growing percentage of students who improved their academic performance during the school year.
 - a. From Year 2 to 4, there was a substantial increase in the percentage of students who exhibited "significant improvement."
 - b. In Year 4, a far greater percentage of project participants at Casey Park than Genesee Street showed academic improvement over the course of the year.
2. From Year 2 to 4, there was a dramatic increase in the percentage of middle school teachers who reported that 21st Century participants showed a "slight" to "moderate" improvement in their academic performance.
3. In all 8 areas of student engagement and behavior reviewed by classroom teachers, elementary and middle school students who participated in the Auburn 21st Century project improved more in Year 4 than in Year 2.
4. By Year 4, approximately one-half of caregivers of elementary school students and three-quarters of middle school caregivers reported that their children improved academically as a result of the after-school program.
5. Participation in the Auburn 21st Century project for at least 30 days had a modest effect on student academic performance as measured by New York Standardized tests in Years 3-4, with a more pronounced effect in Math than in ELA.
6. An analysis of change in grades indicates that the project had a positive effect in on performance in both ELA and Math.
 - a. More elementary than middle school students had higher ELA grades as a result of their involvement in the after-school program; conversely, more middle school students than elementary school students had higher Math grades as a result of participation in the 21st Century program.
 - b. From Year 2 to 4, the positive impact of the after-school program on Math grades in grades 3 to 8 increased.

Classroom Teachers’ Assessment of the Academic and Behavioral Changes Among Auburn 21st Century Participants

Teacher surveys, administered near the end of the school year, ask classroom teachers to gauge the extent of change in the critical academic skills and academic performance of students who attended the 21st Century program for at least 30 days. Although somewhat fewer teacher surveys were returned in Year 4 than in Years 2 and 3, there are enough surveys to permit school-by-school comparisons (**Table 22**). Differences in outcomes by school, between the elementary school sites, and between the middle school sites, are noted only when the differences are significant.

Table 22
Number of Classroom Teacher Surveys Submitted by School: Years 2-4

	Casey Park ES	Genesee St. ES	East MS	West MS	Auburn JHS	Total
Year 2	95	52	47	62	N/A	256
Year 3	68	58	48	69	N/A	243
Year 4	94	59	N/A	N/A	69	222

Teacher Perception of Academic Improvement Among Auburn 21st Century Participants. From Year 2 to 4, there was an increase each year in the percentage of Auburn’s elementary school teachers and middle school teachers who believed that the students who attended the 21st Century program needed to improve academically at the beginning of the year. This is a direct consequence of the after-school program’s improved ability to narrow the focus of recruitment on students who were academically underachieving.

According to classroom teachers, from Year 2 to 4, a growing percentage of after-school participants who were educationally underachieving improved their academic performance during the school year (Table 23).

Table 23
Teacher Assessments of Changes in Overall Academic Performance of Auburn 21st Century Participants: Years 2-4⁶

% of teachers reporting...	Year 2					Year 3					Year 4				
	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>
Total ES	29%	10%	11%	72%	8%	22%	2%	16%	72%	9%	9%	6%	6%	68%	20%
East MS	9%	7%	21%	64%	7%	13%	2%	19%	69%	10%					
West MS	21%	31%	25%	38%	6%	25%	19%	24%	48%	10%					
Auburn JHS											7%	3%	25%	68%	5%

⁶ For Tables 23, 24a, and 24b, students who were evaluated by teachers as not needing to improve were not assessed for academic changes during the year. As a result, the percentages of the assessment categories, from “slight to significant decline” to “significant improvement” will add up to 100%.

★ *Elementary schools:* Among elementary school students, **there was a substantial increase in the percentage of students who exhibited “significant improvement,” rising from 8% in Year 2 to 20% in Year 4.** By Year 4, 88% of students who needed to improve showed at least “slight” improvement.

◇ According to teachers, the academic impact of the 21st Century project was nearly identical at the Casey Park and Genesee Street elementary schools in Years 2 and 3. **However, in Year 4, elementary school teachers reported far more improvement in academic performance at Casey Park than at Genesee Street.** For example, 24% of Casey Park’s student participants showed “significant” academic improvement in Year 4, compared to 13% of Genesee Street’s students. All told, 99% of Casey Park’s students improved at least slightly, compared to 69% of Genesee Street’s.

★ *Middle schools:* From Year 2 to 4, **there was a dramatic increase in the percentage of middle school teachers who reported that 21st Century participants showed a “slight” to “moderate” improvement in their academic performance.** By Year 4, 73% of students who needed to advance academically showed at least “slight” improvement, compared to 44% in Year 2.

Teacher Perception of Improvements in School Engagement and Behavior Among Auburn 21st Century Participants. Among after-school participants who attended 30 days or more and who, according to their teachers, needed to improve, elementary students generally improved more than middle school students in the areas of school engagement and behavior (**Tables 24a and b**, below).

★ *Elementary school students (Table 24a, below):* In all 8 areas of student engagement and behavior reviewed by classroom teachers, elementary students who participated in the Auburn 21st Century project improved more in Year 4 than in Year 2.

◇ From Year 2 to 4, the areas of engagement and behavior where the after-school project had a particularly marked impact were: (1) regular class attendance; (2) attentiveness in class; (3) in-class behavior; (4) coming to class prepared to learn; and (5) peer sociability.

◇

Table 24a
Teacher Assessments of the Impact of the Auburn 21st Century Program on
Engagement and Behavior of Elementary School Students: Years 2-4

% of teachers reporting changes in...	Year 2					Year 3					Year 4				
	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>
Homework in on time	37%	6%	15%	54%	26%	40%	1%	12%	60%	27%	20%	4%	12%	51%	33%
Satisfactory homework	26%	8%	14%	59%	20%	27%	1%	7%	66%	26%	16%	5%	8%	54%	33%
Class participation	33%	1%	24%	65%	10%	34%	2%	28%	68%	4%	16%	5%	8%	69%	18%
Attends class regularly	69%	11%	50%	36%	2%	67%	5%	38%	50%	8%	31%	5%	18%	59%	17%

	Year 2					Year 3					Year 4				
Attentive in class	33%	13%	33%	50%	4%	32%	1%	31%	53%	8%	14%	5%	12%	67%	15%
Behaves well in class	51%	7%	50%	41%	1%	43%	10%	27%	61%	3%	22%	6%	17%	62%	15%
Comes to school prepared to learn	33%	8%	23%	61%	8%	31%	5%	22%	63%	10%	16%	7%	7%	65%	21%
Peer sociability	47%	9%	47%	53%	0%	36%	8%	25%	63%	5%	20%	9%	11%	63%	17%

★ *Middle school students:* In all 8 areas of student engagement and behavior reviewed by classroom teachers, middle school students who participated in the Auburn 21st Century project improved considerably more in Year 4 than in Year 2 (**Table 24b**).

Table 24b
Teacher Assessments of the Impact of the Auburn 21st Century Program on
Engagement and Behavior of *Middle School Students:* Years 2-4

% of teachers reporting changes in...	Year 2					Year 3					Year 4				
	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>	<i>Did Not Need to Improve</i>	<i>Slight to Significant Decline</i>	<i>No Change</i>	<i>Slight to Moderate Improvement</i>	<i>Significant Improvement</i>
Homework in on time	20%	20%	25%	47%	8%	21%	11%	21%	58%	10%	4%	5%	27%	64%	4%
Satisfactory homework	17%	20%	28%	43%	8%	20%	11%	17%	62%	10%	4%	3%	32%	61%	5%
Class participation	25%	14%	41%	35%	10%	24%	7%	31%	42%	19%	15%	0%	37%	63%	0%
Attends class regularly	38%	14%	47%	31%	8%	48%	11%	43%	35%	11%	60%	4%	36%	61%	0%
Attentive in class	27%	19%	32%	39%	9%	31%	14%	26%	49%	11%	17%	2%	44%	53%	2%
Behaves well in class	30%	19%	32%	33%	15%	49%	11%	27%	49%	13%	60%	4%	48%	48%	0%
Comes to school prepared to learn	25%	19%	35%	35%	11%	27%	11%	29%	53%	8%	26%	8%	34%	56%	2%
Peer sociability	33%	14%	46%	26%	14%	44%	13%	31%	54%	2%	60%	4%	39%	57%	0%

Parent and Caregiver Assessment of Impacts

Primary caregivers were asked if they saw the Auburn 21st Century project had a beneficial impact on their children.

- ★ From Year 2 to 4, the percentage of primary caregivers of elementary school students who observed an improvement in their children’s *academic performance* declined from 59% to 49% of respondents. During all three years of the project, approximately three-quarters of caregivers of middle school students reported that their children improved academically as a result of the after-school program (**Table 25** below).
- ★ Caregivers of elementary school students indicated that the after-school program improved their children’s *self-confidence* more than any other academic or behavioral area.

Table 25

Primary Caregiver Assessments of the Academic and Behavioral Impacts of the Auburn 21st Century Program: Years 2-4

% of primary caregivers reporting improvements in ...	Elementary School			Middle School		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Academic achievement	59%	66%	49%	79%	75%	72%
Attitude toward school	45%	43%	49%	54%	51%	40%
Attendance in school	21%	26%	19%	8%	25%	32%
Physical fitness	41%	50%	44%	29%	51%	40%
Self-confidence	64%	58%	60%	38%	59%	48%
Appreciation for arts and music	48%	41%	47%	25%	20%	36%
Life skills	45%	54%	41%	38%	41%	36%
Disciplinary problems/referrals	16%	18%	14%	25%	41%	16%

Student Assessment of Impacts

Students were asked at the end of the year if they believed that the Auburn 21st Century project had beneficial effects.

- ★ From Year 2 to 4, *about one-half of the elementary school participants* reported that the program contributed to their academic progress. Slightly more middle school students indicated that the after-school program benefitted them academically, although the percentage of students who believed this declined over the course of the project.
- ★ In certain areas, middle school participants reported far more significant and positive effects of the Auburn 21st Century project than elementary school participants. Students in middle school noted, more than elementary school students, that the after school project improved their self-confidence and provided an opportunity to make new friends (**Table 27** below).

Table 27
Students Assessments of the Academic and Behavioral Impacts of the 21st Century Program: Years 2-4

% of students reporting that as a result of attending the program they...	Elementary School			Middle School		
	Year 2	Year 3	Year 4	Year 2	Year 3	Year 4
Improved their Math grades.	50%	47%	53%	71%	71%	65%
Improved their English grades.	43%	42%	52%	59%	66%	56%
Like school more.	24%	26%	30%	64%	62%	57%
Increased their self-confidence.	42%	31%	42%	80%	77%	81%
Made new friends.	57%	49%	55%	77%	78%	82%
Felt safer at school.	26%	29%	32%	70%	67%	49%
Got more exercise.	42%	46%	53%	84%	75%	66%

Impact of Program as Measured by Standardized Tests

A principal goal of this evaluation is to measure the extent to which the program has an effect on student achievement as measured by standardized test scores. Changes to the standardized test metrics by the NYS Education Department in 2009-2010 limit this analysis to two project years: Year 3, comparing 2010-2011 test scores of each student with scores from 2009-2010; and Year 4, comparing 2011-2012 test score with score from 2010-2011.

- ★ In Year 3 participation in the Auburn 21st Century program for at least 30 days had a *modest effect* on student academic performance as measured by the New York standardized tests. This effect was more pronounced for Math than ELA, especially for elementary students. In Year 4, a greater percent of students performed at the same level on tests compared to the prior year, while fewer performed at a higher level or lower level in ELA or a higher level in Math. Again, the effect for Math was more pronounced than for ELA, and this was true at both the elementary and middle school levels (**Table 28**).

Table 28
Changes in Standardized ELA and Math Test Scores for Participants in the Auburn 21st Century Project in Grades 4-8 Who Attended At Least 30 days: Years 3 and 4

	Year 3 Participants (N=245)			Year 4 Participants (N=246)		
	% At Higher Level in Year 3 than in Year 2	% At Same Level in Years 2 and 3	% At Lower Level in Year 3 than in Year 2	% At Higher Level in Year 4 than in Year 3	% At Same Level in Years 3 and 4	% At Lower Level in Year 4 than in Year 3
ELA	22%	65%	13%	15%	74%	11%
Math	30%	54%	15%	26%	59%	15%

- ★ In both Year 3 and Year 4, the 21st Century Program had a stronger positive effect among students who scored a level 1 or 2 in their ELA and Math tests the prior year than students who scored a 3 or 4 (**Table 29**). However, the percentage of students who scored a 1 or a 2 in Math or ELA in the prior year and then improved their scores the following year declined substantially from Year 3 to Year 4. For example, in Year 3, 49% of 21st Century participants who scored a 1 or a 2 in the prior year's Math standardized test obtained a higher score in Year 3; in Year 4, only 36% achieved higher scores.

Table 29

Change in ELA and Math Standardized Test Levels Among Auburn 21st Century Participants Who Attended at Least 30 Days, Organized by Prior Year Test Level: Years 3 and 4

	Year 3						Year 4					
	% With a Higher Score Than Prior Year		% With the Same Score Than Prior Year		% With a Lower Score Than Prior Year		% With a Higher Score Than Prior Year		% With the Same Score Than Prior Year		% With a Lower Score Than Prior Year	
	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year
ELA	31%	0%	63%	72%	6%	28%	20%	4%	75%	72%	5%	24%
Math	49%	11%	49%	59%	2%	30%	36%	14%	57%	62%	6%	24%

- ★ *Program Impact at the Elementary and Middle Schools - ELA:* In Year 3, both elementary (grades 4-5) and middle school participants (grades 6-8) in need of academic enrichment in ELA in Year 3 received approximately the same benefit from participating in the Auburn 21st Century program (**Table 30**). In Year 4, however, the program's impact on test scores among those who attained a score of 1 or 2 declined markedly, and more so for middle school participants than elementary school participants. It is important to note, however, that the restructuring of schools, with 6th grade being placed in the elementary schools, makes year to year comparisons problematic.

Table 30

Change in ELA Standardized Test Levels from Among Auburn 21st Century Participants Who Attended at Least 30 Days, Organized by Elementary and Middle School: Years 3 and 4

	Year 3						Year 4					
	% With a Higher Score Than Prior Year		% With the Same Score Than Prior Year		% With a Lower Score Than Prior Year		% With a Higher Score Than Prior Year		% With the Same Score Than Prior Year		% With a Lower Score Than Prior Year	
	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year
Elementary Schools	32%	0%	58%	74%	9%	26%	24%	5%	70%	80%	7%	15%
Middle School	30%	0%	62%	71%	5%	29%	15%	0%	85%	53%	2%	47%

★ *Program Impact at the Elementary and Middle Schools - Math:* In Year 3, elementary school participants in need of academic enrichment in Math *benefited more* from participation in the Auburn 21st Century program than middle school students, and to a lesser extent this was also true for Year 4 (**Table 31**).

Table 31
Change in Math Standardized Test Levels from Among Auburn 21st Century Participants Who Attended at Least 30 Days, Organized by Elementary and Middle School: Years 3 and 4

	Year 3						Year 4					
	% With a Higher Score Than Prior Year		% With the Same Score Than Prior Year		% With a Lower Score Than Prior Year		% With a Higher Score Than Prior Year		% With the Same Score Than Prior Year		% With a Lower Score Than Prior Year	
	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year	Level 1 or 2 in the Prior Year	Level 3 or 4 in the Prior Year
Elementary Schools	60%	10%	38%	67%	2%	23%	39%	13%	52%	65%	9%	23%
Middle School	43%	8%	56%	59%	1%	33%	31%	17%	62%	54%	7%	21%

Impact of Program as Measured by Grades

Another measure of the effect of the Auburn 21st Century program on academic improvement is the change in student grades over the course of the year, from the first marking period of Year 4 to the last marking period, in both Math and ELA.

★ *For students who were under-achieving during the first marking period, participation in the Auburn 21st Century program for at least 30 days had a positive effect on student academic performance as measured by grades.*

- ◇ *ELA:* The impact on ELA grades was the same in Years 3 and 4. Nearly one-half of 21st Century program participants had higher ELA grades by the end of the year, 47% in Year 3 and 48% in Year 4.
- ◇ *Math:* The impact of the Auburn 21st Century project on Math grades ***improved significantly over time***. In Year 3 only 34% of after-school participants had higher Math grades by the end of the year, compared to 44% in Year 4.
- ◇ During both Years 3 and 4, elementary school participants improved more than middle school participants in ELA, while middle school participants improved more than elementary school participants in Math (**Tables 32 and 33**, below).

ELA Grades of Elementary and Middle School Participants. Of those in need of academic supports in ELA, a higher percentage of elementary than middle school students who participated in the 21st Century program for at least 30 days experienced an improvement in ELA grades.

- ★ Among *elementary school* participants who were academically underachieving in ELA during the first marking period (with grades of 80 or below), a **majority** had higher grades by the end of the year (67% in Year 3 and 59% in Year 4); approximately one-quarter had lower ELA grades (27% in Year 3 and 28% in Year 4).
- ★ For *middle school* participants identified as academically underachieving in ELA, a **minority** (44% in Years 3 and 4) had higher grades in ELA by the end of the year; approximately one-half had lower grades in both years.

Table 32
Change in ELA Grades from the First to Last Marking Period among Auburn 21st Century Participants Who Attended at Least 30 Days Organized by Elementary and Middle Schools: Years 3 and 4

	Year 3						Year 4					
	% With a Higher Grade in the 4 th Marking Period		% With the Same Grade in the 4 th Marking Period		% With a Lower Grade in the 4 th Marking Period		% With a Higher Grade in the 4 th Marking Period		% With the Same Grade in the 4 th Marking Period		% With a Lower Grade in the 4 th Marking Period	
	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period
Elementary Schools	67%	47%	7%	23%	27%	30%	59%	49%	12%	10%	28%	41%
Middle School(s)	44%	38%	7%	5%	49%	57%	44%	38%	6%	4%	51%	58%

Math Grades of Elementary and Middle School Participants. Of those in need of academic supports in Math as measured by grades in the first marking period, a higher percentage of middle than elementary school students who participated in the 21st Century program for at least 30 days experienced an improvement in their Math grades (**Table 33** below).

- ★ Among *elementary school* participants who were academically underachieving in Math during the first marking period, significantly more had higher grades by the end of Year 4 (49%) than at the end of Year 3 (39%); the percentage who had lower grades declined (53% in Year 3 and 43% in Year 4).
- ★ Among *middle school* participants who were academically underachieving in Math, a **majority** improved their grades by the end of the year (52% in Year 3 and 59% in Year 4); the percentage who had lower grades declined (45% in Year 3 and 34% in Year 4).

Table 33
Change in Math Grades from the First to Last Marking Period among Auburn 21st Century Participants Who Attended at Least 30 Days Organized by Elementary and Middle Schools: Years 3 and 4

	Year 3						Year 4					
	% With a Higher Grade in the 4 th Marking Period		% With the Same Grade in the 4 th Marking Period		% With a Lower Grade in the 4 th Marking Period		% With a Higher Grade in the 4 th Marking Period		% With the Same Grade in the 4 th Marking Period		% With a Lower Grade in the 4 th Marking Period	
	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period	Grade of ≤ 80, 1 st Marking Period	Grade of 81+, 1 st Marking Period
Elementary Schools	39%	23%	8%	10%	53%	67%	49%	30%	8%	11%	43%	59%
Middle School(s)	52%	29%	3%	2%	45%	69%	59%	38%	4%	3%	34%	62%

Impact of the Auburn 21st Century Program on Regular Attendance

An anticipated outcome of the 21st Century program is increased attachment to school, which may result in reduced truancy (as measured by the number of unexcused absences from school). There is some evidence of this effect, although the extent varies by the source of data, as seen below.

- ★ *Teachers.* For those who were involved in the after-school program at 30 days, school day teachers reported that, for students whose attendance could improve, the program had an increasingly positive effect over time.
 - ◇ *Elementary school:* Regular attendance improved at least slightly for 38% of elementary students in Year 2 and 76% in Year 4.
 - ◇ *Middle school:* Regular attendance improved at least slightly for 39% of middle school students in Year 2 and 61% in Year 4 (**Tables 24a and b**, pages 29-30).
- ★ *Primary Caregivers.* By contrast with teachers, a small minority of primary caregivers observed an improvement in attendance as a result of attending the Auburn 21st Century project (**Table 25**, page 31). Over time, more primary caregivers of middle school students saw a positive effect on attendance, from 8% in Year 2 to 32% in Year 4.

Impact of the Auburn 21st Century Program on Regular Attendance

Auburn Enlarged City School District truancy data for students who attended the 21st Century program 30 days or more indicates that ***participants had, on average, more unexcused absences the year they attended the program than in the prior year.***

- ★ In Year 4, *elementary* school participants were truant an average of 6.92 days; in the prior year, they were truant 6.19 days. In Year 3, elementary school participants were truant an average of 6.98 days, and in the prior year, 4.98 days.
- ★ In Year 4, *middle* school participants were truant an average of 8.64 days, and in the prior year, 7.20 days. In Year 3, middle school participants were truant an average of 8.26 days, and in the prior year, 5.28 days.

Impact of Program as Measured by Referrals for Discipline, In-School Suspensions (ISS) and Out-of-School Suspensions (OSS)

An expected effect of the Auburn 21st Century program is improved behavior at school, resulting in fewer referrals for discipline and less time spent by students in suspension

- ★ *Parents.* At the end of Year 4, parents/caregivers reported that 14% of elementary school participants and 11% of middle school participants had fewer referrals for discipline (**Table 25**, page 44).
- ★ *District Discipline Data.* Auburn Enlarged City School District data regarding In-School Suspension (ISS) and Out-of-School Suspension (OSS) provides a limited perspective on whether participation in the 21st Century program has an impact on referrals for discipline. So few students, less than 40, received either an ISS and OSS in Year 4 that statistical analysis of the relationship between participation and discipline by type of school is not possible.
 - ◇ *ISS:* The project had a positive, but slight effect on In-School Suspension. In Year 4, students who participated at least 30 days in the Auburn 21st Century program received an average of 1.52 days in ISS, compared to 1.68 the prior year.
 - ◇ *OSS:* Participants in Year 4 spent ***far fewer days in Out-of School Suspension.*** In Year 4, students who participated at least 30 days in the after-school program spent an average of 4.76 days in OSS, compared to 13.14 the prior year.

MOBILE OUTREACH SERVICES TEAM (MOST)

The Partnership's school-based counseling and assessment team, MOST, provides the equivalent of 2 full-time clinicians offering its research-based services at all four Auburn 21st Century sites.

21st Century MOST Caseloads and Client Demographics

Annual Caseload. Over the course of an academic year, 2 full-time MOST clinicians should be able to serve between 50 and 60 students. In Years 1 to 3, the clinicians opened an average of 51 cases, providing comprehensive assessments, individual counseling for the student, and service integration for the family. This caseload increased considerably in Year 4, when 72 cases were opened. Additionally, in Year 4 the MOST clinicians began offering group sessions to help students develop age-appropriate social skills and pro-social behaviors. Some of these sessions are thematic, oriented to helping students address issues such as anger management problems and gender identity/relationships. During the 2011-2012 academic year, 79 students were involved in these group sessions in the three after-school sites.

Gender. Of the 224 cases opened during the first four years of the Auburn 21st Century project, 52% were female and 48% were male. This gender ratio did not vary significantly from year to year. 61% of the students involved in group sessions during Year 4 were female, and 39% male.

Distribution by type of school. During the first three years of the initiative, 81 elementary school students (grades 3-5) and 72 middle school students (grades 6-8) received MOST services. During those years, the ratio of number of students served by MOST to the number enrolled was higher in the elementary schools (1:5.4) than in the middle schools (1:7.8). In Year 4, 40 students at Casey and Genesee were MOST clients (a ratio of 1:5.8) and 25 of the 230 enrolled students were in social skill and behavioral groups; the caseload at Auburn JHS was 32 (a ratio of 1:3.9) and 54 of the 124 OST participants were in groups. In Year 4, in other words, a significantly greater proportion of middle school than elementary school students in the after-school program received MOST services, either as individual clients or in group sessions

Family Income. MOST clients live in households of limited means. Among opened cases, 65% of clients lived in households with incomes below \$20,000 a year, and 81% with incomes below \$35,000.

Race/Ethnicity. The racial/ethnic composition of the MOST client population mirrored that of 21st Century participants: 13% of the clients identified themselves as "mixed race", 8% as African-American, 1% as Hispanic or Latino, and 78% as Caucasian.

Parent/Caregiver Satisfaction with MOST Services

Primary caregivers were asked to provide their perspective on MOST services once cases were closed and completed. Of the 131 MOST cases that were closed and completed by mid-July 2012, 27 primary caregivers completed surveys for a return rate of 19%. All of the respondents to the survey indicated they were "very satisfied" with the 21st Century MOST program and 96% reported they were "very satisfied" with the quality of the clinician.

Access to Community-Based Services

In addition to providing assessment and school-based counseling services, MOST staff also evaluated the extent to which family members had unmet service needs and made referrals for ancillary services.

- ★ For closed and completed cases, clinicians provided an average of 1.9 additional referrals to community-based services for each family, and tracked those services for their intended effects.

MOST Program Impacts

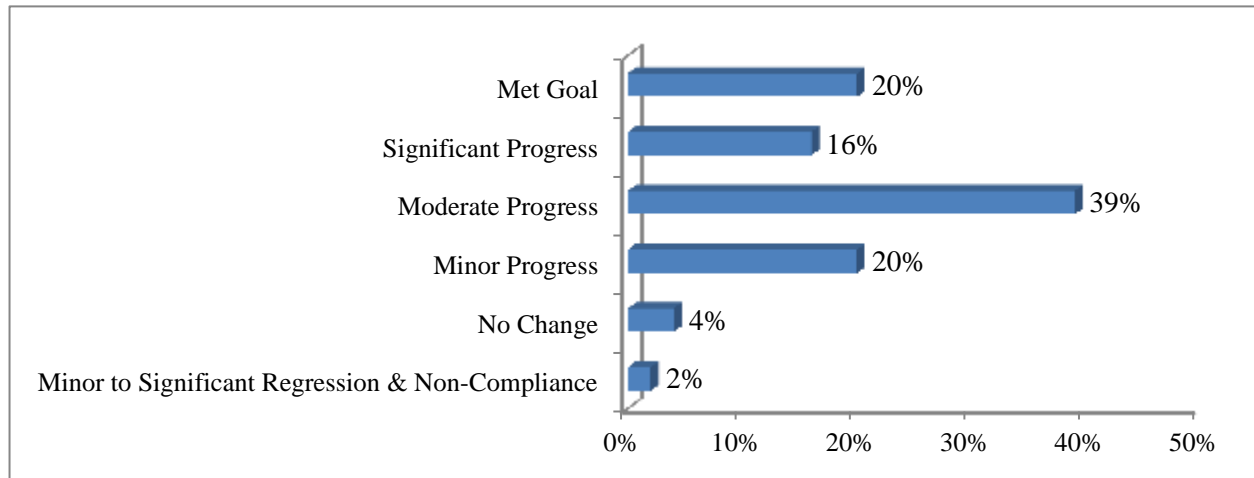
YPI uses several measures to gauge the impact of MOST services on participants, including treatment goals, pre/post symptom checklists, and parent surveys.

Treatment Goals

For the 131 closed cases where services were completed by mid-July of 2012, MOST clinicians established 943 treatment goals, averaging 7.2 goals per client. These treatment goals are primarily in the areas of mental health, family function, and education. Looking at progress made toward meeting these treatment goals, *the MOST program is having a very positive effect on participants (Figure 2).*

Figure 2

MOST Clinician Evaluation of Progress Made by Participants toward Meeting Treatment Goals: Years 1-4



- ★ Clinicians reported that clients **either met or made some degree of progress in 94%** of treatment goals established for their clients. By the time services were completed, clinicians reported that clients:

- ◇ Met or made significant progress toward meeting 36% of their treatment goals.

- ◇ Made moderate progress in 39% of the goals.
- ◇ Achieved minor progress in 20% of the treatment goals.
- ★ *Program Effect By Type of Treatment Goal.* For closed and completed cases, MOST services were more effective at reaching mental health and education treatment goals than family goals.
 - ◇ In the area of mental health, the clinicians indicated that 38% of goals were met or that the client made significant progress.
 - ◇ Likewise, clinicians reported that 37% of the education-related treatment goals were met or experienced significant progress at case closing.
 - ◇ By contrast, for family goals, clinicians reported that only 27% of the treatment goals were either met or experienced significant progress.

Youth-Pediatric Symptom Checklist (Y-PSC) and Pediatric Symptom Checklist (PSC)

MOST uses a validated mental health assessment instrument at the outset and termination of cases. It provides an accurate measure of psychosocial impairment, examining both internalizing and externalizing issues. For each individual MOST client, one of two versions of the tool is administered, depending on the age of the client: Y-PSC (a self-report version for students ages 11 and over) and the PSC (completed by primary caregivers of students ages 6 to 10).

- ★ For closed cases where services were completed in Years 1 to 4, YPI analyzed changes in the mental health status of 21st Century MOST clients by measuring the change in pre- and post-service PSC/Y-PSC scores.
 - ★ The average total score at intake, a composite measure of externalizing and internalizing mental health issues, was 24.4. A score over 24 is a clear indication that the student's emotional well-being is at risk.
 - ★ At discharge, the average PSC/Y-PSC score was 21.9, indicating that that on average clients *experienced a 10% improvement* in their mental health status as measured by this instrument.
- ★ The impact of MOST, as measured by PSC/Y-PSC, was positive for the great majority of completed cases.
 - ★ 68% of the cases saw improvements in mental health status, seen in a decline in scores;
 - ★ 7% had no change; and
 - ★ 26% saw increases in their scores (i.e., declines in mental health status from the beginning of MOST services to case closing).

Parent/Caregiver Assessments of Change

Parents and caregivers of MOST clients were surveyed about effects of the intervention (**Table 33**).

- ★ Nearly all of caregivers (96%) indicated that they were “very satisfied” with the progress made by their children as a result of 21st Century MOST services; 4% were “somewhat satisfied”, and none were dissatisfied.
- ★ In all eight of the areas of behavior surveyed: **a majority of primary caregivers reported that MOST had benefitted their child substantially** (“a lot”); and nearly nine in ten reported that their child had improved either “a little” or “a lot.”
- ★ Over two-thirds of primary caregivers noted “a lot” of improvement in the following four areas: (1) attitudes toward school; (2) the ability to get along with family members; (3) self-esteem; and (4) willingness and ability to make safe and healthy choices.

Table 33
Impact of Secondary MOST Services on Clients According to Parents/Caregivers (N=27)

<i>Extent of improvement of their children during the year in their...</i>	<i>No Improvement</i>	<i>Improved A Little</i>	<i>Improved A Lot</i>
Attitude toward school	11%	19%	70%
Ability to get along with family members	0%	33%	67%
Self-esteem	0%	22%	78%
Self-confidence	7%	30%	59%
Ability to express and control emotions in positive ways	7%	35%	59%
Capacity to take personal responsibilities for their own behaviors	11%	37%	52%
Ability to manage stress and tension in healthy ways	4%	37%	59%
Willingness and ability to make safe and healthy choices	11%	15%	74%

Relationship of MOST to the Auburn 21st Century Initiative

MOST services are critical supports for at-risk children who can be effectively served in a school setting. Based on the results listed above, the program is clearly having its intended effect on individual students. In Years 1-3, it was evident that a significant portion of students served by MOST, while they may have been intended to be part of the after-school program, were not in fact participants. Moreover, the MOST clinicians were often not present during 21st Century activities, even though it was apparent, from observation and survey data, that student participants with behavioral, social, or emotional issues as well as program staff would benefit from their expertise.

These issues have been successfully addressed by project staff in Year 4. 21st Century MOST clinicians now are present during after-school sessions, providing a wide range of supports to promote age appropriate social skills, including group sessions.

Furthermore, the clinicians and project staff have redoubled efforts to ensure that after-school participants in need of more intensive supports than can be provided in a group setting are referred for individual MOST services.