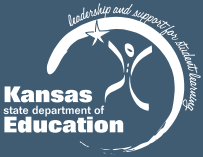





DECEMBER 2018

**KANSAS
21st CENTURY COMMUNITY
LEARNING CENTERS**
(21st CCLCs)



The logo for the Kansas State Department of Education, featuring a stylized figure holding a torch and a book, with the text "Leadership and support for every learner" in a circular arc above and "Kansas state department of Education" below.



A young girl in the foreground is smiling and wearing a cap and sunglasses. In the background, other children are playing tennis on a court. The entire image has a warm, golden-yellow tint.

“It’s a wonderful program that gives children an opportunity to socialize with different age groups and the different classes teach them things that will help them on a daily basis.”

KANSAS' 21ST CENTURY COMMUNITY LEARNING CENTERS (21ST CCLCs)

ARE LOCALLY-DESIGNED PROGRAMS THAT OFFER ACADEMIC AND YOUTH DEVELOPMENT OPPORTUNITIES TO STUDENTS AND THEIR FAMILIES WHEN SCHOOL IS NOT IN SESSION, INCLUDING BEFORE SCHOOL, AFTER SCHOOL, OVER HOLIDAY BREAKS, AND DURING SUMMER RECESS.

The overarching goal is to create safe, fun, supportive environments for youth to learn and grow with programming that provides avenues to explore new opportunities, develop leadership skills, and become responsible members of their community. Programs support physical development with nutritious meals and snacks and opportunities for physical exercise. Importantly,

21st CCLC programs help working parents bridge the gap between when the school and work days begin and end, which contributes to a stable and productive workforce in urban, densely settled rural, rural, and frontier locations across the state.



21ST CCLC PROGRAM HISTORY

In fiscal year 1995, as part of the Improving America's Schools Act, the 1994 reauthorization of the 1965 Elementary and Secondary Education Act (ESEA), \$750,000 was budgeted for 21st CCLC to "plan, implement, or expand projects that benefit the educational, health, social service, cultural, and recreational needs of a rural or inner-city community." Interested parties applied directly to USDE for 21st CCLC grant funding, which required programming in at least four of 11 areas, including: senior citizen programming, extended library hours, parenting skills classes, nutrition and health programming, and technology education. Over time, schools and communities using CCLC funding increased their capacity for delivering quality afterschool programming. 21st CCLC program evaluation research indicated that, for parents who are required to be at work when their children are arriving home from school, the program offered a way to keep children safe from engaging in risk-taking behaviors during the afternoon (Pederson, de Kanter, Bobo, Weinig & Noeth, 1998).

In 1999, Clinton proposed an \$800 million increase to 21st CCLC over the next five years, and in 2000, the Department of Education grant application expanded partnerships and programming opportunities for 21st CCLC. This included organizations such as the YMCA, Boys & Girls Clubs, and the Girl Scouts and expansion of allowable activities to include other enrichment activities, such as homework assistance, swimming lessons, drama club, computer classes, and ESL classes for parents. The USDE envisioned 21st CCLC as "hubs of learning, recreation, and community involvement for the neighborhood's children and adults alike."

In 2002, the 21st CCLC program and its \$1 billion budget were incorporated into the No Child Left Behind (NCLB)

experiment, which emphasized raising students' reading and mathematics test scores and reducing high school dropout rates. Administration of 21st CCLC was transferred from the U.S. Department of Education to the states' education agencies. The Kansas State Department of Education (KSDE) contracted with the Kansas University Center for Research (KUCR) and the Center for Public Partnerships and Research at the University of Kansas (KU-CPPR, formerly the Institute for Educational Research and Public Service) to provide support services to local programs, including training workshops to new grantees, ongoing technical assistance, and site visits to grantees throughout the state. Authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), most recently amended by Every Student Succeeds Act (ESSA) of 2015, the law's specific purposes are to:

- 1 *Provide opportunities for academic enrichment, including tutoring services to meet State and local student performance standards in core academic subjects such as reading and math, targeting students in high-poverty areas and in low-performing schools.*
- 2 *Offer students a broad array of additional services, programs, and activities, such as youth development, service learning, nutrition and health education, drug and violence prevention, counseling, art and music, physical fitness and wellness programs, technology education, financial literacy, environmental literacy, art and music, math, science, career and technical education programs, internships or apprenticeships, programs for in-demand industry areas, and character education.*
- 3 *Offer families of students served by 21st CCLCs opportunities for active, meaningful engagement in their children's education through literacy and related educational development.*

The ESSA's academic enrichment, additional programming, and family engagement objectives are fully embraced by Kansas' 21st CCLC programs. In fact, the ESSA expectations align with KSDE's definition of success for public education as a whole:

"A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation."

In Kansas, any public or private agency or organization is eligible to apply for the 21st CCLC grant. Applicants include, but are not limited to Local Education Agencies (LEAs), nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations. Eligible programs must serve students that attend schools where at least 40% of the students qualify for free or reduced lunch.

KANSAS' 21ST CCLC PROVIDES QUALITY AFTERSCHOOL PROGRAMMING TO YOUTH

The Kansas 21st CCLC program is focused on providing quality afterschool programming to students throughout the state. The grant requirements, as well as program goals and objectives, are designed to support and align with the strategic framework and core priority areas developed by KSDE. 21st CCLC grantees are offered statewide supports from the Kansas Enrichment Network (KEN) to help with workforce development, respond to student voice and the needs of families and communities, and make strategic improvements to their programs to make the most of out-of-school time.

Local control and choice are cornerstones of Kansas' implementation of the 21st CCLC program, and embedded in KSDE's expectations for each grantee's program assessment and improvement plans. All grantees are provided with the Kansas Afterschool Program Quality Guidelines, Assessment Tool, and related resources so that all 21st CCLC programs have a clear roadmap toward KSDE's overarching goal of meeting the individual learning needs of all students in the state.

The Kansas Afterschool Program Quality Guidelines cover five content areas: programming, operations, professional development, relationships, and family engagement. An overview of the quality standards, as well as supplemental information provided to Kansas 21st CCLC grantees can be found in the sidebar on page 4.

Kansas 21st CCLC grantees set the Kansas Afterschool Program Quality Guidelines into motion using the Quality Assessment Tool. As program directors and staff fill out this standardized tool, they are able to reflect upon their program, identify their current performance level, and prioritize areas of need and develop realistic and achievable improvement plans. For example, practice areas that receive a 1 or 2 rating will likely need to be addressed in the short-term with assistance and support from the Kansas Enrichment Network; whereas areas that receive a 3 rating will likely need additional attention within the current school/fiscal year, and practices that are rated as a Level 4 are indicative of high quality programming that should be sustained at their current level.

Finally, the Kansas 21st CCLC grantees are encouraged to utilize the Kansas Afterschool Program Quality resources guide, which provides information aligned with various performance levels (1 - 4) organized by quality guidelines. Resources identified for performance level one are strategies that should result in quick, quality improvements. Those resources identified for performance level four are high-level considerations that should not be contemplated if the performance level is a one through three.

The quality guidelines, self-assessment tool, and list of resources are available to all 21st CCLC grantees and can be found on the Kansas Enrichment Network website.

MORE INFORMATION

Visit the Kansas Enrichment Network website to find out about additional programming considerations, such as SEL, STEM info, and the curriculum vetting tool.

kansasenrichment.net/professional-development



**KANSAS AFTERSCHOOL PROGRAM
QUALITY GUIDELINES**

PROGRAMMING

Child/Adolescent Growth and Development
 Learning Environment and Curriculum
 ~ *Physical Development, Cognitive Development, Communication Skills, Social Development, Creative Expression*
 Health, Safety, and Nutrition

OPERATIONS

Child/Adolescent Observation and Assessment
 Health, Safety, and Nutrition
 ~ *Knowledge of Regulations, Environmental Safety*
 Program Planning and Development
 ~ *Program Planning and Evaluation, Personnel Management, Financial Management*

PROFESSIONAL DEVELOPMENT

Professional Development And Leadership
 ~ *Displaying Professionalism in Practice, Ongoing Professional Growth, Leadership and Advocacy*

RELATIONSHIPS

Interactions with Children/Youth/Others
 ~ *Providing Individual Guidance, Enhancing Group Experiences*

FAMILY ENGAGEMENT

Interactions with Family and Communities
 ~ *Enhancing community connections and resources responsive to the needs of youth and families*

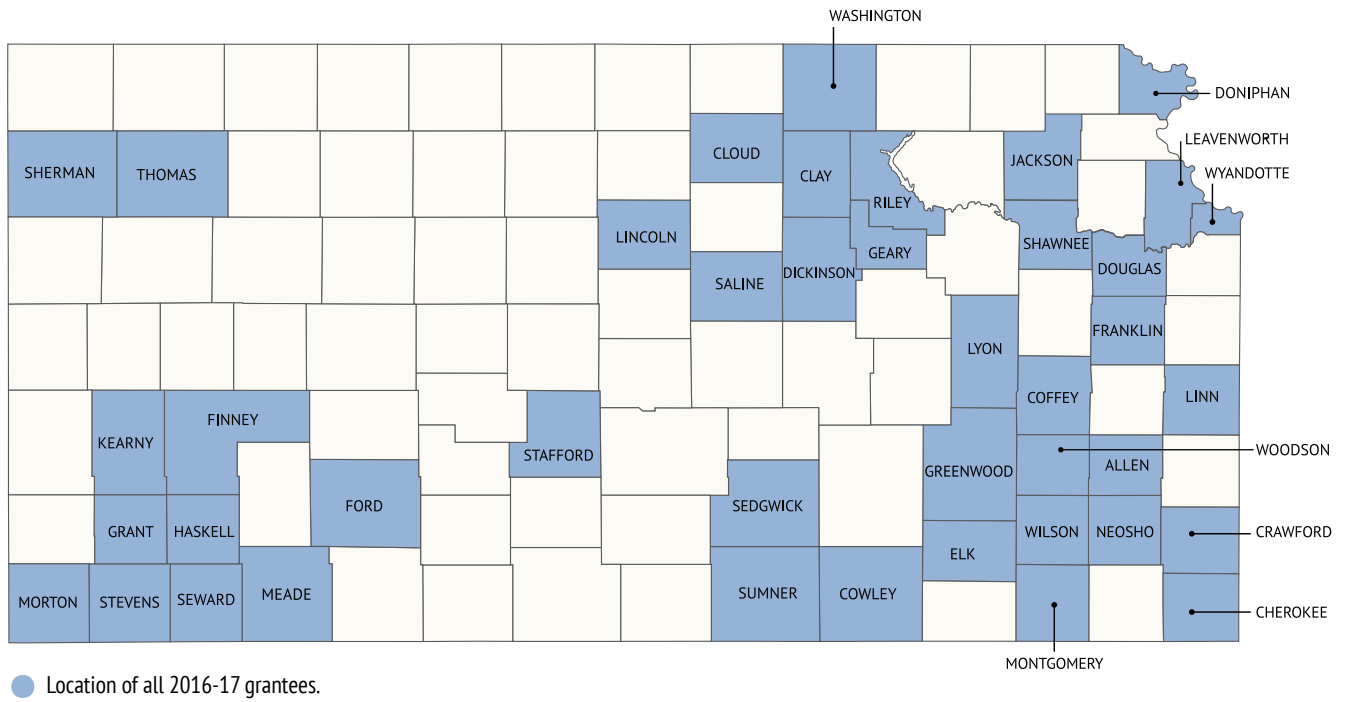
KANSAS 21ST CCLC STATEWIDE EVALUATION OVERVIEW

Kansas received a total federal award of \$8.07 million dollars in 2016-17, which was allocated to 85 grantees in 42 counties. This statewide evaluation report utilizes program-level information available for 43 of those grantees (50%). Data reporting coverage for required information was also recorded for a subset of 31 programs who had previously submitted evaluation data in the year prior, 2015-16.

Data for this report were compiled from individual progress reports that were submitted to KSDE by each Kansas 21st CCLC grantee. Although the form and content of individual reports vary considerably across grantees, all reports are aligned with the following KSDE annual reporting requirements: (1) Each program site director provides program operation information on the number

of students served, days and hours of operation, and a comparison of students targeted in the grant application vs. actual students served; (2) Site directors also provide a comparison of the goals depicted in the grant application vs. what was actually achieved in the last year (e.g., component audit); (3) Each local evaluator compiles survey information regarding teachers' overall impressions of 10 areas of academic and behavioral improvement using a standard survey format across all KSDE grantees; and (4) Each local evaluator provides a program evaluation summary and recommendations. In addition, some but not all local program evaluators summarize results from parent surveys, such as overall parent satisfaction with local programming and/or anecdotal responses to open-ended questions.

KANSAS 21ST CCLC PROGRAM MAP



STATEWIDE EVALUATION GOALS

The overarching goal of this statewide evaluation is to provide an overview of 21st CCLC programs in Kansas, the population served, and performance outcomes that are submitted by each grantee. The statewide evaluation research questions are as follows:

EVALUATION RESEARCH QUESTIONS

PROGRAM REACH

What is the overall reach and scope of the 21st CCLC program in Kansas, in terms of number of grantees, types of programs operated, unduplicated number of students served, staff : student ratios, and geographic locations across the state?

STUDENT DEMOGRAPHICS

What are the demographic characteristics of the student population served by 21st CCLC programs?

PROGRAM RESULTS

How are the 21st CCLC programs performing as measured by KSDE's benchmark indicators, teacher ratings of student participants, and parent testimonials regarding the program?



**EVALUATION
FINDINGS**

SUMMARY OF FINDINGS from the EVALUATION OF KANSAS' 21ST CENTURY COMMUNITY LEARNING CENTERS

PROGRAM REACH

This statewide evaluation report summarizes information from 43 21st CCLC grantee reports comprised of 34 school-based and nine community-based programs in 20 urban and 23 rural locations across Kansas during the 2016-17 academic year. These awards included seven new grantees and 19 grantees that were continuing their programs with another 5-year grant cycle after being awarded a renewal.

During the 2016-2017 academic year, Kansas' 21st CCLC programs offered a total of 9,693 youth a combined total of 16,404 hours of programming. Roughly half of the 21st CCLC programs operated after school only, and another quarter offered a combination of after school and summer programs, slightly fewer programs operating before and after school. Staff members at slightly less than 80% of sites supervised between 8-12 or fewer students across all program types, with slightly higher ratios occurring in before school programs.

STUDENT DEMOGRAPHICS

Evaluation reports included information on just over half of the students participating in the 21st CCLC programs, most of whom were in kindergarten through sixth grade. The majority of students (58%) were eligible for free or reduced lunch based on their family income, half of participants were Caucasian/white, and nearly a third of students (29%) were Hispanic. Reporting on other demographic characteristics was less consistent across sites; for example, only 20 programs reported on English Language Learners (ELLs) and special education services. In these 20 programs, nearly one quarter of the students were ELLs, and 6% were eligible for special education services. However, the lack of disaggregated demographic information in many grantee reports limits

the ability to accurately describe 21st CCLC participants as a whole, or to make comparisons to the student demographics in the state as a whole.

PROGRAM RESULTS

Feedback from teacher surveys indicate that the overwhelming majority of students' homework, behavior, attendance, and academics stayed the same, did not need to change, or improved, with responses indicating that only 9% or fewer students showed a decline in performance during the 2016-17 academic year.

In addition, the 21st CCLC sites are meeting or exceeding nearly all program benchmark requirements set by KSDE for the 2016-17 academic year, with two exceptions. First, fewer than 80% of students are either improving or maintaining high scores on the Kansas state assessments. This performance benchmark represents the high standards that Kansas holds for all students, including the high-risk students who are targeted to participate in out-of-school programming. Second, 28% of the program sites did not meet KSDE's benchmark for family engagement, and another 14% of programs did not include this indicator in the evaluation report.

Finally, it is difficult to compile conclusive data regarding parent's perspectives on the 21st CCLC program, because data are not gathered consistently across grantees. However, one program site solicited open-ended feedback from parents regarding the value of 21st CCLC programs in supporting their child's growth and development. Common threads across parent testimonials include appreciation for the quality of programming and range of experiences provided, and working parents strongly valued having safe, consistent supervision for their children during out-of-school time.

RECOMMENDATIONS FOR STRENGTHENING THE STATEWIDE EVALUATION

It is evident that KSDE's guidance on key program-level data reporting elements in 2016-17 resulted in greater comparability of information across program grantees when templates were followed. For example, 95% of grantees provided results from teacher surveys as supporting evidence in their annual evaluations and 90% reported student free and reduced lunch status in 2016-17. Similarly, nearly 100% of programs reported on KSDE benchmark performance measures in all areas except the variety of services provided to families (93%), family involvement (88%), and parental satisfaction (86%) in their 2016-17 evaluation reports, a large increase when compared to the previous program year (83%, 27%, and 23%, respectively). Therefore, to improve the overall coverage and consistency of data reporting across grantees, one recommendation is to provide a data reporting element checklist with student participation and demographic information disaggregated in key areas, including grade, gender, race/ethnicity, and other areas that can be compared to student data across sites and statewide.

In addition, existing evaluation reports reveal that most sites are incorporating parental/caregiver involvement and opportunities for parent voice and feedback into their current programming. However, current reporting practices result in little conclusive information available for statewide progress reporting. It would be particularly beneficial if all program sites would track and accurately report activities that engage and inform parents and family members. The parent testimonials that were included in this report came from a single program site, but indicate that parents have much to say about the importance of the 21st CCLC program to their family and to the community as a whole. Therefore, another recommendation to improve the overall quality of information available for future state-wide evaluation reports is to capture parent voice through parent satisfaction surveys and open-ended response questions with some standardization across all sites.

RECOMMENDATIONS



IMPROVE OVERALL COVERAGE AND CONSISTENCY OF DATA REPORTING ACROSS GRANTEEES BY:

CONSISTENT COLLECTION AND REPORTING OF KEY DATA POINTS

Provide data reporting tools which can be used to compare student data across sites and statewide.

TRACKING & REPORTING PARENTAL/CAREGIVER VOICE/ENGAGEMENT

Capture parent voice through parent satisfaction surveys and open-ended response questions with some standardization across all sites.

THE DATA

21ST CCLC PROGRAM COMPOSITION

Available 21st CCLC program reports indicate that a total of 16,404 hours of programming were offered and 9,693 students were served during the 2016-17 academic year. Roughly half (52%) of the programs were located in rural areas. The most common type of programming offered was after school only (46%), followed by the after school and summer combination (26%).

	GRANTEES 2016-2017	
Total number of unduplicated students served	9,693	
Total number of grantees	85*	
Population density by county	<i>total #</i>	<i>total %</i>
<i>Frontier</i>	10	12%
<i>Rural</i>	18	21%
<i>Densely-Settled Rural</i>	15	18%
<i>Semi-Urban</i>	14	16%
<i>Urban</i>	28	33%
Total	42	100%
Programs with Evaluation Data <i>(by type of program data submitted)</i>	<i>total #</i>	<i>total %</i>
<i>After School Only</i>	19	44%
<i>Summer Only</i>	3	7%
<i>After School, Before School, & Summer</i>	3	7%
<i>After School & Before School</i>	7	16%
<i>After School & Summer</i>	11	26%
Total	43	100%
Total hours of operation across all program types	16,404	
*Note: This report summarizes information that is available for 43 programs out of a total of 85 grantees in 2016-17.		

THE DATA

STAFF : STUDENT RATIO

Supervision recommendations were met at more than 75% of sites. Staff members supervised 12 or fewer students across most program types, with slightly higher ratios occurring in before school programs and lower ratios overall in academically-focused activities.

2016-17	ACADEMIC ACTIVITIES						RECREATIONAL ACTIVITIES					
	After School		Before School		Summer		After School		Before School		Summer	
<i>less than 1 : 8</i>	19	50%	3	38%	8	44%	16	46%	2	29%	5	31%
<i>1 : 8 - 1 : 12</i>	15	40%	3	38%	9	50%	14	40%	2	29%	7	44%
<i>1 : 13 or greater</i>	2	5%	2	24%	1	6%	4	11%	2	29%	3	19%
<i>Unreported*</i>	2	5%	0	0%	0	0%	1	3%	1	13%	1	6%
TOTAL	38		8		18		35		7		16	

*Unreported: number of sites that did not collect and/or submit data.

STUDENTS SERVED BY GRADE

Kansas' 21st CCLC programs primarily served students in kindergarten through sixth grades, based on available data. However, this type of grade-level information was available for only half of the students served in the 2016-17 academic year.

	2016-2017			
	Total # of students	Total % of sites	# of sites Unreported*	% of sites Unreported*
<i>Kindergarten</i>	507	10%	9	26%
<i>1st Grade</i>	639	13%	6	17%
<i>2nd Grade</i>	748	15%	5	14%
<i>3rd Grade</i>	710	14%	6	17%
<i>4th Grade</i>	672	13%	5	14%
<i>5th Grade</i>	567	11%	5	14%
<i>6th Grade</i>	438	9%	12	34%
<i>7th Grade</i>	228	5%	24	69%
<i>8th Grade</i>	170	3%	23	66%
<i>9th Grade</i>	102	2%	29	83%
<i>10th Grade</i>	72	1%	30	86%
<i>11th Grade</i>	69	1%	30	86%
<i>12th Grade</i>	72	1%	30	86%
TOTAL	4,994		214	

Note: In 2016-17 evaluators provided disaggregated grade data on 4,994 students in 35 sites.

*Unreported: number of sites that did not collect and/or submit data. Includes sites where grade-level enrollment was marked "not applicable" in the report (e.g., program did not serve kindergarten and/or high school students).

THE DATA

DEMOGRAPHIC DATA

The majority of students attending 21st CCLC programs (58%) were eligible for free or reduced lunch based on their family income, and nearly a third of students (29%) were Hispanic. However, only half of the reporting sites provided grade-level information for students served in the 2016-17 academic year, with even less information available for other types of demographic characteristics.

	2016-2017			
	Total # of students	Total % of students	# of sites Unreported*	% of sites Unreported*
<i>Free/Reduced Lunch</i>	3,120	58%	4	10%
<i>Hispanic</i>	1,560	29%	4	10%
<i>Caucasian/White</i>	2,644	49%	6	14%
<i>African-American/Black</i>	388	7%	13	31%
<i>Native American</i>	72	1%	14	33%
<i>Asian/Pacific Islander</i>	34	1%	14	33%
<i>Other</i>	187	3%	11	26%
<i>Female</i>	1,966	37%	11	26%
<i>Special Education</i>	313	6%	23	55%
<i>English Language Learner</i>	943	18%	20	48%

Note: In 2016-17 evaluators reported on 5,357 students in 42 sites. 1 site did not report any demographic data.

*Unreported: number of sites that did not collect and/or submit data.

THE DATA

PERFORMANCE GOALS & INDICATORS

Program evaluators indicated that 21st CCLC grantees met or partially met nearly all of the performance goals in the 2016-17 academic year. However, there is room for improvement in two areas: 26% of the sites had not met the target KSDE set for students improving or maintaining high scores on the Kansas achievement test, and 42% of sites had not met or did not report on the KSDE target for family engagement in programming.

	2016-2017			Unreported*	
	Met	Partly Met	Not Met	2016-2017	2015-2016
80% of the programs enrolled K-12 participants will maintain high academic achievement and/or demonstrate continuous improvement in mathematics and reading based upon grades and results of Kansas State Assessments.	33%	41%	26%	0%	27%
100% of the program-enrolled K-12 participants will be offered tutoring support	98%	0%	2%	0%	0%
Day teachers of 60% of K-12 participants who are assigned homework will report increased rates of homework completion among students who attend the program	84%	2%	14%	0%	3%
90% of participants will not be suspended (in-school or out-of-school) while in the program.	91%	2%	7%	0%	0%
90% of K-12 students enrolled in the program will participate in activities integrating educational activities with: real-life problem solving, arts education, career exploration, and service learning.	93%	0%	5%	2%	0%
80% of program enrolled K-12 students will not be found to have engaged in violent acts at school.	100%	0%	0%	0%	0%
A variety of services and educational resources will be offered to the families/guardians of 100% of all program school.	91%	0%	2%	7%	17%
80% of families surveyed will indicate satisfaction with family communication.	79%	2%	7%	12%	73%
80% of families will be engaged in the provided opportunities.	53%	5%	28%	14%	77%

Note: In 2016-17, evaluators provided data for a total of 43 programs (9 Community-based, 34 School-based).

*Unreported: number of sites that did not collect and/or submit data.

THE DATA

TEACHER SURVEY RESULTS

Teachers indicated that 90% or more of the 21st CCLC students improved, stayed the same, or did not need to change in the areas of academics, homework completion, behavior, and attendance.

Afterschool 2016-17	2016-17		
	Improved	No change	Declined
<i>Homework</i>	49%	46%	5%
<i>Attendance</i>	32%	66%	2%
<i>Behavior</i>	40%	50%	10%
<i>Academics</i>	64%	32%	4%

Note: In 2016-17 teachers provided data on 3,253 students in 38 sites. For the same grantees in 2015-16, teachers reported on 3,012 students in 24 sites. Above percentages do not reflect unreported data on teacher surveys.

SURVEY SUBMISSION RATES

Teacher surveys were conducted in nearly all program sites in both the 2016-17 and 2015-16 academic years. There was a large increase in the number of programs that included information from parents in their evaluation report in 2016-17 (72%) compared to what the same grantees included in their reports in the previous year, 2015-16 (40%).

	Teacher Survey		Parent Survey*	
	2016-2017	2015-2016	2016-2017	2015-2016
<i>Yes</i>	95%	93%	72%	40%
<i>No</i>	2%	0%	19%	47%
<i>Unreported**</i>	3%	7%	9%	13%

Note: In 2016-17, a total of 43 program evaluations were available (9 Community-based, 34 School-based).

For the same grantees in 2015-16, a total of 31 program evaluations were available (7 Community-based, 23 School-based).

*Parent survey data is collected by the individual programs. Data was not consistently collected resulting in inconclusive data.

**Unreported: number of sites that did not collect and/or submit data.

PARENT TESTIMONIALS

*"This is a low-income community with a lot of single parents that have to work until 5PM or later. Our town also, unfortunately, has a problem with drug use. This program gives students **a safe place to go** after school where they can get help with homework, have a nutritious snack, get some exercise, and learn new things. Without this program, the majority of our students would be latchkey kids, going home alone to spend their evenings in front of a screen."*

*"Free **quality childcare** that offers an enriching safe environment free from screens is essential in a community with working families, many of whom do not have financial resources for other after school care."*

*"**Excellent program** for this community teaching our children certain qualities or hobbies or lifestyle choices that we as parents may not be able to teach them at home for reasons due to work, other children in the homes activities, or the fact of certain children may not get much attention from their parents at home."*

*"**Keeps the kids active** doing something constructive instead of getting into trouble."*

*"It's a wonderful program that gives children an opportunity to **socialize** with different age groups and the different classes teaches them things that will help them on a daily basis."*

*"Not only is it a safe place for my son until I get off work but it also lets him **try new things**. For instance he is currently taking a Spanish class so he can talk to one of the boys in his class that only speaks Spanish."*

Paraphrased quotes drawn from one Kansas site. Program names omitted.



CONCLUSIONS

In Kansas, 21st Century Community Learning Center programs offer safe, fun, supportive environments with experiences to help youth learn and grow during out-of-school time, while at the same time supporting parents who are employed full-time. About 43% of 21st CCLC applications are able to be funded. These opportunities reach 13% of children in grades 1-12; however, it is estimated that more than 30% of youth not currently in afterschool programs would likely participate if programs were available (Afterschool Alliance, 2014). This report highlights the collective strengths of a diverse group of locally-designed out-of-school programs in Kansas, and the benefits that these programs impart to the individuals and communities that are involved.

REFERENCES

Afterschool Alliance. (2014). America After 3PM: Kansas. Retrieved from http://www.afterschoolalliance.org/AA3PM/detail.html#s/KS/demand/p_of_children_in_programs_2014

Pederson, J., de Kanter, A., Bobo, L. M., Weinig, K., & Noeth, K. (1998). *Safe and smart: Making the after-school hours work for kids*. Washington, DC: U.S. Department of Education, U.S. Department of Justice.

ACKNOWLEDGMENTS

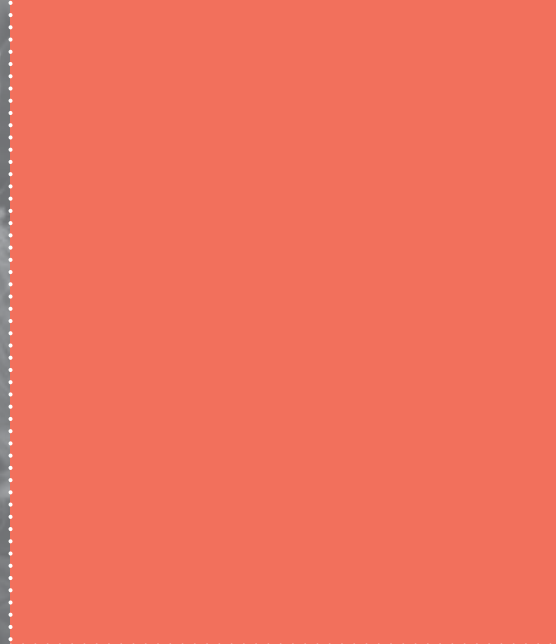
This evaluation report is submitted to the Kansas State Department of Education (KSDE) who has contracted with the Center for Public Partnerships and Research at the University of Kansas (KU-CPPR) to conduct an independent, statewide evaluation of the 21st Century Community Learning Centers (21st CCLC) initiative. The recommendations expressed in this report are opinions of the authors and do not necessarily represent those of KSDE.

This Statewide Evaluation Report presents findings and conclusions drawn from existing site director and evaluator reports for Kansas' 21st CCLC grantees in the 2016-17 academic year and the year prior (2015-16). 21st CCLC grantees provide after school, before school, and/or summer programs geared toward kindergarten to twelfth grade (K-12) students in schools with a high proportion of low-income students. This evaluation aggregates comparable reporting information across all grantees, including program enrollment, student demographics, evaluation benchmarks, and teacher ratings of student academic performance, behavior, and attendance.

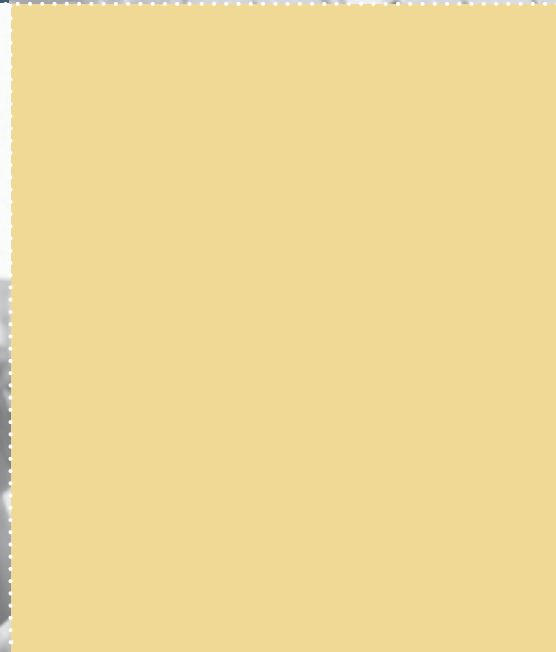
CPPR's mission is to optimize the well-being of children, youth, and families by generating responsive solutions that improve practice, inform policy, and advance knowledge. CPPR works closely with national, state, and local agencies, non-profit organizations, and private foundations to assist partners in solving complex social problems and evaluating the impact and effectiveness of those efforts. CPPR staff have experience and expertise in education, psychology, child welfare, substance use, behavioral health, maternal and child health, and early childhood systems.

The evaluation presented in this report was carried out under the direction of Jacqueline Counts, MSW, PhD, and coordinated by Rachel Willis. Primary authors of this report are Chantelle Dowsett, PhD, Owen Cox, PhD, and Nathan Kuhn, MPA. CPPR support staff include Eliza Bullock, Lindsey Goss, Brandon Hutton, and Kristina Mason.





“This program gives students a safe place to go after school where they can get help with homework, have a nutritious snack, get some exercise, and learn new things. Without this program, the majority of our students would be latch key kids, going home alone to spend their evenings in front of a screen.”



The Kansas Enrichment Network is housed within the Center for Public Partnerships and Research at the University of Kansas. kucppr.org

KU CENTER FOR PUBLIC PARTNERSHIPS & RESEARCH
The University of Kansas

