

***21st Century Community Learning Center Participation:
The Student Experience—Program Year 2013-2014***
Executive Summary

AUGUST 2015

PREPARED FOR:

Tennessee Department of Education



THE UNIVERSITY OF
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KNOXVILLE

SOCIAL WORK OFFICE OF
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Emily R. McCutcheon, MSW, MBA, LMSW



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The University of Tennessee, Knoxville

College of Social Work Office of Research and Public Service

Karen Sowers, Dean

Maryanne Cunningham, Interim Director

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Executive Summary

Tennessee's 21st Century Community Learning Centers: Key Findings Participation—Who and What

As part of an ongoing statewide evaluation of 21st Century Community Learning Centers programs (21st CCLC), University of Tennessee, Knoxville, Social Work Office of Research and Public Service (UT SWORPS) evaluators examined data entered into a web-based attendance and participation tracking program. Site coordinators logged demographic information about the students enrolled in their afterschool programs (ASP) 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 those data.

The 23,928 students who participated in the 21st CCLC program in PY13–14 were

- ***Evenly split between boys and girls:*** 49.5% and 50.5%, respectively;
- ***Mostly White:*** 71.4%, 20.9% were Black/African American, and 6.9% identified as Hispanic/Latino;
- ***10.8 years old on average:*** The students were between 1 and 19 years old;
- ***Most frequently in grades 3–5:*** 40.0%, 27.1% were in grades K–2, 22.4% were in grades 6–8, and 10.1% were in grades 9–12;
- ***Mostly attending programs operated by LEAs:*** 92.7%;
- ***In their first year at their current center:*** 46.0%; and
- ***Attending regularly:*** 54.0% attended 30 or more days, 29.6% attended 60 or more days.

Despite a notable decline of almost 3,000 students in the number of students served from PY11-12, the demographic breakdown of participants remained largely unchanged. Students are slightly younger (in PY11-12 average age was 11.6), less likely to be in their first year (first year attendees comprised 59.2% of those enrolled in PY11-12), but also less likely to attend regularly (60.4% attended 30 or more days and 43.3% attended 60 or more days in PY11-12).

Some groups of students were more likely to be regular (30+ days) or intense (60+ days) attendees than their counterparts. The largest proportion is bolded in each participation range in the table below.

Table 1. Percent of Students from Each Group Who Attend Regularly or Intensely

| | | 30+ Days | 60+ Days |
|---|------------------------|-----------------|-----------------|
| Students Who Have Attended for More Years Are More Likely to Attend Regularly or Intensely | 1 year | 51.0% | 24.7% |
| | 2 years | 54.3% | 30.7% |
| | 3 years | 59.3% | 36.1% |
| | 4 years | 63.0% | 44.5% |
| | 5 years | 58.7% | 46.2% |
| Younger Students Are More Likely to Attend Regularly or Intensely | K-2 | 56.3% | 32.9% |
| | 3-5 | 61.3% | 31.8% |
| | 6-8 | 35.6% | 29.3% |
| | 9-12 | 22.0% | 13.0% |
| Students of Color are More Likely to Attend Regularly or Intensely | Black/African American | 65.1% | 36.8% |
| | Hispanic/Latino | 62.0% | 30.4% |
| | Other/Unknown | 58.3% | 29.0% |
| | White | 49.8% | 27.4% |
| Students Enrolled in CBO Programs Are More Likely to Attend Regularly or Intensely | LEA | 52.7% | 27.9% |
| | CBO | 69.7% | 51.8% |

Students in 21st CCLC Programs received more than **2.15 million contact hours¹ in PY13-14**. While these hours fell into five activity families², the vast majority of those hours were spent in Academic activities.

¹ For this and the previous report, “contact hours” is defined as the total number of hours experienced by all students participating in a 21st CCLC program. For example, if one ASP was open for two hours one afternoon and offered one hour of Academic Enrichment in Math and one hour of Arts and Recreation playing board games, and 20 students attended both activities, the total number of contact hours would be 40 (1 hour*20 students + 1 hour*20 students = 40 contact hours)—20 in in Academics and 20 in Arts and Recreation.

² Activities in this report are organized slightly differently from the groupings found in the online 21st CCLC Attendance Tracking Site. See Appendix A of the full report for a complete listing.

Percent of All Contact Hours Spent in Each Activity Family

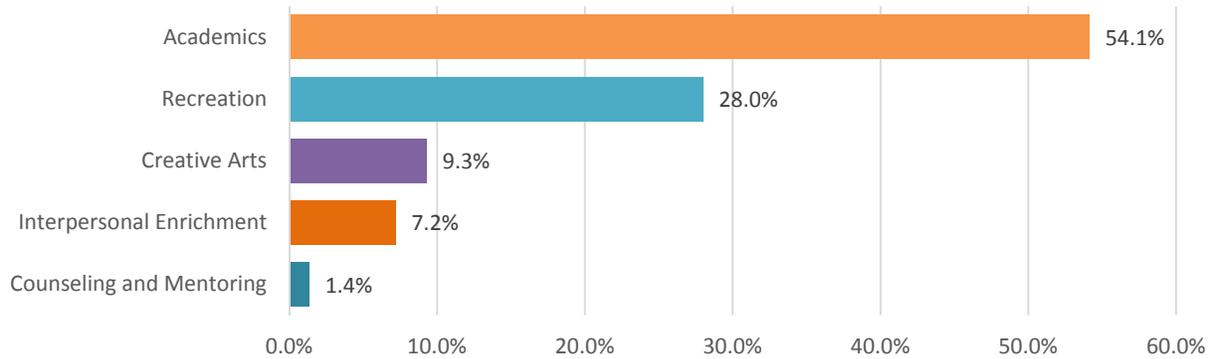


Figure 1. Percent of All Contact Hours Spent in Each Activity Family

The Academic hours fell into four subcategories (Skills Practice/Homework Help, Academic Enrichment, Remedial Education, and State Test Prep), each with activities focusing on different subjects. State Test Prep subcategories differed from the other families in that they identify the test for which the student is preparing. Almost three fourths of student hours in State Test Prep were devoted to TCAP Preparation. Among the other families, Math, Reading/Language Arts, and Other subjects were consistently the activities with the most contact hours.

Hours Students Spent in Academic Activities, PY13-14

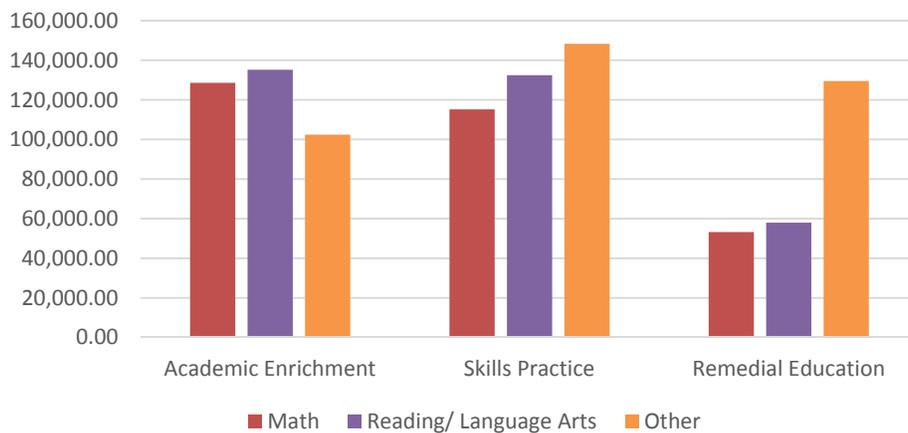


Figure 2. Hours Students Spent in Academic Activities, PY13-14

Among the other Activity Families, certain activities dominated the distribution of contact hours.

- The Recreational activity Nutritious Snack/Meal had the most contact hours overall—203,247 hours in PY13-14. This outcome is a drastic change from PY11-12 when this activity had logged a total of only 2,100 hours all year.
- The Creative Arts catchall activity of Arts & Crafts had the most contact hours of the activity family, with 82,264.
- Computer/Technology dominated the Interpersonal Enrichment family with students devoting 44,472 contact hours in PY13-14.
- The top Counseling and Mentoring activity was Character Education, although it was the 24th most attended activity overall. Students spent 19,765 hours in Character Education activities in PY13-14.

The popularity of Nutritious Snack/Meal was the only change in the top activity in each family from PY11-12.

To determine if there were differences in the type of participation across grade levels, the median contact hours in each activity were calculated. Median (the middle number in a dataset) is reported instead of an average due to the existence of outliers in the dataset. The activity with the highest median contact hours frequently differed by grade level (in bold in Table 2).

Table 2. Activity with the Highest Median Contact Hours for Program Year 2013-14, by Grade Level

(Median Contact Hours in the Activity)

| | Grades K-2 | Grades 3-5 | Grades 6-8 | Grades 9-12 |
|---------------------------------|---|---|---|---------------------------------------|
| <i>Academic Enrichment</i> | Reading/ Language Arts (11.0) | Reading/ Language Arts (9.6) | Science (7.0) | Math (5.5) |
| <i>Skills Practice</i> | Other Academic Subjects (15.8) | Reading/ Language Arts (11.5) | Other Academic Subjects (14.1) | Other Academic Subjects (4.0) |
| <i>Remedial Education</i> | Other Academic Subjects (24.0) | Other Academic Subjects (48.0) | Other Academic Subjects (14.3) | Other Academic Subjects (4.3) |
| <i>State Test Prep</i> | TCAP Prep (11.75) | TCAP Prep (11.0) | Credit Recovery History/Math— Tie (20.0) | Credit Recovery— Science (20.0) |
| <i>Recreation</i> | Nutritional Snacks/Meals (15.5) | Nutritional Snacks/Meals (14.7) | Nutritional Snacks/Meals (12.3) | Structured Fitness (36.0) |
| <i>Creative Arts</i> | Arts & Crafts (8.1) | Arts & Crafts (6.8) | Other (4.5) | Drama (36.0) |
| <i>Interpersonal Enrichment</i> | Computer/ Technology (7.0) | Field Trips (8.8) | Field Trips (7.0) | Health Education (70.0) |
| <i>Counseling and Mentoring</i> | Conflict Resolution (8.3) | Character Education and Conflict Resolution —Tie (5.0) | Drug Prevention (3.0) | Character Education (14.9) |

Conclusion

Students in 21st CCLC afterschool programs have participated in a variety of activities that address the educational, emotional, creative, and health needs of the individual. The main focus is academic, through Homework Help, Remediation, Test Prep, and Enrichment activities. However, students also participate in Physical Recreation, Creative Arts, and Counseling activities. Some differences appear among groups, and site coordinators may want to look at their individual programs to determine whether any steps could be taken to address the differences in the amount of time students spend in various activities. Although participation and attendance decreased between PY11-12 and PY13-14, thousands of students continue to experience millions of hours of activities they likely otherwise would not without the 21st CCLC afterschool programs.