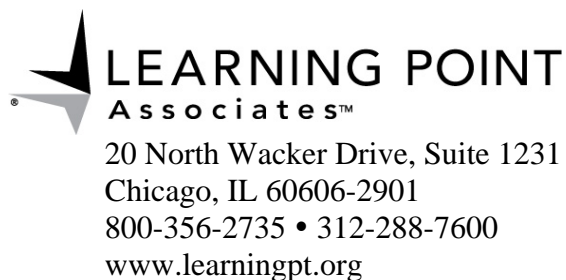# South Carolina
Extended Learning Time Study:
Final Report

December 2006

Submitted to:
South Carolina Education Oversight Committee

Submitted by:
Learning Point Associates
&
Berkeley Policy Associates

LEARNING POINT
Associates™

20 North Wacker Drive, Suite 1231
Chicago, IL 60606-2901
800-356-2735 • 312-288-7600
www.learningpt.org

1814_12/06

Contents

Introduction

Learning Point Associates and partner Berkeley Policy Associates conducted a yearlong study of extended learning time (ELT) programming in South Carolina, commissioned by the Education Oversight Committee. ELT offerings include extended-day and extended-year programming operating out of school time, such as programs before and after school, on the weekends, and during the summer. In exploring these domains of programming, the *Effectiveness Study of the Extended Learning Time Strategies and Approaches in South Carolina* sought to answer the following central research questions:

1. What does the ELT programming universe in South Carolina look like descriptively?

2. How do program attributes and operations compare to those documented in ELT best practices research?

3. How effective are ELT programs and approaches in improving student outcomes, including academic achievement and behavior?

4. How cost-effective, as measured by program impact per dollar, are ELT programs and approaches?

The study relied upon five primary phases of data collection and analysis, employing both quantitative and qualitative techniques to address the primary research questions. A complete description of study methods is included in Appendix A. While elements of the study focused on the full domain of school district-affiliated ELT programs in the state, certain data collection activities placed particular emphasis on documenting the programming, practices, attributes, and impact of programs receiving Homework Center and Comprehensive Remediation/Summer School funding. Funded directly by the state, these programs provide ELT opportunities to help students performing below grade level on state assessments make progress toward proficiency.

This report presents the key findings and emergent themes uncovered throughout the research. Since the study approach was grounded in the literature on ELT best practices, the congruence or incongruence of program practices with these principles is presented as well.

Summary of the Literature Review

The literature review guided the research team throughout the study and was particularly informative in the development of survey instruments and site visit protocols. The key domains of best practice that emerged from the review included the following:

- Program vision and design

- Structural program features

- Program processes

- Leadership and program administration

Research on program vision and design indicates that successful programs have a defined mission and vision, that programming and activities intentionally are linked back to stated objectives, and that programs should integrate a variety of activities in matching program delivery to participants' needs.

Best practices in structural program features include the selection and hiring of experienced staff members and the provision of high-quality, targeted professional development. In addition, program staff are better served by continuous, ongoing training, rather than training as a single event.

Several program processes also contribute to out-of-school-time program success, including curricular and staff linkages to the school day, student engagement, community and parent involvement, and ongoing program evaluation.

Finally, leadership and program administration contribute to the implementation of high-quality programming in fundamental ways. In discussing leadership issues, the literature focuses on district-level involvement in implementation, support from building administration, and program leadership. District leadership is a key determinant of successful implementation, and studies also discussed the importance of strong leadership at the district and building levels for increasing community involvement and securing and sustaining program funding. Building on the research in program leadership and administration, district involvement in ELT programming was important for the development of the district-level questionnaire.

Data Collection

The district questionnaire gathered crucial information that heavily shaped subsequent phases of the study, including the case study research as well as the program-level surveys. Appendix A details study methods, and data collection instruments and survey frequencies also are included in Appendices C–G.

Study Methods

To complete this study, the team conducted the following:

- District questionnaires and inventories of ELT opportunities.

- Program-level surveys administered online to ELT program directors, principals, and program staff.

- Site visits to six ELT programs operating during the academic year, including face-to-face interviews with program directors, principals, and program staff; focus groups with students, parents, and school-day teachers; and observations of program delivery.

- Phone interviews with district administrators, principals, and lead teachers from six districts operating summer school programming.

- Analysis of student- and school-level achievement data to explore program impact and cost-effectiveness.

Data Sources and Methods

To answer the study questions and explore emergent themes in South Carolina's ELT programming universe, the study team employed both quantitative and qualitative data collection methods. A complete description of the study approach and methods is included in Appendix A. Table 1 summarizes each data collection method, its time frame, and its respondents.

Table 1. Data Collection Methods

Data Source	Methods	Time Frame	Respondents
District questionnaire and inventory of opportunities	Paper-and-pencil survey of district administrators	January–May 2006	Administered to all 85 districts; received from 63 districts
Program-level surveys	Online survey of program directors, staff, and principals	May–August 2006	Administered to 265 programs; received from representatives of 131 programs
School-year site visits	Face-to-face interviews: • Program directors • Staff • Principals	May 2006	Conducted with respondents of all types at six case study sites

Data Source	Methods	Time Frame	Respondents
School-year site visits (continued)	Focus groups: • Parents • Students • School-day teachers	May 2006	Conducted with respondents of all types at six case study sites
Update site visits	Face-to-face interviews with program director or principal, observations of program delivery	October–November 2006	Conducted at five case study sites still in operation in fall 2006
Summer profile interviews	Telephone interviews with district administrators, principals, and program directors or lead teachers	September–October 2006	Conducted with one respondent of each type in each of six profiled districts
Student achievement data	Analysis of student-level and school-level Palmetto Achievement Challenge Test data	September–November 2006	Not applicable

The statewide district questionnaire and inventory of opportunities provided an important foundation for the study as the data collection tools on which other phases of the research were based. Because district questionnaire results served for selection of case study sites, district summer profiles, and the program-level survey sample, differences between the sample that returned the questionnaire and the population of districts were explored. Table 2 presents the district questionnaire sample in comparison to all South Carolina school districts. There are no statistically significant differences between the two groups, indicating that this was a good sample from which to extract generalizable findings and on which to predicate other data collection efforts.

Table 2. Demographic Characteristics of Districts and the Questionnaire Sample

Demographics	All South Carolina Districts	Sample
Absolute Report Card Rating 2005 (chi-square=1.619, sig.=0.805) [a]		
Excellent	5.9%	6.3%
Good	34.1%	39.7%
Average	38.8%	39.7%
Below average	16.5%	9.5%
Unsatisfactory	4.7%	4.8%
Improvement Report Card Rating 2005 (chi-square=0.985, sig.=0.912) [a]		
Excellent	7.1%	6.3%
Good	5.9%	4.8%
Average	23.5%	30.2%
Below average	35.3%	34.9%
Unsatisfactory	28.2%	23.8%

Demographics	All South Carolina Districts	Sample
District Locale (chi-square=0.432, sig.=0.994) [a]		
Large central city	–	–
Mid-size central city	5.9%	4.8%
Urban fringe of large city	2.4%	3.2%
Urban fringe of mid-size city	25.9%	25.4%
Large town	–	–
Small town	23.5%	20.6%
Rural, outside core-based statistical area (CBSA)	22.4%	23.8%
Rural, inside CBSA	20.0%	22.2%
District Size (Number of Students) (chi-square=0.840, sig.=0.657) [a]		
Small (0–3,000)	32.9%	34.9%
Medium (3,001–10,000)	43.5%	36.5%
Large (10,001 or more)	23.5%	28.6%
Poverty Index[b] **(chi-square=0.431, sig.=0.806)**[a]		
Low (0%–60%)	23.5%	25.4%
Medium (60%–75%)	41.2%	44.4%
High (75%–100%)	35.3%	30.2%
Total	*N*=85	*n*=63

a. The between-group chi-square tests indicate that there are no statistically significant differences—across these demographic characteristics—between the population of all South Carolina school districts and those that responded to the survey and are included in the study sample.

b. For the purposes of this analysis, district poverty indices were retrieved from the *South Carolina Department of Education* website at **ed.sc.gov/topics/researchandstats/schoolreportcard/2005/data/**. The poverty index is defined as the percentage of students eligible for the federal free or reduced-price lunch program and/or Medicaid.

Report Organization

Findings from the data collection efforts, coupled with results of the review of best practices, are presented in this report across the following domains:

- Program Vision and Design
- Program Structure and Content
- Capacity and Attendance
- Staffing
- Leadership and Program Administration
- Parent and Community Involvement
- Facilitating and Hindering Factors
- Program Impact and Effectiveness

The final sections of the report summarize key study findings and present recommendations for program improvement.

Program Vision and Design

A key contributor to ELT programming success surfaces at program inception in defining its mission and vision. The literature on best practices suggests that programs should identify clear goals that support intended outcomes and align with the articulated program vision. The following are examples from the literature review:

- In their report, *Making Out-of-School-Time Matter: Evidence for an Action Agenda*, Bodilly and Beckett (2005) emphasize the importance of a clear mission in support of high expectations and positive social norms.

- After the vision of the program is defined and established, programming and activities should link back to intended objectives; the intentionality of program design is a crucial piece of out-of-school-time program success.

- For example, linkages of program activities to program intentions and goals had an impact on program effectiveness in a study of ninth-grade remediation programs by the Center for Research on the Education of Students Placed at Risk (Balfanz, Legters, & Jordan, 2004).

Across data sources, district- and program-level respondents were asked about the goals and mission of ELT programming, the linkages between those goals and program provision, measurement of progress toward attaining those goals, and their respective roles in pursuit of program goals.

At the district level, the majority of administrators indicate that the district office is *very much* or *moderately* involved in articulating program goals and in assuring the intentionality of program design. As displayed in Table 3, most administrators reported being *very much* (37 percent) or *moderately* (29 percent) involved in ELT program goal setting. Similarly, 37 percent of respondents described the district as *very much* involved in linking ELT program goals to program design; an additional 32 percent said the district was *moderately* involved.

Table 3. District Involvement in Goal Setting

To what extent is the district office involved in: (*n*=63)	Very Much	Moderately	Somewhat	Not at All	Not Applicable
ELT program goal setting?	36.5% 23	28.6% 18	23.8% 15	9.5% 6	1.6% 1
Linking ELT program goals to program design?	36.5% 23	31.7% 20	20.6% 13	9.5% 6	1.6% 1

To add greater detail to the district perspective, program-level respondents were asked about their specific program goals. The results of the program director survey are presented in Table 4.

Table 4. What Are the Program's Goals? (Program Directors' Responses)

	Primary Goal	Secondary Goal	Not a Goal
Enable lowest performing students to achieve grade-level proficiency. *(chi-square p < .01)			
Comprehensive remediation program	96.3% 77	2.5% 2	1.3% 1
Homework center	74.5% 35	17.0% 8	8.5% 4
Raise performance levels of any students who have interest in participating.			
Comprehensive remediation program (*n*=79)	53.2% 42	32.9% 26	13.9% 11
Homework center	66.0% 31	23.4% 11	10.6% 5
Provide supervised space for students to complete homework. *(chi-square p < .01)			
Comprehensive remediation program (*n*=79)	11.4% 9	27.8% 22	60.8% 48
Homework center	25.5% 12	51.1% 24	23.4% 11
Raise school's performance overall.			
Comprehensive remediation program	70.0% 56	28.8% 23	1.3% 1
Homework center	72.3% 34	25.5% 12	2.1% 1
Provide opportunities for students to participate in activities not offered during the day. (chi-square p < .05)			
Comprehensive remediation program (*n*=79)	12.7% 10	21.5% 17	65.8% 52
Homework center	6.4% 3	44.7% 21	48.9% 23

Note: Comprehensive remediation programs (*n*=80) compared to homework centers (*n*=47) unless otherwise noted.

Program directors' goals appeared to align approximately with the official academic missions of the programs; they indicated most commonly that enabling lowest performing students to achieve grade-level proficiency and raising the school's overall performance were primary goals of the ELT program. Comprehensive remediation program directors were significantly more likely than homework center directors to report "enabling lowest performing students to achieve grade-level proficiency" as a *primary goal*. Directors of both types of programs strongly identified raising overall school performance as at least a *secondary goal* (about one quarter) and usually as a *primary goal* (about 70 percent).

Homework center directors were significantly more likely to report "provide opportunities for students to participate in activities not offered during the school day" as at least a *secondary goal* (i.e., one half of homework center directors compared to one third of comprehensive remediation program directors). Notably, only 12 out of 47 homework center directors said that "provide

supervised space for students to complete homework" was a *primary goal* and 11 reported that it was *not a goal*.

In the program surveys, principals and staff were much less likely than program directors to report academic achievement goals as primary ones for the programs; however, they were more likely than directors to identify "provide opportunities for students to participate in activities not offered during the day" as primary. Principals also were more likely than both directors and staff to identify "provide supervised space for students to complete homework" as a *primary goal*.

All of the academic-year case study sites emphasized individualizing instruction and meeting the needs of students as primary goals of their ELT programs. Programs are designed to reinforce the school-day curriculum and concepts through homework help, remediation, and, in some cases, enrichment. Two of the six programs do not allocate time to homework completion specifically but rather focus on remediation and instruction. While all of the academic-year programs maintain a core focus on academics, some provide nonacademic programming as well. In two cases, these activities comprise sports, clubs, and the arts. Nonacademic activities are far less common, however; with most programs identifying snacks, breaks, and recess (if applicable) as the only nonacademic offerings.

As evidenced in district profiles, summer programs typically emphasize credit recovery or avoidance of retention as program goals. Particularly at the secondary level, providing remediation and allowing students to catch up are main intentions of summer programming. Rarely, summer programs incorporate an enrichment component and have specifically articulated, nonacademic goals.

There is a heavy focus on the Palmetto Achievement Challenge Test (PACT) scores, either in the identification of program participants—the stated purpose of the program—or the evaluation of program impact throughout the case study programs. All of the academic-year programs and the majority of profiled district summer programs mention elevating PACT scores as the explicit intention of the program or a subsidiary benefit from good programming.

Once program goals are established and aligned with programming, evaluation of progress toward those goals is a critical component of success, as documented in ELT best practices literature. The majority of district administrators indicated that the district office is involved in evaluating ELT programs in their district. Table 5 presents the results of these survey items, indicating that district offices generally establish measures of ELT program effectiveness, collect program data, and assess student progress in ELT programs.

Table 5. District Involvement in Program Evaluation (*n=*63 unless otherwise noted)

To what extent is the district office involved in:	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Evaluating ELT program implementation?	34.9% 22	31.7% 20	22.2% 14	11.1% 7	– 0
Assessing student progress in ELT programs? (*n=*62)	21.0% 13	33.9% 21	30.6% 19	12.9% 8	1.6% 1
Establishing measures of ELT program effectiveness?	27.0% 17	34.9% 22	28.6% 18	9.5% 6	– 0
Collecting ELT program data?	38.1% 24	22.2% 14	28.6% 18	11.1% 7	– 0

Program design and planning as well as aligned program evaluation are critical components of program success, but the following sections also detail the specifics of program implementation by exploring key pieces, such as program structure and content, capacity and attendance, and staffing.

Program Structure and Content

Best Practices

One of the primary challenges in the successful implementation of afterschool programs that have academic skill building as their primary objective is finding a balance between (1) constructing activities likely to result in the building and mastery of key academic skills and (2) ensuring that youth are actively engaged and motivated to participate in the activities in which they are being to asked to take part afterschool. Evidence collected during the study site visits also suggested that striking this balance becomes more important as the age of the youth served by a given program increases given the further array of afterschool activities, options, and in some cases obligations that pull at or attract students as they make their way into middle school and beyond. Key themes that emerged from the literature in terms of practices likely to help programs better perform this balancing act include the following.

Programming and activities should link back to intended objectives and be delivered in ways that are likely to be engaging to youth. The intentionality of program design is a crucial piece of out-of-school-time program success, both in terms of aligning activities with academic objectives and understanding what processes or mechanisms of service delivery are likely to keep youth engaged and motivated. For example, linkages of program activities to program intentions and goals had an impact on program effectiveness in a study of ninth-grade remediation programs by the Center for Research on the Education of Students Placed at Risk (Balfanz, Legters, & Jordan, 2004). Eccles and Gootman (2002), in their seminal review of the youth development literature, identified a total of eight key features of positive developmental settings associated with effective youth-serving programs, including items such as ensuring physical and psychological safety, providing youth with opportunities to belong, and cultivating supportive relationships. Again, being intentional about (1) the content of afterschool activities in terms of ensuring that activities cultivate academic skill building and mastery and (2) the processes employed to deliver programming in ways that are supportive and engaging for youth is a critical component of effective afterschool programs.

Programs should integrate a variety of activities and offerings in planning for implementation and delivery. There are a number of studies that indicate there is a meaningful relationship between the diversity of programming offered at an afterschool site and both positive student engagement and academic outcomes. For example, a report from the Wallace Foundation (2005) intended to articulate the future of out-of-school-time learning suggests that programs should offer a "mosaic of positive experiences" (p. 3) for participants while a study by RAND (Beckett, Hawken, & Jacknowitz, 2001) also identified strong evidence that the provision of a variety of activities and the flexibility of programming in afterschool programs positively affects intended outcomes. Birmingham, Pechman, Russell, and Mielke (2005) demonstrated that one of the five key characteristics of high-performing afterschool programs in terms of improvement of state assessment results was that such programs provided a broad array of enrichment opportunities that sparked youth interest and expanded students' academic and nonacademic goals.

Program planning should reflect children's academic needs and match activities to those needs while employing innovative approaches. Very much in congruence with the previous point, evidence also suggests that programs offering a mix of academic and nonacademic activities that differ from the regular school day to engage students' interests—resulting in increased retention rates (Beckett, Hawken, & Jacknowitz, 2001; Lumsden, 2003). The research also emphasizes the importance of program fluidity to respond to immediate student needs with various, appropriate forms of academic intervention (Cosden, Morrison, Albanese, & Macias, 2001; Meehan, Cowley, Chadwick, Schumacher, & Hauser, 2004).

In light of the stated goals of both the homework center and comprehensive remediation programs, as a general rule it would be expected that these programs would place an emphasis on designing and implementing activities likely to support academic skill building and mastery. These activities are reinforced by a strong connection to the school day and a meaningful ability to identify and address the academic needs of students in need of improvement. However, ensuring that programs have adopted practices likely to keep students engaged and motivated to participate in these activities afterschool is not a formal component of the statewide model for these funding streams. These practices, nevertheless, are important, especially when one considers that students participating in afterschool programs are in their eighth, ninth, and even 10th hour of being at school. Many of the results highlighted in this section of the report focus upon how activities provided at homework centers and comprehensive remediation programs reflect the academic skill-building and mastery goals of these programs as well as the variation among programs in terms of the adoption of practices likely to yield higher levels of student engagement.

Results From the District Questionnaire and Program Inventories

In addition to being represented significantly in the literature, the interplay between designing and implementing activities with strong academic skill-building and mastery components while adopting practices likely to keep students engaged and motivated in afterschool activities also emerged to some extent during the process of obtaining district questionnaire and program inventories from each of the state's school districts. In terms of the district questionnaire, there were two questions that reflected some facets of this interplay: (1) Do ELT program offerings in the district provide students with learning opportunities not available during the regular school day? (reflective of issues of student engagement); and (2) Do curriculum and instruction in ELT programs operating in the district reinforce concepts being taught in the school day? (reflective of academic skill building and mastery). Overall, as shown in Table 6, district respondents strongly agreed or agreed with both of these statements, although they were slightly less apt to agree with the question related to the provision of learning opportunities not available during the regular school day.

Table 6. District Perspectives on Program Activities and Outcomes

A6. Please rate your agreement with the following statements: (*n*=63)	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
ELT program offerings in the district provide students with learning opportunities not available during the regular school day.	31.7% 20	55.6% 35	11.1% 7	– 0	1.6% 1
Curriculum and instruction in ELT programs operating in the district reinforce concepts being taught in the school day.	41.3% 26	54.0% 34	3.2% 2	– 0	1.6% 1

The interplay between academic skill building and the adoption of engaging activities were explored further in the program inventories submitted in conjunction with the district questionnaire. In addition to collecting data from South Carolina districts in regard to the role they play in the implementation of ELT programs, districts also were asked to complete a profile on each of the district-affiliated ELT programs operating during the 2005–06 school year or during summer 2006. These profiles or inventories were divided into two primary sections: One section specifically for homework centers and another regarding other ELT programs affiliated with the district, including those programs supported by Comprehensive Remediation funds. As noted previously, the purpose of these inventories was to collect basic information about ELT programs associated with the district in question, including the primary objectives of a given program, the grade levels served, the time periods and intensity of operation, their relationship both with the district in question and other ELT programs, and the extent to which such programs were supported by various funding streams.

One of the primary themes that emerged from the ELT inventories related to differences found between hybrid (i.e., programming supported by a diverse funding stream) and pure (i.e., programs relying exclusively on Homework Center or Comprehensive Remediation funding) programs. Hybrid programs were found to be more likely than their pure counterparts to exhibit the following:

- Have a wider berth of academic and nonacademic programming objectives.

- Operate across a wider domain of time periods.

- Report targeting students who are more likely academically at-risk given their demographic characteristics.

In some respects, such difference may be expected between hybrid and pure programs, and it is evident that hybrid programs seemed to demonstrate characteristics and attributes more akin to the promising practices associated with engagement suggested by scholars, such as Vandell, Reisner, Brown, Pierce, Dadisnan, and Pechman (2004) and Jolly, Campbell, and Perlman (2004). To look for additional evidence to reinforce these results and further explore the relationship between funding streams and the interplay between academic skill building and engagement, the study turns next to the director and staff surveys administered near the end of the 2005–06 school year and across summer 2006 as well as site visit data obtained in both late spring and early fall 2006.

Activities That Support Academic Skill Building and Mastery

Across both the director and staff surveys three primary practices addressed the extent to which programs were implementing activities to promote academic skill building and mastery:

- How frequently an academic skill activity was provided.

- The extent to which programs used data about a given student's academic performance to inform the support they provide to the student.

- The typical number of hours per week staff focus on activities associated with academic skill building and mastery.

Table 7 presents the results for the 127 program director responses. **Overall, across all programs, group instruction in reading and mathematics is the most regularly offered mechanism for helping students improve academic skills, followed by computer assisted learning.** Aside from a couple of significant exceptions, the frequency with which program directors reported offering different types of academic skill-building and mastery activities is relatively equivalent across both homework centers and comprehensive remediation programs.

Table 7. What Activities Does Your Program Offer? (Program Directors' Responses)

	Not Offered	Offered Occasionally	Offered Regularly
Group instruction in English or reading			
Comprehensive remediation program (*n*=79)	2.5% 2	7.6% 6	89.9% 71
Homework center	2.1% 1	6.4% 3	91.5% 43
Group instruction in mathematics			
Comprehensive remediation program (*n*=79)	2.5% 2	7.6% 6	89.9% 71
Homework center	6.4% 3	4.3% 2	89.4% 42
Computer-assisted learning			
Comprehensive remediation program (*n*=79)	11.4% 9	25.3% 20	63.3% 50
Homework center	6.4% 3	21.3% 10	72.3% 34
Group instruction in science or social science			
Comprehensive remediation program (*n*=79)	15.2% 12	17.7% 14	67.1% 53
Homework center	17.0% 8	31.9% 15	51.1% 24

	Not Offered	**Offered Occasionally**	**Offered Regularly**
Preparation for standardized tests			
Comprehensive remediation program (*n*=79)	10.1% 8	31.6% 25	58.2% 46
Homework center	19.1% 9	19.1% 9	61.7% 29
One-on-one tutoring			
Comprehensive remediation program (*n*=78)	15.4% 12	51.3% 40	33.3% 26
Homework center	8.5% 4	48.9% 23	42.6% 20
Supervised study hall *(chi-square p < .01)			
Comprehensive remediation program (*n*=79)	72.2% 57	6.3% 5	21.5% 17
Homework center	40.4% 19	19.1% 9	40.4% 19

Note: Comprehensive remediation programs (*n*=80) compared to homework centers (*n*=47) unless otherwise noted.

Approximately 90 percent of homework centers and comprehensive remediation programs regularly offer group instruction in both mathematics and English language arts and reading. Computer-assisted learning, group instruction in science or social science, and preparation for standardized tests were reported as being provided fairly frequently, with more than half of programs reporting offering such activities regularly.

In terms of the frequency with which programs reported undertaking a given approach to cultivating academic skills, there was little in the way of significant difference between homework centers and comprehensive remediation programs. The only exception to this finding related to the provision of supervised study hall: 40 percent of homework centers reported offering this activity on a regular basis as compared to only 22 percent of comprehensive remediation programs (see Appendix D). Although not significant, homework centers also were slightly more likely to offer computer-assisted learning and one-on-one tutoring a on a regular basis as compared to comprehensive remediation programs.

In light of the difference noted from the program inventories between pure and hybrid programs, with the latter group of programs seemingly demonstrating a greater number of attributes associated with more engaging settings for youth, the frequency with which programs offered certain types of academic skill-building activities was broken down by the hybrid and pure status of the programs as shown in Table 8.

Table 8. What Activities Does Your Program Offer? (Program Directors' Responses)

	Not Offered	Offered Occasionally	Offered Regularly
Group instruction in English or reading			
Pure (*n*=92)	3.3% 3	5.4% 5	91.3% 84
Hybrid (*n*=34)	0.0% 0	11.8% 4	88.2% 30
Group instruction in mathematics			
Pure (*n*=92)	5.4% 5	4.3% 4	90.2% 83
Hybrid (*n*=34)	0.0% 0	11.8% 4	88.2% 30
Computer-assisted learning			
Pure (*n*=92)	10.9% 10	27.2% 25	62.0% 57
Hybrid (*n*=34)	5.9% 2	14.7% 5	79.4% 27
Group instruction in science or social science *(chi-square p < .01)			
Pure (*n*=92)	14.1% 13	16.3% 15	69.6% 64
Hybrid (*n*=34)	20.6% 7	41.2% 14	38.2% 13
Preparation for standardized tests			
Pure (*n*=92)	13.0% 12	26.1% 24	60.9% 56
Hybrid (*n*=34)	14.7% 5	29.4% 10	55.9% 19
One-on-one tutoring			
Pure (*n*=92)	13.0% 12	53.3% 49	33.7% 31
Hybrid (*n*=33)	12.1% 4	42.4% 14	45.5% 15
Supervised study hall *(chi-square p < .05)			
Pure (*n*=92)	67.4% 62	9.8% 9	22.8% 21
Hybrid (*n*=34)	41.2% 14	14.7% 5	44.1% 15

Note: Pure programs (*n*=96) compared to hybrid programs (*n*=35) unless otherwise noted.

There were few significant differences between hybrid and pure programs in terms of the frequency with which they reported offering a given type of academic skill-building component. The only exceptions to this finding were in relation to supervised study hall, which hybrid programs were more inclined to offer on a regular basis as compared to their pure counterparts, and group instruction in science or social science where pure programs were more apt to report providing this type of activity on a regular basis. Although not significant, hybrid centers also were more apt to report offering computer-assisted learning and one-on-one tutoring on a regular basis as compared to their peers directing programs funded solely by Homework Center or Comprehensive Remediation funds.

Case study site directors report efforts to keep students engaged by offering some degree of variety in academic offerings. In many respects, this finding is very much consistent with how program directors at the six case study sites largely described their programs. One director in particular noted that the students would not witness the gains needed to move them toward proficiency without additional *time on task* through additional instructional time with their school-day teacher, active homework help, and computer-assisted learning. There was recognition on the part of at least two case study site directors that varying the modality with which academic content was imparted could serve as a strategy to keep youth engaged, and the scheduling of academic skill building activities was reflective of this strategy. One director talked about investing in new software for the computer-assisted learning component of their program to help keep things fresh and new for participating youth.

However, in light of the research findings, which suggest that effective afterschool programs are characterized by a broad array of academic and nonacademic activities, there is some question whether approaches to introducing variety into the program by modulating the type of academic-related activities in which students participate can keep youth engaged in learning across the span of the entire school year. This question is relevant to findings reported later regarding program attendance and other indicators of student engagement and motivation.

Using Student Academic Performance Data to Inform Programming

A critical component in providing academic skill-building activities is using information about student academic needs to inform programming. Such information includes standardized assessment results, grades, student improvement plans, and input from teachers and parents. Questions appeared on both the program director and staff surveys that asked respondents to identify the extent to which they receive certain types of information related to student academic performance and the extent to which this information is utilized to inform programming. In Table 9, program director responses to these questions are reported for both homework centers and comprehensive remediation programs.

Table 9. To What Extent Do You Use This Information in Providing Academic Support? (Program Directors' Responses)

	Do Not Receive	Use Rarely	Use Often	Always Use
Students' academic plans *(chi-square p < .05)				
Comprehensive remediation program	5.1% 4	2.5% 2	29.1% 23	63.3% 50
Homework center	19.1% 9	8.5% 4	29.8% 14	42.6% 20
Students' standardized test scores *(chi-square p < .05)				
Comprehensive remediation program	1.3% 1	6.3% 5	22.8% 18	69.6% 55
Homework center	14.9% 7	6.4% 3	25.5% 12	53.2% 25
Students' grades				
Comprehensive remediation program	51.9% 41	2.5% 2	10.1% 8	35.4% 28
Homework center	44.7% 21	8.5% 4	6.4% 3	40.4% 19
Input from students' school-day teachers				
Comprehensive remediation program	1.3% 1	5.1% 4	38.0% 30	55.7% 44
Homework center	4.3% 2	0.0% 0	51.1% 24	44.7% 21
Input from parents				
Comprehensive remediation program	6.3% 5	17.7% 14	51.9% 41	24.1% 19
Homework Center	6.4% 3	27.7% 13	51.1% 24	14.9% 7

Note: Comprehensive remediation programs (*n*=79) compared to homework centers (*n*=47).

Students' academic plans, students' standardized test scores, and input from students' school-day teachers were reported as being used always or often to inform programming by the vast majority of responding program directors. It is appropriate to note, however, as shown in Table 8, that comprehensive remediation program directors were significantly more likely to report using student academic plans and test scores frequently to inform programming than their homework center peers. This may reflect the fact that comprehensive remediation programs were more focused on recruiting students based on low PACT scores as compared to homework centers, which were more apt to allow all interested students participate in programming (more information can be found in the section on Capacity and Attendance).

No significant differences were found between hybrid and pure programs in their use of student academic information to inform programming. Although not shown in Table 9, analyses assessing differences between hybrid and pure programs found no significant differences in their use of various sources of information.

Responses provided by program staff were similar to those supplied by program directors, with the exception of reliance on student grades to inform programming. While only 48 percent of program directors reported using this information always (39 percent) or often (9 percent) to inform programming (see Appendix D), 84 percent of responding program staff indicated using grades to inform programming always (43 percent) or often (41 percent) (chi-square p < .01).

These results demonstrate that both homework centers and comprehensive remediation programs largely are focused on using information about student academic performance to inform the programming they are providing in order to cultivate skill building and mastery. This finding is reinforced by the programming that was witnessed at each of the six case study sites where a primary goal was to individualize instruction and meet the unique academic needs of students. Most case study sites also referenced using PACT scores both to identify program participants and to assess the impact of their program, which partially may explain the high usage of this information by program directors in Table 8. The fact that most programs largely depended on school-day teachers to provide activities also facilitated the ability of programs to better identify and respond to the academic needs of participating students.

Hours Spent per Week by Staff on Academic Skill-Building Activities

One of the questions included on the staff survey asked respondents to identify the typical number of hours per week spent providing different types of activities related to academic skill building and other types of nonacademic offerings. This information is especially relevant to understanding the relative emphasis a program places on supporting academic skill building and the intensity of that support. For example, three hours per week spent on one-on-one tutoring is qualitatively different than three hours per week spent supervising a homework help activity in which youth largely are working independently.

In Table 10, the average number of hours per week reported by staff for each type of academic skill-building activity during the 2005–06 school year is broken out by homework centers and comprehensive remediation programs.

Table 10. How Many Hours per Week Do You Spend Providing This Activity?
(Staff Responses—School Year Programs)

Descriptive Statistics	# of Respondents	% of Total Respondents	Mean # of Hours Per Week
How many hours per week do you provide supervised study hall?			
Comprehensive remediation program	7	13.5%	1.93
Homework center	15	33.3%	3.33
How many hours per week do you provide group instruction in mathematics?			
Comprehensive remediation program	27	51.9%	2.43
Homework center	23	51.1%	3.26
How many hours per week do you provide group instruction in English or reading?			
Comprehensive remediation program	32	61.5%	2.63
Homework center	23	51.1%	2.87
How many hours per week do you provide group instruction in science or social science?			
Comprehensive remediation program	22	42.3%	2.16
Homework center	16	35.6%	2.66
How many hours per week do you provide one-on-one tutoring?			
Comprehensive remediation program	13	25.0%	1.62
Homework center	30	66.7%	2.72
How many hours per week do you provide computer-assisted learning?			
Comprehensive remediation program	27	51.9%	1.80
Homework center	23	51.1%	2.13
How many hours per week do you provide preparation for standardized tests?			
Comprehensive remediation program	29	55.8%	2.48
Homework center	24	53.3%	3.06

Note: Comprehensive remediation programs (*n*=52) compared to homework centers (*n*=45): The number of respondents represented in this table are lower than in other areas of the report given that these analyses pertain specifically to school year-related programming.

Across all activity types oriented toward academic skill building, staff working in homework centers reported working a slightly higher mean number of hours per week than those in comprehensive remediation programs. This was especially the case with one-on-one tutoring. Homework center staff reported providing these activities a mean of 2.72 hours per week as compared to the mean of 1.62 hours per week reported by staff working in comprehensive remediation programs. Some of this difference can be accounted for because the average homework center with staff survey responses operated 6.17 hours per week during the school year while the average comprehensive remediation program operated for 5.33 hours per week. In addition, significantly higher percentages of homework center staff reported providing supervised study hall and tutoring activities than respondents working in comprehensive remediation programs.

Although not shown in Table 10, analyses conducted to assess whether there were any meaningful differences among staff working in hybrid funded programs as compared to pure programs demonstrated that, across most activity types oriented toward academic skill building, staff working in hybrid programs reported working a slightly higher mean number of hours per week than their peers providing activities in comprehensive remediation programs. The only types of activities where this was not the case were supervised study hall and activities oriented toward preparing students for standardized tests. Some of this difference can be accounted for the fact that the average hybrid program with staff survey responses operated 7.16 hours per week during the school year while the average pure program operated for 5.06 hours per week.

Results from the six case study sites include the following:

- **All six of the case study sites emphasize individualizing instruction and meeting the needs of students as primary goals of their ELT programs.** Programs are designed to reinforce the school-day curriculum and concepts through homework help, remediation, and in some cases enrichment. Two of the six programs do not allocate time to homework completion specifically but rather focus on remediation and instruction.

- **While two sites utilize a specific curriculum in out-of-school time, most programs reported that the school-day curriculum serves as the foundation for programming.** In particular, those programs with a greater emphasis on homework help and tutoring rely on the regular classroom curriculum to guide afterschool programming. The two sites that employ a separate afterschool curriculum point to their focus on remediation and believe that the curriculum they have selected to guide afterschool activities will facilitate efforts to bring students up to grade level in order to engage them more fully in the school-day curriculum. From a content perspective, various survey respondents also indicated that better curriculum materials, or outside specialists, were needed in the areas of science and social science.

- **Programs focus on all four major content areas, but some emphasize English language arts and mathematics to a greater extent.** English language arts, in particular, was seen as key to success in all subject areas. For one school with a high English language learner (ELL) population, the afterschool program emphasized English language development and thus always had a heightened focus on English language arts.

Provision of Nonacademic Offerings

As noted previously, the present domain of literature on effective afterschool practices suggests that programs demonstrated to have a positive impact on youth outcomes offered a diverse array of activities and program offerings (Beckett, Hawken, & Jacknowitz, 2001; Birmingham et al., 2005). To ascertain the diversity of program offerings provided by both homework center and comprehensive remediation programs, a series of questions was asked on the director and staff surveys regarding the degree to which programs offered both enrichment and recreation activities. These results demonstrated that while homework centers were slightly more likely to offer enrichment and recreation activities than their peers working in comprehensive remediation programs, such differences were not found to be significant.

In addition, as demonstrated in the previous section, only slight differences were noted between hybrid and pure programs in terms of the programming offered that was oriented toward academic skill building and mastery. However, given the additional resources hybrid programs have at their disposable, it would be expected that these programs would include a more robust set of nonacademic offerings associated with their programs. As demonstrated in Table 11, program directors associated with hybrid programs were significantly more likely to report providing both recreational (44 percent) and enrichment activities, such as art or drama (27 percent) on a regular basis as compared to their peers running programs strictly funded by Comprehensive Remediation or Homework Center funds (16 percent and 9 percent, respectively).

Table 11. What Nonacademic Activities Does Your Program Offer?
(Program Directors' Responses)

	Not Offered	Offered Occasionally	Offered Regularly
Recreational activity *(chi-square p < .01)			
Pure (*n*=92)	70.7% 65	13.0% 12	16.3% 15
Hybrid (*n*=34)	32.4% 11	23.5% 8	44.1% 15
Enrichment classes, such as art or drama *(chi-square p < .01)			
Pure (*n*=90)	81.1% 73	10.0% 9	8.9% 8
Hybrid (*n*=34)	52.9% 18	20.6% 7	26.5% 9

Staff survey respondents who were involved in the provision of nonacademic offerings during the 2005–06 school year indicated providing on average 1.80 hours per week of recreation activities and 1.92 hours a week of enrichment activities—well below the hours per week dedicated to activities oriented toward academic skill building. Although there was interest in exploring the number of hours per week respondents to the staff survey provided both recreational and enrichment activities by the hybrid and pure status of the program, there were only 18 staff survey respondents that identified providing nonacademic programming during the 2005–06 school year. Such low numbers may be reflective of the type of staff program directors handpicked to take the staff survey. Respondents to the program director survey were asked to identify up to three staff members working in the ELT program who then were invited to take the staff survey. Of staff survey respondents, 91 percent were certified teachers, and therefore more likely to have been involved in supporting the academic components of the program as opposed to enrichment and recreational activities.

Comments obtained from the program surveys also demonstrated that program directors, staff, and principals would like to have funding and time to provide a greater variety of nonacademic programming, including enrichment activities and field trips. On the other hand, principals associated with homework centers sometimes indicated they would like to be able to provide more direct instruction for students who needed it. Finding approaches that

effectively balance academic and nonacademic offerings seemed to be a concern of many directors, staff, and principals.

Providing Opportunities for Positive Youth Development

Clearly, based on the information outlined in the previous section, hybrid programs are more apt to regularly offer recreational and enrichment activities as compared to pure programs. In light of some of the research findings that seem to support a balance between academic and nonacademic offerings in order to achieve higher levels of student engagement in programming, analyses also were conducted to see whether hybrid programs were more likely than pure programs to demonstrate a higher staff adoption of practices that the research suggests are likely to be associated with better developmental settings for youth. The emphasis here is on ensuring that the program setting contributes to the student having a positive experience while participating in ELT opportunities. Positive settings conducive to youth development are characterized by supportive relationships, opportunities for students to build skills, support for a student's sense of belonging and mattering, and positive social norms.

The research also suggests that there is a series of practices more likely to help create positive youth development settings (Eccles & Gootman, 2002). These include activities, such as affording youth the opportunity to work collaboratively in small groups, work on projects that take more than one day to complete, and lead group activities. These practices represent structuring afterschool activities in ways that are more likely to be engaging to students and facilitate the type of peer and adult interactions that will provide students with a sense of belonging and support. The emphasis here is more on the process of delivering activities as opposed to the content of the activities being provided. Even within the context of afterschool programs oriented toward academic skill building, these practices are relevant in terms of keeping students engaged in programming while in their eighth, ninth, and 10th hours within the school building.

In many respects, it can be expected that many of these attributes would be associated more typically with enrichment activities, which, when of especially high quality, are oriented intentionally toward the adoption of learning approaches that are different than those employed during the school day. As demonstrated in the previous section, given that hybrid programs are significantly more likely to provide enrichment activities, it also would be expected that these programs would report employing practices associated with better developmental settings, as noted previously, more frequently than pure programs.

To get a sense of how frequently programs are likely to offer opportunities that result in better developmental outcomes for youth, questions on the staff survey asked respondents to indicate the frequency with which such practices were employed in their programs. As shown in Table 12, staff working in hybrid programs are more apt to indicate that these opportunities are always available to youth than their peers in pure programs; however, these difference are only significant in terms of providing students with the freedom to choose what activities in which they are going to participate and the opportunity to work on projects that take more than one day to complete.

Table 12. How Often Are Students Afforded the Following Types of Opportunities?
(Staff Responses—Pure Versus Hybrid Programs)

	Never Available	Available Occasionally	Available Regularly	Always Available
Work individually on a project or activity.				
Pure	7.3% 6	34.1% 28	34.1% 28	24.4% 20
Hybrid	4.3% 2	23.9% 11	39.1% 18	32.6% 15
Work collaboratively with other students in small groups.				
Pure	2.4% 2	15.9% 13	47.6% 39	34.1% 28
Hybrid	2.2% 1	8.7% 4	39.1% 18	50.0% 23
Have the freedom to choose what activities or projects they are going to work on or participate in. *(chi-square p < .05)				
Pure (*n*=80)	18.8% 15	43.8% 35	25.0% 20	12.5% 10
Hybrid	10.9% 5	56.5% 26	6.5% 3	26.1% 12
Work on group projects that take more than one day to complete. *(chi-square p < .01)				
Pure (*n*=81)	27.2% 22	29.6% 24	32.1% 26	11.1% 9
Hybrid	10.9% 5	45.7% 21	15.2% 7	28.3% 13
Lead groups activities.				
Pure (*n*=79)	22.8% 18	36.7% 29	27.8% 22	12.7% 10
Hybrid	8.7% 4	50.0% 23	23.9% 11	17.4% 8
Provide feedback on the activities in which they are participating during time set aside explicitly for this purpose.				
Pure (*n*=80)	17.5% 14	22.5% 18	37.5% 30	22.5% 18
Hybrid	13.0% 6	37.0% 17	19.6% 9	30.4% 14
Participate in activities that are designed specifically to help students get to know one another.				
Pure (*n*=80)	26.3% 21	43.8% 35	16.3% 13	13.8% 11
Hybrid	21.7% 10	37.0% 17	23.9% 11	17.4% 8

	Never Available	Available Occasionally	Available Regularly	Always Available
Make formal presentations to the larger group of students.				
Pure (*n*=80)	35.0% 28	31.3% 25	26.3% 21	7.5% 6
Hybrid	26.1% 12	41.3% 19	21.7% 10	10.9% 5

Note: Pure programs (*n*=82) compared to hybrid programs (*n*=46), unless otherwise noted.

A similar pattern was found when comparing responses from staff working in homework centers with their peers in comprehensive remediation programs. As shown in Table 13, a higher percentage of homework center staff consistently report that such opportunities were always available. In particular, homework center staff were more likely to report providing students with opportunities to work individually on a project or activity; have the freedom to choose what activities or project they were to work on; work on group projects that take more than a day to complete; participate in activities that are designed specifically to help students get to know one another; and make formal presentations to the larger group of students.

Table 13. How Often Are Students Afforded the Following Types of Opportunities? (Staff Responses—Comprehensive Remediation Programs Versus Homework Centers)

	Never Available	Available Occasionally	Available Regularly	Always Available
Work individually on a project or activity. *(chi-square p < .05)				
Comprehensive remediation program	10.7% 8	34.7% 26	33.3% 25	21.3% 16
Homework center	0.0% 0	24.5% 13	39.6% 21	35.8% 19
Work collaboratively with other students in small groups.				
Comprehensive remediation program	2.7% 2	17.3% 13	48.0% 36	32.0% 24
Homework center	1.9% 1	7.5% 4	39.6% 21	50.9% 27
Have the freedom to choose what activities or projects they are going to work on or participate in. *(chi-square p < .05)				
Comprehensive remediation program (*n*=74)	20.3% 15	55.4% 41	12.2% 9	12.2% 9
Homework center (*n*=52)	9.6% 5	38.5% 20	26.9% 14	25.0% 13
Work on group projects that take more than one day to complete. *(chi-square p < .05)				
Comprehensive remediation program	30.7% 23	34.7% 26	21.3% 16	13.3% 10
Homework center (*n*=52)	7.7% 4	36.5% 19	32.7% 17	23.1% 12

	Never Available	Available Occasionally	Available Regularly	Always Available
Lead groups activities.				
Comprehensive remediation program (*n*=73)	20.5% 15	45.2% 33	23.3% 17	11.0% 8
Homework center (*n*=52)	13.5% 7	36.5% 19	30.8% 16	19.2% 10
Provide feedback on the activities in which they are participating during time set aside explicitly for this purpose.				
Comprehensive remediation program	20.0% 15	28.0% 21	29.3% 22	22.7% 17
Homework center (*n*=51)	9.8% 5	27.5% 14	33.3% 17	29.4% 15
Participate in activities that are designed specifically to help students get to know one another. *(chi-square p < .05)				
Comprehensive remediation program (*n*=74)	29.7% 22	45.9% 34	12.2% 9	12.2% 9
Homework center (*n*=52)	17.3% 9	34.6% 18	28.8% 15	19.2% 10
Make formal presentations to the larger group of students. *(chi-square p < .01)				
Comprehensive remediation program (*n*=74)	36.5% 27	40.5% 30	13.5% 10	9.5% 7
Homework center (*n*=52)	25.0% 13	26.9% 14	40.4% 21	7.7% 4

Note: Comprehensive remediation programs (*n*=75) compared to homework centers (*n*=53) unless otherwise noted.

Overall, staff survey results suggest that both hybrid programs and homework centers have a tendency to employ practices associated with positive youth development more frequently. However, it is important to point out that there is very little difference in the percentage of homework centers and comprehensive remediation programs offering nonacademic activities. In addition, when all programs offering nonacademic activities—irrespective of hybrid or pure status or homework center or comprehensive remediation status—are compared with programs that provided academic offerings only, there were no significant differences found in the frequency with which staff reported youth development opportunities being afforded to participating students. In this regard, provision of nonacademic offerings, such as enrichment, do not appear to enhance the likelihood that programs will employ practices associated with positive youth development. These findings seem to suggest that there are some other components inherent to many homework center and hybrid program models that support the provision of positive youth development practices.

To further test the relationship between the adoption of positive youth development practices and program type, the items outlined in Tables 12 and 13 were scaled to create scores representing the frequency with which such activities were made available to participating students. The average staff measure for frequency of opportunity provision-scale items was 0.127 (standard

deviation of 1.94) with a range of -5.80 to 5.49. Mean staff measures then were compared for both hybrid versus pure programs and homework centers versus comprehensive remediation programs using *t* tests. As demonstrated in Table 14, homework centers are significantly more likely to adopt practices supportive of youth development than comprehensive remediation programs as indicated by the significantly higher mean measure for frequency of opportunity provision-scale items. Although not statistically significant (p < .10), a similar result was found to be associated with pure and hybrid programs, with the latter somewhat more likely to afford such opportunities to youth on a more frequent basis.

Table 14. Average Score for the Frequency With Which Youth Development Opportunities Are Provided to Students (Staff Responses by Homework Center and Comprehensive Remediation Program and Pure and Hybrid Status)

Program Type	Mean	Standard Deviation	t	df	Significance
Homework center (*n*=53)	0.7181	1.57	2.984	126	0.003
Comprehensive remediation program (*n*=75)	-0.2900	2.08			
Pure (*n*=81)	-0.0946	1.88	1.775	125	0.078
Hybrid (*n*=46)	0.5378	2.01			

Note: t=test statistic that follows the t distribution; df=degrees of freedom

These results suggest that both homework centers and hybrid programs provide programming in a fashion that affords youth more opportunities to be engaged actively in developmentally appropriate activities. Provision of such opportunities and activities has an impact on how students experience programming, which is likely to have ramifications for both program attendance and the benefits students derive from their participation in program activities.

Exploring the extent to which programs were adopting positive youth development practices also was a component of the case studies. At five of the six case study sites (still in operation in fall 2006), observations of afterschool programming were conducted utilizing an instrument called the Youth Program Quality Assessment (YPQA), a validated observation tool developed by the High/Scope Educational Research Foundation for use in youth-serving programs. Developed to be congruent with the practices outlined by Eccles and Gootman (2002) as being indicative of positive youth development settings, the YPQA is meant to assess how well a program has adopted positive youth development practices in the following four areas:

- Providing a safe environment for participating students.

- Providing an environment that is supportive of student learning and meaningful experiences.

- Providing students opportunities for positive interactions with peers and adult facilitators.

- Providing students opportunities to be engaged actively in programming.

Each area is scored on scale that ranges from 1 to 5. A score of 5 indicates that the observed program offering frequently was characterized by the adoption of practices that the research indicates are associated with positive youth development and that such opportunities were made available to most, if not all, participating students. A score of 1 indicates that such practices were not observed at all or rarely were found to be present during the offering. A score of 3 would indicate average performance. To provide a sense of what constituted typical scores when the YPQA was administered in previous studies, the mean score among programs participating in the YPQA validation study conducted by the High/Scope Educational Research Foundation in each of the four areas fell within the following ranges (High/Scope Educational Research Foundation, 2005):

- Safe Environment—4.11 to 4.40

- Supportive Environment—3.33 to 3.77

- Interaction—2.74 to 3.03

- Engagement—2.59 to 2.68

Although these ranges should *not* be used as criteria to evaluate the scores obtained on the YPQA for the case study programs, they demonstrate that the relative likelihood of obtaining a high score varied by YPQA section among a sample consisting of a diverse range of youth-serving programs (High/Scope Educational Research Foundation, 2005). In this regard, these results may suggest that it is more likely that a program would score highly on the Safe Environment section of the YPQA than on the Engagement section.

As shown in Table 15, while all five case study sites scored high in terms of providing a Safe Environment for students, and four of the five scored high in terms of providing a Supportive Environment, scores were relatively low among the majority of case study programs in terms of providing students with opportunities for Interaction and Engagement.

Table 15. YPQA Scores by Section for Activities Observed at the Case Study Programs

YPQA Section	Program A	Program B	Program C	Program D	Program E
Safe Environment average score	5.00	4.37	4.74	4.40	4.40
Supportive Environment average score	4.25	4.32	4.36	4.27	2.40
Interaction average score	3.18	3.29	2.75	2.10	1.14
Engagement average score	2.22	1.25	1.25	1.25	1.44

In Table 16, the average score on a given section of the YPQA has been calculated for three subgroupings of case study programs: (1) comprehensive remediation programs versus homework centers; (2) pure versus hybrid programs; and (3) elementary versus middle and high school programs. As shown in Table 16, when the case study programs are grouped in this fashion, there appears to be some variation among program types on the Interaction section of YPQA, with hybrid programs and elementary school programs, in particular, demonstrating somewhat higher average scores. A similar but less intense trend also is found to be associated

with the Supportive Environment section of the YPQA, where hybrid and—in this case—comprehensive remediation programs, appear to demonstrate slightly higher scores.

Table 16. Average YPQA Scores by Section for Activities Observed at the Case Study Programs by Program Type, Hybrid or Pure Status, and Grade Level Served

	Safe Environment Average Score	Supportive Environment Average Score	Interaction Average Score	Engagement Average Score
Program type based on funding stream				
Comprehensive remediation program (*n=3*)	4.59	4.28	2.86	1.57
Homework center (*n=2*)	4.57	3.38	1.95	1.35
Pure or hybrid status				
Pure (*n=2*)	4.40	3.33	1.62	1.35
Hybrid (*n=3*)	4.70	4.31	3.07	1.57
Grade-level served				
Elementary (*n=2*)	4.68	4.28	3.24	1.74
Middle or high school (*n=3*)	4.51	3.68	2.00	1.31

Results from the YPQA seem to provide further evidence for the finding that hybrid programs are more apt to adopt practices associated with positive youth development. In particular, observed hybrid programs more commonly facilitated a supportive environment for students and provided additional opportunities for interaction with peers and staff.

Programming Balance and Attendance as a Challenge

In light of the literature, given that hybrid programs are more apt than pure programs to offer nonacademic offerings, such as recreation and enrichment on a regular basis, and in some instances provide opportunities for positive youth development more frequently (see Tables 12 and 13), it would be reasonable to predict that such programs may have fewer problems with recruiting and retaining students in their programs as compared to their pure counterparts. In addition, given the proclivity of homework centers to more frequently offer participating students opportunities more often associated with positive developmental settings, it also seems reasonable to predict that homework centers would be characterized by fewer attendance challenges. Given these predications, program directors, staff, and principals all were asked to report on the extent to which low attendance was a challenge associated with their programs.

As outlined in Table 17, however, very few differences were found to characterize hybrid and pure programs in terms of the percentage of directors, staff, and principals reporting that attendance was either a minor or major challenge.

Table 17. Was Low Attendance a Challenge Experienced This School Year?
(Director, Staff, and Principal Responses—Pure Versus Hybrid Programs)

	Not a Challenge	Minor Challenge	Major Challenge
Program directors			
Pure (*n*=90)	30.0% 27	51.1% 46	18.9% 17
Hybrid (*n*=33)	36.4% 12	45.5% 15	18.2% 6
Program staff			
Pure (*n*=81)	27.2% 22	55.6% 45	17.3% 14
Hybrid (*n*=46)	30.4% 14	56.5% 26	13.0% 6
Principals			
Pure (*n*=56)	30.4% 17	51.8% 29	17.9% 10
Hybrid (*n*=15)	33.3% 5	40.0% 6	26.7% 4

Similar results largely were found to be associated with exploring differences between homework centers and comprehensive remediation programs as shown in Table 18, although one exception to this finding was that principals associated with homework centers were significantly *more* likely to report that low attendance was a challenge for their program.

Table 18. Was Low Attendance a Challenge Experienced This School Year?
(Director, Staff, and Principal Responses—Comprehensive Remediation Programs Versus Homework Centers)

	Not a Challenge	Minor Challenge	Major Challenge
Program directors			
Comprehensive remediation program (*n*=77)	30.0% 27	51.1% 46	18.9% 17
Homework center (*n*=46)	36.4% 12	45.5% 15	18.2% 6
Program staff			
Comprehensive remediation program (*n*=74)	31.1% 23	54.1% 40	14.9% 11
Homework center (*n*=53)	24.5% 13	58.5% 31	17.0% 9

	Not a Challenge	Minor Challenge	Major Challenge
Principals *(chi-square p < .05)			
Comprehensive remediation program (*n*=48)	39.6% 19	47.9% 23	12.5% 6
Homework center (*n*=23)	13.0% 3	52.2% 12	34.8% 8

Overall, these results may indicate that efforts to provide youth development opportunities often associated with higher levels of student engagement does not always ensure that a program will avoid low attendance. This finding is reinforced further by analyses that demonstrated that programs with higher average scores on the frequency of opportunity provision-scale items (Table 14) were equally as likely to report low attendance being either a major or minor problem. This finding also is consistent with what was reported by staff associated with each of the six case study sites, where consistent student attendance also was identified as one of the barriers to successful program implementation. Most sites reported that they would prefer higher levels of, and sustained student participation in, the program. While most programs felt they had taken steps to address any potential barriers to student participation, they reported that extracurricular activities or a lack of interest in the program keep students from attending. This challenge proved more pronounced at the secondary level.

The issue of attendance as a challenge to successful implementation based on the grade level of students served by a given program warrants further attention. When grade level is taken into consideration, staff working in programs that serve elementary school students only are less likely to report that attendance is a challenge as compared to their counterparts running programs targeting middle or high school students. These results are not significant (p < .10), however, as presented in Table 19.

Table 19. Was Low Attendance a Challenge Experienced This School Year?
(Staff Responses by Grade Level)

	Not a Challenge	Minor Challenge	Major Challenge	Total
Program serves elementary school students only	31.4% 22	57.1% 40	11.4% 8	100.0% 70
Program serves middle or high school students only	23.8% 10	47.6% 20	28.6% 12	100.0% 42

However, for programs serving middle or high school students, providing youth development opportunities more frequently appears likely to reduce the likelihood of attendance challenges being reported by program staff. In Table 19, the average staff measure for frequency of opportunity provision-scale items is broken down both by grade level and the extent to which low attendance was identified as a challenge by staff responding to the staff survey. As shown in Table 20, staff associated with programs serving middle or high school students and who report low attendance was not a challenge are more likely to report providing youth development opportunities more frequently (as evidenced by the higher mean score) than their peers working in programs where low attendance was either a minor or major challenge. In particular, the mean score for middle and high school programs where attendance was not a

challenge was significantly higher than the mean scores for programs where attendance was identified as being a major challenge (p < .05).

Table 20. Was Low Attendance a Challenge Experienced This School Year
(Staff Responses by Grade Level and Average Score for the Frequency With Which
Youth Development Opportunities Are Provided to Students)

Grade Level	Number	Mean	Standard Deviation
Program serves elementary school students only			
Not a challenge	22	-0.4227	2.19
Minor challenge	40	-0.0243	1.97
Major challenge	8	0.0088	1.92
Program serves middle or high school students only			
Not a challenge	10	1.6800*	2.35
Minor challenge	20	0.3645	1.56
Major challenge	12	-0.1467	1.14

*ANOVA p < .05

The evidence suggests that provision of engaging activities, or those opportunities associated with positive youth development, helps to mitigate the challenge of student attendance. While this section explored the implications of program practices and attributes on attendance, the following section provides greater detail on capacity and attendance in studied programs.

Capacity and Attendance

For ELT programs to have an impact on desired student achievement outcomes, they first must be successful in recruiting and retaining students in program activities. In this regard, program attendance, as an intermediate outcome indicator, reflects the breadth and depth of exposure to afterschool programming and is influenced by a variety of factors, including program capacity, periods and hours of program operation, and the recruitment and retention policies employed by the program in question (Chaput, Little, & Weiss, 2004). Each of these topics are addressed in this section of the report.

Program Capacity and Attendance Levels

District officials largely are split on the degree to which ELT programs operating within their district have enough capacity to serve all interested students. While 54 percent of officials responding to the district questionnaire either *strongly agreed* (13 percent) or *agreed* (41 percent) that program offerings in their district had enough capacity to serve all interested students, the remaining 46 percent of district respondents either *disagreed* (35 percent) or *strongly disagreed* (11 percent) with this statement (see Appendix C).

Homework centers and comprehensive remediation programs demonstrated largely equivalent capacities in terms of the number of students they could serve. As shown in Table 21, the mean program capacity for homework centers was identified as being 109.04 students while comprehensive remediation centers indicated they could serve 103.76 enrolled students. Mean student enrollment in homework centers, at 106.02, much more closely approached capacity than mean enrollment in remediation centers, at 84.79.

Hybrid programs (i.e., programming supported by a diverse funding stream) demonstrated higher levels of capacity and enrollment than pure programs (i.e., programs relying exclusively on Homework Center or Comprehensive Remediation funding). In this regard, as shown in Table 21, hybrid programs were found to have a mean capacity of 115.09 students and a mean student enrollment of 122.73 students while their pure program counterparts were found to average 102.05 and 81.82 students, respectively.

Both homework center and comprehensive remediation programs reported a mean daily attendance of slightly more than 60 students. Since more than 60 percent of the programs reported that attendance was required (see Appendix D), these attendance levels suggest some difficulties in enforcing attendance expectations. Average daily attendance was slightly higher at hybrid programs, with a mean of 74.10 students per day, as shown in Table 21.

**Table 21. Average Program Capacity, Enrollment, and Daily Attendance
(Program Directors' Responses by Program Type)**

	Mean Program Capacity	Mean Program Enrollment	Mean Daily Attendance
Program type based on funding stream			
Comprehensive remediation program	103.76 (*n=67*)	84.79 (*n=71*)	65.92 (*n=63*)
Homework center	109.04 (*n=47*)	106.02 (*n=42*)	63.02 (*n=41*)
Pure or hybrid status			
Pure	102.05 (*n=80*)	81.82 (*n=83*)	60.82 (*n=73*)
Hybrid	115.09 (*n=34*)	122.73 (*n=30*)	74.10 (*n=31*)

Variation Among Programs: Rate of Attendance

While hybrid-funded programs had an average total student enrollment that was 42 students more than the average purely funded homework center or comprehensive remediation program, as shown in Table 22, hybrid programs were more apt to demonstrate lower attendance rates than their purely funded counterparts although these difference were not quite significant (chi-square $p < .10$). Attendance rates are calculated as the ratio of average daily attendance to total enrollment (both amounts as reported by program directors on the program director survey). It appears then that hybrid programs are likely to serve a higher number of total students although, on average, less intensively during the programming period.

This finding also may relate to the fact that hybrid programs are significantly more likely (chi-square $p < .01$) to have enrollment policies that would allow all interested students to enroll as opposed to restricting enrollment to students in need of academic improvement as compared to their pure-funded counterparts. The findings outlined in Table 23 certainly lend credence to this argument, given that programs that restrict eligibility to academically at-risk students and require attendance on the part of enrolled students are significantly more likely to have higher attendance rates than programs that are eligible to all students and do not enforce attendance requirements.

Similar results were found to be associated with homework centers when compared to comprehensive remediation programs. Also shown in Table 22, homework centers are slightly more apt to report lower attendance rates than comprehensive remediation programs, but again these differences were not found to be significant. However, like hybrid programs, homework centers are more likely than comprehensive remediation programs to allow all students to enroll in the program (chi-square $p < .01$).

Table 22. Attendance Rates by Program Type and Pure or Hybrid Status
(Program Directors' Responses)

	Low Attendance Rates (67% or Less)	Medium Attendance Rates (67%–89%)	High Attendance Rates (90% or More)	Total
Program type based on funding stream				
Comprehensive remediation program	21.3% 13	41.0% 25	37.7% 23	100.0% 61
Homework center	30.8% 12	48.7% 19	20.5% 8	100.0% 39
Pure or hybrid status				
Pure	19.7% 14	43.7% 31	36.6% 26	100.0% 71
Hybrid	37.9% 11	44.8% 13	17.2% 5	100.0% 29

Table 23. Attendance Rates by Attendance and Eligibility Requirements
(Program Directors' Responses)

	Low Attendance Rates (67% or Less)	Medium Attendance Rates (67%–89%)	High Attendance Rates (90% or More)	Total
Attendance requirement				
Attendance required	18.3% 13	47.9% 34	33.8% 24	100.0% 71
Attendance not required	56.3% 9	18.8% 3	25.0% 4	100.0% 16
Eligibility policies				
Eligibility limited to academically at-risk students	12.9% 8	50.0% 31	37.1% 23	100.0% 62
Eligibility open to all students	51.9% 14	37.0% 10	11.1% 3	100.0% 27

As mentioned previously, the extent to which program staff reported low attendance as a challenge also varied by the grade level of students served by the program in question, with programs serving middle or high school youth reporting greater challenges with attendance than their peers working in elementary programs. As shown in Table 24, this finding continues to hold true when considering the attendance rate across programs based on the grade level of students served, with elementary programs demonstrating significantly higher attendance rates than programs serving middle or high school students.

Table 24. Attendance Rates by Grade Level (Program Directors' Responses)

Grade Level	Low Attendance Rates (67% or Less)	Medium Attendance Rates (67%–89%)	High Attendance Rates (90% or More)	Total
Program serves elementary school students only	13.3% 8	51.7% 31	35.0% 21	100.0% 60
Program serves middle or high school students only	41.2% 14	35.3% 12	23.5% 8	100.0% 34

Periods and Hours of Operation

When completing the program director survey, respondents were asked to indicate whether their program operated before, during, or after school; on the weekends; or during the summer. Each of these time slots represents a different opportunity during the day, week, or year for a student to attend the program in question. Key points related to program operations included the following:

- During the school year, almost all programs operated after school while a smaller percentage of homework centers and comprehensive remediation programs reported being open before school (14 percent and 18 percent, respectively) and on the weekends (8 percent and 4 percent, respectively). See Appendix D.

- Also as shown in Table 25, during the school year, homework centers were more likely to be open more days per week (a mean of 3.71) and for more hours per week (a mean of 8.04) than comprehensive remediation programs (2.99 and 5.70, respectively). A similar trend was found to be associated with summer programs, where homework centers reporting being open for a mean of 25.50 hours per week and 4.56 days per week as compared to 18.34 hours per week and 4.05 days per week for comprehensive remediation programs.

- During the school year, hybrid programs also were more likely to be open more hours (9.92) and days (3.92) per week than their pure counterparts (5.52 and 3.06, respectively). This significant difference was not found to exist for summer programs implemented by hybrid and pure programs.

Table 25. Hours and Days of Operation per Week
(Program Directors' Responses by School Year and Summer)

	School Year		Summer	
	Mean Hours per Week	Mean Days per Week	Mean Hours per Week	Mean Days per Week
Program type based on funding stream				
Comprehensive remediation program	5.70 (*n=56*)	2.99 (*n=56*)	18.34 (*n=22*)	4.05 (*n=22*)
Homework center	8.04 (*n=38*)	3.71 (*n=38*)	25.50 (*n=9*)	4.56 (*n=9*)
Pure or hybrid status				
Pure	5.52 (*n=70*)	3.06 (*n=70*)	20.83 (*n=21*)	4.14 (*n=21*)
Hybrid	9.92 (*n=24*)	3.92 (*n=24*)	19.55 (*n=10*)	4.30 (*n=10*)

Although during the 2005–06 school year the average homework center and comprehensive remediation program ran for 6.64 hours per week, program directors representing some of the case study sites and comments made on the program director survey demonstrated that some directors were concerned that keeping students an additional two hours per day would lead to both student and staff burnout and a lower likelihood that participating students would sustain participation throughout the school year. In light of these concerns, some respondents suggested that schools should have the flexibility to use the funding for tutorials during the school day as well as after school.

Recruitment and Retention Approaches

A variety of approaches to recruiting and retaining students were used by the programs as shown in Appendix D. While results from the program director surveys indicate that both comprehensive remediation programs and homework centers are likely to give the highest priority to students demonstrating the lowest levels of academic proficiency (61 percent and 47 percent, respectively), a significant minority of both types of programs are apt not to apply any approach to prioritizing the students enrolled, with 40 percent of homework centers and 31 percent of comprehensive remediation programs reporting no prioritization approach. Of some interest was that hybrid programs (62 percent) were slightly more apt to report giving highest priority to students demonstrating low levels of academic proficiency as compared to their pure counterparts (54 percent).

Districts and schools have specific criteria for identifying participants for their summer school programs. In most cases, students in danger of retention or those with academic assistance plans are targeted for participation. For example, half of the districts included in summer profiles require attendance for targeted student groups while the remaining districts make participation optional. In general, case study respondents felt that participation during

summer programming was not a major challenge because the stakes are high for students who may be retained.

In addition, students enrolled in homework centers are significantly more likely to be referred by parents and teachers ($p < .05$ for both) as compared to students enrolled in comprehensive remediation programs. Both types of programs receive some referrals from principals and other school administrators (66 percent for homework centers and 54 percent for comprehensive remediation programs) as shown in Appendix D. Referrals from other sources also account for 33 percent of comprehensive remediation program referrals and 21 percent for homework centers. In most instances, referral sources identified as *other* represented referrals predicated on a review of PACT or other assessment results by school staff.

For the most part, programs reported taking many steps to actively recruit participants and to communicate the importance of the program. Somewhat congruent with findings from the program director surveys, at all of the case study sites, participation in the program was open to any interested students; but in most cases, students in need of extra help were targeted for participation. Several case study schools reported following a similar procedure to identify and recruit students for the program. Often the programs employ PACT scores or academic plans as a means of identifying students and then send letters home to those students' parents to inform them. Individual teachers also contact their students' parents to encourage participation.

Attendance Challenges

As noted previously, one barrier to successful program implementation was consistent student attendance. Most case study sites reported that they would prefer higher levels of, and sustained, student participation in the program. While most programs felt they had taken steps to address any potential barriers to student participation, they reported that extracurricular activities or a lack of interest in the program keep students from attending.

To address some of the barriers to regular program attendance presented in the past, one case study program reported that athletic team practices were pushed back in the day to allow students to attend the afterschool program while still participating in sports. Another program reported changes to their recruitment strategy. This year, they employed a more active approach of sending letters home and making phone calls to parents to communicate the changes made in the program. They emphasized to parents that a benefit of participation would be their children completing or nearly completing its homework before coming home in the evening. In addition, another program changed their identification procedure for student participants from teacher referrals to priority levels as determined by PACT scores.

For summer programs, attendance barriers included conflicting summer vacations and travel and providing care for siblings at home. For the most part, directors and principals felt they addressed most obstacles by providing transportation, serving meals, and establishing incentives and disincentives.

Staffing

Staffing ELT programs is a critical piece of quality program provision. Staff salaries typically constitute the largest proportion of program budgets, and staff members are responsible for delivering program content and curriculum in pursuit of the program's goals. The literature on out-of-school-time programming also points to the vital role of program staff in quality program provision, as shown in the following examples:

- Key components of successful ELT programs include the selection, training, professional development, and prior education and experience of staff (Miller, 2005; Pechman & Fiester, 2002; Vandell et al., 2004).

- Once staff members are hired, ELT programs are best served by providing continuous staff development rather than instituting training as a single event (Beckett, Hawken, & Jacknowitz, 2001; Jurich & Estes, 2000; Owens & Vallercamp, 2003; Pechman & Fiester, 2002).

- Training and professional development opportunities for program staff and teachers also may improve student academic outcomes and increase staff retention, thereby contributing to quality programming (Bodilly & Beckett, 2005; Owens & Vallercamp, 2003; Pechman & Fiester, 2002).

Given the importance of staffing, district and program staff were asked about how staff were selected and their qualifications and preparation. In addition, information was gathered on the provision of ongoing professional development and opportunities for collaboration with school-day teachers.

Credentialed, school-day teachers compose the majority of ELT program staff. All district administrators (100 percent) report that school-day teachers staff ELT programs in their district and also report that the district office is not involved heavily in hiring staff for or staffing ELT programs (see Tables 26 and 27). It makes sense that these staffing decisions are made at the building level since programs commonly are staffed by school-day teachers who work directly in the program in addition to the regular school day. Related findings from program-level surveys indicate the following:

- **More than 75 percent of both program directors and program staff were teachers at the school (or one of the schools) served by their program.**

- **Both comprehensive remediation programs and homework centers are staffed primarily by credentialed teachers.** Both types of programs reported an average of about eight such staff as well as an average of one paid teaching assistant and one volunteer. Few programs reported having recreation leaders or activity leaders other than teachers on staff.

- **In addition to teaching credentials, most program staff bring higher levels of education to their role in the ELT program.** Among survey respondents, almost all directors and staff had teaching credentials and more 80 percent of directors and more than 60 percent of staff respondents had a master's degree or higher.

Table 26. District Perspectives of Collaboration and Communication

Please rate your agreement with the following statements: (*n*=63)	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
School-day teachers work directly in ELT programs in addition to the regular school day.	55.6% 35	44.4% 28	– 0	– 0	– 0
School-day teachers interact with ELT program staff to support program delivery.	23.8% 15	65.1% 41	3.2% 2	– 0	7.9% 5
Mechanisms for communication between school-day teachers and ELT program staff are in place.	19.0% 12	65.1% 41	3.2% 2	– 0	12.7% 8

Because of this common staffing configuration, linkages to and alignment with the school day often occur naturally. Nearly 90 percent of district respondents indicated that school-day teachers interact with ELT program staff to support program delivery, and the majority (84.1 percent) also indicated that mechanisms exist to facilitate communication between school-day teachers and ELT program staff. In all case study sites, programs are staffed by at least some of the students' regular school-day teachers. In a few cases, the program staff is rounded out with classroom aides, support staff, other teachers in the district, teachers teaching out of grade level in the program, and college students. Predominately, teachers in the afterschool programs are also teachers in the regular school day, contributing significantly to alignment and coordination. Even in the cases when a teacher does not teach their regular classroom students in the afterschool program, they often know the students from the school and have regular contact with those students' classroom teachers.

In addressing formal mechanisms of collaboration, a large majority of programs had infrequent staff meetings. Of those programs operating during the regular school year, both comprehensive remediation programs and homework centers fell mainly into two categories: those that meet frequently and those that meet rarely. Meetings a few times per year were reported by 47 percent of comprehensive remediation programs and 32 percent of homework centers. Weekly meetings were reported by 18 percent of both types of program directors. See Appendix D for full results.

Program directors who reported holding staff discussions most commonly reported focal topics as "curriculum" and "individual students and their needs." There was a statistically significant difference between homework centers and comprehensive remediation programs on the topic of "individual students and their needs." Respondents reported discussing this topic more often in the homework center setting.

Notably, providing training or professional development to staff was the discussion topic chosen least often by both homework centers and comprehensive remediation programs. Responses regarding staff development were mixed across data sources, but generally suggest that staff development opportunities are limited for ELT program staff and that a majority do not participate in staff development specifically related to ELT programming. Districts largely report minimal to moderate involvement in providing staff development opportunities for ELT program

staff, with the most respondents indicating that the district was only *somewhat* involved in such provision (Table 27).

Table 27. District Involvement in Staffing and Staff Development

To what extent is the district office involved in: (*n*=63)	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Hiring staff for or staffing ELT programs in the district?	17.5% 11	25.4% 16	36.5% 23	19.0% 12	1.6% 1
Providing staff development for ELT program staff in the district?	25.4% 16	22.2% 14	34.9% 22	12.7% 8	4.8% 3

Staff development and training opportunities offered specifically for ELT program staff are rare. Only two case study site programs offered any professional development targeted directly at those working in the afterschool program. For the most part, respondents across case study sites indicated that staff receive the same professional development opportunities available to all teachers in the school since they are regular school-day teachers in almost every case.

About 40 percent of surveyed program directors reported that program staff receive organized training and professional development related specifically to the ELT program. Directors of comprehensive remediation programs reported 12.9 hours of staff development and directors of homework centers indicated an average of 8.35 hours of staff development. Among those reporting that staff development was offered, about 80 percent reported that academic topics were covered; 80 percent also reported that instructional methods topics were covered. Behavior or discipline were topics reported by 57 percent of respondents, and 30 percent said that enrichment or recreation topics were addressed. See Appendix D for full results.

Among respondents to the staff survey, just more than one quarter reported that staff receive some professional development (other than staff meetings) related specifically to the programs. Those who received training reported an average of about 12 hours in the past year. While program-related staff development was very limited, most staff respondents reported they were satisfied with the training they received. About 18 percent suggested that they would like more training in instructional strategies to use with students. Approximately one fifth of staff respondents indicated that they would like more planning time, and a similar proportion indicated a desire for more time to meet with other program staff. See Appendix D for full results.

Leadership and Program Administration

Setting the tone for program staff, ELT programs typically are governed by program leadership, building-level administrators, and district-level administrators. Program leadership and administration are critical to successful program implementation, as evidenced by the following research:

- The ELT literature emphasizes district-level involvement in implementation, support from building administration, and program leadership as determinants in successful program implementation (Cowley, Meehan, Finch, & Blake, 2002; Jurich & Estes, 2000; Vandell et al., 2004).

- District support for implementation was a key strength and a catalyst for effective implementation in a study of Extended School Services in Kentucky (Cowley, Meehan, Finch, & Blake, 2002).

- In addition, program staff members' perceptions of effectiveness were related to their sense of outstanding leadership and oversight from building and program administrators (Cowley, Meehan, Finch, & Blake, 2002).

- Program administrators and leadership also have the important responsibilities of seeking support from a variety of funding sources to ensure program sustainability and of increasing community awareness and involvement in programming (Jurich & Estes, 2000; National Institute on Out-of-School Time, 2003; Vandell et al., 2004).

With these effective practices in mind, the district questionnaire asked district administrators the extent to which the district office is involved in various aspects of program management and logistics. Table 28 presents these findings.

Table 28. District Involvement in Program Management and Logistics

To what extent is the district office involved in:	Very Much	Moderately	Somewhat	Not at All	Not Applicable
The overall management of summer school programs? (*n*=61)	49.2% 30	29.5% 18	13.1% 8	1.6% 1	6.6% 4
The overall management of other ELT programs?	31.7% 20	39.7% 25	20.6% 13	4.8% 3	3.2% 2
The daily operations of summer school programs? (*n*=62)	16.1% 10	35.5% 22	24.2% 15	17.7% 11	6.5% 4
The daily operations of other ELT programs?	9.5% 6	36.5% 23	27.0% 17	22.2% 14	4.8% 3
Allocating local revenue for transportation to and from ELT programs? (*n*=62)	58.1% 36	16.1% 10	12.9% 8	9.7% 6	3.2% 2
Coordinating transportation to and from ELT programs?	55.6% 35	22.2% 14	11.1% 7	9.5% 6	1.6% 1
Providing curriculum materials for ELT programs?	41.3% 26	41.3% 26	9.5% 6	6.3% 4	1.6% 1

Note: *n*=63 unless otherwise noted.

District administrators report a significant level of involvement in transportation concerns around ELT programming. More than three quarters of respondents indicate that the district office is *very much* or *moderately* involved in coordinating transportation to and from ELT programs. Moreover, approximately 74 percent of administrators reported that the district is *very much* or *moderately* involved in allocating revenue for ELT program transportation.

The district office also is heavily involved in the provision of curricular materials used in ELT programs. More than 82 percent of respondents said that their respective districts are *very much* or *moderately* involved in providing such materials to programs in their district. These findings indicate that some of the primary logistical concerns for out-of-school-time programming are handled at the district level.

Districts report greater involvement in the management of summer school programs as compared to other ELT programs operating in the district but are not very involved in the daily operations of either type of programming. Nearly half of all respondents indicated that the district office is *very much* involved in the overall management of summer school programs, compared to nearly 21 percent of districts that are *very much* involved in the overall management of other ELT programs. In contrast, only 16 and more than 9 percent of respondents, respectively, reported that level of involvement in the daily operations of summer school programs and other ELT programs.

The district questionnaire also was validated psychometrically, allowing for the creation of construct scale scores. These scale scores were analyzed to explore relationships among the constructs and any correlations with district demographic characteristics of interest. For a full description of the methodology and results from the district questionnaire validation and scaling, see Hutchinson, Miller, and Naftzger (2006).

Results of that analysis indicate that the involvement of the district surfaces as an important component of successful program implementation, particularly in program planning. The results suggest that the district's role in the planning of ELT programming is associated significantly with the other constructs found on the district questionnaire. Although identified as a best practice in the literature review, the scope of research pointing to the importance of district leadership in the design and evaluation of ELT programs is relatively small, particularly when compared to the body of work that supports other best practices.

At the school level, the majority of directors of both types of programs (homework centers and comprehensive remediation programs) reported involvement of principals in supervising staff, planning the program, and determining the eligibility and enrollment policy. As identified in program-level surveys, school principals were less likely to be involved in direct running of the program (35 percent) or providing staff training (20 percent). Homework center directors were more likely than comprehensive remediation program directors to report a principal role in facilitating communication with parents or with daytime staff.

Finally, case study sites also provide evidence of the importance of district involvement as well as the crucial coordination among program leadership, building administration, and district administration. School-year program respondents and those from profiled summer districts indicated that district involvement in program logistics, including funding and transportation, reduces the burden on the school and program to address these potential obstacles. Sites indicated that district coordination and management allowed program staff to concentrate on local delivery of the program. Respondents also emphasized the importance of communication and ongoing coordination among different levels of leadership, involving program directors, building administrators, and district coordinators in oversight and implementation of the program.

Parent and Community Involvement

Research on successful ELT programming demonstrates that community and parent involvement are key to supporting student engagement and positive programmatic outcomes (Trammel, 2003). Integrating family and community partners encourages all stakeholders to take ownership in the program, which can help sustain student participation:

- Partnerships with the community and other organizations have the potential to attract long-term participants, supporters, and a variety of resources (Pechman & Fiester, 2002; Vandell et al., 2004).

- Pechman and Fiester (2002) also emphasize that school leaders who inspire the confidence of parents, investors, and community partners develop trust with, and commitment from, the community.

- One way to encourage active participation is by coaxing parents to the program through targeted classes, special interest clubs, and social events (Pechman and Feister, 2002).

Across the literature, the importance of engaging and involving parents in ELT programming surfaces as a determinant for, and indicator of, program success.

In South Carolina, district personnel, program directors, principals, and program staff report that they would like to increase parental involvement in ELT programming; however, encouraging and sustaining family participation and support is difficult for both comprehensive remediation programs and homework centers. Feedback from the district questionnaire, program surveys, and case studies suggests that while the program staff understands the importance of parental involvement and mechanisms are in place to communicate with parents, parental involvement in ELT opportunities could be increased in South Carolina, particularly at the homework centers.

When asked about coordination and communication with parents, district administrators indicated that, by and large, efforts are made to connect with parents about their child's participation in ELT programming. As shown in Table 29, nearly 57 percent of respondents either agreed or strongly agreed that ELT programming engages and involves students' families. However, roughly 32 percent of respondents disagreed that parents were engaged actively with ELT programming, and more than 11 percent of respondents were *not sure* about the level of parental involvement.

District-level personnel also reported that channels exist to facilitate communication between ELT programming staff and the student-participants' parents. A vast majority of respondents either agreed (almost 64 percent) or strongly agreed (22 percent) that mechanisms for parent and staff communication are in place. Table 29 presents the district questionnaire results.

Table 29. District Perspectives of Parent Involvement

Please rate your agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
ELT programming engages and involves students' families. (*n=62*)	11.3% 7	45.2% 28	30.6% 19	1.6% 1	11.3% 7
Mechanisms for communication between ELT program staff and student-participants' parents are in place.	22.2% 14	63.5% 40	9.5% 6	– 0	4.8% 3

Note: *n*=63 unless otherwise noted.

While methods of communication between parents and the school staff appear to be present, the content of parental contact tends to be limited to discussing problematic student behavior and reporting on student progress. Respondents to the program surveys reported that they had telephone or e-mail contact with parents at least once per session to discuss a child's progress. In general, respondents conducted minimal outreach to parents through group parent meetings or group events. Approximately 20 percent of comprehensive remediation programs and 30 percent of homework centers schedule parent conferences. A small percentage of program survey respondents reported support from a wider network of community agencies—primarily in the form of volunteers (20 percent) or receiving donated materials (12 percent). A few respondents indicated that they attempted to recruit volunteers from local organizations with limited success, and some expressed that they would like to see increased parental support and more parent volunteers. See Appendix D for full results.

Program directors, principals, and program staff were also surveyed on various programmatic challenges, including family support. Program directors tended to be split in their assessment of family support for their program with nearly 41 percent reporting no challenges garnering family support and nearly 45 percent reporting minor challenges. Principals (50 percent) and program staff (48 percent) most frequently indicated that family support posed a minor challenge to program operations. Table 30 displays these results.

Table 30. Family Support as a Challenge (by Position)

Lack of Support From Families	Not a Challenge	Minor Challenge	Major Challenge
Program directors (*n=123*)	40.7% 50	44.7% 55	14.6% 18
Principals (*n=71*)	22.5% 16	54.9% 39	22.5% 16
Program staff (*n=127*)	33.1% 42	48.0% 61	18.9% 24

Principal and staff responses, disaggregated by program type, indicate that principals from homework centers (91 percent) were much more likely to report challenges with family support than those from comprehensive remediation programs (71 percent). In addition, homework center staff perceives the lack of parent support as more challenging than the comprehensive remediation staff (74 percent versus 62 percent). Tables 31 and 32 present these responses.

Table 31. Family Support as a Challenge (Principal Responses)

Lack of Support From Families	Not a Challenge	Minor Challenge	Major Challenge
Comprehensive remediation program (*n*=48)	29.2% 14	47.9% 23	22.9% 11
Homework center (*n*=23)	8.7% 2	69.6% 16	21.7% 5

Table 32. Family Support as a Challenge (Staff Responses)

Lack of support from families	Not a Challenge	Minor Challenge	Major Challenge
Comprehensive remediation program (*n*=74)	37.8% 28	44.6% 33	17.6% 13
Homework center (*n*=53)	26.4% 14	52.8% 28	20.8% 11

Encouraging and sustaining parent involvement was a challenge for all six case study programs, operating either during the academic year or in the summer. Sites reported several barriers to engaging parents, both in involving them directly in the program and in communicating with them about the importance of participation. Respondents indicated that many parents of their student populations have more than one job and do not have the time to be more involved. In addition, some schools serve ELL populations and have found outreach to non-English-speaking parents more challenging. While programs feel that they have made considerable efforts at involving parents, and some feel that these efforts are having an effect, all programs would like to see higher levels of parent participation.

With regard to summer school programming, districts report little involvement from the community, other than to support the provision of it generally. In addition, parental involvement is limited to encouraging their children to attend and transporting them to and from the summer program. Districts and programs also report that their communication with parents regarding summer programming consists of informing them of students' eligibility, contacting them about discipline or behavior problems, and informing them of their child's performance. All profiled districts indicated that the short duration of summer programming constrains their ability to actively involve parents. Several interviewees also added that they seek higher levels of involvement from both the community and parents during the regular school year.

Update interviews, conducted in fall 2006 with principals and program directors from school-year programs, suggest that parental and community involvement in ELT programs looks much like it looked in the 2005–06 school year. Those principals and program directors that sought active involvement in the program continue to do so. For example, one case study school offers parenting classes on early literacy and plans to open a parenting center to house resources for parents. Another program director indicated that parents seem to be more aware of their program this year and that they look forward to hosting activities to encourage more parental participation. One director suggested that parents have expressed support for the changes they have made to the program this year. Finally, at one school, parents only are involved to the extent that they are aware their child participates in afterschool tutoring.

Facilitating and Hindering Factors

To understand the context in which quality program provision takes place as well as those circumstances that constrain the provision of high-quality programming, several study methods sought respondent perspectives on facilitating and hindering factors. Principals, program staff, directors, and teachers at case study sites and profiled summer programs were asked about the factors that aided or inhibited program implementation. District administrators also shared perspectives on strengths of their districts ELT offerings and aspects of their ELT programming that need attention. Finally, program-level survey respondents supplied data on the challenges they face in providing quality ELT offerings.

The facilitating factors that surfaced most often in data collection included the following:

- Staff collaboration.

- Mission of the program to address struggling students' needs.

- Program and school leadership.

- District involvement, including financial support.

- Time to work one-on-one and in small groups with students.

- Opportunities to extend and reinforce school-day learning.

District-level administrators were asked to indicate the strengths of their district's ELT offerings in open-ended responses. The five most common responses are displayed in Table 33. Note that because these survey items were free response, the numbers of respondents are small.

Table 33. District Programming Strengths: Most Common Responses

Strengths of District Programming	Frequency of Open-Ended Responses
1. Connection to the school-day curriculum	*n*=10
2. Program targets struggling students	*n*=8
3. Enrichment activities	*n*=7
4. School autonomy regarding program design	*n*=6
5. Individualized instruction	*n*=6

In several data collection efforts, respondents also provided feedback on the major challenges and barriers they encounter in implementing quality ELT programming. Respondents most frequently cited the following:

- Inadequate funding

- Poor attendance

- Lack of parental involvement

The top five responses from district-level administrators specifically are provided in Table 34.

Table 34. District Program Aspects in Need of Attention: Most Common Responses

Strengths of District Programming	Frequency of Open-Ended Responses
1. Insufficient funding	*n*=20
2. Program does not reach enough students	*n*=12
3. Not enough staff	*n*=7
4. Long hours	*n*=7
5. Poor linkages to the school day	*n*=7

In program-level surveys, directors of both comprehensive remediation and homework center programs were unlikely to report any major challenges, but about half of respondents from both types of programs reported low attendance as a minor challenge. Low attendance also was more likely to be reported as a major challenge than any of the others listed. For homework centers, more than one third of principals reported low attendance as a major challenge. Overall, homework center respondents were more likely to report challenges than were comprehensive remediation program respondents.

Notably, program staff were more likely (chi-square p < .01) than principals or program directors to indicate that not having enough staff was a challenge. Table 35 presents results of the survey items about program challenges, disaggregated by respondent type.

Table 35. What Are the Programs' Challenges? Comparison of Responses by Position

	Not a Challenge	Minor Challenge	Major Challenge
Low attendance			
Program directors (*n*=123)	31.7% 39	49.6% 61	18.7% 23
Principals (*n*=71)	31.0% 22	49.3% 35	19.7% 14
Program staff (*n*=127)	28.3% 36	55.9% 71	15.7% 20
Lack of coordination between program and school-day staff			
Program directors (*n*=123)	67.5% 83	28.5% 35	4.1% 5
Principals (*n*=70)	72.9% 51	21.4% 15	5.7% 4
Program staff (*n*=127)	76.4% 97	21.3% 27	2.4% 3

	Not a Challenge	Minor Challenge	Major Challenge
Budget shortfall			
Program directors (*n*=123)	62.6% 77	26.8% 33	10.6% 13
Principals (*n*=69)	52.2% 36	34.8% 24	13.0% 9
Program staff (*n*=127)	67.7% 86	22.0% 28	10.2% 13
Staff turnover			
Program Directors (*n*=123)	59.3% 73	30.1% 37	10.6% 13
Principals (*n*=69)	60.9% 42	31.9% 22	7.2% 5
Program Staff (*n*=126)	72.2% 91	20.6% 26	7.1% 9
Not enough staff *(chi-square p < .01)			
Program Directors (*n*=123)	58.5% 72	26.0% 32	15.4% 19
Principals (*n*=69)	58.0% 40	29.0% 20	13.0% 9
Program Staff (*n*=124)	73.4% 91	23.4% 29	3.2% 4
Staff not adequately trained or experienced			
Program Directors (*n*=123)	80.5% 99	17.9% 22	1.6% 2
Principals (*n*=70)	75.7% 53	22.9% 16	1.4% 1
Program Staff (*n*=126)	86.5% 109	11.1% 14	2.4% 3
Inadequate curriculum			
Program Directors (*n*=123)	74.8% 92	23.6% 29	1.6% 2
Principals (*n*=70)	77.1% 54	21.4% 15	1.4% 1
Program Staff (*n*=127)	81.9% 104	15.7% 20	2.4% 3

	Not a Challenge	Minor Challenge	Major Challenge
Transportation problems			
Program Directors (*n*=123)	74.8% 92	21.1% 26	4.1% 5
Principals (*n*=70)	61.4% 43	31.4% 22	7.1% 5
Program Staff (*n*=127)	74.8% 95	23.6% 30	1.6% 2
Lack of support from families			
Program Directors (*n*=123)	40.7% 50	44.7% 55	14.6% 18
Principals (*n*=71)	22.5% 16	54.9% 39	22.5% 16
Program Staff (*n*=127)	33.1% 42	48.0% 61	18.9% 24

Note: Program directors (*n*=131), principals (*n*=72), and program staff (*n*=128) unless otherwise noted.

One barrier to successful program implementation, according to case study sites, was consistent student attendance. Most sites reported that they would prefer higher levels of, and sustained, student participation in the program. While most programs felt they had taken steps to address any potential barriers to student participation, they reported that extracurricular activities or a lack of interest in the program keep students from attending. This challenge proved more pronounced at the secondary level. For the most part, programs reported having taken many steps to actively recruit participants and to communicate the importance of the program.

Parent involvement was a challenge for all case study programs. Sites reported several barriers to engaging parents, both in involving them directly in the program and in communicating with them about the importance of participation. Respondents indicated that many parents of their student populations have more than one job and do not have the time to be more involved. In addition, some schools serve ELL populations and have found outreach to non-English-speaking parents more challenging. While programs feel that they have made considerable efforts at involving parents, and some feel that these efforts are having an effect, all programs would like to see higher levels of parent participation.

Program Impact and Effectiveness

In assessing program effectiveness, the study employed several techniques for gathering respondent feedback and for analyzing student achievement data. This section presents results of qualitative data gathering as well as key findings from the analysis of student achievement data. For a complete description of the analysis techniques carried out with school- and student-level achievement data, see Appendix A. Appendix B contains disaggregated comparisons of achievement data, utilizing student-level PACT results. Student-level data is presented first to assess program impact on those students who participated in the program. School-level data was also analyzed to explore overall impact of the program on recipient schools.

For the most part, principals, program directors, and staff report that their programs are moderately effective in accomplishing their goals. Table 36 presents the results by respondent type. Principals were most likely to report that the program was very effective in raising the performance levels of participating students. The majority of all respondent types felt the program was very effective in providing supervised homework completion space.

Table 36. How Effective Are the Programs With Respect to Goals?
Comparison of Responses by Position

	Ineffective	Moderately Effective	Very Effective	Not Applicable
Enable lowest performing students to achieve grade level proficiency				
Program directors (*n*=123)	4.1% 5	63.4% 78	30.1% 37	2.4% 3
Principal (*n*=71)	4.2% 3	74.6% 53	18.3% 13	2.8% 2
Staff (*n*=126)	1.6% 2	68.3% 86	28.6% 36	1.6% 2
Raise performance levels of any students who have interest in participating (chi-square p < .01)				
Program directors (*n*=123)	0.8% 1	43.9% 54	44.7% 55	10.6% 13
Principal (*n*=70)	2.9% 2	45.7% 32	27.1% 19	24.3% 17
Staff (*n*=125)	3.2% 4	47.2% 59	43.2% 54	6.4% 8
Provide supervised space for students to complete homework				
Program directors (*n*=123)	5.7% 7	17.9% 22	42.3% 52	34.1% 42
Principal (*n*=71)	4.2% 3	19.7% 14	42.3% 30	33.8% 24
Staff (*n*=126)	6.3% 8	14.3% 18	54.0% 68	25.4% 32

	Ineffective	Moderately Effective	Very Effective	Not Applicable
Raise school's performance overall *(chi-square p < .01)				
Program directors (*n*=123)	3.3% 4	68.3% 84	21.1% 26	7.3% 9
Principal (*n*=71)	8.5% 6	67.6% 48	19.7% 14	4.2% 3
Staff (*n*=125)	1.6% 2	54.4% 68	38.4% 48	5.6% 7
Providing opportunities for students to participate in activities not offered during the day *(chi-square p < .05)				
Program directors (*n*=123)	13.0% 16	22.8% 28	24.4% 30	39.8% 49
Principal (*n*=71)	12.7% 9	28.2% 20	21.1% 15	38.0% 27
Staff (*n*=126)	6.3% 8	32.5% 41	35.7% 45	25.4% 32

Note: Program directors (*n*=131), principals (*n*=72), and program staff (*n*=128) unless otherwise noted.

Most district administrators felt their district's ELT programming contributes to the effectiveness of schools in their districts and that the programs contributed to enhanced student reading and mathematics skills. Fewer respondents felt that ELT programs contributed to enhanced student behavior or discipline. Table 37 presents the results of district questionnaire items regarding program effectiveness.

Table 37. District Perspectives of Program Effectiveness

Please rate your agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
ELT programming contributes to the overall effectiveness of schools in the district.	28.6% 18	54.0% 34	6.3% 4	– 0	11.1% 7
ELT program offerings contribute to improved student skills in reading. (*n*=62)	27.4% 17	56.5% 35	4.8% 3	– 0	11.3% 7
ELT program offerings contribute to improved student skills in mathematics.	28.6% 18	60.3% 38	3.2% 2	– 0	7.9% 5
ELT programming enhances students' behaviors, such as improved school-day attendance and fewer disciplinary referrals.	11.1% 7	46.0% 29	14.3% 9	– 0	28.6% 18

Note: *n*=63 unless otherwise noted.

Case study sites also reported positive results from their ELT programs, including increased student engagement and improved student academic performance. While some sites felt that this impact was (or would be) evidenced in their PACT scores, many also reported that they saw ongoing improvements in students' Measures of Academic Progress (MAP) scores.

Analysis of Program Impact

Because of data availability and the variation in comprehensive remediation programs, homework centers were the subject of quantitative analysis of program impact and effectiveness. To examine the potential impact of Homework Center funding on student achievement, data from the 2004–05 and 2005–06 PACT were analyzed. Of specific interest were three comparisons: (1) the relative change in performance between participating students in funded schools and all students in those schools, (2) the relative change in performance between schools rated *unsatisfactory* and schools rated *below average*, and (3) the relative change in performance between schools receiving Homework Center funding and all schools in the state. The full methodology for student-level data analysis is included in Appendix A and tables of complete results are included in Appendix B.

Homework Center Participants Versus All Students in Funded Schools

Table 38 shows the instances in which the performance of a particular No Child Left Behind (NCLB) subpopulation of homework center participants has made gains against the same NCLB group comprising all students in schools receiving funding, with regard to the percent meeting the state standards for English language arts (denoted by a "+" in the table). Homework center participants made gains relative to all students in funded schools in Grades 5 and 7. These gains also were observed at the NCLB category level. Specifically, female, male, black, Hispanic, white, economically disadvantaged, limited English proficient (LEP) and special education students made similar gains in English language arts performance at Grades 5 and 7. The gains for Hispanic, multiracial, and LEP occurred not only at Grades 5 and 7, but also at Grade 6.

Table 38. Gains of Homework Center Participants versus All Students in Homework Center–Funded Schools—English Language Arts

NCLB Category	Grade 4	Grade 5	Grade 6	Grade 7
All students tested		+		+
Female		+		+
Male		+		+
American Indian				
Asian				
Black		+		+
Hispanic		+	+	+
White		+		+
Multiracial			+	
Economically disadvantaged		+		+
LEP		+	+	+
Migrant				
Special education		+		+

Table 39 shows the relative gains of homework center participants in comparison to all students in funded schools with regard to percentage of students meeting the state standards on the mathematics assessments (denoted by a "+" in the table). Homework center participants showed relative gains in mathematics for both Grades 5 and 6. For Grade 6 in particular, homework center participants in 8 of the 12 NCLB categories showed relative growth. In addition, female homework center participants showed gains in mathematics for Grades 5–7 and LEP students exhibited gains for both Grades 7 and 8.

Table 39. Homework Center Participants Versus All Students in Homework Center–Funded Schools—Mathematics

NCLB Category	Grade 4	Grade 5	Grade 6	Grade 7
All students tested		+	+	
Female		+	+	+
Male			+	
American Indian				
Asian				
Black		+	+	
Hispanic			+	
White			+	
Multiracial				+
Economically disadvantaged		+	+	
LEP			+	+
Migrant				
Special education			+	

Schools Rated Unsatisfactory Versus Schools Rated Below Average

Table 40 shows the instances in which the performance of a particular NCLB subpopulation of students in schools rated *unsatisfactory* made gains against the same NCLB group of students in schools rated *below average* with regard to the percent meeting the state standards for English language arts (denoted by a "+" in the table). Relative gains by the students at the lower rated schools were seen at Grade 7. This overall gain for Grade 7 also occurred for female, male, Asian, black, white, and economically disadvantaged students. Other subgroups did exhibit isolated gains.

Table 40. Unsatisfactory Versus Below Average Schools—English Language Arts

NCLB Category	Grade 4	Grade 5	Grade 6	Grade 7
All students tested				+
Female		+		+
Male				+
American Indian				
Asian				+
Black				+
Hispanic	+			
White	+	+		+
Multiracial				
Economically disadvantaged				+
LEP		+		
Migrant				
Special education				

Table 41 displays the relative gains of students at the *unsatisfactory* schools in comparison to those at the *below average* schools for the mathematics assessments (denoted by a "+" in the table). The aggregate of all students at *unsatisfactory* schools in Grade 5 showed gains compared to the *below average* schools, but there is no pattern to the gains.

Table 41. Unsatisfactory Versus Below Average Schools—Mathematics

NCLB Category	Grade 4	Grade 5	Grade 6	Grade 7
All students tested		+		
Female		+		
Male	+			
American Indian				
Asian				
Black		+		
Hispanic				
White	+	+		
Multiracial			+	
Economically disadvantaged				
LEP	+			
Migrant				
Special education				

Homework Center–Funded Schools Versus the State

Table 42 shows the instances in which the performance of a particular NCLB subpopulation of students in schools receiving Homework Center funding made gains against the same NCLB group of students at the state level with regard to the percent meeting the state standards for English language arts (denoted by a "+" in the table). Overall, homework center schools made gains against the state average in Grade 7. It is interesting to note that nearly all subpopulations of students from Homework Center–funded schools for Grade 7 English language arts made gains against the state (with the exception of American Indian and LEP students). In addition, the Asian students in Homework Center–funded schools made gains against the state level at all four grade levels. One other notable trend is that LEP students showed relative gains across Grades 4–6 as well.

Table 42. Homework Center–Funded Schools Versus the State—English Language Arts

NCLB Category	Grade 4	Grade 5	Grade 6	Grade 7
All students tested				+
Female		+		+
Male				+
American Indian	+		+	
Asian	+	+	+	+
Black				+
Hispanic				+
White				+
Multiracial	+	+		+
Economically disadvantaged				+
LEP	+	+	+	
Migrant				+
Special education				

Table 43 displays the relative gains of students in Homework Center–funded schools as compared to all students in the state for mathematics (denoted by a "+" in the table). Grade 6 students showed relative gains overall and for most NCLB subpopulations.

Table 43. Homework Center–Funded Schools Versus the State—Mathematics

NCLB Category	Grade 4	Grade 5	Grade 6	Grade 7
All students tested			+	
Female			+	
Male			+	
American Indian	+		+	
Asian			+	
Black			+	
Hispanic				
White			+	
Multiracial				
Economically disadvantaged			+	
LEP				+
Migrant			+	+
Special education				

Note: The student achievement analysis was conducted based on a student data file received from the South Carolina Department of Education. This data file includes all student records from 2006 and all student records from 2005 that could be matched to a 2006 record. This data file allowed for cross-sectional comparisons across years for Grades 4–7 (2006 Grade 3 students have no associated PACT testing record from 2005; 2005 Grade 8 students were not included in the file as well). As a result of this matching methodology, results presented here may not show an identical match to the state-released testing results.

Impact of Program Attributes

To further explore the relationship of specific program attributes to student achievement, six constructs were identified from the psychometric validation of items on the program-level staff survey. These constructs included the following:

- Frequency of student participation,

- Receipt and use of materials provided by schools and parents,

- Program experience,

- Communication with teachers,

- Program challenges, and

- Program efficacy in achieving goals.

For the purpose of measuring the impact of program implementation, scores in the top third percentile were categorized as *high implementation* on each of the six scales, and scores below that point were categorized as *low implementation*.

Due to data availability, homework centers were the focus of the current analysis. Specifically, data were included in the analysis if the program was a homework center that served grades 3–8. As previously noted, achievement test data were available for students in grades 4–7. For the purposes of this analysis, 22 centers were included.

English Language Arts

As a corollary of achievement in English language arts, one variable was significant; however, the outcome was unfavorable. Specifically, staff experience in the program resulted in a lower probability to detect positive gains in student achievement. In the other direction (although not significant), it is interesting to note that frequent provision of activities affording opportunities for positive youth development and receipt and use of materials provided by schools and parents appear to increase the probability of positive changes in student achievement in English language arts by 25 percent and 69 percent, respectively.

Mathematics

Although there were no significant chi-square statistics, it is interesting to note that frequent provision of activities affording opportunities for positive youth development, communication with teachers, and program efficacy in achieving goals all appear to increase the probability of positive changes in student achievement in mathematics by 29 percent, 46 percent, and 69 percent, respectively.

Cost-Effectiveness Analysis

The following section presents cost data—both funding and expenditure information—on ELT programs in South Carolina to provide a context for assessing the cost-effectiveness of such programs. In 2002–03, the state allocated a total of $3,616,376 to homework centers in both *below average* and *unsatisfactory* schools. The following school year (2003–04) that total came to $3,512,946. Notably, in 2004–05, state spending on the program totaled $6,668,864.

As the program inventories collected from districts across the state indicate, many programs—both homework centers and comprehensive remediation programs—supplement state funding with additional sources. Program directors were asked through the program survey to provide detailed information about their program's funding and budget. Of the 131 programs that responded to the survey, only 44 responded to the funding and expenditure section. Of these, 38 programs provided funding information and 37 provided expenditure information. Because the number of respondents is very small, it is not appropriate to make definitive inferences for the programs in general. The results are presented simply to help describe the 44 programs.

Program Funding and Costs

Reported funding amounts varied greatly, from $5,000 to $241,781, among the 38 respondents that provided this information. Twenty-three programs reported funding between $10,000 and $50,000. Several reported funding of more than $100,000. Of the 38 programs that reported their funding, 13 are homework centers and 25 are comprehensive

remediation programs. In this sample, homework centers had lower average funding than comprehensive remediation centers although the two groups had similar medians. There is wider variation in funding among comprehensive remediation programs than homework centers.

The main difference in funding patterns between the homework centers and comprehensive remediation programs is that, among those that responded to the survey, comprehensive remediation centers received more funding from 21st Century Community Learning Centers and school districts. On average, the majority of funding for homework centers came from the Homework Center grant.

As one might expect, reported funding and spending levels reflect the size of the program and the amount of services provided. Programs reporting larger funding and spending tend to be those that also report greater enrollment capacity and more services in terms of contact hours.

Program costs closely follow the patterns of funding, in that proportions of spending are similar across programs while amounts of allocations reflect the program's total budget. Overall, 37 programs reported spending. Of those, only three programs reported in-kind support for program operations. Salaries and benefits for staff account for the majority of costs for both homework centers and comprehensive remediation programs. The programs are typically housed in schools, with rent and other facilities costs borne by the hosting schools. Spending for staff training is minimal for both homework centers and comprehensive remediation programs.

While survey data did not provide a robust and complete picture with which to explore program cost-effectiveness, the study team employed techniques to analyze the impact of state expenditures (through Homework Center funding) on student achievement. Using school-level achievement data and state funding amounts, the relationship is explored in the following.

An analysis of school-level student achievement data did not provide statistical evidence that schools in receipt of Homework Center funds saw increased student achievement levels. See Appendix A for a full description of the regression discontinuity analysis and the analysis of impact of expenditures on school improvement. A regression discontinuity analysis was conducted to examine the effect of Homework Center funding on student achievement at the school level. The pretest variable used for this analysis was the state-assigned absolute-rating index for each of the schools. This index is used to determine a school's absolute performance rating (i.e., unsatisfactory, below average, average, good, excellent). Since Homework Center funding then is made available to schools falling into the *below average* and *unsatisfactory* categories, the analysis allowed for exploration of the effect of identification for and receipt of Homework Center funds on a school's overall achievement.

There were a total of 607 elementary schools with absolute-rating indexes for both the 2004 and 2005 school years on which the analysis was based. The results indicate that there is a lack of statistical evidence supporting improved student achievement (with regard to the state accountability index) for elementary schools that receive the Homework Center funding.

There were a total of 263 middle schools with absolute-rating indexes for both the 2004 and 2005 school years on which the analysis was based. Likewise, these results indicate that there is

a lack of statistical evidence supporting improved student achievement (with regard to the state accountability index) for middle schools that receive the Homework Center funding.

When exploring the difference between funding levels for *below average* and *unsatisfactory* schools, however, there is statistical evidence that the average improvement index for schools receiving greater funding was significantly higher than the average index for schools receiving the lower funding amount. Using data on state funding for the 2004–05 school year, a study was conducted to analyze the relationship between the level of state funding provided to schools for their homework centers and the improvement in student achievement at the school level. School-level expenditures were utilized for 155 schools, with schools rated *unsatisfactory* receiving $45,000 and schools rated *below average* receiving between $35,206 and $36,645. To compare the impact of these expenditures in regard to student achievement at the school level, comparisons were made based on the school improvement rating indexes for the 2004–05 school year. Schools receiving $45,000 had a statistically significant ($p < 0.1$) higher average improvement index than those schools in the lower range of funding.

Key Study Findings

The following findings emerged as key themes across data sources during the South Carolina Extended Learning Time Study.

Program Vision and Design

- Enabling lowest performing students to achieve grade-level proficiency and raising the school's overall performance were primary goals of ELT programs.

- There is a heavy focus on PACT scores, either in the identification of program participants, the stated purpose of the program, or the evaluation of program impact.

- Principals, staff, and homework center directors were more apt to identify providing opportunities not offered during the school day as a primary goal of the program.

- All six of the school-year case study sites emphasized individualizing instruction and meeting the needs of students as primary goals of their ELT programs.

Program Structure and Content

- Group instruction in both English language arts and reading and mathematics were the most common approaches taken by all programs for academic skill building.

- Student academic plans, standardized test scores, and input from school-day teachers were used frequently to inform programming.

- There were a number of differences between hybrid and pure programs, including the following:

  - Hybrid programs were significantly more likely to report providing both recreational and enrichment activities on a regular basis.

  - Hybrid programs were more likely to enroll all interested students, were open more hours per week, and reported slightly higher mean number of hours per week on academic-related activities.

  - Hybrid programs had an average total student enrollment that was 42 students more than the average pure-funded program; however, hybrid programs were more likely to demonstrate lower attendance rates.

- Both homework centers and hybrid programs were more apt to offer programming in a fashion that afforded youth opportunities to be actively engaged in developmentally appropriate activities.

- For programs serving middle or high school students, more frequent provision of opportunities associated with positive developmental settings reduced the likelihood of attendance challenges being reported by program staff.

Program Processes

- Credentialed, school-day teachers composed the majority of ELT program staff.

- Because of this common staffing arrangement, linkages to, and alignment with, the school day often occurred naturally.

- Staff development and training opportunities offered specifically for ELT program staff were rare. About 20 percent of staff indicated that they would like more training on ELT instructional strategies and additional planning time.

- While respondents across data sources indicated that parental involvement in ELT programming is a challenge, few programs make efforts to involve parents in meaningful ways.

Leadership and Program Administration

- The school district's role in the planning of ELT programming is associated very much with other positive elements of district involvement.

- District-level administrators identified insufficient funding and low student attendance as areas in need of attention.

- Strong principal leadership and involvement in ELT program implementation was observed to be a major facilitating factor at case study sites.

Program Impact and Effectiveness

- Homework centers with high implementation scores in the following areas were more likely to experience positive changes in student achievement in English language arts:
  - Frequent provision of activities affording opportunities for positive youth development (+25 percent).
  - Receipt and use of materials provided by schools and parents (+69 percent).

- Homework centers with high implementation scores in the following areas were more likely to experience positive changes in student achievement in mathematics:
  - Frequent provision of activities affording opportunities for positive youth development (+29 percent).
  - Communication with teachers (+46 percent).
  - Program efficacy in achieving goals (+69 percent).

- Notably, staff experience in the program resulted in a lower probability (-71 percent) to detect positive gains in student achievement in English language arts.

- Schools receiving greater Homework Center funding ($45,000 in 2004–05) had a significantly higher average improvement index than the average index for schools receiving the lower funding amount ($35,206 to $36,645 in 2004–05).

- Schools in receipt of Homework Center funding (both at the *unsatisfactory* and *below average* levels) did not experience statistically significant growth in absolute performance ratings when compared to all schools in the state.

Recommendations

Based on these findings and the results presented throughout this report, the following recommendations are offered as possible improvements to ELT programming in South Carolina.

- Invest in mechanisms to help district officials and building administrative staff become more familiar with ELT best practices.

- Consider supporting the implementation of ELT self-assessment tools to help programs become familiar with quality criteria, evaluate how well their program meshes with these criteria, and consider what changes are warranted.

- Adopt training and technical assistance efforts designed to help ELT staff understand how to adopt practices likely to result in positive developmental settings.

- Provide technical assistance around engaging parents and community partners in meaningful ways to guide and facilitate ELT program improvement.

- Consider adopting policies that link different ELT funding streams in more intentional ways to cultivate the positive attributes associated with hybrid-funded programs—practices that are also related to improved student achievement in English language arts and mathematics.

References

Balfanz, R., Legters, N., & Jordan, W. (2004). *Catching up: Impact of the Talent Development ninth grade instructional interventions in reading and mathematics in high-poverty high schools* (Report 69). Baltimore, MD: Center for Research on the Education of Students Placed At Risk. Retrieved December 14, 2006, from http://www.csos.jhu.edu/crespar/techReports/Report69.pdf

Beckett, M. K., Hawken, A., & Jacknowitz, A. (2001). *Accountability for after-school care: Devising standards and measuring adherence to them*. Santa Monica, CA: RAND Corporation. Retrieved December 14, 2006, from http://www.questia.com/PM.qst?a=o&d=103981060

Birmingham, J., Pechman, E. M., Russell, C. A., & Mielke, M. (2005). *Shared features of high-performing after-school programs: A follow-up of the TASC evaluation*. Austin, TX: Southwest Educational Development Laboratory. Retrieved December 14, 2006, from http://www.sedl.org/pubs/fam107/fam107.pdf

Bodilly, S., & Beckett, M. K. (2005). *Making out-of-school-time matter: Evidence for an action agenda*. Santa Monica, CA: RAND Corporation. Retrieved December 14, 2006, from http://www.rand.org/pubs/monographs/2005/RAND_MG242.pdf

Chaput, S. S., Little, P. M. D., & Weiss, H. (2004). *Understanding and measuring attendance in out-of-school time programs* (Issues and Opportunities in Out-of-School Time Evaluation No. 7). Cambridge, MA: Harvard Family Research Project. Retrieved December 14, 2006, from http://www.gse.harvard.edu/hfrp/content/projects/afterschool/resources/issuebrief7.pdf

Cosden, M., Morrison, G., Albanese, A. L., & Macias, S. (2001). When homework is not home work: After-school programs for homework assistance. *Educational Psychologist, 36*(3), 211–221. Retrieved December 14, 2006, from http://www.stanford.edu/dept/SUSE/projects/ireport/articles/afterschool/homework%20is%20not%20enough.pdf

Cowley, K. S., Meehan, M. L., Finch, N., & Blake, J. (2002, November). *Kentucky district and school coordinators' perceptions of their extended school services programs*. Paper presented at the annual meeting of the American Evaluation Association, Washington, DC. (ERIC Document No. ED476197). Retrieved December 14, 2006, from http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/28/0d/62.pdf

Eccles, J. S., & Gootman, J. A. (Eds.). (2002). *Community programs to promote youth development*. Washington, DC: National Academies Press. Retrieved December 14, 2006, from http://www.nap.edu/catalog/10022.html

High/Scope Educational Research Foundation. (2005). *Youth PQA administration manual* (Excerpt). Ypsilanti, MI: High Scope Press. Retrieved December 14, 2006, from http://www.highscope.org/EducationalPrograms/Adolescent/YouthPQA/ YouthPQA_ValidationExcerpt.pdf

Hutchinson, C., Miller, S., & Naftzger, N. (2006). *South Carolina extended learning time study: Interim report*. Naperville, IL: Learning Point Associates.

Jolly, E. J., Campbell, P. B., & Perlman, L. (2004). *Engagement, capacity and continuity: A trilogy for student success*. Groton, MA: Campbell-Kibler Associates. Retrieved December 14, 2006, from http://www.smm.org/ecc/ecc_paper.pdf

Jurich, S., & Estes, S. (2000). *Raising academic achievement: A study of 20 successful programs*. Washington, DC: American Youth Policy Forum. (ERIC Document No. ED452439). Retrieved December 14, 2006, from http://eric.ed.gov/ERICDocs/data/ ericdocs2/content_storage_01/0000000b/80/25/8e/65.pdf

Lumsden, L. (2003). *Afterschool programs* (ERIC Digest 171). Eugene, OR: ERIC Clearinghouse on Educational Policy and Management. Retrieved December 14, 2006, from http://eric.uoregon.edu/publications/digests/digest171.html

Meehan, M. L., Cowley, K. S., Chadwick, K., Schumacher, D., & Hauser, B. (2004, April). *Evaluation of a ten-year statewide after-school program for struggling learners*. Paper presented at the 2004 annual meeting of the American Educational Research Association, San Diego, CA. Retrieved December 14, 2006, from http://www.edvantia.org/ publications/pdf/04Evaluation_KY_ESS.pdf

Miller, B. M. (2005). *Pathways to success for youth: What counts in after-school*. Arlington, MA: Intercultural Center for Research in Education. Retrieved December 14, 2006, from http://www.uwmb.org/MARS-Report.pdf

National Institute on Out-of-School Time. (2003). *Strategic plan: Building a skilled and stable out-of-school time workforce*. Wellesley, MA: Author. Retrieved December 14, 2006, from http://www.niost.org/projects/stategic_plan_building_skilled.pdf

Owens, D., & Vallercamp, N. (2003). Eight keys to a successful expanded-day program. *Principal, 82*(5), 22–25. Retrieved December 14, 2006, from http://www.publicengagement.com/afterschoolresources/pp/docs/8keys.pdf

Pechman, E., & Fiester, L. (2002). *Leadership, program quality, and sustainability*. Washington, DC: Policy Studies Associates. Retrieved December 14, 2006, from http://www.policystudies.com/studies/youth/FINAL%20Issue%20Brief% 20Nov2002WEB.pdf

Trammel, M. (2003). *Finding fortune in thirteen out-of-school time programs: A compendium of education programs and practices*. Washington, DC: American Youth Policy Forum. (ERIC Document No. ED481970). Retrieved December 14, 2006, from http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/23/fa/a8.pdf

Vandell, D. L., Reisner, E. R., Brown, B. B., Pierce, K. M., Dadisman, K., & Pechman, E. M. (2004). *The study of promising after-school programs: Descriptive report of the promising programs*. Flint, MI: Charles Stewart Mott Foundation. Retrieved December 14, 2006, from http://www.wcer.wisc.edu/childcare/pdf/pp/study_of_after_school_activities_descriptive_report_year1.pdf

The Wallace Foundation. (2005). *Quality that lasts: Building a framework for the future of OST*. New York: Author. Retrieved December 14, 2006, from http://www.wallacefunds.org/NR/rdonlyres/88E1818F-F105-418D-A226-F7C6C34ACDDC/0/OSTSymposiumPerspective.pdf

Appendix A
Study Methods

Employing both quantitative and qualitative data collection and analysis techniques to address the four primary research questions underpinning the project, the study was divided into the following five primary phases:

- **Phase I: Data Gathering and Literature Review**
  - Conduct a review of the research on ELT.
  - Design and administer a district-level questionnaire to assess the degree of ELT implementation within a given district.
  - Obtain information from districts regarding district-affiliated ELT programs to compile an inventory of ELT programming in the state.
  - Develop a crosswalk of implementation progress and achievement data.

- **Phase II: Case Study Research**
  - Select six school-year programs identified in the program inventories to serve as case study sites.
  - Collect and review available program documents and extant data.
  - Conduct site visits, in spring 2006 and fall 2006, at each of the selected programs.
  - Analyze qualitative data collected on each case study program.
  - Select six districts and affiliated summer programs (housed within the district) to develop summer programming profiles.
  - Conduct telephone interviews with district administrators, school principals, and program directors or lead teachers in each of the profiled districts.
  - Analyze interview data collected for each district summer programming profile.

- **Phase III: Program Surveys**
  - Design and administer program-level surveys of directors, principals, and program staff.
  - Conduct descriptive analysis of program survey results.
  - Analyze student achievement data relative to program attributes obtained from the surveys to explore relationships between program attributes and student achievement outcomes.

- **Phase IV: Cost-Effectiveness Analysis**
  - Obtain program financial information (funding and expenditure data) through a component of the program director survey.
  - Conduct descriptive analysis of funding and cost data.

- Explore relationships of program funding, program design and content, and program impact.
- Include funding variables in analysis of impact on student achievement with school-level data and student-level data.

- **Phase V: Reporting**
  - Prepare an interim report summarizing study findings to date.
  - Prepare a final report.
  - Present findings at key project meetings.

The study team comprised of Learning Point Associates and Berkeley Policy Associates staff delivered a summary of the literature review in January 2006 and an interim report in June 2006. It is important to note that many of the key themes and research-based elements identified in the literature review were critical to informing the activities associated with Phases II and III. Effective practices that emerged from the literature review—specifically around *program vision and design*; *structural program features*, including staffing; *program processes*; and *leadership and program administration*—were used to inform the domain of ELT programming attributes and practices represented in data collection instruments for these two phases of work, including surveys and site visit protocols. In addition, the themes that surfaced in the literature also served as a primary pillar in the development of the criteria used to select case study sites.

Also in Phase I, the information obtained from the district questionnaire and inventory data were used to determine both (1) the programs that should be recruited for participation in the case study component of the project outlined in Phase II and (2) the domain of potential respondents that should be asked to complete the director, principal, and program staff surveys associated with Phase III.

It cannot be understated how important the information obtained through both the literature review and the district questionnaire have been to the quality and progression of the study. Obtaining a sufficient response rate to the district questionnaire was especially critical to progressing to the next stages of the study.

District Questionnaire Administration

During Phase I, members of the research team developed and administered a district-level questionnaire to all school districts in South Carolina. One of the primary purposes of the district questionnaire was to assess the degree to which the districts were involved in supporting the implementation of ELT programming at sites in the district. The survey gathered information within the following domains:

- The district office's role in ELT programming and involvement in various elements of ELT program operation and activities
- Strengths of the district's ELT offerings
- Aspects of the district's ELT offerings that need attention

- Characteristics of ELT program activities

- Impact of ELT programs on student outcomes

- Coordination of ELT program activities

- Mechanisms for communication with various program stakeholders

- District expectations of program staff

Moreover, the district questionnaire provided the opportunity to collect information about specific ELT programs operating in districts. Included in the inventory of opportunities were sections for districts to report on the homework centers operating in their district as well as other types of ELT programs, including summer school, Saturday school, extended-day compensatory and remedial programs, 21st Century Community Learning Centers (21st CCLC), and any other programs operating during out-of-school time.

Administration of the district questionnaire began in January 2006. Paper-based surveys were mailed to each district-level administrator identified as the primary contact for ELT programming. Extensive follow-up contact by e-mail and telephone was employed to ensure receipt of the questionnaire and to encourage participation. In total, 63 out of 85 districts returned their district questionnaires and inventories, for an overall response rate of 74 percent. Results from those 63 districts have been included in the analyses presented in this report.

Frequencies of questionnaire responses are included in Appendix C. In addition to descriptive analysis, the district questionnaire was validated and scale scores created along the key constructs.[1] The study team analyzed relationships among the scale scores and in conjunction with district demographic characteristics. Open-ended responses were coded thematically to identify key barriers and facilitators for program implementation at the district level. Finally, program inventories were used for identification of study participants in subsequent phases of the research. Inventory results were also aggregated to explore program characteristics, funding streams, and differences between comprehensive remediation programs and homework centers.

Program Surveys Administration

Program surveys were administered in spring and summer of 2006. These surveys were designed to capture extensive information about program characteristics and practices. Among the purposes of the surveys were: to provide a descriptive picture of statewide programming and variations in this programming; to explore the alignment between program characteristics and research-based best practices; and to gather input from staff and principals on programs' challenges, successes, and needed modifications. In addition, data gathered through the surveys were used for the analysis of relationships between program features and student outcomes.

Three surveys were administered. *Program director surveys* covered the following topics: program goals, operations, and activities; enrollment and attendance policies; linkages with

---

[1] Please see Hutchinson, C., Miller, S., Naftzger, N., et al. *South Carolina Extended Learning Time Study: Interim Report*. Naperville, IL: Learning Point Associates, 2006. The interim report includes a complete description and results of questionnaire validation and scaling.

school day staff; staffing and staff development; student assessment; relations with parents and community; and program challenges and effectiveness. Underlying the design of the survey questions was the model of best practices programming suggested by the research literature.[2] This model includes alignment of goals with activities, offering of a variety of academic and non-academic activities, linkages with the school day, parent involvement and ongoing staff development. Program directors were also asked to provide data on enrollment, funding, and expenditures. *Principal surveys* were designed as a briefer form of the director survey, to obtain the principals' perspective on program policies, goals, challenges, and effectiveness, and to ask about the principal's role with respect to the program. *Staff surveys* gathered staff perspectives on program-related staff development, linkages with the school day, student assessment, and program goals, challenges, and effectiveness. Staff were also asked about their programs' modes of delivering instruction and engaging students, including opportunities for students to choose activities, lead discussions, work in small groups, and engage in longer-term projects.

Frequencies of all responses to the three surveys are included in Appendix D.

The program survey samples were generated through the district survey administered by Learning Point Associates in the winter/spring of 2006. Once a 65 percent response rate was reached for the district questionnaire, a list of 265 programs was generated from program inventory data. Surveys were administered in May and June to 183 programs that operated during the school year only. An additional round of surveys was administered in August to 82 programs that operated during the summer.

Surveys were administered online, and sample members received email invitations to access the surveys. After two weeks, non-respondents received follow-up telephone calls. Up to three telephone contacts and/or email contacts were made as needed to follow-up with non-respondents.

Survey responses represent a total of 40 districts and were received from 131 program directors. Response rates for each survey are presented in Table A1 below. Caution should be exercised in generalizing from our survey results to the universe of programs in the state. Nevertheless, these results offer rich information about a large subset of state-funded programs.

Table A1. Program Survey Response Rates

	School Year	Summer	Total
Program Director Sample	n=183	n=82	n=265
Program Director Respondents	n=97	n=34	n=131
Program Director Response Rate	53%	41%	49%
Principal Sample	n=108	n=39	n=147
Principal Respondents	n=59	n=13	n=72
Principal Response Rate	55%	33%	49%
Staff Sample	n=242	n=73	n=315

---

[2] *Ibid*, pgs. 4-7.

	School Year	Summer	Total
Staff Respondents	n=111	n=17	n=128
Staff Response Rate	46%	23%	41%

Table A2 presents characteristics of homework centers and comprehensive remediation programs represented in the program inventories collected as part of the district questionnaire, as compared with the sample included in the program-level surveys. As the table demonstrates, there are few statistically significant differences between the samples based on reported program attributes.

Table A2. Characteristics of Homework Centers and Comprehensive Remediation Programs Represented in the Program Inventories and the Director, Principal, and Staff Survey Samples

Program Attribute	Program Inventories	All Surveys	Director Surveys	Principal Surveys	Staff Surveys
Grade Level					
Elementary school students	59.4%	63.2%	66.0%	61.4%	63.9%
Middle school students	41.5%	39.3%	37.0%	45.5%	37.7%
High school students	9.0%	10.3%	11.0%	11.4%	11.5%
Target Populations					
Special education students	46.2%	40.2%	39.0%	38.6%	41.0%
English language learners	29.9%	22.2%	23.0%	15.9%	26.2%
Title I students	39.7%	37.6%	36.0%	34.1%	37.7%
Students eligible for free-reduced price meals	56.0%	47.9%	47.0%	38.6%*	54.1%
Students that have been truant, expelled, or suspended	25.2%	23.9%	24.0%	15.9%	26.2%
Activities					
Homework completion/tutoring	72.2%	74.4%	73.0%	68.2%	70.5%
Academic enrichment	72.6%	72.6%	73.0%	75.0%	80.3%
Artistic Development	11.1%	11.1%	11.0%	9.1%	8.2%
Sports/recreation	12.0%	12.8%	14.0%	11.4%	9.8%
Social of civic development	16.2%	17.1%	18.0%	13.6%	14.8%
Summer/School Year					
School year only	67.2%	78.6%	76.0%	88.6%*	83.6%*
Summer only	13.4%	6.8%	8.0%	0.0%*	3.3%*
Both school year and summer	19.4%	14.5%	16.0%	11.4%*	13.1%*

Program Attribute	Program Inventories	All Surveys	Director Surveys	Principal Surveys	Staff Surveys
Hybrid Status					
Pure	70.5%	65.8%	65.0%	63.6%	62.3%
Hybrid	29.5%	34.2%	35.0%	36.4%	37.7%
Absolute Report Card Rating 2005					
Excellent	6.8%	4.3%	5.0%	2.3%	1.6%
Good	44.4%	40.2%	43.0%	43.2%	41.0%
Average	28.6%	35.9%	33.0%	38.6%	37.7%
Below average	15.0%	15.4%	14.0%	13.6%	13.1%
Unsatisfactory	5.1%	4.3%	5.0%	2.3%	6.6%
Improvement Report Card Rating 2005					
Excellent	6.4%	3.4%	4.0%	0.0%*	1.6%
Good	2.6%	3.4%	3.0%	4.5%*	1.6%
Average	22.2%	23.1%	23.0%	36.4%*	21.3%
Below average	53.0%	54.0%	48.0%	52.3%*	52.1%
Unsatisfactory	15.8%	19.7%	22.0%	6.8%*	19.7%
Locale					
Urban	11.5%	13.7%	11.0%	18.2%	16.4%
Suburban	36.3%	39.3%	39.0%	45.5%	37.7%
Rural	52.1%	47.0%	50.0%	36.4%	45.9%
Poverty Index					
Low (0 to 60%)	30.3%	30.8%	34.0%	29.5%	31.1%
Medium (60 to 75%)	39.3%	38.5%	35.0%	45.5%	37.7%
High (75 to 100%)	30.3%	30.8%	31.0%	25.0%	31.1%
Program Type					
Homework Center	50.9%	50.4%	49.0%	45.5%	45.9%
Comprehensive Remediation Program	49.1%	49.6%	51.0%	54.5%	54.1%

chi-square p < .05

In analyzing the survey, we used primarily descriptive methods to address the following questions:

- What are the patterns of program policy, staffing, and practice, and how are these aligned with goals?

- How do critical elements of practice vary by program type? For example, what are the differences between comprehensive remediation programs and homework centers,

between school year and summer programs, and between programs with mixed funding sources and state-only funding?

- How do program directors, principals, and staff rate the challenges and effectiveness of their programs, and what recommendations do they make for improvements?

- What do respondents identify as the most significant accomplishments and most effective practices of their programs?

Case Study Research

The case study research phase provided for in-depth exploration of six school-year program sites and six districts' summer programming offerings across the state, representing the diversity of programming interacting with state Homework Center and Comprehensive Remediation/Summer School funding. Site visits and qualitative data gathering allow the research team to identify contextual factors both facilitating and hindering successful program implementation. In addition, the case study research phase supported the identification of promising practices in the field by illuminating lessons learned from operating programs. A significant goal of the case studies was to identify what is working at each of the sites in terms of student engagement, program design and delivery, and impact on desired outcomes.

Similar to steps taken in the administration of the program surveys, once the 65 percent response rate on the district questionnaire was reached, the team proceeded with identification of school-year sites for the case study-research phase of the project. As with the program surveys, the district-supplied inventories provided the relevant program information necessary to make decisions about what sites to select for the case studies. In selecting case study sites, districts first were identified through a crosswalk of achievement data and an implementation index based on the district questionnaire. Those districts appearing in the top half of the achievement distribution and the top half of the implementation distribution were eligible for selection. Then a purposive sample of six districts was selected for diversity in, and representation of, geographic areas, urbanicity, and programming. Sites within those districts were identified to represent the variety of ELT programming that interacts with state funding sources.

Districts were similarly identified for participation in summer programming profiles. A crosswalk of implementation and achievement indices provided a list of 11 districts—housing summer programming operated with state funding streams—from which to choose. Districts were then selected to provide diversity in size and geographic area. Summer programs/schools within districts were randomly chosen for participation in the profile interviews.
Site visit and summer profile interview protocols were developed based on the findings of the literature review and in alignment with the study questions. Academic-year site visits—including interviews with program staff, directors, and principals as well as focus groups with parents, students, and school-day teachers—were conducted in May 2006. Follow-up visits were conducted in October and November 2006. The follow-up visits included update interviews with the program director or principal as well as observations and student surveys. Review of relevant program documents for all case study sites occurred on an ongoing basis.

District summer programming profiles consisted of telephone interviews with a district-level administrator involved in oversight of summer school, a principal at a school in the district that operated summer school in 2006, and a teacher or staff member who worked in that summer program. Summer profile interviews were conducted in September and October 2006 regarding summer 2006 programming.

All interview data was analyzed inductively and coded for emergent themes. NVivo software was used for qualitative analysis. Interview transcripts, notes, and audio files were maintained on a secured site, and results are presented in aggregate to protect participants' confidentiality.

Analysis of Student Achievement Data

Analysis of School-Level Achievement Data

A regression discontinuity (RD) analysis was conducted to examine the effect of Homework Center funding on student achievement at the school level. A key component of an RD analysis is that the "treatment" is assigned based on the school's location with respect to a fixed cut-point on a continuous pre-test variable. The pre-test variable used for this analysis was the state-assigned absolute rating index for each of the schools. This index is used to determine a school's absolute performance rating (*Unsatisfactory, Below Average, Average, Good,* and *Excellent*). Homework Center funding is then made available to schools falling into the *Below Average* and *Unsatisfactory* categories.

A basic RD discontinuity model fit with the same slope for both the funded and non-funded schools is shown below:

$$y_i = \beta_0 + \beta_1 X_i + \beta_2 Z_i + e_i \qquad (1)$$

In the model above, y_i is the post-test score, X_i is the pre-test score, and Z_i is the funding indicator variable. After a visual inspection of the plotted pre-test and post-test data, it became clear that for both sets of data described below (elementary schools and middle schools) that there was a different slope for the funded and non-funded group. As a result, both models were analyzed with the inclusion of a linear interaction term to account for the different slopes.

Elementary Schools

There were a total of 607 elementary schools with absolute rating indices for both the 2004 and 2005 school years on which the following analysis was based. The summary output[3] of the model fit from the linear regression is shown below.

```
Normal Regression
Kernel mean function = Identity
Response      = 2005Index
Terms         = (2004Index Funded 2004Index*Funded)
Coefficient Estimates
Label              Estimate        Std. Error     t-value     p-value
Constant          -0.0448375       0.0110414       -4.061      0.0001
2004Index          1.01029         0.0181425       55.686      0.0000
Funded            -0.0198215       0.0287029       -0.691      0.4901
2004Index.Funded  -0.466596        0.123874        -3.767      0.0002

R Squared:              0.884967
Sigma hat:              0.125535
Number of cases:            607
Degrees of freedom:         603

Summary Analysis of Variance Table
Source         df       SS            MS              F     p-value
Regression      3    73.1063        24.3688       1546.33   0.0000
Residual      603    9.50275        0.0157591
 Lack of fit  484    7.9208         0.0163653       1.23    0.0845
 Pure Error   119    1.58195        0.0132937
```

The above output indicates that there is a large effect for the pre-test (as one would expect) that accounts for most of the variance in the 2005 PACT scores. Additionally, there is a significant interaction term between the pre-test variable and the funding indicator variable. This interaction can clearly be seen in the Figure A1 plot as the different slopes for the funded group (lower left scores) and the non-funded group (upper right scores).

Additionally, there is a lack of an effect for the funding variable. These combined results indicate that there is a lack of statistical evidence supporting improved student achievement (with regard to the state accountability index) for elementary schools that receive the Homework Center funding.

---

[3] The data were analyzed with the regression software *Arc*. *Arc* is a free software program that can be obtained at the following URL: http://www.stat.umn.edu/arc/software.html. It is based on Luke Tierney's statistics software Xlisp-Stat.

Figure A1. Regression Discontinuity Plot: Elementary Schools
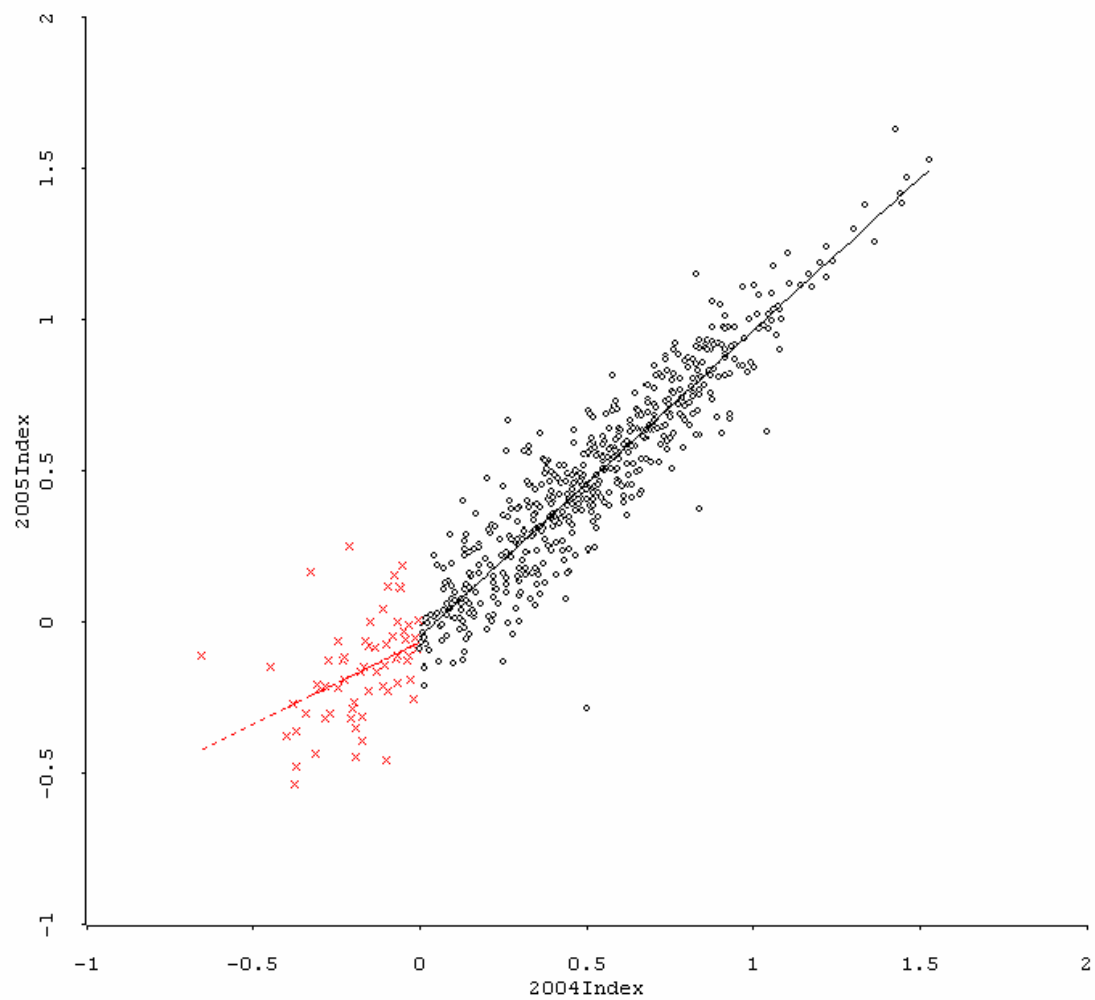
Middle Schools

There were a total of 263 middle schools with absolute rating indices for both the 2004 and 2005 school years on which the following analysis was based. The summary output of the model fit from the linear regression is shown below.

```
Normal Regression
Kernel mean function = Identity
Response      = 2005Index
Terms         = (2004Index Funded 2004Index*Funded)
Coefficient Estimates
Label             Estimate        Std. Error     t-value      p-value
Constant          -0.0252526      0.0152263       -1.658      0.0984
2004Index          1.04174        0.0324439       32.109      0.0000
Funded             0.00152808     0.0232144        0.066      0.9476
2004Index.Funded  -0.237258       0.0652136       -3.638      0.0003

R Squared:                0.922874
Sigma hat:                0.1084
Number of cases:              263
Degrees of freedom:          259

Summary Analysis of Variance Table
Source         df      SS              MS              F      p-value
Regression      3    36.4169          12.139      1033.05    0.0000
Residual      259    3.04341          0.0117506
 Lack of fit  233    2.80128          0.0120226     1.29     0.2226
 Pure Error    26    0.242135         0.00931289
```

The above output indicates that there is a large effect for the pre-test (as one would expect) that accounts for most of the variance in the 2005 scores. Additionally, there is a significant interaction term between the pre-test variable and the funding indicator variable. This interaction can clearly be seen in the Figure A2 plot as the different slopes for the funded group (lower left scores) and the non-funded group (upper right scores).

Additionally, there is a lack of an effect for the funding variable. These combined results indicate that there is a lack of statistical evidence supporting improved student achievement (with regard to the state accountability index) for middle schools that receive the Homework Center funding.

Figure A2. Regression Discontinuity Plot: Middle Schools
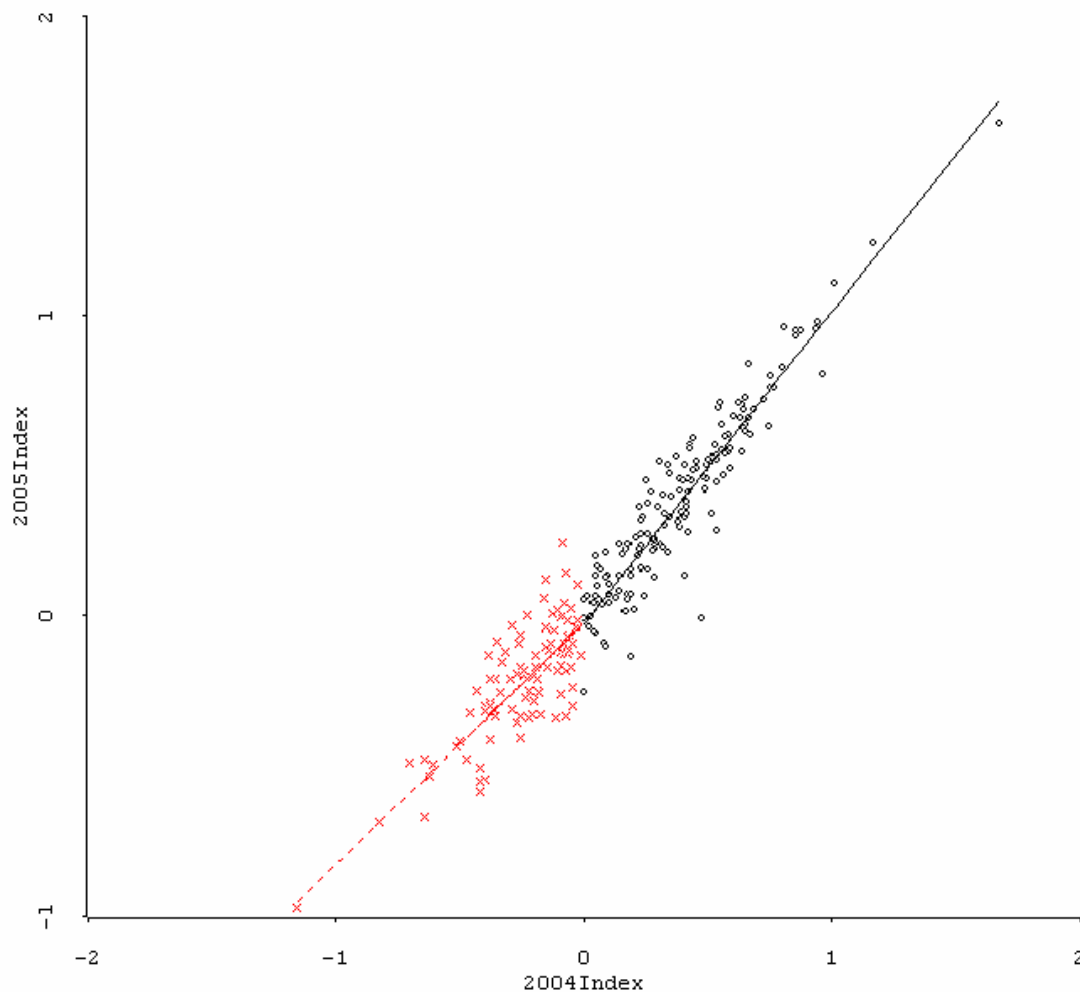
Analysis of Impact of Expenditures on School Improvement

A study was conducted to analyze the relationship between the level of state funding provided to schools for their homework centers, and the improvement in student achievement at the school level. School level expenditures were provided for 155 schools with unsatisfactory rated schools receiving $45,000 and below average rated schools receiving between $35,206 and $36,645.

Statistical Comparisons

To compare the impact of these expenditures with regard to student achievement at the school level, comparisons were made based on the school improvement rating indices for the 2004-05 school year. An explanation of how school report card ratings are calculated is available from the South Carolina EOC at **www.sceoc.com/PDF/2004Standards/Ratings_School_Districts.pdf**. Descriptive statistics for the improvement indices of the funded schools and all rated schools for the 2004-05 school year are included in Table A3.

Table A3. Mean, Standard Deviation and Range of School Improvement Indices

Group	Mean	Std. Dev.	N	Range
Funded Schools	-0.042	0.101	155	-0.28—0.42
All Schools	-0.027	0.107	889	-0.69—0.43

Independent Sample t-test

Since funded schools were essentially grouped into one of two expenditure categories based on the state assigned absolute ratings, an independent sample t-test was conducted to look for a difference in the average improvement between the two groups. Table A4 below shows the mean improvement index for each of the funding groups. The mean improvement index for the lower funded group was -0.048 and the mean for the higher funded group was -0.005.

Table A4. Average Improvement Index by Funding Level

Funding	N	Mean	Std. Dev.	Std. Error
Less Funding (Below Average Rated)	134	-0.048	0.095	0.008
More Funding (Unsatisfactory Rated)	21	-0.005	0.129	0.028

Table A5 shows the results of the independent sample t-test, with a t-statistics of -1.842. This results in a marginally significant p-value of 0.067, providing statistical evidence that the average improvement index for schools receiving greater funding was significantly higher than the average index for schools receiving the lower funding amount.

Table A5. Independent Samples t-test

t	df	Sig. (2-tailed)
-1.842	153	0.067

Analysis of Student-Level Achievement Data

In order to examine the potential impact of homework center (HWC) funding on student achievement, data from the 2004-05 and 2005-06 Palmetto Achievement Challenge Tests (PACT) were analyzed. Of specific interest were three comparisons: 1) the relative change in performance between participating students in funded schools and all students in those schools, 2) the relative change in performance between *Unsatisfactory* rated schools and *Below Average* rated schools, and 3) the relative change in performance between schools receiving HWC funding and all schools in the state.

Statistical Methodology

Percentage Point Change. To assess the change in percentage of students meeting state standards among NCLB categorical groups, a percentage point change was calculated. Specifically, this formula includes one additional element from the raw difference between two percentages, which is the dividend. The computation is raw percent difference divided by the percentage of students meeting state standards in the baseline year (2005) and is shown below in equation (2).

$$PPC = \frac{(2006\% - 2005\%)}{2005\%} \qquad\qquad (2)$$

To analyze the percentage point changes (PPC) across the various NCLB groups and for the three comparisons of interest, achievement change summary tables were developed which display all of the relevant PPC for grades 4 through 7 in both English/language arts and Mathematics. Next to each comparison (e.g. HWC participants versus schools with HWC funding) is a column labeled *Outcome*. This column displays a "+" sign for each NCLB category where the focal group (the left column) shows a gain in performance relative to the reference group (the right column). Examining the tables for trends in the location of the "+" signs allows for drawing conclusions regarding the overall impact of HWC funding on changes in student achievement. These tables (7 through 16) are included at the end of the discussion of student achievement.

Additional tables were developed to allow for simple visual analysis of the relative performance of NCLB groups across grade levels with respect to comparisons 1), 2) and 3) described earlier in this section. These tables (1 through 6) are displayed below and are discussed in the following sections.

Results

HWC Participants versus All Students in Funded Schools

Table A6 shows the instances where the performance of a particular NCLB subpopulation of homework center participants has made gains against the same NCLB group comprised of all students in schools receiving funding with regard to the percent meeting the state standards for English/language arts (denoted by a "+" sign in the tables). HWC participants made gains relative to all students in funded schools in grades 5 and 7. These gains were also observed at the NCLB category level. Specifically, female, male, black, Hispanic, white, economically disadvantaged, limited English proficient and special education students made similar gains in ELA performance at grades 5 and 7. The gains for Hispanic and limited English proficient occurred not only at grades 5 and 7, but also at grade 6.

Table A6. HWC Participants versus All Students in HWC funded Schools – ELA

NCLB Category	4	5	6	7
All students tested		+		+
Female		+		+
Male		+		+
American Indian				
Asian				
Black		+		+
Hispanic		+	+	+
White		+		+
Multiracial			+	
Economically Disadvantaged		+		+
Limited English Proficient		+	+	+
Migrant				
Special Education		+		+

Table A7 again shows the relative gains of HWC participants with regard to all students in funded schools, except the results reflect the change with regard to percentage of students meeting the state standards on the mathematics assessments. HWC participants showed relative gains in mathematics for both grades 5 and 6. For grade 6 in particular, HWC participants in 8 of the 12 NCLB categories showed similar growth (the exceptions being the American Indian, Asian, multiracial and migrant subpopulations). Although there aren't any additional clearly defined trends in the data, it is worth noting that female HWC participants showed gains in mathematics for grades 5 through 7. Likewise, limited English proficient students exhibited gains for both grades 7 and 8.

Table A7. HWC Participants versus All Students in HWC funded Schools – Mathematics

NCLB Category	4	5	6	7
All students tested		+	+	
Female		+	+	+
Male			+	
American Indian				
Asian				
Black		+	+	
Hispanic			+	
White			+	
Multiracial				+
Economically Disadvantaged		+	+	
Limited English Proficient			+	+
Migrant				
Special Education			+	

Unsatisfactory Rated Schools versus Below Average Schools

Table A8 shows the instances where the performance of a particular NCLB subpopulation of students in *Unsatisfactory* rated schools made gains against the same NCLB group of students in *Below Average* rated schools with regard to the percent meeting the state standards for English/language arts (denoted by a "+" sign in the tables). Relative gains by the students at the lower rated schools were seen at grade 7. This overall gain for grade 7 also occurred for female, male, Asian, black, white and economically disadvantaged students. Although other subgroups did exhibit occasional gains, no apparent trends exist in the data.

Table A8. Unsatisfactory versus Below Average Rated Schools – ELA

NCLB Category	4	5	6	7
All students tested				+
Female		+		+
Male				+
American Indian				
Asian				+
Black				+
Hispanic	+			
White	+	+		+
Multiracial				
Economically Disadvantaged				+
Limited English Proficient		+		
Migrant				
Special Education				

Table A9 displays the relative gains of students at the lower rated schools with regard to students at the higher rated schools, except the results reflect the change with regard to percentage of students meeting the state standards on the mathematics assessments. The aggregate of all students at *Unsatisfactory* schools in grade 5 showed gains against the higher rated schools. However, no other clear trends of growth seem apparent in the table.

Table A9. Unsatisfactory versus Below Average Rated Schools – Mathematics

NCLB Category	4	5	6	7
All students tested		+		
Female		+		
Male	+			
American Indian				
Asian				
Black		+		
Hispanic				
White	+	+		
Multiracial			+	
Economically Disadvantaged				
Limited English Proficient	+			
Migrant				
Special Education				

Homework Center Funded Schools versus the State

Table A10 shows the instances where the performance of a particular NCLB subpopulation of students in schools receiving homework center funding made gains against the same NCLB group of students at the state level with regard to the percent meeting the state standards for English/language arts (denoted by a "+" sign in the tables). HWC schools made an overall gain against the state average in grade 7. It is interesting to note that nearly all subpopulations of students from HWC funded schools for grade 7 ELA made gains against the state (with the exception of American Indian and limited English proficient students). Additionally, the Asian students in HWC funded schools made gains against the state at all four grade levels. One other notable trend is that LEP students showed relative gains across grades 4 through 6 as well.

Table A10. HWC Funded Schools versus the State – ELA

NCLB Category	4	5	6	7
All students tested				+
Female		+		+
Male				+
American Indian	+		+	
Asian	+	+	+	+
Black				+
Hispanic				+
White				+
Multiracial	+	+		+
Economically Disadvantaged				+
Limited English Proficient	+	+	+	
Migrant				+
Special Education				

Table A11 again displays the relative gains of students in HWC funded schools as compared to all students in the state, except the results reflect the change with regard to percentage of students meeting the state standards on the mathematics assessments. Grade 6 students at HWC funded schools showed gains against the state average in mathematics. This gain was also observed for nearly all NCLB subpopulations at grade 6 (with the exception of Hispanic, multiracial, limited English proficient, and special education students). Additionally, it is also worth noting that migrant students at HWC funded schools showed gains against the state average at both grades 6 and 7.

Table A11. HWC Funded Schools versus the State – Mathematics

NCLB Category	4	5	6	7
All students tested			+	
Female			+	
Male			+	
American Indian	+		+	
Asian			+	
Black			+	
Hispanic				
White			+	
Multiracial				
Economically Disadvantaged			+	
Limited English Proficient				+
Migrant			+	+
Special Education				

Note: The student achievement analysis was conducted based on a student data file received from the South Carolina Department of Education. This data file includes all student records from 2006 and all student records from 2005 where they could be matched to a 2006 record. This data file allowed for cross-sectional comparisons across years for grades 4 through 7 (since 2006 grade 3 students have no associated PACT testing record from 2005, and 2005 grade 8 students were not included in the file as well). As a result of this matching methodology, results presented here may not show an identical match to the state released testing results.

Analysis of Program Effectiveness

Center Staff Scale Scores

Implementation scores were generated across six constructs specifically related to program implementation following the psychometric validation of the South Carolina Center Staff Survey. These constructs included frequency of student participation (scale A3SS), receipt and use of materials provided by schools and parents (scale A4SS), program experience (scale B9), communication with teachers (scale B10), program challenges (scale C1) and program efficacy in achieving goals (scale C2). The range of scale scores across these implementation indices is roughly -5 to +6 (low construct endorsement to high construct endorsement respectively). For the purpose of measuring the impact of program implementation, scores in the top third

percentile were categorized as high implementation on the respective scale and scores below that point were categorized as low implementation.

Effect size (sensitivity to change-response mean)

In order to assess the magnitude of change over time (2005 to 2006) in English/language arts and mathematics achievement within homework centers serving 4th-7th grade students, effect size estimates were calculated. An effect size is an index for assessing the degree (magnitude) to which two data points differ from each other on a given variable. This index is "freed of dependence upon any specific unit of measurement" (Cohen, 1988); that is, an effect size is a unitless measure. An effect size transforms raw score differences into a standardized measure using a common standard deviation; therefore allowing for the comparison of effect sizes without statistical adjustment. The conventional values of effect size are: small (0.20), medium (0.50) and large (0.80); however, recent literature in educational statistics suggests that effect sizes greater than 0.20 are sufficient for measuring progress in program evaluation. Given that we have longitudinal cohort data, the magnitude (effect) of change from baseline is calculated as the absolute change (2005-06 minus 2004-05) divided by the pooled standard deviation. For the purpose of these analyses, effect sizes were categorized as negative or no effect (less than 0.20) and positive effect (greater than or equal to 0.20).

Statistical Modeling

To measure the relationship of program implementation at the center level on changes in student achievement (by grade), a series of Generalized Estimation Equations (GEEs) were conducted. These analyses were specifically conducted to model the probability of positive effects on student achievement relative to high program implementation in both English/language arts and Mathematics while controlling for grade level served in the program. Generalized Estimation Equations are an extension of Generalized Linear Models that are ideal for discrete binary outcomes (e.g., negative or no effect versus positive effect) with clustered discrete explanatory variables (e.g., implementation scales) (Liang and Zeger, 1986). The results from the models are log-odds ratios and accompanying confidence intervals and probability levels.

Results

Sample Description

Homework centers were the focus of the current analysis. Specifically, data were retained in the analysis if the center was specifically identified as a homework center and the grades served ranged from 3rd to 8th grade. For the purpose of these analyses, grades 3 and 8 were excluded due to data availability. The resulting cases for analysis were data collected on implementation and achievement from 22 homework centers.

English/Language Arts

To measure the impact of program implementation on English/language arts achievement, a series of bivariate GEEs were conducted. As indicated above, each model included the

implementation scale and grade level. Grade level was included as an adjustment in all analyses to account for between grade variance. The table below shows selected output from the fitting of the bivariate GEEs. The odds-ratio column refers to the odds associated with a program showing gains in student achievement given that the program rated high on the implementation construct. For example, an odds ratio of 1.75 would mean the odds of a program demonstrating gains in student achievement are 1.75 times (or 75%) higher for a high implementing program than those for a program that was not high implementing. One variable was significant however, the outcome unfavorable. Specifically, staff experience in the program had resulted in a lower probability to detect positive gains in student achievement. In the other direction (although not significant), it is interesting to note that high levels of student participation (scale A3) and receipt and use of materials provided by schools and parents (scale A4) appears to increase the probability of positive changes in student achievement by 25% and 69% respectively while the remaining two constructs have little to no influence on student achievement in English/language arts.

Table A12. Results of Implementation Analysis: English/Language Arts

			Contrast Estimate Results				
Label	Odds-Ratio	Standard Error	Alpha	Confidence Limits		Chi-Square	*p*-value
A3	1.2528	0.7599	0.05	0.3816	4.1133	0.14	0.7102
A4	1.6949	0.632	0.05	0.8161	3.5202	2.00	0.1571
B9	0.2902	0.178	0.05	0.0872	0.9656	4.07	0.0437
B10	1.1022	0.5652	0.05	0.4034	3.0114	0.04	0.8495
C1	0.9721	0.4707	0.05	0.3763	2.5109	0.00	0.9533
C2	0.8878	0.4503	0.05	0.3285	2.3991	0.06	0.8145

Mathematics

To measure the impact of program implementation on Mathematics achievement, a series of bivariate GEEs were conducted. As indicated above, each model included the implementation scale and grade level. Grade level was included as an adjustment in all analyses to account for between grade variance. The table below shows selected output from the fitting of the bivariate GEEs. The odds-ratio column refers to the odds associated with a program showing gains in student achievement given that the program rated high on the implementation construct. For example, an odds ratio of 1.75 would mean the odds of a program demonstrating gains in student achievement are 1.75 times (or 75%) higher for a high implementing program than those for a program that was not high implementing. Although there were no significant chi-square statistics, it is interesting to note that high levels of student participation (scale A3), communication with teachers (scale B10), and program efficacy in achieving goals (scale C2) appears to increase the probability of positive changes in student achievement by 29%, 46% and 69% respectively while the remaining three constructs were not related to positive effects.

Table A13. Results of Implementation Analysis: Mathematics

Label	Odds-Ratio	Standard Error	Alpha	Confidence Limits		Chi-Square	*p*-value
A3	1.2917	0.8861	0.05	0.3367	4.955	0.14	0.7091
A4	0.5255	0.4043	0.05	0.1163	2.374	0.70	0.4030
B9	0.4080	0.3036	0.05	0.0949	1.754	1.45	0.2283
B10	1.4684	0.9325	0.05	0.423	5.098	0.37	0.5452
C1	0.4638	0.3392	0.05	0.1107	1.9444	1.10	0.2934
C2	1.6183	0.9809	0.05	0.4933	5.309	0.63	0.4271

Appendix B

Achievement Analysis Results

Table B1: Grade 4 English

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Average Schools	Outcome	Schools with HWC	State	Outcome
All students tested	-19.4%	-14.3%		-16.4%	-14.1%		-14.3%	-7.0%	
Female	-18.3%	-11.7%		-15.0%	-11.3%		-11.7%	-6.0%	
Male	-21.0%	-17.2%		-17.9%	-17.1%		-17.2%	-8.0%	
American Indian		-18.5%			-18.5%		-18.5%	-19.8%	+
Asian		3.0%			3.0%		3.0%	-1.8%	+
Black	-21.0%	-17.1%		-18.4%	-16.9%		-17.1%	-12.7%	
Hispanic	-12.5%	-11.1%		7.1%	-11.8%	+	-11.1%	-8.6%	
White	-12.3%	-7.9%		-4.4%	-8.0%	+	-7.9%	-3.7%	
Multiracial		-0.6%			1.7%		-0.6%	-2.3%	+
Unknown								-5.1%	
Economically Disadvantaged	-20.0%	-16.2%		-17.3%	-16.0%		-16.2%	-10.9%	
Limited English Proficient	-10.0%	-8.8%			-10.1%		-8.8%	-10.0%	+
Migrant								-5.4%	
Special Education	-28.1%	-27.8%		-42.6%	-25.9%		-27.8%	-18.4%	

Table B2: Grade 4 Math

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Avg Schools	Outcome	Schools with HWC	State	Outcome
All students tested	-15.9%	-12.5%		-15.7%	-12.1%		-12.5%	-5.9%	
Female	-18.6%	-14.5%		-24.8%	-13.5%		-14.5%	-7.1%	
Male	-12.5%	-10.5%		-5.9%	-10.8%	+	-10.5%	-4.6%	
American Indian		4.5%			4.5%		4.5%	-2.3%	+
Asian		-1.4%			-1.4%		-1.4%	0.2%	
Black	-18.2%	-16.0%		-17.6%	-15.8%		-16.0%	-12.6%	
Hispanic	-17.1%	-7.3%		-22.1%	-4.5%		-7.3%	-3.0%	
White	-6.1%	-5.8%		-2.2%	-6.0%	+	-5.8%	-2.5%	
Multiracial		-7.1%			-7.6%		-7.1%	-5.2%	
Unknown								-7.4%	
Economically Disadvantaged	-17.3%	-14.2%		-17.0%	-13.9%		-14.2%	-9.1%	
Limited English Proficient	-9.1%	-5.2%		10.0%	-3.4%	+	-5.2%	-2.0%	
Migrant								11.6%	
Special Education	-28.6%	-17.6%		-37.3%	-15.3%		-17.6%	-8.9%	

Table B3: Grade 5 English

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Avg Schools	Outcome	Schools with HWC	State	Outcome
All students tested	4.3%	-2.9%	+	-4.7%	-2.7%		-2.9%	-1.0%	
Female	7.8%	2.6%	+	3.6%	2.4%	+	2.6%	0.9%	+
Male	-1.1%	-9.0%	+	-15.0%	-8.3%		-9.0%	-3.0%	
American Indian		-4.0%			-4.0%		-4.0%	0.1%	
Asian		3.1%			3.4%		3.1%	1.0%	+
Black	2.1%	-4.4%	+	-6.0%	-4.2%		-4.4%	-3.6%	
Hispanic	39.8%	0.7%	+	-6.2%	2.3%		0.7%	1.7%	
White	4.6%	-0.3%	+	-0.2%	-0.3%	+	-0.3%	0.2%	
Multiracial		13.9%			14.0%		13.9%	1.2%	+
Unknown								-3.5%	
Economically Disadvantaged	4.1%	-3.8%	+	-5.2%	-3.6%		-3.8%	-2.8%	
Limited English Proficient	25.8%	5.6%	+	15.7%	5.0%	+	5.6%	1.2%	+
Migrant		-28.6%			-28.6%		-28.6%	-10.4%	
Special Education	-12.2%	-18.9%	+	-36.9%	-16.3%		-18.9%	-11.3%	

Table B4: Grade 5 Math

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Avg Schools	Outcome	Schools with HWC	State	Outcome
All students tested	-4.0%	-5.7%	+	-5.3%	-5.7%	+	-5.7%	-3.3%	
Female	1.2%	-4.1%	+	-2.8%	-4.3%	+	-4.1%	-2.4%	
Male	-9.3%	-7.2%		-7.9%	-7.1%		-7.2%	-4.2%	
American Indian		-29.8%			-29.8%		-29.8%	-17.0%	
Asian		-2.2%			-2.2%		-2.2%	1.0%	
Black	-3.5%	-6.5%	+	-4.4%	-6.8%	+	-6.5%	-5.2%	
Hispanic	-9.5%	-7.4%		-30.7%	-2.0%		-7.4%	-1.0%	
White	-3.9%	-3.5%		0.8%	-3.6%	+	-3.5%	-2.7%	
Multiracial		-23.9%			-21.3%		-23.9%	-5.1%	
Unknown		10.0%			3.5%		10.0%	-4.3%	+
Economically Disadvantaged	-4.3%	-6.6%	+	-6.6%	-6.5%		-6.6%	-5.2%	
Limited English Proficient	-7.5%	-4.9%		-32.3%	1.1%		-4.9%	0.3%	
Migrant		-4.0%			-4.0%		-4.0%	-2.1%	
Special Education	-24.2%	-17.7%		-36.1%	-15.6%		-17.7%	-12.7%	

Table B5: Grade 6 English

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Avg Schools	Outcome	Schools with HWC	State	Outcome
All students tested	-21.1%	-14.8%		-18.5%	-14.0%		-14.8%	-10.0%	
Female	-18.7%	-11.5%		-14.7%	-10.8%		-11.5%	-7.3%	
Male	-24.2%	-18.4%		-22.8%	-17.5%		-18.4%	-12.9%	
American Indian		1.9%		0.0%	2.4%		1.9%	-8.1%	+
Asian		-5.6%			-6.9%		-5.6%	-6.3%	+
Black	-21.2%	-17.7%		-18.7%	-17.4%		-17.7%	-15.4%	
Hispanic	-17.6%	-21.1%	+	-32.4%	-17.6%		-21.1%	-17.9%	
White	-22.2%	-10.8%		-15.8%	-10.3%		-10.8%	-7.0%	
Multiracial	25.0%	-9.1%	+	-31.3%	-3.9%		-9.1%	-5.9%	
Unknown		15.4%			34.1%		15.4%	1.2%	+
Economically Disadvantaged	-22.3%	-17.3%		-19.0%	-16.8%		-17.3%	-15.1%	
Limited English Proficient	-15.1%	-19.8%	+	-26.0%	-18.1%		-19.8%	-22.7%	+
Migrant		-27.3%			-30.0%		-27.3%	-17.4%	
Special Education	-47.1%	-42.7%		-48.7%	-41.2%		-42.7%	-36.5%	

Table B6: Grade 6 Math

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Avg Schools	Outcome	Schools with HWC	State	Outcome
All students tested	10.1%	3.5%	+	0.9%	4.1%		3.5%	2.3%	+
Female	15.8%	7.3%	+	2.7%	8.2%		7.3%	4.8%	+
Male	4.4%	-0.1%	+	-0.9%	0.1%		-0.1%	-0.2%	+
American Indian		7.7%		6.1%	8.0%		7.7%	5.7%	+
Asian		11.8%			10.3%		11.8%	2.0%	+
Black	11.0%	5.1%	+	1.7%	6.2%		5.1%	3.9%	+
Hispanic	24.1%	-1.3%	+	-9.9%	1.6%		-1.3%	1.6%	
White	7.4%	1.7%	+	-0.6%	1.9%		1.7%	1.3%	+
Multiracial	-30.6%	-11.0%		3.9%	-14.0%	+	-11.0%	0.5%	
Unknown		-12.8%			-7.1%		-12.8%	-2.7%	
Economically Disadvantaged	10.9%	4.2%	+	0.7%	5.1%		4.2%	2.8%	+
Limited English Proficient	71.4%	4.0%	+	-8.8%	7.8%		4.0%	5.9%	
Migrant		21.7%			41.2%		21.7%	9.6%	+
Special Education	-16.1%	-18.4%	+	-38.3%	-14.3%		-18.4%	-12.7%	

Table B7: Grade 7 English

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Avg Schools	Outcome	Schools with HWC	State	Outcome
All students tested	18.7%	11.4%	+	13.3%	10.9%	+	11.4%	7.7%	+
Female	19.7%	12.1%	+	14.9%	11.5%	+	12.1%	8.6%	+
Male	17.7%	10.5%	+	11.2%	10.3%	+	10.5%	6.9%	+
American Indian		-12.3%		-18.1%	-11.8%		-12.3%	-3.0%	
Asian		17.1%		28.2%	15.6%	+	17.1%	6.9%	+
Black	21.5%	14.3%	+	14.9%	14.1%	+	14.3%	13.7%	+
Hispanic	21.8%	18.8%	+	13.7%	20.1%		18.8%	10.9%	+
White	10.2%	6.6%	+	7.4%	6.6%	+	6.6%	4.4%	+
Multiracial		29.7%		9.1%	35.9%		29.7%	17.1%	+
Unknown		47.5%			15.0%		47.5%	5.2%	+
Economically Disadvantaged	20.1%	14.2%	+	16.6%	13.6%	+	14.2%	12.2%	+
Limited English Proficient	143.2%	28.4%	+	11.8%	34.5%		28.4%	33.3%	
Migrant		7.7%			27.3%		7.7%	3.8%	+
Special Education	-14.4%	-19.7%	+	-33.1%	-15.7%		-19.7%	-11.7%	

Table B8: Grade 7 Math

NCLB Category	HWC Participants	Schools with HWC	Outcome	Unsatisfactory Schools	Below Avg Schools	Outcome	Schools with HWC	State	Outcome
All students tested	-10.1%	-7.7%		-11.5%	-6.9%		-7.7%	-5.0%	
Female	-7.9%	-8.2%	+	-12.6%	-7.2%		-8.2%	-5.3%	
Male	-12.3%	-7.3%		-10.2%	-6.7%		-7.3%	-4.6%	
American Indian		-14.3%		-23.4%	-13.5%		-14.3%	-10.2%	
Asian		-5.3%		-6.9%	-5.1%		-5.3%	-1.6%	
Black	-11.5%	-11.2%		-12.7%	-10.7%		-11.2%	-9.2%	
Hispanic	-21.5%	-9.0%		-19.8%	-5.9%		-9.0%	-7.6%	
White	-4.9%	-3.1%		-5.9%	-2.8%		-3.1%	-2.7%	
Multiracial	16.9%	-11.6%	+	-35.7%	-6.2%		-11.6%	-4.4%	
Unknown		23.2%			10.1%		23.2%	8.4%	+
Economically Disadvantaged	-9.9%	-9.0%		-11.8%	-8.2%		-9.0%	-7.3%	
Limited English Proficient	8.3%	-1.0%	+	-4.1%	0.2%		-1.0%	-3.8%	+
Migrant		86.8%			101.6%		86.8%	4.6%	+
Special Education	-23.8%	-18.4%		-23.0%	-17.4%		-18.4%	-11.3%	

Appendix C

District Questionnaire Results

Table B1. Program Activities and Outcomes (*n*=63 unless otherwise noted)*

A6. Please rate your agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
ELT program offerings in the district provide students with learning opportunities not available during the regular school day.	31.7% 20	55.6% 35	11.1% 7	– 0	1.6% 1
ELT program offerings in the district have enough capacity to serve all interested students.	12.7% 8	41.3% 26	34.9% 22	11.1% 7	– 0
Curriculum and instruction in ELT programs operating in the district reinforce concepts being taught in the school day.	41.3% 26	54.0% 34	3.2% 2	– 0	1.6% 1
ELT programming contributes to the overall effectiveness of schools in the district.	28.6% 18	54.0% 34	6.3% 4	– 0	11.1% 7
ELT program offerings contribute to improved student skills in reading.* (*n*=62)	27.4% 17	56.5% 35	4.8% 3	– 0	11.3% 7
ELT program offerings contribute to improved student skills in math.	28.6% 18	60.3% 38	3.2% 2	– 0	7.9% 5
ELT programming enhances students' behaviors, such as improved school day attendance and fewer disciplinary referrals.	11.1% 7	46.0% 29	14.3% 9	– 0	28.6% 18

Table B2. Coordination and Communication (*n*=63 unless otherwise noted)*

A7. Please rate your agreement with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
ELT program offerings in the district are coordinated with each other.	22.2% 14	54.0% 34	23.8% 15	– 0	– 0
ELT program offerings in the district are coordinated with the regular school day.* (*n*=62)	25.8% 16	62.9% 39	8.1% 5	– 0	3.2% 2
School day teachers work directly in ELT programs in addition to the regular school day.	55.6% 35	44.4% 28	– 0	– 0	– 0
School day teachers interact with ELT program staff to support program delivery.	23.8% 15	65.1% 41	3.2% 2	– 0	7.9% 5
Mechanisms for communication between school day teachers and ELT program staff are in place.	19.0% 12	65.1% 41	3.2% 2	– 0	12.7% 8
ELT programming engages and involves students' families.* (*n*=62)	11.3% 7	45.2% 28	30.6% 19	1.6% 1	11.3% 7
Mechanisms for communication between ELT program staff and student-participants' parents are in place.	22.2% 14	63.5% 40	9.5% 6	– 0	4.8% 3

Table B3. District Involvement in Program Management (*n*=63 unless otherwise noted)*

A8. To what extent is the district office involved in:	Very Much	Moderately	Somewhat	Not at All	Not Applicable
The overall management of summer school programs?* (*n*=61)	49.2% 30	29.5% 18	13.1% 8	1.6% 1	6.6% 4
The overall management of other ELT programs?	31.7% 20	39.7% 25	20.6% 13	4.8% 3	3.2% 2
The daily operations of summer school programs?* (*n*=62)	16.1% 10	35.5% 22	24.2% 15	17.7% 11	6.5% 4
The daily operations of other ELT programs?	9.5% 6	36.5% 23	27.0% 17	22.2% 14	4.8% 3

Table B4. District Involvement in Program Logistics (*n*=63 unless otherwise noted)*

A9. To what extent is the district office involved in:	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Allocating local revenue for transportation to and from ELT programs?* (*n*=62)	58.1% 36	16.1% 10	12.9% 8	9.7% 6	3.2% 2
Coordinating transportation to and from ELT programs?	55.6% 35	22.2% 14	11.1% 7	9.5% 6	1.6% 1
Providing curriculum materials for ELT programs?	41.3% 26	41.3% 26	9.5% 6	6.3% 4	1.6% 1
Hiring staff for and/or staffing ELT programs in the district?	17.5% 11	25.4% 16	36.5% 23	19.0% 12	1.6% 1
Providing staff development for ELT program staff in the district?	25.4% 16	22.2% 14	34.9% 22	12.7% 8	4.8% 3

Table B5. District Involvement in Program Planning (*n*=63 unless otherwise noted)*

A10. To what extent is the district office involved in:	Very Much	Moderately	Somewhat	Not at All	Not Applicable
ELT program goal-setting?	36.5% 23	28.6% 18	23.8% 15	9.5% 6	1.6% 1
Linking ELT program goals to program design?	36.5% 23	31.7% 20	20.6% 13	9.5% 6	1.6% 1
Evaluating ELT program implementation?	34.9% 22	31.7% 20	22.2% 14	11.1% 7	– 0
Assessing student progress in ELT programs?* (*n*=62)	21.0% 13	33.9% 21	30.6% 19	12.9% 8	1.6% 1
Establishing measures of ELT program effectiveness?	27.0% 17	34.9% 22	28.6% 18	9.5% 6	– 0
Collecting ELT program data?	38.1% 24	22.2% 14	28.6% 18	11.1% 7	– 0

Table B6. Expectations of Program Staff (*n*=63 unless otherwise noted)*

A11. To what extent are staff running ELT programs expected to:	Very Much	Moderately	Somewhat	Not at All	Not Applicable
Report data to the district on program operations?* (*n*=61)	44.3% 27	27.9% 17	21.3% 13	4.9% 3	1.6% 1
Report data to the district on program outcomes?* (*n*=61)	54.1% 33	24.6% 15	16.4% 10	3.3% 2	1.6% 1
Develop tutorial or other individualized student learning plans for program participants?* (*n*=62)	48.4% 30	25.8% 16	17.7% 11	6.5% 4	1.6% 1
Align individualized student learning plans to district or state standards?* (*n*=62)	58.1% 36	21.0% 13	14.5% 9	3.2% 2	3.2% 2

Table B7. District Responses to Yes or No Survey Items

Item	Yes	No
A12. Have any evaluations of ELT programming in your district been conducted in the past? (*n*=59)	39.0% 23	61.0% 36
A13. If so, could our research team have a copy? (*n*=20)	80.0% 16	20.0% 4
A14. Will your district operate K–8 summer school following the 2005–2006 school year? (*n*=58)	75.9% 44	24.1% 14
A15. Did your district operate K–8 summer school following the 2004–2005 school year? (*n*=62)	77.4% 48	22.6% 14
A19. In addition to State Department of Education guidance, does the district have in place program guidelines to govern the operation of state-funded Homework Centers? (*n*=50)	32.0% 16	68.0% 34
A20. Do schools receiving state Homework Center grants share their end-of-the-year reports to the State Department of Education with the district? (*n*=45)	71.1% 32	28.9% 13

Table B8. Use of Comprehensive Remediation Funding

Item	K–8 Summer School	9–12 Summer School	School Year Comprehensive Remediation Programs
A16. How will your district use state EAA [Education Accountability Act] Comprehensive Remediation/Summer School funding in the 2005–2006 school year? (Please select all that apply)	69.8% 44	12.7% 8	76.2% 48
A17. How did your district use state EAA Comprehensive Remediation/Summer School funding in the 2004–2005 school year? (Please select all that apply)	69.8% 44	14.3% 9	76.2% 48

Note: Percentages shown are respondents indicating each option out of the total sample, *n*=63

Table B9. State-Funded Homework Centers Operating in the District

A18. How many state-funded Homework Centers are currently operating in your district? (*n*=58)	
No centers	37.9% (22)
1–5 centers	51.7% (30)
6–10 centers	5.1% (3)
More than 10 centers	5.1% (3)
Range	0–16
Mean	2.3
Standard deviation	3.4
Median	1.5
Mode	0
Total centers represented	132

Appendix D
Program Survey Results

South Carolina Extended Learning Time Study

Program Director Survey (n=131, unless otherwise noted*)

Are you the principal at any of the schools that are served by the program?*	N	Percent
Yes	46	35.9
No	82	64.1
Total	128	100.0

How long has your school had an afterschool program or extended learning program (learning activities outside of regular school hours) of ANY kind?*	N	Percent
1st year	-	-
2nd year	5	11.1
3rd year	7	15.6
4th year	6	13.3
5th year .	4	8.9
More than 5th year	23	51.1
Total	45	100.0

Have the school's extended learning programs changed significantly over time?*	N	Percent
Yes	22	47.8
No	21	45.7
Don't know	3	6.5
Total	46	100.0

A. GENERAL INFORMATION	N	Percent
Type of organization is responsible for the day-to-day operation of the program: * (n=127)		
School	102	80.3
School district	22	17.3
Faith based	1	0.8
Other	2	1.6
Total	127	100.0
How long has this program—in its current configuration at this site—been in operation? * (n=126)		
1st year of operation	16	12.7
2nd year of operation	22	17.5
3rd year of operation	26	20.6
4th year of operation	21	16.7
5th year of operation	8	6.3
greater than 5th year of operation	33	26.2
Total	126	100.0
Does the program provide transportation services to the students to and/or from the program? * (n=126)		
No, program does not provide any transportation services	18	14.3
yes, program provides transportation services	108	85.7
Total	126	100.0
Respondents who said that the program does provides transportation services.		
Type of transportation services:* (n=108)		
Program provides transportation from school to program	1	0.9
Program provides transportation from program to student home	71	65.7
Program provides transportation to and from program	36	33.3
Total	108	100.0

Summer School Respondents Only (n=34)

B2 When students enroll in the summer program, for what period of time do they enroll?	N	*Percent*
For the full summer session	22	68.7
For a shorter session or period	5	15.6
A mix of both of the above	5	15.6
Total	32	100.0

School Year Respondents Only (n=97)

B5 Is your program open before school?	N	*Percent*
Yes	15	16.0
No	79	84.0
Total	94	100.0

School Year Respondents Only (n=97)

B5 Is your program open after school?	N	*Percent*
Yes	92	97.9
No	1.5	2.1
Total	94	100.0

School Year Respondents Only (n=97)

B5 Is your program open weekends?	N	*Percent*
Yes	5	5.3
No	89	94.7
Total	94	100.0

School Year Respondents Only (n=97)

B5 Is your program open some school vacations?	N	*Percent*
Yes	1	1.1
No	93	98.9
Total	94	100.0

Descriptive Statistics*	N	Mean
How many hours per week does program provide services?	125	10.06
How many days per week does program provide services?	125	3.51
How many students can program serve at full capacity?	114	105.94
How many students enrolled in program?	117	89.51
What is approximate average daily attendance?	104	64.78
How many hours per week are students in program?	124	9.11
Hours as director or coordinator of program	120	13.69
Hours physically on site at program	121	13.82
How many paid credentialed teachers work in program?	107	8.50
How many paid credentialed teachers work in program and school?	108	8.09
How many paid teaching assistants or aides work in program?	103	1.39
How many paid teaching assistants or aides work in program and school?	90	1.58
How many paid activity/recreation leaders work in program?	94	0.76
How many paid activity/recreation leaders work in program and school?	74	0.43
How many paid learning specialists/counselors work in program?	91	0.23
How many paid learning specialists/counselors work in program and school?	72	0.24
How many paid admin staff work in program?	96	0.68
How many paid admin staff work in program and school?	77	0.61
How many volunteers work in program?	87	1.37
How many volunteers work in program and school?	68	0.68
How many OTHER work in program?	12	2.42
How many OTHER work in program and school?	10	2.10
Total program spending for this year	91	$41,810
Total program spending for last year	71	$37,476
What is the monthly fee for full time enrollment?	7	$158
How many hours per week do you work as director?	108	12.78

C1. Who is eligible to enroll in the program? *	N	Percent
All students	28	22.0
Students performing below grade-level proficiency standards	42	33.1
All students either below or just barely meeting grade-level proficiency standards	44	34.6
Other	13	10.2
Total	127	100.0

C2. Are students referred to the program by parent referral/request? *	N	Percent
Yes	74	57.4
No	55	42.6
Total	129	100.0

C2. Are students referred to the program by teacher referral? *	N	Percent
Yes	100	77.5
No	29	22.5
Total	129	100.0

C2. Are students referred to the program by principal/school administrator referral? *	N	Percent
Yes	75	58.1
No	54	41.9
Total	129	100.0

C3. How is enrollment prioritized? *	N	Percent
First come, first served	7	5.5
Priority given to students with lowest levels of academic proficiency	71	55.9
No prioritization needed because spaces are sufficient for the number of applicants	44	34.6
Other	5	3.9
Total	127	100.0

C7. What is the program's attendance policy? *	N	Percent
Students are required to attend every day we offer services.	77	61.1
Students are required to attend 2 or more days per week	8	6.3
Students are required to attend at least once per week.	2	1.6
There is no attendance requirement. Students can drop in and out at any time.	22	17.5
Other	17	13.5
Total	126	100.0

D1. What, in your view, are the goals of the program? *	N	Percent			
		Not a goal	Primary goal	Secondary goal	Total
a. Enable lowest-performing students to achieve grade-level proficiency	127	3.9	88.2	7.9	100.0
b. Raise performance levels of any students who have an interest in participating	126	12.7	57.9	29.4	100.0
c. Provide supervised space for students to complete homework	126	46.8	16.7	36.5	100.0
d. Raise the school's performance overall	127	1.6	70.9	27.6	100.0
e. Provide opportunities for students to participate in activities not offered during the school day	126	59.5	10.3	30.2	100.0
f. Other	127	91.3[+]	7.9	0.8	100.0

[+]*Not applicable*

D2. Please indicate, for each of the following activities, whether it is not offered by your program, whether it is offered regularly, or offered occasionally. *	N	Percent			
		Not offered	Offered regularly	Offered occasionally	Total
a. Supervised study hall	126	60.3	28.6	11.1	100.0
b. Group instruction in Math	126	4.0	89.7	6.3	100.0
c. Group instruction in English or Reading	126	2.4	90.5	7.1	100.0
d. Group instruction in Science or Social Science	126	15.9	61.1	23.0	100.0
e. One-on-one tutoring	125	12.8	36.8	50.4	100.0
f. Computer-assisted learning	126	9.5	66.7	23.8	100.0
g. Preparation for standardized tests	126	13.5	59.5	27.0	100.0
h. Recreational activity	126	60.3	23.8	15.9	100.0
i. Enrichment programs such as art or drama	124	73.4	13.7	12.9	100.0
j. Other	127	96.1[+]	1.6	2.4	100.0

[+]*Not applicable*

D3. Indicate whether you receive each of the following from the students' schools and parents and to what extent you use it in providing academic support activities: *	N	Percent				
		Do not Receive	Use rarely	Use often	Always Use	Total
a. Students' academic plans	126	10.3	4.8	29.4	55.6	100.0
b. Students' standardized test scores	126	6.3	6.3	23.8	63.5	100.0
c. Students' grades	126	49.2	4.8	8.7	37.3	100.0
d. Input from students' day school teachers	126	2.4	3.2	42.9	51.6	100.0
e. Input from parents	126	6.3	21.4	51.6	20.6	100.0
f. Other	126	96.1[+]	-	1.6	2.4	100.0

[+]*Not applicable*

School Year Respondents Only (n=97)

D4. How often does the program send parents written reports on students' academic progress?	N	Percent
We do not provide written reports to parents.	18	18.9
Monthly	9	9.5
Quarterly	15	15.8
Once a year	1	1.1
As needed, on a case-by-base basis	35	36.8
Only when requested by parents	5	5.3
Other	12	12.6
Total	95	100.0

Summer School Respondents Only (n=34)

D4. How often does the program send parents written reports on students' academic progress?	N	Percent
We do not provide written reports to parents.	2	6.3
Once per session	10	31.3
Twice or more often per session	12	37.5
As needed, on a case-by-base basis	3	9.4
Only when requested by parents	-	-
Other	5	15.6
Total	32	100.0

D5. What information does the program use to assess students' progress? (CHECK ALL THAT APPLY) *	N	Percent
Program staff observations	105	81.4
Results from program-administered tests or assignments	88	68.2
Results from tests administered at students' schools	78	60.5
Reports from or discussions with students' day teachers	73	56.6
Discussions with parents	49	38.0
Students' self-report	29	22.5
Other	4	3.1

School Year Respondents Only (n=97)

E3. How often do staff of this program meet together to discuss program-related issues (without students) for at least 30 minutes?	N	Percent
Never	11	11.6
Once a year	3	3.2
A few times a year	39	41.1
Monthly	12	12.6
Bimonthly	7	7.4
Weekly	17	17.9
Other	6	6.3
Total	95	100.0

Summer School Respondents Only (n=34)

E3. How often do staff of this program meet together to discuss program-related issues (without students) for at least 30 minutes?	N	Percent
Never	-	-
Once each session	5	16.7
Twice each session	10	33.3
3 or more times each session	13	43.3
Other	2	6.7
Total	30	100.0

School year respondents who reported meeting together to discuss program related Issues (n=84)

E4. What are the most common topics/agenda items at these meetings? (CHECK ALL THAT APPLY)	N	Percent
Program attendance	49	58.3
Curriculum	65	77.4
Planning program activities	42	50.0
Individual students and/or their needs	60	71.4
Providing training/professional development to staff in a particular area	17	20.2
Other	2	2.4

Summer school respondents who reported meeting together to discuss program related Issues (n=30)

E4. What are the most common topics/agenda items at these meetings? (CHECK ALL THAT APPLY)	N	Percent
Program attendance	14	46.7
Curriculum	26	86.7
Planning program activities	29	60
Individual students and/or their needs	23	76.7
Providing training/professional development to staff in a particular area	8	26.7
Other	1	3.3

School year respondents who reported meeting together to discuss program related Issues (n=84)

E5. Are program staff compensated for this meeting time?	N	Percent
Not compensated	30	35.7
Fully compensated for all meetings	46	54.8
Partly compensated.	8	9.5
Total	84	100.0

Summer school respondents who reported meeting together to discuss program related issues (n=30)

E5. Are program staff compensated for this meeting time?	N	Percent
Not compensated	4	13.3
Fully compensated for all meetings	22	73.3
Partly compensated.	3	10.3
Total	29	100.0

E6. Do program staff receive organized training/professional development (related to the extended learning program) at other times during the year?*	N	Percent
Yes	75	60.0
No	50	40.0
Total	125	100.0

E8. What topics does the professional development for the program cover (CHECK ALL THAT APPLY)	N	Percent
Academic curriculum	39	79.6
Instructional methods	41	83.7
Behavior/discipline	28	57.1
Recreational or enrichment curriculum or activity planning	15	30.6
Other	4	8.2
Total	131	

F1. In what ways are the principal(s) and other school administrators typically involved in the extended learning program? (CHECK ALL THAT APPLY))* (n=126)	N	Percent
Supervises program director or program staff	86	68.3
Direct involvement in running the program	44	34.9
Helps plan the program	72	57.1
Facilitates communication between the program staff and the day school staff	64	50.8
Facilitates communication between the program staff and parents	64	50.8
Helps the program obtain students' academic plans and other student records	72	57.1
Trains program staff	25	19.8
Determines or helps determine eligibility/enrollment policies for the program	84	66.7
Facilitate coordination between this program and other extended learning/ after school programs that serve the school	54	42.9
Other	7	5.6
Total	131	

F2. How often do you meet with the principal(s) or other key school administrators?*	N	Percent
Supervises program director or program staff.	36	29.8
Never	8	6.6
1-2 times a year	21	17.4
1-2 times a semester	19	15.7
Monthly	13	10.7
At least 2- 3 times a month	5	4.1
Weekly or more often	19	15.7
Total	121	100.0

Respondents who reported meeting with the principal(s) or other key school administrators (n=113)

F3. How often do you discuss each of these topics with a principal or school administrator at a typical school served by the program:*	N	Percent				
		NA	Never	Occasionally	Often	Total
a. Planning program content or curriculum	97	20.6	1.0	41.2	37.1	100.0
b. Students' academic progress	97	20.6	1.0	39.2	39.2	100.0
c. Issues related to classroom space/shared space	97	21.6	16.5	44.3	17.5	100.0
d. Student referrals or student eligibility for the program	97	21.6	3.1	52.6	22.7	100.0
e. Enrollment or attendance levels/policies	97	20.6	5.2	45.4	28.9	100.0
f. Student discipline issues/policies	97	20.6	4.1	58.8	16.5	100.0
g. Staffing of the program	97	20.6	3.1	49.5	26.8	100.0
h. Transportation	97	20.6	15.5	49.5	14.4	100.0
i. How to make academic support in the program more effective	97	20.6	2.1	47.4	29.9	100.0
j. Coordination with other programs at the site	97	22.7	26.8	38.1	12.4	100.0
k. Other	97	99.0	-	-	1.0	100.0

F4. How often do you or other program staff discuss the following with teachers at the school who are not program staff?*	N	Percent			
		Never	Occasionally	Often	Total
a. Curriculum concepts being taught in school	123	7.3	53.7	39.0	100.0
b. Homework assignments	123	28.5	39.0	32.5	100.0
c. Academic needs or progress of individual students participating in the program	123	6.5	38.2	55.3	100.0
d. Issues related to classroom space	123	55.3	34.1	10.6	100.0
e. Program attendance	123	11.4	56.9	31.7	100.0
f. Student's behavioral problems	123	13.0	61.8	25.2	100.0
g. How to make academic support in the program more effective	123	8.2	47.5	44.3	100.0
h. Other*	123	99.2[+]	-	.08	100.0

[+]*Not applicable*

G1. Which of the following types of contacts do you or your program staff have with parents (CHECK ALL THAT APPLY)	N	Percent
Group parent meetings at least once per session/grading period	14	10.9
Group events such as potlucks or performances at least once per session/grading period	10	7.8
Scheduled in-person, private conferences with all or most parents to discuss individual children's progress, at least once per session/grading period	30	23.4
Telephone or email contact with all or most parents to discuss individual children's progress, at least once per session/grading period	56	43.8
Contacts with all or most parents on an as-needed basis, either in-person, by telephone, or by email, to discuss problems or concerns about their children as they arise	113	88.3
Other	14	10.9
Total	131	

G2. Which of the following types of support or involvement, if any, does your program receive from community-based organizations? (CHECK ALL THAT APPLY)	N	Percent
Provide volunteers	28	21.4
Run programs	8	6.1
Provide space	4	3.1
Provide materials	16	12.2
Provide training	4	3.1
Provide funding	8	6.1
Other	7	5.3
Total	131	

H4. Do you currently charge parents fees?*	N	Percent
Yes	7	5.8
No	114	94.2
Total	121	100.0

I1. Please indicate what challenges your program has experienced this school year (2005-2006 or summer 2006)? *	N	Percent			
		Not a challenge	Minor challenge	Major challenge	Total
a. Low attendance	123	31.7	49.6	18.7	100.0
b. Lack of coordination between program and school day staff	123	67.5	28.5	4.1	100.0
c. Budget shortfall	123	62.6	26.8	10.6	100.0
d. Staff turnover	123	59.3	30.1	10.6	100.0
e. Not enough staff (staff to student ratio too low)	123	58.5	26.0	15.4	100.0
f. Staff not adequately trained or experienced	123	80.5	17.9	1.6	100.0
g. Inadequate curriculum	123	74.8	23.6	1.6	100.0
h. Transportation problems	123	74.8	21.1	4.1	100.0
i. Lack of support from families	123	40.7	44.7	14.6	100.0
j. Other	123	97.7	0.8	1.6	100.0

I2. In your opinion, how effective has the program been in meeting its goals so far this school year (2005-2006/summer 2006)? *	N	NA	Percent			
			Ineffective	Moderately effective	Very effective	Total
a. Enable lowest-performing students to achieve grade-level proficiency	123	2.4	4.1	63.4	30.1	100.0
b. Raise performance levels of any students who have an interest in participating	123	10.6	0.8	43.9	44.7	100.0
c. Provide supervised space for students to complete homework	123	34.1	5.7	17.9	42.3	100.0
d. Raise the school's performance overall	123	7.3	3.3	68.3	21.1	100.0
e. Provide opportunities for students to participate in activities not offered during the school day	123	39.8	13.0	22.8	24.4	100.0
f. Other goals	123	96.9	-	1.6	1.6	100.0

J3. Do you hold another role or position, in addition to your job with the extended learning program? (CHECK ALL THAT APPLY)	N	Percent
I hold no other position	7	5.9
I am a teacher at the school (or one of the schools) served by this program	34	28.8
I have another job at the school or one of the schools served by this program	45	38.1
I am a teacher at a school not served by the program	-	-
I hold some other job in addition to this one	28	23.7
Total	118	

J4. What is your highest level of education? *	N	Percent
Less than high school	-	-
High school or GED	1	0.9
Some college, other classes/training not related to a degree	2	1.8
Completed two-year college degree	-	-
Completed four-year college degree	5	4.4
Some graduate work	7	6.2
Master's degree or higher	98	86.7
Total	113	100.0

J5. Do you hold a teaching credential?*	N	Percent
Yes	109	94.8
No	6	5.2
Total	115	100.0

1. How long has your school had an afterschool program or extended learning program (learning activities outside of regular school hours) of ANY kind?	N	Percent
1st year	2	2.8
2nd year	1	1.4
3rd year	14	19.4
4th year	16	22.2
5th year	8	11.1
Greater than 5th year	31	43.1
Total	72	100

2. About how long has this program—in its current configuration at this site—been in operation?*	N	Percent
1st year of operation	11	15.7
2nd year of operation	8	11.4
3rd year of operation	18	25.7
4th year of operation	13	18.6
5th year of operation	6	8.6
Greater than 5th year of operation	14	20.0
Total	70	100.0

3. Has the school's extended learning programs changed significantly over time?	N	Percent
Do not know	4	5.6
No	44	61.1
Yes	24	33.3
Total	72	100

5. In what ways are you currently involved in the program? [Homework Center/Summer Program]? (CHECK ALL THAT APPLY)	N	Percent
a. Directly involved in running the program	50	69.4
b. Running program	9	12.5
c. Help plan the program	45	62.5
d. Facilitate communication between the program staff and the day school staff	28	38.9
e. Facilitate communication between the program staff and parents	33	45.8
f. Help the program obtain students' academic plans and other student records	35	48.6
g. Train program staff	9	12.5
h. Determine eligibility/enrollment policies for the program	36	50
i. Facilitate coordination between this program and other extended learning/ after school programs that serve the school	17	23.6
j. Other	10	13.9

6. Do you spend time on-site at the program?	N	Percent
No	11	15.3
Yes	61	84.7
Total	72	100

8. What, in your view, are the goals of the program?	N	Percent			
		Not a goal	Primary goal	Secondary goal	Total
a. Enable lowest-performing students to achieve grade-level proficiency	72	1.4	12.9	85.7	100.0
b. Raise performance levels of any students who have an interest in participating	72	23.5	27.9	48.5	100.0
c. Provide supervised space for students to complete homework	72	35.8	41.8	22.4	100.0
d. Raise the school's performance overall	72	1.4	20.8	77.8	100.0
e. Provide opportunities for students to participate in activities not offered during the school day	72	55.1	26.1	18.8	100.0
f. Other goals.	72		92.4[+]	7.6	100.0

[+]*Not applicable*

9. How often do you meet with the program director?*	N	Percent
Never	1	1.4
1-2 times a year	3	4.3
1-2 times a semester	10	14.3
Monthly	13	18.6
At least 2- 3 times a month	12	17.1
Weekly or more often	31	44.3
Total	70	100.0

Respondents who reported meeting with program director (n=69)

10. What are the most common topics of discussion when you meet with the program director?	Percent			
	Never	Occasionally	Often	Total
a. Planning program content	1.5	42.6	55.9	100.0
b. Students' academic progress	-	13.0	87.0	100.0
c. Issues related to classroom space/shared space	27.9	63.2	8.8	100.0
d. Student referrals or student eligibility for the program	1.4	76.8	21.7	100.0
e. Enrollment or attendance levels/policies	2.9	65.2	31.9	100.0
f. Student discipline issues/policies	14.5	69.6	15.9	100.0
g. Staffing of the program	10.1	60.9	29.0	100.0
h. Transportation	20.6	66.2	13.2	100.0
i. How to make the academic support in the program more effective	1.5	37.3	61.2	100.0
j. Other	98.5[+]	-	1.5	100.0

[+]*Not applicable*

11. Does the program director attend the following meetings at your school?*	N	Percent			Total
		Never	Occasionally	Often	
a. School faculty meetings	71	5.6	14.1	80.3	100.0
b. School leadership team meetings	70	14.3	27.1	58.6	100.0
c. Other school meetings	71	5.6	23.9	70.4	100.0

12. To your knowledge, how often does the program director or other program staff discuss the following topics with teachers who are not in the program?*	N	Percent			Total
		Never	Occasionally	Often	
a. Curriculum concepts being taught in school?	71	2.8	49.3	47.9	100.0
b. Homework assignments?	71	16.9	43.7	39.4	100.0
c. The academic needs or progress of individual students	71	2.8	26.8	70.4	100.0
d. Issues related to classroom space?	71	39.4	49.3	11.3	100.0
e. Homework center attendance and performance	71	29.6	36.6	33.8	100.0
f. Student's behavioral problems	70	8.6	70	21.4	100.0

13. What challenges has the program experienced this year (2005-2006/summer 2006)? *	N	Percent			Total
		Not a challenge	Minor challenge	Major challenge	
a. Low attendance	71	31.0	49.3	19.7	100.0
b. Lack of coordination between program and school day staff	70	72.9	21.4	5.7	100.0
c. Budget shortfall	69	52.5	24.8	13	100.0
d. Staff turnover	69	60.9	31.9	7.2	100.0
e. Not enough staff (staff to student ratio too low)	69	58.0	29.0	13.0	100.0
f. Staff not adequately trained or experienced	70	75.7	22.9	1.4	100.0
g. Inadequate curriculum	70	77.1	21.4	1.4	100.0
h. Transportation problems for students	70	61.4	31.4	7.1	100.0
i. Lack of support from students' families	71	22.5	54.9	22.5	100.0
j. Other (NA=97.2)	72	1.4	1.4	-	100.0

14. In your opinion, how effective has the program been in meeting its goals so far this year (2005-2006/summer 2006)?*	N	Ineffective	Moderately effective	Very effective	N/A
a. Enable lowest-performing students to achieve grade-level proficiency	71	4.2	74.6	18.3	2.8
b. Raise performance levels of any students who have an interest in participating	70	2.9	45.7	27.1	24.3
c. Provide supervised space for students to complete homework	71	4.2	19.7	42.3	33.8
d. Raise the school's performance overall	71	8.5	67.6	19.7	4.2
e. Provide opportunities for students to participate in activities not offered during the school day	71	12.7	28.2	21.1	38.0
f. Other goals	71	-	-	1.4	98.6

17. What is your position within this school?	N	Percent
Principal	69	95.8
Assistant Principal	2	2.8
Other	1	1.4
Total	72	100.0

Descriptive Statistics*	N	Mean
How many hours per month do you spend at the program?	65	15.05
How many years have you served in the current position at this school?	72	5.33
How many years have you worked at this school overall?	72	6.32

A1. What, in your view, are the goals of the program?*	N	Percent			
		Not a goal	Primary goal	Secondary goal	Total
a. Enable lowest-performing students to achieve grade-level proficiency	126	0.8	7.9	91.3	100.0
b. Raise performance levels of any students who have an interest in participating	126	11.9	22.2	65.9	100.0
c. Provide supervised space for students to complete homework	126	33.9	22.8	43.3	100.0
d. Raise the school's performance overall	126	1.6	18.9	79.5	100.0
e. Provide opportunities for students to participate in activities not offered during the school day	126	42.1	29.4	28.6	100.0
f. Other	126	93.5[+]	2.4	4.1	100.0

[+]*Not applicable*

A2. Please tell us whether you personally provide staffing for each of the following activities (<u>CHECK ALL THAT APPLY</u>)*	N	Percent
a. Supervised study hall	34	26.8
b. Group instruction in Math	76	59.8
c. Group instruction in English or Reading	81	63.8
d. Group instruction in Science or Social Science	52	41.9
e. One-on-one tutoring	60	48.8
f. Computer-assisted learning	75	60.0
g. Preparation for standardized tests	83	66.9
h. Recreational activity	24	19.7
i. Enrichment programs such as art or drama	12	9.8
j. Other [NA=93.8%)	5	3.9

A3. How often are students participating in the activities you provide in the program afforded the following types of opportunities?	N	Percent				
		Never Available	Available Occasionally in Some Classes or Activities	Available Regularly in Most Classes or Activities	Always Available	Total
a. Work individually on a project or activity	128	6.3	30.5	35.9	27.3	100.0
b. Work collaboratively with other students in small groups	128	2.3	13.3	44.5	39.8	100.0
c. Have the freedom to choose what activities or projects they are going to work on or participate in	128	15.9	48.4	18.3	17.5	100.0
d. Work on group projects that take more than one day to complete	128	21.3	35.4	26.0	17.3	100.0
e. Lead group activities	128	17.6	41.6	26.4	14.4	100.0
f. Provide feedback on the activities they are participating in during time set aside explicitly for this purpose	128	15.9	27.8	31.0	25.4	100.0
g. Participate in activities that are specifically designed to help students get to know one another	128	24.6	41.3	19.0	15.1	100.0
h. Make formal presentations to the larger group of students	128	31.7	34.9	24.6	8.7	100.0

A4. Please indicate whether you receive each of the following from the students' schools and parents and to what extent you use it in providing academic support activities:	N	Percent				
		Do not Receive	Use rarely	Use often	Always Use	Total
a. Students' academic plans	128	17.3	8.7	33.9	40.2	100.0
b. Students' standardized test scores	128	8.7	7.9	39.4	44.1	100.0
c. Students' grades	128	7.9	7.9	40.9	43.3	100.0
d. Input from students' day school teachers	128	3.9	4.7	39.4	52.0	3.9
e. Input from parents	128	13.4	22.8	35.4	28.3	100.0
f. Other	128	96.1[+]	-	0.8	3.1	100.0

[+]*Not applicable*

B1. How often do staff of this program meet together to discuss program-related issues (without students) for at least 30 minutes?*	N	*Percent*
Never	15	11.9
Once a year	16	12.7
A few times a year	37	29.4
Monthly	22	17.5
Bimonthly	10	7.9
Weekly	19	15.1
Other	7	5.6
Total	126	100.0

Respondents who reported that staff of the program meet together to discuss program related issues for at least 30 minutes. (n=111)

B2. What are the most common topics/agenda items at these meetings? (CHECK ALL THAT APPLY)*	N	*Percent*
Program attendance	60	54.1
Curriculum	93	83.8
Planning program activities	72	64.9
Individual students and/or their needs	75	67.6
Providing training/professional development to staff in a particular area	31	27.9
Other [NA=95.5%)	5	4.5

Respondents who reported that staff of the program meet together to discuss program related issues for at least 30 minutes. (n=111)

B3. Are program staff compensated for this meeting time?	N	Percent
No	43	39.1
Yes, fully compensated for all meetings.	58	52.7
Yes, partly compensated.	9	8.2
Total	110	100.0

B4. Do program staff receive other training or professional development related specifically to this program?*	N	Percent
No	92	73.6
Yes	33	26.4
Total	125	100.0

B5. Which of the following types of training, again related specifically to this program, was required and/or offered to you in the past 12 months, and which did you attend? (CHECK ALL THAT APPLY)* (N=127)	Percent		
	Required	Offered	Attended
a. Classroom management	3.1	1.6	6.3
b. Academic enrichment/literacy	5.5	9.4	11.8
c. Activity planning	0.8	6.3	7.1
d. Conflict resolution	2.4	2.4	7.1
e. Working with a diverse student population	3.9	3.9	11.0
f. Child development	1.6	1.6	4.7
g. Other.	99.2[+]	2.4	1.6

[+]*Not applicable*

Respondents who reported that program staff receive other training or professional development related specifically to this program (n=33)

B6. How well did the training serve your needs?	N	Percent
I did not receive any training	3	9.0
They served my needs completely	13	39.4
They are a good start	13	39.4
They are a start, but they did not provide sufficient information or guidance to enable me to follow up or to implement new strategies	1	3.0
They did not serve my needs	2	6.1
Total	33	100.0

Respondents who reported that program staff receive other training or professional development related specifically to this program (n=33)

B8. Did the program cover the costs of this training/professional development, including compensation for your time?	N	*Percent*
No	3	10.3
Yes, fully covered	24	82.7
Yes, partly covered	2	7.0
Total	29	100.0

B9. Below are some statements about your experience working in the program. For each statement, please endorse the response that best describes your experience.*	N	Percent				
		Strongly Disagree	Disagree	Agree	Strongly Disagree	Total
a. I enjoy working in this program	125	0.8	2.4	37.6	59.2	100.0
b. I have timely access to the materials and equipment I need to do a good job	125	0.8	2.4	36.8	60.0	100.0
c. I have sufficient access to technology, such as computers and the Internet	125	3.2	4.8	34.4	57.6	100.0
d. I have enough planning time to develop the types of activities I would like to do with students	125	4.0	21.0	36.3	38.7	100.0
e. I have enough opportunities to talk and share ideas with other staff	125	1.6	20.2	38.7	39.5	100.0
f. I do not have the training or experience with some strategies I would like to use in my work with students	125	39.2	40.0	18.4	2.4	39.2
g. As a result of working in this program, I'm worried about getting burned out on teaching	125	36.0	43.2	16.8	4.0	100.0

B10. How often do you or other program staff discuss the following with teachers at the participants' school who are not program staff? If your program serves more than one school, please answer the questions in this section based on your most typical experience in working with school personnel.*	N	Percent			
		Never	Sometimes	Regularly	Total
a. Curriculum concepts being taught in school	123	4.1	46.3	49.6	100.0
b. Homework assignments	123	18.7	35.8	45.5	100.0
c. The academic needs or progress of individual students participating in the program	123	4.1	29.5	66.4	100.0
d. Issues related to classroom space	123	56.1	36.6	7.3	100.0
e. Program attendance	123	8.1	49.6	42.3	100.0
f. Student's behavioral problems	123	4.9	55.7	39.3	100.0
g. How to make academic support in the program more effective	123	8.1	43.1	48.8	100.0
h. Other	123	100.0[+]	-	-	100.0

[+]*Not applicable*

C1. What challenges has your program experienced this school year (2005-2006 or summer 2006)? *	N	Percent			
		Not a challenge	Minor challenge	Major challenge	Total
a. Low attendance	127	28.3	55.9	15.7	100.0
b. Lack of coordination between program and school day staff	127	76.4	21.3	2.4	100.0
c. Budget shortfall	127	67.7	22.0	10.2	100.0
d. Staff turnover	127	72.2	20.6	7.1	100.0
e. Not enough staff (staff to student ratio too low)	127	73.4	23.4	3.2	100.0
f. Staff not adequately trained or experienced	127	86.5	11.1	2.4	100.0
g. Inadequate curriculum	127	81.9	15.7	2.4	81.9
h. Transportation problems for students	127	74.8	23.6	1.6	100.0
i. Lack of support from students' families	127	33.1	48.0	18.9	100.0
j. Other	127	97.6	0.8	1.6	100.0

C2. In your opinion, how effective has the program been in meeting its goals so far this school year (2005-2006/summer 2006):	N	Percent				
		NA	Ineffective	Moderately effective	Very effective	Total
a. Enable lowest-performing students to achieve grade-level proficiency	126	1.6	1.6	68.3	28.6	100.0
b. Raise performance levels of any students who have an interest in participating	125	6.4	3.2	47.2	43.2	100.0
c. Provide supervised space for students to complete homework	126	25.4	6.3	14.3	54.0	100.0
d. Raise the school's performance overall	125	5.6	1.6	54.4	38.4	100.0
e. Provide opportunities for students to participate in activities not offered during the school day	126	25.4	6.3	32.5	35.7	100.0
f. Other goals.	126	99.2	-	0.8	-	100.0

D1. What is your (primary) position within this Extended Learning Program?*	N	Percent
Academic instructor/teacher	96	75.6
Teacher aide	3	2.4
Non-academic activity instructor/supervisor	3	2.4
Counselor	-	-
Administrative support	12	9.4
Program manager/supervisor	12	9.4
Volunteer	-	-
Other	1	0.8
Total	127	100.0

D3. Do you hold another role or position, in addition to your job with this program? (CHECK ALL THAT APPLY)*	N	Percent
I hold no other position.	7	5.5
I am a teacher at the school (or one of the schools) served by this program	96	75.6
I have another job at the school or one of the schools served by this program	20	15.7
I am a teacher at a school not served by the program	1	0.8
I hold some other job in addition to this one.	11	8.7

D4. What is your highest level of education?*	N	Percent
Less than high school	-	-
High school or GED	-	-
Some college, other classes/training not related to a degree	3	2.4
Completed two-year college degree	1	0.8
Completed four-year college degree	10	7.9
Some graduate work	32	25.2
Master's degree or higher	81	63.8
Total	127	100.0

D5. Do you hold a teaching credential?*	N	Percent
NA	2	1.6
No	9	7.1
Yes	116	91.3
Total	127	100.0

Descriptive Statistics*	N	Mean
How many hours per week do you provide supervised study hall?	33	3.98
How many hours per week do you provide group instruction in Math?	73	5.47
How many hours per week do you provide group instruction in English or Reading?	78	4.78
How many hours per week do you provide group instruction in Science or Social Science	53	3.65
How many hours per week do you provide one-on-one tutoring?	55	2.73
How many hours per week do you provide computer-assisted learning?	66	3.17
How many hours per week do you provide preparation for standardized tests?	73	3.97
How many hours per week do you provide recreational activity?	24	2.50
How many hours per week do you provide enrichment programs such as art or drama?	12	2.13
How many hours per week do you provide some OTHER activity?	5	2.40
How many total hours of program-related training have you received during the past 12 months?	26	11.50
How many hours per week, on average, do you work in your position with the program?	125	14.13

Appendix E

Case Study Observations
YPQA Program Summary—Fall 2006

Table E1: Scores for the Safe Environment Section of the YPQA for Activities Observed at the Case Study Programs

Safe Environment	Program A	Program B	Program C	Program D	Program E
Psychological and emotional safety is promoted.	5.00	5.00	5.00	4.00	4.00
The physical environment is free of health hazards.	5.00	5.00	5.00	5.00	5.00
Appropriate emergency procedures and supplies.	NS	3.00	5.00	5.00	5.00
Program space and furniture accommodate the activities offered.	5.00	4.50	4.50	5.00	5.00
Healthy food and drinks are provided	5.00	4.33	4.20	3.00	3.00
Safe Environment Average Score	5.00	4.37	4.74	4.40	4.40

Table E2: Scores for the Supportive Environment Section of the YPQA for Activities Observed at the Case Study Programs

Supportive Environment	Program A	Program B	Program C	Program D	Program E
Staff provides a welcoming atmosphere.	4.67	5.00	5.00	4.33	3.67
Session flow is planned, presented and paced for youth.	4.43	4.80	4.75	4.60	2.67
Activities support active engagement.	4.14	3.50	3.75	3.50	2.33
Staff support youth in building new skills.	4.00	4.50	4.00	4.33	1.00
Staff support youth with encouragement.	4.00	4.33	3.67	4.33	2.33
Staff use youth-centered approaches to reframe conflict.	NS	3.80	5.00	4.50	NS
Supportive Environment Average Score	4.25	4.32	4.36	4.27	2.40

Table E3: Scores for the Interaction Section of the YPQA for Activities Observed at the Case Study Programs

Interaction	Program A	Program B	Program C	Program D	Program E
Youth have opportunities to develop a sense of belonging.	2.71	3.50	3.50	2.75	1.57
Youth have opportunities to participate in small groups.	2.67	4.33	2.33	2.33	1.00
Youth have opportunities to act as group facilitators and mentors.	3.00	1.33	1.67	1.33	1.00
Youth have opportunities to partner with adults.	4.33	4.00	3.50	2.00	1.00
Interaction Average Score	3.18	3.29	2.75	2.10	1.14

Table E4: Scores for the Engagement Section of the YPQA for Activities Observed at the Case Study Programs

Engagement	Program A	Program B	Program C	Program D	Program E
Youth have opportunities to set goals and make plans.	1.50	1.00	1.00	1.00	1.00
Youth have opportunities to make choices based on their interests.	2.50	1.50	1.50	1.50	2.33
Youth have opportunities to reflect.	2.67	1.25	1.25	1.25	1.00
Engagement Average Score	2.22	1.25	1.25	1.25	1.44

Appendix F

Case Study Site Visit Protocols

I. Program Director and Coordinator Interview Protocol

Respondent's Name:
Respondent's Position:
School or Site:
Interviewer:
Date:
Audio Recording? Yes ☐ No ☐

Thank you for participating in our statewide study of extended learning time programming. I am with Learning Point Associates, a nonprofit organization contracted by the South Carolina Education Oversight Committee to conduct this study. We selected representative sites across the state—including your school—to learn more about afterschool programs. Your perspective is important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?

May I have your permission to record this interview?

Background
1. Please confirm position of respondent.
2. How long have you been in your current position?
3. How many years of experience do you have in education or in working directly with children?
4. Why are you involved currently in extended learning programming? [*Probe:* How did you become interested in working with extended learning programming?]
5. When you assumed the role of coordinating this program, what did you hope that this opportunity would allow you to do?
6. Can you tell me about your role coordinating or directing this program? [*Probe:* What are your primary responsibilities and duties? Is this in addition to another role at the school or program?]

7. What proportion of your time is dedicated to your role coordinating or directing this program? [*Probe:* Full-time? Part-time?] Is this adequate?

Program Vision and Design

8. Please describe generally the mission, vision, and goals of the program.

9. Does the program target specific student populations for participation? Please describe.

10. How is your program designed? [*Probe:* What are the days and hours of the program? How is the time divided up and utilized?]

11. Please tell me about the *academic activities* that students participate in during the program. How do the activities you mentioned meet the program's mission, vision, and goals?

12. Please tell me about the *nonacademic activities* that students participate in the program. How do these activities meet the program's mission, vision, and goals?

13. How much choice is afforded to participants regarding their participation in activities?

Program Content

14. Please describe generally the extended learning program's curriculum.

15. Does the program focus on certain content areas? Please specify.

16. Does the program emphasize the development of skills or the use of strategies to apply in the regular school day?

17. In what ways does the program support academic achievement in the regular school day?

Program Processes

18. To what extent is the program integrated into school improvement planning efforts? What types of plans are in place to govern program operations? [*Probe:* Marketing or communications plan? Sustainability plan?]

19. Is your program specifically connected to the school-day curriculum? If so, describe how you connect programmatic objectives and lessons in the regular school-day curriculum.

20. To what extent does program staff collaborate with students' classroom teachers? Are efforts made to encourage this collaboration?

21. Please tell me about the staff's relationship with students. How would you describe the typical relationships between staff and students?

22. How would you describe the climate and environment that the staff creates for the students?

23. What is your strategy for handling student discipline?

Attendance and Recruitment

24. How many students attend your program per day on average? What grades are most of your students in?

25. How are participants recruited and retained?

26. What are some of the challenges or barriers that may prevent youth in the target population from attending the program? What steps have you taken to address these obstacles?

27. How do you gauge whether program participants are engaged and motivated to participate in your extended learning program?

Staffing

28. Please tell me about your program staff. How many people work directly in the extended learning program?

29. What is the staff-to-student ratio?

30. How are staff members selected and trained?

31. Are you responsible for hiring staff? What are the personal and professional qualities that you seek when hiring your staff?

32. Generally, what is the typical background of your staff? [*Probe:* What prior experience do they have working with children? What is their educational background—training, certification, highest level of education?]

33. What ongoing professional development opportunities are available to program staff? [*Probe:* How often does your staff participate in professional development? If professional development is not available, what are the obstacles that prevent staff from seeking further knowledge and training?]

Leadership and Administration

34. How would you describe the support you receive from the school administration to carry out this program? *(If applicable)* How often do you meet with the principal to discuss the program?

35. Are there ways in which school leadership could be more effective in supporting the program?

36. Does the district support your program's implementation in any ways? If so, please describe the district's involvement with the program.

37. Are there ways in which district leadership could be more effective in supporting the program?

Community and Family Involvement

38. How involved is the community with the program? Please describe the community's involvement and the ways that you maintain and support community ties.

39. Please tell me about your students' parents. How do you encourage their involvement in the program? How do you communicate with parents about the program?

40. Do you hold any special events to involve parents in activities? Are parents involved in program planning efforts?

41. How effective do you feel these efforts have been at involving parents and the community?

Assessment and Evaluation

42. Do you evaluate the program based on articulated goals and objectives? If so, please describe the ways in which you use evaluation. [*Probe:* Do you measure or monitor student achievement? Staff needs and professional development?]

43. In what ways do you assess student needs throughout the program? [*Probe:* How do you use assessment to inform curriculum?]

44. How do you measure the impact your program has on student achievement? Do you measure program impact on any other student outcomes, such as behavior, disciplinary referrals, or school day attendance?
45. How effective do you feel your program has been in improving student academic skills? Have you seen other changes in students as a result of program participation? [*Probe:* Enhanced student engagement? Improved student behavior?]
Barriers and Facilitators
46. What do you see as the major barriers—or hindering factors—in implementing your extended learning program? [*Probe:* What factors make it more difficult to effectively operate your program?]
47. What do you see as the major facilitating factors in implementing your extended learning program? [*Probe:* What factors make it easier to effectively operate your program?]
48. What are the strengths of your program?
49. What aspects of your program need attention?
50. Any other comments?

II. Principal Interview Protocol

Respondent's Name:
Respondent's Position:
School or Site:
Interviewer:
Date:
Audio Recording? Yes ☐ **No** ☐

Thank you for participating in our statewide study of extended learning time programming. I am with Learning Point Associates, a nonprofit organization contracted by the South Carolina Education Oversight Committee to conduct this study. We selected representative sites across the state—including your school—to learn more about afterschool programs. Your perspective is important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?

May I have your permission to record this interview?

Background
1. How many years have you been a principal? At this school?
2. How long have you been working with extended learning programming?

Program Vision and Design
3. Please describe generally the mission, vision, and goals of the program.
4. Does the program target specific student populations for participation? Please describe.
5. How is your program designed? [*Probe:* What are the days and hours of the program? How is the time divided up and utilized?]

Program Content
6. Please describe generally the extended learning program's curriculum.
7. Does the program focus on certain content areas? Please specify.

Program Processes

8. To what extent is the program integrated into school improvement planning efforts? What types of plans are in place to govern program operations? [*Probe:* Marketing or communications plan? Sustainability plan?]

9. Is your program specifically connected to the school-day curriculum? If so, describe how you connect programmatic objectives and lessons in the regular school-day curriculum.

10. To what extent does program staff collaborate with students' classroom teachers? Are efforts made to encourage this collaboration?

Attendance and Recruitment

11. How many students attend your program per day on average? What grades are most of your students in?

12. How are participants recruited and retained?

13. What are some of the challenges or barriers that may prevent youth in the target population from attending the program? What steps have you taken to address these obstacles?

14. How do you gauge whether program participants are engaged and motivated to participate in your extended learning program?

Staffing

15. Please tell me about your program staff. How many people work directly in the extended learning program?

16. What is the staff-to-student ratio?

17. How are staff members selected and trained?

18. Are you responsible for hiring staff? What are the personal and professional qualities you seek when hiring your staff?

19. Generally, what is the typical background of your staff? [*Probe:* What prior experience do they have working with children? What is their educational background—training, certification, highest level of education?]

20. What ongoing professional development opportunities are available to program staff? [*Probe:* How often does your staff participate in professional development? If professional development is not available, what are the obstacles that prevent staff from seeking further knowledge and training?]

Leadership and Administration

21. Please describe the way in which you work with the program coordinator. How often do you meet with the coordinator to discuss the program?

22. Are there ways in which school leadership could be more effective in supporting the program?

23. Does the district support your program's implementation in any ways? If so, please describe the district's involvement with the program.

24. Are there ways in which district leadership could be more effective in supporting the program?

Community and Family Involvement

25. How involved is the community with the program? Please describe the community's involvement.

26. How involved are students' parents in the program? Please describe parental involvement.

27. How effective do you feel the program has been at involving parents and the community?

Assessment and Evaluation

28. How do you evaluate program impact? [*Probe:* Do you measure or monitor student achievement? Other student outcomes? Staff needs and professional development?]

29. How effective do you feel your program has been in improving student academic skills? Have you seen other changes in students as a result of program participation? [*Probe:* Enhanced student engagement? Improved student behavior?]

Barriers and Facilitators

30. What do you see as the major barriers—or hindering factors—in implementing your extended learning program? [*Probe:* What factors make it more difficult to effectively operate your program?]

31. What do you see as the major facilitating factors in implementing your extended learning program? [*Probe:* What factors make it easier to effectively operate your program?]
32. What are the strengths of your program?
33. What aspects of your program need attention?
34. Any other comments?

III. Program Staff Interview Protocol

Respondent's Name:
Respondent's Position:
School or Site:
Interviewer:
Date:
Audio Recording? Yes ☐ **No** ☐

Thank you for participating in our statewide study of extended learning time programming. I am with Learning Point Associates, a nonprofit organization contracted by the South Carolina Education Oversight Committee to conduct this study. We selected representative sites across the state—including your school—to learn more about afterschool programs. Your perspective is important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?

May I have your permission to record this interview?

Background
1. Please confirm position of respondent.
2. How long have you been in your current position?
3. How many years of experience do you have in education or in working directly with children?
4. Why are you involved currently in extended learning programming? [*Probe:* How did you become interested in working with extended learning programming?]
5. When you accepted the job in this program, what did you hope that this opportunity would allow you to do?
6. Can you tell me about your role in this program? [*Probe:* Do you work directly with students? If so, in what capacity?]

Program Vision and Design
7. Please describe generally the mission, vision, and goals of the program.

8. Please tell me about the *academic activities* that students participate in during the program. How do the activities you mentioned meet the program's mission, vision, and goals?

9. What is your role in facilitating *academic activities*?

10. Please tell me about the *nonacademic activities* that students participate in the program. How do these activities meet the program's mission, vision, and goals?

11. What is your role in facilitating *nonacademic activities*?

12. How much choice is afforded to participants regarding their participation in activities?

Program Content

13. Please describe generally the extended learning program's curriculum.

14. Does the program focus on certain content areas? Please specify.

15. Does the program emphasize the development of skills or the use of strategies to apply in the regular school day?

Program Processes

16. Is your program specifically connected to the school-day curriculum? If so, describe how you connect programmatic objectives and lessons in the regular school-day curriculum.

17. To what extent do you collaborate with students' classroom teachers? Please describe this collaboration.

18. Please tell me about the staff's relationship with students. How would you describe the typical relationships between staff and students?

19. How would you describe the climate and environment that the staff creates for the students?

20. What is your strategy for handling student discipline?

Attendance and Recruitment

21. How many students attend your program per day on average? What grades are most of your students in?

22. How are participants recruited and retained?
23. What are some of the challenges or barriers that may prevent youth in the target population from attending the program? What steps have you taken to address these obstacles?
24. How do you gauge whether program participants are engaged and motivated to participate in your extended learning program?

Staffing

25. How well do you work with the rest of the program staff? [*Probe:* Does the environment foster teamwork and collaboration? Are you able to share ideas with other staff members?]
26. How does the program coordinator work with staff and students?
27. Did you receive any training specific to extended learning support when you began working in this program?
28. Have you participated in any professional development opportunities in the past year, specifically pertaining to extended learning support? [*Probe:* What was the focus of the professional development? Was it useful?]
29. How often are you presented with the option to attend professional development workshops or trainings?

Leadership and Administration

30. Please tell me about the program coordinator's leadership. Are there ways in which the coordinator could be more effective in supporting the program?
31. How would you describe the support you receive from the school administration to carry out this program?
32. Are there ways in which school or district leadership could be more effective in supporting the program?

Community and Family Involvement

33. How involved is the community with the program? Please describe the community's involvement and the ways that you maintain and support community ties.

34. Please tell me about your students' parents. How do you encourage their involvement in the program? How do you communicate with parents about the program?
35. Do you hold any special events to involve parents in activities? Are parents involved in program planning efforts?
36. How effective do you feel these efforts have been at involving parents and the community?

Assessment and Evaluation

37. In what ways do you assess student needs throughout the course of the program? [*Probe:* How do you use assessment to inform curriculum?]
38. How do you measure the impact your program has on student achievement? Do you measure program impact on any other student outcomes, such as behavior, disciplinary referrals, or school day attendance?
39. How effective do you feel your program has been in improving student academic skills? Have you seen other changes in students as a result of program participation? [*Probe:* Enhanced student engagement? Improved student behavior?]

Barriers and Facilitators

40. What do you see as the major barriers—or hindering factors—in implementing your extended learning program? [*Probe:* What factors make it more difficult to effectively operate your program?]
41. What do you see as the major facilitating factors in implementing your extended learning program? [*Probe:* What factors make it easier to effectively operate your program?]
42. What are the strengths of your program?
43. What aspects of your program need attention?
44. Any other comments?

IV. School-Day Teacher Focus Group Protocol

Facilitator:
Note Taker:
School/Site:
Number of Participants:
Date:
Audio Recording? Yes ☐ **No** ☐

Thank you for participating in our statewide study of extended learning time programming. We are with Learning Point Associates, a nonprofit organization contracted by the South Carolina Education Oversight Committee to conduct this study. We selected representative sites across the state—including your school—to learn more about afterschool programs. Your perspectives are important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?

May we have your permission to record this focus group?

Program Vision and Design

1. How does the vision of the extended learning program align with the goals and vision of your school?

Program Processes

2. How does the school curriculum tie to the program? Is there continuity between the program and the school-day curriculum? [*Probe:* How can you tell that the skills students are learning in the program align with what students are learning during the day?]

Attendance and Recruitment

3. How many of your students participate in the extended learning program? [*Probe:* What proportion of your class attends?]

---

4. How often do your students typically participate?

---

5. How are students selected to participate in the program? How do you encourage and support their participation?

---

6. What challenges do you see to sustaining student participation?

Staffing
7. In what ways do you work with extended learning program staff?
8. How do you and the program staff communicate about students' academic, social, and emotional needs?
Community and Family Involvement
9. How effective do you think the program has been in involving parents and the community in the life of the school?
Assessment and Evaluation
10. Do you know how program impact is measured? How is student progress assessed?
11. What benefits do you think come from student participation in the program?
12. Have you noticed any changes in students' behavior or academic performance since they began participating in the program?
Barriers and Facilitators
13. In your opinion, what are the strengths of the program?
14. What aspects of the program do you think need attention?
15. Any other comments?

V. Parent Focus Group Protocol

Facilitator:
Note Taker:
School or Site:
Number of Participants:
Date:
Audio Recording? Yes ☐ No ☐

Thank you for participating in our statewide study of extended learning time programming. We are with Learning Point Associates, a nonprofit organization contracted by the South Carolina Education Oversight Committee to conduct this study. We selected representative sites across the state—including your school—to learn more about afterschool programs. Your perspectives are important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?

May we have your permission to record this focus group?

Program Vision and Design

1. When your child started attending this program, what types of academic assistance did you think he or she would be receiving?

2. Did you expect your child to participate in enrichment or social activities through the program as well? If so, what types?

Program Content

3. How well has the program met your expectations?

4. How does your child describe this program?

5. Based on conversations you have had with your child, what activities does he or she most enjoy when participating in the program?

6. What activities are least interesting to your child?

Staffing

7. How would you describe the staff running this program?

8. How would you describe the typical relationships between program staff and students?

Community and Family Involvement

9. Have you participated in the program? What academic activities have you participated in?
10. What social activities have you participated in?
11. Do you think the communication between you and the program staff has been effective? Are there any changes you would like to see in how the program staff communicates with you?
12. What impact do you think this program has had on the school and the community?

Assessment and Evaluation

13. How has your child benefited from participating in the program? Have you noticed any changes in their behavior or academic performance since they began participating in the program?   - Academically?   - Socially?   - New knowledge or skills?   - Greater exposure to different kinds of experiences and activities?
14. How have you benefited from your own interaction with the program?   - Social benefits?   - Parenting skills or approaches to supporting student achievement at home?

Barriers and Facilitators

15. In your opinion, what are the strengths of the program?
16. What aspects of the program do you think need attention?
17. What advice would you give to the staff and leadership running this program?
18. What should the staff and leadership continue doing and what should they stop doing?
19. If this program is available to your child next year, will he or she participate in it? Why or

why not? If so, do you think you would participate in the program next year?
20. Any other comments?

VI. Student Focus Group Protocol

Facilitator:
Note Taker:
School or Site:
Number of Participants:
Date:
Audio Recording? Yes ☐ **No** ☐

Thank you for participating in our statewide study of extended learning time programming. We are with Learning Point Associates, a nonprofit organization working with the state to conduct this study. We are visiting schools to learn more about afterschool programs. Your perspectives are important as we explore what works and what does not in those programs. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify you or connect your name to your comments. We only will give summaries of all student comments. Your teachers and peers will not have access to your comments.

Do you have any questions?

[Note: DO NOT RECORD STUDENT FOCUS GROUPS]

Program Content
1. What do you do in your afterschool program? What academic activities do you typically do? [*Probe:* Work on homework, read silently, listen to a lesson, practice test questions?]
2. What other nonacademic activities do you participate in at the afterschool program? [*Probe:* Arts, sports, community service?]
3. Is the afterschool program usually the same from day-to-day or do the activities change?
4. What are your favorite activities at the afterschool program?
5. What activities do you least like at the afterschool program?
Staffing
6. How would you describe the staff running this program?
7. What kind of relationships do you have with program staff? [*Probe:* Do you feel you can trust program staff? Does program staff listen to you? Do you feel you can talk to them?]

Community and Family Involvement
8. Have your parents or family members participated in the program? In what ways? Do they communicate with program staff?

Assessment and Evaluation
9. In what ways do you think going to the afterschool program has helped you? [*Probe:* Are your grades better? Do you think you are doing better in school subjects—reading, writing, mathematics?]
10. Have you learned any skills or strategies that help you in school or with your homework? [*Probe:* Test-taking strategies, homework help, study skills?]
11. Do you like going to the afterschool program?

Barriers and Facilitators
12. What do you like best about the afterschool program?
13. What do you like least about the afterschool program?
14. If this program is available to you next year, will you participate in it? Why or why not?
15. Any other comments?

Appendix G
Summer Profile Protocols

I. District Coordinator Interview Protocol

Respondent's Name:
Respondent's Position:
School/Site:
Interviewer:
Date:
Audio-Recording? Yes ☐ No ☐

Thank you for participating in our statewide study of extended learning time programming. I am with Learning Point Associates, a nonprofit organization contracted by the SC Education Oversight Committee to conduct this study. We selected representative districts and schools across the state in order to learn more about summer school programs. Your perspective is important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?
May I have your permission to record this interview?

Background
1. Please confirm position of respondent.
2. How long have you been in your current position?
3. How many years of experience do you have in education, or in working directly with children?
4. Why are you currently involved in extended learning programming, specifically summer school, in your district? *(Probe: How did you become interested in working with extended learning programming?)*
5. Can you tell me about your role coordinating or directing summer programming in the district? *(Probe: What are your primary responsibilities and duties in the district's summer programming?)*

Program Vision & Design
6. Please describe generally the mission, vision, and goals of the district's summer program.
7. Does the program target specific student populations for participation? Please describe.

8. How is your summer school program designed? (*Probe: What are the days and hours of the program? How is the time divided up and utilized?*)

9. Please tell me about the <u>academic activities</u> that students participate in during the program.

10. Please tell me about the <u>non-academic activities</u> that students participate in the program. How

Program Content
11. Please describe generally the summer school program's curriculum.

12. Does the program focus on certain content areas? Please specify.

13. Does the program emphasize the development of skills or the use of strategies to apply in the regular school year?

14. In what ways does the program support academic achievement in the regular school year?

Program Processes
15. What types of plans are in place to govern summer school operations? Is there a district-wide plan or do schools have their own plans? (*Probe: Marketing or communications plan? Sustainability plan?*)

16. Is your summer school program specifically connected to the school year curriculum? If so, describe how you connect programmatic objectives with the regular school year curriculum.

17. To what extent does summer program staff collaborate with students' school-year classroom teachers? Are efforts made to encourage this collaboration?

Attendance & Recruitment
18. How many students attend your summer school program per day on average? What grades are participants in?

19. How are participants recruited and retained?

20. What are some of the challenges or barriers that may prevent youth in the target population from attending the summer program? What steps have you taken to address these obstacles?

Staffing
21. Please tell me about your summer program staff. How many people work directly in the district's summer school program?

22. How are staff members selected and trained?

23. Are you responsible for hiring staff? What are the personal and professional qualities that you

seek when hiring your staff?
24. Generally, what is the typical background of your staff? *(Probe: What prior experience do they have working with children? What is their educational background – training, certification, highest level of education?)*
25. What ongoing professional development opportunities are available to program staff? (*Probe: How often does your staff participate in professional development? If professional development is not available, what are the obstacles that prevent staff from seeking further knowledge and training?)*

Leadership & Administration

26. How does the district support summer program implementation?
27. Are there ways in which district leadership could be more effective in supporting/implementing the program?
28. Please describe the involvement of school administrators in carrying out the district's summer school program? Do you meet with school principals to discuss the summer program? *(If so, how often?)*
29. Are there ways in which school leadership could be more effective in supporting/implementing the program?

Community & Family Involvement

30. How involved is the community with the summer school program? Please describe the community's involvement and the ways that you maintain and support community ties.
31. How involved are parents in the summer school program? *(Probe: How do you encourage their involvement in the program? How do you communicate with parents about the program? How effective have these efforts been?)*

Assessment & Evaluation

32. Do you evaluate the program based on articulated goals and objectives? If so, please describe the ways in which you use evaluation. (*Probe: Do you measure/monitor student achievement? Staff needs and professional development?)*
33. In what ways do you assess student needs throughout the course of the program? (*Probe: How do you use assessment to inform curriculum*?)
34. How do you measure the impact your program has on student achievement? Do you measure program impact on any other student outcomes, such as behavior, disciplinary referrals, school day attendance, etc.?
35. How effective do you feel your program has been in improving student academic skills?

Have you seen other changes in students as a result of program participation? *(Probe: Enhanced student engagement? Improved student behavior?)*

Barriers & Facilitators
36. What do you see as the major barriers – or hindering factors – in implementing your extended learning program? *(Probe: What factors make it more difficult to effectively operate your program?)*
37. What do you see as the major facilitating factors in implementing your extended learning program? *(Probe: What factors make it easier to effectively operate your program?)*
38. What are the strengths of your program?
39. What aspects of your program need attention?
40. Any other comments?

II. Principal Interview Protocol

Respondent's Name:
Respondent's Position:
School/Site:
Interviewer:
Date:
Audio-Recording? Yes ☐ **No** ☐

Thank you for participating in our statewide study of extended learning time programming. I am with Learning Point Associates, a nonprofit organization contracted by the SC Education Oversight Committee to conduct this study. We selected representative districts and schools across the state in order to learn more about summer school programs. Your perspective is important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?
May I have your permission to record this interview?

Background
1.   How many years have you been a principal? At this school?
2.   How long have you been working with summer school programming?
Program Vision & Design
3.   Please describe generally the mission, vision, and goals of the summer program.
4.   Does the program target specific student populations for participation? Please describe.
5.   How is your program designed? (*Probe: What are the days and hours of the program? How is the time divided up and utilized?*)
Program Content
6.   Please describe generally the summer school curriculum.
7.   Does the program focus on certain content areas? Please specify.
Program Processes
8.   To what extent does summer school staff collaborate with students' school year classroom teachers? Are efforts made to encourage this collaboration?
Attendance & Recruitment
9.   How many students attend your program per day on average? What grades are most of your

students in?
10. How are participants recruited and retained?
11. What are some of the challenges or barriers that may prevent youth in the target population from attending the program? What steps have you taken to address these obstacles?
12. How do you gauge whether program participants are engaged and motivated to participate in your summer school program?
Staffing
13. Please tell me about your program staff. How many people work directly in the summer school program?
14. What is the staff to student ratio?
15. How are staff members selected and trained?
16. Are you responsible for hiring staff? What are the personal and professional qualities that you seek when hiring your staff?
17. Generally, what is the typical background of your staff? *(Probe: What prior experience do they have working with children? What is their educational background – training, certification, highest level of education?)*
18. What ongoing professional development opportunities are available to program staff? *(Probe: How often does your staff participate in professional development? If professional development is not available, what are the obstacles that prevent staff from seeking further knowledge and training?)*
Leadership & Administration
19. Is someone other than you responsible for coordinating the summer school program?
20. If so, please describe the way in which you work with the program coordinator. How often do you meet with the coordinator to discuss the program?
21. Are there ways in which school leadership could be more effective in supporting the program?
22. Does the district support your program's implementation in any ways? If so, please describe the district's involvement with the program.
23. Are there ways in which district leadership could be more effective in supporting the program?

Community & Family Involvement
24. How involved is the community with the program? Please describe the community's involvement.
25. How involved are students' parents in the program? Please describe parental involvement.
26. How effective do you feel the program has been at involving parents and the community?

Assessment & Evaluation
27. How do you evaluate program impact? *(Probe: Do you measure/monitor student achievement? Other student outcomes? Staff needs and professional development?)*
28. How effective do you feel your program has been in improving student academic skills? Have you seen other changes in students as a result of program participation? *(Probe: Enhanced student engagement? Improved student behavior?)*

Barriers & Facilitators
29. What do you see as the major barriers – or hindering factors – in implementing your summer school program? *(Probe: What factors make it more difficult to effectively operate your program?)*
30. What do you see as the major facilitating factors in implementing your summer school program? *(Probe: What factors make it easier to effectively operate your program?)*
31. What are the strengths of your program?
32. What aspects of your program need attention?
33. Any other comments?

III. Teacher Interview Protocol

Respondent's Name:
Respondent's Position:
School/Site:
Interviewer:
Date:
Audio-Recording? Yes ☐ No ☐

Thank you for participating in our statewide study of extended learning time programming. I am with Learning Point Associates, a nonprofit organization contracted by the SC Education Oversight Committee to conduct this study. We selected representative districts and schools across the state in order to learn more about summer school programs. Your perspective is important as we explore what works and what does not in extended learning. This is an opportunity for us to hear from you; this is not an evaluation of any individual program, school, or district. All of your responses are completely confidential. We will not identify individuals in our reports, but rather will use the results in summary form.

Do you have any questions?
May I have your permission to record this interview?

Background

1. Please confirm position of respondent.

2. How long have you been in your current position?

3. How many years of experience do you have in education, or in working directly with children?

4. Why are you currently involved in summer school programming? *(Probe: How did you become interested in working with extended learning programming, specifically summer school?)*

5. When you accepted the job in the summer school program, what did you hope that this opportunity would allow you to do?

6. Can you tell me about your role in this program? (*Probe: Do you work directly with students? If so, in what capacity?*)

Program Vision & Design

7. Please describe generally the mission, vision, and goals of the summer school program.

8. Please tell me about the <u>academic activities</u> that students participate in during the program. How do the activities you mentioned meet the program's mission, vision, and goals?

9. What is your role in facilitating <u>academic activities</u>?
10. Please tell me about the <u>non-academic activities</u> that students participate in the program. How do these activities meet the program's mission, vision, and goals?
11. What is your role in facilitating <u>non-academic activities</u>?
12. How much choice is afforded to participants regarding their participation in activities?
Program Content
13. Please describe generally the summer school program's curriculum.
14. Does the program focus on certain content areas? Please specify.
15. Does the program emphasize the development of skills or the use of strategies to apply in the regular school day?
Program Processes
16. Is your summer school program specifically connected to the school year curriculum? If so, describe how you connect programmatic objectives with the regular school year curriculum.
17. To what extent do you collaborate with students' school-year classroom teachers? Please describe this collaboration.
18. Please tell me about the summer program staff's relationship with students. How would you describe the typical relationships between staff and students?
19. How would you describe the climate and environment that the staff creates for the students in the summer program?
20. What is your strategy for handling student discipline?
Attendance & Recruitment
21. How many students attend your summer school program per day on average? What grades are most of your students in?
22. How are participants recruited and retained?
23. What are some of the challenges or barriers that may prevent youth in the target population from attending the summer program? What steps have you taken to address these obstacles?
Staffing
24. Did you receive any training specific to extended learning support when you began working in the summer program?

25. Have you participated in any professional development opportunities in the past year, specifically pertaining to extended learning support? *(Probe: What was the focus of the professional development? Was it useful?)*

26. How often are you presented with the option to attend professional development workshops or trainings?

Leadership & Administration

27. How would you describe the support you receive from the school administration to carry out the summer program?

28. How would you describe the support you receive from the district to carry out the summer program?

29. Are there ways in which school or district leadership could be more effective in supporting the summer school program?

Community & Family Involvement

30. How involved is the community with the summer program? Please describe the community's involvement and the ways that you maintain and support community ties.

31. Please tell me about your students' parents. How do you encourage their involvement in the summer school program? How do you communicate with parents about the program?

32. Do you hold any special events to involve parents in activities? Are parents involved in program planning efforts?

33. How effective do you feel these efforts have been at involving parents and the community?

Assessment & Evaluation

34. In what ways do you assess student needs throughout the course of the summer program? (*Probe: How do you use assessment to inform curriculum?*)

35. How do you measure the impact your summer program has on student achievement? Do you measure program impact on any other student outcomes, such as behavior, disciplinary referrals, school day attendance, etc.?

36. How effective do you feel your program has been in improving student academic skills? Have you seen other changes in students as a result of program participation? *(Probe: Enhanced student engagement? Improved student behavior?)*

Barriers & Facilitators

37. What do you see as the major barriers – or hindering factors – in implementing your summer school program? *(Probe: What factors make it more difficult to effectively operate your program?)*

38. What do you see as the major facilitating factors in implementing your summer school program? *(Probe: What factors make it easier to effectively operate your program?)*
39. What are the strengths of your program?
40. What aspects of your program need attention?
41. Any other comments?

Appendix H
Acknowledgments