



Evaluation of 21st Century Community Learning Centers in North Dakota
2022-2023 GPRA Outcomes
With Spring 2024 Survey Results

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Executive Summary

In this report of evaluation of North Dakota 21st Century Community Learning Centers (21st CCLCs) for the 2022-23 academic year, we include an analysis of data pertaining to the Government Performance and Results Act (GPRA) measures as well as results from surveys conducted with children, youth, parents, school administrators, and community partners. North Dakota's 21st CCLCs served 6,800 students in 2022-23, with 4,400 being regular attendees. The GPRA results are reported for the overall population of participants in these programs as well as separately for Native American and for low-income participants. Overall, the results show that large majorities of participants (60% or more) improved in English and math achievement, attendance, behavior, and engagement. Participants who are Native American or low-income improved at similar rates to the overall population. Comparisons with non-participants generally showed that participants improved at rates that were higher or the same as non-participants.

Survey data for this statewide evaluation was collected through an online platform. Parents ($N = 924$), elementary-age children ($N = 3,425$), middle school-age youth ($N = 163$), school administrators ($N = 110$), and community partners ($N = 50$) completed surveys during February and March 2024 regarding their perceptions of the program.

On the surveys, strong majorities of children, youth, parents, school administrators, and community partners endorsed every positive statement about the program. All groups of respondents agreed that safety, the activities, and the academic and social support that programs provide were the best and most important aspects of the programs. Most respondents had no concerns about the program and no suggestions for improvement. Among the few who did indicate some areas of concern, issues related to staffing and training, program structure, behavior management, and resources were the most prevalent.

Background

More than 1.6 million children and youth in the U.S. attend 21st Century Community Learning Centers (21st CCLCs), federally funded afterschool programs available in each state particularly for students who attend high-poverty and low-performing schools (U.S. Dept. of Education, 2020). These 10,125 centers are intended to do much more than provide supervision and safety for children after school while their parents are still at work. Their mission includes academic support and enrichment, social and emotional learning, drug and violence prevention, and physical activity and nutrition education (Afterschool Alliance, 2021). In North Dakota the 21st CCLC programs are administered by the North Dakota Department of Public Instruction (DPI) and operated locally through grants awarded by the DPI. In 2022-23 there were 12 grantees operating 109 centers across the state.

Each state is mandated to conduct evaluations of its 21st CCLC programs. Thus, the North Dakota DPI contracted with North Dakota State University to conduct the statewide evaluation of 21st CCLCs in North Dakota in 2022-2023. This report will focus on data collected at each site, such as teacher surveys of engagement; data collected by DPI, such as standardized test scores, attendance, and discipline records; and results from surveys of parents, children, youth, school administrators, and community partners.

Evaluation Methods and Measures

Data from the state Department of Public Instruction included English and math test scores, GPA records, attendance rates, and in-school suspensions. Data on student engagement came from teacher surveys that were entered into the Youth Services database. Comparisons of participants to non-participants which showed a statistically significant difference favoring participants are marked in the following tables with an asterisk (*).

Survey questions used in last year's evaluation were used again this year with no changes. Parents ($N = 924$), children ($N = 3,425$), youth ($N = 163$), school administrators ($N = 110$), and community partners ($N = 50$) completed online surveys during February and March 2024 regarding their perceptions of the program. On the child surveys, a graphical and audio interface was used to assist young readers in understanding the questions and available responses.

Participants Served

Data entered by program personnel into the Youth Services database showed that 21st CCLC programs in North Dakota had 4,398 regular attendees. Programs served 6,801 students overall throughout the year, including 5,396 elementary, 1,003 middle school, and 272 high school students. Overall, 24% of the participants were Native American, and 50% of the participants met low-income criteria to receive free or reduced-price lunch.

Activities Offered

All or nearly all participants engaged in activities involving academic enrichment, STEM, and healthy and active lifestyles, both during the academic year and in the summer. See Table 1. In the academic year, the next most prevalent activity type was “well-rounded education activities,” whereas in the summer, literacy education was offered more often. Drug and violence prevention and counseling, assistance to students who have been truant, suspended, or expelled, and activities promoting parenting skills and family literacy occurred only during the academic year.

Table 1

Activities Offered with Number of Participants and Total Hours in Academic Year and Summer

Activity Type	Academic Year		Summer	
	Number of participants	Total hours	Number of participants	Total hours
Academic Enrichment	4,540	20,204	1,633	4,558
Science, Technology, Engineering, and Mathematics, <i>including computer science</i>	4,521	14,901	1,284	3,951
Healthy and Active Lifestyle	4,109	9,805	1,140	3,372
Well-rounded Education Activities, <i>including credit recovery or attainment</i>	2,483	6,108	438	872
Literacy Education	1,946	3,348	743	2,147
Career Competencies and Career Readiness	788	1,798	235	766
Drug and Violence Prevention and Counseling	344	26	0	0
Activities for English Learners	122	394	86	434
Cultural Programs	92	527	27	24
Telecommunications and Technology Education	76	723	54	20
Assistance to Students who have been Truant, Suspended, or Expelled	14	228	0	0
Parenting Skills and Family Literacy	13	6	0	0
Expanded Library Service Hours	2	27	54	12
Services for Individuals with Disabilities	0	0	0	0

GPRA Outcome Results

GPRA 1a: *Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in reading and language arts on state assessments.*

Overall, 70.7% of 4-8 graders who participated in 21st CCLC programming improved in their English Language Arts test score from 21-22 to 22-23. Improvement percentages across grantee regions ranged from 62% to 84%. See the Appendix for regional comparisons. Among Native Americans, 70.6% improved, and among low-income students, 70.5% improved. Both overall and among low-income students, a significantly greater proportion of program participants improved than did non-participants. See Table 2.

Table 2

Percentage of 4-8 Graders Improving in English Language Arts

Group	Total Number	% Improving	Average Points Improved
All students			
21 CCLC Participants	2,622	70.7%*	30.7*
Non-participants	37,098	67.7%	29.6
Native Americans			
21 CCLC Participants	741	70.6%	33.6
Non-participants	3,050	68.6%	32.7
Low Income			
21 CCLC Participants	1,486	70.5%*	32.0
Non-participants	11,359	67.7%	31.5

*21 CCLC participants were significantly higher on this measure than non-participants.

GPRA 1b: *Percentage of students in grades 4-8 participating in 21st CCLC programming during the school year and summer who demonstrate growth in math on state assessments.*

Overall, 82.8% of 4-8 graders who participated in 21st CCLC programming improved in their math test score from 21-22 to 22-23. Improvement percentages across grantee regions ranged from 71% to 94%. See the Appendix for regional comparisons. Among Native Americans, 79.6% improved, and among low-income students, 81.7% improved. There were no statically significant differences between participants and non-participants in percentage improving. See Table 3.

Table 3

Percentage of 4-8 Graders Improving in Math

Group	Total Number	% Improving	Average Points Improved
All students			
21 CCLC Participants	2,633	82.8%	34.1
Non-participants	37,296	84.1%	35.8*
Native Americans			
21 CCLC Participants	745	79.6%	36.9
Non-participants	3,077	80.5%	38.9
Low Income			
21 CCLC Participants	1,493	81.7%	35.0
Non-participants	11,453	80.5%	36.2

*Non-participants were significantly higher on this measure than 21 CCLC participants.

GPRA 2: *Percentage of students in grades 7-8 and 10-12 attending 21st CCLC programming during the school year and summer with a prior-year unweighted GPA of less than 3.0 who demonstrated an improved GPA.*

For this measure, only program participants in grades 7-8 and 10-12 who had GPA data in both 21-22 and 22-23 and whose GPA was less than 3.0 in 21-22 are included. Of this group, just over half improved in their GPA in 22-23. Similar proportions of Native American and low-income students improved. See Table 4. Improvement percentages for all participants across the four grantee regions that had students with data for this measure ranged from 33% to 57%. See the Appendix for regional comparisons.

Table 4

Percentage of Students Improving in Grade Point Average (GPA)

Group	Total Number	% Improving
All students		
21 CCLC Participants	83	50.6%
Native Americans		
21 CCLC Participants	42	52.4%
Low Income		
21 CCLC Participants	64	50.0%

Note. No GPA data was available for non-participants, so no comparisons were made.

GPRA 3: *Percentage of students in grades 1-12 participating in 21CCLC during the school year who had a school day attendance rate at or below 90% in the prior school year and demonstrated an improved attendance rate in the current school year.*

Included in Table 5 are only those students whose attendance rate in the prior school year was at or below 90%. Among those students, 73.8% of 21st CCLC participants improved in attendance the next year, in contrast to only 65.2% of non-participants who improved. Improvement percentages across grantee regions ranged from 67% to 87%. See the Appendix for regional comparisons. Native Americans and low-income students also improved in attendance at rates similar to the overall rate. See Table 5.

Table 5

Percentage of Students Improving in Attendance

Group	Total Number	% Improving
All students		
21 CCLC Participants	964	73.8%*
Non-participants	16,894	65.2%
Native Americans		
21 CCLC Participants	504	70.6%*
Non-participants	3,237	61.4%
Low Income		
21 CCLC Participants	766	72.1%*
Non-participants	8,587	61.7%

*21 CCLC participants were significantly higher on this measure than non-participants.

GPRA 4: *Percentage of students in grades 1-12 attending 21CCLC programming during the school year and summer who experienced a decrease in in-school suspensions compared to the previous school year.*

Included in Table 6 are only those students who experienced at least one in-school suspension in the prior school year. Among those students, 63.2% of 21st CCLC participants decreased in suspensions the next year, compared to 52.9% of non-participants who decreased. There were not enough students with suspensions to make valid regional comparisons. Native Americans and low-income participants also decreased at higher rates than their counterparts who did not participate in 21st CCLC programming. However, the numbers across all of these analyses were too low to meet statistical significance. See Table 6.

Table 6

Percentage of Students Decreasing in In-School Suspensions

Group	Total Number	% Decreasing
All students		
21 CCLC Participants	19	63.2%
Non-participants	665	52.9%
Native Americans		
21 CCLC Participants	9	66.7%
Non-participants	127	61.4%
Low Income		
21 CCLC Participants	12	75.0%
Non-participants	370	55.1%

GPRA 5: *Percentage of students in grades 1-5 participating in 21CCLC programming in the school year and summer who demonstrated an improvement in teacher-reported engagement in learning.*

Teachers were asked for each child in the program, “To what extent has this student changed in terms of engagement in learning (i.e., attention, curiosity, or interest in what they are learning or being taught) from the beginning of the year to now?” Their responses revealed that just over 60% of 21st CCLC participants improved in their engagement in learning. Similar rates of improvement were found among Native Americans and low-income participants. See Table 7. Improvement percentages for all participants across grantee regions ranged from 17% to 80%. See the Appendix for regional comparisons.

Table 7

Percentage of Students Increasing in Teacher-Reported Engagement

Group	Total Number	% Improving
All students		
21 CCLC Participants	3,479	60.5%*
Non-participants	853	51.4%
Native Americans		
21 CCLC Participants	515	55.1%
Non-participants	50	48.0%
Low Income		
21 CCLC Participants	1,430	58.0%*
Non-participants	208	44.7%

*21 CCLC participants were significantly higher on this measure than non-participants.

Survey Results

In addition to the overall results reported below, graphs of survey results broken down by grantee (region) are presented in the Appendix, as well as comparisons of results over the past four years.

Parent Surveys

Of the 924 parents responding on the parent survey, strong majorities agreed with every positive statement about the program. See Table 8. The highest levels of agreement were with the statements “Program offers a safe setting” (94%), “As a parent, I am satisfied with the program” (91%), “My child enjoys attending the program” (88%) and “Program staff have warm, positive relationships with my child” (91%). The highest level of disagreement, at 7%, was with the statement “I am happy with the level of communication the program staff has with me.” The most frequent response of “Neither agree nor disagree” occurred on the question of whether the child’s attitude towards school improved as a result of participating in the program, with 34% choosing the neutral response. Parent responses this year closely tracked last year’s responses, with very minor fluctuations. See the Appendix for year-to-year comparisons on all questions.

Table 8

Frequencies of Responses on the Parent Survey

Question on Parent Survey	% Agree	% Disagree
Child’s attitude towards school improved	61	5
Program provides ample time to complete their homework	73	4
Program offers a safe setting	94	3
Program provides opportunities they wouldn’t otherwise have	73	6
Happy with communication from staff	82	7
Staff have warm, positive relationships with students	91	4
I can make suggestions or voice concerns to staff or leaders	76	4
Child enjoys attending the program	88	5
Parent satisfied with program	91	4

Note. $N = 924$. “Strongly agree” and “Agree” responses were combined in the % Agree column. “Strongly disagree” and “Disagree” responses were combined in the % Disagree column. “Neutral” responses are not shown but can be computed as the percentages in the two columns subtracted from 100.

Parents were also asked to indicate the most important reason for having their child participate in the program. Of the 914 parents responding, 63% chose the response “It helps me maintain a job” and 16% chose “It benefits my child academically.” The remainder (21%) chose “It benefits my child in other ways” and then wrote in more specific ways. The most popular responses centered around social and behavioral benefits for the child.

The parent survey also included some questions eliciting open-ended responses, which we grouped into categories. Among the 615 parents responding with aspects of the program they were satisfied with, the top three most common responses had to do with the program’s activities, structure, and staff. See Table 9.

Table 9

Aspects of the Program Parents Were Satisfied With

Aspect of the Program	Parents Listing This Aspect	
	Number	Percentage
Activities	342	55.6
Structure and operation of the program	253	41.1
Staff	182	29.6
Academic support	176	28.6
Parents like all aspects of the program	72	11.7
Safety	21	3.4
Communication	12	2.0

Note. $N = 615$ parents who listed 1,058 program aspects. Parents’ open-ended responses were coded into these categories. An additional 309 parents left this question blank.

On the question eliciting aspects of the program parents had concerns about, 477 parents left the question blank, and another 302 parents said they had no concerns. Combined, this means that 84.3% of the 924 parents completing the survey listed no concerns. The top concern of the rest was poor staff performance, with 43 parents describing either a particular staff member or staff in general who were inattentive (looking at their phones), used ineffective discipline strategies such as yelling, or failed to prevent or respond to problematic behavior such as bullying. See Table 10.

Table 10

Aspects of the Program Parents Had Concerns About

Aspect of the Program	Parents Listing This Aspect	
	Number	Percentage
Poor staff behavior, effectiveness, training	43	29.7
Unruly child behavior/bullying	27	18.6
Poor Communication from staff or director	24	16.6
Programming/Activities/Structure	18	12.4
Homework time not helpful enough	9	6.2
Inadequate staffing level/too much turnover	9	6.2
Program schedule (not open enough)	6	4.1
Transportation	6	4.1
Safety	5	3.4
Program cost	5	3.4
Miscellaneous (too many videos & movies, unhealthy snacks, other parents)	9	6.2

Note. $N = 145$ parents who listed 161 concerns. Parents' open-ended responses were coded into these categories. An additional 779 parents listed no concerns.

When asked if they had recommendations for improvement of the program, 538 parents left the question blank, and another 224 parents said they had no recommendations. Combined, this means that 82.5% of the 924 parents completing the survey listed no recommendations. The most common suggestions among the rest focused on wanting more regular communication from the staff or director and offering ideas for different activities and group structuring. Another set of responses had to do with improving the quality of staff and providing them with training in child guidance and discipline strategies. There were also some calls for having the program open on more days. See Table 11.

Table 11

Parents' Recommendations for the Improvement of the Program

Recommendation to improve the following:	Parents Listing this Recommendation	
	Number	Percentage
Communication	40	24.7
Programming, activities	40	24.7
Staff Quality and Training	25	15.4
Schedule (more days open)	16	9.9
Homework	14	8.6
Snacks provided (more, free, and healthy)	6	3.7
Technology use (less screen time)	6	3.7
Pickup procedures (improve efficiency, safety)	6	3.7
Hire more staff	5	3.1
Miscellaneous (behavior management, transportation, accept older kids, accept more kids, lower cost, better safety protocols for pickup, have autopay system, pay staff more)	22	13.6

Note. $N = 162$ parents who listed 180 recommendations. Parents' open-ended responses were coded into these categories. An additional 762 parents had no recommendations.

Child Surveys

Of the 3,425 children responding on the child survey (used for those in the elementary grades), strong majorities agreed with every positive statement about the program. See Table 12. The highest levels of agreement were with the statement “I have friends here in the program” (96%) and “I feel safe here in the program” (93%). The lowest levels of agreement (though still over 70%) and highest levels of disagreement (though still under 15%) came on items asking if the activities they do in the program help them do math better and read better. The highest frequency of neutral responses was on the item asking if the activities they do in the program help them do math better. Responses on the whole were virtually identical to last year. All year-to-year comparisons are shown in the Appendix.

Table 12

Frequencies of Responses on the Child Survey

Question on Child Survey	% Agree	% Disagree
The activities I do here help me do math better	73	14
The activities I do here help me read better	77	14
I really like the activities we do here	90	6
The activities we do here help me learn new things	85	9
It’s easy to ask a teacher for help here	91	5
The other kids in the program are nice to me	82	10
I have friends here in the program	96	2
I feel safe here in the program	93	4
I like to go here after school	87	9
I like school better because I go here after school	78	14

Note. $N = 3,425$. “Strongly agree” and “Agree” responses were combined in the % Agree column. “Strongly disagree” and “Disagree” responses were combined in the % Disagree column. “Neutral” responses are not shown but can be computed as the percentages in the two columns subtracted from 100.

The child survey also included some questions eliciting open-ended responses, which we grouped into categories. Of the 3,123 children who responded to the question asking them what they liked about the program, a majority mentioned activities. See Table 13. The top five activities they listed are gym, free time/recess, fun activities, art/creative activities, and games. The fact that the program allowed them to spend time with their friends was also something children liked, with a few also listing the opportunity to make new friends. Many children also mentioned enjoying reading, math, STEAM and STEM activities.

Table 13*Aspects of the Program Children Liked*

Aspect of the Program	Children Listing This Aspect	
	Number	Percentage
Activities (gym, recess, free/fun time, art, games)	2303	73.7
Friendships	632	20.2
Academic activities and support	477	15.3
Caring staff, teachers, and other children	306	9.8
Provision of snacks	277	8.9
Everything	66	2.1
Safety	15	0.5
General or “None” or “Don’t know”	87	2.8

Note. $N = 3,123$ children who listed 4,163 program aspects. Children’s open-ended responses were coded into these categories. An additional 302 children left this question blank.

When asked if there was any part of the program they did not like, 915 children left the question blank, and another 615 children said there was nothing they didn't like or didn't know. Combined, this means that about 45% of the 3,425 children completing the survey listed nothing they did not like about the program. The top three dislikes among the rest were academic activities, mostly math and reading along with the general idea that it was too much like school; other activities, including that they didn't have any choices and didn't like going outside when it's cold; and the bullying and other negative behaviors of the children, including loudness and the disciplinary consequences for all children when some were disruptive. See Table 14.

Table 14

Aspects of the Program Children Didn't Like

Aspect of the Program	Children Listing This Aspect	
	Number	Percentage
Academic activities	596	31.5
Activities (gym, outside, lack of choice)	553	29.2
Negative behaviors or loudness of other children	486	25.6
Peer issues (no friends, wrong ages, too many)	93	4.9
Snacks provided	52	2.7
Program is too long (tired)	47	2.5
Needing to leave or leaving early	45	2.4
Takes time away from being at home or with family	44	2.3
Staff (mean, rude, inattentive)	36	1.9
Everything	33	1.7
Miscellaneous (bus, rules, costs parents money)	7	0.4

Note. $N = 1,895$ children who listed 1,992 aspects. Children's open-ended responses were coded into these categories. An additional 1,530 children listed no aspect of the program they did not like.

Youth Surveys

A different version of the survey was used for participants in the middle and high school grades. Of the 163 students responding, majorities agreed with every positive statement about the program. See Table 15. The highest levels of agreement were seen with having friends in the program, receiving guidance from the adults in the program, and having an overall positive experience. The lowest levels of agreement (though still above 50%) and highest levels of disagreement (though still below 20%) were regarding whether they do better in school because of the program and whether the program helps them learn about careers.

Table 15

Frequencies of Responses on the Youth Survey

Question on Youth Survey	% Agree	% Disagree
I do better in school because of the program	59	9
I have friends in the program	96	2
Program does what they said they were going to do	83	4
Program helps me learn more about careers or a specific career	55	17
I receive guidance from adult(s) in the program	89	4
I enjoy my time in this program	85	6
Program is a positive experience overall	86	3

Note. $N = 163$. “Strongly agree” and “Agree” responses were combined in the % Agree column. “Strongly disagree” and “Disagree” responses were combined in the % Disagree column. “Neutral” responses are not shown but can be computed as the percentages in the two columns subtracted from 100.

The youth survey also included some questions eliciting open-ended responses, which we grouped into categories. Of the 156 students who responded to the question asking them what they liked about the program, a majority mentioned activities. See Table 16. The most frequently mentioned activities they liked were “fun activities,” art, sports, cooking, and woodworking. The next most prevalent response category was time spent with friends, followed by academic activities and support, including help with homework.

Table 16*Aspects of the Program Youth Liked*

Aspect of the Program	Youth Listing This Aspect	
	Number	Percentage
Activities	93	59.6
Friendships	40	25.6
Academic support	31	19.9
Relationships with staff	17	10.9
Provision of snacks	9	5.8
Everything	6	3.8
Miscellaneous (job prep and not having to ride bus)	2	1.3

Note. $N = 156$ youth who listed 198 aspects they liked. Youths' open-ended responses were coded into these categories. An additional 7 youth said "nothing" or left this question blank.

These students were also asked to describe any recommendations they had for the improvement of the program. Of the 163 who completed the survey, 24 left the question blank, and another 65 said they had no recommendations. Combined, this means that about 55% of the youth completing the survey listed no recommendations. Of those who offered a suggestion, most indicated that they wanted more or different activities and programs in general. There was no specific individual activity mentioned that got over 5 responses. See Table 17.

Table 17*Youths' Recommendations for the Improvement of the Program*

Recommendation to improve the following:	Youth Listing This Aspect	
	Number	Percentage
Activities (more or different)	51	68.9
Academic support (more time)	7	9.5
Better snack	6	8.1
Behavior management	4	5.4
Better staff	3	4.1
Miscellaneous (make age groups, longer time, more resources)	5	6.8

Note. $N = 74$ youth who listed 76 recommendations. Youths' open-ended responses were coded into these categories. An additional 89 youth said "nothing" or left this question blank.

School Administrator Surveys

School administrators and school board members responded to online surveys about the programs operating in their schools and for their students. Of the 110 adults responding, 89% or more agreed that they had a good understanding of the goals of the program, the program benefited students and families, and the program was important to the district. See Table 18. Pointing to the importance of 21 CCLCs, the majority (73%) disagreed that there were several other options in their community for before- and after-school care.

Table 18

Frequencies of Responses on the School Administrator Survey

Question on School Administrator Survey	% Agree	% Disagree
Good understanding of the goals of the program	89	4
Program is beneficial to students and families	97	1
Program is very important to district	94	1
Community has several other options for before- and after-school care other than this program	14	73

Note. $N = 110$. “Strongly agree” and “Agree” responses were combined in the % Agree column. “Strongly disagree” and “Disagree” responses were combined in the % Disagree column. “Neutral” responses are not shown but can be computed as the percentages in the two columns subtracted from 100.

The school administrator survey also included some questions eliciting open-ended responses, which we grouped into categories. Of the 80 administrators who responded to the question asking them what they saw as the benefits of the program, a majority mentioned aspects dealing with academic support and enrichment. See Table 19. Just under half indicated that a benefit was the support the program provides to working parents. Activities, safety, and the promotion of the social emotional development of children rounded out the top five responses.

Table 19*School Administrators' Reports of the Benefits of the Program*

Benefit	Administrator Listing This Aspect	
	Number	Percentage
Academic support & enrichment	42	52.5
Program supports working parents	33	41.3
Activities	23	28.8
Safety	17	21.3
Social-emotional development	15	18.8
Excellent staff	7	8.8
Program structure and operations	7	8.8
Snack provided	5	6.3
Community engagement	4	5.0

Note. $N = 80$ administrators who listed 153 benefits. Administrators' open-ended responses were coded into these categories. An additional 30 administrators left the question blank.

Regarding aspects of the program they had concerns about, 73% of the administrators either left the question blank or said they had no concerns. The two categories of concerns that were listed most frequently by the others related to finding and training staff and program structure and operations. See Table 20.

Table 20*Aspects of the Program School Administrators Had Concerns About*

Aspect of the Program	Administrator Listing This Aspect	
	Number	Percentage
Staffing	15	50.0
Program structure and operations	10	33.3
Concerned to keep the program	4	13.3
Cost/funding	3	10.0

Note. $N = 30$ administrators who listed 32 concerns. Administrators' open-ended responses were coded into these categories. An additional 80 administrators said "none" or left the question blank.

When asked if they had any suggestions for the improvement of the program, 78% of the administrators had no suggestions. The top two categories of suggestions listed by the rest dealt with program structure and operations and staffing. See Table 21. These included additional capacity, longer hours, hiring more staff, improving staff training, and aligning activities and behavior management with classroom goals and practices.

Table 21*School Administrators' Suggestions for the Improvement of the Program*

Recommendation to improve the following:	Administrator Listing This Aspect	
	Number	Percentage
Program structure and operations	9	37.5
Staffing (training; increase #)	7	29.2
Academic activities (more, better)	4	16.7
Miscellaneous (activities, behavior management, funding)	6	25.0

Note. $N = 24$ administrators who listed 26 suggestions. Administrators' open-ended responses were coded into these categories. An additional 86 administrators had no suggestions.

Community Partner Surveys

Of the 50 community partners responding to the partner survey, strong majorities agreed with every positive statement about the program. See Table 22. The highest levels of agreement were with the statements “The program is beneficial to students and families” (98%) and “I have a good understanding of program goals” (94%). The highest levels of disagreement (but still below 7%) were seen for the statements about the staff communicating with the partner regularly about the importance and impact of their involvement or contributions. Slight increases in agreement were seen on most items compared to last year. See the Appendix for more detail.

Table 22

Frequencies of Responses on the Partner Survey

Question on Partner Survey	% Agree	% Disagree
I have a good understanding of program goals	94	2
I have a good understanding of what program expects of me	90	0
Staff communicates with me regularly regarding importance of my involvement or contributions	78	6
Staff communicates with me regularly about impact or results of my involvement or contributions	72	6
I can make suggestions or voice concerns to staff	90	2
Program is beneficial to students and families	98	2

Note. $N = 50$. “Strongly agree” and “Agree” responses were combined in the % Agree column. “Strongly disagree” and “Disagree” responses were combined in the % Disagree column. “Neutral” responses are not shown but can be computed as the percentages in the two columns subtracted from 100.

The partner survey also included some questions eliciting open-ended responses, which we grouped into categories. When asked how their organization contributes to the program, 27 partners responded. Of those, 20 said that they provide the program with educational opportunities, such as field trips, programs, activities, or guest visits to the program. Another 7 indicated that they provided additional resources, such as funding, operational support, or staff training. Two partners provided program outreach, such as parent education.

When asked what they saw as the benefits of the program, 31 partners responded. Of those, 19 mentioned how the program provided children with educational support and enrichment, such as homework assistance and engaging activities. Another 25 listed broader ways that the program supported children and families by providing a safe environment, allowing parents to work, and promoting social emotional development among children. Three partners saw benefits in the valuable experience gained by high school and college students who worked at or presented lessons to the program.

Partners also responded to a prompt asking them to describe any concerns they had about the program. Of the 50 partners completing a survey, 43 had no concerns. The seven listing a concern focused on staffing levels being inadequate, the need for more stable funding, the need to be open more days and more hours, and the need for staff to remain engaged in behavior management during partner presentations to the children. There were also 12 partners responding with suggestions for program improvement, focused mostly program structure, staffing, communication, and funding.

Conclusions

Survey responses from the children, their parents, and community partners showed remarkable consistency. Strong majorities of every group endorsed every positive statement about the program. All groups of respondents agreed that safety, the activities, and the academic support that programs provide were the best and most important aspects of the programs. The children also added that having this time to spend with their friends and with caring teachers was something they enjoyed. Adults should note that these social experiences are not just fun but are developmentally important as well. Most respondents had no concerns about the program and no suggestions for improvement. Among the few who did indicate some areas of concern, issues related to staffing and training, program structure, behavior management, and resources were the most prevalent.

Acknowledgements

This report reflects the work of many people. The researchers would like to thank the North Dakota Department of Public Instruction for the opportunity to conduct this evaluation. In particular, Arlene Wolf was supportive throughout the process, always finding a way to make things work. The largest burden of data collection fell on the center directors who distributed our emails to parents and partners and made sure children had access to our surveys. Without their commitment, not just to the students but also to this project, this evaluation would have failed. Finally, we thank the students, parents, and partners who were willing to share their experiences to help pave the way for those who come after them.

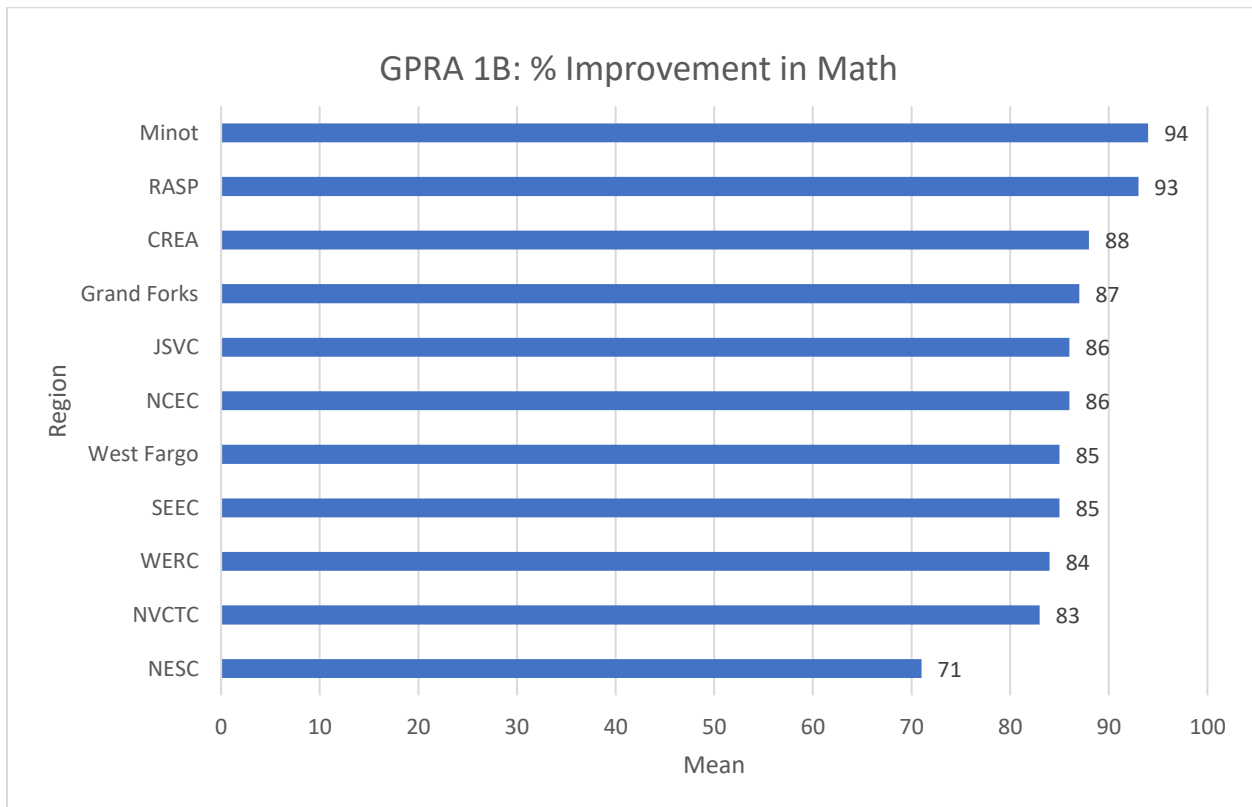
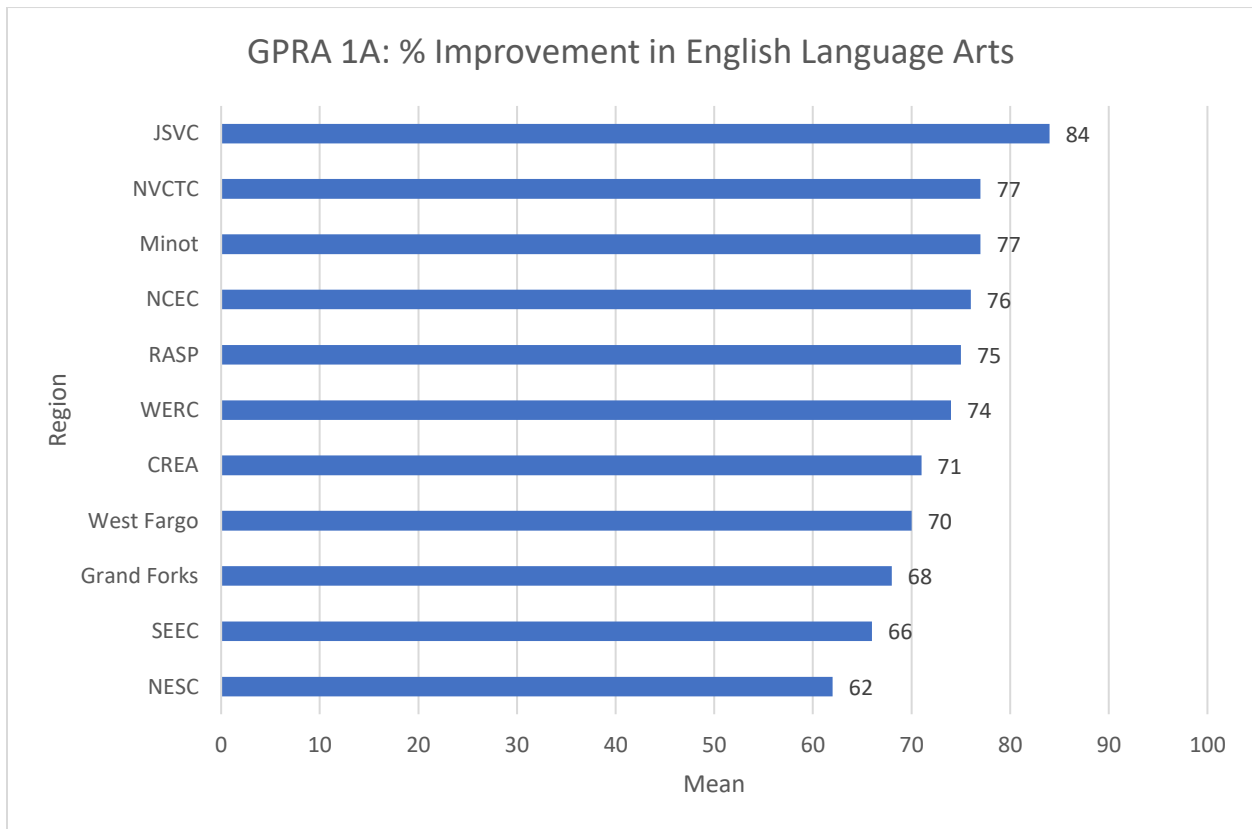
References

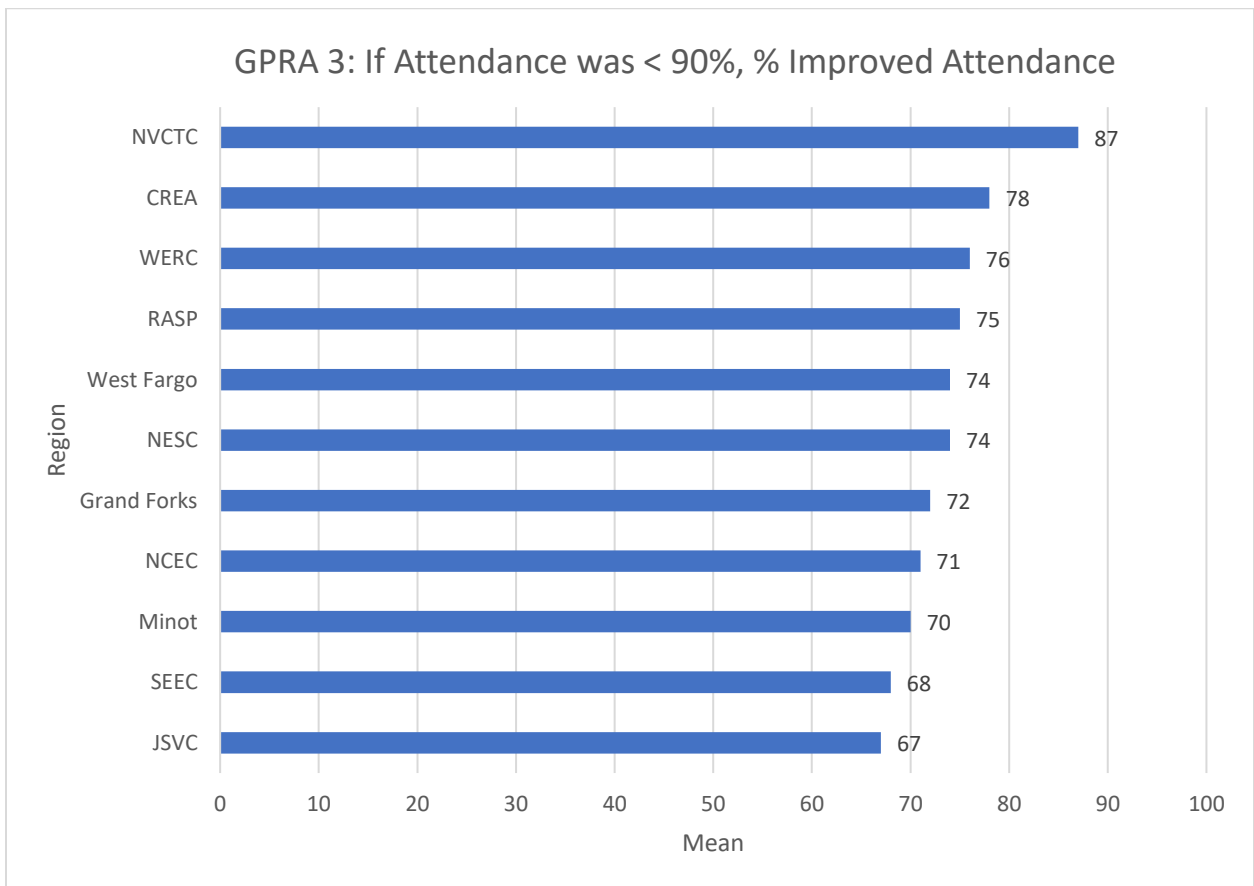
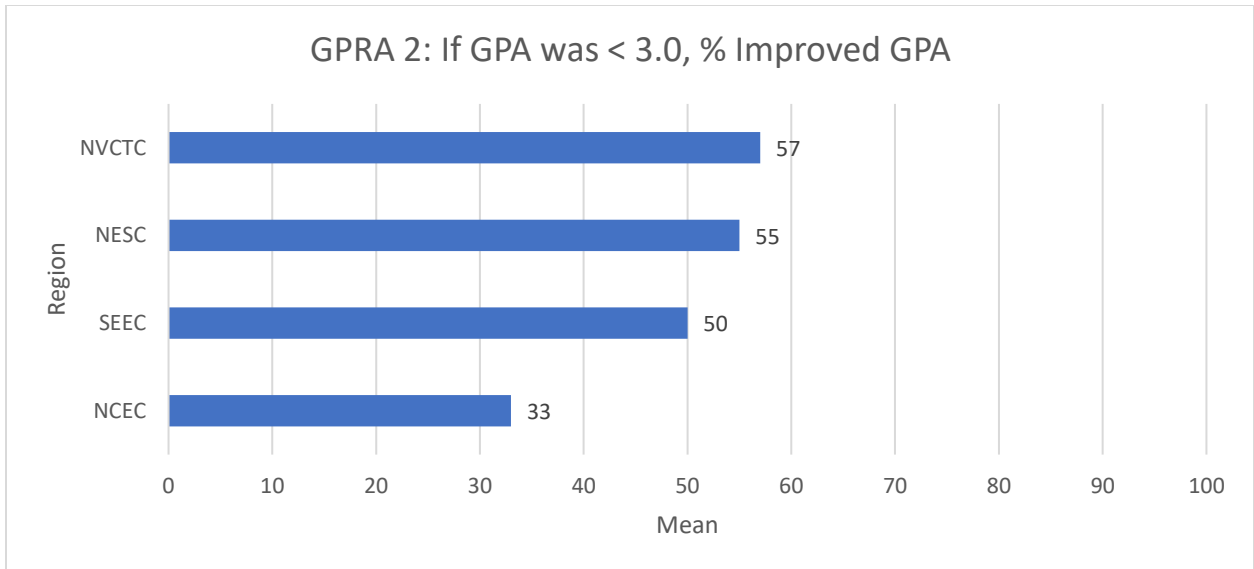
Afterschool Alliance. (2021). *21st CCLC is a critical source of funding for many local afterschool and summer learning programs.*

<http://www.afterschoolalliance.org/policy21stcclc.cfm>

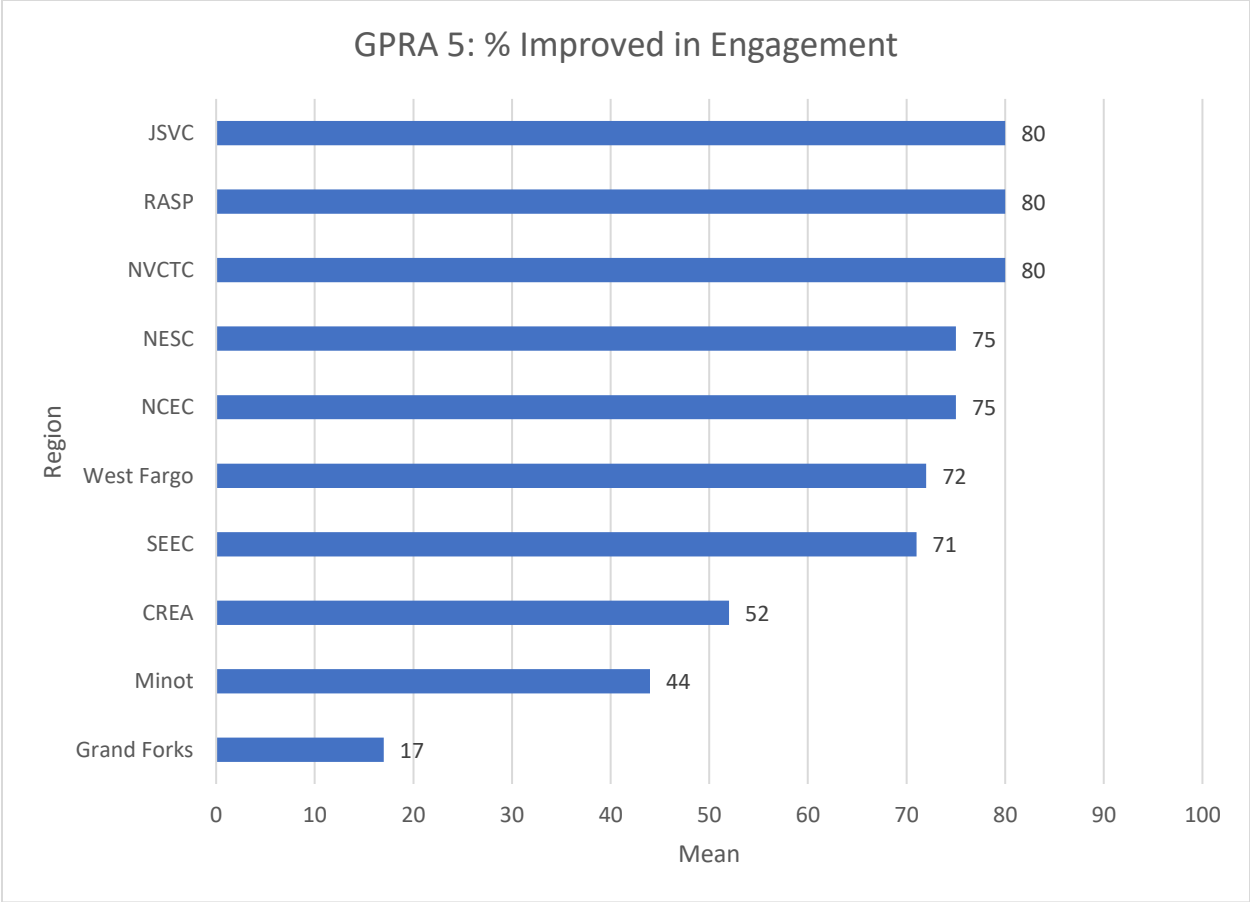
U.S. Department of Education. (2020). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2018-2019* (15th report). Washington, DC.

Appendix A: Graphs of GPRA Results by Grantee Region



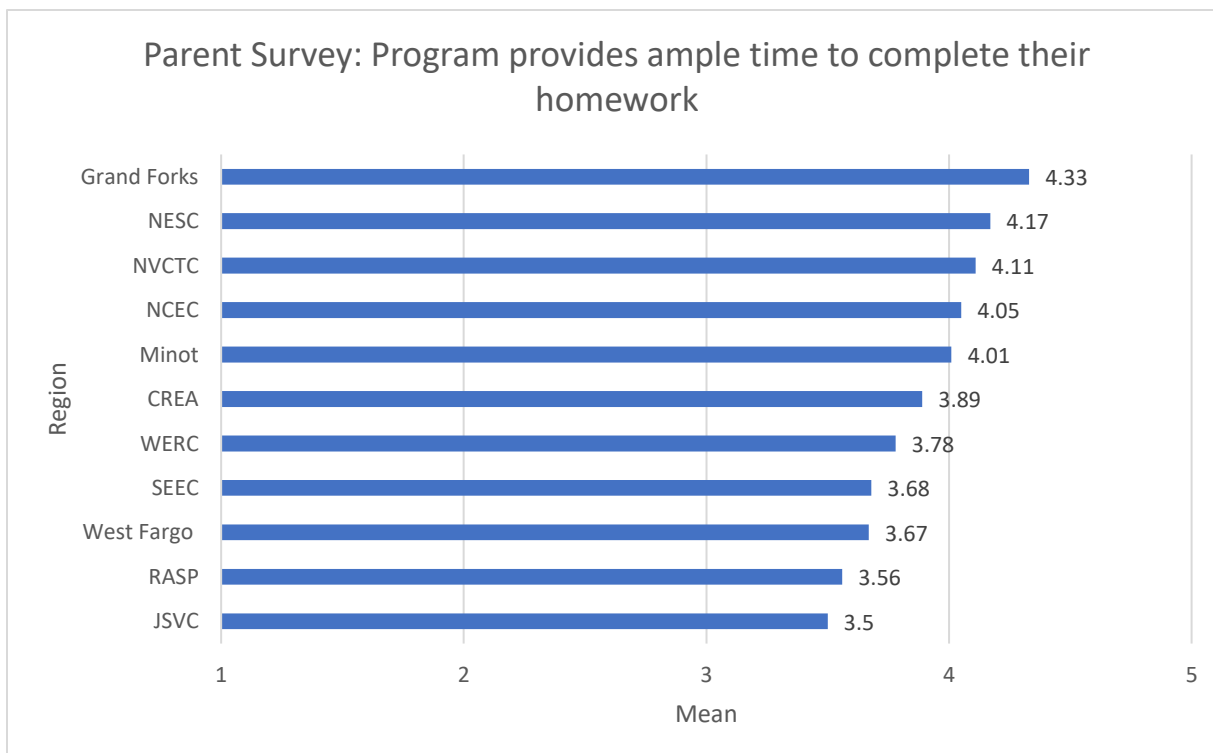
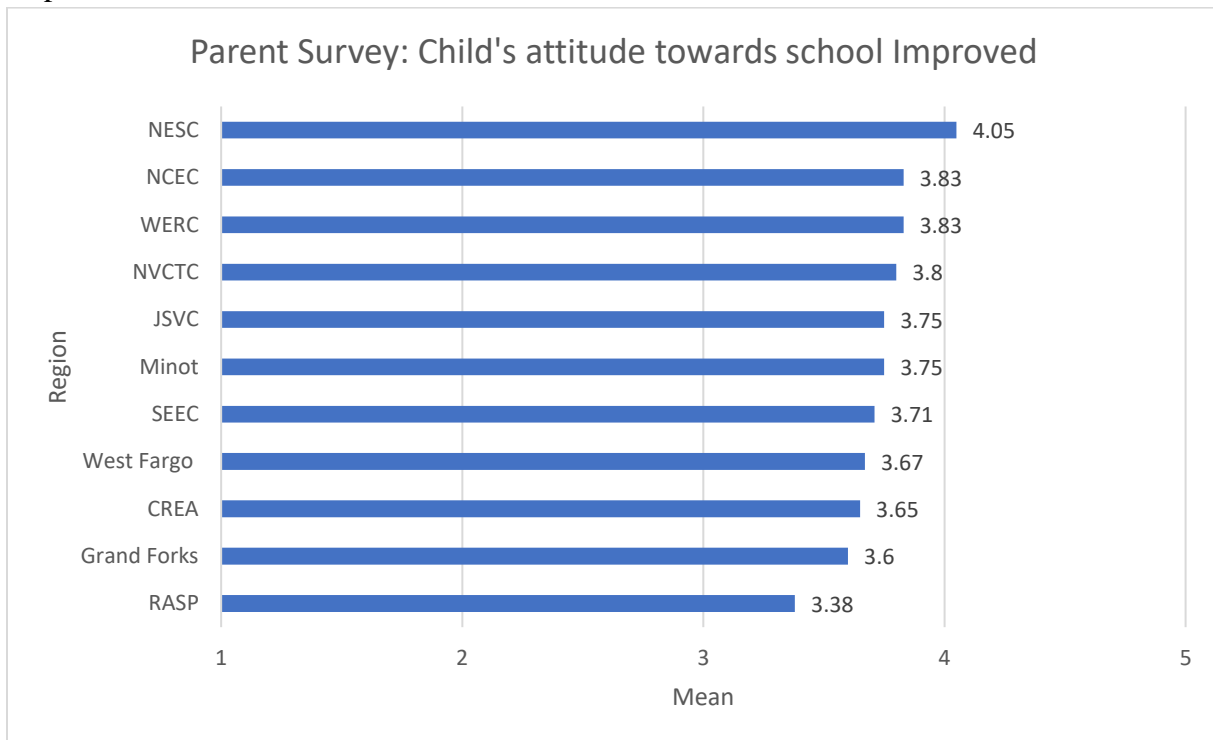


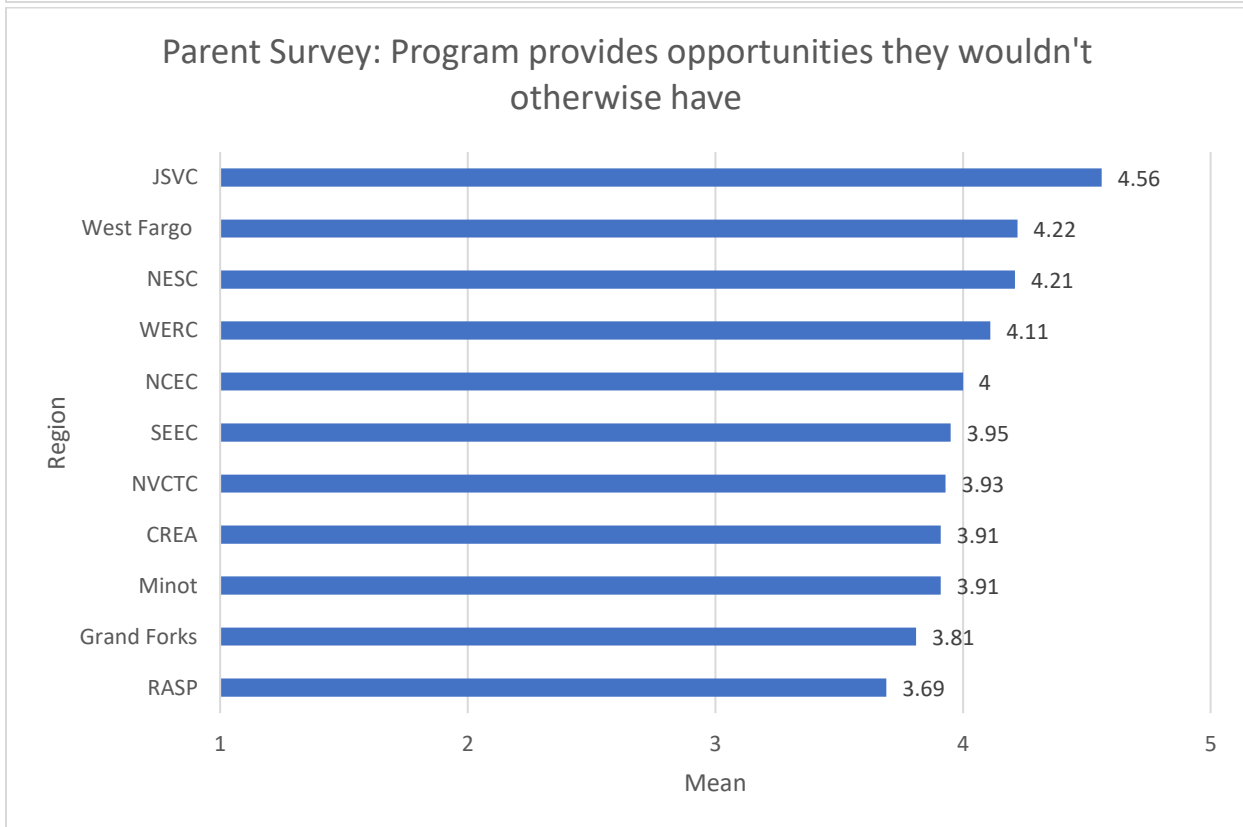
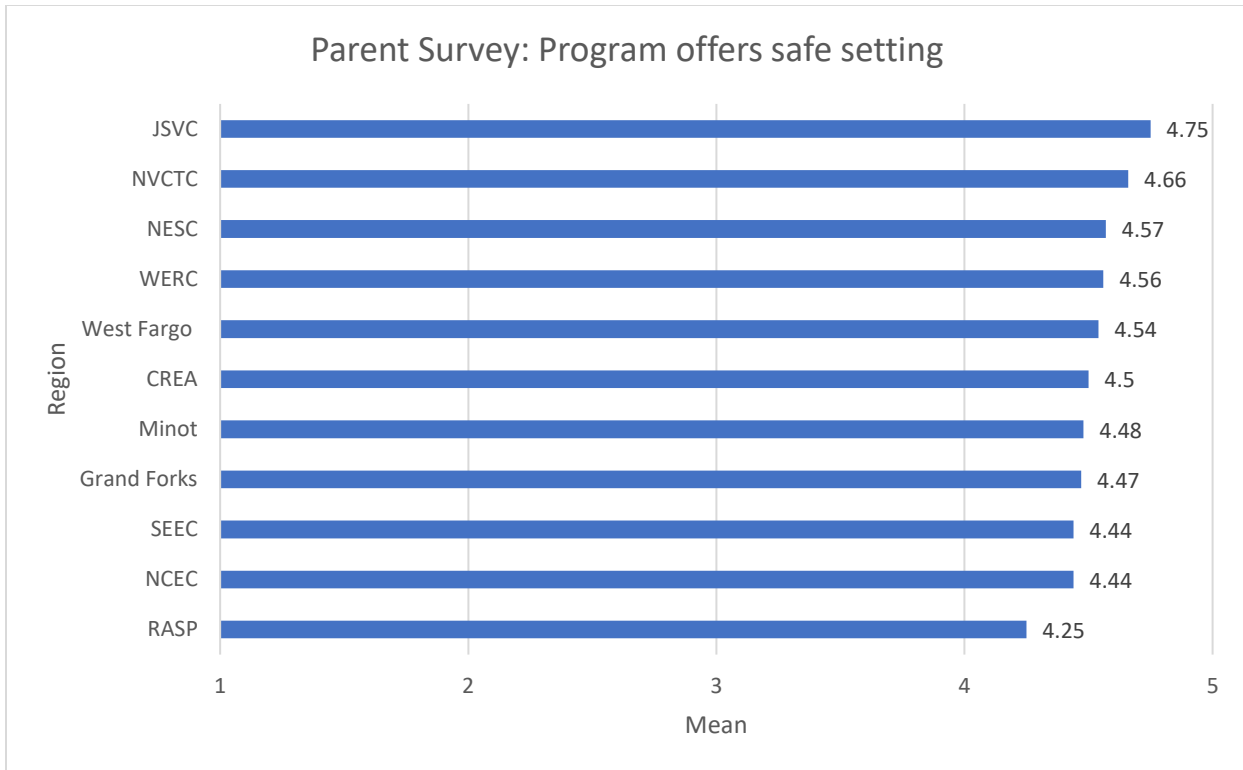
GPRA 4 Note: There were too few in-school suspensions to make valid regional comparisons on that measure, so no graph is provided for GPRA 4.

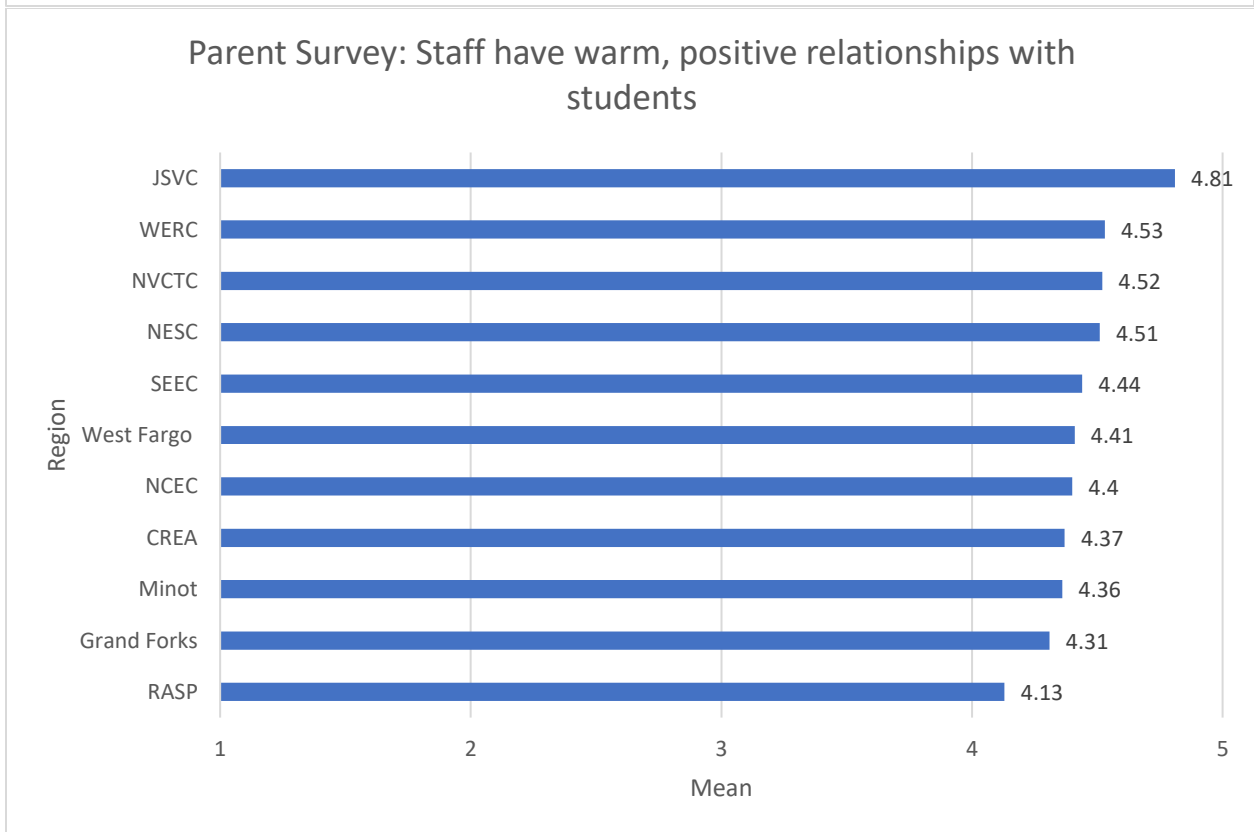
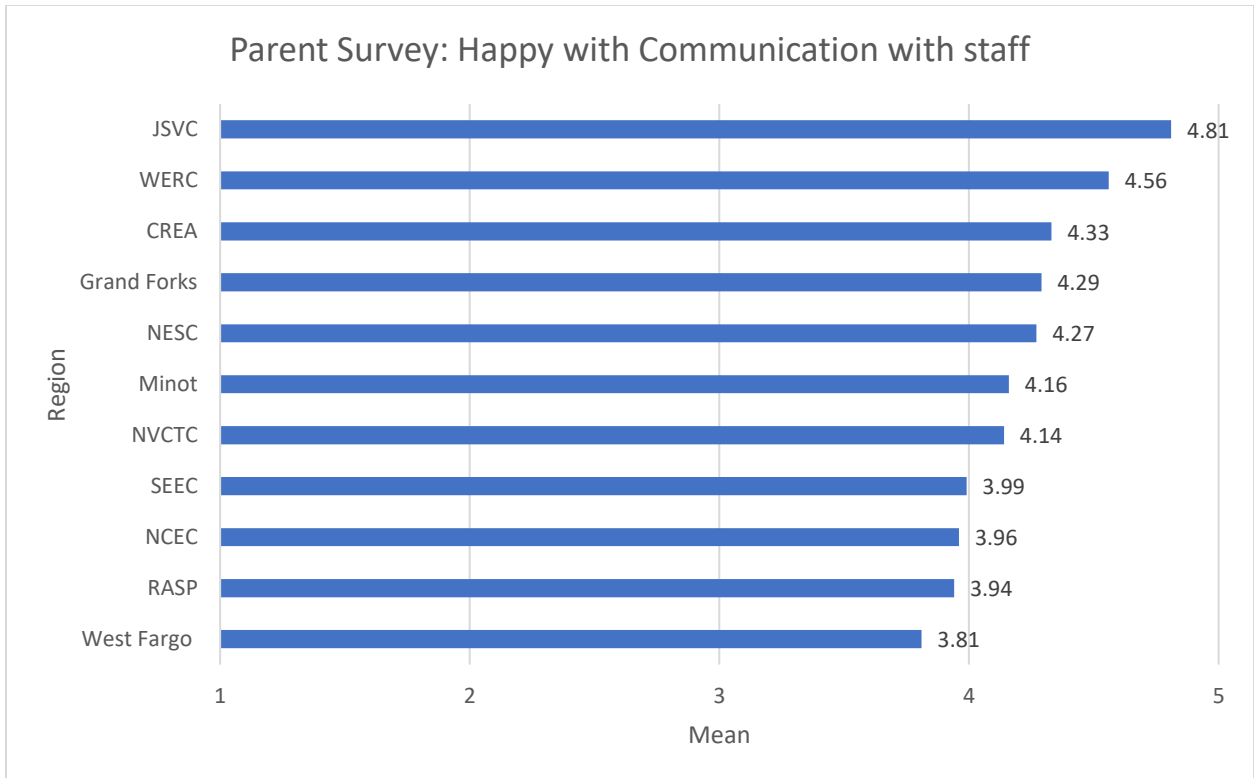


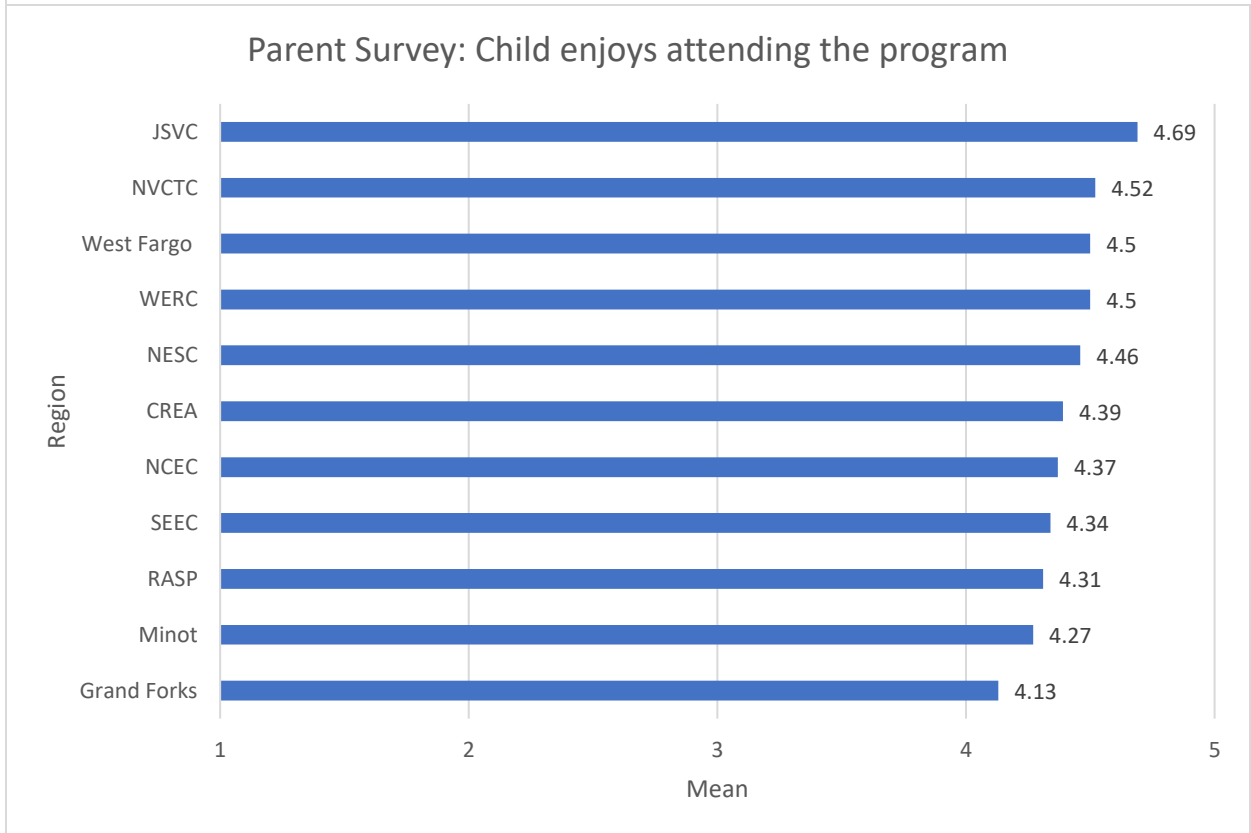
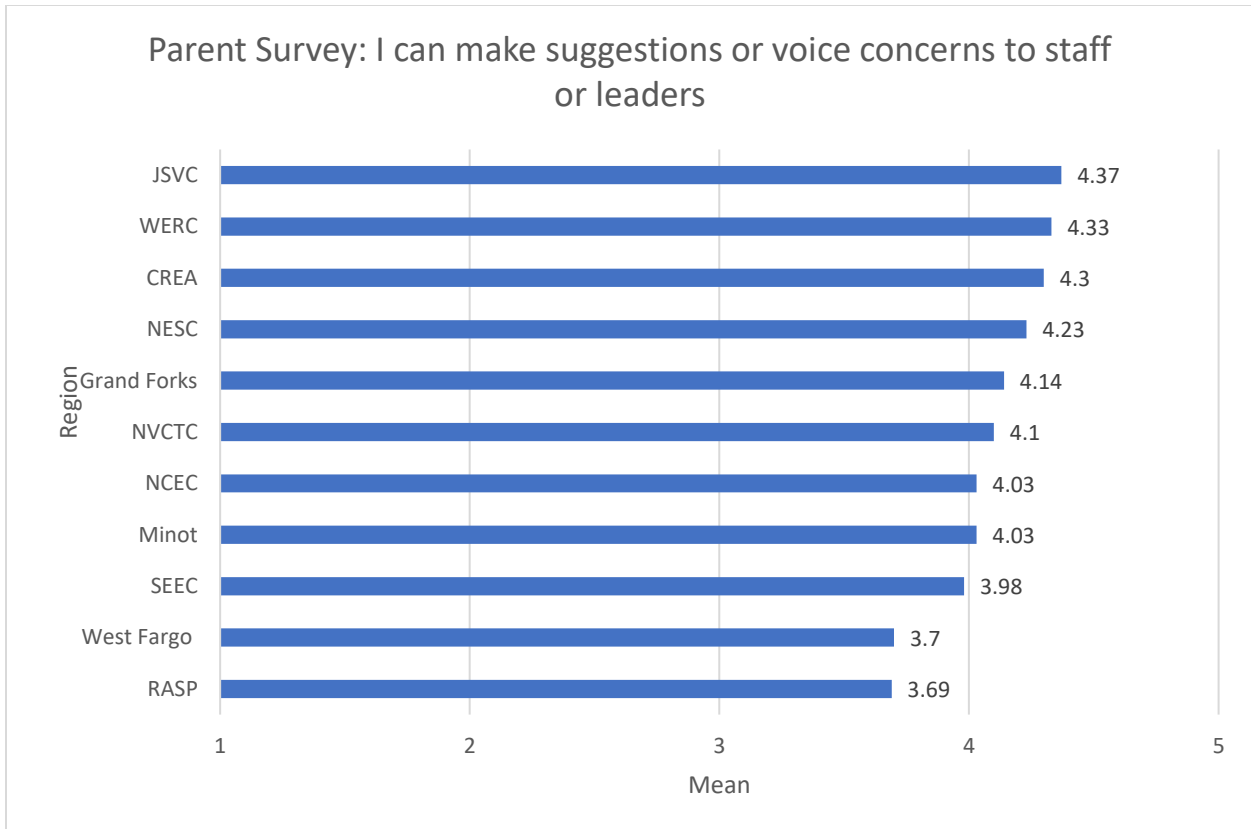
Appendix B: Graphs of Survey Measures by Grantee Region

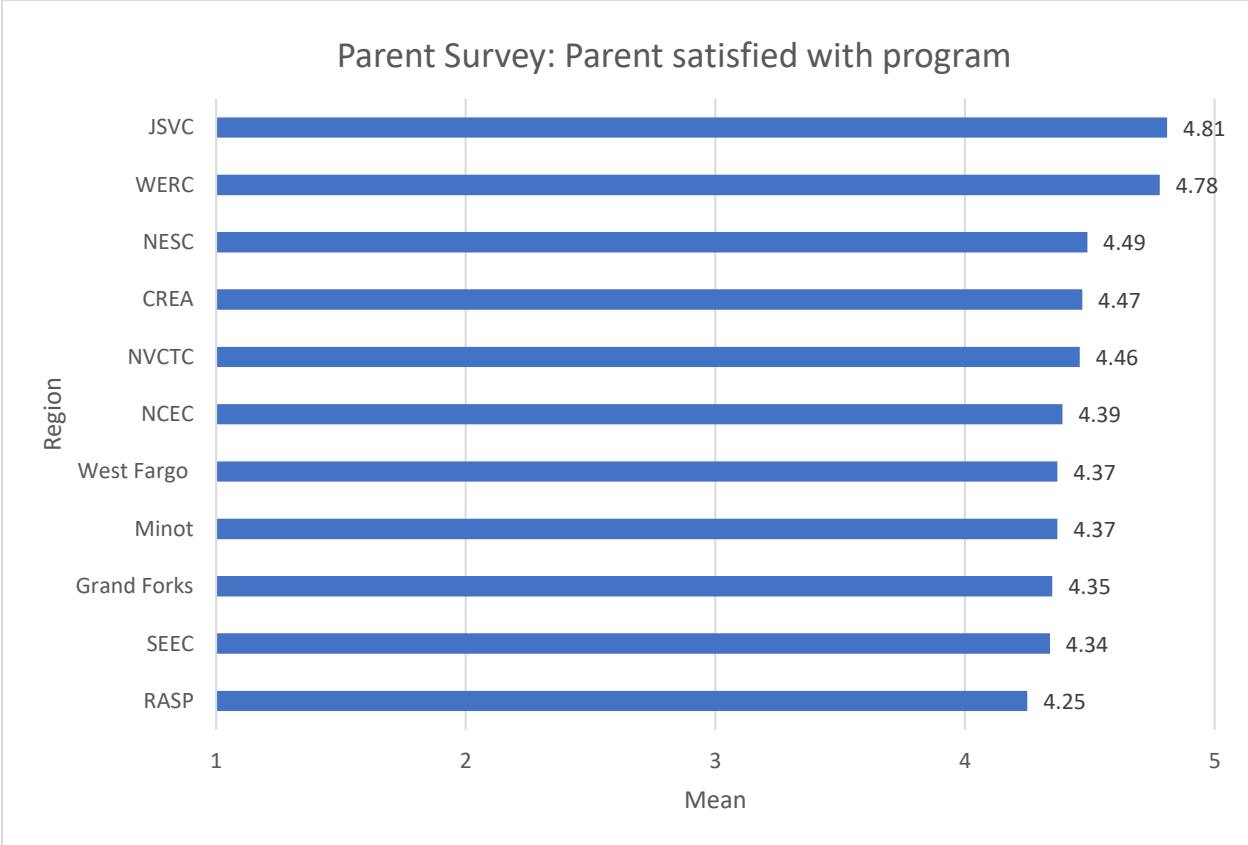
On these surveys, participants responded on a scale of 1 (Strongly Disagree) to 5 (Strongly agree). Thus, higher values indicate greater levels of agreement. Regions with fewer than 5 respondents are not shown.

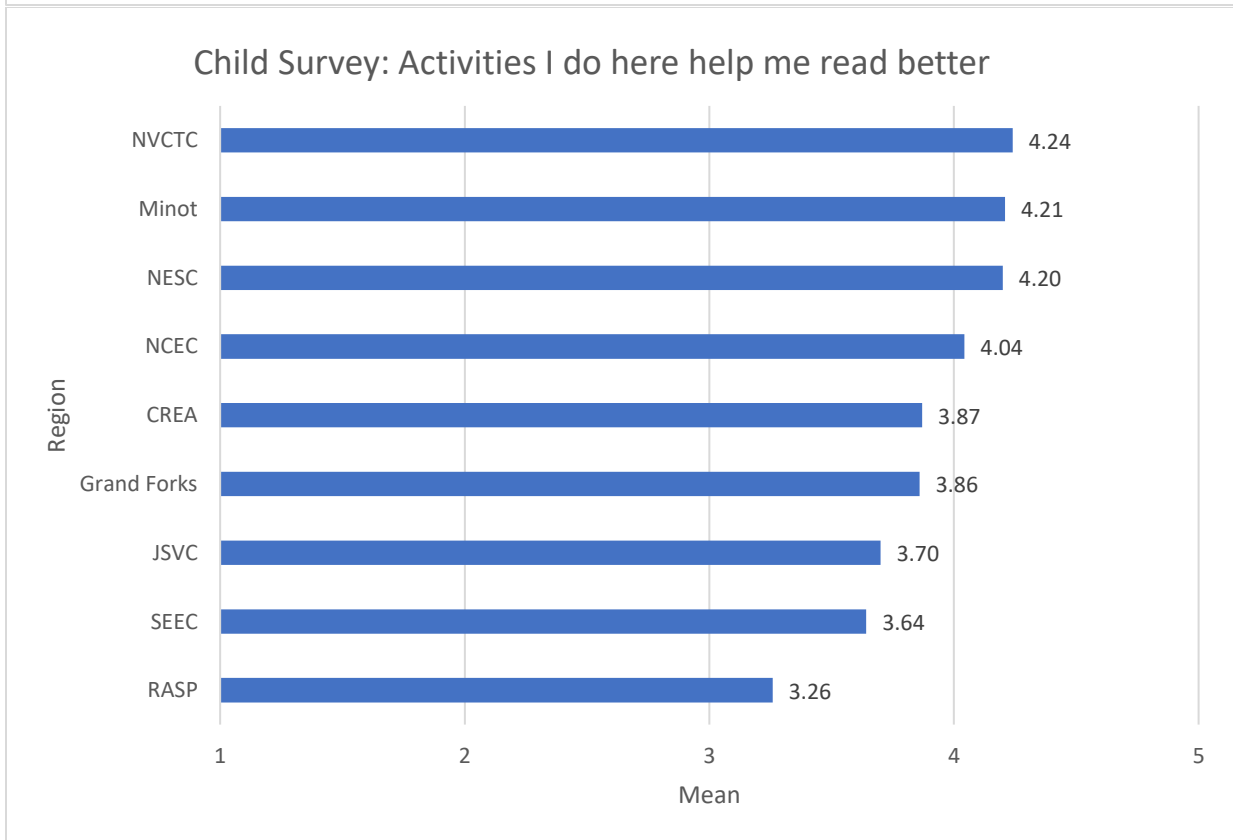
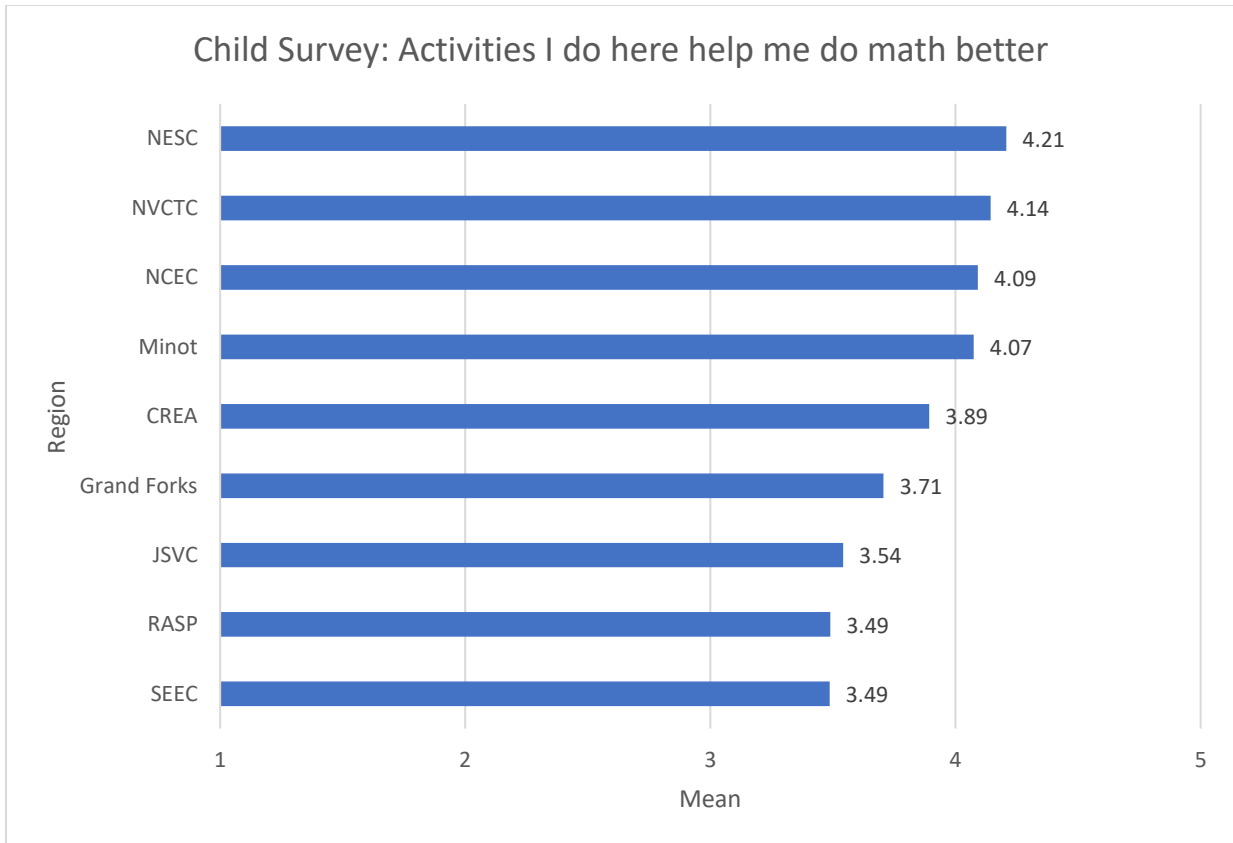


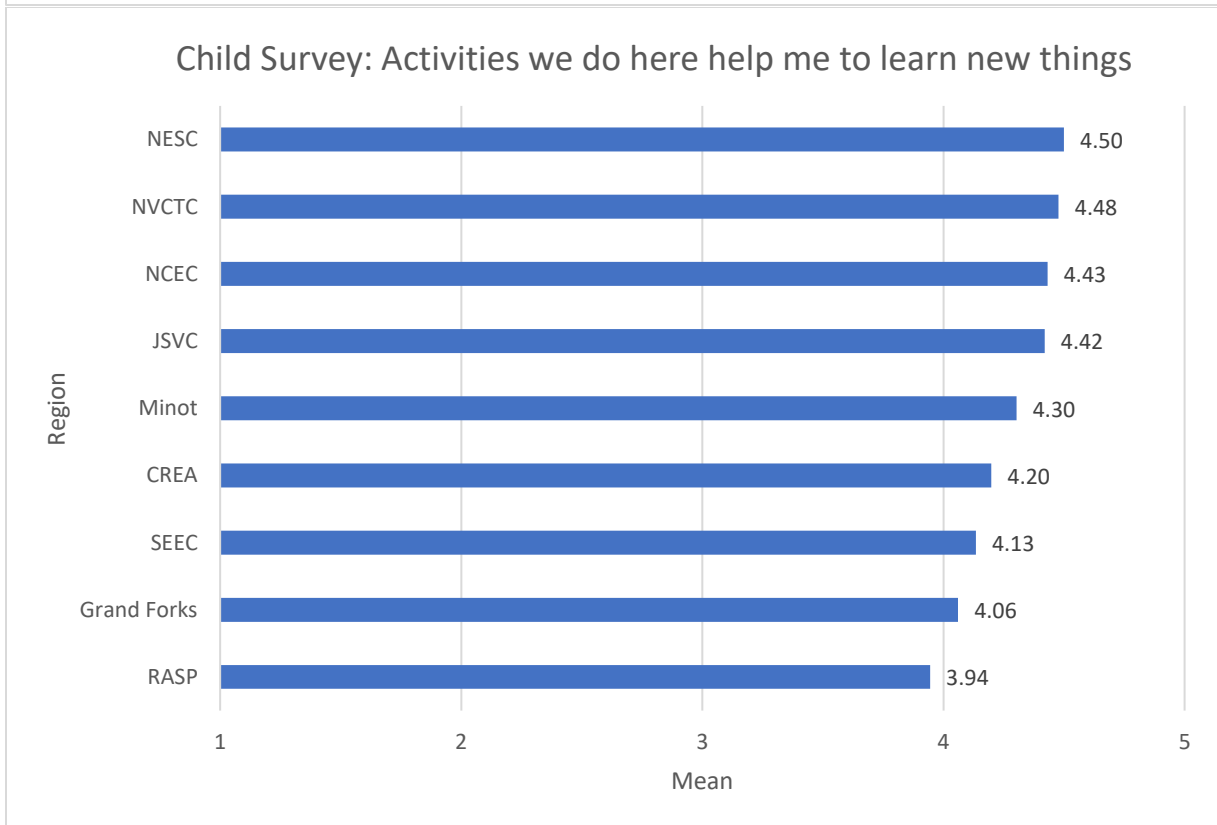
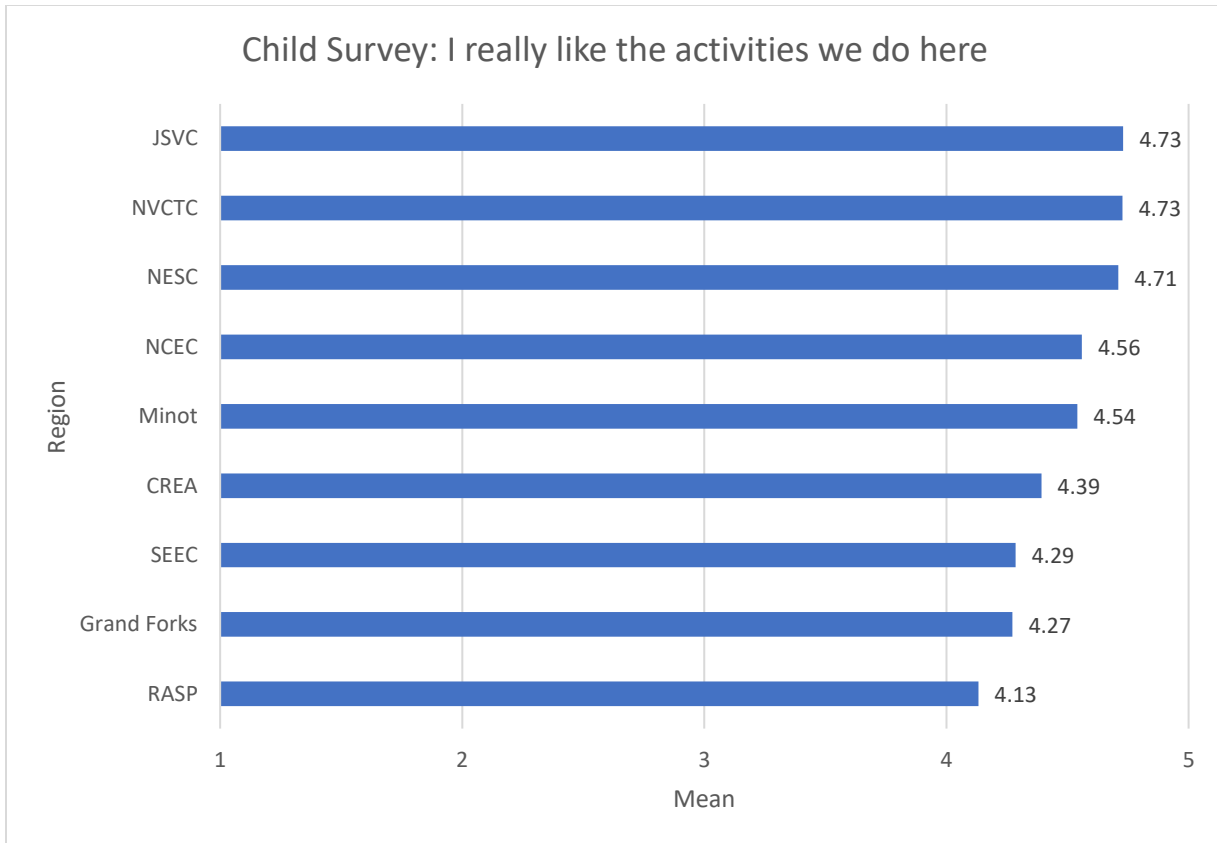


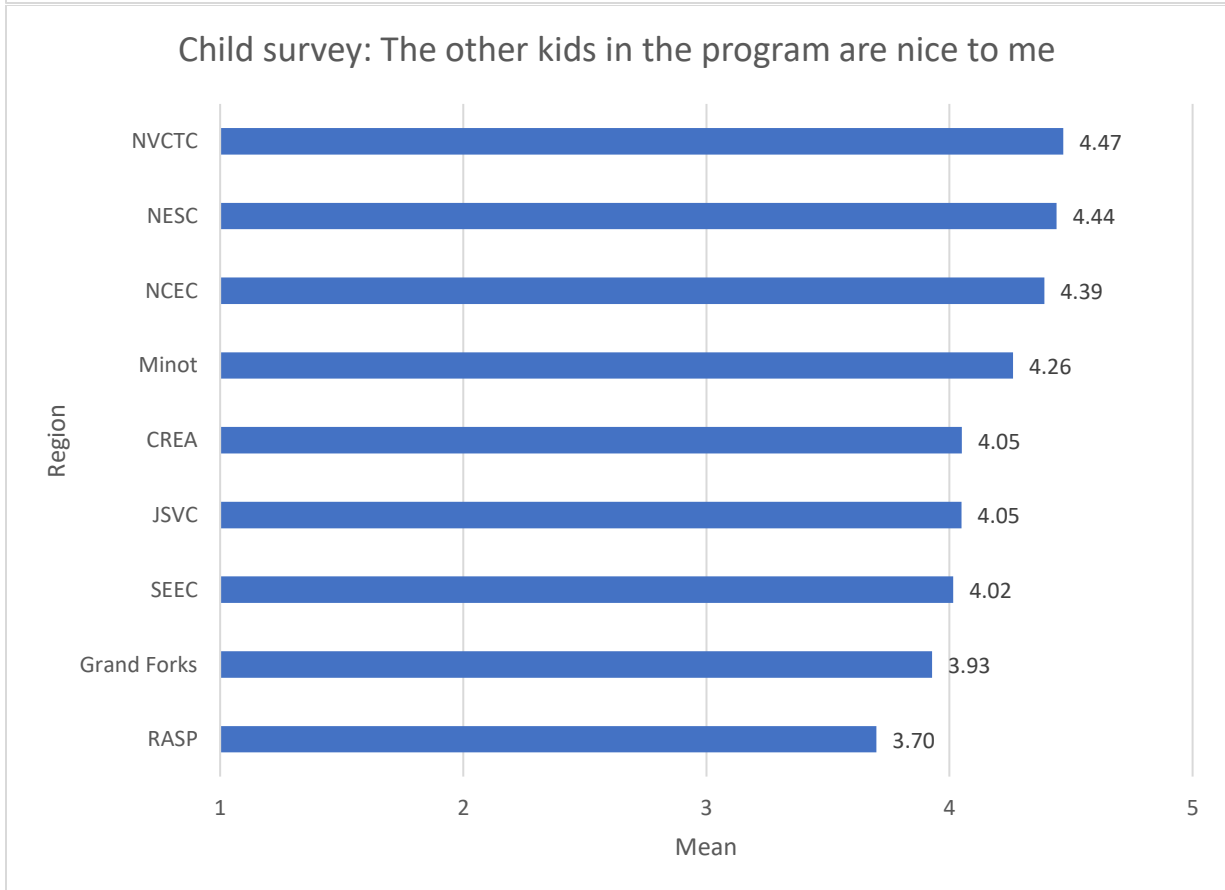
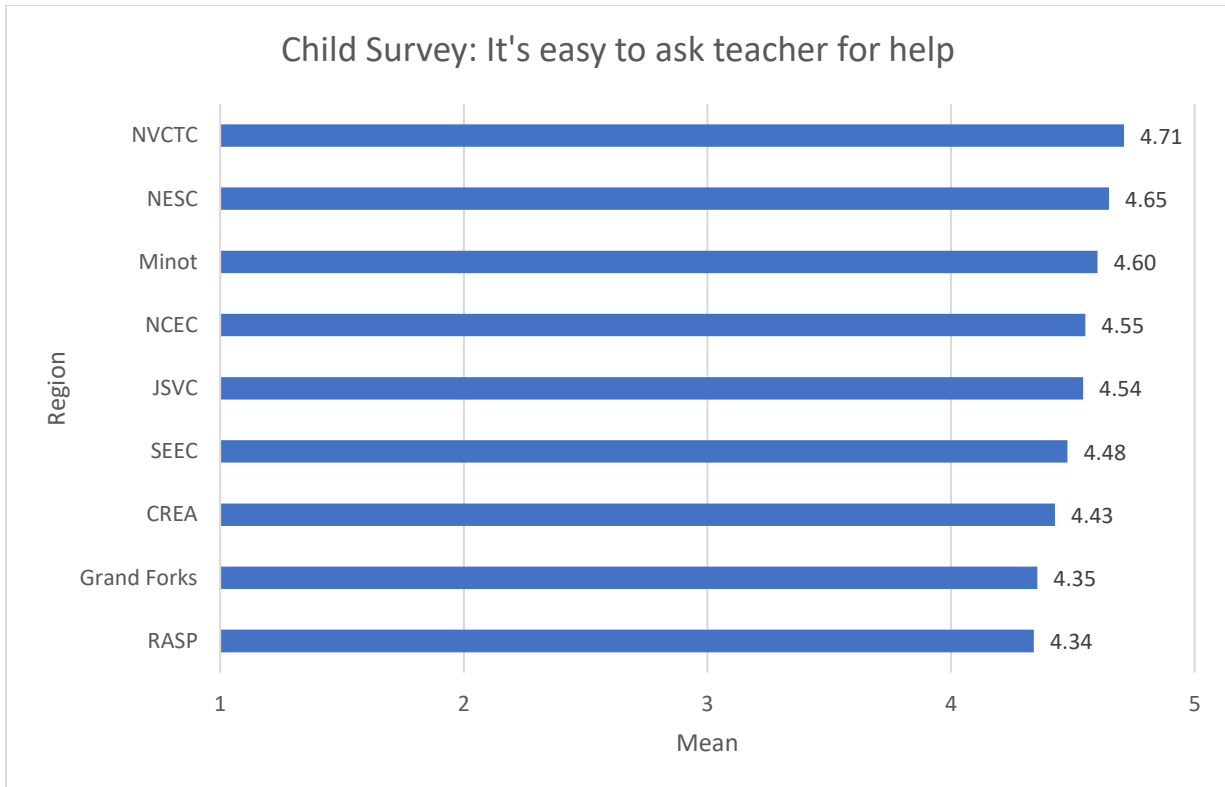


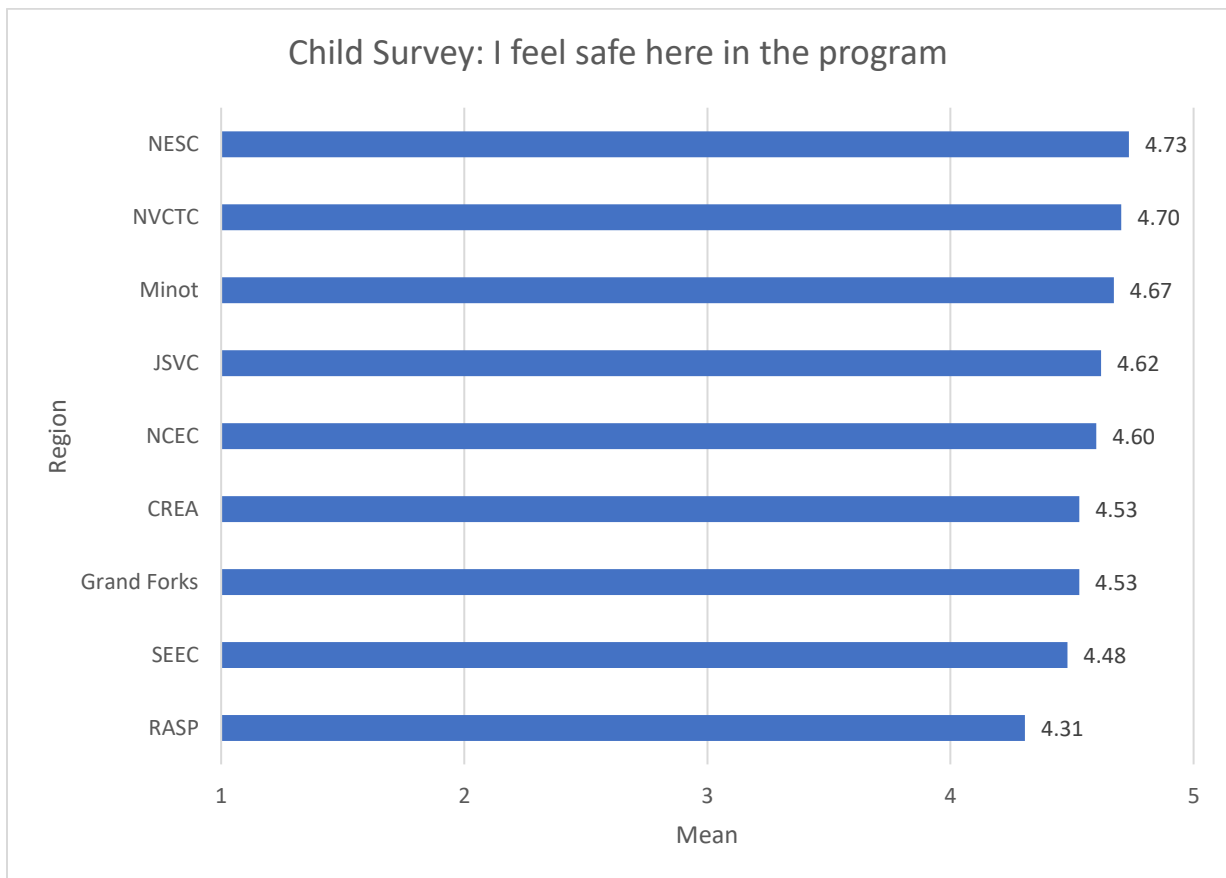
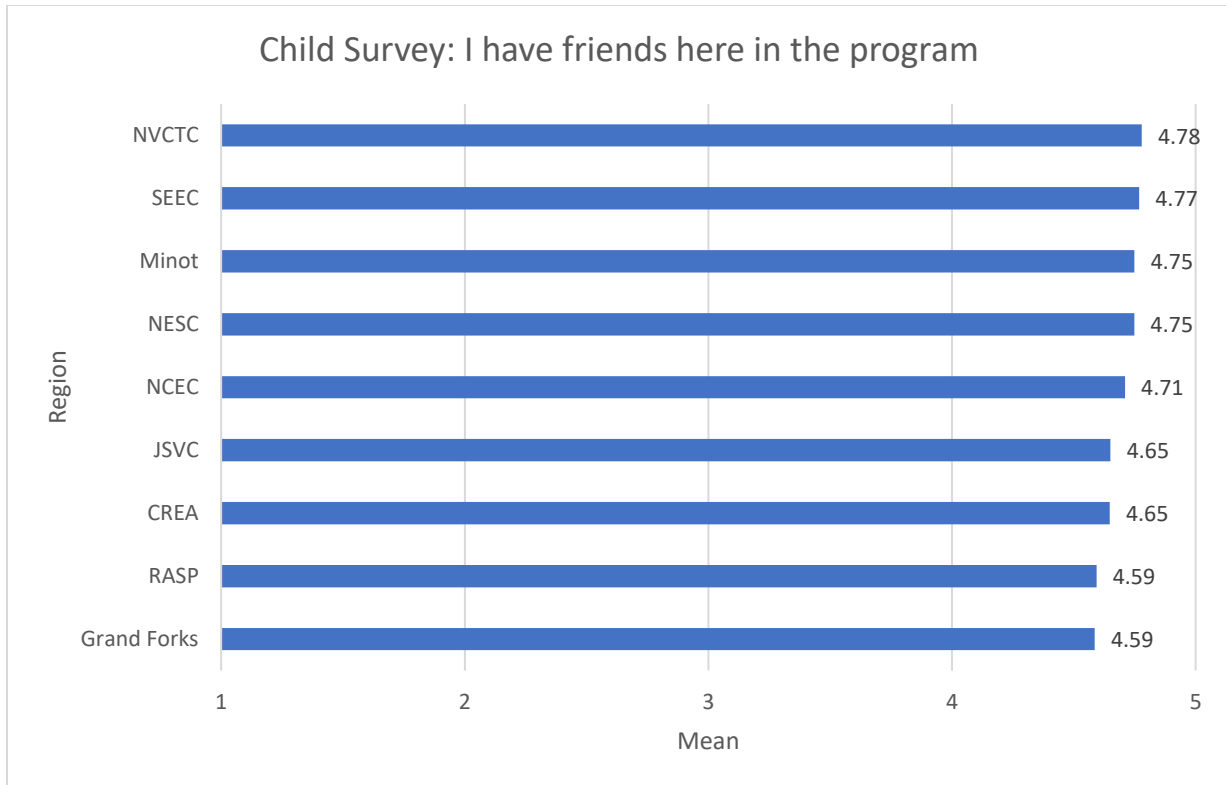


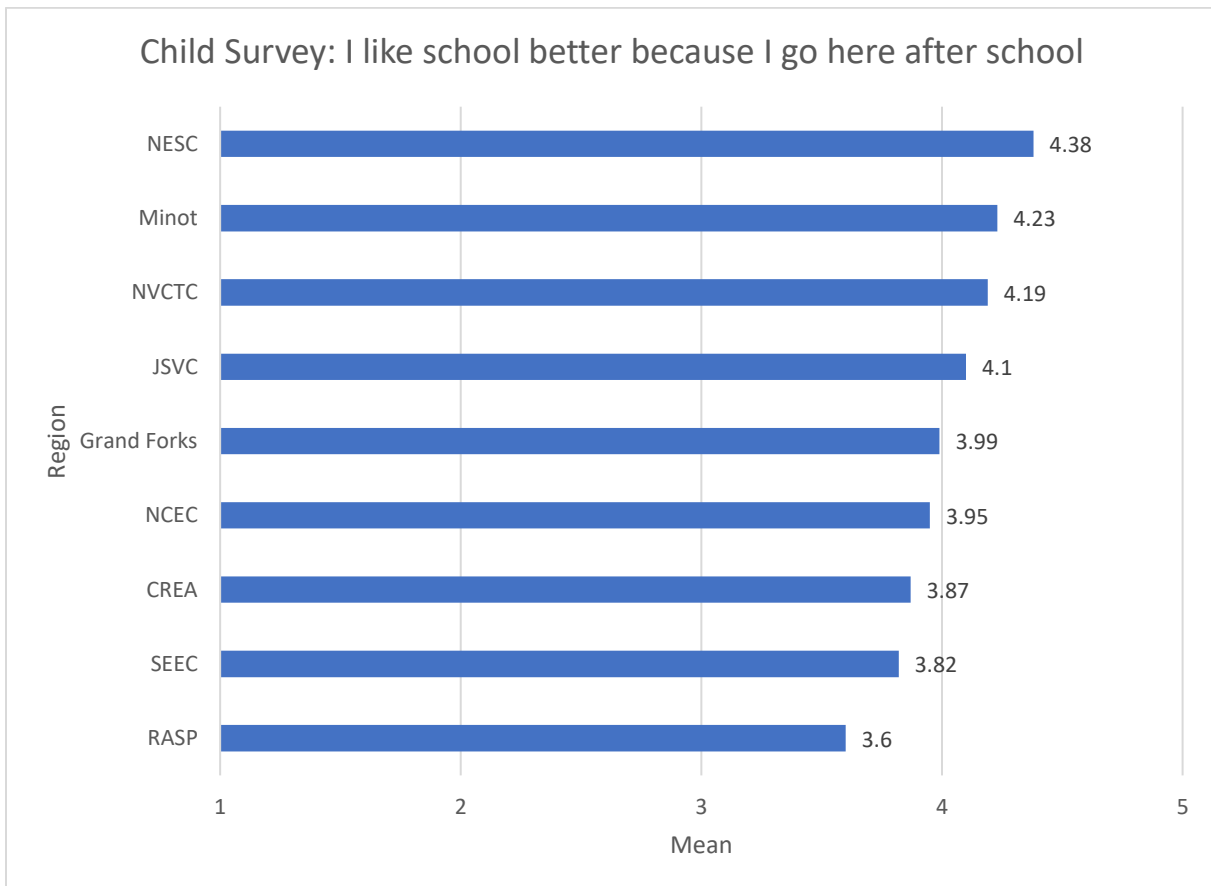
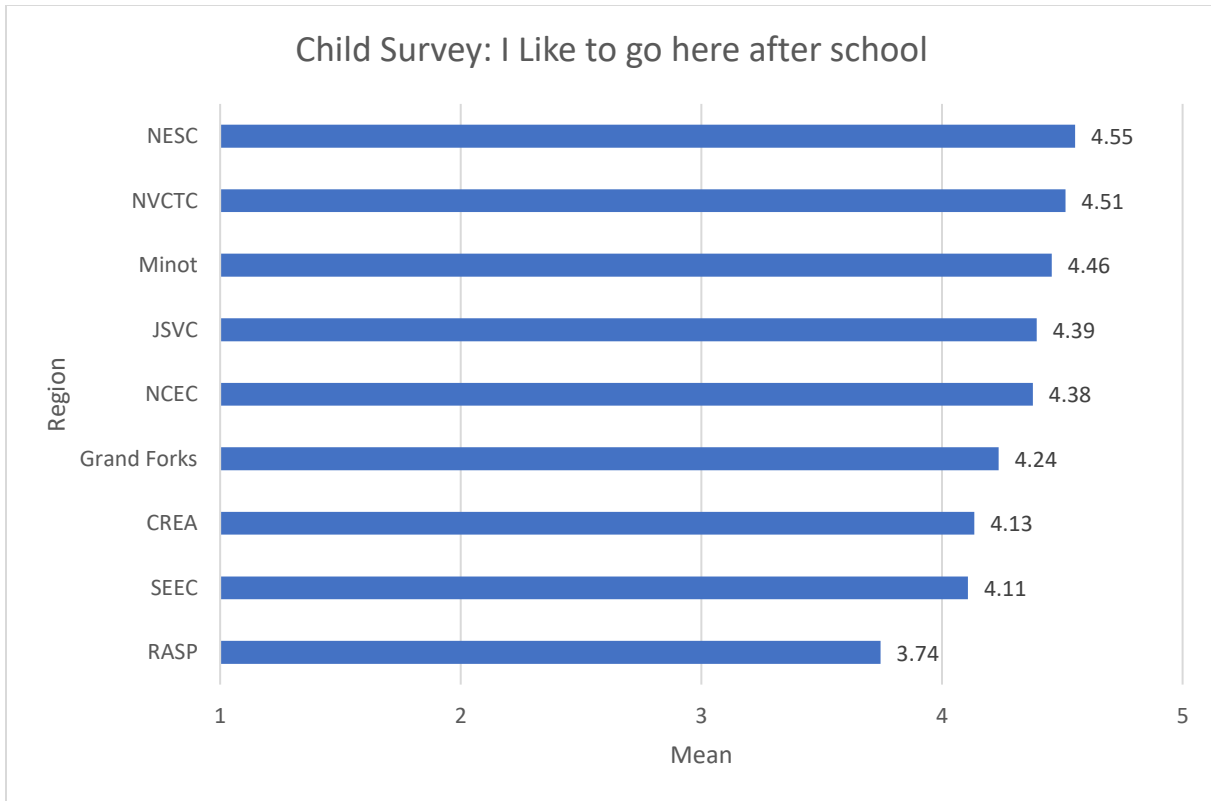


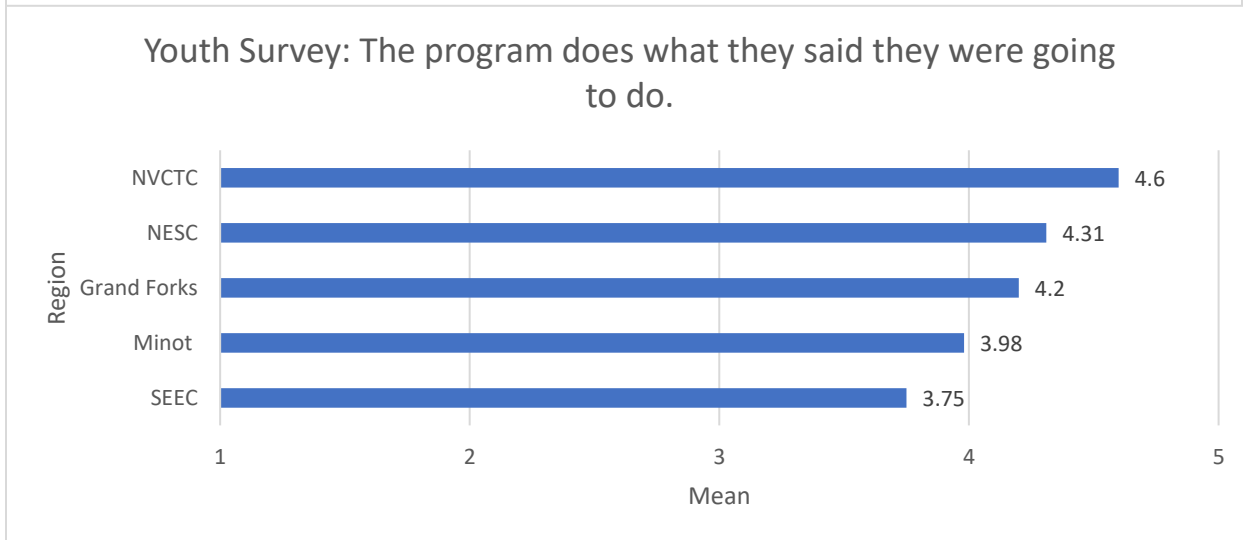
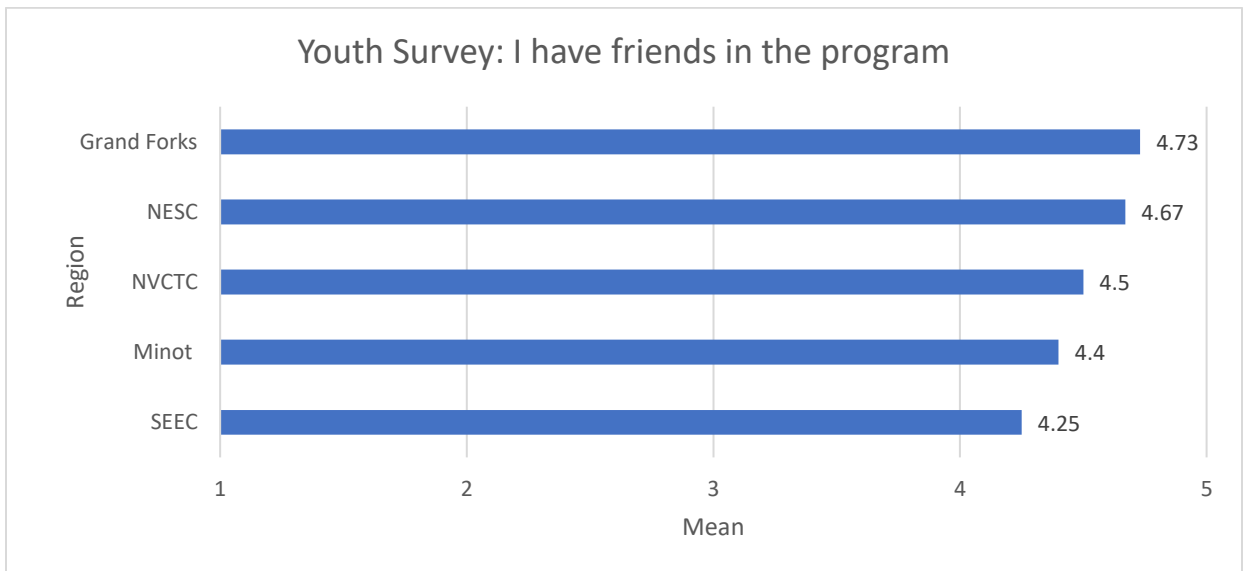
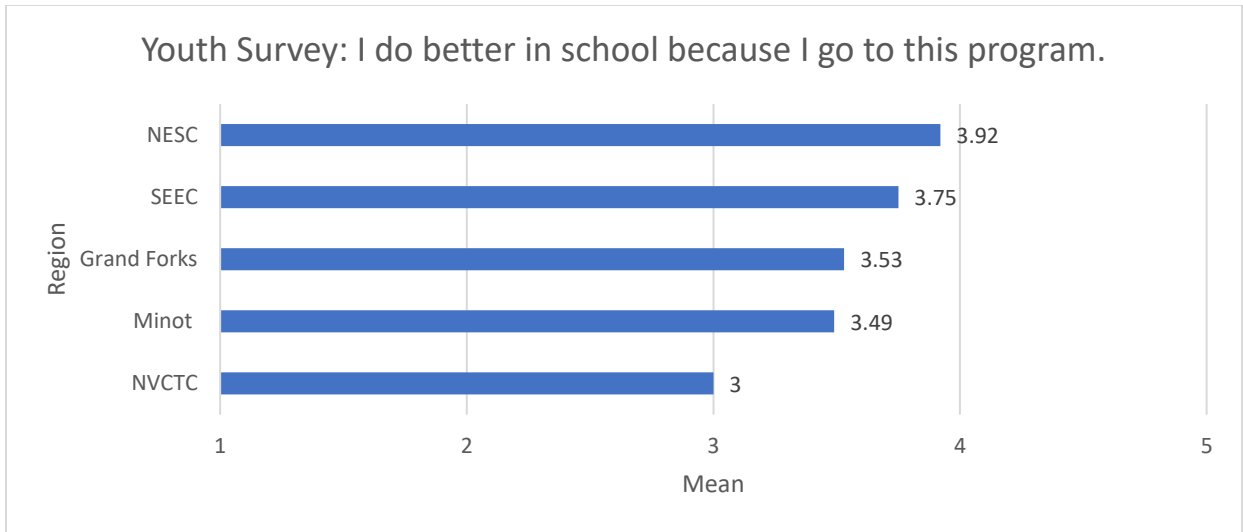


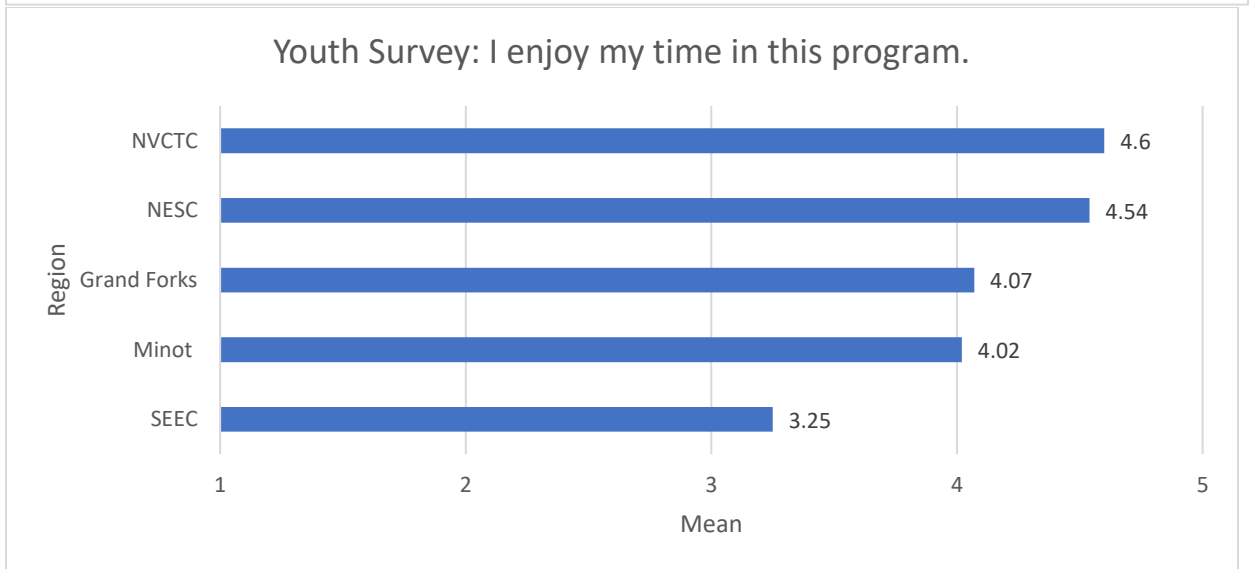
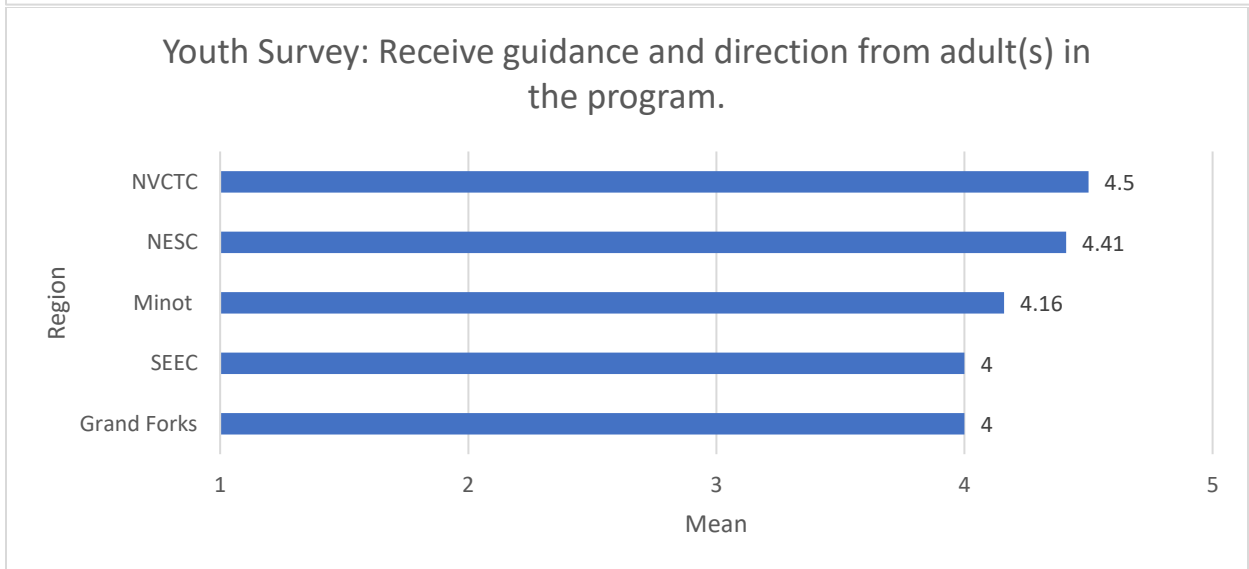
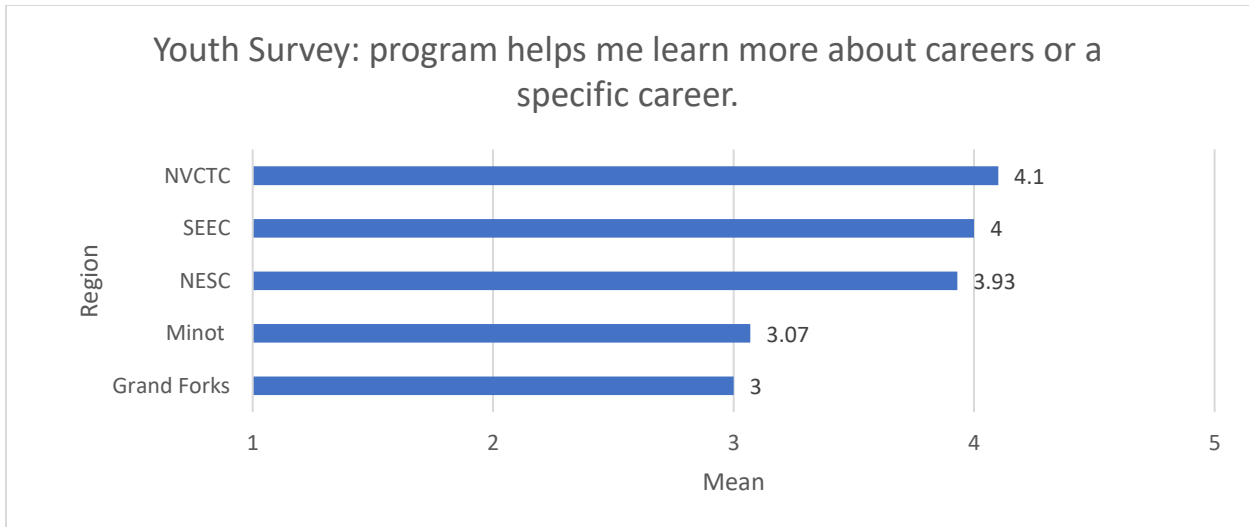


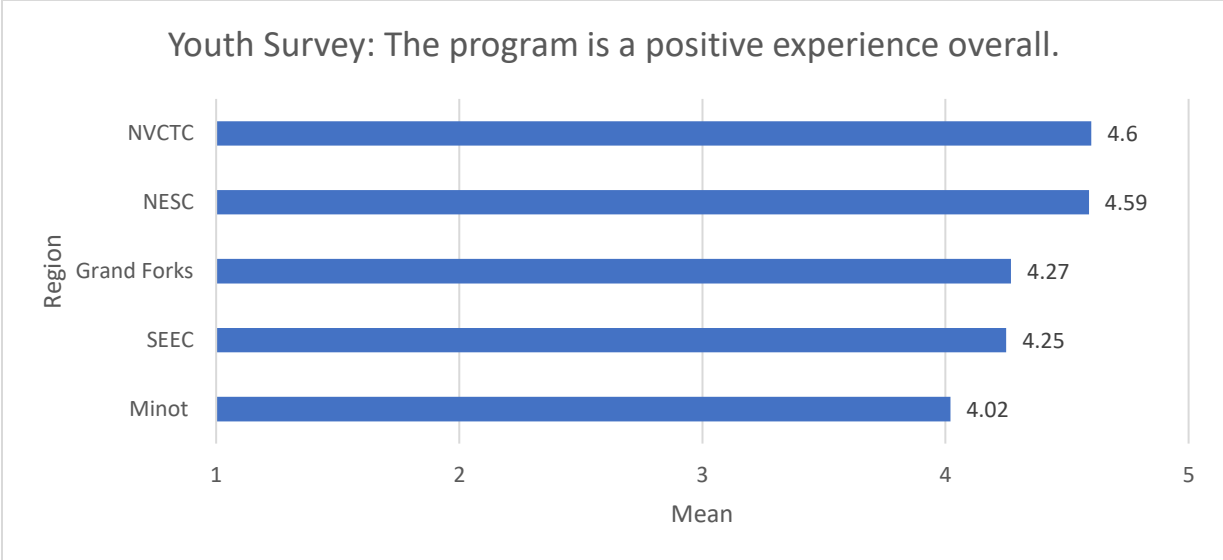


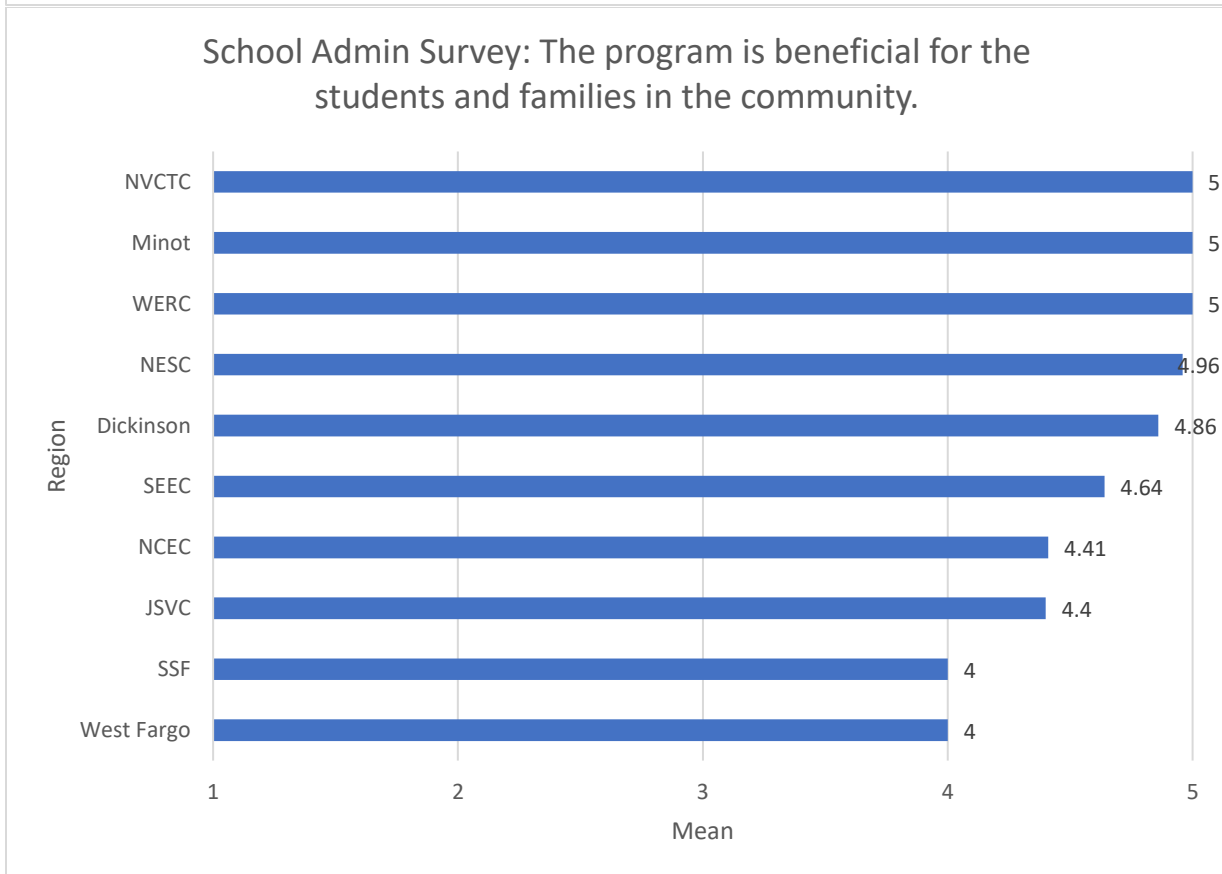
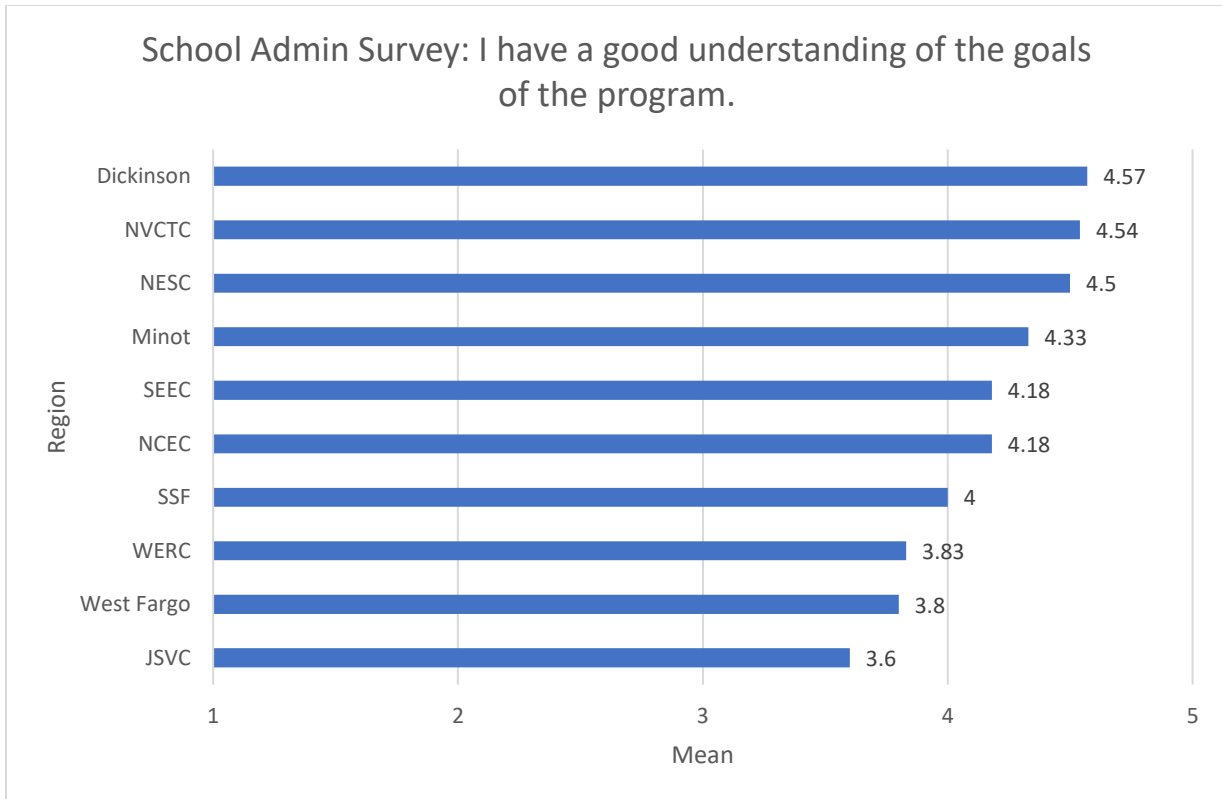


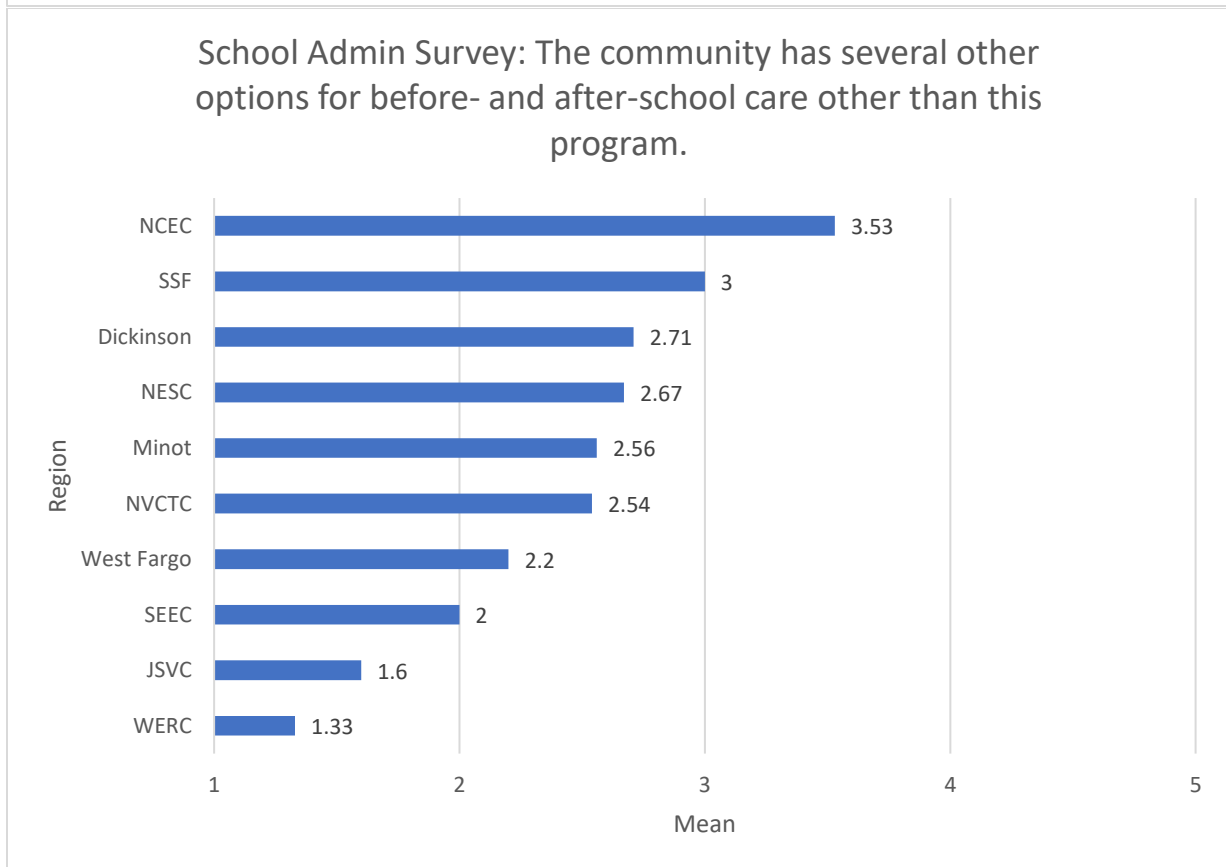
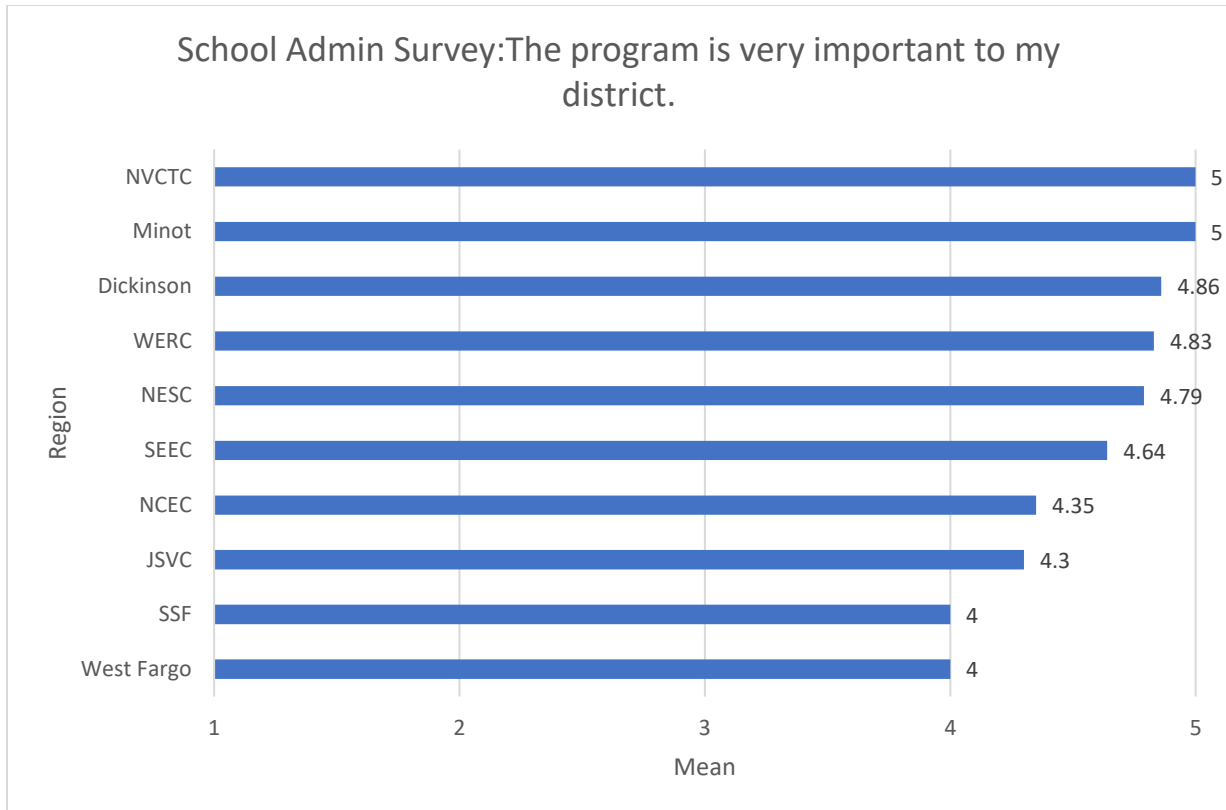


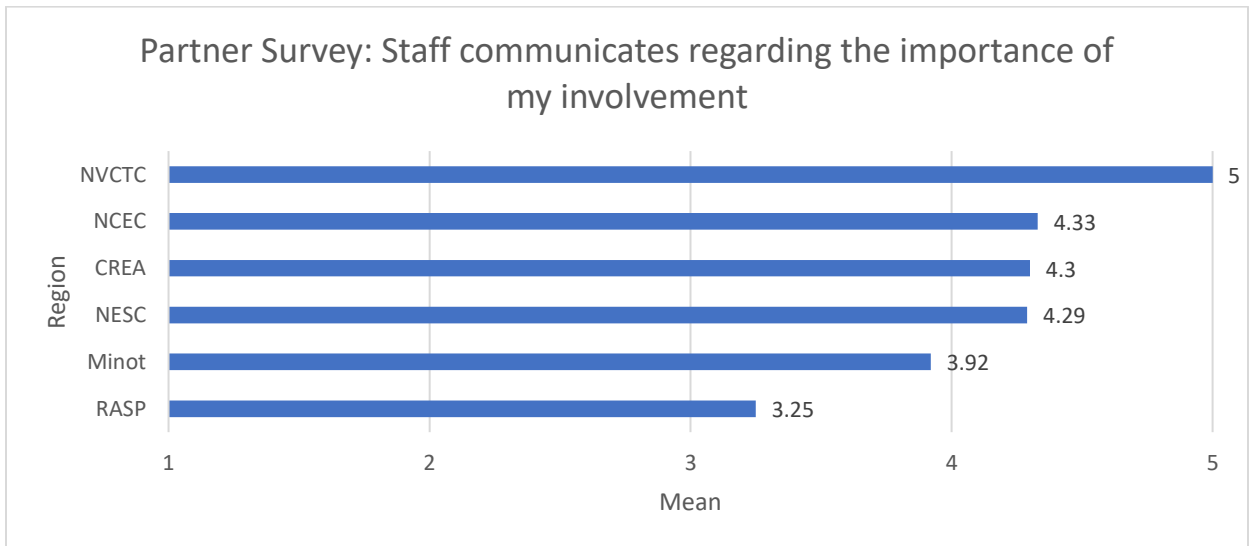
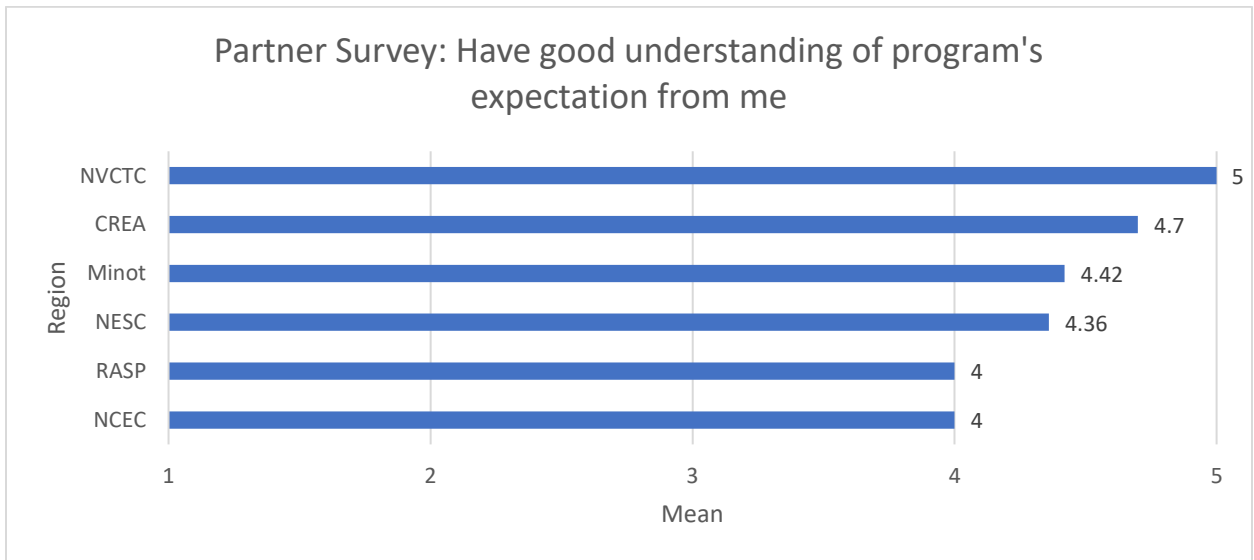
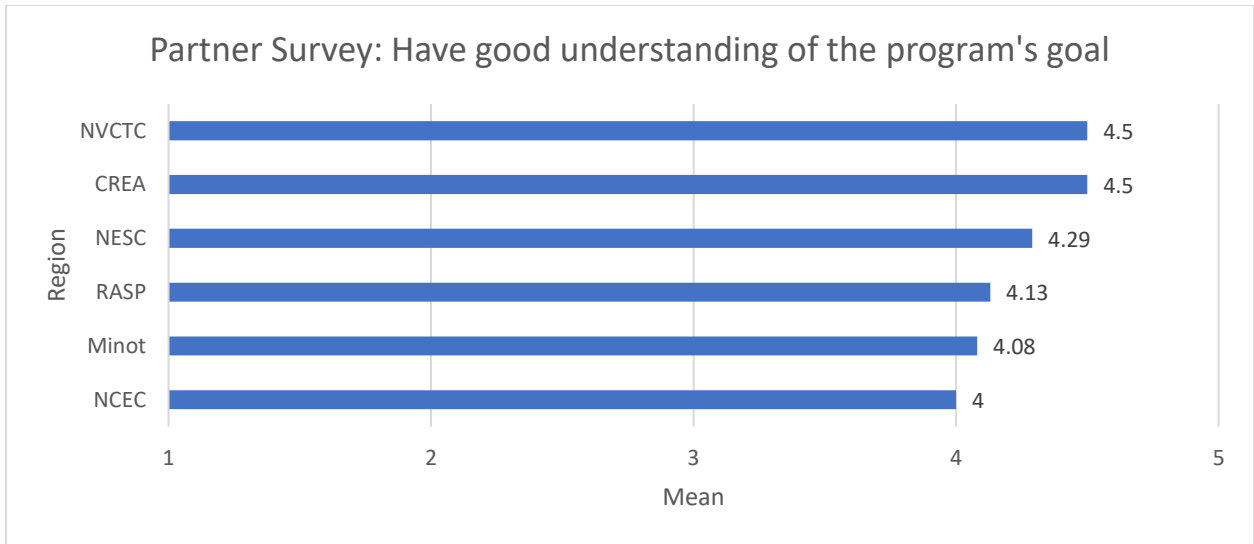


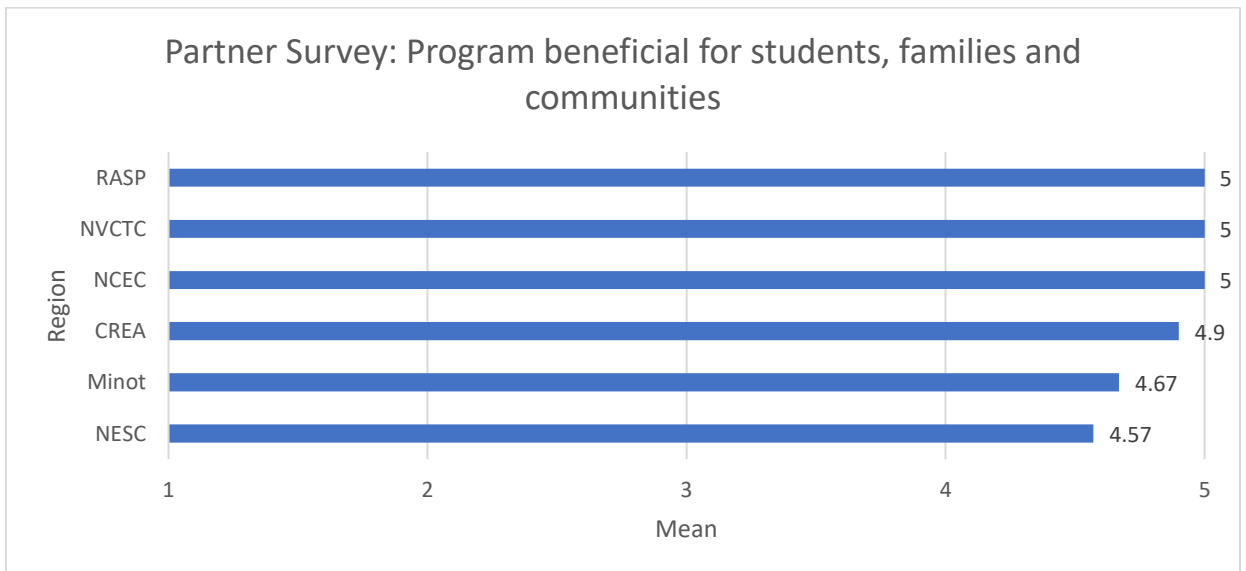
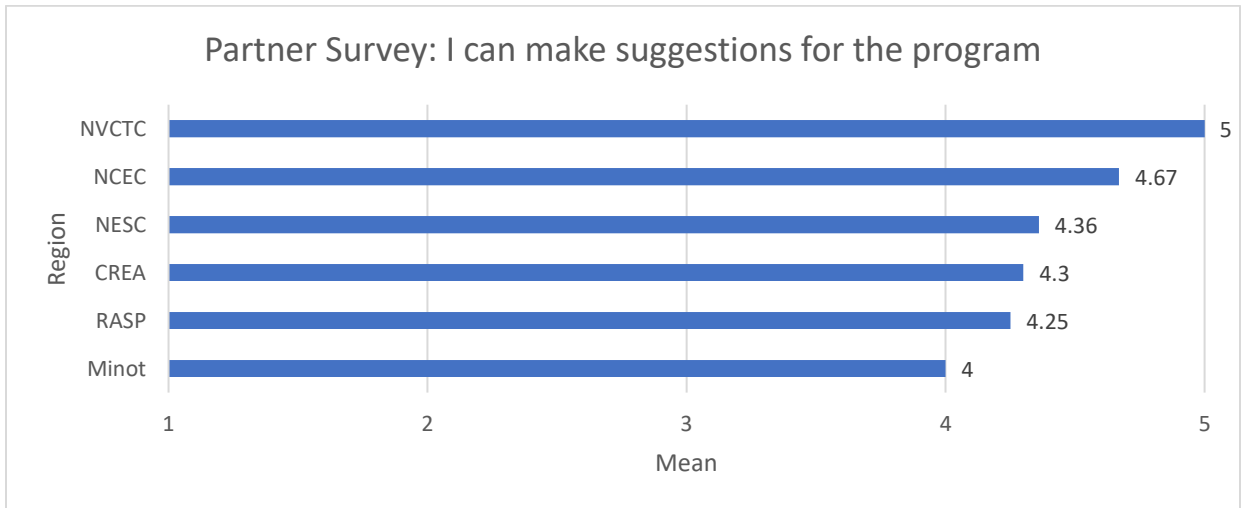
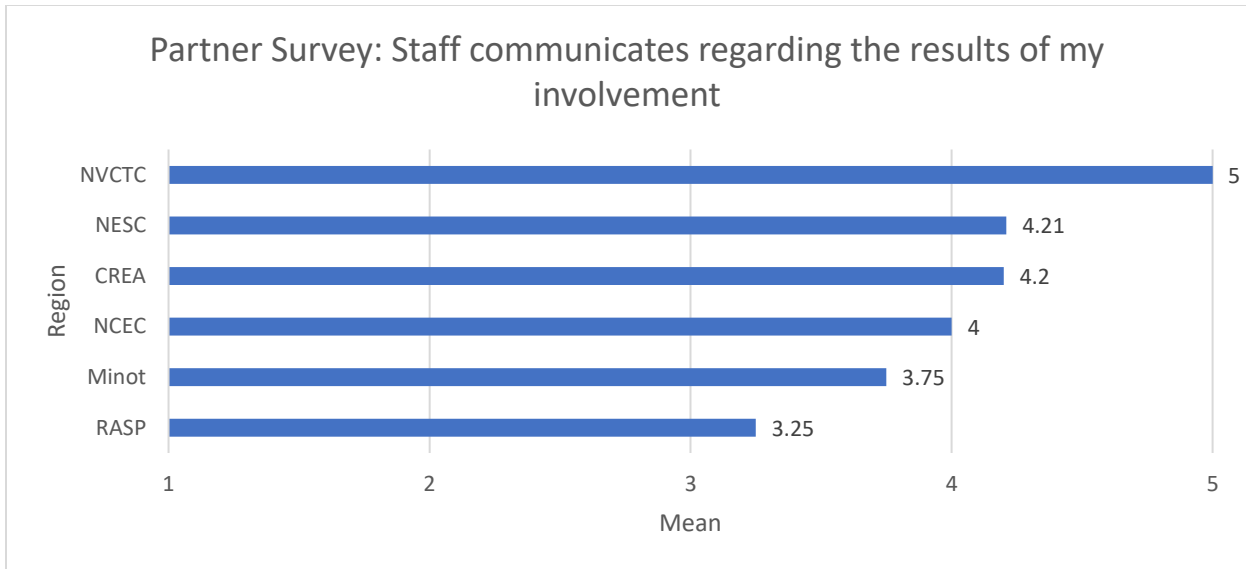


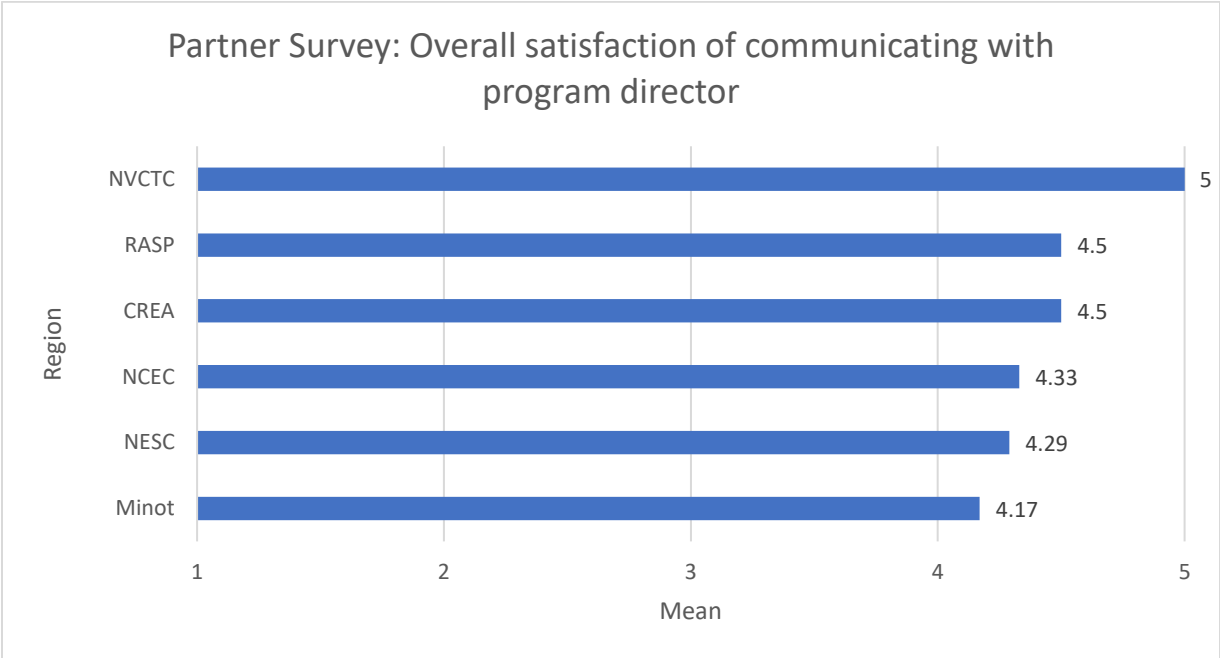












Appendix C. Four-Year Comparisons on Survey Items

