



21st Century Community Learning Centers Program School Years 2015-2019

Final Evaluation Report

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Completed for Delaware Department of Education

John H. Hulse

Education Associate

21st CCLC and Title I Programs, Student Support Team

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Submitted By:

MN Associates, Inc.

Kavita Mittapalli, Ph.D.

Lisa Weiner, M.A.

Nina de las Alas

Amlan Banerjee, Ph.D.

Dia Adams, M.A.

Lee Pearson, M.A.

Mandy Elder, M.P.A



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Delaware 21st CCLC External Evaluation Report

Table of Contents

Executive summary	5
Data Limitations.....	6
Main findings	6
Recommendations	9
Introduction.....	11
Evaluation	12
Evaluation Questions	12
Data Collection Matrix.....	14
Data Limitations.....	17
Main Findings.....	19
Section 1	19
Section 2	20
Section 3	23
Section 4	25
Section 5	25
Section 6	27
Section 7	27
Section 8	38
Case Study: Capital School District.....	38
Section 9	44
summary and Recommendations	45
Summary	45
Evaluators’ Recommendations.....	48
Appendix.....	50
List of Grantees	50
Methodology	57



Our program is a physically and emotionally safe space where students have the opportunity to learn, lead, and explore something new each day. When I think of program successes, I think of an opportunity to these students who may not have any otherwise. Our program is successful because we have over 125 students who choose to be with us each day engaging in purpose-driven activities. These students could be anywhere, doing anything, or nothing, but they choose to be with us, because they value what our program offers, and the teachers that empower and inspire them to maximize their potential. This to me is powerful. (Delaware 21st CCLC Site Coordinator, 2019)

EXECUTIVE SUMMARY

The Delaware Department of Education (DDOE) administers federally funded 21st Century Community Learning Centers (21st CCLC) to its local education agencies (LEAs), which offer students a broad array of services, programs, and activities aligned to the school day that occur during non-school hours or periods when school is not in session, such as afterschool, out-of-school days (full days during the school year when school is not in session), or summer.

The three overarching goals of the DDOE's 21st CCLC program are to:

- 1) Increase school attendance and increase academic achievement of participating students in one or more academic areas
- 2) Increase school connectedness of participants, including families, caregivers, and school teachers and staff and
- 3) Increase the capacity of participants to become productive adults (DDOE website, n.d.)

DDOE supported subgrantees operating across the state, including 32 in 2015 – 2016, 34 in 2016 – 2017, 31 in SY 2017 – 2018, and 23 began in SY 2018 – 2019 school years (SY). The length of each subgrant is five years. MN Associates, Inc. (MNA) evaluated the DDOE's 2015-2019 21st CCLC program. The evaluation focused on the following main question and sub-questions:

To what extent did DDOE implement a high-quality 21st CCLC program, as aligned with key indicators of quality, including:

- What are participating students' attitudes towards school?
- What is the level of and teacher satisfaction with participating students' homework completion and school-day participation and attendance?
- What are participants' 21st CCLC attendance and enrollment trends, including attendance duration per student and student dropout rates and reasons?
- What are teachers' perceptions of student improvement, both behavioral and academic?
- What is parents' level of satisfaction toward the program and parent level of school connectedness?
- What family engagement activities, including meeting and training themes, are offered, and what is the level of participation and satisfaction with these activities?
- What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?
- What is the program quality (including services, resources, objective-based activities and time commitment respondent ranking of these activities, staff and student ratios, and level of staff training)?
- What are the technical assistance processes used to support subgrantee programs?
- What is staff input on state-level support (including respondent ranking of previous

offerings and suggested additional offerings and ideas to expand and improve these services and their delivery)?

- What is most successful about DDOE's 21st CCLC program implementation from 2015-2019 school year? What are the greatest challenges and how are they addressed?

DATA LIMITATIONS

This report is based on many data sources. Some sources were more complete than the others. Subgrantees' annual performance report evaluations to DDOE were a major source of data for this evaluation; however, using data from these reports, while informative in a broad sense, had several limitations:

- Evaluators did not have all subgrantee self-assessments from all years, which limited their abilities to conduct a comparison analyses of data across the years.
- The 21 APR Teacher Survey data, while robust, informative, and reliable, cannot be considered statistically considered representative of all subgrantees and all 21st CCLC students.

Data in this report should be interpreted with caution. This report provides useful information overall that DDOE 21st CCLC can use to measure success and guide desired program improvement.

MAIN FINDINGS

Evaluation questions: What is the level of and teacher satisfaction with participating students' homework completion and school-day participation and attendance?

What are teachers' perceptions of student improvement, both behavioral and academic?

From the 2019 21APR teacher survey, in 2018-19, across subgrantee sites, teachers who completed the survey for their students enrolled in 21st CCLC programs (N=1,151) reported that 57% of these students showed an improvement in class participation, 56% in academic performance, and 52% in turning homework on time. They also reported observing positive change in student behavior, including volunteering (45%), attendance (30%), being attentive in class (49%), coming to school motivated to learn (47%), and getting along with other students (41%).

Evaluation question: What are participants' 21st CCLC attendance and enrollment trends, including attendance duration per student and student dropout rates and reasons?

The evaluation team looked at the 21st CCLC program attendance information provided by subgrantees in their annual performance report evaluations (the evaluator did not receive all reports

for 2015-16, 2016-17, and 2017-18). Across the four cohort years (2015-19), program attendance rates between 30-59 days were the highest across all grades, followed by attendance between 60-89 days. Trends in 21st CCLC participants' performance for Math and English assessments across the four cohort years (2015-16, 2016-17, 2017-18, and 2018-19) indicate that students in lower grades (PK-5) attending less than 30 and 30-59 days of after-school tended to show an improvement in Math and English more often than those who attended 60-89 or 90 or more days of school. In the upper grades (6 -12), the trend was the just the opposite—higher improvement was shown in both Math and English by students who attended 90 or more days of school.

Evaluation question: What are participating students' attitudes towards school?

In the 21APR teacher survey, teachers reported on the extent to which their students came to school motivated to learn. More than 40% of teachers reported that students enrolled in 21st CCLC programs improved in this area. Teachers reported on the extent to which students improved in participating in class to teachers' satisfaction; across all students, teachers reported that half or more of students showed improvement in this area.

Evaluation question: What is parents' level of satisfaction toward the program and parent level of school connectedness?

Evaluation question: What family engagement activities, including meeting and training themes, are offered, and what is the level of participation and satisfaction with these activities?

In the subgrantee survey, when asked how many parent or family engagement activities/ events/trainings were conducted by each site, the average number of events conducted in 2018-19 in the range of 3-5 (n=15).

Evaluation question: What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?

Across the four cohort years, a large number of community collaborations were established for the 21st CCLC grant across the grantee sites and included:

- Junior Achievement
- The YMCA
- Boys and Girls Club
- Wesley College
- University of Delaware
- 4-H Cooperative Extension
- Communities In Schools
- Delaware Technical Community College

- Delaware Academy for School Leadership

Evaluation questions: What is the program quality (including services, resources, objective-based activities and time commitment respondent ranking of these activities, staff and student ratios, and level of staff training)?¹

What are the technical assistance processes used to support subgrantee programs?

What is staff input on state-level support (including respondent ranking of previous offerings and suggested additional offerings and ideas to expand and improve these services and their delivery)?

DDOE 21st CCLC staff oversees the 21st CCLC program, managing the state 21st CCLC plan and the subgrantee competition and continuation processes, holding statewide program manager meetings, conducting subgrantee compliance monitoring visits, certifying the federal 21 APR, and going to national meetings.

University of Delaware (UD) has been providing technical assistance (TA) under 21st CCLC since about 2005 and responds to any stated TA needs from subgrantees, conducts observations of subgrantees three times per subgrantee per year, and assists subgrantees with and monitors data in the federal 21APR system. In addition, the UD TA provider reviews all 21st CCLC grants and continuation plans after they have been approved by the state. DDOE 21st CCLC staff heads the subgrantee compliance monitoring and UD participates in the compliance monitoring visits to make sure TA and compliance monitoring are aligned.

Together, they hold mandatory meetings several times each year that subgrantees. Typically, they spend a significant portion of the time going on rules and regulations and compliance topics; subgrantee staff change frequently, so this is always needed. Often, a guest speaker will come to provide information on a topic of practical interest to subgrantees.

The UD TA provider, with a team of about seven retired teachers who serve as site observers, visits each subgrantee three times per year, in conjunction with the self-assessment reports subgrantees complete. If the observers identify any issues, they submit a plan to fix the problem. There is no formal way that ongoing feedback is documented. Each year, the TA provider submits a formal written report listing all the subgrantees with whom they worked that year, by month, and the general nature of the TA.

The 21st CCLC program observers' roles and functions include observing the programming efforts at the designated sites, completing an observation form, writing a formal report, and submitting it to the 21st CCLC technical assistance provider at UD. MNA's online survey of the observers

¹ Evaluators were not able to calculate staff: student ratio based on data available.

administered found that all seven 21st CCLC observers are satisfied with the level of engagement they have had with the 21st CCLC program TA provider and have received formal training on how to conduct an observation using the standard monitoring and evaluation form/checklist and have received responses for any follow up questions that they might have.

Subgrantees write a variety of accountability reports to the state, including self-assessment reports update three times annually, one-page quarterly reports, and annual performance report evaluations that include the data they need to enter into the federal APR. Subgrantees receive both site observations and compliance monitoring visits. Subgrantees submit to the state quarterly attendance data and data on the number of family engagement activities. They report the data in a variety of ways, including attendance ranges and average daily attendance. State 21st CCLC staff reported that the U.S. Department of Education has cited Delaware as a model for 21st CCLC reporting.

Evaluation Question: What is most successful about DDOE's 21st CCLC program implementation from 2015-2019 school years?

Subgrantees said that successes of their program over the past few years included increased overall attendance, increased number of regular attenders, improved programming, community relations and collaborations, technical assistance, support and resources from UD and DDOE, family engagement and programmatic use of activities.

What are the greatest challenges and how are they addressed?

By far, the most challenging aspect for program leaders was recruiting and maintaining sufficient student attendance in the program.

RECOMMENDATIONS

MNA makes the following recommendations to DDOE to inform 21st CCLC implementation in the future:

- ***Develop or adopt a state-wide software-based system of collecting data from subgrantees.*** All reporting should be done online in this system, including but not limited to subgrantee-level student participant enrollment, attendance, and demographic data collection, as well as quarterly reports, self-assessment reports, subgrantee annual performance report evaluations, monitoring visit reports, follow up reports and actions, and TA provider observation and technical assistance reports.
- ***Require subgrantees to conduct site-level external evaluation to inform program quality and improvement annually and collect site level data to be input into the central system.*** Each site should also develop its own theory of action/logic model aligned

with the state theory of action but differentiated to reflect site-level goals and objectives and local context.

- ***Hold subgrantees accountable for required reporting.*** Follow up with subgrantees until required data are submitted.
- ***Conduct an evaluation of state-level 21st CCLC program efforts in each year of the grant.*** Smaller-scale formative evaluations conducted in each grant year would be a smaller burden on DDOE, UD, and subgrantees and would provide ongoing and up-to-date information to use in decision making and program improvement. Involve the evaluator from the beginning of the evaluation process.
- ***Engage an evaluator early and often.*** Hire an external evaluator to help develop the evaluation questions and plan from year one that will enable them to align data collection activities more systematically across the grant years. Invite them key leadership meetings as well as technical assistance gatherings that will help them understand the processes better.
- ***Develop a program logic model.*** The state should consider developing a Theory of Action/Logic model to help guide its overall goals, objectives, activities, and short-term and long-term outcomes.
- ***Consider opportunities for subgrantees to share their expertise and questions with each other in a formal and ongoing way.*** For example, implement a Mentor-Mentee model where a stronger site mentors a struggling or new site. Form Professional Learning Communities in person and/or virtually where the sites can meet and share best practices and discuss important ideas and readings.
- ***Include the UD observers in all TA provided,*** such as the quarterly meetings, to provide them with more context about subgrantees, strengthen their relationships with subgrantees, and keep them up to date on 21st CCLC.
- ***Continue to provide personalized technical assistance to subgrantees*** as requested, based on their ongoing needs. Staffing levels at the state and UD level may need to be strengthened to fully meet these needs.

INTRODUCTION

The 21st Century Community Learning Centers (21st CCLC) program is a federally-funded competitive grant program designed to support the establishment of community learning centers serving students attending schools with high needs. In 1998, the 21st CCLC initiative was authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA). The No Child Left Behind (NCLB) Act of 2001 amended the initiative and transferred the administration to state departments of education.

In the state of Delaware, the Delaware Department of Education (DDOE) administers these grants to its local education agencies (LEAs), which offer students a broad array of services, programs, and activities aligned to the school day that occur during non-school hours or periods when school is not in session, such as afterschool, out-of-school days (full days during the school year when school is not in session), or summer. The 21st CCLC programs are required to establish and maintain a partnership with at least one community-based organization or other public or private entity. Programs are also required to identify a site-level management team that includes a building administrator, project director, site coordinator, and others identified by the site. These teams conduct regular meetings and are responsible for shared decision-making, reviewing evaluation data, and developing action plans for continuous improvement.

The three overarching goals of the DDOE's 21st CCLC program are to:

- 1) Increase school attendance and increase academic achievement of participating students in one or more academic areas
- 2) Increase school connectedness of participants, including families, caregivers, and school teachers and staff, and
- 3) Increase the capacity of participants to become productive adults

The centers provide a variety of services to achieve these goals, including remedial education and academic enrichment learning programs, tutoring and mentoring services, services for English learners, technology education programs, programs that promote parental involvement and family literacy, drug and violence prevention programs, and counseling programs, among others. The programming offered in a 21st CCLC should be aligned to the school day and in collaboration with other federal and state initiatives.

DDOE supported subgrantees operating across the state. Cohort 13 began in 2015 – 2016, Cohort 14 began in 2016 – 2017, Cohort 15 began in 2017 – 2018, and Cohort 16 began in 2018 – 2019. The length of each subgrant is five years and subgrantees have served on average, 2,400 participants across all Cohorts covered during the evaluation period. A comprehensive list of all Cohort 13-16 grantees is in the Appendix.

EVALUATION

MN Associates, Inc. (MNA) was contracted to evaluate the DDOE's 21st CCLC program. Under this contract, MNA provided to DDOE an evaluation design early in the process and an interim report midway through the evaluation. This final report summarizes the main findings based on each of the proposed evaluation questions using data from multiple sources. A data collection matrix is in Table 1 below. A methodology is presented in the Appendix.

EVALUATION QUESTIONS

To answer the central question of how DDOE can best support local subgrantees and their centers to improve the services they provide to participating students and their families, the evaluation focused on the following main question: **To what extent did DDOE implement a high-quality 21st CCLC program, as aligned with key indicators of quality, including²:**

Section 1

- What is the level of and teacher satisfaction with participating students' homework completion and school-day participation and attendance?
- What are teachers' perceptions of student improvement, both behavioral and academic?

Section 2

- What are participants' 21st CCLC attendance and enrollment trends, including attendance duration per student and student dropout rates and reasons?

Section 3

- What are participating students' attitudes towards school? What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?
- What is the program quality (including services, resources, objective-based activities and time commitment respondent ranking of these activities, staff and student ratios, and level of staff training)?

Section 4

² A few evaluation questions are combined based on their similarities.

- What is parents' level of satisfaction toward the program and parent level of school connectedness?

Section 5

- What family engagement activities, including meeting and training themes, are offered, and what is the level of participation and satisfaction with these activities?

Section 6

- What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?

Section 7

- What are the technical assistance processes used to support subgrantee programs?
- What is staff input on state-level support (including respondent ranking of previous offerings and suggested additional offerings and ideas to expand and improve these services and their delivery)?

Section 8

- Case study of Capital School District's 21st CCLC programming

Section 9

- What is most successful about DDOE's 21st CCLC program implementation from 2015-2019? What are the greatest challenges and how are they addressed?

DATA COLLECTION MATRIX

The evaluation addressed the following questions outlined in the DDOE Scope of Work. Analysis was at the state level, and we have looked at what the data indicate across all subgrantees to the extent possible based on data collected and provided.

Table 1: Data Collection Matrix: 21st CCLC Evaluation

Key Questions	Data Collection Sources and Methods			
	Document Review	Interviews/Focus Groups	Surveys	Case Study
What are participating students’ attitudes towards school?		X	X	X
What is the level of and teacher satisfaction with participating students’ homework completion and school-day participation and attendance?		X	X	
What are participants’ 21 st CCLC attendance and enrollment trends, including attendance duration per student and student dropout rates and reasons?	X	X	X	X
What are teachers’ perceptions of student improvement, both behavioral and academic?			X	

Key Questions	Data Collection Sources and Methods			
	Document Review	Interviews/Focus Groups	Surveys	Case Study
What is parents' level of satisfaction toward the program and parent level of school connectedness?			X	X
What family engagement activities, including meeting and training themes, are offered, and what is the level of participation and satisfaction with these activities?	X	X	X	X
What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?	X	X	X	X
What is the program quality (including services, resources, objective-based activities and time commitment respondent ranking of these activities, staff and student ratios, and level of staff training)?		X	X	X
What are the technical assistance processes used to support subgrantee programs?	X	X	X	X

Key Questions	Data Collection Sources and Methods			
	Document Review	Interviews/Focus Groups	Surveys	Case Study
What is staff input on state-level support (including respondent ranking of previous offerings and suggested additional offerings and ideas to expand and improve these services and their delivery)?		X	X	X

DATA LIMITATIONS

This report is based on many data sources, as noted above. This report section discusses the limitations of the data and findings presented in this report.

Ideally, we would have liked to access federal 21APR data that the state and subgrantees provide each year to the U.S. Department of Education. However, despite efforts by DDOE 21st CCLC staff to gain access to the data, these data are not available for use in state evaluations.

Subgrantees' annual performance report evaluations to DDOE were a major source of data for this evaluation. They were the most complete data source from which we were able to identify to gather quantitative data related to answering evaluation questions that required such data across subgrantees. Data from these reports had limitations:

1. Annual performance report evaluations sometimes contained conflicting information about, for example, the number of students served, with subgrantees providing different numbers in different parts of the report that should have, but did not, match. Some reports were incomplete).
2. Evaluators were not provided with all subgrantee annual performance report evaluations from all years. We received 59 (19 of 32) percent of 2015-16 reports, 81% (26 of 24) of 2016-17 reports, and 77 percent (24 of 31) 2017-18 reports. State staff reported that, for years prior to 2018-19, reports were not always in one place that was easy to access. For example, some reports were kept in email files or folders. In addition, all subgrantees did not file the required reports each year. For 2018-19, the data set was very close to complete; we received 95 percent (22 of 23) reports. Another data source used often to answer the evaluation questions in this report is the 2018-19.

APR Teacher Survey. MNA collaborated with DDOE to administer this survey via Survey Monkey, including several follow ups to get as high a response rate as possible. We received surveys for 1,195 21st CCLC 2018-19 school year participants, which is a high number of surveys that allow us to be confident that reports on this 2018-19 data are robust, reliable, and useful. It is not possible to know the actual response rate because it was not possible to obtain from the state a count of the total number of students statewide enrolled in 21st CCLC funded programs. These data are not statistically representative of all subgrantees and all 21st CCLC students in 2018-19 because it appears that some subgrantees likely were successful in having teachers complete the survey at a higher rate than other subgrantees.

We did not have the data needed to define statistical representativeness for the survey. Also, although evaluators intended to collect data on all 2018-19 Delaware 21st CCLC student participants,

some subgrantees may have completed the survey only for students who attended 30 or more days of programming, which was what they did in previous years.

Overall, data for 2018-19, the most recent school year, are most reliable. Data in this report should be interpreted with caution and should not be considered representative of the program from 2015-19. This report provides useful information overall that DDOE 21st CCLC can use to understand program success overall and to guide desired program improvement, including areas that are useful for further evaluation and exploration.

Participant Demographic Data

We report the most complete information we obtained on the number of students served per year here. It is important to note that the evaluators did not receive all reports in all years, so these data are incomplete, but do give some idea of the scope of the program.

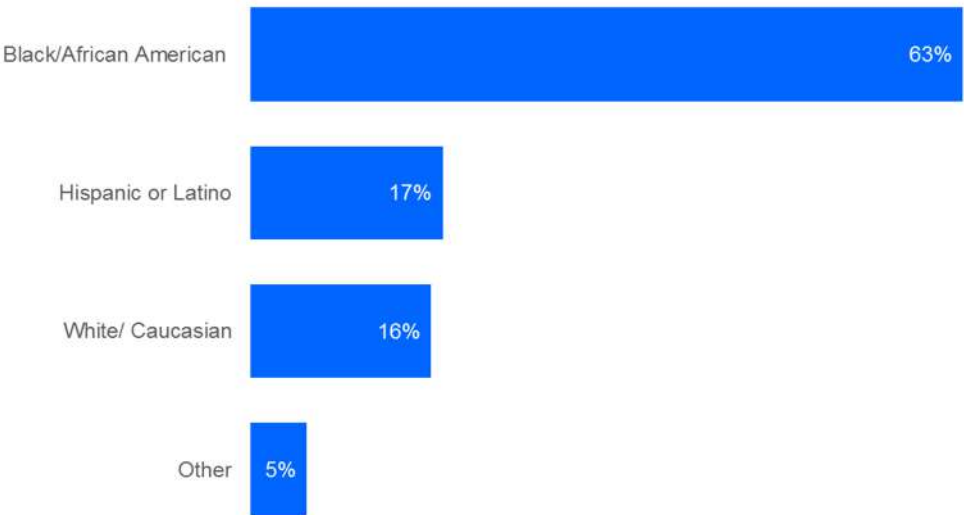
Table 2: Enrollment Across SY 2015-16, SY 2016-17, SY 2017-18, SY 2018-19
Data Source: Subgrantee Annual Performance Report Evaluations

	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
By Grade	Total	Total	Total	Total
PreK	0	2	52	0
K	115	233	220	118
1	110	179	217	156
2	213	177	229	237
3	356	363	226	413
4	414	330	200	396
5	393	316	179	555
6	258	284	145	369
7	227	188	150	319
8	281	198	115	469
9	253	175	0	273
10	161	128	0	197
11	104	70	1	139
12	34	30	0	88
Total	2,919	2,673	1,734	3,729

Looking at student demographics reported in the 21 APR Teacher Survey, in 2018-19, among the 1,949 students who enrolled in 21st CCLC school-year programs across the state and for whom teachers completed the survey and reported race/ethnicity data, more than half (63%) were Black, followed by 17% Hispanic/Latino, 16% White, and 5% Other (Figure 1).

Figure 1: Demographic Distribution of Students Attending After School Program Across SY 2018-19 Data Source- 2018-19 21 APR Teacher Survey

More than half of the students are Black/African American.
(n = 1,949)



MAIN FINDINGS

Here we present a data summary analysis per evaluation question demarcated by section numbers followed by a brief case study of the 21st CCLC program in the Capital School District. Where possible, each of the evaluation questions was addressed by multiple sources that allowed for corroboration and data reliability. Each section addresses an evaluation question or a set of evaluation questions.

Section 1

To what extent did DDOE implement a high-quality 21st CCLC program aligned with key indicators of quality, including:

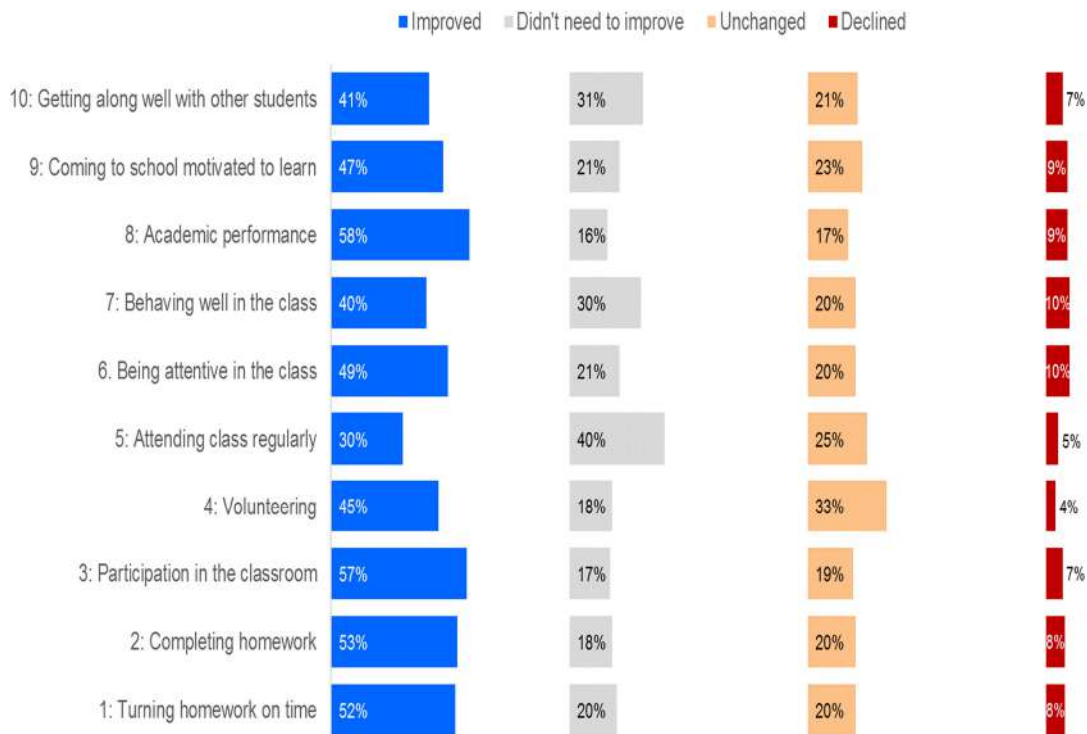
Evaluation question: What is the level of and teacher satisfaction with participating students’ homework completion and school-day participation and attendance?

What are teachers’ perceptions of student improvement, both behavioral and academic?

On the 21APR teacher survey, in 2018-19, across subgrantee sites, teachers who completed the survey for their students who were enrolled in 21st CCLC programs (N=1,151) reported that 57% of these students showed an improvement in class participation, 56% in academic performance, and

52% in turning homework on time. They also reported observing positive change in student behavior, including volunteering (45%), attendance (30%), being attentive in class (49%), coming to school motivated to learn (47%), and getting along with other students (41%).

Figure 2: What are teachers’ perceptions of students’ homework completion, in-school participation, and improvement, both behavioral and academic? (N=1195)
Data Source: 2018-19 21 APR Teacher Survey



Section 1 Summary: Teachers who completed the 21APR teacher survey for their students who were enrolled in 21st CCLC programs reported that 57% of these students showed an improvement in class participation, 56% in academic performance, and 52% in turning homework on time. They also reported observing positive change in student behavior, including volunteering (45%), attendance (30%), being attentive in class (49%), coming to school motivated to learn (47%), and getting along with other students (41%).

Section 2
Evaluation question: What are participants’ 21st CCLC attendance and enrollment trends, including attendance duration per student and student dropout rates and reasons?

We looked at the 21st CCLC program attendance information provided by subgrantees in their annual performance report evaluations. The attendance was reported by range, in line with the

federal APR: Students attending <30 days, 30-59 days, 60-89 days, and 90 or more days of the 21st CCLC program. Across the four cohort years (2015-19), program attendance rates between 30-59 days were the highest across all grades, followed by attendance between 60-89 days (Table 3).

Based on data collected from subgrantees’ annual performance report evaluations (Table 3), trends in 21st CCLC participants’ performance for Math and English assessments across the four cohort years (2015-16, 2016-17, 2017-18, and 2018-19) indicate that students in lower grades (PK-5) attending less than 30 and 30-59 days of after-school tended to show improvement in Math and English more often than those who attended 60-89 or 90 or more days of program. However, in the upper grades (6-12), the trend was the opposite—higher improvement was shown in both Math and English by students who attended 90 or more days of school.

Although the data were not tested for significance because of uneven sample sizes and missing data across the cohort years, there may be a relationship between after-school attendance and performance growth in Math and English tests, at least in the higher grades compared to the lower ones. More research would be needed to confirm or disprove this hypothesis.

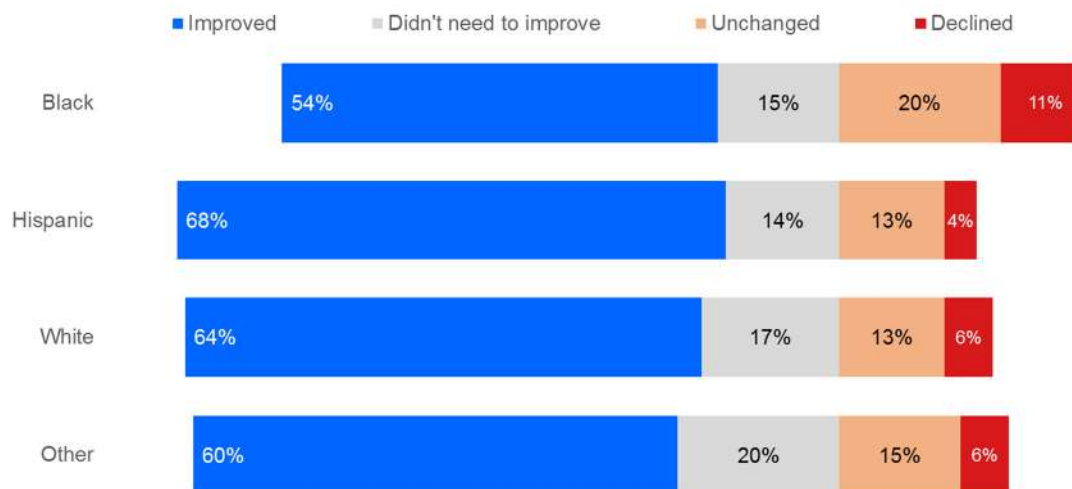
Table 3: After-School Attendance and Performance Levels in Math and English Across 2015-16, 2016-17, 2017-18, 2018-19
Data Source: Subgrantee Annual Performance Report Evaluations

Grades/Levels	SY 2015-16		SY 2016-17		SY 2017-18		SY 2018-19	
	Median	Total	Median	Total	Median	Total	Median	Total
PK-5th Grade								
Attendance								
<30 days	14.5	379	26	432	15.5	252	41.5	582
30-59 days	33	581	49	816	67	813	43	566
60-89 days	15	266	19.5	214	4	79	29	377
90 or more days	20	391	23.5	221	5	93	22	294
6th - 12th Grade								
<30 days	13.5	417	17	439	10	241	24	678
30-59 days	29	499	23.5	441	24	241	31	420
60-89 days	22.5	385	2.5	159	8	97	15	297
90 or more days	32	362	17	305	18	148	29	552
PK - 5th Grade Outcome								
Math Outcomes								
30-59 days who improved in math	6.5	232	13.5	143	24	248	13	310
60-89 days who improved in math	4	121	1.5	79	1	10	11	127
90 or more days who improved in math	3	25	2.5	42	3.5	33	6	116
English Outcomes								

Grades/Levels	SY 2015-16		SY 2016-17		SY 2017-18		SY 2018-19	
<i>30-59 days who improved in English</i>	6	235	16	159	19	251	18	376
<i>60-89 days who improved in English</i>	5.5	122	2.5	78	2.5	10	18	157
<i>90 or more days who improved in English</i>	2	15	3.5	56	2	11	7	137
6th - 12th Grade Outcome								
Math Outcomes								
<i>30-59 days who improved in math</i>	6	106	2	115	2	29	10	138
<i>60-89 days who improved in math</i>	4	121	0	98	4	15	5	124
<i>90 or more days who improved in math</i>	2	122	12	141	5	34	5	174
English Outcomes								
<i>30-59 days who improved in English</i>	4	133	3	108	1.5	30	9	147
<i>60-89 days who improved in English</i>	5	112	0	68	6	19	7.5	142
<i>90 or more days who improved in English</i>	6	145	12	102	5.5	23	5	203

When we look at the disaggregated data from the 2018-19 21 APR Teacher Survey to assess how students performed academically to the teachers' satisfaction, data indicate that Hispanic (68%) followed by White (64%) and then Black (54%) students were most likely to improve in this area (Figure 3).

Figure 3: 21APR Teacher Survey: Percent of Students by Race/Ethnicity Performing Well academically to Teachers' Satisfaction (N=1,192)



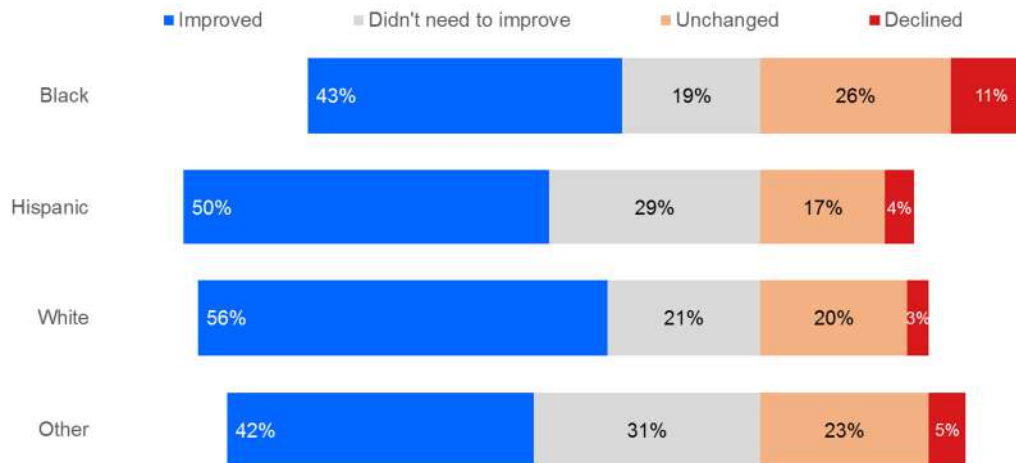
Section 2 summary: 21st CCLC participants were most likely to attend programs rates between 30-59 days. There is a potential correlation between attendance and math and English achievement that looks different for higher and lower grades and is worth exploring further. More than half of students improved their academic performance to teachers' satisfaction.

Section 3

Evaluation question: What are participating students' attitudes towards school?

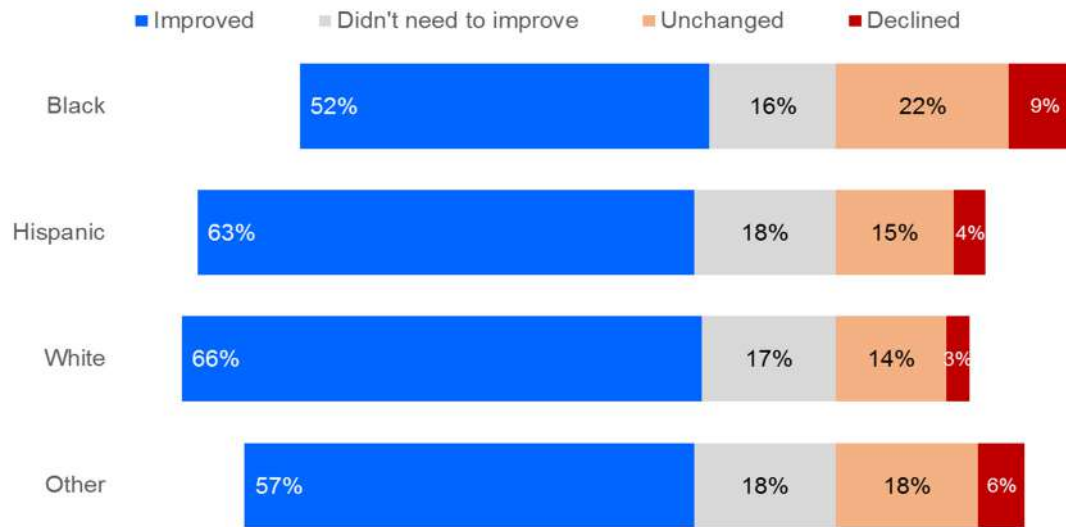
In the 21APR teacher survey, teachers reported on the extent to which their students came to school motivated to learn in 2018-19. More than 40% of teachers reported that students enrolled in 21st CCLC programs improved in this area. Disaggregated by race/ethnicity, the survey found that Black (43%), Other (42%), White (56%), and Hispanic (50%) students improved in the area of coming to school motivated to learn. See Figure 4.

Figure 4: Students Coming to School Motivated To Learn (N=1,195)
Data Source: 2018-19 21 APR Teacher Survey



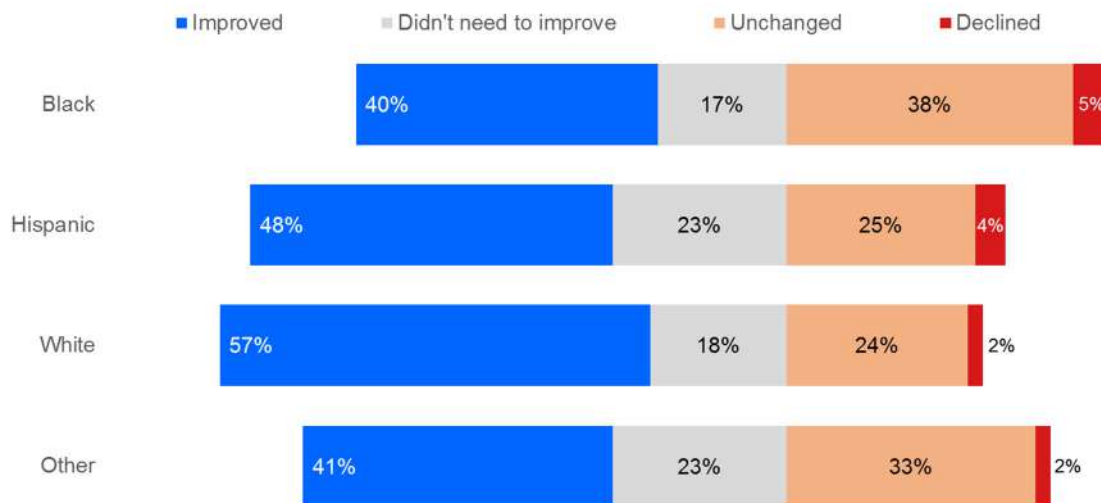
In the 21 APR Teacher Survey, teachers reported on the extent to which students improved in participating in class to teachers' satisfaction. Across all students, teachers reported that half or more of students showed improvement in this area. Across race/ethnic groups, teachers reported that 66% of White, followed by 63% Hispanic, 57% Other, and 52% Black students in their classrooms showed improvement in class participation across the school year (Figure 5).

Figure 5: 2018-19 21 APR Teacher Survey: Participating in the Classroom to Teachers' Satisfaction (N=1,193)



Similarly, the percent of students across different races/ethnicities who improved in volunteering in the classroom showed positive growth (Figure 6).

Figure 6: 2018-19 21 APR Teacher Survey: Volunteering to Teachers' Satisfaction (N=1,151)



In the subgrantee survey administered to each 2018-19 subgrantee site coordinator by the evaluator, a few comments were made regarding OST participants and their attitude towards school:

One of my students...wrote a handwritten letter to me and the...staff, he said he came to school because he had to, but didn't want to. He didn't want to talk to anyone or make any friends. He said this program gave him a family and a

sense of belonging. He said he wished he did better with his grades and his behavior was way better because he sees that he gets positive reactions that way, therefore next year he will make sure he does his best and be on his best behavior although our program is ending.

A student who was failing was not compliant with program goals. He was asked to leave program; with parent approval. After two weeks, student asked permission to come back. He was granted the opportunity. He started wearing ties every week and a belt every day. The fourth marking period, he finished 8th grade with straight As. He is doing well at high school.

Section 3 summary: Across several data sources, teachers and subgrantees reported improvement for many program participants in areas such as being motivated to learn, coming to school, and participating and volunteering in class.

Section 4

Evaluation question: What is parents' level of satisfaction toward the program and parent level of school connectedness?

Due to time constraints and state-level Institutional Review Board and FERPA regulations, the evaluators were unable to administer a statewide parent survey to gauge parents' perceptions of after school programs serving their children, their levels of participation and engagement in the programs, and their perceived impact on behavior and academic performance. Therefore, we cannot answer this question across the state.

However, per DDOE's suggestion, the evaluators worked with staff from the Capital School District to have parents of students participating in the four Capital 21st CCLC programs in 2018-19 complete a parent survey developed by the evaluators. See the Case Study later in this report.

Section 4 summary: See the Case Study of Capital School District to see how parents in one highly-thought-of district 21st CCLC program responded to this question.

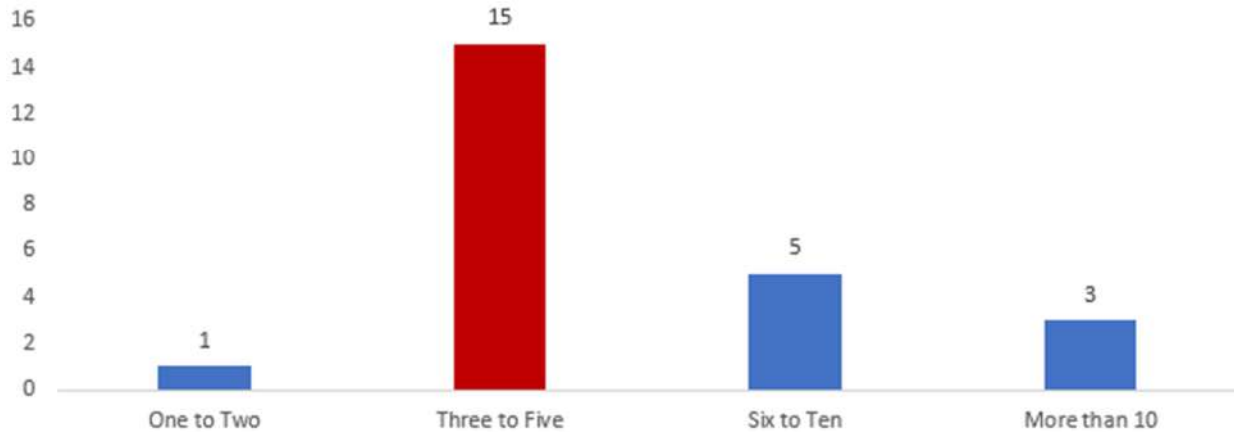
Section 5

Evaluation question: What family engagement activities, including meeting and training themes, are offered, and what is the level of participation and satisfaction with these activities?

From the subgrantee survey that was completed by 24 program site coordinators in spring 2019, when asked how many parent/family engagement activities/events/trainings were conducted by each site, responses ranged from 1-2 (N=1) to more than 10 (N=3), with the average number of events conducted in SY 2018-19 in the range of 3-5 (N=15). See Figure 7.

Figure 7: 2018-19 Subgrantee Survey

How many family events have you conducted in SY 2018-19?



Respondents said:

In November, we had our first family event, "Bowl with 21st". This was a family bowling night; a time where staff could interact with parents, students could experience staff outside of the school environment. This event was extremely well received by parents. Many said that they never did anything like this before in an after-school program. Overall it was so nice to see parents engaging with staff in a positive way.

During the summer of 2018, we incorporated a new program to improve reading outcomes and increase parent engagement. We saw on average our students increase their reading level by 2.3 months over the course of the 6-week summer program. We were also able to engage our parents in weekly reading workshops where they learned new strategies to support their children with reading skills at home. We had 71% percent of all summer participants attend all 5 of the weekly workshops. Additionally, 100% of our summer participants had a home visit with their teacher to review goals of the program. The parents and teachers both felt that the home visits were a critical piece in building strong relationships and setting students up for success.

We graduated 80 parents from the Strengthening Families Program.

Once programs are beyond infancy, word of mouth is one of the most powerful tools a program can have. Because of the relationships and trust built in program years one and two, which took time to develop, our program has families who have participated from our beginning, with youth who have actually attended more than 365 days! We have parents referring other parents and the principal, one of our great champions, referring youth. To this end families call and email months before program time to try to enroll early so their child has a space and some have been willing to pay to claim a space. Our success story is our relationships with our families and their loyalty and commitments to help our program sustain and be successful.

Section 5 summary: Subgrantees reported positively on their parent and family engagement activities, providing numerous successful examples to evaluators. On average, subgrantees held between three and five such activities each year.

Section 6

Evaluation question: What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?

Across the four cohort years, a large number of community collaborations were established for the 21st CCLC grant across the grantee sites. These collaborations were required by the state. These included, for example:

- Junior Achievement
- The YMCA
- Boys and Girls Club
- Wesley College
- University of Delaware
- 4-H Cooperative Extension
- Communities In Schools
- Delaware Technical Community College
- Delaware Academy for School leadership

Section 6 Summary: Many community collaborations were formed with 21st CCLC subgrantees across the state. Collaboration was promoted by the state and was a requirement for funding.

Section 7

Evaluation questions: What is the program quality (including services, resources, objective-based activities and time commitment respondent ranking of these activities, staff and student ratios, and level of staff training)?³

What are the technical assistance processes used to support subgrantee programs?

What is staff input on state-level support (including respondent ranking of previous offerings and suggested additional offerings and ideas to expand and improve these services and their delivery)?

³ Evaluators were not able to calculate staff: student ratio. Although subgrantees' annual self reports did ask for the number of paid staff, the evaluator could not assume that the number of adults reported was equal to the number of adults interacting with or present with children on an average program day. We determined that attempting to use the data provided in the reports to calculate a staff: student ratio would not produce valid and useful data.

These three questions were answered using multiple data sources:

- An online survey of the 21st CCLC technical assistance providers/observers that subcontract with UD, the main 21st CCLC technical assistance provider (retired educators and school administrators who visit the 21stCCLC program sites at least three times a year)
- A subgrantee survey
- Interviews with the DDOE 21st CCLC program manager and the UD TA provider, and
- Document review

The DDOE 21st CCLC staff oversees the 21st CCLC program in Delaware. This includes managing the state 21st CCLC plan and the subgrantee competition and continuation processes, holding statewide program manager meetings, conducting subgrantee compliance monitoring visits, certifying the federal 21 APR, and going to national meetings. UD has been providing TA under 21st CCLC since about 2005. Their contract currently calls for them to respond to any stated TA needs from subgrantees, conduct self-assessment observations of subgrantees three times per subgrantee per year, and assist subgrantees with and monitor data in the federal 21APR system. In addition, the UD TA provider reviews all 21st CCLC grants and continuation plans after they have been approved by the state.

DDOE 21st CCLC staff heads the subgrantee compliance monitoring and UD participates in the compliance monitoring visits to make sure TA and compliance monitoring are aligned. Subgrantees get notice in advance of the visit, which typically happens in the spring. All new subgrantees in a given year receive a compliance visit as well as a random sample of about 25 percent of other subgrantees.

UD helps the subgrantees with the 21APR. Most commonly, UD helps them access the system and understand the types of data to be entered. The TA provider also checks the database for entry completion and accuracy, contacting subgrantees for fixes if needed. The state 21st CCLC program manager also reviews the data and ultimately certifies it to the federal government.

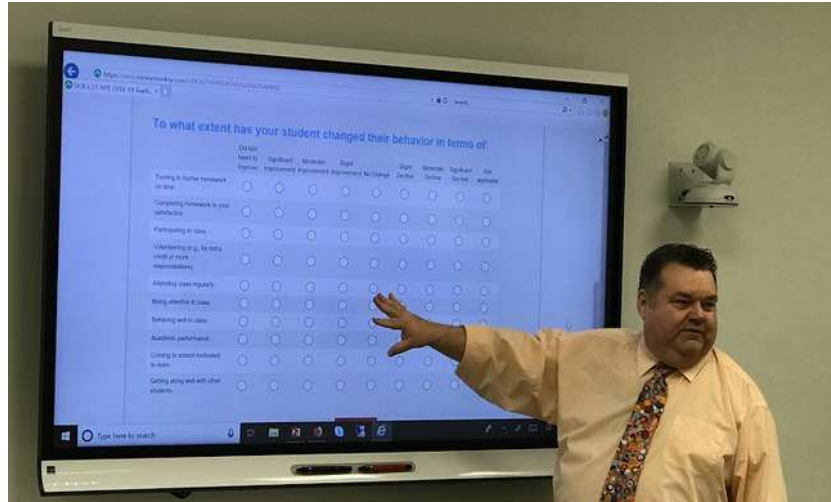
Together, they hold mandatory meetings several times each year that subgrantees are required to attend. Typically, they spend a significant portion of the time going on rules and regulations and compliance topics; subgrantee staff change frequently, so this is always needed. Often, a guest speaker will come to provide information on a topic of practical interest to subgrantees, such as motivating young people, STE(A)M, or trauma-informed care, for example. Speakers are usually low or no-cost to accommodate the state budget. Meetings are often just a morning so that attendees can get to their afterschool programs. The cadre of retired educators who perform observations with UD do not attend these meetings.

In February 2019, the DDOE program staff conducted and the evaluator observed an all-grantee winter meeting at the DDOE's office in Dover (See Images 1 and 2). The one-day session was attended by 22 representatives of subgrantees (some programs were represented by more than one staff member; not all subgrantees were represented). Some of the highlights of the meeting included:

- 1) Reviewing the USDE's 21st CCLC compliance rules and regulations
- 2) Completing the 21 APR Teacher Survey, and
- 3) Discussing other program related announcements.

Images 1 and 2: DDOE February 2019 Subgrantee Meeting





On May 15-16, 2019, DDOE staff, working with the Delaware Afterschool Network (DEAN), held its spring subgrantee technical assistance meeting at the Building Bridges conference. The DDOE 21st CCLC manager was part of the conference planning committee and is on the DAN board. In addition to attending the required spring meeting, subgrantees had the opportunity to attend a variety of sessions on topics related to serving students in OST (Image 3).

Image 3: Building Bridges Conference

Registration Is Open

BUILDING BRIDGES CONFERENCE
Connecting YOU with OTHERS

May 15 & 16, 2019
8AM – 4PM
Dover Downs
Convention Center

A collaborative of Division of Prevention and Behavioral Health Services and Delaware Afterschool Network





This conference promises to deliver the most contemporary ideas and concepts from the prevention, out of school, treatment, and behavioral health fields, and to build skills and learn processes to adapt these ideas to your local needs.

Learn how to:

- ✓ Expand your knowledge in the latest science, news and trends through training from top experts in the field.
- ✓ Improve your proficiencies in implementing evidence-based strategies to take your work to the next level.

Our in-depth courses are relevant for strengthening the capacity, infrastructure and efficacy of Delaware out-of-school time professionals, prevention practitioners, treatment providers, educators, parents, and policy makers.

[Register Now](#)

To Learn more, contact: regina@deasn.org or Yvonne.Bunch@state.de.us

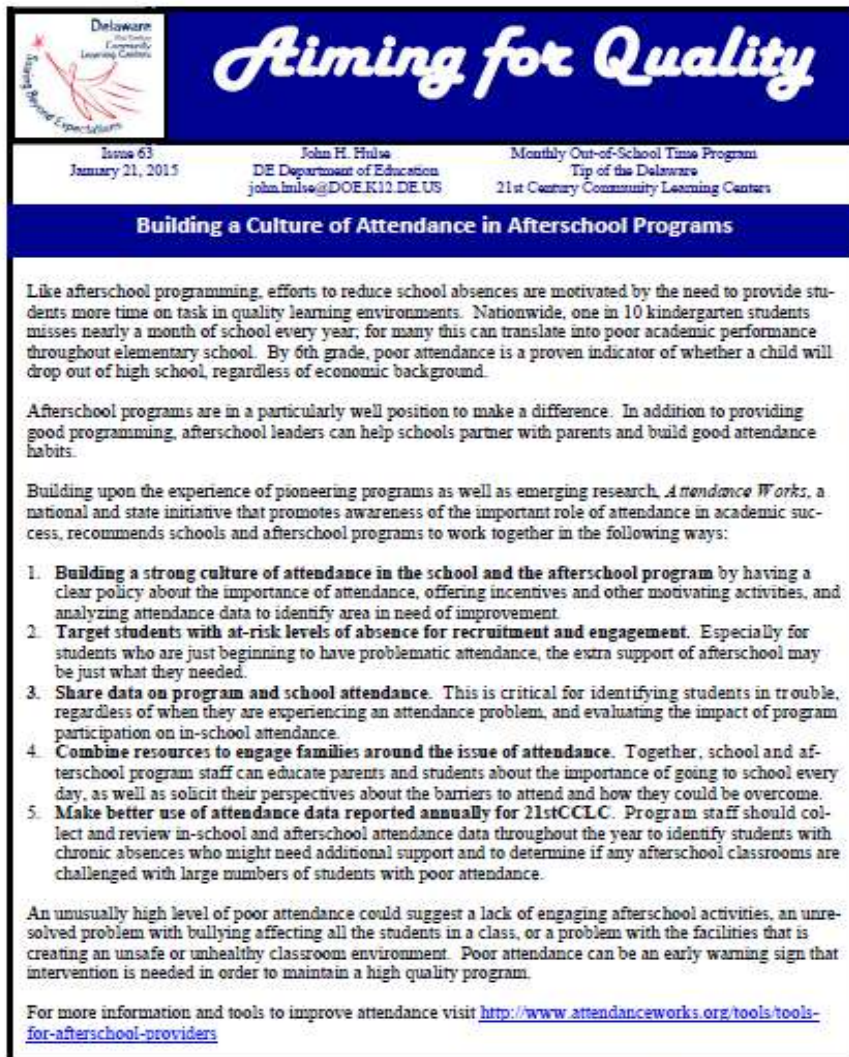
Project staff at the DDOE provide a welcome folder to each grantee at the beginning of the grant year that has information about the federal and state grant requirements, site monitoring information, technical assistance, self-assessment, and annual evaluation, as well as information on continuation plan for each site (See Image 4). This information is also shared as a group at the grantee-level meetings conducted by DDOE.

Image 4: Technical Assistance and Welcome Folder Given to Each Grantee at the Start of Grant Year



Additionally, the DDOE project staff send out a monthly newsletter, *Aiming for Quality*, to 21st CCLC site coordinators (See Image 5). The newsletter is written by UD TA providers and edited by the state and covers a wide range of topics and information on services and resources related to after school programs, such as how to improve attendance, parental engagement, announcements of workshops, how to do project-based learning , after school events, as well as upcoming project-related deadlines.

Image 5: Aiming for Quality Newsletter



The UD TA provider, with a team of about seven retired teachers who serve as site observers, visits each subgrantee three times per year, in conjunction with the self-assessment reports subgrantees complete. If the observers identify any issues, they submit a plan to fix the problem. Follow up typically happens by email and/or phone; more serious issues may involve additional meetings or visits. There is no formal way that the detailed feedback and actions are documented. UD informs DDOE of any issues of great significance, such as student safety, and the DDOE 21st CCLC program manager participates in follow up if appropriate. Each year, the TA provider submits a formal written report listing all the subgrantees with whom they worked that year, by month, and the general nature of the TA (See Image 6).

Image 6: Excerpt from UD 21st CCLC TA Provider Report to State

Monthly Report
October 2018 University of Delaware

Regular 21st CCLC Update Meeting
10/15/2018 John Mular and Terresita Cuevas

Aiming for Quality Newsletter
Topics: Financial Literacy

Site Observation
During the month of October 14 site observations were conducted, reports were written and sent to the Department of Education. Please see table below with more details about the site visits.

Date	Program/Site
10/09/2018	UD Coop. Ent 4W Shur Middle School
10/09/2018	Rehoboth Elem. School/CHSD
10/10/2018	Great Oaks Charter School
10/11/2018	Delaware Futures/Bayard Middle School/CSD
10/15/2018	Charter School of New Castle/Rt. 9 Library and Innovation Center
10/16/2018	Milton Elem. School/CHSD
10/17/2018	East Dover Elementary School/Capital SD
10/17/2018	UD Coop. Ent 4W Hickory Tree/Indian River
10/17/2018	Charter School of New Castle /Eastside Charter School
10/18/2018	Thomas Edison Charter School
10/22/2018	Kuumba Charter School
10/23/2018	UD Coop. Ent 4W Phillips Showell Elem. School
10/25/2018	Charter School of New Castle
10/30/2018	UD Coop. Ent 4W Lake Forest South

Other:

- 10/03/2018 Capital SD Subgrants (3) New Staff Meeting
- 10/07/2018 Campus Community Charter School Meeting
- 10/16/2018 Cohort 17 Subgrantees Mandatory Pre-Bid Meeting
- 10/17/2018 Delaware Afterschool Network Data Project Launch
- 10/18/2018 DE 21st CCLC External Evaluation Kickoff Meeting
- 10/19/2018 Kuumba 21st CC New Staff training
- 10/24/2018 Thomas Edison Charter School 21APR Meeting
- 10/25/2018 Lights On Afterschool Celebration at Bayard Middle School
- 10/30/2018 21st CCLC CIS 21APR DATA Meeting

Ongoing: Provided technical assistance to grantees and potential grantees through phone calls and emails. Communication with 21st CCLC State Coordinator

The 21st CCLC program observers' roles and functions include observing the programming efforts at the designated sites, completing an observation form, writing a formal report, and submitting it to

the 21st CCLC technical assistance provider at UD. Based on the report, if a situation at the sites calls for a follow-up by the TA provider, it is completed at the provider's discretion.

MNA's online survey of the observers administered in March gathered information about the observers' general experience with the program activities, lessons learned, challenges encountered, and their level of satisfaction with support and resources received from the TA provider. Overall, the seven 21st CCLC observers said that they are satisfied with the level of engagement they have had with the 21st CCLC program TA provider. All of them said that they have received formal training on how to conduct an observation using the standard form/checklist and have received responses for any follow up questions that they might have. Some comments were:

When I was hired, [the TA provider] went through the observation form at length with me to make sure I understood what information to gather. I also shadowed a veteran observer when I started. [The TA provider] also provided several copies of reports for me to read through as examples.

My supervisor...provided training and was always available for questions...She would communicate any new information to us, usually via email at the start of the site visitations in the fall, spring, and summer.

Additionally, they appreciated the opportunity to shadow experienced observers when starting out:

It was also very helpful to "shadow" an experienced observer before going to a site alone.

In particular, having the opportunity to shadow a fellow observer was very helpful. I was able to see how she communicated with the school, the information that was necessary for her to compile, how long she took observing each activity, and what kinds of notes she took.

Two observers noted that more formal training prior to beginning the observations would have been helpful instead of answering their questions along the way. They said:

I would have liked more formal training in clarification of terms and how to handle various situations, prior to beginning observations would have been helpful. Questions are answered as we go along, but may be more efficient to hold trainings each season or periodically with all observers to ensure we are all interpreting information in the same manner and proceeding accordingly.

To the question, "What are some of the main challenges faced by the 21st CCLC programs at the site level?", observers' responses centered on low or fluctuating participant attendance, staffing and leadership concerns, classroom management, and lack of sufficient resources.

The observers participated in conference calls in August 2018 and May 2019 with the UD TA provider.

In the subgrantee survey, to the question, "What is the most important thing DDOE personnel and

technical assistance providers could do to help you implement and improve your 21st CCLC program?” subgrantees responded:

I feel that a mentor should be put in place for new site coordinators just like they are for new teachers.

One on one meetings at the beginning of the school year to discuss expectations and go over my calendar and plans for the school year and compare that to the 21st CCLC calendar with all the due dates for reports and data.

Patience and additional ideating

I think the existing supports and structures in place currently have positively impacted our ability to be successful with this program. Accessibility, clarity and consistency with support and expectations make this existing team at DOE very strong.

Continue to have informational meetings and opportunities for Districts to collaborate in planning for grants and programming.

This is our final year of the five-year grant. Looking back, one way I would have appreciated support was to hold meetings in the evenings instead of always during the day when many of the coordinators were working and could not attend and had to send another person on their behalf.

Funding flexibility as the program grows

Highly achieving programs should receive extra points when reapplying to maintain their programs.

Helping better educate school districts and school personnel about the 21st CCLC program, responsibilities, and how district and school administrators support is critical to its success, whether the school district is the lead or a community-based organization is the lead.

Monthly or semi-monthly meeting for site coordinators and/or directors so that we could collaborate with other programs across the state and share ideas and program successes.

Provide funding for full-time coordinator position.

Possibly inform the state/communities these programs are available and out here for students through the school boards/committees or through some other means of communication.

Continue to be supportive!

Extend the grant more than 5 years.

Streamline the data collection. A lot of it's redundant.

Have better step by step written directions and attachments not just send us to websites to navigate.

Subgrantees responded to questions related to TA support and resources provided by the DDOE, UD TA provider staff, and other TA mechanisms. Emails with UD or state department of education personnel were most likely to be rated as extremely helpful, followed by phone calls and meetings. Webinars were least likely to be rated as extremely helpful (Table 4).

Table 4: How Helpful Is the Technical Assistance Provided to You?
Data Source: 2018-19 Subgrantee Survey

	Extremely helpful+ Helpful	Total
Emails with Delaware 21st CCLC technical assistance or state department of education personnel	95.8%	24
Phone calls with Delaware 21st CCLC technical assistance or state dept. of education personnel	91.6%	24
Initial subgrantee meeting with state department of education 21st CCLC personnel	95.2%	21
Meetings with Delaware 21st CCLC technical assistance or state department of education personnel	95.6%	23
Self-assessment visits from Delaware 21st CCLC technical assistance or state dept of ed personnel	12	23
Site visit observations by DE 21st CCLC technical assistance or state dept. of education personnel	9	23
Compliance monitoring visits by DE 21st CCLC technical assistance or state dept. of ed personnel	10	23
Webinars with/from DE 21st CCLC technical assistance or state department of education personnel	5	19
Other DE state 21st CCLC activities	8	19

Subgrantees write a variety of accountability reports to the state, including thrice-annual self-assessment reports (each report builds on the last; they do not start each report from scratch), -one-page quarterly reports, and annual performance report evaluations that include data for the federal APR. Subgrantees receive both on-site observations and compliance monitoring visits.

Subgrantees submit to the state quarterly attendance data and data on the number of family engagement activities. They report the data in a variety of ways, including attendance ranges and average daily attendance.

All subgrantees are required to update a site-specific self-assessment three times a year, using a form provided by DDOE, that provides an overview of the status of their infrastructure, fiscal planning and management, program activities, and services, staffing, and resource allocation (see Image 7). Subgrantees can seek technical assistance from the UD representative as needed for any assistance

around these topics and with completing the report. State 21st CCLC staff reported that the U.S. Department of Education has cited Delaware as a model for 21st CCLC reporting.

Image 7: Excerpt of Self-Assessment Tool

Delaware 21st Century Community Learning Centers Self-Assessment Tool: PK-12

Category 1: Safe and Nurturing Environment

A high-quality afterschool program provides participants with an environment conducive to growth and learning.

Check the appropriate boxes

A quality program has the following elements:	Not Addressed	Plan to Address it	In Development	In Place	In Place and Under Revision	Helps Program Reach Goal
1. Program environment that is:						
a. free of safety hazards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. suitably equipped	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Written and approved safety policies and procedures that are shared regularly with:						
a. staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. participants	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. State required:						
a. fire drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. safety drills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Safe transportation to and from the program and program-sponsored field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Accurate registration documents for all participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. All required documents pertaining to:						
a. health certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. insurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Emergency and contact information for all youth that is:						
a. accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. easily available (i.e. posted)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The program's hours of operation are based on families' schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Delaware 21st Century Community Learning Centers Self-Assessment Tool: PK-12

Category 3: Opportunities for Participants to Learn in Diverse Environments

A high-quality afterschool program helps students learn in different environments and under different activity structures.

Check the appropriate boxes

A quality program has the following elements:	Not Addressed	Plan to Address it	In Development	In Place	In Place and Under Revision	Helps Program Reach Goal
1. Opportunities to engage in independent learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Opportunities to engage in interactive, group-based activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Books, materials, or other resources that stimulate interest in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Opportunities to engage in learning activities off the program site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Opportunities to engage in:						
a. peer mentoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. service activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. community based projects	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. leadership opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. internships (for older participants)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 7 summary: State 21st CCLC staff and UD TA providers provide strong support to subgrantees throughout the year and through a variety of formats. The support is often personalized to the subgrantee. Subgrantees have multiple opportunities to reflect and report on programming throughout the year. Subgrantees reported the greatest satisfaction around support to be interactions with the TA provider and state 21st CCLC staff.

Section 8

CASE STUDY: CAPITAL SCHOOL DISTRICT

MNA completed a two-day site visit to the Capital School District on March 26 and 27, 2019. The visit included in-person interviews with the district-level administrator and his administrative assistant, a district data expert, site visits and interviews with the four Capital School Districts 21st CCLC sites, and phone interviews with five key 21st CCLC district partners/community organizations. The four sites visited included an elementary school, two middle schools, and a high school.

The site visit was intended to provide a deeper dive into 21st CCLC programming at a specific site to allow evaluators a better understanding of the nature of state support to subgrantees to achieve high-quality program implementation. Capital was recommended to the evaluators as a best-practice site; this case study is not representative of sites across the state. The case study gave evaluators a sense of what one subgrantee/district, considered by the state to be a leader in programming, looks like across the 21st CCLC board. Learning from a best-practice site is in itself a best practice.

The case study follows the report model of organization by evaluation question; the case study does not respond to every evaluation question.

Evaluation questions: What is the program quality (including services, resources, objective-based activities and time commitment respondent ranking of these activities, staff and student ratios, and level of staff training)?

What are the technical assistance processes used to support subgrantee programs?

What is staff input on state-level support (including respondent ranking of previous offerings and suggested additional offerings and ideas to expand and improve these services and their delivery)?

What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?

Partners, site coordinators, and school administrators alike echoed that a strong and supportive leadership, communication and responsiveness, trouble shooting, regular and direct communication

with stakeholders as needed and ongoing support from the district 21st CCLC administration are key factors in strong partnership building, sustenance, and project success.

A partner said, “[The district 21st CCLC administrator] and I support each other at the administration level. We do a lot of talking about what is proposed to be going on. I am a person he can bounce things off of...We meet each year with whoever [the] staff is for each of the buildings...and talk about which [partner’s program] content will be brought forward in the coming year...I am there with my staff and he is there with his staff and the message is clear that this is something we are all going to be held accountable for.”

Another partner said, “[The district 21st CCLC administrator] has been a good support ally. He has offered to step in and work with me when I have any communication problems with either of the two coordinators.”

A site coordinator said, “I am new this year, it’s my first year here...Any time I have questions about the grant, [the district 21st CCLC administrator] knows it forwards and backwards. Anything with staffing, he is always there if I ask him...He is always there to support. I see him once or twice a week.”

The district 21st CCLC administrator communicates with and receives support from the state 21st CCLC director.

The district administrator said, discussing a welcome binder with organized information on grantee roles and responsibilities the state provides to all grantees, “[The state director] puts together [a binder] for any new programs. Then they meet and go over it. He goes through every facet of this to talk through what they need to do...We invite our partners...They get a packet too. [The state director] goes through all that with them and us, the site coordinator, the principal...It helps...It’s good for everyone in the group... to learn the expectations. Communication on the calendar is really important. [The state 21st CCLC program has] a good web page and they direct us to that; that is helpful as well. It goes through when reports...are due.”

Partner and site coordinator-level communication with the state 21st CCLC director tends to be about compliance and budgetary issues.

A site coordinator said: [The state 21st CCLC director] is like the leader of the whole group. He tells us expectations, deadlines to make his job easier. [He] is a great leader, conveys his message well, and is easy to reach. I love his emails that tell us where our budgets are and what to do.

Support from the UD 21st CCLC technical assistance provider is valued by the site coordinators and the district 21st CCLC administration for its responsiveness and practicality.

A site coordinator said, “[The TA provider] calls to say hey and comes down to my site to show me this, this, and this. At the beginning when it was time for the first APR, I was talking to [her] like every single day. I was like, ‘What is an APR? How do I log in?’”

Another site coordinator said, “[The state TA provider] is very encouraging and will take time out to communicate with you, to hear what the issues are, and always helps come up with a resolution step by step what you can do to make program better or the kids more interested. For example, ...I had put together a schedule. Some kids came to me and said they weren’t interested in the options. I went to [the TA provider] and she advised me to put together a student committee... I check back in with her to follow-up and let her know if it is working and anything else. She is always willing to help.”

The district administrator said, “The TA is not like a formal ‘gotcha.’ It is what we want to do to help you. It’s really good conversation...Our site coordinators have called her a lot more this year [because they are new].

Turnover in site-level staff affects program implementation; turnover can require rebuilding. Capital had turnover in three of four site coordinator positions in 2018-19, with three site coordinators new to the positions as well as some new school administrators working with projects.

A partner said, “The program we were trying to do at [one site] went really well until they had the person leave the building. A combination of a principal and a primary staff person left the building..What happened is you had this really effective partnership or team of leaders...These two people were driving it. The other people, their plates are already full, and whoever replaces them is drinking from a fire hose, making sure they are meeting the basic metrics around keeping kids safe and attending school.”

Capital rolled out in 2018-19 *EZ Reports*, a 21st CCLC data system, for 21st CCLC attendance and other data to make collection, keeping, and reporting more accurate and efficient. Some sites are actively using the system and others are coming on board. *EZ Reports* could make APR reporting faster, easier, and more accurate for the funded programs.

A site coordinator said, “For the 21 APR, we use EZ Reports for our attendance figures. We take attendance every day on iPads, so all our attendance is boom boom boom. It is easy to get average number enrolled in a program, etc.”

Capital also uses *Schoology* to keep everyone on the same page and streamline procedures.

A district staff member said, “We do a lot with Schoology within Capital. We have our 21st Century program. We help [the sites] put in all their resources so that if somebody else comes in, we get a new coordinator or something, they can pull up all the kids, the parent guidebook, the staff handbook, fliers, forms, budgets, etc. It is easily accessible and can be updated. I can go into any of the schools and look at summer school, payroll forms, etc.”

Evaluation questions:

What are participating students’ attitudes towards school?

What is parents’ level of satisfaction toward the program and parent level of school connectedness?

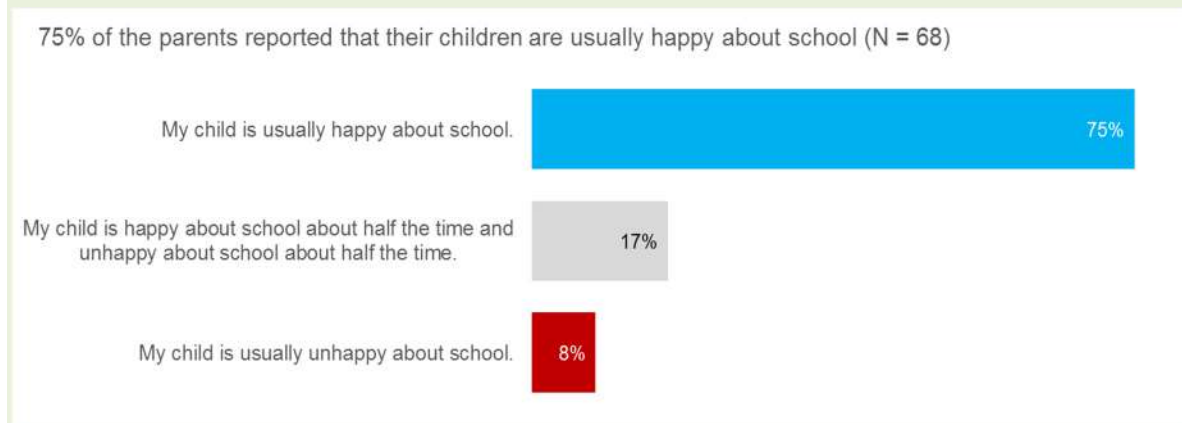
What family engagement activities, including meeting and training themes, are offered, and what is the level of participation and satisfaction with these activities?

Due to time constraints and state-level Institutional Review Board and FERPA regulations, the evaluators were unable to administer a statewide parent survey to gauge parents' perceptions of after school programs serving their children, their levels of participation and engagement in the programs, and their perceived impact on behavior and academic performance.

However, per DDOE's suggestion, the evaluators worked with staff from the Capital School District to have parents of students participating in the four Capital 21st CCLC programs in 2018-19 complete a parent survey developed by the evaluators. The district administered the online parent survey via the RemindApp, embedded in their monthly newsletter. Because there were no data available on how many parents/family members of 21st CCLC participants exist, it is not possible to calculate a response rate for the parent survey. Because these data are only for the Capital School District, they should not be interpreted as being representative of parents across the state.

In the parent survey, 75% of respondents across the four sites (n=68) reported that their children were usually happy about school. See Figure 8.

Figure 8: How Happy Are Your Children About School? (n=68)
Data Source: Capital School District Parent Survey



In the parent survey, when asked if their child(-ren) usually did their homework on time, 80% of the 68 survey respondents said "Yes."

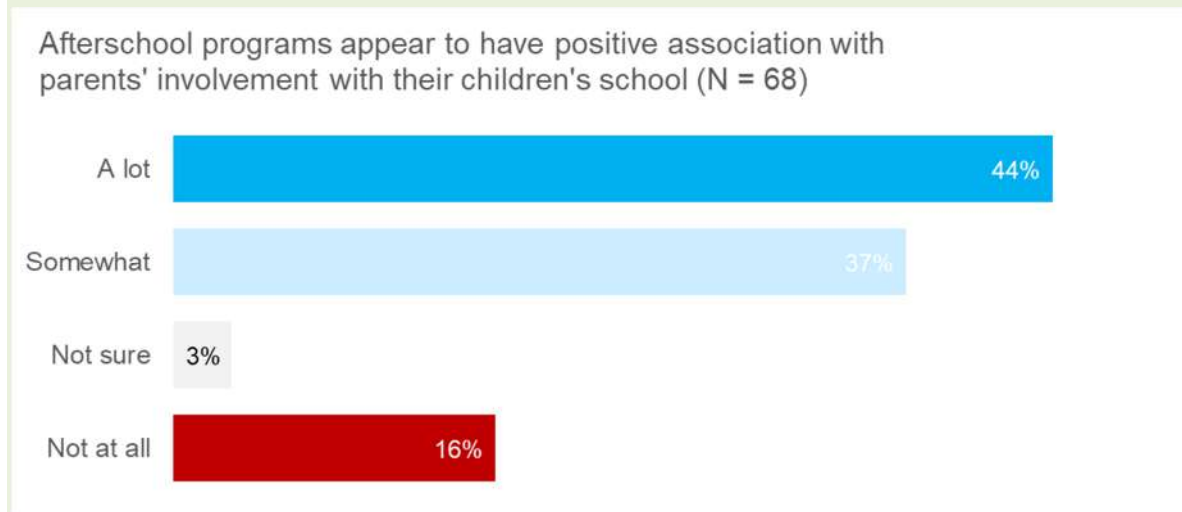
An overwhelming majority (94%) of parents responded in the parent survey (n=68) that they are satisfied with their child's after-school program. Almost all parents said that they are moderately or very involved with their children's school (Figure 9).

**Figure 9: To what extent were parents involved in their children’s school?
Data Source: 2018-19 Capital School District Parent Survey**

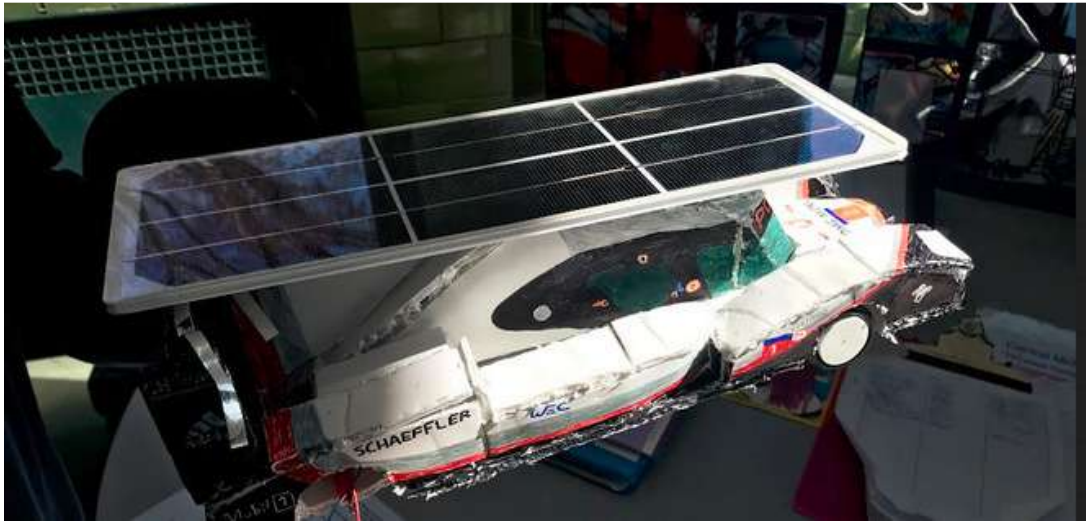
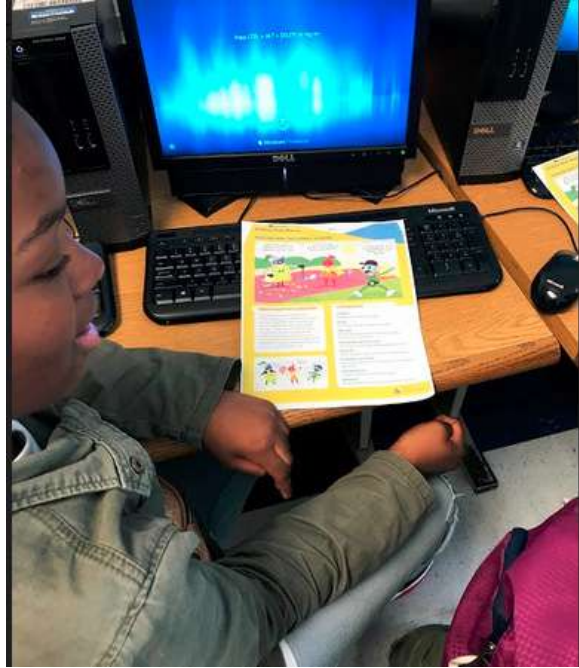


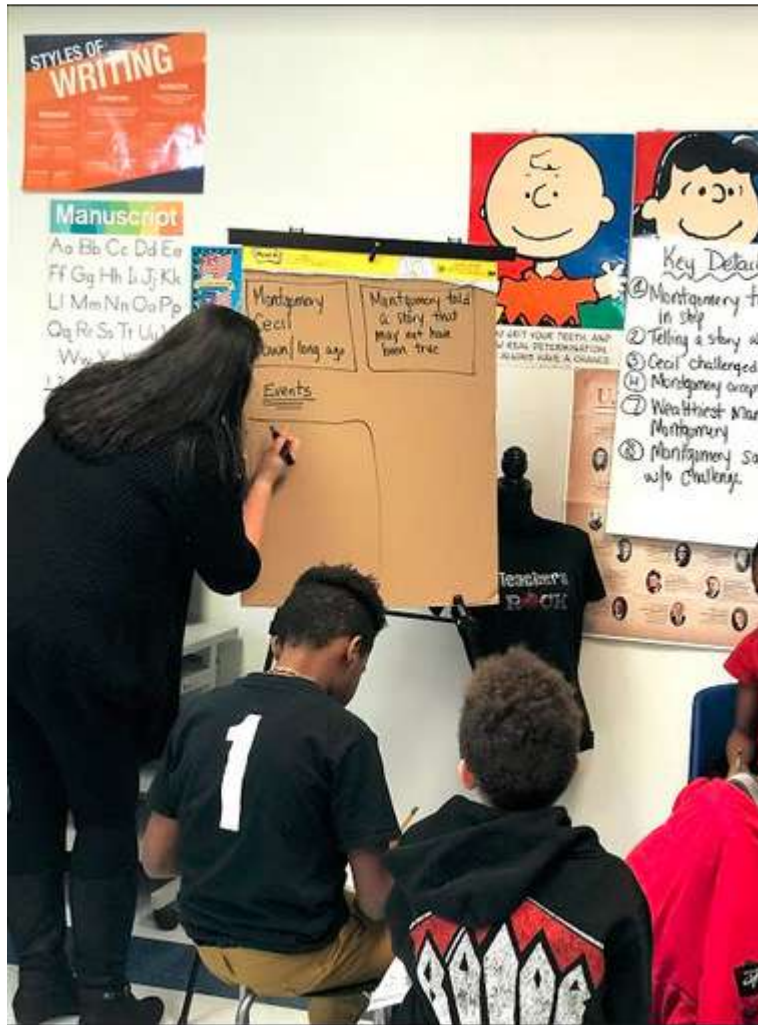
Furthermore, parents reported that the after school program has an effect on their involvement in their child’s school. See Figure 10.

**Figure 10: To what extent did children’s participation in 21st CCLC influence the extent to which parents were involved in their children’s school?
Data Source: 2018-19 Parent Survey**



Photos from the Capital School District Site Visit





Section 8 Case Study Summary: Capital School District stakeholders were highly satisfied with the level of technical assistance and support they received from the state. Parents reported that their children exhibited positive indicators of academic success aligned with participation in OST. Capital has data collection and keeping practices in place that may be of interest to the state.

Section 9

What is most successful about DDOE's 21st CCLC program implementation from 2015-2019 school years? What are the greatest challenges and how are they addressed?

Subgrantee leaders were asked in the subgrantee survey to list the successes of their program over the past few years. Subgrantees also discussed these issues in focus groups with evaluators. They mentioned the following successes most prominently:

- Increased overall attendance
- Increased number of regular attenders

- Improved programming, community relations and collaborations
- Helpful technical assistance, support, and resources from UD and DDOE
- Family engagement
- Programmatic activities

By far the most challenging aspect for program leaders was recruiting and maintaining sufficient student attendance in the program, with 54 percent (13 of 24) subgrantees reporting this.

Section 9 Summary: Subgrantees listed many successes in 21st CCLC programming, all tied to important components of implementing successful 21st CCLC programming.

Like most programs and states, participant recruitment and retention are the biggest program challenges.

SUMMARY AND RECOMMENDATIONS

Summary

DDOE implemented a 21st CCLC across the state of Delaware from 2015-2019. In each school year, grantees received subgrants and ran projects serving students in grades preK-12. Programming included academic support and enrichment as well as community collaborations and parent/family engagement efforts. Subgrantees reported on their progress and the quality of program implementation to DDOE through a variety of documents.

Parents, subgrantees, and teachers overall reported satisfaction with 21st CCLC program efforts through interviews, focus groups, and online surveys. DDOE 21st CCLC staff and UD TA providers worked with subgrantees to support them in their efforts to implement high-quality programs and to monitor subgrantees for accountability and program improvement. See Table 5 for the overall summary of the findings per evaluation question.

Table 5: What are the Main Findings per Evaluation Question?

Evaluation Question	Main Findings
What are participating students' attitudes towards school?	Across several data sources, teachers and subgrantees reported improvement for many program participants in areas such as being

Evaluation Question	Main Findings
	motivated to learn, coming to school, and participating and volunteering in class.
<p>What is the level of and teacher satisfaction with participating students' homework completion and school-day participation and attendance?</p> <p>What are teachers' perceptions of student improvement, both behavioral and academic?</p>	<p>Teachers who completed the 21APR teacher survey for their students who were enrolled in 21st CCLC programs reported that 57% of these students showed an improvement in class participation, 56% in academic performance, and 52% in turning homework on time. They also reported observing positive change in student behavior, including volunteering (45%), attendance (30%), being attentive in class (49%), coming to school motivated to learn (47%), and getting along with other students (41%).</p>
<p>What are participants' 21st CCLC attendance and enrollment trends, including attendance duration per student and student dropout rates and reasons?</p>	<p>21st CCLC participants were most likely to attend programs rates between 30-59 days. There is a potential correlation between attendance and math and English achievement that looks different for higher and lower grades and is worth exploring further. More than half of students improved their academic performance to teachers' satisfaction.</p>
<p>What is parents' level of satisfaction toward the program and parent level of school connectedness?</p>	<p>(From case study) – An overwhelming majority (94%) of parents responded in the parent survey (n=68) that they are satisfied with their child's after-school program. Almost all parents said that they are moderately or very involved with their children's school. And 75% of respondents across the four sites (n=68) reported that their children were usually happy about school. Parents also reported that their children exhibited positive indicators of academic success aligned with participation in OST.</p>

Evaluation Question	Main Findings
<p>What family engagement activities, including meeting and training themes, are offered, and what is the level of participation and satisfaction with these activities?</p>	<p>Subgrantees reported positively on their parent and family engagement activities, providing numerous successful examples to evaluators. On average, subgrantees held between three and five such activities each year.</p>
<p>What community collaborations exist, based on partner involvement, shared responsibilities, and program sustainability?</p>	<p>Many community collaborations were formed with 21st CCLC subgrantees across the state. Collaboration was promoted by the state and was a requirement for funding.</p>
<p>What is the program quality (including services, resources, objective-based activities and time commitment respondent ranking of these activities, staff and student ratios, and level of staff training)?</p> <p>What are the technical assistance processes used to support subgrantee programs?</p> <p>What is staff input on state-level support (including respondent ranking of previous offerings and suggested additional offerings and ideas to expand and improve these services and their delivery)?</p>	<p>State 21st CCLC staff and UD TA providers provide strong support to subgrantees throughout the year and through a variety of formats. The support is often personalized to the subgrantee. Subgrantees have multiple opportunities to reflect and report on programming throughout the year.</p> <p>Subgrantees reported the greatest satisfaction around support to be interactions with the TA provider and state 21st CCLC staff.</p>
<p>What is most successful about DDOE’s 21st CCLC program implementation from 2015-2019 school year?</p> <p>What are the greatest challenges and how are they addressed?</p>	<p>Subgrantees listed many successes in 21st CCLC programming, all tied to important components of implementing successful 21st CCLC programming.</p> <p>Like most programs and states, participant recruitment and retention are the biggest program challenges.</p>

Evaluators' Recommendations

Based on the evaluation findings in the above report, MNA makes the following recommendations to DDOE to inform 21st CCLC implementation in the future:

- ***Develop or adopt a state-wide software-based system of collecting data from subgrantees.*** MNA was unable to procure complete and reliable quantitative data for all years included in this evaluation. Complete sets of reports were not available, in part because there was not a system in place for DDOE to keep each type of report in one place. All reporting should be done online in this system, including but not limited to subgrantee-level student participant enrollment, attendance, and demographic data collection, as well as quarterly reports, self-assessment reports, subgrantee annual performance report evaluations, monitoring visit reports, follow up reports and actions, and TA provider observation and technical assistance reports. No reports or information of value should be kept solely in emails or in different files. Reports should be 100% electronic, perhaps through online form completion, and not submitted to DDOE in Word or PDF formats. Provide site coordinators and others who will need to use these systems with complete and ongoing training to do so.

The Capital School District has piloted a software across its sites (*EZ Reports*) to collect and track data and may provide useful insights to DDOE in selecting software and developing an online data collection strategy.

- ***Conduct an evaluation of state-level 21st CCLC program efforts in each year of the grant.*** It is difficult to conduct an evaluation that accurately captures data from programming and activities that happened several years before the evaluation period. Smaller-scale evaluations conducted in each grant year would be a smaller burden on DDOE, UD, and subgrantees and would provide ongoing and up-to-date information to use in decision making and program improvement. Involve evaluator from the beginning of the evaluation process—writing the RFP—to help develop the evaluation questions to ensure that the evaluation is comprehensive and data is available or can be collected to respond to evaluation questions. Work with the evaluator to develop a theory of change to guide evaluation and program implementation.
- ***Require subgrantees to conduct site-level external evaluation to inform program quality and improvement annually and collect site level data to be input into the central system.*** Each site should also develop its own theory of action aligned with the state theory of action but differentiated to reflect site-level goals and objectives and local context.
- ***Hold subgrantees accountable for required reporting.*** Follow up with subgrantees until required data are submitted. Consider appropriate measures to take if subgrantees do not

produce required reports, such as funding suspension.

- ***Consider opportunities for subgrantees to share their expertise and questions with each other in a formal and ongoing way.*** For example, implement a Mentor-Mentee model where a stronger site mentors a struggling or new site. Form Professional Learning Communities in person and/or virtually where the sites can meet and share best practices and discuss important ideas and readings.
- ***Include the UD observer/evaluators in all TA provided,*** such as the quarterly meetings, to provide them with more context about subgrantees, strengthen their relationships with subgrantees, and keep them up to date on 21st CCLC.
- ***Continue to provide personalized technical assistance to subgrantees*** as requested, based on their ongoing needs. Staffing levels at the state and UD level may need to be strengthened to fully meet these needs.

APPENDIX

List of Grantees⁴

Table A: List of Grantees Awarded 21st CCLC Grants by DDOE in SY 2015-2019

Subgrantee Name	Site Location	Partnering Schools
2015-16 Subgrantees (N=32)		
Sussex Technical School District	Woodbridge Middle School	Woodbridge Middle School
Kuumba Academy Charter School	Kuumba Academy Charter	Kuumba Academy
Cooperative Extension; University of Delaware	Capitol Green Housing Project	South Dover Elementary School; William Henry Middle School
University of Delaware – DASL	Paul Laurence Dunbar Elementary	Paul Laurence Dunbar Elementary
Capital School District	William Henry Middle School	William Henry Middle School
Capital School District	East Dover Elementary School	East Dover Elementary School
Cape Henlopen School District	Milton Elementary School	Milton Elementary School
Sussex Tech School District	Phillis Wheatley Elementary School	Phillis Wheatley Elementary School
University of Delaware – DASL	West Seaford Elementary School	Blades Elementary School; Frederick Douglas Elementary School; Seaford Central; West Elementary School
University of Delaware Cooperative Extension	Kirk Middle School	Kirk Middle School
University of Delaware	Gauger-Cobbs Middle School	Gauger-Cobbs Middle School
Christina School District	Eastside Community School; Stubbs Elementary School	Frederick Douglas Elementary School; Stubbs Elementary School
Delaware College Preparatory Academy	Delaware College Preparatory Academy	Delaware College Preparatory Academy
Red Clay Consolidated School District	Highlands Elementary School; Richardson Park Elementary School; Warner Elementary School	Highlands Elementary School; Richardson Park Elementary School; Warner Elementary School
University of Delaware – DASL	McIlvaine Early Childhood Center; Nellie Stokes Elementary; W. Reily Brown Elementary	McIlvaine Early Childhood Center; Nellie Stokes Elementary; W. Reily Brown Elementary
Cape Henlopen School District	H.O. Brittingham Elementary School	H.O. Brittingham Elementary School
University of Delaware	Shue Medill Middle School	Shue Medill Middle School

⁴ Lists were shared by DDOE

Subgrantee Name	Site Location	Partnering Schools
Boys and Girls Club of DE - Greater Smyrna	Boys and Girls Club of Greater Smyrna	Smyrna Middle School
Metropolitan Urban League	HB DuPont Middle School; AI DuPont Middle School; AI DuPont High School	HB DuPont Middle School; AI DuPont Middle School; AI DuPont High School
Latin American Community Center	Oberle Elementary School	Oberle Elementary School
Cape Henlopen School District	Rehoboth Elementary School	Rehoboth Elementary School
Latin American Community Center	William C Lewis Elementary School	William C Lewis Elementary School
Delaware Futures, Inc.	Bayard Middle School	Bayard Middle School
Communities in Schools	Milford High School; Milford Central Academy	Milford High School
Lewes Presbyterian Church	Lewes Presbyterian Church	Shields Elementary School
NCCVT School District	Delcastle Tech High School; Howard High School of Tech; Del. Center for Contemporary Art	Delcastle Tech High School; Howard High School of Tech
Campus Community School	Campus Community School	Campus Community School
Christina School District	Albert Jones Elementary School	Albert Jones Elementary School
Delaware Technical Community College	Delaware Technical Community College; Fraim Boys and Girls Club	A.I. DuPont Middle; Stanton Middle; Dickinson High; McKean High School
Red Clay Consolidated School District	Baltz, Mote, Lewis, Marbrook, Shortlidge and Warner Elem. Schools	Baltz, Mote, Lewis, Marbrook, Shortlidge and Warner Elem. Schools
Boys and Girls Club of Delaware	Evan G. Shortlidge Academy	Evan G. Shortlidge Academy
Eastside Charter School	Eastside Charter School	Eastside Charter School
2016-17 Subgrantees (N=34)		
Capital School District	William Henry Middle School	William Henry Middle School
Capital School District	East Dover Elementary School	East Dover Elementary School
Capital School District	Dover High School	Dover High School
University of Delaware – DASL	McIlvaine Early Childhood Ctr; Nellie Stokes Elementary; W. Reily Brown Elementary	McIlvaine Early Childhood Ctr; Nellie Stokes Elementary; W. Reily Brown Elementary
University of Delaware – DASL	Paul Laurence Dunbar Elementary	Paul Laurence Dunbar Elementary
Communities in Schools	Milford High School; Milford Central Academy	Milford High School; Milford Central Academy
University of Delaware – DASL	Frederick Douglas; Seaford Central Schools	Frederick Douglas; Seaford Central Schools
Delaware Futures, Inc.	Bayard Middle School	Bayard Middle School
NCCVT School District	Delcastle Technical High School; Howard High School of	Delcastle Technical High School; Howard High School of Technology

Subgrantee Name	Site Location	Partnering Schools
	Technology; Delaware Center for Contemporary Art	
Red Clay Consolidated School District	Highlands Elementary School; Richardson Park Elementary School; Warner Elementary School	Highlands Elementary School; Richardson Park Elementary School; Warner Elementary School
Metropolitan Wilmington Urban League	HB DuPont Middle School; AI DuPont Middle School; AI DuPont High School	HB DuPont Middle School; AI DuPont Middle School; AI DuPont High School
Christina School District	Albert Jones Elementary School	Albert Jones Elementary School
Christina School District	Stubbs Elementary School	Stubbs Elementary School
Campus Community School	Campus Community School	Campus Community School
University of Delaware/Lake Forest School District	W.T. Chipman Middle School	W.T. Chipman Middle School
Cape Henlopen School District	H.O. Brittingham Elementary School	H.O. Brittingham Elementary School
University of Delaware/Lake Forest School District	Lake Forest South Elementary	Lake Forest South Elementary
Sussex Tech School District	Woodbridge Middle School	Woodbridge Middle School
Sussex Tech School District	Phillis Wheatley Elementary School	Phillis Wheatley Elementary School
University of Delaware Cooperative Extension	Kirk Middle School	Kirk Middle School
Cooperative Extension; University of Delaware	Capitol Green Housing Project	South Dover Elementary School; William Henry Middle School
Boys and Girls Clubs of Delaware - Greater Smyrna	Boys and Girls Clubs of Delaware - Greater Smyrna; Smyrna Middle School	Smyrna Middle School
Latin American Community Center	William C Lewis Elementary School	William C Lewis Elementary School
Latin American Community Center	Oberle Elementary School	Oberle Elementary School
Kuumba Academy Charter School	Kuumba Academy	Kuumba Academy
University of Delaware	Gauger-Cobbs Middle School	Gauger-Cobbs Middle School
Lewes Presbyterian Church	Lewes Presbyterian Church	Shields Elementary School
Boys and Girls Clubs of Delaware	Evan G. Shortlidge Academy	Evan G. Shortlidge Academy
Delaware Technical Community College	Stanton Middle; Dickinson High; McKean High; Sarah Pile and Christina High Schools; Fraim Boys and Girls Club	Stanton Middle; Dickinson High; McKean High; Sarah Pile and Christina High Schools
University of Delaware	Shue Medill Middle School	Shue Medill Middle School
Cape Henlopen School District	Milton Elementary School	Milton Elementary School
Cape Henlopen School District	Rehoboth Elementary School	Rehoboth Elementary School

Subgrantee Name	Site Location	Partnering Schools
Eastside Charter School	Eastside Charter School	Eastside Charter School
University of Delaware/Indian River	Phillip C. Showell Elementary; Selbyville Middle School; John M. Clayton Elementary	Phillip C. Showell Elementary; Selbyville Middle School; John M. Clayton Elementary
2017-18 Subgrantees (N=31)		
Capital School District / Junior Achievement of Delaware	William Henry Middle School	William Henry Middle School
Capital School District and Junior Achievement of Delaware	East Dover Elementary School	East Dover Elementary School
Capital School District and Junior Achievement of Delaware	Dover High School	Dover High School
Capital School District and Junior Achievement of Delaware	Central Middle School	Central Middle School
Cape Henlopen School District and Rehoboth-Dewey Beach Chamber of Commerce	Rehoboth Elementary School	Rehoboth Elementary School
Campus Community Charter School / Communities in Schools	Campus Community Charter School	Campus Community Charter School
Kuumba Academy Charter School and Christina Cultural Arts Center	Kuumba Academy Charter School	Kuumba Academy Charter School
Freire Charter School and The Delaware Contemporary	Freire Charter School	Freire Charter School
Red Clay Consolidated School District and Children and Families First	Highlands Elementary; Richardson Park Elementary; Warner Elementary Schools	Highlands Elementary; Richardson Park Elementary; Warner Elementary Schools (Red Clay)
Sussex Tech School District / Woodbridge School District	Woodbridge Middle School	Woodbridge Middle School
Thomas Edison Charter School and City of Wilmington Parks and Recreation	Thomas Edison Charter School	Thomas Edison Charter School
Sussex Tech School District and Woodbridge School District	Phillis Wheatley Elementary School	Phillis Wheatley Elementary School (Woodbridge SD)
Delaware Technical Community College / Red Clay and Christina School Districts	Stanton Middle; McKean High; Sarah Pyle Academy, Christina High; Fraim Boys and Girls Club	Stanton Middle; McKean High; Sarah Pyle Academy, Christina High; Fraim Boys and Girls Club
Great Oaks Charter School and the Summer Learning Collaborative	Great Oaks Charter School	Great Oaks Charter School
University of Delaware Cooperative Extension and Lake Forest School District	Lake Forest South Elementary	Lake Forest South Elementary (Lake Forest SD)

Subgrantee Name	Site Location	Partnering Schools
Lewes Presbyterian Church / Cape Henlopen School District	Lewes Presbyterian Church	Shields Elementary School (Cape Henlopen SD)
University of Delaware Cooperative Extension and Lake Forest School District	W.T. Chipman Middle School	W.T. Chipman Middle School (Lake Forest SD)
University of Delaware – DASL / Laurel School District	Paul Laurence Dunbar Elementary School	Paul Laurence Dunbar Elementary School (Laurel SD)
Christina School District / Children and Families First	Stubbs Elementary School	Stubbs Elementary School (Christina SD)
University of Delaware – DASL / Seaford School District	Frederick Douglass Elementary School; Seaford Central Elementary School	Frederick Douglass Elementary School; Seaford Central Elementary School (Seaford SD)
University of Delaware	Gauger-Cobbs Middle School	Gauger-Cobbs Middle School
Communities in Schools / Milford School District	Milford High School; Milford Central Academy	Milford High School; Milford Central Academy
Boys and Girls Clubs of Delaware / Red Clay School District	Evan G. Shortlidge Academy	Evan G. Shortlidge Academy (Red Clay SD)
NCCVT School District	Delcastle Technical High School; Howard High School of Technology; Delaware Center for Contemporary Art	Delcastle Technical High School; Howard High School of Technology
Delaware Futures, Inc. and Christina School District	Bayard Middle School	Bayard Middle School
University of Delaware Cooperative Extension and Christina School District	Shue Medill Middle School	Shue Medill Middle School
University of Delaware – DASL and Caesar Rodney School District	McIlvaine Early Childhood Ctr; Nellie Stokes Elementary; W. Reily Brown Elementary	McIlvaine Early Childhood Ctr; Nellie Stokes Elementary; W. Reily Brown Elementary
Cape Henlopen School District and Children and Families First	Milton Elementary School	Milton Elementary School
Cape Henlopen School District and Clear Space Theater Company	H.O. Brittingham Elementary School	H.O. Brittingham Elementary School
Eastside Charter School and Boys and Girls Clubs of Delaware	Eastside Charter School	Eastside Charter School
University of Delaware Cooperative Extension and Indian River School District	Phillip C. Showell Elementary; Selbyville Middle School; John M. Clayton Elementary	Phillip C. Showell Elementary; Selbyville Middle School; John M. Clayton Elementary
2018-19 Subgrantees (N=23)		
Woodbridge School District and University of Delaware-DASL	Woodbridge Middle School	Woodbridge Middle School (Woodbridge SD)

Sussex Tech School District and Woodbridge School District	Phillis Wheatley Elementary School	Phillis Wheatley Elementary School (Woodbridge SD)
Cape Henlopen School District and Rehoboth-Dewey Beach Chamber of Commerce	Rehoboth Elementary School	Rehoboth Elementary School (Woodbridge SD)
Charter School of New Castle and New Castle County Community Services and YMCA	Charter School of New Castle; YMCA-Bear; YMCA-Western New Castle; New Castle County Rt. 9 Library	Charter School of New Castle
Capital School District and Junior Achievement of Delaware	Central Middle School	Central Middle School (Capital SD)
Delaware Futures, Inc. and Christina School District	Bayard Middle School	Bayard Middle School (Christina SD)
Delaware Technical Community College/ Red Clay School Districts	Del Tech George and Stanton Campuses and McKean High	McKean High (Red Clay SD)
Eastside Charter School and Boys and Girls Clubs of Delaware	Eastside Charter School Summer Collab. Camp at Salesianum HS	Eastside Charter School
Cape Henlopen School District and Children and Families First	Milton Elementary School	Milton Elementary School (Cape Henlopen SD)
Freire Charter School and The Delaware Contemporary	Freire Charter School; Delaware Contemporary Arts; Summer Collab Camp at Salesianum HS	Freire Charter School
Cape Henlopen School District and Clear Space Theater Company	H.O. Brittingham Elementary School	H.O. Brittingham Elementary School (Cape Henlopen SD)
Kuumba Academy Charter School and Christina Cultural Arts Center	Kuumba Academy Charter School	Kuumba Academy Charter School
Red Clay Consolidated School District and Children and Families First	Lewis Elementary; Richardson Park Elementary; Warner Elementary Schools	Lewis Elementary; Richardson Park Elementary; Warner Elementary Schools (Red Clay SD)
University of Delaware 4-H Cooperative Extension and Christina School District	Shue-Medill Middle School	Shue-Medill Middle School (Christina SD)
Capital School District and Junior Achievement of Delaware	East Dover Elementary School	East Dover Elementary School (Capital SD)
Capital School District and Junior Achievement of Delaware	Dover High School	Dover High School (Capital SD)
University of Delaware 4-H Cooperative Extension and Lake Forest School District	Lake Forest South Elementary	Lake Forest South Elementary (Lake Forest SD)

University of Delaware 4-H Cooperative Extension and Indian River School District	Phillip C. Showell Elementary; Hickory Tree Community Center	Phillip C. Showell Elementary (Indian River SD)
Thomas Edison Charter School and City of Wilmington Parks and Recreation	Thomas Edison Charter School	Thomas Edison Charter School
Capital School District and Junior Achievement of Delaware	William Henry Middle School	William Henry Middle School (Capital SD)
Great Oaks Charter School and the Summer Learning Collaborative	Great Oaks Charter School; Summer Collab. Camp at Salesianum HS	Great Oaks Charter School
University of Delaware 4-H Cooperation Extension and Milford School District	Milford High School; Milford Central Academy	Milford High School; Milford Central Academy (Milford SD)
University of Delaware - DASL and Caesar Rodney School District	Mcllvaine Early Childhood Center; Nellie Hughes Stokes Elementary; W. Reily Brown Elementary School	Mcllvaine Early Childhood Center; Nellie Hughes Stokes Elementary; W. Reily Brown Elementary School (Caesar Rodney SD)

Methodology

MNA conducted a mixed-methods study using qualitative and quantitative data that included document review, online surveys, on-site observations, interviews, focus groups, and collection of extant data from subgrantee reports. Triangulation across these sources allowed the evaluation team to gather data from multiple sources and corroborate them for accuracy and reliability to the extent possible, based on data source completeness and accuracy.

Some evaluation data to measure the extent and quality of 21st CCLC implementation by DDOE used instrumentation specifically designed for this study, including instruments designed to conduct:

- (a) program document review;
- (b) interviews and focus groups of DDOE staff, Delaware 21st CCLC technical assistance providers and program administrators outside of the DDOE, 21st CCLC subgrantee administrative and front-line staff and partners, and parents of 21st CCLC program participants;
- (c) a subgrantee survey;
- (d) observations of DDOE 21st CCLC technical assistance and other meetings between the state, technical assistance providers, and subgrantees (as applicable);
- (e) a case study of Capital School District of Delaware 21st CCLC programming;
- (f) 2015-2019 annual performance report evaluations; and
- (g) online administration facilitation of the 21 APR Teacher Survey 2018-2019.

Document Review. MNA was given access to existing subgrantee reports for all the cohorts. These included:

- (a) subgrantee continuation plans for 2016-2017 and 2017-2018;
- (b) subgrantee Delaware 21st Century Community Learning Centers Annual Performance Report Evaluations from 2015-2016, 2016-2017, 2017-2018, and 2018-2019;
- (c) appropriate components of the Delaware ESSA plan
- (d) agendas and minutes from DDOE/UD technical assistance sessions and other meetings with subgrantees, and
- (e) other subgrantee reports by TA providers and subgrantees

Documents were reviewed to determine if and to what extent the overall state-level project milestones were being achieved as planned, resources are being allocated appropriately in order to accomplish project goals, and resultant outputs are of the desired quality. The method of collecting data from each type of document varied depending on the extent to which each set of reports was complete and the quality of the data in the reports. In some cases, MNA reviewed reports to get an overview of the types of services being provided by subgrantees. In other cases, MNA attempted to harvest particular pieces of data from certain reports. The extent to which such data harvesting results in a usable data for the evaluation depended on the completeness and quality of each set of reports.

Interviews and Focus Groups. MNA conducted in-person and/or telephone/virtual interviews

and focus groups with key Delaware 21st CCLC stakeholders. These included:

- 1) Kick-off meeting and follow-up phone calls and interviews with DDOE 21st CCLC staff and Technical Assistance provider, UD
- 2) Focus groups with subgrantees
- 3) In-person interviews with Capital School District leadership, data experts, and staff members
- 4) Site visits to four Capital School District 21st CCLC projects, and
- 5) Phone interviews with Capital School District partners

Subgrantee Survey. In addition to conducting the on-site focus groups of the subgrantees, MNA administered an online survey on the subgrantees (program manager level), created in Google Forms. The survey focused on the evaluation question above to measure overall state-level program implementation and quality and support. The survey also includes a few questions to measure the strength of the 21st CCLC collaboration/partnership both between and within the subgrantees at the state level.

21APR Teacher Survey. MNA worked with DDOE to have subgrantees administer the 21APR teacher survey on Survey Monkey. MNA provided DDOE with a detailed administration strategy. This administration strategy allowed MNA to obtain SY 2018-19 aggregate data in the 21APR teacher survey responses that tie to the evaluation questions within the timeline of the grant.

Parent Survey. To capture parents' perspectives and level of satisfaction with the 21st CCLC programming at the sites for their children, MNA worked with the Capital School District's leadership and staff to administer the survey using their RemindApp.

Survey of UD TA Observers. MNA developed and administered online an open-ended survey of the UD TA observers who work with the TA provider.

Observations. MNA completed a site visit to the four Capital School Districts sites. These observations allowed MNA to better understand the nature of state support to subgrantees to achieve program implementation and also provided opportunities to conduct interviews with subgrantees and other stakeholders.