

***Tennessee's Lottery for Education: Afterschool Programs:  
The Student Experience—Program Year 2013-2014***

*September 2015*

*PREPARED FOR THE*

***Tennessee Department of Education***



THE UNIVERSITY OF  
**TENNESSEE**  
KNOXVILLE

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SOCIAL WORK OFFICE OF  
RESEARCH & PUBLIC SERVICE

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***BY***

***EMILY R. MCCUTCHEON, MSW, MBA, LMSW***



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**TENNESSEE**  
KNOXVILLE

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SOCIAL WORK OFFICE OF  
RESEARCH & PUBLIC SERVICE

## The University of Tennessee–Knoxville College of Social Work Office of Research and Public Service

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## Tennessee's Lottery for Education: Afterschool Program—Key Findings

### Participation—Who and What

As part of an ongoing statewide evaluation of Lottery for Education: Afterschool Programs (LEAPs), evaluators from the University of Tennessee Social Work Office of Research and Public Service (UT SWORPS) examined data entered into a web-based attendance and participation tracking program. Site coordinators logged demographic information about the students enrolled in their programs and then tracked the amount of time those students spent in various activities at the afterschool programs. This is the second participation report generated; the first examined data from the 2011-2012 Program Year (PY11-12), whereas the current report examines Program Year 2013-2014 (PY13-14). The following key findings stand out from the analysis of that data.

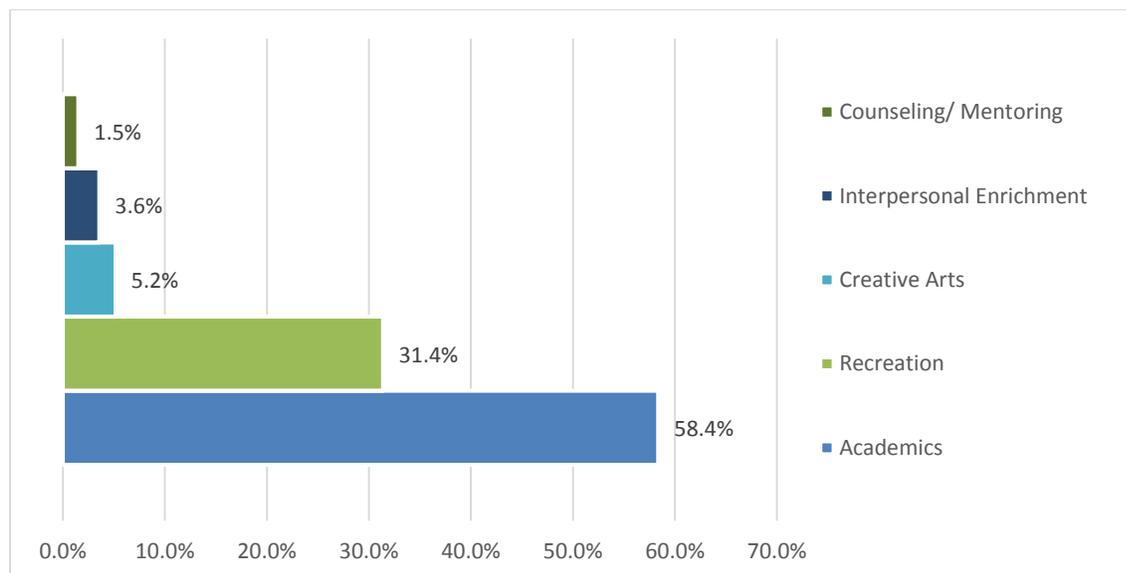
The **23,658 students** who participated in the LEAPs in PY13–14 were:

- **Evenly split between *boys and girls*:** 50.9% and 49.1%, respectively
- **Mostly *White*:** 66.7%, 22.1% were Black/African American, 6.8% were Hispanic/Latino, and the remaining 4.3% identified as “other” or unknown
- **12.3 years old on average:** The students were between 1 and 19 years old.
- **More frequently in *high school*:** 33.3%, 20.7% were in grades K–2, 29.0% were in grades 3–5, and 17.0% were in grades 6–8.
- **Mostly attending programs operated by *LEAs*:** 78.6%
- **In their first year at their current center:** 51.2%, while 34.4% were in their second year.
- **Attending regularly:** 60.4% attended 30 or more days, and 44.0% attended 60 or more days.

LEAPs sites served 5,500 more students in PY13-14 than they served in PY11-12. These students were slightly older—average student age in PY11-12 was 11.7—and the largest proportion came from grades 3-5. The proportion attending their LEAP for the first year decreased (91.9% in PY11-12), as did the proportion attending regularly (88.2% attended 60 or more days).

Unlike PY11-12 where very little difference among groups was observed, some variation appeared when looking at which groups of students were more likely to participate regularly in PY13-14. The analysis found that **Black/African American** and **Hispanic/Latino students, younger students, students attending programs operated by CBOs, and students who have attended the same center for 4 or more years** were the most likely to attend their ASPs regularly.

Students in LEAPs received **3,144,024<sup>1</sup> contact hours<sup>2</sup> in PY13–14**. These hours fell into five activity families with the vast majority of those hours dedicated to Academics.



**Figure 1. Percentage of Contact Hours Participants Collectively Spent in Activity Family**

Academic activities were broken into four subcategories: Skills Practice/Supplemental (37.9% of all Academic hours), Remedial Education (32.9%), Academic Enrichment (26.7%), and Test Preparation (2.6%). For all of the Academic subgroups, the student contact hours were logged for the subject matter addressed, such as Math, Reading/Language Arts, Science, and Other. Test Preparation activities were categorized according to the type of test for which the student was preparing. Students spent the majority of their time in the following activities:

- Homework Assistance—54.6% of all Skills Practice/Supplemental Contact Hours
- Other Remedial Education—82.0% of all Remedial Education Contact Hours
- Reading/Language Arts—30.7% of all Academic Enrichment Contact Hours
- Credit Recovery, Any Subject—37.9% of all Test Preparation Contact Hours

<sup>1</sup> While this number is an accurate reflection of the data in the online database used to track LEAP attendance and participation, it is possible that through data entry error and/or misunderstanding of the manner in which activities should be counted, the number of hours students received is inflated. Some site coordinators may have been unclear on the correct method for entering activities and may have counted 1 hour of student activity multiple times (e.g., a student playing a math facts board game for 1 hour would be entered as attending 1 hour of “Board Games” and also 1 hour of “Math” Academic Enrichment, thereby inadvertently inflating the number of student contact hours. This concern was noted and addressed by TDOE administrators at the start of the 2012–13 school year, but may have affected reported findings in this report.

<sup>2</sup> For this report, “contact hours” is defined as the total number of hours experienced by all students participating in a LEAPs center. For example, if one center offered 1 hour of Academic Enrichment in Math and 1 hour of Arts and Recreation playing Board Games and each activity was attended by 20 students, this would equal (1 hour Math + 1 hour and Recreation) x 20 students for a total of 40 contact hours (20 in Academics and 20 in Arts and Crafts) provided by the center that day.

Among the other activity families, certain activities dominated the distribution of contact hours. No change occurred in the most attended activities from the PY11-12 findings.

- Just under a third of the 986,548 contact hours students spent in *Recreational* activities were in Nutritional Snacks/Meals (312,187 hours [31.6%]).
- Sixty percent of the 162,133 contact hours students spent in *Creative Arts* activities were logged as Arts and Crafts (98,756 [60.9%]).
- The largest proportion of the 112,328 *Interpersonal Enrichment* contact hours were spent in Health Education (24,312 [21.6%]) and Other Youth Development (23,994 [21.4%]).
- Character Education/Conflict Resolution contact hours were the most frequent among the *Counseling and Mentoring* activities, comprising 62.7% (29,923 contact hours) of the 47,712 total contact hours students logged in these activities.

To determine if there were differences in the type of participation across grade levels, the median number of contact hours in each activity were calculated. The activity with the highest median<sup>3</sup> contact hours differed somewhat by grade level. Academic Enrichment/Field Trips had the highest median number of contact hours across all grade ranges, although for some students it was tied for highest with Reading/Language Arts Enrichment activities. Additionally, two activities dominated three grade levels. The Skills Practice/Supplemental activity Homework Assistance had the highest median number of contact hours for students in grades K-2, 3-5, and 6-8, and the TCAP Preparation Test Preparation activity had the highest median number of contact hours for students in grades K-2, 6-8, and 9-12.

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<sup>3</sup> Median (the middle number in a dataset) is reported due to the existence of outliers in the dataset.

**Table 1. Activity with the Highest Median Number of Contact Hours, by Grade Level**

Category		Activity with Highest Median Number of Contact Hours—For Each Grade Level
Academic Activities	Academic Enrichment	Field Trips—All Grades Reading/Language Arts—tied for highest in 3-5 and 9-12
	Remedial Education	Limited English Proficiency—K-2 and 9-12 Math—3-5 and 6-8
	Skills Practice/ Supplemental	Homework Assistance—K-2, 3-5, 6-8 Limited English Proficiency—9-12
	Test Preparation	TCAP Preparation—K-2, 6-8, 9-12 Gateway End of Course—3-5
Recreation		Nutritional Snack/Meals—K-2 and 6-8 Other-Recreation—3-5 Other-Fitness/Nutrition—9-12
Creative Arts		Arts and Crafts—K-2 Dance—3-5 and 9-12 Photography—6-8
Interpersonal Enrichment		Field Trips—K-2 and 6-8 Health Education—3-5 and 9-12
Counseling/ Mentoring		Drug/Violence Prevention—K-2 and 9-12 Character Education/Conflict Resolution—3-5 and 6-8 Mentoring—tied for highest in 3-5

For complete reporting of medians, see Appendix C of the Full Report.

## **Conclusion**

Across the state of Tennessee, thousands of students are participating in millions of hours of activities they likely would not otherwise experience. From Academics to Creative Arts to Recreation, students can receive instruction and enrichment after their regular school day as part of the Lottery for Education: Afterschool Programs. Students not only attend these afterschool programs, but do so with regularity. Clearly their attendance levels show that the students enjoy attending the programs, and students who enjoy their afterschool programs are more likely to participate in and, thus, benefit from the interventions offered.

## Introduction

For the past 10 years, students in Tennessee have benefited from the Lottery for Education: Afterschool Program (LEAP). The program is a result of the passage of a referendum in 2005 that allowed for the creation of a state lottery. While lottery funds are used for a variety of educational programs, TCA 49-6-702 provided that 100% of monies constituting unclaimed prizes were to be deposited into an account and used for afterschool programs.

Modeled after the federal 21<sup>st</sup> Century Community Learning Center initiative, the Tennessee Department of Education (TDOE) distributes LEAPs funds and provides technical assistance to Local Education Authorities (LEAs) and community- and faith-based organizations (CBOs) that have been awarded grants. Although grant competitions initially were held annually, since 2008 the competition and awards have been restructured. Competitions now occur every 3 years, and the amount of money each successful applicant receives varies from year to year according to the nature of the funding source.

To be considered for LEAPs funding, programs must reinforce and complement the educational activities that the participating student undertakes during the regular school day. Additionally, the program must include the following:

- Services to students averaging 15 hours per week;
- Reading skills development and enhancement;
- Math or science skills development and enhancement;
- Computer literacy and skills development;
- Academic mentoring or tutorial assistance; and
- Sports or leisure opportunities.

Beyond program design, successful grant applicants must demonstrate that their LEAP center would serve youth ages 1 to 18. Additionally, at least 50.0% of their participants must meet one of the following criteria:

- Qualify for free/reduced lunch;
- Be at risk of educational disadvantage and failure due to circumstances of abuse, neglect, or disability;
- Be at risk of state custody due to family dysfunction;
- Be enrolled in and attending a public school failing to make adequate yearly progress (AYP);
- Attend a public school, including a public charter school, instead of a public school failing to make AYP as a result of parent choice; or
- Be at risk of failing one or more subjects or are behind grade level by at least 1 year.

Preference in the grant award process is given to those programs with at least 80.0% of participants meeting one of the above criteria. In September 2011, 85 agencies operating 245 centers were awarded

3-year grants, the amount of which, as noted earlier, varies depending on amounts of unclaimed lottery prizes each year.

## Evaluation

Statewide evaluation of LEAPs centers began in 2012. Building on an ongoing evaluation of 21st CCLC programs, the University of Tennessee, Knoxville, Social Work Office of Research and Public Service (UT SWORPS) submitted an evaluation plan in October 2011 to the TDOE detailing the logic model, evaluation questions, and methodology that would guide the LEAPs evaluation (see Broyles, Hadjiharalambous, Myers, & McCutcheon, 2011). That evaluation plan comprised both Implementation and Outcome Evaluations. The Implementation Evaluation was conducted in 2012, and a report on the findings was submitted in August 2012 (see Hadjiharalambous, McCutcheon, & Daugherty, 2012).

The current report is part of the Outcome Evaluation and is the second<sup>4</sup> in an ongoing look at attendance and participation patterns among LEAP attendees. The questions answered in this report are:

- Who is attending LEAPs centers? What is the demographic profile of participants?
- Are some students more likely to participate regularly than others?
- What activities are students experiencing? In which activities are they participating most often?
- How does activity participation vary for different age groups?

## Organization

The next section of the report outlines the *Methodology* used to collect and analyze the student participation data. The *Findings* section details the demographics of the students served and the activities in which they participated. A *Summary of Findings* and *Conclusions* follow.

## Methodology

The data source for this report is the online LEAP's Attendance Tracking Site. Beginning in the fall of 2011, staff at LEAP centers began entering student demographic, attendance, and participation information in an online database developed by the UT SWORPS Information Technology team. LEAPs site coordinators or their agents enrolled students in their programs by entering the student's name, state-issued ID number, date of birth, grade level, enrollment date (when they began attending the LEAPs center), sex, and race/ethnicity. Site coordinators then tracked the student's daily attendance and participation in the LEAP's online database. *Attendance* was calculated by marking a student as present for the day and noting the total amount of time spent at the afterschool program. *Participation*, however, required the site coordinator to note which activities each student experienced each day. Activities were predefined and the site coordinator chose from lists of academic, recreational, creative, enrichment, and mentoring activities, indicating the length of time (in hours and minutes) the student participated in each activity. When a student stopped attending the program, the site coordinator "terminated" the student in the online database by providing a date and reason the student was no longer enrolled.

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<sup>4</sup> For the first report in the series, see McCutcheon & Homer, 2013.

In April 2015 a member of the UT SWORPS Information Technology (IT) team downloaded the data for all students who participated in the 2013–2014 Program Year (i.e., any time between August 1, 2013, and July 31, 2014) from the LEAP's online database. The data included the student's ID number, center name, race/ethnicity, sex, age, grade, and years participated (based on enrollment date and either their termination date or July 31, 2014, if the student was still an active participant on the last day of the analysis period). The download also included the number of hours and minutes the student spent in each activity during each month of the 2013–2014 Program Year (PY13–14). This data was sent to a UT SWORPS evaluator who reviewed the data for accuracy and removed obviously incorrect information (e.g., if a student's age was reported as 20 years or more, the "age" was treated as "missing"). The IT team member then calculated "regular attendance" (students with participation data for 30 or more days during the program year) and "intense attendance" (students who participated 60 or more days), monthly activity totals, overall activity totals, and median number of hours of participation based on the students' grade. Descriptions of the students and the activities in which they participated follow.

## Findings

### Who Participated in LEAPs—The Students

#### Demographics

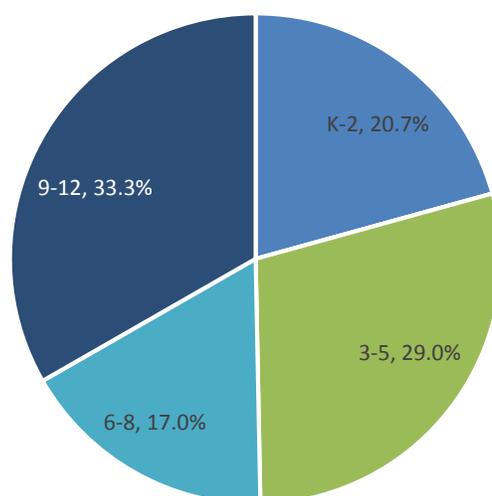
The LEAP's online database captures demographic information entered by the LEAP's staff about the students participating in the afterschool programs. There were 23,658 students enrolled in LEAP centers in PY13-14. This number represents an increase of more than 5,500 students from PY11-12. Participants were evenly split between boys and girls (337 participants missing sex data):

- 49.1% (11,441) were female.
- 50.9% (11,880) were male.

The majority of participants were White:

- 66.7% (15,778) were White.
- 22.1% (5,237) were Black/African American.
- 6.8% (1,615) were Hispanic/Latino.
- 4.3% (1,028) were identified as Other or Unknown.

The students ranged in age from 1 to 19 years old (50 missing age data), with an average age of 12.3 years, which is 6 months higher than in the previous report. In line with the move toward serving older children, the largest group of participants, a third overall, were in high school, unlike in the previous report which found that students in grades 3-5 comprised the largest group of participants. However, when both groups of elementary schoolers were combined, they made up half of the participants.



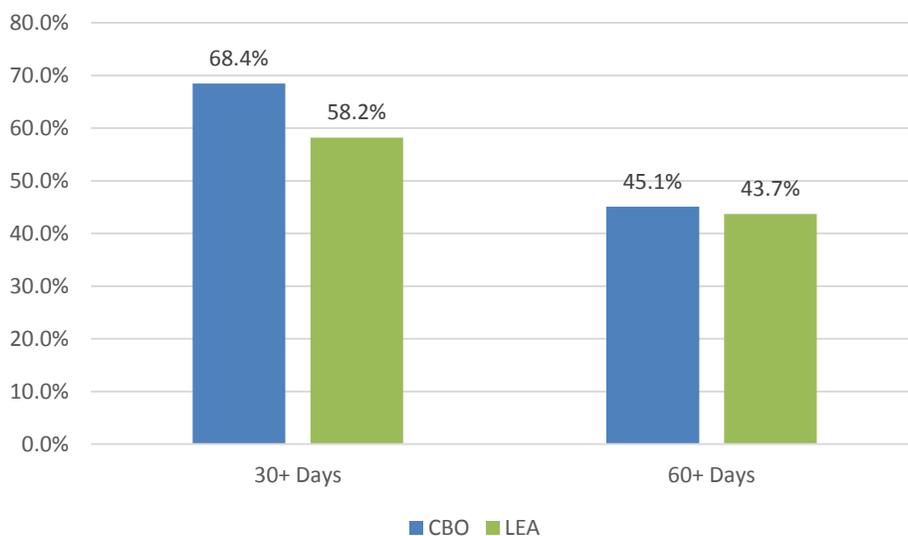
**Figure 2. LEAP Participant Grade Level (N = 23,658)**

More than three fourths of the participants attended a LEAP operated by an LEA (18,590, 78.6%). Half of the participants (12,114, 51.2%) were attending a LEAP for the first time. A third were in their second year of enrollment (8,132, 34.4%). This is a marked change from the previous report, which found that 91.9% of students were participating for the first time. While retention continues to be an issue for LEAPs, clearly they have made strides in the last 2 years.

### Attendance

LEAPs participants attended their afterschool programs regularly. More than 60.0% (60.4%, 14,288) of students attended their afterschool programs for 30 or more days in PY13-14, and 44.0% (10,412) attended 60 or more days. These are high rates, but they represent a marked change from the findings outlined in the previous report, which showed that more than 88.0% of students attended 60 or more days and less than 10.0% of students attended for fewer than 30 days.

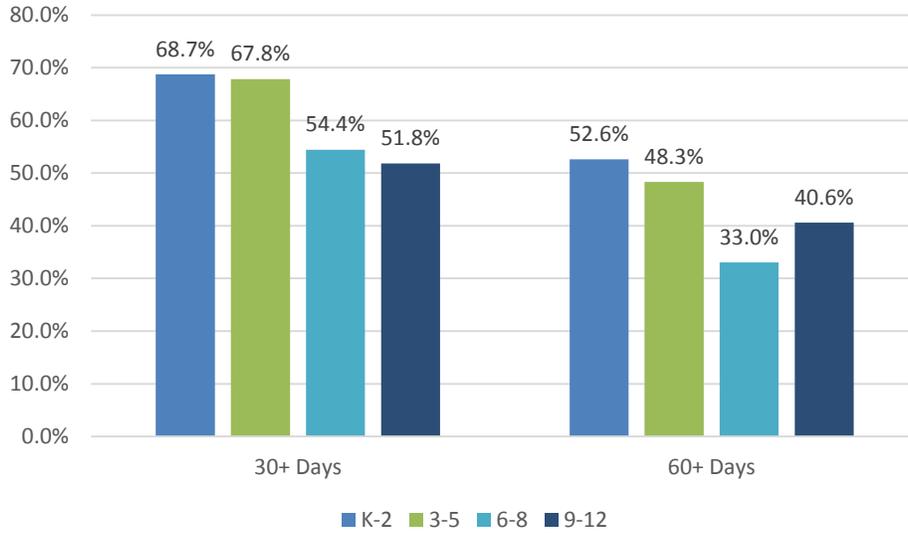
Unlike in PY11-12, where there was very little difference in attendance rates between demographic groups, the current analysis found that some participants were more likely to attend regularly or intensely than others. Though students attending programs operated by CBOs comprise less than a quarter of all LEAP participants, they are much more likely to participate regularly than their counterparts attending programs operated by LEAs.



All Attendees,  $N = 23,658$  (0 missing Program Type); Regular Attendees at 30+ Days,  $n = 14,288$  (0 missing); Intense Attendees at 60+ Days,  $n = 10,412$  (0 missing)

**Figure 3. Students Who Attended Regularly As a Percentage of All Attendees, by Program Type**

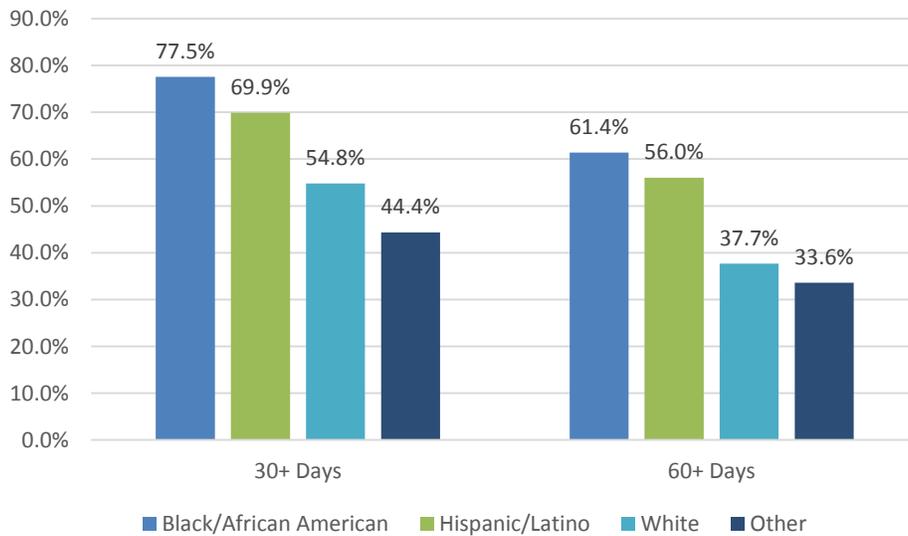
Students in elementary school grades were more likely to attend their LEAPs regularly and intensely than their older peers. This is to be expected as afterschool programs for younger students often also fulfill the childcare needs of the families they serve. The finding that more high school students attend intensely than middle school students may be due to the combined effects of middle schoolers no longer needing the childcare service and high schoolers working diligently to recover missing assignments or credits, which is reportedly a major focus of these programs.



All Attendees,  $N = 23,658$  (0 missing grade level); Regular Attendees at 30+ Days,  $n = 14,288$  (0 missing); Intense Attendees at 60+ Days,  $n = 10,412$  (0 missing)

**Figure 4. Students Who Attended Regularly As a Percentage of All Attendees, by Grade Level**

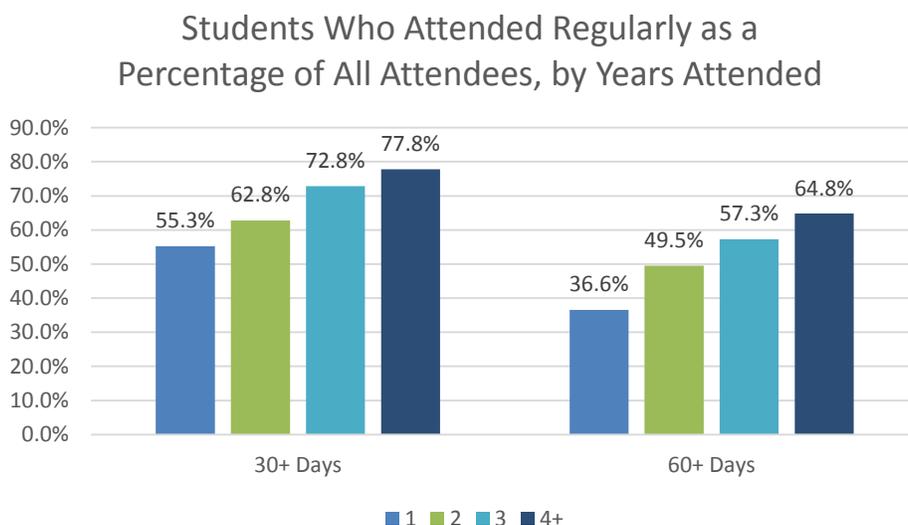
Students identified as Black/African American or Hispanic/Latino were much more likely than their peers to attend both regularly and intensely.



All Attendees,  $N = 23,658$  (0 missing race/ethnicity); Regular Attendees at 30+ Days,  $n = 14,288$  (0 missing); Intense Attendees at 60+ Days,  $n = 10,412$  (0 missing)

**Figure 5. Students Who Attended Regularly As a Percentage of All Attendees, by Race/Ethnicity**

The PY13-14 findings support the logical conclusion that continued program attendance over the years correlates with regular attendance. Students who were in their fourth year or greater at their ASPs were also the most likely to attend regularly or intensely.



All Attendees,  $N = 23,658$  (0 missing years attended data); Regular Attendees at 30+ Days,  $n = 14,288$  (0 missing); Intense Attendees at 60+ Days,  $n = 10,412$  (0 missing)

**Figure 6. Students Who Attended Regularly As a Percentage of All Attendees, by Years Attended**

### What Did Overall Participation Look Like for PY13–14?

Students participating in LEAPs received **3,144,024 contact hours**<sup>5</sup> in afterschool activities in PY13–14. This number represents an increase of 800,000 hours from the previous report.

- By far, students received the fewest contact hours in July—about 21,349. This low total was anticipated as many centers do not operate during the summer months.
- April (403,968) and February (363,323) were the 2 months with the highest number of contact hours. High participation also occurred in October and November, with each tallying more than 350,000 contact hours.

While both the number of students and the number of contact hours increased in PY13-14, the average number of contact hours per student decreased from 184.5 in PY11-12 to 132.9 in PY13-14. This result is

<sup>5</sup> For this report, “contact hours” is defined as the total number of hours experienced by all students participating in a LEAP center. For example, if one center offered 1 hour of Academic Enrichment in Math and 1 hour of Arts and Recreation in Board Games and each activity was attended by 20 students, the total number of hours would be calculated as (1 hour of Math + 1 hour of Arts and Recreation) x 20 students, for a total of 40 contact hours (20 in Academics and 20 in Arts and Crafts) provided by the center that day.

in line with the findings that fewer students attended regularly or intensely in PY13-14 than they did in PY11-12.

### Which Activities Did Students Experience in PY13-14?

Students spent the majority of their time in Academic activities. They amassed almost **1.84 million contact hours** in Academic activities in PY13-14. These activities fell into the Academic Enrichment, Remedial Education, Skills Practice/Supplemental, and Test Preparation categories. Within each category, the activity could focus on Math, Reading/Language Arts, Science, or other subject areas or tests. Recreational activities accounted for almost a third of student contact hours. Students participated in structured and unstructured physical play, board games, computer training/games, and other recreational activities. The other three categories of activities (Creative Arts, Interpersonal Enrichment, and Counseling/Mentoring) accounted for only 10.2% of student contact hours.

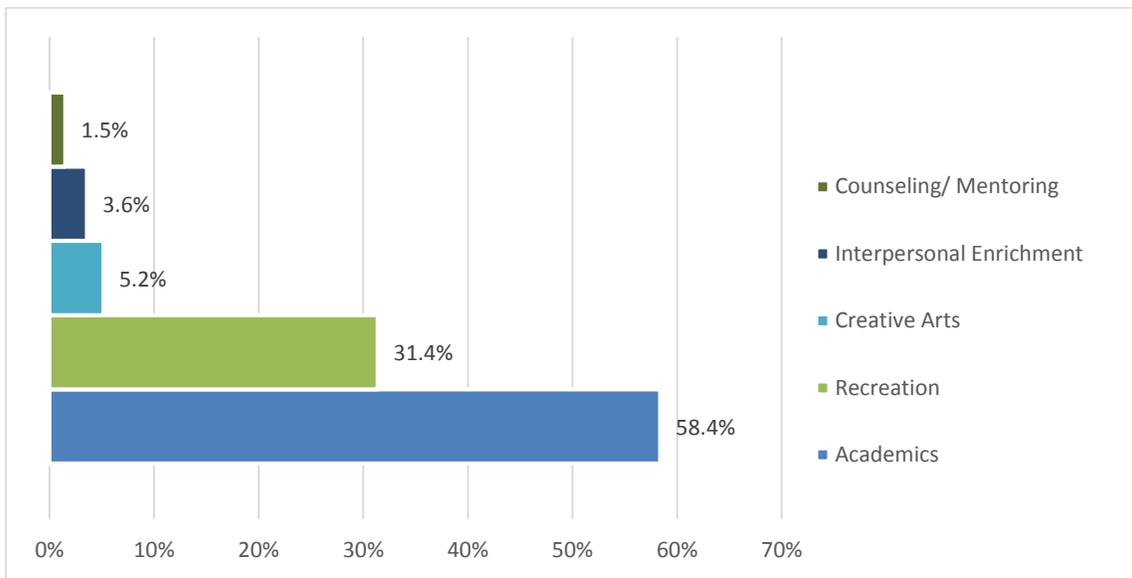
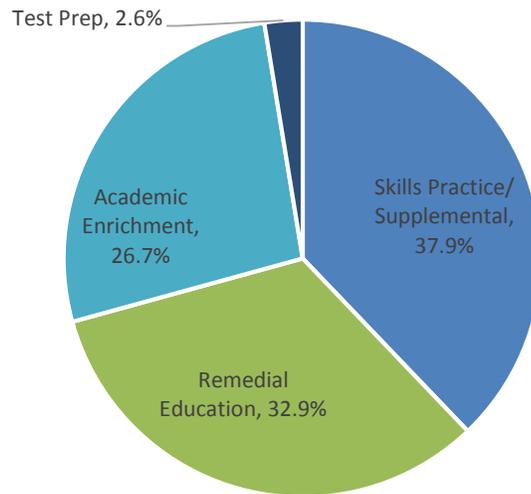


Figure 7. Percentage of Contact Hours Participants Collectively Spent in Activity Family

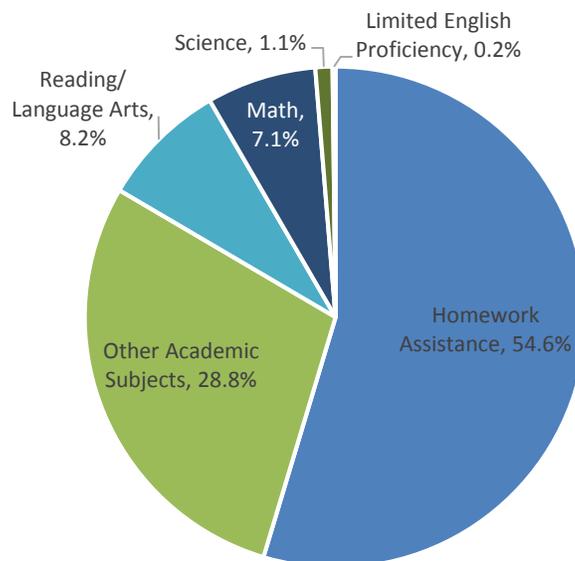
### What ACADEMIC ACTIVITIES Did Students Experience in PY13-14?

Academic activities fall into four categories: Academic Enrichment, Remedial Education, Skills Practice/Supplemental, and Test Preparation. Students spent the largest percentage of their time in Skills Practice/Supplemental activities, with almost 38.0% of all Academic contact hours falling into this category. Remedial Education and Academic Enrichment followed, commanding about a third and just over a quarter of the students' contact hours, respectively. The proportion of hours devoted to Academic Enrichment and Remedial Education decreased relative to the findings in PY11-12. A comparable increase in Skills Practice/Supplemental hours also occurred. Test Preparation activities accounted for only 2.6% of the contact hours students experienced in PY13-14.



**Figure 8. Percentage of Contact Hours Students Spent in Academic Activities**

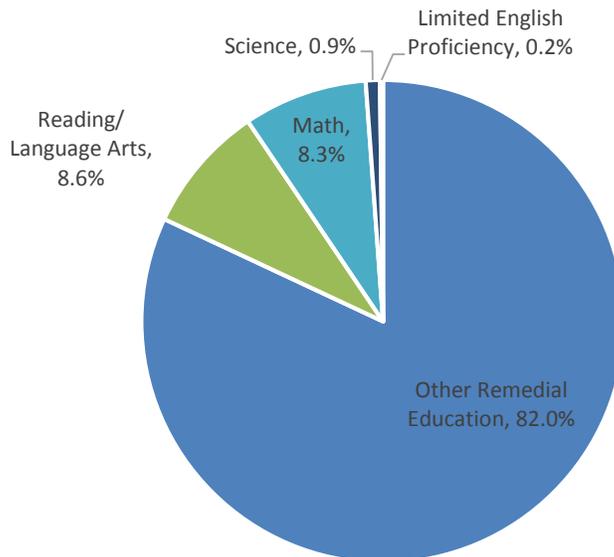
Students spent almost 695,000 hours in Skills Practice/Supplemental activities. The catchall category of Homework Assistance dominated the Skills Practice/Supplemental contact hours, accounting for more than half of the time students spent in these activities. This finding represents a decrease from the previous analysis in which the activity accounted for almost three fourths of Skills Practice contact hours. These hours appear to have shifted to the Other Academic Subjects activity, which comprised only 3.7% of all Skills Practice hours in PY11-12. As Figure 4 shows, however, the amount jumped to almost 30.0% in PY13-14.



**Figure 9. Percentage of Time Students Spent in Skills Practice/Supplemental Activities**

The median number of hours<sup>6</sup> for the Skills Practice/Supplemental activities reveals that while the younger students were responsible for the popularity of the Homework Assistance activity, high schoolers drove the participation in Other Academic Subjects activities. Homework Assistance was the activity with the highest median number of contact hours for students in grades K-2 (31.5 hours), grades 3-5 (27.0), and grades 6-8 (21.4). Limited English Proficiency had the highest median among students in grades 9-12 (97.0). This finding, combined with the small overall proportion of contact hours students spent in the activity, would suggest that a small but dedicated group of students devoted the majority of their time to activities that address Limited English Proficiency.

Of the more than 603,000 contact hours students experienced in Remedial Education activities, the overwhelming majority were logged as Other Remedial Education activities. The tested subjects of Math and Reading/Language Arts each only accounted for a little more than 8.0% of contact hours. This finding is unexpected as Remedial activities often focus on those high stakes subjects. It is unclear whether LEAPs participants are receiving more help in other subjects or whether the Other category is being used as a catchall.

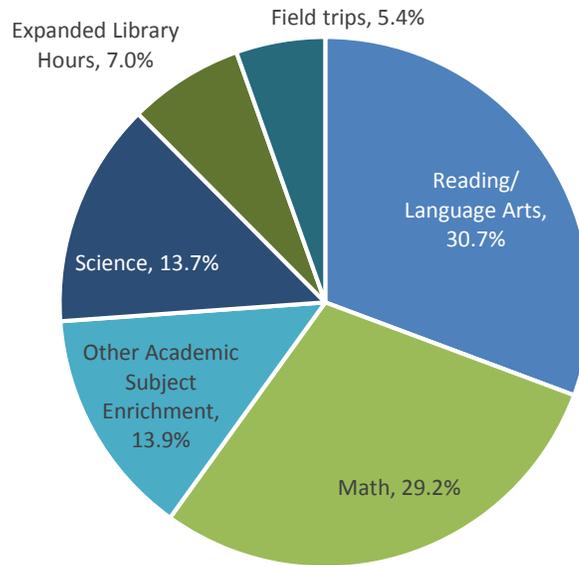


**Figure 10. Percentage of Time Students Spent in Remedial Education Activities**

By far the Remedial Education activity with the highest median contact hours for high schoolers was Limited English Proficiency (174.0 contact hours). It was also highest, though not nearly to the same extent, for students in grades K-2 (7.3) and second highest for students in grades 3-5 (7.0). As with the Skills Practice/Supplemental category, the combination of high medians with the activity accounting for only 0.2% of all Remedial Education contact hours, suggests that Limited English Proficiency is a targeted intervention—attended intensely but only by those students with a specific need. Math had the highest median number of contact hours for students in grades 3-5 and 6-8 (7.6 and 5.0, respectively).

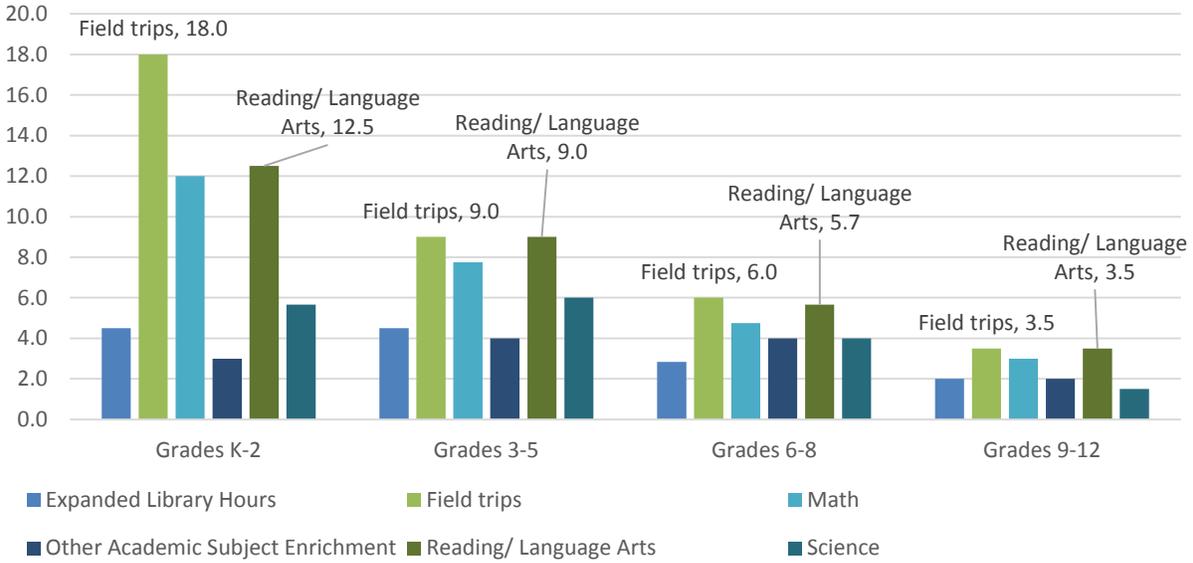
<sup>6</sup> Median (the middle number in a dataset) is reported due to the existence of outliers in the dataset. For the full reporting of median contact hours by grade level, see Appendix C.

Students spent about 490,000 hours in Academic Enrichment activities. They devoted a third of this time to Math activities and another third to Reading/Language Arts activities. The final third was divided among the other four activity options: Science, Expanded Library Hours, Academic Field Trips, and Other Academic Subjects.



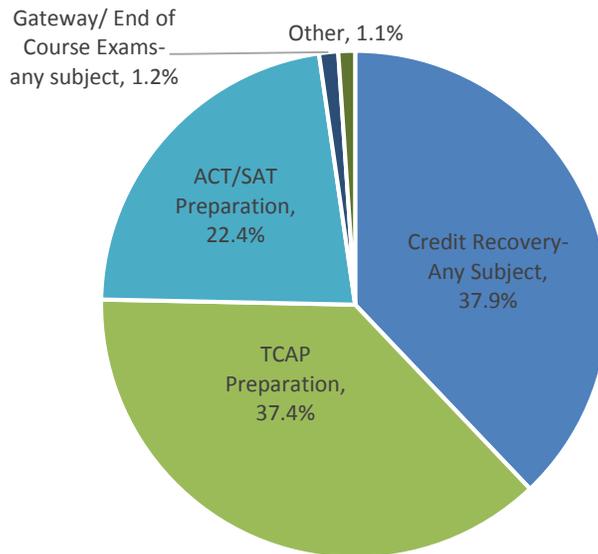
**Figure 11. Percentage of Time Students Spent in Academic Enrichment Activities**

The median number of contact hour analysis outlines two types of activity participation. For all age groups, the activities with the highest median number of contact hours are Reading/Language Arts and Field Trips. As Reading/Language Arts activities also accounted for a third of the total number of contact hours, this finding indicates that many students participate in these activities and devote a large amount of time to them. Academic Field Trips, however, accounted for only 5.4% of contact hours. This likely indicates that Field Trips are a special event that students participate in only occasionally, but when they do, they devote a large portion of their hours to it.



**Figure 12. Median Number of Academic Enrichment Contact Hours, by Grade**

Students devoted 47,269 contact hours to Test Prep, which was by far the smallest amount among all Academic activity categories. TCAP Preparation and Credit Recovery were the most attended, with more than a third of the total contact hours each. ACT/SAT prep was also popular, with just under a quarter of the contact hours.



**Figure 13. Percentage of Time Spent in Test Prep Activities**

The median analysis for the Test Prep activities is perplexing. TCAP Preparation was the activity with the highest median for middle school students, understandably, but also for students in grades K-2 and 9-12—grades in which students do not take TCAPs. This finding bears further investigation. For upper

elementary schoolers, those in grades 3-5, Gateway/End of Course Exam Preparation was the activity with the highest number of median contact hours.

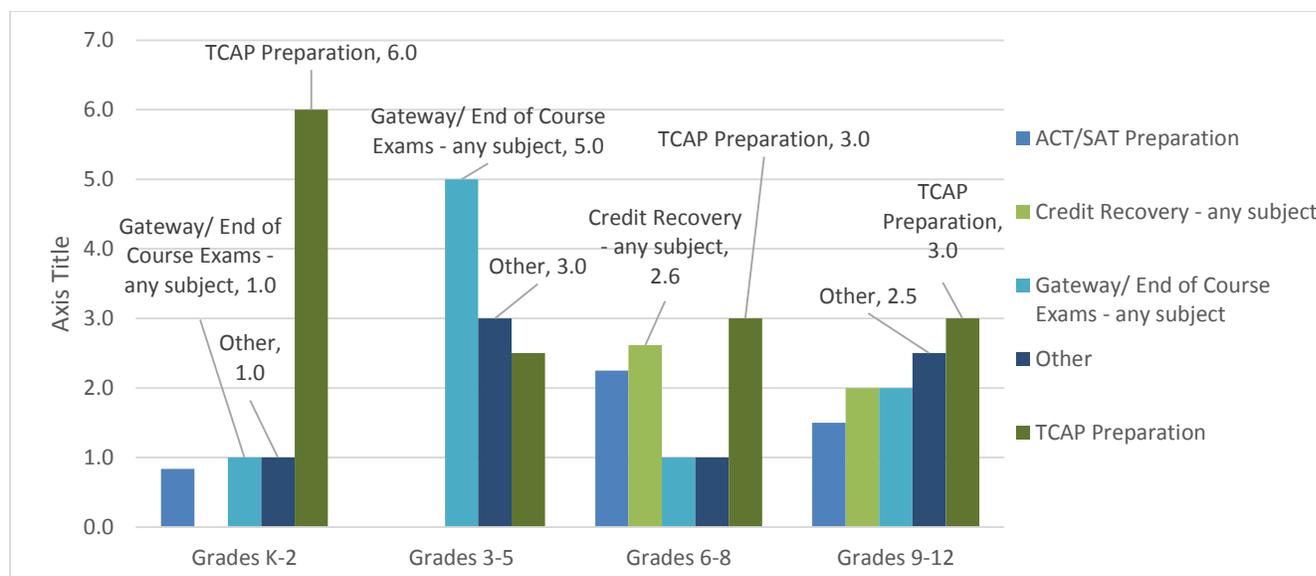


Figure 14. Median Number of Test Prep Contact Hours, by Grade

### What RECREATIONAL ACTIVITIES Did Students Experience in PY13–14?

Recreational activities accounted for 31.4% (986,548) of the contact hours students received in PY13–14. This number represents an increase of more than 300,000 hours from PY11-12. These hours were spent in both structured and unstructured activities that involved both mental and physical pursuits.

As it did in PY11-12, Nutritional Snacks/Meals accounted for the largest percentage of Recreational contact hours (31.6%) for LEAPs participants, and also as in PY11-12, when combined with Unstructured Physical Play, comprised almost half of the time students spent in Recreational activities.

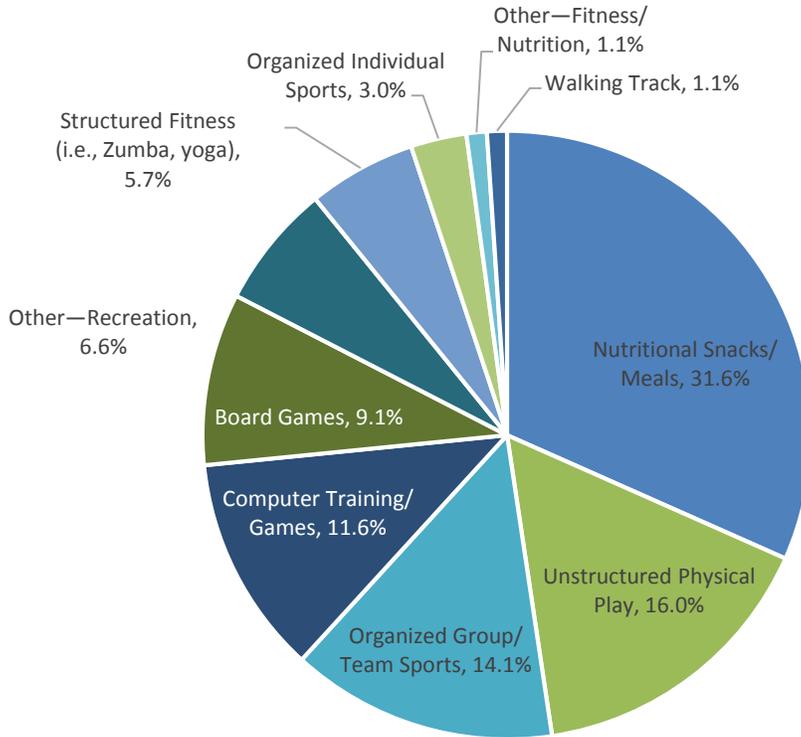


Figure 15. Percentage of Time Students Spent in Recreational Activities

The activity with the highest median number of contact hours was Nutritional Snacks/Meals for students in grades K-2 and middle schoolers. Other Recreational activities had the highest median number of contact hours for students in grades 3-5. For high schoolers, the activity with the highest median number of contact hours was Other Fitness/Nutrition.

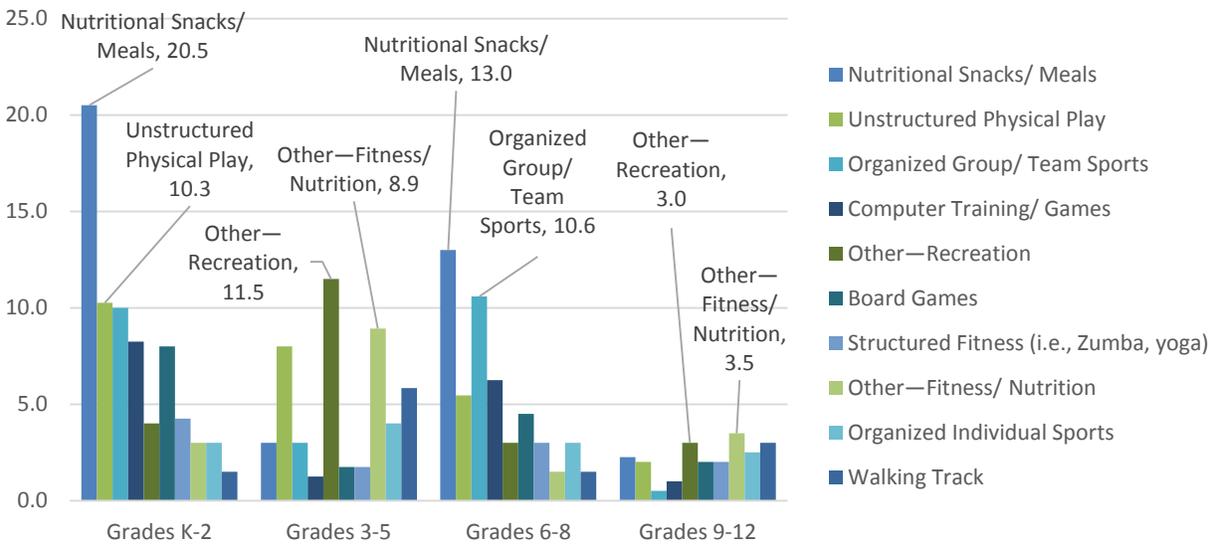


Figure 16. Median Number of Recreational Contact Hours, by Grade Level

## What CREATIVE ARTS ACTIVITIES Did Students Experience in PY13–14?

Students experienced 162,133 contact hours in Creative Arts activities in PY13-14, an increase of more than 30,000 contact hours from PY11-12. These hours accounted for just 5.2% of all contact hours in PY13–14. Activities in this Creative Arts family came from both the Recreation and Fitness/Nutrition categories in the online database. Just as in PY11-12, contact hours in this category were dominated by Arts and Crafts activities, accounting for more than half of the contact hours. These findings are also similar to PY11-12. Other activities in this category require additional, sometimes expensive, equipment, such as Cooking or Photography, that LEAPs may not be able to access.

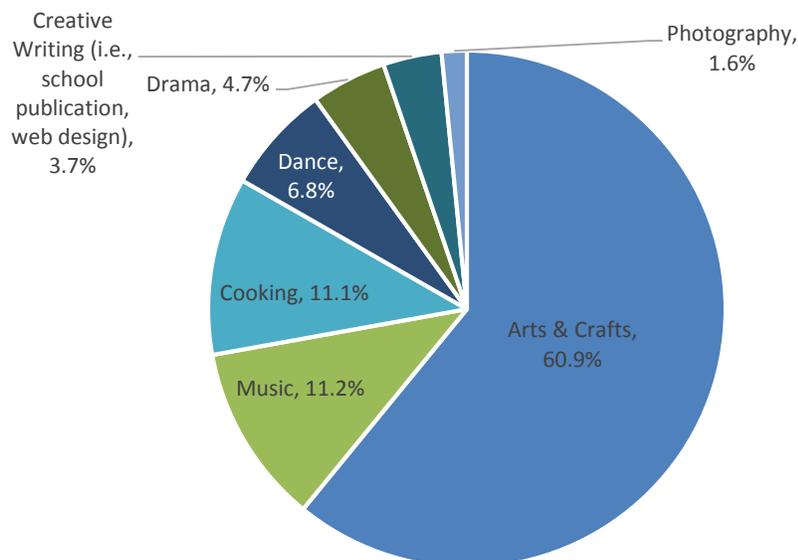


Figure 17. Percentage of Time Students Spent in Creative Arts Activities

The catchall activity of Arts and Crafts had the highest, or second highest, median number of contact hours for all four age groups (almost 61.0%) of all Creative Arts contact hours. Dance and Photography were the other activities with consistently high medians. For these activities, however, due to the relatively small proportion of contact hours they represent, it is likely that these high medians are the result of a dedicated few students focusing their efforts in these activities.

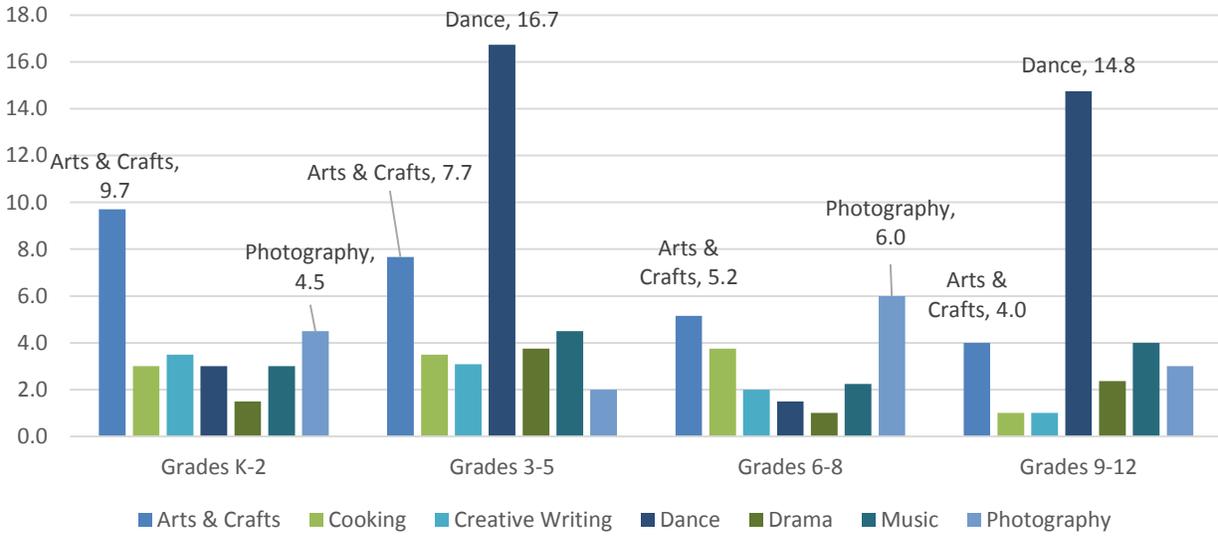


Figure 18. Median Number of Creative Arts Contact Hours, by Grade Level

### What INTERPERSONAL ENRICHMENT ACTIVITIES Did Students Experience in PY13-14?

Eight activities comprise the Interpersonal Enrichment family. Students experienced 112,328 contact hours in these activities, which was more than double the number of hours experienced in PY11-12. These hours, however, accounted for only 3.6% of all LEAPs contact hours in PY13-14. Health Education and Other Youth Development Activities accounted for the largest proportion of hours. Field Trips, which had the smallest proportion of hours in PY11-12, had the third largest proportion in the current analysis.

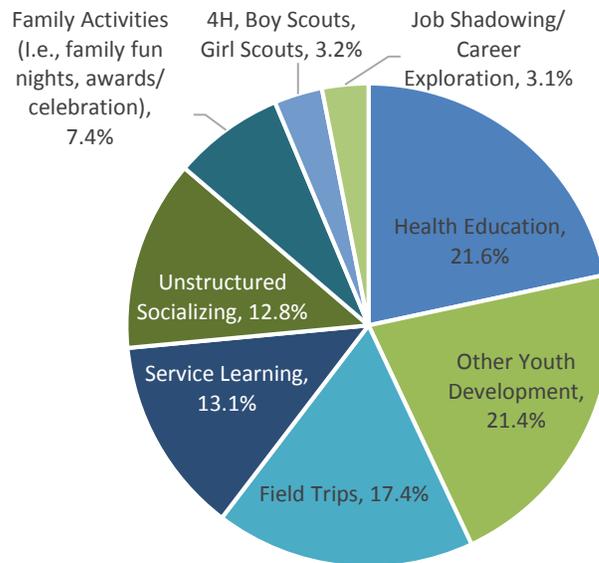


Figure 19. Percentage of Time Students Spent in Interpersonal Enrichment Activities

The median analysis reveals that students in grades 3-5 and high school focused their attention on Health Education activities. Students in grades K-2 and middle school, however, focused on Enrichment Field Trips. The following activities were also popular with the oldest and youngest participants: 4H, Boy Scouts, Girl Scouts, Service Learning, and Unstructured Time for Socializing.

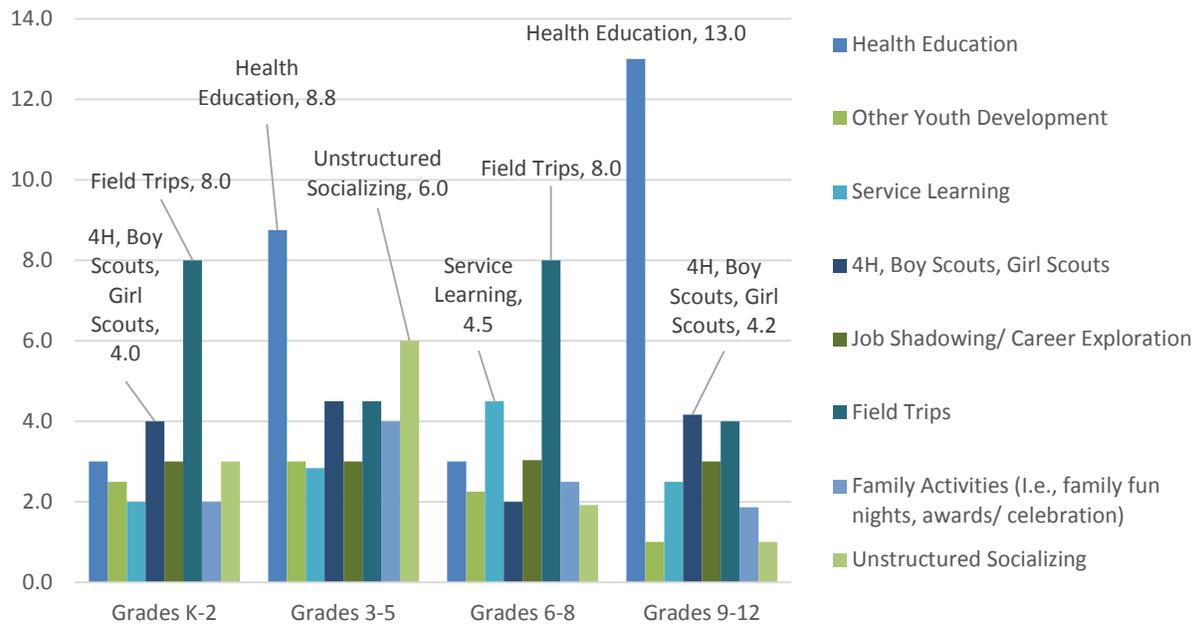
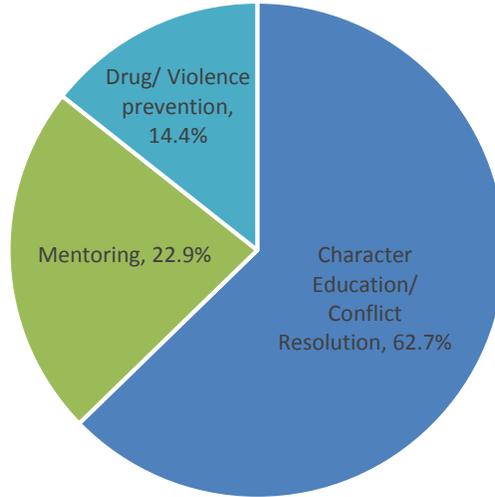


Figure 20. Median Number of Interpersonal Enrichment Contact Hours, by Grade Level

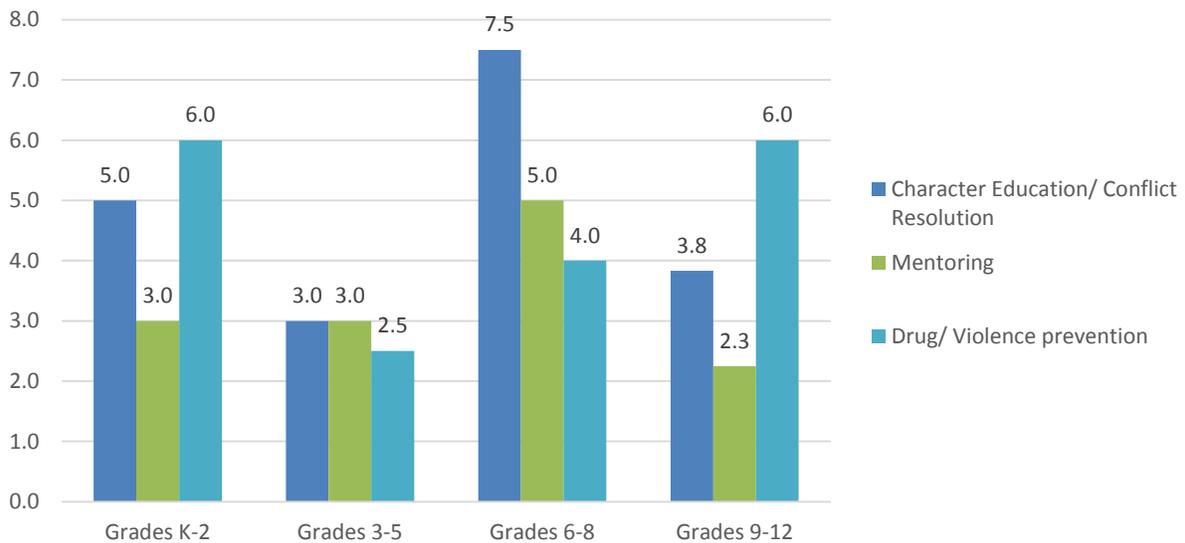
## What COUNSELING and MENTORING ACTIVITIES Did Students Experience in PY13–14?

The final family of activities offered through LEAPs centers is Counseling/Mentoring. As in PY11-12, these accounted for a miniscule amount of hours in PY13–14 (47,712, 1.5%). Almost two thirds of these contact hours were spent in Character Education/Conflict Resolution activities.



**Figure 21. Percentage of Time Students Spent in Counseling and Mentoring Activities**

Students in grades K-2 and high schoolers experienced the highest median number of contact hours in Drug/Violence Prevention activities. The highest median number of contact hours for middle schoolers was Character Education/Conflict Resolution. Students in grades 3-5 experienced all three Counseling and Mentoring activities at practically the same level—2.5 to 3 median contact hours each.



**Figure 22. Median Number of Counseling and Mentoring Contact Hours, by Grade Level**

## Summary

As part of a statewide evaluation of LEAP, TDOE administrators partnered with UT SWORPS to conduct both Implementation and Outcome Evaluations. This report is part of the Outcome Evaluation series and is a description of the students who attended LEAPs and the activities in which they participated during PY13-14. The data that informed this description were pulled from the online database that coordinators use to track students' demographics, attendance, and participation in their afterschool programs. The analysis conducted by UT SWORPS sought to answer questions addressing who attends the afterschool programs and what students do during the time spent in afterschool care. These specific questions include:

### Who is attending the 21<sup>st</sup> CCLC programs? What is the demographic profile of participants?

The 23,658 students enrolled in LEAP centers represent an increase of more than 5,500 students from Program Year 2011-2012, the previous year the analysis was conducted. Attendees were split evenly between **boys and girls**. The average LEAPs participant is a **White child, age 12.3**, and in **high school**. More than half (51.2%) were **attending their current center for the first year**, and the majority attended a program operated by an **LEA**.

### Are some students more likely to participate regularly than others?

LEAPs participants attend their programs regularly. Overall, more than 60.0% attended 30 or more days in PY13-14 and 44.0% attended 60 or more days. This finding represents a decline from PY11-12. When looking at groups, some differences in participation emerge. Black/African American and Hispanic/Latino students, younger students, students attending programs operated by CBOs, and students who have attended the same center for 4 or more years were the most likely to attend their ASPs regularly.

### What activities are students experiencing? In which activities are they participating most often?

Of the **3,144,027 contact hours** spent in afterschool activities in PY13–14, **58.4% were spent in Academic activities**. While students spent the most collective number of contact hours in PY13–14 in the Skills Practice/Supplemental family of activities, the single activity in which students logged the most number of contact hours was Remedial Education in “other” subjects (494,447 contact hours). Of the more than 3.1 million contact hours students received in LEAPs activities, almost 15.0% were spent in this one activity.

The remaining activity families accounted for just over 40.0% of all the contact hours students experienced in PY13–14. Of all the Recreational activities, the students spent the most number of hours in Nutritional Snacks/Meals (312,187). Arts and Crafts dominated the Creative Arts activity family with students receiving 98,756 contact hours. Health Education was the most common Interpersonal Enrichment activity (24,312 hours), and Character Education/Conflict Resolution dominated the Counseling/Mentoring family (29,923 contact hours).

## How does activity participation vary for different age groups?

The focus of the Academic activities changed as the students' ages increased. Younger students spent their time in Homework Assistance, Math, or Limited English Proficiency activities, especially Skills Practice/Supplemental and Remedial activities, whereas high schoolers focused on Limited English Proficiency activities. TCAP Preparation dominated Test Prep activities for students in middle school. Because TCAPS are administered to students in grades 3-8, this finding is logical. However, TCAP Prep was also the top Test Prep activity for high school students and students in grades K-2, years in which TCAPS are not taken. Finally, for all grade levels, Field Trips and Reading/Language Arts activities were the most popular Academic Enrichment activities.

Regarding activities that were not academic in nature, the youngest students spent much of their recreational time in Nutritional Snacks/Meals and Arts and Crafts. Students in grades 3-5 participated in Other Recreation, Health Education, and Dance. Middle schoolers devoted their time to Character Education/Conflict Resolution, Field Trips, and Health Education. High schoolers could most often be found in Drug/Violence Prevention, Health Education, and Dance activities.

## To what extent does service provision match stated program goals?

As noted in the Introduction, to be considered for funding, successful grant applicants must include certain program goals. These goals contain specific types of activities that must be provided.<sup>7</sup> The hours students received in PY13–14 are compared to these goals to examine the extent to which the goals are being met.

Program Goal: Centers will provide reading skills development and enhancement.

- Students received **285,936 contact hours in Reading/Language Arts activities** across the Academic Enrichment, Remedial Education, and Skills Practice/Supplemental categories, representing 14.1% of all academic hours and 9.1% of all contact hours. This finding represents an increase from PY11-12.
- Additionally, students received 34,369 contact hours in Expanded Library Hours, 2,574 contact hours in Limited English Proficiency activities, and 5,926 hours in Creative Writing activities. The total number of contact hours for these activities is 42,869 (2.3% of academic hours and 1.4% of all contact hours). This finding represents a decrease from PY11-12.

Program Goal: Centers will provide math or science skills development and enhancement.

- Students received **242,460 contact hours in Math activities** across the Academic Enrichment, Remedial Education, and Skills Practice/Supplemental categories (13.2% of all academic hours and 7.7% of all contact hours). This finding represents an overall increase in contact hours and the proportion of Academic hours compared to PY11-12, but a decrease in the proportion of all contact hours.
- Students received **80,480 contact hours in Science activities** in the Academic Enrichment, Remedial Education, and Skills Practice/Supplemental families (4.4% of all academic hours and

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<sup>7</sup> Due to the reporting of contact hours, no reliable estimate of the number of hours centers provide services to students each week can be made. Therefore, the program goal of centers providing “services to students on an average of 15 hours per week” cannot be addressed in the current analysis.

2.6% of all contact hours). The proportions remain basically unchanged, despite an increase in number of contact hours devoted to Science activities.

- Combined, the figures above total **322,940 contact hours in Math and Science activities** (17.6% of all academic hours and 10.3% of all contact hours), which is an increase of almost 80,000 hours.

Program Goal: Centers will provide computer literacy and skills development.

- Students received **114,769 contact hours in Computer Training/Games** (11.6% of all Recreation hours and 3.7% of all contact hours). This increase of more than 28,000 hours represents a reduction in the proportion of Recreational contact hours and no change in the proportion of overall hours spent in this activity.

Program Goal: Centers will provide academic mentoring or tutorial assistance.

- As noted in the body of the report, Academic activities comprised by far the largest proportion of contact hours that students experienced: **58.4% of all contact hours were spent in Academic activities** and included test preparation, assistance, and enrichment in subjects beyond math, reading, and science.

Program Goal: Centers will provide sports or leisure opportunities.

- Students received **404,306 contact hours in Sports activities**, including Unstructured Physical Play, Organized Group/Team Sports, Structured Fitness, Organized Individual Sports, Walking Track, and Other Fitness/Nutrition (41.0% of recreation hours and 12.9% of all contact hours). These findings represent increases from the findings in the previous report.
- Students received 467,445 contact hours in Leisure activities, such as Nutritional Snacks/Meals, Board Games, and Other Recreational Activities (47.4% of Recreation hours and 14.9% of all contact hours). These findings represent increases from the findings in the previous report.
- Combined, the figures above total **871,751 contact hours spent in Sports and Leisure activities** (88.4% of all Recreation hours and 27.7% of all contact hours).

Clearly, LEAPs centers are offering and students are receiving services in line with the stated program goals. Additionally, some activities offered to students likely provided services in these areas but could not be separated into the specified activity. For example, TCAP Preparation and Homework Assistance could cover Math skills *and* Reading/Language Arts *and* Science. Due to the nature of the data, some services could not be accounted for in this manner.

## **Conclusion**

Across the state of Tennessee, thousands of students are participating in millions of hours of activities that they likely would not otherwise experience. From Academics to Creative Arts to Recreation, students can receive instruction and enrichment after their regular school day as part of the Lottery for Education: Afterschool Programs. Students not only attend these afterschool programs but do so with regularity. Clearly, their attendance levels show that they enjoy attending the programs. And students who enjoy their afterschool programs are more likely to participate in and, thus, benefit from the interventions offered.

## References

- Broyles, L., Hadjiharalambous, S., Myers, G., & McCutcheon, E. (2011). *Evaluation plan for Lottery for Education: Afterschool Programs in Tennessee*. Knoxville, TN: University of Tennessee Social Work Office of Research and Public Service.
- Hadjiharalambous, S., McCutcheon, E., & Daugherty, L. (2012). *Lottery for Education: Afterschool Programs in Tennessee—A look at program operations*. Knoxville, TN: University of Tennessee Social Work Office of Research and Public Service.
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## Appendices

### Appendix A—Activity Families

<b>Activity</b>	<b>Online database Family</b>	<b>Report Category</b>
<b>Expanded Library Hours</b>	Academic Enrichment	Academics— Academic Enrichment
<b>Field Trips</b>	Academic Enrichment	Academics— Academic Enrichment
<b>Math</b>	Academic Enrichment	Academics— Academic Enrichment
<b>Other Academic Subject Enrichment</b>	Academic Enrichment	Academics— Academic Enrichment
<b>Reading/Language Arts</b>	Academic Enrichment	Academics— Academic Enrichment
<b>Science</b>	Academic Enrichment	Academics— Academic Enrichment
<b>Limited English Proficiency</b>	Remedial Education	Academics— Remedial Education
<b>Math</b>	Remedial Education	Academics— Remedial Education
<b>Other Remedial Education</b>	Remedial Education	Academics— Remedial Education
<b>Reading/Language Arts</b>	Remedial Education	Academics— Remedial Education
<b>Science</b>	Remedial Education	Academics— Remedial Education
<b>Homework Assistance</b>	Skills Practice/ Supplemental	Academics— Skills Practice/Supplemental
<b>Limited English Proficiency</b>	Skills Practice/ Supplemental	Academics— Skills Practice/ Supplemental
<b>Math</b>	Skills Practice/ Supplemental	Academics— Skills Practice/Supplemental
<b>Other</b>	Skills Practice/ Supplemental	Academics— Skills Practice/Supplemental

<b>Activity</b>	<b>Online database Family</b>	<b>Report Category</b>
<b>Reading/Language Arts</b>	Skills Practice/ Supplemental	Academics— Skills Practice/ Supplemental
<b>Science</b>	Skills Practice/ Supplemental	Academics— Skills Practice/Supplemental
<b>ACT/SAT Preparation</b>	Test Preparation	Academics—Test Preparation
<b>Credit Recovery—any subject</b>	Test Preparation	Academics—Test Preparation
<b>Gateway/End of Course Exams—any subject</b>	Test Preparation	Academics—Test Preparation
<b>Other</b>	Test Preparation	Academics—Test Preparation
<b>TCAP Preparation</b>	Test Preparation	Academics—Test Preparation
<b>Arts and Crafts</b>	Recreation	Creative Arts
<b>Music</b>	Recreation	Creative Arts
<b>Dance</b>	Fitness/Nutrition	Creative Arts
<b>Cooking</b>	Fitness/Nutrition	Creative Arts
<b>Drama</b>	Recreation	Creative Arts
<b>Creative Writing (i.e., school publication, web design)</b>	Recreation	Creative Arts
<b>Photography</b>	Recreation	Creative Arts
<b>Nutritional Snacks/Meals</b>	Fitness/Nutrition	Recreation
<b>Unstructured Physical Play</b>	Fitness/Nutrition	Recreation
<b>Organized Group/Team Sports</b>	Fitness/Nutrition	Recreation
<b>Computer Training/Games</b>	Recreation	Recreation
<b>Board Games</b>	Recreation	Recreation
<b>Structured Fitness (i.e., Zumba, yoga)</b>	Fitness/Nutrition	Recreation
<b>Other—Recreation</b>	Recreation	Recreation
<b>Other—Fitness/Nutrition</b>	Fitness/Nutrition	Recreation
<b>Organized Individual Sports</b>	Fitness/Nutrition	Recreation
<b>Walking Track</b>	Fitness/Nutrition	Recreation
<b>Character Education/Conflict Resolution</b>	Youth Development	Counseling/Mentoring
<b>Drug/Violence Prevention</b>	Youth Development	Counseling/Mentoring
<b>Mentoring</b>	Youth Development	Counseling/Mentoring
<b>Health Education</b>	Fitness/Nutrition	Interpersonal Enrichment
<b>Other Youth Development</b>	Youth Development	Interpersonal Enrichment

<b>Activity</b>	<b>Online database Family</b>	<b>Report Category</b>
<b>Service Learning</b>	Youth Development	Interpersonal Enrichment
<b>4H, Boy Scouts, Girl Scouts</b>	Youth Development	Interpersonal Enrichment
<b>Job Shadowing/Career Exploration</b>	Youth Development	Interpersonal Enrichment
<b>Field Trips</b>	Student/Family Services	Interpersonal Enrichment
<b>Family Activities (i.e., family fun nights, awards/celebration)</b>	Student/Family Services	Interpersonal Enrichment

## Appendix B—Contact Hours and Number of Students Participating

<b>Academic Enrichment Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Reading/Language Arts	150,356.7	30.7%	8,189
Math	143,277.8	29.2%	9,094
Other Academic Subject Enrichment	68,243.7	13.9%	8,780
Science	67,091.7	13.7%	7,898
Expanded Library Hours	34,368.6	7.0%	3,473
Field trips	26,588.9	5.4%	10,703
<b>Remedial Education Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Other Remedial Education	494,447.5	82.0%	2,351
Reading/Language Arts	51,765.7	8.6%	2,318
Math	50,037.3	8.3%	2,418
Science	5,720.7	0.9%	2,081
Limited English Proficiency	1,232.3	0.2%	2,542
<b>Skills Practice/Supplemental Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Homework Assistance	379,726.2	54.6%	2,043
Other Academic Subjects	200,208.4	28.8%	1,945
Reading/Language Arts	56,813.4	8.2%	1,840
Math	49,145.4	7.1%	1,966
Science	7,668.0	1.1%	1,816
Limited English Proficiency	1,342.0	0.2%	1,990
<b>Test Preparation Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Credit Recovery—Any Subject	17,923.3	37.9%	1,434
TCAP Preparation	17,682.6	37.4%	683
ACT/SAT Preparation	10,585.4	22.4%	1,460
Gateway/End of Course Exams—any subject	574.0	1.2%	1,109
Other	503.7	1.1%	870
<b>Recreational Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Nutritional Snacks/Meals	312,187.0	31.6%	6,166
Unstructured Physical Play	157,752.5	16.0%	4,578
Organized Group/Team Sports	139,582.9	14.1%	5,773
Computer Training/Games	114,796.2	11.6%	4,049
Board Games	90,265.2	9.1%	4,159
Other—Recreation	64,992.9	6.6%	3,016
Structured Fitness (i.e., Zumba, yoga)	56,631.5	5.7%	5,291
Organized Individual Sports	29,262.8	3.0%	5,763
Other—Fitness/Nutrition	10,631.2	1.1%	5,740

Walking Track	10,445.5	1.1%	4,573
<b>Creative Arts Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Arts and Crafts	98,756.1	60.9%	4,218
Music	18,239.1	11.2%	3,473
Cooking	18,036.6	11.1%	7,811
Dance	10,967.4	6.8%	7,799
Drama	7,669.8	4.7%	3,501
Creative Writing (i.e., school publication, web design)	5,925.6	3.7%	3,538
Photography	2,538.9	1.6%	2,991
<b>Interpersonal Enrichment Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Health Education	24,312.2	21.6%	6,546
Other Youth Development	23,994.2	21.4%	298
Field Trips	19,495.7	17.4%	1,590
Service Learning	14,770.8	13.1%	243
Unstructured Socializing	14,324.4	12.8%	2,318
Family Activities (i.e., family fun nights, awards/ celebration)	8,334.6	7.4%	1,597
4H, Boy Scouts, Girl Scouts	3,618.6	3.2%	585
Job Shadowing/Career Exploration	3,477.2	3.1%	469
<b>Counseling and Mentoring Activities</b>	<b>Total Hours</b>	<b>Percent, by activity</b>	<b>Number of students</b>
Character Education/Conflict Resolution	29,922.5	62.7%	547
Mentoring	10,942.5	22.9%	307
Drug/Violence Prevention	6,846.7	14.4%	507

## Appendix C—Median Contact Hours and Number of Students

Academic Enrichment	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
Expanded Library Hours	4.5	1,011	4.5	1,407	2.8	515	2.0	540
Field Trips	18.0	594	9.0	755	6.0	371	3.5	120
Math	12.0	2,509	7.8	3,409	4.8	1,631	3.0	640
Other Academic Subject Enrichment	3.0	1,483	4.0	2,147	4.0	1,246	2.0	887
Reading/ Language Arts	12.5	2,899	9.0	3,755	5.7	1,673	3.5	767
Science	5.7	1,946	6.0	2,359	4.0	1,439	1.5	422
Remedial Education	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
Limited English Proficiency	7.3	62	7.0	93	2.0	18	174.0	70
Math	7.0	892	7.6	1,606	5.0	942	1.5	778
Other Remedial Education	3.0	214	3.0	417	3.0	216	1.0	3,202
Reading/ Language Arts	5.3	1,081	6.8	1,711	4.1	813	11.0	554
Science	1.5	298	1.7	423	2.0	387	3.5	326
Skills Practice/ Supplemental	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
Homework Assistance	31.5	3,154	27.0	4,323	21.4	2,231	2.0	995
Limited English Proficiency	6.3	65	6.0	50	6.5	15	97.0	76
Math	3.5	1,577	5.2	2,368	2.6	1,001	2.0	827
Other	1.7	480	1.8	657	1.3	249	1.8	2,115
Reading/ Language Arts	5.0	1,751	5.0	2,415	3.0	906	18.6	219
Science	1.0	606	2.0	721	1.7	461	19.5	293

Test Preparation	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
ACT/SAT Preparation	0.8	2	--	--	2.3	13	1.5	492
Credit Recovery—any subject	--	--	--	--	2.6	4	2.0	581
Gateway/End of Course Exams—any subject	1.0	54	5.0	96	1.0	53	2.0	104
Other	1.0	62	3.0	116	1.0	61	2.5	59
TCAP Preparation	6.0	296	2.5	877	3.0	352	3.0	72
Recreational Activities	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
Board Games	8.0	2,328	1.8	2,591	4.5	1,450	2.0	177
Computer Training/ Games	8.3	2,694	1.3	3,329	6.3	1,605	1.0	270
Nutritional Snacks/ Meals	20.5	3,615	3.0	4,660	13.0	2,515	2.3	3,214
Organized Group/Team Sports	10.0	2,288	3.0	3,032	10.6	2,007	0.5	484
Organized Individual Sports	3.0	1,492	4.0	1,874	3.0	1,029	2.5	183
Other— Fitness/ Nutrition	3.0	722	8.9	802	1.5	376	3.5	66
Other— Recreation	4.0	1,646	11.5	1,840	3.0	899	3.0	188
Structured Fitness (i.e., Zumba, yoga)	4.3	2,146	1.8	2,508	3.0	856	2.0	230
Unstructured Physical Play	10.3	3,051	8.0	3,683	5.5	1,702	2.0	344
Walking Track	1.5	556	5.8	849	1.5	559	3.0	79

Creative Arts Activities	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
Arts and Crafts	9.7	2,829	7.7	3,250	5.2	1,456	4.0	264
Cooking	3.0	799	3.5	901	3.8	684	1.0	158
Creative Writing	3.5	587	3.1	749	2.0	370	1.0	110
Dance	3.0	967	16.7	983	1.5	394	14.8	7
Drama	1.5	720	3.8	904	1.0	291	2.4	30
Music	3.0	1,121	4.5	1,419	2.3	369	4.0	82
Photography	4.5	237	2.0	259	6.0	40	3.0	11
Interpersonal Enrichment	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
4H, Boy Scouts, Girl Scouts	4.0	276	4.5	305	2.0	98	4.2	4
Family Activities (i.e., family fun nights, awards/celebration)	2.0	709	4.0	757	2.5	466	1.9	58
Field Trips	8.0	585	4.5	743	8.0	452	4.0	35
Health Education	3.0	1,357	8.8	1,420	3.0	603	13.0	158
Job Shadowing/ Career Exploration	3.0	78	3.0	127	3.0	187	3.0	77
Other Youth Development	2.5	640	3.0	841	2.3	743	1.0	194
Service Learning	2.0	354	2.8	470	4.5	530	2.5	236
Unstructured Socializing	3.0	844	6.0	903	1.9	482	1.0	89
Counseling and Mentoring	Grades K-2		Grades 3-5		Grades 6-8		Grades 9-12	
	Median Hours	# of Students						
Character Education/ Conflict Resolution	5.0	907	3.0	1,189	7.5	677	3.8	243
Drug/Violence Prevention	6.0	248	2.5	287	4.0	250	6.0	85
Mentoring	3.0	298	3.0	455	5.0	281	2.3	75