



Education

August 2014

Rhode Island 21st Century Community Learning Center Program Evaluation: Descriptive Report

**Matthew Vinson
Michael Hutson**

Rhode Island 21st Century Community Learning Centers Program Evaluation: Interim Report

August 2014

**Matthew Vinson
Michael Hutson**



AMERICAN INSTITUTES FOR RESEARCH®

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

Copyright © 2014 American Institutes for Research. All rights reserved.

Contents

	Page
I. Executive Summary	i
II. Introduction	1
Evaluation Questions.....	1
Background and Organization of the Report	1
III. Grantee and Center Characteristics	4
Data Source.....	4
Summary of Grantee and Center Characteristics	4
Detailed Analysis: Grantee Characteristics	5
Detailed Analysis: Center Characteristics	7
IV. Program Attendance and Activities	11
Data Source.....	11
Summary of Program Attendance and Activities	11
Detailed Analysis: Program Attendance and Activities	11
V. SAYO Data	19
Data Source.....	19
Findings	23
References	34
Appendix A. SAYO Survey Items.....	36
Appendix B. Parental Permission Form.....	44
Appendix C. Aggregate SAYO-Y Responses	46

I. Executive Summary

American Institutes for Research (AIR), on behalf of the Rhode Island Department of Education (RIDE), is currently undertaking an evaluation of Rhode Island's 21st Century Community Learning Centers (21st CCLC) program. Ultimately, this evaluation aims to address the following questions:

1. To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on the outcomes of interest as *compared* with similar students *not participating* in the program?
2. To what extent is there evidence that students participating in services and activities funded by 21st CCLC grants *more frequently* demonstrated better performance on the outcomes of interest?
3. To what extent is there evidence of a relationship between center and student characteristics and the likelihood that students demonstrated better performance on desired program outcomes?

During 2011-12, the previous evaluation year, a full impact analysis (quasi-experimental model) was conducted in order to address these questions. For the current year, 2012-13, it was therefore agreed that the evaluation effort should attempt to expand the depth to which these questions can be addressed, rather than duplicating efforts from the previous year. This is in keeping with evaluation best practices.

To this end, in lieu of an impact evaluation using 2012-13 data, during the course of 2013-14 the AIR team and RIDE decided to further investigate two previously unaddressed aspects of these questions: 1) how does program quality impact student experience in terms of the research questions; and 2) what are youth experiencing in the program in terms of social-emotional and non-cognitive outcomes?

To address the question of program quality, the AIR team planned to work with the quality advisors to conduct a series of site visits. Early in 2013, however, it was determined for a variety of reasons that the field was not ready for site observations, and focus shifted the question of alternate student outcomes. After deliberation and conversation with the National Institute on Out of School Time (NIOST), the AIR team and RIDE determined that implementing a pilot of the Survey of Academic and Youth Outcomes Youth Survey (SAYO-Y) was the best route forward. Properly a part of the A Program Assessment System (APAS) suite of tools, the SAYO-Y is a validated instrument designed to collect data on youth in fourth through eighth grades. With permission from NIOST and the Massachusetts Department of Education (for whom the SAYO-Y was originally developed), the SAYO-Y was administered to 21st CCLC sites across Rhode Island in spring of 2014.

Given the above, this report provides both descriptive and SAYO-Y survey data for 21st CCLC sites across Rhode Island. The AIR team envisions these data will provide a backdrop and baseline for assessment of program impact in the future. This is in accordance with the evaluation plan set forth for 2012-13 data analysis.

It is important to understand the characteristics of the 21st CCLC program in Rhode Island in order to ultimately describe and assess program impact. In terms of descriptive information, analysis of data from the Profile and Performance Information Collection System (PPICS) shows that there were 42 subgrantees active during the 2013 Annual Performance Report (APR) period (summer 2012, school year 2012–13). These subgrantees operated a total of 59 centers, nearly all of which were school based (92percent) and 15 of which served elementary and middle school grades combined (26 percent, compared with only seven centers only elementary grades, or 12 percent). Across all centers, a total of 13,631 students were served, for an average of 231 students per center. Of these students, 4,394(32percent) were regular attendees, attending 30 days or more during the reporting period. Of all regular attendees, 36 percent were identified as Hispanic, and 35 percent as white. Nearly all centers served students during the school year (98 percent of programs), and most also operated during the summer (81 percent). Compared with the nation, centers in Rhode Island tended to offer more enrichment activities as a proportion of their overall hours: 47percent of Rhode Island centers were identified as offering *Mostly Enrichment* activities, as opposed to 25 percent of centers nationally. This was also true for recreation: 25 percent of Rhode Island centers were identified as offering *Mostly Recreation*, compared with 23 percent nationally.

In lieu of an impact evaluation for 2012-13, the AIR team and RIDE decided instead—notably in light of last year’s evaluation findings—to focus on implementation of the SAYO-Y as a potential youth outcome measure. To this end, the SAYO-Y was administered at 36 sites to participating youth in grades four through eight, covering SAYO-Y quality areas of Program Experience and Sense of Competence, and including Reflection Questions. Ultimately, 1,366 surveys were compiled, with 133 of these records being provided by PASA. (PASA conducted their own SAYO-Y administration in the spring of 2014, and was therefore not a direct participant in the AIR SAYO-Y administration.)

The survey results were analyzed using Rasch modeling techniques, a method enabling analysis of item performance along with comparisons among groups by mean scale scores. While the majority of findings are very positive, the results show modestly low mean scale scores in terms of respondents’ sense that they have opportunities for leadership or responsibility in their program. This was especially true for respondents in fifth grade. A fair number of participants’ responses concerning choice and autonomy also fell on the more negative side, though results for this construct were more mixed. In terms of respondents’ sense of competence, a high number of respondents, when asked about their sense of competence as a learner, has responses that fell within the “Agree a Little” range (more negative), though the state-wide average fell within the “Mostly Agree” range. Additionally, participants in higher grade levels—notably sixth grade through eighth—had a lower mean scale score on constructs relating to sense of competence, especially with regard to reading and science, with mean scale scores falling in the “Agree a Little” response range.

Importantly, in terms of respondents’ belief concerning whether the program had helped them in academic and social/personal skill building, scale scores were heavily skewed toward the positive (“Agree a Lot”). This is an important finding because these two construct areas are the only two with language asking the respondents directly about their perception of the effect of the

program on their academic and social/personal growth. This indicates that respondents tend to believe the program is helping them in these areas.

Overall, results of the SAYO-Y are positive, with participants tending to respond, on average, at the higher (more positive) ends of each scale as reflected in the mean scale scores. The downside to this is that, for many of the constructs, there is a clear ceiling effect; in the future, the introduction of harder items may be of use to Rhode Island in order to facilitate program improvement efforts.

II. Introduction

The Rhode Island Department of Education (RIDE) 21st Century Community Learning Centers (21st CCLC) provide learning and youth development opportunities to students in high-poverty communities. These opportunities are designed to enhance students' academic well-being, sense of school belonging, and long-term academic success. This report contains findings of the RIDE 21st CCLC statewide evaluation for the 2012–13 school year.

Note that this report does not include an impact evaluation. In conjunction with RIDE, the AIR team chose not to conduct an impact evaluation this year, primarily for two reasons: 1) The AIR team conducted an impact evaluation in the previous year (2011-12), and conducting an impact evaluation every year is not in keeping with best evaluation practice; 2) foregoing an impact evaluation during the current year enabled a more efficient use of funds, namely to conduct a rigorous assessment of the SAYO-Y data collected via the SAYO-Y pilot.

Evaluation Questions

Key objectives of the present evaluation (taken as a whole) are to understand: (a) how well centers are implementing programming relative to research-based practices and approaches and (b) the impact of 21st CCLC participation on student academic outcomes. Specifically, the evaluation set out to answer the following questions:

1. To what extent is there evidence that students participating in services and activities funded by 21st CCLC demonstrated better performance on the outcomes of interest as *compared* with similar students *not participating* in the program?
2. To what extent is there evidence that students participating in services and activities funded by 21st CCLC grants *more frequently* demonstrated better performance on the outcomes of interest?
3. To what extent is there evidence of a relationship between center and student characteristics and the likelihood that students demonstrated better performance on desired program outcomes?

The impact report provided for 2011-12 addressed these questions at length, finding notable positive effects of the Rhode Island 21st CCLC program on outcomes such as school day attendance and disciplinary incidents. As a next step following those evaluation results, this report is intended to provide a descriptive overview of the program during APR 2012-13, covering a range of program characteristics, and to provide the results of the pilot SAYO-Y administration.

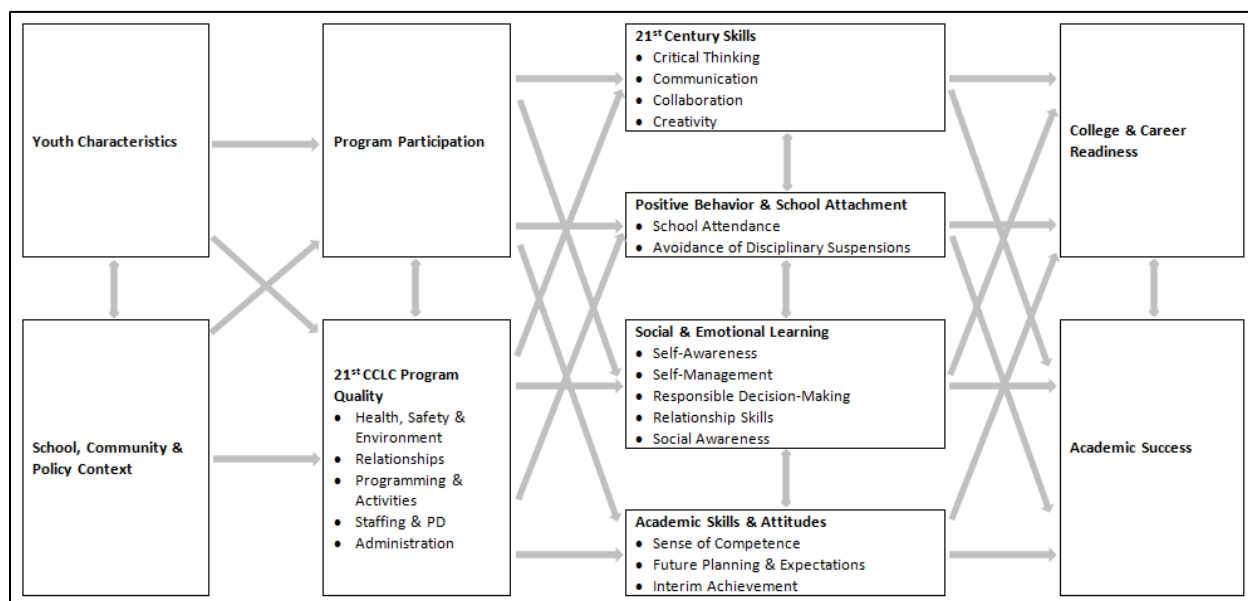
Organization of the Report

This report is divided into three main sections: Grantee and Center Characteristics (Section III), Program Attendance and Activities (Section IV), and SAYO-Y Survey Results (Section V). The

first two of these sections depend largely on PPICS data, while the third depends on responses provided to the SAYO-Y survey.

Each of these three sections is important in conveying an aspect of programs within RIDE's 21st CCLC program. As is true in other youth-serving systems, youth development program quality in afterschool settings functions in relation to interrelated factors: (1) the individual characteristics of each child, (2) the community context, and (3) participation dosage. Program quality and these interrelated factors ultimately affect youth outcomes (Durlak, Mahoney, Bohnert, & Parente, 2010). The emerging literature in afterschool program quality is clear on defining these dimensions of best practice *and* in articulating that there are contextually driven indicators of quality that are not possible to unilaterally describe without relation to one another (Noam, 2008; Durlak et al., 2010). It is, therefore, not until we understand how these factors interact that we can truly describe the impact of afterschool and expanded learning programs. Figure 1 depicts the interrelated factors that influence youth outcomes in afterschool settings, as understood within the context of Rhode Island.

Figure 1. Rhode Island Theory of Change in 21st CCLC



Source: RIDE. Note that this logic model is organic, in that it is not necessarily intended to be a final model.

Note that diversity in how 21st CCLC grantees design and run their programs is supported by the current body of knowledge in afterschool research, which suggests that a variety of paths can be taken in both the design and delivery of afterschool programs that may lead to improved participant academic and social and emotional learning outcomes (Birmingham, Pechman, Russell, & Mielke, 2005; Black, Doolittle, Zhu, Unterman, & Grossman, 2008; Durlak & Weissberg, 2007; Granger, 2008; Lauer et al., 2006; Vandell et al., 2005). The research indicates, however, that quality matters: much of the afterschool research has found an uneven level of effectiveness in promoting positive participant outcomes that are largely based on variation in program quality (Granger, 2008). Further, meaningful progress has been made in uncovering

what constitutes quality afterschool programming (Granger, Durlak, Yohalem, & Reisner, 2007; Little, 2007; Vandell et al., 2005; Wilson-Ahlstrom & Yohalem, 2007; Yohalem, Wilson-Ahlstrom, Fischer, & Shinn, 2009). Markedly, studies suggest that a primary catalyst for maintaining and improving program quality is found when midlevel managers and program staff have ongoing access to program data (e.g., evaluation data, observation data, self-assessment data) to make informed program improvements (Smith, Peck, Denault, Blazevski, & Akiva, 2010). Statewide evaluations of 21st CCLC programs should not therefore be viewed only as an opportunity to collect and analyze data for the purpose of state and national program monitoring and improvement efforts, but also as a way of reporting back to grantees for the purpose of ongoing quality improvement efforts.

As noted, this report is divided into three main sections. These sections are designed to largely capture elements of the theory of change shown in Figure 1, elements not previously explored in the impact evaluation in 2011-12 (e.g., social and emotional learning, academic skills and attitudes, as captured in the SAYO-Y data). Chapter III details the context of the program (grantee and center characteristics). Chapter IV describes participation (program attendance and activities). Chapter V provides a view of how youth participants in grades four through eight are experiencing the 21st CCLC program. These interrelated factors of context, participation, and youth outcomes work to influence point-of-service quality and ultimately the prevalence of positive youth outcomes in afterschool and expanded learning settings, over time (Durlak et al., 2010). The methodology, measures, summary and detailed findings of each section are contained in those chapters.

III. Grantee and Center Characteristics

The description of context and the setting of afterschool and expanded learning programs is one of the interrelated set of factors that determine program quality and ultimately influence participant outcomes. This chapter provides a broad description of the characteristics of 21st CCLC programs in Rhode Island in relation to program schedule, setting, and staffing patterns.

Data Source

The 21st CCLC Profile and Performance Information Collection System (PPICS) is a Web-based data collection system developed and maintained by American Institutes for Research (AIR) on behalf of the U.S. Department of Education. Data on the full domain of 21st CCLC programs funded nationally, including those in Rhode Island, are collected through this system. PPICS consists of various data collection modules, including the Annual Performance Report (APR) completed by grantees once a year to summarize operational elements of their program, the student population served, and the extent to which students showed improvements in academic-related behaviors and achievement. In this report, grantee and center data are primarily analyzed along two dimensions: across APR years and across various program categories. In some places, where appropriate, national numbers are provided for reference.¹ Where otherwise unmarked, data are taken from APR 2013, which covered program operations during the summer of 2012 and the 2012–13 school year.

As reported in APR 2013, there were 42 active 21st CCLC grantees across the state of Rhode Island, which in turn were operating a total of 59 centers. The term *grantee* in this report refers to an entity that applies for grants and serves as the fiscal agent for a given 21st CCLC grant. The term *center* refers to the physical location where grant-funded services and activities are provided to participating students and adults.

Summary of Grantee and Center Characteristics

During the 2012-13 APR, 42 active 21st CCLC grantees across the state of Rhode Island operated a total of 59 centers. School-based and non-school-based grantees were represented in roughly equal numbers, and grantees classified as *Community-Based Organizations* made up the largest segment of non-school-based fiscal agents. PPICS data also showed the following grantee and center characteristics:

- Awards in Rhode Island have been made for five years and have tended to be somewhat lower than awards across the nation in terms of both average and median.
- Most grantees are mature (not in the first or last years of funding).

¹ With respect to national comparison values, note that the national numbers do not reflect finalized data: APR 2012 data reporting, at the time of compiling this report, was still open, with four different states incomplete. The national comparison numbers, therefore, do not reflect all 21st CCLCs that were active during the APR 2012 period, but rather the vast majority.

- The vast majority of Rhode Island centers (98 percent) offered school-year programming during afterschool hours, and most (81 percent) also operated in the summer.
- Rhode Island centers most commonly served elementary and middle school students; 26 percent of all centers were classified as *Elementary-Middle* in APR 2013. This was a change from the previous year (about nine percent); in previous years, *Elementary Only* has been the largest category, with around 39 percent of centers being classified as *Elementary Only* in 2012 (as compared with 12 percent in 2013).
- Rhode Island centers typically employ a mix of youth development workers, staff with no college, and school-day teachers (22 percent); school-day teachers and other school staff (38 percent); or school-day teachers only (28 percent), which is roughly consistent with national averages.

Detailed Analysis: Grantee Characteristics

Grantee Maturity

Grantee maturity is described here because it is hypothesized that more mature grantees have the experience necessary for providing high-quality programming, adapting to budget reductions, and sustaining program operations. To facilitate comparisons with national data housed in PPICS, Rhode Island grantees were classified into three possible maturity categories:

- **New**—grantees in their first year of 21st CCLC funding
- **Mature**—grantees not in their first year, but also not in their last year of funding
- **Sustaining**—grantees in their last year of 21st CCLC funding

As shown in Table 1, during APR 2013 there was a higher proportion of grants that were *Sustaining* or *Mature*. In Rhode Island, there were only 4 grants that were defined as *New*, a lower proportion than at the national level. Awards in Rhode Island are for five years; award lengths across the nation vary from three to five years.

Table 1. Grants by Maturity

Grant Maturity	RI Grants		All Grants*	
	N Grants	% Grants	N Grants	% Grants
New	4	9.5%	629	16.4%
Mature	19	45.2%	1,722	45.0%
Sustaining	19	45.2%	1,476	38.6%
Total grantees	42	100.0%	3,827	100.0%

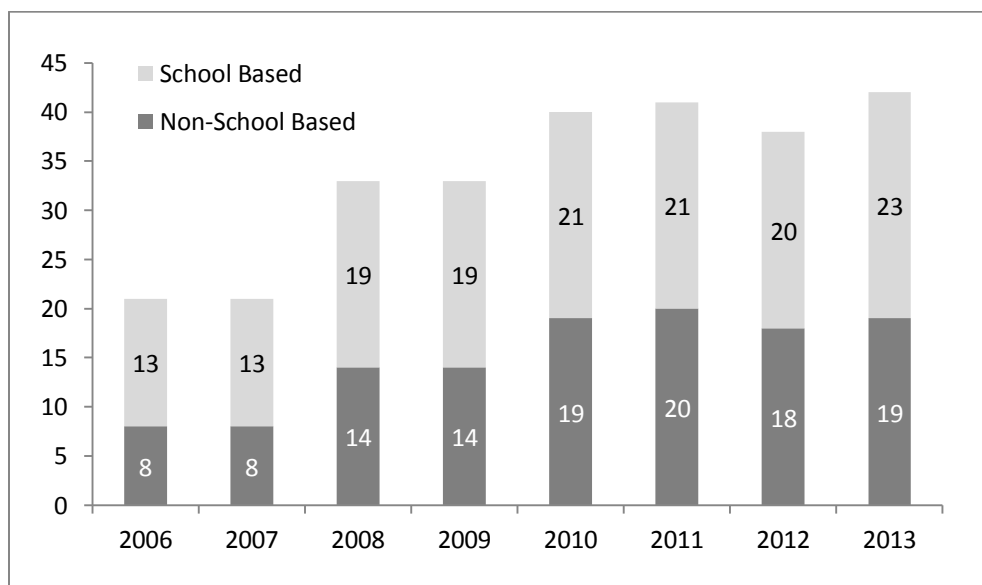
*Organization maturity could not be determined for 209 grantees at the national level.

Grantee Organization Type

All grantee organizations can be placed into one of two main groups: school-based and non-school-based. With the passage of the No Child Left Behind Act, funding eligibility was expanded beyond schools to include public and private educational and youth organizations. These organizations are referred to as non-school-based organizations. School-based organizations (SBO) include school districts, charter schools, and private schools. Non-school-based organizations (NSBO) include, among other entities, community-based organizations, faith-based organizations, health-based organizations, and park districts. Both SBOs and NSBOs may apply for grants.

Of 21st CCLC grantees funded by Rhode Island, school-based and non-school based organizations have been represented roughly equally. In 2013, for example, school districts were the fiscal agents on 23 of the 42 active grants (55 percent of all 21st CCLC grants). Figure 2 shows the comparison across eight APR years.

Figure 2. Number of School-Based Versus Non-School-Based Grantees



Of the non-school-based grantees, *Community-Based Organizations* are the largest group, making up more than 27 percent of all grantees in 2013. The next highest non-school based grantee type was Charter Schools (CS), making up approximately seven percent of all fiscal agents.

Grant Amounts

Rhode Island's first-year grant award amounts and the duration of the grants were assessed alongside national averages, as shown in Table 2. No major differences in terms of the average

length of a grant were noted between the two groups, but the average first-year award for Rhode Island grantees was lower than the national average. Although not displayed in Table 2, the median first-year award amounts for Rhode Island and the nation (Rhode Island exclusive) were, respectively, \$153,000 and \$344,000.

Table 2. Grants by First-Year Award Amount*

Award Amount and Duration	RI Grants	All Grants**
	Mean	Mean
Year 1 award amount	\$159,614	\$304,735
Award length	5 years	4.4 years
Total grantees	42	4036
Mean number of centers per grant	1.4	2.5

*Of grantees reporting data for APR 2013.

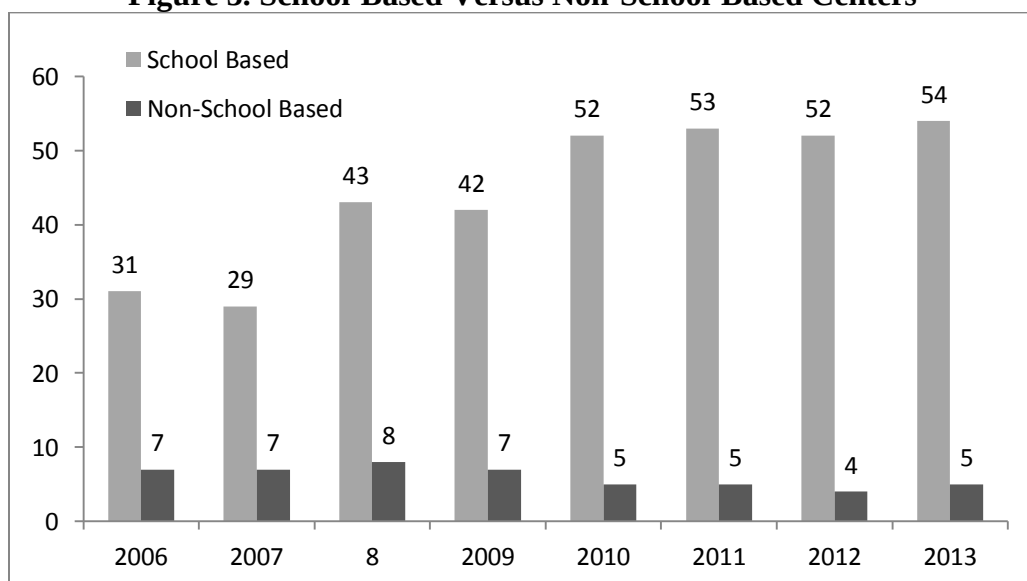
**Exclusive Rhode Island grants.

Detailed Analysis: Center Characteristics

Center Organization Type

As with grantees, centers can be classified as either school-based or non-school based. During APR 2013, the vast majority of Rhode Island's centers (54 or 92 percent) were located in schools (see Figure 3), which is above the national average of 86 percent.

Figure 3. School-Based Versus Non-School-Based Centers



School-Year and Summer Operations

A total of 58 centers in Rhode Island (98 percent) offered school-year programming during the 2013 reporting period. This is similar to the national average, 96 percent. Rhode Island centers tended most often to offer programming after the school day (as opposed to before the school day, during the school day, or on weekends), offering on average 11 hours of programming after school each week. On average, Rhode Island offered slightly less programming during the school year than did centers across the nation, with roughly 13.0 hours of programming per week compared with 13.2 hours per week. Rhode Island centers offered programming an average of 4.2 days per week over 32 weeks, which is similar to national averages.

In terms of summer operations, a total of 48 of Rhode Island's centers (81 percent) offered summer programming, which was about the same as previous years. In 2013, Rhode Island centers, however, were more likely than other centers nationwide to offer summer programming (national average: 57 percent). Overall, Rhode Island centers tended to be very similar to other centers nationwide that operate in the summer. Rhode Island centers with summer programs had, on average, 5.5 weeks of programming (compared with 5.2 nationally) and approximately 27 hours of programming per week (compared with 25 hours of programming per week).

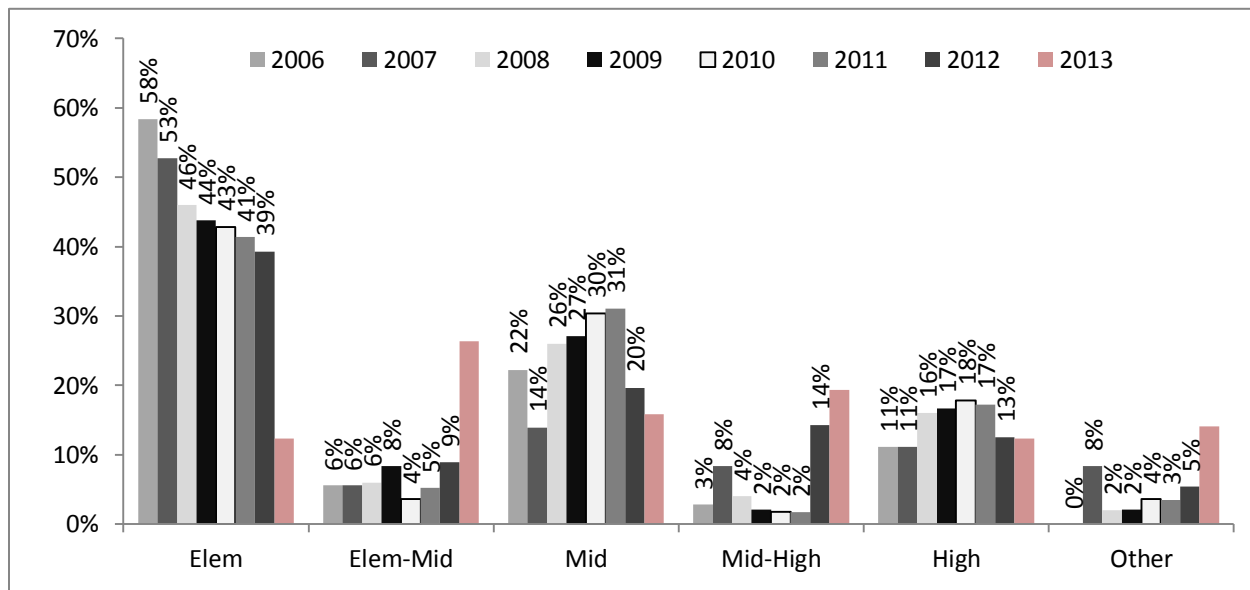
Grade Levels Served

A topic garnering increasing attention at the national level relates to the role that grade level plays both in terms of how 21st CCLC programs should structure their operations and program activities, and the outcomes for which they should be held accountable through performance indicator systems. Using student-level data about the grade level of students attending a program, 21st CCLC programs were classified according to six categories:

- ***Elementary Only***—centers serving students up to Grade 6
- ***Elementary/Middle School***—centers serving students up to Grade 8
- ***Middle School Only***—centers serving students in Grades 5–8
- ***Middle/High School***—centers serving students in Grades 5–12
- ***High School Only***—centers serving students in Grades 9–12
- ***Other***—centers that did not fit one of the other five categories

The *High School Only* category is especially important to examine because afterschool programs for older children often look considerably different from elementary or middle school programs (Naftzger et al., 2007). High school students are experiencing developmental transitions different from those of younger students and often have other afternoon obligations such as jobs, caring for younger siblings, or extracurricular activities. In terms of grade levels served, centers in Rhode Island 21st CCLC programs most commonly serve *Elementary-Middle School* students, with 26 percent of all centers being classified as *Elementary-Middle* in APR 2013 (see Figure 4). The percentage of centers serving elementary students exclusively has stayed about the same over the past few years, making this a shift from previous years.

Figure 4. Percentage of Centers per Grade-Level Cluster per Year



Note. Reflective of centers with grade-level status available. Two centers in 2006 and 2013, along with one center each in 2008, 2009, and 2010 lacked a clear grade-level status.

Staffing

In terms of the staffing of Rhode Island 21st CCLCs, a total of 1,791 staff members were reported for 2012-13 school-year operations (39 percent volunteer), and 715 for the summer of 2012 (18 percent volunteer). Of the school-year staff, 21 percent were paid school-day teachers, and 10 percent were paid youth-development workers. Volunteer college students were the largest volunteer group, accounting for 18 percent of school-year staff.

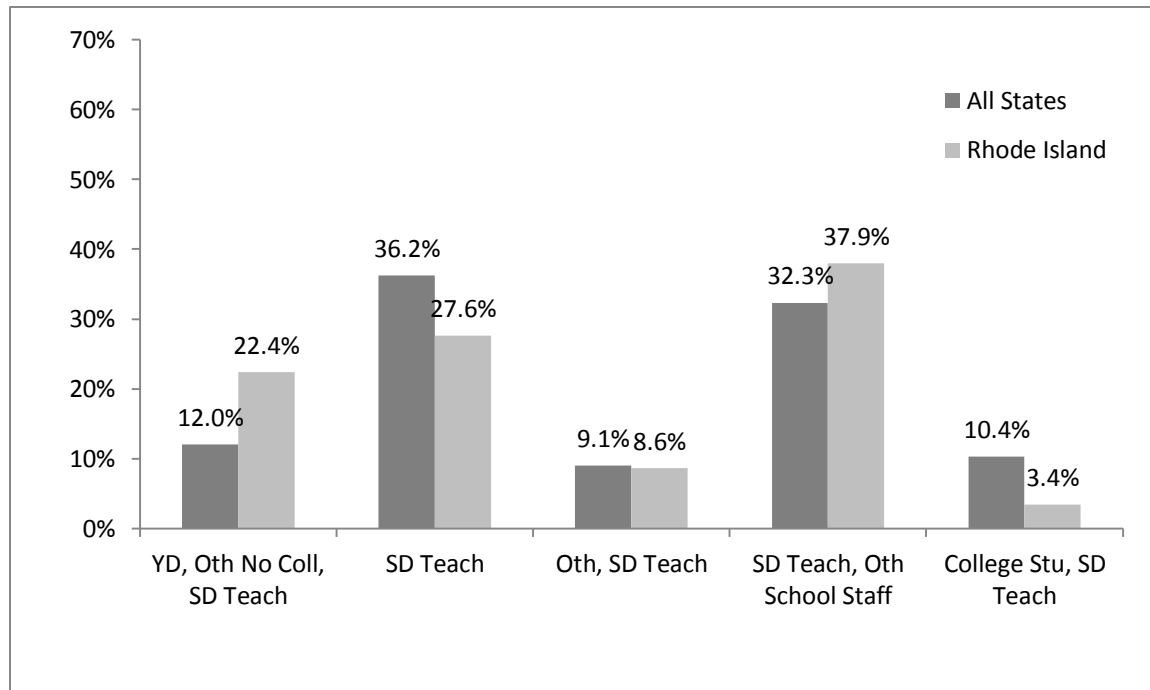
Summer staffing was very similar to school-year staffing in terms of staff type: 26 percent summer staff being paid school-day teachers, and 18 percent other paid youth-development workers. Volunteer high school students and volunteer community members accounted for five percent and six percent of all summer staff, respectively.

In order to further classify centers into categories that meaningfully represent the extent to which different types of staff are employed to deliver programming to youth (e.g., school-day teachers, youth-development workers, college students), K-Means cluster analysis was employed using center-level percentages for each category of staff. These percentages represent the extent to which centers nationwide emphasized certain types of staff in the programming offered to participating youth. Cluster analysis typically is employed to combine cases into groups using a series of variables as criteria to determine the degree of similarity between individual cases, and it is particularly well suited when there is a desire to classify a large number of cases into a smaller domain of discrete groupings.²

² Due to the fact APR 2013 data were not entirely complete at the time of this report (three states were missing APR staffing information), the final cluster solution for 2012 may be somewhat different than presented here.

Based on this analysis, roughly two thirds of Rhode Island centers typically employ a mix of youth-development workers, staff with no college, and school-day teachers (22 percent); school-day teachers and other school staff (38 percent); or school-day teachers only (28 percent), as shown in Figure 5.

Figure 5. Staffing Clusters, Rhode Island and the Nation (Annual Reporting Period 2013)



Note. Percentages are based on 58 centers in Rhode Island and 9,297 centers nationally with complete staffing information.

IV. Program Attendance and Activities

Student participation in afterschool and expanded learning programs is a critical variable in predicting youth experience in programs and is one of the interrelated set of factors that indicate program quality and ultimately influence participant outcomes. This chapter details 21st CCLC program attendance and activities.

Data Source

Data on program attendance and activities for the 2012-13 programming period were extracted from the APR module of PPICS. A total of 59 centers across the state associated with 42 21st CCLC grants active during this programming period were represented in the data set extracted from PPICS.

Summary of Program Attendance and Activities

- A total of 13,631 students were reported as attending 21st CCLCs for at least one day during the 2012 reporting period, with 32 percent classified as regular attendees.
 - On average, each center in Rhode Island served approximately 231 total students, among whom 74 (37 percent) were regular attendees.
 - Rhode Island centers mostly served Hispanic and white students; 36 percent of all regular attendees identified as Hispanic, and 35 percent identified as white.
 - When compared with the nation, centers in Rhode Island were more likely to offer *Mostly Enrichment* activities (47 percent of all Rhode Island centers, 25 percent of centers nationally) or *Mostly Recreation* activities (25 percent of all Rhode Island centers, 23 percent of centers nationally).

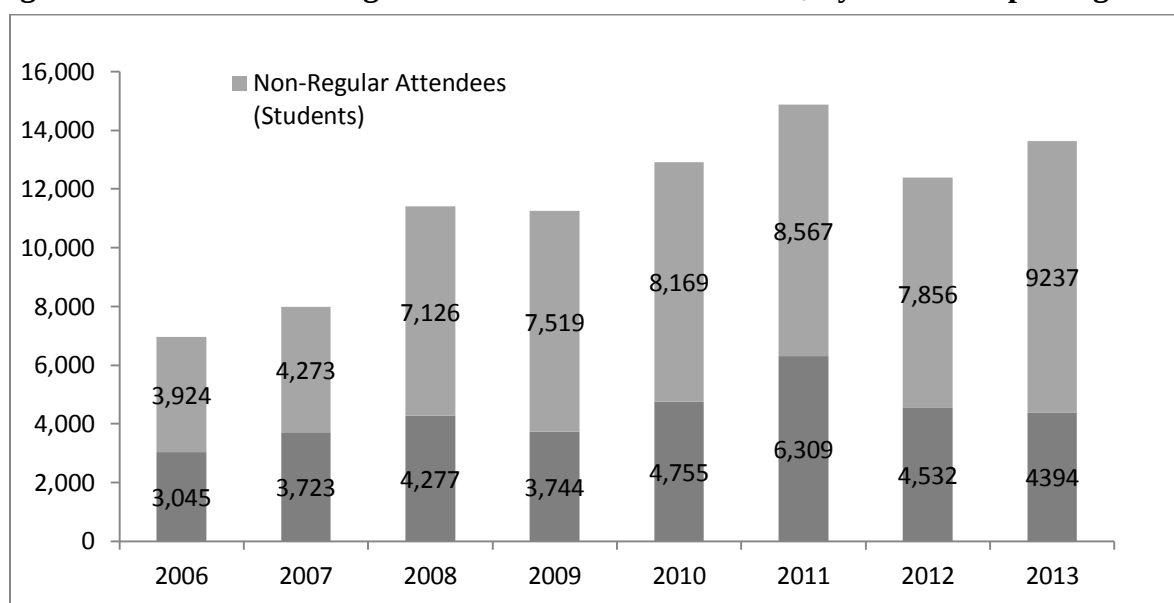
Detailed Analysis: Program Attendance and Activities

Center Attendance

As part of the APR data-collection process in PPICS, information is collected on the total number of students that a given center served during the reporting period, how many of those students met the definition of *Regular Attendee* by participating in 30 or more days of programming, and demographic information about the student population in question, including grade level and ethnicity.

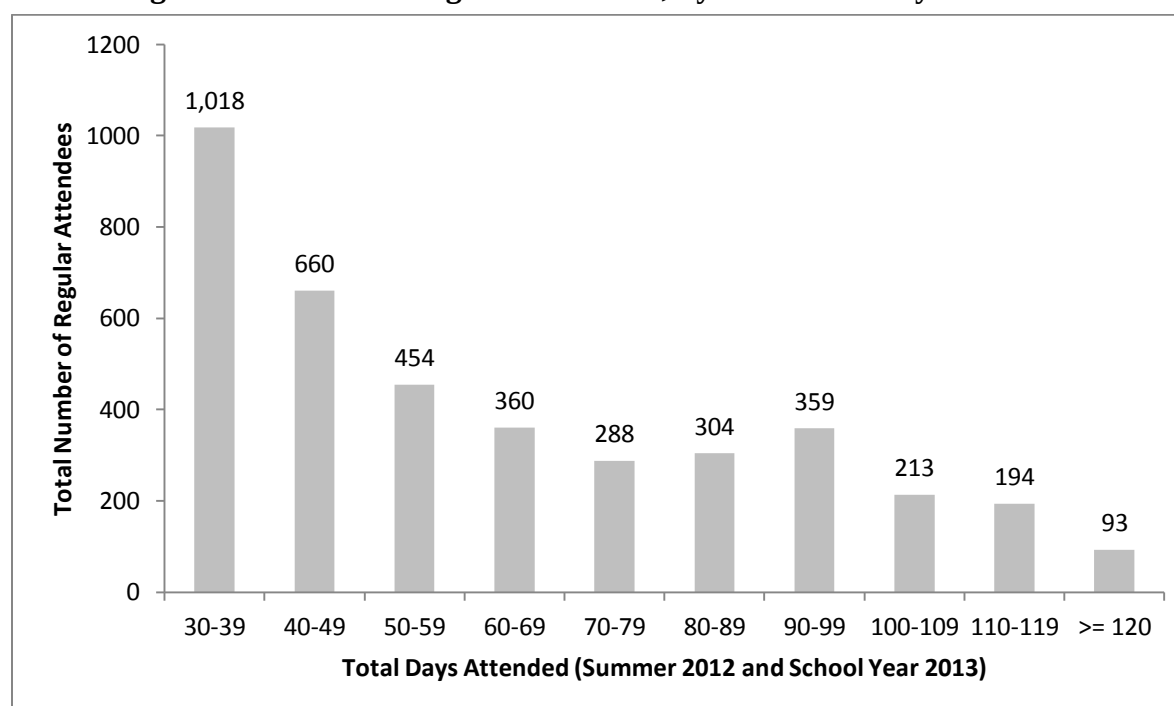
In Rhode Island, a total of 13,631 students were reported as attending 21st CCLC programs for at least one day during the 2013 reporting period. Of these, 4,394 students—or 32 percent (compared with 51 percent nationally)—were regular attendees. Annual attendance levels are presented in Figure 6. Attendance was highest in 2011, dipping somewhat in 2012 before rising again in 2013.

Figure 6. Attendees and Regular Attendees in Rhode Island, by Annual Reporting Period



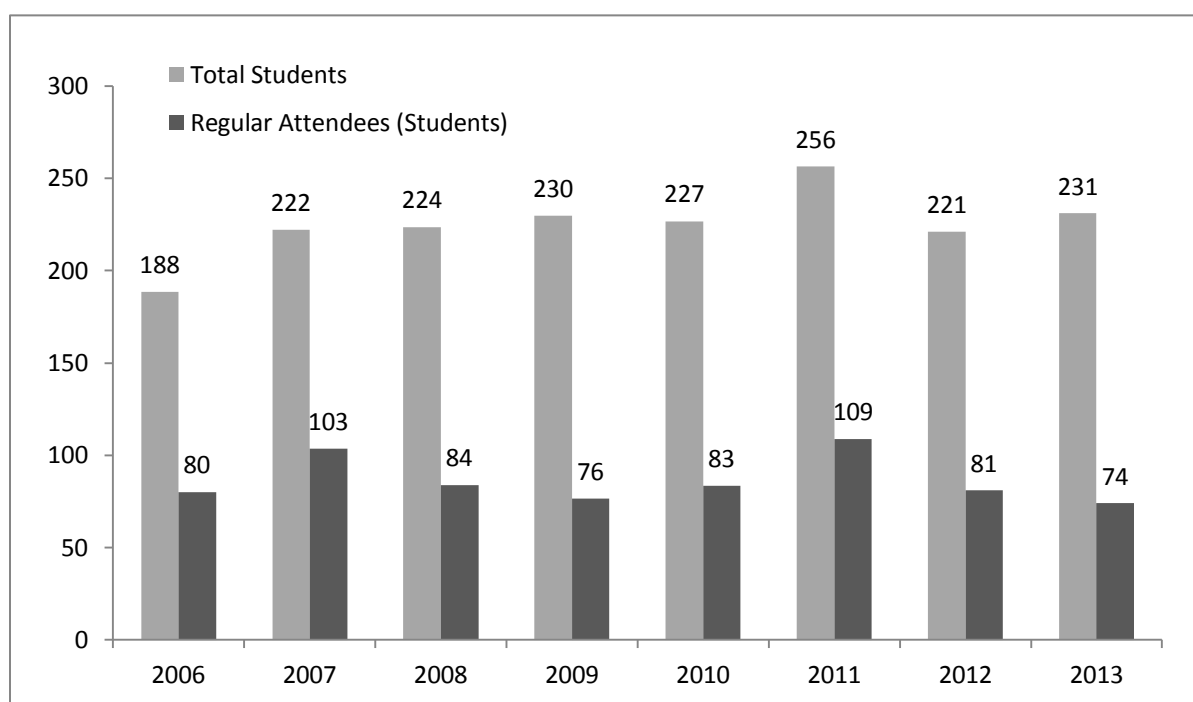
As Figure 7 shows, among regular attendees, just over one half attended 60 days or more ($n = 1,811$) as opposed to fewer than 60 days ($n = 1,114$). There was a steady decline in the number of students attending with each increasing 10-day attendance band (although there was a slight increase at the 80–89 days range).

Figure 7. Number of Regular Attendees, by Number of Days Attended



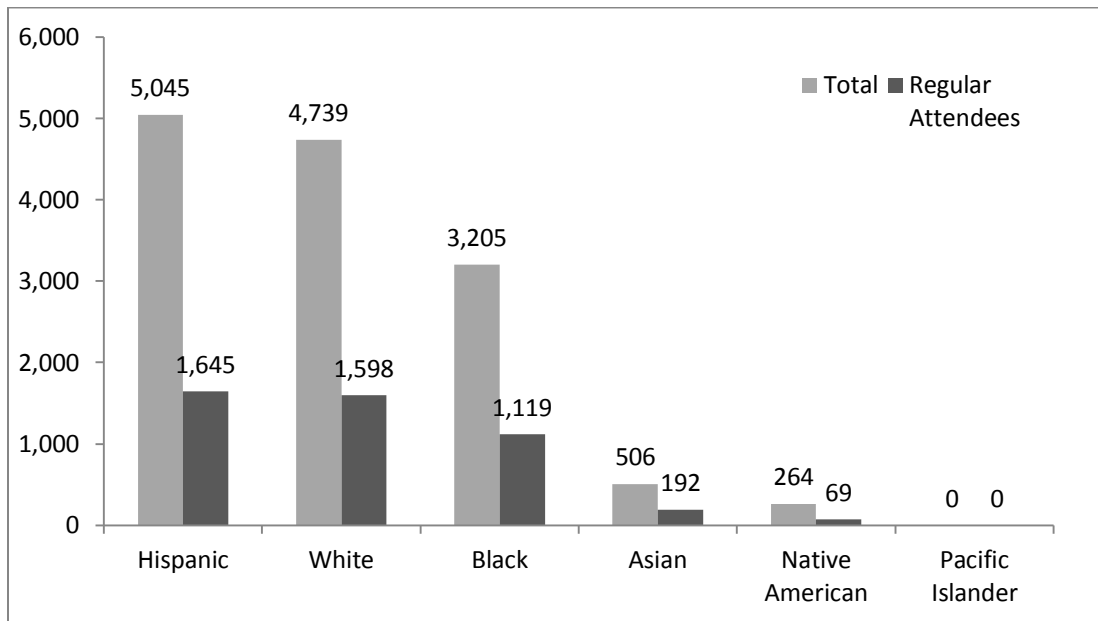
Overall, the mean school-year attendance rate for regular attendees was 67 days, with a median of 58. For summer, the mean attendance rate for regular attendees was 17 days, with a median of 16 days. On average, each center in Rhode Island served approximately 231 total students, among whom 74 (or 32 percent) were regular attendees. This was about the same as total attendance in previous years. Median values show a similar trend. See Figure 8 for annual trends.

Figure 8. Average Attendance Rate per Center, by Annual Reporting Period, Total and Regular Attendees (Rhode Island Only)



In terms of ethnicity, Rhode Island centers mostly served Hispanic and white students, with 36 percent of all regular attendees identified as Hispanic, and 35 percent identified as white. Figure 9 shows the total number of students and regular attendees according to student ethnicity.

Figure 9. Number of Total Students and Regular Attendees, by Ethnicity



In terms of special status (limited English proficiency [LEP], free or reduced-price lunch [FRPL], or special needs), the proportion of students stayed roughly level over the seven APR periods. However, there was a slight decrease in the proportion of attendees identified as special needs from 2007 to 2013, both for total attendees and for regular attendees (see Figures 10 through 13).

Figure 10. Percentage of Attendees, by LEP, FRPL, and Special-Needs Status

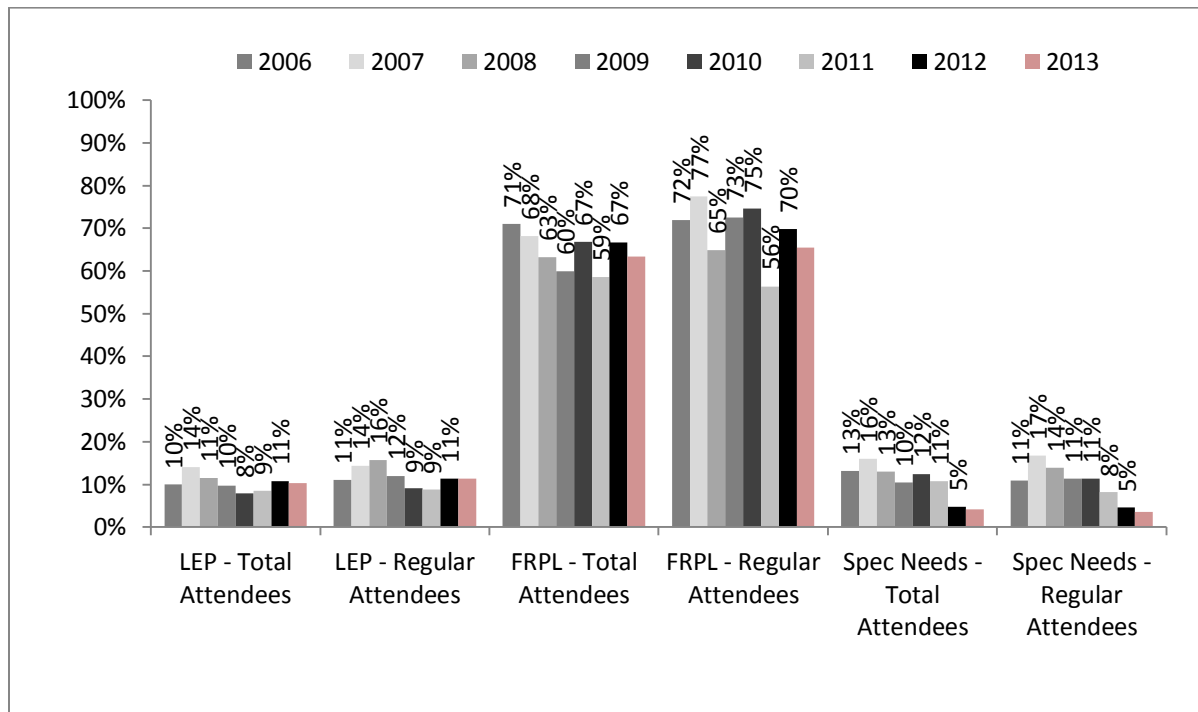
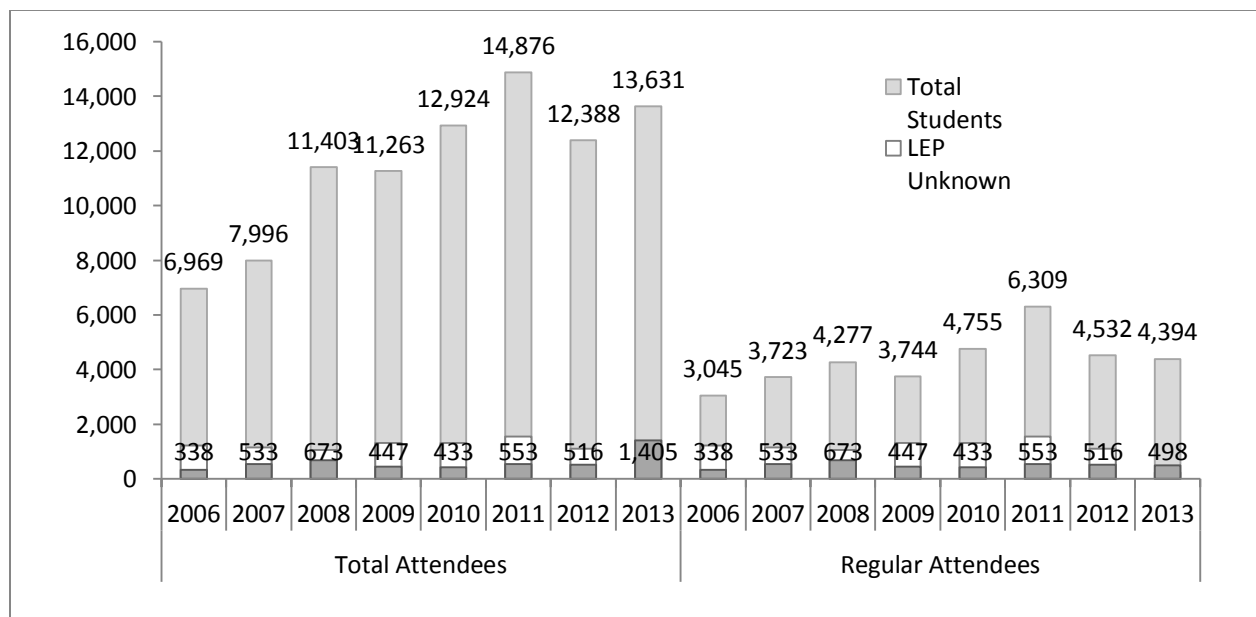
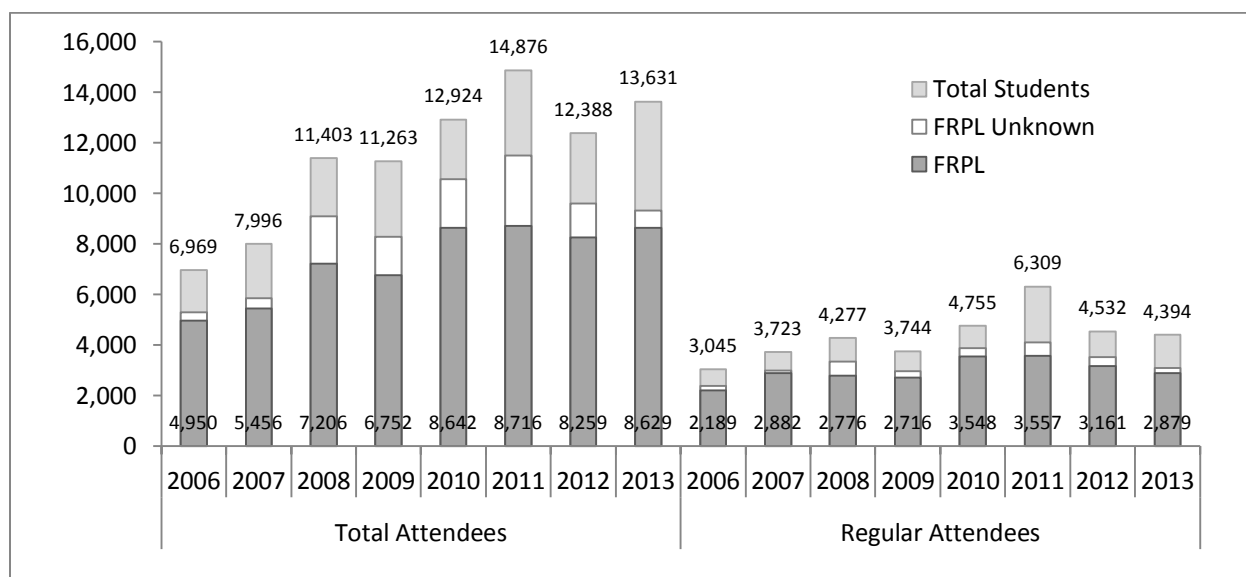


Figure 11. Number of Total and Regular Attendees, by Limited-English-Proficiency Status



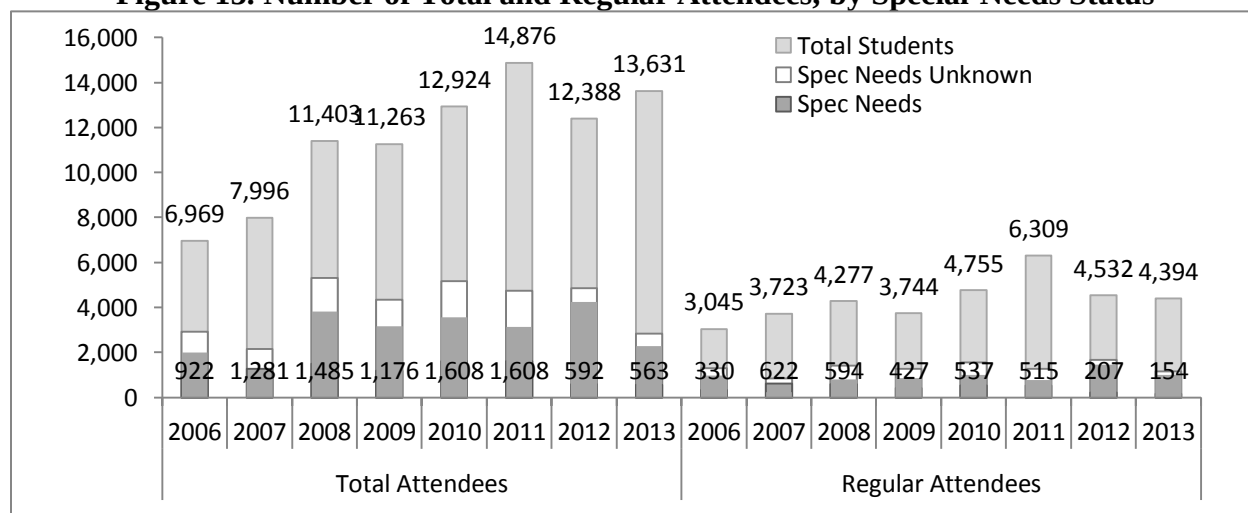
Note. The number of students whose LEP status was unknown is not shown.

Figure 12. Number of Total and Regular Attendees, by FRPL Status



Note. The number of students whose FRPL status was unknown is not shown.

Figure 13. Number of Total and Regular Attendees, by Special-Needs Status



Note. The number of students whose special-needs status was unknown is not shown.

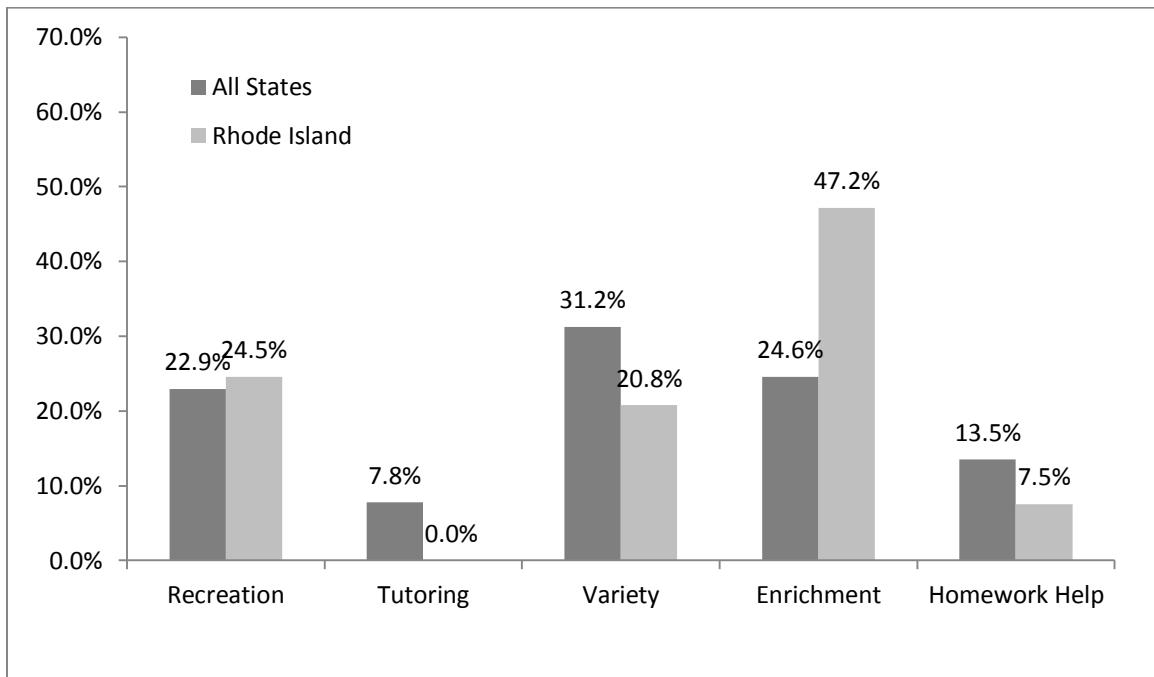
Center Activities

Both the staff working at a given 21st CCLC site and the activities offered to participants are critical in participants' program experiences and potential benefits gained from participation in 21st CCLC programming. The national goal of the 21st CCLC program encompasses a host of different types of activities, including the following, which are tracked in PPICS:

- Academic enrichment learning program
- Recreational activity
- Homework help
- Supplemental Education Services (SES) tutoring
- Activity to promote youth leadership
- Expanded library service hours
- Drug/violence prevention, counseling, or character education
- Career/job training
- Promotion of family literacy
- Mentoring
- Community service/service learning
- Promotion of parent involvement
- Other (e.g., activities involving computers and technology, life skills, nutrition, etc.)

In order to further classify Rhode Island centers into categories that meaningfully represent the relative emphasis given to providing different types of activities (academic enrichment, tutoring, homework help, recreation, etc.), K-Means cluster analysis was employed using center-level percentages for each category of activity. When compared with the nation, centers in Rhode Island were more likely to fall into the *Mostly Enrichment* cluster (47 percent of all Rhode Island centers compared with 25 percent of centers nationally) or the *Mostly Recreation* cluster (25 percent of all centers in Rhode Island, compared with 23 percent nationally), as shown in Figure 14.

Figure 14. Activity Clusters, Rhode Island and the Nation, by 2012 Annual Reporting Period



Note. States have the option to require their centers to submit activities data in the APR in one of two different ways: as aggregated hours or as individual activity records. Because only individual activity records are used to carry out the cluster analysis in question, the numbers presented under “Activity Cluster” represent centers in states that opted to employ the individual activity record option. For all states, there were 4,908 centers with individual activity cluster designations (Rhode Island inclusive); for Rhode Island, there were 53 centers with individual activity cluster designations.

V. SAYO Data

In lieu of an impact evaluation for 2012-13, the evaluation team, in conversation with RIDE, opted to run a pilot of the Survey of Academic and Youth Outcomes Youth survey, or SAYO-Y. This survey, created by the National Institute on Out-of-School Time (NIOST), is a validated instrument for grades four through eight, and is part of the A Program Assessment System (APAS) suite of tools. The survey can be used on its own, constituting a measure of particular youth outcomes.

The survey instrument was used with direct permission from and consultation with NIOST, and with permission from the Massachusetts Department of Education (for whom the SAYO-Y was developed).

Data Source

About the SAYO-Y Used in Rhode Island

The SAYO-Y, as noted above, is a validated instrument designed to collect outcome data from youth in grades four through eight.³ The survey itself is somewhat modular, containing multiple item sets designed to evaluate student outcomes on underlying constructs. These construct areas, organized by “quality areas,” are:

- 1) Program Experiences Quality Area (PE)
 - a. Engagement and Enjoyment
 - b. Choice and Autonomy
 - c. Challenge
 - d. Perceptions of the Social Environment
 - e. Supportive Relationships with Staff Member
 - f. Responsibility and Leadership
- 2) Future Expectations Quality Area (FE)
 - a. Future planning
 - b. Expectations
 - c. Aspirations
 - d. College planning
- 3) Sense of Competence Quality Area (SC)
 - a. Learner
 - b. Mathematics
 - c. Reading
 - d. Writing
 - e. Science
 - f. Getting along with others

³ The SAYO-Y can technically be used for youth in fourth grade through high school, but has only been validated for grades four through eight. Because of this, we have chosen to focus on grades four through eight here.

The SAYO-Y also includes reflective questions concerning experience in the out-of-school time program.

Because inclusion of all items relating to these quality areas would have resulted in an overly-long SAYO-Y, only a subset of the items were included in the survey provided to 21st CCLC youth in Rhode Island. The items included in the Rhode Island version of the SAYO-Y were primarily related to the Program Experiences and Sense of Competency quality areas, as shown in Table 3.

Table 3. SAYO-Y Constructs, by Quality Area

Quality Area	Construct	Qs*	N Items
Program Experience	1. Youth perceive supportive social environment	Q1a, Q1b	6
	2. Youth enjoy & feel engaged in the after-school program	Q2	4
	3. Youth have choice and autonomy	Q3	6
	4. <i>Q4 not included in survey</i> ⁴	-	-
	5. Youth believe they have a supportive adult	Q5	4
	6. Youth believe they have opportunities for leadership and responsibility	Q6	5
Sense of Competency	7. Sense of competence as a learner	Q7	5
	8. Sense of competence as a Reader	Q8	5
	9. Sense of Competence in Math	Q9	6
	10. Sense of competence in Science	Q10	6
	11. Sense of Competence Socially	Q11	4
Retrospective	12. Youth believe program has helped academic skills	Q12	3
	13. Youth believe program has helped social/personal skills	Q13	3
	14. Retrospective sense of competence	Q14	1

* A single “Q” includes multiple question items, collected as an item set (all theoretically relating to the same underlying construct). The total number of items in the survey relating the given construct and grouped under the particular “Q” is shown in the far-right column of the table.

For specific question language provided on the survey, see Appendix A, “SAYO Survey”.

⁴ Note that items relating to question four were inadvertently left off the survey (during online question programming), and are therefore not included here. In the future, this item should be included in the survey administration as part of the program experiences quality area.

Survey Administration in Rhode Island, Spring 2014

Given that the SAYO-Y has been validated for youth in grades four through eight, the evaluation team targeted Rhode Island 21st CCLC sites with students in fourth through eighth grade. Ultimately, 36 sites were included in the administration. (For reference, approximately 56 centers were active during APR 2012-13, as noted above, and 60 centers were active as of the writing of this report). (Note that this does *not* include data provided by PASA from their own SAYO-Y administration. See below under “PASA SAYO-Y Data.”) The administrator from each of these sites was given an online training link, which led to an online NIOST training covering SAYO-Y administration. Each administrator was required to complete the training prior to administering the SAYO, with conformation of completion provided by NIOST staff. All administrators completed the training.

Prior to survey administration, each participating youth at each site was provided a sample parental permission form, using passive consent (see Appendix B). Permission forms were adapted to each site and collected by the sites prior to survey administration. It should be noted that some sites had previously conducted a blanket survey parent permission process, usually as part of student registration, using active consent.

Once permission forms were collected, youth were asked to complete either an electronic version of the SAYO-Y using Survey Monkey (with questions coded by AIR staff) or a paper version of the SAYO-Y (created by AIR staff). Youth completing the paper forms turned their surveys in to site administrators, who keyed the data into Survey Monkey. No paper surveys were collected by AIR.

In order to protect student privacy, no personally-identifiable information was collected in Survey Monkey. In order to gain information useful in analyzing the data, however, survey respondents were asked to provide their grade level, their site name, and a unique SAYO ID. This SAYO ID was assigned by the site-level staff, and had no connection to any other identifiers outside the survey.

After all surveys were entered, site administrators provided AIR with a list of all SAYO IDs along with the site name, respondent grade level, and respondent 21st CCLC school-year attendance rate. In this way AIR compiled a dataset of all survey responses aligned with site name, grade level, and attendance rate without gaining access to information that could be used to identify a particular student.

PASA SAYO-Y Data

PASA sites were *not* included in the SAYO-Y survey administration due to the fact that PASA sites had administered the SAYO-Y earlier in the year (though still in the spring of 2014). PASA data were later added in to the SAYO-Y dataset, however, so that the final SAYO-Y dataset includes most sites in Rhode Island.

The version of the SAYO-Y that PASA administered did not, however, include all items AIR included in the SAYO-Y. While PASA sites completed questions related to question sets one

through seven as shown in Table 3, youth at PASA sites did not respond to items included as part of question sets eight through fourteen. This should be kept in mind when reviewing the data.⁵

About Rasch

Scale scores were created for each of the scales represented on the SAYO-Y administered in the spring of 2014 using Rasch analytic techniques. Rasch models are mathematical models that allow the calculation of measures for survey constructs, creating a summary for a set of items that define that construct. Creating a construct out of multiple questions more accurately captures the construct being considered. The Rasch rating scale model (Andrich, 1978; Wright & Masters, 1982), as implemented with WINSTEPS (Linacre, 2005), was used to create scale scores for each of the scales represented on the SAYO-Y.

Scores were placed on a 1 to 4 scale, with higher scores indicative of a higher level of functioning on a construct; that is, a higher score indicates a higher likelihood of responding “Yes,” “Mostly Yes,” “Mostly Agree,” or “Agree a Lot” to the items making up a scale. This approach allows each youth to be classified as falling within a given response category based on their scale score for each construct. In addition, mean scale scores can also be compared across different groups of youth. In the sections that follow, comparisons are made between different grade levels and levels of afterschool program attendance.

Note on Ceiling Effects

Most of the constructs analyzed presented some degree of a “ceiling effect.” Ceiling effects occur when respondents “max out” a scale, clustering at the top response classification level. While it may seem that this would be a desired result (in the sense that it indicates participants are responding positively to the survey items), this is not necessarily so; it means that the scale is not necessarily capturing the full range of ability, perception, or belief, a notable problem from a program improvement perspective since it becomes less clear which construct areas deserve the most attention.

The percentage of survey respondents whose scale score was classified in the highest response category is presented in Table 4, by construct.

⁵ Note that, in some cases, Rasch results were checked with and without PASA sites included in order to test whether the inclusion of PASA data was in any way skewing the results. PASA’s inclusion (or exclusion) did not seem to make a tremendous difference in results or shift the conclusions of the analysis, though there is some difference (as would be expected). In order to include as much data as possible, all responses to each item were included in the final analysis.

Table 4. Percent of Youth with Maximum Scale Score

Q1	12.9%
Q3	3.2%
Q6	6.2%
Q7	16.3%
Q8	9.6%
Q9	16.0%
Q10	12.8%
Q11	16.2%
Q12	27.2%
Q13	28.7%

In terms of the analyses presented below, the ceiling effect is important because it was observed for *all* of the constructs, though not to the same degree in each case; Q12 and Q13 in particular show a strong ceiling effect, while the effect for other constructs is less strong. In the future, it may be useful to consider modifying some of the item stems composing the constructs with greater ceiling effects in order to better differentiate among respondents.

As a final note, there were also *floor* effects evident for Q3 and Q6. (A floor effect is simply the opposite of a ceiling effect, meaning respondents are clustered at the bottom of the scale rather than the top.) This is in keeping with the overall results for these two items, as shown below.

Findings

Overview

A total of 1,366 surveys were provided to AIR for inclusion in the analysis. Of these, 133 were provided from PASA directly. As noted above, PASA did not include items relating to question sets eight through fourteen in their version of the SAYO-Y, lowering the overall *n* for responses to those sections. Note that there were also missing values marbled throughout, as some students chose not to respond to a particular item or item set. The total number of responses for each item is therefore presented in text where appropriate, and in Appendix C in full (“Aggregate SAYO-Y Responses”). Note that Appendix C includes response rates (both *n* and percent) in aggregate totals, broken down by grade level, and broken down by attendance threshold.

Program Experiences

The program experiences quality area included questions one through six on the SAYO-Y survey as administered by AIR. For reference, the constructs are presented again in Table 5.

Table 5. Program Experiences Constructs

Quality Area	Construct	Qs*	N Items
Program Experience	1. Youth perceive supportive social environment	Q1a, Q1b	6
	2. Youth enjoy & feel engaged in the after-school program	Q2	4
	3. Youth have choice and autonomy	Q3	6
	4. <i>Q4 not included in survey</i>	-	-
	5. Youth believe they have a supportive adult	Q5	4
	6. Youth believe they have opportunities for leadership and responsibility	Q6	5

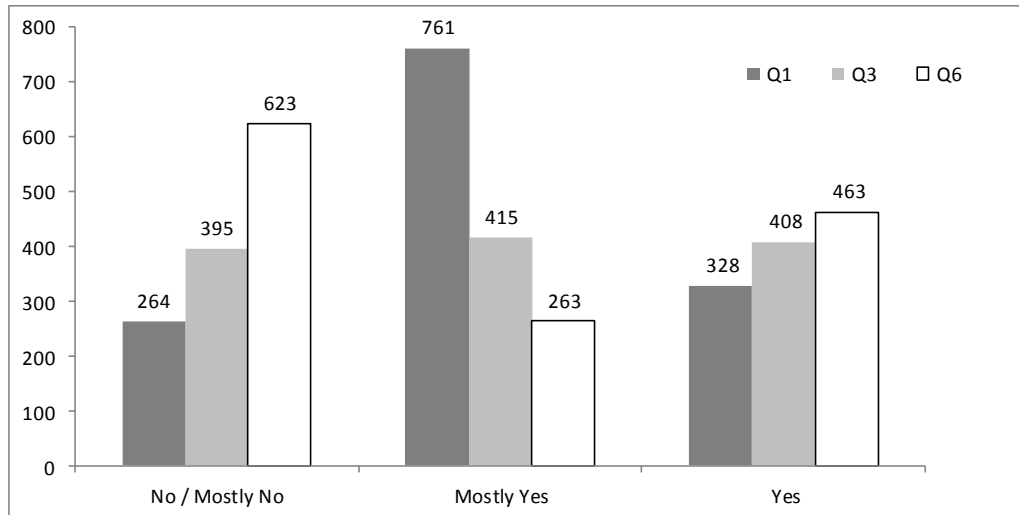
During the course of Rasch modeling for the program experiences constructs, constructs two and five were excluded. In the case of construct two, “Youth enjoy & feel engaged in the after-school program”, the person reliability rating was .42. What this means is that there was insufficient depth and/or breadth in the response data (i.e., insufficient ability range or an insufficient number of items) to reliably capture differences. For Q5, person reliability was .48, and was likewise excluded. (For purposes of this analysis, a level of .60 was required.) Note that the AIR team made attempts to fold these items together in various ways with other items in the quality area, but this effort ultimately proved unfruitful.

Additionally, the second question in question set Q1a was excluded from the analysis. This particular item did not fit well with the other items represented in the scale. This is almost certainly due to the negative wording of the second item in Q1a, “Does a lot of unwanted teasing go on here?” This negative wording effectively inverts the scale (No, Mostly No, Mostly Yes, and Yes), which otherwise has “Yes” as the positive answer (as in, “Are kids here friendly with each other?”).

Further, the analysis revealed that the lowest two response options on the four-point scale used in the program experiences section—the “No” and “Mostly No” options—were not sufficiently distinct to warrant separate response categories. For this reason, No and Mostly No have been grouped together as a single response category.

Figure 16 presents the total number of respondents for all three program experience constructs by scale score response category. Clearly presented here is a “floor effect” for Q6 (i.e., clustering of responses at the low, or negative, end of the scale). For Q6 (opportunities for leadership and responsibility), this means that youth, on average, believe they do *not* have opportunities for leadership and responsibility. For Q3 (choice and autonomy), results are more mixed, with nearly even distribution across response categories. Response categories for Q1 (perception of supportive social environment) were more normally distributed.

Figure 16. Respondents by Response Category, Program Experiences Constructs



When all data are aggregated to the state level, the mean scale scores for Rhode Island sites for constructs one, three, and six, were:

Q1: 2.83

Q3: 2.68

Q6: 2.61

This places the mean scale score for each of these constructs within the “Mostly Yes” response category, as shown by Table 6:

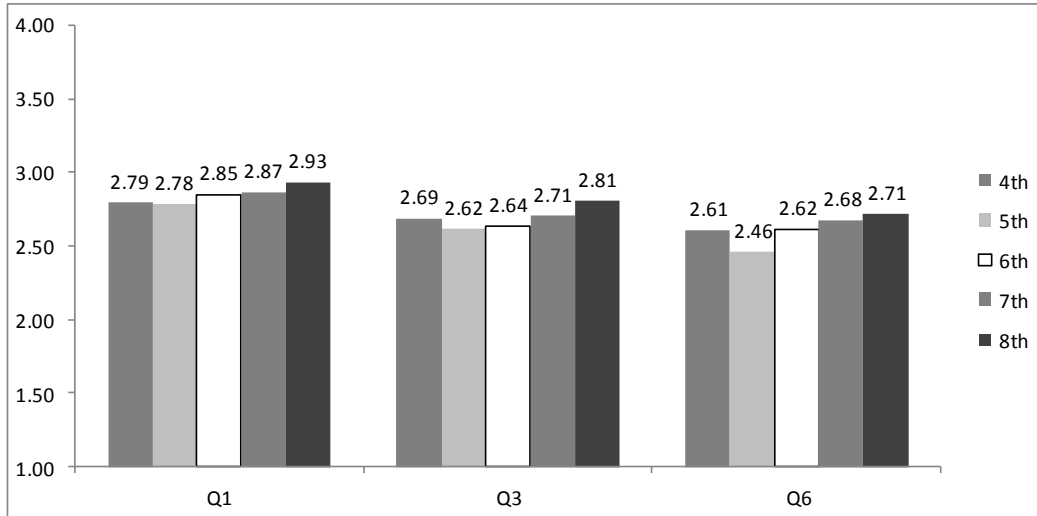
Table 6. Thresholds for Scale-Score Response Categories, Q1, Q3, and Q6

	Q1	Q3	Q6
"Yes"	≥ 3.12	≥ 2.85	≥ 2.82
"Mostly Yes"	2.27-3.11	2.55-2.84	2.58-2.81
"No" or "Mostly No"	< 2.27	< 2.55	< 2.58

This shows a generally positive response at the aggregate level in terms of perception of a supportive social environment (Q1), choice and autonomy (Q3), and youth belief that they have opportunities for leadership and responsibility (Q6).

There is some variation in response patterns, however, when broken down by grade level, as shown in Figure 17.

Figure 17. Program Experience Mean Scale Score, By Grade Level

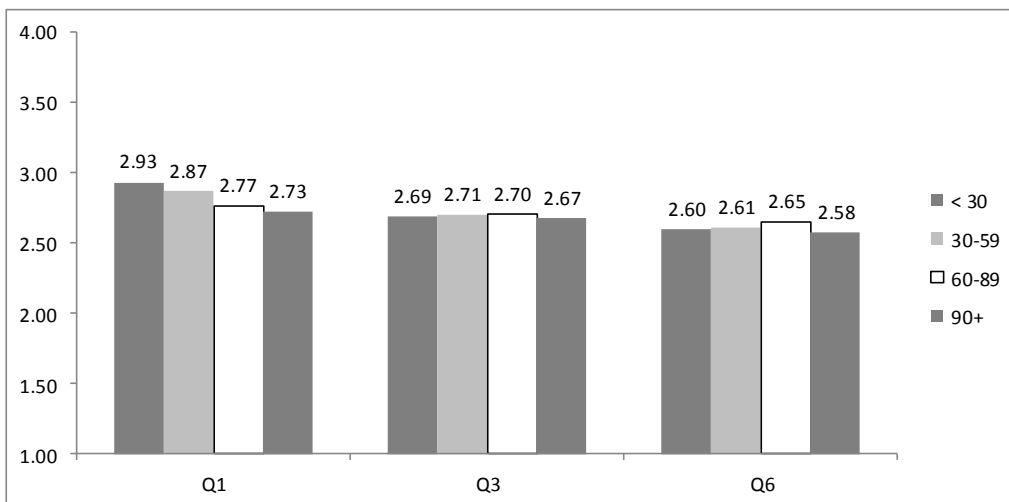


Note: Based on 366 surveys for 4th grade, 315 for 5th grade, 199 for 6th grade, 188 for 7th grade, and 141 for 8th grade.

This shows a drop between grades four and five, and then a positive correlation between higher mean scale scores and grade level after grade five. Of particular note, the (state-level) response category for grade five, construct Q6, classifies as “No/Mostly No”. This provides additional detail to the individual scale score results presented above.

When analyzed by attendance threshold—grouping youth into attendance ranges of less than 30 days, 30 to 59 days, 60 to 89 days, and 90 days or more—Q1 displays an interesting pattern, as shown in Figure 18:

Figure 18. Program Experience Mean Scale Score, By Attendance Range



Note: Based on 235 surveys for < 30 days, 315 for 30-59 days, 233 for 60-89 days, and 160 for 90 days or more.

While mean scale scores are relatively close for Q3 and Q6 (each displaying a slight drop for the 90 days or more response group), for Q1 the mean scale score drops as attendance increases (though all four mean scale scores fall within the “Mostly Yes” response range). Given that the underlying construct for Q1 is “Youth perceive supportive social environment,” this indicates that respondents who have attended more frequently report, on average, a very slightly lower level in terms of a supportive social environment.

Sense of Competence

The sense of competence quality area included questions seven through eleven on the SAYO-Y as administered by AIR. In contrast to constructs associated with program experiences, all constructs (and all items) associated with the sense of competence quality area were included. The original four-point scale (agreement scale) was also retained throughout.

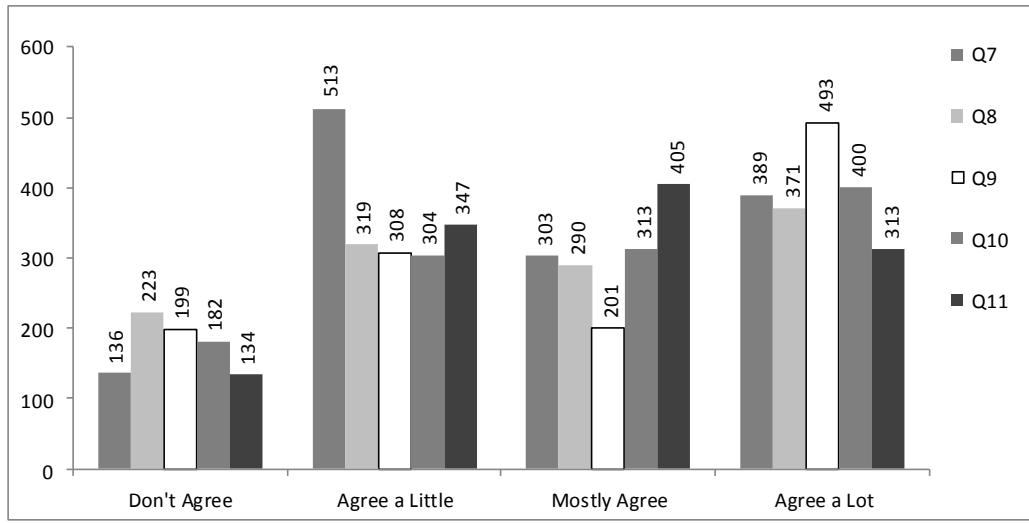
For reference, all constructs associated with the sense of competence quality area are presented in Table 7.

Table 7. Sense of Competence Constructs

Quality Area	Construct	Qs*	N Items
Sense of Competency	7. Sense of competence as a learner	Q7	5
	8. Sense of competence as a Reader	Q8	5
	9. Sense of Competence in Math	Q9	6
	10. Sense of competence in Science	Q10	6
	11. Sense of Competence Socially	Q11	4

Figure 19 presents the total number of respondents for all five sense of competence constructs by scale score response category. Three observations can be made from this figure: 1) There is a clear (if modest) ceiling effect for Q8, Q9, and Q10 (reading, mathematics, and science, respectively), meaning respondent scale scores are clustered near the top of the scale range; 2) both Q7 (sense of competence as a learner) and, to a lesser extent, Q9 (sense of competence in mathematics) show a bifurcation of responses, with scores tending to fall either in “Agree a Little” or “Agree a Lot”; and 3) Q7 stands out clearly as having a large proportion of responses in the “Agree a Little” range. This indicates that a relatively high proportion of respondents tend to agree *only a little* to the positive item prompts concerning what they are like as a learner.

Figure 19. Respondents by Response Category, Sense of Competence Constructs



When all data are aggregated to the state level, the mean scale scores for Rhode Island sites for constructs seven through eleven were:

Q7: 2.89
 Q8: 2.84
 Q9: 2.93
 Q10: 2.91
 Q11: 2.92

This places the mean scale score for each of these constructs within the “Mostly Agree” response category, as shown by Table 8.

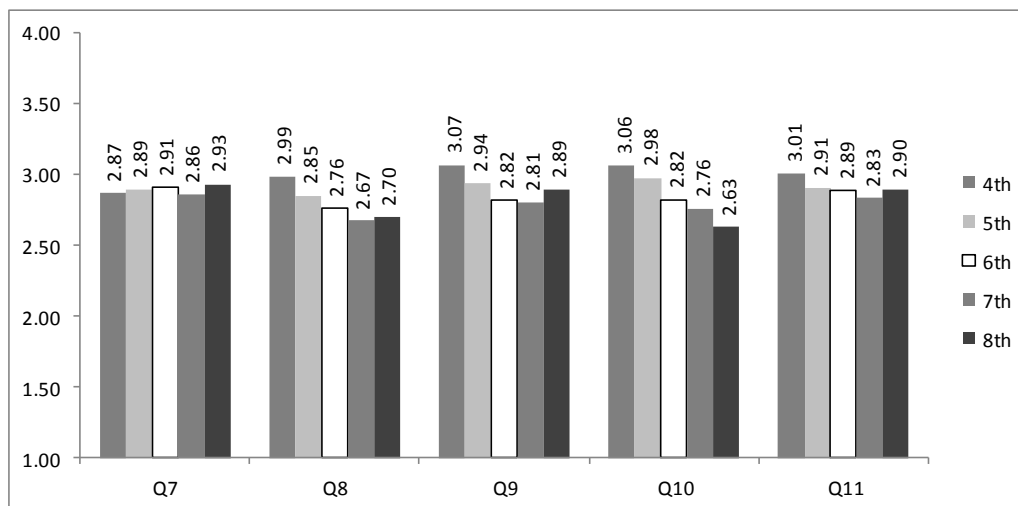
Table 8. Thresholds for Scale-Score Response Categories, Q7-Q11

	Q7	Q8	Q9	Q10	Q11
"Agree a Lot"	≥ 3.18	≥ 3.05	≥ 3.08	≥ 3.25	≥ 3.39
"Mostly Agree"	2.78-3.17	2.78-3.04	2.79-3.07	2.79-3.24	2.77-3.38
"Agree a Little"	2.27-2.77	2.40-2.77	2.35-2.78	2.19-2.78	2.08-2.76
"Don't Agree"	< 2.27	< 2.40	< 2.35	< 2.19	< 2.08

When analyzed by grade level, there is a clear negative correlation between grade level and mean scale score for Q8 through Q11 (respectively, sense of competence in reading, in mathematics,

and in science, and getting along with others) (see Figure 20). Respondents in higher grade levels tend to agree less than respondents in lower grade levels with statements about liking, doing well at, or being interested in reading, mathematics, or science, or getting along well with others. This is especially true for youth in older grades: While most of the mean scale scores are within the range of responses categorized as “Mostly Agree,” the mean scale score for grades six, seven, and eight for Q8 (reading) is in the “Agree a Little” response category, as are mean scale scores for grades seven and eight for Q10 (science).

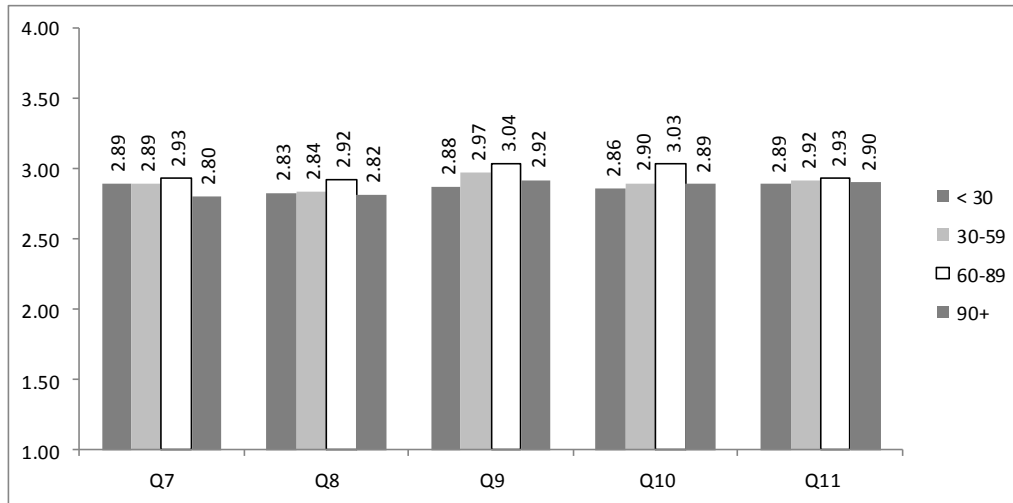
Figure 20. Sense of Competence Mean Scale Score, by Grade Level



Note: Based on 366 surveys for 4th grade, 315 for 5th grade, 199 for 6th grade, 188 for 7th grade, and 141 for 8th grade.

When analyzed by attendance range (as shown in Figure 21), respondents with higher levels of attendance tend to respond higher on each of the item scales, especially with respect to reading, mathematics, and science, at least until the 90 days threshold is reached (at which point there is a slight drop in mean scale score in each construct). This seems to indicate that the relationship between attendance level and scale score on constructs Q7 through Q11 is, at least, not linear, or may be complicated by other factors. For example, it could be the case that high attenders have a greater sense of competence in these areas to start with.

Figure 21. Sense of Competence Mean Scale Score, by Attendance Range



Note: Based on 235 surveys for < 30 days, 315 for 30-59 days, 233 for 60-89 days, and 160 for 90 days or more. For complete *n* values by item, see Appendix C.

Reflective Questions

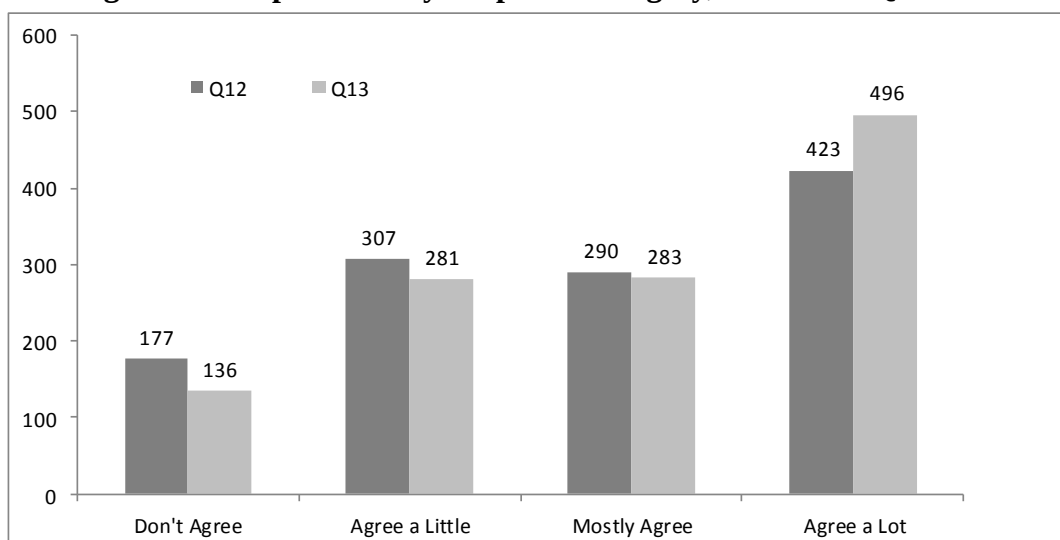
The reflective questions included questions twelve through fourteen on the SAYO-Y survey as administered by AIR. For reference, the constructs are presented again in Table 9.

Table 9. Reflective Constructs

Quality Area	Construct	Qs*	N Items
Retrospective	12. Youth believe program has helped academic skills	Q12	3
	13. Youth believe program has helped social/personal skills	Q13	3
	14. Retrospective sense of competence	Q14	1

Figure 22 presents the total number of respondents for both reflective constructs by scale score response category. This figure presents the clearest ceiling effect, with responses heavily skewed to the positive side of the scale (“Agree a Lot”). This indicates that a high proportion of respondents believe that the program has helped them in terms of both academic skills and social/personal skills.

Figure 22. Respondents by Response Category, Reflection Questions



When all data are aggregated to the state level, the mean scale scores for Rhode Island sites for constructs twelve and thirteen were:

Q12: 2.96

Q13: 3.00

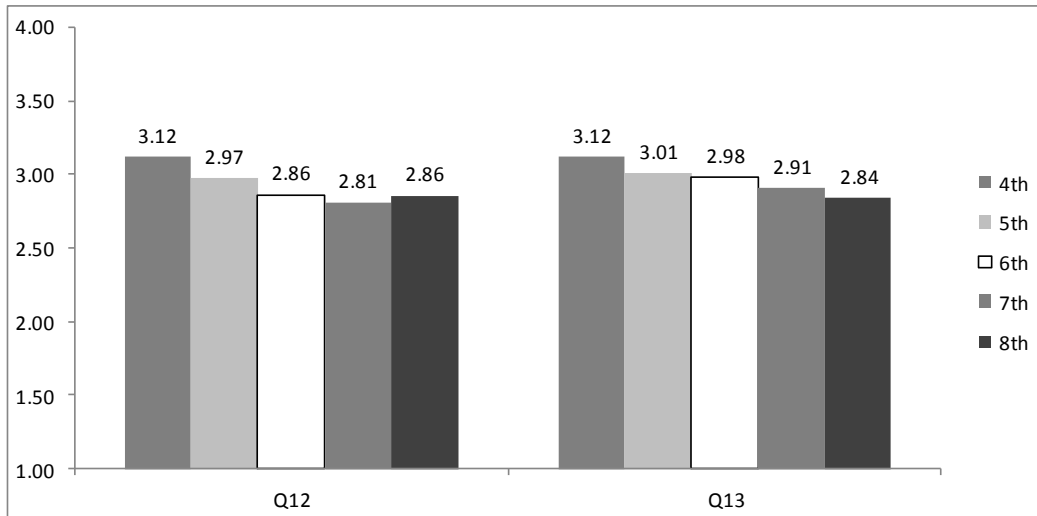
This places the mean scale score for each of these constructs within the “Mostly Agree” response category, as shown by Table 10:

Table 10. Thresholds for Scale-Score Response Categories, Q12 and Q13

	Q12	Q13
"Agree a Lot"	≥ 3.28	≥ 3.31
"Mostly Agree"	2.76-3.27	2.77-3.30
"Agree a Little"	2.19-2.75	2.15-2.76
"Don't Agree"	< 2.19	< 2.15

When analyzing the aggregate response data by grade level, a discernible pattern emerges: mean scale score tends to decline as grade level increases, if only slightly. Despite this, all mean scale scores were within the “Mostly Agree” response range. See Figure 23.

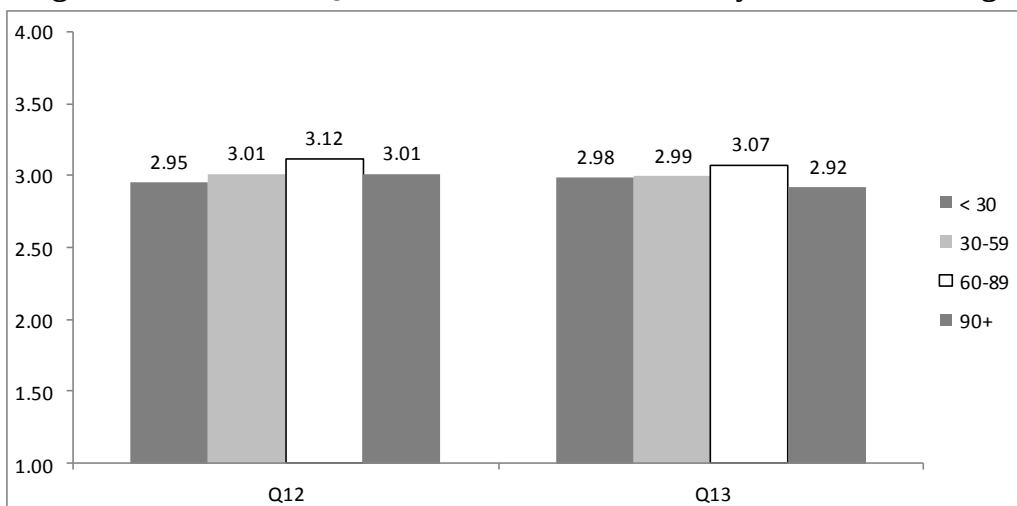
Figure 23. Reflection Questions Mean Scale Score, by Grade Level



Note: Based on 366 surveys for 4th grade, 315 for 5th grade, 199 for 6th grade, 188 for 7th grade, and 141 for 8th grade.

In terms of attendance ranges (Figure 24), mean scale scores were again in the “Mostly Agree” response range regardless of attendance level. Of some interest, however, was evidence of a slight increase in mean scale score from lower levels of attendance to higher, at least until the 90 days or more attendance threshold is reached. The difference in levels is generally minor, however.

Figure 24. Reflection Questions Mean Scale Score, by Attendance Range



Note: Based on 235 surveys for < 30 days, 315 for 30-59 days, 233 for 60-89 days, and 160 for 90 days or more.

Summary

It is important to stress here that the findings outlined above do not show *causal* linkages. Rather, all the survey findings presented are indicators of how participants in Rhode Island's 21st CCLC program respond, on average, to SAYO-Y items built around discrete constructs. In this sense, there could be a number of reasons why the results appear the way they do.

That said, the results indicate that participants, notably in fifth grade, report that they do not generally believe that they have opportunities for leadership or responsibility in their programs. Additionally, many respondents' scale scores for Q3 (autonomy and choice) were in the "No/Mostly No" range (though results for Q3 were more mixed than those for Q6). These are clearly areas that could profitably be targeted for improvement, though individual sites will want to consult their own data before making any program improvement determination. In terms of respondents' sense of competence, a high number of respondents, when asked about their sense of competence as a learner, has responses that fell within the "Agree a Little" range (more negative), though the state-wide average fell within the "Mostly Agree" range. Additionally, participants in higher grade levels—notably sixth grade through eighth—had a lower mean scale score on constructs relating to competence, especially with regard to reading and science, with mean scale scores falling in the "Agree a Little" response range.

Perhaps one of the most positive findings is that displayed by the individual response classifications for Q12 and Q13. For both constructs—belief that the program has helped academic and social/personal skills, respectively—scale score responses were skewed toward the positive end of the scale ("Agree a Lot"). This is an important finding, as these two construct areas are the only two with language asking the respondents about their perception of the direct effect of the program on their academic and social/personal growth.

Overall, results of the SAYO-Y are highly positive, with participants tending to respond, on average, at the higher (more positive) ends of each scale as reflected in the mean scale scores. The downside to this, of course, is that, for many of the constructs, there is a clear ceiling effect; the introduction of harder items across all construct item sets may be something Rhode Island should consider in future, notably to facilitate program improvement efforts.

References

- Andrich, D. (1978). A rating scale formulation for ordered response categories. *Psychometrika*, 43, 561–573.
- Birmingham, J., Pechman, E. M., Russell, C. A., & Mielke, M. (2005). *Shared features of high-performing after-school programs: A follow-up to the TASC evaluation*. Washington DC: Policy Studies Associates.
- Black, A. R., Doolittle, F., Zhu, P., Unterman, R., & Grossman, J. B. (2008). *The evaluation of enhanced academic instruction in after-school programs: Findings after the first year of implementation* (NCEE 2008-4021). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/pdf/20084021.pdf>
- Durlak, J., Mahoney, J., Bohnert, A., & Parente, M. (2010). Developing and improving after-school programs to enhance youth's personal growth and adjustment: A special issue of AJCP. *American Journal of Community Psychology*, 45(3), 285–293.
- Durlak, J. A., & Weissberg R. P. (2007). *The impact of after-school programs that promote personal and social skills*. Chicago: Collaborative for Academic, Social, and Emotional Learning.
- Granger, R. (2008). After-school programs and academics: Implications for policy, practice, and research. *Social Policy Report*, 22(2), 3–19.
- Granger, R. C., Durlak, J. A., Yohalem, N., & Reisner, E. (2007). *Improving after-school program quality*. New York: William T. Grant Foundation.
- Lauer, P. A., Akiba, M., Wilkerson, S. B., Aphorp, H. A., Snow, D., & Martin-Glenn, M. (2006). Out-of-school-time programs: A meta-analysis of effects for at-risk students. *Review of Educational Research*, 76(2), 275–313.
- Linacre, J. M. (2005) *WINSTEPS* [Computer program]. Chicago: Winsteps.com.
- Little, P. (2007). *The quality of school-age child care in after-school settings* (Research to Policy Connections, No. 7). New York: National Center for Children in Poverty, Columbia University Mailman School of Public Health.
- Naftzger, N., Bonney, C., Donague, T., Hutchinson, C., Margolin, J., & Vinson, M. (2007). *21st Century Community Learning Centers (21st CCLC) analytic support for evaluation and program monitoring: An overview of the 21st CCLC performance data: 2005–06*. Naperville, IL: Learning Point Associates.

- Noam, G. G. (2008). *A new day for youth: Creating sustainable quality in out-of-school time*. New York: Wallace Foundation.
- Smith, C., Peck, S., Denault, A., Blazeovski, J., & Akiva, T. (2010). Quality at the point of service: Profiles of practice in after-school settings. *American Journal of Community Psychology*, 45(3), 358–369.
- Vandell, D. L., Reisner, E. R., Brown, B. B., Dadisman, K., Pierce, K. M., Lee, D., et al. (2005). *The study of promising after-school programs: Examination of intermediate outcomes in year 2*. Madison, WI: Wisconsin Center for Education Research. Retrieved from http://childcare.wceruw.org/pdf/pp/year2_executive_summary_and_brief_report.pdf
- Wilson-Ahlstrom, A., & Yohalem, N. (with Pittman, K.). (2007). *Building quality improvement systems: Lessons from three emerging efforts in the youth-serving sector*. Washington, DC: Forum for Youth Investment, Impact Strategies.
- Yohalem, N., Wilson-Ahlstrom, A., Fischer, S., & Shinn, M. (2009). *Measuring youth program quality: A guide to assessment tools* (2nd ed.). Washington, DC: Forum for Youth Investment.

Appendix A. SAYO Survey

21st CCLC Site: _____

Student SAYO ID: _____

This is NOT a TEST!

**This survey is private.
Please say what you *really* think!**

**STAFF:
PLEASE KEEP ALL PAGES OF EACH SURVEY
TOGETHER
COVERED BY THIS COVERSHEET**

This is NOT a TEST!

This survey is private.

Please say what you *really* think!

What is your current grade level? (Place an “x” next to your grade level.)

- ☐ 1st Grade
- ☐ 2nd Grade
- ☐ 3rd Grade
- ☐ 4th Grade
- ☐ 5th Grade
- ☐ 6th Grade
- ☐ 7th Grade
- ☐ 8th Grade
- ☐ 9th Grade
- ☐ 10th Grade
- ☐ 11th Grade
- ☐ 12th Grade

What I think about our afterschool program...

1.a. At this after-school program, how do kids get along?

	No	Mostly No	Mostly Yes	Yes
1. Are kids here friendly with each other?	☐	☐	☐	☐
2. Does a lot of unwanted teasing go on here?	☐	☐	☐	☐
3. Do kids here treat each other with respect?	☐	☐	☐	☐

1.b. What is it like for you at this after-school program?

	No	Mostly No	Mostly Yes	Yes
1. Do you have a lot of good friends here?	☐	☐	☐	☐
2. If you were upset, would other kids here try to help you?	☐	☐	☐	☐
3. Do the other kids here listen to you?	☐	☐	☐	☐

2. At this after-school program how do you feel?

	No	Mostly No	Mostly Yes	Yes
1. Do you like coming here?	☐	☐	☐	☐
2. Do you have fun when you're here?	☐	☐	☐	☐
3. Do you feel bored when you're here?	☐	☐	☐	☐
4. Can you always find things that you like to do here?	☐	☐	☐	☐

Please answer the question. Don't worry about spelling!

2. a. What is your favorite thing to do here?

2 b. What other activities do you wish were offered here?

3. When you are at this after-school program...

	No	Mostly No	Mostly Yes	Yes
1. Do you get to choose how you spend your time?	☐	☐	☐	☐
2. Can you suggest your own ideas for new activities?	☐	☐	☐	☐
3. Can you spend time by yourself when you want to?	☐	☐	☐	☐
4. Are you allowed to finish what you are doing even if it is time for the next activity?	☐	☐	☐	☐
5. Do you get to choose which kids you spend your time with here?	☐	☐	☐	☐
6. Do you get to choose which activities you do?	☐	☐	☐	☐

4. When you are at this after-school program *and not doing homework...*

	No	Mostly No	Mostly Yes	Yes
1. Do you learn new things?	☐	☐	☐	☐
2. Do you feel challenged <i>in a good way</i> ?	☐	☐	☐	☐
3. Do you get to do things here that you have never done before?	☐	☐	☐	☐

5. What are the teachers and staff members like at this after-school program?

	No	Mostly No	Mostly Yes	Yes
1. Is there an adult here who is interested in what you think about things?	☐	☐	☐	☐
2. Is there an adult here you can talk to when you are upset?	☐	☐	☐	☐
3. Is there an adult here who helps you when you have a problem?	☐	☐	☐	☐
4. Is there an adult here who <u>you</u> will listen to and respect?	☐	☐	☐	☐

6. When you are at this after-school program ...

	No	Mostly No	Mostly Yes	Yes
1. Do you get to help plan activities for the program?	☐	☐	☐	☐
2. Do you get the chance to lead an activity?	☐	☐	☐	☐
3. Are you in charge of doing something to help the program?	☐	☐	☐	☐
4. Do you get to help make decisions or rules for the program?	☐	☐	☐	☐
5. Do you get to do things that help people in your community?	☐	☐	☐	☐

Now a few questions about you...

7. What are you like as a learner? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
1. I like to give new things a try, even if they look hard.	☐	☐	☐	☐
2. In school, I'm as good as other kids.	☐	☐	☐	☐
3. I'm good at solving problems.	☐	☐	☐	☐
4. I'm as good as other kids my age at learning new things.	☐	☐	☐	☐
5. When I can't learn something right away, I keep trying until I get it.	☐	☐	☐	☐

Please answer the question. Don't worry about spelling!

7.b. What is something new you'd like to learn or get better at?

8. How do you feel about reading? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot	Not Applicable
1. I like to read at home during my free time.	☐	☐	☐	☐	
2. I enjoy reading when I'm at school.	☐	☐	☐	☐	
3. I enjoy reading when I'm at this after-school program.	☐	☐	☐	☐	☐
4. I'm good at reading.	☐	☐	☐	☐	
5. I like to give new books a try, even if they look hard.	☐	☐	☐	☐	

9. How do you feel about math? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot	Not Applicable
1. I like to learn new things in math.	☐	☐	☐	☐	
2. I like to do math when I'm at school.	☐	☐	☐	☐	
3. I like to do math when I'm at this after-school program.	☐	☐	☐	☐	☐
4. Math is something I'm good at.	☐	☐	☐	☐	
5. I'm interested in math.	☐	☐	☐	☐	
6. I like to give new math problems a try, even when they look hard.	☐	☐	☐	☐	

I. 10. How do you feel about science? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot	Not Applicable
1. I like to learn about new things in science.	☐	☐	☐	☐	
2. I like doing science at school.	☐	☐	☐	☐	
3. I like doing science when I'm at this after-school program. <i>(If you don't do science in your afterschool program, skip this line.)</i>	☐	☐	☐	☐	☐
4. Science is something I am good at.	☐	☐	☐	☐	
5. I'm interested in science.	☐	☐	☐	☐	
6. I like to try new things in science, even when they look hard.	☐	☐	☐	☐	

11. How do you get along with others? Read each sentence. Do you agree?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
1. It's very easy for me to get along with other kids.	☐	☐	☐	☐
2. When I meet someone new, I know he or she will like me.	☐	☐	☐	☐
3. I get along with friends as well as other kids my age.	☐	☐	☐	☐
4. It's easy for me to join a new group of kids.	☐	☐	☐	☐

And finally, a few reflective questions...

12. How else has this after-school program helped you?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
1. Coming here has helped me to get my homework done.	☐	☐	☐	☐
2. Coming here has helped me to try harder in school.	☐	☐	☐	☐
3. Coming here has helped me to do better in school.	☐	☐	☐	☐

13. How else has this after-school program helped you?

	Don't Agree	Agree a little	Mostly Agree	Agree a lot
1. Coming here has helped me feel good about myself.	☐	☐	☐	☐
2. Coming here has helped me find out what I'm good at doing and what I like to do.	☐	☐	☐	☐
3. Coming here has helped me to make new friends.	☐	☐	☐	☐

14. Has coming to this after-school program helped you get along better with friends?

No	Mostly no	Mostly yes	Yes
☐	☐	☐	☐

Appendix B. Sample Parental Permission Form

Dear Parent/Guardian,

_____ is working with the Rhode Island Department of Education (RIDE) to conduct a short survey of the students participating in the after school program. The survey is called the Survey of After-School Youth Outcomes (SAYO). It asks students how they feel about the program and what they are learning.

Your child's participation in the survey is voluntary and anonymous. No names will be collected or reported. The answers will be used to improve the program. They will also be used to evaluate the program and others like it across the state. Thank you!

Do you give your permission to conduct the SAYO survey with your child?

Yes, I give my permission.

You do not need to fill out this slip. We will assume you have given permission without it.

☐

No, I do not give my permission.

Please fill out the information below and return this slip to the staff by _____.

Student's Name (please print): _____

Signature of Parent/Guardian: _____

Appendix C. Aggregate SAYO-Y Responses

Program Experience

	<i>n</i>	<i>No</i>	<i>Mostly No</i>	<i>Mostly Yes</i>	<i>Yes</i>
Q1a. At this after-school program, how do kids get along?					
Are kids here friendly with each other?	1349	3%	10%	52%	37%
Does a lot of unwanted teasing go on here?	1340	35%	34%	19%	14%
Do kids here treat each other with respect?	1329	6%	14%	48%	34%
Q1b. What is it like for you at this after-school program?					
Do you have a lot of good friends here?	1335	3%	7%	23%	69%
If you were upset, would other kids here try to help you?	1334	7%	12%	30%	52%
Do the other kids here listen to you?	1332	7%	12%	40%	43%
Q2. At this after-school program how do you feel?					
Do you like coming here?	1339	4%	7%	26%	66%
Do you have fun when you're here?	1332	2%	7%	29%	64%
Do you feel bored when you're here?	1344	40%	31%	17%	14%
Can you always find things that you like to do here?	1347	5%	9%	36%	52%
Q3. When you are at this after-school program...					
Do you get to choose how you spend your time?	1211	22%	23%	35%	21%
Can you suggest your own ideas for new activities?	1207	17%	21%	32%	32%
Can you spend time by yourself when you want to?	1206	23%	25%	27%	27%
Are you allowed to finish what you are doing even if it is time for the next activity?	1205	18%	21%	35%	28%
Do you get to choose which kids you spend your time with here?	1193	21%	19%	32%	31%
Do you get to choose which activities you do?	1205	19%	19%	29%	34%
Q5. What are the teachers and staff members like at this after-school program?					
Is there an adult here who is interested in what you think about things?	1326	11%	12%	31%	49%
Is there an adult here you can talk to when you are upset?	1327	8%	8%	20%	66%
Is there an adult here who helps you when you have a problem?	1324	6%	6%	22%	68%
Is there an adult here who you will listen to and respect?	1326	3%	4%	17%	78%

	<i>n</i>	<i>No</i>	<i>Mostly No</i>	<i>Mostly Yes</i>	<i>Yes</i>
Q6. What are the teachers and staff members like at this after-school program?					
Do you get to help plan activities for the program?	1328	29%	24%	24%	25%
Do you get the chance to lead an activity?	1335	30%	26%	22%	24%
Are you in charge of doing something to help the program?	1325	42%	21%	19%	20%
Do you get to help make decisions or rules for the program?	1329	41%	22%	19%	20%
Do you get to do things that help people in your community?	1331	19%	17%	29%	38%

Sense of Competence

	<i>n</i>	<i>Don't Agree</i>	<i>Agree a Little</i>	<i>Mostly Agree</i>	<i>Agree a Lot</i>
Q7. How do you feel about reading? Read each sentence. Do you agree?					
I like to give new things a try, even if they look hard.	1339	5%	20%	30%	47%
In school, I'm as good as other kids.	1336	7%	16%	29%	50%
I'm good at solving problems.	1332	6%	20%	33%	43%
I'm as good as other kids my age at learning new things.	1333	5%	16%	29%	53%
When I can't learn something right away, I keep trying until I get it.	1335	5%	14%	28%	55%

	<i>n</i>	<i>Don't Agree</i>	<i>Agree a Little</i>	<i>Mostly Agree</i>	<i>Agree a Lot</i>	<i>N.A.</i>
Q8. What are you like as a reader? Read each sentence. Do you agree?						
I like to read at home during my free time.	1200	27%	27%	21%	27%	
I enjoy reading when I'm at school.	1195	16%	23%	24%	38%	
I enjoy reading when I'm at this after-school program.	1194	31%	26%	15%	22%	9%
I'm good at reading.	1187	7%	14%	28%	53%	
I like to give new books a try, even if they look hard.	1184	15%	19%	23%	45%	
Q9. How do you feel about math? Read each sentence. Do you agree?						
I like to learn new things in math.	1181	10%	17%	22%	53%	
I like to do math when I'm at school.	1175	15%	18%	21%	48%	
I like to do math when I'm at this after-school program.	1189	27%	20%	17%	29%	9%
Math is something I'm good at.	1181	13%	18%	23%	48%	
I'm interested in math.	1173	17%	19%	19%	46%	
I like to give new math problems a try, even when they look hard.	1180	11%	20%	22%	48%	

	<i>n</i>	<i>Don't Agree</i>	<i>Agree a Little</i>	<i>Mostly Agree</i>	<i>Agree a Lot</i>	<i>N.A.</i>
Q10. How do you feel about science? Read each sentence. Do you agree?						
I like to learn about new things in science.	1187	10%	17%	24%	52%	
I like doing science at school.	1183	10%	18%	23%	50%	
I like doing science when I'm at this after-school program.	1098	21%	16%	16%	29%	20%
Science is something I am good at.	1181	13%	23%	30%	37%	
I'm interested in science.	1171	14%	17%	25%	46%	
I like to try new things in science, even when they look hard.	1184	13%	18%	24%	47%	
Q11. How do you get along with others? Read each sentence. Do you agree?						
It's very easy for me to get along with other kids.	1187	9%	18%	33%	43%	
When I meet someone new, I know he or she will like me.	1183	13%	29%	33%	26%	
I get along with friends as well as other kids my age.	1191	6%	18%	29%	49%	
It's easy for me to join a new group of kids.	1192	14%	24%	26%	38%	

Reflective Questions

	<i>n</i>	<i>Don't Agree</i>	<i>Agree a Little</i>	<i>Mostly Agree</i>	<i>Agree a Lot</i>
Q12. How else has this after-school program helped you?					
Coming here has helped me to get my homework done.	1196	17%	19%	22%	44%
Coming here has helped me to try harder in school.	1190	15%	21%	25%	41%
Coming here has helped me to do better in school.	1187	13%	21%	25%	42%
Q13. How else has this after-school program helped you?					
Coming here has helped me feel good about myself.	1180	13%	21%	25%	43%
Coming here has helped me find out what I'm good at doing and what I like to do.	1186	11%	17%	26%	48%
Coming here has helped me to make new friends.	1187	11%	19%	22%	50%
Q14. Has coming to this after-school program helped you get along better with friends?					
Has coming to this after-school program helped you get along better with friends?	1187	9%	9%	29%	55%

ABOUT AMERICAN INSTITUTES FOR RESEARCH

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally. As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

LOCATIONS

Domestic

Washington, D.C.
Atlanta, GA
Baltimore, MD
Chapel Hill, NC
Chicago, IL
Columbus, OH
Frederick, MD
Honolulu, HI
Indianapolis, IN
Naperville, IL
New York, NY
Portland, OR
Sacramento, CA
San Mateo, CA
Silver Spring, MD
Waltham, MA

INTERNATIONAL

Côte d'Ivoire
Egypt
Honduras
Kenya
Liberia
Malawi
Pakistan
South Africa
Zambia



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

www.air.org

Making Research Relevant