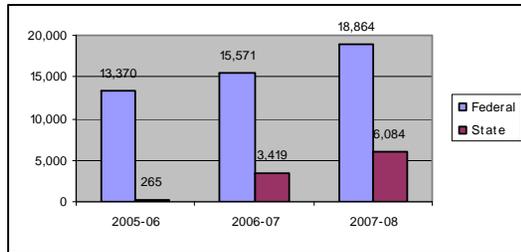


Program Report Card: State Department of Education/After School

Program Purpose: To provide high quality programs outside of school hours, targeted at students most at risk, that offer academic, enrichment and recreational activities in grades K-12.

Contributes to Population: After school programs contribute to a reduction over time of Connecticut's achievement gap in grades K-12 by reinforcing and complementing the regular academic program for participating students.

Performance Measure 1: The number of students enrolled in after school programs statewide.



Story behind the baseline:

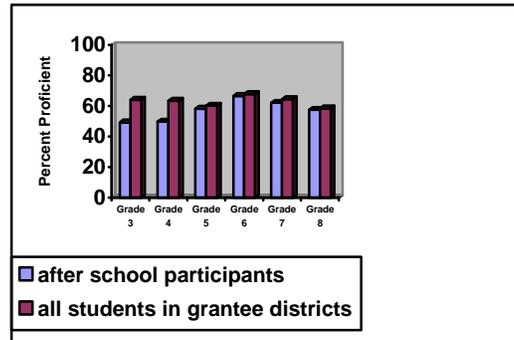
The above graph demonstrates number of students enrolled in federal and state funded after school programs and the increase of students participating over time. This increase is due to consistent augmentation in state and federal funding. In 2007-08, a total of 24,948 students were enrolled, out of which 18,864 (76%) students were enrolled in federally funded after school programs. There are 35 cities and towns being funded by state and federal funds. In 2005-06 school year, there were only three state funded after school programs.

Proposed actions to turn the curve:

- Maintain or increase the number of programs funded and their enrollment by engaging in advocacy efforts, focusing on program quality, capacity building and leadership development.

*Note: In the Governor's proposed budget for 2009-2010, funding for after school programs has been cut from \$5,500,000 to \$500,000. Any increase in participation will require additional funding.

Performance Measure 2: Percentage of state funded after school students by grade at reading proficiency level or higher on the Connecticut Mastery Test (CMT) contrasted by all students enrolled in the after school participating districts.



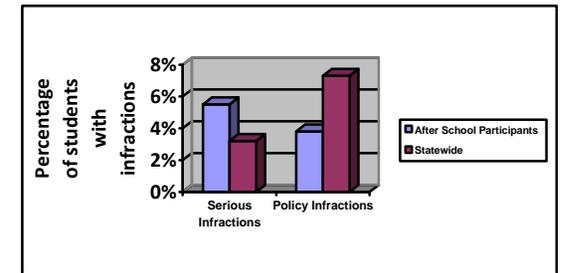
Story behind the baseline:

Students with low achievement are primarily targeted to participate in after school programs. The graph compares the percentage of students in after school programs with the percentage of all students living in the grantee districts, who met proficiency or higher on the CMT Reading test in grades 3 through 8, in the 2007-2008 school year. The data show that the targeted students are participating.

Proposed actions to turn the curve:

- Reading instruction will become a daily requirement in after school programming particularly in the lower grades to bring in line the achievement of after school participants with overall district results.
- Small staff/student ratio will contribute to increased academic achievement.

Performance Measure 3: Number of in-school behavior infractions by students participating in state funded after school programs during the school day as compared to all public school in-school behavior infractions of students in 2006-07.



Story behind the baseline:

These data show of all after school participants for whom SASID information was available, 9.3 percent had a behavior infraction (serious and policy infractions) during the school day. This compares with 11.2 percent of Connecticut students overall who were involved in a behavioral incident.

Proposed actions to turn the curve:

- Professional development strategies will be implemented to encourage systems of positive behavior supports within after school programs.
- Professional development in the area of family engagement will be provided to all after school programs.