

A Report to the Connecticut General Assembly

**An Initial Report of the Status of Students
in State-funded After-School Programs**

**Submitted by
Commissioner of Education
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Overview

The After-School Grant Program, as defined in Section 10-16x as amended by Section 26 of Public Act 07-3 of the Connecticut General Statutes, was implemented by the Connecticut State Department of Education in fiscal year 2007-08. The purpose of this grant program is to implement or expand high-quality programs outside school hours that offer students academic, enrichment and recreational activities in Grades K-12 and are designed to reinforce and complement the regular academic program of participating students.

The legislation also provided for “technical assistance, evaluation, program monitoring, professional development and accreditation support” and a report on performance measures identified by the legislation.¹ The report “shall include, but not be limited to measurement of the impact on student achievement, school attendance and in-school behavior of student participants.”² The Connecticut After School Network was identified by the State Department of Education through a competitive process as the provider of professional development and evaluation services. The Network contracted with Connecticut Women’s Education and Legal Fund (CWEALF) to conduct this evaluation.

The report that follows is a formative evaluation of the state-funded after-school program initiative. A formative evaluation examines an ongoing program’s delivery model and implementation with the purpose of improvement (Trochim, 1997). This evaluation provides the following: a description of enrolled students and programs in which they participate; baseline student outcome data; program implementation; and summary and next steps in data development. The data to establish student outcome baselines was collected in the 2006-07 school year.

Over \$5 million in grant funds are being provided to local boards of education and community-based organizations for after-school programming. These programs provide students with academic enrichment opportunities, as well as additional activities designed to complement districts’ academic programs. These programs, located in elementary and secondary schools and community-based organizations, provide a range of high-quality services to support student learning and development. Services include tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports and cultural activities. At the same time, programs assist working parents by providing a safe environment for students.

Survey results from the Connecticut After School Network indicate that an estimated 185,000 Connecticut children, slightly less than one-third of the total number of Connecticut students, were involved in supervised, safe and enriching after-school programs in 2005. Many of these programs are hosted by small community-based organizations or municipal park and recreation departments and are single-site programs. A good number of programs in the state are funded by the federal government, through its 21st Century Community Learning Center grants, and the State of Connecticut, through this grant program and others, which provide funding linked to specific program objectives.

¹ Section 10-16x (e) of the 2008 Supplement to the General Statutes, as amended by Section 26 of P.A. 07-03.

² Section 10-16x (g) of the 2008 Supplement to the General Statutes, as amended by Section 26 of P.A. 07-03.

Methodology

Connecticut Women's Education and Legal Fund (CWEALF) evaluators coordinated the analyses of information contained in this report using site- and program-level data about Connecticut's state-funded after-school grantees. Data related to student demographics, program attendance and activities related to the three foci of the program – education, enrichment and recreation were examined. Evaluators also extracted information about activities that engage parents and communities in literacy and other educational development, which was not an explicit objective of this grant but of interest to the State Department of Education (SDE).

Additionally, CWEALF evaluators analyzed responses to a survey administered to program site coordinators. The survey was based largely on an instrument developed by Policy Studies Associates for use in evaluating The After School Corporation's (TASC) New York City programs. The adapted TASC survey was used to gather information on specifics of implementation such as: student/staff interactions; staffing, supervision and support; training and technical assistance; relationships with the school; parent and community outreach; and demographic information about the site coordinators. The survey questions fit very well with the overall parameters of the process evaluation, which were to gather information about youth opportunities, staff practices and procedures, organizational structure and support, the important building blocks of high-quality programs (Yohalem, Pittman and Wilson-Ahlstrom, 2004). The survey return rate was 94 percent; 65 out of 69 sites completed and returned surveys. Multiple surveys from four programs that have more than one site coordinator were received.

The legislation established three performance measures to assess how well after-school programs were doing in relation to the grant objectives – improving school attendance, academic achievement and in-school behavior of students participating in after-school programs. In this first year, evaluators collected data for baseline measures for analysis of future student data. Evaluators worked in close collaboration with the SDE's Bureau of Data Collection, Research and Evaluation to obtain and interpret data on these measures.

Students' unique state identifiers, State-Assigned Student Identification (SASID) numbers were used to obtain information on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) scores for the 2006-07 school year and information about in-school behavior offenses. SASID numbers were available for 5,550 after-school students (91 percent of the total number of students enrolled). Outcome measurement data relative to in-school attendance was unavailable for this program year, as no statewide protocol for the definition of attendance was currently in place. In the 2008-09 school year, the SDE will institute a standardized method to collect attendance in the Public School Information System; therefore, going forward, these data will be collected and analyzed for after-school program participants. For this year, after-school program attendance data will serve as a proxy for in-school attendance so that the SDE can set a mark against which to measure any attendance changes in the second year.

Evaluators used information published on the SDE Web site through Connecticut Education Data and Research (CEDaR) to provide a statewide context and comparisons to overall public school student demographics.

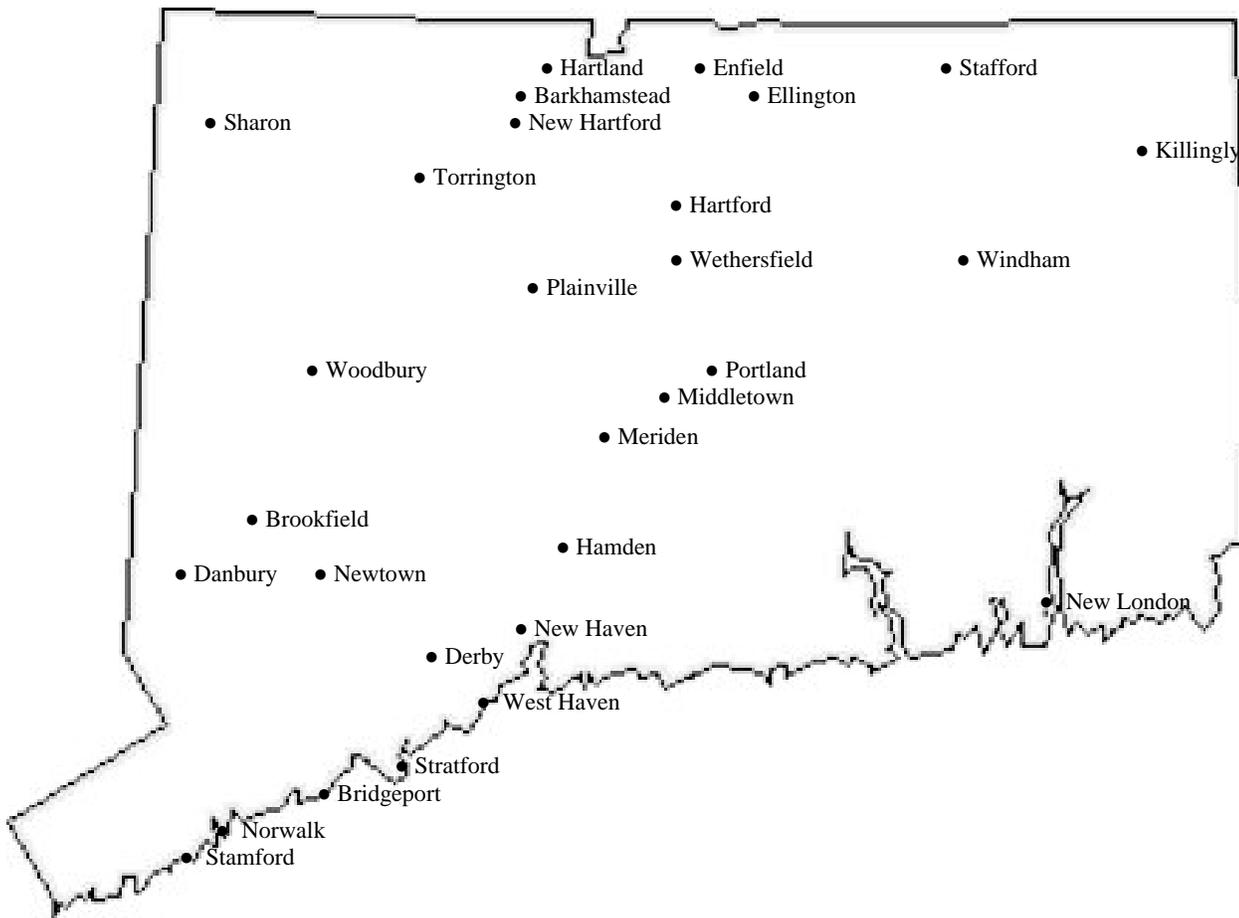
Program Distribution and Enrollment

Funding provided by the Connecticut General Assembly for this program in 2007-08 supported 36 grant initiatives that allowed 6,084 students in 69 sites to participate in academic, enrichment and recreation activities. The 69 sites are situated in 29 Connecticut cities and towns. The largest enrollment is at the Bridgeport Lighthouse program, with 1,310 students (10 sites) followed by New Haven Public Schools, with 866 students (six sites).

Map 1 illustrates the geographic distribution of the cities and towns that benefit from the state after-school grant. Table 1 describes student enrollment by grantee, as well as the number of grants awarded and number of sites served.

A snapshot of the overall demographic characteristics of students enrolled in state-funded after-school programs for the 2007-08 implementation year begins on page 7. For some demographic variables, state public school student data are shown as a context for comparison.

MAP 1: Distribution of After-School Programs by Town



**Table 1
Program Enrollment by Grantee**

Grantee	# of Students Registered	Grantee	# of Students Registered
Bridgeport Lighthouses (10 sites; 4 grants)	1,310	New London LEARN (3 sites)	195
Bridgeport McGivney	69	Norwalk Housing Authority	76
Danbury Public Schools	131	Plainville Public Schools (2 sites)	122
Danbury ESCAPE (3 sites)	273	Portland Public Schools (2 sites)	108
Derby Public Schools	93	Stafford Public Schools	257
Ellington Public Schools	135	Stamford CTE	43
Enfield Educational Resources for Children	48	Stamford Public Schools (3 sites)	137
Hamden Youth Services Bureau	44	Stratford Public Schools (2 sites; 2 grants)	355
Hartford Asylum Hill Children's Zone	122	West Haven Community House	87
Hartford Hands on Hartford	127	Wethersfield Public Schools (2 sites)	94
Hartford OPMAD (4 sites; 2 grants)	329	Windham EASTCONN	66
Hartford Urban League	60	Education Connection	407
Killingly Public Schools (3 sites)	349	(Northwest Connecticut regional grant with 12 sites located in Barkhamstead, Brookfield, Hartland, New Hartford, Newtown (4 sites), Sharon, Torrington (2 sites) and Woodbury-Region 14)	
Meriden Public Schools	52		
Middletown Northern Middlesex YMCA	98		
New Haven IRIS	31		
New Haven Public Schools (6 sites; 3 grants)	866		
		TOTAL NUMBER of STUDENTS REGISTERED	6,084
		TOTAL NUMBER OF AFTER-SCHOOL SITES	69

Descriptive Data

Student Level Data

Demographics

Grade Level: Most students served in after-school programs are enrolled in either K-6 (36 percent) or K-8 (31 percent) programs. Middle school programs serve 28 percent of after-school students and high school programs serve 5 percent. *Appendix A* provides a table of program sites listed by grade level.

Race/Ethnicity: African-American and Hispanic³ students are represented in the after-school population at percentages higher than their representation in the public school population of Connecticut. The percentages of Latino, Caucasian and African-American students are 27, 26 and 25 respectively. Students characterized as “Other” comprise 5 percent; Asian students 1 percent; and Native American students less than 1 percent. Data were not reported for 15 percent of after-school enrollees on this variable. The racial and ethnic makeup of the after-school population reflects the demography of the neighborhoods, towns and cities in which the students reside. Programs in urban settings with higher proportions of African-American and Latino residents have the largest proportion of students of color involved in after-school programs. Rural and suburban programs have the largest proportion of Caucasian youths. For example, at Urban Youth in New Haven, 76 percent of students identify as being African-American and 2 percent identify as being Caucasian, whereas, at Stafford Elementary, 1 percent and 86 percent of students identify as being African-American and Caucasian, respectively. In the overall public school population, Caucasian students comprise 66 percent; Latino students, 16 percent; African-American students, 13.9 percent; Asian students, 3.7 percent; and Native American students, 0.4 percent.⁴

Gender: Girls comprised 51 percent of all state-funded after-school participants. This is slightly higher than the percentage of girls in Connecticut’s public schools reported in 2006-07, which was 48.5 percent⁵. The percentage of female students in a program ranged from a low of 17 at both Urban Youth in New Haven and Education Connection in Newtown-Hawley to a high of 69 at Betsy Ross Arts Magnet in New Haven.

Primary Language: Twenty-two percent of after-school participants identified a non-English language as their primary language spoken at home, 14 percent identified the language as “Other” (including, for example, Polish, French and Creole); and 8 percent identified Spanish. This is a percentage higher than that found in Connecticut as a whole, where 12.7 percent of public school students have a non-English primary language.⁶

Limited English Proficiency: Six percent of after-school participants were identified as having limited English proficiency; 71 percent identified as English proficient. In comparison, 5.2 percent of students in Connecticut overall were described as being English Language Learners (ELL).⁷ The representation of after-school students with limited English proficiency ranged from 0 percent at many sites, to 66 percent at West Hill High School in Stamford, which targets an ELL population.

Free/Reduced Lunch: Fifty-nine percent of after-school participants were identified as receiving free or reduced-price meals, compared to 27.3 percent of public school students statewide.⁸ The percentage of after-school participants receiving free or reduced-price meals ranged from 0 percent in Ellington to 100

³ The term Latino is also used to describe the Hispanic category.

⁴ 2006-07 Enrollment by Race/Ethnicity from *The Condition of Education in Connecticut*, August 2008, p. 7.

⁵ 2006-07 Enrollment by Gender from *The Condition of Education in Connecticut*, August 2008, p. 8.

⁶ 2006-07 *Connecticut Education Facts*, August 2008, p. 11.

⁷ 2006-07 English Language Learners from *The Condition of Education in Connecticut*, August 2008, p. 12.

⁸ 2006-07 Students Eligible for Free or Reduced-Price Meals from *The Condition of Education in Connecticut*, August 2008, p. 9.

percent at ten after-school program sites located in the municipalities of Bridgeport, Hartford, New Haven and Stamford.

Family Structure: The most prevalent family structure among after-school participants was identified as ‘two-parent’. Twenty-eight percent of the students come from two-parent families. Single-parent mother families are the second most prevalent with a 19 percent representation. Guardians represent 3 percent. Two percent represent other adult and 1 percent represents other family members. Submission of family structure data was voluntary. According to the most recent *Connecticut KIDS COUNT Data Book*, 68.9 percent of Connecticut children live in two-parent families; 22.9 percent live in single-parent families; and 8.2 percent live in other types of families.⁹

Special Education: Students classified as having special education needs were underrepresented in the after-school participant population. Six percent of the after-school population were identified as having special education needs, whereas 11.2 percent of public school students have been identified as having special education needs.¹⁰ Some programs have considerable numbers of participants identified as having special education needs – Urban Youth in New Haven, 33 percent; Chatham Court in Portland, 22 percent; Plainville Middle School, 20 percent; Carrigan Middle School in West Haven, 19 percent; Hamden Middle School, 16 percent; and Stamford High School, 16 percent.

Student Attendance in After-School Programs

On average, 2,944 of 6,084 (unduplicated count), or 48 percent of enrolled students, attend after-school programs daily. Reviewing average daily attendance by site, attendance ranges from 14 to 96 percent and the median daily average attendance was 46 percent.

Attendance disaggregated by grade level suggests a pattern which is consistent with evaluations of federal and large statewide after-school programs. In the state-funded programs, K-6 schools have the highest average daily attendance (58 percent), followed by K-8 schools (49 percent), middle schools (39 percent), and high schools (28 percent).

⁹ Connecticut Association for Human Services (2004), *Connecticut KIDS COUNT Data Book*, p. 17.

¹⁰ 2006-07 Special Education Enrollment from *The Condition of Education in Connecticut*, p. 11.

Program Data

Community Partners

Community partners play important roles in the planning and implementation of state-funded after-school programs by providing activity and support resources that enhance the experiences of student participants. In the 2007-08 school year there were 115 community partners involved in the implementation of state-funded after-school programs. By category, there were eight youth service bureaus, eight arts organizations (including six theater groups), eight social service agencies, seven corporations or businesses, six colleges and universities, five museums, four public libraries, four park and recreation departments, four municipal police departments, three Boys' and Girls' Clubs, five adult education programs and three YMCAs. *Appendix C* provides a list of all community partners by the city or town in which the after-school site is located.

Student/Staff Ratio

Research (Schwartz, 1996) suggests that the ratio of one staff member to 10 to 15 children is optimal for after-school programming (for elementary, and middle/ high school students, respectively). A review of staffing relative to unduplicated student participants in the sites evaluated reveals a range from approximately 2:1 to 25:1. The mean ratio of students to staff for all state-funded after-school sites is 9:1.

The after-school request for proposals described the types of activities programs should provide for students. These activities relate to the three foci of the program – education, enrichment and recreation. An outline of activities reported by grantees appears below.

Education

All Connecticut programs offered academic support, either through homework support or tutoring as a primary activity; many offered instruction in core academic areas (reading, writing, mathematics and science). The list below illustrates the types of educational activities offered by state-funded after-school programs.

- **Homework help/tutoring:** Ninety percent of the sites reported offering academic enrichment activities; 82 percent of the sites describe this as either homework help, tutoring or academic instruction. This is commensurate with national data, which report that 90 percent of programs offered academic enrichment activities.
- **Core academic activities:** Thirteen percent of sites specifically reported offering writing-related activities; 29 percent of sites specifically reported reading-related activities; 28 percent of sites specifically reported math-related activities; and 24 percent of sites specifically reported science-related activities.
- **Technology skill-building:** Twenty-four percent of sites offered a computer club, television broadcasting or radio broadcasting as a student activity.
- **Foreign language:** Thirteen percent of sites reported offering a foreign language course, including Introduction to Chinese, Spanish, German and Sign Language.
- **Other activities mentioned include:** Poetry PLUS, art history, literature and standardized test preparation.

Enrichment

Enrichment includes activities that allow students to develop skills and interests that lead to their overall intellectual, social and emotional development. Both nationally (Naftzger, Margolin and Kaufman, 2005), and in Connecticut, after-school programs that offer activities involving the arts (e.g., music, dance, fine arts, crafts) exceed the number of activities offered in core academic areas such as science. A number of community partners include museums or arts organizations; this suggests that sites consider arts programs an important piece of after-school programming. Enrichment activities in state-funded after-school programs include many and varied offerings in the arts, crafts and cooking. Typical enrichment activities offered at after-school programs include the following.

- **Arts/arts-related activities:** Fifty-three percent of sites report offering visual arts and crafts activities and 40 percent of all sites report including many activities that are theme-based or related to academic learning in music, choir, dance and performance.
- **Cooking activities:** Eighteen percent of sites offered cooking classes.
- **Scouting and ASPIRA (National Mentoring Program for Latino Youth), chess, yoga and a number of theme-related craft clubs:** (e.g., scrapbooking, crochet and ceramics) were each offered by approximately 5 percent of sites.

Recreation

All state-funded sites offered recreation, an important complement for schools that do not offer intra- or inter-mural sports. Research suggests that student sport participation may lead to enhanced physical health (Hoffman, Kang, Faigenbaum and Ratames, 2005) as well as an increase in social skills, as students learn and internalize rules and rubrics. According to the Women's Sports Foundation, sports also can be protective in important social and emotional ways for young women, leading to increased self-esteem, body image and less adverse life events, such as teen pregnancy (Sabo, Miller, Melnick and Heywood, 2004).

- **Sports and open gym/recreation:** Nearly all sites specifically reported sports activities ranging from karate, to dance and most report open gym time. Some activities offered were specific to the resources available at individual sites, such as swimming. Other activities include: Hip Hop; martial arts; cheerleading; flag football; track, volleyball; health squad; drumming; and fitness and conditioning.

Parent/Family Activities

Researchers and practitioners in education suggest that when parents and family members are involved in their children's school, children benefit, schools benefit and families benefit (Henderson and Berla, 1994; Epstein and Sheldon, 2002; Sheldon, 2003; Sheldon and Epstein, 2004). Parent involvement is important regardless of socioeconomic status, ethnic/racial background, or parents' education levels. Significant benefits from parental involvement include: higher grades and test scores; higher attendance; higher homework completion rates; decreases in negative behaviors such as alcohol and drug use and violence; and an increase in positive attitudes and behaviors (Decker and Decker, 2000; Henderson and Mapp, 2002).

There are a number of opportunities for parent involvement in Connecticut's after-school programs. Some opportunities include parents as paid staff members or volunteers, parents as participants in program leadership or as advisors. The numbers of parents taking part in these opportunities are further discussed in the Staff Practices and Procedures section (page 20). Parent and family activities are those in which parents or entire families are involved in the program's education, enrichment or recreation components. Some of the programs which implemented specific parent/family activities include:

- Danbury's Stadley Rough School offered a Parent University program. Danbury Public Schools' parents are offered a complement of adult computer literacy; adult basic education skills and ESL courses; counseling and referral for the GED; and a family art night.

- OPMAD's Burns School held a parent orientation and explained the components of the after-school program, how it works and the impact on student success.
- OPMAD's Noah Webster School has a Parent Teacher Steering Committee.
- Killingly Memorial School offered a family literacy program.
- Stafford Elementary School offered a nutrition education program for parents on healthy food choices and balanced diets for children and adults.
- Bridgeport's McGivney Community Center hosted a family involvement series. McGivney Center parents are offered eight Parent Club meetings throughout the year. At these meetings, parents facilitate workshops in a discussion format on topics such as: financial literacy, enhancing child literacy skills and drug awareness.

Performance Measures: Establishing Baselines

Background

The program model for state-funded after-school programs is patterned on the successful federal 21st Century Community Learning Center program that the federal government has funded over the last ten years. During the same period, a large body of research has been produced to address the components of a quality program and the types of activities that lead to positive student outcomes, the importance of effective implementation that creates caring connections between adults and students and students and their peers, and sufficient resources that allow for consistent and reliable program functioning (Miller, 2003; Yohalem, Pittman and Wilson-Ahlstrom, 2004; Hall, Yohalem, Tolman and Wilson, 2003; Catalano, Berlund, Ryan, Lonczak and Hawkins, 2002; and Welsh, Russell, Williams, Reisner, White, Winter and Pearson 2002). Recently published research (Vandell, Reisner and Pierce, 2007) reinforces the fact that well-structured and well-run after-school programs may have some effects on students during the school day, specifically on student achievement, behavior and attendance. Consistent with this literature is the state legislature's intent to collect and analyze data on these parameters.

Vandell, Reisner and Pierce (2007) used standardized testing as a measure of student achievement in after-school programs and suggest that participation in a high-quality after-school program may be linked to "significant gains in standardized math scores, compared to their peers who were routinely unsupervised during after-school hours (p.5)." These authors reported that the Program Only Group, relative to the Low Supervision Group, showed a gain of 12 percent in standardized math testing for groups of both elementary and middle school students. Additionally, in a study of students enrolled in The Afterchool Corporation (TASC) after-school programs, participants across grade levels showed improvement in math assessments (Welsh et al., 2002). A recently released evaluation of California's Central Valley programs (Central Valley After-School Foundation, 2008) also indicates that there were large percentage gains in reaching English, language arts and math performance targets for their participants, especially with the lowest performing students.

Russell, Mielke and Miller (2007) suggest that after-school participation in middle school may improve attendance for students, even as they move into their early high school years. Huang, (2000) indicates that higher levels of participation in after-school programs lead to higher rates of in-school attendance. Their longitudinal study of Los Angeles' Better Educated Students for Tomorrow (LA's BEST) program may also suggest that higher rates of attendance may also effect academic engagement and achievement. The California Central Valley Study (Central Valley After School Foundation, 2008) reports that after-school participants improved their attendance in school by almost three weeks over the previous year. A study of TASC's first three years of implementation indicates that "TASC projects are consistently associated with gains in student attendance (Welsh et al., 2002, p.38)," perhaps related to students' growing sense of affiliation with school because of the opportunities to interact with teachers in a different, less formal environment.

After-school programs may have a significant effect on decreasing students' aggressive behavior toward peers (Scott-Little, Hamann and Jurs, 2002; Posner and Vandell, 1994). A more recent study found a reduction in reports of misconduct for both elementary and middle school students who participate in after-school programs as compared to those who are unsupervised in the after-school hours (Vandell, Reisner and Pierce, 2007).

Grants for the state-funded after-school program are for two years; therefore, achievement, behavior and attendance data gathered in this first year will serve as baseline performance measures. Beyond serving as a benchmark of performance, these data also can help to inform whether programming, in part or whole, can be correlated with student outcomes and how to improve strategies that enhance students' academic experiences. Achievement data were available for 2,925 students, or nearly 50 percent of the enrollees. The achievement data for the remainder of the after-school students were unavailable because

these students had not taken the CMT or the CAPT at the time of enrollment in after-school programs in January 2008. For example, after-school students enrolled in Grades K-3 and Grade 10 did not take the state achievement tests in the prior year. The achievement data were acquired through a data matching process between the SDE and the Web-based data collection system used by all grantees. Data were extracted from the SDE student assessment files using the SASID.

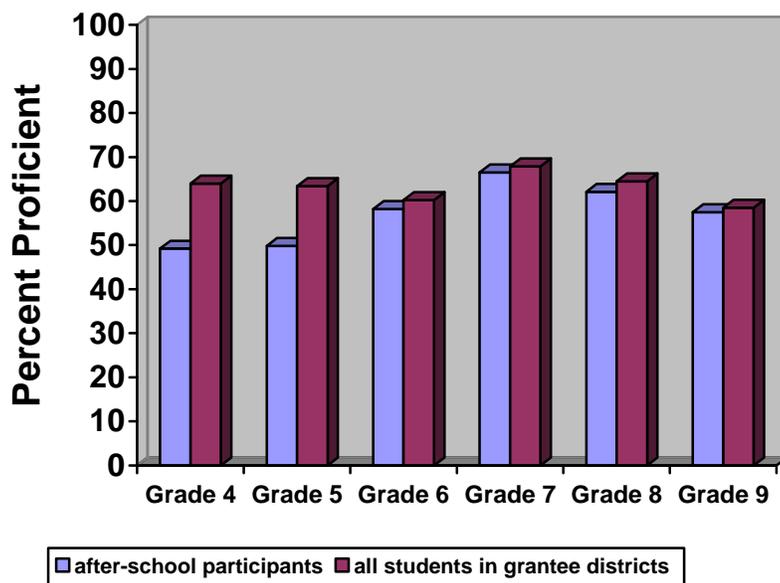
Three performance measures have been chosen to represent baseline information about students enrolled in after-school programs: academic achievement, school day behavior, and school day attendance. The data used represent the scores of the CMT administered in school year 2006-07. Students started their participation in after-school programs in January 2008. The CMT is administered by school districts in the spring of each school year. Therefore, data for school year 2007-08 were not available at the time of this report.

Performance Measure 1 aligns with the grant objective to improve academic achievement; student performance on the CMT will serve as a baseline measure for academic achievement. CMT scores are obtainable and quantitative and provide a basis against which progress can be gauged for the 2,925 students. The percentages of students proficient in each subject area (reading, mathematics, and writing) are used as a standard.

The following three charts (1A, 1B and 1C) represent the percentage of students who met proficiency or higher on the respective CMT subject-area tests. Each chart represents the percentage of after-school students contrasted to all students enrolled in the after-school participating districts. Also, each chart represents the students by grade, ranging from Grade 4 - 9. This information will serve as a baseline measure of academic improvement for after-school participants. As high school after-school programs enroll few students in Grade 11, there were only eight students out of the overall after-school population who took the CAPT test. This sample is too small to use for comparative purposes, and therefore, no analysis of CAPT data is included in this report. A review of the charts reveals that after-school programs continue to serve students identified as being in need of academic support, especially in the lower grades. This observation is consistent across reading, mathematics and writing as evidenced by Charts 1A, 1B and 1C.

**Chart 1A
Reading Proficiency**

**Percentage of Students by Grade at Proficiency or Higher
After-School Percentage Compared to District Percentage**

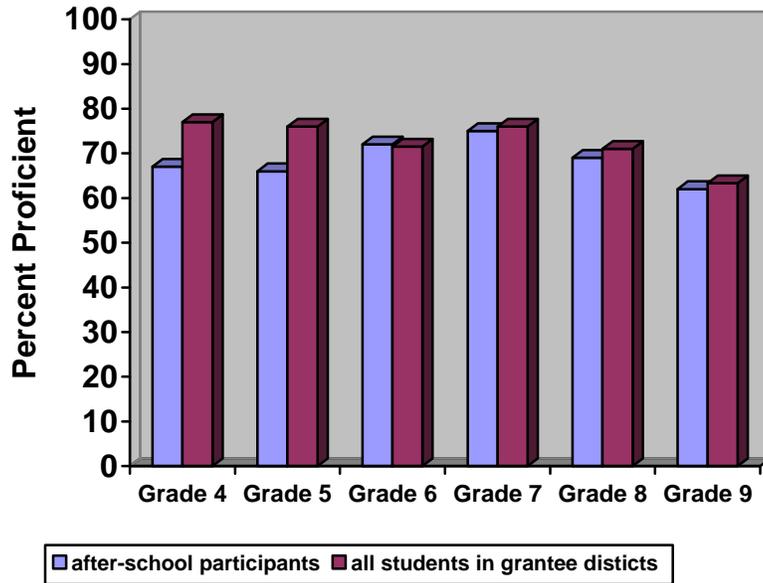


After-school program districts represented by grade in Chart 1A, Reading Proficiency:

GRADE	AFTER-SCHOOL DISTRICTS
Grade 4 After-school N=650 District N=10,775	Barkhamsted, Bridgeport, Brookfield, Danbury, Hartford, Killingly, Meriden, Middletown, New Hartford, New Haven, New London, Newtown, Norwalk, Plainville, Portland, Sharon, Stafford, Stamford, Torrington, Windham, Woodbury
Grade 5 After-school N=558 District N=9,895	Barkhamsted, Bridgeport, Danbury, Hartford, Killingly, Meriden, Middletown, New Hartford, New Haven, New London, Newtown, Norwalk, Plainville, Portland, Sharon, Stafford, Stamford, Torrington, Windham, Woodbury
Grade 6 After-school N=502 District N=6,271	Bridgeport, Danbury, Hartford, New Haven, New London, Newtown, Plainville, Portland, Sharon, Windham
Grade 7 After-school N=588 District N=7760	Bridgeport, Danbury, Ellington, Enfield, Hamden, Hartford, New Haven, New London, Plainville, Portland, Stratford, Wethersfield, Windham
Grade 8 After-school N=512 District N=7,902	Bridgeport, Danbury, Ellington, Enfield, Hamden, Hartford, New Haven, New London, Plainville, Portland, Stratford, Wethersfield, Windham
Grade 9 After-school N=40 District N=3,536	Bridgeport, Hartford, New Haven

**Chart 1B
Mathematics Proficiency**

**Percentage of Students by Grade at Proficiency or Higher
After-School Percentage Compared to District Percentage**

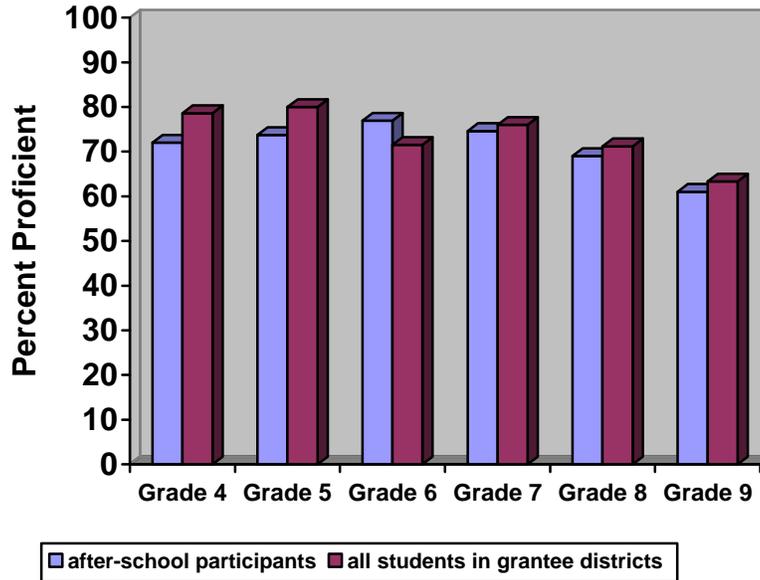


After-school program districts represented by grade in Chart 1B, Mathematics Proficiency:

GRADE	AFTER-SCHOOL DISTRICTS
Grade 4 After-school N=654 District N=10,810	Barkhamsted, Bridgeport, Brookfield, Danbury, Hartford, Killingly, Meriden, Middletown, New Hartford, New Haven, New London, Newtown, Norwalk, Plainville, Portland, Sharon, Stafford, Stamford, Torrington, Windham, Woodbury
Grade 5 After-school N=561 District N=9,943	Barkhamsted, Bridgeport, Danbury, Hartford, Killingly, Meriden, Middletown, New Hartford, New Haven, New London, Newtown, Norwalk, Plainville, Portland, Sharon, Stafford, Stamford, Torrington, Windham, Woodbury
Grade 6 After-school N=523 District N=6,287	Bridgeport, Danbury, Hartford, New Haven, New London, Newtown, Plainville, Portland, Sharon, Windham
Grade 7 After-school N=613 District N=7,784	Bridgeport, Danbury, Ellington, Enfield, Hamden, Hartford, New Haven, New London, Plainville, Portland, Stratford, Wethersfield, Windham
Grade 8 After-school N=526 District N=7,879	Bridgeport, Danbury, Ellington, Enfield, Hamden, Hartford, New Haven, New London, Plainville, Portland, Stratford, Wethersfield, Windham
Grade 9 After-school N=42 District N=3,525	Bridgeport, Hartford, New Haven

**Chart 1C
Writing Proficiency**

**Percentage of Students by Grade at Proficiency or Higher
After-School Percentage Compared to District Percentage**



After-school program districts represented by grade in Chart 1C: Writing Proficiency:

GRADE	AFTER-SCHOOL DISTRICTS
Grade 4 After-school N=633 District N=10,620	Barkhamsted, Bridgeport, Brookfield, Danbury, Hartford, Killingly, Meriden, Middletown, New Hartford, New Haven, New London, Newtown, Norwalk, Plainville, Portland, Sharon, Stafford, Stamford, Torrington, Windham, Woodbury
Grade 5 After-school N=540 District N=9,810	Barkhamsted, Bridgeport, Danbury, Hartford, Killingly, Meriden, Middletown, New Hartford, New Haven, New London, Newtown, Norwalk, Plainville, Portland, Sharon, Stafford, Stamford, Torrington, Windham, Woodbury
Grade 6 After-school N=503 District N=6,270	Bridgeport, Danbury, Hartford, New Haven, New London, Newtown, Plainville, Portland, Sharon, Windham
Grade 7 After-school N=587 District N=7,764	Bridgeport, Danbury, Ellington, Enfield, Hamden, Hartford, New Haven, New London, Plainville, Portland, Stratford, Wethersfield, Windham
Grade 8 After-school N=508 District N=7,913	Bridgeport, Danbury, Ellington, Enfield, Hamden, Hartford, New Haven, New London, Plainville, Portland, Stratford, Wethersfield, Windham
Grade 9 After-school N=42 District N=3,508	Bridgeport, Hartford, New Haven

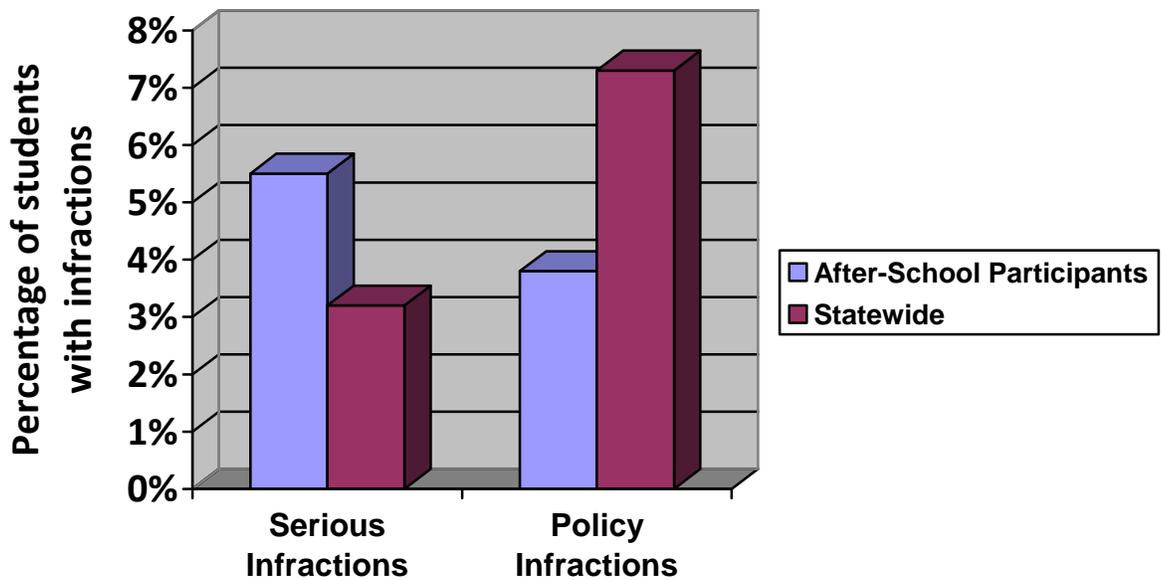
Performance Measure 2 captures information related to in-school behavior of after-school participants during the school day as compared to all public school students in Connecticut. The behavior offense data for the 5,550 enrolled after-school students with SASID identifiers are for the 2006-07 school year, and are generated by the State Department of Education’s Disciplinary Offense Data System. This system collects information about individual student infractions and the disciplinary actions taken in response to infractions. The *Connecticut ED166 Disciplinary Report* is the source for the data collection. Chart 2 and Table 2 are intended to serve as baseline measurements of reductions in behavior offenses of after-school participants. The performance measure captures both serious and policy offenses.

Chart 2: Establishing a Behavior Baseline

Information related to behavior infractions of after-school participants during the school day and all public school students in Connecticut.

**Chart 2
Behavior Infractions**

After-School Students and Public School Students Statewide



Of all after-school participants for whom SASID information was available, 9.3 percent had a behavior infraction (518 students). This compares with 11.2 percent of Connecticut students overall (in 2006-07) who were involved in a behavioral incident.^{11, 12}

Of all after-school participants for whom SASID information was available, 5.5 percent (N=308) were involved in a serious infraction during the school day; 3.8 percent (N=210) were involved in a policy infraction.

¹¹ There were 5,550 after-school students for whom SASID designators and, therefore behavior offense data were available.

¹² Data collected in *Connecticut ED166 Disciplinary Report for 2006-07* and reflected in reports from Disciplinary Offense Data System.

Serious Infractions

By category, *fighting/battery* was the most prevalent behavioral offense, accounting for 40 percent of overall offenses by after-school participants. *Personally threatening behavior* accounted for 6.3 percent of overall offenses, followed by *physical/verbal confrontation*, 4.4 percent; *sexually related behavior*, 4 percent; *weapons*, 2.3 percent; *theft*, 2 percent; and *property damage*, 2 percent.

Policy Infractions

The *behavior* category, which includes *behavioral referrals*, *breach of peace/disorderly conduct*, *bus infractions* and *public displays of affection*, was the most prevalent policy offense, accounting for 31 percent of all offenses. *Attendance* violations accounted for 2 percent of all offenses, and others (*safety code violations*, *skipping class* and *leaving the school campus*), 6 percent.

A higher percentage of after-school participants, as evidenced by data in Chart 2, have been engaged in serious infractions as compared to all students statewide. On the other hand, after-school participants show a lower percentage of policy infractions.

Performance Measure 3 captures after-school attendance data for after-school participants and is intended to be a proxy baseline measurement for in-school attendance. In-school attendance was available for use as a consistently accurate measure at the time of this report. In January 2008, the State Board of Education adopted the following definition of student attendance which took effect at the start of the 2008-09 school year.

*A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.*¹³

The Public School Information System (PSIS) will receive attendance reports from school districts using this definition as a standard for reporting a student absent. It is anticipated that in the 2008-09 year, school attendance data will be consistent across all districts, enabling evaluators to collect and analyze the in-school attendance of the after-school enrollees. The SDE will report on the impact of the after-school program on in-school attendance by October 1, 2010.

The overall attendance rate for public school students in Connecticut is 94.6 percent.¹⁴ This is determined by the ratio of the number of days in attendance and the number of days membership (possible days of attendance – approximately equal to 180). Until the 2008-09 school year, there had not been a statewide definition of attendance; therefore, the data received from the school districts are based on each district’s definition of what it means to be in attendance. To date, attendance rates determined by varied standards prevent adequate comparison.

In place of in-school attendance, the proxy measure of after-school attendance will be used for this reporting period. The average daily attendance rate for the 69 after-school program sites ranged from 14 to 96 percent. The median rate is 46 percent. However, the SDE will establish an average daily attendance standard of 60 percent. The percentage of after-school programs that exceed this standard will serve as the baseline for gauging improvement in program performance. In 2007-08, 39 percent of the program sites, met or exceeded this standard. Information about average daily attendance by program site is available in *Appendix B*.

¹³ Internal communication, State Department of Education.

¹⁴ Information from the SDE Bureau of Data Collection, Research and Evaluation.

Program Implementation

CWEALF evaluators, using an adapted survey developed by Policy Studies Associates, were able to collect and quantify site coordinators' implementation of their after-school programs. The survey questions were appropriate to the objective of gathering information about youth opportunities, staff practices and procedures, and organizational structure and support, the important building blocks of high-quality programs (Yohalem, Pittman and Wilson-Ahlstrom, 2004). Information from the site coordinators about the specifics of implementation – staff practices and procedures, supervision and support; training and technical assistance; relationships with the school; and parent and community outreach – gives insight into the strengths and challenges of programming and relationship building, which is useful to continuous program improvement. The survey return rate was 94 percent; 65 out of the 69 sites completed and returned surveys. The following section presents outcomes of the survey responses and recommendations for program implementation. In some instances, the site coordinators were instructed to choose as many answers as were applicable to the question being posed; therefore, the sum of percentages may be more than 100%.

Organizational Structures and Support

Capacity: Approximately 30 percent of the site coordinators indicated that their programs had a waiting list; with various reasons offered for the obstacle(s) to serving more students. Funding and a lack of qualified staff members to meet a larger capacity were the responses most offered (33 percent and 19 percent, respectively), with some site coordinators mentioning space needs (13 percent) and administrative capacity (9 percent). Ten percent of all site coordinators responded that their programs were unable to serve all students with disabilities who wished to participate. The reasons given were: lack of trained staff members (38 percent); inadequate funding (28 percent); and lack of necessary transportation (14 percent).

Implementation of original program design: An overwhelming majority of site coordinators (83 percent) implemented their after-school programs as designed in their grant proposals. Of coordinators who adapted the original design, they indicated that they did so to respond to the addition of more personnel (3 percent); amended goals and objectives of the proposed program (7 percent); and do more outreach to the target audience being served (4 percent).

Selection of students to participate: While 64 percent of the site coordinators indicated that they select students on a first-come, first-served basis, 36 percent assign priority to certain groups of students. Those that assign priority gave various criteria: being at-risk of school failure; referrals from teachers, school counselors, and administrators; performing below goal on standardized testing or in need of academic assistance; and various socioeconomic markers (free or reduced-price meals, for example).

Advisory board: Forty-five percent of the site coordinators indicated that their programs had an advisory board or committee separate from their sponsoring nonprofit organizations; 84 percent indicated that the advisory board met at least two to three times a year. Advisory boards had various constituencies including parents, students, educators, site coordinators and other program staff members. The predominant membership of the advisory board consisted of parents and students.

Resources: A majority of the site coordinators indicated that they had regular or occasional access to most resources at their program sites. Some program site coordinators reported that they were denied access to schools' computer labs, libraries and classroom computers.

Site coordinators: Most site coordinators (71 percent) are highly experienced professionals, having worked at least six years in a social service, youth service, community or educational organization; 64 percent had more than six years in direct services work with youths. Sixty-eight percent have completed

at least some graduate work. Seventy percent are female; 32 percent speak languages in addition to English (60 percent of those speak Spanish). By race and ethnicity, 59 percent identified themselves as Caucasian, 25 percent as African-American, 7 percent as Hispanic, 4 percent as Asian and less than 1 percent as Native American.

Staff Practices and Procedures

Supportive relationships with students and families: Survey responses from site coordinators suggest that student group size is small enough for their staff members to meet individual student needs (93 percent agreed or strongly agreed). This is corroborated by data on student-staff ratios, which indicates that the mean ratio is nine students to one staff member. Overwhelmingly, site coordinators reported that the time allotted for program activities is generally appropriate (98 percent). Eighty-seven percent of the respondents strongly agreed or agreed that their programs have a process in place for obtaining student input and accommodating their suggestions; 93 percent strongly agreed or agreed that students have some freedom in selecting activities; and 84 percent indicated that students have opportunities to lead activities.

Site coordinators also reported considerable rates of interaction with parents. Fifty-seven percent of the site coordinators sent program materials home to parents of students at least one to three times a month; 54 percent have conversations with parents by telephone weekly; and 36 percent meet with one or more parents one to three times per month.

Parents of student participants are involved in after-school programs on many levels, depending upon program site. Forty-one percent of the site coordinators reported that at least one parent participates on the program advisory board; 41 percent reported that parents participate as tutors or activity assistants; 29 percent reported that parents participate as paid staff members; and 42 percent reported that parents serve as volunteers. Twelve percent of the coordinators reported that more than 50 percent of parents attend program events. Parent meeting attendance appears to be somewhat problematic – only 16 percent of the site coordinators reported that 26 percent or more of the total number of parents attended parent meetings. Twenty-nine percent of the site coordinators indicated that their programs had a paid parent liaison or parent outreach coordinator. The programs with a staff member devoted to family involvement worked 15 or fewer hours per week.

Site-level activity data suggest that few program sites hold activities designed to foster family literacy development. Site coordinator responses confirm this fact. A majority of the site coordinators report no activities in which parent skill development (55 percent), parenting (71 percent) or English-as-a-Second Language classes (71 percent) are held.

Opportunities for staff development and training: Sixty-seven percent of the site coordinators reported that staff members are compensated for staff meetings; 68 percent are compensated for professional development/training; and 64 percent are compensated for planning time. A large number of respondents (64 percent) reported that staff meetings are held at least monthly. Most site coordinators indicated that meetings were comprised of exclusively staff members; only 13 percent regularly included volunteers or contracted staff members at these meetings; and 26 percent never did.

Site coordinators most frequently responded that they believe the professional development offered by their host organizations, the Connecticut After School Network and SDE, served as a ‘good start’ (61 percent), while 30 percent responded that the training they received completely satisfied their needs. A total of 53 topics were listed by the site coordinators in response to a request for information about staff training topics covered during this program year – Table 2 (which follows) is a distillation of that list.

Table 2
Professional Development Topics for 2007-08

Academics	Enrichment	Recreation	Teaching	Parent/ community	Other
Read and Respond	Music Improvisation	Athletics	Behavior Management	Building Relationships with Families	Managing Stress
Great Science for Girls	Joyful Music	Facilitating Active Games	Classroom Management	Parents, Kids and Money; Facts of Life	Data Processing
ESL Tutor Prep	Music and Movement		Effective Communication	Parent/Teacher Relationships	District-Based Training and Management
Mathematics	Comic Book Projects		Best Practices in Youth Development		Professional Procedures
Language Arts	Nutrition and Health		Connecting Standards and Curriculums		Health and Safety First Aid/CPR
Vocabulary			Bullying Prevention Team Building		DCF-Mandated Reporting
Computers			Alternative Learning Activities		Multiple Intelligences Theory
Reading			Individualized Planning		Sexual Harassment in the Workplace
Writing			Lesson Plan Requirements		Epi-Pen Certification APlus Training Inclusion

Effective partnerships with school staff: Effective partnerships with members of each school’s staff and administration are predicated upon frequent communication and educational goal alignment. Responding site coordinators appear to have consistent interactions with school personnel about students and resource-related issues and also have input into school decision making. Forty-one percent met with school principals at least one time per week; 14 percent met with principals at least once per month; and 36 percent responded that principals visited their program sites at least once a week (19 percent said that principals never visited). Thirty-six percent attend faculty or other school meetings at least two to three times a month. Additionally, many site coordinators are engaged in activities beyond their sites, such as participating in PTA meetings and attending school-related events (e.g., drama productions, concerts).

Further, 91 percent of the site coordinators responded that they found school administrators either somewhat or very helpful to the programs; 88 percent stated that they agreed or strongly agreed that there was a strong partnership between program and school. When asked about teacher relationships, 78 percent agreed or strongly agreed that school-day teachers were willing to collaborate with after-school staff members; and 88 percent strongly agreed or agreed that after-school staff members communicated with teachers about individual students and their specific needs. Eighty-five percent of the site coordinators agreed or strongly agreed that the after-school program reinforces the concepts taught during the school day.

Youth Opportunities

Opportunities for mastery, autonomy and belonging, including high-quality academic remediation and enrichment: The activities provided at these after-school sites are described previously in this report (pp.9-11); therefore, this section will shed light on site coordinators' responses to survey questions relative to student opportunities for mastery, autonomy and belonging. Thirty-nine percent of the site coordinators responded that they used an external curriculum to guide academic and enrichment activities, although few provided information as to the curriculum used. A short list of the responses follows:

- Math Counts
- Haskins Laboratories
- Connecticut Pre-Engineering Program
- All Terrain Brain
- A+ Science
- Journey Into Diversity
- Science, Technology, Engineering and Mathematics
- Advanced Placement Exam Prep

At many sites, critical thinking skills are enhanced through problem solving and project-based learning. Sixty-four percent of the site coordinators responded that some or most students engage in projects that result in written products (e.g., reports, newspapers), and 80 percent reported that students engage in group projects related to one or more academic subject during the year that involve research, writing and discussion. Additionally, 77 percent of the coordinators indicated that most or some students also take part in performances or events. Group work toward a common goal (in this case, production of written material or a performance) requires that students learn to manage time and adapt to other students' learning styles and values. Group work promotes cooperation and collaboration. Project-based work reinforces development of many competencies and skills that can impact academic and social development, and create or boost a sense of belonging. Sixty-one percent of the site coordinators also indicated that their activities often used themes that linked activity components (interdisciplinary themes) either occasionally (20 percent) or regularly (13 percent); and 33 percent of the coordinators responded that those themes were common to both school-day and after-school programming.

Technology skills development is essential to academic success in an ever-evolving technological society; access to, and use of, computers suggests that students are continuing technology skill acquisition in these programs. Ninety-one percent of the site coordinators responded that students have access to either the computer lab or classroom computers. Strengthening computer skills is a hallmark of many programs nationally.

Opportunities for authentic relationships with staff members: There are many factors that affect the development of authentic relationships with students. For students and staff members, authentic relationships form when students feel listened to and valued, and when they believe staff members understand their lives and can support their development. A qualitative evaluation needed to make an appropriate assessment of the dimensions of authentic student-staff relationships is beyond the scope of this evaluation, and may be an important focus for further study. Yet, in many of their responses to the survey with regard to staff training and site coordinator job satisfaction, it may be assumed that coordinators are engaged with, and responsive to the needs of students and staff members.

Summary and Next Steps

Summary

This has been a promising year for state-funded after-school programs. The 69 sites that received funding offered a wide variety of activities to a diverse group of students in communities across the state. Over half (58 percent) of the 6,084 students were served in urban settings, the balance in suburban and rural settings. Communities like Stafford and Wethersfield were funded for the first time to provide their rural and suburban communities with after-school options. New urban programs were also funded, among them Asylum Hill Children's Zone in Hartford and Integrated Refugee and Immigrant Services (IRIS) in New Haven. While some programs were new after-school initiatives, undertaking the tasks of outreach, activity plans, hiring staff and garnering program resources, others brought tried-and-true models to new neighborhoods or new strategies to populations with whom they have long worked. The impact of their efforts is reflected in student stories that have been collected and added as *Appendix D*.

Important baselines related to achievement on standardized tests and behavior infractions also have been captured. These data indicate that after-school participants scored lower than their grade-level counterparts in the district on the CMT in math, writing and reading. On the other hand, after-school program participants have a lower reported rate of behavioral infractions. Next year, the data will provide the State Department of Education (SDE) with a complete profile of after-school participants and their associated changes with regard to in-school behavior, achievement and attendance.

Next Steps

During the 2008-09 school year, the SDE will engage in data collection and analysis for the following:

Collect reliable data on the in-school attendance of after-school participants. The new policy and guidelines set by the State Board of Education, standardizing the definition of student attendance, will allow for the collection of in-school attendance which can be studied both across school districts and longitudinally. For the 2008-09 school year, districts are being asked to voluntarily submit student attendance information, using uniform reporting criteria, into the PSIS, allowing the SDE to capture some attendance data for a limited number of after-school program participants. In June 2009, all schools will be required to report in-school attendance of all students. Subsequently, PSIS will provide reliable data related to the in-school attendance of after-school participants. This data then can be analyzed for correlations between after-school participants and all students within a specific district, or all students statewide.

Examine behavior data in greater depth to compare after-school participants and the general student populations in their home districts. In the 2008-09 school year, the SDE will continue to compare students in a specific school district to after-school students in that district on student in-school behavior infractions. This may be of additional use to program coordinators and school administrators as they consider programming choices, especially those related to positive youth development.

Collect and analyze participant and program data for the three districts (New Haven, New London and Waterbury) that will implement the newly developed Science, Technology, Engineering and Mathematics (STEM) after-school curriculum during the 2008-09 school year. The STEM after-school curriculum was developed by a consortium of partners coordinated by the Connecticut Academy of Education in Science and Mathematics with the goal of enhancing the engagement of middle and high school students in STEM learning. The SDE will collect both process and outcome data to gauge the success of the curriculum modules – baseline information on in-school attendance, in-school behavior and

achievement as measured by CMT scores of STEM after-school participants and the course-taking behavior of students subsequent to their completion of the STEM after-school curriculum. Additionally, data related to CMT science scores will be collected and analyzed to measure the STEM program's impact on science achievement. Evaluators will use a student survey on science and math aspirations and self-efficacy to gauge student interest in further science education and careers.

Appendices

Appendix A: Programs Sites Listed by Grade Level

Appendix B: Daily Average Attendance

Appendix C: Community Partners

Appendix D: Student Stories

Appendix A Program Sites by Grade Level

K-6

Bridgeport Lighthouse Bryant School
 Bridgeport Lighthouse Edison Elementary
 Bridgeport Lighthouse JFK
 Bridgeport Lighthouse Read School
 Danbury Public Schools Stadley Rough School
 Hartford Asylum Hill West School
 Hartford Center City Churches Sanchez School
 Hartford OPMAD Burns School
 Killingly Public Schools Killingly Central
 Killingly Public Schools Killingly Memorial
 Meriden Public Schools Hanover School
 Northern Middlesex YMCA McDonough School
 New London LEARN Regional Multicultural Magnet School
 Plainville Public Schools Frank T. Wheeler School
 Stafford Public Schools Stafford Elementary
 Stamford CTE Springdale Elementary/Lathon Wider Center
 Education Connection Barkhamsted
 Education Connection Brookfield
 Education Connection New Hartford
 Education Connection Newtown-Hawley
 Education Connection Newtown-Head O Meadow
 Education Connection Newtown-Reed
 Education Connection Newtown- Sandy Hook
 Education Connection Torrington-East
 Education Connection Torrington-Vogel Wetmore
 EASTCONN Windham Heights Community Learning Center

TOTAL NUMBER of STUDENTS: 2,212 (36%)

K-8

Bridgeport Lighthouse Blackham School
 Bridgeport Lighthouse Cesar Batella School
 Bridgeport Lighthouse Dunbar School
 Bridgeport Lighthouse Longfellow School
 Bridgeport Lighthouse Luis Munoz Marin Elementary
 Bridgeport Lighthouse Roosevelt School
 Hartford OPMAD Annie Fisher
 Hartford OPMAD Batchelder
 Hartford OPMAD Noah Webster
 New Haven Iris East Rock Global Magnet
 New Haven Public Schools Conte West Hills
 New Haven Public Schools East Rock Global
 New Haven Public Schools Katherine Brennan
 New Haven Public Schools Nathan Hale
 Education Connection Hartland
 Education Connection Sharon
 Portland Public Schools Chatham Court
 Norwalk Housing Authority

TOTAL NUMBER of STUDENTS: 1,866 (31%)

Middle School

Bridgeport McGivney
 Danbury Public Schools ESCAPE Broadview Middle
 Danbury Public Schools ESCAPE Rogers Park Middle
 Derby Public Schools Irving School
 Ellington Public Schools Ellington Middle
 Enfield ERFC John F. Kennedy Middle
 Hamden YSB Hamden Middle
 Killingly Public Schools Killingly Intermediate
 New Haven Public Schools Urban Youth Center Middle
 New Haven Public Schools Betsey Ross Arts Magnet
 New London LEARN ISAAC
 Plainville Public Schools Plainville Middle
 Portland Public Schools Portland Middle/High Schools
 Stamford Public Schools Cloonan Middle & Academy High
 Stratford Public Schools Flood Middle
 Stratford Public Schools Wooster Middle
 Education Connection Region 14
 West Haven Community House Association Carrigan Middle
 Wethersfield School District Silas Deane Middle
 Danbury Public Schools ESCAPE

TOTAL NUMBER of STUDENTS: 1,691 (28%)

High School

Hartford Urban League Weaver High
 New London LEARN Science and Technology Magnet High
 Stamford Public Schools Stamford High
 Stamford Public Schools West Hill High
 Wethersfield School District Wethersfield High
 Norwalk Housing Authority

TOTAL NUMBER of STUDENTS: 315 (5%)

Appendix B
Average Daily Attendance

Program	Site	Total	Average	Average
		unduplicated	daily attend #	daily attend %
Lighthouse	Blackham	185	140	76%
Lighthouse	Bryant	87	76	87%
Lighthouse	Cesar Batella/Howe	212	140	66%
Lighthouse	Dunbar	96	68	71%
Lighthouse	Edison	128	88	69%
Lighthouse	JFK	175	126	72%
Lighthouse	Longfellow	85	61	72%
Lighthouse	Luis Munoz Marin	100	72	72%
Lighthouse	Read	140	109	78%
Lighthouse	Roosevelt	102	47	46%
Bridgeport	McGivney	69	41	59%
Danbury Pub Schools	Stadley Rough	131	35	27%
Danbury Pub Schools-Escape	Broadview MS	85	31	36%
Danbury Pub Schools-Escape	Rogers Park MS	84	37	44%
Danbury Pub Schools-Escape	ESCAPE	104	49	47%
Derby Public Schools	Irving	93	50	54%
Ellington Public Schools	Ellington MS	135	30	22%
ERFC	John F. Kennedy MS	48	20	42%
HamdenYSB	Hamden MS	44	32	73%
Asylum Hill	West MS	122	62	51%
Hands on Hartford	Sanchez	127	101	80%
OPMAD	Annie Fisher	85	29	34%
OPMAD	Batchelder	96	34	35%
OPMAD	Burns	72	40	56%
OPMAD	Noah Webster	76	49	64%
Urban League	Weaver HS	60	31	52%
Killingly Public Schools	Killingly Central	103	29	28%
Killingly Public Schools	Killingly Intermediate	62	26	42%
Killingly Public Schools	Killingly Memorial	184	68	37%
Meriden Public Schools	Hanover	52	28	54%
Northern Middlesex YMCA	McDonough	98	43	44%
IRIS	East Rock Global Magnet	31	25	81%
New Haven Public Schools	Conte West Hills	222	44	20%
New Haven Public Schools	East Rock Global Magnet	193	57	30%
New Haven Public Schools	Katherine Brennan	72	19	26%
New Haven Public Schools	Nathan Hale	243	77	32%
New Haven Public Schools	Urban Youth Center MS	78	22	28%

Appendix B
Average Daily Attendance (con't)

Program	Site	Total	Average	Average
		unduplicated	daily attend #	daily attend %
New Haven Public Schools	Betsy Ross Arts Magnet	58	17	29%
LEARN	ISAAC	52	15	29%
LEARN	Regional Multicultural Magnet School	71	17	24%
LEARN	Science and Technology Magnet HS	72	10	14%
Norwalk Housing Authority	Norwalk Housing Authority	76	11	14%
Plainville Public Schools	Frank T. Wheeler	31	29	94%
Plainville Public Schools	Plainville Middle	91	40	44%
Portland Public Schools	Chatham Court	26	10	38%
Portland Public Schools	Portland MS/HS	82	14	17%
Stafford Public Schools	Stafford	257	102	40%
CTE	Springdale /Lathon Wider Ctr	43	26	60%
Stamford Pub Sch (The Yerwood Ctr)	Cloonan Middle & Academy HS	43	19	44%
Stamford Pub Sch (The Yerwood Ctr)	Stamford HS	33	8	24%
Stamford Pub Sch (The Yerwood Ctr)	West Hill HS	61	23	38%
Stratford Public Schools	Flood MS	182	41	23%
Stratford Public Schools	Wooster MS	173	71	41%
EdConnection	Barkhamsted	27	24	89%
EdConnection	Brookfield	44	39	89%
EdConnection	Hartland	17	15	88%
EdConnection	New Hartford	27	22	81%
EdConnection	Newtown-Hawley	23	22	96%
EdConnection	Newtown-Head O Meadow	47	39	83%
EdConnection	Newtown-Reed	36	31	86%
EdConnection	Newtown-Sandy Hook	68	62	91%
EdConnection	Region 14	40	35	88%
EdConnection	Sharon	25	21	84%
EdConnection	Torrington-East	26	25	96%
EdConnection	Torrington-Vogel Wetmore	27	20	74%
West Haven Community House Association	Carrigan MS	87	37	43%
Wethersfield School District	Silas Deane MS	81	28	35%
Wethersfield School District	Wethersfield HS	13	5	38%
EASTCONN (Lifelong Lng Corp)	Windham Heights Community Learning Center	66	30	45%

Appendix C Community Partners

The following is a list of community partners as indicated by grantees either in their grant applications or on the Web-based data site; they are listed by town/city:

Bridgeport

Action for Bridgeport Community Development
Future Stars
Kennedy Center
YMCA
Bethel AME Church
Fairfield University
Sacred Heart University
Ralphola Taylor Center
Fairfield County Basketball League
Westport Junior Women's League
People's Bank
Bridgeport Child Guidance Center
Connecticut Renaissance

Danbury

Danbury Youth Services
Danbury Children's First
Danbury Public Library
The Art Spot
Danbury Adult Education

Derby

Boys' and Girls' Club-Lower Naugatuck Valley
Derby Public Library
Derby Police Department
City of Derby
Valley Council of Health and Human Resources
Valley Regional Adult Education
TEAM, Inc.

Ellington

Ellington Youth Services Bureau
Ellington Park and Recreation

Hamden

Young Audiences of Connecticut
Youth Develop. Training and Resource Center

Hartford

CREC
Asylum Hill Boys' and Girls' Club
Connecticut Valley Girl Scouts
Hartford Police Athletic League
Catholic Family Services
ASPIRA
Hartford Adult Education
Hartford Public Library
4-H Family Resource Center
Hartford Children's Theater
New Britain Museum for American Art
Antiquarian and Landmarks Society

Hartford (cont.)

4H Farm
Trinfo Café
Connecticut Pre-engineering Program
Footlights, Inc.
Capital Workforce Partners
United Technologies Corporation
Hartford Knights
AHEC
Greater Hartford Male Leadership Program

Killingly

Goodyear Family Resource Center

Meriden

Meriden YMCA

Middletown

Wesleyan University
Oddfellows Youth Theater

New Haven

New Haven Youth Services Bureau
ARTE
Shubert Theater
Quinnipiac University
Yale British Art Gallery
Alliance Theater, Inc.
Yale Child Study Center
Eli Whitney Museum
East Shore Park and Recreation

New London

Mystic Aquarium
FRESH New London
Children's Museum of Southeastern CT
Connecticut Storytelling Center

Norwalk

Norwalk Community College
Family and Children's Agency
Sound Waters Science Education
Haskins Laboratories
Interactive Education Theater
Wild Oats
Norwalk Reads!

Plainville

Wheeler Regional YMCA
Plainville Family Resource Network
United Way

Portland

Town of Portland
Portland Youth Services Bureau
Portland Public Library
Portland Park and Recreation
Portland Police
Portland Housing Development
Bartlett Hills Association

Stafford

Stafford Family Resource Center

Stamford

Sound Waters Science Education
Minds in Motion
Stamford Hospital
UBS
Smith Barney
Delta Society Pet Partners
Boys' and Girls' Club
Mayor's Youth Services Bureau
Adult and Continuing Education

Stratford

Stratford Community Services
Stratford Health Department
Stratford Police Department
Sterling House

Barkhamsted, Brookfield, Hartland, New

Hartford, Newtown, Sharon, Torrington
Center for 21st Century Skills
Youth Development Training and Resource Center
4H UConn Co-op Extension System
Torrington Area Youth Services Bureau
Newtown Youth and Family Services
Foothills Adult and Continuing Education
Torrington Family Resource Center
NWCT Regional After-School Network

West Haven

West Haven Park and Recreation
West Haven Family Resource Center

Wethersfield

Wethersfield Department of Social Services
Wethersfield Youth Services Bureau
Richard M. Keane Foundation

Windham

Lifelong Learning Corporation
Windham Arts Collaborative
UConn Mentor program
Eastern Workforce Investment Board

Appendix D

Student Success Stories

These stories were collected from program site coordinators and staff members. CWEALF evaluators asked program representatives to send along any ‘success’ stories which might illustrate the impact of after-school program on students and families. While this is anecdotal, it also gives a human frame to important data. Program names are cited, if available.

Wooster/Stratford

If I had to highlight only one particular story out of the many, it would be that of a young man “K” in our program this past year. “K” is a very good child, but also very needy. He has some diagnosed learning disabilities and emotional issues to boot. Often, he would find himself in trouble for outbursts, most often spurred on by comments or “needling” that proceeded his own. There was a point in our program where he would be sent out of an activity or class for an inappropriate comment or two – nothing earth shattering, but enough that it would sometimes lead to larger disruptions. There was even talk about whether or not “K” was getting what he needed out of our program. Low and behold, after some schedule manipulation – we were able to find spots for him where he could build trust in others and work on his social skills in group activities – his favorite being the first-ever school newspaper, “The CLASP CHRONICLES.” Quite simply, he flourished.

Wooster/Stratford

During one of the last big culminating CLASP trips (Mountain Workshop at Mountain Lakes Camp in the mountains of Westchester, NY) this past June, “K” was one of 40 students in attendance. The activities for the day included a number of group activities designed to build trust, leadership skills and teamwork. In one particular activity, students were given five inner tubes, two large pieces of plywood and handfuls of rope and asked to construct a raft that would fit all six team members and must be paddled around an obstacle course on the lake – not something many if any of them had ever done before! It was amazing to watch the groups work but in particular – it was amazing to watch “K!” He was respectful of others as they spoke, and it was he who conceptualized the right way of constructing the raft before many of the others and waited for his turn to patiently explain his ideas to the others. As they began to work off of his blueprint, “K” directed while participating. It was awesome! In the end, they all got in the raft together, students from different grades, backgrounds, ability levels and (with “K” at the helm) donned life jackets and paddled successfully through the obstacle course without a hitch and had a blast doing it! It was just a great thing to watch and a wonderful moment for us all, but most importantly in this case – a fabulous moment for “K.”

Noah Webster/Hartford

“B” stayed back in kindergarten because of socialization problems. He was diagnosed with autism. His mother felt that if she could get him involved with other students that maybe he could overcome his issue. Mom registered “B” in the OPMAD program in kindergarten and is still in the program four years later. The on-site coordinator remembers when “B” started in the program and only remembers that “B” was quiet and shy, not knowing his special need. However, “B” is now as normal socially as the other students. Mom credits the special attention that he receives in the after-school program and the opportunity to interact in situations where there is a smaller number of peers to each adult than during the school day.

Burns School/Hartford

“K” is from Africa. When she arrived in the U.S. two years ago she only spoke Patua. She has quickly learned to speak English and now has convinced her grandmother to get involved with adult education. “K’s” grandmother volunteers in the after-school program. However, it has turned out that OPMAD has been a help to her. She works with the staff members in the Homework Club classes. She also does her

own homework in the class and has the staff members and students assist her as well. It has been a wonderful cross-generation relationship for all involved.

Kennelly School/Hartford

“J” was a troubled 13-year-old kid. He was in trouble regularly at school. Then the school asked if OPMAD would be willing to take him on as a volunteer as he worked off his penalty and did community service. His probation officer and his teachers suggested to the OPMAD staff members that he not be involved. The staff members felt they could give him a chance. They set their expectations and let him know that his bad attitude would not be tolerated and if he was not a model student, he would not be able to complete his community service with the program. With a lot of adult supervision and a short training session, “J” not only succeeded in completing his community service hours but was an enthusiastic role model to the younger students! He then joined the Kennelly football team, with some coaxing from the staff, and is now in high school, and still volunteering in the after-school program.

Batchelder/Hartford

Some of the staff members in the OPMAD program also work during the day at the school as paraprofessionals. The parents of the OPMAD students see that their children are with the same caring adults both during the school day and after-school. They often ask the staff members for suggestions on how to handle their child’s behavior, how to get services for their children and with other issues. The OPMAD staff has become the experts for the parents at the program.

Simpson-Waverly/Hartford

A brother and sister learned basic sign language in an OPMAD after-school program activity. At a celebration on the last day of the session, they stood on stage with the rest of their class and signed the words to a song that played on a stereo for all of the parents and the remainder of the OPMAD students. They all did a wonderful job. Shortly after the program was over, the siblings joined their parents on a trip to Florida. While waiting in line at a motel to register, the family noticed that the couple in front of them was clearly having a problem communicating with the desk clerk. The couple was deaf. The siblings together chose to step in and offer their help. The couple signed their request to the students and they, in turn, communicated to the desk clerk their conversation. The parents were so proud of their young students they called the OPMAD office on their return home to tell staff members what a wonderful opportunity they offered to their children.

Burns School/Hartford

A single mom from the school needed child care while she worked part time. She found that care was affordable for her two students in the OPMAD program. Once she realized the level of enhancement that the students received, she asked if OPMAD needed any new staff members. She was hired and has worked and volunteered in the program for two years. She now has been voted by the parents onto the Parent Steering Committee to represent the school on the OPMAD Board of Directors.

Hamden

We had many successes with students in the Hamden Middle School Arts, Academic and Leadership Academy. One of our participants was an autistic boy who struggles with social skills. One of his IEP goals was making eye contact and communicating with others. He shined here. The students, including some students who you’d never think would embrace him, did just that. There was always a personal connection between him and the group. They encouraged him so much and accepted him so much that he ended up with a solo in their performance. The kids were so loving and encouraging that he stepped right in and performed with ease. On the few days he did not attend due to doctor’s appointments, students would fight over who got to do his solo part in the rehearsal. It was wonderful to see.

Hamden

Another success is “JR”. He is a quiet seventh grader who at first just sat back and silently observed what was going on. In reading, the instructor would read excerpts from books to get kids hooked and then encourage them to sign the books out of the library (she arranged a special section with all the books she shared so students could easily access them). One day, “JR” told the instructor that he had signed out her latest read and actually read the entire book. He admitted that this was a first for him and he enjoyed reading it.

Hamden

The last success is “D” who is a behaviorally challenged student with her heart in the right place. Throughout the program, she proved a challenge for the teachers to manage. At times, they wanted to dismiss her. I explained that she needed to be with us and we would work together to make this a success for her. With lots of patience and one-on-one reflection and redirection, “D” ended up stepping up to the plate and succeeding with us. She even came up with the choreography for the Harriet Tubman piece in the culminating dance. She starred as Harriet Tubman. With positive attention, she thrived. We helped her turn her negative attention seeking to positive and it worked.

And A Program Success Story**Stratford**

CLASP’S family math night was a huge success this past fall! The former building principal provided math games that built CMT skills and challenged students and their parents. CLASP expanded above and beyond the principal’s plan by taking charge of the event. They provided staffing, coordination and set up the event. They obtained over 100 quality prizes for the culminating raffle event (including new bicycles and restaurant/store gift certificates just to name a few). They gathered 14 high school volunteers and several community members (with the help of our partners Stratford Community Services) to pull off a widely successful fun-filled night of learning math for the WHOLE family! Some estimates place the number of attendees as high as 220 – over 95 percent of whom were Wooster students and their families!

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